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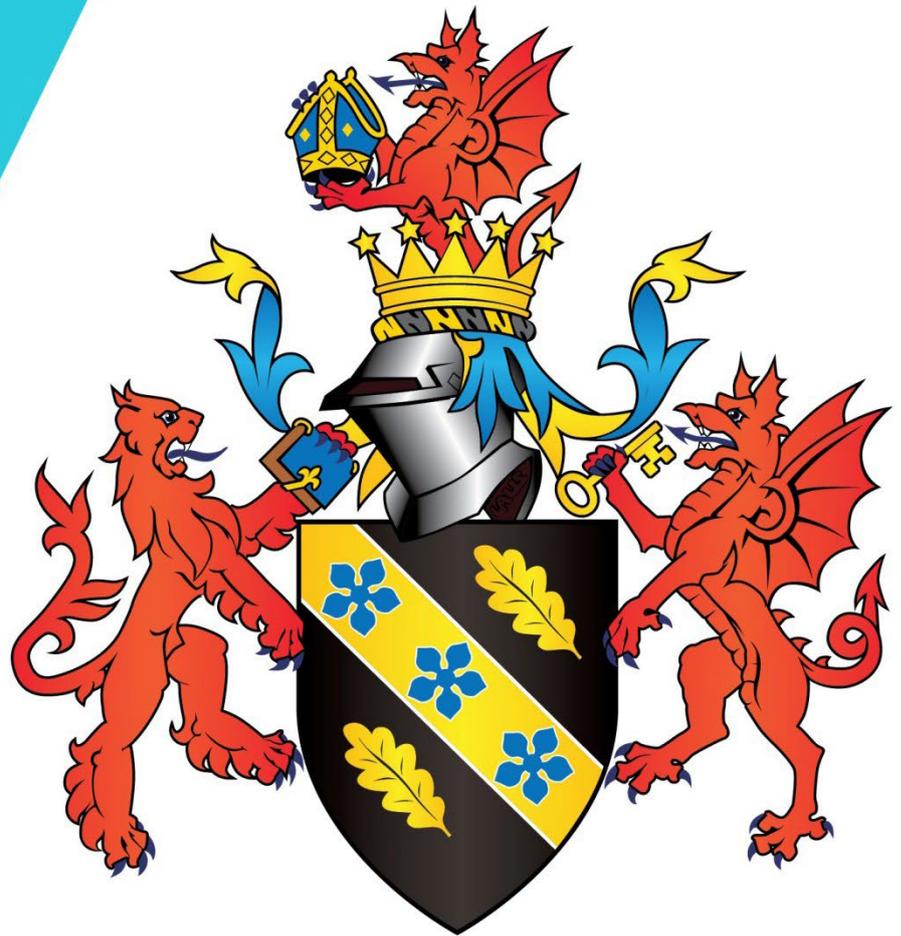Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Annual Report:
Equality and
Diversity 2024/25

Contents

Appendix 1.   Student data

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 core 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 2025 to March 2026

This review of the second year of the Strategic Equality Plan (2024-2025) comes at a time of embedding the University's new annual business planning into business as usual.

The annual planning process provides 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.

Having submitted the race equality charter application in March 2025, we were awarded the Institutional bronze award in July 2025.

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 2025-March 2026) of the Strategic Equality Plan.

Two key appointments have been made within the Human Resources department. To support the University to meet its Strategic Equality objectives, these include a Strategic EDI Advisor in September 2025 and an Executive Head of Culture and Organisational Development in February 2026.

Key achievements of April 2025- March 2026

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:

Enhanced Insight into demographics and lived experience through Race Equality Bronze Charter process

- The Race Equality Charter's mission is to improve the representation, experience, progression and success of ethnic minority staff and students within higher education. It provides a rigorous and robust framework through which institutions work to critically reflect and act on institutional and cultural barriers standing in the way of the progression and success of ethnic minority staff and students. As part of our submission, the University has carefully reflected on comprehensive staff and student data and feedback. The Bronze Award signifies that UWTSD has built a solid foundation for addressing and eliminating racial inequalities while fostering an inclusive culture that values every member of its community.

Enhanced Insight into Student Needs through Wellbeing Data

- The University has strengthened its understanding of student needs through expanded use of wellbeing data, including the embedding of the NHS Severity Index within triage processes. Wellbeing service demand in 2024/25 increased by 59% compared to the same period in 2023/24, providing rich insight into the key factors affecting student wellbeing. Financial pressures, mental health, and academic demands have been identified as the primary factors impacting student wellbeing.

Student Engagement and Learning Analytics

- The University has implemented a Student Engagement Policy incorporating learning analytics, enabling improved monitoring of student engagement and earlier identification of students at risk. This is supported by the continued development of dashboards and monitoring tools, and the work of the Student Success Team to target interventions and improve retention outcomes.

Early Identification and Joined-Up Support

- Cross-service collaboration between Wellbeing, Learning Support and academic teams has been strengthened through shared triage processes, multidisciplinary case reviews and improved data-sharing practices. This has enhanced early identification of need and enabled more coordinated, student-centred responses to complex issues.

Excellence in Teaching and Student Experience

- The 2025 National Student Survey results were highly positive, with UWTSD improving across all categories and achieving overall satisfaction of 85.5%, above the UK sector average in every theme. Scores for teaching, learning opportunities and academic support were among the highest in Wales, and analysis by The Times and Sunday Times placed UWTSD 2nd in the UK and 1st in Wales for overall quality. The University was subsequently named University of the Year for Teaching Quality 2026, recognising the strength and consistency of the academic experience.
- NSS findings are analysed across a broad range of measures including level of study, mode, age, ethnicity, sex and disability, providing a detailed understanding of how different groups experience their studies. This analysis highlights strong satisfaction across most cohorts and enables the University to identify where further support or refinement may enhance outcomes. By combining high overall performance with careful demographic insight, the University continues to strengthen inclusive teaching practice and ensure that student success is experienced consistently across the community.

Investments in HR systems

- Continuous improvements in people analytics, reporting and automating processes. This continues to drive down the percentage 'not known' information, improving the statistical reliability of our information.

Data analysis to inform Policy Review
- Conducted further analysis of our workforce profile data, focusing this year specifically on race, including analysing the REC staff survey.
- The REC staff survey data was used to inform the University wide risk assessment for Worker Protection Act, as well as to inform Policy Review work when reviewing the Dignity at Work Policy.

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:

Embedding Inclusive Practice within Curriculum Review

- o Inclusive curriculum principles have been embedded within the University's Curriculum Review process, supported by a structured programme of subject-level review and staff development. This includes bespoke mandatory training for academic teams on inclusive design, reasonable adjustments, safeguarding, and employability, alongside the development of guidance within the Learning Design Framework. Discipline-level activity, including seminars on decolonisation, has further strengthened the integration of inclusive teaching practices across programmes. This work has achieved high levels of staff engagement, reflecting strong institutional commitment to inclusive practice.
- o In parallel, a redesigned validation framework has enhanced student collaboration in curriculum development, enabling more meaningful and structured student involvement in shaping programme content and design.

Safe and Supportive Environment through Safeguarding and SVLO Provision

- o The University has strengthened its safeguarding infrastructure through the embedding of the Sexual Violence Liaison Officer (SVLO) service, supported by accredited training for staff. Alongside this, preventative initiatives including bystander intervention and domestic abuse training have been developed and delivered to students, promoting awareness, early intervention, and a shared responsibility for safety. Together, these measures contribute to a safer and more inclusive university environment, supported by leaders and managers who have also completed SVLO training to ensure a consistent and informed institutional response.

Inclusive Transition and Induction Support

- o Targeted induction and transition activities have been delivered to support students who may be less familiar with higher education, including disabled students, care leavers, mature learners, and first-generation entrants. These initiatives have improved early engagement, reduced anxiety around transition, and strengthened students' connection to support services from the outset of their studies.

Inclusive Learning Support and Welsh Medium Provision

- o Study skills provision has been expanded to improve accessibility and inclusivity, including the introduction of evening sessions and enhanced Welsh-medium support. This has enabled a broader range of students, including Welsh-speaking learners and those with additional accessibility needs, to engage with academic support in ways that reflect their linguistic and personal circumstances.
- o Dedicated guidance has also been developed for academic and professional services staff to support students who speak or study through the medium of Welsh. Aligned to the University's Welsh Language Strategy, the guidance strengthens consistent practice across the institution and supports the mainstreaming of Welsh across the University community, informed by engagement with institutes in Wales and sector partners including Coleg Cymraeg Cenedlaethol.

Understanding Student Belonging through the Academic Engagement Survey

o The Academic Engagement Survey (AES) was introduced in 2024/25 to gather the views of first- and second-year undergraduate students who are not eligible for the National Student Survey. The survey covers the full academic experience, including teaching, feedback, learning environment, employability, AI confidence, student voice, and sense of belonging. Results relating to belonging, respect, and comfort in voicing views were strongly positive across institutes, and can be analysed by demographic characteristics including age, gender, ethnicity and disability. This enables the University to move beyond headline satisfaction and develop a more nuanced understanding of belonging and community, identifying where experiences diverge and informing targeted action to support equitable student outcomes.

Worker Protection Act

o The Worker Protection Act requires that employers take proactive reasonable steps to prevent sexual harassment of employees. A full University risk assessment was undertaken to ensure the University meets its preventative duty as well as providing a safe working environment for staff. Approval was given to commence implementation.

Disability Confident Employer:

o Work continues as an accredited Disability Confident Employer to remove barriers for staff that have declared they have a disability.

Staff Wellbeing hub
o Following the first year of a contract with our Employee Assistant Programme from Health Assured which staff are able to self-refer, we reviewed engagement and uptake by staff. The service was renewed for another year.

Race Equity e-learning module
o The essential bilingual Advance HE Race Equity e-learning module was launched across the University for staff in October 2024.
o We are continuing to promote the completion of this module as a priority. Reminders have been sent to staff since its launch.

Celebrating Diversity
o We have promoted and celebrated diverse events this year, including Black History Month, Interfaith Week, International Day of persons with disability, International Women's Day, LGBTQ+ History Month, Menopause Awareness Month.

Governing body EDI action plan

o The governing body have developed an EDI action plan with a view to increasing diversity at the highest levels. Action has been taken in line with the EDI action plan specifically with regards to vacancies and is ongoing.

Domain: Outcomes:
Objectives:
o To ensure that everyone with the ability and the interest is encouraged to consider Higher Education and apply to and access our academic programmes;
o 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:

Proactive and Integrated Mental Health Support

- The University has significantly expanded its mental health and wellbeing provision through increased counselling and advisory capacity, enhanced triage systems using the national NHS Severity Index, and the introduction of new risk assessment tools. In response to rising demand, triage processes ensure that all students are assessed within two working days, with high-risk cases prioritised for immediate intervention.

Student Success and Targeted Intervention

- The Student Success initiative approached 1,279 of which 52% took up the offer of additional support in 2024/25 through targeted, data-informed interventions focused on engagement, retention, and progression. This includes early outreach, tailored support plans, and the development of a scalable institutional model, contributing to improved student outcomes for those at greatest risk of withdrawal.

Improved Access through Disability Screening and Support

- A semi-automated disability screening tool was introduced in September 2024, enabling earlier identification of support needs and more timely implementation of reasonable adjustments. This has improved access to support services and strengthened equitable participation for students with disabilities.

Strengthening Academic Performance and Student Success through Continuous APR

- The University's move to a continuous Academic Performance Review (APR) process has strengthened institutional oversight and enabled a more forward-looking, action-focused approach to enhancement. Over its first two years, the revised model has supported earlier identification of risk and more timely intervention, contributing to sustained reductions in first-year withdrawal rates and improving completion trends at undergraduate level.
- Crucially, the APR process has fostered greater collaboration between academic institutes and professional services, positioning retention and academic success as shared institutional priorities. A University-wide development workshop brought colleagues together to explore real patterns of withdrawal and attainment through an EDI lens, focusing on systemic gaps rather than student deficits. This collaborative model has strengthened the University's ability to interrogate performance at discipline and cohort level, including intersectional analysis, and to design coordinated responses that enhance belonging, engagement and student success.

Bursary Distribution and Widening Participation

- In 2024–25, approximately £1.5m was distributed through the University's bursary framework, supporting over 6,000 awards to students. The distribution of bursaries is monitored against key demographic characteristics to ensure equitable access and alignment with the profile of the

student population, and the proportion of students receiving bursary support continues to increase year on year. Overall, the distribution of awards is broadly in line with student representation across demographic groups. Notably, a majority of applicants were from postcodes identified as widening participation areas, with over half of bursary funding supporting students from these communities, demonstrating the framework's contribution to improving access and supporting students from under-represented backgrounds.

Equality Impact Assessments

- o During the course of the year, Equality and Welsh language Impact Assessments have been conducted and reviewed. Amongst those completed during the reporting period were assessments on:
  - o Employment policies including Recruitment, Maternity, Disciplinary, Flexible Working and Dignity at Work. Equality and Welsh language Impact Assessments were conducted for the following; Reimagining Lampeter campus project, Relocating Swansea Business Campus project, Artificial Intelligence Framework, Incident Management Plan.

Progressing Race Equality

- o The University has proudly been awarded a Bronze Race Equality Charter award in July 2025. The priorities identified as part of this process have been approved, implementation has begun, and progress is monitored by a 5-year action plan.

- o With 20.6% of colleagues stating that they are from an ethnic minority background, we continue to surpass UK benchmark of 20.2% and Welsh benchmark of 12.3% (HESA Advance HE Statistical Report 2025). The number of ethnic minority colleagues has increased by 17.5% since 2015/2016.

- o A continued reduction in the number and percentage of unknown declarations suggests an improvement in both data quality and confidence to share personal information.

- o During the reporting period, staff progression via the recruitment process, highlighted that the percentage of ethnic minority staff who secured higher graded roles, have increased in comparison to last years' data and when compared to their population pools.

Addressing our Gender Pay Gap

- o Our current mean average gender pay gap at 31st March 2025 stands at 3.8%, a reduction of 1.7% since 31 March 2024, which was reported at 5.5%.
- o There has been a continued reduction in our mean gender pay gap since 31 March 2019 when first calculated, which was reported at 9.7%.
- o Our current median average is 2.9%, which remains the same as last year.

Reduction in fixed term contracts

- o The University recognises that the use of fixed term contracts is common in the sector where project funding can be time limiting. The report shows the percentage of those on a fixed-term contract has decreased by 1.9% in the last year and by 4.3% since 2021/22. The University is committed to keeping this area under review to ensure appropriate use of such arrangements.

Leadership Development Programme

- We run a number of specific development programmes to ensure our leaders and role models reflect our diverse communities. We are currently sponsoring
    - 7 individuals through the Aurora Programme, 5 on the Welsh cohort and 2 on the London cohort. The Aurora programme is designed to inspire and guide women to achieve their career goals in higher education.
    - 5 people on the South Wales Advance HE Diversifying Leadership Programme. This is an Advance HE programme designed to tackle the underrepresentation of leaders from ethnic minority background.
    - 25 participants on the Academi Wales Springboard Programme for women
    - 18 participants on the Academi Wales Navigator Programme for men

Career pathways

- A review has commenced on the University's regrading and progression processes in line with our Strategic Equality Plan where the aim is to address any identified imbalance in our workforce profile.

4. Data collection and monitoring

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

- o The University's Human Resources records system
- o The University's bilingual online recruitment system
- o The University's Student Records Systems
- o 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)
- o Internal data monitoring dashboards (e.g. the demographic dashboard, annual programme review dashboard; student cases dashboard, student surveys dashboard)
- o Application and acceptance data through UCAS

Data is used to:

- o assess the effectiveness and impact of our Strategic Equality Plan and related action plans;
- o identify trends within our staff and learner / student populations with respect to protected characteristics;
- o identify and highlight any ongoing barriers and/or areas of under-representation or inequality;
- o assess our progress against our equality objectives and check to see whether these need updating or revising;
- o 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 2024/25 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.

From 1st August 2024 to 31st July 2025, UWTSD employed a total staff of 1,725, a decrease of 2.3% in comparison to 2023/24.

5.1 Profile of current workforce

Staff Profile by terms of employment

Profile of academic employment of staff at UWTSD

	2022/23	2023/24	2024/25
Non academic	760 / 46.6%	805 / 45.6%	790 / 45.8%
Academic	870 / 53.4%	960 / 54.4%	935 / 54.2%
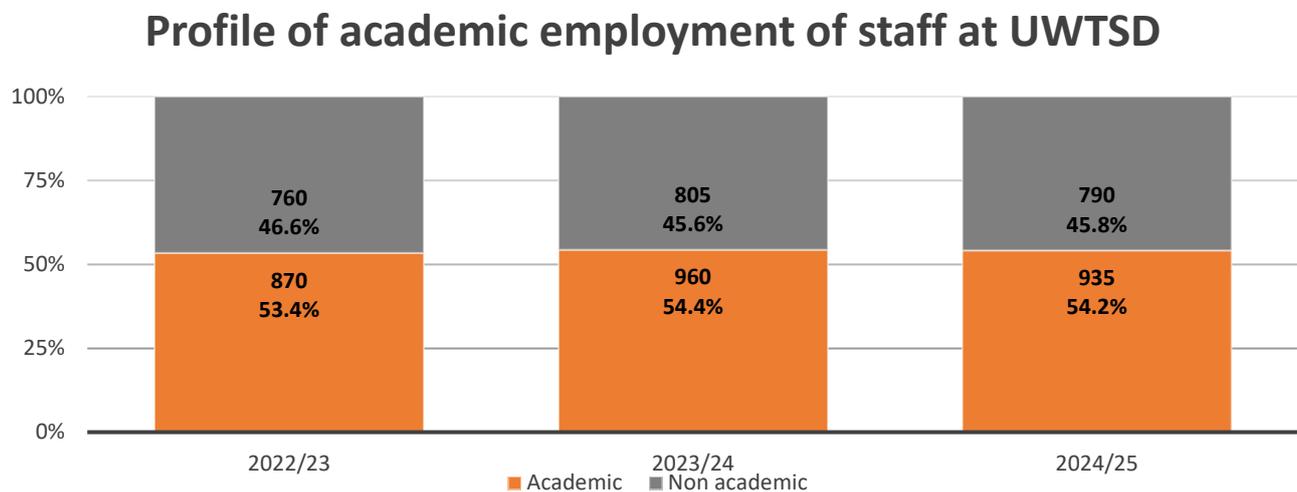
Figure 1: Source HESA

Figure 1 shows the change in the profile of academic and non-academic staff at UWTSD in the last three years (source HESA). In 2024/25, 54.2% of the workforce were in academic-related roles compared to 53.4% in 2022/23.

