



University of the
West of England

University of the West of England

Equality Act 2010
Publication of Equality Information

Student Compendium 2011-2012

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If you have any ideas for how the compendium might be improved or have any queries relating to the data and its analysis then please contact Angeline Carrozza in the Equality and Diversity Unit (Angeline.Carrozza@uwe.ac.uk).

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Promoting equality – an overview

The University of the West of England (UWE) has a longstanding commitment to the promotion of equality and undertakes a wide range of activities to promote better outcomes and meet the needs of different groups of students and staff.

In April 2012 we published our Single Equality Scheme 2012-15. The scheme was developed in consultation with students and staff and was informed by equality and diversity data. We seek to mainstream and embed consideration of equality into our activities and decision-making through a range of means, including:

- Providing forums for feedback and consultation. This includes a central Equality and Diversity Forum of student and staff representatives from across the range of protected characteristics.
- Having an Equality Management Group that monitors the implementation of the single equality scheme and data to assess success.
- Having an Equality Analysis procedure for the development of all policy and practice that is informed by data.
- Using equality and diversity data published annually for staff and students to inform practice identify potential issues and develop interventions.

Executive summary

Below are key conclusions that have been drawn from analysis of the data:

- Conversion rates favour male, disabled and mature students.
- The gap in white and BME attainment is closing yet remains significant.
- The proportion of disabled students being awarded good honours is trending downwards.
- The proportion of male students being awarded good honours remains consistently lower than the number of female students.
- Withdrawal rates for male students are decreasing overall and in every faculty.
- The overall satisfaction of disabled students was 10% lower than non-disabled students.
- Male, disabled, mature and BME students are proportionately over-represented in the group of students who made a formal complaint in 2011/2012.

Introduction to the report

This report provides information on how UWE is meeting its responsibilities under the Equality Act 2010 Equality Duty. It is published with regard to the specific duty to publish equality information to demonstrate compliance with the Equality Duty and to make this information publicly available. This report specifically provides statistical data on our students and is published every year in January; an equivalent report on staff is published every year in April.

About the data

The data included in the 2012 UWE Student Compendium is taken from internal statistics used by admissions and student support teams and by the senior management team to monitor progress and direct additional resources. We have also used UWE data reported in the HESA Performance Indicator to provide an additional measure of performance around disability. In addition, we have included national statistics taken from sources such as the 2011 Census to provide context to our analysis.

The data is provided at both university wide level and faculty level; UWE has 4 faculties which are listed below:

- FET (Faculty for Environment and Technology)
- HLS (Faculty of Health and Life Sciences)
- FBL (Faculty of Business and Law)
- ACE (Faculty of Art and Creative Industries and Education)

Student data is inherently complicated; students can be counted in a variety of ways and different populations of students are measured in different metrics of success across the university. In 2012 UWE decided to focus on our core student body in the Student Compendium. Undergraduate students engaged on full time study at UWE make up approximately 80% of our student body.

We have decided not to include part time students due to gaps in the current data. Focusing on this population in the 2012 Compendium enables us to better understand the experience of students with protected characteristics at key points in the student journey. It also provides an opportunity to identify areas for future in depth analysis and research.

Explaining the metrics used in the Compendium

Applications

Application data includes applications to all programmes (including HEFCE funded programmes, NHS funded programmes and TDA funded programmes) for the academic years 2010/11, 2011/12 and 2012/13. The application count is taken at the end of the admissions cycle and also includes clearing applications.

The Compendium focuses on applications for:

- Home/EU fee status students
- Full time study
- Undergraduate programmes
- September intake only (UWE also has a small January intake)
- All levels of entry
- Includes admissions to all programmes each year (including those that were closed for recruitment the following year)
- Excludes 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 in the academic years 2010/11, 2011/12 and 2012/13.

The compendium focuses on enrolments meeting the following criteria:

- Home/EU fee status students
- 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 at a UWE Federation College)

Comparing applications with enrolments provides a useful way of measuring the relative performance of students with particular characteristics over time. Comparing changes to application or enrolment numbers in isolation could produce misleading results – if there are many more applications from one group each year it can be hard to see if increases in enrolments is meaningful or just the result of more applications. Producing a **conversion** figure (enrolments/applications) controls for the effects of increased application numbers and allows standardised comparisons across the protected characteristics. A higher conversion rate suggests that for this group of students applications are more likely to result in enrolled students.

Good Honours

Good Honours is defined as a 2.1 or 1st class degree. The data firstly counts the number of students achieving a degree of any level and then provides the proportion of this total that achieved 'Good Honours' within the academic years 2009/10, 2010/11 and 2011/12.

The compendium focuses on graduations that meet the following criteria:

- Full Time and Sandwich course students only
- Home/EU fee status students only
- September cohort only
- Not those studying at UWE Federation Colleges

Withdrawals

Withdrawal data within the compendium takes the same definition as internal KPI statistics. Withdrawals are defined as students withdrawing from their programme within their first year of study at UWE in the academic years 2009/10, 2010/11 and 2011/12.

The compendium focuses on withdrawals that meet the following criteria:

- First degree only
- Full time/sandwich courses
- Home/EU fee status
- September cohort only
- Not studying a Foundation Degree at a UWE Federation College
- Returning no shows (i.e. resitting first year but do not re-enrol) are included
- New 'no-shows' (i.e. those who accepted a place but did not enrol are NOT included)
- Internal transfers (i.e. students who withdraw from one programme and transfer to another UWE programme) are NOT included

Student Satisfaction

The National Student Survey (NSS) is used as a measure of student satisfaction. The NSS has been conducted annually by Ipsos MORI since 2005. It gathers opinions from final year students engaged in Higher Education about their experiences. Data is publicly available in KIS data sets but universities have access to a larger data set of their students' responses which allows the information to be used to address any areas of concern. The NSS is a large survey containing questions relating to teaching and assessment, organisation and management, personal development, the student's union and also provides a measure of overall satisfaction. The compendium includes analysis of student satisfaction in the academic year 2011/12.

The responses to the NSS are from:

- Students in their final year of undergraduate study in 2011/12
- Students who are 'taught at' UWE (i.e. not taught at a UWE Federation College)

Complaints

Data for complaints is provided by the university Complaints Manager, data presented in this report is for stage two (formal) complaints with the latest data being for 2011/2012. Due to the *One University*

Administration restructure there have been changes to the way formal complaints are collected; this may have impacted on the data for 2011/2012. The cohort for this data includes all students.

Protected Characteristics within the Compendium

The compendium provides analysis on the following protected characteristics across the metrics set out above:

Age

Proportion of students who began study aged 21 or over is compared to the proportion that began studying under 21.

