

Student Compendium 2017/18

Contents

























University Analysis 2017/18	4
Age.....	5
Applications and Enrolments	5
Non-Continuation	6
Good Honours.....	7
Student Satisfaction	8
Graduate Outcomes.....	9
Disability	10
Applications and Enrolments	10
Applications and Enrolments by Disability.....	10
Applications and Enrolments by DSA.....	11
Applications and Enrolments by Impairment Type.....	12
Non-Continuation	13
Non-Continuation by Disability.....	13
Non-Continuation by DSA	14
Non-Continuation by Impairment Type.....	15
Good Honours.....	16
Good Honours by Disability	16
Good Honours by DSA.....	17
Good Honours by Impairment Type	18
Student Satisfaction	19
Graduate Outcomes.....	20
Ethnicity.....	21
Applications and Enrolments	21
Applications and Enrolments by Ethnicity Group	21
Applications and Enrolments by Ethnicity	22
Non-Continuation	23
Non-Continuation by Ethnicity Group	23
Non-Continuation by Ethnicity.....	24
Good Honours.....	25
Good Honours by Ethnicity Group	25
Good Honours by Ethnicity	26
Student Satisfaction	27

Graduate Outcomes.....	28
Gender.....	29
Applications and Enrolments.....	29
Non-Continuation.....	30
Good Honours.....	31
Student Satisfaction.....	32
Graduate Outcomes.....	33
Low Participation Neighbourhoods (LPN).....	34
Applications and Enrolments.....	34
Non-Continuation.....	35
Good Honours.....	36
Graduate Outcomes.....	37
Gender Identity 2017/18.....	38
Enrolments.....	38
Sexual Orientation 2017/18.....	39
Enrolments.....	39
Religious Beliefs 2017/18.....	40
Enrolments.....	40
Background.....	41
Protected Characteristics and Target Groups.....	41
Definition of Terms.....	41
New Reporting Categories.....	42
Data Population.....	42
Data Metrics.....	42
Applications.....	42
Enrolments.....	42
Non-Continuation.....	43
Satisfaction.....	43
Good Honours.....	43
Graduate Outcomes.....	43

University Analysis 2017/18

This student compendium summarises and describes the student lifecycle for undergraduate home students according to protected characteristic and widening participation (WP) target group. It uses two main 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 41-43 for an explanation of the acronyms and technical terms used in this document.

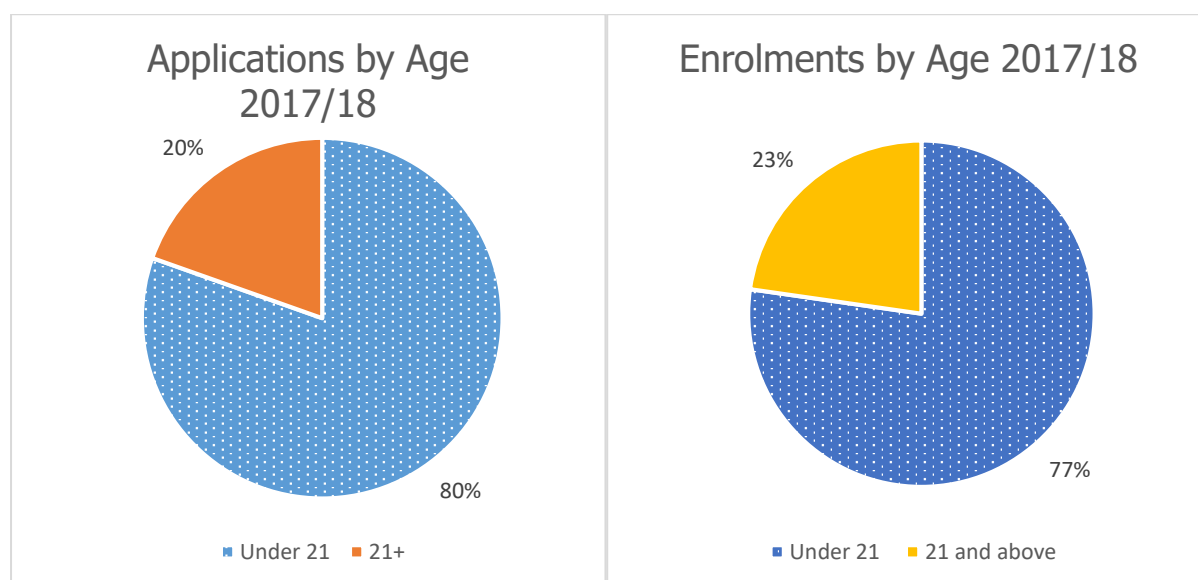
	Age (mature vs young)	Disability (disabled vs non-disabled)	Ethnicity (BME vs white)	Gender (Male vs female)	Low Participation Neighbourhoods (LPN vs other young)
Applications and Enrolments	 Applications from mature students are decreasing, but the conversion rate is higher than for young students.	 Applications from disabled students continue to increase, but the proportion enrolling has slightly decreased.	 The proportion of BME students applying has slightly increased, but the proportion enrolling has remained steady.	 The gender divide for applications is closing, and the gap between males and females enrolling is similar to last year.	 The proportion of LPN students applying to UWE is slightly less than last year, although enrolments are about the same.
Non-Continuation	 The non-continuation rate for mature students has increased by 2.5pp and is now higher than the rate for young students.	 The non-continuation rate for disabled students has increased by 3pp to be 1pp higher than for non-disabled students.	 The BME non-continuation rate is now lower than the rate for White students, and the gap between the two remains small.	 The non-continuation rate has slightly increased for males and females. The gap has slightly closed, but rates for males remain higher.	 The non-continuation rate for LPN young students remains higher than for other young students. The gap has slightly narrowed.
Good Honours	 Mature students were significantly less likely to achieve good honours than young students. The gap between the two groups is growing.	 There is no negative effect of disability on good honours rates – disabled students achieved more good honours than non-disabled students	 BME students are significantly less likely to achieve good honours than White students, with the gap growing to 25pp this year (compared to 22pp in 2016/17).	 Male students are 4pp less likely to achieve good honours than female students, although the gap has closed slightly since last year.	 LPN Young students were more likely to achieve good honours than other students, and the proportion of LPN students receiving good honours is increasing.
Student Satisfaction	 Overall, young and mature students were equally satisfied with their university experience. Mature student satisfaction is higher than last year.	 Students with specific learning difficulties had the highest overall satisfaction, but students with 'other' impairments had the lowest.	 Asian and Black students had the highest overall satisfaction, and satisfaction for all BME groups is higher than last year.	 Male students had slightly lower overall satisfaction than female students, although the score is 1pp higher than last year.	<i>Not measured in NSS</i>
Graduate Outcomes	 Mature students are more likely to be in graduate level employment, but less likely to progress to further study	 Disabled students had poorer graduate outcomes than non-disabled students. Students with specific learning difficulties had much worse outcomes than last year.	 The proportion of BME students achieving a good graduate outcome is very similar to that of White students. The unemployment rate has halved for BME students.	 Male and female students were equally likely to achieve good graduate outcomes. Unemployment among male students has decreased and is now the same as for female students.	 LPN students were more likely than other students to achieve a good graduate outcome.

Age

Applications and Enrolments

2017/18 Data

	Under 21	21+
Applications	23388	5696
% Applications	80	20
Enrolments	4781	1407
% Enrolments	77	23

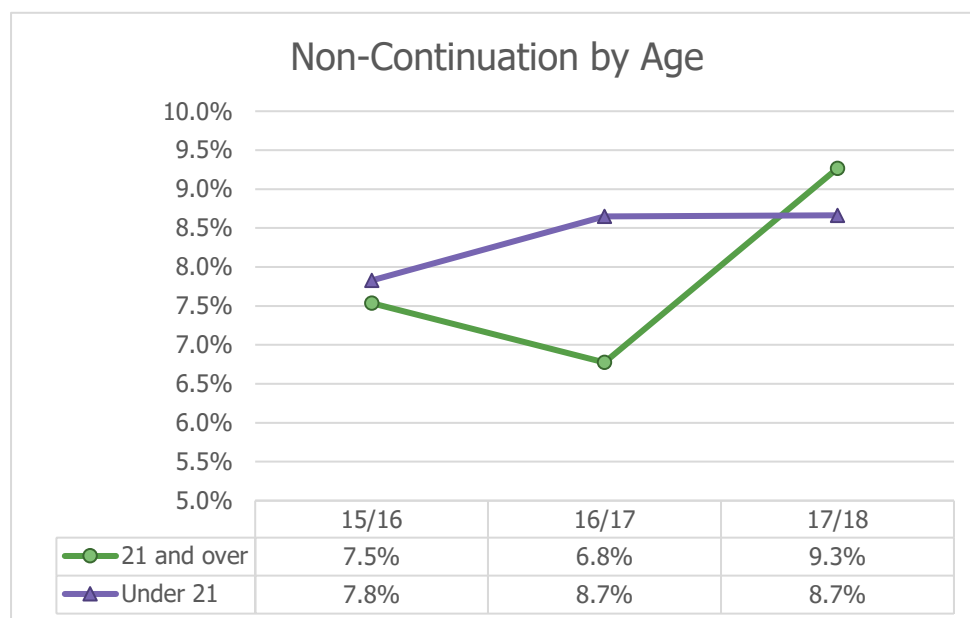


- In 2017/18 a fifth of applications came from mature students. This is a smaller proportion than in 2016/17, when 24% of applications came from mature students, and indicates a continuing decline in applications from these students.
- There was a smaller drop in the proportion of mature students enrolling at UWE Bristol: 23% in 2017/18 compared to 24% in 2016/17. This is reflected in a more favourable conversion rate for mature students (57%) compared to young students (33%), which suggests that although mature students are less likely to apply to UWE, those that do are more likely to be successful in gaining a place.

Non-Continuation

2017/18 Data

	Under 21	21+
Non-Continuation	115	398
% Non-Continuation	9.3	8.7

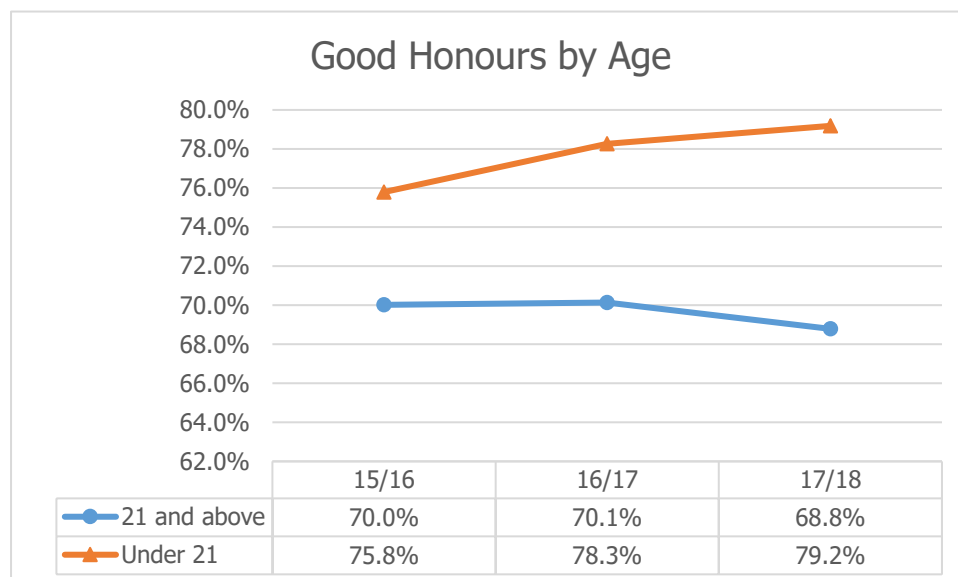


- The rate of non-continuation for under 21's has stayed the same from 2016/17 to 2017/18 (both at 8.7%).
- The rate of non-continuation for students aged 21 and over has increased by 2.5pp from 2016/17 to 2017/18. This is also the only instance in the three years of data where the 21 and over non-continuation rate is higher than that of the under 21s.

