

## **Executive Summary**

### **Equality and Diversity Annual Report (2011 - 2012)**

This report represents the first Equality and Diversity Annual Report in relation to the statutory requirements of the Equality Act 2010 and Public Sector Equality Duties (PSED) 2011 for Wales. It follows the implementation of the University's first Strategic Equality Plan and Action Plan in 2012 and the departure of our previous Single Equality Scheme. A key requirement of the PSED is that the University publish an annual report on how they are complying with the duties. This report aims to fulfil this requirement for the year April 2011 – March 2012 and sets out activities taken to:

- demonstrate progress towards fulfilling our equality objectives;
- demonstrate steps taken by the University to actively promote equality of opportunity and eliminate unlawful discrimination;
- outlines arrangements for identifying, collecting and analysing relevant information, as well as considering future requirements;
- reports on information collated and analysed under our legal obligations;
- help steer on areas of future development;
- publicise continued commitment to equality and diversity, where a culture of respect and understanding is fostered, and the diversity of our community is positively valued.

Key highlights and achievements during 2011 to 2012 include:

- engaging with stakeholders and developing a Strategic Equality Plan;
- establishing and developing the role of Equality Champions;
- short-listing of our equality video for the 2011 Heist Award for Best Internal Communication Campaign and the re-launching of the video;
- renewal of the Two Ticks recognition from the Department of Works and Pension (JobCentre Plus), our ninth year of the operating the scheme;
- delivering surveys to review and inform action to improve the health and well-being of staff;
- implementing a new Staff Development Performance Review process;
- membership of the Athena SWAN Charter supporting women in science, engineering and technology;
- developing good practice guidance on developing policies which included a standardised template and Equality Impact Assessment policy screening form;
- developing 'Equality Networks and Champions' web pages with information on Equality Champions, Athena SWAN, Two Ticks and equality networks;
- updating and re-launching the diversity e-learning tutorial to promote the Equality Act 2010 and with an improved 'user friendly' interface.

The report includes headline information from employment data monitoring for the period 6 April 2011 to 31 March 2012 and lists future actions for the year ahead. Student data is also provided for the 2010-11 academic year.

The report has been considered in detail by the Equal Opportunities and Diversity Committee and approved by our Council. It is available on Equality website:

<http://www.aber.ac.uk/en/equality/>.

**March 2013**



# Equality and Diversity Annual Report

(reporting period 6 April 2011 to 31 March 2012)

March 2013

If you have any comments or feedback on this report, please contact the Equalities Advisor on 01970 62 8598 or email [opp@aber.ac.uk](mailto:opp@aber.ac.uk).

This document is available on-line on the Equal Opportunities and Diversity website <http://www.aber.ac.uk/en/equality/equality-reports/>. It is also available in a range of formats, e.g. hard copy, Braille, large print, etc. on request. Should you or someone you know require this in an alternative format, please contact the Equalities Advisor on 01970 62 8598 or email [opp@aber.ac.uk](mailto:opp@aber.ac.uk).

A Welsh version of this document is also available.

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## 1. Introduction

The Equality Act 2010 has provided an incentive for Aberystwyth University to further promote our culture and environment of inclusion. It also helps us to progress further with the embedding and mainstreaming of equality and diversity throughout our functions and activities. It further complements the implementation of our new strategic plan and goals for 2012-2017 and our culture of in providing an environment where everyone is valued as an individual and where our community can work, learn, flourish and develop their skills and knowledge.

The University has been reporting annually on equality and diversity for a number of years (since 2003) and this report represents the first annual report under the Equality Act 2010, new Strategic Equality Plan drafted in April 2012 and the closure of our Single Equality Scheme.

The Equality Act 2010 (the Act) consolidates many pieces of existing anti-discrimination law into a single legal framework and offers protection to people with Protected Characteristics. This includes the characteristics of Race, Disability, Gender, Age, Sexual Orientation, Religion or Belief, Gender Reassignment, Marriage and Civil Partnership, and Pregnancy and Maternity. The Act contains three General Duties of:-

1. eliminating unlawful discrimination, harassment and victimisation;
2. advancing equality of opportunity between different groups; and
3. fostering good relations between different groups.

It is supported by Welsh specific Public Sector Equality Duties (PSED) 2011 implemented by the Welsh Government and includes measures to ensuring that the above General Duties are met. These duties are designed to ensure that public services and employment are fair, accessible and responsive to people's needs. For example, it includes the need to:

- promote the General Duty and assess the impact on our ability to comply it;
- publish a Strategic Equality Plan and Objectives;
- identify and analyse data and information and publishing such information and finding in an annual report;
- provide Equal pay provisions, identify training needs, etc.

More information on duties for Wales can be found on the Equality and Human Rights Commissions' (EHRC) website: <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>.

Our Annual Report demonstrates actions taken in 2010/11 to discharge such duties and includes employment data for the period 6 April 2011 to 31 March 2012, student data in the 2011/12 year and how this information was used to inform action. The report also summaries a range of equality activities carried out during the year.

The Annual Equality Report is overseen by the Equal Opportunities and Diversity Committee and is approved by our Council. Bilingual versions of the report are available on the Equality website <http://www.aber.ac.uk/en/equality/equality-reports/> alongside previous equality reports.

## 2. Framework for Equality:

The University's [Strategic Equality Plan](#) implemented in 2011 sets out our commitment to diversity and equality and aims to complement the Equality Act in promoting a fair, equal and diverse society. During 2010-2011 a range of engagement activities were delivered to engage with all stakeholders in formulating our objectives and providing an evidence base to strengthen our performance and delivery of equality. An action plan was also developed to enable us monitor and achieve our aims. Our six objectives include:

<b>Objective 1</b>	<b>TO EMBED AND ENHANCE EQUALITY AND DIVERSITY: through training, leadership and communication</b> In order to foster a culture based on dignity, courtesy and respect we will promote core equality values to underpin positive behaviours and provide a forum for discussion of these values for both staff and students.
<b>Objective 2</b>	<b>DATA COLLECTION AND MONITORING: to support an evidence base for decision making</b> By reviewing arrangements for collecting staff and student data on protected characteristics we will ensure that qualitative and quantitative information is available to inform decision making. To carry out equal pay audits and address equality in staff pay and related structures.
<b>Objective 3</b>	<b>UNIVERSITY STRATEGY AND POLICY DEVELOPMENT: to ensure inclusion and transparency</b> By promoting and celebrating our diverse and inclusive environment we will ensure staff and student well-being, allowing them to achieve their full potential. We will review policy and procedures to enhance a positive working environment and embed equality principles in the Student Charter.
<b>Objective 4</b>	<b>ENVIRONMENT: to enhance the accessibility of the physical and virtual environment</b> By providing an inclusive environment in which to learn, work and visit we will demonstrate the importance of accessibility for all.
<b>Objective 5</b>	<b>EXTERNAL: to raise awareness of the University's commitment to equality</b> Working with visitors, partners, suppliers and our local and global community, we will actively promote and enhance equality.

Our [Equal Opportunities and Diversity Committee](#), a joint committee of Council and Senate, oversees equality activities and includes representative from Council, Senate, Staffing Committee, Guild of Students and Joint Union Consultative Committee. The Committee meets 3 times a year and is chaired by a Pro Vice-Chancellor. The Registrar, Directors of Human Resources and Student Support and Equalities Advisor are also in attendance. Terms of reference for this committee can be found on the [Equality website](#).

Equality is also evidenced within our Annual Fee Plan (outlining the level of student fees) by verifying mechanisms for inclusion and supporting equality of opportunity in higher education.

During 2010/11 the University delivered a range of activities including promoting equality and diversity, delivering training, monitoring and reporting, impact assessments, etc. Progress of activities were monitored by our Equality Scheme action plan and is now monitored through the Strategic Equality Plan action plan (the previous action plan was reviewed in the development of a new plan). Progress is further monitored through our Human Resources' Strategy and Operational Action Plan and by involvement with various equality accreditations and schemes, e.g. Two Ticks and Stonewall Champions schemes.

### **3. Promoting and Supporting Equality**

The University promotes equality and diversity in a broad number of ways, through strategies, plans, codes of practice (REF), and by activities such as training, videos, web pages, networks, impact assessments and its engagement with the community. Some of these activities are shown below.

- (a) A 2½ [Equality video](#) promoting our culture of equality and diversity was originally launched in May 2010 and subsequently re-launched in August 2011 to reflect the change in Vice Chancellor at the University. The key message of the video is to promote that equality matters to the University; that its community of over 10,000 staff and students are valued and that diversity is celebrated. The video includes the wider community, extending to visitors and distant learners from other countries. In May 2011 the video was shortlisted for a Heist Award (awards

programme for marketing in the HE sector) for 'Best Internal Communication Campaign'.

- (b) Human Resources [Supporting Staff](#) web pages were updated in June 2011 to provide information on the University's [Equality Networks and Champions](#). This includes information on equality champions (Athena SWAN and Stonewall Cymru) and internal networks such as the LGB&T, Departmental Disability Coordinators and the Women's Roundtable.
- (c) Our bilingual '[Diversity in the Workplace](#)' e-learning tutorial provides information on the Equality Act, links to internal policies, external support and equality organisations. The tutorial is featured in the University's induction process and is mandatory for staff residing on interview panels. The tutorial was re-launched in October 2011 with an improved 'user friendly' interface.
- (d) In May 2011 work of an Equality Impact Assessment (EIA) Task Group concluded its work by creating a pilot repository of policies, producing good practice guidance on developing policies which included a standardised template for policies and EIA screening form for new/updated policies. Further actions on this initiative need explored over the forthcoming year. Impact assessments were also carried out during major restructuring process and share with the Unions.
- (e) Departmental Disability Coordinators (formed in 2010) continue to meet monthly and are coordinated through Student Support. The coordinator role is an advisory point of contact, signposting to general and specialized support, e.g. Dyslexia Service, Disability Support Allowance, etc. The University has a network of over 25 coordinators based across all departments who meet regularly to share good practice and support disability equality for both students and staff.
- (f) The role of Equality Champions was established in May 2011 and training delivered to support this role. Equality Champions assist with the embedding and signposting of equality support across the University, and have additionally supported with the development of our equality objectives.
- (g) In June 2011 the University became an Athena SWAN Charter member which recognises and celebrates good employment practice for women working in science, engineering and technology in higher education and research. The Head of the Department of Psychology was elected as the Athena SWAN Champion and will be steering the University towards an Institutional Bronze Award during the forthcoming year.
- (h) In July 2011 Aberystwyth University became Stonewall Diversity Champions, a good practice employers' forum on sexual orientation. Stonewall Cymru's Workplace team provided support and advice to the University over the year, as well as assisted with specific LGB equality objectives. In January 2012 the University was ranked as 305 in Stonewall's Workplace Index.
- (i) In addition to the networking initiatives mentioned above, external networking meetings run during the 2010-11 academic session as shown below in order to consult on and promote equality and diversity. These events allow for the sharing of good practice, development of equality initiatives and improving links with the community.

