

Race Equality Charter Bronze application form

## Applicant information



Name of university	Prifysgol Aberystwyth University
Submission date	29 November 2024
Level of previous award (if relevant)	
Conferral date of previous award (if relevant)	
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Section	Words used
An overview of the university and its approach to race equality activity	2,767
An assessment of the university's race equality context	5,288
Action plan*	
Appendix 1: Survey and consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7,995

\*These sections and appendices should not contain any commentary contributing to the overall word limit.

Overall word limit: 8000 words

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Section 1: An overview of the university and its approach to race equality activity

In Section 1, applicants have the opportunity to evidence how they meet Criterion A:

Institution-wide commitment, involvement, ownership, and resourcing of race equality work

Recommended word count for this section: 3000 words

**1. Letter of endorsement from the head of the university [553 words]**

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university.

## Updated Race Equality Charter

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28 November 2024

Dear Race Equality Charter Team,

As Vice-Chancellor of Prifysgol Aberystwyth University (PAU), I am proud to express my full support for our Race Equality Charter (REC) Bronze Award application. This is a pivotal step in our commitment to fostering an inclusive and equitable environment for all members of our community.

The higher education sector is navigating significant challenges and in response we have developed a new strategic framework and initiated a Transformation Programme. Our new strategy is focussed on changing lives for the better around the world. A key supporting pillar of our new strategy is our work on equality, diversity and inclusion which is subject of a dedicated cross-cutting supporting plan. Our commitment to the REC is a key component of that plan. Our transformation programme is closely aligned to the development of our new strategic plan. EDI is embedded throughout the Transformation Programme, and our REC application comes at an ideal moment to integrate its aims and reassess our practices with race equality firmly in focus. The four Transformation Programme workstreams aim to achieve financial and educational sustainability and importantly, will set PAU to operate in a way that supports and further develops an inclusive approach to our teaching and research.

Our Executive is committed to embedding an anti-racist culture at PAU and we acknowledge this honest self-reflection, the specific issues highlighted, and challenges faced by our minority ethnic colleagues and students. We recognise that the journey toward racial equality requires purposeful action, sustained engagement, and the active participation of every member of our university.

Our planning for REC and collective ownership of our action plan – which is shared across the University - reflects our high-level and long-term commitments. I aim to ensure that the action points receive sustained institutional support and are integrated through all university activities and future plans.

We are committed to senior management accountability by maintaining designated Executive member responsibility for Race, who will oversee implementation of the REC action plan and provide regular updates on our progress to Executive, Council and Senate. Ensuring that our work is intersectional and aligns with the broader EDI goals and support continuous learning and improvement in advancing race equality.

The data collected from the REC surveys has highlighted significant areas for improvement and we aim to address the key issues such as raising further awareness of the importance of race equality and the profile of internal work in this area, trust in reporting systems, and the need for a university-wide approach to diversifying pedagogical practices. This commitment will guide every aspect of work where our efforts will focus on continuous learning, inclusive

Rydym yn croeseu gohebiaeth yn Gymraeg a Saesneg. Cwch ateb Cymraeg i bob gohebiaeth Gymraeg ac ateb Saesneg i bob gohebiaeth Saesneg.  
Ni fydd gohebu yn Gymraeg yn anesu at oedl. Mae Prifysgol Aberystwyth yn elusen gofrestrddig. Rhif 1145141.

We welcome correspondence in Welsh and English. Correspondence received in Welsh will be answered in Welsh and correspondence in English will be answered in English.  
Corresponding in Welsh will not involve any delay. Aberystwyth University is a registered charity. No 1145141.

training, and fostering a supportive environment that encourages open discussions about race and faith within our community.

In terms of staffing, we are committed to enhancing the representation and progression of minority ethnic staff within our institution. This includes tackling barriers to career progression and ensuring that our leadership and decision-making groups reflect the diversity of our PAU community. We are proud of Aberystwyth's rural context in west Wales and are actively engaged in developing best practices to overcome recruitment challenges, focusing on increasing ethnic diversity in both our staff and student body.

I look forward to the panel's assessment and I am committed to lasting change and our ongoing journey towards making Aberystwyth University a fairer and more equitable institution.

Yours sincerely,



Professor Jon Timmis  
Vice-Chancellor

Rydym yn croseu gohebiaeth yn Gymraeg a Saesneg. Cewch ateb Cymraeg i bob gohebiaeth Gymraeg ac ateb Saesneg i bob gohebiaeth Saesneg.  
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#### 2. Governance and recognition of equality, diversity and inclusion work [1054 words]

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and university-level resources.

*Council* responsible for PAU's strategic direction and conduct of its' financial, administrative and other affairs. 56% (n=9) of its members are not staff or students. Since 2017, Athena Swan (AS) progress has achieved gender balance on Council (women 55%, men 45%); 6.25% are minority ethnic (ME), with 6.25% non-UK nationalities [Appendix 2, Table 9.ii] - with the commitment to improving its ethnic diversity **[Action Point (AP) 2.6, 2.7]**. In 2022-2023, 56% (n=7) of members had not declared their ethnicity. Encouraging declarations and improving data collection, especially for independent members is a high priority. **[AP 4.3]**.

Executive is the senior management team responsible for overall management and administration of PAU. Led by Vice-Chancellor (VC) Professor Jon Timmis, the Executive is a small group with ethnic diversity representative of the staff and student body (11% ME members), however, 0% are non-UK nationalities (non-UK) [Table 9.iv].

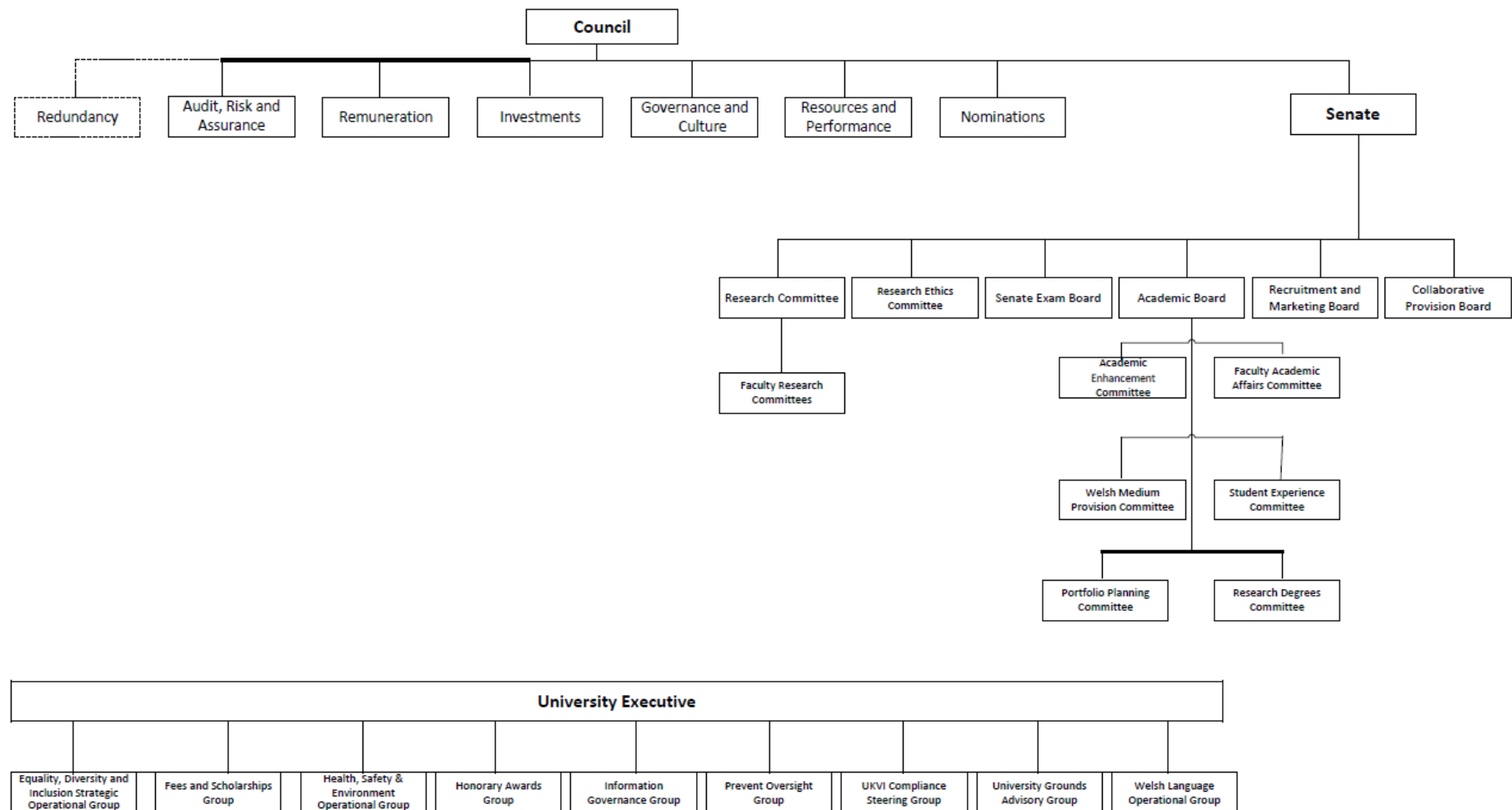
Senate is "the academic authority of PAU and is responsible to the Council for the academic functions in teaching and research and the regulation of the academic interests of the students". Senate is Chaired by the VC, and its ex-officio and elected members are comprised of staff 90% and Students Union (SU) officers 10%. Whilst gender balance has improved (women 47%, men 53%), ethnic diversity is not representative with 3.8% ME members (compared with 8.3% of academic staff) and 9.4% non-UK (compared with 21.1%) [Table 9.iii] **[AP 2.7 & 2.8]**.

Figure 1, number of sub-committees which consider matters and report directly to Council and/or Senate. Data visibility of independent members and the under-representation of ME staff in senior roles is reflective of sub-committee ethnic diversity (0% declared ME across all sub-committees) [Table 10].

The Governance and Culture Committee (GCC) [0% ME and 0% non-UK representation], undertakes a scrutiny role and advises Council on matters, including EDI (Figure 2). **[AP2.8]**.

PAU monitor the gender balance of all its core committees and groups and publishes this information within the Annual Equality Report. It will now publish ethnic diversity **[AP4.3]**.

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*Figure 1: University Key Management and Committee Structures*

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The Strategic Equality Plan (SEP) 2024-28 prioritises improving gender equality amongst senior academics and the ethnic diversity of students and staff. SEP's objectives have designated task owners across PAU, and explicitly reinforces our commitment to external plans, such as the Welsh Government's Anti-Racist Wales Action Plan. REC aligns with SEP, whereby the gender equality in senior academic priority intersects with improved ethnic diversity **[AP3.3]**.

In October 2022 PAU formed a new EDI Strategic Oversight Group (EDI-SOG) to improve the Equality, Diversity and Inclusion (EDI) governance structure. EDI-SOG reports to Executive and oversees SEP, identifying future priority areas with an intersectional lens (Figure 1). EDI-SOG meets tri-annually, receiving progress updates from each of its reporting groups (see figure 2). Three Executive members have designated responsibility for EDI and chair the following groups:

- EDI: Professor Neil Glasser, Pro Vice-Chancellor (PVC) Faculty of Earth and Life Sciences
- Gender: Professor Anwen Jones, PVC, Faculty of Arts and Social Sciences
- Ethnicity: Professor Angela Hatton, PVC, Research, Knowledge Exchange and Innovation

As a result of the Race Access and Success Collaboration Project (HEFCW and AdvanceHE, 2020-21), PAU formed an internal Race Action Group (RAG) to oversee the Race Action Plan (RAP). This became the core Self-Assessment Team (SAT) for the REC award application. Reporting to EDI-SOG, RAG is chaired by a member of Executive and membership includes specific job roles, representatives from the student community (SU President and CEO) and representatives from staff networks to provide intersectional input. Membership is representative with 21% ME and 14% non-UK).

In 2022, a new Race Equality Officer (REO) was appointed to the Department of Human Resources and Organisational Development (HR), responsible for administering the RAG, the Black, Asian and Minority Ethnic staff network (BAMESN) and leading race-equality initiatives.

PAU was awarded AdvanceHE Athena Swan Bronze Award (October 2023), and the *Athena Swan Implementation Group (ASIG)* continues to monitor progress to advance gender equality. To ensure PAU considers gender equality through an intersectional lens, ASIG membership now includes the BAMESN Chair, a representative from the RAG, and members from other staff networks.



Updated: March 2024

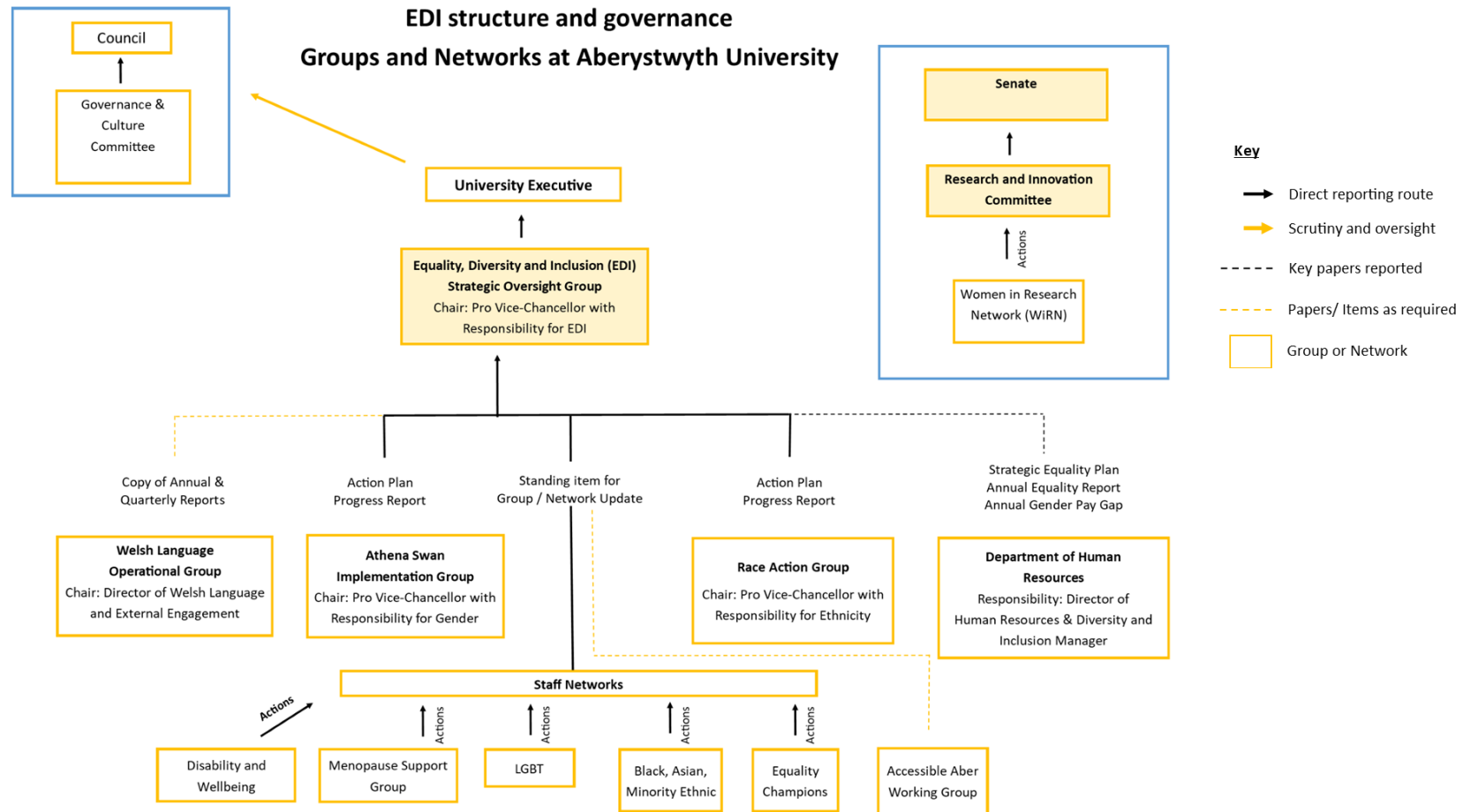


Figure 2: EDI Governance Structure Chart

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Figure 2 outlines the structure to account for PAU EDI activity. Progress is measured against the SEP action plan and published in the Annual Equality Plan. These updates on EDI work, do not include all EDI related plans or targeted measures on race **[AP1.1]**

PAU Staff Networks and Groups now report into EDI-SOG and are staff-led to support marginalised experiences. Each has their own Terms of Reference (ToR) and promote dialogue and opportunities to feedback on institutional policies and practices. The Chair of the BAMESN is part of EDI-SOG.

Staff involvement in EDI groups and networks is encouraged by managers. New staff are introduced to these networks during induction. Current staff are kept informed of meetings through the all-staff weekly bulletin and group mailing lists. Meetings are held between 930am-3pm, with dates shared in advance to maximise attendance.

The Equality Champions Network (ECN) (5.1% ME, 13.6% non-UK) includes representatives from all PAU departments (academic and professional services, PS) and the Students Union (SU). Members are appointed following an 'expression of interest' and renewed every 3 years. Their role is to share best practice; raise awareness of local EDI issues; and encourage involvement in initiatives (such as the REC Survey). ECN meets monthly and reports to EDI-SOG.

Recognition and reward schemes for EDI work differ between academic and professional departments. For academics, membership and workload for formal EDI networks and groups is considered under 'Good Citizenship' in the Workload Allocation Model. Contribution to EDI work (including RAG/Working groups[WG] membership) also qualifies as evidence under 'Wider Contributions' for academic promotion (reward and recognition framework). For PS staff there is no promotions pathway or clear framework for career progression, outside the competitive secondment and role vacancy route **[AP3.6]**.

Individual Contribution Award (ICA) scheme is a one-off bonus to recognise the exceptional performance and contribution (including EDI work). This is available to all employees at grades 1-9 and individuals can be nominated by line managers or self-nominate.

Local examples of EDI recognition also exist. For example, the Department of International Politics runs annual Diversity Awards for students who champion EDI work. Staff can also be recognised in the annual SU student and staff awards (AberSU Celebrates), including the 'Liberation Champion Award' where students vote for an individual who has championed equal opportunities **[AP3.9]**

### **3. Local involvement and accountability [436 words]**

Please describe how the university involves faculties and directorates in their race equality work to ensure ownership and accountability at the local level.

The RAP was launched in 2023 with community statement to be an anti-racist university. With representation from each department, the RAP outlined the REC intention and its commitment to work at a local level. The REO led a pilot delivering anti-racist training to two departments, aiming to identify clear race equality actions for local implementation. As a result, two academic departments have formed an anti-racist book club and EDI reading group, respectively). **[AP1.5]**

Race equality initiatives are rolled out to departments via the monthly Head of Department (HoD) meetings - these sessions incorporate briefings, consultation, leadership training and workshops to disseminate information about RAP, REC and the wider SEP. These meetings equip HoDs to drive local changes. RAG, Executive and HoDs have all taken AdvanceHE training in 'Understanding Race and Racism for Leaders', 'Bystander Intervention' and 'Cultural Awareness' to equip them to consider race equality in their decisions.

EDI and race equality is championed by HoDs and their Senior Management Teams (SMT) in departments, supported by their Equality Champion. As per ECN ToRs, EDI is a standing item on the SMT agendas, with specific EDI updates from Equality Champions. Four departments

(International Politics [IP], DGES, Physics and Information Services) have created informal EDI WGs) to drive local initiatives such as: decolonising the curriculum, student-led film-nights, sharing decolonial research methods, Annual Lecture programme with speaker diversity. **[AP1.14].**

A new 'Decolonising the Curriculum' network has also formed, sharing best practice across multiple departments and collaborating with other universities including Bangor, Cardiff, Swansea and UWTSD and also the National Library of Wales. This network held their first event in May 2024 on 'Screening and Sharing: Decolonial Pedagogies in Wales HE' **[AP1.14].**

Local initiatives could be made more effective by providing HoDs with access to demographic data to inform planning and decision-making. Access to this data would give more ownership, and accountability to HODs and enhance PAU's capacity to analyse and address its staff and student recruitment, admissions procedures, progression, workforce and student cohort more effectively. **[AP4.6]**

All employees have been encouraged to take new EDI development training. Since Jan 2023 over 230 staff (~12%) have completed 'Bystander Intervention' and 'Cultural Awareness' training. Enrolment data is not currently shared locally. These elective training will continue, participation analysed (including ethnicity and gender) and shared for local level ownership and action **[AP1.5].**

'Let's Talk about Race in the Workplace' e-learning training was released in 2023 for all employees but has low completion rates (18%). PAU plan to make this training mandatory alongside 'Unconscious Bias' and 'Diversity in the Workplace' **[AP1.4].** Completion rate data distributed with HoDs for local level monitoring and ownership.

#### **4. Race Equality Charter self-assessment process [722 words]**

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future race equality work.

RAG ToRs were written by the Chair (approved at Executive) using AdvanceHE REC guidance – to deliver the RAP, manage the REC application, monitor REC Action Plan and future submissions.

RAG recognised the importance of including those passionate about Race Equality and all staff were invited to volunteer to join REC WG. Invitations sought representation from across PAU community by advertising widely in all staff emails, HoD briefings, team meetings, and staff networks such as ECN and BAMESN. All volunteers selected one of three WGs:

- REC Culture Change WG: developed and managed REC staff and student surveys.
- REC Staff Profile and Data WG: gathered and analysed staff quantitative data, joined WorldCafé events.
- REC Student Data and Awarding WG: gathered and analysed students' quantitative data, led WorldCafé events.

Time allocation (including meetings and project work) was agreed with Line Managers and included in WAMM. Students who supported or led activity were paid hourly and focus groups were provided with refreshments.

RAG (21% ME, 14% non-UK, 50% female) is a diverse group of 14 individuals (see table below), benefitting from members with lived-experience, Athena Swan SAT experience and those passionate about REC. The WGs attracted 28 individuals (7% ME, 10% non-UK, 68% female). To maintain continuity and accelerate WG activity, RAG members chaired WGs (50% ME). WG meet regularly to analyse data, develop activities and share experiences, evidenced in final reports to RAG.

#### **RAG members**

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Name	Job title and Department	RAG role
Ankita Trivedi	HR Resourcing Officer	Member, Chair of REC Staff Profile and data WG
Angela Hatton	Pro Vice-Chancellor; Research, Knowledge Exchange and Innovation and Executive responsibility for Ethnicity	Chair
Bayanda Vundamina	Student President, Students Union	Member, Chair of REC Student data and awarding WG
Dylan Jones	Diversity and Inclusion Manager, HR	Member, REC Staff Profile and data WG
Egwuagha Victor Okoro	Planning Assistant - Analytics and Business Intelligence, Planning	Member
Elinor Howells	Communications Officer, Communications and Public Affairs	Member
Ian Munton	Director of Student Services	Member, Co-Chair Culture Change WG
John Harrington	Head of Student Accessibility and Inclusion	Member
Neil Glasser	Pro Vice-Chancellor; Faculty of Earth & Life Sciences and Executive responsibility for Equality, Diversity and Inclusion	Member
Robin Halley	Director; Global Marketing and Student Recruitment	Member
Sarah Taylor	Head of Strategic Development, Planning	Member
Sheree Jonas	Race Equality Officer, HR Representative from the Black, Asian, and Minority Ethnic staff network.	Member, Co-Chair Culture Change WG
Suzy Shipman	Digital Transformation Manager, Information Services	Member
Trish McGrath	Chief Executive Officer; Students' Union	Member

### WG Members

Name	Job title and Department	RAG role
Alan Macmillan	Faculty Registrar, Academic Registry	Co-Chair of Student Data and awarding WG
Caitlin Baker	Lecturer, Psychology	Culture Change WG, REC Staff and Student Survey Data Member
Catherine Green	Facilities Manager, Estates Facilities and Residences	Culture Change WG
Cathryn Charnell-White	Welsh Research Lead, Welsh and Celtic Studies	Culture Change WG
Debbie Gilbert	Area Coordinator, Learn Welsh	Staff Profile and Data WG
Deborah Rhead	Business Partner, HR	Culture Change WG
Gareth Hoskins	Senior Lecturer, Geography and Earth Sciences	Culture Change WG, REC Staff and Student Survey Data Member
Gil Greengross	Lecturer, Psychology	Student Data and awarding WG
Hannah Hughes	Senior Lecturer, International Politics	Culture Change WG, REC Staff and Student Survey Data Member
Ifat Parveen Shah	Senior Lecturer, Life Sciences	Student Data and awarding WG
James Woolley	E-Learning Theme Leader, Information Services	Student Data and awarding WG
Jessica Jackson	Harassment and Violence Support Coordinator, Student Services	Culture Change WG Member
Jose Goni Perez	Lecturer, Modern Languages	Staff Profile and Data WG
Kate Wright	Learning and Teaching Enhancement Unit Manager, Information Services	Staff Profile and Data WG
Katy Peat	HR Systems and Workforce Planning Manager, HR	Staff Profile and Data WG
Ken Evans	Admissions Officer, Global Marketing and Student Recruitment	Student Data and awarding WG
Lewis Richards	GO Wales Strategic Manager, Student Services	Student Data and awarding WG
Louise Amery	Deputy Director, Art Centre	Staff Profile and Data WG
Lucy Taylor	Senior Lecturer, International Politics	Chair of the Student Data and awarding WG
Lucy Trotter	Lecturer, School of Education	Culture Change WG
Martine Robson	Lecturer, Psychology	Culture Change WG

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Saffron Passam	Lecturer, Psychology	Student Data and awarding WG
Sara Childs	Trauma-Informed (TrACE) Project Manager, Student Services	Culture Change WG
Stephanie Jones	Lecturer, Theatre, Film and Television Studies	Culture Change WG
Susan Chapman	University Link Tutor-English, School of Education	Student Data and awarding WG
Mary Jacob	Lecturer, Information Services	Student Data and awarding WG
Muhammad Naveed Arshad	Research Scientist, IBERS	Staff Profile and Data WG

RAG met monthly up to the submission date, starting January 2023. RAG and WG used Microsoft Teams to collaborate, share documentation and to track actions. Executive leadership of RAG was maintained during staffing changes. RAG attendance has averaged above 60%.

Internal and external experts have attended RAG. Progress is published on the [University Website](#) including REC progress and timeline, meeting themes and key actions (summarised below). WG meetings were additional and held in between RAG meetings.

RAG meeting date	Activity
January 2023	RAG 1st meeting – RAP monitoring approach and task owners, budget and REC commitment. RAP launch event planning.
March 2023	AdvanceHE deliver REC overview
April 2023	REC timeline agreed.
May 2023	REC WGs identified and scoped.
July 2023	WGs comms and expressions of interest approved and shared with all staff.
August 2023	WG membership confirmed and first WG meetings held. Black History Month planning.
September 2023	RAG and WG attend AdvanceHE "Understanding Race and Racism: a programme for Leaders and Change Agents". 3x WG meetings continue.
November 2023	REC survey preparation discussions
Jan 2024	WG progress updates and Race Equality Week planning.
March 2024	Mid-Term progress review with AdvanceHE
May 2024	Communicate key findings from WG to enable shared understanding of the evidence and issues
June 2024	REC priorities review and approval. Final Reports from WG.
July 2024	Draft REC discussion. Review of SMART actions.
August 2024	Draft REC application for External Developmental Review and Black History Month planning.
September 2024	Feedback from External Developmental Review and action planning
October 2024	REC draft edits following review and success measures review.
November 2024	REC application final sign-off

RAG attended Race Equality Enhancement Network (HEFCW, AdvanceHE) to gather insights, advice and best practice on REC and race equality approaches which were fed back during meetings. Members also attended AdvanceHE REC webinars on Data; Culture; Action Plan; and Evaluation.

- REC staff survey released (Feb 2024 – 4 weeks). 404 staff (25%) responded (6% ME; 11% non-UK)
- REC student survey (March 2024 – 4 weeks)- 99 (circa 0.1%) students responded (32% ME, 23% non-UK).
- Survey communications included VC launch message followed by a local HoD message, staff weekly bulletin item, staff networks and equality champions messages, and SU social media posts throughout period.
- To gather more qualitative data, four WorldCafé events were organised in a range of venues and times across PAU, plus an unstaffed library stand **[AP1.7]**.

World Café Event	Respondents Ethnic Group
SU, 18 March	7 White; 2 ME
SU, 30 April	8 White; 4 ME

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Café location, Gwendolen Rees Building	1 White; 5 ME
Café Location, Food Hall, Penbryn	1 White

Quantitative data was anonymised and prepared by the respective HR and Planning teams. This highlighted inconsistency in how data is mapped on ethnic groups **[AP4.10]**. Access to survey results and analysis was restricted to REC Culture Change and WG Chairs only.

The RAG chair updated EDI-SOG on progress throughout the self-assessment process. All staff were regularly updated on REC progress and Race Equality work by the REC Chair and VC through all-staff emails, quarterly town hall updates, and updates during ECN meetings.

Post submission, RAG will meet bi-monthly to monitor progress and ensure the action plan is implemented, reporting to EDI-SOG and Executive. Membership will be reviewed for an intersectional approach, with current members offered the opportunity to continue membership. Vacancies will be filled by open expressions of interest calls.

This REC application will be published online as part of our communications plan and commitment to implement actions within the timeframe **[AP1.1]**. RAG meetings will consider agenda items beyond the action plan and act as leads to advance race equality, working within the EDI structure and *PAU inclusion and wellbeing calendar* **[AP1.2]** to promote intersectional approaches. SEP will be updated to include committed REC actions and progress monitored at EDI-SOG and GCC reports.



## Section 2: An assessment of the university's race equality context

In Section 2, applicants have the opportunity to evidence how they meet Criterion B:

- + Candid identification of context-specific race equality issues and priorities

Recommended word count for this section: 5000 words

### 1. Description of the university and its context [830 words]

Please provide an introduction to the university.

PAU founded in 1872, is a small research and teaching University located in the rural coastal town of Aberystwyth (population ~14,500) in Ceredigion county. PAU has ~2,000 staff and ~7,000 students. PAU offers a broad portfolio of undergraduate, postgraduate taught, and research programmes, across three Faculties, in a bilingual environment that includes a substantial amount of Welsh language provision across all subject areas. Academic staff and students are recruited nationally and internationally whereas PS staff are typically recruited regionally and nationally.

Based on 2021 census, PAU is more ethnically diverse across both staff and student populations compared with Ceredigion (Figure 3). PAU is less diverse than Wales general population, the higher education (HE) sector in Wales and UK. Ceredigion has the 2<sup>nd</sup> lowest population density (~72,000) - with ME people representing 3.8% of population (2,697 residents) in comparison to other Welsh University locations - Bangor 3.8% (4,405); Swansea 8.6% (20,439); Cardiff 20.8% (75,379).

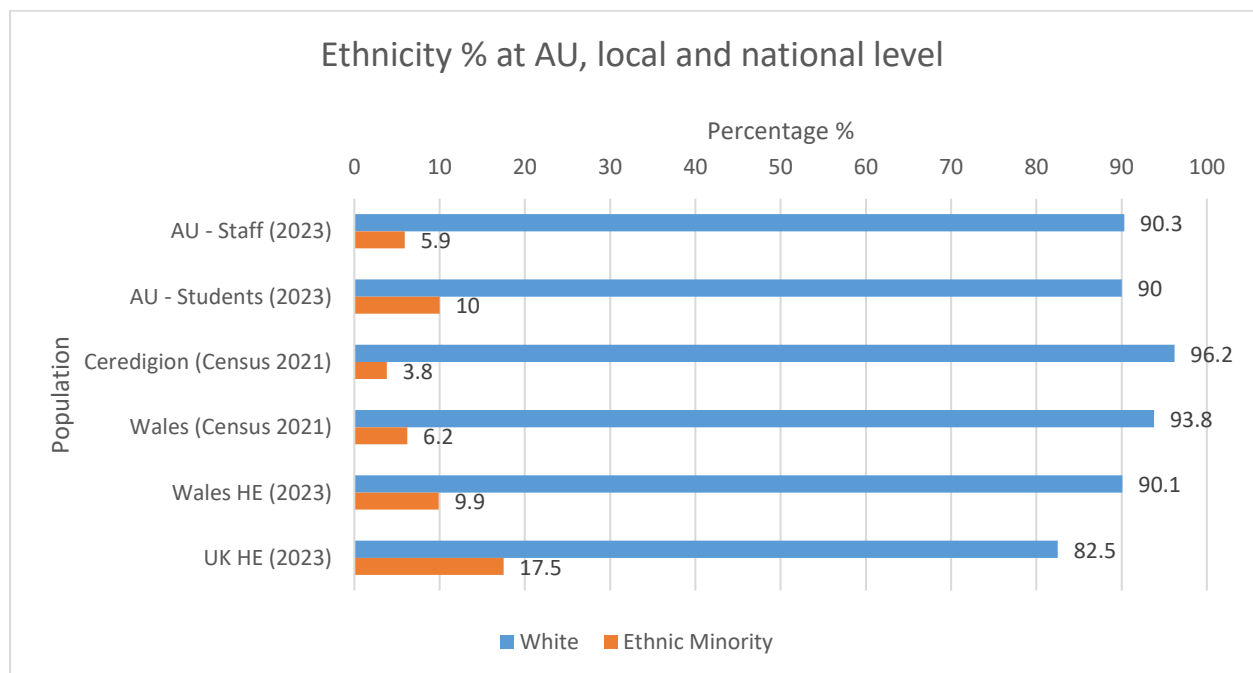


Figure 3: Ethnic Diversity by 2 major groups at PAU, county and nationally.

48% of students live in 8 campus accommodation halls with the remainder living in private rentals in and around Aberystwyth. Communal living dynamics raise frequent challenges, often stemming from cultural differences. Residential Services have an ongoing programme to reduce tensions and provide pastoral support in PAU accommodation [AP1.21].

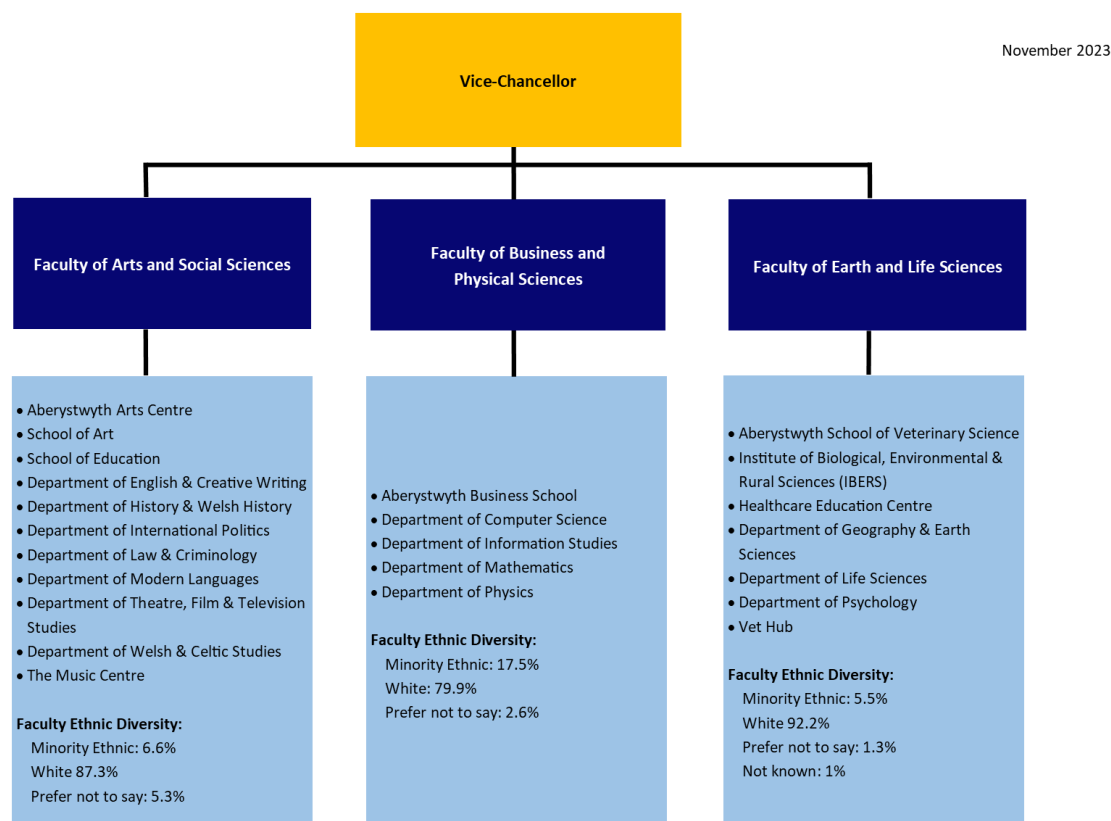
The University has two campuses with 19 Academic and 21 PS departments:

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- Penglais Campus – overlooking Aberystwyth including town locations.
- Gogerddan Campus – located near Bow Street, 3 miles north of Aberystwyth.

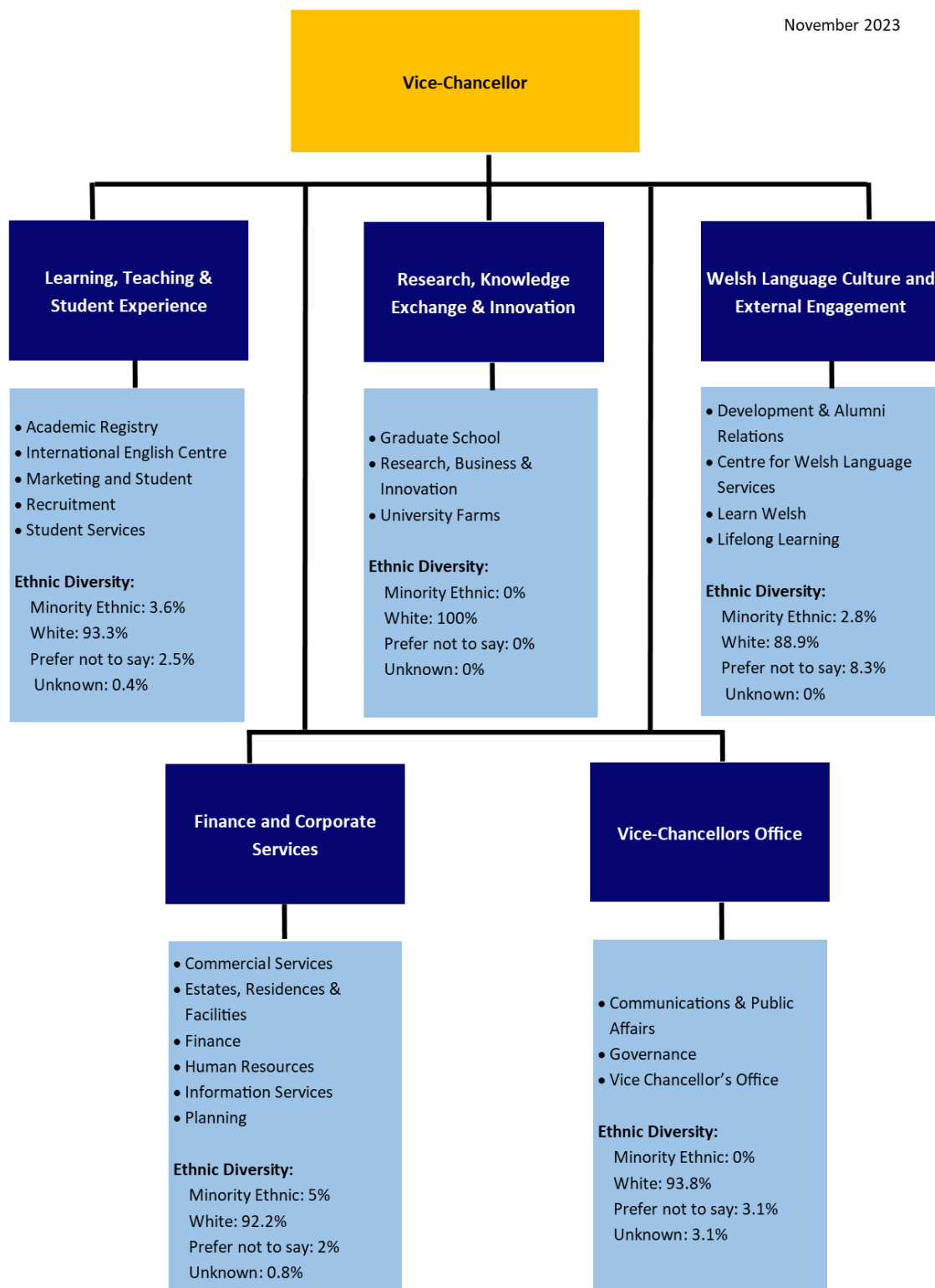
There are several smaller sites for research and agricultural activity.



**Figure 4. Academic Structure** (as of November 2023 – reporting routes to Executive member have changed during 2024 – diagram kept unchanged to maintain link to data analysis).



November 2023



**Figure 5. PS Structure** (as of November 2023 – reporting routes to Executive member have changed during 2024 – diagram kept unchanged to maintain link to data analysis).

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PAU recently developed provision that address Welsh Government strategic priorities for local economy including Wales's first School of Veterinary Science, Adult and Mental Health Nursing, National Spectrum Centre, and a new Dialogue Centre (Penglais Campus) has been created for bringing together diverse groups and communities to address local and global challenges.

PAU is Welsh University of the Year, and top in Wales and third in UK for Teaching Quality (Good University Guide 2024, The Times and Sunday 2024). PAU is first in Wales for student satisfaction (National Student Survey 2022) and second in the UK for student satisfaction (Complete University Guide 2024).

In REF 2021, 98% of PAU research was of an internationally recognised standard or higher, with 75% either world leading (4\*) or internationally excellent (3\*). Across all academic staff with significant responsibility for research submitted ~85% were White followed by 10% ME (Figure 6). A higher representation of ME staff compared with all Academic staff in 2021 (7.9%) [Table 2(i)].

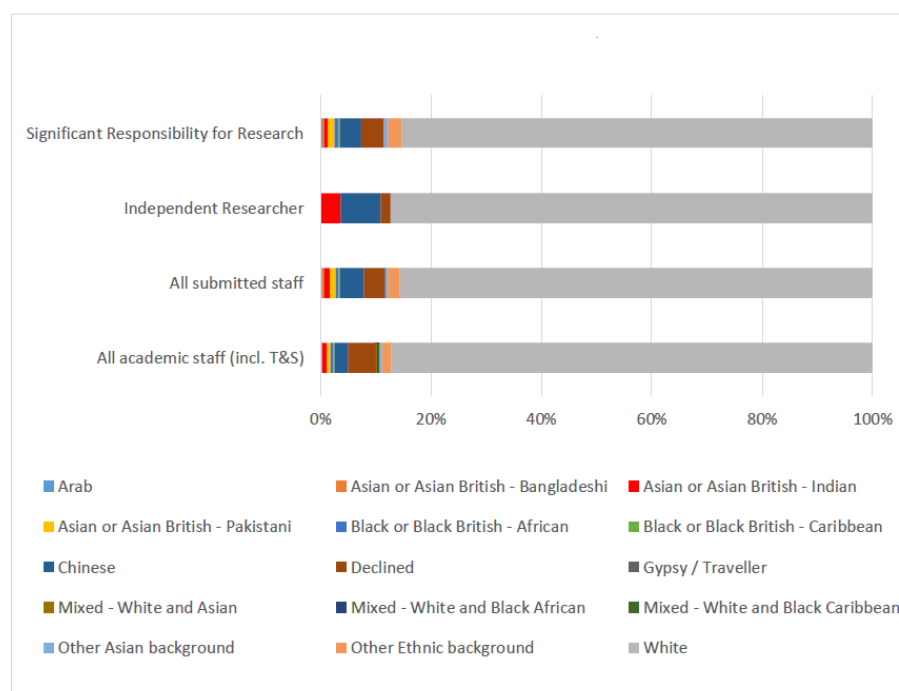


Figure 6: REF 2021 Ethnic Diversity of REF 2021 PAU population.

A new Research strategy is under development – associated EIA - with the vision of an effective EDI culture and environment framework across all levels of operation, staff, research partners and industry members [AP1.15]. It will advance historical research strengths alongside new and emerging research excellence that, include health and wellbeing, human rights, sanctuary studies, movement of people/s and age-related domestic abuse.

Incidents of racism and other forms of harassment and hate have been publicised locally. PAU recognises its role within the local community and the Welsh Government Anti-Racist Wales Action Plan. It actively contributes in regional networks and groups with other key regional services, including Ceredigion County Council, Dyfed Powys Police and Hywel Dda Health Board [AP1.6], they include:

- Regional Engagement and Equalities Group
- Ceredigion Tensions Monitoring Group
- Ceredigion Refugee Resettlement Group

PAU did not engage with the local community on race-related topics and themes as part of REC. To remedy this, alongside other local community engagement, PAU will arrange a series of

consultations with representatives of community groups (including ME groups through links with Race Council Cymru, Faith Community and Regional Engagement and Equality Groups) to develop community actions **[AP1.17]**.

PAU's Aberystwyth Arts Centre (AAC) is working on specific projects as part of its commitment to anti-racism: **[AP1.20, 4.11]**

- Reverse mentoring programme specifically for the Arts sector in Wales led by Race Council Cymru enabled one-to-one session with AAC, Deputy-Director (Autumn 2023). Subsequently, all ten members of AAC management team participated in the program and a wider training session for the whole team which informed AAC's local level anti-racism work.
- The Perspectives Project, supported by Arts Council Wales and in partnership with Amgueddfa Cymru, exploring how the visual arts and heritage sector reflect the cultural and ethnic diversity of our society.
- Newid Diwylliant/Culture Change - Welsh government initiative aimed at achieving race equity within the arts sector in Wales.

Following the murder of George Floyd, and the Black Lives Matter campaign, a working-group undertook a review of PAU's campus, statues, building names and links to slavery – including consultation on gallery contents and existing portfolios. Further research is required into PAU's history and its impact on racism and race-related inequalities. **[AP1.6]**

To honour the anniversary of George Floyd's passing, PAU researchers, staff networks and Welsh third sector organisations collaborated on an intersectionality event. This included wide representation, from Ethnic Minorities and Youth Support Team (EYST), Disability Wales, Women's Equality Network Wales (WEN Wales), Stonewall Cymru, Equal Power Equal Voice and Represent Us Rural - encouraging dialogue about how institutions can advance intersectionality in EDI policy and practice.

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#### 2. Development, evaluation and effectiveness of policies [919 words]

Please describe the processes in place for developing, evaluating and revising university policies.

##### Staff policies

HR manage a wide range of workplace policies and procedures, openly available online – these play a significant role in supporting and embedding a culture of trust, fairness, and inclusion, by providing practical and consistent advice and guidance to all.

Staff policies are subject to regular reviews by the HR Policy WG, usually at three-year intervals or in response to legal changes. EIAs are used to consider impact and recommend mitigating actions when drafting or updating policies and procedures, consulting with staff networks, such as BAMESN, to ensure impact on race equality and lived-experience is incorporated into decision-making. Policies are subject to consultation with our three recognised Trade Unions and require the relevant sign off by the Joint Consultative and Negotiation Committee, Executive or Council and Sub Committees as necessary **[AP1.13]**. Training, guidance and templates are made available to staff for completing EIAs. In March 2026 PAU will improve the recording, governance and training for EIAs by introducing a new EIA process with new guidance (Athena Swan [action plan](#)).

Policy changes are communicated through all-staff emails, HoD briefings and are included for discussion at Faculty Executive and Departmental staff meetings. Each department has a HR Business Partner who advise and support staff on policies implementation, monitor their impact and feed back to the HR Policy WG. Feedback may include immediate revisions, collation for the next periodic review or views on whether any policy requires further training or associated employee toolkits.

In 2022, HR commissioned an EDI audit by the external company, *Diversifying Group*, to establish the current state of EDI and its related policies and processes using an intersectional approach. In spring 2023 the report prioritised recommended actions **[AP1.2, 1.4, 1.5]**. It recommended a review of HR Recruitment and Selection policy and process to uphold fair recruitment practices that avoid bias **[AP2.1]**. All staff are expected to complete the Diversity in the Workplace, Unconscious Bias and Let's Talk about Race training. From Jan 2025 all recruitment panel members will be required complete this pre-requisite training. **[AP2.2, 2.5]**.

PAU does not currently distribute grievance or disciplinary incident figures, including incidents of racism or hate crime. PAU will publish this data in the Annual Equality Report **[AP1.8]**.

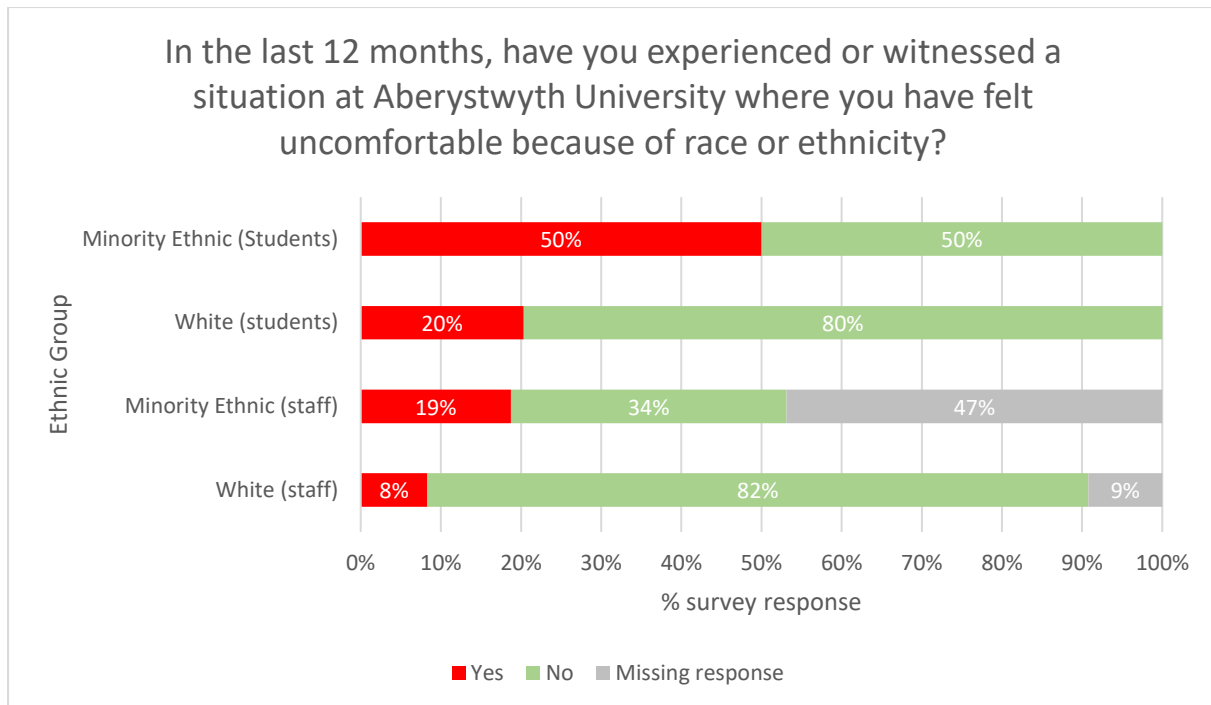


Figure 7: REC Survey In the last 12 months, have you experienced or witnessed a situation at Aberystwyth University where you have felt uncomfortable because of race or ethnicity?

PAU's appraisal process (Effective Contribution Scheme [ECS]) is used to manage the discussion between employees and line managers to support personal development, performance and wellbeing. Continued system issues and lack of awareness led to an employee ECS completion rate of 28% in 2022-23. There is limited understanding whether EM staff are more or less likely to participate. **[AP3.7]**.

PAU publishes its gender pay gap annually. PAU is committed to publish an ethnicity pay gap from 2025 **[AP3.11]**. On 31 March 2024, the mean ethnicity pay gap for hourly pay was -2.18% (Table 11.3) compared to UK HE sector (0.9%), and Welsh HE Sector (-9.1%) *[AdvanceHE Higher Education Staff statistical report 2023]*. The Median pay (£18.90) was lower than mean pay (£20.36) for White staff, whereas ME staff remained consistent (Mean, £20.81 to Median, £20.39), resulting in a Median ethnicity pay gap of -7.86%, compared to the UK HE sector average (0.1%), and Welsh HE Sector (-6.1%).

## Student policies

Academic Registry and Student Services manage policies to support and guide the student community (e.g. Student Dignity and Respect policy) and the SU play a central role during policy consultation to ensure opportunity of voice and representation. For example, the Islamic Student Society, Jewish Society and Catholic Society were just a few consulted on Faith provision on campus.

Student Services are currently undertaking a policy framework initiation in partnership with *SUMS Consulting* **[AP3.13]**, as part of PAU's commitment to compassionate communication, inclusion, accessibility and a trauma-Informed approach. The project aims to:

- assess existing student support and wellbeing policy framework, identifying and advising on changes needed to align with strategic goals and sector trends.
- create a new student support and wellbeing policy framework and toolkit, including a standard approach to policy development and model templates.
- advise on a future programme of work to develop the full suite of policies.

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This will be key to provide transparent complaint policies and procedures. In survey, only 22% ME compared with 37% White students were extremely confident in “If you experienced racial discrimination, bullying, abuse, or microaggressions how confident do you feel that staff would support you and take appropriate action?”, feedback also highlighted perceptions of impunity and accountability [AP1.1, 1.2, 1.7, 1.8 & 3.13].

*“Many students who face racial discrimination often feel afraid to speak up and report it to authority figures. Based on my experience, I believe the university administration must implement new policies that address racial imbalances. These policies should also take into consideration the needs and challenges faced by foreign students, and the reality of financial constraints”.*

*Student survey response, March 2024*

Student Services, in partnership with SU, launched the Student Report and Support tool (March 2023), managed by the Harassment and Violence Support Team (owned by Student Services SMT). Students can report (anonymously if preferred) incidents and behaviours of Assault, Bullying, Discrimination, Harassment, Hate Crime, Sexual Misconduct and Assault. Quarterly incident reports are sent to Student Experience Committee and Academic Board (Figure 1). HR do not currently have a tool for employees but are committed to implementing following consultation with trade unions and staff networks (including BAMESN) [AP1.8].