Good Honours

2017/18 Data

	Under 21	21+
Good Honours	3613	1168
% Good Honours	79.2	68.8



- There is a 10pp gap between good honours rates for young and mature students, with mature students much less likely to achieve a 2:1 or first.
- The gap between the two age groups is growing, which is due both to a lower proportion of mature students achieving good honours and an increase in young students achieving good honours.

Student Satisfaction

Response Rate 2017/18 Data

	Under 21	21+
No. of Responses	2936	949
Response Rate	81%	78%

Responses 2017/18 Data

	Under 21	21+
Teaching	87	89
Learning Opportunities	86	89
Assessment and Feedback	76	81
Academic Support	85	86
Organisation and Management	82	80
Learning Resources	91	91
Learning Community	84	83
Student Voice	75	78
Overall Satisfaction	89	89

- Overall, young and mature students were equally satisfied with their university experience.
- Mature student satisfaction has increased by 2pp since 2016/17, and 6pp since 2015/16.
- Furthermore, mature student satisfaction has increased in six areas (Teaching, Assessment and Feedback, Academic Support, Organisation and Management, Learning Resources and Student Voice). In particular, Assessment and Feedback saw a 5pp increase from 2016/17, jumping from 76% satisfaction to 81%.
- This year satisfaction plateaued for Learning Opportunities, and fell by 1pp for Learning Community.

Graduate Outcomes

2016/17 Data

	Under 25	25-34	Over 34
KPI %	72	85	90
Professional and Managerial %	71	86	93
Study %	15	13	12
Self-Employed/ Starting Own Business %	5	4	3
Unemployed %	4	3	5
Response Rate %	83	82	87

- Young students (those under 25, who would have started their course when they were under 21) were least likely to be in professional or managerial employment. The proportion in this category decreased by 3pp compared to 2015/16. This group were also the most likely to be undertaking further study, with graduates in the oldest age category (over 34) least likely.
- Levels of professional level employment increased as age increased, with the vast majority of graduates over the age of 34 falling into this category.
- Young students were most likely to be self-employed or starting their own business, and graduates over 34 were the least likely. This is a reversal of last year's trend.

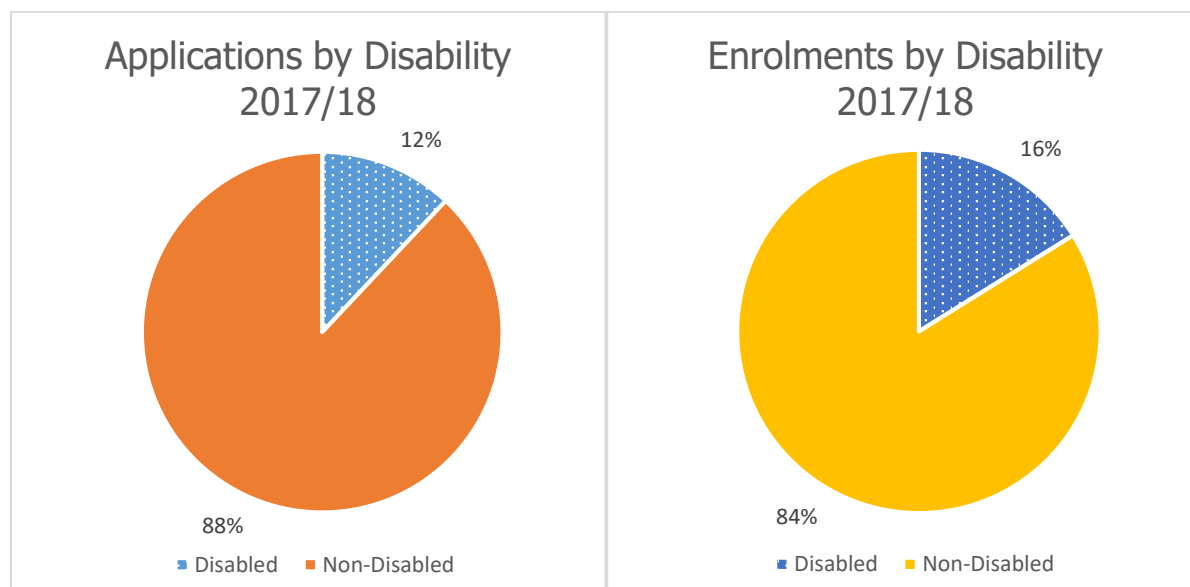
Disability

Applications and Enrolments

Applications and Enrolments by Disability

2017/18 data

	Disabled	Non-Disabled
Applications	3495	25589
% Applications	12	88
Enrolments	998	5190
% Enrolments	16	84

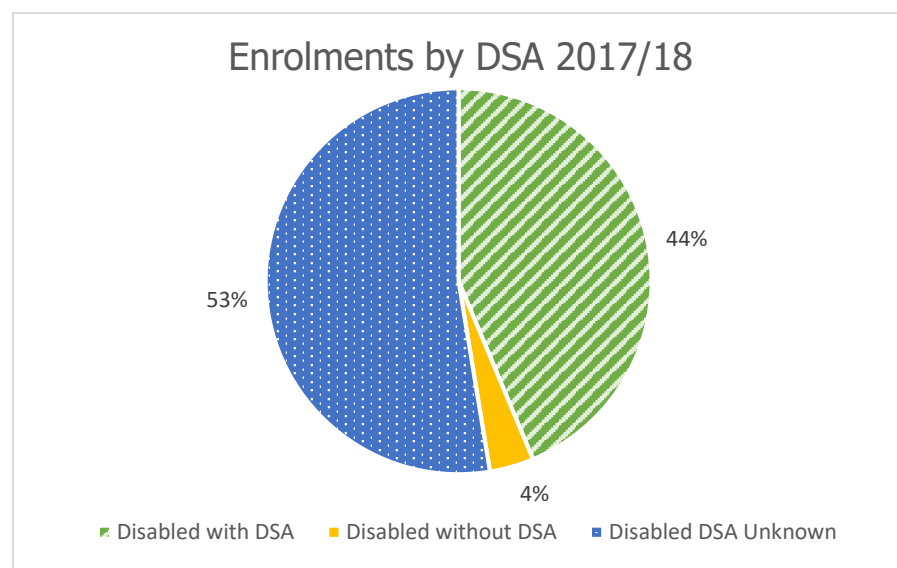


- In 2017/18, 12% of applications came from disabled students. There has been a slight year-on-year increase in the proportion of applicants declaring a disability for the past 3 years.
- The total proportion of disabled students enrolling at UWE in 2017/18 was 16%, which is 2pp less than 2016/17.

Applications and Enrolments by DSA

2017/18 data

	Disabled with DSA	Disabled without DSA	Disabled DSA Unknown
Applications	N/A	N/A	N/A
% Applications	N/A	N/A	N/A
Enrolments	437	37	526
% Enrolments	44	4	53

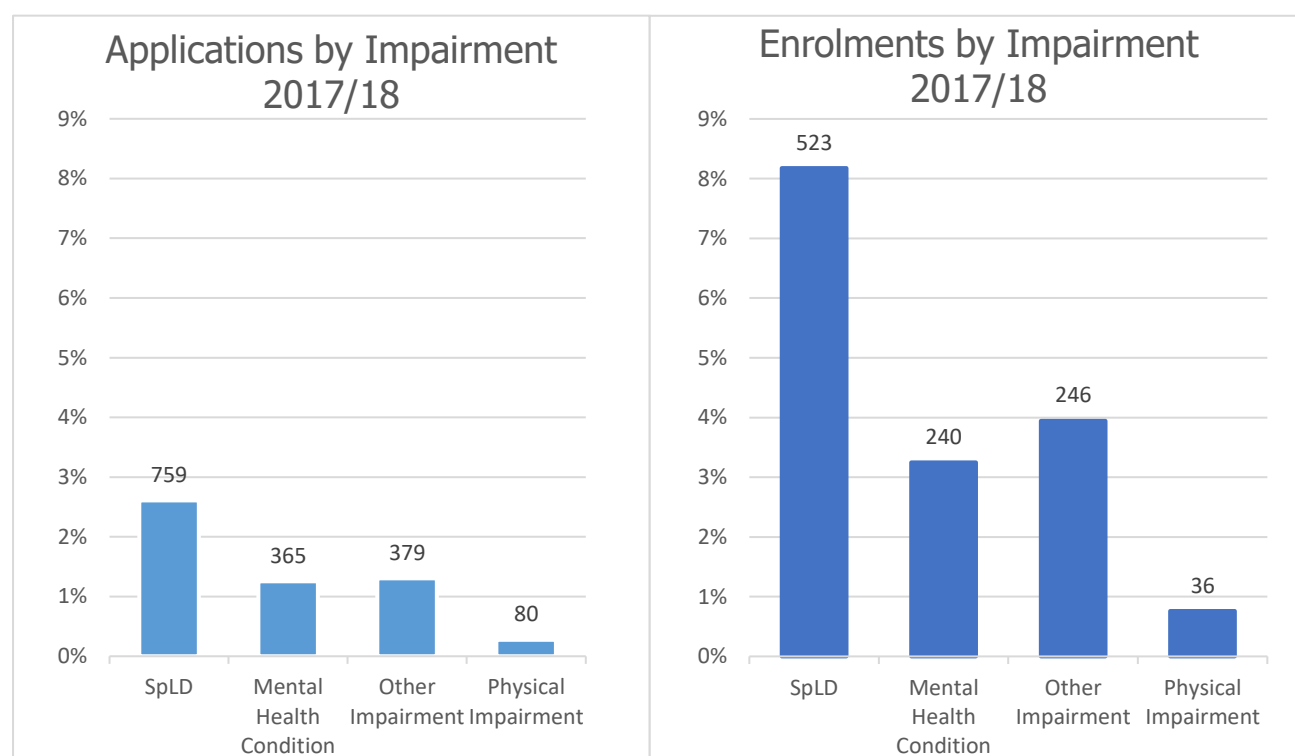


- 44% of disabled students enrolling at UWE in 2017/18 received DSA. This is slightly lower than the previous year (47%)

Applications and Enrolments by Impairment Type

2017/18 data

	Specific Learning Difficulties	Mental Health Condition	Other Impairment	Physical Impairment	No Disability
Applications	759	365	379	80	27501
% Applications	3	1	1	0	95
Enrolments	506	201	244	47	5190
% Enrolments	8	3	4	1	84



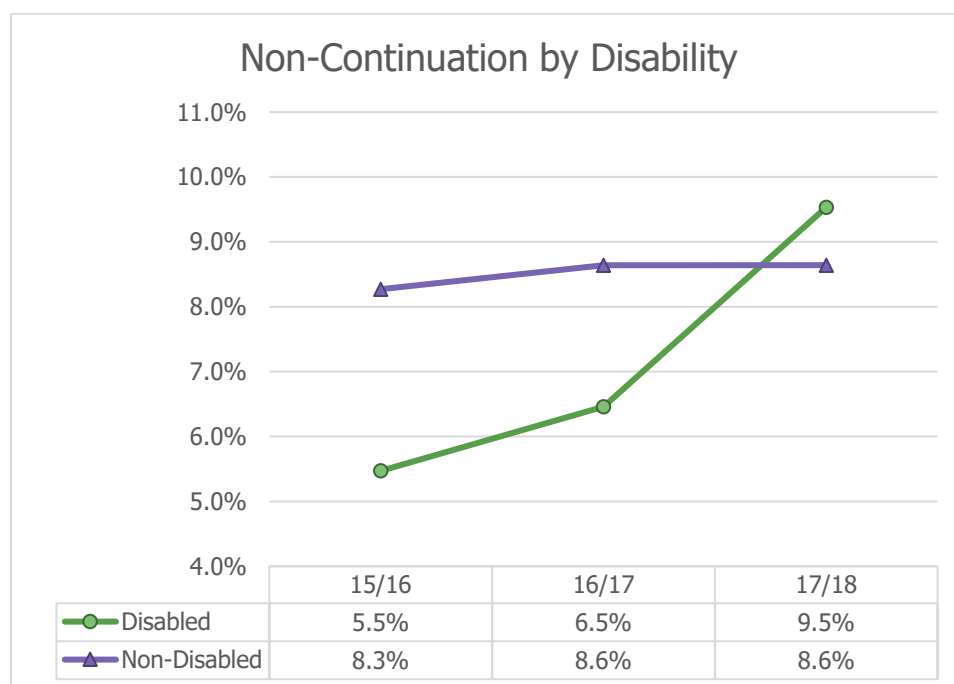
- The highest proportion of enrolled disabled students are those that have disclosed specific learning difficulties (8%). The lowest proportion are disabled students who have disclosed a physical impairment (0%).

