



# Key Statistics for **St Mary's University College**

## **A pilot project from NUS**

# Introduction from the President and VP Higher Education

**Welcome** to the first NUS **Key Statistics report**- providing you with an in depth view of your institution's student experience stats in comparison to the national landscape. NUS will be producing this resource annually, catering to your need for data on the student experience at both a national and local level.

Over the years, the Student Movement- and especially NUS- has been guilty of viewing all students as the "same", and all institutions and unions able to use the same solutions to the same problems. But the massification of higher education has meant that hyper diversity prevails- and whilst networking and good practice matters, it is understanding your own institution's unique character and place in both the sector and your mission group that allows deep understanding and drives better representation and campaigning work.

In surfing the wave- we said "If we are to respond effectively to the issue of hyperdiversity we need outstanding data – both nationally and locally – to understand the life journey and needs of all students. We need to understand that a service or approach undertaken by a students' union might open up opportunities for one part of the student body, but also could simultaneously create barriers for other types of students. You told us more assistance could be given to help students' unions better understand their students.

The result? We've created this pilot document as a bespoke statistical digest which we eventually intend to produce annually for every students' union. It highlights trends and data for certain types of institutions (eg mission groups, small and specialist institutions etc.) including information on demographics, NSS scores etc.

As we develop this project in coming weeks and months, we'd love your feedback. Please do get in touch with the team at NUS with your views, and let us know if you have any questions.

**All the best**



**Aaron Porter**  
**National President**



**Usman Ali**  
**Vice President Higher Education**

# About this document

## Hyper Diversity

The phrase 'hyper-diversity' is used to describe how we are witnessing diversity at multiple levels – within the student body, across the education sectors, geographically, across institutions and students' unions. The student body has changed considerably in the past 15 years with mass expansion resulting in 2.39 million students studying in higher education (source: HESA 2008/09) and approximately 5 million studying in further education.

This presents considerable challenges to a collectivist model as rarely, if ever, can the national organisations provide 'one-size-fits-all' support to students' unions. What we can do is ensure that you have access to the most relevant data to you to enable your lobbying and campaigning activities to be as successful as possible.

For some time, our colleagues in Universities UK have published documents like "patterns" and "facts and figures" giving a fascinating oversight into the breadth of institutions in the sector. Building on this and the recommendation in "Surfin' the wave" we have produced this pilot project, which builds on HESA statistics to give you both snap shot of the sector as a whole and your place within both it and your mission group. We've also included key sector data courtesy of UUK's "Facts and Figures" document. The document breaks down into three sections:

## This document

### Section 1 - The national picture

This gives you an overview of some of the key statistics from the sector. Focusing on the areas of applications, participation, full-time & part-time numbers, student numbers & institution types, income from home students in HEIs

### Section 2 - The local picture

This gives you an overview of where your institution is in comparison to other HEIs in the areas of student numbers, retention data, post-graduation data, funding, mature students, postgraduates, learning & teaching, international students, equality & diversity and widening participation.

### Section 3 - Taking the data to the next level

We have included some information on what resources are available to you if you wish to take the data further within your students' union.

## We want your views and feedback

We are keen in coming weeks and months to develop this pilot into a more detailed digest for your use. We'll also be working with colleagues in AMSU to coordinate this project with work going on to present students' union data alongside this data.

We want to make this more useful and better- and to this end we'd really like your feedback:

- How useful did you find this
- Is there any factor or index missing that you'd like to see?
- Is there any way for us to present or lay out the numbers better?
- Any other comments?

Please let us know by getting in touch with NUS' Director of Campaigns and Strategy, Jim Dickinson, on [jim@nus.org.uk](mailto:jim@nus.org.uk)

# About “mission groups”

“Mission groups” are taking on a growing significance in strategy at national level and in many individual institutions. We recommend that students’ unions learn about mission groups in general and aim to work with institutions on the themes arising from their mission group. This would encourage collaboration on student issues at campus level and between similar students’ unions.

In this digest in many places we have compared your institution to the average for your “mission group”.

## What are the groups?

- The Russell Group was founded in 1994 and has 20 members.
- The 1994 Group was founded in 1994 and has 19 members.
- The Million + was founded in 1997 as CMU and currently has 29 members.
- The University Alliance was founded in 2006 and has 23 members.
- Guild HE represents smaller and specialist HEIs
- There are over thirty HEI’s not in any of these mission groups.

The **Russell Group’s** members are generally the oldest universities, with many of the ancient universities founded between C12 and C16, the London colleges and the civic redbrick universities established in the 19th century.

The Russell Group states that its objectives are to: “lead the UK’s research effort; maximise income for its member institutions; attract the best staff and students to those institutions; create the regulatory environment in which it can achieve these objectives by reducing government interference; and identify ways to co-operate in order to exploit the universities’ collaborative advantage.”

**Students’ Unions** in this group regularly meet and work together under the banner of “**The Aldwych Group**”. NUS provides policy and secretariat support to the group.

University of Birmingham , University of Bristol , University of Cambridge , Cardiff University , University of Edinburgh , University of Glasgow , Imperial College London , King’s College London, University of London , University College London, University of London , University of Leeds , University of Liverpool , London School of Economics and Political Science , University of Manchester , Newcastle University , University of Nottingham , Queen’s University Belfast , University of Oxford , University of Sheffield , University of Southampton , University of Warwick

The **1994 Group** is mainly late redbricks and the Robbins universities. Members are generally smaller institutions than those in the Russell Group or the Million + Group and are often based on campuses.

The 1994 Group’s aims are: “Maximise the groups influence in policy making and decision by increasing the visibility of the group, Attract the highest calibre of students and staff through international awareness of member institutions, Maximising income to the members through teaching and research excellence Co-operate on practices that increase student and staff experience, Collaborate to create services that allow members to adapt rapidly and flexibly with the dynamic market of higher education”

**Students’ Unions** in this group regularly meet and work together under the banner of “**Unions 94**”. NUS has contributed to conferences and events of the group.

University of Bath , Birkbeck, University of London , Durham University , University of East Anglia , University of Essex, University of Exeter Goldsmiths, Royal Holloway University of London , Lancaster University , University of Leicester , Loughborough University , Queen Mary, University of London , University of Reading, University of St Andrews , School of Oriental and African Studies , University of Surrey , University of Sussex , University of Warwick , University of York

The **Million +** group has many metropolitan universities, former technical institutes, and colleges of advanced technology.

“A major force in higher education- Promoting aspiration and excellence , Reaching millions through teaching and research - students, business, public services, Vital to the economy, Responding to the needs of the modern world “

**Students’ Unions** in this group have met to discuss common ideas and a special conference of unions in Million+ is proposed to be held during the 2010/11 academic year, supported by NUS.

Million + members: University of Abertay Dundee , Anglia Ruskin University , Bath Spa University , University of Bedfordshire , Birmingham City University , University of Bolton , Buckinghamshire New University , Coventry University , University of Derby , University of East London , Glasgow Caledonian University , University of Gloucestershire , University of Greenwich , Kingston University , University of Central Lancashire , Leeds Metropolitan University , London Metropolitan University , London South Bank University , Middlesex University , Napier University , University of Northampton , Roehampton University , Southampton Solent University , Staffordshire University , University of Sunderland , University of Teesside , Thames Valley University , University of The West of Scotland , University of Wolverhampton

The fourth mission group, **University Alliance**, has a wider membership base with universities from each period of university development.

“The University Alliance, previously convened informally as the Alliance of Non-Aligned Universities, was formed in 2006 comprising a mixture of pre and post 1992 universities. The member institutions have a balanced portfolio of research, teaching, enterprise and innovation integral to their missions and represent a strong voice from the middle sector making a vital contribution to the prosperity of the country.”

**Students’ Unions** in this group have formed a new group called “**The Students’ Union Alliance**”. It met recently following NUS’ APL training course.

Aberystwyth University, Bournemouth University, University of Bradford, De Montfort University , University of Gloucestershire, University of Hertfordshire, University of Huddersfield, Institute of Education, University of Kent , University of Lincoln , Liverpool John Moores University , Manchester Metropolitan University , Northumbria University , Nottingham Trent University , Open University , Oxford Brookes University , University of Plymouth , University of Portsmouth , University of Salford , Sheffield Hallam University , University of Wales Institute, Cardiff , University of Wales, Newport , University of the West of England

The fifth, **Guild HE**, represents smaller institutions.

“Our vision is of a sustainable, diverse and dynamic higher education sector which: plays a full part in the development of a well-educated and socially inclusive nation; enhances the UK's economic competitiveness; and fosters cultural engagement, knowledge creation and exchange in a global context.

**Students’ Unions** in this group regularly tend to meet each year at special conferences supported by Guild HE and NUS.

Arts University College Bournemouth; Bishop Grosseteste University College Lincoln; Buckinghamshire New University; Harper Adams University College; Leeds Trinity University College; Newman University College; Norwich University College of the Arts; Ravensbourne; Rose Bruford College; Royal Agricultural College; St Mary's University College Twickenham; The Liverpool Institute for Performing Arts; University College Birmingham; University College Falmouth; University College Plymouth St Mark & St John; University for the Creative Arts; University of Cumbria; University of Winchester; University of Worcester; Writtle College; York St John University; Associate Members; American InterContinental University; Anglo-European College of Chiropractic; Bradford College; Glyndwr University / Prifysgol Glyndwr; Holborn College; Leeds College of Art; Plymouth College of Art; Regent's College; The British School of Osteopathy; The Tavistock & Portman NHS Trust;

The shared vision and purpose in a Mission Groups can shape a member institution’s strategy and the student experience it offers. This can impact on the student population through recruitment profile and the student student demographics. Understanding this is key to becoming a more successful students’ union.

We recommend that all students’ unions should know their mission group and family. You should know

- What are the Group’s stated objectives?
- What are its biggest challenges and who else is working on these?
- What are the other members/SU’s and who are their officers and staff?
- Can you collaborate and benchmark and attract funding?

