

Student Compendium 2022/23
















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University Analysis 2022/23

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 students enrolled in each academic year and a set of KPI metrics broken down by WP group. See pages 7-8 for an explanation of the different data metrics and ratings used in this report and page 37 for the definition of terms.

	Age	Disability	Ethnicity	Gender	LPNQ1-2
Applications	The percentage of mature applicants decreased slightly . 	The percentage of disabled applicants has increased . 	The percentage Black, Asian or Minority Ethnic applicants has increased . 	The percentage of female applicants has slightly decreased , and the percentage of male applicants has slightly increased . 	The overall percentage of applicants who are from LPN Q1-2 has slightly decreased . 
Enrolments	The percentage of new mature students has stayed the same . 	The percentage of new disabled students has decreased . 	The percentage of new Black, Asian or Minority Ethnic students has increased . 	The percentage of female enrolments has increased , and the percentage of male enrolments has decreased . 	The percentage of new students from LPN (Q1 and Q2) has increased . 
Non-continuation	The non-continuation rate for mature students has slightly increased , and for young students has remained the same . 	The non-continuation rate for disabled students has increased . 	The non-continuation rate for Black, Asian and Minority Ethnic students has slightly decreased , but the gap has slightly increased . 	The non-continuation rate for male students and the gap between male and female students have slightly increased . 	The non-continuation rate for LPN students has slightly decreased , and the gap between LPN and non-LPN remains the same . 

Good Honours	<p>Good Honours rates for mature students have slightly decreased and the gap between mature and young students has increased slightly. 😐</p>	<p>Good Honours rates for disabled students have slightly increased, which has slightly closed the gap. 😐</p>	<p>The gap between Black, Asian and Minority Ethnic students and White students awarded Good Honours, has remained the same. 😐</p>	<p>Female students were awarded slightly fewer Good Honours degrees than male students, but the gap has increased. 😞</p>	<p>Good Honours rates have slightly decreased for students who are from LPN than from other neighbourhoods, but the gap has increased. 😞</p>
Satisfaction	<p>The satisfaction for mature students has decreased, and the gap between mature and young students has increased. 😞</p>	<p>The satisfaction of disabled students has decreased and the gap between disabled and non-disabled students has increased. 😞</p>	<p>The percentage of satisfied students from Black and Other ethnic backgrounds, as well as White students has decreased. However, the overall satisfaction for Asian and Multiple Heritage students is higher. 😐</p>	<p>The satisfaction of female students has decreased whilst the satisfaction of male students has increased. Accordingly, the gap between the two groups has increased. 😞</p>	<p>Students from Q1 and Q2 are less satisfied with their course than students in Q4 and Q5. Although, students from Q3 report the lowest satisfaction of all groups. 😞</p>
Graduate Outcomes	<p>There is a higher percentage of mature graduates achieving a positive outcome than young students. 😊</p>	<p>The percentage of disabled students achieving a positive graduate outcome is about the same as non-disabled students. A higher than the percentage of non-disabled students. 😊</p>	<p>The percentage of Black, Asian and Minority Ethnic graduates achieving a positive outcome is slightly lower than White graduates, although the gap is closing. The percentage of unemployed Black, Asian and Minority Ethnic graduates was slightly higher than White graduates. 😐</p>	<p>Several metrics are nearly equal. However, a slightly higher percentage of males are unemployed than females. 😐</p>	<p>The percentages of Q1-2 and Q3-5 students achieving a positive outcome are nearly equal. A slightly higher percentage of graduates from an LPN are moving on to further study. 😊</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 (LPN - 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.

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 percentage 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 methodology 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, in the three most recent complete year cycles, (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. This report counts new students enrolling onto the first year of study at UWE Bristol in the three most recent academic years, including the current year. 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).

Non-continuation

Non-continuation is a measure of student retention. The non-continuation percentage measure is calculated by comparing students that are fully registered as of 15 days after their start date at the university with how many are still enrolled with UWE Bristol one year on. As long as the student is active within the university on this second date, they are counted as continuing. Students that are inactive one year on are counted as non-continuing. This report provides non-continuation rates for the three most recent complete year cycles. The technical specification of the non-continuation data set is:

UK domicile, full time students on undergraduate degrees, September entrants only, excluding UWE federation courses.

Good Honours

Degree classification is summarised by Good Honours (considered a 1st or 2.1 degree). This report provides data on undergraduate students achieving a Good Honours classification in the three most recent academic years available. 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.

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 2022 and who were taught at UWE (i.e., not at a partner college).

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:

Responses from UK domicile, full time students on undergraduate degrees who were in their final year of an undergraduate degree in 2021/22.

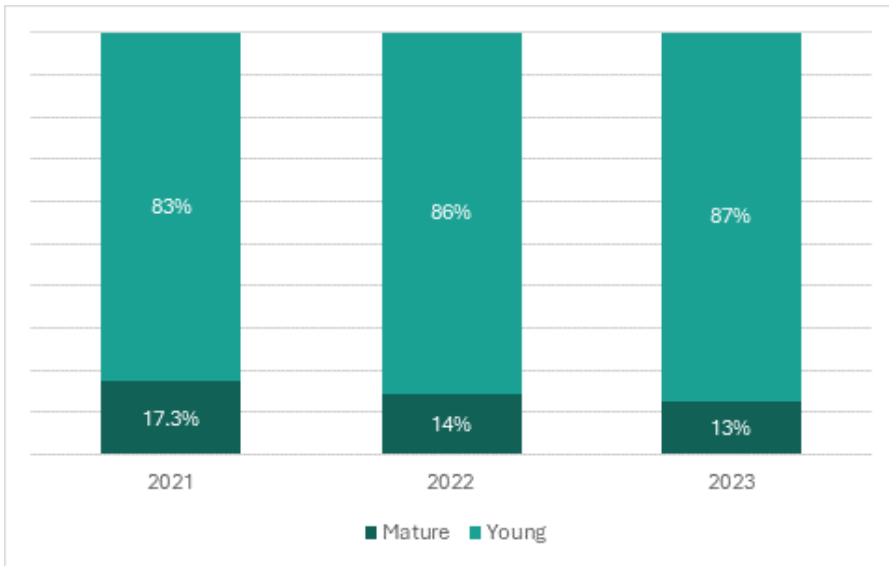
RAG Rating and Colours

The metrics presented in this report are rated red, amber or green (RAG) and given a sad, neutral or happy face icon based on the following criteria:


- Red/sad face icon: a decrease of 3 percentage points (pp) or more for an underrepresented group e.g. Black student satisfaction decreasing by 6pp; gap between young and mature applications widening by 3 pp.
- Amber: no change since the previous year or a change of 1-2 pp in either direction e.g. non-continuation for disabled students has decreased by 1 pp; no change male/female applications.
- Green: an increase of 3 pp or more for an underrepresented group e.g. Good Honours rate for mature students increases by 5 pp; LPN graduate employment increases by 6 pp.

Who is applying to UWE Bristol?

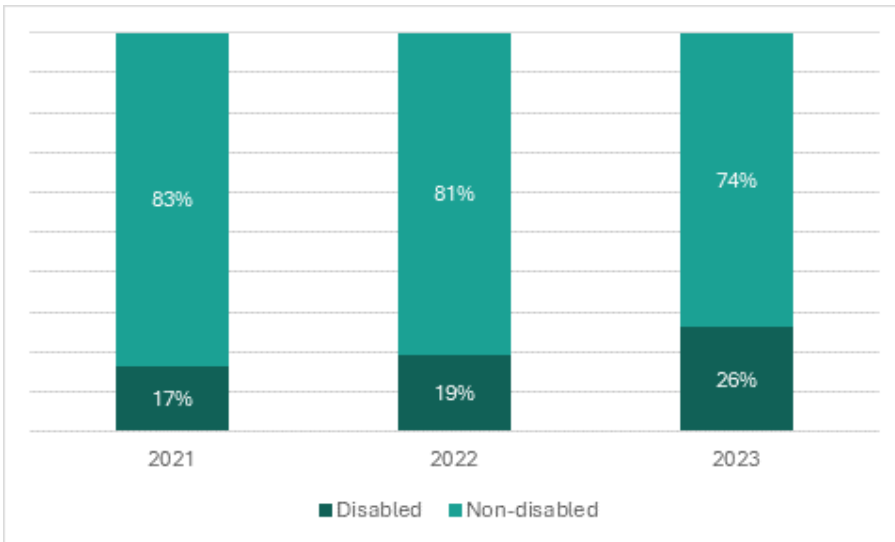
Age




The percentage of mature applicants has **decreased** slightly.

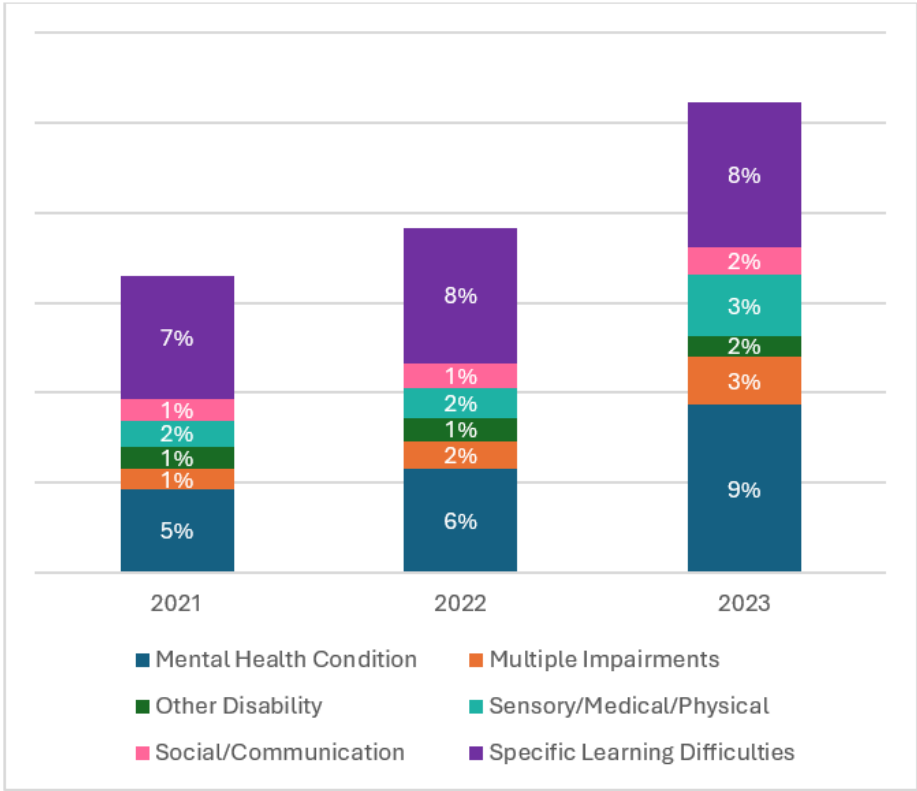


Disabled Status




The percentage of disabled applicants has **increased**.