Non-Continuation

Non-Continuation by Disability

2017/18 data

	Disabled	Non-Disabled
Non-Continuation	94	419
% Non-Continuation	9.5	8.6

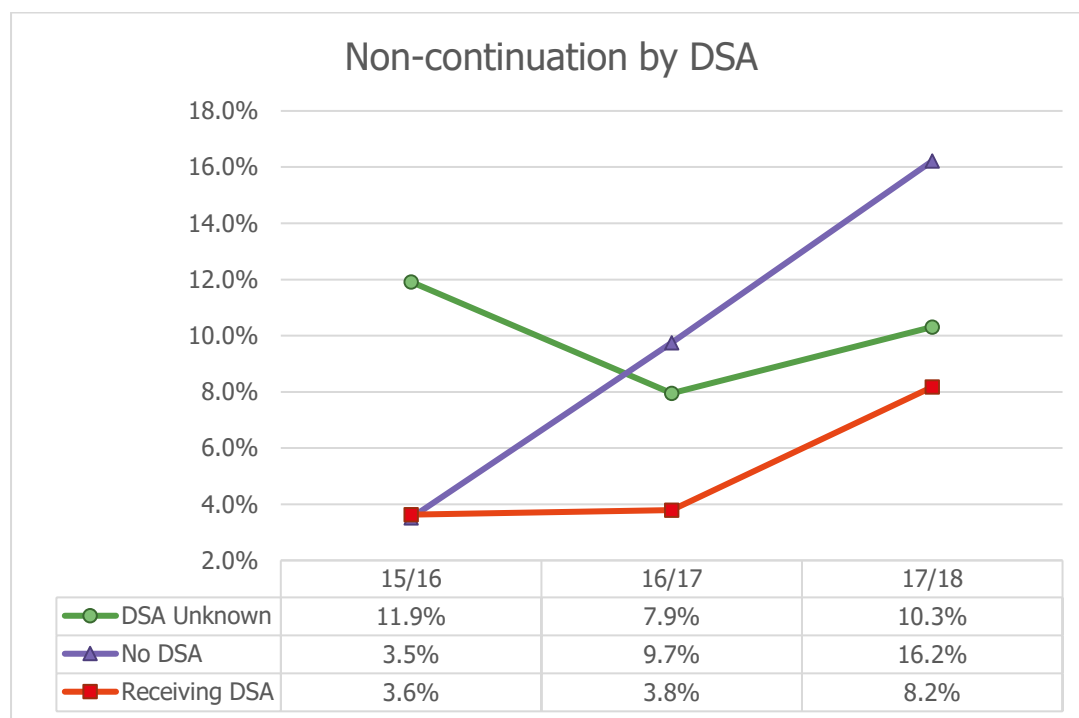


- The non-continuation rate for non-disabled students has stayed the same from 2016/17 to 2017/18.
- The non-continuation rate for disabled students has increased from 2016/17 to 2017/18 by 3pp compared to an increase of 1pp from 2015/16 to 2016/17.

Non-Continuation by DSA

2017/18 data

	Disabled DSA Unknown	Disabled without DSA	Disabled with DSA
Non-Continuation	50	6	38
% Non-Continuation	10.3	16.2	8.2

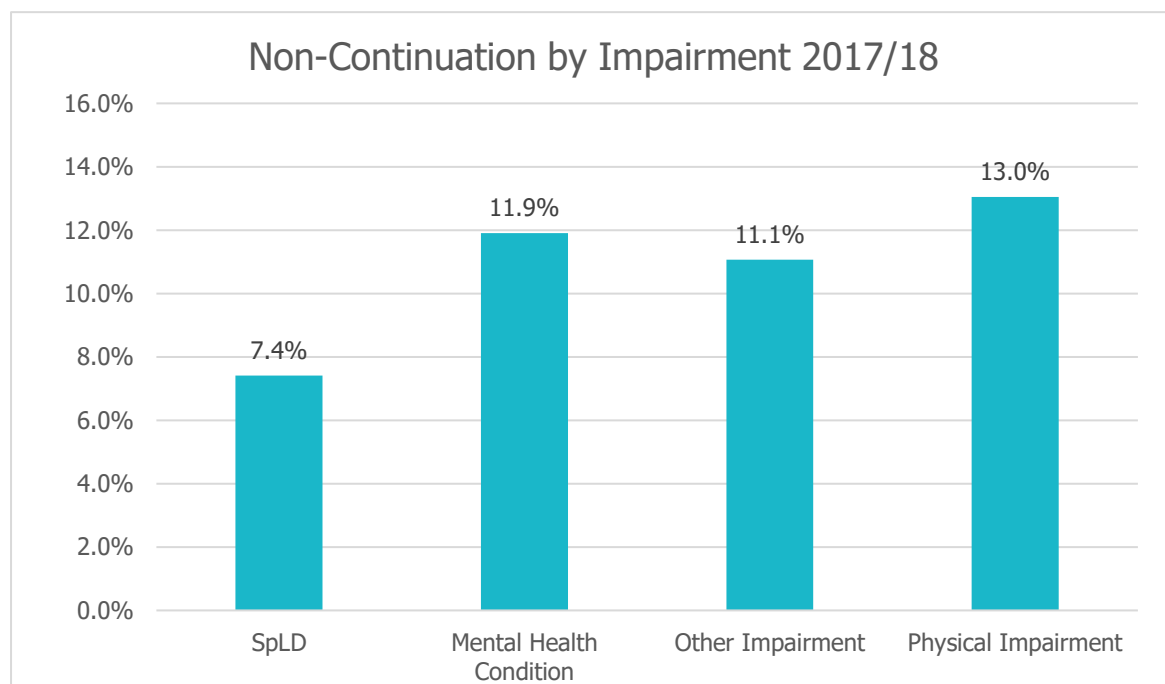


- Students receiving DSA have the lowest non-continuation rate of the three categories at 8.2%, which is slightly lower than the rate for non-disabled students (8.6%).
- All three categories of DSA (with, without and unknown) show an increase in non-continuation from 2016/17 to 2017/18.
- Disabled students without DSA have had the highest rate of non-continuation for the last two years. Disabled students without DSA have also experienced the highest increase in non-continuation (6.5pp) from 2016/17 to 2017/18.

Non-Continuation by Impairment Type

2017/18 data

	Specific Learning Difficulties	Mental Health Condition	Other Impairment	Physical Impairment
Non-Continuation	36	25	27	6
% Non-Continuation	7.4	11.9	11.1	13.0



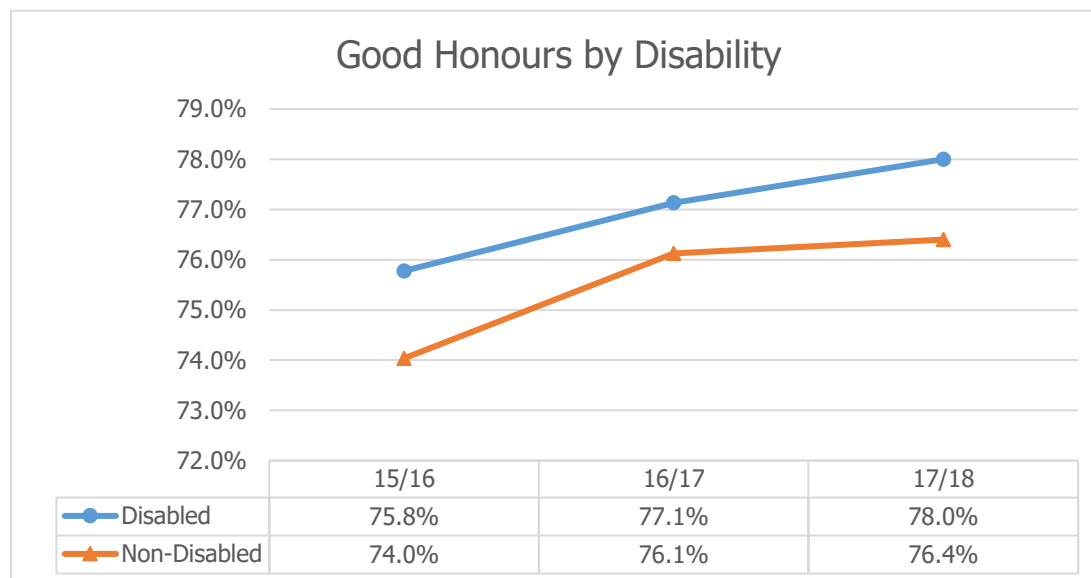
- Students with SpLDs have the lowest non-continuation rate of the four impairment types at 7.4%, which is 1pp lower than the rate for non-disabled students (8.6%).
- All four impairment types show an increase in non-continuation rate from 2016/17 to 2017/18.
- Students with physical impairments have the highest non-continuation rate in 2017/18 at 13.0%, compared to the lowest non-continuation rate in 2016/17 (5.1%), meaning that this group has also experienced the largest increase in non-continuation by 8pp.

