



# **Annual Equality Report 2023- 2024**

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Data reporting period: 1 August 2023 to 31 July 2024

Approved by the Council of Aberystwyth University on 21 March 2025

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# Annual Equality Report 2023-24

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# 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 (2023-2024) to comply with the Public Sector Equality Duty (PSED) and the Wales specific duties which came into force in Wales on 6 April 2011 and applies to Welsh Universities.

The PSED supports the Equality Act 2010 anti-discrimination legislation which covers the following nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status.

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 that is prohibited by the Act.
2. advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
  - i. removing or minimising disadvantages experienced by people due to their protected characteristics.
  - ii. taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
  - iii. encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.
3. foster good relations between people who share a protected characteristic and those who do not.
  - i. tackling prejudice and promoting understanding between people who share a protected characteristic and those who do not.

In addition, the PSED in Wales lays down specific duties as additional responsibilities, over and above the 2010 Act. These duties came into force in Wales on 6 April 2011.

The specific duties in Wales cover: Equality Objectives and Strategic Equality Plans, Engagement, assessing impact, Equality information, Employment information, pay differences, Staff training, Procurement, Annual reporting, Publishing, Welsh Ministers' duties (including review, and accessibility).

As a university we are committed to the Welsh Language Standards and have additional actions in place to promote and facilitate the use of the Welsh language, and to ensure it's treated no less favourably than English.

## Aberystwyth University Strategic Equality Plan 2024-2028

The [Strategic Equality Plan \(SEP\)](#) is a key supporting plan that underpins the core University Strategic Plan. Our purpose is to foster an inclusive, bilingual learning and working community which is free from discrimination, harassment and victimisation where all our staff and our students (our “community”):

- Feel welcome and a sense belongingness.
- Are included and supported to reach their full potential.
- Are respected and valued to be their full authentic self.

### **Evidence base**

Our evidence base tells us that we are under-represented particularly in the areas of gender equality of our senior academics, and ethnicity across our student and staff body. These will form the focus of this SEP.

### **Priorities and objectives**

SEP outlines 7 key priority areas which have been formulated through consultation with our community, committed actions through existing internal plans such as [Athena Swan](#), and our external commitments through Welsh Government’s Anti-Racist Wales Action Plan and LGBTQ+ Action Plan for Wales.

1. Governance and leadership that will raise awareness of EDI in all its forms.
2. Create an inclusive and supportive working and learning environment.
3. Ensure there is equality and an inclusive approach to university policies and processes in both physical and digital environments.
4. Strengthen the EDI Training and mentoring programme.
5. Closing staff pay gaps.
6. Closing student attainment gaps.
7. Nurture an inclusive Research culture and environment

## Section 2: Data Analysis

Student and staff data are extracted from the University's internal records, HESA returns, and 'snapshots' from the Human Resources/Finance system (ABW - Pobl Aber People) - with data from 1 August 2023 to 31 July 2024.

This section covers five areas of data: [Governance](#); [Current Staff data](#); [Staff - Recruitment and Selection, Reward and Recognition, and Training](#); [Current Student data](#); and [Progress against the Strategic Equality Plan 2024-2028](#)

### 1. Governance

We have seen positive change over recent years in the proportions of female and male members on Council and Senate, and their associated committees. It is pleasing to see that these proportions have remained consistent since the last reporting period. Specific steps have been taken over the last few years and will continue to remedy gender balance on our Governance committees.

Committees	2020-21		2021-22		2022-23		2023-24	
	Female	Male	Female	Male	Female	Male	Female	Male
Council	10 (56%)	8 (44%)	10 (56%)	8 (44%)	9 (53%)	8 (47%)	9 (56%)	7 (44%)
Senate	15 (47%)	17 (53%)	15 (48%)	16 (52%)	16 (47%)	18 (53%)	14 (45%)	17 (55%)
Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)	3 (38%)	5 (62%)	3 (33%)	6 (67%)
Redundancy Committee	4 (80%)	1 (20%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)
Investments	2 (33%)	4 (67%)	3 (50%)	3 (50%)	3 (50%)	3 (50%)	2 (40%)	3 (60%)
Audit, Risk & Assurance	4 (80%)	1 (20%)	4 (67%)	2 (33%)	4 (67%)	2 (33%)	1 (25%)	3 (75%)
Remuneration	3 (50%)	3 (50%)	4 (67%)	2 (33%)	4 (67%)	2 (33%)	3 (60%)	2 (40%)
Governance & Compliance	8 (80%)	2 (20%)	8 (80%)	2 (20%)	8 (80%)	2 (20%)	7 (87.5%)	1 (12.5%)
Resources and Performance	5 (50%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)	4 (44%)	5 (56%)

Table 1.1 Senate, Council, Executive and Joint Senior Committees on 31 July 2024 by members' legal sex.

## 2. Current staff data

### 2.1. Staffing Levels

The total number of people employed in the University on the 1 August 2024 was 1,898 (headcount). This is a decrease 2.7% over comparable 2022-23 data with a headcount of 1,950.

The Full-time equivalent (FTE) count on the 1 August 2024 was 1,382. This is a decrease of 2.5% over comparable 2022-23 data with an FTE of 1417, and an FTE of 1418 in 2021-22.

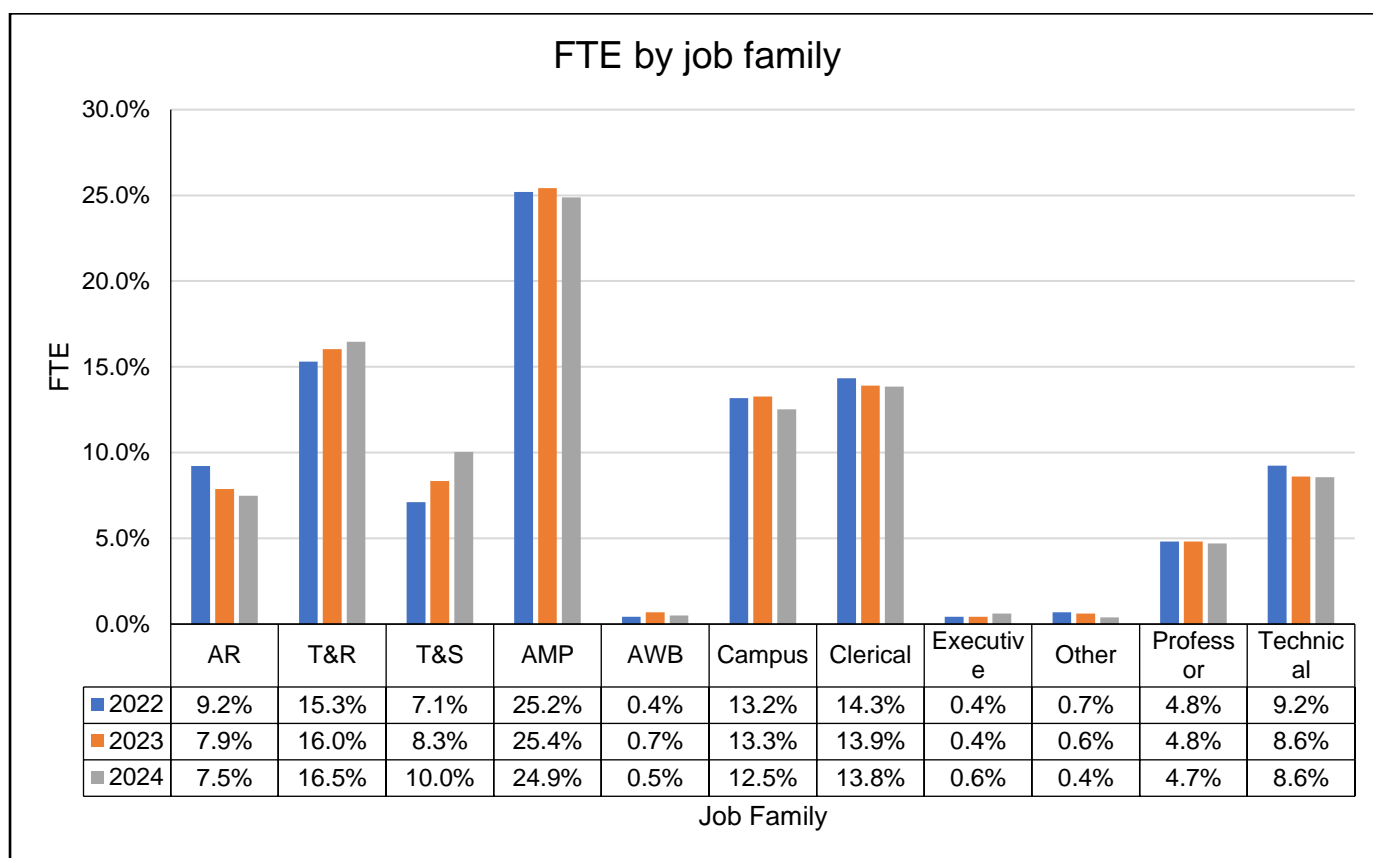
In 2023-24, 48.6% of staff had full-time contracts (2022-23, 48.0%) and 51.4% of staff working part-time contracts (2022-23, 52%).

#### Job Family

Job families categorises roles that are similar in the field/profession of the work.

<b>AR</b>	Academic research only	<b>Clerical</b>	Clerical, secretarial
<b>T&amp;R</b>	Academic teaching and research	<b>Executive</b>	University Executive
<b>T&amp;S</b>	Academic teaching and scholarship	<b>Others</b>	Other staff – not included above
<b>AMP</b>	Admin, managerial, professional	<b>Professor</b>	Professors
<b>AWB</b>	Agricultural Staff	<b>Technical</b>	Technical, Computer operators
<b>Campus</b>	Campus service manual jobs		

Table 2.1.a Abbreviations of Job Families



Graph 2.1.a Staff FTE by job family as of 31.07.2024

Job families as a percentage of staff FTE have remained relatively stable over recent years, with only Academic job families (AR, T&T and T&S) showing proportion fluctuations, whilst marginally growing in FTE numbers a whole.