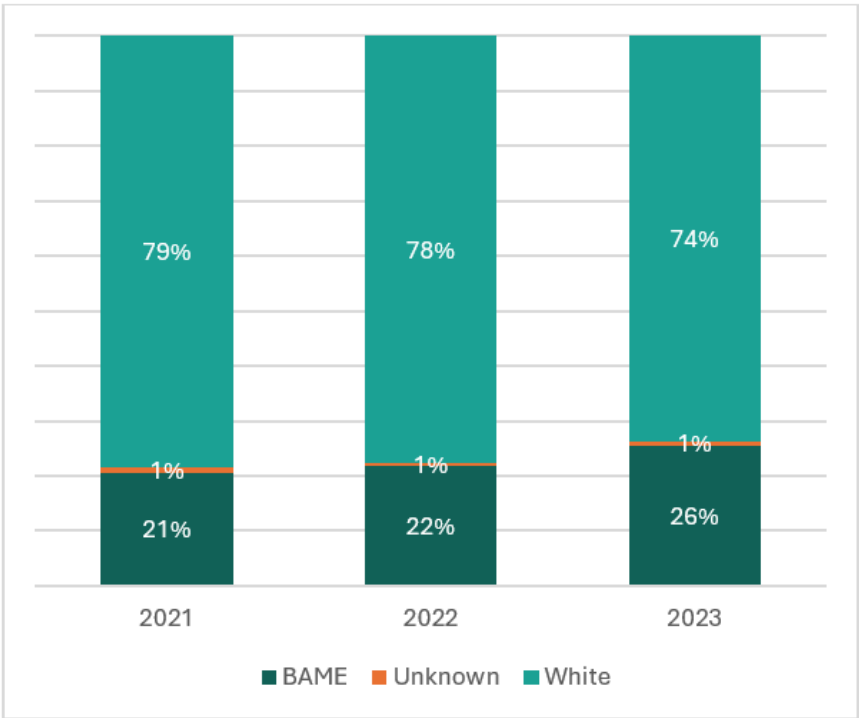




The percentage of applicants has **increased** for more than one condition, impairment, or disability type.

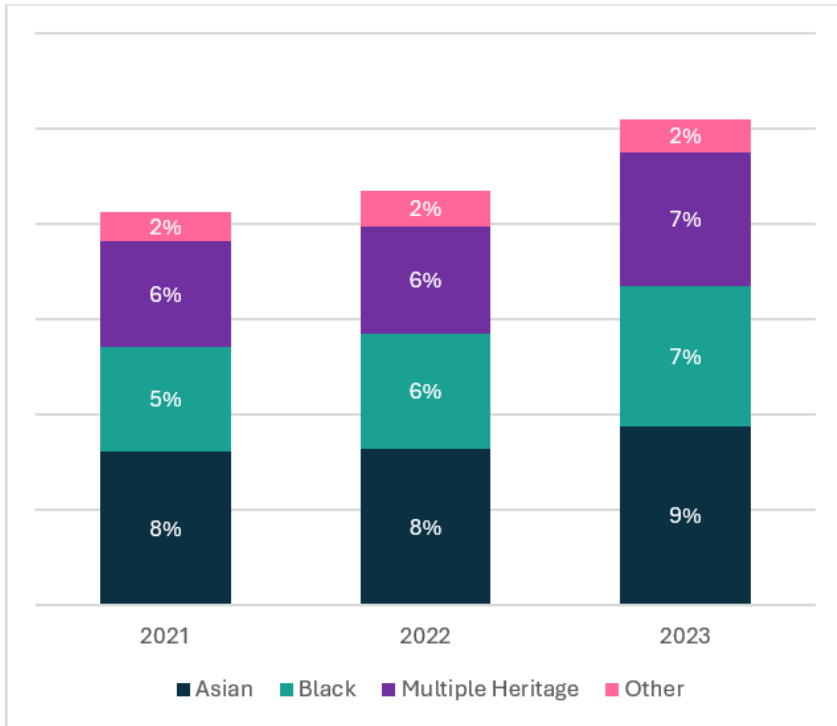


Ethnicity



The overall percentage of applicants who are from a Black, Asian or Minority Ethnic background has **increased**.





The percentage of applicants who are from an Asian, Black or Multiple Heritage background has **slightly increased**.



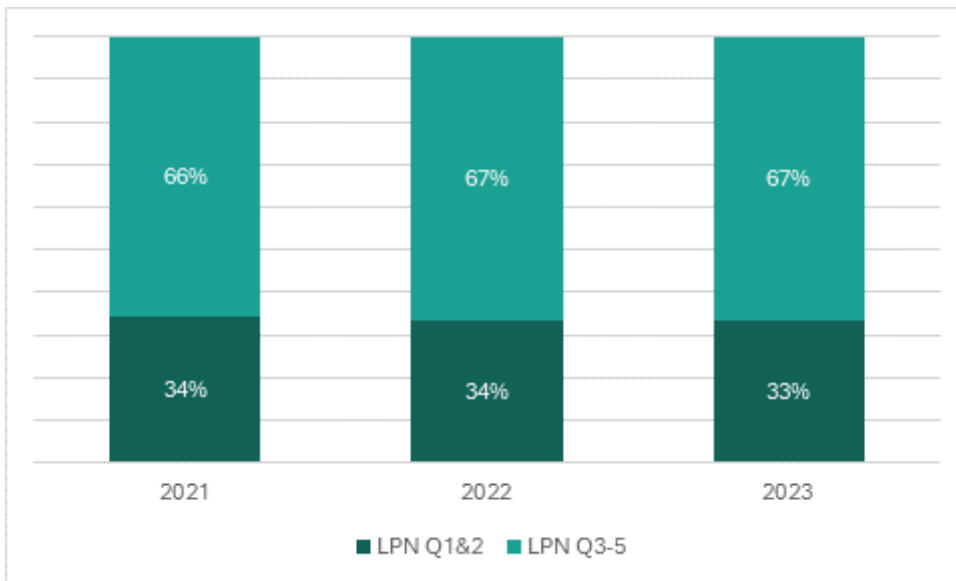
Gender



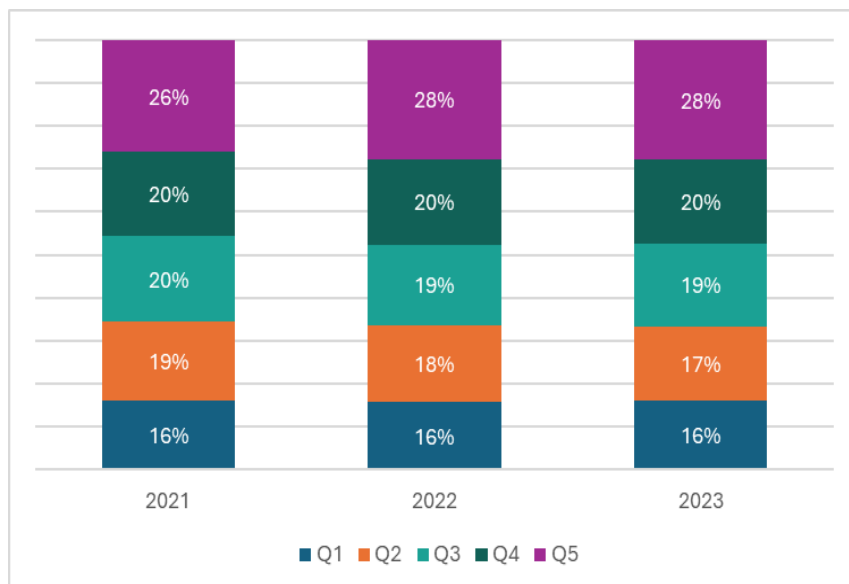
The percentage of female applicants has **slightly decreased**, and the percentage of male applicants has **slightly increased**.



Low Participation Neighbourhoods



The overall percentage of applicants who are from LPN Q1-2 has **slightly decreased** since last year.



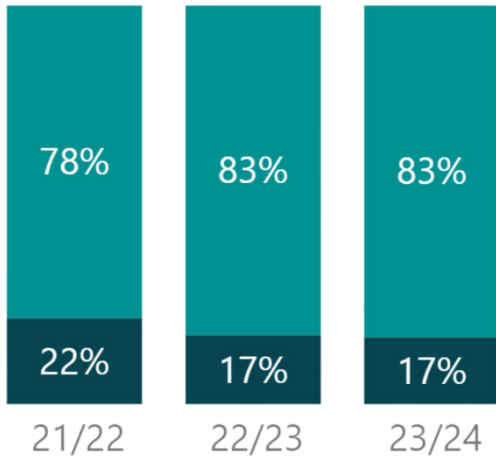
The percentage of applicants who are from Q1 has **remained the same** since last year and the percentage of applicants from Q2 has **slightly decreased**.



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Who is enrolling at UWE Bristol?

Age



● Mature ● Young

The percentage of new mature students has stayed the same.




