



# Annual Equality Report

**Published 23 March 2016**

(Data reporting period: 1 August 2014 to 31 July 2015)

If you have any comments or feedback on this report, please email [equstaff@aber.ac.uk](mailto:equstaff@aber.ac.uk) or Dr Debra Croft (Director of Equality) on [dec@aber.ac.uk](mailto:dec@aber.ac.uk).

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# Annual Equality Report 2014-15

## **SECTION 1: Narrative Report**

### **Introduction**

The Annual Equality Report outlines the progress Aberystwyth University is making to embed equality and diversity, and to promote an inclusive culture and environment for students, staff and the wider community who use its facilities and services.

The Annual Report sets out how the University has worked over the year 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 Reassignment, Marriage and Civil partnership, and Pregnancy and Maternity.

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

The University Strategic Plan 2012-2017 emphasises our commitment to creating opportunities: *‘to break down the barriers to access, supporting students and staff to succeed and grow’* and includes the importance of the Aber Values which includes *‘celebrating the individual contribution of each colleague and each student, we work to enable all to reach their full potential and to remove barriers to success’*. This commitment is translated in to practice through the Strategic Equality Plan (SEP) 2012-2016 which sets out our commitment to promoting a fair, equal and diverse society. This

current report, reporting against the 2012-2016 plan, will also form the basis and benchmark for the 2016-2020 Strategic Equality Plan, which in turn will inform the 2017-2022 University Strategic Plan. As a Welsh University, we will also be monitoring the Welsh Language Standards

During the year, the 'Director of Equality and Ethics' left the University. The Executive Group and the Professional Development, Staffing & Equality Committee (PDSEC), concluded that the roles would be divided, and recruitment of staff to fulfil these two roles was initiated. The Director of Equality was appointed and commenced this role in September 2015, running alongside the substantive post as Manager for the Centre for Widening Participation, Equality (incorporated) and Social Inclusion (CWPEI). The Director of Ethics was appointed in November 2015 alongside a Departmental role. This Annual Report therefore is an historic document of fact drawn up by the Director of Equality and colleagues, and will inform the work on the SEP 2016-2020, under draft.

## **Strategic Equality Plan (SEP 2012-2016) Update**

The University's Strategic Equality Plan specifies 5 objectives which were originally developed through engagement activities with stakeholders to strengthen our performance and delivery of equality. Our progress towards each objective is set out below.

### **1 Objective 1 - TO EMBED AND ENHANCE EQUALITY AND DIVERSITY:**

*Through training, leadership and communication. 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.*

- 1.1 Student Support Services have developed a number of 'Bite size' training sessions for staff that focus on developing an inclusive curriculum by making lectures, seminars and practical session accessible to all students regardless of disability and learning support needs. Sessions have also been provided on Identifying & Responding to Mental Distress.
- 1.2 The 1:1 support workers who work directly with students who have impairments or specific learning differences all receive regular training and supervision on disability, specific learning differences and mental health related topics. 30 *Signpost* peer mentors were trained, and 28 DSA Study Mentors, as well as Resident Co-ordinators and Tutors with the University Halls.
- 1.3 During 2014/15, Student Support Services supported four academic departments to develop a Departmental Peer Mentoring Scheme, based on the *Signpost* model. The scheme involves training and supporting 2<sup>nd</sup> and 3<sup>rd</sup> year students to mentor 1<sup>st</sup> year students during the first few months of them settling into University life. By September 2017, all departments will have a peer mentoring scheme.
- 1.4 Human Resources (HR) and Student Support Services (SSS) further developed the Mental Health First Aid Scheme across the University that will support staff and students who face mental wellbeing challenges. The Mental Health First Aiders will receive training and ongoing support and will enhance support already available to both staff and students; these will be rolled out over 2015-16, managed by the Student Wellbeing Manager. HR and SS jointly supported ASIST (Applied Suicide Intervention Training) for a broad range of staff from across the University.
- 1.5 In addition, Student Support Services has facilitated support groups for students with chronic health difficulties such as diabetes, epilepsy and eating disorders in order to minimise acute crises. In addition, the signposting to extensive self-help techniques and sites has assisted in managing stress and wellbeing, particularly around assessment and examinations.
- 1.6 Regular staff meetings at various locations and differing times across the University were introduced in 2014 and continued through 2015. Led by the Vice Chancellor or a Pro Vice

Chancellor; themes have included the ongoing Estates strategy, pension and other employment matters, promoting Student Success, our International Strategy and Staff Engagement. Question and answer sessions follow the presentations thus aiding two-way communication.

1.7 An additional element to staff induction was introduced in September 2014. All staff new to the University attend an induction with the Human Resources and Health and Safety teams either on their start date or within 5 working days. Staff are introduced to the core values outlined in the University's strategic plan and specifically, the E-learning Equality and Diversity training. This supplements the biennial induction presentations with the Vice Chancellor, members of the University Executive team, and other key service area Heads.

## **2 Objective 2 - DATA COLLECTION AND MONITORING:**

*To support an evidence base for decision making. By reviewing arrangements for the 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 audit and address equality in staff pay and related structures.*

2.1 Business Information Systems (BIS) manage and assist in the analysis of the equality data for students. Student support Services monitor those areas which inform their work, particularly disability/mental health, specific learning differences and ethnicity. Student data and analysis is included in this report and appendices.

2.2 The implementation of Pobl Aber People, the new HR/Payroll system, in 2014 has led to improvements in access to staff data, including 'snapshots' to analyse data outside of annual reporting periods. In addition, the self-service application means that staff can amend and update their own data. There is some evidence that this is contributing to a reduction in the number of staff who have not provided or disclosed key data previously. As a result there is greater reassurance in the accuracy of staff data. We have also sought permission from Governance structures to extend the collection of data for additional protected characteristics, which this secure system will facilitate; this will be carried out during 2015-2016. Staff data and analysis is included in this report and appendices.

2.3 A comprehensive Equal Pay audit was carried out in April 2015. No significant gender pay gaps within the main scales were identified and the 5% pay gap which was found in HERA grade 1 in 2010 had been equalised. The Professorial pay gap remains but has decreased in part due to the introduction of a revised and transparent academic promotions process in 2012. We expect that this gap will also be effectively reduced to near parity as the promotions processes have a continued effect in equalising promotions and senior staff appointments. This process, for academics, includes criteria to assess teaching and institutional leadership, not just research / publications based criteria.

