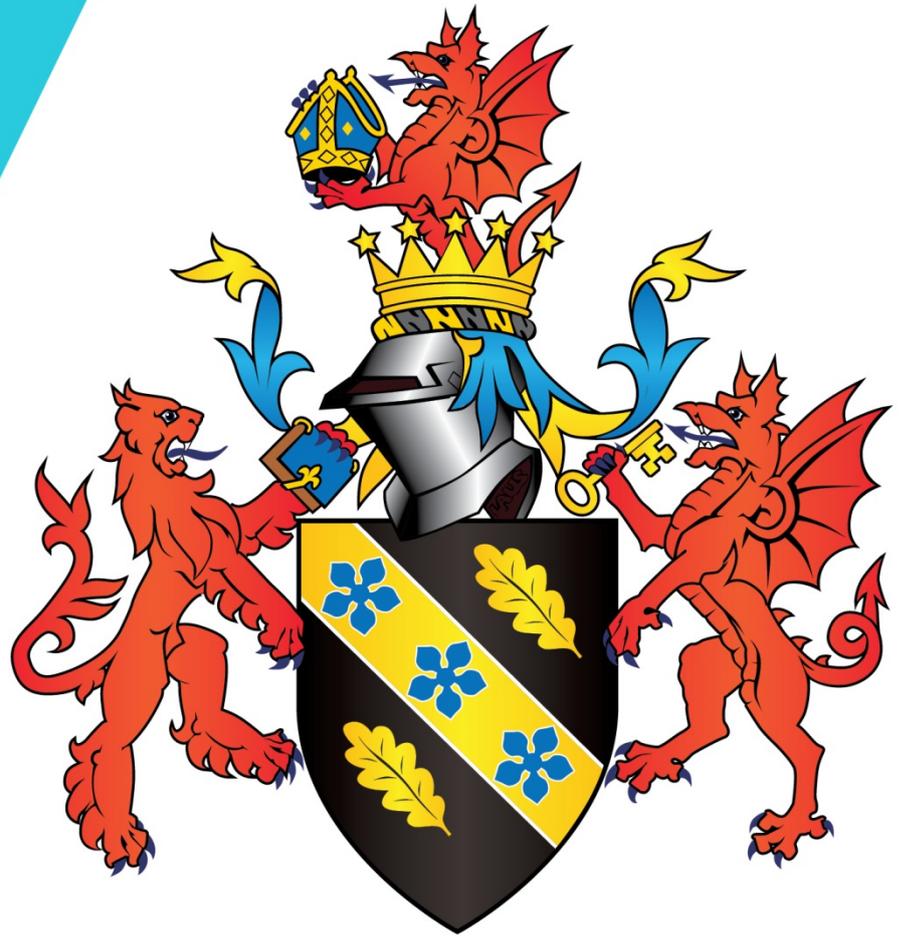




Prifysgol Cymru  
Y Drindod Dewi Sant  
University of Wales  
Trinity Saint David



# Annual Report: Equality and Diversity 2017/18

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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

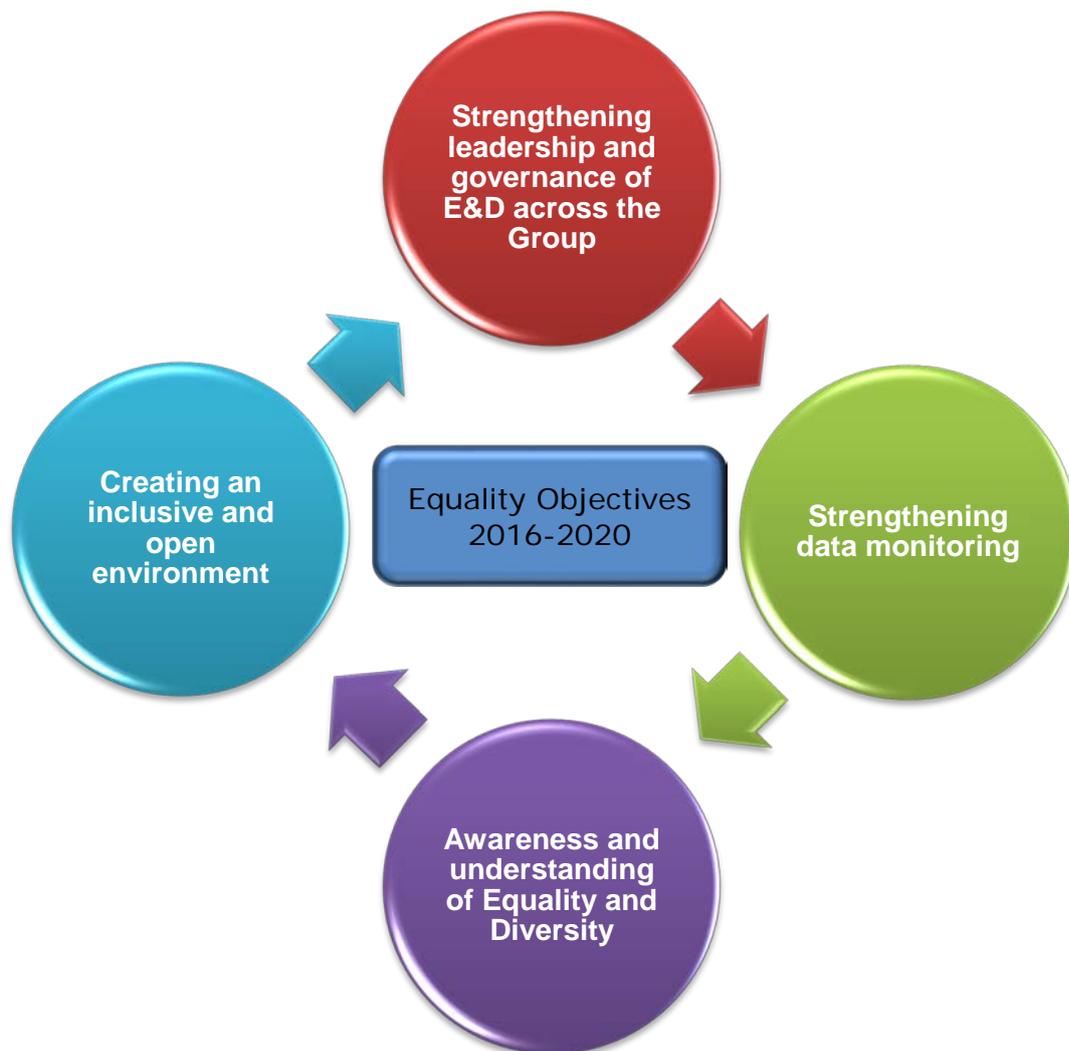
The University developed a Group Strategic Equality Plan (SEP) during the academic year 2015/16 for the period 2016 – 2020 which includes our dual sector partners and underpins our commitment to promoting equality of opportunity and identifying and addressing barriers to participation.

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 2017/18

A subset of objectives were identified as being the priority areas and progress towards the attainment of those objectives in 2017/18 was assessed by the Equalities Committee and the UWTSD dual-sector senior management team.

Priorities were set in the light of the Equality and Human Rights Commission (EHRC) targets for Wales and EHRC priorities for Higher Education Institutions in Wales as well as 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

#### Progress made against the identified areas of priority.

##### 1. Improve awareness and understanding of Equality and Diversity

- Compulsory equality and diversity training has been introduced for all staff;
- Compulsory equality and diversity focused training has been introduced for all new students which has included consent and bystander training;
- Additionally, equality and diversity focused resources have been made available to students through the student portal. These cover issues such as 'consent'.
- Inclusive teaching resources have been developed which will be introduced within all learning and teaching in 2018/19;
- Equality and diversity has been fully embedded within programme validation processes;
- Equality and diversity enhanced in the learning and teaching of a number of disciplines (e.g. Film & TV students, in line with the Faculty's Diversity Manifesto, must demonstrate in all their productions that they have worked to increase the number of under-represented groups in film, in relation to story, demographics and personnel. The ethically charged and engaged approach will ensure that students will be better placed to service the needs of a changing industry).
- Increased participation in a number of national and local equality and diversity focused events (see priority area 5 for a number of examples).

##### 2. Strengthen data monitoring

- Data monitoring has been strengthened across staff and student data;
- Enhanced monitoring of progression, attainment and outcomes as well as satisfaction levels in relation to a number of key gender, age, ethnicity, disability;
- All data is sector benchmarked to allow for sector comparison;
- Additional Equality and Diversity focused targets have been included within our Fee and Access Plan.

##### 3. Develop pay different objectives to tackle pay gaps where identified

- An equal pay audit has been carried out;

##### 4. Recruitment and employment of disabled people

- The University has achieved disability confident committed status.

## 5. Steps to tackle violence against women

- A cross-institutional women's network has been set up and meets regularly on all main campuses;
- The University takes part in the Aurora programme for women aspiring to leadership positions.
- Latest sector guidance in relation to sexual assault has been embedded within the student facing policy framework;
- Consent information included on the new student advice and help hub;
- Consent and generic equality and diversity focused workshop embedded within induction processes for new students;
- Eversheds training events organised for staff supporting the student-facing policy framework (e.g. investigators, panel members and chairs of panels, minute takers). The training covered incidents of sexual assault;
- The University has participated fully in a number of national / international events such as Women's History month, International Women's day, and the celebration of the centenary of the vote for women.

## 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 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 2017/18 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 2018* as appropriate.

The staff data in this report covers UWTSD staff and the approximately 100 members of staff from CSG that teach on HE programmes of study.

In 2017/18 UWTSD employed a total of 1,500 staff, of which 50% were academic and 50% were non-academic.

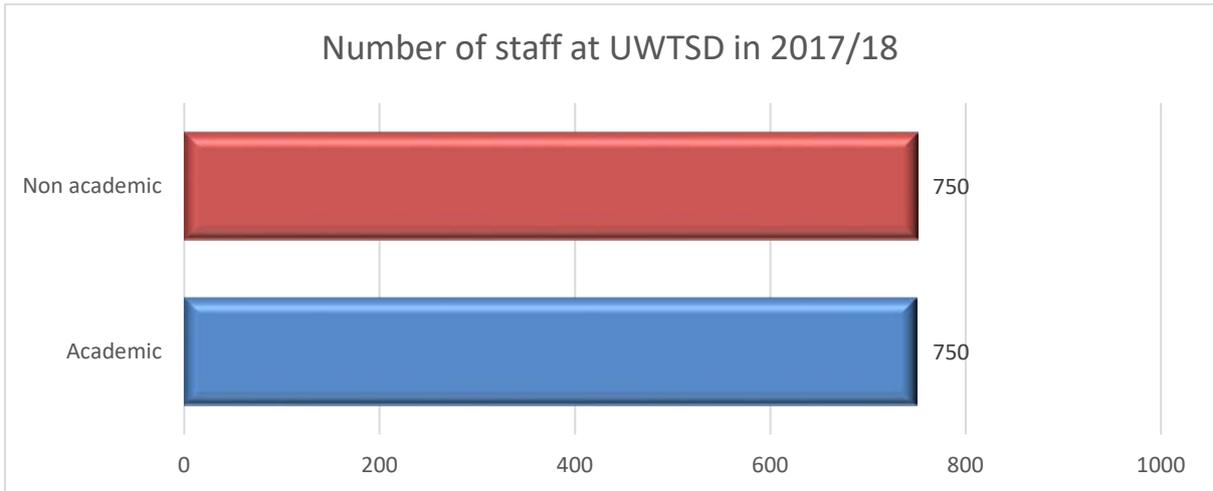


TABLE STF-1; Source: HESA

88% of staff are employed at UWTSD on an open-ended / permanent contract compared to 12% on a fixed-term contract. This represents a 3% increase in the proportion of staff on an open-ended / permanent contract compared to the 2016/17 result with an associated decrease in the proportion of staff on a fixed term contract. It represents a 5% increase in the proportion of staff on an open-ended / permanent contract since 2015/16.

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 (88% ~ 76.1%). UWTSD has a higher proportion of academic staff employed on open-ended/ permanent contracts in comparison with the UK figure (89% ~ 66.2%).

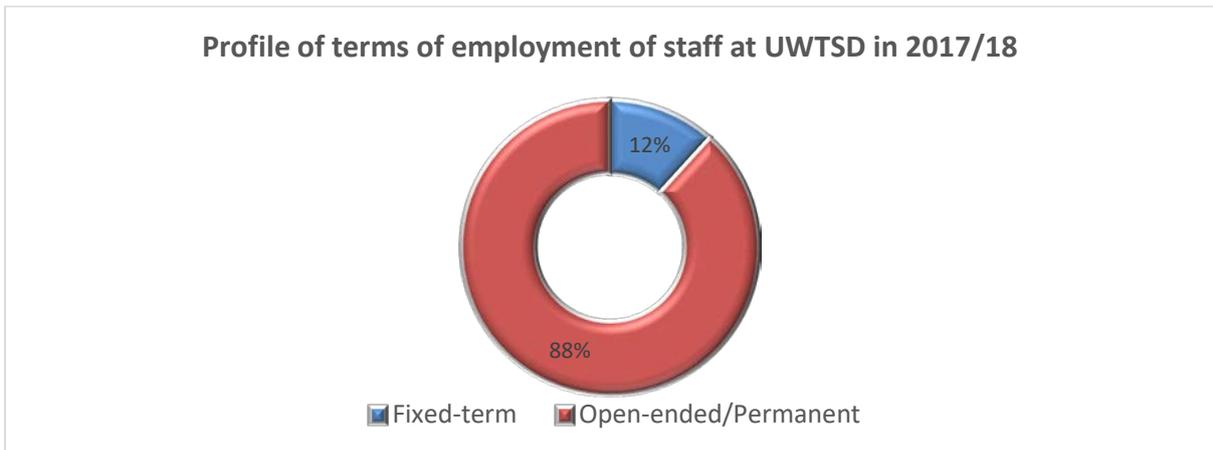


TABLE STF-2; Source: HESA

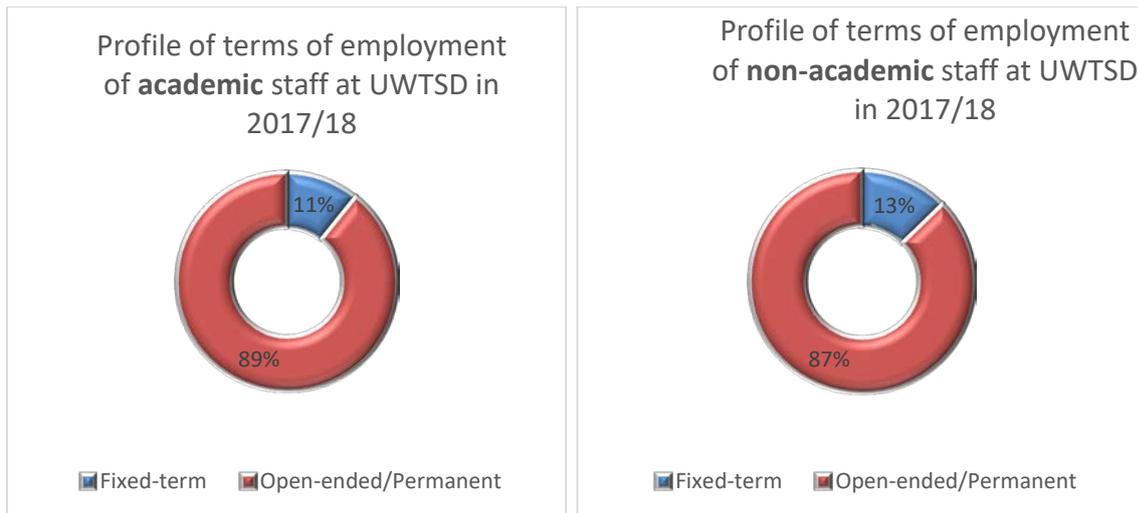


TABLE STF-3 and TABLE STF-4; Source: HESA

### Mode of Employment

The mode of employment of staff at UWTSD is proportionately 51.6% full-time and 48.3% part-time. The 2017/18 percentages are very similar to those in 2016/17. By way of comparison the UK figure is 67.7% full-time and 32.3% part-time.