Disabled Status

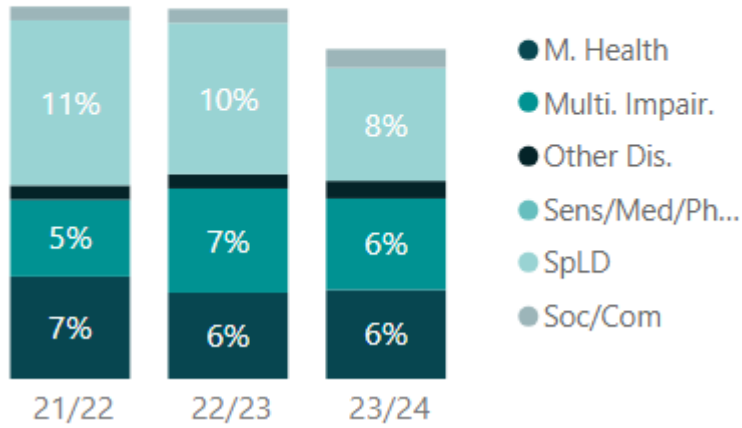


● Disabled ● Non-disabled (inc. Unkn...)

The percentage of new disabled students has decreased.



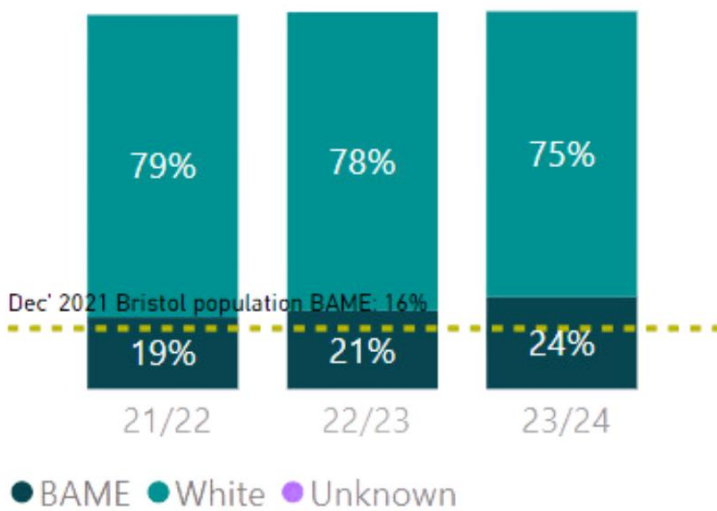
Disability Groups (% of Total Enrols)



The percentage of new students declaring a disability has **slightly decreased** across more than one disability group



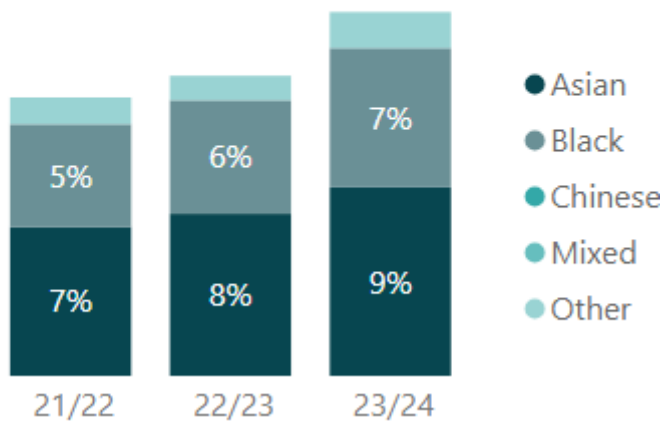
Ethnicity



The percentage of new Black, Asian or Minority Ethnic students has **increased**.



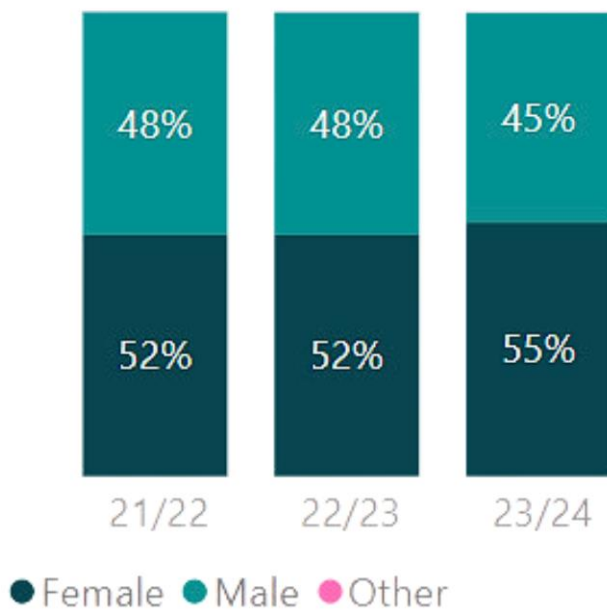
BAME Breakdown (% of Total Enro...



The percentage of new students from a Black or Asian heritage background has **slightly increased**.



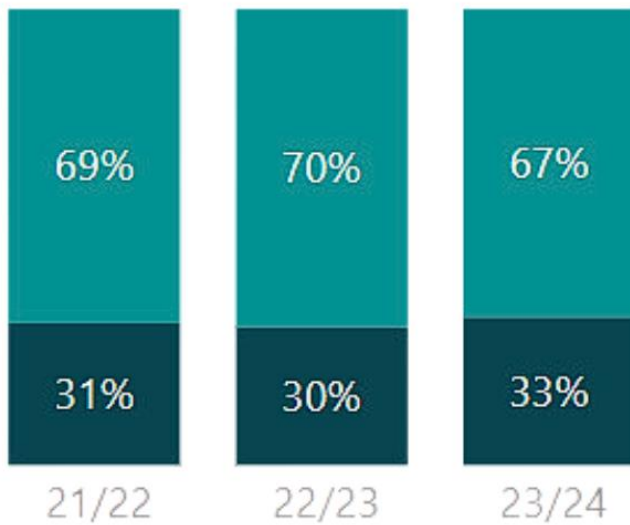
Gender



The percentage of female enrolments has **increased**, and the percentage of male enrolments has **decreased**.



Low Participation Neighbourhoods

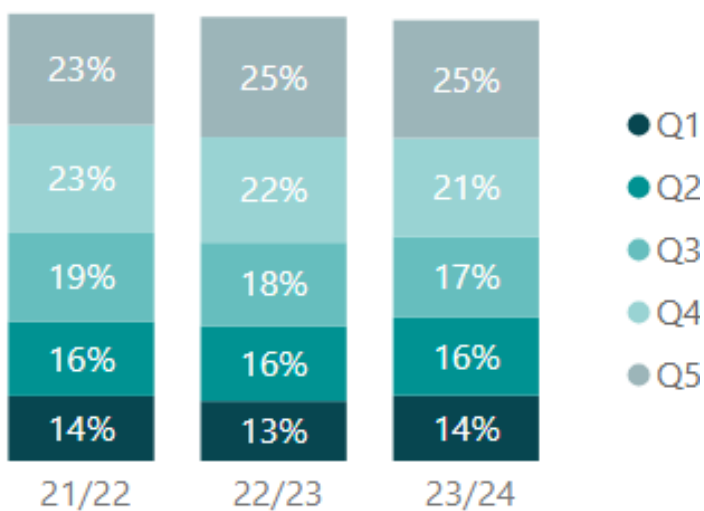


● LPN Q1&2 ● Non-LPN (inc. Unknown)

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



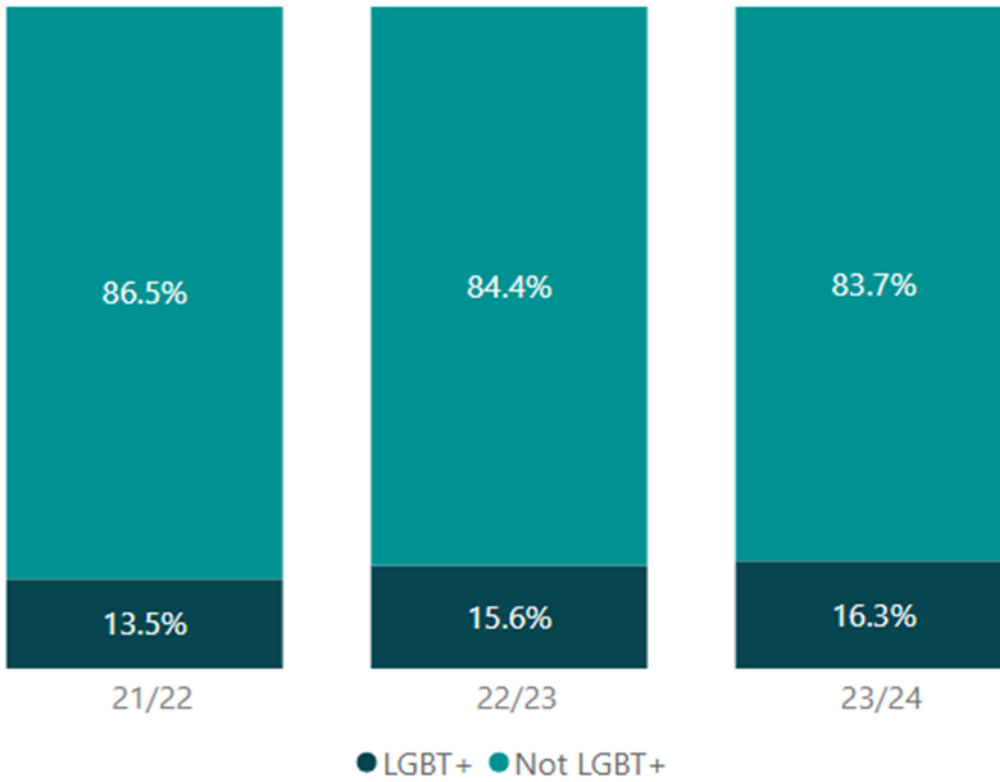
POLAR4 Quintiles (% of Young S...



The percentage of new students from LPN Q1 **slightly increased** while the percentage of new students from LPN Q2 **remained the same**.



