



UNIVERSITY OF THE
WEST of SCOTLAND
UWS

Student Equalities Monitoring Report

(published April 2025)



Introduction:

The University of the West of Scotland (UWS) Student Equalities Monitoring report provides an overview of the student population, categorised by protected characteristics, and summarises retention and reward data by protected characteristic. Monitoring these demographics and retention statistics is crucial for identifying areas where action is needed to ensure UWS remains responsive to the diverse needs of its student population.

Students are encouraged to disclose information on their protected characteristics during enrolment. This report identifies trends based on the information provided and includes data from all campuses, at both undergraduate and postgraduate level (including postgraduate taught and research) for the academic years 2022/23 and 2023.

Throughout this report, data is benchmarked against the Higher Education Statistics Agency (HESA) Scotland dataset from 2022/23, which is the most current data available at the time of writing this report. To maintain confidentiality, we present data in percentages, which helps avoid the redaction of data due to low numbers.

This report is a supporting statistical document for both internal and external use. Insights derived from this data will be incorporated into the Public Sector Equality Duty Mainstreaming Report 2025. Insights from this report are also utilised to determine actions within the Public Sector Equality Duty Mainstreaming Report 2025 [\[LINK\]](#).



Protected Characteristics:

In academic year 2022/23, the total number of students was 19,553, and in academic year 2023/24, this number was 16,780.

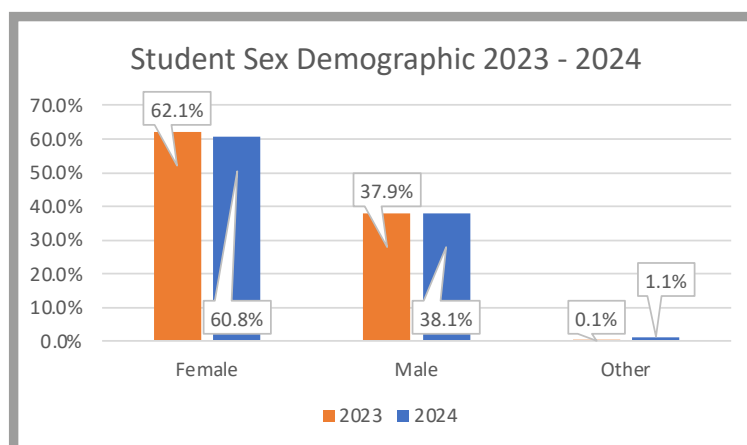
Some of the key information on the student profile within this report includes:

Protected Characteristic	Key Information
Sex	UWS students were predominantly female in both 2022/23 (62.1%) and 2023/24 (60.8%).
Age	UWS students aged 30 and over made up the largest proportion of the student population in both 2022/23 (36.1%) and 2023/24 (35.1%).
Disability	UWS students with a known disability made up 13.0% and 16.3% of the student population in both 2022/23 and 2023/24 respectively.
Religion and Belief	Overall, in 2023/24, all religious categories were represented in the UWS student profile, with non-religious (41.8%) and Christian (27.0%) chosen most frequently.
Sexual Orientation	The percentage of students who identified as Lesbian, Gay, Bisexual, and Queer or Questioning (LGBQ+) decreased from 8.4% to 8.2% between the periods 2022/23 to 2023/24.
Ethnicity	The percentage of Black and Minority Ethnic (BME) students increased from 7.8% in 2022/23 to 8.2% in 2023/24, as did the percentage of white students, from 62.1% to 65.1%.
Transgender Status	The percentage of students who identified as transgender or non-binary increased from 0.8% in 2022/23 to 1.6% in 2023/24.

Sex:

UWS students were predominantly female in both 2022/23 (62.1%) and 2023/24 (60.8%) which slightly exceeds the Scottish HESA 2022/23 average of 59.0%. Notably, there was a 1.0 percentage point increase in students selecting 'other' as their sex between 2022/23 and 2023/24.

See Table 1 in the Appendix for a further breakdown.



Summary - Sex by Level of Study

Level of Study	
Undergraduate (UG)	The sex distribution of students remained stable, with the only notable change being a 1.5 percentage point increase in UG students selecting 'other' between 2022/23 and 2023/24.
Postgraduate Taught (PGT)	The percentage split of female and male students changed slightly in favour of male students between the academic years 2022/23 (47.1%) and 2023/24 (51.0%).
Postgraduate Research (PGR)	The split among students with regards to sex remained stable, with more female PGR students in 2022/23 (51.3%) and 2023/24 (53.1%).

Summary - Sex by Mode of Study

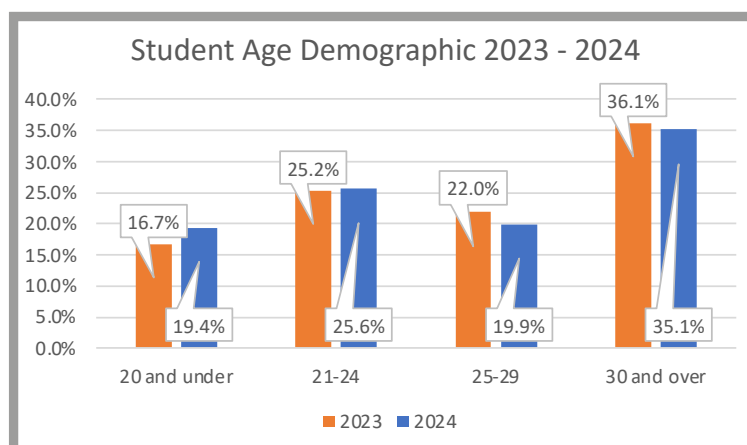
Mode of Study	
Full Time	The percentages of full time female and male students and students who selected 'other' remained largely the same across both 2022/23 and 2023/24.
Part Time	The percentage of part time female students decreased by 8.9 percentage points between 2022/23 and 2023/24 as the percentage of part time students who selected 'other' rose by 7.3 percentage points and the percentage of part time male students rose by 1.7 percentage points.

Age:

In 2022/23 and 2023/24, UWS students aged 30 and over were the largest group (36.1% and 35.1%), exceeding the Scottish HESA average of 25.0%.

UWS had fewer students in younger age groups but more in the 25-29 age group.

Further detail can be found in Table 2 in the Appendix.



Summary – Age by Level of Study

Level of Study	
Undergraduate (UG)	The age distribution of UG students remained stable, with 21-24-year-olds being the largest group in both 2022/23 (30.1%) and 2023/24 (29.8%).
Postgraduate Taught (PGT)	At the Postgraduate Taught (PGT) level the percentage split between the four age groups has also remained stable with 30-years and over making up the largest proportion of PGR students in both academic years 2022/23 (47.7%) and 2023/24 (48.6%).
Postgraduate Research (PGR)	At the Postgraduate Research (PGR) level the percentage split between the different age groups has remained stable with 30-years and over making up the largest proportion of PGR students in both academic years 2022/23 (62.7%) and 2023/24 (69.2%).

