Annual Equality Report

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Data reporting period: 1 August 2020 to 31 July 2021

Approved by the full Council of Aberystwyth University on 30 March 2022

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Annual Equality Report 2020-21

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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 (2020-2021) 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 offers protection to people with (but not limited to) the nine protected characteristics:- Race, Disability, Gender, Age, Sexual Orientation, Religion or Belief, Gender Identity (formerly Gender Reassignment), Marriage and Civil Partnership, and Pregnancy and Maternity. In addition, the PSED in Wales lays down additional responsibilities, over and above the 2010 Act and includes duties related to the Welsh language.

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

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

2. Advance equality of opportunity between people from different groups – this involves considering the need to:

    a. Remove or minimise disadvantages suffered by people due to their protected characteristics;
    b. Meet the needs of people with protected characteristics;
    c. Encourage people with protected characteristics to participate in public life or in other activities where their participation is low;
    d. Foster good relations between people from different groups – this involves tackling prejudice and promoting understanding between people from different groups.

3. Consider the three aims of the general duty when making decisions as employers and education and service providers; for example, when,

    a. Developing, evaluating and reviewing policies;
    b. Designing, delivering and evaluating services, including education provisions;
    c. Commissioning and procuring services from others.

Strategic Equality Plan 2020 - 2024

The University's Strategic Equality Plan 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:

Objective

1. Awareness raising and senior 'buy in'
2. Diversify the staff and student body
3. Ensure equality in processes
4. Training and mentoring
5. 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).

This section covers five areas of data:

1. Governance
2. Current Staffing
3. Staff – Applications, 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 too. This comes from specific steps being taken over the last few years to remedy gender balance on these committees.

COMMITTEES	2020		2021	
	F	M	F	M
COUNCIL	7 (39%)	11 (61%)	10 (56%)	8 (44%)
SENATE	13 (41%)	19 (59%)	15 (47%)	17 (53%)
University Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)
Redundancy Committee	3 (60%)	2 (40%)	4 (80%)	1 (20%)
Investments	1 (14%)	6 (86%)	2 (33%)	4 (67%)
Audit, Risk & Assurance	1 (17%)	5 (83%)	4 (80%)	1 (20%)
Remuneration	1 (25%)	3 (75%)	3 (50%)	3 (50%)
Governance & Compliance	5 (50%)	5 (50%)	8 (80%)	2 (20%)
Resources and Performance	4 (40%)	6 (60%)	5 (50%)	5 (50%)

Table A:1 Senate, Council, Executive and Joint Committees as at 31st July 2021

2. CURRENT STAFFING

Key points arising from an interpretation of the data (2020 refers to 2019/20 data, 2021 refers to 2020/21 data):

1. The total number of staff head count (excluding Aberworkers) in the University has increased from 2020 to 2021 by 4.7%.
2. The gender split (staff) for 2021 is 53.3% female and 46.6% male. In 2020, the gender split was 53.6% female and 46.4% male.
3. There has been a switch to a higher percentage of PT working for female staff from 64.9% to 68.3%. There is far less part time working overall for male staff, and that has decreased from 34.7% (2020) to 31.6% (2021).
4. The percentage of staff declaring their ethnicity as Black Asian Minority Ethnic (BAME) represented 5.2% of total staff (2020, 5%), which indicates that AU are very marginally increasing their BAME staff percentage.
5. The percentage of students declaring to be from BAME groups is at 10.1% (for comparison in 2019/20 this was 9%).
6. The percentage of staff with declared disabilities as of 31.07.2021 was 8.2% (compared with 5.3% in 2020, 3.8% 2019). This is higher than Advance HE's benchmarking (sector average) figures (2021: 6.5%).
7. 39.5% (36% 2020) of our staff have declared a religious belief, 42.4% (36% 2020) of our staff have declared their sexual orientation, and 77% (74% 2020) of our staff have told us whether their gender identity has changed since birth.

<u>**DETAILED STAFF INFORMATION**</u>

1. **Staffing Levels**

The total number of people employed in the University on the 1st August 2021 was 1940 (headcount data, excluding AberWorkers). This is an increase (4.7%) over comparable 2020 data (1853). This increase is partly because we needed to recruit larger than usual temporary cohorts of staff in certain areas to help with COVID requirements.

In 2021 Staff are split as follows: 47.8% of staff (excluding AberWorks) working full time (2020, 48.4%) and 52.2% of staff working part time (2020, 51.6%). Further FT and PT analysis can be found in Section 2 below, by gender.
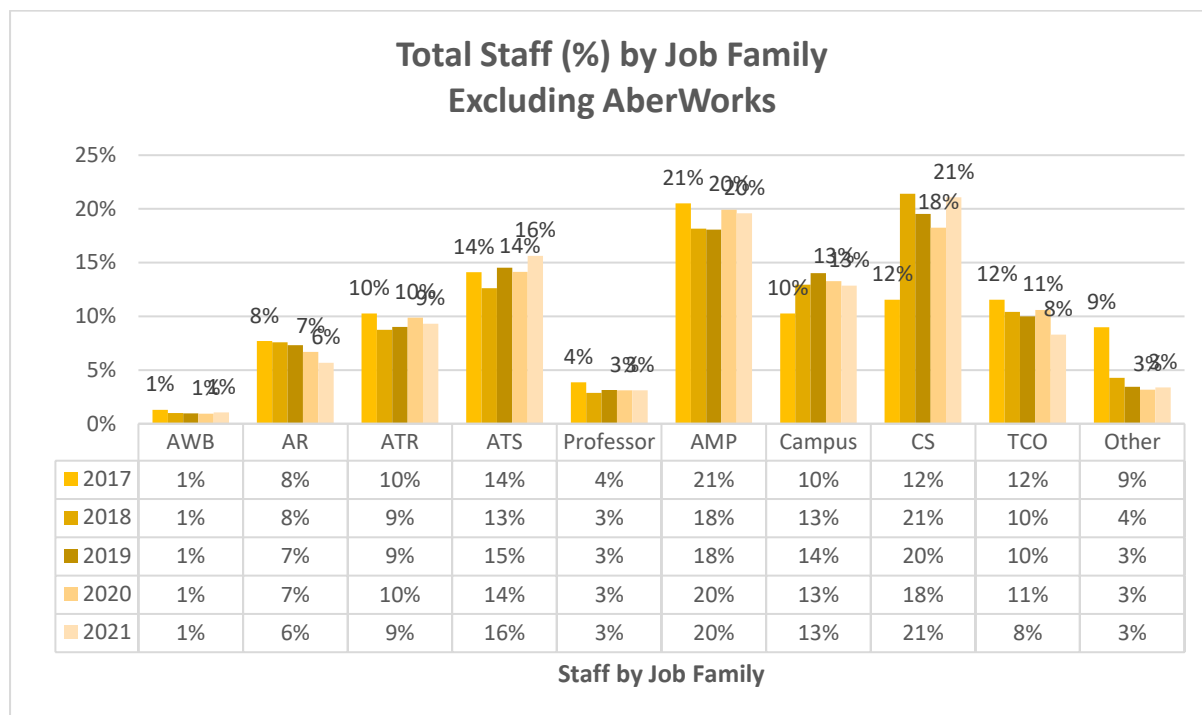
The chart below shows total staff by 'Job Family' that we use for HESA external reporting purposes.

