



## Executive Summary

### Equality and Diversity Annual Report (1 September 2009 to 31 August 2010)

Following the implementation of Aberystwyth University's new [Equality Scheme](#), this second Equality and Diversity Annual Report on the scheme summarises actions and achievements for the academic session 2009-10. It aims to:

- demonstrate steps taken by the University to actively promote equality of opportunity and eliminate unlawful discrimination;
- demonstrate that statutory duties for Race, Disability and Gender (including gender reassignment) equality were met, as well as going beyond legislative requirements and include other areas of equality, i.e. age, religion/belief, sexual orientation and Welsh language;
- help to steer on areas of development and future action following the review of the equality action plan, statistical analysis and equality activities;
- prepare and implement requirements of the Equality Act;
- demonstrate continued commitment to equality where a culture of respect and understanding is fostered, and the diversity of the community is positively valued.

Key achievements include (in chronological order):

- launching Human Resources 'supporting staff' web pages which have been accessed over 6,000 times since the launch of the pages in 2010 (January 2010);
- completing an equal pay audit following the completion of pay modernisation (January 2010);
- holding a LGB&T collaborative event with other local public bodies and organisations (February 2010);
- completing a full equality impact assessment (May 2010);
- launching Disability Coordinator roles and network (May 2010);
- releasing an equality scheme video and web pages which have been accessed 3,000 times (June 2010);
- promoting the scheme in equality presentations, training and newsletters;
- responding to Equality Act and HEFCW consultation processes;
- engaging and developing equality networks and forums, both internally and externally.

The report includes headline information from data monitoring carried out in 2009-10 and lists future actions for 2010/11.

The report has been considered in detail by the Equal Opportunities and Diversity Committee before being recommended to Council. Once approved, it will be published on the Human Resources department's [Equal Opportunities and Diversity](#) website.

**March 2011**



# Equality and Diversity Annual Report 1 September 2009 to 31 August 2010

March 2011

This document is available on-line on the Equal Opportunities and Diversity website, <http://www.aber.ac.uk/en/hr/equalopp/>. It is also available in a range of formats, e.g. hard copy, Braille, Large Print, Audio, etc on request. Should you or someone you know require this in an alternative format, please contact the Equalities Advisor on 01970 62 8598 or email [opp@aber.ac.uk](mailto:opp@aber.ac.uk).

## CONTENTS

1. Introduction.....	1
2. Framework of Reporting .....	1
3. Equality and Diversity Activities .....	1
a. Equal Opportunities and Diversity Committee .....	1
b. Equality Scheme Video .....	2
c. Supporting Staff Web Pages .....	2
d. Online Diversity E-learning Training.....	3
e. Equality Impact Assessment.....	3
f. Equal Pay Audit.....	3
g. Equality Champions and Disability Coordinators .....	4
h. Presentations and Newsletters .....	4
i. Networking Events .....	4
j. Policy Development .....	5
k. Stress and Wellbeing .....	5
l. Mediation Service.....	6
m. Student Support Centre .....	6
4. Widening Access, Procurement and Learning & Teaching.....	6
5. Specific Equality Areas .....	7
a. Race.....	7
b. Disability.....	7
c. Gender .....	8
d. Age .....	8
e. Sexual Orientation .....	8
f. Religion or Belief.....	9
g. Welsh Language.....	9
6. Data Analysis (Students and Staff).....	9
a. Students.....	10
b. Staff.....	11
7. Conclusions and Actions.....	12
Appendix A: Data Analysis for Staff and Students .....	13-26

## 1. Equality Context

2010 has been a significant year in the development of equality legislation. The Equality Act came into effect on 1st October 2010 with the aim of harmonising and strengthening discrimination law to further support a fair, equal and diverse society. It represents the most significant development in equality law for 40 years, simplifying 116 separate pieces of legislation to make law easier to understand and implement. It aims to be inclusive of all people in society and protects us from discrimination across 9 protected characteristics - age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. The 3 new general duties introduced for public authorities are:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups, and
- foster good relations between different groups.

Specific duties which underpin the Act are presently being formed following a consultation process and the integrated public sector Equality Duty, together with dual discrimination protection and positive action in recruitment and selection will come into force in April 2011. The socio-economic duty is not currently being implemented.

Against the backdrop of the consultation and the Equality Act, the University introduced its single Equality Scheme in July 2009 and worked proactively to disseminate its principles throughout the University. This report aims to demonstrate the actions taken in 2009/10 and includes:

- an analysis of a range of staff and student data (Appendix A, pages 13-26)
- short departmental summaries on a range equality activities.
- a review of the Equality Scheme Action Plan

## 2. Framework of Reporting

The University continues to comply with its statutory duties and is aware of pending duties in April 2011. The Equality Scheme and annual Equality Report are overseen by the Equal Opportunities and Diversity Committee, a joint committee which reports to Council and Senate. Reports are recommended to Council by the Committee and subsequently become public documents located on Human Resources (HR) Equal Opportunities and Diversity website <http://www.aber.ac.uk/en/hr/equalopp/> alongside previous equality reports.