## **3 Objective 3 - UNIVERSITY STRATEGY AND POLICY DEVELOPMENT:**

*To ensure inclusion and transparency. 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.*

- 3.1 Student Support Services provides a comprehensive referral service for students requiring support. Work delivered includes compliance with the Equality Act, ensuring reasonable adjustments for disabled students and coordinating support which is incorporated within a 'one team' approach to support mental health, specific learning differences and a range of impairments.
- 3.2 In response to the proposed Student Finance England's changes to DSA, a working party was set up to review how the funding changes would impact on disabled students at Aberystwyth University. Membership of the group includes representatives from Student Support Services, Information Services, CDSAP, Finance and AQRO. Recommendations were agreed by the Executive and an implementation plan will be enacted during 2015-16.
- 3.3 Core activities of Student Support Services include co-ordination of arrangements to support disabled students; advice and support to access Disabled Student Allowance (DSA); specialist tuition and mentoring; pre-entry advice and welcome; pre-departure support; study needs assessments; fitness to attend and return assessments and support with individual examination arrangements. Activities and policies are reviewed by the Student Support Committee.
- 3.4 There are various implementation, communication and working parties which are actively developing student success initiatives :
- **Departmental Disability Co-ordinators' network** – this monthly network works to improve policies, procedures and support for disabled students and staff;
  - **Student Mental Health Working Party** – has a remit to develop and embed good practice in mental wellbeing. The group which includes representation from across the university meets three times each year.
  - **Accessible Aber Working Party** – manages a fund to improve the physical environment and learning spaces to ensure that the campus is fully accessible to all.
  - **Community (Retention) Working Party** – focusing on creating a thriving social community, or communities, to create a place where students feel at home.
  - **Personal Tutor Enhancement Working Party** – developing a coherent and standardised process of delivering effective personal tutoring across AU.
- 3.5 There are a number of other projects in which Student Support Services, other Service departments and external organisations have been involved, including:
- **2-Day acclimatisation event for new students** – a 2-day programme for 23 students, with Autistic Spectrum Disorder, to help with transition into the University prior to Freshers' Week;
  - **Autism Conference** (April 2015)– in collaboration with Ceredigion Social Services Autism Support Team;
  - **Autism Support Group** – which collaborates with external statutory providers to support students;
  - **Non-DSA Fund** – Student Support Services administer a fund that provides long-term loan equipment and 1:1 Non-Medical Helper support for students that are not eligible for Disabled Students Allowance. These students are primarily International students with disabilities or learning differences.
- 3.6 Student Support Services are affiliated to a number of professional bodies in order to maintain and develop good practice and to network within the sector; these were outlined in the previous report 2013-14 and have been maintained.

- 3.7 The first meeting of the Professional Development, Staffing and Equalities Committee was held in March 2015 and the new structure is being reviewed throughout its first year. One of the key findings has been an improved information flow from various working groups and committees through the University, to Senate and Council, across these key inter-related areas.
- 3.8 The University built on the Bronze Corporate Health standard and achieved the Silver award in summer 2015. This work has been led by the Corporate Health steering group and HR.
- 3.9 The analysis of the results of Staff Health and Well-being survey were partially analysed and a number of focus groups held to determine the best way to present data and feedback the results internally to Institutes and Departments. Any action points arising from this will be made through the Professional Development, Staff and Equalities Committee in 2015-16.
- 3.10 The University achieved the Gender Equality Mark (GEM) in 2014, one of only 4 universities in the UK to achieve a Bronze award. The Athena Swan Bronze Award was awarded in November 2014 and we were proud to receive this award in the same year as GEM which serves to emphasise the progress the University has made in respect of the employment of women. We are pleased to have now signed up to the new Athena SWAN Principles which were announced in May 2015, combining the two Charter marks.

The Action Plans from these awards are monitored and actioned through the Equality Chartermark Implementation Group which has representation from across the Institutes, and is chaired by the Director of Equality.

- 3.11 The University and the Director of Equality continues to work with Enfyf Aber, the University LGBTQ+ Network (which supports lesbian, gay, bisexual and transgender staff). The LGBTQ+ Liberation Officer of the Student Union and local community networks such as Aberration. Members of the Human Resources team provide confidential support and advice for staff who are disclose that they are transitioning, or have trans\* people in their family and friendship networks.
- 3.12 The Equality Champions network was reviewed in 2014-15, pending the appointment of the Director of Equality in September 2015. A refresh of this group, providing expertise and support to all areas of the University is to be undertaken by 31/12/2015 and six meetings arranged in order to share best practice across all protected characteristics and the Welsh Language, as well as to identify points of weakness and training needs. This will encompass work on aspects of our delivery for equality and diversity through the staff, student and visitor bodies.

#### **4 Objective 4 - ENVIRONMENT:**

*To enhance the accessibility of the physical and virtual environment. By providing an inclusive environment in which to learn, work and visit we will demonstrate the importance of accessibility for all.*

- 4.1 The accessibility environment for students is supported by the Student Accessibility Service which works collaboratively with Departmental Disability Coordinators. They provide advice and information to applicants and prospective students, disabled students and those with learning differences, about provision available for their specific needs. The Service is also proactive in identifying student needs as part of the admissions process and works with departments to ensure compliance with equality legislation in respect of reasonable adjustments and an inclusive curriculum.
- 4.2 The physical and virtual environment is managed by the Accessible Aber Working Group. The group comprises of members of staff from across key departments including Estates, Widening Participation and Equality, Students' Union, Campus Services, Student Support Services and Finance, and allocates funds to improve the physical environment and learning spaces to ensure the campus is accessible to all.

- 4.3 The University's Estate Strategy sets out how the University will provide high-calibre and fit for purpose environment for our students, staff and local community. Priority over the last year has been given to new high grade and accessible accommodation at Fferm Penglais, and the continued roll out of high grade improvements to lecture halls and flexible teaching rooms. The balance of teaching rooms, IT rooms and student study facilities are reviewed regularly, responding to changing student demands.
- 4.4 During 2014-15, a number of strands to enhance and promote Student Success for all students, at all levels were developed and working parties established to carry these through. One of the mechanisms for this is the development of a tool to gather student feedback in a live, timely and rolling programme, using the Tell Us Now programme (to be rolled out from October 2015).

## **5 Objective 5 - EXTERNAL:**

*To raise awareness of the University's commitment to equality. Working with visitors, partners, suppliers and our local and global community, we will actively promote and enhance equality.*

- 5.1 All parts of the University work extensively with local, national and international partners, suppliers and visitors (as well as our students and staff).
- 5.2 Our procurement, finance and supplier / procurement departments take account of Equality issues in their work and we have a published an Equality policy in this area. This will be reviewed as part of the work on the SEP 2016-2020.
- 5.3 Our careers service, who work with students and staff, as well as local businesses, have developed a comprehensive approach to Equality and have published extensive advice and guidance in this area on their website, together with information to assist students in their future careers and how to look for positive employment opportunities across the board.
- 5.4 The Centre for Widening Participation, Equality and Social Inclusion (CWPEI) works with school aged students from aged 8 upwards, as well as FE college students, mature students and our local community to remove barriers to education and encourage access to Higher Education. Many of their projects use protected characteristics as selection criteria for intervention, and they have a number of support systems for these vulnerable groups, both before and on entry to higher education.
- 5.5 The Manager of CWPEI also has a number of Wales-wide roles, including extensive contribution to the area of expertise and support for looked after children, care-leavers, foster case, those in parental estrangement and related difficulties. This group are hugely underrepresented in HE and needs a collaborative approach across the UK.
- 5.6 2014 -15 saw extensive consultation events and other inclusive data collection mechanisms with staff, students and the local community to develop the plan for the Old College; the results of these have been included in a fully worked up plan and heritage bid, to create a multi-purpose, multi-access centre in the heart of the town, with high access and equality values.
- 5.7 As well as many Wales-wide and UK organisations, specifically in the area of equality, we engage pro-actively with the Equality Challenge Unit (ECU), The Equality and Human Rights Commission (EHRC), the HE sector Wales-wide Equality group, Stonewall, and local public sector joint working "Voices for Equality" groups.

