Annual Equality Report

Published 22 March2021

Data reporting period: 1 August 2019 to 31 July 2020

Approved by the full Council of Aberystwyth University on 19 March 2021

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Annual Equality Report 2019-20

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SECTION 1: CONTEXT

Introduction

This Annual Equality Report outlines the progress Aberystwyth University is making on equality and diversity in the workplace. The University aims to promote an inclusive culture and environment for students, staff and the wider community who use its facilities and services.   The report also sets out how the University has worked over the academic year (2019-2020) to comply with the Welsh specific Public Sector Equality Duty (PSED) which came in to force in Wales on 6 April 2011 and applies to Welsh Universities.

The PSED supports the Equality Act 2010 anti-discrimination legislation which offers protection to people with (but not limited to) the nine protected characteristics:- Race, Disability, Gender, Age, Sexual Orientation, Religion or Belief, Gender Identity (formerly Gender Reassignment), Marriage and Civil partnership, and Pregnancy and Maternity. In addition, the PSED in Wales lays down additional responsibilities, over and above the 2010 Act and includes duties related to the Welsh language.

The PSED consists of a general duty with three main aims set out in the Equality Act 2010. The University must have due regard to the need to:-

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

2. Advance equality of opportunity between people from different groups – this involves considering the need to:

a. Remove or minimise disadvantages suffered by people due to their protected characteristics
b. Meet the needs of people with protected characteristics
c. Encourage people with protected characteristics to participate in public life or in other activities where their participation is low
d. Foster good relations between people from different groups – this involves tackling prejudice and promoting understanding between people from different groups

3. Consider the three aims of the general duty when making decisions as employers and education and service providers; for example, when,

a. Developing, evaluating and reviewing policies
b. Designing, delivering and evaluating services, including education provisions
c. Commissioning and procuring services from others.

Strategic Equality Plan 2020 - 2024

The University's Strategic Equality Plan 2020-2024 has five key objectives which were originally developed through engagement activities (surveys, focus groups, online comments, stakeholder interviews and meetings) to strengthen our performance and delivery of equality:

Objective

1. Awareness raising and senior 'buy in'
2. Diversify the staff and student body
3. Ensure equality in processes
4. Training and mentoring
5. Closing staff pay and student attainment gaps

SECTION 2: Data Analysis

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

This section covers five areas of data:

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

1. GOVERNANCE

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

It is worth noting that the University committee structure has gone through a significant change in line with the Sustainability Implementation Plan (2018), and that the overall figures for next year's report (2022 = 2020/21 data) will be better from a gender parity point of view as steps have been taken to remedy gender balance on the sub-committees.

COMMITTEES	2019 F M	2020 F M
COUNCIL	8 (44%) 10 (56%)	7 (39%) 11 (61%)
SENATE	16 (47%) 18 (53%)	13 (41%) 19 (59%)
University Executive	2 (25%) 6 (75%)	2 (25%) 6 (75%)
Redundancy Committee	3 (60%) 2 (40%)	3 (60%) 2 (40%)
Investments	1 (16%) 5 (84%)	1 (14%) 6 (86%)
Audit, Risk & Assurance	2 (40%) 3 (60%)	1 (17%) 5 (83%)
Remuneration	2 (50%) 2 (50%)	1 (25%) 3 (75%)
Governance & Compliance	5 (50%) 5 (50%)	5 (50%) 5 (50%)
Resources and Performance	3 (30%) 7 (70%)	4 (40%) 6 (60%)

Table A:1 Senate, Council, Executive and Joint Committees as at 31st July 2020

2. CURRENT STAFFING

Key points arising from an interpretation of the data (2019 refers to 2018/19 data, 2020 refers to 2019/20 data):

1. The total number of staff head count (excluding Aberworkers) in the University has decreased from 2019 to 2020 by 6.2%.
2. The gender split (staff) for 2020 is 53.5% female and 46.5% male. In 2019, the gender split was 51.9% female and 48.1% male.
3. There has been a switch to a higher percentage of PT working for all staff. For female staff from 55.4% to 64.9% and although much less, there is an increase too for male staff from 28.9% to 34.7%. FT male has gone from 71.1% in 2019 to 65.3%, and female FT has gone from 44.6% in 2019 to 35.1%.
4. The percentage of staff declaring their ethnicity as BaME has maintained around the same from 5.5% in 2019 to 5% in 2020.
5. There is an increase in those identifying with a C1 and C2 level competency in the Welsh Language from 9.5% in 2019 to 13.3% in 2020.

DETAILED STAFF INFORMATION
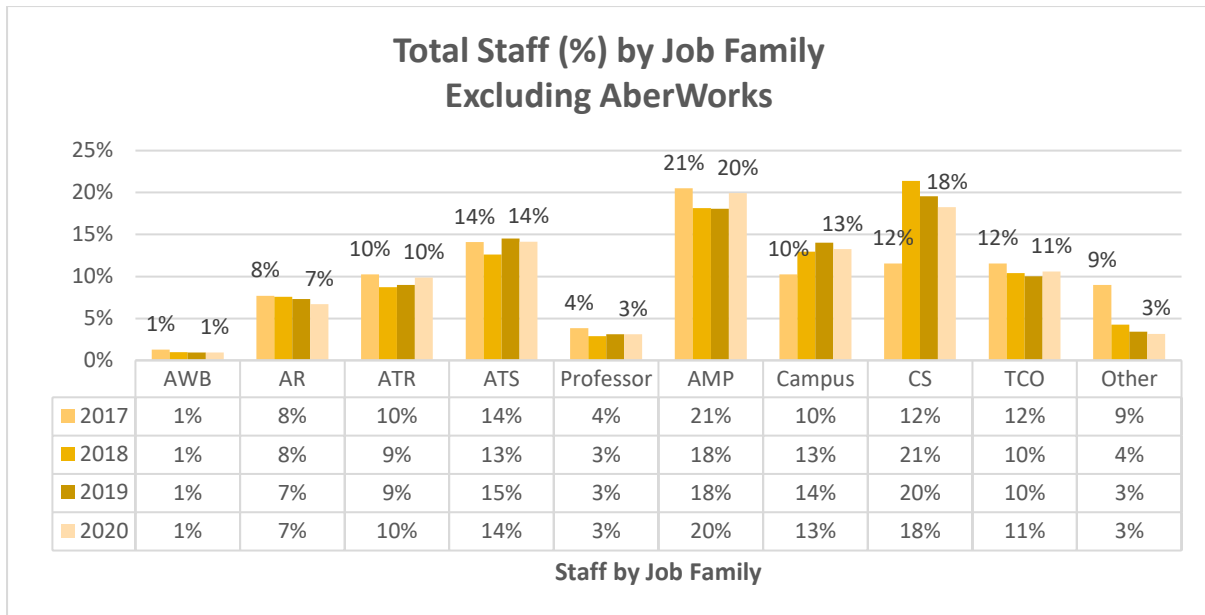
1. **Staffing Levels**