In the context of this report, which represents the second annual report on the Equality Scheme, we report on six areas of age, disability, gender (including gender reassignment) race, religion or belief, sexual orientation as well as Welsh language.

## 3. Equality and Diversity Activities

In 2009/10, the University delivered a range of activities to discharge its legislative duties including training, monitoring, reporting, equality impact assessment, as well as proactively continuing to disseminate the Equality Scheme and inclusivity for all. Summaries of such activities are shown below and also reported separately in section 5 'Specific equality areas' demonstrating our work covering separate areas of equality.

Equality continues to be an essential element of the HR's Strategy and specific tasks are included within the annual HR Operational Action Plan. It is also embedded in the University's Strategic Plan (2009-13), updated in 2010 to include strategic objectives, targets and risks for equality.

### a. Equal Opportunities and Diversity Committee:

Membership of the Equal Opportunities and Diversity Committee (joint committee of Council and Senate) includes representatives of Council, Senate, Staffing Committee, Guild of Students and Joint Union Consultative Committee. It meets 3

times a year and is chaired by a Pro Vice-Chancellor. The Registrar and Secretary, Directors of HR and Student Support and Equalities Advisor are also in attendance. The terms of reference can be found of the Equal Opportunities and Diversity website.

The work of the Committee has been essential for delivering equality and the University gives thanks to members of Committee for their valued work.

**b. Equality Scheme Video:**

In May 2010 Aberystwyth completed the production of its 2½ minute equality scheme video. Commissioned by Human Resources and Marketing Departments, the video guides the viewer through the key messages of the Equality Scheme, illustrated by diversity of people, working, studying and visiting the University. The video aimed to illustrate that equality matters to Aberystwyth University; that the community of over 10,000 staff and students are valued and that diversity is celebrated. It also includes the wider community, extending to visitors and distant learners in other countries.

The video was overseen by an equality video task group and released at the beginning of term to all staff and students. It has been promoted internally through the University’s weekly email service to staff and students, Council (who endorsed the video), local equality networks, forums, training sessions and staff inductions. It was also placed on plasma screens across the University during Open Visiting days (prospective students) and also in communal areas such as Student Support Welcome Centre and in the Library. It is also featured on the University’s Facebook pages. Externally a press release entitled ‘Promoting a fairer community for all’ was released in October 2010 and presentations have delivered to local organisations such as the Welsh Assembly Government office, Dyfed-Powys Police and Ceredigion County Council.

Very positive feedback has been received to date and HR have recently submitted the video for a Heist Award, an awards programme for marketing in the sector.

**c. Supporting Staff Web Pages:**

HR’s Supporting Staff web pages were launched by HR in January 2010. These pages signpost staff to support, benefits, initiatives and policies to further develop positive work environments within the University. These are themed as follows:

**Supporting Staff**



Support with Health & Disabilities



Support at Work



Support with Childcare



Support with Training & Qualifications



Support with Lifestyle



Support for Retirement



Community/Social Links



- **Support with Health and Disability:** Two Ticks, Access to Work, Health and Wellbeing policy, Occupational Health, Free Eye Tests, Accessibility Forum, Health Declaration Form, Equality Scheme, Dignity and Respect at Work policies
- **Support at Work:** Mentoring/Coaching, Welsh Mentoring Scheme, Counselling, Mediation
- **Support with Childcare:** Childcare Vouchers, Nursery providers, Schools Out Activities, Flexible Working Policies (range such as adoption, maternity and special leave)
- **Support with Training and Qualifications:** Diversity E-learning, Staff Development, details of CPD, fee exemption and discounted courses for all staff

- **Support with Lifestyle:** Cycle Scheme, Environmental Sustainability, Flexible Working, Car Share, facilities at the Aberystwyth Arts and Sports Centres
- **Support for Retirement:** Pension schemes
- **Community/Social Links:** Widening Participation and Social Inclusion, Social life and Social Club

These pages have been written and formatted with accessibility in mind and new pages on networks and volunteering are planned for the near future.

Support Staff pages have been accessed a total of 6,626 times with 4,927 unique page views (using on-line Google Analytics statistics). Support at work, lifestyle, childcare and health/disability rank highest in viewings.

**d. Online Diversity E-Training:**

The University continues to promote the bilingual 'Diversity in the Workplace' e-learning tutorial which features in the University's induction process and for staff residing on interview panels. The number of staff trained is as follows:

<b>Online Diversity E-learning Training record:</b>	Oct 2009		Oct 2010	
<b>Staff Registered (staff with email access)</b>	1887		2065	
<b>Staff on &lt; 0.1 contract</b>	229		208	
<b>Staff on &gt; .1 contacts (used for figures below)</b>	1658		1857	
<b>Total Logged In</b>	1180	71%	<b>1370</b>	<b>74%</b>
<b>Total Completed:</b>	1124	68%	<b>1312</b>	<b>71%</b>
<b>Total Passed:</b>	1147	69%	<b>1284</b>	<b>69%</b>
<b>Total Failed:</b>	28	2%	<b>28</b>	<b>2%</b>

Alternative hands-on equality training has been delivered to staff on demand. The e-learning module is being updated to take account of the new Equality Act.