## **SECTION 2 : Data Analysis**

Student and Staff data is extracted from the University's HESA returns, data is included in the appendices to this report and is considered in the four sections

- (A) Staff data,
- (B) Staff - Applications, Reward & Recognition, and Training,
- (C) Student data,
- (D) Student recruitment / applicants.

### **(A) Staff data**

Key points arising from an interpretation of the data:

1. 55% of successful applicants for advertised posts are women from an overall applicant percentage of 48%, showing high quality applicants applying.
2. The level of women making a successful application for academic promotion was 63% compared to 40% of men.
3. Following the previous year's note re variable success rates of applications from women and men through the AICP process in 2013 and 2014, two actions were proposed:
  - a. It was proposed to run unconscious bias training for all panel members prior to the 2015 panel meetings; this was carried out.
  - b. All staff would be given access to exemplars of good practice based on previous applications; this was also fulfilled.

2015 has seen an equalisation of success rates between female and male applicants at 68%. Overall applications fell by 7% to 79 in total: 38 were received from women (48%), with 41 from men (52%).

4. There has been a decrease in the number of staff declaring a disability (3.6% compared to 4.7% in 2014) – see point 8, below.
5. There has been a slight decrease in Black and Minority Ethnic staff (5.5% compared to 6.8% in 2014). This may be explained by an increase in near European nationality staff and a decrease in sub-continent and middle-eastern staff over the year, perhaps reflecting global issues.
6. Applications to advertised posts show a very positive profile in respect of the Black and Minority Ethnic applicants (12.2%) and applicants declaring a disability (9%).
7. The level of staff whose ethnicity is Unknown/Information refused has remained throughout the year at between 2.5 and 2.8% (significantly less than the 6+% of previous years).
8. Disability and BME figures may be being impacted by the increased number of *Abertemps* and *Aberforward* staff employed in the year as part of the overall student employability strategy. In previous years, staff would have been on non-typical contracts and paid as one-off / ad hoc casual payments and not featured in staff data analysis. It may be that this group of staff are less likely to have a declared disability and more likely to be white British / European, than the general staff body in previous years.
9. The continued implementation and improvements to the HR/Payroll system 'Pobl Aber People' has led to greater accuracy and accessibility of data and the fact that staff can enter and amend their own personal data has significantly improved the integrity of the data. This has encouraged us to expand the protected characteristics for which staff can enter confidential data during 2015/16 (to include religion, sexual orientation and ethnicity).

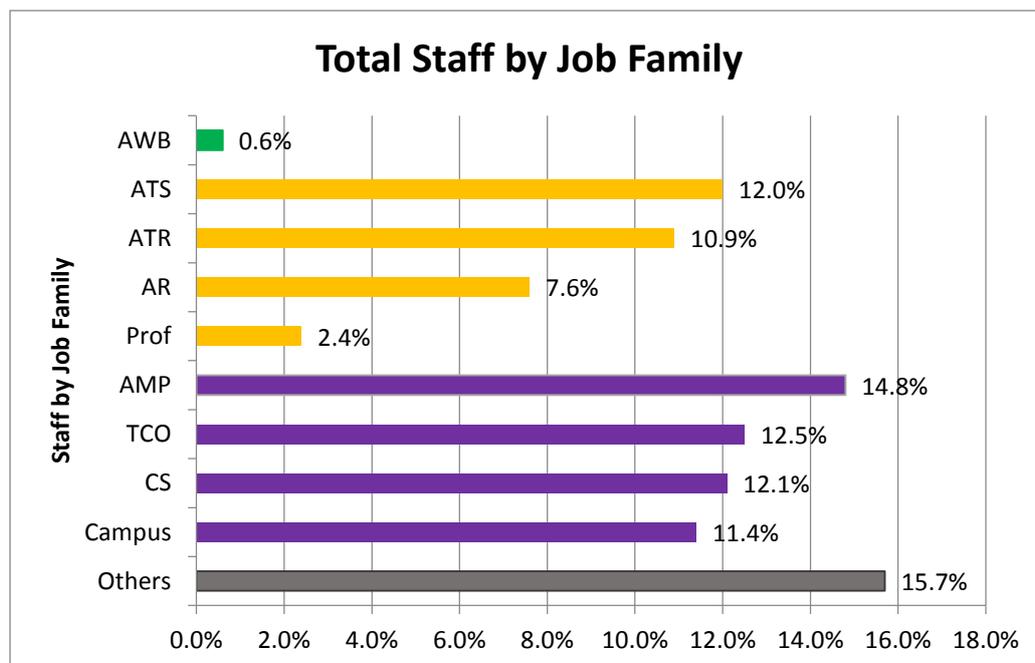
## DETAILED STAFF INFORMATION

### 1. Staffing level

The total number of people employed on the 1<sup>st</sup> August 2015 was 2477 (headcount data). This is an increase (10%) over 2014 data (2247) and a reflection of the progress made in normalising contracts for all staff, across all job families, as well as the increase in student staff and *Aberforward* staff as part of our employability strategy. This leads to a split of 58% of staff working full time and 42% of staff working part time; further FT and PT analysis can be found in 2 below, by gender.

The chart below shows total staff by 'Job Family' – divided into green (agricultural), gold (academic and related jobs), purple (Admin, support, clerical, manual, etc), grey (other). Again, data split by gender can be found in 2 below.

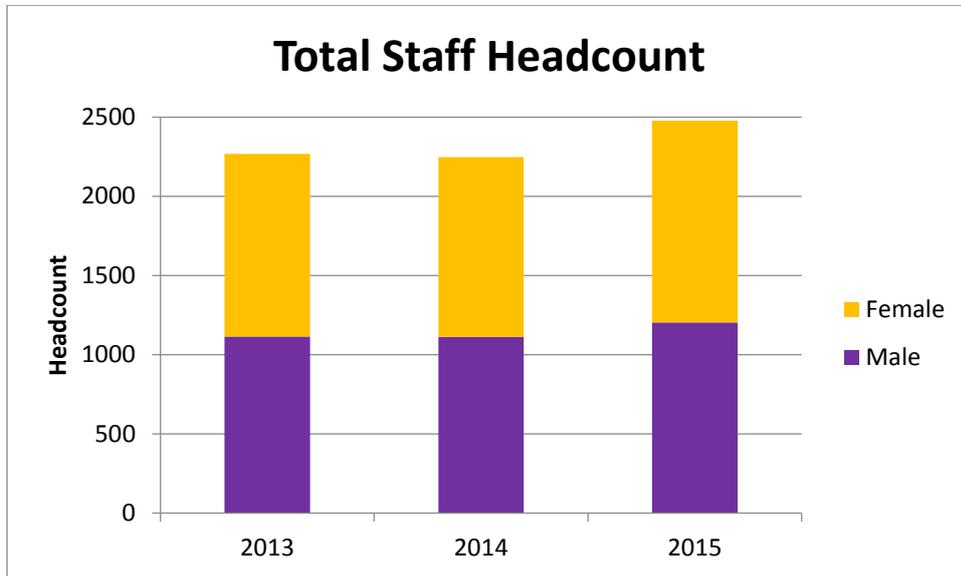
<b>AWB</b>	Agricultural Wages Board staff
<b>AR</b>	Academic Related
<b>ATR</b>	Academic, teaching & research
<b>ATS</b>	Academic, teaching & scholarship
<b>Prof</b>	Professorial
<b>AMP</b>	Admin, managerial, professional
<b>Campus</b>	Campus service manual jobs
<b>CS</b>	Clerical, secretarial
<b>TCO</b>	Technical, Computer operators
<b>Other</b>	Others staff - not included above



