



# Annual Equality Report

**March 2014**

(Data reporting: 1 April 2012 to 31 March 2013  
Equality Objectives reporting date: 1 January 2014)

If you have any comments or feedback on this report, please contact the Equalities Advisor on 01970 62 8598 or email [opp@aber.ac.uk](mailto:opp@aber.ac.uk).

This document is available on-line on the Equal Opportunities and Diversity website <http://www.aber.ac.uk/en/equality/equality-reports/>. It is also available in a range of formats, e.g. hard copy, Braille, large print, etc. on request. Should you or someone you know require this in an alternative format, please contact the Equalities Advisor on 01970 62 8598 or email [opp@aber.ac.uk](mailto:opp@aber.ac.uk).

A Welsh version of this document is also available.

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## 1. Introduction:

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The Equality Act introduced in 2010 has helped Aberystwyth University to progress further with the embedding and mainstreaming of equality and diversity, and promote its culture and environment of inclusion throughout its range of functions and activities, for the benefit of staff, students and the community as a whole. It also helps towards fulfilling the aims and goals of the University's Strategic plan 2012-2017 and the Strategic Equality Plan five key objectives implemented in 2012.

The Equality Act 2010 (the Act) consolidates many pieces of existing anti-discrimination law into a single legal framework and offers protection to people with Protected Characteristics. This includes the characteristics of Race, Disability, Gender, Age, Sexual Orientation, Religion or Belief, Gender Reassignment, Marriage and Civil Partnership, and Pregnancy and Maternity. The Act contains three General Duties of:-

1. eliminating unlawful discrimination, harassment and victimisation;
2. advancing equality of opportunity between different groups; and
3. fostering good relations between different groups.

It is supported by Welsh specific Public Sector Equality Duties (PSED) 2011 implemented by the Welsh Government and includes measures to ensuring that the above General Duties are met. These duties are designed to ensure that public services and employment are fair, accessible and responsive to people's needs. For example, it includes the need to:

- produce an annual report by 31 March each year;
- promote the general duty and assess the impact on the ability to comply it;
- report on progress on fulfilling our equality objectives;
- report on specified employment information (note - student data is additionally included to follow good practice and in line with practice of previous years).

More information on duties for Wales can be found on the Equality and Human Rights Commissions' (EHRC) website: <http://www.equalityhumanrights.com/wales/public-sector-equality-duty-in-wales/>.

The University has reported annually on equality and diversity for a number of years (since 2003) and this report represents the second annual report to meet Welsh specific equality duties to comply with the above 3 general duties of the Equality Act. It demonstrates actions taken to date to discharge such duties, employment data for the period 1 April 2012 to 31 March 2013 and student data for the 2012/13 academic year. The report also summaries equality activities carried out during the year to January 2014.

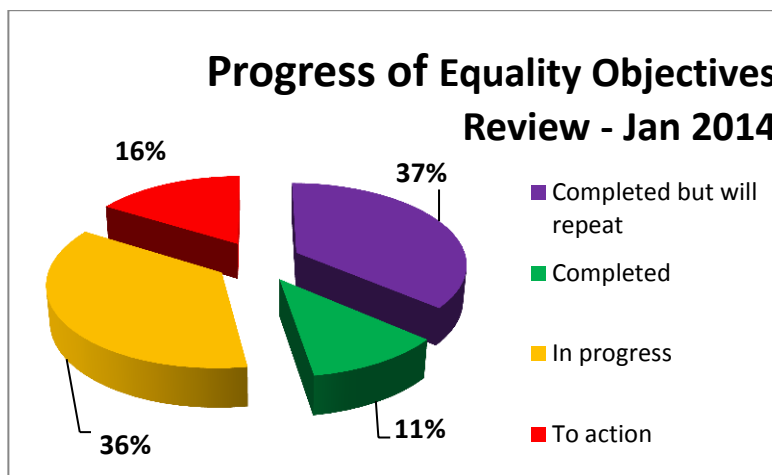
The Annual Equality Report is overseen by the [Equal Opportunities and Diversity Committee](#), a joint committee of Council and Senate Equal Opportunities and Diversity Committee and is approved by Council. Bilingual versions of the report are available on the Equality website <http://www.aber.ac.uk/en/equality/equality-reports/> alongside previous equality reports.

## 2. Progress on Strategic Equality Objectives:

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The University's [Strategic Equality Plan](#) implemented in 2012 sets out our commitment to diversity and equality and aims to complement the Equality Act 2010 in 'promoting a fair, equal and diverse society'. Progress on our five objectives are shown below using a reporting date of January 2014. These objectives were originally developed through engagement activities with stakeholders to strengthen our performance and delivery of equality. Our 4-year Action Plan (August 2012 to August 2016) lists various activities to help us monitor, progress and achieve our aims. Progress of this plan has been measured using the below identifiers during the period (August 2012 to January 2014).

In total 80 actions within 5 equality objectives and 38 listed tasks were evaluated as follows:



In total 48% of actions have been completed with 36% in progress and 16% not yet commenced. A closer review of these actions are shown in objectives 1 to 5 below:

<b>Objective 1</b>	<b>TO EMBED AND ENHANCE EQUALITY AND DIVERSITY: through training, leadership and communication.</b> In order to foster a culture based on dignity, courtesy and respect we will promote core equality values to underpin positive behaviours and provide a forum for discussion of these values for both staff and students.
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Objective 1 included 4 actions:

- Communicating core equality values
- Training for staff and students
- Visibility of the equality agenda
- Consultation and on-going dialogue

<b>17 tasks:</b> ● 10 Completed but will repeat ● 2 Completed ● 4 In progress ● 1 To action
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During the reporting period we have worked to promote the Strategic Equality Plan through training, presentations, networks, [diversity e-learning](#), [equality video](#) etc. as well as continuing on-going dialogue through events and groups. We also continually attempt to forge links from this plan/document to the University's [Strategic Plan](#) in communicating our aims and values. During the period we have updated the equality website and moved its location from the Human Resources website to a more centrally accessible location on: [www.aber.ac.uk/equality](http://www.aber.ac.uk/equality).

Student support completed an update of its student harassment policy and Human Resources department recently completed a wide consultation of its Dignity and Respect at Work policy. Additionally, a Research Excellence Framework exercise (REF2014) was completed which included the review of many individual circumstances related to protected characteristics for many academic staff. This also included the delivery of equality training and awareness for senior staff.

We have further worked with the Equality Challenge Unit on a project on 'Achieving equality objectives' and reviewed ways of specific delivering this 'embedding' objective. Additionally we are proactive in writing press releases and new articles to promote awareness of equality and celebrate our achievements.

<b>Priorities for the forthcoming year:</b> (1) explore further ways of communicating, consulting on and promoting equality; (2) training needs analysis.
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<b>Objective 2</b>	<b>DATA COLLECTION AND MONITORING: to support an evidence base for decision making.</b> By reviewing arrangements for collecting staff and student data on protected characteristics we will ensure that qualitative and quantitative
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information is available to inform decision making. To carry out equal pay audits and address equality in staff pay and related structures.

Objective 2 also included 4 actions:

- Data collection
- Data monitoring
- Equal Pay
- Reporting and publishing

**10 tasks:** ● 3 Completed but will repeat ● 3 Completed ● 4 In progress ● 0 To action

We have fulfilled our obligations to collect, monitor and report on employment data and continuously strive to communicate the need for better monitoring data, benchmarking, good data analysis and associative evidence base actions in line with good practice. There is evidence of more ownership of equality data by various departments, e.g. Student Support, Admissions/Recruitment and Planning, and following consultation with some departments and equality groups, new monitoring mechanisms for the newer protected characteristics, e.g. sexual orientation, religion/belief and gender reassignment will be implemented.

A third Equal Pay Audit is currently underway. We have also undertaken a range of gender equality work which supports this work (see section 3 on page 6 below).

**Priorities for the forthcoming year:** (1) complete an Equal Pay Audit in line with good practice guidance; (2) ensure relevant monitoring and reporting mechanisms within new HR/Payroll (Pobl Aber People) and E-recruitment systems are implemented in 2014.

<b>Objective 3</b>	<b>UNIVERSITY STRATEGY AND POLICY DEVELOPMENT: to ensure inclusion and transparency</b> By promoting and celebrating our diverse and inclusive environment we will ensure staff and student well-being, allowing them to achieve their full potential. We will review policy and procedures to enhance a positive working environment and embed equality principles in the Student Charter.
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Objective 3 included 8 actions:

- Policies and Procedures
- Support for Staff and Students
- Equality Impact Assessment (EIA)
- Accreditations, Awards and Networks
- Student Experience
- International Strategy
- Widening Access Strategy
- Teaching and Learning Strategy

**35 tasks:** ● 10 Completed but will repeat ● 4 Completed ● 14 In progress ● 7 To action

Many policies and initiatives commenced during 2013 to improve the delivery, accessibility and the transparency of equality. For example, wide consultation on our Dignity and Respect at Work policy, new drafts of a Social Media Policy and a Flexible Working action plan and policy supported by an external organisation (Chwarae Teg). We have also worked hard to achieve equality awards and engage in network activities such as:

- **Athena Swan** (commitment to women in science, technology, engineering and maths) - our submission for an Institutional Bronze Award was unsuccessful in 2012 but had positively resulted in increased gender equality activities and work towards an Institutional and Departmental (IBERS) awards.
- **Gender Equality Mark (GEM)** - we are also current participating in a pilot ECU gender award to further commit to women in arts, humanities and social sciences;
- **Women's roundtable** - this network was re-launched in 2013 and is a valuable forum for discussing various gender topics;
- **Two-Ticks (Positive about Disability)** - in 2013 we celebrated 10 years of running this scheme;

- **Disability Co-ordinators network** – this monthly network has worked to improve policies, procedures and support for disabled students and staff;
- **Time to Change Cymru Pledge** – we were the first University and Student Union in Wales to sign a Pledge in 2013 to commit to preventing discrimination and promoting mental health awareness;
- **Stonewall Champions Programme** – we improved 10 places (from 199 to 187) on the 100 Workplace Index in January 2014;
- **EnfysAber** (staff LGBT network) – this network has gone from strength to strength during the year. In 2013 it raised £2k for international gay charities;
- **Student Sabbatical Groups** – we have worked with various groups, e.g. AberPride, to strengthen and improve awareness of equality;

We have also engaged with our Equality Champions to help us to promote equality and diversity. Other events/activities such as National Stress Awareness Day organised by the University’s Health Champion have also run across the University. Further health and wellbeing support offered by HR includes a free/confidential 24/7 Employee Assistance Programme providing support for work and personal/family life issues, and an occupational health service.

On the student support side, the Accessibility Services team provides a comprehensive referral service for students requiring support. Work delivered includes compliance with the Equality Act, ensuring reasonable adjustments for disabled students and coordinating support which is incorporated within a ‘one team’ approach to support student learning needs. Core activities include evaluation of learner profiles, Disabled Student Allowance (DSA), specialist support tuition, mentoring service, pre-entry welcome, pre-departure support, specialist tutors, assessors and mentors, and note-taker training.

Equality awareness has also been strengthened by the participation of the Equality Advisor, Director and Deputy Director of Human Resources in other University committees such as Widening Access, Research and Welsh Language Strategy Committees. Equality Impact Assessments have been delivered for REF2014 (via a senior Research Strategy and Selection Group) and new or updated HR policies. A University working group including the Deputy Director of Human Resources is also currently collaborating with Bangor University to review standardising policies which will include the review of equality impact assessments. Equality assessments have also been carried out on Fee Plans to ensure inclusion and supporting equality of opportunity in higher education.

**Priorities for the forthcoming year:** (1) ensure recruitment/selection monitoring is carried out more robustly with HR’s new e-recruitment system; (2) update equality and supporting staff webpages; (3) deliver further Equality Impact Assessment awareness; (4) deliver/complete mental health and work-life balance action plans

<b>Objective 4</b>	<p><b>ENVIRONMENT: to enhance the accessibility of the physical and virtual environment</b></p> <p>By providing an inclusive environment in which to learn, work and visit we will demonstrate the importance of accessibility for all.</p>
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Objective 4 included 1 action:

- Environment

**10 tasks:** ● 3 Completed but will repeat ● 0 Completed ● 3 In progress ● 4 To action

The accessibility environment for student is supported by two Student Support Accessibility Advisors who further work collaboratively with departmental Disability

Coordinators. They provide advice and information to applicants and students including care leavers, disabled students and those with learning differences, about provision available for their specific needs. The advisors are also proactive in identifying student needs as part of the admissions process and reviewing an inclusive curriculum approach.

There had been work to improve the accessibility of the University's estate by Estates and House Services departments, e.g. new signage, a green route for accessible footpaths, new benches/rest areas, improve lighting, etc.

We are also currently reviewing and consulting on the potential for a multi-faith reflection space to support religious and international groups, foster good relations between different faiths and to have a designated area of quiet reflection for all staff.

**Priorities for the forthcoming year:** (1) complete review of potential multi-faith/reflection facility.

<b>Objective 5</b>	<p><b>EXTERNAL: to raise awareness of the University's commitment to equality</b> Working with visitors, partners, suppliers and our local and global community, we will actively promote and enhance equality.</p>
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Objective 5 included 3 actions:

- Community
- Visitors
- Procurement

**8 tasks:** ● 3 Completed but will repeat ● 0 Completed ● 4 In progress ● 1 To action

We value the importance of engaging and working collaborating with community and external organisations. For example we worked with MIND on a multi-cultural awareness event in 2013. We also work with our local council and police and engage with external networks such as the Dyfed-Powys Police's Ceredigion and Equality Confidence Group and Welsh Governments Disability equality network. We also participate in Wales-wide networks as being a member of the Equality and Human Rights Commission's Equality Exchange network and the Equality Challenge Unit's Welsh Liaison Group which provides an opportunity for equality practitioners within Welsh Universities to discuss issues of common interest, share information and good practice. Our funding council (HEFCW) also attends these meetings.

We continue to ensure that our engagement with the public demonstrates commitment to inclusion and equality. For example, during a visit to our campus by European gay bikers in 2013, we raised the rainbow and EnfysAber flag to welcome these visitors.