ABRWRK	Aberworkers
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 B:1 Abbreviations of Job Families

Total Staff (%) by Job Family Excluding AberWorks

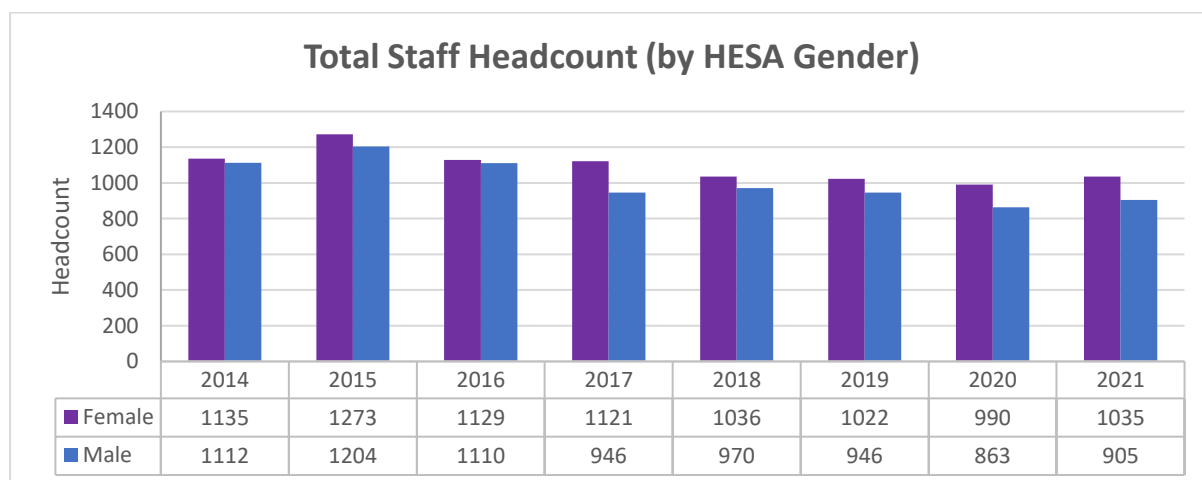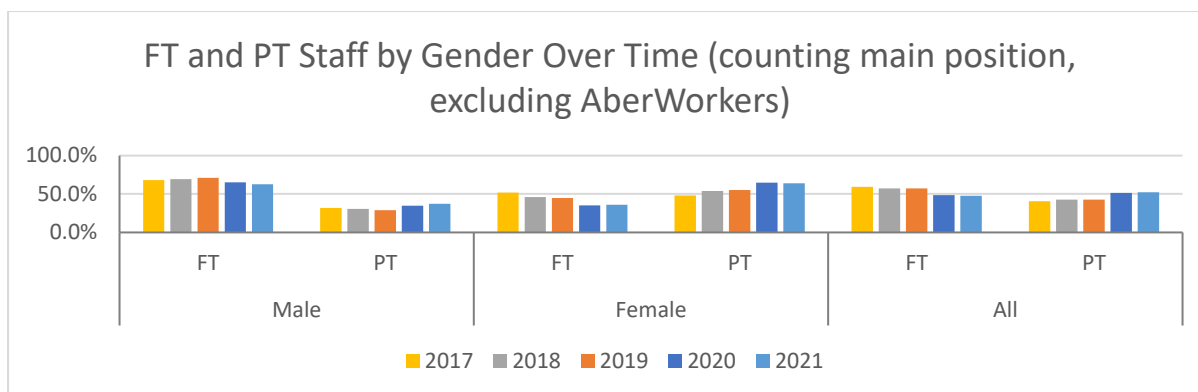|	AWB	AR	ATR	ATS	Professor	AMP	Campus	CS	TCO	Other
2017	1%	8%	10%	14%	4%	21%	10%	12%	12%	9%
2018	1%	8%	9%	13%	3%	18%	13%	21%	10%	4%
2019	1%	7%	9%	15%	3%	18%	14%	20%	10%	3%
2020	1%	7%	10%	14%	3%	20%	13%	18%	11%	3%
2021	1%	6%	9%	16%	3%	20%	13%	21%	8%	3%

Staff by Job Family

Graph B: 1 Dataset: HR Headcount 31.07.2021 (some figures have been rounded)

2. Gender breakdown

The gender breakdown for all staff for 2021 (excl.abrwrk) is female 1035 (53.3%) and male 905 (46.6%), compared to 2020 figures female 990 (53.3%) and male 863 (46.5%). This is shown as a histogram F-M (HESA sex ID) in B:2 below, indicating a decreasing trend in total staff over the last five years (where Aberworkers are excluded).

