



# Annual Equality Report

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Data reporting period: 1 August 2016 to 31 July 2017  
Initial period SEP 2016-2020

Approved by the full Council of  
Aberystwyth University on 23 March 2018

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# Annual Equality Report 2016-17

## SECTION 1: CONTEXT

### Introduction

The Annual Equality Report outlines the progress Aberystwyth University is making to embed equality and diversity, and to promote an inclusive culture and environment for students, staff and the wider community who use its facilities and services.

The Report sets out how the University has worked over the year to comply with the Welsh specific Public Sector Equality Duty (PSED) which came in to force in Wales on 6 April 2011 and applies to Welsh Universities. The PSED supports the Equality Act 2010 anti-discrimination legislation which offers protection to people with (but not limited to) the nine protected characteristics:- Race, Disability, Gender, Age, Sexual Orientation, Religion or Belief, Gender Identity (formerly Gender Reassignment), Marriage and Civil partnership, and Pregnancy and Maternity. In addition, the PSED in Wales lays down additional responsibilities, over and above the 2010 Act and includes duties related to the Welsh language.

The PSED consists of a general duty with three main aims set out in the Equality Act 2010. The University must have due regard to the need to:-

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people from different groups – this involves considering the need to:
  - a. Remove or minimise disadvantages suffered by people due to their protected characteristics
  - b. Meet the needs of people with protected characteristics
  - c. Encourage people with protected characteristics to participate in public life or in other activities where their participation is low
  - d. Foster good relations between people from different groups – this involves tackling prejudice and promoting understanding between people from different groups
3. Consider the three aims of the general duty when making decisions as employers and education and service providers; for example, when,
  - a. Developing, evaluating and reviewing policies
  - b. Designing, delivering and evaluating services, including education provisions
  - c. Commissioning and procuring services from others.

The University Strategic Plan 2012-2017 covers this reporting period and emphasises our commitment to creating opportunities: *‘to break down the barriers to access, supporting students and staff to succeed and grow’* and includes the importance of the Aber Values which includes *‘celebrating the individual contribution of each colleague and each student, we work to enable all to reach their full potential and to remove barriers to success’*. This commitment is translated in to practice through the Strategic Equality Plan (SEP) which sets out our commitment to promoting a fair, equal and diverse

society. This current document reports against the initial period of the 2016-2020 SEP for work and ambitions proposed within that plan and its accompanying Action Plan. As a Welsh University, we will also comply with the Welsh Language Standards.

## **Strategic Equality Plan 2016 - 2020**

The University's Strategic Equality Plan 2016-2020 has 6 key objectives which were originally developed through engagement activities (surveys, focus groups, online comments, stakeholder interviews and meetings) to strengthen our performance and delivery of equality:

### Objective

- 1 To embed the role of Equality and Diversity data in strategic decision making
- 2 To provide inclusive Learning and Teaching (including the recruitment and retention of a diverse student body)
- 3 To attract, retain and develop a diverse and talented workforce
- 4 To attract, retain and develop sustainable research teams
- 5 To provide inclusive Estate and Facilities, encompassing Access in its widest sense
- 6 To communicate our commitment to Equality and Diversity both internally and externally and promote a cultural shift.

The detailed achievements of the year 2016-17 (as well as the outline work in the further period to 30/11/17, as end-of-cycle-date for HESA and University monitoring), are best viewed by studying the updated Action Plan accompanying this report. Significant progress has been made in embedding the role of Equality and Diversity throughout the University structures: for staff, students, and visitors. Limited progress has been achieved with regard to third party services and contractors on site. The overarching objective has been to continue to promote a cultural shift, particularly through education and training, particularly in the face of the current difficulties in the HE context.

We have continued to make progress in several areas e.g. LGBTQI & A issues, including offering specific training, holding joint events with our local community, setting up a Trans working group for internal policy implementation, setting up a Trans joint external working group to launch a mid-Wales conference in November 2017. We have also made great strides in B & ME recruitment and marketing materials, and have built on the previous year's achievements in relation to Black History Month events and supporting the BAME Student Network. During 2016-17 we have set up a Staff Wellbeing Network and started to look at the issues faced by staff with both long term illness and disability, as well as those returning to work after a major illness. Lastly, greater co-operation and work alongside the Students' Union has improved support for and work with the student population, including the start of support for the 'Students as Parents' group.

It is important in the current political and financial climate within the HE sector generally to work in partnerships, both within the University, as well as with our external stakeholders and strategic partners throughout Wales and beyond. The Director of Equality (working to 31/12/2017) believes that the foundations for this have been laid for Networks and Partnership working, that the profile of Equality and Diversity has been raised both internally and externally, and the continued importance of this for

legal, moral, ethical and business reasons is now of an imperative for the successful University of the future. Several Networks have been started (including, the LGBTQI Allies group – with signage for Offices / Desks), some maintained and in some cases bolstered by use of a defined Role Description and visible logo – such as for the Equality Champions:



## **SECTION 2 : Data Analysis**

Student and Staff data are extracted from the University's internal records, HESA returns, and 'snapshots' from the HR / Finance system ABW (Pobl Aber People). The operating year to 31<sup>st</sup> July 2016 was set as a bench mark for student records, and work for this has been carried out in the Planning Office providing data for subsequent Equality analysis. Staff data is provided by HR for further analysis.

The following data section covers five areas of data:

- (A) Governance
- (B) Current Staff data
- (C) Staff - Applications, Reward & Recognition, and Training
- (D) Current Student data
- (E) Student recruitment / applicants.

### **(A) GOVERNANCE**

Aberystwyth University has pledged to work towards gender parity within its Governance structures and has signed to the Chwarae Teg Pledge for "50/50 by 2020" as an aspirational target. AU has been and is continuing (during 2017-18) to undergo changes to Governance structures, particularly the number of University Committees and this will impact on comparative data here and for the coming year. Council, Senate and Joint Committees were analysed for Gender only in 2017 and compared to the 2016 results, where possible (table A:1). There has been little change in Council and Senate proportions between female and male members (ca. ½:½ F:M), but parity has been achieved on the totals for the main Joint Committees of Council and Senate (table A:1). Academic Committees show a good balance in the total memberships between female (51%) and male (49%) (table A:2).

These latter improvements are first steps in confidence building and have given female staff more confidence in applying / standing for the higher level committees, which should bring about better equality.

Table A:1 Senate, Council, Executive & Joint Committees

COMMITTEES	2017		Jan 2016	
	F	M	F	M
COUNCIL	7 (37%)	12 (63%)	9 (38%)	15 (62%)
SENATE	12 (33%)	24 (67%)	12 (32%)	25 (68%)
Executive Group	7 (41%)	10 (59%)	4 (50%)	4 (50%)
Council / Senate Joint Committees (main 4)(2016: 5), made up of:	23 (50%)	23 (50%)	22 (42%)	30 (58%)
PDSEC	8	3	7	4
Redundancy	3	2	3	2
Charter	3	7	3	7
Research Ethics			0	6
Honorary Awards	7	1	7	1
Finance / Strategy	5	12	5	12
Major Projects	2	5	1	5
Investments	1	8	1	7

Table A:2 Academic Committees

COMMITTEES	2017		2016	
	F	M	F	M
TOTALS	58 (51.3%)	55 (48.7%)	84 (48.8%)	88 (51.2%)
Academic Board	10	11	9	15
Academic Development and Planning	5	8	7	8
Academic Management (AUMauritius)	3	3	3	3
International and Collaborative Provision	10	8	9	11
Learning and Teaching Enhancement	Now part of Academic Board		12	6
Quality Assurance	4	5	7	8
Recruitment and Marketing	14	6	12	9
Research Degrees	2	8	6	8
Student Support	10	6	7	6

## **(B) CURRENT STAFF**

KEY POINTS arising from an interpretation of the data:

1. The total number of staff (comparing main work force, excluding Abertemps / Aberworkers) has decreased from 2016 to 2017 by 7.7%. However, there is a headcount increase if we include this group.
2. The gender split for 2017 is Female 54.5% and Male 45.5% (for all staff); this is not reflected in the split for FT and PT employment where 60% of female staff are working less than 36.5 hours pw (male staff – 47% are working less than 36.5 hours pw – up from 32% in 2016).
3. The gender split for job families is variable; the Gender Pay Gap Review for 2018-19 should be analysed in light of these differences.
4. Staff who refused to answer for Disability reflects only 0.5% of total staff. This year, for the first time those disclosing Mental Health difficulties as a disability represent the largest proportion of those with a disclosed disability. This is doubled as a percentage of total staff, but is still only 1% which seems low compared to UK averages for adults.
5. For 2017, those declaring as Black and Minority Ethnic (BaME) staff represented 5.8 % of total staff (2016, 5.4%). This reversed a fall in 2015, but despite this small increase it is increasingly below the UK HE sector data, and has not reached the student population benchmark level (2017, 9%), which is suggested as an appropriate but challenging target.
6. The profile by gender for 2017 (excl. Abrwrk) shows little difference between the proportion of female and male staff across the 31 – 60 age groups (with an approx. 3% differential in favour of female staff). At the 60+ and the Under 21 end member, there are fairly equal splits by gender. Overall it appears to be an ageing organisation, although this is likely to change over the coming two year period.
7. Welsh language standards level 2/3 and above within the University in June 2016 was recorded as 29% of the staff population (unchanged from 2015). This has equivalence to B / C for 2017 at

32% (excluding abwrkr, to make a useful comparison). The 'No data' section has dropped from 21% in 2016 to only 9% in 2017, reflecting better data capture and more staff engagement in the bilingual strategy of the University and HEIs in Wales.