Good Honours

Good Honours by Disability

2017/18 data

	Disabled	Non-Disabled
Good Honours	745	4036
% Good Honours	78.0	76.4

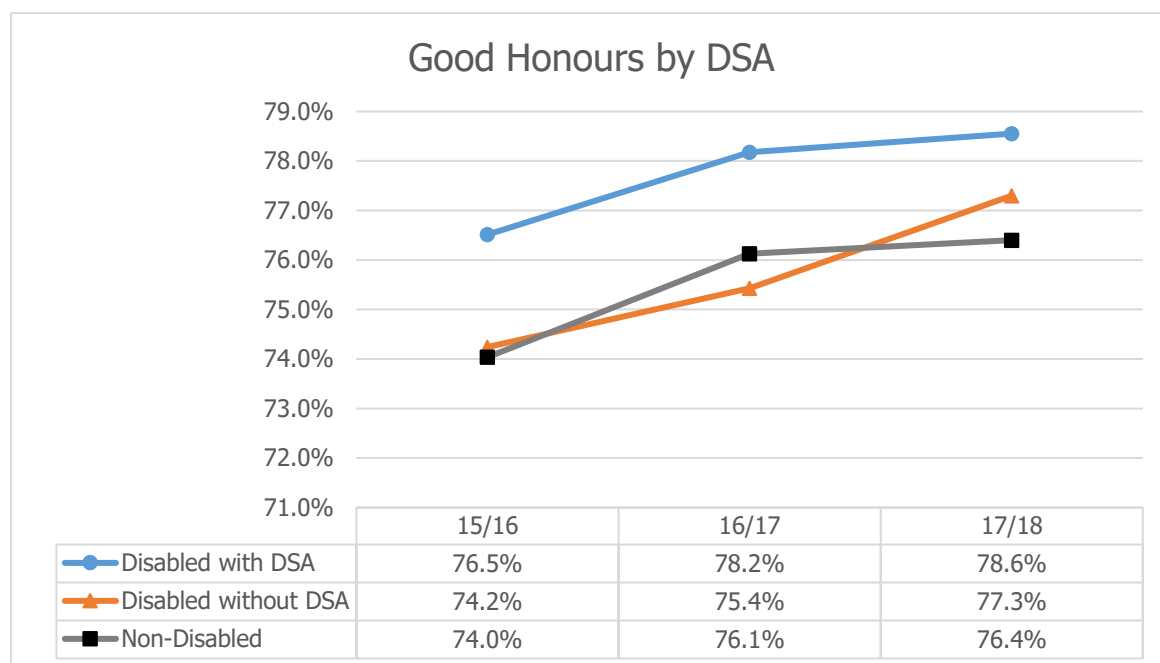


- Disabled students have had a higher rate of good honours than non-disabled students for the last three years.
- Both disabled and non-disabled students have seen a year on year increase in good honours from 2015/16 to 2017/18.
- The gap between disabled and non-disabled students has increased slightly from 1pp in 2016/17 to 1.6pp in 2017/18.

Good Honours by DSA

2017/18 data

	Disabled with DSA	Disabled without DSA	Non-Disabled
Good Honours	418	327	4036
% Good Honours	78.6	77.3	76.4

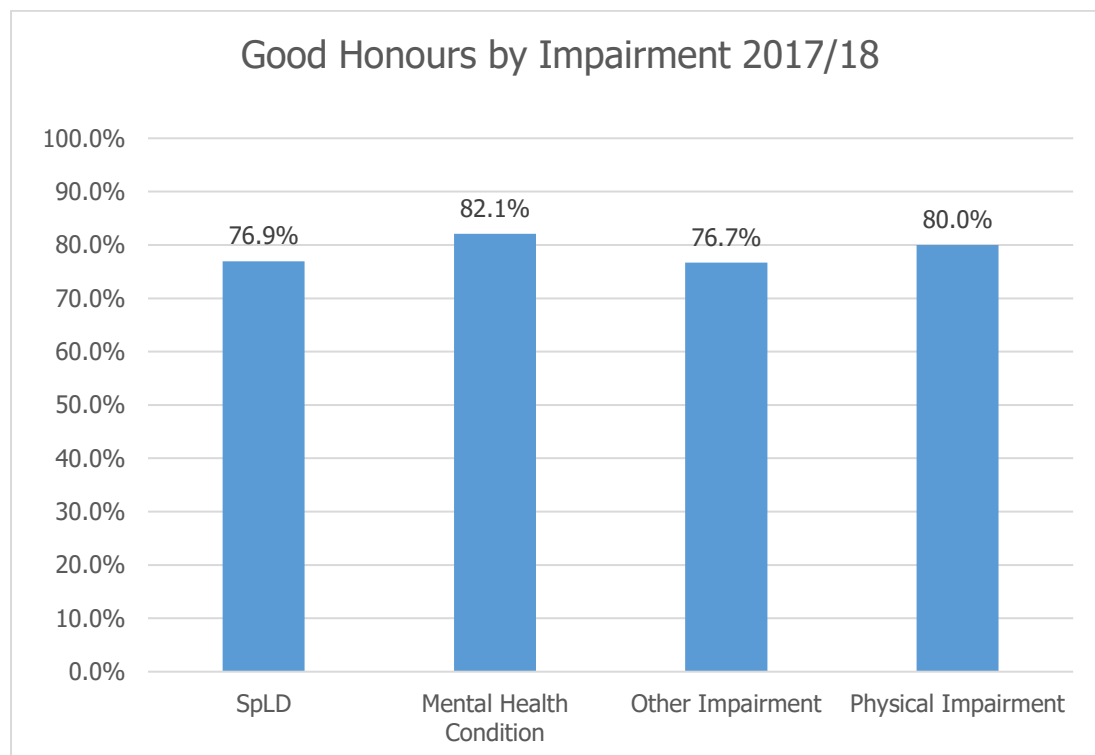


- Students in receipt of DSA were the most likely to achieve good honours, which has been the case for the last three years.
- This year disabled students without DSA were slightly more likely to achieve good honours than non-disabled students.

Good Honours by Impairment Type

2017/18 data

	Specific learning difficulties	Mental Health Condition	Other Impairment	Physical Impairment	No Disability
Good Honours	452	147	121	25	4,036
% Good Honours	76.9	82.1	76.7	80.0	76.4



- Overall, a greater proportion of disabled students achieved good honours than non-disabled students. Students with experience of mental health conditions were the most likely to achieve good honours, followed by students with a physical impairment.
- Non-disabled students were the least likely to achieve good honours (76%), although a similar proportion of students with specific learning difficulties and those with a physical disability achieved a 2:1 or first (77%).

Student Satisfaction

Response Rate 2017/18 Data

	No Disability	Specific Learning Difficulty	Other Impairment
No. of Responses	3313	340	232
Response Rate	81	82	80

Responses 2017/18 Data

	No Disability	Specific Learning Difficulty	Other Impairment
Teaching	88	89	85
Learning Opportunities	87	89	86
Assessment and Feedback	78	73	74
Academic Support	85	85	84
Organisation and Management	82	81	77
Learning Resources	91	91	88
Learning Community	83	87	80
Student Voice	76	78	70
Overall Satisfaction	89	90	86

- Students with a Specific Learning Difficulty reported the highest overall level of satisfaction with their university experience. This figure has increased by 2pp since 2016/17, as has the figure for students with other impairments.
- However, a gap has opened up between students with other impairments and the other two groups regarding Organisation and Management. Last year there was a 2pp gap between students with 'other impairments' and non-disabled students. This year the gap has increased to 5pp.
- The gap between disabled students and non-disabled students for Assessment and Feedback has also widened this year, with the score for non-disabled students increasing and the scores for the other two groups decreasing.

Graduate Outcomes

2016/17 data

	No Disability	Specific Learning Difficulty	Other Impairment
KPI %	77	75	72
Professional and Managerial %	77	75	72
Study %	14	11	17
Self-Employed %	4	7	6
Unemployed %	4	5	7
Response Rate %	83	81	86

- A slightly greater proportion of non-disabled students achieved a good graduate outcome than students with a specific learning difficulty. The proportion of students with a specific learning difficulty achieving good graduate outcomes this year is 5pp less than in 2015/16.
- Students who had disclosed an 'other' impairment were much less likely than the other two groups to achieve a good graduate outcome, although the rate of achieving a good graduate outcome for this group is 1pp higher than last year. This group was less likely to be unemployed this year than in 2015/16, but a greater proportion reported being unemployed than for either of the other two groups.

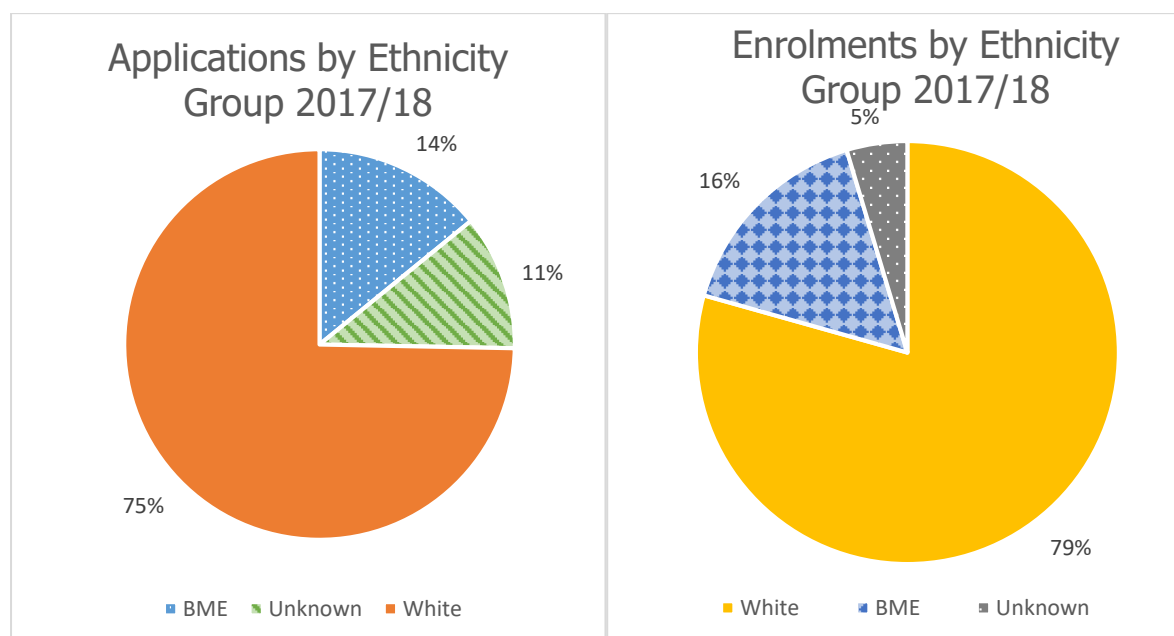
Ethnicity

Applications and Enrolments

Applications and Enrolments by Ethnicity Group

2017/18 data

	BME	White	Unknown
Applications	4102	21724	3258
% Applications	14	75	11
Enrolments	990	4911	287
% Enrolments	16	79	5



