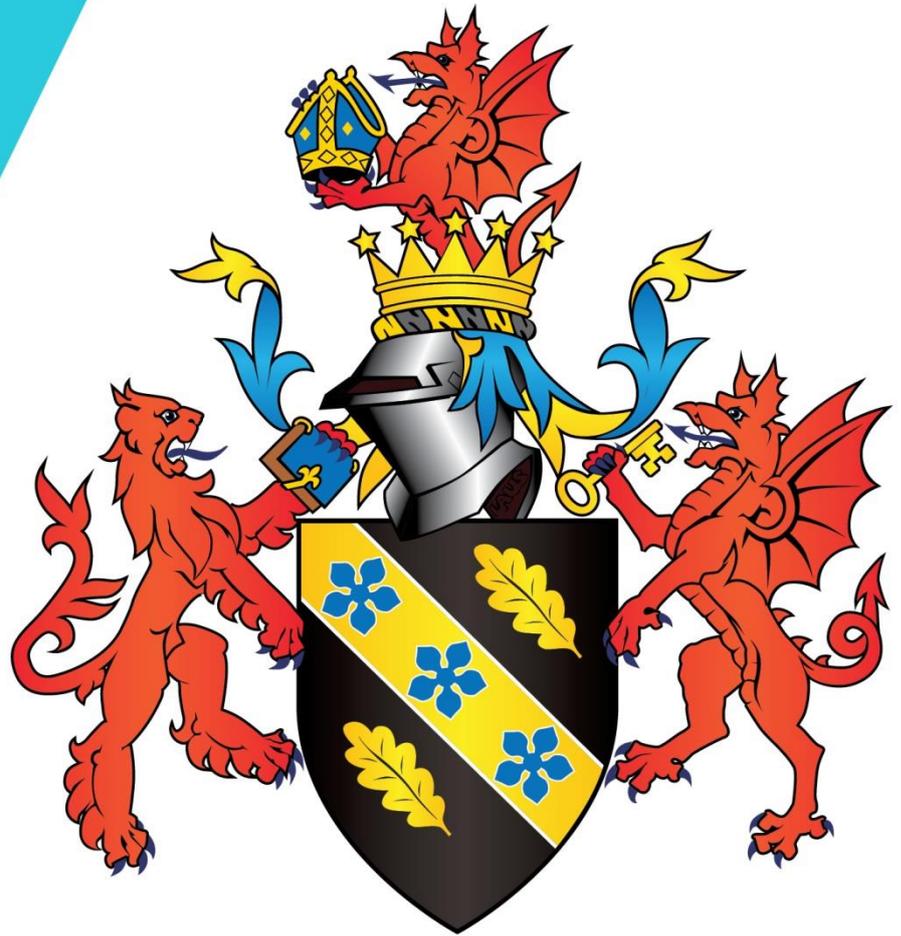




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Annual Report: Equality and Diversity 2016/17

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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.

Equality is a key enabler for the University group; we are committed to a more equal Wales and promoting learning, teaching, social and working environments and practices that are accessible, fair and inclusive. This 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

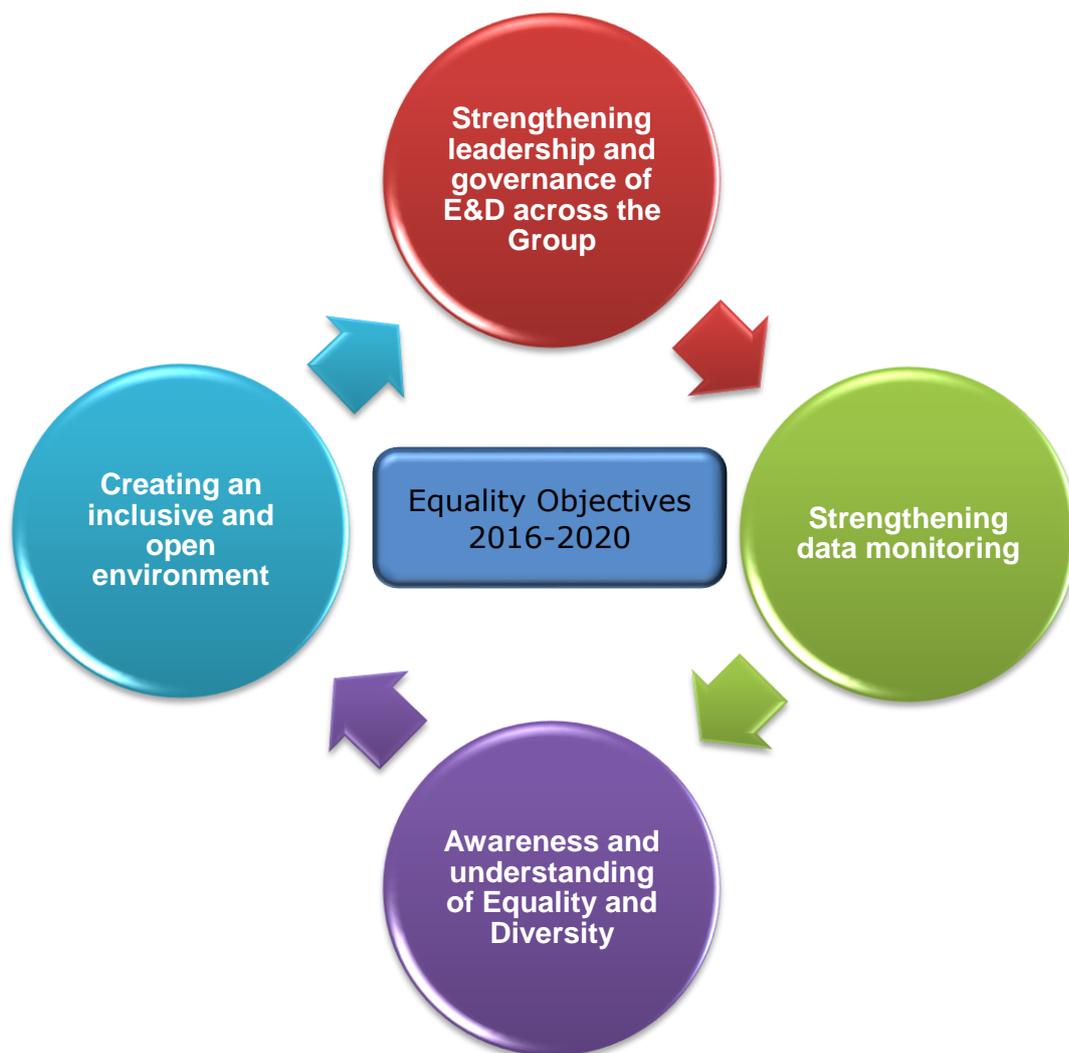
The University developed a new Group Strategic Equality Plan (SEP) during the academic year 2015/16 for the period 2016 – 2020 which includes our dual sector partners and underpins our commitment to promoting equality of opportunity and identifying and addressing barriers to participation.

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.

The new Strategic Equality Plan was published following formal consultation with stakeholders and consists of thirty two equality objectives based on four key themes as follows:



3. Equality Objectives

Review of 2016/17

In the first year of the new Strategic Equality Plan, a subset of objectives were identified as being the priority areas and progress towards the attainment of those objectives in 2016/17 was assessed by the Equalities Committee and the UWTSD dual sector senior management team. The notable achievements were as follows:

Theme One: Strengthening leadership and governance of Equality and Diversity across the Group

- The UWTSD Group Equalities Committee was established in 2016 and has met regularly to date to monitor the implementation of the SEP.

Theme Two: Strengthening data monitoring

- A data working group was established with representatives for staff and student data.

Theme Three: Awareness and understanding of Equality and Diversity

- Five equality roadshows were held at four locations in 2017 to raise awareness of Equality and Diversity and the new Strategic Equality Plan and were attended by staff and students.
- Bilingual Equality and Diversity e-learning was procured and launched in 2017 for all UWTSD staff.

Theme Four: Creating an inclusive and open environment

- Bullying and Harassment policies for students and staff were formally approved and specific training sessions delivered for staff in relation to the student and staff policies.
- The University reviewed and published a new Regrading policy and procedure and updated the Flexible Working policy.
- The University considered the requirements for the new Disability Confident scheme designed to ensure that disabled people and those with long term health conditions have the opportunities to fulfil their potential and realise their aspirations. Steps were taken and a commitment made to apply for the Disability Committed status in 2017/18.

Priorities and action plan for 2017/18

The University has identified specific equality objectives from amongst the thirty two SEP objectives as the focus for 2017/18 in light of the Equality and Human Rights Commission targets for Wales and the UWTSD Group context. The key themes that underpin the priorities are as follows:

- Improve awareness and understanding of Equality and Diversity
- Strengthen data monitoring
- Develop pay difference objectives to tackle pay gaps where identified
- Recruitment and employment of disabled people
- Steps to tackle violence against women

Specifically, with regards to equal pay, the commitment to carry out regular equal pay audits is contained within the Strategic Equality Plan 2016 – 2020. The next equal pay audit will be conducted in 2017/18. In 2016/17, posts were systematically evaluated where there was an integration or restructure of Faculties or Professional Support units in the post-merger context.

The following EHRC challenges for Wales as identified in the “Is Wales Fairer” have also been considered as part of the process to determine priorities for the 2017/18 period:

- Close attainment gaps in education.
- Encourage fair recruitment, development and reward in employment.
- Improve living conditions in cohesive communities.
- Increase access to justice and encourage democratic participation.
- Improve access to mental health services and support to people experiencing poor mental health.
- Prevent abuse, neglect and ill- treatment in care and detention.
- Eliminate violence, abuse and harassment in the community.

Also taken into account were the EHRC priorities for Higher Education Institutions in Wales in the “Wales Business Plan for 2017/18”:

- Action taken to tackle identity based violence
- Work to tackle the gender, disability and ethnicity pay gaps
- Work in relation to the recruitment and employment of disabled people
- Compliance with the procurement specific duty

4. Data collection and monitoring

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

- The University’s Human Resources records system
- The FE Colleges’ Human Resources records systems
- 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

The staff data is based on the data reported to the Higher Education Statistics Agency (HESA) in 2016/17 or in some instances, the data held on the internal HR systems. The HESA data is rounded for data protection purposes.

To provide context, the University staff data has been compared to Higher Education sector information provided by the Equality Challenge Unit in its *Equality in higher education: staff statistical report 2017* as appropriate.

In 2016/17 UWTSD employed a total of 1,590 staff, of which 47% were academic and 53% were non-academic.*

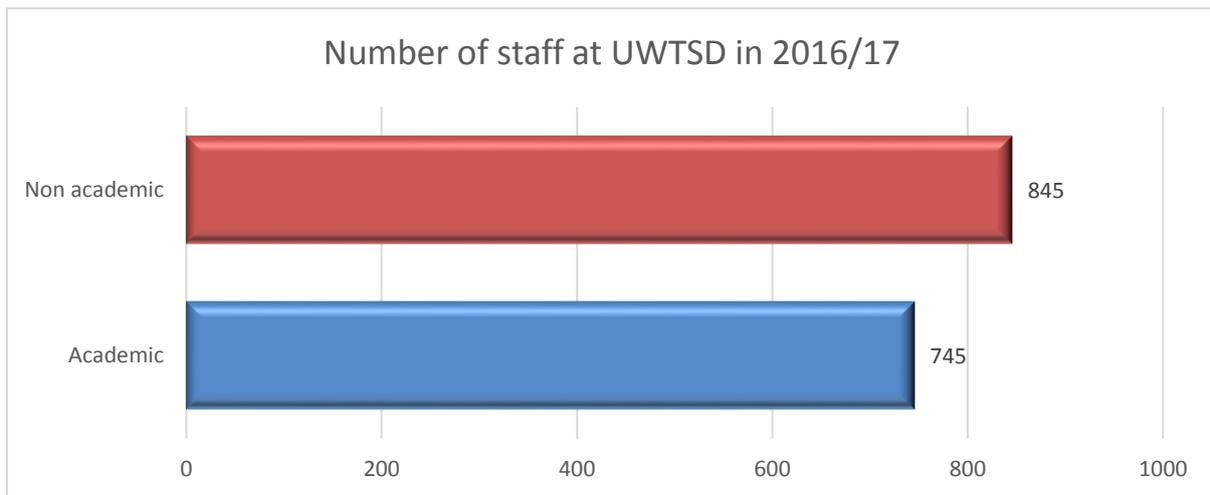


TABLE STF-1; Source: HESA

* Includes approximately 100 academic staff from Coleg Sir Gar.

In 2016/17 the Further Education (FE) Colleges employed a total of 963 staff, of which 46% were academic and 54% were non-academic.

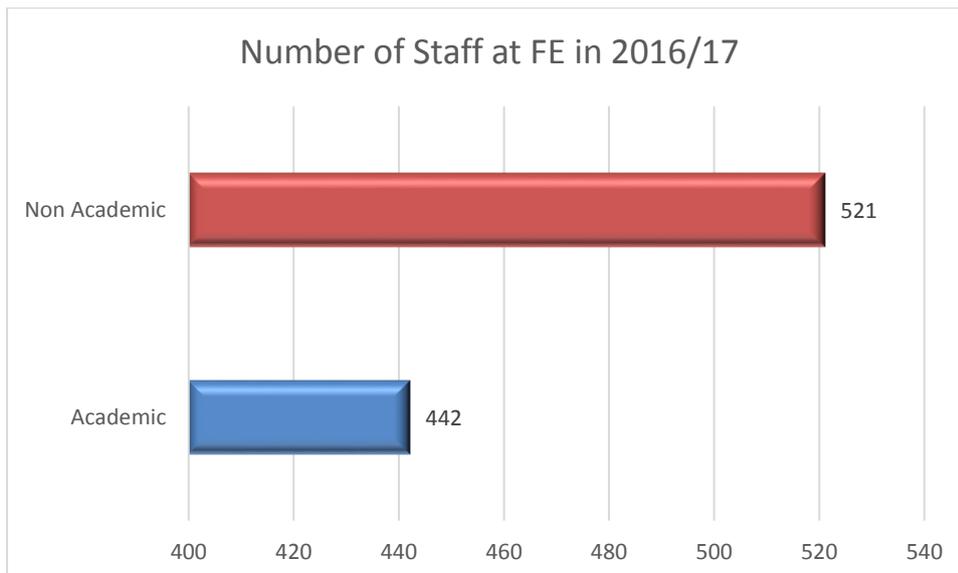


TABLE STF-2; Source: Internal Source

85% of staff are employed at UWTSD on an open-ended / permanent contract compared to 15% on a fixed-term contract. This represents a 2% increase in the proportion of staff on an

open-ended / permanent contract compared to the 2015/16 result with an associated decrease in the proportion of staff on a fixed term contract.

In comparison with national UK data provided by the ECU in its *Equality in Higher Education: staff statistical report 2017*, UWTSD has a higher proportion of staff employed on open-ended/ permanent contracts (85% ~ 75.9%). UWTSD has a higher proportion of academic staff employed on open-ended/ permanent contracts in comparison with the UK figure (87% ~ 65.6%).

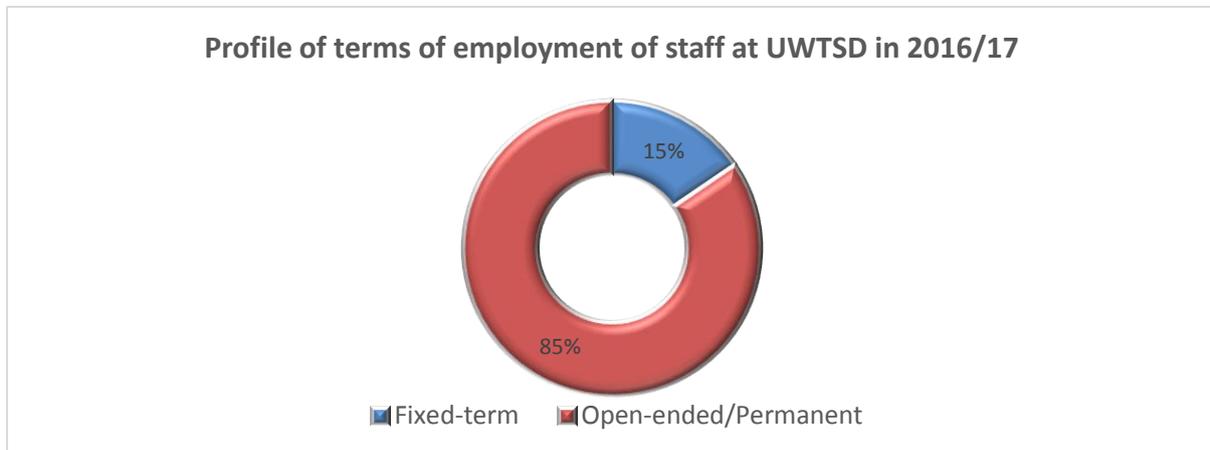


TABLE STF-3; Source: HESA

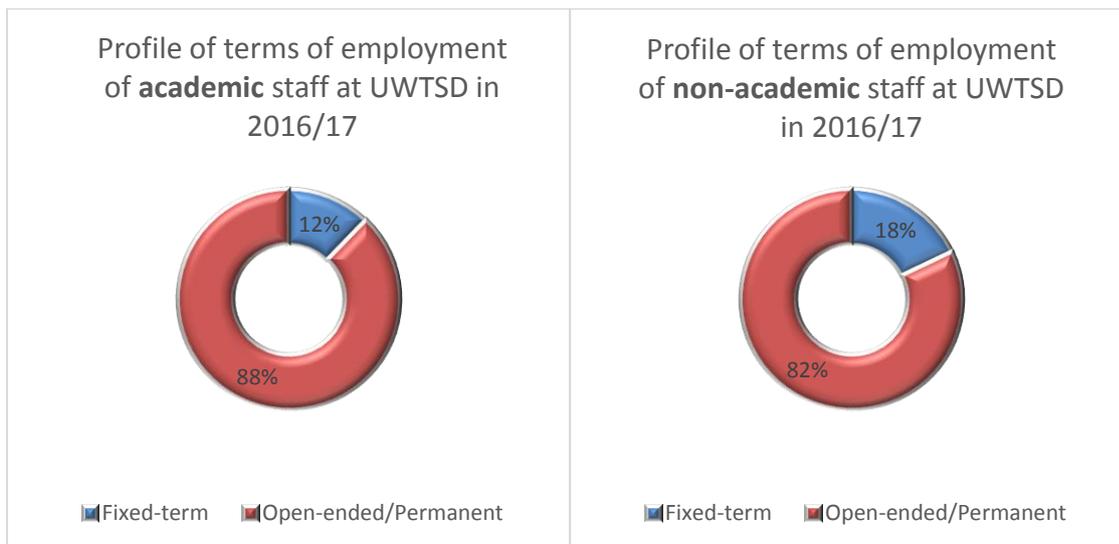


TABLE STF-4 and TABLE STF-5; Source: HESA

67% of staff employed in the FE Colleges are on an open-ended / permanent contract compared to 33% on a fixed-term/casual contract.

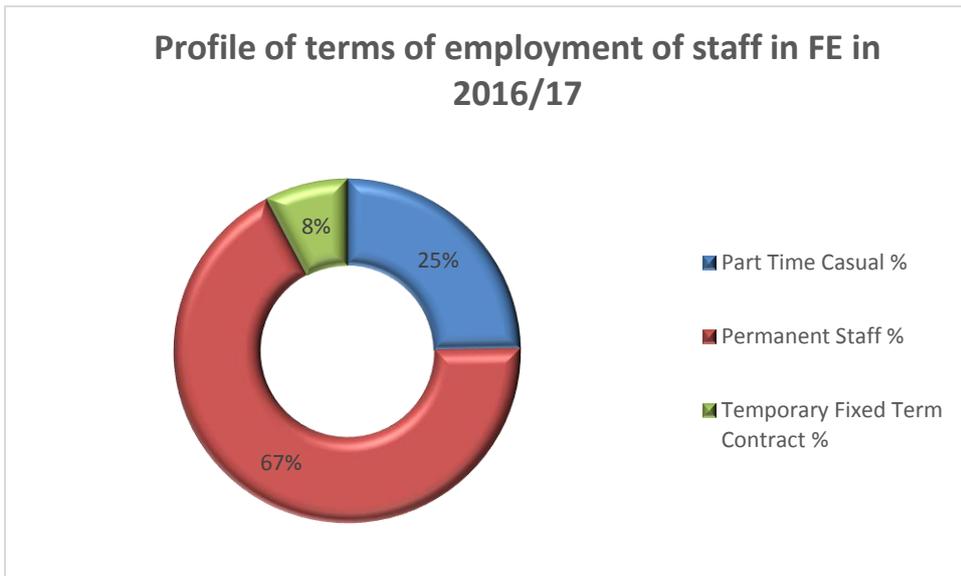


TABLE STF-6; Source: Internal Sources

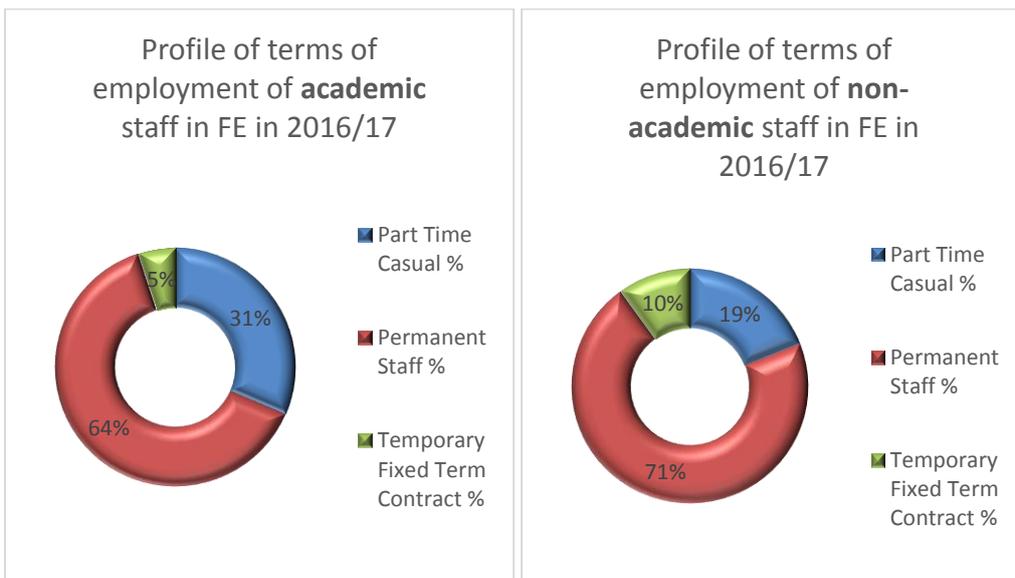


TABLE STF-7 and TABLE STF-8; Source: Internal Sources

Mode of Employment

The mode of employment of staff at UWTSD is proportionately 51% full-time and 49% part-time. By way of comparison the UK figure is 67.6% full-time and 32.4% part-time.