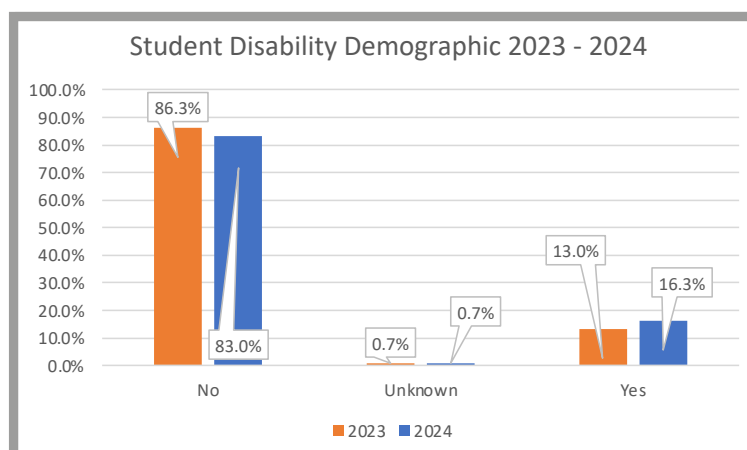
Summary – Age by Mode of Study

Mode of Study	
Full Time	In 2023/24, of all age groups, the largest proportion of full-time students were aged 30-years and over (31.7%).
Part Time	In 2023/24, of all age groups, the majority of full-time students were also aged 30-years and over (55.3%).

Disability Status:

UWS students with a known disability made up 13.0% and 16.3% of the student population in both 2022/23 and 2023/24 respectively. The 16.3% figure from 2023/24 is slightly lower than the Scottish HESA 2022/23 average of 17.0% for those with a disability.

See Table 3 in the Appendix for a further breakdown.



Summary – Disability Status by Level of Study

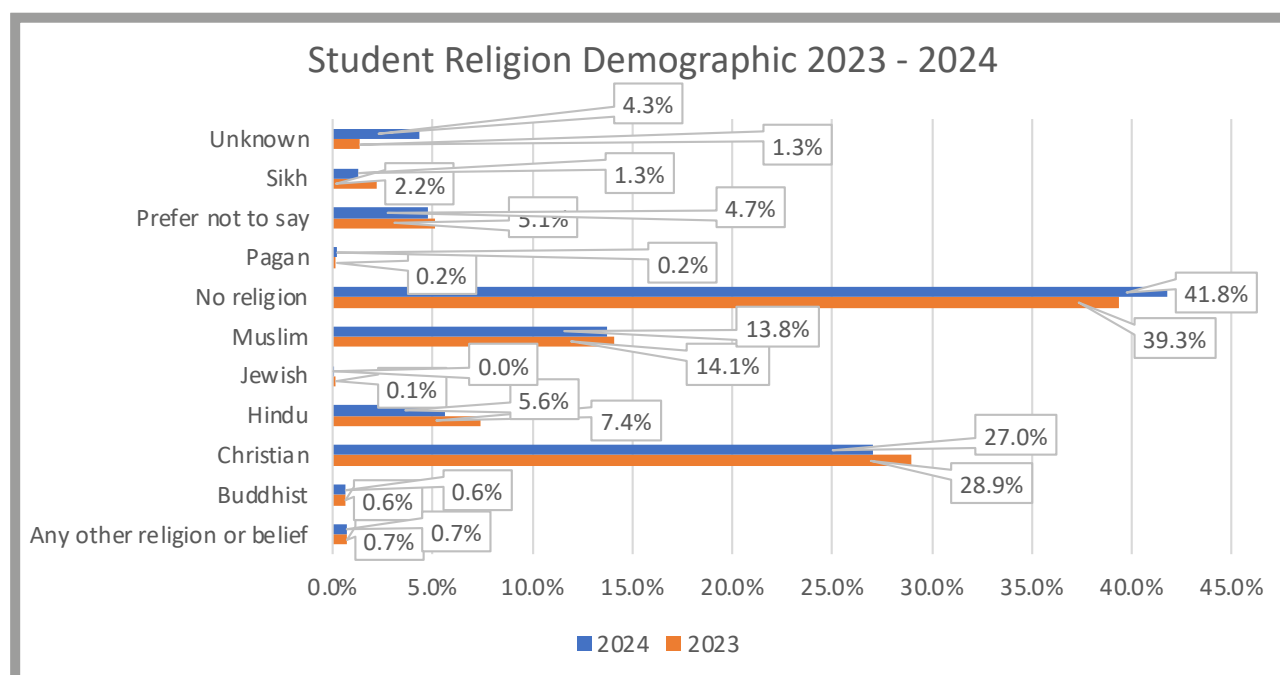
Level of Study	
Undergraduate (UG)	In both 2022/23 and 2023/24, the majority of students studying at the Undergraduate (UG) level did not identify as having a disability (81.8% and 79.5% respectively).
Postgraduate Taught (PGT)	In both 2022/23 and 2023/24, the majority of students studying at the Postgraduate Taught (PGT) level did not identify as having a disability (95.7% and 93.1% respectively).
Postgraduate Research (PGR)	In both 2022/23 and 2023/24, the majority of students studying at the Postgraduate Research (PGR) level did not identify as having a disability (86.0% and 76.9% respectively).

Summary – Disability Status by Mode of Study

Mode of Study	
Full Time	In 2023/24, the majority of full-time students did not identify as having a disability (82.9%).
Part Time	In 2023/24, the majority of part time students did not identify as having a disability (83.8%).

Religion:

Overall, all religious categories were represented in the UWS student profile, with Christian (27.0%) and non-religious (41.8%) chosen most frequently. The percentage who chose no religion is lower than the latest Scottish HESA average of 55.0%. The percentage of Muslim students (13.8%) is higher than the Scottish HESA average of 7.0%. The percentage of students who selected 'prefer not to say' decreased from 5.1% to 4.7%.



See Table 4 in the Appendix for a further breakdown.

Summary – Religion by Level of Study

Level of Study	
Undergraduate (UG)	In both 2022/23 and 2023/24, the largest proportion of students studying at the Undergraduate (UG) level identified as having no religion (51.9% and 52.5% respectively) when looking at religious groups.
Postgraduate Taught (PGT)	In both 2022/23 and 2023/24, the largest proportion of students studying at the Postgraduate Taught (PGT) level identified as Muslim (33.2% and 37.5% respectively) when looking at religious groups.
Postgraduate Research (PGR)	In both 2022/23 and 2023/24, the largest proportion of students studying at the Postgraduate Research (PGR) level identified as having no religion (37.0% and 39.9% respectively) when looking at religious groups.