The total number of people employed in the University on the 1st August 2020 was 1853 (headcount data, excluding AberWorkers). This is a decrease (6.2%) over comparable 2019 data (1968). This reduction may be a continuance of progress made in the reduction of the workforce in line with the Sustainability Implementation Plan.

In 2020 Staff are split as follows: 48.4% of staff (excluding AberWorks) working full time (2019, 57.4%) and 51.6% of staff working part time (2019, 42.6%).Further FT and PT analysis can be found in Section 2 below, by gender.

The chart below shows total staff by 'Job Family' that we use for HESA external reporting purposes.

ABRWRK	Aberworkers
AWB	Agricultural Wages Board Staff
AR	Academic Related
ATR	Academic, teaching and research
ATS	Academic, teaching and scholarship
Prof	Professorial
AMP	Admin, managerial, professional
Campus	Campus service manual jobs
CS	Clerical, secretarial
TCO	Technical, Computer operators
Others	Other staff – not included above

Total Staff (%) by Job Family Excluding AberWorks

	AWB	AR	ATR	ATS	Professor	AMP	Campus	CS	TCO	Other
2017	1%	8%	10%	14%	4%	21%	10%	12%	12%	9%
2018	1%	8%	9%	13%	3%	18%	13%	21%	10%	4%
2019	1%	7%	9%	15%	3%	18%	14%	20%	10%	3%
2020	1%	7%	10%	14%	3%	20%	13%	18%	11%	3%

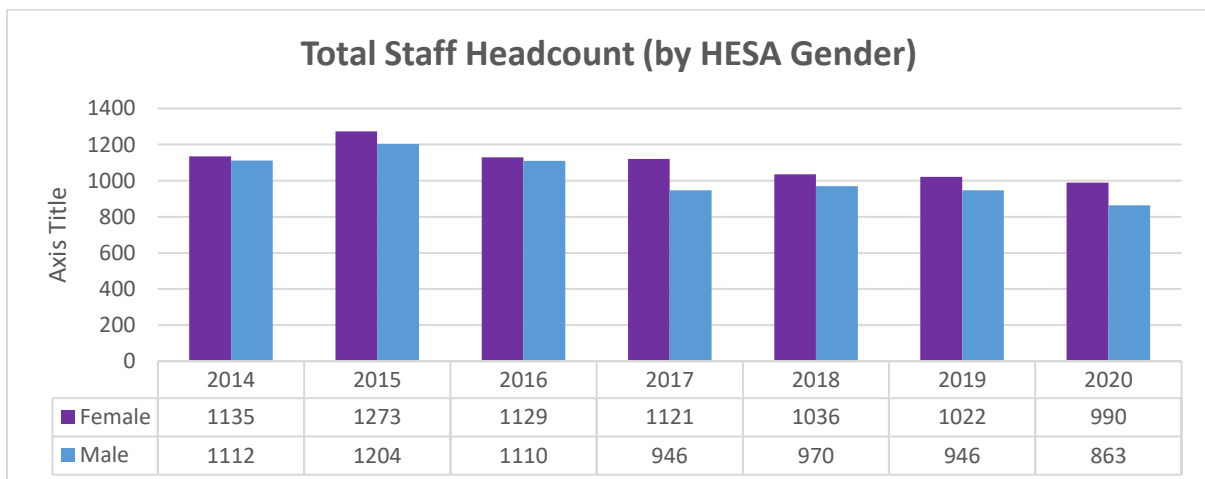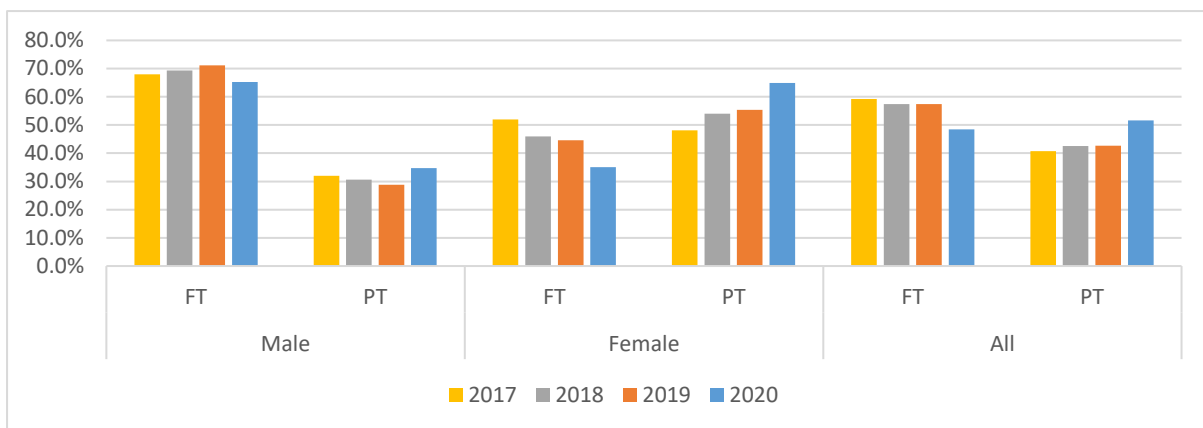Staff by Job Family

