

# Student Compendium 2021/22

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# University Analysis 2021/22

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 7-8 for an explanation of the different data metrics used in this report and page 30 for the definition of terms.

	Age	Disability	Ethnicity	Gender	LPN Q1-2
Applications	The proportion of mature applicants has <b>decreased</b> . 😞	The overall proportion of disabled applicants has <b>remained the same</b> . 😞	The proportion of applicants who are from a Black, Asian or Minority Ethnic background has <b>increased</b> . 😊	There is an <b>equal</b> gender split between the proportion of applicants who identify as male and female. 😊	The proportion of applicants who are from LPN has <b>decreased</b> since last year. 😞
Enrolments	The percentage of new mature students has <b>decreased</b> . 😞	The percentage of new disabled students has <b>remained the same</b> . 😞	The proportion of new students from a Black, Asian or Minority Ethnic background has <b>increased</b> . 😊	The percentage difference between male and female enrolments has <b>remained the same</b> . 😞	The proportion of new students from LPN Q1 <b>decreased slightly</b> , although the proportion of new students from LPN Q2 <b>remained the same</b> . 😞
Non-continuation	The non-continuation rate for mature students has remained the same, and for young students has <b>slightly increased</b> . 😞	The non-continuation rate for disabled students has <b>increased to the same as</b> non-disabled students. 😞	The non-continuation rate for Black, Asian and Minority Ethnic students has <b>increased to the same as</b> White students. 😞	The non-continuation rate for male students is <b>greater than</b> that of female students. Although, the size of the gap has <b>remained the same</b> . 😞	The non-continuation rate for LPN and other students has <b>increased</b> . Although the 1% gap has <b>remained the same</b> . 😞

Good Honours	Good honours rates are <b>lower</b> for mature students than for younger students. However, the gap has <b>decreased</b> . 😞	Good honours rates for disabled students are <b>lower</b> than non-disabled students. However, the gap has <b>decreased</b> . 😞	There is a large gap between Black, Asian and Minority Ethnic students and White students awarded good honours, and the gap has <b>increased</b> . 😞	There are <b>equal</b> proportions of male and female students awarded a good honours degree. 😊	Good honours rates are <b>lower</b> for students who are from LPN than others. However, the gap has <b>decreased</b> . 😞
Satisfaction	The satisfaction for mature students has <b>decreased</b> for the third year in a row. 😞	The satisfaction of disabled students has <b>decreased</b> since 2020 and the gap between disabled and non-disabled students has <b>increased</b> . 😞	The proportion of satisfied students from Black, Other ethnic backgrounds, and White students has <b>decreased</b> . However, overall satisfaction for Asian, Black and Mixed Heritage students was <b>higher</b> in 2022 than White students. Conversely, satisfaction for students from Other ethnic backgrounds was <b>lower</b> than that of White students. 😞	The satisfaction of female students has <b>decreased</b> whilst the satisfaction of male students has <b>increased</b> . Accordingly, the gap between the two groups has <b>increased</b> . 😞	Students from Q1 and Q2 are <b>less satisfied</b> with their course than students in Q4 and Q5. Although, students from Q3 are the least satisfied in 2022. 😞
Graduate Outcomes	There is a <b>higher</b> proportion of mature graduates achieving a positive outcome than young students. 😊	The proportion of disabled students achieving a positive graduate outcome is <b>slightly higher</b> than the proportion of non-disabled students. 😊	The proportion of Black, Asian and Minority Ethnic students achieving a positive outcome is <b>slightly lower</b> than the proportion of White students. The proportion of unemployed Black, Asian and Minority Ethnic graduates was <b>slightly higher</b> than White graduates. 😞	Several metrics are <b>nearly equal</b> . However, a slightly <b>higher</b> percentage of males are unemployed than females. 😞	The proportions of Q1-2 and Q3-5 students achieving a positive outcome are <b>nearly equal</b> . 😊

## 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 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, 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 50 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 a positive outcome. 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 a count of 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 2021/22 and who were taught at UWE (i.e., not at a partner college).

## Graduate Outcomes

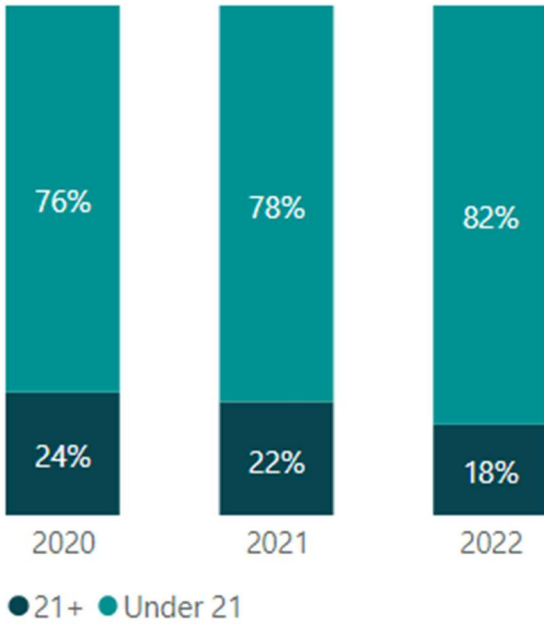
All graduates who completed a course on or after 01/08/17 are asked to complete the Graduate Outcomes Survey 15 months after they finish their studies. The technical specification of the Graduate Outcomes data set is:

Responses from UK domicile, Full Time students on undergraduate degrees who were in their final year of an undergraduate degree in 2020/21.




# Who is applying to UWE Bristol?

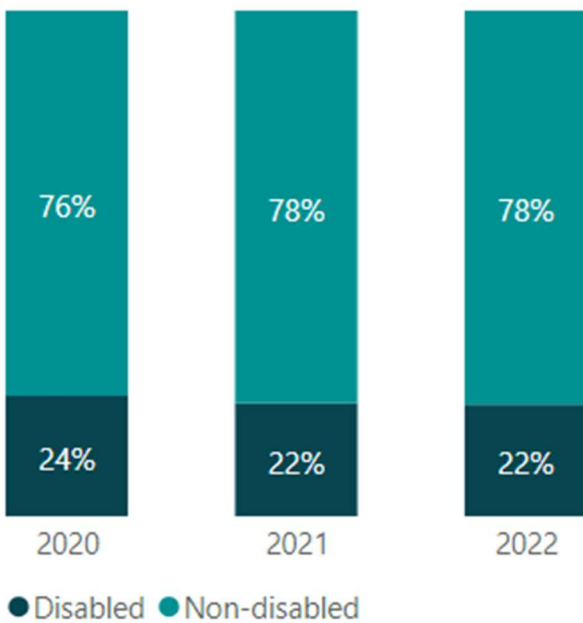
## Age




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



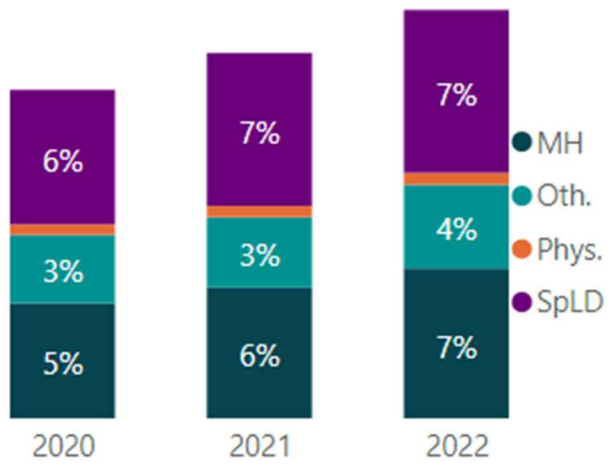
## Disabled Status



The overall proportion of disabled applicants has **stayed the same**.