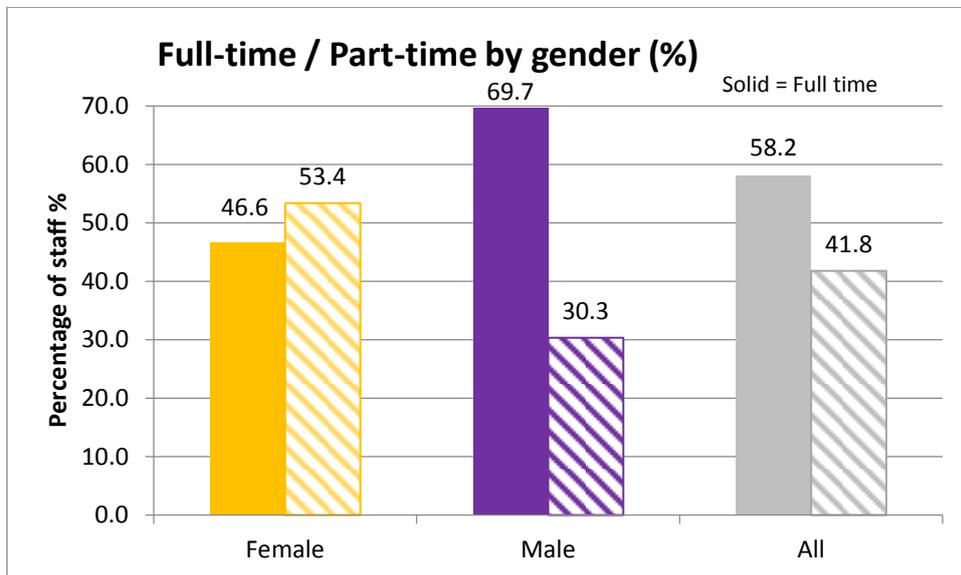
Dataset: HR Headcount 1.8.2015

## 2. Gender breakdown

The gender breakdown for all staff for 2015 is Female 1274 (51.4%) and Male (48.6%), a small increase in females over males from 2014 (F=50.5% and M=49.5%) and 2013 (F=50.8%, M=49.2%).



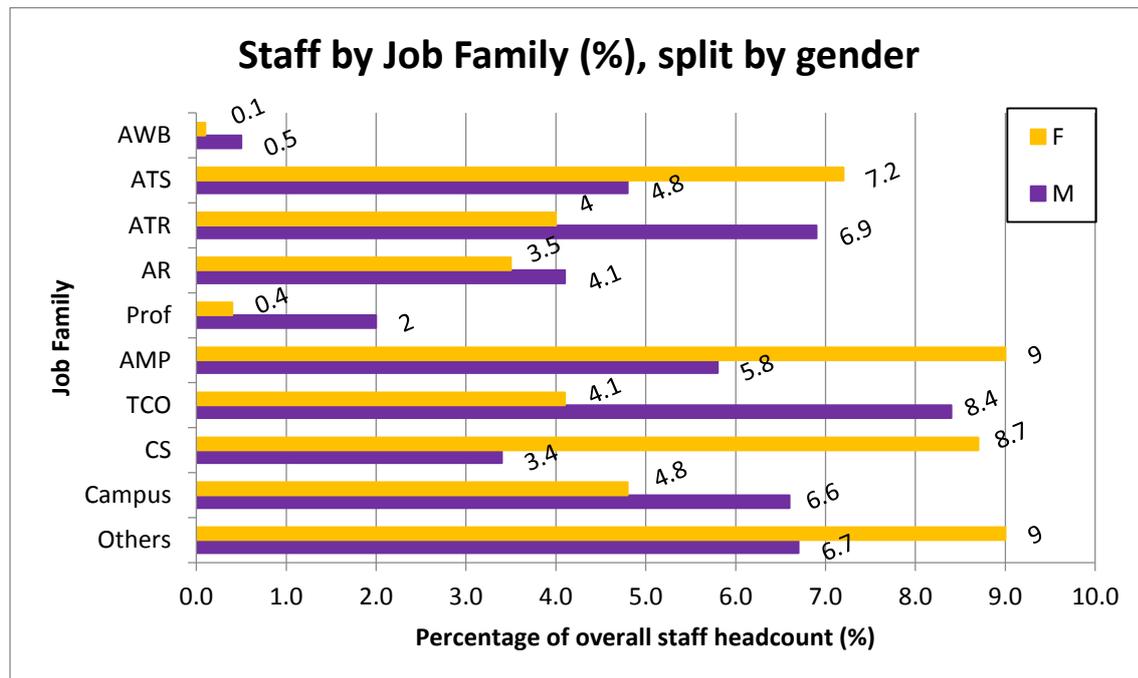
Dataset: headcount 01/08/2015-4-3



Dataset: hesa data 2014-15

The gender split by Job Family can be found in the chart below (by percentage of overall headcount). There are some categories which have high percentages of female employees (Academic Teaching & Scholarship, Admin, Managerial & Professional, Clerical / Secretarial for example). Correspondingly high percentages for male employees are found in Academic Teaching and Research, Technical / Computer Operators & Campus services (manual). The 2015 Gender Pay review shows a narrowing

of all gaps previously seen, but given these gender splits, data must be carefully monitored to ensure that there is no gender pay differential being exacerbated by the split of gender in particular job categories.



Dataset: HR Headcount 1.8.2015

### 3. Disability

The percentage of staff with declared disabilities in August 2015 is 3.6% in comparison to 4.7% in August 2014. Of those staff declaring a disability 28% cited long term chronic illness as it was in 2014 and 2013. This reduction in declared disabilities is difficult to interpret, but may be as a result of two factors: (1) a number of staff taking VS and ER over the year, who tend to be older staff members and therefore may exhibit a higher level of long term chronic illness, and (2) a larger number of Aberforward staff employed over the year and the summer who would tend to be younger and less prone to long term illness.

### 4. Ethnicity

In 2013/2014 the categories for capturing the ethnicity of staff were amended to reflect the Higher Education Statistics Agency's (HESA). This change combined the 'white' and all 'other white' categories together. Black and Minority Ethnic (BME) staff categories are also combined.

