



Annual Equality Report 2024- 2025

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Data reporting period: 1 August 2024 to 31 July 2025

Approved by the Council of Aberystwyth University on 23 March 2026

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equality@aber.ac.uk

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Annual Equality Report 2024-25

Section 1: Context	3
Introduction	3
Aberystwyth University Strategy 2030s	4
Section 2: Data Analysis	5
1. Governance	5
2. Current staff data	6
2.1. Staff	6
2.2 Sex	6
2.3 Disability	8
2.4. Ethnicity	9
2.5. Nationality	10
2.6. Religion or Belief	11
2.7 Sexual Orientation	11
2.8 Gender reassignment	12
2.9. Age	12
2.10 Pregnancy & Maternity	14
2.11 Welsh Language	15
3. Staff – Recruitment and Selection, Reward & Recognition, and Training	16
3.1 Sex of applicants:	17
3.2 Ethnicity	18
3.3 Disability	19
3.4 Sexual orientation	20
3.5 Gender Identity Changes	21
3.6 Academic Promotions	21
3.7. Training in Equality, Diversity and Inclusion	21
4. Current Student Data	22
a. Sex	22
b. Ethnicity	24
c. Disability	25
d. Gender reassignment	26
e. Sexual Orientation	26
f. Students Withdrawals	27
5. Progress against the Strategic Equality Plan	28

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 (2024-2025) 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 Strategy 2030s

During Academic year 2024-25, the University has launched its Strategy 2030s that reaffirms our core mission and outlines our vision for our long-term future.

Strategy 2030s is not separate from our daily work —it is the work we all do together, every day. Our success depends on togetherness, shared purpose and commitment to changing lives for the better.

We have prioritised key areas of focus to ensure Strategy 2030s becomes reality. Every role at the University contributes to at least one of these 9 interlinked plans:

1. Education and Student Experience
2. Research and Innovation
3. Student Recruitment
4. Finance
5. Infrastructure
6. Our People
7. The Welsh Language
8. Net Zero and Environment
9. Equity, Diversity and Inclusion

Equality, Diversity and Inclusion Plan

Our aim is to be a community that promotes a sense of belonging and where everyone feels welcome, included and supported free from discrimination, harassment and victimisations. A community where individuals are respected and valued, in an environment where they can be their authentic self and to reach their full potential.

EDI will be embedded in our culture, leadership, decision-making and every aspect of university life to create an inclusive, supportive working and learning environment. We will be evidence-led and use data to track progress and effectiveness, recognising that EDI is an ongoing journey that requires continuous reflection and improvement.

We will learn from sector best practice and respond to the voices of our community.

Priorities and objectives

EDI plan outlines 5 key priority areas which have been formulated through consultation with our community, committed actions through existing internal plans such as [Athena Swan](#), [Race Equality Charter](#), and our external commitments through Welsh Government's Anti-Racist Wales Action Plan and LGBTQ+ Action Plan for Wales.

1. Nurture a safe and inclusive culture and environment
2. Use a data-led approach to understand and monitor our current position regarding equity and inclusion.
3. Ensure we promote respect, equity and inclusivity across all our activities, policies, and processes in both physical and digital environments
4. Ensure we promote respect, equity and inclusivity across all our activities
5. Understand student progression and awarding gaps and develop a programme of work to address gaps.

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 2024 to 31 July 2025.

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. Steps have been taken to improve the data collected for Council and Committee Members. Recent recruitment processes have emphasised Council's priority to improve diversity, particularly ethnic diversity. This work is ongoing.

Committees	2020-21		2021-22		2022-23		2023-24		2024-25	
	Female	Male	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%)	11 (61%)	7 (39%)
Senate	15 (47%)	17 (53%)	15 (48%)	16 (52%)	16 (47%)	18 (53%)	14 (45%)	17 (55%)	17 (43%)	23 (58%)
Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)	3 (38%)	5 (62%)	3 (33%)	6 (67%)	3 (33%)	6 (67%)
Redundancy Committee	4 (80%)	1 (20%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)	2 (67%)	1 (33%)
Investments	2 (33%)	4 (67%)	3 (50%)	3 (50%)	3 (50%)	3 (50%)	2 (40%)	3 (60%)	2 (40%)	3 (60%)
Audit, Risk & Assurance	4 (80%)	1 (20%)	4 (67%)	2 (33%)	4 (67%)	2 (33%)	1 (25%)	3 (75%)	1 (25%)	3 (75%)
Remuneration	3 (50%)	3 (50%)	4 (67%)	2 (33%)	4 (67%)	2 (33%)	3 (60%)	2 (40%)	5 (100%)	0 (0%)
Governance & Compliance	8 (80%)	2 (20%)	8 (80%)	2 (20%)	8 (80%)	2 (20%)	7 (87.5%)	1 (12.5%)	6 (75%)	2 (25%)
Resources and Performance	5 (50%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)	4 (44%)	5 (56%)	3 (43%)	4 (57%)

Table 1.1 Senate, Council, Executive and Joint Senior Committees by members' sex.

2. Current staff data

2.1. Staff

The total number of people employed in the University on the 1 August 2025 was 1,808 (headcount). This is a decrease 4.7% over comparable 2023-24 data with a headcount of 1,898.

The Full-time equivalent (FTE) count on the 1 August 2025 was 1,274. This is a decrease of 7.5% over comparable 2023-24 data with an FTE of 1,377 and an FTE of 1416 in 2022-23.

In 2024-25, 47.1% of staff had full-time contracts (48.6% in 2023-24; 48.0% in 2022-23) and 52.9% of staff working part-time contracts (51.4% in 2023-24; 52.0% in 2022-23).

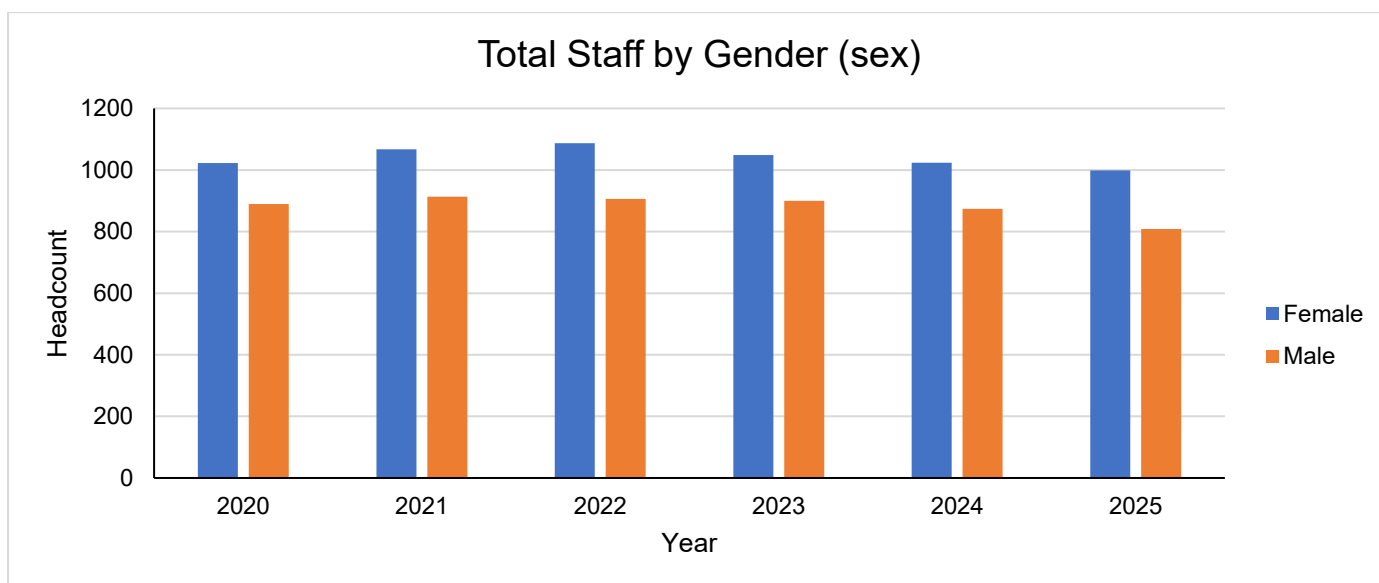
2.2 Sex

The breakdown of staff headcount by sex in 2024-25 was female 999 (55.3%) and male 809 (44.7%). In 2024-25 there was a decrease in total staff headcount (-4.7%), with a higher percentage drop in male staff (-7.4%) compared to female staff (2.4%).

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	2024-25
Female	1066 (53.8%)	1084 (54.4%)	1049 (53.8%)	1023 (53.9%)	999 (55.3%)
Male	916 (46.2%)	910 (45.6%)	901 (46.2%)	875 (46.1%)	809 (44.7%)
Total	1982	1994	1950	1898	1808

Table 2.2.a Staff headcount by sex.



Graph 2.2.a Staff headcount by sex from 31.07.2024 dated back to 31.07.2020.