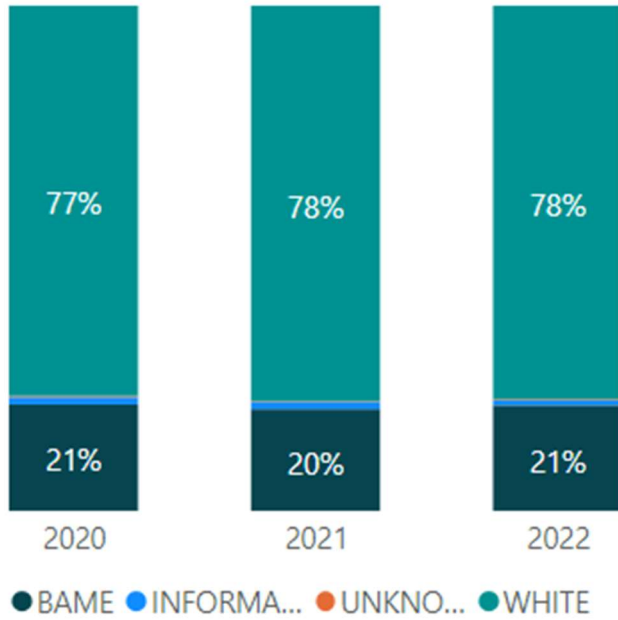
### Disability Groups (% of Total Apps)



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



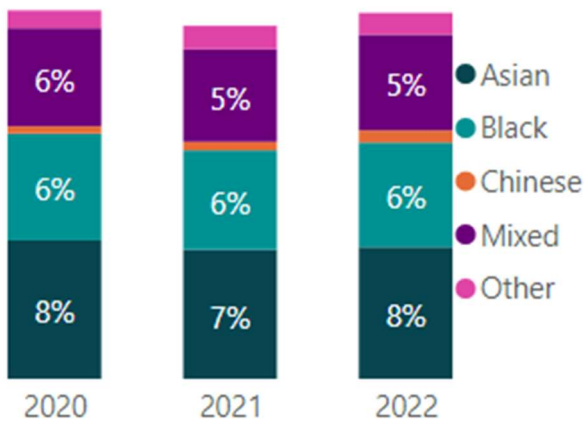
## Ethnicity



The overall proportion of applicants who are from a Black, Asian or Minority Ethnic background has **increased** from 2021 to 2022.



## BAME Breakdown (% of Total Apps)

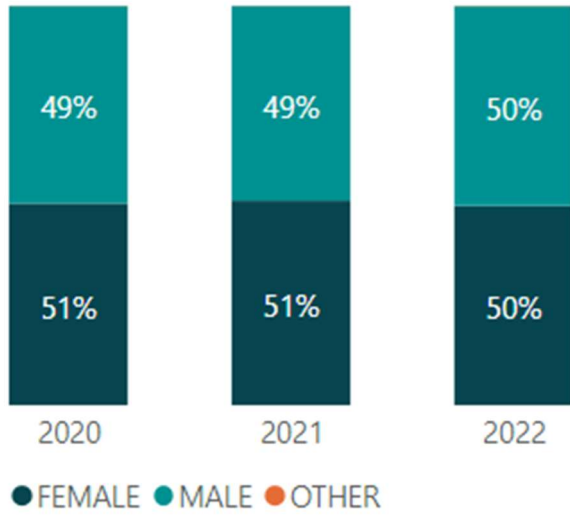


The proportion of applicants who are from an Asian or Chinese background has **increased**, although the proportion from a Black or Mixed Heritage background has **remained the same**.




# Gender

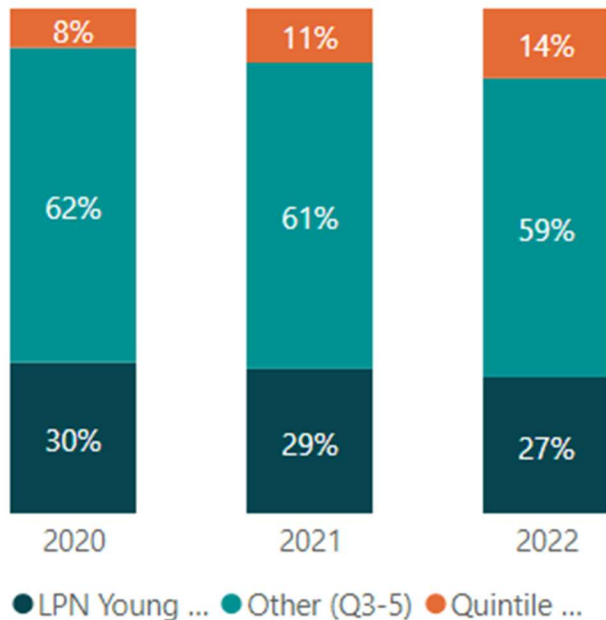
Gender Split (% of Total Apps)



There is an **equal** gender split between the proportion of applicants who identify as male female.



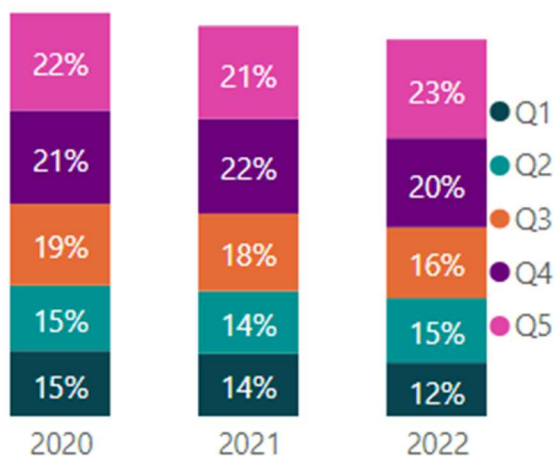
## Low Participation Neighbourhoods



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



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

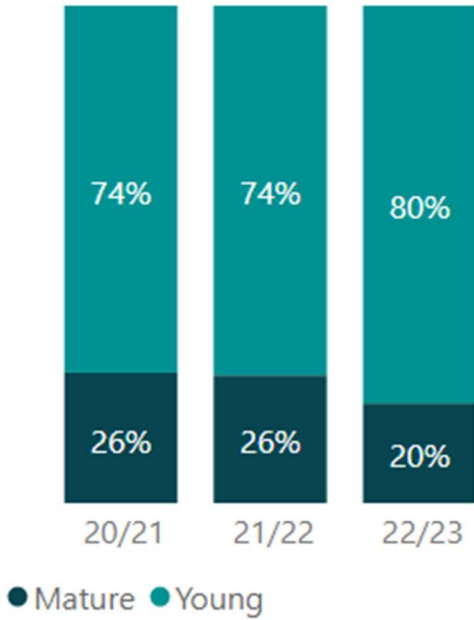


The proportion of applicants who are from Q1 has **decreased** since last year. Although, the proportion of applicants from Q2 **slightly increased**




# Who is enrolling at UWE Bristol?

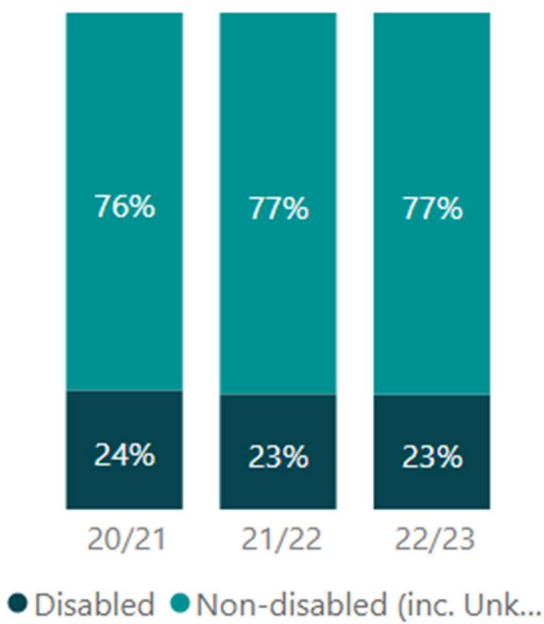
## Age




The percentage of new mature students has decreased.



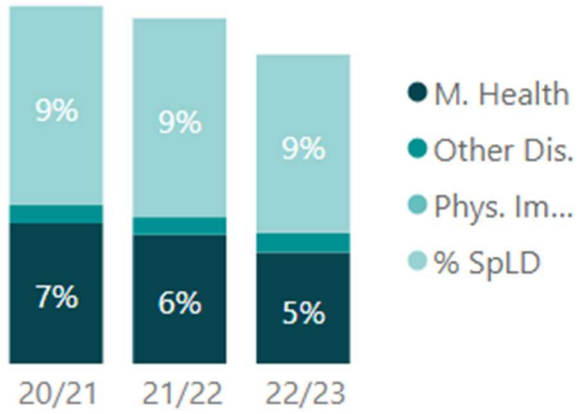
## Disabled Status




The percentage of new disabled students has remained the same.