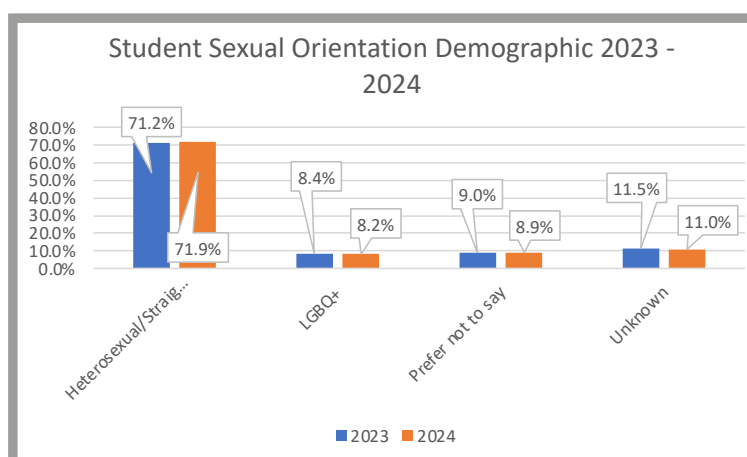
Summary – Religion by Mode of Study

Mode of Study	
Full Time	Of all religious groups, in 2023/24, students with no religion (41.6%) made up the highest proportion of full-time students. Christian students (27.3%) were the second highest and Muslim students (15.8%) were the third highest.
Part Time	Similar to full time students, of all religious groups, in 2023/24, students with no religion (42.6%) made up the highest proportion. Christian students (25.1%) were the second highest and students whose religion was unknown (22.8%) were the third highest.

Sexual Orientation:

The percentage of students who identified as Lesbian, Gay, Bisexual, and Queer or Questioning (LGBQ+) decreased from 8.4% to 8.2% between the periods 2022/23 to 2023/24. The percentages who selected 'prefer not to say' and listed their sexual orientation as 'unknown' also decreased from 9.0% to 8.9% and 11.5% to 11.0% respectively.

See Table 5 in the Appendix or a further breakdown.



Summary – Sexual Orientation by Level of Study

Level of Study	
Undergraduate (UG)	In both 2022/23 and 2023/24, the majority of students studying at the Undergraduate (UG) level identified as heterosexual or straight (76.7% and 75.9% respectively) when looking at sexual orientation.
Postgraduate Taught (PGT)	In both 2022/23 and 2023/24, the majority of students studying at the Postgraduate Taught (PGT) level identified as heterosexual or straight (59.7% and 60.9% respectively) when looking at sexual orientation.
Postgraduate Research (PGR)	In both 2022/23 and 2023/24, the majority of students studying at the Postgraduate Research (PGR) level identified as heterosexual or straight (71.7% for both periods) when looking at sexual orientation.

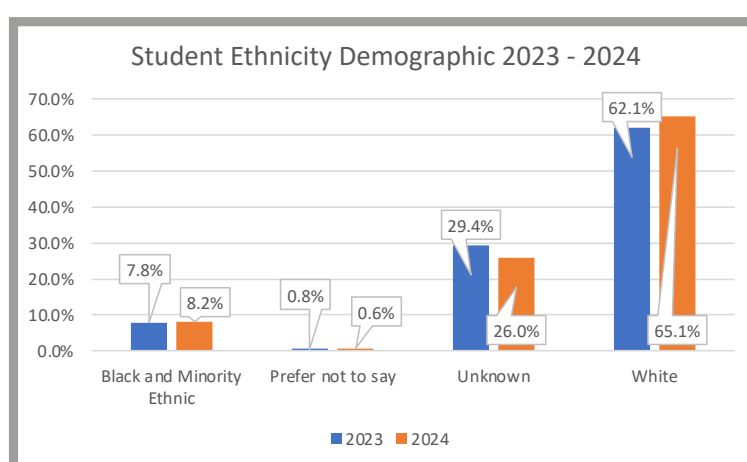
Summary – Sexual Orientation by Mode of Study

Mode of Study	
Full Time	In 2023/24, 72.4% of all full-time students were heterosexual compared to LGBTQ+ students (8.5%), students who preferred not to disclose their sexual orientation (9.6%) and students whose sexual orientation was unknown (9.5%).
Part Time	In 2023/24, 68.9% of all part time students were heterosexual compared to LGBTQ+ students (6.5%), students who preferred not to disclose their sexual orientation (4.5%) and students whose sexual orientation was unknown (20.1%).

Ethnicity:

The percentage of Black and Minority Ethnic (BME) students increased from 7.8% in 2022/23 to 8.2% in 2023/24, as did the percentage of white students, from 62.1% to 65.1%. Conversely, the percentages of students who preferred not to disclose their ethnicity, and whose ethnicity was unknown, decreased by 0.2 percentage points and 3.4 percentage points respectively.

For a further breakdown, see Table 6 in the Appendix.



Summary – Ethnicity by Level of Study

Level of Study	
Undergraduate (UG)	In both 2022/23 and 2023/24, the largest proportion of students studying at the Undergraduate (UG) level identified as white (82.4% and 80.4% respectively) when looking at ethnicity.
Postgraduate Taught (PGT)	In both 2022/23 and 2023/24, the largest proportion of students studying at the Postgraduate Taught (PGT) level belonged to those whose ethnicity was unknown (76.4% and 73.0% respectively) when looking at ethnicity.
Postgraduate Research (PGR)	In both 2022/23 and 2023/24, the largest proportion of students studying at the Postgraduate Research (PGR) level identified as white (47.1% and 57.7%) when looking at ethnicity.

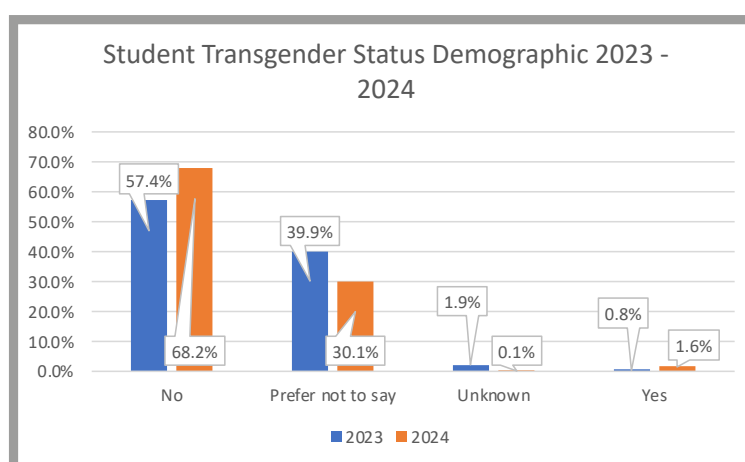
Summary – Ethnicity by Mode of Study

Mode of Study	
Full Time	In 2023/24, 62.3% of all full-time students were white compared to students whose ethnicity was unknown (28.6%), BME students (8.5%), and students who preferred not to disclose their ethnicity (0.6%).
Part Time	In 2023/24, 81.8% of all part time students were white compared to students whose ethnicity was unknown (11.0%), BME students (6.5%), and students who preferred not to disclose their ethnicity (0.7%).

