



# Annual Equality Report

**Published 30 March 2020**

Data reporting period: 1 August 2018 to 31 July 2019

Approved by the full Council of Aberystwyth University on 27 March  
2020

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# **Annual Equality Report 2018-19**

## **SECTION 1: CONTEXT**

### **Introduction**

This Annual Equality Report outlines the progress Aberystwyth University is making on equality and diversity in the workplace. The University aims to promote an inclusive culture and environment for students, staff and the wider community who use its facilities and services. The report also sets out how the University has worked over the academic year (2018-2019) 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.

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

The University's Strategic Equality Plan 2016-2020 has six 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.

## **SECTION 2: Data Analysis**

Student and staff data are extracted from the University's internal records, HESA returns, and 'snap-shots' from the Human Resources/Finance system ABW (Pobl Aber People).

This section covers five areas of data:

1. Governance
2. Current Staffing
3. Staff – Applications, Reward and Recognition, and Training
4. Current Student data
5. Student recruitment / applicants

### **1. GOVERNANCE**

There has been lots of positive change in Council and Senate proportions between female and male members, and parity remains on the totals for the main Joint Committees of Council and Senate.

It is worth noting that the University committee structure has gone through a significant change in line with the Sustainability Implementation Plan, and this came in to effect as of August 2018.

<b>COMMITTEES</b>	<b>2019</b>		<b>2018</b>	
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>
COUNCIL	8 (44%)	10 (56%)	6 (37.5%)	10 (62.5%)
SENATE	16 (47%)	18 (53%)	12 (33.3%)	24 (66.6%)
University Executive	2 (25%)	6 (75%)	7 (41%)	10 (59%)
Council / Senate Joint Committees (main 4), made up of:	n/a	n/a	23(50%)	23 (50%)
<b>PDSEC</b>	n/a	n/a	8	3
Redundancy Committee	3 (60%)	2 (40%)	3 (60%)	2 (40%)
<b>Charter</b>	n/a	n/a	3	6
<b>Honorary Awards</b>	n/a	n/a	7	1
<b>Finance / Strategy</b>	n/a	n/a	5	11
Major Projects	n/a	n/a	n/a	n/a

Investments	1 (16%)	5 (84%)	1 (12%)	7 (88%)
Audit, Risk & Assurance	2 (40%)	3 (60%)	n/a	n/a
Remuneration	2 (50%)	2 (50%)	2 (50%)	2 (50%)
Governance & Compliance	5 (50%)	5 (50%)	n/a	n/a
Resources and Performance	3 (60%)	2 (40%)	n/a	n/a

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

\*n/a = not applicable because the committee didn't exist in that year and so can not be compared like for like

## **2. CURRENT STAFFING**

**Key points arising from an interpretation of the data (2018 refers to 2017/18 data, 2019 refers to 2018/19 data):**

1. The total number of staff head count (excluding Aberworkers) in the University has decreased from 2018 to 2019 by 2.0%.
2. The gender split (staff) for 2019 is 51.9% female and 48.1% male. This represents minimal change since 2018 when the gender split was 51.6% female and 48.3% male.
3. The number of part-time female workers has increased from 54% in 2018 to 55% in 2019. The number of part-time male workers has decreased from 31% in 2018 to 29% in 2019.
4. The percentage of staff declaring their ethnicity as BaME has increased (actual numbers have increased) from 5.1% in in 2018 to 5.5% in 2019.
5. The 'No data' section on the Welsh Language Standards has decreased from 20.3% in 2018 to 15.6% in 2019 due to HR reminding staff members to complete this info on the HR system self-service facility.

### **DETAILED STAFF INFORMATION**

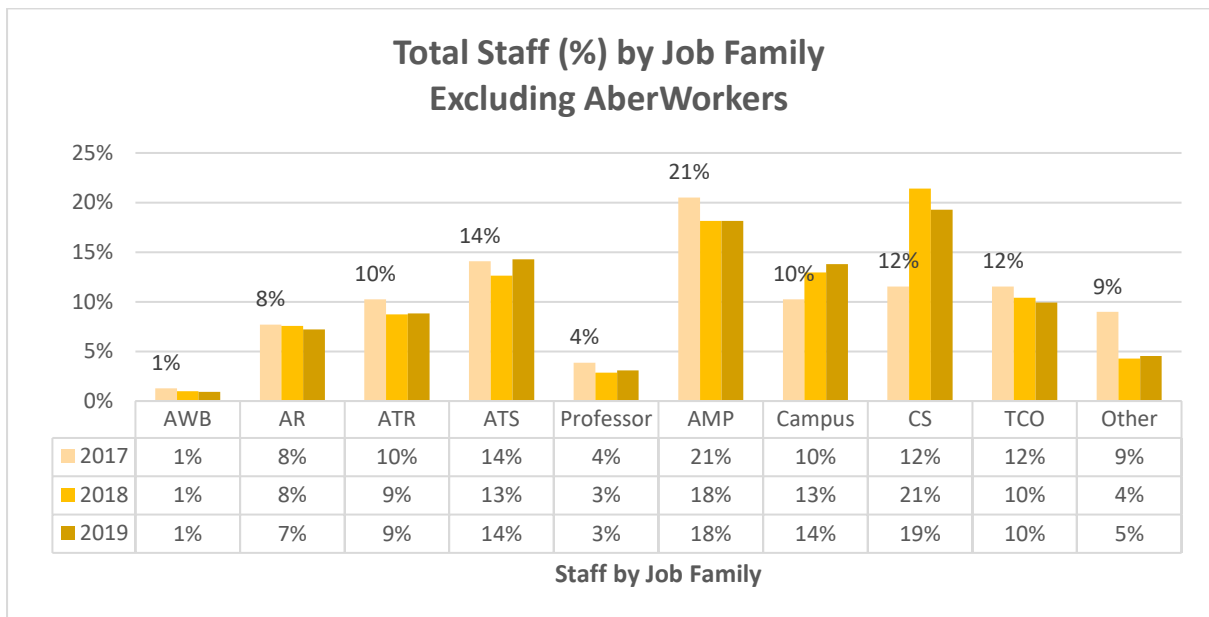
#### **1. Staffing Levels**

In 2019 Staff are split as follows: 57.4% of staff (excluding AberWorks) work full time (2018, 57.4%) and 42.6% of staff work part time (2018, 42.6%), so no change over the 2 year period in %. Further FT and PT analysis can be found in Section 2 below, by gender.

