Annual Equality Report 2022- 2023

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Data reporting period: 1 August 2022 to 31 July 2023

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Annual Equality Report 2022-23

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 (2022-2023) to comply with the Public Sector Equality Duty (PSED) and the Wales specific duties 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.

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 2022 to 31 July 2023.

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

We have seen positive change over recent years in the proportions of female and male members on Council and Senate, and their associated committees. It is pleasing to see that these proportions have remained consistent since the last reporting period. Specific steps have been taken over the last few years and will continue to remedy gender balance on our Governance committees.

Committees	2020-21		2021-22		2022-23	
	Female	Male	Female	Male	Female	Male
Council	10 (56%)	8 (44%)	10 (56%)	8 (44%)	9 (53%	8 (47%)
Senate	15 (47%)	17 (53%)	15 (48%)	16 (52%)	16 (47%)	18 (53%)
University Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)	3 (38%)	5 (62%)
Redundancy Committee	4 (80%)	1 (20%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)
Investments	2 (33%)	4 (67%)	3 (50%)	3 (50%)	3 (50%)	3 (50%)
Audit, Risk & Assurance	4 (80%)	1 (20%)	4 (67%)	2 (33%)	4 (67%)	2 (33%)
Remuneration	3 (50%)	3 (50%)	4 (67%)	2 (33%)	4 (67%)	2 (33%)
Governance & Compliance	8 (80%)	2 (20%)	8 (80%)	2 (20%)	8 (80%)	2 (20%)
Resources and Performance	5 (50%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)

Table 1.1 Senate, Council, Executive and Joint Senior Committees as at 31 July 2023 by sex of members.

2. Current staff data

Key points arising from an interpretation of the data
2023 refers to 2022-23 data.
2022 refers to 2021-22 data.
2021 refers to 2020-21 data.

- The total number of people employed in the University on the 1 August 2023 was 1950 (headcount). This is a decrease (2.2%) over comparable 2022 data with a headcount of 1994.
- The Full-time equivalent (FTE) count for 2023 was 1416 (2023), down 0.07% from 1417 in 2022.
- In 2023 staff numbers are split as follows: 48% of staff working full-time (2022, 48.2%) and 52% of staff working part-time (2022, 51.8%).
- The percentage of female staff working full-time decreased slightly to 38.4% (2023) from 38.7% (2022), with the majority still working part-time 61.6% (2023). The percentage of male staff working full-time continues to decrease year-on-year, but it remains the majority at 60.3% (2023), falling from 62.1% (2022). With part-time working for male staff increasing slightly to 39.7% (2023) from 37.9% (2022).
- The percentage of staff identifying as Minority Ethnic is 6.0% of total staff (2022, 6.1%), which indicates the percentage of Ethnic Minority staff has very marginally decreased. Note 96.1% of staff have disclosed their ethnicity data. To provide a local context in the recent Census 2021, Ceredigion residents that identify as Black, Asian and Minority Ethnic is 2,697 (3.7% of population).
- The percentage of students identifying as White remains high at 78% (2022 76.8%), with a further 10.6% (2022, 13.2%) either preferring not to provide this information or no return/blank. The percentage of students identifying as Minority Ethnic is 11.3% (for comparison in 2021-22 this was 10%).
- The percentage of staff with a declared impairment, health condition or learning difference in 2023 was 9.6% (compared with 9.3% in 2022, and 9.1% in 2020). This remains higher than the sector average when comparing to Advance HE's benchmarking figure of (2023: 6.8%, and in Wales for 2023: 7.9%). Note however that only 45.8% of staff have disclosed any disability (including no disability)
- Staff members declaring no religion or belief represent the second largest group at the University, 29.2%, an increase from 27.0% (2022). Staff declaring a religion or belief have grown to 22.4% (2023) from 20.7% (2022). Note however, as this is optional data, for 43.1% of staff this information is unknown.
- A total of 69.4% staff are aged between 30-60, which is a small increase from 68.6% in 2022. The percentage of staff under 30 has decreased to 16.7%, from 18.2% (in 2022). The percentage of staff who are 61 or over have increased to 13.9%, from 13.2% (in 2022).
- 49.4% (45.9% 2022) of our staff have declared their sexual orientation – this is under the national average for UK HE sector of 62.5%, according to Advance HE (2023) Equality in higher education statistical reports. Staff who declare as LGB+ are at 5.6% (5.9% 2022), the national HE average is 5.2%. Note however, as this is optional data, for 56.2% of staff this information is unknown.
- In 2023, 81.4% (78.6% 2022) of our staff have declared that their gender identity is the same as assigned at birth - this is above the national average for UK HE sector of 59.3%. Those whose gender identity is different from that assigned at birth is at 0.8% (0.8% national average for HE sector).
- 32 Academic staff members were promoted in 2022-23 with 53% (17 Females) and 47% (15 Males), compared with the 30 staff members promoted in 2021-22 – 11 were female (37%) and 19 (63%) were male.
- Of all those that applied for vacancies at the University, we saw a slightly higher percentage of males (51%), compared with females (49%). In terms of the number of applications, we've seen an increase in both females and male application numbers, with a higher percentage increase in males.

Note: 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).

2.1. Staffing Levels

The total number of people employed in the University on the 1 August 2023 was 1950 (headcount). This is a decrease (2.2%) over comparable 2022 data with a headcount of 1994.
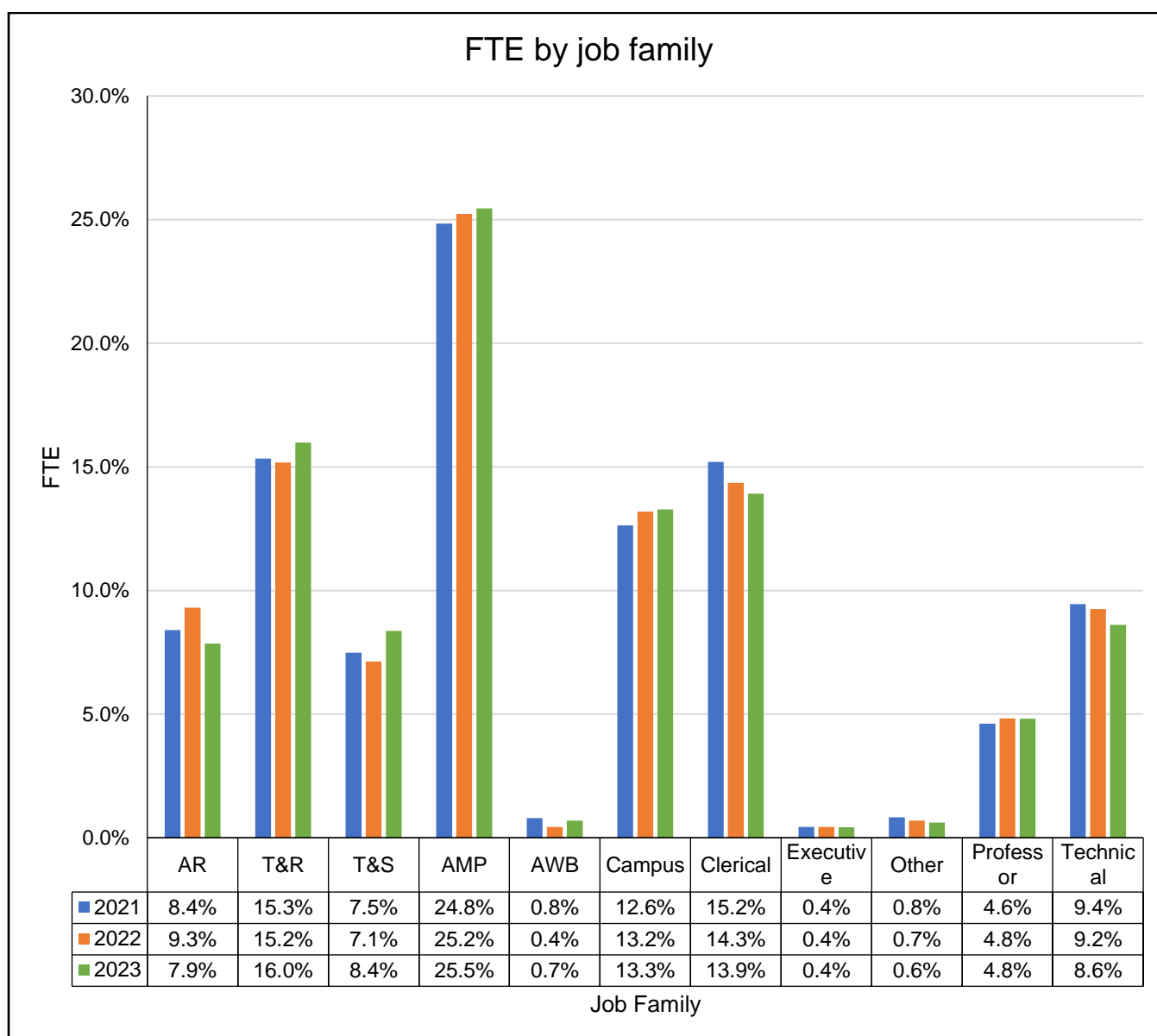
The Full-time equivalent (FTE) count for 2023 was 1416 (2023), down 0.07% from 1417 in 2022.