<b>External Events:</b>	
Ceredigion Equality and Confidence Group (Quarterly)	Organised by Dyfed-Powys Police and attended by various representatives of the community, e.g. LGB&T, faith, age concern, victim support, disability campaigners. The group discusses local equality issues and reports on statistics (e.g. hate crime) for various equality groups.
Equality Challenge Unit, Welsh Liaison Group (Quarterly)	An advisory group facilitated by the Equality Challenge Unit providing an opportunity for equality practitioners within Welsh Universities to discuss issues of common interest, share information and good practice.



	HEFCW (our funding council) also attends these meetings. The University also participates in various ECU projects through this group, i.e. Equal Pay.
Women in Universities Mentoring Scheme (WUMS) (Quarterly)	The Women in Universities Mentoring Scheme (WUMS) promotes and facilitates professional development for women working in Welsh universities by setting up inter-university mentoring partnerships. The University is an active Steering member of this group.
Equality and Human Rights Commission Equality Exchange network (Wales) (Quarterly)	Member of the EHRC's Equality Exchange network which promotes the exchange of effective and innovative employment practice for employers, trainers and consultants committed to achieving equality in the workplace. Membership includes events across Wales on key equality issues, the development of leadership to promote equality, building effective partnerships to achieve change, an Annual conference and networking opportunities.

- (j) The University continues to offer a range of family friendly policies, e.g. flexible Working, Maternity, Paternity, Adoption and Parental Leave to provide opportunities for staff to develop and exercise work-life balance. A list of policies are available on the [Employment](#) pages of the Human Resources website.
- (k) Following a HSE Stress Management Tool pilot in 2010 pilot, the University subsequently engaged in a HEFCW pilot project on 'Improving Performance through Well-being and Engagement' in 2011 alongside other Universities in the UK in order to review other approaches to well-being. This included participation in a 'ASSET' survey. Outcomes and recommendations following this survey were presented to various groups and committees, and to the 13 pilot departments towards the end of 2011.
- (l) The University Aberystwyth continues to offer a [mediation service](#) which is available to any member of staff. The service aims to engage and attempt to resolve within a constructive and confidential dialogue any issues resulting in conflict or dispute. The sessions are entirely voluntary and remain wholly confidential to the participants. We also have an occupational health service and return to work scheme.
- (m) After the second full year of operation, the Student Welcome Centre has maintained its impressive user satisfaction rating (94% - iGrad Survey). The University scored a high 93% in user satisfaction for disability support and was ranked as 8th for Student Experience Survey in the UK according to the Times Higher Education survey. Further integration of front line services is continuing. In 2011-12 the University invested in a new purpose built Student Wellness Centre and a state-of-the-art Child Nursery.
- (n) Student Support continues to support departments in understanding the difference between reactive adjustments and an inclusive approach by working closely with the Departmental Disability Coordinators. They are also proactive in identifying student needs as part of the admissions process. The role has been further developed with two Student Accessibility Advisers recruited to support accessibility issues and developing an Inclusive Curriculum approach. They provide advice and information to applicants and students (including care leavers, disabled students and those with learning differences) about provision available for their specific needs at the University.
- (o) Our Accessibility Services team provides a comprehensive referral service for students experiencing difficulty or challenges with their studies and in meeting their full academic potential. Work delivered includes compliance for SENDA, ensuring reasonable adjustments for disabled students and coordinating their support. This is being incorporated within a 'one team' approach to support

student learning needs. Core activities include evaluation of learner profiles, assistance in individual applications for Disabled Student Allowance (DSA), support for students not in receipt of DSA, specialist support tuition, mentoring service, pre-entry welcome, pre-departure support, specialist tutors, assessors and mentors, and note-taker training.

- (p) During 2011 Aberystwyth and Bangor Universities agreed to develop a joint Learning and Teaching and Widening Access Strategies as part of their Strategic Alliance. The Strategy runs from 2011-12 to 2013-14 and is informed by goals of both universities and priorities outlined by the Welsh Government. It also builds on the work done in CADARN, the Regional Strategy for North and Mid-Wales, which brought together HE and FE providers in the region to promote and extend learning opportunities. The strategy seeks to continue the progress made in our previous Learning and Teaching strategies to meet the needs of a diverse student body and ensure programmes and modules are appropriate to a diverse society.
- (q) Our [Centre for Widening Participation and Social Inclusion](#) is committed to removing physical, social, cultural or financial barriers to Higher Education. The Centre continues to work with schools, FE colleges and the community on a range of projects such as [Aberystwyth Summer University](#), [Expanding Horizons](#), [Taste of University Life](#), [Support for the Welsh Baccalaureate](#), [Widening Access to STEM](#), [International Women's Day](#), etc. It is also responsible for the Buttle UK Quality Mark for HE and the [Care Leaver Support Scheme](#) which offers support from pre-application through to graduation, and provides advice and guidance to mature students as well as those from schools and colleges.
- (r) The University has used relevant parts, on a case by case basis, of the Corporate Social Responsibility Group Equality Toolkit (for over £100k tender threshold procurements managed directly by the procurement unit) developed to assist in meeting the obligations to promote equality in the area of purchasing. The Procurement unit has previously carried out equality related assessments, e.g. Procurement Review & Public Sector Sustainable Procurement Assessment Framework (SPAF) in order to provide indications on improving equality and diversity and to ensure good practice is promulgated institution wide. The SPAF was revisited, updated and refreshed with the involvement of Value Wales during the summer of 2011 by a key panel of major internal stakeholders. However, due to resource constraints and competing demands, further progress has been limited. A procurement guidance manual is also nearing completion, consistent with the introduction of new University Financial Regulations and Procedures, for which a training programme is being developed. Meetings on equality awareness in procurement are being planned with the Equalities Advisor.
- (s) In relation to International and European student support, the University continues to support and provide information on a wide range of issues, as well as providing specialised immigration advice and help with visa applications. Family and international student welcome events and trips are organised throughout the year and a number of Scholarships and funding opportunities for International and European students are offered. Language tuition and support is also available to enable all students to achieve their full academic potential, for example, providing under-graduate modules in academic writing for non-native speakers of English, as well as workshops, short courses and individual consultations on study skills and academic writing.
- (t) The University continues to promote the Women's Universities Mentoring Scheme (WUMS) to staff which aims to promote and facilitate professional development for women working in Welsh universities within its inter-university (all Universities in Wales) partnership. It also resides on its Steering Committee and has 9 women currently participating either as a mentor or mentee on the scheme.



- (u) The University has continued to work on the action plan from its second Equal Pay Audit carried out in January 2010. This includes tasks to review promotion processes, including senior staff salary bands, in order to ensure fairness and transparency, and in recognition of the general employment issue of the lack of women in senior positions. Strategies to continue addressing pay gaps have formed part of the Strategic Equality Plan and Objectives.
- (v) The University's Revised Welsh Language Scheme was approved by the Welsh Language Commissioner in 2012. The main additions are the Bilingual Skills Strategy which aims to make the best use of Welsh language resources within the workplace and a Website Translation Policy which is a strategic approach to the bilingualism of the University's website

#### **4. Monitoring Equality**

In previous years statistical data pertaining to our equality performance has been collected and analysed as required by previous equality legislation. As stated previously, a key requirement of Welsh specific Public Sector Equality Duties is that the University publish an annual report on how it is complying with the duties by 31 March of each year. This includes employment monitoring data for the period 6 April 2010 to 31 March 2012 for all protected characteristics in the following areas:

- people employed on 31 March each year;
- people who have applied for jobs over the year;
- employees who have applied to change position, how many were successful in their application and how many were not;
- employees who have applied for training and how many succeeded in their application;
- employees who completed the training;
- employees involved in grievance procedures either as complainant or as a person against whom a complaint was made;
- employees subject to disciplinary procedure;
- employees who have left employment.

Specific data for gender equality, i.e. job, pay, grade, contract type, working patterns is also required. Further, student data is also recommended for composition of students, applications, retention, achievement, work placements and complaints.

Whilst we are required to report on equality employment data, the requirement to report on student data is less prescriptive. However, we have included key data in this report, e.g. composition of students, admissions, progress and attainment, work placements/targeted programmes and grievances.

Internal information sources for this report includes data from Information Services, Recruitment and Admissions, Careers Advisory and Human Resources Departments. External data has also been used from the Higher Education Statistics Agency (HESA) and from the Equality Challenge Unit's (ECU) annual statistical report.

The University currently collects employment information on the Protected Characteristics of race (ethnicity and nationality), gender, disability, age, marriage and civil partnerships. Some data is also available for Pregnancy and Maternity and data for Sexual Orientation, Religion or Belief and Gender Reassignment is not collected. However, gaps in data are being built into our new e-recruitment system and Human Resources management system which are currently being development.

