



Annual Equality Report

Published 31 March 2017

Data reporting period: 1 August 2015 to 31 July 2016
Final period SEP 2012-2016, Initial period SEP 2016-2020

Pending formal approval by the full Council of
Aberystwyth University on 7th April 2017

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Annual Equality Report 2015-16

SECTION 1: CONTEXT

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 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. In addition, the PSED in Wales lays down additional responsibilities, over and above the 2010 Act and includes duties related to the Welsh language.

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

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people from different groups – this involves considering the need to:
 - a. Remove or minimise disadvantages suffered by people due to their protected characteristics
 - b. Meet the needs of people with protected characteristics
 - c. Encourage people with protected characteristics to participate in public life or in other activities where their participation is low
 - d. Foster good relations between people from different groups – this involves tackling prejudice and promoting understanding between people from different groups
3. Consider the three aims of the general duty when making decisions as employers and education and service providers; for example, when,
 - a. Developing, evaluating and reviewing policies
 - b. Designing, delivering and evaluating services, including education provisions
 - c. Commissioning and procuring services from others.

The University Strategic Plan 2012-2017 covers this reporting period and 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) which sets out our commitment to promoting a fair, equal and diverse society. This current document reports against the final part of the 2012-2016 plan, and forms the benchmark for data for the 2016-2020 period, for work and ambitions proposed within the Strategic Equality Plan 2016-2020 and its accompanying Action Plan. As a Welsh University, we will also comply with the Welsh Language Standards.

Strategic Equality Plans

SEP 2012-2016 final period

The University's Strategic Equality Plan specified 5 objectives which were originally developed in 2010-11 through engagement activities with stakeholders to strengthen our performance and delivery of equality:

Objective

- 1 To embed and enhance equality and diversity
- 2 Data collection and monitoring
- 3 Strategy and policy development
- 4 Environment
- 5 External

During the period 1st April 2015 to 31st March 2016, there was a change in structure and the subsequent recruitment of a new Director of Equality. This period and the subsequent first period from the 2016-2020 SEP was dominated by ensuring the targets and aspirations of the first SEP were delivered to the best levels possible. This included the preparation and implementation of a communications plan and evaluating and upgrading training, together with the consultation on and preparation of the SEP 2016-2020 and its accompanying Action Plan, which was to be published by 31 March 2016. Both were successfully passed through the relevant committees and published in March (draft) -April (final) and this Action Plan (as part of the commitment to a 'living document') has been updated as at 01/03/2017 for clarity and monitoring purposes and will be published alongside this retrospective report for 2015-16.

SEP 2016-2020 initial period

The University's Strategic Equality Plan 2016-2020 has 6 key objectives which were originally developed through engagement activities (surveys, focus groups, online comments, stakeholder interviews and meetings) to strengthen our performance and delivery of equality:

Objective

- 1 To embed the role of Equality and Diversity data in strategic decision making
- 2 To provide inclusive Learning and Teaching (including the recruitment and retention of a diverse student body)
- 3 To attract, retain and develop a diverse and talented workforce
- 4 To attract, retain and develop sustainable research teams
- 5 To provide inclusive Estate and Facilities, encompassing Access in its widest sense
- 6 To communicate our commitment to Equality and Diversity both internally and externally and promote a cultural shift.

The achievements of the year 2015-16 (as well as the outline work in the further period to 30/11/16, as end of cycle date for HESA and University monitoring), are best viewed by studying the updated Action Plan accompanying this report. Significant progress has been made in embedding the role of Equality and Diversity throughout the University structures: for staff, students, and visitors. Limited progress has been achieved with regard to third party services and contractors on site and this will be a priority in the remainder of 2016-17. The overarching objective has been to promote a cultural shift, particularly through education and training, which will be measurable in the longer term of the Plan. We have made great progress in several areas e.g. LGBT* issues, including offering specific training, holding joint events with our local community, offering specific trans* training from Gendered Intelligence and working on a joint staff / student Trans / gender identity policy statement. We have also made great strides in B & ME recruitment and marketing materials, and have appointed an intern to specifically assist in this area, including working on Black History Month events and One World / International events.

It is important in the current political and financial climate within the HE sector generally to work in partnerships, both within the University, as well as with our external stakeholders and strategic partners throughout Wales and beyond. The Director of Equality believes that the foundations for this have been laid, that the profile of Equality and Diversity has been raised both internally and externally, and the continued importance of this for legal, moral, ethical and business reasons is now of an imperative for the successful University of the future.

This overlapping approach of looking at the end of one strategic period and the start of the next has been discussed in the Wales-wide Equality Group, facilitated by the Equality Challenge Unit on behalf of HEFCW, as a reasonable way forward in this period.

SECTION 2 : Data Analysis

Student and Staff data are extracted from the University's internal records, HESA returns, and 'snapshots' from the HR / Finance system ABW (Pobl Aber People). The operating year to 31st July 2016 for University student records has been used to extract benchmarking data for the 4 year period ahead. The following data sections cover five areas of data:

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

(A) GOVERNANCE

Aberystwyth University has pledged to work towards gender parity within its Governance structures and has signed to the Chwarae Teg Pledge for "50/50 by 2020" as an aspiration. Council, Senate and Committees were analysed for Gender only in early 2016 and the results are shown below:

Table A:1 Senate, Council, Executive & Joint Committees (as at Jan 2016)

COMMITTEES	F	M
COUNCIL	9 (38%)	15 (62%)
SENATE	12 (32%)	25 (68%)
Executive Group	4 (50%)	4 (50%)
Council / Senate Joint Committees (main 5), made up of:	22 (42%)	30 (58%)
PDSEC	7	4
Redundancy	3	2
Charter	3	7
Research Ethics	0	6
Honorary Awards	7	1
Finance / Strategy	5	12
Major Projects	1	5
Investments	1	7

Table A:2 Academic Committees (as at Jan 2016)

COMMITTEES	F	M
TOTALS	84 (48.8%)	88 (51.2%)
Academic Board	9	15
Academic Development and Planning	7	8
Academic Management (AUMauritius)	3	3
International and Collaborative Provision	9	11
Learning and Teaching Enhancement	12	6
Quality Assurance	7	8
Recruitment and Marketing	12	9
Research Degrees	6	8
Research Students' Consultative Group	12	14
Student Support	7	6

(B) Current Staff data

Key points arising from an interpretation of the data:

1. The total number of staff has decreased from 2015 to 2016 by 9.6%.
2. The classification of staff as 'Other' under job family has reduced dramatically from 2015 (15.7%) to 6.9% in 2016, continuing a trend.
3. The gender split for 2016 is Female 50.4% and Male 49.6%; this is not reflected in the split for FT and PT employment where 53% of female staff are working less than 36.5 hours pw (male staff – 32% are working less than 36.5 hours pw).
4. The gender split for job families are variable; pay should be analysed in light of these differences, in order to safeguard against and mitigate for any underlying pay gaps.
5. Staff who refused to answer or answered 'Not listed' for Disability reflect only 0.6% of total staff. However, this needs to be read with a critical eye on disclosure. For example, staff disclosing Mental Health difficulties as a disability only number 0.5% of staff, which seems very low.