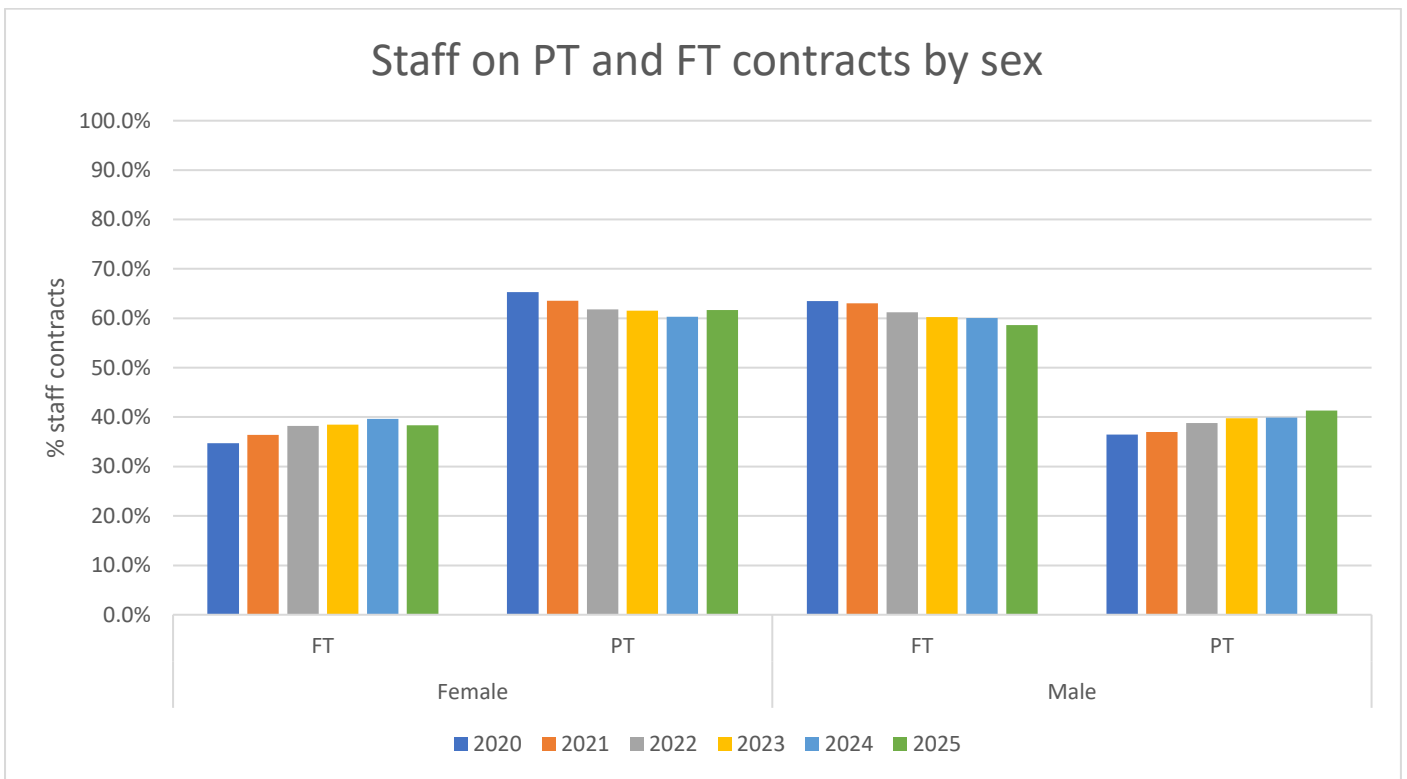
Part-time (PT) and Full-time (FT) Staff

The percentage of female staff on full-time contracts has marginally decreased to 38.3% from 39.7% (in 2023-24), with the majority working part-time contracts 61.7% compared to 60.3% (in 2023-24). The percentage of male staff on full-time contract continues to decrease year-on-year, but it remains the majority at 58.7%, falling from 60.1% (in 2023-24). With male staff on part-time contracts increasing to 41.3% from 39.9% (2023-24).

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	2024-25
Female	FT	46.0%	44.6%	35.1%	36.1%	38.7%	38.4%	39.7%	38.3%
	PT	54.0%	55.4%	64.9%	63.9%	61.3%	61.6%	60.3%	61.7%
Male	FT	69.4%	71.1%	65.3%	62.7%	62.1%	60.3%	60.1%	58.7%
	PT	30.6%	28.9%	34.7%	37.3%	37.9%	39.7%	39.9%	41.3%
All	FT	57.4%	57.4%	48.4%	47.9%	48.9%	48.0%	48.6%	47.1%
	PT	42.6%	42.6%	51.6%	52.1%	51.1%	52.0%	51.4%	52.9%

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' and 'Academic Research' and 'Academic Teaching and Scholarship'. 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 in supporting our staff to identify reasonable adjustments through Display Screen Equipment (DSE) Assessments, occupational health referrals and signposting our Employee Assistance Programme (EAP).

The percentage of staff who have disclosed ‘an impairment, health condition or learning difference’ in 2024-25 was 12.1% (compared with 10.5% in 2023-24; 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	2024-25
An impairment, health condition or learning difference	159 (8.3%)	180 (9.1%)	186 (9.3%)	188 (9.6%)	199 (10.5%)	218 (12.1%)
No impairment, health condition or learning difference	486 (25.4%)	547 (27.6%)	660 (33.1%)	694 (35.6%)	695 (36.6%)	687 (38.0%)
Prefer not to say	9 (0.5%)	9 (0.5%)	11 (0.6%)	11 (0.6%)	10 (0.5%)	18 (1.0%)
Unknown/ not declared	1,258 (65.8%)	1,245 (62.8%)	1,137 (57%)	1,057 (54.2%)	994 (52.4%)	885 (48.9%)
Total	1,913	1,982	1,994	1,950	1,898	1,808

Table 2.3.a Dataset HR headcount 31.07.2025 for the Disability disclosure of staff over time

In 2024-25, 38.0% of staff disclosed ‘No impairment, health condition or learning difference’, an increase from 36.6% in 2023-24. Those who selected ‘Prefer not to say’ reflect 1.0% of all staff (0.5% in 2023-24). 48.9% in 2023-24 compared with 52.4% in 2023-24 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’ (3.2%) and ‘Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy’ (2.8%).

Of the staff who have disclosed ‘an impairment, health condition or learning difference’ – 58.7% work full-time and 41.3% work part-time. When controlling for ‘sex’, 62.4% of males (66% in 2023-24) who disclose ‘an impairment, health condition or learning difference’ work full-time, compared with 56% of females (54% in 2023-24) work full-time .

	2020-21	2021-22	2022-23	2023-24	2024-25
Full-time (FT)					
Female	55	57	60	67	70
Male	56	51	52	55	58
FT Total	111	108	112	122	128
Part-time (PT)					
Female	49	51	52	58	55
Male	29	33	32	28	35
PT Total	78	82	84	86	90
Total	180	186	188	199	218

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.

Disclosing a disability is part of our optional diversity monitoring data for staff. All staff receive regular reminders to make sure their personal data is up to date.

2.4. Ethnicity

For 2024-25, staff who identify as Minority Ethnic represented 6.9% of the total workforce (6.3% in 2023-24; 6.0% in 2022-23, and 6.1% in 2021-22), which indicates Minority Ethnic staff have very marginally increased.

Ethnicity (headcount)	2019-20	2020-21	2021-22	2022-23	2023-24	2023-24
Minority Ethnic	104 (5.4%)	109 (5.5%)	122 (6.1%)	116 (6.0%)	120 (6.3%)	125 (6.9%)
Prefer not to say	76 (4.0%)	76 (3.8%)	68 (3.4%)	57 (2.9%)	55 (2.9%)	55 (3.0%)
Unknown/ Not declared	2 (0.1%)	7 (0.4%)	3 (0.2%)	1 (0.1%)	1 (0.1%)	8 (0.4%)
White	1,731 (90.5%)	1,790 (90.3%)	1,801 (90.3%)	1,776 (91%)	1,722 (90.7)	1,620 (89.6%)
Grand total	1,913	1,982	1,994	1,950	1,898	1,808

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

Table 2.4.b below shows that the increase in Minority Ethnic staff was due to the increase in staff who declare a 'Asian or Asian British ethnic background' and 'Mixed ethnic background', noting the decrease in staff declaring 'Black or Black British Ethnic Background' and 'Other Ethnic background'. Underlying data shows that the increase in staff who declare 'Asian or Asian British ethnic background' are in job families 'Academic Research', 'Academic Teaching and Scholarship' and 'Campus Services' and 'Mixed Ethnic background' are in job families 'Admin Managerial and Professional and 'Campus Services.