The chart below shows total staff by 'Job Family'.

<b>ABRWRK</b>	Aberworkers
<b>AWB</b>	Agricultural Wages Board Staff
<b>AR</b>	Academic Related
<b>ATR</b>	Academic, teaching and research
<b>ATS</b>	Academic, teaching and 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>	Other staff – not included above

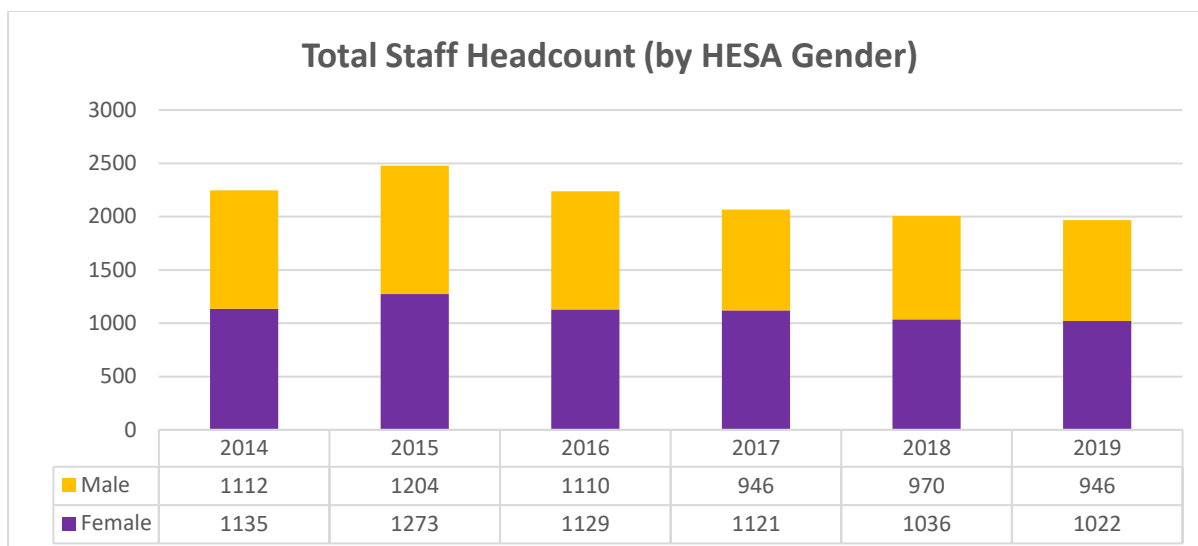
Table B:1 Abbreviations of Job Families



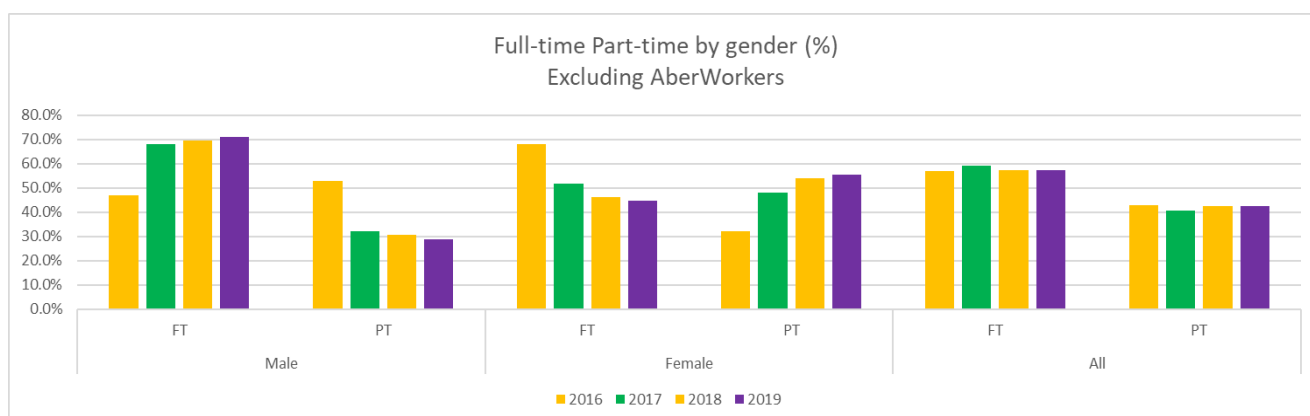
Graph B: 1 Dataset: HR Headcount 01.08.2019

## 2. Gender breakdown

The gender breakdown for all staff for 2019 (excl. Aberworkers) is female 1022 (51.9%) and male 946 (48.1%), compared to 2018 figures female 1036 (51.6%) and male 970 (48.3%). 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).



Graph B: 2 Dataset: HR headcount 01.08.2019



Graph B: 3 Dataset HR headcount 01.08.2019

Graph B:3 above shows the gender split between full time and part time for those employed as at 01.08.2019 and 2018, 2017 and 2016 respectively. It is interesting to note the FT/PT change between 2018 and 2019, in particular the switch to a higher percentage of PT working for female staff (from 54% to 55.4%) compared with a decrease from 30.6% to 28.9% for male staff. This is in line with an increase in FT male from 69.4% to 71.1% and a decrease in FT female staff from 46% to 44.6%.