Work is currently being carried out with Procurement staff to ensure that equality is embedded in policies in line with good practice. Suggestions to improve the procurement policy and scoring of tenders are currently under review.

**Priorities for the forthcoming year:** (1) review any areas of public engagement that could be improved to promote inclusion; (2) complete equality in procurement work.

### **3. Further Promoting and Supporting Equality:**

As evidenced above, the University promotes equality and diversity in a broad number of ways, through strategies, plans, codes of practice and by activities such as training, videos, web pages, networks, impact assessments and engagement with the community. Further equality activities which have been key for the University during the year are included below:

#### **a. Equal Pay and Gender Equality:**

Aberystwyth University remains committed to gender equality and to addressing the balance between males and females within all aspects of University life. Our third Equal Pay Audit which is currently underway will compare pay for women and men to ensure equal pay is given for equal work. It will identify whether any pay gaps or differences between average/mean salaries exist and examine any gaps that are 5% or over.

Work carried out following our previous audit includes a thorough review of our academic promotions (carried out in 2012/13) resulting in transparent processes for Senior Lecturer, Reader and Chair promotions and which additionally offers a supportive mentoring scheme for expressions of interest in these posts. We also have new arrangements for a Professorial salary band and are among one of the first Universities in Wales to have such a pay arrangement for this role.

Linked to this work is our commitment to achieving an Athena Swan Institutional Bronze Award. Commitment of this award includes the recruitment of 2 part-time Athena Swan Research Diversity Champion secondees and the funding of 5 placements for the [Aurora programme](#) (new women-only leadership development initiative) run by the leadership foundation for HE. Two submissions for an Institutional and Departmental Bronze Awards will be submitted in April 2014.

As stated above we are also participating in another ECU pilot for a Gender Equality Mark (GEM) award for women in the Arts, Humanities and Social Science departments and will make a further submission in April 2014.

In addition to these awards, three gender related activities were launched in 2013: the Women's Roundtable network which includes discussions on a range of gender equality topics; a further Women's roundtable launched by the newly merged Institute of Management, Law and Information Services, and the Women's Universities Mentoring Scheme run within Welsh HEI's to help promote and facilitate professional development for women at all levels.

We have also been working with an external organisation, Chwarae Teg, to review ways of promote worklife balance within the University.

**b. Widening Access:** The [Centre for Widening Participation and Social Inclusion](#) is committed to removing physical, social, cultural or financial barriers to Higher Education. The Centre continues to work with schools, FE colleges and the community on a range of projects such as [Aberystwyth Summer University](#), [Expanding Horizons](#), [Taste of University Life](#), [Support for the Welsh Baccalaureate](#), [Widening Access to STEM subjects \(Science, Technology, Engineering, Medicine and Mathematics\)](#), [International Women's Day](#), etc. It is also responsible for the [Buttle UK Quality Mark for HE](#) (awarded to Further and Higher Education providers who demonstrate their commitment to young people in and leaving care) and the [Care Leaver Support Scheme](#) which offers support from pre-application through to graduation, and provides advice and guidance to mature students as well as those from schools and colleges.

#### **4. Monitoring Equality:**

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In previous years statistical data pertaining to our equality performance has been collected and analysed as required by previous equality legislation. As stated previously, a key requirement of Welsh specific Public Sector Equality Duties is that the University publish an annual report on how it is complying with the duties by 31 March of each year. This includes employment monitoring data for the period 6 April 2012 to 31 March 2013 for all protected characteristics in the following areas:

- people employed on 31 March each year;
- people who have applied for jobs over the year;
- employees who have applied to change position, how many were successful in their application and how many were not;



- employees who have applied to attend in-house training courses and how many succeeded in their application;
- employees who completed the training;
- employees involved in grievance procedures either as complainant or as a person against whom a complaint was made;
- employees subject to disciplinary procedure;
- employees who have left employment.

Whilst we are required to report on equality employment data, the requirement to report on student data is less prescriptive. However, we have included key data in this report, e.g. composition of students, admissions, progress and attainment, work placements/targeted programmes and grievances.

Data has been provided by Information Services, Recruitment and Admissions, Careers and Human Resources Departments. External data has also been used from the Higher Education Statistics Agency (HESA) and from the Equality Challenge Unit's (ECU) annual statistical report.

The University currently collects employment information on the Protected Characteristics of race (ethnicity and nationality), gender, disability, age, marriage and civil partnerships. Some data is also available for Pregnancy and Maternity and data for Sexual Orientation, Religion or Belief and Gender Reassignment is not collected. However, gaps in data are being built into our new e-recruitment system and Human Resources management system which are currently being implemented.

## **5. Key Data Headlines:**

Key headlines/dashboards from data analysed, i.e. statistics on staff employment data (pages 11-23) and student data (pages 24-33) are shown on the following two pages in order to make the data more user-friendly and accessible:

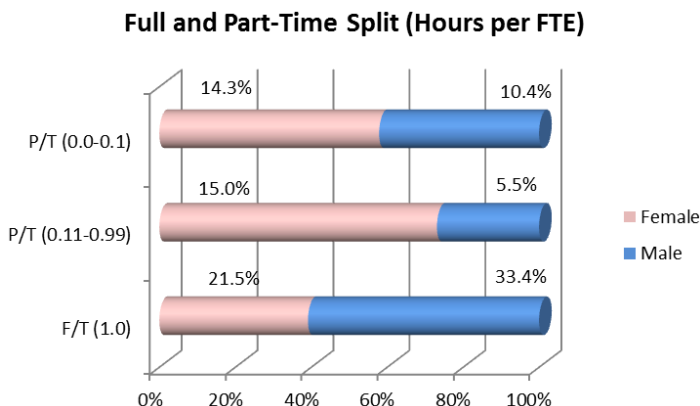
## A: STAFF

### Composition of Staff:

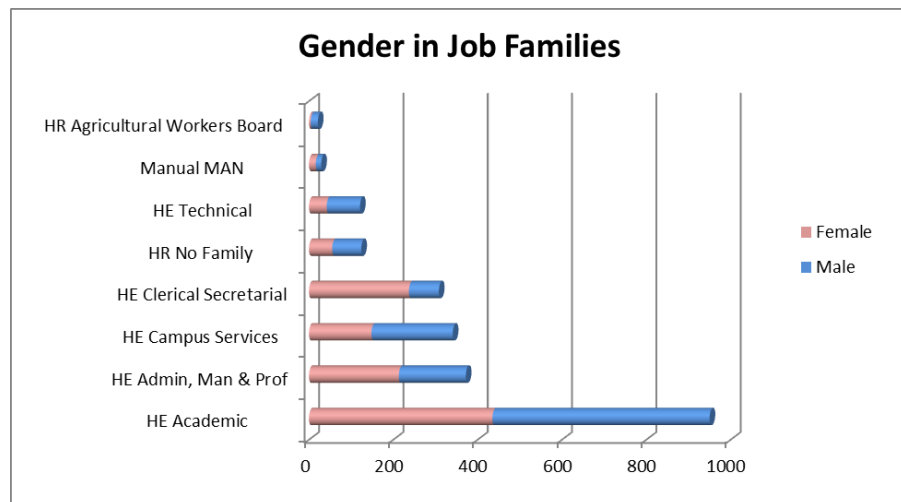
The total number of staff including casual and temporary staff as at **31 March 2013** is 2267 (Headcount), compared with 2210 (Headcount) staff in March 2012.

- **Gender:** Female and male gender ratios remain similar to previous years – in March 2013 there were 50.8% female and 49.2% male staff employed.

- Of 2,267 staff, 55% work full-time and 45% work part-time (43% worked part-time in 2012). As shown in the above graph, female staff were more likely to work part-time, i.e. almost 30% females in comparison to 16% males. Of the 0.1 or less FTE part-time figure of 20.5%, almost two thirds were female.



- The graph below shows the differences in gender distributions



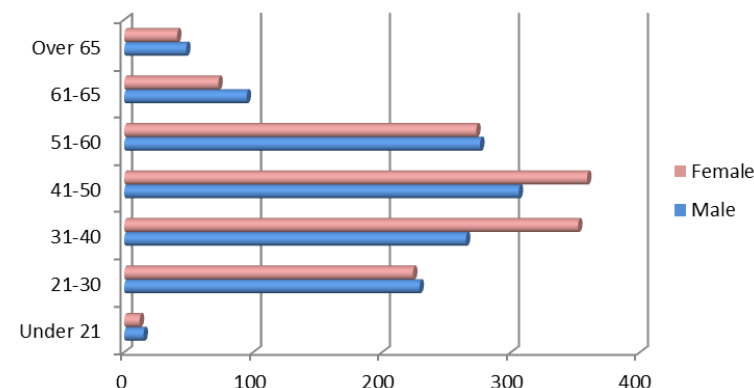
for staff in various job families.

- **Disability:** The percentage of staff with disabilities in March 2013 is 4.1% in comparison to 4.9% in March 2012. Long standing illness at 36% is the most declared disability in 2013.
- **Ethnicity:** Ethnicity of staff is similar to the previous years with a slight rise of BME staff from 4.1% in 2012 to 4.6% in 2013.

White	80.5%	BME	4.6%
Other White	8.1%	Info Refused/ Not Known	6.8%

- **Nationality:** Staff declared nationalities from over 50 countries. The top represented nationalities of staff, excluding the UK, are Poland and Germany.

- **Age:** The graph shows age composition for all staff. More females are represented in the 31-40 and 41-50 age bands.



- **Welsh:** The highest category/proportion of staff that speak Welsh (to level 2 & 3) are Clerical/Secretarial staff at 53%.

## B: STUDENTS

### Composition of Students:

In 2012-13, 9,603 undergraduate and postgraduate students (in comparison with 10,213 in 2011/12) were registered. Of these, 39% were in STEM subjects are 61% in non-STEMM subjects.

Dept	Undergraduates		Postgraduates		All Levels		Total
	Female	Male	Female	Male	Female	Male	
STEM	1368	2180	85	98	1453	2278	3731
%	35%	50%	11%	16%	31%	46%	39%
Other	2503	2167	695	507	3198	2674	5872
%	65%	50%	89%	84%	69%	54%	61%

- **Gender:** 48% of all students were female and 52% male.
- **STEMM :** At Undergraduate level there is a significant difference in proportions of male and female students taking STEMM and non-STEMM subjects. Whilst male students are split evenly between STEMM and non-STEMM subjects, a much higher proportion of female students take non-STEMM subjects (65%) than those taking STEMM subjects (35%). At Postgraduate level, however, there is little difference between the genders, as shown above.
- **Disability:** 10.7% of students were recorded as having disabilities, a marginal increase on the previous years figure. 58% of students with disabilities declared a 'specific learning difficulty', e.g. dyslexia.
- **Ethnicity:** Figures in the table below are similar to previous years' data, though a higher percentage has refused to give information for this year.

Ethnicity	2008-09	2009-10	2010-11	2011-12	2012-13
White (inc 'other white background')	88.6%	87.0%	89.0%	81.6%	79.0%
BME	7.1%	7.0%	4.0%	5.9%	6.6%
Not Known / Information refused	4.3%	6.0%	7.0%	12.6%	14.2%
	100%	100%	100%	100%	100%

- **Nationality:** 82% of undergraduate and postgraduate students were home students (from the UK), 9% European and 9% International, 30% of 'home students' were from Wales, down from 31% in 2011/12 and 34% in 2010/11.

- **Age:** Age Categories of students (undergraduates and postgraduates) shown in percentages are noted below:

	Proportions
Under 21	73%
21-30	20%
31-40	4%
41-50	2%
51-60	0%
61-65	0%
Over 65	0%

- **Welsh:** Data for Welsh speakers is recorded as 83% Non Welsh Speakers, 9% Fluent Welsh Speakers, 6% Welsh Speaker but not fluent and 1% Not known.

### Application, Offers and Acceptances - UG intake:

- The table below shows the Applications, Offers and Firm Acceptances of the September 2011 undergraduate intake, compared with previous years, for Home/EU applicants. The applications and the offers are as at the end of May, and the intake is as at the eve of registration.

	Applications	Offers (Unconditional or Conditional)	Intake
<b>2011-12 Total</b>	11451	10880	2991
<b>2010-11 Total</b>	9969	9400	2584
<b>2009-10 Total</b>	8835	8435	2696
<b>2008-09 Total</b>	7585	7290	2406

Gender breakdown for applications was 49% females and 51% males.

## 6. Conclusions and Actions:

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Equality and diversity matters to Aberystwyth University. We have a wealth of evidence that students and staff from over 100 countries across the globe know and are proud of this aspect of life in Aberystwyth. We are committed to ensuring that dignity, respect and co-operation are central to all our activities and that we continue to value and celebrate the diversity of our community.

This second annual report represents compliance of Welsh specific equality duties of the Equality Act 2010. It aims to measure progress made towards fulfilling our five equality objectives to January 2014 and demonstrate how this information was used to inform further action for the year ahead. Evidence for action is further based on employment data (1 April 2012 to 31 March 2013) as required by our statutory duty and also includes student data for the 2012/13 academic year as an option and in line with good practice.

It also helps to give a steer on future priority areas of development, e.g. gaps in data, monitoring mechanisms and further promotion of our [Equality Plan](#). The implementation of new e-recruitment and Pobl Aber People (HR/Payroll system) with its self-service modules, will facilitate improved collection of source equality data, especially for newer protected characteristics.

Key equality tasks, as evidence in reviewing objectives and equality data include:

- Submit/achieve Athena Swan Charter Bronze Institutional and Department Awards, and Gender Equality Mark Awards;
- Complete Equal Pay Audit in line with good practice guidance;
- Ensure robust monitoring/reporting mechanisms within new HR/Payroll and E-recruitment systems;
- Disseminate Equality Impact Assessment awareness and good practice;
- Promote and deliver mental health and wellbeing action plans;
- Complete consultations such as Dignity and Respect at work;
- Complete scoping for multi-faith facility/reflection center and further potential of networking opportunities for ethnic minority staff.
- Closely monitor the composition of staff who are most under-represented and new protected characteristics that have been implemented.