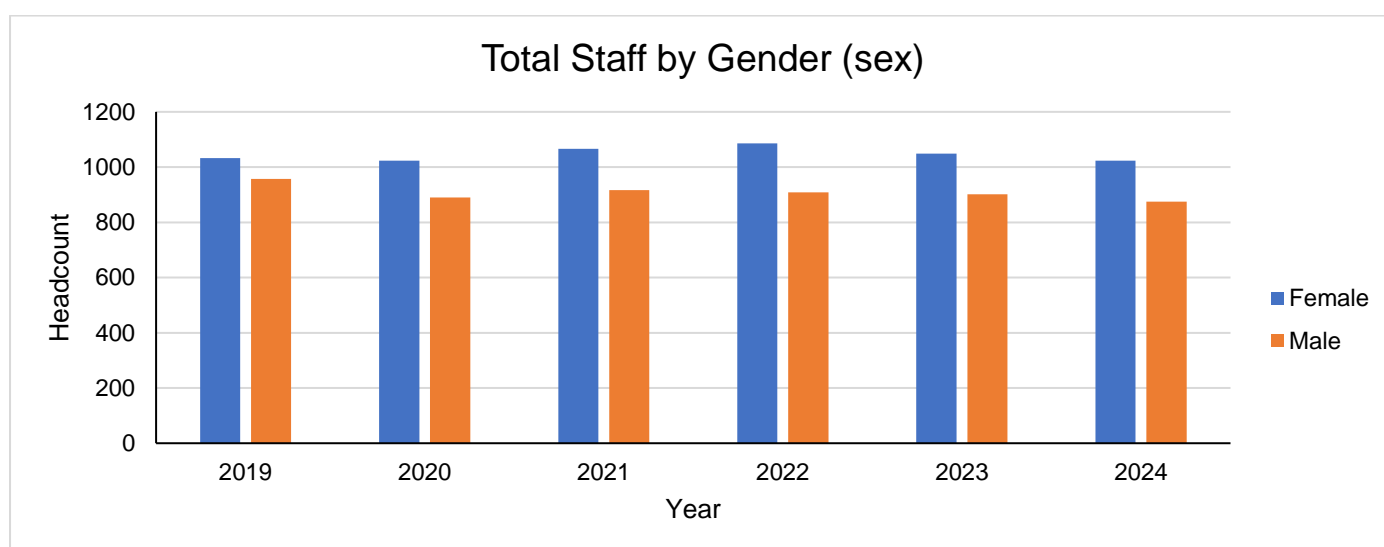
## 2.2 Sex

The breakdown of staff headcount by sex in 2023-24 was female 1,023 (53.9%) and male 875 (46.1%). In 2023-24 there was a decrease in total staff headcount (-2.7%), with a higher percentage drop in female staff (-2.9%) compared to male staff (2.5%).

Graph 2.2.a below, indicates a relatively stable trend in the breakdown of staff by sex over the last five years.

Headcount	2020-21	2021-22	2022-23	2023-24
Female	1066 (53.8%)	1084 (54.4%)	1049 (53.8%)	1023 (53.9%)
Male	916 (46.2%)	910 (45.6%)	901 (46.2%)	875 (46.1%)
<b>Total</b>	<b>1982</b>	<b>1994</b>	<b>1950</b>	<b>1898</b>

Table 2.2.a Staff headcount by sex.



Graph 2.2.a Staff headcount by sex from 31.07.2024 dated back to 31.07.2019.

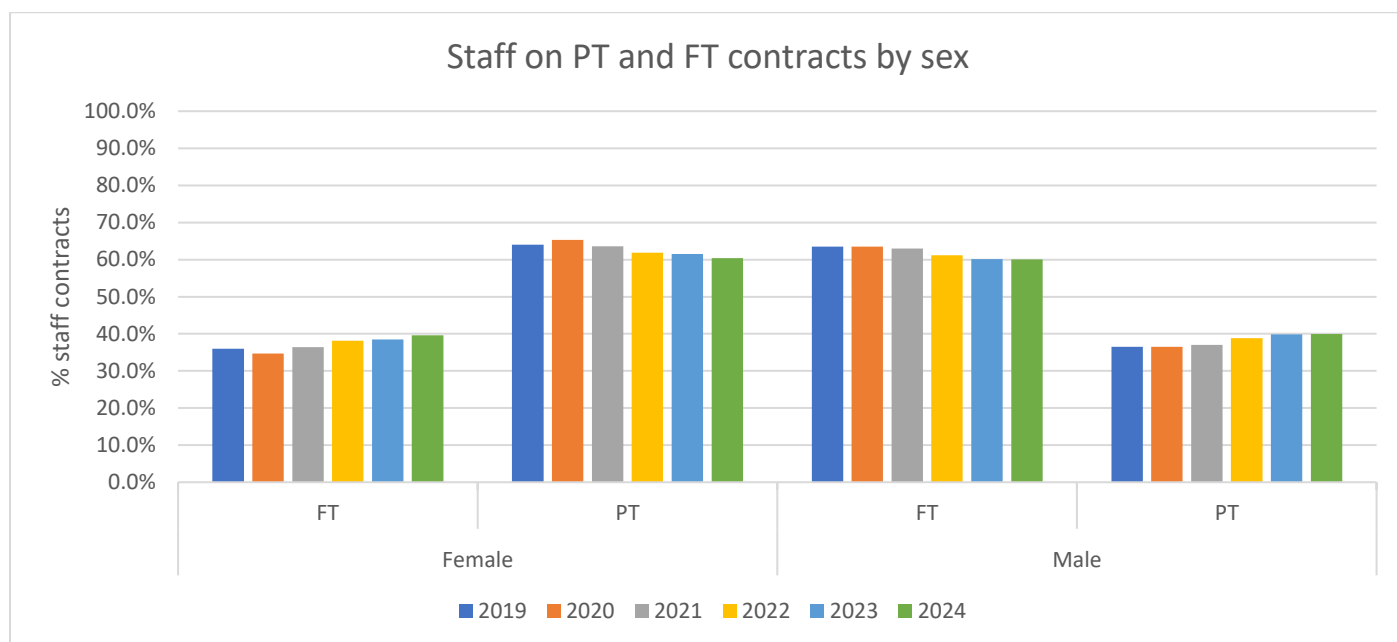
### Part-time (PT) and Full-time (FT) Staff

The percentage of female staff on full-time contracts has increased to 40% from 38.4% (in 2022-23), with the majority still working part-time contracts 60% compared to 61.5% (2022-23). The percentage of male staff on full-time contract continues to decrease year-on-year, but it remains the majority at 60.1%, falling from 60.3% (in 2022-23). With male staff on part-time contracts increasing to 39.9% from 39.7% (2022-23).

In comparison, HE sector shows that Female staff are split (FT 62%, PT 38%), and Male split (FT 76%, PT 24%).

FT and PT Staff (by headcount)								
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Female	FT	46.0%	44.6%	35.1%	36.1%	38.7%	38.4%	40.0%
	PT	54.0%	55.4%	64.9%	63.9%	61.3%	61.6%	60.0%
Male	FT	69.4%	71.1%	65.3%	62.7%	62.1%	60.3%	60.1%
	PT	30.6%	28.9%	34.7%	37.3%	37.9%	39.7%	39.9%
All	FT	57.4%	57.4%	48.4%	47.9%	48.9%	48.0%	48.6%
	PT	42.6%	42.6%	51.6%	52.1%	51.1%	52.0%	51.4%

Table 2.2.b Staff headcount by Sex on FT and PT contracts.



Graph 2.2.b Staff on PT and FT contracts by sex

The increase of Male PT staff shows fluctuations across all job families, but with a noticeable increase in male PT staff in the 'Admin Managerial and Professional', 'Academic Research' and 'Campus services'. The latter in the age range of 21-30 with the recruitment of 'Summer Cleaning Operatives' and 'Sports Centre attendant/lifeguard'.

The split is also a positive reflection of the University's approach to flexible working, whereby staff have confidence in considering their options when work and personal circumstances change.



## 2.3 Disability

Aberystwyth University is accredited as a Level 2 Disability Confident employer, and we continue to follow good practice and support our staff and students to identify areas for improvement and any reasonable adjustments that can be made across the University.

The percentage of staff with a declared impairment, health condition or learning difference in 2023-24 was 10.5% (compared with 9.6% in 2022-23, 9.3% in 2021-22). This remains higher than the sector average when comparing to Advance HE's benchmarking figure for UK in 2023-24: 7.2%, and in Wales for 2023-24: 8.5%).

Disability disclosure	2019-20	2020-21	2021-22	2022-23	2023-24
An impairment, health condition or learning difference	159 (8.3%)	180 (9.1%)	186 (9.3%)	188 (9.6%)	199 (10.5%)
No impairment, health condition or learning difference	486 (25.4%)	547 (27.6%)	660 (33.1%)	694 (35.6%)	695 (36.6%)
Prefer not to say	9 (0.5%)	9 (0.5%)	11 (0.6%)	11 (0.6%)	10 (0.5%)
Unknown/ not declared	1,258 (65.8%)	1,245 (62.8%)	1,137 (57%)	1,057 (54.2%)	994 (52.4%)
<b>Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.3.a Dataset HR headcount 31.07.2023 for the Disability disclosure of staff over time

A percentage of 36.6% staff in 2023-24 declared 'No impairment, health condition or learning difference', an increase from 35.6% in 2022-23. Those who selected 'Prefer not to say' reflect only 0.5% of all staff (0.6% in 2022-23). 52.4% in 2023-24 compared with 54.2% in 2022-23 of our staff have not engaged with the question at all.

The most commonly disclosed impairment types were both 'Learning difference such as dyslexia, dyspraxia or AD(H)D' and 'Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy'. From the staff who have declared 'An impairment, health condition or learning difference' – 58.7% work full-time and 41.3% work part-time. A higher percentage of males (66%) with 'An impairment, health condition or learning difference' work full-time, whereas 54% of females work full-time.

	2020-21	2021-22	2022-23	2023-24
<b>Full-time (FT)</b>				
Female	55	57	60	67
Male	56	51	52	55
<b>FT Total</b>	<b>111</b>	<b>108</b>	<b>112</b>	<b>122</b>
<b>Part-time (PT)</b>				
Female	49	51	52	58
Male	29	33	32	28
<b>PT Total</b>	<b>78</b>	<b>82</b>	<b>84</b>	<b>86</b>
<b>Total</b>	<b>180</b>	<b>186</b>	<b>188</b>	<b>199</b>

Table 2.3.b Staff headcount for staff who have declared a disability by sex and contract type.