Disability

Proportion of students who self-disclosed a disability during the application process or during their studies is compared with those who did not self-disclose a disability. Further, the proportion of students in receipt of DSA as reported in the HESA Performance Indicator tables are reported. DSA reported data includes students on all years of study (whereas internal statistics measure particular years of study).

Ethnicity

Proportion of students self-reporting their ethnicity as being 'White', 'Black or Minority Ethnic (BME)' and the proportion for which we have no ethnicity data ('Not Known') is compared. Ethnicity data is only available from the point of enrolment as UCAS do not provide ethnicity data on applications.

Gender

Male and female student numbers are compared.

Overview of the student population

In 2011/2012 with 27,170¹ students UWE is the largest provider of Higher Education in the South West of England.

Breaking down this top level data provides initial analyses of both the proportion of students engaged in different types of study and the proportion of students with particular protected characteristics studying at UWE.

Table 1. Breakdown of student population by mode and level of study and by fee status

Type of study		Number of students	Proportion of total student population
Mode of study	Full Time	21,200	78%
	Part Time	5,970	22%
Fee status	Home/EU	24,332	90%
	International	2,838	10%
Level of study	Undergraduate	21,618	80%
	Postgraduate	5,552	20%

¹ Data includes all students who have fully enrolled for 2011/12 all years and levels of study, all income statuses and all modes of attendance. Data also excludes partnership institutions (except Hartpurty).

Table 2. Breakdown of student population by gender, age and ethnicity

Characteristic		Number of students	Proportion of total student population
Gender	Female	14,781	54%
	Male	12,389	46%
Age (at point of entry)	Under 21	15110	56%
	21 and over	12060	44%
Ethnicity	White	22,257	82%
	BME	4,546	17%
	Unknown	367	1%
Disability	In receipt of DSA (data on 10/11 academic year) ²	1,165	6%

Table 3. Breakdown of ethnicity by Faculty

Ethnic origin	ACE		FBL		FET		HLS	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
White	5,379	90%	3,963	67%	5,155	83%	6,493	85%
BME	568	9%	1,813	31%	984	16%	1,083	14%
Unknown	60	1%	102	2%	75	1%	94	1%
Total	6,007		5,877		6,214		7,671	

² The proportion of undergraduate students in receipt of DSA is published for each institution by HESA (Higher Education Statistics Agency) annually. Data for the 11/12 academic year was not available at the time of publication and therefore 10/11 data is provided here.

Analysis of data by Protected Characteristic

Age

Across the higher education sector, 75% of full time first degree undergraduates are aged 21 or under³

At UWE 1448 mature students enrolled in 2012, representing 27% of all students which compares to the HE average.

Conversion⁴ favoured mature students with mature students representing 22% of all applicants. In ACE and FET this was pronounced; in FET there was a 32% conversion rate for mature students in comparison to 24% for students under 21.

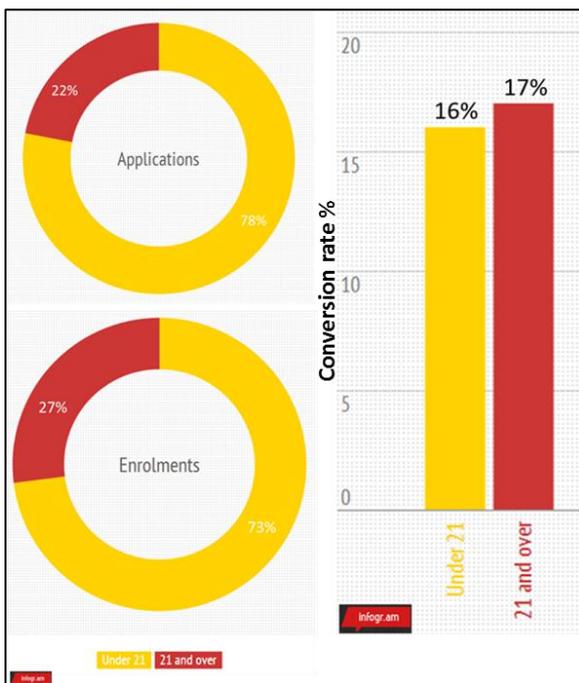


Figure 1. Application, enrolment and conversion for UWE overall

Overall mature student attainment is proportionate to younger student attainment; although there is some faculty variation it is difficult to draw conclusions from the data.

³ ECU (2012) Equality in Higher Education: Statistical Report 2012 Part 2: Students www.ecu.ac.uk

⁴ Conversion is the proportion of applications that result in enrolled students (i.e. enrolments/applications)

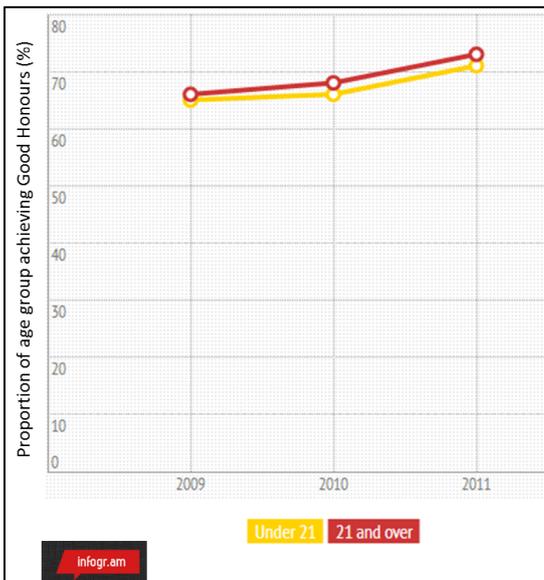


Figure 2. Good Honours attainment for UWE overall

There is a downward trend in regard to overall student withdrawal in the first year; this is true of mature students also. HLS have been most successful in reducing mature student withdrawal to 5%, however in all other faculties mature student withdrawal remains higher than younger student withdrawal.