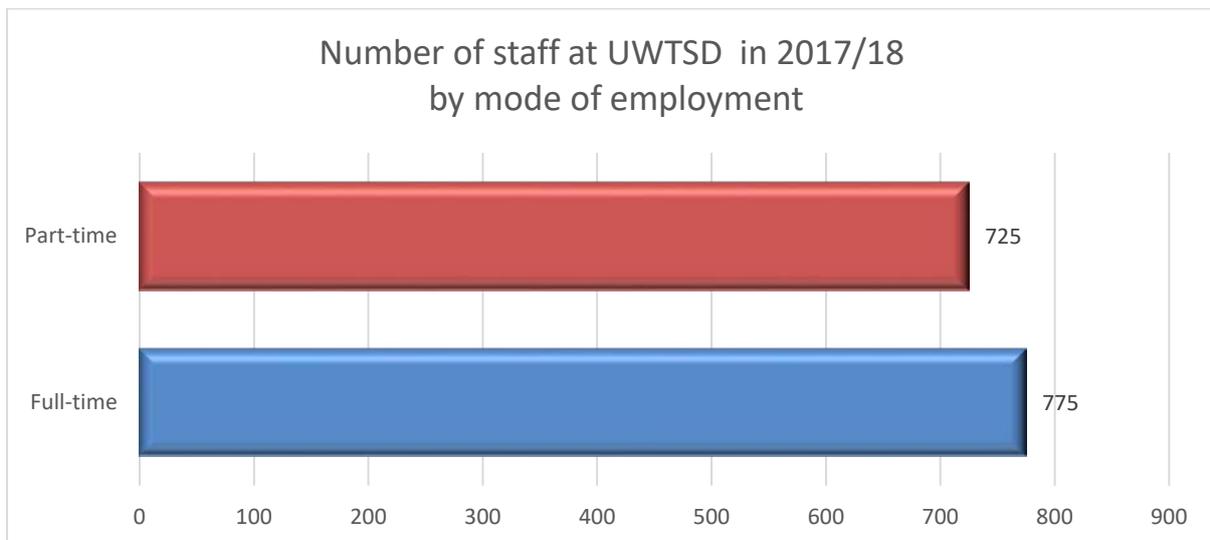


TABLE STF-5; Source: HESA

The gender profile of staff by mode of employment shows that 61.4% of male staff are full-time whilst 44.5% of female staff are full-time. This is lower than the UK figures of 77.1% of male staff in full-time employment and 59.8% of women in full-time employment.

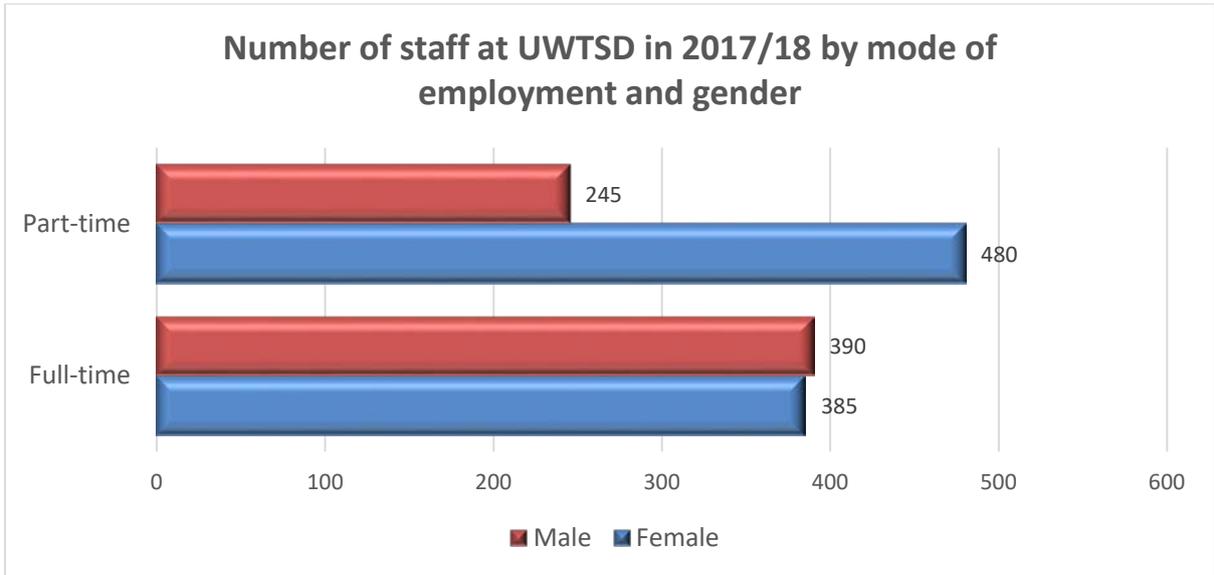


TABLE STF-6; Source: HESA

### Salary

The breakdown of UWTSD staff based on contract salary range<sup>1</sup> in 2017/18 shows a similar pattern to the 2016/17 figures where the most populated is salary range 4, which represents 41% of the total staff.

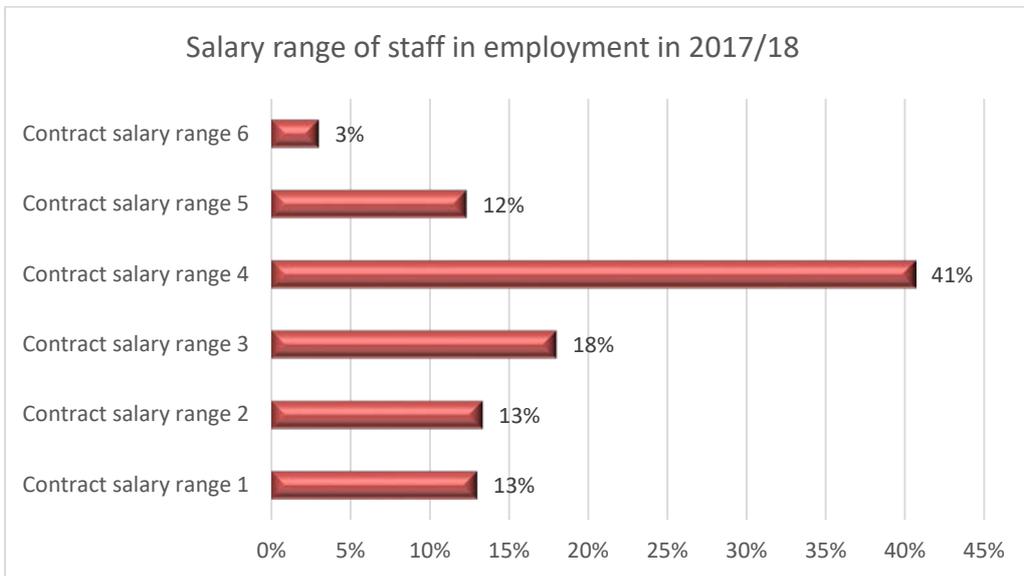


TABLE STF-7; Source: HESA

<sup>1</sup> 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).

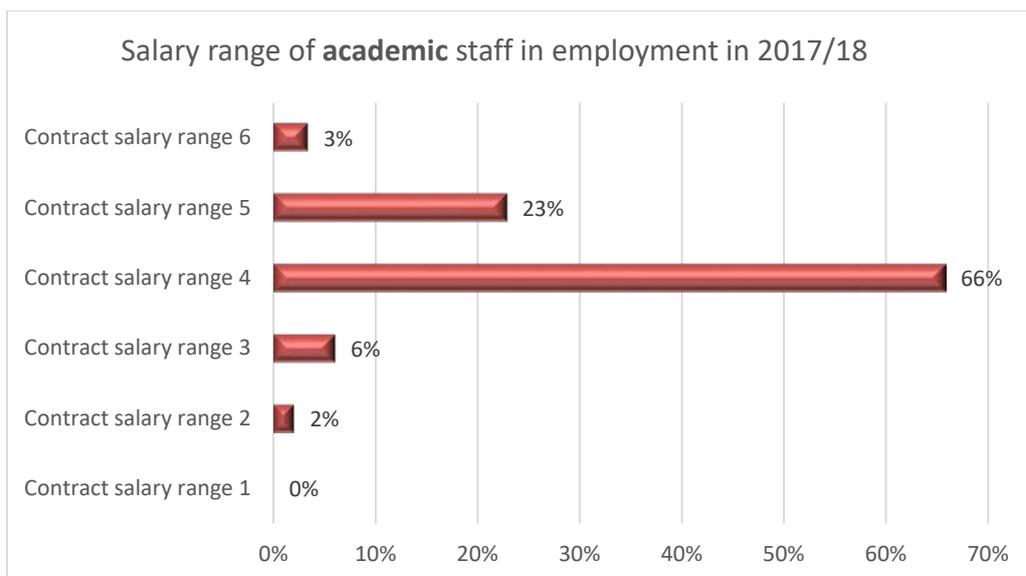


TABLE STF-8; Source: HESA

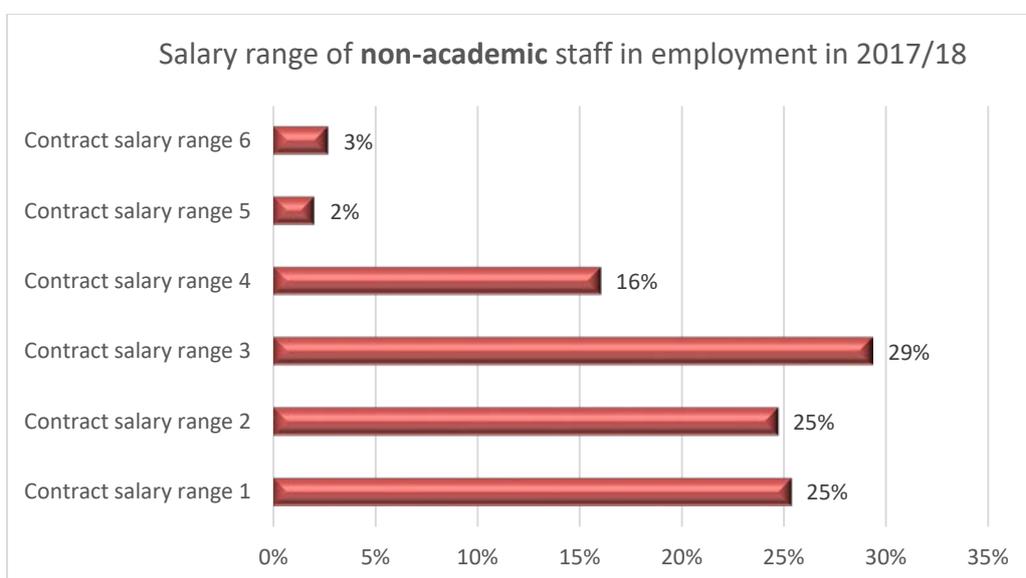


TABLE STF-9; Source: HESA

### 4.1.1 Gender

In 2017/18 the gender breakdown of UWSTD staff is 58% female and 42% male, which is in line with the results of the last two years. The overall gender profile of UWSTD is broadly in line with the overall profile of staff working in higher education in the UK (54.2% female and 45.8% male) and in Wales (54.6% female and 45.4% male). The proportion of female academic staff to male academic staff at UWSTD at 56% female and 46% male is higher than the UK figure of 45.7% and 54.3% respectively.

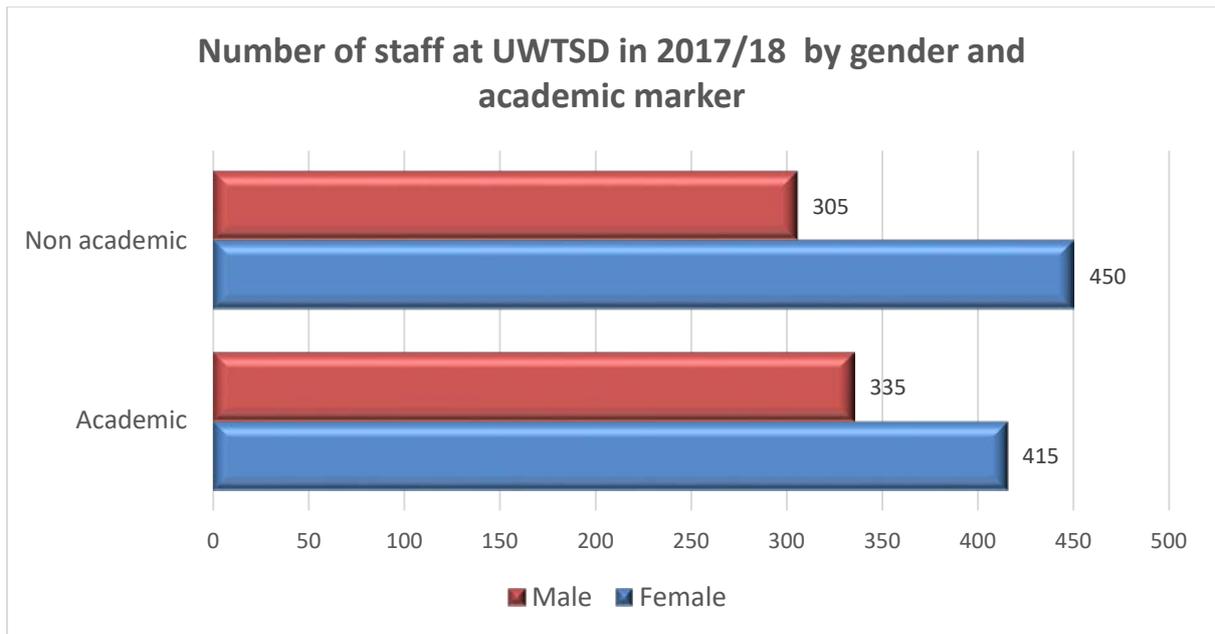


TABLE STF-10; Source: HESA

#### 4.1.2 Age

The 2017/18 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 and 38% in 2017/18. The proportion of UWTSD staff within the 51 years and over categories is higher than both the UK figure of 29.7% and the Wales figure of 29.6%. Within the academic staff the proportion in the 51 years and over category is 45% compared to the UK figure of 30.4%. The percentage of staff under 30 years of age is 14% which is broadly in line with the Wales figure of 15.7% and the UK figure of 16.7%.