#### **5. Key Data Headlines**

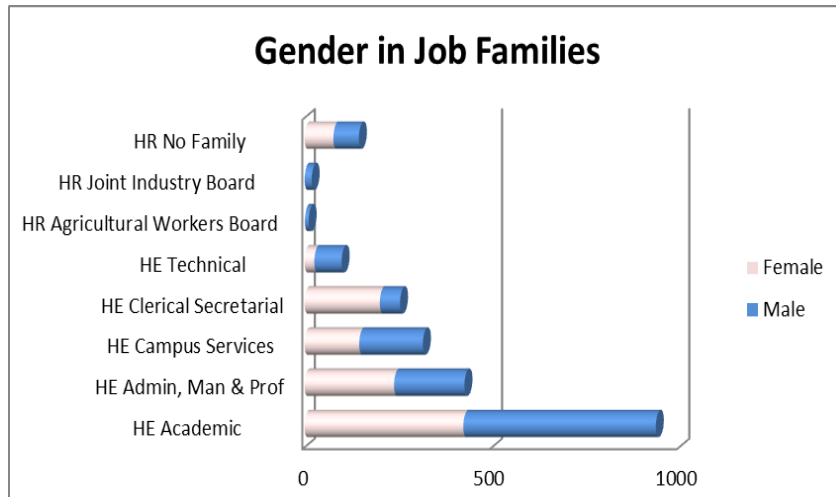
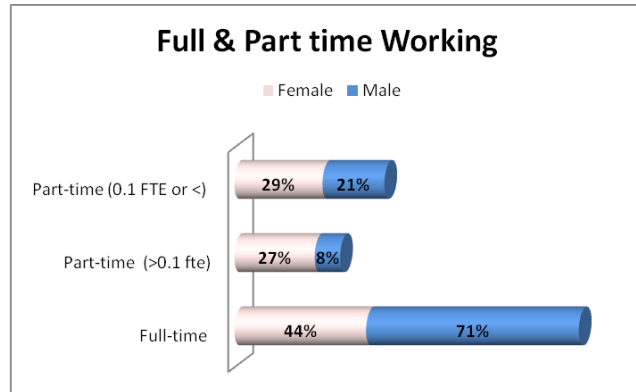
Key headlines/dashboards from data analysed, i.e. statistics on staff employment data (pages 10-18) and student data (pages 19-26) are shown on the following two pages in order to make the data more user-friendly and accessible:

## A: STAFF

### Composition of Staff:

The total number of staff on 31 March 2012 is 2210 compared with 2024 staff in September 2011.

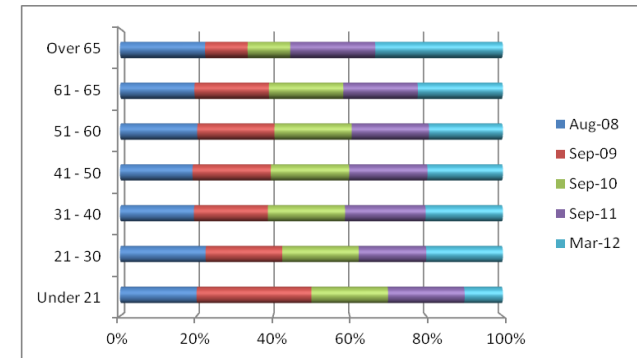
- **Gender:** Female and male gender ratios remain equal as in previous years – in March 2012 there were 50.4% female and 49.6% male staff employed.
- Of 2,210 staff, 57% work full-time and 43% work part-time. As shown in the adjacent graph, female staff are more likely to work part-time.
- The graph below shows the differences in gender distributions for staff in various job families.



- **Disability:** The percentage of staff with disabilities in March 2012 is 4.9% in comparison to 4.1% in September 2011 which continues to be an increasing trend over the last few years. Long standing illness and physical mobility are most represented.
- **Ethnicity:** Ethnicity of staff is similar to the previous years figures except that the number declaring 'White' has decreased from 84.2% to 80.5% whilst the number of 'Information refused / Unknown' data has risen from 4.6% to 8.2%. The 'BME' figure is similar to last years figure of 4.0%.

<b>White</b>	<b>80.5%</b>	<b>BME</b>	<b>4.1%</b>
<b>Other White</b>	<b>7.4%</b>	<b>Info Refused/ Not Known</b>	<b>8.2%</b>

- **Nationality:** Staff declared nationalities from almost 50 countries. The top represented nationalities, excluding the UK, are Germany and Poland.
- **Age:** The graph shows age composition for all staff. Staff over the age of 50 are more likely to be male, except in the under 21 age band.



- **Welsh:** The highest category/proportion of staff that speak Welsh (to level 2 &3) are Clerical/Secretarial staff at 56%.

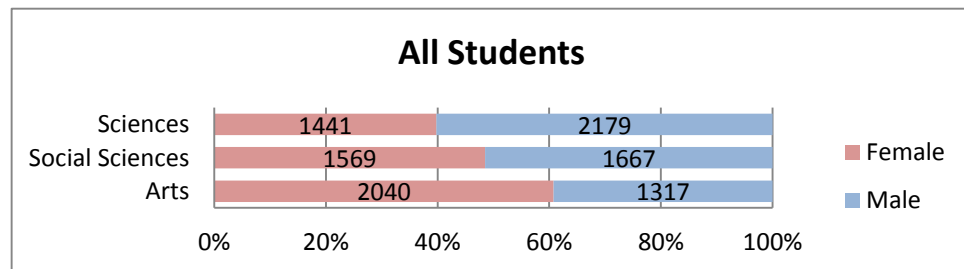
### Recruitment Monitoring:

- A total of 308 posts were advertised in categories and 2166 applications received during the previous academic year. 51% were female and 49% male.

## B: STUDENTS

### Composition of Students:

In 2011-12, 10213 undergraduate and postgraduate students (in comparison with 9140 in 2010/11) were registered - 34% in Social Sciences faculty, 33% Arts and 32% Sciences as shown in the gender chart below:

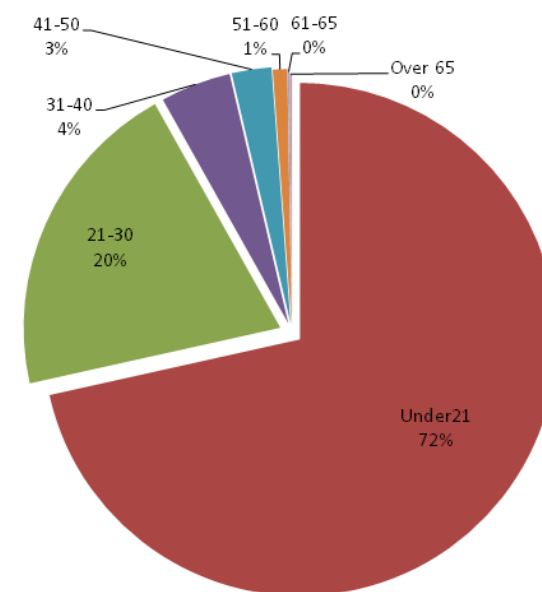


- **Gender:** 49% of all students were female and 51% male though in the previous year, the gender split was nearer to 50:50.
- **Disability:** 10.2% of students were recorded as having disabilities, similar to the previous years figure. 57% of students with disabilities declared a 'specific learning difficulty', e.g. dyslexia.
- **Ethnicity:** Figures in the table below are similar to previous years' data, though a higher percentage has refused to give information for this year.

Ethnicity	2008-09	2009-10	2010-11	2011-12
White (includes 'Other White background')	88.6%	87.0%	89.0%	81.6%
BME	7.1%	7.0%	4.0%	5.9%
Not known / Information Refused	4.3%	6.0%	7.0%	12.6%
	100.0%	100.0%	100.0%	100.0%

- **Nationality:** 82% of undergraduate and postgraduate students were home students (from the UK), 10% European and 8% International, though 31% of 'home students' were from Wales, down from 34% last year.
- **Welsh:** Data for Welsh speakers is recorded as 83% Non Welsh Speakers, 9% Fluent Welsh Speakers, 6% Welsh Speaker but not fluent and 1% Not known.

- **Age:** Age Categories of students (undergraduates and postgraduates) shown in percentages are illustrated in the adjacent chart.



### Application, Offers and Acceptances - UG intake:

- The table below shows the Applications, Offers and Firm Acceptances of the September 2011 undergraduate intake, compared with previous years, for Home/EU applicants. The applications and the offers are as at the end of May, and the intake is as at the eve of registration.

	Applications	Offers (Unconditional or Conditional)	Intake
<b>2011-12 Total</b>	11451	10880	2991
<b>2010-11 Total</b>	9969	9400	2584
<b>2009-10 Total</b>	8835	8435	2696
<b>2008-09 Total</b>	7585	7290	2406

Gender breakdown for applications was 50% females and 50% males, and for intake it was 47% female, 53% male.

9.3% of acceptances recorded disabilities, 29% were Welsh domiciled and 3% had made Welsh applications.

## **6. Conclusions and Actions**

This report, which is available in the public domain, aims to demonstrate that as well as fulfilling our statutory duties in compliance with the Equality Act 2010, our culture, activities and commitment attempts to go beyond this. Our commitment to equality is strongly embedded within the University's Strategic Plan and in our work to actively promote and support equality and diversity.

The report aims to demonstrate some progress made towards fulfilling our equality objectives, although it is recognised that these would have been under development on the reporting date of 31 March 2012.

It also gives a steer on future priority areas of development, e.g. gaps in data for all protected characteristics, monitoring mechanisms, equal pay audit and further promotion of the [Strategic Equality Plan](#). We acknowledge that we still have a way to go with collection of equality data for the newer protected characteristics although this is in hand with the development of a new e-recruitment and Human Resources management system. Other key actions for the forthcoming year are shown within the Strategic Equality Plan Action Plan and include:

- Promote and raise awareness of the Strategic Equality Plan and Equality Act 2010 throughout the University community;
- Ensure that equality information is easy to access electronic and alternative formats;
- Improving our alliance with Bangor University to share good practice and collaborative ways of achieving equality objectives;
- Reviewing, updating and simplifying Equality Impact Assessments and disseminating guidance on good practice policy;
- Achieving Athena Swan Charter Bronze status award for the University;

Equality and diversity matters to Aberystwyth University. We have a wealth of evidence that students and staff from over 100 countries across the globe know and are proud of this aspect of life in Aberystwyth. We are committed to ensuring that dignity, respect and co-operation are central to all our activities and that we continue to value and celebrate the diversity of our community.

**Approved by Council  
18 March 2013**

**The following pages contain statistical data and subsequent actions on employment data (pages 10-18) and student data (pages 19-26).**

## Statistical Analysis: Staff Employment Data, 6 April 2011 to 31 March 2012

Figures for benchmarking are taken from the Equality Challenge Unit's [Equality in higher education: statistical report 2012](#) published in November 2012 which presents an analysis of staff and student data from the Higher Education Statistics Agency (HESA) for the 2010/11.