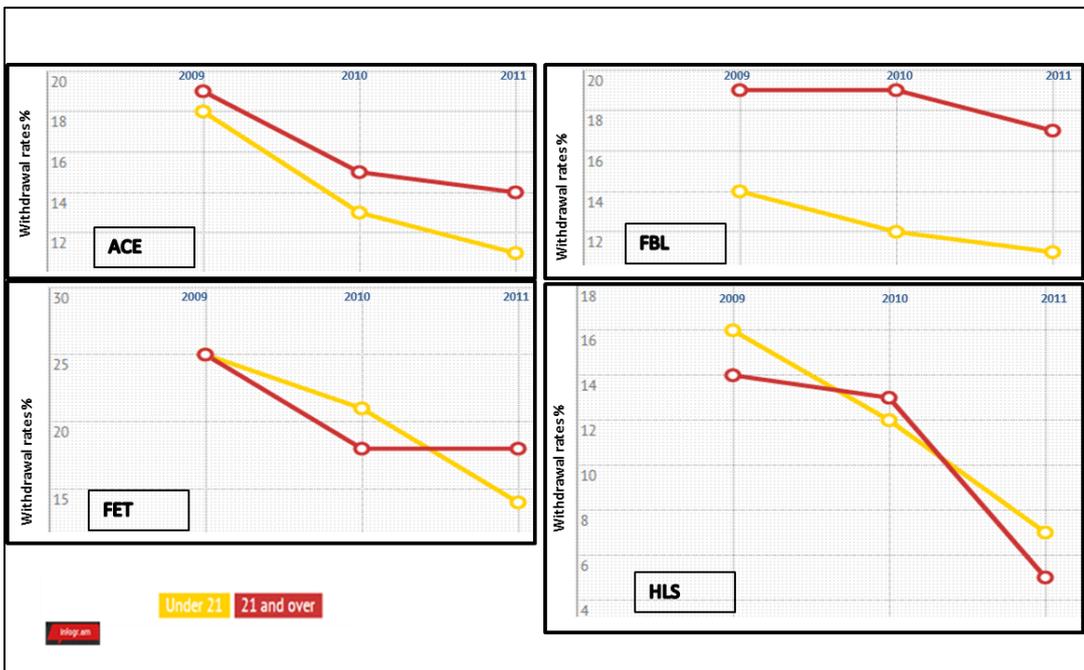


Figure 3. Change to withdrawal rates by Faculty over time

The NSS results show that mature students were less satisfied than those under 21. The overall satisfaction of mature student was 6 percentage points lower than younger students.

In the category of Organisation and Management only 64% of mature students were satisfied, 13 percentage points lower than younger students.

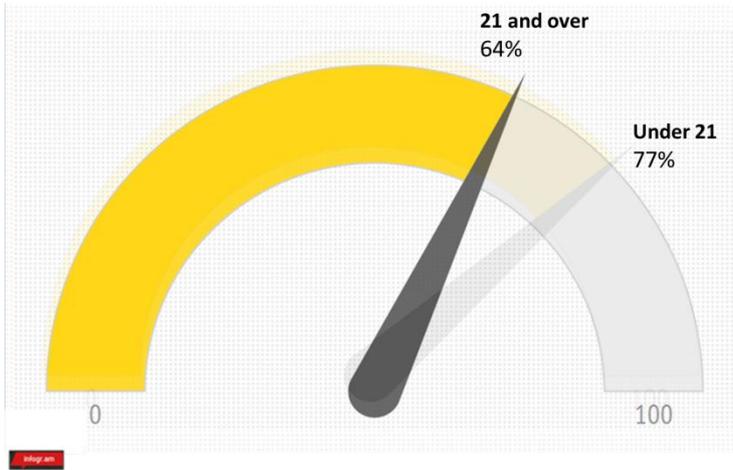


Figure 4. Proportion of respondents agreeing that they were satisfied with the Organisation and Management at UWE in the 2012 NSS

Complaints data for 2011/12 shows that 73% of all complainants were mature students; this is an increase from last year but the same as 2008/9 data.

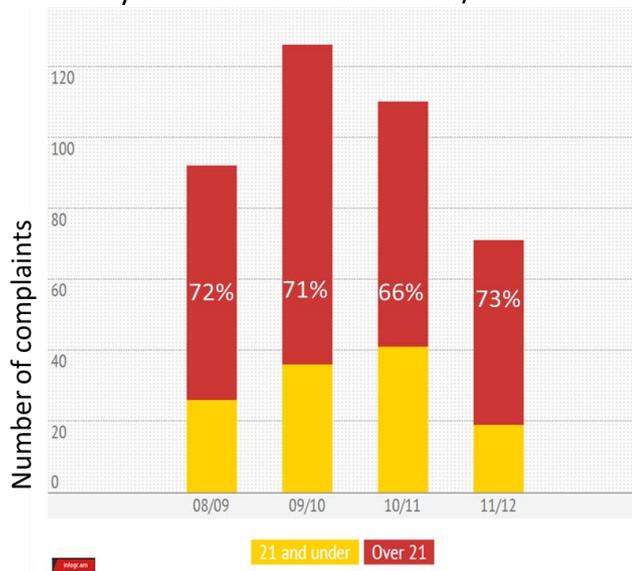


Figure 5. Complaints data broken down by age

Disability

In the last eight years, the proportion of disabled students in higher education has steadily increased, from 5.4% in 2003/04 to 8.0% in 2010/11⁵.

At UWE 520 known disabled students enrolled in 2012, representing 10% of all students, higher than the HE average. In 2011/12 conversion favoured disabled students with disabled students representing 8% of all applicants but 12% of all new enrolments.

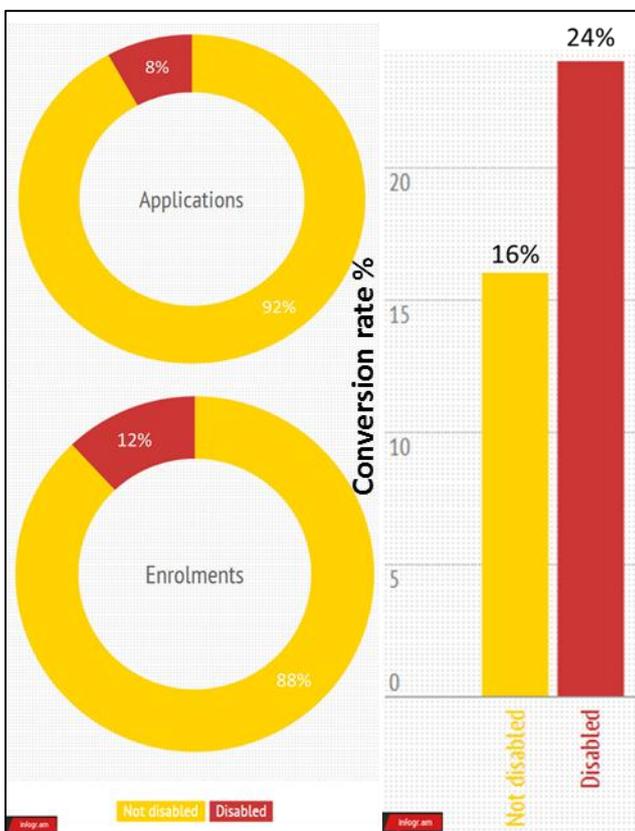


Figure 6. Applications, enrolments and conversion for UWE overall

Overall the attainment gap between disabled and non – disabled students is increasing. In 2011, 64% of disabled students were awarded good honours in comparison to 73% of non-disabled students. Across faculties disabled students do not always benefit from improvements in attainment that non-disabled students do. However, there does not seem to be a significant difference in the withdrawal rates of disabled and non-disabled students.

