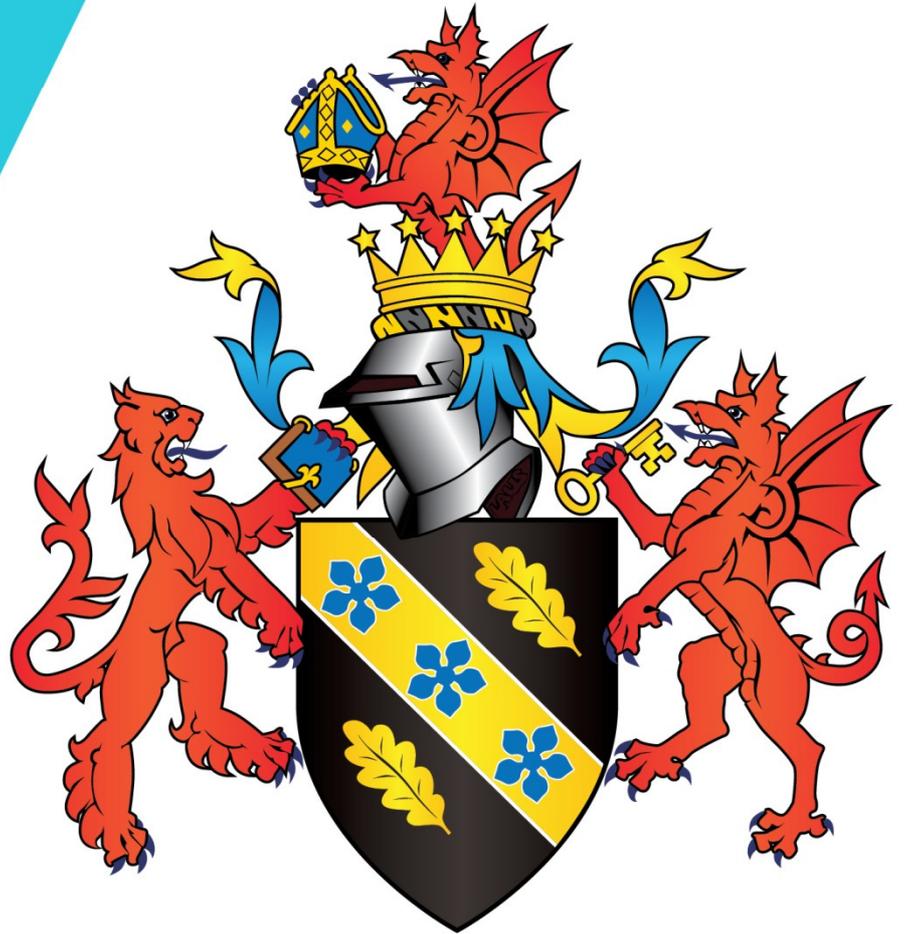




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Annual Report: Equality and Diversity 2015/16

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1. Introduction

The University of Wales Trinity Saint David (UWTSD) is an expanding, multidisciplinary, dual sector group of Higher Education (HE) and Further Education (FE) learning providers with campuses across South West Wales, South Wales and London.

The UWTSD Group comprises the University, Coleg Sir Gâr and Coleg Ceredigion, both established further education providers in the region.

Inclusivity is a key planning theme for the University; it is embedded within our curriculum and is aligned to the Welsh Government's Wellbeing of Future Generations Goal of a more equal Wales. Our vision is to create a culture of openness and respect in which barriers for those with protected characteristics are identified and removed. We want our people to feel safe and valued, and to achieve their full potential for the benefit of the individual, the organisation and our wider communities. We wish to promote equality of opportunity, fair working practices, and good interpersonal relations throughout our staff and student bodies.

Our aims are:

To eliminate unlawful discrimination, harassment and victimisation, which involves:

- Helping people to understand what these terms mean and which behaviours and attitudes are inappropriate;
- Ensuring everyone is treated equally;
- Eliminating direct or indirect discrimination from our work and study environment.

To promote and advance equality of opportunity, which involves:

- Minimising the impact of disadvantage;
- Identifying, understanding and meeting the needs of our staff and learners / students;
- Encouraging people to take up opportunities, especially people from under- represented groups.

To promote and foster good relations between people, which involves:

- Promoting tolerance and understanding;
- Tackling prejudice;
- Explaining the benefits of diversity.

2. Background

Prior to the merger between Trinity Saint David and Swansea Metropolitan, the two institutions each established Strategic Equality Plans (SEPs) for the period 2012-16.

The University developed a new Group Strategic Equality Plan during the academic year 2015/16 for the period 2016 – 2020 which includes our dual sector partners and underpins our commitment to promoting equality of opportunity and identifying and addressing barriers to participation.

Related sub-strategies include:

- The Widening Access and Community Engagement Strategy
- The Welsh Language and Bilingualism Strategy

Whilst the Welsh language is not a protected characteristic, the University recognises its important role in the culture and heritage of Wales. Our Welsh Language Scheme is published online and can be found at:

<http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/welsh-language-scheme.pdf>

The development of the new SEP began with a presentation to the University's Council Members on the topic of Equality and Diversity at an away day held in September 2015. Council Members confirmed their strong support and the Senior Management Team approved a plan to develop the new Group SEP (2016-2020) with the support of a third party equality consultancy. Parigen, an equality consultancy, was subsequently engaged to provide expert support and guidance.

Parigen chaired a series of focus groups and involvement events to engage with staff and students during November and early December 2015 on each campus including Swansea, Carmarthen, Lampeter, Coleg Ceredigion and Coleg Sir Gâr. An online survey was sent to all staff and students to gather more information and this closed in January 2016. There were also one-to-one interviews with senior members of staff and a separate focus group was conducted at the London campus in early March 2016.

The information gathered, together with the findings of the desktop review has informed the new strategic equality plan (SEP). Four overarching strategic objectives were proposed by Parigen to form the basis for the new Group SEP and were approved by the Dual Sector SMT in March 2016.

The new Strategic Equality Plan was published following formal consultation with stakeholders. Staff from across the UWTSD Group were invited to attend workshops to assist with the development of a detailed action plan.

3. Equality Objectives

The UWTSD Group SEP consists of four key themes as follows:



4. Data collection and monitoring

The University collates and monitors data from the following internal and external sources:

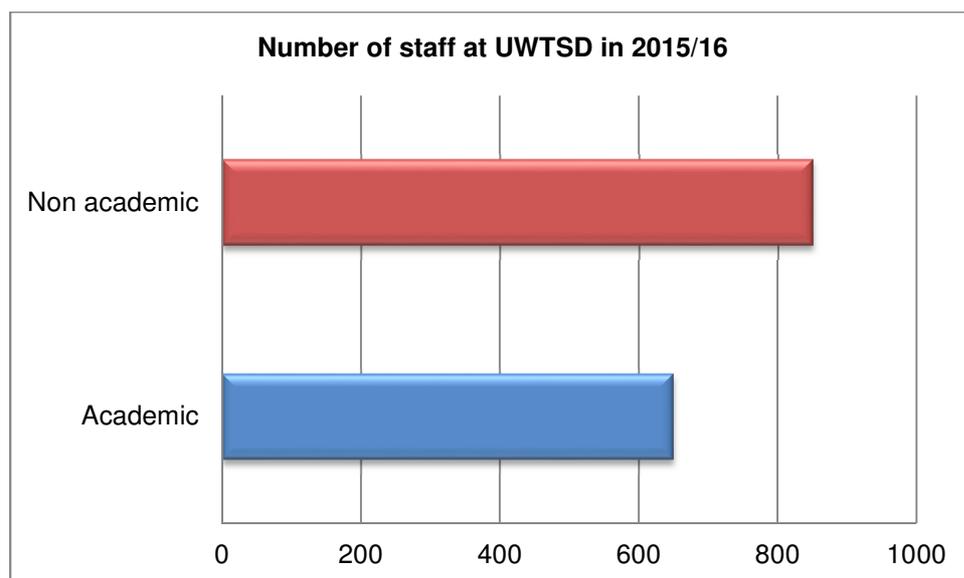
- The University's Human Resources Records System
- The University's Student Records Systems
- Higher Education Statistics Agency (HESA) staff and student institutional data (obtained through Heidiplus, a data analysis portal).

Data is used to:

- assess the usefulness and impact of our Strategic Equality Plan and related action plans;
- identify trends within our staff and learner / student populations with respect to protected characteristics;
- identify and highlight any ongoing barriers and/or areas of under-representation or inequality;
- assess our progress against our equality objectives and check to see whether these need updating or revising;
- identify future priorities for action.

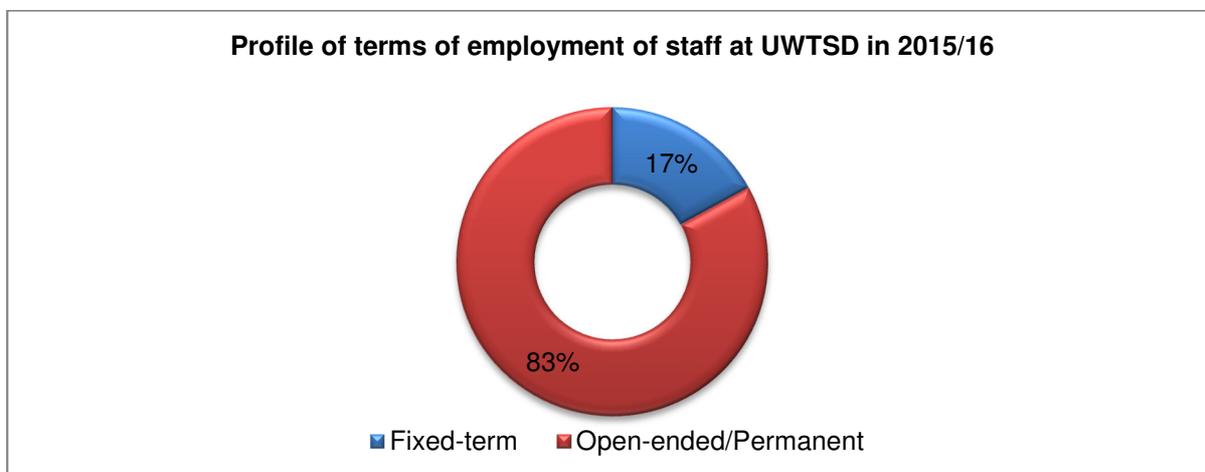
4.1 Staff Data

In 2015/16 UWTSD employed a total of 1,500 staff, of which 43% were academics and 56% are non-academics. The figures represent a decline of 55 staff against the 2014/15 total of 1,555 where the proportion of academics was 45% and the non-academics were 55%.