Graph B: 1 Dataset: HR Headcount 31.07.2021 (some figures have been rounded)

2. Gender breakdown

The gender breakdown for all staff for 2020 (excl.abrwrk) is female 990 (53.4%) and male 863 (46.5%), compared to 2019 figures female 1022 (51.9%) and male 946 (48.1%). This is shown as a histogram F-M (HESA sex ID) in B:2 below, indicating a decreasing trend in total staff over the last three years (where Aberworkers are excluded).

Total Staff Headcount (by HESA Gender)

	2014	2015	2016	2017	2018	2019	2020
Female	1135	1273	1129	1121	1036	1022	990
Male	1112	1204	1110	946	970	946	863

Graph B: 2 Dataset: HR headcount 31.07.2020

Graph B: 3 Dataset HR headcount 31.07.2020

Graph B:3 above shows the gender split between full time and part time for those employed as at 31.07.2020 and 2019,2018 and 2017 respectively. It is interesting to note the FT/PT change between 2019 and 2020, in particular the switch to a higher percentage of PT working for all staff. This increase in part time working could be explained due to us appointing relatively large cohorts of part time domestic assistants and graduate teaching assistants to support the organisation with COVID workloads and new ways of working. For female staff from 55.4% to 64.9% and although much less, there is an increase too for male staff from 28.9% to 34.7%. Interesting to note that FT male has gone from 71.1% in 2019 to 65.3%, and female FT has gone from 44.6% in 2019 to 35.1%.

3. Disability

The percentage of staff with declared disabilities as of 31.07.2020 was 5.3% (compared with 3.86% in 2019, 4.44% 2018). This is in line with Advance HE's benchmarking (sector average) figures (2020: 5.3%). The increase in those declaring a disability may be in relation to us asking staff to update their optional disability status information in order to support the University's work around COVID and it's support for staff needing to shield/work from home. The table B:2 below shows the breakdown between those with a declared disability, by full-time and part-time employees, and by gender for 2019/20.

Gender	FT/PT	No	%
Female	FT	23	5.04%
Female	PT	25	4.42%
Male	FT	31	4.61%
Male	PT	20	7.33%
All	FT	54	4.78%
All	PT	45	5.36%
All Female		48	4.70%
All Male		51	5.39%

ALL   99   5.34%

Table B: 2 HR HESA data 31.07.2020 (disability declared)

51% of those with disclosed disabilities are working part time. Of the whole workforce 42% are working part time. The reason for a higher percentage of employees with disabilities working part time may be that they are utilising part time and flexible working approaches more than staff members without disabilities to help manage their conditions. It is reassuring however that the split on PT and FT working for staff with disabilities is nearly 50/50.

Those who ticked 'information refused' reflect only 0.3% of total staff. 94.36% of our staff have not engaged with the question at all. The disability status question is a part of our optional diversity monitoring data for staff. We ask staff to make sure their data is up to date on an annual basis, but they do not have to provide this data. There has been a move in some University's towards making the optional diversity questions mandatory. None of the Welsh HEI's have done this yet.

We are keen to explore the possibilities of increasing disclosure through as a communications and culture change initiative.

4. **Ethnicity**

For 2020, staff declaring as Black and Minority Ethnic (BaME) represented 5% of total staff (2019, 5.5%), which indicates that AU are just about maintaining their BaME staff percentage. This figure however is low compared to the national average for the UK HE sector (10% in 2020) but is more reflective of the working population in Ceredigion (1.4% BaME). Advance HE suggests that staff numbers should be approximately in line with student numbers for BaME, which for 2019/20 are 9% (2018/19 9%).
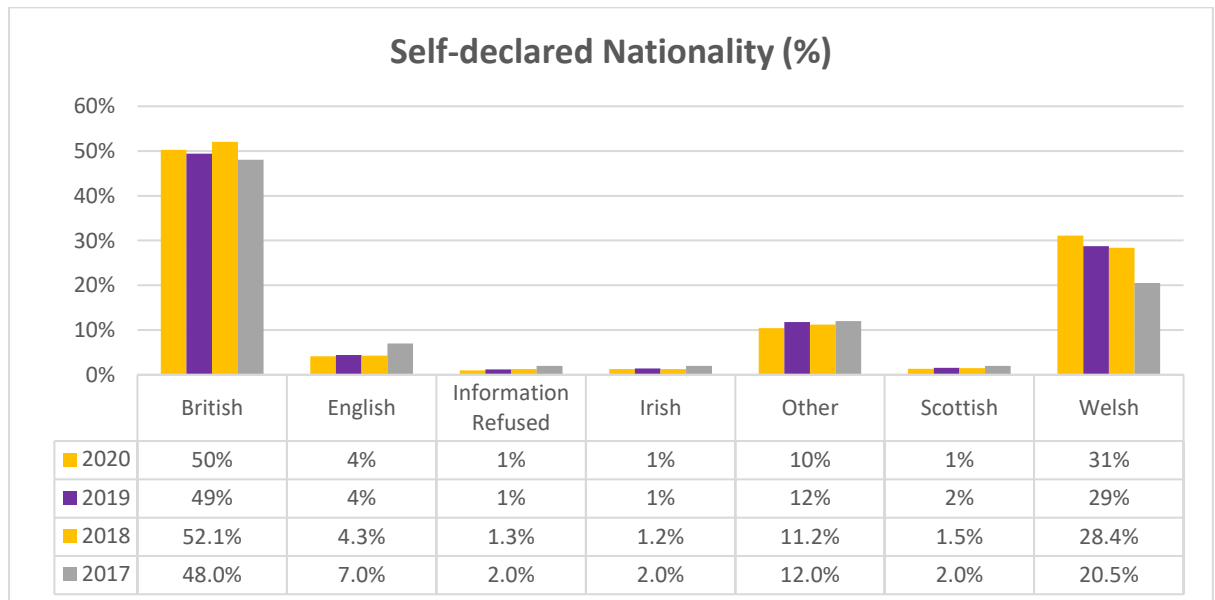
29% of our BAME staff members are on fixed term contracts, whilst only 17% of our staff overall are on fixed term contracts. 63% of our BAME staff are working part time, whilst 42% of our staff overall are working part time. These figures are an area for further investigation and work to address this issue should be considered as a part of the Strategic Equality Plan 2020-2024.