Other tasks include:

- Explore further ways of communicating and promoting equality and inclusion;
- Update equality and support staff web-pages;
- Continue to support equality networks/champions and fulfill accreditations;
- Carry out equality and diversity training needs analysis;
- Complete procurement work;
- Review requirements for Welsh Language Measures;

***The following pages contain statistical data and subsequent actions on employment data (pages 11-23) and student data (pages 24-33).***

## Statistical Analysis: Staff Employment Data, 1 April 2012 to 31 March 2013

Figures for benchmarking are taken from the Equality Challenge Unit's [Equality in higher education: statistical report 2013](#) published in November 2013 which presents an analysis of staff and student data from the Higher Education Statistics Agency (HESA) for the 2011/12.

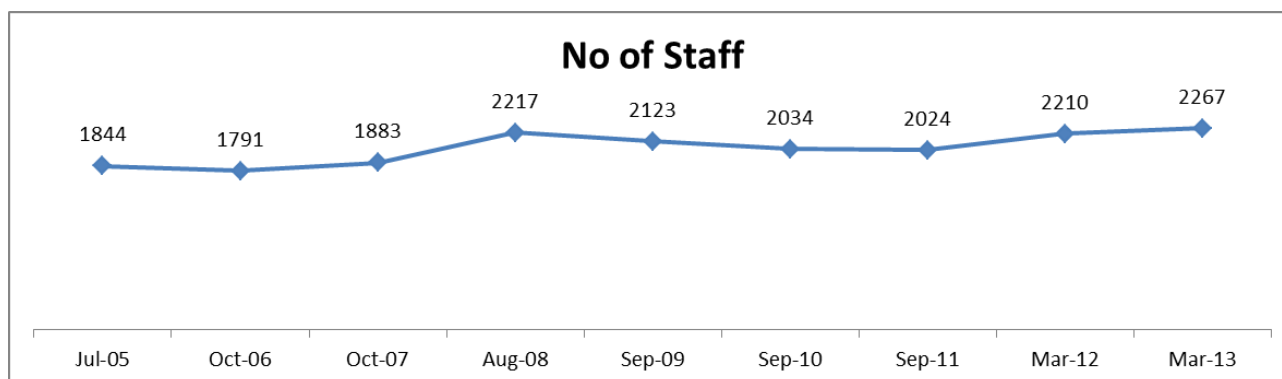
Note: Figures under the value of 5 have been anonymised, i.e. shown as asterisk (\*) so that no member/s of staff may be identified.

### 1. People employed on 31 March 2013 (composition of staff):

The following is a summary of staff data extracted on **31 March 2013**. Data is included for all staff with a contract (includes casual staff) under the categories of:

1. people employed on 31 March each year
2. people who have applied for jobs over the year
3. employees who have applied for promotion or performance recognition and how many were successful
4. employees who have applied for in-house training and how many succeeded in their application
5. employees who completed the training
6. employees involved in grievance and dignity and respect at work procedures
7. employees subject to disciplinary procedure
8. employees who have left employment

The total number of staff employed (including casual and temporary) on 31 March 2013 was 2267 staff (headcount). The number of staff reported this year is similar to last year's figure of 2210 (headcount). Historical staff totals since 2005 are shown below:



Note that data for the last two years has been reported in March, i.e. March 2012 and March 2013, as required by the Public Sector Equality Duty 2011 of the Equality Act. In previous years data has been captured following HESA reporting periods.

The total composition of staff reviewed via individual protected characteristics as follows:

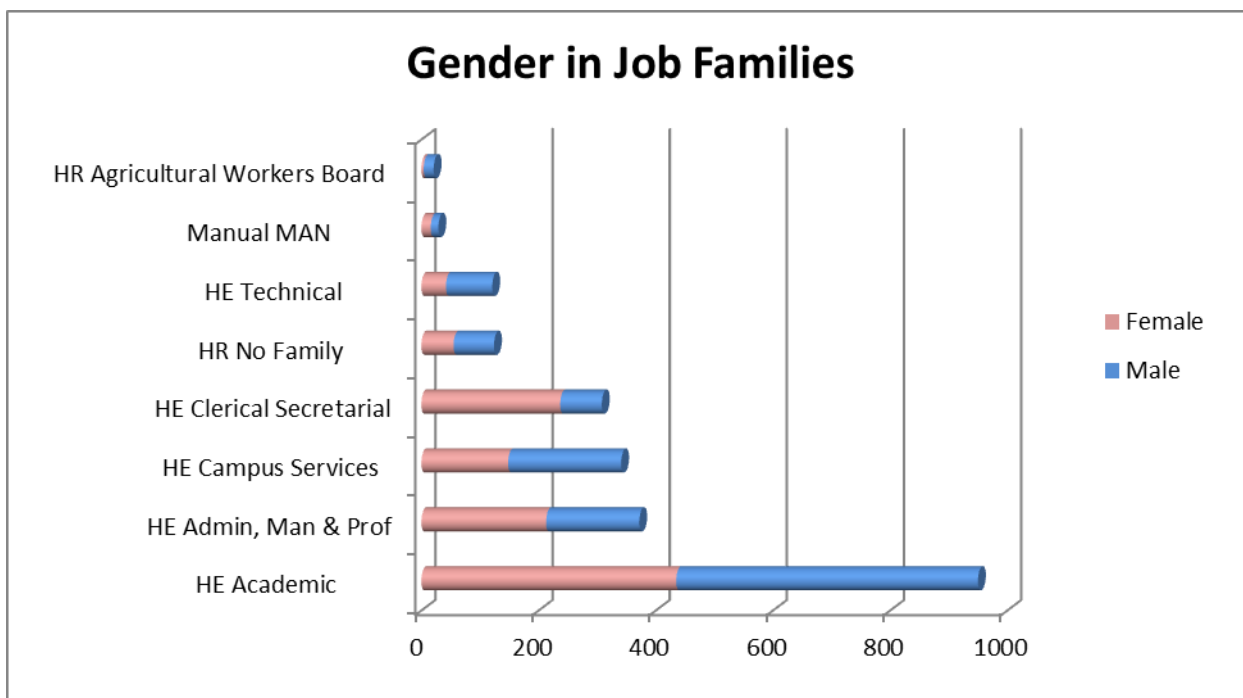
#### 1a. Gender:

As shown in the table below, female and male gender ratios have remained similar over the years:

	Jul-05	Oct-06	Oct-07	Aug-08	Sep-09	Sep-10	Sep-11	Mar-12	Mar-13
Female (%)	49.5%	50.1%	50.0%	49.8%	49.9%	50.4%	50.1%	50.4%	<b>51.8%</b>
Male (%)	50.5%	49.9%	50.0%	50.2%	50.1%	49.6%	49.9%	49.6%	<b>49.2%</b>

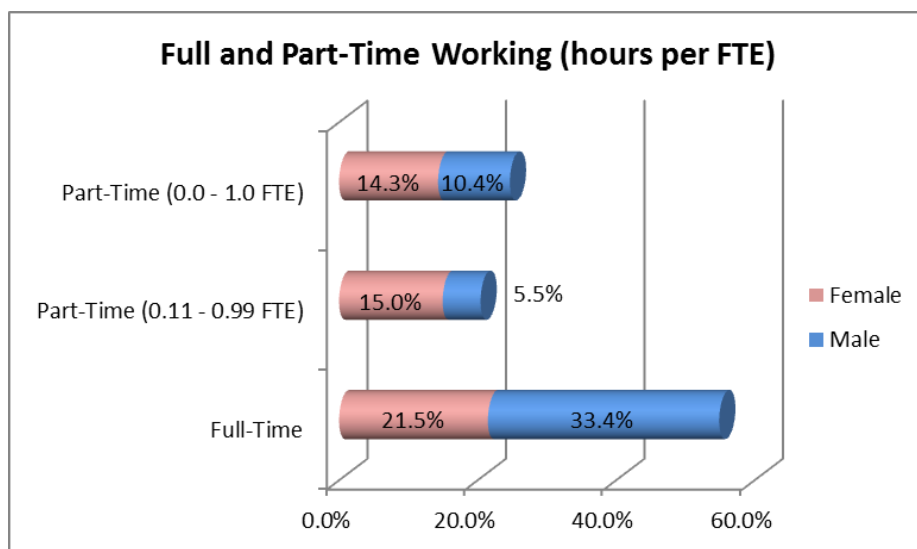
*BENCHMARKING: This compares with the Equality Challenge Unit's (ECU) figure for UK Universities for 2011/12 which shows 53.8% females and 46.2% males (page 34). For Welsh Universities gender ratios are shown as and 53.9% females and 46.1% males.*

A complete breakdown of all job families by gender is shown below:



Of a total of 950 staff, who are assigned to an Academic job family, 46% are females and 54% are males which is the same as reported in the previous year.

The University employs 20.5% of its staff on a 0.1 full-time equivalent (FTE) or less contract in comparison to 25% reported figure last year. Further analysis of patterns of full-time and part-time staff is shown below:



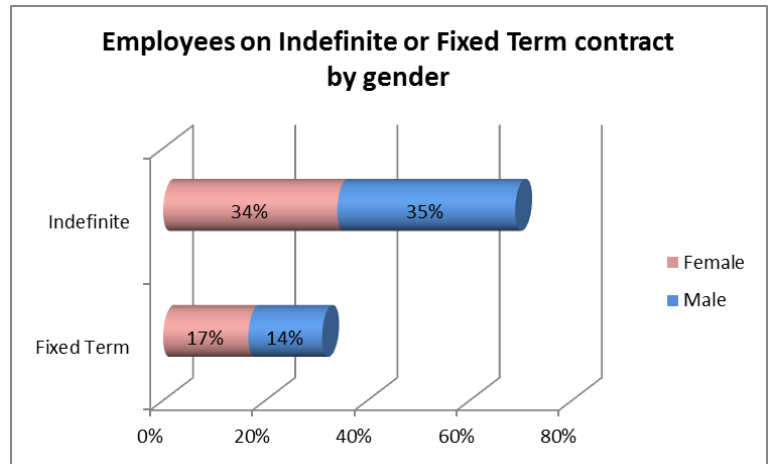
	Female	Male
Full-Time	21.5%	33.4%
Part-Time (0.11 - 0.99 FTE)	15.0%	5.5%
Part-Time (0.0 - 1.0 FTE)	14.3%	10.4%

Of the total staff figure of 2,267, 55% worked full-time in March 2013 (57% in 2012) and 45% work part-time (43% in 2012). As illustrated above, 29.3% females and 15.9% males work part-time, and 21.5% females and 33.4% males work full-time.

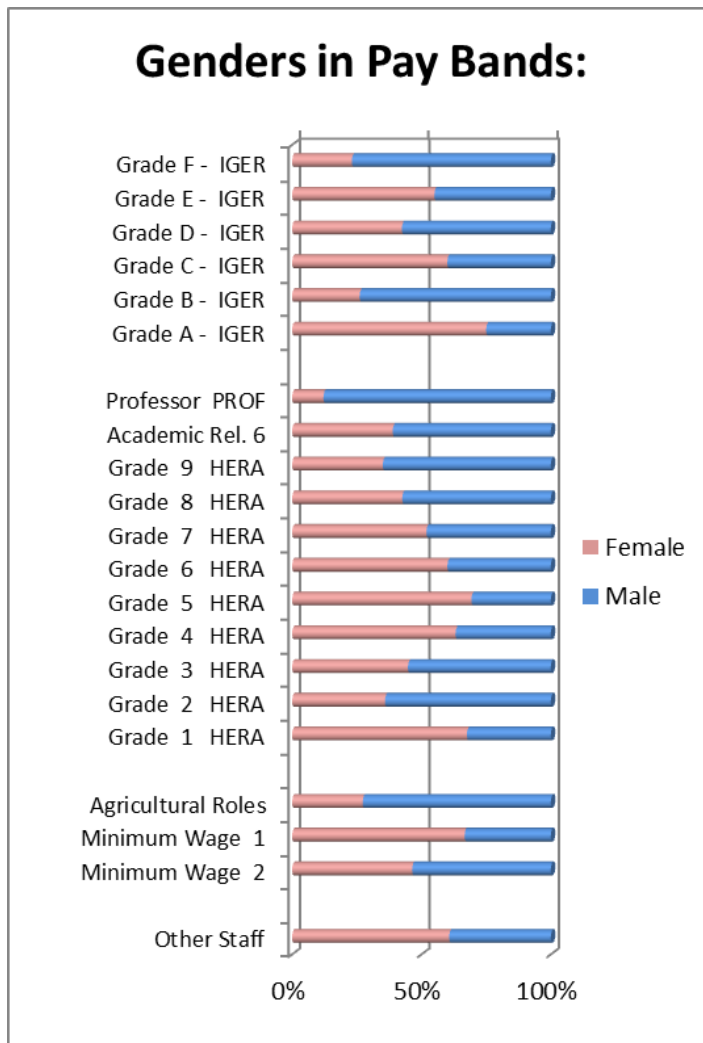
The graph below shows that 31% of staff were employed on a fixed term contracts (in comparison to 36% recorded in 2012) and 69% on indefinite contracts. The proportions in terms of gender are similar for both types of contracts, with slightly more females shown as having fixed term contracts.

	Fixed Term	Indefinite
Female	17%	34%
Male	14%	35%

Contract Mode	F	M
Fixed Term	378	327
Indefinite	772	789
Grand Total	1150	1116



A gender breakdown of pay grades is shown below (note this shows the proportion of females to males – the number of staff within grades may vary). It illustrates the distribution of females and males at various grades with more males populating senior levels, i.e. Professorial, Academic Related 6, Grades 8 and 9 and IBERS Grade F. More males are also represented in Agricultural Roles and at Grade 2 and 3.



An Equal Pay Audit will be carried out in 2014. Our previous Equal Pay audit carried out was in 2010 (see [Equal Pay report](#)) in conjunction with the Equality Challenge Unit as part of a pilot project aimed at supporting Higher Education Institutions in Wales to conduct and implement equal pay reviews. The review also helped to confirm that pay modernisation had successfully narrowed our gender pay gap and with the aim to further demonstrate our commitment to gender equality.

The 2010 audit identified two gaps of 5% or more, one at the top and the other at the bottom of the pay scale. These were, respectively, HERA Grade 1 (10.9% gap) caused by pay enhancements for unsocial hours and overtime elements for males within the basic pay component, and professors (9.0% gap). The University had significantly more male professors in comparison to female professors who had been in post for a length of time. Investigation of 3% to 5% Gaps were also made for HERA Grade 3 (4.3%) and HERA Grade 4 (+3.4%).