# Section 1

## The National Picture

In this section you'll find data from **Universities UK** giving an overview of the Higher Education sector. This should give you a sense of how the sector has grown in the last couple of years and give some background to where your own institution sits. The data includes:

1. The number of applicants to study in higher education
2. The number of 17 – 30 year olds participating in higher education
3. How and what students are studying in higher education
4. Student numbers & institution types
5. Income from home students in HEIs

### Key facts

- In 2008 **587, 000** prospective students applied to HEIs
- Over **69,000** more women applied to HEIs
- The percentage of men accepted to study in HEIs was greater than the percentage of women
- **43% of 17 – 30 year olds** are participating in higher education
- **Business and administrative studies** is the most common course to study in HEIs
- The total income for HEIs from home students in the UK is **£1,880m**

## 1. The number of applicants to study in higher education (UUK)

(Thousands)

	2006			2007			2008		
	Appls	Accep	%	Appls	Accep	%	Appls	Accep	%
Total	506	391	77%	534	413	77%	587	457	78%
Men	229	181	79%	241	190	79%	260	205	79%
Women	277	210	76%	295	224	76%	329	252	77%
% Wmn	55%	54%		55%	54%		56%	55%	
UK domiciled	432	346	80%	454	365	80%	502	405	81%
Overseas*	74	45	61%	80	49	61%	86	52	60%
% from abroad**	15%	12%	15%	12%	15%	11%			

Appls = Applicants | Accep = Accepted applicants

% = Percentage accepted applicants

\* Covers full-time undergraduate applicants only.

\*\* Includes EU domiciled and non-EU domiciled applicants.

Source: Universities and Colleges Admission Service (UCAS), 2006–2008

## 2. The number of 17 – 30 year olds participating in higher education (UUK)

	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
HEIPR English domiciled students	39	40	40	41	40	40	42	42*	43*	
API Scots-domiciled students	48	49	52	52	49	49	46	47	47	
Higher Education Age Participation Index (NI)	41	45	46	46	46	44	45	48	46	

\* Due to a change in underlying data, a discontinuity has been introduced from 2006/07 onwards.

HEIPR is the Higher education initial participation rate for 17-30 year olds - see DIUS SFR 02/2009.

API Scottish domiciled students covers under-21 Scottish entrants to HE as percentage of population in Scotland for the relevant age group.

Northern Ireland participation in HE covers the ratio of under-21 full-time new entrants to HE in NI to the 18 year old NI population.

Source: Department for Innovation, Universities and Skills (DIUS) now the Department for Business, Innovation and Skills, Scottish Executive, Department for Employment and Learning Northern Ireland (DELNI)

## 3. How and what students are studying in higher education (UUK)

	First degree		Other undergraduate		Postgraduate		Total
	Full-time**	Part-time	Full-time**	Part-time	Full-time**	Part-time	
Medicine and dentistry	43,440	110	380	50	7,670	10,160	61,810
Subjects allied to medicine	86,545	27,435	57,365	68,920	11,690	35,165	287,120
Biological sciences	107,890	17,310	3,800	6,010	16,650	9,940	161,600
Veterinary science	4,080	55	0	0	490	225	4,850
Agriculture and related subjects	7,140	425	2,910	4,540	1,640	1,025	17,680
Physical sciences	51,460	6,470	1,225	5,185	13,900	3,890	82,130
Mathematical sciences	22,270	3,725	500	2,505	3,600	1,520	34,120
Computer science	50,920	9,355	4,780	10,580	13,425	6,520	95,580
Engineering and technology	74,155	11,165	6,270	12,175	23,875	11,800	139,440
Architecture, building and planning	27,785	8,625	3,675	8,015	5,900	9,090	63,090
Social studies	105,135	19,605	5,565	28,925	24,325	15,315	198,870
Law	53,020	9,200	1,140	4,205	13,095	8,585	89,245
Business and administrative	145,470	17,440	11,300	37,715	47,455	51,075	310,455
Mass communications	34,240	1,510	1,510	1,520	5,705	3,485	47,970
Languages	75,690	9,590	2,345	33,380	9,890	5,155	136,050
Historical and philosophical	52,115	12,800	445	15,225	8,340	7,705	96,630
Creative arts and design	119,590	5,125	10,010	6,800	10,815	6,550	158,890
Education	42,830	9,755	8,900	47,780	29,780	63,250	202,295
Combined	4,915	28,460	1,205	81,285	135	2,300	118,300
Total	1,108,685	198,155	123,320	374,810	248,380	252,755	2,306,105

\* Writing up and sabbatical students are not included in HESA standard counts of students from 2007/08 onwards.

\*\* Full-time and sandwich course students and those on a study-related year out.

Source: Higher Education Statistics Agency (HESA): Students in Higher Education Institutions 2007/08, tables 2a, 2b, 2c and 2d

### 3. Student numbers and institution types (UUK)

	Higher education institutions	Universities*	University colleges*
England	132	91	9
Scotland	19	15	0
Wales	11	8	1
Northern Ireland	4	2	2
United Kingdom	166	116	12

\* Institutions with 'university' or 'university college' title.

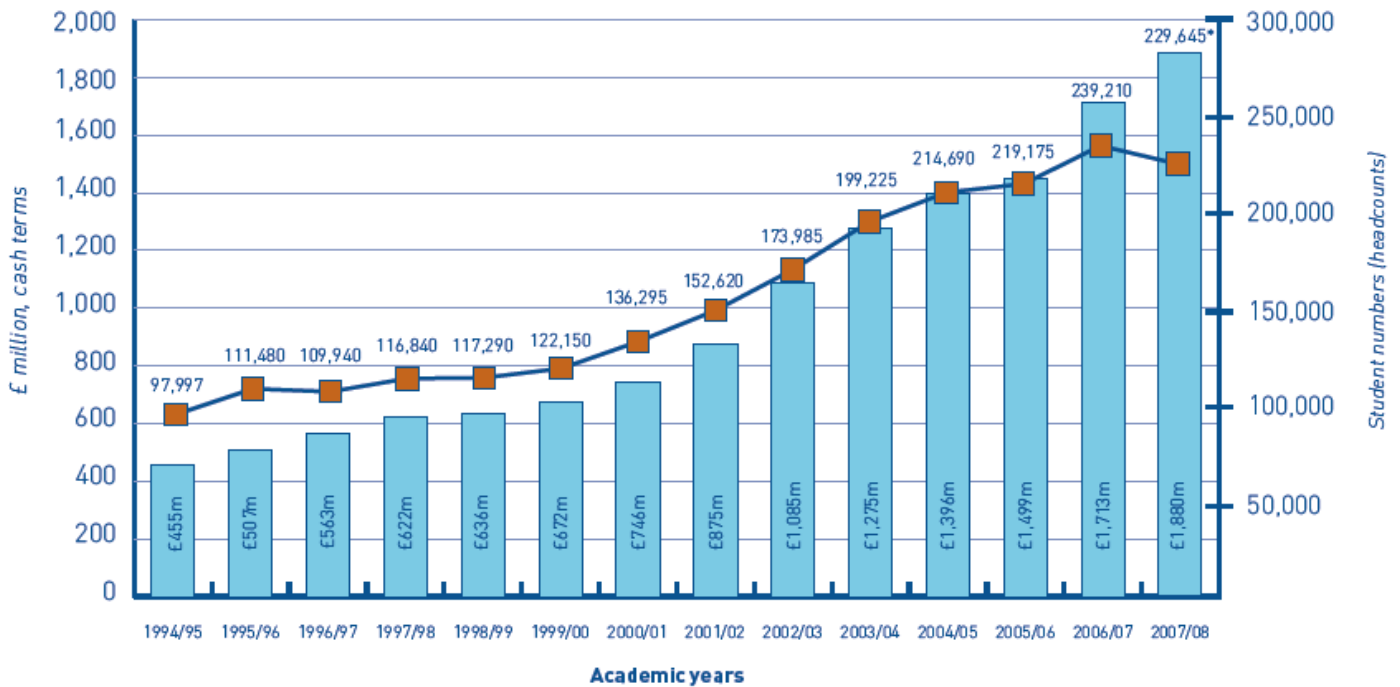
There is also a significant number of further education colleges which offer higher education courses.

The table excludes foreign and private higher education institutions operating in the UK.

The Open University operates in all countries of the UK; its headquarters is based in England.

Source: Higher Education Funding Council for England (HEFCE), Scottish Funding Council (SFC), Higher Education Funding Council for Wales (HEFCW), Department for Employment and Learning Northern Ireland (DELNI)

### 4. Income from home students in HEIs (UUK)



\* From 2007/08 writing up and sabbatical students are no longer included in HESA standard counts of students.

Source: Higher Education Statistics Agency (HESA): Resources of Higher Education Institutions, Students in Higher Education Institutions, various years

### 5. Public expenditure on HEIs as a percentage of GDP: 2005

Finland	1.67%	Ireland	1.03%	Hungary	0.87%
Denmark	1.64%	Israel	1.01%	Czech Republic	0.85%
Sweden	1.46%	Netherlands	1.01%	Russian Federation	0.79%
Switzerland	1.45%	United States	1.01%	Australia	0.78%
Canada	1.42%	Slovenia	1.01%	Brazil	0.76%
Greece	1.42%	Germany	0.94%	Slovak Republic	0.72%
Norway	1.31%	Portugal	0.93%	Italy	0.65%
Austria	1.23%	Mexico	0.92%	Korea	0.59%
Belgium	1.18%	United Kingdom	0.90%	Japan	0.48%
Poland	1.17%	New Zealand	0.89%	Chile	0.28%
France	1.15%	Spain	0.89%	OECD average	1.06%
Iceland	1.12%	Estonia	0.88%		

Source: Organisation for Economic Co-operation and Development (OECD) (2008): Education at a glance: OECD Indicators 2008, table B2.4

## Section 2 - The Local Picture

In this section is a snapshot of the data from your institution in comparison with the national landscape. A series of charts show the distribution of institutions in relation to a number of features. Where possible or appropriate, averages for your mission group are also recorded. Your particular score on a given measure is also included allowing you a clear understanding of your own institution's particular make up and needs in comparison to others.