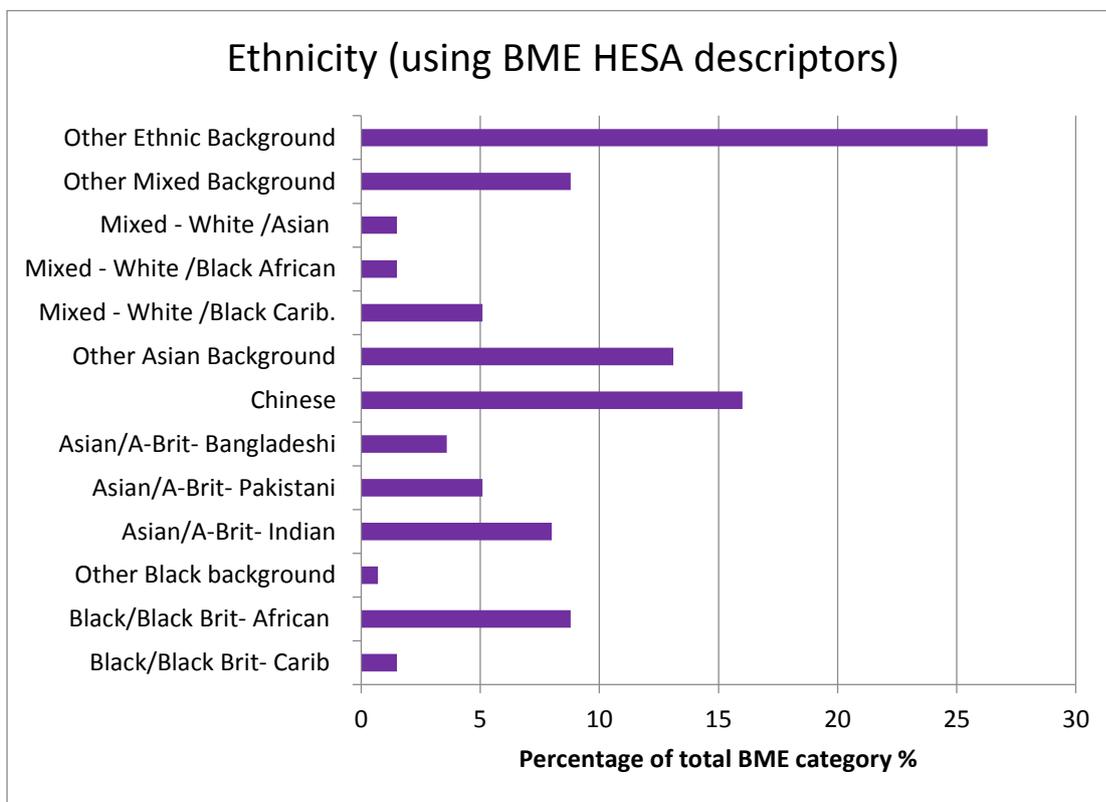
For 2014-15, the Black and Minority Ethnic (BME) staff represented 5.5% of the total, with Not Known/Information Refused at 2.8%. The highest percentage is White at 91.7%. This represents a small reversal of the BME staff count from the previous three years' trend:

2011-12	4.1%
2012-13	4.6%
2013-14	6.8%

There has been a continued low level of the staff whose ethnicity is 'Not Known/Information refused' which is good to see. The self-service nature of Pobl Aber People and the various induction sessions have contributed to keeping the communications concerning Equality and Diversity strong.

This may be explained by an increase in (white) European staff, with a corresponding drop off in Middle-Eastern and sub-continent staff as shown below, but also the increased number of UG student staff and Aberforward staff employed by the University as part of a drive for employability.

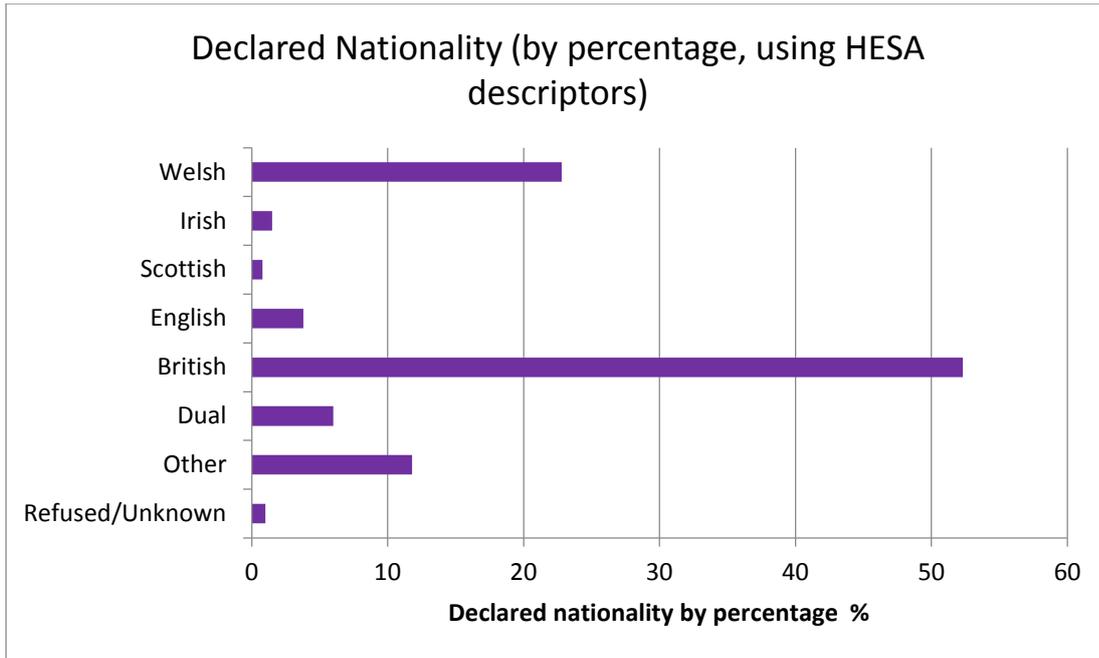
A further breakdown of Black and Minority Ethnic (BME) staff categories can be seen below :