In 2023 staff numbers are split as follows: 48% of staff working full-time (2022, 48.2%) and 52% of staff working part-time (2022, 51.8%).

Job Family – roles at the University that are similar in the field/profession of the work.

AR	Academic Research only	**Clerical**	Clerical, secretarial
T&R	Academic, teaching and research	**Executive**	University Executive
T&S	Academic, teaching and scholarship	**Others**	Other staff – not included above
AMP	Admin, managerial, professional	**Professor**	Professors
AWB	Agricultural Staff	**Technical**	Technical, Computer operators
Campus	Campus service manual jobs		

Table 2.1.a Abbreviations of Job Families

Graph 2.1.a Dataset: HR Headcount 31.07.2023

|	AR	T&R	T&S	AMP	AWB	Campus	Clerical	Executive	Other	Professor	Technical
2021	8.4%	15.3%	7.5%	24.8%	0.8%	12.6%	15.2%	0.4%	0.8%	4.6%	9.4%
2022	9.3%	15.2%	7.1%	25.2%	0.4%	13.2%	14.3%	0.4%	0.7%	4.8%	9.2%
2023	7.9%	16.0%	8.4%	25.5%	0.7%	13.3%	13.9%	0.4%	0.6%	4.8%	8.6%

2.2 Sex

The sex breakdown for staff in 2023 was female 1049 (53.8%) and males 901 (46.2%), compared to 2022 figures of females 1084 (54.4%) and male 910 (45.6%). In 2023 there was a decrease in total staff, with a higher percentage drop in female staff, this was the first drop in female staff since 2020.

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

	2023	2022	% YoY change in numbers
Female	1049 (53.8%)	1084 (54.4%)	-3.2%
Male	901 (46.2%)	910 (45.6%)	-1.0%
Total	**1950**	**1994**	**-2.2%**

Table 2.2.a Sex breakdown for all staff for 2023.
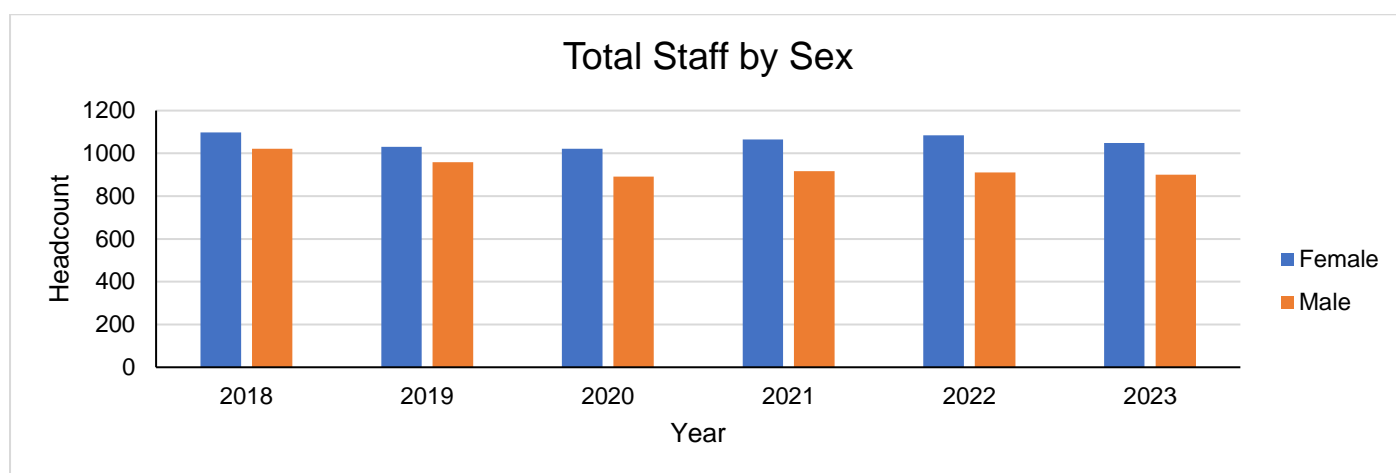
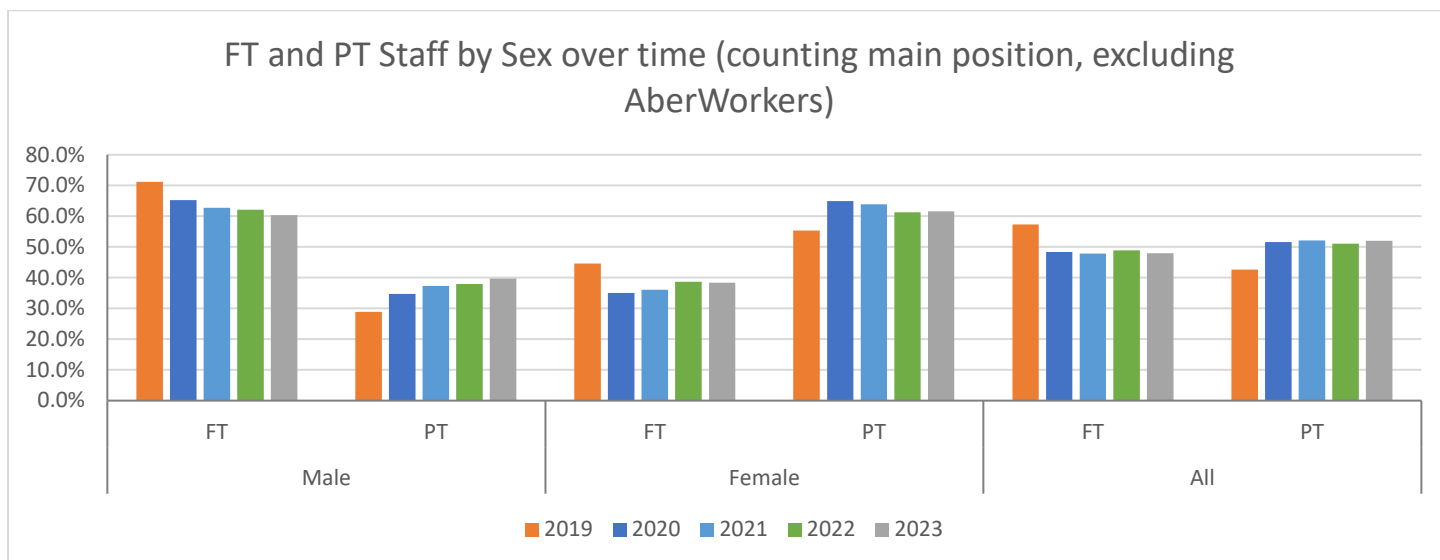Graph 2.2.a Dataset: HR headcount 31.07.2023 dated back to 31.07.2018.

Part-time (PT) and Full-time (FT) Staff

Table 2.2.b and Graph 2.2.b shows the sex split between full-time (FT) and part-time (PT) for those employed as at 31.07.2023 and 2022, 2021, 2020 and 2019, and 2018 respectively.

The percentage of female staff working full-time decreased slightly to 38.4% (2023) from 38.7% (2022), with the majority still working part-time 61.6% (2023) compared to 61.3% (2022). The percentage of male staff working full-time continues to decrease, but it remains the majority at 60.3% (2023), falling from 62.1% (2022). With part-time working for male staff increasing slightly to 39.7% (2023) from 37.9% (2022).

FT and PT Staff by Sex Over Time (by headcount)							
		2023	2022	2021	2020	2019	2018
Female	FT	38.4%	38.7%	36.1%	35.1%	44.6%	46.0%
	PT	61.6%	61.3%	63.9%	64.9%	55.4%	54.0%
Male	FT	60.3%	62.1%	62.7%	65.3%	71.1%	69.4%
	PT	39.7%	37.9%	37.3%	34.7%	28.9%	30.6%
All	FT	48.0%	48.9%	47.9%	48.4%	57.4%	57.4%
	PT	52.0%	51.1%	52.1%	51.6%	42.6%	42.6%

Table 2.2.b Dataset HR headcount 31.07.2023 for FT and PT Staff by Sex over time

Graph 2.2.b Dataset HR headcount 31.07.2023

The increase of Male PT staff shows fluctuations across all job families, but with a noticeable increase in male PT staff in the 'Admin Managerial and Professional' and 'Campus services'. The latter in the age range of 21-30 with the recruitment of 'Summer Cleaning Operatives' and Hospitality Assistants.

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 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 to follow good practice and identify improvements or any reasonable adjustment that can be made across the University and for our workforce and students.

The percentage of staff with a declared impairment, health condition or learning difference in 2023 was 9.6% (compared with 9.3% in 2022, and 9.1% in 2020). This remains higher than the sector average when comparing to Advance HE's benchmarking figure of (2023: 6.8%, and in Wales for 2023: 7.9%).

Disability disclosure	2020	2021	2022	2023
An impairment, health condition or learning difference	159 (8.3%)	180 (9.1%)	186 (9.3%)	188 (9.6%)
No impairment, health condition or learning difference	486 (25.4%)	547 (27.6%)	660 (33.1%)	694 (35.6%)
Prefer not to say	9 (0.5%)	9 (0.5%)	11 (0.6%)	11 (0.6%)
Unknown/ not declared	1,258 (65.8%)	1,245 (62.8%)	1,137 (57%)	1,057 (54.2%)
Total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.3.a Dataset HR headcount 31.07.2023 for the Disability disclosure of staff over time

A percentage of 35.6% staff in 2023 declared 'No impairment, health condition or learning difference', an increase from 33.1% in 2022. Those who ticked 'Prefer not to say' reflect only 0.4% of total staff (0.4% in 2022). 54.2% (in 2023) compared with 57.0% (in 2022) of our staff have not engaged with the question at all.