6. For 2016, those declaring as Black and Minority Ethnic (BME) staff represented 5.4 % of total staff (2015, 5.5%). HESA data for the UK HE sector shows 11.8% of all staff declaring as BME for 2015-16. This 5.4% should be taken as the benchmark for 2016-2020 SEP and Action Plan, and be viewed in light of student numbers (registered and applying – see relevant sections below).
7. The profile by age for 2016 shows little difference between male and female staff with females slightly outnumbering males across the 21-60 age groups, and males outnumbering females at 61 and over, and the Under 21 end members.
8. Welsh Language: the ‘not known’ category has dropped by a further 5%, indicating improvement in systems, which will be a continuing trend. The Mandatory approval by the WLC for setting the Standard for each new vacancy / position advertised will continue the monitoring of staff competencies.

DETAILED STAFF INFORMATION

1. Staffing level

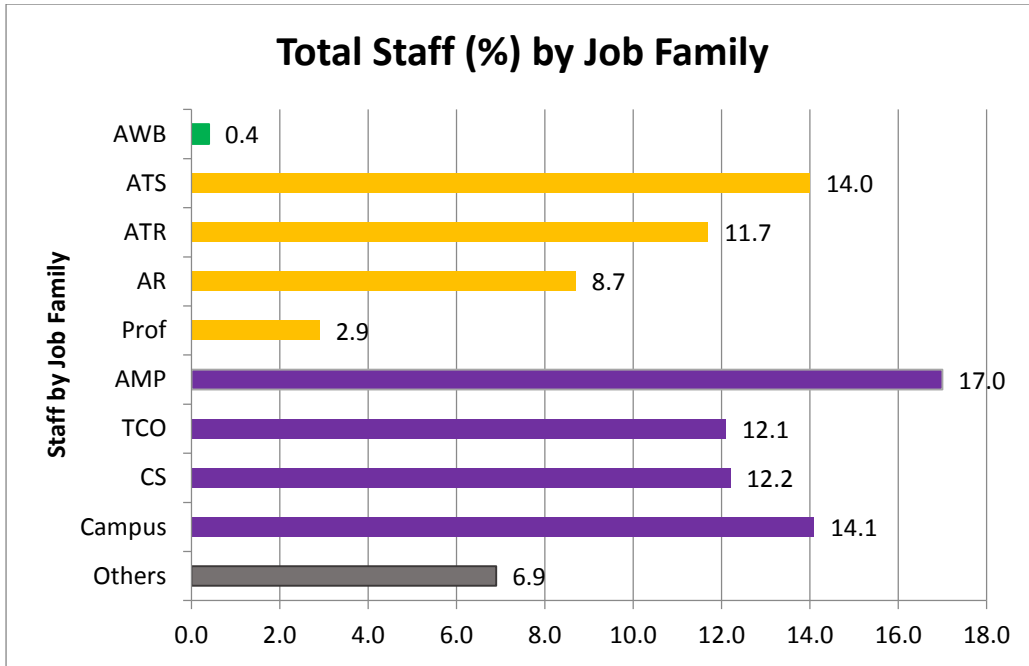
The total number of people employed on the 1st August 2016 was 2239 (headcount data). This is a decrease (9.6%) over 2015 data (2477) and a reflection of the progress made in maintaining the current workforce, with Redeployment and Internal vacancies being a key strategy during the year. This leads to a split of 57% of staff working full time and 43% 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. There has been a large decrease in the section described as ‘Others’ (2016, 6.9% from 2015, 15.7%) demonstrating the large amount of work carried out in workforce planning and improving the quality of data from ABW.

We intend to specifically look at Research only staff in 2016-17 as this is often an area where, nationally, women are likely to reduce in numbers, during their early to mid-term careers. Analysis will allow us to understand the situation at Aberystwyth. .

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

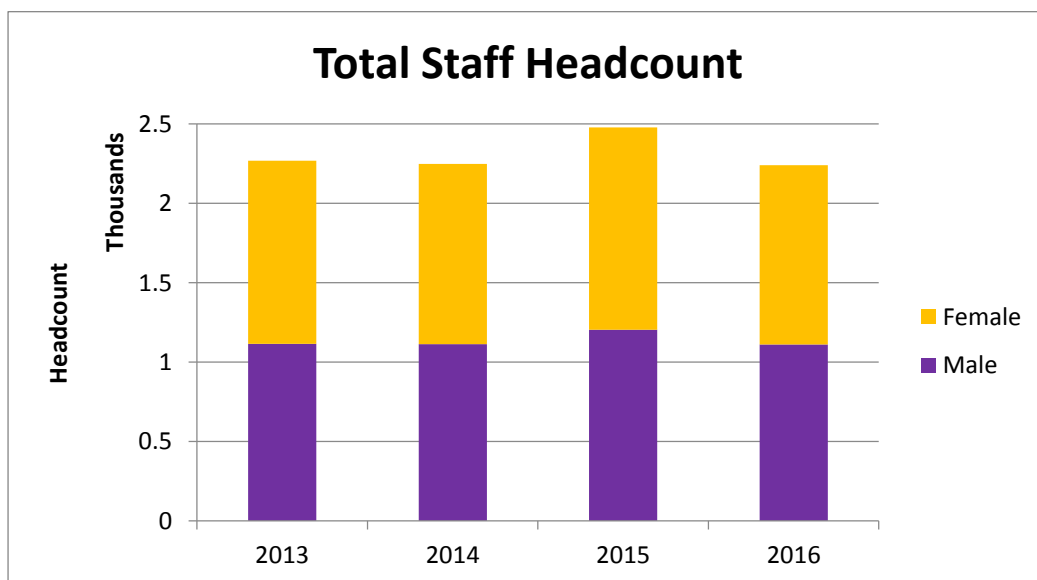
Table B:1



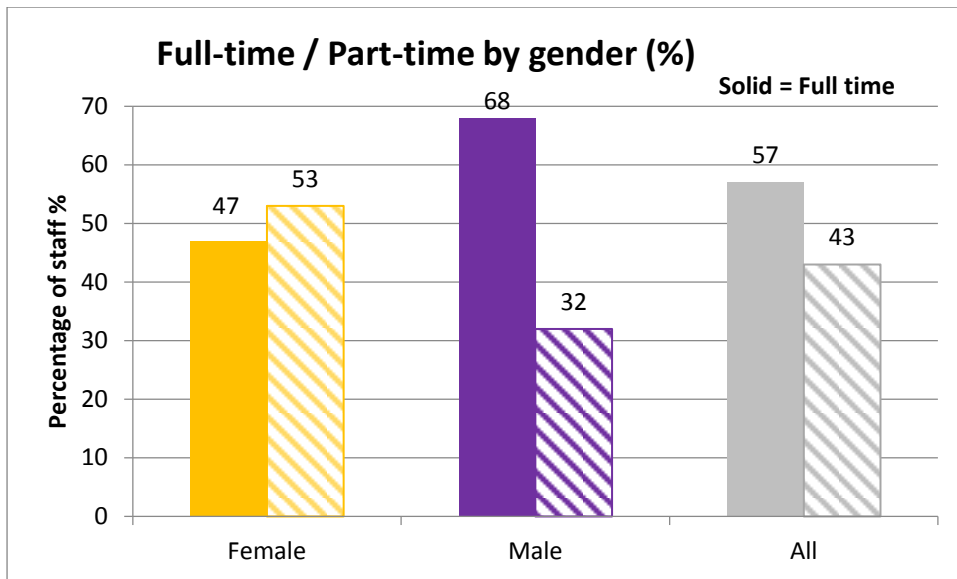
GRAPH B: 1 Dataset: HR Headcount 1.8.2016

2. Gender breakdown

The gender breakdown for all staff for 2016 is Female 1129 (50.4%) and Male 1110 (49.6%), similar to 2015 figures (F=51.4% and M=48.6%) based on a reduced headcount.