Issues identified for further action include the delivery of further audits, the review of staff groups outside the new pay structure, the review of additional payments, the development of policies and guidance on starting pay and market supplements and the development of other strategies to address pay gaps. Of these tasks the implementation of starting pay policies and the delivery of further audits are outstanding and will be included in the forthcoming equal pay audit.



Since this audit, there has been the recruitment of more senior roles for women and in November 2012 6 out of 9 member of Executive were currently women including a female Vice Chancellor.

**GENDER ACTIONS: (1) To continue reviewing recruitment and retention strategies for specific staff groups, e.g. senior staff; (2) To complete Athena SWAN applications for an Institutional and Departmental (IBERS) awards in 2014 to support women in Science, Engineering and Technology; (3) To complete a Gender Equality Mark (GEM) mark in 2014 to support women in Arts, Humanities and Social Sciences; (4) To continue to promoting initiatives to support women, e.g. Women’s Roundtable forum, Women in Universities Mentoring Scheme, etc.**

**1b. Disability:**

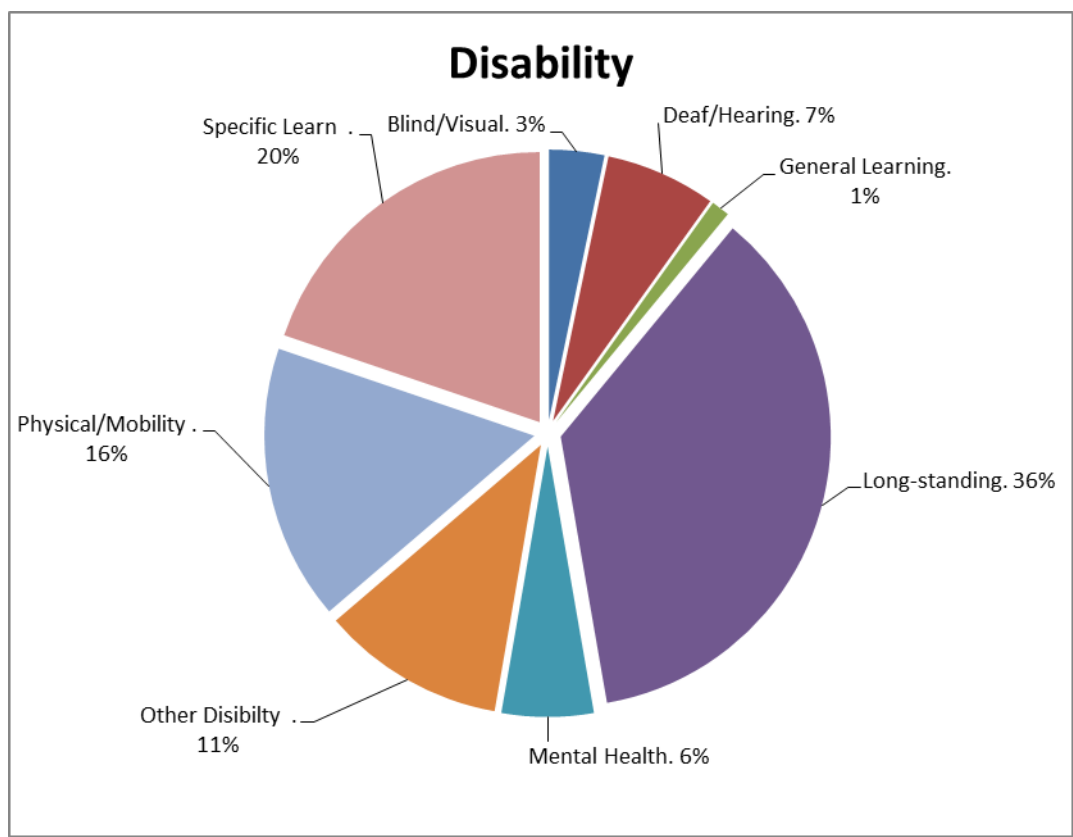
The table below shows that the percentage of staff disclosing disabilities is 4.1% in 2013, a slight decrease from the 2012 figure of 4.9%.

	Jul-05	Oct-06	Oct-07	Aug-08	Sep-09	Sep-10	Sep-11	Mar-12	Mar-13
Staff recording disabilities	3.4%	3.3%	2.7%	3.7%	3.8%	3.6%	4.1%	4.9%	4.1%

*BENCHMARKING: Our 4.1% figure is slightly higher than the Equality Challenge Unit’s (ECU) figure (2011/12) for UK Universities of 3.4% and slightly lower than Wales’ profile of 4.8% (page 146).*

This slight decrease in the number of staff declaring disabilities will need to be carefully monitored over the year.

Various types of disabilities declared are illustrated in the below graph. The figure for staff disclosing a long standing illness has risen from 29% in 2012 to 36% in 2013.



As shown below 51% of staff that disclosed a disability were female and 49% male.

	Female	Male	Total
Number With known disability	48	46	94
Number Without disability	1102	1070	2172
total of all	1150	1116	2266
%	4.4%	4.3%	4.1%

The University has celebrated its tenth year of running the Job Centre’s Two Ticks - Positive About Disability’ Scheme. It also delivers an occupational health service, return to work scheme and a free and confidential 24/7 Employee Assistance Programme which provides opportunities for staff to discuss their work or personal family life concerns. We have also carried awareness raising to raise the profile of wellbeing, e.g. National Stress Awareness Day and Time to Change Pledge.

**DISABILITY ACTIONS: (1) To continue to monitor the number of disabled staff in view of the slight fall over the year; (1) To continue to communicate support to staff annually as per our Two Ticks commitment; (2) To continue to engage/consult with staff through Disability Networks, Equality Champions, etc; (3) To promote awareness of mental health and wellbeing.**

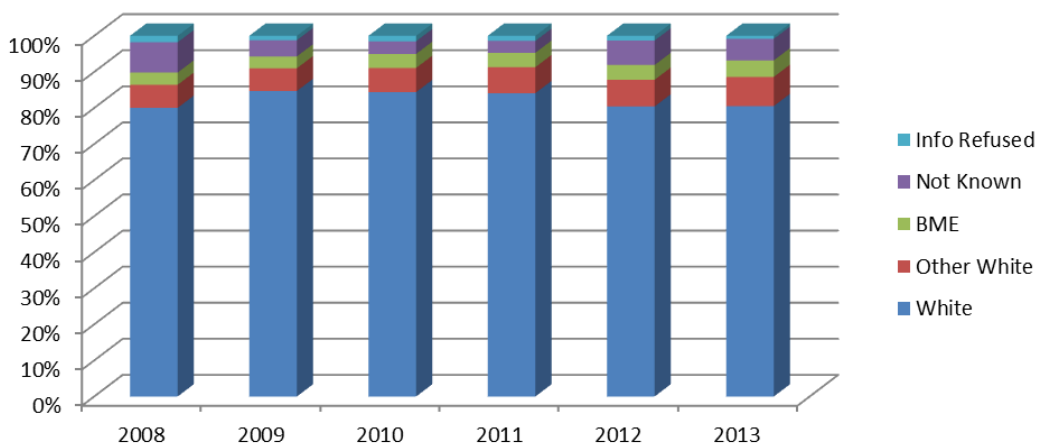
### 1c. Ethnicity:

The tables and graph below show the ethnicity and categories of all staff for the periods 2008 to 2013:

	2008	2009	2010	2011	2012	2013
White	80.20%	84.80%	84.40%	84.20%	80.50%	1778
Other White	6.40%	6.30%	6.70%	7.20%	7.40%	164
BME	3.40%	3.30%	3.90%	4.00%	4.10%	90
Not Known	8.40%	4.50%	3.50%	3.30%	6.80%	150
Info Refused	1.80%	1.20%	1.50%	1.40%	1.30%	29
						0.80%
						135
						19

10 White	39 Asian Other	41 Mixed W/B Cab
11 White British	33 Bangladeshi	43 Mixed Wh & Asian
16 White English	22 Black African	29 Mixed Wh & B Af
12 White Irish	21 Black Carb.	80 Other
13 White Scottish	34 Chinese	29 Other Black back
15 White Welsh	31 Indian	49 Other Mixed
19 Other White	32 Pakistani	98 Inf. Refused
		90 Not Known

**Employee Ethnic group by %**



The percentage of BME staff has risen slightly from 4.1% in 2012 to 4.6% in 2013.

*BENCHMARKING: This compares with the ECU figure for UK Universities for 2011/12 which shows a profile of 92.4% White (includes Other White) and 7.6% BME (page 74). The ECU figure for BME's was 8.2% in the previous year. For Wales, the figures are 96.9% White (includes Other White) and 3.1% BME.*

The gender ratios for all BME staff are 2.3% for both females and males for all staff, and 3.2% females and 3.7% for academic staff.

The table below shows job function by ethnic group. The greatest proportion of BME staff are represented in Academic posts (2.87%).

	HE Academic	HE Admin, Man & Prof	HE Campus Services	HE Clerical Secretarial	HE Technical	HR AWB	HR No Family	Manual MAN	Gran
<b>White</b>	30.94%	14.87%	11.87%	11.87%	4.77%	0.57%	4.72%	0.93%	80
<b>Other White</b>	5.47%	0.53%	0.93%	0.44%	0.22%	0.04%	0.31%	0.13%	8
<b>BME</b>	2.87%	0.35%	0.84%	0.26%	0.09%	0.00%	0.09%	0.09%	4
<b>Not Known</b>	2.29%	0.49%	1.28%	0.97%	0.22%	0.31%	0.26%	0.13%	5
<b>Info Refused</b>	0.35%	0.18%	0.13%	0.04%	0.04%	0.00%	0.09%	0.00%	0

The below table also shows non-UK staff (259 staff in total) by ethnicity and gender.

#### Non-UK staff by ethnicity and gender

	F	M	%
White	3.0%	4.1%	7.1%
Other White	33.5%	25.7%	59.1%
Black African	0.7%	1.5%	2.2%
Black African	0.4%	0.4%	0.7%
Indian	0.7%	2.6%	3.3%
Pakistani	0.0%	0.7%	0.7%
Bangladeshi	0.0%	0.4%	0.4%
Chinese	1.9%	2.6%	4.5%
Asian Other	2.6%	1.9%	4.5%
Mixed Wh & B Af	0.4%	0.0%	0.4%
Mixed Wh & Asian	0.4%	0.0%	0.4%
Other Mixed	0.4%	0.0%	0.4%
Other	4.8%	3.7%	8.6%
Not Known	2.6%	4.5%	7.1%
Inf. Refused	0.7%	0.0%	0.7%

**ETHNICITY ACTIONS: (1) To monitor the internal and external recruitment strategies and their impact on BME staff; (2) To explore networking opportunities with BME staff.**

## 1d. Nationality:

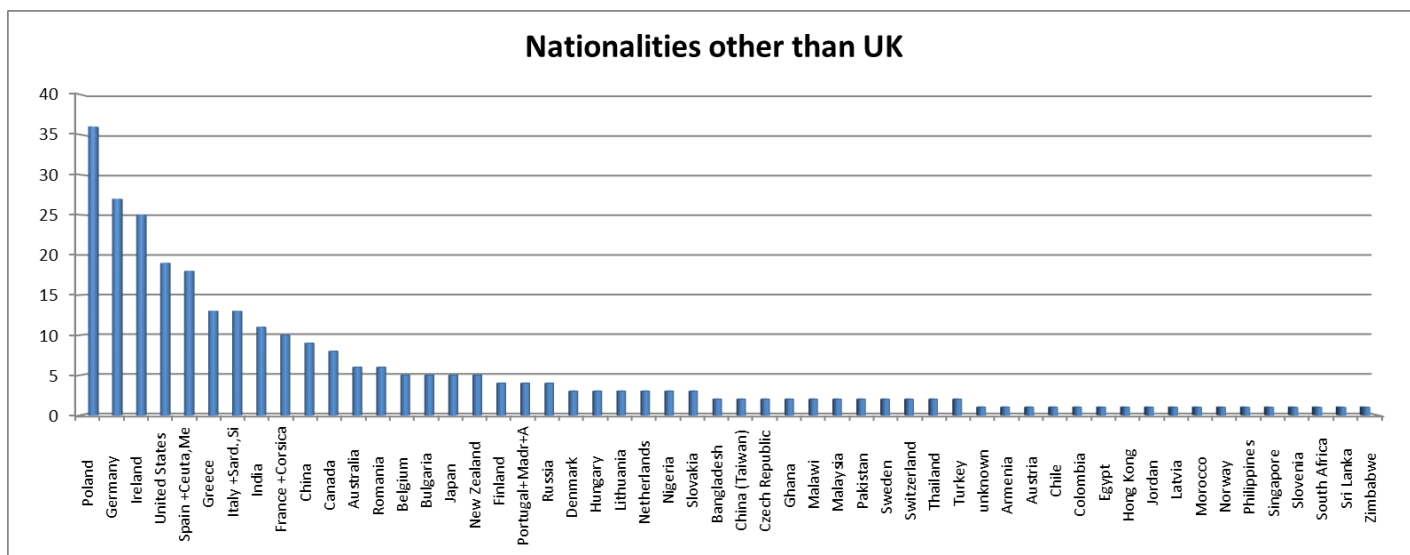
The recording of visas, work permits, tier certificates, etc. is for 2013 shown below:

2013	Total
Settlement	68
Spouse Visa	*
UK Ancestor	*
Work Permit	*
Tier 1 General Cert	*
Tier 2 Certificate	15
Tier 4 Certificate	24
Tier 5 Temp Worker	*
<b>Grand Total</b>	<b>107</b>

Tier 1 visa - Migrants with desirable professional skills  
 Tier 2 visa - Skilled workers with an offer of employment  
 Tier 3 visa – *not used*  
 Tier 4 visa - Students  
 Tier 5 visa - Youth mobility schemes/ temporary

The number of Tier 2 certificates has risen from 5 in 2012 to 15 in 2014 as well as Tier 4 certificates from 15 in 2012 to 25 in 2013. HR monitors certificates for Tiers 2 and 5.