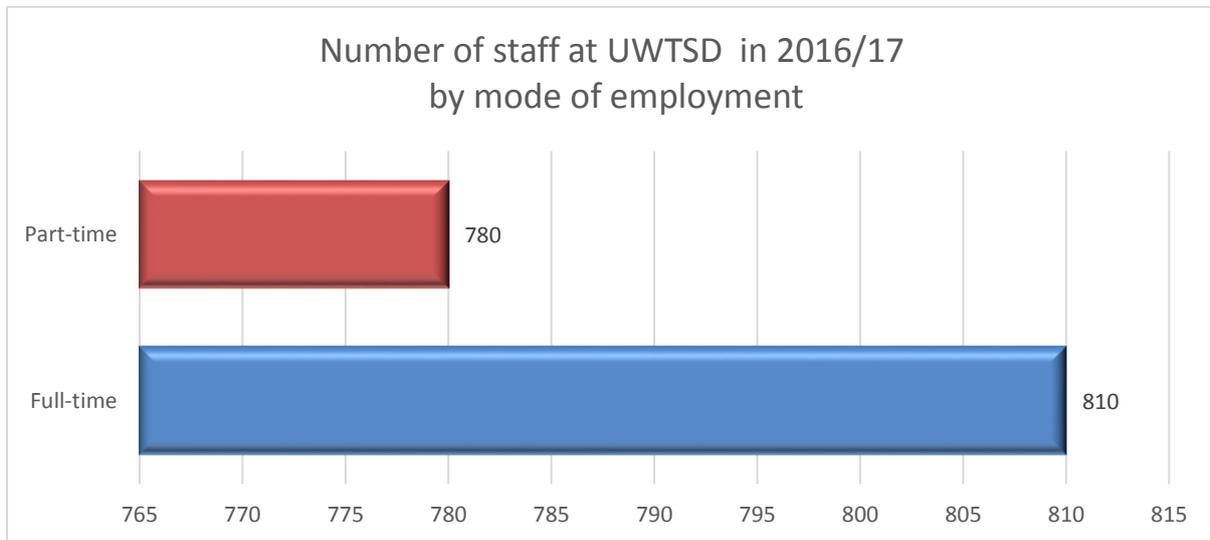


TABLE STF-9; Source: HESA

The gender profile of staff by mode of employment shows that 60% of male staff are full-time whilst 45% of female staff are full-time. This is lower than the UK figures of 77.1% of male staff in full-time employment and 59.5% of women in full-time employment.

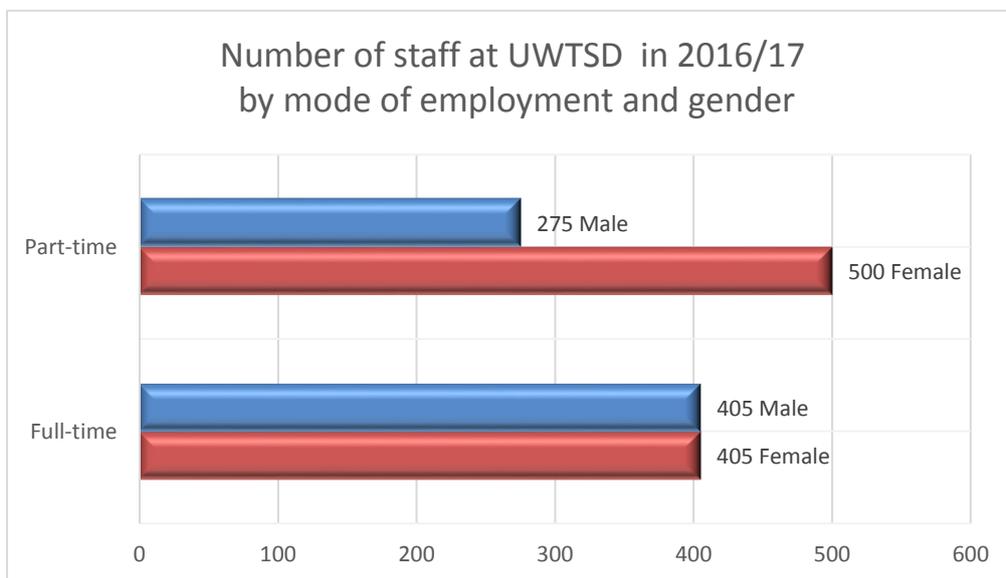


TABLE STF-10; Source: HESA

Salary

The breakdown of UWTSD staff based on contract salary range¹ in 2016/17 shows a similar pattern to the 2015/16 figures where the most populated is salary range 4, which represents 38% of the total staff.

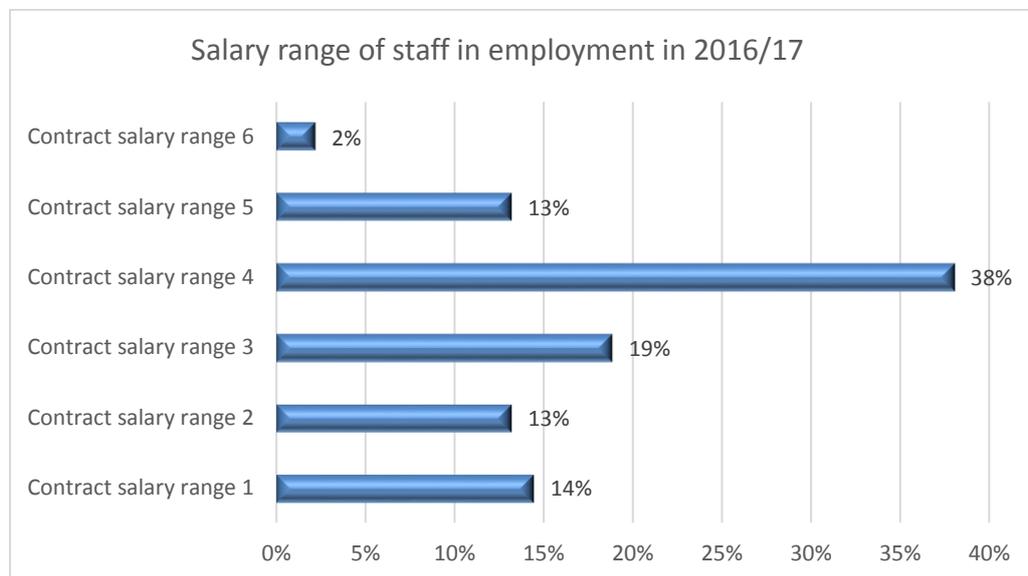


TABLE STF-11; Source: HESA

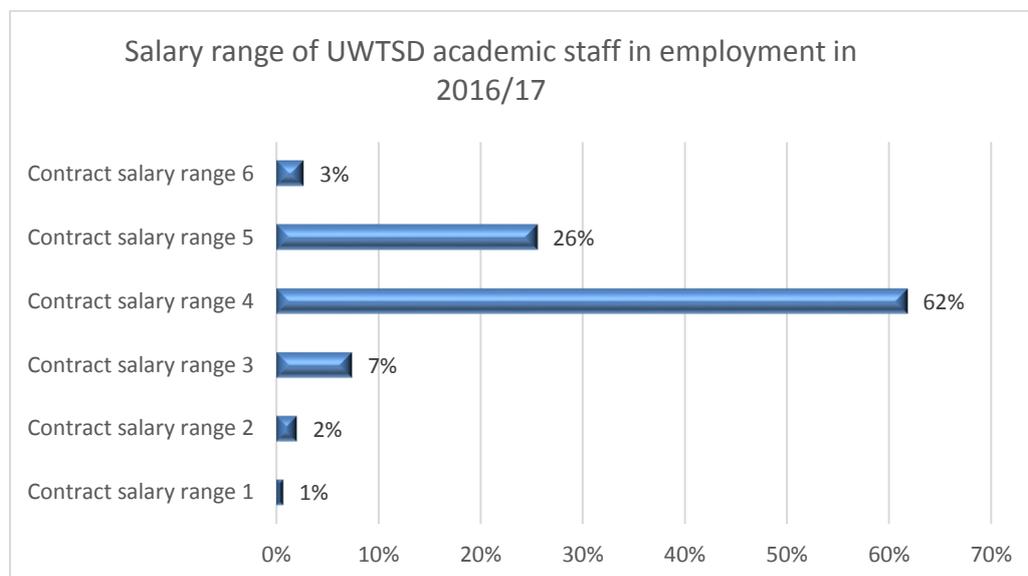


TABLE STF-12; Source: HESA

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 Single pay spine document located in <https://www.hesa.ac.uk/collection/c16025> (Salary from 1 August 2016 column).

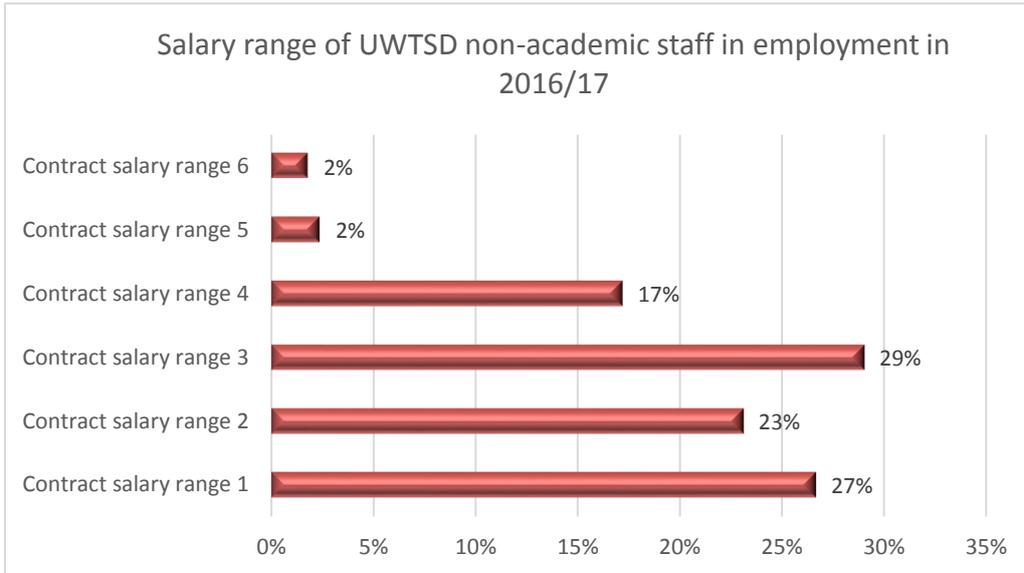


TABLE STF-13; Source: HESA

4.1.1 Gender

In 2016/17 the gender breakdown of UWSTD staff is 57% female and 43% male, which is in line with the results of the last two years. The overall gender profile of UWTSD is broadly in line with the overall profile of staff working in higher education in the UK (54.1% female and 45.9% male) and in Wales (55% female and 45% male). The proportion of female academic staff to male academic staff at UWTSD at 53% female and 47% male is higher than the UK figure of 45.3% and 54.7% respectively.

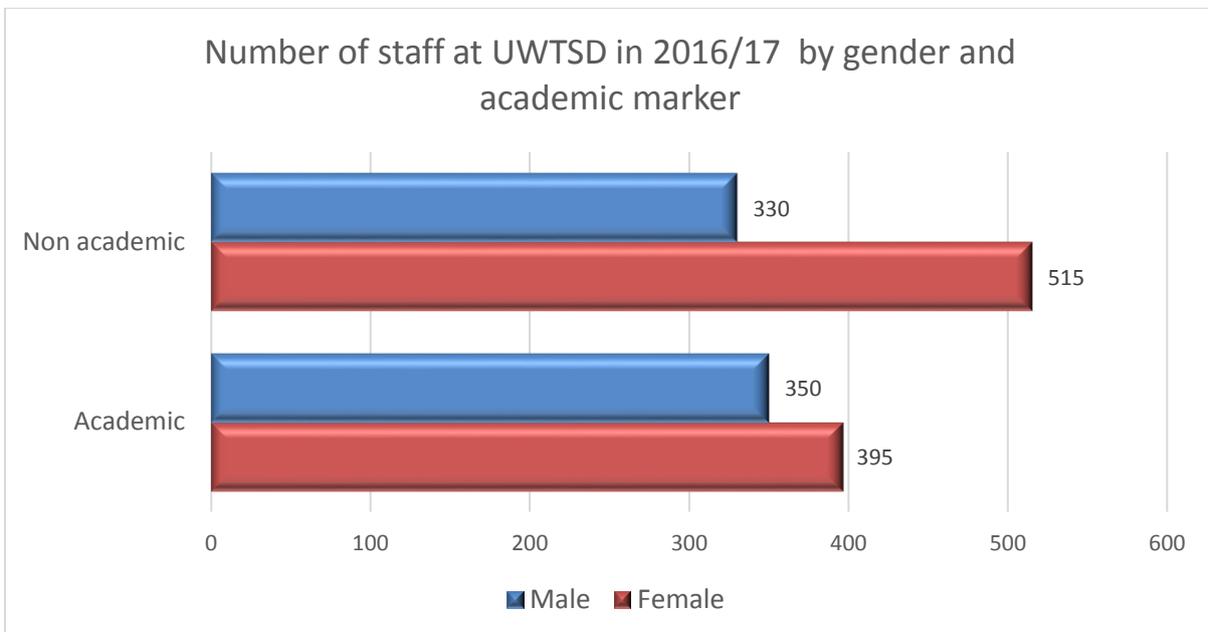


TABLE STF-16; Source: HESA

In 2016/17 the gender breakdown of FE staff is 59% female and 41% male. 56% of academic staff are female, whilst 44% are male. 62% of non-academic staff are female where 38% are male.

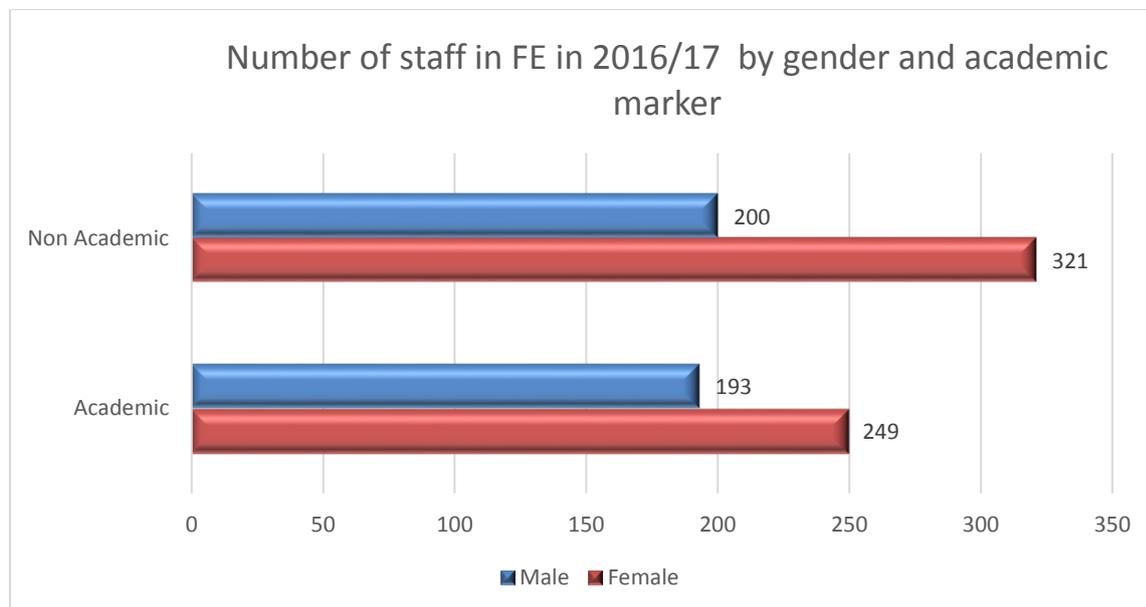


TABLE STF-17; Source: Internal Sources

4.1.2 Age

The 2016/17 age profile for staff is broadly comparable to the previous two years. The percentage of staff within the 51 years and over categories has increased from 34% in 2015/16 to 37% in 2016/17. The proportion of UWTSD staff within the 51 years and over categories is higher than both the UK figure of 29.5% and the Wales figure of 29.6%. Within the academic staff the proportion in the 51 years and over category is 45.6% compared to the UK figure of 30.7%. The percentage of staff under 30 years of age is 16% which is broadly in line with the Wales figure of 16.7% and the UK figure of 16.8%.

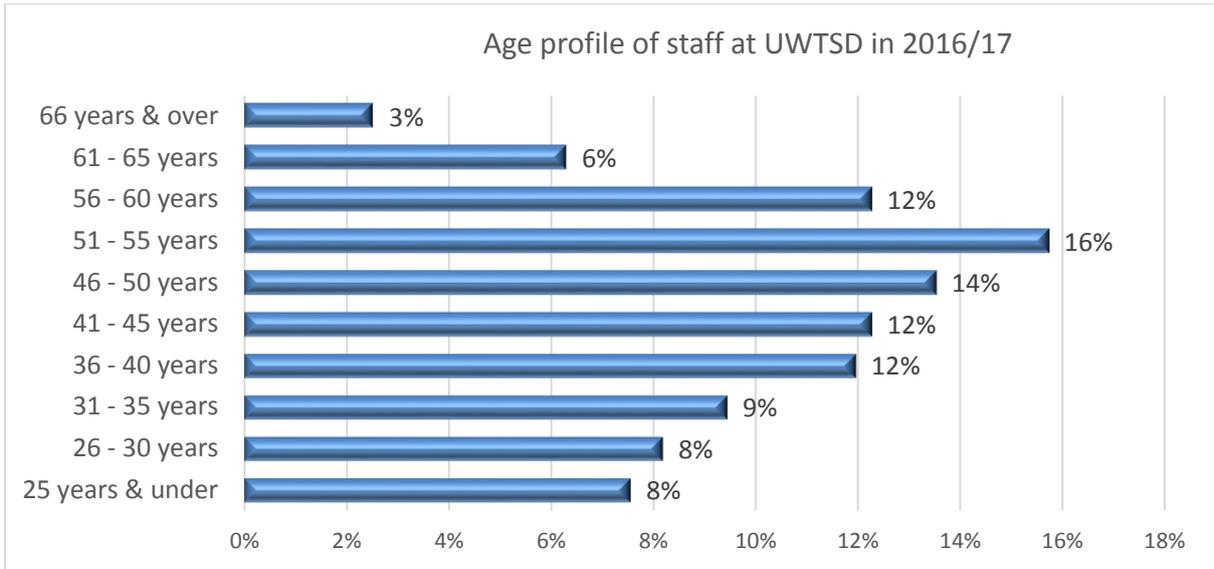


TABLE STF-18; Source: HESA

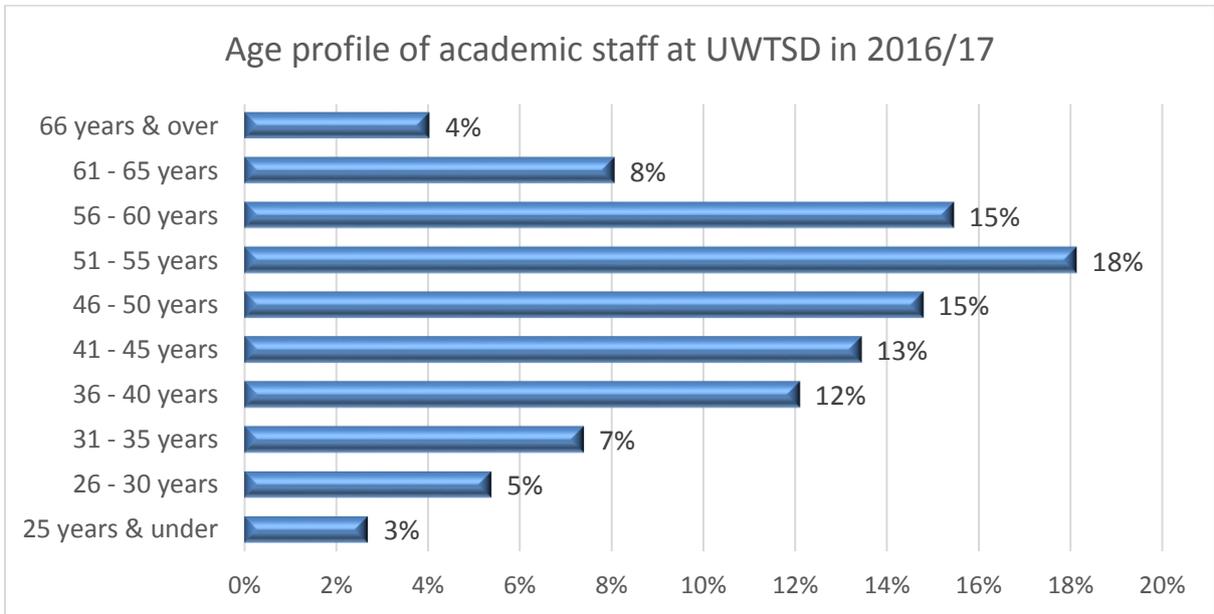


TABLE STF-19; Source: HESA

Age profile of non-academic staff at UWTSD in 2016/17

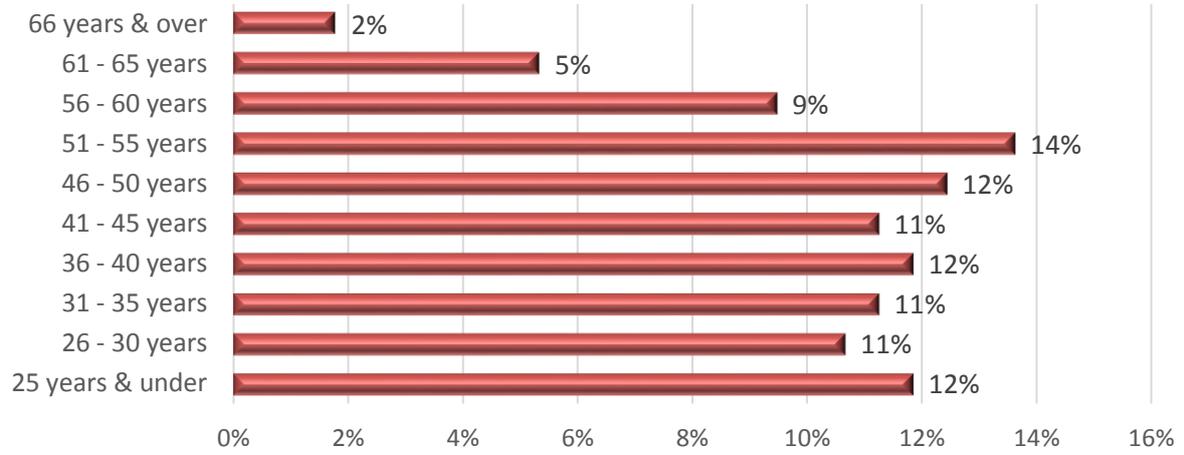


TABLE STF-20; Source: HESA

The age profile for FE staff is as follows:

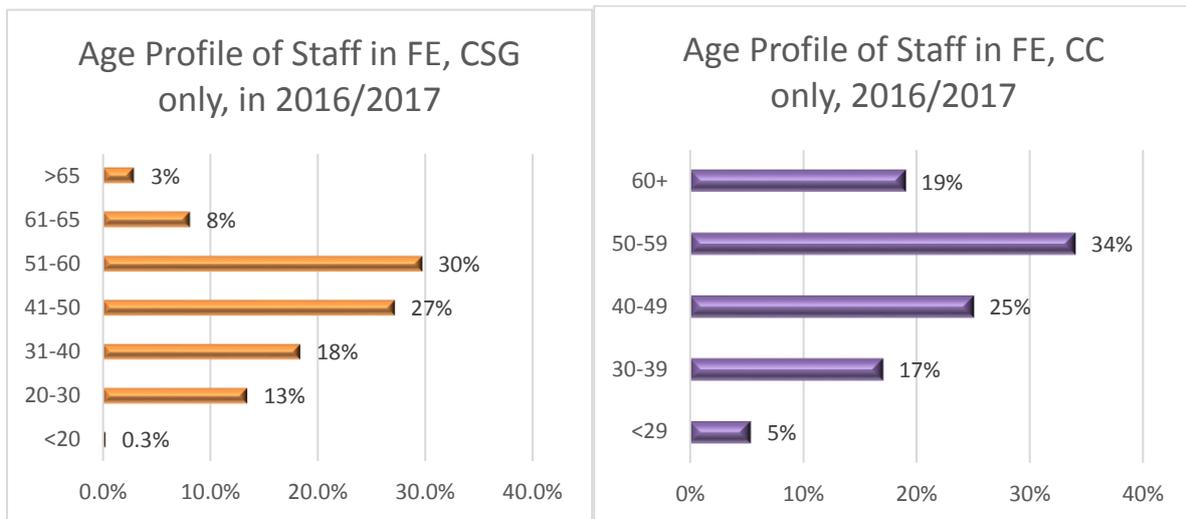


TABLE STF-21 and TABLE STF-22; Source: Internal Sources

4.1.3 Ethnicity

In 2016/17 85% of UWSTD staff declared their ethnicity (1,350 out of 1,590). Of the 85% that declared this 96.5% declared 'white' as their ethnicity. The percentages for academic and non-academic are 95% and 97% respectively.