Profile of academic employment - Sector comparison
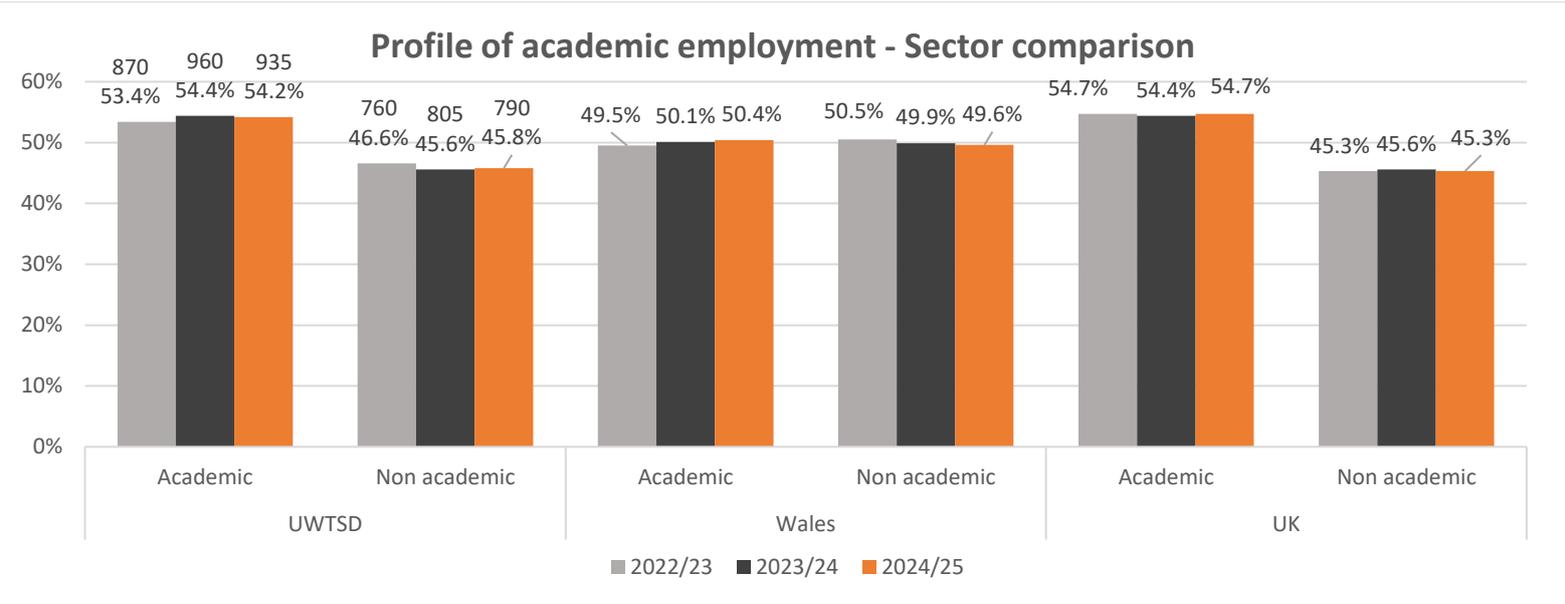
Figure 2: Source HESA

Figure 2 shows that the percentage of academic staff at 54.2% is similar to the UK sector average of 54.7% and is higher in comparison to the Welsh sector average of 50.4%.

Profile of terms of employment of staff at UWTSD
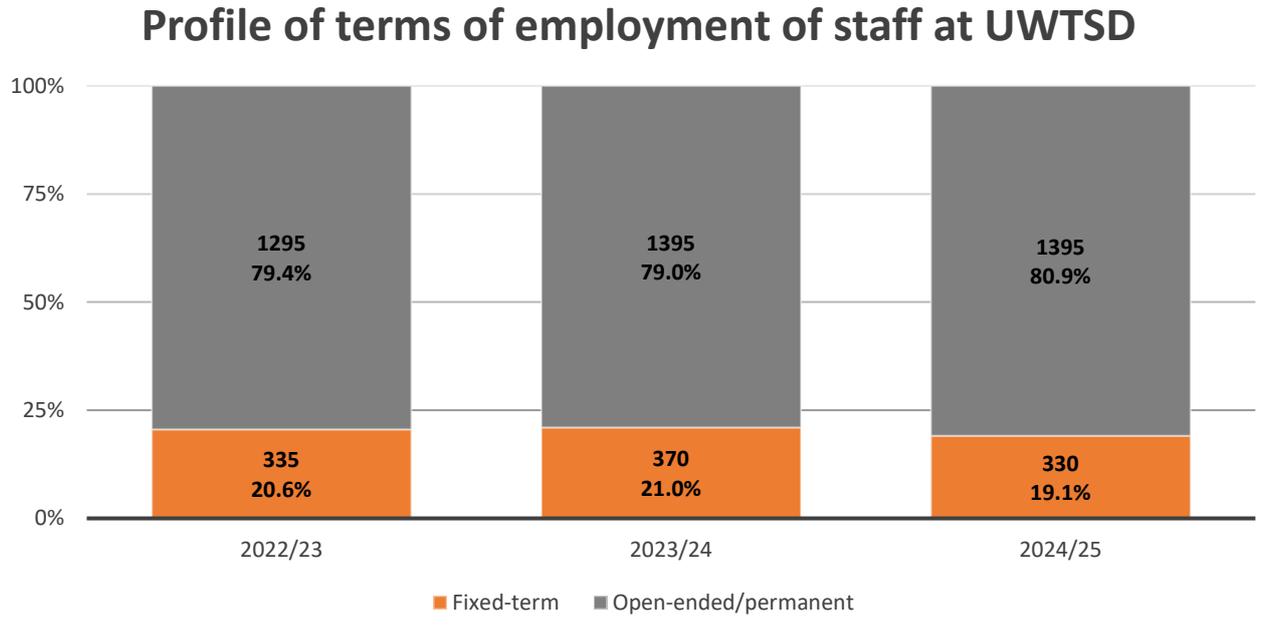
Figure 3: Source HESA

Figure 3 shows that 80.9% of staff are employed on an open-ended / permanent contract compared to 19.1% on a fixed-term contract. The percentage of those on a fixed-term contract has decreased by 1.9% in the last year and by 4.3% since 2021/22, demonstrating continual progress in this year.

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

	2022/23	2023/24	2024/25
Non-Academic staff	685 / 90.1%	755 / 93.8%	750 / 94.9%
Academic staff	605 / 69.5%	640 / 66.7%	645 / 69.0%
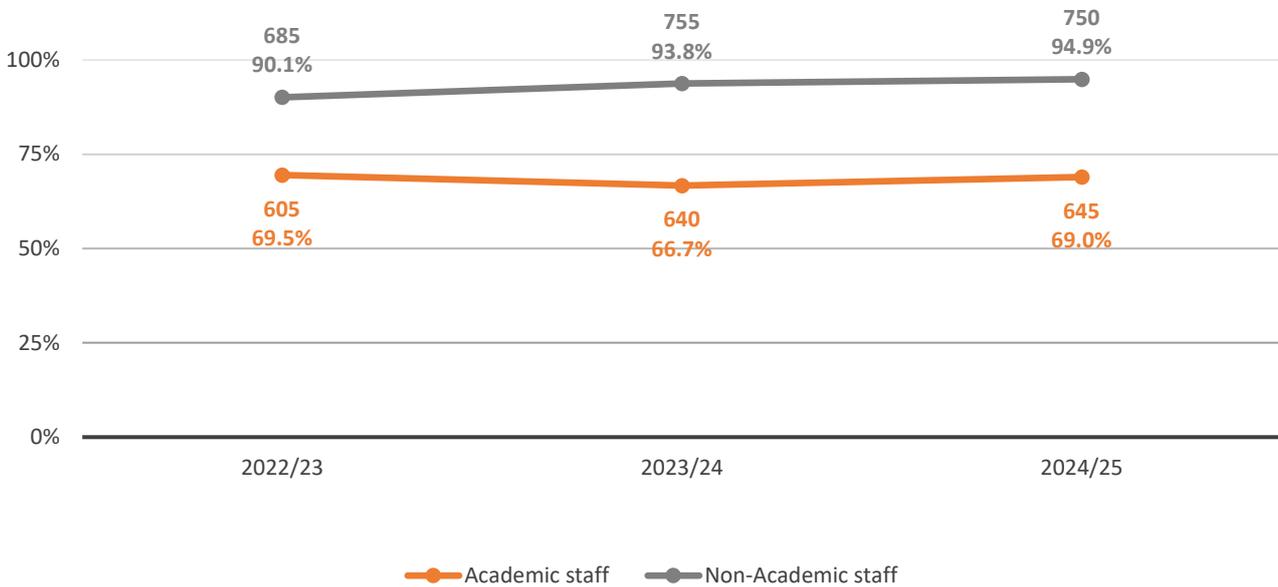
Figure 4: Source HESA

Figure 4 shows that 69% of academic staff are on open-ended / permanent contracts, which has increased by 2.3% in the last year. 94.9% of non-academic staff are on open ended/ permanent contracts, an increase of 1.1% in the last year and an increase of 4.8% since 2022/23.

Profile of open-ended/permanent terms of employment

	2022/23	2023/24	2024/25
UWTSD	1295 / 79.4%	1395 / 79.0%	1395 / 80.9%
Welsh sector	79.7%	80.5%	80.0%
UK sector	77.4%	78.5%	79.0%
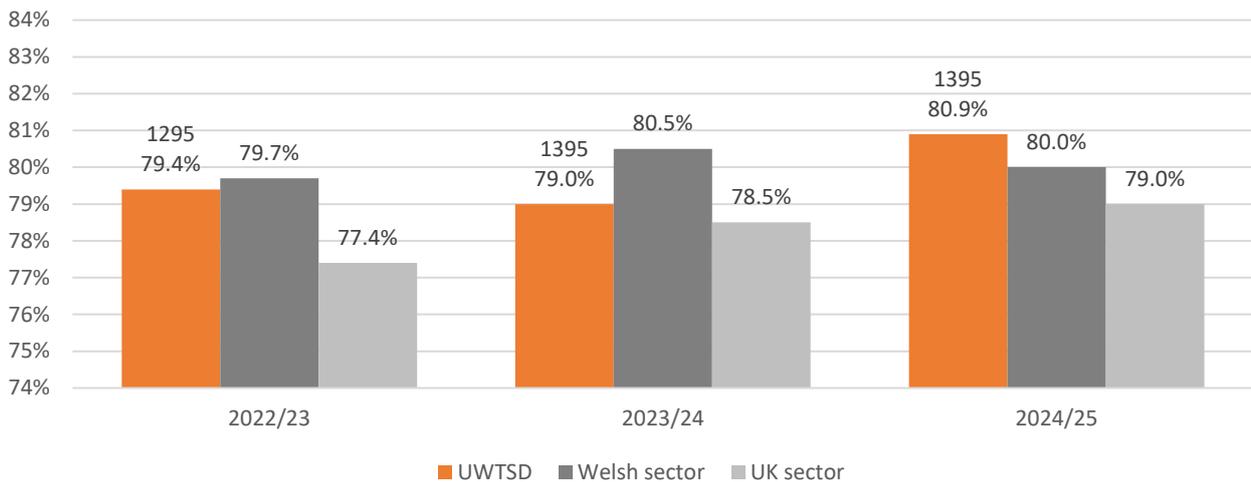
Figure 5: Source HESA

Figure 5 shows that UWTSD's open-ended / permanent contract profile is in line with the sector in Wales and the UK at 80.9% compared to 80% and 79% respectively.

Mode of employment of UWTSD staff
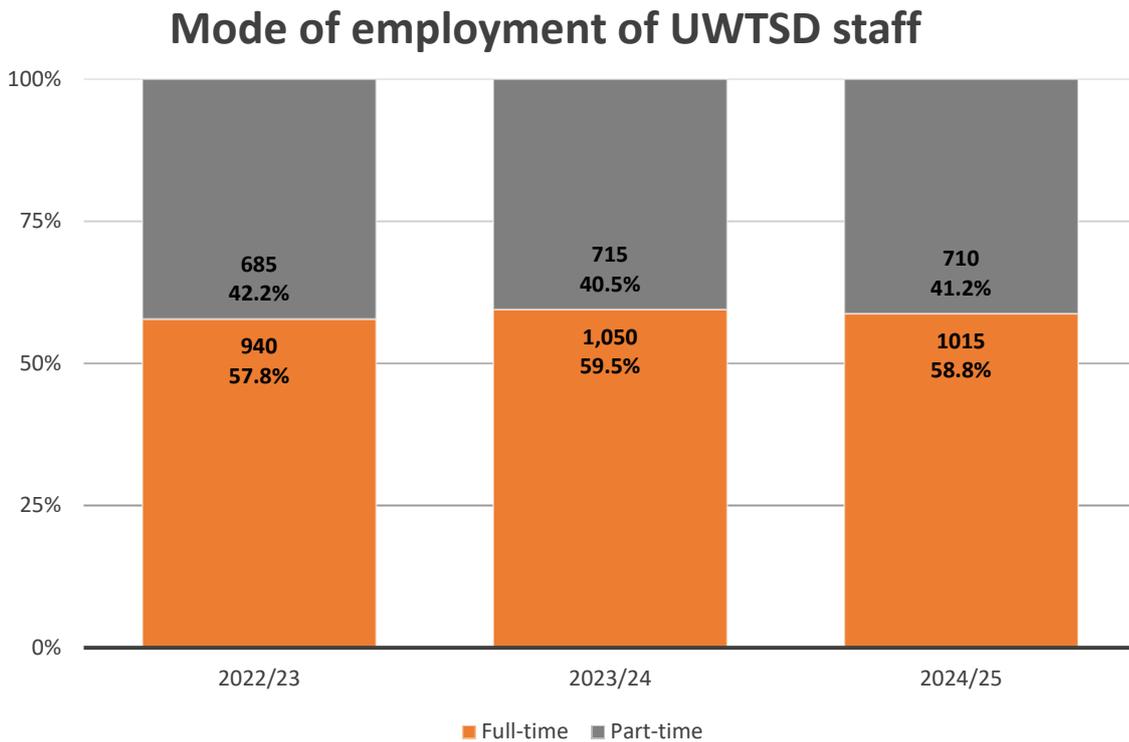
Figure 6: Source HESA

Figure 6 shows that in 2024/25, 58.8% of staff were employed on full-time contracts and 41.2% of staff on part-time contracts. In comparison to the Welsh and UK sector averages (32.7% and 30.3% respectively), UWTSD employs more staff on part-time contracts.

Mode of employment and sex at UWTSD
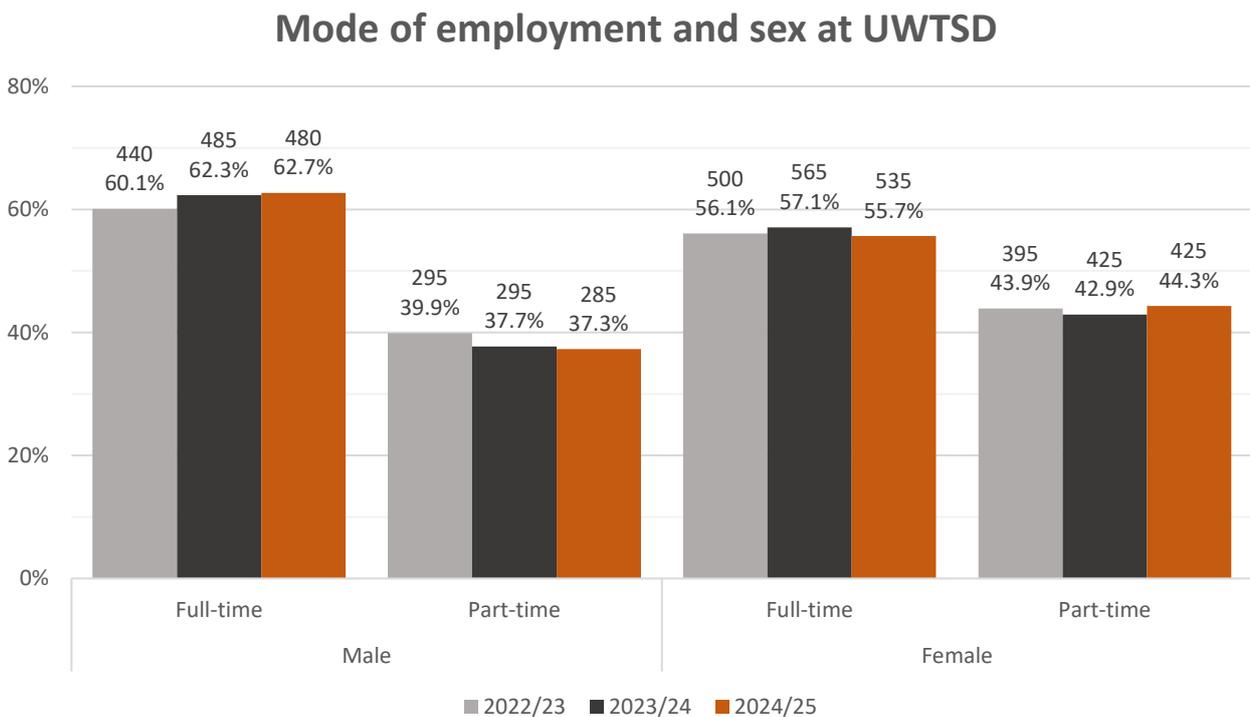
Figure 7: Source HESA

Figure 7 shows the mode of employment by sex at UWTSD. When compared to the sector, UWTSD employs more Male and Female on part-time contracts. UK figures show that 76.6% of male staff are in full-time employment compared to 62.7% at UWTSD and 64.1% of female are in full-time employment compared to 55.7% at UWTSD.