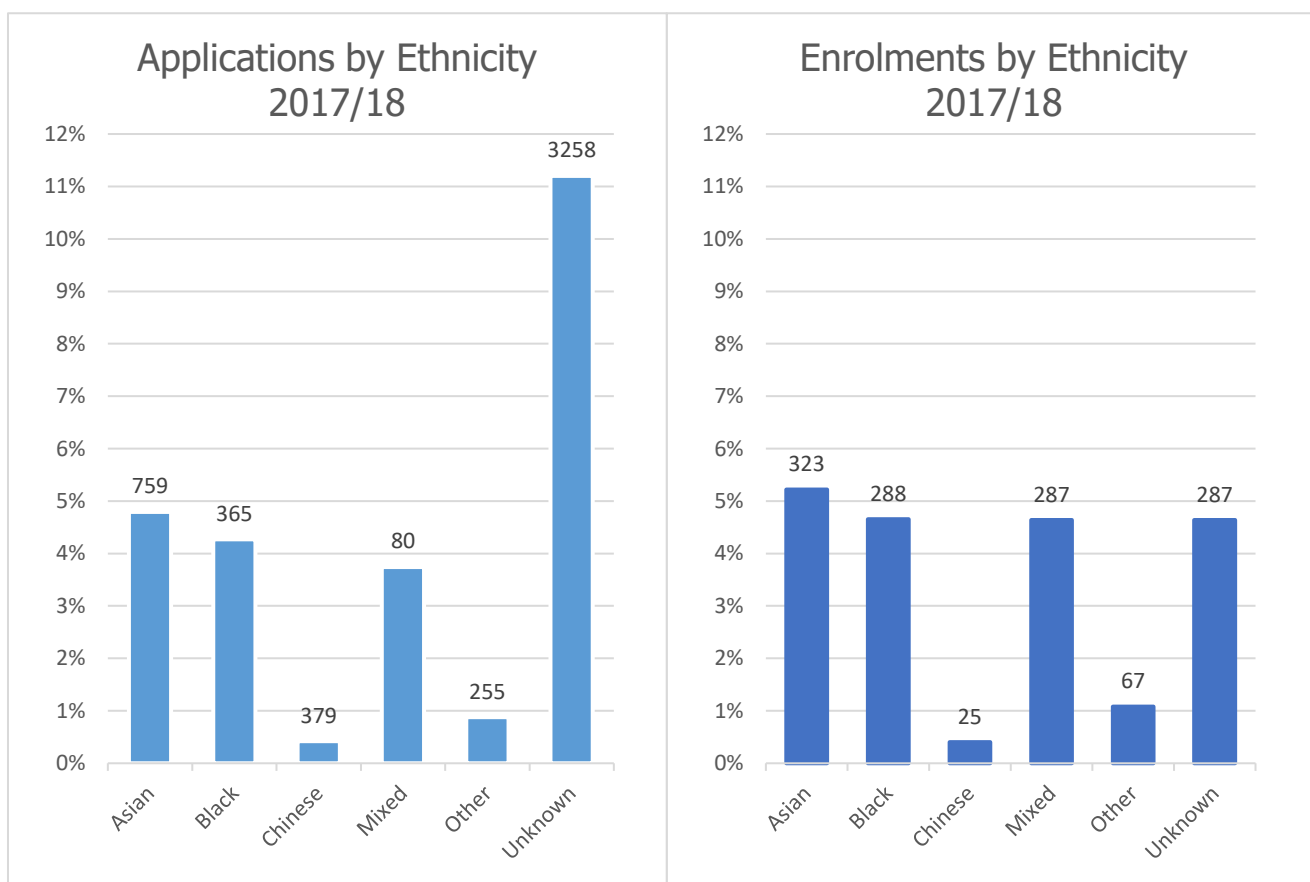
- In 2017/18 three quarters of applications to UWE came from White students, with 14% of applicants identifying as BME. These figures are largely in line with those for 2016/17.
- The proportion of students enrolling at UWE who were BME is 16%, which again is similar to last year. However, the proportion of students identifying as White has decreased from 83% in 2016/17 to 79% this year, whilst the proportion of students of unknown ethnicity has increased from 1% in 2016/17 to 5% in 2017/18.
- Compared to national figures¹, the proportion of BME students enrolling at UWE is low. In 2017/18, 28% of students nationally were BME, with 72% being White.

¹ HESA (2019) Higher Education Student Statistics: UK, 2017/18 - Student numbers and characteristics. Available from: <https://www.hesa.ac.uk/news/17-01-2019/sb252-higher-education-student-statistics/numbers>

Applications and Enrolments by Ethnicity

2017/18 data

	Asian	Black	Chinese	Mixed	Other	Unknown	White
Applications	1394	1242	122	1089	255	3258	21724
% Applications	5	4	0	4	1	11	75
Enrolments	323	288	25	287	67	287	4911
% Enrolments	5	5	0	5	1	5	79



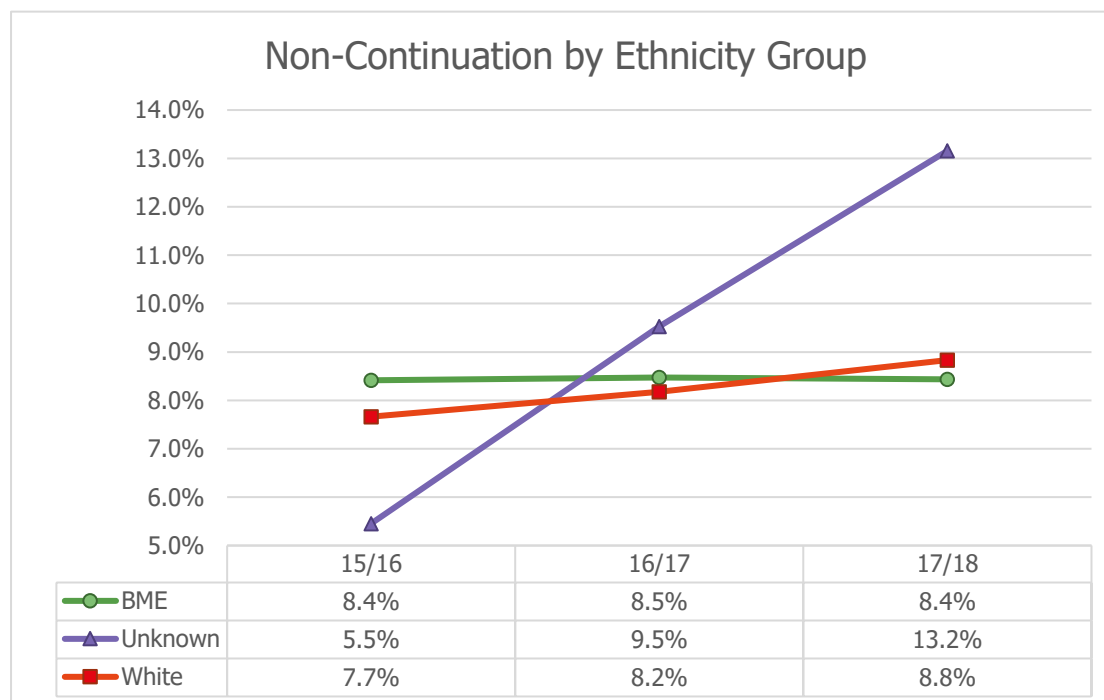
- Applications and enrolments increased from all ethnic groups in 2017 compared to 2016. However, the gap between BME and White enrolments has only slightly narrowed, which is due to an increase in students enrolling from the 'Unknown' group.
- Compared to 2016, the largest increase in applications in 2017 came from Chinese, Mixed, and Asian students. Similarly, the largest increase in enrolments were from Chinese, Mixed, and Unknown ethnicities. However these increases are not large enough to impact the overall proportion of BME enrolments.

Non-Continuation

Non-Continuation by Ethnicity Group

2017/18 data

	BME	Unknown	White
Non-Continuation	85	5	423
% Non-Continuation	8.4	13.2	8.8

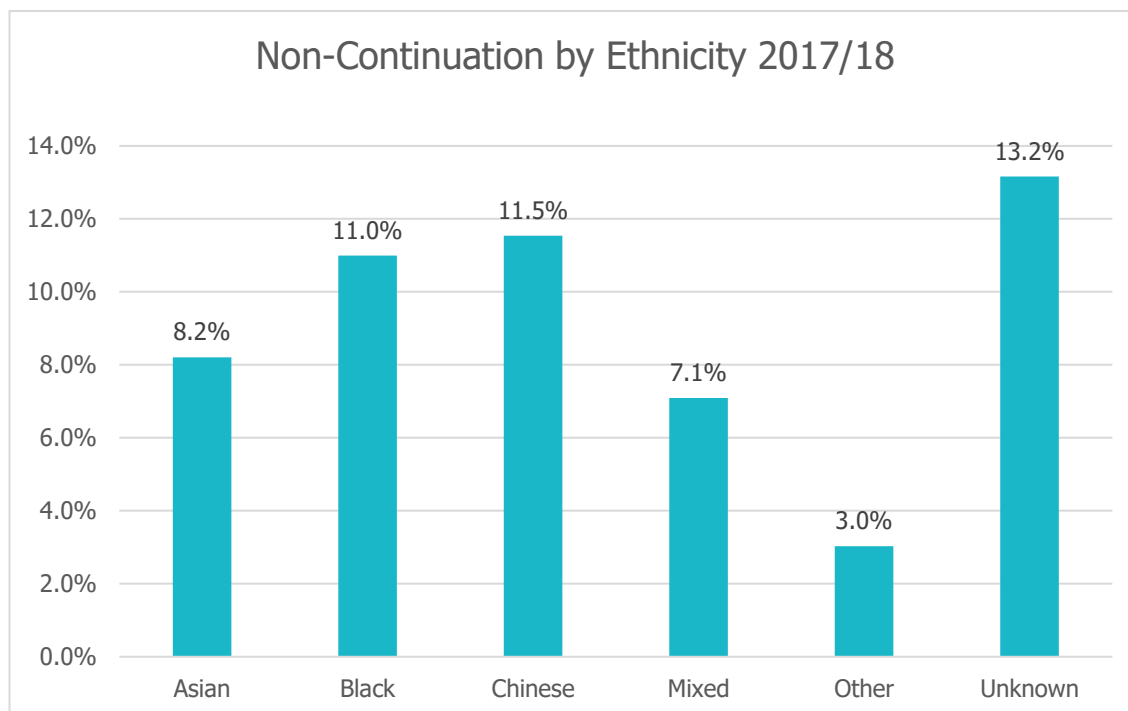


- For the first time in the last three years, the BME student non-continuation rate is slightly lower (by 0.4pp) than the White student non-continuation rate.
- The gap in non-continuation rates for White and BME students has stayed within less than 1pp for the last 3 years (0.7pp in 2015/16, 0.3pp in 2016/17, 0.4pp in 2017/18).

Non-Continuation by Ethnicity

2017/18 data

	Asian	Black	Chinese	Mixed	Other	Unknown	White
Non-Continuation	27	32	3	21	2	5	423
% Non-Continuation	8.2	11.0	11.5	7.1	3.0	13.2	8.8



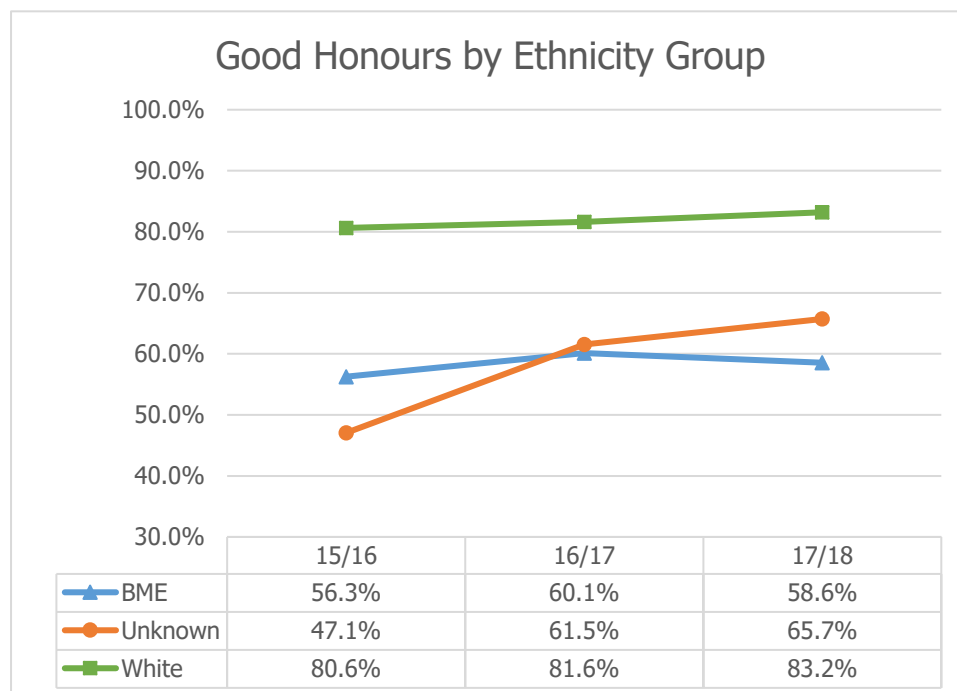
- Chinese students show the highest non-continuation rate of the ethnicities, however with the exception of the 'other' category, this group shows the largest decrease in non-continuation from 2016/17 to 2017/18 at -5.9pp.
- With the exception of the 'other' category, students of mixed ethnicity have the lowest non-continuation rate for 2017/18.
- With the exception of the 'unknown' category, Black students show the largest increase in non-continuation rate from 2016/17 to 2017/18 at 2.5pp.