Ethnicity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	50 (2.6%)	48 (2.4%)	58 (2.9%)	53 (2.7%)	52 (2.7%)	61 (3.4%)
Black	13 (0.7%)	15 (0.8%)	16 (0.8%)	18 (0.9%)	25 (1.3%)	18 (1.0%)
Mixed	17 (0.9%)	18 (0.9%)	18 (0.9%)	13 (0.7%)	14 (0.7%)	20 (1.1%)
Other	24 (1.3%)	28 (1.4%)	30 (1.5%)	32 (1.6%)	29 (1.5%)	26 (1.4%)
Prefer not to say	76 (4.0%)	76 (3.8%)	68 (3.4%)	57 (2.9%)	55 (2.9%)	55 (3.0%)
Unknown/ Not declared	2 (0.2%)	7 (0.4%)	3 (0.2%)	1 (0.1%)	1 (0.1%)	8 (0.4%)
White	1,731 (90.5%)	1,790 (90.3%)	1,801 (90.3%)	1,776 (91.2%)	1,722 (90.7%)	1,620 (89.6%)
Total	1,913	1,982	1,994	1,950	1,898	1,808

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).

	% staff declaring as Minority Ethnic
Aberystwyth University	6.9%
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

Staff are asked to declare their country of legal nationality for HESA reporting purposes. In 2024-25, staff declared their nationality across 53 countries (compared with 51 countries in 2023-24; 53 countries in 2022-23). The most represented nationality of staff within the United Kingdom (86.8%), followed by the following nationalities.

Nationality	2020-21	2021-22	2022-23	2023-24	2024-25
Ireland	23	22	24	21	24
Germany	25	23	20	19	20
United States	14	14	20	20	19
Poland	31	27	22	19	13
India	5	10	9	11	16
Spain	14	15	14	13	15
Italy	12	13	13	14	12
Nigeria	4	6	8	11	8
Netherlands	7	7	7	8	7
France	11	10	9	7	7
Russia	3	3	5	6	7
China	6	6	4	6	6

Table 2.5.a 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; Ghana, Greece, Hungary, Indonesia, Japan; Kenya, Kuwait, Latvia, Lebanon, Lithuania, Morocco, New Zealand, Pakistan, Portugal, Romania, Slovakia, Slovenia, South Africa, Sri Lanka, Sweden, Switzerland, Thailand, Trinidad and Tobago, Türkiye, Ukraine, Vietnam.

Nationality	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Non-UK	208 (10.9%)	207 (10.4%)	235 (11.8%)	219 (11.2%)	219 (11.5%)	236 (13.1%)
Minority Ethnic	53 (25.5%)	56 (27.1%)	68 (28.9%)	68 (31.1%)	73 (33.3%)	75 (31.8%)
Prefer not to say	15 (7.2%)	12 (5.8%)	13 (5.5%)	8 (3.7%)	7 (3.2%)	12 (5.1%)
Unknown/ not declared	1 (0.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (1.3%)
White	139 (66.8%)	139 (67.1%)	154 (65.5%)	143 (65.3%)	139 (63.5%)	146 (61.9%)
UK	1,705 (89.1%)	1,772 (89.4%)	1,759 (88.2%)	1,731 (88.8%)	1,679 (88.5%)	1,569 (86.8%)
Minority Ethnic	50 (2.9%)	52 (2.9%)	53 (3.0%)	47 (2.7%)	47 (2.8%)	50 (3.2%)
Prefer not to say	62 (3.6%)	64 (3.6%)	56 (3.2%)	50 (2.95)	48 (2.9%)	43 (2.7%)
Unknown/ not declared	0 (0.0%)	4 (0.2%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.1%)
White	1,592 (93.4%)	1,651 (93.2%)	1,647 (93.6%)	1,633 (94.3%)	1,583 (94.3%)	1,474 (93.9%)
Unknown / Not declared	0 (0.0%)	3 (0.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.2%)
Minority Ethnic	0 (0.0%)	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%)	0 (0.0%)
Unknown/ not declared	0 (0.0%)	2 (66.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (100%)
White	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	1,913	1,982	1,994	1,950	1,898	1,808

Table 2.5.b Nationality of staff with Ethnic Group.

Staff who have declared a non-UK nationality have increased in numbers, growing to 13.1% of all staff (from 11.5% in 2023-24) – with the increase coming across ethnic groups. In comparison to the HE sector, we have a lower representation of non-UK staff, whereby the Wales HE sector (14.4%) and UK HE Sector (23.9%).

2.6. Religion or Belief

Religion or Belief	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Buddhist	6 (0.3%)	8 (0.4%)	10 (0.5%)	14 (0.7%)	18 (0.9%)	18 (1.0%)
Christian	259 (13.5%)	298 (15.0%)	318 (15.9%)	342 (17.5%)	463 (24.4%)	467 (25.8%)
Hindu	8 (0.4%)	8 (0.4%)	7 (0.4%)	5 (0.3%)	7 (0.4%)	12 (0.7%)
Jewish	2 (0.1%)	2 (0.1%)	3 (0.2%)	4 (0.2%)	4 (0.2%)	4 (0.2%)
Muslim	6 (0.3%)	7 (0.4%)	16 (0.8%)	16 (0.8%)	13 (0.7%)	17 (0.9%)
No Religion or Belief	383 (20.0%)	465 (23.5%)	538 (27.0%)	569 (29.2%)	716 (37.7%)	729 (40.3%)
Other Religion or Belief	32 (1.7%)	33 (1.7%)	45 (2.3%)	44 (2.3%)	52 (2.7%)	54 (3.0%)
Prefer not to say	72 (3.8%)	84 (4.2%)	97 (4.9%)	104 (5.3%)	189 (10.0%)	208 (11.5%)
Sikh	0 (0%)	1 (0.1%)	0 (0%)	0 (0%)	0 (0%)	2 (0.1%)
Spiritual	14 (0.7%)	17 (0.9%)	13 (0.7%)	12 (0.6%)	8 (0.4%)	7 (0.4%)
Unknown/ not declared	1,131 (59.1%)	1,059 (53.4%)	947 (47.5%)	840 (43.1%)	428 (22.6%)	290 (16.0%)
Total	1,913	1,982	1,994	1,950	1,898	1,808

Table 2.6.a Staff declared religion or belief.

Disclosing your 'religion or belief' is optional diversity data for staff members, however it is pleasing to see the number of 'Unknown/ Not declared' category continuing to decrease to 16.0% (from 22.6% in 2023-24; 43.1% in 2022-23). Staff who disclose 'No religion or belief' are the highest percentage at 40.3% (from 37.7% in 2023-24; 29.2% in 2022-23).

72.5% (67.5% in 2023-24; 51.6% 2022-23) of our staff have disclosed a 'religion or belief (including no religion/ 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	2024-25
Bisexual	21 (1.1%)	39 (2.0%)	51 (2.6%)	47 (2.4%)	59 (3.1%)	69 (3.8%)
Gay man	20 (1.0%)	21 (1.1%)	22 (1.1%)	23 (1.2%)	28 (1.5%)	27 (1.5%)
Gay woman / Lesbian	13 (0.7%)	14 (0.7%)	19 (1.0%)	18 (0.9%)	18 (0.9%)	22 (1.2%)
Heterosexual	612 (32.0%)	708 (35.7%)	798 (40.0%)	854 (43.8%)	1,104 (58.2%)	1,127 (62.3%)
Other	15 (0.8%)	20 (1.0%)	25 (1.3%)	22 (1.1%)	23 (1.2%)	23 (1.3%)
Prefer not to say	93 (4.9%)	107 (5.4%)	119 (6.0%)	136 (7.0%)	236 (12.4%)	251(13.9%)
Unknown	1,139 (59.5%)	1,073 (54.1%)	960 (48.1%)	850 (43.6%)	430 (22.7%)	289 (16.0%)
Grand Total	1,913	1,982	1,994	1,950	1,898	1,808

Table 2.7.a Staff declared sexual orientation

Disclosing 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 16.0% (from 22.7% in 2023-24; 43.6% in 2022-23).

Staff members declaring their sexual orientation as heterosexual represents the largest group at the University, 62.3, an increase from 58.2% in 2023-24 (43.8% in 2022-23), followed by staff members declaring their sexual orientation as Bisexual (3.8%) and Gay man (1.5%). While 'Unknowns/ Not declared' have decreased, in previous year we've only seen a marginal increase in those who 'Prefer not to say' at 13.9.% (from 12.4% in 2023-24).

70.1% (64.9% in 2023-24; 49.4% in 2022-23) of our staff have disclosed their sexual orientation – this is above the national average for UK HE sector of 66.3%. Staff who disclose as LGB+ have increased to 7.8% (from 6.7% in 2023-24; 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 2024-25, 88.3% (86.7% in 2023-24; 81.4% 2022-23) of staff disclosed that their 'gender identity has not changed since it was at assigned at birth'. Those whose 'gender identity has changed since it was assigned' at birth is at 1.3% (compared with 0.8% in 2023-24, and higher 0.4% national average for HE sector).

