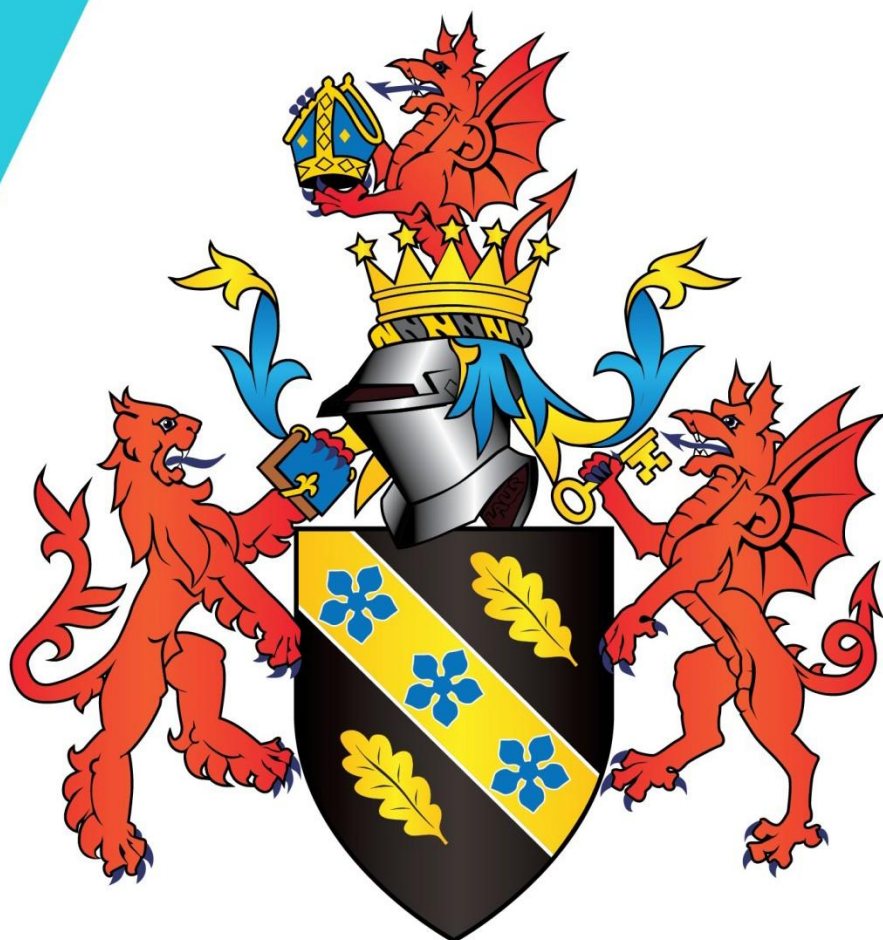




Prifysgol Cymru  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David



# Annual Report: Equality and Diversity 2023/24

## Contents

1. Introduction.....	5
2. Background.....	5
3. Review of April 2024 to March 2025 .....	5
4. Data collection and monitoring.....	10
5. Staff Data .....	11
5.1 Profile of current workforce .....	11
Staff Profile by terms of employment .....	11
Staff Profile by Mode of Employment .....	14
Staff Profile by Salary.....	15
Staff Profile by Gender .....	16
Staff Profile by Age .....	17
Staff Profile by Gender and Age .....	19
Staff Profile by Ethnicity .....	21
Staff Profile by Ethnicity and Gender .....	23
Staff Profile by Disability .....	25
Staff Profile by Gender and Disability.....	26
Staff Profile by Age and Disability .....	27
Staff Profile by Religion & Belief.....	28
Staff Profile by Sexual Orientation .....	29
5.2 Staff Recruitment .....	29
Profile of applicants to hires by Age.....	30
Profile of applicants to hires by Disability .....	30
Profile of applicants to hires by Ethnicity.....	31
Profile of applicants to hires by Gender .....	31
Profile of applicants to hires by Sexual Orientation .....	31
Profile of applicants to hires by Religion and belief .....	32
Profile of applicants to hires by Gender Identity .....	32
5.3 Pregnancy and maternity .....	33
5.4 Flexible working requests.....	33
5.5 Grievances and disciplinary .....	33
5.6 Staff progression at UWTSD .....	33
Staff progression by age profile.....	33
Staff progression by disability profile .....	34
Staff progression by ethnicity profile .....	34
Staff progression by gender profile .....	35
Staff progression by religion and belief profile .....	35
Staff progression by sexual orientation profile .....	36
5.7 Staff Leavers .....	37
Leavers profile by Age .....	37
Leavers profile by Disability.....	37
Leavers profile by Ethnicity .....	38
Leavers profile by Gender .....	38
Leavers profile by Religion and Belief .....	39

5.8	Learning and Development .....	39
6.	Student data .....	40
6.1	Overall Student Profile .....	41
	Key facts: <b>Student Population</b> .....	41
	Key facts: <b>Student Population by CAH</b> .....	42
	Key facts: <b>Level of Study</b> .....	43
	Key facts: <b>Level of Study by CAH</b> .....	44
	Key facts: <b>Mode of Study</b> .....	45
	Key facts: <b>Mode of Study by CAH</b> .....	46
	Key facts: <b>Good Honours</b> .....	47
	Key facts: <b>Good Honours by Mode of Study</b> .....	48
	Key facts: <b>Good Honours by CAH</b> .....	49
	Key facts: <b>Non-continuation</b> .....	50
6.2	Student Profile by Gender .....	51
	Key facts: <b>Main Scheme Applications by Gender</b> .....	51
	Key facts: <b>Gender Profile</b> .....	52
	Key facts: <b>Age and Gender Profile</b> .....	53
	Key facts: <b>Gender by CAH</b> .....	54
	Key facts: <b>Gender by Level of Study</b> .....	55
	Key facts: <b>Gender by Mode of Study</b> .....	56
	Key facts: <b>Good Honours by Gender</b> .....	57
6.3	Student Profile by Age .....	58
	Key facts: <b>Main Scheme Applications by Age</b> .....	58
	Key facts: <b>Age Profile</b> .....	59
	Key facts: <b>Age by CAH</b> .....	60
	Key facts: <b>Age by Level of Study</b> .....	61
	Key facts: <b>Age by Mode of Study</b> .....	62
	Key facts: <b>Good Honours by Age</b> .....	64
	Key facts: <b>Non-continuation by Age</b> .....	65
6.4	Student Profile by Ethnicity .....	66
	Key facts: <b>Main Scheme Applications by Ethnicity</b> .....	66
	Key facts: <b>Ethnicity Profile</b> .....	67
	Key facts: <b>Ethnicity Profile</b> .....	68
	Key facts: <b>Ethnicity by CAH</b> .....	69
	Key facts: <b>Ethnicity by Level of Study</b> .....	70
	Key facts: <b>Ethnicity by Mode of Study</b> .....	71
	Key facts: <b>Ethnicity and Age Profile</b> .....	72
	Key facts: <b>Ethnicity and Gender</b> .....	73

Key facts: <b>Good Honours by Ethnicity</b> .....	74
Key facts: <b>Good Honours by Ethnicity</b> .....	75
Key facts: <b>Good Honours by Ethnicity and Gender</b> .....	76
6.5 Student Profile by Disability .....	77
Key facts: <b>Disability Profile</b> .....	77
Key facts: <b>Disability by CAH</b> .....	78
Key facts: <b>Detailed Disability Profile</b> .....	79
Key facts: <b>Disability by Gender and Age</b> .....	80
Key facts: <b>Disability by Level of Study</b> .....	81
Key facts: <b>Disability by Mode of Study</b> .....	82
Key facts: <b>Good Honours by Disability</b> .....	83
Key facts: <b>Good Honours by Disability and Gender</b> .....	84
6.6 Student Profile by Religion and Belief .....	85
Key facts: <b>Religion and Belief</b> .....	86
6.7 Student Profile by Sexual Orientation .....	87
Key facts: <b>Sexual Orientation</b> .....	87

## 1. Introduction

The University of Wales Trinity Saint David (UWTSD) is part of the UWTSD Group (the Group), a confederation of several institutions which includes Coleg Sir Gâr and Coleg Ceredigion as constituent colleges. The University has campuses in Birmingham, Carmarthen, Cardiff, Lampeter, London, and Swansea, each with their own distinct identities which enables the delivery of our strategic focus on employability and widening participation. Each campus offers a different kind of student experience while all share a friendly, community atmosphere. The University's mission is to transform education and by doing so transform the lives of the individuals and communities we serve.

We are committed to the principles of equality and diversity and to building strong communities on all sites and to create an inclusive, supportive learning and working environment in which all staff, students and learners can flourish and fulfil their personal potential. We actively work on removing barriers to participation and supporting people from all backgrounds and circumstances to fulfil their potential.

The UWTSD Strategic Equality Plan 2024-28 is structured around three key domains:

**Understanding:** To be a university that understands our staff and students and reflects this in our values, culture, and activities.

**Belonging:** To be a university with an inclusive learning and working environment where everyone feels safe, valued and supported to achieve their full potential.

**Outcomes:** To be an inclusive university which promotes equality of opportunity to achieve better equality outcomes.

Each domain is driven by a singular core aim, complemented by a series of objectives aimed at realising that aim. This framework ensures a comprehensive and systematic approach to fostering equality, encompassing a range of initiatives geared towards tangible and sustainable progress in this crucial endeavour.

## 2. Background

The University's Group Strategic Equality Plan (SEP) covers the period 2024 – 2028. It underpins our commitment to promoting equality of opportunity and identifying and addressing barriers to participation. The University consulted extensively with staff, students, the Students' Union and external partners to develop this Strategic Equality Plan.

Whilst the Welsh language is not a protected characteristic, the University recognises its important role in the culture and heritage of Wales.

## 3. Review of April 2024 to March 2025

This review of the first year of the Strategic Equality Plan (2024-2025) comes at a time of transition for the University as a new annual business planning process is embedded.

The annual planning process will provide a strong framework to monitor the implementation of the strategy and set key priorities for implementation. The annual planning process enables the Senior Leadership Team, Senate and Council to monitor and scrutinise the progress of the University's priorities and actions in relation to equality and diversity. This strategic framework has enabled the University and its governing body to have strong oversight of the various projects and to set key priorities.

The University has engaged on a number of projects and initiatives to support its commitment to promoting equality of opportunity, equality of outcomes and addressing barriers to participation.

The Strategic Equality Plan is supported by a number of strategies and action plans, in particular the Health and Wellbeing Strategy, the Suicide Safer Student Action Plan and the Race Equality Charter's action plan which will be finalised and submitted in March 2025 along with our Bronze application.

In addition, equality and diversity has also been fully embedded within our Learning and Teaching Enhancement Strategy and our Academic Success Strategy. A comprehensive review is completed annually for all strategies and action plans which are reported through the University's committee structure. In this Equality and Diversity Annual Report, we are reporting on the high-level progress made during the first year (April 2024-March 2025) of the Strategic Equality Plan.

The HESA student statistics (2023/24) were not available at the time of publication of this report. This was due to national delays in collecting the 2022/23 HESA Student Record and the knock-on effect this has had in releasing the 2023/24 data. Without the latest HESA student statistics, it is not possible to complete a thorough sector analysis of our student profile. For this reason, the student data included in this report is taken from the most up to date data available at the time of publication (HESA 2021/22).

An addendum to this report will be published during Summer 2025 using HESA 2022 – 2024. This dataset will also allow an accurate assessment of our progress towards equality and diversity objectives.

### **Key achievements of April 2024- March 2025**

#### **Domain: Understanding**

##### **Objectives:**

- To ensure that the University understands and responds to the experience of our students;
- To ensure that our students know and understand their rights and these are reflected in our practice and policy;
- To ensure the University continues to gain a wider knowledge and understanding of the major issues facing people with different protected characteristics across all of our campuses.

##### **Key Action Highlights:**

###### *Data Communication*

- The University has implemented a new approach to the presentation of student data, including attainment and retention data, and developed a new approach as part of its revised Annual Performance Review process which has allowed for more targeted actions in areas of weaker performance and for better awareness of performance amongst Academic Directors.

###### *Investments in HR systems*

- Improvements in people analytics, reporting and automating processes.

#### **Domain: Belonging**

##### **Objectives:**

- To ensure that all of our students are able to fully participate in university life safely;
- To ensure that all students feel that they belong, their experiences are valued, and that their voices are heard and help to shape their education;
- To ensure our leadership culture embeds the principles of equality, diversity and inclusion at all levels across the University and our leaders are role models for effective and equitable practice, supporting and equipping people managers to build inclusive teams.

## **Key Action Highlights:**

### *Wellbeing Triage:*

- The Wellbeing Service has augmented the Wellbeing Triage process over the course of this academic year, with a triage team established, trained and launched. The team is made up of mental health professionals from across the Wellbeing Advisory Service and the Counselling Service, with triage provision running 9-5 Monday to Friday, and additional triage capacity at weekends. Cause for Concern and Support Request forms automatically enter Wellbeing triage and are assessed in terms of risk level using the national Severity Index, adopted by the University this year as part of our participation in the national MHULS project. The most severe cases, and identified safeguarding issues, are referred to senior managers for consideration and response. All students entering triage will receive appropriate contact from the Wellbeing team, in accordance with their risk severity.

### *Health and Wellbeing training delivery*

- Training delivery has been further expanded across the academic year, with regular sessions delivered to across the following:
  - ASIST Suicide Prevention
  - SAFETalk Suicide Awareness
  - Mental Health First Aid
  - Support and Report
  - Introduction to Support Services
- In addition to the above, members of the core wellbeing team have been trained as accredited trainers for First Responder Training and have developed a pilot UWTSD-specific First Responder programme, which will be rolled out for staff and students in 24-25. UWTSD also now has two trainers accredited on the new national Prevent material and has participated fully in the first stage of the national roll-out, as the Home Office seek to refine their new training offer. A regular programme of safeguarding training has been delivered to safeguarding leads and other student-facing teams, which has included expert-led briefings on topics such as sexual violence, county lines criminal activity, and the rise of sexism, antisemitism and homophobia in online terrorist rhetoric.

### *Student Co-production Pilot:*

- The Wellbeing Projects team delivered pilot co-production activity across 2023-24. Activity began with the collaborative project in partnership with People Unlimited, focusing particularly on introducing and exploring the benefits of coproduction. This project was delivered through a series of workshops and was tasked with reaching Ethnic Minority students. This initial project culminated in participating students identifying ideas for future work. The second phase of the pilot were a series of paid internships for students to work on and realise their co-production ideas. Students submitted project proposals and worked with staff mentors to explore wellbeing ideas and themes. Across the cohort, students worked on themes such as access to services, building belonging amongst distance learner students, collaboration with the Students' Union, loneliness within the postgraduate community, safety awareness, and creating flexible social spaces. Students reported on their outcomes and identified future work for the Wellbeing Team.

### *Staff Training*

- Developed a new HPL training programme to ensure that staff are aware of the requirements of learners and engage in continuing professional development.

### *Disability Confident Employer:*

- Reaccredited as a Disability Confident Employer in August 2024 as part of the government scheme for a further three years.

#### *Staff Wellbeing hub*

- Engaged in an external self-referral Employee Assistance Programme from Health Assured, focussing on our staff's health and wellbeing

#### *Leadership Development Programme*

- We've supported 12 women through the Aurora Programme in 2023/2024 and we've supported four people on a new collaboration in partnership with Advance HE Diversifying Leadership Programme and one person on the London cohort.

#### *Race Equity e-learning module*

- The essential bilingual Advance HE Race Equity e-learning module was launched across the University for staff in October 2024.

#### **Domain: Outcomes:**

##### **Objectives:**

- To ensure that everyone with the ability and the interest is encouraged to consider Higher Education and apply to and access our academic programmes;
- To ensure we provide all our students with equitable access to high-quality education and support services;
- To ensure that all students are supported to succeed and achieve their potential based on their effort and their abilities;
- To ensure we view our employee experience through the lens of equality, particularly in relation to recruitment, pay, development and progression.

##### **Key Action Highlights:**

#### *CertHE Admissions Process*

- Review of Admissions processes for CertHE students to ensure that students visit the campuses, understand the expectations of study and have the level of skills required to be successful prior to admissions. Initial feedback from applicants and staff has been positive.

#### *AI Guidance*

- In 2024, the university approved both Guidance on Generative AI in relation to learning and teaching, focusing on integration of AI in the curriculum and supporting AI literacy for both students and staff, and general Guidance on AI to support staff usage of AI. Asynchronous and synchronous training for staff was made available from March 2024, while the LLR has created AI literacy modules for students starting from September 2024. In preparation for 2024/25, all module leads considered the integration of AI into assessment under the new guidance.

#### *Engagement Policy*

- Roll out of Celcat timetabling system and new Engagement Policy which incorporates Learning Analytics across the University. In the two areas where the Student Success Team was active, there was significant improvement in the retention rate. This is an indicator of an effective impact of Student Success Team working in combination with the Student Engagement Teams and the programme teams.

#### *Race Equality Charter (REC)*

- The REC Self-Assessment Team have met virtually to review the results of the staff and student culture survey and student and workforce data and have agreed the actions committed within the 5 year action plan. The bronze application will be submitted in March 2025.

### *Pay Gap Reporting*

- There has been a continued reduction in mean gender pay gap from 9.7% on 31 March 2019 to 5.5% on 31 March 2024.
- The University has calculated the ethnicity pay gap as of 31 March 2023. The Ethnicity pay gap is -1.3%, this means that on average ethnic minority staff are paid 1.3% more than staff from a white background. When compared to other Welsh Universities, UWTSD's ethnicity pay gap is within a similar range to those that have published their ethnicity pay gap.

## 4. Data collection and monitoring

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

- The University's Human Resources records system
- The University's bilingual online recruitment system
- The University's Student Records Systems
- Higher Education Statistics Agency (HESA) staff and student institutional data (obtained through Heidi plus, a data analysis portal, as well as the Welsh National Measures Dashboard)
- Internal data monitoring dashboards (e.g. the demographic dashboard, annual programme review dashboard; student cases dashboard, student surveys dashboard)
- Application and acceptance data through UCAS

Data is used to:

- assess the effectiveness 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.

## 5. Staff Data

The staff data is based on the most up-to-date data reported to the Higher Education Statistics Agency (HESA) for 2023/24 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 available on Heidi Plus as well as to previous years' data where appropriate.

In 2023/2024, UWTSD employed a total staff of 1,780, an increase of 8.15% in comparison to 2022/23.

### 5.1 Profile of current workforce

#### Staff Profile by terms of employment

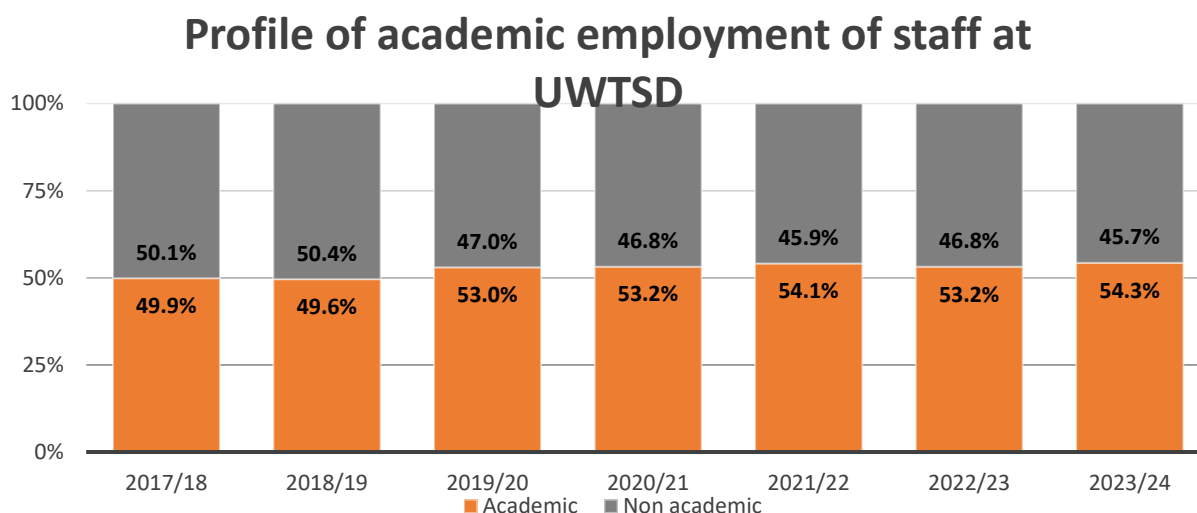


Figure 1: Source HESA

Figure 1 shows the change in the profile of academic and non-academic staff at UWTSD from 2017/18 to 2023/24 (source HESA). In 2023/24, 54.3% of the workforce were in academic related roles compared to 49.9% in 2017/18.

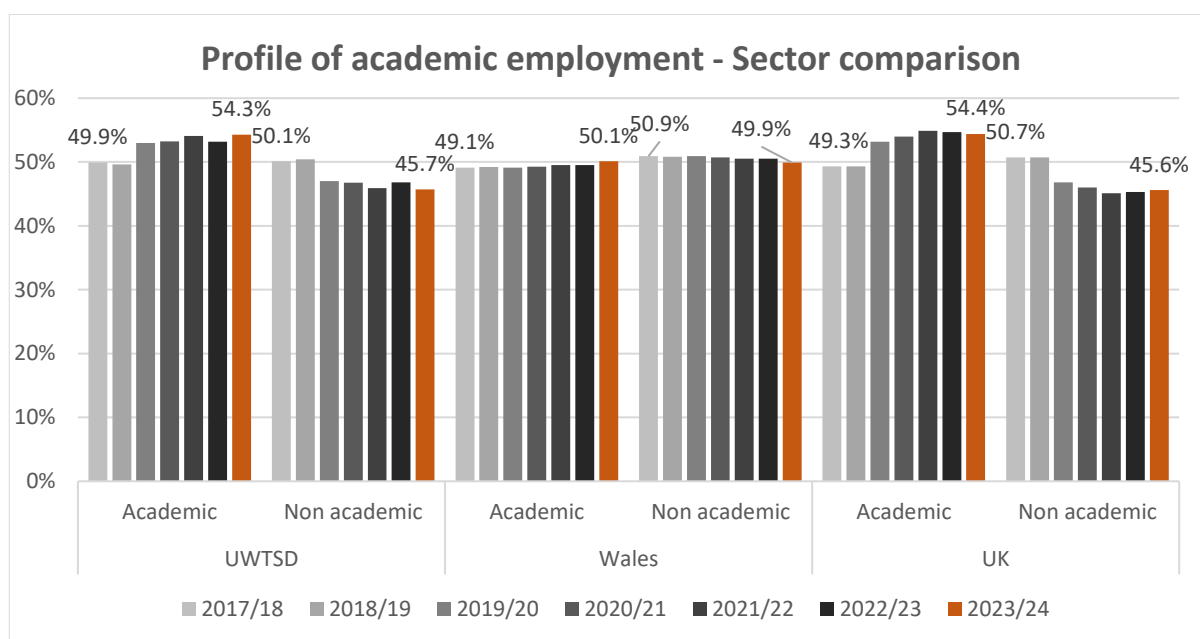


Figure 2: Source HESA

Figure 2 shows that the percentage of academic staff is similar to the UK sector average of 54.4% and is higher in comparison to the Welsh sector average where 50.1% are academic staff.

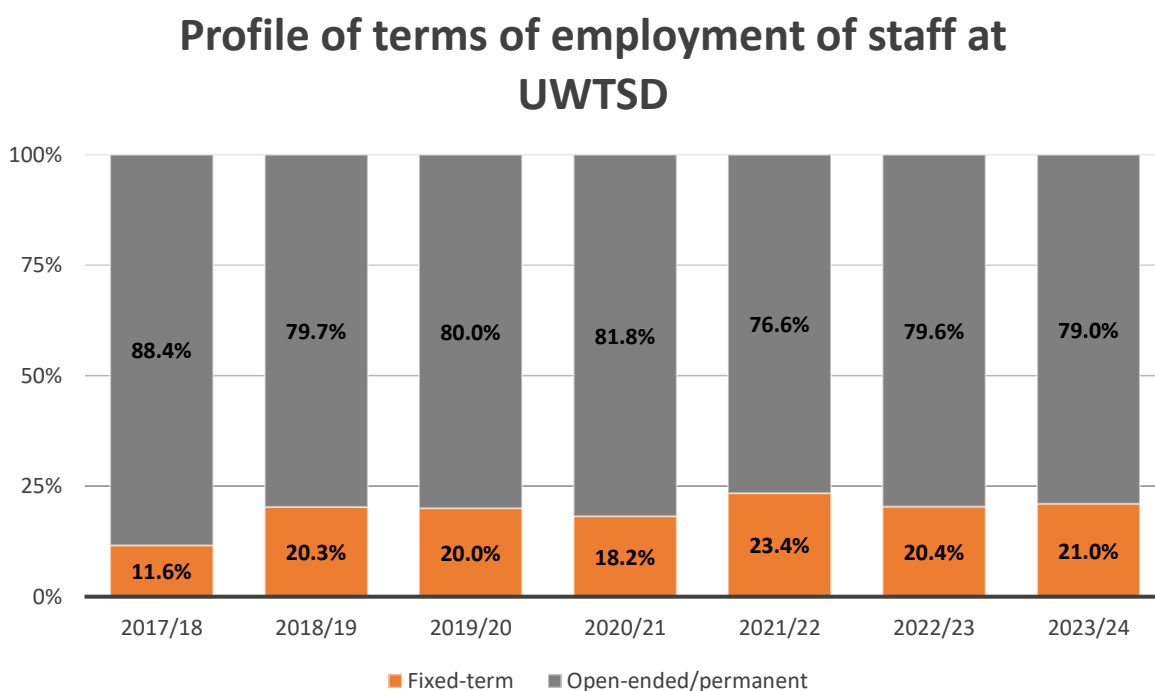


Figure 3: Source HESA

Figure 3 shows 79% of staff are employed on an open-ended / permanent contract compared to 21% on a fixed-term contract.

## Open-ended/permanent staff by profile of employment at UWTSD

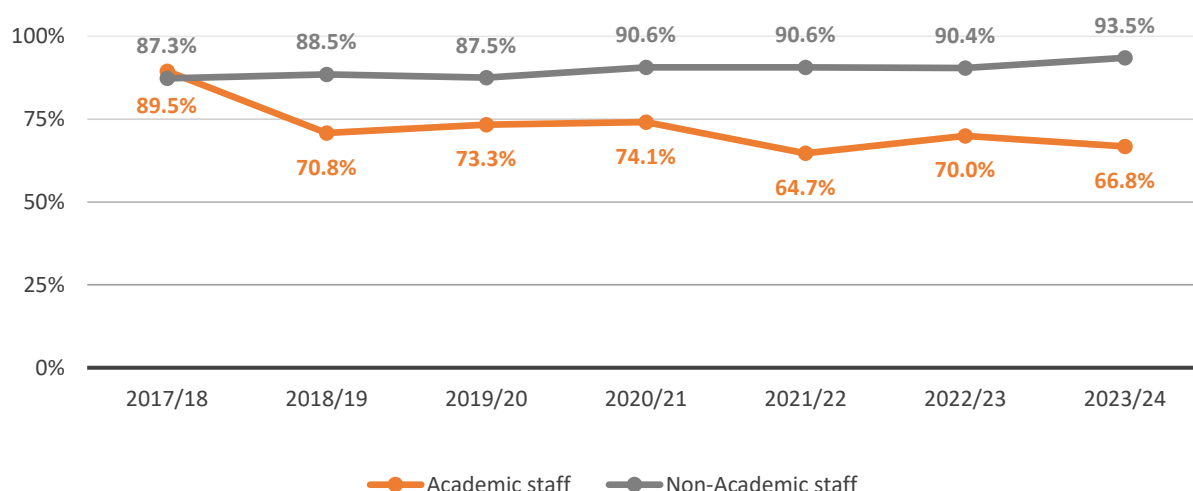


Figure 4: Source HESA

Figure 4 shows that 66.8% of academic related staff are on open-ended / permanent contracts, and 93.5% of non-academic staff are on open ended/ permanent contracts.

## Profile of open-ended/permanent terms of employment

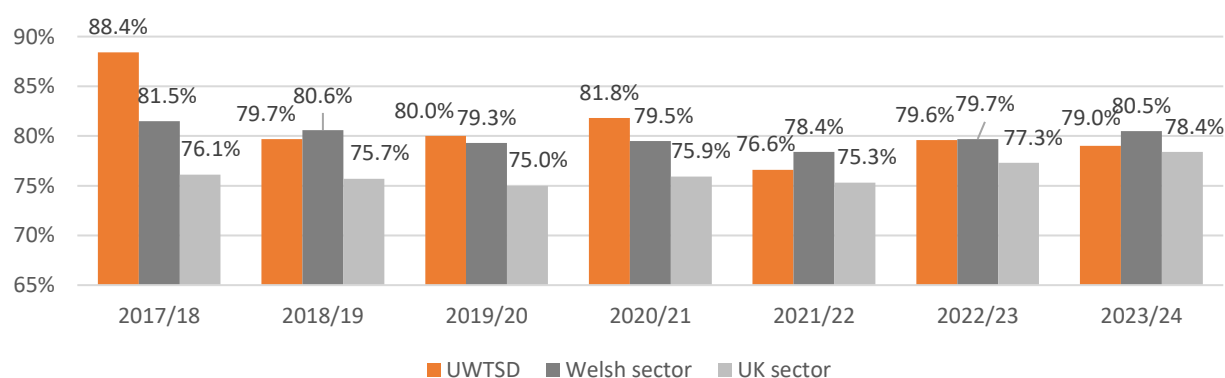


Figure 5: Source HESA

Figure 5 shows that UWTSD's open-ended / permanent contract profile is broadly in line with the sector in Wales and the UK at 79% compared to 78.4% and 80.5% respectively.

## Staff Profile by Mode of Employment

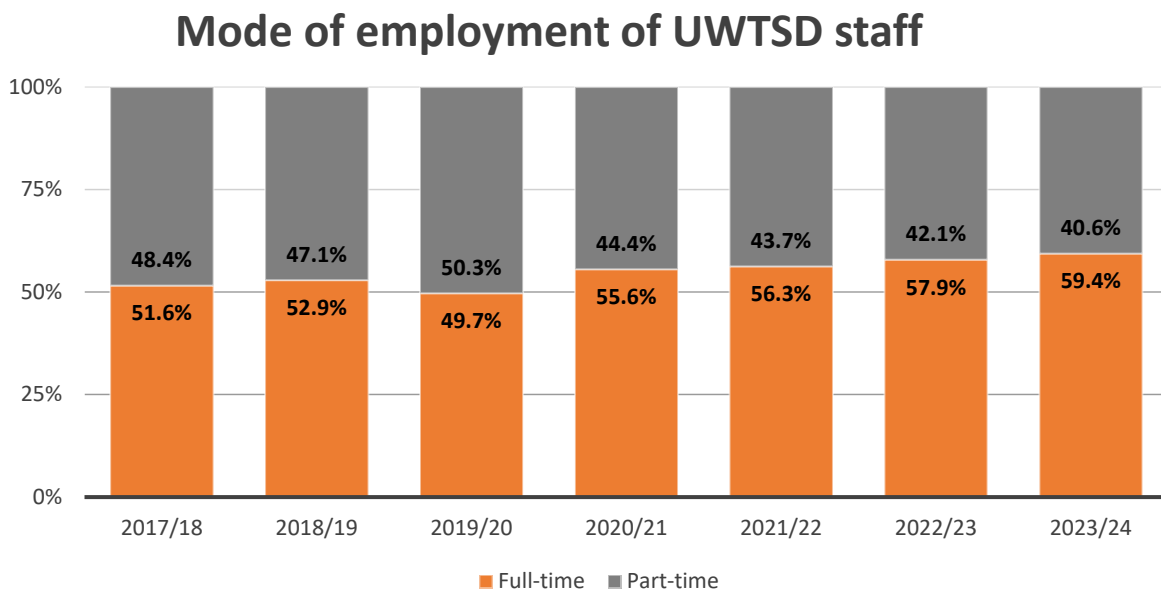


Figure 6: Source HESA

Figure 6 shows that in 2023/24, 59.4% of staff were employed on full-time contracts and 40.6% of staff on part-time contracts. In comparison to the Welsh and UK sector averages (32.8% and 31.2% respectively), UWTSD employs more staff on part-time contracts.

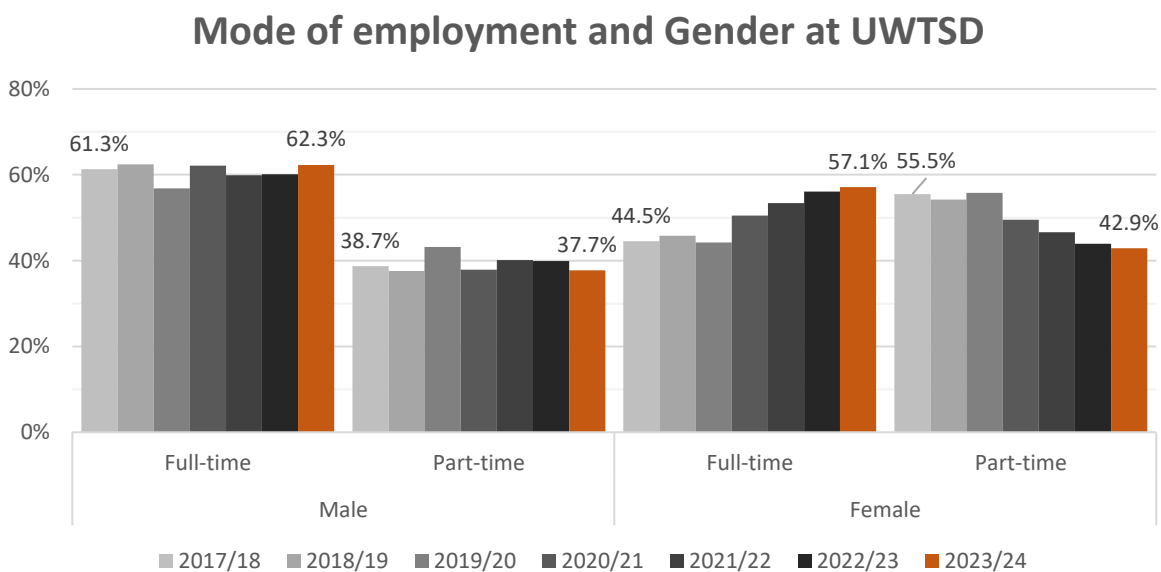


Figure 7: Source HESA

Figure 7 shows the mode of employment by gender at UWTSD. When compared to the sector, UWTSD employs more men and women on part-time contracts with UK figures showing that 75.9% of male staff are in full-time employment compared to 62.3% at UWTSD and 63.1% of women are in full-time employment compared to 57.1% at UWTSD.

## Staff Profile by Salary

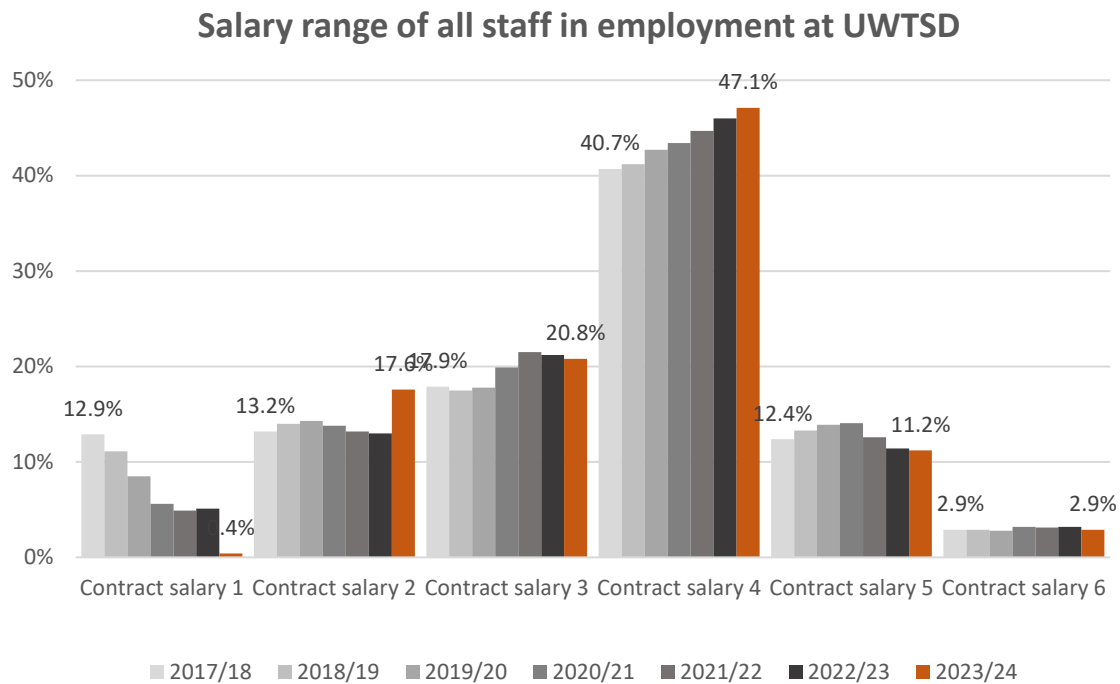


Figure 8: Source HESA

Figure 8 shows the breakdown of UWTSD staff based on contract salary range from 2017/18 to 2023/24 with the most populated salary range being salary range 4, which represents 47.1% of the total staff. There has been a noticeable increase in salary range 2 over the past year due to the annual increase in voluntary living wage.

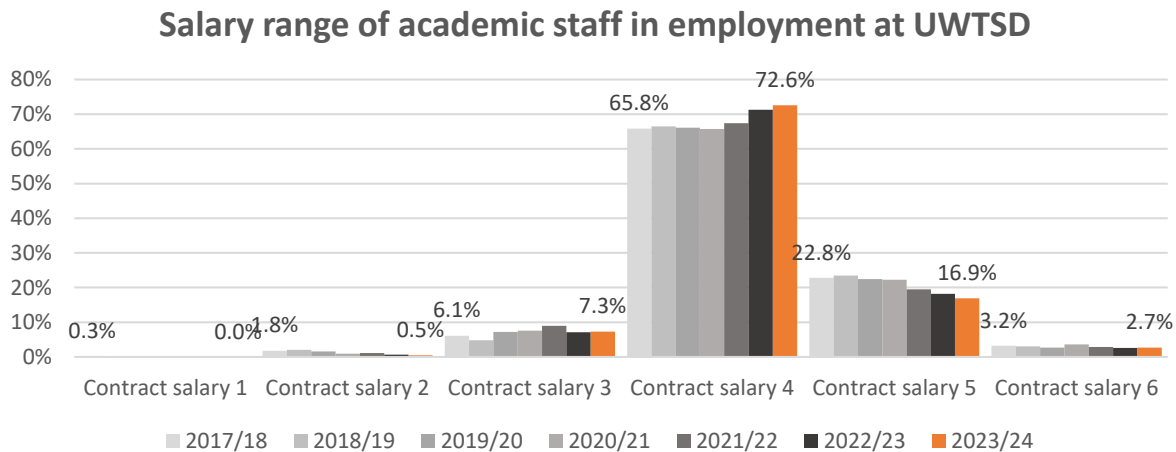


Figure 9: Source HESA

Figure 9 shows approximately 2/3rds of academic staff (72.6%) are employed in salary range 4 and 89.5% of academic staff employed in salary ranges 4 and 5.

## Salary range of non-academic staff in employment at UWTSD

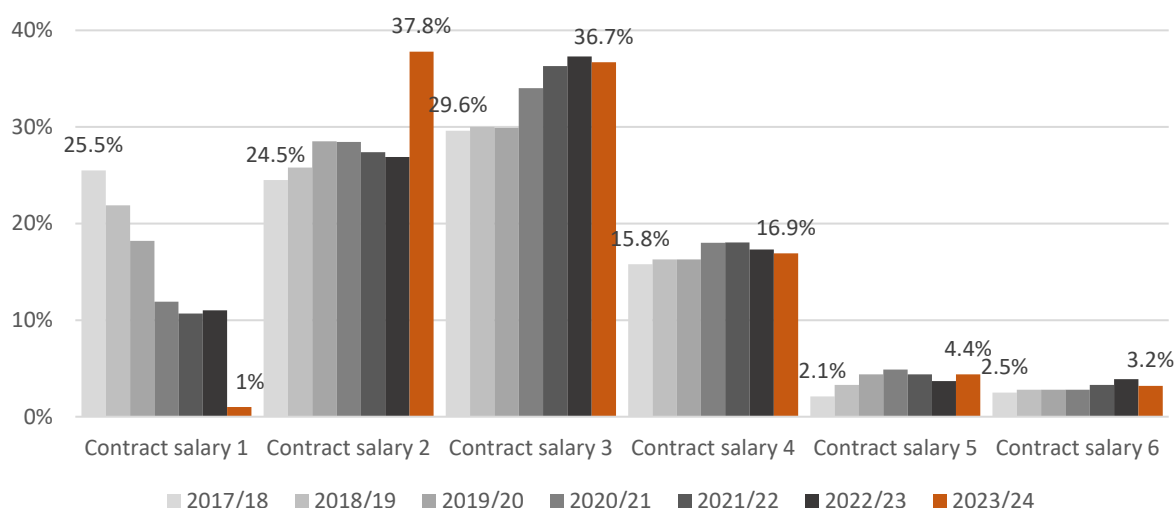


Figure 10: Source HESA<sup>1</sup>

Figure 10 shows that most non-academic members of staff are employed in either salary range 2, 37.8%, or salary range 3, 36.7%. There has been a sharp increase in staff employed in salary range 2 from 24.5% to 37.8% due to the increase in the voluntary living wage rate.

