Annual Equality Report 2021-22

Section 1: Context

Introduction

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

The report also sets out how the University has worked over the academic year (2021-2022) to comply with the Welsh specific Public Sector Equality Duty (PSED) which came into force in Wales on 6 April 2011 and applies to Welsh Universities.

The PSED supports the Equality Act 2010 anti-discrimination legislation which covers the following nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief (including lack of belief), sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status.

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 that is prohibited by the Act.

2. advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
    i. removing or minimising disadvantages experienced by people due to their protected characteristics
    ii. taking steps to meet the needs of people from protected groups where these are different from the needs of other people
    iii. encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

3. foster good relations between people who share a protected characteristic and those who do not.
    i. tackling prejudice and promoting understanding between people who share a protected characteristic and those who do not.

In addition, the PSED in Wales lays down specific duties as additional responsibilities, over and above the 2010 Act. These duties came into force in Wales on 6 April 2011.
The specific duties in Wales cover: Equality Objectives and Strategic Equality Plans, Engagement, Assessing impact, Equality information, Employment information, Pay differences, Staff training, Procurement, Annual reporting, Publishing, Welsh Ministers' duties (including review, and accessibility).

As a University we are committed to the Welsh Language Standards and have additional actions in place to promote and facilitate the use of the Welsh language, and to ensure it's treated no less favourably than English.

Aberystwyth University Strategic Equality Plan 2020 - 2024

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

Evidence base

Our evidence base tells us that we are under-represented particularly in the areas of gender equality of our senior academics, and ethnicity across our student and staff body. These will form the focus of this SEP. The objectives and actions for this strategy have been formulated through.

Objectives

1. Awareness raising and senior 'buy in'
    i.   Develop a 'know your staff, know your students' campaign to take place annually in line with equalities reporting which will raise awareness of EDI in all its forms.
    ii. Encourage and expect senior managers to act as mentors in equality, diversity, and inclusion.
    iii. Ensure that equality, diversity, and inclusion are standing items on key University committees

2. Diversify the staff and student body
    i.   Develop a suite of positive action initiatives and targeted marketing initiatives to increase representation and diversify staff and student body

3. Ensure equality in processes
    i.   Monitor and review processes, management models, promotions, terms and conditions to ensure they are fair, transparent and that all staff are treated equitably

4. Training and mentoring
    i.   Develop a comprehensive training programme on equalities issues to all staff members at AU
    ii. Develop mentoring programmes for staff members belonging to minority groups

5. Closing staff pay and student attainment gaps
    i.   Monitor our staff pay and student attainment gaps relating to various minority groups annually, and ensure that a set of actions are devised to work on closing staff pay and student attainment gaps

Section 2: Data Analysis

Student and staff data are extracted from the University's internal records, HESA returns, and 'snapshots' from the Human Resources/Finance system ABW (Pobl Aber People) - with data from 1 August 2021 to 31 July 2022.

This section covers five areas of data:

1. Governance
2. Current Staff data
3. Staff - Recruitment and Selection, Reward and Recognition, and Training
4. Current Student data
5. Progress against the Strategic Equality Plan 2020-2024

1. Governance

There has been positive change in proportions between female and male members on Council and Senate and the main Joint Committees of Council and Senate in recent years and it is pleasing to see that the proportions have remained consistent over this period. Specific steps have been taken over the last few years and will continue to remedy gender balance on our Governance committees.

COMMITTEES	2021		2022	
	F	M	F	M
COUNCIL	10 (56%)	8 (44%)	10 (56%)	8 (44%)
SENATE	15 (47%)	17 (53%)	15 (48%)	16 (52%)
University Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)
Redundancy Committee	4 (80%)	1 (20%)	4 (80%)	1 (20%)
Investments	2 (33%)	4 (67%)	3 (50%)	3 (50%)
Audit, Risk & Assurance	4 (80%)	1 (20%)	4 (67%)	2 (33%)
Remuneration	3 (50%)	3 (50%)	4 (67%)	2 (33%)
Governance & Compliance	8 (80%)	2 (20%)	8 (80%)	2 (20%)
Resources and Performance	5 (50%)	5 (50%)	5 (50%)	5 (50%)

Table 1.1 Senate, Council, Executive and Joint Committees as at 31st July 2022
F – Female; M - Male

2. Current staff data

Highlights:

Key points arising from an interpretation of the data
2022 refers to 2021-22 data
2021 refers to 2020-21 data
2020 refers to 2019-20 data.

Unless otherwise states the data and analysis are excluding Aberworkers (flexible work placements for students during term time with guaranteed Real Living Wage as a minimum)

- The total number of staff headcount in the University has decreased from 2021 to 2022 by 1.6% (1909 in 2022; 1940 in 2021; 1853 in 2020).

- The gender split (staff) for 2022 is 54% female and 46% male. In 2021, the gender split was 53.4% female and 46.6% male.

- In 2022 Staff are split as follows: 48.9% of staff working full-time (2021, 47.9%) and 51.1% of staff working part-time (2021, 52.1%).

- The percentage of female staff working full-time increased to 38.7% (2022) from 36.1% (2021), with the majority still working part-time 61.3% (2022) compared to 63.9% (2021). The percentage of male staff working full-time continues to decrease, but it remains the majority at 62.1% (2022), falling from 62.7% (2021). With part-time working for male staff increasing slightly to 37.9% (2022) from 37.3% (2021).

- The percentage of staff declaring their ethnicity as Black, Asian and Minority Ethnic represented 5.6% of total staff (2021, 5.2%), which indicates that AU are very marginally increasing their Black, Asian and Minority Ethnic staff percentage. Note 96.1% of staff have disclosed their ethnicity data. Ceredigion residents that identify as Black, Asian and Minority Ethnic (Census 2021) is 2,697 (3.7% of population)

- The percentage of students declaring their ethnicity as Black, Asian and Minority Ethnic is at 10% (for comparison in 2020-21 this was 10.1%). Note 87.9% of students disclosed their ethnicity data

- The percentage of staff with declared disabilities in 2022 was 8.2% (compared with 8.3% in 2021, 5.3% in 2020, 3.8% 2019). This is higher than AdvanceHE benchmarking (sector average) figures (2021: 6%). Note however that only 38.1% of staff have disclosed any disability (including no disability)

- 40.9% (39.5% 2021) of our staff have declared a religion or belief (including non-belief). Note however, as this is optional data, for 55.4% of staff this information is unknown.

- 39.8% (38% 2021) of our staff have declared their sexual orientation. Note however, as this is optional data, for 56.2% of staff this information is unknown.

- 74.8% (74.8% 2021) of our staff have declared whether their gender identity has changed since birth. Note however, as this is optional data, for 23.4% of staff this information is unknown.

Detailed staff information

    2.1. **Staffing Levels**

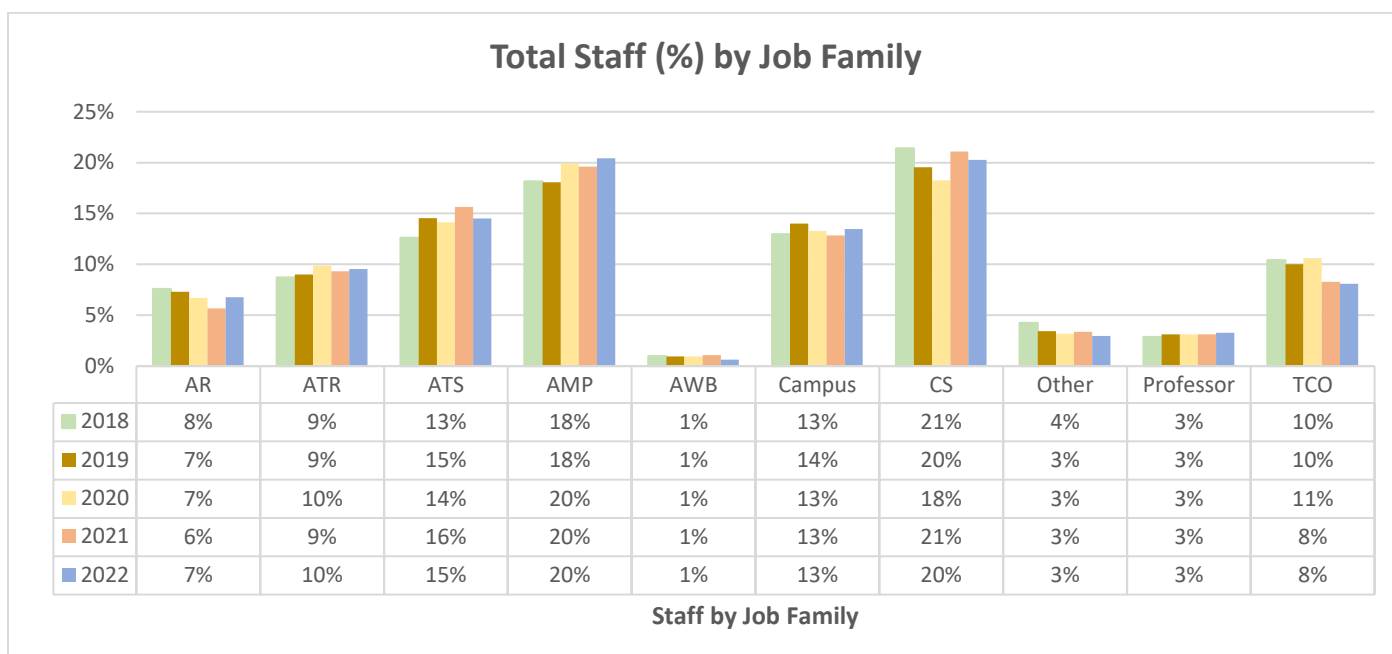The total number of people employed in the University on the 1st August 2022 was 1909 (headcount data). This is a decrease (1.6%) over comparable 2021 data with a headcount of 1940, and more towards the headcount of 2020 in 1853. This decrease is partly due to the University needing to recruit larger than usual temporary cohorts of staff in certain areas to help with COVID requirements where contracts have now come to end.