Staff nationalities are made up from a total of over 50 countries as shown below. The most represented staff nationalities are Poland and Germany.



The table below shows the percentages of staff by Home, International and EU/EAA categories over the last three years. The number of International, EU and EEA staff have all declined slightly in 2013%.

	2011	2012	2013
<b>International</b>	4.6%	6.0%	4.4%
<b>EU / EEA</b>	5.9%	10.0%	8.4%
<b>UK</b>	89.5%	82.0%	87.2%
<b>Not Known</b>	0.0%	2.0%	0.0%

Some of this data may have changed over the years due to some staff applying for permanent residency after a period of 5 years.

**NATIONALITY ACTIONS:** -To continue to monitor the internal and external recruitment strategies and their impact on BME staff.

## 1e. Age:

The table and graph below gives the age composition of staff across all age groups for 2008 to 2013:

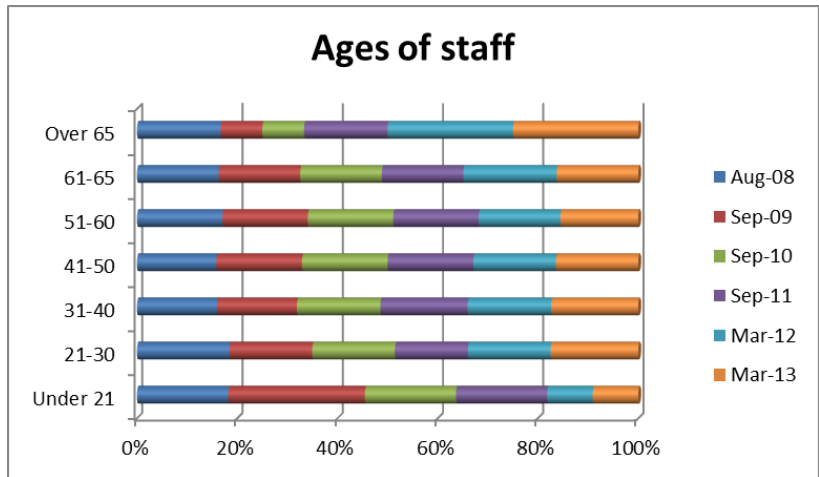
	Aug-08	Sep-09	Sep-10	Sep-11	Mar-12	Mar-13
Under 21	2%	3%	2%	2%	1%	1%
21-30	19%	17%	17%	15%	17%	18%
31-40	22%	22%	23%	24%	23%	24%
41-50	25%	27%	27%	27%	26%	26%
51-60	23%	23%	23%	23%	22%	21%
61-65	7%	7%	7%	7%	8%	7%
Over 65	2%	1%	1%	2%	3%	3%

*BENCHMARKING: ECU figures are reported in different age bands as shown in the table below (page 184-5).*

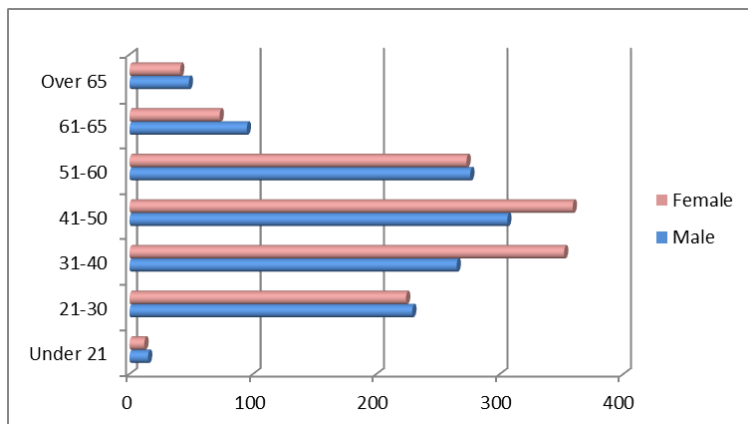
**Staff by country and age group**

	25 and under	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65
<b>UK</b>	6.6	11.5	13.2	13.0	13.4	13.3	12.1	10.1	5.6
<b>Wales</b>	6.9	10.9	12.5	12.9	14.2	13.2	12.1	10.4	5.6

As the graph adjacent illustrates, figures have been constant in the last few years, with the largest represented age group shown as 41-50 years (26%). The Under 21's and Over 65's represent the smallest group/ages of staff.



The graph below shows that there are more females represented in the 31-40 and 41-50 age bands.



**AGE ACTIONS: (1) To continue to monitor age, especially those most under-represented, i.e. under 21's and over 60's; (2) To review/synchronize age bands reporting.**

**1f. Welsh:**

Some of this data below was compiled for the 2011/12 monitoring report on the Welsh Language Scheme to the Welsh Language Commissioner. The monitoring report concentrated on administrative and academic staff, but for the purpose of this Equality and Diversity Report all job families have been included. The information on language is based on a bilingual skills questionnaire where staff self-assess their ability to speak Welsh. It should be noted that not all staff have completed these questionnaires. Data refers to a reporting period of June 2012.

### Number and Percentage of staff who speak Welsh according to Department/Job Family:

Note: data captured by Welsh Language Service during June 2012

A = No. of staff, B = No. who speak Welsh (level 2 & 3), C = Percentage	A	B	C	A	B	C
<b>Clerical / Secretarial and Administrative / Managerial / Professional staff</b>	<b>Clerical and Secretarial staff</b>			<b>Administrative, Managerial and Professional staff</b>		
<b>ACADEMIC DEPARTMENTS :</b> Clerical/Secretarial and Administrative/Managerial/Professional	78	34	43.5%	137	57	42%
<b>SUPPORT / SERVICE DEPARTMENTS :</b> Clerical/Secretarial and Administrative/Managerial/Professional	169	97	57%	282	113	40%
<b>ACADEMIC &amp; SUPPORT/SERVICE TOTALS:</b>	<b>247</b>	<b>131</b>	<b>53%</b>	<b>419</b>	<b>170</b>	<b>40.5%</b>
<b>Academic and Technical staff</b>	<b>Academic staff</b>			<b>Technical staff</b>		
	934	206	22%	96	20	21%
<b>Campus Services and No Job Family staff</b>	<b>Campus staff</b>			<b>No Job Family staff</b>		
	318	71	22%	126	12	9.5%
<b>Agricultural Wages Board and Joint Industry Board staff</b>	<b>Agricultural Wages Board staff</b>			<b>Joint Industry Board staff</b>		
	12	1	8%	13	5	38%

The highest category/proportion of staff that speak Welsh (to level 2 and 3) are Clerical/Secretarial staff 53%. The requirement and recording of Welsh speaking staff will be reviewed over the forthcoming year.

**WELSH ACTIONS: (1) To continue reviewing data with Centre for Welsh Language Services;  
(2) To review requirements for Welsh Language Measures.**

### 1g. Other Protected Characteristics:

Data for Religion or Belief, Sexual Orientation and Gender Reassignment is not currently collected by the University at present although process are underway for the collection of this data in the following year as required by HESA and in line with good practice. Monitoring mechanisms have already been built into e-recruitment and Human Resources management systems, both of which are currently under development.

The University also store data on Marriage and Civil Partnership and Maternity and Paternity. More stringent monitoring of these fields are currently being implemented.

**Maternity and Paternity:**

For the period 1 April 2012 to 31 March 2013 43 female members of staff took maternity leave and less than 5 male members of staff are reporting as taking paternity leave in this period.

## 2. Employees who applied for jobs:

### Applicant Data

Human Resources application monitoring data has been recorded for the period August 2011 to September 2012. Acknowledging that there are gaps and inconsistencies in the data stored within spreadsheets, we have decided to retain this reporting period rather than disaggregating this data to the 31 March reporting period which would take considerable time. It is intended that our new e-recruitment system will solve the gaps and inconsistencies in data. The data is as follows:

- During the year a total of 308 posts were advertised and 2166 applicants were processed. This compares with a reported 155 posts advertised and 1625 applicants in August 2010.
- 51% were female applicants and 49% male. Applicants declared themselves as 46% White, 28% Welsh, 11% Any other, 12% European/International and 3% Unknown. Poland and Romania were the countries most represented in application outside of the UK.
- Of the 989 applicants short-listed, 54% were females and 46% were male. 9.7% declared a disability.

**RECRUITMENT ACTIONS: (1) To update equality monitoring mechanisms as required by the Equality Act within forthcoming e-recruitment and Human Resources management systems; (2) To report more extensively on recruitment and selection to the Professional Development and Staffing Committee.**

## 3. Promotion and Performance Recognition:

### Academic Promotions Process

The new Academic Promotions process was introduced in 2012 and the second annual process commenced in January 2013. The Promotions Panel considered 42 applications (which was the same number as in 2012) from 35 employees. A number of employees submitted applications for two levels of promotion and each application was considered on merit for each level of promotion. The gender profile of applicants is shown in the table below. The participation rate of women is of concern and through the staff development and performance review, all the actions towards the achievement of Athena Swan and support groups such as the women's round table, this issue continues to be addressed.

	Applied		Successful		Success Rate
Male	26	74.3%	23	76.6%	88.4%
Female	9	25.7%	7	23.4%	77.8%

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

The AICP process is an annual process which enables staff, or their managers on behalf of the member of staff, to make an application for an accelerated increment or contribution point on the basis of being able to demonstrate excellent performance in accordance with the agreed criteria. In 2013, 105 applications were received compared to 47 applications in 2012 which represents a

123% increase in applications. This was a positive step forward and demonstrated an increased awareness of the AICP process in general. It was particularly encouraging to see an increased number of applications from previously under represented job families, in particular, professional services and campus services departments.

	Total	Male	Female
Overall number of AICP apps	105	41	64
Agreed	50	25	25
Not agreed	55	16	39
Success Rate	47.6%	60.9%	39.1%

**PROMOTION AND PERFORMANCE RECOGNITION ACTIONS: (1) To report at a more granular level on staff promotions particularly non-academic staff career progression**

#### 4. Employees trained:

The following is a summary of staff that completed in-house training from the period 6 April 2012 to 31 March 2013 reporting period. 2772 applications were received for courses (60% females and 40% males) which includes staff that applied for multiple courses. Therefore, taking individual staff into account, a total of 793 staff applied for courses as follows:

	Gender	
	F	M
Applied	417 (53%)	376 (47%)
Succeeded	409 (53%)	366 (47%)
Completed	384 (53%)	335 (47%)

27% of above staff who completed courses were recorded as disabled and 5% recorded as BME.

Data was also captured on staff who undertook diversity e-learning on January 2014 and is shown on the below table, comparing with the 2012 reporting period as follows:

<b>Online Diversity E-learning Training record:</b>	<b>Oct-11</b>		<b>Jan-14</b>	
Staff Registered (staff with email access)	2159		2110	
Staff on < 0.1 contract	254		310	
Staff on > .1 contacts	1905		1905	
Total Logged In	1450	<b>76%</b>	1223	<b>64%</b>
Total Completed:	1385	<b>73%</b>	1156	<b>61%</b>
Total Passed:	1336	<b>70%</b>	1130	<b>59%</b>
Total Failed:	49	<b>3%</b>	26	<b>1%</b>

This database is in current need of an update of starters and leavers and a process to update this will be carried out in the forthcoming year. Figures therefore are not accurate but an estimate of engagement.

**TRAINING ACTIONS: (1) To introduce a central recording process to capture staff development activity identified through the staff development and performance review process and subsequently completed. (2) to update e-learning database with starters and leavers.**



## 5. Employees involved in grievance, dignity and respect and disciplinary cases:

Data on the person against whom a complaint is made is shown below.

During the period 1 April 2012 to 31 March 2013, the following cases were recorded and completed during the period:

Type	No.	Gender
Disciplinary cases	14	11 male 3 female
Grievance and Dignity and Respect at Work cases	11	3 male 8 female

**GRIEVANCES/DISCIPLINARIES ACTIONS: (1) \*To report anonymised data to JCNC, Equality and Diversity Committee and Professional Development and Staffing Committee on an annual basis.**

## 6. Employees who left employment:

The following is a summary of 497 employees who left employment in 2012 and 2013:

2013	Gender		Disabled	ETHNICITY				Age Group						
	F	M		BME	Other White	White	Unknown	<21	21-30	31-40	41-50	51-60	61-65	>65
<b>Leavers 508 staff</b>	249	259	5	27	46	270	165	43	219	90	58	53	39	6
	49%	51%	1%	5%	9%	53%	32%	8%	43%	18%	11%	10%	8%	1%
2012	Gender		Disabled	ETHNICITY				Age Group						
	F	M		BME	Other White	White	Unknown	<21	21-30	31-40	41-50	51-60	61-65	>65
<b>Leavers 497 staff</b>	250	247	13	41	51	376	22	17	207	86	60	42	51	34
	50%	50%	3%	8%	10%	76%	4%	3%	42%	17%	12%	8%	10%	7%

In comparing the above leavers data for 2012 and 2013, the following was observed:

- Gender and disabled figures did not change in these last two reporting periods. Age groups are also similar except for the high and lower age groups, i.e.
  - <21 - an increase in leavers from 3% in 2012 to 8% 2013
  - >65 - a decrease in leavers from 7% in 2012 to 1% in 2013.
- For ethnicity the BME figure was similar in both years. The White and Unknown figures showed substantial changes, i.e.
  - White showing an decrease from 76% of leavers in 2012 to 53% in 2013
  - Unknown/information refused showing an increase of leavers from 4% in 2012 to 32 in 2013%.

## Statistical Analysis: Student Data, 2012/2013 Academic Session

### 1. Composition of Students:

In order to meet the Equality Act's General Duty and engage in good practice we have included key data for students in this report as recommended by the Equality Challenge Unit. The following is a summary of data recorded (composition, application, retention and achievement) for the 2011-12 academic session which represents HESA data.

**Notes:**

- (1) Figures under the value of 5 have been anonymised, i.e. shown as an asterisk (\*).
- (2) Figures for student numbers are taken from HESA data and include UK, EU and Overseas students.
- (3) If a student is returned to HESA on more than one active course, they will be counted more than once.

In 2012-13 there were 9,603 registered students (undergraduates and postgraduates, but not including those studying part-time continuing education courses such as Welsh for Adults).