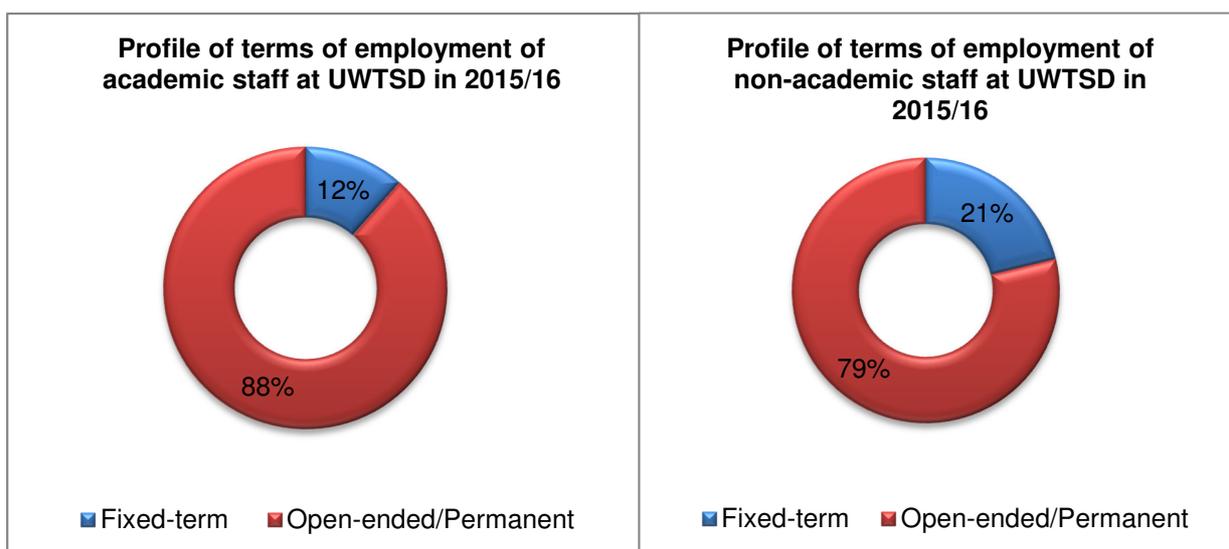


Source: HESA

83% of staff are employed on an open-ended / permanent contract compared to 17% on a fixed-term contract. This represents a 2% increase in the proportion of staff on an open-ended / permanent contract compared to the 2014/15 result with an associated decrease in the proportion of staff on a fixed term contract.



Source: HESA

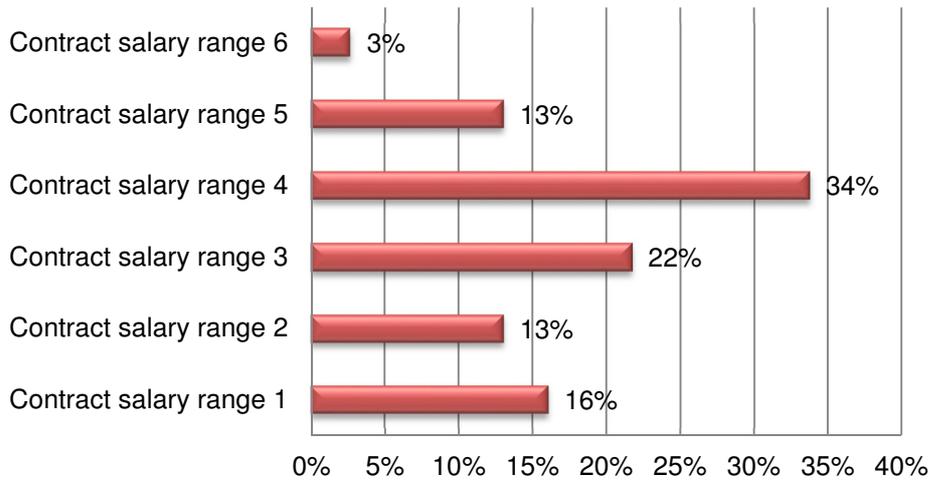


Source: HESA

The breakdown of staff based on contract salary range¹ in 2015/16 shows a similar pattern to the 2014/15 figures where the most populated grade is grade 4, which represents 34% of the total staff. This result is in line with the 2014/15 figure of 33%.

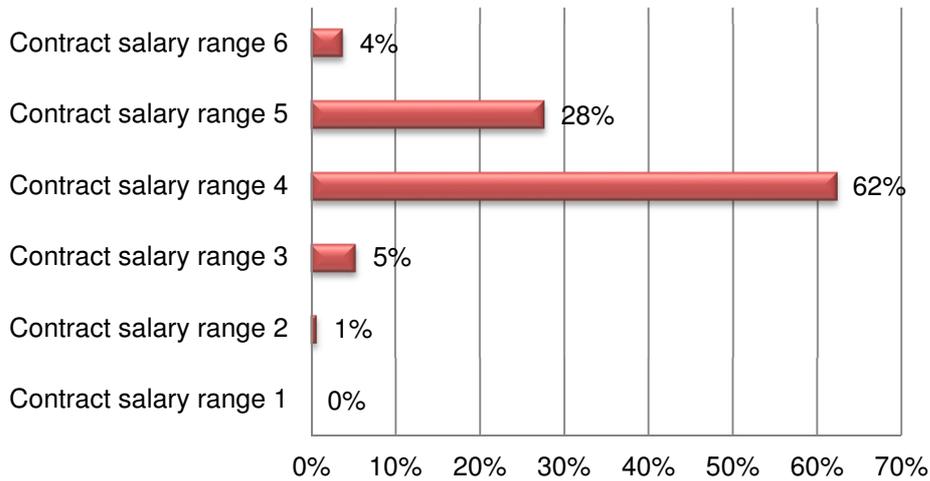
¹ Salary is based on the contract salary for members of staff at a HE provider where applicable, at 31 July in the reporting period, or the end date of the contract if earlier. For analysis purposes the contract salaries are grouped into six salary ranges, the upper and lower of each range aligned with salary spine points used in the JNCHEs Pay Spine (previously referred to as the Final Salary Spine), as detailed in the HESA document [Single pay spine.xlsx](#) (Salary from 1 August 2014 column).

Salary range of staff in employment in 2015/16



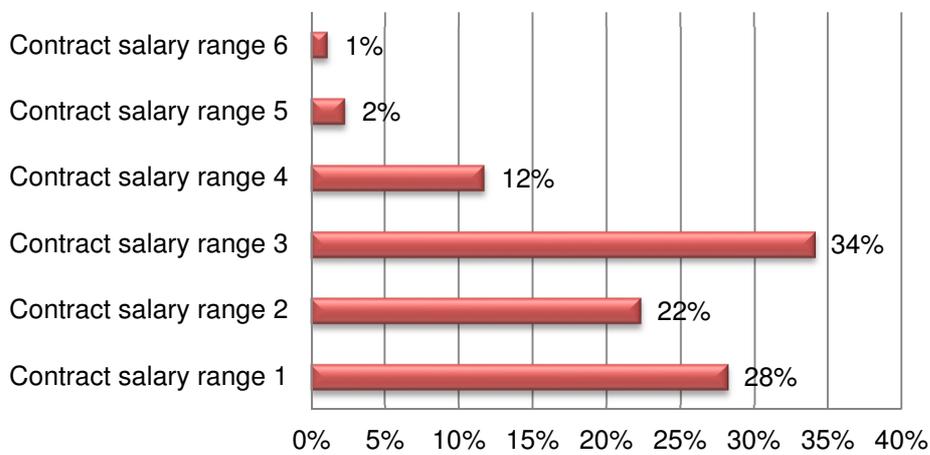
Source: HESA

Salary range of academic staff in employment in 2015/16



Source: HESA

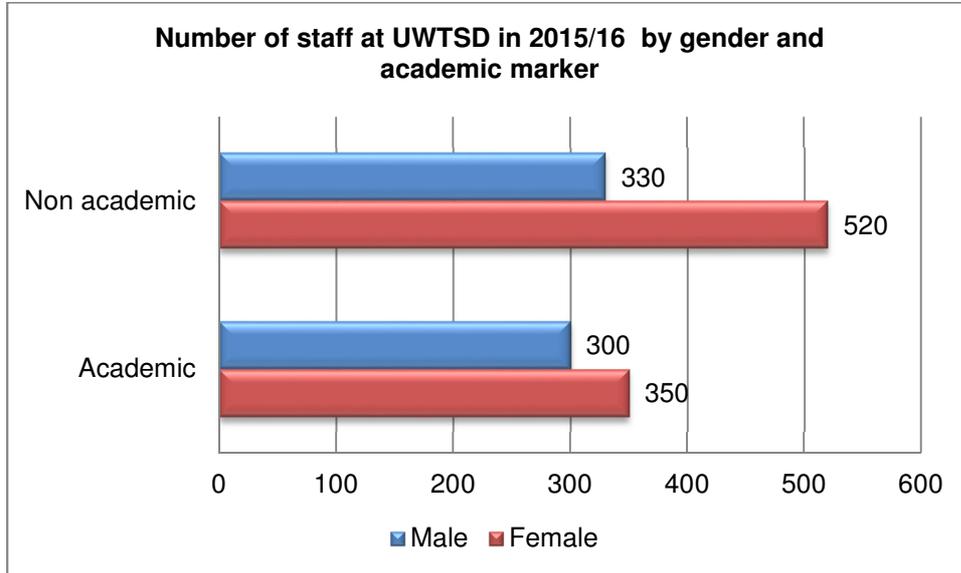
Salary range of non-academic staff in employment in 2015/16