*“However, more information for staff on how to access help and support in case of discrimination, information that is easily and rapidly accessible, would be useful.”*

*“Opportunities and procedures to report racial abuse outside of bullying should be explicit as well. Similar to Student Report and Support.”*

*Staff survey response, March 2024*

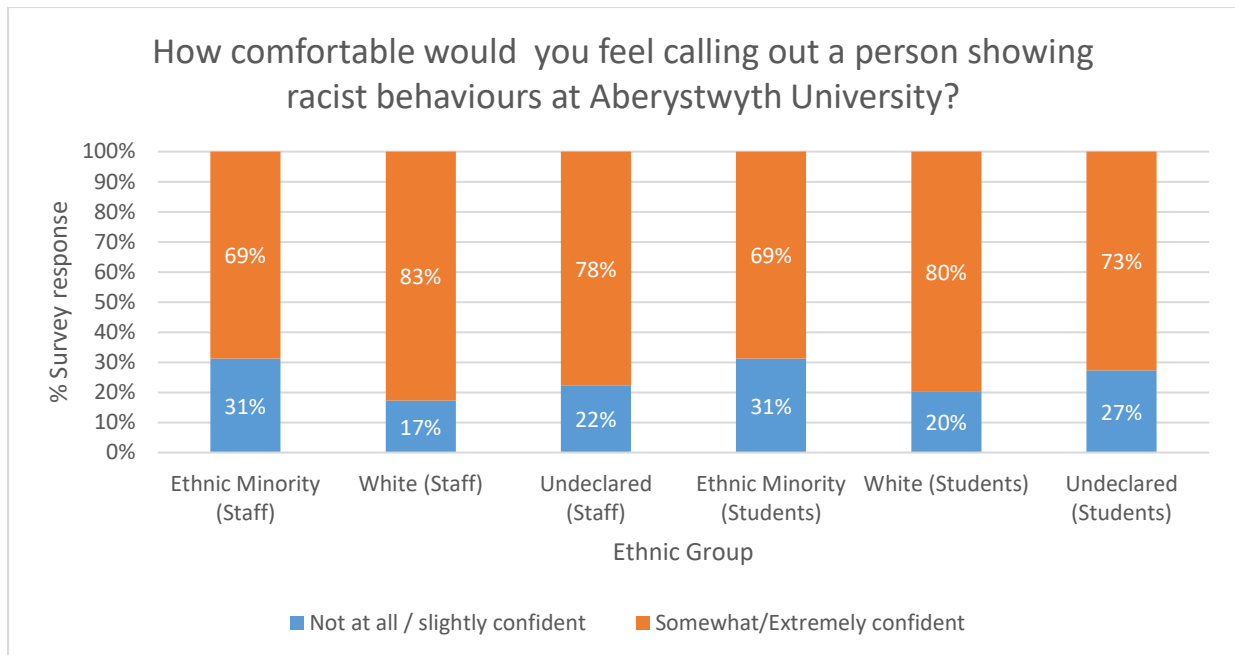


Figure 8: REC survey: How comfortable would you feel calling out a person showing racist behaviours at Aberystwyth University?

Figure 8, confidence and trust in reporting incidents and inappropriate behaviour and language remains lowest amongst ME staff and students. Further work is required to raise awareness and visibility of the Report+Support tool on campus with targeted campaigns and initiatives **[AP1.8]**.

"... the University's response to discrimination of all kinds (not just race discrimination) is poor at the highest levels... need to ensure that all these policies and statements are not just empty words."

"Senior leadership do not challenge or make difficult decisions beyond lip service, so I doubt that anything would be done anyway."

"I don't think that speaking out about problems would go down well or that complaints would be dealt with."

Staff survey response, March 2024

PAU is currently working with ACE Hub Wales to implement a Trauma and Adverse Childhood Experiences (TrACE) toolkit, to reflect on the understanding of adversity and trauma in all areas including leadership, governance, service delivery, environment and culture. This includes awareness and understanding of racial trauma, where evidence will be gathered to help advance race equality **[AP1.10]**.



### 3. Culture, inclusion and belonging [960 words]

Please describe how the university ensures their culture and practices support inclusion and belonging.

PAU is currently developing its new strategy and EDI is an embedded, cross-cutting theme. EIAs are integrated throughout to consult and consider impact on race equality, as well as its' supporting plans, such as 'Our People', 'Welsh Language' and 'SEP' - with evidence-led objectives and actions.

PAU's commitment to developing an inclusive culture of mutual respect is reflected by the REC Bronze award action plan, AS Charter Bronze Award 2023 and achieving Stonewall Gold Employer Award 2024, rising to 45th in the UK Workplace Equality Index.

However, figure 9 shows that ME staff and students feel they cannot be their full authentic-self – staff (59%) and students (53%), feeling the need to act differently because of their race or ethnicity [AP1.3, 1.4, 1.5].

PAU routinely undertakes staff and student surveys to help understand what is working well or could be improved. Delivered through full and pulse surveys (every two years) and managed by an external provider, anonymised responses are analysed at institution and department level, but not by protected characteristics [AP1.7]. PAU also participates in charter related surveys (such as Stonewall, AS, and REC), using responses to inform action and change [AP1.1]. Student voice mechanisms such as Module Evaluation Questionnaires and the 'Tell Us Now' feedback system enable rapid detection and response to student issues (these have captured race related issues and feedback such as diversifying the curriculum).

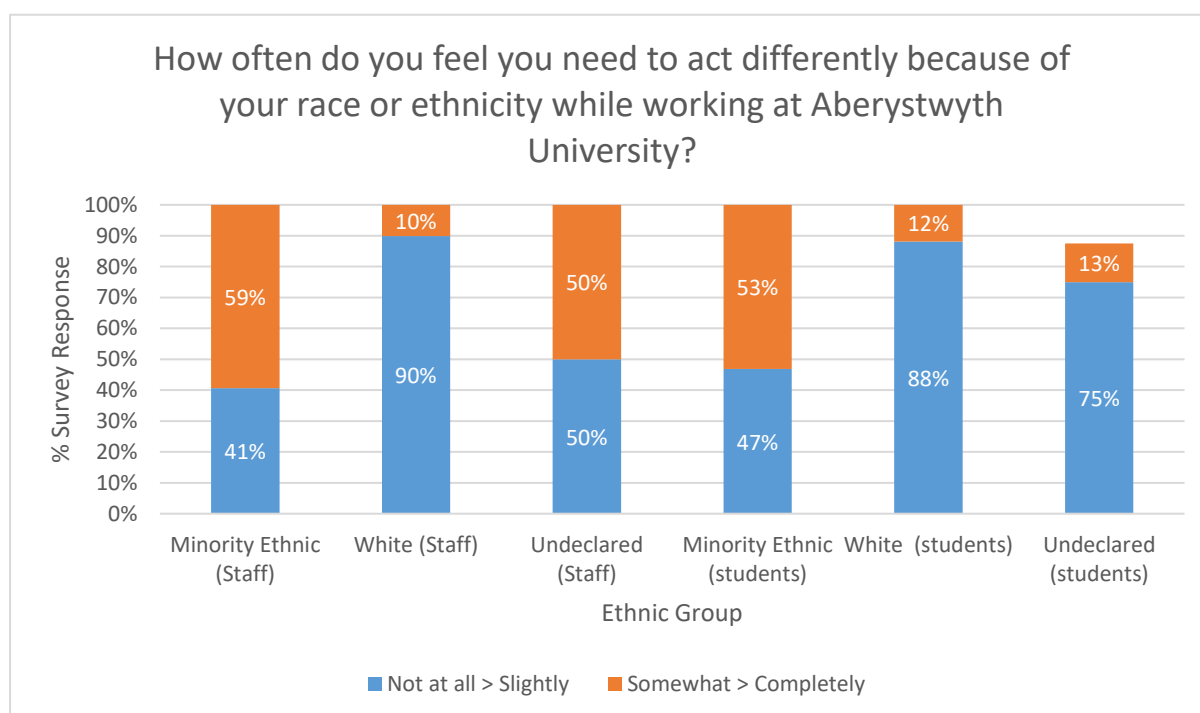


Figure 9: REC survey: How often do you feel you need to act differently because of your race or ethnicity while working at Aberystwyth University?

Staff networks and groups (including BAMESN) feed directly into the EDI agenda with a pathway to the highest level of discussion and action. However, engagement and participation within network meetings and events are low (4-8% ME staff attending). Further engagement is needed with the ME community to gather feedback on the network and what support is required.



REC Culture Survey had ME representation matching the workforce (6%), but only 25% of staff responded, contrasting with 50% response rates for general staff surveys. Student survey was very low (0.01% population). This may be due to a short lead-time combined with communications led by the WG rather than the central communications team **[AP1.7, AP3.8]**.

Figure 10, when asked about confidence in appropriate action being taken following an incident report, ME staff (47%) and ME students (50%) respondents were 'Not at all/Slightly confident', contrasting with White staff and students declaring 21% and 20% respectively. In addition, experiences of reporting (or not) racist, discriminatory and abusive experiences depended very much on their department and line manager (for staff) or personal tutor, lecturer, or peers (for students) **[AP1.8]**.

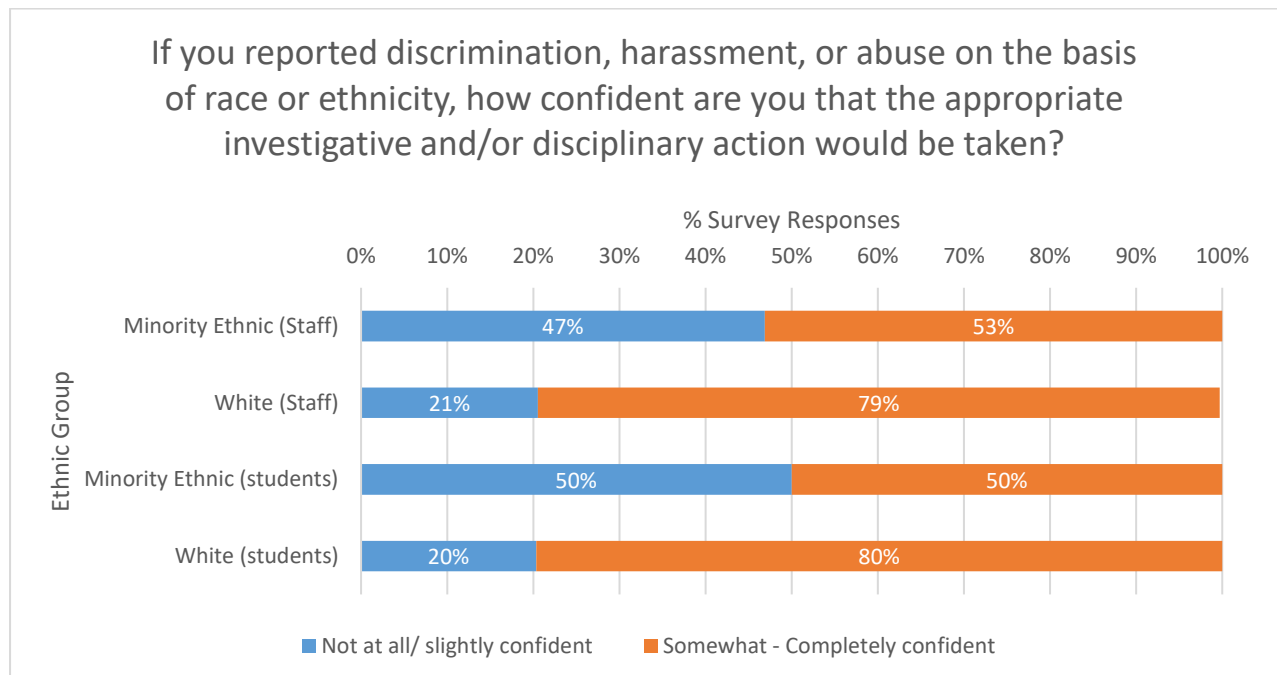


Figure 10: REC survey: If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

Covid-19 and the return of on-campus activities disrupted induction programme for new staff and students. Recent initiatives have begun to address this, seeking consistency and support to those unfamiliar with PAU, the local area or living in the UK.

- Student Services appointed a 'Student Transitions and Belonging Coordinator' to deliver an extended Students Welcome, Transition and Induction programme. Oversight WG ensures a consistent approach across departments, including international welcome and orientation; anti-harassment and anti-bullying campaign; partnership working across Residences (ResLife), SU and Student Services to coordinate events, socials and extracurricular activities - celebrating community and culture, support and wellbeing **[AP3.1]**.
- ME staff represent 10.1% of appointees (2023) and 10.3% of leavers (12.4% Academics, 9.5% PS). To confront this, HR will use a race lens to review induction, onboarding and staff engagement strategies with a race lens, to support inclusion, retention and belonging (Recruitment and Selection policy review) **[AP3.1 - 3.12]**.

To support staff and students through the Race Equality journey, training and education has been a priority. There was a fear of talking about race, for the 'worry of getting things wrong'.

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Terminology and Language was identified as a critical area for support. The University of Leicester had created a 'Race-related Language and Terminology' document for staff. As an interim measure PAU adopted this guide to improve staff confidence in race-related conversations **[AP1.3]**.

"I think it's hard for there not to be some level of awkwardness with colleagues in discussing race, for fear of using the wrong language."

Staff survey response, March 2024

Survey responses identify a lack of awareness and openness to different cultures which impedes the creation of a trusting/safe environment to talk about race and cultural diversity. Comments identify this extends beyond racism to cultural diversity **[AP1.5]**. PAU recognise that there is still much work to do in this area and delivered new elective staff training course on Race/Cultural Awareness (11% staff completion) and adopted the *CultureShift* Inclusion Calendar for 2023-24, encouraging events to celebrate diversity, marking Diwali, Ramadan and the Lunar New Year.

"Aber likes to promote other cultures, especially Welsh, but does little to promote and celebrate other cultures, like Indian, Hindi, or Afro-Caribbean."

(Staff survey response, 2024)

"I would like to see more multi cultural events hosted by the Univeristy, as I think many of us are a bit shy and we need help in breaking out of an insular way of being."

(Staff survey response, 2024)

"I think the lack of opportunity to engage with different cultural festivals and traditions here is probably reflective of the generally low levels of diversity in the university which is reflective of the wider locale."

(Staff survey response, 2024)

"I would like to encourage more events regarding numerous races, backgrounds, cultures, etc. Especially those sub-jected to stigma, and those that lack positive representation in the media. (E.g The west views Africa, a continent consisting of numerous countries as one sole impoverished place. That is not good)."

(Student survey response, 2024)

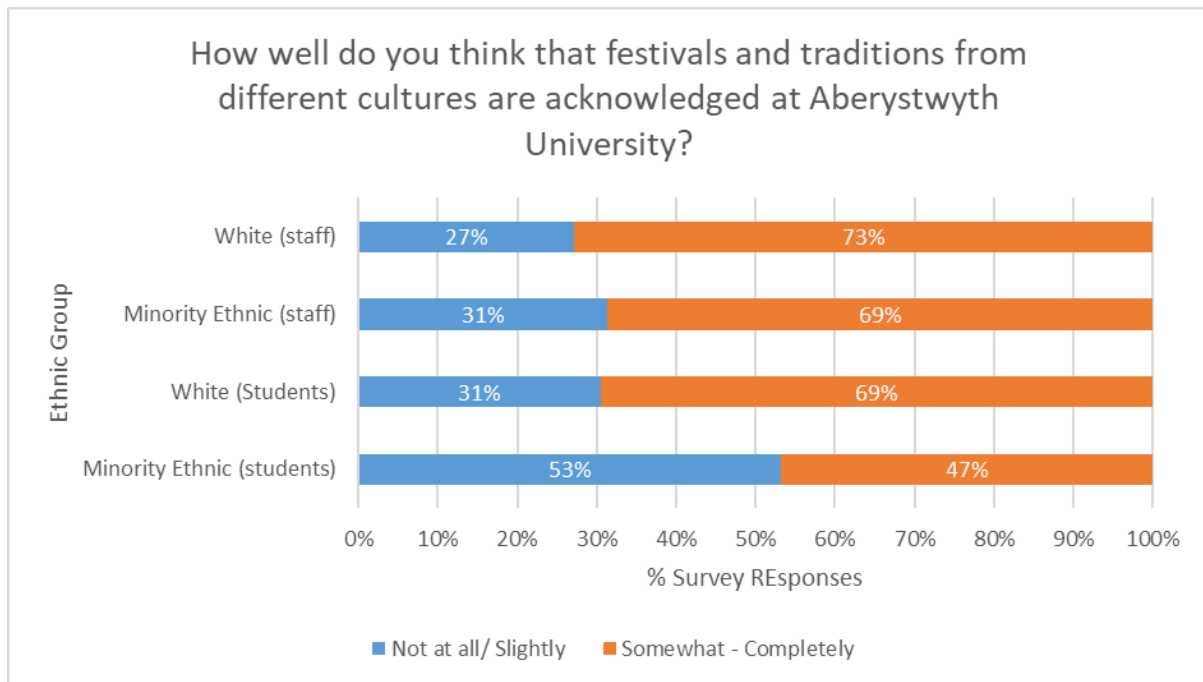


Figure 11: REC survey: How well do you think that festivals and traditions from different cultures are acknowledged at Aberystwyth University?

PAU is a bilingual institution which values Welsh culture and language, with the aim to have 50% of PS staff being Welsh speakers by 2030. However, comments in REC survey expressed concerns that this is prioritised over an ethnically diverse workforce. These characteristics are not mutually exclusive, PAU is developing a 'Welsh Language Awareness e-learning module' to support and raise awareness of a diverse Wales, the Welsh language, history, customs/festivals and reasons for the Welsh Language Standards.

The culture of 'not talking about race' impacts significantly on ME staff, with 57% indicating that they were 'not at all or only slightly confident' of talking about race or racism. There is a view that PAU should use its spaces for dialogue and explore difficult themes through conversations. During a RAG meeting it was discussed that national and international race-related incidents that could impact and traumatised ME staff and students aren't met with support and activity (i.e. Diane Abbott and racism, Racism in Met Police) **[AP1.6]**.

*"Aber university can be very insular and isolated. It would be good to see the university become a braver space to dialogue difficult conversations, especially political conversations. It's easy to send out statements to show support but the dialogue is important to have in a safe space"*

*Ethnic minority student, REC survey March 2024.*

PAU does not have a formal chaplaincy service, but work is progressing with local faith leads to establish a faith and spirituality model. A designated multifaith room is regularly used by the community. Recent investment in the space has improved its inclusivity and immediate prayer needs of various faiths, with the addition of a new prayer room by April 2025, (including washing

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facilities for ablution) **[AP1.19]**. Medium- to longer-term solutions can be explored through the new Multifaith Community Forum **[AP1.18]**.

#### 4. Staff context [1284 words]

Please describe the university's key race equality findings relating to academic and professional, technical and operational staff.

On 1/11/2023, proportion of ME staff was 5.85% (n=111), consistent with 2022 (5.88% n=114), 2021 (5.84% n=114) - below the benchmark of Wales HE at 10%, and UK HE at 17.5%. ME staff are split fairly evenly for female 47%, male 53%, however female ME staff have decreased (n=-7, -12% from 2022) and male ME staff have increased (n=+4, +7%).

Non-UK staff represent 13.2% of all staff (n=250), which tracks below Wales HE Sector 15.2%, and UK HE sector 28.6% (Table 0, iii).

Figure 12, 60% of ME staff are non-UK, whereby in the Welsh HE sector 50.8% non-UK and the UK HE sector 46% non-UK.

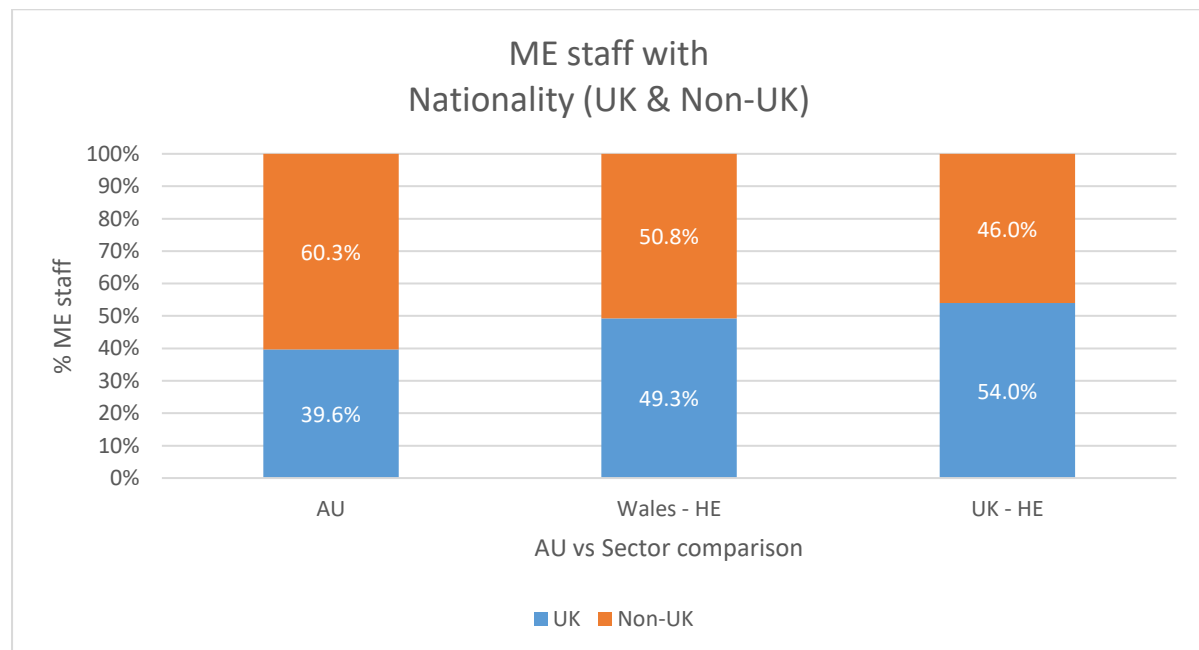


Figure 12: ME staff with Nationalities (split UK & non-UK) across PAU, Wales and UK HE sector.

For all non-UK nationals, ME staff have increased to 26.8% (n=+3, 2023) from 25.3% (2022); but remains below Wales UK sector (38.2%) and UK sector (36.1%) (Table 0, iv). For all UK nationals, ME staff have decreased to 2.7% (n=-6, 2023) from 3% (2022) and 3.1% (2021) [AP3.1].

Staff leaving PAU remain consistent at ~450 annually, ME staff being 10.3% (n=45) in 2023, 12.6% (n=59) in 2022. It is consistent that ~64% are Non-UK ME and ~36% UK ME across years (Table 0, vii).

Ethnic diversity differs between academic staff (2023, 8.3%) [Table 1, i] and PS staff (2023, 4.1%) [Table 6, i].

#### Academic Staff

On 1/11/2023, the proportion of ME Academic staff was 8.3%, an increase of 0.8pp (n=6) from 2022, with White Academic staff being 87%, a decrease of 0.7pp (n=-6). This is significantly below the UK HE sector (20.4%).

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70% of ME Academic staff are non-UK, growing 12pp from 2021. This increase was across all contract functions and highest in teaching and research contracts (Table 2, i).

ME staff on teaching-only contracts have decreased 7.3pp (n=-4) since 2021, a decrease was also seen with White staff but only 1.3pp (n=-13). The decrease in ME staff has predominantly been in UK nationals.

FBaPS has the highest proportion of ME Academic staff at 20.6%, an increase of 2.4pp (n=+2) since 2021; FASS has 6.8%, with an increase of 0.9pp (n=+3), FELS has 6.6% a decrease - 0.8pp (n=-2) and WLCEE at 3.5% remains unchanged (n=5) since 2021 (Table 1, ii).

PAU's HR team has actively moved long-serving employees from fixed-terms contracts to permanent contracts and will continue this activity with an ethnicity lens. 32.8% of ME academic staff are on fixed terms contracts, reducing 10.8pp from 2021, but remains higher than White academics at 20.5%. Of ME academics on fixed term contracts, 86% are non-UK, for White Academics, 21.2% are non-UK.

ME staff are overrepresented at the lower academic grades 7 and 8, with a consistent decline as pay grade increases (Figure 13), ME staff remain underrepresented at 5.4% of the Professorial Grade 10 [AP3.3].

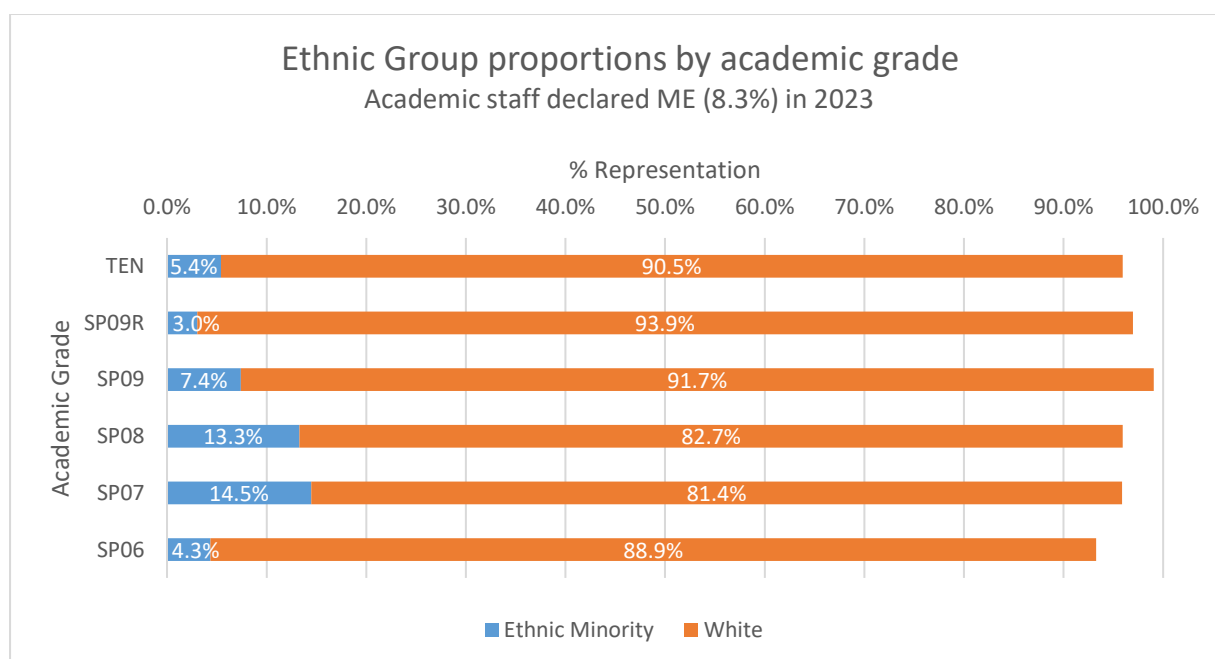


Figure 13: Proportion of Academic staff in 2 major Ethnic groups by grade at PAU.

### Professional Services Staff

On 1/11/2023, the proportion of ME PS staff (4.1%), a decrease of 0.7pp (n=10) from 2022, with White PS staff (92.5%), with no pp change (n=-35). This is significantly below ME PS staff in UK HE sector (14.1%) but remains higher than Ceredigion (3.8%) which is the predominant recruitment region.

46% of ME PS staff are non-UK, falling 13pp from 2022. ME PS staff shows a reduction of fixed-term contracts, falling 23pp (n=-18), with lower pp drop for White non-UK staff on fixed term contracts, down 6.7pp (n=-76) (Table 5, i).

48% of ME staff work in campus services roles, and 24% of White staff work in similar roles. Highest proportion of White staff are in 'admin, managerial and professional' roles (38%, +2pp), with 21% ME (unchanged).

Finance and Corporate Services division has the highest proportion of ME staff at 5%, dropping 0.2pp (n=-1) from 2022. There are PS divisions with no ME staff.

Figure 14, PS ME staff are overrepresented at the lower grades, with a noticeable decline up the grades. There are no ME staff above Grade 7, which would be characterised as senior manager/director roles. Grade 6 and Grade 7 has seen a decrease (n=-2, n=-1) in ME staff [AP2.1 & AP3.10].

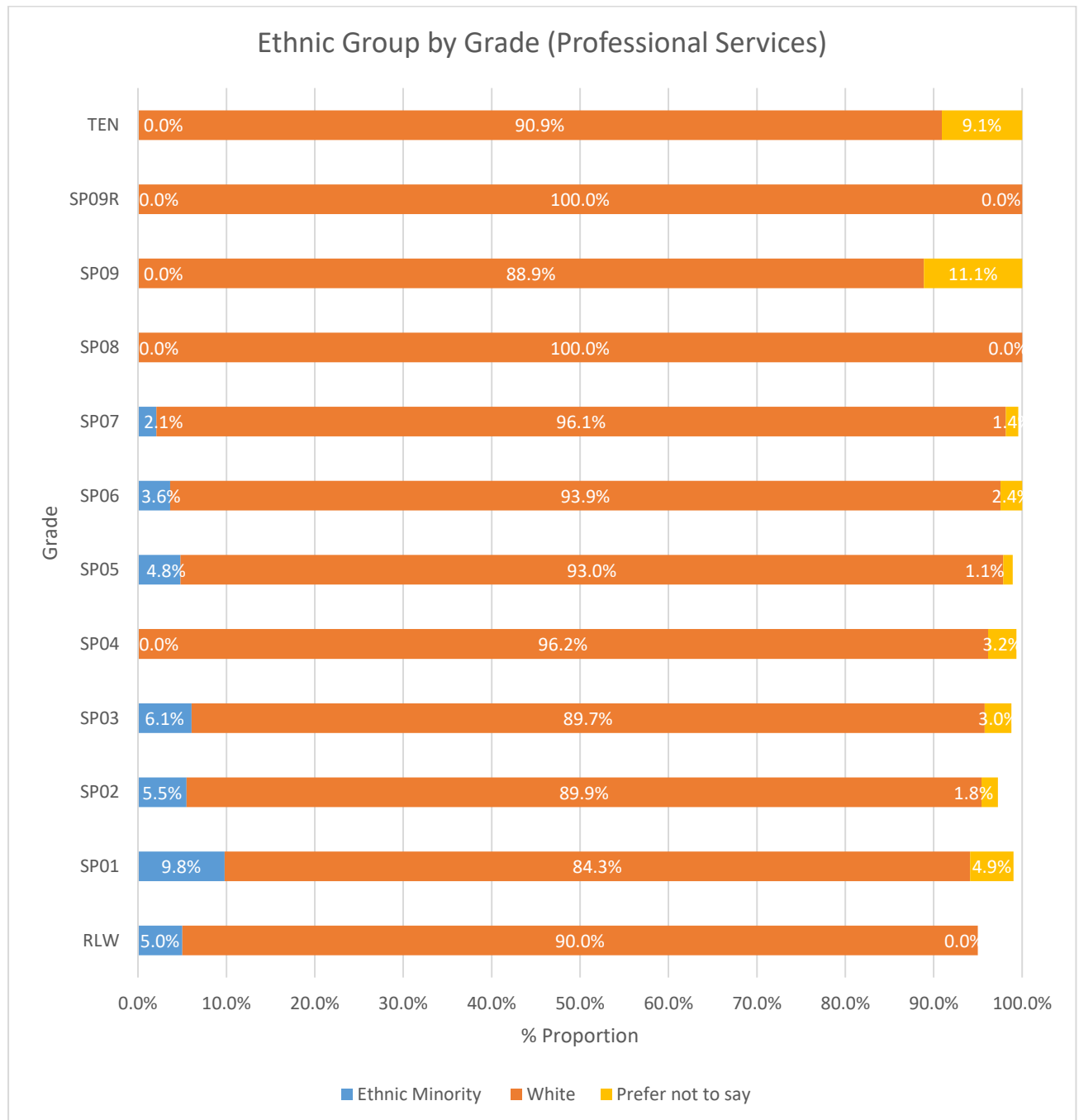


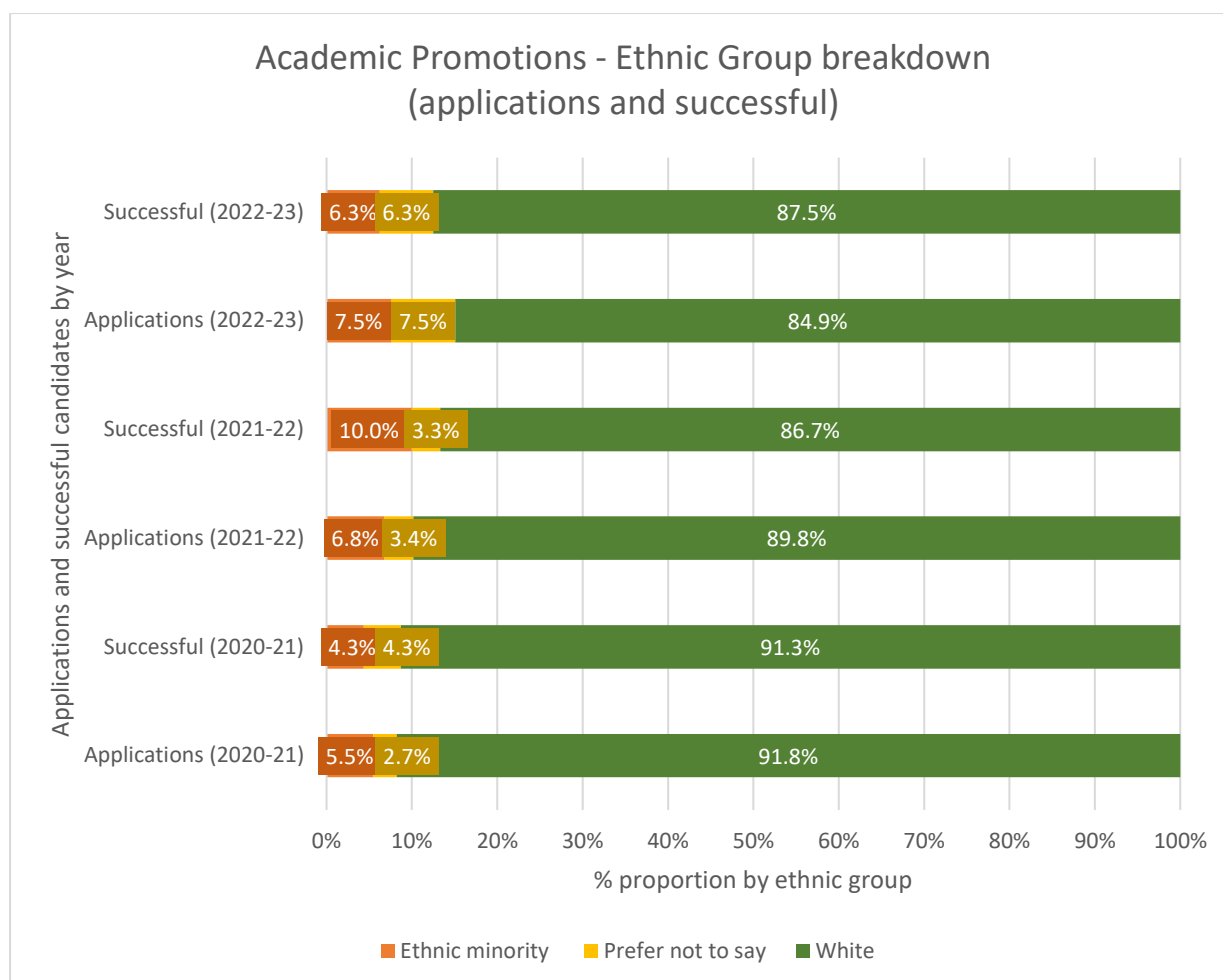
Figure 14: Proportion of PS Staff in 2 major Ethnic groups by grade at PAU.

## Academic Promotions

Employees must have a two-year length of service and have completed their ECS to be eligible.

In 2022-23, 32 staff members were promoted, 88% (n=28) were White and 6% ME (n=2), which is below the comparable 8.3% of academic staff [Table 4, i].





*Figure 15: Academic Promotions total applications and successful employees by Ethnic Group over previous 3 years.*

In 2022-23, the success rate for ME employees (2 of 4, 50%), and White employees (28 of 45, 62%). 25pp drop for ME Staff (3 of 4, 75%) were successful 2021-22.

(Table 4, i) The proportion of ME staff applicant pool (7.5%) is under-representation of eligible pool (10.9%), with White staff relatively consistent (85.8% eligible pool, 84.9% application pool). However, proportion of ME staff in applicant pool has increased 2pp for previous three rounds (Table 4, ii) **[AP3.3]**.

At Faculty level, ME application numbers are small but consistent over the three years, except for FELS having no applications in 2022-23, despite 2.9% (n=12) eligible ME staff. FASS had the same number of eligible ME staff (n=13) and 3.8% of all applications. FASS consistently attracts higher proportion of applications across all ethnicities - approach needs to be understood and highlighted as best practice across faculties.

## Recruitment and selection

Nationality data during recruitment was not consistently captured and retained, so analysis was not possible (Table 3, i). Collection and retention of this data is a future priority **[AP4.1, 4.2]**.

Proportion of ME candidates that applied for academic vacancies grew 11.6pp to 43.4% since 2019-20 (Table 3, ii). However, the proportion of ME candidates decreases from applications (43.4%), shortlisting (19%), appointment (13.7%). The pattern for White candidates is reversed with applications (50.2%), shortlisted (71.5%), appointed (75%). The appointment rate for ME



candidates when shortlisted is 48.8% compared with 71.1% for White candidates. We will perform a holistic review and EIA to examine the process, particularly shortlisting, for racial bias **[AP2.1]**.

FASS has the highest number of ME applicants per Faculty, and although it has increased the proportion of ME applicants by 7pp to 26.5%, it still falls below FBaPS (69.2%), FELS (52.2%) and WLCEE (27.8%).

The proportion of ME PS applications has increased 14.4pp to 26.7% since 2019-20 (Table 7, i) while applications from White candidates decreased 13.3pp to 70%. There has been a year-on-year increase in ME candidates shortlisted and appointed overall. However, the proportion of ME candidates declines at each stage from application (26.7%), shortlisted (12.7%) appointed (8.3%). For White candidates it is reversed with applications (70%), shortlisted (83.5%), appointed (86.9%). The appointment rate for ME candidates when shortlisted is 32.9%, and lower than White candidates at 52.1%, and both are below average appointment rate of shortlisted candidates at 67.8%, with the former dropping 25.4pp since 2020-21 **[AP2.1]**.

Since 2021, no ME staff have been appointed to Research, Business and Innovation except for 10 ME graduate teaching assistants recruited on short fixed-term contracts in 2020, despite 113 applications. No ME staff were recruited in the Vice-Chancellors Office or Welsh Language Culture and External Engagement, despite 24 and 9 ME applications.

PS has no ME staff above Grade 7, despite ME candidates representing 30% (n=20) of Grade 8 applications and 25% (n=9) Grade 10 in 2022-23. PAU will review this alongside the use of recruitment agencies with a track-record in addressing ethnic diversity in senior leadership, and to research and introduce a racially inclusive career progression framework for PS staff that develops an ethnically diverse pipeline **[AP2.1, 3.6]**.

Staff exits remain relatively consistent annually, ME staff represented 10.3% (n=45) in 2023, 12.6% (n=59) in 2022. 62% (n=28) of ME staff exiting were PS staff, with end of fixed term and casual staff being the majority. ME appointments (include internal and external) for PS staff were 45 (8.3%, 2023), from 36 (8.05%, 2022); Academic staff 40 (13.7%, 2023) from 38 (15.7%, 2022) **[AP1.9]**.

## **5. Student context [885 words]**

Please describe the university's key race equality issues relating to students, teaching and learning.

Data challenges in gathering student data highlighted areas to address. A priority is to undertake a mapping exercise to ensure ethnic groups are aggregated (2 and 5 major groups) in line with sector best practice **[AP4.10]**.

The proportion of ME students across all modes of study has increased over the last three years from 11.7% in 2021-22 to 15.6% in 2023-24 (n=+298).

For UK-domiciled students, 8.3% are ME - lower than the benchmark for Wales HE sector (13.4%), and UK HE sector (27%).

'Black and Minority Ethnic' undergraduates (UG) increased from 5.94% (2021-22) to 6.04% (2023-24) (n=+16) (table 12.1), but highest pp growth is for Mixed students from 3% (2021-22) to 4% (2023-24) (n=+60). 'Black and Minority Ethnic' UK UG, increased from 3.53% to 4.06% (n=+44) (table 12.2). Mixed UK UG students increased from 3.3% to 4.2% (n=+60), and White UK students increased (+0.5pp, n=+467). This can partly be explained by more students recording 'White' instead of 'Unknown'. PAU's approach to student recruitment and widening

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participation (WP) is improving UG ethnic diversity. A review is due to increase applications and conversions [AP2.10].

PGT student numbers dropped by 9.7% between 2021-22 and 2023-24 (Table 12.8), predominantly due to a reduction in White students (15.3pp, n=-317). 'Black and Ethnic Minority' PGT student representation rose considerably from 9.2% to 25.9% (n=+206) (Table 12.7). Nationality data for 'Black and Ethnic minority' PGT students, shows non-UK increasing from 32.4% to 68% (n=+212). Overall, ME PGT students are 88% non-UK.

PGR student numbers remained relatively consistent across all ethnic groups, with 'Black and Ethnic Minority' students increasing from 30.9% to 31.5% (Table 12.13). 91% of all ME PGR students are non-UK. UK ME PGR students represent 5.4% of the UK domiciled PGR students (UK sector benchmark is 20.6%). [AP2.13].

FBaPS is the most ethnically diverse Faculty (Table 12.4, 12.10 & 12.16), with UG ME students increasing 2.3pp to 17% from 2021-22 to 2023-24. 'Black and Minority Ethnic' represent 64% of ME students in FBaPS. Both FASS and FELS had smaller increases in ME students, with FELS increasing from 6.2% in 2021-22 to 9% in 2023-24 (n=64) and FASS increasing from 8.3% to 8.7% (n=+21).

The Department-wide data (not included) reveals significant variation with some departments attracting fewer ME students (e.g. Art), others attracting consistent numbers (e.g. Computer Science) and others increasing their intake of ME students (e.g. History and Welsh History). PAU will explore subject specific ethnic diversity benchmarking and research the strategies adopted by departments which have successfully increased ME students to consistently apply best practices [AP2.11 & 2.12].

ME women are under-represented at PGR level (36%) - this is consistent across UK and non-UK - and consistent when disaggregated to 'Black and Minority Ethnic' and Mixed ethnic groups. For White PGR students, women represent 54.5%. PAU annually ring-fences two AberDoc PG scholarship places for UK ME applicants – and positive action statements will be amended to encourage women to apply with annual monitoring at Academic Board [AP2.13].

UG ME match UG White students' continuation rates for 2022/23 (88.1%, Table 14.1). However, disaggregated, 'Black and Minority Ethnic' students (81.2%) have lower continuation than other Ethnic groups (Mixed 95.2%, White 88.1%).

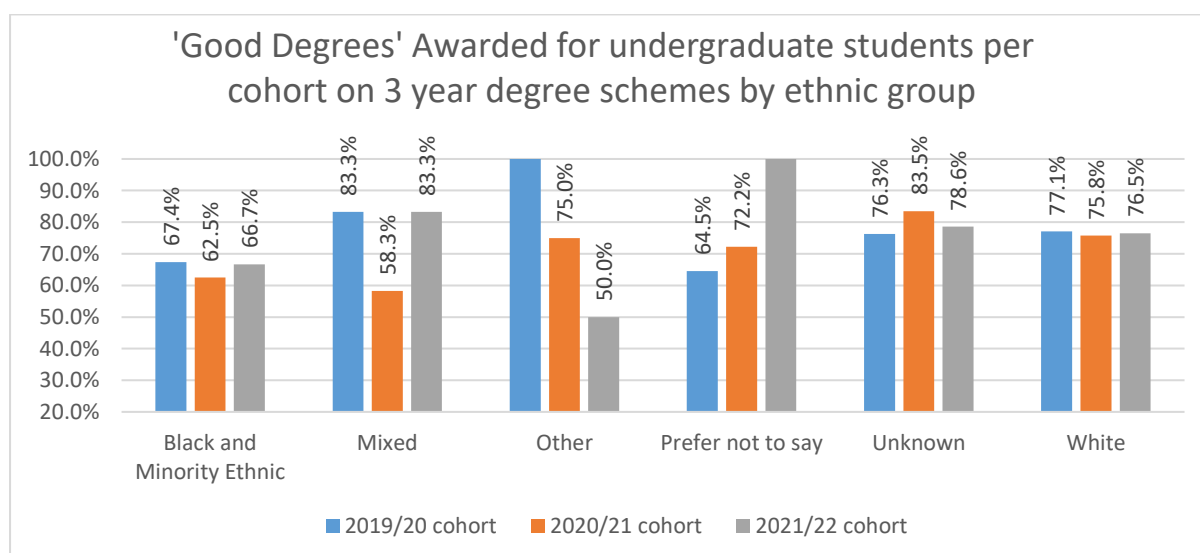


Figure 16: 'Good Degrees' Awarded for undergraduate students per cohort on 3-year degree schemes by ethnic group

ME students are less likely to achieve 'good UG degrees' (Figure 16). Disaggregated, White students consistently have the highest proportion of first-class degrees (Table 16.2) while 'Black

and Minority Ethnic' and Mixed proportions decreased annually. This awarding gap between White and 'Black and Minority Ethnic' students will be addressed and data reporting updated to include nationality and other protected characteristics [AP3.13 & AP3.14]. Student numbers in the upper second-class and lower second-class category are similar between the ethnic groups, but proportions attaining a third-class degree are skewed towards ME students, and when disaggregated 'Black and Minority Ethnic' in particular (23.1%). Regular analysis of this data, including by Faculty is needed to explore possible factors and future actions [AP4.7].

PGT students awarded distinction are similar across the ethnic groups, with the highest percentage in each of the ethnic group being award Merit [Table 17.1].

PAU has increased applications, offers and intake across all ethnic groups (Table 13). Outreach strategies and targeted regional recruitment (specifically London and West Midlands – higher level of EM populations) resulted in a marginal increase share of EM applications. Black and Ethnic Minority 'offers to applications %' show unpredictable variances to other Ethnic Groups, along with a decreasing 'intake to applications %' (-8.4pp) which is now below (-3.5% gap) to white applicants and other ethnic groups (mixed, -2%, and other, -5.5%) (AP2.9 & 2.13)

### Culture and Student Experience

A student's opportunity to thrive is shaped by the living and academic environment and wider culture. The role of personal tutors, student support services and the SU is crucial, alongside clear and supportive advice from Registry [AP3.14].

"...I feel very appreciated and supported by academic staff but I do not feel understood by other university administrative staff. Especially the registration office."

Student survey response, March 2024

Student survey participants were asked '*How often do you feel that you have the opportunity to learn about people from different races, ethnicities and cultures while studying here?*'. Responses indicate varied exposure to different experiences with the largest proportion choosing 'somewhat' (36%). Students were aware of efforts to diversify and decolonise the curriculum to generate a race-equal environment, and there is clearly an appetite amongst students for PAU to do more [AP1.14]:

*"Ethnic minority voices are often reflected in reading lists and lessons"*

*"More [Arts subject] research in this field would also be nice"*

*"As a [science subject] student I don't think there is much room for curriculum change. Maybe Research Methods have the freedom to look at Ethnic Minority scientists."*

*"I think we need to decolonise our curriculum. The university institution needs to become less hierarchical. But I have also seen students feel treated differently because of their race and then feeling inadequate".*

*Students, WorldCafe events 2024.*

Discussions on race and racism are low-profile. The student survey asked about awareness of PAU's race-related activities and only 14% said 'quite a bit' while 34% said 'slightly' and 20% ticked 'not at all'. There is need to explore and to begin conversations about race in the learning environment as a key component PAU's anti-racist approach **[AP1.6 & 1.14]**. Student survey responses also highlighted that staff awareness about race and racism should be raised **[AP1.4]**.

*"In general, I just feel the lack of discussion when it comes to race and how that can affect our learning environment".*

*Student, World Café event, March 2024.*

*"Academic staff aren't much better than students when it comes to discrimination/micro-aggressions, they often don't even realise they're doing it. Better education for staff".*

*Student, Student Survey response March 2024.*

## 6. Key priorities for future action [350 words]

Please identify the university's key priorities for action.

PAU's priority areas are:

1. **Embed an anti-racist culture** – results indicate that purposeful action is needed across PAU to reinforce and support its commitment to being actively anti-racist.
  - a. Address the lack of awareness, particularly of race equality, cultural differences and REC and continued commitment to training and development.
  - b. Build trust and confidence in reporting incidents and systems.
  - c. Build on local-level best practice to create a university-wide approach to diversifying and decolonising pedagogical practices and embed an inclusive Research Culture and Environment.
  - d. Support conversations around race and faith in local community.
2. **Increase the ethnic diversity of staff, students and decision-making groups** – PAU falls behind sector benchmarks for ethnic diversity.
  - a. Scrutinise barriers that exist in the recruitment and selection, identifying best practice to address low proportion of ME candidates at each recruitment stage.
  - b. Examine barriers to recruitment and continuation of students across study schemes.
  - c. Disproportionate whiteness of key decision-making group members.
3. **Support the progression, retention and achievement of ME staff and students** by:
  - a. Acknowledge the systemic barriers and the lived experience and trauma of ME staff and students - racially inclusive support service.
  - b. Underrepresentation of ME staff in senior grades and roles - barriers to career progression in PS that provides an equitable approach to develop and support talent pipeline and progression pathways.
  - c. Consider role models and support required for ME students to complete their courses and achieve 'good degrees' - reduce ME awarding gap and
  - d. Developing a coordinated approach to welcome and support new students and staff.
  - e. Using employee engagement strategies promote racial inclusion and a sense of belonging.
  - f. Publish ethnicity pay gap data.
4. **Improve collection, analysis, and availability of ethnicity data to inform decision-making:**

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- a. Bring consistency to ethnic group data mapping across PAU.
- b. Improve self-declaration rates to address the lack of data and analysis.
- c. Improve data collection and reporting on staff recruitment and student lifecycle, reporting intersectional analysis to appropriate committees and decision-making groups.
- d. Making ethnicity data available for analysis for student awarding and for staff reward and recognition programmes.

## Section 3: Action plan

In Section 3, applicants have the opportunity to evidence how they meet Criterion C:

- + A comprehensive, evidence-based SMART action plan to improve race equality.

Please provide an action plan covering the five-year award period.

### Priority Area 1: Embed an anti-racist culture.

Issue Identified	Rationale	Action Point (AP) Reference	Action	Timeframe – Start	Timeframe - end	Person Responsible	Success measure
<b>Lack of awareness of Race Equality and REC within University</b>	Staff and students reported not having much/any idea what PAU was doing regarding racial equality. Survey responses requested that efforts need to be more visible around PAU.	AP1.1	Enhance the Anti-racism section of the University website and include the published University REC Action plan.	Nov 2024	Jul 2025 (then annually)	Race Equality Officer	Staff Survey (3-year cycles currently) Showing a +% increase in NET agree response to question “The University is committed to creating a diverse and inclusive workplace” from 2021 Staff Survey: <ul style="list-style-type: none"> <li>Establish a baseline for Ethnic minority staff from next survey.</li> <li>+3% pp increase from baseline by 2029.</li> </ul>
			Develop an integrated REC communications plan for internal and external stakeholders that includes presenting and reporting REC assessment and survey findings to Council, Senate, and key sub-committees.	Nov 2024	Jul 2025	Race Equality Officer	
			Annual progress report of REC action plan through EDI governance structure.	Nov 2025	Then annually	Race Equality Officer	
	Local level EDI activity, including race equality awareness, is low and inconsistent. Working with staff networks and SU, along with Annual Equality Report data to develop a PAU inclusion calendar and schedule annual	AP1.2	Produce and publish an Aberystwyth University student and staff ‘Inclusion and Wellbeing calendar’ coauthored by HR, Student Services and Students Union to approach special dates in an intersectional way (such as International Women’s Day, Black History Month, Ramadan, LGBT History month, and Autism	Aug 2025	Jul 2026 (then annually)	Diversity and Inclusion Manager	Establish a baseline for 2025-26 academic year: <ul style="list-style-type: none"> <li>number of annual events and activity</li> <li>staff and student attendance</li> </ul> and aim to achieve +5% increase YoY attendance to events and activities.