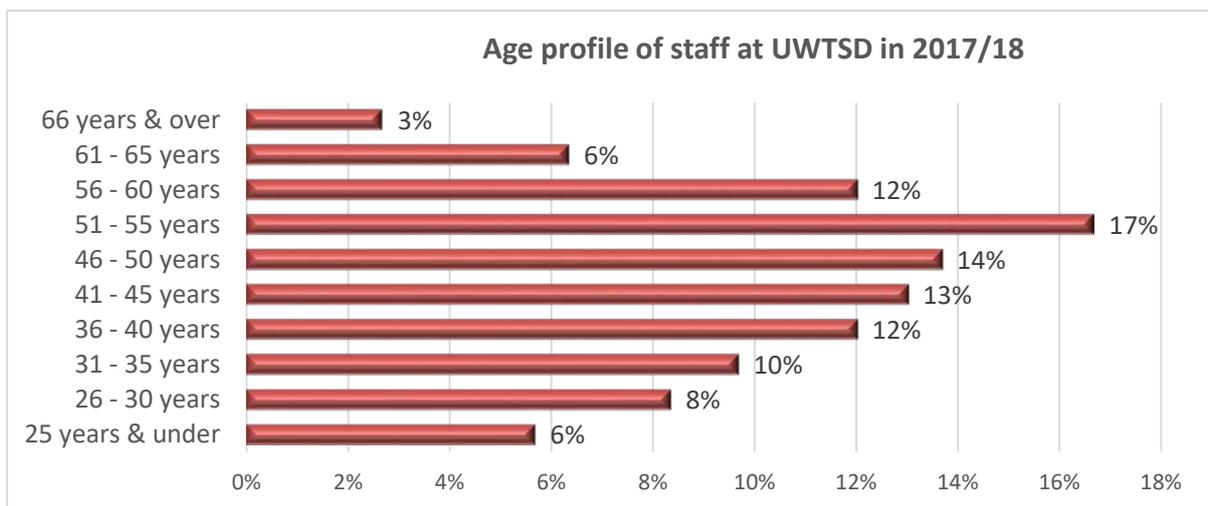


TABLE STF-11; Source: HESA

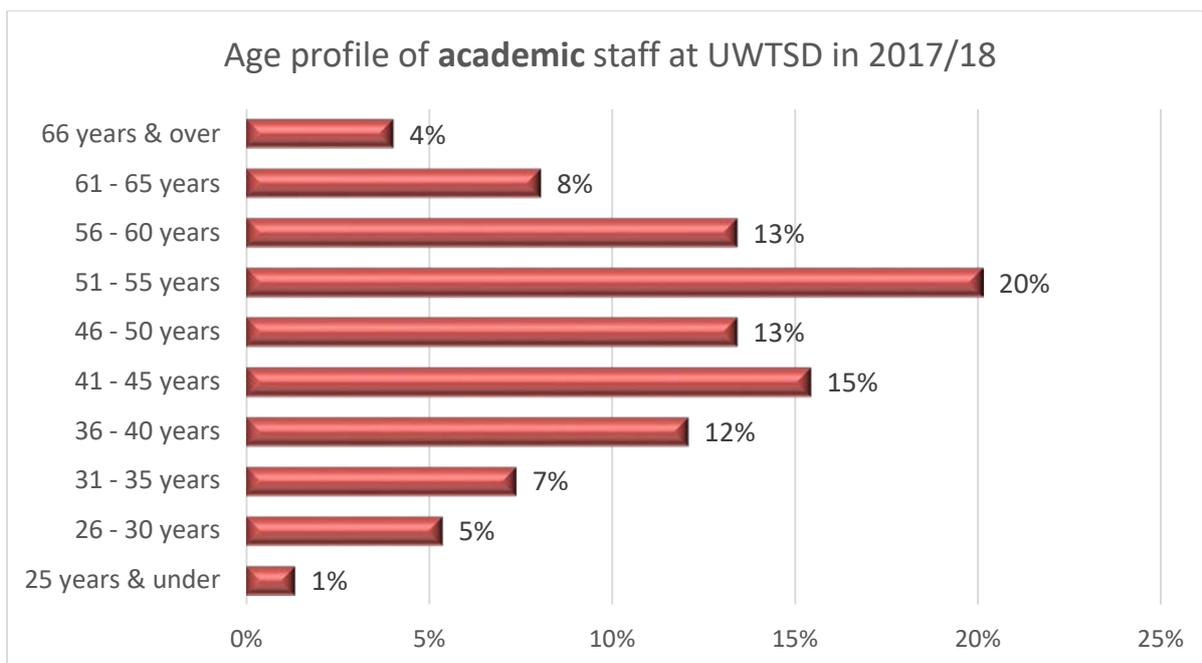


TABLE STF-12; Source: HESA

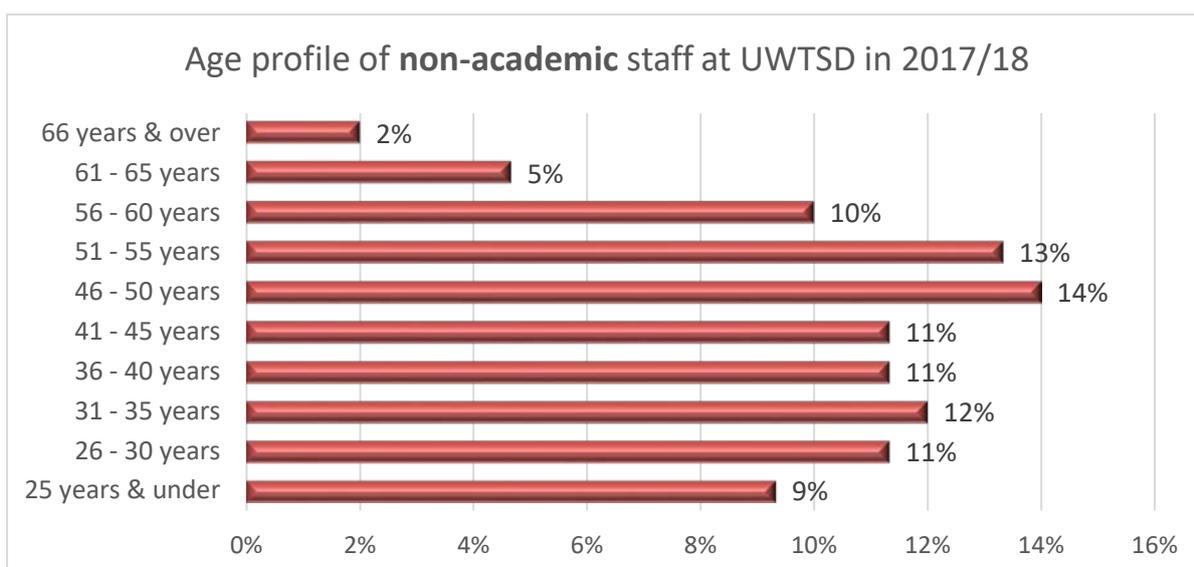


TABLE STF-13; Source: HESA

#### 4.1.3 Ethnicity

In 2017/18 93% of UWTSD staff declared their ethnicity (1,395 out of 1,500). Of the 85% that declared this 95% declared 'white' as their ethnicity. The percentages for academic and non-academic are 92% and 97% respectively.

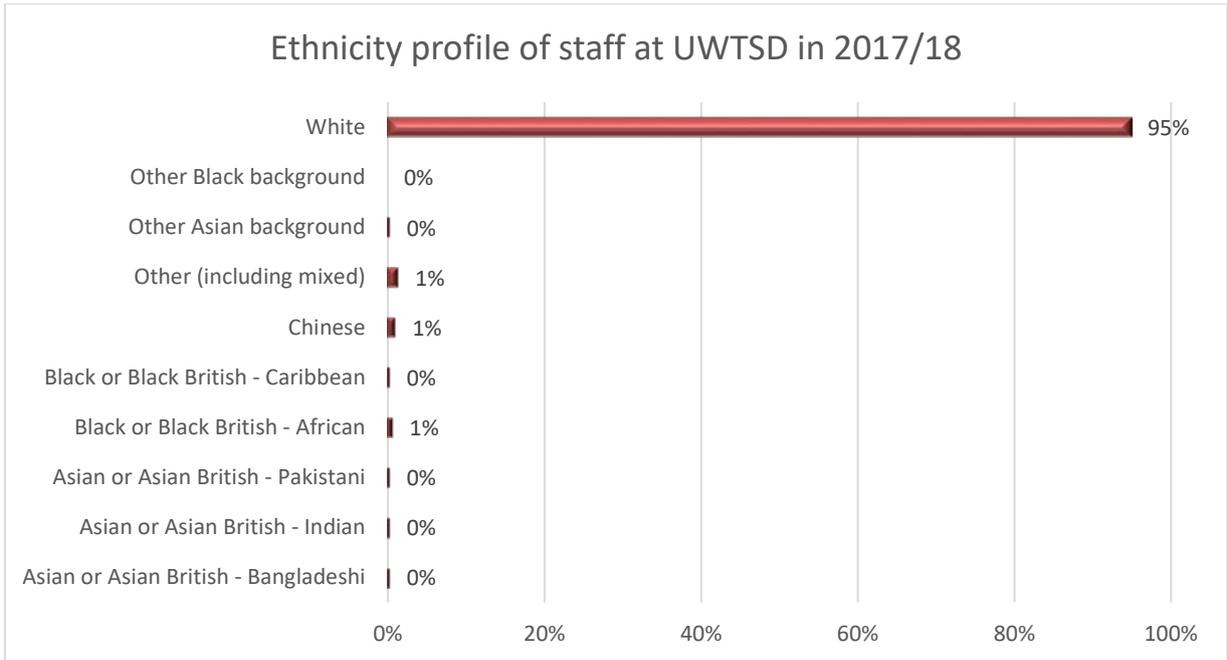


TABLE STF-14; Source: HESA

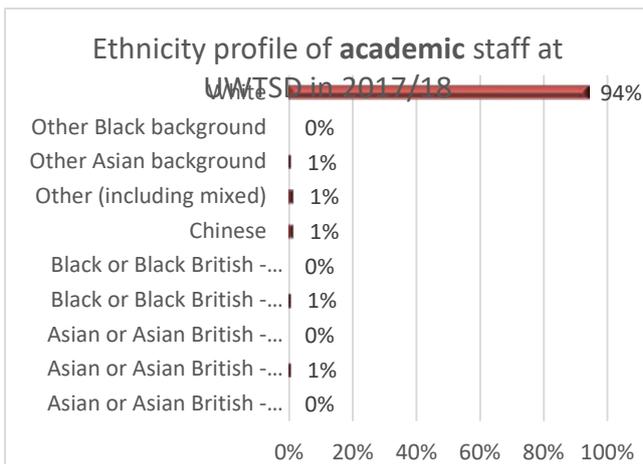


TABLE STF-15; Source: HESA

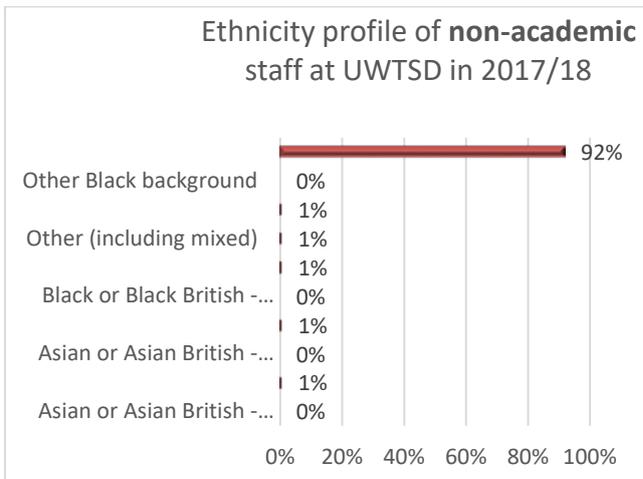


TABLE STF-16; Source: HESA

#### 4.1.4 Disability

In 2017/18 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 the previous two years. The proportion of academic staff and of non-academic staff is respectively 3.3% and 5.3%. This figure is broadly in line with the overall UK figure of 4.7% and 5.3% of staff in Wales declared themselves as having a disability.

#### 4.1.5 Religion and Belief

In 2017/18, UWTSD staff declared their religion and belief as follows:

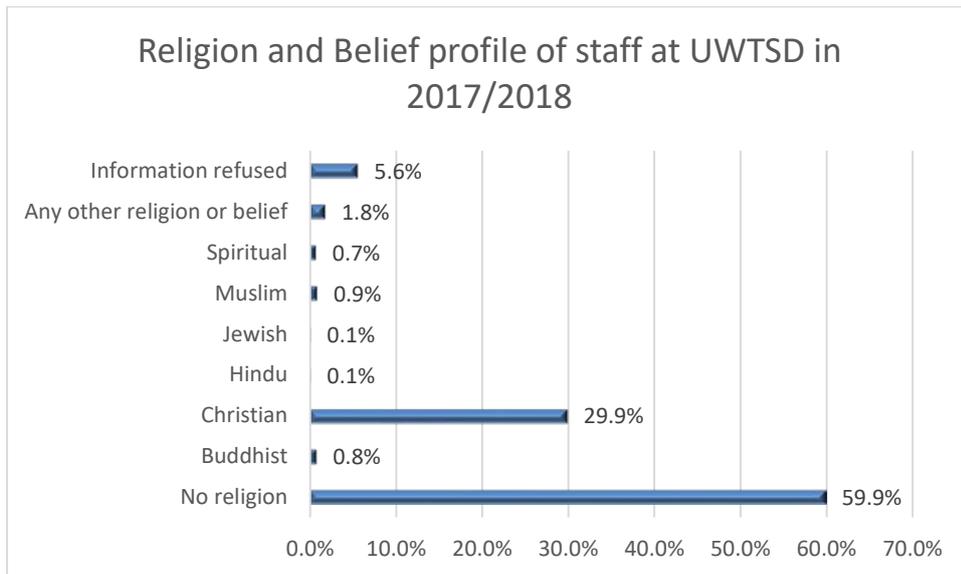


TABLE STF-17; Source: Internal Sources

#### 4.1.6 Sexual Orientation

In 2017/18, UWTSD staff declared their Sexual Orientation as follows:

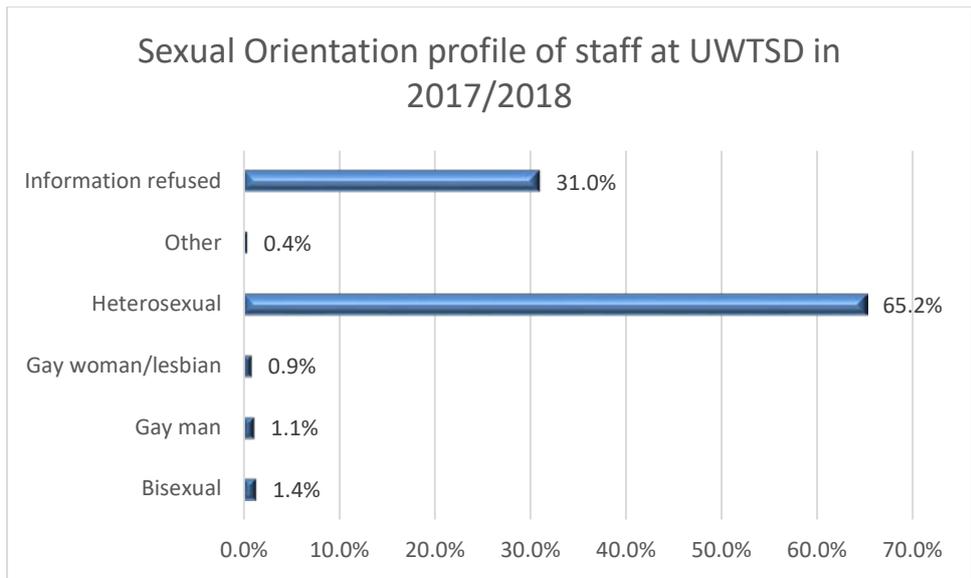


TABLE STF-18; Source: Internal Sources

#### 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. Significant effort has been invested over the past few years in delivering training sessions for staff to encourage the use of the system in relation to self-service for updating personal information. At the same time, the University has focused on raising awareness of the importance of data monitoring to encourage staff to share sensitive information. See page 6 for activities undertaken in relation to the raising of awareness. Enhanced disclosure levels are reported for 2017/18 in relation to ethnicity where the percentage of staff declaring their ethnicity has gone from 85% in 2016/17 to 93% in 2017/18. Increased disclosure rates can also be evidenced in relation to religion/belief and sexual orientation.

## 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.<sup>2</sup> 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 2018*. 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 2016/17 data where possible and appropriate. The final part of the statistical data relating to students reports data in relation to the religion / belief and sexual orientation.

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.

As part of the objectives outlined in the Strategic Equality Plan the University has continued work to encourage students to disclose protected characteristic information. As the student report shows disclosure rates in all categories have increased, often significantly, in 2017/18.

### 4.2.1 Overall student profile

Between 2016/17 and 2017/18 the number of students studying at UWTSD rose by 515 to 10,280 students.

In comparison with national data UWTSD has a much higher proportion of students studying for Other Undergraduate programmes of study (42.2% ~11.8%) and a smaller percentage studying for First Degree undergraduate programmes (57.8% ~ 88.2%). Table STU-1 reflects this continued shift towards Other Undergraduate Programmes of study. This is in line with UWTSD's mission to widen participation and access opportunities to Higher Education.

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

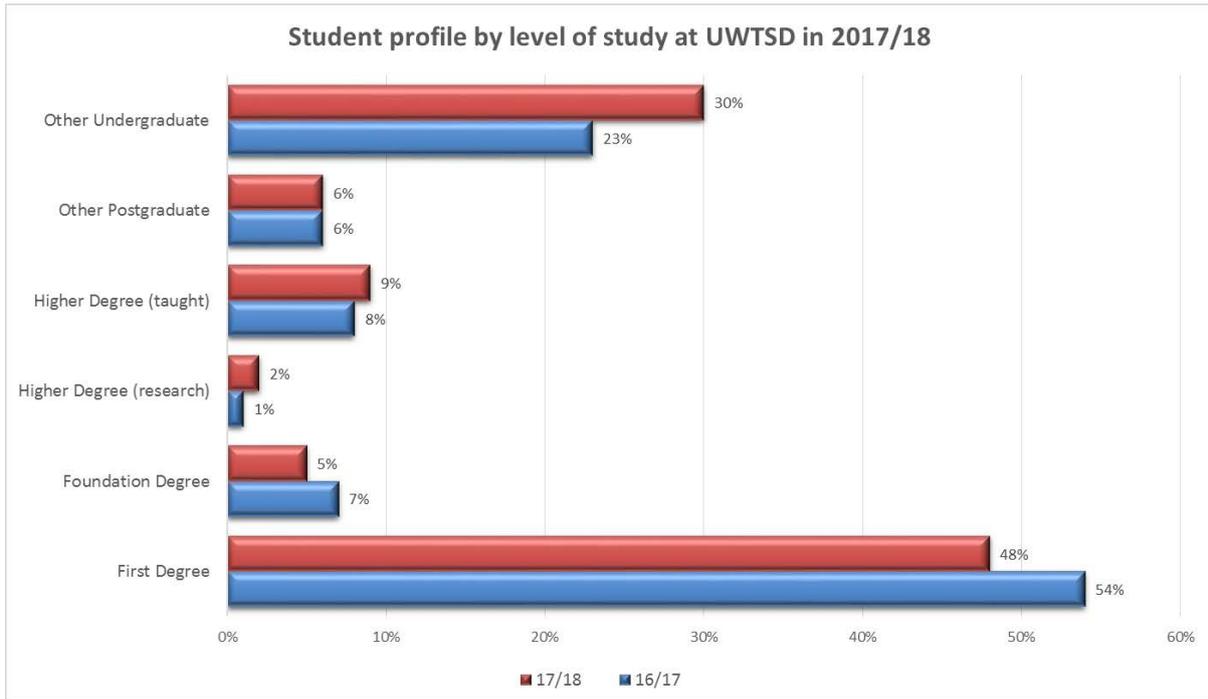


TABLE STU-1 Source: HESA

The student profile by mode of study is given in table STU-2. Overall, the decrease in part-time numbers is visible in relation to a number of study levels. Comparison of this data with the profile in 2016/17 shows a particularly marked decrease of the number of part-time students enrolled on Other Undergraduate degrees (from 52% in 2016/17 to 30% in 2017/18). This is a result of the number of full-time students enrolled on the CertHE Skills for the Workplace. There is a continued shift towards part-time study for taught postgraduate programmes: from 63% (2016/17) to 73% (2017/18). Comparison with nation-wide figures also confirm that our profile is different to that of the sector: First degree and especially Other Undergraduate students are, for example, more likely to be full-time (+3.5% and 42.3% respectively).