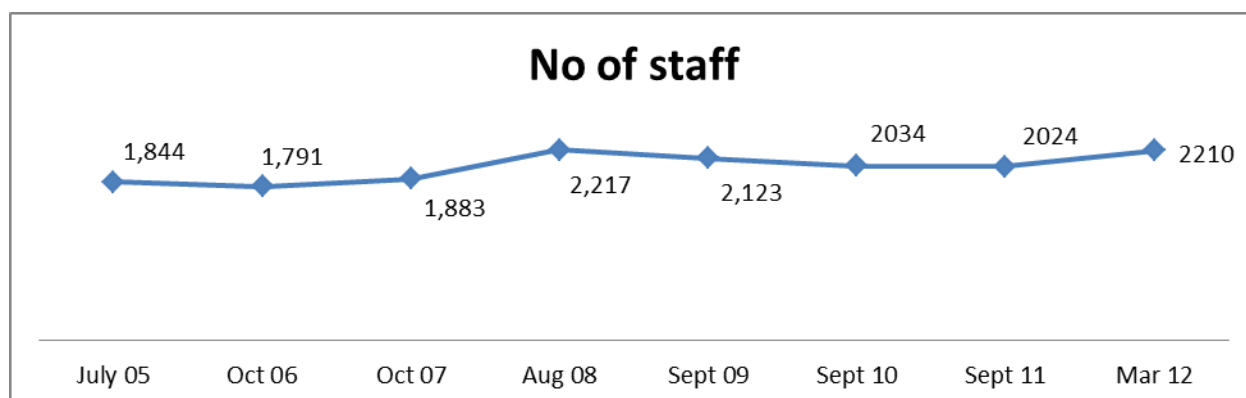
Note: Figures under the value of 5 have been anonymised, i.e. shown as asterisk (\*) so that no member/s of staff may be identified.

### 1. People employed on 31 March 2012 (composition of staff):

The following is a summary of staff data extracted on 31 March 2012. Data is included for all staff with a contract (includes 0 hour contracts, i.e. casual staff) under the categories of:

1. people employed on 31 March each year
2. people who have applied for jobs over the year
3. employees who have applied to change position and how many were successful
4. employees who have applied for training and how many succeeded in their application
5. employees who completed the training
6. employees involved in grievance procedures
7. employees subject to disciplinary procedure
8. employees who have left employment.

The total number of staff currently employed on 31 March 2012 was 2210 staff as illustrated over the period 2005 to 2012 below:



It is important to note that figures over previous years have been collected near HESA reporting dates, i.e. at the beginning of academic term. The data reported in March 2012 may have risen slightly due to the end of temporary employment of staff over summer months in 2011. The total composition of staff is broken down into protected characteristics as follows:

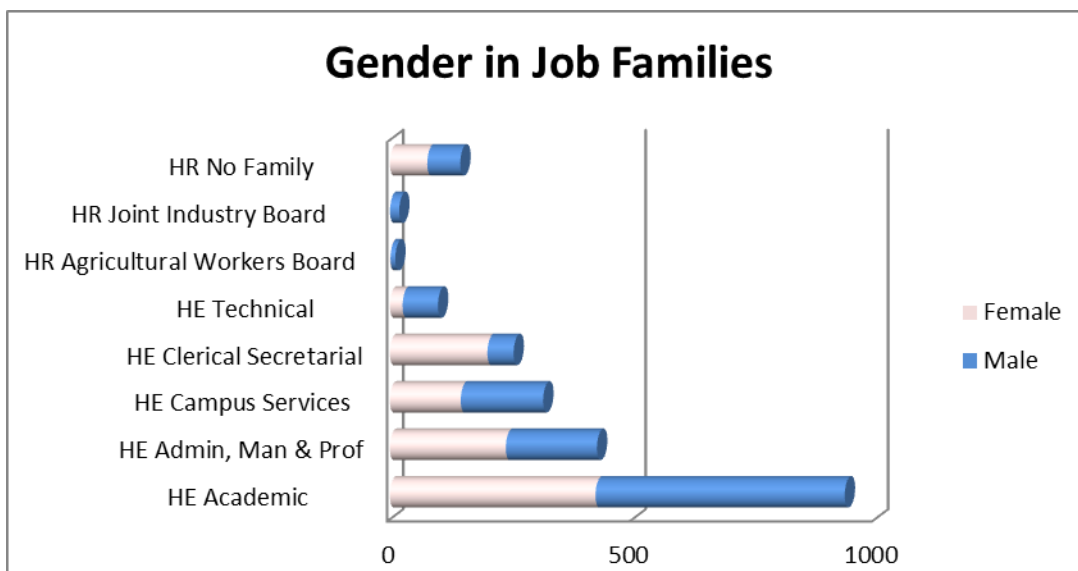
#### 1a. Gender:

As shown in the table below, female and male gender ratios have remained equal over the years:

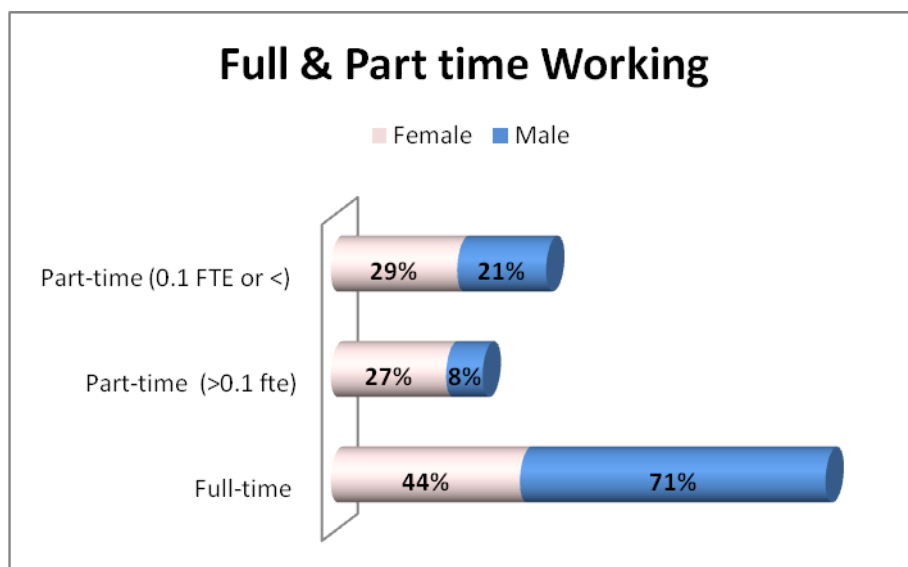
	Jul-05	Oct-06	Oct-07	Aug-08	Sep-09	Sep-10	Sep-11	Mar-12
<b>Female (%)</b>	49.5%	50.1%	50.0%	49.8%	49.9%	50.4%	50.1%	<b>50.4%</b>
<b>Male (%)</b>	50.5%	49.9%	50.0%	50.2%	50.1%	49.6%	49.9%	<b>49.6%</b>

This compares with the Equality Challenge Unit's (ECU) figure for UK Universities which shows 53.7% females and 46.3% males (page 32) and 53.3% females and 46.7% males for Wales. Of the University's 938 Academic staff, 45.2 are females and 54.8 are males.

A complete breakdown of all job families by gender is shown below:



The University employs 25% of its staff 0.1 Full time equivalent (FTE) or less contracts. Therefore, we have illustrated below a gender breakdown of female/males working patterns for full time staff and staff working part-time on both a 0.1 FTE and greater than 0.1 FTE basis as follows:

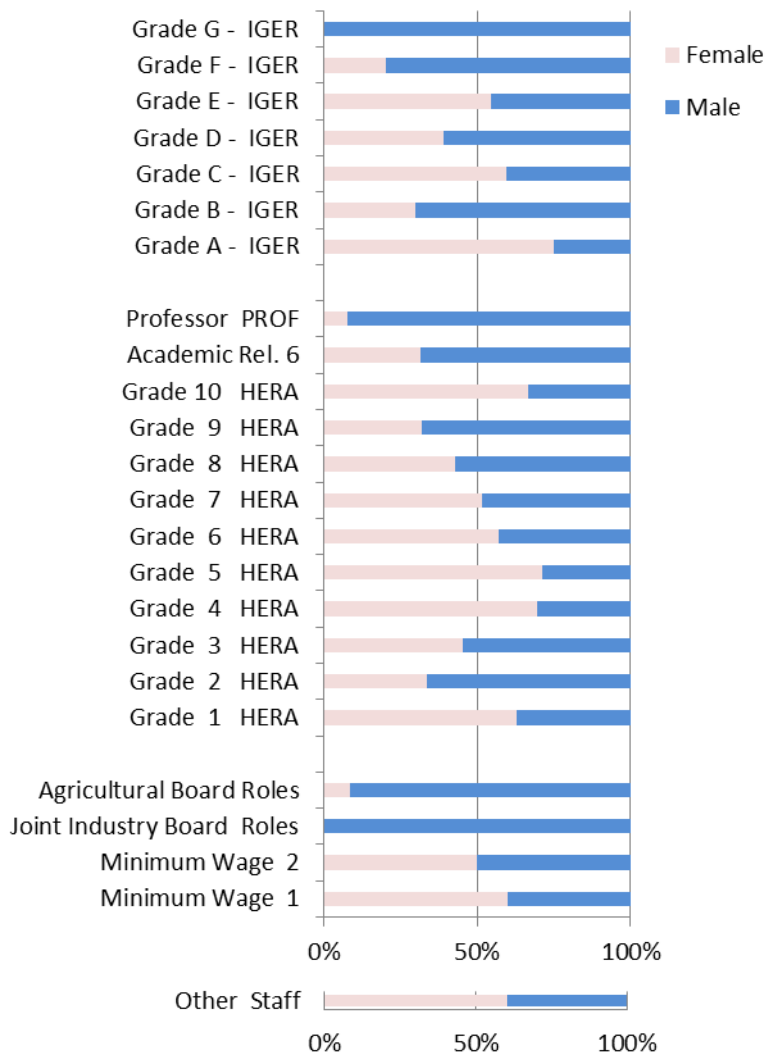


From the total staff figure of 2,210, 57% work full-time and 43% work part-time. As illustrated above, 57% females and 29% males work part-time, and 44% females and 71% males work full-time. For staff working on a part-time basis 18% work on contracts more than 0.1 FTE and 25% on 0.1 FTE or less contract. 36% on staff (20% female and 16% males) are employed on a fixed term contract basis and 64% (31% female and 33% males) on indefinite contract.