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	events and activity to celebrate special dates.		<p>Awareness Day – <i>not an exhaustive list</i>).</p> <p>Diversity and Inclusion Manager to maintain a central repository of all events and attendance figures and add every event and activity to central PAU events page and communicate to PAU community.</p>	Aug 2025	Jul 2026 (then annually)	Diversity and Inclusion Manager	
	In July 2023, PAU adopted the University of Leicester Guide to Race-related terminology on an interim basis to provide staff the awareness and confidence on race related language and terminology. Guide needs to be authentic to Aberystwyth, available in Welsh and English.	AP1.3	<p>Develop a bilingual PAU 'Guide to Race-related terminology' following consultations with staff and students and learning from sector best practice.</p> <p>Deliver a workshop – co created with Centre for Welsh Language Services and LearnWelsh on 'Race-related Language and Terminology' in the Welsh Language.</p>	<p>May 2025</p> <p>May 2026</p>	<p>Jun 2027</p> <p>Jan 2027</p>	<p>Director of Communications and External Relations and Diversity and Inclusion Manager</p> <p>Welsh Language Services Manager &amp; Head of LearnWelsh</p>	Phased release with complete guide published bilingually by Jun 2027.
	Completion rates for Let's talk about Race e-learning is low at 18% for all staff. Make the course and other EDI e-learning mandatory as part of new starter induction and automate reminders for existing staff and monitor	AP1.4	Continue to provide e-learning modules that will be made mandatory for all staff to complete (Diversity in the Workplace, Let's talk about Race in the Workplace and Unconscious Bias and Autism Awareness training).	Dec 2024	Dec 2026	All staff	<p>100% HoDs/ Directorates and recruitment panel members by Dec 2025.</p> <p>100% Senior committee members to have completed training by Dec 2025</p>



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	completion rates through to RAG and EDI-SOG. Based on the evaluation, a plan for ensuring that elective learning and development courses contribute to the promotion of racial inclusion is developed.		<ul style="list-style-type: none"> <li>Monthly report to HOD's to monitor local level completion rate.</li> <li>Where e-learning isn't possible – Diversity and Inclusion Manager to provide class (in person) course.</li> </ul>	<p>Jun 2025</p> <p>Sept 2025</p>	<p>Nov 2025</p> <p>As required</p>	<p>E-learning theme leader</p> <p>Diversity and Inclusion Manager</p>	<p>All staff completion rate monitored at a local level and rates consistent across sex, race and nationality.</p> <ul style="list-style-type: none"> <li>At least 40% of all staff completion rate of the training by July 2025.</li> <li>At least 50% of all staff completion rate by 2026</li> <li>At least 75% of all staff completion rate by 2027</li> <li>Completion rate over 90% by 2028 and retained thereafter.</li> </ul>
	The REC survey identified the sense that there is both a lack of openness to different cultures as well as a general lack of awareness and a trusting/safe environment to initiate and hold a discussion about the environment at PAU towards cultural diversity.	AP1.5	<p>Continue to provide elective training on anti-racism and race related issues for all levels of PAU staff through an annual staff learning and development programme. PAU will offer at a minimum a programme that includes:</p> <ol style="list-style-type: none"> <li>1. Microaggressions training</li> <li>2. Cultural awareness training</li> <li>3. Bystander intervention training</li> <li>4. Inclusive recruitment training</li> </ol> <p>HoDs, Research Culture and environment and Senior Leadership programmes to include the four sessions above as part of their delivery.</p> <p>Deliver training on anti-racism and race-related issues to PAU Council and Senate members.</p>	<p>Aug 2025</p> <p>Oct 2025</p> <p>Oct 2025</p> <p>Oct 2025</p>	<p>Jul 2026 (then annually)</p> <p>Sep 2026 (then annually)</p> <p>Dec 2025</p> <p>Jan 2027</p>	<p>Race Equality Officer</p> <p>Head of Organisational Development</p> <p>University Secretary</p>	<p>To capture equal opportunities data with training evaluations, leading to analysis of attendance by race and other protected characteristics of take up.</p> <p>30% (unique) staff attendance to elective training programme per annum with local level analysis to ensure 'buy-in' from all areas of PAU</p> <p>100% HoDs to have completed training</p>

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			Race Equality 'Train the trainer' mini sessions for Equality Champions to deliver at local level department meetings and briefing documents using sector best practice.			Race Equality Officer and Equality Champions network members	
	Confidence in having conversations around Race is low amongst Ethnic minority staff, 57% not at all/slightly confident. There is a view that PAU should use its' spaces for dialogue and explore difficult themes through conversations. Along with PAU's own history and seeking collaboration with third-sector groups (such as Black History Wales)	AP1.6	The Dialogue Centre will schedule an annual programme of activity and invite those with lived experiences to share and hold a space for PAU staff and students to explore and have open dialogue on race-related themes, topics and sensitive issues. It will work with third sector organisations, PAU research hubs, PAU archives and individual experts to schedule a programme and react to sensitive national and worldwide events and support PAU's own decolonial principles.	Aug 2025	Jul 2026 (and then annually)	Dialogue Centre Principal Lead	Next REC survey response to "Confidence in having conversations around Race" tracks at: <ul style="list-style-type: none"> <li>80% of all staff agree at "somewhat-completely"</li> <li>EM staff who select "not at all/slightly confident" falls from 57% in 2024 to below 20%.in next survey.</li> </ul>
	Engagement with Black, Asian and Minority Ethnic network is low, as is awareness of Race Equality work at the University. REC survey has highlighted areas for action and are addressed in this action plan, previous staff surveys and pulse surveys have not provided analysis of responses by Ethnicity.	AP1.7	Continue to gather regular feedback from students and staff on race related issues, barriers and workplace and study experience: <ul style="list-style-type: none"> <li>Host more WorldCafé events at various location on PAU campuses aligned to 'Inclusion and wellbeing' calendar.</li> <li>Research and introduce Race-related focus groups for staff and students to encourage conversations and feedback</li> </ul>	Sep 2025  Oct 2025	Apr 2026 (then annual programme)  Apr 2026	Race Equality Officer  Race Equality Officer and Head of Student Accessibility and	At least 3 WorldCafé events per year to explore REC survey themes and gather feedback from staff and students with report to RAG.  At least 1 race-related focus group per year arranged with support of Black, Asian and Minority Ethnic staff network with open invitation to staff and students with report to RAG. Establish

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	Different methods will engage different cohorts and data analysis to be undertaken by the Equalities team and presented to RAG and Student Experience committee to inform all students-related policies in PAU.		<p>around REC related themes and workplace and study environment. Including the Black, Asian and Minority Ethnic Staff network.</p> <ul style="list-style-type: none"> <li>PAU future surveys will have a University-wide integrated communication plan and will be analysed and reported by protected characteristics (controlling for gender, ethnic group and nationality), and where statistical variances (5pp difference)/ issues are identified are then reported to EDI-SOG and addressed through action.</li> <li>TrACE (Trauma Informed) Community conversation (CC) delivered as part of (CC) series with emphasis on experiences of ME staff and students and racial trauma (see AP1.10)</li> </ul>	<p>Sep 2026</p> <p>Jan 2026</p>	<p>Then reported for every survey</p> <p>Sep 2026</p>	<p>Inclusion with Students' Union</p> <p>Chair, University Survey Group and Communications Officer</p> <p>Project Manager - Trauma and Adverse Childhood Experiences (TRACE)</p>	<p>attendance baseline in 2026 with YoY +% attendance.</p>
<b>Trust and confidence in reporting incidents and systems</b>	Student Support Services has implemented a Student Report and Support tool, and feedback from the Survey has suggested that staff would welcome a similar tool for staff reporting incidents. However, PAU doesn't currently report numbers of grievance and disciplinary incidents of staff or students. Survey indicated a lack of confidence and trust in	AP1.8	<p>Review staff grievance and disciplinary policy and for HR, VC Office and Student Services to develop a clear process map of grievance procedure for student, staff or member of public complaints and the possible outcomes.</p> <p>Review Report and Support system for students and to launch a Staff Report and Support system for bullying and harassment in the workplace</p> <ul style="list-style-type: none"> <li>Review messaging to students with communication guidance for</li> </ul>	<p>Nov 2024</p> <p>Mar 2025</p>	<p>Dec 2025</p> <p>Dec 2025</p>	<p>HR Business Partners</p> <p>HR Employee Relations Advisor</p>	<p>Publish high-level incident report data in Annual Equality Report incidents of racial harassment or bullying will inform future policies, including on racial/ethnic issues from March 2025.</p> <p>In next REC survey, in question "if you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative</p>

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	action being taken on reported incidents.		<p>effective signposting by tutors and lecturers</p> <p>HR case management meetings will include analysing the tracked data by race and gender, comparing proportionality against the workforce, identifying any emerging trends.</p> <p>Develop an anti-discrimination and anti-harassment digital and print campaign for staff and students and then to implement and review/refresh annually – including an ‘active Bystander’ and ‘Speak up’ campaign for all forms of harassments and hate.</p> <p>Publish high-level numbers of grievance and disciplinary data in the Annual Equality Report 2025-26 to include incidents related to race, religion, gender and disability.</p> <p>Review the HR ‘support system’ in the context of disciplinary and grievance processes as a welfare and supportive measure to help navigate incidents.</p>	<p>Ongoing</p> <p>Mar 2025</p> <p>Mar 2026</p> <p>Oct 2025</p>	<p>Ongoing</p> <p>Oct 2025 (then annually)</p> <p>Mar 2026 (then annually)</p> <p>Jan 2026</p>	<p>HR SMT</p> <p>Harassment and Violence support Coordinator &amp; Race Equality Officer</p> <p>HR Business Partners</p> <p>Head of HR Services</p>	<p>and/or disciplinary action would be taken?”</p> <ul style="list-style-type: none"> <li>EM staff would present an increase of 22pp, where 75% of respond ‘somewhat-confident’</li> </ul>
	Ethnic Minority staff were 10.3% of leavers in 2022-23 and were 10.1% of staff appointed, therefore requires better understanding and	AP1.9	<p>HR SMT to review exit interview process and to monitor exit data at quarterly intervals, including data by gender, disability and ethnicity (i.e. is racism/harassment a factor). Ensuring ‘leaver’ data and trends informs action by reporting through</p>	May 2025	Oct 2025	HR SMT	<p>ME leavers track below ME appointments.</p> <ul style="list-style-type: none"> <li>EM leavers to be 25% less than appointments by August 2026</li> </ul>

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	knowledge to support staff retention.		the Annual Equality Report and reported to EDI-SOG, Executive, GCC and Council.				<ul style="list-style-type: none"> <li>EM leavers numbers to be less than 50% of appointments by August 2028</li> </ul>
	Wales is becoming a trauma and ACE informed nation, whereby organisations across Wales will ensure that their workforces, and the people that the organisations work with and for, operate in a trauma-informed way. Ambitions to include intersections with race, poverty and gender in the trauma narratives we will use to help people understand the widespread and diverse nature of trauma.	AP1.10	<p>Complete the Trauma-informed University (TrACE) self-assessment framework and participate in all-Wales conversation in developing awareness and understanding on Racial trauma as part of framework for staff and students.</p> <p>Establish a group of TrACE Ambassadors in the student community who will identify areas for change in policy, practice and culture – whereby racial trauma will form a focus of their training and remit.</p> <p>Deliver as part of our Community conversation series a specific conversation centred around race and ethnicity through a trauma lens.</p> <p>Develop a TrACE training strategy, whereby we ensure that racial trauma will be considered through training design guidance and specific focus within training relating to race and ethnicity.</p> <p>As part of our training and development strategy we will deliver a series of sessions to relevant staff and practitioners which considers intersectionality regarding race and ethnicity, gender and other, such as disability.</p>	<p>Ongoing</p> <p>Feb 2025</p> <p>Jan 2026</p> <p>Jan 2026</p> <p>Sep 2026</p>	<p>Sep 2026</p> <p>Oct 2025</p> <p>Sep 2026</p> <p>Sep 2026</p> <p>Sep 2027 (then ongoing)</p>	<p>Project Manager - Trauma and Adverse Childhood Experiences (TrACE)</p> <p>As above</p> <p>As above with Race Equality Officer</p> <p>As above with Head of Organisational Development</p> <p>Project Manager (TrACE)</p>	<p>Recommendations and actions from the framework to be reported to RAG for consideration and action.</p> <p>Establish a baseline and track a % increase of engagement in community feedback/sessions from EM staff and students. (With EM voice contributing to TrACE Strategy and actions).</p> <p>Establish a baseline and track a % increase in staff awareness relating to Race related trauma – measured through session feedback forms</p>

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	An action in the Race Action Plan to research and scope a programme. Working with the Department of Psychology consideration on selection of participants, training, structure, communication and reciprocity.	AP1.11	Pilot Reverse Mentoring programme for senior and middle managers including Executive, to learn more about the lived experience of our EM staff.	Oct 2025	Oct 2026	Diversity and Inclusion Manager and Race Equality Officer	6 mentees and 6 mentors involved in pilot and feedback and evaluation reported to EDI-SOG with recommendations on next steps.
	Ethnicity Pay Gap through the EDI governance structure, albeit not a requirement, will ensure continued conversation around representation, progression, and structures.	AP1.12	Annually publish the ethnicity pay gap alongside Gender Pay Gap Report with inclusion of REC action plan completed and future actions.	Dec 2024	Mar 2025 (then annually)	HR System & Workforce Planning Manager & Payroll Manager	Maintaining a negative ethnicity pay gap and to track positively against the Welsh and UK HE sector.
	To ensure PAU policies and processes have the opportunity to be informed by lived experience, inclusive, and support a sense of belonging for staff.	AP1.13	HR to formalise process of consulting with staff networks on policy reviews and development, including engagement with Black, Asian and Minority Ethnic staff network and Faith Forum	Jul 2024	Jul 2028	HR Business Partners	In the next REC survey, to the question, "How often do you feel you need to act differently because of your race or ethnicity while working at Aberystwyth University?" <ul style="list-style-type: none"> <li>EM staff would respond a 39pp decrease in response to 'somewhat-completely' - from 59% down to below 20%</li> </ul>
Local level practice with no university-wide approach to diversifying and decolonising pedagogical practices	Survey suggested that students were aware of individual staff efforts to diversifying and decolonize the curriculum and its impact of generating a race-equal environment, and there is clearly an appetite	AP1.14	Academic Board to formally establish a WG to gather evidence from pilot projects in PAU departments and sector best practice on diversifying and decolonising the curriculum – with the purpose to propose a PAU wide statement and targeted work in key teaching and learning areas, these will include:	Jan 2025	Nov 2025	Pro Vice-Chancellor: Learning Teaching and Student Experience	PAU published statement on diversifying and decolonising the curriculum with associated guidance, toolkit and resources for staff.  Disseminate findings via LTEU Conference 2026, brown-bag sessions and staff forums, sharing best

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	amongst the student body for PAU to do more:		<ul style="list-style-type: none"> <li>i. curricular enrichment and module design</li> <li>ii. reading list diversity</li> <li>iii. classroom discussion</li> <li>iv. content delivery</li> <li>v. workshops, lab work format</li> <li>vi. assessment design</li> <li>vii. Teaching materials and Virtual Learning Environment – <a href="#">reflecting on University of South Wales efforts</a></li> </ul>				practice and innovative methods.
<b>Embedding an inclusive research culture and environment</b>	Research Strategy 2019-2024 is due for review and as a key sub-strategy is approached with an anti-racist lens and advance race equality to embed an anti-racist culture and increase the ethnic diversity of research staff and retention of ME researchers. To ensure the collaborative principal of 'nothing about us without us' is adhered to.	AP1.15	PAU's new Research Strategy will advance race equality and be actively antiracist, including:	Feb 2025	Dec 2029	Pro Vice-Chancellor-Research, Knowledge Exchange and Innovation and Director of Research	For PAU REF 2029 submission - across all staff and categories that hold significant responsibility for research submitted – tracks above proportion of ME academic staff at time of REF 2029 submission and aim to a minimum 5pp increase of 8% from REF 2021.
			<ul style="list-style-type: none"> <li>Consult with research staff (including focus groups for ME staff and non-UK staff) and gather sector best practice (including research and ethic applications to address racial and colonial bias and exploitation).</li> </ul>	Feb 2025	Aug 2025		100% all staff and categories that hold significant responsibility for research submitted to REF have completed the required EDI e-learning training.
			<ul style="list-style-type: none"> <li>EDI data collection and monitoring, including ethnicity and nationality with gender.</li> </ul>	Aug 2025	Aug 2029		
			<ul style="list-style-type: none"> <li>Ensure EDI training, including antiracism and cultural awareness training is embedded within early career, mid-career and research leaders' programme.</li> </ul>	Aug 2025	Aug 2026 (ongoing)		
			<ul style="list-style-type: none"> <li>Develop a research development framework to include a review of sector best practice on mentoring programme for early- and mid-career research.</li> </ul>	Nov 2025	Nov 2026		
			<ul style="list-style-type: none"> <li>Workshops tailored to empower and support research staff from underrepresented groups aimed</li> </ul>	Dec 2025	May 2026		



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			at building skills and confidence in grant applications.				
PAU needs to support conversations around race and faith in local community	Proactively work with Ceredigion Community Cohesion and Tension Monitoring Group and wider Mid-Wales EDI network to deliver the Anti-Racist Wales Action plan.	AP1.17	<p>Create a space for local community conversations/ focus groups to gather views and feedback on race-related issues and topics to inform future action and REC development. (see also AP1.6).</p> <p>Create a report around community race equality priority areas with associated toolkit and communication materials for engaging with the community around race and faith related matters.</p>	<p>Jul 2025</p> <p>Dec 2028</p>	<p>Dec 2028</p> <p>Dec 2029</p>	<p>Dialogue Centre Principal Lead &amp; Race Equality Officer</p> <p>Dialogue Centre Principal Lead &amp; Race Equality Officer</p>	Target of 1 local community conversations/ focus groups per year
	PAU does not have a formal chaplaincy service. There is limited interfaith work in Aberystwyth. There is an opportunity for PAU to be at the heart of developing this by establishing a structured, inclusive community approach to faith and spirituality at PAU.	AP1.18	Establish a Multifaith Community Forum at PAU to include staff, student societies, local mosque Imam, Church leads and key service departments.	Sep 2024	Apr 2025	Director, Student Services	<p>Established ToR and 3 meetings per annum with reports and actions reported to appropriate senior committee.</p> <p>Establish a baseline for 'Faith / Religion' events from Inclusion and Wellbeing Calendar for 2025-26 academic year:</p> <ul style="list-style-type: none"> <li>• number of annual events and activity</li> <li>• staff and student attendance</li> <li>• and aim to achieve +5% increase YoY attendance to events and activities.</li> </ul>
	PAU has one designated multifaith room, and no other designated spaces	AP1.19	Create additional designated prayer spaces and facilities on campus for	Nov 2024	Apr 2025	Space Planning Manager	New prayer room/s open and in operation with active use.

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	for single or joint prayer. Current multifaith room does not have adjoining wash facilities beyond a sink in a disabled toilet.		staff and students (including aligned washing facilities for ablution).				
Ensure the visual arts and heritage sector reflects the cultural and ethnic diversity of our society	AAC seek to challenge current ways of thinking by engaging with community groups to explore the visual arts and heritage sector through an anti-racist and decolonial lens. The learning from this programme will be shared to help build a visual arts and heritage sector that is more cohesive, equitable and representative.	AP1.20	<p>Review reverse mentoring project that took place in 2023 in partnership with Race Council Wales</p> <p>Participate in '<i>The Perspectives project</i>' - procreative professionals from culturally and ethnically diverse backgrounds to platform untold stories through new work and displays at AAC.</p> <p>Participate in Welsh Government's Newid Diwylliant / Culture Change initiative: training for staff and freelancers (including anti-racism training); review of the AAC working practices (particularly policies and recruitment); Explore opportunities to develop ME leaders.</p>	<p>Nov 2024</p> <p>Feb 2025</p> <p>Jul 2025</p>	<p>Apr 2025</p> <p>Feb 2027</p> <p>Jul 2026</p>	<p>Deputy Director, AAC</p> <p>Associate Programmer (Equity, Diversity and Inclusion)</p> <p>Deputy Director, AAC</p>	The Perspectives Project to deliver a series of public events, creative interventions, exhibitions and displays across Wales.
Communal living can raise occasional tensions and challenges that stem from cultural difference	Residential Services have an ongoing programme to address tensions and pastoral support in PAU accommodation. A potential gap in proactive work to prevent racial harassment or tensions that rise from cultural differences in private rented accommodation.	AP1.21	<p>Arrange a series of focus groups with students living in private accommodation to gather views and feedback on cultural or race-related issues and topics to inform future action and REC development. (as part of wider community conversations see also AP1.7).</p> <p>With Ceredigion Tension Monitoring Group – co-develop guidance and resources for students entering into private rental accommodation to include content aimed at international students, managing cultural difference, and how to report</p>	<p>Nov 2026</p> <p>Apr 2027</p>	<p>Apr 2027</p> <p>Oct 2027</p>	<p>Harassment and Violence Support Coordinator</p> <p>Student Transitions and Belonging Coordinator, Senior Residence Manager and</p>	<p>Establish a benchmark and monitor the number and nature of conflicts or complaints related to cultural misunderstandings through Report and Support where students reside in private accommodation.</p> <ul style="list-style-type: none"> <li>An annual YoY % decrease in conflicts and complaints related to cultural differences to signify improved cultural cohesion.</li> </ul>

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			tensions/concerns including race or ethnicity being a factor.			Race Equality Officer	
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**Priority Area 2:** Increase the ethnic diversity of staff and student body and decision-making groups.

Issue Identified	Rationale	Action Point (AP) Reference	Action	Timeframe – Start	Timeframe – end	Person Responsible	Success measure
<b>Proportion of Ethnic Minority candidates at each stage of staff recruitment process reduces, while White candidates increase</b>	<p>EM staff population at 5.9% in comparison to Wales HE Sector (9.9%) and UK Sector (17.5%) averages.</p> <p>Applications from EM staff have increased by 14.4pp in two years. The Appointment rate for EM candidates is below the average appointment rate of 19.8% and is decreasing YoY. For 2022-23, the appointment rate for EM candidates that applied was 6.1% (White candidates is 24.5%) and the appointment rate for EM candidates when shortlisted was 32.9% (White candidates 52.1%).</p>	AP2.1	<p>Review PAU Recruitment and Selection policy and process for staff (to remove racial bias and intersectional lens) and draw upon sector good practice and a complete EIA.</p> <p>The review to include a process map (but not limited to):</p> <ul style="list-style-type: none"> <li>• Employer branding</li> <li>• Job adverts and job descriptions and decoders</li> <li>• Positive action statements</li> <li>• Internal and external recruitment</li> <li>• Recruitment agencies</li> <li>• Job boards diversity (international and UK)</li> <li>• VISA regulations</li> <li>• Local recruitment strategy with underrepresented groups</li> <li>• Recruitment panel diversity</li> <li>• Interview questions and assessments.</li> </ul>	Jan 2025	Oct 2025	Head of HR Services	<p>EM candidates' appointment rate tracks equal to white candidates for shortlisting and appointments by Jul 2027.</p> <p>Appointment rate across 5 major ethnic groups categories is reported by Jul 2027</p> <p>5 major ethnic groups categories appointment rate track within 5pp of each other by Jul 2029.</p> <p>EM staff population to grow between 0.5-1% YoY to August 2029</p>
	Faculty/Divisions with no EM staff in the local level workforce – training will attempt to bring consistency when implementing the reviewed (2.1) recruitment and selection policy and process and complement other related EDI training.	AP2.2	Develop and deliver Inclusive Recruitment training to managers and Heads of Department with accompanying guidance that supports the new Recruitment and Selection policy and process.	Oct 2025	Dec 2027	HR Business Partners	<p>100% HoDs trained by Mar 2026</p> <p>75% of recruiting panel members trained by Sept 2026</p> <p>100% recruiting panel members trained by Jan 2027 and maintained from thereon.</p>

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	Applications from EM candidates are increasing YoY, however awareness of our commitment to REC and to EDI remains low.	AP2.3	Include Anti-Racism statements REC member logo and commitment and future member logos on 'Why join Aber' recruitment pages and logos on job descriptions and recruitment packs	Nov 2024	Mar 2025	HR Recruitment Assistant	Establish a baseline in future staff surveys for new employees (within 1 year) showing a NET agree response to question "The University is committed to creating a diverse and inclusive workplace" from 2021 Staff Survey.
	Athena Swan action plan identified underrepresentation of females in Senior Academic roles and the use of staff profiles amongst other initiatives to raise awareness of opportunities and increasing confidence in applying for progression. The representation is similar with ethnic diversity in senior roles across academic and professional services, with proportion decreasing up the grades.	AP2.4	Publish staff profiles to role model, champion and celebrate diversity in job roles on PAU recruitment pages - particularly promoting ethnic diversity and intersectionality (with gender in particular) in senior roles.	Mar 2025	Sep 2025	Diversity and Inclusion Manager	16 staff profiles of senior role holders published by Sept 2025.  Gender diversity with at least 50% female profiles, and 20% ethnic minority (and 50/50 balance between academic and professional services).  32 staff profiles of staff across the University and balance across grades with at least 50% female profiles, and 20% ethnic minority (and 50/50 balance between academic and professional services).
	Bias and stereotypes creep into decision-making and ensuring staff are aware and undertake training to support recruitment and selection process.	AP2.5	Implement protocols and monitor e-recruiter system to ensure all PAU staff who become a recruitment interview panel member will have completed Diversity training (including Let's talk about Race in the Workplace and Unconscious Bias).	Nov 2024	Jul 2025	HR Recruitment Assistant	100% of available panels members to have completed the training.
<b>Ethnic diversity of key decision-</b>	PAU monitors key committee membership representation with	AP2.6	Review Independent members recruitment and selection process, with a lens of using positive action to	Aug 2025	Dec 2025	University Secretary &	Report sent to GCC and Council for consideration and action.

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<b>making groups not representative of staff and student body</b>	regards to gender and in last 5 years has seen significant improvement in gender balance. Recognising that although key committees are relatively small in size, they should be representative of the student and staff, PAU key committees aren't ethnically diverse. PAU have undertaken a recruitment process over the past few months for 4 new Council members. The search agents were specifically asked to ensure applications from EM candidates, which was successful according to the anonymised report submitted to the Search committee. New members have not submitted declarations in relation to EDI information yet.		attract applications from EM candidates and other underrepresented groups following member data visibility exercise (AP4.3).			Chair of Council	Establish a % baseline for independent members shortlisting by gender and ethnic group.
	Roles and membership of PAU committees and sub-committees are time-bound. Short- and medium-term opportunities may be limited. The University offers opportunities for less experienced individuals to become co-opted members of committees. They would not be Trustees of the University,	AP2.7	Ensure PAU committees and sub-committee members have completed EDI training to be more racially aware and papers for discussion and/ or decision have an accompanying EIA.  Explore opportunities to offer roles in key PAU committees to support ethnic diversity representation.	Jan 2024  Jan 2026	Sep 2025  Jan 2027	University Secretary & Diversity and Inclusion Manager  University Secretary & Chair of Council	100% committees and sub-committee members have completed EDI training.  Report sent to GCC and Council for consideration and action that supports the increase in % EM members in key PAU committees.

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	and would not be members of Council, but they would be members of the sub-committees that undertake a scrutiny role on behalf of Council. This gives those individuals an opportunity to learn from the more experienced members of Council; understand governance; and give them experience of committee work and roles.						
	Staff appointment to senior committees can be role dependent. Where an expression of interest or candidate voting is required, that staff unfamiliar with the process or such opportunities are encouraged to apply.	AP2.8	<p>Review recruitment process (as vacancies arise) of appointing staff to committees for racial bias, inclusive language and to ensure their promotion to underrepresented groups and networks.</p> <p>Analyse and report on the staff expression of interest pool and appointed candidates against protected characteristics where volume allows for individuals not to be identifiable.</p>	<p>Dec 2024</p> <p>Oct 2025</p>	<p>Oct 2025 (ongoing)</p> <p>Ongoing</p>	<p>University Secretary</p> <p>University Secretary &amp; HR System &amp; Workforce Planning Manager</p>	<p>Guidance updated and reflective of sector best practice.</p> <p>Establish a % baseline and expression of interest/applications pool from staff tracks % above proportion of EM staff.</p>
<b>Low proportion of Ethnic minority students at all levels (UG, PGT &amp; PGR and in modes FT, PT and DL).</b>	The percentage of UK EM undergraduates at PAU rose is 8.3%, compared to Wales HE sector 13.4% and UK HE Sector 27% averages. UK ME PGT students represent 5.3% of PAU's UK domiciled PGR students (UK sector benchmark is 20.6%).	AP2.9	Audit core student recruitment process and marketing materials for racial bias, including adverts, posters, brochures, emails, alongside review of the images, text and narrative used on the website and social media to	Mar 2025	Sep 2025	Head of Creative Marketing & Media	<p>See AP4.10 – Report re-analysed for UCAS UK Domiciled applications with tracking across 5 major ethnic groups.</p> <ul style="list-style-type: none"> <li>Offers to applications % to be less 0.5% between ethnic groups, with the offers to applications % gap (against White) for below 1% for each</li> </ul>



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	UK ME PGR students represent 5.4% of PAU's UK domiciled PGR students (UK sector benchmark is 20.6%)						major ethnic group by Nov 2028
	The percentage of UK EM undergraduates at PAU is 8.3%, compared to Wales HE sector 13.4% and UK HE Sector 27% averages.	AP2.10	<p>Review Widening participation content used to introduce PAU and subject specific courses to UK schools and colleges to include EDI and sustainability commitments, to include and explicitly mention, but not limited to:</p> <ul style="list-style-type: none"> <li>• REC membership logo</li> <li>• Anti-racist University statement reference</li> <li>• REC action plan priorities</li> </ul> <p>Fees and Scholarship Committee to create a 'Task and finish Group' review and explore targeted scholarships for EM applicants into departments and subject areas with low EM student proportions.</p>	<p>Apr 2025</p> <p>Jul 2025</p>	<p>Sep 2025</p> <p>Dec 2025</p>	<p>Partnership and Schools Liaison Manager (Outreach) with Diversity and Inclusion Manager</p> <p>Chair of Fees and Scholarship Committee and 'Task and Finish Group'</p>	<p>Report to Fees and Scholarship Committee, and 100% school visits to include updated WP content.</p> <p>Report to Fees and Scholarship Committee, with targeted scholarships Key performance indicators recommendations.</p>
	The Department-wide data reveals significant variation across Departments with some (such as Art) attracting very few Ethnic Minority students whilst others (such as Computer Science) consistently attracting good numbers, while others (such as History and Welsh History) are increasing their intake of ME students. Further research into the strategies adopted by departments which have successfully increased	AP2.11	<p>Evaluate the approach by Academic Departments to welcome and host prospective students during visitor days – including Open Days, Visiting Day and ad-hoc visit practices - in light of the REC quantitative and qualitative data.</p> <p>Establish guidance and resources and gather best practice from Departments which recruit well among EM students, UK and non-UK and apply across all PAU departments.</p>	<p>Dec 2024</p> <p>Jul 2025</p>	<p>Jul 2025</p> <p>Feb 2026</p>	<p>Head of events &amp; Head of Academic Department</p> <p>Head of Events</p>	<p>Guidance and toolkit for all academic departments on arranging local level open day and visiting days</p>

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	their numbers of ME students might yield important information and best practice that could be adopted in other Departments.						
	<p>UK EM PGR students represent 5.4% of all the UK PGR students (UK sector benchmark is 20.6%).</p> <p>EM women (36%) are under-represented at the PGR level. PAU annually recruits two EM UK students into its AberDoc Scholarships – a fund for Research Postgraduates.</p>	AP2.12	<p>Review the postgraduate pipeline and the various pathways into PhD recruitment and benchmark against the sector best practice to support ethnic diversity and gender equality.</p> <p>Continue to promote and allocate two ring-fenced places for EM UK candidates on the AberDoc PhD programme.</p> <ul style="list-style-type: none"> <li>• Introduce positive action statement to encourage EM women to apply for AberDoc Scholarships from 2025-26 (ongoing).</li> <li>• Undertake annual intersectional data analysis for PGR recruitment and specially AberDoc programme (focus on success of positive action statement).</li> </ul>	Sep 2027	Sep 2030	Head of Graduate School	<p>Proportion of UK Ethnic minority postgraduates grow from 5.4% in 2022-23 to</p> <ul style="list-style-type: none"> <li>• 7% in 2026-27</li> <li>• 9% in 2028-29</li> <li>• 14% in 2029-30</li> </ul> <p>Establish a baseline for PGR student applications, controlling for gender, see that applications from women track within 5-10% of applications from men.</p>
	PAU recognise an ongoing challenge with applicant conversion. Outreach strategies and targeted regional recruitment (specifically for London and the West Midlands – higher level of EM populations) resulted in a marginal increase share of	AP2.13	<p>Develop and introduce positive action statements – led by data and reviewed at a local level – to recruit and select a diverse pool of student ambassadors for Open days and applicant visiting days:</p> <ul style="list-style-type: none"> <li>• ethnic diversity</li> <li>• UK geographical and non-UK diversity</li> </ul>	Apr 2025	Oct 2025 (ongoing)	Head of Events	<p>Establish a baseline for the Ethnic diversity of student ambassadors.</p> <p>Proportion of UK EM student ambassadors for PAU open days track above their % of student population (UG, PGT and PGR).</p>

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	<p>EM applications. Student ambassadors play a crucial role during applicant visiting days – an important step as part of the recruitment process. It is a paid role, but their recruitment and selection remains a challenge to ensure ethnic diversity, UK geographical representation and subject coverage. Consideration is required for a low EM student population and the pressure, load of seeking support from smaller pool compared to white students.</p>		<ul style="list-style-type: none"> <li>Gender and other protected characteristics to consider intersectionality.</li> </ul>				
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## Priority Area 3: Support the progression, retention and achievement of Ethnic minority staff and students.

**Support the progression, retention and achievement of Ethnic minority staff and students** by acknowledging the systemic barriers faced, develop staff racial literacy and to consider racial trauma in curricula and policies and processes. Recognising the underrepresentation of Ethnic minority staff in senior roles, to develop an equitable approach to development programmes that build, develop and support talent pipeline and progression pathways for ethnic minority staff to grow and flourish. Consider the support we have in place for Ethnic Minority students to complete their course and achieve well. Develop a new staff induction and a new student welcome programme to build a sense of belonging and inclusive culture.

Issue Identified	Rationale	Action Point (AP) Reference	Action	Timeframe – Start	Timeframe - end	Person Responsible	Success measure
The need to provide a coordinated approach to transition, welcome and support new student entrants into PAU	Staff and students reported through the survey the need for ongoing integration support. Staff report a divestment/ underfunding of international student and diversity programs in recent years. Students report a lack of support when at university, or difficulty in obtaining support. The newly introduced student welcome, transition and induction includes a specific workstream to aid international students in transitioning to university and new country (Wales/UK) with its culture/customs.	AP3.1	Review newly introduced student welcome, transition and induction programme launched in September 2024. <ul style="list-style-type: none"> <li>Student Welcome and induction webpages</li> <li>Welcome Sunday sessions and International Orientation activities.</li> <li>Personalised induction planner to help students easily identify events (i.e. Faith, Culture or International related themes).</li> <li>Extended Induction and belonging to support transition, including themes around 'Aber Belong', 'Aber Support and Wellbeing', and 'Aber Community and Culture'.</li> <li>Staff guidance and examples of good practice, literature and checklist.</li> </ul>	Jan 2025	Sep 2025 (then annually)	Student Transitions and Belonging Coordinator	Increased representation of EM students and staff within and across all digital and physical welcome literature and resources.
			Develop and introduce new student survey in partnership with Students Union – as part of 'Welcome' and 'Redbrick' surveys	Feb 2025	Nov 2025	Student Transitions and Belonging	<p>Establish baseline survey response of EM students with regard to sense of belonging and satisfaction as part of 'Welcome' and 'Redbrick' surveys</p> <ul style="list-style-type: none"> <li>Monitor with longitudinal approach over coming years – with positive % increase - to understand impact of approach on experiences and differences to other student demographic groups.</li> </ul>

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			to enable future benchmarking and assessment on student experience, and impact (continuation, retention).			Coordinator with SU	
Inconsistency in staff new starter inductions across PAU	The impact of Covid and return to work and learning on campus has impacted the induction programme for new staff and students. The inconsistency of inductions across PAU will have had an impact on new starters and learners since 2020, especially for staff and students not familiar with PAU, local area or to living in the UK. Staff reporting, they have difficulties integrating into PAU and local area due to issues with housing, loneliness, lack of induction.	AP3.2	<p>Review and implement a new staff induction programme with a view to support and introduce all new starters to PAU and to the local community.</p> <p>Introduction of a new quarterly induction day for all new starters (staff who started in previous 12 weeks of day).</p> <p>Introduce a staff induction checklist for PAU and local level information, it will include (but not limited to)</p> <ul style="list-style-type: none"> <li>• Pre-arrival information (need to know allowing for potential difference for UK and international staff)</li> <li>• PAU Values, EDI and Anti-racism statement</li> <li>• Campus tour (with inclusive spaces such as multifaith room, breastfeeding room)</li> <li>• Cultural acclimatisation, including bilingual nature PAU.</li> <li>• Staff networks (introduction from all inc. BAMESN).</li> </ul>	<p>Feb 2025</p> <p>May 2025</p> <p>May 2025</p>	<p>Sep 2025 (then ongoing)</p> <p>Then quarterly (every 12 weeks)</p> <p>Then reviewed annually</p>	<p>Head of HR Services</p> <p>Head of HR Services</p> <p>HR Business Partners</p>	<p>99.9% of new starters to complete the induction day – data to be tracked across protected characteristics, including race and sex.</p> <p>EM leavers track below EM appointments.</p> <p>i. Ethnic Minority leavers to be 25% less than appointments by August 2026</p> <p>ii. Ethnic Minority leavers numbers to less than 50% of appointments by August 2028</p>
Underrepresentation of EM staff in Senior grades and roles	In 2022-23, the success rates of EM staff that applied, (2 of 4, 50%), was	AP3.3	Review the framework, criteria and evidence required for <i>Academic</i>	Apr 2025	Apr 2026	HR Employee Relations Advisor	Proportion of EM applications to track above the proportion of the eligible

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	<p>lower than white staff, (28 of 45, 62%), and a 25pp drop from previous year (3 or 4, 75%).</p> <p>Application rate: % of EM staff and White who apply is under-represented to the eligible pool. The difference with EM staff, is an underrepresentation with non-UK nationalities. With UK EM make up a higher percentage of the applications than of the eligibility pool.</p>		<p><i>Promotion</i>, for racial bias and review EIA.</p> <p>Develop '<i>Academic Promotions explained</i>' guidance along with workshops open to all academic staff - ensuring effective communications with EM staff - these sessions will clarify the framework, criteria and evidence required for promotion – reviewing any best practice implemented within FASS.</p>	Apr 2026	Oct 2026	HR Employee Relations Advisor with HR Business Partner	<p>pool for all future promotions round.</p> <p>% of applications from EM academics to increase from 7.5% (2022-23) to 10% (2026-27)</p> <p>Establish baselines figures for applications into specific academic roles (Senior Lecturer, Reader, Professor) and track by ethnicity and nationality</p>
			Guidance for HoDs on positive action to identify and encourage ME staff to apply for promotion	May 2026	Oct 2026	Diversity and Inclusion Manager	
			Identify an ethnic diverse pool of mentors/ role models to offer guidance for staff on promotion process.	May 2026	Oct 2026	Head of HR Services	
			' <i>Academic Promotions explained</i> ' will be collaborated with the Athena Swan Implementation Group and be further developed for racial bias and to consider race equality.	Jun 2026	Oct 2026	Diversity and Inclusion Manager	
	<p>Athena Swan prioritises growing the number of women in leadership roles. EM staff are also underrepresented in senior roles, and to consider the intersectionality of gender and ethnicity, to deliver positive action for EM women leadership training.</p>	AP3.4	<p>Pilot targeted funded support for EM women staff to participate in AdvanceHE Aurora Leadership programme for women.</p> <p>Review pilot and determine future leadership support.</p>	Nov 2025	Jul 2026	Diversity and Inclusion Manager (as AU Aurora Champion)	<p>2x EM staff enrolled on the 2025-26 on AdvanceHE Aurora Leadership programme for women.</p>
				Aug 2026	Nov 2026	As above	

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	PAU is due to launch a new Research Strategy in 2025 promoting with an inclusive research culture and environment at all levels.	AP3.5	Identify and implement a racially inclusive professional development programme to support all levels of research (early-career, mid-career researchers and leadership) with rolling review of participation and representation by ethnic group and nationality.	Mar 2026	Jul 2029	Director of Research	Establish a baseline and to track the % of EM staff (and consistent when disaggregated into 5 major ethnic groups) who participate in development programme tracks is consistent with white staff.
Lack of a framework for career progression in PS	There is no promotions path for PS staff, outside secondment process (cross-functional opportunities) and a role vacancy route (internal or external recruitment). There is no EM staff above Grade 7 in PS and recognise that discrimination can be a significant barrier for EM employees.	AP3.6	<p>Research, scope and introduce a new, racially inclusive career progression framework for PS staff that ensures equal access to opportunities – and is aligned to a training and development programme (see also AP2.1 as a component). Framework will include (but not limited to):</p> <ul style="list-style-type: none"> <li>• Job levels and titles</li> <li>• Competencies and behaviours</li> <li>• Performance metrics / benchmarks</li> <li>• Career paths</li> <li>• Structures and future opportunities</li> <li>• Succession planning</li> <li>• Involvement in EDI initiative and leadership</li> </ul> <p>Research sector best practices and explore positive action initiatives to be included within the career progression framework to support and improve growth opportunities for EM and non-UK</p>	<p>Jun 2025</p> <p>Sep 2026</p>	<p>Oct 2027</p> <p>Oct 2027</p>	<p>Director of HR</p> <p>Diversity and Inclusion Manager</p>	<p>EM staff in Grade 8 – Grade 10 roles in Professional Services staff to grow from 0% in (2022-23) to be :</p> <ul style="list-style-type: none"> <li>• at least 3% by 2027-28, and,</li> <li>• at least 5% by 2029-30.</li> </ul>



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			staff into management and leadership roles.				
Lack of engagement with, and the recording in completion rates of employee appraisals and performance assessments	Only 28% have used the ECS system to formally record their annual appraisal with data not made available or analysed by gender of ethnic group to identify any barriers or disadvantage.	AP3.7	<p>Undertake the planned review of the ECS process, the guidance and training provided to line managers for a bias-free method.</p> <ul style="list-style-type: none"> <li>Ensure HR SMT receive ECS status reports to monitor progress and completion rates across departments and protected characteristics (including ethnic group and nationality).</li> <li>Ensure HoDs receive department progress and completion reports.</li> </ul>	Jun 2025	Jun 2030	Director of HR and Organisational Development	<p>40% staff completed ECS by July 2026 with EM staff completion rate tracking against AU average completion rate.</p> <p>70% staff completed ECS by July 2029 with EM staff completion rate tracking against AU average completion rate.</p>
The need to ensure employee engagement strategies are racially inclusive and support a sense of belonging for all staff	Extremely low engagement from EM staff with the Black, Asian, and Minority staff network. Requirement to review purpose, need and best way the network can support staff.	AP3.8	<p>Consult with PAU EM staff and undertake development activity to boost engagement in the BAMESN.</p> <ul style="list-style-type: none"> <li>Appoint new Chair</li> <li>Focus group activity with EM staff to review ToR.</li> <li>Secure annual budget</li> <li>Agree annual schedule of events and activity.</li> <li>Develop annual communications plan to boost BAMESN membership and event engagement</li> </ul>	Nov 2024	Jul 2028	Race Equality Officer	<p>20% of EM staff are members of the BAMESN by Jul 2026 with an agreed annual schedule of activity.</p> <p>50% of EM staff are members of the BAMESN by Jul 2028 with an agreed annual schedule of activity.</p>
	There is a lack of recognition for EDI work across PAU. The 'good citizenship' section in the Academic promotion application form does allow	AP3.9	Review the range of awards celebrated through-out the PAU and SU and explore 'University staff awards' that includes specific recognition towards 'Impact on Diversity and Inclusion'.	Feb 2026	Feb 2027	Head of VC Office & Diversity and Inclusion Manager	In future REC surveys. Staff responding to the following question with 'Quite a bit/Extremely appreciated' show a 17pp increase.

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	EDI work to be presented as part of the submission. However, this leaves a lack of recognition for PS staff, and the feedback from the 2024 Visibility awards demonstrates that such initiatives can boost morale and recognise individual contribution to EDI.						<p><i>How appreciated do you feel for the work you do at Aberystwyth University?</i></p> <ul style="list-style-type: none"> <li>• EM staff grows from 38% to 55%.</li> <li>• White staff grows from 43% to 60%.</li> </ul>
	EM staff proportions decrease higher up the grades in both PS and Academic Staff. PAU needs to ensure equitable access to training and development, courses and to measure representation and attendance on an annual basis. Being involved in training and development also increase a sense of belonging.	AP3.10	<p>There will be a review of the organisational staff development programme – alongside work to develop AP3.5 and AP3.6 – to include.</p> <ul style="list-style-type: none"> <li>• All staff training and development programme – both elective and role dependent.</li> <li>• HoD leadership development programme.</li> <li>• The range of courses</li> <li>• Staff attendee representation, including ethnicity, and the data used to inform and develop refreshed training</li> <li>• Content for middle-management and the leadership development programmes to prepare inclusive leaders to be supportive and sensitive to a diverse workforce</li> <li>• Targeted activity to prepare ME staff to participate in leadership development programmes and to see themselves as leaders too.</li> </ul>	<p>Nov 2024</p> <p>Feb 2025</p>	<p>Jan 2025</p> <p>Sep 2026</p>	<p>Diversity and Inclusion Manager</p> <p>Director of HR and Organisational Development</p>	<p>Review complete and reported to HR SMT</p> <p>Scope and schedule new training and development programme for all staff, middle-management and senior leaders</p>

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Ethnicity Pay gap currently not reported or published by PAU	PAU has published its Gender Pay Gap report alongside its Annual Equality Report since 2017. Whilst EM staff numbers remain relatively low at 5-6%, PAU see it important to begin to report on the Ethnicity Pay Gap to demonstrate our commitment to race equality. Aligning to sector best practice it will monitor the staff quartile distribution, and the mean and median ethnicity pay gap and include any associated actions.	AP3.11	Publish ethnicity pay gap alongside the Gender Pay Gap from 2025	Feb 2025	Mar 2025 (then annually)	Payroll Manager	Bring the Ethnicity Mean and Median Ethnicity Pay gap to 0% by 2029
	PAU strives to ensure that it has a fair pay and remuneration system that rewards staff with equal pay for carrying out equal work. The equal pay review (undertaken every 5 years since 2006), in addition to annual gender pay gap report and Ethnicity Pay gap. It also forms part of the Framework Agreement and Joint Negotiating Committee for HE (JNCHES) guidance.	AP3.12	Undertake the planned (5 year) Equal Pay Review Audit across all protected characteristics (where data allows).  <ul style="list-style-type: none"> <li>This will both review and mitigate race- and nationality-based variations within Pay grades, and a focus on professorial increments.</li> </ul>	Jun 2025	Jun 2026	Payroll Manager	Equal pay review complete and report to GCC by June 2026
Reduce EM 'good degree' awarding gap whilst ensuring there is a racially inclusive support service	Student support services to forestall withdrawal and promote an environment where EM students can do their best work.	AP3.13	Implement the recommendations and actions from the Student Services policy framework initiation in partnership with SUMS Consulting, ensuring an intersectional lens and that Student Charter and Codes of Conduct	Jan 2025	Jan 2029	Director of Student Services	Establish monitoring practices with a baseline score for all students – report with ethnic group breakdown – track annual 1pp increase in engagement, satisfaction

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			<p>focus on issues of racial discrimination.</p> <ul style="list-style-type: none"> <li>Ensuring the policy frameworks seeks the views and lived experience of students (including EM and non-UK)</li> <li>Alongside reviewing the representation and ethnic diversity of wellbeing and support staff.</li> <li>Establish a relationship with a Psychological Services/Listening Therapy specialising in access to services for EM clients.</li> </ul>				and CORE assessment score as a result of access to EM therapists.
	A student's opportunity to thrive is shaped by the living and academic environment. Key to this is the support available to students when things go wrong. The role of personal tutors, student support services and the Students' Union is crucial in this regard.	AP3.14	Review the support and training available for departmental personal tutor and for welfare systems within academic departments to ensure that they fully consider race, ethnicity and religion as key dimensions of student experience.	Jan 2025	Jan 2027	Director of Student Services	Establish monitoring practices to include an Ethnic Group breakdown of students accessing student services – establish baseline and track annual pp increase in referral and access to support services of EM students over time.
	Key policies and processes for student progression are regularly reviewed, and REC self-assessment is to ensure that race, nationality and religion are considered, as part of all EIAs.	AP3.15	<p>Undertake EIAs as part of a review of student attendance, 'fit to sit' and extensions policies in light of racial and other intersectional dimensions.</p> <ul style="list-style-type: none"> <li>Ensure that student attendance monitoring and interview policy is sensitive to race and intersectional</li> </ul>	Mar 2025	Mar 2028	Academic Registrar	Insights to be disseminated to the relevant departments and services, and key issues reported to the PVC LT & SE for action

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			<p>characteristics in relation to its procedures and recommended actions.</p> <ul style="list-style-type: none"> <li>• Ensure that the fit-to-sit system is fair, effectively communicated and clearly understood by all students.</li> <li>• Ensure that the extensions system is fair, effectively communicated and clearly understood by all students.</li> </ul>				
	<p>Careers Service plays a key role in developing student's skills, opportunities and confidence for progression and employability. They tailor support and initiatives to meet the diversity within our student cohort and has been a key-partner in developing the Employability e-Hub <a href="https://employability.wales/">https://employability.wales/</a>) In its delivery, the career workshops provided will consider international students and any barriers such as visa implications, possible language barriers.</p>	AP3.16	<p>Careers Services to offer targeted Career readiness support for EM students and recent graduates, including a lens for UK and non-UK students.</p> <ul style="list-style-type: none"> <li>• Develop and deliver career workshops aimed at EM students</li> <li>• Review and explore the diversity of the work experience and placement employers Careers Services engages with to provide a wider range of EM voices for students and graduates.</li> <li>• Ringfence WP work-placements on the PAU 'AberForward Scheme' for EM students to gain employability skills, experience and confidence .</li> </ul>	Jan 2024	Sep 2027	Head of Careers Service	<p>Establish a baseline and report annual increases in final year career readiness ME students.</p> <p>Establish a baseline and report annual increases non-UK students taking up the post study work visa.</p> <p>100% of the ringfenced WP work-placements on the AberForward Scheme for ME students are allocated.</p>

**Priority Area 4: Improve collection, analysis, and use of ethnicity data to inform decision-making.**

Issue Identified	Rationale	Action Point (AP) Reference	Action	Timeframe – Start	Timeframe - end	Person Responsible	Success measure
Low declaration rates of Ethnic Group and Nationality data	The declared ethnic group was missing for 4.6% of candidates in 2022-23, and nationality was missing in 58.6% of candidates for staff vacancies, meaning full analysis of recruitment and selection was difficult.	AP4.1	Make protected characteristics self-declarations (by including the option to 'prefer not to say') mandatory during staff recruitment to all PAU vacancies and to build and review quarterly recruitment and selection reports for trends.	Nov 2024	Jun 2025	HR Compliance Officer	100% of candidate diversity information complete
	When reviewing staff data with an intersectional-lens, show the variable self-declarations across the protected characteristics, where the 'blank' fields make analysis and decisions based on complete EIA difficult.	AP4.2	Implement a staff diversity data capture campaign with automatic prompts for all the existing workforce to complete missing diversity data. <ul style="list-style-type: none"> <li>Provide guidance on how people can self-declare and include examples of how we have used ethnicity and intersectional data to improve staff and student experience and implement change.</li> </ul>	Nov 2024	Jun 2025	HR System & Workforce Planning Manager	Maintain workforce ethnicity and nationality data declaration rate at 99%+  Monitor and track 'prefer not to say' option for Ethnicity (Ethnic Groups) and aim to reduce from 3.2% to below 1% of workforce.
	56% of PAU Council's declared ethnic group and nationality is unknown leading to data visibility issues. There have been some technical issues in ensuring that Council members can access the PAU system (ABW) to input their information confidentially, but a	AP4.3	Collect and retain diversity data for all current independent committee members and implement a process to make self-declarations (including the option to 'prefer not to say') mandatory for all future appointments and continually monitor any barriers to disclosure.  Publish Ethnic Diversity of key PAU Committees in Annual Equality Report alongside Gender.	Nov 2024  Nov 2025	Jun 2025  Apr 2026	University Secretary  Diversity and Inclusion Manager	100% of existing independent members to have their diversity data complete.

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	form has now been developed and will be circulated to all Council members in September 2024.						
	Lack of diversity data (including ethnicity) and reporting capabilities to analyse the pool of prospective students deciding to attend and not to attend PAU. Identify potential barriers, disadvantages and additional support for prospective students in applying to PAU.	AP4.4	Review the student data collection methods and reporting capabilities for the UG student applicant journey / recruitment cycle - that allows for intersectional analysis (including ethnicity and gender).	Mar 2025	Dec 2026	Head of Student Recruitment	<p>Establish a baseline figure for ethnic diversity by</p> <ul style="list-style-type: none"> <li>• Open / visiting days.</li> <li>• Applications</li> <li>• Choice (firm, insurance, rejection)</li> </ul> <p>Establish benchmark journey against white applicants (5 major ethnic groups) and agree pp decrease YoY.</p> <p>Benchmark decliners vs new student starters.</p>
	<p>The category 'unknown' (blank field) is significant for all students (6.7%) compared to staff (0.6%). Whilst this gap has reduced for students from 2021-22 (11.8%) to 2023-24 (6.7%), there is a striking difference between the no declaration of UG UK (0.9%) and non-UK (52.6%).</p> <p>Unknowns in both PGT (2.7%) and PGR (2.8%) are low and</p>	AP4.5	<p>Review the approach to collecting and recording student diversity information, including the source of a significant number of unknowns for non-UK UG students.</p> <p>Undertake a campaign in partnership with the Students' Union, Academic departments, Student Services and student societies to encourage students to self-declare diversity information (including ethnicity) and consider mandatory fields as per staff data collection.</p>	<p>Jun 2025</p> <p>Sept 2025</p>	<p>Aug 2028</p> <p>Sept 2026 (then ongoing)</p>	<p>Head of Planning</p> <p>Academic Engagement Team Leader</p>	<p>'Unknown' Ethnic Group for students to drop from 6.7% to 5% by 2026, and to 3% by 2028 – tracking below 1% thereafter.</p> <p>UG non-UK 'unknowns' to drop from 52.6% to 30% by 2026, and to 10% by 2028 – tracking below 1% thereafter.</p>



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	consistent across UK and non-UK.						
Access to data and the inconsistency in reporting with an ethnicity lens into decision-making groups and committees	<p>Data isn't made available at a local level for HoDs in a consistent form, to routinely view their student and staff profile, including their staff and student recruitment funnels, student awarding, progression and leavers data.</p> <p>Unreliable student data snapshots presented over three years' worth of data - most students study for three years - more meaningful trends could be identified over a longer period and/or just observing one year's cohort per year (e.g. all first years).</p>	AP4.6	<p>Build staff and student profile reports for HoDs, with guidance and briefings sessions on how they can be used to inform planning and decision-making.</p> <p>Identify appropriate department-specific benchmarks using sector best practice and internal metrics</p>	<p>Jan 2025</p> <p>Sep 2025</p>	<p>Nov 2025</p> <p>Jun 2026</p>	<p>HR Business Partners and Head of IT Applications and Development</p> <p>Head of Planning</p>	<p>Reports will have been generated by cohort per year and year and spans over a 5-year period – with 100% of HoDs having attended a briefing session.</p>
	<p>Lack of awareness and visibility amongst staff of the annual student progression and awarding data at PAU, Faculty and local department level.</p> <p>Whilst Faculty level does offer some insight, combining departments with very</p>	AP4.7	Student awarding and progression data to be analysed (at Department and Faculty level) and sector benchmarked by intersectional lens (controlling for ethnicity and gender) and reported to Academic Board and to Departments for annual review and action planning discussion.	Apr 2025	Oct 2027	Academic Registrar	Report annually to Academic Board – with Department specific action plans to address awarding and progression gaps on the basis of gender and ethnicity.

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	different ethnic diversity profiles into Faculty datasets leads to skewed or unrepresentative figures.						
	Staff leavers data isn't included in annual reporting to balance staff recruitment data for a holistic view and picture of changes to staff workforce over time	AP4.8	Staff leavers data analysis to be added to the Annual Equality Report with an ethnicity and intersectional lens, with reporting to Executive, GCC and Council.	Jul 2025	Dec 2025	Diversity and Inclusion Manager	See success measure for AP3.2
	Although not included in this REC application, PAU needs to annually monitor student withdrawals/ leavers data for trends	AP4.9	Review student withdrawals data collection (both quantitative and qualitative), reporting routes and implement regular intersectional monitoring.	Nov 2026	Jan 2027	Academic Registrar	Establish a reporting route, ownership, and baseline target for monitoring purposes through to Student Experience Committee
	Ethnic Groupings for Student data isn't consistent with staff data or sector best practice. At the 5 major ethnic group analysis, student data is presented by aggregating all Asian or Asian British with all Black or Black British minor categories together as 'Black and Minority Ethnic'.	AP4.10	Undertake a mapping exercise to update ethnic group aggregation for student data to align with staff data and sector best practice.	Jan 2026	Mar 2026	Head of IT Applications and Development	Mapping exercise to update 100% of existing student related reports – and a new rule – that existing and future reports can provide analysis on 2, 5 and 17 Ethnic groups as per sector best practice to inform decision making and analysis of student data.
	AAC are currently unable to track and then review the representation and	AP4.11	AAC to implement a diversity data collection process across entire arts programme to understand the	Jul 2025	Jul 2026 (then report annually)	Deputy Director of University Arts Centre	Establish a representation benchmark with Arts Council Wales on the diversity of

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	diversity of its programme and performers and artists. However, a survey to capture the diversity of artistic programmes and performers has been developed and will be rolled out from August 2024 onwards.		ethnic diversity of performers and artists.				various arts programmes and annually monitor.
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## Appendix 1: Survey and consultation data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

### Staff Survey Responses

#### Quantitative Analysis – Staff Survey Responses

##### Key highlights

- Survey was open for four-weeks during February 2024
- 404 (25%) staff completed the survey with 6% of staff survey respondents were Ethnic Minority, representative of overall workforce percentage
- In the Minority Ethnic group, 22% are from FASS, 9% are from FBPS, 25% are from FELS, 16% are from Finance and Corporate Services, 25% are from Learning, Teaching and Student Experience, and 3% are from Research, Knowledge Exchange and Innovation. In the White group, 14% are from FASS, 6% are from FBPS, 18% are from FELS, 31% are from Finance and Corporate Services, 16% are From Learning, Teaching and Student Experience, 6% are from Research, Knowledge Exchange and Innovation, 3% are from the Vice-Chancellor's Office, and 1% are from Welsh Language, Culture and External Engagement. 5% did not leave a response.
- In the Minority Ethnic group, 66% are full time, 22% are part time, and 13% preferred not to say. In the White group, 77% are full time, 18% are part time, and 3% preferred not to say. 2% did not leave a response.
- In the Minority Ethnic group, 59% are on a permanent contract, 19% are on a fixed term contract, 3% are on a casual contract and 16% preferred not to say. 3% did not leave a response. In the White group, 83% are on a permanent contract, 10% are on a fixed term contract, 1% are on a casual contract and 5% preferred not to say. 1% did not leave a response.
- In the Minority Ethnic group, 53% are from the UK, 31% are not from the UK, and 9% preferred not to say. 6% did not leave a response. In the White group, 85% are from the UK, 10% are not from the UK, and 2% preferred not to say. 3% did not leave a response.
- In the Race Undeclared group, 25% are from the UK, 3% are not from the UK, and 39% preferred not to say. 33% did not leave a response.
- In the Minority Ethnic group, 38% identify as a man, 41% identify as a woman, 3% identify as non-binary, and 19% preferred not to say. In the White group, 36% identify as a man, 60% identify as a woman, 2% identify as non-binary, 0.3% identify in another way, and 2% preferred not to say. 0.3% did not leave a response.
- In the Minority Ethnic group, 25% are non-religious, 3% are Buddhist, 38% are Christian, 6% are Hindu, 3% are Jewish, 6% are Muslim, 9% are of any other religion or belief and 9% preferred not to say. In the White group, 55% are non-religious, 1% are Buddhist, 30% are Christian, 0.3% are Jewish, 5% are of any other religion or belief and 8% preferred not to say. 1% did not leave a response.