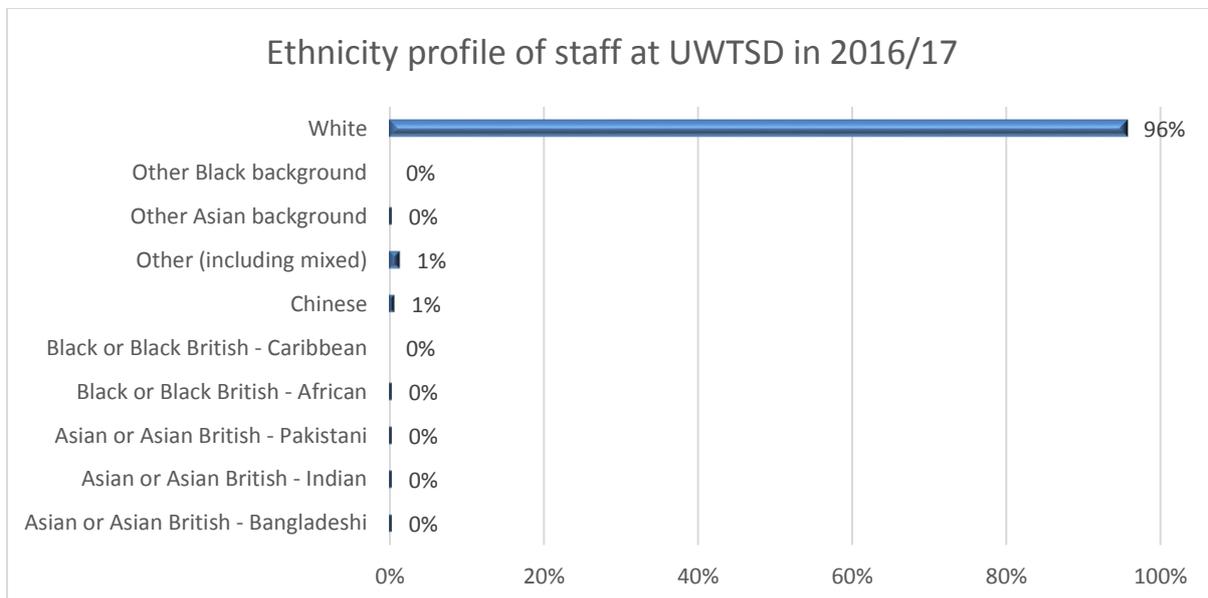


TABLE STF-23; Source: HESA

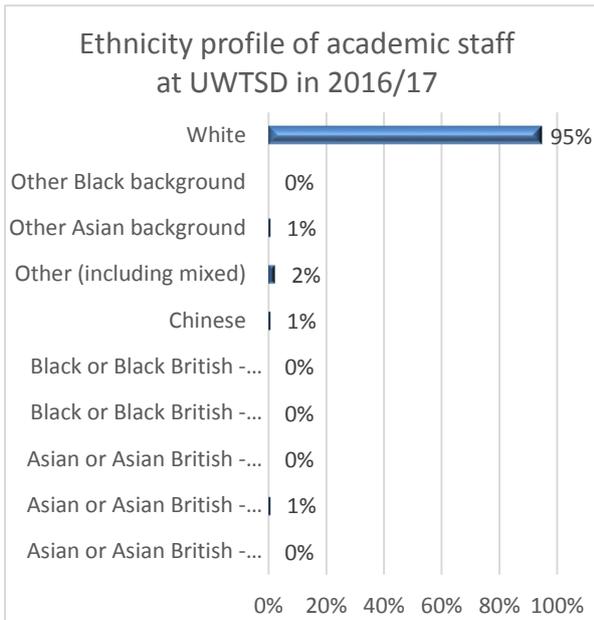


TABLE STF-24; Source: HESA

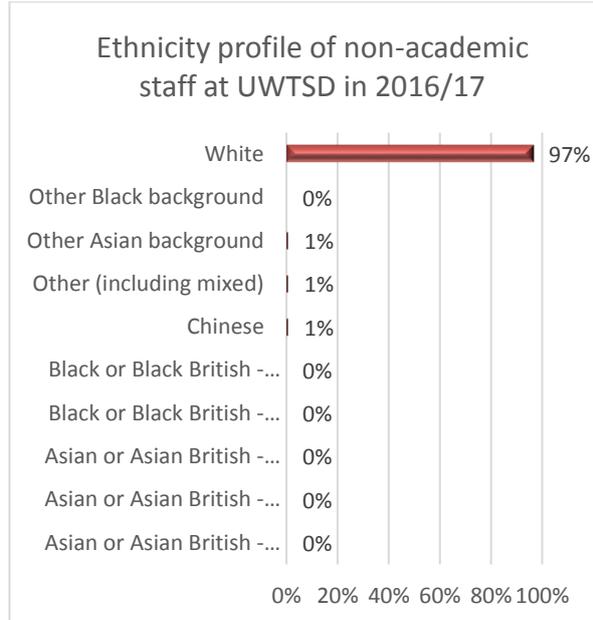


TABLE STF-25; Source: HESA

In 2016/17 97% of FE staff declared their ethnicity (907 of 937) as 'white'.

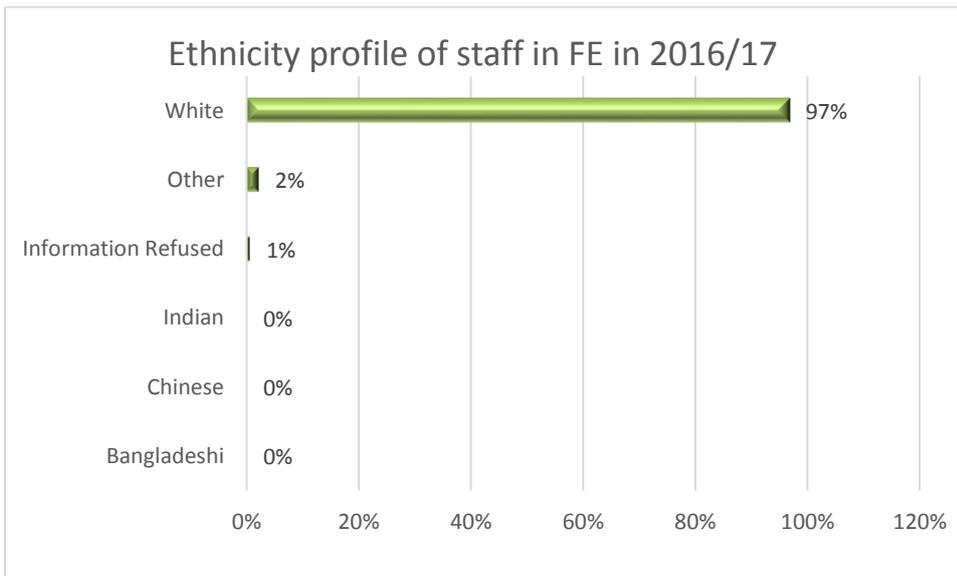


TABLE STF-26; Source: Internal Sources

4.1.4 Disability

In 2016/17 60 members of UWTSd staff declared themselves as having a disability, which represents 4% of the total staff. This is the same percentage as in 2015/16. The proportion of academic staff and of non-academic staff is respectively 3% and 5%. This figure is broadly in line with the overall UK figure of 4.6% and 5.2% of staff in Wales declared themselves as having a disability.

In 2016/2017 46 members of FE staff declared themselves as having a disability which represents 5% of the total staff.

4.1.5 Religion and Belief

In 2016/17, 31% of UWTSD staff declared their religion and belief as follows:

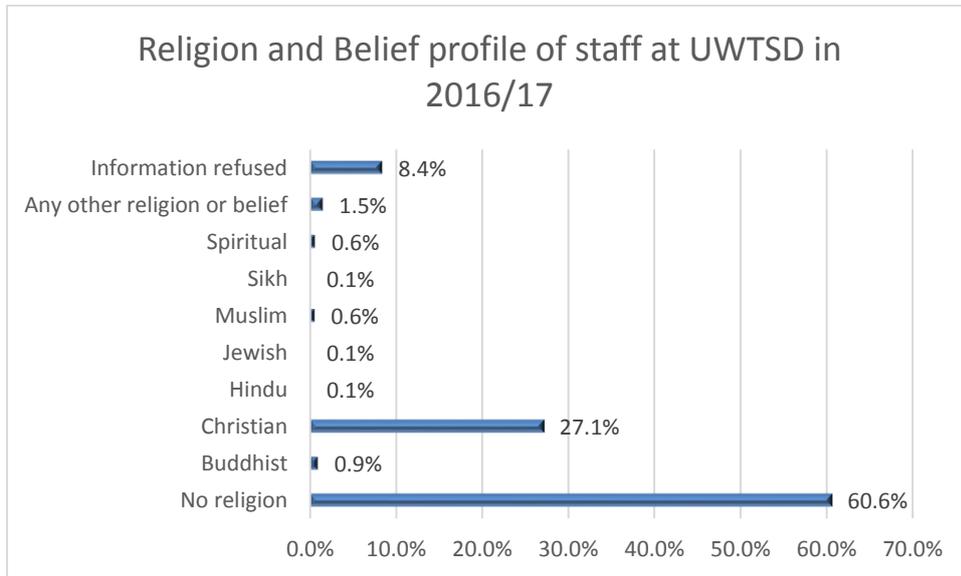


TABLE STF-27; Source: Internal Sources

In 2016/17, 24% of FE (CSG only) staff declared their religion and belief as follows:

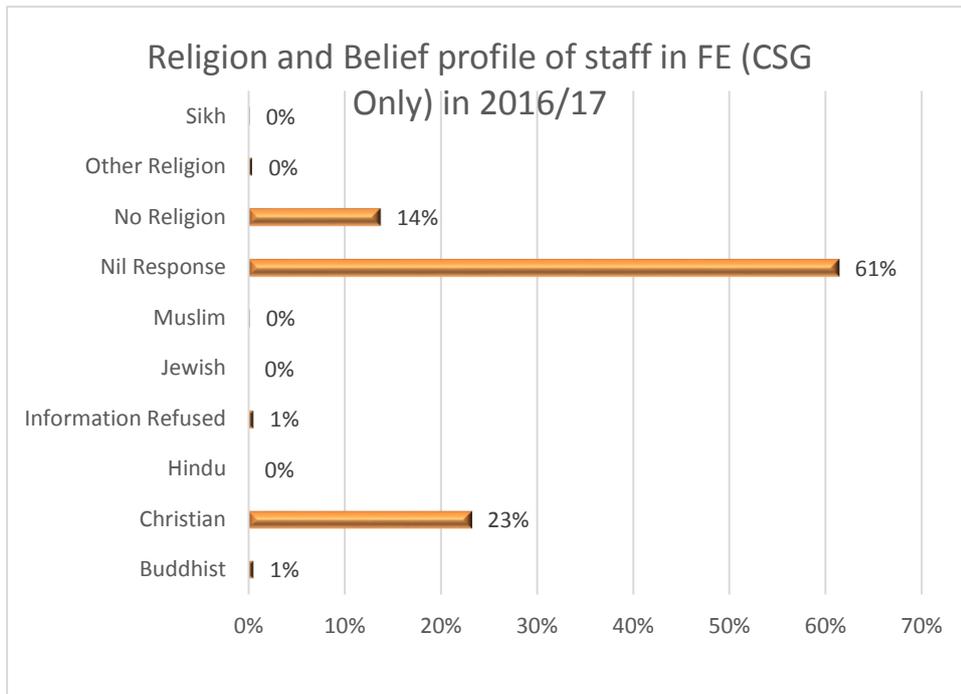


TABLE STF-28; Source: Internal Sources

4.1.6 Sexual Orientation

In 2016/17, UWTSD staff declared their Sexual Orientation as follows:

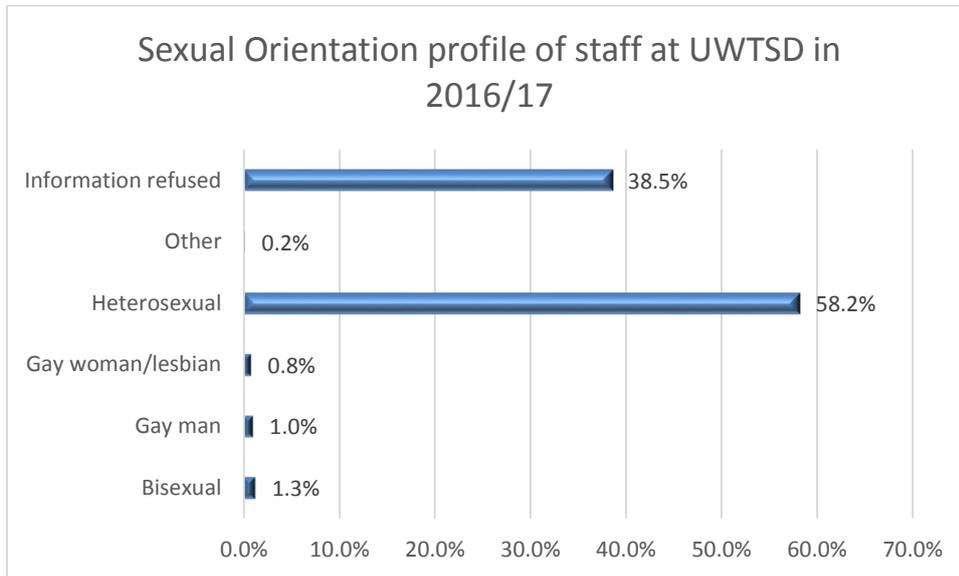


TABLE STF-29; Source: Internal Sources

In 2016/17, FE staff (CSG only) declared their Sexual Orientation as follows:

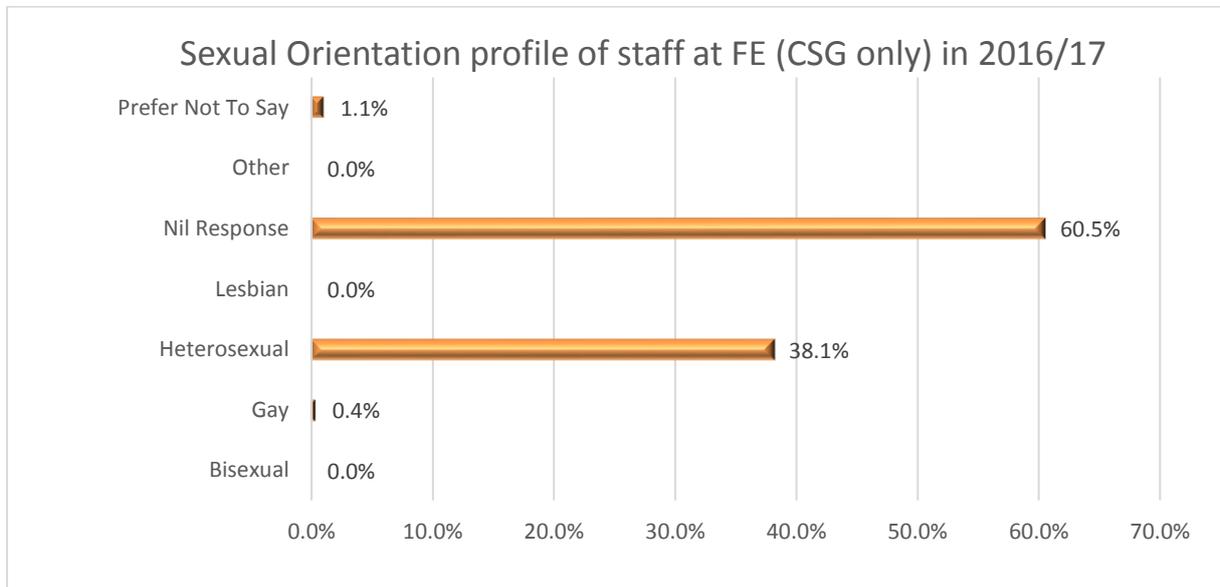


TABLE STF-30; Source: Internal Sources

4.1.7 Recruitment

The profile of recruitment applicants to UWTSD in 2016/17 has been compared to successful UWTSD applicants by protected characteristic as follows:

Gender

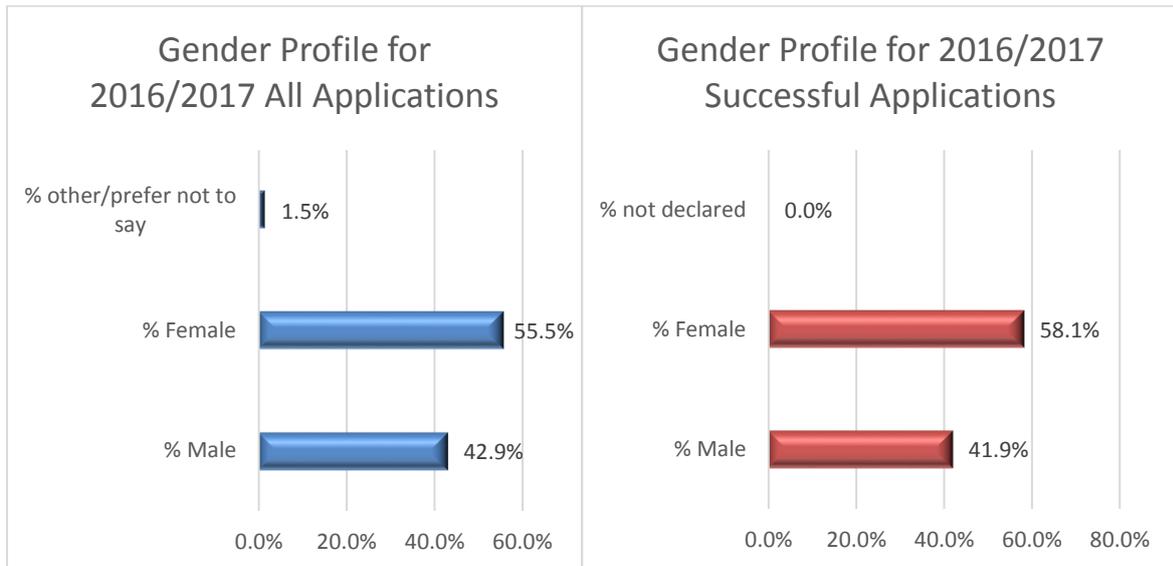


TABLE STF-31 and TABLE STF-32; Source: Internal Sources

Age

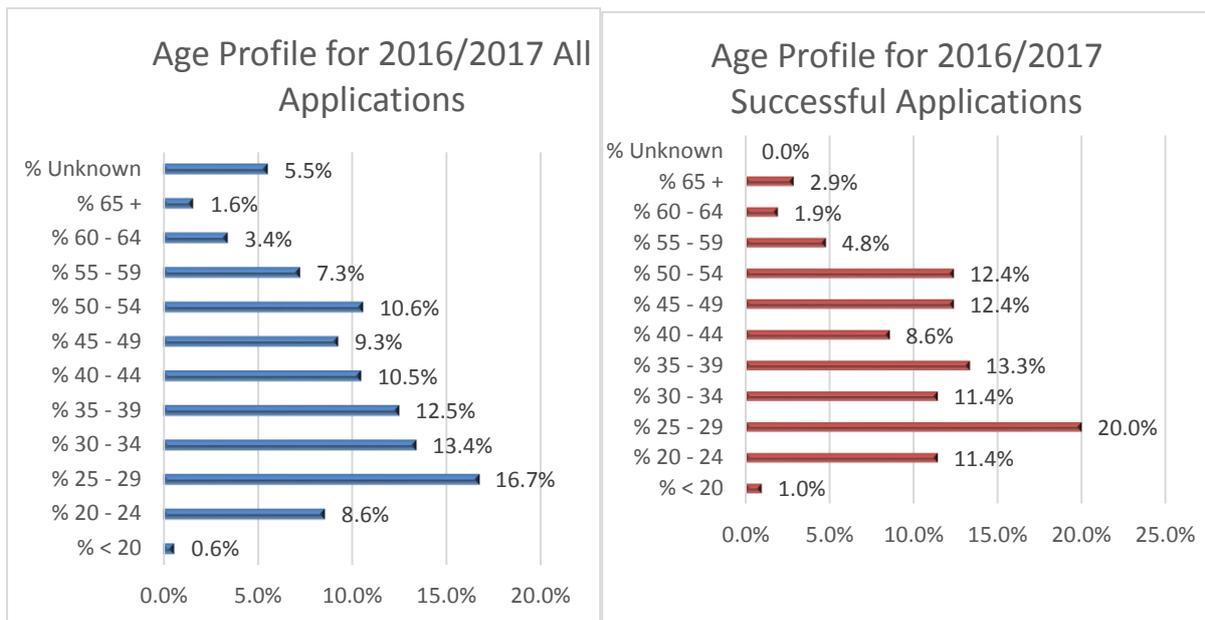


TABLE STF-33 and TABLE STF-34; Source: Internal Sources

Ethnicity

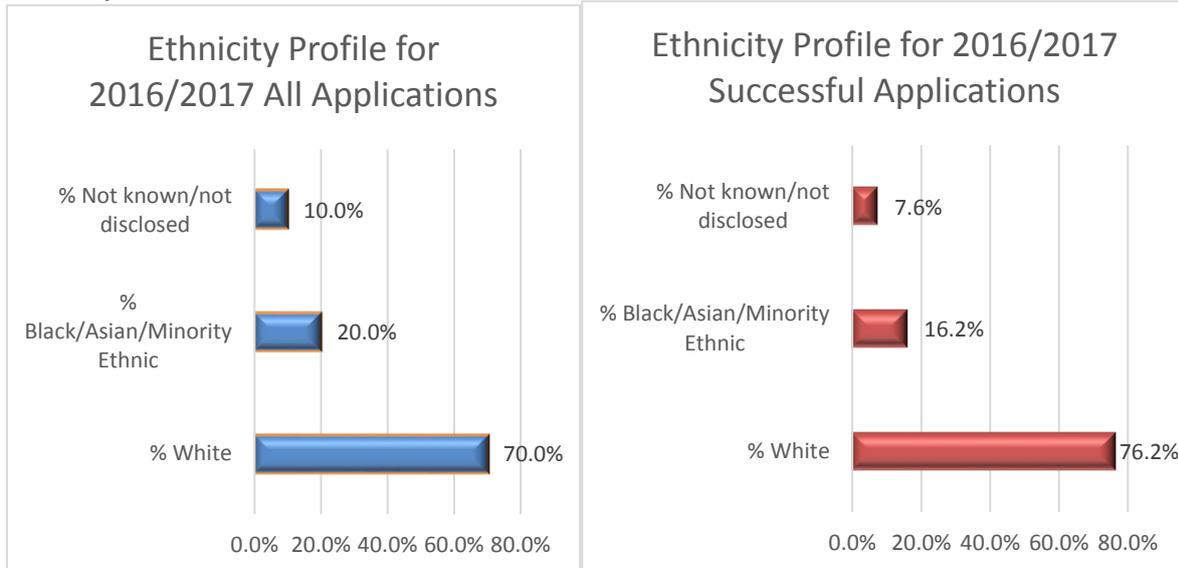


TABLE STF-35 and TABLE STF-36; Source: Internal Sources

Disability

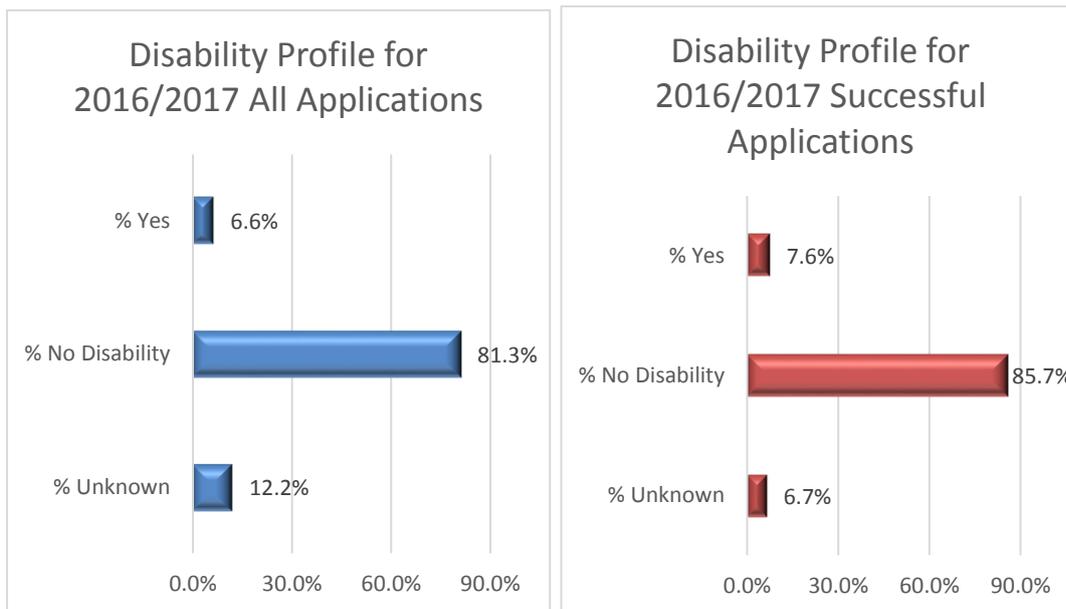


TABLE STF-37 and TABLE STF-38; Source: Internal Sources

Religion

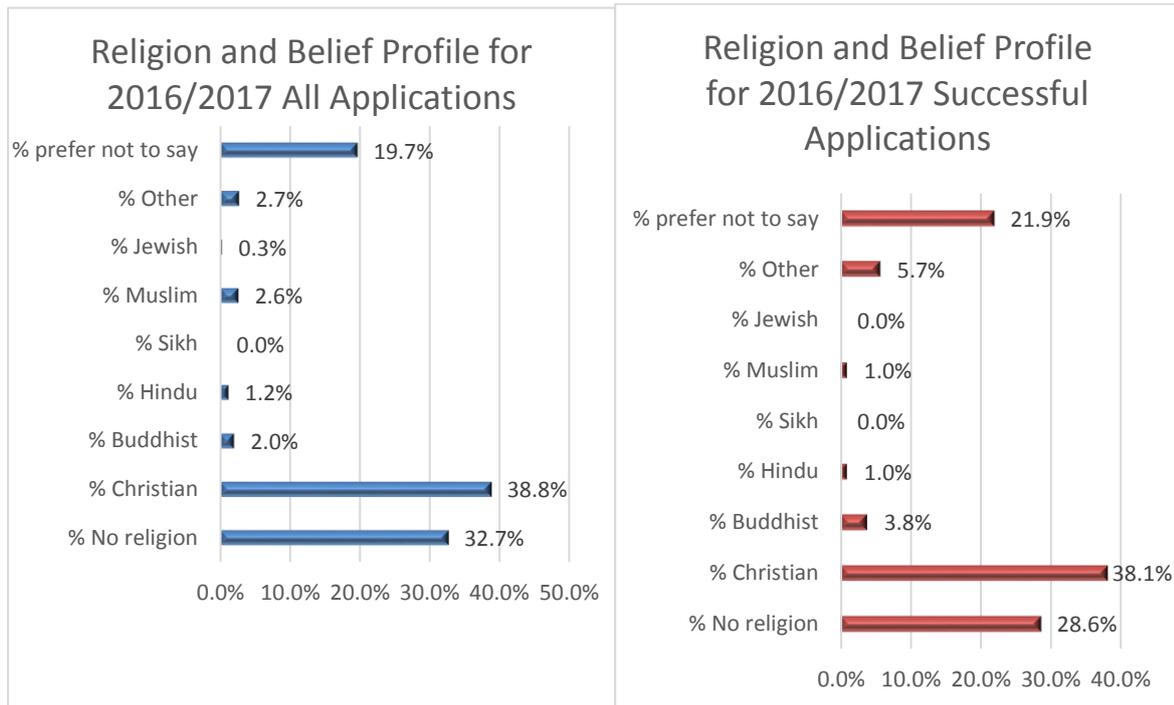


TABLE STF-39 and TABLE STF-40; Source: Internal Sources

Sexual orientation

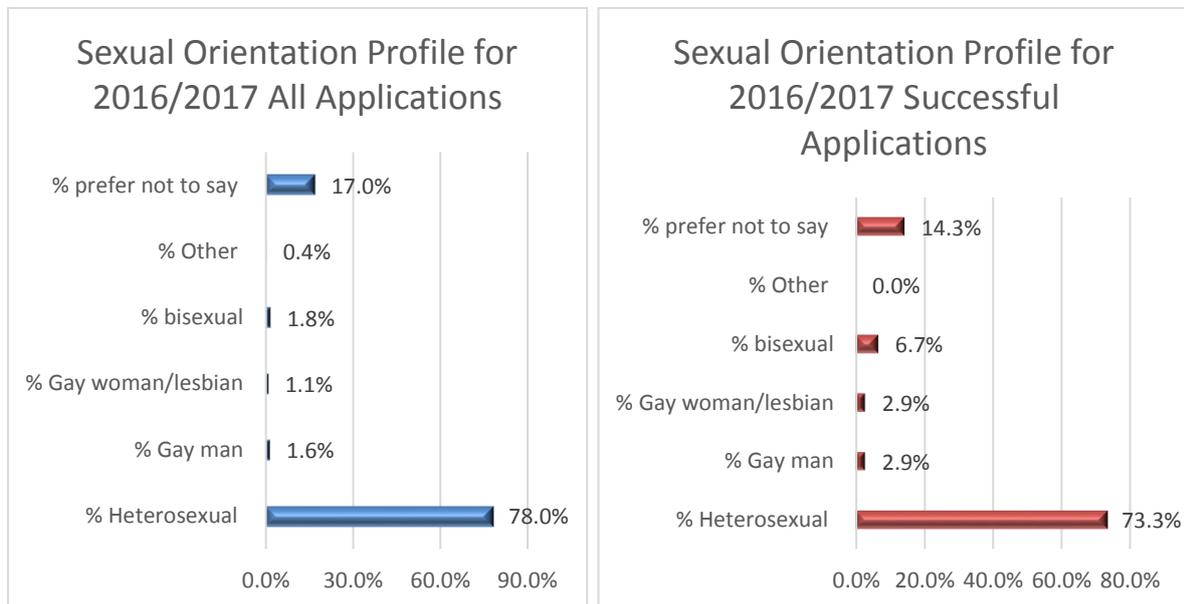


TABLE STF-41 and TABLE STF-42; Source: Internal Sources

4.1.8 Leavers

The profile of staff leaving the employment of UWTSD in 2016/17 is as follows:

Gender

The gender profile for UWTSD leavers is comparable to the gender profile of all UWTSD staff.

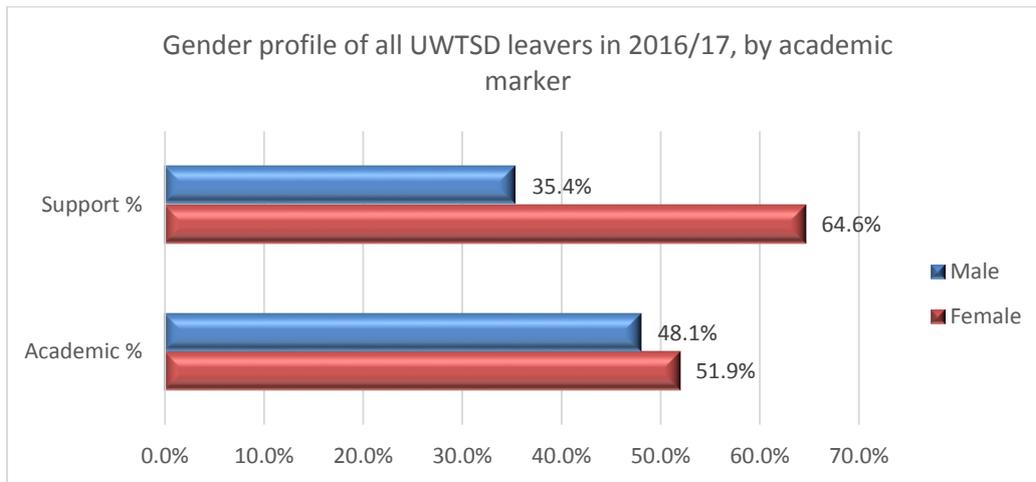


TABLE STF-43; Source: Internal Sources

Age

The age distribution of staff leaving the university is as follows. The highest proportion of leavers are between 25 and 30 years of age.

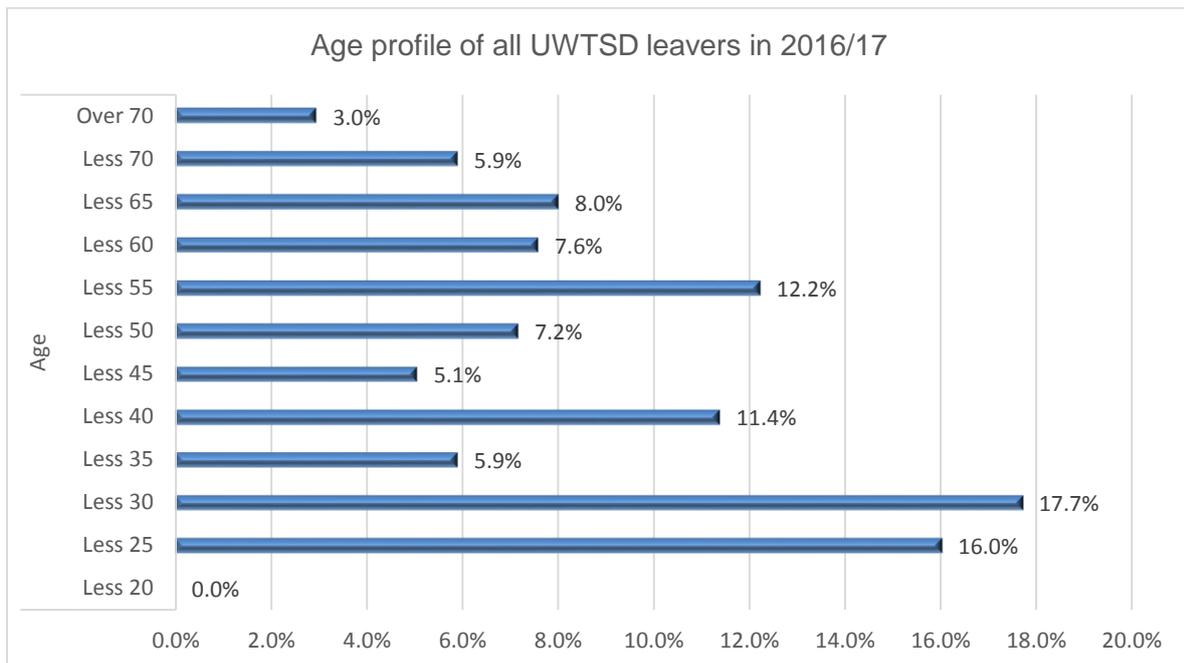


TABLE STF-44; Source: Internal Sources

Ethnicity

The ethnicity profile of all UWTSD leavers in 2016/17 is as follows:

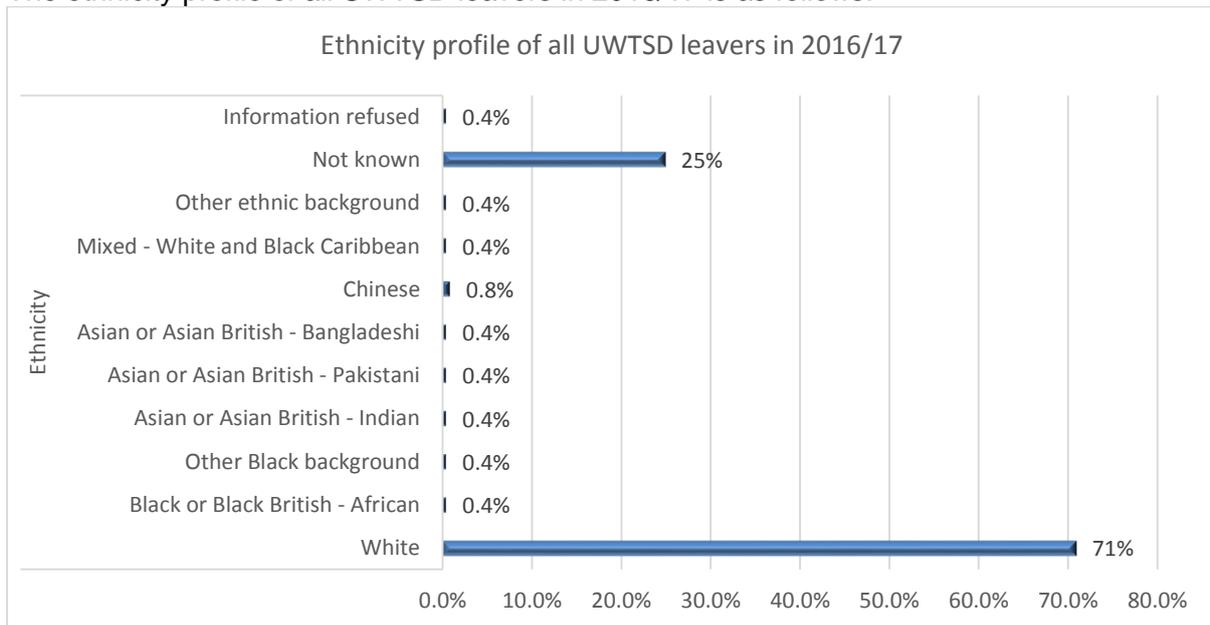


TABLE STF-45; Source: Internal Sources

Disability

The proportion of UWTSD leavers declaring a disability is as follows in 2016/17:

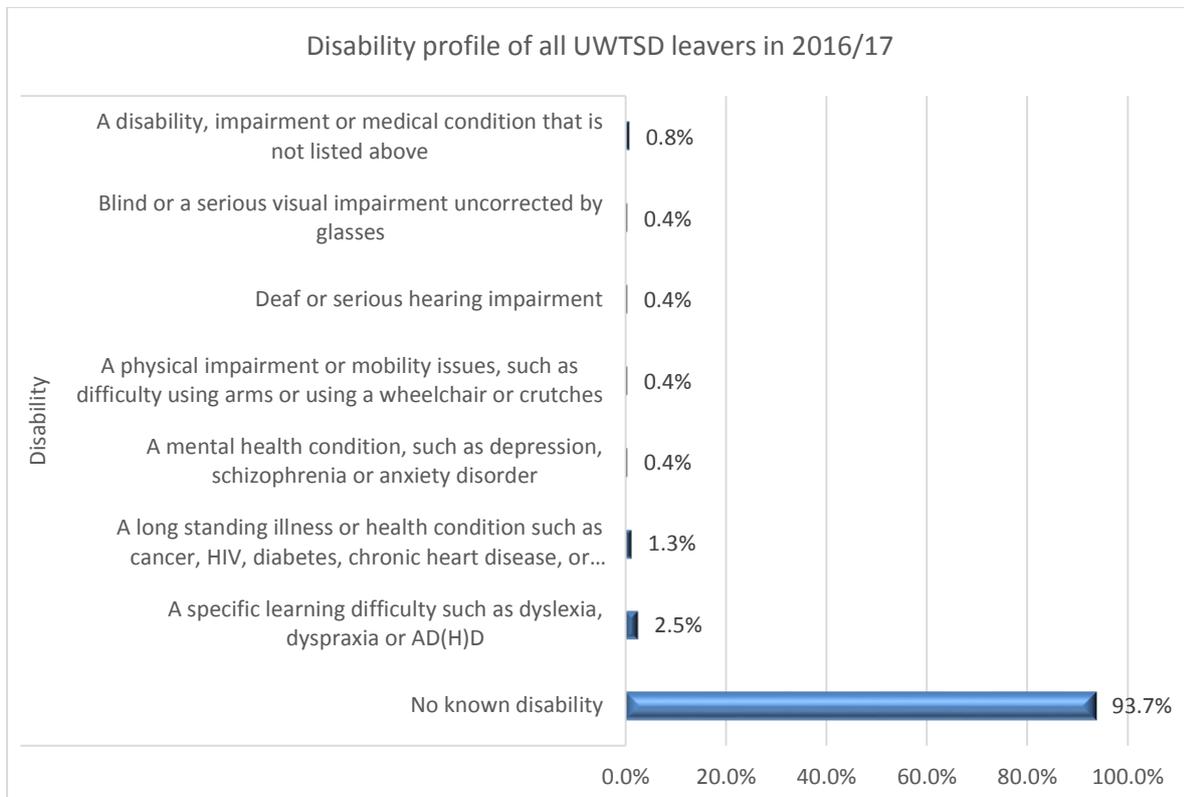


TABLE STF-46; Source: Internal Sources

Religion and Belief

The profile of UWTSD leavers declaring religion and belief in 2016/17 is as follows:

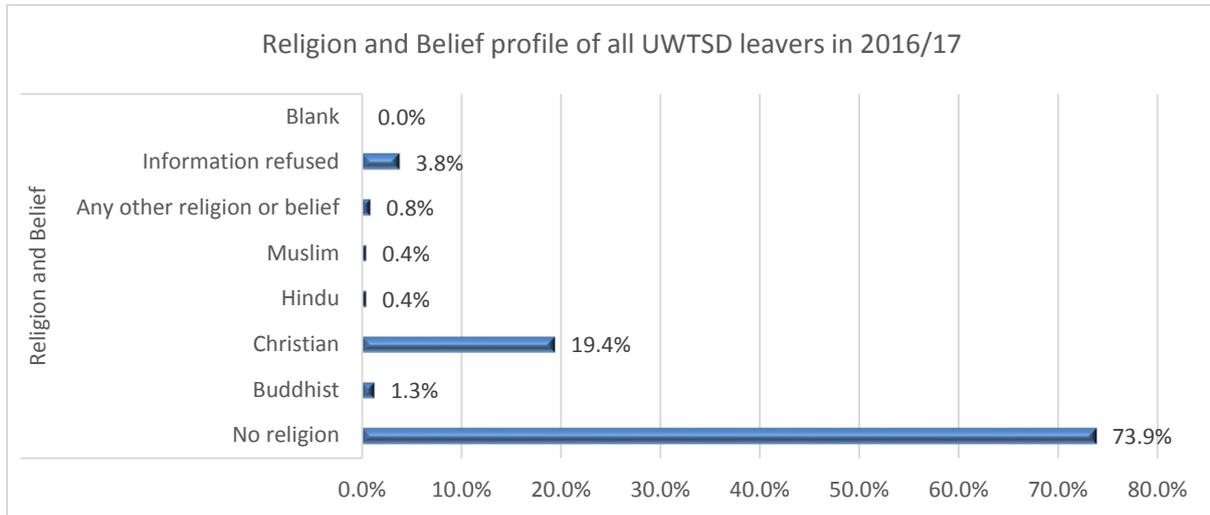


TABLE STF-47; Source: Internal Sources

Sexual orientation

In 2016/17 the profile of UWTSD leavers by sexual orientation is as follows:

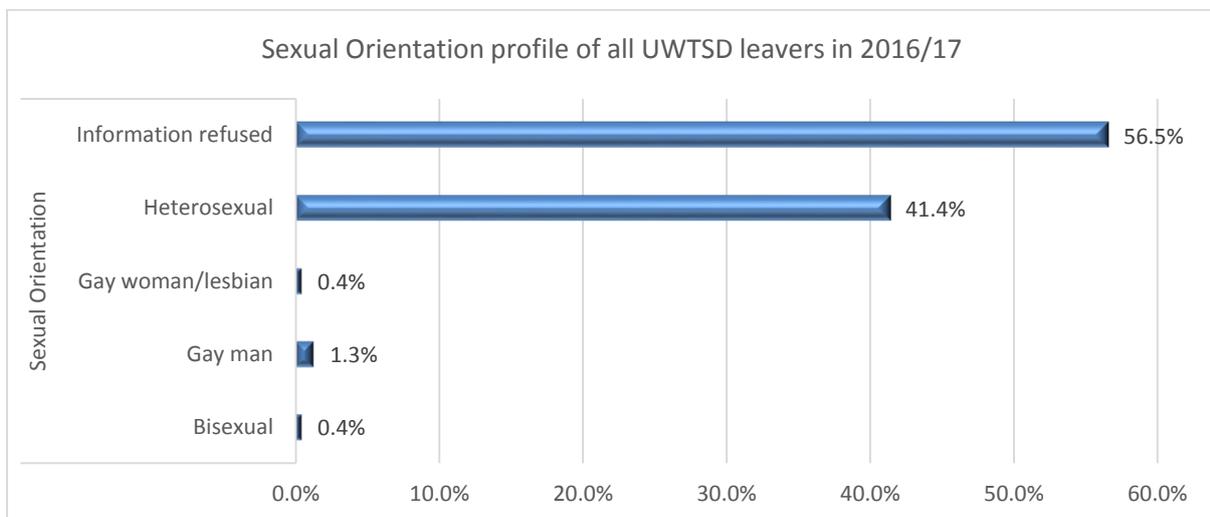


TABLE STF-48; Source: Internal Sources

4.1.9 Encouraging disclosure

During the academic year 2015/16, the self-service module for the HR/payroll system at UWTSD was implemented for the majority of staff. This allows staff to view and update their own personal information including protected characteristics with the exception of disability and pregnancy. Any changes to these statuses must be reported directly to Human Resources.