A gender breakdown of pay grades is shown below. Note this shows the proportion of females to males - numbers of staff within grades vary significantly, for example, 'minimum wage 1' includes 5 staff whilst 'minimum wage 2' represents 58 staff:



## Genders in Pay Bands:



The graph illustrates more males at senior level. With regards to gender pay information, our [Equal Pay report](#) for 2010 was carried out in conjunction with the Equality Challenge Unit as part of a pilot project aimed at supporting Higher Education Institutions in Wales to conduct and implement equal pay reviews. The review was undertaken with the aim of identifying whether pay modernisation had successfully narrowed gender pay gaps at the University and to demonstrate the University's commitment to gender equality.

The audit identified two gaps of 5% or more, one at the top and the other at the bottom of the pay scale. These were, respectively, HERA Grade 1 (10.9% gap) caused by pay enhancements for unsocial hours and overtime elements for males within the basic pay component, and professors (9.0% gap). The University had significantly more male professors in comparison to female professors who had been in post for a length of time. Investigation of 3 to 5% Gaps were also made for HERA Grade 3 (4.3%) and HERA Grade 4 (+3.4%), which were accounted for by the distribution of females and males in the higher end of the scales which could be explained by length of service in post.

Since this audit, there has been the recruitment of more senior roles for women, including a female Vice Chancellor. Further, as stated in 3(u), work has been carried out to review promotions processes and a senior staff salary bands is being carried out. We also aim to carry out our third Equal Pay Audit in 2013 and will further develop strategies within our Athena SWAN submission.

**ACTIONS FOR 2012/2013: (1) To continue reviewing recruitment and retention strategies for specific staff groups, e.g. senior staff; (2) To complete an Athena SWAN application in 2012 to support women in Science, Engineering and Technology; (3) To continue to develop initiatives to support women, e.g. Women's Roundtable forum, Women in Universities Mentoring Scheme.**

## 1b. Disability:

The table below shows that the percentage of staff disclosing disabilities continues to rise with a current figure of 4.9% (99 staff) in 2012.

	Jul-05	Oct-06	Oct-07	Aug-08	Sep-09	Sep-10	Sep-11	Mar-12
<b>Staff recording Disabilities (%)</b>	3.4%	3.3%	2.7%	3.7%	3.8%	3.6%	4.1%	<b>4.9%</b>

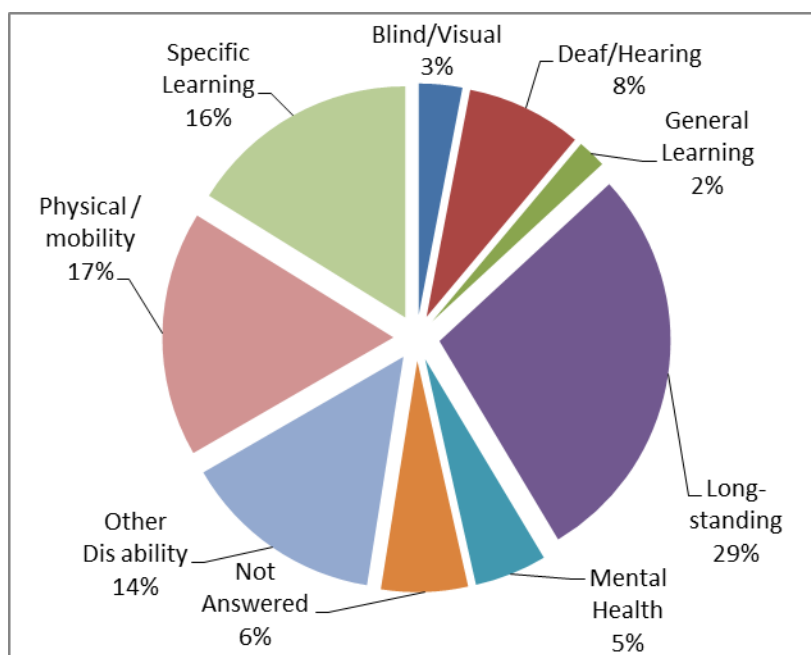
This percentage is slightly higher than the Equality Challenge Unit's (ECU) figure (2010/11) for UK Universities of 3.2% and Wales' profile of 4.6% (page 122).

Types of disabilities are illustrated in the adjacent graph. The figure of staff disclosing mental health has increased slightly.

59% of staff that disclosed a disability were female and 41% male. The largest departments employing staff with disabilities are Residential and House Services (Residences Teams) and Information Service (Hugh Owen Library).

The University continues to signpost staff to the Access to Work Scheme and is in its ninth year of operating the JobCentre's Two Ticks - Positive About

Disability' Scheme. We also run an occupational health service and return to work scheme.



**ACTIONS FOR 2012/2013: (1) To continue to communicate and offer support to staff annually as per our Two Ticks commitment, (2) to continue to consult with staff through Disability Networks, Equality Champions and other initiatives; (3) to promote awareness of mental health and wellbeing.**

## 1c. Ethnicity:

The table below shows the ethnicity of all staff for the periods 2008 to 2012:

	2008	2009	2010	2011	2012	
<b>White</b>	80.2	84.8%	84.4%	84.2%	<b>80.5%</b>	1778
<b>Other White</b>	6.4	6.3%	6.7%	7.2%	<b>7.4%</b>	164
<b>BME</b>	3.4	3.3%	3.9%	4.0%	<b>4.1%</b>	90
<b>Not Known</b>	8.4	4.5%	3.5%	3.3%	<b>6.8%</b>	150
<b>Info Refused</b>	1.8	1.2%	1.5%	1.4%	<b>1.3%</b>	29

### Categories:

11 White – British	21 Black or Black British - Caribbean	39 Other Asian background
12 White – Irish	22 Black or Black British - African	41 Mixed - White and Black Caribbean
13 White Scottish	29 Other Black background	42 Mixed - White and Black African
14 Irish Traveler	31 Asian or Asian British - Indian	43 Mixed - White and Asian
15 White Welsh (returned as code 11)	32 Asian or Asian British - Pakistani	49 Other Mixed background
16 White English (returned as code 11)	33 Asian or Asian British - Bangladeshi	80 Other Ethnic background
19 Other White background	34 Chinese	90 Not known
		98 Information refused

Note that the University separates 'Other White' from 'BME' or 'White' categories and acknowledges that further BME staff are represented in this 'Other White' figure, e.g. people from Eastern Europe etc. It is also recognised that there could be further inconsistencies with the 'Other Ethnic background' code, i.e. further BME's in this category.

The number of 'Not Known' has risen in comparison with the previous year which the University will investigate.

The greatest proportion of BME staff are located in Academic posts (2.6%). The gender ratios of BME staff are 1.9% females and 2.2% males.

This compares with the ECU's 2010/11 all UK Universities profile of 91.8% White (includes Other White) and 8.2% BME (page 67-8). For Wales, the figures are 97.0% White (includes Other White) and 3.0% BME. 2001

**ACTIONS FOR 2012/2013: (1) To investigate the rise of 'Info refused / Not known' data; (2) to monitor the internal and external recruitment strategies and their impact on BME staff; (3) To explore networking opportunities with BME staff.**

## 1d. Nationality:

The recording of visas, work permits and tier certificates (as shown below) was changed in 2008 due to more stringent monitoring and reporting mechanisms required by the Immigration, Asylum and Nationality Act implemented in 2008. In 2010 we had 52 Visas in Force, 17 Work Permits and 26 Tier Certificates. Our figures for the reported period are shown below:

Id Verified	Total
Spouse Visa	*
Work Permit	*
Tier 1 General Cert	*
Tier 1 Post Study	*
Tier 2 Certificate	5
Tier 4 Certificate	15
Tier 5 Temp Worker	*
<b>Grand Total</b>	<b>29</b>

The Human Resources department issue certificates and monitor Tiers 2 and 5.

Staff nationalities are made up from a total of 48 countries excluding Ireland and the UK. The most represented nationalities is Germany (25 staff) and Poland (21 staff) which is approximately 1% each. International Politics Department employs the highest proportion of International staff.

The table below shows the percentages of staff by Home, International and EU/EAA categories over the last two years.

	2010	2012
International	4.6%	6%
EU & EEA	5.9%	10%
UK	89.5%	82%
Not Known	0.0%	2%

**ACTIONS FOR 2012/2013: (1) To continue to monitor the internal and external recruitment strategies and their impact on BME staff; (2) To monitor the impact of Immigration, Asylum and Nationality legislation and their tighter restrictions on international staff.**

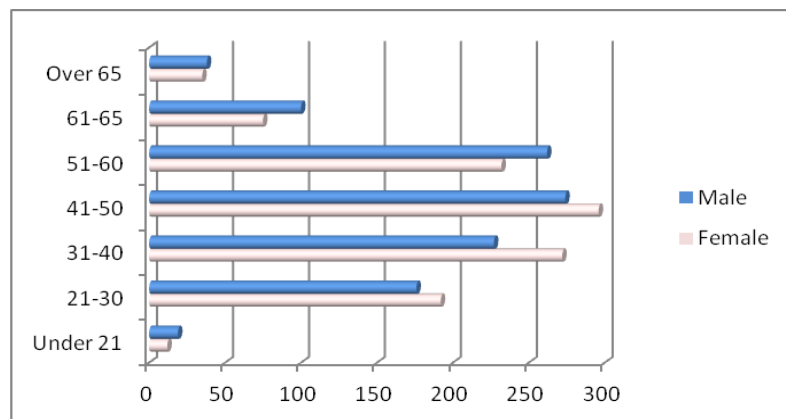
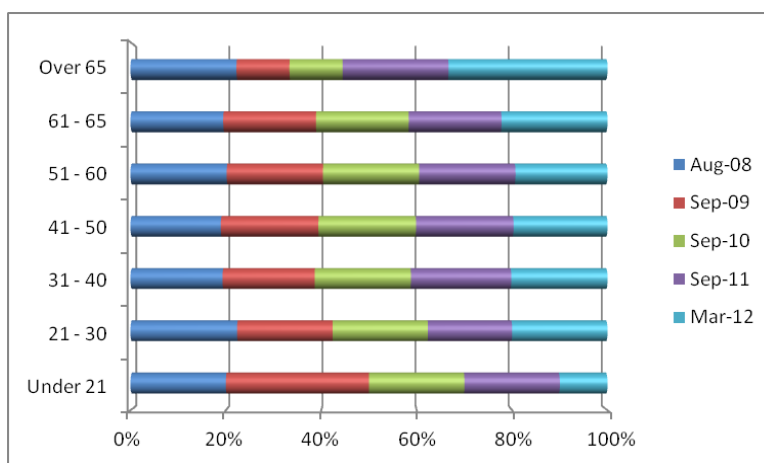
## 1e. Age:

The table below gives the ages of staff across all age groups for 2008 to 2012:

	Aug-08	Sep-09	Sep-10	Sep-11	Mar-12
Under 21	2%	3%	2%	2%	1%
21 - 30	19%	17%	17%	15%	17%
31 - 40	22%	22%	23%	24%	23%
41 - 50	25%	27%	27%	27%	26%
51 - 60	23%	23%	23%	23%	22%
61 - 65	7%	7%	7%	7%	8%
Over 65	2%	1%	1%	2%	3%

As the graph adjacent illustrates, figures have been constant in the last few years, with the largest age group is 41-50 years (26%). There is a small shift with the decrease of Under 21's to 1% and rise in the Over 65's to 3%.