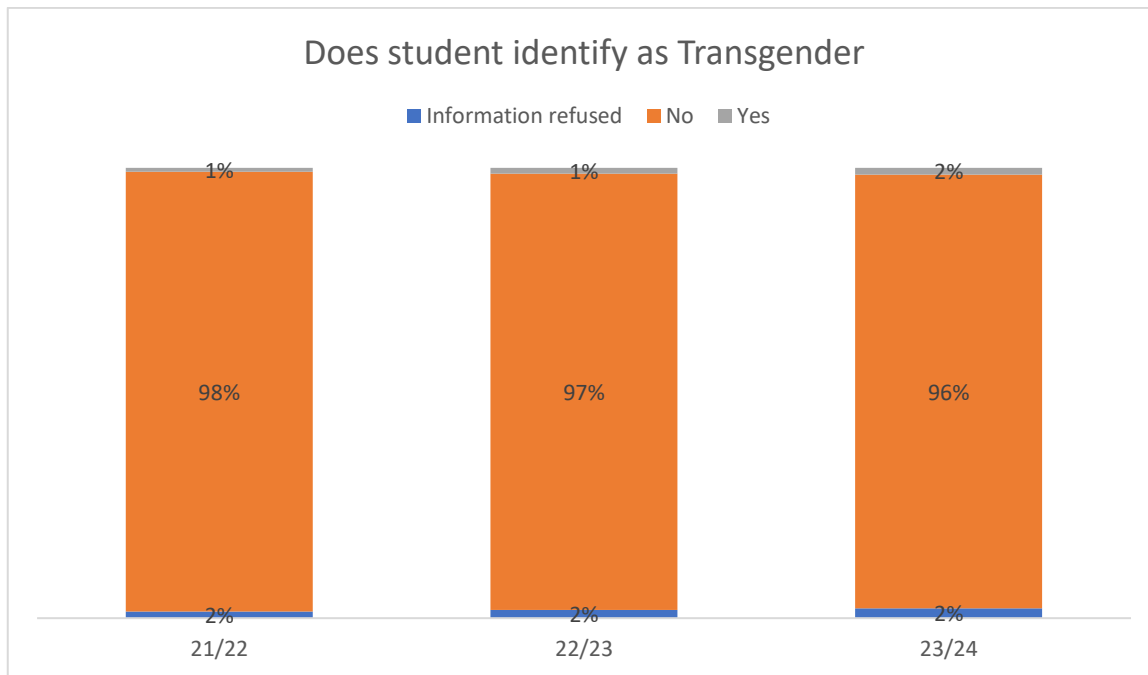
Sexual Orientation



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



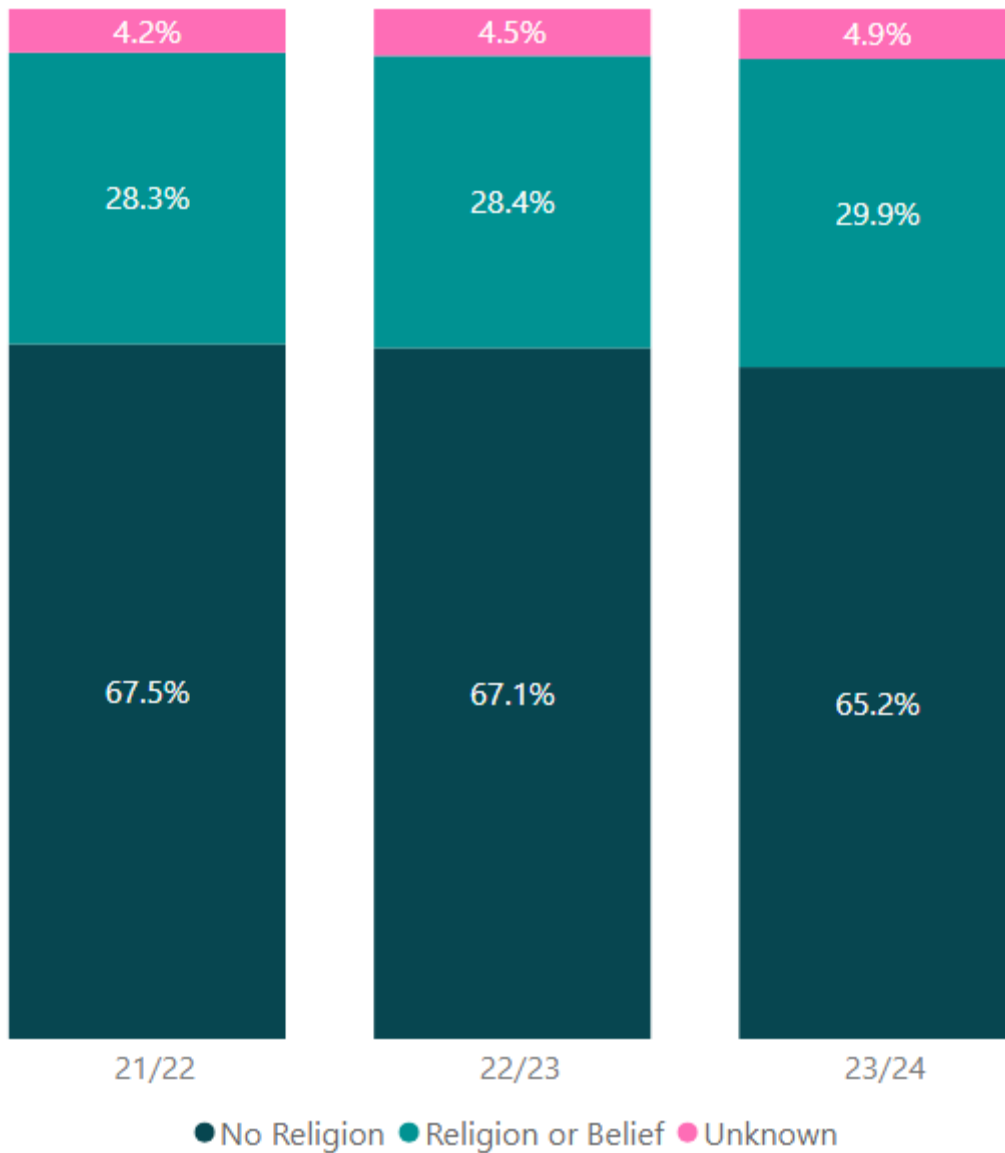
Trans Status



The percentage of new students who are transgender has **slightly** increased.



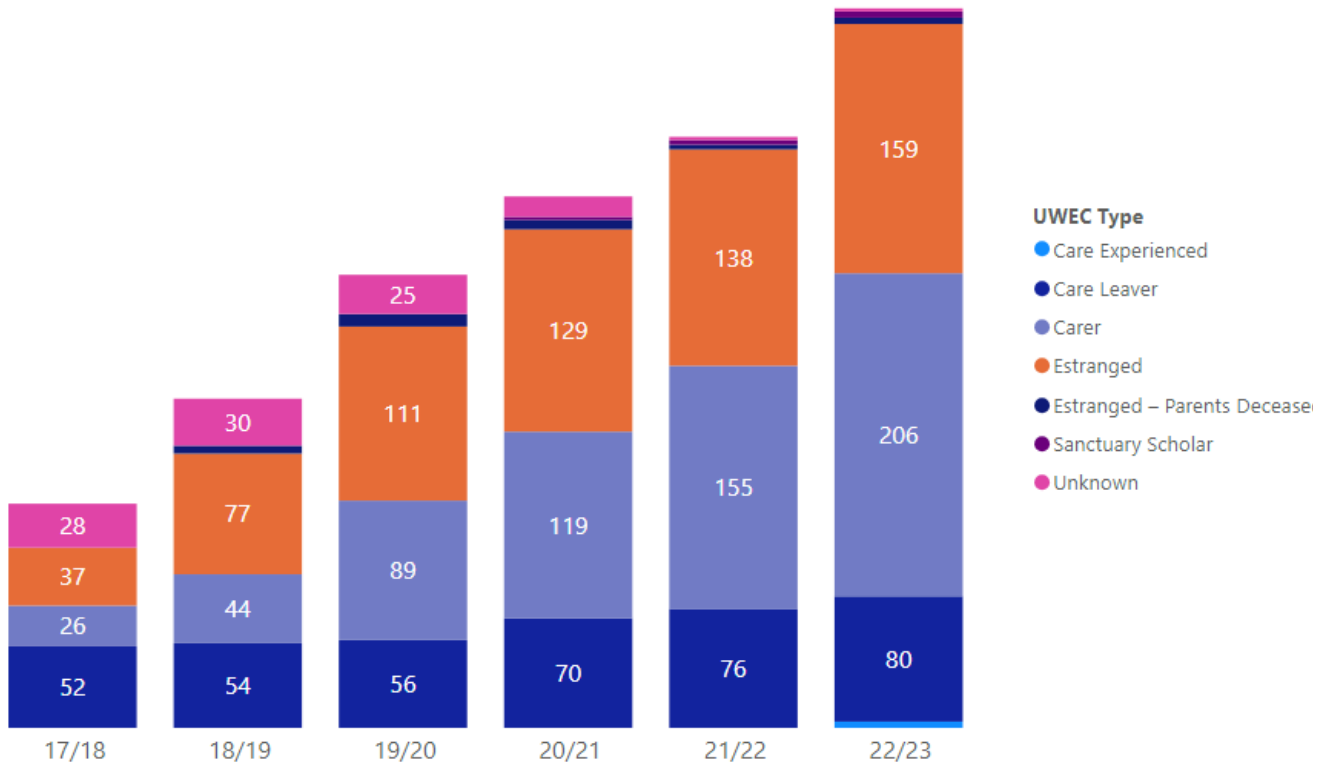
Religion and Belief



The percentage of new students with a religion or belief has slightly increased.