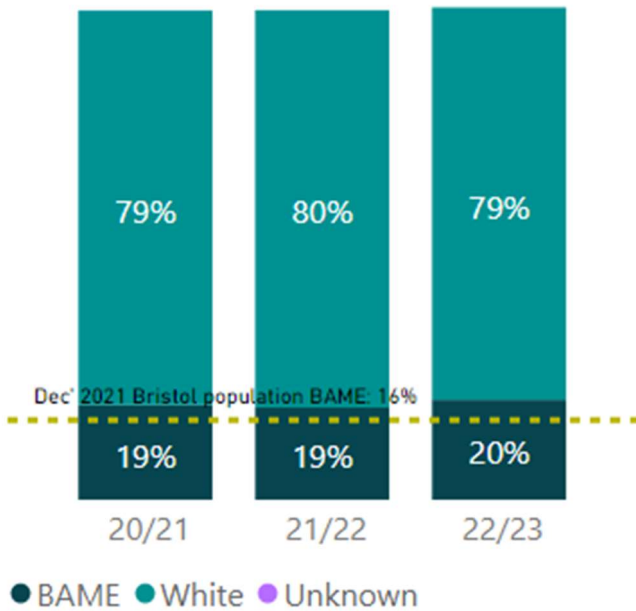
### Disability Groups (% of Total Enrols)




The proportion of new students with a mental health condition has **decreased**, whilst the other groups have remained the same.



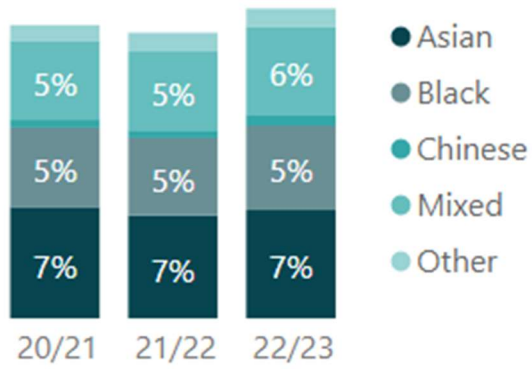
### Ethnicity



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



### BAME Breakdown (% of Total Enr...



The proportion of new students from Mixed Heritage backgrounds has increased.



### Gender



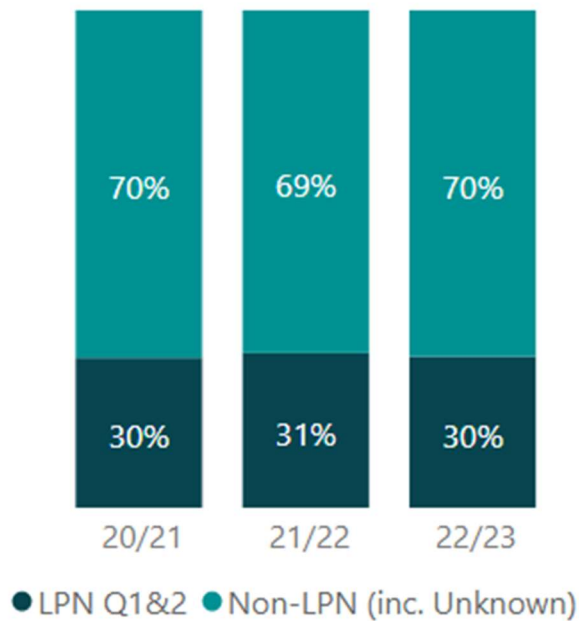
● Female ● Male ● Other

The percentage difference between male and female enrolments has remained the same





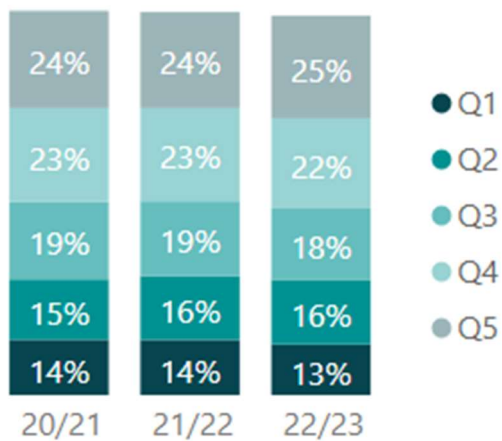
## Low Participation Neighbourhoods



The overall proportion of new students from LPN (Q1-2) has **slightly decreased**.



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

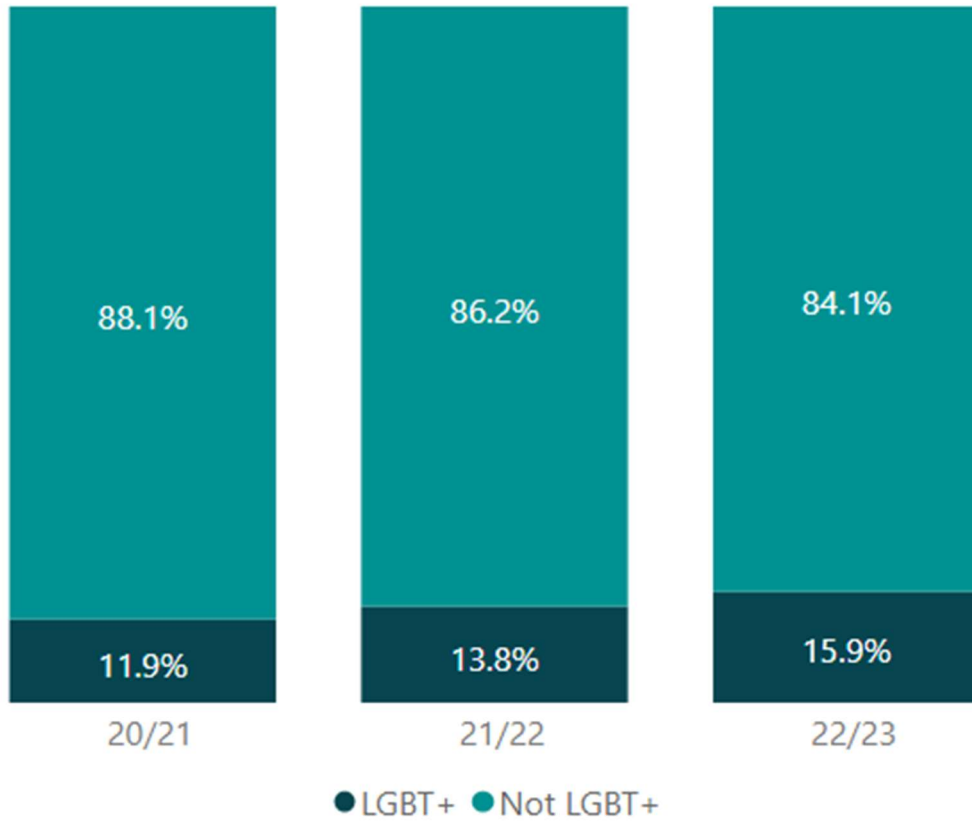


The proportion of new students from LPN Q1 **decreased slightly**, although the proportion of new students from LPN Q2 **remained the same**.