## **DETAILED STAFF INFORMATION**

### **1. Staffing level**

The total number of people employed on the 1<sup>st</sup> August 2017 was 2067 (headcount data, excluding Aberworks). This is a decrease (7.7%) over comparable 2016 data (2239). This reduction is a continuance of progress made in the reduction of current workforce, with Redeployment and Internal vacancies being a key strategy during the year, and a focus of consolidation.

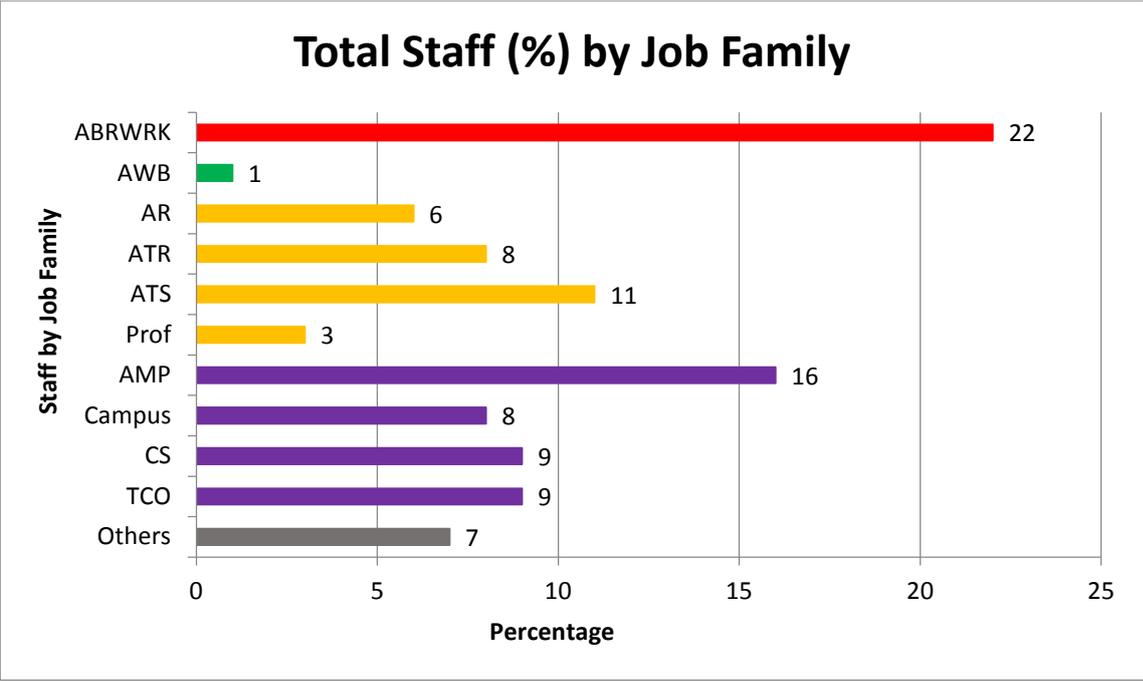
Given that the use of "Aberworkers" (undergraduate and post-graduate registered students – referred to below as 'abrwrk') increased during 2016-17, and is likely to continue to do so, the job roles were brought into the main HR framework (rather than the previous Abertemps system). Increased use has had two main drivers: primarily as an employability tool for our students, but also as a means of filling temporary gaps and vacancies during major restructuring. The data analysis for this year will include both comparisons in like-for-like figures over previous years, but also include the Aberworkers (abrwrk) as a group for the benefit of future comparisons.

This leads to a split of 59% of staff (excl. abwrk) working full time (2016, 57%) and 41% of staff working part time (2016, 43%); further FT and PT analysis can be found in 2 below, by gender. If the Aberworkers (599 headcount) are included the current year split is 46% FT and 54% PT. The Aberworker count represents 22.5% of the total workforce headcount.

The chart below shows total staff by 'Job Family' – divided into red (abrwrk), green (agricultural), gold (academic and related jobs), purple (Admin, support, clerical, manual, etc), grey (other). Again, data split by gender can be found in 2 below.

<b>ABRWRK</b>	Aberworkers
<b>AWB</b>	Agricultural Wages Board staff
<b>AR</b>	Academic Related
<b>ATR</b>	Academic, teaching & research
<b>ATS</b>	Academic, teaching & scholarship
<b>Prof</b>	Professorial
<b>AMP</b>	Admin, managerial, professional
<b>Campus</b>	Campus service manual jobs
<b>CS</b>	Clerical, secretarial
<b>TCO</b>	Technical, Computer operators
<b>Others</b>	Others staff - not included above

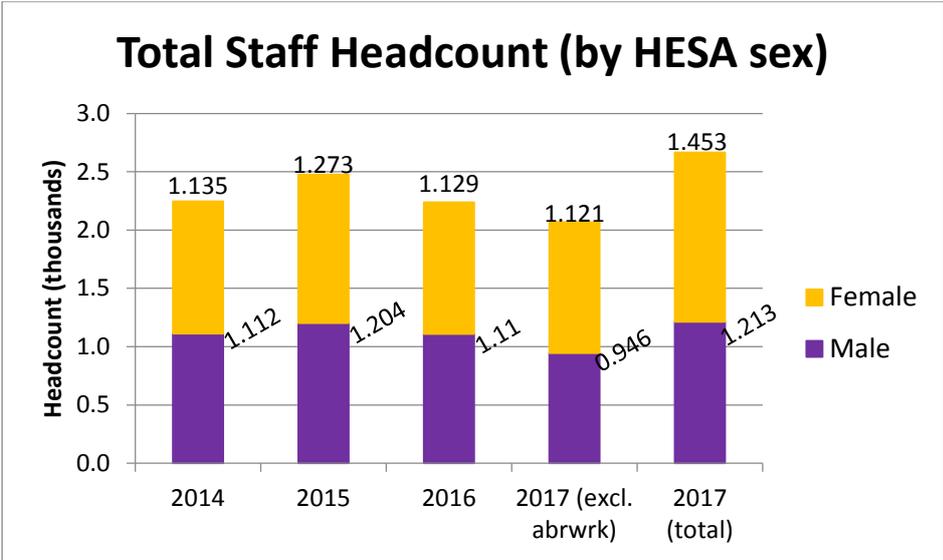
Table B:1 Abbreviations of Job Families



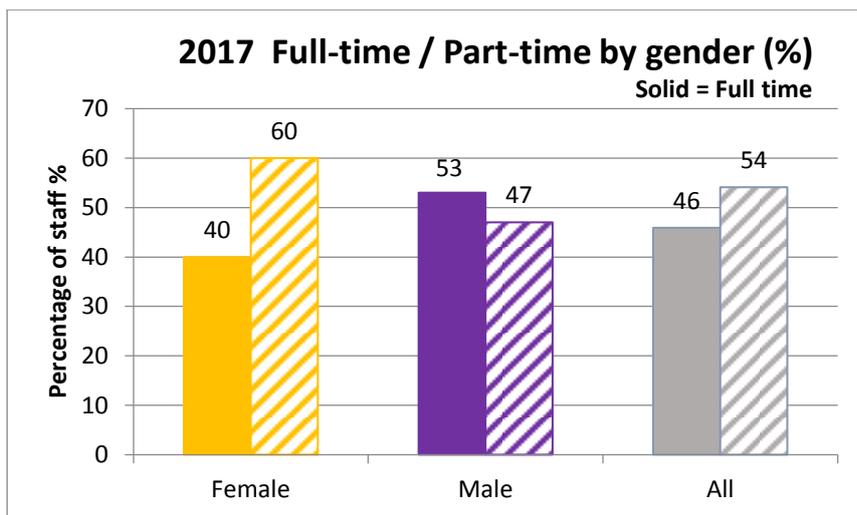
GRAPH B: 1 Dataset: HR Headcount 1.8.2017

**2. Gender breakdown**

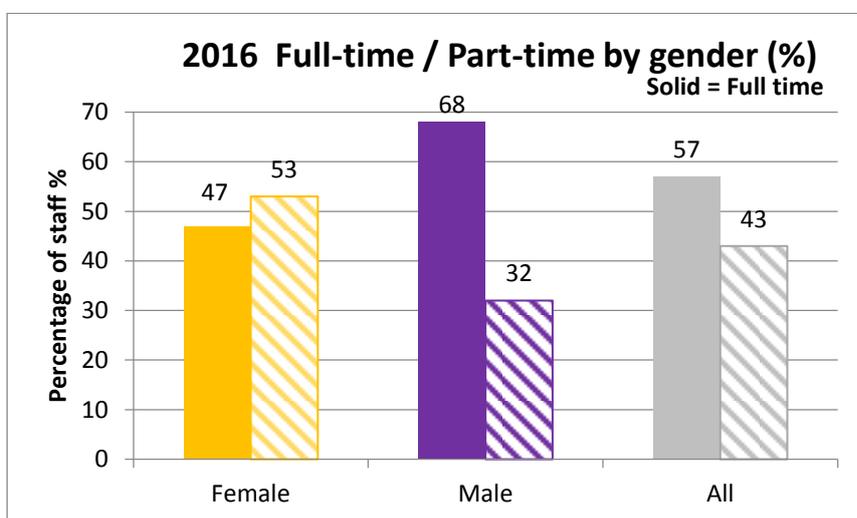
The gender breakdown for all staff for 2017 (excl. abwrk) is Female 1121 (54.2%) and Male 946 (45.5%), compared to 2016 figures 1129 (50.4%) and Male 1110 (49.6%). This is shown as a stacked F-M (HESA sex ID) graph in B:2 below, indicating a decreasing trend in total staff over the last three years (where Aberworkers are excluded). The final bar shows the total staff including Aberworkers, comprising 599 staff, and split Female 332 (55.4%) and Male 267 (44.6%), similar to the remainder of the current workforce.