This section includes data on:

1. Student numbers
2. Retention data
3. Post-graduation data
4. Funding
5. Mature students
6. Postgraduates
7. Learning & teaching
8. International students
9. Equality & diversity
10. Widening Participation

### St Mary's University College: Key Facts

Total student numbers = **1040**

Students who don't complete/qualify = **12.4%**

Overall annual income = **£8654000**

Dependency on FT Home/EU fees = **23.56%**

Dependency on FT International Student fees = **0.00\_ %**

Number of mature students = **12.9%**

Numbers of postgraduate students = **5%**

Average cost of UG Arts Course for International Students = **£9420**

Average teaching quality score = **67.6**

Staff-student ratio is calculated as **16**.

Number of students with a disability **0.02403846153846154**

Number of BME students = **0%**.

Number of part-time students = **11%**.

Number of students from lower socio economic groups = **46.9%**

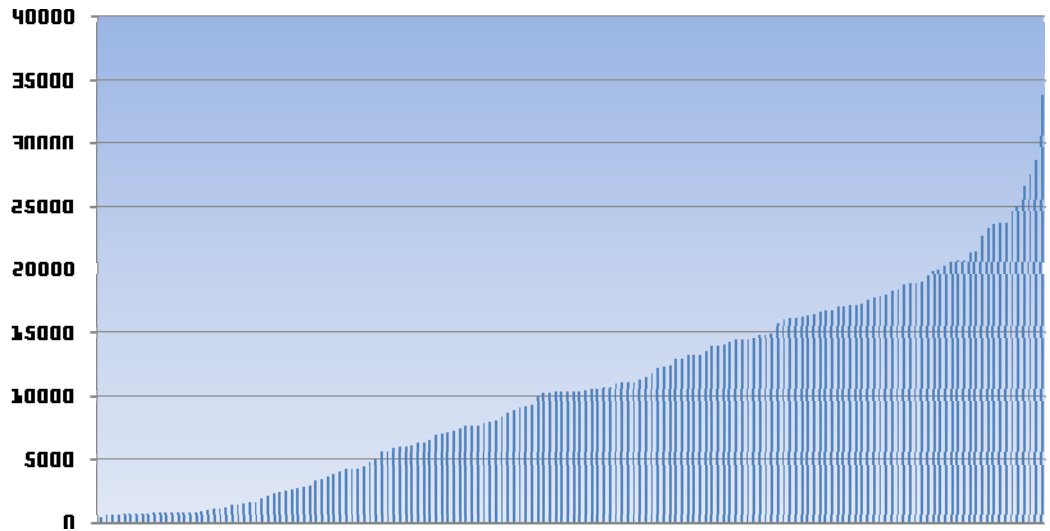
Number of students from state schools = **100.0%**.

*Various sources- see later in the document*

Note that many of the statistics have been processed by NUS from original data supplied by the Higher Education Statistics Agency. HESA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.

# 1. Student Numbers

Size of institution-number of all students (HESA 07/08)



Your overall student numbers figure for 2007/8 recorded by HESA is 1040.

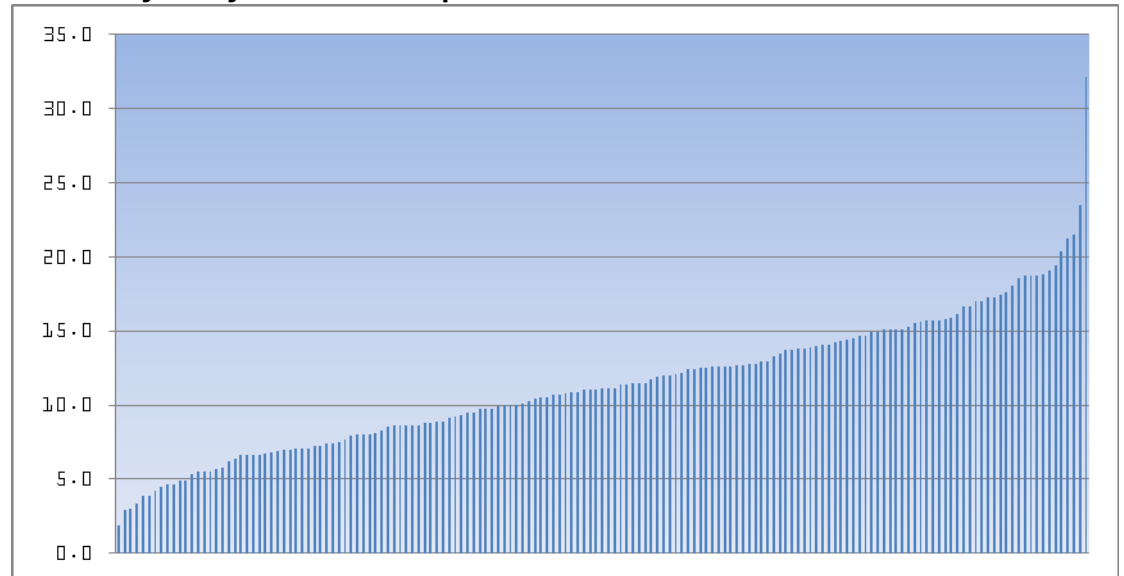
Across the UK, undergraduate enrolments in higher education institutions have increased by 25 per cent overall in the 10-year period from 1998/99 to 2007/08. There is a noticeably greater increase in the number of part-time enrolments (especially in Scotland and Wales) than full-time enrolments at undergraduate level over the last 10 years.

However, this trend in part-time enrolments has been slightly reversed in the latest year (2007/08).

# 2. Retention Data

## How many of my students “drop out”?

“Drop Out”-percentage of those that don’t complete or qualify at that HEI (HESA 07/08)



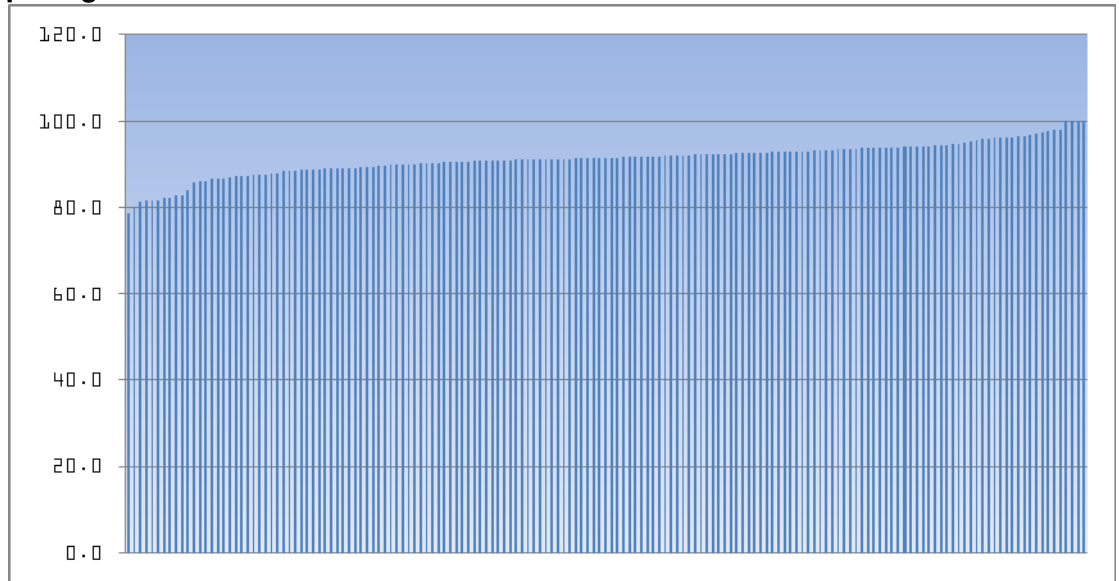
There is considerable debate around “drop out”, not least because some of the definitions tend to be restrictive and fail to take into account students that transfer onto other courses or institutions.

However, the indicator here is a useful rule of thumb for ensuring your institution provides the best possible support for learners. Your institution’s score on this “drop out” percentage indicator is 12.4% and represents the proportion on students that don’t complete or qualify at your HEI. Your mission group (N/A) average is .

### 3. Post-graduation data

#### How many students at St Mary's University College find work or further study post-graduation?

The employment index- percentage of those finding employment or further study within 6 months (HESA 07/08)



Your institution's score on this employment index is 96.9%. This is compared to the average for your mission group (N/A) of .

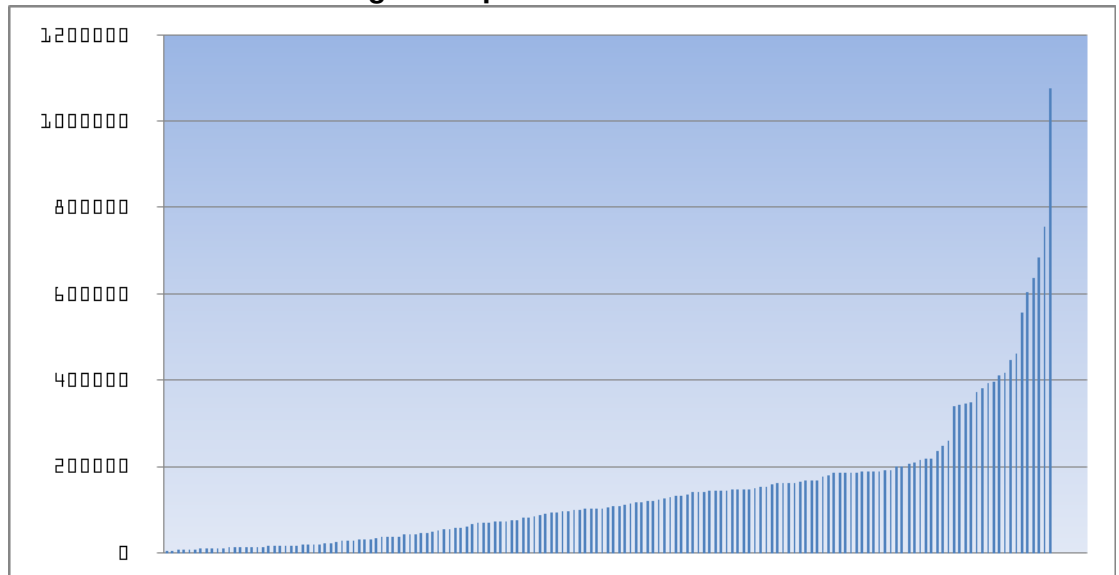
The change since the last year is insignificant and the chart continues to show a very low level of unemployment among first degree graduates.