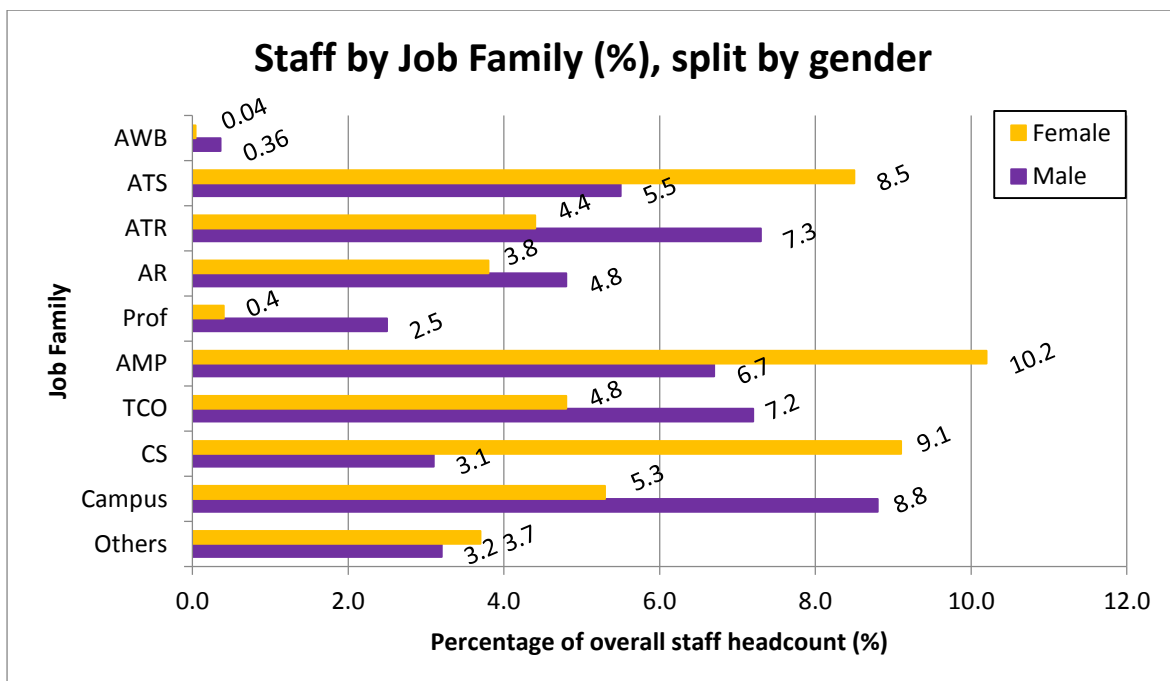


GRAPH B: 2 Dataset: HR headcount 01/08/2016



GRAPH B: 3 HR HESA data 01/08/2016

The gender split by Job Family (defined in Table B:1 above) 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 showed 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.



GRAPH B: 4 HR Headcount 1.8.2016

3. Disability

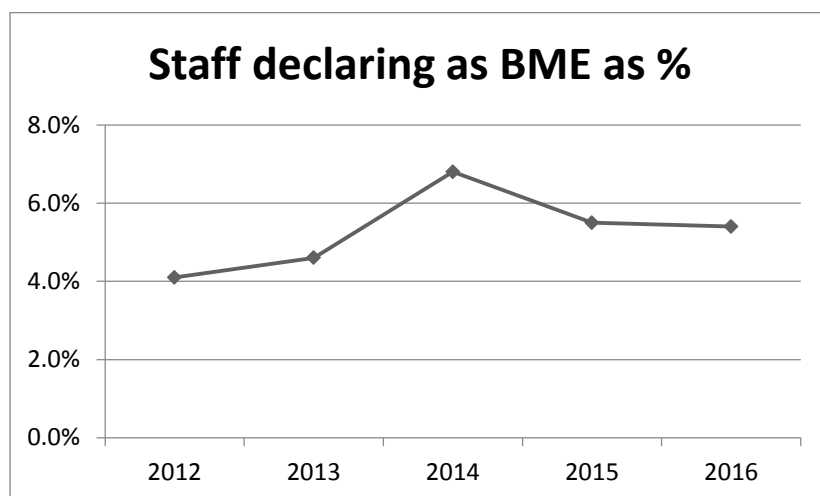
The percentage of staff with declared disabilities in August 2016 was 4.6% (compared with 3.6% in 2015, 4.7% in August 2014). Of those with declared disabilities, long standing chronic illness is again the most declared disability in 2016 (at 26% of those declaring disabilities), as it was in 2015, 2014 and 2013. Those who refused to answer or answered 'Not listed' reflect only 0.6% of total staff. However, there is some concern that the national picture with regard to Mental Health difficulties is probably reflected in Aberystwyth, with significant non-disclosure at 0.5%.

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 the 'other white' categories together. Black and Minority Ethnic (BME) staff categories are also combined.

For 2016, those declaring as Black and Minority Ethnic (BME) staff represented 5.4 % of total staff (2015, 5.5%). HESA data for the UK HE sector shows 11.8% of all staff declaring as BME for 2015-16.

Not Known/Information Refused at 4.1 % (2015, 2.8%). HESA data for the UK HE sector shows 6.5% for this category.



GRAPH B: 5 HR headcount 1.8.2016

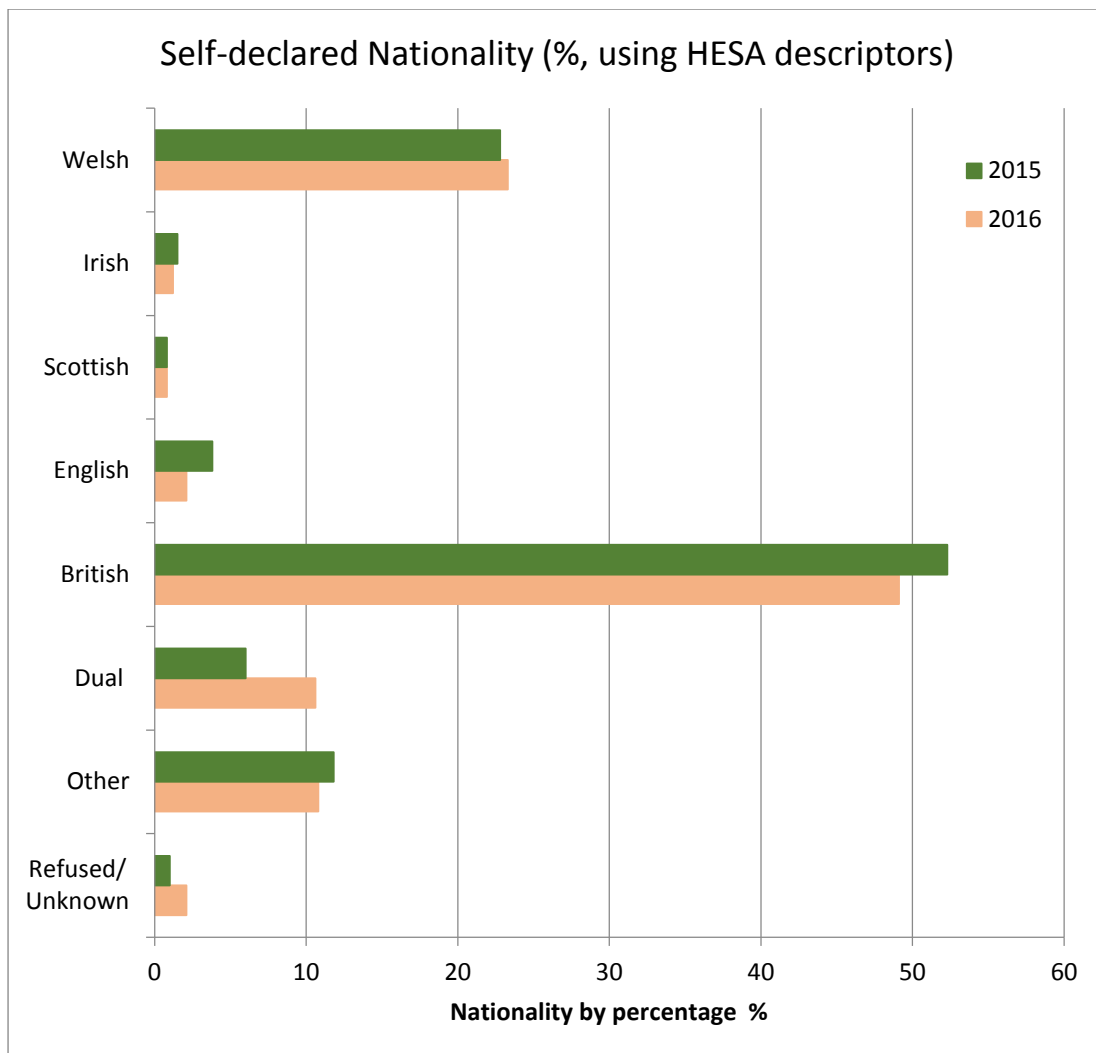
Discussions with regard to Benchmarking for staff levels with the Equality challenge Unit have been had. This 5.4% (at less than half the national average) is a starting point for AU to look at recruitment data and to compare staff and student numbers. The Equality Challenge Unit (ECU) suggested that staff numbers should be approximately in line with student numbers for BME.