Source: HESA

4.1.1 Gender

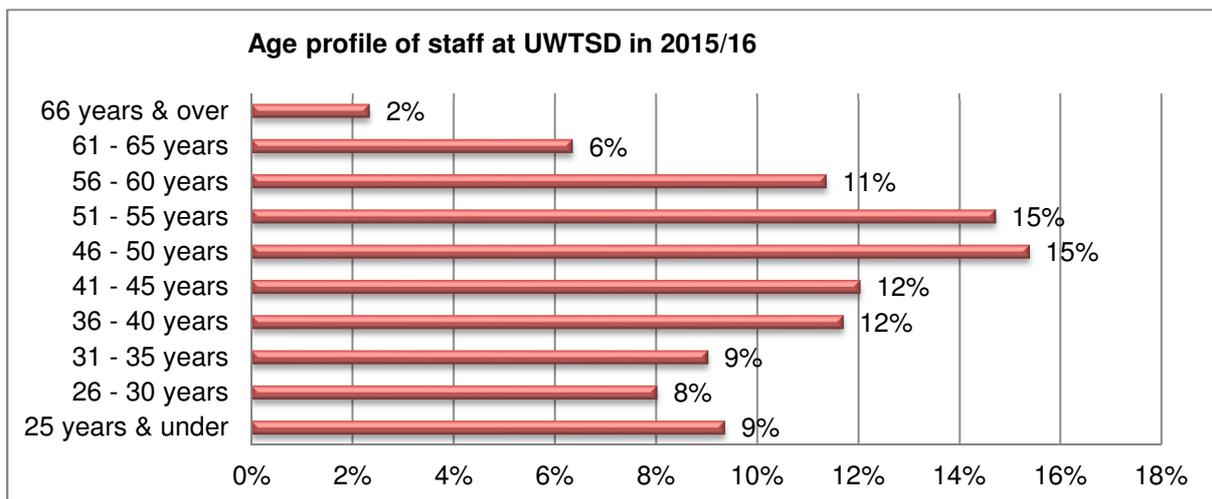
In 2015/16 the gender breakdown of staff is 58% female and 42% male, which is in line with the 2014/15 results of 57% and 43% respectively. Non-academic staff are represented by a greater proportion of females compared to academic staff as shown in the following graph.



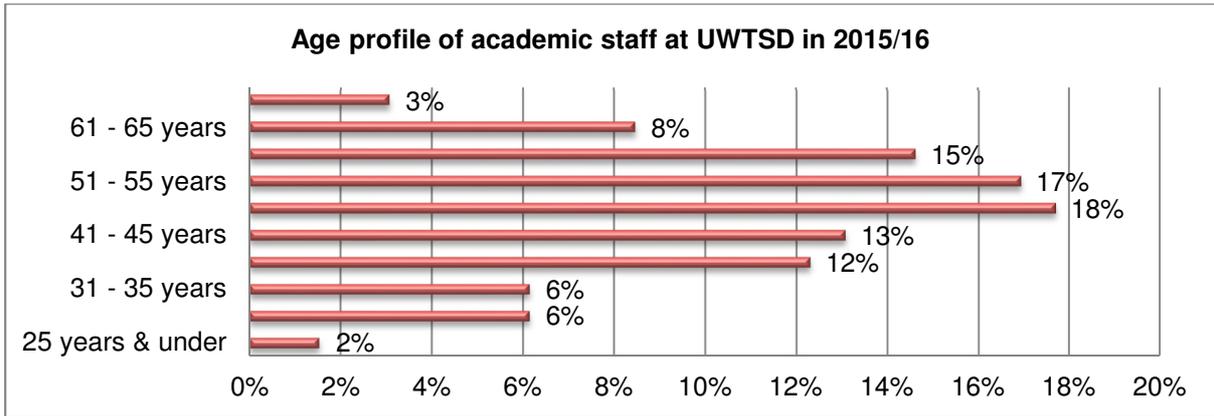
Source: HESA

4.1.2 Age

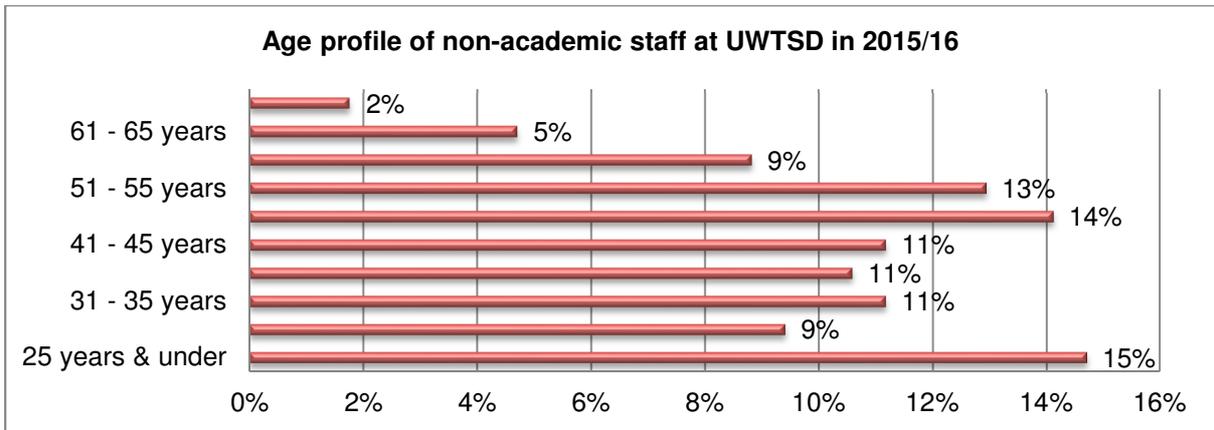
The 2015/16 age profile for staff is comparable to the 2014/15 result where the majority of UWTSD staff are within the 46 years old and above age brackets. This cohort represents 41% of the total staff, which is in line with the 2014/15 figures.



Source: HESA



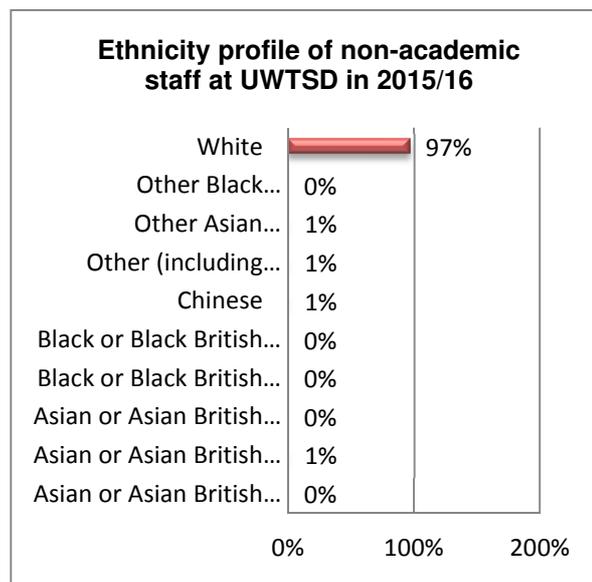
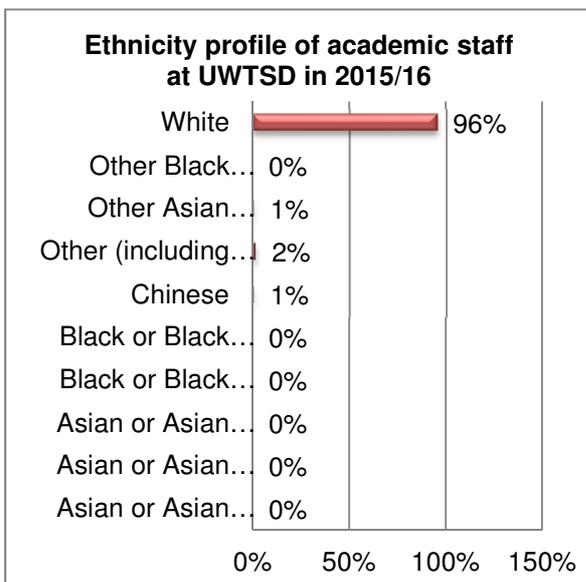
Source: HESA



Source: HESA

4.1.3 Ethnicity

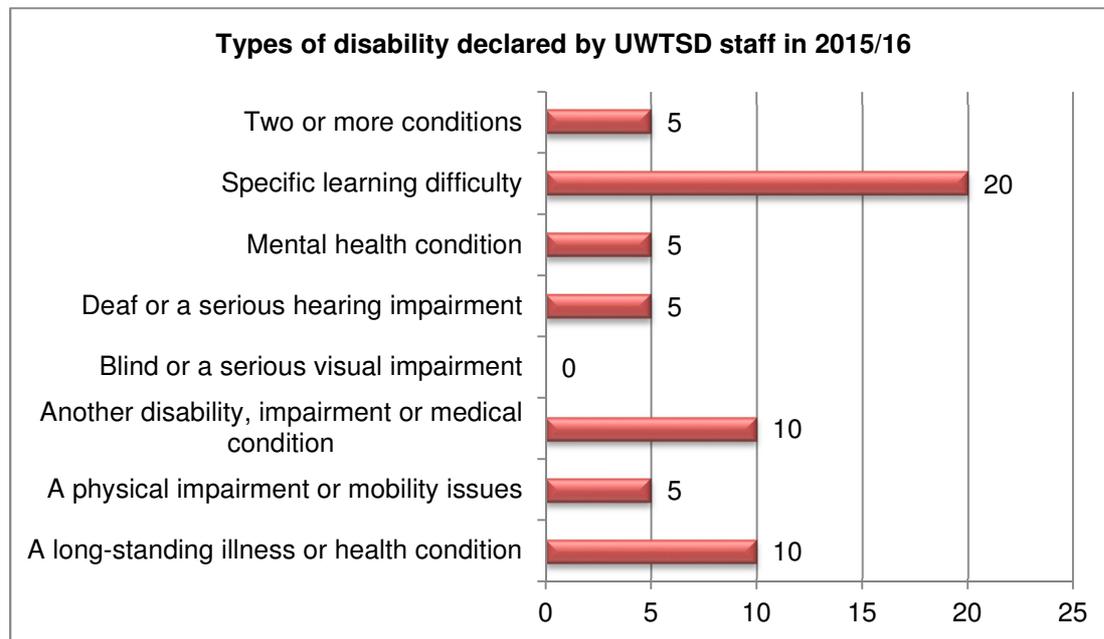
In 2015/16 88% of staff declared their ethnicity (1,315 out of 1,495). Of the 88% that declared this 97.3% declared 'white' as their ethnicity, which is the same result as in 2014/15. The results for academic and non-academic are 96% and 97% respectively.