Transgender Status:

The percentage of students not identifying as transgender or non-binary rose from 57.4% in 2022/23 to 68.2% in 2023/24. Those identifying as transgender or non-binary increased from 0.8% to 1.6%. The percentage of students who preferred not to disclose decreased from 39.9% to 30.1% and the percentage of students whose transgender status was unknown decreased from 1.9% to 0.1%.

See Table 7 in the Appendix for more details.



Summary – Transgender Status by Level of Study

Level of Study	
Undergraduate (UG)	In 2023/24, the majority (71.3%) of all UG students did not identify as transgender or non-binary. This was an increase of 11.2 percentage points from 2022/23. There was an increase of 1.2 percentage points of transgender and non-binary students at the UG level between 2022/23 and 2023/24.
Postgraduate Taught (PGT)	In 2023/24, the majority (59.6%) of all PGT students did not identify as transgender or non-binary. This was an increase of 7.6 percentage points from 2022/23.
Postgraduate Research (PGR)	In 2023/24, 68.5% of all PGR students did not identify as transgender or non-binary. This was an increase of 13.0 percentage points from 2022/23.

Summary – Transgender Status by Mode of Study

Mode of Study	
Full Time	In 2023/24, the majority (67.8%) of all full-time students did not identify as transgender or non-binary.
Part Time	In 2023/24, the majority (70.4%) of all part time students did not identify as transgender or non-binary.

Schools

The table below contains a summary of the key trends for each of the four Schools between the years 2022/23 and 2023/24. These trends are further expanded upon in the narrative below.

School	Increasing	Decreasing
Business and Creative Industries	Ages 25–29 Disability declaration Black and Minority Ethnic White	Female
Computing, Engineering and Physical Sciences	Disability declaration Ethnicity declaration	Female Ages 25–29
Education and Social Sciences	Disability declaration Black and Minority Ethnic	Female Ages 25–29
Health and Life Sciences	Female Disability declaration	Black and Minority Ethnic

Sex:

No School was evenly balanced across both years. The School of Education and Social Sciences (79.6% female in 2022/23 and 74.0% in 2023/24) and the School of Health and Life Sciences (79.4% female in 2022/23 and 79.8% in 2023/24) had the strongest imbalances.

The School of Computing, Engineering and Physical Sciences was male-dominated (67.4% in 2022/23, 69.6% in 2023/24).

These imbalances reflect wider societal trends, with female students typically favouring teaching and nursing paths, and male students preferring computing and engineering paths.

See Table 8 in the Appendix for more details.

Age:

In a departure from the previous reporting period, not all the Schools were weighted towards students aged over 21 in either of the academic years 2022/23 or 2023/24. Across the four Schools, in both academic years, the School of Education and Social Sciences saw more students aged 20-years and under than any other age group.

See Table 9 in the Appendix for further detail and breakdown of Schools by age.

Disability Status:

In 2023/24, the School of Education and Social Sciences and the School of Health and Life Sciences both had the highest proportion of students who identified as having a disability at 19.6% and 20.7% respectively. This was almost double the percentage of students who identify as having a disability within the School of Computing, Engineering and Physical Sciences (12.1%) and the School of Business and Creative Industries (11.0%). A similar trend across the four Schools was observed in 2022/23.

See Table 10 in the Appendix for further detail and breakdown of Schools by disability status.

Religion:

In 2023/24, for all four Schools, students with no religion made up the largest proportion of the total student population within each School. This was 25.8% for the School of Business and Creative Industries, 34.0% for the School of Computing, Engineering and Physical Sciences, 47.4% for the School of Education and Social Sciences, and 55.7% for the School of Health and Life Sciences.

For the School of Business and Creative Industries, the percentage of students with no religion also matched that of the Christian students within the School.

For students with no School, the largest proportion was students with no religion (40.0%).

In 2022/23, different religious groups dominated each School. Non-religious students were the largest group in Education and Social Sciences (50.7%) and Health and Life Sciences (55.1%). Muslim students were the largest group in Computing, Engineering and Physical Sciences (29.9%), while Christian students were the largest in Business and Creative Industries (25.1%).

For students with no School, 100.0% of those students' religion was unknown.

See Table 11 in the Appendix for further detail and breakdown of Schools by religion.

Sexual Orientation:

In 2023/24, for all four Schools, students who were heterosexual or straight made up the largest proportion of the total student population within each School. This was 62.5% for the School of Business and Creative Industries, 64.7% for the School of Computing, Engineering and Physical Sciences, 70.0% for the School of Education and Social Sciences, and 84.6% for the School of Health and Life Sciences.

For the students with no School, the largest proportion was also students who were heterosexual or straight (66.7%).

In 2022/23, a similar trend can be observed across the four Schools and students who had no School.

See Table 12 in the Appendix for further detail and breakdown of Schools by sexual orientation.

Ethnicity:

In 2023/24, the largest group in Business and Creative Industries (46.7%) and Computing, Engineering and Physical Sciences (52.8%) had unknown ethnicity.

In contrast, the largest group in Education and Social Sciences (79.6%) and Health and Life Sciences (89.3%) was white. All students with no School were white.

A similar trend was observed in 2022/23.

See Table 13 in the Appendix for more details.

Transgender Status:

In 2023/24, the largest group in each School did not identify as transgender or non-binary: 60.9% in Business and Creative Industries, 62.6% in Computing, Engineering and Physical Sciences, 70.6% in Education and Social Sciences, and 75.7% in Health and Life Sciences.

For students with no School, this group made up 66.7%. In 2022/23, the trend was similar, with the largest group in each School also not identifying as transgender or non-binary.

See Table 14 in the Appendix for more details.

Retention and Awards

The approach taken in relation to retention data is to look at the student population in a given base year and identify those who are retained into the following year. In line with this, data related to base year 2021/22 refers to retention into 2022/23, and base year 2022/23 refers to retention into 2023/24. Within this report, we will refer to the base year, which is why you will see references to 2021/22 and 2022/23 as the reporting period.

Some of the key information on retention and awards within this section of the report include:

- There was a slight upward trend in the percentage of students continuing their studies and/or graduating in 2022/23 at 78.2% compared to 77.5% in 2021/22.
- The percentage of students who exited the University remained the same in both 2021/22 and 2022/23.
- There was a downward trend of students who completed their assessment only from 1.0% in 2021/22 to 0.3% in 2022/23.
- Overall, in 2022/23, the largest proportion of students (34.7%) were awarded an Upper Second-Class Honours degree. Conversely, in 2023/24, the largest proportion of students (38.9%) were awarded an Ordinary (Non-Honours) Degree.