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. The University is aware it may take more time for sufficient trust in the system to be developed and protected characteristic disclosure rates to improve.

The University is equally aware that greater use of the system alone will not necessarily improve disclosure rates. It will be important to continue 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

Student data given in this section concerns HE students studying within the UWTSD Group and HE students at Franchise FE partners. HE students studying at collaborative partnerships are not included. With the exception of the application data which comes from our data warehouse, all other data has been reported to HESA.² The HESA data is rounded for data protection purposes. All data has been sector-benchmarked, using data from the ECU's *Equality in Higher Education: Student Statistical Report 2017*. The analyses in this report inform priorities for action.

This part of the equality statistical report first considers the overall profile of students within the UWTSD Group and then focuses on the admission and attainment of students with the following protected characteristics:

- Gender
- Age
- Ethnicity
- Disability

Comparison is made with 2015/16 data where possible and appropriate. Please note that for admission and attainment the 2016/17 data provides the base-line. The final part of the statistical data relating to students reports data in relation to the religion / belief and sexual orientation. An equality analysis of continuation and graduate outcomes data will be completed for the 2017/18 statistical report.

UWTSD does not hold student data in relation to pregnancy or maternity, or marriage or civil partnership on its student record system and these protected characteristics have therefore not been included within this equality statistical report. Student data is returned to HESA in relation to gender reassignment. Because overall numbers are small, for data protection reasons, no analysis has been done of the data in this statistical report.

In 2016/17, disclosure rates in terms of protected characteristics show a mixed picture. For example, in terms of ethnicity the percentage of 'unknown/not applicable' decreased from 11.2% to 9.8% (see table STU-15).³ When comparing admission with enrolled data, there is a significant difference between 'unknown' categories at application stage and at enrolment stage (e.g. ethnicity: 29% ~ 9.8%) (See tables STU14 & 15). Similarly, in terms of disability, 10.4% of applicants declared a disability in 2016/17 while 17.7% of students enrolled have a declared disability (see tables STU-19 & 21). In relation to religion/belief and sexual orientation, however, disclosure rates deteriorated. In 2015/16 15.9% of students chose not to answer; in 2016/17 20% (see table STU-27). Information was refused by 7.2% in 2015/16; this increased to 9.3% in 2016/17. In 2015/16 10.2% refused information and 16.5% left the information blank in relation to sexual orientation; in 2016/17 this was 13.4% and 20% respectively (see table STU-28). As part of the objectives outlined in the Strategic Equality Plan the University will continue work to encourage students to disclose protected characteristic information.

² With the exception of religion/belief and sexual orientation data, all data has been derived from HeidiPlus.

³ Please note that non-UK domiciled students are included in this category.

4.2.1 Overall student profile

Between 2015/16 and 2016/17 the number of students studying at UWTSD fell by 160 to 9765 students. Table STU-1 shows that proportionally there has been minimal variance between 2015/16 and 2016/17 in the student profile by level of study. In comparison with national data UWTSD has a higher proportion of students studying for Other Undergraduate programmes of study (23% ~ 8.1%) and a smaller percentage studying for First Degree undergraduate programmes (54% ~ 68.6%). This is in line with UWTSD's mission to widen participation and access opportunities to Higher Education.

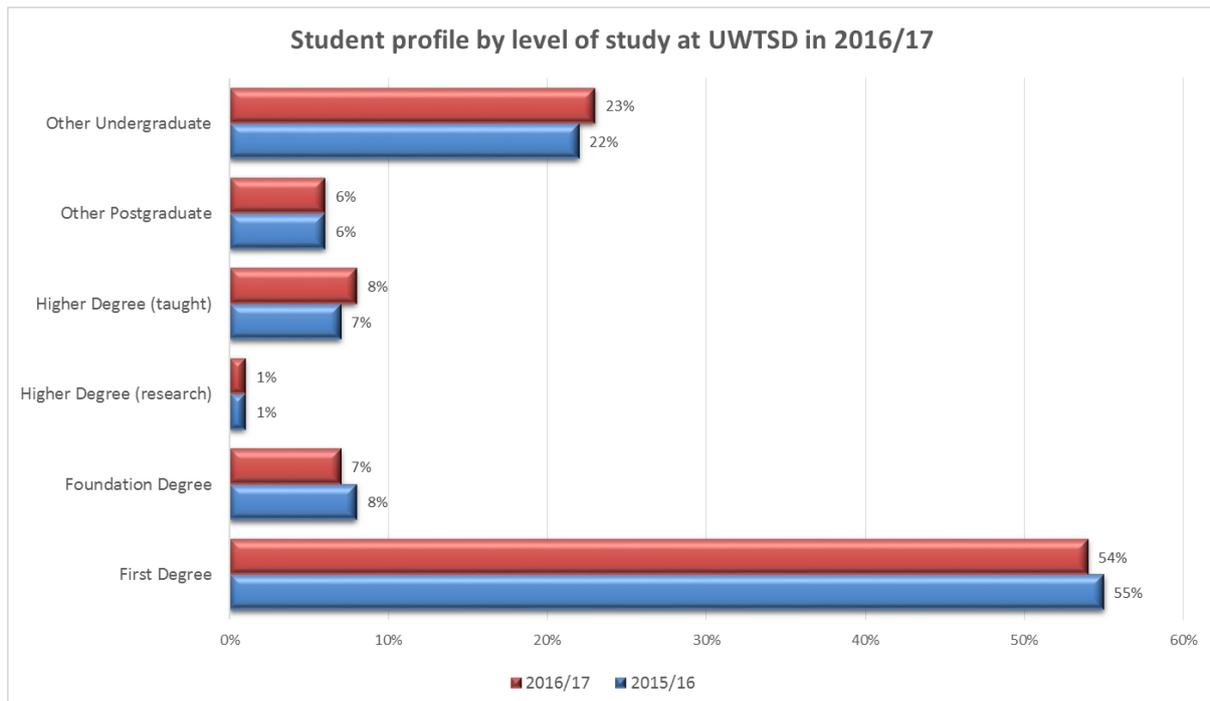


TABLE STU-1 Source: HESA

The overall student profile by mode of study is given in table STU-2. With the exception of First Degrees and Other Postgraduate the proportion of part-time students is higher for every other study mode. This is, as expected, particularly the case for postgraduate taught and postgraduate research degrees. Comparison with nation-wide figures also show a profile that is different: First degree and Other Undergraduate students are, for example, more likely to be full-time (+4.2% and 22.7% respectively).

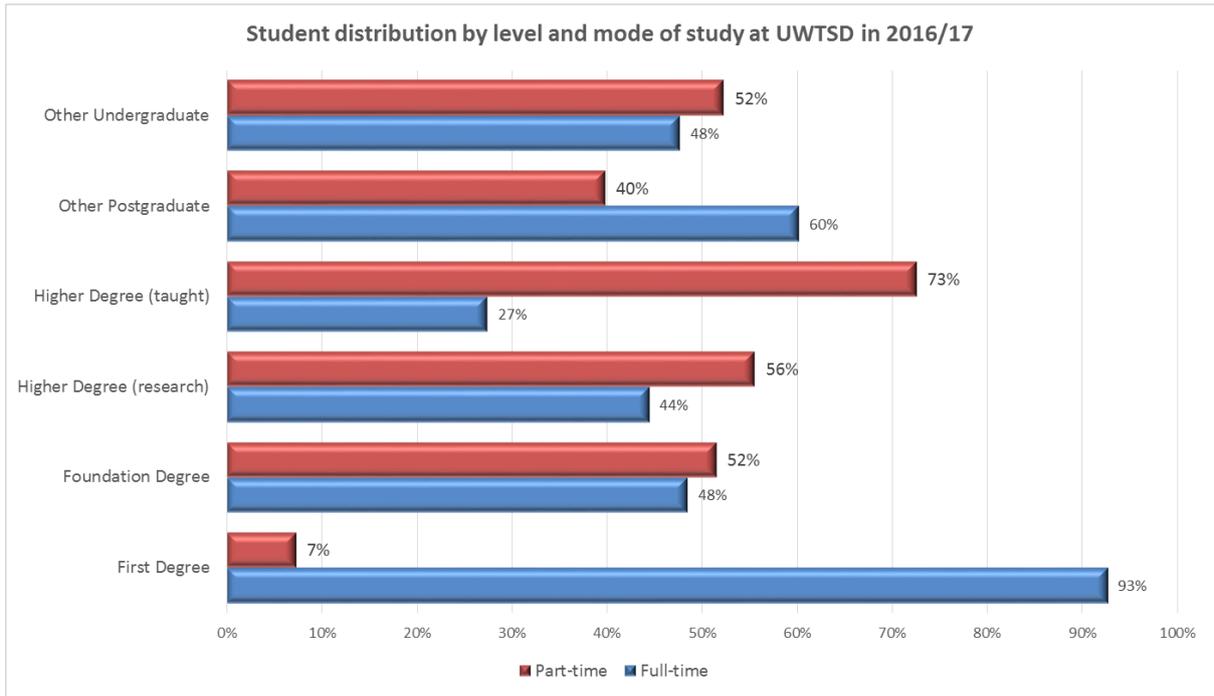


TABLE STU-2 Source: HESA

The overall student profile of First Degree Undergraduate degree outcomes is given in table STU-3. This table shows that the overall percentage of Good Honours degrees (First/2:1) has gone up from 67% in 2015/16 to 69% in 2016/17. The percentages of students obtaining a Lower or Upper Second Class Honours decreased slightly; while there was a corresponding slight increase in the number of First Class Honours awarded.

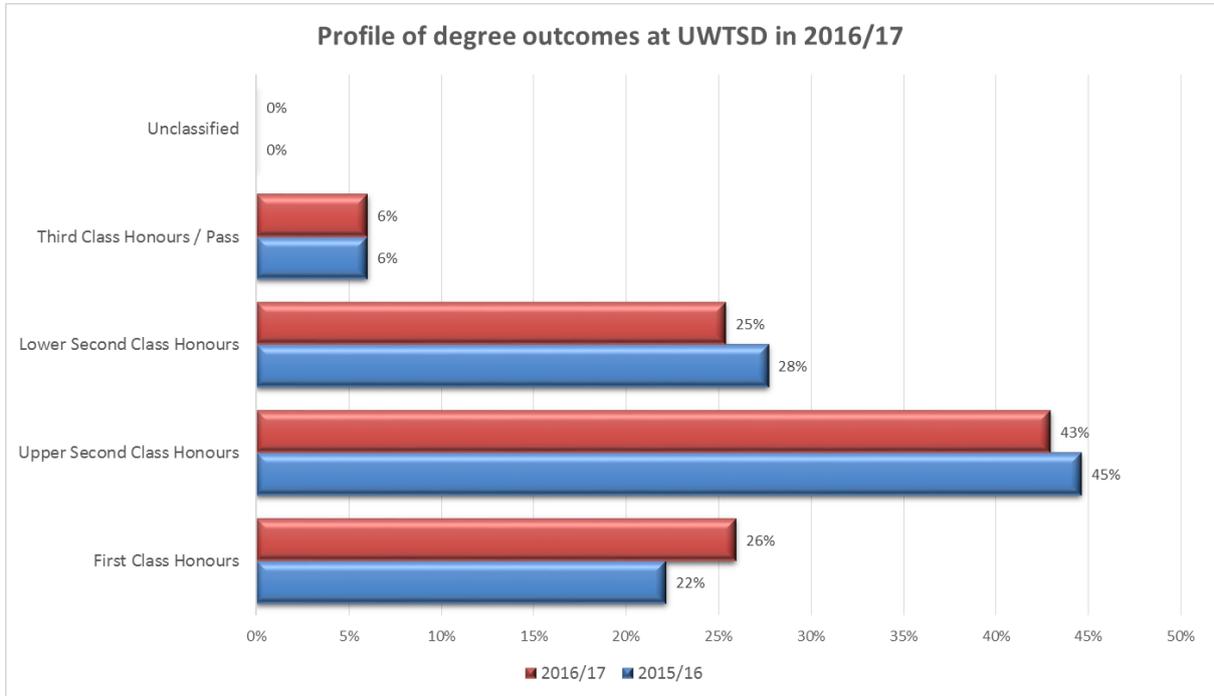


TABLE STU-3 Source: HESA

The percentage of Good Honours degrees is below the Welsh average of 70.3%. The number of Firsts Class Honours is above the Welsh average of 22.1% but in line with UWTS D's age profile (see section 4.2.3). The percentage of Upper Second Class Honours degrees is below the Welsh average (43% ~ 48%); the percentage of lower second class honours degrees is in

line with the Welsh average, and the percentage of third class honours / pass outcomes slightly above the Welsh average (6% ~ 4.9%).

4.2.2 Gender

Table STU-4 gives the applications by gender.

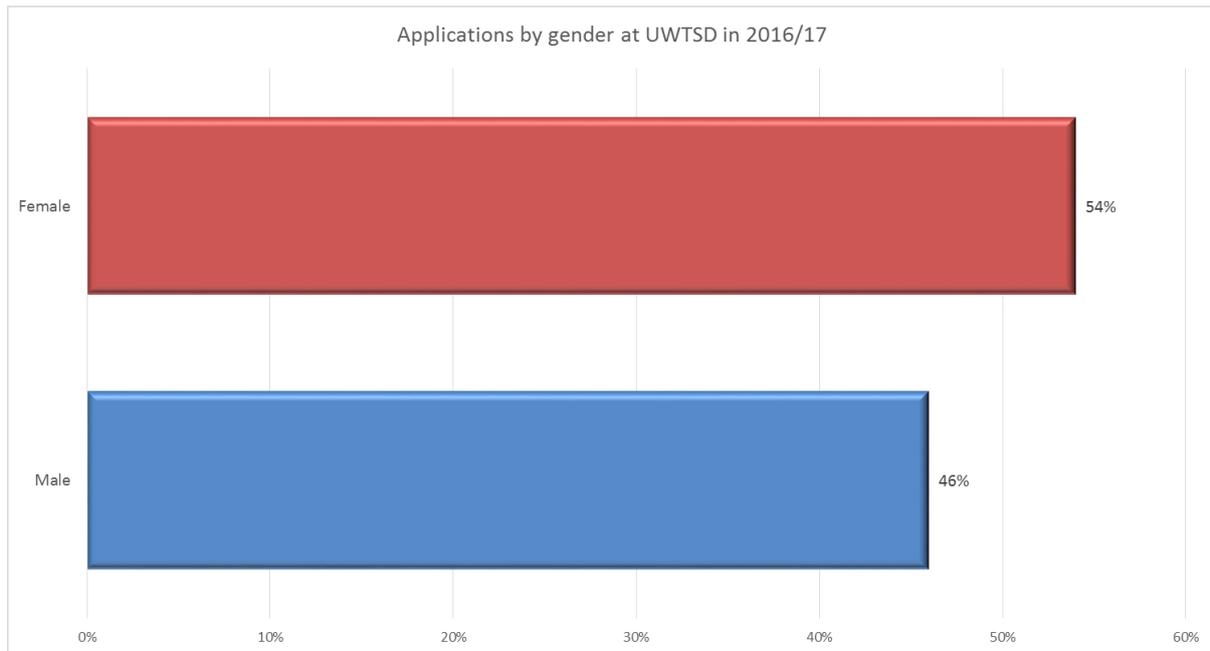


TABLE STU-4 Source: Internal sources

The gender balance in terms of applications reflects the overall gender profile of the institution as is shown by table STU-5. Overall, the gender profile of UWTSD has been stable over the past three academic years. From 2015/16 to 2016/17 there was a small increase in the overall percentage of male students. The 2016/17 results revert this trend. UWTSD's gender profile is in line with Welsh average figures (male students: 43.5% ~ 45.9%; female students: 55.4% ~ 54.1%) and the national UK average. The Faculties and Marketing Department work closely together to address gender imbalances in relation to the intakes for particular subject areas.

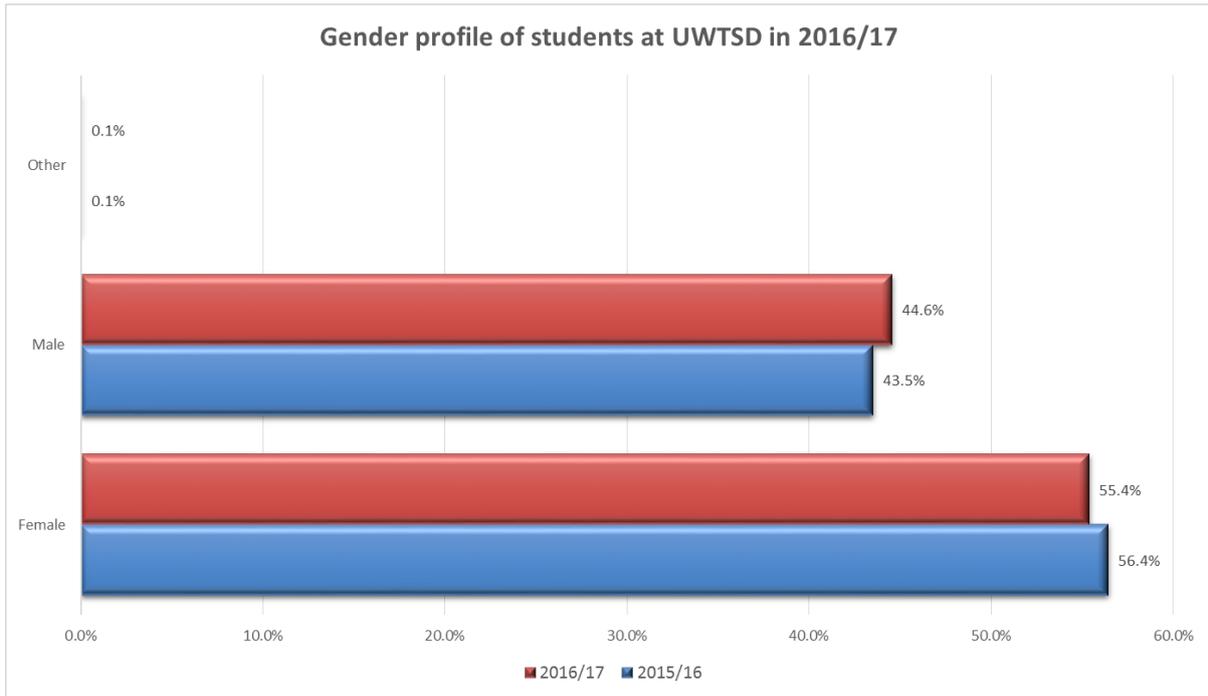


TABLE STU-5 Source: HESA

Table STU-6 shows the type of degree by gender. Percentages are fairly similar and there is no significant discrepancy between the types of degrees studied by female or male students.

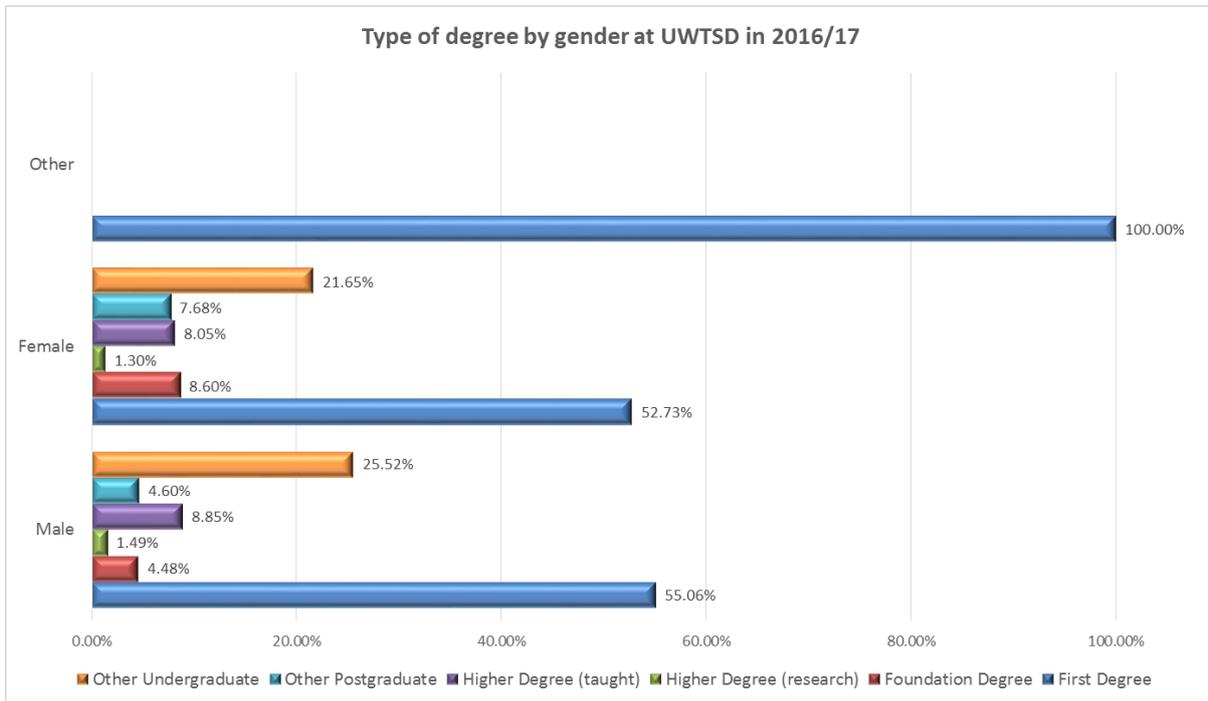


TABLE STU-6 Source: HESA

Similarly, as is shown by table STU-7, there are no significant differences between the percentages of male and female students studying by full-time or part-time module of study. Part-time percentages are higher for UWTSD for both male and female students when compared with the overall UK averages. E.g. female part-time: 28.8% ~ 25.3% and male part-time: 29.3% ~ 21.5%. This reflects UWTSD's emphasis on widening participation and the average age on entry (see section 4.2.3).