Wales (Census 2011) was the least ethnically diverse of all the regions of the UK, with the data for those who declared as 'White' (which includes all of the White categories) at 95.6%. The projections for change in Wales are a small increase in diversity over the intervening period. Those staff declaring

as 'White' at Aberystwyth University was 90.5% (and all UK HE staff from HESA data 80.7%). A discussion on benchmarking and the possibility of undertaking work on the ECU Race Equality Charter will continue through 2017.

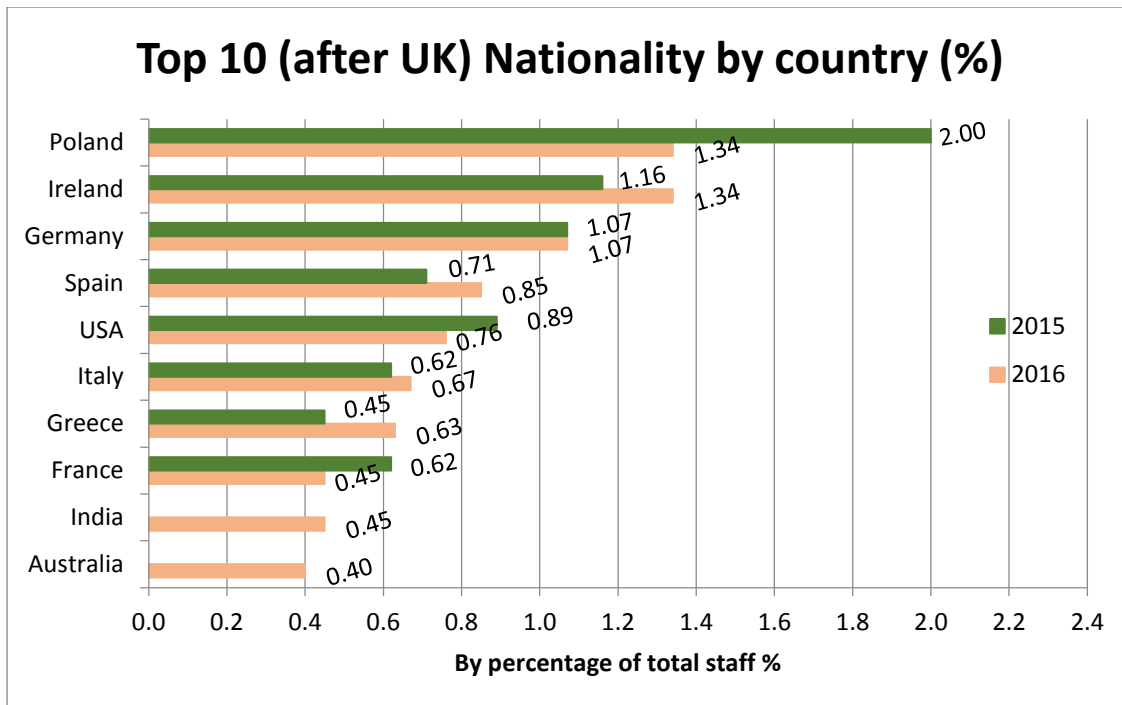
5. Nationality

Staff can self-declare single or dual nationality for HESA purposes, and are broken down by categories as shown in Graph B:6 below. The largest group are self-declared British at 49.1% (2105, 52.3%), followed by Welsh 23.3% (2015, 22.8%). Note, this is not declared 'country' by passport, legal Nationality, which is shown below as a separate chart.



GRAPH B: 6: HR headcount 1.8.2016

Staff possessed legal nationalities from over 50 countries in 2015-16 (55 in 2014-15). The top represented nationality of staff was United Kingdom (87.5%, same as in 2014-15), followed by Poland and Ireland (as in the previous year). Dropping out of the Top 10 this year were China and Bulgaria, replaced by India and Australia.