# Sexual Orientation

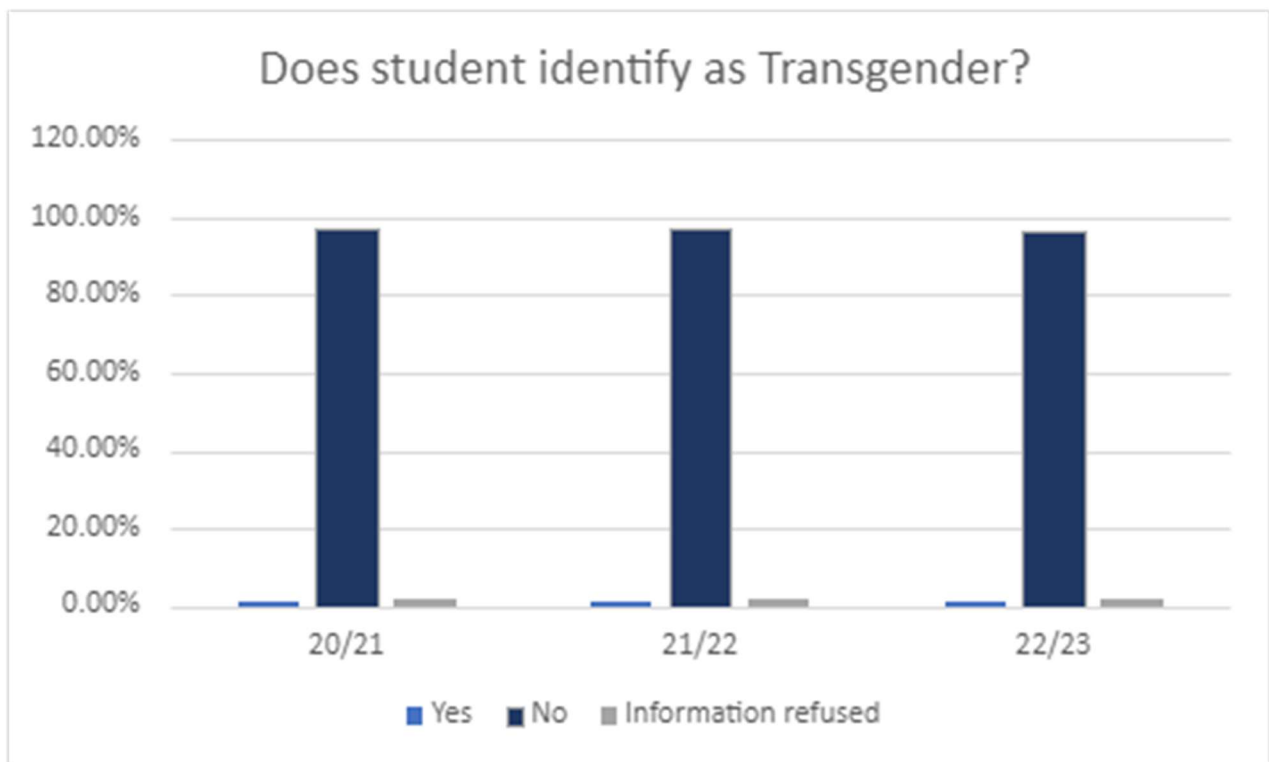
## LGBT+ Summary



The proportion of new LGBT+ students has increased.



## Trans Status

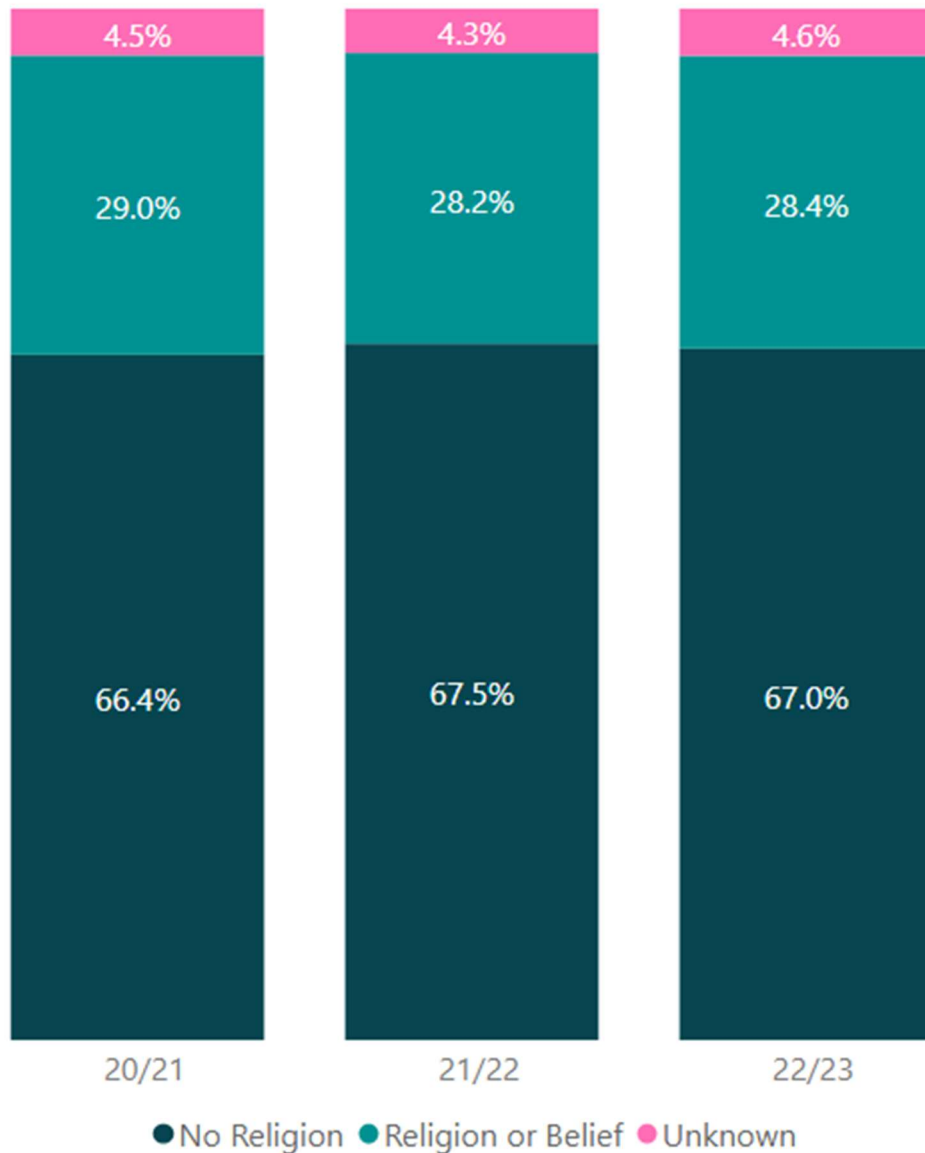


The proportion of new students who identify as Transgender has increased.