Source: HESA

4.1.4 Disability

In 2015/16 60 members of staff declared themselves as having a disability, which represents 4% of the total staff. This is the same percentage as in 2014/15.



4.1.5 Encouraging disclosure

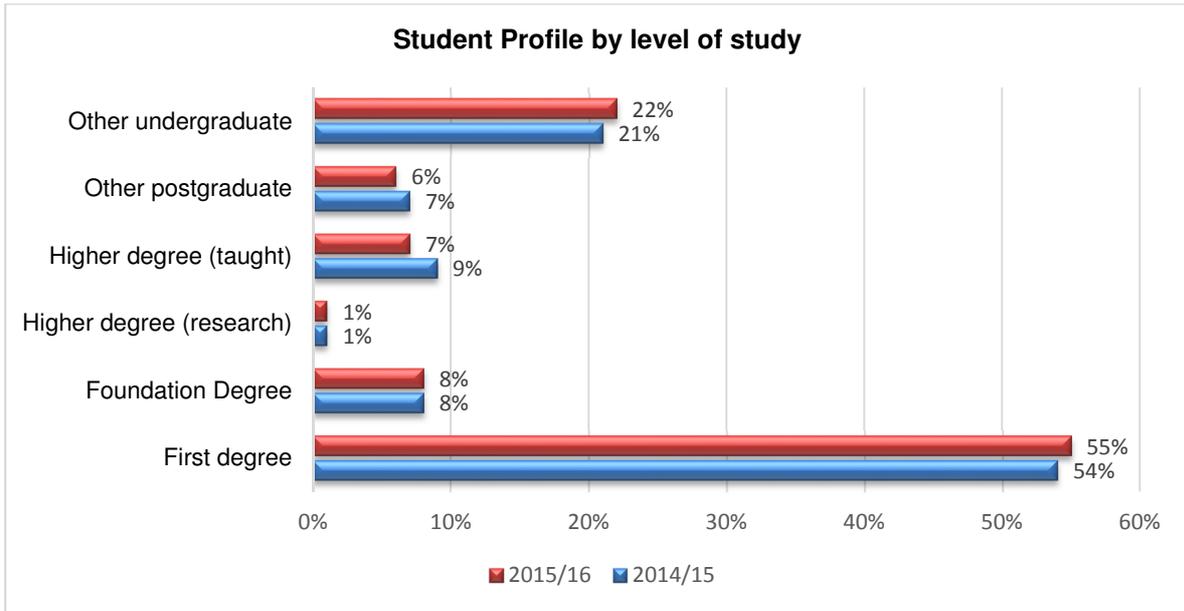
During the academic year 2015/16, the self-service module for the HR/payroll system was implemented for the majority of staff. This allows staff to view and update their own personal information including protected characteristics.

Significant effort has been invested in delivering training sessions for staff to encourage the use of the system in relation to self-service for updating personal information and annual leave booking and authorisation. The University is aware it may take some time for sufficient trust in the system to be developed and protected characteristic disclosure rates to improve.

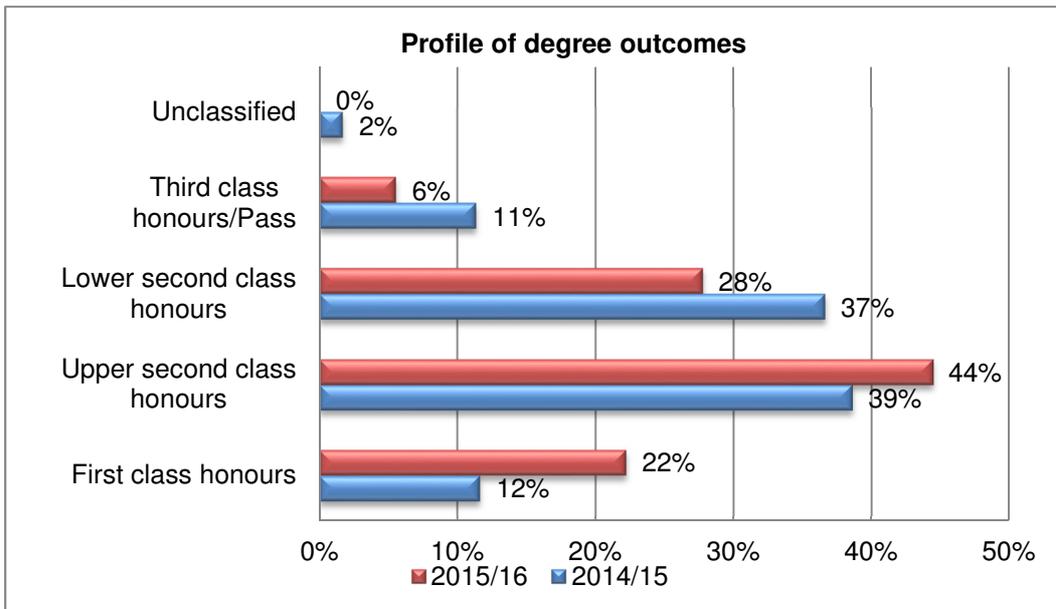
The University is aware that greater use of the system alone will not necessarily improve disclosure rates. It will be important to create the right climate for disclosure in tandem with raising awareness of the importance of data monitoring to encourage staff to share sensitive information.

4.2 Student Data

Between 2014/15 and 2015/16 the number of students at UWTSD fell by 495 to stand at 9,925 students. Proportionally however, there has been minimal variance in the percentage of students enrolled on each level of study.



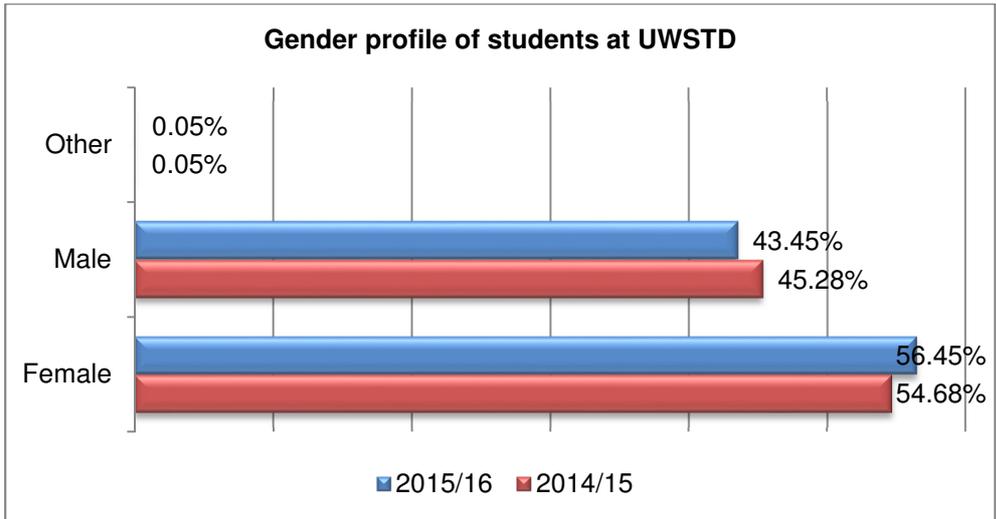
Source: HESA



Source: HESA

4.2.1 Gender

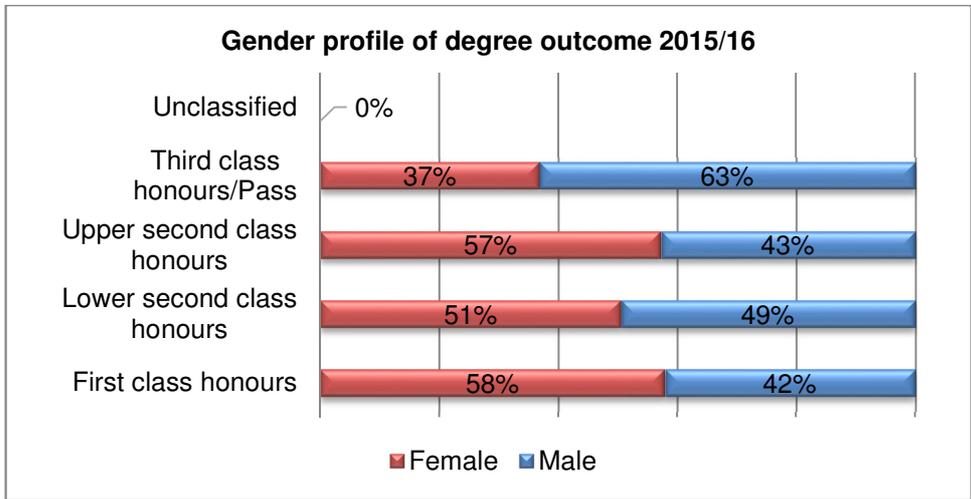
From 2014/15 to 2015/16, HESA statistics indicate a slight reduction in the number of male students at the University, and a slight increase in the number of female students. This gender profile is fairly typical in UK higher education, with targeted recruitment and support campaigns aimed at increasing the number of male students in universities.