Gender Identity	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
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%)	99 (5.5%)
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%)	24 (1.3%)
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%)	1,596 (88.3%)
Unknown	448 (23.4%)	412 (20.8%)	352 (17.7%)	290 (14.9%)	154 (8.1%)	89 (4.9%)
Grand Total	1,913	1,982	1,994	1,950	1,898	1,808

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

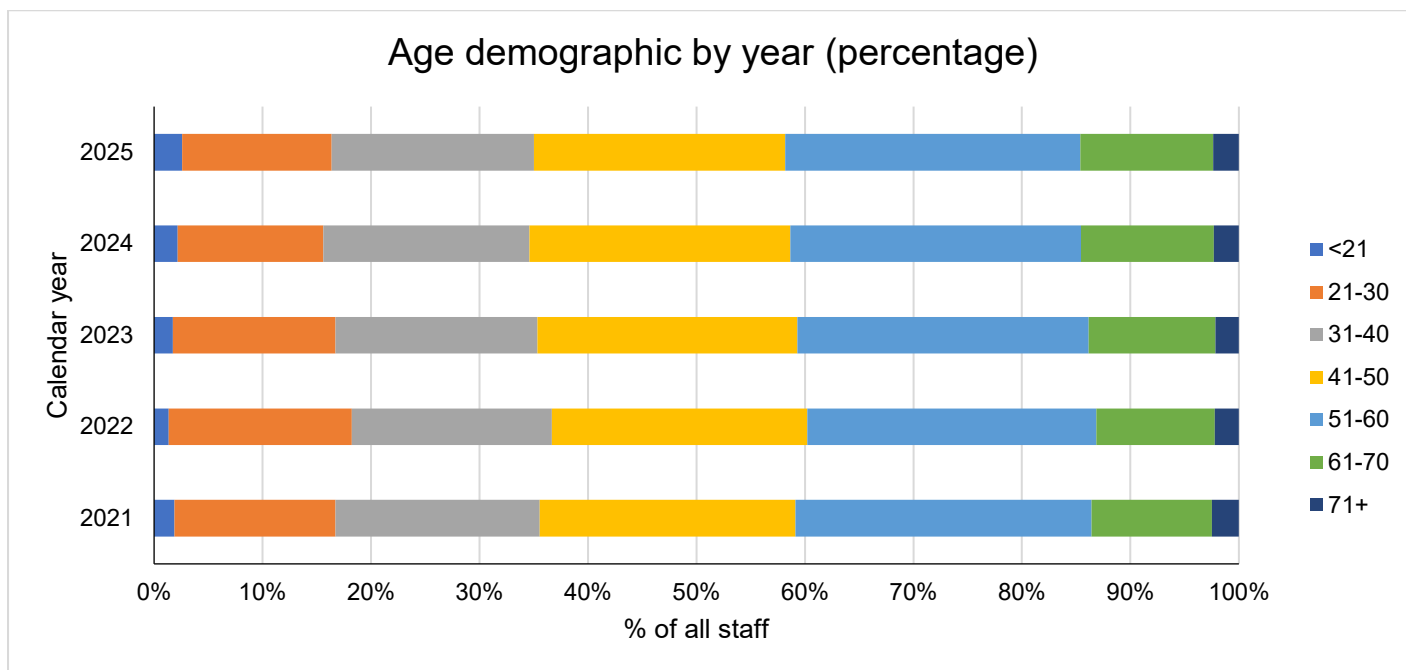
2.9. Age

Age Profile of all staff	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
<21	18 (0.9%)	37 (1.9%)	27 (1.4%)	34 (1.7%)	41 (2.2%)	47 (2.6%)
21-30	261 (13.6%)	294 (14.8%)	336 (16.9%)	292 (15.0%)	254 (13.4%)	249 (13.8%)
31-40	391 (20.4%)	373 (18.8%)	368 (18.5%)	363 (18.6%)	361 (19.0%)	337 (18.6%)
41-50	477 (24.9%)	518 (23.6%)	531 (23.5%)	523 (23.9%)	456 (24.0%)	419 (23.2%)
51-60	518 (27.1%)	541 (27.3%)	531 (26.6%)	523 (26.8%)	509 (26.8%)	492 (27.2%)
61-70	204 (10.7%)	221 (11.2%)	219 (11.0%)	229 (11.7%)	233 (12.3%)	221 (12.2%)
71+	44 (2.3%)	49 (2.5%)	44 (2.2%)	42 (2.2%)	44 (2.3%)	43 (2.4%)
Grand Total	1,913	1,982	1,994	1,950	1,898	1,808

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' age range, where there has been a slight increase in numbers. The highest proportion of staff (27.2%) continue to be in the '51-60' age range.

The percentage of staff under 30 has increased to 16.4% (from 15.5% in 2023-24).



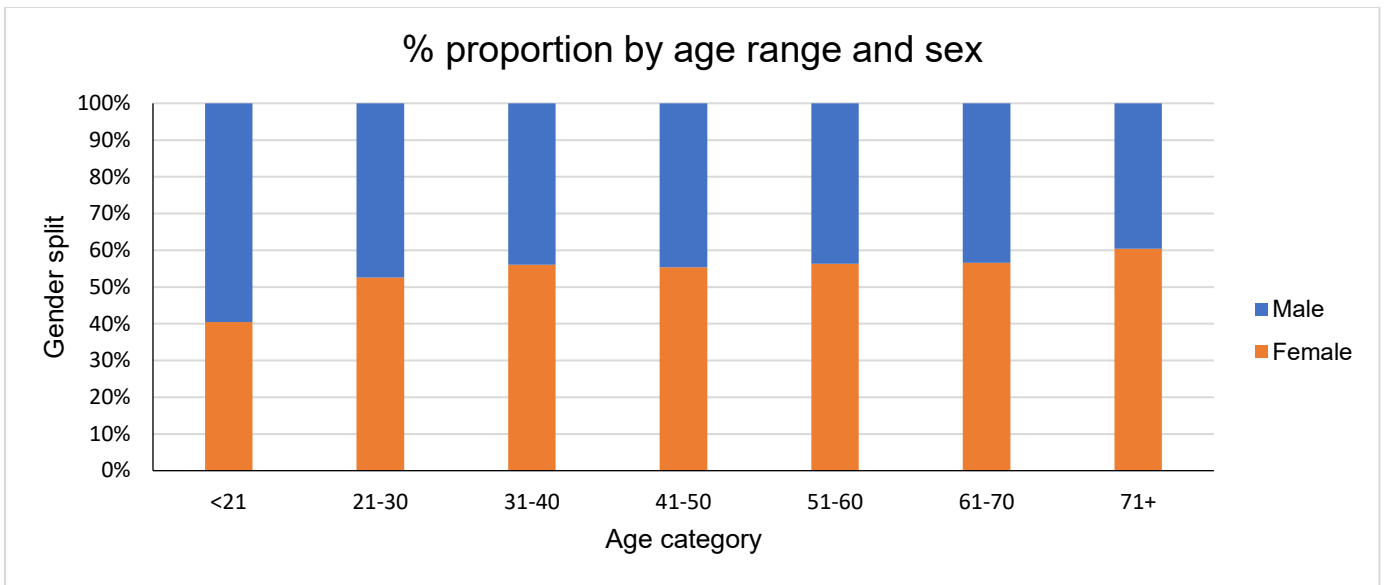
Graph 2.9.a Staff by age range

Table 2.9.b below shows the proportion of male staff and female staff across the age ranges. The age profile by 'sex' for 2024-25 shows that there are more females in every age category apart from the 'under 21' age range – and the only age range where both female and male numbers have increased.

YoY comparisons shows that the overall decrease in the number of female colleagues appear predominantly from '41-50' age range (n= -16) and for males predominantly in from '31-40' age range (n= -41) and '41-50' (n= -45). Looking deeper into this '41-50' age range data sees a decrease in female staff appear in the 'Admin Managerial and Professional'; similarly for male staff in '31-40' age range appear in Academic Teaching and Research.

Age Profile	2022-23		2023-24		2024-25	
	Female	Male	Female	Male	Female	Male
<21	12 (0.6%)	22 (1.1%)	15 (0.8%)	26 (1.4%)	19 (1.1%)	28 (1.5%)
21-30	157 (8.1%)	135 (6.9%)	131 (6.9%)	123 (6.5%)	131 (7.2%)	118 (6.5%)
31-40	198 (10.2%)	165 (8.5%)	192 (10.1%)	169 (8.9%)	189 (10.5%)	148 (8.2%)
41-50	255 (13.1%)	212 (10.9%)	248 (13.1%)	208 (11.0%)	232 (12.8%)	187 (10.3%)
51-60	291 (14.9%)	232 (11.9%)	284 (15.0%)	225 (11.9%)	277 (15.3%)	215 (11.9%)
61-70	114 (5.8%)	115 (5.9%)	127 (6.7%)	106 (5.6%)	125 (6.9%)	96 (5.3%)
71+	22 (1.1%)	20 (1.0%)	26 (1.4%)	18 (0.9%)	26 (1.4%)	17 (0.9%)
Grand Total	1,049 (53.8%)	901 (46.2%)	1,023 (53.9%)	875 (46.1%)	999 (55.3%)	809 (44.7%)

Table 2.9.b Age profile by sex



Graph 2.9.b Age range by sex

2.10 Pregnancy & Maternity

	2020-21	2021-22	2022-23	2023-24	2024-25
Adoption Leave	0	0	0	1	1
Maternity Leave	30	37	57	39	32
Paternity Leave	15	7	9	17	11
Parental Leave	1	1	2	3	3
Staff members who took leave	46	45	68	60	47

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

47 staff members took a form of family leave during 2024-25, a fall of 21.7% from previous year.