⁵ Ibid

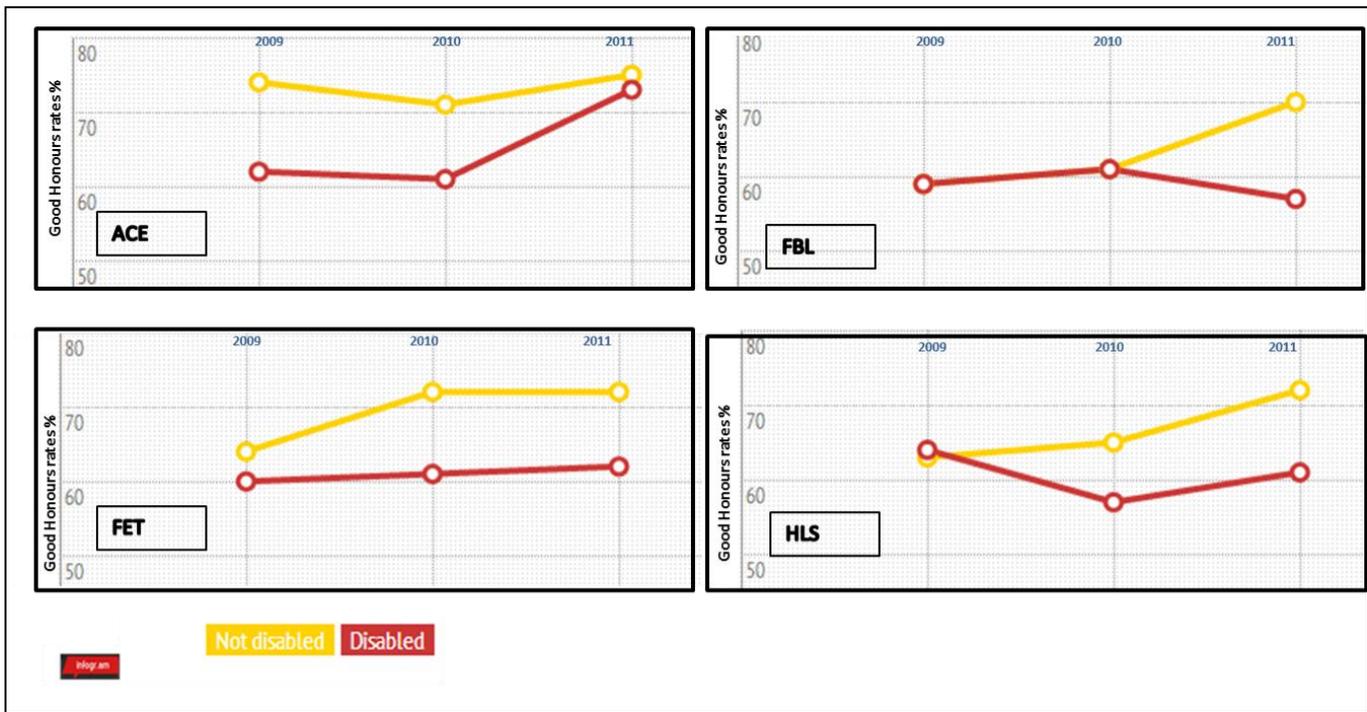


Figure 7. Good Honours attainment by Faculty over time

In the NSS for every category except the Students' Union, disabled students were less satisfied than non-disabled students.

Key issues for disabled students included the built environment, signage, the stress of starting higher education and stress around exam time, not having materials prior to lectures, communication issues regarding the student's disability and delays in receiving their Disabled Students Allowance.

The overall satisfaction of disabled students was 10 percentage points lower than non-disabled students.

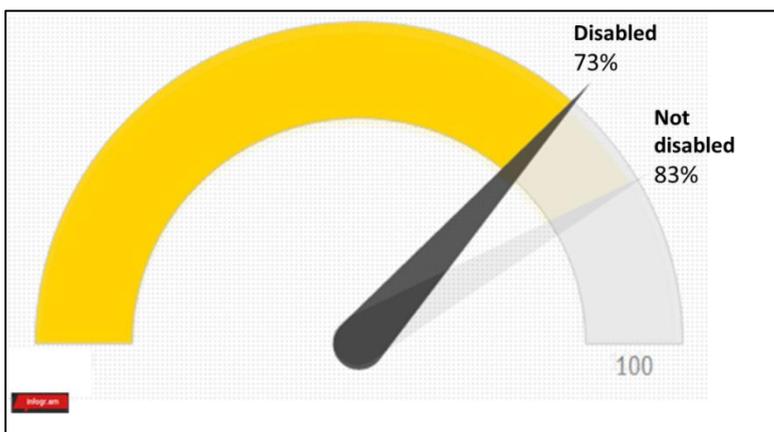


Figure 8. Overall Satisfaction rates at UWE in the 2012 NSS

Complaints data for 2011/12 shows that 20% of all complainants were known to have a disability; this is a static position on previous years.

Ethnicity

Over the past eight years, the proportion of UK-domiciled BME students increased from 14.9% in 2003/04 to 18.4% in 2010/11⁶.

Bristol census 2011 data indicates that Bristol's BME population is 16%⁷.

In 2010/11 across higher education the degree attainment gap between BME and white students was 18.4%⁸.

At UWE 741 BME students enrolled in 2012, representing 14% of all students, lower than the HE average yet an increasing proportion over time. Conversion data is not available because HESA does not release ethnicity data on applicants.