Total Staff Headcount (by HESA Gender)

	2014	2015	2016	2017	2018	2019	2020	2021
Female	1135	1273	1129	1121	1036	1022	990	1035
Male	1112	1204	1110	946	970	946	863	905

Graph B: 2 Dataset: HR headcount 31.07.2021

Graph B: 3 Dataset HR headcount 31.07.2021

Graph B:3 above shows the gender split between full time and part time for those employed as at 31.07.2021 and 2020, 2019 and 2018, 2017 respectively. It is interesting to note the FT/PT change between 2019 and 2020/21, in particular the switch to 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 organisation with COVID workloads and new ways of working. The percentage increase for female staff is from 64.9% (2020) to 68.3% (2021). There is far less part time working overall for male staff, and that has decreased from 34.7% (2020) to 31.6% (2021). It is important to note that we have recruited larger than usual cohorts of female staff in certain areas to help with COVID requirements. Of the higher than usual appointed females the highest portion were appointed as Part Time Teachers. This may explain the increase in female part time working.

3. Disability

The percentage of staff with declared disabilities as of 31.07.2021 was 8.2% (compared with 5.3% in 2020, 3.8% 2019). This is higher than Advance HE's benchmarking (sector average) figures (2021: 6.5%). The increase 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. The table B:2 below shows the breakdown between those with a declared disability, by full-time and part-time employees, and by gender for 2020/21.

Gender	FT/PT	No
Female	FT	48
Female	PT	58
Male	FT	49
Male	PT	39
All	FT	97
All	PT	97
All Female		106
All Male		88
ALL		194

Table B: 2 HR HESA data 31.07.2021 (disability declared)

50% of those with disclosed disabilities are working part time. Of the whole workforce, 52% 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. It is reassuring that the split on PT and FT working for staff with disabilities is 50/50.

Those who ticked 'information refused' reflect only 0.4% of total staff. 91.3% (94.6% in 2020) of our staff have not engaged with the question at all. 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 they do not have to provide this data. There has been a move in some University's towards making the optional diversity questions mandatory. None of the Welsh HEIs have done this yet.

We are keen to explore the possibilities of increasing disclosure through communications and culture change initiatives.

4. Ethnicity

For 2021, staff declaring as Black Asian Minority Ethnic (BAME) represented 5.2% of total staff (2020, 5%), which indicates that AU are very marginally increasing their BAME staff percentage. This figure however is low compared to the national average for the UK HE sector (10.5% in 2021) but is significantly above the working population in Ceredigion (1.4% BAME). Advance HE suggests that as a yardstick staff numbers should be approximately in line with BAME student numbers, which for 2020/21 are 10.1% (2019/20 9%).
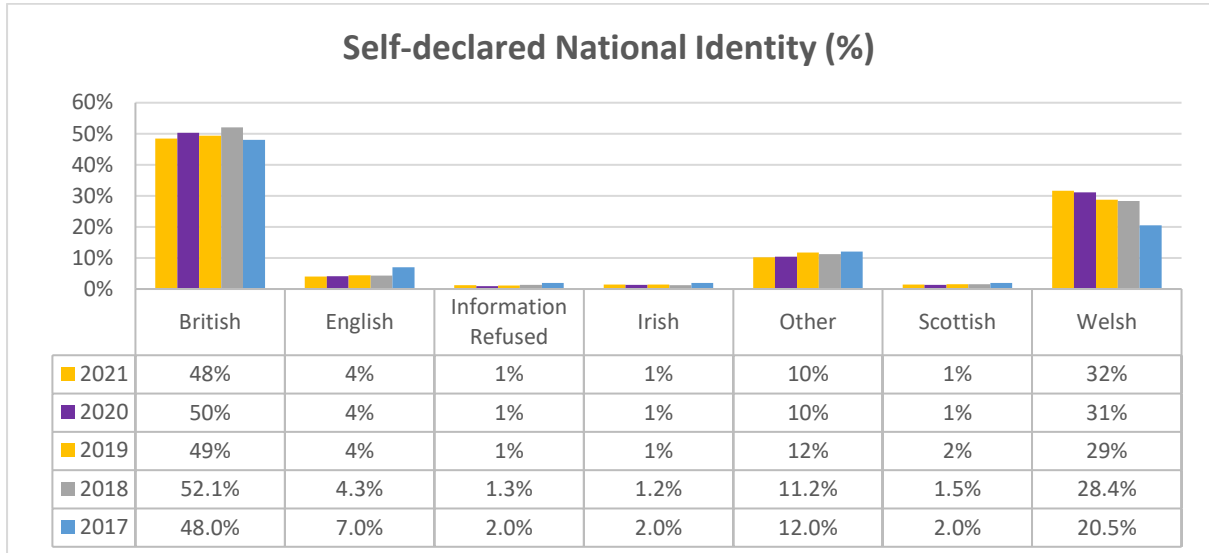
Staff Declaring as BaME (%)
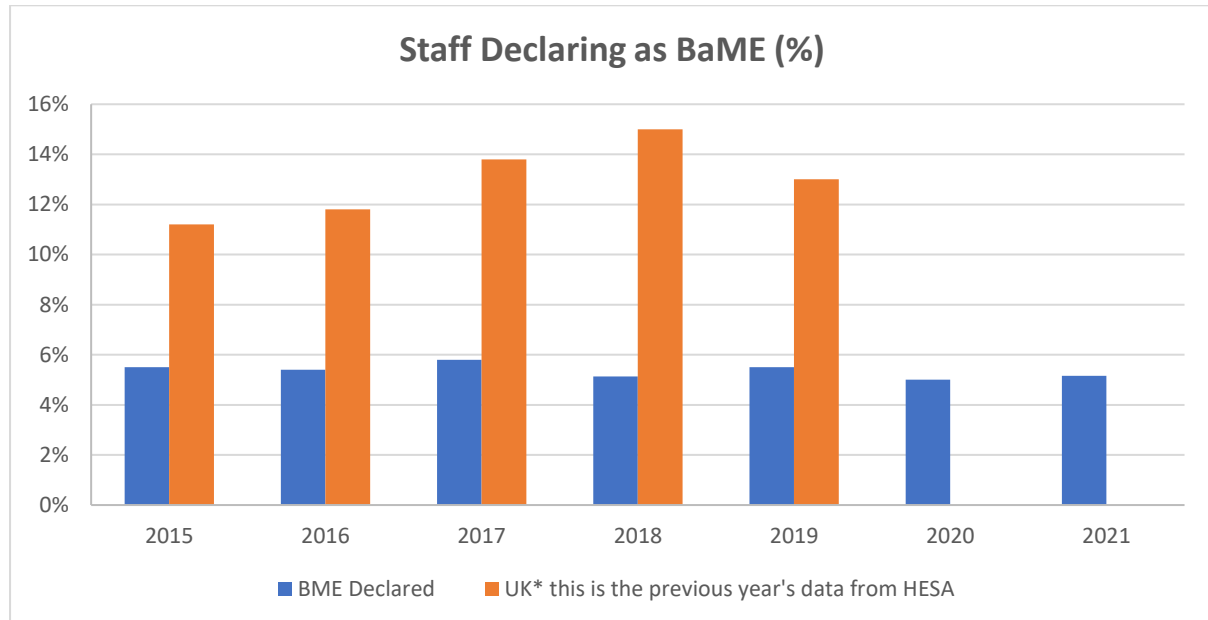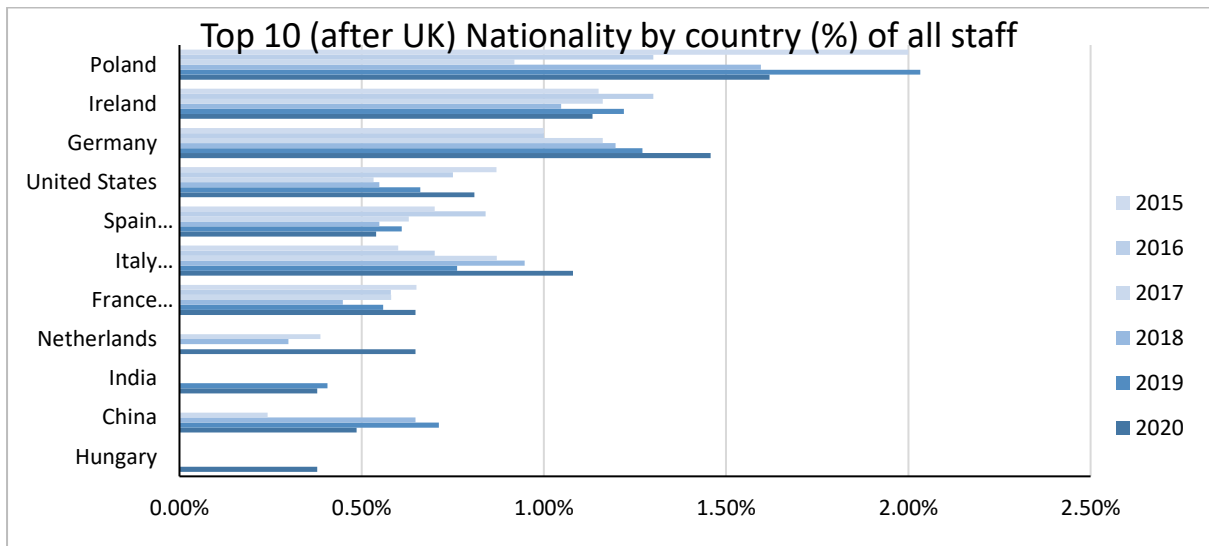