**e. Equality Impact Assessment:**

The University completed a full Equality Impact Assessment (EIA) in 2010 following the screening process (October 2009) involving the cataloguing of over 300 policies and procedures. Two issues were highlighted: the University having no central location for policies/procedures, and disparity in the structure and format of policies/procedures, many failing to include vital components. Subsequently an EIA Task Group led by the Registrar and Secretary was established to create a standardised template for all policies and to review the management, location and accessibility of policies. Work of this task group is ongoing.

Full assessments were carried out on 3 of the above 300 policies identified as being of high risk. However, at the point in which the Full EIA took place, i.e. in February 2010, all three high risk policies had been revised and amended to take out or adjust the high risk element. A brief report on the full EIA process is available on the Equal Opportunities and Diversity website.

The next EIA screening process was due to begin in August 2010. However, due to pending public sector equality duties due in April 2011, a decision to defer the commencement of the next EIA screening process was made. The priorities of the next EIA process will be to carrying out an EIA on all the central policies not covered within the first exercise and reviewing policies against the Equality Act.

**f. Equal Pay Audit:**

In August 2009 the University, in conjunction with the Equality Challenge Unit and two other Welsh Universities, commenced its participation in a pilot project aimed at supporting Universities to conduct and implement equal pay audits. The audit was undertaken with the primary aim of identifying whether pay modernisation had successfully narrowed gender pay gaps at Aberystwyth University and to

demonstrate our commitment to gender equality. The audit and report was completed in January 2010 and presented to Council in March 2010: a summary of which is available on the Equal Opportunities and Diversity website.

The outcome identified two gaps of 5% or more, at the top and bottom of the pay scale which were respectively HERA Grade 1 caused by pay enhancements for unsocial hours and overtime elements for males within the basic pay component, and professors/heads of department/senior staff. Most significantly the audit provided the University with assurances that the pay modernisation project had delivered greater pay equality and thus reduced risks of successful equal pay claims within those covered by that exercise.

**g. Equality Champions and Disability Coordinators:**

In 2010, the voluntary role of Disability Coordinators was implemented through a launch organised by HR and Student Support, and facilitated by a Dean. The coordinator role is an advisory point of contact, signposting to general and specialized support, e.g. Dyslexia Service, Disability Support Allowance, etc. The University has a network of over 25 coordinators based across all departments, who meet regularly to share good practice and support disability equality for both students and staff. This group is managed by the Learning Support Adviser in Student Support.

The role of Equality and Diversity Champions (6 roles) will be implemented in the near future.

**h. Equality Presentations and Newsletters:**

One of the key priorities outlined within the Equality Action Plan was to disseminate the Equality Scheme throughout the University. Many presentations and training sessions have been delivered during the year to staff, departments, administration forum, student guild, external networks, etc. HR Managers have also delivered training on related areas.

The scheme and equality video is further promoted to staff at induction events by the Director of Human Resources. The Scheme, Equality Act and associated support has also been promoted in HR’s newsletter distributed to all staff in 2010. This also gives an opportunity to promote many areas of equality work such as the Access to Work Scheme, Two Ticks and Equality Networks.

**i. Networking Events:**

Many internal and external networking events as shown in the table below have run during the 2009-10 academic session in order to consult on and promote equality and diversity. These events allow for the promotion and feedback on schemes, equality initiatives, services and the sharing of good practice.

<b>Internal:</b>	
Accessibility Forum (once a semester)	Promote disability equality and engage with staff and students on disability support, issues and initiatives.
Women’s Roundtable (once a semester)	Promote gender equality and engage with staff on gender support, issues and initiatives, e.g. Athena Swan and Equal Pay.
<b>External:</b>	
Ceredigion Equality and Confidence Group (Quarterly)	Organised by Dyfed-Powys Police and attended by various representatives of the community, e.g. LGB&T, faith reps, age concern, victim support, disability campaigners, etc., this group discusses local equality issues and reports on crime statistics (e.g. hate crime) for various equality groups.
Equality Challenge Unit, Welsh Liaison Group (Quarterly)	An advisory group facilitated by the Chief Executive of the Equality Challenge Unit providing an opportunity for equality practitioners within Welsh Universities to discuss issues of common interest, share information and good practice.

<p>Equality and Human Rights commission Equality Exchange network (Wales) (Quarterly)</p>	<p>Member of the Equality Exchange network (over 65 organisations from across Wales) which promotes the exchange of effective and innovative employment practice for employers, trainers and consultants committed to achieving equality in the workplace. Membership includes regular events across Wales on key equality issues, the development of leadership to promote equality, building effective partnerships to achieve change, an Annual conference and networking opportunities.</p>
---	---

In the same period the Student Guild was involved in the following:

- Holding a mature and student parent gathering during Freshers’ Week;
- Taking International Students to visit various points of cultural importance in Wales during Freshers’ Week;
- Highlighting LGB&T History month with a range of events, including banner making and art day. Sending groups of LGB&T students to NUS Conferences;
- Composing an informal survey of access for students with physical access issues;
- Taking part in the town-wide Equality and Confidence group run by the Dyfed Powys Police.