Good Honours

Good Honours by Ethnicity Group

2017/18 data

	BME	Unknown	White
Good Honours	1,220	70	3,491
% Good Honours	58.6	65.7	83.2

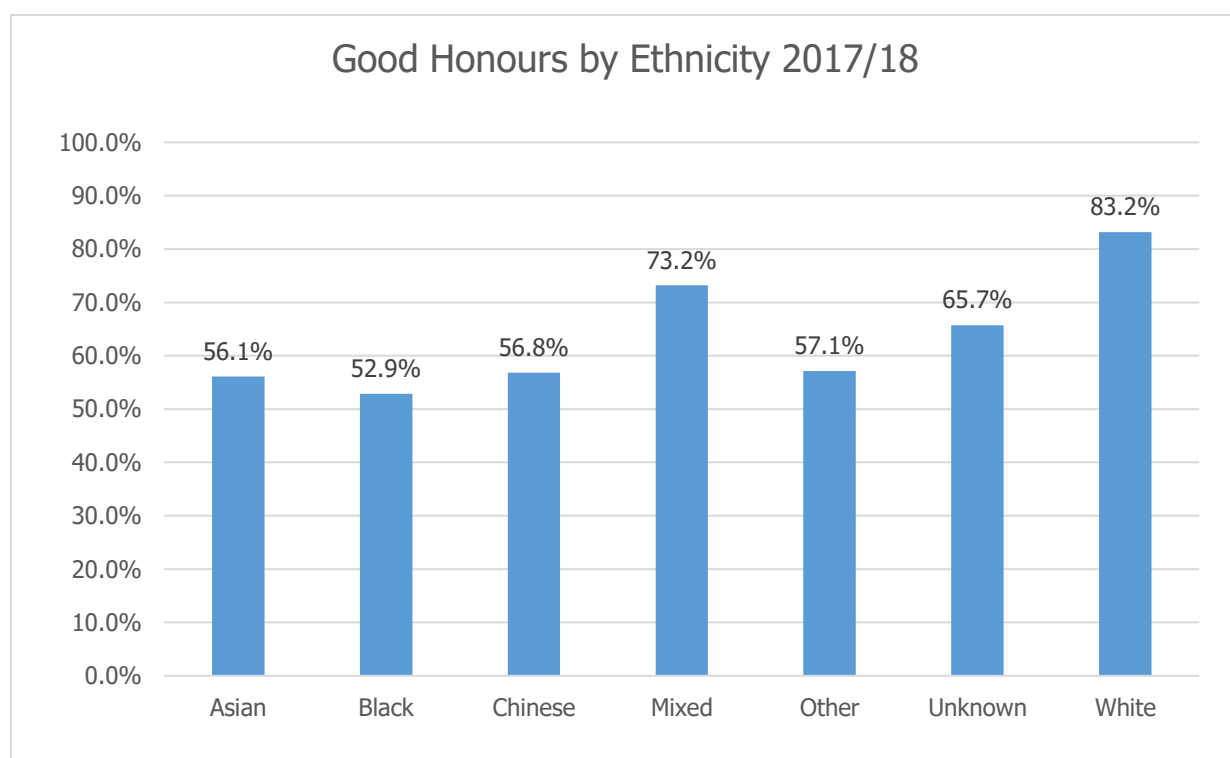


- White students were significantly more likely to achieve good honours than students from BME or unknown backgrounds. The gap between BME and White students is larger this year than last, at 25pp compared to 22pp in 2016/17.

Good Honours by Ethnicity

2017/18 data

	Asian	Black	Chinese	Mixed	Other	Unknown	White
Good Honours	361	208	380	194	77	70	3491
% Good Honours	56.1	52.9	56.8	73.2	57.1	65.7	83.2



- This year, as for the past three years, good honours rates were lowest for Black students at 53%, 30pp less than for White students.
- Good honours rates were lower this year than last year for Asian, Black, Chinese and Mixed ethnicity students. For White, Other and Unknown ethnicity students, rates of good honours were slightly higher than in 2016/17. This suggests that the BME attainment gap is growing due to both good honours rates improving for White students and worsening for students from other ethnic backgrounds.

Student Satisfaction

Response Rate 2017/18 Data

	Asian	Black	White	Other	Not known
No. of Responses	167	134	2991	153	440
Response Rate (%)	78	77	81	80	81

Responses 2017/18 Data

	Asian	Black	White	Other	Not known
Teaching	85	88	89	84	85
Learning Opportunities	84	90	87	86	85
Assessment and Feedback	76	76	78	75	76
Academic Support	86	82	86	83	83
Organisation and Management	85	86	81	83	81
Learning Resources	89	95	91	91	89
Learning Community	83	82	84	82	81
Student Voice	78	79	75	75	77
Overall Satisfaction	90	90	89	87	89

- Asian and Black students had the highest overall satisfaction, closely followed by White students and those whose ethnicity was not known. The score for Black students is 3pp higher than last year and, despite being the lowest, the score for students from other ethnicities is 3pp higher than in 2016/17.
- Assessment and Feedback remains the category with the lowest overall score, although the scores for Asian students have increased by 5pp since last year.

Graduate Outcomes

2016/17 data

	BME	White
KPI %	76	77
Professional and Managerial %	74	77
Study %	22	13
Self-Employed %	3	5
Unemployed %	4	4
Response Rate %	83	83

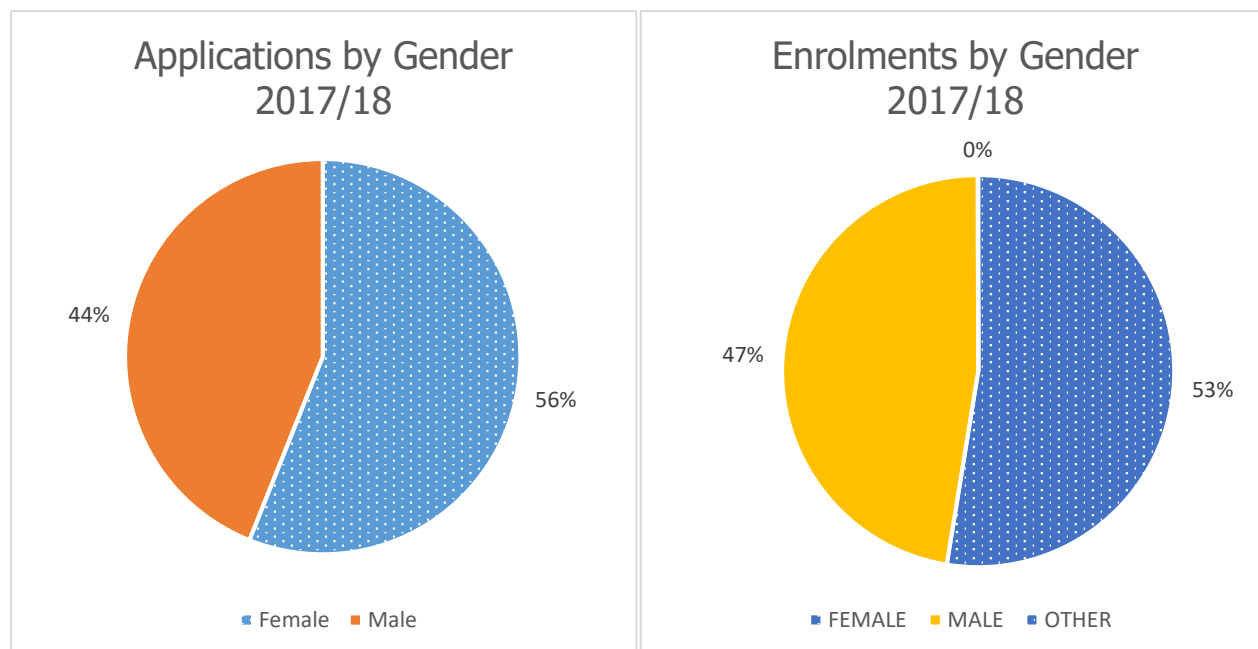
- The proportion of BME students achieving a good graduate outcome is very similar to that of White students. Breaking the KPI down further, BME students were less likely to be employed in Professional and Managerial jobs after graduating, but were much more likely to be undertaking further study.
- The proportion of BME graduates who were unemployed is the same as White students, and is half that of 2015/16.

Gender

Applications and Enrolments

2017/18 data

	Female	Male
Applications	16305	12779
% Applications	56	44
Enrolments	3253	2933
% Enrolments	53	47

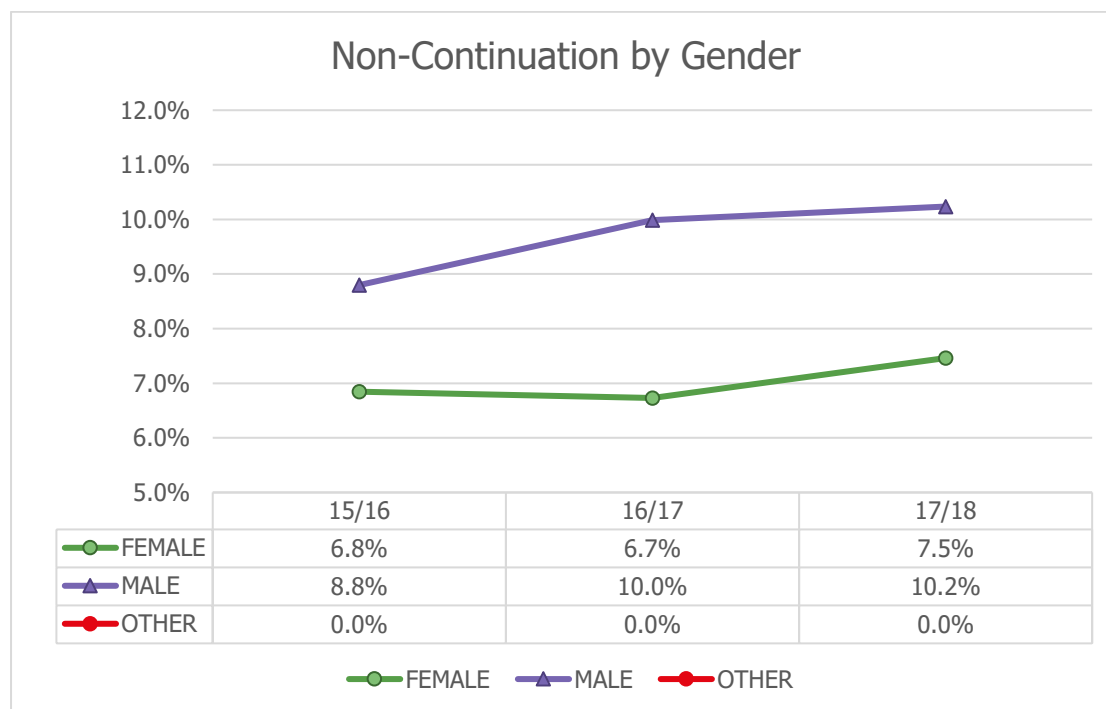


- As in previous years, more females (56%) applied for a place at UWE than males (44%). The gap between the genders has closed slightly: in 2016/17 58% of applicants were female compared to 42% male applicants.
- The gender divide for enrolments is very similar to last year, with a slightly greater proportion of females (53%) enrolling compared to males (47%).