### **3. Disability**

The percentage of staff with declared disabilities as of 01.08.2019 was 3.86% (compared with 4.44% in 2018, 4.13% 2017). This is lower than Advance HE's benchmarking (sector average) figures (2019: 5.1%) but is in line with overall decreasing staff numbers. 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 2018/19.

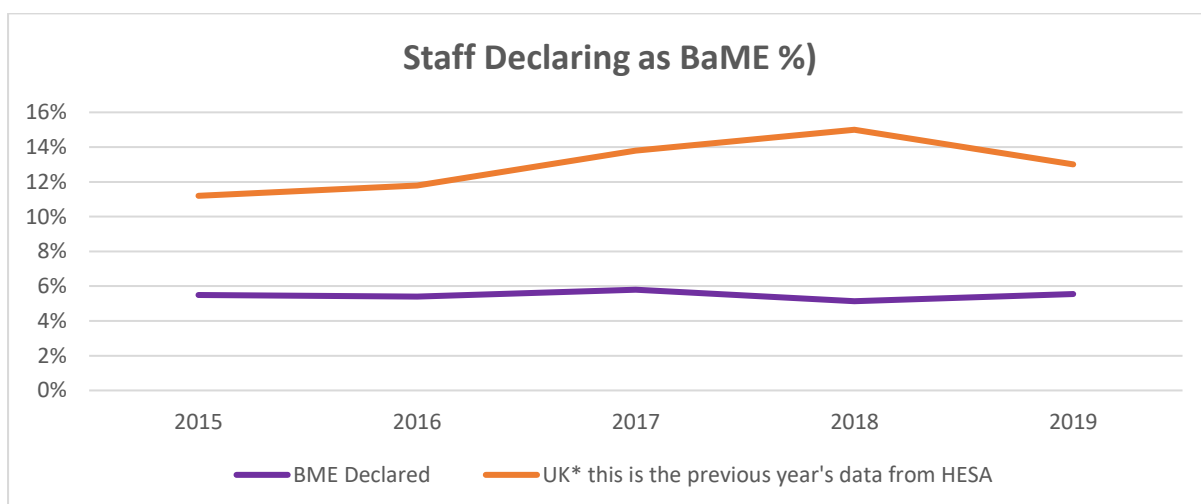
Gender	FT/PT	No.	%
Female	FT	17	3.73
Female	PT	19	3.36
Male	FT	28	4.16
Male	PT	12	4.40
All	FT	45	3.99
All	PT	31	3.69
All Female		36	3.52
All Male		40	4.23
ALL		76	3.86

Table B: 2 HR HESA data 01.08.2019 (disability declared)

Those who ticked information refused reflect only 0.30% of total staff. 95.8% of our staff have not engaged with the question at all. The Equalities Officer has been working with the Communications Department on how we might improve staff optional diversity data completion rates.

#### 4. Ethnicity

For 2019, staff declaring as Black and Minority Ethnic (BaME) represented 5.5% of total staff (2018, 5.1%), which indicates that AU are maintaining their BaME staff percentage. This figure however is low compared to the national average for the UK HE sector (15%) but is more reflective of the working population in Ceredigion (1.4% BaME). Advance HE suggests that staff numbers should be approximately in line with student numbers for BaME, which for 2018/19 are 9% (2017/18 7.4%).