The most commonly disclosed impairment types were both 'Learning difference such as dyslexia, dyspraxia or AD(H)D' and 'Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy'. From the staff who have declared 'An impairment, health condition or learning difference' – 57.1% work full-time and 42.9% work part-time. A higher percentage of males (62%) with 'An impairment, health condition or learning difference' work full-time, whereas 54% of females work full-time.

	2021	2022	2023
Full-time (FT)			
Female	55	57	60
Male	56	51	52
FT Total	111	108	112
Part-time (PT)			
Female	49	51	52
Male	29	33	32
PT Total	78	82	84
Total	**180**	**186**	**188**

Table 2.3.b Dataset HR headcount 31.07.2022 for FT and PT Staff by Sex over time

It remains reassuring that the split shows an increase in FT working for staff with disabilities, and possibly the impact of various reasonable 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). This is consistent across other Welsh HEIs.

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 2023, staff who identify as Minority Ethnic represented 6% of the total workforce (2022, 6.1%; and 2021, 5.5%), which indicates Ethnic minority staff very marginally decreased.

Ethnicity (headcount)	2020	2021	2022	2023
Minority Ethnic	104 (5.4%)	109 (5.5%)	122 (6.1%)	116 (6.0%)
Prefer not to say	76 (4.0%)	76 (3.8%)	68 (3.4%)	57 (2.9%)
Unknown/ Not declared	2 (0.1%)	7 (0.4%)	3 (0.2%)	1 (0.1%)
White	1,731 (90.5%)	1,790 (90.3%)	1,801 (90.3%)	1,776 (91%)
Grand total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.4.a HR/HESA Data – staff data by 2 major ethnic groups.

Table 2.4.b below shows that the decrease in Minority Ethnic staff is due to a drop in 'Asian or Asian British' and 'Mixed Ethnic background' staff members, despite 'Black or Black British' and 'Other Ethnic Group' staff members increasing. Underlying data shows that these drop in numbers aren't consistent with any job family.

Ethnicity	2020	2021	2022	2023
Asian or Asian British	50 (2.6%)	48 (2.4%)	58 (2.9%)	53 (2.7%)
Black or Black British	13 (0.7%)	15 (0.8%)	16 (0.8%)	18 (0.9%)
Mixed Ethnic background	17 (0.9%)	18 (0.9%)	18 (0.9%)	13 (0.7%)
Other Ethnic Group	24 (1.3%)	28 (1.4%)	30 (1.5%)	32 (1.6%)
Prefer not to say	76 (4.0%)	76 (3.8%)	68 (3.4%)	57 (2.9%)
Unknown/ Not declared	2 (0.2%)	7 (0.4%)	3 (0.2%)	1 (0.1%)
White	1,731 (90.5%)	1,790 (90.3%)	1,801 (90.3%)	1,776 (91.2%)
Total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.4.b HR/HESA Data – staff data by 5 major ethnic groups.

Table 2.4.c 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 2023 (combined UK National and Non-UK National).

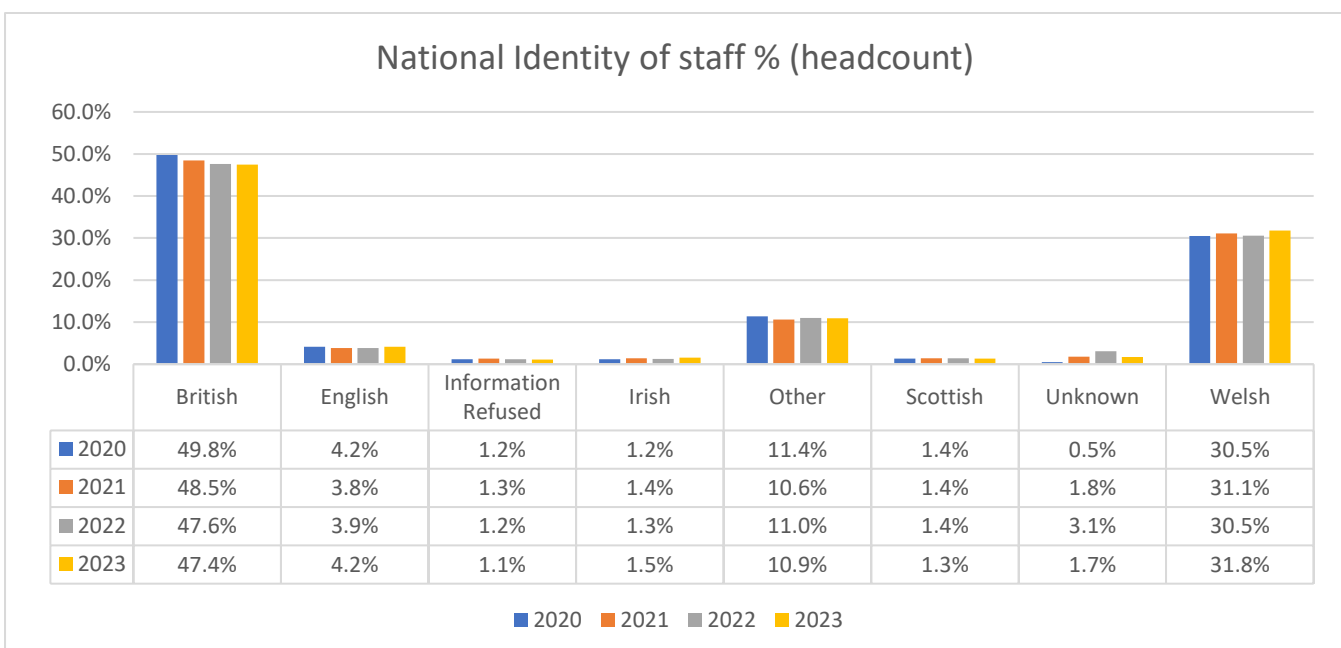|	% staff declaring as Minority Ethnic
Aberystwyth University	6.0%
Higher Education (Wales)	9.9%
Higher Education (UK)	17.5%

Table 2.4.c AdvanceHE Equality in higher education: statistical reports 2023 (combined UK National and Non-UK National)

This however is significantly above the working population, 1.5%, and general population, 3.7%, declaring as 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 Minority Ethnic student numbers, which for 2023 was 11.3% (for comparison in 2021-22 this was 10%).

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 47.4% (2022 47.6%) followed by Welsh at 31.8% (2022, 30.5%).

National Identity of staff % (headcount)

	British	English	Information Refused	Irish	Other	Scottish	Unknown	Welsh
2020	49.8%	4.2%	1.2%	1.2%	11.4%	1.4%	0.5%	30.5%
2021	48.5%	3.8%	1.3%	1.4%	10.6%	1.4%	1.8%	31.1%
2022	47.6%	3.9%	1.2%	1.3%	11.0%	1.4%	3.1%	30.5%
2023	47.4%	4.2%	1.1%	1.5%	10.9%	1.3%	1.7%	31.8%

Graph 2.5.a HR/HESA Data. Self-declared National Identity as of 31.07.2023

In 2023, staff declared their **nationality** across 53 countries (compared with 57 countries in 2022; 52 in 2021). The most represented nationality of staff was United Kingdom (87.7%), followed by the following nationalities.

Nationality	2021	2022	2023
Ireland	23	22	24
Poland	31	27	22
Germany	25	23	20
United States	14	14	20
Spain	14	15	14
Italy	12	13	13
France	11	10	9
India	5	10	9
Nigeria	4	6	8
Netherlands	7	7	7
Pakistan	3	5	6
Hungary	8	6	5
Russia	3	3	5

Table 2.5.a HR/HESA Data. Nationality of staff as od 31.07.2023.

Nationalities with below 5 staff members (<0.2%):
Australia, Bangladesh, Belgium, Bolivia, Brazil, Bulgaria, Cameroon, Canada, Chile, China, Colombia, Cyprus, Czech Republic, Egypt, Estonia, Finland, Georgia, Ghana, Greece, Hong Kong, Japan, Kenya, Latvia, Lebanon, Lithuania, Mexico, Morocco, New Zealand, Norway, Occupied Palestinian Territories, Portugal {includes Madeira, Azores}, Russia, Slovakia, Slovenia, South Africa, Sri Lanka, Sweden, Switzerland, Thailand, Turkey.