Non-Continuation

2017/18 data

	Female	Male	Other
Non-Continuation	226	287	0
% Non-Continuation	7.5	10.2	0

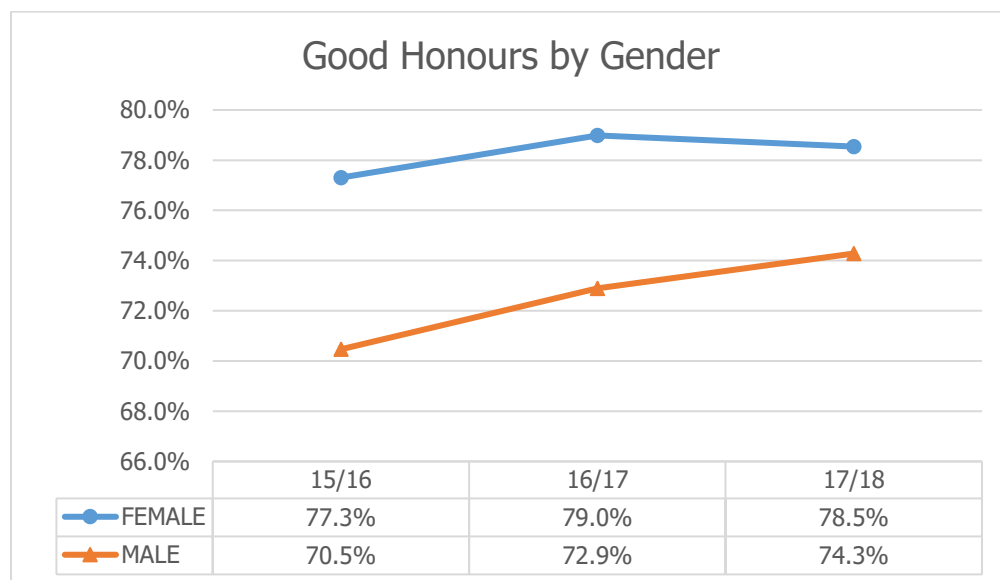


- Both male and female students have shown a slight increase in non-continuation from 2016/17 to 2017/18.
- The male non-continuation rate has been higher than the female non-continuation rate by at least 2pp for the last three years

Good Honours

2017/18 data

	Female	Male
Good Honours	2650	2130
% Good Honours	78.5	74.3



- As has been the case for the past three years, female students were more likely than male students to achieve good honours.
- The proportion of male students achieving good honours has increased steadily over the past three years, whilst the proportion of female students getting good honours has plateaued. This has resulted in the gap between the two groups decreasing to 5pp.

Student Satisfaction

Response Rate 2017/18 Data

	Female	Male
No. of Responses	2127	1758
Response Rate	81	80

Responses 2017/18 Data

	Female	Male
Teaching	88	87
Learning Opportunities	88	86
Assessment and Feedback	79	76
Academic Support	85	85
Organisation and Management	81	82
Learning Resources	92	89
Learning Community	84	83
Student Voice	76	74
Overall Satisfaction	90	88

- Overall, male students were less satisfied with their university experience than female students, although the score this year is 1pp higher than in 2016/17.
- The scores for male students were lower than those for female students in every category except Academic Support, where scores were equal, and Organisation and Management, where male students were slightly more satisfied. The difference between the two groups is no more than 3pp for any of the categories.

Graduate Outcomes

2016/17 data

	Female	Male
KPI %	77	77
Professional and Managerial %	76	77
Study %	14	14
Self-Employed %	3	6
Unemployed %	4	4
Response Rate %	84	81

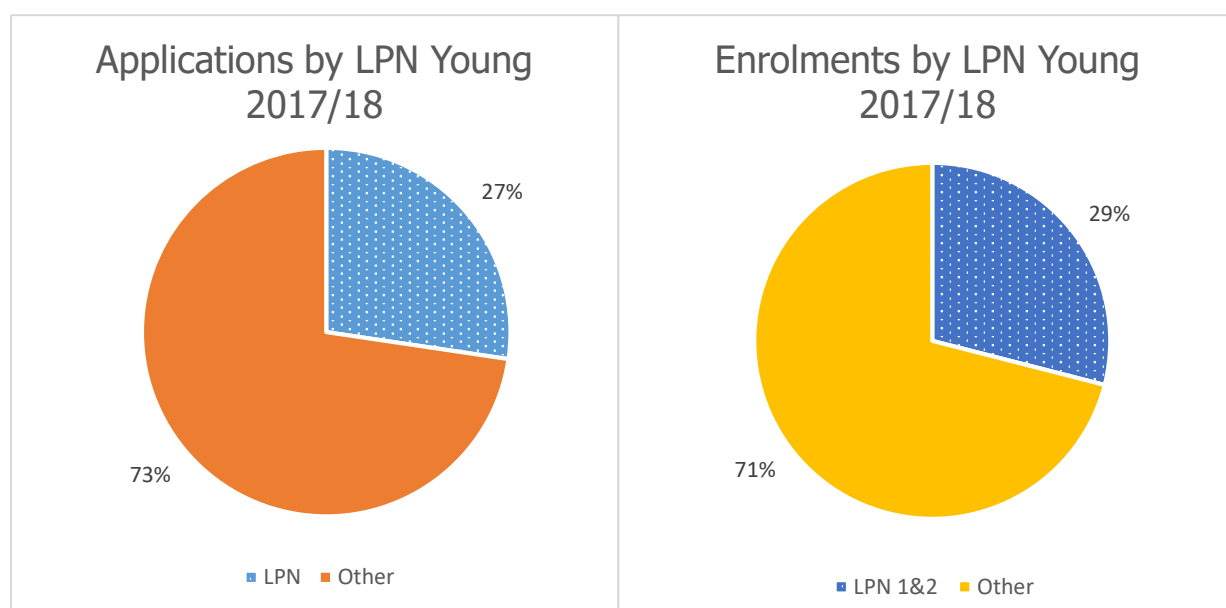
- The same proportion of female graduates achieved a good graduate outcome as males, and the genders were similarly matched for both professional & managerial employment and study.
- Female and male graduates were also equally likely to be unemployed, although males were more likely to be self-employed.

Low Participation Neighbourhoods (LPN)

Applications and Enrolments

2017/18 data

	LPN Young	Other young
Applications	6395	16993
% Applications	27	73
Enrolments	1386	3395
% Enrolments	29	71

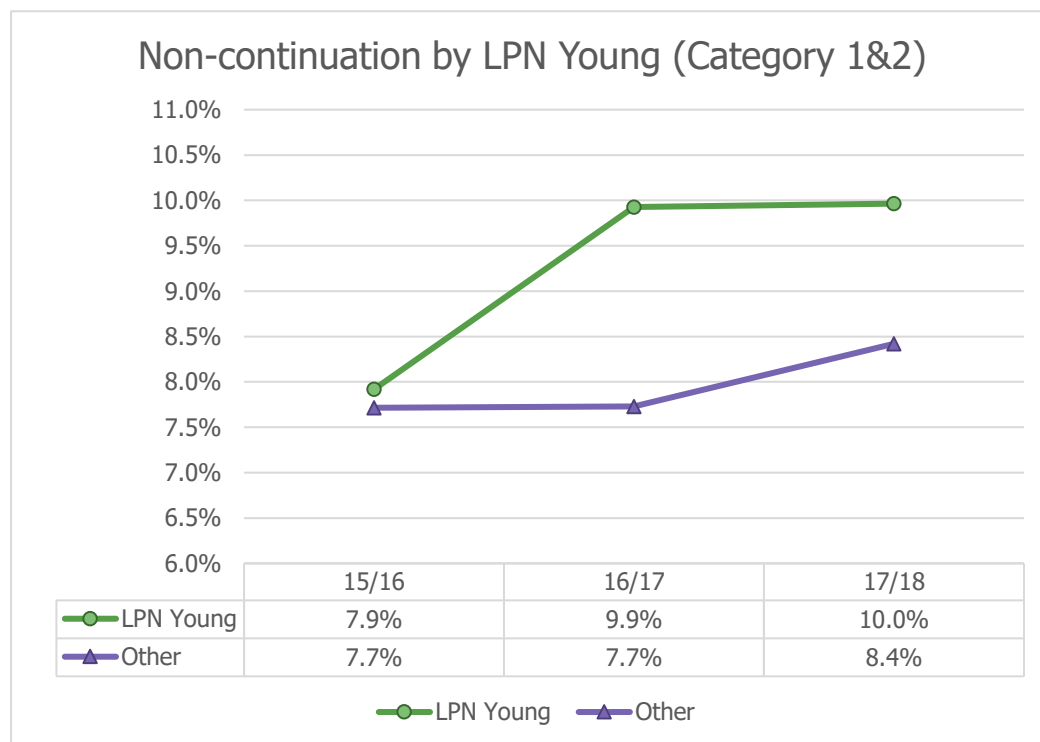


- The proportion of students from Low Participation Neighbourhoods applying to the university is slightly less than last year: 27% in 2017/18 compared to 29% in 2016/17.
- However, the proportion of new students enrolling at UWE who are from LPN has increased by 1pp from 28%.

Non-Continuation

2017/18 data

	LPN Young	Other
Non-Continuation	140	373
% Non-Continuation	10.0	8.4

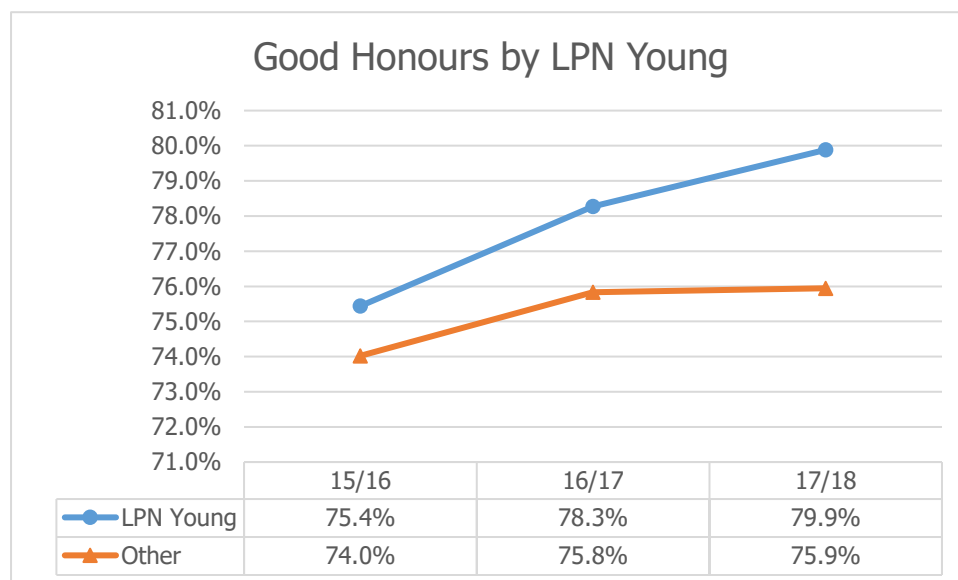


- Students who are LPN Young have had a higher non-continuation rate than the 'other' category of students for the last three years.
- The non-continuation rate for LPN Young students has remained stable from 2016/17 to 2017/18 compared to an increase of 2pp from 2015/16 to 2016/17.