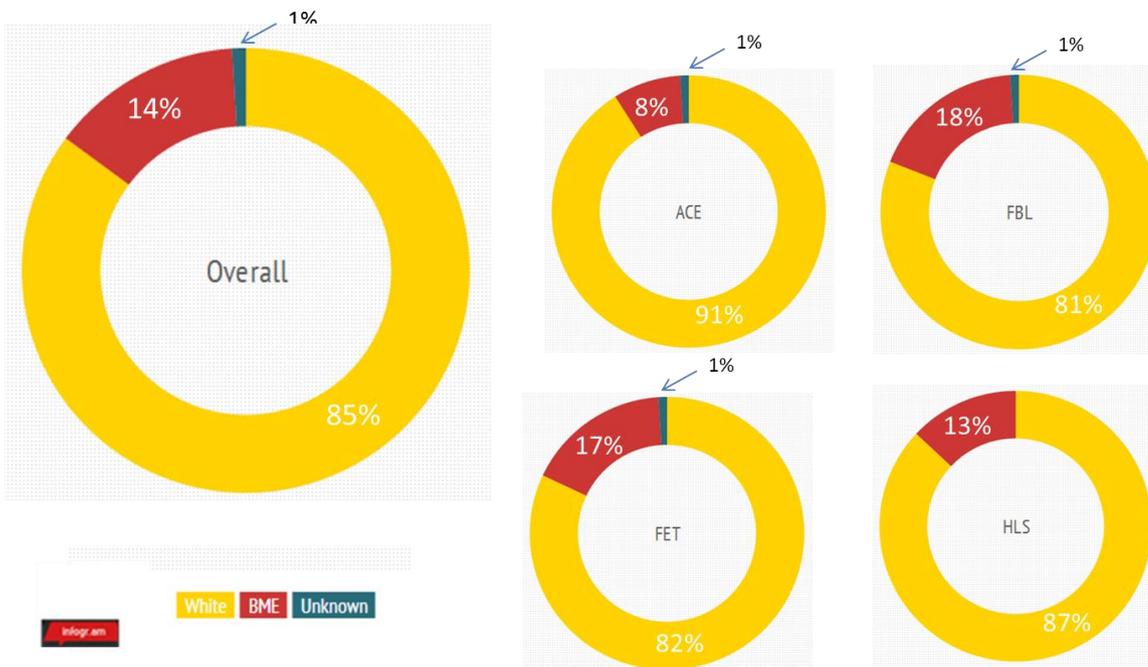


Figure 9. Breakdown of enrolments in 2012/13 by ethnicity for UWE overall and by faculty

Overall the attainment gap between BME and white students is decreasing yet it remains significant with only 56% of BME awarded a good honours in 2011 in comparison to 74% of white students. This is in line with the national attainment gap.

⁶ Ibid

⁷ Bristol City Council (2012) Key Statistics about Bristol from the 2011 Census

⁸ ECU (2012) Equality in Higher Education: Statistical Report 2012 Part 2: Students www.ecu.ac.uk

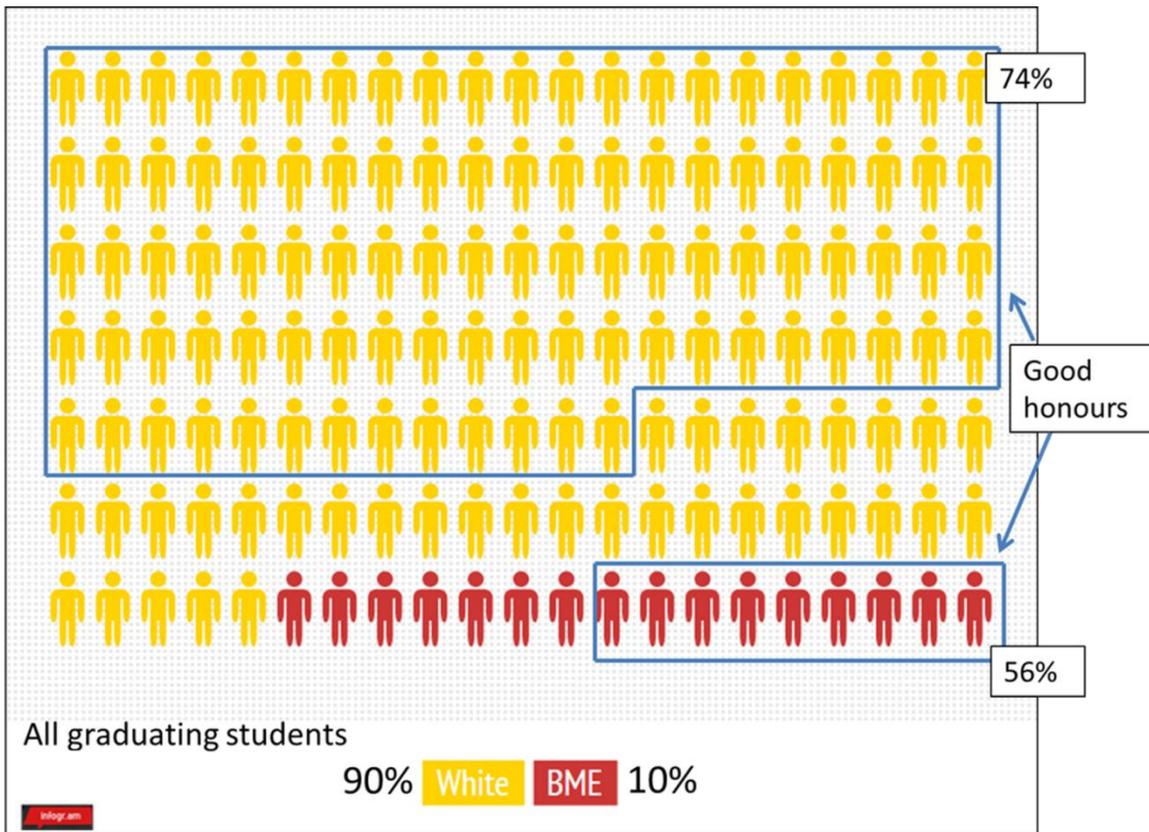


Figure 10. Proportion of graduating students in 2011 achieving Good Honours

There does not seem to be a significant difference in the withdrawal rates of BME students and white students.

In the NSS BME students have consistently scored higher than white students on overall satisfaction. In the two categories the teaching on my course and learning resources BME students scored UWE lower than white students.

Complaints data for 2011/12 shows that 14% of all complainants were BME; this is a static position on previous years.

Gender

Women made up the majority of students comprising 56.4% of the total UK student population⁹.

At UWE 2782 female students enrolled in 2012, representing 52% of all students. However, conversion favoured male students with female students representing 56% of all applicants but only 52% of all enrolments.