It remains reassuring to see an increase in staff declaring an 'impairment, health condition or learning difference', particularly for FT staff – with occupational health support available and commitment to reasonable adjustments to working practices and environment.

The disability status question is a part of our optional diversity monitoring data for staff. All staff receive regular reminders to make sure their personal data is up to date, but currently do not make this mandatory (along with other fields). This is consistent across other Welsh HEIs.

## 2.4. Ethnicity

For 2023-24, staff who identify as Minority Ethnic represented 6.3% of the total workforce (2022-23, 6.0%; and 2021, 6.1%), which indicates Minority Ethnic staff have very marginally increased.

<b>Ethnicity (headcount)</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Minority Ethnic	104 (5.4%)	109 (5.5%)	122 (6.1%)	116 (6.0%)	120 (6.3%)
Prefer not to say	76 (4.0%)	76 (3.8%)	68 (3.4%)	57 (2.9%)	55 (2.9%)
Unknown/ Not declared	2 (0.1%)	7 (0.4%)	3 (0.2%)	1 (0.1%)	1 (0.1%)
White	1,731 (90.5%)	1,790 (90.3%)	1,801 (90.3%)	1,776 (91%)	1,722 (90.7%)
<b>Grand total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.4.a Staff data by 2 major ethnic groups.

Table 2.4.b below shows that the increase in Minority Ethnic staff is mainly due to an increase in staff who declare a Black or Black British Ethnic Background. All other ethnic groups have seen a marginal decreases. Underlying data shows that the increase in staff who declare a Black or Black British Ethnic Background are in job families - Academic Research, Academic Teaching and Scholarship and Campus services.

<b>Ethnicity</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Asian	50 (2.6%)	48 (2.4%)	58 (2.9%)	53 (2.7%)	52 (2.7%)
Black	13 (0.7%)	15 (0.8%)	16 (0.8%)	18 (0.9%)	25 (1.3%)
Mixed	17 (0.9%)	18 (0.9%)	18 (0.9%)	13 (0.7%)	14 (0.7%)
Other	24 (1.3%)	28 (1.4%)	30 (1.5%)	32 (1.6%)	29 (1.5%)
Prefer not to say	76 (4.0%)	76 (3.8%)	68 (3.4%)	57 (2.9%)	55 (2.9%)
Unknown/ Not declared	2 (0.2%)	7 (0.4%)	3 (0.2%)	1 (0.1%)	1 (0.1%)
White	1,731 (90.5%)	1,790 (90.3%)	1,801 (90.3%)	1,776 (91.2%)	1,722 (90.7%)
<b>Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.4.b Staff data by 5 major ethnic groups.

Table 2.4.c below shows that this figure is low compared to the UK and Wales average recently published in the AdvanceHE Equality in higher education: statistical reports 2024 (combined UK National and Non-UK National).

	<b>% staff declaring as Minority Ethnic</b>
Aberystwyth University	6.3%
Higher Education (Wales)	10.5%
Higher Education (UK)	17.5%

Table 2.4.c AdvanceHE Equality in higher education: statistical reports 2024 (combined UK National and Non-UK National)

This however is significantly above the working population, 1.5%, and general population, 3.7%, declaring as Minority Ethnic in Ceredigion based on the Census 2021 data and Welsh Government, 2022 Local Labour Force Survey/Annual Population Survey: Ethnicity by Welsh local authority.

## 2.5. Nationality

Nationality	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Non-UK</b>	<b>208 (10.9%)</b>	<b>207 (10.4%)</b>	<b>235 (11.8%)</b>	<b>219 (11.2%)</b>	<b>219 (11.5%)</b>
Minority Ethnic	53 (25.5%)	56 (27.1%)	68 (28.9%)	68 (31.1%)	73 (33.3%)
Prefer not to say	15 (7.2%)	12 (5.8%)	13 (5.5%)	8 (3.7%)	7 (3.2%)
Unknown/ not declared	1 (0.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	139 (66.8%)	139 (67.1%)	154 (65.5%)	143 (65.3%)	139 (63.5%)
<b>UK</b>	<b>1,705 (89.1%)</b>	<b>1,772 (89.4%)</b>	<b>1,759 (88.2%)</b>	<b>1,731 (88.8%)</b>	<b>1,679 (88.5%)</b>
Minority Ethnic	50 (2.9%)	52 (2.9%)	53 (3.0%)	47 (2.7%)	47 (2.8%)
Prefer not to say	62 (3.6%)	64 (3.6%)	56 (3.2%)	50 (2.95)	48 (2.9%)
Unknown/ not declared	0 (0.0%)	4 (0.2%)	2 (0.1%)	0 (0.0%)	0 (0.0%)
White	1,592 (93.4%)	1,651 (93.2%)	1,647 (93.6%)	1,633 (94.3%)	1,583 (94.3%)
<b>Unknown / Not declared</b>	<b>0 (0.0%)</b>	<b>3 (0.2%)</b>	<b>0 (0.0%)</b>	<b>0 (0.0%)</b>	<b>0 (0.0%)</b>
Minority Ethnic	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Prefer not to say	0 (0.0%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Unknown/ not declared	0 (0.0%)	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.5.a Nationality of staff with Ethnic Group.

Staff who have declared a non-UK nationality have remained relatively consistent in numbers, growing to 11.5% of all staff – with the increase coming from Non-UK Minority Ethnic staff. In comparison, we have a lower representation of non-UK staff, whereby the Wales HE sector (14.4%) and UK HE Sector (23.9%).

In 2023, staff declared their **nationality** across 51 countries (compared with 53 countries in 2022-23; and 57 countries in 2021-22). The most represented nationality of staff was United Kingdom (87.7%), followed by the following nationalities.

Nationality	2020-21	2021-22	2022-23	2023-24
Ireland	23	22	24	21
United States	14	14	20	20
Poland	31	27	22	19
Germany	25	23	20	19
Italy	12	13	13	14
Spain	14	15	14	13
India	5	10	9	11
Nigeria	4	6	8	11
Netherlands	7	7	7	8
France	11	10	9	7
Russia	3	3	5	6
China	6	6	4	6
Hungary	8	6	5	5

Table 2.5.b Nationality of staff.

Nationalities with below staff members (<0.2%):

Australia, Bangladesh, Belgium, Bolivia, Brazil, Bulgaria, Canada, Chile, Colombia, Cyprus, Czech Republic, Egypt, Estonia, Finland, Georgia, Ghana, Greece, Iran, Japan, Kenya, Latvia, Lebanon, Lithuania, Mexico, Morocco, New Zealand, Norway, Pakistan, Portugal, Slovakia, Slovenia, South Africa, South Sudan, Sri Lanka, Sweden, Switzerland, Thailand, Turkey.

## 2.6. Religion or Belief

Religion or Belief	2019-20	2020-21	2021-22	2022-23	2023-24
Buddhist	6 (0.3%)	8 (0.4%)	10 (0.5%)	14 (0.7%)	18 (0.9%)
Christian	259 (13.5%)	298 (15.0%)	318 (15.9%)	342 (17.5%)	463 (24.4%)
Hindu	8 (0.4%)	8 (0.4%)	7 (0.4%)	5 (0.3%)	7 (0.4%)
Jewish	2 (0.1%)	2 (0.1%)	3 (0.2%)	4 (0.2%)	4 (0.2%)
Muslim	6 (0.3%)	7 (0.4%)	16 (0.8%)	16 (0.8%)	13 (0.7%)
No Religion or Belief	383 (20.0%)	465 (23.5%)	538 (27.0%)	569 (29.2%)	716 (37.7%)
Other Religion or Belief	32 (1.7%)	33 (1.7%)	45 (2.3%)	44 (2.3%)	52 (2.7%)
Prefer not to say	72 (3.8%)	84 (4.2%)	97 (4.9%)	104 (5.3%)	189 (10.0%)
Sikh	0 (0%)	1 (0.1%)	0 (0%)	0 (0%)	0 (0%)
Spiritual	14 (0.7%)	17 (0.9%)	13 (0.7%)	12 (0.6%)	8 (0.4%)
Unknown/ not declared	1,131 (59.1%)	1,059 (53.4%)	947 (47.5%)	840 (43.1%)	428 (22.6%)
<b>Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.6.a Staff declared religion or belief.

Declaring your religion or belief is optional diversity data for staff members, however it is pleasing to see the number of 'Unknown/ Not declared' category decreasing to 22.6% (from 43.1% in 2022-23). Staff who declare 'No religion or Belief' are now the highest percentage return at 37.7% (from 29.2% in 2022-23).

67.5% (51.6% 2022-23) of our staff have declared a religion or belief (including no belief) – this is above the national average for UK HE sector of 64.8%. In 2021 Census, 43.0% of Ceredigion residents reported having "No religion", up from 30.7% in 2011. The rise of 12.3% was the largest increase of all broad religious groups in Ceredigion.

## 2.7 Sexual Orientation

Sexual Orientation	2019-20	2020-21	2021-22	2022-23	2023-24
Bisexual	21 (1.1%)	39 (2.0%)	51 (2.6%)	47 (2.4%)	59 (3.1%)
Gay man	20 (1.0%)	21 (1.1%)	22 (1.1%)	23 (1.2%)	28 (1.5%)
Gay woman / Lesbian	13 (0.7%)	14 (0.7%)	19 (1.0%)	18 (0.9%)	18 (0.9%)
Heterosexual	612 (32.0%)	708 (35.7%)	798 (40.0%)	854 (43.8%)	1,104 (58.2%)
Other	15 (0.8%)	20 (1.0%)	25 (1.3%)	22 (1.1%)	23 (1.2%)
Prefer not to say	93 (4.9%)	107 (5.4%)	119 (6.0%)	136 (7.0%)	236 (12.4%)
Unknown	1,139 (59.5%)	1,073 (54.1%)	960 (48.1%)	850 (43.6%)	430 (22.7%)
<b>Grand Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.7.a Staff declared sexual orientation

Declaring your sexual orientation is optional diversity data for staff members, however it is pleasing to see the number of 'Unknown/ Not declared' category decreasing to 22.7% (from 43.6% in 2022-23).

Staff members declaring their sexual orientation as heterosexual represents the largest group at the University, 58.2%, an increase from 43.8% in 2022-23, followed by staff members declaring their sexual orientation as Bisexual (3.1%) and Gay man (1.5%). While 'Unknowns/ Not declared' have decreased we have seen an increase in declaring 'Prefer not to say' at 12.% (from 7% in 2022-23).