## Section 1 – Sense of Belonging

How much respect do you feel people at Aberystwyth University show you? (e.g., staff, lecturers, supervisors, fellow colleagues and/or students)

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all respected	1	4	2	7
Slightly respected	1	28	6	35
Somewhat respected	8	74	11	93
Quite a bit respected	15	172	13	200
Extremely/Completely respected	7	58	4	69
	32	336	36	404

How connected do you feel to colleagues/staff at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all connected	0	7	3	10
Slightly connected	7	35	11	53
Somewhat connected	13	118	10	141
Quite a bit connected	8	131	9	148
Extremely/Completely connected	4	44	3	51
Missing response	0	1	0	1
	32	336	36	404

How appreciated do you feel for the work you do at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all appreciated	6	20	5	31
Slightly appreciated	3	58	11	72
Somewhat appreciated	11	115	8	134
Quite a bit appreciated	7	103	8	118
Extremely/Completely appreciated	5	40	4	49
	32	336	36	404

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How often do you feel you need to act differently because of your race or ethnicity while working at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	8	233	14	255
Slightly/Not that much	5	69	4	78
Somewhat	6	24	13	43
Quite a bit	9	8	5	22
Extremely/Completely	4	2	0	6
	32	336	36	404

How comfortable do you feel being your full authentic self at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	5	9	6	20
Slightly comfortable	2	42	8	52
Somewhat comfortable	13	73	3	89
Quite a bit comfortable	6	111	14	131
Extremely/Completely comfortable	6	101	4	111
Missing response	0	0	1	1
	32	336	36	404

## Section 2 – Speaking up and Communicating.

How comfortable would you feel calling out a person showing racist behaviours at Aberystwyth University? (e.g., challenging as and when a person makes an inappropriate or racist joke, discriminates against another person because of their race, etc.)

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	8	25	4	37
Slightly comfortable	2	33	4	39
Somewhat comfortable	7	92	8	107
Quite a bit comfortable	8	125	11	144
Extremely/Completely comfortable	7	61	9	77
	32	336	36	404

How confident do you feel that leaders at Aberystwyth University will call out racially inappropriate behaviours?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	8	15	6	29
Slightly confident	6	67	7	80
Somewhat confident	7	102	9	118
Quite a bit confident	8	106	10	124
Extremely/Completely confident	3	45	4	52
Response missing	0	1	0	1
	32	336	36	404

How comfortable do you feel discussing race-related topics with colleagues within your department?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	5	17	8	30
Slightly/Not that much comfortable	10	36	11	57
Somewhat comfortable	5	97	7	109
Quite a bit comfortable	8	119	5	132
Extremely/Completely comfortable	4	67	5	76
	32	336	36	404

How confident are you that colleagues at Aberystwyth University can have an open conversation with each other about race?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	6	27	8	41
Slightly/Not that much confident	12	56	11	79
Somewhat confident	6	110	9	125
Quite a bit confident	6	109	5	120
Extremely/Completely confident	2	34	3	39
	32	336	36	404

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**Section 3 – Culture and Climate**

How much do you understand about what Aberystwyth University is doing to tackle racial inequality impacting people who work and study here?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	4	17	3	24
Slightly/Not that much	7	94	8	109
Somewhat	11	123	6	140
Quite a bit	9	90	16	115
Extremely/Completely	1	12	3	16
	32	336	36	404

How often do you feel that you have the opportunity to learn about people from different races, ethnicities and cultures while working here?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	2	20	5	27
Slightly/Not that much	11	99	13	123
Somewhat	13	119	8	140
Quite a bit	4	87	9	100
Extremely/Completely	2	11	1	14
	32	336	36	404

How well do you think that festivals and traditions from different cultures are acknowledged at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	2	13	1	16
Slightly/Not that much	8	78	13	99
Somewhat	15	127	11	153
Quite a bit	5	106	10	121
Extremely/Completely	2	12	1	15
	32	336	36	404



Do you believe that social events and/or activities organised by Aberystwyth University are welcoming to everyone irrespective of race or ethnicity?

Response	Minority Ethnic	White	Race Undeclared	Total
No	7	13	6	26
Somewhat	11	118	17	146
Yes	14	204	13	231
Missing response	0	1	0	1
	32	336	36	404

In the last 12 months, have you experienced or witnessed a situation at Aberystwyth University where you have felt uncomfortable because of race or ethnicity?

Response	Minority Ethnic	White	Race Undeclared	Total
No	11	277	19	307
Somewhat	6	28	5	39
Yes	15	31	12	58
	32	336	36	404

How well do you feel that the leaders at Aberystwyth University create an environment where everyone feels safe to speak up?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	5	12	5	22
Slightly/Not that much	5	61	12	78
Somewhat	11	108	11	130
Quite a bit	9	125	6	140
Extremely/Completely	2	30	2	34
	32	336	36	404

How comfortable do you feel providing feedback to your line manager?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	5	16	8	29
Slightly/Not that much comfortable	7	25	9	41
Somewhat comfortable	6	35	3	44
Quite a bit comfortable	5	112	8	125
Extremely/Completely comfortable	9	148	8	165
	32	336	36	404

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If you experienced racial discrimination, bullying, abuse, or microaggressions how confident do you feel that your line manager would support you and take appropriate action?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	4	13	6	23
Slightly/Not that much confident	0	25	8	33
Somewhat confident	5	59	4	68
Quite a bit confident	13	113	10	136
Extremely/Completely confident	10	124	8	142
Missing response	0	2	0	2
	32	336	36	404

How often does your line manager make time to discuss your personal and professional development and progression?

Response	Minority Ethnic	White	Race Undeclared	Total
Never	4	29	6	39
Rarely	3	42	10	55
Sometimes	14	131	6	151
Frequently	7	102	10	119
Always	4	32	4	40
	32	336	36	404

How often do leaders encourage everyone to share ideas in meetings?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	1	16	3	20
Slightly/Not that much	3	37	12	52
Somewhat	10	84	7	101
Quite a bit	13	148	8	169
Extremely/Completely	5	51	6	62
	32	336	36	404

How often do you feel that there are opportunities for you to develop within your role?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	3	28	4	35
Slightly/Not that much	6	70	11	87
Somewhat	16	108	14	138
Quite a bit	5	101	3	109
Extremely/Completely	2	28	4	34
Missing response	0	1	0	1
	32	336	36	404

How likely are you to recommend Aberystwyth University as a good place to work?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	1	4	1	6
Slightly/Not that much	1	24	9	34
Somewhat	13	89	8	110
Quite a bit	11	146	12	169
Extremely/Completely	6	73	6	85
	32	336	36	404

How likely are you to recommend Aberystwyth University as a good place to study?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	0	2	1	3
Slightly/Not that much	2	4	3	9
Somewhat	11	53	8	72
Quite a bit	10	147	13	170
Extremely/Completely	9	129	11	149
Missing response	0	1	0	1
	32	336	36	404

If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

Response	Minority Ethnic	White	Race Undeclared	Total
Yes	22	242	25	289
No	10	93	11	114
Missing response	0	1	0	1
	32	336	36	404

If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	7	17	8	32
Slightly confident	8	52	6	66
Somewhat confident	9	103	10	122
Quite a bit confident	5	117	8	130
Extremely/Completely confident	3	46	4	53
Missing response	0	1	0	1
	32	336	36	404

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**Student Survey Responses**

**Quantitative Analysis – Student Survey Responses**

**Key highlights**

- Survey was open for four-weeks during March 2024
- 99 (circa 0.1%) students completed the survey with 32% of student survey respondents were Ethnic Minority, a significant higher proportion of the overall student population percentage.
- In the Minority Ethnic group, 31% are from FASS, 25% are from FBPS and 44% are from FELS. In the White group, 49% are from FASS, 19% are from FBPS and 32% are from FELS.
- Minority students make up 32% of the student sample. In the Minority Ethnic group, 31% are from an Asian background (3% are Arab, 6% are Chinese, 6% are Indian, 3% are Pakistani, 13% are any other Asian background), 25% are from an Black background (16% are African, 6% are Caribbean, and 3% are any other Black background), 38% are from a Mixed or Multiple Ethnic groups background (19% are White/Asian, 3% are White/African, 6% are White/Caribbean, 13% are any other Mixed or Multiple ethnic background) and 3% any other ethnic background. White students make up 60% of the student sample. In the White group, 75% are British, 3% are Gypsy or Irish Traveller, 2% are Irish, 2% are Roma, and 19% are any other White background.
- In the Minority Ethnic group, 56% are from the UK, 41% are not from the UK, and 3% preferred not to say. In the White group, 83% are from the UK, and 15% are not from the UK. 2% did not leave a response.
- In the Minority Ethnic group, 28% identify as a man, 53% identify as a woman, 6% identify as non-binary, 3% identify in another way, and 9% preferred not to say. In the White group, 27% identify as a man, 58% identify as a woman, 10% identify as non-binary, 3% identify in another way, and 2% preferred not to say.
- In the Minority Ethnic group, 31% are non-religious, 3% are Buddhist, 28% are Christian, 6% are Hindu, 6% are Muslim, 9% are of any other religion or belief and 16% preferred not to say. In the White group, 64% are non-religious, 22% are Christian, and 12% are of any other religion or belief. 2% did not leave a response.

## Section 1 – Sense of Belonging

How much respect do you feel people at Aberystwyth University show you? (e.g., staff, lecturers, supervisors, fellow students)

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all respected	1	2	0	3
Slightly respected	4	1	0	5
Somewhat respected	11	4	4	19
Quite a bit respected	5	27	2	34
Extremely/Completely respected	11	25	2	38
	32	59	8	99

How connected do you feel to fellow students at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all connected	3	2	1	6
Slightly connected	8	8	2	18
Somewhat connected	12	26	2	40
Quite a bit connected	5	17	3	25
Extremely/Completely connected	4	6	0	10
	32	59	8	99

How valued do you feel as a member of the Aberystwyth University community?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all appreciated	3	1	0	4
Slightly appreciated	5	8	4	17
Somewhat appreciated	14	15	3	32
Quite a bit appreciated	6	26	1	33
Extremely/Completely appreciated	4	9	0	13
	32	59	8	99

## Updated Race Equality Charter

### Bronze Application Form

How often do you feel you need to act differently because of your race or ethnicity while studying at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	9	42	3	54
Slightly/Not that much	6	10	3	19
Somewhat	4	5	0	9
Quite a bit	7	2	1	10
Extremely/Completely	6	0	1	7
	32	59	8	99

How comfortable do you feel being your full authentic self at Aberystwyth University?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	4	1	2	7
Slightly comfortable	5	1	1	7
Somewhat comfortable	7	19	0	26
Quite a bit comfortable	13	21	5	39
Extremely/Completely comfortable	3	17	0	20
	32	59	8	99

## Section 2 - Speaking up and Communicating.

How comfortable would you feel calling out a person showing racist behaviours at Aberystwyth University? (e.g., challenging as and when a person makes an inappropriate or racist joke, discriminates against another person because of their race, etc.)

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	9	4	1	14
Slightly comfortable	1	8	2	11
Somewhat comfortable	7	13	1	21
Quite a bit comfortable	7	16	2	25
Extremely/Completely comfortable	8	18	1	27
Missing response	0	0	1	1
	32	59	8	99

How confident do you feel that staff at Aberystwyth University will call out racially inappropriate behaviours?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	10	3	1	14
Slightly/Not that much confident	7	7	2	16
Somewhat confident	5	17	1	23
Quite a bit confident	6	17	2	25
Extremely/Completely confident	4	15	1	20
Missing response	0	0	1	1
	32	59	8	99

How comfortable do you feel discussing race-related topics with fellow students on your course and within your Academic Department?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	9	4	3	16
Slightly/Not that much comfortable	1	8	0	9
Somewhat comfortable	9	11	3	23
Quite a bit comfortable	9	17	0	26
Extremely/Completely comfortable	4	18	1	23
Missing response	0	1	1	2
	32	59	8	99

How confident are you that students at Aberystwyth University can have an open conversation with each other about race?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	5	6	2	13
Slightly confident	6	5	1	12
Somewhat confident	10	12	2	24
Quite a bit confident	7	27	2	36
Extremely/Completely confident	4	9	0	13
Missing response	0	0	1	1
	32	59	8	99

**Updated Race Equality Charter**  
**Bronze Application Form**  
**Section 3 – Culture and Climate**

**How much do you understand about what Aberystwyth University is doing to tackle racial inequality impacting people who study and work here?**

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	5	14	1	20
Slightly/Not that much	11	20	2	33
Somewhat	11	14	2	27
Quite a bit	3	9	2	14
Extremely/Completely	2	2	0	4
Missing response	0	0	1	1
	32	59	8	99

**How often do you feel that you have the opportunity to learn about people from different races, ethnicities and cultures while studying here?**

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	4	7	0	11
Slightly/Not that much	7	11	2	20
Somewhat	11	20	4	35
Quite a bit	8	18	0	26
Extremely/Completely	2	3	1	6
Missing response	0	0	1	1
	32	59	8	99

**How well do you think that festivals and traditions from different cultures are acknowledged at Aberystwyth University?**

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	6	3	1	10
Slightly/Not that much	11	15	1	27
Somewhat	6	22	3	31
Quite a bit	5	15	2	22
Extremely/Completely	4	4	0	8
Missing response	0	0	1	1
	32	59	8	99



Do you believe that social events and/or activities organised by Aberystwyth University are welcoming to everyone irrespective of race or ethnicity?

Response	Minority Ethnic	White	Race Undeclared	Total
No	4	2	3	9
Somewhat	12	15	0	27
Yes	16	42	4	62
Missing response	0	0	1	1
	32	59	8	99

In the last 12 months, have you experienced or witnessed a situation at Aberystwyth University where you have felt uncomfortable because of race or ethnicity?

Response	Minority Ethnic	White	Race Undeclared	Total
No	16	47	4	67
Yes	16	12	3	31
Missing response	0	0	1	1
	32	59	8	99

How well do you feel that staff at Aberystwyth University create an environment where everyone feels safe to speak up?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	1	2	0	3
Slightly/Not that much	9	1	2	12
Somewhat	9	14	1	24
Quite a bit	6	31	3	40
Extremely/Completely	7	11	1	19
Missing response	0	0	1	1
	32	59	8	99

How comfortable do you feel providing feedback to your academic staff?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all comfortable	6	2	1	9
Slightly comfortable	5	3	2	10
Somewhat comfortable	11	17	0	28
Quite a bit comfortable	4	18	4	26
Extremely/Completely comfortable	6	19	0	25
Missing response	0	0	1	1
	32	59	8	99

How often do staff encourage everyone to share ideas in teaching sessions? \_\_\_\_\_

## Updated Race Equality Charter

### Bronze Application Form

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	1	3	0	4
Slightly/Not that much	1	1	1	3
Somewhat	7	9	4	20
Quite a bit	13	28	1	42
Extremely/Completely	10	17	1	28
Missing response	0	1	1	2
	32	59	8	99

If you experienced racial discrimination, bullying, abuse, or microaggressions how confident do you feel that staff would support you and take appropriate action?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all confident	5	2	2	9
Slightly/Not that much confident	6	4	1	11
Somewhat confident	5	16	1	22
Quite a bit confident	9	14	1	24
Extremely/Completely confident	7	22	2	31
Missing response	0	1	1	2
	32	59	8	99

How likely are you to recommend Aberystwyth University as a good place to study?

Response	Minority Ethnic	White	Race Undeclared	Total
Not at all	2	1	1	4
Slightly/Not that much	3	3	1	7
Somewhat	6	5	4	15
Quite a bit	11	22	0	33
Extremely/Completely	10	28	1	39
Missing response	0	0	1	1
	32	59	8	99

If you witnessed or were personally subjected to discrimination, harassment or abuse, would you know where and how to report the incident?

Response	Minority Ethnic	White	Race Undeclared	Total
Yes	14	27	2	43
No	18	32	5	55
Missing response	0	0	1	1
	32	59	8	99

If you reported discrimination, harassment, or abuse on the basis of race or ethnicity, how confident are you that the appropriate investigative and/or disciplinary action would be taken?

**Updated Race Equality Charter**  
Bronze Application Form

<b>Response</b>	<b>Minority Ethnic</b>	<b>White</b>	<b>Race Undeclared</b>	<b>Total</b>
Not at all confident	9	4	2	15
Slightly confident	7	8	1	16
Somewhat confident	6	15	1	22
Quite a bit confident	6	21	1	28
Extremely/Completely confident	4	11	2	17
Missing response	0	0	1	1
	32	59	8	99

**How helpful do you think Student Support Services at Aberystwyth University are to you?**

<b>Response</b>	<b>Minority Ethnic</b>	<b>White</b>	<b>Race Undeclared</b>	<b>Total</b>
Not at all helpful	6	4	2	12
Slightly helpful	9	9	3	21
Somewhat helpful	9	17	2	28
Quite a bit helpful	1	17	0	18
Extremely/Completely helpful	7	11	0	18
Missing response	0	1	1	2
	32	59	8	99

**How comfortable are you approaching academic staff with questions or queries about your course?**

<b>Response</b>	<b>Minority Ethnic</b>	<b>White</b>	<b>Race Undeclared</b>	<b>Total</b>
Not at all comfortable	0	2	0	2
Slightly comfortable	7	1	1	9
Somewhat comfortable	2	8	0	10
Quite a bit comfortable	13	18	2	33
Extremely/Completely comfortable	9	30	4	43
Missing response	1	0	1	2
	32	59	7	99

## Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

### Staff Data tables

Staff data were collected using a 'snapshot' of current staff employed by the University on the 1st of November to represent an academic year (1st August to 31st July), e.g. for the academic year 2022/23 the snapshot data were collected on the 1 November 2022.

The decision was made to use a snapshot of data as staff can change roles throughout the year, and the same individual may therefore crop up multiple times if using all records over a 12-month period, artificially inflating the total number of staff in particular categories. As most contracts start in either September or January, and terminate in June or August for academic staff, the 1st of November was considered a good representation of all staff employed within a particular academic year and falls in the middle of the Semester 1 teaching period.

Minority Ethnic staff are approximately 5% of the University staff on annual basis, and therefore we have decided to disaggregate these to the 5 major ethnic group for the whole staff view and will reduce this to 2 major ethnic groups when presenting tables for Academic and Professional Services staff views.

Staff data were divided up between those employed within a faculty. This was chosen to link with the Executive and Senior Management structure of the University to allow action plans to be directed most effectively.

Approximately 160-190 academic staff are not directly employed within the 3 Academic faculties. These staff are primarily engaged in Welsh Language Culture and External Engagement, providing Lifelong Learning courses and Welsh language courses that are available to staff and students at the University outside their degree structure, and to members of the public in the local community. A small proportion of non-faculty academic staff are also employed as executive staff working in the Vice Chancellors office, or in marketing and student support roles.

Ethnicity 2 major categories	Ethnicity 5 major categories
<p><b>Minority Ethnic</b> Include the minor ethnic categories of Bangladeshi, Chinese, Indian, Pakistani, any other Asian background, African, Caribbean, any other Black background, Asian and White, Black African and White, Black Caribbean and White, any other mixed background, Arab, any other background</p>	<p><b>Asian or Asian British (major category)</b> Includes the minor ethnic categories of Bangladeshi, Chinese, Indian, Pakistani, any other Asian background. Where the term Asian is used this includes all the above minor categories.</p>
<p><b>Prefer not to say</b> This refers to individuals who do not wish to disclose their ethnic background. The University respects an individual's choice to prefer not to disclose their ethnicity. The University recognises the limitations of the options for disclosing ethnicity and will work closely with staff and students to develop and refine these options to be representatives of our student and staff body.</p>	<p><b>Black or Black British (major category)</b> Includes the minor ethnic categories of African, Caribbean, any other Black background. Where the term Black is used this includes all the above minor categories.</p>
<p><b>Not declared / Unknown</b> This refers to individuals for which the University does not currently hold any information relating to ethnicity.</p>	<p><b>Mixed (major category)</b> Includes the minor ethnic categories of Asian and White, Black African and White, Black Caribbean and White, any other mixed background. Where the term Mixed is used this includes all the above minor categories.</p>

<p><b>White or White British (major category)</b> Includes the minor categories of white, any other white background, Gypsy or Traveller. Where the term 'white' is used this includes all the minor categories referred to above.</p>	<p><b>Other Ethnic Group (major category)</b> Includes the minor ethnic categories of Arab, any other background. Where the term Other Ethnic Group is used this includes all the above minor categories.</p>
	<p><b>Prefer not to say</b> This refers to individuals who do not wish to disclose their ethnic background. The University respects an individual's choice to prefer not to disclose their ethnicity. The University recognises the limitations of the options for disclosing ethnicity and will work closely with staff and students to develop and refine these options to be representatives of our student and staff body.</p>
	<p><b>Not declared / Unknown</b> This refers to individuals for which the University does not currently hold any information relating to ethnicity.</p>
	<p><b>White or White British (major category)</b> Includes the minor categories of white, any other white background, Gypsy or Traveller. Where the term 'white' is used this includes all the minor categories referred to above.</p>

## Updated Race Equality Charter

Bronze Application Form

### Table 0 – All University staff (excluding AberWorks)

Table 0 (i) All University with Ethnicity (5 major groups) and Gender. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all staff.

All University staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Asian or Asian British</b>						
Female	31	1.59%	37	1.91%	31	1.63%
Male	19	0.97%	18	0.93%	16	0.84%
<b>Asian or Asian British Total</b>	<b>50</b>	<b>2.56%</b>	<b>55</b>	<b>2.84%</b>	<b>47</b>	<b>2.47%</b>
<b>Black or Black British</b>						
Female	7	0.36%	6	0.31%	5	0.26%
Male	11	0.56%	8	0.41%	14	0.74%
<b>Black or Black British Total</b>	<b>18</b>	<b>0.92%</b>	<b>14</b>	<b>0.72%</b>	<b>19</b>	<b>1.00%</b>
<b>Mixed Ethnic background</b>						
Female	8	0.41%	6	0.31%	5	0.26%
Male	12	0.62%	9	0.46%	10	0.53%
<b>Mixed Ethnic background Total</b>	<b>20</b>	<b>1.03%</b>	<b>15</b>	<b>0.77%</b>	<b>15</b>	<b>0.79%</b>
<b>Not declared / known</b>						
Female	1	0.05%	1	0.05%	9	0.47%
Male			1	0.05%	3	0.16%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.05%</b>	<b>2</b>	<b>0.10%</b>	<b>12</b>	<b>0.63%</b>
<b>Other ethnic background</b>						
Female	12	0.62%	10	0.52%	11	0.58%
Male	14	0.72%	20	1.03%	19	1.00%
<b>Other ethnic background Total</b>	<b>26</b>	<b>1.33%</b>	<b>30</b>	<b>1.55%</b>	<b>30</b>	<b>1.58%</b>
<b>Prefer not to say</b>						
Female	39	2.00%	35	1.80%	33	1.74%
Male	38	1.95%	31	1.60%	28	1.47%
<b>Prefer not to say Total</b>	<b>77</b>	<b>3.95%</b>	<b>66</b>	<b>3.40%</b>	<b>61</b>	<b>3.21%</b>
<b>White or White British</b>						
Female	952	48.80%	941	48.51%	929	48.92%
Male	807	41.36%	817	42.11%	786	41.39%
<b>White or White British Total</b>	<b>1759</b>	<b>90.16%</b>	<b>1758</b>	<b>90.62%</b>	<b>1715</b>	<b>90.31%</b>
<b>Grand Total</b>	<b>1951</b>		<b>1940</b>		<b>1899</b>	

## Updated Race Equality Charter

### Bronze Application Form

Table 0 (ii) All University with Ethnicity (2 major groups) and Gender. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all staff.

All University staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>Minority ethnic</b>						
Female	58	2.97%	59	3.04%	52	2.74%
Male	56	2.87%	55	2.84%	59	3.11%
<b>Minority ethnic Total</b>	<b>114</b>	<b>5.84%</b>	<b>114</b>	<b>5.88%</b>	<b>111</b>	<b>5.85%</b>
<b>Not declared / known</b>						
Female	1	0.05%	1	0.05%	9	0.05%
Male		0.00%	1	0.00%	3	0.00%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.05%</b>	<b>2</b>	<b>0.10%</b>	<b>12</b>	<b>0.63%</b>
<b>Prefer not to say</b>						
Female	39	2.00%	35	1.80%	33	1.74%
Male	38	1.95%	31	1.60%	28	1.47%
<b>Prefer not to say Total</b>	<b>77</b>	<b>3.95%</b>	<b>66</b>	<b>3.40%</b>	<b>61</b>	<b>3.21%</b>
<b>White</b>						
Female	952	48.80%	941	48.51%	929	48.92%
Male	807	41.36%	817	42.11%	786	41.39%
<b>White Total</b>	<b>1759</b>	<b>90.16%</b>	<b>1758</b>	<b>90.62%</b>	<b>1715</b>	<b>90.31%</b>
<b>Grand Total</b>	<b>1951</b>	<b>100.00%</b>	<b>1940</b>	<b>100.00%</b>	<b>1899</b>	<b>100.00%</b>

## Updated Race Equality Charter

Bronze Application Form

### Nationality

Nationality records the country of legal nationality of staff. We will compare staff from United Kingdom (UK) and non-United Kingdom (Non-UK) nationality. Where staff have a dual nationality including UK, they are counted as British (as per HESA reporting guidelines). If a dual nationality, not including British, but including non-UK EU country then use relevant EU country code. If neither British nor non-UK EU country, then code as either nationality.

Table 0 (iii) All University with Nationality (UK or Non-UK) and Gender. Data presented as total number with % for that year by Nationality, and Nationality subtotal with percentage of all staff.

All University staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>Non-UK</b>						
Female	129	6.61%	147	7.58%	138	7.27%
Male	106	5.43%	106	5.46%	112	5.90%
<b>Non-UK Total</b>	<b>235</b>	<b>12.05%</b>	<b>253</b>	<b>13.04%</b>	<b>250</b>	<b>13.16%</b>
<b>United Kingdom</b>						
Female	921	47.21%	889	45.82%	885	46.60%
Male	795	40.75%	798	41.13%	764	40.23%
<b>United Kingdom Total</b>	<b>1716</b>	<b>87.95%</b>	<b>1687</b>	<b>86.96%</b>	<b>1649</b>	<b>86.84%</b>
<b>Grand Total</b>	<b>1951</b>	<b>100.00%</b>	<b>1940</b>	<b>100.00%</b>	<b>1899</b>	<b>100.00%</b>



Table 0 (iv) All University with Nationality (UK or Non-UK), Ethnicity and Gender. Data presented as total number with % for that year by Ethnic Group, and Ethnicity subtotal with percentage of all staff.

All University staff	01/11/2021				01/11/2022				01/11/2023			
	Female	Male	Total No.	Total %	Female	Male	Total No.	Total %	Female	Male	Total No.	Total %
<b>Minority ethnic</b>												
Non-UK	32	28	60	3.08%	35	29	64	3.30%	30	37	67	3.53%
United Kingdom	26	28	54	2.77%	24	26	50	2.58%	22	22	44	2.32%
<b>Minority ethnic Total</b>	<b>58</b>	<b>56</b>	<b>114</b>	<b>5.84%</b>	<b>59</b>	<b>55</b>	<b>114</b>	<b>5.88%</b>	<b>52</b>	<b>59</b>	<b>111</b>	<b>5.85%</b>
<b>Not declared / known</b>												
Non-UK	0	0	0	0.00%	0	1	1	0.05%	8	3	11	0.58%
United Kingdom	1	0	1	0.05%	1	0	1	0.05%	1	0	1	0.05%
<b>Not declared / known Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0.05%</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0.10%</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>0.63%</b>
<b>Prefer not to say</b>												
Non-UK	10	9	19	0.97%	8	6	14	0.72%	7	5	12	0.63%
United Kingdom	29	29	58	2.97%	27	25	52	2.68%	26	23	49	2.58%
<b>Prefer not to say Total</b>	<b>39</b>	<b>38</b>	<b>77</b>	<b>3.95%</b>	<b>35</b>	<b>31</b>	<b>66</b>	<b>3.40%</b>	<b>33</b>	<b>28</b>	<b>61</b>	<b>3.21%</b>
<b>White</b>												
Non-UK	87	69	156	8.00%	104	70	174	8.97%	93	67	160	8.43%
United Kingdom	865	738	1603	82.16%	837	747	1584	81.65%	836	719	1555	81.89%
<b>White Total</b>	<b>952</b>	<b>807</b>	<b>1759</b>	<b>90.16%</b>	<b>941</b>	<b>817</b>	<b>1758</b>	<b>90.62%</b>	<b>929</b>	<b>786</b>	<b>1715</b>	<b>90.31%</b>
<b>Grand Total</b>	<b>1050</b>	<b>901</b>	<b>1951</b>	<b>100.00%</b>	<b>1036</b>	<b>904</b>	<b>1940</b>	<b>100.00%</b>	<b>1023</b>	<b>876</b>	<b>1899</b>	<b>100.00%</b>

## Updated Race Equality Charter

### Bronze Application Form

Table 0 (v) All University by Faculty with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnicity subtotal with percentage of all staff.

All University staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>Faculty of Arts and Social Sciences</b>						
Minority ethnic	21	5.57%	23	6.01%	25	6.60%
Not declared / known	0	0.00%	0	0.00%	3	0.00%
Prefer not to say	23	6.10%	20	5.22%	20	5.28%
White	333	88.33	340	88.77%	331	87.34%
<b>Faculty of Arts and Social Sciences Total</b>	<b>377</b>	<b>19.32%</b>	<b>383</b>	<b>19.74%</b>	<b>379</b>	<b>19.96%</b>
<b>Faculty of Business and Physical Sciences</b>						
Minority ethnic	26	14.61%	23	14.20%	26	17.45%
Not declared / known	0	0.00%	1	0.00%	0	0.00%
Prefer not to say	7	3.93%	4	2.47%	4	2.68%
White	145	81.46%	134	82.72%	119	79.87%
<b>Faculty of Business and Physical Sciences Total</b>	<b>178</b>	<b>9.12%</b>	<b>162</b>	<b>8.35%</b>	<b>149</b>	<b>7.85%</b>
<b>Faculty of Earth and Life Sciences</b>						
Minority ethnic	27	6.44%	28	6.45%	21	5.47%
Not declared / known	0	0.00%	0	0.00%	2	0.52%
Prefer not to say	10	2.39%	7	1.61%	5	1.30%
White	382	91.17%	399	91.94%	356	92.71%
<b>Faculty of Earth and Life Sciences Total</b>	<b>419</b>	<b>21.48%</b>	<b>434</b>	<b>22.37%</b>	<b>384</b>	<b>20.22%</b>
<b>Finance and Corporate Services</b>						
Minority ethnic	25	5.12%	26	5.31%	25	5.02%
Not declared / known	0	0.00%	0	0.00%	4	0.80%
Prefer not to say	13	2.66%	12	2.45%	10	2.01%
White	450	92.21%	452	92.24%	459	92.17%
<b>Finance and Corporate Services Total</b>	<b>488</b>	<b>25.01%</b>	<b>490</b>	<b>25.26%</b>	<b>498</b>	<b>26.22%</b>
<b>Learning Teaching and Student Experience</b>						
Minority ethnic	13	4.51%	12	4.41%	10	3.56%
Not declared / known	1	0.35%	1	0.37%	2	0.36%
Prefer not to say	9	3.13%	7	2.57%	7	2.49%
White	265	92.01%	252	92.65%	262	93.24%
<b>Learning Teaching and Student Experience Total</b>	<b>288</b>	<b>14.76%</b>	<b>272</b>	<b>14.02%</b>	<b>281</b>	<b>14.80%</b>
<b>Research Knowledge Exchange and Innovation</b>						
Minority ethnic	1	1.82%	1	1.64%	0	0.00%
Not declared / known	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	1	1.82%	1	1.64%	0	0.00%
White	53	96.36%	59	96.72%	57	100.00%
<b>Research Knowledge Exchange and Innovation Total</b>	<b>55</b>	<b>2.82%</b>	<b>61</b>	<b>3.14%</b>	<b>57</b>	<b>3.00%</b>
<b>Vice Chancellors Office</b>						
Minority ethnic	0	0.00%	0	0.00%	0	0.00%
Not declared / known	0	0.00%	0	0.00%	1	0.00%
Prefer not to say	1	4.17%	1	3.57%	1	3.13%
White	23	95.83%	27	96.43%	30	93.75%
<b>Vice Chancellors Office Total</b>	<b>24</b>	<b>1.23%</b>	<b>28</b>	<b>1.44%</b>	<b>32</b>	<b>1.69%</b>
<b>Welsh Language Culture and External Engagement</b>						
Minority ethnic	6	2.78%	5	2.78%	5	2.78%
Not declared / known	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	15	6.94%	15	8.33%	15	8.33%
White	195	90.28%	160	88.89%	160	88.89%
<b>Welsh Language Culture and External Engagement Total</b>	<b>216</b>	<b>11.07%</b>	<b>180</b>	<b>9.28%</b>	<b>180</b>	<b>9.48%</b>
<b>Grand Total</b>	<b>1951</b>	<b>100.00%</b>	<b>1940</b>	<b>100.00%</b>	<b>1899</b>	<b>100.00%</b>

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Table 0 (vi) All University by Grade with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnicity subtotal with percentage of all staff.

- RLW = Real-Living Wage
- G1 – SPR = Grade 1 – 9R
- TEN = Grade 10

	01/11/2021					01/11/2022					01/11/2023				
	Minority ethnic	Not declared /	Prefer not to say	White	01/11/2021 Total	Minority ethnic	Not declared /	Prefer not to say	White	01/11/2022 Total	Minority ethnic	Not declared /	Prefer not to say	White	01/11/2023 Total
RL W	1 (11.1%)	0 (0%)	0 (0%)	8 (88.9%)	<b>9 (0.5%)</b>	1 (4.0%)	0 (0%)	0 (0%)	24 (96%)	<b>25 (1.3%)</b>	1 (5.0%)	1 (5.0%)	0 (0%)	18 (90%)	<b>20 (1.1%)</b>
G1	13 (10.6%)	0 (0%)	6 (4.9%)	104 (84.6%)	<b>123 (6.3%)</b>	11 (10.1%)	0 (0%)	6 (5.5%)	92 (84.4%)	<b>109 (5.6%)</b>	10 (9.8%)	1 (1.0%)	5 (4.9%)	86 (84.3%)	<b>102 (5.4%)</b>
G2	6 (5.3%)	0 (0%)	3 (2.7%)	104 (92.0%)	<b>113 (5.8%)</b>	5 (4.9%)	0 (0%)	2 (1.9%)	96 (93.2%)	<b>103 (5.3%)</b>	6 (5.5%)	3 (2.8%)	2 (1.8%)	98 (89.9%)	<b>109 (5.7%)</b>
G3	16 (8.1%)	0 (0%)	7 (3.5%)	175 (88.4%)	<b>198 (10.1%)</b>	15 (8.2%)	0 (0%)	6 (3.3%)	162 (88.5%)	<b>183 (9.4%)</b>	10 (5.8%)	2 (1.2%)	5 (2.9%)	155 (90.1%)	<b>172 (9.1%)</b>
G4	3 (1.7%)	0 (0%)	6 (3.3%)	172 (95.0%)	<b>181 (9.3%)</b>	5 (3.0%)	0 (0%)	5 (3.0)	155 (94.0%)	<b>165 (8.5%)</b>	0 (0%)	1 (0.7%)	5 (3.3%)	144 (96.0%)	<b>150 (7.9%)</b>
G5	8 (4.0%)	0 (0%)	4 (2.0%)	190 (94.0%)	<b>202 (10.4%)</b>	6 (3.1%)	0 (0%)	2 (1.0%)	186 (95.9%)	<b>194 (10.0%)</b>	9 (4.9%)	2 (1.1%)	2 (1.1%)	169 (92.9%)	<b>182 (9.6%)</b>
G6	23 (4.6%)	0 (0%)	26 (5.2%)	447 (90.1%)	<b>496 (25.4%)</b>	23 (4.7%)	0 (0%)	22 (4.5%)	448 (90.8%)	<b>493 (25.4%)</b>	20 (4.1%)	1 (0.2%)	21 (4.3%)	449 (91.4%)	<b>491 (25.9%)</b>
G7	24 (7.7%)	1 (0.3%)	10 (3.6%)	275 (88.7%)	<b>310 (15.9%)</b>	21 (6.8%)	2 (0.6%)	7 (2.3%)	280 (90.3%)	<b>310 (16.0%)</b>	24 (8.1%)	1 (0.4%)	8 (2.7%)	263 (88.8%)	<b>296 (15.6%)</b>
G8	15 (6.3%)	0 (0%)	8 (3.4%)	215 (90.3%)	<b>238 (12.2%)</b>	16 (6.7%)	0 (0%)	7 (2.9%)	215 (90.3%)	<b>238 (12.2%)</b>	19 (7.8%)	0 (0%)	7 (2.9%)	215 (89.3%)	<b>241 (12.7%)</b>
G9	4 (4.7%)	0 (0%)	2 (2.3%)	80 (93.0%)	<b>86 (4.4%)</b>	6 (5.8%)	0 (0%)	3 (2.9%)	95 (91.3%)	<b>104 (5.4%)</b>	8 (6.9%)	0 (0%)	2 (1.7%)	106 (91.4%)	<b>116 (6.1%)</b>
G9 R	2 (5.6%)	0 (0%)	1 (2.8%)	33 (91.7%)	<b>36 (1.8%)</b>	1 (2.7%)	0 (0%)	1 (2.7%)	35 (94.6%)	<b>37 (1.9%)</b>	1 (2.8%)	0 (0%)	1 (2.8%)	34 (84.4%)	<b>36 (1.9%)</b>
G10	4 (4.7%)	0 (0%)	6 (7.0%)	76 (88.3%)	<b>86 (4.4%)</b>	6 (6.6%)	0 (0%)	6 (6.6%)	79 (86.8%)	<b>91 (4.7%)</b>	4 (4.7%)	0 (0%)	5 (5.8%)	77 (89.5%)	<b>86 (4.5%)</b>
Total	114	1	77	1759	1951	114	2	66	1758	1940	111	13	61	1715	1899

## Updated Race Equality Charter

### Bronze Application Form

## Leavers

Currently data below only includes staff who have left (exited) the University and does not show those who moved in between department internally and subsequently created a vacancy.

Table 0 (vii) University staff who have left/exited the University with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnicity subtotal with percentage of all staff.

	01/11/2021			01/11/2022			01/11/2023		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
<b>Minority ethnic</b>									
Non-UK	14 (5.6%)	16 (7.66%)	<b>30 (6.54%)</b>	27 (6.54%)	13 (6.4%)	<b>40 (8.55%)</b>	15 (6.98%)	14 (6.31%)	<b>29 (6.64%)</b>
UK	6 (2.4%)	7 (3.35%)	<b>13 (2.83%)</b>	7 (2.83%)	12 (5.91%)	<b>19 (4.06%)</b>	4 (1.86%)	12 (5.41%)	<b>16 (3.66%)</b>
<b>Minority ethnic Total</b>	<b>20 (8.0%)</b>	<b>23 (11.0%)</b>	<b>43 (9.37%)</b>	<b>34 (9.37%)</b>	<b>25 (12.32%)</b>	<b>59 (12.61%)</b>	<b>19 (8.84%)</b>	<b>26 (11.71%)</b>	<b>45 (10.3%)</b>
<b>Not declared / known</b>									
Non-UK	4 (1.6%)	4 (1.91%)	<b>8 (1.74%)</b>	4 (1.51%)	3 (1.48%)	<b>7 (1.5%)</b>	4 (1.86%)	2 (0.9%)	<b>6 (1.37%)</b>
UK	0 (0%)	7 (3.35%)	<b>7 (1.53%)</b>	2 (1.53%)	2 (0.49%)	<b>4 (0.64%)</b>	0 (0%)	0 (0%)	<b>0 (0%)</b>
<b>Not declared / known Total</b>	<b>4 (1.6%)</b>	<b>11 (3.27%)</b>	<b>15 (3.27%)</b>	<b>6 (3.27%)</b>	<b>4 (1.97%)</b>	<b>10 (2.14%)</b>	<b>4 (1.86%)</b>	<b>2 (0.9%)</b>	<b>6 (1.37%)</b>
<b>Prefer not to say</b>									
Non-UK	5 (2.0%)	3 (1.44%)	<b>8 (1.74%)</b>	3 (1.74%)	5 (2.46%)	<b>8 (1.71%)</b>	2 (0.93%)	2 (0.9%)	<b>4 (0.92%)</b>
UK	4 (1.6%)	6 (2.87%)	<b>10 (2.18%)</b>	5 (2.18%)	6 (2.96%)	<b>11 (2.35%)</b>	3 (1.4%)	4 (1.8%)	<b>7 (1.6%)</b>
<b>Prefer not to say Total</b>	<b>9 (3.6%)</b>	<b>9 (4.31%)</b>	<b>18 (3.92%)</b>	<b>8 (3.92%)</b>	<b>11 (5.42%)</b>	<b>19 (4.06%)</b>	<b>5 (2.33%)</b>	<b>6 (2.7%)</b>	<b>11 (2.52%)</b>
<b>White</b>									
Non-UK	44 (17.6%)	26 (12.44%)	<b>70 (15.25%)</b>	37 (15.25%)	16 (7.88%)	<b>53 (11.32%)</b>	37 (17.21%)	17 (7.66%)	<b>54 (12.36%)</b>
UK	173 (69.2%)	140 (66.99%)	<b>313 (68.19%)</b>	180 (68.19%)	146 (71.92%)	<b>326 (69.66%)</b>	150 (69.77%)	171 (77.03%)	<b>321 (73.46%)</b>
<b>White Total</b>	<b>217 (86.8%)</b>	<b>166 (79.43%)</b>	<b>383 (83.44%)</b>	<b>217 (83.44%)</b>	<b>162 (79.8%)</b>	<b>379 (80.98%)</b>	<b>187 (86.98%)</b>	<b>188 (84.68%)</b>	<b>375 (85.81%)</b>
<b>Grand Total</b>	<b>250 (54.4%)</b>	<b>209 (45.6%)</b>	<b>459</b>	<b>265 (56.6%)</b>	<b>203 (43.4%)</b>	<b>468</b>	<b>215 (49.1%)</b>	<b>222 (50.9%)</b>	<b>437</b>

Table 0 (viii) University staff who have left/exited the University by contract type with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnicity subtotal with percentage of all staff.

All University staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Academic contract that is both teaching and research	5	1.09%	1	0.21%	3	0.69%
Academic contract that is research only	6	1.31%	11	2.35%	7	1.60%
Academic contract that is teaching only	13	2.83%	13	2.78%	8	1.83%
Not an academic contract	20	4.36%	34	7.26%	28	6.41%
<b>Minority ethnic Total</b>	<b>43</b>	<b>9.37%</b>	<b>59</b>	<b>12.61%</b>	<b>45</b>	<b>10.30%</b>
<b>Not declared / known</b>						
Academic contract that is both teaching and research		0.00%		0.00%	1	0.23%
Academic contract that is research only	1	0.22%	2	0.43%	1	0.23%
Academic contract that is teaching only		0.00%	1	0.21%	1	0.23%
Not an academic contract	14	3.05%	8	1.71%	3	0.69%
<b>Not declared / known Total</b>	<b>15</b>	<b>3.27%</b>	<b>11</b>	<b>2.34%</b>	<b>6</b>	<b>1.37%</b>
<b>Prefer not to say</b>						
Academic contract that is both teaching and research		0.00%		0.00%	2	0.46%
Academic contract that is research only	3	0.65%	4	0.85%	2	0.46%
Academic contract that is teaching only	5	1.09%	5	1.07%	2	0.46%
Not an academic contract	10	2.18%	10	2.14%	5	1.14%
<b>Prefer not to say Total</b>	<b>18</b>	<b>3.92%</b>	<b>19</b>	<b>4.06%</b>	<b>11</b>	<b>2.52%</b>
<b>White</b>						
Academic contract that is both teaching and research	8	1.74%	11	2.35%	8	1.83%
Academic contract that is neither teaching nor research		0.00%		0.00%	1	0.23%
Academic contract that is research only	27	5.88%	24	5.13%	49	11.21%
Academic contract that is teaching only	62	13.51%	80	17.09%	60	13.73%
Not an academic contract	287	62.53%	266	56.84%	260	59.50%
<b>White Total</b>	<b>383</b>	<b>83.44%</b>	<b>379</b>	<b>80.98%</b>	<b>375</b>	<b>85.81%</b>
<b>Grand Total</b>	<b>459</b>		<b>468</b>		<b>437</b>	

## Updated Race Equality Charter

### Bronze Application Form

## AberWorks

AberWorks offers students the opportunity to work in a range of professional services and academic departments, including Catering, Administrative work, Ambassador roles. During term-time if work is available, a student may choose to work up to 15 hours per week, with more hours possible during vacation periods. Advertised roles are guaranteed a real living wage. An important note on AberWorks numbers below, that not all students enrolled on the AberWorks programme (totals in columns below) will actively seek or secure work.

They will be permanent, non-academic contracts.

We have a data issue for analysing purposes, whereby only 25.1% have declared their ethnic origin. All data tables included in this application will not include AberWorks, whereby the table below gives a view of their representation on both Ethnic origin and Nationality.

Table 0 (viii) AberWorks staff with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group, and Ethnicity subtotal with percentage of all staff.

AberWorks staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Non-UK	23	71.9%	28	73.7%	22	71.0%
United Kingdom	9	28.1%	10	26.3%	9	29.0%
<b>Minority ethnic Total</b>	<b>32</b>	<b>4.9%</b>	<b>38</b>	<b>5.0%</b>	<b>31</b>	<b>3.4%</b>
<b>Not declared/ known</b>						
Non-UK	326	98.5%	493	99.2%	681	99.4%
United Kingdom	5	1.5%	4	0.8%	4	0.6%
<b>Not declared/ known Total</b>	<b>331</b>	<b>50.8%</b>	<b>497</b>	<b>64.8%</b>	<b>685</b>	<b>74.9%</b>
<b>Prefer not to say</b>						
Non-UK	8	53.3%	5	45.5%	1	14.3%
United Kingdom	7	46.7%	6	54.5%	6	85.7%
<b>Prefer not to say Total</b>	<b>15</b>	<b>2.3%</b>	<b>11</b>	<b>1.4%</b>	<b>7</b>	<b>0.8%</b>
<b>White</b>						
Non-UK	71	25.9%	52	23.5%	46	24.0%
United Kingdom	203	74.1%	169	76.5%	146	76.0%
<b>White Total</b>	<b>274</b>	<b>42.0%</b>	<b>221</b>	<b>2.9%</b>	<b>192</b>	<b>20.9%</b>
<b>Grand Total</b>	<b>652</b>		<b>767</b>		<b>915</b>	

## Academic Staff

- **Contract function:** Academic staff are split into Teaching and Scholarship (T&S), Teaching and Research (T&R) and Research Only (R). Research Only staff at the University are encouraged to contribute to teaching within their specialist area, particularly in supervision of undergraduate and graduate student research projects, engagement with teaching is on a voluntary basis for Research Only staff.
- **Contract type:** Staff are split into permanent, fixed-term contract (FTC: 3 months or over) and casual (less than 3-month contract). There is also an 'other' category that typically includes temporary secondment from other faculties and often involves an executive role within the faculty. The 'other' role applies to a small number of staff.

Due to the complications of presenting both contract function and contract type on a single table, we have split data between these two categorisations but maintained grade in both data sets.

- **Grade:** The grading system at Aberystwyth University is outlined in the table below (accurate at the last date for the data collection period). Note that titles may change depending on contract type, and research only staff have varied titles depending on their exact role. CP (contribution points) are only accessible via the Accelerated Contribution Scheme, which runs separately to the promotion scheme.