The Government intends that universities should publish graduate recruitment statistics to aid students in making choices. Long-term changes are not be reported since they are dependent on the overall labour market.

### 4. Funding

#### How much income do we get compared to the rest of the sector?

Income- the raw total amount of annual income that institutions get in £000s (HESA 07/08)

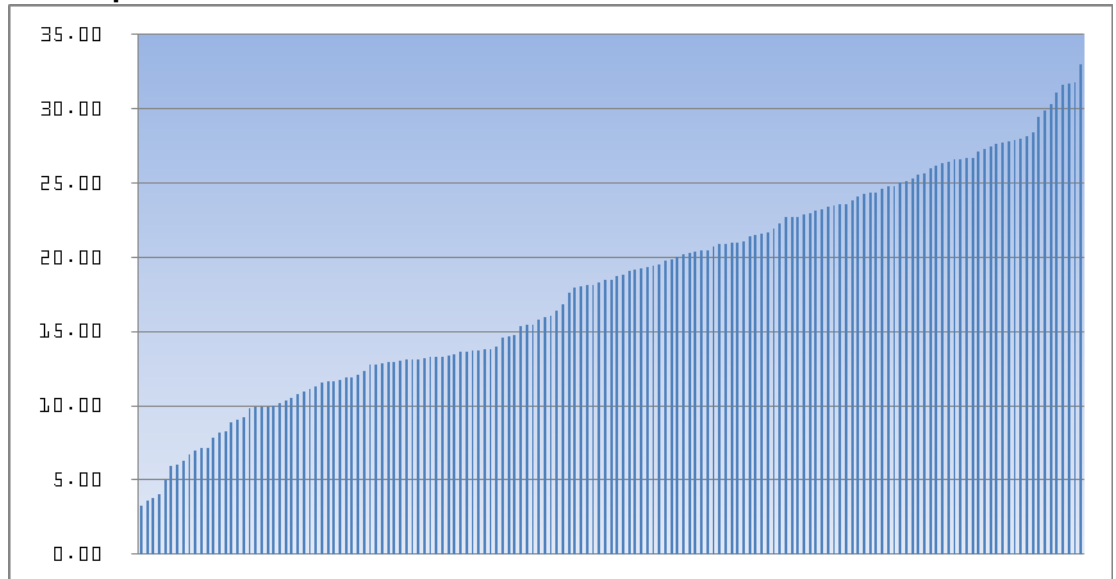


Your institution's annual overall income in 2007/8 was £8654000.

The average institutional income for your mission group (N/A) in 2007/8 was £000

**Ratio of Home/EU Undergraduate Fees to overall income (HESA 07/08)**

**How dependent are we on Home student fees here?**

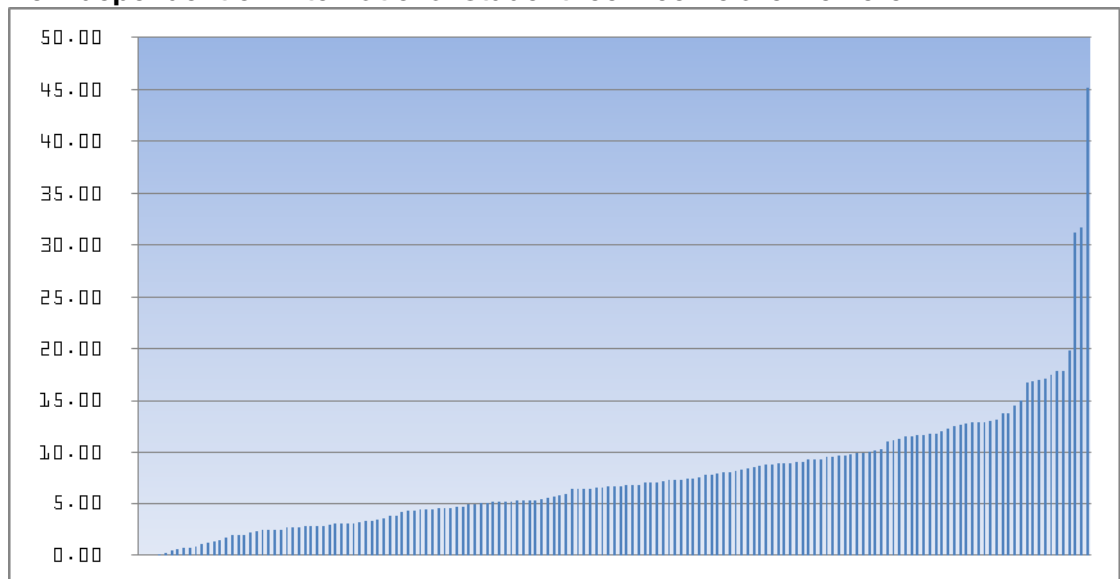


This measure gives you a sense of the extent to which your institution's income is made up of home undergraduate fees.

Your institution's dependency on FT Home/EU fees in 2007/8 was 23.56%.

**Ratio of International Students' Fee Income to overall income (HESA 07/08)**

**How dependent on international student fee income are we here?**

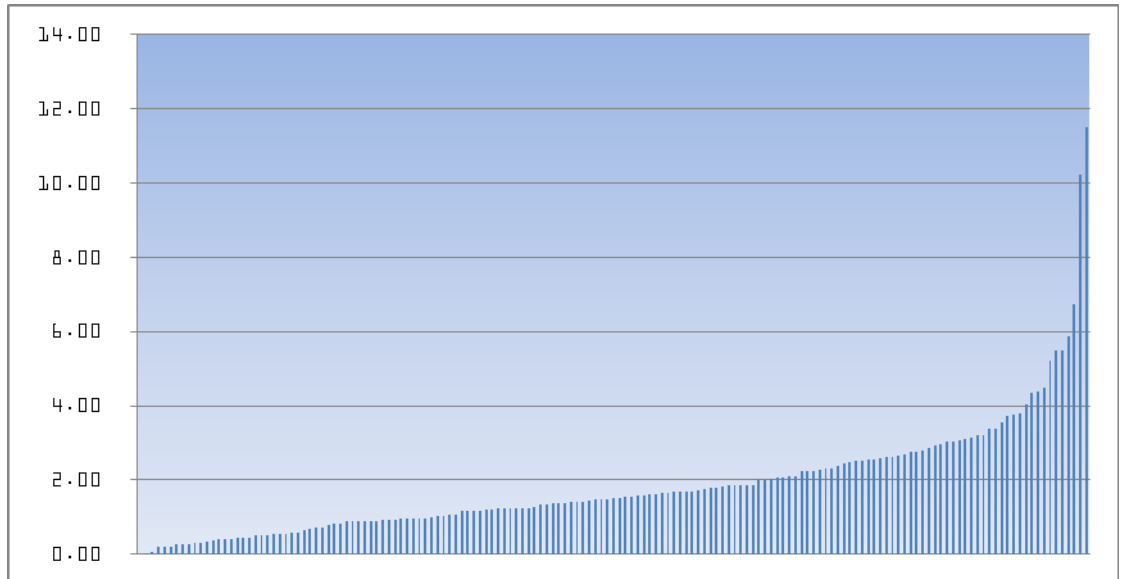


There is a highly differentiated situation with international fees, with many institutions earning less than £5 million a year from the fees of international (non-EU) students, and a few earning over £30 million a year from this source.

Your institution's dependency on FT International Student fees in 2007/8 was 0.00%.

**How “rich” are we in terms of income we derive from investments and endowments?**

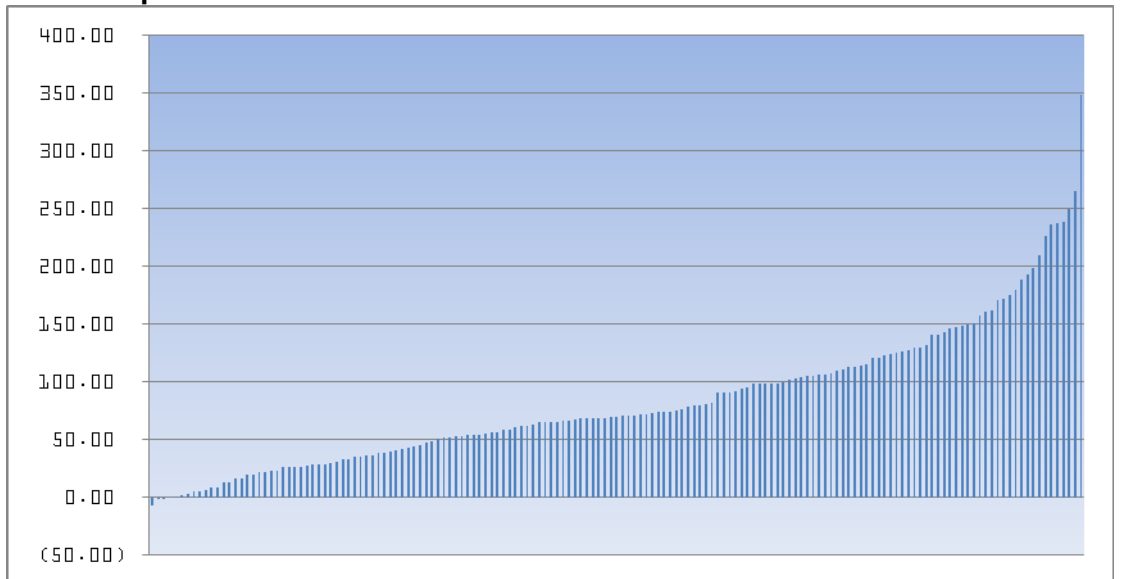
**Percentage of income driven from endowments and investments (HESA 07/08)**



In 2007/8, your institution’s ability to support its overall income from endowments and investments stood at 0.01% of overall income.