In 2022 staff numbers are split as follows: 48.9% of staff working full-time (2021, 47.9%) and 51.1% of staff working part-time (2021, 52.1%). Further FT and PT analysis can be found in Section 2.2 below, by gender.

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

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

Table 2.1.a Abbreviations of Job Families

Total Staff (%) by Job Family

	AR	ATR	ATS	AMP	AWB	Campus	CS	Other	Professor	TCO
2018	8%	9%	13%	18%	1%	13%	21%	4%	3%	10%
2019	7%	9%	15%	18%	1%	14%	20%	3%	3%	10%
2020	7%	10%	14%	20%	1%	13%	18%	3%	3%	11%
2021	6%	9%	16%	20%	1%	13%	21%	3%	3%	8%
2022	7%	10%	15%	20%	1%	13%	20%	3%	3%	8%

Staff by Job Family

Graph 2.1.a Dataset: HR Headcount 31.07.2022 (some figures have been rounded)

2.2 Gender (sex) breakdown

The gender breakdown for all staff for 2022 is female 1030 (54%) and male 879 (46%), compared to 2021 figures female 1035 (53.3%) and male 905 (46.6%). In 2022 there was a slight increase in the percentage of all staff that are female, a trend that has seen continued annual increase since 2018 (51.6% female staff).

Graph 2.2.a below, indicates a relatively stable trend in total staff over the last five years, with slight fluctuations due to Covid-19 staffing requirements.

	2022	2021	% YoY change in numbers
Female	1030 (54.0)	1035 (53.4)	-0.5%
Male	879 (46.0)	905 (46.6)	-2.9%
Total	1909	1940	-1.6%

Table 2.2.a Gender breakdown for all staff for 2022.

Total Staff Headcount (by HESA Gender)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Female	1135	1273	1129	1121	1036	1022	990	1035	1030
Male	1112	1204	1110	946	970	946	863	905	879
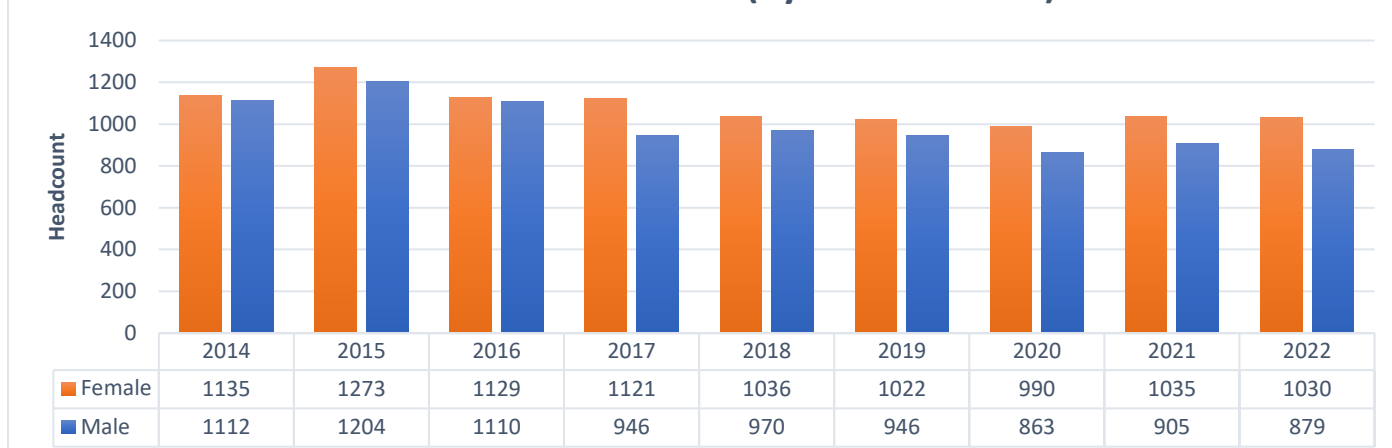
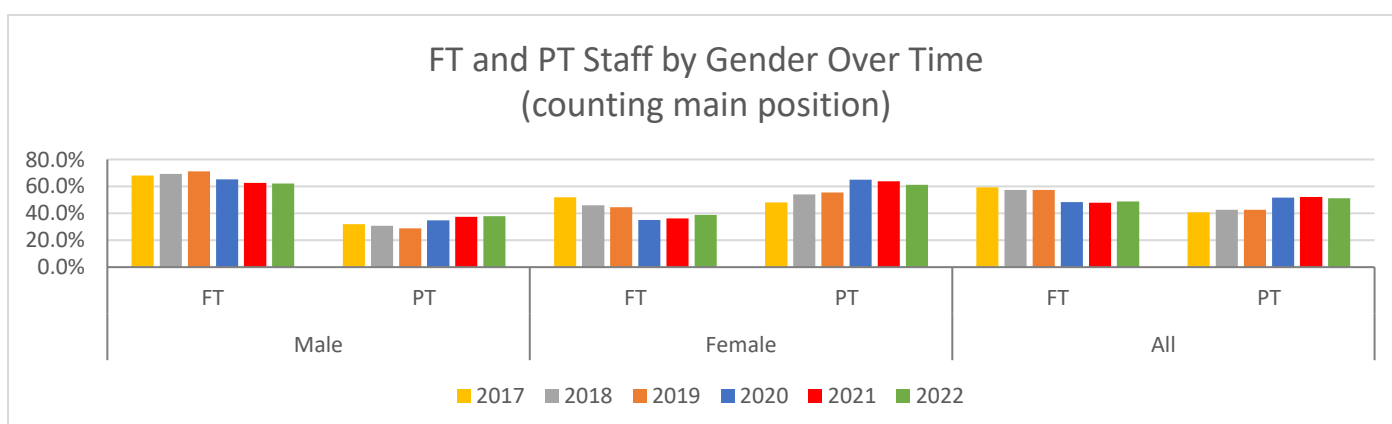Graph 2.2.a Dataset: HR headcount 31.07.2022 dated back to 31.07.2014

Table 2.2.b and Graph 2.2.b shows the gender split between full-time (FT) and part-time (PT) for those employed as at 31.07.2022 and 2021, 2020 and 2019, 2018 and 2017 respectively.

A key change in FT/PT occurred from 2018-19 to 2019-20, with a higher percentage of PT working for all staff. This increase in part-time working could be explained due to us appointing relatively large cohorts of part-time domestic assistants and graduate teaching assistants to support the University with COVID workloads and new ways of working.

The percentage of female staff working full-time increased to 38.7% (2022) from 36.1% (2021), with the majority still working part-time 61.3% (2022) compared to 63.9% (2021). The percentage of male staff working full-time continues to decrease, but it remains the majority at 62.1% (2022), falling from 62.7% (2021). With part-time working for male staff increasing slightly to 37.9% (2022) from 37.3% (2021).

FT and PT Staff by Gender Over Time (counting main position)		2022	2021	2020	2019	2018	2017	2016
Male	FT	62.1%	62.7%	65.3%	71.1%	69.4%	68.0%	47.0%
	PT	37.9%	37.3%	34.7%	28.9%	30.6%	32.0%	53.0%
Female	FT	38.7%	36.1%	35.1%	44.6%	46.0%	51.9%	68.0%
	PT	61.3%	63.9%	64.9%	55.4%	54.0%	48.1%	32.0%
All	FT	48.9%	47.9%	48.4%	57.4%	57.4%	59.3%	57.0%
	PT	51.1%	52.1%	51.6%	42.6%	42.6%	40.7%	43.0%

Table 2.2.b Dataset HR headcount 31.07.2022 for FT and PT Staff by Gender over time

FT and PT Staff by Gender Over Time (counting main position)

Graph 2.2.b Dataset HR headcount 31.07.2022

It is important to note that we recruited larger than usual cohorts of staff in certain areas to help with COVID requirements. Of the higher than usual appointed staff the highest portion were Female part-time Teachers. This may explain the increase in female part-time working during 2020, and the fall in 2022 as short-term contracts come to an end.

The split however is also a positive reflection of the University's approach to flexible working, whereby staff have confidence in considering their options as expectations change with regard to their jobs, careers and work-life balance, and potential demographic changes affect employees' needs to balance their job with other responsibilities.

2.3 Disability

Aberystwyth University is accredited as a Level 2 Disability Confident employer, achieving its renewed accreditation in Spring 2022. We continue to review good practice and identify improvements that can be made across the University.

The percentage of staff with declared disabilities in 2022 was 8.2% (compared with 8.3% in 2021, and 5.3% in 2020, 3.8% 2019). This remains a higher disclosure rate when comparing to Advance HE's benchmarking (sector average) figures (2021: 6.0%).

The higher than sector average in those declaring a disability may be in relation to the University gently encouraging staff to update their optional disability status information in order to support the work around COVID and its support for staff needing to shield/work from home or changes in work practices.

A percentage of 29.6% staff in 2022 declared no known disability, an increase from 27.8% in 2021. Those who ticked 'information refused' reflect only 0.3% of total staff (0.4% in 2021). 61.9% (in 2022) compared with 63.5% (in 2021) of our staff have not engaged with the question at all.

The table 2.3.a below shows the breakdown between those with a declared disability, by full-time and part-time employees, and by gender for 2021-22 and 2020-21.