Grade	Academic title if teaching (T&S or T&R)	Academic title if research only (R; note that the title may occasionally differ from below)
G6	Associate Lecturer	Research Associate/Assistant/Scientist
G7	Lecturer Research	Fellow/Scientist
G8	Lecturer	Research Fellow/Scientist
G9	Senior Lecturer	Senior Research Fellow/Scientist
G9R	Reader	Reader
G10	Professor	Professor

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Table 1 (i) Academic Staff by Contract type with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Casual Position</b>						
Non-UK	1	1.61%	0	0.00%	2	3.13%
United Kingdom	1	1.61%	1	1.72%	0	0.00%
Casual Position Total	2	3.23%	1	1.72%	2	3.13%
<b>Fixed Term Contract</b>						
Non-UK	20	32.26%	13	22.41%	18	28.13%
United Kingdom	7	11.29%	5	8.62%	3	4.69%
Fixed Term Contract Total	27	43.55%	18	31.03%	21	32.81%
<b>Permanent</b>						
Non-UK	15	24.19%	20	34.48%	25	39.06%
United Kingdom	18	29.03%	19	32.76%	16	25.00%
Permanent Total	33	53.23%	39	67.24%	41	64.06%
<b>Minority ethnic Total</b>	<b>62</b>	<b>7.91%</b>	<b>58</b>	<b>7.53%</b>	<b>64</b>	<b>8.32%</b>
<b>Not declared / known</b>						
<b>Casual Position</b>						
Non-UK	0	0.00%	1	100.00%	0	0.00%
Casual Position Total	0	0.00%	1	100.00%	0	0.00%
<b>Fixed Term Contract</b>						
Non-UK	0	0.00%	0	0.00%	1	100.00%
Fixed Term Contract Total	0	0.00%	0	0.00%	1	100.00%
<b>Not declared / known Total</b>			<b>1</b>	<b>0.13%</b>	<b>1</b>	<b>0.13%</b>
<b>Prefer not to say</b>						
<b>Casual Position</b>						
Non-UK	1	2.33%	1	2.78%	1	2.86%
United Kingdom	0	0.00%	0	0.00%	2	5.71%
Casual Position Total	1	2.33%	1	2.78%	3	8.57%
<b>Fixed Term Contract</b>						
Non-UK	7	16.28%	2	5.56%	1	2.86%
United Kingdom	12	27.91%	8	22.22%	7	20.00%
Fixed Term Contract Total	19	44.19%	10	27.78%	8	22.86%
<b>Permanent</b>						
Non-UK	7	16.28%	7	19.44%	8	22.86%
United Kingdom	16	37.21%	18	50.00%	17	48.57%
Permanent Total	23	53.49%	25	69.44%	25	71.43%
<b>Prefer not to say Total</b>	<b>43</b>	<b>5.48%</b>	<b>36</b>	<b>4.68%</b>	<b>35</b>	<b>4.55%</b>
<b>White</b>						
<b>Casual Position</b>						
Non-UK	1	0.15%	6	0.89%	2	0.30%
United Kingdom	11	1.62%	19	2.81%	27	4.04%
Casual Position Total	12	1.77%	25	3.70%	29	4.33%
<b>Fixed Term Contract</b>						
Non-UK	33	4.86%	37	5.48%	29	4.33%
United Kingdom	151	22.24%	140	20.74%	108	16.14%
Fixed Term Contract Total	184	27.10%	177	26.22%	137	20.48%
<b>Permanent</b>						
Non-UK	61	8.98%	67	9.93%	76	11.36%
United Kingdom	434	63.92%	423	62.67%	436	65.17%
Permanent Total	495	72.90%	489	72.44%	512	76.53%
<b>White Total</b>	<b>679</b>	<b>86.61%</b>	<b>675</b>	<b>87.66%</b>	<b>669</b>	<b>87.00%</b>
<b>Grand Total</b>	<b>784</b>	<b>784</b>	<b>770</b>	<b>770</b>	<b>769</b>	<b>769</b>



Table 1 (ii) Academic Staff by Faculty with Contract type and Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Faculty of Arts and Social Sciences</b>						
<b>Minority ethnic</b>						
Casual Position	1	0.45%	0	0.00%	1	0.43%
Fixed Term Contract	4	1.82%	1	0.46%	4	1.71%
Permanent	8	3.64%	10	4.57%	11	4.70%
Minority ethnic Total	13	5.91%	11	5.02%	16	6.84%
<b>Prefer not to say</b>						
Casual Position	0	0.00%	0	0.00%	3	1.28%
Fixed Term Contract	9	4.09%	6	2.74%	4	1.71%
Permanent	8	3.64%	8	3.65%	9	3.85%
Prefer not to say Total	17	7.73%	14	6.39%	15	6.41%
<b>White</b>						
Casual Position	5	2.27%	10	4.57%	16	6.84%
Fixed Term Contract	54	24.55%	46	21.00%	36	15.38%
Permanent	136	61.82%	144	65.75%	153	65.38%
White Total	190	86.36%	194	88.58%	203	86.75%
<b>Faculty of Arts and Social Sciences Total</b>	<b>220</b>	<b>28.06%</b>	<b>219</b>	<b>28.44%</b>	<b>234</b>	<b>30.43%</b>
<b>Faculty of Business and Physical Sciences</b>						
<b>Minority ethnic</b>						
Casual Position	0	0.00%	1	0.78%	1	0.79%
Fixed Term Contract	9	6.82%	3	2.33%	3	2.38%
Permanent	15	11.36%	19	14.73%	22	17.46%
Minority ethnic Total	24	18.18%	23	17.83%	26	20.63%
<b>Not declared / known</b>						
Casual Position	0	0.00%	1	0.78%	0	0.00%
Not declared / known Total		0.00%	1	0.78%		0.00%
<b>Prefer not to say</b>						
Fixed Term Contract	3	2.27%	0	0.00%	1	0.79%
Permanent	3	2.27%	3	2.33%	2	1.59%
Prefer not to say Total	6	4.55%	3	2.33%	3	2.38%
<b>White</b>						
Casual Position	4	3.03%	3	2.33%	4	3.17%
Fixed Term Contract	14	10.61%	18	13.95%	6	4.76%
Permanent	86	65.15%	83	64.34%	89	70.63%
White Total	102	77.27%	102	79.07%	97	76.98%
<b>Faculty of Business and Physical Sciences Total</b>	<b>132</b>	<b>16.84%</b>	<b>129</b>	<b>16.75%</b>	<b>126</b>	<b>16.38%</b>
<b>Faculty of Earth and Life Sciences</b>						
<b>Minority ethnic</b>						
Casual Position	1	0.39%	0	0.00%	0	0.00%
Fixed Term Contract	12	4.67%	12	4.33%	11	4.26%
Permanent	6	2.33%	7	2.53%	6	2.33%
Minority ethnic Total	19	7.39%	19	6.86%	17	6.59%
<b>Not declared / known</b>						
Fixed Term Contract	0	0.00%	0	0.00%	1	0.39%
Not declared / known Total		0.00%		0.00%	1	0.39%
<b>Prefer not to say</b>						
Casual Position	1	0.39%	1	0.36%	0	0.00%
Fixed Term Contract	3	1.17%	1	0.36%	0	0.00%
Permanent	5	1.95%	5	1.81%	5	1.94%
Prefer not to say Total	9	3.50%	7	2.53%	5	1.94%
<b>White</b>						
Casual Position	2	0.78%	9	3.25%	5	1.94%
Fixed Term Contract	69	26.85%	75	27.08%	56	21.71%
Permanent	158	61.48%	167	60.29%	174	67.44%
White Total	229	89.11%	251	90.61%	235	91.09%
<b>Faculty of Earth and Life Sciences Total</b>	<b>257</b>	<b>32.78%</b>	<b>277</b>	<b>35.97%</b>	<b>258</b>	<b>33.55%</b>

Table 1 (ii) continued

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Academic staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Finance and Corporate Services</b>						
<b>White</b>						
Permanent	1	100.00%	2	100.00%	2	100.00%
White Total	1	100.00%	2	100.00%	2	100.00%
<b>Finance and Corporate Services Total</b>	<b>1</b>	<b>0.13%</b>	<b>2</b>	<b>0.26%</b>	<b>2</b>	<b>0.26%</b>
<b>Learning Teaching and Student Experience</b>						
<b>Minority ethnic</b>						
Permanent	1	4.76%	1	4.55%	0	0.00%
Minority ethnic Total	1	4.76%	1	4.55%		0.00%
<b>White</b>						
Casual Position	0	0.00%	2	9.09%	0	0.00%
Fixed Term Contract	4	19.05%	4	18.18%	2	15.38%
Permanent	17	80.95%	16	72.73%	11	84.62%
White Total	20	95.24%	21	95.45%	13	100.00%
<b>Learning Teaching and Student Experience Total</b>	<b>21</b>	<b>2.68%</b>	<b>22</b>	<b>2.86%</b>	<b>13</b>	<b>1.69%</b>
<b>Research Knowledge Exchange and Innovation</b>						
<b>White</b>						
Fixed Term Contract	0	0.00%	1	25.00%	2	40.00%
Permanent	3	100.00%	3	75.00%	3	60.00%
White Total	3	100.00%	4	100.00%	5	100.00%
<b>Research Knowledge Exchange and Innovation Total</b>	<b>3</b>	<b>0.38%</b>	<b>4</b>	<b>0.52%</b>	<b>5</b>	<b>0.65%</b>
<b>Vice Chancellors Office</b>						
<b>White</b>						
Fixed Term Contract	1	100.00%	1	100.00%	2	100.00%
White Total	1	100.00%	1	100.00%	2	100.00%
<b>Vice Chancellors Office Total</b>	<b>1</b>	<b>0.13%</b>	<b>1</b>	<b>0.13%</b>	<b>2</b>	<b>0.26%</b>
<b>Welsh Language Culture and External Engagement</b>						
<b>Minority ethnic</b>						
Fixed Term Contract	2	1.21%	2	1.48%	3	2.11%
Permanent	3	1.82%	2	1.48%	2	1.41%
Minority ethnic Total	5	3.03%	4	2.96%	5	3.52%
<b>Prefer not to say</b>						
Fixed Term Contract	4	2.42%	3	2.22%	3	2.11%
Permanent	7	4.24%	9	6.67%	9	6.34%
Prefer not to say Total	11	6.67%	12	8.89%	12	8.45%
<b>White</b>						
Casual Position	1	0.61%	1	0.74%	4	2.82%
Fixed Term Contract	46	27.88%	34	25.19%	36	25.35%
Permanent	105	63.64%	84	62.22%	85	59.86%
White Total	149	90.30%	119	88.15%	125	88.03%
<b>Welsh Language Culture and External Engagement Total</b>	<b>165</b>	<b>21.05%</b>	<b>135</b>	<b>17.53%</b>	<b>142</b>	<b>18.47%</b>
<b>Grand Total</b>	<b>784</b>	<b>784</b>	<b>770</b>	<b>770</b>	<b>769</b>	<b>769</b>

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## Bronze Application Form

Table 1 (iii) Academic Staff by Grade and Contract type with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Casual Position</b>						
G6	1	1.61%	1	1.72%	1	1.56%
G7	1	1.61%	0	0.00%	1	1.56%
<b>Fixed Term Contract</b>						
G6	12	19.35%	8	13.79%	7	10.94%
G7	13	20.97%	8	13.79%	9	14.06%
G8	2	3.23%	2	3.45%	5	7.81%
<b>Permanent</b>						
G6	5	8.06%	4	6.90%	3	4.69%
G7	6	9.68%	9	15.52%	11	17.19%
G8	13	20.97%	14	24.14%	14	21.88%
G9	4	6.45%	6	10.34%	8	12.50%
G9R	2	3.23%	1	1.72%	1	1.56%
G10	4	6.45%	6	10.34%	4	6.25%
<b>Minority ethnic Total</b>	<b>62</b>	<b>7.91%</b>	<b>58</b>	<b>7.53%</b>	<b>64</b>	<b>8.32%</b>
<b>Not declared / known</b>						
<b>Casual Position</b>						
G7	0	0.00%	1	100.00%	0	0.00%
<b>Fixed Term Contract</b>						
G6	0	0.00%	0	100.00%	1	0.00%
<b>Not declared / known Total</b>			<b>1</b>	<b>0.13%</b>	<b>1</b>	<b>0.13%</b>
<b>Prefer not to say</b>						
<b>Casual Position</b>						
G6	1	2.33%	1	2.78%	1	2.86%
G7	0	0.00%	0	0.00%	1	2.86%
G8	0	0.00%	0	0.00%	1	2.86%
<b>Fixed Term Contract</b>						
G6	10	23.26%	5	13.89%	5	14.29%
G7	6	13.95%	3	8.33%	1	2.86%
G8	2	4.65%	1	2.78%	1	2.86%
G10	1	2.33%	1	2.78%	1	2.86%
<b>Permanent</b>						
G6	9	20.93%	11	30.56%	11	31.43%
G7	2	4.65%	1	2.78%	4	11.43%
G8	6	13.95%	6	16.67%	5	14.29%
G9	1	2.33%	2	5.56%	1	2.86%
G9R	1	2.33%	1	2.78%	1	2.86%
G10	4	9.30%	4	11.11%	3	8.57%
<b>Prefer not to say Total</b>	<b>43</b>	<b>5.48%</b>	<b>36</b>	<b>4.68%</b>	<b>35</b>	<b>4.55%</b>
<b>White</b>						
<b>Casual Position</b>						
G6	8	1.18%	14	2.07%	23	3.44%
G7	4	0.59%	7	1.04%	5	0.75%
G8	0	0.00%	4	0.59%	1	0.15%
<b>Fixed Term Contract</b>						
G6	104	15.32%	94	13.93%	71	10.61%
G7	66	9.72%	65	9.63%	47	7.03%
G8	15	2.21%	12	1.78%	13	1.94%
G9	1	0.15%	4	0.59%	3	0.45%
G10	3	0.44%	4	0.59%	4	0.60%
<b>Pay Protection</b>						
G7	0	0.00%	1	0.15%	0	0.00%
<b>Permanent</b>						
G4	0	0.00%	0	0.00%	1	0.15%
G6	149	21.94%	126	18.67%	129	19.28%
G7	52	7.66%	60	8.89%	66	9.87%
G8	136	20.03%	130	19.26%	128	19.13%
G9	72	10.60%	84	12.44%	96	14.35%
G9R	31	4.57%	32	4.74%	31	4.63%
G10	60	9.57%	62	9.78%	63	10.16%
<b>White Total</b>	<b>679</b>	<b>86.61%</b>	<b>675</b>	<b>87.66%</b>	<b>669</b>	<b>87.00%</b>
<b>Grand Total</b>	<b>784</b>	<b>784</b>	<b>770</b>	<b>770</b>	<b>769</b>	<b>769</b>

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Table 2 (i) Academic Staff by Contract function with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Non-UK</b>						
Academic contract that is both teaching and research	10	16.13%	14	24.14%	18	28.13%
Academic contract that is research only	11	17.74%	10	17.24%	13	20.31%
Academic contract that is teaching only	15	24.19%	9	15.52%	14	21.88%
<b>United Kingdom</b>						
Academic contract that is both teaching and research	13	20.97%	13	22.41%	11	17.19%
Academic contract that is research only	7	11.29%	7	12.07%	5	7.81%
Academic contract that is teaching only	6	9.68%	5	8.62%	3	4.69%
<b>Minority ethnic Total</b>	<b>62</b>	<b>7.91%</b>	<b>58</b>	<b>7.53%</b>	<b>64</b>	<b>8.32%</b>
<b>Not declared / known</b>						
<b>Non-UK</b>						
Academic contract that is teaching only			1	100.00%	1	100.00%
<b>Not declared / known Total</b>		<b>0.00%</b>	<b>1</b>	<b>0.13%</b>	<b>1</b>	<b>0.13%</b>
<b>Prefer not to say</b>						
<b>Non-UK</b>						
Academic contract that is both teaching and research	4	9.30%	3	8.33%	2	5.71%
Academic contract that is research only	5	11.63%	3	8.33%	2	5.71%
Academic contract that is teaching only	6	13.95%	4	11.11%	6	17.14%
<b>United Kingdom</b>						
Academic contract that is both teaching and research	7	16.28%	8	22.22%	8	22.86%
Academic contract that is research only	4	9.30%	2	5.56%	2	5.71%
Academic contract that is teaching only	17	39.53%	16	44.44%	15	42.86%
<b>Prefer not to say Total</b>	<b>43</b>	<b>5.48%</b>	<b>36</b>	<b>4.68%</b>	<b>35</b>	<b>4.55%</b>
<b>White</b>						
<b>Non-UK</b>						
Academic contract that is both teaching and research	45	6.63%	53	7.85%	57	8.52%
Academic contract that is research only	22	3.24%	24	3.56%	17	2.54%
Academic contract that is teaching only	29	4.27%	32	4.74%	33	4.93%
<b>United Kingdom</b>						
Academic contract that is both teaching and research	209	30.78%	213	31.56%	215	32.14%
Academic contract that is neither teaching nor research	2	0.29%	3	0.44%	2	0.30%
Academic contract that is research only	96	14.14%	102	15.11%	85	12.71%
Academic contract that is teaching only	287	42.27%	263	38.96%	270	40.36%
<b>White Total</b>	<b>679</b>	<b>86.61%</b>	<b>675</b>	<b>87.66%</b>	<b>669</b>	<b>87.00%</b>
<b>Grand Total</b>	<b>784</b>	<b>784</b>	<b>770</b>	<b>770</b>	<b>769</b>	<b>769</b>

Table 2 (ii) Academic Staff by Faculty with Contract function and Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Faculty of Arts and Social Sciences</b>						
<b>Minority ethnic</b>						
Academic contract that is both teaching and research	8	3.64%	9	4.11%	9	3.85%
Academic contract that is research only		0.00%	1	0.46%	3	1.28%
Academic contract that is teaching only	5	2.27%	1	0.46%	4	1.71%
<b>Minority ethnic Total</b>	<b>13</b>	<b>5.91%</b>	<b>11</b>	<b>5.02%</b>	<b>16</b>	<b>6.84%</b>
<b>Prefer not to say</b>						
<b>Academic contract that is both teaching and research</b>	<b>6</b>	<b>2.73%</b>	<b>6</b>	<b>2.74%</b>	<b>5</b>	<b>2.14%</b>
Academic contract that is research only	2	0.91%	3	1.37%	2	0.85%
Academic contract that is teaching only	9	4.09%	5	2.28%	8	3.42%
<b>Prefer not to say Total</b>	<b>17</b>	<b>7.73%</b>	<b>14</b>	<b>6.39%</b>	<b>15</b>	<b>6.41%</b>
<b>White</b>						
Academic contract that is both teaching and research	94	42.73%	98	44.75%	94	40.17%
Academic contract that is neither teaching nor research	1	0.45%	2	0.91%	1	0.43%
Academic contract that is research only	16	7.27%	14	6.39%	13	5.56%
Academic contract that is teaching only	85	38.64%	87	39.73%	97	41.45%
<b>White Total</b>	<b>190</b>	<b>86.36%</b>	<b>194</b>	<b>88.58%</b>	<b>203</b>	<b>86.75%</b>

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<b>Faculty of Arts and Social Sciences Total</b>	<b>220</b>	<b>28.06%</b>	<b>219</b>	<b>28.44%</b>	<b>234</b>	<b>30.43%</b>
<b>Faculty of Business and Physical Sciences</b>						
<b>Minority ethnic</b>						
Academic contract that is both teaching and research	10	7.58%	13	10.08%	15	11.90%
Academic contract that is research only	5	3.79%	3	2.33%	5	3.97%
Academic contract that is teaching only	9	6.82%	7	5.43%	6	4.76%
<b>Minority ethnic Total</b>	<b>24</b>	<b>18.18%</b>	<b>23</b>	<b>17.83%</b>	<b>26</b>	<b>20.63%</b>
<b>Not declared / known</b>						
Academic contract that is teaching only		0.00%	1	0.78%		0.00%
<b>Not declared / known Total</b>		0.00%	1	0.78%		0.00%
<b>Prefer not to say</b>						
Academic contract that is both teaching and research	2	1.52%	2	1.55%	2	1.59%
Academic contract that is research only	3	2.27%		0.00%	1	0.79%
Academic contract that is teaching only	1	0.76%	1	0.78%		0.00%
<b>Prefer not to say Total</b>	<b>6</b>	<b>4.55%</b>	<b>3</b>	<b>2.33%</b>	<b>3</b>	<b>2.38%</b>
<b>White</b>						
Academic contract that is both teaching and research	55	41.67%	56	43.41%	57	45.24%
Academic contract that is research only	14	10.61%	15	11.63%	9	7.14%
Academic contract that is teaching only	35	26.52%	33	25.58%	33	26.19%
<b>White Total</b>	<b>102</b>	<b>77.27%</b>	<b>102</b>	<b>79.07%</b>	<b>97</b>	<b>76.98%</b>
<b>Faculty of Business and Physical Sciences Total</b>	<b>132</b>	<b>16.84%</b>	<b>129</b>	<b>16.75%</b>	<b>126</b>	<b>16.38%</b>
<b>Faculty of Earth and Life Sciences</b>						
<b>Minority ethnic</b>						
Academic contract that is both teaching and research	5	1.95%	5	1.81%	5	1.94%
Academic contract that is research only	13	5.06%	13	4.69%	10	3.88%
Academic contract that is teaching only	1	0.39%	1	0.36%	2	0.78%
<b>Minority ethnic Total</b>	<b>19</b>	<b>7.39%</b>	<b>19</b>	<b>6.86%</b>	<b>17</b>	<b>6.59%</b>
<b>Not declared / known</b>						
Academic contract that is teaching only		0.00%		0.00%	1	0.39%
<b>Not declared / known Total</b>		0.00%		0.00%	1	0.39%
<b>Prefer not to say</b>						
Academic contract that is both teaching and research	3	1.17%	3	1.08%	3	1.16%
Academic contract that is research only	4	1.56%	2	0.72%	1	0.39%
Academic contract that is teaching only	2	0.78%	2	0.72%	1	0.39%
<b>Prefer not to say Total</b>	<b>9</b>	<b>3.50%</b>	<b>7</b>	<b>2.53%</b>	<b>5</b>	<b>1.94%</b>
<b>White</b>						
Academic contract that is both teaching and research	105	40.86%	112	40.43%	120	46.51%
Academic contract that is research only	88	34.24%	97	35.02%	80	31.01%
Academic contract that is teaching only	37	14.40%	42	15.16%	36	13.95%
<b>White Total</b>	<b>229</b>	<b>89.11%</b>	<b>251</b>	<b>90.61%</b>	<b>235</b>	<b>91.09%</b>
<b>Faculty of Earth and Life Sciences Total</b>	<b>257</b>	<b>32.78%</b>	<b>277</b>	<b>35.97%</b>	<b>258</b>	<b>33.55%</b>
<b>Finance and Corporate Services</b>						
<b>White</b>						
Academic contract that is teaching only	1	100.00%	2	100.00%	2	100.00%
<b>White Total</b>	<b>1</b>	<b>100.00%</b>	<b>2</b>	<b>100.00%</b>	<b>2</b>	<b>100.00%</b>
<b>Finance and Corporate Services Total</b>	<b>1</b>	<b>0.13%</b>	<b>2</b>	<b>#REF!</b>	<b>2</b>	<b>0.26%</b>
<b>Learning Teaching and Student Experience</b>						
<b>Minority ethnic</b>						
Academic contract that is teaching only	1	4.76%	1	4.55%		0.00%
<b>Minority ethnic Total</b>	<b>1</b>	<b>4.76%</b>	<b>1</b>	<b>4.55%</b>		<b>0.00%</b>
<b>White</b>						
Academic contract that is teaching only	20	95.24%	21	95.45%	13	100.00%
<b>White Total</b>	<b>20</b>	<b>95.24%</b>	<b>21</b>	<b>95.45%</b>	<b>13</b>	<b>100.00%</b>
<b>Learning Teaching and Student Experience Total</b>	<b>21</b>	<b>2.68%</b>	<b>22</b>	<b>2.86%</b>	<b>13</b>	<b>1.69%</b>
<b>Research Knowledge Exchange and Innovation</b>						
<b>White</b>						
Academic contract that is teaching only	3	100.00%	4	100.00%	5	100.00%
<b>White Total</b>	<b>3</b>	<b>100.00%</b>	<b>4</b>	<b>100.00%</b>	<b>5</b>	<b>100.00%</b>
<b>Research Knowledge Exchange and Innovation Total</b>	<b>3</b>	<b>0.38%</b>	<b>4</b>	<b>0.52%</b>	<b>5</b>	<b>0.65%</b>
<b>Vice Chancellors Office</b>						
<b>White</b>						
Academic contract that is both teaching and research		0.00%		0.00%	1	50.00%
Academic contract that is neither teaching nor research	1	100.00%	1	100.00%	1	50.00%
<b>White Total</b>	<b>1</b>	<b>100.00%</b>	<b>1</b>	<b>100.00%</b>	<b>2</b>	<b>100.00%</b>
<b>Vice Chancellors Office Total</b>	<b>1</b>	<b>0.13%</b>	<b>1</b>	<b>0.13%</b>	<b>2</b>	<b>0.26%</b>
<b>Welsh Language Culture and External Engagement</b>						
<b>Minority ethnic</b>						
Academic contract that is teaching only	5	3.03%	4	2.96%	5	3.52%
<b>Minority ethnic Total</b>	<b>5</b>	<b>3.03%</b>	<b>4</b>	<b>2.96%</b>	<b>5</b>	<b>3.52%</b>
<b>Prefer not to say</b>						
Academic contract that is teaching only	11	6.67%	12	8.89%	12	8.45%
<b>Prefer not to say Total</b>	<b>11</b>	<b>6.67%</b>	<b>12</b>	<b>8.89%</b>	<b>12</b>	<b>8.45%</b>
<b>White</b>						
Academic contract that is teaching only	149	90.30%	119	88.15%	125	88.03%
<b>White Total</b>	<b>149</b>	<b>90.30%</b>	<b>119</b>	<b>88.15%</b>	<b>125</b>	<b>88.03%</b>

## Updated Race Equality Charter

### Bronze Application Form

Welsh Language Culture and External Engagement Total	165	21.05%	135	17.53%	142	18.47%
Grand Total	784	784	770	770	769	769

# Updated Race Equality Charter

## Bronze Application Form

Table 2 (iii) Academic Staff by Grade with Contract function and Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>Minority ethnic</b>						
<b>Academic contract that is both teaching and research</b>						
G7	4	6.45%	5	8.62%	7	10.94%
G8	11	17.74%	12	20.69%	12	18.75%
G9	4	6.45%	4	6.90%	6	9.38%
G9R	2	3.23%	1	1.72%	1	1.56%
G10	3	4.84%	5	8.62%	3	4.69%
<b>Academic contract that is research only</b>						
G6	3	4.84%	5	8.62%	2	3.13%
G7	10	16.13%	6	10.34%	8	12.50%
G8	4	6.45%	3	5.17%	5	7.81%
G9	0	0.00%	2	3.45%	2	3.13%
G10	1	1.61%	1	1.72%	1	1.56%
<b>Academic contract that is teaching only</b>						
G6	15	24.19%	8	13.79%	9	14.06%
G7	6	9.68%	6	10.34%	6	9.38%
G8		0.00%	1	1.72%	2	3.13%
<b>Minority ethnic Total</b>	<b>62</b>	<b>7.91%</b>	<b>58</b>	<b>7.53%</b>	<b>64</b>	<b>8.32%</b>
<b>Not declared / known</b>						
<b>Academic contract that is teaching only</b>						
G6	0	0.00%	0	0.00%	1	100.00%
G7	0	0.00%	1	100.00%	0	0.00%
<b>Not declared / known Total</b>		<b>0.00%</b>	<b>1</b>	<b>0.13%</b>	<b>1</b>	<b>0.13%</b>
<b>Prefer not to say</b>						
<b>Academic contract that is both teaching and research</b>						
G7	1	2.33%	1	2.78%	2	5.71%
G8	5	11.63%	4	11.11%	4	11.43%
G9	1	2.33%	2	5.56%	1	2.86%
G9R	1	2.33%	1	2.78%	1	2.86%
G10	3	6.98%	3	8.33%	2	5.71%
<b>Academic contract that is research only</b>						
G6	2	4.65%	0	0.00%	0	0.00%
G7	5	11.63%	2	5.56%	1	2.86%
G8	1	2.33%	2	5.56%	2	5.71%
G10	1	2.33%	1	2.78%	1	2.86%
<b>Academic contract that is teaching only</b>						
G6	18	41.86%	17	47.22%	16	45.71%
G7	2	4.65%	1	2.78%	3	8.57%
G8	2	4.65%	1	2.78%	1	2.86%
G10	1	2.33%	1	2.78%	1	2.86%
<b>Prefer not to say Total</b>	<b>43</b>	<b>5.48%</b>	<b>36</b>	<b>4.68%</b>	<b>35</b>	<b>4.55%</b>

Continued on next page.

Academic staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>White</b>						

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<b>Academic contract that is both teaching and research</b>						
G6	0	0.00%	0	0.00%	1	0.15%
G7	25	3.68%	33	4.89%	29	4.33%
G8	81	11.93%	73	10.81%	72	10.76%
G9	61	8.98%	69	10.22%	79	11.81%
G9R	29	4.27%	30	4.44%	27	4.04%
G10	58	8.54%	61	9.04%	63	9.57%
<b>Academic contract that is neither teaching nor research</b>						
G6	0	0.15%	1	0.15%	0	0.15%
G8	1	0.00%	1	0.15%	1	0.00%
G10	1	0.15%	1	0.15%	1	0.15%
<b>Academic contract that is research only</b>						
G6	39	5.74%	39	5.78%	27	4.04%
G7	53	7.81%	58	8.59%	51	7.62%
G8	20	2.95%	20	2.96%	15	2.24%
G9	4	0.59%	7	1.04%	7	1.05%
G9R	0	0.00%	0	0.00%	1	0.15%
G10	2	0.29%	2	0.30%	1	0.15%
<b>Academic contract that is teaching only</b>						
G4	0	0.00%	0	0.00%	1	0.15%
G6	220	32.40%	194	28.74%	196	29.30%
G7	43	6.33%	42	6.22%	38	5.68%
G8	49	7.22%	52	7.70%	55	8.22%
G9	8	1.18%	12	1.78%	13	1.94%
G9R	2	0.29%	2	0.30%	3	0.45%
G10	2	0.29%	2	0.30%	2	0.30%
<b>White Total</b>	<b>679</b>	<b>86.61%</b>	<b>675</b>	<b>87.66%</b>	<b>669</b>	<b>87.00%</b>
<b>Grand Total</b>	<b>784</b>	<b>784</b>	<b>770</b>	<b>770</b>	<b>769</b>	<b>769</b>



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### Bronze Application Form

Table 3 (i) – Applications during recruitment to academic posts by Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff recruitment	2019-2020		2020-2021		2021-2022		2022-2023	
	No.	%	No.	%	No.	%	No.	%
<b>Minority Ethnic</b>								
Non-UK	4	1.54%	5	1.47%	12	2.61%	208	38.31%
Not declared / Unknown	253	97.68%	331	97.07%	439	95.64%	313	57.64%
UK	2	0.77%	5	1.47%	8	1.74%	22	4.05%
Minority Ethnic Total	259	31.78%	341	28.85%	459	45.76%	543	
<b>Not Declared / Unknown</b>								
Non-UK	0	0.00%	0	0.00%		0.00%	2	8.33%
Not declared / Unknown	9	100.00%	8	100.00%	31	100.00%	21	87.50%
UK	0	0.00%	0	0.00%		0.00%	1	4.17%
Not Declared / Unknown Total	9	1.10%	8	0.68%	31	3.09%	24	
<b>Prefer not to say</b>								
Non-UK	0	0.00%	0	0.00%	6	11.11%	18	31.58%
Not declared / Unknown	47	97.92%	52	94.55%	47	87.04%	34	59.65%
UK	1	2.08%	3	5.45%	1	1.85%	5	8.77%
Prefer not to say Total	48	5.89%	55		54	5.38%	57	
<b>White</b>								
Non-UK	7	1.40%	6	0.77%	12	2.61%	76	12.10%
Not declared / Unknown	481	96.39%	757	97.30%	430	93.68%	366	58.28%
UK	11	2.20%	15	1.93%	17	3.70%	186	29.62%
White Total	499	61.23%	778	65.82%	459	45.76%	628	50.16%
<b>Grand Total</b>	<b>815</b>		<b>1182</b>		<b>1003</b>		<b>1252</b>	

Table 3 (i) Applications, shortlist and appointments for Academic roles. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff.

Academic staff recruitment	2019-2020		2020-2021		2021-2022		2022-2023	
	No.	%	No.	%	No.	%	No.	%
<b>Applied</b>								
Minority Ethnic	259	31.78%	341	28.85%	459	45.76%	543	43.37%
Not Declared / Unknown	9	1.10%	8	0.68%	31	3.09%	24	1.92%
Prefer not to say	48	5.89%	55	4.65%	54	5.38%	57	4.55%
White	499	61.23%	778	65.82%	459	45.76%	628	50.16%
Applied Total	815		1182		1003		1252	
<b>Shortlisted</b>								
Minority Ethnic	53	17.38%	68	17.26%	87	21.59%	82	19.03%
Not Declared / Unknown	8	2.62%	6	1.52%	30	7.44%	20	4.64%
Prefer not to say	23	7.54%	18	4.57%	23	5.71%	21	4.87%
White	221	72.46%	302	76.65%	263	65.26%	308	71.46%
Shortlisted Total	305	37.42%	394	33.33%	403	40.18%	431	34.42%
<b>Appointed</b>								
Minority Ethnic	23	11.62%	38	14.84%	38	15.70%	40	13.70%
Not Declared / Unknown	8	4.04%	6	2.34%	30	12.40%	19	6.51%
Prefer not to say	16	8.08%	13	5.08%	13	5.37%	14	4.79%
White	151	76.26%	199	77.73%	161	66.53%	219	75.00%
Appointed Total	198	24.29%	256	21.66%	242	24.13%	292	23.32%

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### Bronze Application Form

Table 3 (i) continued

Academic staff recruitment	2019-2020 %	2020-2021 %	2021-2022 %	2022-2023 %
<b>% appointment rate from application pool</b>				
Minority Ethnic	8.88%	11.14%	8.28%	7.37%
Not Declared / Unknown	88.89%	75.00%	96.77%	79.17%
Prefer not to say	33.33%	23.64%	24.07%	24.56%
White	30.26%	25.58%	35.08%	34.87%
% Appointment	24.29%	21.66%	24.13%	23.32%
<b>% appointment rate when Shortlisted - Interviewed</b>				
Minority Ethnic	43.40%	55.88%	43.68%	48.78%
Not Declared / Unknown	100.00%	100.00%	100.00%	95.00%
Prefer not to say	69.57%	72.22%	56.52%	66.67%
White	68.33%	65.89%	61.22%	71.10%
% Shortlisted	64.92%	64.97%	60.05%	67.75%

Table 3 (ii) Applications, shortlist and appointments for Academic roles by Faculty with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff vacancies.

Academic staff recruitment	2020-2021						2021-2022						2022-2023					
	Applied		Shortlisted		Appointed		Applied		Shortlisted		Appointed		Applied		Shortlisted		Appointed	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Faculty of Arts and Social Sciences</b>																		
Minority Ethnic	93	19.50%	14	9.33%	6	6.12%	48	19.12%	10	7.75%	8	8.99%	113	26.53%	15	9.55%	8	7.02%
Not Declared / Unknown	1	0.21%	1	0.67%	1	1.02%	10	3.98%	9	6.98%	9	10.11%	11	2.58%	9	5.73%	9	7.89%
Prefer not to say	35	7.34%	11	7.33%	8	8.16%	31	12.35%	20	15.50%	11	12.36%	30	7.04%	12	7.64%	8	7.02%
White	348	72.96%	124	82.67%	83	84.69%	162	64.54%	90	69.77%	61	68.54%	272	63.85%	121	77.07%	89	78.07%
<b>FASS Total</b>	<b>477</b>	<b>40.36%</b>	<b>150</b>	<b>38.07%</b>	<b>98</b>	<b>38.28%</b>	<b>251</b>	<b>25.02%</b>	<b>129</b>	<b>32.01%</b>	<b>89</b>	<b>36.78%</b>	<b>426</b>	<b>34.03%</b>	<b>157</b>	<b>36.43%</b>	<b>114</b>	<b>39.04%</b>
<b>Faculty of Business and Physical Sciences</b>																		
Minority Ethnic	155	69.51%	29	52.73%	15	42.86%	154	74.40%	28	43.75%	11	28.21%	173	69.20%	38	51.35%	21	44.68%
Not Declared / Unknown	1	0.45%		0.00%		0.00%	7	3.38%	7	10.94%	7	17.95%	2	0.80%	1	1.35%	1	2.13%
Prefer not to say	11	4.93%	4	7.27%	4	11.43%	4	1.93%	1	1.56%	1	2.56%	5	2.00%	1	1.35%	1	2.13%
White	56	25.11%	22	40.00%	16	45.71%	42	20.29%	28	43.75%	20	51.28%	70	28.00%	34	45.95%	24	51.06%
<b>FBaPS Total</b>	<b>223</b>	<b>18.87%</b>	<b>55</b>	<b>13.96%</b>	<b>35</b>	<b>13.67%</b>	<b>207</b>	<b>20.64%</b>	<b>64</b>	<b>15.88%</b>	<b>39</b>	<b>16.12%</b>	<b>250</b>	<b>19.97%</b>	<b>74</b>	<b>17.17%</b>	<b>47</b>	<b>16.10%</b>
<b>Faculty of Earth and Life Sciences</b>																		
Minority Ethnic	32	28.07%	11	15.94%	6	15.79%	235	51.65%	45	26.01%	16	18.60%	202	52.20%	22	17.89%	8	10.39%
Not Declared / Unknown	2	1.75%	2	2.90%	2	5.26%	11	2.42%	11	6.36%	11	12.79%	7	1.81%	6	4.88%	5	6.49%
Prefer not to say		0.00%		0.00%		0.00%	14	3.08%	2	1.16%	1	1.16%	7	1.81%	3	2.44%	2	2.60%
White	80	70.18%	56	81.16%	30	78.95%	195	42.86%	115	66.47%	58	67.44%	171	44.19%	92	74.80%	62	80.52%
<b>FELS Total</b>	<b>114</b>	<b>9.64%</b>	<b>69</b>	<b>17.51%</b>	<b>38</b>	<b>14.84%</b>	<b>455</b>	<b>45.36%</b>	<b>173</b>	<b>42.93%</b>	<b>86</b>	<b>35.54%</b>	<b>387</b>	<b>30.91%</b>	<b>123</b>	<b>28.54%</b>	<b>77</b>	<b>26.37%</b>
<b>Finance and Corporate Services</b>																		
Minority Ethnic	20	25.97%	7	21.88%	7	21.88%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Declared / Unknown	1	1.30%	1	3.13%	1	3.13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	56	72.73%	24	75.00%	24	75.00%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Finance and Corporate Services Total</b>	<b>77</b>	<b>6.51%</b>	<b>32</b>	<b>8.12%</b>	<b>32</b>	<b>12.50%</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>

# Updated Race Equality Charter

## Bronze Application Form

Table 3 (ii) continued

Academic staff recruitment	2020-2021		Shortlisted		Appointed		2021-2022		Shortlisted		Appointed		2022-2023		Shortlisted		Appointed	
	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%
<b>Learning Teaching and Student Experience</b>																		
Minority Ethnic	16	17.20%	2	6.90%	2	10.00%	2	10.53%	1	5.88%	1	5.88%	23	30.67%	1	4.00%	1	4.00%
Not Declared / Unknown	1	1.08%	1	3.45%	1	5.00%	2	10.53%	2	11.76%	2	11.76%		0.00%		0.00%		0.00%
Prefer not to say	4	4.30%	2	6.90%		0.00%		0.00%		0.00%		0.00%	7	9.33%	1	4.00%	1	4.00%
White	72	77.42%	24	82.76%	17	85.00%	15	78.95%	14	82.35%	14	82.35%	45	60.00%	23	92.00%	23	92.00%
<b>LTSE Total</b>	<b>93</b>	<b>7.87%</b>	<b>29</b>	<b>7.36%</b>	<b>20</b>	<b>7.81%</b>	<b>19</b>	<b>1.89%</b>	<b>17</b>	<b>4.22%</b>	<b>17</b>	<b>7.02%</b>	<b>75</b>	<b>5.99%</b>	<b>25</b>	<b>5.80%</b>	<b>25</b>	<b>8.56%</b>
<b>Research Knowledge Exchange and Innovation</b>																		
Minority Ethnic		0.00%					1	33.33%						0.00%				
Not Declared / Unknown		0.00%		0.00%		0.00%	1	33.33%	1	100.00%	1	100.00%	4	44.44%	4	50.00%	4	50.00%
Prefer not to say		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	1	11.11%	1	12.50%	1	12.50%
White	1	100.00%	1	100.00%	1	100.00%	1	33.33%		0.00%		0.00%	4	44.44%	3	37.50%	3	37.50%
<b>RKEI Total</b>	<b>1</b>	<b>0.08%</b>	<b>1</b>	<b>0.25%</b>	<b>1</b>	<b>0.39%</b>	<b>3</b>	<b>0.30%</b>	<b>1</b>	<b>0.25%</b>	<b>1</b>	<b>0.41%</b>	<b>9</b>	<b>0.72%</b>	<b>8</b>	<b>1.86%</b>	<b>8</b>	<b>2.74%</b>
<b>Vice-Chancellor's Office</b>																		
Minority Ethnic				0.00%									5	62.50%	0		0	
White													3	37.50%	1	100.0%	1	100.0%
<b>VC Office Total</b>		<b>0.00%</b>				<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>		<b>0.00%</b>	<b>8</b>	<b>0.64%</b>	<b>1</b>	<b>0.23%</b>	<b>1</b>	<b>0.34%</b>
<b>Welsh Language Culture and External Engagement</b>																		
Minority Ethnic	25	12.69%	5	8.62%	2	6.25%	19	27.94%	3	15.79%	2	20.00%	27	27.84%	6	13.95%	2	10.00%
Not Declared / Unknown	2	1.02%	1	1.72%	1	3.13%		0.00%		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	5	2.54%	1	1.72%	1	3.13%	5	7.35%		0.00%		0.00%	7	7.22%	3	6.98%	1	5.00%
White	165	83.76%	51	87.93%	28	87.50%	44	64.71%	16	84.21%	8	80.00%	63	64.95%	34	79.07%	17	85.00%
<b>WLCEE Total</b>	<b>197</b>	<b>16.67%</b>	<b>58</b>	<b>14.72%</b>	<b>32</b>	<b>12.50%</b>	<b>68</b>	<b>6.78%</b>	<b>19</b>	<b>4.71%</b>	<b>10</b>	<b>4.13%</b>	<b>97</b>	<b>7.75%</b>	<b>43</b>	<b>9.98%</b>	<b>20</b>	<b>6.85%</b>
<b>Grand Total</b>	<b>1182</b>		<b>394</b>		<b>256</b>		<b>1003</b>		<b>403</b>		<b>242</b>		<b>1252</b>		<b>431</b>		<b>292</b>	

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Table 3 (iii) Applications, shortlist and appointments for Academic roles by Grade with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Academic staff vacancies.

Academic staff recruitment	2020-2021						2021-2022						2022-2023					
	Applied No.	%	Shortlisted No.	%	Appointed No.	%	Applied No.	%	Shortlisted No.	%	Appointed No.	%	Applied No.	%	Shortlisted No.	%	Appointed No.	%
<b>Grade 4</b>																		
Minority Ethnic	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Grade 4 Total	1	0.08%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Grade 5</b>																		
Minority Ethnic	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Not Declared / Unknown	1	5.00%	0	0.00%	0	0.00%	1	12.50%	1	16.67%	1	16.67%	0	0.00%	0	0.00%	0	0.00%
White	19	95.00%	8	100.00%	8	100.00%	7	87.50%	5	83.33%	5	83.33%	4	100.00%	4	100.00%	4	100.00%
Grade 5 Total	20	1.69%	8	2.03%	8	3.13%	8	0.80%	6	1.49%	6	2.48%	4	0.32%	4	0.93%	4	1.37%
<b>Grade 6</b>																		
Minority Ethnic	98	22.48%	32	16.24%	23	14.56%	118	34.30%	29	17.26%	24	18.18%	148	33.04%	38	16.96%	25	14.79%
Not Declared / Unknown	6	1.38%	5	2.54%	5	3.16%	26	7.56%	25	14.88%	25	18.94%	9	2.01%	8	3.57%	8	4.73%
Prefer not to say	16	3.67%	10	5.08%	10	6.33%	25	7.27%	15	8.93%	12	9.09%	26	5.80%	14	6.25%	10	5.92%
White	316	72.48%	150	76.14%	120	75.95%	175	50.87%	99	58.93%	71	53.79%	265	59.15%	164	73.21%	126	74.56%
Grade 6 Total	436	36.89%	197	50.00%	158	61.72%	344	34.30%	168	41.69%	132	54.55%	448	35.78%	224	51.97%	169	57.88%
<b>Grade 7</b>																		
Minority Ethnic	222	34.74%	32	20.78%	12	16.90%	249	52.53%	43	24.57%	10	12.66%	336	49.05%	35	21.08%	13	13.54%
Not Declared / Unknown	0	0.00%	0	0.00%	0	0.00%	3	0.63%	3	1.71%	3	3.80%	12	1.75%	9	5.42%	8	8.33%
Prefer not to say	36	5.63%	7	4.55%	2	2.82%	23	4.85%	7	4.00%	0	0.00%	27	3.94%	6	3.61%	3	3.13%
White	381	59.62%	115	74.68%	57	80.28%	199	41.98%	122	69.71%	66	83.54%	310	45.26%	116	69.88%	72	75.00%
Grade 7 Total	639	54.06%	154	39.09%	71	27.73%	474	47.26%	175	43.42%	79	32.64%	685	54.71%	166	38.52%	96	32.88%
<b>Grade 8</b>																		
Minority Ethnic	1	4.76%	0	0.00%	0	0.00%	76	56.72%	12	34.29%	3	16.67%	13	46.43%	1	9.09%	1	10.00%
Not Declared / Unknown	1	4.76%	1	8.33%	1	9.09%	1	0.75%	1	2.86%	1	5.56%	1	3.57%	1	9.09%	1	10.00%
Prefer not to say	1	4.76%	1	8.33%	1	9.09%	5	3.73%	1	2.86%	1	5.56%	1	3.57%	1	9.09%	1	10.00%
White	18	85.71%	10	83.33%	9	81.82%	52	38.81%	21	60.00%	13	72.22%	13	46.43%	8	72.73%	7	70.00%
Grade 8 Total	21	1.78%	12	3.05%	11	4.30%	134	13.36%	35	8.68%	18	7.44%	28	2.24%	11	2.55%	10	3.42%
<b>Grade 9</b>																		
Minority Ethnic	9	47.37%	1	12.50%	1	33.33%	7	24.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	1	5.26%	0	0.00%	0	0.00%	1	3.45%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

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White	9	47.37%	7	87.50%	2	66.67%	21	72.41%	11	100.00%	5	100.00%	3	100.00%	2	100.00%	2	100.00%
Grade 9 Total	19	1.61%	8	2.03%	3	1.17%	29	2.89%	11	2.73%	5	2.07%	3	0.24%	2	0.46%	2	0.68%
<b>Grade 9R</b>																		
Minority Ethnic	3	30.00%	2	40.00%	1	100.00%	3	100.00%	1	100.00%	1	100.00%	22	64.71%	2	33.33%	0	0.00%
Prefer not to say	1	10.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.94%	0	0.00%	0	0.00%
White	6	60.00%	3	60.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11	32.35%	4	66.67%	1	100.00%
Grade 9R Total	10	0.85%	5	1.27%	1	0.39%	3	0.30%	1	0.25%	1	0.41%	34	2.72%	6	1.39%	1	0.34%
<b>Grade 10</b>																		
Minority Ethnic	7	20.00%	1	11.11%	1	33.33%	6	54.55%	2	28.57%	0	0.00%	24	51.06%	6	40.00%	1	14.29%
Not Declared / Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	2.13%	1	6.67%	1	14.29%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	4.26%	0	0.00%	0	0.00%
White	28	80.00%	8	88.89%	2	66.67%	5	45.45%	5	71.43%	1	100.00%	20	42.55%	8	53.33%	5	71.43%
Grade 10 Total	35	2.96%	9	2.28%	3	1.17%	11	1.10%	7	1.74%	1	0.41%	47	3.75%	15	3.48%	7	2.40%
<b>Grand Total</b>	<b>118</b>		<b>39</b>		<b>25</b>		<b>100</b>		<b>40</b>		<b>24</b>		<b>125</b>		<b>43</b>		<b>29</b>	
	<b>2</b>		<b>4</b>		<b>6</b>		<b>3</b>		<b>3</b>		<b>2</b>		<b>2</b>		<b>1</b>		<b>2</b>	

## Academic Promotion

Table 4 (i) Academic Promotion applications and successful candidates by Ethnicity and Nationality. Data presented as total number and % for that year by total eligible pool, applications or successful candidates (by column respectively).

Academic Promotion	2020-21 Eligible pool	Applications	Successful	2021-22 Eligible pool	Applications	Successful	2022-23 Eligible pool	Applications	Successful
<b>Minority ethnic</b>	<b>40 (9.4%)</b>	<b>4 (5.5%)</b>	<b>1 (4.4%)</b>	<b>39 (8.8%)</b>	<b>4 (6.8%)</b>	<b>3 (10%)</b>	<b>49 (10.9%)</b>	<b>4 (7.5%)</b>	<b>2 (6.3%)</b>
Non-UK	24 (6.62%)	1 (1.37%)	0 (0%)	24 (5.42%)	1 (1.69%)	1 (3.33%)	34 (7.54%)	1 (1.89%)	0 (0%)
United Kingdom	16 (3.75%)	3 (4.11%)	1 (4.35%)	15 (3.39%)	3 (5.08%)	2 (6.67%)	15 (5.08%)	3 (5.66%)	2 (6.25%)
<b>Not declared / unknown</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>
Non-UK	0 (0%)	0 (0%)	0 (0%)	1 (0.23%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
United Kingdom	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Prefer not to say</b>	<b>18 (4.2%)</b>	<b>2 (2.7%)</b>	<b>1 (4.3%)</b>	<b>14 (3.2%)</b>	<b>2 (3.4%)</b>	<b>1 (3.3%)</b>	<b>15 (3.3%)</b>	<b>4 (7.5%)</b>	<b>2 (6.3%)</b>
Non-UK	9 (2.11%)	1 (1.37%)	0 (0%)	6 (1.35%)	1 (1.69%)	1 (3.33%)	6 (1.69%)	1 (1.89%)	1 (3.13%)
United Kingdom	9 (2.11%)	1 (1.37%)	1 (4.35%)	8 (1.81%)	1 (1.69%)	0 (0%)	9 (1.69%)	3 (5.66%)	1 (3.13%)
<b>White</b>	<b>369 (86.4%)</b>	<b>67 (91.8%)</b>	<b>21 (91.3%)</b>	<b>389 (87.8%)</b>	<b>53 (89.8%)</b>	<b>26 (86.7%)</b>	<b>387 (85.8%)</b>	<b>45 (84.9%)</b>	<b>28 (87.5%)</b>
Non-UK	64 (14.99%)	13 (17.81%)	3 (13.04%)	70 (15.8%)	9 (15.25%)	4 (13.33%)	69 (15.30%)	8 (15.1%)	4 (12.5%)
United Kingdom	305 (71.43%)	54 (73.97%)	18 (78.26%)	319 (72.01%)	44 (74.58%)	22 (73.33%)	318 (70.50%)	37 (69.81%)	24 (75%)
<b>Grand Total</b>	<b>427</b>	<b>73</b>	<b>23</b>	<b>443</b>	<b>59</b>	<b>30</b>	<b>451</b>	<b>53</b>	<b>32</b>

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Table 4 (ii) Academic Promotion applications and successful candidates by Faculty with Ethnicity and Nationality. Data presented as total number and % for that year by total eligible pool, applications or successful candidates (by column respectively).

Academic Promotion	2020-21 Eligible pool	Applications	Successful	2021-22 Eligible pool	Applications	Successful	2022-23 Eligible pool	Applications	Successful
<b>Faculty of Arts and Social Sciences</b>									
Minority ethnic	9 (2.11%)	1 (1.37%)	1 (4.35%)	8 (1.81%)	1 (1.69%)	1 (3.33%)	13 (2.88%)	2 (3.77%)	0 (0%)
Prefer not to say	11 (2.58%)	2 (2.74%)	1 (4.35%)	10 (2.26%)	2 (3.39%)	1 (3.33%)	10 (2.22%)	3 (5.66%)	1 (3.13%)
White	138 (32.32%)	23 (31.51%)	6 (26.09%)	140 (31.6%)	18 (30.51%)	10 (33.33%)	138 (30.6%)	21 (39.62%)	13 (40.62%)
<b>FASS Total</b>	<b>158 (37%)</b>	<b>26 (35.62%)</b>	<b>8 (34.78%)</b>	<b>158 (35.59%)</b>	<b>21 (35.59%)</b>	<b>12 (40%)</b>	<b>161 (35.7%)</b>	<b>26 (49.06%)</b>	<b>14 (43.75%)</b>
<b>Faculty of Business and Physical Sciences</b>									
Minority ethnic	15 (3.51%)	1 (1.37%)	0 (0%)	17 (3.84%)	2 (3.39%)	1 (3.33%)	23 (5.1%)	2 (3.77%)	2 (6.25%)
Not declared / unknown	0 (0%)	0 (0%)	0 (0%)	1 (0.23%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	4 (0.94%)	0 (0%)	0 (0%)	3 (0.68%)	0 (0%)	0 (0%)	3 (0.67%)	0 (0%)	0 (0%)
White	77 (18.03%)	16 (21.92%)	3 (13.04%)	74 (16.7%)	16 (27.12%)	6 (20%)	75 (16.63%)	10 (18.87%)	4 (12.5%)
<b>FBaPS Total</b>	<b>96 (22.48%)</b>	<b>17 (23.29%)</b>	<b>3 (13.04%)</b>	<b>95 (21.44%)</b>	<b>18 30.51%)</b>	<b>7 (23.33%)</b>	<b>101 (22.39%)</b>	<b>12 (22.64%)</b>	<b>6 (18.75%)</b>
<b>Faculty of Earth and Life Sciences</b>									
Minority ethnic	16 (3.75%)	2 (2.74%)	0 (0%)	14 (3.16%)	1 (1.69%)	1 (3.33%)	13 (2.88%)	0 (0%)	0 (0%)
Prefer not to say	3 (0.7%)	0 (0%)	0 (0%)	1 (0.23%)	0 (0%)	0 (0%)	2 (0.44%)	1 (1.89%)	1 (3.13%)
White	144 (33.72%)	28 (38.36%)	12 (52.17%)	167 (37.7%)	19 (32.2)	10 (33.33%)	166 (36.81%)	14 (26.42%)	11 (34.38%)
<b>FELS Total</b>	<b>163 (38.17%)</b>	<b>30 (41.1%)</b>	<b>12 (52.17%)</b>	<b>182 (41.8%)</b>	<b>20 (33.9%)</b>	<b>11 (36.67%)</b>	<b>181 (40.13%)</b>	<b>15 (28.3%)</b>	<b>12 (37.5%)</b>
<b>Other Faculties</b>									
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 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	10 (2.34%)	0 (0%)	0 (0%)	9 (2.03%)	0 (0%)	0 (0%)	10 (2.22%)	0 (0%)	0 (0%)
<b>Other Faculties total</b>	<b>10 (2.34%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>9 (2.03%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>10 (2.22%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>
<b>Grand Total</b>	<b>427</b>	<b>73</b>	<b>23</b>	<b>443</b>	<b>59</b>	<b>30</b>	<b>451</b>	<b>53</b>	<b>32</b>



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Table 4 (iii) Academic Promotion applications and successful candidates by Grade with Ethnicity and Nationality. Data presented as total number and % for that year by total eligible pool, applications or successful candidates (by column respectively).

Academic Promotion	2020-21 Eligible pool	Applications	Appointed	2021-22 Eligible pool	Applications	Appointed	2022-23 Eligible pool	Applications	Appointed
<b>Not declared / unknown</b>									
G7	0 (0%)	0 (0%)	0 (0%)	1 (0.15%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Minority ethnic</b>									
G6	17 (2.41%)	0 (0%)	0 (0%)	13 (1.9%)	0 (0%)	0 (0%)	11 (1.59%)	0 (0%)	0 (0%)
G7	20 (2.83%)	0 (0%)	0 (0%)	17 (2.48%)	1 (1.69%)	1 (3.33%)	21 (3.04%)	0 (0%)	0 (0%)
G8	15 (2.12%)	2 (2.74%)	0 (0%)	16 (2.33%)	2 (3.39%)	1 (3.33%)	19 (2.75%)	3 (5.66%)	2 (6.25%)
G9	4 (0.57%)	1 (1.37%)	1 (4.35%)	6 (0.87%)	0 (0%)	0 (0%)	8 (1.16%)	0 (0%)	0 (0%)
G9R	2 (0.28%)	1 (1.37%)	0 (0%)	1 (0.15%)	1 (1.69%)	1 (3.33%)	1 (0.14%)	1 (1.89%)	0 (0%)
<b>Prefer not to say</b>									
G6	20 (2.83%)	0 (0%)	0 (0%)	17 (2.48%)	0 (0%)	0 (0%)	16 (2.32%)	1 (1.89%)	1 (3.13%)
G7	8 (1.13%)	0 (0%)	0 (0%)	4 (0.58%)	0 (0%)	0 (0%)	6 (0.87%)	1 (1.89%)	0 (0%)
G8	8 (1.13%)	1 (1.37%)	0 (0%)	7 (1.02%)	2 (3.39%)	1 (3.33%)	7 (1.01%)	2 (3.77%)	1 (3.13%)
G9	1 (0.14%)	1 (1.37%)	1 (4.35%)	2 (0.29%)	0 (0%)	0 (0%)	1 (0.14%)	0 (0%)	0 (0%)
G9R	1 (0.14%)	0 (0%)	0 (0%)	1 (0.15%)	0 (0%)	0 (0%)	1 (0.14%)	0 (0%)	0 (0%)
<b>White</b>									
G6	255 (36.12%)	0 (0%)	0 (0%)	225 (32.8%)	2 (3.39%)	1 (3.33%)	220 (31.88%)	2 (3.77%)	2 (6.25%)
G7	115 (16.29%)	2 (2.74%)	1 (4.35%)	126 (18.37%)	2 (3.39%)	2 (6.67%)	117 (16.96%)	1 (1.89%)	1 (3.13%)
G8	150 (21.25%)	36 (49.32%)	10 (43.48%)	145 (21.14%)	28 (47.46%)	13 (43.33%)	142 (20.58%)	27 (50.94%)	17 (53.13%)
G9	73 (10.34%)	16 (21.92%)	3 (13.04%)	87 (12.68%)	12 (20.34%)	6 (20%)	98 (14.2%)	9 (16.98%)	5 (15.63%)
G9R	31 (4.39%)	13 (17.81%)	7 (30.43%)	32 (4.66%)	9 (15.25%)	4 (13.33%)	31 (4.49%)	6 (11.32%)	3 (9.38%)
<b>Grand Total</b>	<b>427</b>	<b>73</b>	<b>23</b>	<b>443</b>	<b>59</b>	<b>30</b>	<b>451</b>	<b>53</b>	<b>32</b>

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#### Professional Services Staff

PTO staff have been separated by contract type and job family (function). Faculty staff are managed within the faculty they are associated with, whereas non-faculty staff are managed by senior staff within the area they work in. Staff that have line manager roles are typically on G6 or above depending on the role. PTO staff are on the same grading structure as academic staff, with G1 and G2 grades being paid the real live wage, and so are grouped together in the RLW category.

- **Job family:** PTO staff are split by their job family description: Academic Research, Academic Teaching and Scholarship, Admin Managerial and Professional, Agricultural Wages Board, Campus Services, Clerical Service, Technical Computer Operator. A small number of staff do not fit these categories have been classified as 'Other' (including roles such as AberForward, Relief, Specialist Mentor).
- **Contract type:** Staff are split into permanent, fixed-term contract (FTC: 3 months or over), and casual (less than 3-month contract). There is also an 'other' category that typically includes temporary secondment from other areas of the University. The 'other' role applies to a small number of staff.
- **Grade:** The grading system at Aberystwyth University is outlined in the table below (accurate at the last date for the data collection period). Note that titles are not included as these vary widely for PTO staff. CP (contribution points) are only accessible via the Accelerated Contribution Scheme, which runs separately to the re-grading scheme.

Grade	Pay bracket (per annum)
RLW (G1 and G2)	£20,688.20 to £20,888.00
G3	£20,948 to £22,214
G4	£22,681 to £25,138
G5	£25,742 to £30,487
G6	£31,396 to £37,099
G7	£38,205 to £44,263
G8	£45,585 to £54,395
G9	£56,021 to £64,914
G9R	£66,857
G10	£71,434 to £107,677

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Table 5 (i) Professional Services Staff by Contract type with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Professional services staff.