2.6. Religion or Belief

Religion or Belief	2020	2021	2022	2023
Buddhist	6 (0.3%)	8 (0.4%)	10 (0.5%)	14 (0.7%)
Christian	259 (13.5%)	298 (15.0%)	318 (15.9%)	342 (17.5%)
Hindu	8 (0.4%)	8 (0.4%)	7 (0.4%)	5 (0.3%)
Jewish	2 (0.1%)	2 (0.1%)	3 (0.2%)	4 (0.2%)
Muslim	6 (0.3%)	7 (0.4%)	16 (0.8%)	16 (0.8%)
No Religion or Belief	383 (20.0%)	465 (23.5%)	538 (27.0%)	569 (29.2%)
Other Religion or Belief	32 (1.7%)	33 (1.7%)	45 (2.3%)	44 (2.3%)
Prefer not to say	72 (3.8%)	84 (4.2%)	97 (4.9%)	104 (5.3%)
Sikh	0 (0%)	1 (0.1%)	0 (0%)	0 (0%)
Spiritual	14 (0.7%)	17 (0.9%)	13 (0.7%)	12 (0.6%)
Unknown	1,131 (59.1%)	1,059 (53.4%)	947 (47.5%)	840 (43.1%)
Total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.6.a HR HESA data 31.07.2023 (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 43.1%. 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, 29.2%, an increase from 27.0% (2022). Staff declaring a religion or belief have grown to 22.4% (2023) from 20.7% (2022).

51.6% (47.6% 2022) of our staff have declared a religion or belief (including non-belief) – this is under the national average for UK HE sector of 63.9%.

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

2.7 Sexual Orientation

Sexual Orientation	2020	2021	2022	2023
Bisexual	21 (1.1%)	39 (2.0%)	51 (2.6%)	47 (2.4%)
Gay man	20 (1.0%)	21 (1.1%)	22 (1.1%)	23 (1.2%)
Gay Woman / Lesbian	13 (0.7%)	14 (0.7%)	19 (1.0%)	18 (0.9%)
Heterosexual	612 (32.0%)	708 (35.7%)	798 (40.0%)	854 (43.8%)
Other	15 (0.8%)	20 (1.0%)	25 (1.3%)	22 (1.1%)
Prefer not to say	93 (4.9%)	107 (5.4%)	119 (6.0%)	136 (7.0%)
Unknown	1,139 (59.5%)	1,073 (54.1%)	960 (48.1%)	850 (43.6%)
Grand Total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.7.a HR HESA data 31.07.2023 (Sexual Orientation)

Staff members declaring their sexual orientation as heterosexual represents the largest group at the University, 43.8%, an increase from 40.0% (2022). The order of the remaining sexual orientations remain similar to last year and relatively consistent in their percentages.

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

49.4% (45.9% 2022) of our staff have declared their sexual orientation – this is under the national average for UK HE sector of 62.5%, according to Advance HE (2023) Equality in higher education statistical reports. Staff who declare as LGB+ are at 5.6% (5.9% 2022), the national HE average is 5.2%.

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

2.8 Gender reassignment

In 2023, 81.4% (78.6% 2022) of our staff have declared that their gender identity is the same as assigned at birth - this is above the national average for UK HE sector of 59.3%.

Those whose gender identity is different from that assigned at birth is at 0.8% (0.8% national average for HE sector).

Gender Identity	2020	2021	2022	2023
I prefer not to say if my gender identity has changed	50 (2.6%)	62 (3.1%)	60 (3.0%)	57 (2.9%)
My gender identity has changed since it was assigned at birth	7 (0.4%)	13 (0.7%)	15 (0.8%)	16 (0.8%)
My gender identity has not changed since it was assigned at birth	1,408 (73.6%)	1,495 (75.4%)	1,567 (78.6%)	1,587 (81.4%)
Unknown	448 (23.4%)	412 (20.8%)	352 (17.7%)	290 (14.9%)
Grand Total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.8.a HR HESA data 31.07.2023 (Gender reassignment)

2.9. Age

Age Profile of all staff	2020	2021	2022	2023
<21	18 (0.9%)	37 (1.9%)	27 (1.4%)	34 (1.7%)
21-30	261 (13.6%)	294 (14.8%)	336 (16.9%)	292 (15.0%)
31-40	391 (20.4%)	373 (18.8%)	368 (18.5%)	363 (18.6%)
41-50	477 (24.9%)	518 (23.6%)	531 (23.5%)	523 (23.9%)
51-60	518 (27.1%)	541 (27.3%)	531 (26.6%)	523 (26.8%)
61-70	204 (10.7%)	221 (11.2%)	219 (11.0%)	229 (11.7%)
71+	44 (2.3%)	49 (2.5%)	44 (2.2%)	42 (2.2%)
Grand Total	**1,913**	**1,982**	**1,994**	**1,950**

Table 2.9.a HR HESA data 31.07.2023 (Age profile)

A reduction in overall staff headcount has seen a decrease of staff in all age ranges, apart from staff under 21 and between the ages of 61-70, where there has been a slight increase in numbers.

A total of 69.4% staff are aged between 30-60, which is a small increase from 68.6% in 2022. The percentage of staff under 30 has decreased to 16.7%, from 18.2% (in 2022). The percentage of staff who are 61 or over have increased to 13.9%, from 13.2% (in 2022).
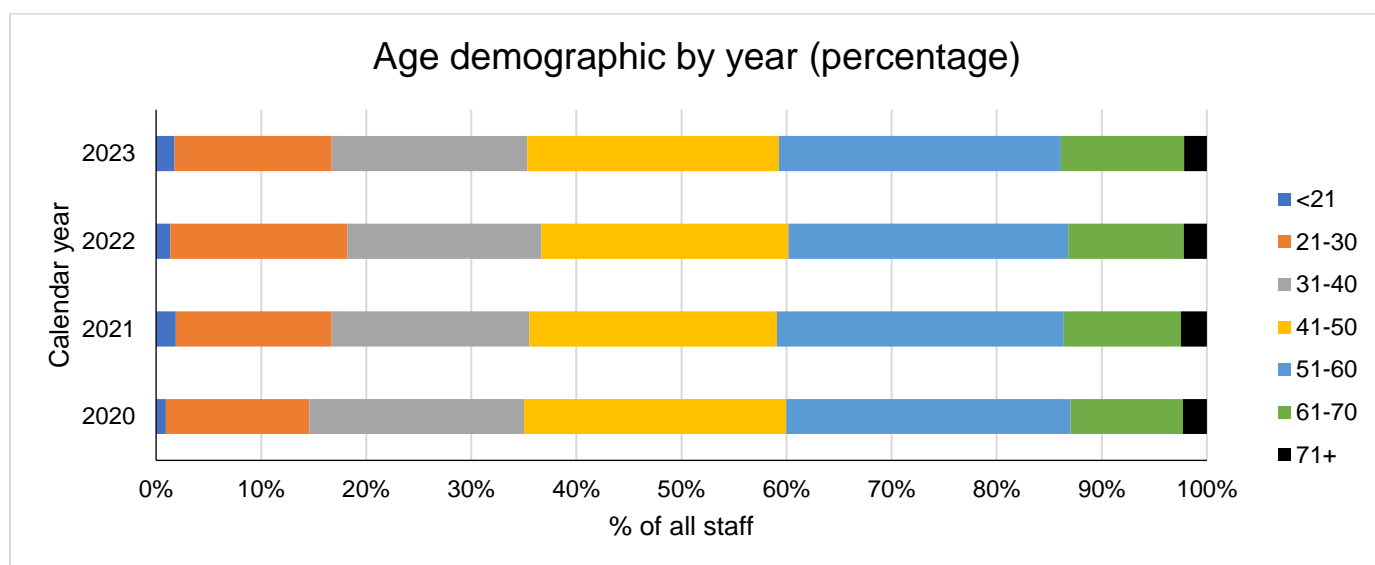

Graph 2.9.a HR/HESA Data. Age profile of all staff as of 31.07.2023

Table 2.9.b below shows the proportion of male staff and female staff at AU. The profile by Sex for 2023 shows that there are more females in every age category apart from the under 21 and 61-70 year old.

Comparisons between 2023 and 2022 data show that the overall decrease in the number of female colleagues have appeared to come from 21–30-year-old - a decrease of 41 females. Looking into the data sees a decrease over several job families with the highest decrease in females working as AberForwards and Campus Services.

	2022		2023	
Age Profile	**Female**	**Male**	**Female**	**Male**
<21	12 (0.6%)	15 (0.8%)	12 (0.6%)	22 (1.1%)
21-30	198 (9.9%)	138 (6.9%)	157 (8.1%)	135 (6.9%)
31-40	200 (10.0%)	168 (8.4%)	198 (10.2%)	165 (8.5%)
41-50	256 (12.8%)	213 (10.7%)	255 (13.1%)	212 (10.9%)
51-60	288 (14.4%)	243 (12.2%)	291 (14.9%)	232 (11.9%)
61-70	110 (5.5%)	109 (5.5%)	114 (5.8%)	115 (5.9%)
71+	20 (1.0%)	24 (1.2%)	22 (1.1%)	20 (1.0%)
Grand Total	**1,084 (54.4%)**	**910 (45.6%)**	**1,049 (53.8%)**	**901 (46.2%)**