Gender	FT/PT	No. Staff (2022)	No. Staff (2021)
Female	FT	51	48
Female	PT	53	58
Male	FT	48	49
Male	PT	37	39
All	FT	99	97
All	PT	90	97
All Female		104	106
All Male		85	88
ALL		189 (8.2%)	194 (8.3%)

Table 2.3.a HR HESA data 31.07.2022 (disability declared)

47.7% of those with disclosed disabilities are working part-time. Of the whole workforce, 51.2% are working part-time. The reason for a high percentage of employees with disabilities working part-time may be that they are utilising part-time and flexible working approaches to help manage their conditions.

However, it remains reassuring that the split shows an increase in FT working for staff with disabilities, and possibly the impact of various adjustments to working practices and environments as a Disability Confident employer (such as hybrid working model).

The disability status question is a part of our optional diversity monitoring data for staff. We ask staff to make sure their data is up to date on an annual basis, but currently do not make this mandatory (along with other fields). None of the other Welsh HEIs have made their equality data mandatory either.

We are keen to explore the possibilities of increasing disclosure through communications and culture change initiatives. A recent initiative with the Students Union was to encourage staff to declare their disabilities in their staff profiles to create role models and career aspirations for our student community.

2.4. Ethnicity

For 2022, staff declaring as Black, Asian and Minority Ethnic represented 5.6% of total staff (2021, 5.2%; and 2020, 5%), which indicates that AU are very marginally increasing their Black, Asian and Minority Ethnic staff percentage. Graph 2.4 shows that AU is increasing numbers but at a slower rate compared to the trend in UK Higher Education Sector.

| Ethnicity	No. Staff in 2022	% of all staff in 2022	No. Staff in 2021	% of all staff in 2021
Arab	2	0.1%	3	0.2%
Asian or Asian British - Bangladeshi	4	0.2%	2	0.1%
Asian or Asian British - Indian	10	0.5%	9	0.5%
Asian or Asian British - Pakistani	7	0.4%	6	0.3%
Black or Black British - African	13	0.7%	9	0.5%
Black or Black British - Caribbean	0	0%	2	0.1%
Chinese	17	0.9%	18	0.9%
Gypsy / Traveller	0	0%	0	0%
Mixed - White and Asian	3	0.2%	4	0.2%
Mixed - White and Black African	0	0%	2	0.1%
Mixed - White and Black Caribbean	3	0.2%	2	0.1%
Other Asian background	14	0.7%	11	0.6%
Other Black background	0	0%	1	0.1%
Other Ethnic background	26	1.4%	25	1.3%
Other Mixed background	7	0.4%	6	0.3%
Prefer not to say	64	3.4%	74	3.8%
Unknown	10	0.5%	7	0.4%
White	1729	90.6%	1759	90.7%
	1909		**1940**	

Table 2.4.a HR/HESA Data

Table 2.4.b below shows that this figure is low compared to the UK and Wales average recently published in the AdvanceHE Equality in higher education: statistical reports 2022 (combined UK National and Non-UK National)

	% staff declaring as Black, Asian and Minority Ethnic
Aberystwyth University	5.6%
Higher Education (Wales)	9.0%
Higher Education (UK)	15.1%

Table 2.4.b AdvanceHE Equality in higher education: statistical reports 2022 (combined UK National and Non-UK National)

This however is significantly above the working population, 1.5%, and general population, 3.7%, declaring as Black, Asian and Minority Ethnic in Ceredigion based on the Census 2021 data and Welsh Government, 2022 Local Labour Force Survey/Annual Population Survey: Ethnicity by Welsh local authority.
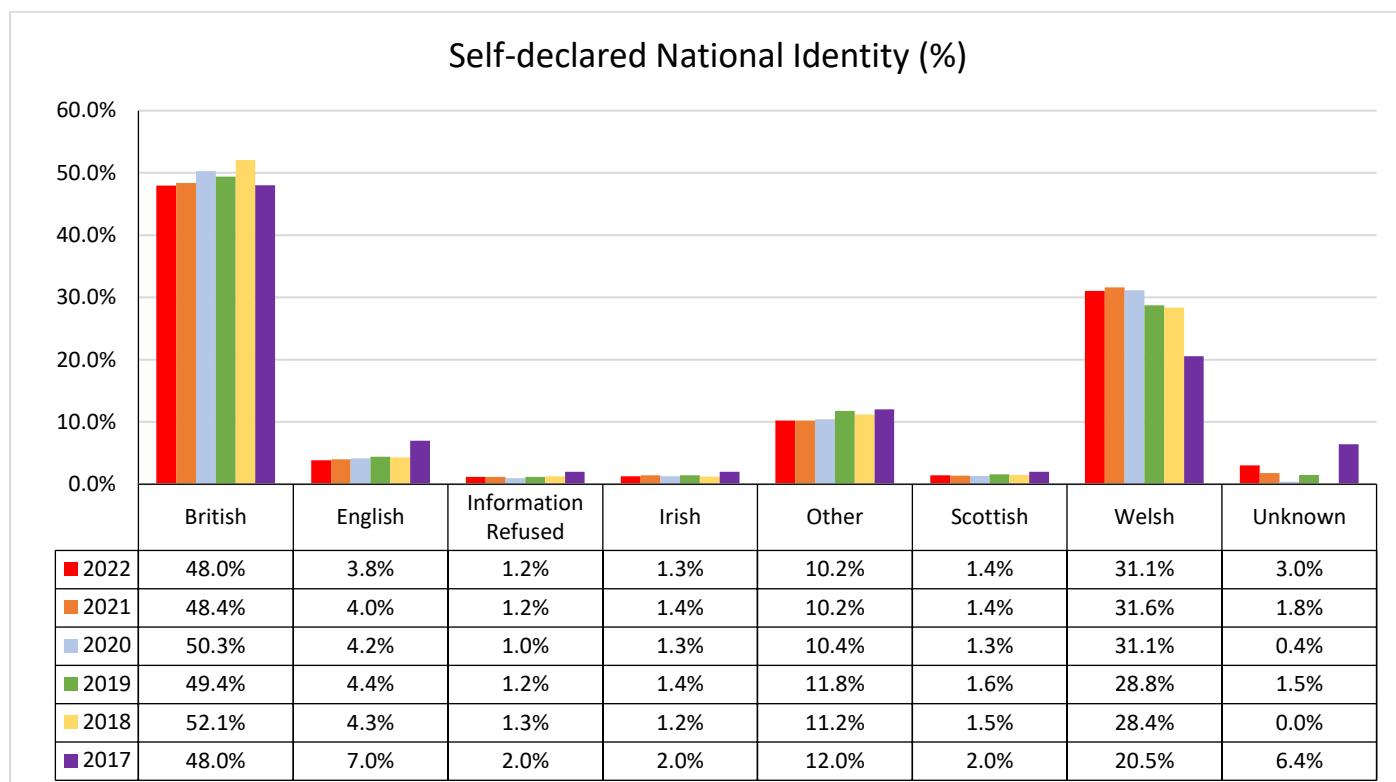
AdvanceHE suggests that as a yardstick staff numbers should be approximately in line with Black, Asian, and Minority Ethnic student numbers, which for 2022 are 10% (2021 10.1%).
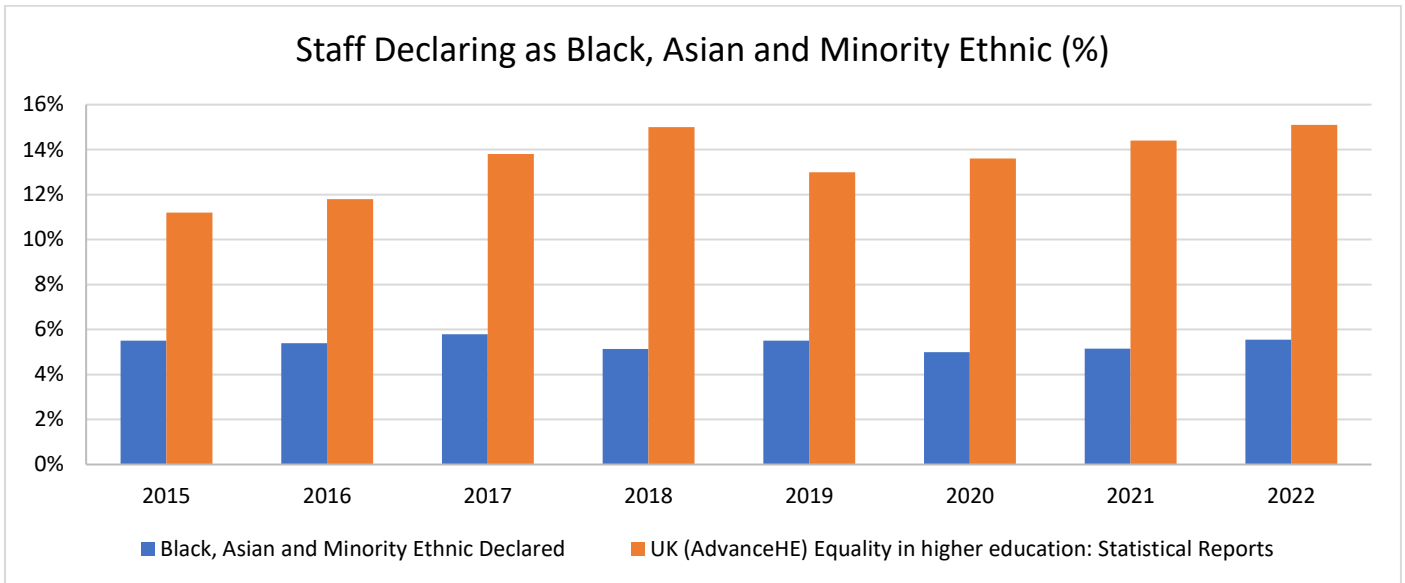
Graph 2.4 HR/HESA Data

2.5. National Identity and Nationality

Staff self-declare their national identity for HESA purposes, and it is broken down by categories as shown in Graph 2.5.a below. The largest group are self-declared British at 48% (2021 48.4%) followed by Welsh at 31.1% (2021, 31.6%).