**j. Policy Development:**

The University continues to offer a range of family friendly policies, e.g. flexible Working, Maternity, Paternity, Adoption and Parental Leave to provide opportunities to develop work-life balance. The following list shows the range of policies that have been updated, implemented or developed during the year:

Completed policies during 1 September 2009 to 31 August 2010
Grievance Procedure (May 2010)
Grading of New Roles (June 2010)
Managing Sickness Absence Policy and Procedure (June 2010)
Adverse Conditions (June 2010)
Redundancy and Redeployment Policy and Procedure (July 2010)

Policies under current development (current year)
Recruitment and Retention Premia (Nov 2010)
Grading Assessment Procedure (Nov 2010)
Flexible Working (Nov 2010)
Capability (pending)
Capability - ill health (pending)
Time to train (pending)
Drugs and Alcohol (pending)
Job Share (pending)
Secondment and Unpaid leave (pending)

**k. Stress and Well-Being:**

HR carried out a Stress Management Survey pilot within 5 departments during May and September 2010 using the HSE Stress Management Standard Tool. Following this pilot to inform the University’s work on stress and wellbeing, it was decided to compare and contrast the HSE Stress Management Tool with other approaches to well-being and stress surveys before deciding which approach would best suit the university. HR is now engaging in a HEFCW pilot project on ‘Improving Performance through Well-being and Engagement’ survey project, alongside other Universities in the UK. The communication to staff will commence in March 2011.

**I. Mediation Service:**

In the previous year eight members of staff trained as ACAS mediators following the implementation of the University's Dignity and Respect at Work Policy in 2009. The mediation service is available to any member of staff and aims to engage and attempt to resolve within a constructive and confidential dialogue any issues resulting in conflict or dispute. The sessions are entirely voluntary and remain wholly confidential to the participants. The mediation service is now co-ordinated through Centre for the Development of Staff and Academic Practice (CDSAP) in addition to the HR team.

**m. Student Support Centre:**

After the first full year in operation, the Student Support Centre has achieved an impressive 94% user satisfaction rating (iGrad Survey). More than 7,000 enquiries were handled in the first year, ranging from disability provision to financial queries, and all points in between. Student Support web pages are up and running, with greater facility for "virtual" advice and support by email. This trend has continued with much greater (and better) use of Facebook and other social media for communicating with students prior to their arrival at University: more than three quarters of all new students in 2010 had been linked in this fashion. These developments show the University continuing to rise in the national Surveys of Student Satisfaction (3rd residential University in UK) and the Student Experience (6th in UK).

**4. Learning & Teaching, Widening Access and Procurement**

The University delivers equality in other areas which are shown below:

**a. Learning and Teaching:**

The University's [Learning and Teaching Strategy](#) (2007-2010) was extended to 2010-2011 at HFECW's request. The Strategy is committed to continuing to meet the needs of a diverse student body and ensuring that programmes and modules are appropriate to a diverse society. Through CADARN, the Higher Education Regional Strategy for North and Mid Wales, The University are already collaborating with regional partners to improve accessibility to HE in our region and beyond and to deliver social justice in line with Welsh Assembly Government priorities.

**b. Widening Access:**

The [Centre for Widening Participation and Social Inclusion](#) is committed to removing physical, social, cultural or financial barriers to Higher Education. The Centre continues to work with schools and the community on a range of projects such as [Science and Engineering Week](#), [Science Circuit](#), [International Women's Day](#), etc. It also runs a [Signpost Mentoring Scheme](#) and [Care Leaver Support Scheme](#) which offers support from pre-application through to graduation

The Centre works with the [West and Mid Wales Widening Access Partnership](#), a collaborative venture comprising higher education and further education institutions working in partnership to offer a range of widening access initiatives for students, including those who would not traditionally aspire to higher education, ethnic minorities, students with disabilities, etc. For example, programmes on [Expanding Horizons](#), [Taste of University Life](#), [Support for the Welsh Baccalaureate](#) and Science Busking.

**c. Procurement**

The University uses the Corporate Social Responsibility Group Equality Toolkit for procurement processes which has been developed to assist the obligations to promote equality in the area of purchasing. Furthermore, the Procurement Office is looking to expand use of the emerging Value Wales Supplier Qualification methodology which includes key assessments relating to sustainability & equal opportunities. The

Procurement Office has carried out equality related assessments (e.g. Procurement Review & Public Sector Sustainable Procurement Assessment Framework - SPAF) in order to provide indications on improving equality and diversity and how best to ensure good practice is promulgated institution wide.

Additionally, for all EU Threshold procurements managed directly by the procurement unit, the Environment Agency Sustainable Procurement Assessment tool is also utilised, which engages budget holders in an examination of the impact of their purchase from environmental, social and economic perspectives. Project risk assessments are now undertaken for all competitive tender exercises managed by the Procurement Office which on occasions include identification and mitigation of sustainability and/or equality related risks.