General:

Continue / Award:

Overall, there was a slight upward trend in the percentage of students continuing their studies and/or graduating in 2022/23 at 78.2% compared to 77.5% in 2021/22.

Exit:

The percentage of students who exited the University remained the same in both 2021/22 and 2022/23.

Assessment Only:

The assessment only section of the data includes students who are retaking the assessment element of the course only but will not be actively continuing in the course, e.g.: attending lectures. These students are not included in the Continue / Award section.

Overall, there was a downward trend of students in this category from 1.0% in 2021/22 to 0.3% in 2022/23.

Further information can be found in Table 15 in the Appendix.

Sex:

Continue / Award:

In 2022/23 there was a higher percentage of female students (79.6%) than male students (75.5%) who continued their studies and/or graduated. This was a slight increase for both female (+0.8 percentage points) and male students (+0.6 percentage points) compared to the previous period 2021/22.

Of all students within this category, 68.2% were female and 31.8% were male in 2021/22. In 2022/23, there was a slight increase for female students to 68.7% and a slight decrease for male students to 31.3%.

Exit:

In 2022/23 there was a higher percentage of male students (24.4%) than female students (20.1%) who exited the University. This was a slight decrease for female students (-0.1 percentage points) and a slight increase for male students (+0.3 percentage points) compared to the previous period 2021/22.

Of all the students within this category, 63.1% were female and 36.9% were male in 2021/22. In 2022/23, there was a slight increase for female students to 63.2% and a slight decrease for male students to 36.8%.

Assessment Only:

Across the sexes, there was a slightly higher percentage of female students (0.3%) than male students (0.2%) in this category in 2022/23 which marks a change from 2021/22 where 1.0% of both female and male students were in this category.

Of all students within this category, 67.4% were female and 32.6% were male in 2021/22. In 2022/23, there was an increase in the percentage of female students to 81.8% while the percentage of male students fell to 18.2%.

Further information can be found in Table 16 in the Appendix.

Age:

Continue / Award:

Between the periods 2021/22 and 2022/23 there were minimal changes to the percentages of the different age groups who continued their studies and/or graduated. Most, but not all, age groups saw a slight decrease across the two periods. The largest difference in percentage change between the two periods was an increase of 2.2 percentage points for 20-years and under.

Across all the age groups, in 2022/23, students who were 30-years and over made up the largest chunk of students who continued their studies and/or graduated.

Exit:

HESA groups students into two age categories: young (under 21) and mature (21+). UWS merged certain groups for a fairer comparison to HESA Scottish averages.

In 2021/22, 22.8% of students under 21 exited the University, over four times the 2019/20 HESA average of 4.5%. For mature students, it was 20.7%, more than double the 2019/20 average of 9.8%.

The only age group with a decline in exit rates from 2021/22 to 2022/23 was those under 21, dropping from 22.8% to 21.3%.

All other age groups saw an increase, with the largest change (+1.6 percentage points) in the 25-29 age group.

Assessment Only:

For students who completed their assessment only there was a drop across all age groups from 2021/22 to 2022/23. The biggest of these drops was for both 20-years and under and 21-24-year-olds, decreasing by 0.7 and 0.9 percentage points respectively between the two periods. Across all of the age groups, 30-years and over was the group who made up the largest proportion of those who completed their assessment only.

Further information can be found in Table 17 in the Appendix.

Ethnicity:

Continue / Award:

78.2% of white students continued their studies and/or graduated in 2021/22 compared to 72.2% of students from Black and Minority Ethnic backgrounds. For students who did not disclose their ethnicity and those who selected that their ethnicity was not known these percentages were 76.0% and 60.0% respectively. For most of these groups, these percentages rose in 2022/23, the only exception being those students who refused to disclose their ethnicity which decreased.

Of all students who continued their studies and/or graduated in both 2021/22 and 2022/23, white students made up the largest percentage.

Exit:

In 2021/22, 40.0% of students whose ethnicity was unknown ethnicity exited the University, the highest percentage compared to 25.8% of Black and Minority Ethnic students, 24.0% of those who did not disclose their ethnicity, and 20.9% of white students. In 2022/23, the largest percentage was among those who did not disclose their ethnicity (55.7%), while 22.9% of students with unknown ethnicity exited. The percentage for white students remained similar, and for Black and Minority Ethnic students, it dropped by 4.9%. White students made up the largest percentage of those who exited in both years.

Assessment Only:

2.0% of students from Black and Minority Ethnic backgrounds completed their assessment only compared to 0.9% of white students in 2021/22. Comparatively, in 2022/23, 0.0% of students from Black and Minority Ethnic backgrounds completed their assessment only and there was a drop in the percentage of white students within this category at 0.2%. The percentage of students who either did not disclose their ethnicity or selected that their ethnicity was not known rose from 0.0% for both to 2.3% and 1.4% respectively.

Of all students who completed their assessment only, there were more white students than any other ethnic group in both 2021/22 and 2022/23.

Further information can be found in Table 18 in the Appendix.

Home Address in an SIMD20 Area:

Continue / Award:

The percentages of those students who have a home address within an SIMD20 area, those students who don't, and those for whom it is unknown if they do who continued their studies and/or graduated increased from 2021/22 to 2022/23. The biggest of these percentage increases (+3.4 percentage points) was for those for whom it is unknown if they have a home address within an SIMD20 area.

Of all students who continued their studies and/or graduated, the majority in both periods were students who do not have a home address in an SIMD20 area.

Exit:

The percentages of those students who have a home address within an SIMD20 area, those students who don't, and those for whom it is unknown if they do who exited the University decreased slightly from 2021/22 to 2022/23. The biggest of these percentage decreases (-2.1 percentage points) was for those for whom it is unknown if they have a home address within an SIMD20 area.

Of all students who exited the University, the majority in both periods were students who do not have a home address in an SIMD20 area.

Assessment Only:

The percentages of those students who have a home address within an SIMD20 area, those students who don't, and those for whom it is unknown if they do who completed their assessment only have decreased from 2021/22 to 2022/23. The biggest of these percentage drops (-1.2 percentage points) across the period was for those for whom it is unknown if they have a home address within an SIMD20 area.

Of all students who only completed their assessment, the majority in both periods were students who do not have a home address in an SIMD20 area.

Further information can be found in Table 19 in the Appendix.

Awards:

General:

Overall, in 2022/23, the largest proportion of students (34.7%) were awarded an upper second-class honours degree. Conversely, in 2023/24, the largest proportion of students (38.9%) were awarded an ordinary (non-honours) degree.

Further detail of awards can be found in Table 20 in the Appendix.