The graph below further analyses age and gender of staff, and shows that there are more males in the age ranges that are over 51, except in the Under 21 age band. More females are represented in the 21 to 40 age range. In previous years there were more males in the 41-50 age group.



**ACTIONS FOR 2012/2013: (1) To continue to monitor age; (2) To monitor the impact of forthcoming changes in retirement age.**

## 1f. Welsh:

Some of this data below was compiled for the 2010/11 monitoring report on the Welsh Language Scheme to the Welsh Language Board. The monitoring report concentrated on administrative and academic staff, but for the purpose of this Equality and Diversity Report all job families have been included. The information on language is based on a bilingual skills questionnaire where staff self-assess their ability to speak Welsh. It should be noted that not all staff have completed these questionnaires. Data refers to a reporting period of June 2011.

## Number and Percentage of staff who speak Welsh according to Department/Job Family:

Note: data captured by Welsh Language Service during June 2011

A = No. of staff, B = No. who speak Welsh (level 2 &3), C = Percentage	A	B	C	A	B	C
<b>Clerical / Secretarial and Administrative / Managerial / Professional staff</b>	<b>Clerical and Secretarial staff</b>			<b>Administrative, Managerial and Professional staff</b>		
<b>ACADEMIC DEPARTMENTS :</b> Clerical/Secretarial and Administrative/Managerial/Professional	68	36	53%	125	44	35%
<b>SUPPORT / SERVICE DEPARTMENTS :</b> Clerical/Secretarial and Administrative/Managerial/Professional	171	97	57%	284	117	41%
<b>ACADEMIC &amp; SUPPORT/SERVICE TOTALS:</b>	<b>239</b>	<b>133</b>	<b>56%</b>	<b>409</b>	<b>161</b>	<b>39%</b>
<b>Academic and Technical staff</b>	<b>Academic staff</b>			<b>Technical staff</b>		
	<b>944</b>	<b>219</b>	<b>23%</b>	<b>84</b>	<b>17</b>	<b>20%</b>
<b>Campus Services and No Job Family staff</b>	<b>Campus staff</b>			<b>No Job Family staff</b>		
	<b>290</b>	<b>69</b>	<b>24%</b>	<b>115</b>	<b>12</b>	<b>10%</b>
<b>Agricultural Wages Board and Joint Industry Board staff</b>	<b>Agricultural Wages Board staff</b>			<b>Joint Industry Board staff</b>		
	<b>7</b>	no data	<b>N/A</b>	<b>20</b>	<b>9</b>	<b>45%</b>

The highest category/proportion of staff that speak Welsh (to level 2 &3) are Clerical/Secretarial staff 56%.

**ACTIONS FOR 2012/2013: (1) To continue reviewing data with Centre for Welsh Language Services; (2) To review requirements for Welsh Language Measures.**

### 1g. Other Protected Characteristics:

Data for Religion or Belief, Sexual Orientation and Gender Reassignment is not currently collected by the University at present although will be required by HESA in the future. Monitoring mechanisms will be built into our new e-recruitment system and Human Resources management system, both currently under development. The University does store data on Marriage and Civil Partnership and undertakes some monitoring for Maternity & Paternity. More stringent monitoring of these fields will be enabled with future HESA monitoring mechanisms.

**ACTIONS FOR 2012/2013: (1) To improve and prepare monitoring mechanisms as required by HESA; (2) to consult on best practice; (3) to engaging with staff on monitoring, e.g. networks.**

## 2. Employees who applied for jobs:

### 2. Applicant Data

Human Resources application monitoring data has been recorded for the period August 2011 to September 2012. Acknowledging that there are gaps and inconsistencies in the data stored within spreadsheets, we have decided to retain this reporting period rather than disaggregating this data to the 31 March reporting period which was take considerable time. It is intended that our new e-recruitment system will solve the gaps and inconsistencies in data. The data is as follows:

- During the year a total of 308 posts were advertised and 2166 applicants were processed. This compares with a reported 155 posts advertised and 1625 applicants in August 2010.
- 51% were female applicants and 49% male. Applicants declared themselves as 46% White, 28% Welsh, 11% Any other, 12% European/International and 3% Unknown. Poland and Romania were the countries most represented in application outside of the UK.
- Of the 989 applicants short-listed, 54% were females and 46% were male. 9.7% declared a disability.

**ACTIONS FOR 2012/2013: (1) To update equality monitoring mechanisms as required by the Equality Act within forthcoming e-recruitment and Human Resources management systems.**

## 3. Employees who changed position:

The number of staff that applied to change position from 6 April 2011 to 31 March 2012 were as follows:

	Gender		Disabled	BME				Age Group						
	F	M		BME	Other White	White	Unknown	<21	21-30	31-40	41-50	51-60	61-65	>65
<b>New appointments</b>	33	36	*	*	*	61	*	*	16	23	17	9	*	*
	48%	52%	4%	4%	3%	88%	4%	1%	23%	33%	25%	13%	3%	1%

## 4. Employees trained:

The following is a summary of staff that completed training from the period 6 April 2011 to 31 March 2012 reporting period. 2772 staff applied for courses (60% females and 40% males) which includes staff that applied for multiple courses. Therefore, taking individual staff into account, a total of 793 staff applied for courses as follows:

	Gender	
	F	M
Applied	417 (53%)	376 (47%)
Succeeded	409 (53%)	366 (47%)
Completed	384 (53%)	335 (47%)

*Note that the University does not have a specific 'completion of a courses' flag but has an 'attendance flag'. Most courses require staff to turn up to get 'completion' status. Training is delivered to most staff that request training.*

27% of above staff who completed courses were recorded as disabled and 5% recorded as BME's.



Data was also captured on staff who undertook diversity e-learning on October 2011 as follows:

<b>Online Diversity E-learning Training record:</b>	<b>Oct 2011</b>	
Staff Registered (staff with email access)	2159	
Staff on < 0.1 contract	254	
Staff on > .1 contacts (used for figures below)	1905	
Total Logged In	<b>1450</b>	<b>76%</b>
Total Completed:	<b>1385</b>	<b>73%</b>
Total Passed:	<b>1336</b>	<b>70%</b>
Total Failed:	<b>49</b>	<b>3%</b>

## 5. Employees involved in grievances and disciplinaries:

There were less than 5 disciplinaries for the period 6 April 2011 to 31 March 2012. Therefore details are not shown so as not to identify any persons. Grievances are made under our Grievance or Dignity and Respect policies. Currently we only collect data on the person against whom a complaint was made and do not collect data on complainant. No grievances were reported for the period.

## 6. Employees who left employment:

The following is a summary of 497 employees who left employment:

	Gender		Disabled	BME				Age Group						
	F	M		BME	Other White	White	Unknown	<21	21-30	31-40	41-50	51-60	61-65	>65
<b>Leavers</b>	250	247	13	41	51	376	22	17	207	86	60	42	51	34
	50%	50%	3%	8%	10%	76%	4%	3%	42%	17%	12%	8%	10%	7%

**ACTIONS FOR ITEM 4-6 ABOVE - 2012/2013: (1) To improve monitoring and reporting mechanisms for the above areas through Human Resources' and other information systems.**

# Statistical Analysis: Student Data, 2011/2012 Academic Session

## 1. Composition of Students:

In order to meet the Equality Act's General Duty and engage in good practice we have included key data for students in this report as recommended by the Equality Challenge Unit. The following is a summary of data recorded (composition, application, retention and achievement) for the 2011-12 academic session which represents HESA data.

### Notes:

- (1) Figures under the value of 5 have been anonymised, i.e. shown as an asterisk (\*).
- (2) Figures for student numbers are taken from HESA data and include UK, EU and Overseas students.
- (3) If a student is returned to HESA on more than one active course, they will be counted more than once.

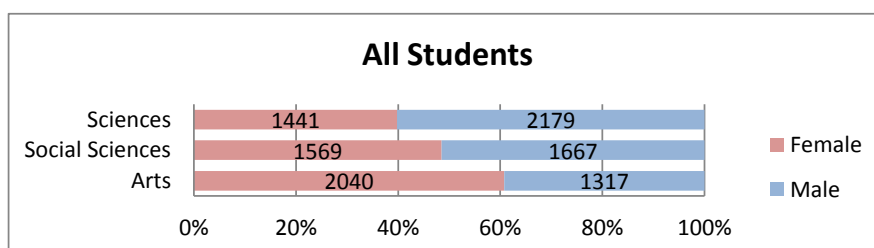
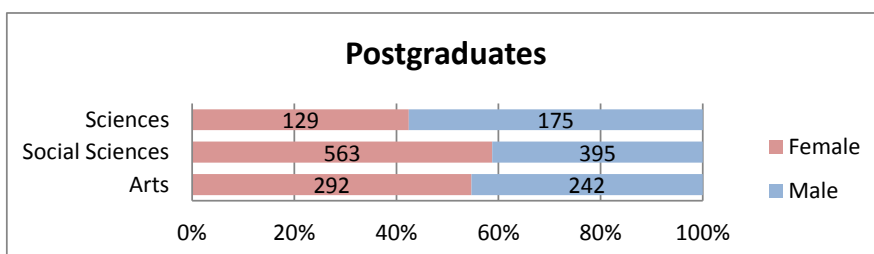
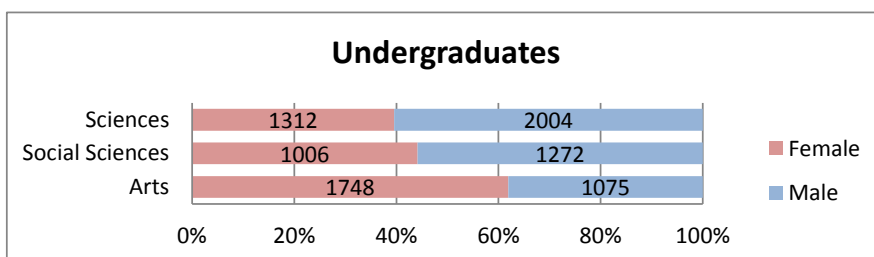
In 2011-12 there were 10,213 registered students (undergraduates and postgraduates, but not including those studying part-time continuing education courses such as Welsh for Adults), 34% studying Social Sciences 33%, Arts and 32% Sciences.