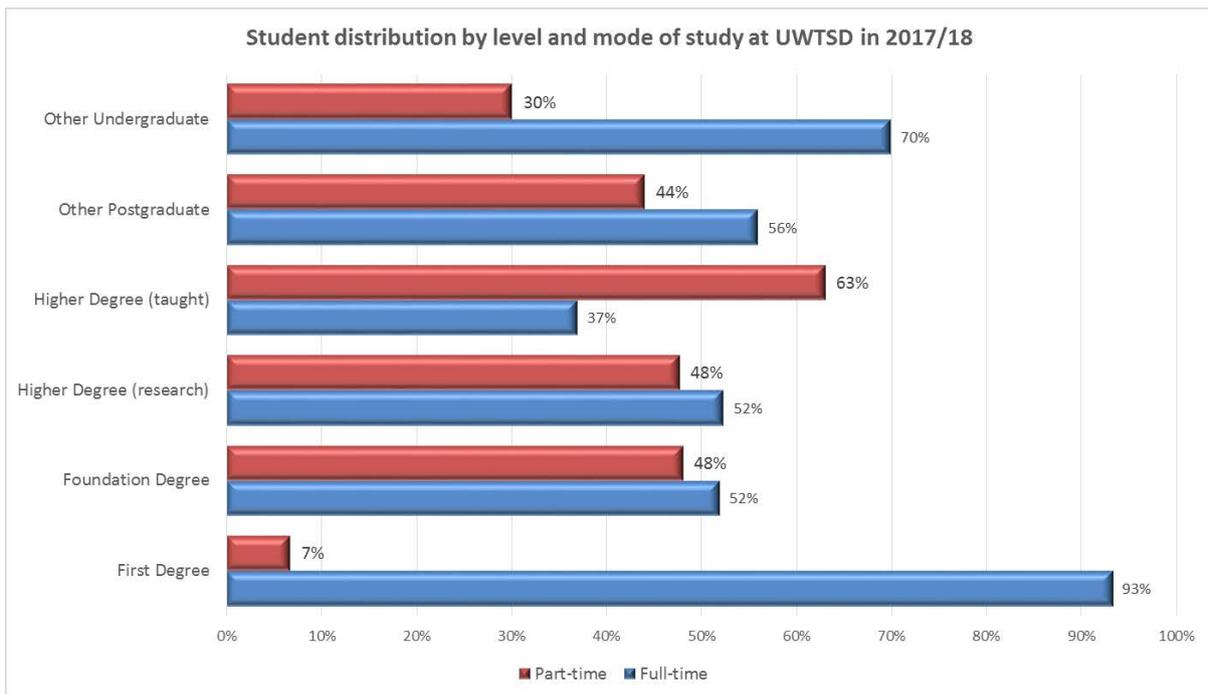


TABLE STU-2 Source: HESA

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 69% in 2016/17 to 73% in 2017/18. The percentages of students obtaining a Third Class Honours / Pass and Lower Second Class Honours have decreased slightly, while there was a corresponding increase in the number of First Class Honours awarded.

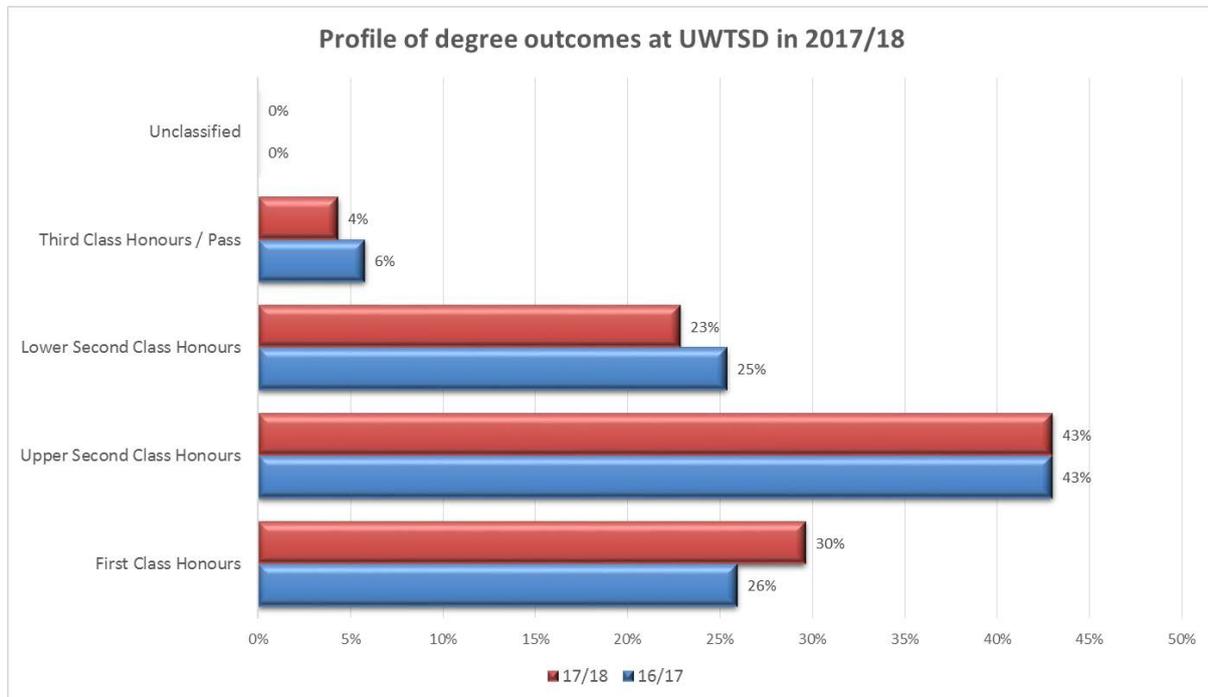


TABLE STU-3 Source: HESA

The percentage of Good Honours degrees is slightly above the Welsh average (+1%). The number of Firsts Class Honours is above the Welsh average of 26% but in line with UWTSO's age profile (see section 4.2.3). The percentage of Upper Second Class Honours degrees is below the Welsh average (43% ~ 46%); the percentage of lower second class honours degrees is above the Welsh average (23% ~ 21%), and the percentage of third class honours / pass outcomes slightly is at the Welsh average.

#### 4.2.2 Gender

Table STU-4 gives the applications by gender.

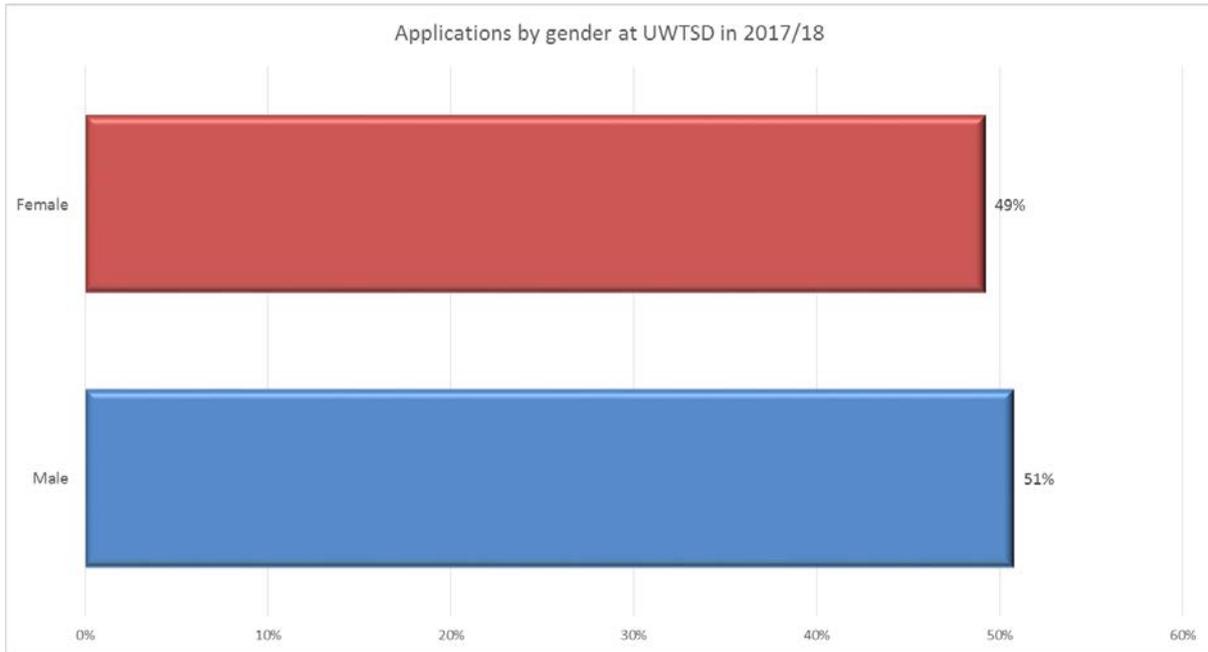


TABLE STU-4 Source: Internal sources

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 four academic years. UWTSD's gender profile is in line with Welsh average figures (male students: 44.9% ~ 45.1%; female students: 55.1% ~ 54.9%) and the national UK average (56.7% - female students and 43.3% male students). The Faculties and Marketing Department work closely together to address gender imbalances in relation to the intakes for particular subject areas.

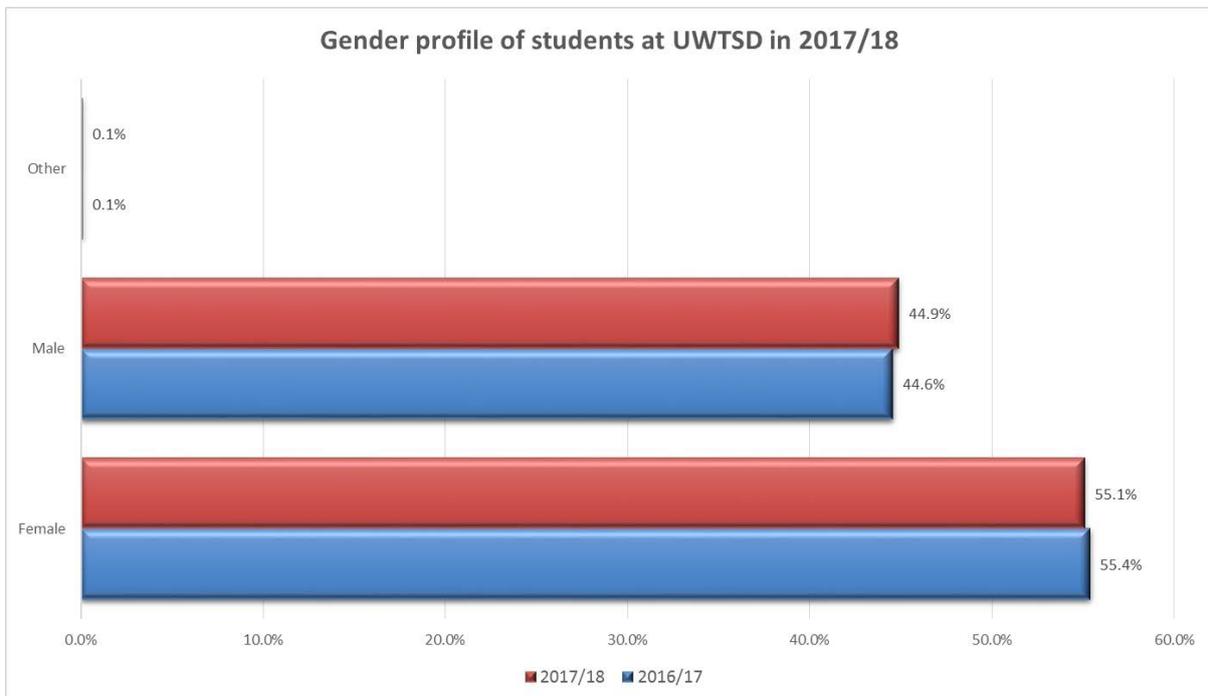


TABLE STU-5 Source: HESA

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.

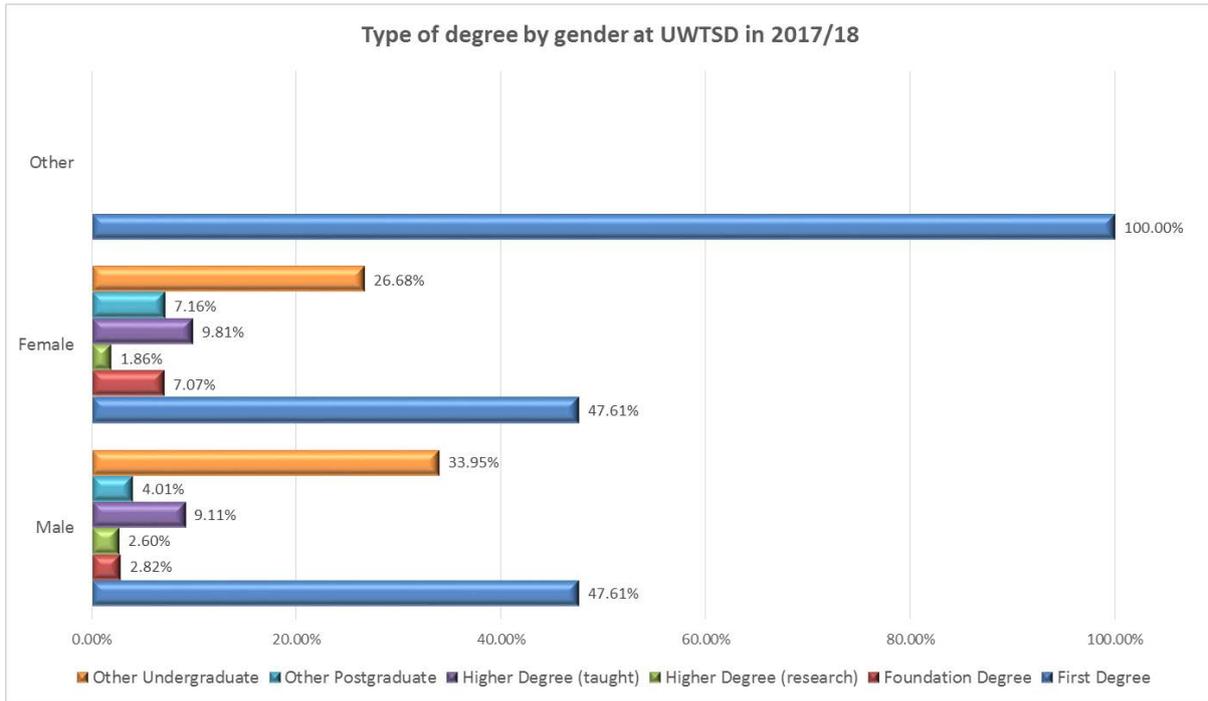


TABLE STU-6 Source: HESA

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 slightly higher for UWTSD for both male and female students when compared with the overall UK averages. E.g. female part-time: 25.9% ~ 23.9% and male part-time: 22% ~ 20.5%. This reflects UWTSD's emphasis on widening participation and the average age on entry (see section 4.2.3). For both male and female students, the full-time mode of study has increased (from 70.7% in 2016/17 to 78% in 2017/18 for male students and from 71.2% (2016/17) to 74.1% (2017/18)). This corroborates the general trend towards full-time study.