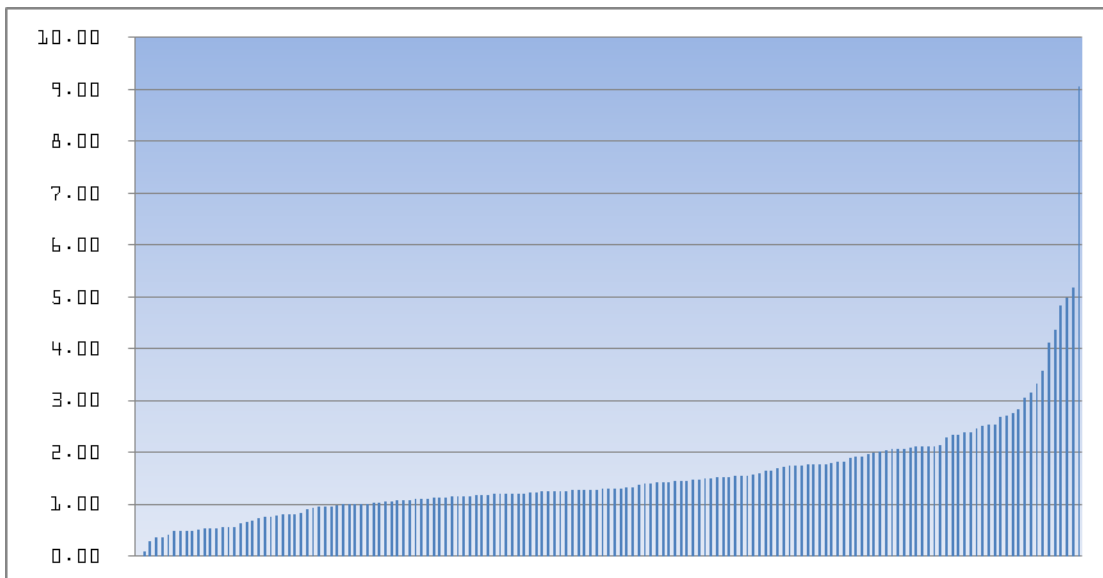
**How financially healthy are we in terms of how many days we could last on our current liquid assets?**

**Days Liquidity (excludes depreciation) (HESA 07/08)**



In 2007/8 your institution’s number of days “liquidity” (excluding depreciation) stood at 26.65 days.

**Ratio of current assets to current liabilities (HESA 07/08)**



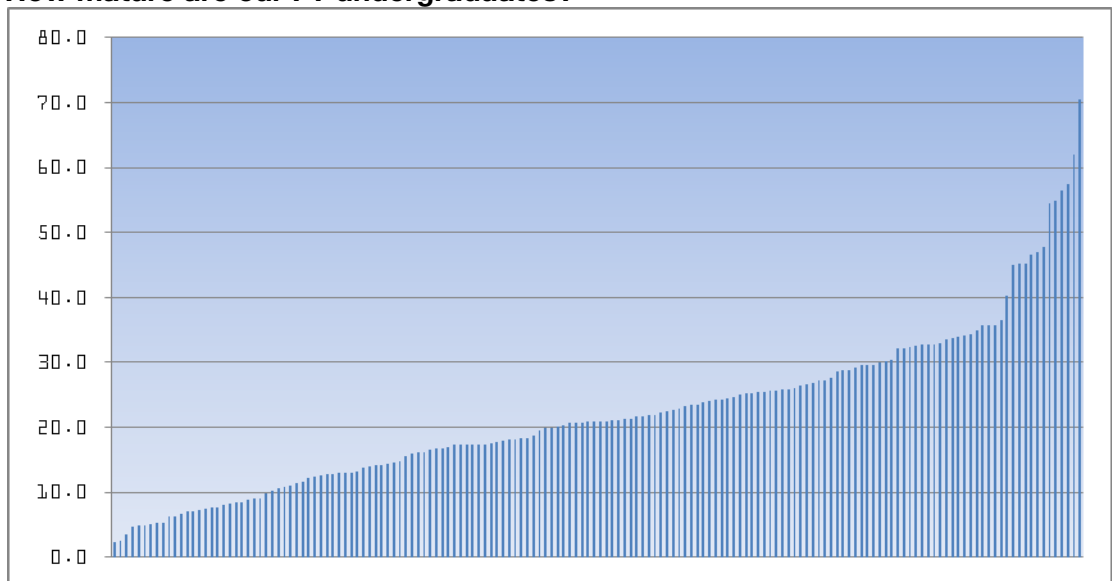
In 07/08 your institution's ratio of current assets to current liabilities stood at 3.06. Since 1998/99 the median has increased by 10 days, while the upper decile is up by 32 days and the lower decile is up by seven days.

The latest year's figures show, for the second time, an improvement in this measure across the spectrum of institutions.

#### 4. Mature students

##### How mature are our FT undergraduates?

Percentage of FT First Degree entrants that are mature (HESA 07/08)



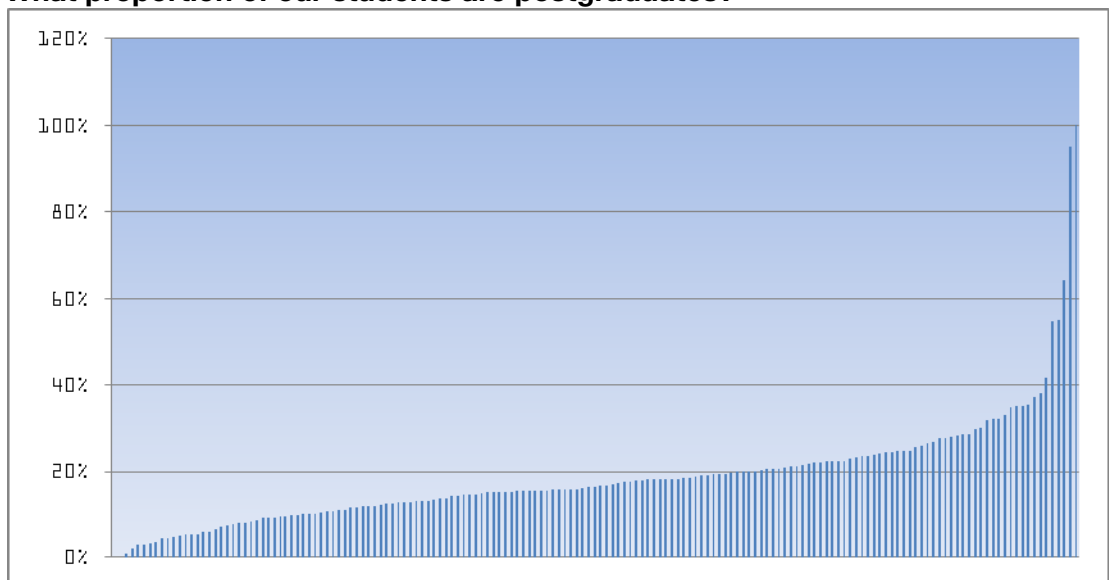
In 07/08 the percentage of FT First Degree entrants that were mature stood at 12.9% in your institution.

This compares with for your mission group (N/A)

#### 5. Postgraduates

##### What proportion of our students are postgraduates?

Percentage that are postgraduate (HESA 07/08)



The percentage of all students that are studying for a postgraduate qualification in your institution stood at 5% in 2007/8.

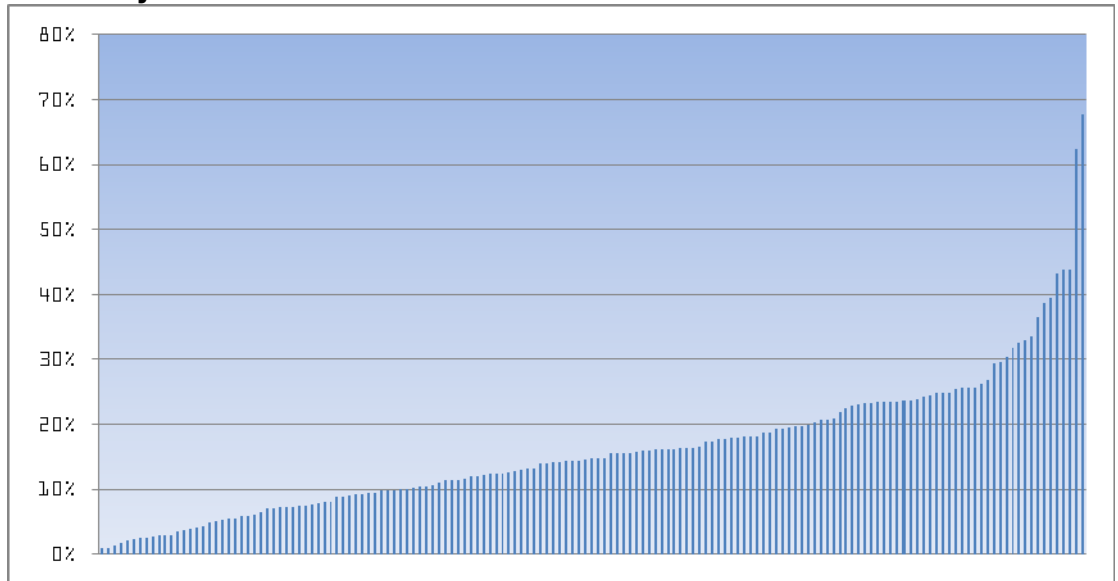
This compares with for the rest of your mission group (N/A)