## Staff Profile by Gender

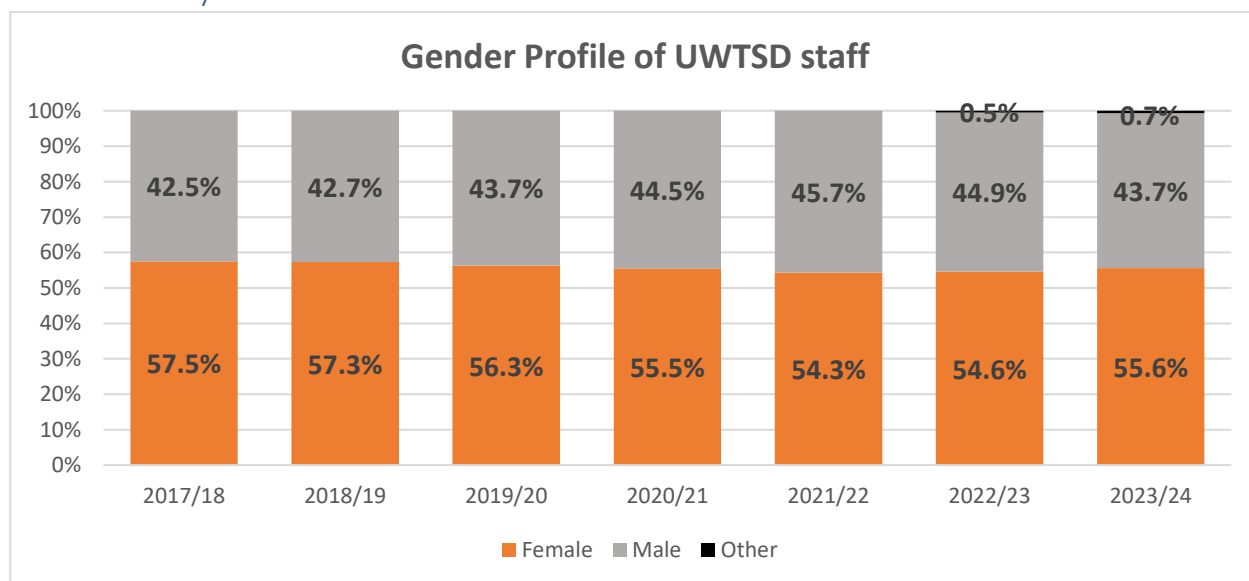


Figure 11: Source HESA

Figure 11 shows the gender profile over the last seven years.

<sup>1</sup> 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).

## Staff by gender and academic marker

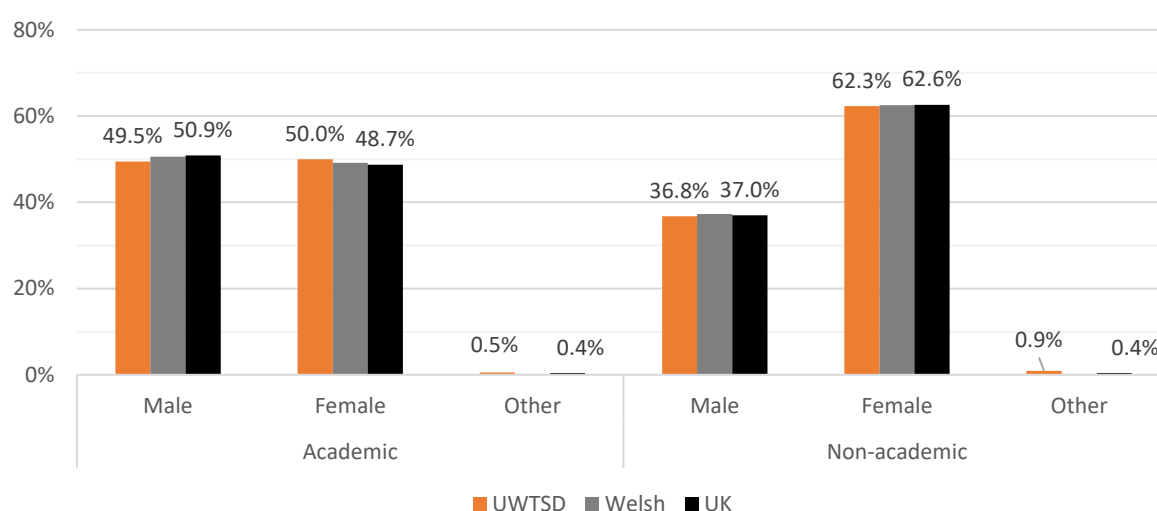


Figure 12: Source HESA

Figure 12 shows the staff profile by gender and academic marker in 2023/24. The overall gender profile by academic marker of UWTSD in 2023/24 is broadly in line with the overall profile of staff working in higher education in the UK and in Wales.

## Staff Profile by Age

### Age profile of staff at UWTSD

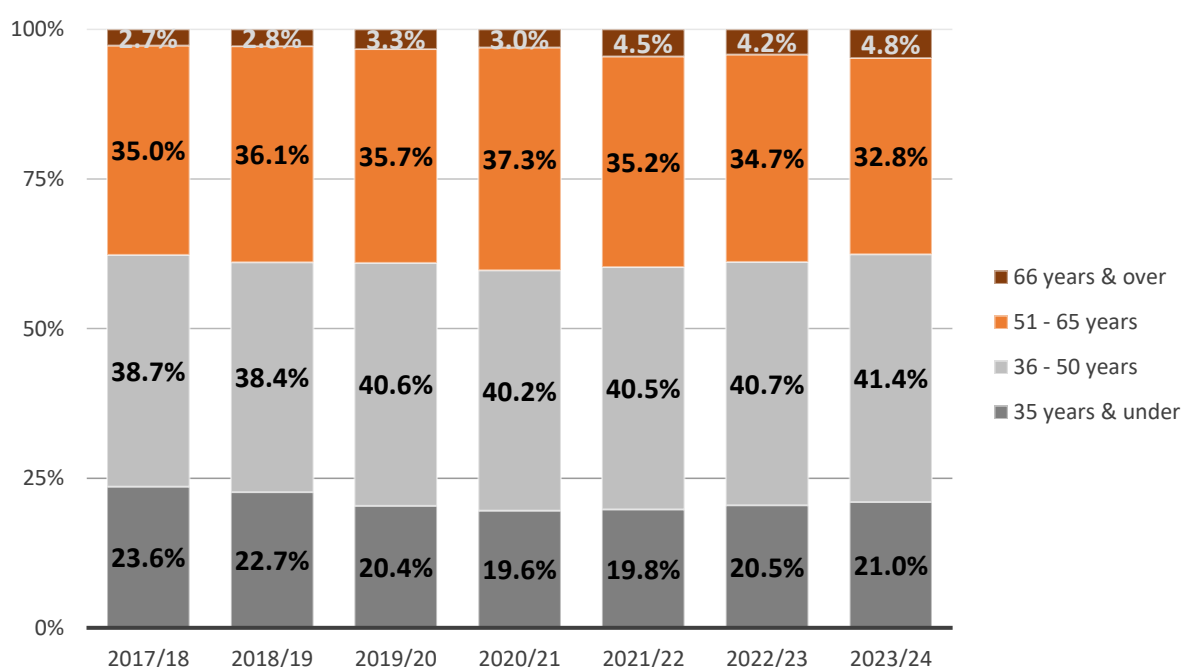


Figure 13: Source HESA

Figure 13 shows there has been a modest increase in the proportion of staff aged 35 years and younger in the past four years from 19.6% in 2020/21 to 21% in 2023/24.

## Age profile of academic staff at UWTSD

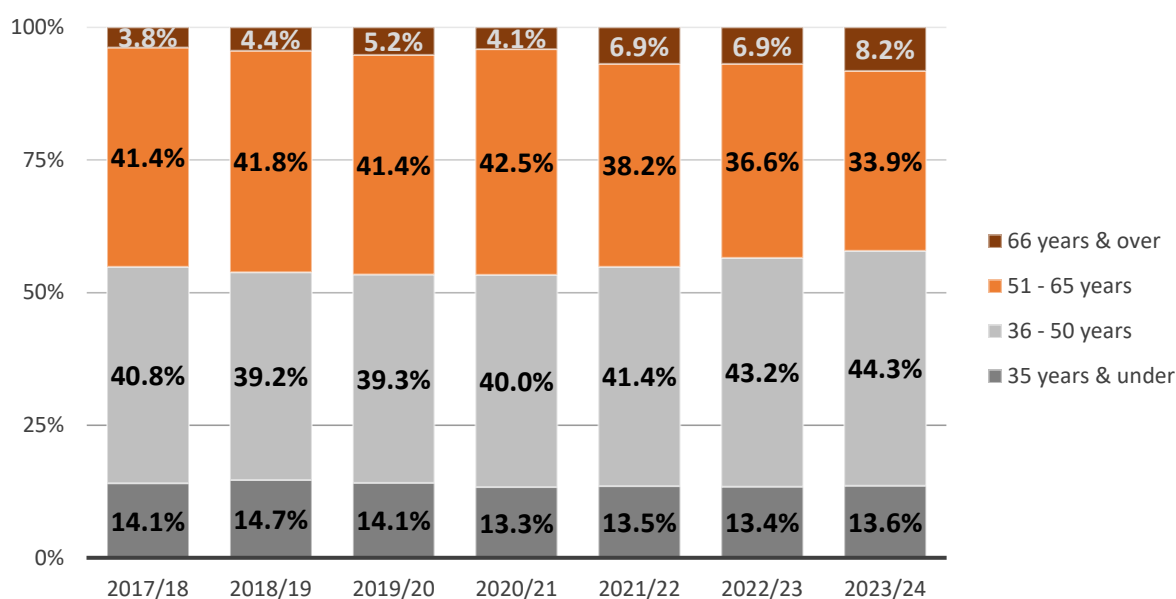


Figure 14: Source HESA

Figure 14 shows a reduction in the proportion of staff aged 51 and above over the last seven years (from 44.2% in 2017/18 to 42.1% in 2023/24) but an increase in the proportion of academic staff aged 66 and over from 3.8% in 2017/18 to 8.2% in 2023/24.

## Age profile of non-academic staff at UWTSD

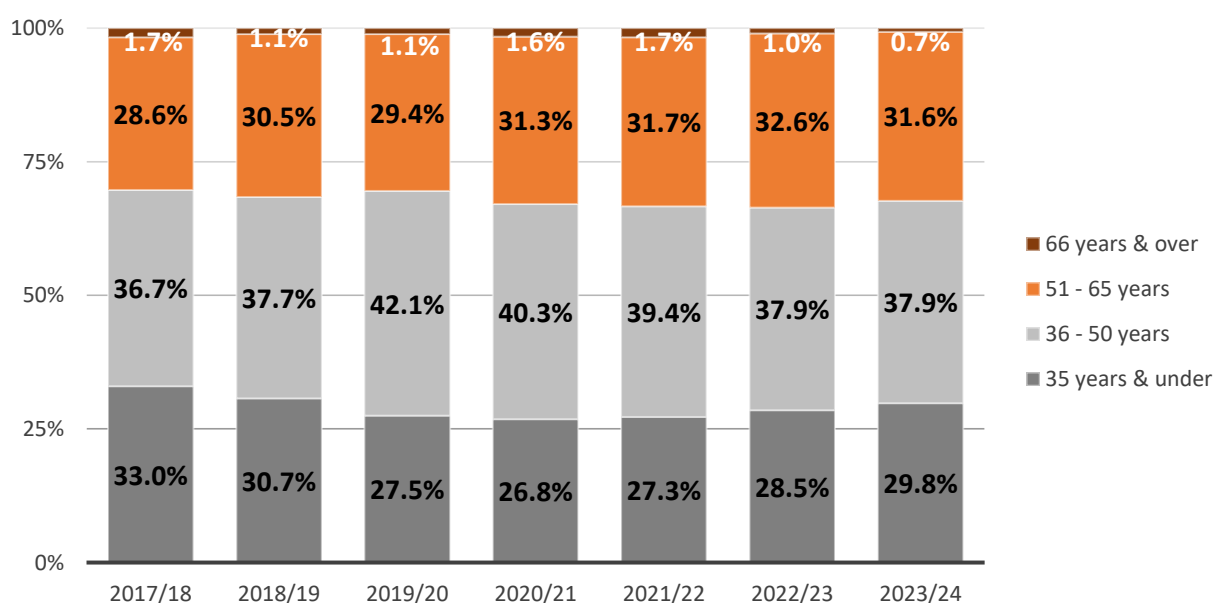


Figure 15: Source HESA

Figure 15 shows a relatively more balanced age profile amongst non-academic staff at UWTSD when compared to the age profile of academic staff (Figure 14).

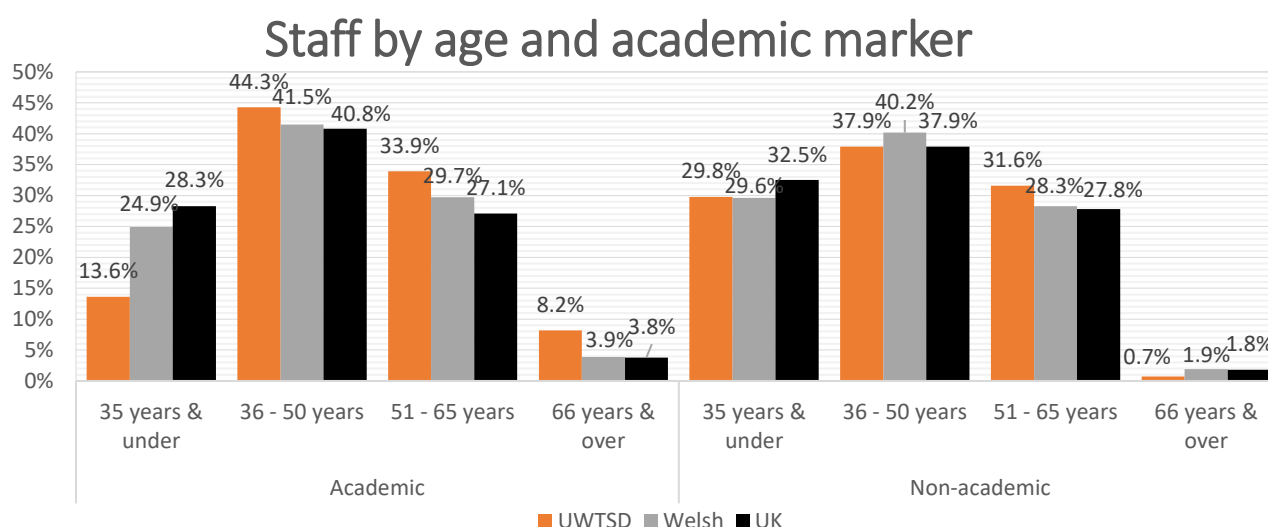


Figure 16: Source HESA

Figure 16 shows the staff profile by age and academic marker for 2023/24 in comparison to the sector in the UK and in Wales. Whilst the non-academic staff age profile is broadly in line with the sector, the academic age profile has notable differences. UWTSD employs fewer academic staff aged 35 and younger, 13.6% in comparison to 28.3% in the UK and 24.9% in Wales. UWTSD also employs a higher proportion of academic staff aged 51 and above, specifically 42.1% in comparison to 30.9% in the UK and 33.6% in Wales.

## Staff Profile by Gender and Age

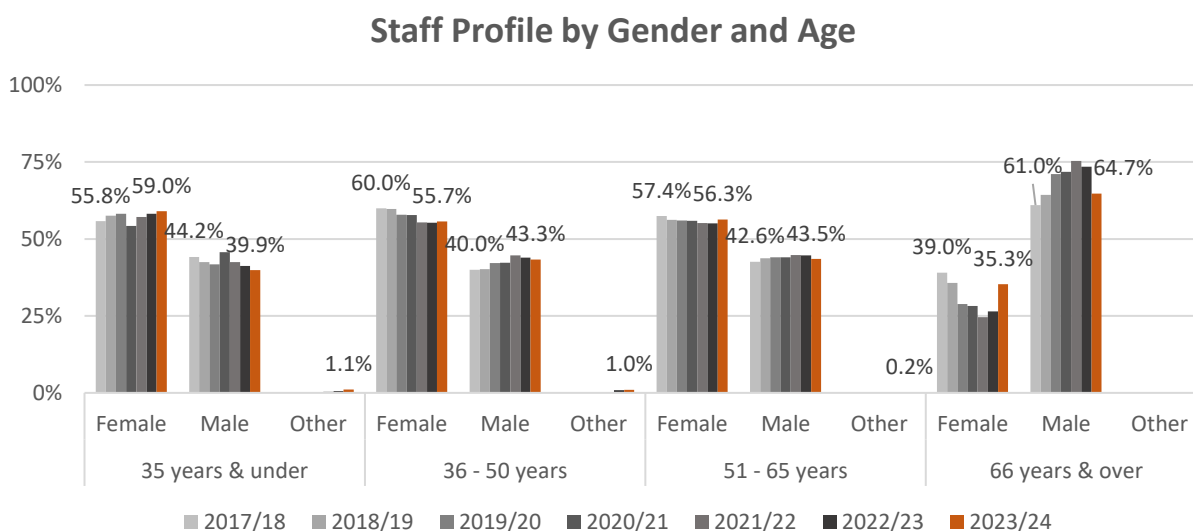


Figure 17: Source HESA

## Staff Profile by Gender and Age - Sector Comparison 2023/24

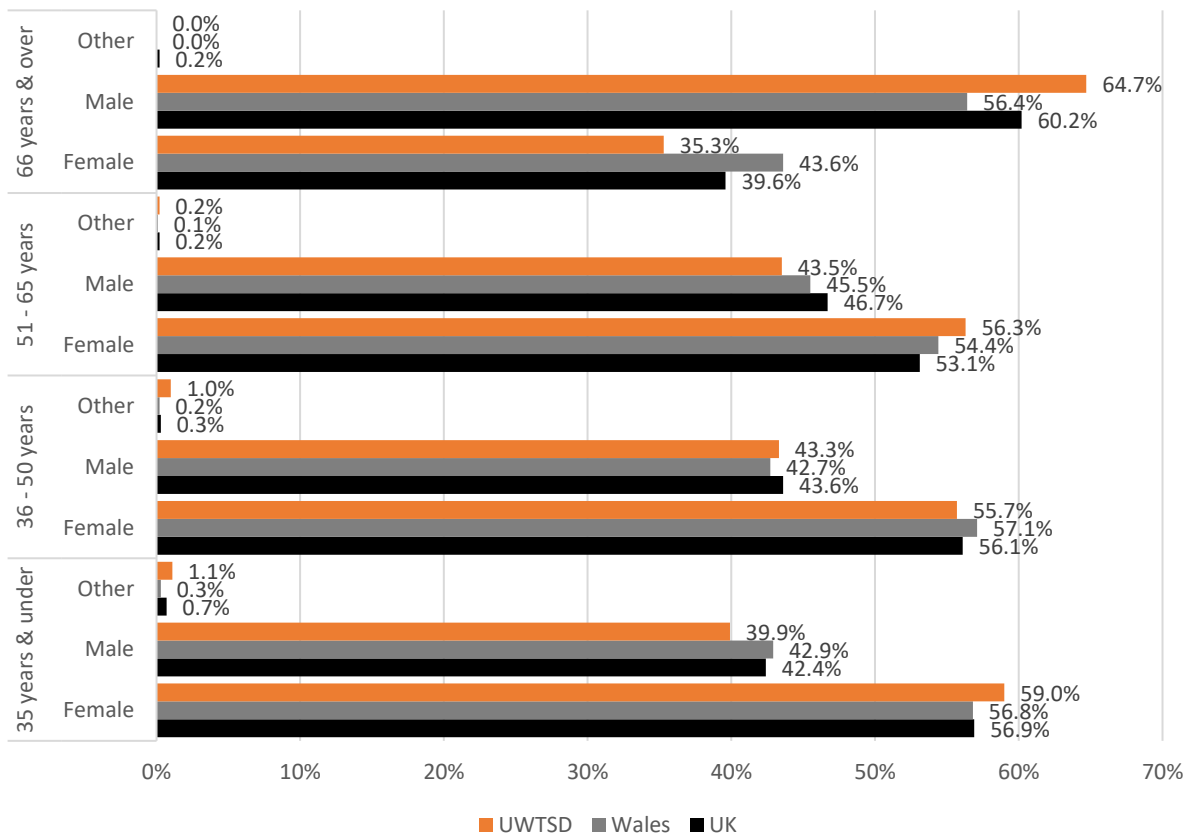


Figure 18: Source HESA

Staff Profile by Ethnicity

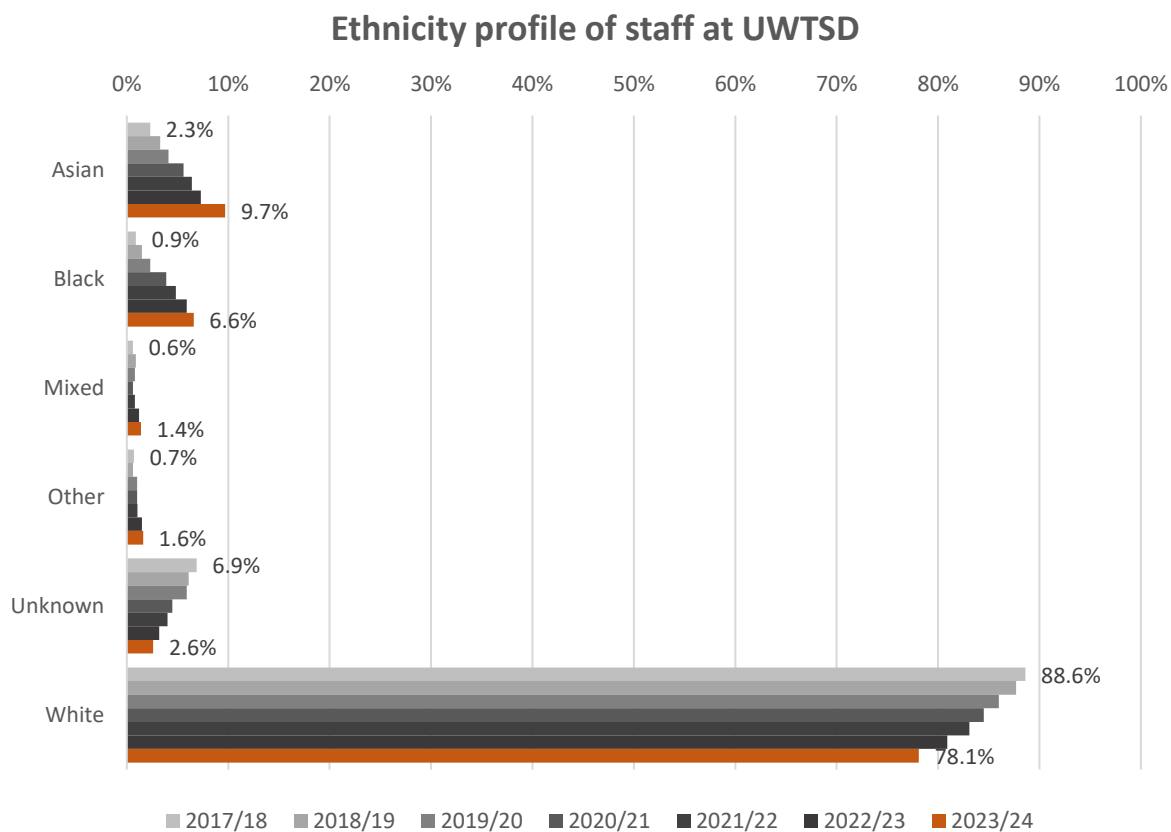


Figure 19: Source HESA

Figure 19 shows the change in the ethnicity profile of staff employed at UWTSD over the last seven years with a greater proportion of ethnic minority staff being employed in 2023/24 than in 2017/18 and an improvement in the data quality with a reduction in the proportion of staff being reported in the ‘unknown’ category.

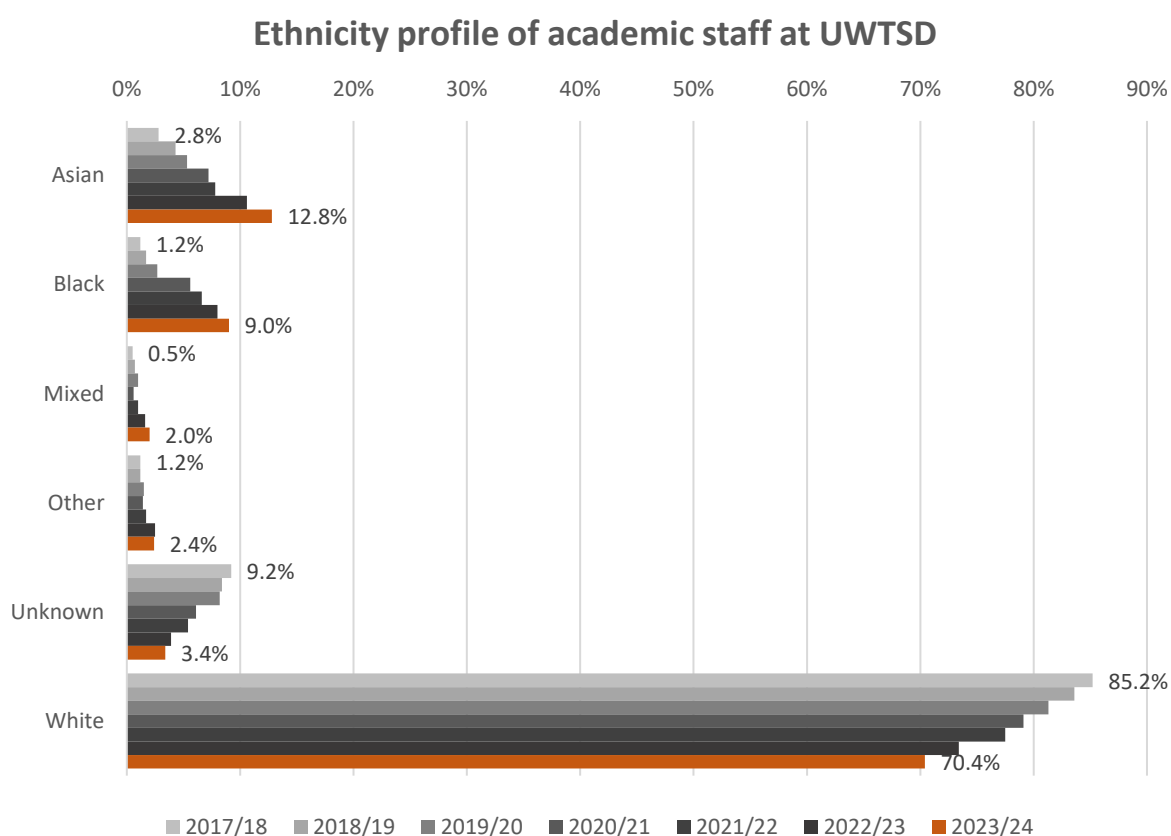


Figure 20: Source HESA

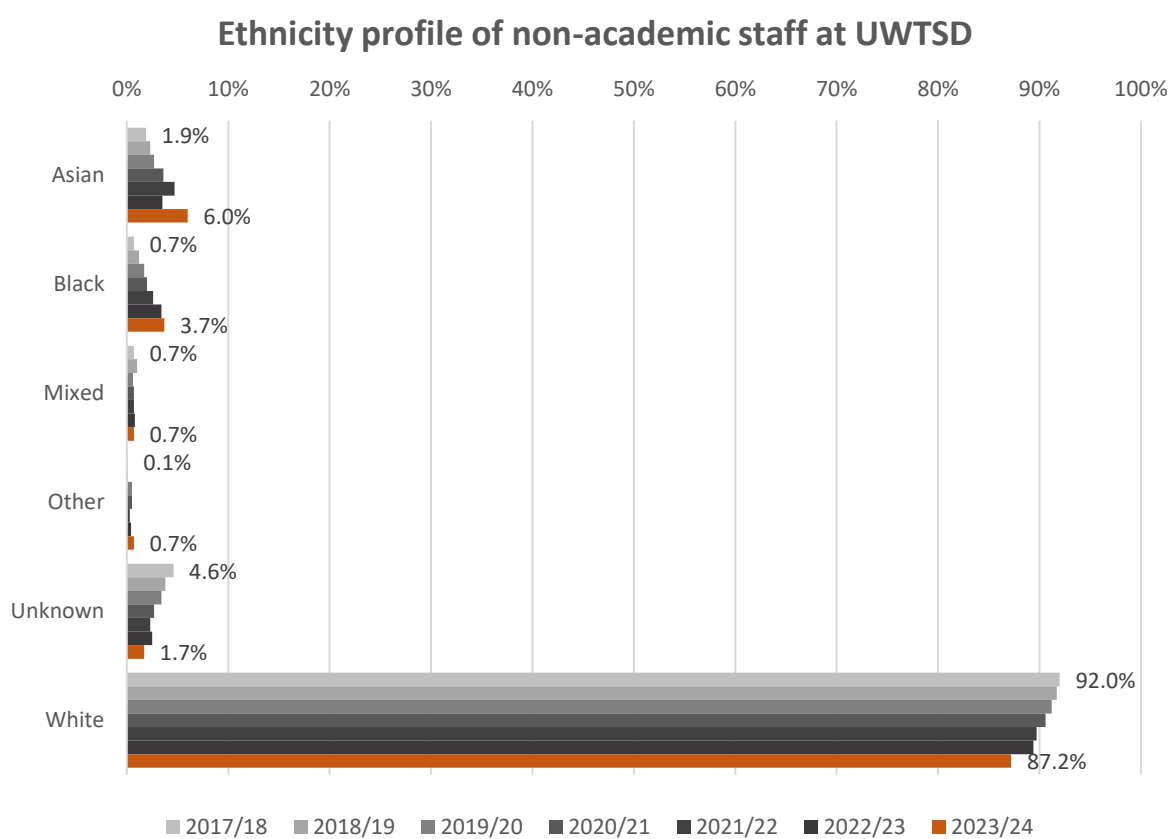


Figure 21: Source HESA

## Staff by ethnicity and academic marker

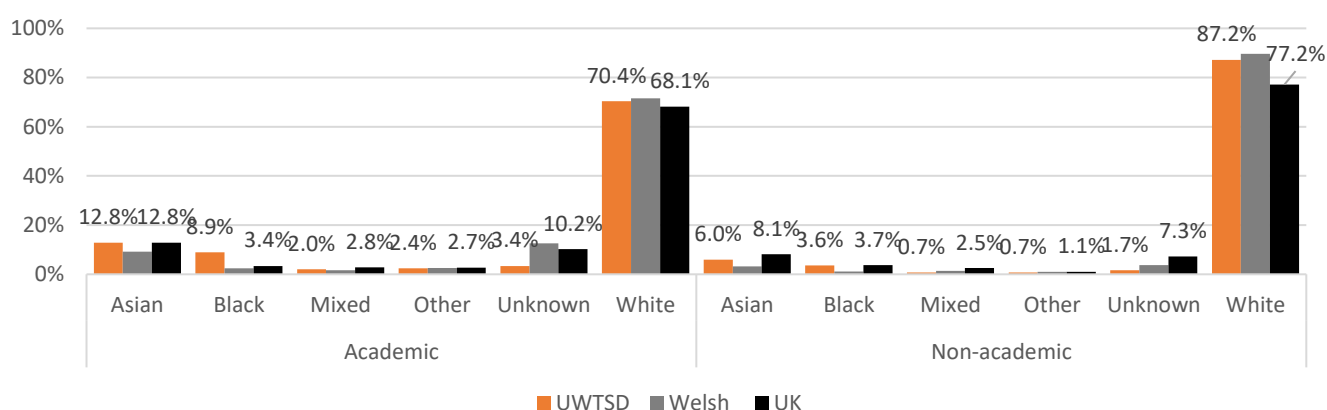


Figure 22: Source HESA

Figure 22 shows the staff profile by ethnicity and academic marker in comparison to the sector in the UK and in Wales.

## Staff Profile by Ethnicity and Gender

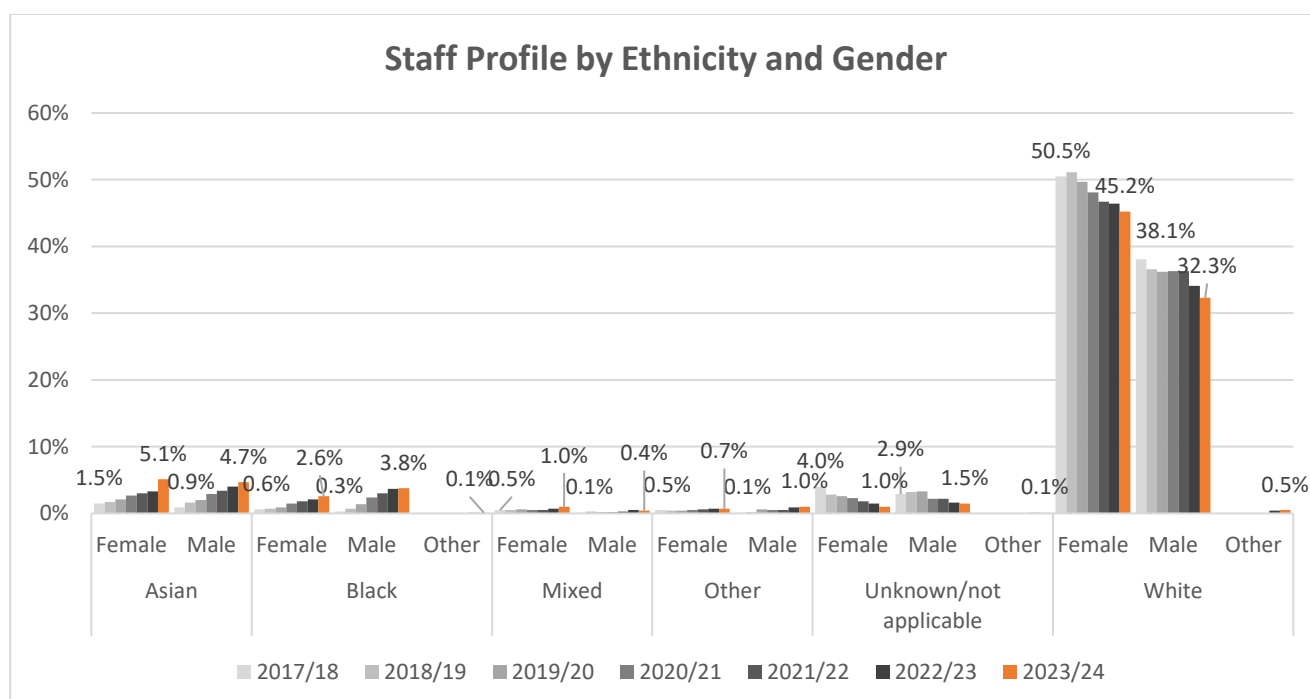


Figure 23: Source HESA

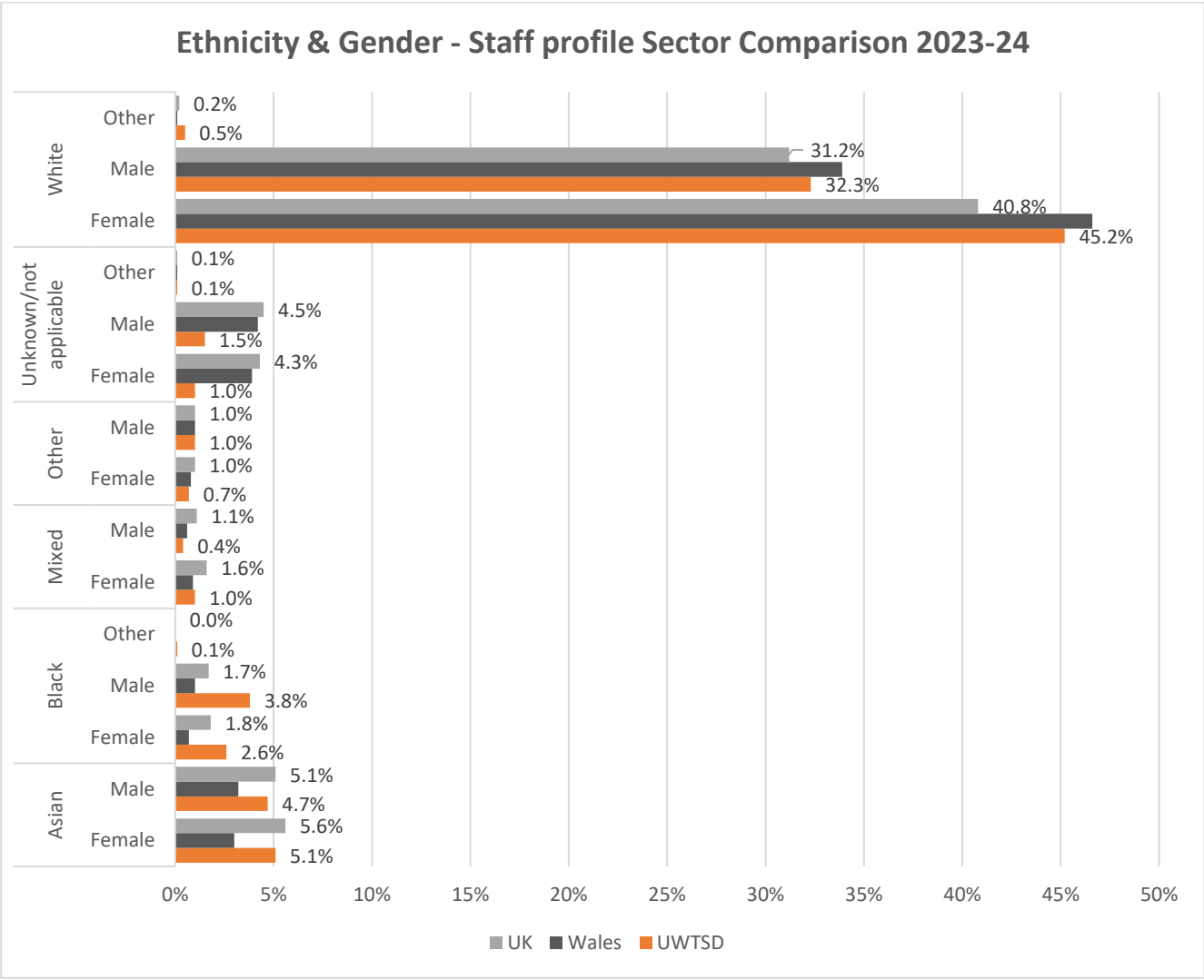


Figure 24: Source HESA

## Staff Profile by Disability

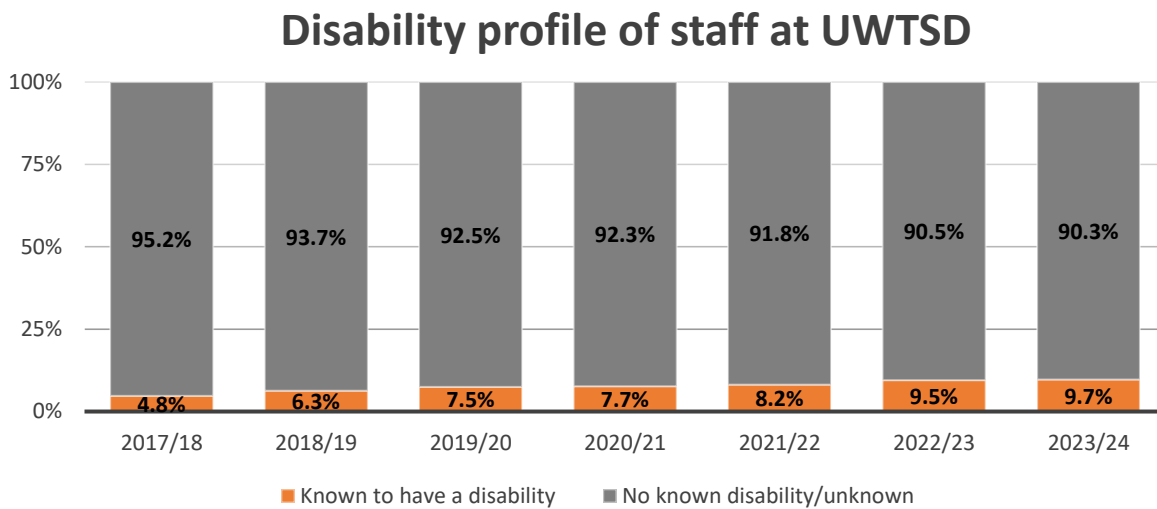


Figure 25: Source HESA

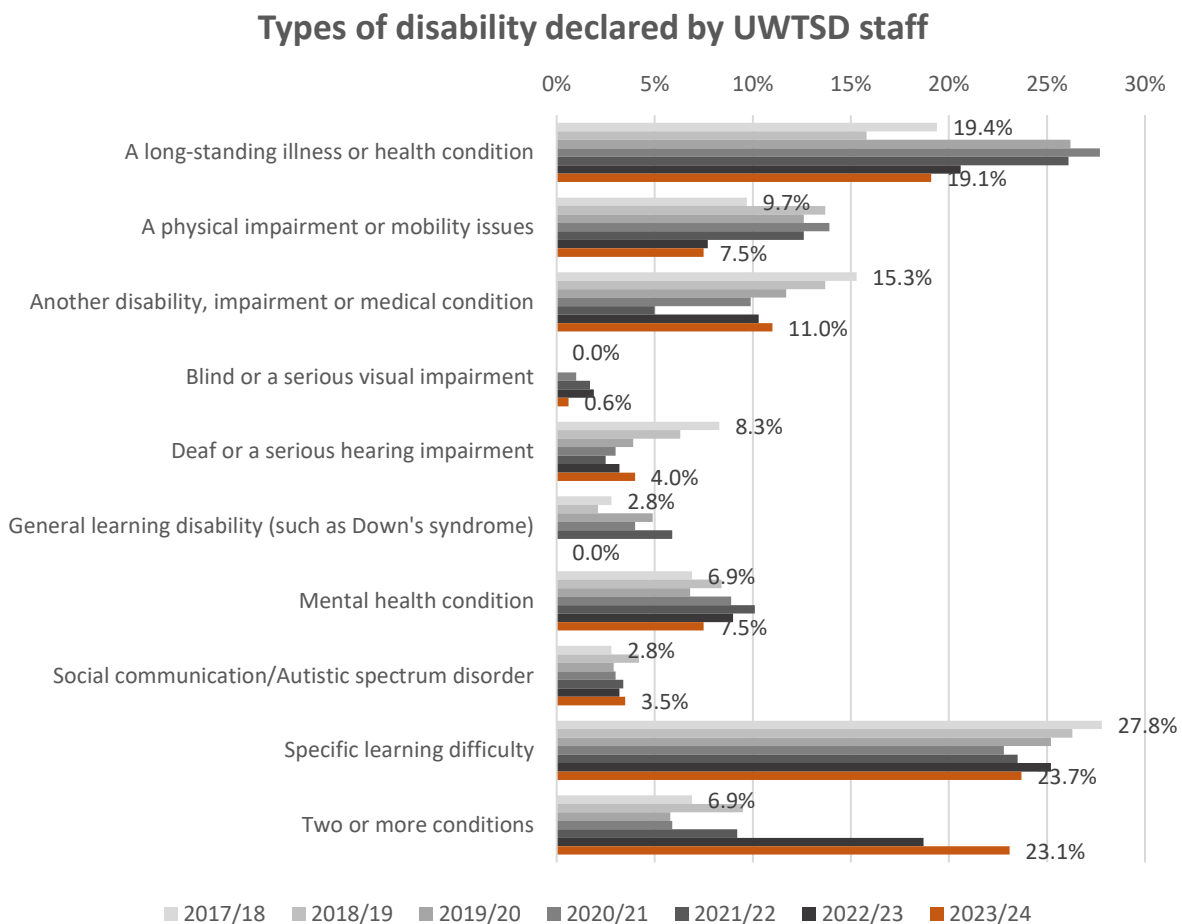


Figure 26: Source HESA

To note, due to HESA coding changes, the disability 'General learning disability' has been removed and this option is included within 'Specific learning difficulties' for 2023/24 data.