Staff Profile by Salary

Salary range of all staff in employment at UWTSD
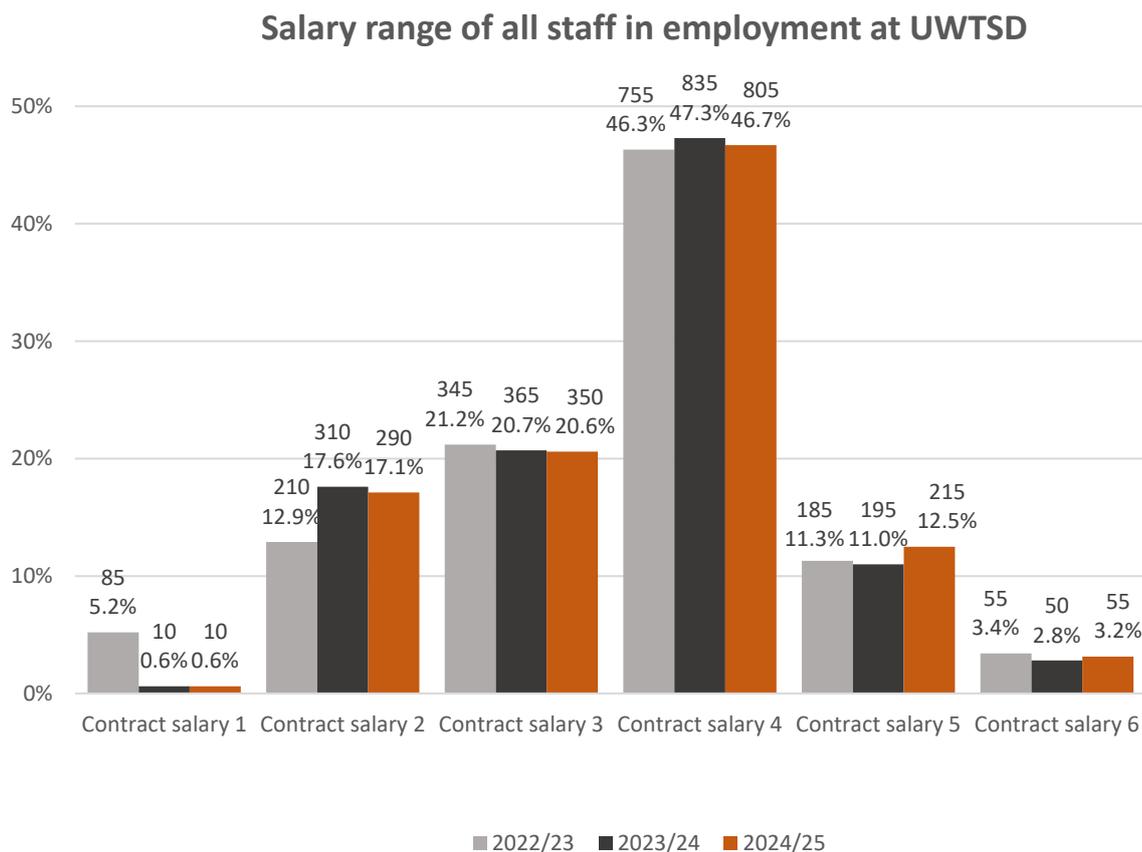
Figure 8: Source HESA[1]

Figure 8 shows the breakdown of UWTSD staff based on contract salary range for the last three years. The most populated salary range is salary range 4, which represents 46.7% of the total staff. There has been a noticeable increase in salary range 2 over the past three years due to the annual increase in voluntary living wage.

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[1] 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).

Salary range of academic staff in employment at UWTSD

	Contract salary 1	Contract salary 2	Contract salary 3	Contract salary 4	Contract salary 5	Contract salary 6
2022/23	0 — 0.0%	5 — 0.6%	60 — 6.9%	620 — 71.3%	160 — 18.4%	25 — 2.8%
2023/24	0 — 0.0%	5 — 0.5%	70 — 7.3%	700 — 72.9%	160 — 16.7%	25 — 2.6%
2024/25	0 — 0.0%	0 — 0.0%	70 — 7.5%	670 — 71.7%	165 — 17.6%	30 — 3.2%
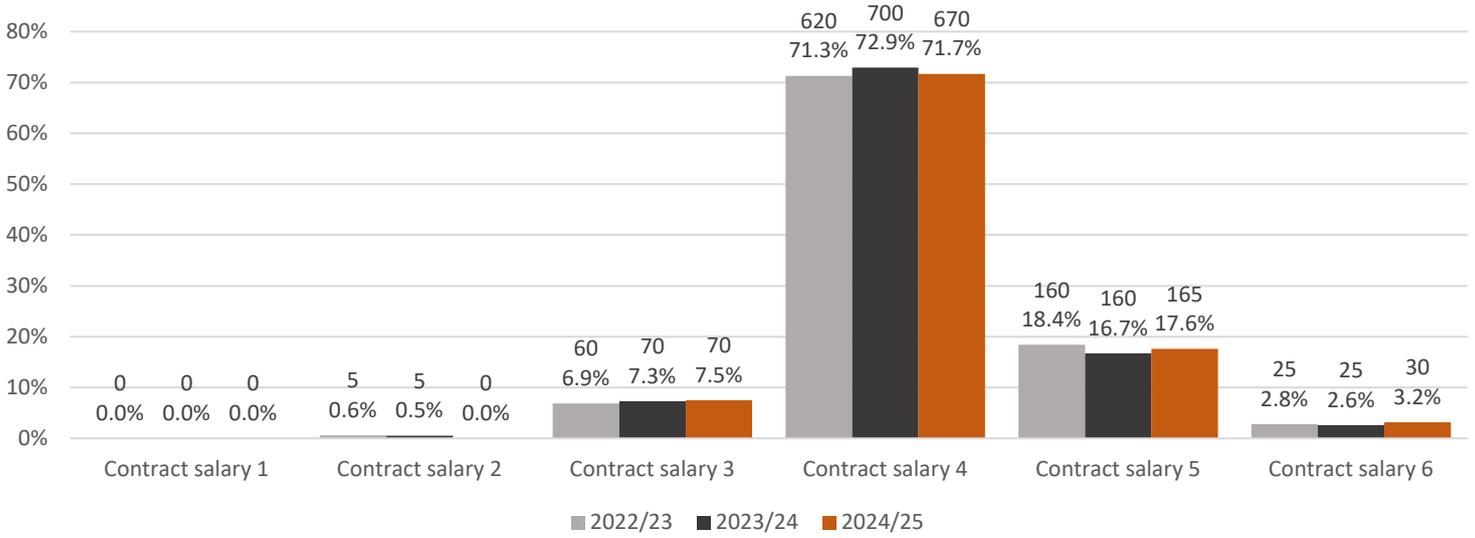
Figure 9: Source HESA

Figure 9 shows approximately 2/3rds of academic staff (71.7%) are employed in salary range 4 and 17.6% of academic staff employed in salary ranges 5, which has remained broadly the same for the last three years.

Salary range of non-academic staff in employment at UWTSD

	Contract salary 1	Contract salary 2	Contract salary 3	Contract salary 4	Contract salary 5	Contract salary 6
2022/23	85 — 11.2%	200 — 26.3%	285 — 37.5%	135 — 17.8%	25 — 3.3%	30 — 3.9%
2023/24	10 — 1.2%	305 — 37.9%	295 — 36.6%	135 — 16.8%	35 — 4.3%	25 — 3.2%
2024/25	10 — 1.2%	290 — 37.2%	280 — 35.3%	135 — 17.0%	50 — 6.2%	25 — 3.1%
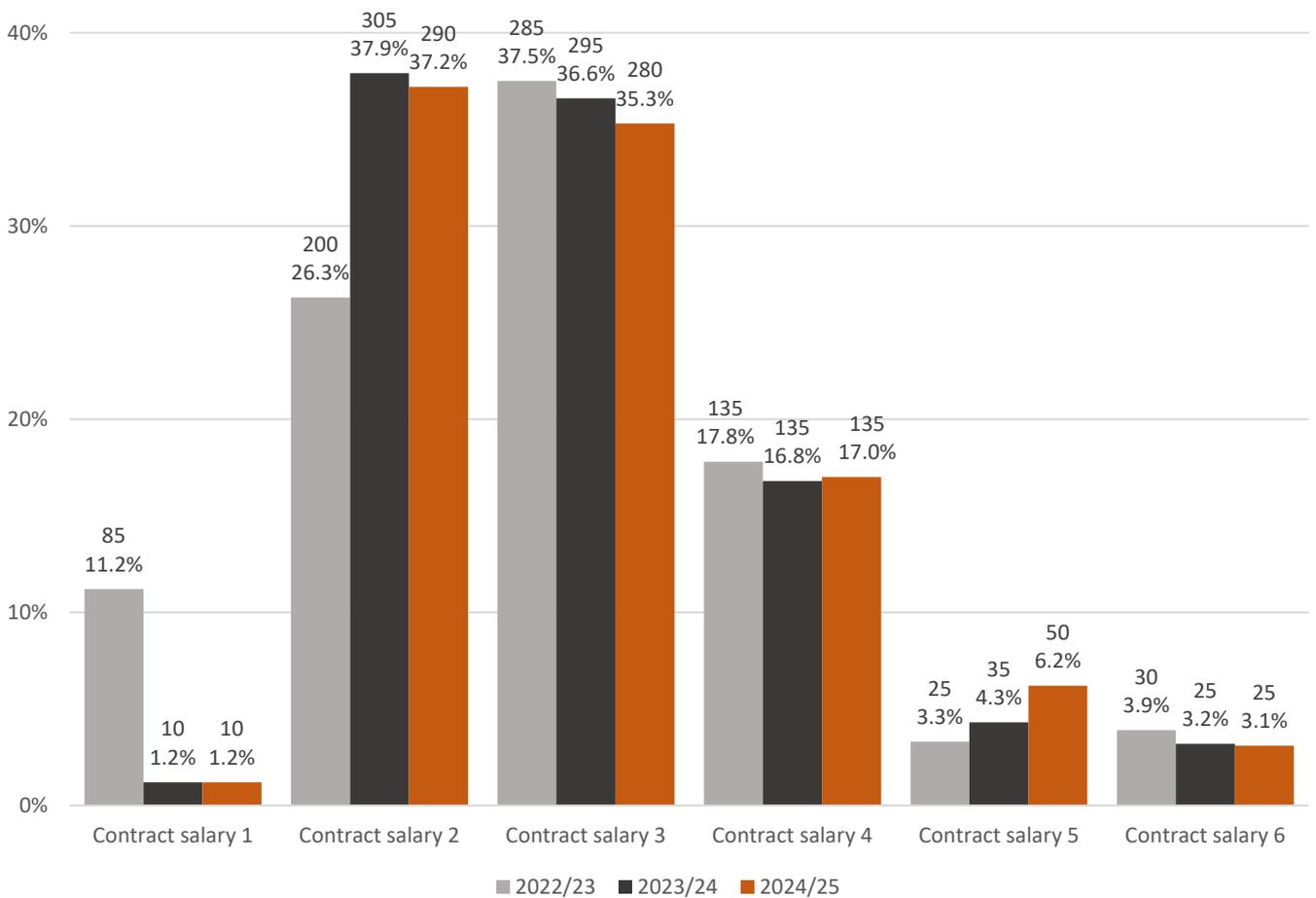
Figure 10 shows that most non-academic members of staff are employed in either salary range 2, 37.2%, or salary range 3, 35.3%. There has been a slight decrease in both these salary ranges in the past year and a notable increase in contract salary 5 from 4.3% to 6.2%.

Staff by Sex and Salary Range
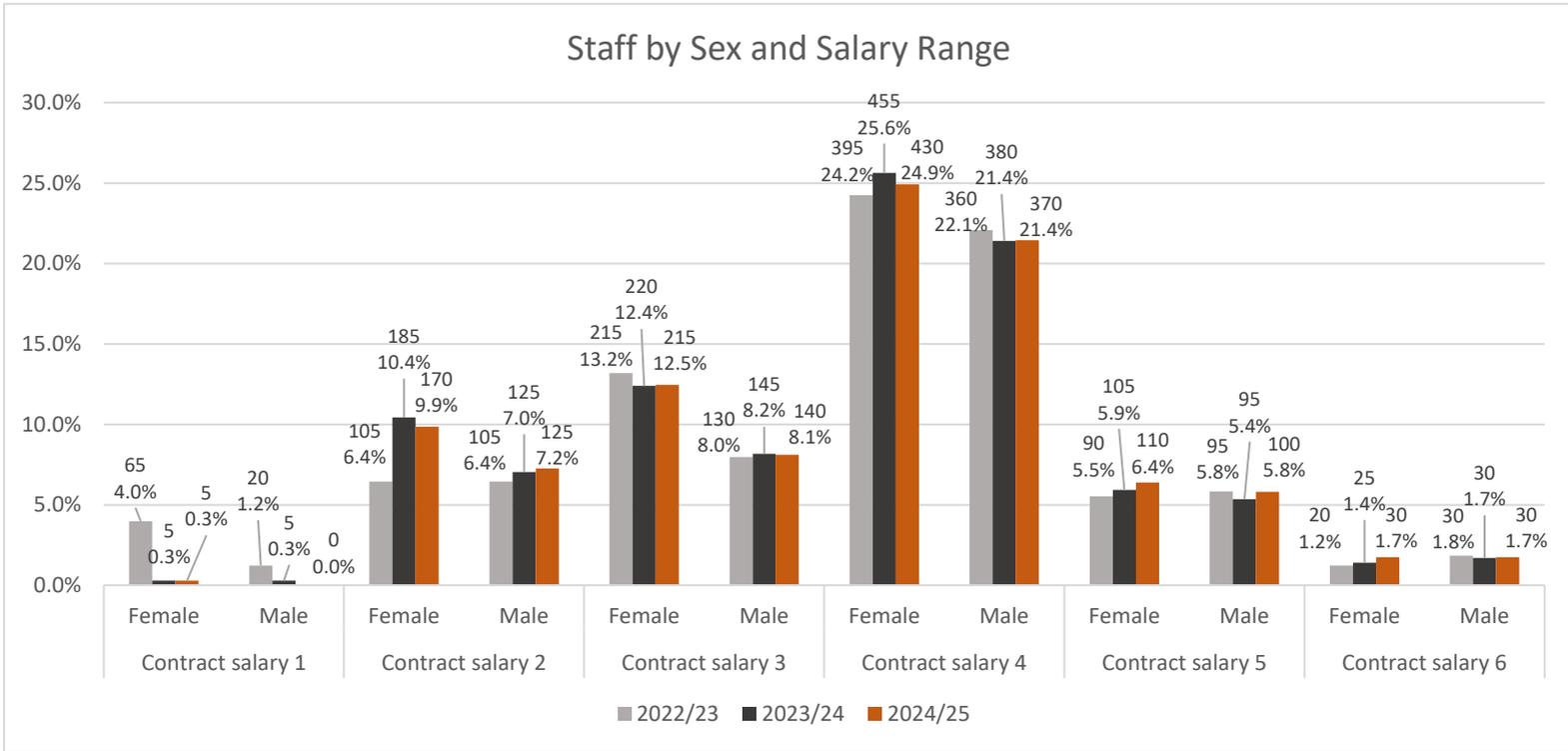
Figure 11: Source HESA

Figure 11 shows the salary range by sex for the last three years. There is a notable difference in salary range 2, 3 and 4 where we have more female than male staff, which is understandable considering the workforce split by sex, which is 55.7% female, and 44.3% male. We report a slightly higher proportion of female staff in salary range 5 and an equal proportion of male and female staff in salary range 6.

Staff Profile by Sex

Sex Profile of UWTSD staff

	2022/23	2023/24	2024/25
Male	735 45.1%	775 43.9%	765 44.3%
Female	895 54.9%	990 56.1%	960 55.7%
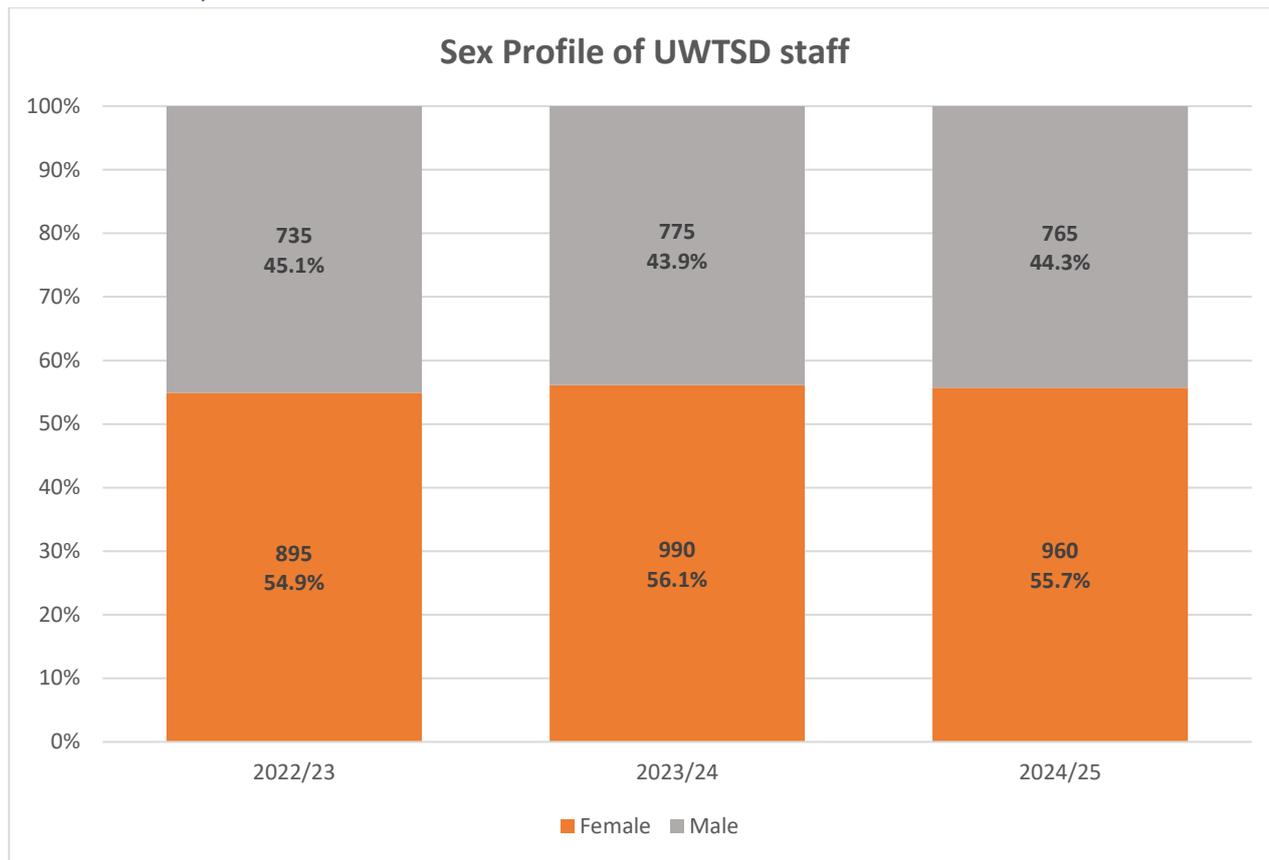
Figure 12: Source HESA

Figure 12 shows the workforce profile by sex over the last three years. This shows a small decrease in both female and male staff headcount in the last year, which is a decrease of 10 male and 30 female staff. The profile has remained similar over the past three years.