Self-declared National Identity (%)

	British	English	Information Refused	Irish	Other	Scottish	Welsh	Unknown
2022	48.0%	3.8%	1.2%	1.3%	10.2%	1.4%	31.1%	3.0%
2021	48.4%	4.0%	1.2%	1.4%	10.2%	1.4%	31.6%	1.8%
2020	50.3%	4.2%	1.0%	1.3%	10.4%	1.3%	31.1%	0.4%
2019	49.4%	4.4%	1.2%	1.4%	11.8%	1.6%	28.8%	1.5%
2018	52.1%	4.3%	1.3%	1.2%	11.2%	1.5%	28.4%	0.0%
2017	48.0%	7.0%	2.0%	2.0%	12.0%	2.0%	20.5%	6.4%

Graph 2.5.a HR/HESA Data

In 2022, 53 countries of legal nationality of staff were declared (compared with 51 countries in 2021). The most represented legal nationality of staff was United Kingdom (88%), followed by the following nationalities.

Nationality	No. Staff in 2022	% of all staff in 2022	No. Staff in 2021	% of all staff in 2021
Poland	22	1.2%	27	1.4%
Germany	22	1.2%	23	1.2%
Ireland	21	1.1%	23	1.2%
Spain	14	0.7%	13	0.7%
United States	13	0.7%	14	0.7%
Italy	12	0.6%	13	0.7%
France	9	0.5%	11	0.6%
Unknown	9	0.5%	8	0.4%
India	7	0.4%	6	0.3%
Netherlands	7	0.4%	7	0.4%
China	7	0.4%	6	0.3%
Nigeria	5	0.3%	4	0.2%
Hungary	5	0.3%	5	0.3%

Table 2.5.a HR/HESA Data

Nationalities with below 5 staff members (<0.2%):
Australia, Bangladesh, Belgium, Bolivia, Brazil, Bulgaria, Canada, Chile, Colombia, Croatia, Cyprus, Czech Republic, Finland, Georgia, Greece, Iran, Isle of Man, Japan, Kenya, Latvia, Lebanon, Lithuania, Malawi, Malaysia, Morocco, New Zealand, Norway, Occupied Palestinian Territories, Pakistan, Portugal, Romania, Russia, Slovakia, Slovenia, South Africa, Sri Lanka, Sweden, Switzerland, Taiwan and Thailand.

2.6. Religion or Belief

Religion or Belief	No. Staff 2022	% Staff 2021	No. Staff 2021	% Staff 2021
Unknown	1057	55.4%	1099	56.6%
No Religion or Belief	427	22.4%	420	21.6%
Christian	279	14.6%	280	14.4%
Prefer not to say	72	3.8%	74	3.8%
Other Religion or Belief	29	1.5%	24	1.2%
Spiritual	20	1.0%	24	1.2%
Muslim	11	0.6%	7	0.4%
Buddhist	9	0.5%	6	0.3%
Hindu	4	0.2%	6	0.3%
Jewish	1	0.1%		0.0%
Total	**1909**		**1940**	

Table 2.6.a HR HESA data 31.07.2022 (Religion or Belief)

Declaring your religion or belief is optional diversity data for staff members, which is reflected in the 'Unknown' category being the highest percentage return at 56.2%. Further work is needed to encourage staff and increase confidence in disclosing this information.

Staff members declaring no religion or belief represent the second largest group at the University, 22.4%, an increase from 21.6% (2021). The order of the remaining religions and beliefs remain unchanged compared to last year and consistent on their percentages.

40.9% (39% 2021) of our staff have declared a religion or belief (including non-belief) – this is under the national average for UK HE sector of 48.8%. While recognising the larger number of 'unknowns' with the population.

In 2021, 43.0% of Ceredigion residents reported having "No religion", up from 30.7% in 2011. The rise of 12.3 percentage points was the largest increase of all broad religious groups in Ceredigion.

2.7 Sexual Orientation

Sexual Orientation	No. Staff 2022	% Staff 2022	No. Staff 2021	% Staff 2021
Unknown	1072	56.2%	1116	57.5%
Heterosexual	676	35.4%	656	33.8%
Prefer not to say	77	4.0%	87	4.5%
Bisexual	33	1.7%	34	1.8%
Gay man	17	0.9%	19	1.0%
Gay Woman / Lesbian	17	0.9%	14	0.7%
Other	17	0.9%	14	0.7%
Grand Total	**1909**		**1940**	

Table 2.7.a HR HESA data 31.07.2022 (Sexual Orientation)

Declaring your sexual orientation is optional diversity data for staff members, which is reflected in the 'Unknown' category being the highest percentage return. Further work is needed to encourage staff and increase confidence in disclosing this information.

Staff members declaring their sexual orientation as heterosexual represents the second largest group at the University, 35.4%, an increase from 33.8% (2021). The order of the remaining sexual orientations remain similar to last year and relatively consistent in their percentages.

39.8% (38% 2021) of our staff have declared their sexual orientation – this is under the national average for UK HE sector of 49.5%, according to Advance HE (2022) Equality in higher education statistical reports. Staff who declare as LGB+ are at 4.4% (4.2% 2021), the national HE average is 4.6%.

Ceredigion is the second largest Local authority in Wales by LGB+ population at 4.9%, behind Cardiff (5.3%) [Census 2021]

University and UK Higher Education Staff who disclosed their sexual orientation

Staff who disclosed their Sexual Orientation*	Aberystwyth University	UK Higher Education*
Heterosexual	88.9%	92.5%
Bisexual	4.3%	2.6%
Gay man	2.2%	2.7%
Gay Woman / Lesbian	2.2%	1.4%
Other	2.2%	0.8%

Table 2.7.b HR HESA data 31.07.2022 (Sexual Orientation)
*excluding unknown and UK stats provided by AdvanceHE (2022) Equality in higher education statistical reports

From the staff members who have disclosed their sexual orientation, the University is above the UK average for diversity and representation of its staff sexual orientation.

2.8 Gender reassignment

74.8% (74.8% 2021) of our staff have declared whether their gender identity has changed since birth - this is above the national average for UK HE sector of 39.5%.

Those whose gender identity has changed since birth (of those that answered the question) is at 0.7% (0.6% national average for HE sector).

Gender Identity	No. Staff 2022	% Staff 2022	No. Staff 2021	% Staff 2021
My gender identity has not changed since it was assigned at birth	1414	74.1%	1440	74.2%
Unknown	447	23.4%	440	22.7%
I prefer not to say if my gender identity has changed	35	1.8%	49	2.5%
My gender identity has changed since it was assigned at birth	13	0.7%	11	0.6%
Grand Total	**1909**		**1940**	

Table 2.8.a HR HESA data 31.07.2022 (Gender reassignment)

2.9. Age

Age Profile of all staff	No. Staff 2022	% Staff 2022	No. Staff 2021	% Staff 2021
<21	21	1.1%	35	1.8%
21-30	280	14.7%	265	13.7%
31-40	355	18.6%	370	19.1%
41-50	463	24.3%	465	24.0%
51-60	530	27.8%	537	27.7%
61-70	216	11.3%	219	11.3%
71+	44	2.3%	49	2.5%
Grand Total	**1909**		**1940**	

Table 2.9.a HR HESA data 31.07.2022 (Age profile)

A reduction in overall staff headcount has seen a decrease of staff in all age ranges, apart from 21-30 where there has been a slight increase in numbers.

A total of 70.6% staff are aged between 30-60, which is a small decrease from 70.7% in 2021. The percentage of staff under 30 has increased to 15.8%, from 15.5% (in 2021). The percentage of staff 61-70 and 71+ have decreased to 13.6%, from 13.8% (in 2021).