64.9% (49.4% in 2022-23) of our staff have declared their sexual orientation – this remains below the national average for UK HE sector of 66.3%, according to Advance HE (2024) Equality in higher education statistical reports. Staff who declare as LGB+ are at 6.7% (5.6% in 2022-23) which is above the national HE average at 6.1%.

Ceredigion is the second largest Local authority in Wales by LGB+ population at 4.9%, behind Cardiff (5.3%) [Census 2021].

## 2.8 Gender reassignment

In 2023-24, 86.7% (81.4% 2022-23) of staff declared that their gender identity is the same as assigned at birth - this is above the national average for UK HE sector of 50.8%. Those whose gender identity is different from that assigned at birth is at 0.8% (0.4% national average for HE sector).

Gender Identity	2019-20	2020-21	2021-22	2022-23	2023-24
I prefer not to say if my gender identity has changed	50 (2.6%)	62 (3.1%)	60 (3.0%)	57 (2.9%)	83 (4.4%)
My gender identity has changed since it was assigned at birth	7 (0.4%)	13 (0.7%)	15 (0.8%)	16 (0.8%)	16 (0.8%)
My gender identity has not changed since it was assigned at birth	1,408 (73.6%)	1,495 (75.4%)	1,567 (78.6%)	1,587 (81.4%)	1,645 (86.7%)
Unknown	448 (23.4%)	412 (20.8%)	352 (17.7%)	290 (14.9%)	154 (8.1%)
<b>Grand Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.8.a Staff declared if gender identity has changed since it was assigned at birth

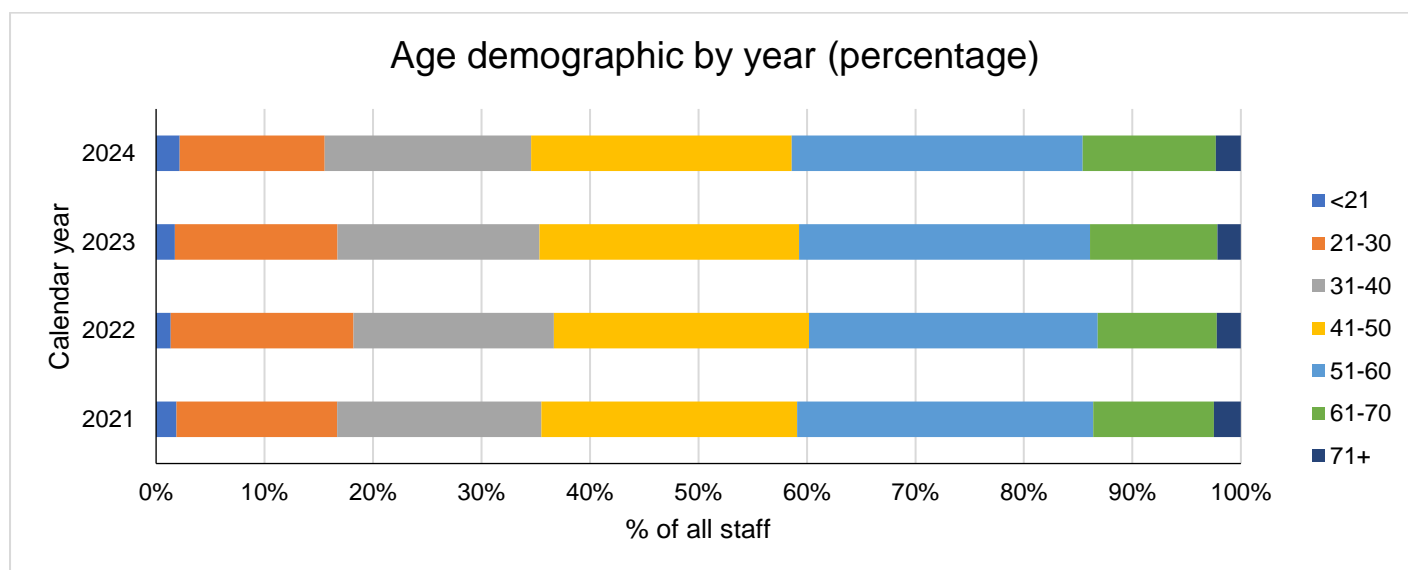
## 2.9. Age

Age Profile of all staff	2019-20	2020-21	2021-22	2022-23	2023-24
<21	18 (0.9%)	37 (1.9%)	27 (1.4%)	34 (1.7%)	41 (2.2%)
21-30	261 (13.6%)	294 (14.8%)	336 (16.9%)	292 (15.0%)	254 (13.4%)
31-40	391 (20.4%)	373 (18.8%)	368 (18.5%)	363 (18.6%)	361 (19.0%)
41-50	477 (24.9%)	518 (23.6%)	531 (23.5%)	523 (23.9%)	456 (24.0%)
51-60	518 (27.1%)	541 (27.3%)	531 (26.6%)	523 (26.8%)	509 (26.8%)
61-70	204 (10.7%)	221 (11.2%)	219 (11.0%)	229 (11.7%)	233 (12.3%)
71+	44 (2.3%)	49 (2.5%)	44 (2.2%)	42 (2.2%)	44 (2.3%)
<b>Grand Total</b>	<b>1,913</b>	<b>1,982</b>	<b>1,994</b>	<b>1,950</b>	<b>1,898</b>

Table 2.9.a Staff by age range

A reduction in overall staff headcount has seen a decrease of staff in all age ranges, apart from staff under 21 and between the ages of 61-70, where there has been a slight increase in numbers.

A total of 69.9% staff are aged between 30-60, which is a small increase from 69.4% in 2022-23 (and 68.6% in 2021-22). The percentage of staff under 30 has decreased to 15.5% from 16.7% in 2022-23 (and 18.2% in 2021-22) – this is despite an increase in staff under the age of 21. The percentage of staff who are 61 or over have increased to 14.6% in 2023-24 from 13.9%, in 2022-23 (and from 13.2% in 2021-22).



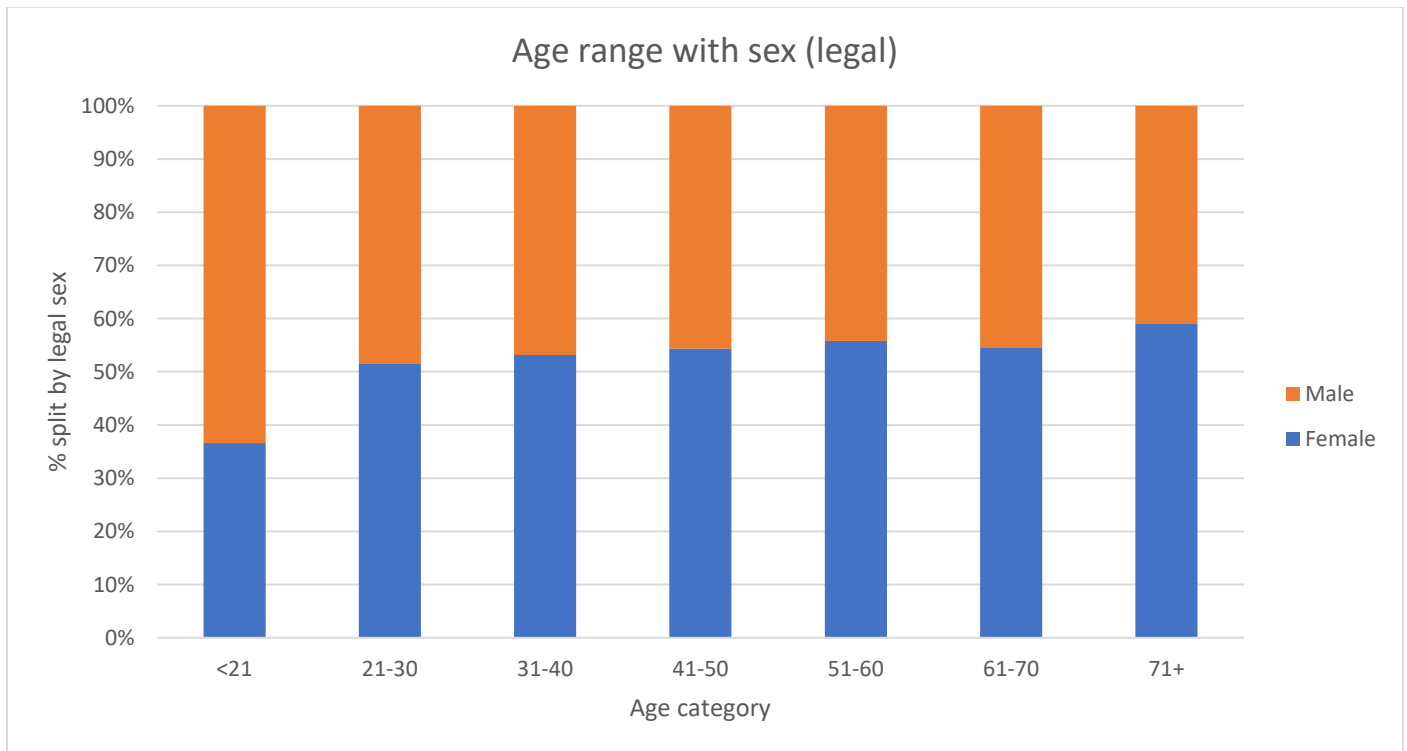
Graph 2.9.a Staff by age range

Table 2.9.b below shows the proportion of male staff and female staff across the age ranges. The age profile by legal sex for 2023-24 shows that there are more females in every age category apart from the under 21 age range – where in the previous year this was also evident in the 61-70 age range, but an increase in females (n=+13) and a decrease in males (n=-9) in the age range shows a higher proportion of females.

YoY comparisons shows that the overall decrease in the number of female colleagues appear predominantly from 21–30-year-old age range (n= -26, -1.2%), with a lower percentage drop in males (n= -12, -0.4%). Looking deeper into this age range data sees a decrease over several job families with the highest decrease in females working as Academic Research only, Academic Teaching and Research and in Admin, Managerial and Professional roles.