# Religion and Belief

## Religion or Beliefs Summary

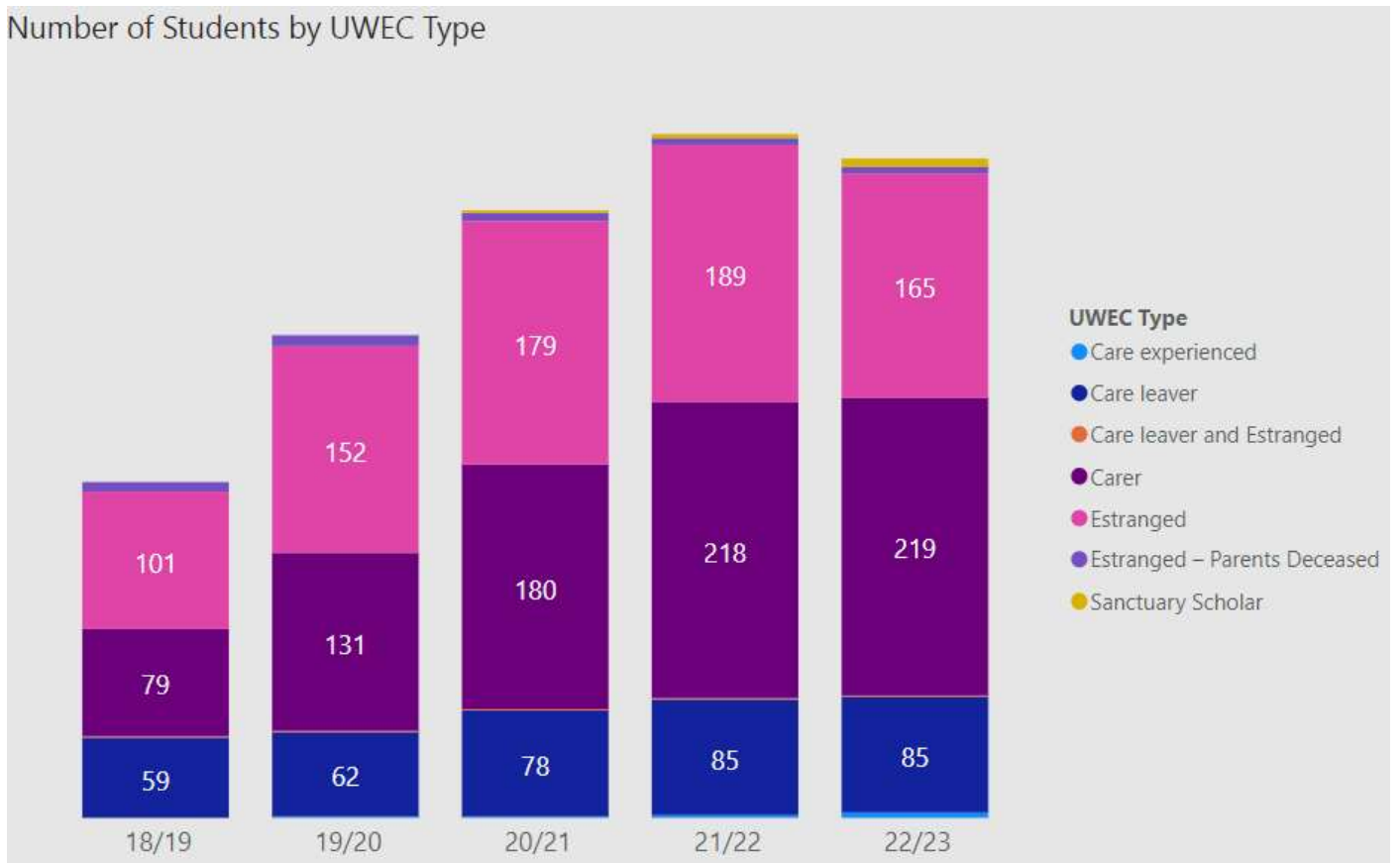


The proportion of new students with religion or beliefs has slightly increased



## UWE Cares

Number of Students by UWEC Type



The number of new UWE Cares students **increased** between 2020/21 and 2021/22 and is higher than in previous years.

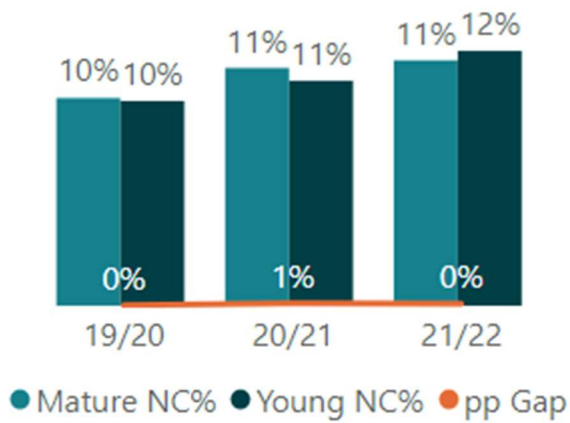


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# Which students do not continue with their programme?

## Age

Non-continuation Rate

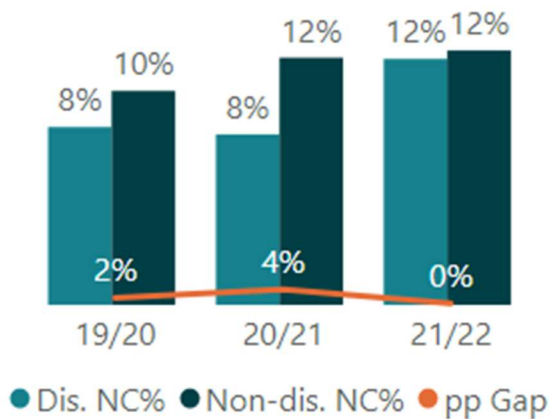


The non-continuation rate for mature students has remained the same, and for young students has slightly increased.



## Disabled Status

Non-continuation Rate

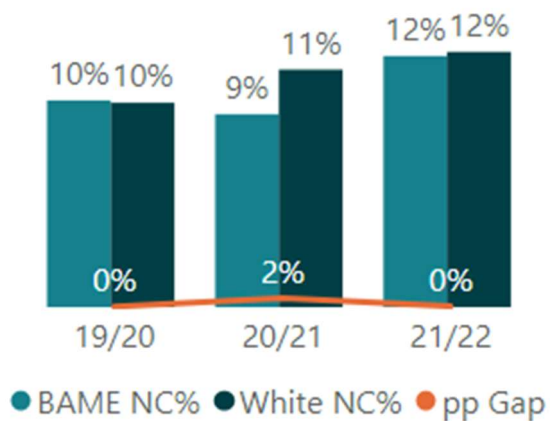


The non-continuation rate for disabled students has increased to **the same as** non-disabled students.



## Ethnicity

Non-continuation Rate

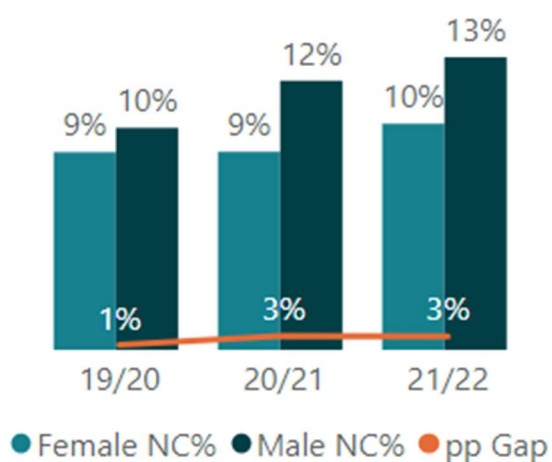


The non-continuation rate for Black, Asian and Minority Ethnic students has increased to **the same** as White students.



## Gender

Non-continuation Rate

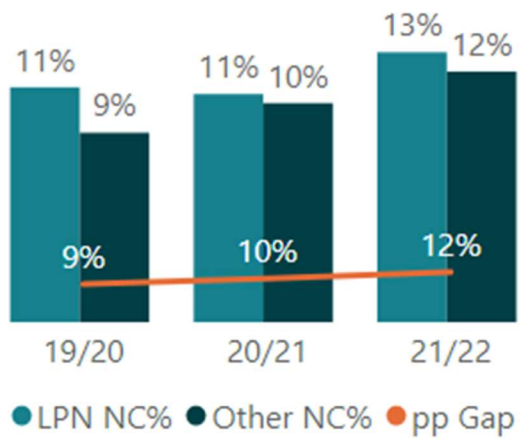


The non-continuation rate for male students is **greater** than that of female students. Although, the size of the gap has **remained the same**.



## Low Participation Neighbourhoods

Non-continuation Rate



The non-continuation rate for LPN and other students has **increased**. Although, the 1% gap remains the same.



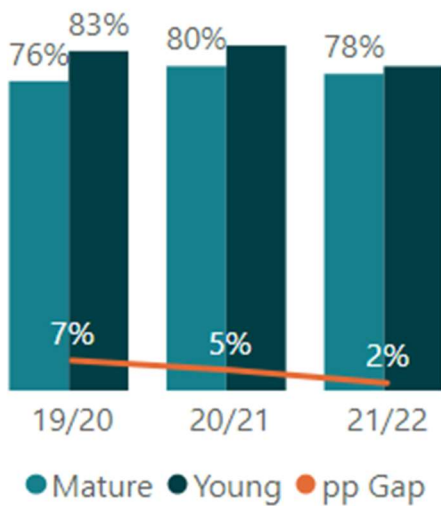
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# Who is awarded a Good Honours degree?