Source: HESA

The performance of female students relative to males in degree outcomes shows female students performed above males in the categories of first class, upper second class and lower second class. The greatest variance was for first class honours where in 2015/16, 58% of the students were female compared to 42% male.

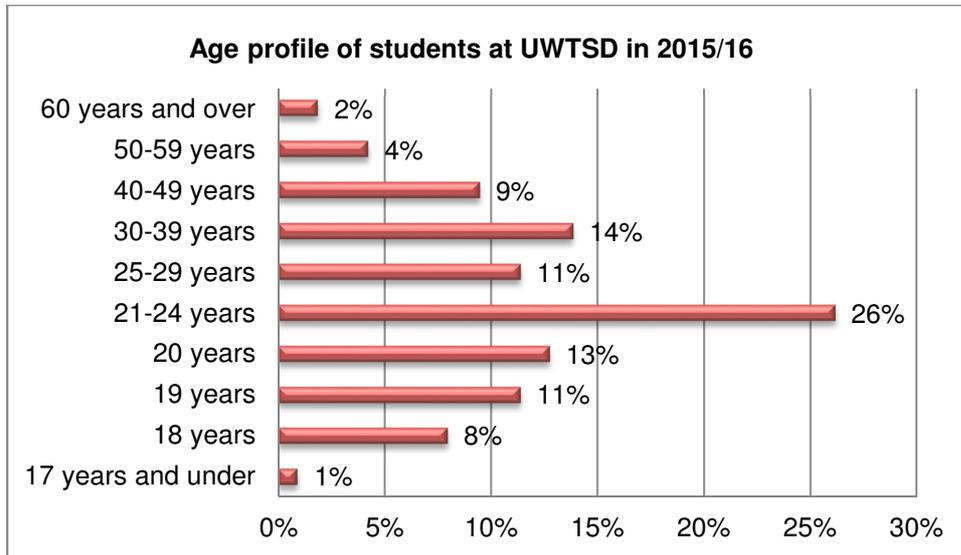
This is a similar picture compared to 2014/15 where the gender breakdown for first class honours was 56% female and 44% male.



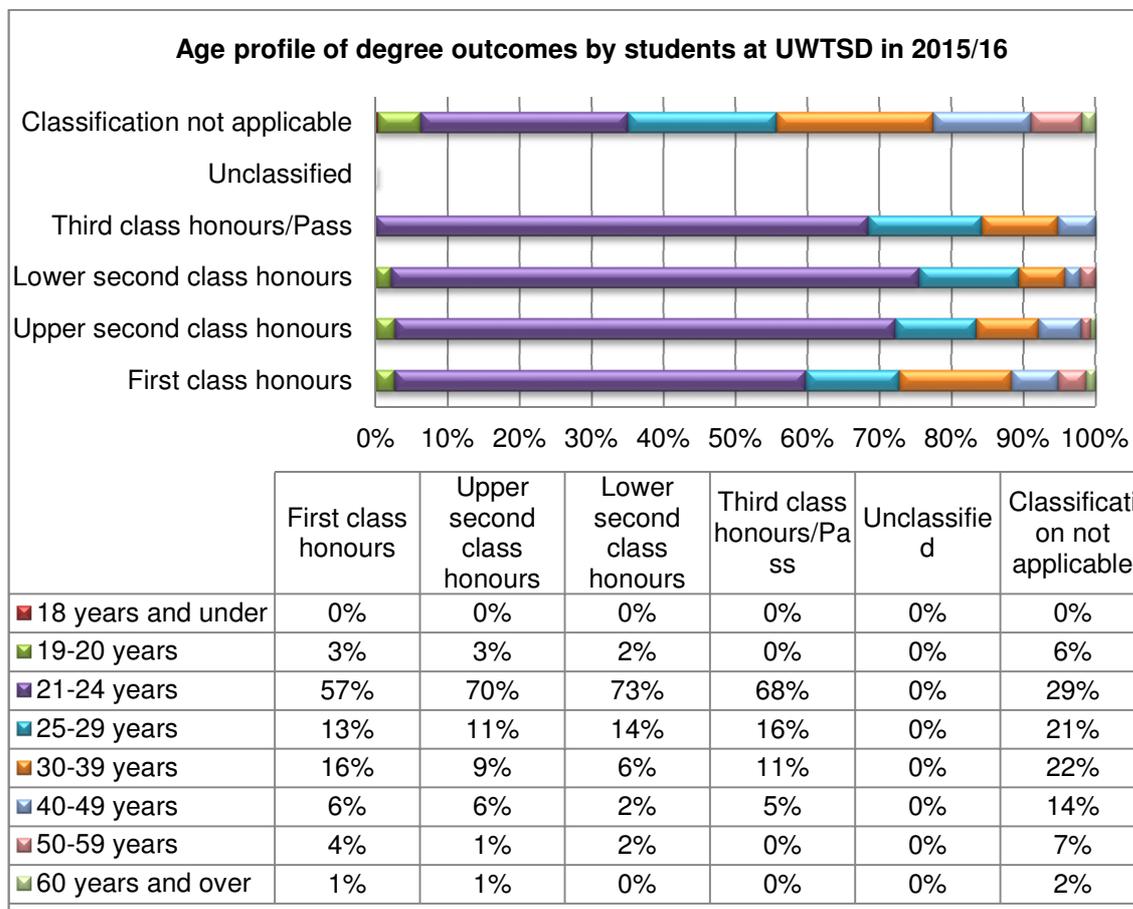
Source: HESA

4.2.2 Age

The age profile of students in 2015/16 shows the age range with the greatest proportion of students is 21-24 year old with over a quarter (26%) of the total students. Of the mature student population aged 25 and above the largest cohort is students aged 30-39 years old, which represents 14% of the total students.



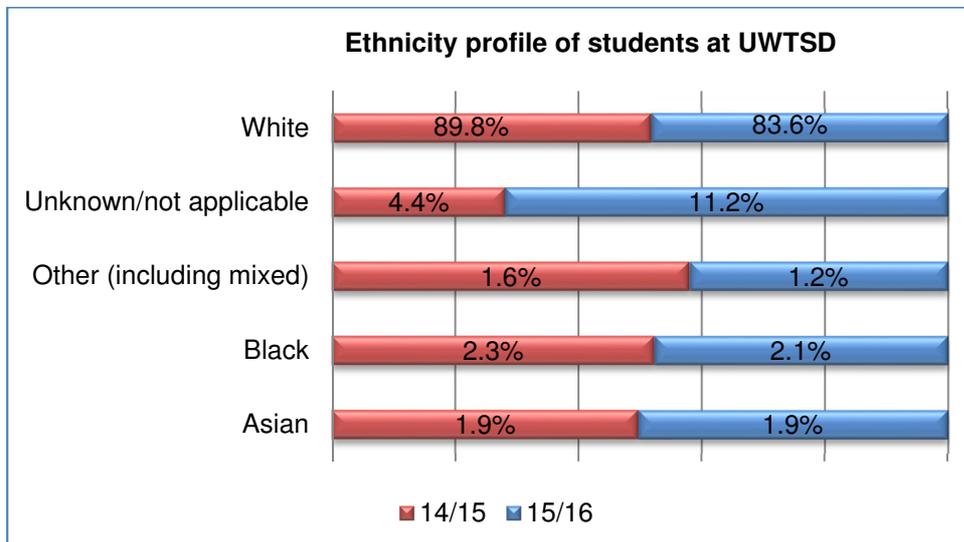
Source: HESA



Source: HESA

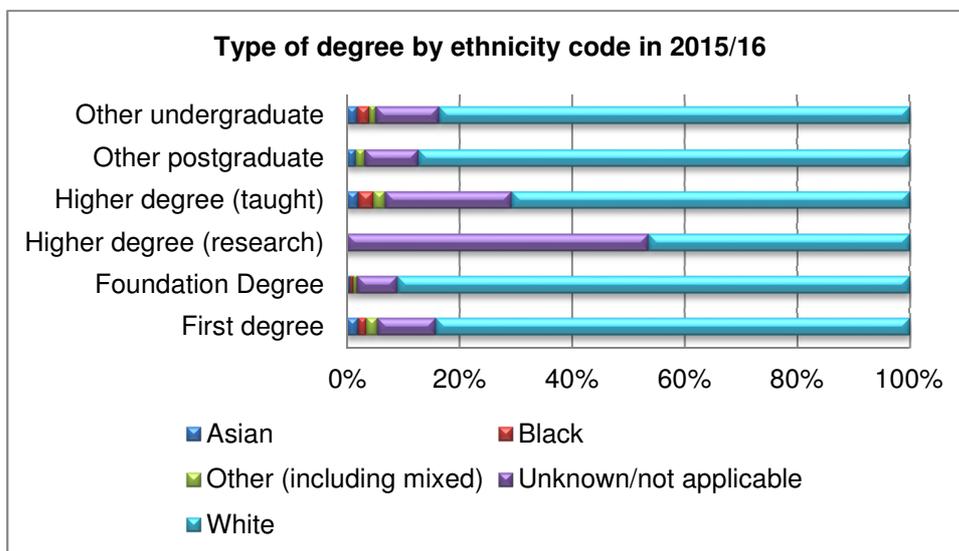
4.2.3 Ethnicity

The 2015/16 ethnicity profile of students shows the category of 'white' was selected by 83.6% of the total student population, which is a decrease from 89.8% in 2014/15. However in 2015/16 there was a corresponding increase in the proportion of students with an ethnicity classed as 'unknown', which increased from 4.4% to 11.2%.