Dataset: Headcount 1.8.2015

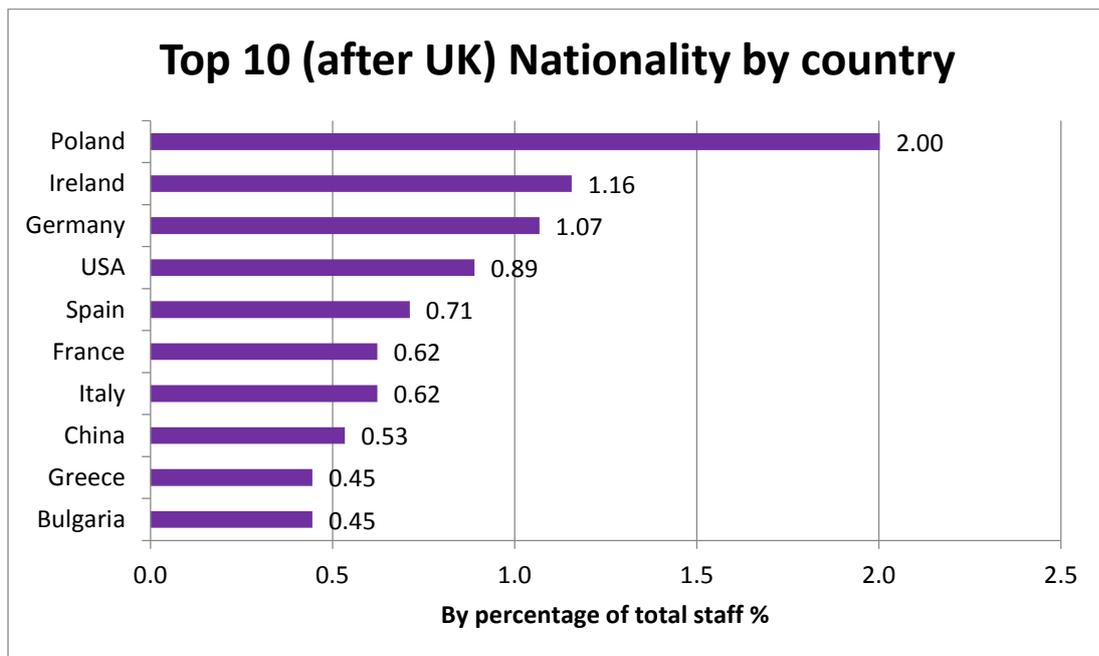
## 5. Nationality

Staff can declare single or dual nationality for HESA purposes, and are broken down by categories as shown below. The largest group are self-declared British at 52.3%, followed by Welsh (this is not declared 'country' by passport, which is shown below as a separate chart).



Dataset: Headcount 1.8.2015

Staff declared 'passport based' nationalities from over 55 countries in 2014-15. The top represented nationality of staff was United Kingdom (87.5%, up from 84.7% in 2013-14), followed by Poland and then Ireland (as opposed to Poland and Germany in that previous year). Dropping out of the Top 10 this year was India, replaced by Bulgaria.

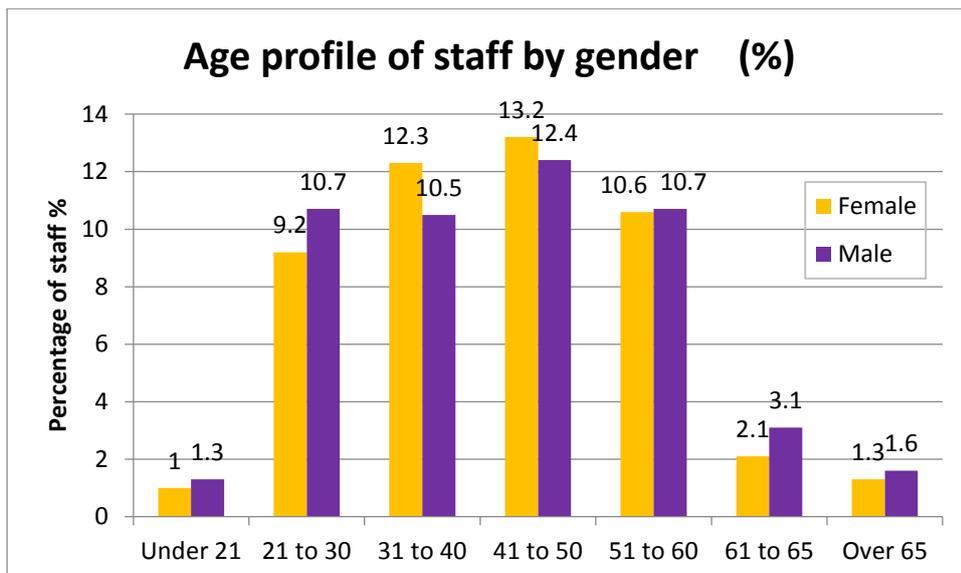
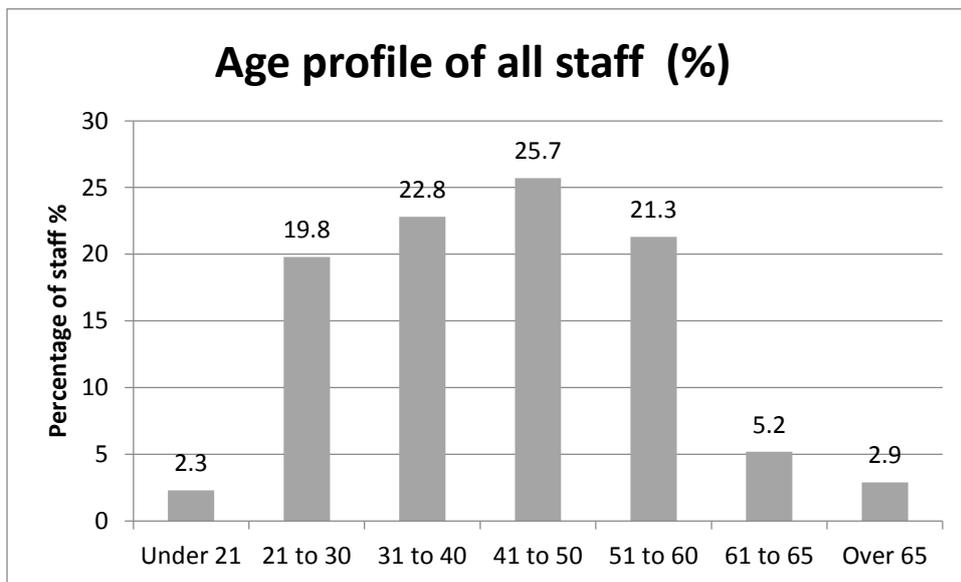


Dataset: Headcount 1.8.2015

## 6. Age

The age profile of staff has broadly remained unchanged over a number of years, with a large drop off in percentage of the 61-65 and over 65 groups. As the impact of no fixed retirement age takes effect, combined with the harmonisation of state pension drawdown between women and men, (and the future gradual increase in that age), we can expect the workforce to become more equal across the whole of the 21 – 65 year age range, with the two end members (under 21, over 65) being relatively small.

The profile by gender shows more male (purple) staff at the younger and older ends of the age range, with more female staff (gold) in the central area of the range (31-40, 41-50).

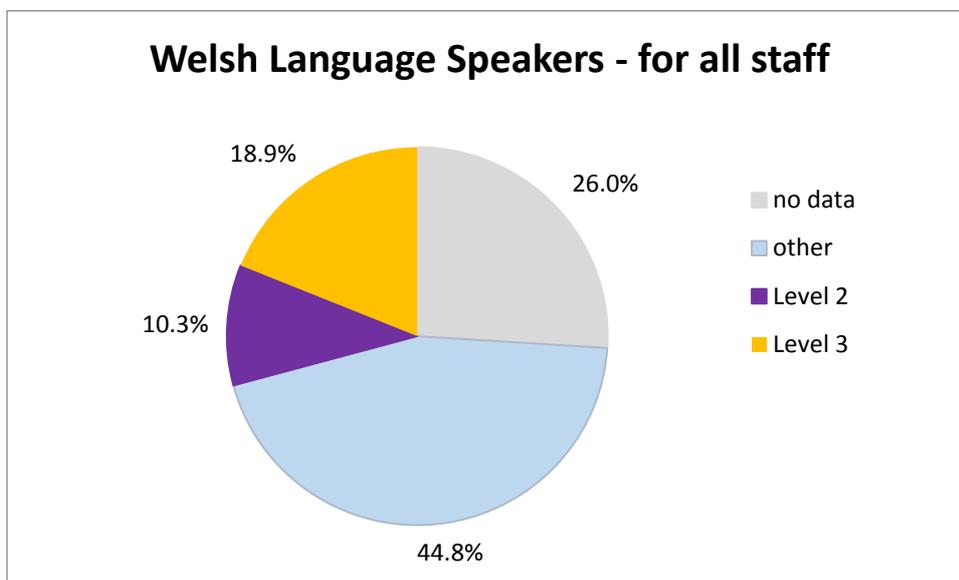


Dataset: HESA 2014-15

## 7. Welsh Language

Welsh speakers (Welsh language standards level 2/3 and above) within the University in June 2015 was recorded as 733 headcount, representing 29% of the staff population. This is an increase over the previous year and would probably be a reflection of the increased focus both in promoting the use of Welsh Language, upskilling and updating of data through the self-serve Pobl Aber People HR system.