Professional Services staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Casual Position</b>						
Non-UK	3	5.56%	1	1.72%	1	2.08%
Casual Position Total	3	5.56%	1	1.72%	1	2.08%
<b>Fixed Term Contract</b>						
Non-UK	10	18.52%	15	25.86%	0	0.00%
United Kingdom	7	12.96%	3	5.17%	4	8.33%
Fixed Term Contract Total	17	31.48%	18	31.03%	4	8.33%
<b>Permanent</b>						
Non-UK	14	25.93%	18	31.03%	22	45.83%
United Kingdom	21	38.89%	22	37.93%	21	43.75%
Permanent Total	35	64.81%	40	68.97%	43	89.58%
<b>Minority ethnic Total</b>	<b>54</b>	<b>4.45%</b>	<b>58</b>	<b>4.80%</b>	<b>48</b>	<b>4.10%</b>
<b>Not declared / known</b>						
<b>Fixed Term Contract</b>						
Non-UK	0	0.00%	0	0.00%	3	27.27%
Fixed Term Contract Total	0	0.00%	0	0.00%	3	27.27%
<b>Permanent</b>						
Non-UK	0	0.00%	0	0.00%	7	63.64%
United Kingdom	1	100.00%	1	100.00%	1	9.09%
Permanent Total	1	100.00%	1	100.00%	8	72.73%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.08%</b>	<b>1</b>	<b>0.08%</b>	<b>11</b>	<b>0.94%</b>
<b>Prefer not to say</b>						
<b>Casual Position</b>						
Non-UK	0	0.00%	1	3.13%	0	0.00%
Casual Position Total	0	0.00%	1	3.13%	0	0.00%
<b>Fixed Term Contract</b>						
Non-UK	1	2.70%	1	3.13%	0	0.00%
United Kingdom	3	8.11%	1	3.13%	0	0.00%
Fixed Term Contract Total	4	10.81%	2	6.25%	0	0.00%
<b>Permanent</b>						
Non-UK	3	8.11%	2	6.25%	3	10.34%
United Kingdom	30	81.08%	28	87.50%	26	89.66%
Permanent Total	33	89.19%	30	93.75%	29	100.00%
<b>Prefer not to say Total</b>	<b>37</b>	<b>3.05%</b>	<b>32</b>	<b>2.65%</b>	<b>29</b>	<b>2.48%</b>
<b>White</b>						
<b>Casual Position</b>						
Non-UK	9	0.80%	7	0.63%	1	0.09%
United Kingdom	41	3.66%	37	3.31%	17	1.57%
Casual Position Total	50	4.46%	44	3.94%	18	1.66%
<b>Fixed Term Contract</b>						
Non-UK	23	2.05%	24	2.15%	14	1.29%
United Kingdom	167	14.90%	162	14.50%	96	8.87%
Fixed Term Contract Total	190	16.95%	186	16.65%	110	10.17%
<b>Permanent</b>						
Non-UK	39	3.48%	44	3.94%	45	4.16%
United Kingdom	879	78.41%	871	77.98%	933	86.23%
Permanent Total	916	81.71%	913	81.74%	978	90.39%
<b>White Total</b>	<b>1121</b>	<b>92.42%</b>	<b>1117</b>	<b>92.47%</b>	<b>1082</b>	<b>92.48%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

## Updated Race Equality Charter

### Bronze Application Form

Table 5 (ii) Professional Services Staff by Contract type and Faculty with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Professional services staff.

Professional Services staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Faculty of Arts and Social Sciences</b>						
<b>Minority ethnic</b>						
Casual Position	0	0.00%	0	0.00%	1	0.63%
Fixed Term Contract	2	1.22%	6	3.47%	1	0.63%
Permanent	6	3.66%	6	3.47%	8	5.03%
Minority ethnic Total	8	4.88%	12	6.94%	10	6.29%
<b>Not declared / known</b>						
Fixed Term Contract	0	0.00%	0	0.00%	1	0.63%
Permanent	0	0.00%	0	0.00%	2	1.26%
Not declared / known Total		0.00%		0.00%	3	1.89%
<b>Prefer not to say</b>						
Permanent	7	4.27%	7	4.05%	7	4.40%
Prefer not to say Total	7	4.27%	7	4.05%	7	4.40%
<b>White</b>						
Casual Position	11	6.71%	7	4.05%	2	1.26%
Fixed Term Contract	25	15.24%	28	16.18%	13	8.18%
Permanent	114	69.51%	124	71.68%	126	79.25%
White Total	149	90.85%	154	89.02%	139	87.42%
<b>FASS Total</b>	<b>164</b>	<b>13.52%</b>	<b>173</b>	<b>14.32%</b>	<b>159</b>	<b>13.59%</b>
<b>Faculty of Business and Physical Sciences</b>						
<b>Minority ethnic</b>						
Fixed Term Contract	2	4.35%	0	0.00%	0	0.00%
Minority ethnic Total	2	4.35%		0.00%		0.00%
<b>Prefer not to say</b>						
Permanent	1	2.17%	1	3.03%	1	4.35%
Prefer not to say Total	1	2.17%	1	3.03%	1	4.35%
<b>White</b>						
Casual Position	0	0.00%	1	3.03%	0	0.00%
Fixed Term Contract	17	36.96%	7	21.21%	1	4.35%
Permanent	26	56.52%	24	72.73%	22	95.65%
White Total	43	93.48%	32	96.97%	22	95.65%
<b>FBaPS Total</b>	<b>46</b>	<b>3.79%</b>	<b>33</b>	<b>2.73%</b>	<b>23</b>	<b>1.97%</b>
<b>Faculty of Earth and Life Sciences</b>						
<b>Minority ethnic</b>						
Fixed Term Contract	6	3.66%	7	4.43%	1	0.78%
Permanent	2	1.22%	2	1.27%	3	2.33%
Minority ethnic Total	8	4.88%	9	5.70%	4	3.10%
<b>Not declared / known</b>						
Fixed Term Contract	0	0.00%	0	0.00%	1	0.78%
Not declared / known Total	0	0.00%	0	0.00%	1	0.78%
<b>Prefer not to say</b>						
Permanent	1	0.61%	0	0.00%	0	0.00%
Prefer not to say Total	1	0.61%	0	0.00%	0	0.00%
<b>White</b>						
Casual Position	9	5.49%	10	6.33%	1	0.78%
Fixed Term Contract	77	46.95%	74	46.84%	52	40.31%
Permanent	71	43.29%	67	42.41%	72	55.81%
White Total	155	94.51%	149	94.30%	124	96.12%
<b>FELS Total</b>	<b>164</b>	<b>13.52%</b>	<b>158</b>	<b>13.08%</b>	<b>129</b>	<b>11.03%</b>

Table 5 (ii) continued

Professional Services staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Finance and Corporate Services</b>						
<b>Minority ethnic</b>						
Casual Position	3	0.62%	1	0.20%	0	0.00%
Fixed Term Contract	4	0.82%	3	0.61%	1	0.20%
Permanent	18	3.70%	22	4.51%	24	4.84%
Minority ethnic Total	25	5.13%	26	5.33%	25	5.04%
<b>Not declared / known</b>						
Permanent	0	0.00%	0	0.00%	4	0.81%
Not declared / known Total	0	0.00%	0	0.00%	4	0.81%
<b>Prefer not to say</b>						
Fixed Term Contract	0	0.00%	1	0.20%	0	0.00%
Permanent	13	2.67%	12	2.46%	10	2.02%
Prefer not to say Total	13	2.67%	12	2.46%	10	2.02%
<b>White</b>						
Casual Position	22	4.52%	15	3.07%	3	0.60%
Fixed Term Contract	42	8.62%	35	7.17%	22	4.44%
Permanent	395	81.11%	407	83.40%	437	88.10%
White Total	449	92.20%	450	92.21%	457	92.14%
<b>FCS Total</b>	<b>487</b>	<b>40.15%</b>	<b>488</b>	<b>40.40%</b>	<b>496</b>	<b>42.39%</b>
<b>Learning Teaching and Student Experience</b>						
<b>Minority ethnic</b>						
Fixed Term Contract	2	0.74%	1	0.39%	1	0.37%
Permanent	11	4.07%	10	3.94%	9	3.30%
Minority ethnic Total	12	4.44%	11	4.33%	10	3.66%
<b>Not declared / known</b>						
Fixed Term Contract	0	0.00%	0	0.00%	1	0.37%
Permanent	1	0.37%	1	0.39%	1	0.37%
Not declared / known Total	1	0.37%	1	0.39%	2	0.73%
<b>Prefer not to say</b>						
Casual Position	0	0.00%	1	0.39%	0	0.00%
Fixed Term Contract	3	1.11%	1	0.39%	0	0.00%
Permanent	6	2.22%	5	1.97%	7	2.56%
Prefer not to say Total	9	3.33%	7	2.76%	7	2.56%
<b>White</b>						
Casual Position	4	1.48%	9	3.54%	10	3.66%
Fixed Term Contract	18	6.67%	16	6.30%	10	3.66%
Permanent	231	85.56%	215	84.65%	240	87.91%
White Total	248	91.85%	235	92.52%	254	93.04%
<b>LTSE Total</b>	<b>270</b>	<b>22.26%</b>	<b>254</b>	<b>21.03%</b>	<b>273</b>	<b>23.33%</b>
<b>Research Knowledge Exchange and Innovation</b>						
<b>Minority ethnic</b>						
Permanent	1	1.92%	1	1.75%	0	0.00%
Minority ethnic Total	1	1.92%	1	1.75%	0	0.00%
<b>Prefer not to say</b>						
Fixed Term Contract	1	1.92%	0	0.00%	0	0.00%
Permanent	0	0.00%	1	1.75%	0	0.00%
Prefer not to say Total	1	1.92%	1	1.75%	0	0.00%
<b>White</b>						
Casual Position	4	7.69%	2	3.51%	1	1.92%
Fixed Term Contract	11	21.15%	19	33.33%	5	9.62%
Permanent	36	69.23%	35	61.40%	46	88.46%
White Total	50	96.15%	55	96.49%	52	100.00%
<b>RKEI Total</b>	<b>52</b>	<b>4.29%</b>	<b>57</b>	<b>4.72%</b>	<b>52</b>	<b>4.44%</b>

## Updated Race Equality Charter

### Bronze Application Form

Table 5 (ii) continued

Professional Services staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>Vice Chancellors Office</b>						
<b>Not declared / known</b>						
Permanent	0	0.00%	0	0.00%	1	3.33%
Not declared / known Total	0	0.00%	0	0.00%	1	3.33%
Prefer not to say						
Permanent	1	4.35%	1	3.70%	1	3.33%
Prefer not to say Total	1	4.35%	1	3.70%	1	3.33%
<b>White</b>						
Fixed Term Contract	0	0.00%	3	11.11%	3	10.00%
Permanent	22	95.65%	24	88.89%	25	83.33%
White Total	22	95.65%	26	96.30%	28	93.33%
<b>VC Office Total</b>	<b>23</b>	<b>1.90%</b>	<b>27</b>	<b>2.24%</b>	<b>30</b>	<b>2.56%</b>
<b>Welsh Language Culture and External Engagement</b>						
Minority ethnic						
Fixed Term Contract	1	1.79%	1	1.96%	0	0.00%
Minority ethnic Total	1	1.79%	1	1.96%	0	0.00%
<b>Prefer not to say</b>						
Permanent	5	8.93%	4	7.84%	4	9.76%
Prefer not to say Total	5	8.93%	4	7.84%	4	9.76%
<b>White</b>						
Casual Position	0	0.00%	1	1.96%	1	2.44%
Fixed Term Contract	5	8.93%	7	13.73%	5	12.20%
Permanent	45	80.36%	38	74.51%	31	75.61%
White Total	50	89.29%	46	90.20%	37	90.24%
<b>WLCEE Total</b>	<b>56</b>	<b>4.62%</b>	<b>51</b>	<b>4.22%</b>	<b>41</b>	<b>3.50%</b>
<b>Grand Total</b>	<b>1213</b>	<b>1213</b>	<b>1208</b>	<b>1208</b>	<b>1170</b>	<b>1170</b>

# Updated Race Equality Charter

## Bronze Application Form

Table 5 (iii) Professional Services Staff by Contract type and Grade with Ethnicity. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Professional services staff.

Professional Services staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Casual Position</b>						
G1	3	5.56%	0	0.00%	0	0.00%
G2	0	0.00%	1	1.72%	0	0.00%
G3	0	0.00%	0	0.00%	1	2.08%
<b>Fixed Term Contract</b>						
RLW	1	1.85%	1	1.72%	0	0.00%
G1	0	0.00%	1	1.72%	0	0.00%
G2	2	3.70%	0	0.00%	0	0.00%
G3	6	11.11%	3	5.17%	0	0.00%
G4	1	1.85%	3	5.17%	0	0.00%
G5	5	9.26%	4	6.90%	2	4.17%
G6	3	5.56%	5	8.62%	2	4.17%
G7	0	0.00%	1	1.72%	0	0.00%
<b>Permanent</b>						
RLW	0	0.00%	0	0.00%	1	2.08%
G1	10	18.52%	10	17.24%	10	20.83%
G2	4	7.41%	4	6.90%	6	12.50%
G3	10	18.52%	12	20.69%	9	18.75%
G4	2	3.70%	2	3.45%	0	0.00%
G5	3	5.56%	2	3.45%	7	14.58%
G6	3	5.56%	6	10.34%	7	14.58%
G7	4	7.41%	3	5.17%	3	6.25%
<b>Minority ethnic Total</b>	<b>54</b>	<b>4.45%</b>	<b>58</b>	<b>4.80%</b>	<b>48</b>	<b>4.10%</b>
<b>Not declared / known</b>						
<b>Fixed Term Contract</b>						
RLW	0	0.00%	0	0.00%	1	9.09%
G4	0	0.00%	0	0.00%	1	9.09%
G5	0	0.00%	0	0.00%	1	9.09%
<b>Permanent</b>						
G1	0	0.00%	0	0.00%	1	9.09%
G2	0	0.00%	0	0.00%	3	27.27%
G3	0	0.00%	0	0.00%	2	18.18%
G5	0	0.00%	0	0.00%	1	9.09%
G7	1	100.00%	1	100.00%	1	9.09%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.08%</b>	<b>1</b>	<b>0.08%</b>	<b>11</b>	<b>0.94%</b>
<b>Prefer not to say</b>						
<b>Casual Position</b>						
G3	0	0.00%	1	3.13%	0	0.00%
<b>Fixed Term Contract</b>						
G3	2	5.41%	0	0.00%	0	0.00%
G5	1	2.70%	0	0.00%	0	0.00%
G6	1	2.70%	1	3.13%	0	0.00%
<b>Permanent</b>						
G1	6	16.22%	6	18.75%	5	17.24%
G2	3	8.11%	2	6.25%	2	6.90%
G3	5	13.51%	5	15.63%	5	17.24%
G4	6	16.22%	5	15.63%	5	17.24%
G5	3	8.11%	2	6.25%	2	6.90%
G6	6	16.22%	5	15.63%	6	20.69%
G7	2	5.41%	3	9.38%	2	6.90%
G9	1	2.70%	1	3.13%	1	3.45%
G10	1	2.70%	1	3.13%	1	3.45%
<b>Prefer not to say Total</b>	<b>37</b>	<b>3.05%</b>	<b>32</b>	<b>2.65%</b>	<b>29</b>	<b>2.48%</b>

Table 5 (iii) continued

**Updated Race Equality Charter**  
Bronze Application Form

Professional Services staff	01/11/2021		01/11/2022		01/11/2023	
	No.	%	No.	%	No.	%
<b>White</b>						
<b>Casual Position</b>						
RLW	0	0.00%	3	0.27%	1	0.09%
G1	12	1.07%	0	0.00%	0	0.00%
G2	9	0.80%	8	0.72%	1	0.09%
G3	9	0.80%	8	0.72%	6	0.55%
G4	5	0.45%	4	0.45%	1	0.00%
G5	9	0.80%	13	1.16%	1	0.09%
G6	2	0.18%	3	0.27%	6	0.55%
G7	2	0.18%	2	0.18%	2	0.18%
G8	1	0.09%	0	0.00%	0	0.00%
G9	1	0.09%	1	0.09%	0	0.00%
<b>Fixed Term Contract</b>						
RLW	3	0.27%	6	0.54%	0	0.00%
G1	7	0.62%	2	0.18%	4	0.37%
G2	5	0.45%	8	0.72%	0	0.00%
G3	28	2.50%	11	0.98%	7	0.65%
G4	33	2.94%	34	3.04%	23	2.13%
G5	44	3.93%	40	3.58%	28	2.59%
G6	31	2.77%	47	4.21%	25	2.31%
G7	25	2.23%	29	2.60%	13	1.20%
G8	8	0.71%	5	0.45%	6	0.55%
G10	0	0.00%	1	0.09%	0	0.00%
<b>Permanent</b>						
RLW	5	0.45%	16	1.43%	17	1.57%
G1	86	7.67%	90	8.06%	82	7.58%
G2	81	7.23%	80	7.16%	97	8.96%
G3	146	13.02%	136	12.18%	136	12.57%
G4	138	12.31%	128	11.46%	126	11.64%
G5	140	12.49%	133	11.91%	140	12.94%
G6	170	15.17%	177	15.75%	209	19.31%
G7	132	11.78%	122	10.92%	133	12.29%
G8	56	5.00%	65	5.82%	69	6.19%
G9	6	0.54%	7	0.63%	8	0.74%
G9R	2	0.18%	3	0.27%	3	0.28%
G10	13	1.17%	12	1.08%	10	0.90%
<b>White Total</b>	<b>1121</b>	<b>92.42%</b>	<b>1117</b>	<b>92.47%</b>	<b>1082</b>	<b>92.48%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	



# Updated Race Equality Charter

## Bronze Application Form

Table 6 (i) Professional Services Staff by Contract function/family with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group, and Ethnic Group subtotal with percentage of all Professional services staff.

Professional Services Staff (PSS)	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Non-UK</b>						
Academic Research	0	0.00%	1	1.72%	0	0.00%
Admin Managerial and Professional	4	7.41%	5	8.62%	4	8.33%
Campus Services	10	18.52%	10	17.24%	9	18.75%
Clerical Services	7	12.96%	6	10.34%	6	12.50%
Other	2	3.70%	4	6.90%		0.00%
Technical Computer Operator	4	7.41%	8	13.79%	5	10.42%
<b>United Kingdom</b>						
Admin Managerial and Professional	6	11.11%	7	12.07%	6	12.50%
Campus Services	13	24.07%	12	20.69%	14	29.17%
Clerical Services	4	7.41%	4	6.90%	5	10.42%
Other	4	7.41%	1	1.72%	1	2.08%
Technical Computer Operator	4	7.41%	3	5.17%	1	2.08%
<b>Minority ethnic Total</b>	<b>54</b>	<b>4.50%</b>	<b>58</b>	<b>4.80%</b>	<b>48</b>	<b>4.10%</b>
<b>Not declared / known</b>						
<b>Non-UK</b>						
Campus Services	0	0.00%	0	0.00%	6	54.55%
Clerical Services	0	0.00%	0	0.00%	1	9.09%
Other	0	0.00%	0	0.00%	1	9.09%
Technical Computer Operator	0	0.00%	0	0.00%	2	18.18%
<b>United Kingdom</b>						
Admin Managerial and Professional	1	100.00%	1	100.00%	1	9.09%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.08%</b>	<b>1</b>	<b>0.08%</b>	<b>11</b>	<b>0.94%</b>
<b>Prefer not to say</b>						
<b>Non-UK</b>						
Admin Managerial and Professional	1	2.70%	1	3.13%	1	3.45%
Campus Services	2	5.41%	2	6.25%	1	3.45%
Clerical Services	1	2.70%	1	3.13%	1	3.45%
<b>United Kingdom</b>						
Admin Managerial and Professional	8	21.62%	9	28.13%	8	27.59%
Campus Services	5	13.51%	5	15.63%	5	17.24%
Clerical Services	10	27.03%	6	18.75%	6	20.69%
Other	9	24.32%	8	25.00%	7	24.14%
Technical Computer Operator	3	8.11%	2	6.25%	2	6.90%
<b>Prefer not to say Total</b>	<b>37</b>	<b>3.05%</b>	<b>32</b>	<b>2.64%</b>	<b>29</b>	<b>2.48%</b>
<b>White</b>						
<b>Non-UK</b>						
Academic Research	0	0.00%	2	0.18%	1	0.09%
Admin Managerial and Professional	14	1.25%	19	1.70%	20	1.85%
Agricultural Wages Board	1	0.09%	1	0.09%	1	0.09%
Campus Services	24	2.14%	25	2.24%	17	1.57%
Clerical Services	16	1.43%	21	1.88%	15	1.39%
Other	6	0.54%	3	0.27%	2	0.18%
Technical Computer Operator	13	1.16%	7	0.63%	6	0.55%
<b>United Kingdom</b>						
Academic Research	0	0.00%	4	0.36%	0	0.00%
Academic Teaching and Scholarship	1	0.09%	0	0.00%	15	1.39%
Admin Managerial and Professional	372	33.18%	379	33.93%	386	35.67%
Agricultural Wages Board	17	1.52%	15	1.34%	14	1.29%
Campus Services	219	19.54%	234	20.95%	241	22.27%
Clerical Services	289	25.78%	275	24.62%	263	24.31%
Executive Senior Management	0	0.00%	0	0.00%	2	0.18%
Other	69	6.16%	54	4.83%	52	4.81%
Technical Computer Operator	159	14.18%	159	14.23%	132	12.20%
<b>White Total</b>	<b>1121</b>	<b>92.42%</b>	<b>1117</b>	<b>92.47%</b>	<b>1082</b>	<b>92.48%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

## Updated Race Equality Charter

### Bronze Application Form

Table 6 (ii) Professional Services Staff by Faculty and contract function/ family with Ethnicity and Nationality. Data presented as total number with % for that Ethnic Group by year, and Ethnic Group subtotal with percentage of all Professional services staff.

Faculty of Arts and Social Sciences	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Admin Managerial and Professional	1	0.61%	1	0.58%	1	0.63%
Campus Services	5	3.05%	4	2.31%	4	2.52%
Clerical Services	1	0.61%	2	1.16%	2	1.26%
Other		0.00%	1	0.58%		0.00%
Technical Computer Operator	1	0.61%	4	2.31%	3	1.89%
<b>Minority ethnic Total</b>	<b>8</b>	<b>4.88%</b>	<b>12</b>	<b>6.94%</b>	<b>10</b>	<b>6.29%</b>
<b>Not declared / known</b>						
Campus Services		0.00%		0.00%	3	1.89%
<b>Not declared / known Total</b>		<b>0.00%</b>		<b>0.00%</b>	<b>3</b>	<b>1.89%</b>
<b>Prefer not to say</b>						
Admin Managerial and Professional	1	0.61%	1	0.58%	1	0.63%
Clerical Services	2	1.22%	2	1.16%	2	1.26%
Other	3	1.83%	3	1.74%	3	1.89%
Technical Computer Operator	1	0.61%	1	0.58%	1	0.63%
<b>Prefer not to say Total</b>	<b>7</b>	<b>4.27%</b>	<b>7</b>	<b>4.05%</b>	<b>7</b>	<b>4.40%</b>
<b>White</b>						
Admin Managerial and Professional	43	26.22%	48	27.75%	48	30.19%
Campus Services	38	23.17%	45	26.01%	42	26.42%
Clerical Services	34	20.73%	36	20.81%	29	18.24%
Other	25	15.25%	22	12.72%	22	13.83%
Technical Computer Operator	23	14.02%	19	10.98%	15	9.43%
<b>White Total</b>	<b>149</b>	<b>90.85%</b>	<b>154</b>	<b>89.02%</b>	<b>139</b>	<b>87.42%</b>
<b>Faculty of Arts and Social Sciences Total</b>	<b>164</b>	<b>13.52%</b>	<b>173</b>	<b>14.32%</b>	<b>159</b>	<b>13.59%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Faculty of Business and Physical Sciences	01/11/2021 No	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Other	1	2.17%		0.00%		0.00%
Technical Computer Operator	1	2.17%		0.00%		0.00%
<b>Minority ethnic Total</b>	<b>2</b>	<b>4.35%</b>		<b>0.00%</b>		<b>0.00%</b>
<b>Prefer not to say</b>						
Technical Computer Operator	1	2.17%	1	3.03%	1	4.35%
<b>Prefer not to say Total</b>	<b>1</b>	<b>2.17%</b>	<b>1</b>	<b>3.03%</b>	<b>1</b>	<b>4.35%</b>
<b>White</b>						
Academic Research		0.00%	1	3.03%		0.00%
Admin Managerial and Professional	10	21.74%	6	18.18%	7	30.43%
Clerical Services	9	19.57%	7	21.21%	3	13.04%
Other	1	2.17%	1	3.03%		0.00%
Technical Computer Operator	23	50.00%	17	51.52%	13	56.52%
<b>White Total</b>	<b>43</b>	<b>93.48%</b>	<b>32</b>	<b>96.97%</b>	<b>22</b>	<b>95.65%</b>
<b>Faculty of Business and Physical Sciences Total</b>	<b>46</b>	<b>3.79%</b>	<b>33</b>	<b>2.73%</b>	<b>23</b>	<b>1.97%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Table 6 (ii) continued

Faculty of Earth and Life Sciences	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Academic Research	0	0.00%	1	0.63%	0	0.00%
Admin Managerial and Professional	1	0.61%	1	0.63%	1	0.78%
Other	2	1.22%	1	0.63%	0	0.00%
Technical Computer Operator	5	3.05%	6	3.80%	3	2.33%
<b>Minority ethnic Total</b>	<b>8</b>	<b>4.88%</b>	<b>9</b>	<b>5.70%</b>	<b>4</b>	<b>3.10%</b>
<b>Not declared / known</b>						
Technical Computer Operator	0	0.00%	0	0.00%	1	0.78%
<b>Not declared / known Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.78%</b>
<b>Prefer not to say</b>						
Technical Computer Operator	1	0.61%	0	0.00%	0	0.00%
<b>Prefer not to say Total</b>	<b>1</b>	<b>0.61%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<b>White</b>						
Academic Research	0	0.00%	5	3.16%	1	0.78%
Admin Managerial and Professional	40	24.39%	37	23.42%	35	27.13%
Campus Services	1	0.61%	1	0.63%	1	0.78%
Clerical Services	22	13.41%	26	16.46%	16	12.40%
Other	14	8.54%	5	3.16%	4	3.11%
Technical Computer Operator	80	48.78%	80	50.63%	69	53.49%
<b>White Total</b>	<b>155</b>	<b>94.51%</b>	<b>149</b>	<b>94.30%</b>	<b>124</b>	<b>96.12%</b>
<b>Faculty of Earth and Life Sciences Total</b>	<b>164</b>	<b>13.52%</b>	<b>158</b>	<b>13.08%</b>	<b>129</b>	<b>11.03%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Finance and Corporate Services	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Admin Managerial and Professional	1	0.21%	4	0.82%	3	0.60%
Campus Services	18	3.70%	17	3.48%	18	3.63%
Clerical Services	3	0.62%	3	0.61%	4	0.81%
Other	3	0.62%	2	0.41%	1	0.20%
Technical Computer Operator	1	0.21%	1	0.20%	0	0.00%
<b>Minority ethnic Total</b>	<b>25</b>	<b>5.13%</b>	<b>26</b>	<b>5.33%</b>	<b>25</b>	<b>5.04%</b>
<b>Not declared / known</b>						
Campus Services	0	0.00%	0	0.00%	3	0.60%
Other	0	0.00%	0	0.00%	1	0.20%
<b>Not declared / known Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>4</b>	<b>0.81%</b>
<b>Prefer not to say</b>						
Admin Managerial and Professional	1	0.21%	1	0.20%	1	0.20%
Campus Services	7	1.44%	6	1.23%	6	1.21%
Clerical Services	3	0.62%	3	0.61%	2	0.40%
Other	3	0.62%	3	0.61%	2	0.40%
<b>Prefer not to say Total</b>	<b>13</b>	<b>2.67%</b>	<b>12</b>	<b>2.46%</b>	<b>10</b>	<b>2.02%</b>
<b>White</b>						
Admin Managerial and Professional	114	23.41%	121	24.80%	122	24.60%
Campus Services	207	42.51%	216	44.26%	218	43.95%
Clerical Services	90	18.48%	81	16.60%	82	16.53%
Other	27	5.55%	21	4.30%	22	4.44%
Technical Computer Operator	32	6.57%	30	6.15%	32	6.45%
<b>White Total</b>	<b>449</b>	<b>92.20%</b>	<b>450</b>	<b>92.21%</b>	<b>457</b>	<b>92.14%</b>
<b>Finance and Corporate Services Total</b>	<b>487</b>	<b>40.15%</b>	<b>488</b>	<b>40.40%</b>	<b>496</b>	<b>42.39%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Table 6 (ii) continued

## Updated Race Equality Charter

### Bronze Application Form

Learning Teaching and Student Experience	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Admin Managerial and Professional	6	2.22%	5	1.97%	5	1.83%
Campus Services	0	0.00%	1	0.39%	1	0.37%
Clerical Services	7	2.59%	4	1.57%	5	1.83%
Other	0	0.00%	1	0.39%	0	0.00%
<b>Minority ethnic Total</b>	<b>12</b>	<b>4.44%</b>	<b>11</b>	<b>4.33%</b>	<b>10</b>	<b>3.66%</b>
<b>Not declared / known</b>						
Admin Managerial and Professional	1	0.37%	1	0.39%	1	0.37%
Clerical Services	0	0.00%	0	0.00%	1	0.37%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.37%</b>	<b>1</b>	<b>0.39%</b>	<b>2</b>	<b>0.73%</b>
<b>Prefer not to say</b>						
Admin Managerial and Professional	3	1.11%	3	1.18%	3	1.10%
Campus Services	0	0.00%	1	0.39%	0	0.00%
Clerical Services	6	2.22%	3	1.18%	4	1.47%
Other	1	0.37%	1	0.39%	1	0.37%
<b>Prefer not to say Total</b>	<b>9</b>	<b>3.33%</b>	<b>7</b>	<b>2.76%</b>	<b>7</b>	<b>2.56%</b>
<b>White</b>						
Academic Teaching and Scholarship	1	0.37%	0	0.00%	15	5.49%
Admin Managerial and Professional	107	39.63%	106	41.73%	122	44.69%
Campus Services	1	0.37%	1	0.39%	1	0.37%
Clerical Services	139	51.48%	128	50.39%	132	48.35%
Executive Senior Management	0	0.00%	0	0.00%	1	0.37%
Other	5	1.85%	5	1.97%	3	1.10%
Technical Computer Operator	13	4.81%	16	6.30%	6	2.20%
<b>White Total</b>	<b>248</b>	<b>91.85%</b>	<b>235</b>	<b>92.52%</b>	<b>254</b>	<b>93.04%</b>
<b>Learning Teaching and Student Experience Total</b>	<b>270</b>	<b>22.26%</b>	<b>254</b>	<b>21.03%</b>	<b>273</b>	<b>23.33%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	<b>1170</b>

Research Knowledge Exchange and Innovation	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
Clerical Services	1	1.92%	1	1.75%	0	0.00%
<b>Minority ethnic Total</b>	<b>1</b>	<b>1.92%</b>	<b>1</b>	<b>1.75%</b>	<b>0</b>	<b>0.00%</b>
<b>Prefer not to say</b>						
Admin Managerial and Professional	0	0.00%	1	1.75%	0	0.00%
Clerical Services	1	1.92%	0	0.00%	0	0.00%
<b>Prefer not to say Total</b>	<b>1</b>	<b>1.92%</b>	<b>1</b>	<b>1.75%</b>	<b>0</b>	<b>0.00%</b>
<b>White</b>						
Admin Managerial and Professional	23	44.23%	28	49.12%	27	51.92%
Agricultural Wages Board	18	34.62%	16	28.07%	15	28.85%
Clerical Services	7	13.46%	9	15.79%	9	17.31%
Other	2	3.85%	1	1.75%		0.00%
Technical Computer Operator	1	1.92%	2	3.51%	2	3.85%
<b>White Total</b>	<b>50</b>	<b>96.15%</b>	<b>55</b>	<b>96.49%</b>	<b>52</b>	<b>100.00%</b>
<b>Research Knowledge Exchange and Innovation Total</b>	<b>52</b>	<b>4.29%</b>	<b>57</b>	<b>4.72%</b>	<b>52</b>	<b>4.44%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Table 6 (ii) continued

Vice Chancellors Office	01/11/2021 No.	%	01/11/2023 No.	%	01/11/2023 No.	%
<b>Not declared / known</b>						
Technical Computer Operator	0	0.00%	0	0.00%	1	3.33%
<b>Not declared / known Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>3.33%</b>
<b>Prefer not to say</b>						
Admin Managerial and Professional	1	4.35%	1	3.70%	1	3.33%
<b>Prefer not to say Total</b>	<b>1</b>	<b>4.35%</b>	<b>1</b>	<b>3.70%</b>	<b>1</b>	<b>3.33%</b>
<b>White</b>						
Admin Managerial and Professional	19	82.61%	21	77.78%	20	66.67%
Clerical Services	3	13.04%	3	11.11%	4	13.33%
Executive Senior Management	0	0.00%	0	0.00%	1	3.33%
Other	0	0.00%	0	0.00%	2	6.67%
Technical Computer Operator	0	0.00%	2	7.41%	1	3.33%
<b>White Total</b>	<b>22</b>	<b>95.65%</b>	<b>26</b>	<b>96.30%</b>	<b>28</b>	<b>93.33%</b>
<b>Vice Chancellors Office Total</b>	<b>23</b>	<b>1.90%</b>	<b>27</b>	<b>2.24%</b>	<b>30</b>	<b>2.56%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Welsh Language Culture and External Engagement	01/11/202 1 No.	%	01/11/202 2 No.	%	01/11/202 3 No.	%
<b>Minority ethnic</b>						
Admin Managerial and Professional	1	1.79%	1	1.96%		0.00%
<b>Minority ethnic Total</b>	<b>1</b>	<b>1.79%</b>	<b>1</b>	<b>1.96%</b>		<b>0.00%</b>
<b>Prefer not to say</b>						
Admin Managerial and Professional	3	5.36%	3	5.88%	3	7.32%
Other	2	3.57%	1	1.96%	1	2.44%
<b>Prefer not to say Total</b>	<b>5</b>	<b>8.93%</b>	<b>4</b>	<b>7.84%</b>	<b>4</b>	<b>9.76%</b>
<b>White</b>						
Admin Managerial and Professional	36	64.29 %	33	64.71 %	27	65.85 %
Clerical Services	13	23.21 %	11	21.57 %	9	21.95 %
Other	1	1.79%	2	3.92%	1	2.44%
<b>White Total</b>	<b>50</b>	<b>89.29 %</b>	<b>46</b>	<b>90.20 %</b>	<b>37</b>	<b>90.24 %</b>
<b>Welsh Language Culture and External Engagement Total</b>	<b>56</b>	<b>4.62%</b>	<b>51</b>	<b>4.22%</b>	<b>41</b>	<b>3.50%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

## Updated Race Equality Charter

### Bronze Application Form

Table 6 (iii) Professional Services Staff by Grade and contract function/ family with Ethnicity. Data presented as total number with % for that Ethnic Group by year, and Ethnic Group subtotal with percentage of all Professional services staff.

Professional Services Staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Minority ethnic</b>						
<b>Academic Research</b>						
G7	0	0.00%	1	1.72%	0	0.00%
<b>Admin Managerial and Professional</b>						
G6	6	11.11%	9	15.52%	7	14.58%
G7	4	7.41%	3	5.17%	3	6.25%
<b>Campus Services</b>						
RLW		0.00%		0.00%	1	2.08%
G1	13	24.07%	11	18.97%	10	20.83%
G2	4	7.41%	5	8.62%	6	12.50%
G3	3	5.56%	4	6.90%	4	8.33%
G5	1	1.85%	0	0.00%	0	0.00%
<b>Clerical Services</b>						
G2	2	3.70%	0	0.00%	0	0.00%
G3	7	12.96%	6	10.34%	6	12.50%
G4	2	3.70%	2	3.45%	0	0.00%
G5	2	3.70%	2	3.45%	5	10.42%
<b>Other</b>						
RLW	1	1.85%	1	1.72%	0	0.00%
G3	4	7.41%	3	5.17%	0	0.00%
<b>Technical Computer Operator</b>						
G3	2	3.70%	2	3.45%	0	0.00%
G4	1	1.85%	3	5.17%	0	0.00%
G5	5	9.26%	4	6.90%	4	8.33%
G6	0	0.00%	2	3.45%	2	4.17%
<b>Minority ethnic Total</b>	<b>54</b>	<b>4.45%</b>	<b>58</b>	<b>4.80%</b>	<b>48</b>	<b>4.10%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Professional Services Staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Not declared / known</b>						
<b>Admin Managerial and Professional</b>						
G7	1	100.00%	1	100.00%	1	9.09%
<b>Campus Services</b>						
RLW	0	0.00%	0	0.00%	1	9.09%
G1	0	0.00%	0	0.00%	1	9.09%
G2	0	0.00%	0	0.00%	3	27.27%
G3	0	0.00%	0	0.00%	2	18.18%
<b>Clerical Services</b>						
G4	0	0.00%	0	0.00%	1	9.09%
<b>Technical Computer Operator</b>						
G5	0	0.00%	0	0.00%	2	18.18%
<b>Not declared / known Total</b>	<b>1</b>	<b>0.08%</b>	<b>1</b>	<b>0.08%</b>	<b>11</b>	<b>0.94%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Table 6 (ii) continued

Professional Services Staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>Prefer not to say</b>						
<b>Admin Managerial and Professional</b>						
G6	4	10.81%	4	12.50%	4	13.79%
G7	2	5.41%	3	9.38%	2	6.90%
G9	1	2.70%	1	3.13%	1	3.45%
G10	1	2.70%	1	3.13%	1	3.45%
<b>Campus Services</b>						
G1	4	10.81%	4	12.50%	4	13.79%
G2	1	2.70%	0	0.00%	1	3.45%
G3	0	0.00%	1	3.13%	0	0.00%
G4	1	2.70%	1	3.13%	0	0.00%
<b>Clerical Services</b>						
G2	2	5.41%	2	6.25%	1	3.45%
G3	7	18.92%	5	15.63%	5	17.24%
G4	3	8.11%	3	9.38%	4	13.79%
G5	3	8.11%	1	3.13%	1	3.45%
<b>Other</b>						
G1	2	5.41%	2	6.25%	1	3.45%
G6	3	8.11%	2	6.25%	2	6.90%
<b>Technical Computer Operator</b>						
G4	2	5.41%	1	3.13%	1	3.45%
G5	1	2.70%	1	3.13%	1	3.45%
<b>Prefer not to say Total</b>	<b>37</b>	<b>3.05%</b>	<b>32</b>	<b>2.65%</b>	<b>29</b>	<b>2.48%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Professional Services Staff	01/11/2021 No.	%	01/11/2022 No.	%	01/11/2023 No.	%
<b>White</b>						
<b>Academic Research</b>						
G6	0	0.00%	2	0.18%	1	0.09%
G7	0	0.00%	4	0.36%	0	0.00%
<b>Academic Teaching and Scholarship</b>						
G6	1	0.09%	0	0.00%	15	1.39%
<b>Admin Managerial and Professional</b>						
G4	0	0.00%	2	0.18%	3	0.28%
G5	0	0.00%	1	0.09%	1	0.09%
G6	166	14.81%	181	16.20%	183	16.91%
G7	137	12.22%	129	11.55%	130	12.01%
G8	64	5.71%	64	5.73%	68	6.28%
G9	7	0.62%	8	0.72%	8	0.74%
G9R	2	0.18%	3	0.27%	3	0.28%
G10	13	1.17%	13	1.17%	8	0.72%
<b>Agricultural Wages Board</b>						
AWB2	2	0.18%	0	0.00%	0	0.00%
AWB3	1	0.09%	7	0.63%	7	0.65%
AWB5	6	0.54%	5	0.45%	5	0.46%
AWBS	0	0.00%	5	0.45%	4	0.37%
AWF2	8	0.71%	0	0.00%	0	0.00%
AWF3	1	0.09%	0	0.00%	0	0.00%
AWF5	1	0.09%	0	0.00%	0	0.00%
<b>Campus Services</b>						
RLW	3	0.27%	20	1.79%	16	1.48%
G1	94	8.39%	82	7.34%	77	7.12%
G2	66	5.89%	73	6.54%	76	7.02%
G3	47	4.19%	45	4.03%	51	4.71%
G4	7	0.62%	10	0.90%	12	1.11%
G5	13	1.16%	14	1.25%	11	1.02%
<b>Clerical Services</b>						
G1	10	0.89%	10	0.90%	9	0.83%
G2	22	1.96%	16	1.43%	16	1.48%
G3	96	8.56%	95	8.50%	91	8.41%
G4	117	10.44%	106	9.49%	91	8.41%

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G5	104	9.28%	103	9.22%	107	9.89%
G6	0	0.00%	2	0.18%	1	0.09%
<b>Executive Senior Management</b>						
G10	0	0.00%	0	0.00%	2	0.18%%
<b>Other</b>						
RLW	5	0.45%	3	0.27%	2	0.18%
G2	2	0.18%	2	0.18%	2	0.18%
G3	15	1.34%	2	0.18%	0	0.00%
G4	8	0.72%	6	0.54%	7	0.64%
G5	6	0.54%	6	0.54%	4	0.37%
G6	5	0.45%	5	0.45%	5	0.46%
G7	1	0.09%	1	0.09%	1	0.09%
<b>Technical Computer Operator</b>						
RLW	0	0.00%	1	0.09%	0	0.00%
G2	7	0.62%	8	0.72%	7	0.65%
G3	16	1.43%	13	1.16%	7	0.65%
G4	40	3.57%	32	2.87%	30	2.77%
G5	68	6.07%	63	5.64%	46	4.25%
G6	21	1.87%	31	2.78%	32	2.96%
G7	20	1.78%	18	1.61%	17	1.57%
G8	1	0.09%	1	0.09%	1	0.09%
<b>White Total</b>	<b>1121</b>	<b>92.42%</b>	<b>1117</b>	<b>92.47%</b>	<b>1082</b>	<b>92.48%</b>
<b>Grand Total</b>	<b>1213</b>		<b>1208</b>		<b>1170</b>	

Table 7 (i) Applications, shortlist and appointments for Professional Services roles with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group; and Ethnic Group subtotal is the percentage of all Professional staff vacancies.

PSS Recruitment	2020-2021		2021-2022		2022-2023	
	No.	%	No.	%	No.	%
<b>Minority Ethnic</b>						
Non-UK	4	1.29%	29	5.84%	206	28.10%
Not declared / Unknown	299	96.76%	450	90.54%	465	63.44%
UK	6	1.94%	18	3.62%	62	8.46%
Minority Ethnic Total	309	12.32%	497	22.78%	733	26.72%
<b>Not Declared / Unknown</b>						
Not declared / Unknown	21	100.00%	34	100.00%	19	100.00%
Not Declared / Unknown Total	21	0.84%	34	1.56%	19	0.69%
<b>Prefer not to say</b>						
Non-UK	1	1.12%	4	6.35%	5	7.04%
Not declared / Unknown	78	87.64%	53	84.13%	46	64.79%
UK	10	11.24%	6	9.52%	20	28.17%
Prefer not to say Total	89	3.55%	63	2.89%	71	2.59%
<b>White</b>						
Non-UK	18	0.86%	29	1.83%	115	4.19%
Not declared / Unknown	1939	92.78%	1375	86.59%	1121	40.87%
UK	133	6.36%	184	11.59%	684	24.94%
White Total	2090	83.30%	1588	72.78%	1920	70.00%
<b>Grand Total</b>	<b>2509</b>		<b>2182</b>		<b>2743</b>	



Table 7 (ii) Applications, shortlisted and appointments for Professional Services roles with Ethnicity. Data presented as total number with % for that year by Ethnic Group; and Ethnic Group subtotal is the percentage of all Professional staff vacancies.

PSS Recruitment	2020-2021		2021-2022		2022-2023	
	No.	%	No.	%	No.	%
<b>Applied</b>						
Minority Ethnic	309	12.32%	497	22.78%	733	26.72%
Not Declared / Unknown	21	0.84%	34	1.56%	19	0.69%
Prefer not to say	89	3.55%	63	2.89%	71	2.59%
White	2090	83.30%	1588	72.78%	1920	70.00%
<b>Applied Total</b>	<b>2509</b>		<b>2182</b>		<b>2743</b>	
<b>Shortlisted</b>						
Minority Ethnic	48	6.8%	68	8.7%	137	12.65%
Not Declared / Unknown	18	2.5%	28	3.6%	16	1.48%
Prefer not to say	31	4.4%	22	2.8%	26	2.40%
White	611	86.3%	664	84.9%	904	83.47%
<b>Shortlisted Total</b>	<b>708</b>	<b>28.22%</b>	<b>782</b>	<b>35.84%</b>	<b>1083</b>	<b>39.48%</b>
<b>Appointed</b>						
Minority Ethnic	28	7.16%	36	8.05%	45	8.30%
Not Declared / Unknown	18	4.60%	27	6.04%	16	2.95%
Prefer not to say	13	3.32%	10	2.24%	10	1.85%
White	332	84.91%	374	83.67%	471	86.90%
<b>Appointed Total</b>	<b>391</b>	<b>15.58%</b>	<b>447</b>	<b>20.49%</b>	<b>542</b>	<b>19.76%</b>

PSS Recruitment	2020-2021	2021-2022	2022-2023
<b>% appointment rate from application pool</b>			
Minority Ethnic	9.06%	7.24%	6.14%
Not Declared / Unknown	85.71%	79.41%	84.21%
Prefer not to say	14.61%	15.87%	14.08%
White	15.89%	17.14%	24.53%
% Appointed	21.66%	24.13%	23.32%
<b>% appointment rate when shortlisted</b>			
Minority Ethnic	58.33%	52.94%	32.85%
Not Declared / Unknown	100.00%	96.43%	100.00%
Prefer not to say	41.94%	45.45%	38.46%
White	54.34%	56.33%	52.10%
% Shortlisted	64.97%	60.05%	67.75%

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Table 7 (iii) Applications, shortlist and appointments for Professional Services roles by Faculty with Ethnicity. Data presented as total number with % for that year by Ethnic Group; and Ethnic Group subtotal is the percentage of all Professional staff vacancies.

PSS Recruitment	2020-2021		Shortlisted		Appointed		2021-2022		Shortlisted		Appointed		2022-2023		Shortlisted		Appointed	
	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%
<b>Faculty of Arts and Social Sciences</b>																		
Minority Ethnic	12	6.49%	3	6.52%	1	5.56%	69	19.66%	9	9.18%	6	11.11%	44	13.41%	7	6.73%	2	4.44%
Not Declared / Unknown		0.00%		0.00%		0.00%	1	0.28%	1	1.02%	1	1.85%	3	0.91%	3	2.88%	3	6.67%
Prefer not to say	8	4.32%		0.00%		0.00%	12	3.42%	2	2.04%		0.00%	9	2.74%		0.00%		0.00%
White	165	89.19%	43	93.48%	17	94.44%	269	76.64%	86	87.76%	47	87.04%	272	82.93%	94	90.38%	40	88.89%
Faculty of Arts and Social Sciences Total	185	7.37%	46	6.50%	18	4.60%	351	16.09%	98	12.53%	54	12.08%	328	11.96%	104	9.60%	45	8.30%
<b>Faculty of Business and Physical Sciences</b>																		
Minority Ethnic	13	24.07%	4	36.36%	2	25.00%	16	28.07%	6	17.14%	4	21.05%	21	42.00%	4	19.05%	3	21.43%
Not Declared / Unknown		0.00%		0.00%		0.00%	3	5.26%	3	8.57%	3	15.79%		0.00%		0.00%		0.00%
Prefer not to say		0.00%		0.00%		0.00%	3	5.26%	2	5.71%		0.00%	1	2.00%	1	4.76%	1	7.14%
White	41	75.93%	7	63.64%	6	75.00%	35	61.40%	24	68.57%	12	63.16%	28	56.00%	16	76.19%	10	71.43%
Faculty of Business and Physical Sciences Total	54	2.15%	11	1.55%	8	2.05%	57	2.61%	35	4.48%	19	4.25%	50	1.82%	21	1.94%	14	2.58%
<b>Faculty of Earth and Life Sciences</b>																		
Minority Ethnic	27	14.92%	5	5.56%	3	4.69%	36	16.82%	9	6.87%	6	7.14%	93	31.21%	21	15.00%	12	12.90%
Not Declared / Unknown	2	1.10%	2	2.22%	2	3.13%	4	1.87%	4	3.05%	4	4.76%	1	0.34%	1	0.71%	1	1.08%
Prefer not to say	4	2.21%		0.00%		0.00%	2	0.93%	2	1.53%	2	2.38%	8	2.68%	4	2.86%	3	3.23%
White	148	81.77%	83	92.22%	59	92.19%	172	80.37%	116	88.55%	72	85.71%	196	65.77%	114	81.43%	77	82.80%
Faculty of Earth and Life Sciences Total	181	7.21%	90	12.71%	64	16.37%	214	9.81%	131	16.75%	84	18.79%	298	10.86%	140	12.93%	93	17.16%
<b>Finance and Corporate Services</b>																		
Minority Ethnic	127	10.01%	19	5.01%	11	5.47%	204	23.75%	32	10.16%	15	8.43%	343	30.98%	89	17.84%	20	9.13%
Not Declared / Unknown	14	1.10%	12	3.17%	12	5.97%	18	2.10%	13	4.13%	12	6.74%	11	0.99%	9	1.80%	9	4.11%
Prefer not to say	35	2.76%	12	3.17%	2	1.00%	19	2.21%	7	2.22%	3	1.69%	25	2.26%	9	1.80%	2	0.91%
White	1093	86.13%	336	88.65%	176	87.56%	618	71.94%	263	83.49%	148	83.15%	728	65.76%	392	78.56%	188	85.84%
Finance and Corporate Services Total	1269	50.58%	379	53.53%	201	51.41%	859	39.37%	315	40.28%	178	39.82%	1107	40.36%	499	46.08%	219	40.41%
<b>Learning Teaching and Student Experience</b>																		
Minority Ethnic	69	11.27%	7	5.69%	1	2.00%	97	21.95%	12	9.23%	5	6.76%	152	21.81%	15	6.00%	8	6.02%
Not Declared / Unknown	4	0.65%	3	2.44%	3	6.00%	7	1.58%	6	4.62%	6	8.11%	4	0.57%	3	1.20%	3	2.26%
Prefer not to say	28	4.58%	8	6.50%	3	6.00%	15	3.39%	7	5.38%	4	5.41%	26	3.73%	12	4.80%	4	3.01%
White	511	83.50%	105	85.37%	43	86.00%	323	73.08%	105	80.77%	59	79.73%	515	73.89%	220	88.00%	118	88.72%
Learning Teaching and Student Experience Total	612	24.39%	123	17.37%	50	12.79%	442	20.26%	130	16.62%	74	16.55%	697	25.41%	250	23.08%	133	24.54%

Table 7 (iii) continued

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PSS Recruitment	2020-2021 Applied		Shortlisted		Appointed No		2021-2022 Applied		Shortlisted		Appointed No		2022-2023 Applied		Shortlisted		Appointed No	
	No.	%	No.	%	.	%	No.	%	.	%	.	%	No.	%	No.	%	.	%
<b>Research Knowledge Exchange and Innovation</b>																		
Minority Ethnic	60	32.79%	10	18.18%	10	20.83%	66	30.56%	0	0.00%	0	0.00%	57	33.73%	1	2.38%	0	0.00%
Not Declared / Unknown	1	0.55%	1	1.82%	1	2.08%	1	0.46%	1	1.67%	1	3.13%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	13	7.10%	11	20.00%	8	16.67%	9	4.17%	1	1.67%	1	3.13%	0	0.00%	0	0.00%	0	0.00%
White	109	59.56%	33	60.00%	29	60.42%	140	64.81%	58	96.67%	30	93.75%	112	66.27%	41	97.62%	28	100.00%
Research Knowledge Exchange and Innovation Total	183	7.29%	55	7.77%	48	12.28%	216	9.90%	60	7.67%	32	7.16%	169	6.16%	42	3.88%	28	5.17%
<b>Vice-Chancellor's Office</b>																		
Minority Ethnic	0	0.00%	0	0.00%	0	0.00%	8	21.05%	0	0.00%	0	0.00%	16	25.00%	0	0.00%	0	0.00%
Not Declared / Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	3	7.89%	1	10.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	17	100.00%	3	100.00%	1	100.00%	27	71.05%	9	90.00%	5	100.00%	48	75.00%	17	100.00%	6	100.00%
Vice-Chancellor's Office Total	17	0.68%	3	0.42%	1	0.26%	38	1.74%	10	1.28%	5	1.12%	64	2.33%	17	1.57%	6	1.11%
<b>Welsh Language Culture and External Engagement</b>																		
Minority Ethnic	1	12.50%	0.00%	0.00%	0	0.00%	1	20.00%	0	0.00%	0	0.00%	7	23.33%	0	0.00%	0	0.00%
Prefer not to say	1	12.50%	0.00%	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	6.67%	0	0.00%	0	0.00%
White	6	75.00%	1	100.00%	1	100.00%	4	80.00%	3	100.00%	1	100.00%	21	70.00%	10	100.00%	4	100.00%
Welsh Language Culture and External Engagement Total	8	0.32%	1	0.14%	1	0.26%	5	0.23%	3	0.38%	1	0.22%	30	1.09%	10	0.92%	4	0.74%
<b>Grand Total</b>	<b>250</b>		<b>708</b>		<b>39</b>		<b>218</b>		<b>78</b>		<b>44</b>		<b>274</b>		<b>108</b>		<b>54</b>	
	<b>9</b>				<b>1</b>		<b>2</b>		<b>2</b>		<b>7</b>		<b>3</b>		<b>3</b>		<b>2</b>	

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Table 7 (iv) Applications, shortlisted and appointments for Professional Services roles by Faculty with Ethnicity. Data presented as total number with % for that year by Ethnic Group; and Ethnic Group subtotal is the percentage of all Professional staff vacancies.