Graph B: 4 HR/HESA Data

5. **Nationality**

Staff can self-declare single or dual nationality for HESA purposes, and are broken down by categories as shows in Graph B:5 below. The largest group are self-declared British at 48% (2020 53%) followed by Welsh at 32% (2020 28%).

Self-declared National Identity (%)

	British	English	Information Refused	Irish	Other	Scottish	Welsh
2021	48%	4%	1%	1%	10%	1%	32%
2020	50%	4%	1%	1%	10%	1%	31%
2019	49%	4%	1%	1%	12%	2%	29%
2018	52.1%	4.3%	1.3%	1.2%	11.2%	1.5%	28.4%
2017	48.0%	7.0%	2.0%	2.0%	12.0%	2.0%	20.5%

Graph B: 5 HR/HESA Data

During 2020/21 staff possessed legal nationalities from 51 countries. The most represented nationality of staff was United Kingdom, followed by Poland and Ireland.

Top 10 (after UK) Nationality by country (%) of all staff

Graph B: 6 HR/HESA Data

6. **Optional Diversity Data**

The Pobl Aber People system has an optional diversity data section, which asks employees about their religious belief, sexual orientation and whether their gender identity has changed since birth.

39.5% (36% 2020) (50.1% national average for UK HE sector) of our staff have declared a religious belief, 42.4% (36% 2020) (44.9% national average for UK HE sector) of our staff have declared their sexual orientation, and 77% (74% 2020) (28.1% national average for UK HE sector) of our staff have told us whether their gender identity has changed since birth. Those whose gender identity has changed since birth (of those that answered the question) is at 0.7% (0.8% national average for HE sector) and those that are LGB at AU are at 3.4% (3% 2020), the national HE average is 5.8%.

7. Age

There has been a slight increase in the number of AU staff members who are in all age ranges apart from the 41-50 age range where has been a slight decrease. The reason for this increase could be explained through the increase in staff overall due to employing more staff to assist with COVID requirements.