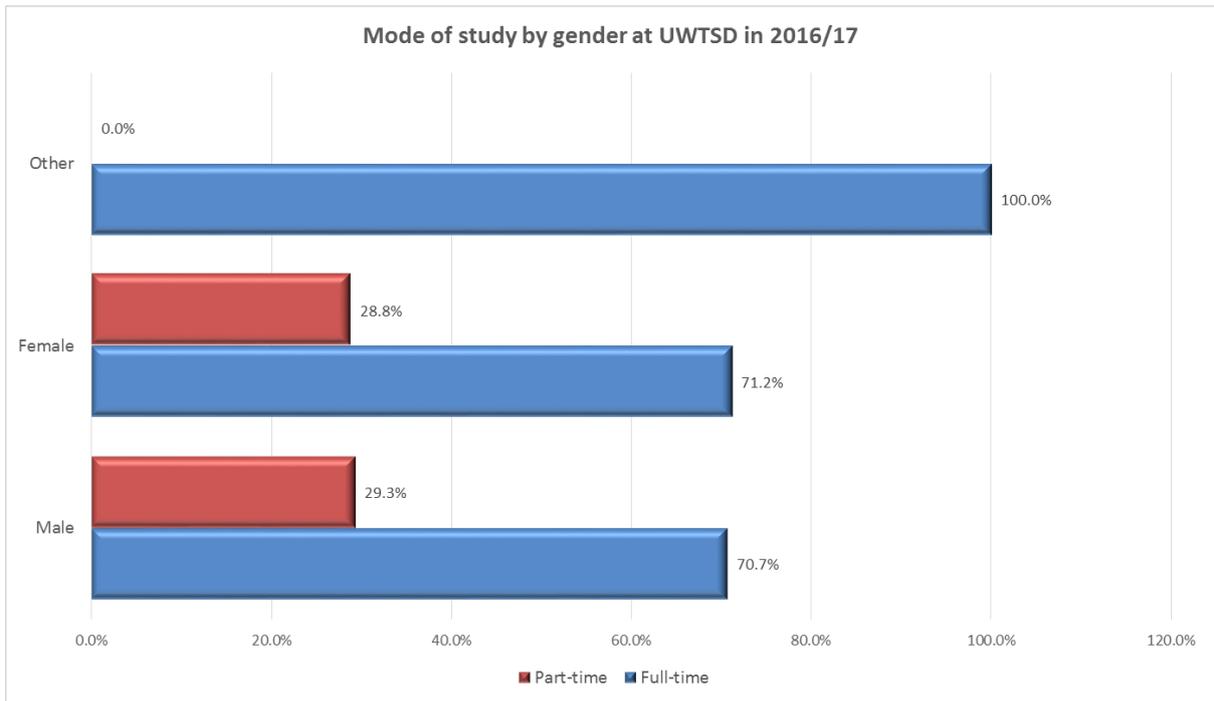


TABLE STU-7 Source: HESA

Table STU-8 consider the gender profile of degree outcomes in 2016/17. The data shows that female students are more likely to obtain Good Honours degrees than male students and less likely to obtain Lower Second Class Honours, Thirds and Pass degree outcomes. The UWTSD outcomes per degree outcome are, for each gender, in line with sector average data for Wales.

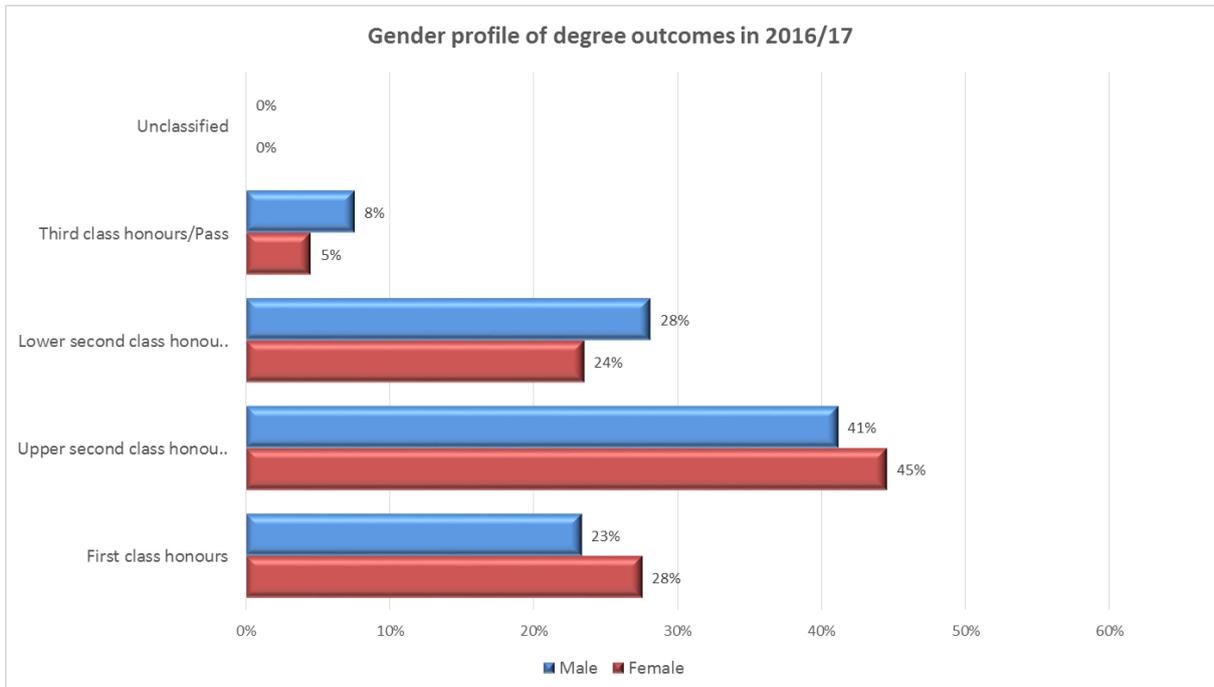


TABLE STU-8 Source: HESA

Attainment outcomes by gender and ethnicity are considered in section 4.2.4.

4.2.3 Age

The data in this section refers to the students' age on the start date of their studies. Please note that the data groups provided by HeidiPlus do not fully match the age groups used by the ECU in their Students Statistical Report 2017.

Table STU-9 shows the applications by age for 2016/17. Comparing this table with table STU-10, which gives the overall age profile for the institution, it is clear that students aged 24 and under are more likely to be admitted to the institution, but application and enrolment percentages for student cohorts aged 25 and over are in line with each other.

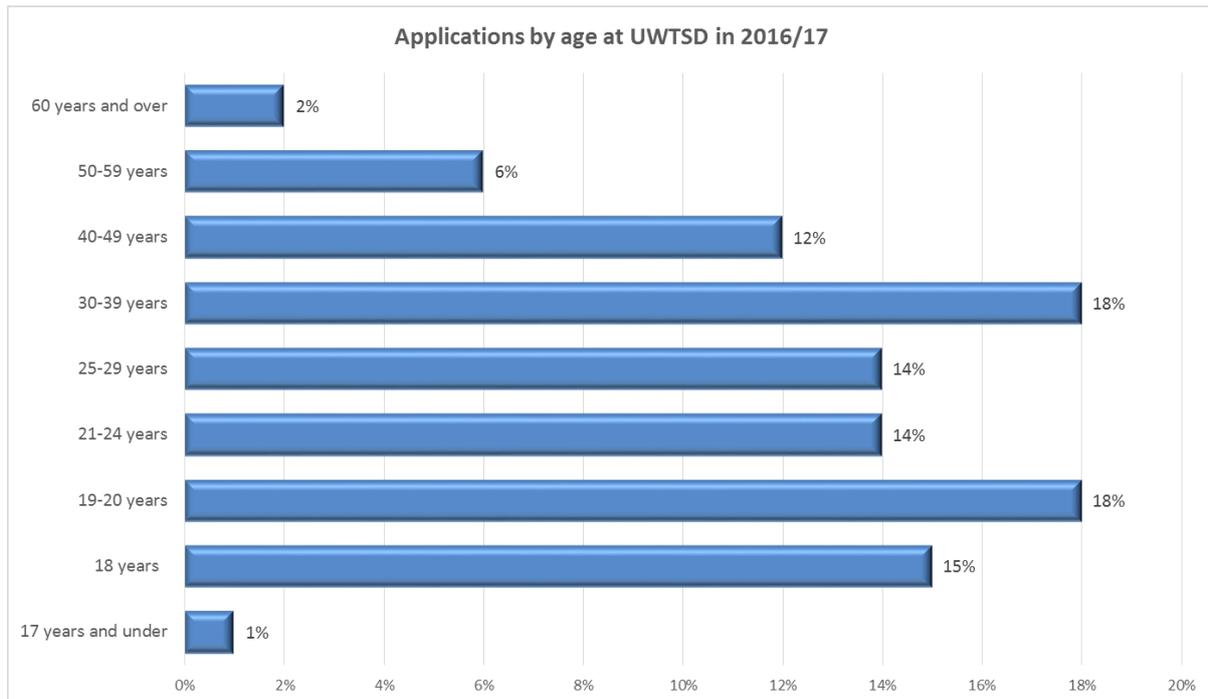


TABLE STU-9. Source: internal sources

Table STU-10 shows that 71% of all UWTSD students were 21 or older at the start of their studies, an increase of 5% compared to 2015/16. This is in contrast to the national trend where the proportion of mature students has fallen since 2003/4 and particularly since 2010/11. It is also a profile very different from the Welsh sector average age profile, with a significantly lower percentage aged under 21 at the commencement of their studies and significantly larger percentages aged over 30. The strong emphasis of UWTSD on continued professional development, upskilling, and lifelong learning explains this age profile.

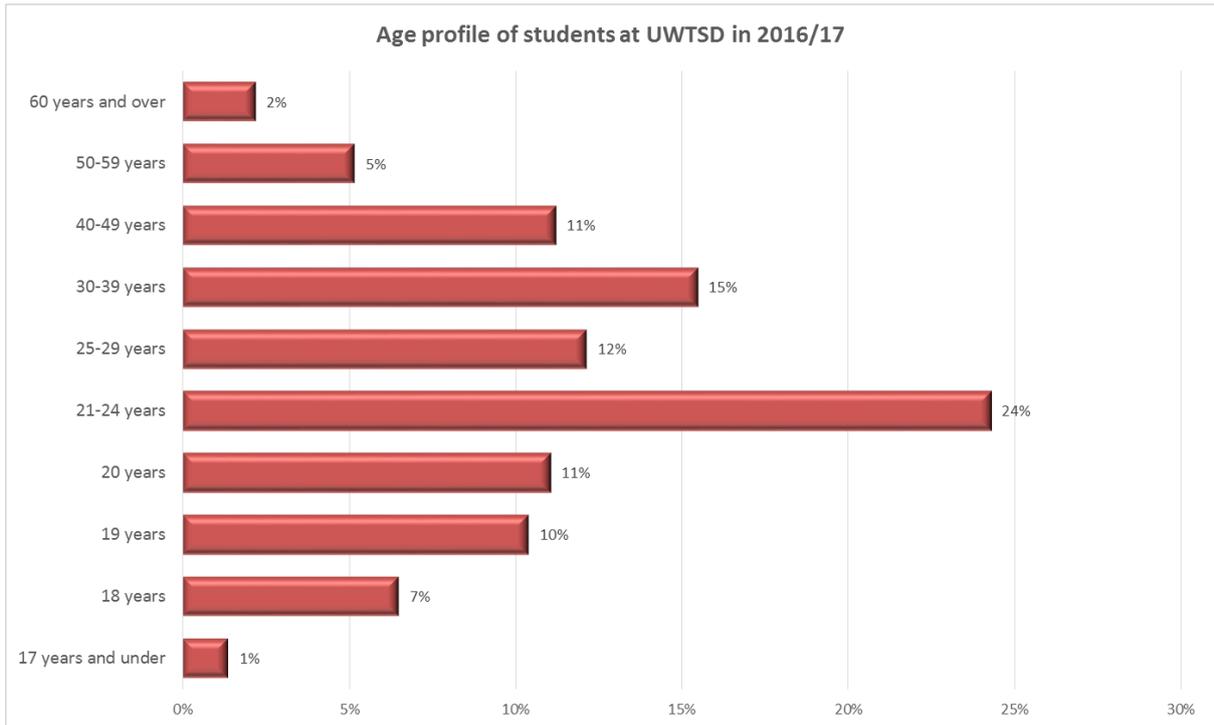


TABLE STU-10. Source: HESA

Table STU-11 shows that the age profile of all undergraduate students shows a very similar age distribution to that of the overall UWTSD age profile.

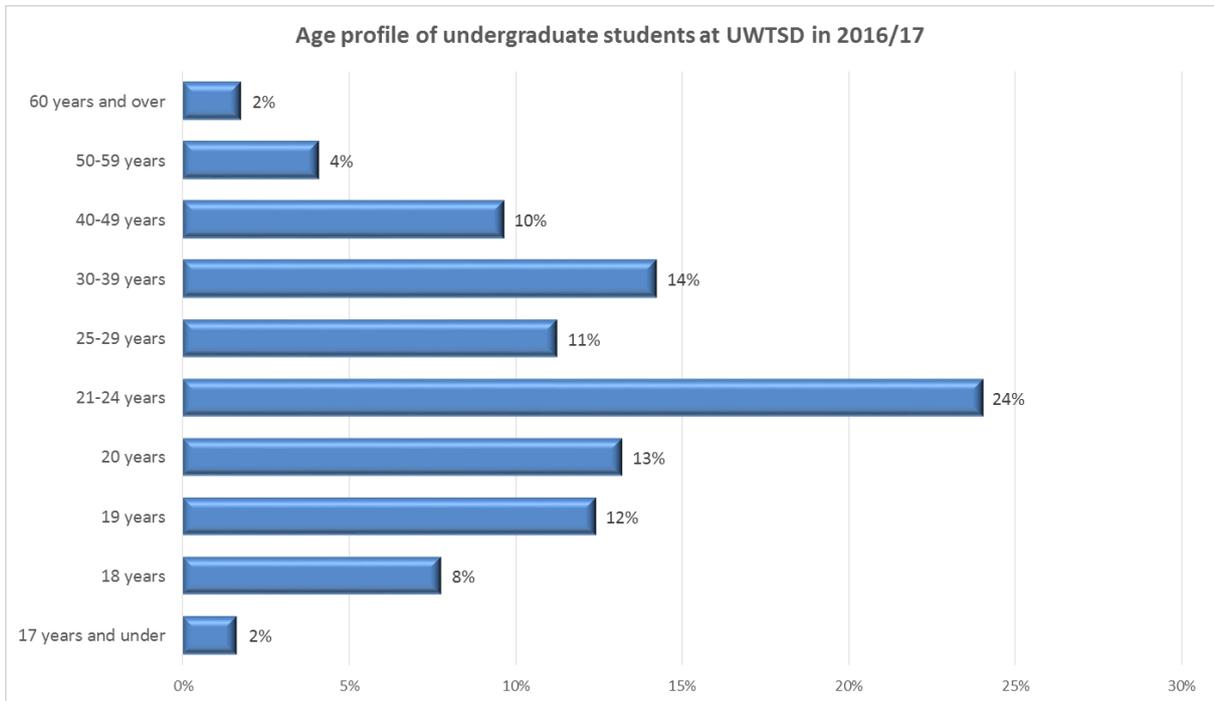


TABLE STU-11. Source: HESA

The relationship between age and mode of study is given below in table STU-12. The ECU's Student Statistical Report 2017 shows a clear correlation between age and mode of study and this is confirmed in this table where part-time students outnumber full-time students for all students aged 30 years and over at the start of their studies.

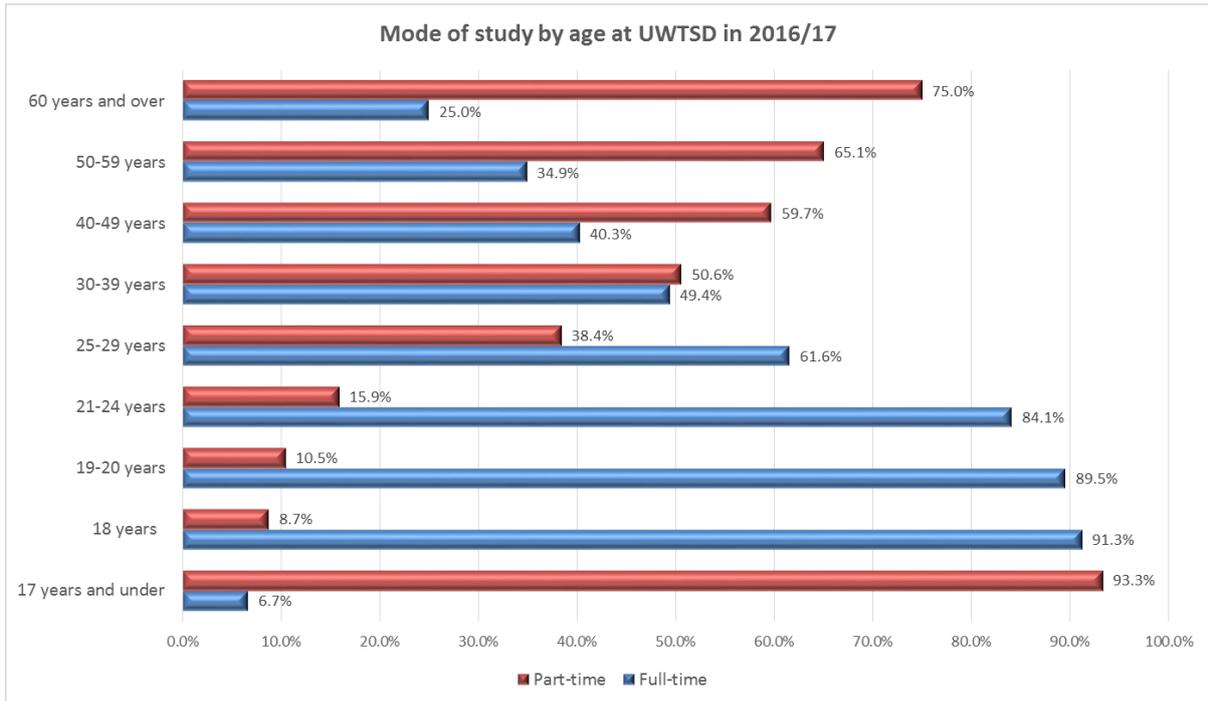


TABLE STU-12. Source: HESA

The age profile of First Degree outcomes is given in table STU-13. The data for students aged 40 years and over gives a more positive result than UK-wide findings: nationally, mature students have higher rates of receiving a degree class lower than a 2:1 and only 63.1% of those aged 36 and over obtaining a Good Honours degree. Within Wales this is on average 70.2%. The UWTSD data shows that for students aged 40-49 year old on entry this is 81% (close to the 83% average for 19-20 years old), for 50-59 year old students 88% and for those 60 years and over on entry 100%. The data confirms the overarching Welsh picture of lower performances for students aged 21-29 than other age groups.

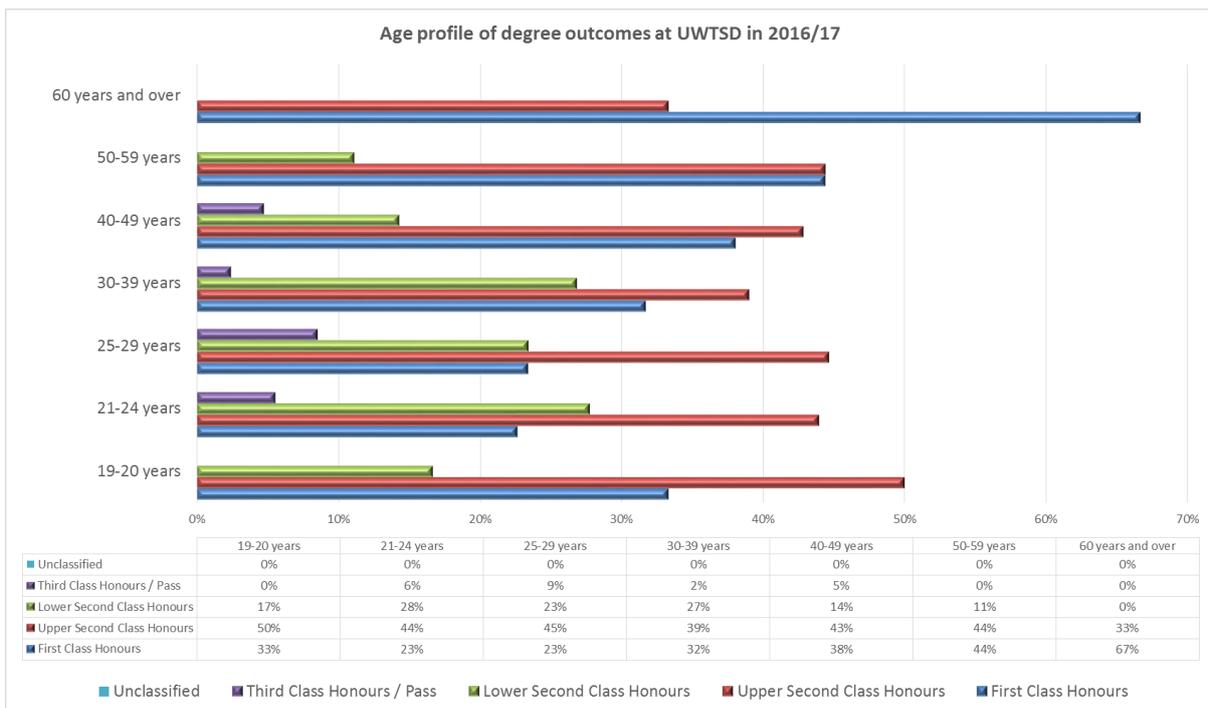


TABLE STU-13. Source: HESA

4.2.4 Ethnicity

Please note that the main categories in this section focus on UK-domiciled students; non-UK domiciled students are included in the Unknown/not Applicable category. Students are able not to disclose their ethnicity and data for those students can be found within the 'unknown' / 'not applicable' categories. The level of unknown / not applicable is much higher at application stage (29%) than at enrolment stage (9.8%). This makes it difficult to compare with accuracy the admission and enrolment data (see tables STU-14 & 15).