Staff by sex and academic marker

	Academic		Non-academic	
	Male	Female	Male	Female
UWTSD	465 49.7%	470 50.3%	300 38.0%	490 62.0%
Welsh	50.3%	49.7%	37.3%	62.7%
UK	50.8%	49.2%	37.3%	62.7%
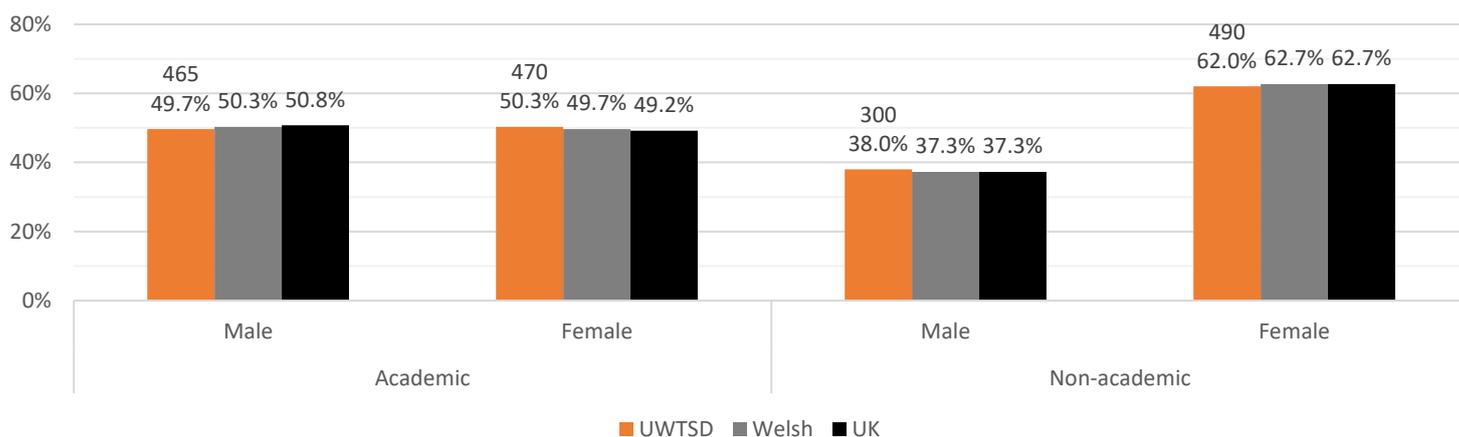
Figure 13: Source HESA

Figure 13 shows the staff profile by sex and academic marker in 2024/25, which is broadly in line with the overall profile of staff working in higher education in the UK and Wales.

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Age profile of staff at UWTSD
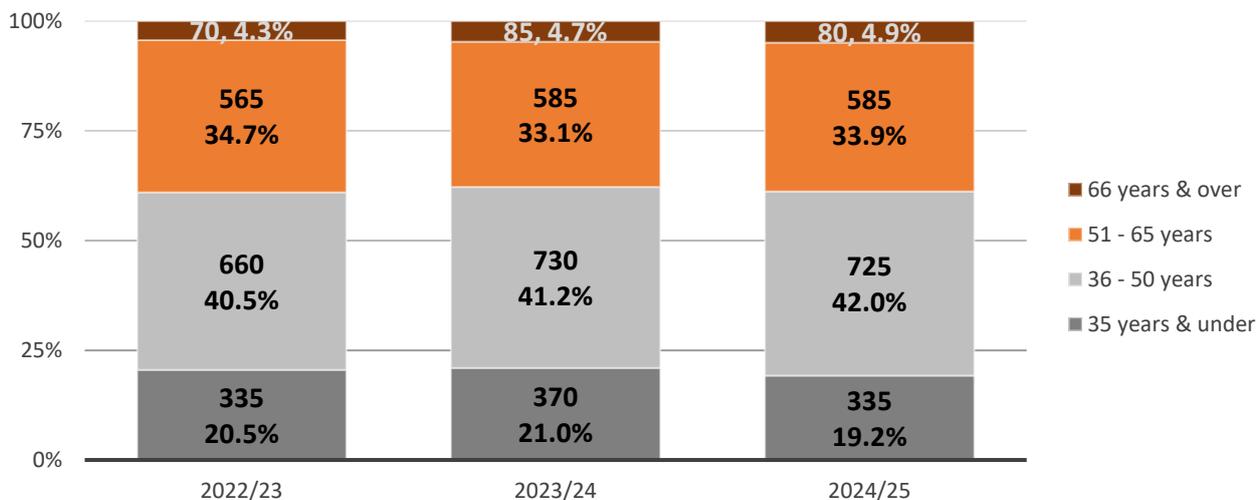
Figure 14: Source HESA

Figure 14 shows the staff profile by age in 2024/25 which has continued to remain similar over the past three years. The most significant decrease in staff headcount and percentage has been in age range 35 years and under, where it has decreased by 35 staff (decrease of 1.8%).

Age profile of academic staff at UWTSD
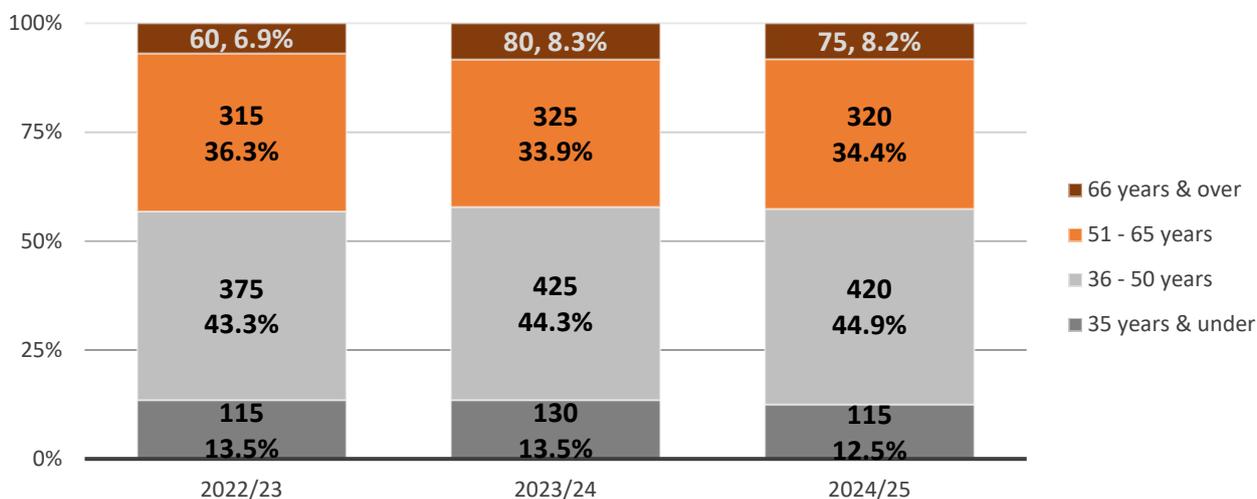
Figure 15: Source HESA

Figure 15 shows a slight reduction in all age ranges for academic staff in the past year.

Age profile of non-academic staff at UWTSD
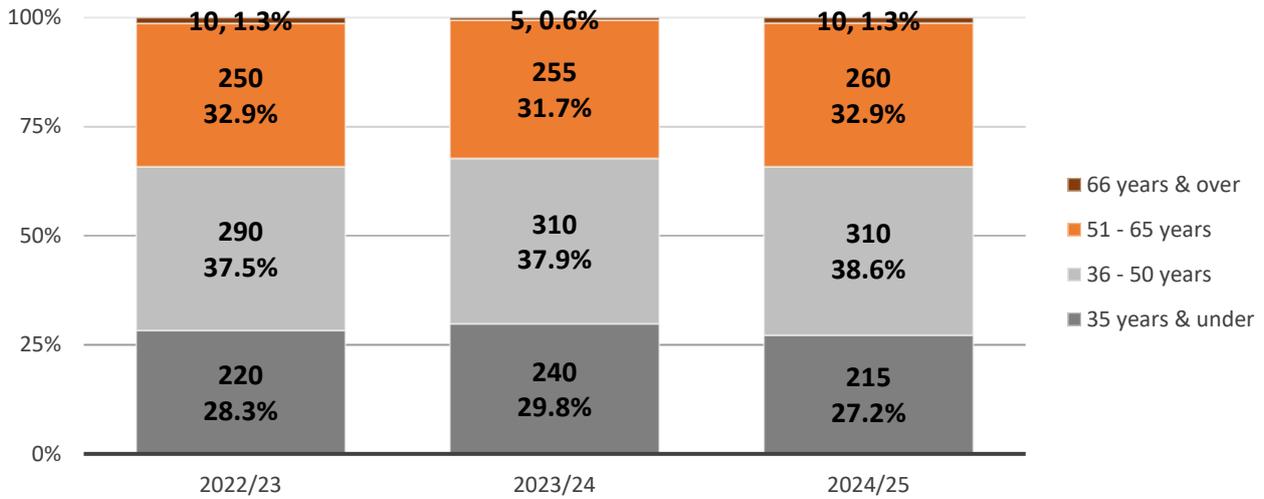
Figure 16: Source HESA

Figure 16 shows a relatively more balanced age profile amongst non-academic staff at UWTSD when compared to the age profile of academic staff (Figure 15). Notably, there has been a decrease in staff of 25 (decrease of 2.6%) in age range 35 years and under.

Staff by age and academic marker
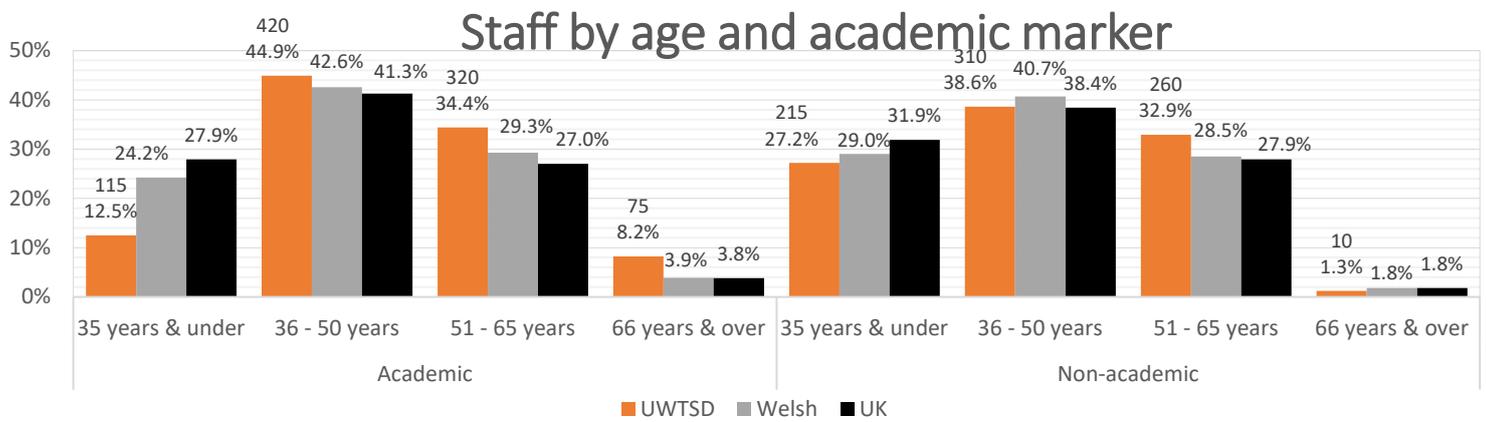
Figure 17: Source HESA

Figure 17 shows the staff profile by age and academic marker for 2024/25 in comparison to the sector. Whilst the non-academic staff age profile is broadly in line with the Welsh sector, the academic age profile has notable differences. UWTSD employs fewer academic staff aged 35 and younger, 12.5% in comparison to 27.9% in the UK and 24.2% in Wales. UWTSD also employs a higher proportion of academic staff aged 51 – 65 and 66 years and over.

Staff Profile by Sex and Age
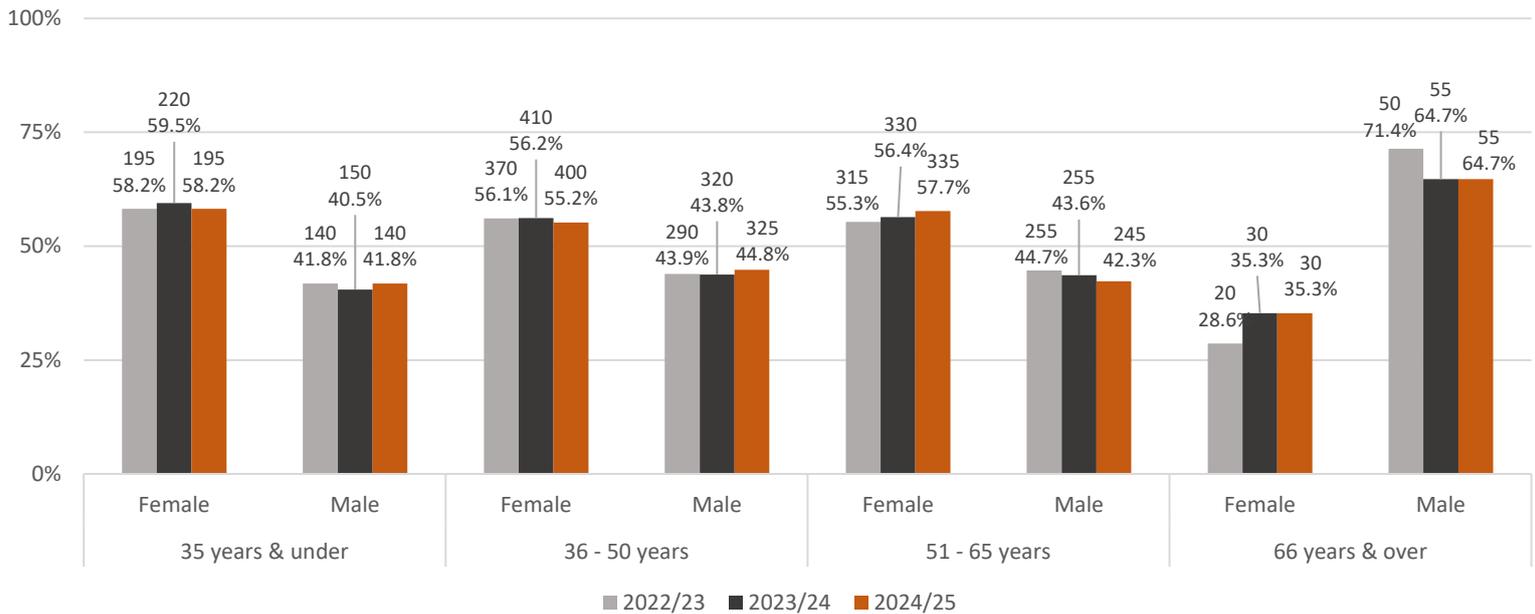
Figure 18: Source HESA

Figure 18 shows the staff profile by sex and age for 2024/25.

Staff Profile by Sex and Age - Sector Comparison 2024/25
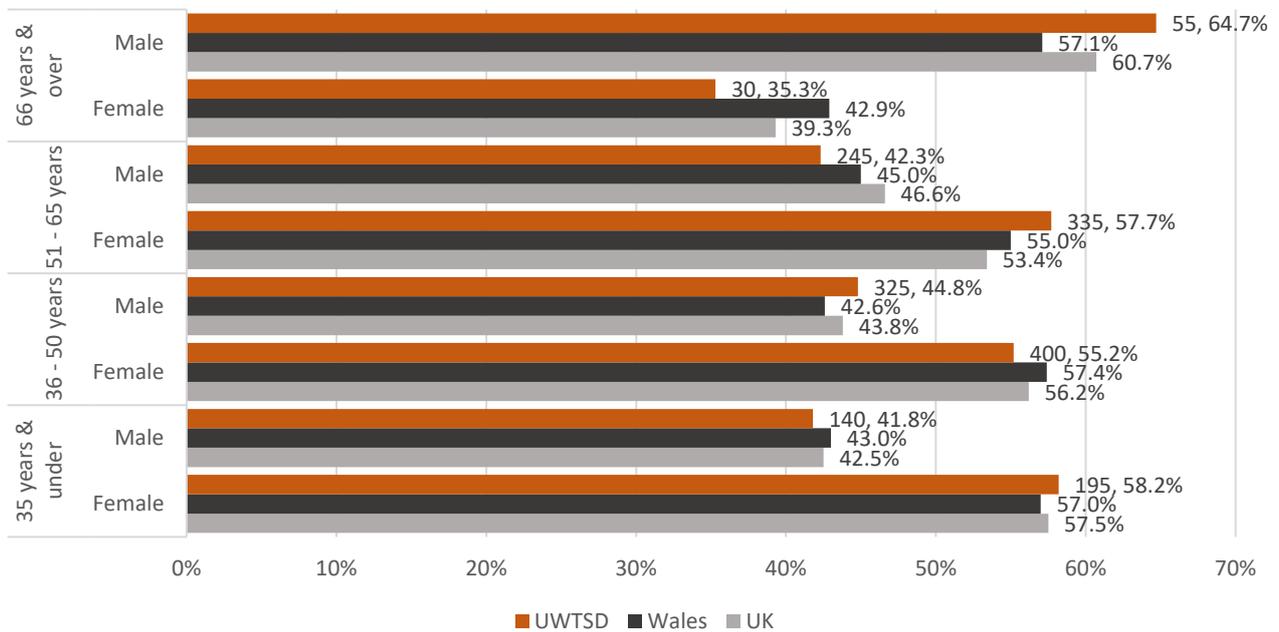
Figure 19: Source HESA

Figure 19 shows the staff profile by sex and age for 2024/25 in comparison to the sector.