Table 2.9.b HR HESA data 31.07.2023 (Age profile by sex)
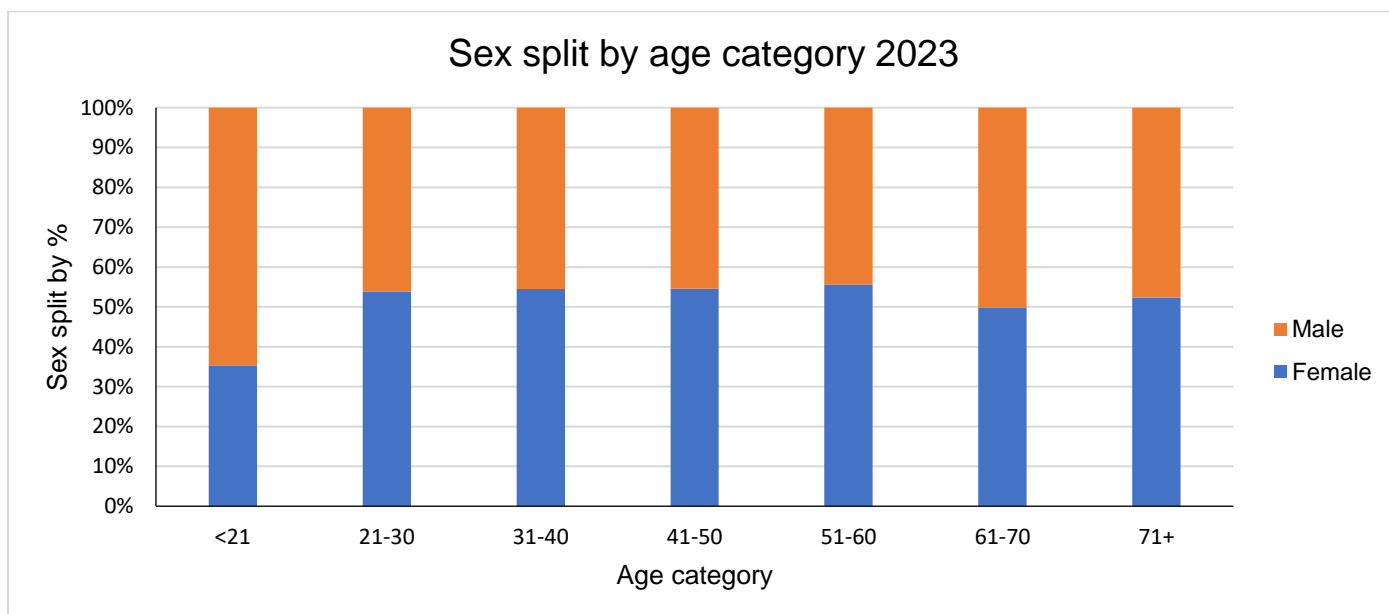
Graph 2.9.b HR/HESA Data

2.10 Pregnancy & Maternity

	2021	2022	2023
Adoption Leave	0	0	0
Maternity Leave	30	37	57
Paternity Leave	15	7	9
Parental Leave	1	1	2
Staff members who took leave	**46**	**45**	**68**

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

57 staff members (84% of all staff members that took leave for family responsibilities) took maternity leave during 2022-23. This is an increase of 20 staff members (54%) compared to last year.

9 staff members (13%) took paternity/partner leave during 2022-23. This is an increase of 2 staff members (29%) compared to last year.

2 staff took Parental leave and 0 staff members took adoption leave during 2022-23.

2.11 Welsh Language

Staff declaring the highest Welsh Language (oral) Levels of C1 and C2 level competency has increased to 19.6% in 2023, compared to 17.1% (2022).

Important to note that the number of staff leaving their Welsh competency blank has decreased significantly to 4.0%, compared to 13.3% in 2022. The Department of Human Resources Department work closely with the Centre for Welsh Language Services to ask individuals once a year to review their Welsh level competencies to ensure that their details are correct and up to date. This would also include staff updating their Welsh competency level following completing the Learn Welsh courses which are offered to all staff.

Welsh Language Levels	% staff in 2020	% staff in 2021	% staff in 2022	% staff in 2023	Equivalence
A0 ORAL	35.2%	33.3%	30.9%	33.8%	Old Level 1
A1 ORAL	15.0%	17.2%	17.3%	18.7%	Old Level 1
A2 ORAL	3.1%	7.0%	7.3%	8.9%	Old Level 1
B1 ORAL	9.4%	7.3%	6.7%	7.1%	Old Level 2
B2 ORAL	10.7%	8.0%	7.5%	7.9%	Old Level 3
C1 ORAL	3.6%	4.5%	4.7%	5.7%	No previous equivalent Higher than Level 3
C2 ORAL	8.6%	11.6%	12.4%	13.9%	No previous equivalent Higher than Level 3
No data	14.4%	11.2%	13.3%	4.0%	

Table 2.10 Welsh Language levels of all staff across 2020 - 2023

Further details on the Welsh Language Levels referred to above can be found at
https://www.aber.ac.uk/en/hr/info-staff/employment/welsh-language/

Further information regarding Aberystwyth University's policies and strategies on promoting the Welsh language, including our compliance with the Welsh language standards can be found at
https://www.aber.ac.uk/en/cgg/bilingual-policy/

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

Applicant data from 1 August 2022 to 31 July 2023

The AU online system records 3,995 applications (2021-22: 3,185 | 2020-21: 3,691) for positions of employment (excluding Aber Workers). These include roles advertised internally and externally.

Year	Applications	Vacancies	Appointments
2022-2023	3,995	703	834
2021-2022	3,185	592	689
2020-2021	3,691	432	647

Table 3.1 Hireserve system of all applications, appointments and vacancies.

- Total number of applications received: 3,995 (an increase of 810 applications, 25.4% from 2021-22)

- Total number of vacancies: 703 (an increase of 111 vacancies, 18.8% from 2021-22: 592)
    - During 2022-23 a vacancy, on average, received 5.6 applications
    - During 2021-22, a vacancy, on average, received 5.4 applications
    - During 2020-21, a vacancy, on average, received 8.5 applications

- Total number of appointments: 834 (an increase of 145 appointments, 21% from 2021-22: 689)

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, Graduate Trainees)

3.1 Sex of applicants:

Sex	Applicants					
	2022-23		**2021-22**		**Variance**	
Female	1,952	48.86%	1,576	49.48%	+376	+24%
Male	2,037	50.99%	1,544	48.48%	+493	+32%
Unknown	6	0.15%	65	2.04%	-59	
Total	**3,995**		**3,185**		**+810**	**+25.4%**

Table 3.1.a Hireserve system 31.07.2023, Applicants for vacancies by sex and year (numbers and percentages)

Sex of appointed candidates:

Sex	Appointments					
	2022-23		**2021-22**		**Variance**	
Female	454	54.44%	367	53.27%	+87	+23.7%
Male	376	45.08%	265	38.46%	+111	+41.89%
Unknown	4	0.48%	57	8.27%	-53	
Total	**834**		**689**		**+145**	**-21.0%**

Table 3.1.b Hireserve system 31.07.2023. Appointments for vacancies by sex and year (numbers and percentages)

- Of all those that applied for vacancies at the University, we saw a slightly higher percentage of males (51%), compared with females (49%). In terms of the number of applications, we've seen an increase in both females and male application numbers, with a higher percentage increase in males.
- Of all those appointed, 54.4% were Female, 45.1% Male. In terms of the number of appointments, we've seen an increase in both females and male appointment numbers, with a higher percentage increase in males appointed.
- Of the Females that applied for a vacancy (1,952), and then appointed (454) is a higher success rate of 23.3%, when compared with the 18.5% success rate for Males, where those applied (2,037), and then appointed (376).
- When recruiting to our management and more senior level roles (grade 7 and above), 44% (41% in 2021-22) of our applicants were female, and 54.1% (58.2% in 2021) of our appointed candidates were female. This demonstrated sustained progress in addressing the balance of gender in senior positions at the University.
- Our Strategic Equality Plan focusses on addressing the area of gender equality in Senior Academic roles (Grade 9 and above, Senior Lecturer and above). 15% (35% in 2021-22) of Senior Academic role applicants were female, and 30% (29% in 2021) of our appointed candidates were female.

3.2 Ethnicity

Ethnicity	Applicants				Appointments			
	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)
Arab	40	1.3%	45	1.1%	2	1.0%	3	0.6%
Asian or Asian British – Bangladeshi	13	0.4%	8	0.2%	2	0.3%	0	0.0%
Asian or Asian British - Indian	255	8.0%	307	7.7%	18	2.6%	13	1.6%
Asian or Asian British – Pakistani	104	3.3%	141	3.5%	5	0.7%	13	1.6%
Asian or Asian British - Chinese	100	3.1%	72	1.8%	5	0.7%	1	0.1%
Black or Black British - African	194	6.1%	363	9.1%	14	2.0%	19	2.3%
Black or Black British – Caribbean	9	0.3%	5	0.1%	1	0.1%	0	0.0%
Mixed – White and Asian	19	0.6%	31	0.8%	2	0.3%	5	0.6%
Mixed – White and Black African	17	0.5%	12	0.3%	1	0.1%	0	0%
Mixed – White and Black Caribbean	8	0.3%	10	0.3%	1	0.1%	1	0.1%
Other Asian background	77	2.4%	107	2.7%	7	1.0%	5	0.6%
Other Black background	33	1.0%	44	1.1%	0	0.0%	2	0.2%
Other ethnic background	87	2.7%	114	2.9%	17	2.5%	22	2.6%
Other Mixed ethnic background	0	0.0%	17	0.4%	0	0.0%	1	0.1%
Other White background	4	0.1%	171	4.3%	1	0.1%	28	3.4%
Prefer not to say	117	3.7%	128	3.2%	23	3.3%	24	2.9%
White - Gypsy or Traveller	7	0.2%	0	0.0%	0	0.0%	0	0%
White – English, Northern Irish, Scottish, Welsh	2,036	63.9%	2,365	59.2%	534	77.5%	660	79.1%
White - Irish	0	0.0%	11	0.3%	0	0.0%	2	0.2%
White - Roma	0	0.0%	1	0.3%	0	0.0%	0	0.0%
Unknown	65	2.0%	43	1.1%	57	8.3%	35	4.2%
Total	**3,185**		**3,995**		**689**		**834**	

Table 3.2.a Hireserve system 31.07.2023. Applications and appointments by Ethnicity (numbers and percentages)

- Of those that applied 63.8% were White or White British (major category), followed by 15.9% who were Asian or Asian British (major category), and 10.3% Black or Black British (major category).
- Of those appointed 82.7% were White or White British (major category), followed by 4.2% unknown/not declared, and 3.2% Asian or Asian British (major category), and 3.0% Other ethnic background (major category).
- It is worth noting that White or White British (major category) applicants are appointed at higher rates than they apply (82.7% appointed, 63.8% applied), whereas Minority Ethnic applicants are appointed at lower rates than they apply (10.2% appointed, 31.9% applied) compared with 2021-22 (10.7% appointed, 30% applied).