Sex:

In 2022/23, of all female students, the largest proportion (32.4%), were awarded an upper second-class honours degree. Similarly, of all male students, the largest proportion (38.6%), were also awarded an upper second-class honours degree.

Conversely, in 2023/24, of all female students, the largest proportion (47.3%), were awarded an ordinary (non-honours) degree. Of all male students, however, the largest proportion (35.6%) were awarded an upper second-class honours degree.

In both 2022/23 and 2023/24, when comparing male and female students who achieved each award, a higher percentage of female students achieved each award than male students.

Further detail can be found in Table 21 in the Appendix.

Disability Status:

In 2022/23, the largest proportion of students without a disability (36.6%) and those with a disability (39.1%) were awarded upper second-class honours degrees. Conversely, 68.9% of students with unknown disability status received ordinary degrees.

In 2023/24, the largest proportions of all groups received ordinary degrees (39.1% without a disability, 33.6% with a disability, and 50.6% unknown).

Across both years, students without a disability had higher percentages of each award, except for unclassified honours in 2023/24 and pass marks in both years.

See Table 22 in the Appendix for more details.

Ethnicity:

In 2022/23, the largest proportion of BME (36.7%) and white (38.2%) students were awarded upper second-class honours degrees, while 53.6% of students with unknown ethnicity received ordinary degrees.

In 2023/24, 33.0% of BME and 34.0% of students with unknown ethnicity received upper second-class honours degrees, whereas 41.2% of white students received ordinary degrees.

Across both years, a higher percentage of white students achieved each award, except for unclassified honours in 2023/24 and pass marks in both years.

See Table 23 in the Appendix for more details.

Appendix

TABLE 1 – SEX (STUDENTS)

Sex	2022/23	2023/24
Female	62.1%	60.8%
Male	37.9%	38.1%
Other	0.1%	1.1%

TABLE 2 – AGE (STUDENTS)

Age	2022/23	2023/24
20 and under	16.7%	19.4%
21-24	25.2%	25.6%
25-29	22.0%	19.9%
30 and over	36.1%	35.1%

TABLE 3 – DISABILITY STATUS (STUDENTS)

Disability	2022/23	2023/24
No	86.3%	83.0%
Unknown	0.7%	0.7%
Yes	13.0%	16.3%

TABLE 4 – RELIGION (STUDENTS)

Religion	2022/23	2023/24
Any other religion or belief	0.7%	0.7%
Buddhist	0.6%	0.6%
Christian	28.9%	27.0%
Hindu	7.4%	5.6%
Jewish	0.1%	0.0%
Muslim	14.1%	13.8%
No religion	39.3%	41.8%
Pagan	0.2%	0.2%
Prefer not to say	5.1%	4.7%
Sikh	2.2%	1.3%
Unknown	1.3%	4.3%

TABLE 5 – SEXUAL ORIENTATION (STUDENTS)

Sexual Orientation	2022/23	2023/24
Heterosexual/Straight	71.2%	71.9%
Lesbian, Gay, Bisexual, and Queer or Questioning (LGBQ+)	8.4%	8.2%
Prefer not to say	9.0%	8.9%
Unknown	11.5%	11.0%

TABLE 6 – ETHNICITY (STUDENTS)

Ethnicity	2022/23	2023/24
BME	7.8%	8.2%
Prefer not to say	0.8%	0.6%
Unknown	29.4%	26.0%
White	62.1%	65.1%

TABLE 7 – TRANSGENDER STATUS (STUDENTS)

Transgender Status	2022/23	2023/24
No	57.4%	68.2%
Prefer not to say	39.9%	30.1%
Unknown	1.9%	0.1%
Yes	0.8%	1.6%

TABLE 8 – SEX BY SCHOOL

School	Sex	2022/23	2023/24
Business & Creative Industries	Female	50.0%	46.7%
	Male	49.9%	53.2%
	Other	0.1%	0.1%
Computing, Engineering & Physical Sciences	Female	32.4%	30.3%
	Male	67.4%	69.6%
	Other	0.1%	0.1%
Education & Social Sciences	Female	79.6%	74.0%
	Male	20.4%	21.0%
	Other	0.0%	5.0%
Health & Life Sciences	Female	79.4%	79.8%
	Male	20.6%	20.2%
	Other	0.0%	0.1%
No School	Female	0.0%	73.3%
	Male	100.0%	26.7%
	Other	0.0%	0.0%

TABLE 9 – AGE BY SCHOOL

School	Age	2022/23	2023/24
Business & Creative Industries	20 and under	13.9%	15.3%
	21-24	29.3%	28.3%
	25-29	24.9%	24.4%
	30 and over	31.9%	32.0%
Computing, Engineering & Physical Sciences	20 and under	12.9%	13.8%
	21-24	25.0%	32.0%
	25-29	31.3%	26.6%
	30 and over	30.9%	27.7%
Education & Social Sciences	20 and under	27.3%	36.1%
	21-24	27.2%	25.0%
	25-29	16.5%	13.1%
	30 and over	29.1%	25.9%
Health & Life Sciences	20 and under	14.8%	15.0%
	21-24	20.1%	20.6%
	25-29	17.6%	17.0%
	30 and over	47.5%	47.4%
No School	20 and under	100.0%	0.0%
	21-24	0.0%	0.0%
	25-29	0.0%	0.0%
	30 and over	0.0%	100.0%

TABLE 10 – DISABILITY STATUS BY SCHOOL

School	Disability Status	2022/23	2023/24
Business & Creative Industries	Yes	8.8%	11.0%
	No	90.2%	87.8%
	Unknown	1.0%	1.2%
Computing, Engineering & Physical Sciences	Yes	9.1%	12.1%
	No	90.0%	87.1%
	Unknown	0.9%	0.8%
Education & Social Sciences	Yes	17.0%	19.6%
	No	82.6%	79.7%
	Unknown	0.4%	0.8%
Health & Life Sciences	Yes	16.9%	20.7%
	No	82.7%	79.1%
	Unknown	0.4%	0.2%
No School	Yes	0.0%	26.7%
	No	50.0%	73.3%
	Unknown	50.0%	0.0%

TABLE 11 – RELIGION BY SCHOOL

School	Religion	2022/23	2023/24
Business & Creative Industries	Any other religion or belief	0.9%	0.8%
	Buddhist	1.0%	0.9%
	Christian	25.1%	25.8%
	Hindu	15.7%	12.7%
	Jewish	0.0%	0.0%
	Muslim	20.9%	23.5%
	No religion	23.0%	25.8%
	Pagan	0.1%	0.1%
	Prefer not to say	6.5%	5.6%
	Sikh	4.5%	3.0%
	Unknown	2.3%	1.6%
Computing, Engineering & Physical Sciences	Any other religion or belief	0.6%	0.7%
	Buddhist	0.6%	0.7%
	Christian	22.6%	21.2%
	Hindu	9.7%	7.8%
	Jewish	0.1%	0.0%
	Muslim	29.9%	29.4%
	No religion	27.0%	34.0%
	Pagan	0.1%	0.1%
	Prefer not to say	4.6%	4.7%
	Sikh	2.8%	1.3%
	Unknown	2.0%	0.2%