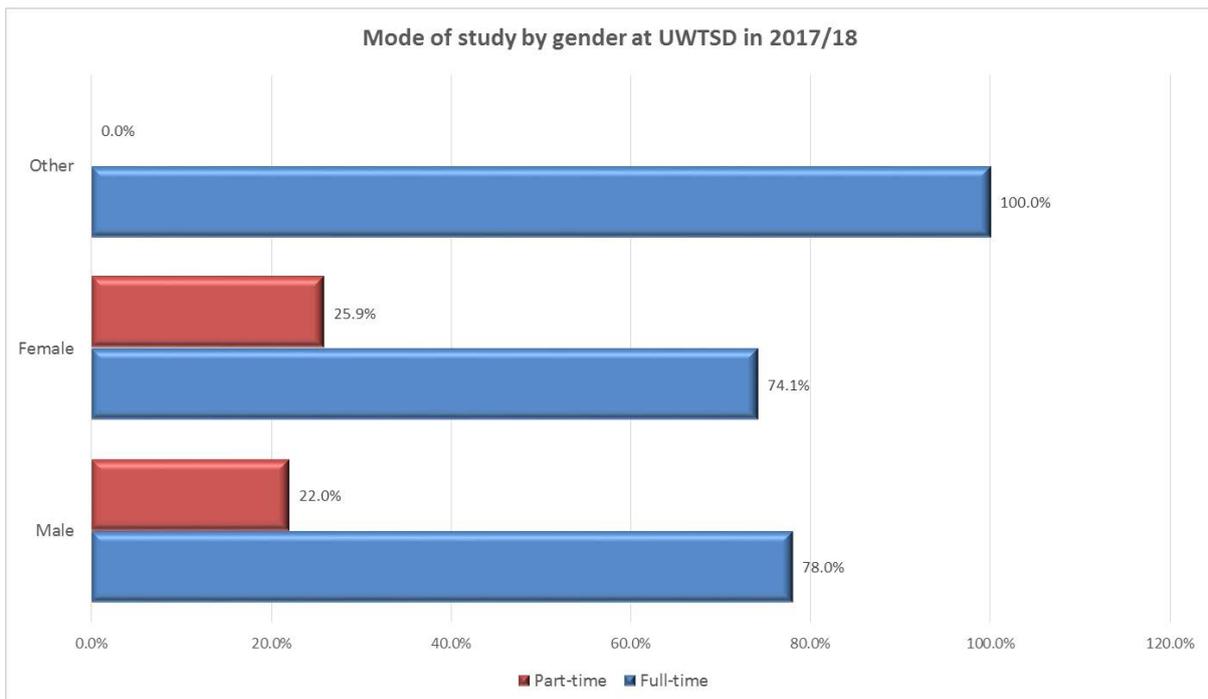


TABLE STU-7 Source: HESA

Table STU-8 consider the gender profile of degree outcomes in 2017/18. The data shows that, as was the case in 2016/17, 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. Compared to UK averages, Good honours results for female students are in line with UK and Welsh averages. UWTSD average: 76%; Welsh average: 75%, UK average: 76.8%. For male students, the results are above the Welsh average but below the UK average. UWTSD: 68%, Welsh average: 67.1%, UK average: 72.2%

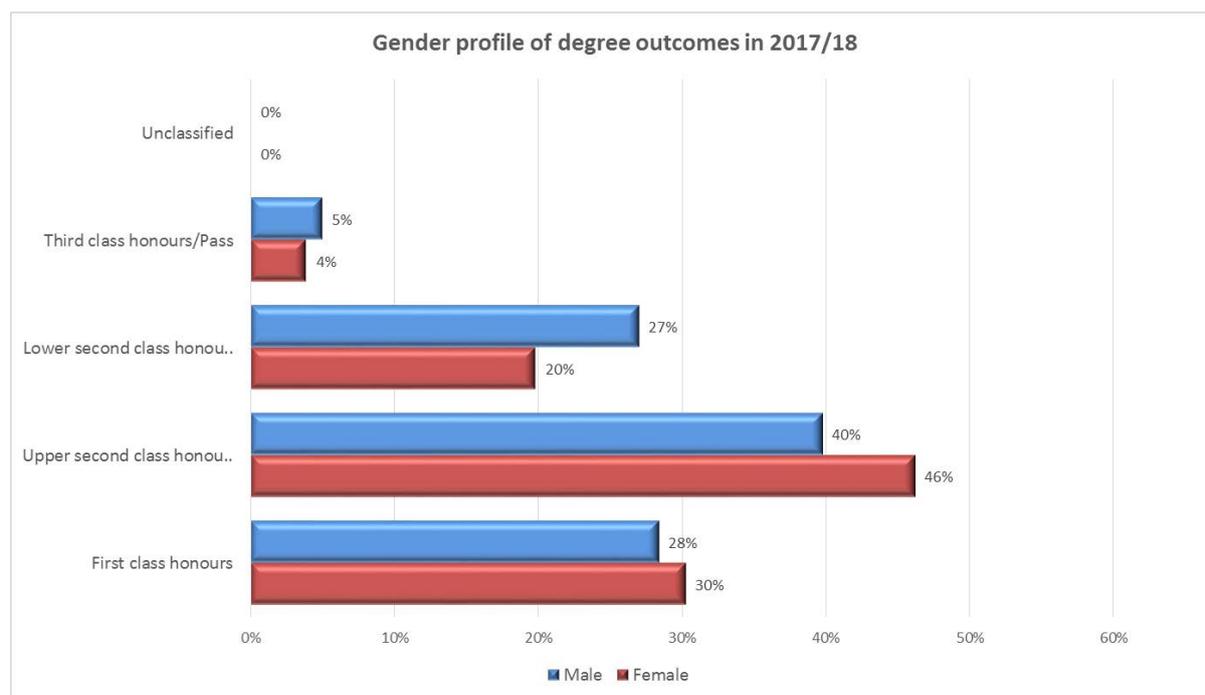


TABLE STU-8 Source: HESA

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 2018.

Table STU-9 shows the applications by age for 2017/18. Comparing this table with table STU-10, which gives the overall age profile for the institution, it is clear that students aged 21 and under are less likely to be admitted to the institution; application and enrolment percentages for student cohorts aged 25 and over are in line with each other.

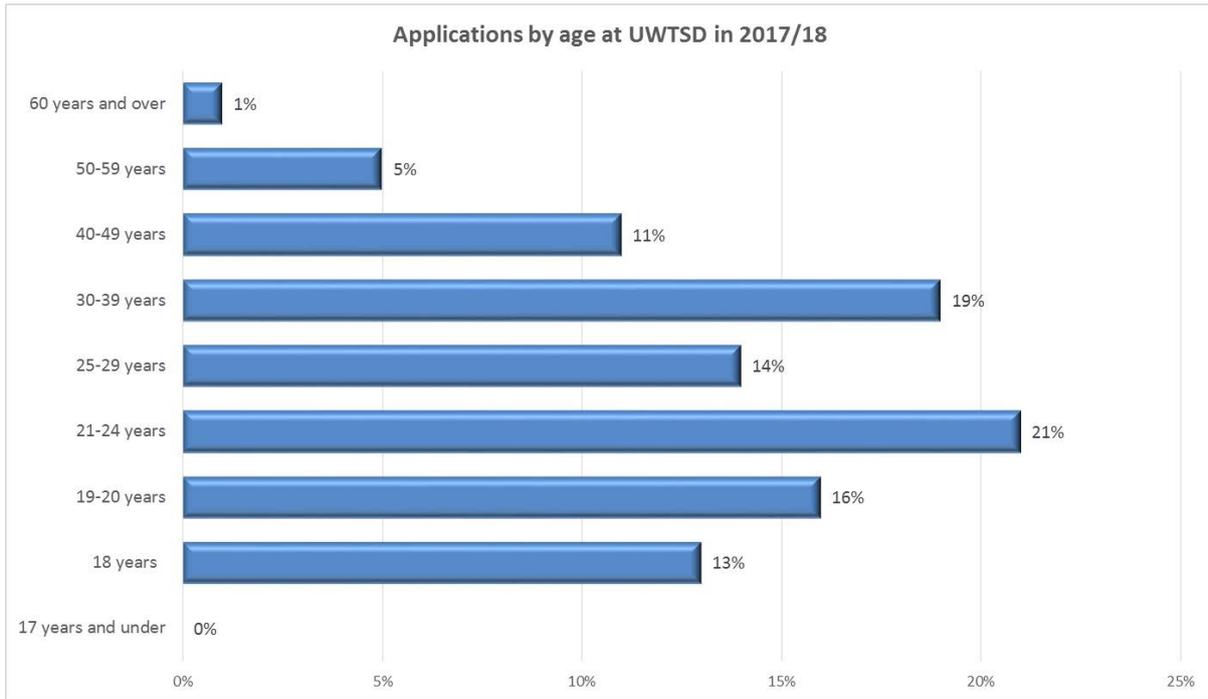


TABLE STU-9. Source: internal sources

Table STU-10 shows that 75% of all UWTSD students were 21 or older at the start of their studies, an increase of 4% since 2016/17 and 9% 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 and UK sector average age profile, with a significantly lower percentage aged under 21 (25% ~ 55.7% [Wales] and 58.1 [UK]) at the commencement of their studies and significantly larger percentages aged over 36 (UWTSD > 30: 39%, Wales > 36: 13.1%, UK >36: 11.9%). The strong emphasis of UWTSD on continued professional development, upskilling, and lifelong learning explains this age profile.

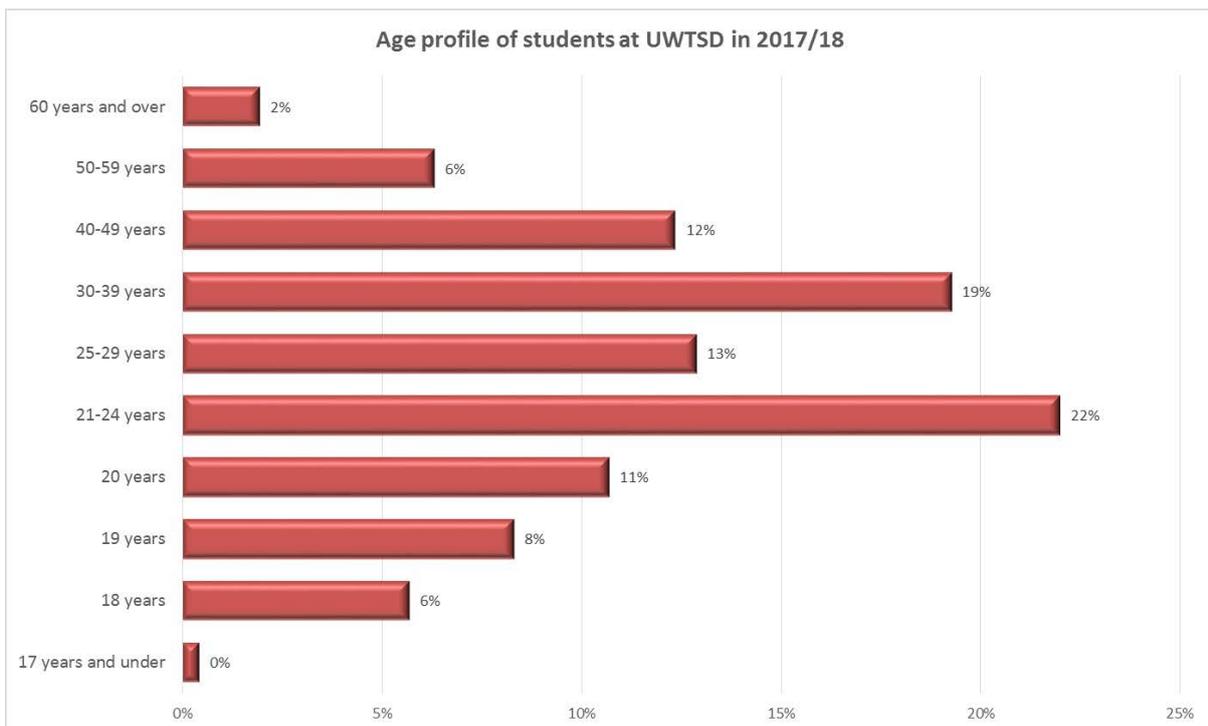


TABLE STU-10. Source: HESA

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

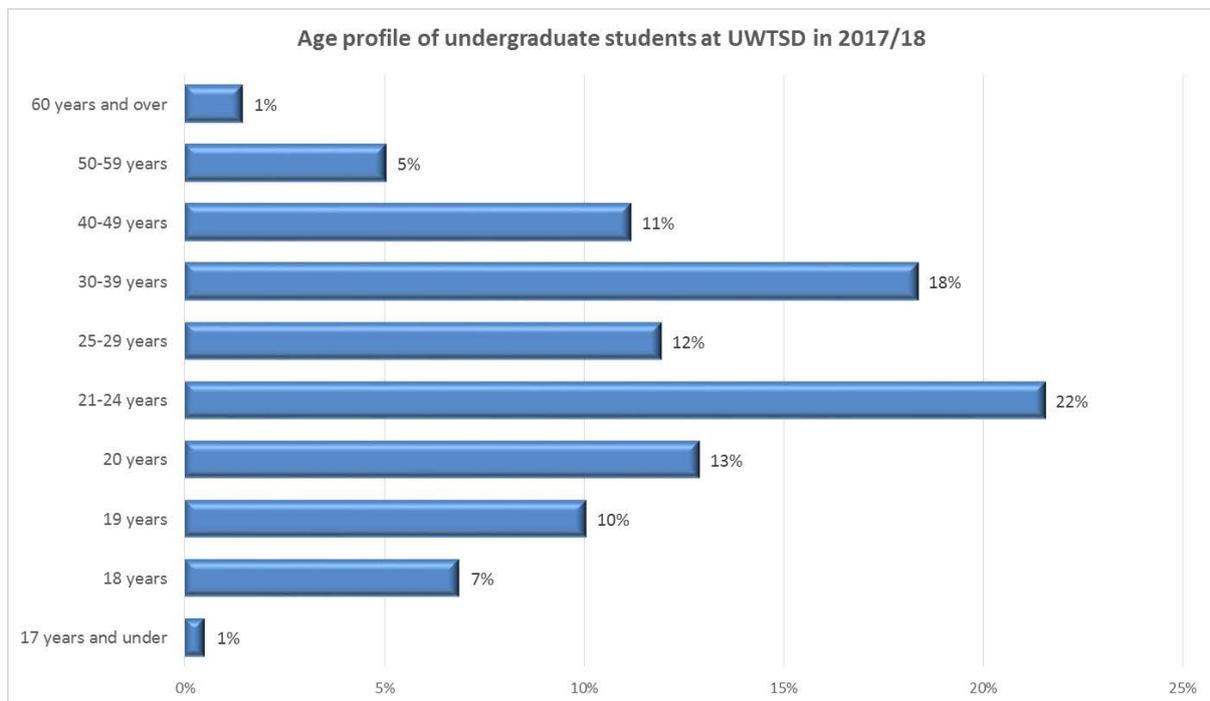


TABLE STU-11. Source: HESA

The relationship between age and mode of study is given below in table STU-12. The ECU's Student Statistical Report 2018 shows a clear correlation between age and mode of study and shows that for the UK part-time students outnumber full-time students for all students aged 30 years and over at the start of their studies. In 2016/17, UWTSD had a similar age profile. In 2017/18, as a result of developments within Other Undergraduate provision, a markedly different profile is displayed with students aged 30-49 far more likely to be full-time.

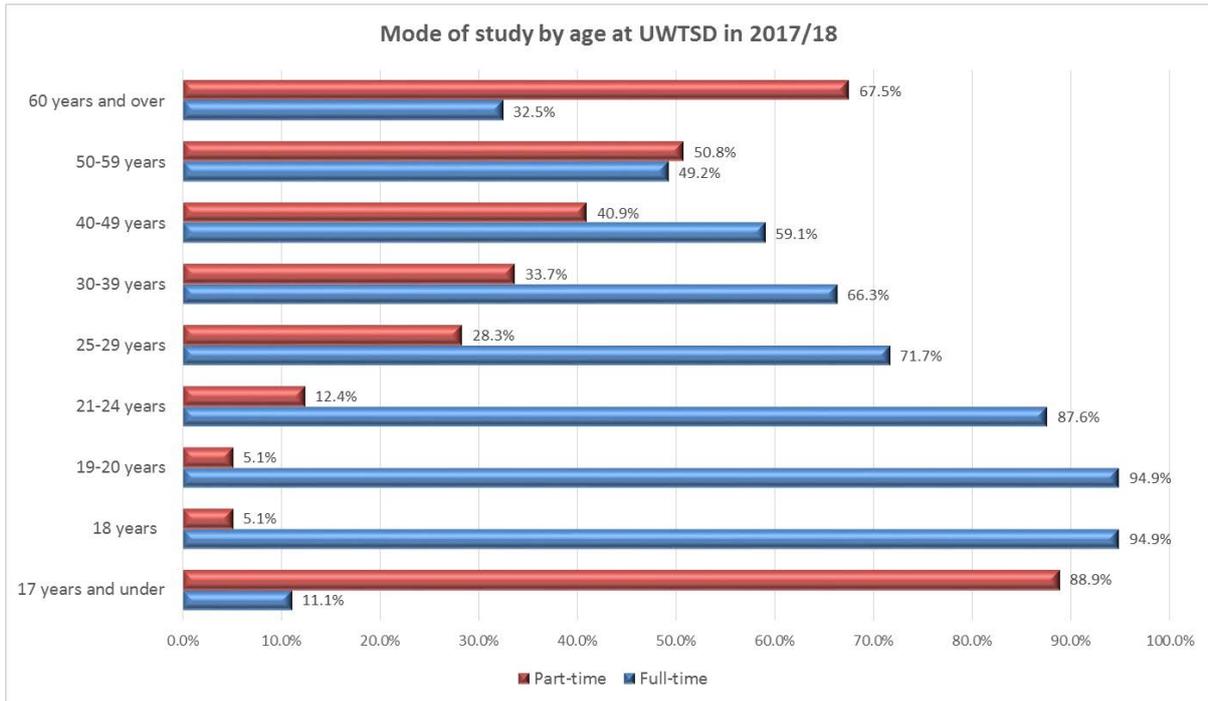


TABLE STU-12. Source: HESA

The age profile of First Degree outcomes is given in table STU-13. The data for students aged 30 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 65.7% of those aged 36 and over obtaining a Good Honours degree. Within Wales this is on average 69%. The UWTSD data shows that for students aged 30-39 years old on entry this is 78%, for 40-49 year old on entry this is 77% for 50-59 year old students 82% and for those 60 years and over on entry 75%. The data confirms the overarching Welsh picture of lower performances for students aged 21-24 than other age groups.