### 1a. Gender:

In 2011-12, 48% of Undergraduate (UG) students were female and 55% of Post-Graduate (PG) students were female, though overall 49% of UG and PG students were female and 51% male as shown below. In 2007/08 the figure was 52% female and 48% male.

Faculty	Undergraduates		Postgraduates		All Levels		Total
	Female	Male	Female	Male	Female	Male	
Arts	1748	1075	292	242	2040	1317	3357
Social Sciences	1006	1272	563	395	1569	1667	3236
Sciences	1312	2004	129	175	1441	2179	3620
<b>Total</b>	<b>4066</b>	<b>4351</b>	<b>984</b>	<b>812</b>	<b>5050</b>	<b>5163</b>	<b>10213</b>
<b>Percentages</b>	<b>48%</b>	<b>52%</b>	<b>55%</b>	<b>45%</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>

As the graphs below illustrates, more females generally are represented in Arts and Social Sciences faculties than Sciences, though for undergraduates, the Social Sciences have the situation reversed with 56% male and 44% female:



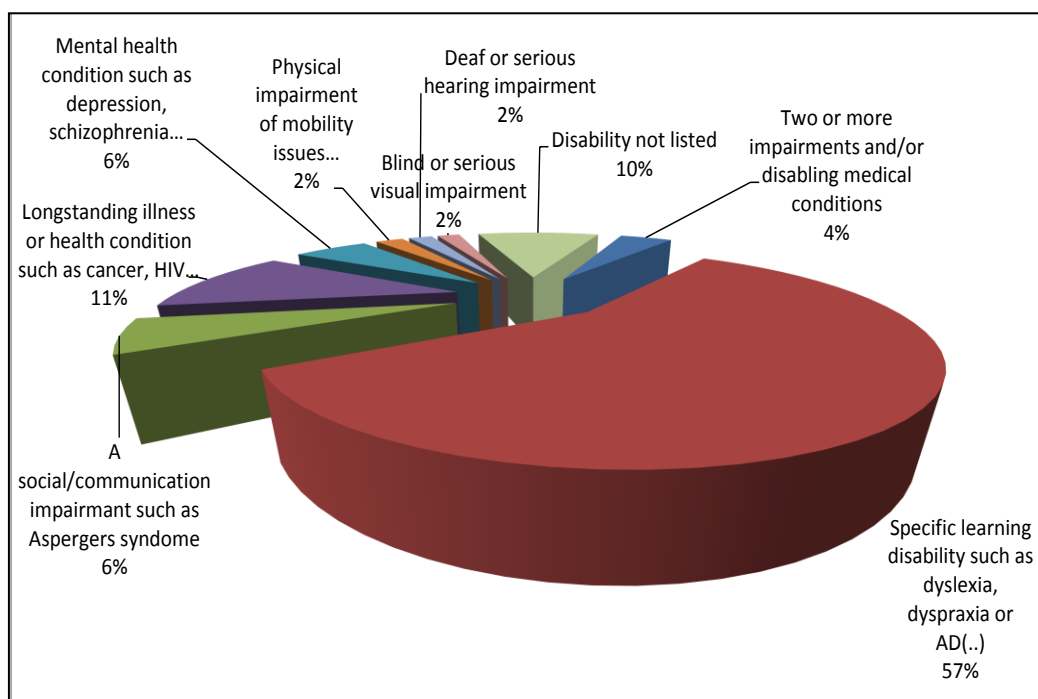
**ACTIONS FOR 2012/2013: (1) To continue to monitor female/male ratios; (2) to share information with Athena SWAN initiatives.**

### 1b. Disability:

The following 2011-12 table shows the current number of students with disabilities which is 10.2%. This is similar to total of 10.4% in 2009-10.

Faculty	Disability Declared	No Disabilities	Total Students	% of Total	Receipt of DSA	% DSA (as a % of Disability Declared)
Arts	333	3024	3357	9.9%	150	45.0%
Social Sciences	302	2934	3236	9.3%	123	40.7%
Sciences	409	3211	3620	11.3%	228	55.7%
<b>Total</b>	<b>1044</b>	<b>9169</b>	<b>10213</b>	<b>10.2%</b>	<b>501</b>	<b>48.0%</b>

As seen in the below pie diagram, 57% of students with disabilities declared a specific learning difficulty (e.g. dyslexia), and 10% declared a disability not listed. 6% recorded Mental Health disability in comparison with 3% in 2009-10.



In 2011-12 there were 46% female students with disability and 54% male. 48% (501) of the total of disabled students (1,044) accessed Disability Support Allowance in 2011-12. 89% of students with disability were of White origin, 4% BME and 7% recorded as information refused.

**ACTIONS FOR 2012/2013: (1) To continue consulting with and supporting students with disabilities to further understand their needs.**

### 1c. Ethnicity:

Ethnicity of students and the trend up to the 2011-12 figures are shown below:

Ethnicity	2008-09	2009-10	2010-11	2011-12
White (includes 'Other White background')	88.6%	87.0%	89.0%	81.6%
BME	7.1%	7.0%	4.0%	5.9%
Not known / Information Refused	4.3%	6.0%	7.0%	12.6%
	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Definitions:

11 White - British 12 White - Irish 13 White Scottish 14 Irish Traveller 15 White Welsh (returned as code 11) 16 White English (returned as code 11) 19 Other White background	21 Black or Black British - Caribbean 22 Black or Black British - African 29 Other Black background 31 Asian or Asian British - Indian 32 Asian or Asian British - Pakistani 33 Asian or Asian British - Bangladeshi 34 Chinese	39 Other Asian background 41 Mixed - White and Black Caribbean 42 Mixed - White and Black African 43 Mixed - White and Asian 49 Other Mixed background 80 Other Ethnic background 90 Not known 98 Information refused
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**Note:** Monitoring codes for Welsh staff and students are recorded on our databases and return to HESA under 'White' category. In this table 'Other White Background' is also shown as 'White'.

The proportion of students not giving their ethnic background or refusing information has increased dramatically.

**ACTIONS FOR 2012/2013 (1) To continue monitoring the ethnicity of students and investigate, where possible, students are not declaring/refusing information.**

## 1d. Nationality:

As shown in the table below, 82% of students were home students, i.e. from the UK, 10% European and 8% International.

	Arts	Social Sciences	Sciences	Total
EU Students	7%	15%	8%	10%
International Students	3%	16%	3%	8%
England, Scotland and NI	51%	44%	58%	51%
Wales Students	39%	24%	31%	31%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

31% of Students were from Wales.

The largest cohort of International students appears to be the faculty of Social Science for both under-graduate and post-graduate categories. For European students, the largest cohort is in faculty of Social Science for post-graduate and under-graduate students.

**ACTIONS FOR 2012/2013: (1) To continue monitoring nationalities and the recruitment of students domiciled in Wales.**

## 1e. Age:

The table below shows the ages of students in each age category for 2011-12.

Entry Age	Arts			Social Sciences			Sciences		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<21	964	1586	2550	1052	731	1783	1757	1214	2971
21-30	245	312	557	452	517	969	362	191	553
31-40	60	66	126	110	161	271	37	20	57
41-50	21	38	59	45	122	167	17	12	29
51-60	19	25	44	5	35	40	5		9
61-65	*	8	11	*	*	*			
66>	5	5	10	*	*	*	*		*
<b>Total</b>	<b>1317</b>	<b>2040</b>	<b>3357</b>	<b>1667</b>	<b>1569</b>	<b>3236</b>	<b>2179</b>	<b>1441</b>	<b>3620</b>

For all faculties this totals <21 = 72%, 21-30 = 20%, 31-40 = 4%, 41-50 = 2%, 51-60 = 1%, and the older age categories as less than 1%. Comparing with previous years' figures, the proportion of mature students appears to be declining.

**ACTIONS FOR 2012/2013: (1) To monitor the recruitment of mature students.**

## 1f. Welsh Speakers:

Data for Welsh speakers in 2011-12 is recorded as follows, with 9% Fluent, 6% with some Welsh, 1% not known and 83% Not Welsh Speakers:

Faculty	Fluent Welsh Speaker	Speaker Not Fluent	Not Welsh Speaker	Not Known	Total
Arts	456	263	2595	43	3357
Female	299	187	1539	15	2040
Male	157	76	1056	28	1317
Social Sciences	196	159	2822	59	3236
Female	111	89	1348	21	1569
Male	85	70	1474	38	1667
Sciences	308	204	3060	48	3620
Female	113	88	1225	15	1441
Male	195	116	1835	33	2179
<b>Total</b>	<b>960</b>	<b>626</b>	<b>8477</b>	<b>150</b>	<b>10213</b>

As shown in the table above, Welsh speakers are distributed throughout all 3 faculties. There are more female Welsh speakers in the Arts and Social Science Faculties and more male Welsh speakers in Science.

The proportion of Fluent Welsh speakers has slightly declined.

**ACTIONS FOR 2012/2013: (1) To share Welsh Language data with the Centre for Welsh Language Services.**

## 1g. Other Protected Characteristics:

Data for Religion/Belief, Sexual Orientation, Gender Reassignment or Maternity is not collected by the University. It may however become a requirement of HESA in the future (currently not so in 2013).