School	Religion	2022/23	2023/24
Education & Social Sciences	Any other religion or belief	0.5%	0.7%
	Buddhist	0.5%	0.4%
	Christian	33.0%	25.2%
	Hindu	1.7%	0.9%
	Jewish	0.2%	0.1%
	Muslim	7.7%	5.6%
	No religion	50.7%	47.4%
	Pagan	0.2%	0.2%
	Prefer not to say	4.1%	4.6%
	Sikh	1.3%	0.5%
	Unknown	0.4%	14.3%
Health & Life Sciences	Any other religion or belief	0.6%	0.6%
	Buddhist	0.4%	0.4%
	Christian	33.7%	32.2%
	Hindu	1.7%	1.6%
	Jewish	0.2%	0.0%
	Muslim	2.5%	2.8%
	No religion	55.1%	55.7%
	Pagan	0.2%	0.4%
	Prefer not to say	4.8%	4.0%
	Sikh	0.3%	0.2%
	Unknown	0.6%	2.2%

School	Religion	2022/23	2023/24
No School	Any other religion or belief	0.0%	0.0%
	Buddhist	0.0%	0.0%
	Christian	0.0%	33.3%
	Hindu	0.0%	0.0%
	Jewish	0.0%	0.0%
	Muslim	0.0%	0.0%
	No religion	0.0%	40.0%
	Pagan	0.0%	0.0%
	Prefer not to say	0.0%	20.0%
	Sikh	0.0%	0.0%
	Unknown	100.0%	6.7%

TABLE 12 – SEXUAL ORIENTATION BY SCHOOL

School	Sexual Orientation	2022/23	2023/24
Business & Creative Industries	Heterosexual / Straight	62.0%	62.5%
	LGB+	8.8%	8.9%
	Prefer not to say	13.5%	14.4%
	Unknown	15.7%	14.2%
Computing, Engineering & Physical Sciences	Heterosexual / Straight	61.8%	64.7%
	LGB+	7.9%	7.4%
	Prefer not to say	14.0%	14.3%
	Unknown	16.3%	13.6%
Education & Social Sciences	Heterosexual / Straight	73.6%	70.0%
	LGB+	9.1%	9.4%
	Prefer not to say	5.4%	5.2%
	Unknown	11.9%	15.5%
Health & Life Sciences	Heterosexual / Straight	83.9%	84.6%
	LGB+	7.7%	7.3%
	Prefer not to say	4.0%	3.9%
	Unknown	4.4%	4.1%
No School	Heterosexual / Straight	0.0%	66.7%
	LGB+	0.0%	20.0%
	Prefer not to say	0.0%	6.7%
	Unknown	100.0%	6.7%

TABLE 13 – ETHNICITY BY SCHOOL

School	Ethnicity	2022/23	2023/24
Business & Creative Industries	BME	9.3%	10.7%
	White	37.9%	41.5%
	Prefer not to say	1.3%	1.1%
	Unknown	51.5%	46.7%
Computing, Engineering & Physical Sciences	BME	6.5%	7.9%
	White	36.2%	38.7%
	Prefer not to say	0.7%	0.6%
	Unknown	56.6%	52.8%
Education & Social Sciences	BME	6.7%	7.2%
	White	81.8%	79.6%
	Prefer not to say	0.3%	0.4%
	Unknown	11.2%	12.8%
Health & Life Sciences	BME	7.6%	6.9%
	White	87.9%	89.2%
	Prefer not to say	0.6%	0.5%
	Unknown	3.9%	3.4%
No School	BME	0.0%	0.0%
	White	50.0%	100.0%
	Prefer not to say	0.0%	0.0%
	Unknown	50.0%	0.0%

TABLE 14 – TRANSGENDER STATUS BY SCHOOL

School	Transgender Status	2022/23	2023/24
Business & Creative Industries	Transgender or Nonbinary	1.0%	2.5%
	Cisgender	50.9%	60.9%
	Prefer not to say	45.0%	36.6%
	Unknown	3.0%	0.1%
Computing, Engineering & Physical Sciences	Transgender or Nonbinary	1.1%	2.3%
	Cisgender	52.3%	62.6%
	Prefer not to say	43.8%	35.1%
	Unknown	2.8%	0.1%
Education & Social Sciences	Transgender or Nonbinary	0.6%	1.0%
	Cisgender	58.1%	70.6%
	Prefer not to say	40.9%	28.3%
	Unknown	0.5%	0.2%
Health & Life Sciences	Transgender or Nonbinary	0.5%	1.1%
	Cisgender	66.3%	75.7%
	Prefer not to say	32.1%	23.2%
	Unknown	1.0%	0.1%
No School	Transgender or Nonbinary	0.0%	0.0%
	Cisgender	0.0%	66.7%
	Prefer not to say	0.0%	33.3%
	Unknown	100.0%	0.0%

TABLE 15 – STUDENT RETENTION FOR BASE YEARS 2021/22 AND 2022/23

Student Retention	2021/22	2022/23
Continue / Award	77.5%	78.2%
Exit	21.5%	21.5%
Assessment Only	1.0%	0.3%

TABLE 16 – STUDENT RETENTION BY SEX

Sex		Continue / Award		Exit		Assessment Only	
		% Sex	Overall % of Continue / Award	% Sex	Overall % of Exit	% Sex	Overall % of Assessment Only
2021/22	Female	78.8%	68.2%	20.2%	63.1%	1.0%	67.4%
	Male	74.9%	31.8%	24.1%	36.9%	1.0%	32.6%
2022/23	Female	79.6%	68.7%	20.1%	63.2%	0.3%	81.8%
	Male	75.5%	31.3%	24.4%	36.8%	0.2%	18.2%

TABLE 17 – STUDENT RETENTION BY AGE

Age		Continue / Award		Exit		Assessment Only	
		% Age Group	Overall % of Continue / Award	% Age Group	Overall % of Exit	% Age Group	Overall % of Assessment Only
2021/22	20 years and under	76.4%	37.8%	22.8%	40.7%	0.8%	32.6%
	21-24 years	79.4%	17.3%	19.4%	15.3%	1.1%	19.6%
	25-29 years	79.4%	14.8%	19.7%	13.3%	0.9%	13.0%
	30 years and under	77.0%	30.1%	21.8%	30.7%	1.1%	34.8%
2022/23	20 years and under	78.6%	39.1%	21.3%	38.6%	0.1%	18.2%
	21-24 years	80.3%	16.1%	19.5%	14.3%	0.2%	9.1%
	25-29 years	78.5%	13.6%	21.3%	13.5%	0.2%	9.1%
	30 years and under	76.7%	31.1%	22.8%	33.6%	0.5%	63.6%