PSS Recruitment	2020-2021		Shortlisted		Appointed		2021-2022		Shortlisted		Appointed		2022-2023		Shortlisted		Appointed	
	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%
<b>Real Living Wage</b>																		
Minority Ethnic	6	35.29%	5	41.67%	2	33.33%	6	11.54%	1	3.57%	1	4.35%	6	11.32%	2	7.41%	1	5.00%
Not Declared / Unknown	0	0.00%	0	0.00%	0	0.00%	2	3.85%	2	7.14%	2	8.70%	2	3.77%	2	7.41%	2	10.00%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	1.89%	0	0.00%	0	0.00%
White	11	64.71%	7	58.33%	4	66.67%	44	84.62%	25	89.29%	20	86.96%	44	83.02%	23	85.19%	17	85.00%
Real Living Wage Total	17	0.68%	12	1.69%	6	1.53%	52	2.38%	28	3.58%	23	5.15%	53	1.93%	27	2.49%	20	3.69%
<b>AWB</b>																		
Minority Ethnic	2	10.53%	2	11.76%	2	11.76%	24	35.29%	0	0.00%	0	0.00%	5	19.23%	0	0.00%	0	0.00%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	1	1.47%	1	4.17%	1	7.69%	0	0.00%	0	0.00%	0	0.00%
White	17	89.47%	15	88.24%	15	88.24%	43	63.24%	23	95.83%	12	92.31%	21	80.77%	16	100.00%	13	100.00%
AWB Total	19	0.76%	17	2.40%	17	4.35%	68	3.12%	24	3.07%	13	2.91%	26	0.95%	16	1.48%	13	2.40%
<b>Grade 1</b>																		
Minority Ethnic	24	7.43%	2	1.77%	2	2.74%	77	22.85%	17	12.98%	10	11.90%	130	29.41%	62	24.51%	11	13.41%
Not Declared / Unknown	3	0.93%	1	0.88%	1	1.37%	12	3.56%	8	6.11%	7	8.33%	1	0.23%	0	0.00%	0	0.00%
Prefer not to say	9	2.79%	3	2.65%	2	2.74%	10	2.97%	6	4.58%	2	2.38%	7	1.58%	4	1.58%	2	2.44%
White	287	88.85%	107	94.69%	68	93.15%	238	70.62%	100	76.34%	65	77.38%	304	68.78%	187	73.91%	69	84.15%
Grade 1 Total	323	12.87%	113	15.96%	73	18.67%	337	15.44%	131	16.75%	84	18.79%	442	16.11%	253	23.36%	82	15.13%
<b>Grade 2</b>																		
Minority Ethnic	11	11.96%	6	12.00%	5	14.29%	31	14.69%	1	2.13%	0	0.00%	30	18.75%	11	14.86%	4	12.90%
Not Declared / Unknown	0	0.00%	0	0.00%	0	0.00%	4	1.90%	4	8.51%	4	12.90%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	2	2.17%	0	0.00%	0	0.00%	10	4.74%	1	2.13%	0	0.00%	2	1.25%	0	0.00%	0	0.00%
White	79	85.87%	44	88.00%	30	85.71%	166	78.67%	41	87.23%	27	87.10%	128	80.00%	63	85.14%	27	87.10%
Grade 2 Total	92	3.67%	50	7.06%	35	8.95%	211	9.67%	47	6.01%	31	6.94%	160	5.83%	74	6.83%	31	5.72%
<b>Grade 3</b>																		
Minority Ethnic	38	8.94%	4	4.00%	2	3.77%	38	20.88%	6	7.69%	5	8.77%	52	16.77%	10	8.93%	6	8.00%
Not Declared / Unknown	4	0.94%	4	4.00%	4	7.55%		0.00%		0.00%	2	0.65%	1	0.89%	1	1.33%		
Prefer not to say	18	4.24%	5	5.00%	3	5.66%	5	2.75%	1	1.28%	1	1.75%	9	2.90%	4	3.57%	3	4.00%
White	365	85.88%	87	87.00%	44	83.02%	139	76.37%	71	91.03%	51	89.47%	247	79.68%	97	86.61%	65	86.67%
Grade 3 Total	425	16.94%	100	14.12%	53	13.55%	182	8.34%	78	9.97%	57	12.75%	310	11.30%	112	10.34%	75	13.84%
<b>Grade 4</b>																		
Minority Ethnic	57	9.55%	3	2.40%	1	2.33%	64	19.39%	5	5.10%	3	6.82%	93	21.58%	11	7.14%	3	4.05%
Not Declared / Unknown	2	0.34%	2	1.60%	2	4.65%	2	0.61%	2	2.04%	2	4.55%	3	0.70%	3	1.95%	3	4.05%
Prefer not to say	22	3.69%	11	8.80%	1	2.33%	10	3.03%	4	4.08%	4	9.09%	13	3.02%	3	1.95%	0	0.00%
White	516	86.43%	109	87.20%	39	90.70%	254	76.97%	87	88.78%	35	79.55%	322	74.71%	137	88.96%	68	91.89%
Grade 4 Total	597	23.79%	125	17.66%	43	11.00%	330	15.12%	98	12.53%	44	9.84%	431	15.71%	154	14.22%	74	13.65%

Table 7 (iv) continued

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PSS Recruitment	2020-2021		Shortlisted		Appointed		2021-2022		Shortlisted		Appointed		2022-2023		Shortlisted		Appointed	
	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%	Applied No.	%	No.	%	No.	%
<b>Grade 5</b>																		
Minority Ethnic	60	15.11%	15	12.00%	12	14.63%	57	14.32%	10	6.71%	3	3.70%	109	21.25%	20	10.93%	8	9.09%
Not Declared / Unknown	4	1.01%	3	2.40%	3	3.66%	5	1.26%	5	3.36%	5	6.17%	3	0.58%	3	1.64%	3	3.41%
Prefer not to say	15	3.78%	7	5.60%	6	7.32%	8	2.01%	2	1.34%		0.00%	20	3.90%	8	4.37%	2	2.27%
White	318	80.10%	100	80.00%	61	74.39%	328	82.41%	132	88.59%	73	90.12%	381	74.27%	152	83.06%	75	85.23%
<b>Grade 5 Total</b>	<b>397</b>	<b>15.82%</b>	<b>125</b>	<b>17.66%</b>	<b>82</b>	<b>20.97%</b>	<b>398</b>	<b>18.24%</b>	<b>149</b>	<b>19.05%</b>	<b>81</b>	<b>18.12%</b>	<b>513</b>	<b>18.70%</b>	<b>183</b>	<b>16.90%</b>	<b>88</b>	<b>16.24%</b>
<b>Grade 6</b>																		
Minority Ethnic	58	15.98%	8	9.41%	2	4.88%	96	29.36%	21	16.28%	12	16.90%	196	43.56%	16	12.03%	10	12.99%
Not Declared / Unknown	4	1.10%	4	4.71%	4	9.76%	6	1.83%	4	3.10%	4	5.63%	2	0.44%	1	0.75%	1	1.30%
Prefer not to say	13	3.58%	4	4.71%	1	2.44%	10	3.06%	2	1.55%		0.00%	12	2.67%	5	3.76%	2	2.60%
White	288	79.34%	69	81.18%	34	82.93%	215	65.75%	102	79.07%	55	77.46%	240	53.33%	111	83.46%	64	83.12%
<b>Grade 6 Total</b>	<b>363</b>	<b>14.47%</b>	<b>85</b>	<b>12.01%</b>	<b>41</b>	<b>10.49%</b>	<b>327</b>	<b>14.99%</b>	<b>129</b>	<b>16.50%</b>	<b>71</b>	<b>15.88%</b>	<b>450</b>	<b>16.41%</b>	<b>133</b>	<b>12.28%</b>	<b>77</b>	<b>14.21%</b>
<b>Grade 7</b>																		
Minority Ethnic	33	18.13%	1	1.85%	0	0.00%	100	42.92%	6	8.33%	2	6.67%	73	36.32%	3	4.23%	1	2.33%
Not Declared / Unknown	2	1.10%	2	3.70%	2	7.14%	1	0.43%	1	1.39%	1	3.33%	1	0.50%	1	1.41%	1	2.33%
Prefer not to say	6	3.30%	1	1.85%	0	0.00%	5	2.15%	3	4.17%	2	6.67%	1	0.50%	1	1.41%	1	2.33%
White	141	77.47%	50	92.59%	26	92.86%	127	54.51%	62	86.11%	25	83.33%	126	62.69%	66	92.96%	40	93.02%
<b>Grade 7 Total</b>	<b>182</b>	<b>7.25%</b>	<b>54</b>	<b>7.63%</b>	<b>28</b>	<b>7.16%</b>	<b>233</b>	<b>10.68%</b>	<b>72</b>	<b>9.21%</b>	<b>30</b>	<b>6.71%</b>	<b>201</b>	<b>7.33%</b>	<b>71</b>	<b>6.56%</b>	<b>43</b>	<b>7.93%</b>
<b>Grade 8</b>																		
Minority Ethnic	4	20.00%	1	8.33%	0	0.00%	1	4.35%	1	6.67%	0	0.00%	20	30.30%	1	3.85%	0	0.00%
Not Declared / Unknown	2	10.00%	2	16.67%	2	25.00%	1	4.35%	1	6.67%	1	14.29%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	1	5.00%		0.00%	0	0.00%	1	4.35%	1	6.67%	0	0.00%	3	4.55%	1	3.85%	0	0.00%
White	13	65.00%	9	75.00%	6	75.00%	20	86.96%	12	80.00%	6	85.71%	43	65.15%	24	92.31%	12	100.00%
<b>Grade 8 Total</b>	<b>20</b>	<b>0.80%</b>	<b>12</b>	<b>1.69%</b>	<b>8</b>	<b>2.05%</b>	<b>23</b>	<b>1.05%</b>	<b>15</b>	<b>1.92%</b>	<b>7</b>	<b>1.57%</b>	<b>66</b>	<b>2.41%</b>	<b>26</b>	<b>2.40%</b>	<b>12</b>	<b>2.21%</b>
<b>Grade 9</b>																		
Minority Ethnic	4	19.05%	0	0.00%	0	0.00%	1	11.11%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	1	11.11%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	17	80.95%	5	100.00%	3	100.00%	7	77.78%	4	100.00%	1	100.00%	3	100.00%	1	100.00%	1	100.00%
<b>Grade 9 Total</b>	<b>21</b>	<b>0.84%</b>	<b>5</b>	<b>0.71%</b>	<b>3</b>	<b>0.77%</b>	<b>9</b>	<b>0.41%</b>	<b>4</b>	<b>0.51%</b>	<b>1</b>	<b>0.22%</b>	<b>3</b>	<b>0.11%</b>	<b>1</b>	<b>0.09%</b>	<b>1</b>	<b>0.18%</b>
<b>Grade 9R</b>																		
Minority Ethnic	0	0.00%	0	0.00%	0	0.00%	1	12.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Prefer not to say	0	0.00%	0	0.00%	0	0.00%	2	25.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
White	0	0.00%	0	0.00%	0	0.00%	5	62.50%	3	75.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%
<b>Grade 9R Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>8</b>	<b>0.37%</b>	<b>4</b>	<b>0.51%</b>	<b>2</b>	<b>0.45%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>
<b>Grade 10</b>																		
Minority Ethnic	12	22.64%	1	10.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	9	25.00%	0	0.00%	0	0.00%
Prefer not to say	3	5.66%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	5.56%		0.00%	0	0.00%
White	38	71.70%	9	90.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	25	69.44%	14	100.00%	7	100.00%
<b>Grade 10 Total</b>	<b>53</b>	<b>2.11%</b>	<b>10</b>	<b>1.41%</b>	<b>2</b>	<b>0.51%</b>	<b>1</b>	<b>0.05%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>36</b>	<b>1.31%</b>	<b>14</b>	<b>1.29%</b>	<b>7</b>	<b>1.29%</b>
<b>Grand Total</b>	<b>2509</b>		<b>708</b>		<b>391</b>		<b>2182</b>		<b>782</b>		<b>447</b>		<b>2743</b>		<b>1083</b>		<b>542</b>	

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**Table 8 - Applications and success rates for professional, technical and operational staff progression (where there are formal routes for progression)**

#### Individual Contribution Award (ICA) - open to all staff

Complete Data on Professional Services staff re-grading (promotion) isn't held beyond those who were re-graded. Therefore, any unsuccessful applications aren't held for a complete view. However, the University holds an annual Individual Contribution Scheme (ICA) for a one-off bonus for both Academic and Professional Services Staff. This is only available for the last two reporting years.

Table 8 (i) Applications and success rates for ICA by Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group.

ICA	2021/22 Applications	Successful	Unsuccessful	2022/23 Applications	Successful	Unsuccessful
<b>Individual Applications</b>						
<b>Minority ethnic</b>						
Non-UK	0 (0%)	0 (0%)	0 (0%)	1 (1.3%)	0 (0%)	1 (100%)
UK	4 (3.8%)	2 (50%)	2 (50%)	1 (1.3%)	0 (0%)	1 (100%)
<b>Prefer not to say</b>						
Non-UK	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
UK	1 (0.9%)	0 (0%)	1 (100%)	<b>0 (0%)</b>	0 (0%)	0 (0%)
<b>White</b>						
Non-UK	6 (5.7%)	4 (66.7%)	2 (33.3%)	9 (12.0%)	4 (44.4%)	5 (55.6%)
UK	95 (89.6%)	47 (49.5%)	48 (50.5%)	64 (85.3%)	31 (48.4%)	33 (51.6%)
<b>Individual Applications Total</b>	<b>106</b>	<b>53 (50%)</b>	<b>53 (50%)</b>	<b>75</b>	<b>35 (46.7%)</b>	<b>40 (53.3%)</b>
<b>Team Applications</b>						
<b>Minority ethnic</b>						
Non-UK	0 (0%)	0 (0%)	0 (0%)	4 (2.4%)	4 (100%)	0 (0%)
UK	0 (0%)	0 (0%)	0 (0%)	8 (4.8%)	8 (100%)	0 (0%)
<b>Prefer not to say</b>						
Non-UK	0 (0%)	0 (0%)	0 (0%)	1 (0.6%)	1 (100%)	0 (0%)
UK	0 (0%)	0 (0%)	0 (0%)	5 (3.0%)	5 (100%)	0 (0%)
<b>White</b>						
Non-UK	0 (0%)	0 (0%)	0 (0%)	6 (3.6%)	5 (83.3%)	1 (16.7%)
UK	0 (0%)	0 (0%)	0 (0%)	141 (85.5%)	132 (93.6%)	9 (6.4%)
<b>Team Applications Total</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>165</b>	<b>155 (93.9%)</b>	<b>10 (6.1%)</b>
<b>Grand Total</b>	<b>106</b>	<b>53</b>	<b>53</b>	<b>240</b>	<b>190</b>	<b>50</b>

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Table 8 (ii) Applications and success rates for ICA by Faculty with Ethnicity. Data presented as total number with % for that year by Ethnic Group.

ICA	2021/22 Application s	Successf ul	Unsuccessf ul	2022/23 Application s	Successf ul	Unsuccessf ul
<b>Individual Applications</b>						
<b>Faculty of Arts and Social Sciences</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	5 (4.72%)	2 (40%)	3 (60%)	8 (10.67%)	4 (50%)	4 (50%)
<b>Faculty of Arts and Social Sciences Total</b>	<b>5 (4.72%)</b>	<b>2 (40%)</b>	<b>3 (60%)</b>	<b>8 (10.67%)</b>	<b>4 (50%)</b>	<b>4 (50%)</b>
<b>Faculty of Business and Physical Sciences</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	6 (5.66%)	3 (50%)	3 (50%)	6 (8%)	1 (16.67%)	5 (83.33%)
<b>Faculty of Business and Physical Sciences Total</b>	<b>6 (5.66%)</b>	<b>3 (50%)</b>	<b>3 (50%)</b>	<b>6 (8%)</b>	<b>1 (16.67%)</b>	<b>5 (83.33%)</b>
<b>Faculty of Earth and Life Sciences</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	2 (2.67%)	0 (0%)	2 (100%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	16 (15.09%)	9 (56.25%)	7 (43.75%)	15 (20%)	10 (66.67%)	5 (33.33%)
<b>Faculty of Earth and Life Sciences Total</b>	<b>16 (15.09%)</b>	<b>9 (56.25%)</b>	<b>7 (43.75%)</b>	<b>17 (22.67%)</b>	<b>10 (66.67%)</b>	<b>7 (33.33%)</b>
<b>Finance and Corporate Services</b>						
Minority ethnic	3 (2.83%)	1 (33.33%)	2 (66.67%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	1 (0.94%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
White	52 (49.06%)	23 (44.23%)	29 (55.77%)	30 (40%)	16 (53.33%)	14 (46.67%)
<b>Finance and Corporate Services Total</b>	<b>56 (52.83%)</b>	<b>24 (42.86%)</b>	<b>32 (57.14%)</b>	<b>30 (40%)</b>	<b>16 (53.33%)</b>	<b>14 (46.67%)</b>
<b>Learning Teaching and Student Experience</b>						
Minority ethnic	1 (0.94%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	14 (13.21%)	9 (64.3%)	5 (35.7%)	11 (14.67%)	3 (27.3%)	8 (72.7%)
<b>Learning Teaching and Student Experience Total</b>	<b>15 (14.15%)</b>	<b>10 (66.7%)</b>	<b>5 (33.3%)</b>	<b>11 (14.67%)</b>	<b>3 (27.3%)</b>	<b>8 (72.7%)</b>
<b>Research Knowledge Exchange and Innovation</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	3 (2.83%)	2 (66.67%)	1 (33.33%)	1 (1.33%)	0 (0%)	1 (100%)
<b>Research Knowledge Exchange and Innovation Total</b>	<b>3 (2.83%)</b>	<b>2 (66.67%)</b>	<b>1 (33.33%)</b>	<b>1 (1.33%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>
<b>Vice Chancellors Office</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	4 (3.77%)	3 (75%)	1 (25%)	2 (2.67%)	1 (50%)	1 (50%)
<b>Vice Chancellors Office Total</b>	<b>4 (3.77%)</b>	<b>3 (75%)</b>	<b>1 (25%)</b>	<b>2 (2.67%)</b>	<b>1 (50%)</b>	<b>1 (50%)</b>
<b>Welsh Language Culture and External Engagement</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	1 (0.94%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
<b>Welsh Language Culture and External Engagement Total</b>	<b>1 (0.94%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>
<b>Individual Applications Total</b>	<b>106</b>	<b>53 (50%)</b>	<b>53 (50%)</b>	<b>75</b>	<b>35 (46.7%)</b>	<b>40 (53.3%)</b>

Table 8 (ii) Continued with Team applications.

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	2021/22			2022/23		
	Applications	Successful	Unsuccessful	Applications	Successful	Unsuccessful
<b>Team Applications</b>						
<b>Faculty of Arts and Social Sciences</b>						
White	0 (0%)	0 (0%)	0 (0%)	3 (1.82%)	3 (100%)	0 (0%)
<b>Faculty of Arts and Social Sciences Total</b>	0 (0%)	0 (0%)	0 (0%)	3 (1.82%)	3 (100%)	0 (0%)
<b>Faculty of Business and Physical Sciences</b>						
White	0 (0%)	0 (0%)	0 (0%)	2 (1.21%)	2 (100%)	0 (0%)
<b>Faculty of Business and Physical Sciences Total</b>	0 (0%)	0 (0%)	0 (0%)	2 (1.21%)	2 (100%)	0 (0%)
<b>Faculty of Earth and Life Sciences</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	1 (0.61%)	1 (100%)	0 (0%)
White	0 (0%)	0 (0%)	0 (0%)	16 (9.7%)	16 (100%)	0 (0%)
<b>Faculty of Earth and Life Sciences Total</b>	0 (0%)	0 (0%)	0 (0%)	17 (10.3%)	17 (100%)	0 (0%)
<b>Finance and Corporate Services</b>						
Minority ethnic	0 (0%)	0 (0%)	0 (0%)	11 (6.67%)	11 (100%)	0 (0%)
Prefer not to say	0 (0%)	0 (0%)	0 (0%)	6 (3.64%)	6 (100%)	0 (0%)
White	0 (0%)	0 (0%)	0 (0%)	110 (66.67%)	110 (100%)	0 (0%)
<b>Finance and Corporate Services Total</b>	0 (0%)	0 (0%)	0 (0%)	127 (76.97%)	127 (100%)	0 (0%)
<b>Learning Teaching and Student Experience</b>						
White	0 (0%)	0 (0%)	0 (0%)	16 (9.70%)	6 (37.5%)	10 (62.5%)
<b>Learning Teaching and Student Experience Total</b>	0 (0%)	0 (0%)	0 (0%)	16 (9.7%)	6 (37.5%)	10 (62.5%)
<b>Team Applications Total</b>	0 (0%)	0 (0%)	0 (0%)	165	155 (93.9%)	10 (6.1%)



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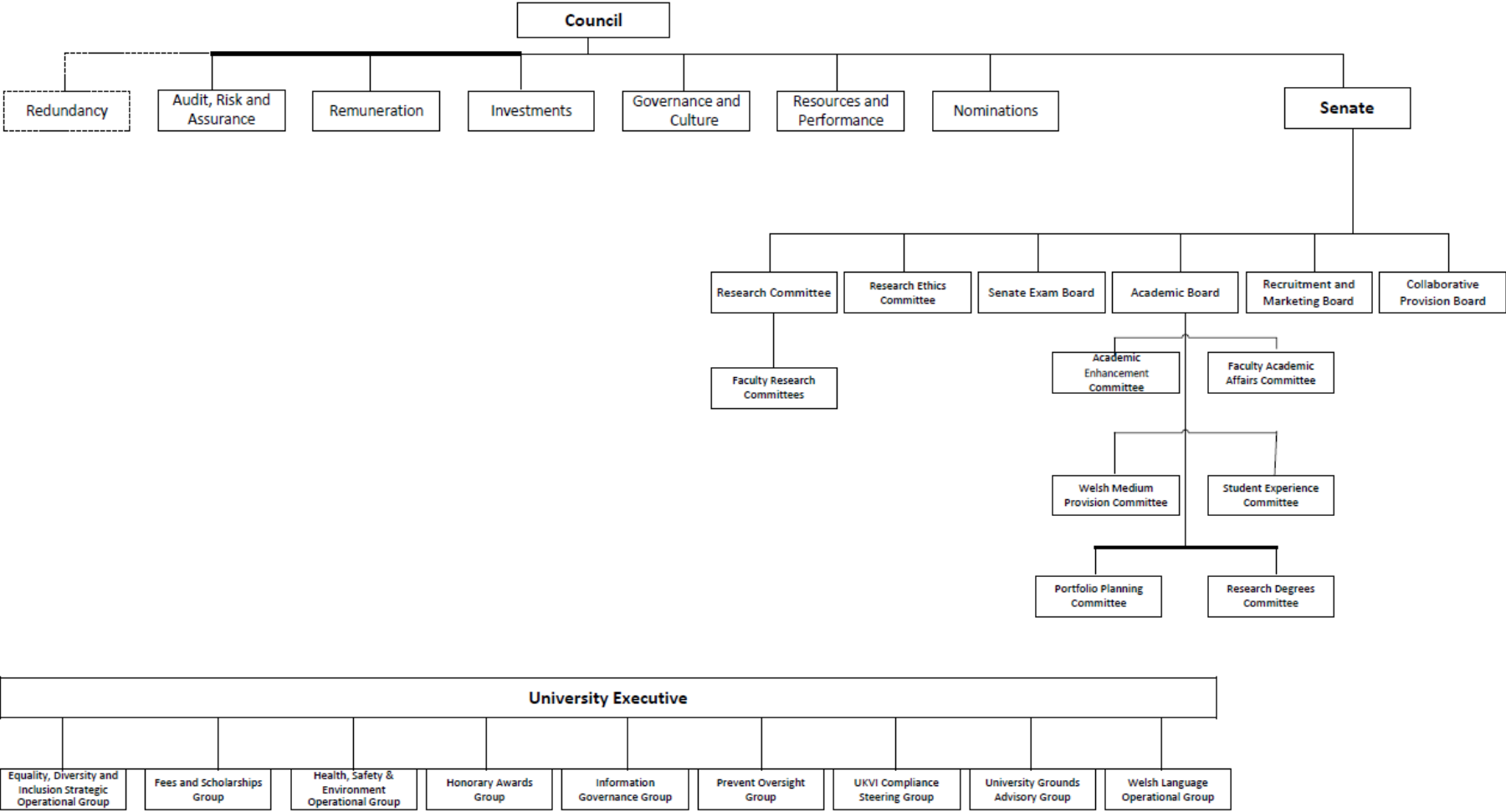
Table 8 (iii) Applications and success rates for ICA by Grade with Ethnicity. Data presented as total number with % for that year by Ethnic Group.

ICA	2021/22 Applications	Successful	Unsuccessful	2022/23 Applications	Successful	Unsuccessful
<b>Individual Applications</b>						
<b>Minority ethnic</b>						
G3	1 (0.94%)	0 (0%)	1 (100%)	1 (1.33%)	0 (0%)	1 (100%)
G4	1 (0.94%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
G5	1 (0.94%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
G6	1 (0.94%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
G7	0 (0%)	0 (0%)	0 (0%)	1 (1.33%)	0 (0%)	1 (100%)
<b>Minority ethnic Total</b>	<b>4 (3.77%)</b>	<b>2 (50%)</b>	<b>2 (50%)</b>	<b>2 (2.67%)</b>	<b>0 (0%)</b>	<b>2 (100%)</b>
<b>Prefer not to say</b>						
G4	1 (0.94%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
<b>Prefer not to say Total</b>	<b>1 (0.94%)</b>	<b>0 (0%)</b>	<b>1 (100%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>
<b>White</b>						
G2	0 (0%)	0 (0%)	0 (0%)	1 (1.33%)	1 (100%)	0 (0%)
G3	10 (9.43%)	6 (60%)	4 (40%)	0 (0%)	0 (0%)	0 (0%)
G4	16 (15.09%)	1 (6.25%)	15 (93.75%)	10 (13.33%)	6 (60%)	4 (40%)
G5	12 (11.32%)	3 (25%)	9 (75%)	11 (14.67%)	8 (72.7%)	3 (27.2%)
G6	15 (14.15%)	11 (73.3%)	4 (26.7%)	7 (9.33%)	3 (42.9%)	4 (57.1%)
G7	19 (17.92%)	13 (68.4%)	6 (31.6%)	12 (16%)	5 (41.7%)	7 (58.3%)
G8	14 (13.21%)	9 (64.3%)	5 (35.7%)	19 (25.33%)	9 (47.4%)	10 (52.6%)
G9	3 (2.83%)	2 (66.7%)	1 (33.3%)	3 (4%)	0 (0%)	3 (100%)
G10	12 (11.32%)	6 (50%)	6 (50%)	10 (13.33%)	3 (30%)	7 (70%)
<b>White Total</b>	<b>101 (95.28%)</b>	<b>51 (50.50%)</b>	<b>50 (49.5%)</b>	<b>73 (97.3%)</b>	<b>35 (47.9%)</b>	<b>38 (52.1%)</b>
<b>Individual Applications Total</b>	<b>106</b>	<b>53 (50%)</b>	<b>53 (50%)</b>	<b>75</b>	<b>35 (46.7%)</b>	<b>40 (53.3%)</b>

ICA	2021/22 Applications	Successful	Unsuccessful	2022/23 Applications	Successful	Unsuccessful
<b>Team Applications</b>						
<b>Minority ethnic</b>						
G1	0 (0%)	0 (0%)	0 (0%)	8 (4.85%)	8 (100%)	0 (0%)
G2	0 (0%)	0 (0%)	0 (0%)	1 (0.61%)	1 (100%)	0 (0%)
G3	0 (0%)	0 (0%)	0 (0%)	3 (1.82%)	3 (100%)	0 (0%)
<b>Minority ethnic Total</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>12 (7.27%)</b>	<b>12 (100%)</b>	<b>0 (0%)</b>
<b>Prefer not to say</b>						
G1	0 (0%)	0 (0%)	0 (0%)	3 (1.82%)	3 (100%)	0 (0%)
G2	0 (0%)	0 (0%)	0 (0%)	1 (0.61%)	1 (100%)	0 (0%)
G4	0 (0%)	0 (0%)	0 (0%)	1 (0.61%)	1 (100%)	0 (0%)
G5	0 (0%)	0 (0%)	0 (0%)	1 (0.61%)	1 (100%)	0 (0%)
<b>Prefer not to say Total</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>6 (3.64%)</b>	<b>6 (100%)</b>	<b>0 (0%)</b>
<b>White</b>						
RLW	0 (0%)	0 (0%)	0 (0%)	2 (1.21%)	2 (100%)	0 (0%)
G1	0 (0%)	0 (0%)	0 (0%)	36 (21.82%)	36 (100%)	0 (0%)
G2	0 (0%)	0 (0%)	0 (0%)	31 (18.79%)	31 (100%)	0 (0%)
G3	0 (0%)	0 (0%)	0 (0%)	18 (10.91%)	17 (94.4%)	1 (5.5%)
G4	0 (0%)	0 (0%)	0 (0%)	14 (8.48%)	9 (64.3%)	5 (35.7%)
G5	0 (0%)	0 (0%)	0 (0%)	29 (17.58%)	29 (100%)	0 (0%)
G6	0 (0%)	0 (0%)	0 (0%)	8 (4.85%)	6 (75%)	2 (25%)
G7	0 (0%)	0 (0%)	0 (0%)	8 (4.85%)	6 (75%)	2 (25%)
G9	0 (0%)	0 (0%)	0 (0%)	1 (0.61%)	1 (100%)	0 (0%)
<b>White Total</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>147 (89.1%)</b>	<b>137 (93.2%)</b>	<b>10 (6.8%)</b>
<b>Team Applications Total</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>0 (0%)</b>	<b>165</b>	<b>155 (93.9%)</b>	<b>10 (6.1%)</b>

**Table 9 Membership of Council, Senate and institutional and faculty/directorate Senior Leadership Teams Governance and Committees**

The following chart presents Aberystwyth University's committee structure and clarifies the relationships between each tier:



**The Council** is “the supreme governing body of the University” and is responsible for “determining the University’s strategic direction and for the conduct of the University’s financial, administrative and other affairs, in accordance with its objects”. It has the custody and regulates the use of the University’s common seal. The Council’s constitution, powers and functions are provided by Ordinance.

Table 9 (i) Council members with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group.

Council members	2021-2022		2022-2023		2023-2024	
	No.	%	No.	%	No.	%
<b>Minority Ethnic</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>6.25%</b>
UK	0	0%	0	0%	1	6.25%
<b>Not declared / Known</b>	<b>8</b>	<b>47.06%</b>	<b>9</b>	<b>52.94%</b>	<b>8</b>	<b>56.25%</b>
Not declared / Known	8	47.06%	9	52.94%	8	56.25%
<b>Prefer not to say</b>	<b>1</b>	<b>5.88%</b>	<b>1</b>	<b>5.88%</b>	<b>1</b>	<b>6.25%</b>
UK	1	5.88%	1	5.88%	1	6.25%
<b>White</b>	<b>8</b>	<b>47.06%</b>	<b>7</b>	<b>41.18%</b>	<b>6</b>	<b>37.50%</b>
Non-UK	1	5.88%	1	5.88%	1	6.25%
UK	7	41.18%	6	35.29%	5	31.25%
<b>Grand Total</b>	<b>17</b>		<b>17</b>		<b>16</b>	

Table 9 (i) Council members by Grade with Ethnicity. Data presented as total number with % for that year by Ethnic Group. Note – Grade is not applicable to independent members and will make the majority of ‘not declared/ known’ figure.

Council members	2021-2022		2022-2023		2023-2024	
	No.	%	No.	%	No.	%
<b>Not declared / Known</b>	<b>8</b>	<b>47.06%</b>	<b>9</b>	<b>52.94%</b>	<b>9</b>	<b>56.25%</b>
Not declared / Known	8	47.06%	9	52.94%	9	56.25%
<b>Prefer not to say</b>	<b>1</b>	<b>5.88%</b>	<b>1</b>	<b>5.88%</b>	<b>1</b>	<b>6.25%</b>
Not declared / Known	1	5.88%	1	5.88%	1	6.25%
<b>White</b>	<b>8</b>	<b>47.06%</b>	<b>7</b>	<b>41.18%</b>	<b>6</b>	<b>37.50%</b>
G8		0.00%	1	5.88%	1	6.25%
G9R	2	11.76%	1	5.88%		0.00%
G10	3	17.65%	3	17.65%	4	25.00%
Not declared / Known	3	17.65%	2	11.76%	1	6.25%
<b>Grand Total</b>	<b>17</b>		<b>17</b>		<b>16</b>	

**The Senate** is “the academic authority of the University and shall be responsible to the Council for the academic functions of the University in teaching and research and the regulation of the academic interests of the students”. The Senate’s constitution, powers and functions are provided by Ordinances.

Table 9 (iii) Senate members with Ethnicity Nationality. Data presented as total number with % for that year by Ethnic Group.

Senate	2021-2022		2022-2023		2023-2024	
	No.	%	No.	%	No.	%
<b>Minority Ethnic</b>	<b>2</b>	<b>4.8%</b>	<b>2</b>	<b>4.3%</b>	<b>3</b>	<b>5.7%</b>
UK	2	100%	2	100%	3	100%
<b>Not declared / Known</b>	<b>3</b>	<b>7.1%</b>	<b>6</b>	<b>12.8%</b>	<b>2</b>	<b>3.8%</b>
Unknown	3	100%	6	100%	2	100%
<b>Prefer not to say</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>37</b>	<b>88.1%</b>	<b>39</b>	<b>83.0%</b>	<b>48</b>	<b>90.6%</b>
Non-UK	2	5.4%	5	12.8%	5	0.4%
UK	35	94.6%	34	87.2%	43	89.6%
<b>Grand Total</b>	<b>42</b>		<b>47</b>		<b>53</b>	

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**The Executive** is the University's senior management team and is responsible for the overall management and administration of the University.

Table 9 (iv) Executive members with Ethnicity and Nationality. Data presented as total number with % for that year by Ethnic Group.

Executive	2021-2022 No.	%	2022-2023 No.	%	2023-2024 No.	%
<b>Minority Ethnic</b>	<b>1</b>	<b>12.5%</b>	<b>1</b>	<b>12.5%</b>	<b>1</b>	<b>11.1%</b>
UK	1	12.5%	1	12.5%	1	11.1%
<b>White</b>	<b>7</b>	<b>87.5%</b>	<b>7</b>	<b>87.5%</b>	<b>8</b>	<b>88.9%</b>
UK	7	87.5%	7	87.5%	8	88.9%
Grand Total	8		8		9	

**Table 10**  
**Membership of key decision-making bodies and sub-committees**

Aberystwyth University has a number of committees which considers matters on behalf of the governing bodies – some of which report directly to the University Council, others directly to Senate, and the remainder jointly to both Council and Senate.

Row Labels	2021-2022 No.	%	2022-2023 No.	%	2023-2024 No.	%
<b>Audit, Risk and Assurance Committee</b>						
<b>Not declared/ known</b>	4	80.00%	4	80.00%	3	75.00%
Not declared/ known	4	100.00%	4	100.00%	3	100.00%
<b>Prefer not to say</b>	1	20.00%	1	20.00%	1	25.00%
UK	1	100.00%	1	100.00%	1	100.00%
<b>Audit, Risk and Assurance Committee total</b>	5		5		4	
<b>Governance and Culture Committee</b>						
<b>Not declared/ known</b>	4	40.00%	5	50.00%	4	44.44%
Not declared/ known	4	100.00%	5	100.00%	4	100.00%
<b>Prefer not to say</b>	1	10.00%	1	10.00%	1	11.11%
Not declared/ known	1	100.00%	1	100.00%	1	100.00%
<b>White</b>	5	50.00%	4	40.00%	4	44.44%
UK	5	100.00%	4	100.00%	4	100.00%
<b>Governance and Culture Committee total</b>	10		10		9	
<b>Investments Committee</b>						
<b>Not declared/ known</b>	3	60.00%	4	66.67%	3	60.00%
Not declared/ known	3	100.00%	4	100.00%	3	100.00%
<b>White</b>	2	40.00%	2	33.33%	2	40.00%
UK	2	100.00%	2	100.00%	2	100.00%
<b>Investments Committee total</b>	5		6		5	
<b>Nominations Committee</b>						
<b>Not declared/ known</b>	2	33.33%	2	33.33%	3	50.00%
Not declared/ known	2	100.00%	2	100.00%	3	100.00%
<b>White</b>	4	66.67%	4	66.67%	3	50.00%
UK	4	100.00%	4	100.00%	3	100.00%
<b>Nominations Committee total</b>	6		6		6	
<b>Redundancy Committee</b>						
<b>Not declared/ known</b>	0	0.00%	0	0.00%	2	40.00%
Not declared/ known	0	0.00%	0	0.00%	2	100.00%
<b>Prefer not to say</b>	1	25.00%	1	20.00%	0	0.00%
Non-UK	1	100.00%	1	100.00%	0	0.00%
<b>White</b>	3	75.00%	4	80.00%	3	60.00%
UK	3	100.00%	4	100.00%	3	100.00%
<b>Redundancy Committee Total</b>	4		5		5	
<b>Remuneration Committee</b>						
<b>Not declared/ known</b>	2	33.33%	3	50.00%	4	66.67%
Not declared/ known	2	100.00%	3	100.00%	4	100.00%
<b>White</b>	4	66.67%	3	50.00%	2	33.33%
Non-UK	1	25.00%	1	33.33%	1	50.00%
UK	3	75.00%	2	66.67%	1	50.00%
<b>Remuneration Committee total</b>	6		6		6	
<b>Resources and Performance Committee</b>						
<b>Not declared/ known</b>	3	33.33%	6	60.00%	5	55.56%
Not declared/ known	3	100.00%	6	100.00%	5	100.00%
<b>White</b>	6	66.67%	4	40.00%	4	44.44%
Non-UK	1	16.67%	1	25.00%	1	25.00%
UK	5	83.33%	3	75.00%	3	75.00%
<b>Resources and Performance Committee total</b>	9		10		9	

**Table 11****Ethnicity Pay Gap**

The University doesn't currently publish its Ethnicity Pay Gap alongside the Gender Pay Gap but will begin publishing in March 2025. For this application we have provided the data as part of the analysis and action planning. The calculations were made based on staff included in the pay period March 2024. **Error! Reference source not found.** shows that there were 1934 staff in total, of which 112 identified as ethnic minority.

The **percentage of employees in different ethnic groups in each hourly pay quarter**. It is notable that 33.47% of the lower pay quartile consists of employees with a Blank ethnic response. This is likely to be due to low electronic participation from lower paid workers, particularly AberWorkers whose personal data is often lacking (not for full publication).

For Ethnic minority as a group, the highest representation is in the upper pay quartile.

Table 11.1 Percentage of employees in different ethnic groups in each hourly pay quarter.

Group	Lower	Lower middle	Upper middle	Upper	Total
White	61.16%	75.57%	90.50%	88.61%	78.96%
Unknown/Not declared	33.47%	16.98%	0.41%	0.41%	12.82%
Prefer not to say	1.24%	1.86%	3.10%	3.52%	2.43%
Ethnic Minority	4.13%	5.59%	5.99%	7.45%	5.79%

The **mean ethnicity pay gap** for hourly pay for minority ethnic groups is -2.18%, which indicates that ethnic minorities are paid 2.18% more than 'White' employees, on average (Table11.2).

This is likely to be because AberWorkers tend not to have these details filled in and they represent a lower paid cohort of employees.

Table 11.2: Mean ethnicity pay gap for hourly pay. Calculated as ((mean pay for White ethnic group - mean pay for comparator ethnic group) / mean pay for White ethnic group) and expressed as a %. Sample sizes for greyed out figures are too low for publication.

Ethnic group	Mean pay	Pay gap as a percentage of mean pay for White employees
White	£20.36	N/A
Minority ethnic	£20.81	-2.18%
Prefer not to say	£22.50	-10.48%
Unknown / Not declared	£12.39	39.14%

Table 11.3: Median ethnicity pay gap for hourly pay. Calculated as ((mean pay for White ethnic group - mean pay for comparator ethnic group) / mean pay for White ethnic group) and expressed as a %. Sample sizes for greyed out figures are too low for publication. **Median ethnicity pay gap for hourly pay.** Median pay was lower than mean pay for the 'White' group (£20.36 to £18.90), whereas minority ethnic (as a whole) did not fluctuate as much (£20.81 to £20.39), resulting in a -7.86% pay gap for this group. This means that minority ethnic had a median pay higher than for the white ethnic group.

Table 11.3: Median ethnicity pay gap for hourly pay. Calculated as ((mean pay for White ethnic group - mean pay for comparator ethnic group) / mean pay for White ethnic group) and expressed as a %. Sample sizes for greyed out figures are too low for publication.

Ethnic group	Median pay	Pay gap as a percentage of median pay for White employees
White	£18.90	N/A
Minority ethnic	£20.39	-7.86%
Prefer not to say	£20.05	-6.06%
(blank)	£11.06	41.49%

## Student Data Tables

Student data was collected using a 'census date of students enrolled at PAU on the 1st of November to represent an academic year (1st August to 31st July), e.g. for the academic year 2022/23 the snapshot data were collected on the 1 November 2022.

Ethnic minority students are approximately 8-9% of the UG student population on annual basis, and therefore we have decided to disaggregate these to the 5 major ethnic group. However, current data mapping challenges result in the data being categorised differently to the staff data, and indeed standard practice in the sector. We are aware that this inconsistency and accuracy needs to be addressed and have prioritised this mapping and system updates in the action plan of this application.

Student numbers will include those studying full-time, part-time, writing up and distance learning and excludes visiting and exchange students.

Ethnicity 2 major categories	Ethnicity categories
<p><b>Minority Ethnic</b> Include the minor ethnic categories of Bangladeshi, Chinese, Indian, Pakistani, any other Asian background, African, Caribbean, any other Black background, Asian and White, Black African and White, Black Caribbean and White, any other mixed background, Arab, any other background</p>	<p><b>Black and minority ethnic</b> Includes the minor Asian or Asian British ethnic categories of Bangladeshi, Chinese, Indian, Pakistani, any other Asian background, and the minor Black or Black British ethnic categories of African, Caribbean, any other Black background, and Arab. Where the term Black and Minority Ethnic is used this includes all the above minor categories.</p>
<p><b>Prefer not to say</b> This refers to individuals who do not wish to disclose their ethnic background. The University respects an individual's choice to prefer not to disclose their ethnicity. The University recognises the limitations of the options for disclosing ethnicity and will work closely with staff and students to develop and refine these options to be representatives of our student and staff body.</p>	<p><b>Mixed (major category)</b> Includes the minor ethnic categories of Asian and White, Black African and White, Black Caribbean and White, any other mixed background. Where the term Mixed is used this includes all the above minor categories.</p>
<p><b>Not declared / Unknown</b> This refers to individuals for which the University does not currently hold any information relating to ethnicity.</p>	<p><b>Other Ethnic Group (major category)</b> Includes the minor ethnic categories of any other background. Where the term Other is used this includes all the above minor categories.</p>
<p><b>White (major category)</b> Includes the minor categories of white, any other white background, Gypsy or Traveller. Where the term 'white' is used this includes all the minor categories referred to above.</p>	<p><b>Prefer not to say</b> This refers to individuals who do not wish to disclose their ethnic background. The University respects an individual's choice to prefer not to disclose their ethnicity. The University recognises the limitations of the options for disclosing ethnicity and will work closely with staff and students to develop and refine these options to be representatives of our student and staff body.</p>
	<p><b>Not declared / Unknown</b> This refers to individuals for which PAU does not currently hold any information relating to ethnicity.</p>
	<p><b>White or White British (major category)</b> Includes the minor categories of white, any other white background, Gypsy or Traveller. Where the term 'white' is used this includes all the minor categories referred to above.</p>

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### Tables 12 - Students at foundation, undergraduate, postgraduate taught and postgraduate research level

Table 12.1 Undergraduate students by ethnic group

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	144	2.63%	148	2.65%	165	2.92%
Male	176	3.22%	156	2.79%	170	3.01%
Other	5	0.09%	6	0.11%	6	0.11%
<b>Black and Minority Ethnic Total</b>	<b>325</b>	<b>5.94%</b>	<b>310</b>	<b>5.54%</b>	<b>341</b>	<b>6.04%</b>
<b>Mixed</b>						
Female	79	1.44%	91	1.63%	103	1.83%
Male	83	1.52%	96	1.72%	116	2.06%
Other	4	0.07%	7	0.13%	7	0.12%
<b>Mixed Total</b>	<b>166</b>	<b>3.04%</b>	<b>194</b>	<b>3.47%</b>	<b>226</b>	<b>4.01%</b>
<b>Other</b>						
Female	8	0.15%	12	0.21%	21	0.37%
Male	14	0.26%	16	0.29%	23	0.41%
<b>Other Total</b>	<b>22</b>	<b>0.40%</b>	<b>28</b>	<b>0.50%</b>	<b>44</b>	<b>0.78%</b>
<b>Prefer not to say</b>						
Female	58	1.06%	39	0.70%	19	0.34%
Male	76	1.39%	55	0.98%	42	0.74%
Other	2	0.04%	1	0.02%	1	0.02%
<b>Prefer not to say Total</b>	<b>136</b>	<b>2.49%</b>	<b>95</b>	<b>1.70%</b>	<b>62</b>	<b>1.10%</b>
<b>Unknown</b>						
Female	354	6.50%	310	5.56%	204	3.62%
Male	281	5.16%	233	4.18%	164	2.91%
Other	7	0.13%	11	0.20%	10	0.18%
<b>Unknown Total</b>	<b>642</b>	<b>11.78%</b>	<b>554</b>	<b>9.93%</b>	<b>378</b>	<b>6.71%</b>
<b>White</b>						
Female	1992	36.56%	2218	39.76%	2309	41.01%
Male	2037	37.38%	2042	36.60%	2138	37.98%
Other	129	2.37%	138	2.47%	132	2.34%
<b>White Total</b>	<b>4158</b>	<b>76.31%</b>	<b>4398</b>	<b>78.83%</b>	<b>4579</b>	<b>81.33%</b>
<b>Grand Total</b>	<b>5449</b>	<b>100.00%</b>	<b>5579</b>	<b>100.00%</b>	<b>5630</b>	<b>100.00%</b>



## 12.2 UK Undergraduate students by ethnic group

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	68	1.51%	84	1.76%	96	1.92%
Male	87	1.93%	89	1.86%	102	2.04%
Other	4	0.09%	5	0.10%	5	0.10%
<b>Black and Minority Ethnic Total</b>	<b>159</b>	<b>3.53%</b>	<b>178</b>	<b>3.72%</b>	<b>203</b>	<b>4.06%</b>
<b>Mixed</b>						
Female	71	1.58%	81	1.69%	92	1.84%
Male	74	1.64%	90	1.88%	111	2.22%
Other	4	0.09%	6	0.13%	6	0.12%
<b>Mixed Total</b>	<b>149</b>	<b>3.31%</b>	<b>177</b>	<b>3.70%</b>	<b>209</b>	<b>4.18%</b>
<b>Other</b>						
Female	5	0.11%	10	0.21%	15	0.30%
Male	14	0.31%	16	0.33%	22	0.44%
<b>Other Total</b>	<b>19</b>	<b>0.42%</b>	<b>26</b>	<b>0.54%</b>	<b>37</b>	<b>0.74%</b>
<b>Prefer not to say</b>						
Female	40	0.89%	30	0.63%	16	0.32%
Male	58	1.29%	43	0.90%	35	0.70%
Other	1	0.02%	1	0.02%	1	0.02%
<b>Prefer not to say Total</b>	<b>99</b>	<b>2.20%</b>	<b>74</b>	<b>1.55%</b>	<b>52</b>	<b>1.04%</b>
<b>Unknown</b>						
Female	33	0.73%	27	0.56%	18	0.36%
Male	56	1.24%	41	0.86%	28	0.56%
<b>Unknown Total</b>	<b>89</b>	<b>1.98%</b>	<b>68</b>	<b>1.42%</b>	<b>46</b>	<b>0.92%</b>
<b>White</b>						
Female	1879	41.76%	2126	44.46%	2232	44.65%
Male	1980	44.00%	2002	41.87%	2095	41.91%
Other	126	2.80%	131	2.74%	125	2.50%
<b>White Total</b>	<b>3985</b>	<b>88.56%</b>	<b>4259</b>	<b>89.06%</b>	<b>4452</b>	<b>89.06%</b>
<b>Grand Total</b>	<b>4500</b>	<b>100.00%</b>	<b>4782</b>	<b>100.00%</b>	<b>4999</b>	<b>100.00%</b>

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#### 12.3 Non-UK Undergraduate students by ethnic group

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	76	8.01%	64	8.03%	69	10.94%
Male	89	9.38%	67	8.41%	68	10.78%
Other	1	0.11%	1	0.13%	1	0.16%
<b>Black and Minority Ethnic Total</b>	<b>166</b>	<b>17.49%</b>	<b>132</b>	<b>16.56%</b>	<b>138</b>	<b>21.87%</b>
<b>Mixed</b>						
Female	8	0.84%	10	1.25%	11	1.74%
Male	9	0.95%	6	0.75%	5	0.79%
Other	0	0.00%	1	0.13%	1	0.16%
<b>Mixed Total</b>	<b>17</b>	<b>1.79%</b>	<b>17</b>	<b>2.13%</b>	<b>17</b>	<b>2.69%</b>
<b>Other</b>						
Female	3	0.32%	2	0.25%	6	0.95%
Male	0	0.00%	0	0.00%	1	0.16%
<b>Other Total</b>	<b>3</b>	<b>0.32%</b>	<b>2</b>	<b>0.25%</b>	<b>7</b>	<b>1.11%</b>
<b>Prefer not to say</b>						
Female	18	1.90%	9	1.13%	3	0.48%
Male	18	1.90%	12	1.51%	7	1.11%
Other	1	0.11%	0	0.00%	0	0.00%
<b>Prefer not to say Total</b>	<b>37</b>	<b>3.90%</b>	<b>21</b>	<b>2.63%</b>	<b>10</b>	<b>1.58%</b>
<b>Unknown</b>						
Female	321	33.83%	283	35.51%	186	29.48%
Male	225	23.71%	192	24.09%	136	21.55%
Other	7	0.74%	11	1.38%	10	1.58%
<b>Unknown Total</b>	<b>553</b>	<b>58.27%</b>	<b>486</b>	<b>60.98%</b>	<b>332</b>	<b>52.61%</b>
<b>White</b>						
Female	113	11.91%	92	11.54%	77	12.20%
Male	57	6.01%	40	5.02%	43	6.81%
Other	3	0.32%	7	0.88%	7	1.11%
<b>White Total</b>	<b>173</b>	<b>18.23%</b>	<b>139</b>	<b>17.44%</b>	<b>127</b>	<b>20.13%</b>
<b>Grand Total</b>	<b>949</b>	<b>100.00%</b>	<b>797</b>	<b>100.00%</b>	<b>631</b>	<b>100.00%</b>

## 12.4 Undergraduate students by faculty and ethnic group

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	101	4.76%	93	4.04%	98	4.30%
Mixed	68	3.21%	73	3.17%	81	3.56%
Other	7	0.33%	10	0.43%	18	0.79%
Prefer not to say	47	2.22%	44	1.91%	29	1.27%
Unknown	258	12.16%	228	9.91%	151	6.63%
White	1640	77.32%	1853	80.53%	1901	83.45%
<b>Faculty of Arts and Social Sciences Total</b>	<b>2121</b>	<b>38.92%</b>	<b>2301</b>	<b>41.24%</b>	<b>2278</b>	<b>40.46%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	169	10.99%	153	10.72%	152	10.80%
Mixed	46	2.99%	52	3.64%	73	5.19%
Other	11	0.72%	11	0.77%	14	1.00%
Prefer not to say	58	3.77%	30	2.10%	18	1.28%
Unknown	210	13.65%	163	11.42%	109	7.75%
White	1044	67.88%	1018	71.34%	1041	73.99%
<b>Faculty of Business and Physical Sciences Total</b>	<b>1538</b>	<b>28.23%</b>	<b>1427</b>	<b>25.58%</b>	<b>1407</b>	<b>24.99%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	55	3.07%	64	3.46%	91	4.68%
Mixed	52	2.91%	69	3.73%	72	3.70%
Other	4	0.22%	7	0.38%	12	0.62%
Prefer not to say	31	1.73%	21	1.13%	15	0.77%
Unknown	174	9.72%	163	8.81%	118	6.07%
White	1474	82.35%	1527	82.50%	1637	84.16%
<b>Faculty of Earth and Life Sciences Total</b>	<b>1790</b>	<b>32.85%</b>	<b>1851</b>	<b>33.18%</b>	<b>1945</b>	<b>34.55%</b>
<b>Grand Total</b>	<b>5449</b>	<b>100.00%</b>	<b>5579</b>	<b>100.00%</b>	<b>5630</b>	<b>100.00%</b>

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#### 12.5 UK Undergraduate students by faculty and ethnic group

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	49	2.78%	54	2.72%	53	2.62%
Mixed	58	3.29%	69	3.48%	77	3.81%
Other	6	0.34%	9	0.45%	12	0.59%
Prefer not to say	42	2.39%	37	1.86%	24	1.19%
Unknown	33	1.87%	23	1.16%	14	0.69%
White	1573	89.32%	1793	90.33%	1842	91.10%
<b>Faculty of Arts and Social Sciences Total</b>	<b>1761</b>	<b>39.13%</b>	<b>1985</b>	<b>41.51%</b>	<b>2022</b>	<b>40.45%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	69	5.93%	75	6.56%	91	7.54%
Mixed	43	3.69%	48	4.20%	70	5.80%
Other	10	0.86%	11	0.96%	14	1.16%
Prefer not to say	32	2.75%	18	1.57%	14	1.16%
Unknown	21	1.80%	19	1.66%	15	1.24%
White	989	84.97%	972	85.04%	1003	83.10%
<b>Faculty of Business and Physical Sciences Total</b>	<b>1164</b>	<b>25.87%</b>	<b>1143</b>	<b>23.90%</b>	<b>1207</b>	<b>24.14%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	41	2.60%	49	2.96%	59	3.33%
Mixed	48	3.05%	60	3.63%	62	3.50%
Other	3	0.19%	6	0.36%	11	0.62%
Prefer not to say	25	1.59%	19	1.15%	14	0.79%
Unknown	35	2.22%	26	1.57%	17	0.96%
White	1423	90.35%	1494	90.33%	1607	90.79%
<b>Faculty of Earth and Life Sciences Total</b>	<b>1575</b>	<b>35.00%</b>	<b>1654</b>	<b>34.59%</b>	<b>1770</b>	<b>35.41%</b>
<b>Grand Total</b>	<b>4500</b>	<b>100.00%</b>	<b>4782</b>	<b>100.00%</b>	<b>4999</b>	<b>100.00%</b>

12.6 Non-UK Undergraduate students by faculty and ethnic group

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	52	14.44%	39	12.34%	45	17.58%
Mixed	10	2.78%	4	1.27%	4	1.56%
Other	1	0.28%	1	0.32%	6	2.34%
Prefer not to say	5	1.39%	7	2.22%	5	1.95%
Unknown	225	62.50%	205	64.87%	137	53.52%
White	67	18.61%	60	18.99%	59	23.05%
<b>Faculty of Arts and Social Sciences Total</b>	<b>360</b>	<b>37.93%</b>	<b>316</b>	<b>39.65%</b>	<b>256</b>	<b>40.57%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	100	26.74%	78	27.46%	61	30.50%
Mixed	3	0.80%	4	1.41%	3	1.50%
Other	1	0.27%		0.00%		0.00%
Prefer not to say	26	6.95%	12	4.23%	4	2.00%
Unknown	189	50.53%	144	50.70%	94	47.00%
White	55	14.71%	46	16.20%	38	19.00%
<b>Faculty of Business and Physical Sciences Total</b>	<b>374</b>	<b>39.41%</b>	<b>284</b>	<b>35.63%</b>	<b>200</b>	<b>31.70%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	14	6.51%	15	7.61%	32	18.29%
Mixed	4	1.86%	9	4.57%	10	5.71%
Other	1	0.47%	1	0.51%	1	0.57%
Prefer not to say	6	2.79%	2	1.02%	1	0.57%
Unknown	139	64.65%	137	69.54%	101	57.71%
White	51	23.72%	33	16.75%	30	17.14%
<b>Faculty of Earth and Life Sciences Total</b>	<b>215</b>	<b>22.66%</b>	<b>197</b>	<b>24.72%</b>	<b>175</b>	<b>27.73%</b>
<b>Grand Total</b>	<b>949</b>	<b>100.00%</b>	<b>797</b>	<b>100.00%</b>	<b>631</b>	<b>100.00%</b>

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#### 12.7 Postgraduate taught students by ethnic group (including PGCE students)

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	72	4.95%	108	8.15%	175	13.33%
Male	62	4.26%	115	8.68%	164	12.49%
Other	0	0.00%	0	0.00%	1	0.08%
<b>Black and Minority Ethnic Total</b>	<b>134</b>	<b>9.22%</b>	<b>223</b>	<b>16.83%</b>	<b>340</b>	<b>25.89%</b>
<b>Mixed</b>						
Female	20	1.38%	22	1.66%	17	1.29%
Male	11	0.76%	15	1.13%	12	0.91%
Other	2	0.14%	2	0.15%	1	0.08%
<b>Mixed Total</b>	<b>33</b>	<b>2.27%</b>	<b>39</b>	<b>2.94%</b>	<b>30</b>	<b>2.28%</b>
<b>Other</b>						
Female	3	0.21%	1	0.08%	3	0.23%
Male	3	0.21%	3	0.23%	3	0.23%
Other	1	0.07%	0	0.00%	0	0.00%
<b>Other Total</b>	<b>7</b>	<b>0.48%</b>	<b>4</b>	<b>0.30%</b>	<b>6</b>	<b>0.46%</b>
<b>Prefer not to say</b>						
Female	11	0.76%	10	0.75%	13	0.99%
Male	16	1.10%	15	1.13%	13	0.99%
Other	1	0.07%	1	0.08%	2	0.15%
<b>Prefer not to say Total</b>	<b>28</b>	<b>1.93%</b>	<b>26</b>	<b>1.96%</b>	<b>28</b>	<b>2.13%</b>
<b>Unknown</b>						
Female	41	2.82%	23	1.74%	22	1.68%
Male	20	1.38%	12	0.91%	13	0.99%
<b>Unknown Total</b>	<b>61</b>	<b>4.20%</b>	<b>35</b>	<b>2.64%</b>	<b>35</b>	<b>2.67%</b>
<b>White</b>						
Female	717	49.31%	637	48.08%	548	41.74%
Male	455	31.29%	343	25.89%	311	23.69%
Other	19	1.31%	18	1.36%	15	1.14%
<b>White Total</b>	<b>1191</b>	<b>81.91%</b>	<b>998</b>	<b>75.32%</b>	<b>874</b>	<b>66.57%</b>
<b>Grand Total</b>	<b>1454</b>	<b>100.00%</b>	<b>1325</b>	<b>100.00%</b>	<b>1313</b>	<b>100.00%</b>