- The percentage of Minority Ethnic applicants of the total applicant pool grew from 30% (2021-22) to 31.0% (2022-23). We continue to use positive action statements with job vacancies stating, *"that we particularly welcome applications from Black, Asian and Minority Ethnic candidates, candidates with disabilities, and female candidates"*.
- Of the total of Minority Ethnic candidates that applied 1,276 (an increase of 320 from 2021-22)
  - 82.8% were turned down at the shortlisting stage, and 10.5% were not appointed after interview, and 6.7% of the minority ethnic pool were appointed.
- Of the 82.8% of Minority Ethnic applicants that were turned down at shortlisting stage, 20% of those applicants wouldn't have been eligible for sponsorship to work in the United Kingdom and so could not 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			
	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)
An impairment, health condition or learning difference not listed	35	1.1%	22	0.6%	4	0.6%	9	1.1%
Blind or have a visual impairment uncorrected by glasses	3	0.1%	1	0.02%	0	0.0%	0	0.0%
D/deaf or have a hearing impairment	3	0.1%	5	0.1%	0	0.0%	3	0.4%
Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	3	0.1%	0	0.0%	0	0.0%	0	0.0%
Learning difference such as dyslexia, dyspraxia or AD(H)D	108	3.4%	118	3.0%	26	3.8%	26	3.1%
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	22	0.7%	28	0.7%	5	0.7%	13	1.6%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	51	1.6%	53	1.3%	5	0.7%	11	1.3%
No known impairment, health condition or learning difference	1,507	47.3%	1243	31.1%	273	39.6%	210	25.2%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	10	0.3%	12	1.1%	1	0.1%	2	0.2%
Prefer not to say	70	2.2%	108	2.7%	10	1.5%	15	1.8%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	16	0.5%	29	0.7%	5	0.7%	2	0.2%
Unknown	1,366	42.9%	2,376	59.5%	356	51.7%	543	65.1%
Total	3,185		3,995		689		834	

Table 3.3.a Hireserve system 31.07.2023. Disability self-declaration of applicants and appointments (numbers and percentages)

- During 2022-23, self-declaration rates have decreased for those applying for vacancies, with the number of 'unknowns' as a percentage of the total pool increasing from 42.9% (2021-22) to 59.5% (2022-23).

- Of those that applied for vacancies, 31.1% self-declared 'No known impairment, health condition or learning difference', followed by 3% self-declaring a learning difference such as dyslexia, dyspraxia or AD(H)D.
- Of those appointed, the highest percentage of 25.2% was those who self-declared 'No known impairment, health condition or learning difference', followed by 3.1% self-declaring a learning difference such as dyslexia, dyspraxia or AD(H)D.
- Individuals with 'No known impairment, health condition or learning difference' are appointed (25.2%) at a lower rate than they apply (31.1%), but the opposite is true with individuals who self-declare an 'an impairment, health condition or learning difference', whereby individuals are appointed (7.9%) at a higher rate than they apply (6.7%).

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. Human Resources and the respective recruitment teams would pro-actively work with candidates for any reasonable adjustments when invited for interview.

3.4 Sexual orientation

Sexual Orientation	Applicants				Appointments			
	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)
Bisexual	127	4.0%	139	3.5%	18	2.6%	19	2.3%
Gay man	41	1.3%	32	0.8%	3	0.4%	7	0.8%
Gay woman/lesbian	19	0.6%	15	0.4%	6	0.9%	3	0.4%
Heterosexual	1,169	36.7%	1,132	28.3%	216	31.4%	210	25.2%
Other	38	1.2%	51	1.3%	9	1.3%	9	1.1%
Prefer not to say	143	4.5%	234	5.9%	34	4.9%	41	4.9%
Unknown	1,643	51.6%	2,392	59.9%	402	58.4%	545	65.3%
Total	3,185		3,995		689		834	

Table 3.4.a Hireserve system 31.07.2023. Sexual Orientation of applicants and appointment (numbers and percentages)

- Of those that applied the highest percentage were those that chose not to answer the question at 59.9% (51.6 % in 2021-22), followed by 25.2% (36.7% in 2021-22) who are heterosexual. 5.9% (7.2% in 2021-22) of applicants were LGB+.

- Of those appointed the highest proportion were those that chose not to answer the question at 65.3% (58.4% in 2021-22) followed by 25.2% (31.4% in 2021) who are heterosexual. 4.6% (5.2% in 2021-22) 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			
	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)	2021-22 (no's)	2021-22 (%)	2022-23 (no's)	2022-23 (%)
I prefer not to say if my gender identity has changed since it was assigned at birth	61	1.9%	80	2.0%	14	2.0%	10	1.2%
My gender identity has changed since it was assigned at birth	32	1.0%	39	1.0%	8	1.2%	2	0.2%
My gender identity has not changed since it was assigned at birth.	1,452	45.6%	1,486	37.2%	267	38.7%	277	33.2%
Unknown	1,640	51.5%	2,390	59.8%	400	58.1%	545	65.3%
Total	3,185		3,995		689		834	

Table 3.5.a Hireserve system 31.07.2023. Gender Identity of applications and appointments (numbers and percentages)

- In terms of gender identity, of those that applied, the highest proportion chose not to answer the question at 59.8% (51.5% in 2021-22), followed by individuals who selected that 'my gender identity has not changed since it was assigned at birth' at 37.2% (45.6% in 2021).
- People who stated that their gender identity had changed since birth, made up 1.0% of applications and 0.2% of appointments, being appointed at a lower rate than they apply.

3.6 Academic Promotions

i)   Sex

The table below shows Academic Promotion by Faculty and Sex. The percentage values denote total appointed by sex and faculty. Parentheses denote total number promoted by total number applied.

Year	Faculty	Female		Males	
		Applied	Promoted	Applied	Promoted
2022-23	Faculty of Arts and Social Sciences	16	63% (10/16)	10	40% 4/10
	Faculty of Business and Physical Sciences	7	43% (3/7)	5	60% 3/5
	Faculty of Earth and Life Sciences	4	100% (4/4)	11	73% 8/11
	2022-23 Total	27	63% 17/27	26	58% 15/26
2021-22	Faculty of Arts and Social Sciences	7	57% (4/7)	14	57% 8/14
	Faculty of Business and Physical Sciences	9	44% (4/9)	9	33% 3/9
	Faculty of Earth and Life Sciences	6	50% (3/6)	14	57% 8/14
	2021-22 Total	22	50% 11/22	37	51% 19/37

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

- 32 staff members were promoted in 2022-23 with 53% (17 Females) and 47% (15 Males), compared with the 30 staff members promoted in 2021-22 – 11 were female (37%) and 19 (63%) were male.
- In 2022-23, the female success rates of those that applied, (17 of 27, 63%), were higher than males, (15 of 26, 58%) this was higher in both numbers and success rate (17, 63%) from the previous year (11, 50%).

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 sex.

ii) Ethnicity

Ethnicity	2021-22		2022-23	
	Applied	Promoted	Applied	Promoted
Minority Ethnic	4	75% (3/4)	4	50% 2/4
Prefer not to say	2	50% (1/2)	4	50% 2/4
White	53	49% (26/53)	45	62% 28/45
Total	59	51% 30/59	53	60% 32/53

Table 3.6.b Academic Promotion success by faculty and ethnicity.

- 32 staff members were promoted in 2022-23 with 88% (28 were White) and 6% (2 Minority Ethnic), compared with the 30 staff members promoted in 2021-22 – 26 were white (87%) and 3 (10%) were Minority Ethnic.
- In 2022-23, the percentage success rates of minority ethnic staff of those that applied, (2 of 4, 50%), was lower than white staff, (28 of 45, 62%).

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 31.07.2023 24% of AU staff had completed the training course.

Although the completion rate has increased from 15% (July 2022) to 24% (July 2023) - we recognise that this completion rate is still far too low and have progressed work to move our equality, diversity and inclusion courses to the University main e-learning platform to provide one central location for staff e-learning modules and alongside developing a new induction landing-page for new-starters.

The Diversity and Inclusion Manager also delivers face-to-face equality, diversity and inclusion training upon the request of Academic and Professional Services Departments.