TABLE 18 – STUDENT RETENTION BY ETHNICITY

Ethnicity		Continue / Award		Exit		Assessment Only	
		% Ethnic Group	Overall % of Continue / Award	% Ethnic Group	Overall % of Exit	% Ethnic Group	Overall % of Assessment Only
2021/22	BME	72.2%	10.2%	25.8%	13.1%	2.0%	21.7%
	White	78.2%	89.2%	20.9%	86.1%	0.9%	78.3%
	Prefer not to say	76.0%	0.5%	24.0%	0.6%	0.0%	0.0%
	Unknown	60.0%	0.1%	40.0%	0.2%	0.0%	0.0%
2022/23	BME	79.1%	10.1%	20.9%	9.7%	0.0%	0.0%
	White	79.1%	87.0%	20.7%	82.7%	0.2%	72.7%
	Prefer not to say	42.0%	1.2%	55.7%	5.7%	2.3%	18.2%
	Unknown	75.7%	1.7%	22.9%	1.9%	1.4%	9.1%

TABLE 19 – STUDENT RETENTION BY HOME ADDRESS IN AN SIMD20 AREA

Home Address in an SIMD20 Area		Continue / Award		Exit		Assessment Only	
		% SIMD20 Status Group	Overall % of Continue / Award	% SIMD20 Status Group	Overall % of Exit	% SIMD20 Status Group	Overall % of Assessment Only
2021/22	SIMD20	77.6%	26.8%	21.3%	26.5%	1.1%	30.4%
	Not SIMD20	80.1%	66.2%	19.1%	56.9%	0.9%	56.5%
	Unknown	59.3%	7.0%	39.2%	16.6%	1.4%	13.0%
	SIMD20	79.4%	24.8%	20.3%	23.1%	0.3%	27.3%
2022/23	Not SIMD20	80.8%	65.6%	19.0%	56.0%	0.3%	63.6%
	Unknown	62.7%	9.7%	37.1%	20.9%	0.2%	9.1%

TABLE 20 – AWARDS

Award	2022/23	2023/24
First Class Honours	20.7%	18.2%
Upper-Second Class Honours	34.7%	28.4%
Lower Second Class Honours	17.4%	12.6%
Third Class Honours	2.5%	1.9%
Unclassified Honours	0.0%	0.0%
Pass	0.0%	0.0%
Ordinary Degree	24.7%	38.9%

TABLE 21 – AWARDS BY SEX

Award	Sex	2022/23		2023/24	
		% Sex	% Award Group	% Sex	% Award Group
First Class Honours	Female	19.5%	59.3%	16.0%	58.8%
	Male	22.8%	40.7%	22.8%	41.2%
Upper Second Class Honours	Female	32.4%	58.8%	24.9%	58.8%
	Male	38.6%	41.2%	35.6%	41.2%
Lower Second Class Honours	Female	15.7%	56.8%	10.3%	54.4%
	Male	20.2%	43.2%	17.5%	45.6%
Third Class Honours	Female	2.2%	55.6%	1.6%	55.8%
	Male	3.0%	44.4%	2.5%	44.2%
Unclassified Honours	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.1%	100.0%	0.0%	0.0%
Pass	Female	0.0%	0.0%	0.1%	100.0%
	Male	0.0%	0.0%	0.0%	0.0%
Ordinary (Non-Honours) Degree	Female	30.2%	77.2%	47.3%	81.6%
	Male	15.2%	22.8%	21.7%	18.4%

TABLE 22 – AWARDS BY DISABILITY STATUS

Award	Disability Status	2022/23		2023/24	
		% Disability Status Group	% Award Group	% Disability Status Group	% Award Group
First Class Honours	Yes	24.9%	20.9%	20.9%	19.4%
	No	21.9%	78.4%	18.4%	77.6%
	Unknown	1.7%	0.7%	8.8%	3.0%
Upper Second Class Honours	Yes	39.1%	19.6%	31.7%	18.9%
	No	36.6%	78.3%	28.5%	77.2%
	Unknown	8.9%	2.1%	18.2%	3.9%
Lower Second Class Honours	Yes	16.5%	16.6%	12.1%	16.2%
	No	17.8%	76.1%	12.5%	76.1%
	Unknown	15.6%	7.4%	15.9%	7.7%
Third Class Honours	Yes	1.6%	11.1%	1.7%	15.4%
	No	2.4%	72.2%	1.6%	65.4%
	Unknown	5.0%	16.7%	5.9%	19.2%
Unclassified Honours	Yes	0.0%	0.0%	0.0%	0.0%
	No	0.1%	100.0%	0.0%	0.0%
	Unknown	0.0%	0.0%	0.0%	0.0%
Pass	Yes	0.0%	0.0%	0.0%	0.0%
	No	0.0%	0.0%	0.0%	0.0%
	Unknown	0.0%	0.0%	0.6%	100.0%
Ordinary (Non-Honours) Degree	Yes	17.8%	12.6%	33.6%	14.6%
	No	21.4%	64.4%	39.1%	77.4%
	Unknown	68.9%	23.0%	50.6%	8.0%

TABLE 23 – AWARDS BY ETHNICITY

Award	Ethnic Group	2022/23		2023/24	
		% Ethnic Group	% Award Group	% Ethnic Group	% Award Group
First Class Honours	BME	12.2%	4.8%	15.8%	6.3%
	White	23.5%	86.1%	18.5%	75.8%
	Un-known	11.8%	9.0%	18.0%	17.8%
Upper Second Class Honours	BME	36.7%	8.7%	33.0%	8.5%
	White	38.2%	83.6%	28.1%	74.0%
	Un-known	17.0%	7.8%	27.6%	17.5%
Lower Second Class Honours	BME	28.9%	13.7%	21.7%	12.5%
	White	17.0%	74.2%	10.9%	64.4%
	Un-known	13.3%	12.1%	16.2%	23.1%
Third Class Honours	BME	6.1%	20.4%	2.5%	9.6%
	White	1.7%	51.9%	1.3%	51.9%
	Un-known	4.3%	27.8%	4.0%	38.5%
Unclassified Honours	BME	0.0%	0.0%	0.0%	0.0%
	White	0.1%	100.0%	0.0%	0.0%
	Un-known	0.0%	0.0%	0.0%	0.0%
Pass	BME	0.0%	0.0%	0.0%	0.0%
	White	0.0%	0.0%	0.0%	0.0%
	Un-known	0.0%	0.0%	0.2%	100.0%
Ordinary (Non-Honours) Degree	BME	16.1%	5.4%	27.1%	5.1%
	White	19.6%	60.2%	41.2%	79.1%
	Un-known	53.6%	34.4%	34.0%	15.8%



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