GRAPH B: 2 Dataset: HR headcount 01/08/2017



GRAPH B: 3A Dataset: HR headcount 01/08/2017

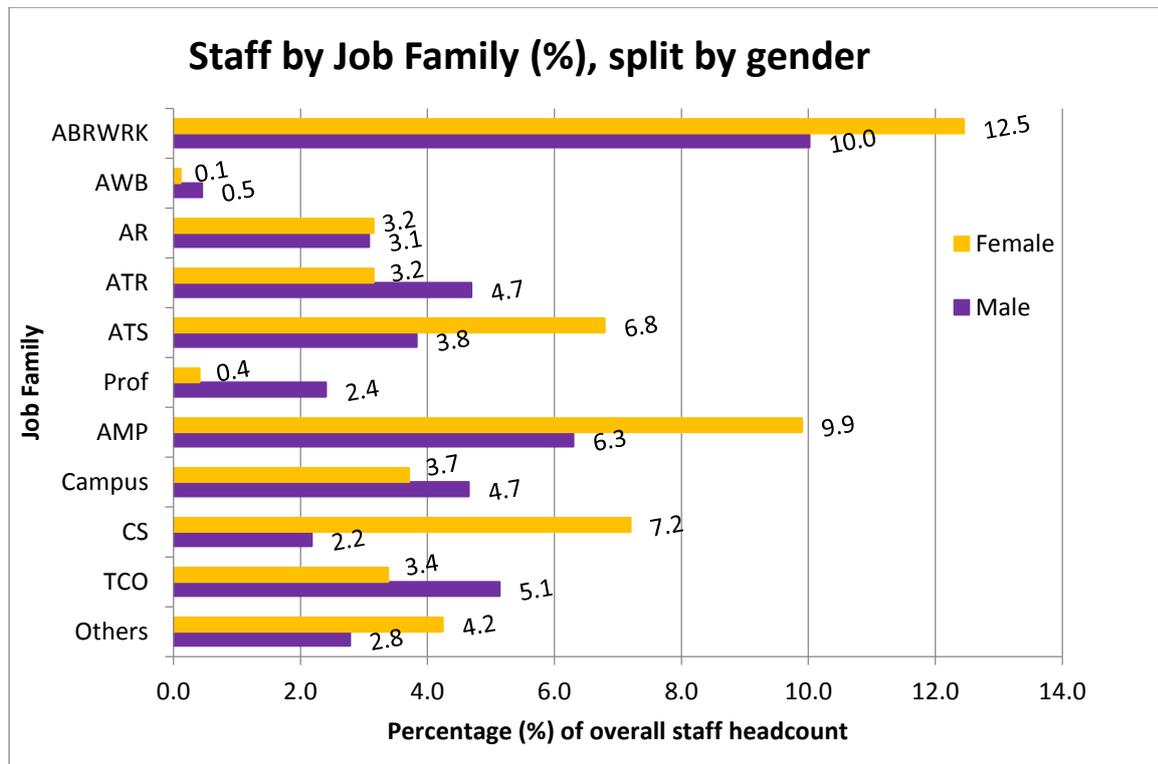


GRAPH B: 3B HR HESA data 01/08/2016

Graphs B:3A and B:3B above show the gender split between full time and part time for those employed at 1.8.2017 and 2016 respectively. For ALL staff there is a switch between full time and part time, and this is as a result of inclusion of the Aberworkers in 2017 (who are limited to 16 hours of paid work per week in term time). Given the gender split of the Aberworker cohort is similar to that of the overall staff, it is interesting to note the FT / PT change between 2016 and 2017, in particular the switch to a higher percentage of PT working for male staff (from 32% to 47%) compared with an increase from 53% to 60% for female staff (with the reverse change in FT work).

The gender split by Job Family (**defined in Table B:1 above**) can be found in the chart below (by percentage of overall headcount). There are some categories which have obviously higher percentages of female employees. For example, Academic Teaching & Scholarship where there are almost twice as many women than men, and Campus Services where there are almost 3 ½ times as many. Higher percentages for male employees are found in Academic Teaching and Research, Technical / Computer Operators, and Professorial (6 times as many). The 2015 Gender Pay review showed a narrowing of all gaps previously seen, with the exception of one area (largely due to the way additional responsibility

roles are remunerated by additional spinal points) but work is being carried out in the current year to eliminate gender pay gaps.



GRAPH B: 4 HR HESA data 1.8.2017

### 3. Disability

The percentage of staff with declared disabilities 1/8/2017 was 4.13% (compared with 4.6% in 2016, 3.6% in 2015), which is in line with UJ figures in HE (2017: 4.0%). The table B:2 below shows the breakdown between those with a declared disability, by full-time and part-time employees, and by gender for 2016/17.

Gender	FT/PT	No.	%
Female	FT	25	4.30
Female	PT	23	2.64
Male	FT	31	4.82
Male	PT	31	5.44
All	FT	56	4.57
All	PT	54	3.92
All Female		48	3.30
All Male		62	5.11
ALL		110	4.13

Table B:2 HR HESA data 1.8.2017 (disability declared)

Those who refused to answer reflect only 0.5% of total staff (a further decrease from 0.6% in the previous year). For the four previous years, a long standing chronic illness was the most disclosed disability (2017, 18.2% of disclosed disabilities). However, in this current year, for the first time, the most disclosed disability is “A mental health condition, such as depression, schizophrenia or anxiety disorder”, at 21.5% of disabilities disclosed.

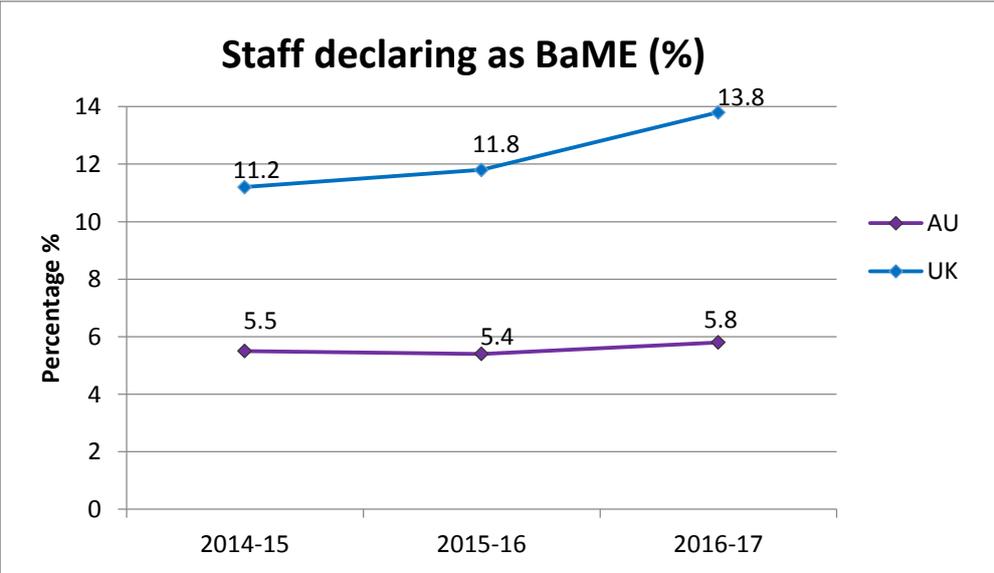
Several initiatives and events around Mental Health have been promoted during the last 2 years, as well as covering this in face-to-face staff training sessions and signing up to the ‘Time to Change’ campaign and this may have had a positive effect on people’s confidence in disclosure. This is approximately 1% of staff (2016: 0.5%), still a fairly low number compared to quoted UK averages.

**4. Ethnicity**

In 2013/2014 the categories for capturing the ethnicity of staff were amended to reflect the Higher Education Statistics Agency’s (HESA). This change combined the ‘white’ and all the ‘other white’ categories together. Black and Minority Ethnic (BaME) staff categories are also combined.

For 2017, those declaring as Black and Minority Ethnic (BaME) staff represented 5.8 % of total staff (2016, 5.4%), which indicates that in this difficult time in HE with regard to staffing, AU are maintaining their BaME staff percentage; however, this is low as compared to the early release HESA data for the UK HE sector (13.8% for 2017, 11.8% in 2016) and indicates more work to be done to look at improving this.

Not Known/Information Refused at 3.58% (2016, 4.1 %), is reducing and is below the HESA data for the UK HE sector at 2017, 8.23% (2016, 6.5%) which is increasing for this category.



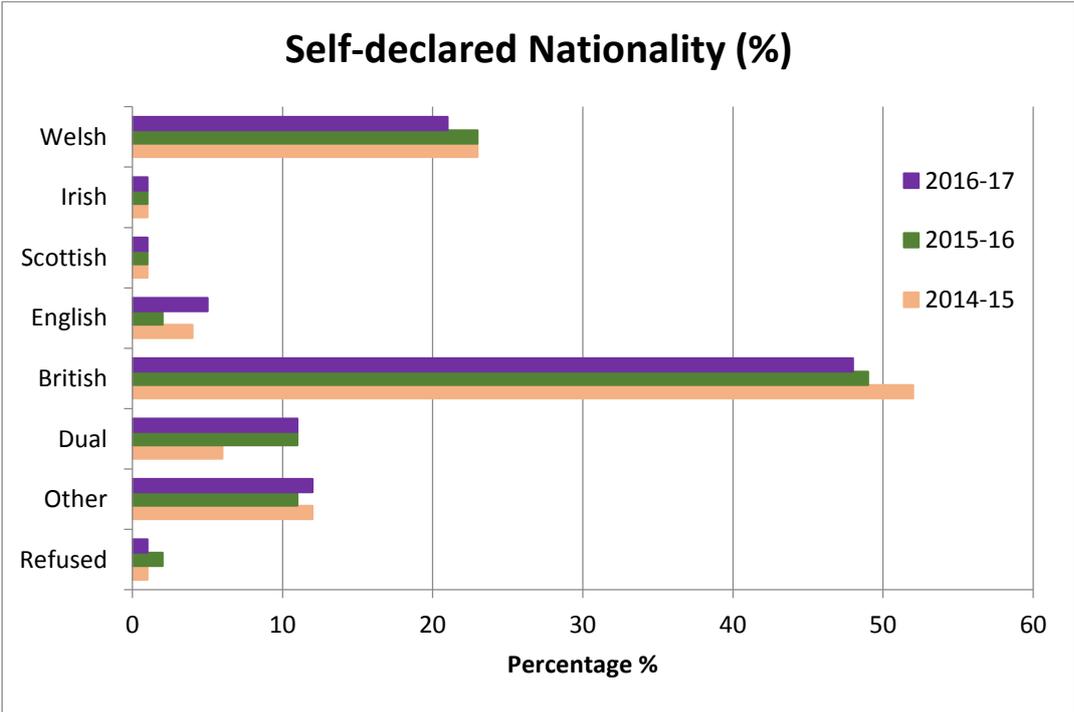
GRAPH B: 5 HR / HESA data

Discussions with regard to Benchmarking for staff levels with the Equality challenge Unit have been had. This 5.8% (at less than half the UK HEI average) is a starting point for AU to look at recruitment data and to compare staff and student numbers. The Equality Challenge Unit (ECU) suggested that staff numbers should be approximately in line with student numbers for BaME, which for 2016-17 are 9% (2015-16 : 8%).