Staff Declaring as BaME %)

Legend: BME Declared | UK* this is the previous year's data from HESA
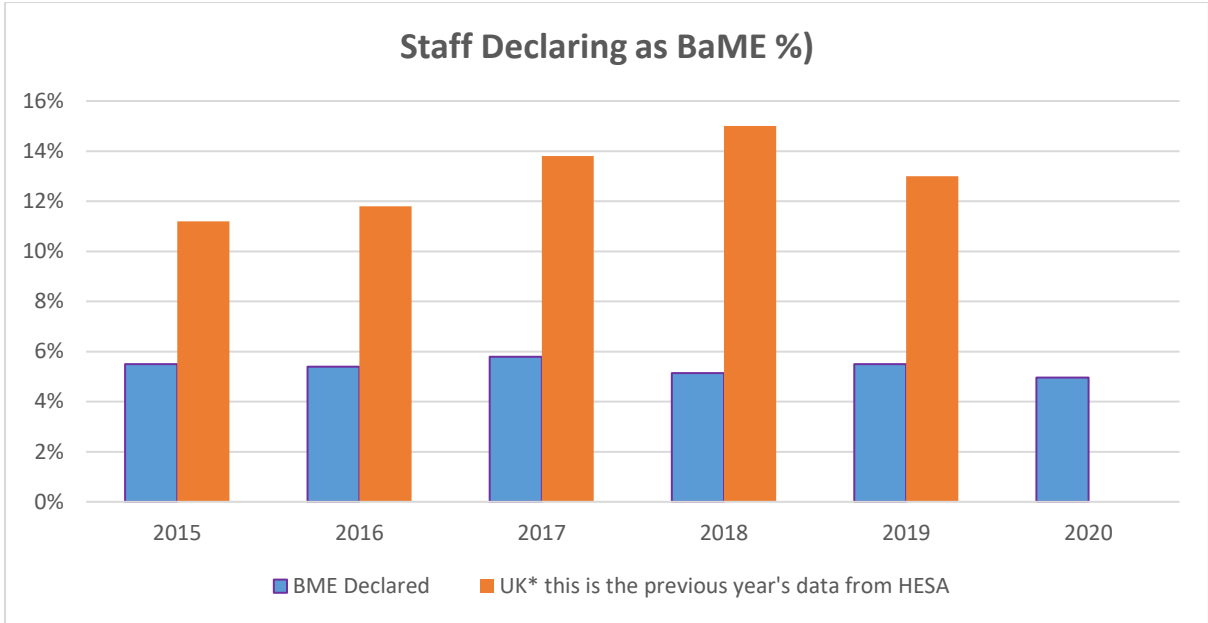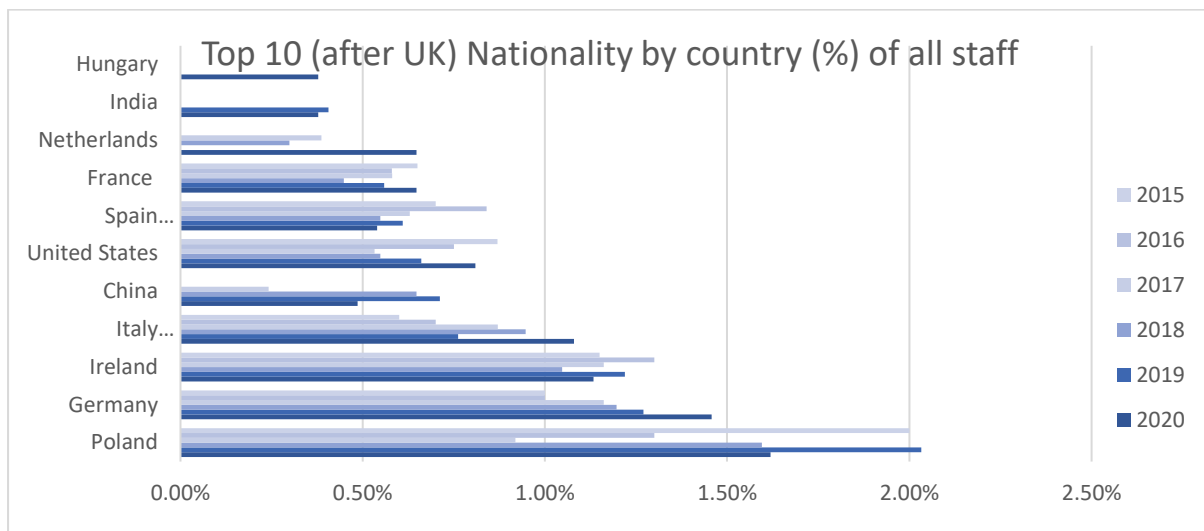
Graph B: 4 HR/HESA Data

5. **Nationality**

Staff can self-declare single or dual nationality for HESA purposes, and are broken down by categories as shows in Graph B:5 below. The largest group are self-declared British at 53% (2019 49%) followed by Welsh at 28% (2019 29%).