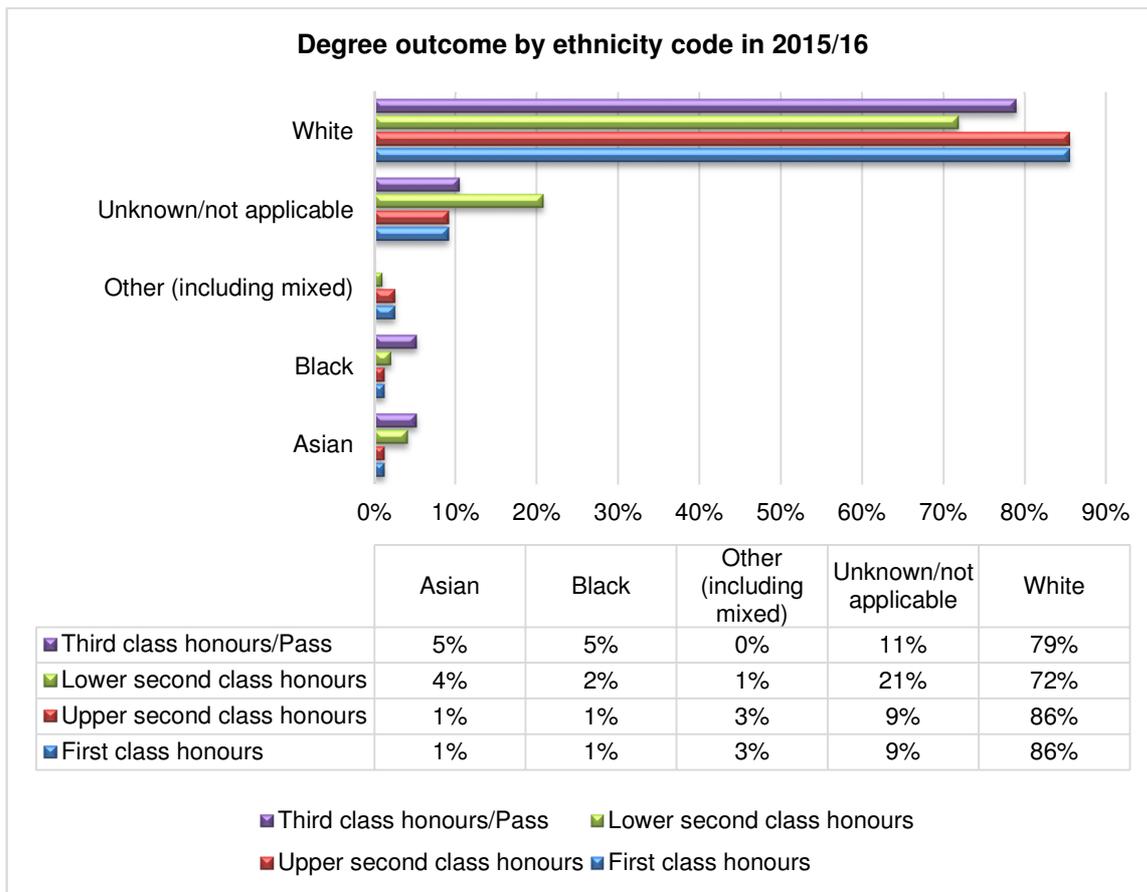


Source: HESA

As can be seen from the following graphs the ethnicity code of 'white' students was significantly above all other categories in the type of degree studied and the classification of degree obtained. There is one exception to this for students studying a higher research degree where 54% of students had an ethnicity of 'unknown / not applicable'.



Source: HESA

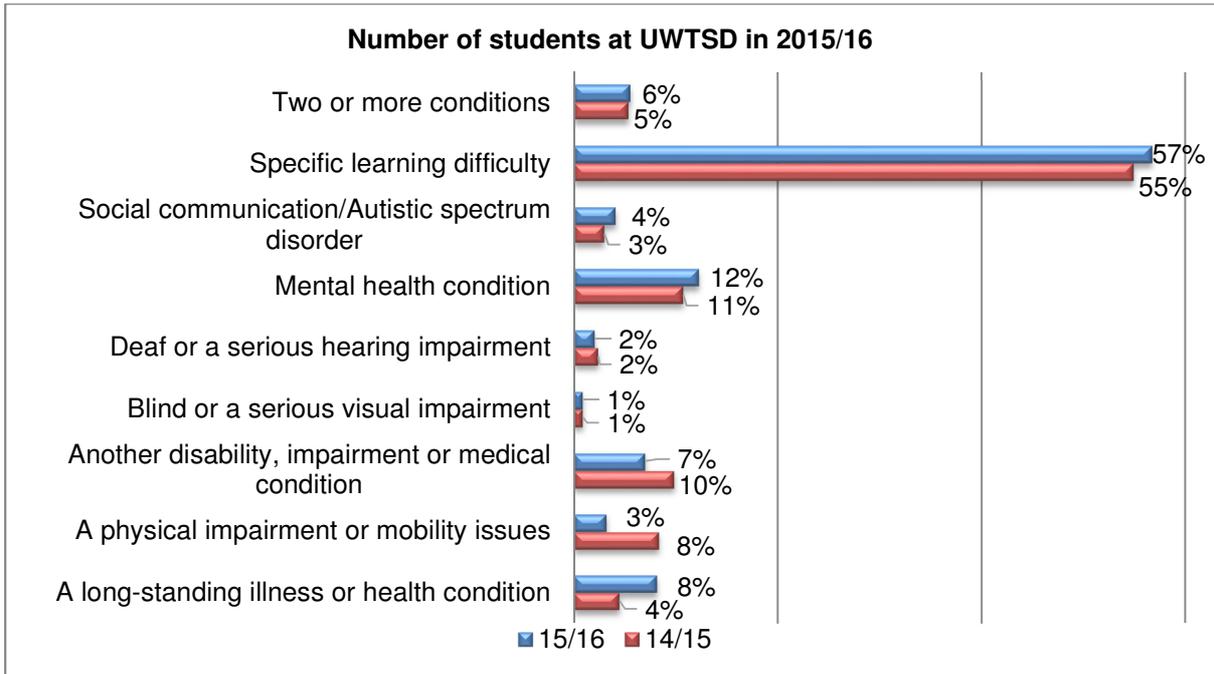


Source: HESA

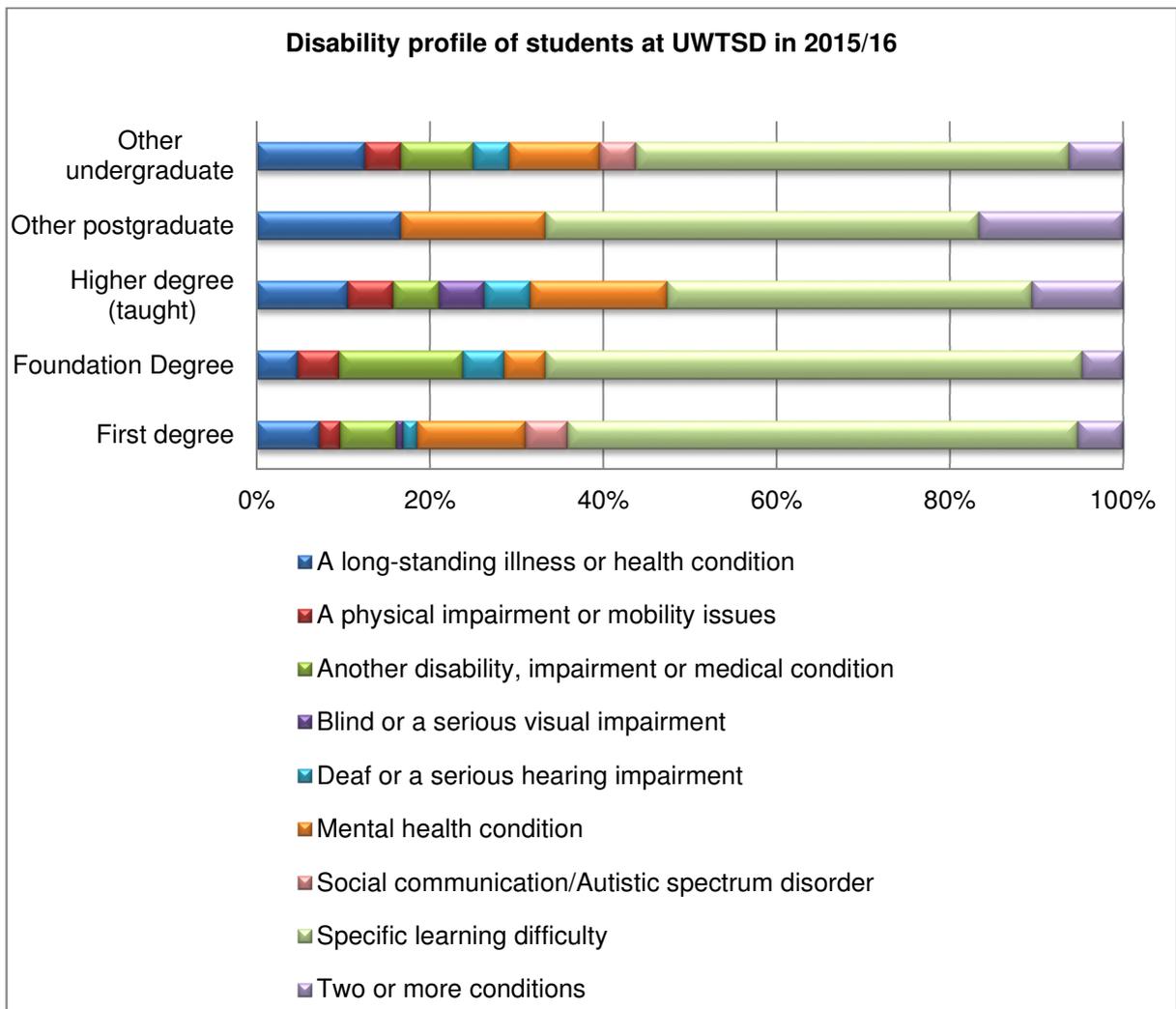
4.2.4 Disability

In 2015/16 the number of full-time undergraduates in receipt of the Disabled Students' Allowance (DSA) was 835 (14.8%) compared with the benchmark figure of 8.5%.