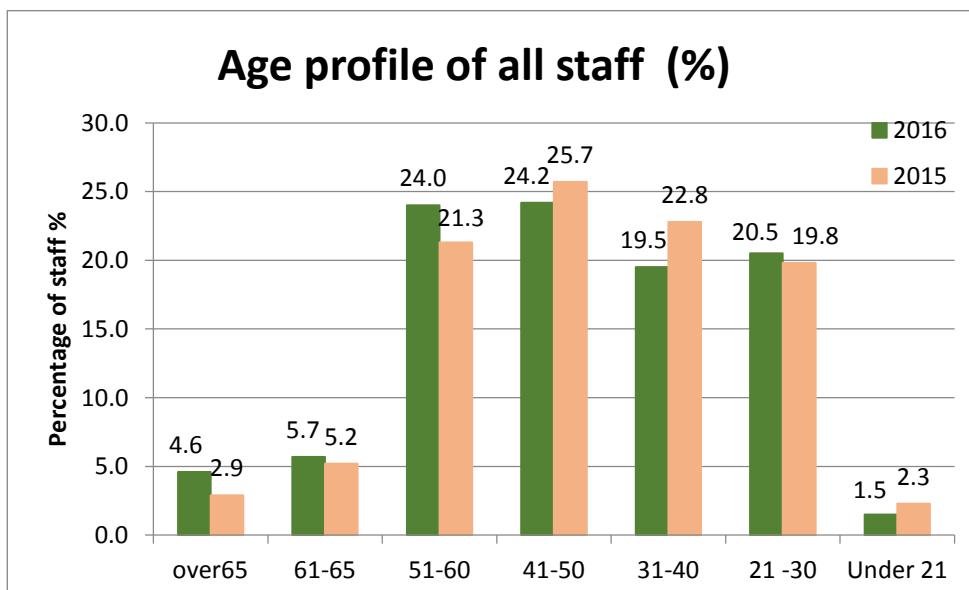


GRAPH B: 7: HR headcount 1.8.2016

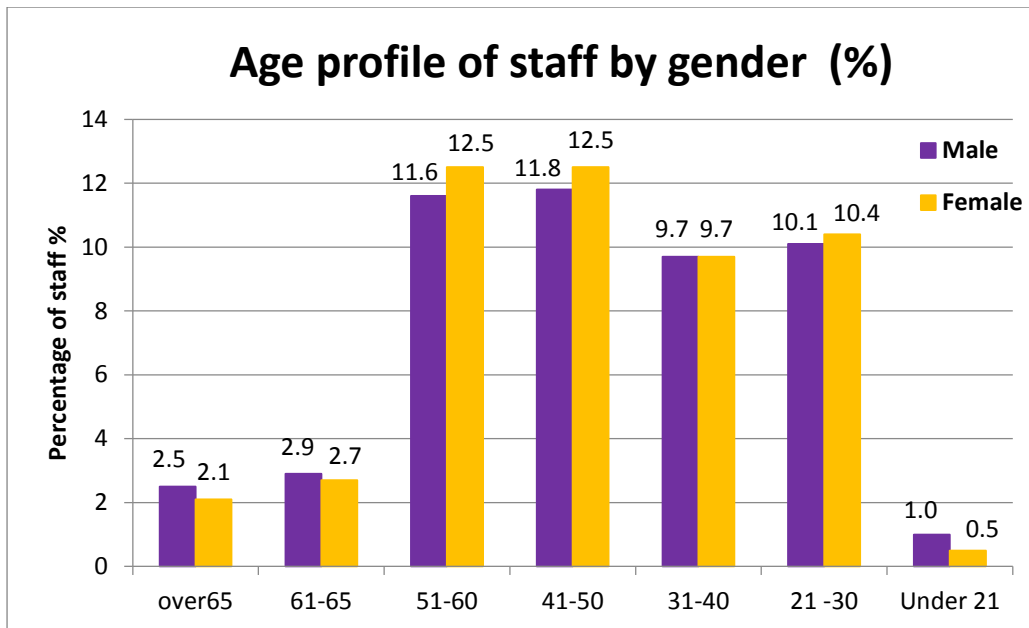
6. Age

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 for 2016 shows little difference between male (purple) staff and female staff (gold) with females slightly outnumbering males across the 21-60 age groups, and males outnumbering females at the 60 and over, and the Under 21 end members, in keeping with the observations above.



GRAPH B: 8: HR headcount 1.8.2016

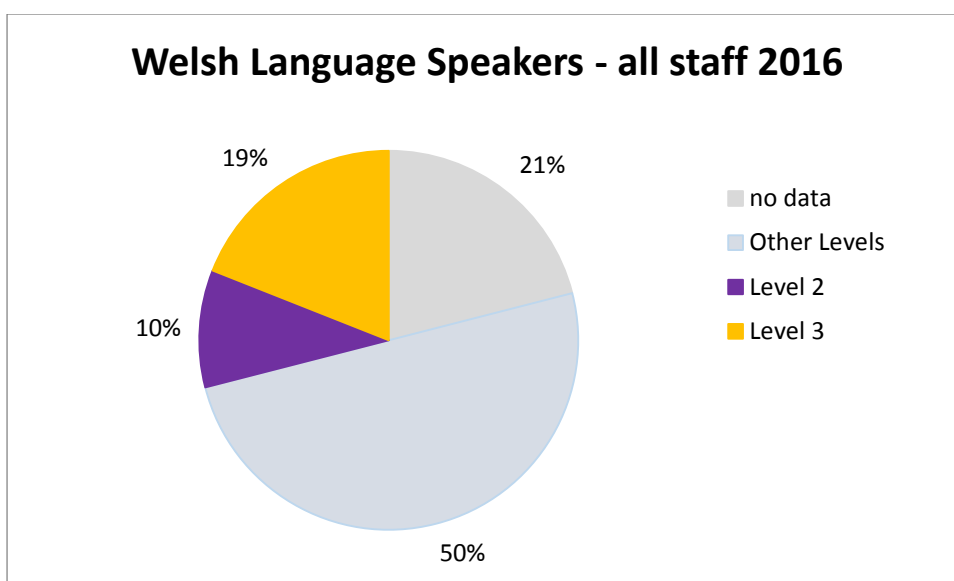


GRAPH B: 9: HR headcount 1.8.2016

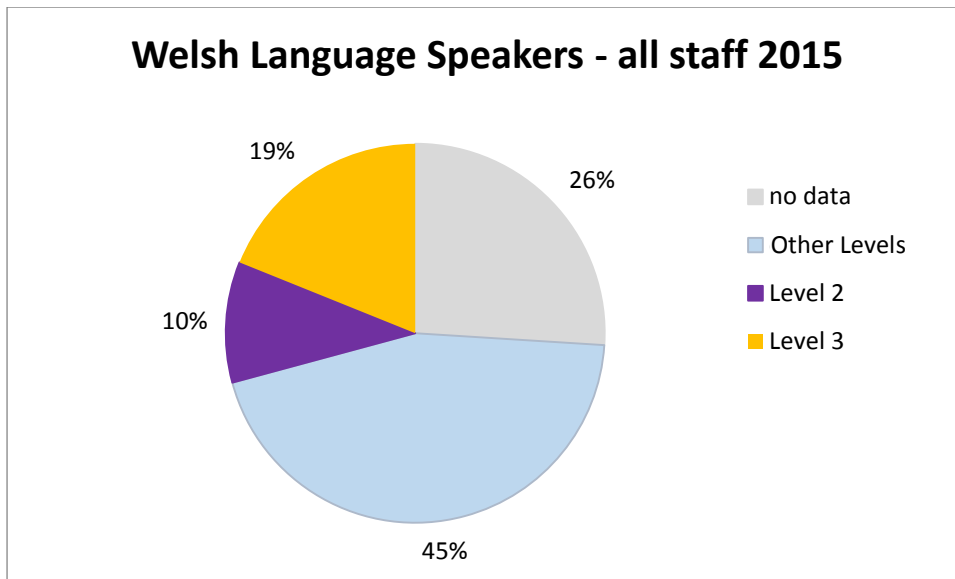
7. Welsh Language

Welsh speakers (Welsh language standards level 2/3 and above) within the University in June 2016 was recorded as 29% of the staff population (unchanged from 2015). However, the numbers at lower levels of proficiency (0,1) has increased by 5%, a reflection of the increased focus both in promoting the use of Welsh Language, upskilling and updating of data through the self-serve PoblAberPeople HR system ('not known' has decreased from 26% to 21%).

The following represents data from a June 2016 and 2015 'snapshot' of all staff, for the purposes of benchmarking Welsh Language in the Institution.



GRAPH B:10 Headcount, Welsh Language Centre June 2016



GRAPH B:11 Headcount, Welsh Language Centre June 2015

The 2014 Revised Welsh Language scheme came into effect during 2014-15, and staff records have continued to be updated. In addition 2015-16 saw the Welsh Language Standards for all newly advertised jobs being approved by the Welsh Language Centre.