2.11 Welsh Language

Staff declaring the highest Welsh Language (oral) Levels of B1 to C2 level competency has increased slightly to 34.5% in 2024-25 (from 33.9% in 2023-24). Specifically, the highest Welsh Language (oral) proficiency levels of C1 and C2, have seen the proportion of staff increase to 20.9% (from 19.9% in 2023-24).

Welsh Language Levels	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
A0 ORAL	662 (35.2%)	651 (33.3%)	672 (30.9%)	669 (33.8%)	644 (33.7%)	617 (34.1%)
A1 ORAL	338 (15.0%)	344 (17.2%)	364 (17.3%)	362 (18.7%)	357 (18.6%)	336 (18.6%)
A2 ORAL	144 (3.1%)	150 (7.0%)	166 (7.3%)	176 (8.9%)	169 (9.0%)	161 (8.9%)
B1 ORAL	153 (9.4%)	154 (7.3%)	144 (6.7%)	142 (7.1%)	130 (6.6%)	118 (6.5%)
B2 ORAL	165 (10.7%)	163 (8.0%)	152 (7.5%)	153 (7.9%)	141 (7.4%)	127 (7.0%)
C1 ORAL	91 (3.6%)	109 (4.5%)	108 (4.7%)	115 (5.7%)	109 (5.6%)	109 (6.0%)
C2 ORAL	250 (8.6%)	263 (11.6%)	268 (12.4%)	277 (13.9%)	277 14.3%	270 (14.9%)
No data	110 (14.4%)	147 (11.2%)	119 (13.3%)	55 (4.0%)	71 (4.8%)	70 (3.9%)
Grand Total	1,913	1,982	1,994	1,950	1,898	1,808

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 2024 to 31 July 2025

The AU online system records 1,106 applications for positions of employment (excluding Aber Workers). These include roles advertised internally and externally.

Year	Applications	Vacancies	Appointments
2024-2025	1,106	263	460
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: 1,106 (a decrease of 1,118 applications, 50.3% from 2023-24)
- Total number of vacancies: 263 (a decrease of 102 vacancies, 27.9% from 2023-24)
 - During 2024-25, a vacancy, on average, received 4.2 applications
 - 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: 460 (a decrease of 131 appointments, 22.2% from 2023-24)
- Total number of appointments: 460 in 2024-25 is split internal appointment 192 (41.7%) and external appointment 268 (58.3%), compared with 591 appointments in 2023-24, 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 [27], Class Tutors[43], Cleaning Operatives [88], Graduate Trainees/ Professional Pathways Interns [43]).

Applicant 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.

3.1 Sex of applicants:

Sex	Applicants					
	2024-25		2023-24		Variance	
Female	586	53.0%	1,016	45.7%	-430	-42.3%
Male	510	46.1%	1,205	54.2%	-695	-57.7%
Unknown	10	0.9%	3	0.1%		
Total	1,106		2,224		1,118	-50.3%

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

Sex of appointed candidates:

Sex	Appointments					
	2024-25		2023-24		Variance	
Female	274	59.6%	316	54.4%	-42	-13.3%
Male	183	39.8%	273	45.1%	-90	-33.0%
Unknown	3	0.7%	2	0.5%	-2	
Total	460		591		-131	-22.2%

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 females (53.0%), compared with males (46.1%). 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 males.
- Of all those appointed, 59.6% were female, 39.8% 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 males appointed.
- Of the females that applied for a vacancy (586) and then who are appointed (274) is a higher success rate of 46.8%, when compared with the 35.9% success rate for male applicants, where those applied (510) and then appointed (183). Both female and male applicants show an improved success rate from 2023-24, where they were 31.1% and 22.7% respectively.

Our **Athena Swan action plan** targeted increasing female representation in senior roles at the University, with a specific focus on senior academic roles.

- When recruiting to our management and senior level roles (grade 7 and above), 50.5% (37% in 2023-24; 44% in 2022-23) of our applicants were female, and 65.7% (50.4% in 2023-24; 54.1% in 2022-23) of our appointed candidates were female. This demonstrates sustained efforts to address the gender balance of senior positions at the university.
- When recruiting to Senior Academic roles (Grade 9 and above) 31.7% (36.9% in 2023-24; 15% in 2022-23) of Senior Academic role applicants were female, and 27.8% (41.8% in 2023-24; 30% in 2022-23) of our appointed candidates were female. The drop in both applicants and appointments from females, following previous year-on-year growth, requires careful monitoring.

3.2 Ethnicity

Ethnicity	Applications				Appointments			
	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)
Asian	120	10.8%	447	20.1%	33	7.2%	26	4.4%
Black	63	5.7%	313	14.1%	12	2.6%	15	2.5%
Mixed	37	3.3%	78	3.5%	12	2.6%	11	1.9%
Other	20	1.8%	28	1.3%	7	1.5%	6	1.0%
Prefer not to say	33	3.0%	51	2.3%	17	3.7%	16	2.7%
Unknown / Not declared	19	1.7 %	10	0.4%	6	1.4%	4	0.7%
White	814	73.6%	1,297	58.3%	373	81.1%	513	86.8%
Total	1,106		2,224		460		591	

Table 3.2.a Applications and appointments by Ethnicity across 5 major categories (numbers and percentages)

- Representation of those that applied show 73.6% (58.3% in 2023-24; 63.8% in 2022-23) were White, followed by 10.8% (20.1% in 2023-24; 15.9% in 2022-23) who were Asian, and 5.7% (14.1% in 2023-24; 10.3% in 2022-23) were Black.
- Representation of those appointed show 81.1% (86.8% in 2023-24; 82.7% in 2022-23) were White, followed by 7.2% (4.4% in 2023-24; 3.8% in 2022-23) were Asian, and 2.6% (2.5% in 2023-24 and in 2022-23) were Black.

Our **Race Equality Charter action plan** targets increasing the representation of minority ethnic staff at all levels at the university, with a specific focus on senior roles in professional services.

1. A key success Measure is for Minority Ethnic applicants' success rate to track equal to white applicants by Jul 2027, and the appointment rate across 5 major ethnic groups categories to be reported by Jul 2027

Ethnicity	Applications		Appointments		Success rate	
	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24
Asian	120	447	33	26	27.5%	5.8%
Black	63	313	12	15	19%	4.8%
Mixed	37	78	12	11	32.4%	14.1%
Other	20	28	7	6	35%	21.4%
Prefer not to say	33	51	17	16	51.5%	31.4%
Unknown / Not declared	19	10	6	4	31.6%	40%
White	814	1,297	373	513	45.8%	39.6%
Total	1,106	2,224	460	591	41.6%	26.6%

- White applicants have a higher success rate of 45.8% (373 appointed from 814 applied), where Minority Ethnic at 26.7% (64 appointed from 240 applied). Highlighted with Minority Ethnic applicants being 13.9% of those appointed, despite being 21.7% of the applicant pool.
2. % of applications from Minority Ethnic academics to increase from 7.5% (2022-23) to 10% (2026-27)
 - Academic vacancies in 2024-25 - minority ethnic applicants (22.7%); appointments (14.5%)
 - Senior Academic vacancies in 2024-25 - minority ethnic applicants (16.7%); appointments (16.7%)
 - Senior Professional Services in 2024-25 - minority ethnic applicants (21.2%); appointments (13.6%)

Data shows that progress has been achieved in increasing applications from minority ethnic applicants, with their representation within the appointment pool tracking above the workforce representation.

3.3 Disability

Disability	Applicants				Appointments			
	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)
An impairment, health condition or learning difference not listed	10	0.9%	12	0.5%	2	0.4%	4	0.7%
Blind or have a visual impairment uncorrected by glasses	0	0.0%	0	0.0%	0	0.0%	0	0.0%
D/deaf or have a hearing impairment	2	0.2%	6	0.3%	2	0.4%	3	0.5%
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	34	3.1%	66	3.0%	14	3.0%	18	3.0%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	5	0.5%	17	0.8%	2	0.4%	2	0.3%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	15	1.4%	24	1.1%	7	1.5%	9	1.5%
No known impairment, health condition or learning difference	265	24.0%	559	25.1%	107	23.3%	187	31.6%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	7	0.6%	11	0.5%	1	0.2%	3	0.5%
Prefer not to say	30	2.7%	52	2.3%	11	2.4%	20	3.4%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	4	0.4%	14	0.6%	2	0.4%	7	1.2%
Unknown / Not declared	734	66.4%	1,463	65.8%	312	67.8%	338	57.2%
Total	1,106		2,224		460		591	

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

- During 2024-25, self-declaration rates for those applying for vacancies have remained relatively consistent, with the number of 'unknowns' as a percentage of the total pool at 66.4% (from 65.8% in 2023-24 yet remains much lower compared to 59.5% in 2022-23).
- Of those that applied for vacancies, 24% (25.1% in 2023-24; 31.1% in 2022-23) self-declared 'No known impairment, health condition or learning difference', followed by 3.1% (3% in both 2022-23 and 2023-24) self-declaring a 'Learning difference such as dyslexia, dyspraxia or AD(H)D'.
- Of those appointed, 23.3% (31.6% in 2023-24; 25.2% in 2022-23) were those who self-declared 'No known impairment, health condition or learning difference', followed by 3.0% (3.1% in 2023-24; 3.0% in 2022-23) self-declaring a 'Learning difference such as dyslexia, dyspraxia or AD(H)D'; and 2.4% (3.4% in 2023-24 and 2.7% in 2022-23) for those who 'Prefer not to say'.