The following represents data from a June 2015 'snapshot' of all staff, for the purposes of benchmarking Welsh Language in the Institution. There is still just over ¼ of all staff who have not declared their ability in Welsh and this will be addressed by a refresh of data and a concerted campaign by the Centre during 2015-16.



Dataset: Headcount, Welsh Language centre June 2015

The 2014 Revised Welsh Language scheme came into effect during this period, and the staff records need further work to harmonise between the old and new system of quantifying qualification and competency.

During the year plans were developed with HR to include a Welsh Language Review for all posts to be advertised and minimum standards to be set by Department. This should further assist in clarify the data over the coming year and flag up training and specialist recruitment needed.

## **(B) STAFF - Applications, Reward & Recognition, and Training**

### **1. Applicant Data 1 January 2015 – 31 December 2015**

During 2015, a total of 2349 applicants were processed, as compared with 2612 applicants in 2014 - a reduction of 10 %, reflecting the careful re-deployment and 'slotting and matching' processes carried out during re-structuring.

#### **a. Gender**

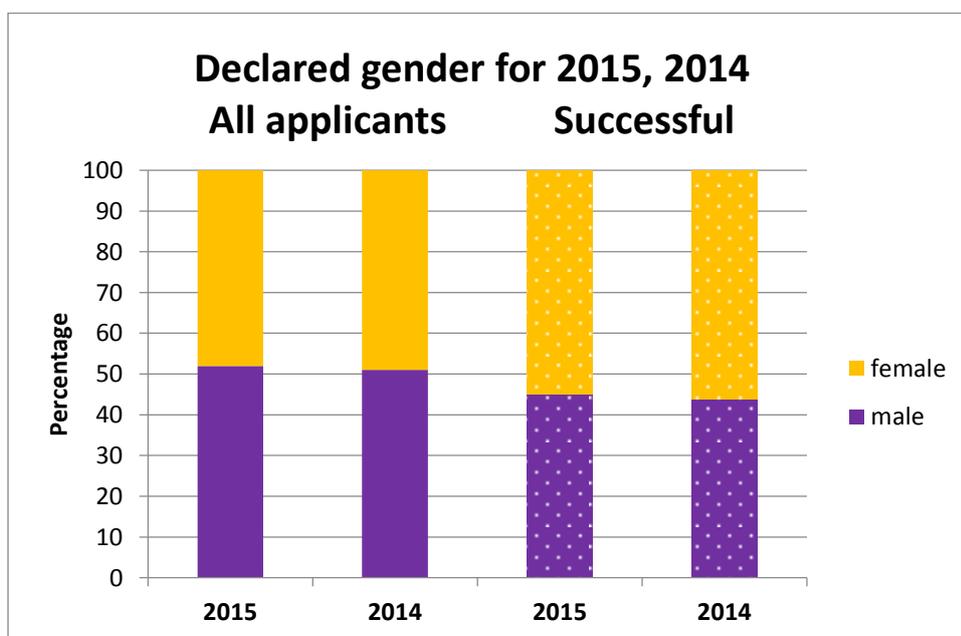
Of the applicants declaring data for 2015, 48% were female and 52% were male, compared with 51% and 49% in 2014. Of those, successful applicants were 55% female and 45% male (similar to 2014, at 56% and 44%).

#### **b. Ethnicity**

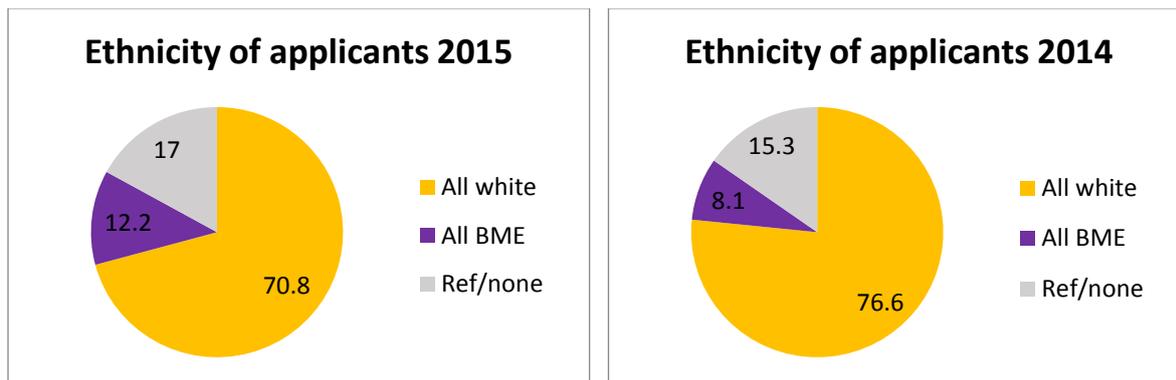
2015	70.8%	declared themselves White (all sub-classes)	2014	76.6%
2015	12.2%	declared themselves BME (all sub-classes)	2014	8.1%
2015	17.0%	no information / refused / pref. not to say	2014	15.3%

#### **c. Disability**

Of the applicants declaring data for 2015 and for 2014, 9% declared a disability and 91% did not. In 2015, 11.6% of successful applicants were applicants declaring a disability, greater than the overall declared percentage.



Data : HR dataset, applicants



Data : HR dataset, applicants

## 2. Academic Promotions outcomes 2014 and 2015

### 2015

2015 was the fourth year of Academic Promotions Panel system. Following 2014, the process was again reviewed and the two major recommendations were implemented (Unconscious Bias training for panels, good examples of applications made available for all staff).

The panel met twice and considered a total of 83 applications from 75 employees. As in previous years a number of staff had submitted applications for 2 and 3 levels of promotion. Each application was considered by the panel against the criteria. 37 applicants were successful in achieving a promotion which gives a percentage success rate of 49%.

The fourth year of the promotions process enables trends to be identified and the following tables shows the improving picture in respect of promotion of female staff to Senior Lecturer, Reader and Professor. In particular, the number of female Chairs has risen from 7 in 2011 to 14 in 2015, a 100% increase over this period, which gives confidence in the new promotions process.

### 2014

The Promotions panel met on 3 occasions and considered a total of 90 applications from 75 employees. Of the 75 applicants, 54 were successful in achieving a promotion which gave a percentage success rate of 72%.