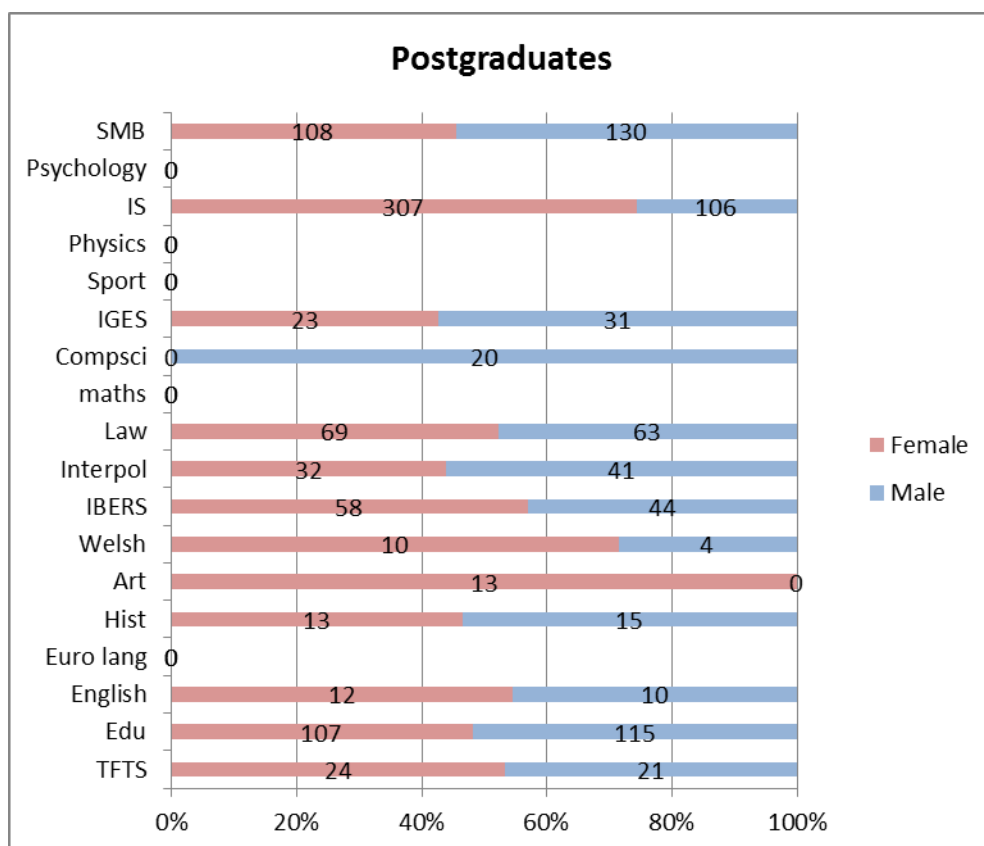
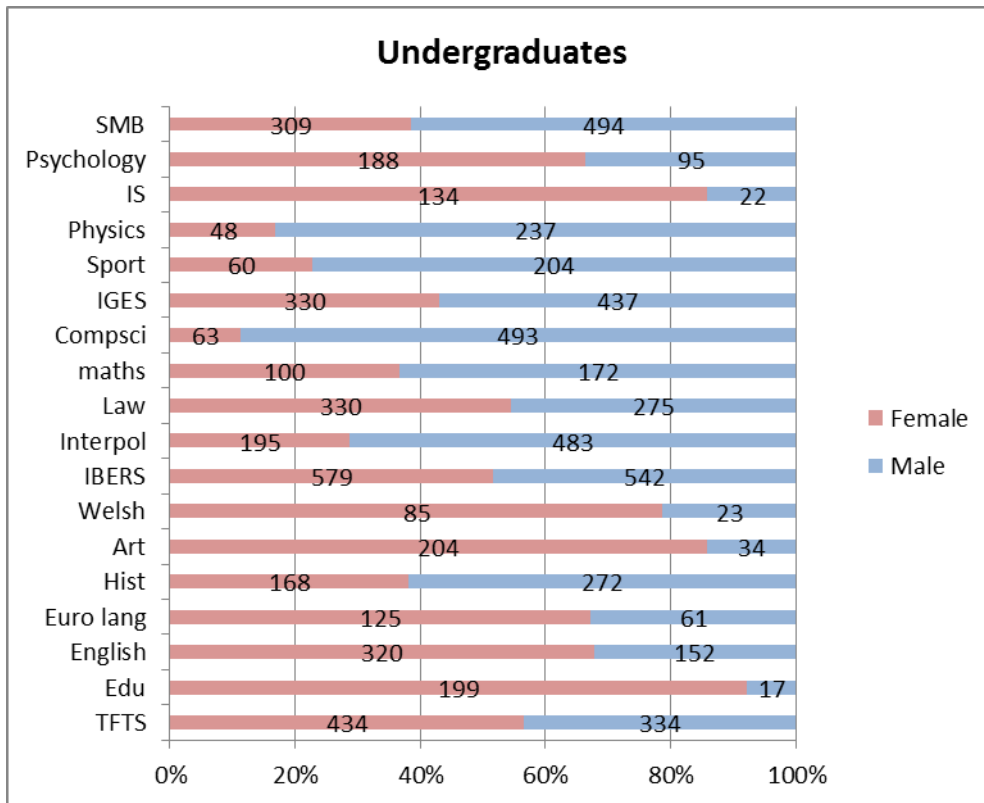
#### 1a. Gender:

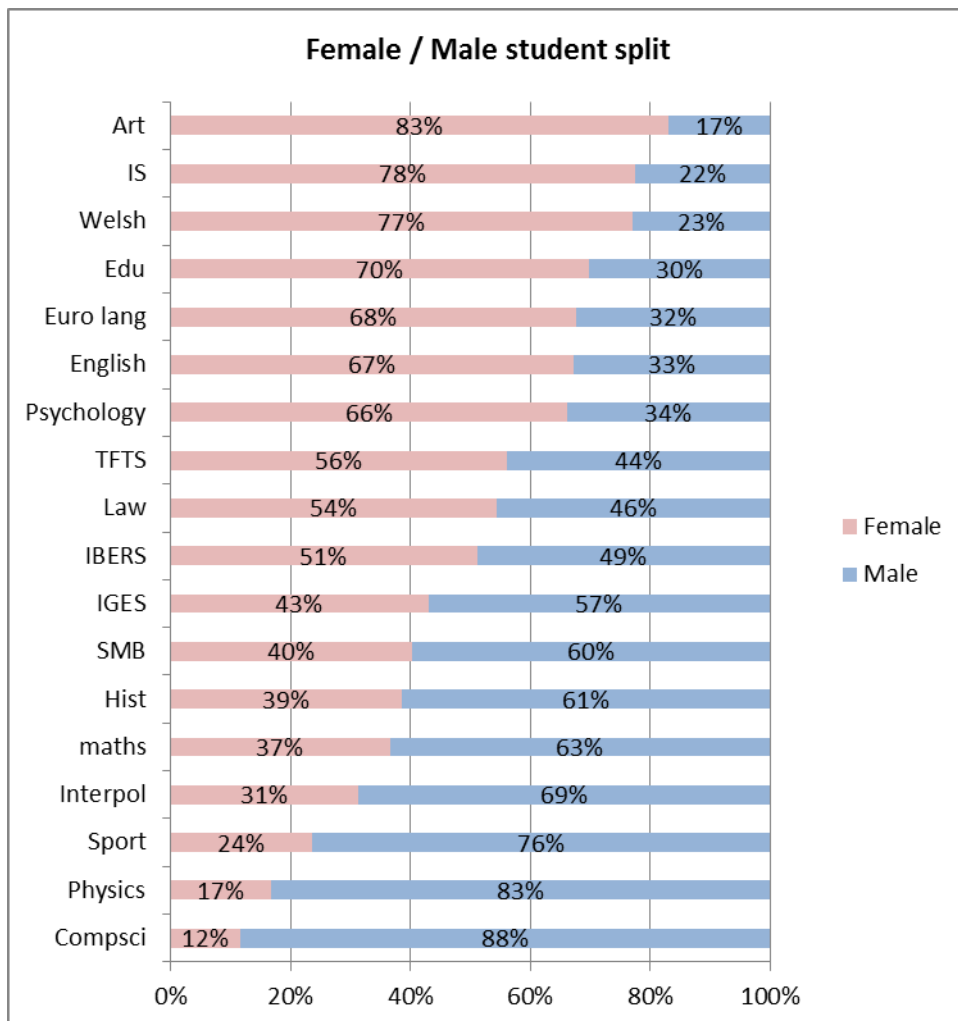
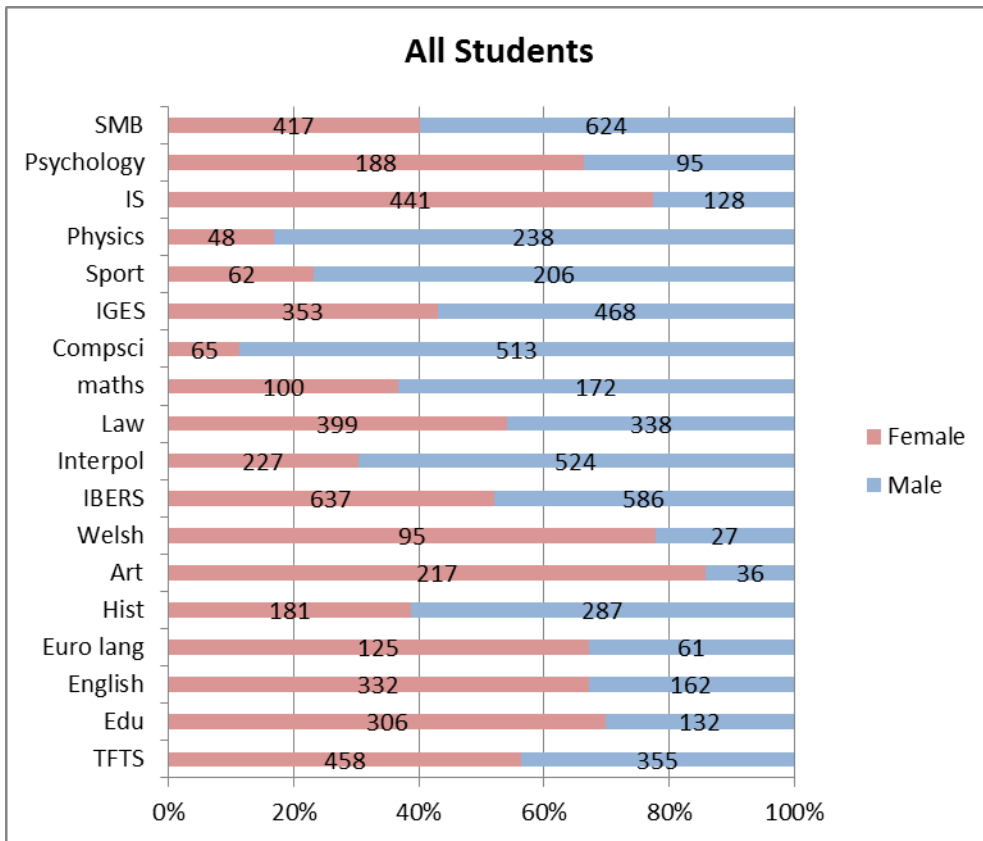
In 2012-13, 47% of Undergraduate (UG) students were female and 56% of Post-Graduate (PG) students were female, though overall 48% of UG and PG students were female and 52% male as shown below. In 2011/12 the figure was 49% female and 51% male.

Dept	Undergraduates		Postgraduates		All Levels		Total
	Female	Male	Female	Male	Female	Male	
TFTS	434	334	24	21	458	355	813
Edu	199	17	107	115	306	132	438
English	320	152	12	10	332	162	494
Euro lang	125	61	0	0	125	61	186
Hist	168	272	13	15	181	287	468
Art	204	34	13	*	217	36	253
Welsh	85	23	10	*	95	27	122
IBERS	579	542	58	44	637	586	1223
Interpol	195	483	32	41	227	524	751
Law	330	275	69	63	399	338	737
maths	100	172	0	0	100	172	272
CompSci	63	493	*	20	65	513	578
IGES	330	437	23	31	353	468	821
Sport	60	204	*	*	62	206	268
Physics	48	237	0	*	48	238	286
IS	134	22	307	106	441	128	569
Psychology	188	95	0	0	188	95	283
SMB	309	494	108	130	417	624	1041
<b>Total</b>	<b>3871</b>	<b>4347</b>	<b>780</b>	<b>605</b>	<b>4651</b>	<b>4952</b>	<b>9603</b>
<b>Percentages</b>	<b>47%</b>	<b>53%</b>	<b>56%</b>	<b>44%</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>
STEM	1368	2180	85	98	1453	2278	3731
%	35%	50%	11%	16%	31%	46%	39%
Other	2503	2167	695	507	3198	2674	5872
%	65%	50%	89%	84%	69%	54%	61%

As the graphs below illustrates, more females generally are represented in Arts and Social Sciences faculties than Sciences, though some exceptions exist. Psychology, for example, is a science which

is overwhelmingly female, with 67% of Undergraduates being female, compared with only 17% of Physics students and 11% of Computer Science students.





The following two tables show the applications and acceptance data by gender and by department, allowing us to build a picture of where students are both applying, being offered places and accepting or rejecting these places.