UWE Cares



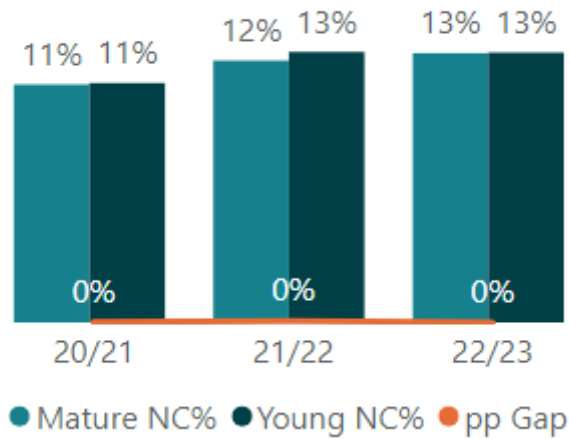
The number of new UWE Cares students **increased** and is higher than in previous years.




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Which students do not continue with their programme?

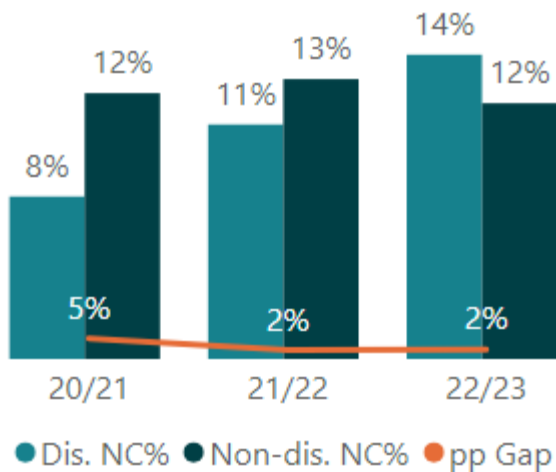
Age



The non-continuation rate for mature students has **slightly increased**, and for young students has **remained the same**.



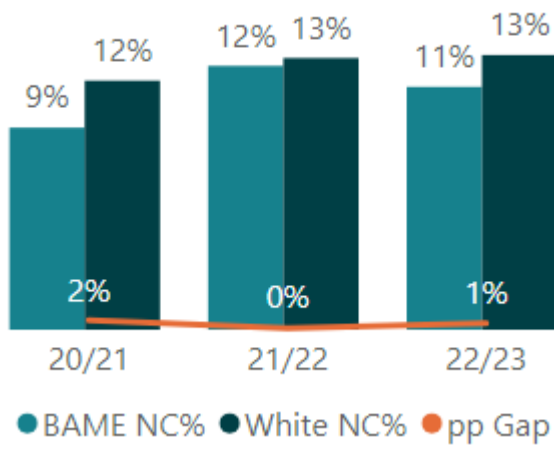
Disabled Status



The non-continuation rate for disabled students has **increased**.



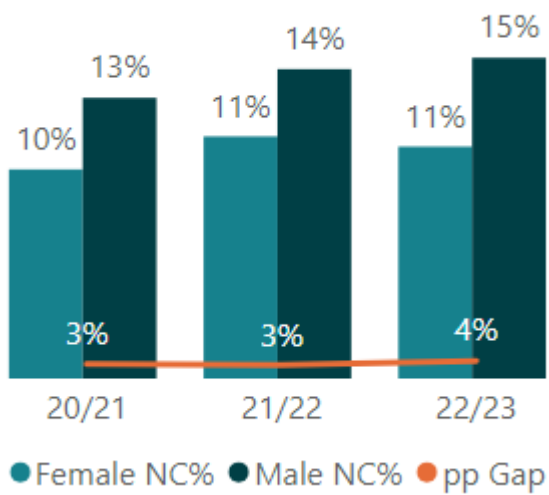
Ethnicity



The non-continuation rate for Black, Asian and Minority Ethnic students has **slightly decreased**, but the gap has **slightly increased**.



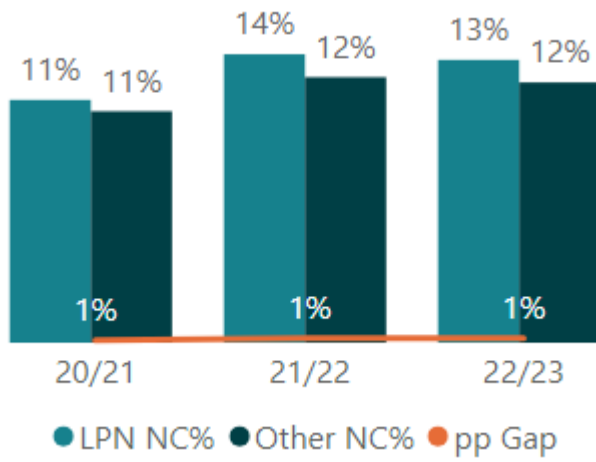
Gender



The non-continuation rate for male students and the gap between male and female students have **slightly increased**.



Low Participation Neighbourhoods



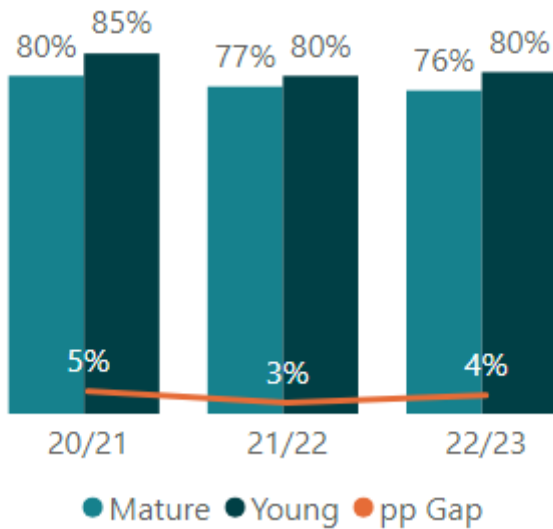
The non-continuation rate for LPN students has **slightly decreased**, and the gap between LPN and non-LPN **remains the same**.



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Who is awarded a Good Honours degree?

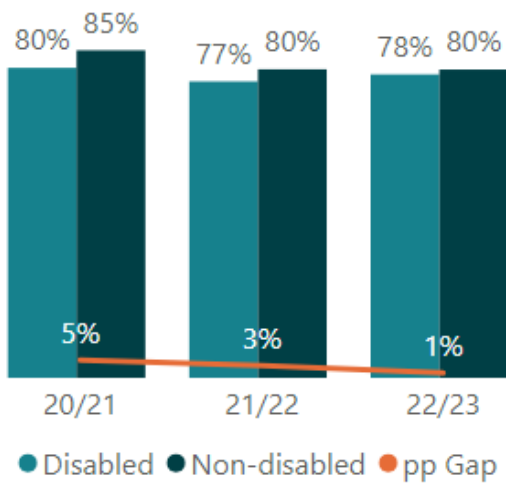
Age



Good Honours rates for mature students have **slightly decreased** and the gap between mature and young students has **increased slightly**.



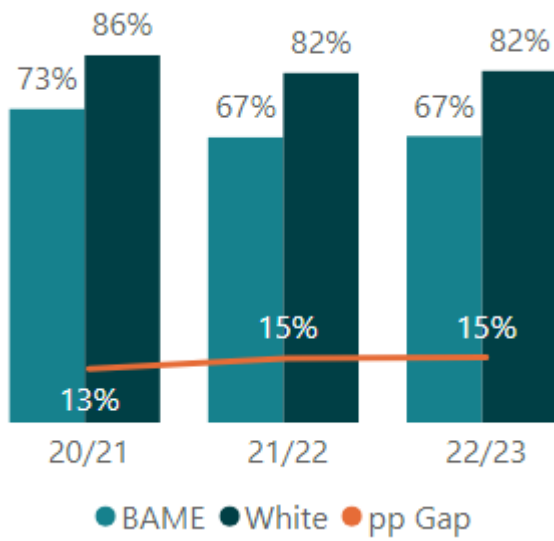
Disabled Status



Good Honours rates for disabled students has **slightly increased**, which has **slightly closed** the gap.



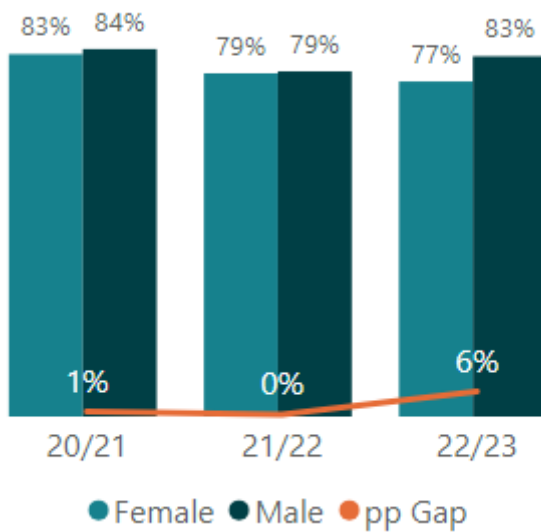
Ethnicity



The gap between Black, Asian and Minority Ethnic and White students awarded Good Honours has **remained the same**.



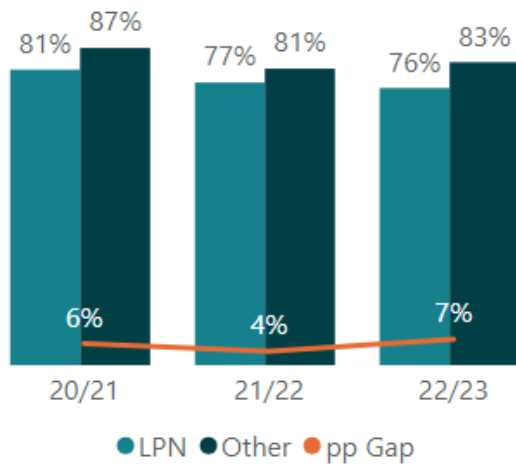
Gender



Female students were awarded **slightly fewer** Good Honours degrees than male students, but the gap has **increased**.