## Age

Good Honours Rate

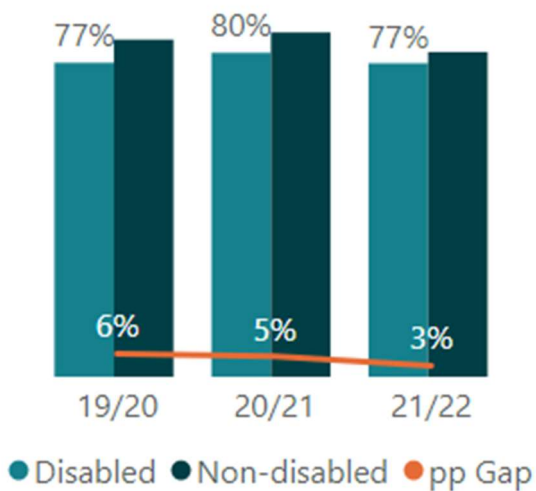


Good honours rates are **lower** for mature students than for younger students. However, the gap has reduced.



## Disabled Status

Good Honours Rate



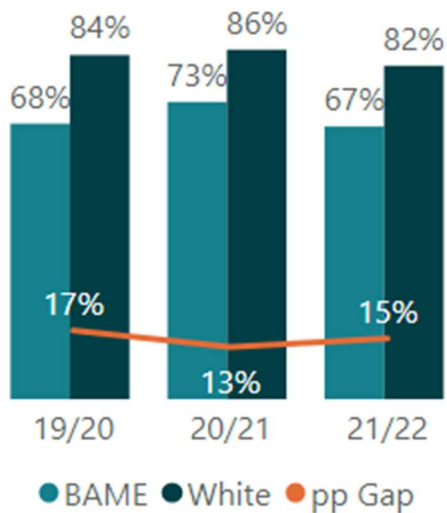
Good honours rates for disabled students are **lower** than non-disabled students.

However, the gap has reduced.



## Ethnicity

Good Honours Rate

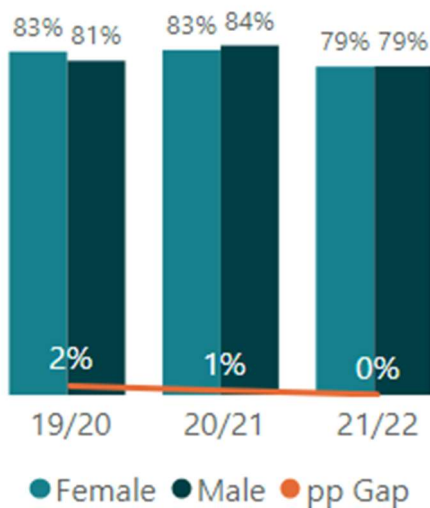


There is a large gap between Black, Asian and Minority Ethnic and White students awarded good honours, and the gap has increased.



## Gender

Good Honours Rate

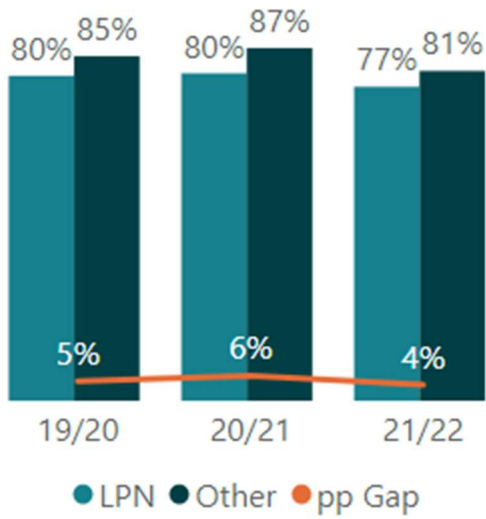


There are **equal** proportions of male and female students awarded a good honours degree.



## Low Participation Neighbourhoods

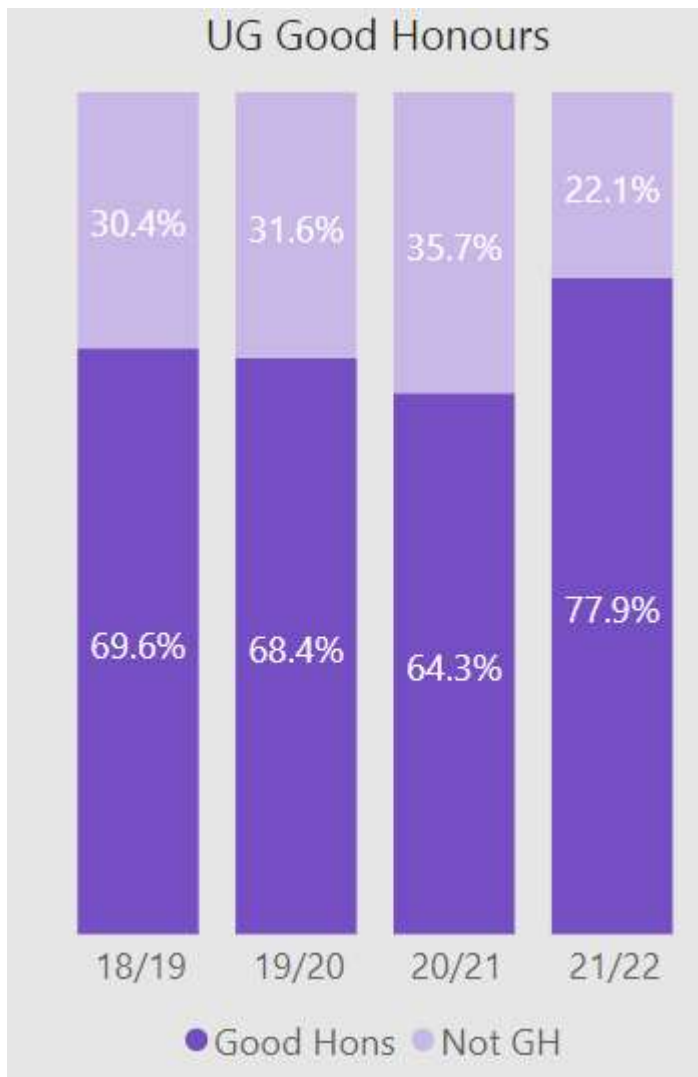
Good Honours Rate



Good honours rates are **lower** for students who are from LPN than others. However, the gap has **decreased**.



## UWE Cares



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

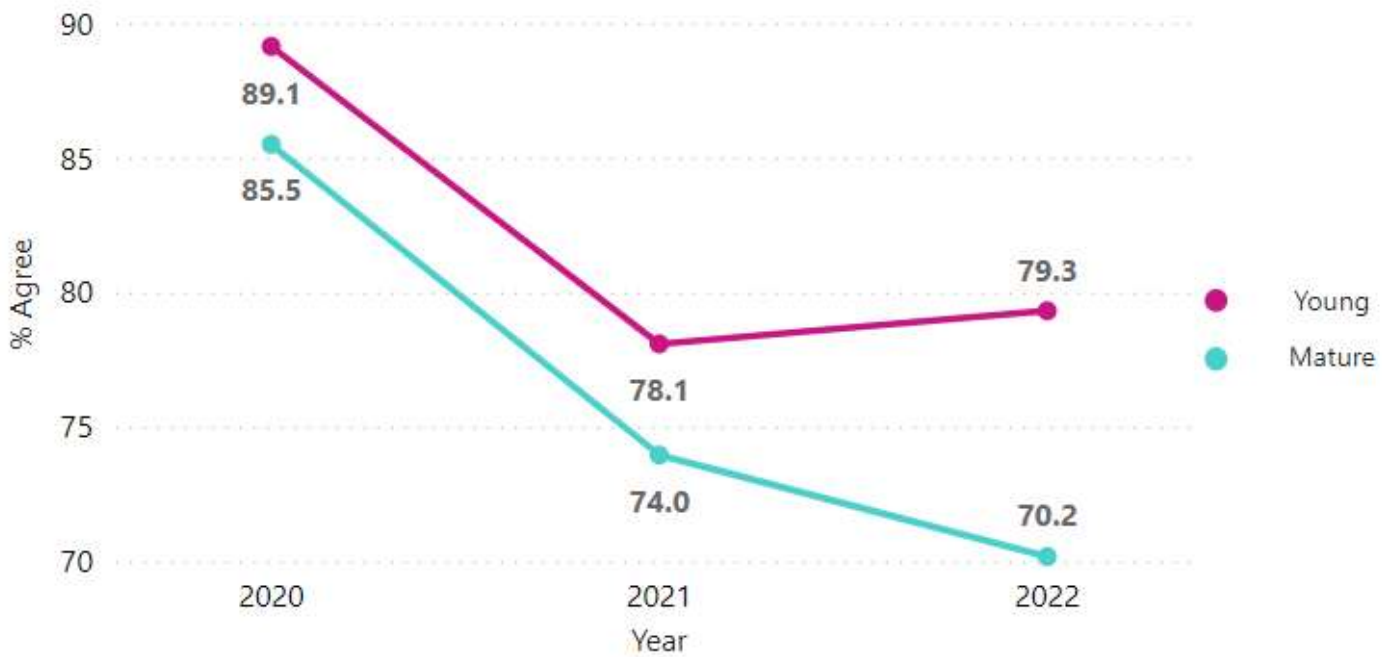


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## How satisfied are students with their course?