### Staff profile by Disability Sector Comparison 2023/24

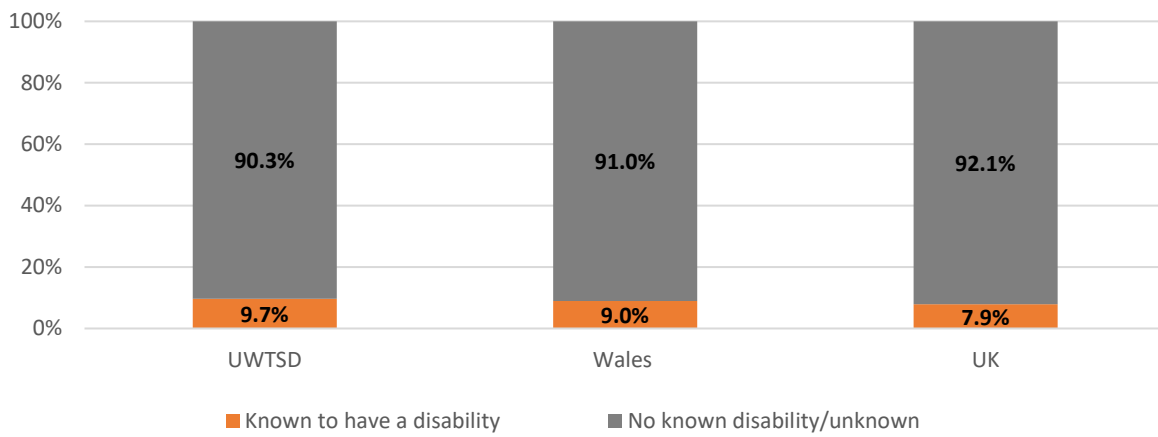


Figure 27: Source HESA

### Staff Profile by Gender and Disability

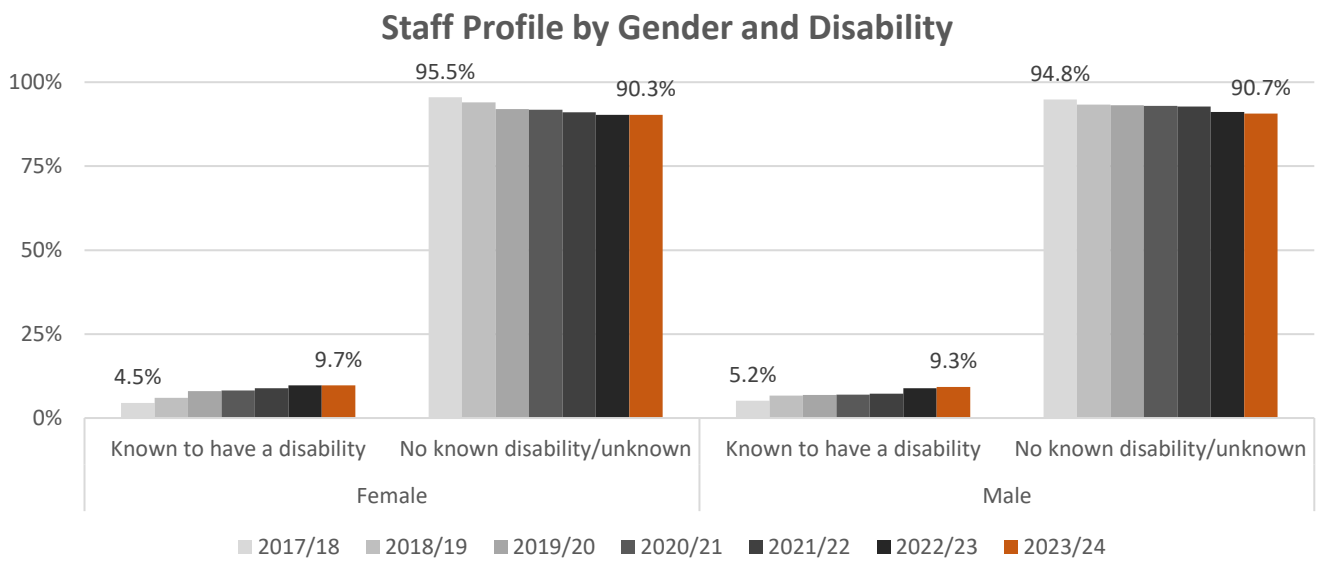


Figure 28: Source HESA

## Gender & Disability - Staff Profile Sector Comparison 2023/24

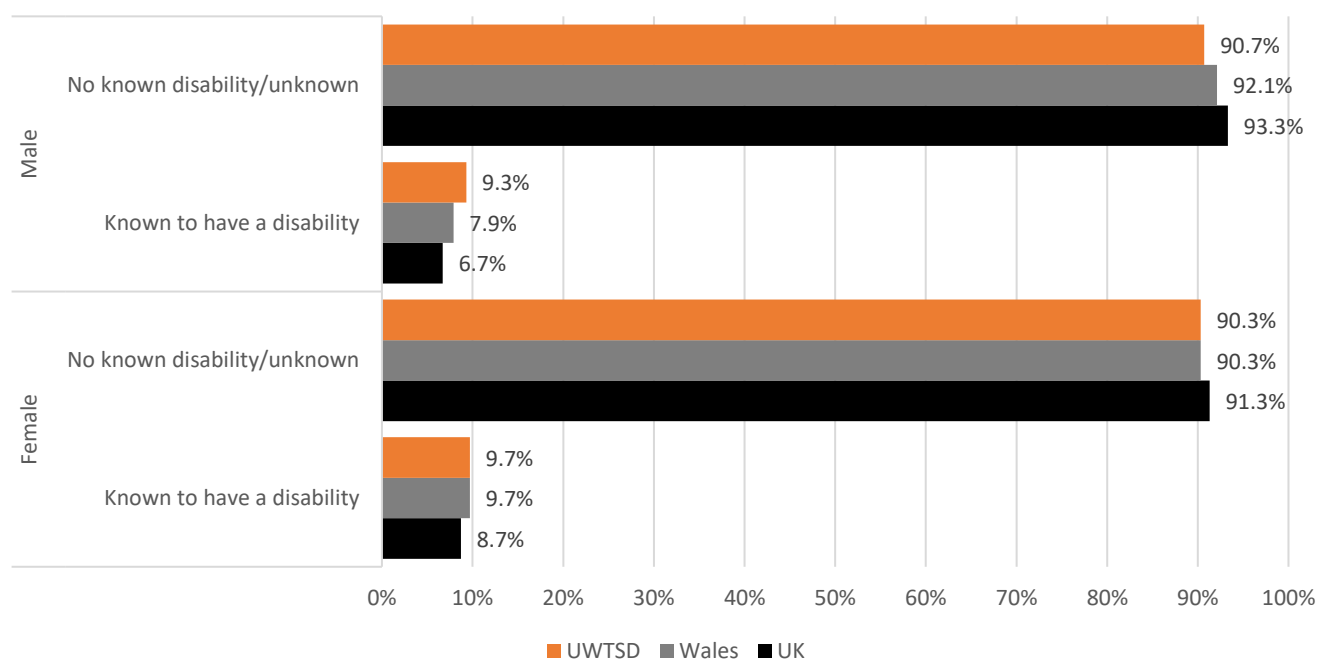


Figure 29: Source HESA

## Staff Profile by Age and Disability

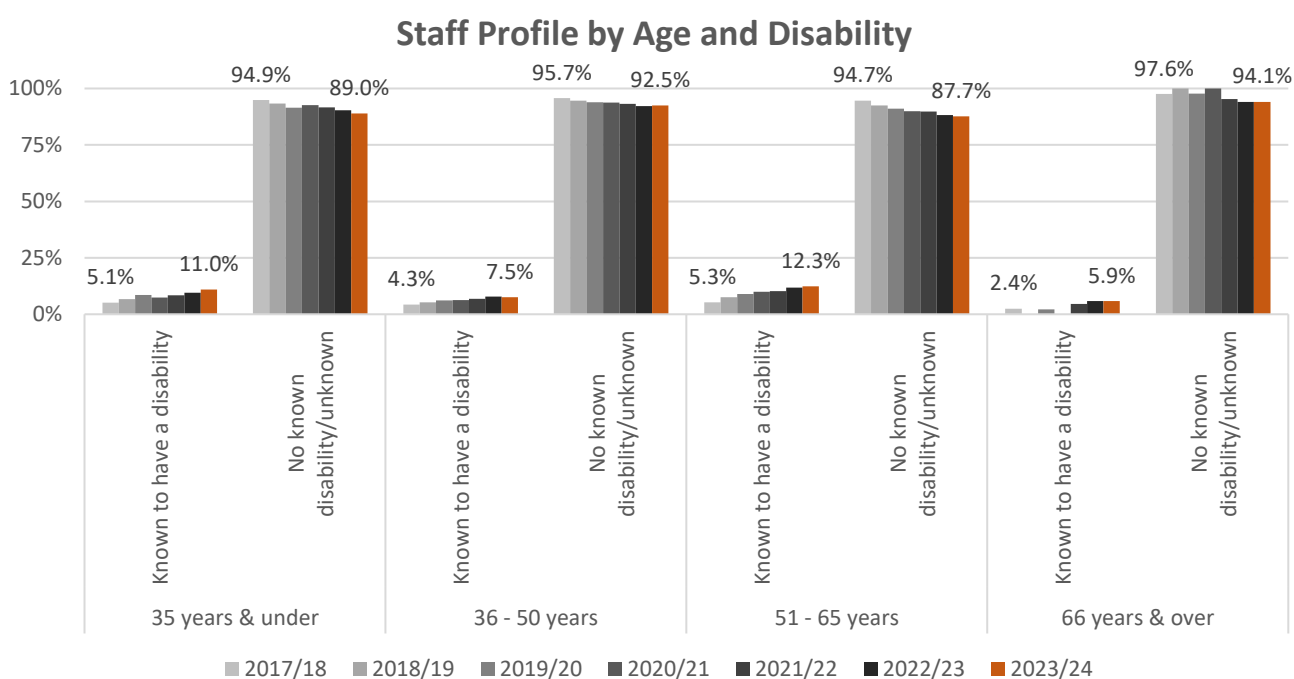


Figure 30: Source HESA

## Staff Profile by Age and Disability - Comparison 2023/24

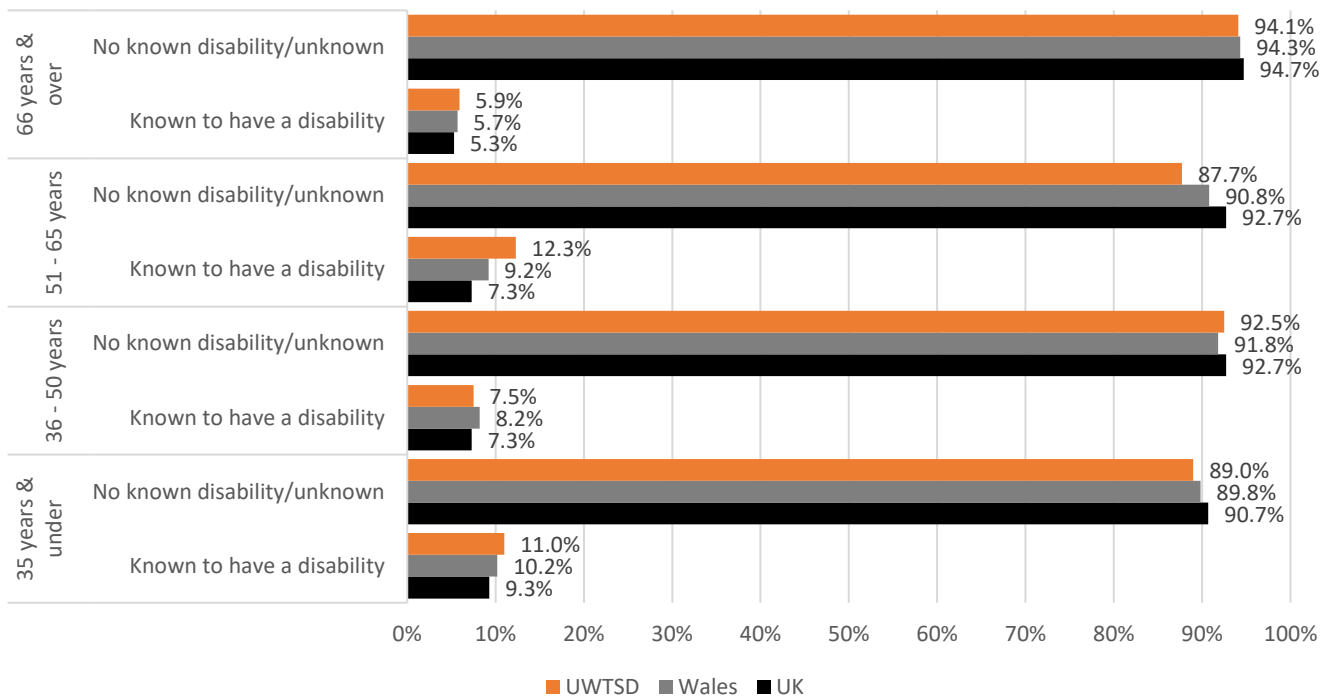


Figure 31: Source HESA

## Staff Profile by Religion & Belief

### Staff Profile by Religion and belief

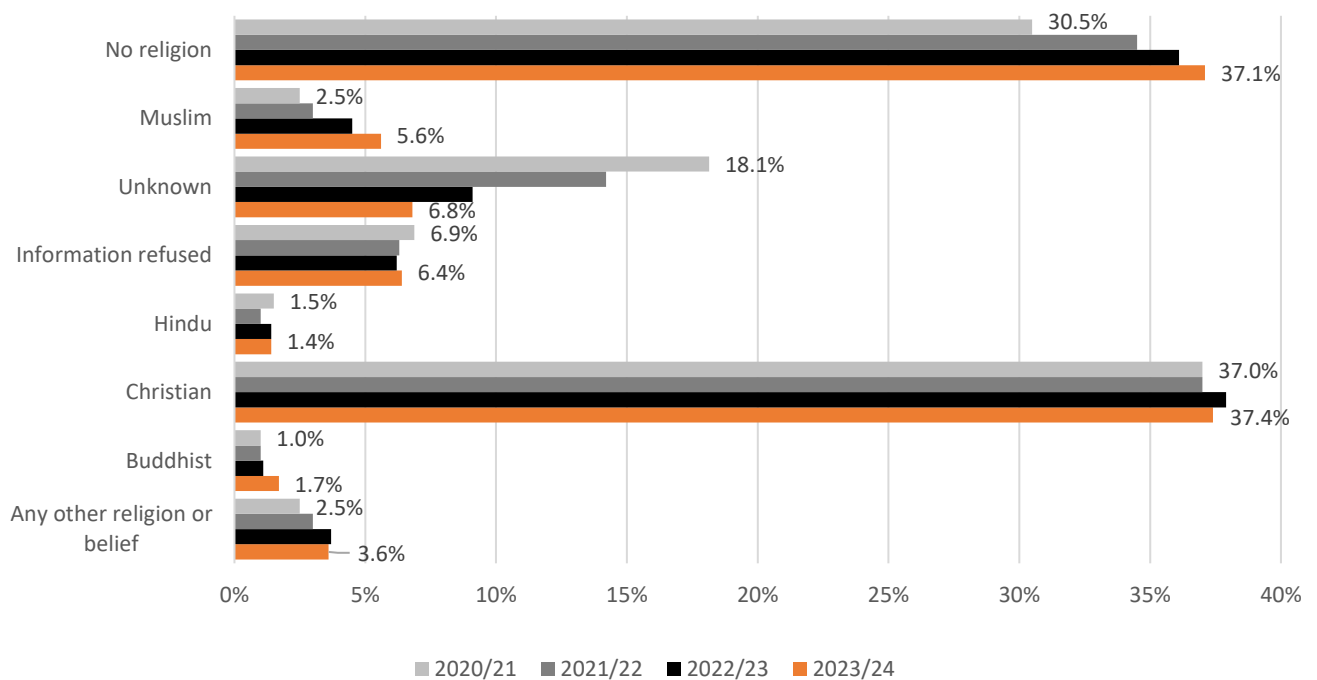


Figure 32: Source Internal Data

## Staff Profile by Sexual Orientation

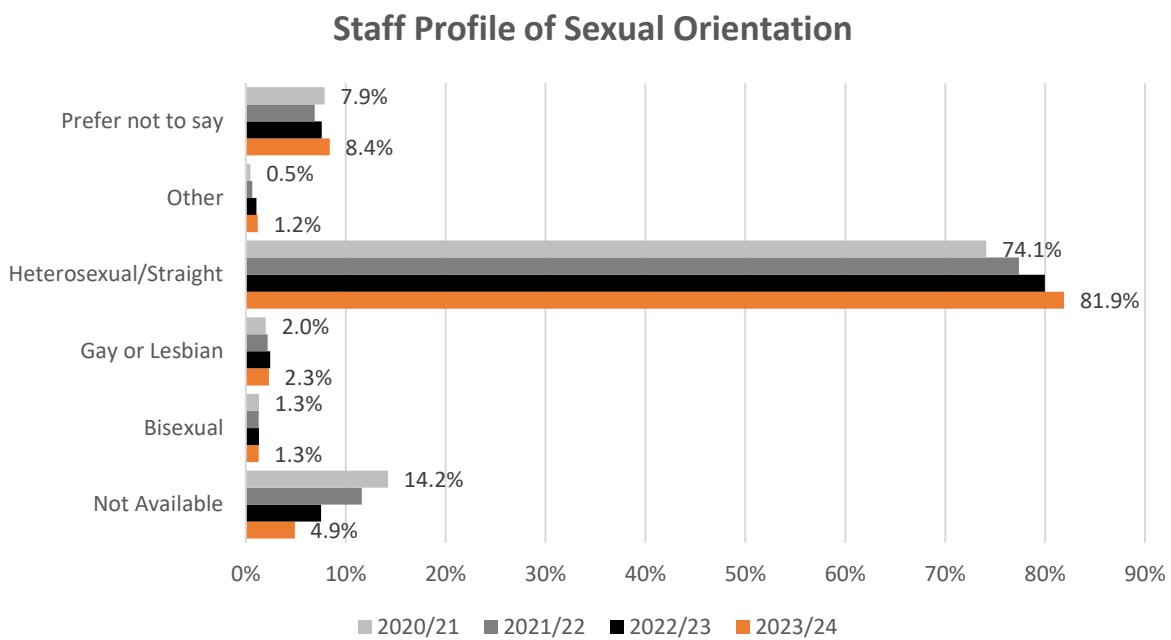


Figure 33: Source internal data

## 5.2 Staff Recruitment

From 1 August 2023 to 31 July 2024, 239 jobs were advertised. There were 4358 applications received by UWTSD. This is an average of 18.23 applications received per job.

During the same reporting period, 1,074 candidates were offered an interview. This is an average of 4.5 applicants shortlisted per job.

253 offers were made and 193 individuals were hired.

To note, this data includes multiple applications from single candidates.

	2023/24
Advertised jobs	239
Applied	4358
Offered an interview	1074
Offers made	253
Hires	193

## Profile of applicants to hires by Age

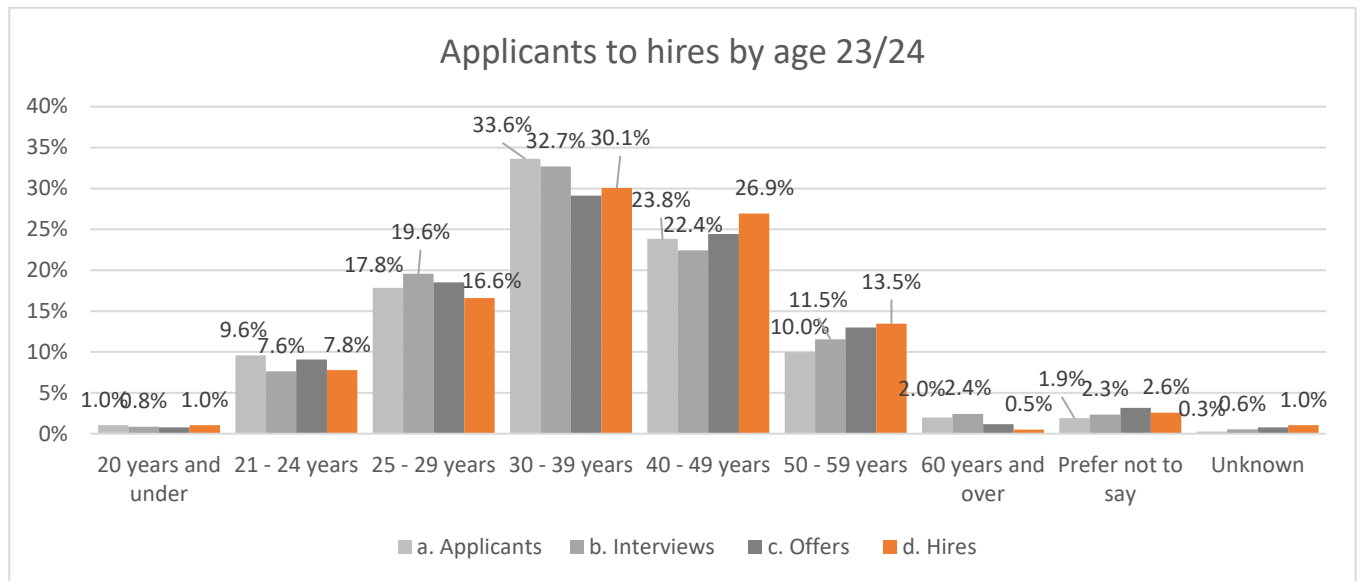


Figure 34: Source Internal data

## Profile of applicants to hires by Disability

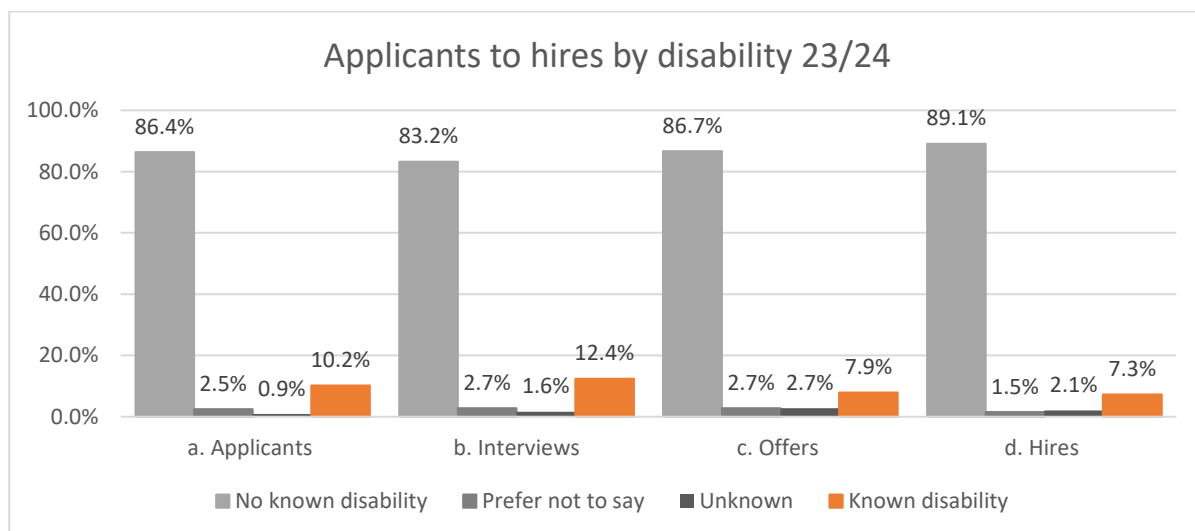


Figure 35: Source internal data

## Profile of applicants to hires by Ethnicity

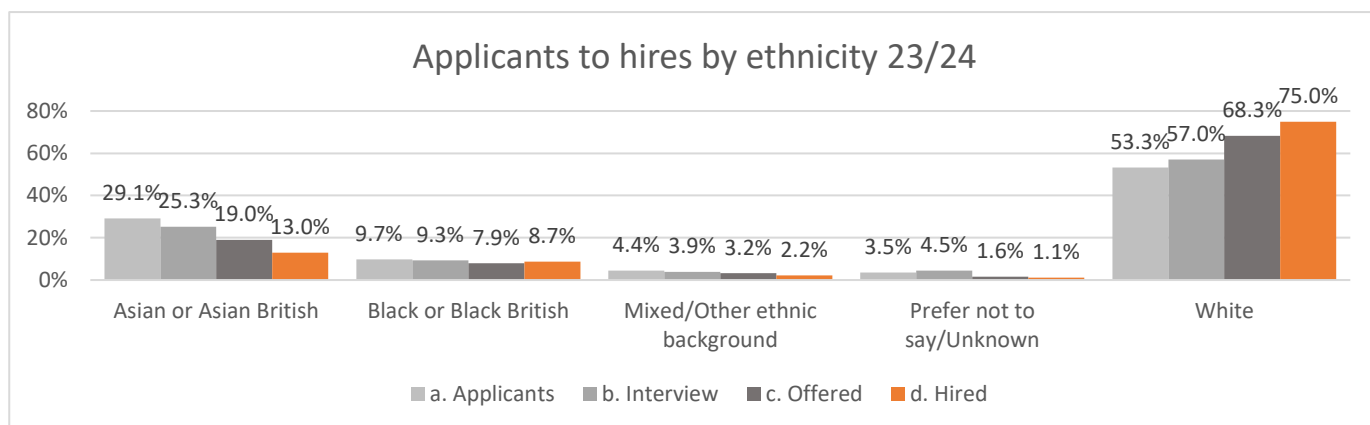


Figure 36: Source internal data

## Profile of applicants to hires by Gender

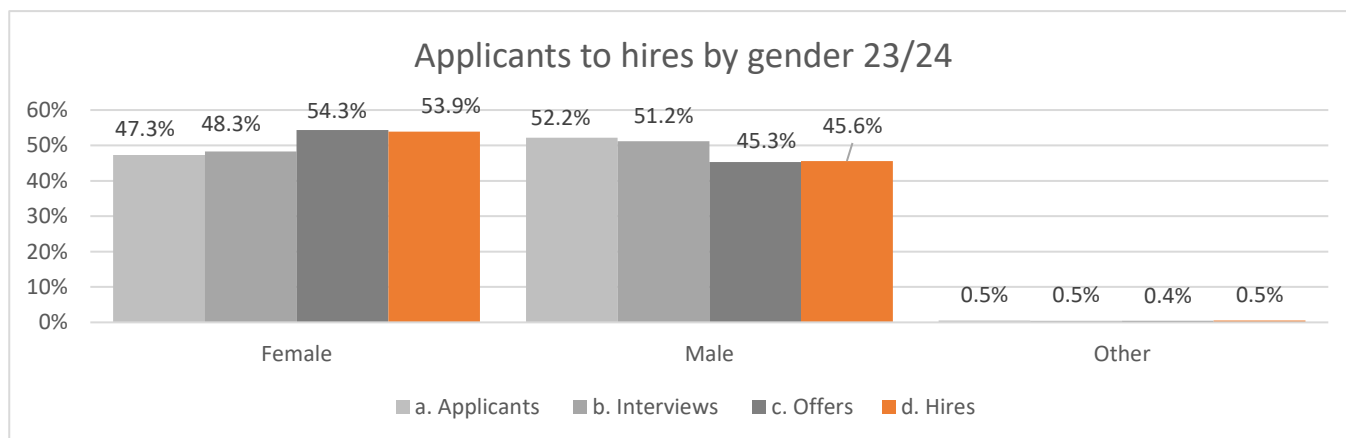


Figure 37: Source internal data

## Profile of applicants to hires by Sexual Orientation

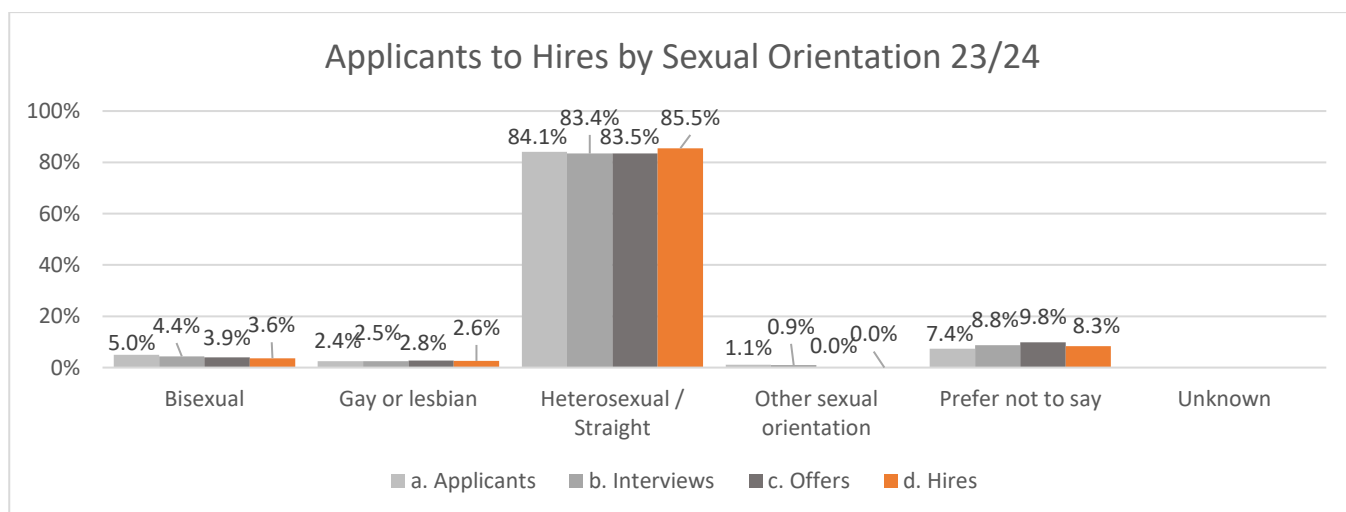


Figure 38: Source internal data

Profile of applicants to hires by Religion and belief

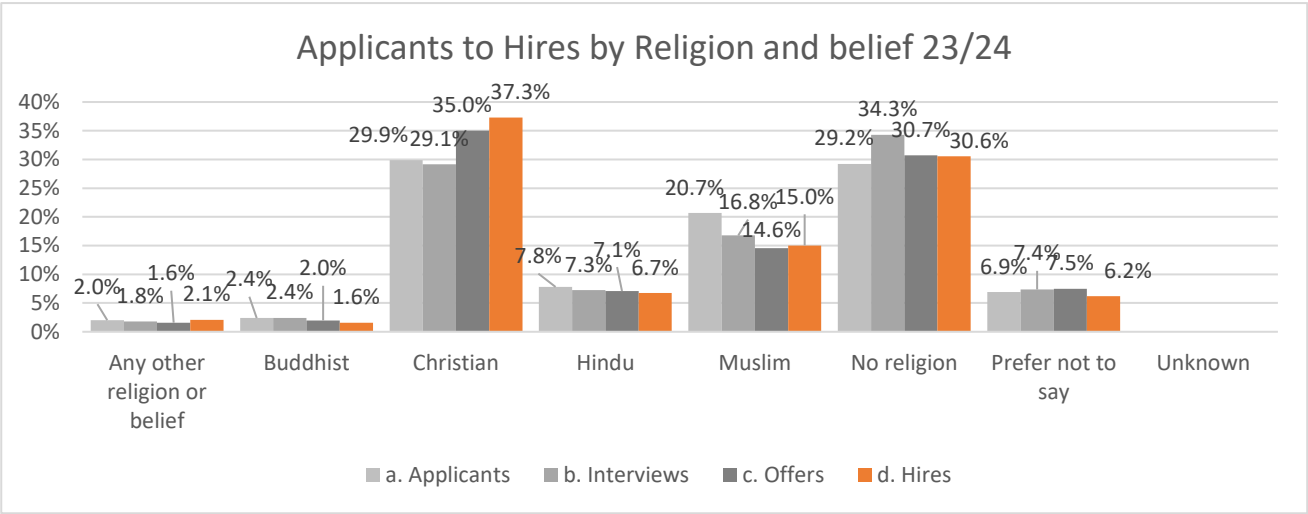


Figure 39: Source internal data

Profile of applicants to hires by Gender Identity

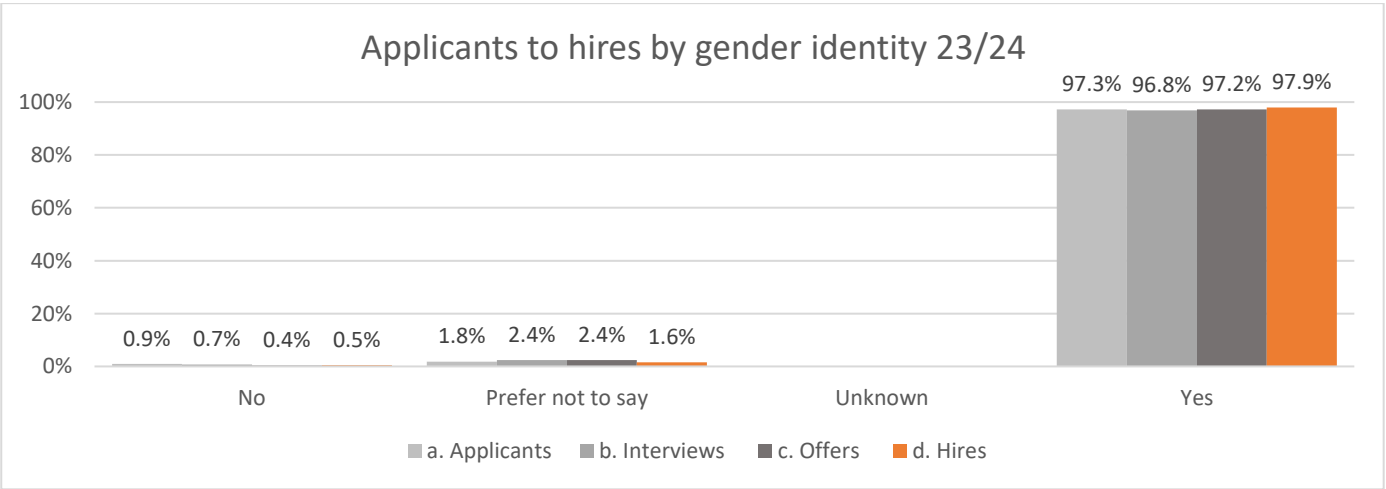


Figure 40: Source internal data

To note, the question asked is ‘Does your gender identity match your sex as registered at birth?’ where 97.3% of applicants responded Yes, 0.9% responded no and 1.8% preferred not to declare.

### 5.3 Pregnancy and maternity

During the reporting period of 1 August 2023 and 31 July 2024:

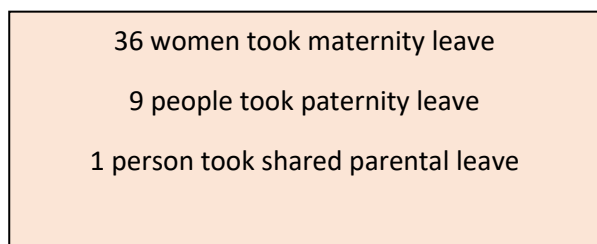


Figure 41: Source internal data

### 5.4 Flexible working requests

With the introduction of hybrid working principles post-pandemic, this has provided staff with an increased flexibility in practice and on an informal basis.

During the reporting period 2023/24, the University has considered 34 flexible working requests and 32 of those requests (94%) were approved.

### 5.5 Grievances and disciplinary

During the academic year 2023-2024, six grievances were submitted and two disciplinary cases were conducted.

Due to the small numbers involved, we are unable to publish the personal characteristics of the individuals.

### 5.6 Staff progression at UWTSD

During the academic year 2023-2024, 95 people were successful in progressing within the University, through a combination of successful regrading applications and internal promotions through recruitment.