The age profile of all staff in Graph B: 7 (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.
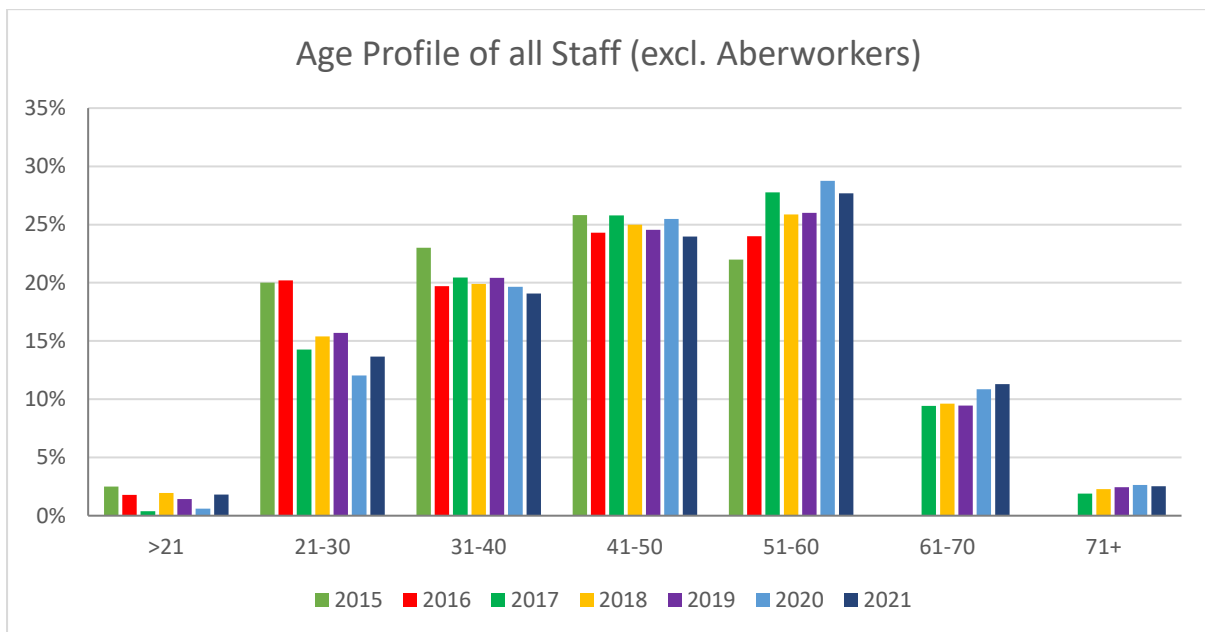
Graph B: 7 HR/HESA Data

Graph B:8 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 60+ end and the under 21 end staffing numbers are fairly equally split by gender.
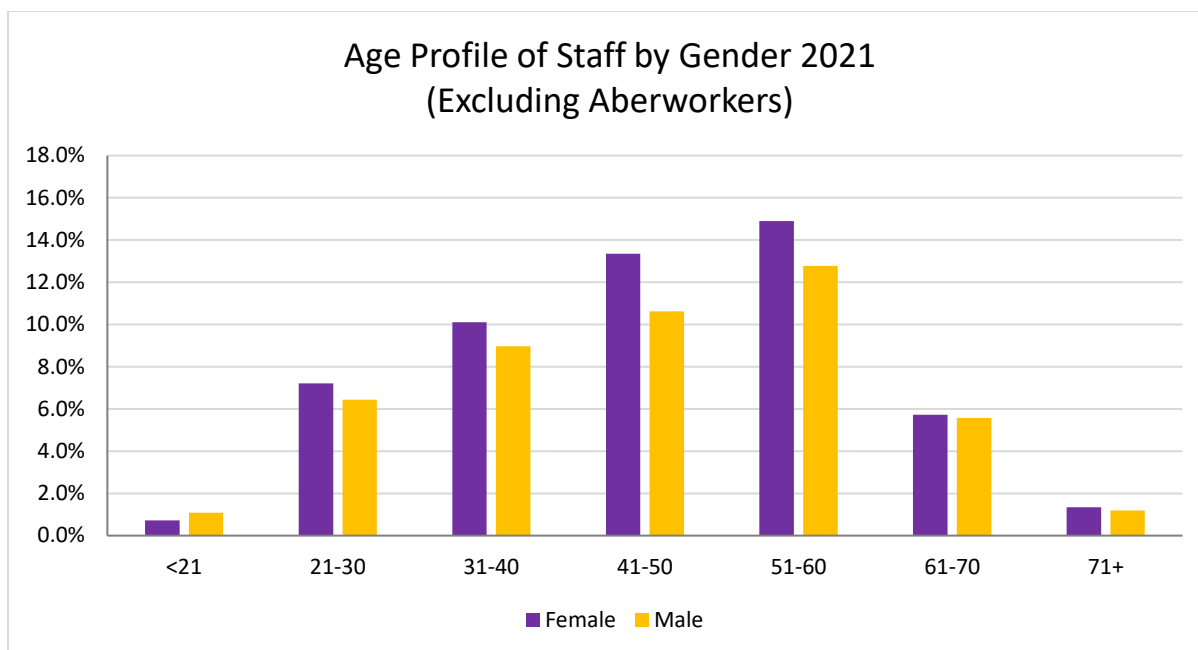
Graph B:8 HR/HESA Data

8. Welsh Language

It is interesting to note the increase in those identifying with a C1 and C2 level competency in the Welsh Language. It is also interesting that the amount of staff leaving their Welsh competency blank has very marginally increased since 2020. The Human Resources Department 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.

2021

Row Labels	%	Equivalence
A0 ORAL		
A1 ORAL	57.6%	Old Level 1
A2 ORAL		
B1 ORAL	5.7%	Old Level 2
B2 ORAL	5.8%	Old Level 3
C1 ORAL	13.4%	No previous equivalent Higher than Level 3
C2 ORAL		
No data	17.5%	

2020

Row Labels	%	Equivalence
A0 ORAL		
A1 ORAL	57.5%	Old Level 1
A2 ORAL		
B1 ORAL	5.8%	Old Level 2
B2 ORAL	6.1%	Old Level 3

C1 ORAL	13.3%	No previous equivalent
C2 ORAL		Higher than Level 3
No data	17.3%	

2019

Levels	%	Equivalence
A0 ORAL		
A1 ORAL	61.2%	**Old Level 1**
A2 ORAL		
B1 ORAL	6.5%	**Old Level 2**
B2 ORAL	7.2%	**Old Level 3**
C1 ORAL	9.5%	**No previous equivalent**
C2 ORAL		**Higher than Level 3**
No data	15.6%	

3. – STAFF – Applications, Reward & Recognition, and Training

1. Applicant Data to 31 July 2021

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

All Applications: 3877

All vacancies (includes casuals and advertised): 423 (346 in 2020)

Successful Appointments: 776 (2020: 532)

It is worth noting that there are more appointees than posts due to there being multiple posts to fill to in some areas.