	2021-22		2022-23		2023-24	
Age Profile	Female	Male	Female	Male	Female	Male
<21	12 (0.6%)	15 (0.8%)	12 (0.6%)	22 (1.1%)	15 (0.8%)	26 (1.4%)
21-30	198 (9.9%)	138 (6.9%)	157 (8.1%)	135 (6.9%)	131 (6.9%)	123 (6.5%)
31-40	200 (10.0%)	168 (8.4%)	198 (10.2%)	165 (8.5%)	192 (10.1%)	169 (8.9%)
41-50	256 (12.8%)	213 (10.7%)	255 (13.1%)	212 (10.9%)	248 (13.1%)	208 (11.0%)
51-60	288 (14.4%)	243 (12.2%)	291 (14.9%)	232 (11.9%)	284 (15.0%)	225 (11.9%)
61-70	110 (5.5%)	109 (5.5%)	114 (5.8%)	115 (5.9%)	127 (6.7%)	106 (5.6%)
71+	20 (1.0%)	24 (1.2%)	22 (1.1%)	20 (1.0%)	26 (1.4%)	18 (0.9%)
<b>Grand Total</b>	<b>1,084 (54.4%)</b>	<b>910 (45.6%)</b>	<b>1,049 (53.8%)</b>	<b>901 (46.2%)</b>	<b>1,023 (53.9%)</b>	<b>875 (46.1%)</b>

Table 2.9.b Age profile by legal sex



Graph 2.9.b Age range by legal sex

## 2.10 Pregnancy & Maternity

	2020-21	2021-22	2022-23	2023-24
Adoption Leave	0	0	0	1
Maternity Leave	30	37	57	39
Paternity Leave	15	7	9	17
Parental Leave	1	1	2	3
<b>Staff members who took leave</b>	<b>46</b>	<b>45</b>	<b>68</b>	<b>60</b>

Table 2.11 Staff members who took Maternity/ Paternity/ Adoption / Parental Leave

60 staff members took a form of family leave during 2023-24, a fall of 11.8% from previous year. There was however an increase in the number of staff taking paternity, Parental and Adoption leave.

## 2.11 Welsh Language

Staff declaring the highest Welsh Language (oral) Levels of B1 to C2 level competency has decreased slightly to 33.9% in 2023-24, compared to 34.6% in 2022-23 (31.3% in 2021-22). However, staff declaring the highest Welsh Language (oral) Levels of C1 and C2 level competency has increased slightly to 19.9% in 2023-24, compared to 19.6% in 2022-23 (17.1% in 2021-22).

Welsh Language Levels	2019-20	2020-21	2021-22	2022-23	2023-24
<b>A0 ORAL</b>	35.2%	33.3%	30.9%	33.8%	33.7%
<b>A1 ORAL</b>	15.0%	17.2%	17.3%	18.7%	18.6%
<b>A2 ORAL</b>	3.1%	7.0%	7.3%	8.9%	9.0%
<b>B1 ORAL</b>	9.4%	7.3%	6.7%	7.1%	6.6%
<b>B2 ORAL</b>	10.7%	8.0%	7.5%	7.9%	7.4%
<b>C1 ORAL</b>	3.6%	4.5%	4.7%	5.7%	5.6%
<b>C2 ORAL</b>	8.6%	11.6%	12.4%	13.9%	14.3%
<b>No data</b>	14.4%	11.2%	13.3%	4.0%	4.8%

Table 2.10 Welsh Language levels of all staff

Further details on the Welsh Language Levels referred to above can be found at

<https://www.aber.ac.uk/en/hr/info-staff/employment/welsh-language/>

Further information regarding Aberystwyth University's policies and strategies on promoting the Welsh language, including our compliance with the Welsh language standards can be found at

<https://www.aber.ac.uk/en/cgg/bilingual-policy/>



### 3. Staff – Recruitment and Selection, Reward & Recognition, and Training

#### **Applicant data from 1 August 2023 to 31 July 2024**

The AU online system records 2,224 applications (2022-23: 3,995 | 2021-22: 3,185 | 2020-21: 3,691) for positions of employment (excluding Aber Workers). These include roles advertised internally and externally.

Year	Applications	Vacancies	Appointments
2023-2024	2,224	365	591
2022-2023	3,995	703	834
2021-2022	3,185	592	689
2020-2021	3,691	432	647

Table 3.1 Staff recruitment - applications, appointments and vacancies.

- Total number of applications received: 2,224 (a decrease of 1,771 applications, 44.3% from 2022-23)
- Total number of vacancies: 365 (a decrease of 338 vacancies, 48.1% from 2022-23)
  - During 2023-24, a vacancy, on average, received 6.1 applications
  - During 2022-23 a vacancy, on average, received 5.6 applications
  - During 2021-22, a vacancy, on average, received 5.4 applications
  - During 2020-21, a vacancy, on average, received 8.5 applications
- Total number of appointments: 591 (a decrease of 243 appointments, 29.1% from 2022-23)
- Total number of appointments (591) is split internal appointment 241 (40.8%) and external appointment 350 (59.2%)

It is worth noting that there are more appointees than vacancies due to there being multiple posts to fill in some areas (e.g. Exam Invigilators, Class Tutors, Cleaning Operatives, Graduate Trainees)

### 3.1 Sex of applicants:

Sex	Applicants					
	2023-24		2022-23		Variance	
Female	1,016	45.68%	1,952	48.86%	-936	-48.0%
Male	1,205	54.18%	2,037	50.99%	-832	-40.8%
Unknown	3	0.13%	6	0.15%	+12	
<b>Total</b>	<b>2,224</b>		<b>3,995</b>		<b>-1,771</b>	<b>-44.3%</b>

Table 3.1.a Applicants for vacancies by sex and year (numbers and percentages)

### Sex of appointed candidates:

Sex	Appointments					
	2023-24		2022-23		Variance	
Female	316	53.47%	454	54.44%	-138	-30.4%
Male	273	46.19%	376	45.08%	-103	-27.4%
Unknown	2	0.34%	4	0.48%	-2	
<b>Total</b>	<b>591</b>		<b>834</b>		<b>-243</b>	<b>-29.1%</b>

Table 3.1.b Appointments for vacancies by sex and year (numbers and percentages)

- Of all those that applied for vacancies at the University, we saw a higher percentage of males (54.2%), compared with females (45.7%). In terms of the number of applications, we've seen a decrease in application from both females and males, with a higher percentage decrease in females.
- Of all those appointed, 53.5% were Female, 46.2% Male. In terms of the number of appointments, we've seen a decrease in both female and male appointments, with a higher percentage decrease in females appointed, despite maintaining to be higher in numbers.
- Of the Females that applied for a vacancy (1,016), and then appointed (316) is a higher success rate of 31.1%, when compared with the 22.7% success rate for Males, where those applied (1,205), and then appointed (273).
- When recruiting to our management and senior level roles (grade 7 and above), 37% (44% in 2022-23) of our applicants were female, and 50.4% (54.1% in 2022-23) of our appointed candidates were female. This demonstrates sustained efforts to address the balance of gender in senior positions at the University and drop in applicants from females requires close monitoring.
- Our Strategic Equality Plan focusses on addressing the area of gender equality in Senior Academic roles (Grade 9 and above, Senior Lecturer and above) 36.9% (15% in 2022-23) of Senior Academic role applicants were female, and 41.8% (30% in 2022-23) of our appointed candidates were female.

### 3.2 Ethnicity

Ethnicity	Applications				Appointments			
	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)
Asian Ethnic background	447	20.1%	635	15.9%	26	4.4%	32	3.8%
Black Ethnic background	313	14.1%	412	10.3%	15	2.5%	21	2.5%
Mixed Ethnic background	78	3.5%	70	1.8%	11	1.9%	7	0.8%
Other Ethnic Background	28	1.3%	159	4.0%	6	1.0%	25	3.0%
Prefer not to say	51	2.3%	128	3.2%	16	2.7%	24	2.9%
Unknown / Not declared	10	0.4%	43	1.1%	4	0.7%	35	4.2%
White Ethnic background	1,297	58.3%	2,548	63.8%	513	86.8%	690	82.7%
<b>Total</b>	<b>2,224</b>		<b>3,995</b>		<b>591</b>		<b>834</b>	

Table 3.2.a Applications and appointments by Ethnicity (numbers and percentages)

- Of those that applied 58.3% (63.8% in 2022-23) were White, followed by 20.1% (15.9% in 2022-23) who were Asian, and 14.1% (10.3% in 2022-23) were Black.
- Of those appointed 86.8% (82.7% in 2022-23) were White, followed by 4.4% (3.8% in 2022-23) were Asian, and 2.5% (2.5% in 2022-23) were Black.
- It is worth noting that White or White British (major category) applicants are appointed at higher rates than they apply (86.8% appointed, 58.3% applied), where all other declared ethnic groups had lower appointed to application rates. Minority Ethnic applicants were 9.8% appointed despite being 38.9% of the applicant pool compared with 2022-23 (10.2% appointed, 31.9% applied).
- The percentage of Minority Ethnic applicants of the total applicant pool grew from 31.9% (2022-23) to 38.9% (2023-24). We continue to use positive action statements with job vacancies stating, *“that we particularly welcome applications from Black, Asian and Minority Ethnic candidates, candidates with disabilities, and female candidates”*.
- Of the total of Minority Ethnic candidates that applied 866 (a decrease of 410 from 2022-23)
  - 88.8% (82.8% in 2022-23) were turned down at the shortlisting stage, and 4.5% (10.5% in 2022-23) were not appointed after interview, and 6.7% (6.7% in 2022-23) of the minority ethnic pool were appointed.
- Of the 88.8% (769) Minority Ethnic applicants that were turned down at shortlisting stage, 13.5% (104) of those applicants would not have been eligible for sponsorship to work in the United Kingdom and could not have been shortlisted for that reason.

It is worth noting that diversity data isn't known to recruiting managers so it would not form part of any selection decisions pre-interview. Recruiting managers also complete Unconscious Bias training to mitigate where information may be disclosed on papers/journals provided in support of an application.