Wales (Census 2011) was the least ethnically diverse of all the regions of the UK, with the data for those who declared as 'White' (which includes all of the White categories) at 95.6% (BaME, 4.2%). The projections for change in Wales between 2011 and 2016 are a small increase in diversity over the intervening period, largely reflected in the cities of the south and north east..

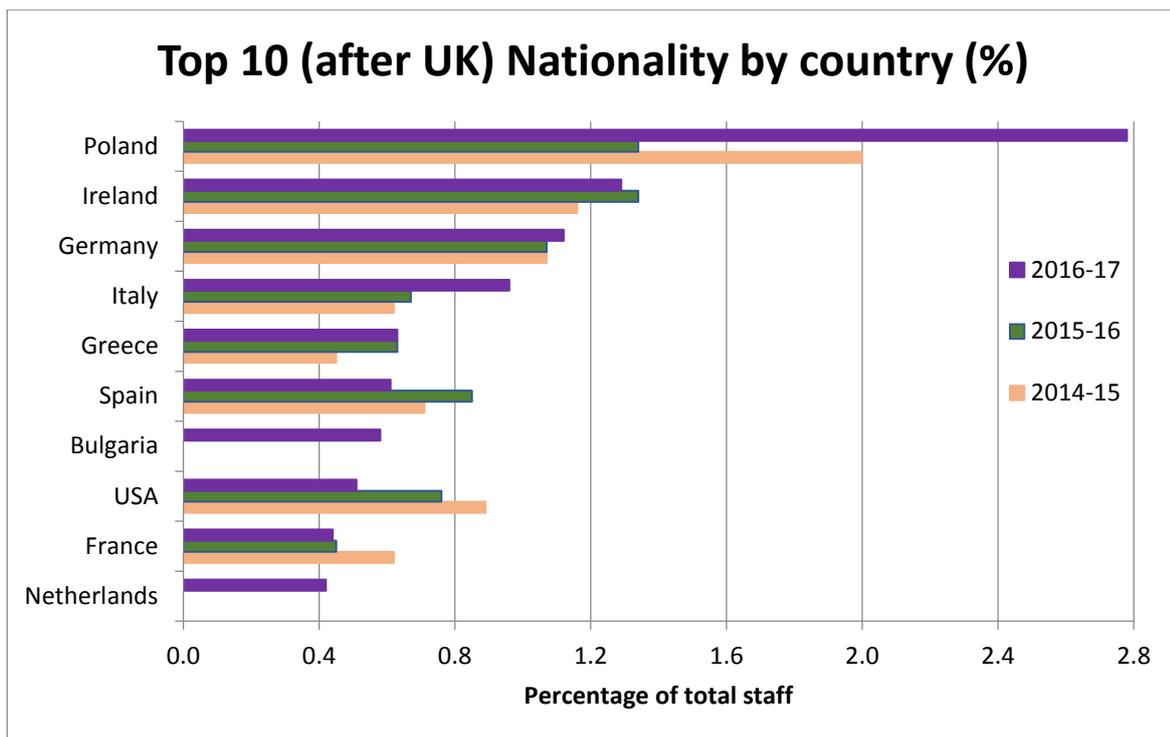
**5. Nationality**

Staff can self-declare single or dual nationality for HESA purposes, and are broken down by categories as shown in Graph B:6 below. The largest group are self-declared British at 48% (2016, 49.1%; 2015, 52.3%), followed by Welsh at 21% (2016, 23.3%; 2015, 22.8%). [Note, this is not declared 'country' by passport, legal Nationality, which is shown below as a separate graph (B:7).]



GRAPH B: 6: HR / HESA data

During 2016-17, staff possessed legal nationalities from 65 countries. The top represented nationality of staff was United Kingdom, followed by Poland and Ireland (as in the previous year). Dropping out of the "Top 10" in 2015-16 were China and Bulgaria, replaced by India and Australia. This year we see both of these disappearing, replaced by Netherlands and Bulgaria. This continues a trend of reducing proportions of non-UK / non-EU staff at Aberystwyth, which will be interesting to monitor over the coming years.



GRAPH B: 7 HR / HESA data

## 6. Sexuality and Gender Identity

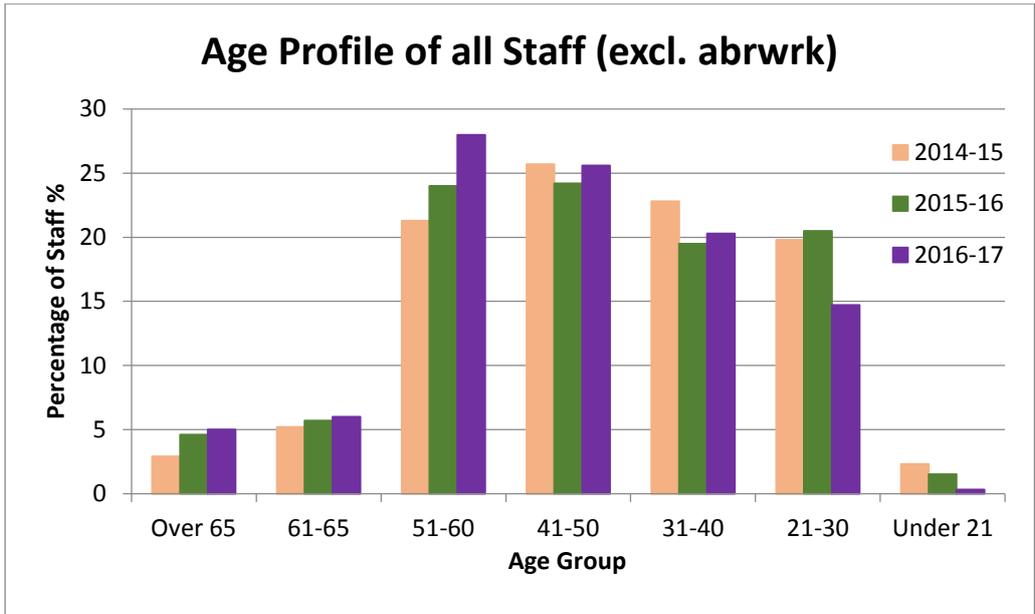
During the year the optional pages for Sexuality and Gender Identity (encompassing transgender and non-binary / gender fluid lived experience) were opened up on the HE staff record system. This section is optional and cannot be accessed by managers or HR staff below Senior Manager level, and then only on a cohort basis.

It is not possible to report on numbers at this stage, but considerable work has been carried out by the Director of Equality and the Equality Officer to promote internal and external events, profiles and education of staff and student groups. For 2017 (based on 2015-16), Aberystwyth climbed an enormous 121 places in the Stonewall Workplace Index for all employers, to 116th place across the UK and was the 12th best employer in Wales. More work completed during the year has led to a further increase up the Index to 56<sup>th</sup> in the 2018 list (based on 2016-17 data and work carried out) – 8<sup>th</sup> in Wales and 8<sup>th</sup> HEI in UK.

## 7. Age

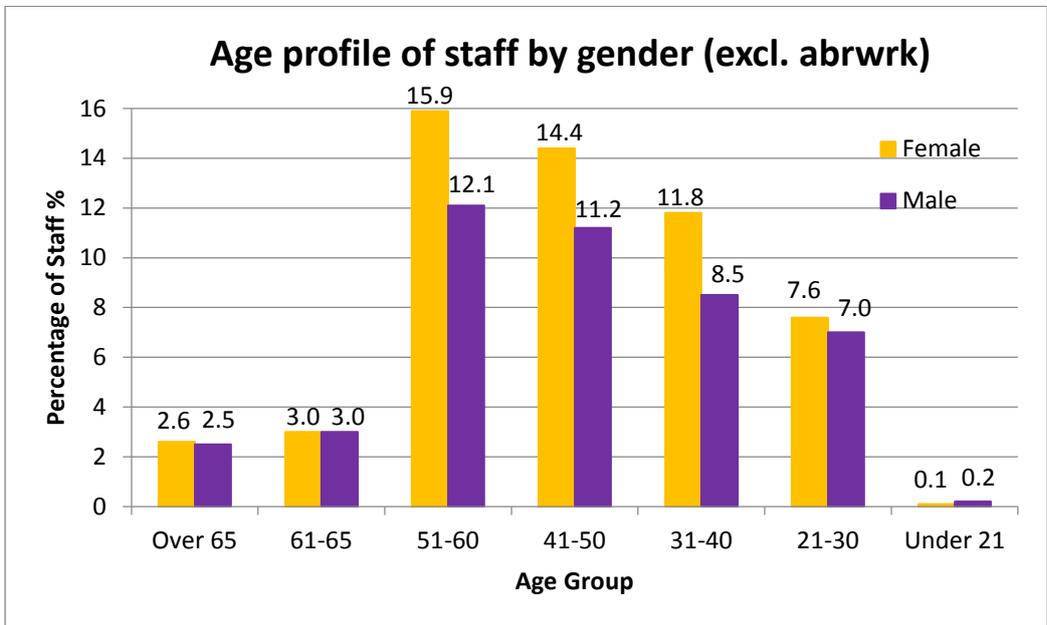
As the impact of no fixed retirement age takes effect, combined with the harmonisation of state pension drawdown between women and men, (and the future gradual increase in that age), we can expect the workforce to become more equal across the whole of the 21 – 65 year age range.