The majority of declared disabilities was for specific learning difficulties (57%). This is an increase of 2% from 2014/15. Specific learning difficulties include dyslexia, dyspraxia and dyscalculia, which are supported by the University's Student Services staff.

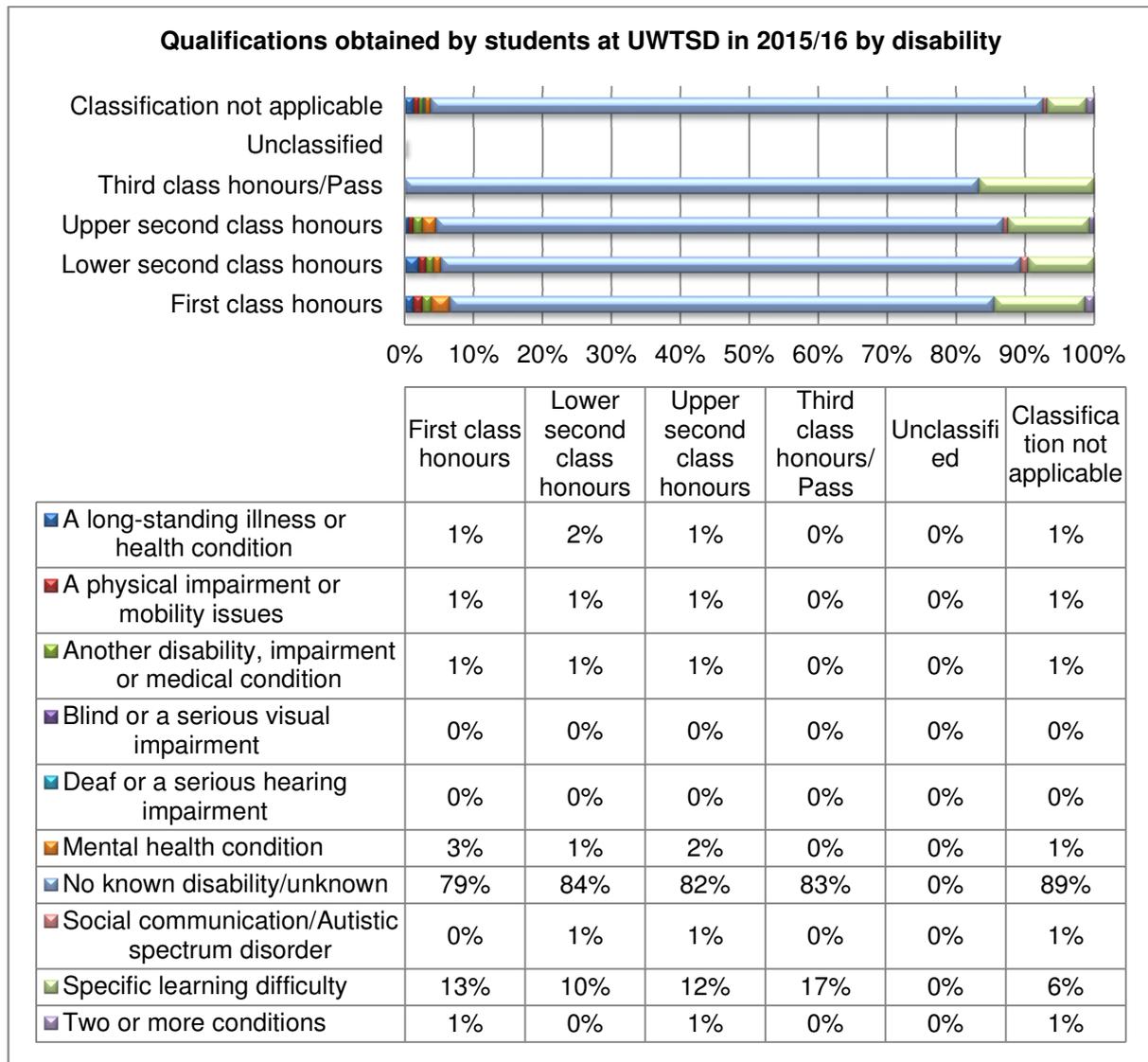


Source: HESA



Source: HESA

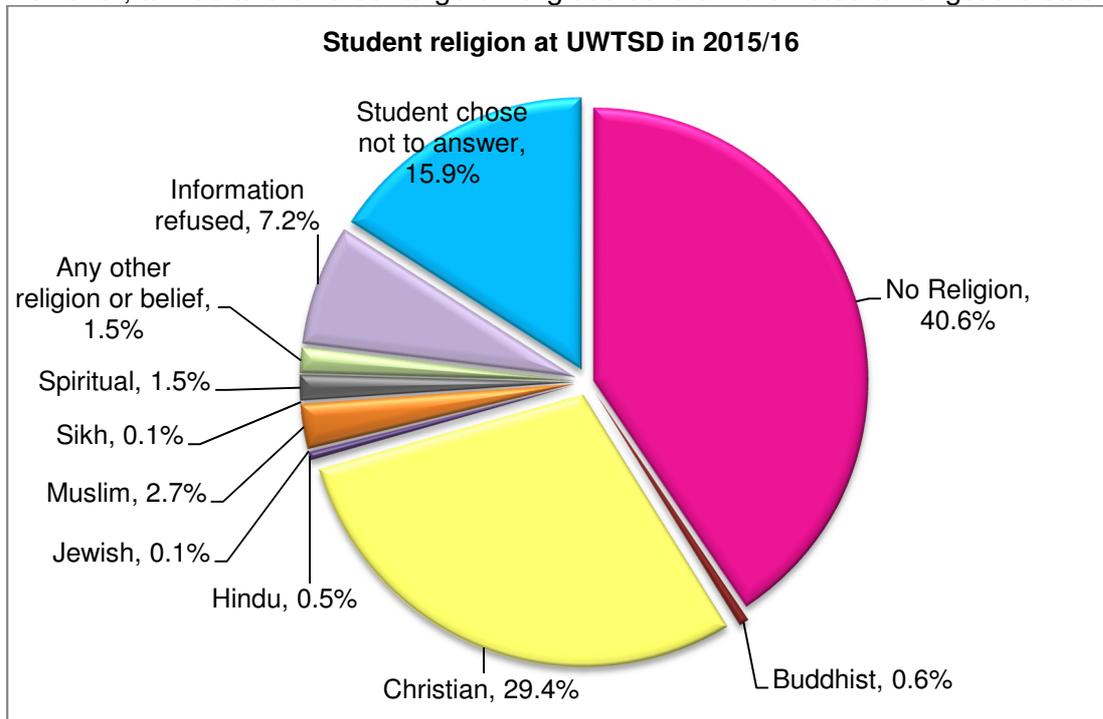
As can be seen from the following graph the proportion of students that achieved each degree outcome is predominantly students with 'no known disability', which is close to 80% or above in each category. A significant proportion of students with a specific learning difficulty achieved a first class honours degree.



Source: HESA

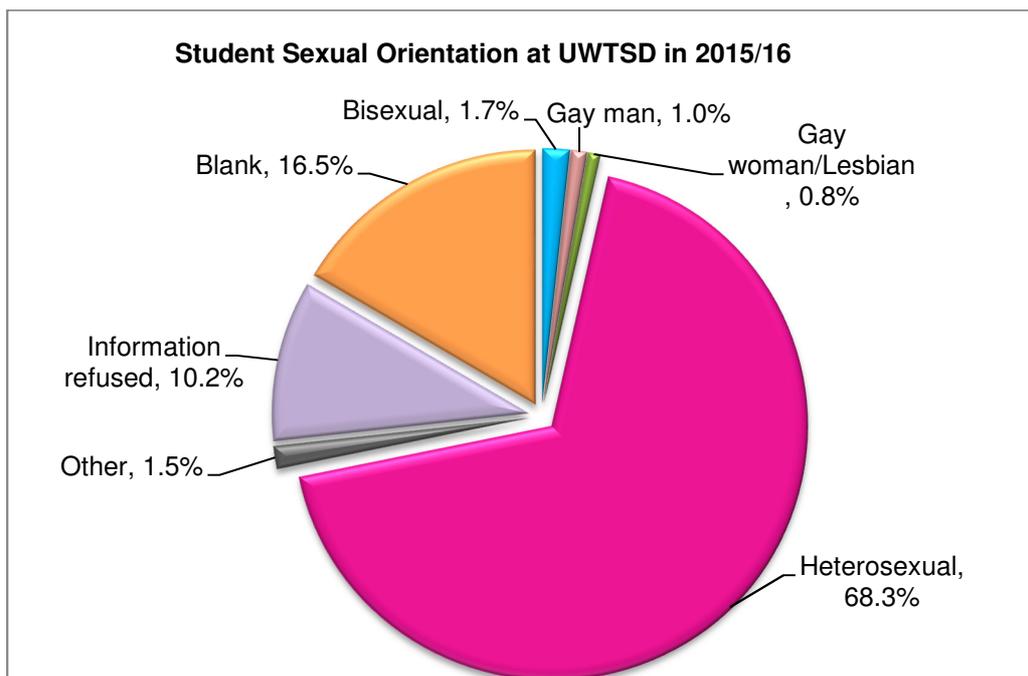
4.2.5 Religion

In 2015/16, 40.6% of the University's students did not specify a religious belief. 15.9% of However, a wide and diverse range of religious beliefs were noted amongst the student body.



4.2.6 Sexual Orientation

68.3% of students cited 'heterosexual' as their sexual orientation, which is a marked decrease from the result of 81% in academic year 2014/15. However in 2015/16 the information was refused by 10% of students and 16.5% did not select any category.