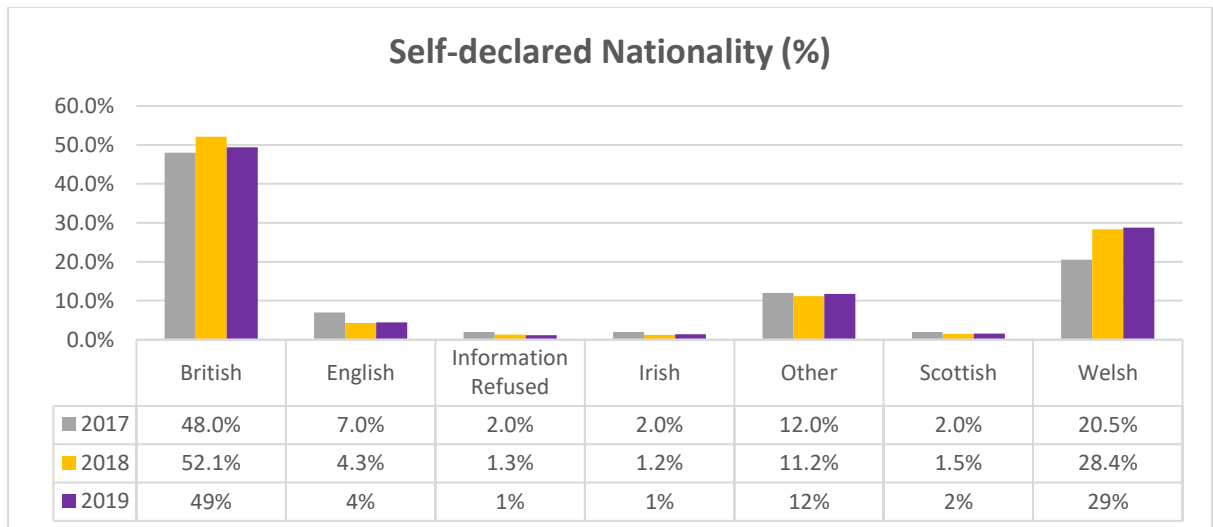


Graph B: 4 HR/HESA Data

#### 5. Nationality

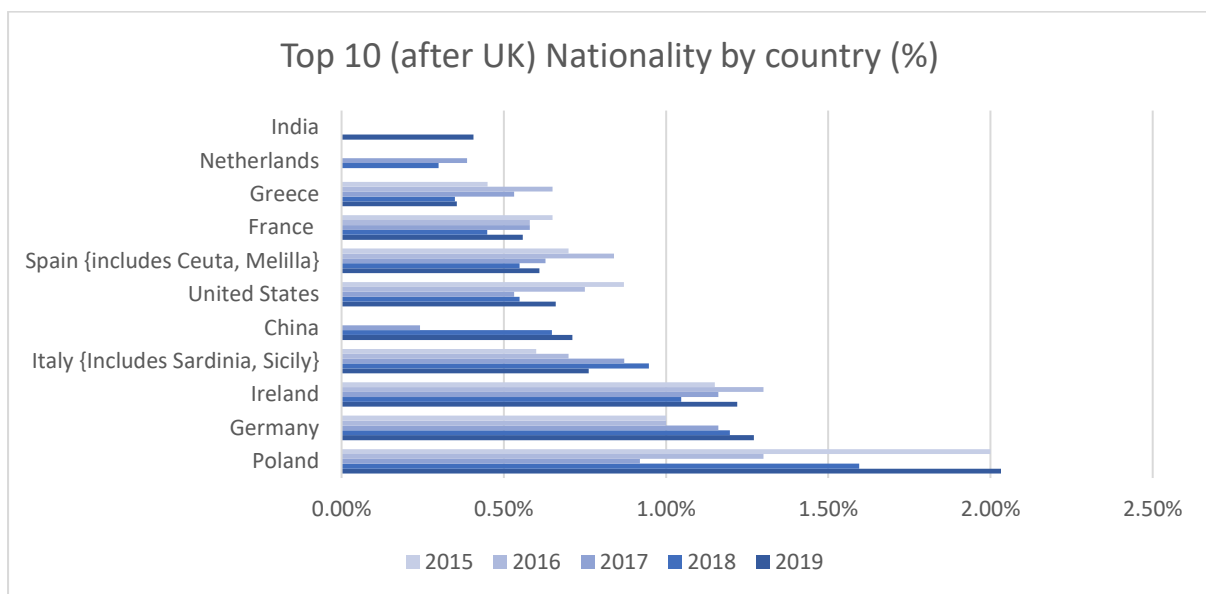
Staff can self-declare single or dual nationality for HESA purposes, and are broken down by categories as shown in Graph B:5 below. The largest group are self-declared British at 49% (2018 52.1%) followed by Welsh at 29% (2018 28.4%).





Graph B: 5 HR/HESA Data

During 2018/19 staff possessed legal nationalities from 73 countries. The most represented nationality of staff was United Kingdom, followed by Poland and Germany.



Graph B: 6 HR/HESA Data

## 6. Optional Diversity Data

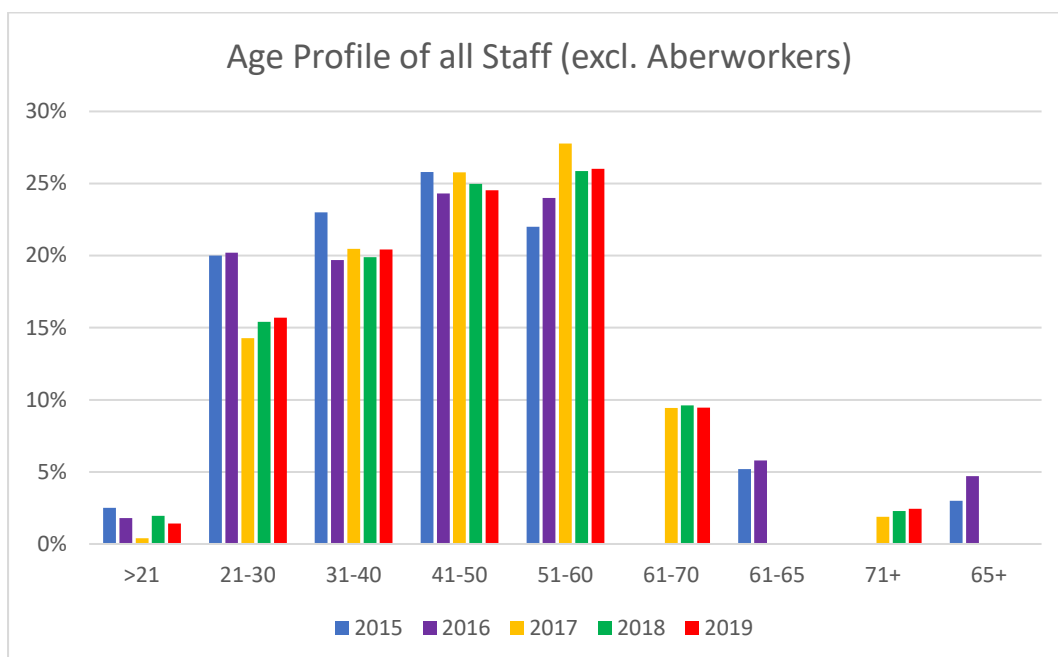
The Pobl Aber People system has an optional diversity data section, which asks employees about their religious belief, sexual orientation and whether their gender identity has changed since birth.

33% (49.7% national average for UK HE sector) of our staff have declared a religious belief, 32% (49.2% national average for UK HE sector) of our staff have declared their sexual orientation, and 71% (51.1% national average for UK HE sector) of our staff have told us whether their gender identity has changed since birth. Those whose gender identity has changed since birth (of those that answered the question) is at 0.3% and those that are LGB at AU are at 2.6%.