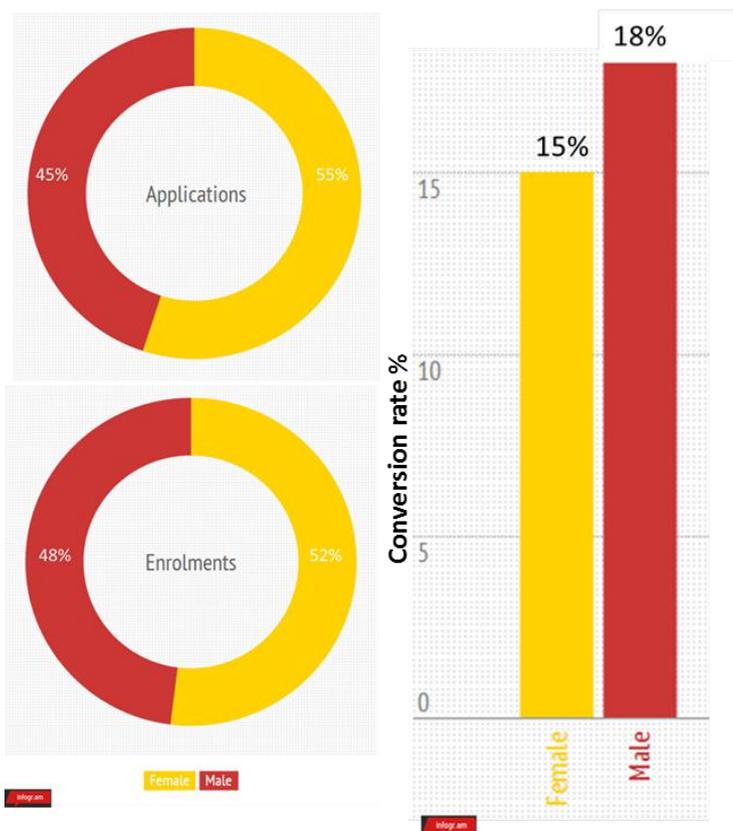


Figure 11. Breakdown of applications, enrolments and conversion by gender

Overall the attainment gap between male and female students is relatively static with male students continuing to be awarded fewer good honours. In 2011, 75% of female students achieved good honours in comparison to 68% of male students.

⁹ Ibid

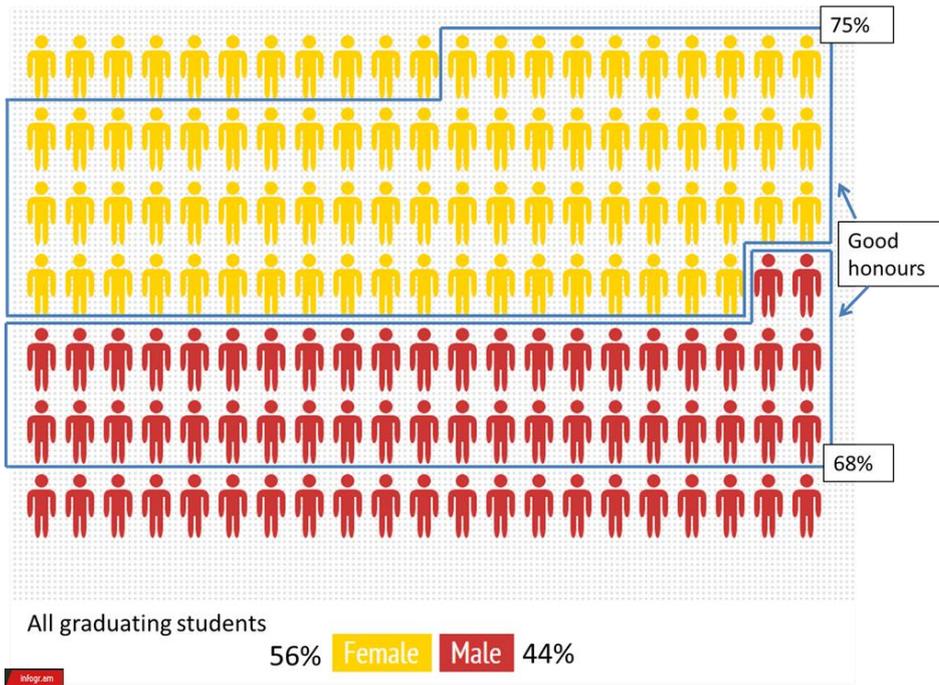


Figure 12. Proportion of graduating students in 2011 achieving good honours

Male and female withdrawal has decreased over time and the gap between female and male withdrawal has also reduced. In 2011, the overall percentage of male students withdrawing was 13% in comparison to 8% of female students.

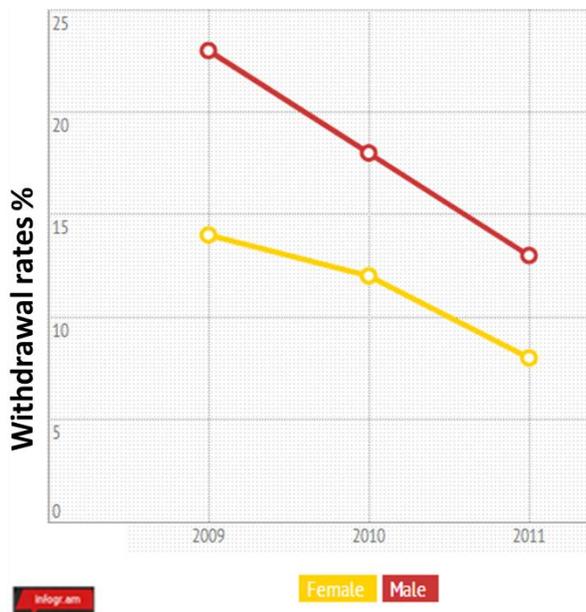


Figure 13. Withdrawal rates over time for UWE overall

In the NSS there was no difference in the overall satisfaction of male and female students.

Within the Students' Union category, female students scored 70% satisfaction whilst male students scored 64%.

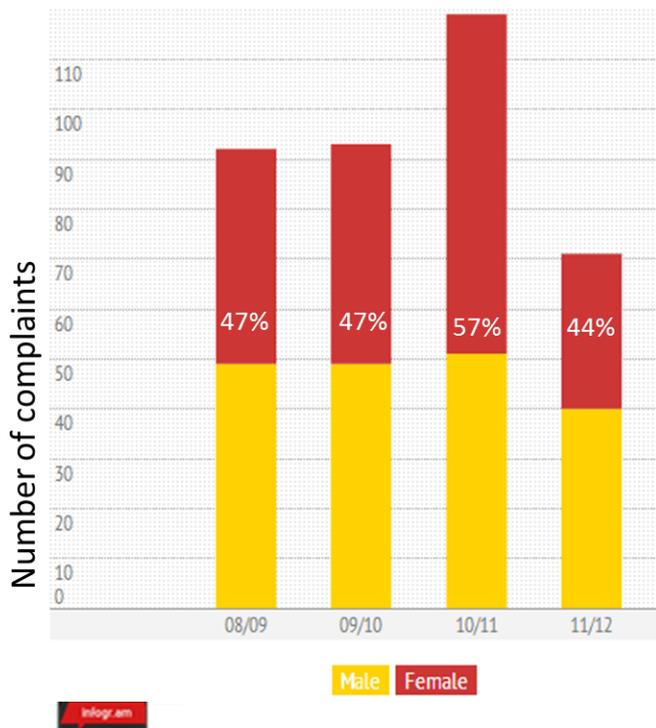


Figure 14. Breakdown of complaints by gender over time

Complaints data for 2011/12 shows that 44% of all complainants were female; this is a lower proportion than in previous years.