Note this graph is calculated from FTE, which is not the same as headcount. It calculates the full-time equivalent from the students it does not represent a headcount of the students. We do this to allow broad comparability between HEIs

## 6. International Students

### How many our students are international?

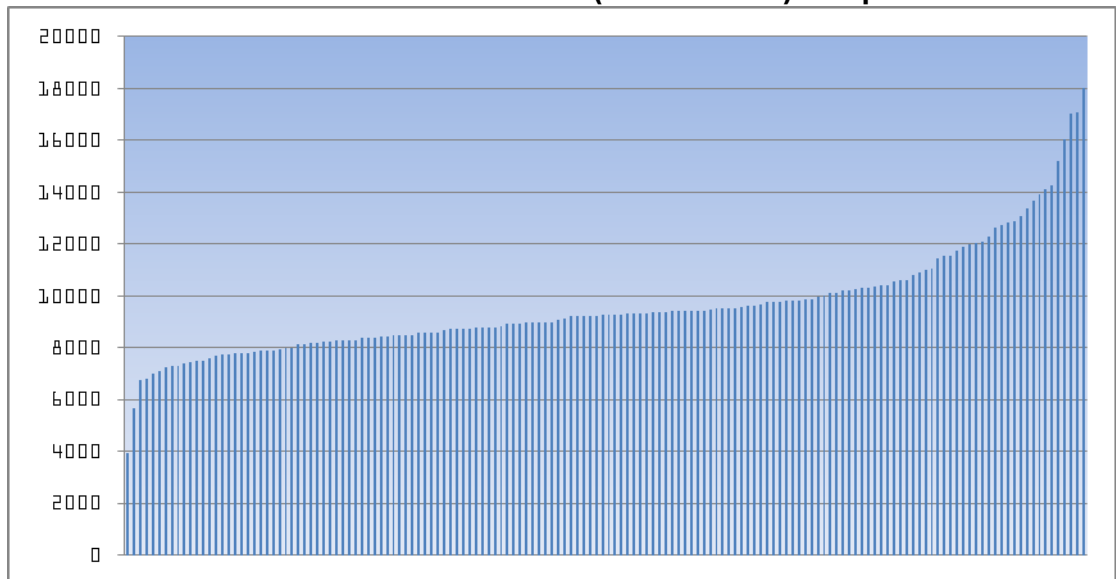
Percentage of Students that are International (HESA 07/08)



In 2007/8 the percentage of international students at your institution was 3.85%

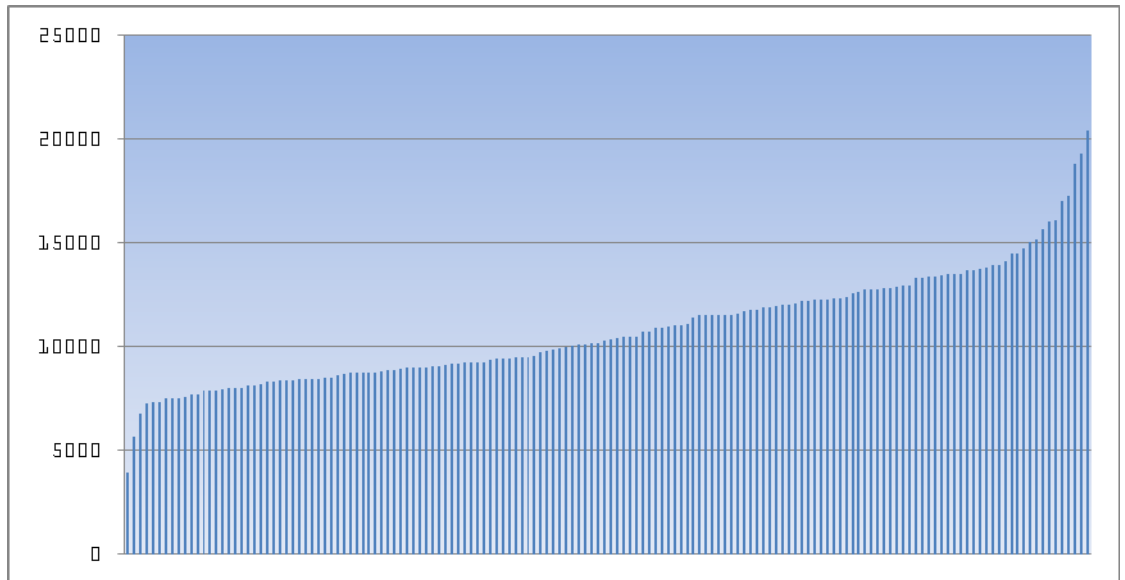
### How do our UG international student fees (Arts Courses) compare to others?

International Student Fees- Arts Undergraduates £s (Mike Reddin, Guardian, 08/09)



In 2008/9 the cost of Undergraduate Arts Courses Fees for International Students stood at £9420 in your institution.

**International  
Student Fees-  
Sciences  
Undergraduates  
£s  
(Mike Reddin,  
Guardian, 08/09)**

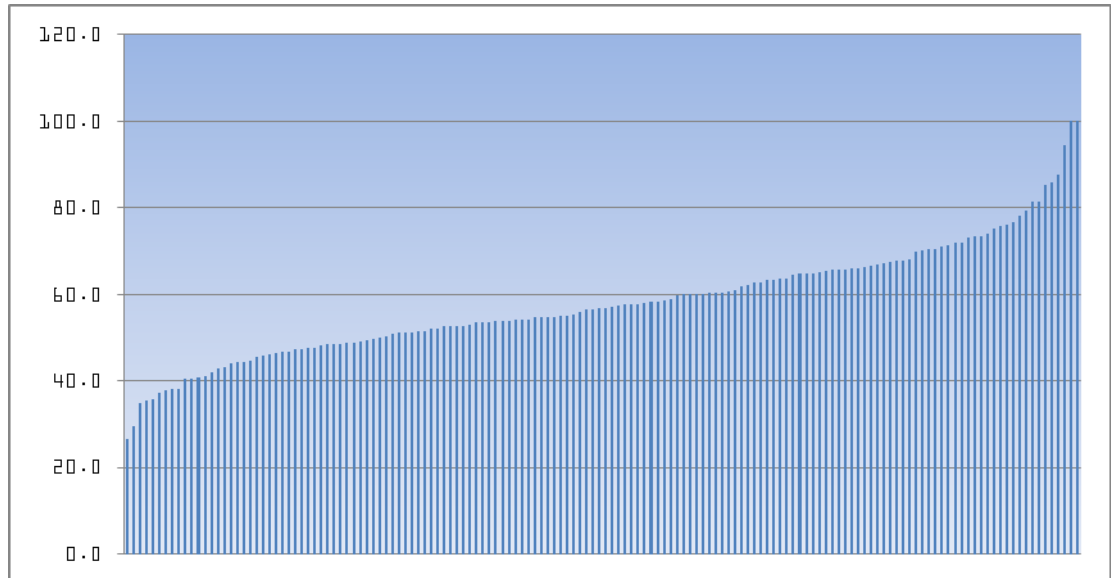


In 2008/9 the cost of Postgraduate Arts Courses Fees for International Students stood at £11540 in your institution.

## 7. Learning & Teaching

What's the teaching score like at St Mary's University College in comparison to elsewhere?

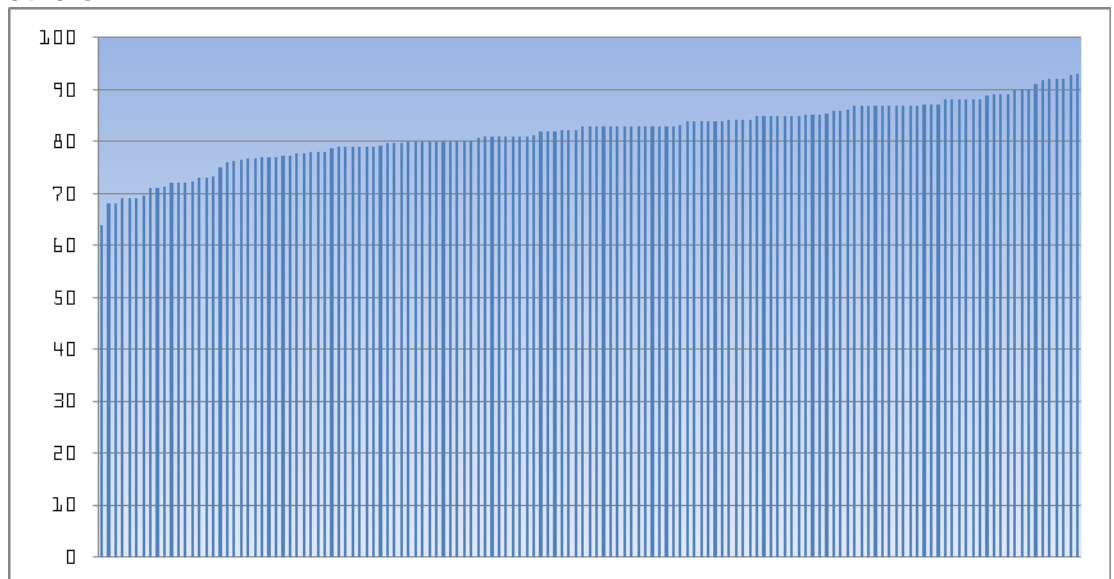
Average Teaching Score (NSS)



In 2008/9 your institution's average teaching quality score stood at 67.6.

What's the overall satisfaction score on the NSS at our place in comparison to others?