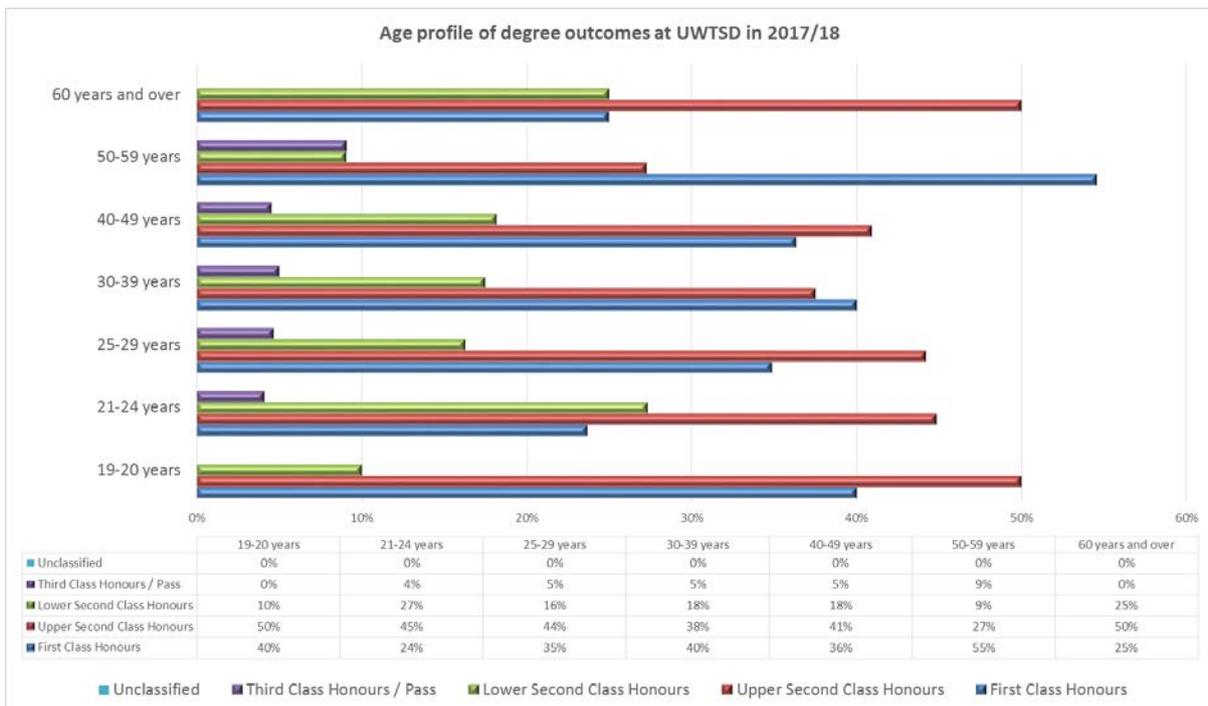


TABLE STU-13. Source: HESA

## 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 also 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).

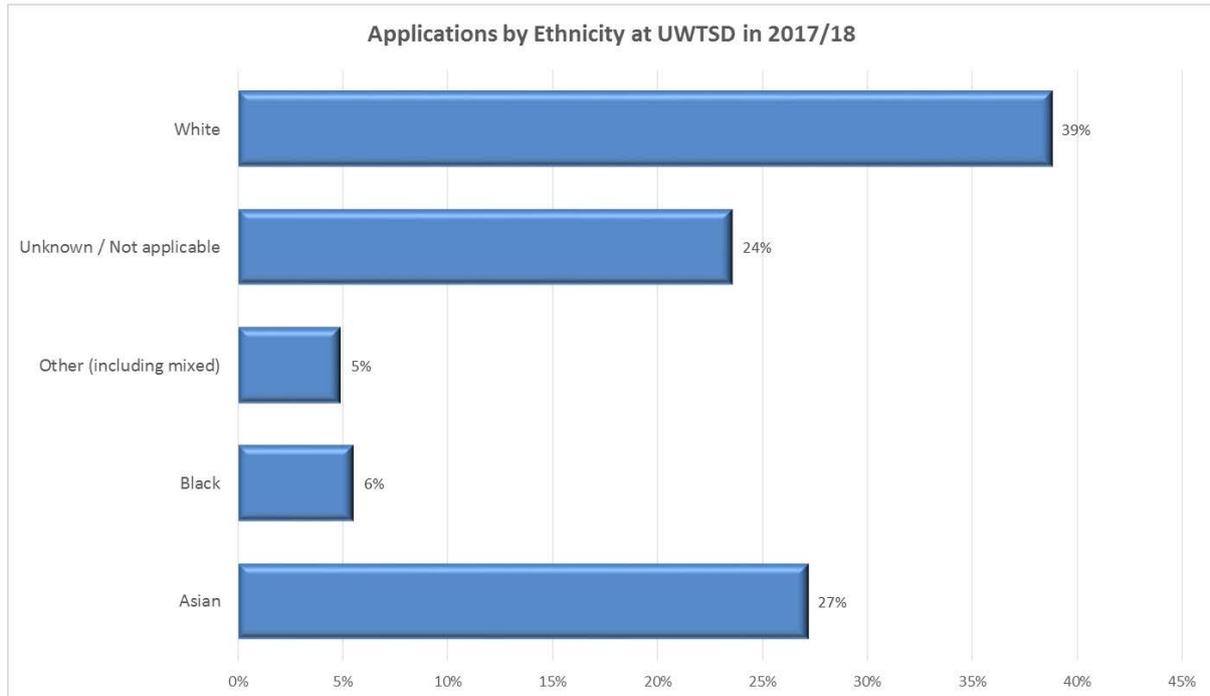


TABLE STU-14. Source: Internal Sources

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

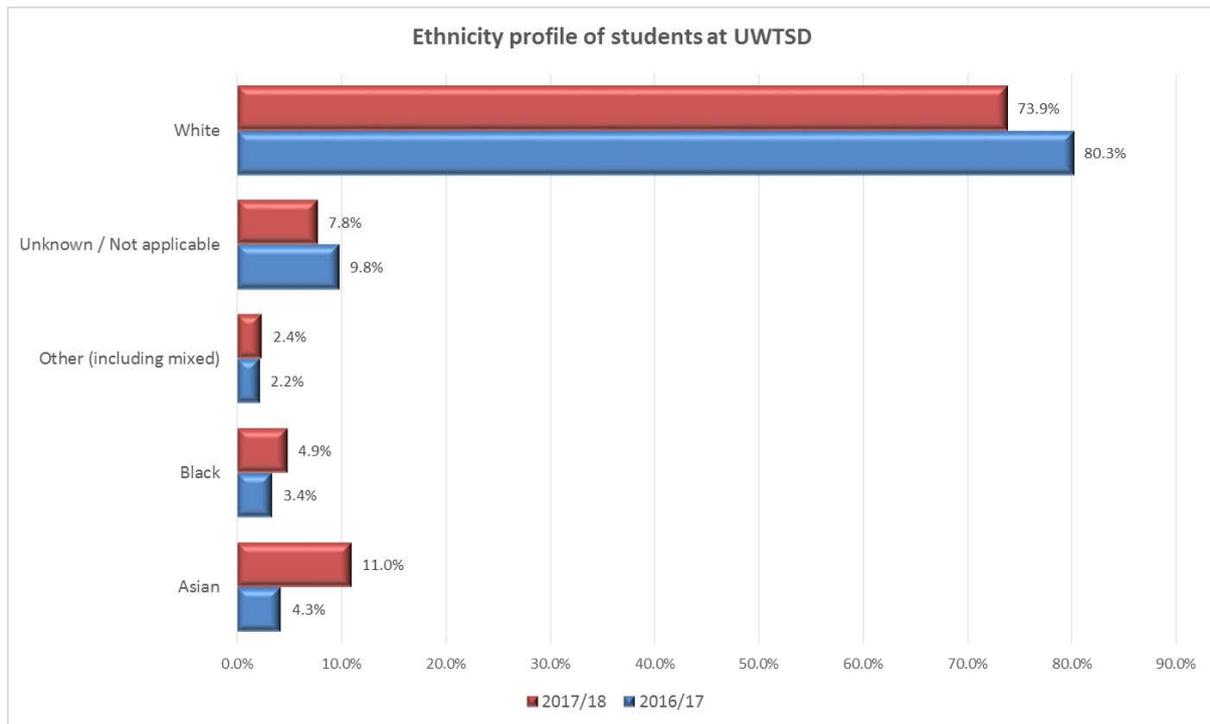


TABLE STU-15. Source: HESA

The 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 and 73.9% in 2017/18, well below the Welsh average for 2017/18 of 89.8%. At the same time, the 'unknown / not applicable' category decreased from 9.8% to 7.8%. The BME total went from 5.8% in 2014/15, to 5.2% in 2015/16, to 9.9% in 2016/17 and 18.3% in 2017/18. The BME total is well above the Welsh average of 10.2% and is steadily becoming closer to the UK overall average of 22.7%. 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).

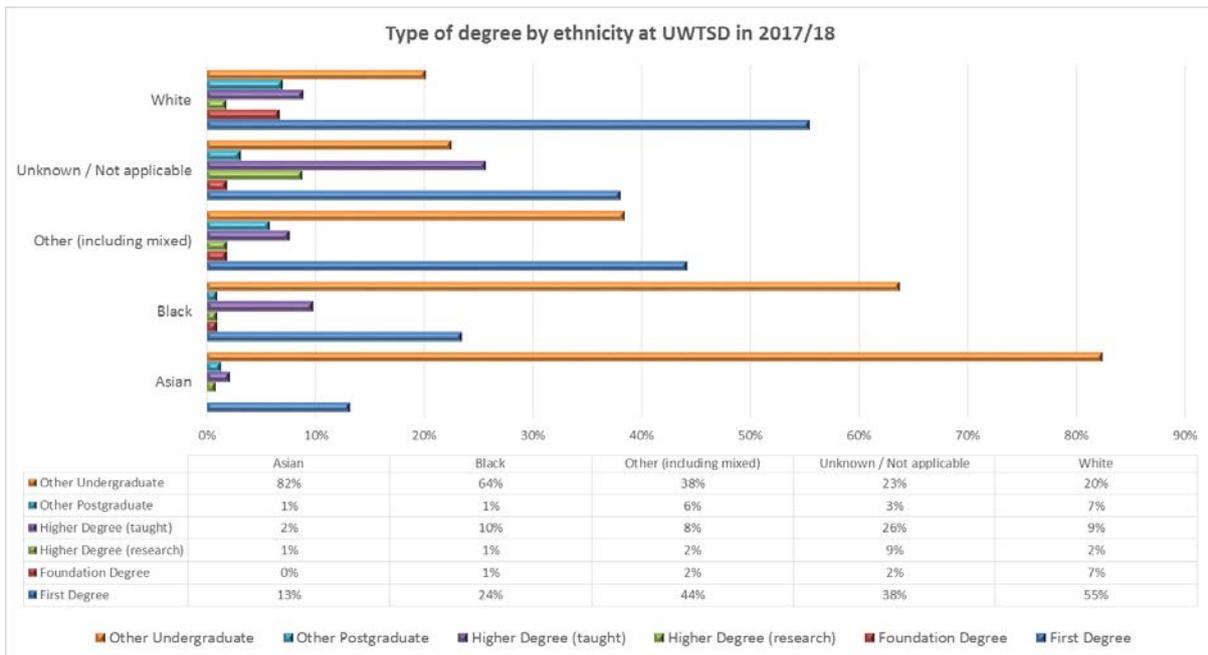


TABLE STU-16. Source: HESA

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. Black Good Honours averages are in line with the Welsh and UK average; Asian Good Honours averages are low (53%) compared to the Welsh (64.9%) and UK (68%) averages. Results for white Good Honours are below (75%) the UK average (79.6%) and in line with the Welsh average (75.4%). 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.

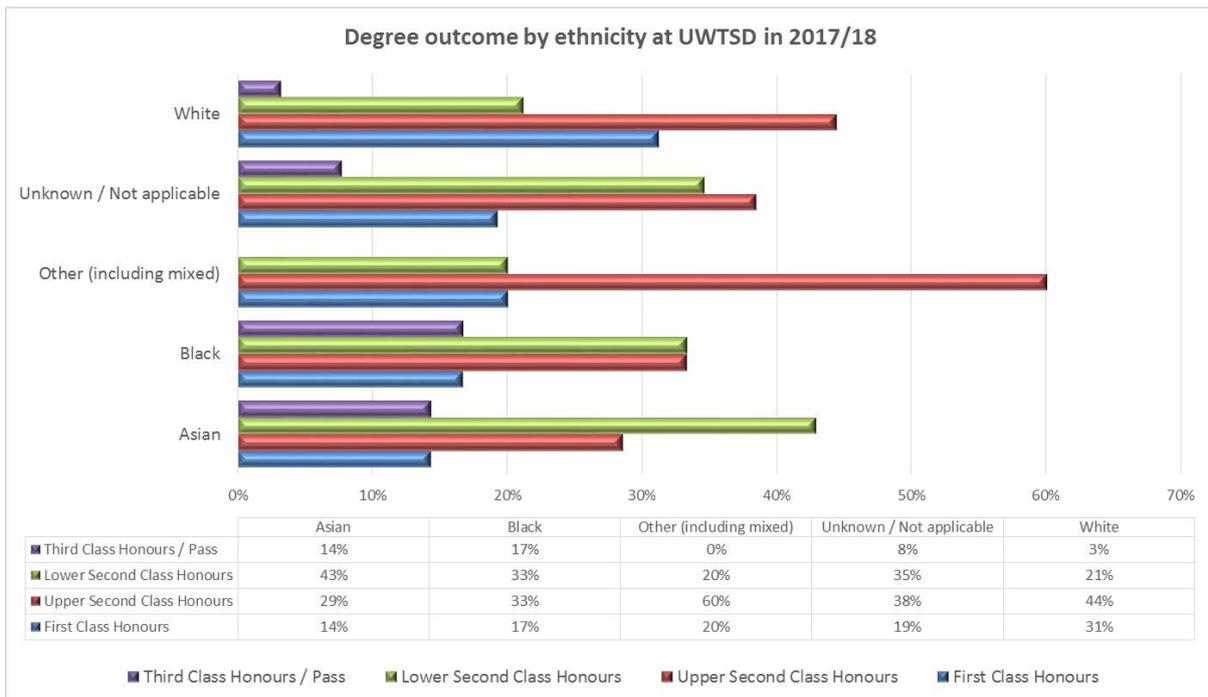


TABLE STU-17. Source HESA

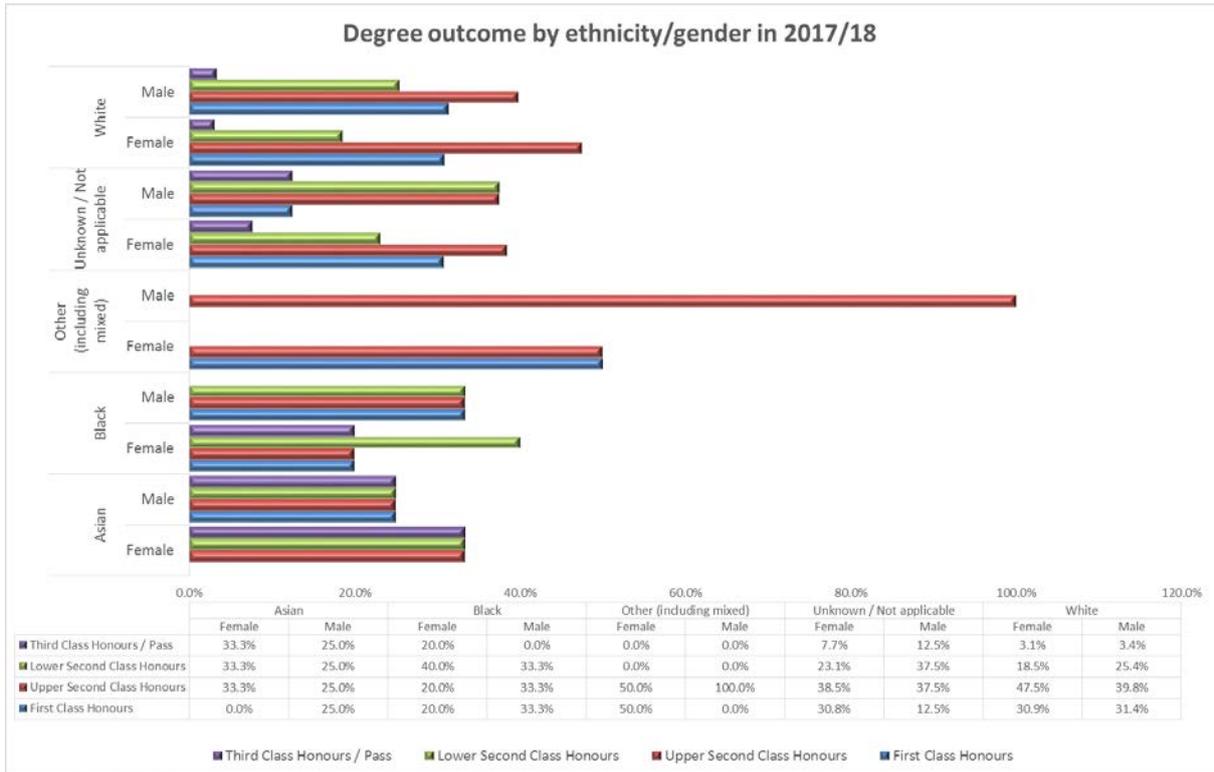


TABLE STU-18. Source: HESA

### 4.2.5 Disability

Application data for students with a declared disability show that 10.3% of students declare a disability as part of the application process, a percentage similar to that for 2016/17. The percentage of declared disabilities increases to 16.8% for enrolled students (see tables STU20 & 21), a decrease of 0.9% compared to 2016/17.