- Applicants who had declared ‘an impairment, health condition or learning difference’ were a higher percentage of applicant pool at 7.0% in 2024-25 (compared with 6.7% in 2023-24), however were a slightly lower percentage of appointments at 6.5% in 2024-25 (compared with 7.8% in 2023-24). Noting that they are appointed at a lower rate than they apply.
- Of the 77 applicants who applied for a vacancy who declared ‘an impairment, health condition or learning difference’ 30 were appointed, showing a success rate of (39%), compared with 265 applicants who declared ‘No known impairment, health condition or learning difference’ 107 were appointed, showing a success rate of (40.4%).

3.4 Sexual orientation

Sexual Orientation	Applicants				Appointments			
	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)
Bisexual	40	3.6%	79	3.6%	12	2.6%	29	4.9%
Gay man	1	0.1%	17	0.8%	1	0.2%	4	0.7%
Gay woman/lesbian	11	1.0%	7	0.3%	5	1.1%	4	0.7%
Heterosexual	264	23.9%	529	23.8%	102	22.2%	165	27.9%
Other	11	1.0%	14	0.6%	4	0.9%	5	0.8%
Prefer not to say	58	5.2%	114	5.1%	30	6.5%	45	7.6%
Unknown	721	65.2%	1,464	65.8%	306	66.5%	339	57.4%
Total	1,106		2,224		460		591	

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 65.28% (65.8% in 2023-24), followed by 23.9% (23.8% in 2023-24) who disclose as heterosexual. In 2024-25, 5.7% (5.3% in 2023-24) of applicants were LGB+.
- Of those appointed the highest proportion were those that chose not to answer the question at 66.5% (57.4% in 2023-24) followed by 22.2% (27.9% in 2023-24) who disclose as heterosexual. In 2024-25, 4.8% (7.1% in 2023-24) of those appointed were LGB+.

3.5 Gender Identity Changes

Gender Identity	Applicants				Appointments			
	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)	2024-25 (no's)	2024-25 (%)	2023-24 (no's)	2023-24 (%)
I prefer not to say if my gender identity has changed since it was assigned at birth	38	3.4%	52	2.3%	21	4.6%	21	3.6%
My gender identity has changed since it was assigned at birth	16	1.4%	19	0.9%	7	1.5%	9	1.5%
My gender identity has not changed since it was assigned at birth.	337	30.5%	689	31.0%	129	28.0%	222	37.6%
Unknown	715	64.6%	1,464	65.2%	303	65.9%	339	57.4%
Total	1,106		2,224		460		591	

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 64.6% (65.2% in 2023-24), followed by individuals who disclosed that 'my gender identity has not changed since it was assigned at birth' at 30.5% (31.0% in 2023-24).
- People who disclosed that 'my gender identity has changed since it was assigned at birth', represented 1.4% of applicants (0.9% in 2023-24), 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 2024-25 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	43%
Unconscious Bias	32%
Let's talk about Race in Workplace	13%

Although the completion rate has decreased to 43% for all staff from (45% in July 2024; 24% in July 2023; and 15% in July 2022) and 24% (July 2023) - we recognise that these completion rates are still far too low and have moved our equality, diversity and inclusion courses to the university's main e-learning platform to provide one central location for staff e-learning modules and alongside other training such as Prevent Duty and are undertaking a project to improve new starter induction process and the guidance for Line Managers.

In addition to above, during 2024-25, the Diversity and Inclusion Manager and Race Equality Officer delivered face-to-face equality, diversity and inclusion training upon the request of Academic and Professional Services Departments. 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 2024-25 was 8,969 (8,318 in 2023-24; 8,413 in 2022-23; 7,844 in 2021-22).

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

[HESA Higher Education Student Data](#) is used for sector benchmark and comparison.

2024/25 HESA Student Numbers						
Programme Type	Full-time		Part-time		Total	
	Count	% of Total Students	Count	% of Total Students	Count	% of Total Students
PGR	202	2.3%	95	1.1%	297	3.3%
PGT	641	7.1%	654	7.3%	1295	14.4%
UG	5775	64.4%	1602	17.9%	7377	82.2%
Total	6618	73.8%	2351	26.2%	8969	100.0%

a. Sex

The total number of students registered at AU for 2024-25 were 55.4% female, 41.3% male, and 3.2% identifying as other (2023-24: 54.4% female, 42.9% male, 2.7% other). Female students were the majority for every degree level, apart from the part-time PGR international cohort where both female and male were the same. As a comparison, of all students studying in both the UK and Wales respectively, 57% were female.

2024/25 HESA students by gender – UK domiciled										
Gender	Full-time				Part-time				Total	
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	Count	% of Total Students
Female	67	199	2666	2932	57	424	998	1479	4411	55.4%
Male	65	157	2463	2685	29	180	396	605	3290	41.3%
Other	4	9	177	190	2	10	54	66	256	3.2%
Total	136	365	5306	5807	88	614	1448	2150	7957	100.0%

2024/25 HESA student numbers by gender - International										
Gender	Full-time				Part-time				Total	
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	Count	% of Total Students
Female	36	144	273	453	3	25	110	138	591	58.4%
Male	30	128	179	337	3	14	38	55	392	38.7%
Other		4	17	21	1	1	6	8	29	2.9%
Total	66	276	469	811	7	40	154	201	1012	100.0%

Table 4.a.i (HESA data) Number of students in 2024-25 by programme type and mode of study

2024/25 HESA student numbers by gender & age group – UK domiciled					
Age Group	Female	Male	Other	Total	
				Count	% of Total Students
17 years and under	4	2		6	0.1%
18-20 years	1557	1313	125	2995	37.6%
21-24 years	1468	1305	94	2867	36.0%
25-29 years	308	244	22	574	7.2%
30 years and over	1074	426	15	1515	19.0%
Total	4411	3290	256	7957	100.0%

2024/25 HESA student numbers by gender & age group - International					
Age Group	Female	Male	Other	Total	
				Count	% of Total Students
17 years and under				0	0.0%
18-20 years	142	69	10	221	21.8%
21-24 years	230	141	13	384	37.9%
25-29 years	96	84	3	183	18.1%
30 years and over	123	98	3	224	22.1%
Total	591	392	29	1012	100.0%

Table 4.a.ii (HESA data) Number of students in 2024-25 by gender and age range.

2024/25 HESA students by gender, faculty and department									
Faculty	Department	Female		Male		Other		Total	
		Count	%	Count	%	Count	%	Count	% of Total Students
Faculty of Arts and Social Sciences	Art	127	68.6%	44	23.8%	14	7.6%	185	2.1%
	Education	216	74.2%	73	25.1%	2	0.7%	291	3.2%
	English and Creative Writing	260	64.8%	104	25.9%	37	9.2%	401	4.5%
	History and Welsh History	139	47.0%	148	50.0%	9	3.0%	296	3.3%
	International Politics	130	28.0%	320	68.8%	15	3.2%	465	5.2%
	Law & Criminology	390	66.3%	188	32.0%	10	1.7%	588	6.6%
	Modern Languages	47	61.0%	29	37.7%	1	1.3%	77	0.9%
	Theatre, Film and Television Studies	211	48.8%	198	45.8%	23	5.3%	432	4.8%
	Welsh and Celtic Studies	63	74.1%	19	22.4%	3	3.5%	85	0.9%
	Lifelong Learning	990	70.0%	369	26.1%	55	3.9%	1414	15.8%
Total		2573	60.8%	1492	35.2%	169	4.0%	4234	47.2%
Faculty of Business and Physical Sciences	Aberystwyth Business School	233	39.1%	361	60.6%	2	0.3%	596	6.6%
	Computer Science	143	20.0%	558	78.2%	13	1.8%	714	8.0%
	Information Studies	297	77.5%	74	19.3%	12	3.1%	383	4.3%
	Mathematics	41	31.1%	87	65.9%	4	3.0%	132	1.5%
	Physics	79	28.8%	180	65.7%	15	5.5%	274	3.1%
Total		793	37.8%	1260	60.0%	46	2.2%	2099	23.4%
Faculty of Earth and Life Sciences	IBERS	2	40.0%	3	60.0%		0.0%	5	0.1%
	Geography and Earth Sciences	227	45.0%	264	52.4%	13	2.6%	504	5.6%
	Life Sciences	753	58.7%	496	38.7%	34	2.7%	1283	14.3%
	Healthcare Education	196	85.6%	32	14.0%	1	0.4%	229	2.6%
	Psychology	430	73.8%	131	22.5%	22	3.8%	583	6.5%
	Vet School	28	87.5%	4	12.5%		0.0%	32	0.4%
Total		1636	62.1%	930	35.3%	70	2.7%	2636	29.4%
Total		5002	55.8%	3682	41.1%	285	3.2%	8969	100.0%

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

The gender profile across Departments and Faculties broadly align 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 45.8%, where comparable subject areas in sector are 39% male.
- Aberystwyth Business School has a higher percentage of male students at 60.6%, where comparable subject areas in the sector have 53.6% male.
- Physics attract a lower percentage of female students at 28.8%, compared to 45.3% across the UK, and students who identify as 'other' represented 5.5%, compared with 0.5% in UK.

b. Ethnicity

The percentage of UK domiciled students identifying as Minority Ethnic is 8.1% (7.6% in 2023-24) , with a significant proportion identifying as White 87.9%. As a comparison, of all UK domiciled students studying in the UK, 30% are Minority Ethnic, and in Wales 17% are Minority Ethnic.