The age profile of all staff in Graph 2.9.a (below) at 61-70 and 61-65 does not include 2015 and 2016 years due to the removal of the statutory retirement age that came into effect in 2017.
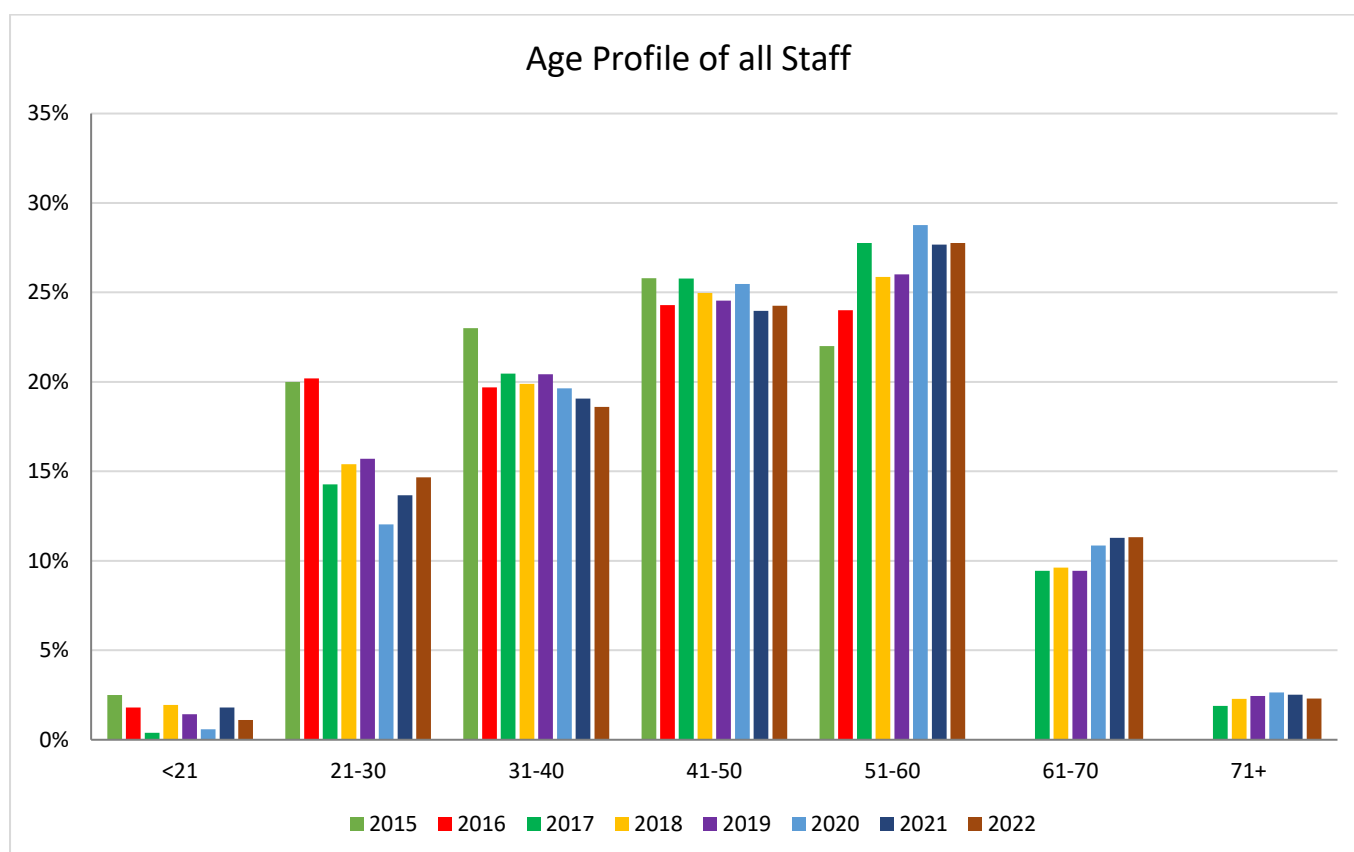
Graph 2.9.a HR/HESA Data

Table 2.9.b below shows the proportion of male staff and female staff at AU. The profile by gender for 2021 shows that there are more females in every age category apart from at the 71+ end and the under 21 end.

Comparisons between 2022 and 2021 data show that the greatest increase in the proportion of female colleagues is within the 21-30 age band - an increase of 21 female staff members

Age Profile	Female	Male	Female % all staff	Male % all staff
<21	9	12	0.5%	0.6%
21-30	161	119	8.4%	6.2%
31-40	195	160	10.2%	8.4%
41-50	248	215	13.0%	11.3%
51-60	288	242	15.1%	12.7%
61-70	109	107	5.7%	5.6%
71+	20	24	1.0%	1.3%
Grand Total	1030	879	54.0%	46.0%

Table 2.9.b HR HESA data 31.07.2022 (Age profile by gender [sex])
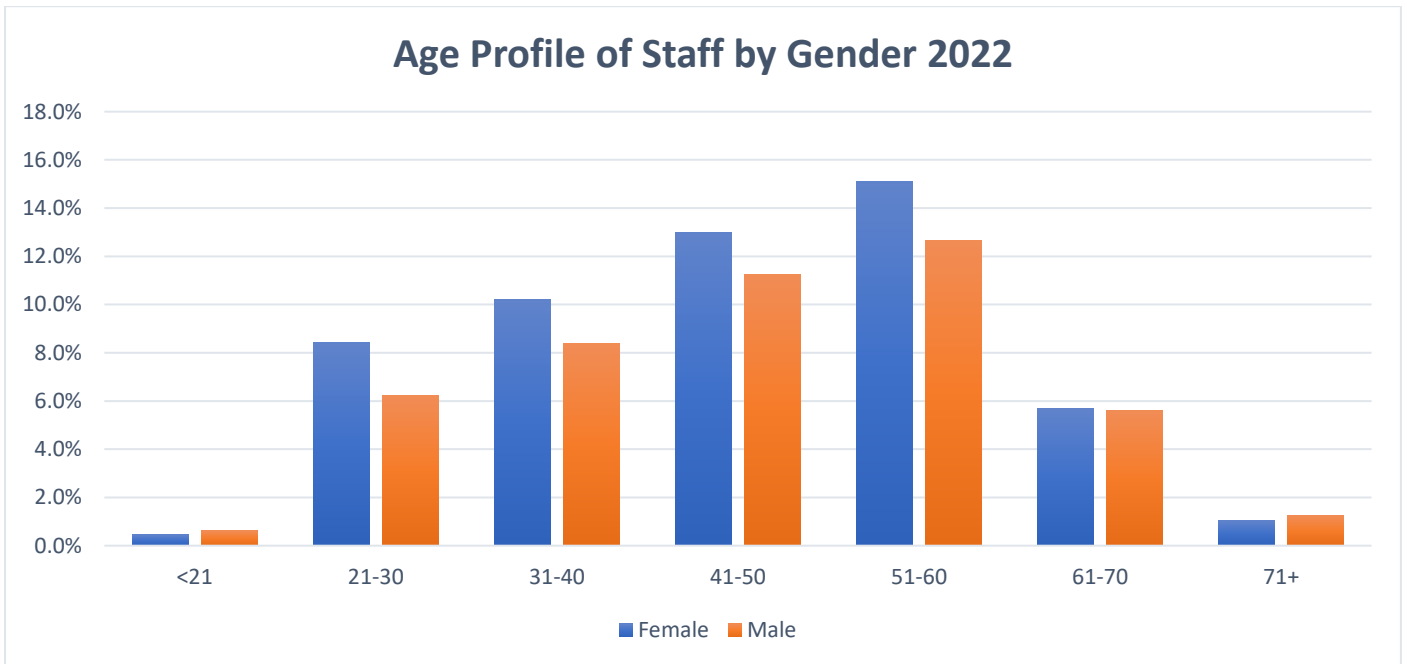
Graph 2.9.b HR/HESA Data

2.10 Welsh Language

Staff declaring the highest Welsh Language Levels of C1 and C2 level competency has increased to 17.7% in 2022, compared to 13.4% (2021). There is also a noticeable increase in B2 level competency with an increase to 7.7% staff (from 5.8% in 2021).

Important to note that the amount of staff leaving their Welsh competency blank has decreased significantly to 12.4%, compared to 17.5% in 2021. The Department of Human Resources Department work closely with the Centre for Welsh Language Services to ask individuals once a year to look at their Welsh level competencies to ensure that they are at the right level and up to date.

Welsh Language Levels	% staff in 2022	% staff in 2021	% staff in 2020	% staff in 2019	Equivalence
A0 ORAL					
A1 ORAL	55.4%	57.6%	57.5%	61.2%	Old Level 1
A2 ORAL					
B1 ORAL	6.9%	5.7%	5.8%	6.5%	Old Level 2
B2 ORAL	7.7%	5.8%	6.1%	7.2%	Old Level 3
C1 ORAL	17.7%	13.4%	13.3%	9.5%	No previous equivalent Higher than Level 3
C2 ORAL					
No data	12.4%	17.5%	17.3%	15.6%	

Table 2.10 Welsh Language levels of all staff across 2022 and 2021

2.11 Pregnancy & Maternity

	2022	2021
Maternity Leave	33	28
Paternity/Partner Leave	7	14
Adoption Leave	0	0
Staff members who took leave	**40**	**42**

Table 2.11 Staff members who took Maternity/ Paternity/ Adoption Leave

33 staff members (82.5% of all staff members that took parental leave) took maternity leave during the reporting period. This is an increase of 5 staff members (18%) compared to last year.

7 staff members (17.5%) took paternity/partner leave during the reporting period. This is a decrease of 7 staff members (50%) compared to last year.

0 staff members took adoption leave during this reporting period or last year.

3. Staff – Recruitment and Selection, Reward & Recognition, and Training

Applicant data from 1 August 2021 to 31 July 2022

The AU online system records 3367 applications (2021: 3877 | 2020: 2875) for positions of employment (excluding Aber Workers). These include roles advertised internally and externally.

- All Applications: 3367 (a fall of 510 applications, 13.2% from 2021)

- All vacancies [includes casuals]: 595 (an increase of 40.1% from 2021: 423| 2020: 346)
    - During 2022 a vacancy, on average, received 5.7 applications
    - During 2021, a vacancy, on average, received 9.2 applications

- Successful Appointments: 687 (2021: 776 | 2020: 532)

It is worth noting that there are more appointees than vacancies due to there being multiple posts to fill in some areas (e.g. Cleaning Operatives)

3.1 Gender (sex) of applicants:

Female	Male	Unknown
1641	1644	82
48.8%	48.8%	2.4%

Table 3.1.a Hireserve system 31.07.2022

Gender (sex)	Applicants					
	2021-22		2020-21		Variance	
Female	1641	48.8%	2002	51.6%	-365	-18%
Male	1644	48.8%	1869	48.4	-225	-12%
Unknown	82	2.4%	-			
Total	**3367**		**3877**		**-510**	**-13%**

Table 3.1.b Hireserve system 31.07.2022

Gender (sex) of appointed candidates:

Female	Male	Unknown
358	266	63
51.9%	39.0%	9.1%

Table 3.1.d Hireserve system 31.07.2022

Gender (sex)	Appointments					
	2021-22		2020-21		Variance	
Female	358	52.1%	415	53.5%	-57	-13.7%
Male	266	38.7%	360	46.5%	-92	-26.1%
Unknown	63	9.2%	-	-		
Total	**687**		**775**		**-88**	**-11.4%**

Table 3.1.d Hireserve system 31.07.2022

- Of all those that applied we saw a gender balance with both female and male at 48.8%, and 2.4% unknown. In terms of the number of applications, we've seen a reduction in both females and male application numbers, with a higher percentage drop in females.
- Of all those hired, 52.1% were Female, 38.7% male, and 9.1% unknown. In terms of the number of appointments, we've seen a reduction in both females and male appointment numbers, with a higher percentage drop in males hired staff.
- Females are appointed at a higher rate than they apply, and for male applicants the opposite is true.
- When recruiting to our management and more senior level roles (grade 7 and above), 40.9% (39% in 2021) of our applicants were female, and 58.2% (54% in 2021) of our appointed candidates were female. This is welcome progress, and reflection of the positive action statements that we have added to job vacancies that state that we particularly welcome female applicants to apply for roles to address the area of gender equality in Senior Academic roles as per our Strategic Equality Plan.