#### Staff progression by age profile

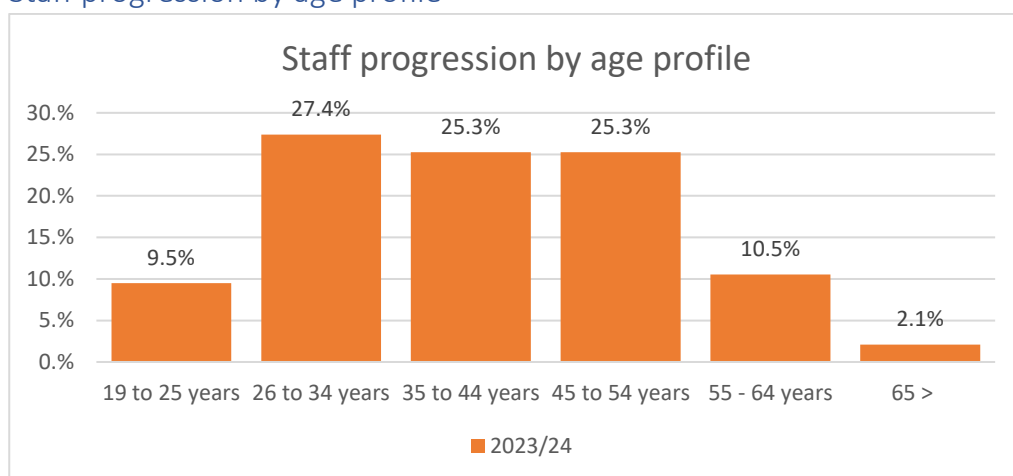


Figure 42: Source internal data

Figure 42 shows staff progression within age ranges were very similar between age 26 – 54 years, with 26-34 being 27.4%, 35-44 years being 25.3% and 45-54 years being 25.3%.

## Staff progression by disability profile

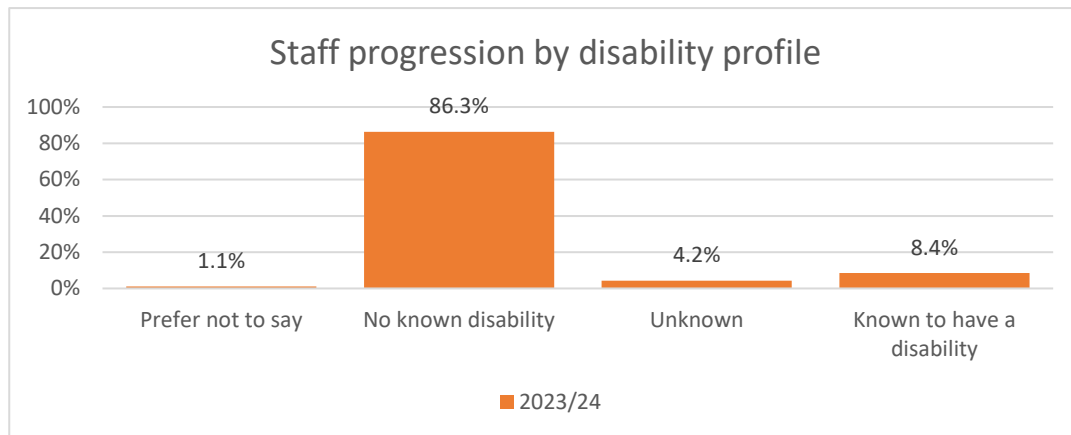


Figure 43: Source internal data

Figure 43 shows the percentage of staff progressing who declared that they had a disability as 8.4%, compared with the percentage of all staff who declared that they had a disability of 9.7%.

## Staff progression by ethnicity profile

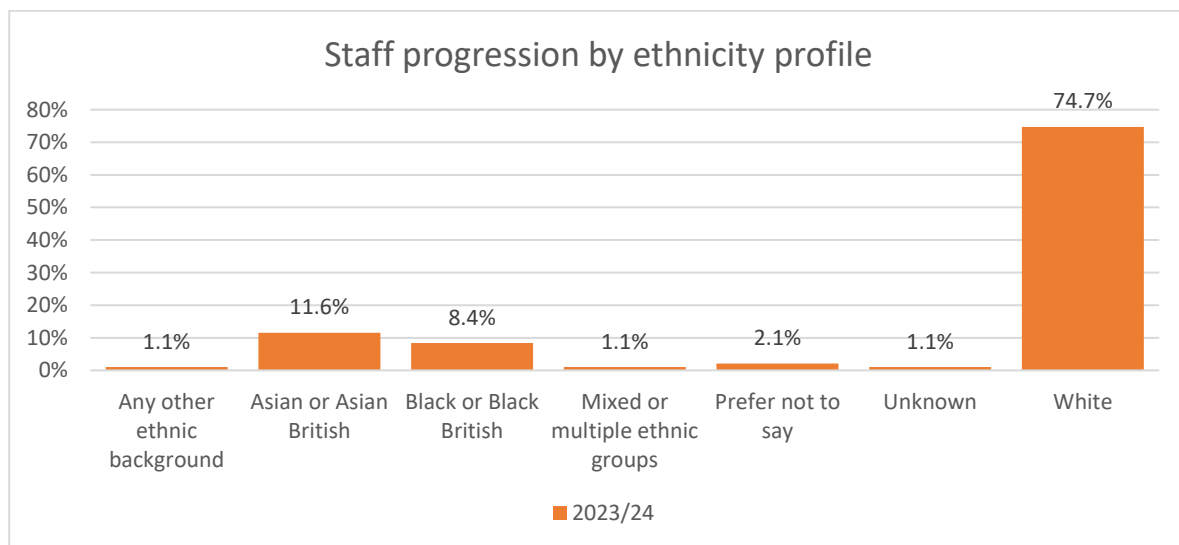


Figure 44: Source internal data

Figure 44 shows the ethnicity profile of staff progression. This shows that 11.6% of Asian or Asian British staff have progressed in comparison to 9.7% of the workforce being from an Asian or Asian British background. It also shows that 8.4% of Black or Black British staff have progressed in comparison to 6.6% of the workforce being from a Black or Black British background.

Staff progression by gender profile

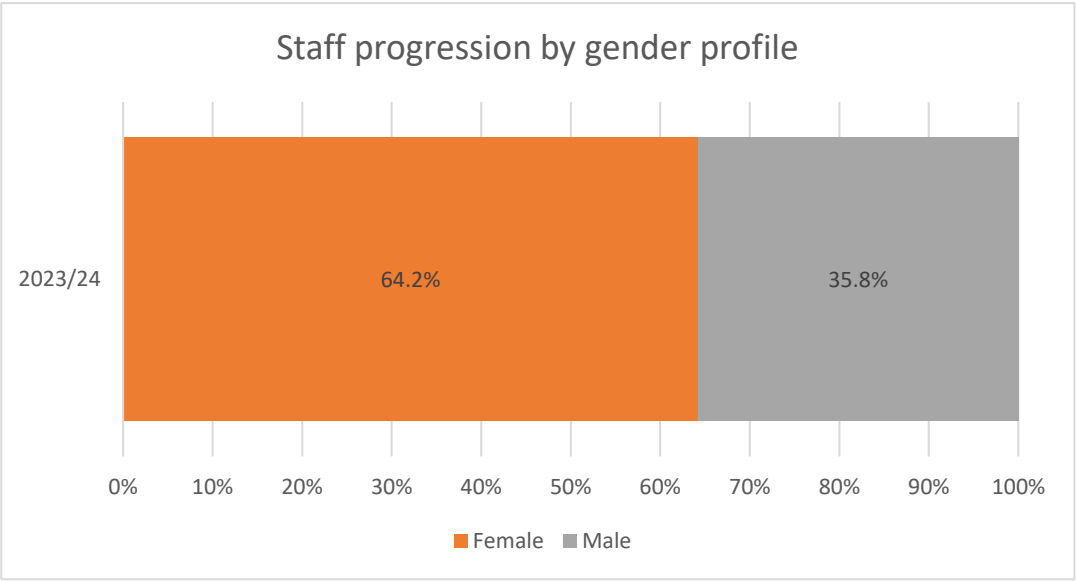


Figure 45: Source internal data

Figure 45 shows that 64.2% of staff progressions were female, which is higher than the current workforce profile of 55.6% female.

Staff progression by religion and belief profile

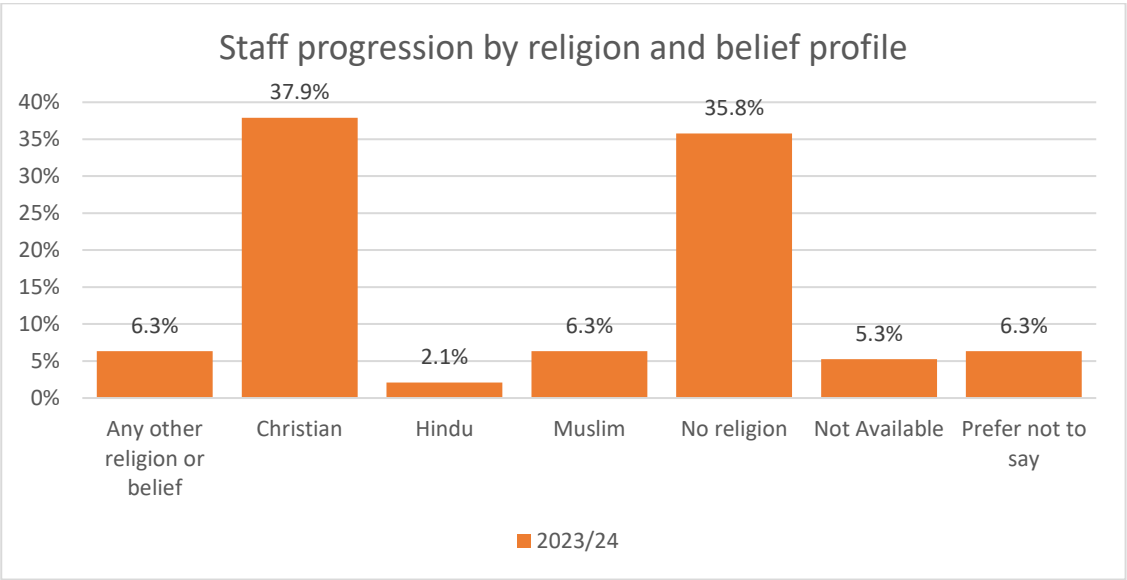


Figure 46: Source internal data

Figure 46 shows the Religion and belief profile of staff progression.

Staff progression by sexual orientation profile

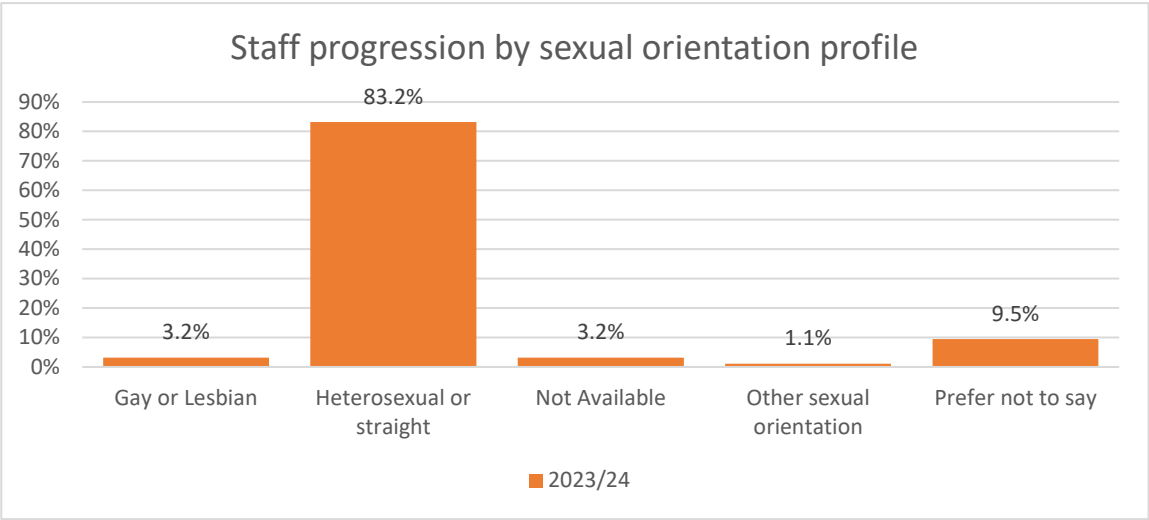


Figure 47: Source internal data

Figure 47 shows the sexual orientation profile of staff progression.

## 5.7 Staff Leavers

During the reporting year 2023-24, 143 staff left their employment at the University equating to 8% of all staff employed within that year.

### Leavers profile by Age



Figure 48: Source internal data

### Leavers profile by Disability

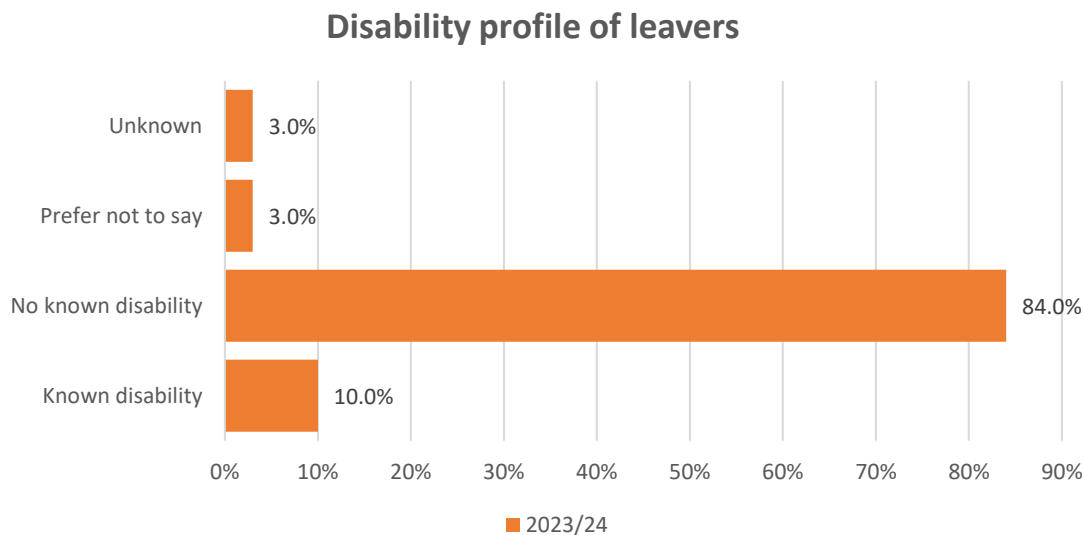


Figure 49: Source internal data

Leavers profile by Ethnicity

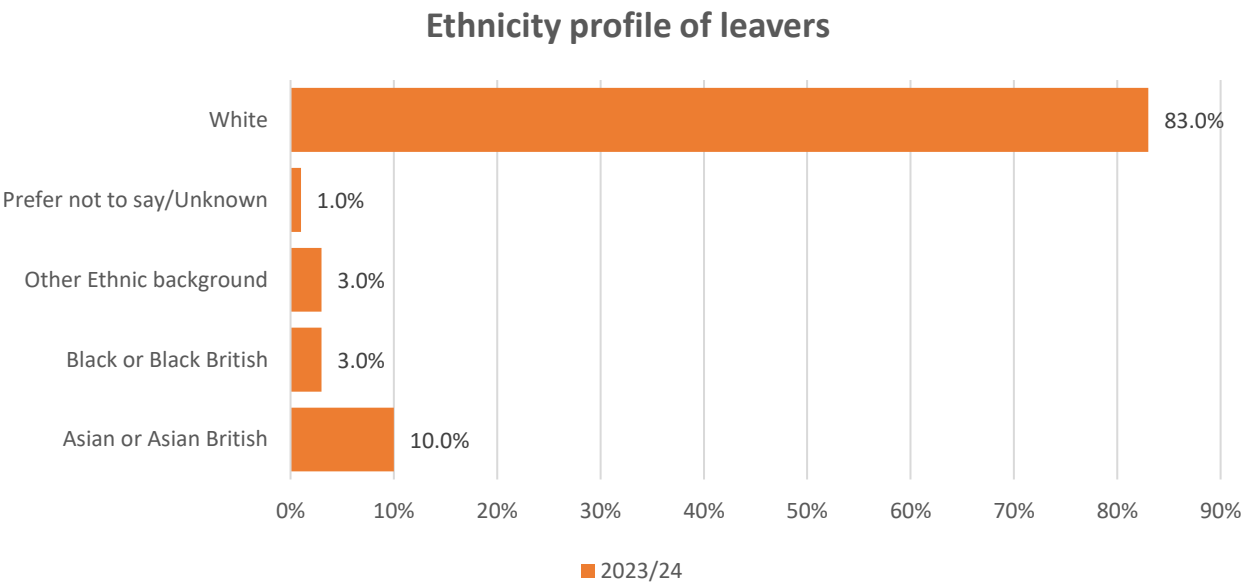


Figure 50: Source internal data

Leavers profile by Gender

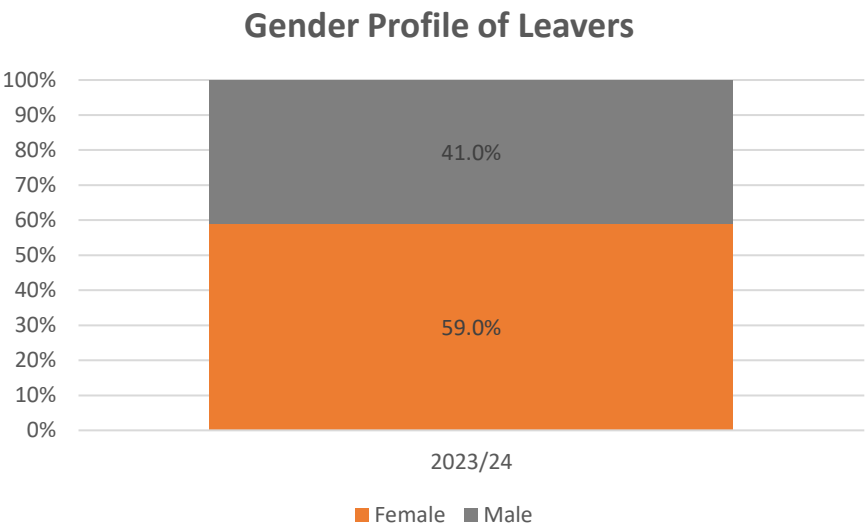


Figure 51: Source internal data

## Leavers profile by Religion and Belief

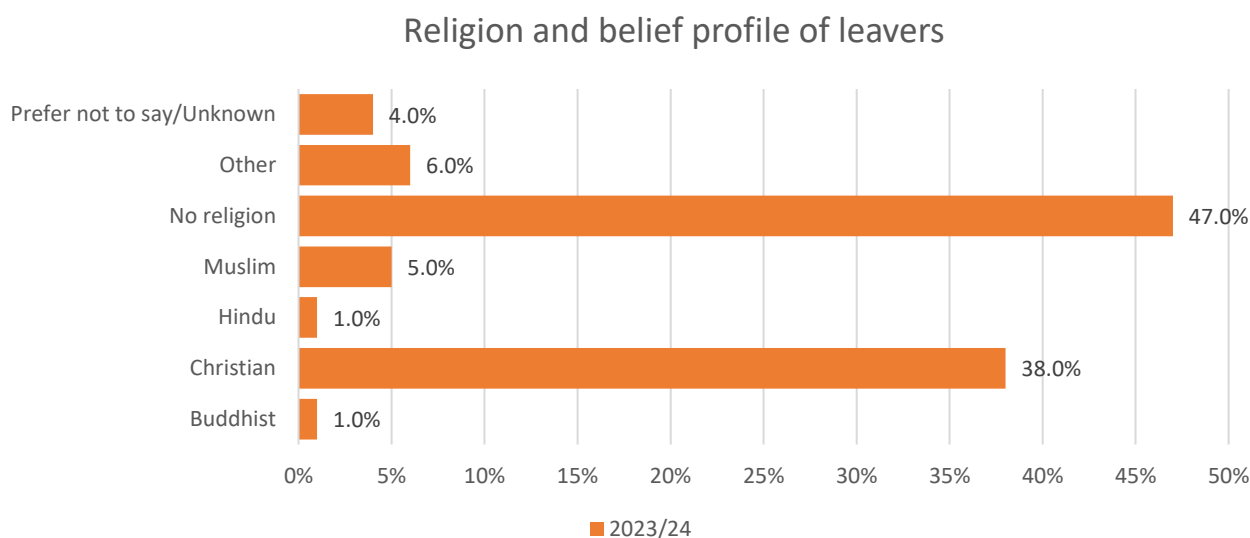


Figure 52: Source internal data

We were unable to report on sexual orientation due to the small numbers involved.

## 5.8 Learning and Development

The University offers Leadership development programmes for underrepresented groups to build a future pipeline of talent. The table below shows the Leadership programmes sponsored by the University.

Programmes	Applications	Successful applications	Completed training
Advance HE Aurora	19	12	12
Academi Wales Springboard	19	17	16
Diversifying Leadership	5	4	4

Due to the small numbers involved, we are unable to publish their protected characteristics.

The University has identified a need to further develop its systems in order to capture full information and report on staff who have applied for training, how many succeeded in their application and how many completed the training.

Staff and managers are able to monitor e-learning completion data for mandatory training including Challenging Unconscious Bias, mandatory Equality and Diversity training and Race Equity module.

## 6. Student data

Student data given in this section concerns HE students studying within the UWTSD Group. HE students studying at collaborative partnerships are not included. With the exception of the application data which comes from UCAS, all other data has been reported to HESA<sup>2</sup>. The HESA data is rounded for data protections purposes. All data has been sector-benchmarked, using HEIDI plus data. The analyses in this report inform priorities for action. The student data included in this report is taken from the HESA 2021/22 data. It is expected that an addendum to this report will be published during Summer 2025 using HESA 2023/24 as soon as it becomes available as well as HESA 2022/23.

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

Historical data comparisons are made where possible as well as comparisons to the UK and Welsh sector scores. The final part of the statistical data relating to students reports data in relation to the religion / belief and sexual orientation.

HESA non-continuation data for 2019/20 intake is included and is broken down by age and gender. HESA non-continuation data by ethnicity and disability was not available at the time of publication of this report.

The main scheme applicant data for UWTSD is from UCAS. Please note that a high proportion of UWTSD students apply through direct application and other non-UCAS routes and will therefore not be represented in the main scheme application figures in this 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.

As part of the objectives outlined in the Strategic Equality Plan, the University has continued work to encourage students to disclose protected characteristic information.

---

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

## 6.1 Overall Student Profile

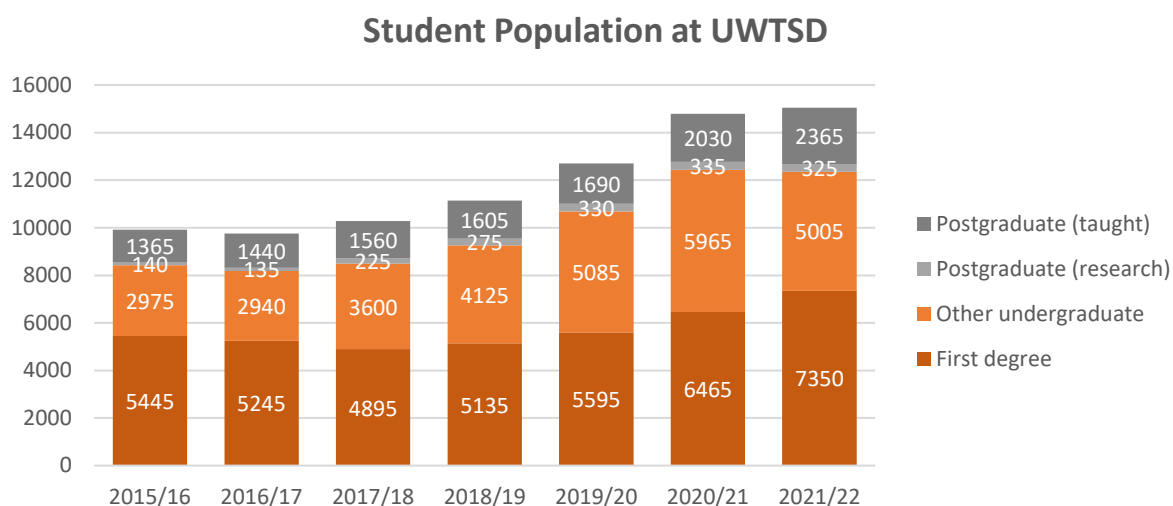


Figure 53: Source HESA

### Key facts: Student Population

- Figure 53 shows the change in student population at UWTSD (Full Person Equivalent) by level of study from 2015/16 to 2021/22 (source HESA).
- The total number of students at UWTSD in 2021/22 increased by 2% compared to 2020/21 (14,795 to 15,045).
- UWTSD saw significant growth between 2016/17 and 2020/21, where the total number of students at UWTSD rose by 52% (9,760 to 14,795).
- The quantity of students studying Other Undergraduate programmes at UWTSD has nearly doubled between 2015/16 to 2020/21 (from 2,975 to 5,965). The number of Other Undergraduate students has since declined by 16% to 5,005 in 2021/22.
- Postgraduate Research continues to make up a small proportion of UWTSD's provision (**2%**), it has seen significant growth from 135 students in 2016/17 to 325 in 2021/22.
- The quantity of Postgraduate Taught students increased from 2,030 in 2020/21 to 2,365 in 2021/22.

## Student population by CAH at UWTSD in 2020/21 and 2021/22

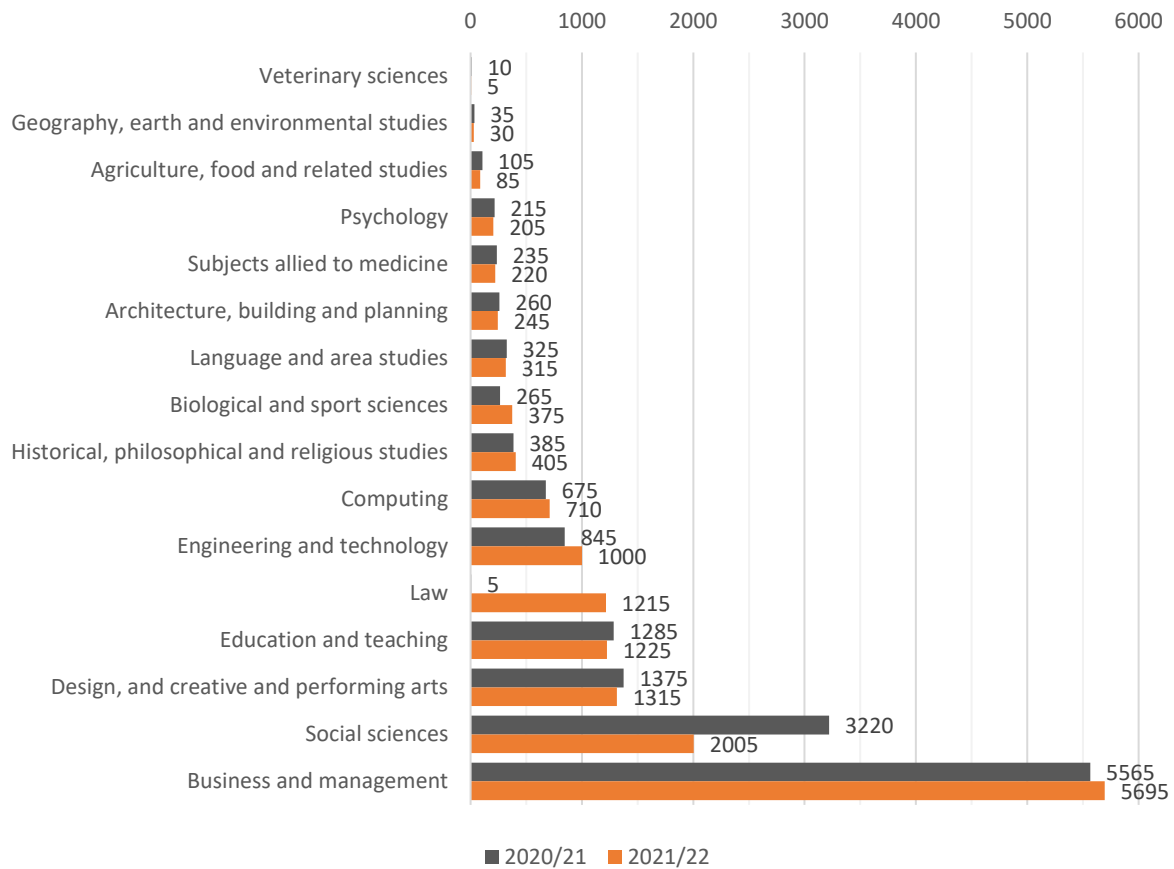


Figure 54: Source HESA

### Key facts: Student Population by CAH

- Figure 54 shows the student population at UWTSD in 2020/21 and 2021/22 split by Common Aggregation Hierarchy (CAH).
- Subject areas at UWTSD in 2021/22 with the largest proportion of total students include
  - o **38%** (5,695) in CAH 17 *Business and Management*,
  - o **13%** (2,005) in CAH 15 *Social sciences*,
  - o **9%** (1,315) in CAH 25 *Design, creative and performing arts*,
  - o **8%** (1,225) in CAH 22 *Education and teaching*.

A group of approximately 1,200 students were recoded from Social Sciences in 2020/21 to Law in 2021/22. This is entirely attributable to a recording of police / blue light academy programmes to the law subject area.

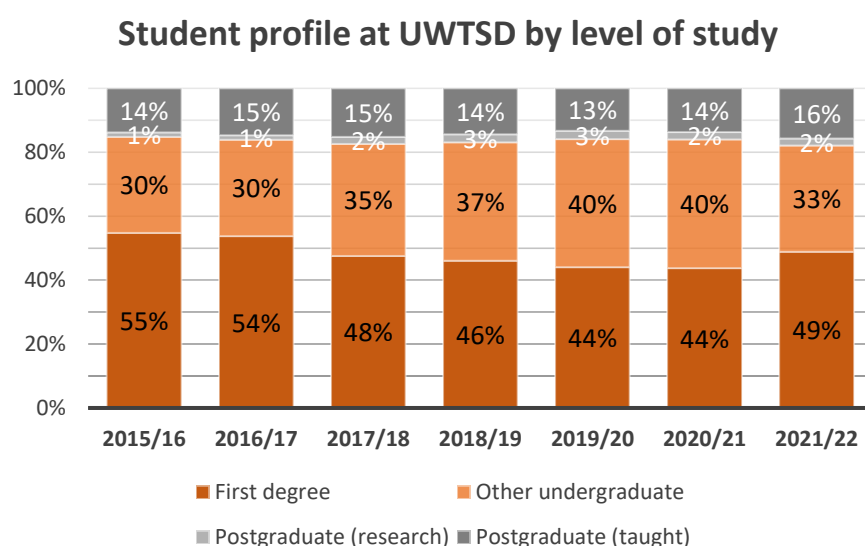


Figure 55: Source HESA

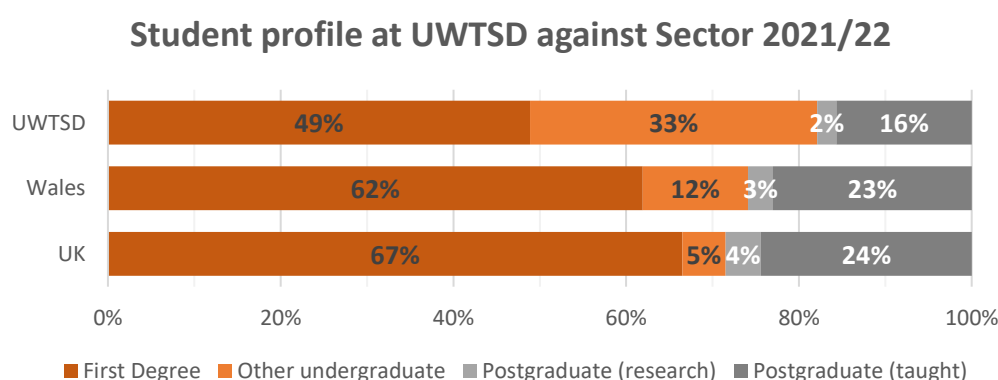


Figure 56: Source HESA

#### Key facts: [Level of Study](#)

- Figure 55 shows the proportion of students studying at various levels of study at UWTSD from 2015/16 to 2021/22 (source HESA).
- Figure 56 compares the proportion studying at various levels at UWTSD in 2021/22 with the Wales and UK sectors (source HESA).
- **49%** of students at UWTSD studied on a first degree in 2021/22, down from **55%** in 2015/16 and compared with **62%** for Wales and **67%** for UK sector.
- **33%** of students at UWTSD studied other undergraduate programmes in 2021/22, up from **30%** in 2015/16.
- Significantly higher proportion of UWTSD students study other undergraduate programmes (**33%**), compared with the Wales sector (**12%**) and the UK sector (**5%**).
- The growth in First Degree students and decrease in Other Undergraduate students at UWTSD in 2021/22 is the result of Hotel Management programmes recruiting to the BA and stopping their recruitment to CerTHE.
- The emphasis on other undergraduates study is in line with UWTSD's mission to widen participation and access opportunities to Higher Education.

## Level of study by CAH at UWTSD in 2021/22 (n = number of students)

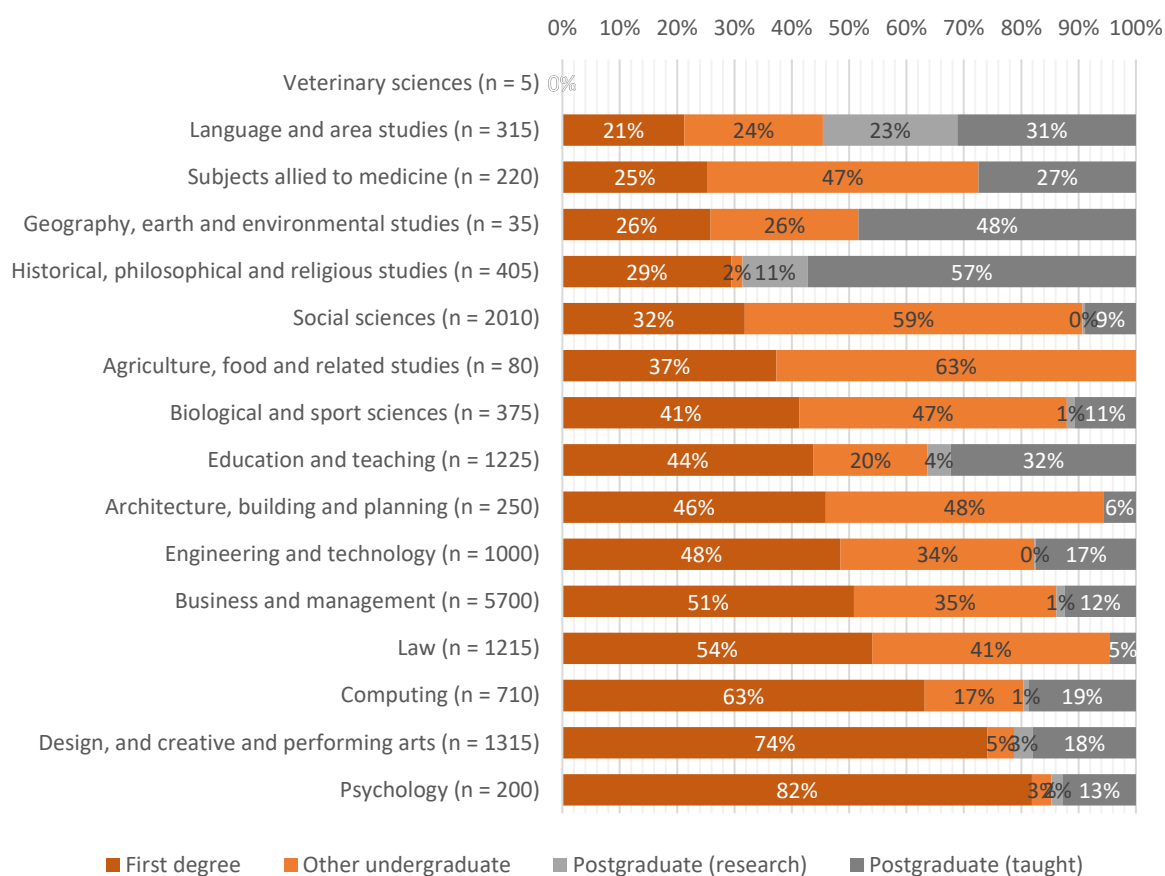


Figure 57: Source HESA

### Key facts: Level of Study by CAH

- Figure 57 shows the proportion of students studying at each level of study for each CAH at UWTSD in 2021/22. The total number of students studying within each CAH (n) is also shown.
- The largest subject groups at UWTSD are Business and management (5,700 students) and Social sciences (2,010 students). Each of these subject areas have a majority of students studying other undergraduate programmes.
  - 35% of UWTSD students studying business and management subjects in 2021/22 were studying Other undergraduate programmes.
  - 59% of UWTSD students studying social science subjects in 2021/22 were studying Other undergraduate programmes.

### % Studying full-time by level of study at UWTSD

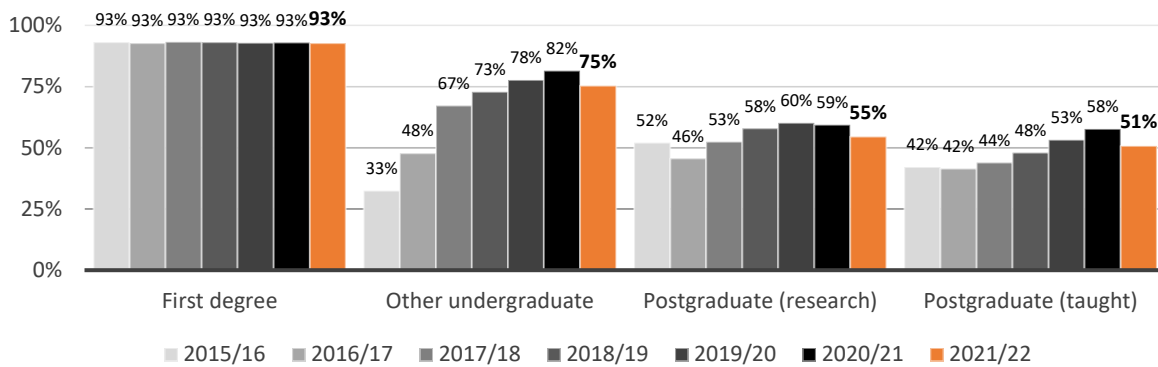


Figure 58: Source HESA

### % Studying full-time by level of study against sector in 2021/22

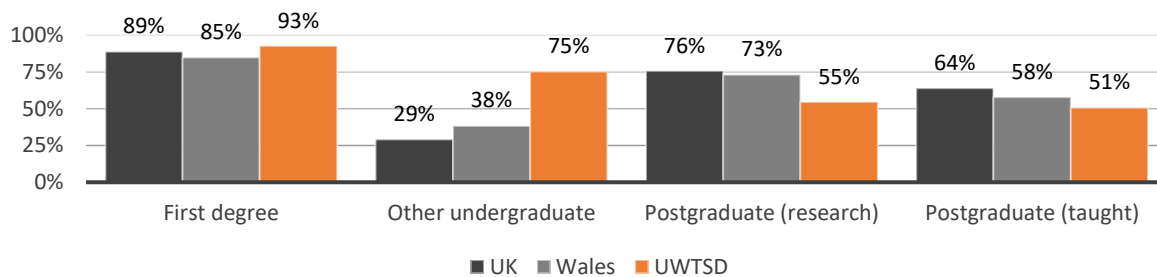


Figure 59: Source HESA

#### Key facts: Mode of Study

- Figure 58 shows the proportion studying full-time at UWTSD by level of study from 2015/16 to 2021/22 (source HESA).
- Figure 59 compares the proportion studying full-time at UWTSD in 2021/22 with the UK and Wales sectors (source HESA).
- **93%** of students studying first degree at UWTSD are studying full-time in 2021/22, consistent with the previous 6 years, and above Wales (**85%**) and UK (**89%**) sector averages.
- **75%** of students studying other undergraduate programmes at UWTSD are studying full-time, up from **33%** in 2015/16. This remains significantly higher than the Wales (**38%**) and UK (**29%**) sector averages for 2021/22.
- The proportion of postgraduate students at UWTSD that are studying full-time is increasing;
  - Full-time study for postgraduate research at UWTSD fell from **59%** in 2020/21 to **55%** in 2021/22 and remains below the Wales (**73%**) and UK (**76%**) sector averages.
  - Full-time study for postgraduate taught programmes at UWTSD fell from **58%** in 2020/21 to **51%** in 2021/22 and is below the Wales sector average (**58%**).