Gender of applicants:

Female	Male
2002	1869
51.6%	48.4%

Table C: 1 Hireserve system 31.07.2021

Gender of hired candidates:

Female	Male
415	360
53.5%	46.5%

Table C: 2 Hireserve system 31.07.2021

Of all hired candidates 53.7% were female and 46.4% male, which is slightly higher than applicants by gender F:51.6%, M:48.2%. Females are appointed at a higher rate than they apply, and for male applicants the opposite is true. Of our management and more senior level roles, 39% of our applicants were female, and 54% of our appointed candidates female. This may be a 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.

a. **Ethnicity**

Applicants by ethnicity (breakdown):

	Applicants		Appointments	
Arab	42	1%	2	0.2%
Asian or Asian British – Bangladeshi	15	0.4%	1	0.1%
Asian or Asian British - Indian	138	3.5%	4	0.5%
Asian or Asian British – Pakistani	71	1.8%	6	0.7%
Black or Black British - African	128	3.3%	8	1%
Black or Black British – Caribbean	3	0.07%	1	0.1%
Chinese	54	1.4%	2	0.2%
Gypsy or Traveller	5	0.1%	1	0.1%
Mixed – White and Asian	26	0.7%	2	0.2%
Mixed – White and Black African	16	0.4%	1	0.1%
Mixed – White and Black Caribbean	13	0.3%	2	0.2%
Other Asian background	73	1.8%	5	0.6%
Other Black background	22	0.6%	5	0.6%
Other ethnic background	71	1.8%	13	1.7%
Prefer not to say	153	3.9%	33	4.2%
White	3041	78%	656	84.5%
Unknown	6	0.1%	1	0.1

Table C:3 Hireserve system 31.07.2021

Of those that applied 78% were white, then followed by 3.9% who preferred not to say. Of those appointed 84.5% were white then followed by 4.2% who preferred not to say. It is worth noting that white applicants are appointed at higher rates than they apply (84.5% appointed, 78% applied), whereas BAME applicants are appointed at lower rates than they apply (6.1% appointed, 17.1% applied). Of the BAME candidates that applied 71% were turned down at shortlisting stage, and 6% were not appointed after interview. Of the 71% of BAME candidates that were turned down at shortlisting stage (of 17.1% BAME applicants overall) 16% 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.

b. Disability

	Applicants		Appointments	
A disability, impairment or medical condition that is not listed above	54	1.3%	6	0.7%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	42	1%	6	0.7%
A mental health condition, such as depression, schizophrenia or anxiety disorder	109	2.8%	27	3.4%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	18	0.4%	3	0.4%
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	34	0.8%	9	1.1%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	206	5.3%	52	6.7%
Blind or a serious visual impairment uncorrected by glasses	4	0.1%	1	0.1%
Deaf or serious hearing impairment	5	0.1%	2	0.2%
No Known disability	3227	83.2%	643	83%
Prefer not to say	125	3.2%	18	2.3%

b. Table C:4 Hireserve system 31.07.2021

Of those that applied 83.2% declared 'No Known Disability', followed by 5.3% declaring a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D. Of those appointed the highest number at 83% was those with no known disability, followed by those with a specific learning difficulty, which is in line with the applicant data. However, this data isn't known to recruiting managers so it would not form part of any selection decisions.

c. Sexual orientation

	Applicants		Appointments	
Bisexual	108	2.7%	24	3%
Gay man	23	0.6%	2	0.2%

Gay woman/lesbian	17	0.4%	2	0.2%
Heterosexual	856	22%	159	20%
Other	25	0.6%	4	0.5%
Prefer not to say	110	2.8%	19	2.4%
Unknown	2738	70.6%	566	73%

Table C:5 Hireserve system 31.07.2021

Of those that applied the highest percentage were those that chose not to answer the question at 70.6 %, followed by 22% who are heterosexual. 3.7% of applicants were LGB.

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

d. Gender Identity Changes

	Applicants		Appointments	
I prefer not to say if my gender identity has changed since it was assigned at birth	45	1.1%	5	0.6%
My gender identity has changed since it was assigned at birth	35	0.9%	5	0.6%
My gender identity has not changed since it was assigned at birth.	1075	27.7%	205	26%
Unknown	2722	70.2%	561	72.2%

Table C:6 Hireserve system 31.07.2021

In terms of gender identity changes, of those that applied, the highest proportion chose not to answer the question (70.2%), followed by 27.2% who had ticked 'my gender identity has not changed since it was assigned at birth'. People who stated that their gender identity had changed since birth, made up 0.9% of applications and 0.6% of appointments.

e. Academic Promotions

Substantial efforts have been made by the University to promote gender equality at professorial level; the percentage of female professors has risen from 13% (2020) to 16.9% (2021). 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 promotion to Professor through the University's Academic Promotions process.

2. Training

Online Diversity E-learning training

Aberystwyth University provides training in this area for all staff. At the first induction day for new staff, the process is explained. This on-line tool enables staff to:

- Familiarise themselves with equality legislation
- Gain an understanding of the broader issues around equality and diversity
- Raise their awareness of their responsibilities and rights as members of staff

The training is provided by means of an online tutorial. This tutorial can be undertaken in one sitting or in 'bite-sized' chunks at the user's convenience. As at 31.07.2021 70% of AU staff had engaged with the training course. This is an increase since 2020 (65%). The Diversity and Inclusion Manager also delivers a bespoke face-to-face equalities training session which is delivered upon the request of Departments. Online unconscious bias training (in collaboration with the REF team) was introduced in April 2019 and this is now available for all staff to complete. We will continue to review our approaches to diversity related training.

4 -CURRENT STUDENT DATA

1. Gender
(a) Overall

The total number of students registered at AU for 2020/21 was 8,039 with 54.5% being female (2019/2020 50.6% female).