## 5. Specific Equality Areas

The aims and objectives of our Race, Disability and Gender schemes and related action plans have been incorporated into the single Equality Scheme and Equality Action Plan. Therefore, the legal requirement to report on these areas are incorporated as part of this annual equalities report, as the previous years report. However, some examples of headline activities are reported as follows:

### a. Race:

**(i) Certificates of Sponsorship:** 19th July 2010 the UK Government introduced a limit on the number of applications for skilled workers who require a Certificate of Sponsorship under Tier 2. This set of changes affects both new and existing organisations, even if they already have a sponsorship licence.

The interim limit has since reduced the number of certificates of sponsorship (CoS) the University has available for the period up to 31st March 2011 and could potentially restrict our ability to attract and recruit the best applicants for our vacancies as we use up our allocation. Further changes are expected to be announced during the latter part of 2010 and we will report on the impact of these in our next report.

**(ii) International/European student support:** The University supports and provides information on a wide range of issues, as well as providing specialised immigration advice and help with visa applications. Family and international student welcome events and trips are organised throughout the year, and a number of Scholarships and funding opportunities for International and European (EU) students are offered. Language tuition and support is also available to enable all students to achieve their full academic potential, for example, providing undergraduate modules in academic writing for non-native speakers of English, as well as workshops, short courses and individual consultations on study skills and academic writing for both non-native speakers and native-speakers.

### b. Disability:

**(i) Accessibility Forum:** This University-wide Accessibility Forum has met twice during the previous year and continues to consult and work with staff and students on any actual or perceived barriers to accessibility. The meeting is a route through which physical access works can be requested and the budget is now held by Student Support. The Forum receives regular reports from the University's Human Resources, Student Support, Estates and Information Services departments. Minutes of these meetings are submitted to Equal Opportunities and Diversity Committee.

**(ii) Learning Support Advisor (Disabilities):** In September 2009, a new role of Learning Support Advisor (Disabilities) commenced as part of the Student Support team within the Student Welcome Centre. The Advisor has delivered a range of Disability 'Bitesize' training courses such as: Disability sharing good

practice forum, When a student is in crisis, Basic introduction to Autistic Spectrum Disorder, which have been attended by many staff. The Learning Support Advisor has also delivered a 'Supporting Students' module on Diversity together with the Equalities Advisor and Chairs the Accessibility Forum and Disability Coordinator network.

**(iii) Learner Support:** Previously known as ALCADS (Academic Learning, Curriculum Access/Dyslexia Service), the Learner Support section was created in 2009 as part of the new overall structure for Student Support. Learner Support provides a comprehensive referral service for any student experiencing difficulty with study or facing particular challenges in meeting their full academic potential. Work delivered includes: compliance for SENDA; ensuring reasonable adjustments for disabled students and coordinating their support (mentors, specialist tuition etc). Core activities include:

- Evaluation of learner profiles: initial interviews, screening and advice; educational psychologist assessments and post assessment counselling
- Assistance in individual applications for Disabled Student Allowance (DSA);
- (Unfunded) Support for students not in receipt of DSA;
- National Network of Access Centre – an on-site one-stop shop for DSA access;
- Specialist support tuition and mentor service;
- Pre-entry welcome, pre-departure support, and general advisory service;
- Multidisciplinary team of specialist tutors, assessors and mentors, and note-taker training.

#### c. Gender:

**(i) Equal Pay Audit:** As outlined in section 3d, page 5 above, an equal pay audit report was completed in January 2010 and presented to Council in March 2010. Following the equal pay report, a discussion on ways of supporting women to develop careers was facilitated by the Director of HR at a women's roundtable meeting. Policies and guidance on market supplements have also been recently introduced.

**(ii) Women's Universities Mentoring Scheme (WUMS):** WUMS aims to promote and facilitate professional development for women working in Welsh universities within its inter-university (12 Welsh HEIs) partnership. The University continues to reside on WUMS Steering Committee and has 9 women (staff) currently participating either as a mentor or mentee on the scheme.

**(iii) Women's Roundtable:** The University has run a Women's roundtable group session during the year discussion topics such as Equal Pay, Athena Swan and mentoring. The Chairing of these meetings is rotated to include a range of female staff in senior roles, e.g. professors and heads of department.