8. Other protected characteristics

Approval was sought through Committee to open the optional areas of the Staff Record on PoblAberPeople during the year. Two rounds of record updating communications have been sent and a further campaign (during all training and by e-mail) is being planned for 2017. In particular, encouraging people to complete the sections on Sexuality and Gender transitioning, as well as Religion and Belief, will mean Aberystwyth University is more able to understand the demography and support their staff.

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

1. Applicant Data to 31 July 2016

With the introduction of a new recruitment system on line and changing climate, data reported here is for the 7 month period from 1 January 2016 to 31 July 2016 (previous year 1/1/15 to 31/12/15 – 12 months). This is to ensure data in the Annual Report going forward is co-terminus and the use of percentages will allow for comparison data.

a. Gender

Successful applicants in this period were 58% female and 42% male (2015 year, 55% and 45% respectively).

b. Ethnicity

There are difficulties in comparing these data; however, given the declared ethnicity of the whole workforce, the 2016 data appears credible. The table below summarises the 2016, 2015 and 2014 years. More work needs to be carried out on this system to ensure all data are captured for the next period.

All applicants	2016 (7 months)	2015 (12 months)	2014 (12 months)
White (all classes)	82.8%	70.8%	76.6%
BME (all classes)	8.4%	12.2%	8.1%
Refused / no information	8.9%	17.0%	15.3%

c. Disability

The available data for 2016 shows that 8% declared a disability and 91% did not. Of the applicants declaring data for 2015, 9% declared a disability and 91% did not.

For successful applicants in 2016, 9.5% declared a disability (higher than the overall applicant data). In 2015, 11.6% of successful applicants were applicants declaring a disability, greater than the overall declared percentage.

2. Academic Promotions outcomes 2015 and 2016

2016 was the fifth year of the Academic Promotions Panel system. The process was reviewed in early 2015 and the two major recommendations were implemented (Unconscious Bias training for panels, good examples of applications made available for all staff). The tables below shows the promotions for a 5 year period for three academic categories, and the comparative application and success rates for 2016 and 2015:

Role	Senior Lecturer		Reader		Chair		Total
	Male	Female	Male	Female	Male	Female	
Gender 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
2016	10	7	6	5	2	2	32

Table: HR team Academic Promotions data

2016 and 2015 applications and success rates

	2016				2015			
	APPLIED		SUCCESS RATE		APPLIED		SUCCESS RATE	
Female	23	43%	14	61%	30	40.0%	19	63%
Male	30	57%	18	60%	45	60.0%	18	40%
Total	53		32	63%	75		37	49%

Table: HR team Academic Promotions data 2015, 2016

Aberystwyth University has changed to a 2 yearly process for Academic Promotions; there will be no round in 2017 and the next round will be 2018 (this will be the alternate year to the new two-yearly Accelerated Increments and Contribution Points (AICP) Process).

3. Accelerated Increments and Contribution Points (AICP) Process

The AICP process was an annual process which enabled 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. Aberystwyth University has changed to a 2 yearly process; there was no round in 2016 and the next round will be 2017 (this will be the alternate year to the new two-yearly Academic Promotions cycle).

2016 No round

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 22nd 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.

AICP applications and success rates

2015	Total	Female	Male
Overall number of individual applications	79	38 (48%)	41 (52%)
Agreed	54	26	28
Not agreed	24	12	12
Deferred	1	0	1
Success rate	68%	68%	68%
Group application	None		

Table HR AICP report s 2015

4. TRAINING

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.

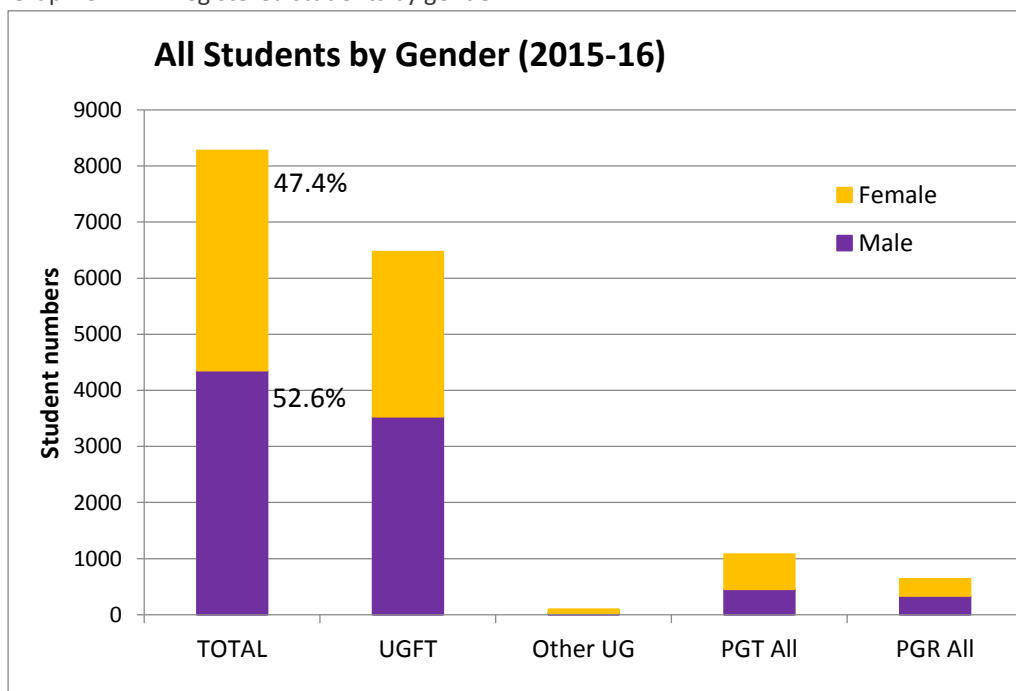
The training is provided by means of an online tutorial. This tutorial can be done in one sitting or in 'bite-sized' chunks at your convenience. The quiz contained within the programme must be completed in order to finish the training. There were considerable problems with the system during the current year 2015-16. During 2016 an update to the system was therefore initiated and this went live in November 2016. The system is more user friendly for staff and data can be interrogated to ensure that all staff are up to date with training (by Institute or Department). In addition bespoke face-to face training is being rolled out during 2016-17.

(C) Current Student Data

1. Gender

There has been a continued decrease in the overall number of female students at Aberystwyth University, more than the decrease in male student numbers. Last year's Annual Report reported that given the progressive nature of this shifting balance through year groups, the approximate 50:50 balance at that time would not be retained in future years. The 2015-16 summary statistics show this explicitly.

Graph C: 1 All registered students by gender



- The 2015-16 and 2016-17 round for UCAS has shown an improvement in applications from women (see section D below), but these need to be converted to acceptances on an ongoing year-on-year basis to re-address the balance.
- The objective to maintain a 50:50 balance between women and men overall, is part of the SEP 2016-2020, but this is a crude measure and more work needs to be carried out to look at the data within subject areas, major degree programmes, Departments and Institutes. This will be reported on in the next annual report, and at an earlier point internally if available.
- From 2016-17, retention and withdrawal data will be monitored for gender to assess any differences, and look to improve the student success and study environment within the University for all students. If possible, and appropriate, this will also be looked at across subject areas, major degree programmes, Departments and Institutes.
- Non-binary : this is the final year where we have only F / M on student records and work needs to be carried out to analyse the differences between Student Records in relation to Gender as opposed to 'Astra' legal sex identity.