The most notable change in Age profile is the reduction in the 21-30 age group – this reflects the reduction in recruitment in early career academics and new (younger) staff in professional and support services, in time of falling student numbers. The under 21 category is very low once one excludes Aberworkers (0.3%). What we see is an aging organisation, which has cost and curriculum implications.



GRAPH B: 8 HR / HESA data

The profile by gender for 2017 (excl. abrwrk) shows little difference between the proportion of male (purple) staff and female staff (gold) across the 31 – 60 age group (with an approx. 3% higher level of female staff). At the 60+ end and the Under 21 end members there are fairly equal splits by gender.



GRAPH B: 9: HR headcount 1.8.2017

## 8. Welsh Language

The 2014 Revised Welsh Language scheme came into effect during 2014-15, and staff records have continued to be updated. In addition 2015-16 saw the Welsh Language Standards for all newly advertised jobs being approved by the Welsh Language Centre, so this year is the first year on which the A-B-C levels have replaced the Level 1-2-3 system.

This, combined with the better online data for all staff will mean that this year is a base-level for ongoing reporting. Table B:3 below (left) shows the percentages for staff of the system in 2017 (alongside the previous levels) and on the right, shows staff with the Aberworkers (UG / PG student workers) removed.

Current standards	Staff (all) %	Equivalence	Current standards	Staff (excl abwrwrks) %
A0 ORAL	56%	Old Level 1	A0 ORAL	42%
A1 ORAL			A1 ORAL	
A2 ORAL			A2 ORAL	
B1 ORAL	8%	Old Level 2	B1 ORAL	10%
B2 ORAL	15%	Old Level 3	B2 ORAL	21%
C1 ORAL	2%	No previous equivalent Higher than Level 3	C1 ORAL	1%
C2 ORAL			C2 ORAL	
No data	19%		No data	9%

Table B:3 HR data 1.8.2017

Welsh speakers (Welsh language standards level 2/3 and above) within the University in June 2016 was recorded as 29% of the staff population (unchanged from 2015). This has equivalence to B / C for 2017 at 32% (excluding abwrwrks, to make a useful comparison).

However, it is interesting to note that the 'No data' section has dropped from 21% in 2016 to only 9% in 2017, reflecting better data capture and more staff engagement in the bilingual strategy of the University and HEIs in Wales.

## (C) STAFF - Applications, Reward & Recognition, and Training

### 1. Applicant Data to 31 July 2017

The online system records 4616 applications for all positions (including Abertemps, AberForward and Aberworkers: 'non-standard' staff positions) for the year 2016-17 (which is the first full year of complete data), of which 2956 were for 'standard staff'.

These applications relate to 379 positions advertised (where there are a number of positions which look to recruit multiple posts); these data also include individuals who have made multiple applications, as well as jobs which have multiple or repeated vacancies. Successful appointments numbered 1461 (31.7% of applicants).

a. Gender

Of all applications made, 46.4% were made by Females, 46.7% by Males and 6.9% were unknown / not declared.

Applications	Successful (hired)	Female %	Male %	Unknown / % Not declared
4616		46.4	46.7	6.9
	1461 (31.7%)	50.9	44.7	4.4

Table C1: ABW e-recruiter system 31-7-2017

The overall data is more gender-balanced compared to the 7 month period reported in the 2015-16 Annual report where successful (hired) applicants were 58% female and 42% male respectively). However, there is no statistically correct comparison to be made in the current year.

b. Ethnicity

There are difficulties in comparing these data over the previous periods, with both a change in system and differing time periods. This will be resolved going forward, with the e-recruiter full system now in operation. The table C2 below summarises applicant data.

All applicants	2016-17 (12 months)		2016 reported (7 months)	2015 reported (12 months)
White (all classes)	71.8%		82.8%	70.8%
BaME (all classes)	18.3%		8.4%	12.2%
Refused / no information	9.9%		8.9%	17.0%

Table C2: ABW e-recruiter system 31-7-2017

The e-recruiter data allows us to be more confident of our data going forward – the first step to successful benchmarking and action. Table C2 above can be broken down further to the HESA data categories for Ethnicity as shown in Table C3 below, for both applications and successful (hired) staff. Here the BaME categories have a lower success / hired rate (overall) than those who declare as 'White', something that should be investigated further with regard to job roles, grades and job families.

Ethnicity	Applications	%	Success (hired)	%
Arab	32	0.7	10	0.7
Asian/Asian-Brit/ Bangladeshi	280	6.1	37	2.5
Black/Black-British/African	138	3.0	36	2.5
Chinese	92	2.0	19	1.3
Gypsy / traveller	4	0.1	1	0.1
Mixed - White & Asian	51	1.1	16	1.1
Other Asian	115	2.5	15	1.0
Other Black	30	0.6	13	0.9
Other Ethnic background	102	2.2	20	1.4
White	3317	71.8	1191	81.5
Prefer not to say	137	3.0	38	2.6
Unknown	318	6.9	65	4.4
TOTALS	4616	100	1461	100

Table C3: ABW e-recruiter system 31-7-2017

### c. Disability

The e-recruiter collects those declaring a disability and those who are considered under the Two Ticks / Disability Confident guidelines.

For 2016-17, the successful (hired) applicant rate for those with a declared disability is slightly higher than the overall successful (hired) rate, as shown in Table C4 below:

Disability	Applications %	Success (hired) %
2016-17	9.8%	10.0%
2015-16	8.1%	9.5%
2014-15	9.0%	11.6%

Table C4: 2016-17 e-recruiter system 31-7-2017

Note – that the systems for collecting this data changed mid-way through the 2016 system so comparisons should be made with care.

Those who applied under the Two Ticks / Disability Confident system in 2016-17 numbered 129 (2.79% of all applications). Successful (hired) applicants numbered 11 (0.75% of the total successful / hired figure). This indicates that those with a more severe declared disability, although more likely to be interviewed, were almost 4 times less likely to be appointed. More work to look at criteria and reasons for appointment / non-appointment would need to be carried out to evaluate this discrepancy.

d. Other Protected characteristics

Disclosed data for other categories (sexuality, gender trans / cis-normal, etc.) is too small to be analysed for this year. A further campaign to encourage more staff to engage with the optional data area of the Staff Record will be carried out in 2018.

**2. Academic Promotions**

In 2016, Aberystwyth University changed to a 2 yearly process for Academic Promotions; there was, therefore, no round in 2017, and the next round was scheduled for 2018. However, this may well be subject to a further pause during the implementation of the current Sustainability Implementation Plan and related restructuring.

2016 was the fifth year of the Academic Promotions Panel system. The process was reviewed in early 2015 and the two major recommendations were implemented (Unconscious Bias training for panels, good examples of applications made available for all staff). The tables below shows the promotions for a 5 year period for three academic categories, and the comparative application and success rates for 2016 and 2015:

Role	Senior Lecturer		Reader		Chair		Total
Year/Gender	Male	Female	Male	Female	Male	Female	
2012	11	7	2	1	4	2	27
2013	10	4	9	2	4	1	30
2014	9	12	18	7	7	1	54
2015	6	11	7	5	5	3	37
2016	10	7	6	5	2	2	32

Table: HR team Academic Promotions data

**2016 and 2015 applications and success rates**

	2016				2015			
	APPLIED		SUCCESS RATE		APPLIED		SUCCESS RATE	
Female	23	43%	14	61%	30	40.0%	19	63%
Male	30	57%	18	60%	45	60.0%	18	40%
Total	53		32	63%	75		37	49%

Table: HR team Academic Promotions data 2015, 2016

### **3. Accelerated Increments and Contribution Points (AICP) Process**

The AICP process was an annual process which enabled (largely non-academic) staff, or their managers on behalf of the member of staff, to make an application for an accelerated increment or contribution point on the basis of being able to demonstrate excellent performance in accordance with the agreed criteria. Aberystwyth University has changed to a 2 yearly process; there was no planned round in 2016 and the next round was planned to be in 2017. In May 2017, due to University-wide reconfiguration and the Sustainability Implementation Plan (SIP), a joint agreement was made with UCU, UNISON and UNITE to pause the 2017 process, this was further extended in November 2017.

2017 Round postponed

2016 No round due

2015 was the fourth year of the annual AICP process and 79 individual applications were received (with no group applications) – a decrease of 7% from 2014, following the trend of the last 3 years, indicative of a continuing period of consolidation in staffing numbers.

The AICP panel met on two occasions, 21<sup>st</sup> and 22<sup>nd</sup> January 2016 to consider the 2015 applications. Male applications outweighed female applications, at 52% and 48% respectively. However, success rate for both male and female applicants was 68%. This seems to mirror other applicant areas, where female success rates outstrip the application rates, indicative of high quality and considered applications.