3.2 Ethnicity

Ethnicity	Applicants				Appointments			
	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)
Arab	42	1%	45	1.3%	2	0.2%	2	0.3%
Asian or Asian British – Bangladeshi	15	0.4%	13	0.4%	1	0.1%	1	0.1%
Asian or Asian British - Indian	138	3.5%	281	8.3%	4	0.5%	16	2.3%
Asian or Asian British – Pakistani	71	1.8%	104	3.1%	6	0.7%	5	0.7%
Black or Black British - African	128	3.3%	242	7.2%	8	1%	16	2.3%
Black or Black British – Caribbean	3	0.07%	7	0.2%	1	0.1%	1	0.1%
Chinese	54	1.4%	114	3.4%	2	0.2%	5	0.7%
Gypsy or Traveller	5	0.1%	2	0.1%	1	0.1%	0	0%
Mixed – White and Asian	26	0.7%	21	0.6%	2	0.2%	2	0.3%
Mixed – White and Black African	16	0.4%	16	0.5%	1	0.1%	0	0%
Mixed – White and Black Caribbean	13	0.3%	9	0.3%	2	0.2%	0	0%
Other Asian background	73	1.8%	78	2.3%	5	0.6%	5	0.7%
Other Black background	22	0.6%	38	1.1%	5	0.6%	0	0%
Other ethnic background	71	1.8%	95	2.8%	13	1.7%	20	2.9%
Prefer not to say	153	3.9%	112	3.3%	33	4.2%	24	3.5%
White	3041	78%	2108	62.6%	656	84.5%	527	76.7%
Unknown	6	0.1%	82	2.4%	1	0.1%	63	9.2%
Total	**3877**		**3367**		**776**		**687**	

Table 3.2.a Hireserve system 31.07.2022

- Of those that applied 62.6% were White, followed by 8.3% who were Asian or Asian British – Indian, and 7.2% Black or Black British – African.
- Of those appointed 76.7% were White, followed by 9.2% unknown, and 3.5% prefer not to say, and 2.9% Other ethnic background.
- It is worth noting that White applicants are appointed at higher rates than they apply (76.7% appointed, 62.6% applied), whereas Black, Asian and Minority Ethnic applicants are appointed at lower rates than they apply (10.6% appointed, 31.6% applied (2021 6.1% appointed, 17.1% applied).
- The percentage of Black, Asian and Minority Ethnic applicants in the ethnicity of all applicants grew from 17.1% (2021) to 31.7% (2022), and reflection of the positive action statements that we have added to job vacancies that state that we particularly welcome applications from Black, Asian and Minority Ethnic candidates to address the area of ethnicity across our student and staff body.
- Of the Black, Asian and Minority Ethnic candidates that applied (1063) – 75.6% were turned down at the shortlisting stage, and 7.1% were not appointed after interview.
- Of the 75.6% of Black, Asian, and Minority Ethnic applicants that were turned down at shortlisting stage, 16.7% of those applicants wouldn't have been eligible for sponsorship to work in the United Kingdom and so wouldn't have been shortlisted for that reason.

It is worth noting that diversity data isn't known to recruiting managers so it would not form part of any selection decisions pre-interview. Recruiting managers also complete Unconscious Bias training to mitigate where information may be disclosed on papers/journals provided in support of an application.

3.3 Disability

Disability	Applicants				Appointments			
	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)
A disability, impairment or medical condition that is not listed	54	1.3%	21	0.6%	6	0.7%	4	0.6%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	42	1%	23	0.7%	6	0.7%	5	0.7%
A mental health condition, such as depression, schizophrenia or anxiety disorder	109	2.8%	54	1.6%	27	3.4%	5	0.7%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	18	0.4%	9	0.3%	3	0.4%	1	0.1%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	206	5.3%	113	3.4%	52	6.7%	26	3.8%
Blind or a serious visual impairment uncorrected by glasses	4	0.1%	1	0.1%	1	0.1%	0	0%
Deaf or serious hearing impairment	5	0.1%	2	0.1%	2	0.2%	0	0%
General learning disability (such as Down's syndrome)	0	0%	1	0.1%	0	0%	0	0%
No Known disability	3227	83.2%	1592	47.3%	643	83%	272	39.6%
Prefer not to say	125	3.2%	74	2.2%	18	2.3%	10	1.5%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	34	0.8%	17	0.5%	9	1.1%	5	0.7%
Two or more impairments and/or disabling medical conditions	0	0%	16	0.5%	0	0%	4	0.6%
Unknown	0	0%	1444	42.9%	0	0%	355	51.7%
Total	3877		3367		776		687	

Table C:4 Hireserve system 31.07.2022

- Of those that applied 47.3% declared 'No Known Disability', followed by 3.4% declaring a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D.
- Of those appointed the highest number at 39.6% was those with no known disability, followed by those with a specific learning difficulty, such as dyslexia, dyspraxia or AD(H)D, which is in line with the applicant data.

- Individuals with 'No known disability are appointed (39.6%) at a lower rate than they apply (47.3%), and the same is true with individuals who declare a disability, whereby individual are appointed (7.3%) at a lower rate than they apply (7.6%).
- Numbers will be impacted by a significant amount 'unknown' data for both application and appointment data.

It is worth noting that diversity data isn't known to recruiting managers so it would not form part of any selection decisions pre-interview. Recruiting managers also complete Unconscious Bias training to mitigate where information may be disclosed on papers/journals provided in support of an application.

3.4 Sexual orientation

Sexual Orientation	Applicants				Appointments			
	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)
Bisexual	108	2.7%	136	4.0%	24	3%	18	2.6%
Gay man	23	0.6%	44	1.3%	2	0.2%	3	0.4%
Gay woman/lesbian	17	0.4%	20	0.6%	2	0.2%	6	0.9%
Heterosexual	856	22%	1236	36.7%	159	20%	216	31.4%
Other	25	0.6%	41	1.2%	4	0.5%	9	1.3%
Prefer not to say	110	2.8%	153	4.5%	19	2.4%	33	4.9%
Unknown	2738	70.6%	1737	51.6%	566	73%	401	58.4%
Total	**3877**		**3367**		**776**		**687**	

Table 3.4.a Hireserve system 31.07.2022

- Of those that applied the highest percentage were those that chose not to answer the question at 51.6% (70.6 % in 2021), followed by 36.7% (22% in 2021) who are heterosexual. 7.2% (3.7% in 2021) of applicants were LGB+.

- Of those appointed the highest proportion were those that chose not to answer the question at 58.4% (73% in 2021) followed by 31.4% (20% in 2021) who are heterosexual. 5.2% (3.4% in 2021) of those appointed were LGB+. However, this data isn't known to recruiting managers so it would not form part of any selection decisions.

3.5 Gender Identity Changes

Gender Identity	Applicants				Appointments			
	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)	2021 (no's)	2021 (%)	2022 (no's)	2022 (%)
I prefer not to say if my gender identity has changed since it was assigned at birth	45	1.1%	63	1.9%	5	0.6%	14	2.0%
My gender identity has changed since it was assigned at birth	35	0.9%	33	1.0%	5	0.6%	8	1.2%
My gender identity has not changed since it was assigned at birth.	1075	27.7%	1536	45.6%	205	26%	266	38.7%
Unknown	2722	70.2%	1735	51.5%	561	72.2%	399	58.1%
Total	3877		3367		776		687	

Table 3.5.a Hireserve system 31.07.2022

- In terms of gender identity, of those that applied, the highest proportion chose not to answer the question at 51.5% (70.2% in 2021), followed by individuals who selected that 'my gender identity has not changed since it was assigned at birth' at 45.6% (27.7% in 2021).
- People who stated that their gender identity had changed since birth, made up 1.0% of applications and 1.2% of appointments, being appointed at a higher rate than they apply.

3.6 Academic Promotions

Substantial efforts have been made by the University to promote gender equality at professorial level; the percentage of female professors has risen to 18.3% from 16.9% (2021) and 13% (2020).

Table 3.6.a shows Academic Promotion by Faculty. Stage 1 and 2 are stages at which applicants were rejected, and percentage values denote total by gender and faculty. Parentheses denote total number of applicants by rejected/promoted.

		Female			Male		
		Stage 1	Stage 2	Promoted	Stage 1	Stage 2	Promoted
2021	FASS	40% (4/10)	20% (2/10)	40% (4/10)	69% (11/16)	6% (1/16)	25% (4/16)
2021	FBaPS	83% (5/6)	0% (0/6)	17% (1/6)	81% (9/11)	0% (0/11)	19% (2/11)
2021	FELS	50% (5/10)	0% (0/10)	50% (5/10)	50% (10/20)	15% (3/20)	35% (7/20)
2022	FASS	43% (3/7)	0% (0/7)	57% (4/7)	36% (5/14)	7% (1/14)	57% (8/14)
2022	FBaPS	56% (5/9)	0% (0/9)	44% (4/9)	44% (4/9)	22% (2/9)	33% (3/9)
2022	FELS	17% (1/6)	33% (2/6)	50% (3/6)	43% (6/14)	0% (0/14)	57% (8/14)

Table 3.6a Academic Promotion success by faculty. Shaded boxes highlight ≥50% success within category.