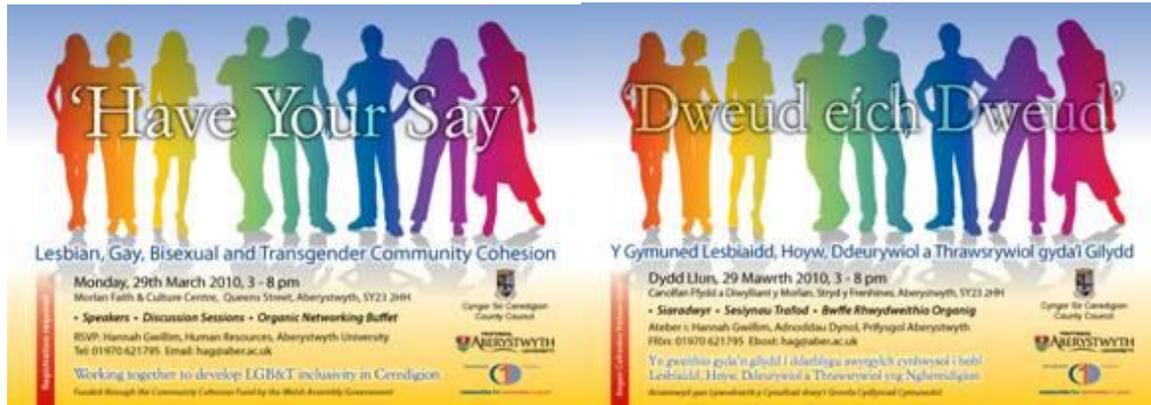
#### d. Age:

The University does not have a statutory requirement to report on age. However age related activities are implemented and monitored, e.g. USS pension changes consultation and the analysis of age composition for staff and students. We have also held a pre-retirement conference with the National Library of Wales organised by a collaborative local training group.

#### e. Sexual Orientation:

The University does not have a statutory requirement to report on sexual orientation. However, in early 2010, at the request of Ceredigion Council, the Human Resource department led and organised a Ceredigion community cohesion event entitled 'Have you Say' which was funded by the Council. This event brought together staff and representatives from public bodies, local and community organisations to listen to the views of the Lesbian, Gay, Bisexual and Transsexual community and to build on, support and encourage further

partnership working through the sharing of best practice. The event further aimed to help delegates to understand differences, support diversity and consider equality of access to all services.



The event was held in a local centre for faith and culture which promotes community life and is located in a communities first area in Aberystwyth. It was funded by the Ceredigion County Council and Community Cohesion Fund (WAG) and facilitated by Aberystwyth University. The event was attended by 46 people including representatives from Ceredigion County Council, Dyfed-Powys Police, Hywel Dda Local Health Board, Welsh Assembly Government, Students Guild, AberPride, NUSW, UNISON, Communities First, MIND, CAVO, Samaritans and others.

A number of positive comments from individuals were received by the HR Department following this collaborative event.

**f. Religion or Belief:**

As stated above, the University does not have a statutory requirement to report on religion or belief. Information from the Equality Challenge Unit is distributed to staff on this area.

**g. Welsh Language:**

The University’s Welsh Language Scheme has been revised and updated and was approved in principle by the Welsh Language Board in 2010. The main additions are the Bilingual Skills Strategy which aims to make the best use of Welsh language resources within the workplace, and the Website Translation Policy which is a strategic approach to the bilingualism of the University’s website. Figures relating to the Welsh language are incorporated into the statistical report in Appendix A.

**6. Data Analysis (Students and Staff)**

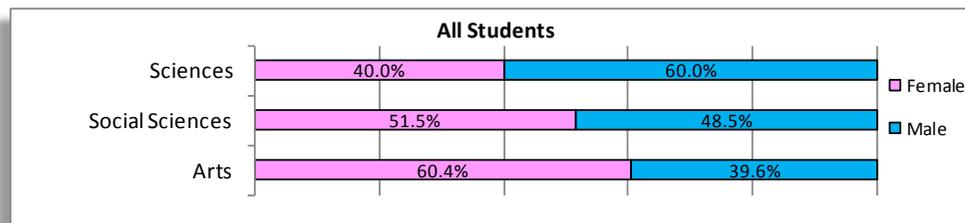
Each year statistical data pertaining to our equality performance is collected and analysed as required by our statutory responsibility. This integrated equality report summarises the outcome of all equality strands and uses a reporting period of 01/09/09 to 31/08/10 (i.e. academic year). Internal information sources for the report include data from Management Information Services and Human Resources Department. External data has also been taken from HEFCW’s Equality Statistics, Higher Education Statistics Agency (HESA) data and from Census data for demographic comparators.

Some data reported previously for staff, i.e. item 4 Sickness Levels, item 5 Turnover and item 6 Grievance/Disciplinary/Dignity at Work cases will be reported through Staffing Committee. The full data, presented by faculty, is available in Appendix A, page 13-26, which includes details on each strand of equality, benchmarking data and actions. Headlines from data analysed is as follows:

## A: STUDENTS

### Composition of Students:

In 2009-10, 9,059 undergraduate and postgraduate students were registered - 34% in Social Sciences faculty, 33% Arts and 32% Sciences as shown in the gender table below:

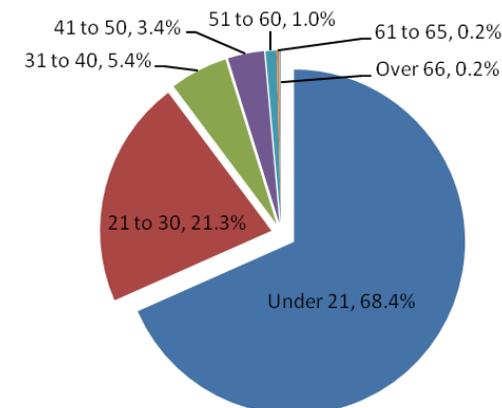


- **Gender:** 51% of all students were female and 49% male as in the previous year, though for undergraduates the situation was 49% female and 51% male.
- **Disability:** 10.43% of students were recorded as having disabilities, similar to the previous years figure. 54% of students with disabilities declared a 'specific learning difficulty', e.g. dyslexia.
- **Ethnicity:** Figures in the table below are similar to previous years data. The largest cohorts of BME students (Chinese, Asian/Asian British-Indian and Black/Black British-African) study within the Social Science faculty.