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

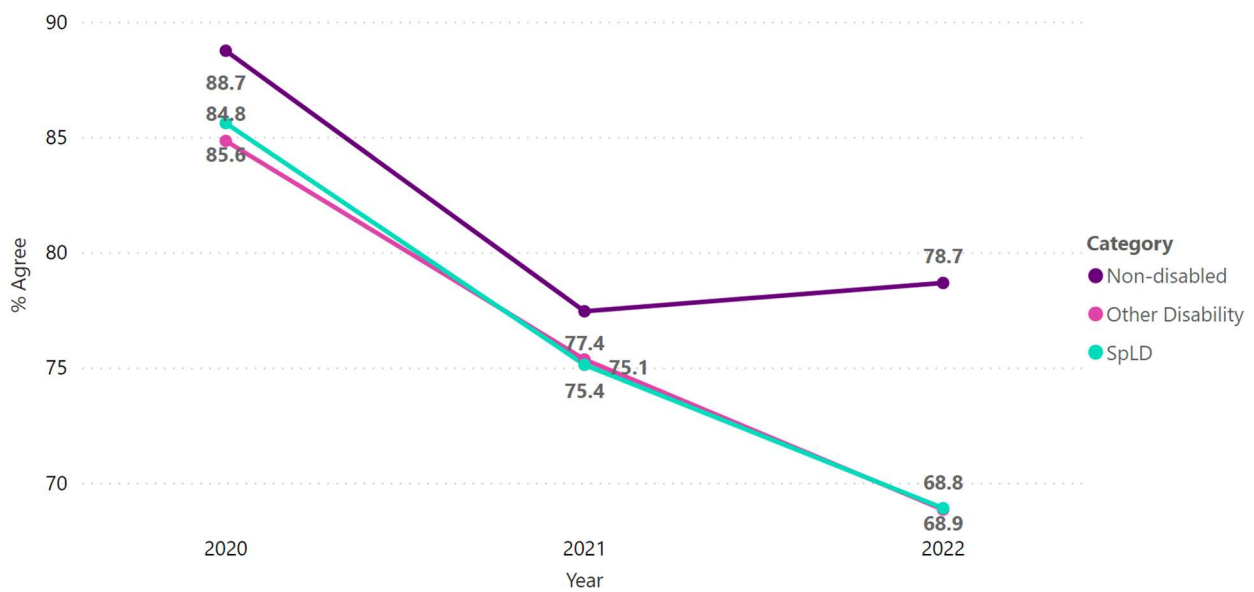
### Age



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



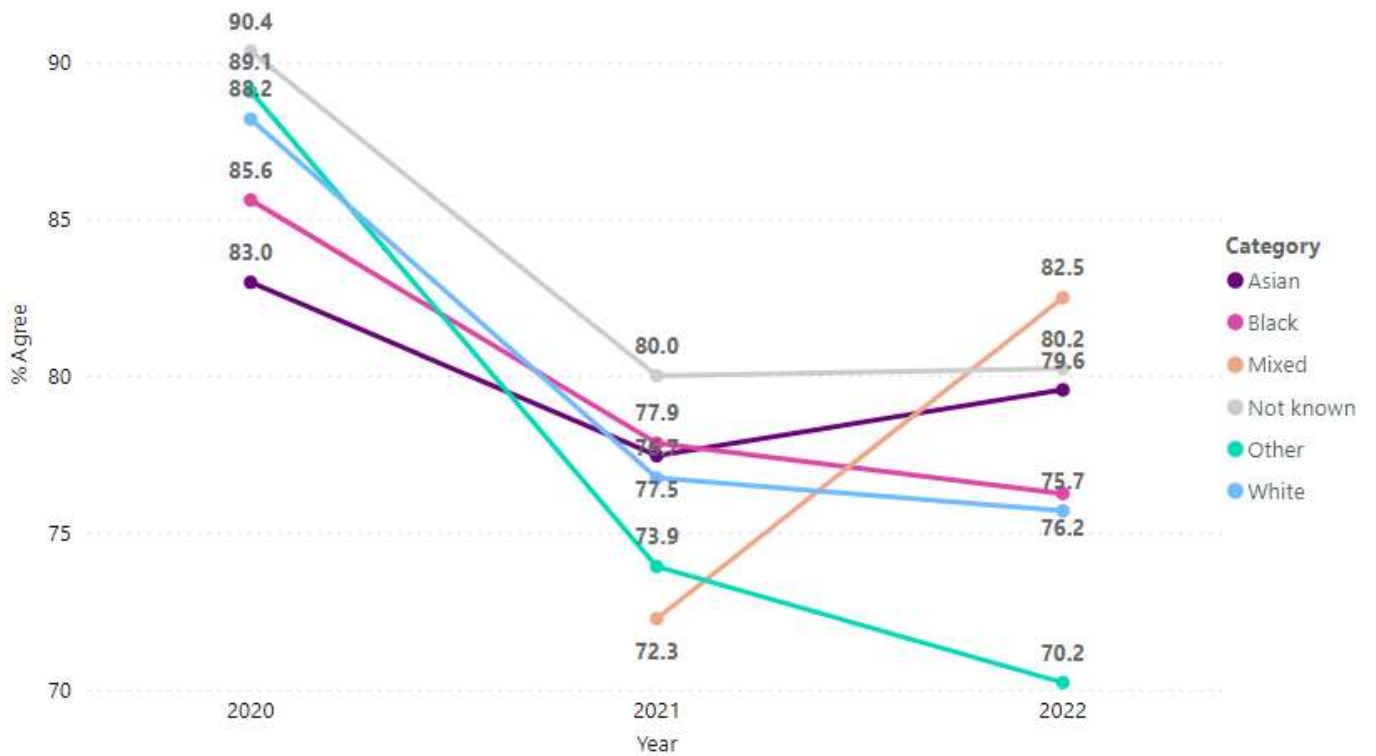
## Disability



The satisfaction of disabled students has **decreased** since 2020 and the gap between disabled and non-disabled students has **increased**.



# Ethnicity



The proportion of satisfied students from Black, Other ethnic backgrounds, and White students has **decreased**. However, overall satisfaction for Asian, Black and Mixed Heritage students was **higher** in 2022 than White students. Conversely, satisfaction for students from Other ethnic backgrounds was **lower** than that of White students.