## Mode of study by CAH at UWTSD in 2021/22 (n = number of students)

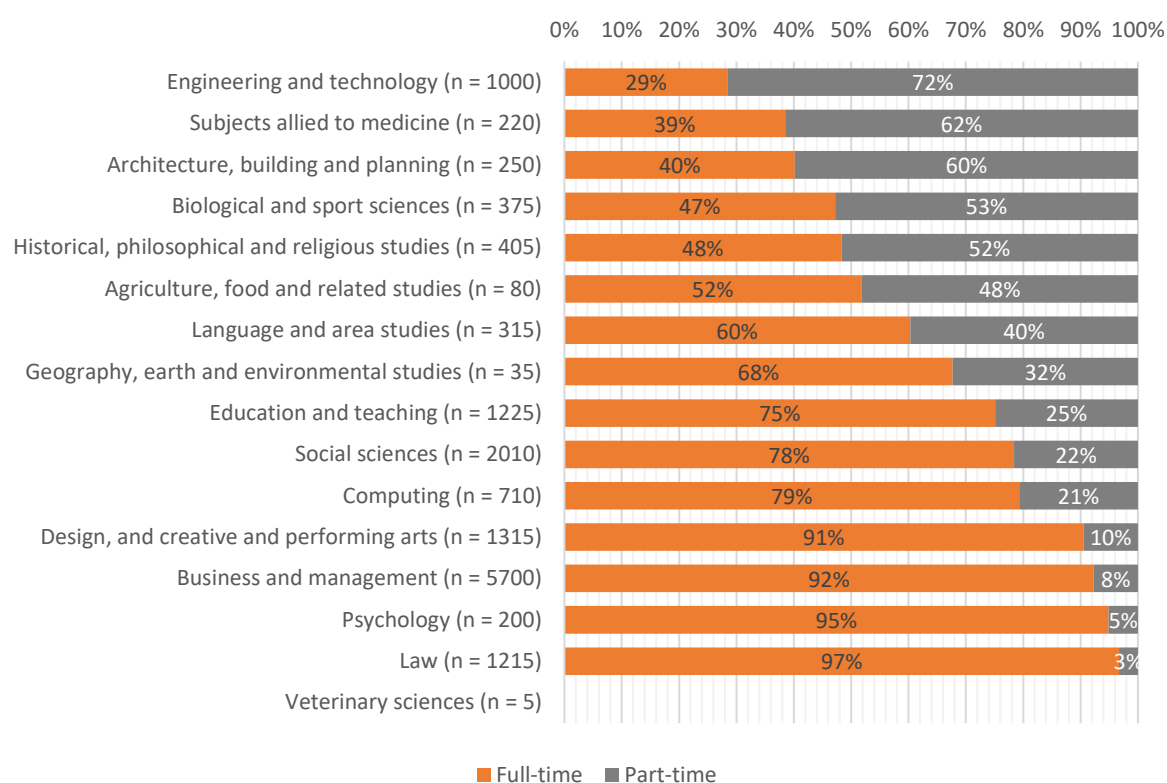


Figure 60: Source HESA

### Key facts: Mode of Study by CAH

- Figure 60 shows the mode of study for each CAH at UWTSD in 2021/22. The total number of students studying within each CAH (n) is also shown.
- The largest subject areas at UWTSD in 2021/22 are Business and management (5,700 students) and Social sciences (2,010 students) and they have high proportions of full-time study (**92%** and **78%**).
- Law is the subject area at UWTSD with the highest proportion of students studying full-time in 2021/22 (**97%**).
- In 2021/22, the subject area with the highest proportion of part-time study at UWTSD was Engineering and technology with **72%**.

### First degree classification at UWTSD

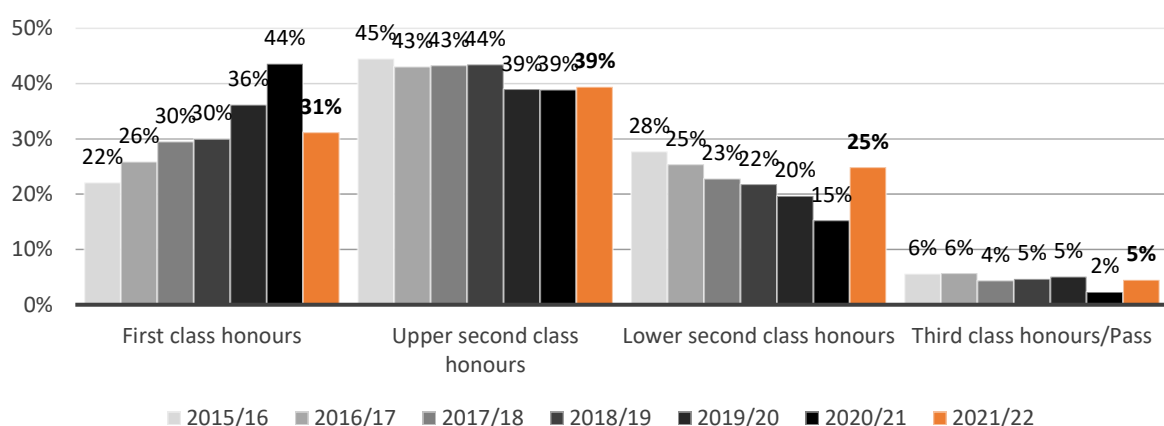


Figure 61: Source HESA

### First degree good honours sector comparison

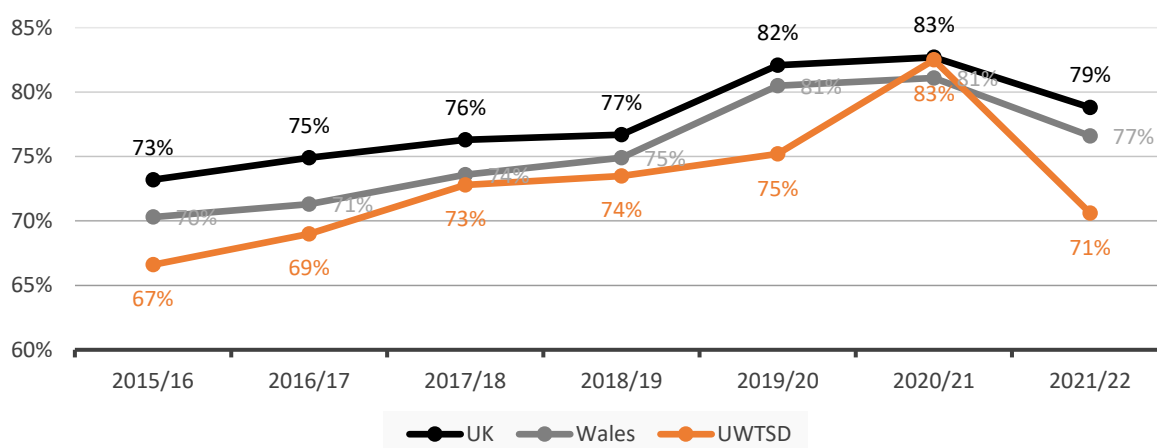


Figure 62: Source HESA

#### Key facts: Good Honours

- Figure 61 shows a breakdown of degree classifications for first degrees at UWTSD between 2015/16 and 2021/22.
- Figure 62 compares the percentage of good honours (first class and upper second class degree classifications) for first degrees at UWTSD from 2015/16 to 2021/22 with Wales and UK sectors.
- UWTSD has had a fall in good honours from **83%** in 2020/21 to **71%** in 2021/22. The sector has also seen a decrease from **83%** to **77%** during the same period.
- 2019/20 and 2020/21 show the impact of the pandemic on First Degree good honours rates. This rise in good honours degrees was shared by the sector.
- In 2021/22, good honours rates returned to pre-pandemic levels.
- The Good Honours rates vary across subject areas at UWTSD, see Figure 64.

### Good Honours by Mode of Study against Sector 2021/22 (n = Total number of awards)

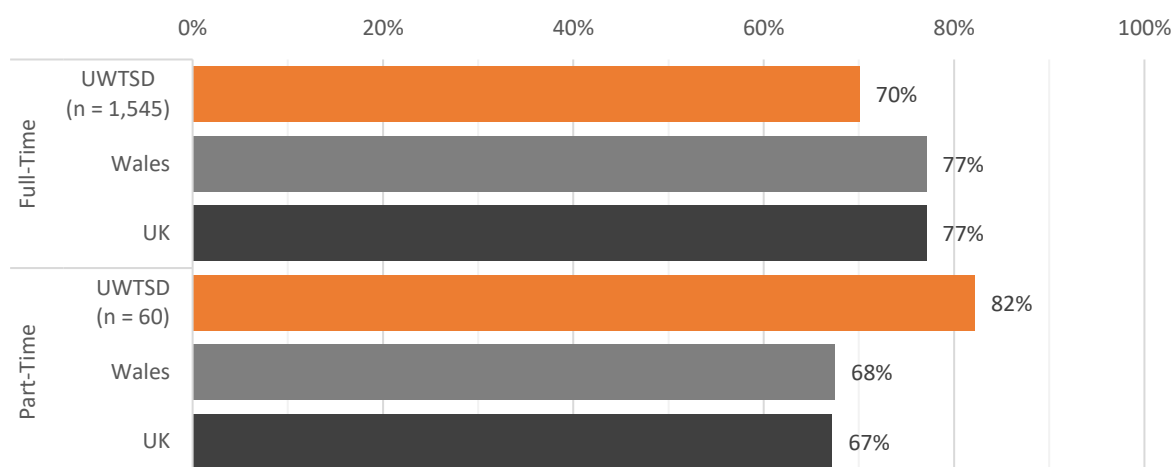


Figure 63: Source HESA

#### Key facts: Good Honours by Mode of Study

- Figure 63 shows the percentage of good honours (first class and upper second class degree classifications) by mode of study for first degrees at UWTSD in 2021/22 compared with Wales and UK sector averages. The total number of first degree awards by mode of study (n) is also shown.
- In 2021/22, the rate of good honours at UWTSD for full-time students (**70%**) was below the Wales and UK sector average (**77%**).
- The rate of good honours among UWTSD's part-time students (**82%**) was significantly higher in 2021/22 than the Wales (**68%**) and UK (**67%**) sector averages. It should be noted that the quantity of part-time students receiving awards for first degree qualifications was only 60 (compared with 1,545 for full-time).

## Good Honours at UWTSD by CAH in 2021/22

(n = number of awards)

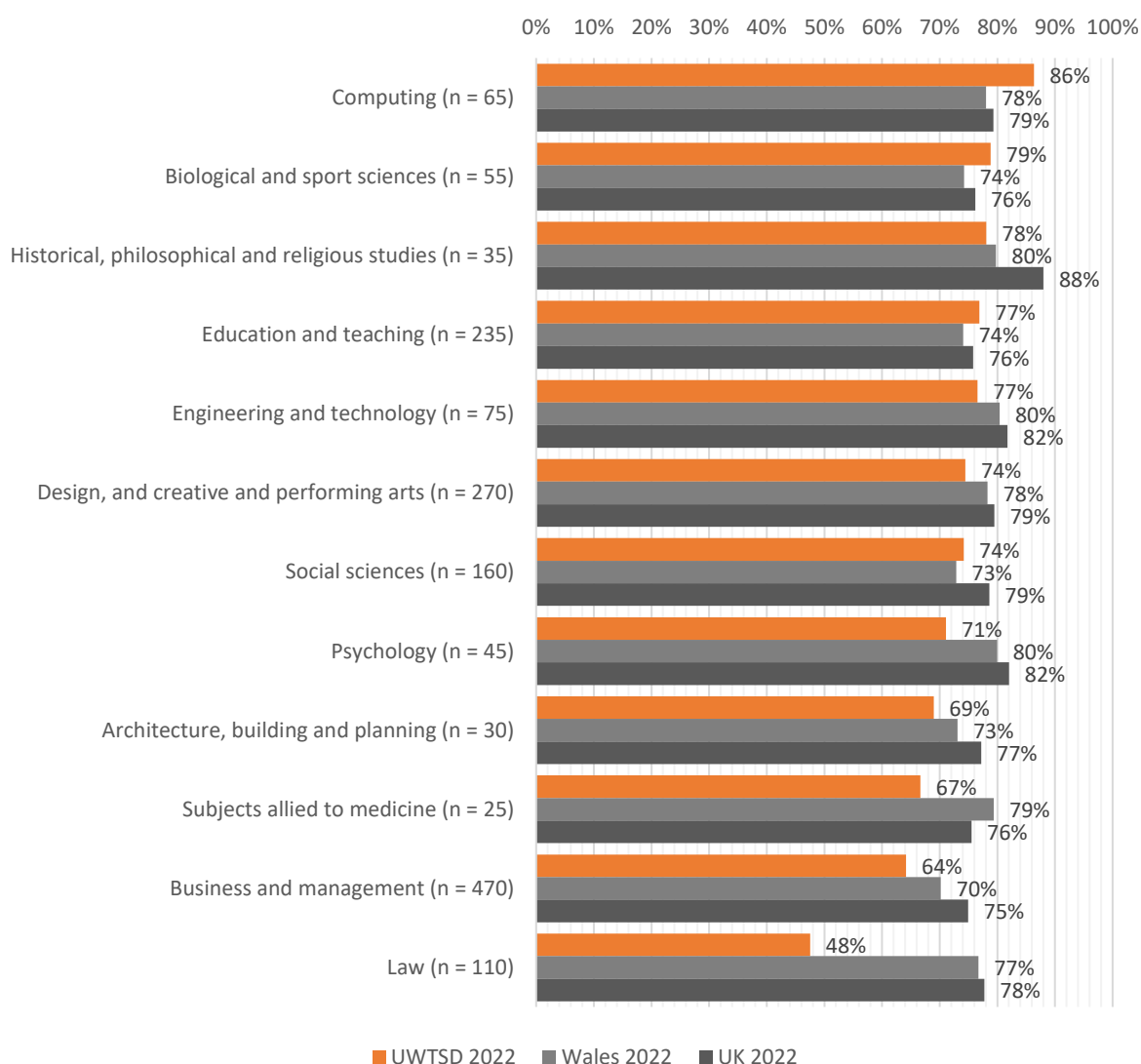


Figure 64: Source HESA

### Key facts: Good Honours by CAH

- Figure 64 shows a breakdown of good honours (first class and upper second class degree classifications) by CAH at UWTSD in 2021/22 against the Wales and UK sector averages. The total number of awards (n) is also provided.
- The subject area with the highest number of degrees awarded at UWTSD in 2021/22 was Business and Management with 470, where **64%** awarded a good honours. This is below Wales (**70%**) and below UK (**75%**) for this subject area.
- The subject area with the next highest number of awards at UWTSD in 2021/22 was Design, and creative and performing arts with 270, where **74%** were awarded good honours. This is below Wales (**78%**) and UK (**79%**) sector average for this subject area.
- Subject areas that are significantly out of alignment with the sector will be investigated further. The Law subject area in particular is an area of concern that will be investigated.

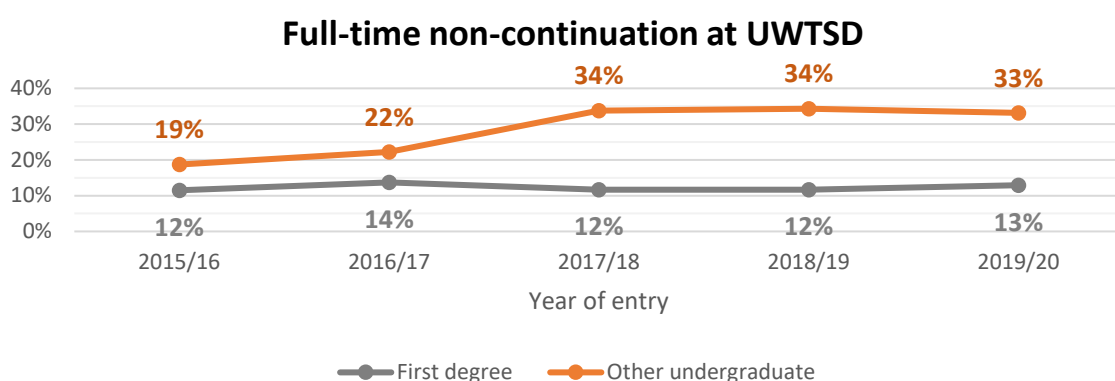


Figure 65: Source HESA

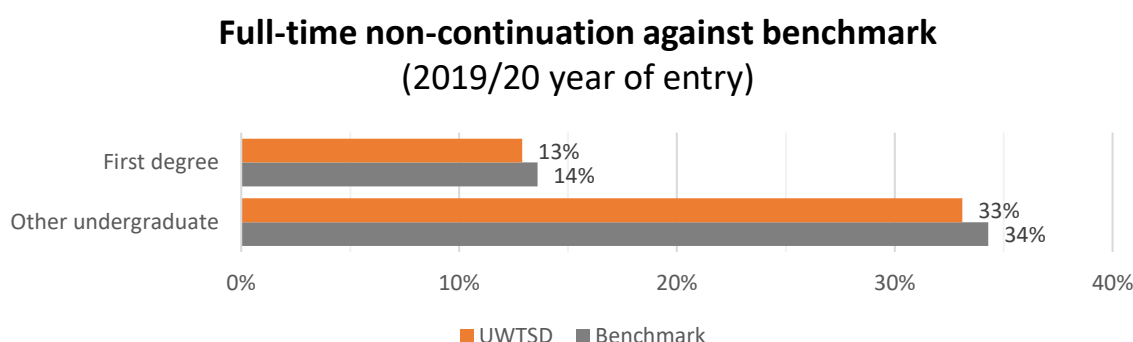


Figure 66: Source HESA

#### Key facts: **Non-continuation**

- Figure 65 shows non-continuation rate at UWTSD for full-time students studying first degree or other undergraduate programmes between intake years of 2015/16 and 2019/20.
- Figure 66 shows the non-continuation rate at UWTSD for full-time students (2019/20 year of entry) compared with the HESA benchmark.
- Non-continuation tracks full-time students from the year they enter to the following year and is a measure of what proportion of those students are absent from higher education completely including those that have gained a qualification (source HESA).
- Non-continuation among first degree students at UWTSD has remained fairly consistent at **13%** between 2015/16 and 2019/20 intakes. This is below the HESA benchmark for first degrees (**14%**).
- Non-continuation for other undergraduate students at UWTSD has deteriorated since 2015/16, rising from 19% in 2017/18 to **33%** for 2019/20 intake. This percentage is below the HESA benchmark (**34%**) which is set based on the intake demographic.
- A range of focused actions are being taken in line with the UWTSD Academic Success Strategy introduced in 2022.

## 6.2 Student Profile by Gender

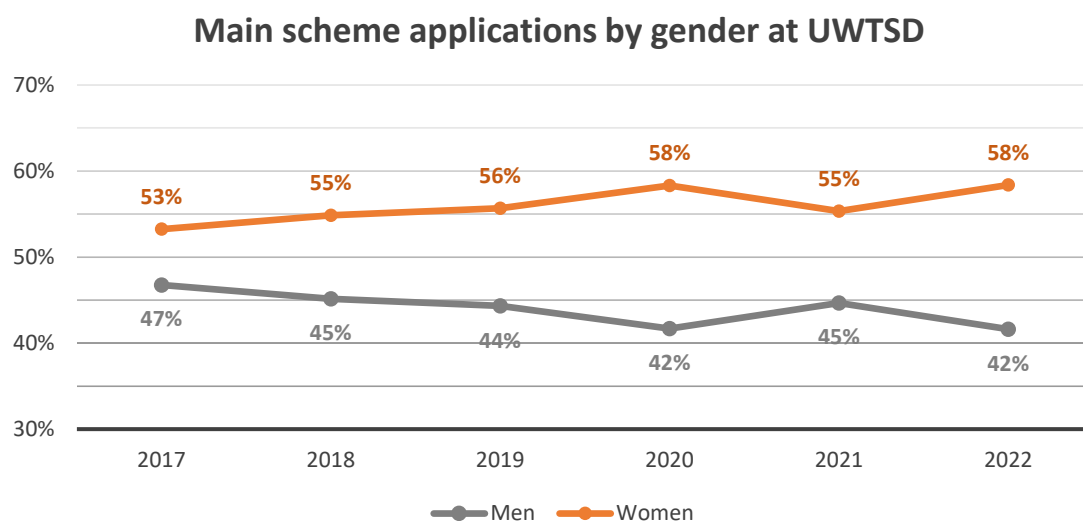


Figure 67: Source UCAS

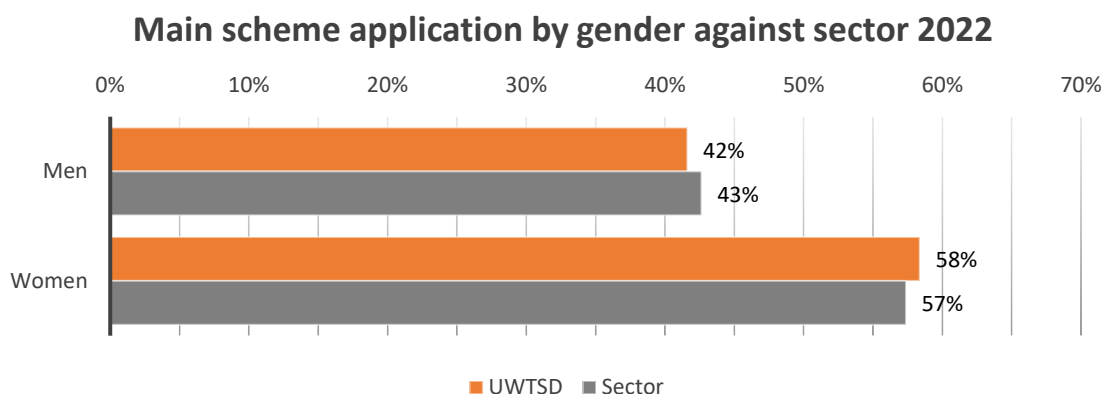


Figure 68: Source UCAS

### Key facts: Main Scheme Applications by Gender

- Figure 67 shows the gender of main scheme applicants at UWTSD between 2017 and 2022 (source UCAS).
- Figure 68 shows the gender of main scheme applicants at UWTSD against sector for 2022 (source UCAS).
- Please note that a high proportion of UWTSD students apply through direct application and other non-UCAS routes and will therefore not be represented in these figures.
- UWTSD has had a consistently higher proportion of female applicants than male between 2017 and 2022.
- In 2021/22, **58%** of applicants at UWTSD were female (compared with 57% for the sector) and **42%** were male (compared with **43%** for the sector).

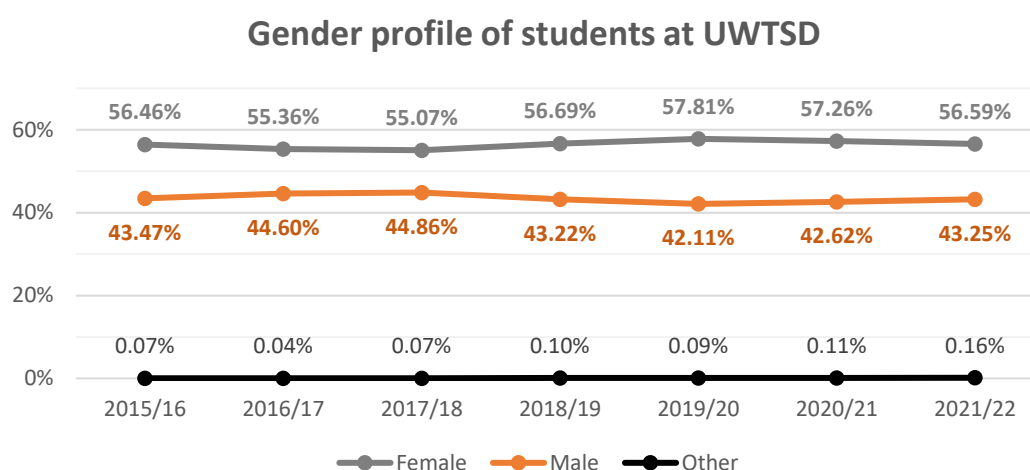


Figure 69: Source HESA

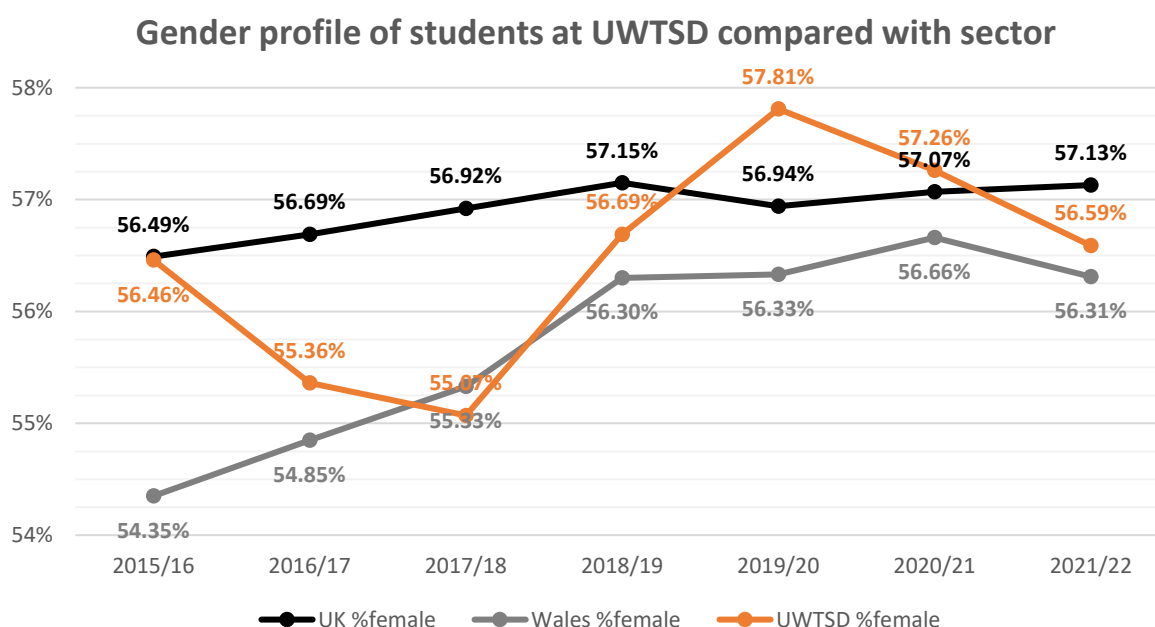


Figure 70: Source HESA

#### Key facts: Gender Profile

- Figure 69 shows the gender profile of students at UWTSD between 2015/16 and 2021/22.
- Figure 70 shows the change in percentage of the female student population between 2015/16 and 2021/22 for UK sector, Wales sector and at UWTSD.
- UWTSD saw a rise in the female proportion of students between 2017/18 (**55.07%**) and 2019/20 (**57.81%**) that has fallen back in line with the sector in 2021/22 (**56.59%**).

## Age and gender profile at UWTSD in 2021/22

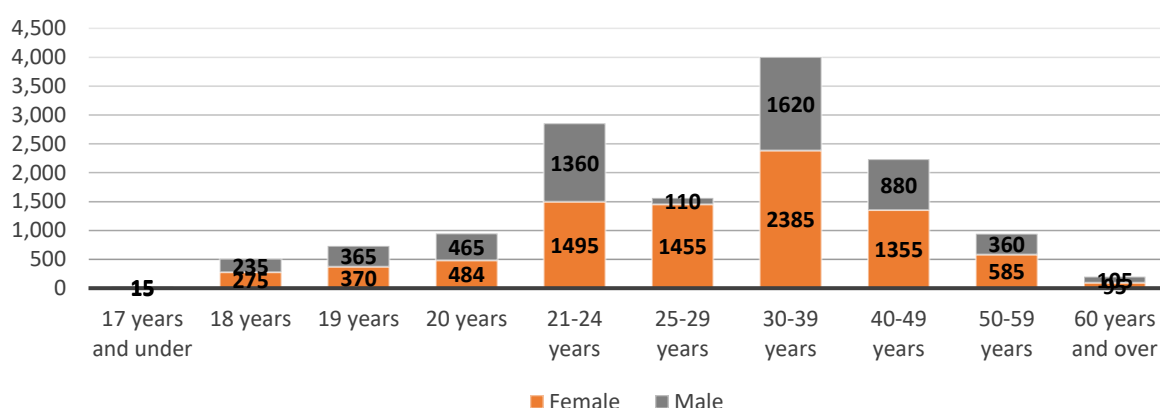


Figure 71: Source HESA

## Age and gender profile sector comparison 2021/22

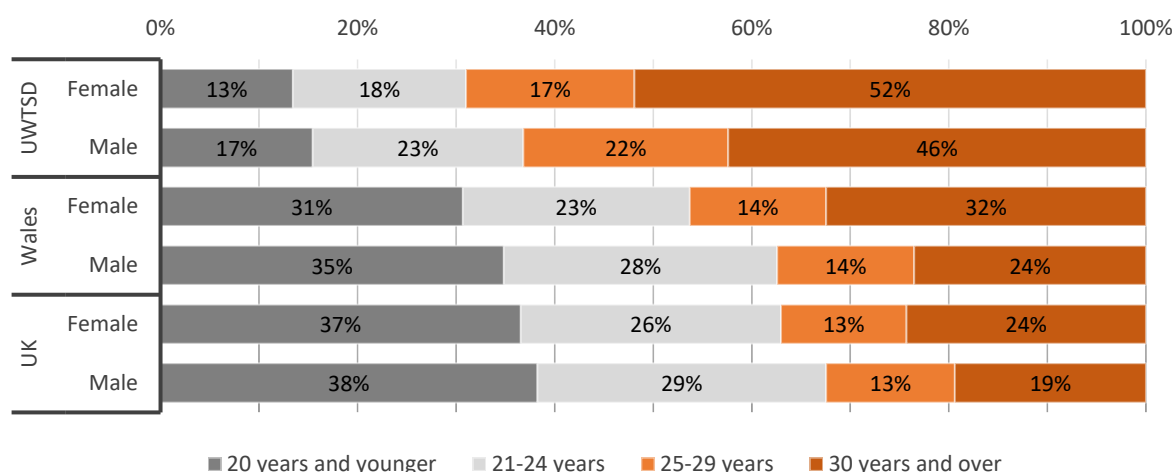


Figure 72: Source HESA

### Key facts: Age and Gender Profile

- Figure 71 shows the distribution of females and males at UWTSD across different age brackets at UWTSD in 2021/22.
  - There were more females than males in every age bracket at UWTSD in 2021/22 (with the exception of 60 years or older where there were slightly more male students).
- Figure 72 shows the gender profile across different age brackets at UWTSD in 2021/22 compared with Wales and UK sectors.
  - 52%** of female students at UWTSD were 30 years or older in 2021/22. This is significantly higher than the Wales sector (**32%**) and UK sector (**24%**).
  - 46%** of male students at UWTSD were 30 years or older in 2021/22. Again, this is significantly higher than the Wales Sector (**24%**) and the UK sector (**19%**).

## Gender by CAH at UWTSD in 2021/22 (n = number of students)

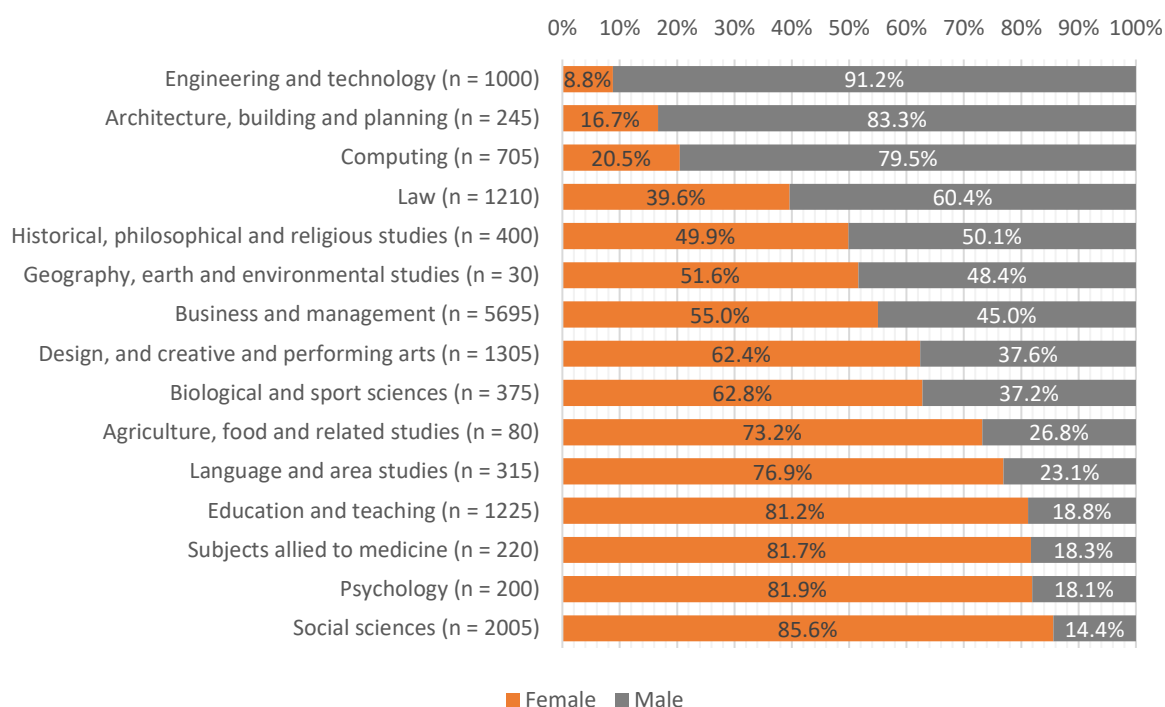


Figure 73: Source HESA

### Key facts: Gender by CAH

- Figure 73 shows the gender profile for each CAH at UWTSD in 2021/22. The total number of students studying within that CAH (n) is also shown.
  - The largest subject areas at UWTSD (Business and management and Social sciences) had a high proportion of female students (**55%** and **85.6%**) in 2021/22.
  - Education had a very high proportion of female students (**81.2%**) in 2021/22.
  - STEM subjects (engineering, architecture and computing) and Law (Police and Blue Light Academy) had very high proportion of male students in 2021/22.
- The Institutes and Marketing Department work closely together to address gender imbalances in relation to the intakes for particular subject areas.

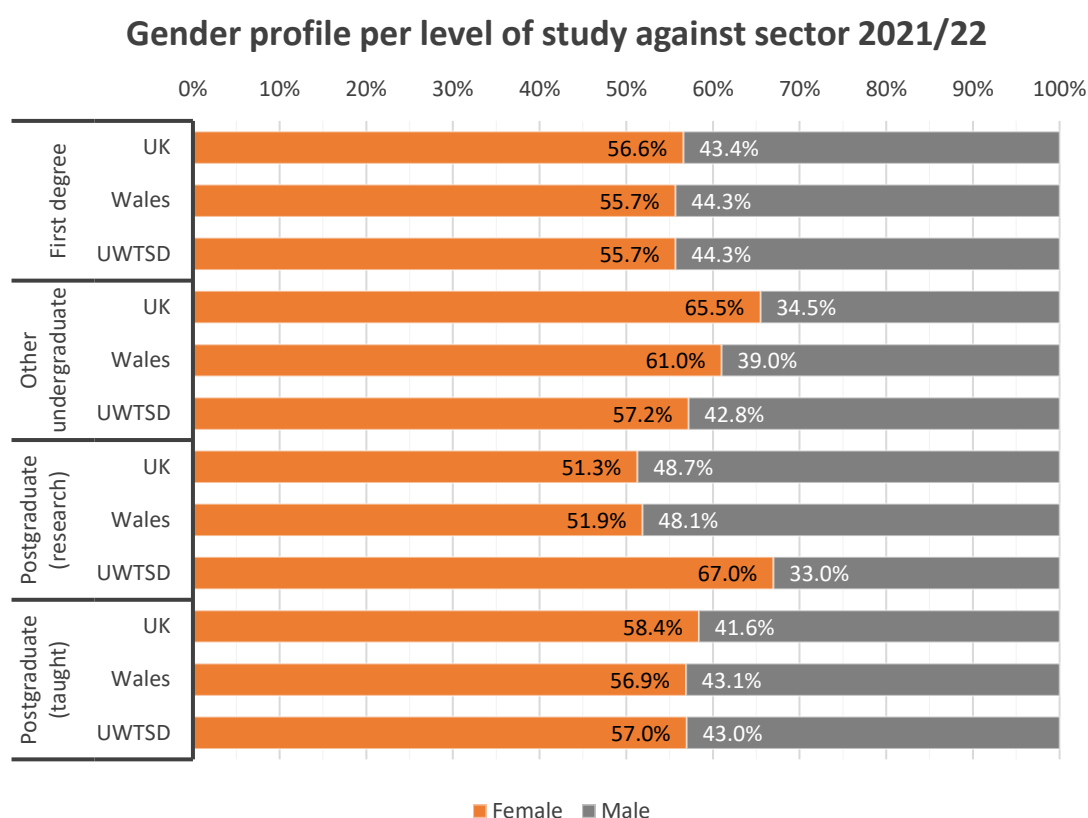


Figure 74: Source HESA

#### Key facts: Gender by Level of Study

- Figure 74 shows the gender profile for each level of study at UWTSD in 2021/22, compared with the Wales and UK sectors (source HESA).
- At UWTSD in 2021/22, the gender balance for first degrees was **56.6%** female and was in line with the Wales and UK sector averages.
- The gender balance for other undergraduate programmes at UWTSD was **57.2%** female in 2021/22. This is significantly lower than the Wales (**61%**) and UK (**65.5%**) sector averages.
- Postgraduate research programmes at UWTSD in 2021/22 had a high proportion of female students (**67%**) compared with the Wales (**51.9%**) and UK (**51.3%**) sector averages.
- Postgraduate taught programmes at UWTSD in 2021/22 had **57%** female students, which is in line with the Wales (**56.9%**) and UK (**58.4%**) sector averages.

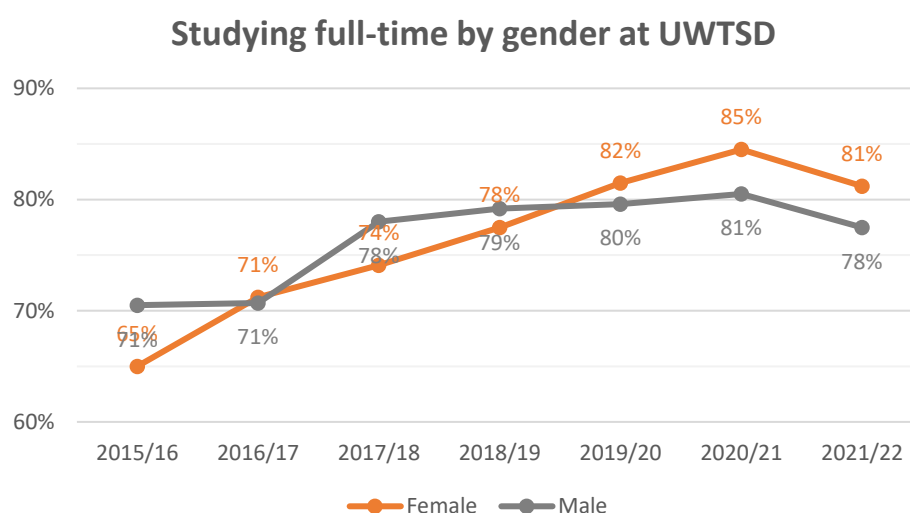


Figure 75: Source HESA

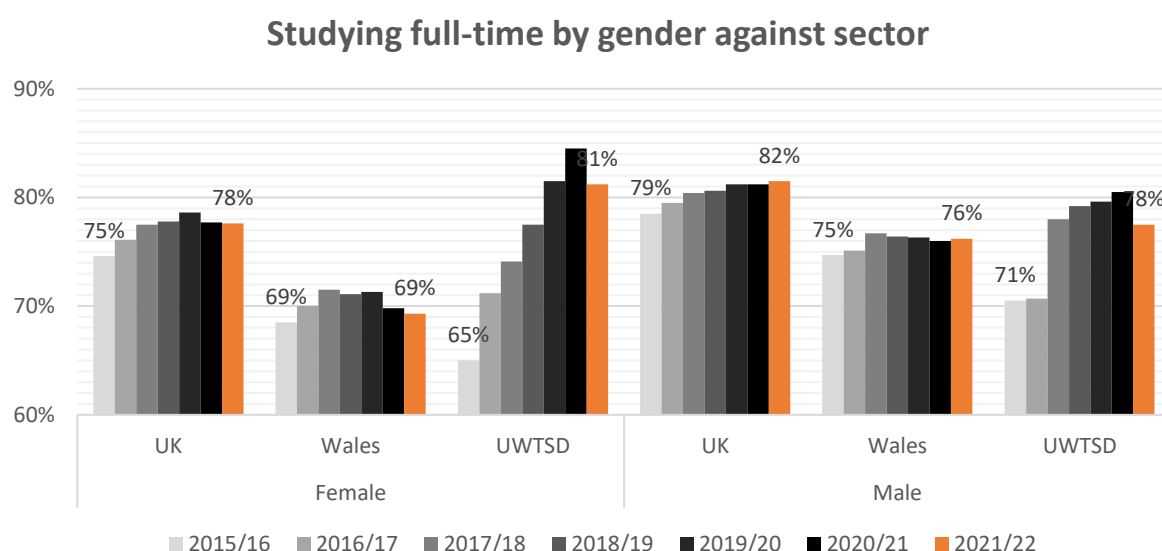


Figure 76: Source HESA

#### Key facts: Gender by Mode of Study

- Figure 75 shows the proportion studying full-time by gender at UWTSD between 2015/16 and 2021/22, while Figure 76 compares UWTSD to UK and Wales sectors across the same period (source HESA).
- The proportion of female students studying full-time at UWTSD rose by **16 percentage points** from **65%** to **81%** between 2015/16 and 2021/22. The UK sector saw a **3 percentage point** rise (**75%** to **78%**) during the same period.
- The proportion of male students studying full-time at UWTSD rose by **7 percentage points** from **71%** to **78%** between 2015/16 and 2021/22. The UK sector saw a **3 percentage point** rise (**79%** to **82%**) during the same period.