## 7. Age

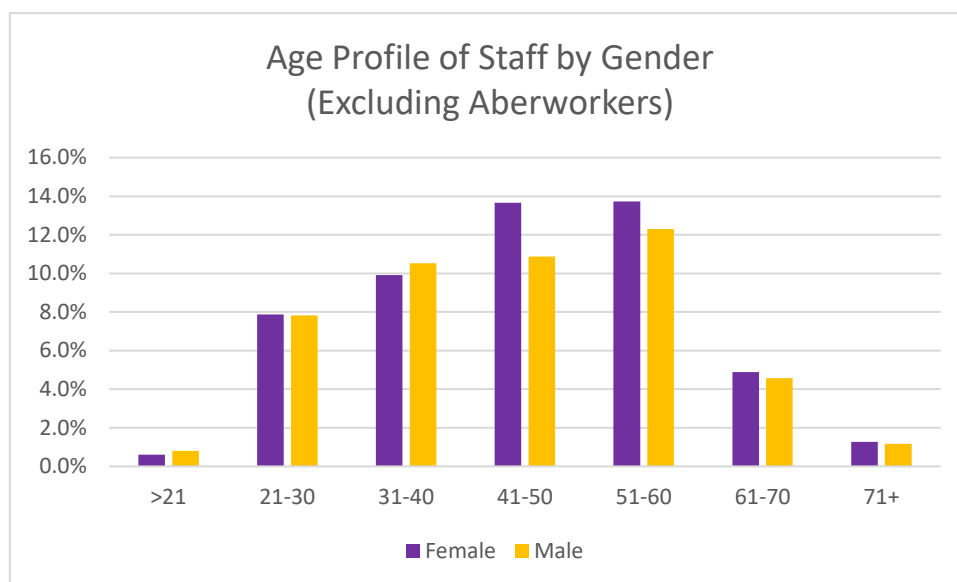
There has been a slight increase in the number of AU staff members who are in the age ranges 21-30, 31-40, and 51-60 years old since 2018. There has however been a slight decrease in the number of staff under 21 and 41-50 years old.

The age profile of all staff in Graph B:7 (below) at 61-70 and 61-65 looks different to the other age groupings because of a removal of the default retirement age and a normalisation of working post 65 that came in to effect in 2017, we now collect age data in groupings of '61-70' and '71+' –not '61-65' or '65+'.



Graph B: 7 HR/HESA Data

Graph B:8 shows the proportion of male staff and female staff at AU. The profile by gender for 2019 shows little difference between the proportion of male staff and female staff across the 31-60 group (with an approx. 3.8% higher level of female staff). At the 60+ end and the under 21 end staffing numbers are fairly equally split by gender.



Graph B:8 HR/HESA [Data](#)

### 1. Welsh Language

It is interesting to note the increase in those identifying with a C1 and C2 level competency in the Welsh Language. It is also interesting that the amount of no data has also decreased since 2018. In 2019, the Human Resources Department asked individuals to look at their Welsh level competencies to ensure that they were at the right level and up to date. This push has been successful, and means we now have better data capture on Welsh Language standards. It also demonstrates that we have taken the retention and improvement in Welsh language through our restructuring proposals

#### 2019

Levels	%	Equivalence
<b>A0 ORAL</b>	61.2%	<b>Old Level 1</b>
<b>A1 ORAL</b>		
<b>A2 ORAL</b>		
<b>B1 ORAL</b>	6.5%	<b>Old Level 2</b>
<b>B2 ORAL</b>	7.2%	<b>Old Level 3</b>
<b>C1 ORAL</b>	9.5%	<b>No previous equivalent Higher than Level 3</b>
<b>C2 ORAL</b>		
<b>No data</b>	15.6%	

2018

Levels	%	Equivalence
A0 ORAL	56.2%	Old Level 1
A1 ORAL		
A2 ORAL		
B1 ORAL	7.1%	Old Level 2
B2 ORAL	7.6%	Old Level 3
C1 ORAL	8.7%	No previous equivalent Higher than Level 3
C2 ORAL		
No data	20.3%	

### **3. – STAFF – Applications, Reward & Recognition, and Training**

#### **1. Applicant Data to 31 July 2019**

The AU online system records 4002 applications (2018:4115) for positions of employment (excluding Aber Workers). These include roles advertised internally only.

All Applications: 4002

All vacancies (includes casuals and advertised) : 504

Successful Appointments: 539\*

*\*there are more appointments than roles as some roles were for several positions*

#### **Gender of applicants:**

Female	Male	Unknown
2191	1724	87
55%	43%	2%

Table C: 1 Hireserve system 31.07.2019

#### **Gender of hired candidates:**

Female	Male	Unknown
300	225	14
56%	42%	2%

Table C: 2 Hireserve system 31.07.2019

Of all hired candidates 56% were female and 42% male, which is in line with applicants by gender F:55%, M:43%. It is worth noting that we have 87 unknown applicants where gender is unknown, and 14 hired candidates where gender is unknown. These are roles that were

not recruited through e–recruiter, for example Head of Department roles. There have also been abridged application forms used in certain restructure situations which have meant that diversity monitoring questions (including gender) were not on the forms.

a. Ethnicity

Applicants by ethnicity (breakdown):

	<b>Applicants</b>		<b>Appointments</b>	
<b>Arab</b>	28	0.7%	1	0.2%
<b>Asian or Asian British – Bangladeshi</b>	13	0.3%	3	0.5%
<b>Asian or Asian British - Indian</b>	73	1.8%	1	0.2%
<b>Asian or Asian British – Pakistani</b>	40	1.0%	2	0.4%
<b>Black or Black British - African</b>	73	1.8%	7	1.3%
<b>Black or Black British – Caribbean</b>	11	0.2%	0	0%
<b>Chinese</b>	62	1.5%	2	0.4%
<b>Gypsy or Traveller</b>	8	0.1%	0	0%
<b>Mixed – White and Asian</b>	55	1.3%	5	0.9%
<b>Mixed – White and Black African</b>	8	0.1%	0	0%
<b>Mixed – White and Black Caribbean</b>	14	0.3%	1	0.2%
<b>Other Asian background</b>	77	1.9%	2	0.4%
<b>Other Black background</b>	11	0.2%	2	0.4%
<b>Other ethnic background</b>	79	2.0%	9	1.6%
<b>Prefer not to say</b>	157	4.0%	23	4.2%
<b>White</b>	3206	80%	467	87%
<b>Unknown</b>	87	2%	14	2.6%