## Gender

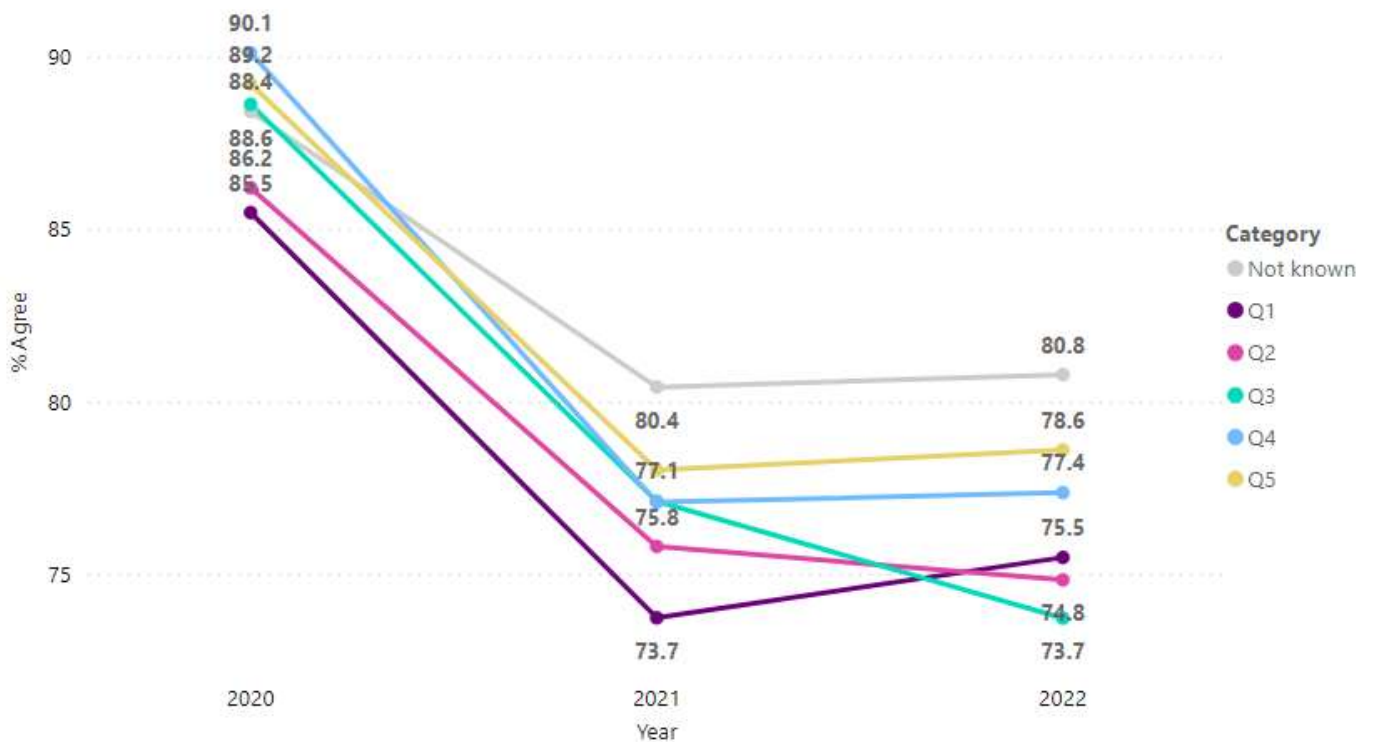


The satisfaction of female students has **decreased** whilst the satisfaction of male students has **increased**. Accordingly, the gap between the two groups has **increased**.





## Low Participation Neighbourhoods



Students from Q1 and Q2 are **less satisfied** with their course than students in Q4 and Q5. Although, students from Q3 are the least satisfied in 2022.




# What do our graduates go on to do?

## Age

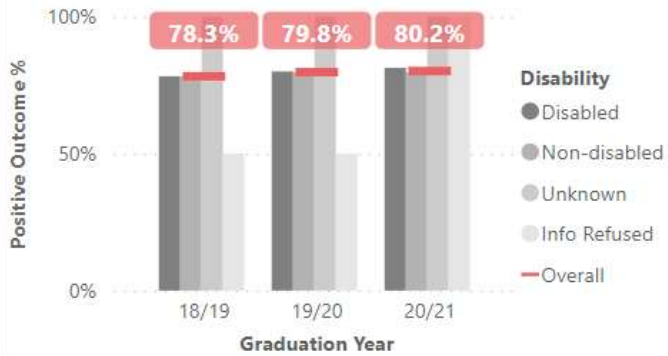


There is a **higher** proportion of mature graduates achieving a positive outcome than young students.

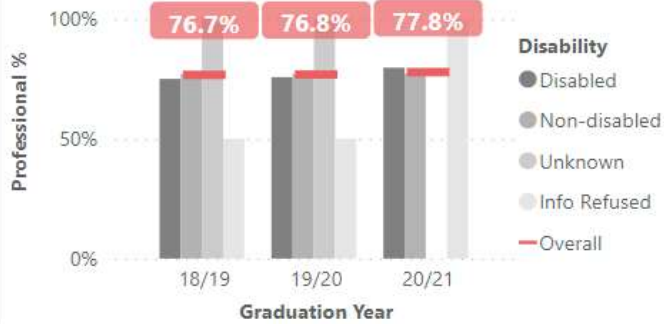


# Disability

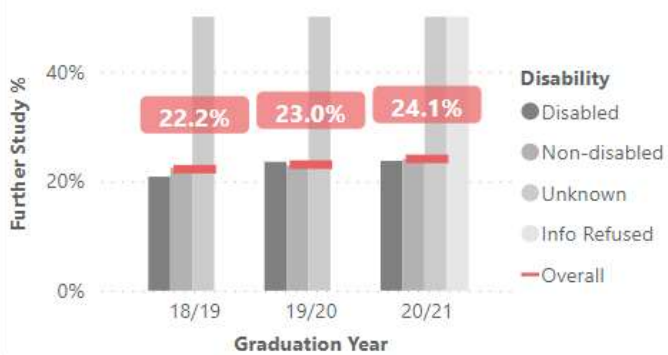
**Positive Outcome %**



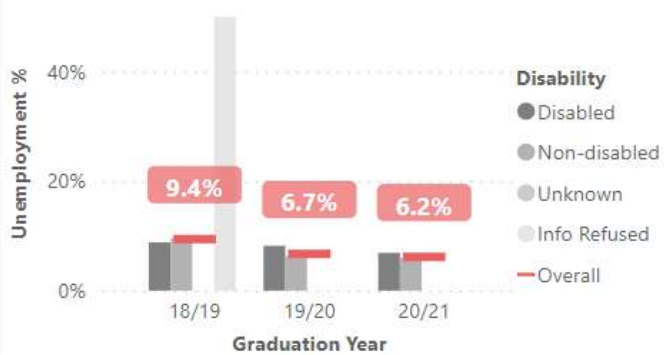
**Professional %**




**Further Study %**



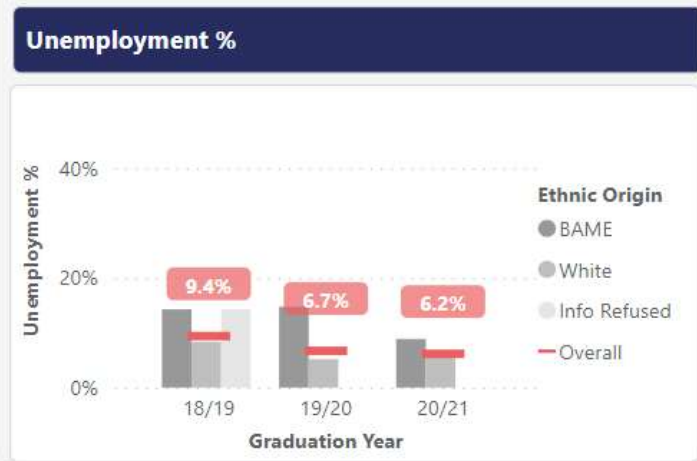
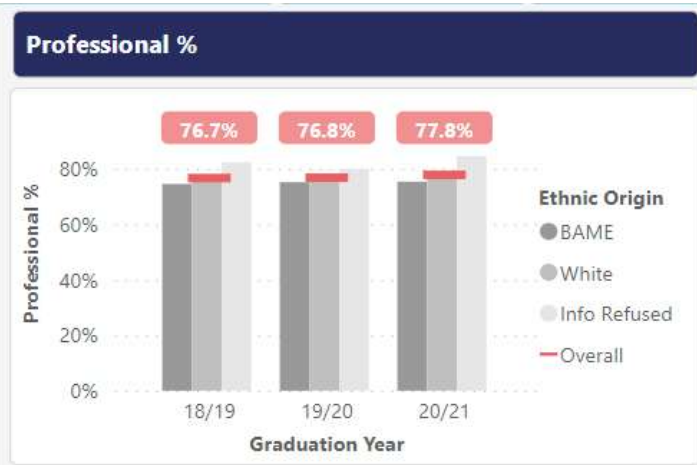
**Unemployment %**




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



# Ethnicity




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



# Gender




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



## Low Participation Neighbourhoods



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



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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'. 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:** 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 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. UWE Cares also includes Sanctuary Scholars, who are refugee or asylum seeker students.

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