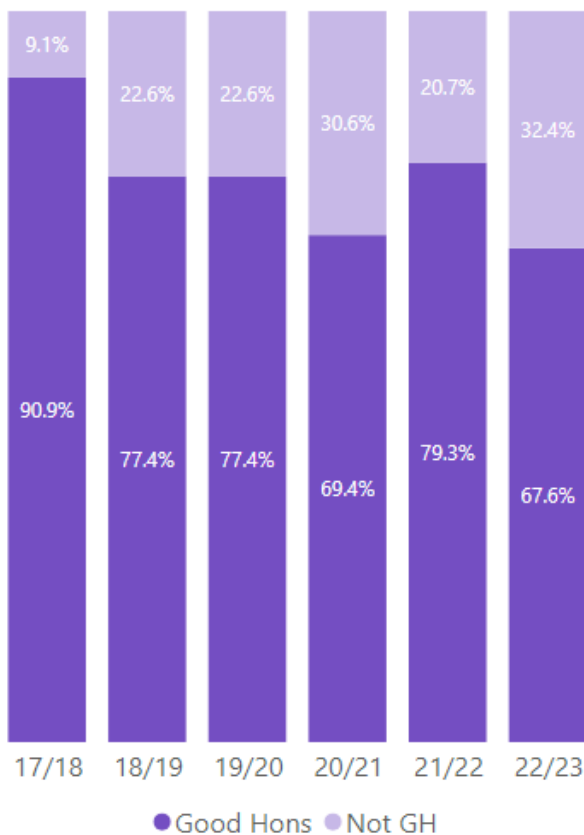
Low Participation Neighbourhoods



Good Honours rates have **slightly decreased** for students who are from LPN than other neighbourhoods, but the gap has **increased**.



UWE Cares



The percentage of UWE Cares students awarded a Good Honours degree has **decreased**.

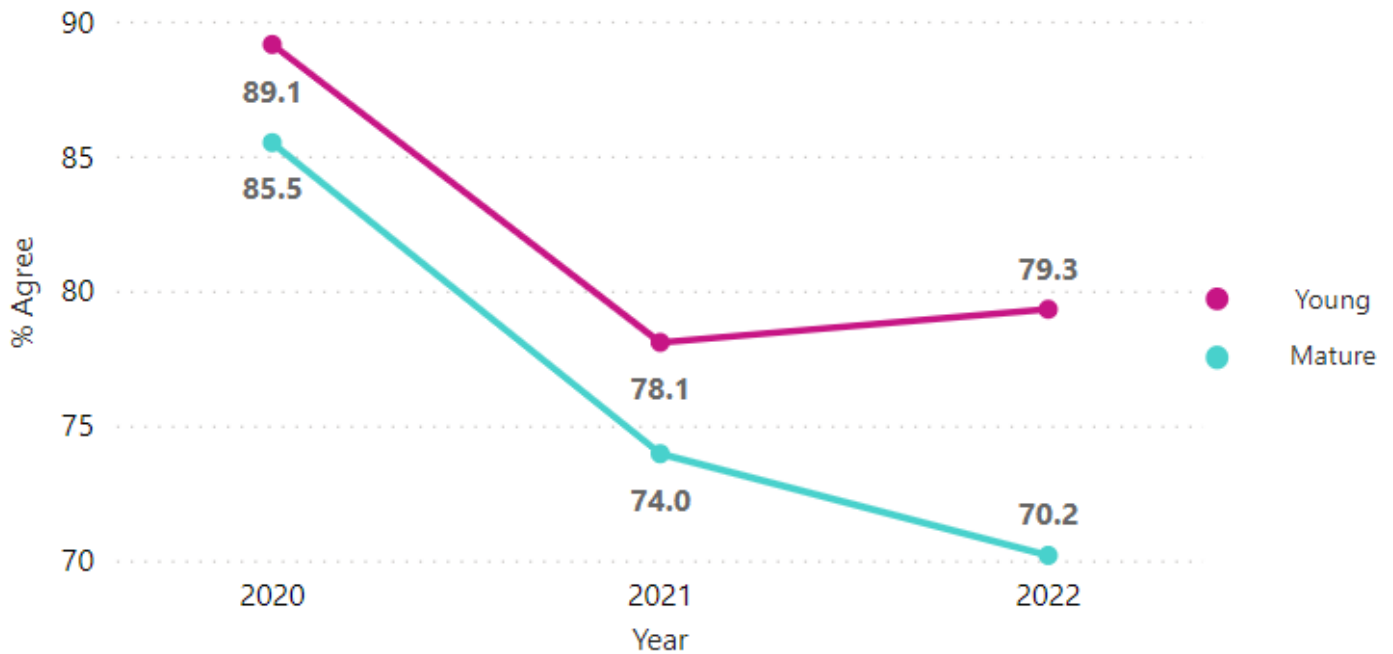


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How satisfied are students with their course?

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

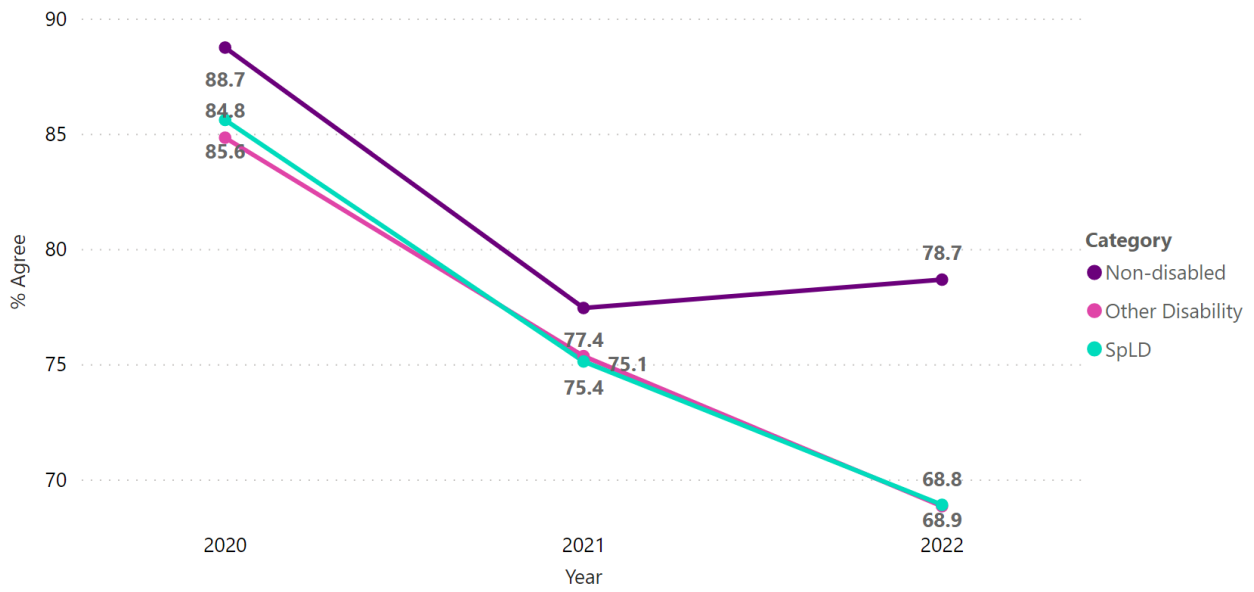
Age



The satisfaction for mature students has **decreased**, and the gap between mature and young students has **increased**.



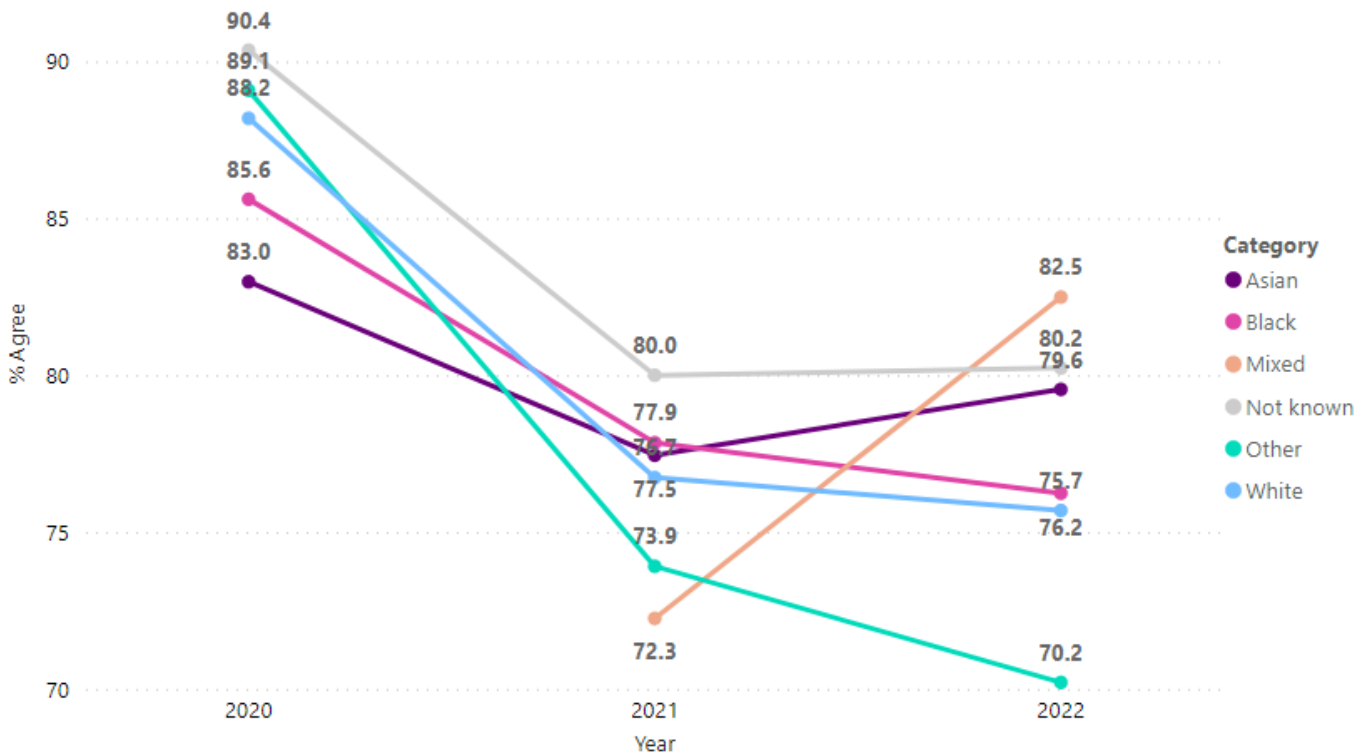
Disability



The satisfaction of disabled students has **decreased** and the gap between disabled and non-disabled students has **increased**.