Other Protected Characteristics

Gender identity

The University does not currently ask students if they are transitioning or have undergone transitioning. A recent report by the Equality Challenge Unit (ECU) on the experience of LGB and trans students in higher education found that trans students often encountered higher levels of negative treatment than LGB students. Almost a quarter (22.6%) of trans students surveyed reported being bullied or discriminated against since starting university. The report found that trans students experience particular anxiety about whether staff and students in their HEI would use their preferred/correct pronoun and whether they would be prevented from using the toilet appropriate to their preferred/acquired gender¹⁰.

Pregnancy and maternity

The University does not currently ask students whether they have children or caring responsibilities. In other HE organisations this data is captured and they share with us that staff attitudes is often a vital swing factor in student parents' experience. Childcare costs, financial worries and the lack of flexibility in the delivery and assessment of the curriculum are cited as the main issues of concern for student parents¹¹.

Religion and belief

The University does not currently ask students about religion or belief. A recent survey and report on religion and belief in Higher Education from the Equality Challenge Unit (ECU) indicates that 43.8% of students in the sector who took part in their research identified as Christian, 31.4% had no religion, 9.1% identified as Muslim and the remaining 15.7% identified with one of eight other faiths¹².

According to the ECU research, the overwhelming majority of students reported themselves as satisfied with both the content and teaching of their courses. Many of the HEIs in the study were found to take account of the diversity of religion or belief on campus, for example by timetabling academic assessments to avoid religious holy days. Most of the respondents reported that they felt valued by their institution and had not experienced harassment or discrimination because of their religion or belief¹³.

¹⁰ Equality Challenge Unit, Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education, (ECU, 2009). Data is based on a survey of 2,704 students.

¹¹ University of Birmingham Publication of Equality Information report 2011

¹² Equality Challenge Unit, Religion and Belief in higher education: the experiences of staff and students, (ECU, 2011). Data based on a survey of 3,935 students.

¹³ Ibid.

Sexual orientation

The University does not currently ask students about their sexual orientation. However, a recent report from Equality Challenge Unit (ECU) suggests that around 7% of students in Higher Education identify as lesbian, gay or bisexual (LGB)¹⁴.

The ECU report found that Higher Education is a very important and positive space in the lives of the majority of LGB undergraduates, as a new environment where young people are able to define their sexual identities. The research states that the majority of LGB students are out to university friends, but almost two thirds are not out to tutors as they fear discrimination. In the ECU survey, a significant proportion of LGB students reported experiencing some form of negative treatment on the grounds of their sexual orientation, from fellow students (49.5%), tutors/lecturers (10.4%) and those that work in other areas of HEI (10.6%). Some LGB students described how negative treatment lead to stress or loss of confidence, and self-exclusion from specific spaces at university. Some severe forms of homophobic abuse were reported in student halls of residence or housing. The report also identified that LGB students valued lecturers being out in the classroom and acting as role models¹⁵.

¹⁴ Equality Challenge Unit, Experience of Lesbian, Gay, Bisexual and Trans Staff and Students in Higher Education, (ECU, 2009). Data is based on a survey of 2,704 students.

¹⁵ Ibid.

Appendix 1. Application data for 12/13 academic year

Applications Received - End of Cycle

Last refresh date: 30 January 2013

Qualification: Undergraduate Entry Month: September Mode of Attendance: Full-time Fee Status: HOME/EU

UWE Overall - All Applications

	2010	2011	2012	% Var. '10 - '11	% Var. '11 - '12
Overall	30,756	33,751	28,318	10%	-16%

By Gender

Category	2010	2011	2012	% Var. '10 - '11	% Var. '11 - '12
Female	16,675	18,264	15,798	10%	-14%
Male	14,081	15,487	12,520	10%	-19%

% of Overall		
2010	2011	2012
54.2%	54.1%	55.8%
45.8%	45.9%	44.2%

By Age

Category	2010	2011	2012	% Var. '10 - '11	% Var. '11 - '12
Under 21	24,224	26,327	21,612	9%	-18%
21 and above	6,532	7,424	6,706	14%	-10%

% of Overall		
2010	2011	2012
78.8%	78.0%	76.3%
21.2%	22.0%	23.7%

Applications - By WP Criteria

Category	2010	2011	2012	% Var. '10 - '11	% Var. '11 - '12
WP	6,034	6,470	6,359	7%	-2%
Access	1,157	990	1,119	-14%	13%
Disability	2,439	2,675	2,525	10%	-6%
Care Leaver	194	221	224	14%	1%
LPN Young	2,146	2,382	2,309	11%	-3%
LPN Mature	586	689	736	18%	7%

% of Overall		
2010	2011	2012
19.6%	19.2%	22.5%
3.8%	2.9%	4.0%
7.9%	7.9%	8.9%
0.6%	0.7%	0.8%
7.0%	7.1%	8.2%
1.9%	2.0%	2.6%

Appendix 2. Enrolment data for 12/13 academic year

STUDENT COMPENDIUM - ENROLMENTS - UWE OVERALL

Criteria: New, undergraduate, first degree, september entry students only. The report only includes students that have fully enrolled, and excludes all Federation and Partnership colleges, except Hartpury. However, please note that the UWE Overall figure excludes Hartpury.