Ethnicity	2009-10
White (HESA codes 11-16)	87%
BME (code 21-80)	7%
Not known/Info Refused (code 90-98)	6%

- **Nationality:** Similar to previous figures, 83% of students were home students (from the UK), 10% European and 7% International. 35.5% of 'home students' (83%) were from Wales according to postcode analysis.
- **Welsh:** Data for Welsh speakers is recorded as 75% Non Welsh Speakers, 11.5% Fluent Welsh Speakers, 7% Welsh Speaker but not fluent and 6.5% Not known.

- **Age:** Age Categories of students shown in percentages are illustrated in the adjacent chart.

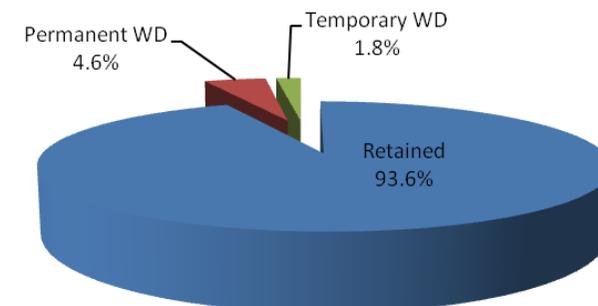


### Application, Offers and Acceptances (UG intake):

- The table below shows the Applications, Offers and Firm Acceptances of the September 2010 undergraduate intake

	Applications	Offers (Conditional or Unconditional)	Firm Acceptances
<b>2009-10 Total</b>	10,829	10,199	2712
<b>2008-09 Total</b>	10,057	9,640	2794

- Of the Firm Acceptances, 26.1% were Social Science, 34.4% Arts and 39.5% Science. Gender breakdown for acceptances were 49% females and 51% males. 7.4% of acceptances recorded disabilities, 30% Welsh domiciled (postcodes) and 3% Welsh speakers.



### Retention and Achievement Data:

- The graphs below shows student retention data for 2009-10. Permanent withdrawal rates decreased last year, i.e. 5.2% for 2008-09 in comparison with 4.6% for 2009-10. Males recorded higher permanent withdrawal rates than females.
- Female under graduates in general achieved better grades. For post-graduates, many more female students are registered and achieved a pass, i.e. 222 females and 128 males.

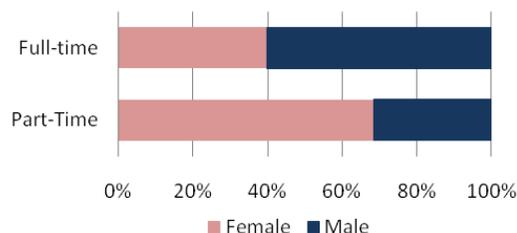
## B: STAFF

### Composition of Staff:

The total number of staff dropped slightly in September 2010 to 2034 staff. In September 2009 a figure of 2123 was recorded.

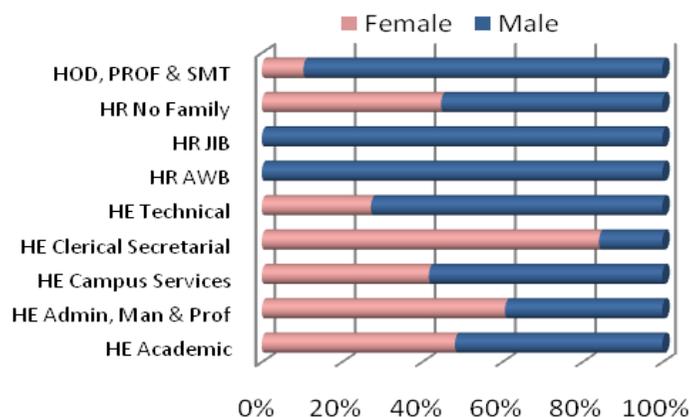
- **Gender:** Female and male gender ratios remain equal as in previous years - in September 2010 there were 50.4% females and 49.6% males.

Full & Part time Working



- As shown in the adjacent graph, less female staff work full-time and more work part-time.
- The graph below shows the differences in gender distributions for staff in various job families.

Gender in Job Families



- **Disability:** The percentage of staff with disabilities in 2010 is currently 3.64% (74 staff), similar to the previous years figure.
- **Ethnicity:** Ethnicity of staff is as shown below, similar to the previous years figures.