	Total applications		Total Offers		Firm acceptances	
	Female	Male	Female	Male	Female	Male
TFTS	519	312	494	299	113	90
Edu	277	40	263	38	55	11
English	381	146	368	138	98	35
Euro lang	94	37	87	33	15	7
Hist	247	317	242	299	54	72
Art	200	38	136	14	44	7
Welsh	96	23	96	22	26	7
IBERS	979	917	882	829	215	238
Interpol	198	428	180	409	43	137
Law	704	443	678	422	134	77
maths	157	187	150	172	28	41
Compsci	69	698	67	656	13	187
IGES	327	444	320	424	63	104
Sport	62	253	61	242	12	49
Physics	66	334	63	319	15	82
Psychology	260	99	241	96	61	28
SMB	529	645	494	612	113	139
<b>Total</b>	<b>5165</b>	<b>5361</b>	<b>4822</b>	<b>5024</b>	<b>1102</b>	<b>1311</b>

	Total applications (% by gender)		Total Offers (% of applications)		Firm acceptances (% of offers)	
	Female	Male	Female	Male	Female	Male
TFTS	62%	38%	95%	96%	23%	30%
Edu	87%	13%	95%	95%	21%	29%
English	72%	28%	97%	95%	27%	25%
Euro lang	72%	28%	93%	89%	17%	21%
Hist	44%	56%	98%	94%	22%	24%
Art	84%	16%	68%	37%	32%	50%
Welsh	81%	19%	100%	96%	27%	32%
IBERS	52%	48%	90%	90%	24%	29%
Interpol	32%	68%	91%	96%	24%	33%
Law	61%	39%	96%	95%	20%	18%
maths	46%	54%	96%	92%	19%	24%
Compsci	9%	91%	97%	94%	19%	29%
IGES	42%	58%	98%	95%	20%	25%
Sport	20%	80%	98%	96%	20%	20%
Physics	17%	84%	95%	96%	24%	26%
Psychology	72%	28%	93%	97%	25%	29%
SMB	45%	55%	93%	95%	23%	23%
<b>Total</b>	<b>49%</b>	<b>51%</b>	<b>93%</b>	<b>94%</b>	<b>23%</b>	<b>26%</b>

There are significant variations in the proportions of females and males applying to subjects. The greatest variations are in Computer Science, where females make up only 9% of applicants, and Education, where males make up only 13%. The most equable subjects in terms of applications are the biological sciences, Mathematics and History. In spite of the variation in applications, offers

made do not vary significantly between the genders except in the case of Art, where 68% of female applicants receive an offer, compared with only 37% of male applicants. Other subjects vary by between 0 and 5 percentage points.

Art is also the subject with the greatest difference between the proportion of firm acceptances made by females (32%) and those made by males (50%). There is also a large difference in Computer Science (where 29% of offers made to male applicants are accepted, compared with 19% of offers made to female applicants). In comparison, offers made to students in Management and Business, Sports Science, History, English and Law are accepted in fairly equal measure by male and female applicants.

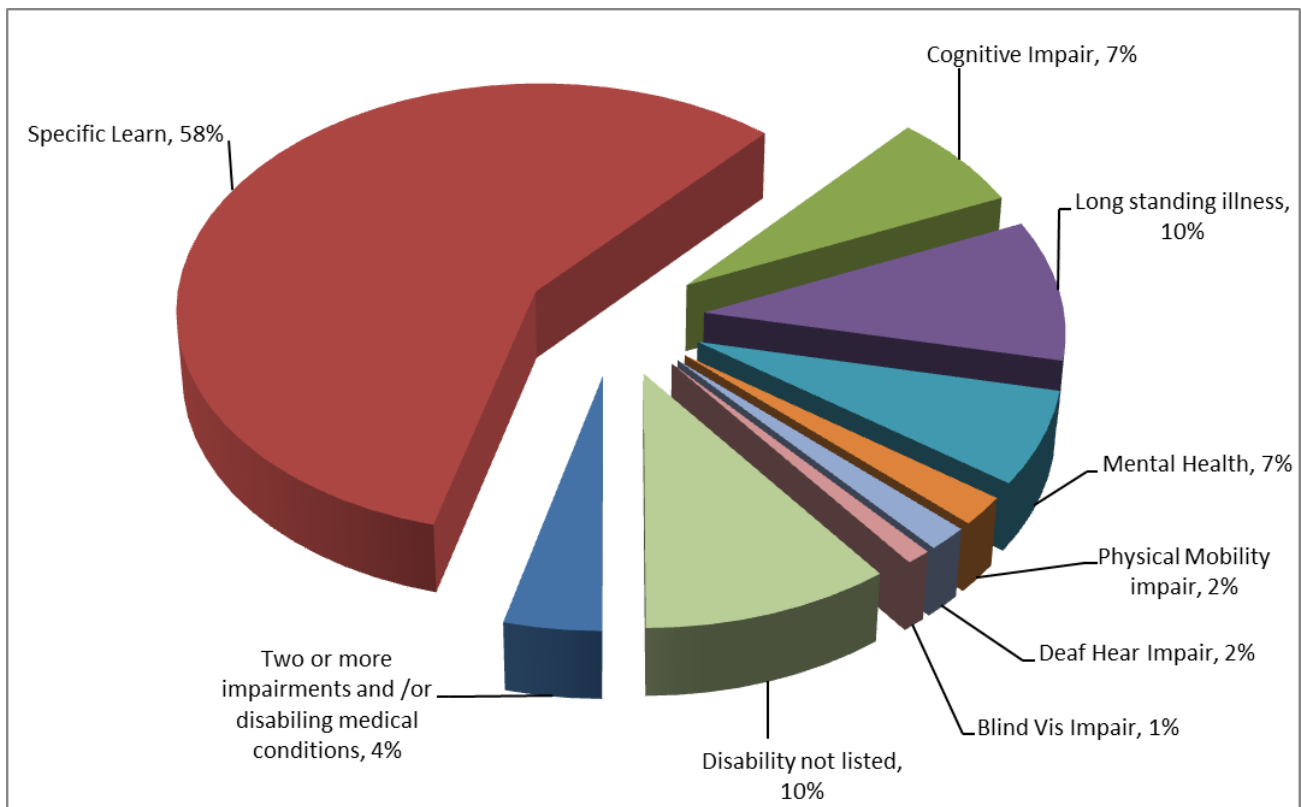
**ACTIONS FOR 2013/2014: (1) To continue to monitor female/male ratios; (2) to share information with Athena SWAN initiatives.**

### 1b. Disability:

The following 2012-13 table shows the current number of students with disabilities which is 1072, or 10.7% of the student cohort. This is marginally higher than the 2011/12 total of 10.2%.

Department	Disclosed Disability	No Disability	Total	% of total	Receipt of DSA	% DSA (as a % of Disability disclosed)
TFTS	113	730	843	13.4%	55	48.7%
Education	32	406	438	7.3%	22	68.8%
English	42	505	547	7.7%	15	35.7%
Euro Lang	11	178	189	5.8%	5	45.5%
History	58	421	479	12.1%	38	65.5%
Art	26	239	265	9.8%	18	69.2%
Welsh	10	125	135	7.4%	4	40.0%
IBERS	181	1185	1366	13.3%	103	56.9%
Interpol	101	689	790	12.8%	64	63.4%
Law	68	683	751	9.1%	38	55.9%
Maths	21	255	276	7.6%	12	57.1%
CompSci	82	525	607	13.5%	49	59.8%
IGES	98	765	863	11.4%	58	59.2%
Sport	27	253	280	9.6%	12	44.4%
Physics	47	251	298	15.8%	24	51.1%
DIS	60	520	580	10.3%	14	23.3%
Psychology	30	260	290	10.3%	15	50.0%
SMB	65	994	1059	6.1%	24	36.9%
<b>Total</b>	<b>1072</b>	<b>8984</b>	<b>10056</b>	<b>10.7%</b>	<b>570</b>	<b>53.2%</b>

As seen in the pie chart below, 58% of students with disabilities declared a specific learning difficulty (e.g. dyslexia), and 10% declared a disability not listed. 7% recorded a Mental Health disability. These figures are broadly very similar to those for 2011/12.



In 2012-13 there were 44% female students with disability and 56% male. 53% (570) of the total of disabled students (1,072) accessed Disability Support Allowance in 2012-13. 88.1% of students with disability were of White origin, 4.5% BME and 7.4% recorded as information refused.

**ACTIONS FOR 2013/2014: (1) To continue consulting with and supporting students with disabilities to further understand their needs.**

### 1c. Ethnicity:

Ethnicity of students and the trend up to the 2012-13 figures are shown below:

Ethnicity	2008-09	2009-10	2010-11	2011-12	2012-13
White (inc 'other white background')	88.6%	87.0%	89.0%	81.6%	79.0%
BME	7.1%	7.0%	4.0%	5.9%	6.6%
Not Known / Information refused	4.3%	6.0%	7.0%	12.6%	14.2%
	100%	100%	100%	100%	100%

Definitions:

10	White	21	Black Carib.	39	Asian Other	90	Not Known
11	White British	22	Black African	41	Mixed W/B Cab	98	Inf. Refused
12	White Irish	29	Other Black back	42	Mixed Wh & B Af	XX	Not Known
13	White Scottish	31	Indian	43	Mixed Wh & Asian		
15	White Welsh	32	Pakistani	49	Other Mixed		
16	White English	33	Bangladeshi	50	Arab		
19	Other White back	34	Chinese	80	Other		

**Note:** Monitoring codes for Welsh staff and students are recorded on our databases and return to HESA under 'White' category. In this table 'Other White Background' is also shown as 'White'.

The proportion of students not giving their ethnic background or refusing information has increased dramatically.

**ACTIONS FOR 2013/2014 (1) To continue monitoring the ethnicity of students and investigate, where possible, students are not declaring/refusing information.**

## 1d. Nationality:

As shown in the table below, 82% of students were home students, i.e. from the UK, 9% European and 9% International. Of the home students 30% were from Wales. Law and the Business school (SMB) have high percentages of overseas students due in large part from a strong recruiting base in Malaysia. Information Studies (IS) offers a distance learning course that also attracts significant overseas students.

	Wales	UK-Rest	EU	Overseas
TFTS	31%	53%	12%	4%
Education	66%	29%	4%	1%
English	28%	61%	3%	7%
Euro languages	22%	65%	11%	3%
History	42%	52%	2%	3%
Art	23%	62%	11%	4%
Welsh	88%	5%	1%	5%
IBERS	29%	61%	6%	3%
Interpol	17%	57%	18%	9%
Law	33%	38%	12%	18%
maths	33%	59%	4%	4%
CompSci	30%	45%	14%	10%
IGES	28%	68%	2%	2%
Sport	34%	62%	4%	1%
Physics	24%	71%	3%	1%
IS	14%	48%	14%	24%
Psychology	29%	49%	17%	6%
SMB	22%	34%	15%	29%
<b>Total</b>	<b>30%</b>	<b>52%</b>	<b>9%</b>	<b>9%</b>

**ACTIONS FOR 2013/2014: (1) To continue monitoring nationalities and the recruitment of students domiciled in Wales.**

## 1e. Age:

The table below shows the numbers of students in each age category for 2012-13.

	<21		21-30		31-40		41-50		51-60		61-65		66>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
TFTS	410	306	53	54	7	6	*	*	0	0	0	0	0	0
Education	175	13	98	68	23	40	6	8	*	*	0	0	0	0
English	303	123	41	47	10	*	8	*	*	*	0	*	*	*
Euro lang	112	54	11	7	*	0	0	0	*	0	*	0	0	0
History	160	254	19	33	*	*	*	*	*	*	0	0	0	*
Art	173	27	22	8	6	*	12	*	5	*	*	0	*	*
Welsh	79	20	12	8	*	*	*	*	*	*	*	0	*	0
IBERS	532	510	138	124	16	26	10	7	2	*	0	0	0	0
Interpol	173	440	69	93	*	5	*	*	0	*	0	*	0	0
Law	282	206	98	100	15	14	12	16	*	6	0	0	0	*
Maths	98	162	1	12	*	0	0	*	*	0	0	0	0	0
CompSci	55	433	14	93	*	6	0	*	0	*	0	0	0	0
IGES	322	413	41	65	*	11	0	*	*	*	0	0	0	0
Sport	57	184	6	26	*	*	*	*	0	0	0	0	0	0
Physics	46	195	*	47	*	*	0	*	0	0	0	0	0	0
IS	11	*	202	50	124	50	84	21	28	5	*	0	0	0
Psychology	177	82	7	12	5	*	*	*	0	0	0	0	0	0
SMB	249	425	160	190	10	9	7	*	0	*	0	0	0	5

For all faculties this totals <21 = 73%, 21-30 = 20%, 31-40 = 4%, 41-50 = 2% and the older age categories as less than 1%. These figures are almost the same as those for 2011/12.



**ACTIONS FOR 2013/2014: (1) To monitor the recruitment of mature students.**

**1f. Welsh Speakers:**

Data for Welsh speakers in 2012-13 is recorded as follows, with 9% Fluent, 6% with some Welsh, 1% not known and 83% Not Welsh Speakers (which are the same proportions as in 2011/12):

	Fluent Welsh		Speaker not fluent		Not Welsh speaker		Declined		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
TFTS	58	25	32	15	380	322	*	8	843
Education	70	24	55	12	180	96	*	0	438
English	22	11	17	9	323	154	6	5	547
Euro lang	7	*	10	*	110	54	*	*	189
History	21	32	18	30	146	226	0	6	479
Art	10	*	9	*	199	37	*	*	265
Welsh	86	22	13	8	5	*	0	0	135
IBERS	40	80	38	31	614	549	6	8	1366
Interpol	9	35	6	24	228	469	*	15	790
Law	57	21	41	13	304	304	6	5	751
Maths	8	26	9	10	84	138	0	*	276
CompSci	*	30	7	27	60	476	0	*	607
IGES	38	37	22	25	307	421	*	9	863
Sport	7	18	*	15	55	177	0	*	280
Physics	*	21	5	10	42	216	0	*	298
IS	14	8	13	7	416	113	7	*	580
Psychology	9	7	11	*	172	83	0	*	290
SMB	19	30	19	23	385	564	*	16	1059
<b>Total</b>	914		598		8410		134		10056

As shown in the table above, there are more female Welsh speakers in the Arts and Social Science subject areas and more male Welsh speakers in Science.

**ACTIONS FOR 2013/2014: (1) To share Welsh Language data with the Centre for Welsh Language Services.**

**1g. Other Protected Characteristics:**

Data for Religion/Belief, Sexual Orientation, Gender Reassignment or Maternity is not collected by the University. It may however become a requirement of HESA in the future (currently not so in 2013).

**ACTIONS FOR 2013/2014: (1) To continue to review monitoring requirements by HESA; (2) to consult on best practice and engaging with students on any forthcoming monitoring requirements.**

**2. Applications:**

The following table is a summary of results of UG student data application data made in 2012-13, i.e. relates to the UG intake 2013-14 and includes students who deferred. The high proportion refused or unknown ethnicity is unavoidable as the gender data is received via UCAS and the data for students not deciding on Aberystwyth is withheld.