Mode of Attendance: Full-time/Sandwich Income Status: Home/EU

Total UWE Student Count

	10/11	11/12	12/13	% Var. '10 - '11	% Var. '11 - '12
Overall	5,195	5,899	5,350	14%	-9%

By Gender

Category	10/11	11/12	12/13	% Var. '10 - '11	% Var. '11 - '12
FEMALE	2,619	2,857	2,782	9%	-3%
MALE	2,576	3,042	2,568	18%	-16%

% of Total UWE		
10/11	11/12	12/13
50%	48%	52%
50%	52%	48%

By Disability

Category	10/11	11/12	12/13	% Var. '10 - '11	% Var. '11 - '12
Disabled Stude	609	636	520	4%	-18%
No Disability	4,586	5,263	4,830	15%	-8%

% of Total UWE		
10/11	11/12	12/13
12%	11%	10%
88%	89%	90%

By Age Banding

Category	10/11	11/12	12/13	% Var. '10 - '11	% Var. '11 - '12
Under 21	4,003	4,651	3,902	16%	-16%
21 and above	1,192	1,248	1,448	5%	16%

% of Total UWE		
10/11	11/12	12/13
77%	79%	73%
23%	21%	27%

By Ethnic Origin Group

Category	10/11	11/12	12/13	% Var. '10 - '11	% Var. '11 - '12
White	4,577	5,108	4,578	12%	-10%
BME	588	767	741	30%	-3%
Unknown	30	24	31	-20%	29%

% of Total UWE		
10/11	11/12	12/13
88%	87%	86%
11%	13%	14%
1%	0%	1%

Appendix 3. Good Honours Data for 11/12 academic year

STUDENT COMPENDIUM - GOOD HONOURS - UWE OVERALL

Last Refresh Date: 8 January 2013

Criteria: Percentage of first class and upper second class degrees divided by total classified degrees. The dataset is restricted to first degree achievers and is based on September cohorts only. The report excludes all Federation and Partnership colleges, except Hartpury. However, please note that the UWE total excludes Hartpury.

Please note that the Good Honours KPI is measured using Full-time/Sandwich students only and includes both Home/EU & Overseas students.

Mode of Attendance: Full-time/Sandwich
Income Status: Home/EU

Total UWE Good Honours

	09/10		10/11		11/12	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Overall	3,736	65.3%	4,151	66.2%	4,176	71.9%

By Gender

	09/10		10/11		11/12	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
FEMALE	2,107	69.4%	2,298	68.6%	2,343	74.9%
MALE	1,629	60.0%	1,853	63.1%	1,833	68.1%

By Age Banding

	09/10		10/11		11/12	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Under 21	2,885	65.1%	3,212	65.6%	3,187	71.4%
21 and above	851	65.9%	939	68.1%	989	73.4%

By Disability

	09/10		10/11		11/12	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
Disabled Students	335	61.2%	441	59.9%	427	63.9%
No Disability	3,401	65.7%	3,710	66.9%	3,749	72.8%

By Ethnic Origin Group

	09/10		10/11		11/12	
	No. Stu.	GH %	No. Stu.	GH %	No. Stu.	GH %
White	3,292	68.0%	3,706	68.6%	3,706	73.8%
BME	401	45.1%	426	44.6%	453	55.8%
Unknown	43	48.8%	19	63.2%	17	76.5%

Appendix 4. Withdrawals Data for 11/12 academic year

STUDENT COMPENDIUM - WITHDRAWALS - UWE OVERALL

Last Refresh Date: 8 January 2013

Criteria: Percentage of first year, first degree, September entrant students who withdrew during year one of their programme (including returning 'no shows'). The calculation excludes new 'no shows' (new students who fail to enrol), internal transfers and those accepting interim awards. The report excludes all Federation and Partnership colleges, except Hartpury. However, please note that the UWE total excludes Hartpury

Please note that the Withdrawals KPI is measured using Full-time/Sandwich students only and includes both Home/EU & Overseas students.

Mode of Attendance: Full-time/Sandwich
Income Status: Home/EU

UWE Overall - Withdrawals

	09/10		10/11		11/12	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
Overall	1,087	18.4%	832	14.9%	677	10.7%

By Gender

	09/10		10/11		11/12	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
FEMALE	382	13.7%	332	12.0%	266	8.4%
MALE	705	22.7%	500	17.7%	411	13.1%

By Disability

	09/10		10/11		11/12	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
Disabled Student	105	16.6%	69	10.4%	79	11.3%
No Disability	982	18.6%	763	15.5%	598	10.6%

By Age Banding

	09/10		10/11		11/12	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
Under 21	861	18.3%	654	14.8%	537	10.8%
21 and above	226	18.6%	178	15.3%	140	10.2%

By Ethnic Origin Group

	09/10		10/11		11/12	
	Total WD	WD %	Total WD	WD %	Total WD	WD %
White	913	17.8%	713	14.6%	580	10.6%
BME	153	20.5%	108	16.2%	96	11.7%
Unknown	21	53.8%	11	29.7%	1	4.0%

Appendix 5. NSS Data for 2011/12 academic year

			+	+	+	+	+	+	+	+	+
2012 NSS data by demographic			The teaching on my course	Assessment and feedback	Academic support	Organisation and management	Learning resources	Personal development	Overall Satisfaction	I am satisfied with the Students' Union (Association or Guild) at my institution	N3 Practice Placements
Overall	University of the West of England, Bristol	% Agree	86	67	76	73	83	79	82	67	82
Gender	Male	% Agree	85	66	78	75	84	79	82	64	83
	Female	% Agree	86	67	75	72	82	79	82	70	82
Age	Young	% Agree	87	67	78	77	83	80	84	69	85
	Mature	% Agree	85	67	71	64	82	77	78	62	81
Disability	No known Disability	% Agree	86	67	77	74	83	80	83	67	84
	Dyslexia	% Agree	81	62	73	64	83	76	73	67	78
	Disability (excl Dyslexia)	% Agree	78	64	66	60	78	65	73	57	66
Ethnicity	White	% Agree	86	67	76	73	83	79	82	66	81
	Non-white	% Agree	84	67	77	76	80	80	86	71	88
	Not Known	% Agree	85	70	74	78	83	78	81	74	94

Appendix 6. Complaints data for 11/12 academic year

There were 72 stage two (formal) complaints in the year 2011/2012

	Number	Proportion of the enrolled student population (%)
Total complaints	71	0.27
Type Student Parent on behalf of student	69 2	
Gender Male Female	40 31	0.33 0.20
Age 21 and under 22 to 29 30 to 39 40 to 49 Over 50	19 29 15 5 3	0.13 0.40 0.57 0.30 0.57
Level Postgraduate taught Postgraduate research Undergraduate	17 1 53	0.34 0.21 0.25
Ethnicity White Black Asian Chinese Other Unknown	59 2 6 1 1 2	0.27 0.12 0.35 0.14 0.21 0.83
Disability No disability Dyslexic Wheelchair user/ mobility difficulties Mental health difficulties Unseen difficulties e.g. diabetes/asthma Multiple disabilities Disability not in list	57 8 1 1 2 1 1	0.24 0.49 1.47 0.43 0.93 0.68 0.57

Given the current low proportion of students who make a formal complaint, it is difficult to arrive at any meaningful conclusions. The majority of data is similar to previous years. However, the only significant change is in the proportion of male students making formal complaints, which is higher than females this year, whereas it had been lower in 2009/10 and 2010/11.