Good Honours

2017/18 data

	LPN Young	Other young
Good Honours	858	3923
% Good Honours	79.9	75.9



- A greater proportion of LPN Young students (80%) achieved good honours in 2017/18 compared to other students (76%).
- The proportion of LPN Young students receiving a first or 2:1 has risen steadily over the past 3 years, whereas the good honours rate for other young students has plateaued.

Graduate Outcomes

2016/17 data

	LPN	Other
KPI %	79	76
Professional and Managerial %	79	76
Study %	15	13
Self-employed %	3	5
Unemployed %	4	4
Response Rate %	82	83

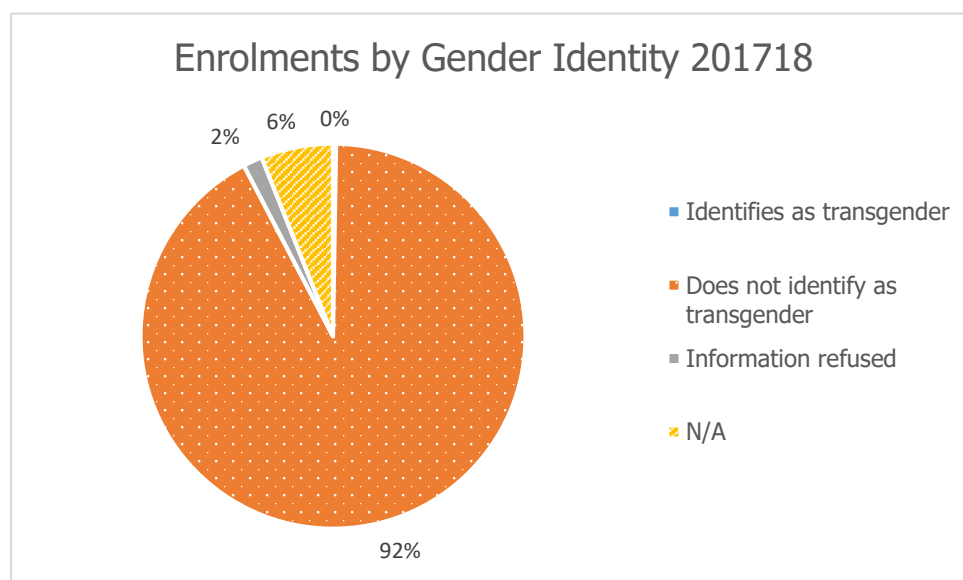
- Graduates from low participation neighbourhoods were slightly more likely to achieve a good graduate outcome than other young students.
- Graduates from LPN and other young students are equally likely to be unemployed, although other young students were more likely to be self-employed.

Gender Identity 2017/18

Enrolments

2017/18 data

	Identifies as transgender	Does not identify as transgender	Information refused	N/A
Enrolments	16	5697	100	374
% Enrolments	0.3	92.1	1.6	6.0



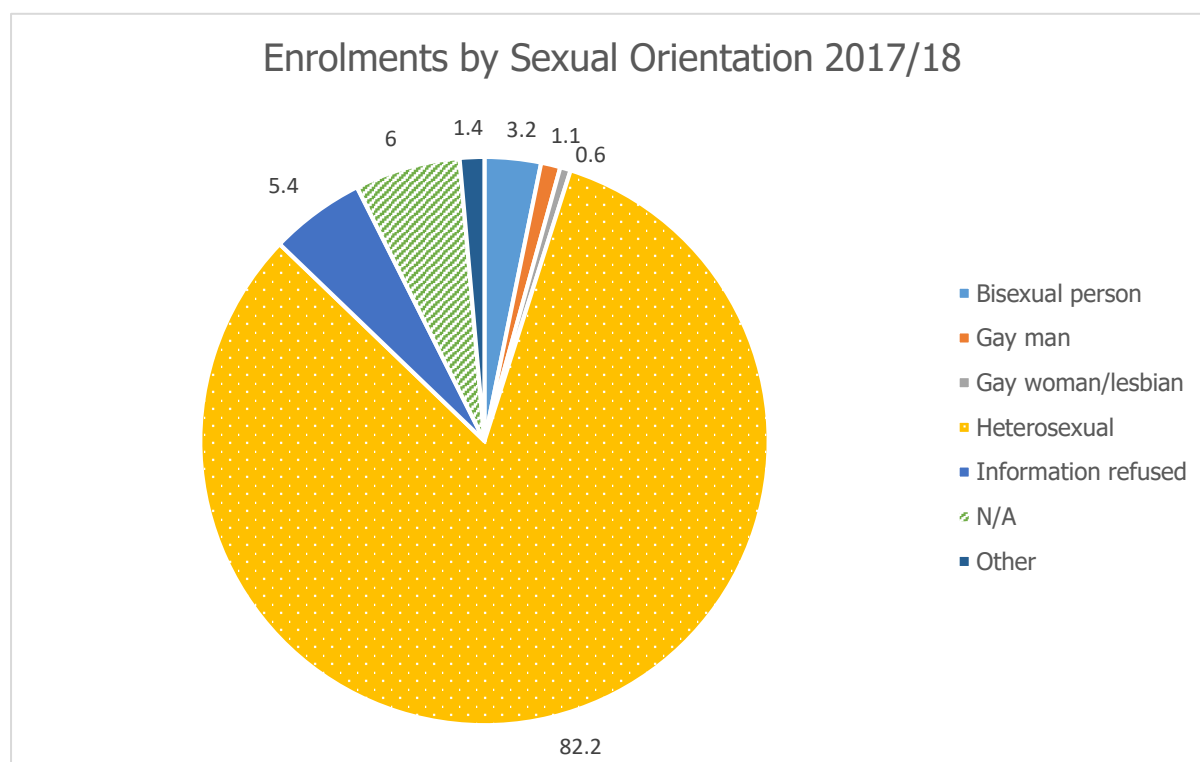
- A very small proportion of students (0.3%) entering the university in 2017/18 identified as transgender.

Sexual Orientation 2017/18

Enrolments

2017/18 data

	Bisexual person	Gay man	Gay woman/lesbian	Heterosexual	Information refused	N/A	Other
Enrolments	199	71	39	5088	332	369	89
% Enrolments	3.2	1.1	0.6	82.2	5.4	6.0	1.4



- The majority of students (82.2%) enrolling at UWE in 2017/18 identified as heterosexual.
- The second largest group (other than 'N/A or 'Information Refused') were students identifying as bisexual (3.2%).
- 1.7% of students identified as gay, which breaks down to 1.1% reporting they were a gay man and 0.6% reporting they were a gay woman/lesbian.

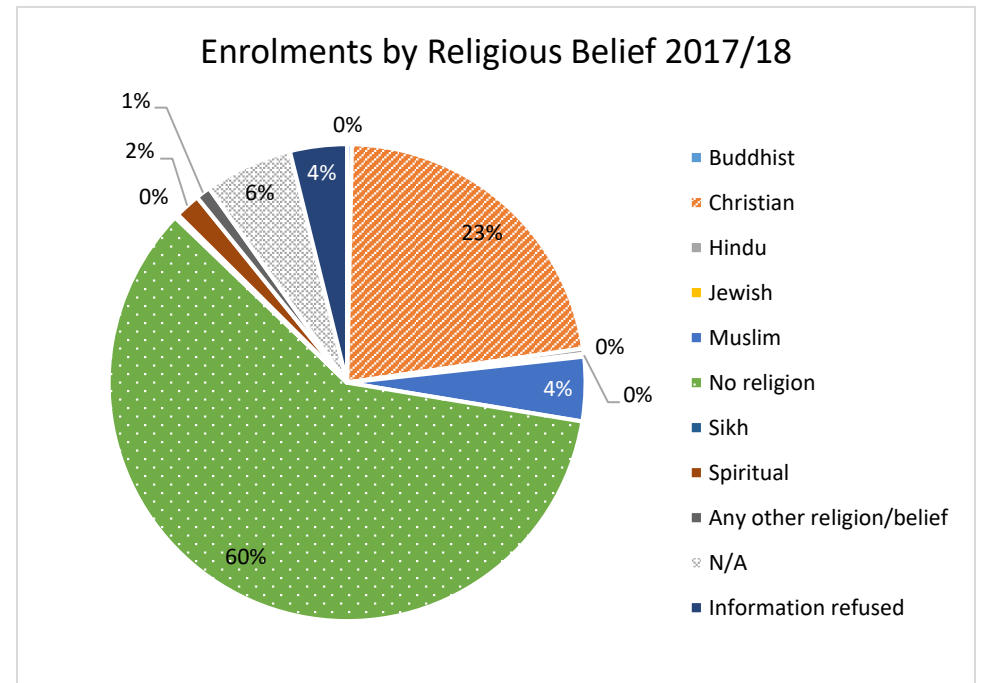
Religious Beliefs 2017/18

Enrolments

2017/18 data

	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Sikh	Spiritual	Any other religion/belief	N/A	Information refused
Enrolments	20	1385	23	11	269	3686	16	107	62	369	239
% Enrolments	0.3	22.4	0.4	0.2	4.3	59.6	0.3	1.7	1.0	6.0	3.9

- Nearly six out of ten students (59.6%) enrolling in 2017/18 declared they had no religion.
- 30.6% of new students reported having religious beliefs. The largest group was Christian (22.4%) followed by Muslim (4.3%) and then Spiritual (1.7%).



Background

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.

The university has a Widening Participation strategic committee which is responsible for setting a clear direction for our WP work. This includes diversifying our student body, as well as ensuring that all students have an equitable experience and equitable chance of success. In addition, the university has a single equality scheme which sets out the strategic direction for mainstreaming and embedding equality in its core activities.

This report is designed to provide actionable evidence about our progress in equality, access and participation for students to date. It is published annually (at the end of January) and is retrospective (reflecting on students from the previous academic year). 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.

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 a disability are recorded as 'Disabled' and 'Not 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 BME (Black and Minority Ethnic), White or Unknown and only Home-fee status students are included (i.e. not international students). In some instances, the BME 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 POLAR3 (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. Please note that the definition of LPN has changed, and in previous years it referred to students from the bottom 20% of postcodes.

New Reporting Categories

This is the first year we have reported on gender identity, sexual orientation, and religious beliefs. This data has not previously been collected in a way which enables us to report on it, but we now have access to data on enrolments for each of these characteristics.

Gender identity: Students self-disclose their gender identity as identifying as transgender or not identifying as transgender. 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.

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.

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:

Home/EU fee status, 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:

Home/EU fee status, 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 data monitors those students that are 'active' at university on the 1st December and then counts those who are no longer 'active' at the university on the following 1st December. The technical specification of the non-continuation data set is:

Home/EU fee status, Full Time students on undergraduate degrees, September entrants only, excluding UWE Federation and partnership course and Hartpury students.

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 home fee status students who were in their final year of an undergraduate degree in 2017/18 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 17/18. The technical specification of the Good Honours data set is:

Home/EU fee status, Full Time students on undergraduate degrees, September entrants only, excluding UWE federation courses and Hartpury students.

Graduate Outcomes

DLHE (Destinations of Leavers from Higher Education) is a national survey of university leavers, carried out approximately six months after graduation. Although we collect data for all students, data for league tables and comparisons against the market is limited to students meeting the following HESA criteria:

- full time/sandwich mode of attendance;
- UK domiciled;
- studying a first degree (normally all bachelor degrees)

Please note that the breakdowns of graduate outcomes included within this compendium have been taken from the 16/17 DLHE survey. Percentages may not sum to 100% as some students may be counted in multiple groups e.g. someone working in a professional or managerial role may also be undertaking further study.