- Of the 30 staff members promoted in 2022 – 11 were female (37%) and 19 (63%) were male, compared with 23 staff members promoted in 2021 with 43% (10 Females) and 57% (13 Males).

- Where the percentage of female success rates of those that applied, (11 of 22, 50%), were similar to male, (19 of 37, 51%) the actual number of female staff being promoted is often lower due to disparities in application numbers.

The University will continue to strive to break down barriers and encourage women to apply for such roles when advertised. Greater efforts will be made to encourage more women to apply for academic promotion (including at Professorial level) through the University's Academic Promotions process. Further analysis to review and understand the relationship between the number of applications from within the Department and Faculty and their representation by gender (sex).

3.7. Training

Diversity in the Workplace E-learning training

Aberystwyth University provides training in this area for all staff and information is provided during the induction process. This online 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 and can be undertaken in one sitting or in 'bite-sized' chunks at the user's convenience.

As at 31.07.2022 15% of AU staff had completed the training course.

We recognise that this completion rate is far too low and aim to work with Head of Departments, Line Managers and directly with staff to ensure this course is completed during the staff induction process.

The Diversity and Inclusion Manager also delivers bespoke face-to-face equalities training session upon the request of Academic and Professional Services Departments.

Online unconscious bias training was introduced in April 2019 (in collaboration with the Research Excellence Framework team) and is now available for all staff to complete, particularly staff members who are invited to be the Chair or members of recruitment panels.

We will continue to review our approaches to diversity related training and the introduction of new modules, alongside work to embed EDI into the culture of the University.

4. Current Student Data

a. Gender
(i) Overall

The total number of students registered at AU for 2021-22 was 7,844 with 53.1% being female (2020/2021 54.5% female).

2021-22 Student Gender by Faculty & Department									
		Female		**Male**		**Other**		**Total**	
Faculty	**Department**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**% of Total Students**
Faculty of Arts and Social Sciences	Art	142	79.8%	30	16.9%	6	3.4%	178	2.3%
	Education	287	74.0%	97	25.0%	4	1.0%	388	4.9%
	English and Creative Writing	247	68.0%	92	25.3%	24	6.6%	363	4.6%
	History and Welsh History	113	43.6%	140	54.1%	6	2.3%	259	3.3%
	International Politics	118	29.1%	280	69.1%	7	1.7%	405	5.2%
	Law & Criminology	310	62.1%	179	35.9%	10	2.0%	499	6.4%
	Modern Languages	61	67.0%	29	31.9%	1	1.1%	91	1.2%
	Theatre, Film and Television Studies	202	50.4%	188	46.9%	11	2.7%	401	5.1%
	Welsh and Celtic Studies	57	63.3%	31	34.4%	2	2.2%	90	1.1%
	Total	**1537**	**57.5%**	**1066**	**39.9%**	**71**	**2.7%**	**2674**	**34.1%**
Faculty of Business and Physical Sciences	Business School	252	43.4%	323	55.7%	5	0.9%	580	7.4%
	Computer Science	136	16.7%	662	81.4%	15	1.8%	813	10.4%
	Information Studies	199	76.8%	53	20.5%	7	2.7%	259	3.3%
	Mathematics	46	33.8%	87	64.0%	3	2.2%	136	1.7%
	Physics	71	25.5%	199	71.6%	8	2.9%	278	3.5%
	Total	**704**	**34.1%**	**1324**	**64.1%**	**38**	**1.8%**	**2066**	**26.3%**
Faculty of Earth and Life Sciences	Geography and Earth Sciences	182	43.5%	230	55.0%	6	1.4%	418	5.3%
	Life Sciences	725	58.7%	487	39.4%	23	1.9%	1235	15.7%
	Psychology	336	72.3%	118	25.4%	11	2.4%	465	5.9%
	Total	**1243**	**58.7%**	**835**	**39.4%**	**40**	**1.9%**	**2118**	**27.0%**
Welsh Language, Culture and External Engagement	Lifelong Learning	681	69.1%	292	29.6%	13	1.3%	986	12.6%
	Total	**681**	**69.1%**	**292**	**29.6%**	**13**	**1.3%**	**986**	**12.6%**
Total		**4165**	**53.1%**	**3517**	**44.8%**	**162**	**2.1%**	**7844**	**100.0%**

Table 4.a.i (ASTRA records) All registered students by gender, department, and faculty.

(ii) Undergraduate withdrawals

- The total number of UG withdrawals in 2022 is recorded at 5.2% compared with 1.9% in 2021.
- Of those that withdrew (408 students) in 2022
    - 2.5% are Trans compared with 6.8% in 2021,
    - 21.3% have a religion or belief compared with 29% in 2021
    - 17.2% are LGB compared with 6% in 2021, and 9.8% Black, Asian, Minority Ethnic compared with 9.4% in 2021
- After 'other personal reason' the most common reason for leaving is because of 'academic failure/not permitted to progress'.

The University implemented changes to the examination and assessment arrangements for students during the Covid-19 pandemic, in order to mitigate the impact on students' educational progress. Change to regulations and the principle of "no detriment policy", where students were permitted to repeat on multiple occasions. However, in returning to normal academic arrangements, the University saw a redistribution and disruption of usual annual patterns where far more students withdrew for academic reasons or failed their degree.

- Of these withdrawals LGB students are overrepresented as withdrawals. AU has 14.4% of its students identifying as LGB.

  The withdrawals are an area of concern and we are expecting a return to usual annual patterns in 2023. However, we will continue addressing within our strategic action work on diverse pipelines and attainment and retention. Recent update to systems to capture 'known as name' and pronoun information and training our staff to better deal with students transitioning or wanting to be known by a new name and/or gender. Our Student Support Services have regular meetings with the Student Union "Student Voice" staff, where recent focus has been specifically related to LGBT issues – especially linked to Gender Diverse students. These meetings have led to us seeking broader community wide support for Trans Students and then developing a strong collaboration with key staff within the Hywel Dda Health Board.

b. Ethnicity

The percentage of students at AU declaring they are 'white' remains high at 76.8% (2021 79.1%), with a further 13.2% (2021 10.8%) either refusing to supply this information or being unknown/blank. The percentage of those declaring to be Black, Asian and Minority Ethnic as 10% (for comparison in 2021 this was 10.1%).

2021-22 Students by Ethnicity & Gender									
	Female		Male		Other		Total		
Ethnicity	Count	%	Count	%	Count	%	Count	% of Total Students	% Change
Arab	13	44.8%	16	55.2%		0.0%	29	0.4%	+0.2%
Asian or Asian British - Bangladeshi	2	18.2%	9	81.8%		0.0%	11	0.1%	-0.1%
Asian or Asian British - Indian	56	53.3%	49	46.7%		0.0%	105	1.3%	+0.5%
Asian or Asian British - Pakistani	16	40.0%	24	60.0%		0.0%	40	0.5%	-0.1%
Black or Black British - African	29	38.2%	45	59.2%	2	2.6%	76	1.0%	+0.2%
Black or Black British - Caribbean	11	52.4%	8	38.1%	2	9.5%	21	0.3%	0%
Chinese	73	49.0%	74	49.7%	2	1.3%	149	1.9%	+0.8%
Gypsy or Traveller	1	25.0%	3	75.0%		0.0%	4	0.1%	0%
Prefer not to say	97	47.5%	102	50.0%	5	2.5%	204	2.6%	+0.3%
Mixed - White and Asian	43	48.3%	45	50.6%	1	1.1%	89	1.1%	+0.2%
Mixed - White and Black African	9	50.0%	9	50.0%		0.0%	18	0.2%	0%
Mixed - White and Black Caribbean	22	50.0%	22	50.0%		0.0%	44	0.6%	+0.1%
Not known	498	60.0%	323	38.9%	9	1.1%	830	10.6%	+0.2%
Other Asian background	42	47.7%	46	52.3%		0.0%	88	1.1%	+0.4%
Other Black background	6	54.5%	5	45.5%		0.0%	11	0.1%	0%
Other ethnic background	11	35.5%	20	64.5%		0.0%	31	0.4%	-0.1%
Other mixed background	33	47.8%	33	47.8%	3	4.3%	69	0.9%	+0.1%
White	3203	53.2%	2684	44.5%	138	2.3%	6025	76.8%	-2.3%
Total	4165	53.1%	3517	44.8%	162	2.1%	7844	100.0%	

Table 4.b (ASTRA records) All registered students by Ethnicity and gender.

c. Welsh Language

2021-22 Students by Welsh Speaker Status								
Welsh speaker status	PGR		PGT		UG		Total	
	Count	%	Count	%	Count	%	Count	% of Total Students
Fluent Welsh speaker	35	13.4%	194	17.3%	663	10.3%	892	11.4%
Not known	1	0.4%	3	0.3%	29	0.4%	33	0.4%
Not Welsh speaker	195	74.7%	806	72.0%	5285	81.8%	6286	80.1%
Welsh speaker not fluent	30	11.5%	116	10.4%	487	7.5%	633	8.1%
Total	261	100.0%	1119	100.0%	6464	100.0%	7844	100.0%

Table 4.c.i ASTRA records students by Welsh speaking status 2021-22

The percentage of students who were fluent welsh speakers or could speak Welsh increased to 19.5% (18.7% in 2021). The highest percentage increases in numbers coming in the Fluent Welsh speakers from within the Postgraduate Research (PGR) and Undergraduate (UG) student community.