### 2015 and 2014 applications and success rates

	2015				2014			
	APPLIED		SUCCESS RATE		APPLIED		SUCCESS RATE	
Female	30	40.0%	19	63%	44	58.7%	31	70.5%
Male	45	60.0%	18	40%	31	41.3%	23	74.2%
Total	75		37	49%	75		54	72%

Dataset: hr project team Academic Promotions reports 2014, 2015

For 2015, there is a lower application rate from females compared with males, but the success rate is higher, indicating perhaps a better application standard with good individual mentoring.

Role	Senior Lecturer		Reader		Chair		Total
Gender	Male	Female	Male	Female	Male	Female	
Date							
2012	11	7	2	1	4	2	27
2013	10	4	9	2	4	1	30
2014	9	12	18	7	7	1	54
2015	6	11	7	5	5	3	37

### 3. Accelerated Increments and Contribution Points (AICP) Process

The AICP process is an annual process which enables 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 the agreed criteria.

#### 2015

2015 was the fourth year of the annual AICP process and 79 individual applications were received (with no group applications) – a decrease of 7% from 2014, following the trend of the last 3 years, indicative of a continuing period of consolidation in staffing numbers.

The AICP panel met on two occasions, 21st and 22<sup>nd</sup> January 2016 to consider the 2015 applications. Male applications outweighed female applications, at 52% and 48% respectively. However, success rate for both male and female applicants was 68%. This seems to mirror other applicant areas, where female success rates outstrip the application rates, indicative of high quality and considered applications.

## 2014

2014 was the third year of the annual AICP process and 82 individual applications plus 3 group applications were received, a total of 85. This represented a decrease of 19% on 2013 overall applications.

### 2015 and 2014 AICP applications and success rates

	2015			2014		
	Total	Female	Male	Total	Female	Male
<b>Overall number of individual applications</b>	79	38 (48%)	41 (52%)	82	45 (55%)	37 (45%)
<b>Agreed</b>	54	26	28	36	15	21
<b>Not agreed</b>	24	12	12	46	30	16
<b>Deferred</b>	1	0	1	0	0	0
<b>Success rate</b>	68%	68%	68%	44%	33%	57%
<b>Group application</b>	None			3		
<b>Group success rate</b>	N/A			100%		
<b>Success rate (including group )</b>	N/A			45.88%		

Dataset: hr project team AICP reports 2014, 2015

#### 4. Online Diversity e-learning training

Aberystwyth University provides mandatory training for all staff and at the staff first day induction 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 done in one sitting or in 'bite-sized' chunks at your convenience. The quiz contained within the programme must be completed in order to finish the training.

Date Range	01/08/2014 – 31/07/2015	%	01/08/2013 – 31/07/2014	%
<b>Total Eligible</b>	2477		2247	
<b>Total Completed</b>	1386	55%	1623	72%
<b>Total Pass</b>	1349	54%	1379	61%
<b>Total Fail</b>	37	1%	244	11%

In a year (2014-15) where a lot of older / longer serving staff have left, those having undertaken the training have reduced to 55%, with 54% passed. This implies that the majority of new staff have not undertaken the training. This is however slightly above the 52% for HEIs in Wales but a reversal of previously high levels.

There are a number of reasons for this, not least the 'out of date' nature of the module and the lapsed support from the English providers. In particular, the e-learning module has a number of problems with the Welsh Language version, and also the Welsh Language Standards (where the most recent changes are not reflected); a number of Welsh speaking staff have been unable to complete the training.

This will be addressed in 2016, as part of the re-fresh of the Strategic Equality Plan, by a major updating of the materials, providing a budget can be found.

## **(C) Student Data**

Comparative data in respect of students are shown in Appendices 1-4. Key points arising from an interpretation of the data are outlined below.

### **1. *Age and gender (Appendix 1)***

- There has been a worrying continued decrease in the number of female students (-1.1% in 2014/15, -0.6% in 2013/14). In comparison, there has been a corresponding increase in male students over time and this has resulted in a balance of 50:50 between women and men in the student population. Given the progressive nature of this shifting balance through year groups, this 50:50 balance may not be retained in future years unless this trend is reversed.
- During 2015/16 work will be urgently actioned to address the continued reduction in women accepting places – the 2015 round for UCAS has shown an improvement in applications from women (see section D below), but these need to be converted to acceptances.
- The objective to maintain a 50:50 balance between women and men overall, will be part of the SEP 2016-2020, but this is a crude measure and more work will be commissioned to look at the data within subject areas, major degree programmes, Departments and Institutes.
- Retention and withdrawal will also be monitored for gender to assess any differences, and look to improve the student success and study environment within the University for all students.
- There continues for a second year to be a decrease in male and female students over the age of 30, and the percentage decrease is larger for women. Furthermore the percentage for women 25-29 years has also decreased. This is an area which will be studied in more detail over the coming year 2015/16.

### **2. *Ethnicity (Appendix 2)***

- It is encouraging to note the small and continuing decrease in students who don't declare their ethnicity. The percentage of ethnicity 'Not known' has decreased from 13% to 12% and we are continuing to promote the importance of completing monitoring data.
- For ordinary Undergraduate Students, those declaring as 'White' have remained constant at 90% in 2013/14 and 2014/15. Having maintained the percentage, we will be working towards improving the ethnic mix of our student population over 2015-16, and beyond. This will inform our 2016-2020 SEP.
- Comparative data in respect of retention and withdrawal of all groups will be evaluated over the coming period, in order to provide information about the experience of different ethnic groups.

### **3. Disability by mode and level (Appendix 3 and 4)**

- There has been an increase in the percentage of students (UG, FD, PGR, PGT) declaring a disability in each of the three academic years 2012/13, 2013/14 and 2014/15.
- This is particularly positive where new student numbers are falling, but the University has maintained and slightly increased on the percentage declaring a disability, and the overall numbers are above the Wales sector average.
- Appendix 3 shows the data by declared mode. The increase in declared disabilities has (for the last two years) been primarily in three categories:
  - special learning difficulties,
  - mental health, and
  - long standing chronic illness.
- The third category, long standing chronic illness, is consistent with the emerging trend in respect of staff who have declared a disability.
- Disability and Disabled Students allowance data is shown in Appendix 4. The key data in this section shows that the percentages of full time first degree students and full time undergraduates disclosing disability are still increasing. However, there is a significant fall in part time claims for DSA, a trend which is replicated throughout the UK following the changes in part-time funding. Changes in the criteria for awarding DSA over the coming years will be monitored closely to see the affect that this might have for numbers of students disclosing a disability and the support available.

## (D) Student Applicant Data (application round January 2015 – 31 December 2015)

UCAS data for the 2015 round shows a total of 6505 applicants (2014: 6730). Of these, 51% of the applicants were female and 49% male (2014: F 49%, M 51%. Against falling applications over the period 2012 – 2015, and a difficult recruitment environment, Aberystwyth University has worked hard to maintain the actual number of women applying, resulting in a small reversal in the percentage (see chart below). The overall student body remains 50:50 across UG (all years), Foundation, PGR and PGT.

During 2015-16, more work will be carried out on looking at the differences in acceptance levels across protected characteristics, including self-declared ethnicity and disability.