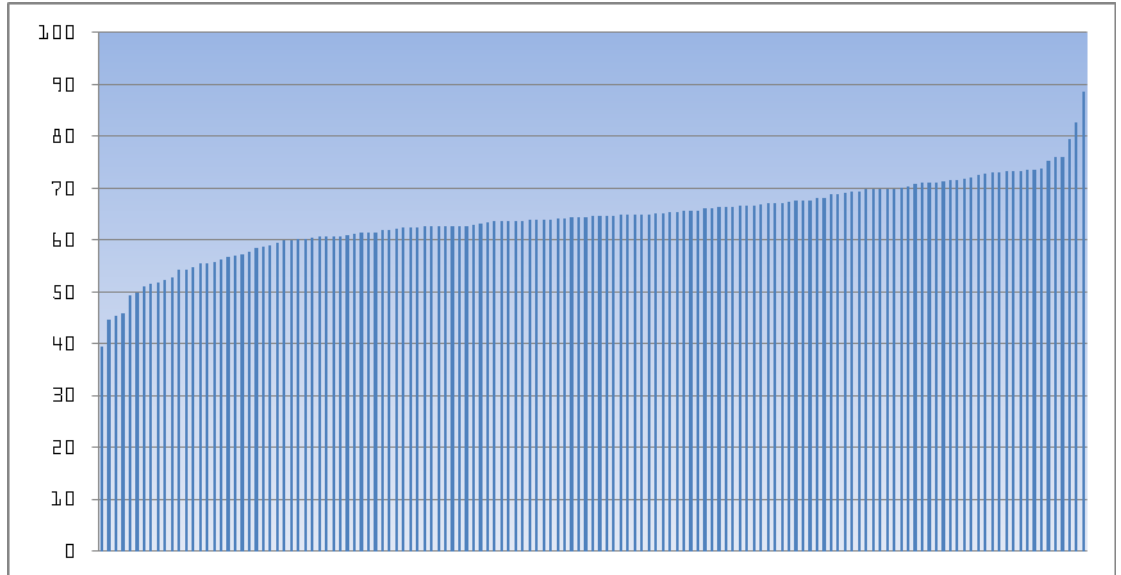
NSS Overall Satisfaction Score (NSS)



In 08/09 your institution's overall satisfaction score on the NSS stood at 93%.

**NSS Score on Student Feedback (NSS)**

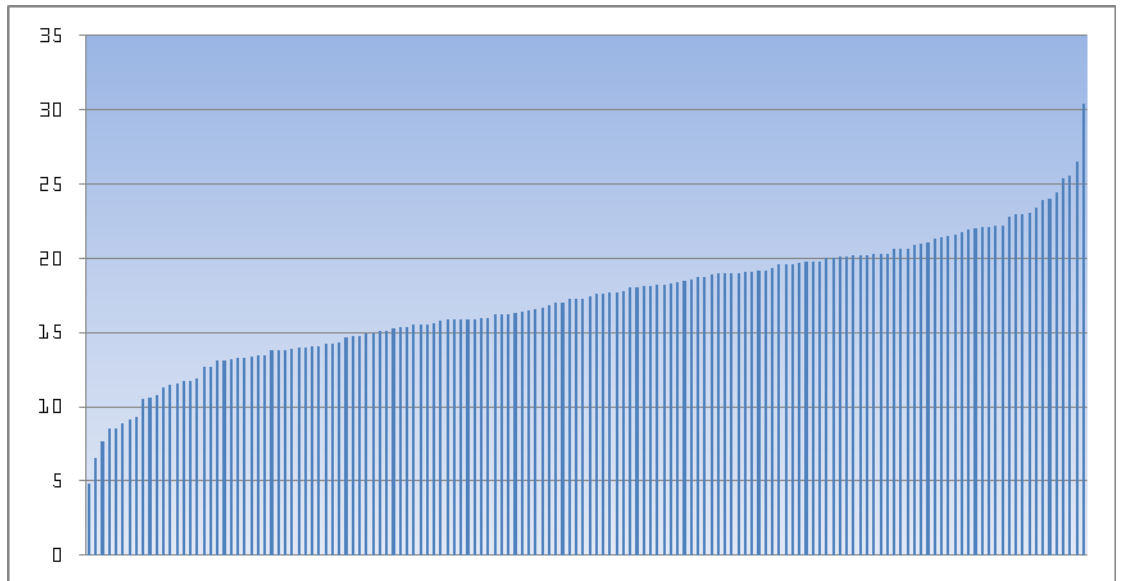
**How do we do on student feedback on the NSS?**



In 08/09 your institution's score on the NSS for quality of student feedback stood at 79%.

**Staff Student Ratio (Overall) (NSS)**

**What's the staff student ratio like at St Mary's University College in comparison to others?**

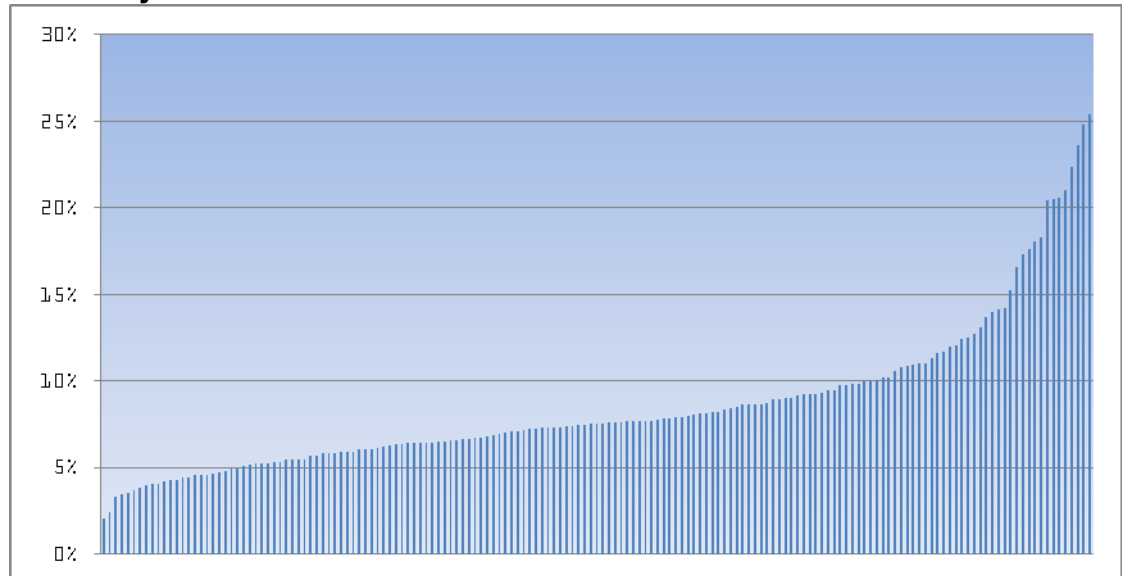


Your institution's staff-student ratio is calculated as 16.

## 8. Equality & diversity

### How many of our students are disabled?

Percentage of Students declaring as disabled (HESA 07/08)

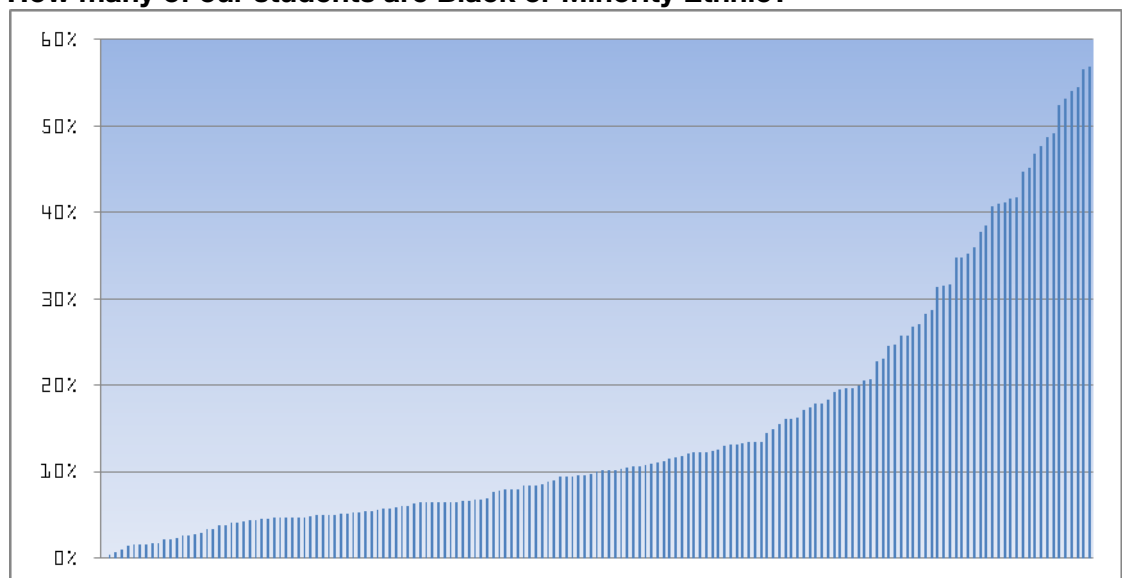


In 2007/8 the percentage of students with a disability at your institution was 2.40%

Note we have you have calculated the percentage of disabled students from the total student population rather than the total number of students whose disability status is known.