AICP applications and success rates

2015	Total	Female	Male
Overall number of individual applications	79	38 (48%)	41 (52%)
Agreed	54	26	28
Not agreed	24	12	12
Deferred	1	0	1
Success rate	68%	68%	68%
Group application	None		

Table HR AICP report s 2015

### **4. TRAINING**

#### ***Online Diversity e-learning training***

Aberystwyth University provides mandatory training for all staff and at the staff first day induction the process is explained. This on-line tool enables staff to:

- familiarise themselves with equality legislation
- gain an understanding of the broader issues around equality and diversity
- raise their awareness of their responsibilities and rights as members of staff.

The training is provided by means of an online tutorial. This tutorial can be done in one sitting or in 'bite-sized' chunks at your convenience. The quiz contained within the programme must be completed in order to finish the training. There were considerable problems with the system during the previous year (2015-16) and data was deemed unreliable and not reported. During 2016 an update to the system was therefore initiated and this went live in November 2016. The system is more user friendly for staff and data can be interrogated to ensure that all staff are up to date with training (by Institute or Department).

As at 31/7/2017, we had improved our e-diversity take up to 72% of staff (with a target to increase this further for 2017-18 to 75%) and in addition bespoke face-to face training was being rolled out during 2016-17 for academic and service departments. These were delivered to more than 1400 of our staff (including part-time and shift system staff, by making sessions available at different times of the day and late evening, as well as different days), as well as being delivered to specific groups who were not included in this figure, such as :

- Aberforward spring, summer and annual intern cohorts,
- PG students who teach or demonstrate, as part of induction,
- Large research groups in Institutes (with multi-cultural teams),
- Various student groups, and
- Residence Life Assistants.

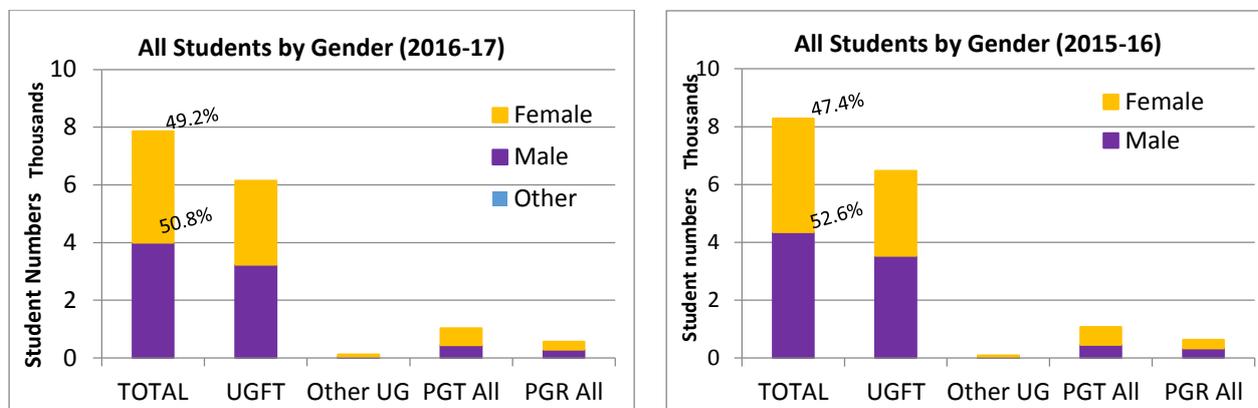
## (D) CURRENT STUDENT DATA

### 1. Gender

#### (a) Overall

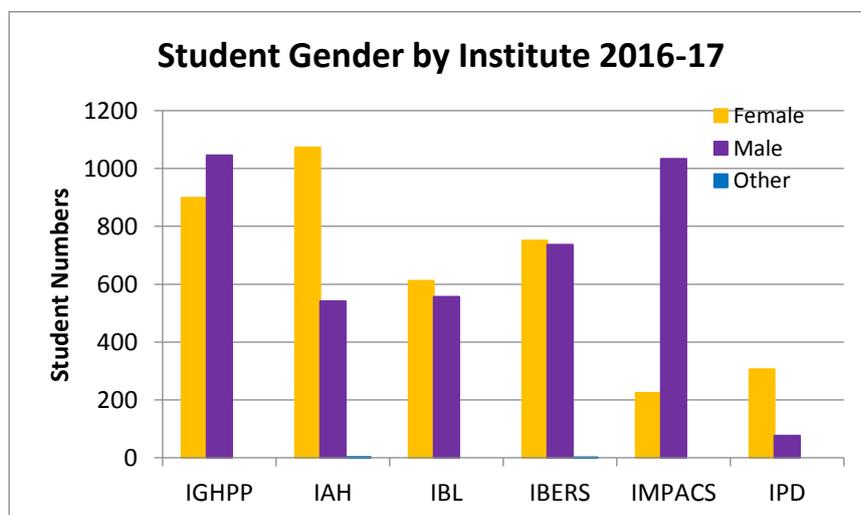
For the first time in several years there has been a reversal in the Overall Female Student percentage, (see graphs C1 a 7 b below), representing 49.2% of the total cohort in 2016-17 (up from 47.4% in 2015-16). However, it should be noted that this is largely as a result of increased numbers of female postgraduate students and the figures for undergraduates are Female 47.5% and Male 52.5%. Total students registered for 2016-17 were 7859 (2015-16, 8278).

AU has collected Gender data for the first time categorised as Female, Male and Other (with the latter category as <0.1% in this first year). This has been included in Graph C1 Legend as a flag that this is now an option for student data at Aberystwyth.



Graph D: 1 (ASTRA records) All registered students by gender (a) 2016-17 (b) 2015-16

The objective to maintain a 50:50 balance between women and men overall, is part of the SEP 2016-2020, but this is a crude measure and more work needs to be carried out to look at the data within subject areas, major degree programmes, Departments and Institutes. The following Graph C:2 shows a breakdown by Gender for Institutes as constituted in July 2017.



Graph D: 2 (ASTRA records) All registered students by gender 2016-17

## (b) Undergraduate Withdrawals

The number of UG withdrawals in 2016-17 is recoded as 292.5 FTE compared with 291.0 in 2015-16. For 2016-17, there is no difference in the withdrawal numbers by Gender; however, this represents a slightly higher percentage of female students withdrawing compared with male students. There is little statistical difference in reasons given for withdrawal, except in respect of

- Exclusion (Males exceeding Females),
- Lapsed / out of time ((Males exceeding Females),
- Transfers to another provider (Females exceeding Males).

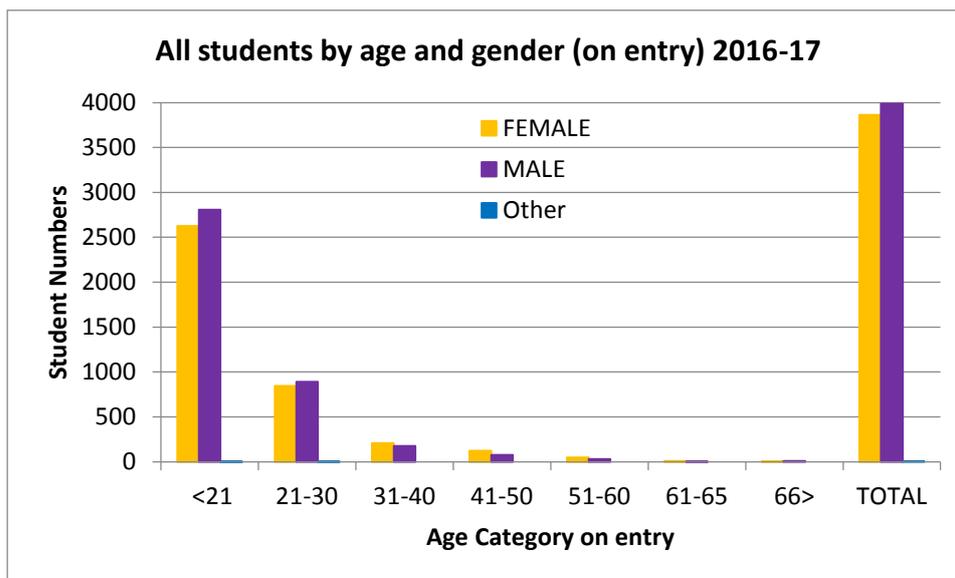
Numbers are small, such that no statistical significance can be drawn from this.

## 2. Age

There is no difference in the gender gap of all students by Age on Entry, up to the age of 30 (Males exceeding Females). Over the age of 30 the gender split reverses, but these are very small numbers in comparison to the major intake of Under 21s (representing 69% of total students).

Given that the major intake of students to Aberystwyth University is by 'traditional' straight from school or college routes, this is the area where we have to commit resources over the coming year to understand and redress the number of female students registering at Aberystwyth.

There continues to be low numbers in students commencing studies over the age of 30. This perhaps reflects the lack of part time study opportunities, low local population for 'travel-from-home' area for mature students, and a general HE sector reduction in mature / part time students in Wales and wider UK.



Graph D: 3 ASTRA records All registered students by age category on entry and gender

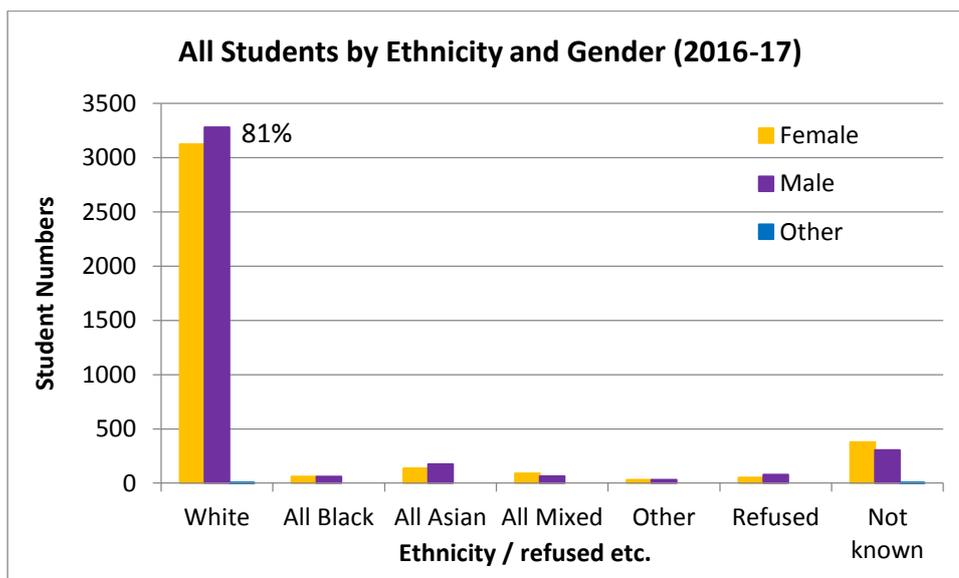
NOTE : no historical data has been included due to an error in the programmed calculation formula in previous years. However, this had no material difference in the overall demographics with regard to age and gender.