	<b>Applications</b>
<b>2012-13 Total</b>	10,526
<b>2011-12 Total</b>	11,451 (29% Arts, 28% Social Science and 43% Science)
<b>2012-13 Gender:</b>	
<b>Female:</b>	49.1%
<b>Male:</b>	50.9%
<b>2011-12 Gender:</b>	
<b>Female:</b>	50%
<b>Male:</b>	50%
<b>2012-13 Disability</b>	8.7%
<b>2011-12 Disability</b>	8.0% (Arts 8.9%, Social Science 5.3% and Science 9.2%)
<b>2012-13 Ethnicity:</b>	24.1% White, 1.4% BME, 74.3% Information Refused/Unknown
<b>2011-12 Ethnicity:</b>	23.7% White, 1.2% BME, 75.1% Information Refused/Unknown
<b>2012-13 Nationality:</b>	89.25% Home (UK) students and EU and 10.75% Overseas
<b>2011-12 Nationality:</b>	82.3% Home (UK) students, 7.7% EU and 10.15% Overseas
<b>2012-13 Age</b>	97.1% = <21, 2.2% = 21-30, 0.5% = 31-40, 0.2% = 41-50, 0.0% = 51-60, 0% = 61-65, 0% = >65
<b>2011-12 Age</b>	96.8% = <21, 2.5% = 21-30, 0.4% = 31-40, 0.2% = 41-50, 0.1% = 51-60, 0% = 61-65, 0% = >65
<b>2012-13 Welsh: (Requested correspondence in Welsh)</b>	3.2 % Welsh applicants
<b>2011-12</b>	2.8% Welsh applicants
<b>Welsh Domicile</b>	2316 from Wales (28.18% of total applications)
<b>2012-13</b>	
<b>2011-12</b>	(9.7% Arts, 6.8% Social Science and 12% Science)

The key headline from application data is that students continue to choose to apply for STEM based subjects at the expense of Arts. We will monitor for offer and acceptable in future years and have only shown summary data as shown below:

	<b>Applications</b>	<b>Offer (unconditional or Conditional)</b>	<b>Intake</b>
2012-13	10526	9846	2413
2011-12	11451	10880	2991
2010-11	9969	9400	2584
2009-10	8835	8435	2696
2008-09	7585	7290	2406

**ACTIONS FOR 2013/2014: (1) To monitor and report on student offers and acceptances; (2) to monitor the gender ratios of students in the Science faculty; (3) To report on people from areas with no tradition of entering higher education.**

### 3. Retention:

The following table shows student withdrawal (WD) data for the last three years as follows:

All Students	2008-09		2009-10		2011-12		2012-13	
Retained	7941	93.2%	8466	93.6%	9495	93.0%	9577	95.2%
Permanent WD	447	5.2%	416	4.6%	542	5.3%	321	3.2%
Temporary WD	133	1.6%	166	1.8%	176	1.7%	158	1.6%
<b>Total</b>	<b>8521</b>	<b>100.0%</b>	<b>9048</b>	<b>100.0%</b>	<b>10213</b>	<b>100.0%</b>	<b>10056</b>	<b>100.0%</b>

There has been a slight increase in the rate of permanent withdrawals.

The following table summarises the 2012-13 position for retention by ethnicity.

	Total	EU	Home	Oseas	White	BME	Mixed	Other	Unknown
Retained	95.2%	96.22%	96.81%	96.81%	96.99%	96.68%	95.38%	100.00%	95.20%
Permanent WD	3.2%	3.78%	3.19%	3.19%	3.01%	3.32%	4.62%	0.00%	4.80%
Temporary WD	1.6%	1.62%	1.70%	0.66%	1.64%	0.21%	2.31%	3.33%	1.84%
<b>Total</b>	<b>100.0%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

A summary of gender and disability shows that females have a slightly higher retention rate than males, and disabled students tend to have slightly lower retention rates.

	Total	Male	Female	Disabled	Not Disabled
Retained	95.2%	94.6%	95.9%	93.3%	95.3%
Permanent	3.2%	3.8%	2.5%	3.4%	3.2%
Temporary	1.6%	1.6%	1.5%	3.4%	1.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

When students under the age of 61 are considered, retention appears to be highest in the 31-40 age bracket, with younger students being more likely to opt for a permanent withdrawal over a temporary withdrawal. While the older two age groups show a higher retention they represent a very small percentage of the total student body (see section 1e).

All Students	<21	21-30	31-40	41-50	51-60	61-65	>65
Retained	95.1%	95.4%	96.4%	94.4%	94.0%	100.0%	100.0%
Permanent WD	3.3%	3.2%	1.7%	3.0%	1.2%	0.0%	0.0%
Temporary WD	1.5%	1.4%	1.9%	2.6%	4.8%	0.0%	0.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Student support offer interviews to all students requesting a withdrawal. This meeting aims to ascertain if there are any issues which can be resolved, or help which can be provided to keep students in their studies. These meetings have proved beneficial in supporting students with care leave backgrounds and other students who would be considered as part of the widening participation spectrum.

**ACTIONS FOR 2013/2014:**  
**(1) To continue monitoring data for retention.**

#### 4. Achievement:

The following table shows achievement data for Undergraduates:

	I	II(1)	II(2)	III	PASS	FAIL	Other	All	PASS	FAIL	Other	All	PASS	FAIL	Other	All
	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
TFTS	15	0.70%	152	7.06%	78	3.62%	6	0.28%	*	0.09%	*	0.14%	*	0.05%	257	11.94%
Education	9	0.42%	23	1.07%	20	0.93%	6	0.28%	0	0.00%	*	0.05%	*	0.05%	60	2.79%
English	14	0.65%	112	5.20%	24	1.12%	*	0.14%	0	0.00%	*	0.05%	0	0.00%	154	7.16%
Euro languages	*	0.19%	20	0.93%	6	0.28%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	30	1.39%
History	8	0.37%	76	3.53%	38	1.77%	0	0.00%	0	0.00%	*	0.19%	0	0.00%	126	5.86%
Art	11	0.51%	36	1.67%	14	0.65%	*	0.05%	0	0.00%	0	0.00%	0	0.00%	62	2.88%
Welsh	5	0.23%	15	0.70%	7	0.33%	*	0.09%	0	0.00%	0	0.00%	0	0.00%	29	1.35%
IBERS	20	0.93%	85	3.95%	92	4.28%	21	0.98%	16	0.74%	*	0.19%	*	0.19%	242	11.25%
Interpol	29	1.35%	110	5.11%	31	1.44%	5	0.23%	0	0.00%	0	0.00%	*	0.09%	177	8.22%
Law	7	0.33%	93	4.32%	109	5.07%	15	0.70%	0	0.00%	*	0.19%	0	0.00%	228	10.59%
Maths	17	0.79%	19	0.88%	22	1.02%	8	0.37%	0	0.00%	*	0.05%	0	0.00%	67	3.11%
Computer science	20	0.93%	54	2.51%	33	1.53%	*	0.19%	0	0.00%	0	0.00%	0	0.00%	111	5.16%
IGES	30	1.39%	132	6.13%	67	3.11%	8	0.37%	0	0.00%	*	0.05%	0	0.00%	238	11.06%
Sport	5	0.23%	21	0.98%	31	1.44%	*	0.19%	*	0.09%	*	0.14%	0	0.00%	66	3.07%
Physics	17	0.79%	26	1.21%	10	0.46%	*	0.05%	0	0.00%	*	0.05%	*	0.05%	56	2.60%
IS	10	0.46%	24	1.12%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	34	1.58%
Psychology	*	0.14%	37	1.72%	32	1.49%	*	0.05%	0	0.00%	0	0.00%	*	0.05%	74	3.44%
SMB	17	0.79%	64	2.97%	52	2.42%	8	0.37%	0	0.00%	0	0.00%	0	0.00%	141	6.55%
<b>Total</b>	<b>241</b>	<b>11%</b>	<b>1099</b>	<b>51%</b>	<b>666</b>	<b>31%</b>	<b>93</b>	<b>4%</b>	<b>20</b>	<b>1%</b>	<b>23</b>	<b>1%</b>	<b>10</b>	<b>0%</b>	<b>2152</b>	<b>100%</b>

As the table below shows, the First Class Honours are broadly equally split between males and females (49% /52% respectively).

First Class Honours					
All Undergraduates	Total	Male	Female	Disabled	Not disabled
TFTS	6.2%	1.2%	5.0%	0.0%	6.2%
Education	3.7%	0.0%	3.7%	0.0%	3.7%
English	5.8%	2.5%	3.3%	0.0%	5.8%
Euro languages	1.7%	0.8%	0.8%	0.0%	1.7%
History	3.3%	1.2%	2.1%	0.0%	3.3%
Art	4.6%	0.4%	4.1%	0.0%	4.6%
Welsh	2.1%	0.4%	1.7%	0.0%	2.1%
IBERS	8.3%	5.0%	3.3%	0.4%	7.9%
Interpol	12.0%	6.6%	5.4%	0.0%	12.0%
Law	2.9%	1.2%	1.7%	0.0%	2.9%
Maths	7.1%	5.0%	2.1%	0.4%	6.6%
Computer science	8.3%	8.3%	0.0%	0.8%	7.5%
IGES	12.4%	5.4%	7.1%	0.0%	12.4%
Sport	2.1%	0.8%	1.2%	0.0%	2.1%
Physics	7.1%	5.8%	1.2%	0.0%	7.1%
IS	4.1%	0.4%	3.7%	0.4%	3.7%
Psychology	1.2%	0.4%	0.8%	0.4%	0.8%
SMB	7.1%	3.7%	3.3%	0.0%	7.1%
<b>Total</b>	<b>100%</b>	<b>49%</b>	<b>51%</b>	<b>2%</b>	<b>98%</b>

Undergraduate results by ethnicity and Welsh Speaking shown ability (table below) show that White ethnic group has a higher rate of achieving First Class Honours (11.1%) than BMEs (1.6%) though the mixed ethnic group scores 14.7%

Welsh speakers have a marginally higher tendency to gain a First (11.3%) compared to non Welsh speakers (11.2%).

Undergraduates	Total	White	BME	Mixed	Other Ethnic group	Unknown Ethnicity	Welsh Speakers	Not Welsh Speakers
I	11.2%	11.1%	1.6%	14.7%	0.0%	14.1%	11.3%	11.2%
II(1)	51.1%	52.3%	37.1%	41.2%	88.9%	47.8%	45.8%	52.0%
II(2)	30.9%	30.0%	50.0%	32.4%	11.1%	32.0%	33.9%	30.5%
III	4.3%	4.1%	9.7%	5.9%	0.0%	3.8%	7.4%	3.8%
PASS	0.9%	1.0%	0.0%	0.0%	0.0%	0.7%	1.0%	0.9%
FAIL	1.1%	1.0%	1.6%	0.0%	0.0%	1.0%	0.6%	1.1%
Other	0.5%	0.3%	0.0%	5.9%	0.0%	0.7%	0.0%	0.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

For Postgraduates, the table below shows that Pass rates vary widely across the subject areas.

All postgraduates	Pass		Fail		Other		All
	Total	%	Total	%	Total	%	Grades
TFTS	*	0.31%	0	0.00%	10	3.13%	11
Education	142	44.38%	*	0.94%	0	0.00%	145
English	0	0.00%	0	0.00%	*	0.31%	*
Euro languages	0	0.00%	0	0.00%	0	0.00%	0
History	*	0.31%	0	0.00%	*	0.31%	*
Art	0	0.00%	0	0.00%	0	0.00%	0
Welsh	*	1.25%	0	0.00%	*	0.94%	7
IBERS	16	5.00%	0	0.00%	24	7.50%	40
Interpol	*	0.94%	*	0.31%	5	1.56%	9
Law	10	3.13%	5	1.56%	*	0.63%	17
Maths	0	0.00%	0	0.00%	0	0.00%	0
Computer science	*	0.94%	0	0.00%	0	0.00%	*
IGES	*	0.94%	0	0.00%	8	2.50%	11
Sport	*	0.31%	0	0.00%	0	0.00%	*
Physics	0	0.00%	0	0.00%	0	0.00%	0
IS	31	9.69%	0	0.00%	10	3.13%	41
Psychology	0	0.00%	0	0.00%	0	0.00%	0
SMB	20	6.25%	0	0.00%	12	3.75%	32
<b>Total</b>	<b>235</b>	<b>73.44%</b>	<b>9</b>	<b>2.81%</b>	<b>76</b>	<b>23.75%</b>	<b>320</b>

Although there are smaller numbers involved, disabled students overall have a higher Pass rate than those not disabled.

All postgraduates	PASS (235)				
	Total	Male	Female	Disabled	Not disabled
TFTS	0.43%	0.0%	0.43%	0.00%	0.43%
Education	60.43%	25.1%	35.32%	0.00%	60.43%
English	0.00%	0.0%	0.00%	0.00%	0.00%
Euro languages	0.00%	0.0%	0.00%	0.00%	0.00%
History	0.43%	0.4%	0.00%	0.00%	0.43%
Art	0.00%	0.0%	0.00%	0.00%	0.00%
Welsh	1.70%	0.9%	0.85%	0.00%	1.70%
IBERS	6.81%	2.6%	4.26%	0.43%	6.38%
Interpol	1.28%	0.9%	0.43%	0.00%	1.28%
Law	4.26%	2.6%	1.70%	0.00%	4.26%
Maths	0.00%	0.0%	0.00%	0.00%	0.00%
Computer science	1.28%	0.9%	0.43%	0.00%	1.28%
IGES	1.28%	1.3%	0.00%	0.00%	1.28%
Sport	0.43%	0.4%	0.00%	0.00%	0.43%
Physics	0.00%	0.0%	0.00%	0.00%	0.00%
IS	13.19%	3.4%	9.79%	0.00%	13.19%
Psychology	0.00%	0.0%	0.00%	0.00%	0.00%
SMB	8.51%	5.1%	3.40%	0.00%	8.51%
<b>Total</b>	<b>100.00%</b>	<b>43.40%</b>	<b>56.60%</b>	<b>0.43%</b>	<b>99.57%</b>

**ACTIONS FOR 2013/2014: (1) To continue monitoring data for achievement and review data further for undergraduate achievement rates for BMEs and disabled student groups.**