### 3.3 Disability

Disability	Applicants				Appointments			
	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)
An impairment, health condition or learning difference not listed	12	0.5%	22	0.6%	4	0.7%	9	1.1%
Blind or have a visual impairment uncorrected by glasses	0	0.0%	1	0.02%	0	0.0%	0	0.0%
D/deaf or have a hearing impairment	6	0.3%	5	0.1%	3	0.5%	3	0.4%
Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Learning difference such as dyslexia, dyspraxia or AD(H)D	66	3.0%	118	3.0%	18	3.0%	26	3.1%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	17	0.8%	28	0.7%	2	0.3%	13	1.6%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	24	1.1%	53	1.3%	9	1.5%	11	1.3%
No known impairment, health condition or learning difference	559	25.1%	1243	31.1%	187	31.6%	210	25.2%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	11	0.5%	12	1.1%	3	0.5%	2	0.2%
Prefer not to say	52	2.3%	108	2.7%	20	3.4%	15	1.8%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	14	0.6%	29	0.7%	7	1.2%	2	0.2%
Unknown / Not declared	1,463	65.8%	2,376	59.5%	338	57.2%	543	65.1%
<b>Total</b>	<b>2,224</b>		<b>3,995</b>		<b>591</b>		<b>834</b>	

Table 3.3.a Disability self-declaration of applicants and appointments (numbers and percentages)

- During 2023-24, self-declaration rates have decreased for those applying for vacancies, with the number of 'unknowns' as a percentage of the total pool increasing from 59.5% (2022-23) to 65.8% (2023-24).

- Of those that applied for vacancies, 25.1% (31.1% in 2022-23) self-declared 'No known impairment, health condition or learning difference', followed by 3% (3% in 2022-23) self-declaring a learning difference such as dyslexia, dyspraxia or AD(H)D.
- Of those appointed, the highest percentage of 31.6% (25.2% in 2023-23) was those who self-declared 'No known impairment, health condition or learning difference', followed by 3.4% (2.7% in 2022-23) Prefer not to say, and 3.1% (3.0% in 2022-23) self-declaring a learning difference such as dyslexia, dyspraxia or AD(H)D.
- Applicants who had declared 'an impairment, health condition or learning difference' were a lower percentage of applicant pool in 2023-24 at 6.7% (7.5% in 2022-23), however were a slightly higher percentage of appointments in 2023-24 at 7.8% (compared with 7.7% in 2022-23).
- Therefore, both individuals with 'No known impairment, health condition or learning difference' are appointed (31.6%) at a higher rate than they apply (25.1%), and individuals who self-declare an 'an impairment, health condition or learning difference' are appointed (7.8%) at a higher rate than they apply (6.7%).

It is worth noting that diversity data isn't known to recruiting managers so it would not form part of any selection decisions pre-interview. Human Resources and the respective recruitment teams would pro-actively work with candidates for any reasonable adjustments when invited for interview.

### 3.4 Sexual orientation

Sexual Orientation	Applicants				Appointments			
	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)
<b>Bisexual</b>	79	3.6%	139	3.5%	29	4.9%	19	2.3%
<b>Gay man</b>	17	0.8%	32	0.8%	4	0.7%	7	0.8%
<b>Gay woman/lesbian</b>	7	0.3%	15	0.4%	4	0.7%	3	0.4%
<b>Heterosexual</b>	529	23.8%	1,132	28.3%	165	27.9%	210	25.2%
<b>Other</b>	14	0.6%	51	1.3%	5	0.8%	9	1.1%
<b>Prefer not to say</b>	114	5.1%	234	5.9%	45	7.6%	41	4.9%
<b>Unknown</b>	1,464	65.8%	2,392	59.9%	339	57.4%	545	65.3%
<b>Total</b>	<b>2,224</b>		<b>3,995</b>		<b>591</b>		<b>834</b>	

Table 3.4.a Sexual Orientation of applicants and appointment (numbers and percentages)

- Of those that applied the highest percentage were those that chose not to answer the question at 65.8% (59.9% in 2022-23), followed by 23.8% (28.3% in 2022-23) who are heterosexual. 5.3% (5.9% in 2021-22) of applicants were LGB+.
- Of those appointed the highest proportion were those that chose not to answer the question at 57.4% (65.3% in 2022-23) followed by 27.9% (25.2% in 2022-23) who are heterosexual. 7.1% (4.6% in 2022-23) of those appointed were LGB+.
- An increasing number of unknowns/no declaration is an area for concern and will require monitoring to understand why applicants aren't completing the diversity information. This personal data isn't known to recruiting managers so it would not form part of any selection decisions.

### 3.5 Gender Identity Changes

Gender Identity	Applicants				Appointments			
	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)	2023-24 (no's)	2023-24 (%)	2022-23 (no's)	2022-23 (%)
I prefer not to say if my gender identity has changed since it was assigned at birth	52	2.3%	80	2.0%	21	3.6%	10	1.2%
My gender identity has changed since it was assigned at birth	19	0.9%	39	1.0%	9	1.5%	2	0.2%
My gender identity has not changed since it was assigned at birth.	689	31.0%	1,486	37.2%	222	37.6%	277	33.2%
Unknown	1,464	65.2%	2,390	59.8%	339	57.4%	545	65.3%
<b>Total</b>	<b>2,224</b>		<b>3,995</b>		<b>591</b>		<b>834</b>	

Table 3.5.a Gender Identity of applications and appointments (numbers and percentages)

- In terms of gender identity, of those that applied, the highest proportion chose not to answer the question at 65.2% (59.8% in 2022-23), followed by individuals who selected that 'my gender identity has not changed since it was assigned at birth' at 31.0% (37.2% in 2022-23).
- People who stated that their gender identity had changed since birth, made up 0.9% of applicants and 1.5% of appointments, being appointed at a higher rate than they apply.

### 3.6 Academic Promotions

There was no Academic Promotions round during this reporting period with last round held in the 2022-23 Academic Year.

### 3.7. Training in Equality, Diversity and Inclusion

Aberystwyth University has e-learning courses on equality, diversity and inclusion for all staff and information is provided during the induction process. The training is provided by means of an online tutorial and can be undertaken in one sitting or in 'bite-sized' chunks at the user's convenience.

Three courses are available and have the following completion rates:

Course	% staff who have completed
Diversity in the Workplace	45%
Unconscious Bias	32%
Let's talk about Race in Workplace	10%

Although the completion rate has increased to 45% of all staff from 15% (July 2022) and 24% (July 2023) - we recognise that these completion rates are still far too low and have undertaken work to move our equality, diversity and inclusion courses to the University main e-learning platform to provide one central location for staff e-learning modules and alongside developing a new induction landing-page for new-starters.

In addition to above, the Diversity and Inclusion Manager and Race Equality Officer deliver face-to-face equality, diversity and inclusion training upon the request of Academic and Professional Services Departments.

Online unconscious bias training is available for all staff to complete, particularly staff members who are invited to be the Chair or members of recruitment panels. A new Let's talk about Race in the Workplace module was added to the EDI learning modules in January 2023.

We will continue to review our approaches to diversity related training and the introduction of new modules, alongside work to embed EDI into the culture of the University.

## 4. Current Student Data

The total number of students registered at AU for 2023-24 was 8,318 (8,413 in 2023-23; 7,844 in 2021-22)

Key: (FT) - Full-time; (PT) - Part-time; (UG) – Undergraduate; (PGT) - Postgraduate Taught; (PGR) - Postgraduate Research

### a. Sex

The total number of students registered at AU for 2022-23 were 54.4% female, 42.9% male, and 2.7% identifying as other. As a comparison, of all students studying in the UK were 57.3% were female, 56.5% in Wales. The majority of students at every degree level were female, apart from full-time PGR, where the international student cohort were majority male. This strikes a similar pattern across the UK HE Sector.

2023/24 Student Numbers by Gender – UK domiciled										
Gender	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Female	76	211	2506	2793	56	434	656	1146	3939	54.0%
Male	71	171	2390	2632	29	187	306	522	3154	43.3%
Other	4	10	137	151	1	8	37	46	197	2.7%
<b>Total</b>	<b>151</b>	<b>392</b>	<b>5033</b>	<b>5576</b>	<b>86</b>	<b>629</b>	<b>999</b>	<b>1714</b>	<b>7290</b>	<b>100.0%</b>

2023/24 Student Numbers by Gender – International										
Gender	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Female	25	178	269	472	5	25	81	111	583	56.7%
Male	33	156	184	373	3	18	22	43	416	40.5%
Other		2	21	23	1		5	6	29	2.8%
<b>Total</b>	<b>58</b>	<b>336</b>	<b>474</b>	<b>868</b>	<b>9</b>	<b>43</b>	<b>108</b>	<b>160</b>	<b>1028</b>	<b>100.0%</b>

Table 4.a.i (HESA data) Number of students in 2023-24 by programme type and mode of study

2023/24 Students by Gender and Age Group – UK domiciled					
Age Group	Female	Male	Other	Total	
				Count	% of Total Students
17 years and under	2	1	0	3	0.0%
18-20 years	1487	1242	78	2807	38.5%
21-24 years	1252	1250	89	2591	35.5%
25-29 years	305	259	19	583	8.0%
30 years and over	893	402	11	1306	17.9%
<b>Total</b>	<b>3939</b>	<b>3154</b>	<b>197</b>	<b>7290</b>	<b>100.0%</b>

2023/24 Students by Gender and Age Group – International					
Age Group	Female	Male	Other	Total	
				Count	% of Total Students
17 years and under	0	0	0	0	0.0%
18-20 years	143	67	15	225	21.9%
21-24 years	209	138	10	357	34.7%
25-29 years	96	86	4	186	18.1%
30 years and over	135	125	0	260	25.3%
<b>Total</b>	<b>583</b>	<b>416</b>	<b>29</b>	<b>1028</b>	<b>100.0%</b>

Table 4.a.ii (HESA data) Number of students in 2023-24 by sex and age range.