Table C:3 Hireserve system 31.07.2019

Of those that applied 80% were white, then followed by 4.0% who preferred not to say. Of those appointed 87.0% were white then followed by 4.2% who preferred not to say. It is worth noting that white applicants are appointed at higher rates than they apply (87% appointed, 80% applied), whereas BaME applicants are appointed at lower rates than they apply (6.5% appointed, 13.2% applied).

b. Disability

	Applicants		Appointments	
<b>A disability, impairment or medical condition that is not listed above</b>	51	1.2%	5	0.9%
<b>A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy</b>	59	1.4%	3	0.5%
<b>A mental health condition, such as depression, schizophrenia or anxiety disorder</b>	100	2.4%	11	2.0%
<b>A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches</b>	22	0.5%	2	0.3%
<b>A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder</b>	39	1%	5	0.9%
<b>A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D</b>	148	3.7%	19	3.5%
<b>Blind or a serious visual impairment uncorrected by glasses</b>	8	0.2%	2	0.3%
<b>Deaf or serious hearing impairment</b>	12	0.3%	1	0.1%
<b>No Known disability</b>	3355	83.8%	457	84.7%
<b>Prefer not to say</b>	93	2.3%	16	2.9%
<b>Two or more impairments and/or disabling medical conditions</b>	28	0.7%	4	0.7%

<b>Unknown</b>	87	2.1%	14	2.5%
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b. Table C:4 Hireserve system 31.07.2019

Of those that applied 83.8% declared 'No Known Disability', followed by 3.7% declaring a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. Of those appointed the highest number at 84.7% was those with no known disability, followed by those with a specific learning difficulty, which is in line with the applicant data.

c. Sexuality

	<b>Applicants</b>		<b>Appointments</b>	
<b>Bisexual</b>	237	5.9%	21	3.9%
<b>Gay man</b>	75	1.8%	4	0.7%
<b>Gay woman/lesbian</b>	36	0.8%	2	0.3%
<b>Heterosexual</b>	2491	62.2%	352	65%
<b>Other</b>	57	1.4%	9	1.6%
<b>Prefer not to say</b>	315	7.8%	51	9.4%
<b>Unknown</b>	791	19.7%	100	18.5%

Table C:5 Hireserve system 31.07.2019

Of those that applied the highest percentage were heterosexual at 62.2%, followed by 7.8% who prefer not to say (excluding unknown). Of those appointed the highest proportion were heterosexual at 65.0% followed by 9.4% who prefer not to say (excluding unknown). It is worth noting that only those that disclosed as LGB have a lower appointment rate from applicant rate.

d. Gender Identity Changes

	<b>Applicants</b>		<b>Appointments</b>	
<b>I prefer not to say if my gender identity has changed since it was assigned at birth</b>	88	2.2%	11	2.0%
<b>My gender identity has changed since it was assigned at birth</b>	45	1.1%	5	0.9%

<b>My gender identity has not changed since it was assigned at birth.</b>	2892	72.2%	371	69.3%
<b>Unknown</b>	968	24.1%	149	27.6%

Table C:6 Hireserve system 31.07.2019

In terms of gender identity changes, of those that applied, the highest proportion had ticked 'my gender identity has not changed since it was assigned at birth' (72.2%), followed by 24.1% who have ticked 'unknown'. People who stated that their gender identity had changed since birth, made up 1.1% of applications and 0.9% of appointments.

### **1. Academic Promotions**

In 2016, Aberystwyth University paused the Academic Promotions process due to the implementation of the current Sustainability Implementation Plan and related restructuring. There was therefore no Academic Promotions round in 2018/19. This may re-open in 2020.

### **2. 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 agreed criteria. In a similar manner to Academic Promotions, Aberystwyth University paused the AICP process due to the implementation of the current Sustainability Implementation Plan and related restructuring. This may re-open in 2020.

### **3. Training**

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

Aberystwyth University provides training in this area for all staff. At the first induction day for new staff, 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 undertaken in one sitting or in 'bite-sized' chunks at the user's convenience. As at 31.07.2019 65.8% of AU staff have engaged with the training course. This is a decrease since 2017 (72%) and is probably due to the overall reduction in staff numbers at AU. The Equalities Officer also delivers a bespoke face-to-face equalities training session which is delivered upon the request of Departments. Online unconscious bias training (in collaboration with the REF team) was introduced in April 2019 and this is currently being rolled out to all staff.