Self-declared Nationality (%)

	British	English	Information Refused	Irish	Other	Scottish	Welsh
2020	50%	4%	1%	1%	10%	1%	31%
2019	49%	4%	1%	1%	12%	2%	29%
2018	52.1%	4.3%	1.3%	1.2%	11.2%	1.5%	28.4%
2017	48.0%	7.0%	2.0%	2.0%	12.0%	2.0%	20.5%

Graph B: 5 HR/HESA Data

During 2019/20 staff possessed legal nationalities from 50 countries. The most represented nationality of staff was United Kingdom, followed by Poland and Germany.

Graph B: 6 HR/HESA Data

6. Optional Diversity Data

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

36% (33% 2019) (50.1% national average for UK HE sector) of our staff have declared a religious belief, 36% (32% 2019) (44.9% national average for UK HE sector) of our staff have declared their sexual orientation, and 74% (71% 2019) (28.1% national average for UK HE sector) of our staff have told us whether their gender identity has changed since birth. Those whose gender identity has changed since birth (of those that answered the question) is at 0.3% (0.8% national average for HE sector) and those that are LGB at AU are at 3% (2.6% 2019), the national HE average is 5.8%.

25% of LGB staff are on fixed term contracts and 48% are working part time. 27% of staff that have disclosed a religion or belief are on fixed term contracts and 60% are working part time. 23% of transgender staff members are on fixed term contracts and 70% are working part time. 17% of staff overall are on fixed term contracts and 42% are working part time. LGB staff, staff with a religion or belief, and Transgender staff are all occupying fixed term and part time contracts in higher rates than staff overall. This is an area for further investigation, but it is important to note that the numbers are very low here (optional data) and so we shouldn't draw full conclusions from this analysis alone.

7. Age

There has been a slight decrease in the number of AU staff members who are in all age ranges between 21<-50. There has been a slight increase in the number of AU staff members who are in age ranges 51-60, 61-70 and 70+. The reason for this increase could be explained through the VS VER scheme being stopped to the extent it was in previous years.

The age profile of all staff in Graph B: 7 (below) at 61-70 and 61-65 looks different to the other age groupings because of the removal of the statutory retirement age that came in to effect in 2017.
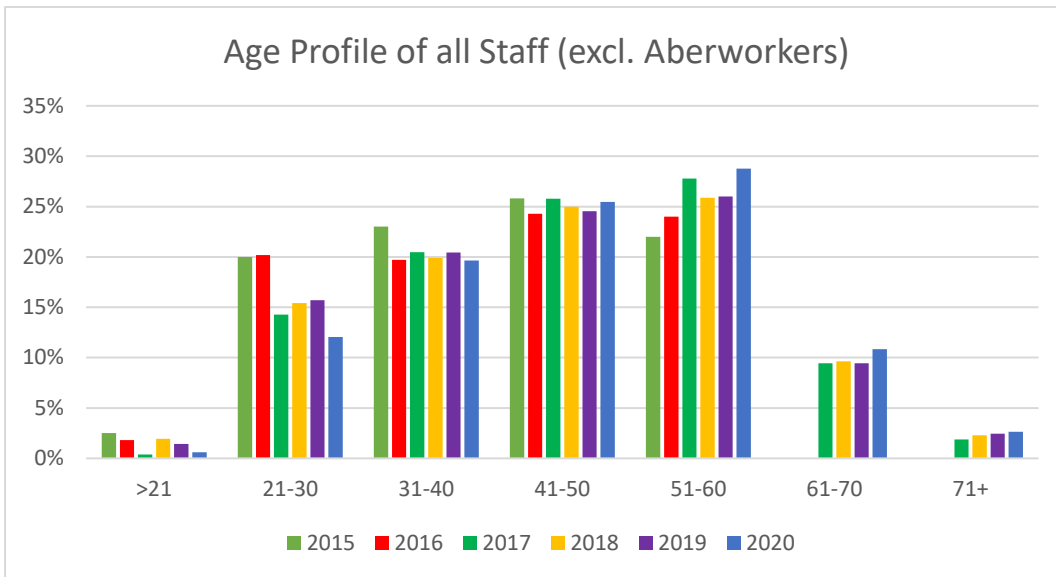
Graph B: 7 HR/HESA Data

Graph B:8 shows the proportion of male staff and female staff at AU. The profile by gender for 2020 shows that there are more females in every age category apart from at the 60+ end and the under 21 end staffing numbers are fairly equally split by gender.
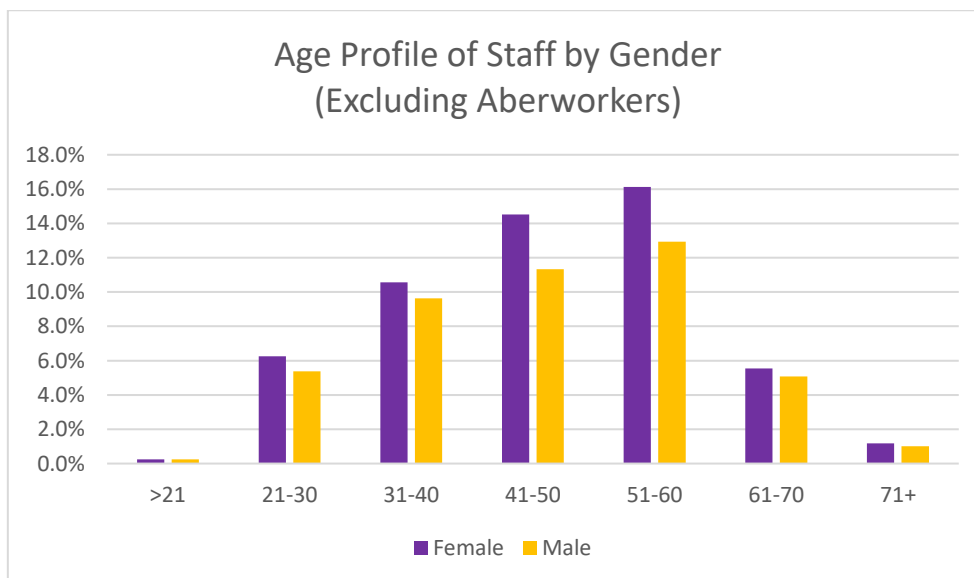
Graph B:8 HR/HESA Data