2023/24 Student Gender by Faculty & Department									
Faculty	Department	Female		Male		Other		Total	
		Count	%	Count	%	Count	%	Count	% of Total Students
Faculty of Arts and Social Sciences	Art	142	70.6%	45	22.4%	14	7.0%	201	2.4%
	Education	264	73.5%	93	25.9%	2	0.6%	359	4.3%
	English and Creative Writing	275	67.4%	96	23.5%	37	9.1%	408	4.9%
	History and Welsh History	144	48.3%	148	49.7%	6	2.0%	298	3.6%
	International Politics	125	28.5%	306	69.7%	8	1.8%	439	5.3%
	Law & Criminology	363	65.3%	183	32.9%	10	1.8%	556	6.7%
	Modern Languages	50	63.3%	29	36.7%		0.0%	79	0.9%
	Theatre, Film and Television Studies	194	46.4%	206	49.3%	18	4.3%	418	5.0%
	Welsh and Celtic Studies	57	67.9%	22	26.2%	5	6.0%	84	1.0%
	Lifelong Learning	634	68.3%	260	28.0%	34	3.7%	928	11.2%
	<b>Total</b>	<b>2248</b>	<b>59.6%</b>	<b>1388</b>	<b>36.8%</b>	<b>134</b>	<b>3.6%</b>	<b>3770</b>	<b>45.3%</b>
Faculty of Business and Physical Sciences	Aberystwyth Business School	262	39.5%	400	60.3%	1	0.2%	663	8.0%
	Computer Science	131	18.2%	578	80.2%	12	1.7%	721	8.7%
	Information Studies	296	77.5%	82	21.5%	4	1.0%	382	4.6%
	Mathematics	42	33.9%	79	63.7%	3	2.4%	124	1.5%
	Physics	71	29.0%	159	64.9%	15	6.1%	245	2.9%
	<b>Total</b>	<b>802</b>	<b>37.6%</b>	<b>1298</b>	<b>60.8%</b>	<b>35</b>	<b>1.6%</b>	<b>2135</b>	<b>25.7%</b>
Faculty of Earth and Life Sciences	IBERS	3	27.3%	8	72.7%		0.0%	11	0.1%
	Geography and Earth Sciences	198	43.0%	251	54.6%	11	2.4%	460	5.5%
	Life Sciences	748	60.0%	471	37.8%	28	2.2%	1247	15.0%
	Healthcare Education	126	84.0%	23	15.3%	1	0.7%	150	1.8%
	Psychology	396	72.8%	131	24.1%	17	3.1%	544	6.5%
	<b>Total</b>	<b>1471</b>	<b>61.0%</b>	<b>884</b>	<b>36.7%</b>	<b>57</b>	<b>2.4%</b>	<b>2412</b>	<b>29.0%</b>
<b>Total</b>		<b>4521</b>	<b>54.4%</b>	<b>3570</b>	<b>42.9%</b>	<b>226</b>	<b>2.7%</b>	<b>8317</b>	<b>100.0%</b>

Table 4.a.iii (HESA records) All registered students by sex, department, and faculty.

The Gender profile across Departments and Faculties broadly aligns to the UK HE sector as a whole, with only a few noticeable differences.

- Theatre, Film and Television Studies attract a higher percentage of male students at 49.3%, where comparable subject areas in sector have Media, journalism and communications (39.5% male) and Design, and creative and performing arts (35.7% males).
- Aberystwyth Business School has a higher percentage of male students at 60.3%, where comparable subject areas in sector have 52.9% male.

## b. Ethnicity

The percentage of UK domiciled students identifying as Minority Ethnic is 7.6%, with a significant proportion identifying as White 87%. As a comparison, of all UK domiciled students studying in the UK were 27.0% are Minority Ethnic, and in Wales 13.4% are Minority Ethnic.

95.7% of UK domiciled students have declared their ethnicity, however, this figure drop significantly to only 1.7% for International students which makes analysis impossible.

2023/24 Students by Ethnicity & Gender (UK domiciled)								
Ethnicity	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	%
Asian Ethnic Background	73	49.3%	73	49.3%	2	1.4%	148	2.0%
Black Ethnic Background	48	54.5%	36	40.9%	4	4.5%	88	1.2%
Mixed Ethnic Background	119	46.9%	125	49.2%	10	3.9%	254	3.5%
Other Ethnic Background	27	42.9%	36	57.1%	0	0.0%	63	0.9%
Prefer not to say	30	36.6%	49	59.8%	3	3.7%	82	1.1%
Unknown / Not declared	189	60.8%	120	38.6%	2	0.6%	311	4.3%
White Ethnic Background	3453	54.4%	2715	42.8%	176	2.8%	6344	87.0%
<b>Total</b>	<b>3939</b>	<b>54.0%</b>	<b>3154</b>	<b>43.3%</b>	<b>197</b>	<b>2.7%</b>	<b>7290</b>	<b>100.0%</b>

2023/24 Students by Ethnicity & Gender (International)								
Ethnicity	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	%
Asian Ethnic Background	2	50.0%	2	50.0%	0	0.0%	4	0.4%
Black Ethnic Background	1	33.3%	2	66.7%	0	0.0%	3	0.3%
Mixed Ethnic Background	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Other Ethnic Background	1	50.0%	1	50.0%	0	0.0%	2	0.2%
Prefer not to say	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown / Not declared	574	56.8%	407	40.3%	29	2.9%	1010	98.3%
White Ethnic Background	5	62.5%	3	37.5%	0	0.0%	8	0.8%
<b>Total</b>	<b>583</b>	<b>56.8%</b>	<b>416</b>	<b>40.5%</b>	<b>29</b>	<b>2.8%</b>	<b>1027</b>	<b>100.0%</b>

Table 4.b (HESA return) All registered students by Ethnicity and sex.

### c. Disability

2023/24 Students Disability by Gender – UK domiciled								
Disability	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	% of Total Students
Blind or have a visual impairment uncorrected by glasses	3	25.0%	9	75.0%		0.0%	12	0.5%
D/deaf or have a hearing impairment	25	65.8%	11	28.9%	2	5.3%	38	1.7%
Learning difference such as dyslexia, dyspraxia or AD(H)D	341	50.6%	312	46.3%	21	3.1%	674	30.6%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	70	56.5%	53	42.7%	1	0.8%	124	5.6%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	355	66.7%	148	27.8%	29	5.5%	532	24.1%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying).	34	63.0%	18	33.3%	2	3.7%	54	2.4%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	71	28.3%	160	63.7%	20	8.0%	251	11.4%
An impairment, health condition or learning difference not listed	57	54.3%	45	42.9%	3	2.9%	105	4.8%
Multiple impairments, health conditions or learning differences	244	58.8%	123	29.6%	48	11.6%	415	18.8%
<b>Total</b>	<b>1200</b>	<b>54.4%</b>	<b>879</b>	<b>39.9%</b>	<b>126</b>	<b>5.7%</b>	<b>2205</b>	<b>100.0%</b>

2023/24 Students Disability by Gender - International								
Disability	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	% of Total Students
Blind or have a visual impairment uncorrected by glasses	0	0%	0	0%	0	0%	0	0.0%
D/deaf or have a hearing impairment	1	100.0%	0	0.0%	0	0.0%	1	0.6%
Learning difference such as dyslexia, dyspraxia or AD(H)D	47	68.1%	18	26.1%	4	5.8%	69	41.6%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	6	75.0%	2	25.0%	0	0.0%	8	4.8%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	28	70.0%	7	17.5%	5	12.5%	40	24.1%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying).	3	75.0%	0	0.0%	1	25.0%	4	2.4%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	0	0.0%	3	75.0%	1	25.0%	4	2.4%
An impairment, health condition or learning difference not listed	5	62.5%	2	25.0%	1	12.5%	8	4.8%
Multiple impairments, health conditions or learning differences	14	43.8%	10	31.3%	8	25.0%	32	19.3%
<b>Total</b>	<b>104</b>	<b>62.7%</b>	<b>42</b>	<b>25.3%</b>	<b>20</b>	<b>12.0%</b>	<b>166</b>	<b>100.0%</b>

Table 4.c (HESA return) All registered students by self-declared disability and sex.

The percentage of students with a declared impairment, health condition or learning difference in 2023-24 was 28.5% (increasing from 21% in 2022-23). As a comparison, of all students studying in the UK (15.9%) and in Wales (16.5%) had disclosed an impairment, health condition or learning difference.

At Aberystwyth University, the highest percentage of those that declared an impairment, health condition or learning difference is 30.6% 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D' and then 24.1% 'A mental health condition, such as depression, schizophrenia or anxiety'.

#### d. Gender reassignment

In 2023-24, 4.6% (4.1% in 2022-23 and 3.7% 2021-22) of our students have declared that their gender identity has changed since it was assigned at birth. As a comparison, of all students studying in the UK – 1.1% declared that their gender identity differed from that assigned at birth.

2023/24 Student Numbers by Gender ID – UK domiciled										
Gender ID same as birth status	UK									
	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Yes	136	357	4509	5002	78	534	503	1115	6117	83.9%
No	4	16	274	294	1	13	28	42	336	4.6%
Prefer not to say	11	18	250	279	7	34	32	73	352	4.8%
Not available		1		1		48	436	484	485	6.7%
<b>Total</b>	<b>151</b>	<b>392</b>	<b>5033</b>	<b>5576</b>	<b>86</b>	<b>629</b>	<b>999</b>	<b>1714</b>	<b>7290</b>	<b>100.0%</b>

2023/24 Student Numbers by Gender ID										
Gender ID same as birth status	International									
	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Yes	55	324	421	800	7	41	76	124	924	89.9%
No	2	3	31	36	1		9	10	46	4.5%
Prefer not to say	1	9	22	32	1	2	4	7	39	3.8%
Not available				0			19	19	19	1.8%
<b>Total</b>	<b>58</b>	<b>336</b>	<b>474</b>	<b>868</b>	<b>9</b>	<b>43</b>	<b>108</b>	<b>160</b>	<b>1028</b>	<b>100.0%</b>

Table 4.d (HESA return) All registered students by programme type, mode of study and Gender ID.

#### e. Sexual Orientation

Students declaring their sexual orientation as heterosexual represents the largest group at the University, 55.4% in 2023-24 (57.2% in 2022-23), with 23.3% in 2023-24 (21.5% in 2022-23) students declaring LGB+. As a comparison, of all students studying in the UK – heterosexual remains the highest at 74.3%, with 10.1% students declaring LGB+.