Online unconscious bias training is available for all staff to complete, particularly staff members who are invited to be the Chair or members of recruitment panels. A new Let's talk about Race in the Workplace module was added to the EDI learning modules in January 2023.

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

The total number of students registered at AU for 2022-23 was 8,413 (7,844 in 2021-22), and the breakdown below shows this by programme type and mode of study.

Overall, 57.3% of all students studying in UK HE were female, 56.5% in Wales.

Sex	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Female	91	366	2792	3249	58	504	775	1337	**4586**	**54.5%**
Male	113	317	2514	2944	34	272	360	666	**3610**	**42.9%**
Other	5	13	155	173	1	9	34	44	**217**	**2.6%**
Total	**209**	**696**	**5461**	**6366**	**93**	**785**	**1169**	**2047**	**8413**	**100.0%**

2022/23 Student Numbers by Sex

Table 4 (Astra Records) Number of students in 2022-23 by programme type and mode of study

The majority of students at every degree level were female, apart from full-time PGR, where 43.5% were female.

In the sector, the majority of students at every degree level were female. Of particular note, 51.3% of research postgraduates in the sector were female (49.3% at AU), which is noteworthy as it means that 2021/22 is the second year in a row where female students have made up the majority at the postgraduate research level (with 2020/21 being the first).

Withdrawals

FT	Full-time	**PGT**	Postgraduate Taught
PT	Part-time	**UG**	Undergraduate
PGR	Postgraduate Research		

- The total number of UG withdrawals in 2023 is recorded at 6.6% compared with 5.2% in 2022.
- The total number of PGR & PGT withdrawals in 2023 is recorded at 15.9% compared with 6.4% in 2022.
- Of those UGs that withdrew (554 students) in 2023
  - 5.2% are Trans compared with 2.5% in 2022,
  - 28.2% have a religion or belief compared with 21.3% in 2022,
  - 28.3% are LGB+ compared with 17.2% in 2022, and 6.8% are Minority Ethnic compared with 9.8% in 2022.

a. Sex

The total number of students registered at AU for 2022-23 was 8,413 with 54.5% female, 42.9% male and 2.6% identifying as Other.

2022/23 Student Sex by Faculty & Department									
Faculty	Department	Female		Male		Other		Total	
		Count	%	Count	%	Count	% % change	Count	% of Total Students
Faculty of Arts and Social Sciences	Art	166	76.9% (-2.9%)	38	17.6% (+0.7%)	12	5.6% (+2.2%)	**216**	**2.6%**
	Education	267	75.0% (+1%)	87	24.4% (-0.6%)	2	0.6% (-0.4%)	**356**	**4.2%**
	English and Creative Writing	282	64.5% (-3.5%)	116	26.5% (+0.8%)	39	8.9% (+2.3%)	**437**	**5.2%**
	History and Welsh History	128	44.4% (+0.8%)	151	52.4% (-1.7%)	9	3.1% (0.8%)	**288**	**3.4%**
	International Politics	129	31.2% (+2.1%)	278	67.1% (-2.0%)	7	1.7% (0.0%)	**414**	**4.9%**
	Law & Criminology	370	64.0% (+1.9%)	198	34.3% (-1.6%)	10	1.7% (-0.3%)	**578**	**6.9%**
	Modern Languages	56	65.9% (-1.1%)	28	32.9% (-1%)	1	1.2% (+0.1%)	**85**	**1.0%**
	Theatre, Film and Television Studies	229	50.7% (+0.3%)	211	46.7% (-0.2%)	12	2.7% (0.0%)	**452**	**5.4%**
	Welsh and Celtic Studies	61	65.6% (+2.3%)	30	32.3% (-2.1%)	2	2.2% (0.0%)	**93**	**1.1%**
	Lifelong Learning	663	71.4% (2.3%)	237	25.5% (-3.9%)	29	3.1% (+1.8%)	**929**	**11.0%**
	Total	**2351**	**61.1%**	**1374**	**35.7%**	**123**	**3.2%**	**3848**	**45.7%**
Faculty of Business and Physical Sciences	Aberystwyth Business School	292	41.7% (-1.7%)	405	57.9% (+2.2%)	3	0.4% (-0.5%)	**700**	**8.3%**
	Computer Science	144	18.6% (+1.9%)	617	79.8% (-1.6%)	12	1.6% (-0.2%)	**773**	**9.2%**
	Information Studies	303	77.9% (+1.1%)	78	20.1% (-0.4%)	8	2.1% (-0.6%)	**389**	**4.6%**
	Mathematics	41	31.3% (-2.5%)	90	68.7% (+4.7%)	0	0.0% (-2.2%)	**131**	**1.6%**
	Physics	71	27.1% (+1.6%)	175	66.8% (-4.8%)	16	6.1% (+3.2%)	**262**	**3.1%**
	Total	**851**	**37.7%**	**1365**	**60.5%**	**39**	**1.7%**	**2255**	**26.8%**
Faculty of Earth and Life Sciences	IBERS	5	38.5%	8	61.5%	0	0.0%	**13**	**0.2%**
	Geography and Earth Sciences	189	45.1% (+1.6%)	223	53.2% (-1.8%)	7	1.7% (+0.3%)	**419**	**5.0%**
	Life Sciences	811	60.2% (+1.5%)	507	37.6% (-1.8%)	30	2.2% (+0.3%)	**1348**	**16.0%**
	Psychology	379	71.5% (-0.8%)	133	25.1% (-0.3%)	18	3.4% (+1.0%)	**530**	**6.3%**
	Total	**1384**	**59.9%**	**871**	**37.7%**	**55**	**2.4%**	**2310**	**27.5%**
Total		**4586**	**54.5%**	**3610**	**42.9%**	**217**	**2.6%**	**8413**	**100.0%**

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

b. Ethnicity

The percentage of students at identifying as White remains high at 78% (2022 76.8%), with a further 10.6% (2022, 13.2%) either preferring not to provide this information or no return/blank. The percentage of students identifying as Minority Ethnic is 11.3% (for comparison in 2021-22 this was 10%).

2022/23 Students by Ethnicity & Sex								
Ethnicity	**Female**		**Male**		**Other**		**Total**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Any other Asian background	10	34.5%	19	65.5%	0	0.0%	**29**	**0.3%**
Any other Black background	5	71.4%	2	28.6%	0	0.0%	**7**	**0.1%**
Any other ethnic background	12	38.7%	19	61.3%	0	0.0%	**31**	**0.4%**
Any other Mixed or Multiple ethnic background	35	53.8%	27	41.5%	3	4.6%	**65**	**0.8%**
Arab	8	57.1%	6	42.9%	0	0.0%	**14**	**0.2%**
Asian - Bangladeshi or Bangladeshi British	4	40.0%	6	60.0%	0	0.0%	**10**	**0.1%**
Asian - Chinese or Chinese British	7	50.0%	7	50.0%	0	0.0%	**14**	**0.2%**
Asian - Indian or Indian British	28	54.9%	23	45.1%	0	0.0%	**51**	**0.6%**
Asian - Pakistani or Pakistani British	20	55.6%	16	44.4%	0	0.0%	**36**	**0.4%**
Black - African or African British	27	46.6%	28	48.3%	3	5.2%	**58**	**0.7%**
Black - Caribbean or Caribbean British	7	46.7%	6	40.0%	2	13.3%	**15**	**0.2%**
Mixed or multiple ethnic groups - White or White British and Asian or Asian British	47	43.1%	57	52.3%	5	4.6%	**109**	**1.3%**
Mixed or multiple ethnic groups - White or White British and Black African or Black African British	11	55.0%	8	40.0%	1	5.0%	**20**	**0.2%**
Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British	20	44.4%	24	53.3%	1	2.2%	**45**	**0.5%**
Not known	838	57.2%	599	40.9%	27	1.8%	**1464**	**17.4%**
Prefer not to say	52	43.0%	67	55.4%	2	1.7%	**121**	**1.4%**
White - English, Scottish, Welsh, Northern Irish or British	3423	54.6%	2678	42.7%	170	2.7%	**6271**	**74.5%**
White - Gypsy or Irish Traveller	6	54.5%	4	36.4%	1	9.1%	**11**	**0.1%**
White - Irish	26	61.9%	14	33.3%	2	4.8%	**42**	**0.5%**
Total	**4586**	**54.5%**	**3610**	**42.9%**	**217**	**2.6%**	**8413**	**100.0%**

Table 4.b (HESA return) All registered students by Ethnicity and sex. Numbers will be different to AU Astra system records.

c. Disability

The percentage of students with a declared impairment, health condition or learning difference in 2023 was 21%. Overall, 15.9% of UK students disclosed as disabled, 16.5% in Wales.

The highest percentage of those declared is 30.3% 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D' and then 24.1% 'A mental health condition, such as depression, schizophrenia or anxiety disorder'.