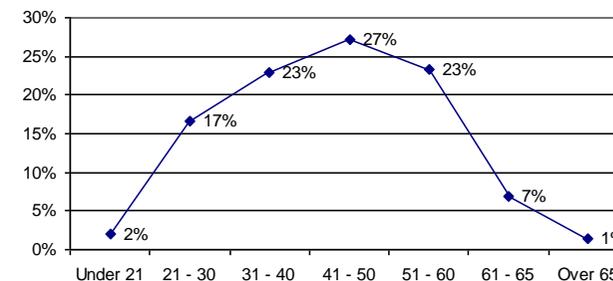
White	84.4%	BME	3.9%
Other White	6.7%	Info Refused/ Not Known	5.0%

- **Nationality:** Staff declared nationalities from almost 50 countries. The top declared nationalities are Poland and Germany. Percentages of staff by nationality are:

♦ Home 89.5% ♦ EU/EAA 5.9% ♦ International 4.6%

- **Age:** The adjacent graphs shows age composition for all staff. Staff over the age of 40 are more likely to be male, except in the under 21 age band.

Age Composition 2010



- **Welsh:** The highest category/proportion of staff that speak Welsh (to level 2 &3) are Clerical/Secretarial staff 52.2% and Administrative /Managerial /Professional staff 39.0%.

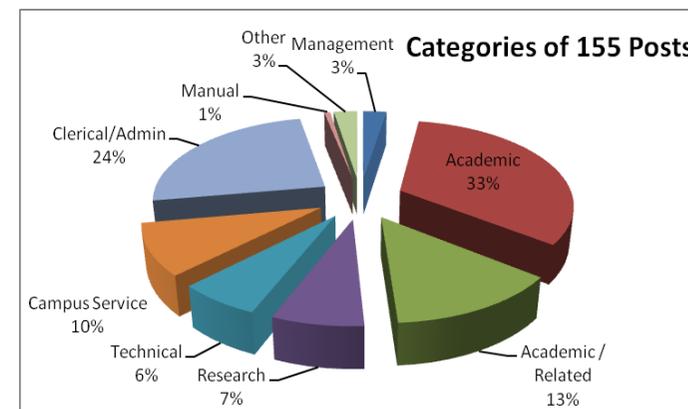
### Recruitment Monitoring:

- During the period 1 September 2009 to 31 August 2010, a total of 155 posts were advertised in categories as shown below.

- HR staff processed 1625 applicants: 51% females and 49% males averaging 10.5 applicants per post.

- 488 applicants were short-listed.

- 51% females and 49% males were recruited. Of these staff, 3% declared a disability and 5% were of BME origin.



## 7. Conclusions and Actions

The University continues to promote and embed equality and diversity using the 'single' equality scheme approach. Our activities during the year have helped to further improve awareness and commitment to equality to the University community, both internally and externally. This report aims to demonstrate that as well as fulfilling its statutory duties, our commitment goes beyond compliance and shows our desire to deliver good practice and transparency in the functions and services we deliver. The University's Strategic Plan and HR Strategy / Operational Action Plan further reflect not only the University's commitment to Equality and Diversity but how this will be achieved and recognises that equality is not only about meeting our legislative requirements but is part of our moral duty as an educational provider.

Following the impact of the scheme, equality action plan, statistical analysis and equality activities, key actions for 2010-11 include:

1. Updating the Equality Scheme to include the new Equality Act 2010 and Public Sector Duties 2011, and developing a new Equality Action Plan following a consultation process;
2. Reviewing statutory and internal reporting requirements, e.g. providing figures for Welsh domicile students;
3. Implementing Equal Pay actions, e.g. reviewing staff groups outside the new pay structure, further audits following HERA appeals and strategies to address pay gaps, e.g. women in senior roles;
4. Supporting Recruitment and Admission and Student Support to develop analysis of statistical data to enable them to implement and recommend subsequent actions;
5. Liaising with Student Support in their review of equality issues, e.g. support for students with disabilities (i.e. under and post graduates), international students, etc;
6. Enabling Recruitment and Admissions to monitor widening access strategies concerning student fees, e.g. recruitment of students from areas with no tradition of university education;
7. Commencing a new cycle of equality impact assessment following pending statutory requirements, launching a standardised template for all policies and the electronic management of policies on a SharePoint site;
8. Developing initiatives to promote equality further, e.g. applying for Athena Swan Charter membership to advance and promote careers of women in Science Engineering and Technology, recruiting voluntary Equality Champions, reviewing the potential for Stonewall Champions and staff support networks.

Equality and diversity matters to Aberystwyth University. We have a wealth of evidence that students and staff from over 100 countries across the globe know and are proud of this aspect of life in Aberystwyth. The bilingual video produced this year showcased our commitment and illustrated that dignity, respect and co-operation are central to all our activities, and that we are a University that values and celebrates the diversity of our community.

**Approved by Council  
31 March 2011**

**If you have any comments or feedback on this report, please contact the Equalities Advisor on 01970 62 8598 or email [opp@aber.ac.uk](mailto:opp@aber.ac.uk).**