2020/21 Student Gender by Faculty & Department									
		Female		**Male**		**Other**		**Total**	
Faculty	**Department**	Count	%	Count	%	Count	%	Count	%
Faculty of Arts and Social Sciences	Art	156	83.9%	22	11.8%	8	4.3%	**186**	**2.3%**
	Education	278	72.6%	104	27.2%	1	0.3%	**383**	**4.8%**
	English and Creative Writing	227	67.0%	92	27.1%	20	5.9%	**339**	**4.2%**
	History and Welsh History	118	42.9%	152	55.3%	5	1.8%	**275**	**3.4%**
	International Politics	118	31.1%	259	68.2%	3	0.8%	**380**	**4.7%**
	Law & Criminology	274	66.2%	135	32.6%	5	1.2%	**414**	**5.1%**
	Modern Languages	77	70.6%	31	28.4%	1	0.9%	**109**	**1.4%**
	Theatre, Film and Television Studies	255	55.6%	199	43.4%	5	1.1%	**459**	**5.7%**
	Welsh and Celtic Studies	66	75.9%	21	24.1%		0.0%	**87**	**1.1%**
	Total	**1569**	**59.6%**	**1015**	**38.6%**	**48**	**1.8%**	**2632**	**32.7%**
Faculty of Business and Physical Sciences	Aberystwyth Business School	190	40.9%	268	57.8%	6	1.3%	**464**	**5.8%**
	Computer Science	167	18.6%	723	80.4%	9	1.0%	**899**	**11.2%**
	Information Studies	188	75.8%	58	23.4%	2	0.8%	**248**	**3.1%**

								Total	
	Mathematics	62	39.2%	93	58.9%	3	1.9%	**158**	**2.0%**
	Physics	81	25.9%	227	72.5%	5	1.6%	**313**	**3.9%**
	Total	**688**	**33.0%**	**1369**	**65.8%**	**25**	**1.2%**	**2082**	**25.9%**
Faculty of Earth and Life Sciences	Biological, Environmental and Rural Sciences	800	59.6%	519	38.7%	23	1.7%	**1342**	**16.7%**
	Geography and Earth Sciences	210	47.8%	225	51.3%	4	0.9%	**439**	**5.5%**
	Psychology	362	74.3%	121	24.8%	4	0.8%	**487**	**6.1%**
	Total	**1372**	**60.5%**	**865**	**38.1%**	**31**	**1.4%**	**2268**	**28.2%**
Welsh Language, Culture and External Engagement	Lifelong Learning	754	71.3%	288	27.2%	15	1.4%	**1057**	**13.1%**
	Total	**754**	**71.3%**	**288**	**27.2%**	**15**	**1.4%**	**1057**	**13.1%**
Total		**4383**	**54.5%**	**3537**	**44.0%**	**119**	**1.5%**	**8039**	**100.0%**

Graph D: 1 (ASTRA records) All registered students by gender, department, and faculty.

(a) Undergraduate withdrawals

The total number of UG withdrawals in 2020/21 is recorded at 1.9% compared with 3.5% in 2019/20. Of those that withdrew (160 students) in 2020/21 6.8% are Trans, 29% have a religion or belief, 6% are LGB, and 9.4% BAME. After 'other personal reason' the most common reason for leaving is because they've 'transferred to another provider'. Of these withdrawals Transgender students are overrepresented as withdrawals. AU has 4.2% of its students identifying as Trans. The withdrawals are an area of concern and should look to be addressed within our strategic action work on diverse pipelines and attainment and retention. Some ideas around remedying this involve improving our student systems that 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.

2. Ethnicity

The percentage of students at AU declaring they are 'white' remains high at 79.1% (2019/20 78%), with a further 10.8% (2019/20 13%) either refusing to supply this information or being unknown/blank. The percentage of those declaring to be from BAME groups as 10.1% (for comparison in 2019/20 this was 9%).

WELSH LANGUAGE

2020/21 Students Degree Classification by Welsh Speaker Status						
Welsh speaker status	**1st**	**2:1**	**2:2**	**3rd**	**Total**	
					Count	**%**
Fluent Welsh speaker	37	52	25		**114**	**9.1%**
Not known	1	1			**2**	**0.2%**

Not Welsh speaker	338	564	169	7	**1078**	**86.2%**
Welsh speaker not fluent	16	32	8		**56**	**4.5%**
Total	**392**	**649**	**202**	**7**	**1250**	**100.0%**

Graph D: 8 ASTRA records Undergraduate students degree classification by Welsh speaking 2020/21

Graph D:8 Data on attainment for Welsh speakers/ Non-Welsh speakers. In 2020/21 1250 students overall graduated. The percentage of Welsh speakers gaining a first class degree is 32% and upper 2.1 45%. 31% of non-Welsh speakers gained first class degrees and 52% of non-Welsh speakers gained an upper 2.1.

We have a large spread of 100% Welsh Medium schemes which are significant in terms of cultural impact. However, the numbers on each scheme are relatively low and so it is difficult to produce reliable statistics 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.

Some areas of progress to note:

- There has been positive change in proportions between female and male members on Council and Senate and the main Joint Committees of Council.
- Substantial efforts have been made by the University to promote gender equality at the professorial level; the percentage of female Professors has risen from 13% (2020) to 16.9% (2021).
- The mean gender pay gap of 8.49.% (10.3% 2020) is lower than the UK sector average of 16.1%; the median gender pay gap of 3.75% (8.7% 2020) is lower than the UK sector average of 13.7% (Advance HE data 2021). This significant decrease is 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.
- Female applicants for job vacancies are appointed at a higher rate than they apply, and for male applicants the opposite is true. Of our management and more senior level roles, 39% of our applicants were female, and 54% of our appointed candidates female. .
- For 2021, staff declaring as Black Asian Minority Ethnic (BAME) represented 5.2% of total staff (2020, 5%), which indicates that AU are very marginally increasing their BAME staff percentage.
- The percentage of students declaring to be from BAME groups is at 10.1% (for comparison in 2019/20 this was 9%).
- The percentage of staff with declared disabilities as of 31.07.2021 was 8.2% (compared with 5.3% in 2020, 3.8% 2019). This is higher than Advance HE's benchmarking (sector average) figures (2021: 6.5%).

- 39.5% (36% 2020) of our staff have declared a religious belief, 42.4% (36% 2020) of our staff have declared their sexual orientation, and 77% (74% 2020) of our staff have told us whether their gender identity has changed since birth.