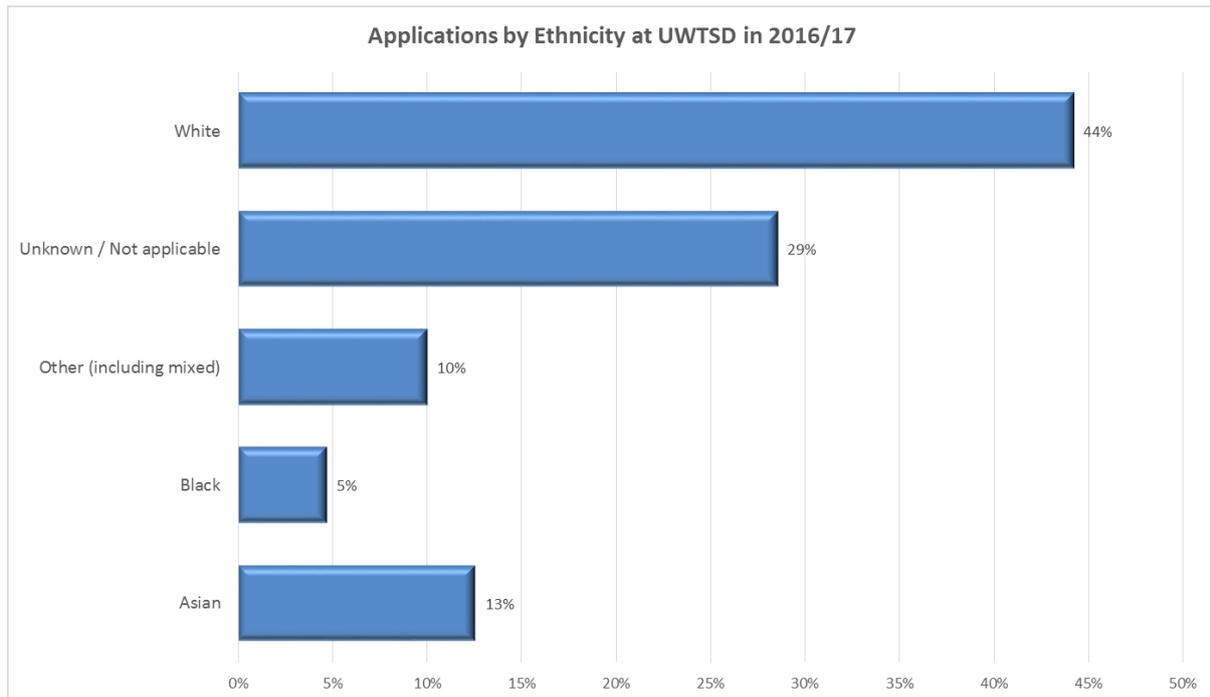


TABLE STU-14. Source: Internal Sources

The overall ethnicity profile for UWTSD shows is shown in table STU-15.

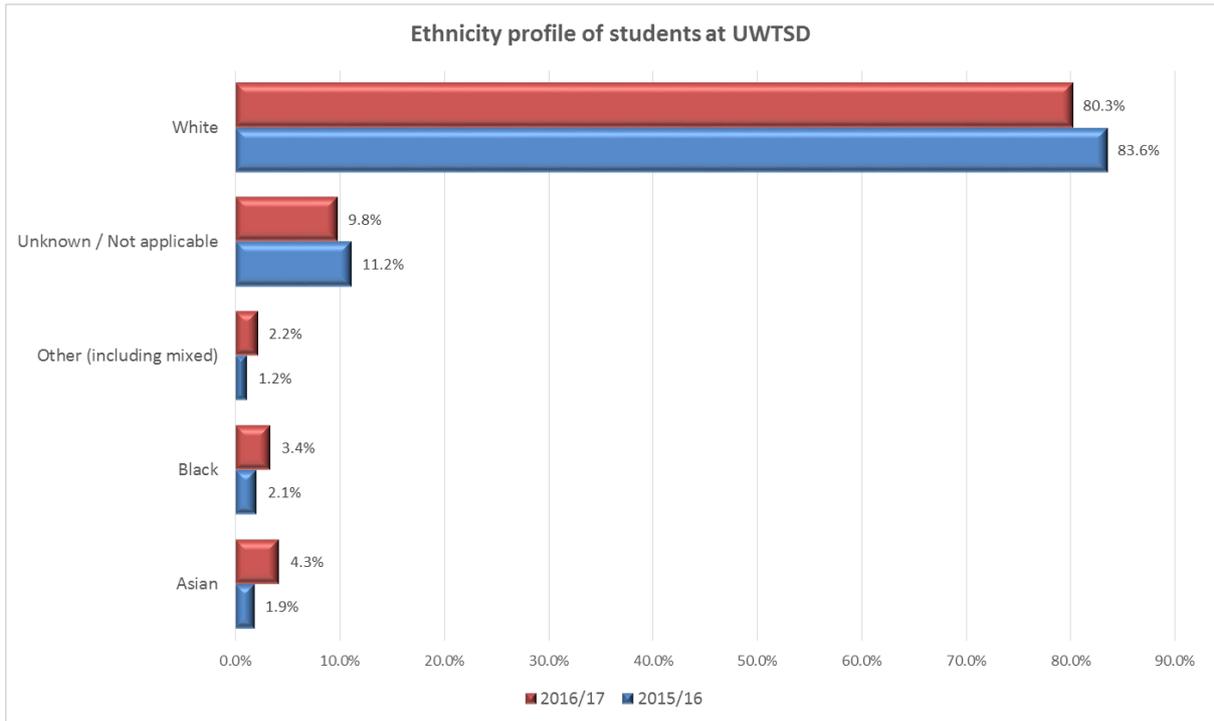


TABLE STU-15. Source: HESA

Comparison with 2014/15 and 2015/16 data shows that UWTSO has become more diverse over the past three academic years. Students within the white category decreased from 89.8% in 2014/15, to 83.6% in 2015/16, to 80.3% in 2016/17, below the Welsh average for 2016/17 of 90.7%. At the same time, the 'unknown / not applicable' category decreased from 11.2% to 9%. The BME total went from 5.8% in 2014/15 and 5.2% in 2015/16 to 9.9% in 2016/17. The BME total is slightly above the Welsh average of 9.3%. The clear increase in BME student numbers is the result of a strategic and focused approach to provide access to HE study for 'hard to reach' communities through the development of a number of employment focused CertHE programmes of study.

The results of this strategic approach can also be evidenced considering data relating to the type of degree studied by ethnicity (see table STU-16 and the percentages of students from BME backgrounds enrolled on 'Other Undergraduate' programmes of study).

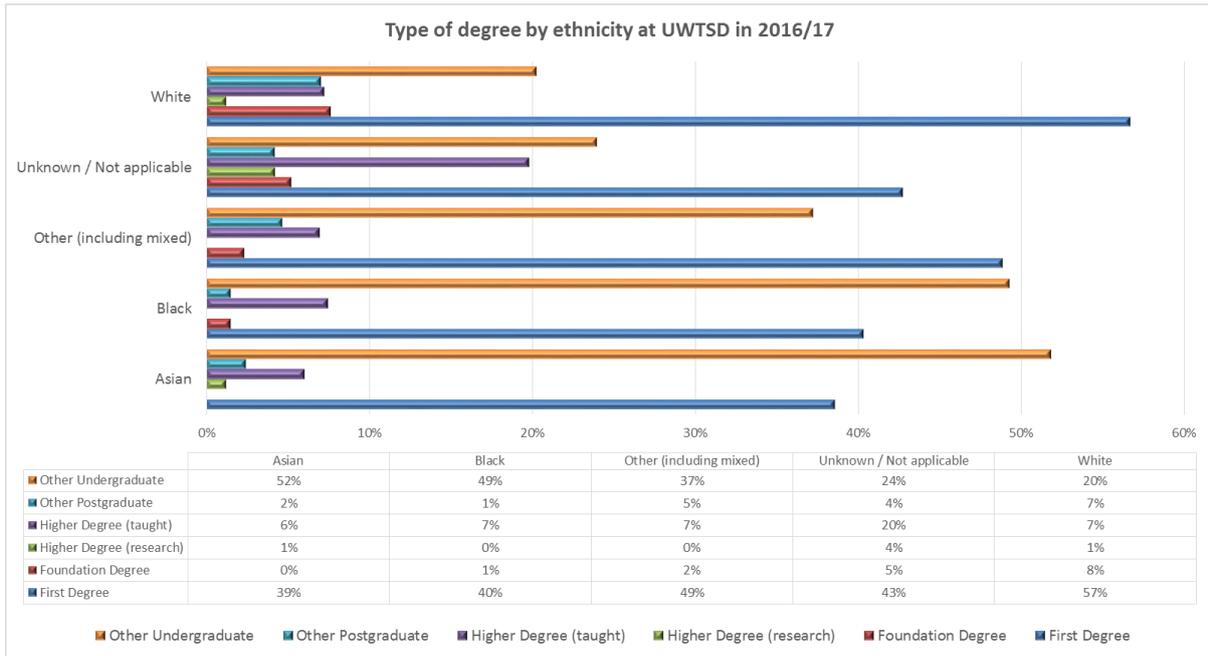


TABLE STU-16. Source: HESA

Tables STU-17 & 18 give the degree results by ethnicity and degree results by ethnicity and gender. The slight discrepancy between both tables can be explained by the rounding strategy used by HESA for data protection reasons. It is important to take into account the low numbers of BME students on First Degrees. Statistically, this makes it difficult to draw firm conclusions. However, with increasing BME numbers, performance in this area will be closely monitored.

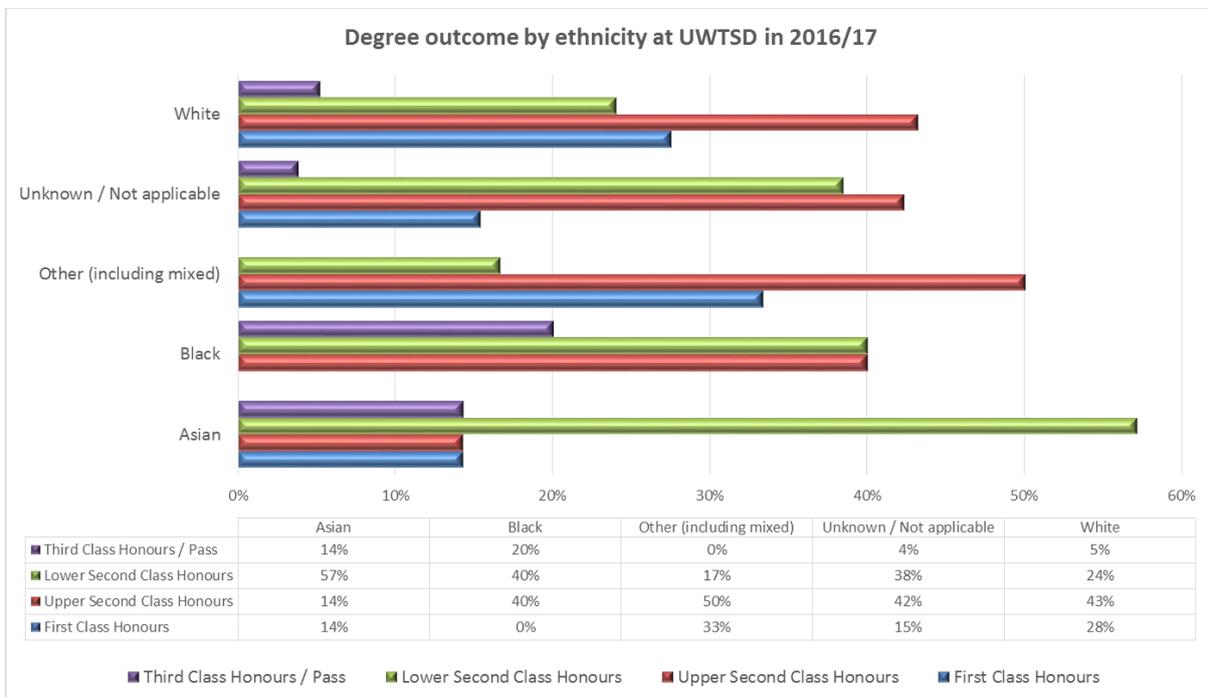


TABLE STU-17. Source HESA

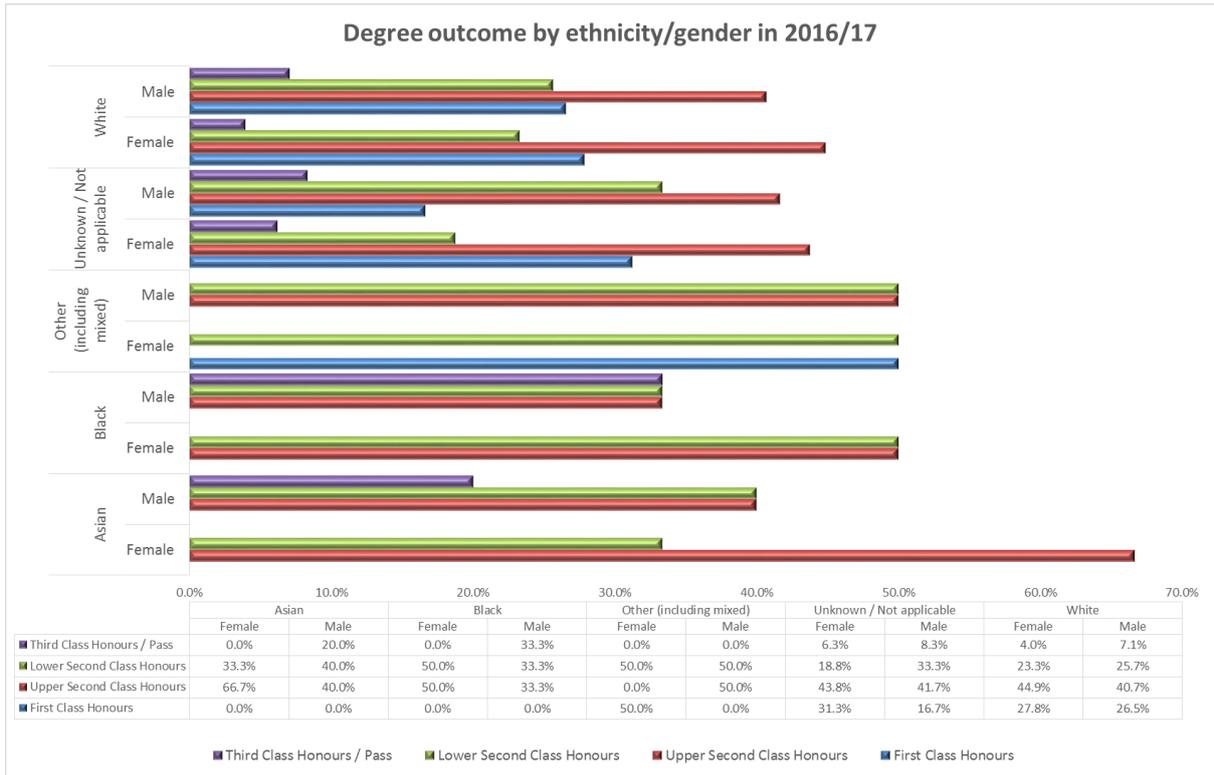


TABLE STU-18. Source: HESA

4.2.5 Disability

Application data for students with a declared disability show that 10.4% of students declare a disability as part of the application process. The percentage of declared disabilities increases to 17.7% for enrolled students (see tables STU-19 & 21).

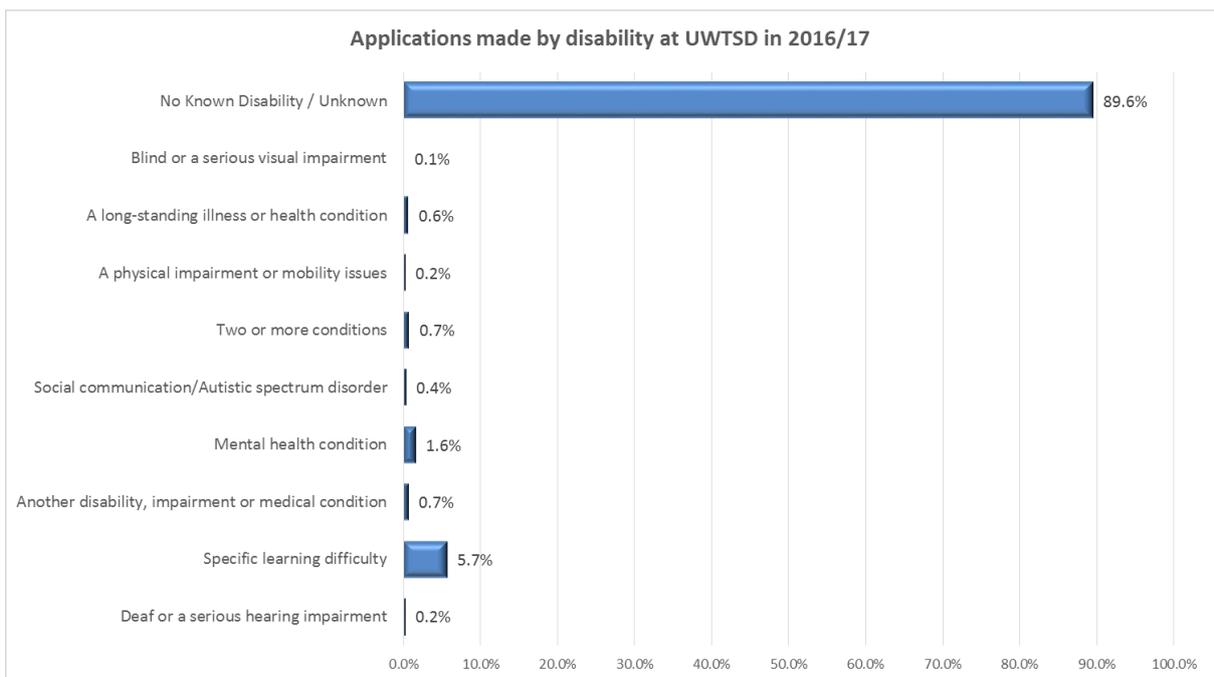


TABLE STU-19. Source: Internal sources

Table STU-20 details which disabilities / conditions / impairments are declared as part of the application stages. A comparison with disclosure data for enrolled students (table STU-22) shows that there is very little difference between the types of impairments made at application and enrolment stage.

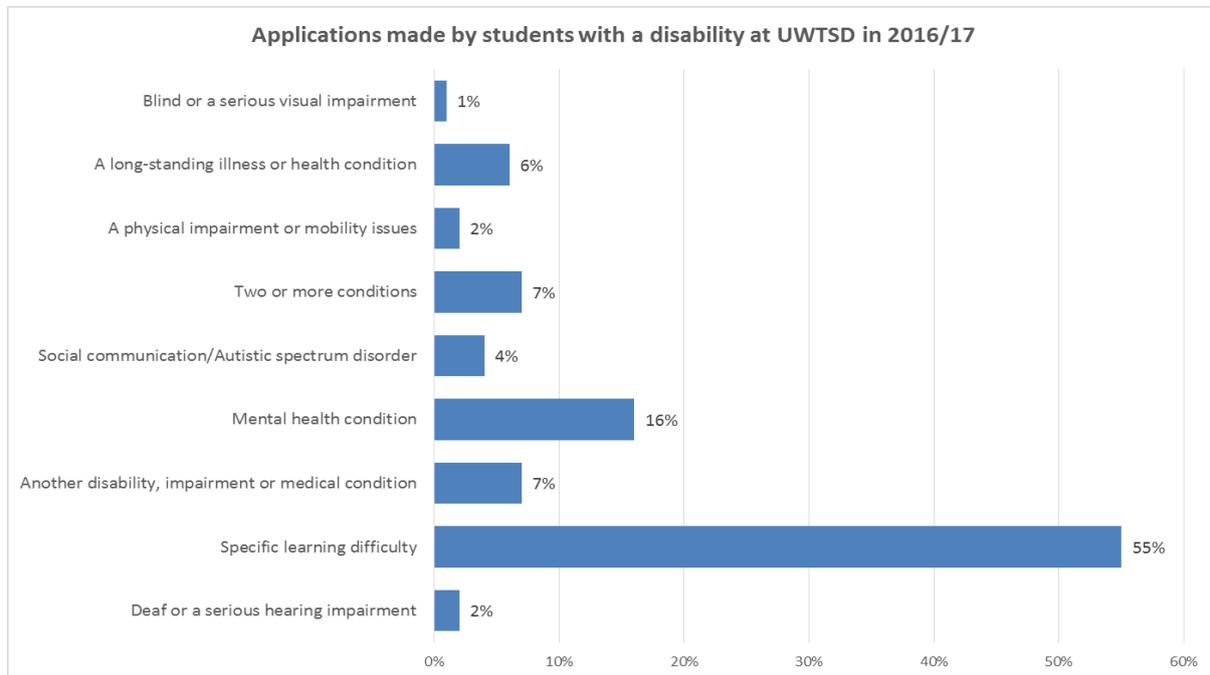


TABLE STU-20. Source: Internal sources

Table STU-21 shows that 17.7% of all students have a declared disability. This is well above the national average of 11.3% and the Wales average of 11.6%. 18.2% of full-time First Degree Undergraduate students were in receipt of DSA, 9.4% above the institution's benchmark.

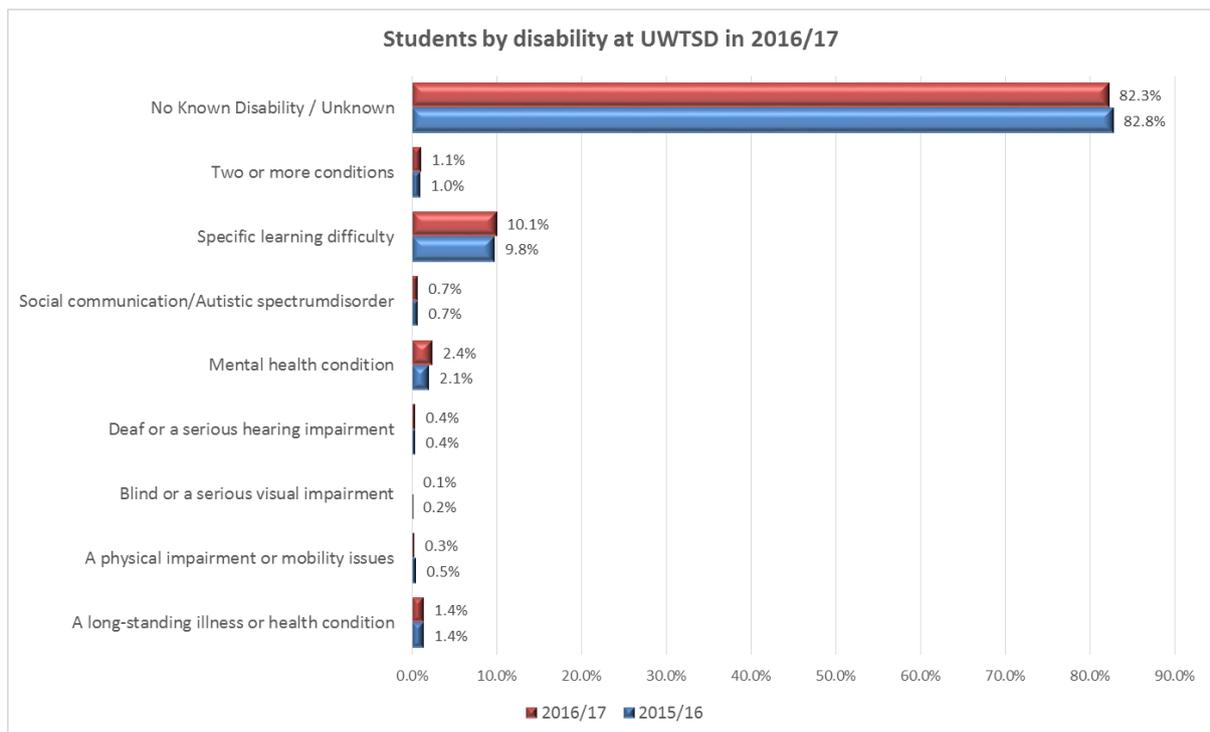


TABLE STU-21 Source HESA

Table STU-22 gives details of the impairment type of the 17.7% of students with a declared disability. In line with national statistics, a specific learning difficulty is the most commonly declared disability. 57% of UWTSD have declared a specific learning difficulty, compared to 44.1% nationally. Declaration of a mental health condition comes second, again in line with national statistics (14.4% ~ 17.5%) and a long standing illness or health condition third (8% ~ 9.9%). Disclosure of a mental health condition increased from 12% to 14%, an increase again in line with national trends.