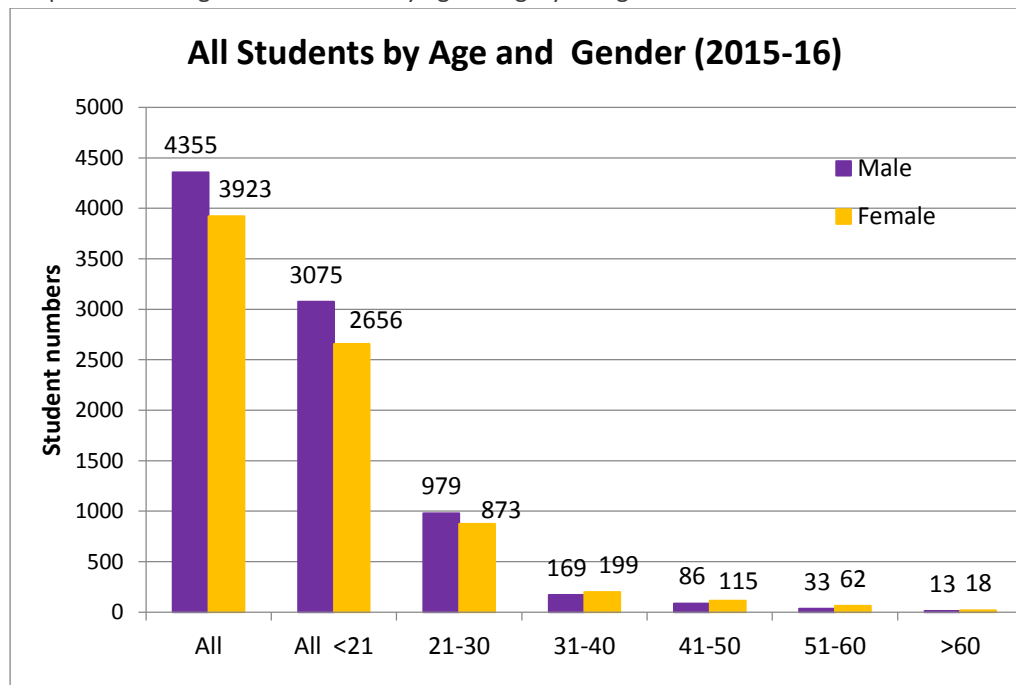
2. Age

There is no difference in the gender gap of all students by Age on Entry, up to the age of 30. Over the age of 30 the gender split reverses, but these are very small numbers in comparison to the major intake of Under 21s (representing 69% of total students).

Given that the major intake of students to Aberystwyth University is by 'traditional' straight from school or college routes, this is the area where we have to commit resources over the coming year to understand and redress the number of female students registering at Aberystwyth.

There continues to be a decrease in students over the age of 30. This reflects the lack of part time study opportunities, low local population for 'travel-from-home' area, the general financial climate and political direction, and a general HE sector reduction in mature / part time students in Wales. This decrease in older age groups is further exacerbating the male / female imbalance.

Graph C: 2 All registered students by age category and gender

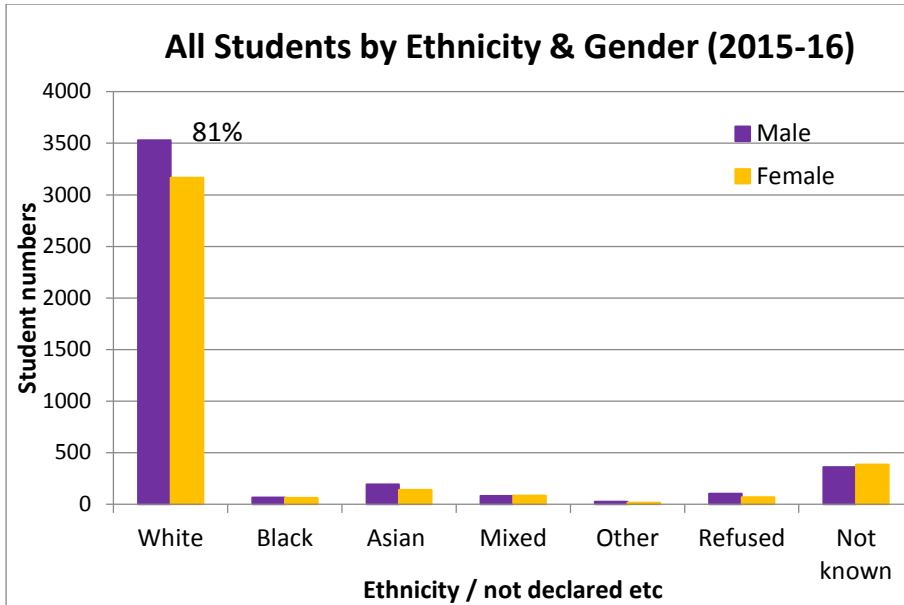


3. Ethnicity

- Benchmarking for AU has been discussed with ECU / Race Charter group and the data for this will be analysed in the current year. Models of benchmarking being considered are (i) against UK or Wales as a sector, (ii) our main competitors, (iii) similar rural Universities, and / or (iv) the demography of our major recruitment areas / regions.
- The percentage of students declaring they are 'White' (which includes all sub-categories) remains high at 81%, with a further 11% either refusing the information or being unknown / blank. This gives a percentage of those declaring to be from BaME groups as 8%.

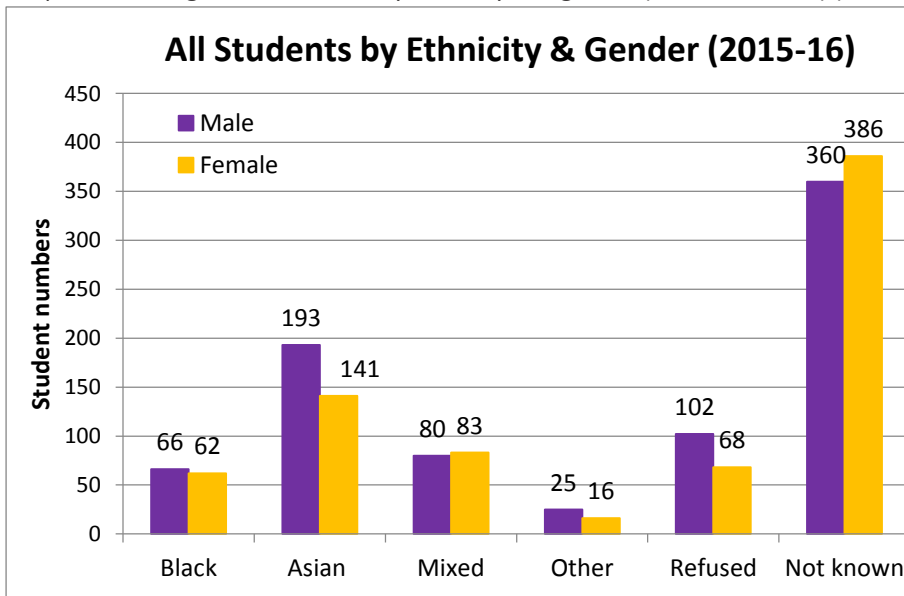
- With regard to gender, linked to ethnicity, there is a smaller M/F gap in Black groups and a reversal in Mixed groups (than the average for AU), but the numbers are statistically very small. Also, those with a 'not known' or 'blank record' show a greater number of females than males, compared to the general AU population.