Staff Profile by Ethnicity

Profile of staff by ethnicity at UWTSD
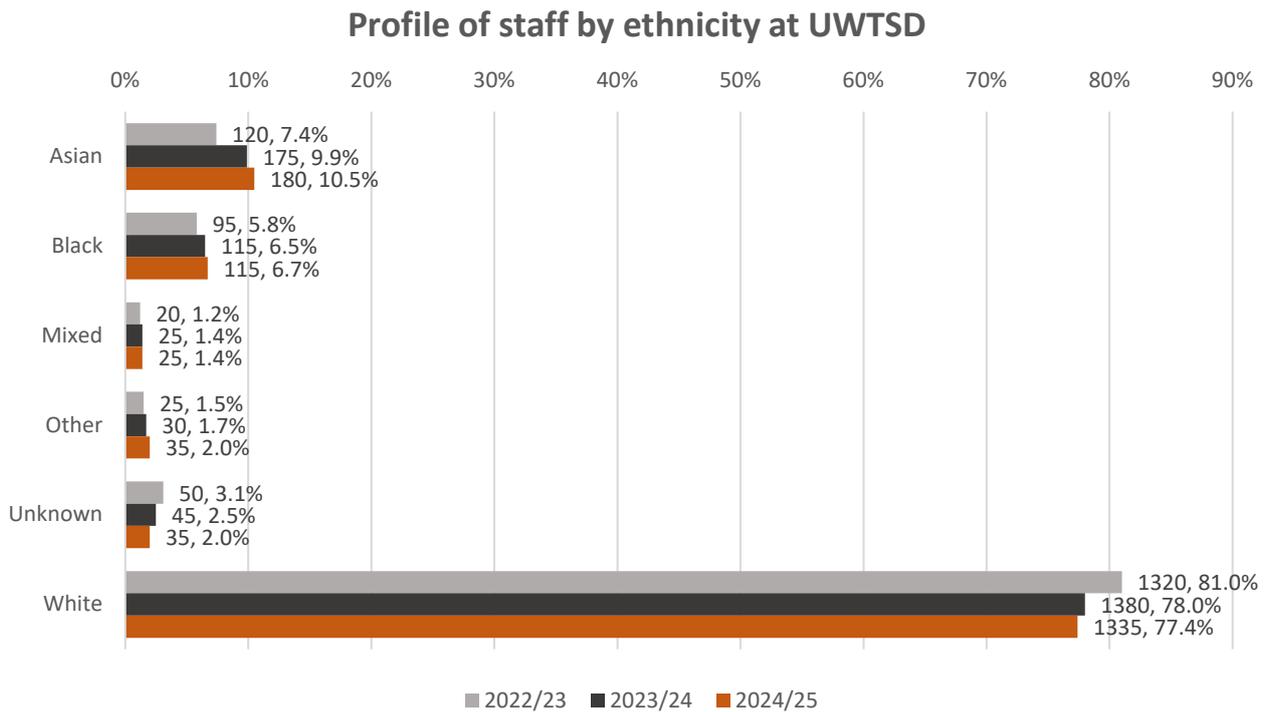
Figure 20: Source HESA

Figure 20 shows the change in the ethnicity profile of staff employed at UWTSD over the last three years. We have seen a decrease in staff from a White background in the past year (45 staff, 0.6%) and an increase in staff numbers from an ethnic minority background. This has resulted in an increase in ethnic minority staff from 19.5% to 20.6%. We have also seen an improvement in the data quality with a reduction in the proportion of staff being reported in the 'unknown' category (1.1%).

Ethnicity profile of academic staff at UWTSD
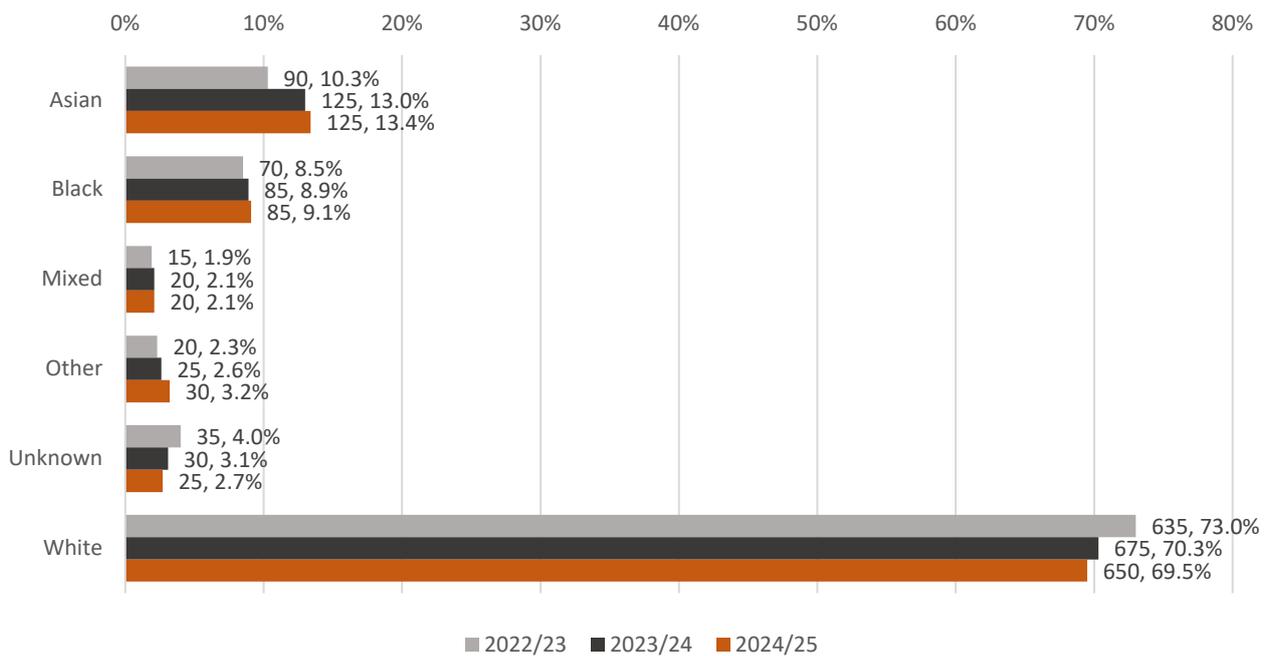
Figure 21: Source HESA

Figure 21 shows the change in the ethnicity profile of academic staff employed at UWTSD over the last three years. There has been an increase of 4.8% of ethnic minority staff in the past three years.

Ethnicity profile of non-academic staff at UWTSD
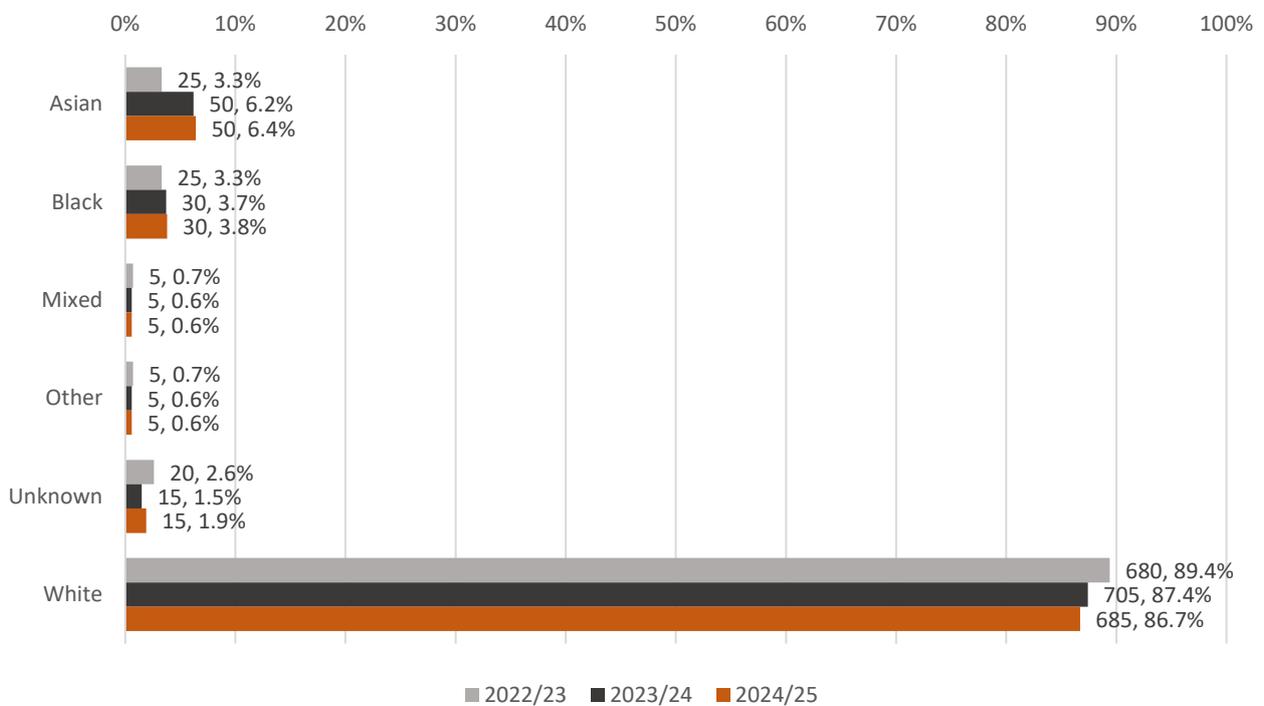
Figure 22: Source HESA

Figure 22 shows the change in the ethnicity profile of non-academic staff employed at UWTSD over the last three years. There has been an increase of 3.4% of ethnic minority staff in the past three years.

Staff by ethnicity and academic marker
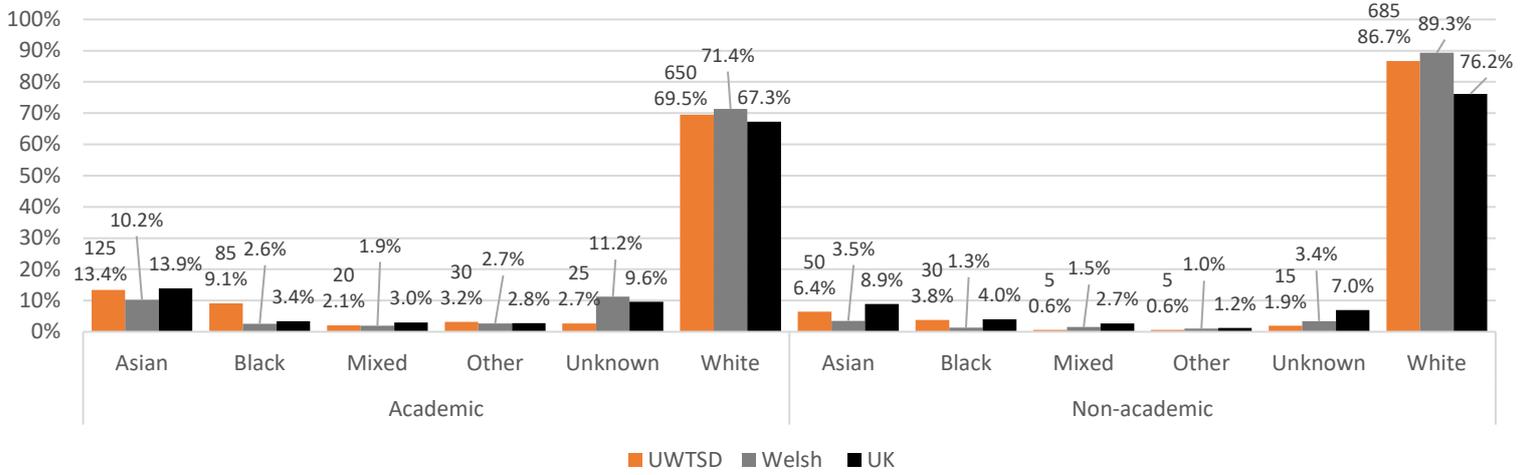
Figure 23: Source HESA

Figure 23 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 Sex
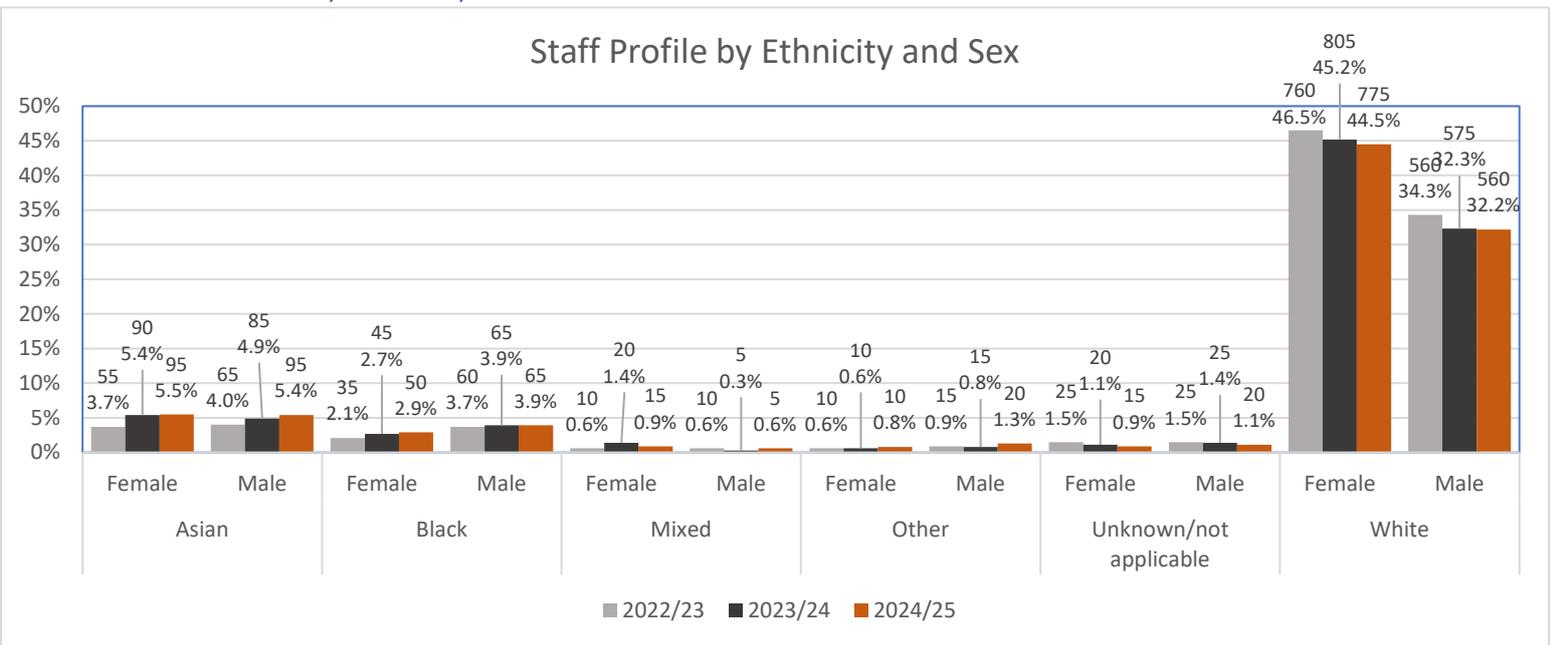
Figure 24: Source HESA

Figure 24 shows the staff profile by ethnicity and sex for the last three years.

Ethnicity & Sex - Staff profile Sector Comparison 2024-25

White
- Male: UK 30.7%, Wales 33.6%, UWTSD 560, 32.2%
- Female: UK 40.3%, Wales 46.5%, UWTSD 775, 44.5%

Unknown
- Male: UK 4.3%, Wales 3.8%, UWTSD 20, 1.1%
- Female: UK 4.1%, Wales 3.5%, UWTSD 15, 0.9%

Other
- Male: UK 1.0%, Wales 1.0%, UWTSD 20, 1.3%
- Female: UK 1.0%, Wales 0.8%, UWTSD 10, 0.8%

Mixed
- Male: UK 1.4%, Wales 0.7%, UWTSD 5, 0.6%
- Female: UK 1.8%, Wales 1.0%, UWTSD 15, 0.9%

Black
- Male: UK 1.9%, Wales 1.3%, UWTSD 65, 3.9%
- Female: UK 1.9%, Wales 0.9%, UWTSD 50, 2.9%

Asian
- Male: UK 5.5%, Wales 3.5%, UWTSD 95, 5.4%
- Female: UK 6.1%, Wales 3.4%, UWTSD 95, 5.5%

Legend: UK, Wales, UWTSD

Figure 25: Source HESA

Figure 25 shows the staff profile by ethnicity and sex in comparison to the sector in the UK and in Wales.

Disability profile of staff at UWTSD

Figure 26: Source HESA

Figure 26 shows the profile of staff that have declared a disability over the last three years. The proportion of staff that have declared a disability has remained the same in comparison to last year.