2021-22 Students Degree Classification by Welsh Speaker Status						
Welsh speaker status	1st	2:1	2:2	3rd	Total	
					Count	% of Total Students
Fluent Welsh speaker	25	60	25	1	111	8.7%
Not known	1	2	3		6	0.5%
Not Welsh speaker	284	532	245	20	1081	85.1%
Welsh speaker not fluent	16	39	15	2	72	5.7%
Total	326	633	288	23	1270	100.0%

Table 4.c.i ASTRA records Undergraduate students degree classification by Welsh speaking status 2021-22

- 1270 students graduated in 2021-22. 25.7% of the graduates gained first-class degree and 49.8% gained an upper 2:1.
- The percentage of Welsh speakers gaining a first-class degree is 22.5% and upper 2:1 54.1%.
- 26.3% of non-Welsh speakers gained first class degrees and 54.2% of non-Welsh speakers gained an upper 2:1.

We offer a high level of provision for students to be able to study through the medium of Welsh – one of the highest in Wales. Students who are fluent in Welsh or learners can choose from variations in undergraduate course modules and the amount that can be studied through the medium of Welsh (i.e. can study modules in Welsh even if studying mainly in English).

The numbers on each scheme are relatively low, and therefore, it is difficult to produce reliable statistics and breakdown in relation to success rate of students studying modules through the medium of Welsh.

5. Progress against the Strategic Equality Plan 2020-2024

In 2020, the University Executive and Council approved the Strategic Equality Plan 2020-2024. Our evidence base told us that we were under-represented particularly in the areas of gender equality of our senior academics, and ethnicity across our student and staff body. These areas are now the focus of the plan and our progress against our objectives are below.

1. **Awareness raising and senior 'buy in'**
   iv. **Develop a 'know your staff, know your students' campaign to take place annually in line with equalities reporting which will raise awareness of EDI in all its forms.**
   v. **Encourage and expect senior managers to act as mentors in equality, diversity, and inclusion.**
   vi. **Ensure that equality, diversity, and inclusion are standing items on key University committees**

- **Annual Equality Report 2021 and Gender Pay Gap Report 2021** published by 31 March 2022 - with briefing and presentation on data and progress for Equality Champions Network in May 2022. Further work and analysis on the data is planned and to work with Departments to understand their staff and student population.

- Scoping the creation of a new EDI Strategic Oversight Group to provide strategic oversight and direction in relation to the University's EDI priority activities and identify future areas for priority.

- **Female Academic Mentoring Pilot Programme** – The University ran two separate pilot mentoring programmes for female academic staff. The pilot programmes aimed to support and develop female leadership and career progression in meeting career goals; to encourage and empower female academics in reaching the next level of career development in teaching and/or research; directly action the underrepresentation of female senior academics. To be evaluated during 2022-23, the two-pilot scheme were:

  o The University worked alongside the University of South Wales relaunched the **Women in Universities Mentoring scheme** (WUMS) – 14 mentees from AU

  o **Female academic mentoring pilot programme -** Aberystwyth University launched an internal mentoring programme for female academics that aims to address the under representation of women in senior academic roles – 32 mentees from AU, and 29 mentors from Senior Management teams across the University.

2. **Diversify the staff and student body**
   i. **Develop a suite of positive action initiatives and targeted marketing initiatives to increase representation and diversify staff and student body**

- There has been positive change in proportions between female and male members on Council and Senate and the main Joint Committees of Council and Senate in recent years and it's pleasing to see that the proportions have remained consistent over this period.

- Female applicants for job vacancies continue to be appointed at a higher rate than they apply, and for male applicants the opposite is true. When recruiting to our management and more senior level roles (grade 7 and above), 40.9% (39% in 2021) of our applicants were female, and 58.2% (54% in 2021) of our appointed candidates were female.

  For 2022, staff declaring their ethnicity as Black Asian Minority Ethnic represented 5.6% of total staff (2021, 5.2%), which indicates that AU are very marginally increasing their Black, Asian and Minority Ethnic staff percentage.

  The percentage of staff who have declared a disability in 2022 was 8.2% (compared with 8.3% in 2021, 5.3% in 2020, 3.8% 2019). This is higher than AdvanceHE benchmarking (sector average) figures in 2022 of 6%.

  This is welcome progress, and reflection of the positive action statements that we have added to job vacancies that state that we particularly welcome underrepresented groups to apply for roles to address the

area of gender equality in Senior Academic roles and the diversity in our workforce as per our Strategic Equality Plan. Further work is planned to develop a more inclusive recruitment process and the use of various job boards to advertise vacancies.

- **Race Equality -** The University became a member of the AdvanceHE Race Equality Charter (in March 2022) and committed to working with staff and students across the University to progress our self-assessment and apply for a Bronze Award by 2025. Importantly, this work will coincide with the implementation of the University's Race Action Plan 2022-2025 (now published online). Activity within the year also included the recruitment of a new Race Equality Officer role, a pilot initiative to 'Diversify the Curriculum' and adopting the International Holocaust Remembrance Alliance (IHRA) definition of anti-Semitism and the All-Party Parliamentary Group working definition of Islamophobia.

- **Athena Swan** – the Self-Assessment team continued to meet monthly, work has progressed through various sub-groups to gather qualitative and quantitative information in preparation for an application for the Bronze award.

- **Celebrating our Diversity –** the University held numerous events during 2021-22 to celebrate and mark special days and months with the Inclusion Calendar; including, but not limited to, LGBT History Month, Black History Month, International Women's Day and International Day Against Homophobia, Biphobia and Transphobia

- **LGBT and the Black, Asian and Minority Staff Networks** continued to meet on a monthly basis, and arranged various special events to mark and celebrate days and months within the Inclusion calendar.

3. **Ensure equality in processes**
    i.   **Monitor and review processes, management models, promotions, terms and conditions to ensure they are fair, transparent and that all staff are treated equitably**

- Preparation and appointment of external specialists (Diversifying Group) to undertake an EDI audit in 2022-23 to review staff recruitment and selection process and procedures, and policies.

- Substantial efforts have been made by the University to promote gender equality at professorial level; the percentage of female professors has risen to 18.3% from 16.9% (2021) and 13% (2020).

- Of the 30 academic staff members promoted in 2022 – 11 were female (37%) and 19 (63%) were male, compared with 43% (10 Females) and 57% (13 Males) in 2021. Where the percentage of female success rates, were similar to male, the actual number of female staff being promoted is often lower due to disparities in application numbers. Greater efforts will be made to encourage more women to apply for academic promotion (including at Professorial level) through the University's Academic Promotions process.

- **Stonewall Workplace Equality Index 2022** - through our application, we demonstrated our work in 10 areas of employment policy and practice. Staff from across the organisation also completed an anonymous survey about their experiences of diversity and inclusion at the University. The University are now placed 104th in UK (131st in 2020) and have been awarded Bronze Employer status too.

- **Disability Confident Employer** - the University has renewed its accreditation status as a Disability Confident Employer (Level 2) until 2025. Disability Confident is a government scheme to encourage employers to think differently about disability and take action to improve how they recruit, retain and develop disabled people, and the benefits of being an inclusive employer. The University self-assessed to ensure it meets a range of criteria under two themes: 'Getting the right people for your business'; and 'Keeping and developing your people'.

- **Breastfeeding / Expressing space on campus –** the University undertook a review to scope potential locations for designated spaces for staff and students.

4. **Training and mentoring**
    i.   **Develop a comprehensive training programme on equalities issues to all staff members at AU**
    ii. **Develop mentoring programmes for staff members belonging to minority groups**

- **EDI Training** – as part of their induction new staff undertake the mandatory e-learning training of 'Diversity in the Workplace', where individuals with Line Management and/or recruitment responsibility undertook the additional 'Unconscious Bias' course. New training on Race Equality was researched for implementation in 2022-23.

- **Staff training** – the University launched a new programme of training modules from January to June (filling all 222 spaces, with an additional waiting list). Further training and additional modules are planned for 2022-23. Although not EDI training, the modules will reflect and consider EDI issues and themes in their content. Below is a summary of the module titles offered and open to all staff.
    o   Personal Impact & Effectiveness; Performance Management; Communication Skills; Mentoring and Coaching Skills; Building Resilience & Stress Management; Delegation and Empowerment; Preparing for Management; Conflict Management; Effective Writing Skills; Managing Difficult Conversations; Managing your Team; Managing a Meeting; Bullying & Harassment for Managers

- **Inclusive language** – work was undertaken to review Family friendly policies, such as Maternity, Paternity, Adoption and Shared Parental leave to ensure gender neutral and inclusive language, and separate piece of work to publish an 'Inclusive language Guidance document (pronouns)' for staff. Which was developed with support from the Equality Champions Network

5. **Closing staff pay gaps**
    i.   **Monitor our staff pay and student attainment gaps relating to various minority groups annually, and ensure that a set of actions are devised to work on closing staff pay and student attainment gaps**

- The mean 2022 gender pay gap of 9.70% (8.49% in 2021; 10.3% in 2020) is lower than the UK sector average of 14.8%; the median gender pay gap of 3.88% (3.75% in 2021; 8.7% in 2020) is lower than the UK sector average of 8.5% (Advance HE data 2021).
This significant decrease in previous years was due to the Real Living Wage increasing, but the pay scales remaining the same. When comparing to the previous GPG submission, the majority of our staff's salaries hadn't changed, but the lower salaries had increased, which has had a shortening effect on the range of salaries paid (lowest paid to highest paid).