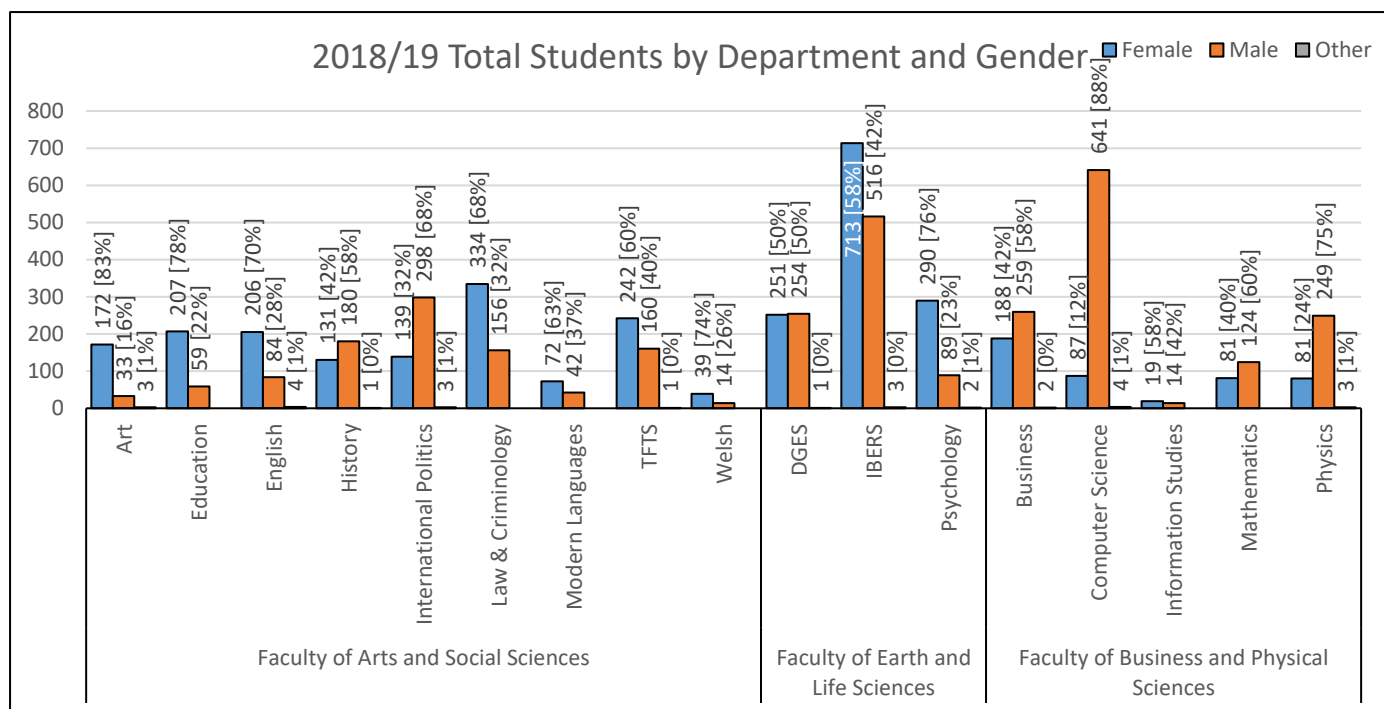


## A. CURRENT STUDENT DATA

### 1. Gender

#### (a) Overall

The total number of students registered at AU for 2018/19 was 6,448 with 50.4% being female, which is slightly higher than 2017/18 (49.9%).



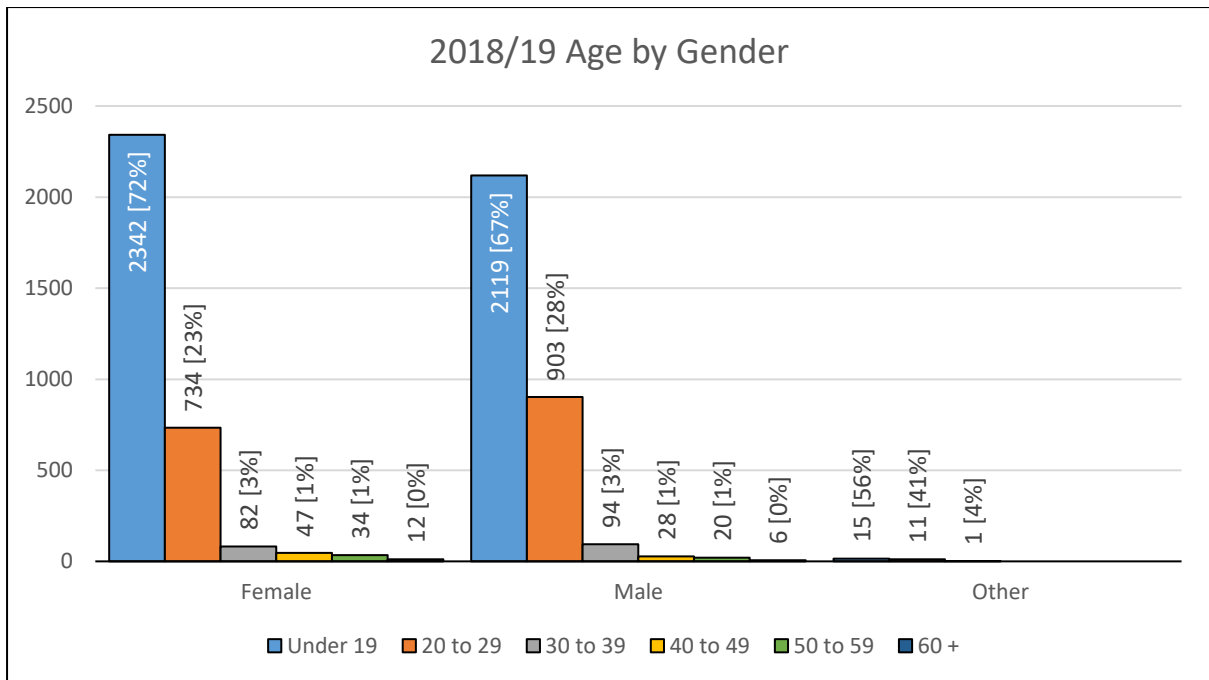
Graph D: 1 (ASTRA records) All registered students by gender, department, and faculty.

#### (a) Undergraduate withdrawals

The total number of UG withdrawals in 2018/19 is recorded at 4.3% compared with 4.6% in 2017/18.

### 1. Age

The difference in the gender gap of all students by Age on Entry, is females exceeding males at under 19 and males exceeding females at 20-29. This may be due to the attainment gap at a level affecting males and them then choosing to study in HE later. There continues to be low numbers of students commencing studies over the age of 30, which may be due to a general HE sector reduction in mature/part time students in Wales and wider UK.