Graph C: 3.1 All registered students by ethnicity and gender



- For Undergraduate Students, those declaring as 'White' (which includes all sub-categories) remained fairly constant at 80% and 81% in 2014/15 and 2015/16. Having maintained this percentage, we will be continuing to work towards improving the ethnic mix of our student population over 2016-17, and beyond. This has informed the 2016-2020 SEP and training (staff and students) will increase awareness of any issues in the recruitment, application, interview and registration processes. In line with the 2016-2020 aims and objectives, further work on looking at Institute and Department data for benchmarking will be reported on in the following year.

Graph C: 3.2 Registered students by ethnicity and gender (White excluded) (numbers)



- 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. Together with degree classification, where possible and meaningful.

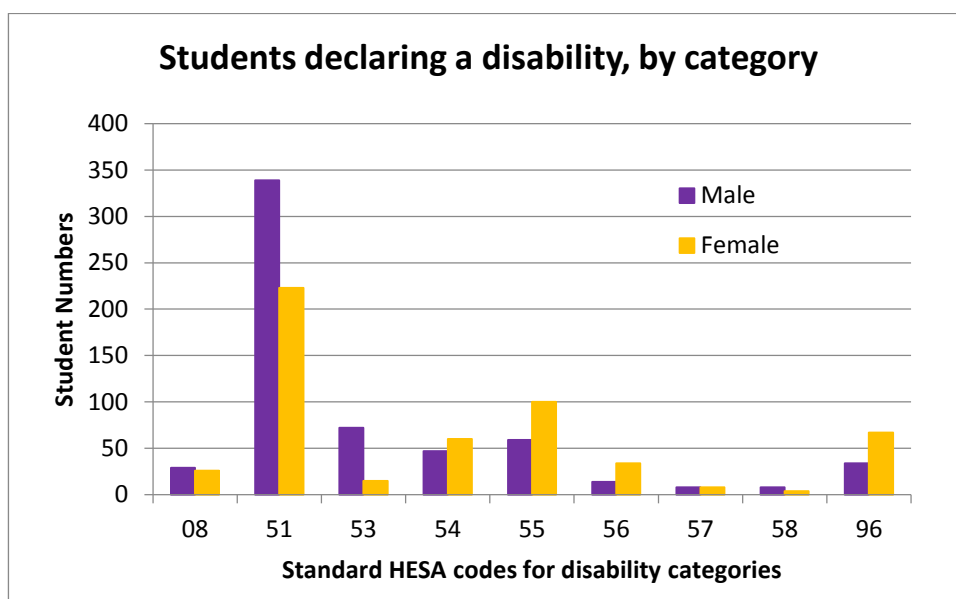
4. Disability by mode and level

- The total number of students with 'no known disability' for 2015-16 was 86% of the student population (45% identified as male and 41% as female).
- Looking at the gender split for those with a declared disability,

All students	13.9% of all students
Female	14.0% of female students
Male	13.7% of male students
- The standard descriptors for Disability categories are shown below:

Code	Description
00	No known disability
08	Two or more impairments and/or disabling medical conditions
51	A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
52	General learning disability (such as Down's syndrome)
53	A social /communication impairment such as Asperger's syndrome /other autistic spectrum disorder
54	A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
55	A mental health condition, such as depression, schizophrenia or anxiety disorder
56	A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
57	Deaf or serious hearing impairment
58	Blind or a serious visual impairment uncorrected by glasses
96	A disability, impairment or medical condition that is not listed above

Graph C: 4 Students with a disability, by category 2015-16



- There is a striking difference between male and female students declaring a SLD (dyslexia, etc.) – category 51, with approx. 50% more males than females in this category.
- For those declaring a MH condition (category 55), there is an opposite gender split, but numbers declaring a MH condition are very low at 1.9% of all students. This in itself is of note, in that the occurrence of MH difficulties reported by Students’ Union and Student Support services are higher, but non-disclosed. The rate of female students disclosing a MH condition is 2.5% and the rate of male students disclosing a MH condition is 1.4%
- During the current year, in line with the 2016-2020 Annual Report, work to analyse the data on retention and reasons for leaving will be looked at in terms of disability, and also the data on disability and ethnicity.

(D) Student Applicant Data (application round 31 December 2015 – 30 November 2016)

1. ALL

UCAS data for the previous 6 years

Total Main Scheme Applications						
Year	2011	2012	2013	2014	2015	2016
Average of Major Universities	20295	18884	19476	20380	20937	21248
Average of Top Research Universities & AU Competitors	25980	24510	25851	27136	28302	28996
A40 Aberystwyth University	12475	10770	9785	8425	8315	8950

Table D: 1 source: Planning Recruitment report

Applications have been falling consistently from 2011, with a slight upturn in the 2016 round. This table (above D:1) needs to be read in conjunction with the Acceptances table for the same period (below D:2). Acceptances (conversion) has fallen over the period, combined with lower applications making this a difficult combination.

Total Main Scheme Acceptances						
Year	2011	2012	2013	2014	2015	2016
Average of Major Universities	2905	2689	2867	2973	3113	3154
Average of Top Research Universities & AU Competitors	3449	3308	3615	3724	3940	4015
A40 Aberystwyth University	3090	2315	2170	1910	1820	1870

Table D: 2 source: Planning Recruitment report

2. GENDER

At Aberystwyth, the number of male applications since 2011 has decreased year by year at a consistent rate but the number of female applications, although following this trend has marginally reversed in 2016 (higher than 2014 and 2015). Nationally however, the numbers of both male and female applications are still increasing yearly, particularly the number female applications.

- The previous annual report drew attention to the need to increase the number of conversions of female student applicants to those registering, which have been lower over a number of years, against the UK trend.

Table D:2 Conversion rate of Applicants to Acceptance

Gender	2013	2014	2015	2016
Females	20.4%	21.6%	21.9%	23.7%
Males	24.6%	26.0%	25.2%	24.5%

- Aberystwyth University has worked hard to maintain the actual number of women applying, and have seen small increases in the percentage of conversion from application to registration. This will give a time lag for the student body as a whole however, and much more work is needed to maintain the slight upward trends, to close reflect the UK HEI picture.
- However, for the first time in 10 years the number of female student applications in the current year is higher than male students, and with continued work we can maintain a more even gender split. The reasons for this are partly due to the continuing decrease in male students applying in UK overall, and the small rebound in female students both applying and accepting.

3. ETHNICITY

- The UK picture shows an increasing percentage of applications from Black and Minority Ethnic students; this has been maintained over the previous 10 years, and is currently at approximately 27%. Aberystwyth figures are currently at 6% .
- UK HEIs have increased their percentage by about 7% in this period, whereas Aberystwyth has increased by about 2%.
- The trends on conversion rates of applications to acceptances are turbulent due to the small numbers involved, although the conversion rate at Aberystwyth is higher than the UK HEI as a whole.
- This 'better than average' conversion rates explains the higher percentage of BME students in the student body than in applications, but is very low overall.
- Extensive work has been carried out over the 2015-16 and 2016-17 period to correct this and must continue, as this is an area where increased growth in student numbers can come from.

4. Other protected characteristics and detailed data breakdown

In line with the 2016-2020 SEP, more work needs to be done to set the baseline data across other protected characteristics, such as sexuality, religion and belief. Optional Equality Data pages for Student records will be made available for the coming year and a communications plan to encourage more students to complete these, including the confidential nature of records, will be planned.

During the coming year we will also look in more detail at an Institute and / or Department level, where this is possible and appropriate, to understand more about the student demographic in different subject areas.