### Gender profile of degree outcomes in 2021/22

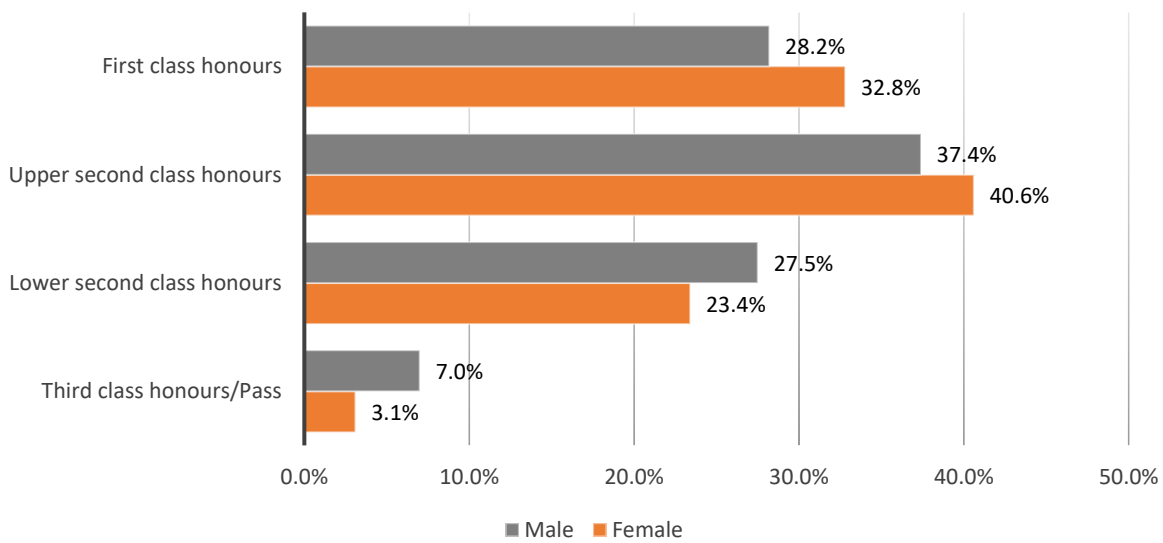


Figure 77: Source HESA

### Good honours by gender in 2021/22

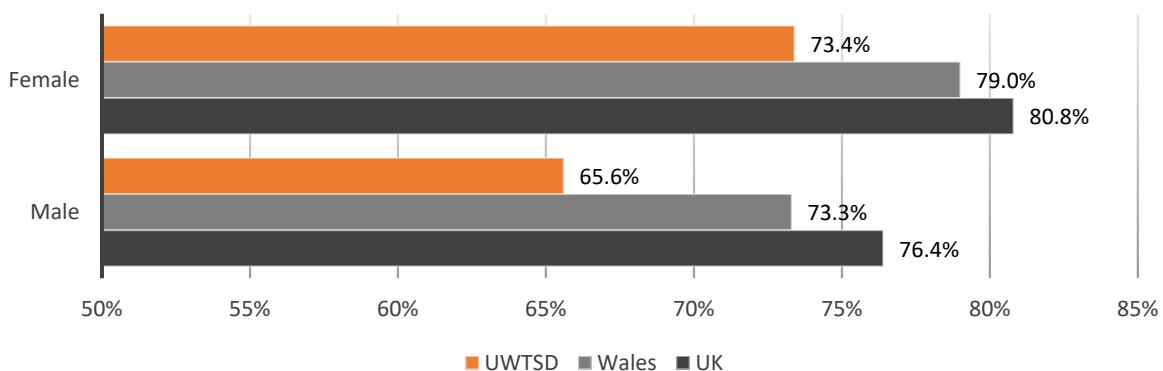


Figure 78: Source HESA

#### Key facts: Good Honours by Gender

- Figure 77 shows the gender profile of degree outcomes at UWTSD in 2021/22 (source HESA).
- Figure 78 compares good honours (first class and upper second class degree classifications) by gender at UWTSD in 2021/22 with the Wales and UK sectors (source HESA).
- In 2021/22, female students at UWTSD were more likely to be awarded good honours (**73.4%**) compared with male students (**65.6%**).
  - Good honours for male students at UWTSD (**65.6%**) was below the UK sector (**73.3%**) and Wales sector (**76.4%**).
  - Good honours for female students at UWTSD (**73.4%**) was below the UK sector (**79%**) and the Wales sector (**80.8%**).

## 6.3 Student Profile by Age

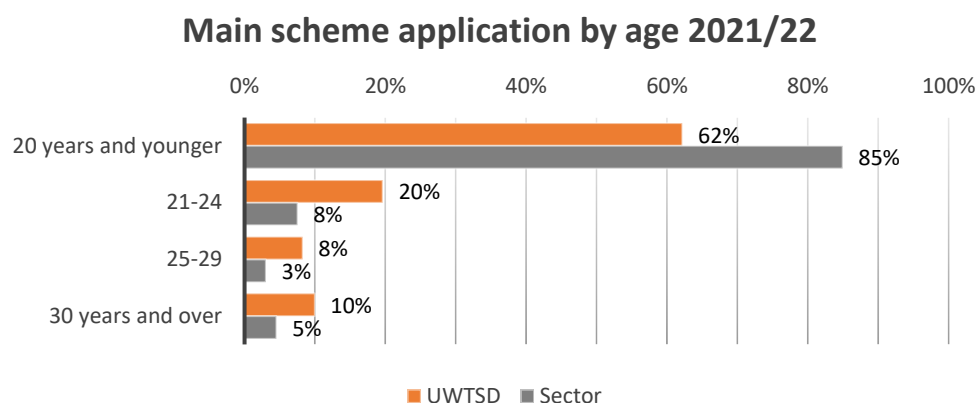


Figure 79: Source UCAS

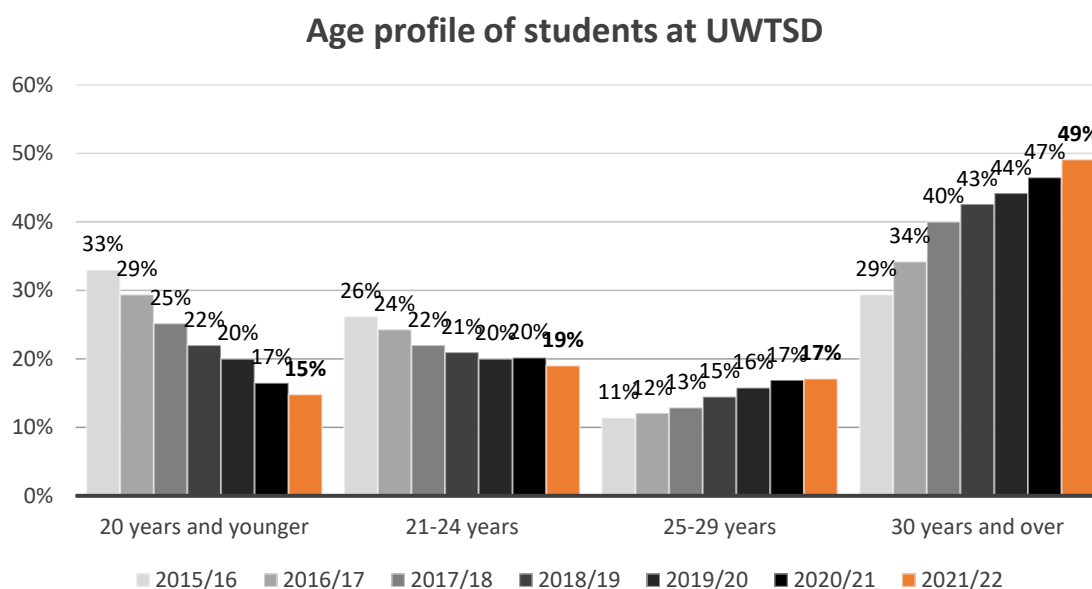


Figure 80: Source HESA

### Key facts: Main Scheme Applications by Age

- Figure 79 shows the main scheme applications at UWTSD by age for 2021/22, compared with the sector (source UCAS). Please note that a high proportion of UWTSD students apply through direct application and other non-UCAS routes and will therefore not be represented in these figures.
- Figure 80 shows the changing age profile of students at UWTSD between 2015/16 and 2021/22 (source HESA).
- In 2021, **38%** of main scheme applicants at UWTSD were 21 or older, compared with **15%** for the sector.
- UWTSD has seen a consistent decline in the proportion of students 20 years old or younger, from **33%** in 2015/16 to **15%** in 2021/22.
- The proportion of 25 years or older at UWTSD has risen from 40% in 2015/16 to **66%** in 2021/22, compared with **42%** for the Wales sector and **35%** for the UK sector (see Figure 88).

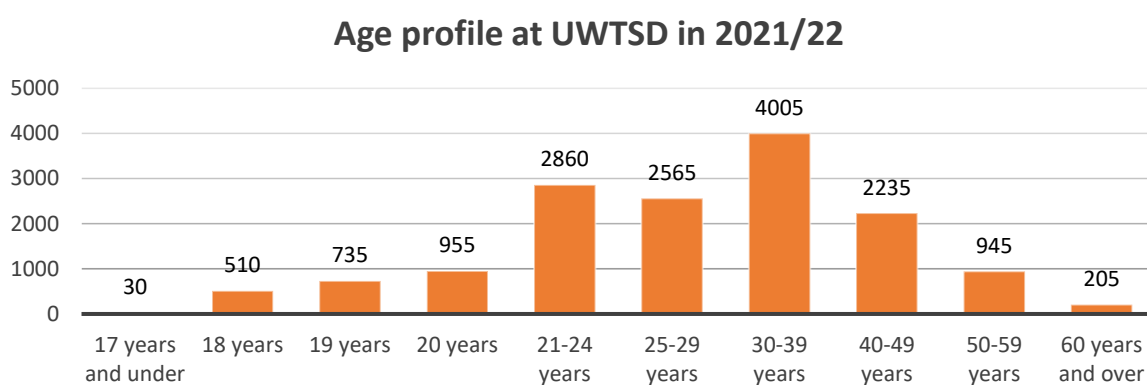


Figure 81: Source HESA

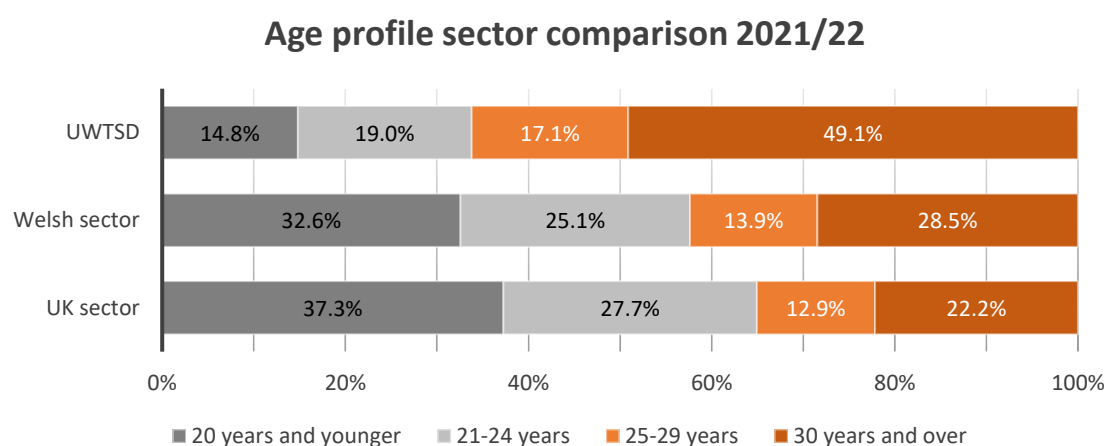


Figure 82: Source HESA

#### Key facts: Age Profile

- Figure 81 shows a breakdown of student population at UWTSD in 2021/22 at each age interval (source HESA).
- Figure 82 compares the age profile of students at UWTSD in 2021/22 with the UK and Wales sectors (source HESA).
- At UWTSD in 2021/22, **14.8%** of students were aged 20 years and younger which is significantly lower than Wales (**32.6%**) and UK (**37.3%**) sector averages.
- UWTSD's mature age profile is indicative of a portfolio with a high proportion of other undergraduate programmes and an emphasis on continued professional development, upskilling, and lifelong learning.

## Age by CAH at UWTSD in 2021/22 (n = number of students)

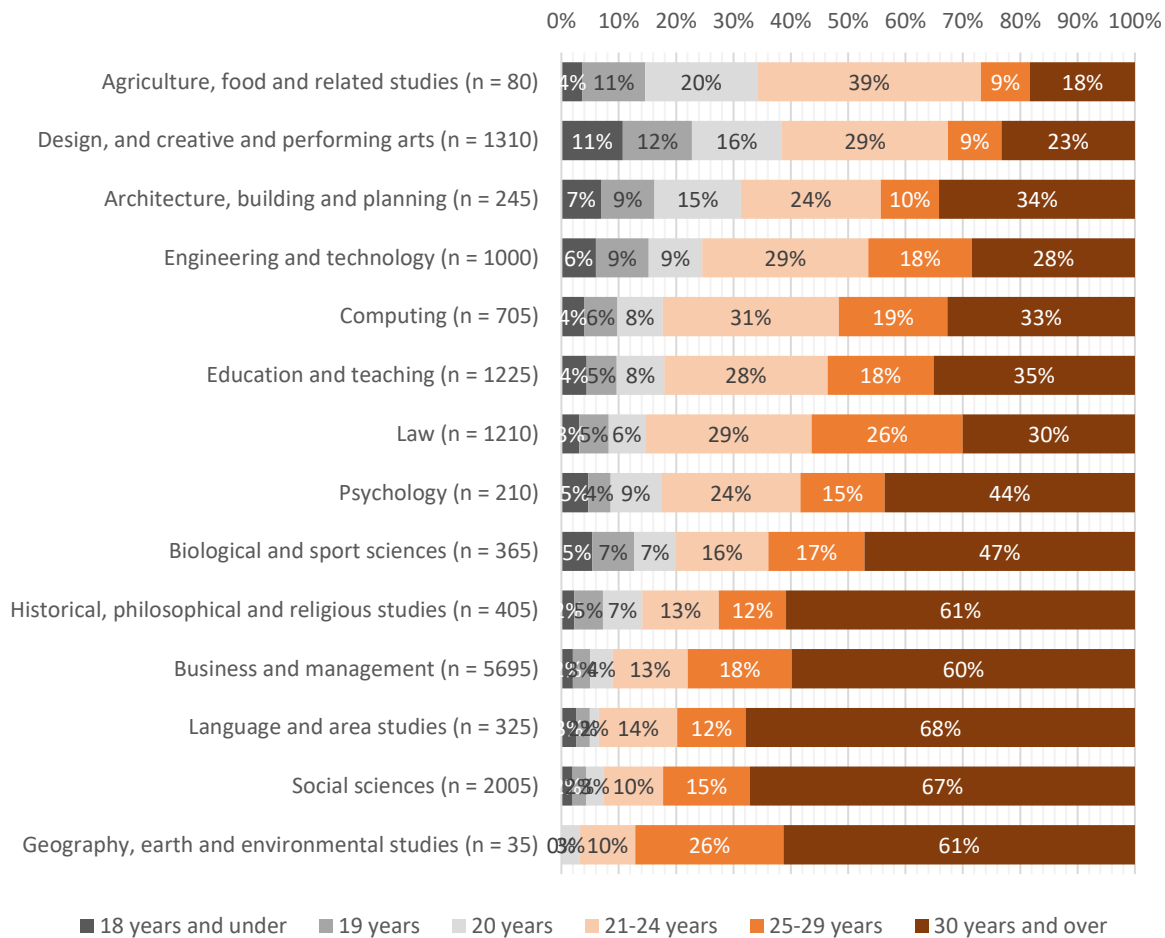


Figure 83: Source HESA

### Key facts: Age by CAH

- Figure 83 shows the distribution of ages for each subject grouping (CAH) at UWTSD in 2021/22. The total number of students studying within each CAH (n) is also provided for context.
- UWTSD's two largest subject groupings are also the areas with the older age profile:
  - 78%** of the 5,695 students studying business and management were 25 years or older in 2021/22.
  - 82%** of the 2,005 students studying social sciences were 25 years or older in 2021/22.
- UWTSD's next largest subject grouping, Design, creative and performing arts, has a significantly younger age profile. **68%** of the 1,310 students in this subject grouping are younger than 25 years old.

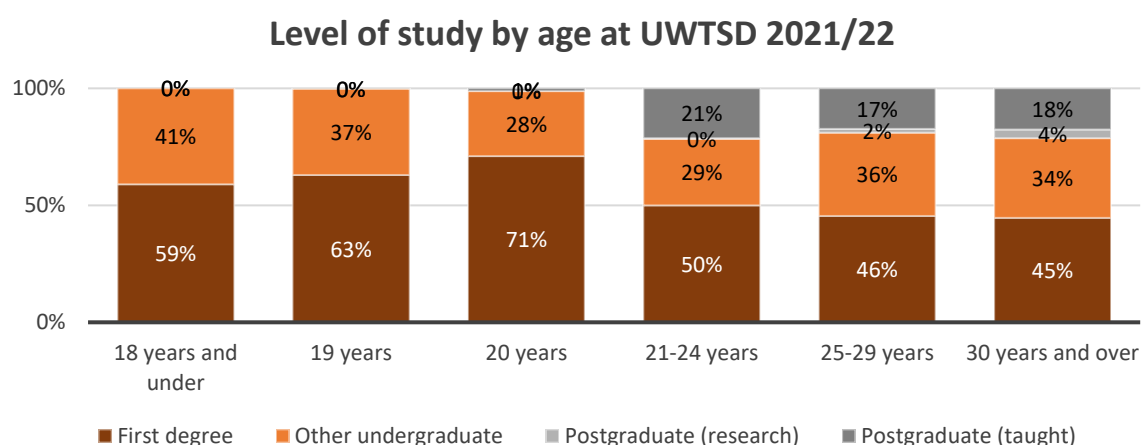


Figure 84: Source HESA

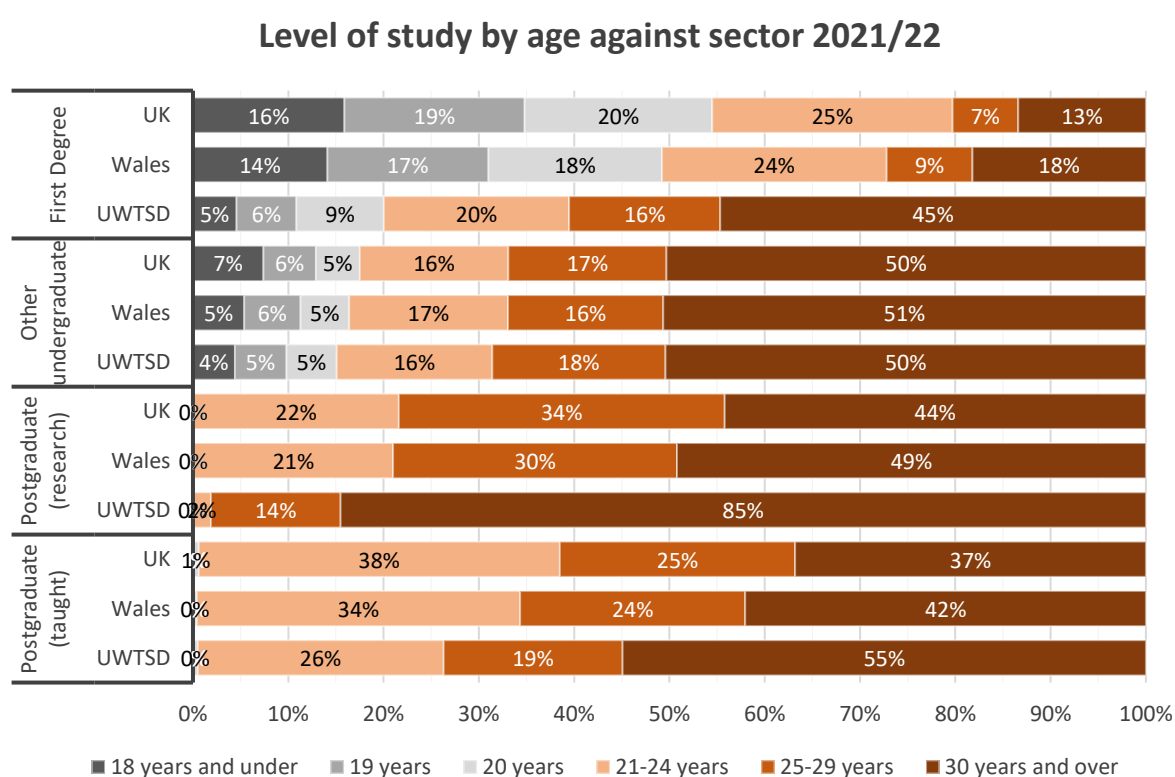


Figure 85: Source HESA

### Key facts: Age by Level of Study

- Figure 84 shows the breakdown of level of study by age at UWTSD in 2021/22 (source HESA).
- Figure 85 compares the age profile for different levels of study at UWTSD, Wales and UK sectors in 2021/22 (source HESA).
- **61%** of students studying a First Degree at UWTSD in 2021/22 were 25 years or older, compared with **27%** for the Wales sector and **20%** for the UK sector.
- At UWTSD, the age profile for other undergraduate programmes is in line with the sector with **68%** of students aged 25 and older.

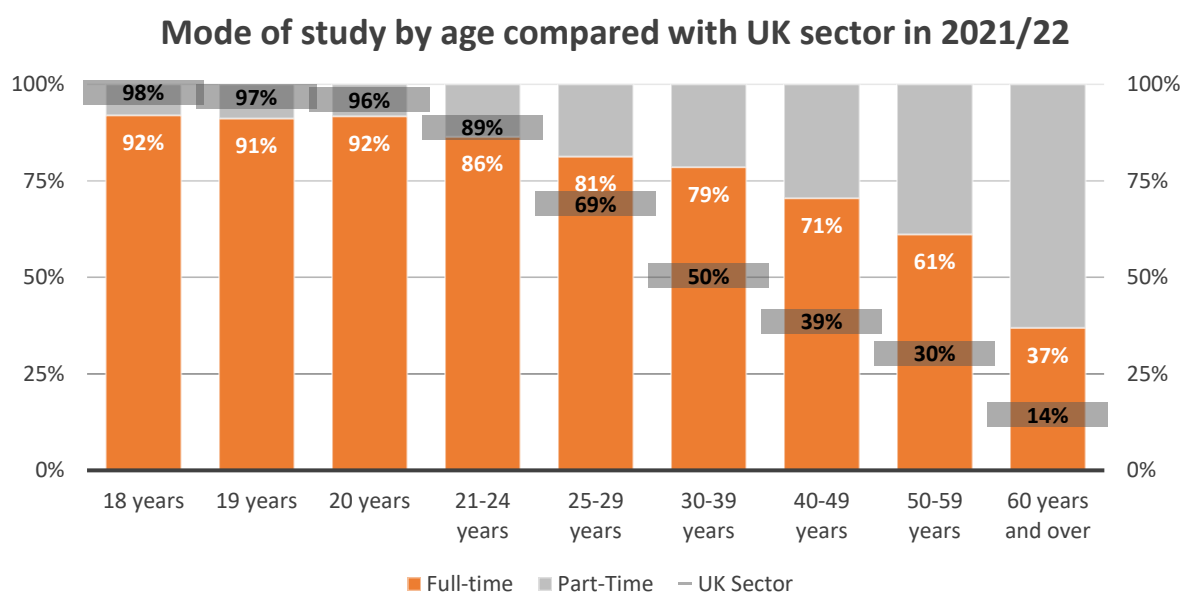


Figure 86: Source HESA

#### Key facts: Age by Mode of Study

- Figure 86 shows the proportion of full-time to part-time study by age bracket at UWTSD compared with the UK sector in 2021/22 (source HESA).
- In 2021/22, every age group at UWTSD had a larger proportion of full-time students, apart from students aged 60 years or older where the majority (63%) studied part-time.

### Age profile of degree outcomes at UWSTD in 2021/22

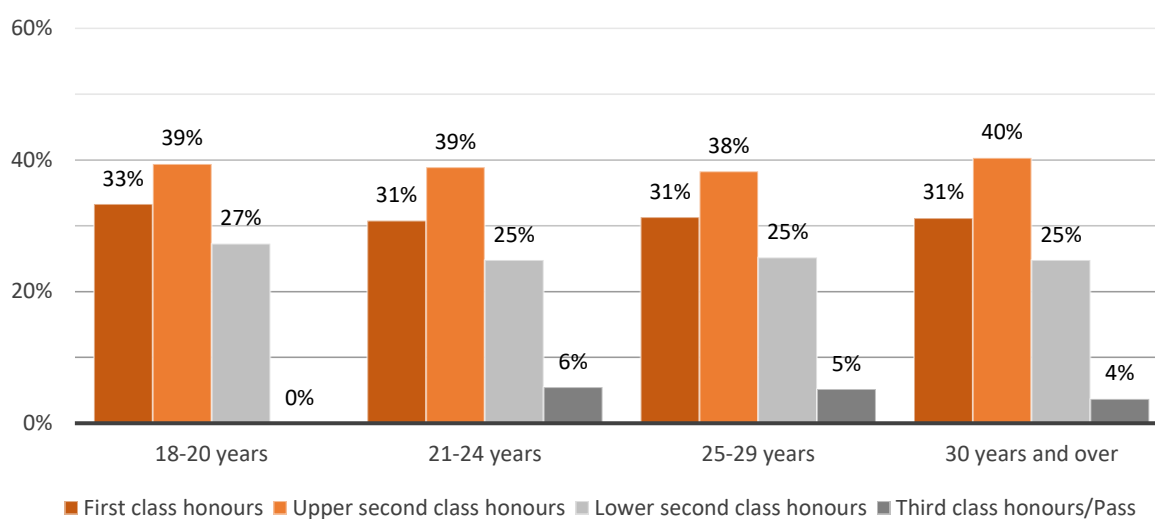


Figure 87 Source HESA

### Age profile of good honours at UWSTD

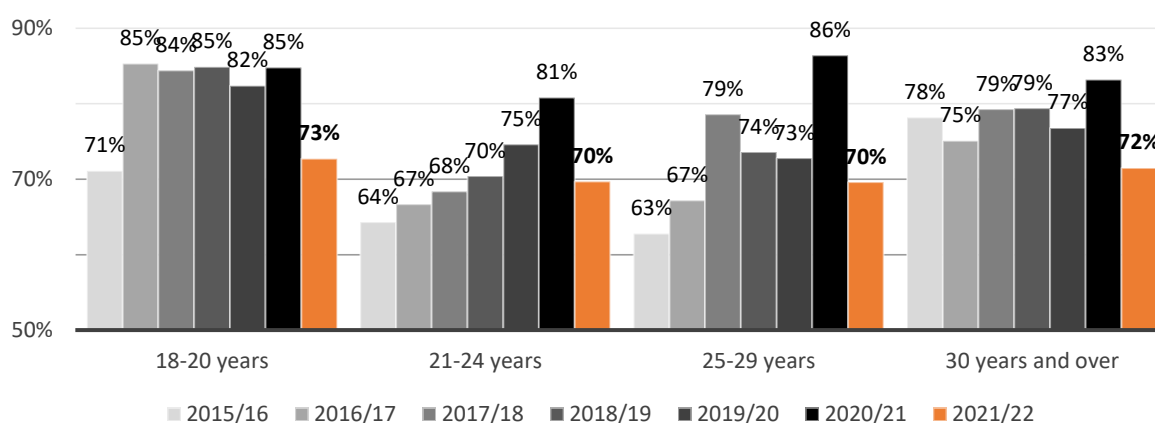


Figure 88: Source HESA

### Age profile of good honours against sector in 2021/22

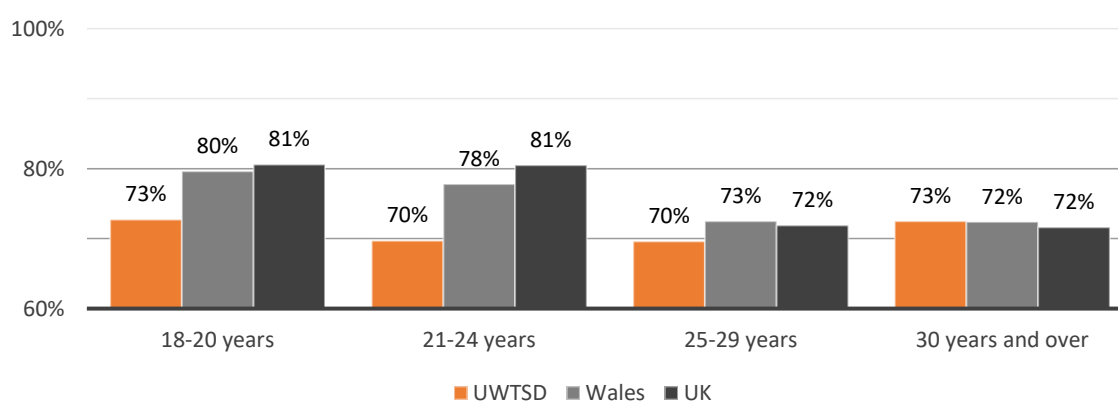


Figure 89: Source HESA

#### Key facts: Good Honours by Age

- Figure 87 shows the age profile of degree outcomes at UWTSD in 2021/22 (source HESA).
- Figure 88 shows the age profile of good (first class and upper second class degree classifications) at UWTSD between 2015/16 and 2021/22 (source HESA).
- Figure 89 compares good honours by age against the Wales and UK sectors (source HESA).
- In 2021/22, UWTSD saw an decrease in the rate of good honours across all age groups.
  - o **73%** of students aged 18-20 years old were awarded good honours at UWTSD, which is below the sector.
  - o **70%** of UWTSD students 21-24 year olds were awarded good honours, compared with **78%** for the Wales sector and **81%** for the UK sector.
  - o **70%** of UWTSD students 25-29 years old were awarded good honours, compared with **73%** for the Wales sector and **72%** for the UK sector.
  - o **73%** of UWTSD students 30 years and older were awarded good honours, compared with **72%** for the Wales sector and **72%** for the UK sector.

### Full-time non-continuation by age against benchmark (2019/20 year of entry)

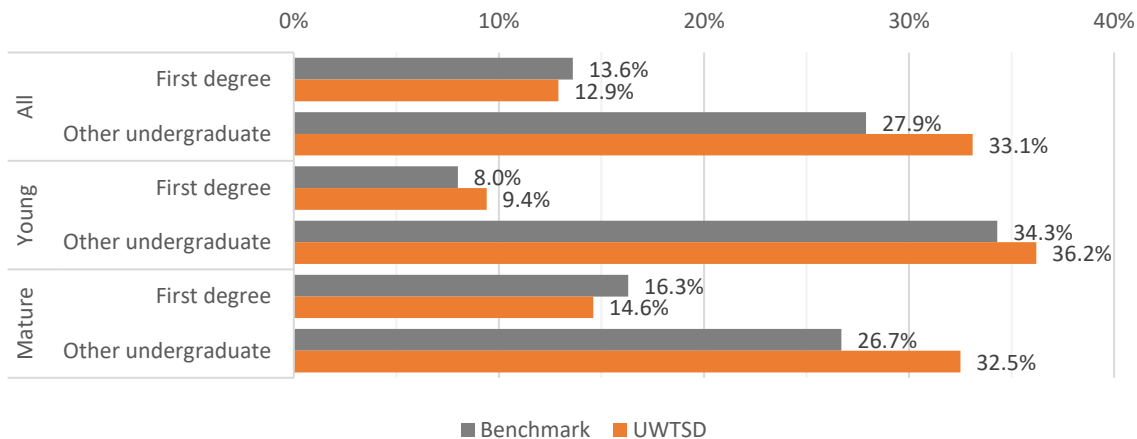


Figure 90: Source HESA

### Non-continuation at UWTSD by level of study and age

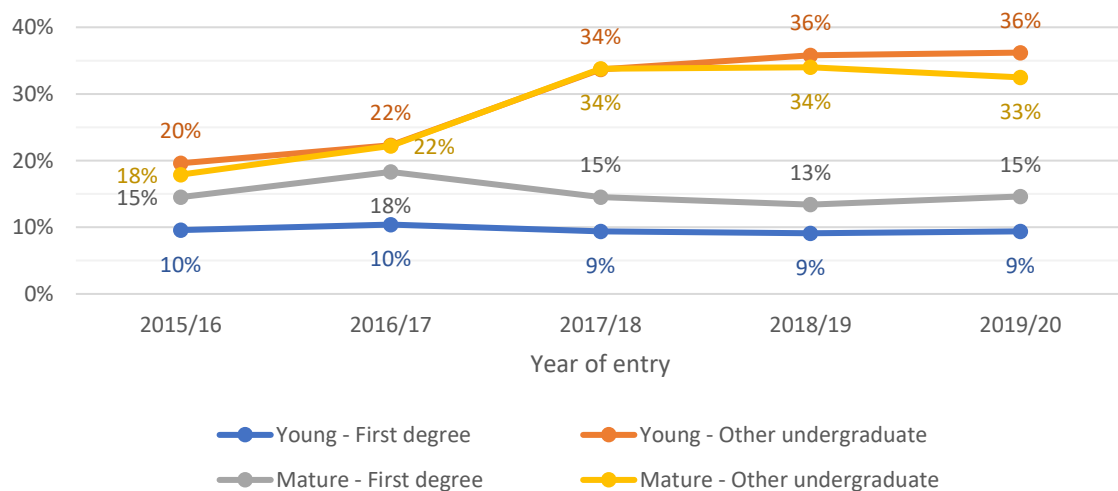


Figure 91 Source HESA

#### Key facts: Non-continuation by Age

- Figure 90 shows the rate of non-continuation at UWTSD for the 2019/20 intake, split by age groups (young students are those who are aged under 21 while mature students are those who are aged 21 or over, in line with HESA definitions).
- Figure 91 shows the rate of non-continuation at UWTSD by age, mode of study and year of entry (young students are those who are aged under 21 while mature students are those who are aged 21 or over, in line with HESA definitions).
- UWTSD's non-continuation rate for 2019/20 intake was better than benchmark;
  - First degree full-time non-continuation was **12%** compared with the **15%** benchmark.
  - Other undergraduate full-time non-continuation is in line with benchmark across age groups.

## 6.4 Student Profile by 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.

**90%** of students who apply to UWTSD through the main scheme application are White. This is noticeably more than the UK sector average where just **68%** of students are White.

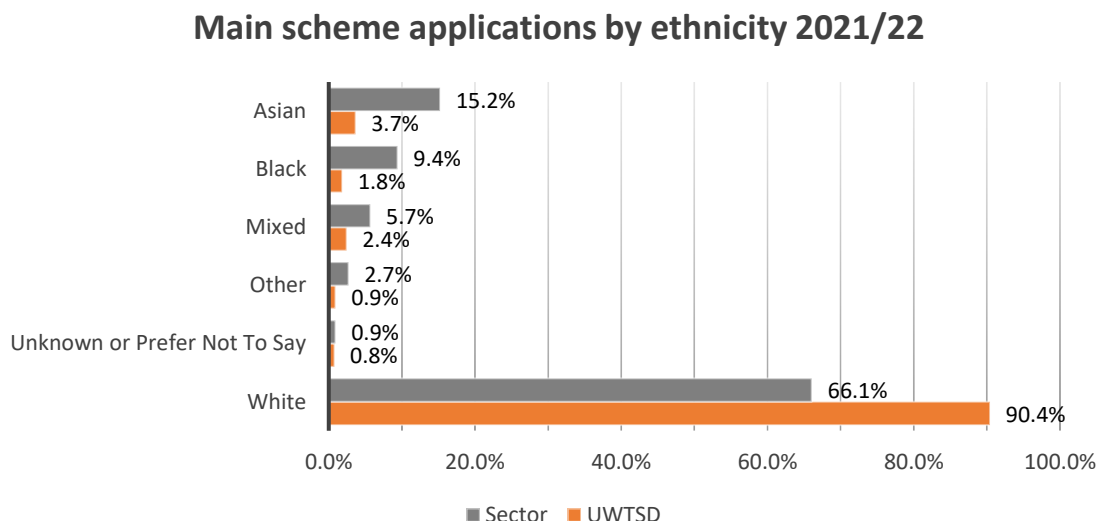


Figure 92: Source UCAS

### Key facts: Main Scheme Applications by Ethnicity

- Figure 92 shows the main scheme applications by ethnicity in 2022 for UWTSD against the sector.
- **90%** of students who apply through main scheme at UWTSD are White, notably higher than the sector (**66%**).
- Please note that UWTSD's low proportion of First Degrees (**49%** in 2021/22) means that the majority of students apply through direct application and other non-UCAS routes and will therefore not be represented in the main scheme figures. Please also note that the majority of UWTSD's minority ethnic students study other undergraduate programmes and are recruited through agents and are therefore not included in the UCAS main scheme application data.

## Ethnicity profile of students at UWTSD

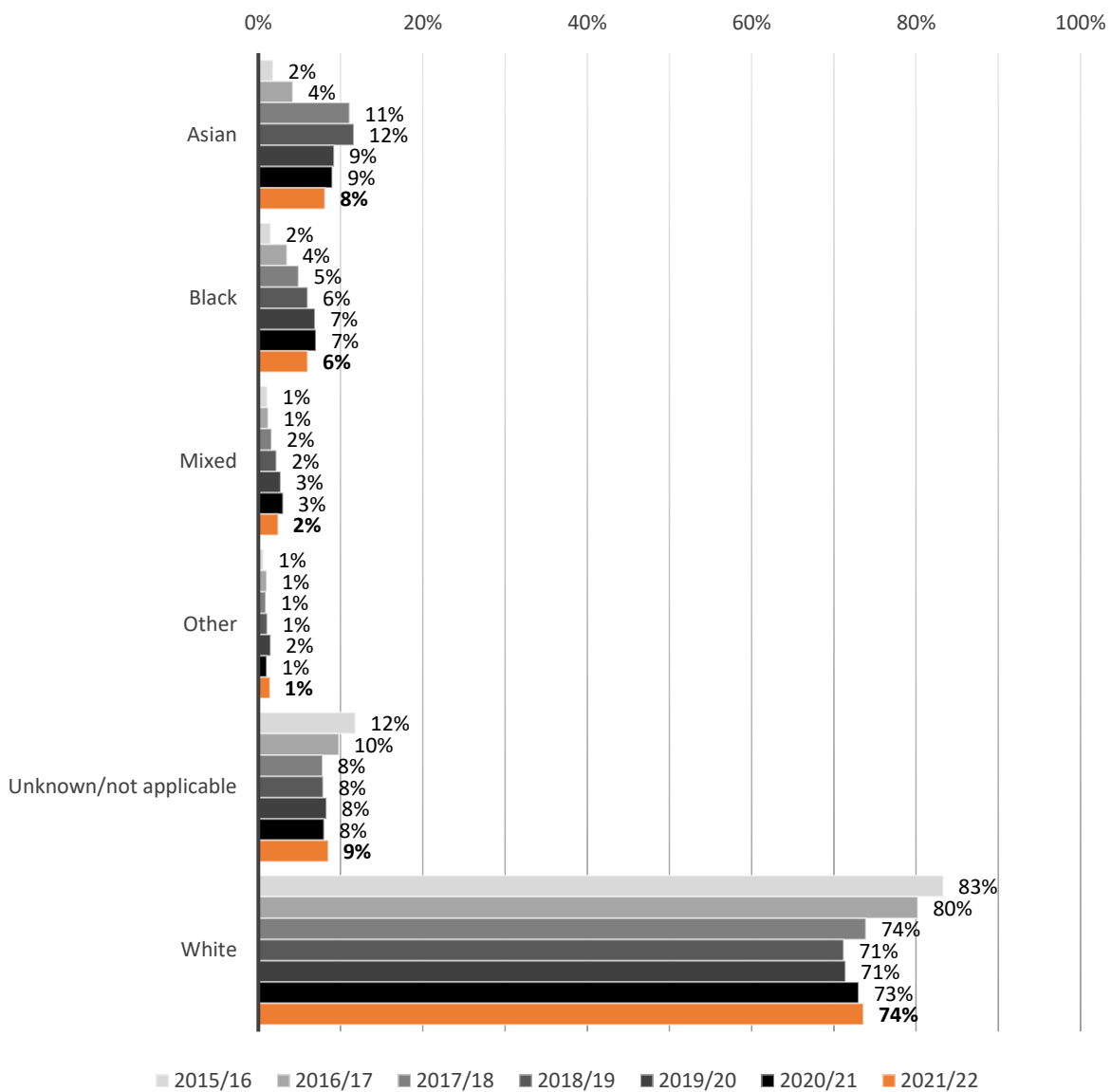


Figure 93: Source HESA

### Key facts: Ethnicity Profile

- Figure 93 shows the change in ethnicity profile at UWTSD between 2015/16 and 2021/22.
- The proportion of White students at UWTSD decreased from **83%** in 2015/16 to **74%** in 2021/22.
- There was a steady increase in the proportion of Black (**2% to 6%**), Mixed (**1% to 2%**) and Asian students (**2% to 8%**) between 2015/16 and 2021/22.
- The clear increase in minority ethnic 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 (see Figure 102 for more detail).