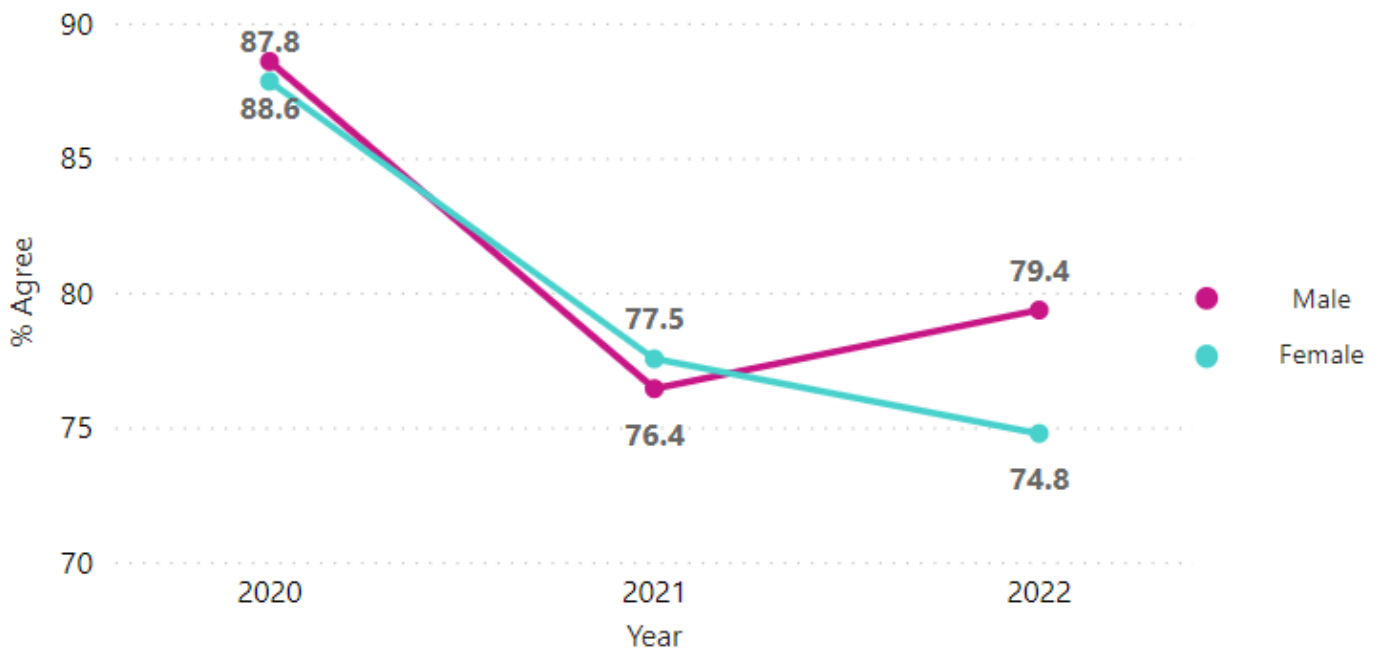
Ethnicity



The percentage of satisfied students from Black and Other ethnic backgrounds, as well as White students has **decreased**. However, the overall satisfaction for Asian and Multiple Heritage students is **higher**.



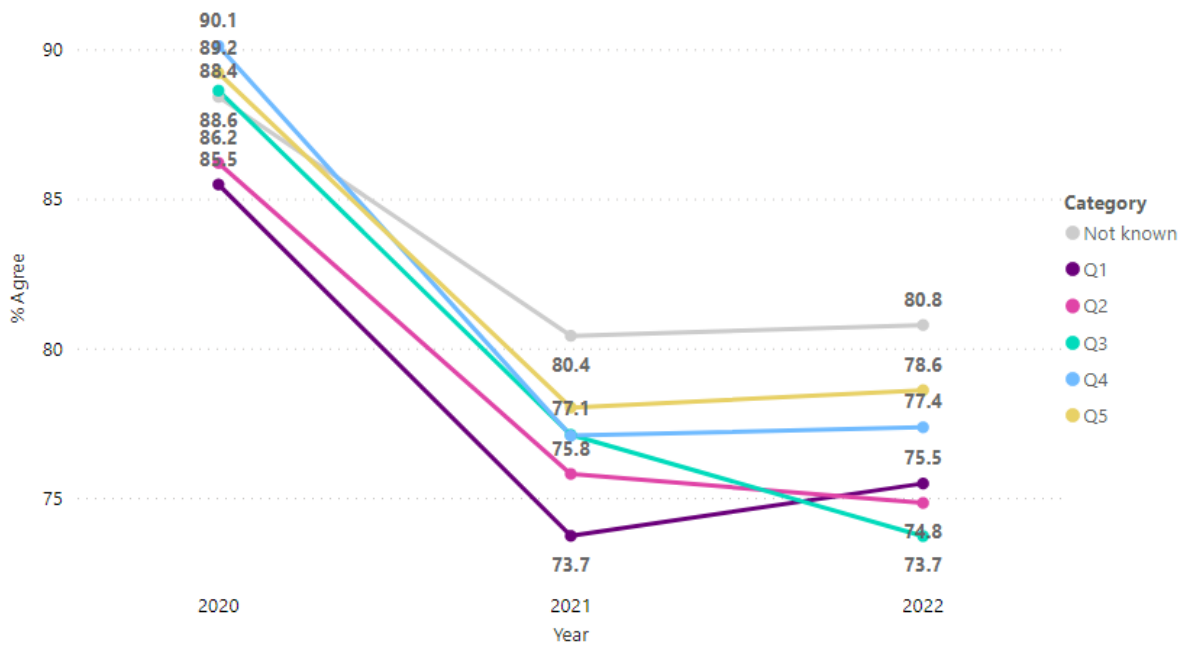
Gender



The satisfaction of female students has **decreased** whilst the satisfaction of male students has **increased**. Accordingly, the gap between the two groups has **increased**.



Low Participation Neighbourhoods



Students from Q1 and Q2 are **less satisfied** with their course than students in Q4 and Q5. Although students from Q3 report the lowest satisfaction of all groups.



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What do our graduates go on to do?

Age

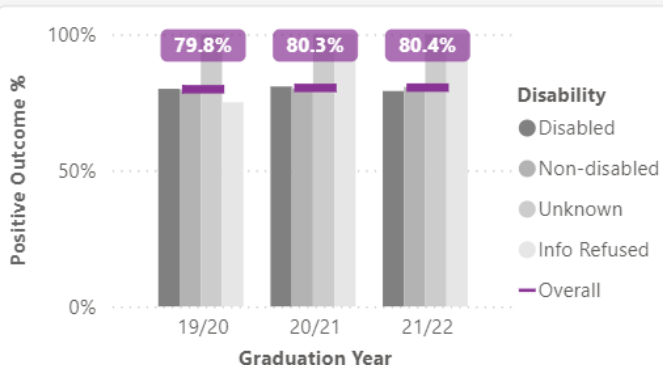


There is a **higher** percentage of mature graduates achieving a positive outcome than young students.