2023/24 Student Numbers by Sexual Orientation										
Sexual Orientation	UK									
	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Bisexual	18	55	810	883	7	57	83	147	1030	14.1%
Gay or lesbian	7	10	228	245	2	24	33	59	304	4.2%
Heterosexual or straight	91	245	2965	3301	59	371	305	735	4036	55.4%
Other sexual orientation	10	26	289	325	3	18	40	61	386	5.3%

Prefer not to say	25	55	741	821	15	116	107	238	1059	14.5%
Not available		1		1		43	431	474	475	6.5%
<b>Total</b>	<b>151</b>	<b>392</b>	<b>5033</b>	<b>5576</b>	<b>86</b>	<b>629</b>	<b>999</b>	<b>1714</b>	<b>7290</b>	<b>100.0%</b>

2023/24 Student Numbers by Sexual Orientation										
Sexual Orientation	International									
	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Bisexual	2	22	57	81		2	10	12	93	9.0%
Gay or lesbian		3	19	22			5	5	27	2.6%
Heterosexual or straight	43	200	248	491	4	30	51	85	576	56.0%
Other sexual orientation	2	34	51	87	2	5	8	15	102	9.9%
Prefer not to say	11	77	99	187	3	6	15	24	211	20.5%
Not available				0			19	19	19	1.8%
<b>Total</b>	<b>58</b>	<b>336</b>	<b>474</b>	<b>868</b>	<b>9</b>	<b>43</b>	<b>108</b>	<b>160</b>	<b>1028</b>	<b>100.0%</b>

Table 4.e (HESA return) All registered students by sexual orientation, programme type and mode of study.

#### f. Students Withdrawals

- The total number of UG withdrawals in 2023-24 is recorded at 3.7% compared with 6.6% in 2022-23.
- The total number of PGR & PGT withdrawals in 2023-24 is recorded at 4.2% compared with 15.9% in 2022-23.
- Of those UGs that withdrew (243 students) in 2023-24
  - 10.7% were international students
  - 8.2% (6.8% in 2022-23) identify as Minority Ethnic
  - 23.0% (28.2% in 2022-23) have a religion or belief
  - 32.1% identify as LGB+ (28.3% in 2022-23)
  - 9.5% (5.2% in 2022-23) identify as Trans

## 5. Progress against the Strategic Equality Plan

University Executive and Council approved the new [Strategic Equality Plan \(SEP\) 2024-2028](#) which was published in April 2024. The objectives and actions were agreed through

- consultation meetings with staff and students and analysis of diversity and equality data in relation to our University community
- committed actions plans as part of our [Athena Swan Bronze Award](#) and [Race Action Plan](#), and the
- Welsh Government's [Anti-Racist Wales Action Plan](#) and [LGBTQ+ Action Plan for Wales](#).

Future Annual Equality Reports will provide progress on SEP 2024-2028 – below are the EDI related activity undertaken during 2023-24 that relate to previous SEP 2020-24

### **1. Awareness raising and senior 'buy in'**

- Annual Equality Report 2022-23 and Gender Pay Gap Report 2023 published by 31 March 2024 - with briefing and presentation on data and progress for Equality Champions Network delivered in May 2024. Work is progressing to explore using PowerBI and other internal system to provide departments access to high-level data and analysis to understand their staff and student population across an EDI lens.
- University Executive, EDI Strategic Oversight Group members Race Action Group members and Head of Department undertook 'Bystander Intervention', 'Race and Cultural Awareness' and 'Understanding Race and Racism for Leaders'.

### **2. Diversify the staff and student body**

- Undertook Staff and student Survey as part of self-assessment for a Race Equality Charter Bronze Award application – ahead of intention to submit in November 2024.
- In October 2023, the University achieved the Athena Swan Charter Bronze award, and its newly formed Athena Swan Implementation Group began to monitor the delivery of 5-year action plan.
- The Race Action Group met monthly to oversee the implementation of the University Race Action Plan and maintained progress towards timeline for our self-assessment and preparation for a AdvanceHE Race Equality Charter Bronze Award application. The University is committed to applying by November 2024. An interim measure, in August 2023, the University adopted University of Leicester Race-related terminology guidance document to support staff and student in having conversation around race and ethnicity.
- Celebrating our diversity and community – the University held numerous events during 2023-24 to celebrate and mark special days and months with the Inclusion Calendar; including, but not limited to, Holocaust Memorial Day, LGBT History Month, Black History Month, International Women's Day and International Day Against Homophobia, Biphobia and Transphobia, Neurodiversity Awareness Week, Men's Health Week, Menopause Awareness Day. It was also a year that saw new celebrations to mark Diwali, Ramadan, and participation in the community led 'Pride on the Prom' event.
- Equality Champions network met monthly to discuss and raise equality issues at University and local level.
- Menopause Support Group, and the LGBT and the Black, Asian and Minority Staff Networks continued to meet monthly through informal meetings and various special events to mark and celebrate days and months within the Inclusion calendar.

### **3. Ensure equality in processes**

- Undertook quantitative analysis of staff recruitment, progression and demographic as part of self-assessment for a Race Equality Charter Bronze Award application, along with qualitative analysis of

staff and student feedback on workplace and learning environment through the Race Equality and Stonewall surveys.

- Continued review and updating of HR policies as per their respective Policy review cycle.
- Stonewall Workplace Equality Index 2024 - through our application, we demonstrated our work in 10 areas of employment policy and practice. The University was awarded a Gold Award, now ranked 45th in the UK in the 2024 Stonewall Workplace Equality Index (up 59 places).

#### 4. Training and mentoring

- EDI Training – New anti-racism e-learning training for all staff was launched, the 'Let's talk about Race in the Workplace', which adds to the equality training already available, 'Diversity in the Workplace' and 'Unconscious Bias'. Completion rates for this training will be monitored with an expectation for all staff to complete.
- Staff training – the University continued to deliver a variety of elective training and development courses which were held either in-person or online via Microsoft teams – these included, 'Active Bystander', 'Microaggressions', 'Race and Cultural Awareness', Prevent Duty, Papyrus SPOT and SPEAK training.
- Learning and Teaching Enhancement Unit (LTEU) and Centre for Welsh Language Services also delivered their annual programmes that include, 'EDI and You: Understanding Equality, Diversity and Inclusion in Learning and Teaching', 'Welsh Language standards', 'Accessibility for Managers'.
- The Arts Centre also participated in the Welsh Government's Pilot Reverse Mentoring programme led by Race Council Cymru and funded through the Anti-Racist Wales Culture, Heritage and Sport Fund.

#### 5. Closing staff pay gaps

University annually publishes its [Gender Pay Gap](#), and whilst voluntary, also its [Ethnicity Pay Gap](#) for the first time. Progress across recruitment, career progression and staff development opportunities has seen the University a shortening of the Gender Pay Gap and positive Ethnicity Pay Gap

- **The mean gender pay gap has decreased to 9.17% (from 11.39% in 2023)** and is lower than the UK Higher Education sector average of 13.7% (from 14.28% in 2023), and Wales Higher Education Sector of 12.8%.\*
- **The median gender pay gap has decreased to 2.9% (from 6.75% in 2023)** and is lower than the UK Higher Education sector average of 9.0% (from 8.5% in 2023), and Wales Higher Education Sector of 8.4% (from 13.7% in 2023).
- Ethnicity Pay Gap Report shows that staff who declare as a **Minority Ethnic group has a -2.2% Mean Pay Gap and a -7.86% Median pay gap to the White Ethnic Group**. A negative percentage figure reveals that typically, or overall, employees who are in the white ethnic group have lower pay than employees in the respective minority group. This should be treated with some caution, given the proportion of unknown/not declared, but is generally a positive statistic.

**Appendix – Below will be the template used in future Annual Equality Reports to provide an update on the SEP 2024-28 objectives and actions**

SEP 2024-2028 Priorities and actions	Progress in 2024-25
<b>1. Governance and leadership that will raise awareness of EDI in all its forms</b>	
Develop a 'know your staff, know your students' campaign to provide 'live' EDI data for Departments and Faculties.	
Ensure that equality, diversity, and inclusion is embedded within Executive leadership with designated responsibility	
Deliver Anti-Racism and Cultural Awareness training for Senior Leaders as part of the wider leadership programme.	
Work in partnership with the Students' Union on an anti-discrimination and anti-harassment campaign for our community	
Develop and embed a university-wide Inclusion Calendar to promote a variety of events and activities across a range of protected characteristics	
Submit a Bronze Award Application to the AdvanceHE Race Equality Charter.	
<b>2. Create an inclusive and supportive working and learning environment</b>	
Data-led approach to positive action initiatives and targeted marketing initiatives to increase representation and diversify the staff and student body.	
Publish staff profiles to champion and celebrate diversity in job roles - particularly promoting gender diversity in senior roles.	
Promote and strengthen the reporting and support provision for bullying and harassment within the community.	
Build positive links with community faith leads and to review the Spirituality and Faith provision on our campuses.	
Establish a Disability and Wellbeing forum for the community.	
Guidance and support for staff on ways they can approach 'Diversifying the curriculum'.	
Develop inclusive language guidance for the community.	
<b>3. Ensure there is equality and an inclusive approach to university policies and processes in both physical and digital environments</b>	
Monitor and review policies, reward and recognition programmes and recruitment and selection	



processes to ensure they are fair, transparent and that all staff are treated equitably.	
Update the University Wellbeing and Inclusion campus map.	
Review Equality Impact Assessment process and embed within university project planning and decision-making.	
Work with the Procurement team on mapping how University values and Equal opportunities are embedded in contract award and management.	
<b>4. Strengthen the EDI Training and mentoring programme</b>	
Develop a new mentoring and reverse mentoring programme for staff members belonging to minority groups.	
Increase completion rates on Diversity in the Workplace, Unconscious Bias and Anti-Racism training for all staff and embed as part of a new-starter induction process.	
Deliver Cultural Awareness, Bystander Intervention, Trauma-informed University, and Neurodiversity training and resources for staff to raise awareness of barriers and to play an active role in creating an inclusive and respectful environment.	
Introduce Violence Against Women, Domestic Abuse and Sexual Violence training and Suicide Prevention training for staff and students.	
<b>5. Closing staff pay gaps</b>	
Identify the Ethnicity Pay Gap and publish alongside the Gender Pay Gap.	
Identify any additional support and guidance required for staff to apply for Academic Promotion and during internal or external grant funding programmes.	
<b>6. Closing student attainment gaps</b>	
Review our approach to reporting and addressing differential student attainment and retention for some protected characteristic groups.	
Continue to develop and expand 'Career readiness support' which supports students who face barriers to employment.	
<b>7. Nurture an inclusive Research culture and environment</b>	
Develop guidance and support for staff wishing to move between Teaching and Scholarship, Teaching and Research and Research only contracts.	
Review the Workload allocation model, performance expectations and priority setting for teaching and research commitments.	
Review policy on research leave to ensure that all staff have equality opportunities.	