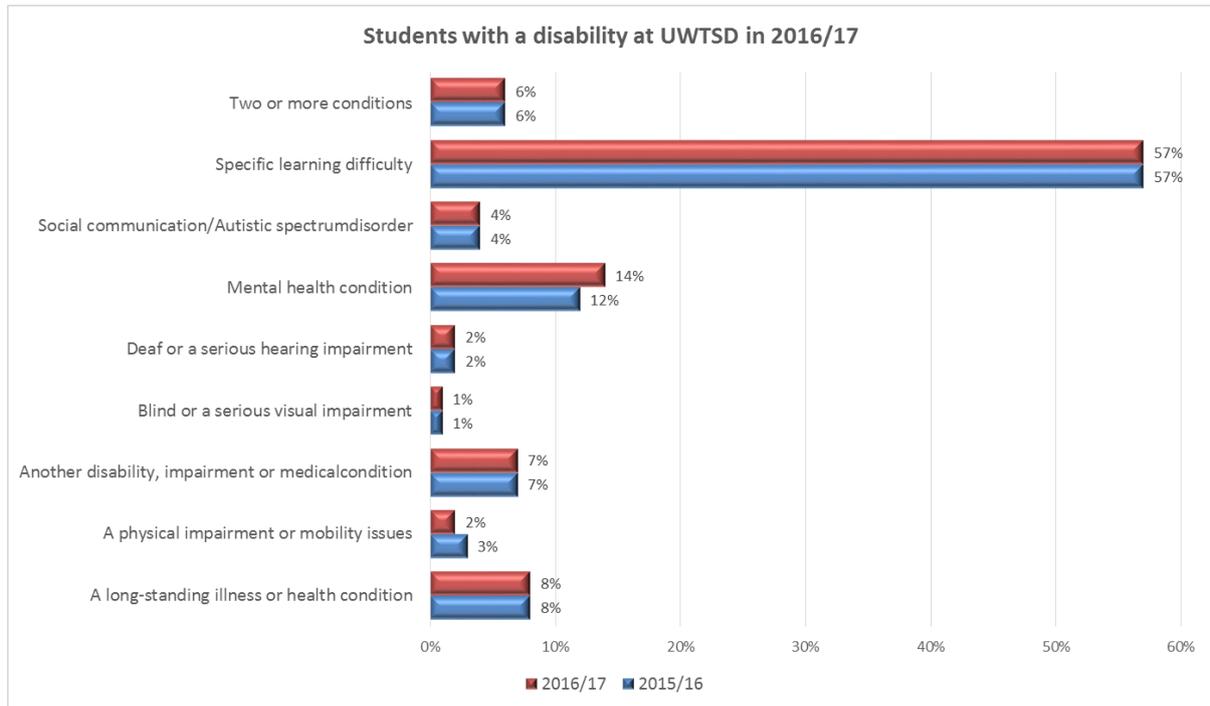


TABLE STU-22. Source HESA

Table STU-23 details the type of degrees studied by students with a declared disability. The pattern displayed here mirrors the national pattern of disclosure by type of degree. Declared disability data per subject is used within the institution to target and focus support.

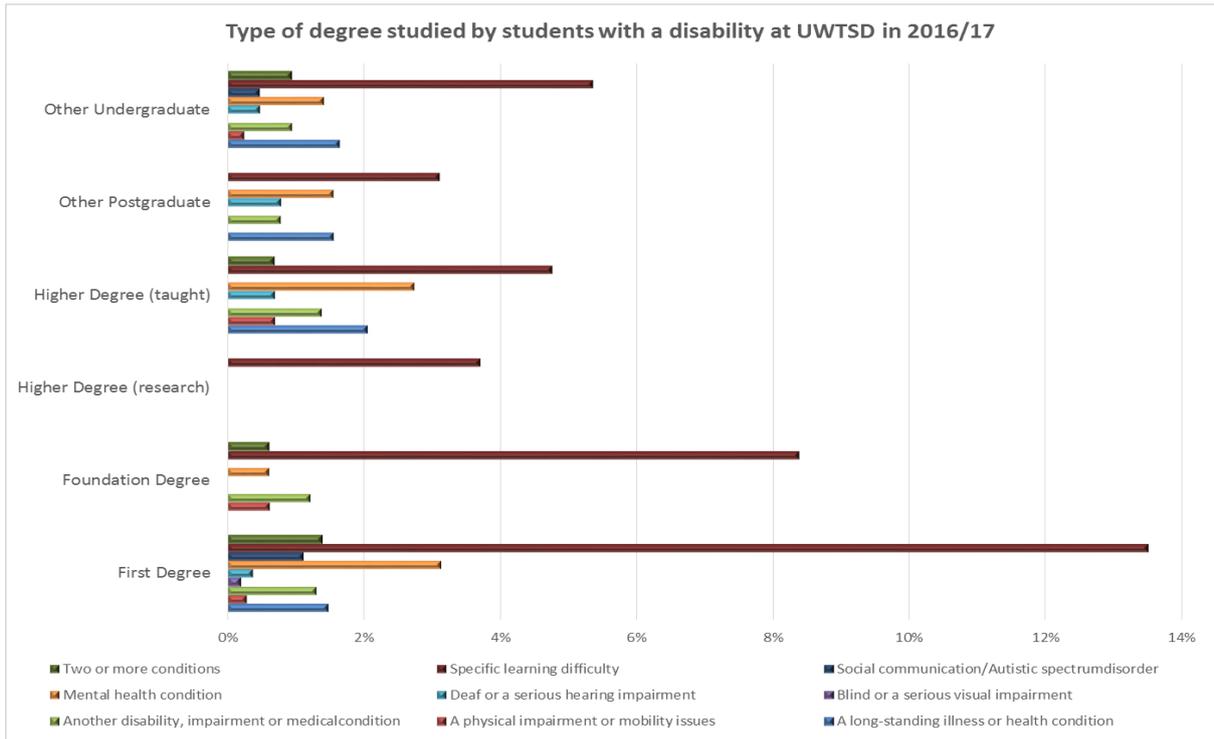


TABLE STU-23. Source: HESA

In contrast with the national picture, where part-time students are more likely to be disabled than full-time students (17% ~ 12.3%), at UWTSD 20.4% of all full-time students are disabled and 11.1% of all part-time students (see table STU-24).

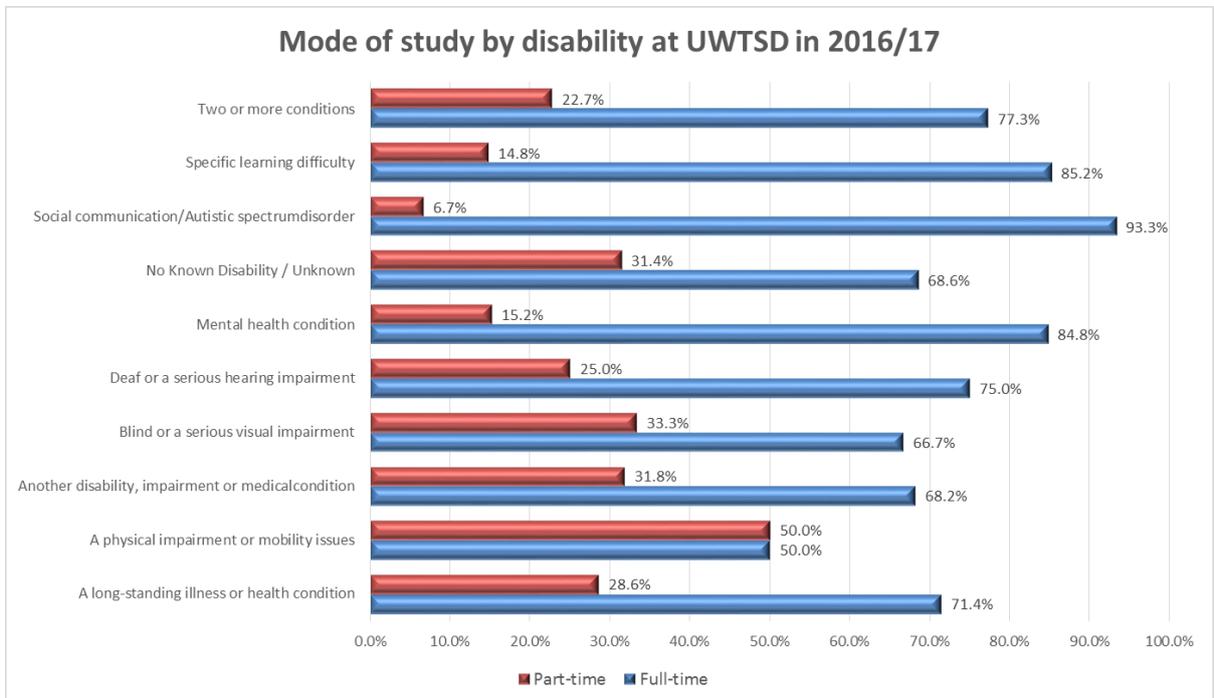


TABLE STU-24. Source: HESA

In relation to attainment (see table STU-25), 69% of students with no known disability obtain a Good Honours degree, which is below the national average of 73.4% and just below the Welsh average of 70.6%. 72% of students with a disability obtain a Good Honours degree

which is in line with the national average of 71.8%, well above the Welsh average of 67.9% and 3% above the UWTSD average for students with no known disability. Similarly, only 1% of disabled students obtains a Third Class or Pass degree, compared to 6% of students with no known disability. This also compares favourably with the Welsh average of 5.8% and UK average of 5.4% for students obtaining a Third Class or Pass degree.

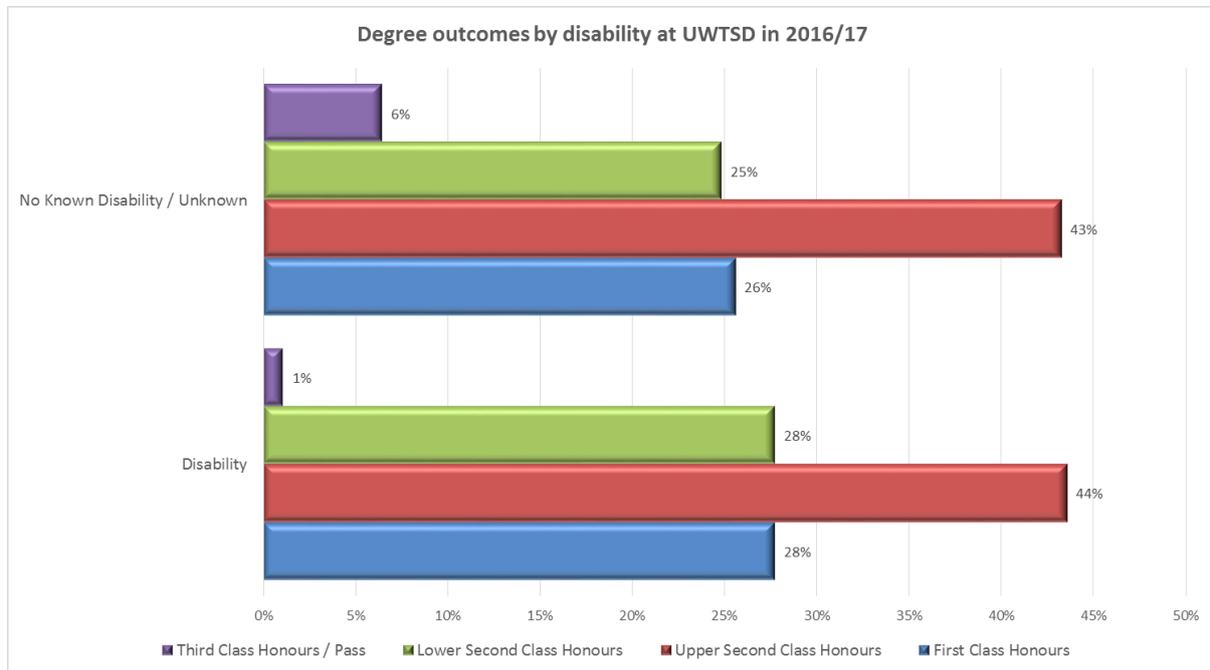


TABLE STU-25. Source: HESA

Good Honours rates, however, differ per disability status as detailed in table STU-26. Because of the low numbers associated with particular disabilities, please be aware in this table of the HESA rounding strategy for data protection reasons. For students with a specific learning difficulty 74% are obtaining a Good Honours degree, above the national average of 71.2%. 66% of students with a social communication of autistic spectre impairment obtain a Good Honours degree, just below the national average of 68.2%. A number of results are more below national averages. 60% of students disclosing two or more conditions obtained a good honours degree, 6.4% below the national average of 66.4%. For students with a mental health condition 70% obtained such a result, 4% below the national average; for students with a long standing illness or medical condition 66%, 8.4% below the national average of 74.4%.

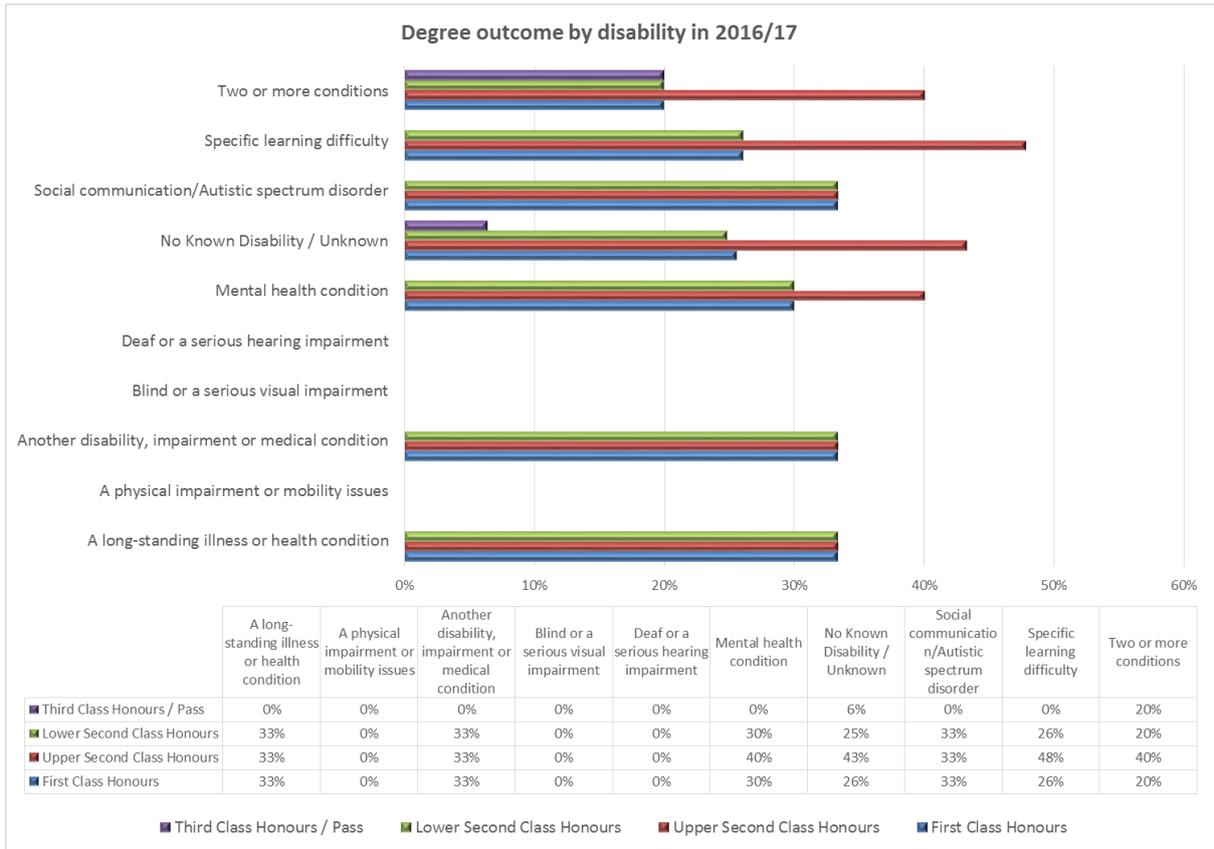


TABLE STU-26. Source HESA

4.2.6 Religion / Belief

In 2015/16 40.6% of students specified no religion; a figure that decreased to 36.5% for 2016/17 (see table STU-27). However, percentages for students choosing or refusing such information increased by 6.2%. For comments in relation to disclosure data, see section 4.2. The percentage of students identifying themselves as Christian decreased from 29.4% to 25.5%. On the other hand the percentage of students identifying themselves as Muslim increased from 2.7% to 3.7%.

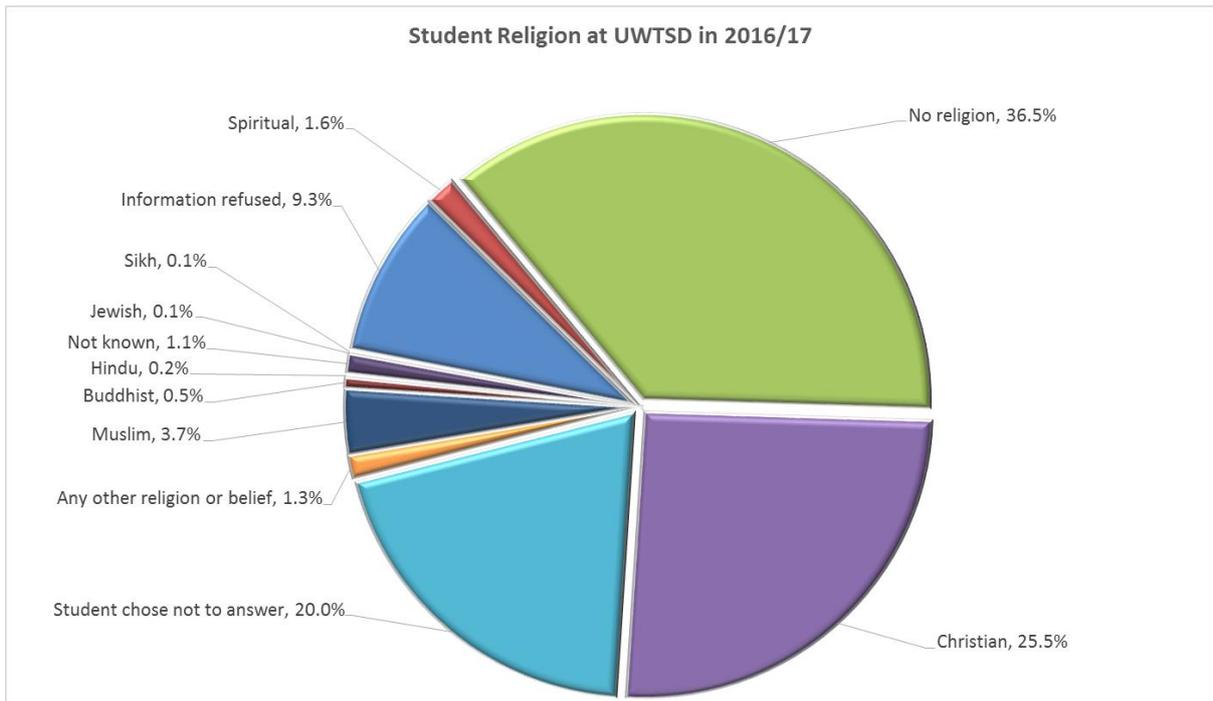


TABLE STU-27. Source: Internal sources

4.2.7 Sexual Orientation

61% of students cited heterosexual as their sexual orientation, which continues the downward trend since 2014/15 (2014/15: 81%, 2015/16: 68.3%). Information disclosed for all other sexual orientations has remained stable between 2015/16 and 2016/17. Disclosure rates have, however, fallen (see also section 4.2). 26.7% of students refused the information or left the information blank in 2015/16; in 2016/17 this had risen to 34.4%, an increase of 7.7%.

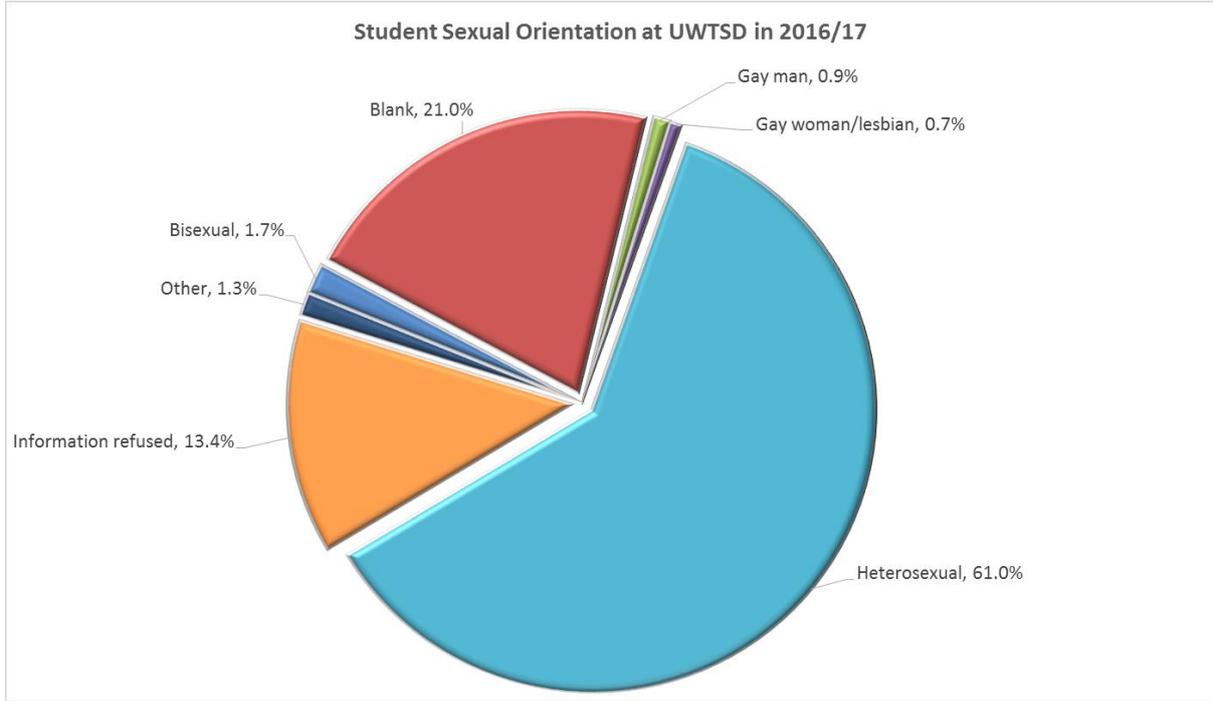


TABLE STU-28. Source: Internal sources