Types of disability declared by UWTSD staff
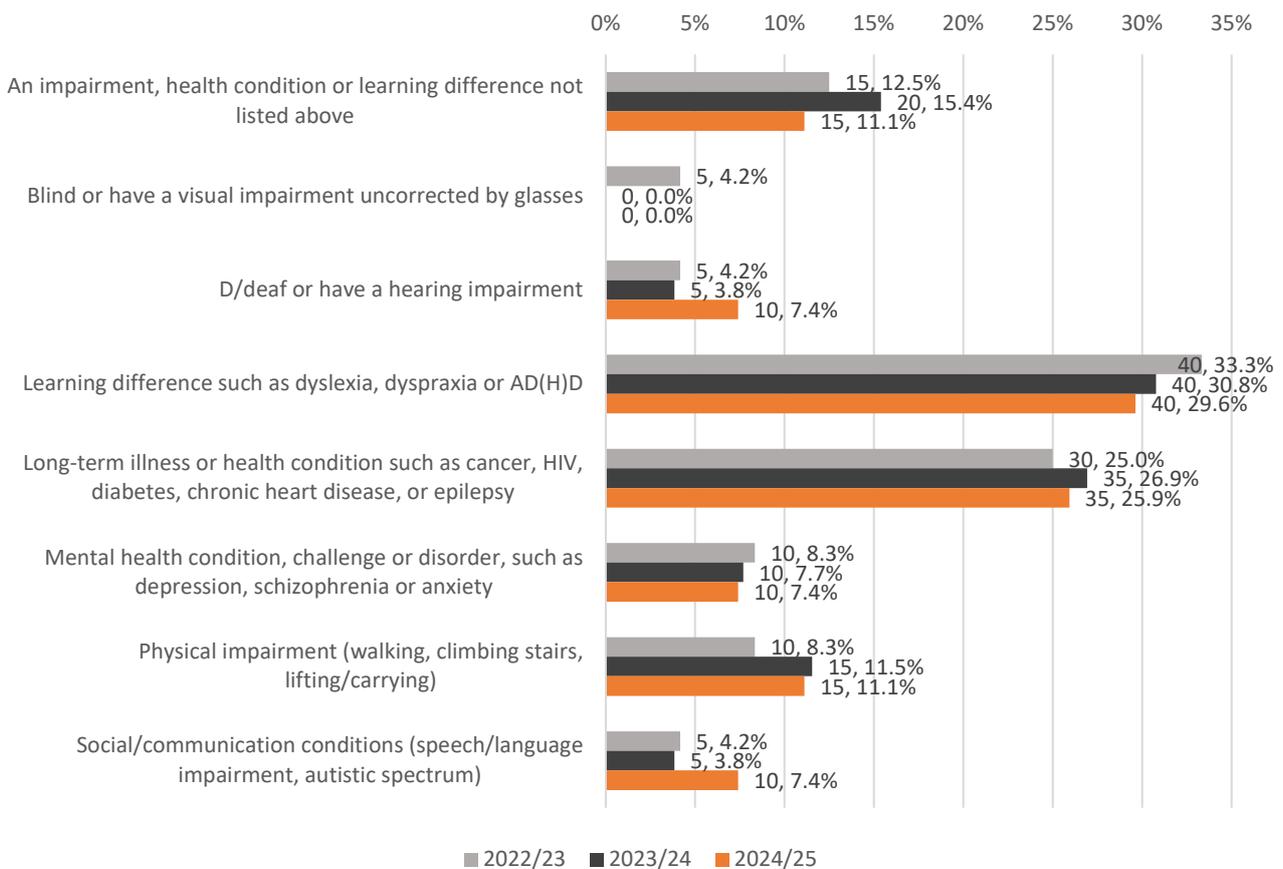
Figure 27: Source HESA

28

Figure 27 shows the type of disability declared by staff over the last three years. Of staff who declared a disability, 29.6% was for a Learning difference such as dyslexia, dyspraxia or AD(H)D, which is followed by 25.9% which is a Long-term illness or health condition.

Staff profile by Disability Sector Comparison 2024/25

- Known to have a disability
- No known disability/unknown
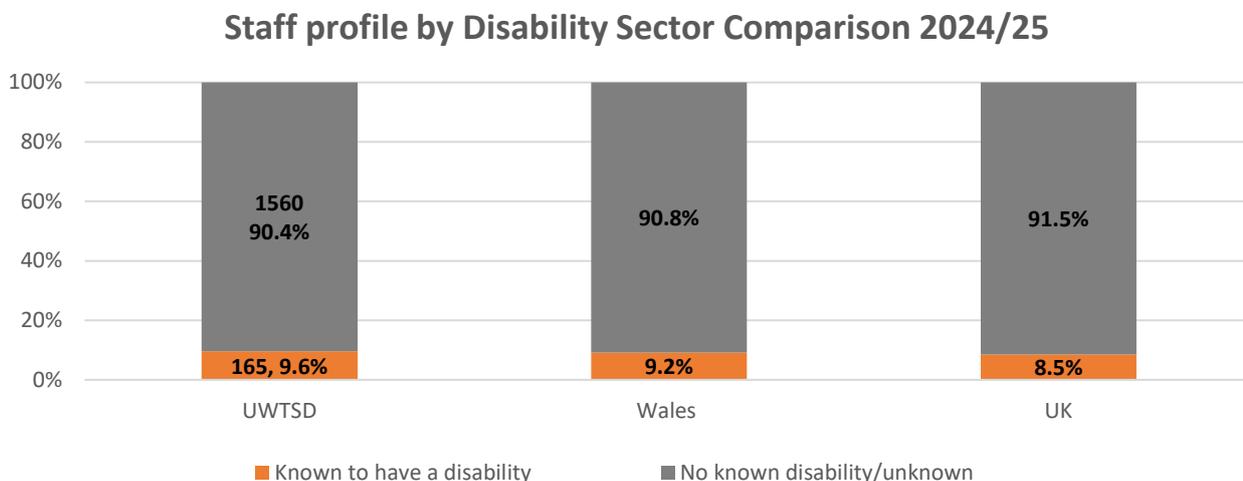
Figure 28: Source HESA

Figure 28 shows the sector comparison for disability, which is 9.6% for UWTSD. This is slightly higher than the Welsh sector of 9.2% and UK sector of 8.5%.

Staff Profile by Sex and Disability

■ 2022/23 ■ 2023/24 ■ 2024/25
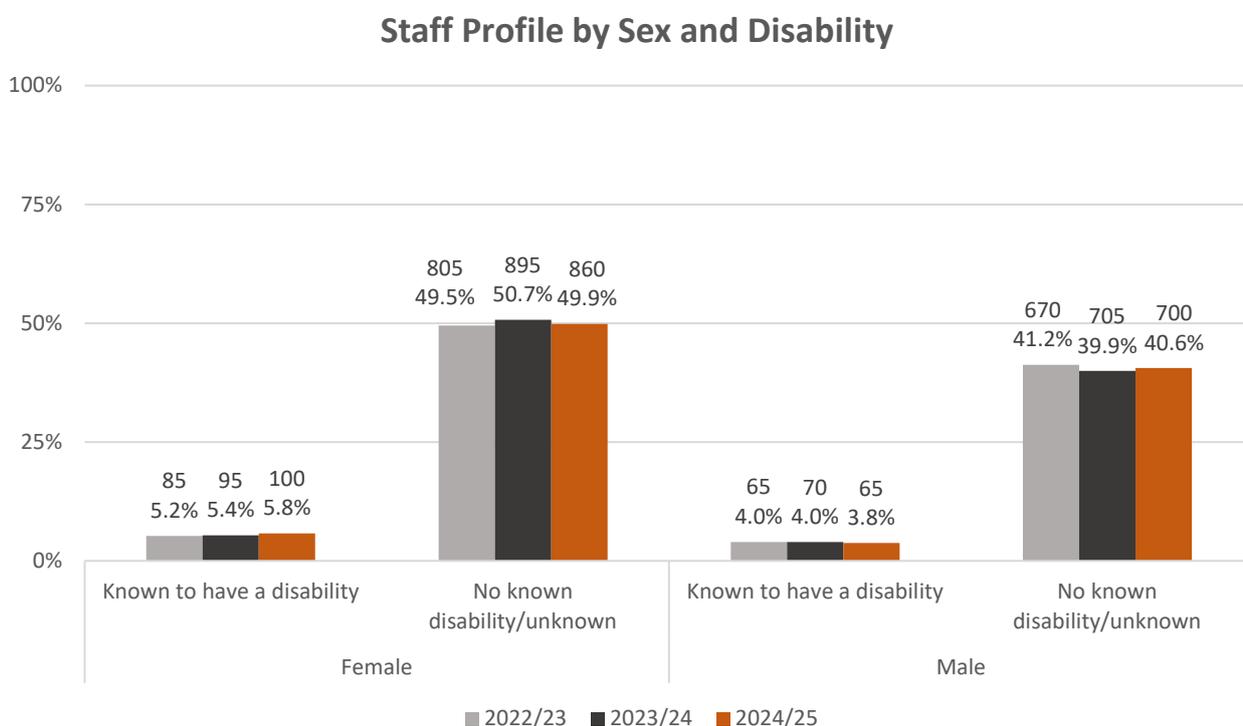
Staff Profile by Sex and Disability

Figure 29: Source HESA

Figure 29 shows the profile of the workforce by sex and disability. This reports a slightly higher proportion of female staff that have declared a disability (100 staff , 5.8%) than male (65 staff, 3.8%).

29

Sex & Disability - Staff Profile Sector Comparison 2024/25
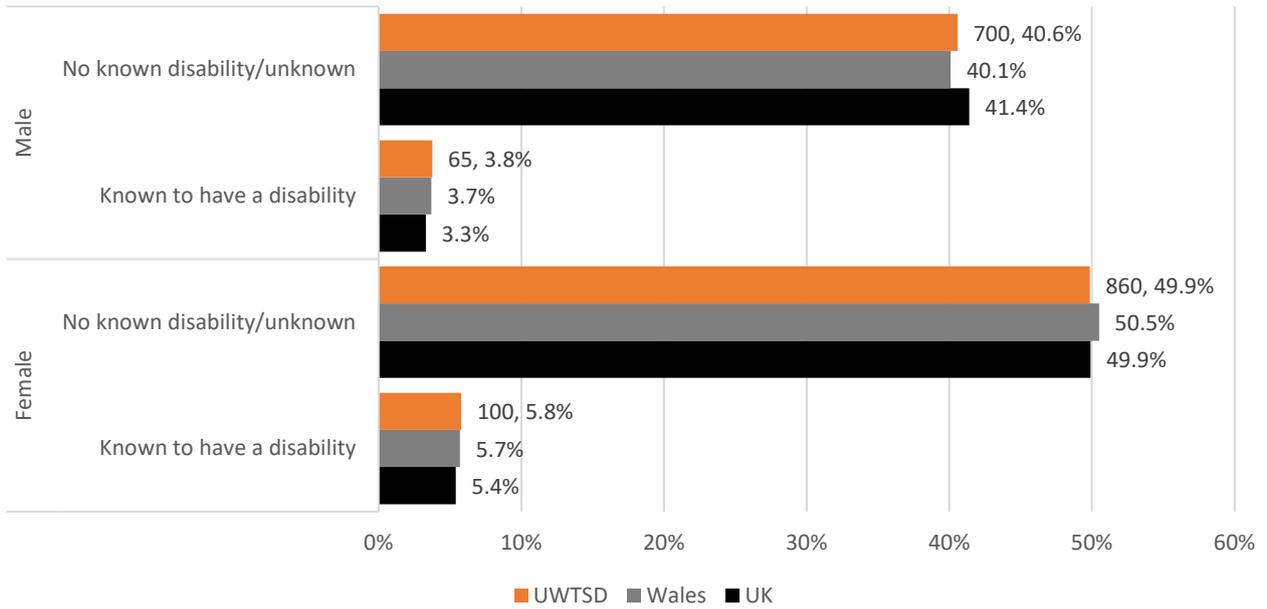
Figure 30: Source HESA

Figure 30 shows the sector comparison for sex and disability. UWTSD's data is comparable with Welsh and UK sector.

Staff Profile by Age and Disability
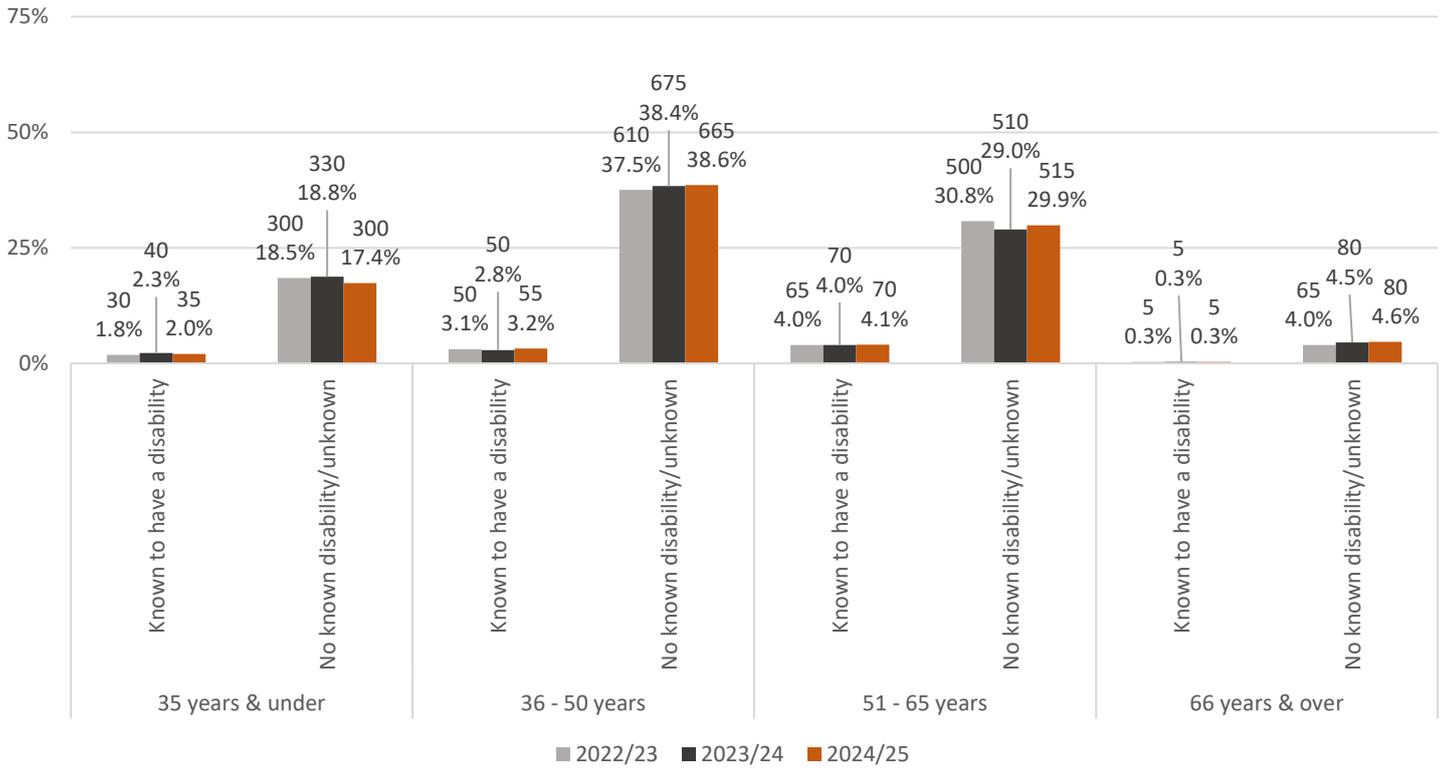
Staff Profile by Age and Disability

Figure 31: Source HESA

Figure 31 shows the profile of the workforce by age and disability. The highest percentage of staff reporting a disability are in the age group of 51-65 years (4.1%, 70 staff) who have declared a disability.

31

Staff Profile by Age and Disability - Comparison 2024/25

66 years & over
- No known disability/unknown: 80, 4.6% (UWTSD); 2.7% (Wales); 2.7% (UK)
- Known to have a disability: 5, 0.3% (UWTSD); 0.2% (Wales); 0.2% (UK)

51 - 65 years
- No known disability/unknown: 515, 29.9% (UWTSD); 26.1% (Wales); 25.2% (UK)
- Known to have a disability: 70, 4.1% (UWTSD); 2.8% (Wales); 2.2% (UK)

36 - 50 years
- No known disability/unknown: 665, 38.6% (UWTSD); 37.9% (Wales); 36.7% (UK)
- Known to have a disability: 55, 3.2% (UWTSD); 3.7% (Wales); 3.3% (UK)

35 years & under
- No known disability/unknown: 300, 17.4% (UWTSD); 23.8% (Wales); 26.6% (UK)
- Known to have a disability: 35, 2.0% (UWTSD); 2.8% (Wales); 3.1% (UK)

Legend: UWTSD, Wales, UK

Figure 32: Source HESA

Figure 32 shows the sector comparison for age and disability.