2022/23 Students Disability by Sex								
Disability	**Female**		**Male**		**Other**		**Total**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**% of Total Students**
Two or more impairments and/or disabling medical conditions	205	59.6%	116	33.7%	23	6.7%	**344**	**18.6%**
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	276	49.4%	270	48.3%	13	2.3%	**559**	**30.3%**
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	43	23.2%	140	75.7%	2	1.1%	**185**	**10.0%**
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	66	58.4%	28	24.8%	19	16.8%	**113**	**6.1%**
A mental health condition, such as depression, schizophrenia or anxiety disorder	298	67.1%	145	32.7%	1	0.2%	**444**	**24.1%**
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	35	70.0%	15	30.0%		0.0%	**50**	**2.7%**
Deaf or a serious hearing impairment	13	72.2%	5	27.8%		0.0%	**18**	**1.0%**
Blind or a serious visual impairment uncorrected by glasses	2	18.2%	6	54.5%	3	27.3%	**11**	**0.6%**
A disability, impairment or medical condition that is not listed above	59	48.8%	42	34.7%	20	16.5%	**121**	**6.6%**
Total	**997**	**54.0%**	**767**	**41.6%**	**81**	**4.4%**	**1845**	**100.0%**

Table 4.c (HESA return) All registered students by self-declared disability and sex.

d. Gender reassignment

In 2023, 4.1% (3.7% 2022) of our students have declared that their gender identity has changed since it was assigned at birth. The proportion of students indicating that their gender identity differed from that assigned at birth in 2021/22 (1.1%) was comparable to that reported in 2020/21 (0.8%).

2022/23 Student Numbers by Gender Identity										
Gender Identity	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
My gender identity has not changed since it was assigned at birth.	193	648	4933	5774	85	670	601	1356	7130	84.7%
My gender identity has changed since it was assigned at birth	6	21	258	285	1	18	38	57	342	4.1%
I prefer not to say if my gender identity has changed since it was assigned at birth	10	27	270	307	7	40	33	80	387	4.6%
Not available				0		57	497	554	554	6.6%
Total	209	696	5461	6366	93	785	1169	2047	8413	100.0%

Table 4.d (HESA return) All registered students by gender, programme type and mode of study.

e. Sexual Orientation

Students declaring their sexual orientation as heterosexual represents the largest group at the University, 57.2%, with 21.5% students declaring LGB+.

In the UK sector, Heterosexual remains the highest at 74.3%, with 10.1% students declaring LGB+.

2022/23 Student Numbers by Sexual Orientation										
Sexual Orientation	Full-time			FT Total	Part-time			PT Total	Total	
	PGR	PGT	UG		PGR	PGT	UG		Count	% of Total Students
Bisexual	23	77	791	891	5	56	90	151	1042	12.4%
Gay or lesbian	8	15	248	271	1	20	29	50	321	3.8%
Heterosexual or straight	137	427	3268	3832	70	515	397	982	4814	57.2%
Other sexual orientation	9	54	305	368	3	28	43	74	442	5.3%
Prefer not to say	32	123	849	1004	14	129	129	272	1276	15.2%
Not available				0		37	481	518	518	6.2%
Total	209	696	5461	6366	93	785	1169	2047	8413	100.0%

Table 4.e (HESA return) All registered students by sexual orientation, programme type and mode of study.

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 2022** published by 31 March 2023 - with briefing and presentation on data and progress for Equality Champions Network arranged for May 2023. Further work is needed to explore using PowerBI and to provide Departments with the data and analysis to understand their staff and student population across an EDI lens.

*   New EDI Strategic Oversight Group was approved and formed in November 2022. Their purpose is to provide strategic oversight and direction in relation to the University's EDI priority activities and identify future areas for priority. The EDI Strategic Oversight Group first met in January 2023, and will meet three times a year as a minimum.

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**

*   In 2023, and of all those that applied for vacancies at the University, we saw a slightly higher percentage of males (51%), compared with females (49%). Of the Females that applied for a vacancy (1,952), and then appointed (454) is a higher success rate of 23.3%, when compared with the 18.5% success rate for Males, where those applied (2,037), and then appointed (376).

    When recruiting to our management and more senior level roles (grade 7 and above), 44% (41% in 2021-22) of our applicants were female, and 54.1% (58.2% in 2021) of our appointed candidates were female. This demonstrated sustained progress in addressing the balance of gender in senior positions at the University. Specifically, to address the area of gender equality in Senior Academic roles (Grade 9 and above, Senior Lecturer and above) as per our Strategic Equality Plan. 15% (35% in 2021-22) of our applicants were female, and 30% (29% in 2021) of our appointed candidates were female.

    For 2023, staff who identify as Minority Ethnic represented 6% of the total workforce (2022, 6.1%; and 2021, 5.5%), which indicates Ethnic minority staff very marginally decreased.
    The percentage of staff with a declared impairment, health condition or learning difference in 2023 was 9.6% (compared with 9.3% in 2022, and 9.1% in 2020). This remains higher than the sector average when comparing to Advance HE's benchmarking figure of (2023: 6.8%, and in Wales for 2023: 7.9%).

    Whilst we still have areas for improvement, 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 established a new Race Action Group to oversee the implementation of the University Race Action Plan and ownership of the timeline for our self-assessment and preparation for a AdvanceHE Race Equality Charter Bronze Award application. The University is committed to applying by November 2024.

  During Race Equality Week in February 2023, the University launched its Race Action Plan with staff and students. Other activity within the year also included the appointment of a new Race Equality Officer, new Report and Support System for students, new Anti-racism training for all staff, and new Bystander and Microaggressions training.

- **Athena Swan** – the Self-Assessment team completed an application for the Athena Swan Charter Bronze award in May 2023, with an action plan targeted to start in Autumn 2023 for the next five years.

- **Celebrating our diversity and community –** the University held numerous events during 2022-23 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. It was also a year that saw new celebrations to mark Diwali, Ramadan, and participation in the community led 'Pride on the Prom' event.

- **LGBT and the Black, Asian and Minority Staff Networks** continued to meet monthly through informal meetings and 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**

- University worked with external EDI specialists (Diversifying Group) to undertake an EDI audit in November 2022 to review staff recruitment and selection process and procedures, and policies. The work is underway to implement all the recommendations which were rated and prioritised.

- University have applied for an **Athena Swan Bronze award** and continue to support staff through the Academic promotion process – at a professorial level; the percentage of female professors has risen slightly to 16% from 15.8% (2022), 15.5% (2021) and 9% (2020).

- **Academic Promotions -** A total of 32 academic staff promoted in 2022-23 - 17 (53%) were Female and 15 (47%) were Male, compared with the 30 staff members promoted in 2021-22 – 11 were female (37%) and 19 (63%) were male. In 2022-23, the female success rates of those that applied, (17 of 27, 63%), were higher than males, (15 of 26, 58%) this was higher in both numbers and success rate (17, 63%) from the previous year (11, 50%). The University will continue their efforts to encourage more women and minority ethnic staff to apply for academic promotion (including at Professorial level) through the University's Academic Promotions process, along with providing additional support and guidance to all eligible staff.

- A total of 32 academic staff promoted in 2022-23, 28 (88%) were White and 2 (6%) were Minority Ethnic), compared with the 30 academic staff promoted in 2021-22 – 26 were white (87%) and 3 (10%) were Minority Ethnic. In 2022-23, the percentage success rates of minority ethnic staff of those that applied, (2 of 4, 50%), was lower than white staff, (28 of 45, 62%).

- **Stonewall Workplace Equality Index 2023** - 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 were awarded and maintained its Bronze Employer status.

- **Breastfeeding, Expressing and Bottle-feeding spaces on campus –** The University completed work to create dedicated milk expressing/breastfeeding rooms to support staff and students who are breastfeeding/feeding or for private rest facilities for pregnant colleagues. All students and staff members can use these facilities. The University campuses are entirely breastfeeding friendly and

there are no restrictions on bottle or breastfeeding. We recognise that sometimes parents may prefer a private, quiet and safe space to feed (by bottle or breast) or to express.

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** – New anti-racism e-learning training for all staff was launched, the 'Let's talk about Race in the Workplace', which adds to the equality training already available, 'Diversity in the Workplace' and 'Unconscious Bias'. Completion rates for this training will be monitored with an expectation for all staff to complete.

- **Staff training** – the University offers staff a variety of training and development courses which are held either in-person or online via Microsoft teams. In addition to the modules introduced in 2021-22, new courses were launched in 'Active Bystander', 'Microaggressions' and 'Cultural Awareness'. This was in direct response to feedback from staff. Both staff and student participated in the 'Challenging Hate in the community' workshop delivered by OddArts and organised by Student Services.

- **Reverse mentoring** – scoping exercise undertaken to understand the requirements to create a pilot reverse mentoring programme for senior and middle managers to learn more about the lived experience of minority ethnic staff and students. The Arts Centre at the University will also participate in the Welsh Government's Pilot Reverse Mentoring programme led by Race Council Cymru and funded through the Anti-Racist Wales Culture, Heritage and Sport Fund.

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

- In common with many Higher Education institutions, we have more men than women in senior roles; this creates a situation where we have a gender pay gap while having minimal issues in relation to equal pay.
  - The mean gender pay gap for 31 March 2023 is 11.39% (8% in 2022) and lower than the UK Higher Education sector average of 14.28%, and Welsh Higher Education Sector of 13.7% (*AdvanceHE Higher Education Staff statistical report 2023*).
  - The median gender pay gap for 31 March 2023 is 6.75% (5% in 2022) and lower than the UK Higher Education sector average of 8.5%, and Welsh Higher Education Sector of 13.7% (*AdvanceHE Higher Education Staff statistical report 2023*).