## Ethnicity profile of students against sector in 2021/22

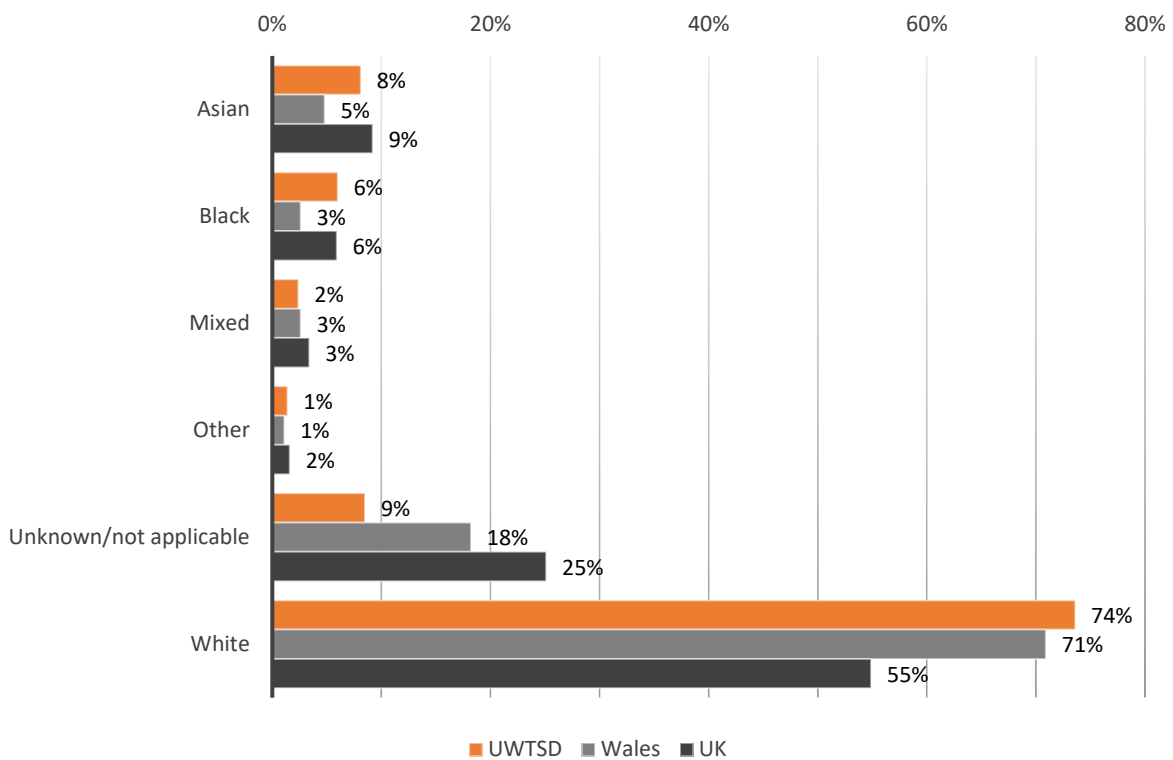


Figure 94: Source HESA

### Key facts: Ethnicity Profile

- Figure 94 compares the ethnicity profile at UWTSD in 2021/22 with the Wales and UK sectors.
- In 2021/22, the proportion of Asian (**8%**) and Black (**6%**) students studying at UWTSD was above the Wales sector (**5%** and **3%**) and in line with the UK sector (**9%** and **6%**).
- The proportion of UWTSD students for whom their ethnicity is either unknown or not applicable (**9%**) was significantly lower than the Wales (**18%**) and UK (**25%**) sector averages in 2021/22.

## Ethnicity by CAH at UWTSD in 2021/22 (n = number of student)

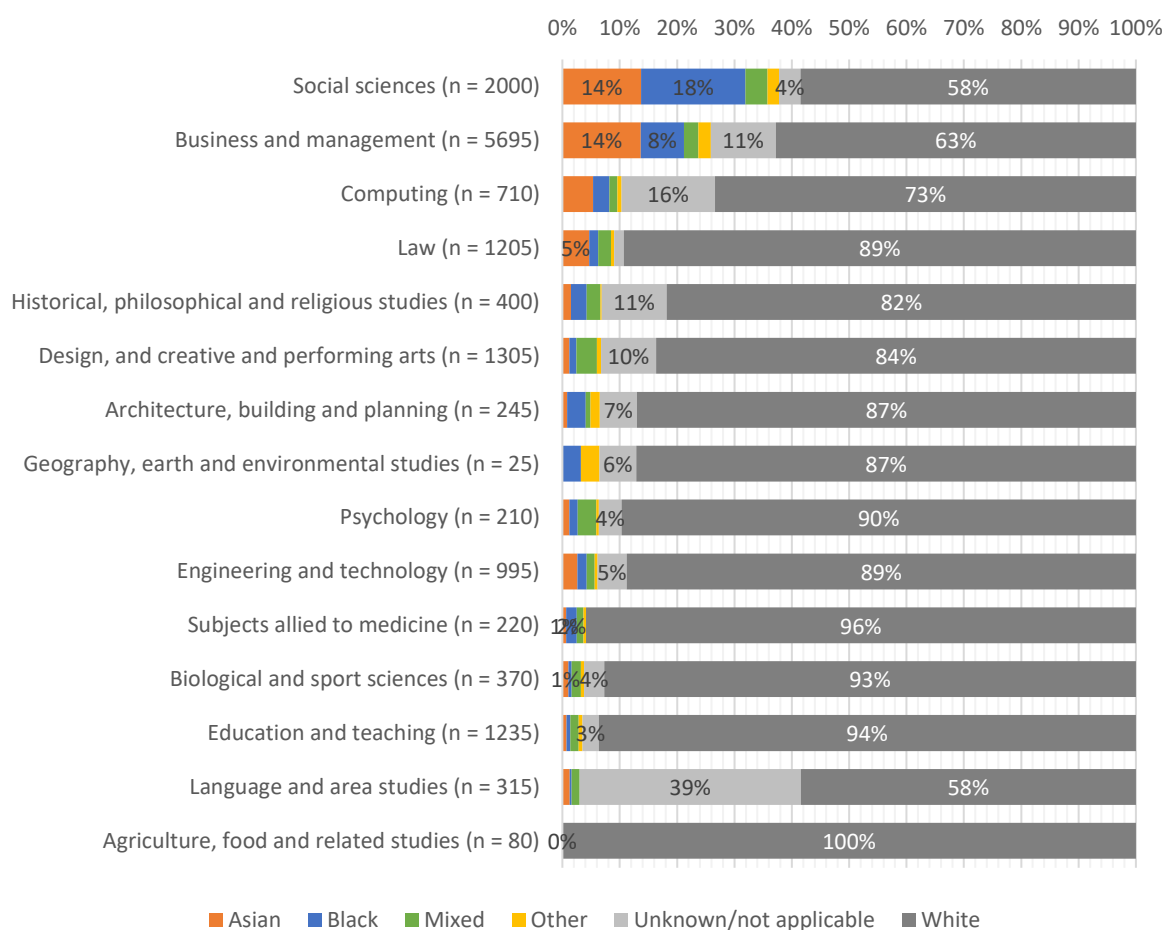


Figure 95: Source HESA

### Key facts: Ethnicity by CAH

- Figure 95 compares the ethnicity profile at UWTSD in 2021/22 with the Wales and UK sectors.
- The two subject areas with the highest proportion of ethnic minority students (Social Sciences and Business and Management), are also the areas that have seen significant growth overall at UWTSD between 2019/20 and 2021/22.

## Ethnicity profile of students at UWTSD by level of study in 2021/22

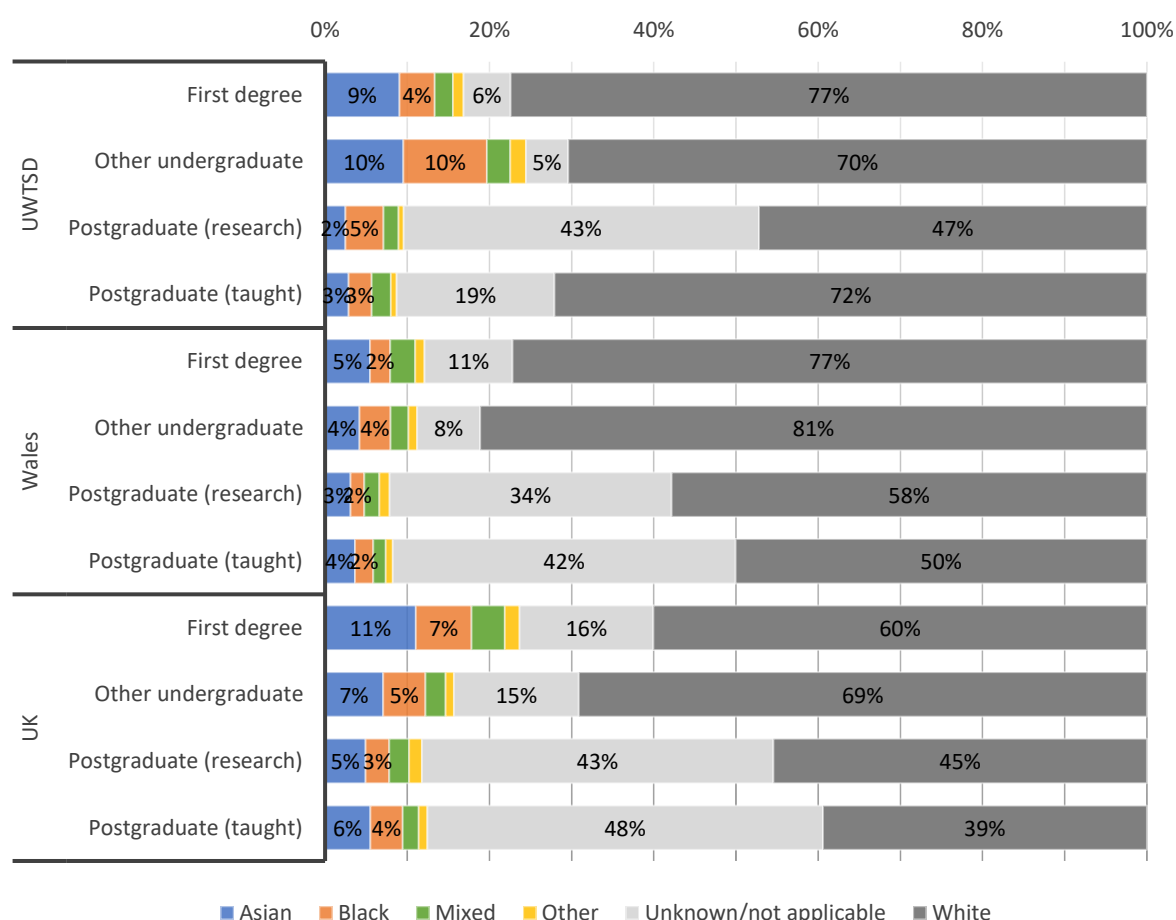


Figure 96: Source HESA

### Key facts: Ethnicity by Level of Study

- Figure 96 compares the ethnicity by level of study at UWTSD against the Wales and UK sectors, for 2021/22.
- 77%** of students studying a First Degree at UWTSD in 2021/22 were White, compared with **77%** for Wales and **60%** for UK sector average.
- 70%** of student studying an other undergraduate programme at UWTSD in 2021/22 were White, compared with **81%** for Wales and **69%** for UK sector averages.
- In 2021/22, UWTSD's other undergraduate provision had a significantly higher proportion of Asian (**10%**) and Black (**10%**) students compared with Wales (**4%** and **4%**) and UK (**7%** and **5%**) sector averages.

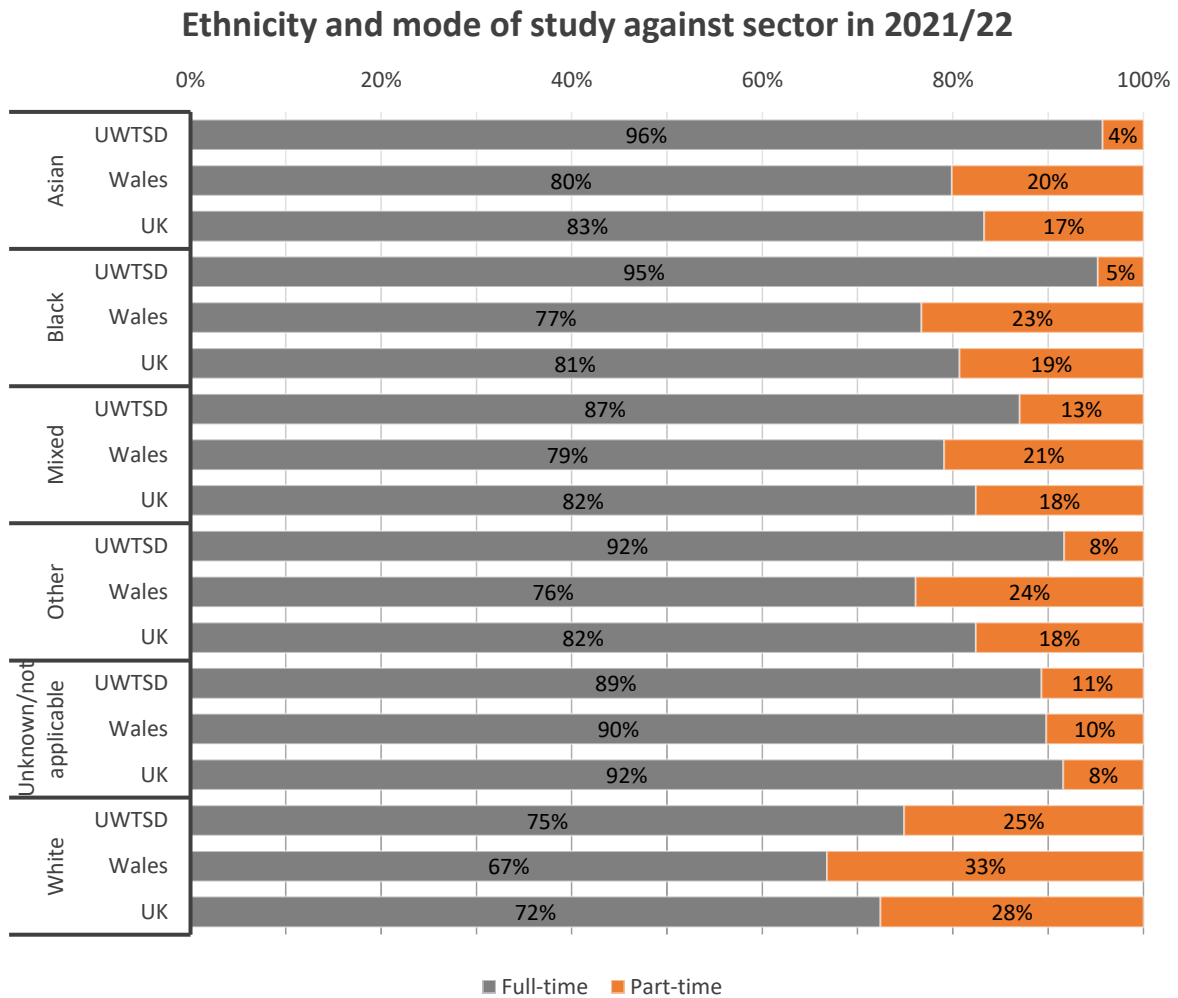


Figure 97: Source HESA

#### Key facts: Ethnicity by Mode of Study

- Figure 97 shows mode of study by ethnicity at UWTSD in 2021/22 against the Wales and UK sectors.
- UWTSD's overall mode of study data shows that students are more likely to study full-time compared with the Wales and UK sector (see Figure 58 for more information).
- A higher proportion of minority ethnic students studied full-time compared with White students at UWTSD in 2021/22.
- **96%** of Asian students studied full-time at UWTSD in 2021/22, compared with the Wales (**80%**) and UK (**83%**) sector averages.
- **95%** of Black students studied full-time at UWTSD in 2021/22, compared with Wales (**77%**) and UK (**81%**).
- **87%** of Mixed students studied full-time at UWTSD in 2021/22, compared with Wales (**79%**) and UK (**82%**).
- Of note is that UWTSD's other undergraduate provision has a high proportion of minority ethnic students (see Figure 96) and that these programmes are often (**75%**) taught full-time (see Figure 58 and Figure 59).

## Ethnicity and age profile of students against sector in 2021/22

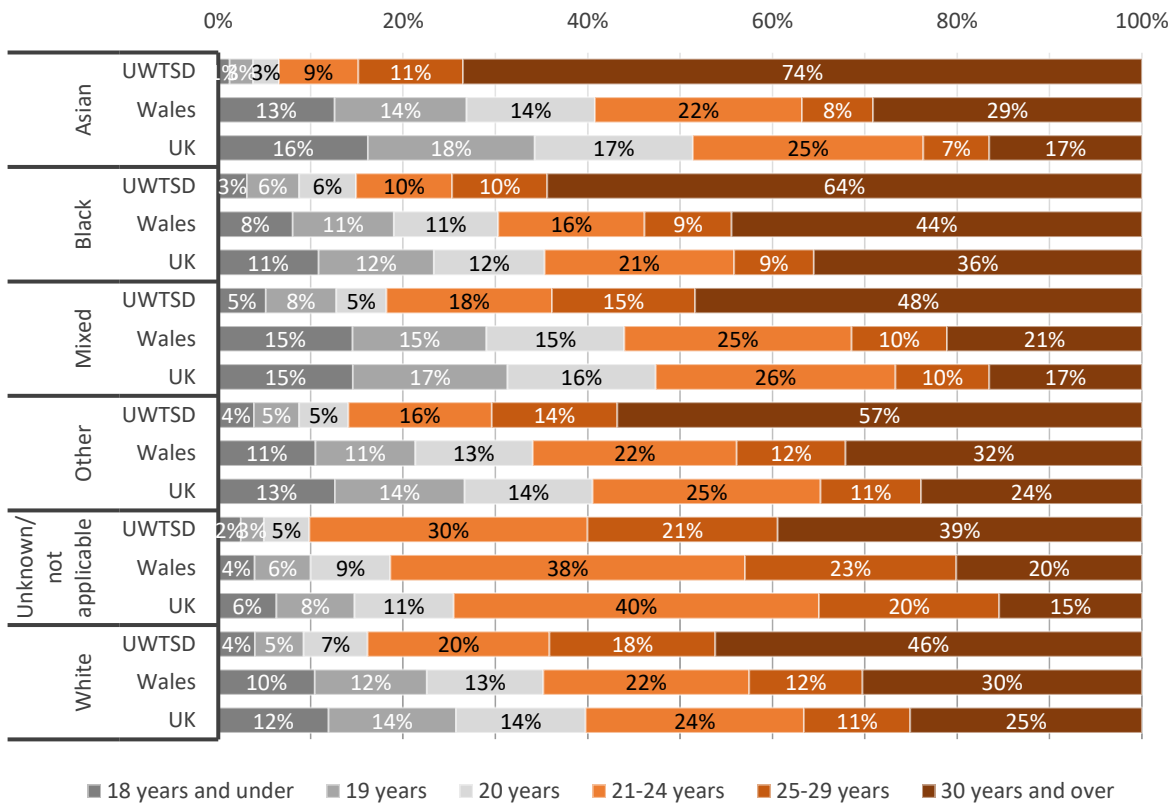


Figure 98: Source HESA

### Key facts: Ethnicity and Age Profile

- Figure 98 shows ethnicity by age at UWTSD in 2021/22 compared with the Wales and UK sectors (source HESA).
- A high proportion of UWTSD students are mature compared with the sector, as described previously (see Figure 83 and Figure 84).
- A high proportion of UWTSD's minority ethnic students were older than the sector average in 2021/22.
  - 74%** of Asian students at UWTSD in 2021/22 were 30 years or older, compared with **29%** for the Wales sector and **17%** for the UK sector.
  - 64%** of Black students at UWTSD in 2021/22 were 30 years or older, compared with **44%** for the Wales sector and **36%** for the UK sector.
  - 48%** of Mixed students at UWTSD in 2021/22 were 30 years or older, compared with **21%** for the Wales sector and **17%** for the UK sector.
  - 57%** of Other ethnicity students at UWTSD in 2021/22 were 30 years or older, compared with **32%** for the Wales sector and **24%** for the UK sector.
  - 46%** of White students at UWTSD in 2021/22 were 30 years or older, compared with **30%** for the Wales sector and **25%** for the UK sector.

## Ethnicity and gender against sector in 2021/22

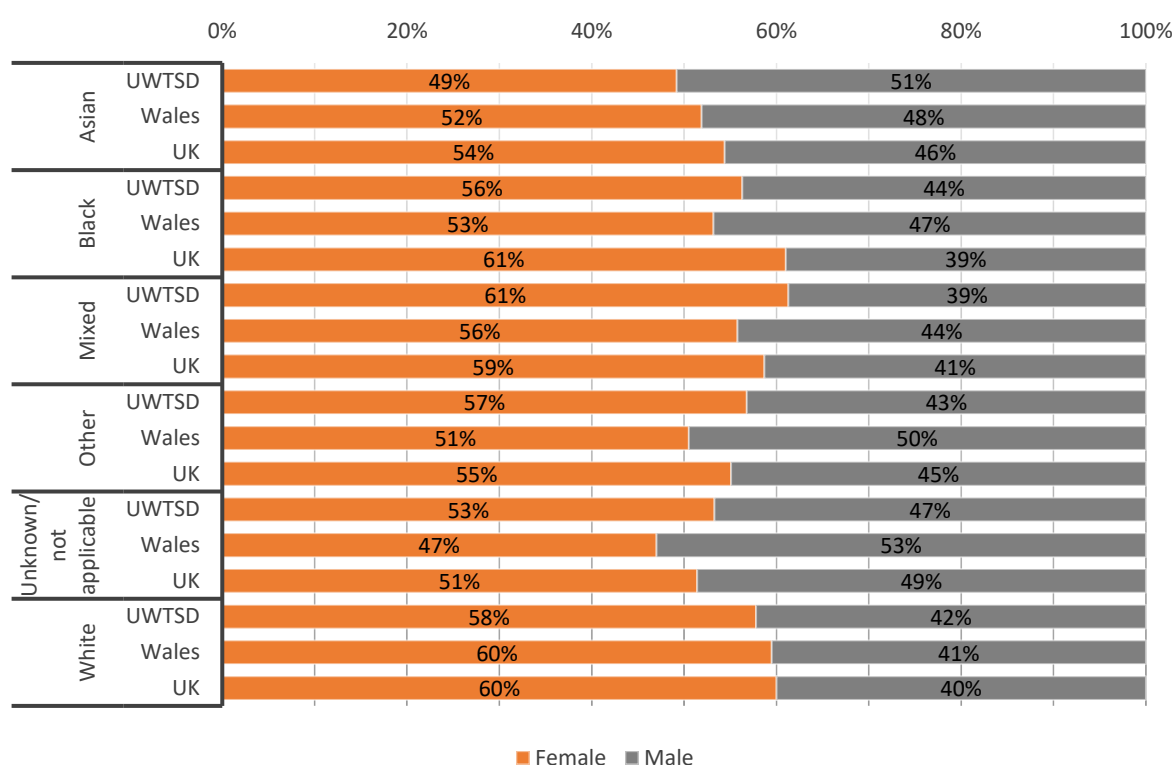


Figure 99: Source HESA

### Key facts: Ethnicity and Gender

- Figure 99 shows the ethnicity profile by gender at UWTSD in 2021/22 with the Wales and UK sectors (source HESA).
- There was a slightly lower proportion (**49%**) of female Asian students at UWTSD compared with Wales (**52%**) and UK (**54%**) sector averages.
- The proportion of female Black students (**56%**) at UWTSD in 2021/22 was higher than Wales (**53%**) and lower than UK (**61%**) sector averages.
- The proportion of female Mixed students (**61%**) at UWTSD was significantly higher than the Wales (**56%**) and the UK (**59%**) sector averages.
- **57%** of Other ethnicity students at UWTSD in 2021/22 were female compared with **51%** for Wales and **55%** for UK sector averages.
- **58%** of White students at UWTSD in 2021/22 were female compared with **60%** for Wales and **60%** for UK sector averages.

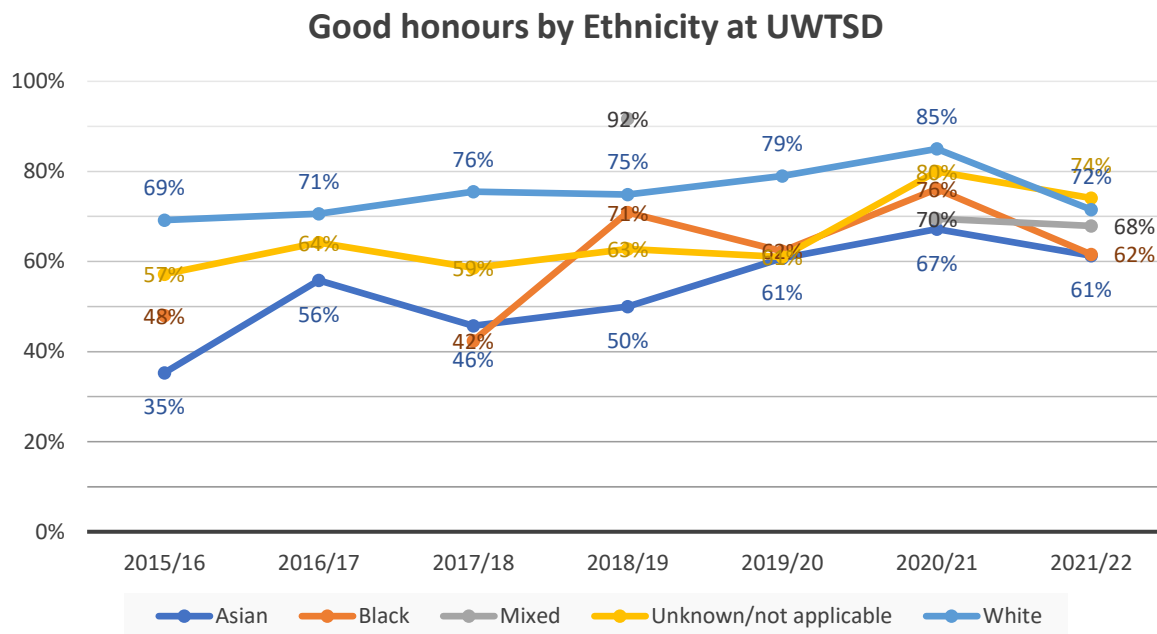


Figure 100: Source HESA

#### Key facts: Good Honours by Ethnicity

- Figure 100 shows the proportion of good honours (first class and upper second class degree classifications) by ethnicity at UWTSD between 2015/16 and 2021/22. Some years do not include data for certain ethnicities because thresholds for ensuring anonymity were not met.
- The rate of good honours across all demographics at UWTSD increased between 2015/16 and 2020/21, and decreased for 2021/22 (see Figure 61 and Figure 62 for more detail). And from 2017/18 to 2021/22, the ethnicity awarding gap at UWTSD has reduced.
- In 2021/22, students with unknown ethnicity at UWTSD had the highest proportion of good honours (74%), compared with White (72%), Black (62%), Mixed (68%) and Asian (61%).
- Between 2015/16 and 2020/21, the rate of good honours among Asian students at UWTSD increased significantly from 35% to 67%, and has fallen to 61% in 2021/22. During the same period, the rate of good honours among Black students increased from 48% to 76% between 2015/16 and 2020/21, then fell to 62% in 2021/22. See Figure 101 for sector comparison.

### Good honours by Ethnicity against sector in 2021/22

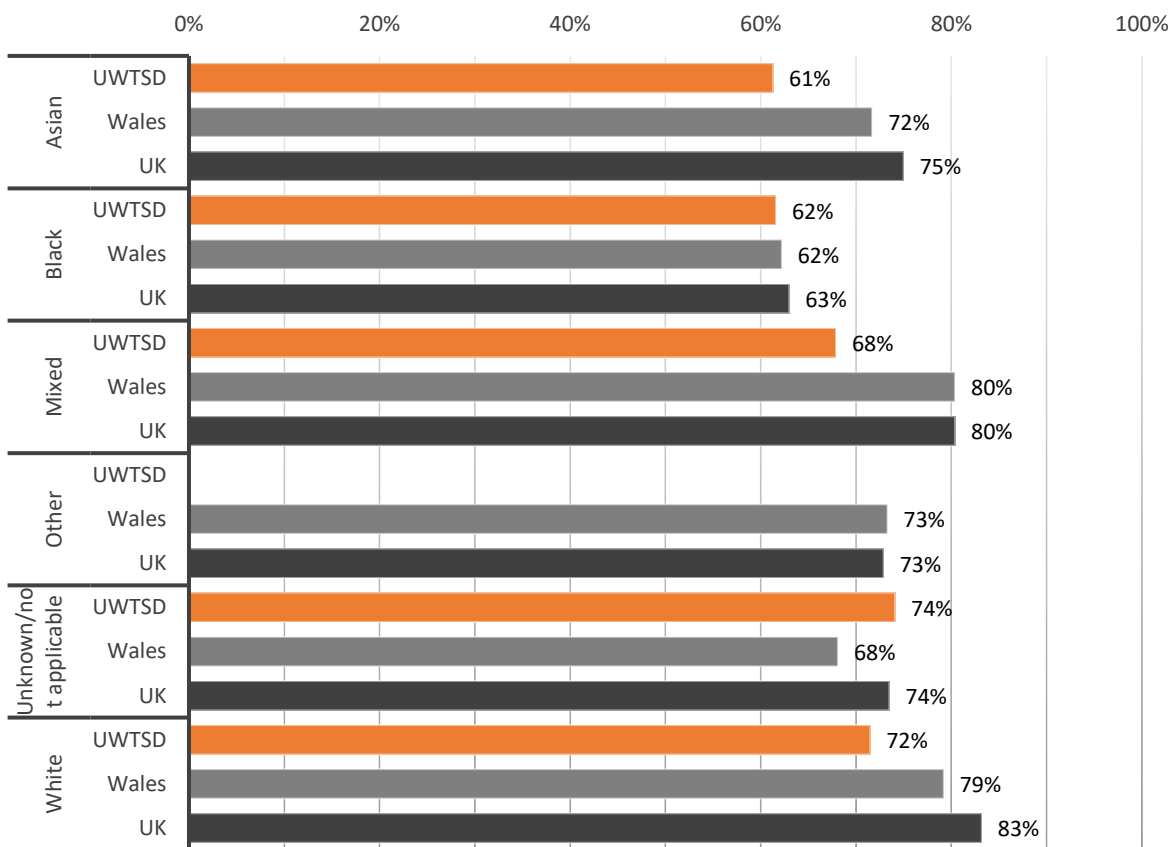


Figure 101: Source HESA

#### Key facts: Good Honours by Ethnicity

- Figure 101 compares the proportion of good honours by ethnicity at UWTSD in 2021/22 with the Wales and UK sectors.
- In 2021/22, the rate of good honours for Asian students at UWTSD (**61%**) was below the Wales (**72%**) and UK (**75%**) sector averages.
- In 2021/22, Black students at UWTSD performed in line with the Wales (**62%**) and UK (**63%**) sector averages by receiving good honours at a rate of **62%** in 2021/22.
- Mixed students at UWTSD received good honours at a rate of **68%** in 2021/22, which is lower than the Wales (**80%**) and UK (**80%**) sector averages.
- The quantity of 'Other' ethnicity at UWTSD in 2021/22, did not meet the threshold for publication.
- White students at UWTSD received good honours at a rate (**72%**) that was below the Wales (**79%**) and UK (**83%**) sector averages in 2021/22.
- Students with unknown ethnicity or not applicable received good honours at a rate of **74%** at UWTSD in 2021/22. This is higher than the Wales sector average (**68%**) and in line with the UK sector average (**74%**).

### Good honours by ethnicity and gender against sector in 2021/22 (n = Total number of awards)

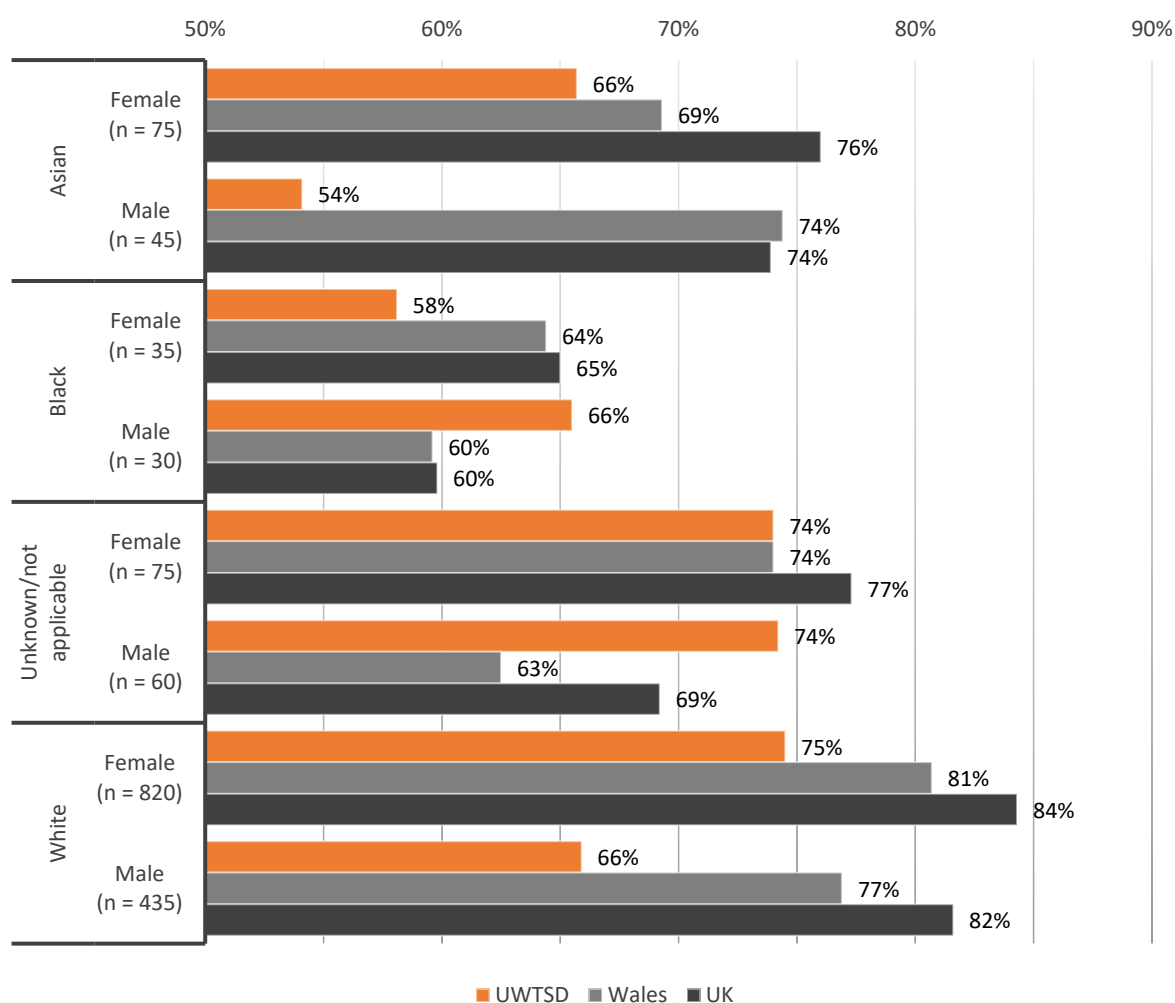


Figure 102: Source HESA

#### Key facts: Good Honours by Ethnicity and Gender

- Figure 102 shows good honours by ethnicity and gender at UWTSD in 2021/22 compared with Wales and UK sectors.
- Please note the low number of awards when splitting ethnicity by gender make it difficult to draw conclusions (see n values).
- Overall Female students of most ethnicities at UWTSD were awarded higher rates of good honours than their male counterparts in 2021/22, with the exception of Black students where **58%** of female and **66%** of male students were awarded good honours.

## 6.5 Student Profile by Disability

Please note that UCAS data for the proportion of students with a declared disability is no longer available.

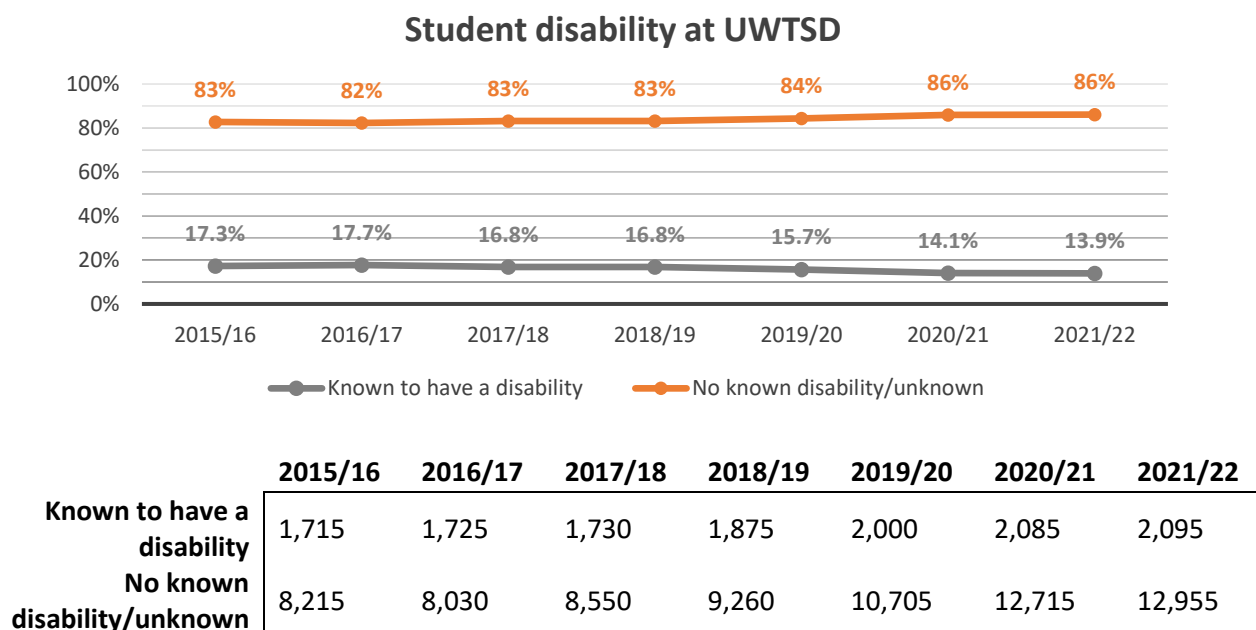


Figure 103: Source HESA

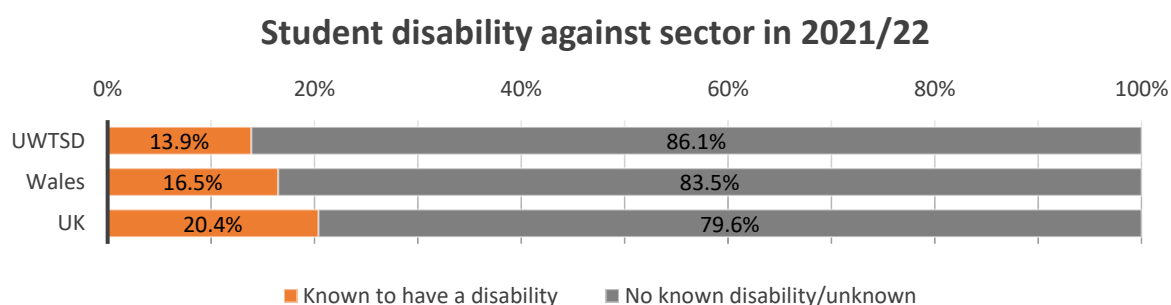


Figure 104: Source HESA

### Key facts: Disability Profile

- Figure 103 shows the change in proportion of students at UWTSD known to have a disability between 2015/16 and 2021/22. A table showing the quantity of students with known disability is also provided for further context.
- Figure 104 compares UWTSD's proportion of students known to have a disability in 2021/22 with the Wales and UK sectors.
- The percentage of students with a known disability at UWTSD has fallen from **17.3%** in 2015/16 to **13.9%** in 2021/22 and is below Wales (**16.5%**) and UK (**20.4%**) sector averages. However, due to the significant growth in the student population at UWTSD during this period, the quantity of students with a known disability at UWTSD has risen by **22%** (1,715 to 2,095).