1. Welsh Language

It is interesting to note the increase in those identifying with a C1 and C2 level competency in the Welsh Language. It is also interesting that the amount of staff not disclosing a welsh competency has increased since 2019. The Human Resources Department ask individuals once a year to look at their Welsh level competencies to ensure that they are at the right level and up to date, this push has led to us having better data capture.

2020

Row Labels	%	Equivalence
A0 ORAL		
A1 ORAL	57.5%	Old Level 1
A2 ORAL		
B1 ORAL	5.8%	Old Level 2
B2 ORAL	6.1%	Old Level 3
C1 ORAL	13.3%	No previous equivalent Higher than Level 3
C2 ORAL		
No data	17.3%	

2019

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

2018

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

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

1. Applicant Data to 31 July 2020

The AU online system records 2875 applications (2019:4002) for positions of employment (excluding Aber Workers). These include roles advertised internally only.

All Applications: 2875

All vacancies (includes casuals and advertised): 346 (504 in 2019)

Successful Appointments: 532

It is worth noting that there are more appointees than posts due to there being multiple posts to fill to in some areas.

Gender of applicants:

Female	Male	Unknown
1424	1446	5(abridged application form)
49.5%	50.3%	0.2%

Table C: 1 Hireserve system 31.07.2020

Gender of hired candidates:

Female	Male	Unknown
307	224	1(abridged application form)
57.7%	42.1%	0.2%

Table C: 2 Hireserve system 31.07.2020

Of all hired candidates 57.7% were female and 42.1% male, which is not quite in line with applicants by gender F:49.5%, M:50.3%. There is almost a 50/50 gender split by gender in terms of applications for roles, but a nearly 60/40 gender split of females being appointed to roles. This may be in line with the positive action statements that we have added on to job vacancies which state that we particularly welcome female applicants for roles. It is important to note however that we have recruited larger than usual cohorts of female staff in certain areas to help with COVID requirements. Of the higher than usual appointed females the highest portion were appointed as Part Time Teachers. There was then a relatively equal distribution in roles such as associate lecturer, domestic assistant, and administrative assistant. All of these roles are junior to mid-level roles and are roles that have been used in higher quantities than usual to help bolster for COVID requirements.

It is worth noting that we have 5 (87 2019) unknown applicants, and 1 (14 2019) unknown hired candidates in terms of gender due to abridged application forms used in certain restructure situations.

a. Ethnicity

Applicants by ethnicity (breakdown):

	Applicants		Appointments	
Arab	39	1.3%	1	0.2%
Asian or Asian British – Bangladeshi	12	0.4%	0	0.0%
Asian or Asian British - Indian	68	2.4%	2	0.4%
Asian or Asian British – Pakistani	57	29%	3	0.6%
Black or Black British - African	72	2.5%	6	1.1%
Black or Black British – Caribbean	3	0.1%	2	0.4%
Chinese	72	2.5%	6	1.3.%
Gypsy or Traveller	3	0.1%	0	0%
Mixed – White and Asian	17	0.6%	3	0.6%
Mixed – White and Black African	16	0.5%	0	0%
Mixed – White and Black Caribbean	10	0.3%	1	0.2%
Other Asian background	48	1.7%	3	0.6%
Other Black background	11	0.4%	2	0.4%
Other ethnic background	60	2.0%	10	1.9%
Prefer not to say	115	4.0%	21	4.0%
White	2267	78.9%	471	88.5%
Unknown	5	0.2%	1	0.2%

Table C:3 Hireserve system 31.07.2020

Of those that applied 78.9% were white, then followed by 4.0% who preferred not to say. Of those appointed 88.5% were white then followed by 4.0% who preferred not to say. It is worth noting that white applicants are appointed at higher rates than they apply (88.5% appointed, 78.9% applied), whereas BaME applicants are appointed at lower rates than they apply (7.7% appointed, 17.7% applied). Of the BAME candidates that applied 81% were rejected at shortlisting stage, 10% were rejected after interview, 0.6% withdrew their applications, and in 0.4% of instances the job was withdrawn. We believe that this requires further investigation before drawing any conclusions, for example conversations with recruiting managers and an analysis of some job applications as potential next steps.