### How many of our students are Black or Minority Ethnic?

Percentage of Students that are Black or Minority Ethnic (HESA 07/08)



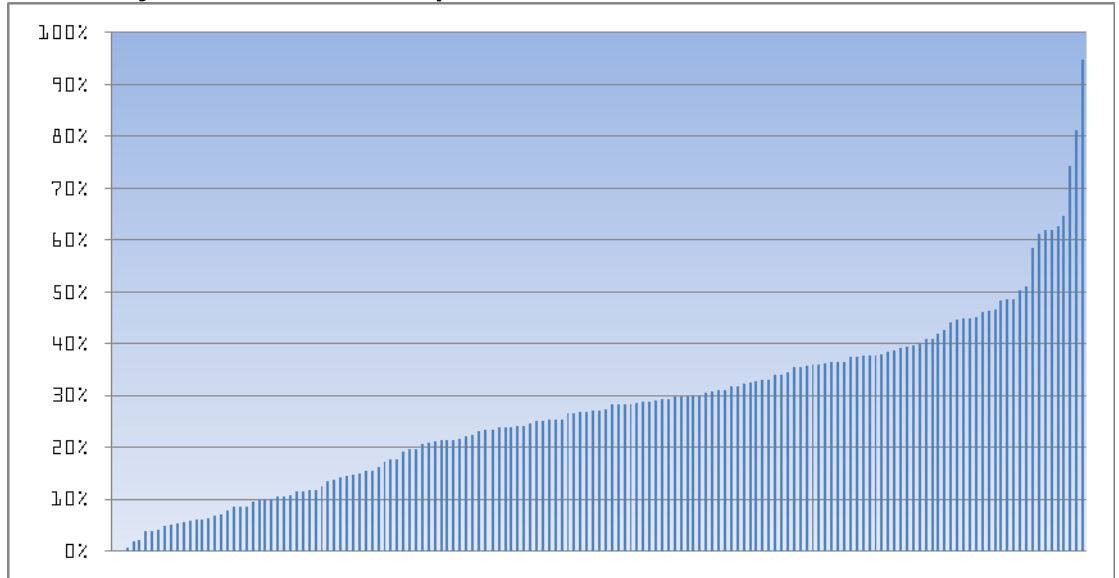
The percentage of students at your institution that were BME in 2007/8 was 0%.

This compares with for your mission group (N/A).

Note: This data is only collected on UK domiciled students and therefore doesn't reflect the entire student population. Note we have you have calculated the percentage of black and minority ethnic students from the total student population rather than the total number of students whose ethnicity is known.

### How many of our students are part time?

**Percentage of Students that are Part Time (HESA 07/08)**

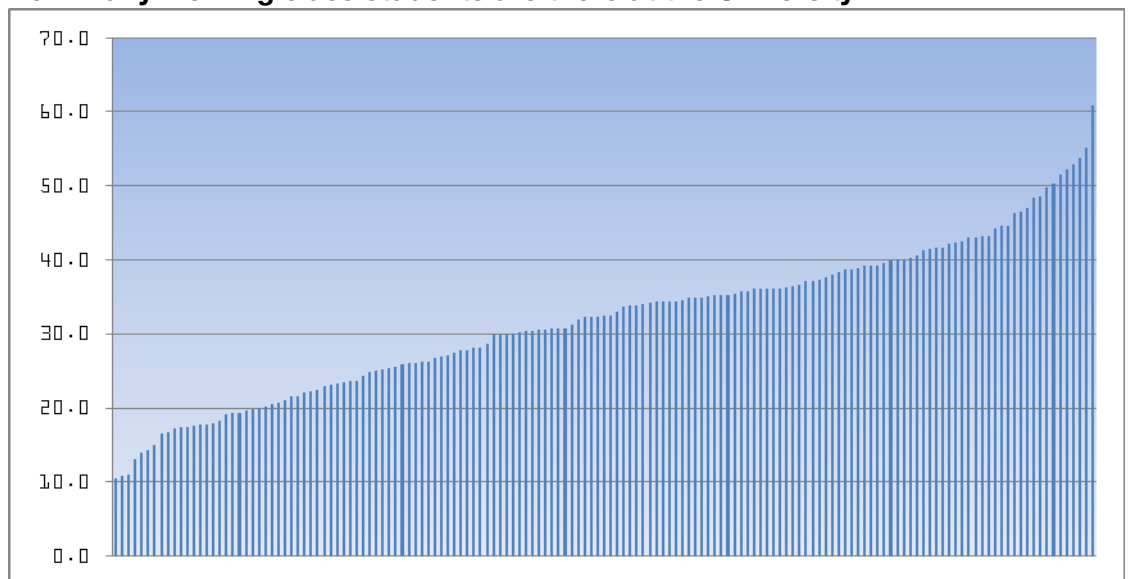


In 07/08 the percentage of PT students at your institution was 11%.

## 9. Widening Participation

### How many working class students are there at the University?

Percentage of undergraduate students at the university from NS-SEC Groups 4-7 (HESA 07/08)



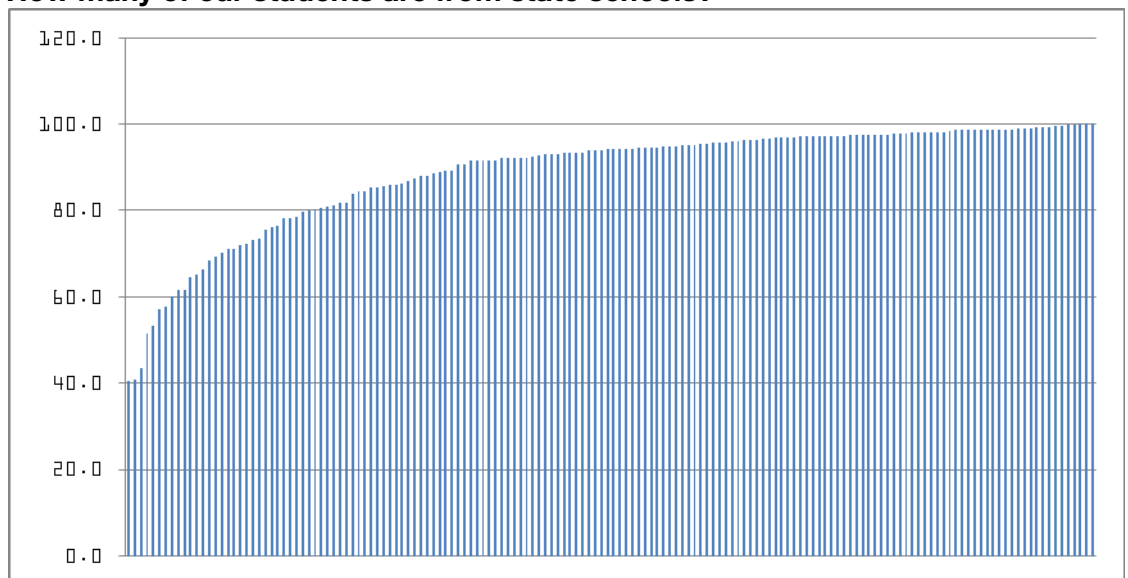
The percentage of undergraduates from the lower socio economic groups in 07/08 was 46.9%.

This compares to for your mission group (N/A)

Note we have you have calculated the percentage of students in this group from the total student population rather than the total number of students whose social class is known.

### How many of our students are from state schools?

Percentage of undergraduates from state schools (HESA 07/08)



The percentage of undergraduates from state schools groups in 07/08 was 100.0%. This compares to **!Syntax Error, \*** for your mission group (N/A)

Note we have you have calculated the percentage of students in this group from the total student population rather than the total number of students whose school is known.

## Section 3 - Taking the data to the next level

If this data has left you with questions unanswered or a desire to explore the data further, below is a list of resources you may want to access for your own research or lobbying activity. If you would like guidance on how to carry out the best research possible, NUS has produced the following best practice for you to carry out [LINK].

### Student numbers



For further detail on student numbers visit the Higher Education Statistics Agency (HESA) website via [www.hesa.ac.uk](http://www.hesa.ac.uk). HESA cannot accept responsibility for any inferences or conclusions derived from the data by third parties.



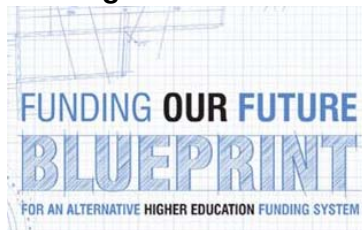
### Retention data

For information on what the Higher Education Funding Council for England are doing to improve retention in HEIs visit the following website <http://www.hefce.ac.uk/widen/strategy/retention.htm>

### Post-graduation data

There have been a number of reports recently on graduate employability. NUS recently produced a resource highlighting best practice on improving the employability of students which can be found here [LINK]

### Funding



If you want to carry out further work on the funding of higher education visit the NUS Funding Our Future campaign pages. You'll find information such as the NUS Broke & Broken reports which highlights problems with the current system and the NUS Blueprint, the suggested alternative to the system. <http://www.nus.org.uk/en/Campaigns/Funding-Our-Future/>

### Mature/Part-time students

For further information on the work NUS is doing at a national level to support your work in improving the mature and part-time student experience visit the campaign pages here <http://www.nusconnect.org.uk/campaigns/matureandpart-time/>

### Postgraduates

For further information on the work NUS is doing at a national level to support your work in improving the postgraduate student experience visit the campaign pages here

## Learning & Teaching

### NUS HE Zone

The NUS Higher Education Zone has produced many resources on how to improve learning and teaching at your institution. This includes information on campaigns to run to lobby your institution to improve assessment and feedback for example. Visit the campaigns NUS Connect pages to explore the resources.

### International students

To keep up to date with NUS activity in campaigning to improve the international student experience visit the NUS Connect page <http://www.nusconnect.org.uk/campaigns/international/> . For further information on issues affecting international students such as support and immigration visit the UK Council for International Student Affairs pages via [www.ukcisa.org.uk](http://www.ukcisa.org.uk) or the UK Borders Agency via [www.ukba.homeoffice.gov.uk](http://www.ukba.homeoffice.gov.uk) .

## Equality & diversity



If you are looking for information on best practice in the higher education sector on equality and diversity visit the Equality Challenge Unit (ECU). The ECU supports the higher education sector to realise the potential of all staff and students, whatever their race, gender, disability, sexual orientation, religion and belief, or age, to the benefit of those individuals, higher education institutions (HEIs) and society.

## Widening Participation

### Project: Participation

a draft strategy for the future  
of widening participation

For information on the latest NUS work on widening participation visit the NUS Project Participation pages. Project Participation is an ambitious plan for NUS and the student movement's future work in widening participation

<http://www.nusconnect.org.uk/news/article/highereducation/30/> .