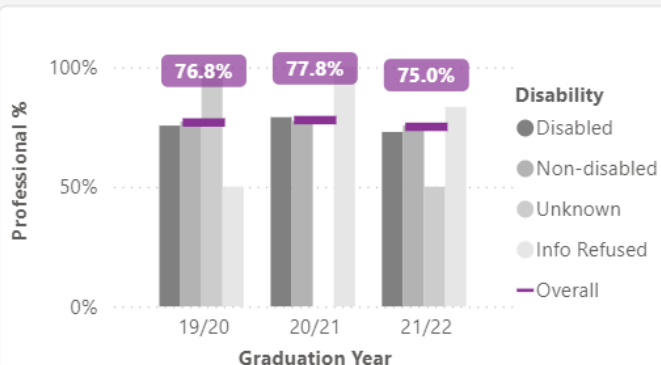


Disability

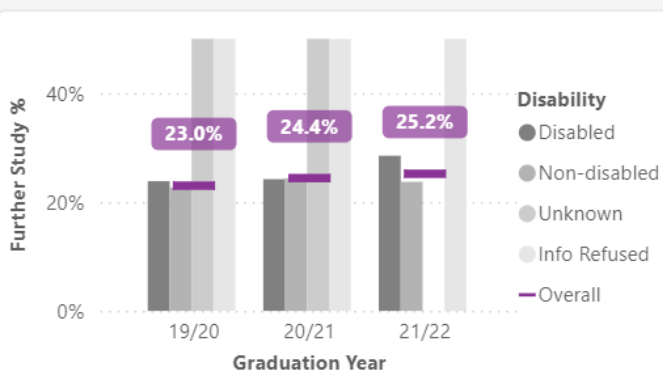
Positive Outcome %



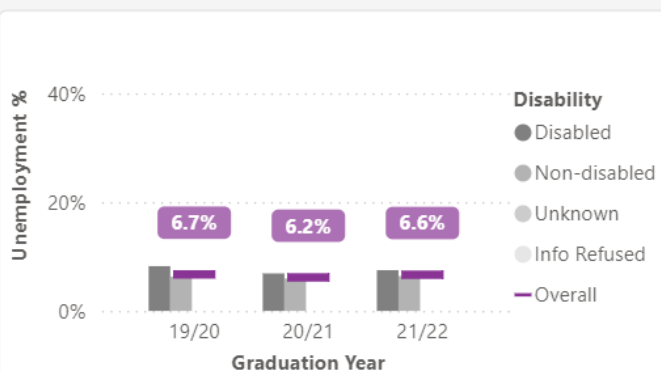
Professional %



Further Study %



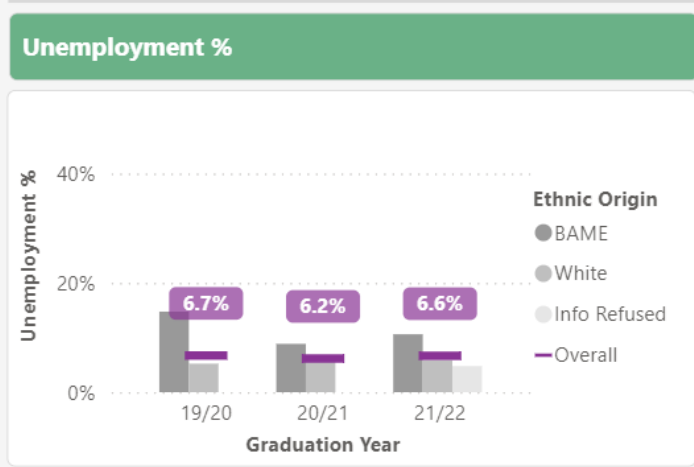
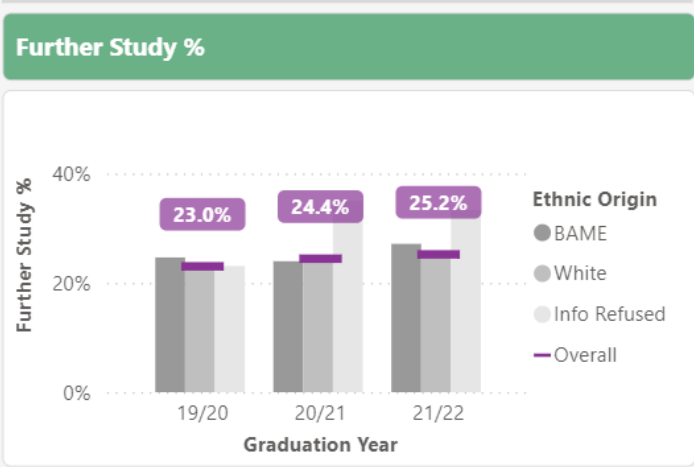
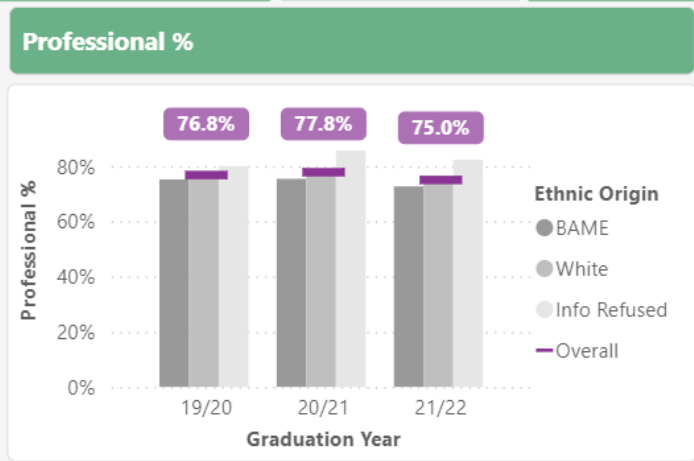
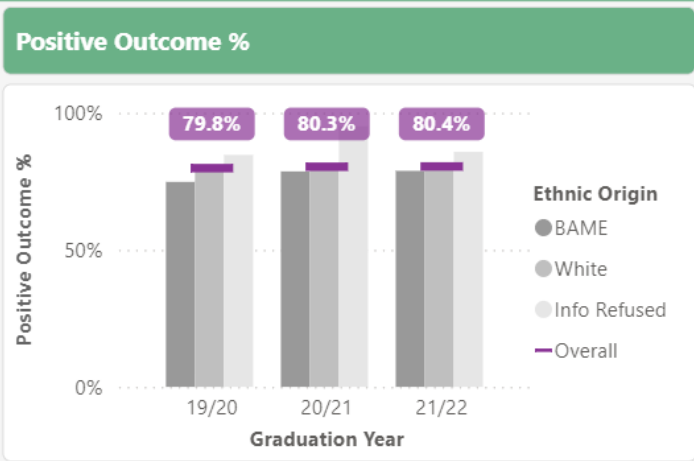
Unemployment %



The percentage of disabled students achieving a positive graduate outcome is **about the same** as non-disabled students. A **higher** percentage of disabled students are moving on to further study.



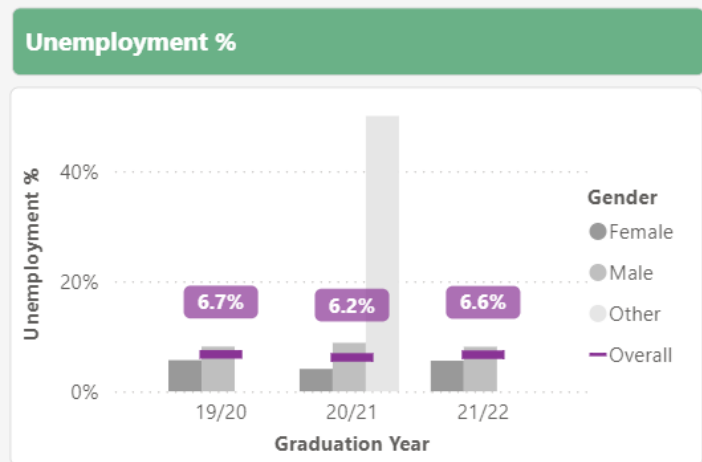
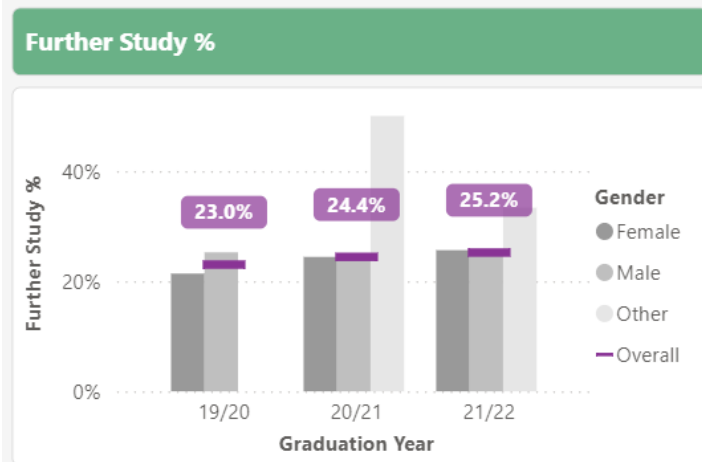
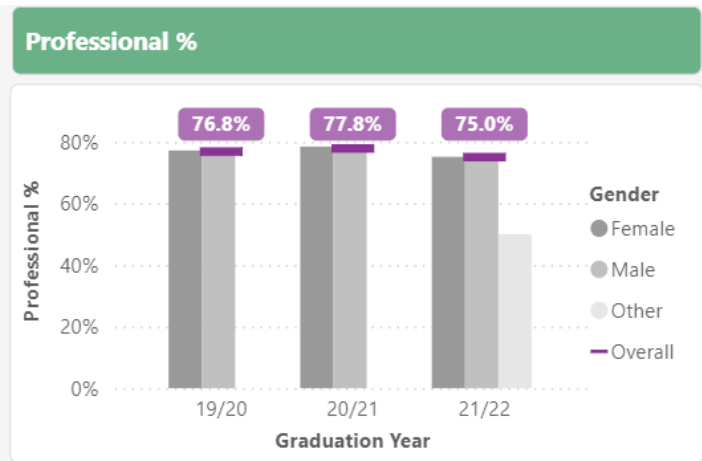
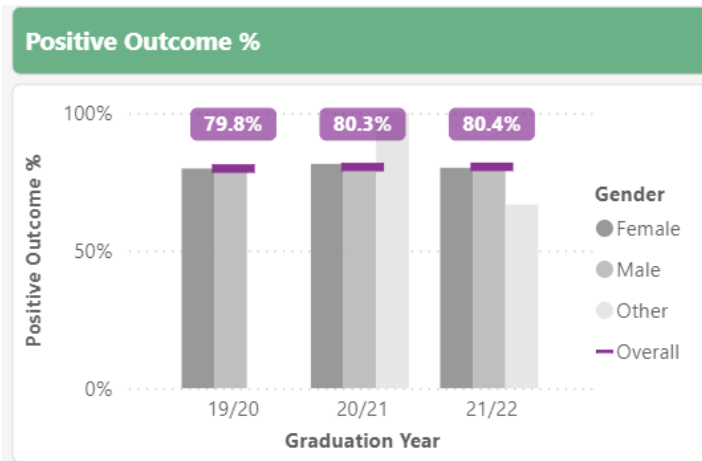
Ethnicity



The percentage of Black, Asian and Minority Ethnic students achieving a positive outcome is **slightly lower** than the percentage of White students, although the gap is **closing**. The percentage of unemployed Black, Asian and Minority Ethnic graduates was **slightly higher** than White graduates.



Gender



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



Low Participation Neighbourhoods



The percentages of Q1-2 and Q3-5 students achieving a positive outcome are nearly equal. A slightly higher percentage of graduates from an LPN are moving on to further study.



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Protected Characteristics and Target Groups

Definition of Terms

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

Disability: Students who disclose an impairment are recorded as 'Disabled', those who do not are recorded as 'Non-Disabled'.

Ethnicity: Students' ethnicity is reported here 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: LPN stands for Low Participation Neighbourhoods. Using the HEFCE classification POLAR4 (Participation of Local Areas) data, young students aged 18 or 19 who enter higher education are categorised as being either from an LPN postcode (an area of low participation in Higher Education) or not being from an LPN postcode. Quintile 1 areas are where young people are least likely to attend HE. Quintile 5 areas are where young people are most likely to attend HE.

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 bisexual, gay, 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. UWE Cares also includes Sanctuary Scholars, who are refugee or asylum seeker students.

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