Staff Profile by Religion & Belief

Staff Profile by Religion and belief

- No religion: 573, 36.1%; 653, 37.1%; 642, 37.2%
- Muslim: 72, 4.5%; 98, 5.6%; 104, 6.0%
- Unknown: 144, 9.1%; 119, 6.8%; 106, 6.1%
- Prefer not to say: 98, 6.2%; 112, 6.4%; 119, 6.9%
- Hindu: 23, 1.4%; 24, 1.4%; 27, 1.6%
- Christian: 602, 37.9%; 658, 37.4%; 636, 36.9%
- Buddhist: 18, 1.1%; 31, 1.7%; 29, 1.7%
- Any other religion or belief: 59, 3.7%; 66, 3.6%; 62, 3.6%

Legend: 2022/23, 2023/24, 2024/25
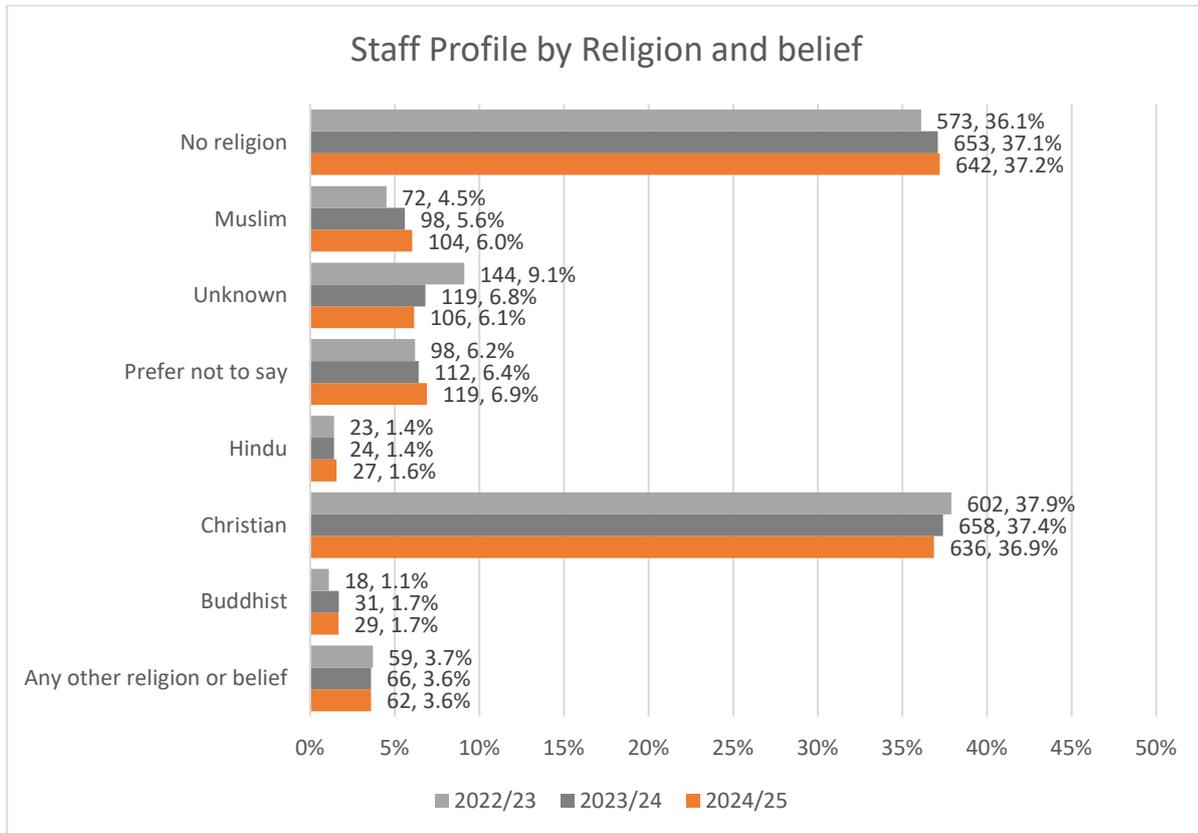
Figure 33: Source Internal Data

32

Figure 33 shows the staff profile by religion and belief. This profile shows a similar profile to Advance HE UK sector data 2023/24.

Staff Profile by Sexual Orientation
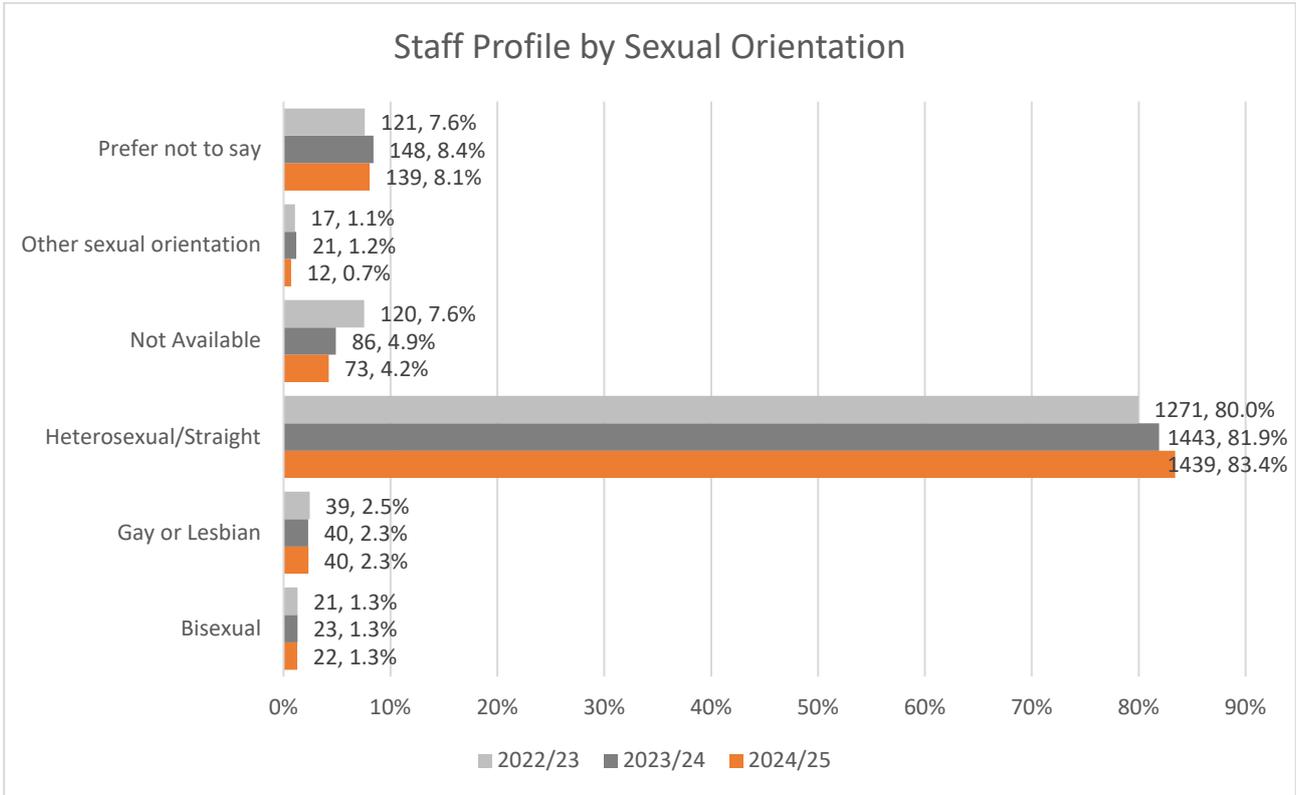
Figure 34: Source internal data

Figure 34 shows the staff profile by sexual orientation. This profile shows a similar profile to Advance HE UK sector data 2023/24.

Staff Profile by Gender Reassignment
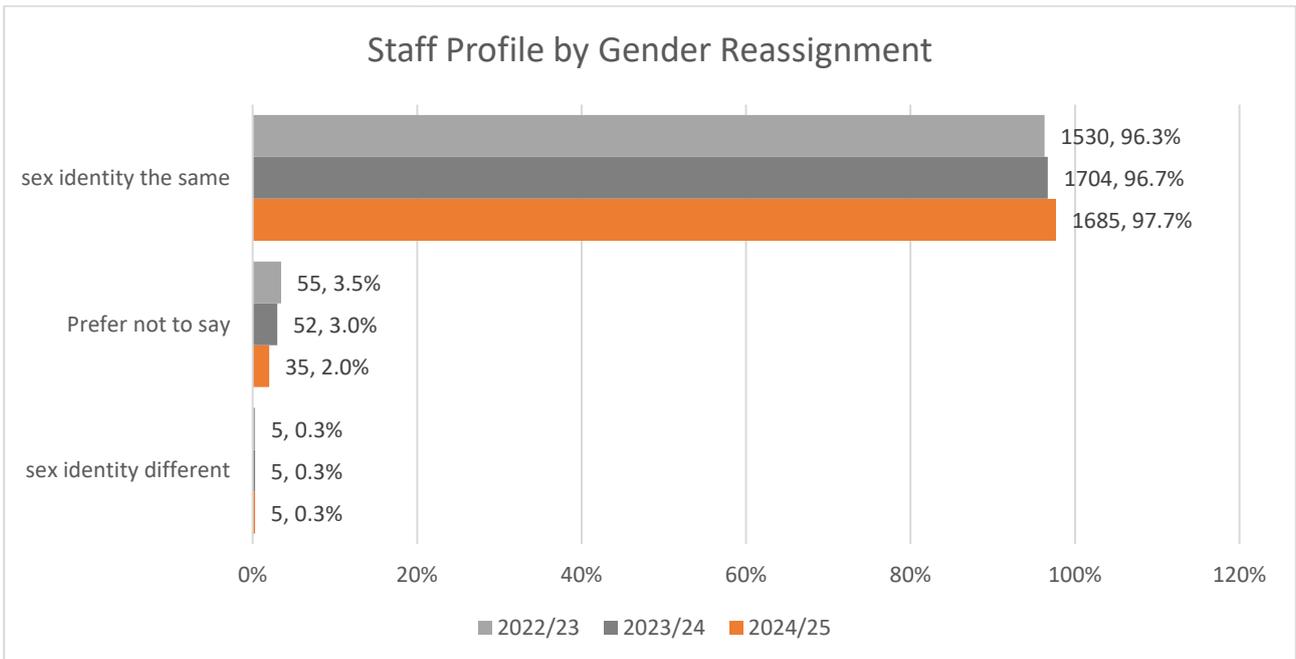
Figure 35: Source internal data

33

Figure 35 shows the staff profile by gender reassignment.

5.2   Staff Recruitment

From 1 August 2024 to 31 July 2025, 239 jobs were advertised (including readvertised jobs). There were 5695 applications received by UWTSD. This is an average of 23.82 applications received per job.

During the same reporting period, 1,139 candidates were offered an interview. This is an average of 4.76 applicants shortlisted per job.

233 offers were made and 186 individuals were hired. Approximately 45 of those offered are within the onboarding process.

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

	2024/25
Advertised jobs	239
Applied	5695
Offered an interview	1139
Offers made	233
Hires	186

Profile of applicants to hires by Age
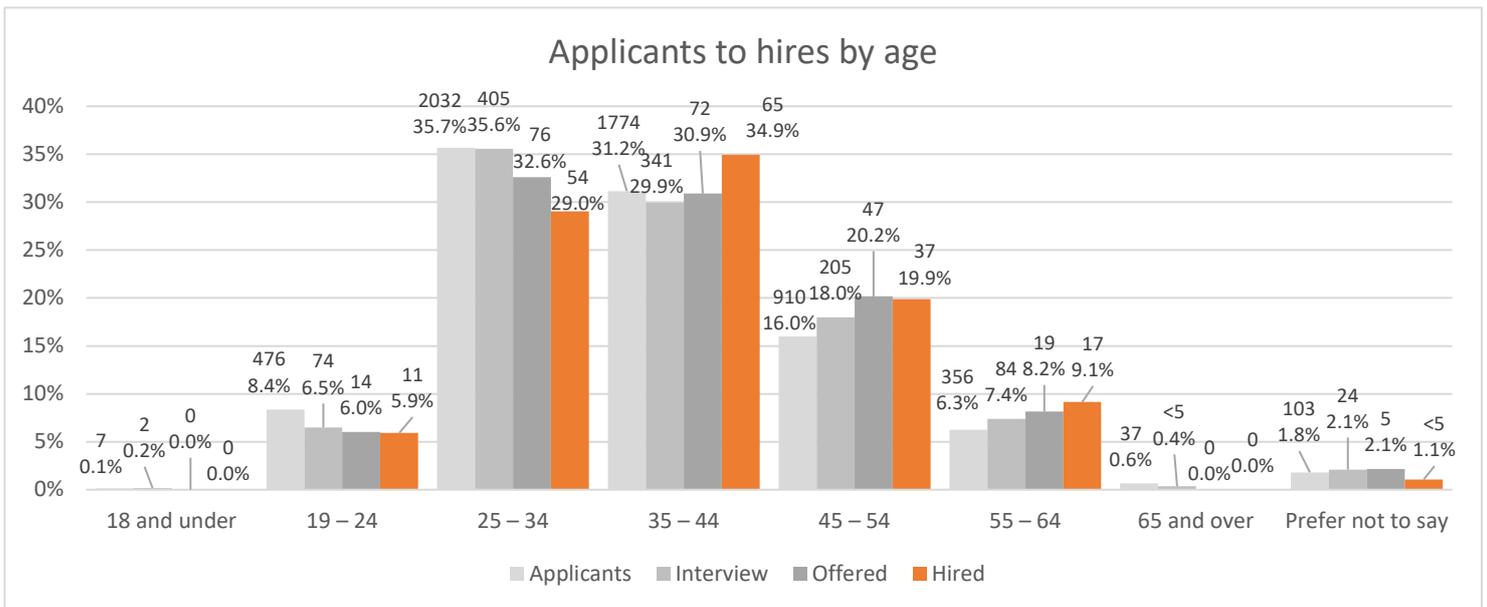
Figure 36: Source Internal data

Profile of applicants to hires by Disability

Applicants to hires by disability

	Applicants	Interviews	Offers	Hires
No known disability	3776 / 66.3%	787 / 69.1%	213 / 91.4%	167 / 89.8%
Unknown	1401 / 24.6%	242 / 21.2%	0 / 0.0%	0 / 0.0%
Known disability	518 / 9.1%	110 / 9.7%	20 / 8.6%	19 / 10.2%
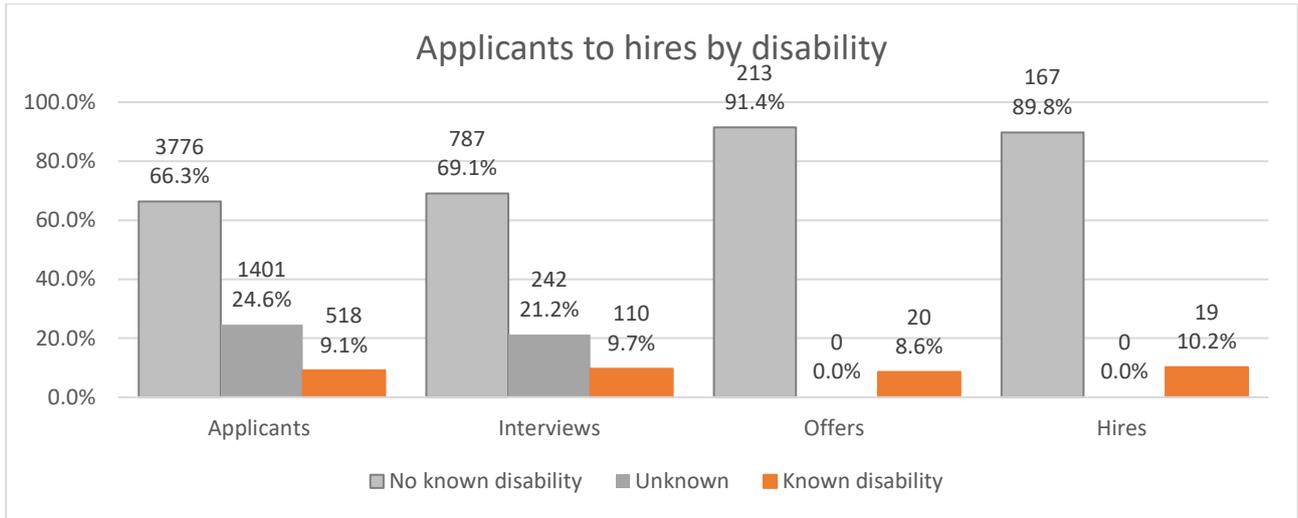
Figure 37: Source internal data

Profile of applicants to hires by Ethnicity

Applicants to hires by ethnicity

	Asian or Asian British	Black or Black British	Mixed/Other ethnic background	Prefer not to say/Unknown	White
a. Applicants	2213 / 38.9%	1081 / 19.0%	347 / 6.1%	209 / 3.7%	1841 / 32.3%
b. Interview	378 / 33.2%	185 / 16.2%	61 / 5.4%	41 / 3.6%	474 / 41.6%
c. Offered	57 / 24.5%	37 / 15.9%	20 / 8.6%	5 / 2.1%	114 / 48.9%
d. Hired	45 / 24.2%	28 / 15.1%	15 / 8.1%	<5 / 2.2%	94 / 50.5%
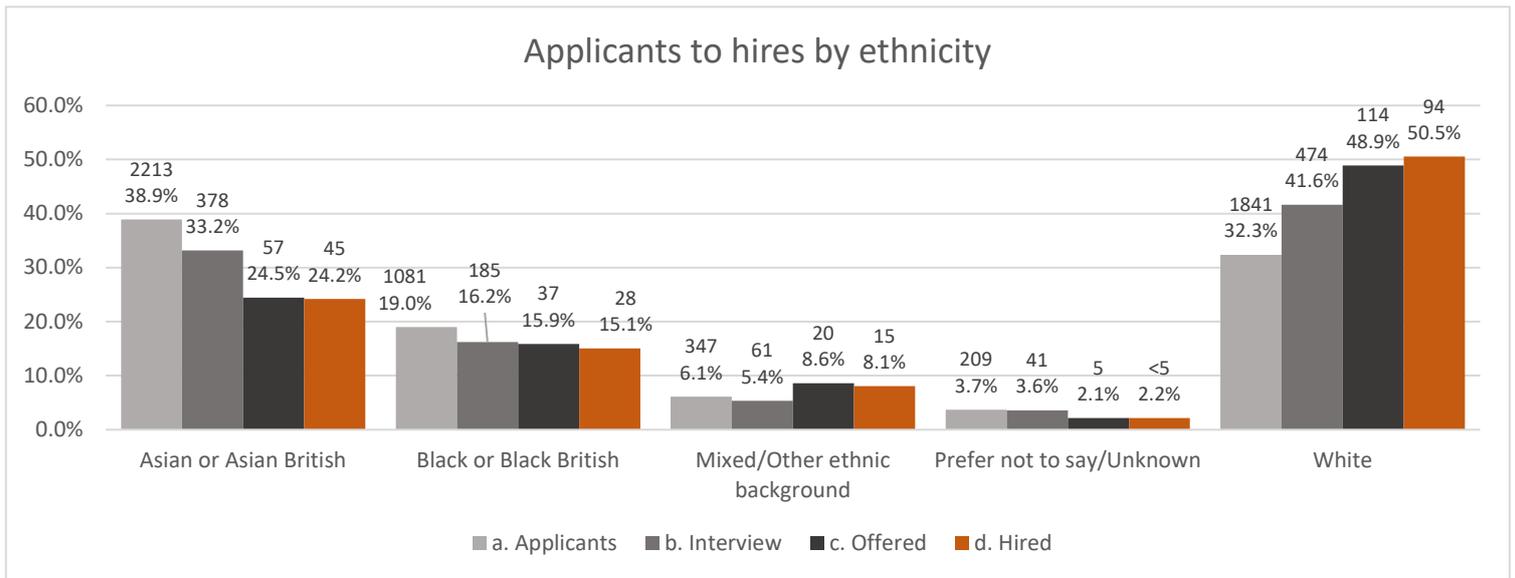
Figure 38: Source internal data