It is worth noting that diversity data isn't known to recruiting managers so it would not form part of any selection decisions pre interview. Questions over selection decisions and bias in interviews could be said to be more prominent when protected characteristics become visible at interview, for example ethnicity, physical disability, etc.

b. Disability

	Applicants		Appointments	
A disability, impairment or medical condition that is not listed above	27	0.9%	10	1.9%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	27	0.9%	7	1.3%
A mental health condition, such as depression, schizophrenia or anxiety disorder	74	2.6%	13	2.4%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	9	0.3%	2	0.4%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	11	0.4%	2	0.4%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	104	3.6%	18	3.4%
Blind or a serious visual impairment uncorrected by glasses	4	0.1%	4	0.7%

Deaf or serious hearing impairment	9	0.3%	5	0.9%
No Known disability	2507	87.2%	450	84.5%
Prefer not to say	71	2.5%	13	2.4%
Two or more impairments and/or disabling medical conditions	27	0.9%	7	1.3%
Unknown	5	0.2%	1	0.2%

b. Table C:4 Hireserve system 31.07.2020

Of those that applied 87.2% declared 'No Known Disability', followed by 3.6% declaring a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. Of those appointed the highest number at 84.5% was those with no known disability, followed by those with a specific learning difficulty, which is in line with the applicant data. However, this data isn't known to recruiting managers so it would not form part of any selection decisions.

c. Sexual orientation

	Applicants		**Appointments**	
Bisexual	100	3.5%	14	2.6%
Gay man	42	1.5%	4	0.7%
Gay woman/lesbian	17	0.6%	3	0.6%
Heterosexual	1122	39.0%	235	44.2%
Other	23	0.8%	4	0.7%
Prefer not to say	105	3.6%	10	1.9.%
Unknown	1466	51.0%	262	49.2%

Table C:5 Hireserve system 31.07.2020

Of those that applied the highest percentage were those that chose not to answer the question at 51. %, followed by 39% who are heterosexual. 5.5% of applicants were LGB.

Of those appointed the highest proportion were those that chose not to answer the question at 49.2% followed by 44.2% who are heterosexual. 3.9% of those appointed were LGB. However, this data isn't known to recruiting managers so it would not form part of any selection decisions.

LGB applicants are the only group by sexual orientation who are less likely to be hired when applying. Heterosexual applicants get appointed at a higher rate than they apply. This is

something to look into more closely and may feed in to our strategic action when looking in to diversity pipelines and recruitment.

d. Gender Identity Changes

	Applicants		Appointments	
I prefer not to say if my gender identity has changed since it was assigned at birth	26	0.9%	5	0.9%
My gender identity has changed since it was assigned at birth	20	0.7%	1	0.2%
My gender identity has not changed since it was assigned at birth.	1364	47.4%	265	49.8%
Unknown	1465	50.9%	261	49.0%

Table C:6 Hireserve system 31.07.2020

In terms of gender identity changes, of those that applied, the highest proportion chose not to answer the question (50.9%), followed by 47.4% who had ticked 'my gender identity has not changed since it was assigned at birth'. People who stated that their gender identity had changed since birth, made up 0.7% of applications and 0.2% of appointments.

1. Academic Promotions

In 2016, Aberystwyth University paused the Academic Promotions process due to the implementation of the Sustainability Implementation Plan and related restructuring. There was therefore no Academic Promotions round in 2019.

In 2020 a new two-stage process was agreed with all three recognised trade unions. The new process was to help manage a competitive round. There are plans for promotions rounds to take place between October 2020-June 2023. The promotions decisions for the 2020/21 round will be known by end March 2021.

2. Accelerated Increments and Contribution Points (AICP) Process

The AICP process was an annual process which enabled (largely professional and campus services) staff, or their managers on behalf of the member of staff, to make an application for an accelerated increment or contribution point on the basis of being able to demonstrate excellent performance in accordance with agreed criteria. In a similar manner to Academic Promotions, Aberystwyth University paused the AICP process due to the implementation of the current Sustainability Implementation Plan and related restructuring.

3. Training

Online Diversity E-learning training

Aberystwyth University provides training in this area for all staff. At the first induction day for new staff, the process is explained. This on-line tool enables staff to:

- Familiarise themselves with equality legislation
- Gain an understanding of the broader issues around equality and diversity
- Raise their awareness of their responsibilities and rights as members of staff

The training is provided by means of an online tutorial. This tutorial can be undertaken in one sitting or in 'bite-sized' chunks at the user's convenience. As at 31.07.2020 70% of AU staff had engaged with the training course. This is an increase since 2019 (65%). The Diversity and Inclusion Manager also delivers a bespoke face-to-face equalities training session which is delivered upon the request of Departments. Online unconscious bias training (in collaboration with the REF team) was introduced in April 2019 and this is now available for all staff to complete.

A. *CURRENT STUDENT DATA*

1. Gender
(a) Overall

The total number of students registered at AU for 2019/20 was 7,718 with 54.6% being female, which is slightly higher than 2018/19 (50.4% female).

Unit	Male	Female	Prefer not to say	Total
Faculty of Arts and Social Sciences	**1037**	**1528**	**22**	**2587**
Art	36	176	5	217
Education	105	277		382
English and Creative Writing	85	218	9	312
HISTORY & WELSH HIST	180	122	2	304
International Politics	268	113	2	383
Law and Criminology	136	282		418
Modern Languages	31	70		101
Theatre, Film and Television Studies	175	226	4	405
Welsh and Celtic Studies	21	44		65
Faculty of Business and Physical Sciences	**1312**	**651**	**10**	**1973**
Aberystwyth Business School	229	181	1	411
Computer Science	684	96	5	785
Information Sciences	54	208	1	263

Mathematics	104	73		177
Physics	241	93	3	337
Faculty of Earth and Life Sciences	**821**	**1356**	**11**	**2188**
Biological, Environmental and Rural Sciences	487	776	8	1271
Geography and Earth Sciences	244	230	1	475
Psychology	90	350	2	442
Welsh Language, Culture and External Engagement	**283**	**681**	**6**	**970**
Lifelong Learning	283	681	6	970
Total	**3453**	**4216**	**49**	**7718**

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

(a) Undergraduate withdrawals

The total number of UG withdrawals in 2019/20 is recorded at 3.5% compared with 4.3% in 2018/19. Of those that withdrew (271 students) in 2019/20 4% are Trans, 25% have a religion or belief, 7% are LGB, and 10% BAME. After 'other personal reason' the most common reason for leaving is because they've 'transferred to another provider'. Of these withdrawals Transgender and BAME students are overrepresented as withdrawals. AU has 2.2% of its students identifying as Trans and 9% as BAME. This is an area of concern and should look to be addressed within our strategic action work on diverse pipelines and attainment and retention.