## Known Disability by CAH at UWTSD in 2021/22 (n = number of students)

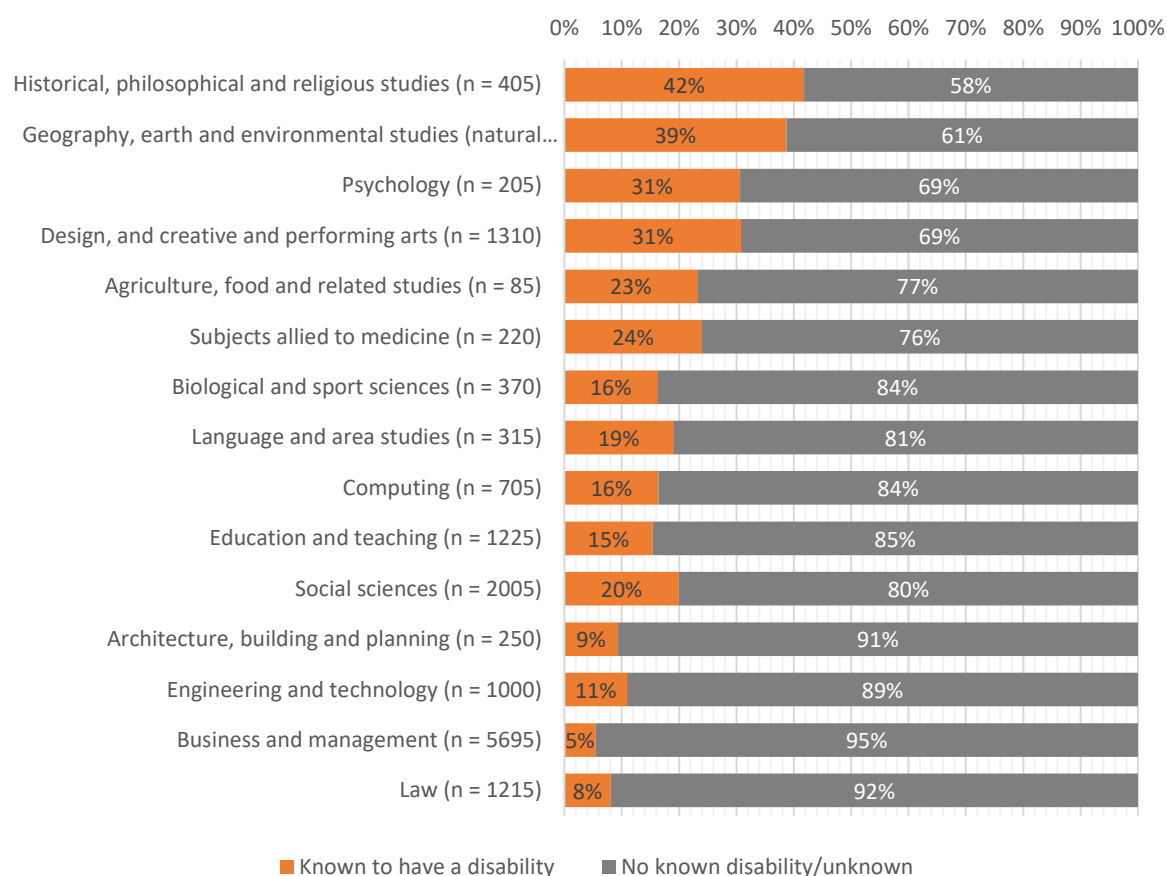


Figure 105: Source HESA

### Key facts: Disability by CAH

- Figure 105 shows the disability profile split by CAH at UWTSD in 2021/22.
- Business and management has among the lowest rates of declared disability at UWTSD in 2021/22 (5%).
- Approximately **1 in 3** students on UWTSD's design, and creative and performing arts programmes have declared disability in 2021/22.

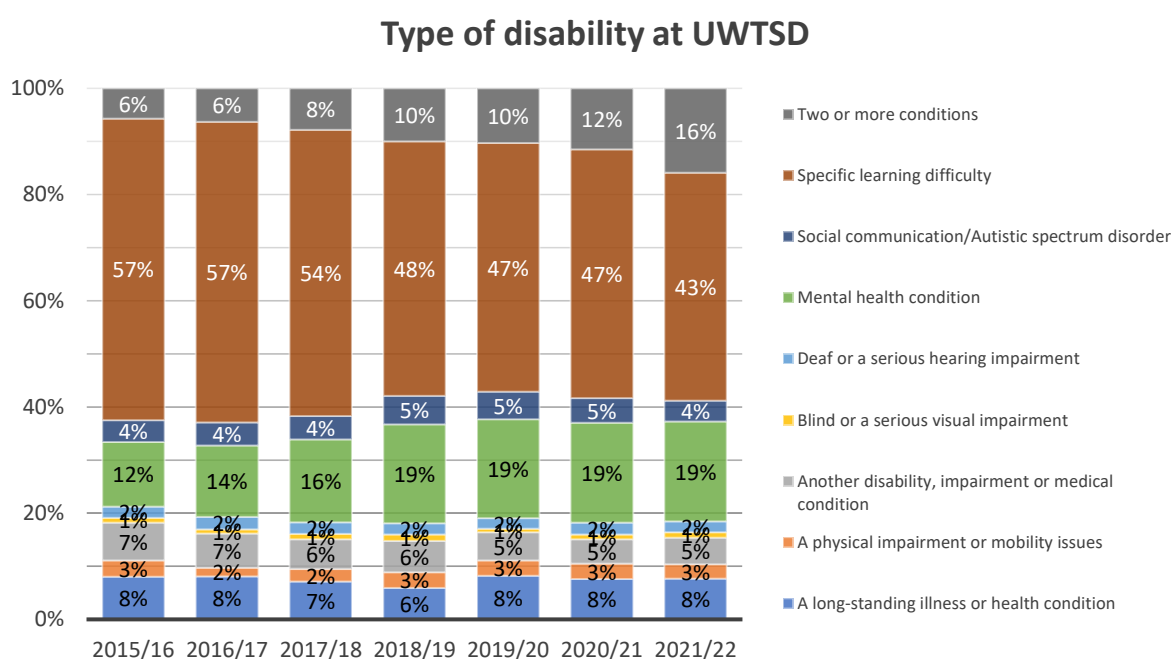


Figure 106: Source HESA

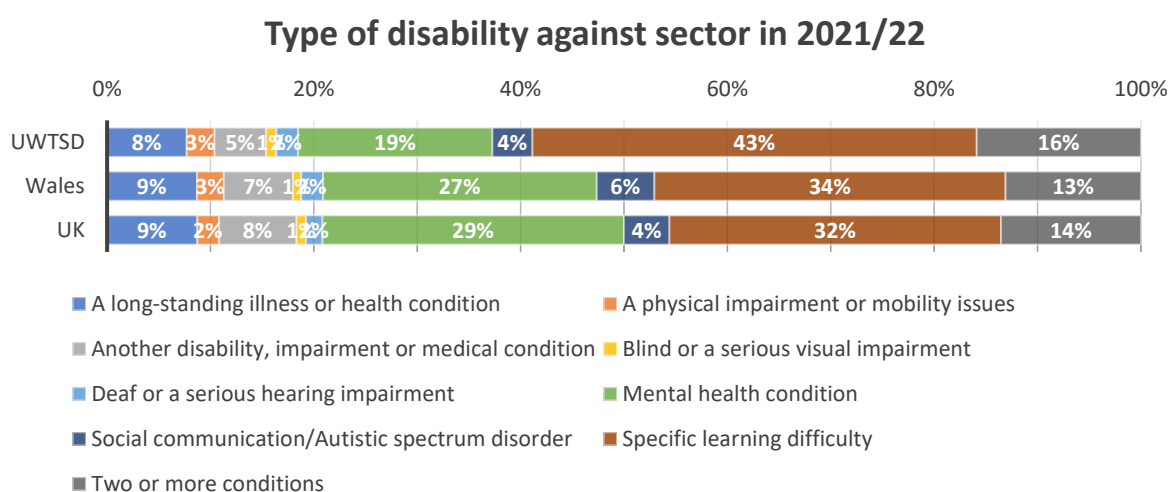


Figure 107: Source HESA

#### Key facts: Detailed Disability Profile

- Figure 106 shows the change in the profile of students with a known disability at UWTSD between 2015/16 and 2021/22.
- Figure 107 compares the student disability profile at UWTSD in 2021/22 with Wales and UK.
- A high proportion of UWTSD's disabled students have specific learning difficulties (**43%**) compared with the Wales (**34%**) and UK (**32%**) sector.
- The second largest category of impairment among disabled students at UWTSD is mental health conditions (**19%**).
- The proportion of disabled students at UWTSD with two or more conditions has risen from **6%** in 2015/16 to **16%** in 2021/22 and is greater than the Wales (**13%**) and UK (**14%**) sector averages.

## Gender of students with a disability against sector in 2021/22

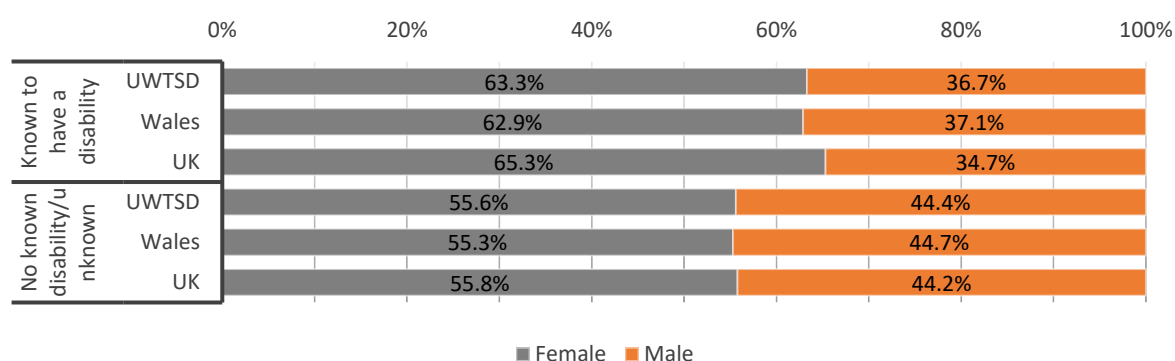


Figure 108: Source HESA

## Age of students with a disability against sector in 2021/22

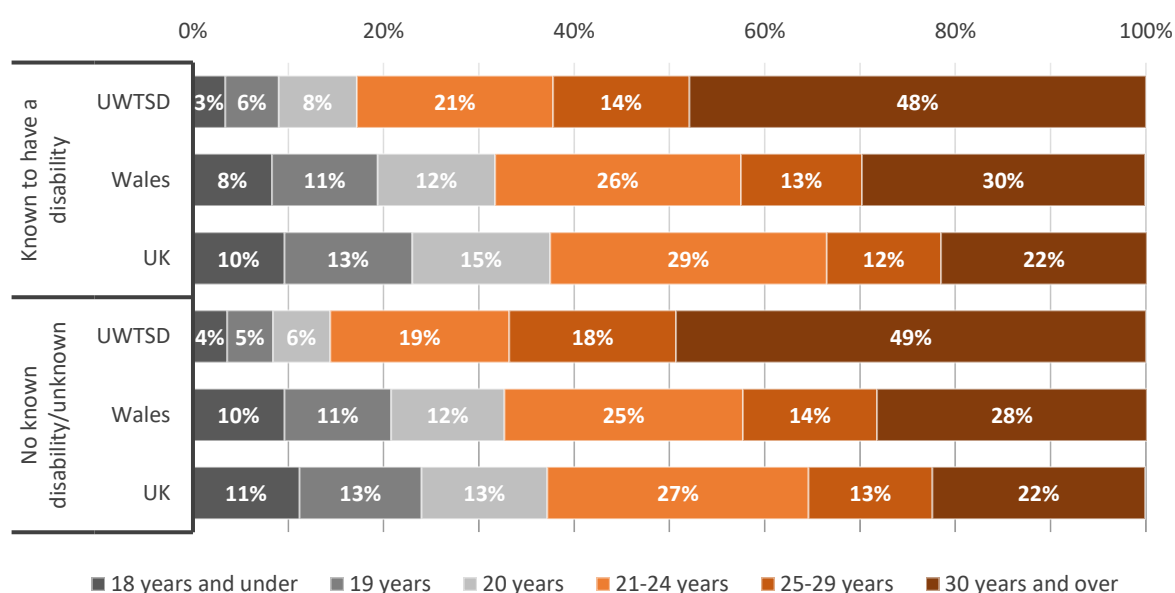


Figure 109: Source HESA

### Key facts: Disability by Gender and Age

- Figure 108 shows the gender profile for UWTSD's students with known disabilities in 2021/22 compared with the Wales and UK sector.
- **63.3%** of students with a known disability at UWTSD are female. The percentage is lower at **55.6%** for students with no known disability. These figures are in line with sector averages.
- Figure 109 shows the age profile for UWTSD's students with known disability in 2021/22 compared with the Wales and UK sector.
- As described previously, UWTSD's overall age profile is more mature than Wales and UK sector (see Figure 81 and Figure 84) and this is reflected in the age profile for students with known and no known disability.

## Level of study for students with a disability against sector in 2021/22

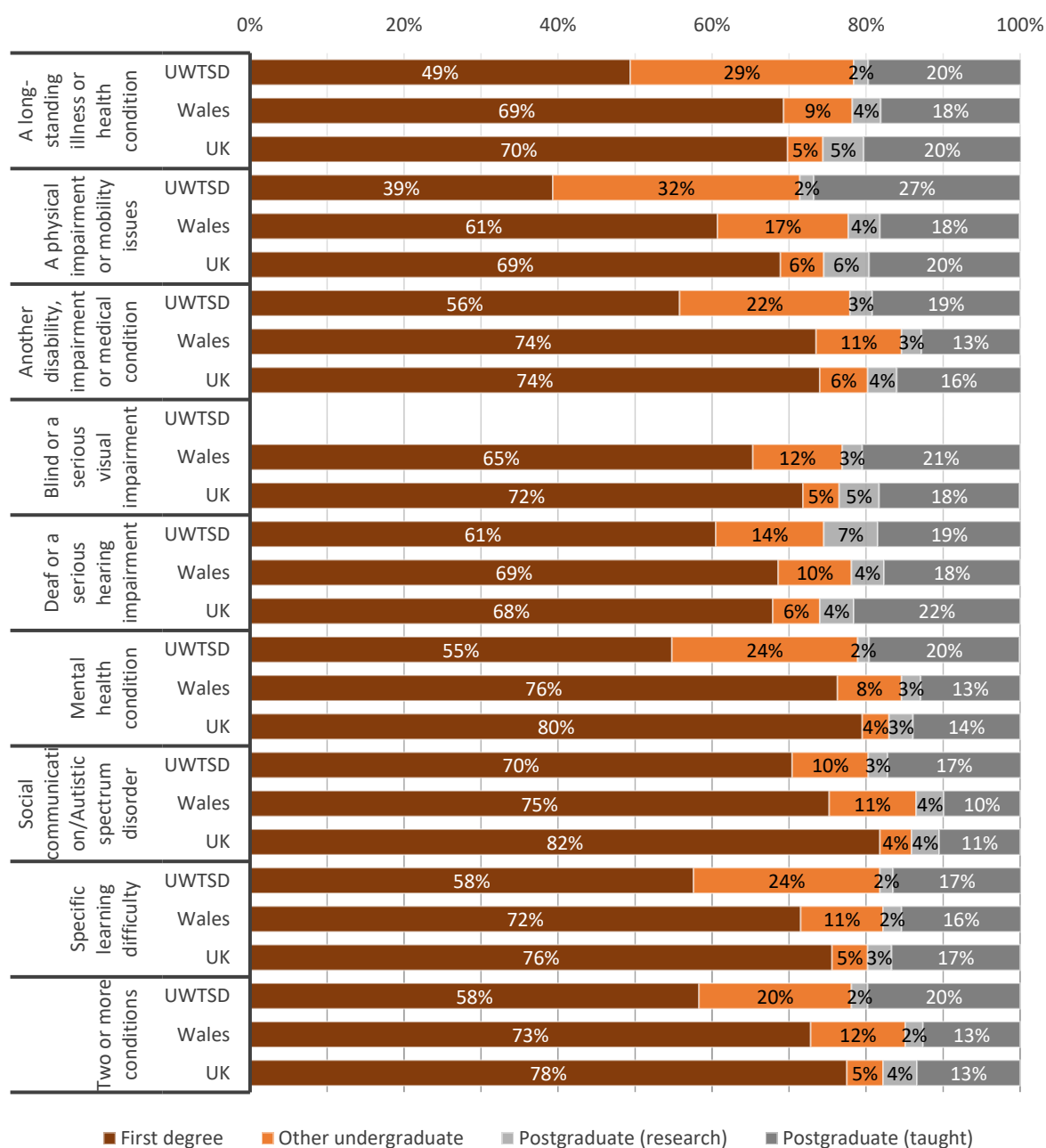


Figure 110: Source HESA

### Key facts: Disability by Level of Study

- Figure 110 shows the level of study for UWTSD's students with known disabilities in 2021/22 compared with the Wales and UK sector. Declared disability data per subject is used within the institution to target and focus support.
- UWTSD has a high Other undergraduate provision compared with the sector (as described previously, see Figure 56) and this is reflected in the levels of study for students with declared disabilities at UWTSD in 2021/22.

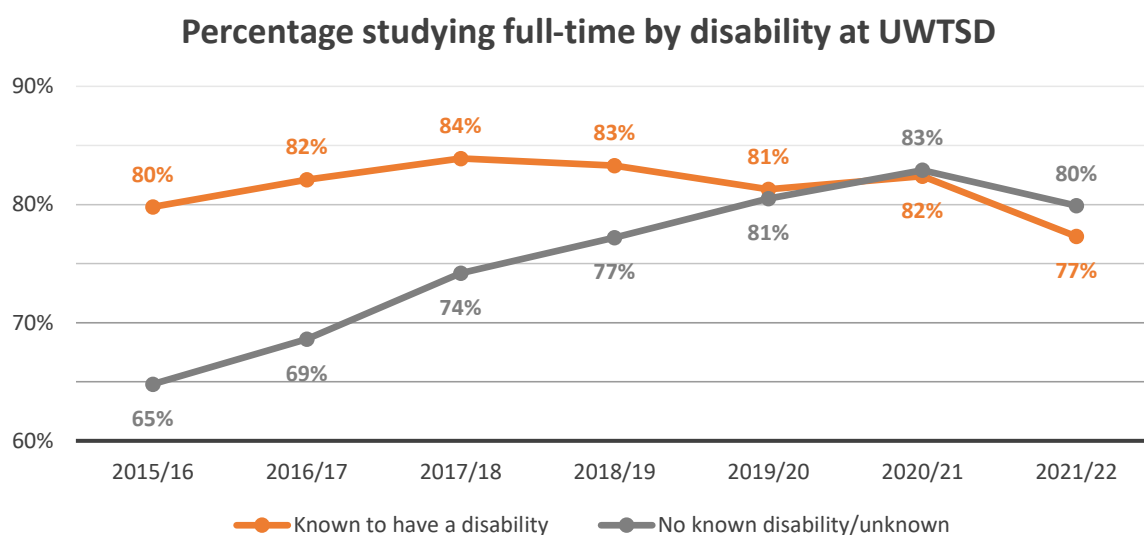


Figure 111: Source HESA

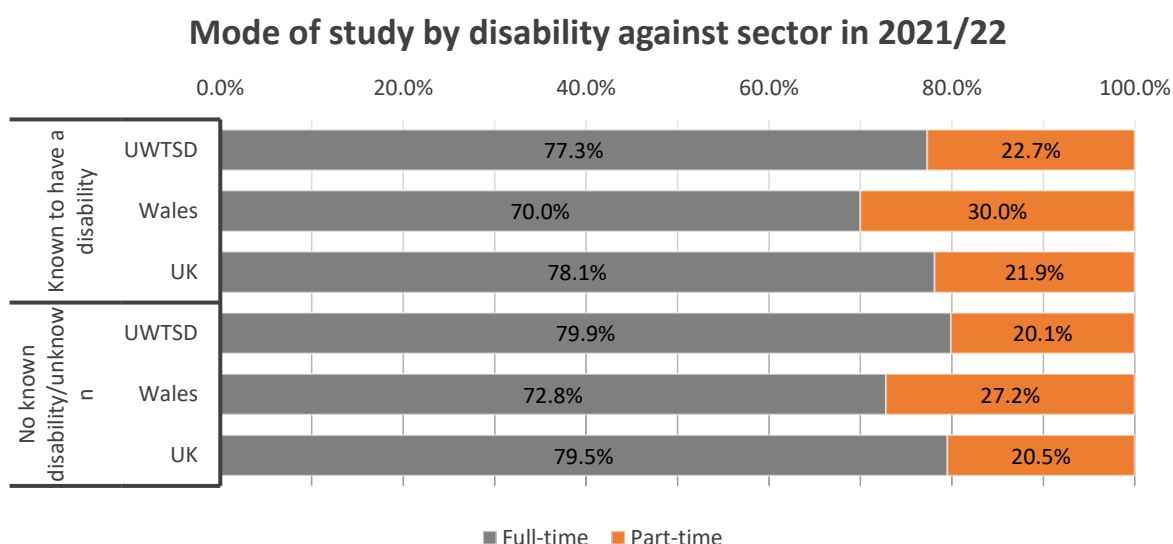


Figure 112: Source HESA

#### Key facts: Disability by Mode of Study

- Figure 111 shows the proportion of students studying full-time by known disability at UWTSD between 2015/16 and 2021/22.
- Figure 112 compares the mode of study by disability at UWTSD in 2021/22 against the Wales and UK sector.
- Between 2015/16 and 2021/22, there was a large change in the proportion of students with no known disability studying full-time courses, having increased from **64.8%** in 2015/16 to **82.9%** in 2019/20. This is now at a similar level to those students who have a known disability who have typically favoured full-time study. This is in line with the UK sector average, but above the Welsh sector average.

### Good honours by disability at UWTSD

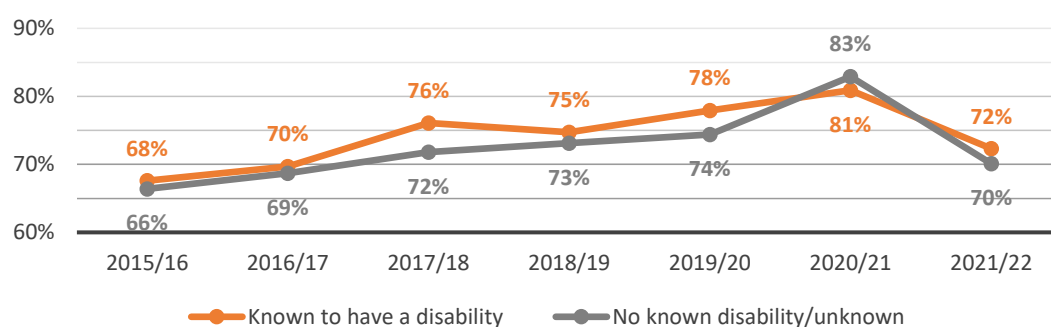


Figure 113: Source HESA

### Good honours by Disability against sector in 2021/22

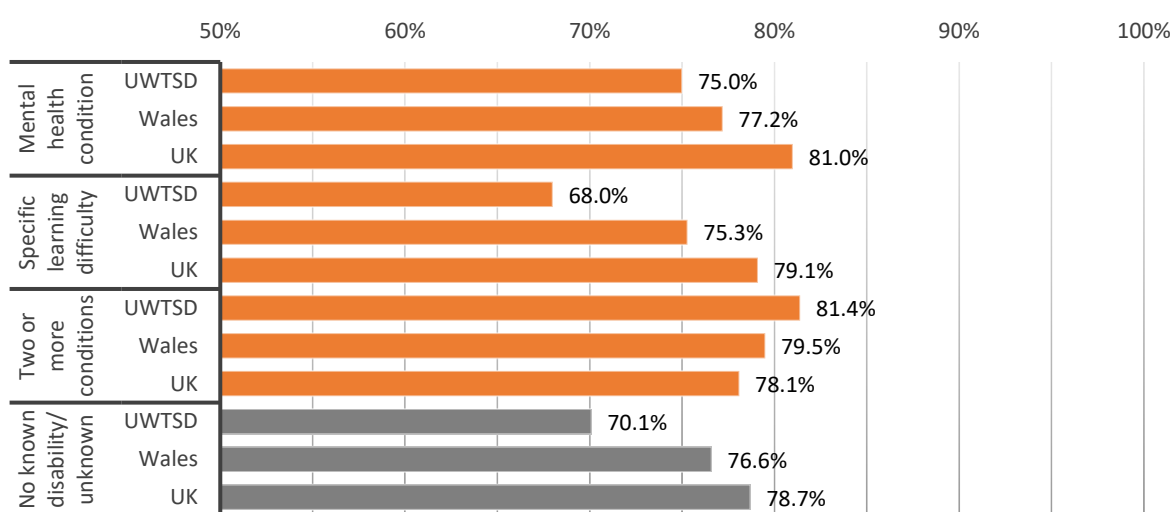


Figure 114: Source HESA

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>Mental health condition</b>	76%	66%	86%	75%	76%	97%	75%
<b>Specific learning difficulty</b>	69%	72%	74%	73%	79%	76%	68%
<b>Two or more conditions</b>	-	-	86%	-	86%	72%	81%
<b>No known disability/unknown</b>	66%	69%	72%	73%	74%	83%	70%

#### Key facts: Good Honours by Disability

- Figure 113 shows the proportion of good honours (first class and upper second class degree classifications) by disability at UWTSD between 2015/16 and 2021/22.
- Figure 114 compares the proportion of good honours by a selection of disabilities at UWTSD in 2021/22 with the Wales and UK sectors (because of the low numbers associated with some specific impairments, only four categories can be shown here).

- **70.1%** of students with no known disability were awarded a Good Honours degree, which is below the Wales average of **76.6%** and the UK average of **78.7%**.  
**72%** of students with a disability obtain a Good Honours degree at UWTSD which is on average with both sector averages.
- For students at UWTSD with a mental health condition, **75%** were awarded good honours in 2021/22, lower than the Wales (**77.2%**) and UK (**81%**) sector averages.
- For students at UWTSD with a specific learning difficulty, **68%** were awarded good honours in 2021/22, below the Wales (**75.3%**) and UK (**79.1%**) sector averages.
- **81.4%** of students with two or more conditions at UWTSD were awarded good honours in 2021/22, above the Wales sector average (**79.5%**) and below UK (**78.1%**).

### Good honours by disability and gender against sector in 2021/22

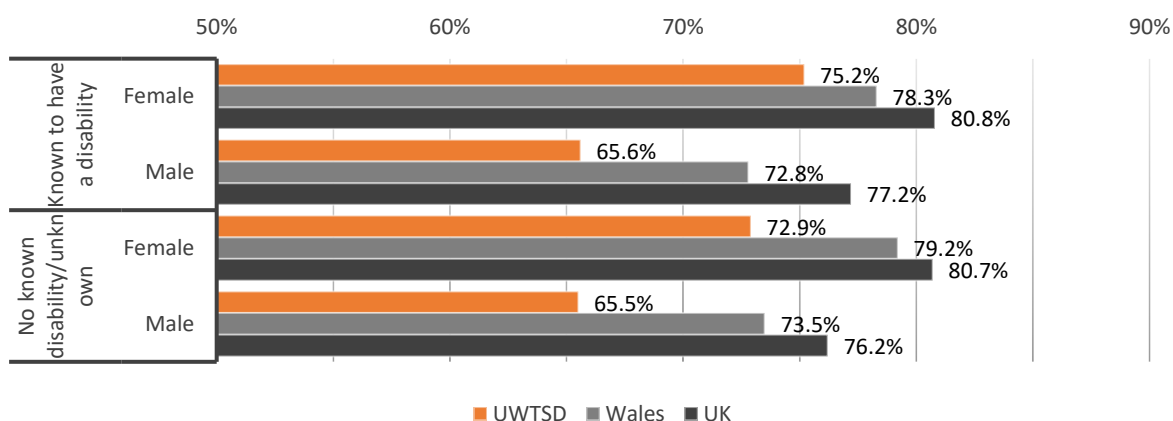


Figure 115: Source HESA

#### Key facts: Good Honours by Disability and Gender

- Figure 115 depicts good honours by disability and gender at UWTSD in 2021/22 compared with Wales and UK sectors.
- UWTSD's overall gender split for good honours is reflected here, with a higher rate of female students being awarded good honours compared with male students (see Figure 77 and Figure 78 for more detail).
- At UWTSD, the rate of good honours awarded for female students with a known disability was **75.2%** in 2021/22. This is lower than Wales (**78.3%**) and UK (**80.8%**) sector averages.
- At UWTSD, the rate of good honours awarded for male students with a known disability was **65.6%** in 2021/22. This is below the Wales (**72.8%**) and below the UK (**77.2%**) sector averages.
- At UWTSD in 2021/22, **72.9%** of female students with no known disability were awarded good honours. This is lower than Wales **79.2%** and UK **80.7%** sector averages.
- The rate of good honours for male students with no known disability at UWTSD was **65.5%** in 2021/22. This is below the Wales (**73.5%**) and UK (**76.2%**) sector average.

## 6.6 Student Profile by Religion and Belief

### Student religion and belief at UWTSD in 2021/22

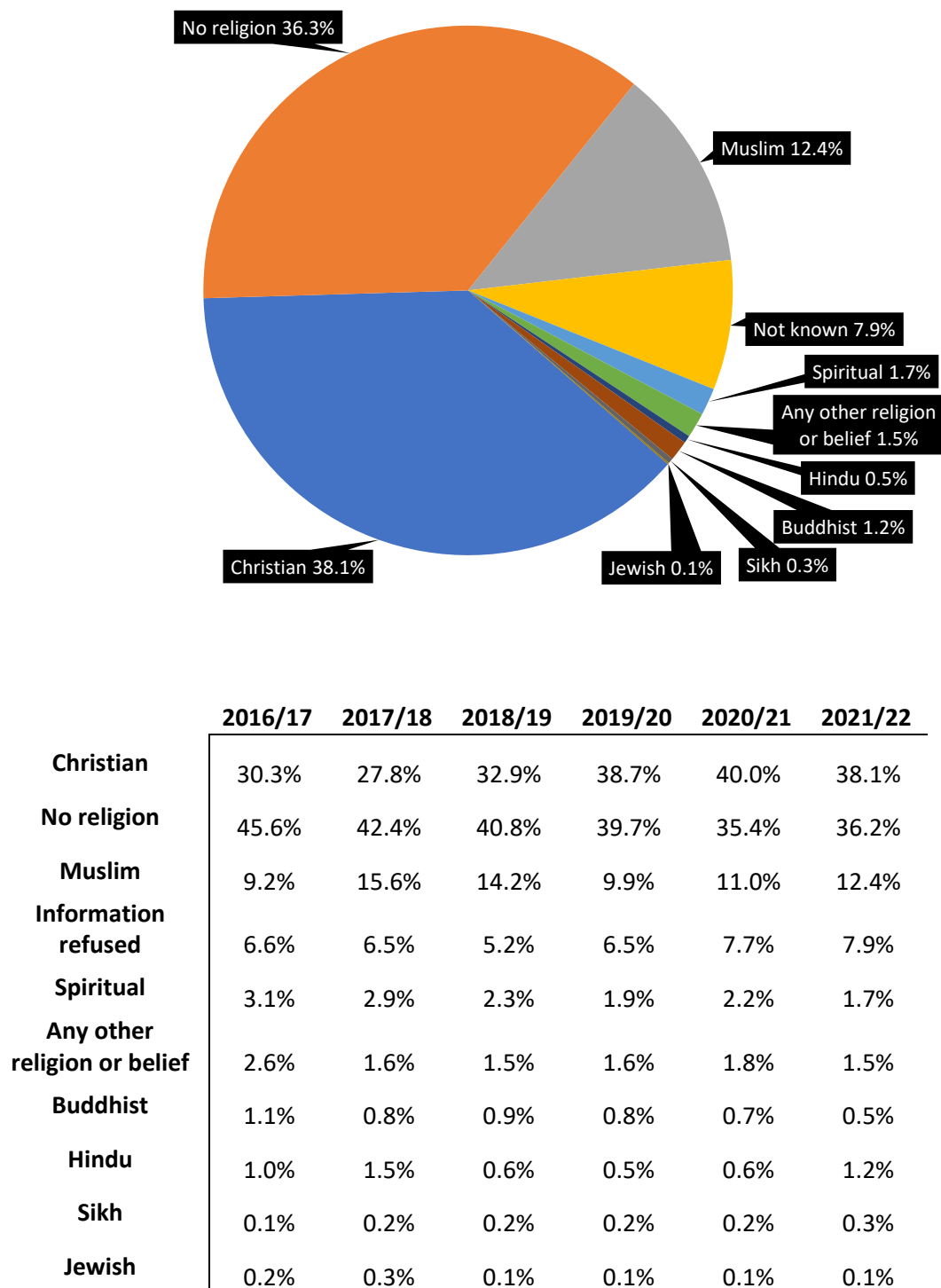


Figure 116: Internal data sources

## Student Religion and belief against sector in 2021/22

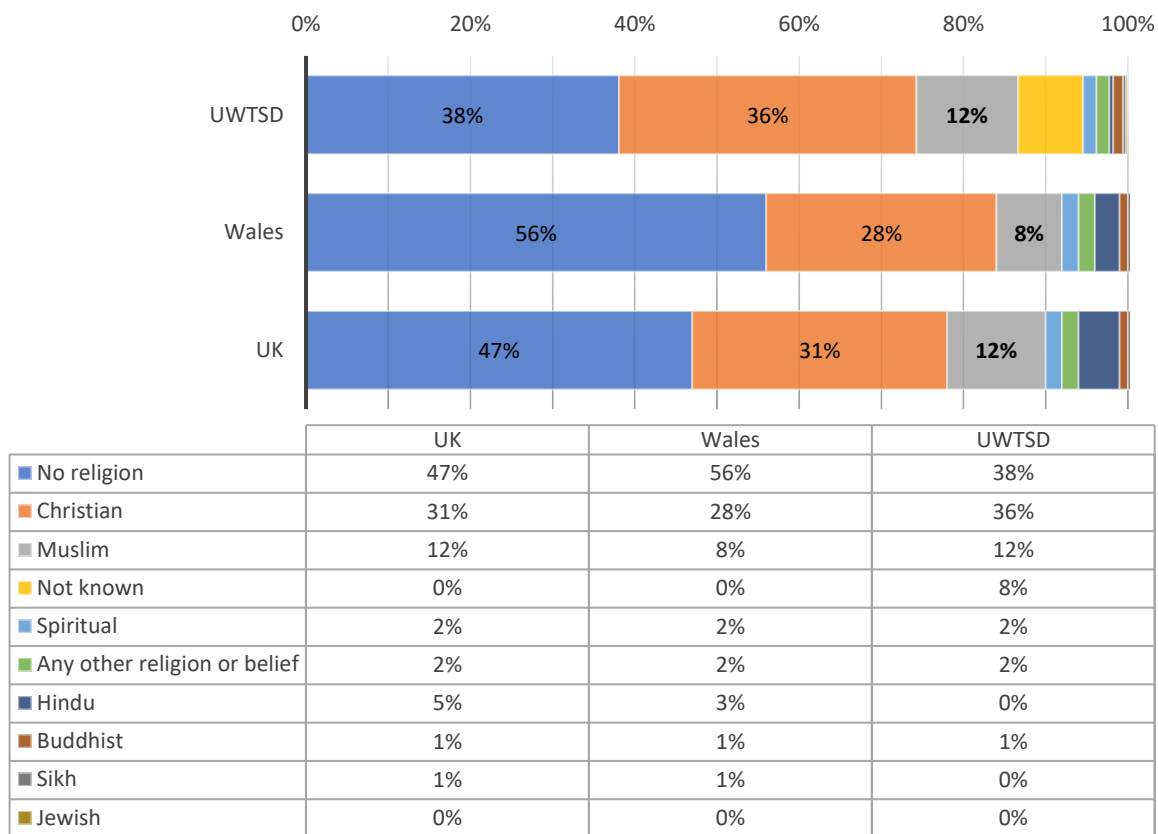


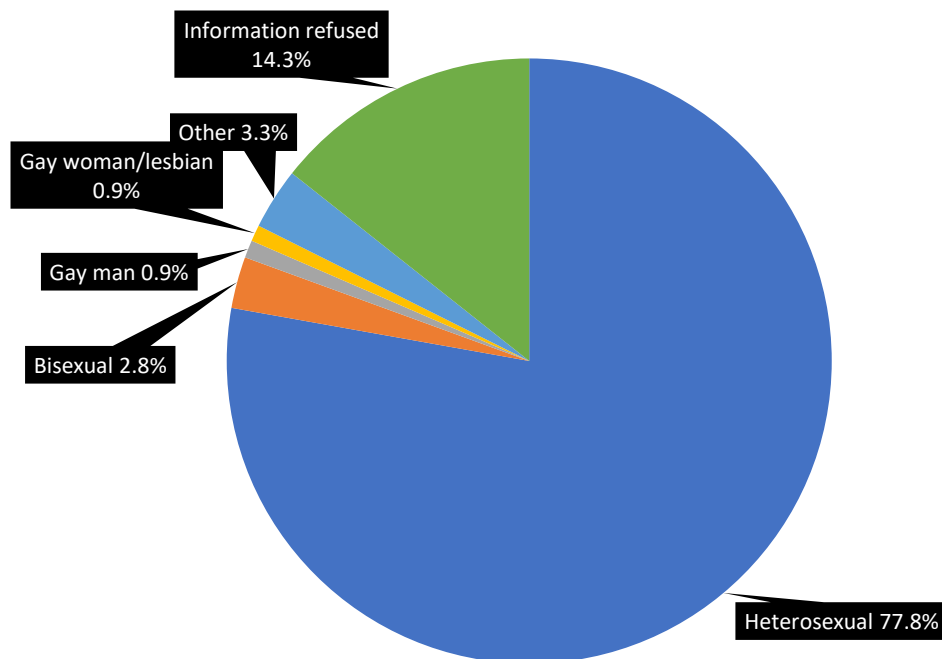
Figure 117: Internal data sources and HESA sector data

### Key facts: Religion and Belief

- Figure 116 shows the religion and belief profile for students at UWTSD in 2021/22. The change in religion and belief profile at UWTSD between 2016/17 and 2021/22 is also provided.
- Figure 117 compares the religion and belief profile for students at UWTSD with the Wales and UK sector averages.

## 6.7 Student Profile by Sexual Orientation

**Student Sexual Orientation at UWTSD in 2021/22**



	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Change
<b>Heterosexual</b>	78%	80%	80%	80%	80%	<b>78%</b>	
<b>Bisexual</b>	3%	4%	3%	3%	3%	<b>3%</b>	
<b>Gay man</b>	1%	1%	1%	1%	1%	<b>1%</b>	
<b>Gay woman/lesbian</b>	1%	1%	1%	1%	1%	<b>1%</b>	
<b>Other</b>	2%	3%	3%	3%	3%	<b>3%</b>	
<b>Information refused</b>	15%	11%	11%	13%	13%	<b>14%</b>	

Figure 118: Internal data sources

### Key facts: Sexual Orientation

- Figure 118 shows student sexual orientation at UWTSD in 2021/22.
- The most common type of sexual orientation was heterosexual, with **78%** of students declaring this.
- **14%** of students refused to declare this information in 2021/22, a small increase from the previous year.