96.0% of UK domiciled students have declared their ethnicity, however, this figure drop significantly to only 1.8% for International students which makes analysis impossible. The collection and return of Ethnicity data to HESA is only required for UK domiciled, therefore data is incomplete.

2024/25 Students by Ethnicity & Gender – UK domiciled								
Ethnicity	Female		Male		Other		Total	
	Count	% of ethnic category	Count	% of ethnic category	Count	% of ethnic category	Count	% of student total
Asian	102	52.3%	89	45.6%	4	2.1%	195	2.5%
Black	56	53.8%	45	43.3%	3	2.9%	104	1.3%
Mixed	123	43.3%	144	50.7%	17	6.0%	284	3.6%
Other	28	45.9%	33	54.1%	0	0.0%	61	0.8%
Prefer not to say	34	37.0%	49	53.3%	9	9.8%	92	1.2%
Unknown / Not declared	137	61.4%	83	37.2%	3	1.3%	223	2.8%
White	3931	56.2%	2847	40.7%	220	3.1%	6998	87.9%
Total	4411	55.4%	3290	41.3%	256	3.2%	7957	100.0%

2024/25 Students by Ethnicity & Gender - International								
Ethnicity	Female		Male		Other		Total	
	Count	% of ethnic category	Count	% of ethnic category	Count	% of ethnic category	Count	% of student total
Asian	3	37.5%	5	62.5%	0	0.0%	8	0.8%
Black	4	66.7%	2	33.3%	0	0.0%	6	0.6%
Mixed	1	100.0%	0	0.0%	0	0.0%	1	0.1%
Other	2	66.7%	1	33.3%	0	0.0%	3	0.3%
Prefer not to say	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown / Not declared	581	58.5%	384	38.6%	29	2.9%	994	98.2%
White	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	591	58.4%	392	38.7%	29	2.9%	1012	100.0%

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

c. Disability

2024/25 students by disability and gender – UK domiciled								
Disability	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	% of Total Students
Blind or have a visual impairment uncorrected by glasses	9	50.0%	9	50.0%		0.0%	18	0.7%
D/deaf or have a hearing impairment	36	66.7%	16	29.6%	2	3.7%	54	2.1%
Learning difference such as dyslexia, dyspraxia or AD(H)D	358	49.4%	340	47.0%	26	3.6%	724	28.0%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	116	58.9%	73	37.1%	8	4.1%	197	7.6%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	410	67.9%	155	25.7%	39	6.5%	604	23.3%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying).	31	52.5%	25	42.4%	3	5.1%	59	2.3%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	116	33.7%	196	57.0%	32	9.3%	344	13.3%
An impairment, health condition or learning difference not listed	70	56.5%	48	38.7%	6	4.8%	124	4.8%
Multiple impairments, health conditions or learning differences	265	57.0%	143	30.8%	57	12.3%	465	18.0%
Total	1411	54.5%	1005	38.8%	173	6.7%	2589	100.0%

2024/25 HESA students by disability and gender - International								
Disability	Female		Male		Other		Total	
	Count	%	Count	%	Count	%	Count	% of Total Students
D/deaf or have a hearing impairment	1	100.0%		0.0%		0.0%	1	0.6%
Learning difference such as dyslexia, dyspraxia or AD(H)D	43	69.4%	18	29.0%	1	1.6%	62	38.5%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	7	63.6%	4	36.4%		0.0%	11	6.8%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	23	60.5%	9	23.7%	6	15.8%	38	23.6%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying).	1	25.0%	1	25.0%	2	50.0%	4	2.5%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	1	20.0%	2	40.0%	2	40.0%	5	3.1%
An impairment, health condition or learning difference not listed	4	80.0%		0.0%	1	20.0%	5	3.1%
Multiple impairments, health conditions or learning differences	17	48.6%	10	28.6%	8	22.9%	35	21.7%
Total	97	60.2%	44	27.3%	20	12.4%	161	100.0%

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 2024-25 was 30.7% (increasing from 28.5% in 2023-24; and 21% in 2022-23). As a comparison, of all students studying in the UK (22%) and in Wales (23%) 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 28% 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D' and then 23.3% 'A mental health condition, such as depression, schizophrenia or anxiety'.

d. Gender reassignment

In 2024-25, 4.9% (4.6% in 2023-24; 4.1% in 2022-23 and 3.7% 2021-22) of all 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 – 1.2% declared that their gender identity differed from that assigned at birth (no HESA data available, comparable to [Advance HE Equality in higher Education: statistical report](#)).

2024/25 HESA student numbers by gender identity – UK domiciled										
Gender ID same as birth status	Full-time				Part-time				Total	
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	Count	% of Total Students
Yes	122	326	4748	5196	82	565	670	1317	6513	81.9%
No	6	11	306	323	1	13	55	69	392	4.9%
Prefer not to say	7	28	252	287	5	35	41	81	368	4.6%
Not available	1			1		1	682	683	684	8.6%
Total	136	365	5306	5807	88	614	1448	2150	7957	100.0%

2024/25 HESA student numbers by gender identity – International										
Gender ID same as birth status	Full-time				Part-time				Total	
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	Count	% of Total Students
Yes	62	265	417	744	5	36	109	150	894	88.3%
No	2	6	28	36	1	1	11	13	49	4.8%
Prefer not to say	2	5	24	31	1	3	8	12	43	4.2%
Not available							26	26	26	2.6%
Total	66	276	469	811	7	40	154	201	1012	100.0%

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

e. Sexual Orientation

Students declaring their sexual orientation as heterosexual represents the largest group at the University, 53.3% in 2024-25 (55.4% in 2023-24; and 57.2% in 2022-23), with 24.3% in 2024-25 (23.3% in 2023-24; and 21.5% in 2022-23) students declaring LGB+. As a comparison, of all students studying in the UK – heterosexual remains the highest at 72.6%, with 10.6% students declaring LGB+.

2024/25 HESA student numbers by sexual orientation – UK domiciled										
Sexual Orientation	Full-time				Part-time				Total	
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	Count	% of Total Students
Bisexual	12	44	882	938	13	65	119	197	1135	14.3%
Gay or lesbian	6	17	271	294	1	25	38	64	358	4.5%
Heterosexual or straight	83	209	3084	3376	54	377	399	830	4206	52.9%
Other sexual orientation	11	25	340	376	4	22	77	103	479	6.0%
Prefer not to say	23	70	729	822	16	124	145	285	1107	13.9%
Not available	1			1		1	670	671	672	8.4%
Total	136	365	5306	5807	88	614	1448	2150	7957	100.0%

2024/25 HESA student numbers by sexual orientation - International										
Sexual Orientation	Full-time				Part-time				Total	
	PGR	PGT	UG	Total	PGR	PGT	UG	Total	Count	% of Total Students
Bisexual	4	20	56	80		4	13	17	97	9.6%
Gay or lesbian		4	13	17			4	4	21	2.1%
Heterosexual or straight	48	165	262	475	3	29	71	103	578	57.1%
Other sexual orientation		26	49	75	1	2	9	12	87	8.6%
Prefer not to say	14	61	89	164	3	5	31	39	203	20.1%
Not available				0			26	26	26	2.6%
Total	66	276	469	811	7	40	154	201	1012	100.0%

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 2024-25 is recorded at 2.9% (compared with 3.2% in 2023-24; and 6.6% in 2022-23).
- The total number of PGR & PGT withdrawals in 2024-25 is recorded at 4.8% (compared with 4.2% in 2023-24 and 15.9% in 2022-23).
- Of those UGs that withdrew (216 students) in 2024-25
 - 7.4% (10.7% in 2023-24) were international students
 - 9.7% (8.2% in 2023-24) identify as Minority Ethnic
 - 23.1% (23.0% in 2023-24) have a religion or belief
 - 34.3% (31.1% in 2022-23) identify as LGB+
 - 3.7% (5.2% in 2023-24) declared that their gender identity has changed since it was assigned at birth


5. Progress against the Strategic Equality Plan

University Executive launched its new Strategy 2030s in XXXX 2025, where our mission describes who we are and what we're here for: Rooted in rural Wales, proudly bilingual and cosmopolitan, Aberystwyth University inspires people to change lives for the better around the world.