Graph D: 2 (Astra records) All registered students by age and gender

Total Students by Age and Gender									
	2017/18			2018/19			2019/20		
	Female	Male	Other	Female	Male	Other	Female	Male	Other
Under 19	2377	2487	8	2413	2298	11	2342	2119	15
20 to 29	723	929	5	768	902	8	734	903	11
30 to 39	70	90		90	96		82	94	1
40 to 49	43	40		53	35		47	28	
50 to 59	23	17		31	19		34	20	
60 +	11	10		9	6		12	6	
<b>Grand Total</b>	<b>3247</b>	<b>3573</b>	<b>13</b>	<b>3364</b>	<b>3356</b>	<b>19</b>	<b>3251</b>	<b>3170</b>	<b>27</b>

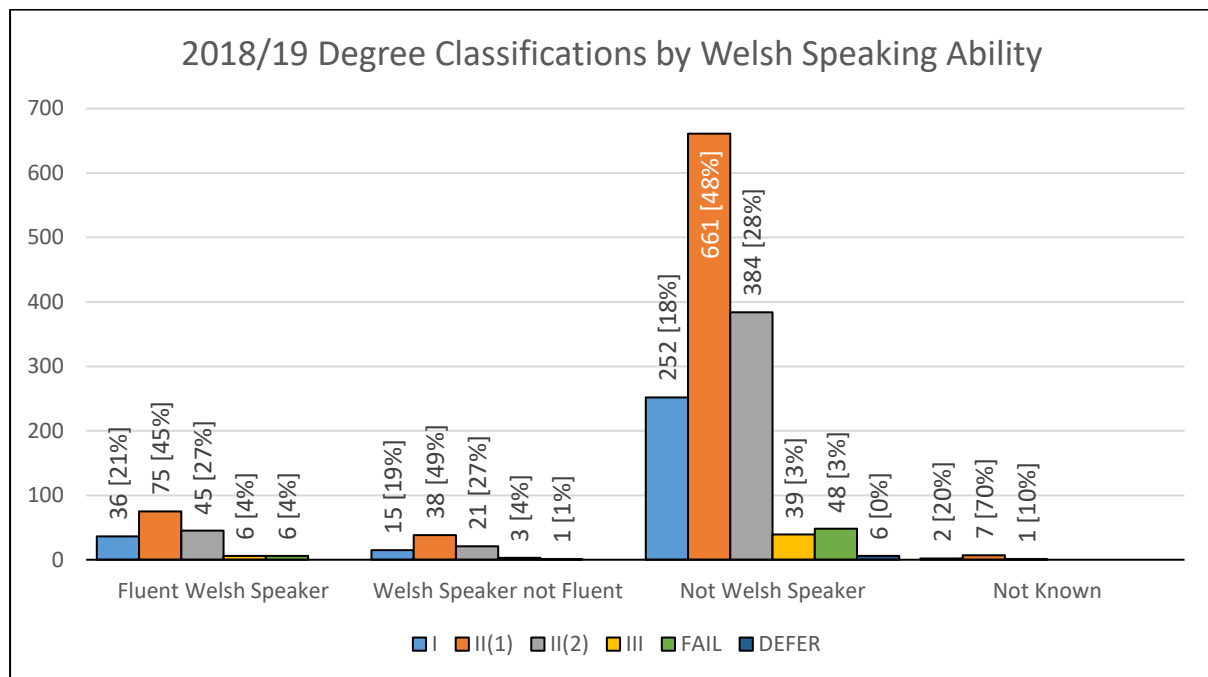
Graph D: 3 (Astra records) All registered students by age category on entry and gender

### 1. Ethnicity

The percentage of students at AU declaring they are 'white' remains high at 79% (2017/18 80%), with a further 12% (2017/18 12%) either refusing to supply this information or being unknown/blank. The percentage of those declaring to be from BaME groups as 9% (for comparison in 2017/18 this was 7.4%).

When looking at the intersection between gender and ethnicity there is parity with 'other ethnic background', more males identifying as BaME, and more females as 'not known' or 'blank record'. There are also more white male students.

## WELSH LANGUAGE



Graph D: 8 ASTRA records Undergraduate students degree classification by Welsh speaking 2018/19

Graph D:8 Data on attainment for Welsh speakers/ Non-Welsh speakers. The percentage of Welsh speakers gaining a 'Good Degree' is 49.8% (61.4% 2017/18), whereas for non-Welsh speakers it is 55.8% (68.3% 2016/17).

### **D. CONCLUSIONS**

This report and other research that we have undertaken highlights the biggest challenges we face in relation to equality, diversity and inclusion at Aberystwyth University are centred on:

- Gender equality of our senior academics and staff members e.g. current Executive Committee gender breakdown is F:2(25%) M:6(75%) and our Professoriate is F:8(11%) M:64 (89%)
- Ethnicity across our student and staff body (e.g. Student BaME numbers are 9%, staff BaME numbers are 5.5% - national UK HE sector average for both is 15%). Our numbers are more reflective of the working population in Ceredigion (1.4% BaME).
- Equality within our staffing practises (e.g. take staff recruitment practises – white applicants appointed at higher rates than apply 87% appointed, 80% applied – BaME applicants appointed at lower rates than apply 6.5% appointed, 13.2% applied)

We will therefore be working over the next 12 months on embedding a new Strategic Equality Plan 2020-2024 which proposes five main strands based on the research undertaken as referenced above:

- To raise awareness across the organisation of the importance of equality, diversity, and inclusion in all our practises, and to ensure that every member of the senior management team engages with and 'buys in' to equality, diversity, and inclusion work

- To create a more diverse and representative staff and student body
- To ensure equality is fully considered in all our staffing practises with particular focus on recruitment (for example specific equalities training for all chairs of selection panels), promotion, and academic workload models
- Ensure our staff are effectively trained in equality, diversity and inclusion issues
- To work on closing staff pay and student attainment gaps at the University