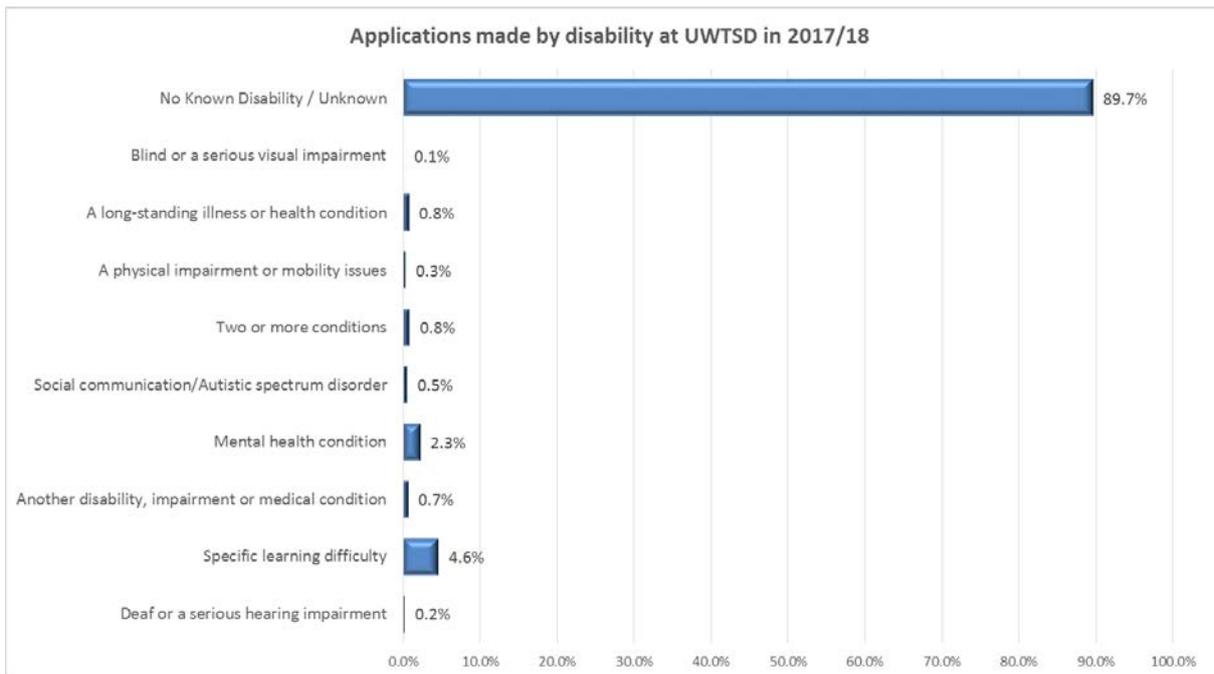


TABLE STU-19. Source: Internal sources

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.

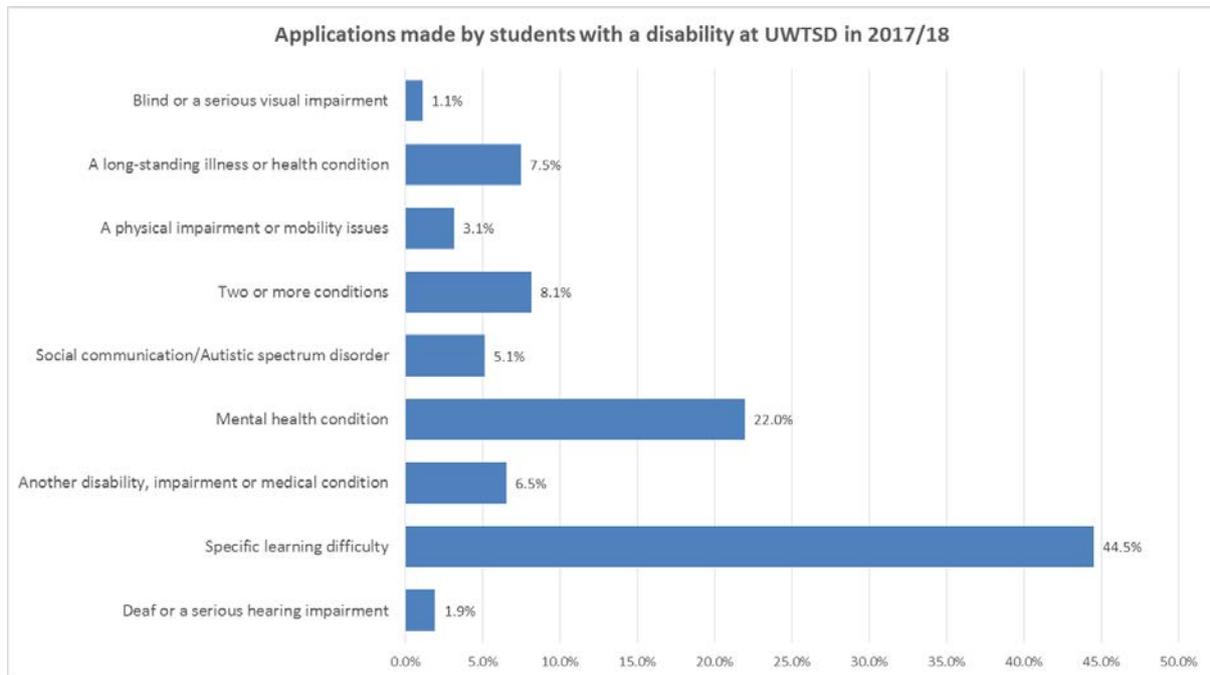


TABLE STU-20. Source: Internal sources

Table STU-21 shows that 16.8% of all students have a declared disability. This is well above the UK average of 12% and the Wales average of 13%. 31.9% of full-time First Degree Undergraduate students had a declared disability, a figure significantly above national averages.

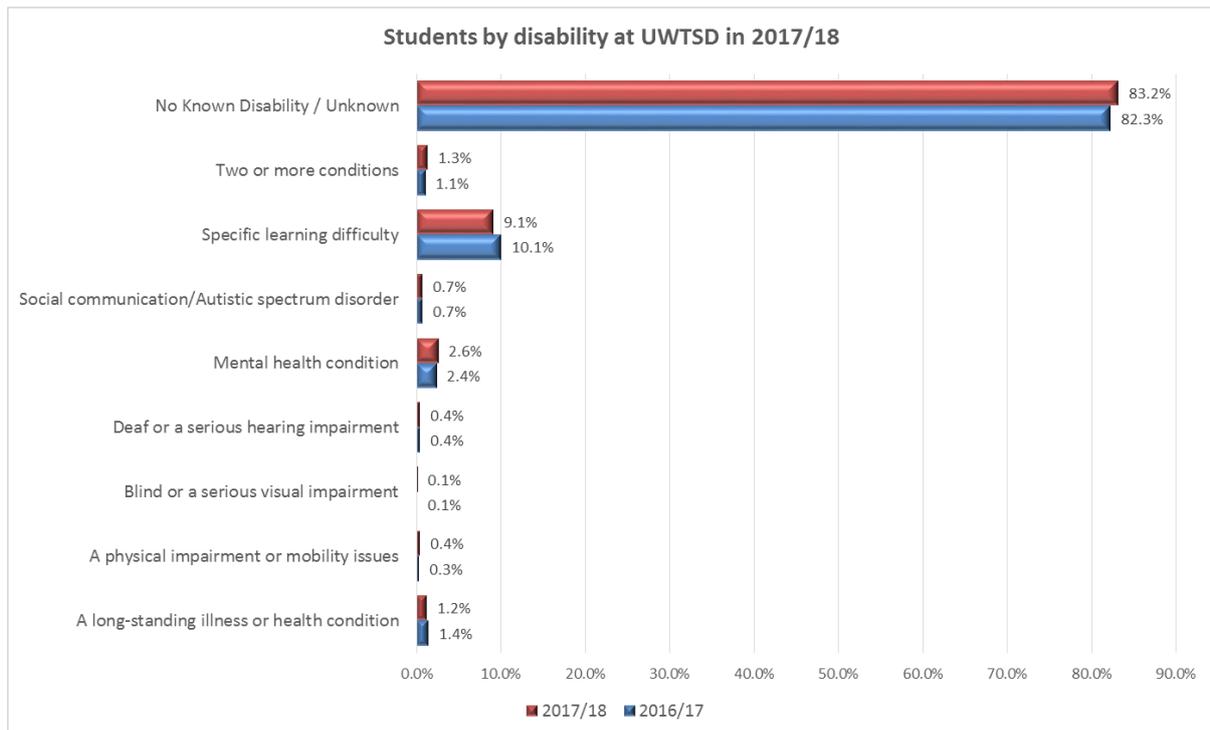


TABLE STU-21 Source HESA

Table STU-22 gives details of the impairment type of the 16.8% of students with a declared disability. In line with national statistics, a specific learning difficulty is the most commonly declared disability. 54.2% of UWTSD have declared a specific learning difficulty, significantly more than UK averages for First Degrees (41.5%) and Other Undergraduate programmes of study (42%). Declaration of a mental health condition comes second (15.4%), in line with national statistics, and two or more conditions third (7.7%). Disclosure of a mental health condition increased by 3.4% since 2015/16, again in line with national trends.

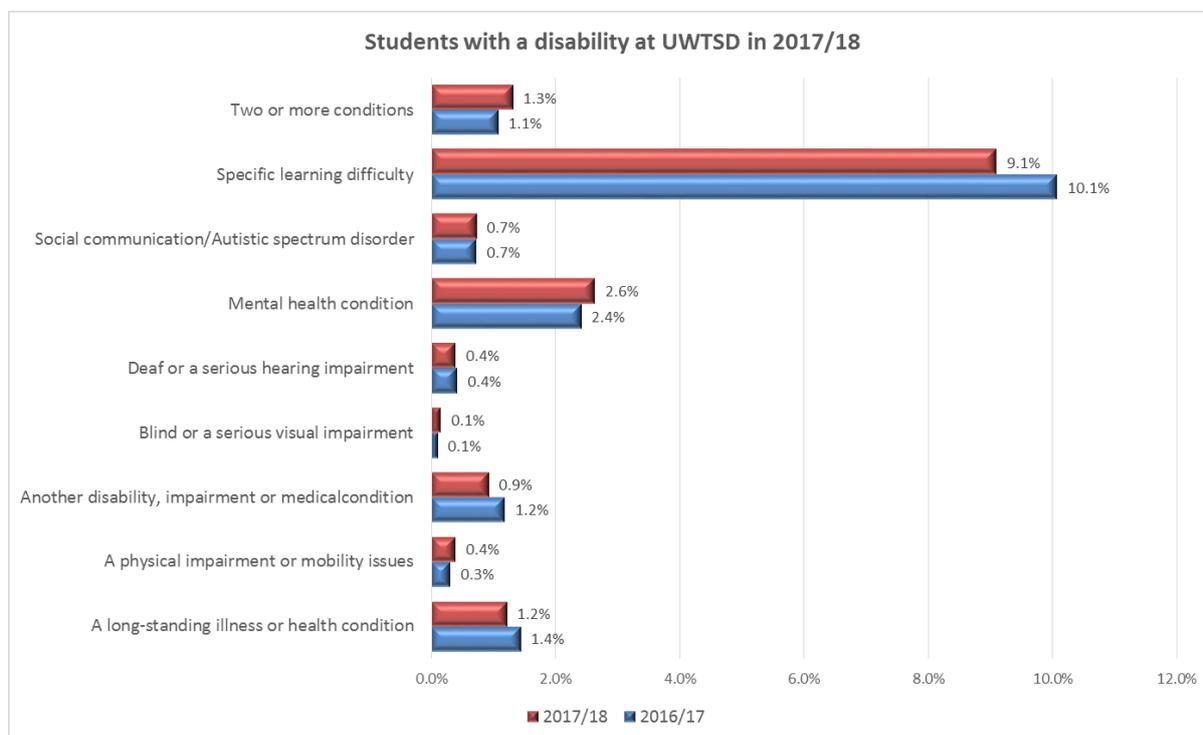


TABLE STU-22. Source HESA

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.

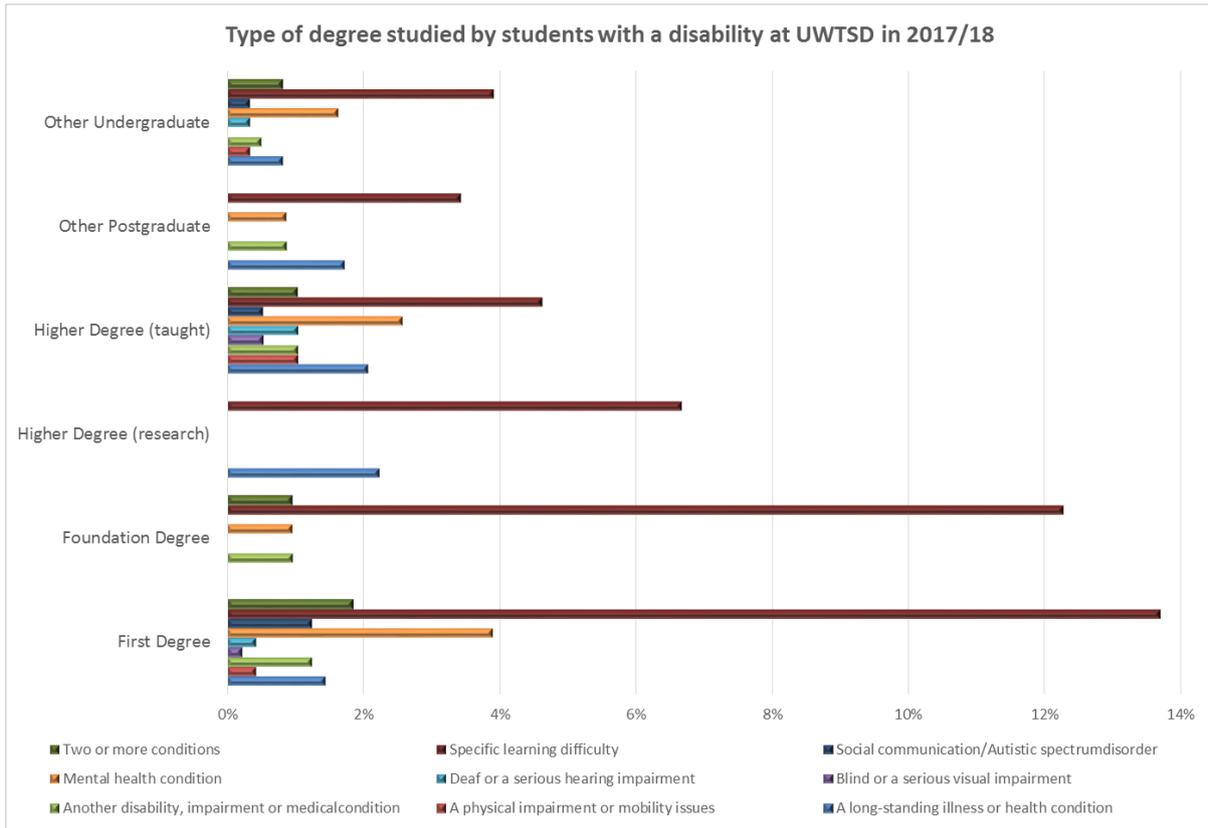


TABLE STU-23. Source: HESA

Students with a disability are more likely to study full-time than part-time. This is related to the fact that students with a disability are more likely to be students < 21 years of age on entry.