### 3. Ethnicity

Benchmarking for AU was discussed with ECU / Race Charter group and HEIs in Wales to gather good benchmarking information against (i) UK and / or Wales as a sector, (ii) main AU competitors, (iii) similar rural Universities, and / or (iv) the demography of our major recruitment areas / regions. During this re-structuring period, no further work has been carried out in 2016-17.

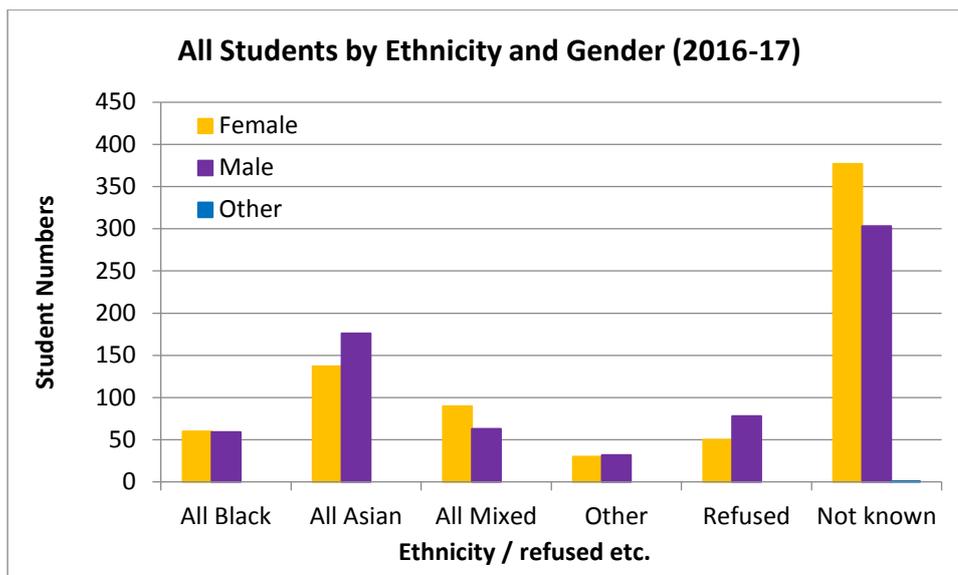
The percentage of students declaring they are 'White' (which includes all sub-categories) remains high at 81% (2015-16, 81%), with a further 10% either refusing the information or being unknown / blank. This gives a percentage of those declaring to be from BaME groups as 9% (2015-16, 8%). See Graph D:4.

With regard to gender, linked to ethnicity, there is parity in Black groups and Other (Gypsy/Traveller, Arab, etc) and a reversal in Mixed groups (compared with the total for AU), but the numbers are statistically very small. Also, those with a 'not known' or 'blank record' show a greater number of females than males, compared to the general AU population. This can be seen more clearly in Graph D:5 (which excludes white categories).



Graph D: 4 ASTRA records All registered students by ethnicity and gender

For Undergraduate Students, those declaring as 'White' (which includes all sub-categories) remained constant at 81% for the last 4 years. We will be continuing to work towards improving the ethnic mix of our student population over 2017-18, and beyond. This has informed the 2016-2020 SEP and training (staff and students) will increase awareness of any issues in the recruitment, application, interview and registration processes.



Graph D: 5 Registered students by ethnicity and gender (White excluded) (numbers)

#### 4. Disability by mode and level

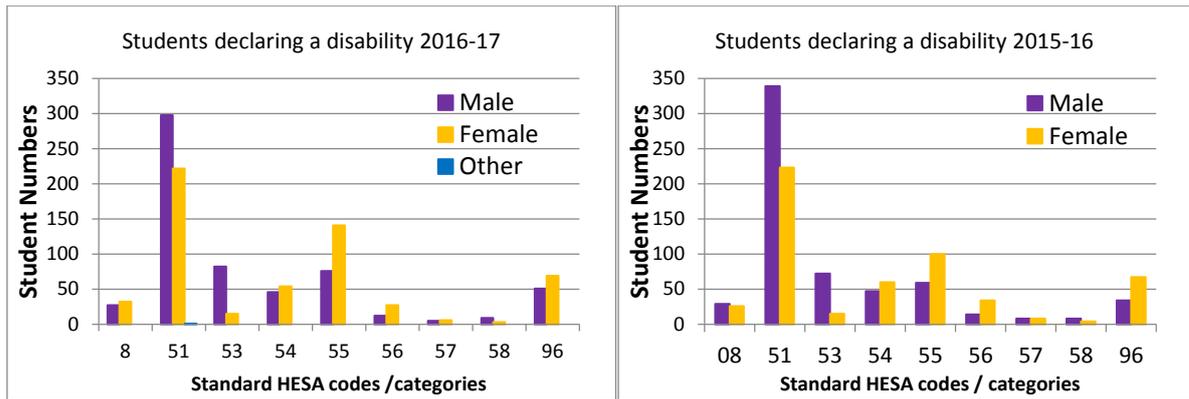
The total number of students with 'no known disability' for 2016-17 was 1,176 / 85% of all registered students (2015-16, 86%) .

Looking at the gender split for those with a declared disability, there is a fairly even split as in previous years.

	% of female students	% of male students	% of all students
2016-17	14.7%	15.2%	15.0%
2015-16	14.0%	13.7%	13.9%

The standard descriptors for Disability categories are shown below:

Code	Description
00	No known disability
08	Two or more impairments and/or disabling medical conditions
51	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
53	A social /communication impairment such as Asperger's syndrome /other autistic spectrum disorder
54	A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
55	A mental health condition, such as depression, schizophrenia or anxiety disorder
56	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
57	Deaf or serious hearing impairment
58	Blind or a serious visual impairment uncorrected by glasses
96	A disability, impairment or medical condition that is not listed above



Graph D: 6 ASTRA student records Students with a disability, by category (a) 2016-17 (b) 2015-16

There is again this year a statistical difference between male and female students declaring a SLD (dyslexia, etc.) in category 51, and those with Autism / ASD in category 53.

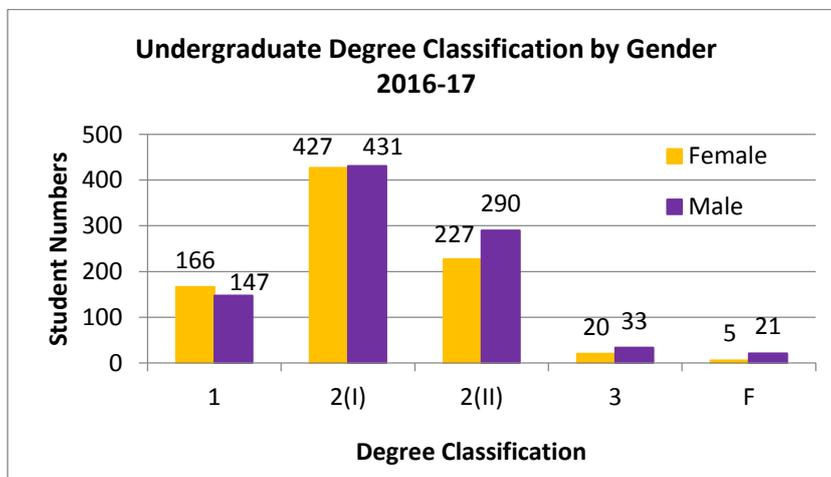
For those declaring a MH condition (category 55), there is an opposite trend gender split, with double the number of Female students than Males disclosing. Numbers declaring a MH condition are low at 2.8% (2015-16, 1.9%) of all students, but is a 48% increase on the year. This in itself is of note, in that the occurrence of MH difficulties reported by Students' Union and Student Support services are higher, but non-disclosed. The rate of female students disclosing a MH condition is 3.6% (2015-16, 2.5%) and the rate of male students disclosing a MH condition is 1.9% (2015-16, 1.4%).

The increases in disclosures for Mental Health conditions and for those with Autism /ASD is growing ahead of the UK HEI trend and the Wales HEI trend, and is a key issue for all staff in the University in supporting students.

## 5. Achievement

### GENDER

Graph D:7 shows the Gender split of Undergraduates graduating / leaving in 2016-17. Female students outnumber Male students for 1st Class Honours degrees, those with 2(I) are almost equal, and Male students outnumber Female students in 2(II), 3 and Fails.