12.8 UK Postgraduate taught students by ethnic group (including PGCE students)

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	18	1.60%	13	1.38%	15	1.78%
Male	10	0.89%	7	0.74%	7	0.83%
<b>Black and Minority Ethnic Total</b>	<b>28</b>	<b>2.49%</b>	<b>20</b>	<b>2.12%</b>	<b>22</b>	<b>2.60%</b>
<b>Mixed</b>						
Female	13	1.16%	14	1.49%	11	1.30%
Male	9	0.80%	11	1.17%	10	1.18%
Other	1	0.09%	1	0.11%	1	0.12%
<b>Mixed Total</b>	<b>23</b>	<b>2.05%</b>	<b>26</b>	<b>2.76%</b>	<b>22</b>	<b>2.60%</b>
<b>Other</b>						
Male	2	0.18%	1	0.11%	1	0.12%
<b>Other Total</b>	<b>2</b>	<b>0.18%</b>	<b>1</b>	<b>0.11%</b>	<b>1</b>	<b>0.12%</b>
<b>Prefer not to say</b>						
Female	8	0.71%	8	0.85%	8	0.95%
Male	10	0.89%	10	1.06%	9	1.07%
Other	1	0.09%	0	0.00%	1	0.12%
<b>Prefer not to say Total</b>	<b>19</b>	<b>1.70%</b>	<b>18</b>	<b>1.91%</b>	<b>18</b>	<b>2.13%</b>
<b>Unknown</b>						
Female	16	1.43%	5	0.53%	10	1.18%
Male	4	0.36%	2	0.21%	7	0.83%
<b>Unknown Total</b>	<b>20</b>	<b>1.79%</b>	<b>7</b>	<b>0.74%</b>	<b>17</b>	<b>2.01%</b>
<b>White</b>						
Female	612	54.35%	551	58.43%	473	55.98%
Male	407	36.15%	304	32.24%	278	32.90%
Other	15	1.33%	16	1.70%	14	1.66%
<b>White Total</b>	<b>1034</b>	<b>91.83%</b>	<b>871</b>	<b>92.36%</b>	<b>765</b>	<b>90.53%</b>
<b>Grand Total</b>	<b>1126</b>	<b>100.00%</b>	<b>943</b>	<b>100.00%</b>	<b>845</b>	<b>100.00%</b>

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#### 12.9 Non-UK Postgraduate taught students by ethnic group (including PGCE students)

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	54	16.51%	95	24.87%	160	34.19%
Male	52	15.90%	108	28.27%	157	33.55%
Other	0	0.00%	0	0.00%	1	0.21%
<b>Black and Minority Ethnic Total</b>	<b>106</b>	<b>32.42%</b>	<b>203</b>	<b>53.14%</b>	<b>318</b>	<b>67.95%</b>
<b>Mixed</b>						
Female	7	2.14%	8	2.11%	6	1.28%
Male	2	0.61%	4	1.05%	2	0.43%
Other	1	0.31%	1	0.26%	0	0.00%
<b>Mixed Total</b>	<b>10</b>	<b>3.06%</b>	<b>13</b>	<b>3.42%</b>	<b>8</b>	<b>1.71%</b>
<b>Other</b>						
Female	3	0.92%	1	0.26%	3	0.64%
Male	1	0.31%	2	0.53%	2	0.43%
Other	1	0.31%		0.00%		0.00%
<b>Other Total</b>	<b>5</b>	<b>1.53%</b>	<b>3</b>	<b>0.79%</b>	<b>5</b>	<b>1.07%</b>
<b>Prefer not to say</b>						
Female	3	0.92%	2	0.53%	5	1.07%
Male	6	1.83%	5	1.32%	4	0.85%
Other		0.00%	1	0.26%	1	0.21%
<b>Prefer not to say Total</b>	<b>9</b>	<b>2.75%</b>	<b>8</b>	<b>2.11%</b>	<b>10</b>	<b>2.14%</b>
<b>Unknown</b>						
Female	25	7.62%	18	4.74%	12	2.56%
Male	16	4.88%	10	2.63%	6	1.28%
<b>Unknown Total</b>	<b>41</b>	<b>12.50%</b>	<b>28</b>	<b>7.37%</b>	<b>18</b>	<b>3.85%</b>
<b>White</b>						
Female	105	32.11%	86	22.63%	75	16.03%
Male	48	14.68%	39	10.26%	33	7.05%
Other	4	1.22%	2	0.53%	1	0.21%
<b>White Total</b>	<b>157</b>	<b>48.01%</b>	<b>127</b>	<b>33.42%</b>	<b>109</b>	<b>23.29%</b>
<b>Grand Total</b>	<b>328</b>	<b>100.00%</b>	<b>382</b>	<b>100.00%</b>	<b>468</b>	<b>100.00%</b>



## 12.10 Postgraduate taught students by faculty and ethnic group (including PGCE students)

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	30	5.66%	28	7.33%	20	5.76%
Mixed	13	2.45%	12	3.14%	9	2.59%
Other	4	0.75%	1	0.26%	1	0.29%
Prefer not to say	8	1.51%	4	1.05%	8	2.31%
Unknown	24	4.53%	13	3.40%	14	4.03%
White	451	85.09%	324	84.82%	295	85.01%
<b>Faculty of Arts and Social Sciences Total</b>	<b>530</b>	<b>36.45%</b>	<b>382</b>	<b>28.83%</b>	<b>347</b>	<b>26.43%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	81	12.92%	155	23.52%	264	38.94%
Mixed	15	2.39%	19	2.88%	15	2.21%
Other	1	0.16%	1	0.15%	2	0.29%
Prefer not to say	15	2.39%	17	2.58%	16	2.36%
Unknown	30	4.78%	17	2.58%	13	1.92%
White	485	77.35%	450	68.29%	368	54.28%
<b>Faculty of Business and Physical Sciences Total</b>	<b>627</b>	<b>43.12%</b>	<b>659</b>	<b>49.74%</b>	<b>678</b>	<b>51.64%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	23	7.72%	40	14.04%	56	19.31%
Mixed	5	1.68%	8	2.81%	6	2.07%
Other	2	0.67%	2	0.70%	3	1.03%
Prefer not to say	5	1.68%	5	1.75%	4	1.38%
Unknown	7	2.35%	5	1.75%	8	2.76%
White	256	85.91%	225	78.95%	213	73.45%
<b>Faculty of Earth and Life Sciences Total</b>	<b>298</b>	<b>20.50%</b>	<b>285</b>	<b>21.51%</b>	<b>290</b>	<b>22.09%</b>
<b>Grand Total</b>	<b>1454</b>	<b>100.00%</b>	<b>1325</b>	<b>100.00%</b>	<b>1313</b>	<b>100.00%</b>

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#### 12.11 UK Postgraduate taught students by faculty and ethnic group (including PGCE students)

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	8	1.84%	4	1.31%	3	1.06%
Mixed	11	2.53%	10	3.27%	7	2.46%
Other	1	0.23%	0	0.00%	0	0.00%
Prefer not to say	6	1.38%	3	0.98%	5	1.76%
Unknown	11	2.53%	2	0.65%	4	1.41%
White	398	91.49%	287	93.79%	265	93.31%
<b>Faculty of Arts and Social Sciences Total</b>	<b>435</b>	<b>38.63%</b>	<b>306</b>	<b>32.45%</b>	<b>284</b>	<b>33.61%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	15	3.35%	12	2.87%	12	3.49%
Mixed	8	1.79%	11	2.63%	11	3.20%
Prefer not to say	10	2.23%	11	2.63%	9	2.62%
Unknown	9	2.01%	5	1.20%	7	2.03%
White	406	90.63%	379	90.67%	305	88.66%
<b>Faculty of Business and Physical Sciences Total</b>	<b>448</b>	<b>39.79%</b>	<b>418</b>	<b>44.33%</b>	<b>344</b>	<b>40.71%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	5	2.05%	4	1.82%	7	3.20%
Mixed	4	1.64%	5	2.27%	4	1.83%
Other	1	0.41%	1	0.45%	1	0.46%
Prefer not to say	3	1.23%	4	1.82%	4	1.83%
Unknown	0	0.00%	0	0.00%	6	2.74%
White	231	94.67%	206	93.64%	197	89.95%
<b>Faculty of Earth and Life Sciences Total</b>	<b>244</b>	<b>21.67%</b>	<b>220</b>	<b>23.33%</b>	<b>219</b>	<b>25.92%</b>
<b>Grand Total</b>	<b>1126</b>	<b>100.00%</b>	<b>943</b>	<b>100.00%</b>	<b>845</b>	<b>100.00%</b>

## 12.12 Non-UK Postgraduate taught students by faculty and ethnic group (including PGCE students)

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	22	23.16%	24	31.58%	17	26.98%
Mixed	2	2.11%	2	2.63%	2	3.17%
Other	3	3.16%	1	1.32%	1	1.59%
Prefer not to say	2	2.11%	1	1.32%	3	4.76%
Unknown	13	13.68%	11	14.47%	10	15.87%
White	53	55.79%	37	48.68%	30	47.62%
<b>Faculty of Arts and Social Sciences Total</b>	<b>95</b>	<b>28.96%</b>	<b>76</b>	<b>19.90%</b>	<b>63</b>	<b>13.46%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	66	36.87%	143	59.34%	252	75.45%
Mixed	7	3.91%	8	3.32%	4	1.20%
Other	1	0.56%	1	0.41%	2	0.60%
Prefer not to say	5	2.79%	6	2.49%	7	2.10%
Unknown	21	11.73%	12	4.98%	6	1.80%
White	79	44.13%	71	29.46%	63	18.86%
<b>Faculty of Business and Physical Sciences Total</b>	<b>179</b>	<b>54.57%</b>	<b>241</b>	<b>63.09%</b>	<b>334</b>	<b>71.37%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	18	33.33%	36	55.38%	49	69.01%
Mixed	1	1.85%	3	4.62%	2	2.82%
Other	1	1.85%	1	1.54%	2	2.82%
Prefer not to say	2	3.70%	1	1.54%	0	0.00%
Unknown	7	12.96%	5	7.69%	2	2.82%
White	25	46.30%	19	29.23%	16	22.54%
<b>Faculty of Earth and Life Sciences Total</b>	<b>54</b>	<b>16.46%</b>	<b>65</b>	<b>17.02%</b>	<b>71</b>	<b>15.17%</b>
<b>Grand Total</b>	<b>328</b>	<b>100.00%</b>	<b>382</b>	<b>100.00%</b>	<b>468</b>	<b>100.00%</b>

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#### 12.13 Postgraduate research students by ethnic group

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	64	11.23%	69	11.90%	65	11.48%
Male	112	19.65%	113	19.48%	113	19.96%
<b>Black and Minority Ethnic Total</b>	<b>176</b>	<b>30.88%</b>	<b>182</b>	<b>31.38%</b>	<b>178</b>	<b>31.45%</b>
<b>Mixed</b>						
Female	4	0.70%	1	0.17%	1	0.18%
Male	4	0.70%	5	0.86%	5	0.88%
Other	0	0.00%	1	0.17%	1	0.18%
<b>Mixed Total</b>	<b>8</b>	<b>1.40%</b>	<b>7</b>	<b>1.21%</b>	<b>7</b>	<b>1.24%</b>
<b>Other</b>						
Female	2	0.35%	2	0.34%	1	0.18%
Male	2	0.35%	2	0.34%	0	0.00%
<b>Other Total</b>	<b>4</b>	<b>0.70%</b>	<b>4</b>	<b>0.69%</b>	<b>1</b>	<b>0.18%</b>
<b>Prefer not to say</b>						
Female	6	1.05%	6	1.03%	9	1.59%
Male	14	2.46%	11	1.90%	9	1.59%
<b>Prefer not to say Total</b>	<b>20</b>	<b>3.51%</b>	<b>17</b>	<b>2.93%</b>	<b>18</b>	<b>3.18%</b>
<b>Unknown</b>						
Female	12	2.11%	13	2.24%	11	1.94%
Male	4	0.70%	5	0.86%	5	0.88%
<b>Unknown Total</b>	<b>16</b>	<b>2.81%</b>	<b>18</b>	<b>3.10%</b>	<b>16</b>	<b>2.83%</b>
<b>White</b>						
Female	181	31.75%	188	32.41%	189	33.39%
Male	158	27.72%	155	26.72%	147	25.97%
Other	7	1.23%	9	1.55%	10	1.77%
<b>White Total</b>	<b>346</b>	<b>60.70%</b>	<b>352</b>	<b>60.69%</b>	<b>346</b>	<b>61.13%</b>
<b>Grand Total</b>	<b>570</b>	<b>100.00%</b>	<b>580</b>	<b>100.00%</b>	<b>566</b>	<b>100.00%</b>

12.14 UK Postgraduate research students by ethnic group

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	5	1.49%	4	1.17%	4	1.14%
Male	10	2.98%	11	3.21%	9	2.56%
<b>Black and Minority Ethnic Total</b>	<b>15</b>	<b>4.46%</b>	<b>15</b>	<b>4.37%</b>	<b>13</b>	<b>3.69%</b>
<b>Mixed</b>						
Female	2	0.60%	1	0.29%	1	0.28%
Male	1	0.30%	2	0.58%	2	0.57%
Other	0	0.00%	1	0.29%	1	0.28%
<b>Mixed Total</b>	<b>3</b>	<b>0.89%</b>	<b>4</b>	<b>1.17%</b>	<b>4</b>	<b>1.14%</b>
<b>Prefer not to say</b>						
Female	5	1.49%	6	1.75%	8	2.27%
Male	8	2.38%	6	1.75%	5	1.42%
<b>Prefer not to say Total</b>	<b>13</b>	<b>3.87%</b>	<b>12</b>	<b>3.50%</b>	<b>13</b>	<b>3.69%</b>
<b>Unknown</b>						
Female	4	1.19%	6	1.75%	6	1.70%
Male	0	0.00%	1	0.29%	2	0.57%
<b>Unknown Total</b>	<b>4</b>	<b>1.19%</b>	<b>7</b>	<b>2.04%</b>	<b>8</b>	<b>2.27%</b>
<b>White</b>						
Female	157	46.73%	163	46.94%	171	48.58%
Male	138	40.77%	135	39.36%	134	38.07%
Other	7	2.08%	9	2.62%	9	2.56%
<b>White Total</b>	<b>302</b>	<b>89.58%</b>	<b>307</b>	<b>88.92%</b>	<b>314</b>	<b>89.20%</b>
<b>Grand Total</b>	<b>337</b>	<b>100.00%</b>	<b>345</b>	<b>100.00%</b>	<b>352</b>	<b>100.00%</b>

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#### 12.15 Non-UK Postgraduate research students by ethnic group

Ethnic Group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	59	25.32%	65	27.66%	61	28.50%
Male	102	43.78%	102	43.40%	104	48.60%
<b>Black and Minority Ethnic Total</b>	<b>161</b>	<b>69.10%</b>	<b>167</b>	<b>71.06%</b>	<b>165</b>	<b>77.10%</b>
<b>Mixed</b>						
Female	2	0.86%	0	0.00%	0	0.00%
Male	3	1.29%	3	1.28%	3	1.40%
<b>Mixed Total</b>	<b>5</b>	<b>2.15%</b>	<b>3</b>	<b>1.28%</b>	<b>3</b>	<b>1.40%</b>
<b>Other</b>						
Female	2	0.86%	2	0.85%	1	0.47%
Male	2	0.86%	2	0.85%	0	0.00%
<b>Other Total</b>	<b>4</b>	<b>1.72%</b>	<b>4</b>	<b>1.70%</b>	<b>1</b>	<b>0.47%</b>
<b>Prefer not to say</b>						
Female	1	0.43%	0	0.00%	1	0.47%
Male	6	2.58%	5	2.13%	4	1.87%
<b>Prefer not to say Total</b>	<b>7</b>	<b>3.00%</b>	<b>5</b>	<b>2.13%</b>	<b>5</b>	<b>2.34%</b>
<b>Unknown</b>						
Female	8	3.43%	7	2.98%	5	2.34%
Male	4	1.72%	4	1.70%	3	1.40%
<b>Unknown Total</b>	<b>12</b>	<b>5.15%</b>	<b>11</b>	<b>4.68%</b>	<b>8</b>	<b>3.74%</b>
<b>White</b>						
Female	24	10.30%	25	10.64%	18	8.41%
Male	20	8.58%	20	8.51%	13	6.07%
Other	0	0.00%	0	0.00%	1	0.47%
<b>White Total</b>	<b>44</b>	<b>18.88%</b>	<b>45</b>	<b>19.15%</b>	<b>32</b>	<b>14.95%</b>
<b>Grand Total</b>	<b>233</b>	<b>100.00%</b>	<b>235</b>	<b>100.00%</b>	<b>214</b>	<b>100.00%</b>

12.16 Postgraduate research students by faculty and ethnic group

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	26	13.90%	23	12.04%	24	12.37%
Mixed	2	1.07%	1	0.52%	2	1.03%
Other	1	0.53%	2	1.05%	1	0.52%
Prefer not to say	8	4.28%	7	3.66%	8	4.12%
Unknown	7	3.74%	7	3.66%	7	3.61%
White	143	76.47%	151	79.06%	152	78.35%
<b>Faculty of Arts and Social Sciences Total</b>	<b>187</b>	<b>32.81%</b>	<b>191</b>	<b>32.93%</b>	<b>194</b>	<b>34.28%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	132	66.00%	140	64.52%	132	63.16%
Mixed	2	1.00%	3	1.38%	2	0.96%
Other	2	1.00%	2	0.92%		0.00%
Prefer not to say	4	2.00%	4	1.84%	3	1.44%
Unknown	7	3.50%	6	2.76%	5	2.39%
White	53	26.50%	62	28.57%	67	32.06%
<b>Faculty of Business and Physical Sciences Total</b>	<b>200</b>	<b>35.09%</b>	<b>217</b>	<b>37.41%</b>	<b>209</b>	<b>36.93%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	18	9.84%	19	11.05%	22	13.50%
Mixed	4	2.19%	3	1.74%	3	1.84%
Other	1	0.55%		0.00%		0.00%
Prefer not to say	8	4.37%	6	3.49%	7	4.29%
Unknown	2	1.09%	5	2.91%	4	2.45%
White	150	81.97%	139	80.81%	127	77.91%
<b>Faculty of Earth and Life Sciences Total</b>	<b>183</b>	<b>32.11%</b>	<b>172</b>	<b>29.66%</b>	<b>163</b>	<b>28.80%</b>

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#### 12.17 UK Postgraduate research students by faculty and ethnic group

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	5	3.88%	5	3.55%	4	2.65%
Mixed	1	0.78%	1	0.71%	1	0.66%
Prefer not to say	6	4.65%	5	3.55%	7	4.64%
Unknown	2	1.55%	3	2.13%	3	1.99%
White	115	89.15%	127	90.07%	136	90.07%
<b>Faculty of Arts and Social Sciences Total</b>	<b>129</b>	<b>38.28%</b>	<b>141</b>	<b>40.87%</b>	<b>151</b>	<b>42.90%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	6	9.84%	7	10.45%	7	9.86%
Mixed	0	0.00%	1	1.49%	1	1.41%
Prefer not to say	4	6.56%	4	5.97%	3	4.23%
Unknown	1	1.64%	1	1.49%	2	2.82%
White	50	81.97%	54	80.60%	58	81.69%
<b>Faculty of Business and Physical Sciences Total</b>	<b>61</b>	<b>18.10%</b>	<b>67</b>	<b>19.42%</b>	<b>71</b>	<b>20.17%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	4	2.72%	3	2.19%	2	1.54%
Mixed	2	1.36%	2	1.46%	2	1.54%
Prefer not to say	3	2.04%	3	2.19%	3	2.31%
Unknown	1	0.68%	3	2.19%	3	2.31%
White	137	93.20%	126	91.97%	120	92.31%
<b>Faculty of Earth and Life Sciences Total</b>	<b>147</b>	<b>43.62%</b>	<b>137</b>	<b>39.71%</b>	<b>130</b>	<b>36.93%</b>



12.18 Non-UK Postgraduate research students by faculty and ethnic group

Faculty and Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Faculty of Arts and Social Sciences</b>						
Black and Minority Ethnic	21	36.21%	18	36.00%	20	46.51%
Mixed	1	1.72%		0.00%	1	2.33%
Other	1	1.72%	2	4.00%	1	2.33%
Prefer not to say	2	3.45%	2	4.00%	1	2.33%
Unknown	5	8.62%	4	8.00%	4	9.30%
White	28	48.28%	24	48.00%	16	37.21%
<b>Faculty of Arts and Social Sciences Total</b>	<b>58</b>	<b>24.89%</b>	<b>50</b>	<b>21.28%</b>	<b>43</b>	<b>20.09%</b>
<b>Faculty of Business and Physical Sciences</b>						
Black and Minority Ethnic	126	90.65%	133	88.67%	125	90.58%
Mixed	2	1.44%	2	1.33%	1	0.72%
Other	2	1.44%	2	1.33%		0.00%
Unknown	6	4.32%	5	3.33%	3	2.17%
White	3	2.16%	8	5.33%	9	6.52%
<b>Faculty of Business and Physical Sciences Total</b>	<b>139</b>	<b>59.66%</b>	<b>150</b>	<b>63.83%</b>	<b>138</b>	<b>64.49%</b>
<b>Faculty of Earth and Life Sciences</b>						
Black and Minority Ethnic	14	38.89%	16	45.71%	20	60.61%
Mixed	2	5.56%	1	2.86%	1	3.03%
Other	1	2.78%		0.00%		0.00%
Prefer not to say	5	13.89%	3	8.57%	4	12.12%
Unknown	1	2.78%	2	5.71%	1	3.03%
White	13	36.11%	13	37.14%	7	21.21%
<b>Faculty of Earth and Life Sciences Total</b>	<b>36</b>	<b>15.45%</b>	<b>35</b>	<b>14.89%</b>	<b>33</b>	<b>15.42%</b>
<b>Grand Total</b>	<b>233</b>	<b>100.00%</b>	<b>235</b>	<b>100.00%</b>	<b>214</b>	<b>100.00%</b>

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**Table 13 Undergraduate application success rates by tariff point**

- **Average entry tariff for enrolments** - based on the total tariff score from qualifications on entry where available e.g. A/AS level or other level 3 equivalent qualifications. Blank/0 tariff score has been excluded from the calculation.
- **Applications for academic year** - This figure is applications for the specified year of entry (academic year), which includes deferrals from previous application cycles and excludes deferrals to future academic year/s.
- **Offers (30th June main scheme application)** - This is the status of the offer at the end of the main scheme applications. Doesn't include offers made during clearing activity (after 30th June)
- **Enrolments (1st November census date)** - This includes registered students on the 1st of November census data and will exclude anyone who initially registered and withdrew before 1st November.

Table 13.1.a UCAS UK Domiciled applications, offers and new intake enrolments by ethnic group.

	Black and Ethnic Minority				Mixed				Other				White				Unknown*			
	2019/ 20	2020/ 21	2021/ 22	3-year Avg.	2019/ 20	2020/ 21	2021/ 22	3-year Avg.	2019/ 20	2020/ 21	2021/ 22	3-year Avg.	2019/ 20	2020/ 21	2021/ 22	3-year Avg.	2019/ 20	2020/ 21	2021/ 22	3-year Avg.
Average entry tariff for enrolments	92	109	102	101	104	109	110	108	64	87	129	93	115	124	128	122	96	104	128	109
Applications for academic year	202	284	379	288	165	222	304	230	20	41	64	125	5045	5659	6952	17656	61	67	74	202
Offers (30th June main scheme application)	180	269	368	272	157	214	293	221	18	38	60	116	4863	5472	6794	17129	57	62	73	192
New intake enrolments (1st November census date)	50	44	62	52	50	42	56	49	6	9	14	29	1137	1285	1379	3801	105	23	18	146
% Total applications	3.7%	4.5%	4.9%	4.4%	3.0%	3.5%	3.9%	3.5%	0.4%	0.7%	0.8%	0.6%	91.8%	90.2%	89.4%	90.4%	1.1%	1.1%	1.0%	1.0%
% Total offers	3.4%	4.4%	4.8%	4.3%	3.0%	3.5%	3.9%	3.5%	0.3%	0.6%	0.8%	0.6%	92.2%	90.4%	89.5%	90.5%	1.1%	1.0%	1.0%	1.0%
% Total new intake enrolments	3.7%	3.1%	4.1%	3.7%	3.7%	3.0%	3.7%	3.5%	0.4%	0.6%	0.9%	0.7%	84.6%	91.9%	90.5%	89.1%	7.8%	1.6%	1.2%	3.4%
Offers to applications %	89.1%	94.7%	97.1%	94.5%	95.2%	96.4%	96.4%	96.1%	90.0%	92.7%	93.8%	92.8%	96.4%	96.7%	97.7%	97.0%	93.4%	92.5%	98.6%	95.0%
Offers to applications % gap (against White)	-7.3%	-2.0%	-0.6%	-2.6%	-1.2%	-0.3%	-1.3%	-0.9%	-6.4%	-4.0%	-4.0%	-4.2%	-	-	-	-	-	-	-	-
New intake enrolments to Applications %	24.8%	15.5%	16.4%	18.0%	30.3%	18.9%	18.4%	21.4%	30.0%	22.0%	21.9%	23.2%	22.5%	22.7%	19.8%	21.5%	172.1%	34.3%	24.3%	72.3%
Enrolments to applications % gap (against White)	2.2%	-7.2%	-3.5%	-3.5%	7.8%	-3.8%	-1.4%	-0.1%	7.5%	-0.8%	2.0%	1.7%	-	-	-	-	-	-	-	-

\*The unknown category is inflated in the 2019/20 enrolment data, which is due to a higher than usual applications that has a Record of Prior Acceptance status (RPA).

**Table 13.1.b UCAS UK Domiciled applications, offers and new intake enrolments.**

	2019/20	2020/21	2021/22	Totals	3-year Avg.
Total applications	5493	6273	7773	19539	6513
Total offers (30th June)	5275	6055	7588	18918	6306
Total new intake enrolments (1st November)	1344	1398	1524	4266	1422
% offers to applications	96.0%	96.5%	97.6%	96.8%	96.8%
% enrolments to applications	24.5%	22.3%	19.6%	21.8%	21.8%

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### 14 Undergraduate continuation rates

Table 14.1 Continuation rates for undergraduate students on 3-year degree schemes per cohort by ethnic group

Ethnic Group	2019/20 cohort			2020/21 cohort			2021/22 cohort			2022/23 cohort		
	Cohort #	Continuation #	Continuation %	Cohort #	Continuation #	Continuation %	Cohort #	Continuation #	Continuation %	Cohort #	Continuation #	Continuation %
Black and Minority Ethnic	50	48	96.00%	41	33	80.49%	67	49	73.13%	69	56	81.16%
Mixed	34	28	82.35%	33	30	90.91%	36	31	86.11%	62	59	95.16%
Other	1	1	100.00%	4	4	100.00%	6	5	83.33%	4	4	100.00%
Prefer not to say	42	39	92.86%	18	17	94.44%	10	9	90.00%	15	14	93.33%
Unknown	133	116	87.22%	172	146	84.88%	97	82	84.54%	78	70	89.74%
White	846	777	91.84%	902	827	91.69%	983	851	86.57%	1148	1011	88.07%
<b>Grand Total</b>	<b>1106</b>	<b>1009</b>	<b>91.23%</b>	<b>1170</b>	<b>1057</b>	<b>90.34%</b>	<b>1199</b>	<b>1027</b>	<b>85.65%</b>	<b>1376</b>	<b>1214</b>	<b>88.23%</b>

## 15 Undergraduate completion rates

Table 15.1 Completion rates for undergraduate students on 3-year degree schemes per cohort by ethnic group

Ethnic Group	2019/20 cohort			2020/21 cohort			2021/22 cohort		
	Cohort #	Completion #	Completion %	Cohort #	Completion #	Completion %	Cohort #	Completion #	Completion %
Black and Minority Ethnic	50	46	92.00%	41	32	78.05%	67	39	58.21%
Mixed	34	23	67.65%	33	24	72.73%	36	24	66.67%
Other	1	1	100.00%	4	4	100.00%	6	4	66.67%
Prefer not to say	42	29	69.05%	18	19	105.56%	10	9	90.00%
Unknown	133	115	86.47%	172	145	84.30%	97	70	72.16%
White	846	757	89.48%	902	789	87.47%	983	690	70.19%
<b>Grand Total</b>	<b>1106</b>	<b>971</b>	<b>87.79%</b>	<b>1170</b>	<b>1013</b>	<b>86.58%</b>	<b>1199</b>	<b>836</b>	<b>69.72%</b>

\* The completion rates for the 2021/22 cohort will need to be updated during the start of 2024/25 academic year to include any later completions

# Updated Race Equality Charter

## Bronze Application Form

### Tables 16 Degree awarding for UG students

**Table 16.1 Degrees Awarded for undergraduate students per cohort on 3-year degree schemes by degree class and ethnic group.**

Degree Class & Ethnic Group	2019/20 cohort			2020/21 cohort			2021/22 cohort		
	Count	% of Class	% of Total Ethnic Group/Cohort	Count	% of Class	% of Total Ethnic Group/Cohort	Count	% of Class	% of Total Ethnic Group/Cohort
<b>I</b>									
Black and Minority Ethnic	9	3.61%	18.00%	6	2.52%	14.63%	6	3.06%	8.96%
Mixed	5	2.01%	14.71%	4	1.68%	12.12%	3	1.53%	8.33%
Other	1	0.40%	100.00%	1	0.42%	25.00%	0	0.00%	0.00%
Prefer not to say	14	5.62%	33.33%	4	1.68%	22.22%	3	1.53%	30.00%
Unknown	30	12.05%	22.56%	45	18.91%	26.16%	16	8.16%	16.49%
White	190	76.31%	22.46%	178	74.79%	19.73%	168	85.71%	17.09%
<b>I Total</b>	<b>249</b>	<b>25.15%</b>	<b>22.51%</b>	<b>238</b>	<b>23.61%</b>	<b>20.34%</b>	<b>196</b>	<b>23.44%</b>	<b>16.35%</b>
<b>II(1)</b>									
Black and Minority Ethnic	22	4.34%	44.00%	14	2.63%	34.15%	20	4.50%	40.82%
Mixed	15	2.96%	44.12%	10	1.88%	30.30%	17	3.83%	54.84%
Other	0	0.00%	0.00%	2	0.38%	50.00%	2	0.45%	40.00%
Prefer not to say	6	1.18%	14.29%	10	1.88%	55.56%	6	1.35%	66.67%
Unknown	60	11.83%	45.11%	76	14.29%	44.19%	39	8.78%	47.56%
White	404	79.68%	47.75%	420	78.95%	46.56%	360	81.08%	42.30%
<b>II(1) Total</b>	<b>507</b>	<b>51.21%</b>	<b>45.84%</b>	<b>532</b>	<b>52.52%</b>	<b>45.47%</b>	<b>444</b>	<b>53.11%</b>	<b>43.23%</b>
<b>II(2)</b>									
Black and Minority Ethnic	15	6.82%	30.00%	11	4.76%	26.83%	10	5.46%	14.93%
Mixed	4	1.82%	11.76%	9	3.90%	27.27%	3	1.64%	8.33%
Other	0	0.00%	0.00%	1	0.43%	25.00%	2	1.09%	33.33%
Prefer not to say	10	4.55%	23.81%	5	2.16%	27.78%	0	0.00%	0.00%
Unknown	26	11.82%	19.55%	23	9.96%	13.37%	14	7.65%	14.43%
White	165	75.00%	19.50%	182	78.79%	20.18%	154	84.15%	15.67%
<b>II(2) Total</b>	<b>220</b>	<b>22.22%</b>	<b>19.89%</b>	<b>231</b>	<b>22.80%</b>	<b>19.74%</b>	<b>183</b>	<b>21.89%</b>	<b>15.26%</b>
<b>III</b>									
Black and Minority Ethnic	0	0.00%	0.00%	1	8.33%	2.44%	3	23.08%	4.48%
Mixed	0	0.00%	0.00%	1	8.33%	3.03%	1	7.69%	2.78%
Prefer not to say	1	7.14%	100.00%	0	0.00%	0.00%	0	0.00%	0.00%
Unknown	2	14.29%	4.76%	1	8.33%	5.56%	1	7.69%	10.00%
White	11	78.57%	8.27%	9	75.00%	5.23%	8	61.54%	8.25%
<b>III Total</b>	<b>14</b>	<b>1.41%</b>	<b>1.27%</b>	<b>12</b>	<b>1.18%</b>	<b>1.33%</b>	<b>13</b>	<b>1.56%</b>	<b>1.32%</b>
<b>Grand Total</b>	<b>990</b>	<b>100.00%</b>	<b>89.51%</b>	<b>1013</b>	<b>100.00%</b>	<b>86.58%</b>	<b>836</b>	<b>100.00%</b>	<b>69.72%</b>

Table 16.2 Degrees Awarded for undergraduate students per cohort on 3-year degree schemes by ethnic group and degree class.

Ethnic Group & Degree Class	2019/20 cohort			2020/21 cohort			2021/22 cohort		
	Count	% of Class	% of Total Ethnic Group/Cohort	Count	% of Class	% of Total Ethnic Group/Cohort	Count	% of Class	% of Total Ethnic Group/Cohort
<b>Black and Minority Ethnic</b>									
I	9	19.57%	18.00%	6	18.75%	14.63%	6	15.38%	8.96%
II(1)	22	47.83%	44.00%	14	43.75%	34.15%	20	51.28%	29.85%
II(2)	15	32.61%	30.00%	11	34.38%	26.83%	10	25.64%	14.93%
III	0	0.00%	0.00%	1	3.13%	2.44%	3	7.69%	4.48%
<b>Black and Minority Ethnic Total</b>	<b>46</b>	<b>4.69%</b>	<b>92.00%</b>	<b>32</b>	<b>3.17%</b>	<b>78.05%</b>	<b>39</b>	<b>4.67%</b>	<b>58.21%</b>
<b>Mixed</b>									
I	5	20.83%	14.71%	4	16.67%	12.12%	3	12.50%	8.33%
II(1)	15	62.50%	44.12%	10	41.67%	30.30%	17	70.83%	47.22%
II(2)	4	16.67%	11.76%	9	37.50%	27.27%	3	12.50%	8.33%
III	0	0.00%	0.00%	1	4.17%	3.03%	1	4.17%	2.78%
<b>Mixed Total</b>	<b>24</b>	<b>2.45%</b>	<b>70.59%</b>	<b>24</b>	<b>2.38%</b>	<b>72.73%</b>	<b>24</b>	<b>2.87%</b>	<b>66.67%</b>
<b>Other</b>									
I	1	100.00%	100.00%	1	25.00%	25.00%	0	0.00%	0.00%
II(1)	0	0.00%	0.00%	2	50.00%	50.00%	2	50.00%	33.33%
II(2)	0	0.00%	0.00%	1	25.00%	25.00%	2	50.00%	33.33%
<b>Other Total</b>	<b>1</b>	<b>0.10%</b>	<b>100.00%</b>	<b>4</b>	<b>0.40%</b>	<b>100.00%</b>	<b>4</b>	<b>0.48%</b>	<b>66.67%</b>
<b>Prefer not to say</b>									
I	14	45.16%	33.33%	4	22.22%	22.22%	3	33.33%	30.00%
II(1)	6	19.35%	14.29%	9	50.00%	50.00%	6	66.67%	60.00%
II(2)	10	32.26%	23.81%	5	27.78%	27.78%	0	0.00%	0.00%
III	1	3.23%	2.38%	0	0.00%	0.00%	0	0.00%	0.00%
<b>Prefer not to say Total</b>	<b>31</b>	<b>3.16%</b>	<b>73.81%</b>	<b>18</b>	<b>1.79%</b>	<b>100.00%</b>	<b>9</b>	<b>1.08%</b>	<b>90.00%</b>
<b>Unknown</b>									
I	30	25.42%	22.56%	45	31.03%	26.16%	16	22.86%	16.49%
II(1)	60	50.85%	45.11%	76	52.41%	44.19%	39	55.71%	40.21%
II(2)	26	22.03%	19.55%	23	15.86%	13.37%	14	20.00%	14.43%
III	2	1.69%	1.50%	1	0.69%	0.58%	1	1.43%	1.03%
<b>Unknown Total</b>	<b>118</b>	<b>12.04%</b>	<b>88.72%</b>	<b>145</b>	<b>14.31%</b>	<b>84.30%</b>	<b>70</b>	<b>8.37%</b>	<b>72.16%</b>
<b>White</b>									
I	190	24.68%	22.46%	178	22.56%	19.73%	168	24.35%	17.09%
II(1)	404	52.47%	47.75%	420	53.23%	46.56%	360	52.17%	36.62%
II(2)	165	21.43%	19.50%	182	23.07%	20.18%	154	22.32%	15.67%
III	11	1.43%	1.30%	9	1.14%	1.00%	8	1.16%	0.81%
<b>White Total</b>	<b>770</b>	<b>77.78%</b>	<b>91.02%</b>	<b>789</b>	<b>77.89%</b>	<b>87.47%</b>	<b>690</b>	<b>82.54%</b>	<b>70.19%</b>
<b>Grand Total</b>	<b>990</b>	<b>100.00%</b>	<b>89.51%</b>	<b>1013</b>	<b>100.00%</b>	<b>86.58%</b>	<b>836</b>	<b>100.00%</b>	<b>69.72%</b>

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**Tables 17 Degree awarding for students at postgraduate**

**Table 17.1 Degrees Awarded for full time postgraduate taught students per cohort by ethnic group (including PGCE students)**

Ethnic Group	2020/21 cohort			2021/22 cohort			2022/23 cohort		
	Cohort #	Degree awarded	% of cohort	Cohort #	Degree awarded	% of cohort	Cohort #	Degree awarded	% of cohort
Black and Minority Ethnic	34	24	70.59%	61	44	72.13%	118	76	64.41%
Mixed	11	6	54.55%	14	11	78.57%	14	11	78.57%
Other	4	2	50.00%	1	1	100.00%	2	2	100.00%
Prefer not to say	7	3	42.86%	4	0	0.00%	7	2	28.57%
Unknown	33	25	75.76%	18	14	77.78%	11	10	90.91%
White	375	276	73.60%	298	216	72.48%	211	167	79.15%
<b>Grand Total</b>	<b>464</b>	<b>336</b>	<b>72.41%</b>	<b>396</b>	<b>286</b>	<b>72.22%</b>	<b>363</b>	<b>268</b>	<b>73.83%</b>

**Table 17.2 Degrees Awarded for full time postgraduate taught students per cohort by degree class & ethnic group (including PGCE students)**

Degree Class & Ethnic Group	2020/21 cohort			2021/22 cohort			2022/23 cohort		
	Count	% of Class	% of Ethnic Group/Cohort	Count	% of Class	% of Ethnic Group/Cohort	Count	% of Class	% of Ethnic Group/Cohort
<b>Distinction</b>									
Black and Minority Ethnic	5	6.10%	14.71%	6	9.38%	9.84%	18	25.00%	15.25%
Mixed	2	2.44%	18.18%	4	6.25%	28.57%	2	2.78%	14.29%
Other	0	0.00%	0.00%	1	1.56%	100.00%	1	1.39%	50.00%
Prefer not to say	1	1.22%	14.29%	0	0.00%	0.00%	0	0.00%	0.00%
Unknown	8	9.76%	24.24%	5	7.81%	27.78%	4	5.56%	36.36%
White	66	80.49%	17.60%	48	75.00%	16.11%	47	65.28%	22.27%
<b>Distinction Total</b>	<b>82</b>	<b>31.66%</b>	<b>17.67%</b>	<b>64</b>	<b>22.38%</b>	<b>16.16%</b>	<b>72</b>	<b>26.87%</b>	<b>19.83%</b>
<b>Merit</b>									
Black and Minority Ethnic	13	9.15%	38.24%	25	19.08%	40.98%	33	31.43%	27.97%
Mixed	2	1.41%	18.18%	4	3.05%	28.57%	7	6.67%	50.00%
Other	2	1.41%	50.00%	0	0.00%	0.00%	0	0.00%	0.00%
Prefer not to say	2	1.41%	28.57%	0	0.00%	0.00%	2	1.90%	28.57%
Unknown	15	10.56%	45.45%	7	5.34%	38.89%	3	2.86%	27.27%
White	108	76.06%	28.80%	95	72.52%	31.88%	60	57.14%	28.44%
<b>Merit Total</b>	<b>142</b>	<b>54.83%</b>	<b>30.60%</b>	<b>131</b>	<b>45.80%</b>	<b>33.08%</b>	<b>105</b>	<b>39.18%</b>	<b>28.93%</b>
<b>Pass</b>									
Black and Minority Ethnic	4	11.43%	11.76%	13	14.29%	21.31%	25	27.47%	21.19%
Mixed	1	2.86%	9.09%	3	3.30%	21.43%	2	2.20%	14.29%
Other	0	0.00%	0.00%	0	0.00%	0.00%	1	1.10%	50.00%
Unknown	2	1.79%	6.06%	2	2.20%	11.11%	3	3.30%	27.27%
White	102	91.07%	27.20%	73	80.22%	24.50%	60	65.93%	28.44%
<b>Pass Total</b>	<b>112</b>	<b>33.33%</b>	<b>24.14%</b>	<b>91</b>	<b>31.82%</b>	<b>22.98%</b>	<b>91</b>	<b>33.96%</b>	<b>25.07%</b>
<b>Grand Total</b>	<b>336</b>	<b>100.00%</b>	<b>72.41%</b>	<b>286</b>	<b>100.00%</b>	<b>72.22%</b>	<b>268</b>	<b>100.00%</b>	<b>73.83%</b>



Table 17.3 Degrees Awarded for postgraduate taught students per cohort by ethnic group and degree class (including PGCE)

Ethnic Group & Degree Class	2020/21 cohort			2021/22 cohort			2022/23 cohort		
	Count	% of Class	% of Ethnic Group/Cohort	Count	% of Class	% of Ethnic Group/Cohort	Count	% of Class	% of Ethnic Group/Cohort
<b>Black and Minority Ethnic</b>									
Distinction	5	20.83%	14.71%	6	13.64%	9.84%	18	23.68%	15.25%
Merit	13	54.17%	38.24%	25	56.82%	40.98%	33	43.42%	27.97%
Pass	6	25.00%	17.65%	13	29.55%	21.31%	25	32.89%	21.19%
<b>Black and Minority Ethnic Total</b>	<b>24</b>	<b>7.14%</b>	<b>70.59%</b>	<b>44</b>	<b>15.38%</b>	<b>72.13%</b>	<b>76</b>	<b>28.36%</b>	<b>64.41%</b>
<b>Mixed</b>									
Distinction	2	33.33%	18.18%	4	36.36%	28.57%	2	18.18%	14.29%
Merit	2	33.33%	18.18%	4	36.36%	28.57%	7	63.64%	50.00%
Pass	2	33.33%	18.18%	3	27.27%	21.43%	2	18.18%	14.29%
<b>Mixed Total</b>	<b>6</b>	<b>1.79%</b>	<b>54.55%</b>	<b>11</b>	<b>3.85%</b>	<b>78.57%</b>	<b>11</b>	<b>4.10%</b>	<b>78.57%</b>
<b>Other</b>									
Distinction	0	0.00%	0.00%	1	100.00%	100.00%	1	50.00%	50.00%
Merit	2	100.00%	50.00%	0	0.00%	0.00%	0	0.00%	0.00%
Pass	0	0.00%	0.00%	0	0.00%	0.00%	1	50.00%	50.00%
<b>Other Total</b>	<b>2</b>	<b>0.60%</b>	<b>50.00%</b>	<b>1</b>	<b>0.35%</b>	<b>100.00%</b>	<b>2</b>	<b>0.75%</b>	<b>100.00%</b>
<b>Prefer not to say</b>									
Distinction	1	33.33%	14.29%	0	0.00%	0.00%	0	0.00%	0.00%
Merit	2	66.67%	28.57%	0	0.00%	0.00%	2	100.00%	28.57%
<b>Prefer not to say Total</b>	<b>3</b>	<b>0.89%</b>	<b>42.86%</b>	<b>0</b>	<b>0.00%</b>	<b>0.00%</b>	<b>2</b>	<b>0.75%</b>	<b>28.57%</b>
<b>Unknown</b>									
Distinction	8	32.00%	24.24%	5	35.71%	27.78%	4	40.00%	36.36%
Merit	15	60.00%	45.45%	7	50.00%	38.89%	3	30.00%	27.27%
Pass	2	8.00%	6.06%	2	14.29%	11.11%	3	30.00%	27.27%
<b>Unknown Total</b>	<b>25</b>	<b>7.44%</b>	<b>75.76%</b>	<b>14</b>	<b>4.90%</b>	<b>77.78%</b>	<b>10</b>	<b>3.73%</b>	<b>90.91%</b>
<b>White</b>									
Distinction	66	23.91%	17.60%	48	22.22%	16.11%	47	28.14%	22.27%
Merit	108	39.13%	28.80%	95	43.98%	31.88%	60	35.93%	28.44%
Pass	102	36.96%	27.20%	73	33.80%	24.50%	60	35.93%	28.44%
<b>White Total</b>	<b>276</b>	<b>82.14%</b>	<b>73.60%</b>	<b>216</b>	<b>75.52%</b>	<b>72.48%</b>	<b>167</b>	<b>62.31%</b>	<b>79.15%</b>
<b>Grand Total</b>	<b>336</b>	<b>100.00%</b>	<b>72.41%</b>	<b>286</b>	<b>100.00%</b>	<b>72.22%</b>	<b>268</b>	<b>100.00%</b>	<b>73.83%</b>

# Updated Race Equality Charter

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## Tables 18 Degree awarding for students at postgraduate research level

**Table 18.1 Postgraduate research degrees awarded by ethnic group and academic year.**

Ethnic group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
Black and Minority Ethnic	12	19.05%	20	25.64%	18	29.03%
Mixed	5	7.94%	1	1.28%	1	1.61%
Other	1	1.59%	2	2.56%	1	1.61%
Prefer not to say	4	6.35%	1	1.28%	1	1.61%
Unknown	2	3.17%	3	3.85%	1	1.61%
White	39	61.90%	51	65.38%	40	64.52%
<b>Grand Total</b>	<b>63</b>	<b>100.00%</b>	<b>78</b>	<b>100.00%</b>	<b>62</b>	<b>100.00%</b>

**Table 18.2 Postgraduate research degrees awarded by ethnic group and gender per academic year.**

Ethnic group & Gender	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
Female	3	4.76%	9	11.54%	7	11.29%
Male	9	14.29%	11	14.10%	11	17.74%
<b>Black and Minority Ethnic Total</b>	<b>12</b>	<b>19.05%</b>	<b>20</b>	<b>25.64%</b>	<b>18</b>	<b>29.03%</b>
<b>Mixed</b>						
Female	4	6.35%	0	0.00%	0	0.00%
Male	1	1.59%	1	1.28%	1	1.61%
<b>Mixed Total</b>	<b>5</b>	<b>7.94%</b>	<b>1</b>	<b>1.28%</b>	<b>1</b>	<b>1.61%</b>
<b>Other</b>						
Female	1	1.59%	0	0.00%	1	1.61%
Male	0	0.00%	2	2.56%	0	0.00%
<b>Other Total</b>	<b>1</b>	<b>1.59%</b>	<b>2</b>	<b>2.56%</b>	<b>1</b>	<b>1.61%</b>
<b>Prefer not to say</b>						
Female	1	1.59%	0	0.00%	0	0.00%
Male	3	4.76%	1	1.28%	1	1.61%
<b>Prefer not to say Total</b>	<b>4</b>	<b>6.35%</b>	<b>1</b>	<b>1.28%</b>	<b>1</b>	<b>1.61%</b>
<b>Unknown</b>						
Female	2	3.17%	2	2.56%	1	1.61%
Male	0	0.00%	1	1.28%	0	0.00%
<b>Unknown Total</b>	<b>2</b>	<b>3.17%</b>	<b>3</b>	<b>3.85%</b>	<b>1</b>	<b>1.61%</b>
<b>White</b>						
Female	16	25.40%	23	29.49%	22	35.48%
Male	23	36.51%	28	35.90%	17	27.42%
Other	0	0.00%	0	0.00%	1	1.61%
<b>White Total</b>	<b>39</b>	<b>61.90%</b>	<b>51</b>	<b>65.38%</b>	<b>40</b>	<b>64.52%</b>
<b>Grand Total</b>	<b>63</b>	<b>100.00%</b>	<b>78</b>	<b>100.00%</b>	<b>62</b>	<b>100.00%</b>



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**Table 17.3 Postgraduate research degrees awarded by qualification and ethnic group per academic year.**

Qualification & Ethnic Group	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>DAG</b>						
Black and Minority Ethnic	0	0.00%	0	0.00%	1	100.00%
<b>DAG Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>1.61%</b>
<b>DPROF</b>						
Black and Minority Ethnic	3	100.00%	11	100.00%	12	100.00%
<b>DPROF Total</b>	<b>3</b>	<b>4.76%</b>	<b>11</b>	<b>14.10%</b>	<b>12</b>	<b>19.35%</b>
<b>MPHL</b>						
Unknown	0	0.00%	0	0.00%	1	10.00%
White	7	100.00%	10	100.00%	9	90.00%
<b>MPHL Total</b>	<b>7</b>	<b>11.11%</b>	<b>10</b>	<b>12.82%</b>	<b>10</b>	<b>16.13%</b>
<b>PHD</b>						
Black and Minority Ethnic	9	16.98%	9	16.07%	5	13.51%
Mixed	5	9.43%	1	1.79%	1	2.70%
Other	1	1.89%	2	3.57%	1	2.70%
Prefer not to say	4	7.55%	1	1.79%	1	2.70%
Unknown	2	3.77%	3	5.36%	0	0.00%
White	32	60.38%	40	71.43%	29	78.38%
<b>PHD Total</b>	<b>53</b>	<b>84.13%</b>	<b>56</b>	<b>71.79%</b>	<b>37</b>	<b>59.68%</b>
<b>PHDFA</b>						
White	0	0.00%	1	100.00%	1	100.00%
<b>PHDFA Total</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>1.28%</b>	<b>1</b>	<b>1.61%</b>
<b>PHDPW</b>						
White	0	0.00%	0	0.00%	1	100.00%
<b>PHDPW Total</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>1.61%</b>
<b>Grand Total</b>	<b>63</b>	<b>100.00%</b>	<b>78</b>	<b>100.00%</b>	<b>62</b>	<b>100.00%</b>

Table 17.4 Postgraduate research degrees awarded by ethnic group and qualification awarded per academic year.

Ethnic Group & Qualification	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black and Minority Ethnic</b>						
DAG		0.00%		0.00%	1	5.56%
DPROF	3	25.00%	11	55.00%	12	66.67%
PHD	9	75.00%	9	45.00%	5	27.78%
<b>Black and ME Total</b>	<b>12</b>	<b>19.05%</b>	<b>20</b>	<b>25.64%</b>	<b>18</b>	<b>29.03%</b>
<b>Mixed</b>						
PHD	5	100.00%	1	100.00%	1	100.00%
<b>Mixed Total</b>	<b>5</b>	<b>7.94%</b>	<b>1</b>	<b>1.28%</b>	<b>1</b>	<b>1.61%</b>
<b>Other</b>						
PHD	1	100.00%	2	100.00%	1	100.00%
<b>Other Total</b>	<b>1</b>	<b>1.59%</b>	<b>2</b>	<b>2.56%</b>	<b>1</b>	<b>1.61%</b>
<b>Prefer not to say</b>						
PHD	4	100.00%	1	100.00%	1	100.00%
<b>Prefer not to say Total</b>	<b>4</b>	<b>6.35%</b>	<b>1</b>	<b>1.28%</b>	<b>1</b>	<b>1.61%</b>
<b>Unknown</b>						
MPhil		0.00%		0.00%	1	100.00%
PHD	2	100.00%	3	100.00%		0.00%
<b>Unknown Total</b>	<b>2</b>	<b>3.17%</b>	<b>3</b>	<b>3.85%</b>	<b>1</b>	<b>1.61%</b>
<b>White</b>						
MPhil	7	17.95%	10	19.61%	9	22.50%
PHD	32	82.05%	40	78.43%	29	72.50%
PHDFA		0.00%	1	1.96%	1	2.50%
PHDPW		0.00%		0.00%	1	2.50%
<b>White Total</b>	<b>39</b>	<b>61.90%</b>	<b>51</b>	<b>65.38%</b>	<b>40</b>	<b>64.52%</b>
<b>Grand Total</b>	<b>63</b>	<b>100.00%</b>	<b>78</b>	<b>100.00%</b>	<b>62</b>	<b>100.00%</b>

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## Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

AP	Race Equality Action Plan reference
AS	Athena Swan
EDI	Equality, Diversity and Inclusion
EDI-SOG	Equality, Diversity and Inclusion Strategic Oversight Group
EIA	Equality Impact Assessment
FASS	Faculty of Arts and Social Sciences
FBaPS	Faculty of Business and Physical Sciences
FELS	Faculty of Earth and Life Sciences
FT	Full-time
FTE	Full Time Equivalent
G	Grade
GCC	Governance and Culture Committee
HE	Higher Education
HERA	Higher Education Role Analysis
HESA	Higher Education Statistics Agency
HR	Human Resources
HoD	Head of Department
IBERS	Institute of Biological, Environment and Rural Sciences
ICA	Individual Contribution Award
L	Lecturer
LGBT+	Lesbian, Gay, Bisexual and Trans (where the '+' denotes all diverse expressions of sexuality and gender identity)
ME	Minority Ethnic
PAU	Aberystwyth University
Prof	Professor
PS	Professional Services
PSS	Professional Services Staff
PT	Part-time
PGT	Postgraduate Taught
Pp	Percentage point
PTO	Professional, Technical and Operational staff
PVC	Pro Vice-Chancellor
PVCR	Pro Vice-Chancellor for Research
RAG	Race Action Group
RAP	Race Action Plan
REC	Race Equality Charter
REF	Research Excellence Framework
RF	Research Fellow
R	Research-only
RLW	Real Living Wage
SAT	Self-Assessment Team
SEP	Strategic Equality Plan
SL	Senior Lecturer
SMART	Specific, Measurable, Achievable, Realistic, Time
SMT	Senior Management Team
STEM	Science, Technology, Engineering, Mathematics
SU	Students' Union
T&R	Teaching & research
ToR	Terms of Reference
UE	University Executive
UK	United Kingdom
VC	Vice-Chancellor
WG	Working Group