2. Age

The difference in the gender gap of all students by Age on Entry, is females exceeding males at 18-20 years and males exceeding females at 21-24. There continue to be low numbers of students commencing studies over the age of 25, which may be due to a general HE sector reduction in mature/part time students in Wales and wider UK.

We know that nationally more 18 year old females start fulltime HE than males every year and this then leaves more males to start as mature students. We also know that white males tend to under attain at A level and so perhaps they then come to HE later and gain entry via non-traditional routes.

Age Group	Male	Female	Info refused	Total
30 years and over	409	911	2	1322
25-29 years	226	240	2	468
21-24 years	974	944	17	1935
18-20 years	1837	2109	28	3974
17 years and under	7	12		19
Total	**3453**	**4216**	**49**	**7718**

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

3. Ethnicity

The percentage of students at AU declaring they are 'white' remains high at 78% (2018/19 79%), with a further 13% (2018/19 12%) either refusing to supply this information or being unknown/blank. The percentage of those declaring to be from BaME groups as 9% (for comparison in 2018/19 this was 9%).

When looking at the intersection between gender and ethnicity there are more males identifying as BaME, and more females as white.

WELSH LANGUAGE

Welsh ability	First class honours	Lower second class honours	Third class honours/Pass	Upper second class honours	Total
Fluent	33	23		64	120
Not Fluent	18	12	1	35	66
Not a Speaker	283	202	10	663	1158
Unknown	1	1		3	5
Total	**335**	**238**	**11**	**765**	**1349**

Graph D: 8 ASTRA records Undergraduate students degree classification by Welsh speaking 2019/20

Graph D:8 Data on attainment for Welsh speakers/ Non-Welsh speakers. In 2019/20 1349 graduated. The percentage of Welsh speakers gaining a first class degree is 15% and upper 2.1 12%. 20% of non-Welsh speakers gained first class degrees and 49% of non-Welsh speakers got a upper 2.1.

We have very few 100% Welsh medium schemes and they have very few students on them so it is difficult to produce reliable stats to analyse on students studying modules in the language of Welsh.

D. CONCLUSIONS

The total number of staff in Aberystwyth University (excluding Aberworkers) has decreased from 2019 to 2020 by 6.2% partly as a result of SIP. This appears to have affected the gender balance of our staff, which is now 53.5% female and 46.5% male (in 2019, this was 51.9% female and 48.1% male). It has also affected the part-time / full-time mix of our workforce (part-time female workers increased from 55.4% in 2019 to 64.9% in 2020 and part-time male workers has also increased from 28.9% in 2019 to 34.7% in 2020). The percentage of staff declaring their ethnicity as BaME has maintained around the same from 5.5% in 2019 to 5% in 2020. There is an increase in those identifying with a C1 and C2 level competency in the Welsh Language from 9.5% in 2019 to to 13.3% in 2020.

We are working on embedding the new Strategic Equality Plan 2020-2024 which has five main aims:

- To raise awareness across the organisation of the importance of equality, diversity, and inclusion in all our practises
- To ensure that every member of the senior management team engages with and 'buys in' to equality, diversity, and inclusion work
- To create a more diverse and representative staff and student body
- To ensure equality is fully considered in recruitment, promotion, and workload models
- Ensure our staff are effectively trained in equality, diversity and inclusion issues

Since the implementation of the Strategic Equality Plan in April 2020 we have:

- Successfully launched a Female Academic Mentoring Programme with 28 mentees and 28 mentors all trained and matched and now in mentoring relationships. We will be evaluating its success after 2 months, which is early in February 2021.
- Launched the pilot of the Women in Universities Mentoring Scheme in partnership with University of South Wales with approx. 70 colleagues signed up between both institutions and now in contact
- Worked with the FPVCs to offer 5 places on the Aurora – leadership development initiative for women
- Began information gathering with Heads of Department on diversifying public lectures
- Two members of the Universsity Executive that have taken responsibility for leading on gender and ethnicity
- Developed and published a suite of positive action initiatives on job adverts to increase representation and diversify staff body which have been online since September 2020.
- Delivered Bystander Intervention training and separately training on Dignity and Respect in the classroom (external trainers)
- Started the information gathering and data analysis for the 'Step aside ' scheme whereby male colleagues with supplementary roles step aside and allow under represented colleagues to take these roles on for a fixed period
- Ring-fenced 2 places for BAME students on the Aber Doc (PhD) scheme in 2021, and a further 2/3 for 2022
- Completed equality impact assessments for face coverings, the re-opening of the University faith space, and the introduction of 1 way walkways in relation to COVID plans
- Assisted the UKRI COVID Extension Fund panel and facilitated and scored all the EDI elements for the funding distribution – worth £90,000 to AU
- Facilitated anonymous process for REF individual circumstances – 40 staff cases all in all

- Sat on every REF monitoring meeting and helped every academic department with their departmental environment statement EDI sections
- Worked with PVCR and a small group of colleagues from across the institution on the institutional environment statement
- Began a review of portraiture and architecture across the University in relation to Black Lives Matter
- Met monthly with Equality Champions
- Held monthly meetings for the LGBT Network and BAME Network
- Held regular meetings for the Women in Research Network
- Marked International Women's Day 2020 through diversifying portraiture in Visualisation Centre
- Marked Black History Month 2020 with programme of online events