**ACTIONS FOR 2012/2013: (1) To continue to review monitoring requirements by HESA; (2) to consult on best practice and engaging with students on any forthcoming monitoring requirements.**

## 2. Applications:

The following table is a summary of results of UG student data application data made in 2011-12, i.e. relates to the UG intake 2012-13 and includes students who deferred.

		Applications
2011-12 Total		11,451 (29% Arts, 28% Social Science and 43% Science)
2009-10 Total		10,829 (32% Arts, 27% Social Sciences and 41% Science)
2011-12 Gender:	Female:	50%
	Male:	50%
2009-10 Gender:	Female:	51%
	Male:	49%
2011-12 Disability		8.0% (Arts 8.9%, Social Science 5.3% and Science 9.2%)
2009-10 Disability		7.2% (Arts 2.5%, Social Science 1.3% and Science 3.4%)
2011-12 Ethnicity:		23.7% White, 1.2% BME, 75.1% Information Refused/Unknown
2009-09 Ethnicity:		26.7% White, 1.1% BME, 5.9% Info Refused & 68.7% Unknown
2011-12 Nationality:		82.3% Home (UK) students, 7.7% EU and 10.15% Overseas
2009-10 Nationality:		83% Home (UK) students, 9.5% EU and 7.5% Overseas
2011-12 Age		96.8% = <21, 2.5% = 21-30, 0.4% = 31-40, 0.2% = 41-50, 0.1% = 51-60, 0% = 61-65, 0% = >65
2009-10 Age		92.9% = <21, 6.2% = 21-30, 0.7% = 31-40, 0.2% = 41-50, 0.1% = 51-60, 0% = 61-65, 0% = >65
2011-12 Welsh: (Requested correspondence in Welsh)		2.8% Welsh applicants
2009-10		3.7% Welsh applicants
Welsh Domicile 2011-12		3261 from Wales (28.5% of total applications) (9.7% Arts, 6.8% Social Science and 12% Science)
2009-10		(11% Arts, 7% Social Science and 13% Science)

The key headline from application data is that students are choosing to apply for Science-based subjects at the expense of Arts. We will monitor for offer and acceptable in future years and have only shown summary data as shown below:

	Applications	Offers (Unconditional or Conditional)	Intake
<b>2011-12 Total</b>	11451	10880	2991
<b>2010-11 Total</b>	9969	9400	2584
<b>2009-10 Total</b>	8835	8435	2696
<b>2008-09 Total</b>	7585	7290	2406

**ACTIONS FOR 2012/2013: (1) To monitor and report on student offers and acceptances; (2) to monitor the gender ratios of students in the Science faculty; (3) To report on people from areas with no tradition of entering higher education.**

### 3. Retention:

The following table shows student withdrawal (WD) data for the last three years as follows:

All Students :	2008-09		2009-10		2011-12	
Retained	7941	93.2%	8466	93.6%	9495	93.0%
Permanent WD	447	5.2%	416	4.6%	542	5.3%
Temporary WD	133	1.6%	166	1.8%	176	1.7%
	8521	100%	9048	100%	10213	100.0%



There has been a slight increase in the rate of permanent withdrawals.

The following table summarizes the 2011-12 position for retention by ethnicity.

All Students	Total	EU	Home	Overseas	White British	BME	Unknown
Retained	93.0%	93.2%	92.7%	95.3%	93.2%	93.8%	91.6%
Permanent WD	5.3%	5.0%	5.5%	3.9%	5.1%	5.4%	6.5%
Temporary WD	1.7%	1.8%	1.8%	0.8%	1.8%	0.8%	1.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Overseas students appear to have a slightly higher retention rate, as do Black and Minority Ethnic (BME) students, though for BME, Withdrawals tend to be permanent rather than temporary.

A summary of gender and disability shows that females have a slightly higher retention rate than males, and disabled students tend to have slightly lower retention rates.

All Students	Total	Male	Female	Disabled	Not Disabled
Retained	93.0%	92.1%	93.9%	92.2%	93.0%
Permanent WD	5.3%	6.1%	4.5%	5.5%	5.3%
Temporary WD	1.7%	1.8%	1.6%	2.3%	1.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

When ages are considered, those aged under 21 fall slightly below the average retention rate of 93%, whereas those aged from 21 up to 50 tend to be more persistent.

All Students	<21	21-30	31-40	41-50	51-60	61-65	>65
Retained	92.5%	94.4%	93.8%	95.7%	91.4%	78.6%	84.6%
Permanent WD	5.7%	4.6%	3.3%	3.1%	6.5%	14.3%	7.7%
Temporary WD	1.8%	1.0%	2.9%	1.2%	2.2%	7.1%	7.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Student support offer interviews to all students requesting a withdrawal. This meeting aims to ascertain if there are any issues which can be resolved, or help which can be provided to keep students in their studies. These meetings have proved beneficial in supporting students with care leave backgrounds and other students who would be considered as part of the widening participation spectrum.

#### ACTIONS FOR 2012/2013:

(1) To continue monitoring data for retention.

#### 4. Achievement:

The following table shows achievement data for Undergraduates:

All Undergraduates	I		II(1)		II(2)		III		PASS		FAIL		Other		All Grades
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	
Arts	89	11.6%	399	52.0%	229	29.8%	30	3.9%	*	0.1%	18	2.3%	*	0.3%	768
Social Sciences	74	10.3%	332	46.0%	255	35.4%	37	5.1%	*	0.3%	17	2.4%	*	0.6%	721
Sciences	80	9.9%	300	36.9%	264	32.5%	78	9.6%	49	6.0%	38	4.7%	*	0.4%	812
<b>Total</b>	<b>243</b>	<b>10.6%</b>	<b>1031</b>	<b>44.8%</b>	<b>748</b>	<b>32.5%</b>	<b>145</b>	<b>6.3%</b>	<b>52</b>	<b>2.3%</b>	<b>73</b>	<b>3.2%</b>	<b>9</b>	<b>0.4%</b>	<b>2301</b>

Males have a lower rate of attaining First Class Honours compared to Females (9.8% compared to 11.3%) and similarly for Upper Seconds (39.6% compared to 50.1%). Males gain Lower Seconds more than Females (35.8% compared to 29.2%).

For disabled undergraduates, 6.8% achieve First Class Honours, whereas for those not disabled the rate of achievement is 10.9%.

All Undergraduates	First Class Honours				
	Total	Male	Female	Disabled	Not Disabled
Arts	11.6%	10.6%	12.2%	4.8%	12.2%
Social Sciences	10.3%	10.2%	10.3%	7.3%	10.5%
Sciences	9.9%	9.0%	11.0%	8.1%	10.0%
<b>Total</b>	<b>10.6%</b>	<b>9.8%</b>	<b>11.3%</b>	<b>6.8%</b>	<b>10.9%</b>

Undergraduate results by ethnicity and Welsh Speaking shown ability (table below) show that White ethnic group has a higher rate of achieving First Class Honours (11.2%) than BMEs (1.6%) though the mixed ethnic group scores 12.1%

Welsh speakers have a higher tendency to gain a First (11.5%) compared to non Welsh speakers (10.3%).

Undergraduates	Total	White	BME	Mixed	Other Ethnic Group	Unknown Ethnicity	Welsh Speakers	Not Welsh Speakers
I	10.6%	11.2%	1.6%	12.1%	0.0%	7.8%	11.5%	10.3%
II(1)	44.8%	46.0%	42.6%	33.3%	66.7%	37.5%	41.9%	45.5%
II(2)	32.5%	30.9%	39.3%	36.4%	16.7%	43.0%	35.0%	31.9%
III	6.3%	6.3%	9.8%	3.0%	0.0%	6.3%	6.0%	6.4%
PASS	2.3%	2.1%	1.6%	9.1%	0.0%	2.7%	1.8%	2.4%
FAIL	3.2%	3.2%	4.9%	6.1%	0.0%	2.3%	3.2%	3.2%
Other	0.4%	0.4%	0.0%	0.0%	16.7%	0.4%	0.5%	0.4%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

For Postgraduates, the table below shows that Pass rates vary across the faculties, largely because of the Other category.

All Postgraduates	PASS		FAIL		Other		All Grades
	Total	%	Total	%	Total	%	
Arts	158	83.6%	14	7.4%	17	9.0%	189
Social Sciences	63	53.4%	10	8.5%	45	38.1%	118
Sciences	11	28.2%	*	*	27	69.2%	39
<b>Total</b>	<b>232</b>	<b>67.1%</b>	<b>25</b>	<b>7.2%</b>	<b>89</b>	<b>25.7%</b>	<b>346</b>

Although there are smaller numbers involved, disabled students overall have a higher Pass rate than those not disabled.

All Postgraduates	PASS				
	Total	Male	Female	Disabled	Not Disabled
Arts	83.6%	88.3%	80.4%	60.0%	84.2%
Social Sciences	53.4%	54.9%	52.2%	100.0%	52.6%
Sciences	28.2%	26.9%	30.8%	100.0%	26.3%
<b>Total</b>	<b>67.1%</b>	<b>66.9%</b>	<b>67.2%</b>	<b>75.0%</b>	<b>66.9%</b>

**ACTIONS FOR 2012/2013: (1) To continue monitoring data for achievement and review data further for undergraduate achievement rates for BMEs and disabled student groups.**

## 5. Work Placements:

Information below shows data for the 2011-2012 academic year cohort who undertook the Year in Employment Scheme and GO Wales opportunities during that academic year:

YES: 15 students; 6 female and 9 male;  
No disabilities recorded;  
13 UK origin and \* European;  
12 classified themselves as white and \* refused info

GO Wales Tasters: 33 students; 27 female and 6 male;  
\* disability noted;  
30 of UK origin and \* European;

GO Wales Placements: 29 students; 11 female and 18 male;  
\* disability noted;  
14 British, 10 Welsh, \* European, \* Asian, \* Unknown:

**ACTIONS FOR 2012/2013: (1) To explore data stored on AStRA on accredited work experience modules, industrial year students, etc. via the Academic Office.**

## 6. Complaints:

Detailed data on complaints is unavailable this year. Information was received by the Senior Tutor who investigates occasional cases which may have originated from a student grievance. No protected characteristics were reported to be the principle source of complaint, although issues around some protected characteristics (race, sexual orientation, gender, age and religion/belief) were discussed in some cases.

**ACTIONS FOR 2012/2013: (1) To review student grievance reporting.**