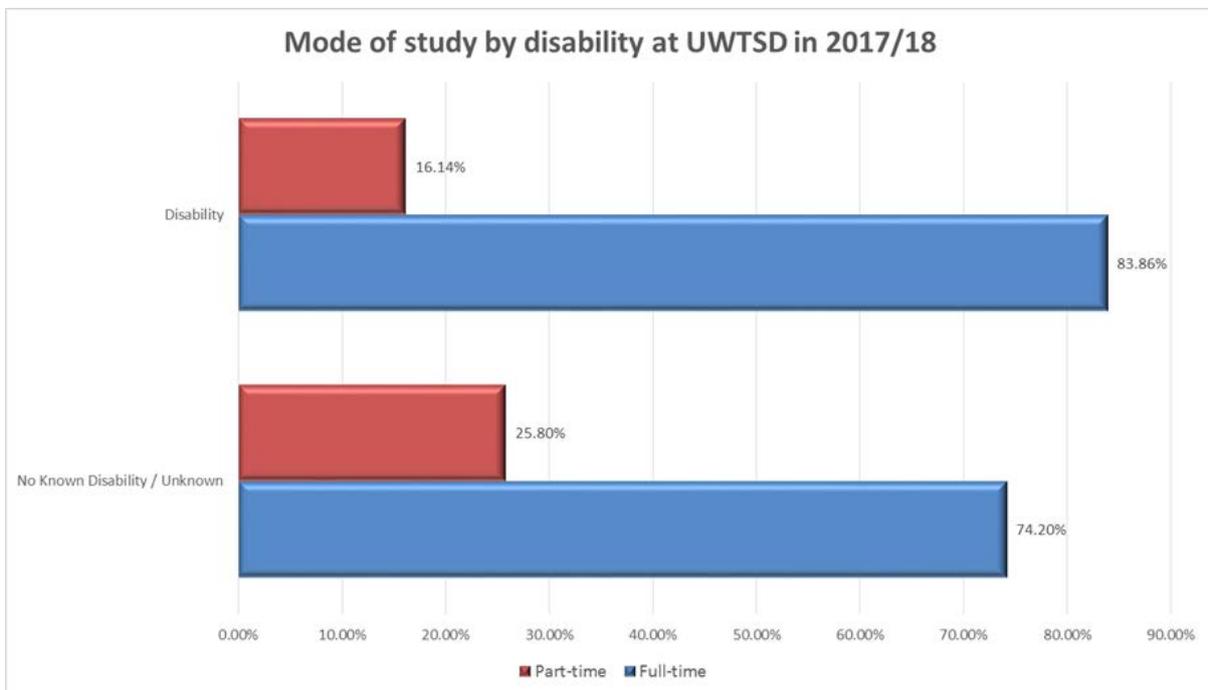


TABLE STU-24. Source: HESA

In relation to attainment (see table STU-25), 71% of students with no known disability obtain a Good Honours degree, which is below the national average of 75.1% and just below the Welsh average of 71.5%. 78% of students with a disability obtain a Good Honours degree

which is above the national average of 73.2%, well above the Welsh average of 70.1% and 7% above the UWTSD average for students with no known disability. Similarly, only 3% of disabled students obtains a Third Class or Pass degree, compared to 5% of students with no known disability. This also compares favourably with the Welsh average of 5.4% and UK average of 5.3% for disabled students obtaining a Third Class or Pass degree.

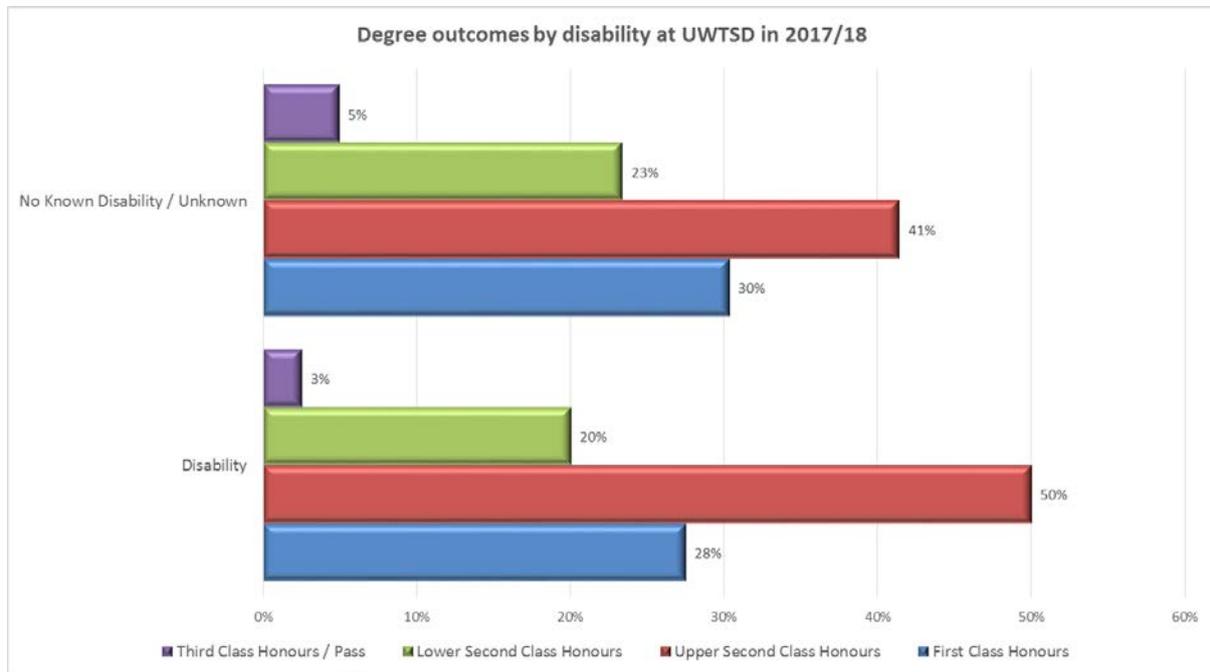


TABLE STU-25. Source: HESA

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 72.9%. 75% of students with a social communication of autistic spectre impairment obtain a Good Honours degree, above the national average of 70.6%. 84% of students with two or more conditions obtain a Good Honours degree, well above the national average of 67.7%. For students with a mental health condition 88% obtained such a result, 12.2% above the national average. The only category scoring below the national average is for students with a long standing illness or medical condition where the UWTSD result is 67%, 7.4% below the national average.

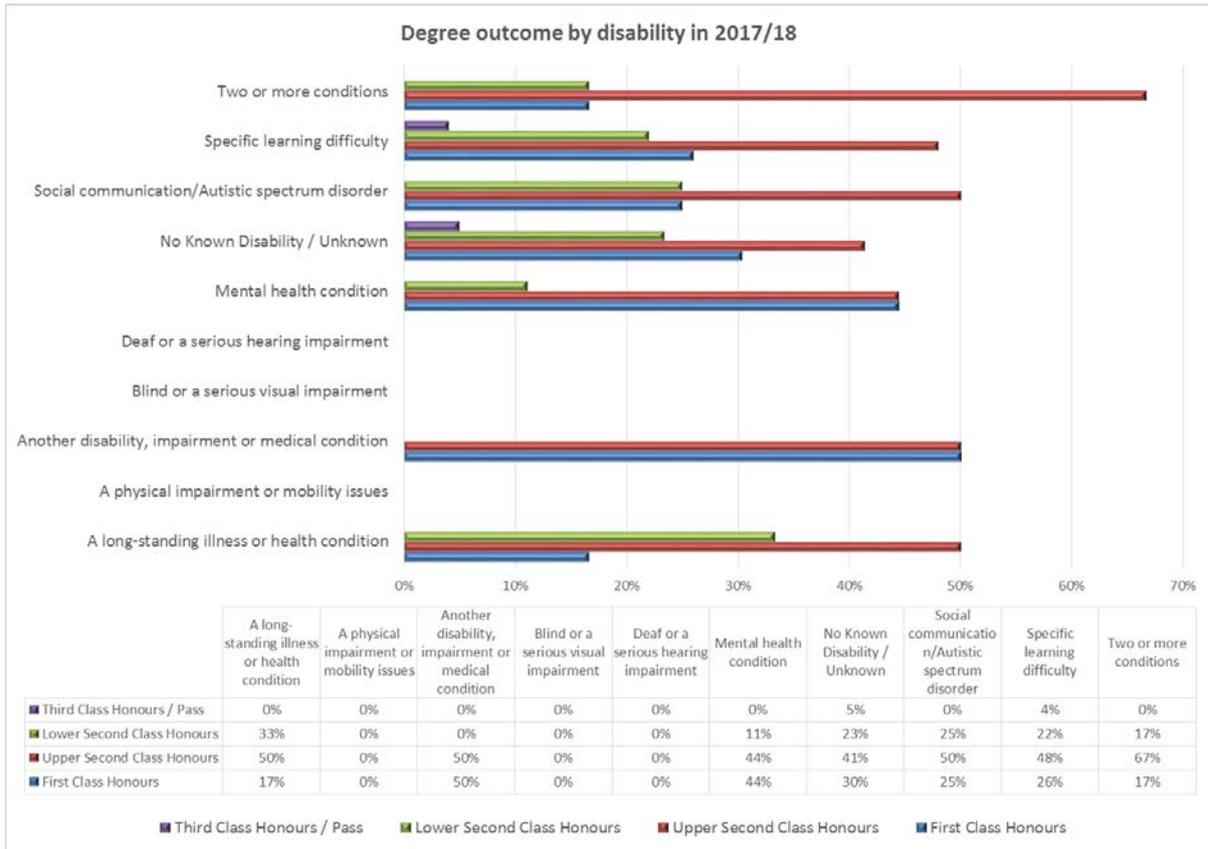


TABLE STU-26. Source HESA

#### 4.2.6 Religion / Belief

Figures for students declaring no religion has varied from year to year. In 2015/16 40.6% of students specified no religion; this figure decreased to 36.5% for 2016/17 and then increased again to 45.2% for 2017/18 (see table STU-27). The percentage of students choosing or refusing such information decreased by 0.5% to 5.7%. For comments in relation to disclosure data, see section 4.2. The percentage of students identifying themselves as Christian increased from 25.5% to 31.3%. The percentage of students identifying themselves as Muslim increased from 3.7% to 11.5%.

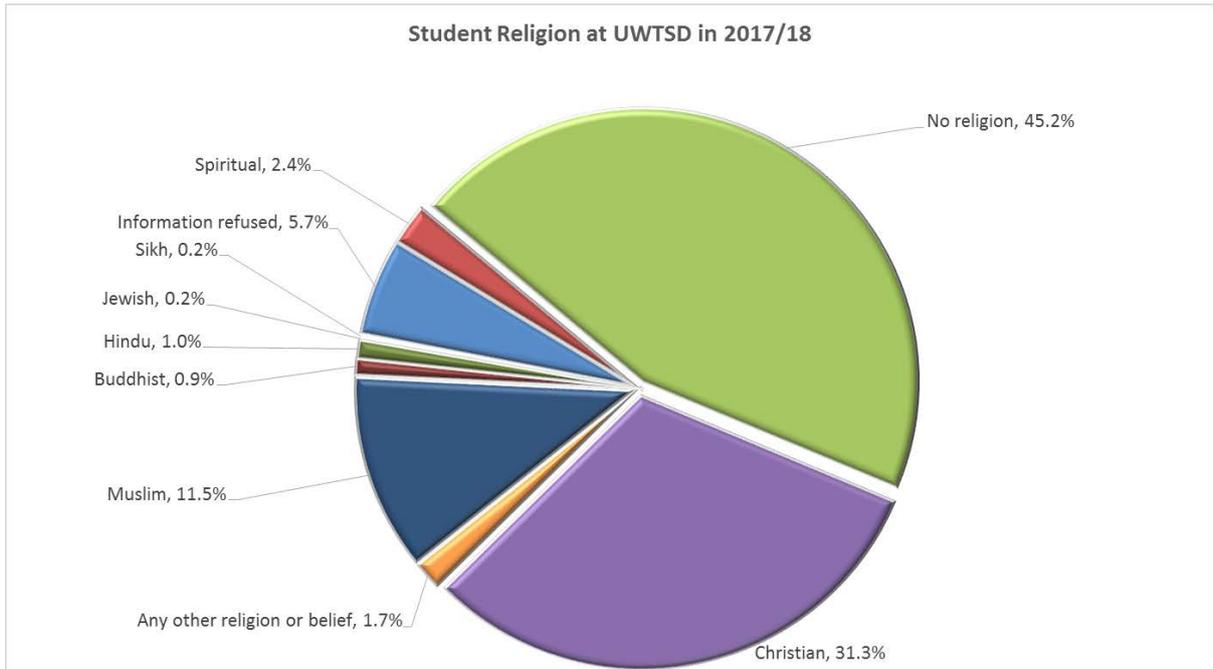


TABLE STU-27. Source: Internal sources

#### 4.2.7 Sexual Orientation

81.2% of students cited heterosexual as their sexual orientation, which is a 20.2% increase compared to 2016/17 and the percentage of 2014/15. Disclosure rates have increased significantly. 11.6% of students refused information in 2017/18 compared to 34.4% of students in 2016/17.

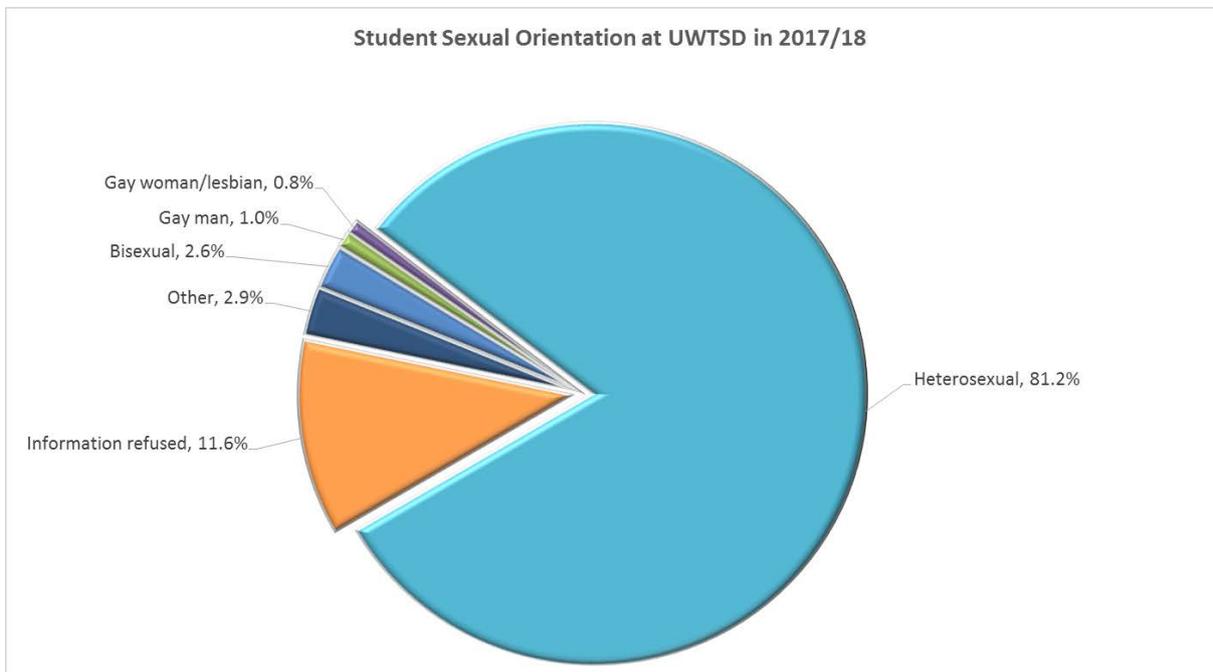


TABLE STU-28. Source: Internal sources