Since the approval of the Strategic Equality Plan 2020-2024, as well as working on other developments and initiatives, we have:

Zero Racism Cymru Pledge:

The University Executive Committee and Senate Committee have approved our request to sign the Zero Racism Cymru Pledge.

The 'Zero Racism Wales' pledge is a Race Council Cymru (RCC) initiative. RCC is the overarching umbrella body established by ethnic minority grassroots communities in Wales to bring key organisations and work together to combat racial prejudice, race discrimination, harassment, victimisation, abuse, violence.

Zero Racism Wales calls on all organisations and individuals committed to promoting racial harmony and equity to sign up to a zero-tolerance policy to racism in Wales and implement the commitments outlined by the policy within the workplace and their day to day lives.

By signing up and agreeing to the policy, PAU would agree to take a stand against racism and promote a more inclusive and equal workplace and society that gives every individual in Wales the right to feel safe, valued and included.

Race Access and Success Collaborative Project:

Earlier this year we signed up to a Higher Education Funding Council of Wales (HEFCW) funded enhancement programme to progress race equality within higher education. This Wales-wide programme was designed to help Welsh universities with improving race equality. Through a series of workshops, action planning sets and consultation, we have been supported to progress at a pace and place right for our institutional needs. The final stage of the project was to develop and implement a Race Action Plan.

We have worked on drafting this Race Action Plan with BAME representatives among staff, students and a consultant for Advance HE. The Race Action Plan has been approved. We will now start to work on launching this race action plan in 2022.

Stonewall Workplace Equality Index submission:

We submitted our Stonewall Workplace Equality Index application in 2021.

Through our application, we demonstrated our work in 10 areas of employment policy and practice. Staff from across the organisation have also completed an anonymous survey about their experiences of diversity and inclusion at the University.

We have received our score and are now placed as 104th (were 131st in 2020) and have been awarded Bronze Employer Status too.

Set up an Athena Swan Self-Assessment Team:

Advance HE's Athena SWAN award is a national charter mark that recognises the advancement of gender equality in higher education, encompassing representation, progression, and success for all.

We have now established a self-assessment team to lead the Bronze Athena Swan award submission. The group are responsible for putting together the new application and action plan and consist of a broad mixture of staff from both academic and professional services roles, different genders, different career stages and different disciplinary areas across all Faculties.

We will be submitting our Athena Swan application in Summer 2023.

Agreed to sign up to become a 'University of Sanctuary':

The University Executive Committee have approved our request to sign up to become a 'University of Sanctuary'.

The 'City of Sanctuary' movement began in Sheffield in 2005 with the aim of providing a welcoming place for those who need sanctuary because of persecution and violence. The organisation supports the development of a network of cities, towns, villages, universities and groups engaged in activities intended to welcome forced migrants who are seeking or have sought international protection in the UK.
Universities of Sanctuary is a network within this movement that seeks to 'inspire and support Universities to develop a culture and a practice of welcome within their own institutions' and 'in their wider communities'.

University of Sanctuary status would mark AU's commitment to inclusivity as it reaches its 150th year and ties in with the Welsh Government Nation of Sanctuary aspiration. There is potential crossover with Academi Heddwch, the Centre for Dialogue and the UNESCO City of Literature bid, as well as with AU research. In addition, the University is about to go live with a Race Action Plan (as stated above). The Race Action plan will complement the objectives and aims of the University of Sanctuary work, which also aligns to AU's Strategic Equality Plan 2020-2024 and potentially will lead into a Race Equality Charter submission in the next 3-5 years.

BAME numbers at similar Universities

For 2020, staff declaring as Black and Minority Ethnic (BAME) represented 5% of total AU staff. This figure is low compared to the national average for the UK HE sector (10% in 2020) but is above the working population in Ceredigion (1.4% BAME). Advance HE suggests that staff numbers should be approximately in line with student numbers for BAME, which for 2019/20 are 9%.

University	BAME staff figure	BAME student figure
Aberystwyth University	5%	9%
Bangor University	6%	22%
University of East Anglia	8%	21%
Falmouth University	3%	10%
University of the Highlands and Islands	1%	4%

It is worth noting that Bangor is closer to cities like Liverpool and Manchester and has a higher number of international students. East Anglia will be similar. East Anglia which is less than two hour travelling distance to London have spent the last four years targeting Black African students from London to their University, which has led to an increase of 6.2% of BAME students studying there.

Overall, though we are pleased to see where Aberystwyth sits in relation to the other more rural Universities, and we are confident in the work we are doing through our AU Strategic Equality Plan. However, we expect our numbers and proportion to increase further as we are more successful in international student recruitment. Our evidence base for the AU Strategic Equality Plan told 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.

Diversity and Inclusion work at other organisations

We have been in conversation with the Diversity and Inclusion leads at BBC Cymru, and the Welsh Ambulance Service to share and collaborate on what has and hasn't been working in terms of diversity work. It was interesting to hear that they are carrying out very similar work to us in terms of diversity and inclusion initiatives, for example:

- Female mentoring programmes;
- Working with staff equalities networks (LGBT, BAME, Disability) on strategic decision-making;
- Leadership programmes for women and BAME staff;
- Diversifying recruitment, for example through using positive action.

It was also interesting to note that the BBC Wales target for numbers of BAME employees is 5.5%, which is line with where we are now.

However, there are a couple of successful initiatives that they have modelled at their organisations that we might like to look at trying at AU:

- BBC Wales Hot Shoes – A staff development initiative which prioritises career progression for diverse members of staff. Diverse colleagues shadow senior colleagues for three days, which helps gives an insight in to different roles, and empowers diverse candidates to apply for roles that are more senior.
- Welsh Ambulance Services Allyship Programme – the aim is to improve the organisational culture before trying to recruit diverse staff. The allyship programme is a workshop that colleagues can attend to discuss allyship in a broader sense. The workshop is pinned on reflective practise and self-guided learning. The Executive group at the organisation have feedback on how impactful it was and they now want it to be rolled out across the whole organisation.