4.2.7 Gender reassignment, marital status, and pregnancy and maternity details

Details on gender reassignment, marital status and pregnancy and maternity details are not recorded on the student record system. However, Student Services have specific mechanisms in place to support students with these protected characteristics. Analysis of these students has not been provided due to the low statistical significance of the data concerned.

4.2.8 Encouraging disclosure

The University is addressing the legacy issue of having in place two student records systems which is resultant from previously being two separate institutes. This creates duplication and complications to analysis of student data. To address a project team has been established to implement one student record system for the merged institution. This will be introduced in stages, with the first phase going live in 2016. The new merged system will allow for easier student data interrogation and analysis, and therefore allow for better identification of areas of low disclosure. This will allow the University to target action to increase the confidence of students in disclosing their protected characteristics.

Consultation undertaken with students in 2015/16 to inform the drafting of the Strategic Equality Plan 2016-2020 provided opportunities to raise awareness of equality considerations. It also provided the opportunity for the University to communicate its commitment to equalities and inform student of the importance of disclosing their protected characteristics, along with information on how this information is used. Work will continue in 2016/17 in raising awareness of equalities which should impact positively on student disclosure rates.

5 University Strategy and Policy

5.1 Equality Impact Assessments

Work is continuing to streamline Equality Impact Assessments (EIA's) into policy development, review and into mainstream decision making. A policy template which was introduced in 2014/15 applies an impact assessment tool.

Additionally, items for decision at all Senate, Council and associated standing committee meetings are accompanied by a coversheet identifying equality and diversity impacts.

The University recognises the value of the undertaking EIA's and in 2015/16 invested in EIA training for a number of staff within the University Group. This has helped to draft a more detailed approach to EIA's.

5.2 Policies and Procedures

A significant amount of work has been undertaken post-merger to harmonise the HR and student related policies across the institution.

A suite of HR and health and safety policies and procedures are available for staff to access on the [University's staff portal](#). Student related policies are accessible on the [University website](#).

A central register has been developed to include detail of all University policies that incorporates a system of regular review to ensure that they are updated in line with legislative and organisational requirements.

5.3 Equal Pay

There had been a commitment made to carry out an equal pay audit when the University of Wales Trinity Saint David Strategic Equality Action Plan was prepared in 2012. Unfortunately, the merger with Swansea Metropolitan University in 2013/14 proved a significant distraction and the audit was not carried out. The focus since the merger has been to review organisation structures, reducing from seven Faculties to five and to integrate Professional Support Units. Where Faculties and Units have been restructured, new role descriptions have been prepared to establish a common approach across the entire University. Jobs have been systematically evaluated using HERA and new job families have been created. A significant amount of effort has been invested in evaluating roles across the University which has included interviewing post-holders and line managers as necessary.

The commitment to carry out an equal pay audit has been renewed in the new Strategic Equality Plan for 2016 - 2020.

5.4 Student Services

Engagement with the SA1 Swansea Waterfront project team will need to be a priority for 2016/17, particularly with regard to meeting the needs of disabled students. For example, spaces for specialist one to one support and Student Services provision generally. Planning meetings were held in 2015/16 to discuss the relevant issues and it is anticipated that this planning will continue to be a key priority for 2016/17.

HESA figures for 2015/16 (latest available) show that 835 of the University's full-time undergraduate students (14.8%) were in receipt of the Disabled Students' Allowance (DSA). This compares with a benchmark figure of 8.5%, and is the second highest proportion of students in receipt of DSA of all Welsh HEI's.

5.4.1 Learning Support

The major change undertaken during 2015/16 has been the restructuring of Learning Support undertaken during the latter part of the 2015/16 academic year. This has included the creation of six fractional Learning Support Coordinator roles on each main campus. In addition, 49 staff undertaking a range of non-medical helper roles have been appointed to established fractional posts, thus reducing UWTSD's dependence on hourly paid contracts. These staff are able to supplement their fractional roles with hourly paid work should they wish to do so and the University will continue to maintain a pool of hourly paid staff undertaking specialist learning support.

During 2015/16, the Peer Assisted Study Sessions (PASS) initiative was rolled out further (following its initial introduction in 2014/15). The SoCom programme, providing support for students with social and communication difficulties was again implemented in Carmarthen, Lampeter and Swansea during 2015/16.

5.4.2 Counselling Service

Highlights for 2015/16 included:

- Counselling provision for students and staff available at Carmarthen, Lampeter, Swansea and London campuses, with telephone counselling provided for e.g. students at Cardiff;
- 528 clients used the University's Counselling Service, with a total of 1581 counselling sessions being provided;
- Appointment of a new part-time counsellor at our London campus;
- Extension of counselling provision at Swansea to Swansea Business Campus and Townhill campus

Across all the campuses, 528 clients used the Counselling Service and the Counsellors provided a total of 1581 sessions.

Profile of Counselling Service Users in the 2015 - 2016 academic year:

By gender

Female	66%	(59%)
Male	34%	(41%)

By age

21 and under	46%	(43%)
22 – 35	42%	(36%)
36 – 50	10%	(13%)
over 50	2%	(8%)

(Figures in brackets are for the 2014 – 2015 academic year).

5.4.3 Care-leavers

Highlights for 2015/16 included:

- Increased partnership working with FE partners;
- Joint working with CLASS Cymru;
- Continued implementation of practical support package including dedicated bursary (£1,000) for care leavers at UWTSD.

	Carmarthen	Lampeter	Swansea	Total
Progressing from 14/15	14	2	17	33
New enrolments in 2015/16	9	1	12	22
Graduated 15/16	4	2	7	13
Continuing in 16/17	16	1	22	39

6 Students' Union

November 2014, saw the merger of Trinity Saint David and Swansea Metropolitan Students' Unions. Since this time a significant amount of work has been undertaken to ensure that the Trinity Saint David Students' Union (TSDSU) constitution, by-laws, systems and processes have been adapted in order to fully support students and ensure their voice is heard.

TSDSU is fully committed to ensuring the rights of students are upheld. To ensure that equality considerations are put at the heart of this commitment, elected part-time Students' Union (SU) equality officers are elected at each of UWTSD's campuses, each representing specific protected characteristic groups. These officers link in with all national campaigns and conferences, both with NUS Wales and NUS UK. The officers sit on all SU executive committees to ensure the views of all protected characteristic groups are heard. They also provide valuable advice and support to students.

The Students' Union supports a number of student led societies and groups that specifically represent protected characteristic groups including the Black Society, Women's' Society, Disabled Society and the LGBT Society. Some take part in active campaigning.

Key developments in 2015/16 saw the Women's Society in Carmarthen run a 'reclaim the night' campaign which raised awareness of women safety at night. Additionally, the Lampeter SU building implemented gender neutral toilets in support of transgender students, and the SU appointed SU officers to support transgender students.

Going forward the SU aims to work more closely with students to identify and build on student participation with the Union, its societies, voting processes etc. in order to encourage greater representation of all protected characteristic groups.

7 The University Estate

7.1 Physical environment

The University operates across a range of sites located in South and West Wales, as well as London, in both rural and urban sites. Each site presents its own challenges in terms of accessibility, listed status, location and public transport.

The University is committed to ensuring inclusivity of students and staff by making reasonable adjustments for disabled students and staff to ensure that as far as is reasonably practicable, they are not put at a disadvantage.

Where appropriate, staff and students maybe requested to undergo an assessment to help the University identify reasonable adjustments that need to be put in place to support their education/employment. This may include undertaking a personal emergency evacuation plan to put in place mechanisms or procedures to support an individual evacuating University buildings in the case of a fire or emergency.

Clear procedures are in place to support this process which are detailed on the Staff portal.

Future work planned includes a display screen assessment guidance note, which will cover any reasonable adjustments to workstations.

7.2 SA1

Planning permission for the new development on the SA1 site was confirmed in September 2016, which paved the way for the first step towards creating an Innovation Quarter in the Swansea region.

As part of the process for planning permission specific issues relating to Equality and Diversity were considered in line with Planning Policy Wales who emphasise that 'Good design is also inclusive design. The principles of inclusive design are that it places people at the heart of the design process, acknowledges diversity and difference, offers choice where a single design solution cannot accommodate all users, provides for flexibility in use, and, provides buildings and environments that are convenient and enjoyable to use for everyone.' It also states that 'the Assembly Government expects all those involved in the design process to foster a culture of inclusion, whereby design solutions provide access to the widest possible range of people'.

The following is a commentary on the access considerations that will be addressed during the design phase of the project.

- It should be noted that the design has been produced to exceed the access requirements of all users of the building and incorporates the access requirements of people of different age groups, genders, ethnicities and fitness levels.
- Access onto and around the site is straightforward as the flat topography means that there are no difficult level changes to overcome that might present barriers to access.
- Accessible car parking spaces will be provided. These spaces are located in close proximity to the main entrance across a level approach.

- Access from the site boundary to the building entrance is nominally level.
- Entrances to FACE and Tech are clearly announced from the approach with opening leaves wide enough to accommodate a wheelchair on both the inner and outer lobby doors.
- Entrances to the Library are either through revolving doors or pass doors to the sides.
- The entrances are clearly announced and are wide enough to accommodate a wheelchair or other mobility aid.
- There will be a level threshold and door automation with good visibility through from both sides.
- The entrance lobby has been sized to ensure there is room for a wheelchair to clear both pairs of doors.

7.3 Yr Egin

The design of Yr Egin, where anchor tenants will include S4C, incorporates accessibility plans and considerations in its Design and Access Statement, referring to the provisions of the Equality Act 2010, including:

- entrance points including ramps
- external furniture, paving and landscape features
- circulation areas
- potential external hazards for disabled people with impaired vision
- changes in surface treatments
- surface water gratings
- location of services on ground floor level
- avoidance of highly reflective surfaces
- unisex accessible toilets
- reception desk heights
- flooring
- stairs
- travel distance
- communications systems
- emergency escape routes