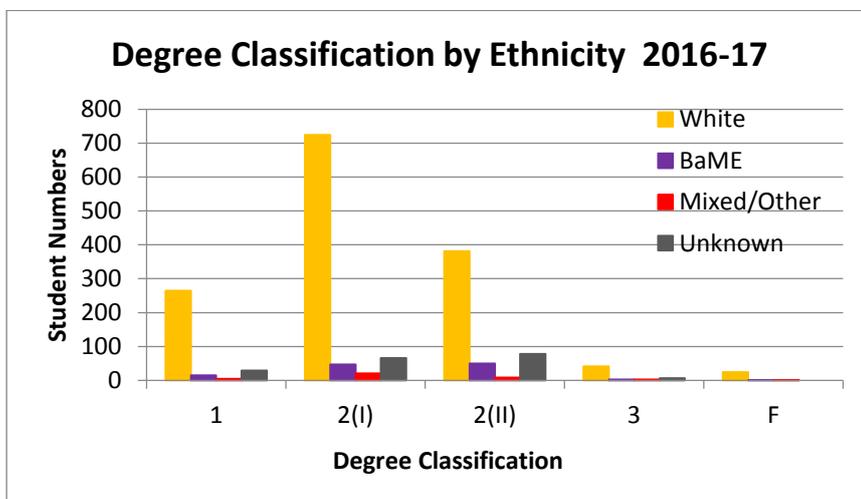
D:7 ASTRA records Undergraduate Students leaving 2016-17 by Gender

Female students achieving a 'good degree' (1, 2(I) ) represent 33.6% of the total and Male students represent 32.7% of the total. This near equality will continue to be monitored.

### ETHNICITY

Graph D:8 shows degree class for undergraduates by Ethnicity. Given the relatively low numbers of BaME and Mixed / Other students, it is more useful to compare the percentages of White students getting 'Good Degrees' at 68.9% and BaME / Mixed race students getting 'Good Degrees' at 56.6%.

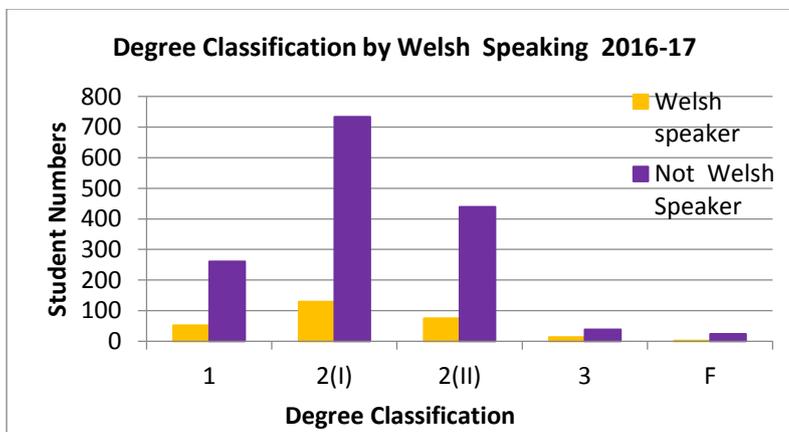
In order to further interrogate these data and the differential percentages, we would also need to follow an entry cohort and compare entry level qualifications through to final degree classification, and this is a recommendation for future years to lend clarity to this area of work.



D:8 ASTRA records Undergraduate Students leaving 2016-17 by Ethnicity

### WELSH LANGUAGE

Graph D:9 looks at Welsh speakers / Non-Welsh speakers and the percentage of Welsh Speakers gaining a 'Good Degree' is 66.8%, whereas for non-Welsh speakers it is 66.5%, virtual equality.



D:9 ASTRA records Undergraduate Students leaving 2016-17 by Welsh speaking

## (E) STUDENT APPLICANT DATA (2016-17 application round)

### 1. OVERALL

Summary UCAS data for the previous 5 years is shown in Table E:1

Average Number of MS Applications for University Groups & Aberystwyth					
Year	2013	2014	2015	2016	2017
Major Universities Average	19291	20159	20659	20916	20222
R&C Average	24503	25598	26694	27260	27102
Welsh Average	9573	10858	10861	10899	11337
Aberystwyth Total	9785	8425	8315	8950	8940

Table E: 1 Planning End of Cycle Recruitment report

Applications at AU had a slight upturn in the 2016 round and this was maintained in 2017, against a fall in the major UK Universities Average (E:1 above).

Acceptances (conversion) at Aberystwyth have increased over the past three years, with the Major Universities average taking a decline in the 2017 round.

Number of MS Acceptances for University Groups & Aberystwyth					
Year	2013	2014	2015	2016	2017
Major Universities Average	2845	2947	3077	3107	3077
R&C Average	3422	3517	3710	3781	3798
Welsh Average	1827	2268	2030	2035	2237
Aberystwyth Total	2170	1910	1820	1870	1965

Table E: 2 Planning Dept. End of Cycle data (UCAS)

Overall acceptances (provisional) at AU are 22.0% in 2017 as against 20.9% in 2016 – a small but encouraging increase, and compares favourably as a total, with a similar small increase, to the Main Universities Averages of 15.2% in 2017 and 14.9% in 2016.

### 2. GENDER

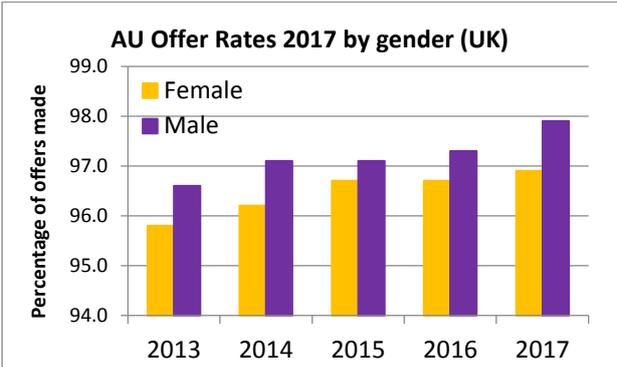
At Aberystwyth, the number of male applications since 2011 has decreased year by year at a consistent rate but the number of female applications followed this trend, marginally reversed in 2016 (higher than 2014 and 2015), but has fallen slightly in 2017. The Table E:3 summarised this for UK students with a clear female : male ratio trend over the 5 years:

APPLICATIONS	2013	2014	2015	2016	2017
Female	3815	3305	3310	3460	3280
Male	4200	3425	3195	2920	2740
Ratio F:M	0.91	0.96	1.04	1.18	1.20

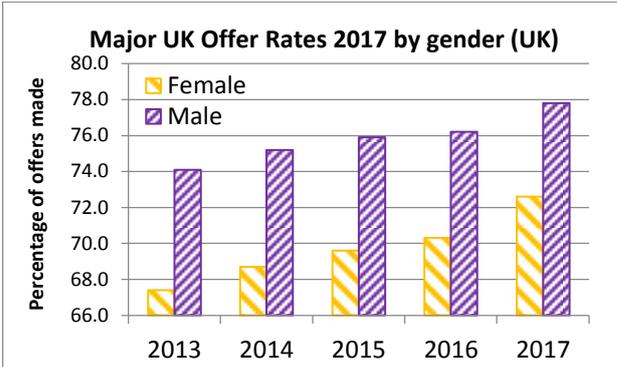
Table E: 3 Planning Dept. End of Cycle data (UCAS)

It is crucial to also look at the offer rates and acceptance rate by Gender. Graphs E:1 and E:2 show the offer rates for comparable UK students for Aberystwyth and for Major UK HEI Averages. Note that the scale and vertical axis is not comparable, but the trends show a difference in offer rates by gender.

In the UK (E:2), offer rates overall have increased year on year and the lower differential of female offers has fallen from 6.7% points to 5.2% points in 2017, narrowing the gap. In graph E:1 for AU, offer rates have also increased over the period and there is also a differential in male and female rates, which although smaller than the UK average, fell from 0.8 (2013) to 0.4 (2015) but has increased again to 1.0 in 2017.



Graph E: 1 Planning Dept. End of Cycle data (UCAS)



Graph E: 2 Planning Dept. End of Cycle data (UCAS)

The final part of the picture is Acceptances (conversion rates), with AU having a consistently lower conversion rate for Females than Males, summarised (for AUs UK students) in Table E:4:.

ACCEPTANCES	2013	2014	2015	2016	2017
Female	780	715	725	820	770
Male	1035	890	805	715	720
Conversion F %	20.4	21.6	21.9	23.7	23.5
Conversion M %	24.6	26.0	25.2	24.5	26.3

Table E: 4 Planning Dept. End of Cycle data (UCAS)

In summary, Aberystwyth University has :

- worked hard to increase the number of Female UK students applying, and the ratio of F:M is now positive at 1.2:1.
- However, this is offset by a percentage point lower offer rate made to Females over Males; and
- by the consistently lower female conversion rates (as above).

More work is needed to analyse the trends by Institute and Department to understand these data with more granularity.

### **3. ETHNICITY**

- The UK picture shows an increasing percentage of applications from Black and Minority Ethnic students; this is also true for Wales, and has been maintained over the previous 10 years. Currently, this is approximately 28% for UK and 14% for Wales. Aberystwyth figures are currently at 6.6% (2016, 6.1%).
- Extensive work has been carried out over the 2015-16 and 2016-17 period to protect this low application number – and the percentage has seen a very small increase, but still well below the Wales and particularly UK averages.
- Offer rates are too variable to be meaningfully analysed for trend, as they are based on low numbers and AU has a very high overall offer rate. However, looking at Welsh Universities AU has the highest offer rate for the different groupings and there is no significant difference from the non-BaME rate.
- Rates of Acceptances / Conversion for BaME groups in AU have once again not seen the same relative fall as White applicants, and AU is better than the Welsh average.
- This is an area where increased growth in student numbers can come from and understanding more granular data is essential.

### **4. Other protected characteristics and detailed data breakdown**

In line with the 2016-2020 SEP, more work needs to be done to set the baseline data across other protected characteristics, such as sexuality, religion and belief. Optional Equality Data pages for Student records have been made available in the 2017-18 year and a communications plan to encourage more students to complete these, including the confidential nature of records, is planned.

During the coming year we will also look in more detail at an Institute and / or Department level, where this is possible and appropriate, to understand more about the student demographic in different subject areas.