The Strategic Equality Plan (SEP) 2024-2028 which was published in April 2024, where its objectives and actions were agreed through consultation meetings with staff and students, analysis of diversity and equality data in relation to our University community, and committed actions plans, such as our [Athena Swan Bronze Award](#). The SEP actions and priorities formed the basis of the updated 'Equity, Diversity and Inclusion Plan', which is one of nine supporting plans for Strategy 2030s, outlining what we are going to do to build a sustainable, flexible, and future-focused institution.

SEP has now been superseded by the 'Equity, Diversity and Inclusion Plan', and its' agreed action and priorities have been incorporated. Below is a progress update on the original SEP actions, as of July 2025.

SEP 2024-2028 Priorities and actions	Progress during 2024-25
1. Governance and leadership that will raise awareness of EDI in all its forms	
i. Develop a 'know your staff, know your students' campaign to provide 'live' EDI data for Departments and Faculties.	During February – April 2025, three live, in-person sessions on 'Know your community' were delivered to Academic and Professional Services Staff. The sessions introduced staff to EDI, Equality Act, Public Sector Equality Duty and demographic data and analysis on our student and staff community. Further sessions are planned for 2025-26.
ii. Ensure that equality, diversity, and inclusion is embedded within Executive leadership with designated responsibility	Executive Leadership maintained designated responsibilities for three members on <ul style="list-style-type: none"> • Equality, Diversity and Inclusion • Gender • Race All papers to the Executive are required to have considered EDI in their decision making alongside matters such as, Welsh Language, NetZero, finance, and where it involved new or amending policies, an accompanying Equality Impact Assessment
iii. Deliver Anti-Racism and Cultural Awareness training for Senior Leaders as part of the wider leadership programme.	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'.
iv. Work in partnership with the Students' Union on an anti-discrimination and anti-harassment campaign for our community	Continued promotion and awareness of Report + Support - Report + Support - Aberystwyth University tool for student community, alongside preparations to have this available for staff during the 2025-26 academic year. Poster and leaflet campaign undertaken and distributed in high footfall areas in addition to assets in different format visible on screens across campus.

	
<p>v. Develop and embed a university-wide Inclusion Calendar to promote a variety of events and activities across a range of protected characteristics</p>	<p>Published AU Inclusion Calendar 2025</p> <p>Celebrating our diversity and community – the University held numerous events during 2024-25 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.</p>
<p>vi. Submit a Bronze Award Application to the AdvanceHE Race Equality Charter.</p>	<p>University submitted an application for the Race Equality Charter in November 2024 and were success with a Bronze Award, which included a 5 year action plan.</p> <p>This was an expectation outlined by the Welsh Government as part of their Antiracist Wales Action Plan.</p>
<p>2. Create an inclusive and supportive working and learning environment</p>	
<p>Data-led approach to positive action initiatives and targeted marketing initiatives to increase representation and diversify the staff and student body.</p>	<p>Positive action statements continue are included in all job adverts. Continued support and use of executive search specialists for senior positions with a proven track record to identify and attract diverse applicant pool.</p> <p>Self-assessment process of both Athena Swan and Race Equality Charter analysed and informed actions to support increasing diversity and representation in applicant pools from minority groups.</p>

	Our People Plan, includes a review of the Recruitment and Selection process which will empower recruiting managers to use a data-led approach and consider under-representation within roles and teams that can inform vacancy marketing and promotion
Publish staff profiles to champion and celebrate diversity in job roles - particularly promoting gender diversity in senior roles.	Progress is being made to create staff profiles to celebrate our diversity, with further additions and their minority group inclusion listed - Diversity Staff Profiles : Equality & Diversity , Aberystwyth University
Promote and strengthen the reporting and support provision for bullying and harassment within the community.	Please see 1 (iv) for details.
Build positive links with community faith leads and to review the Spirituality and Faith provision on our campuses.	Informal network has been established with various community faith leads, in addition to improvement works at the existing multifaith space on campus (in consultation with the Students Union and Faith societies), alongside the identification of a new, and additional, multifaith room.
Establish a Disability and Wellbeing forum for the community.	Disability and Wellbeing Staff Network reestablished and have met twice during 2024-25. Online community channel with regular meetings planned for 2025-26.
Guidance and support for staff on ways they can approach 'Diversifying the curriculum'.	Pilot projects have continued at two academic departments (International Politics and Geography and Earth Sciences) to support diversifying the curriculum of 4 modules during 2024-25. Plans are underway to include this as theme for the 2025-26 Learning and Teaching Conference, with an action to develop a staff group to progress this approach further.
Develop inclusive language guidance for the community.	Progress is being made to create inclusion language guidance for staff alongside signposting best practice information provided by subject matter experts and third sector organisations. Pronouns are available now, with additions soon to be live on gender, mental health, disability, race, sexual orientation and suicide. University had already adopted the ' Guide to Race Related Terminology ' developed by the University of Leicester, to raise awareness and encourage staff to have inclusive race related conversations.
3. Ensure there is equality and an inclusive approach to university policies and processes in both physical and digital environments	
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.	These form part of the new People Plan to progress and develop from 2025-26
Update the University Wellbeing and Inclusion campus map.	Staff wellbeing signposted in one central location - Supporting Staff : Aberystwyth University

	<p>Staff Health and Wellbeing Day held in April 2025 with wellness fair, talks and workshops, staff room and wellbeing walk around campus.</p> <p>Inclusive Spaces webpage created to signpost breastfeeding/ bottle feeding, multi faces spaces and the Access-able accessibility guides for buildings and rooms on campuses for future inclusion in campus maps.</p>
Review Equality Impact Assessment process and embed within university project planning and decision-making.	<p>Guidance and form available here - Equality Impact Assessment : Equality & Diversity , Aberystwyth University</p> <p>Further actions form part of the EDI plan, with awareness videos and training for staff.</p>
Work with the Procurement team on mapping how University values and Equal opportunities are embedded in contract award and management.	No progress, but action included for delivery within the EDI plan
4. Strengthen the EDI Training and mentoring programme	
Develop a new mentoring and reverse mentoring programme for staff members belonging to minority groups.	<p>Informal mentoring exists within University for new starter induction and academic development.</p> <p>Further development forms part of the Our People plan.</p>
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.	Although the Diversity in the Workplace completion rate has decreased to 43% for all staff from (45% in July 2024; 24% in July 2023; and 15% in July 2022) and 24% (July 2023) - we recognise that these completion rates are still far too low and have moved our equality, diversity and inclusion courses to the university's main e-learning platform to provide one central location for staff e-learning modules and alongside other training such as Prevent Duty and are undertaking a project to improve new starter induction process and access to local level completion data for Line Managers and Heads/Directorates of Department.
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.	<p>3x Race and Cultural Awareness training session were delivered to key staff across the university</p> <p>TrACE Traume Informed University project - working group was established to work collaboratively with ACE Hub Wales on our approach to become a trauma informed University</p> <p>'Understanding Autism' a bilingual e-learning module was provided by Autism Wales and added to the university's main e-learning platform</p>
Introduce Violence Against Women, Domestic Abuse and Sexual Violence training and Suicide Prevention training for staff and students.	Papyrus delivered staff training on two programmes SPOT (Suicide Prevention Overview Tutorial. What everyone needs to know) and SPEAK (Suicide Prevention Explore, Ask, Keep-Safe. An introduction to suicide prevention skills).

5. Closing staff pay gaps	
Identify the Ethnicity Pay Gap and publish alongside the Gender Pay Gap.	Both Gender Pay Gap and Ethnicity Pay Gap Report (latter for the first-time) were published in March 2025.
Identify any additional support and guidance required for staff to apply for Academic Promotion and during internal or external grant funding programmes.	No Academic promotion during 2024-25,
6. Closing student attainment gaps	
Review our approach to reporting and addressing differential student attainment and retention for some protected characteristic groups.	Data on awarding gaps for both gender and ethnicity was analysed during the application for Race Equality Charter in November 2024. Gaps identified for 'good degrees' for minority ethnic students, with key actions to progress a consistent approach in providing edi and intersectional awarding data for key senior department teams and senior committees
Continue to develop and expand 'Career readiness support' which supports students who face barriers to employment.	Continue Career Readiness Support (CRS) activity during 2024-25 – which is part of Aberystwyth University's Careers & Employability Service (CES). It offers an additional level of support for students who may face barriers to securing future graduate-level employment.
7. Nurture an inclusive Research culture and environment	
Develop guidance and support for staff wishing to move between Teaching and Scholarship, Teaching and Research and Research only contracts.	Opportunities currently exists for staff to move between academic contract, but no progress on updated guidance and forms part of the key actions with the Our People Plan.
Review the Workload allocation model, performance expectations and priority setting for teaching and research commitments.	No progress, but forms part of the key actions with the Our People Plan.
Review policy on research leave to ensure that all staff have equality opportunities.	Departments continue to apply local level research leave process with the ambition to align to university expectations. Further review is planned as part of wider Research culture and environment developments.