Profile of applicants to hires by Sex

Applicants to hires by sex 24/25
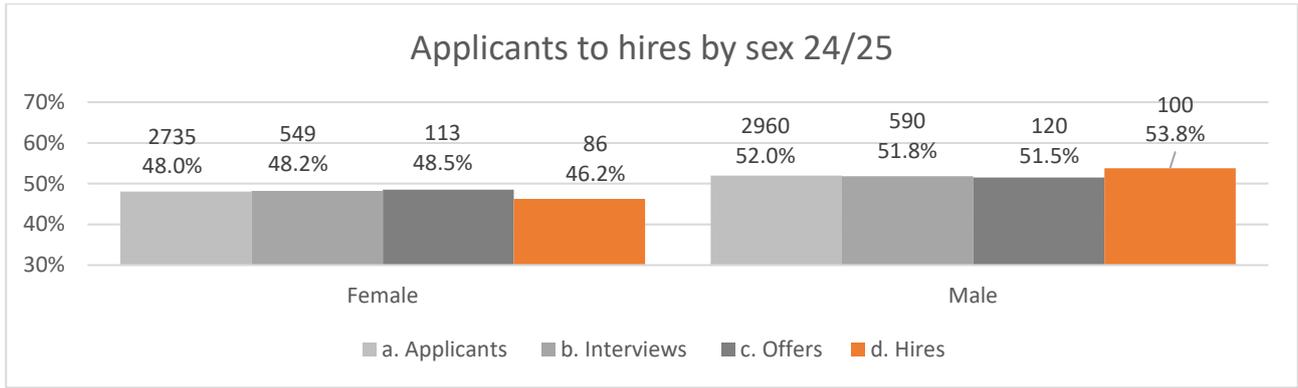
Figure 39: Source internal data

Profile of applicants to hires by Sexual Orientation

Applicants to Hires by Sexual Orientation 24/25
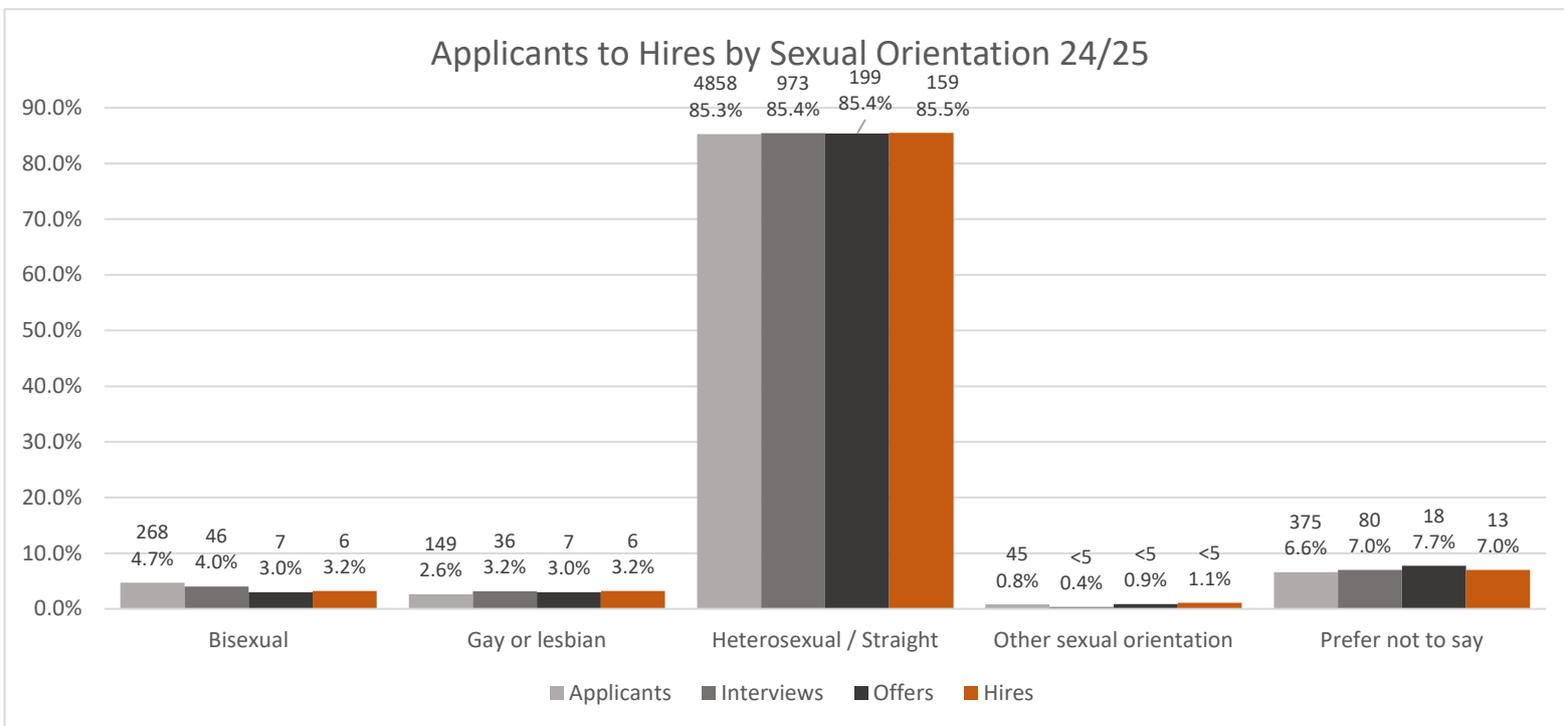
Figure 40: Source internal data

37

Profile of applicants to hires by Religion and belief

Applicants to hires by Religion and belief
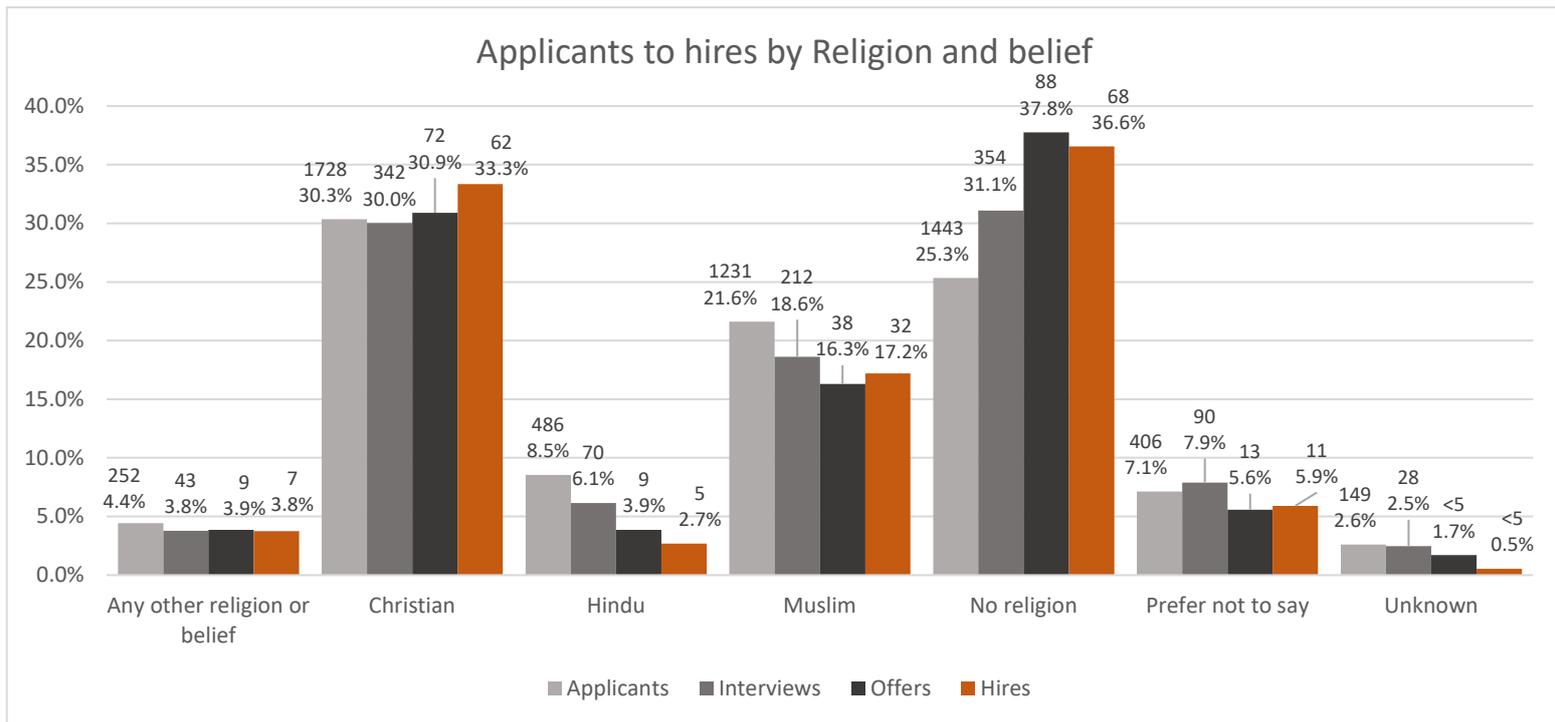
Figure 41: Source internal data

Profile of applicants to hires Gender Reassignment

Applicants to hires by gender reassignment
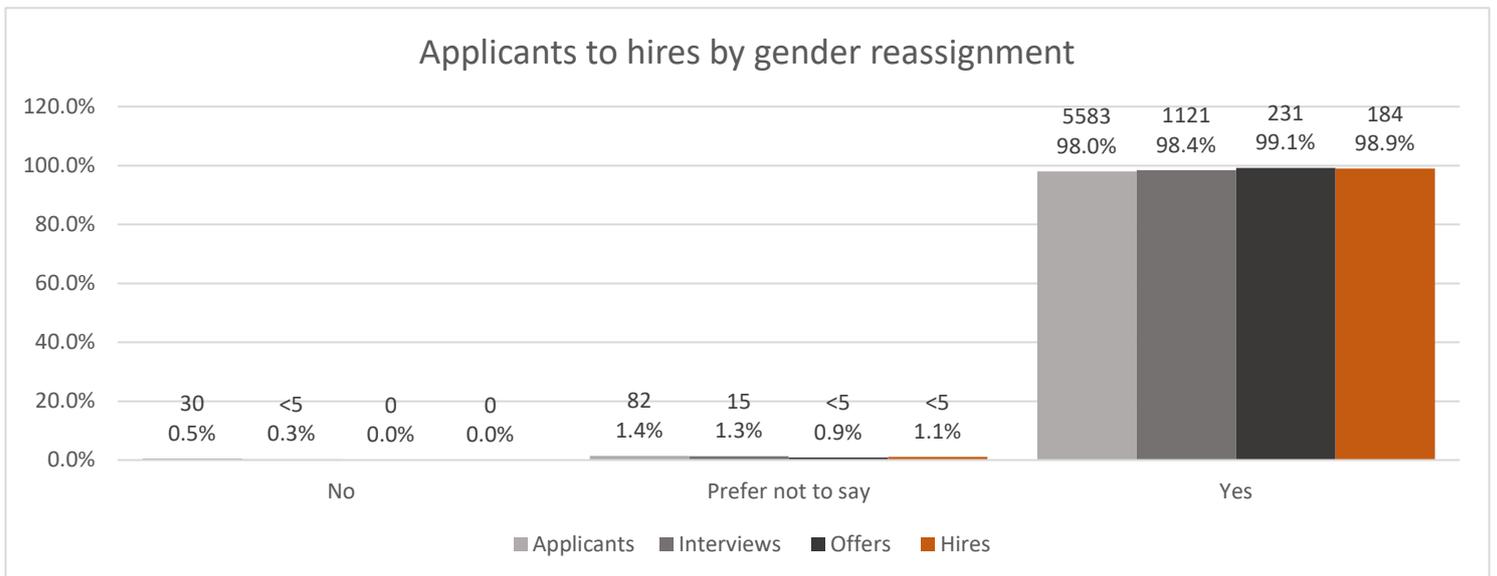
Figure 42: Source internal data

To note, the question asked is 'Does your gender identity match your sex as registered at birth?' where 98% of applicants responded Yes, 0.5% responded no and 1.4% preferred not to declare.

5.3   Pregnancy and maternity

During the reporting period of 1 August 2024 and 31 July 2025**:**

24 female took maternity leave

10 people took paternity leave

1 person took shared parental leave

1 person took adoption leave
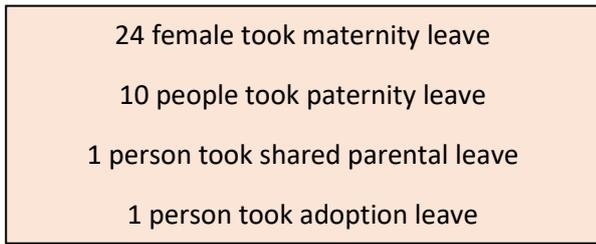
Figure 43: Source internal data

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 2024/25, the University has considered 24 flexible working requests and 18 of those requests (75%) were approved.

5.5   Grievances and disciplinaries

During the academic year 2024/25, six disciplinaries were conducted and 5 grievances were raised. The data by protected characteristic for grievance and disciplinary is collected and internally analysed. Due to small numbers and workforce population size, we are unable to publish this information.

5.6 Staff progression

During the reporting period 2024/25, 49 people were successful in progressing within the University, through recruitment. Caution should be taken in analysing the percentages due to small numbers.

Staff progression by age profile

Staff progression by age

Age range	2024/25
20 years and under	<5 — 2.0%
25-29 years	10 — 20.4%
30-39 years	14 — 28.6%
40-49 years	15 — 30.6%
50-59 years	7 — 14.3%
60 years and over	<5 — 4.1%
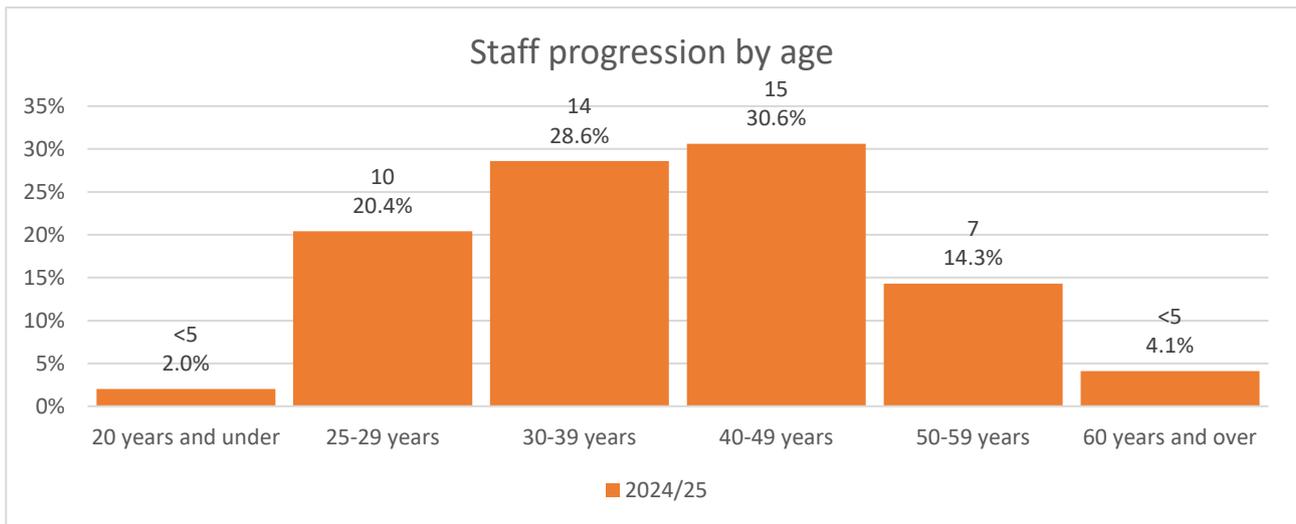
Figure 44: Source internal data

Figure 44 shows staff progression within age ranges. Notably, the two highest age ranges are 30-39 years (28.6%) and 40-49 years (30.6%).

Staff progression by disability profile

Staff progression by declared disability

Category	2024/25
Prefer not to say	0 — 0.0%
No known disability	47 — 95.9%
Unknown	0 — 0.0%
Known to have a disability	<5 — 4.1%
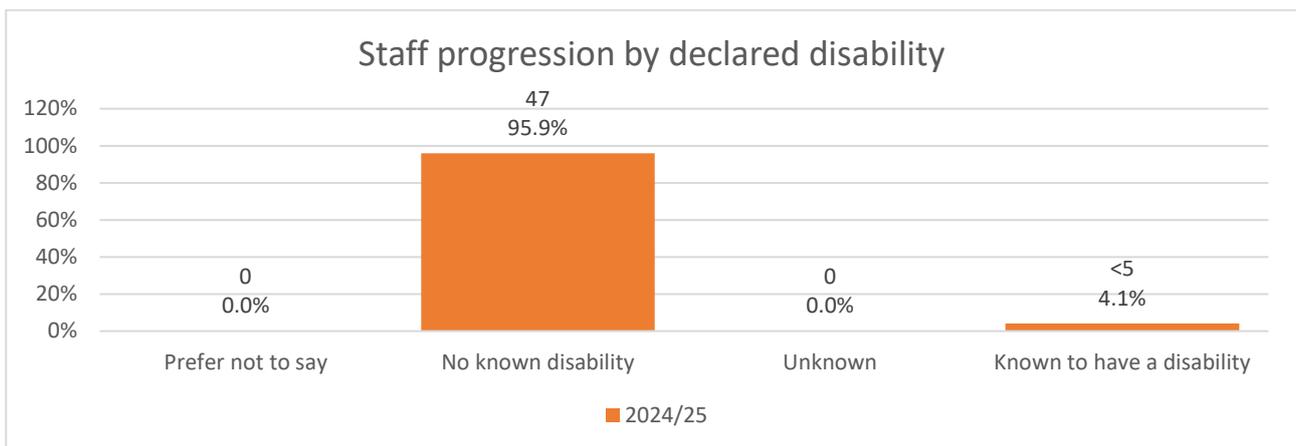
Figure 45: Source internal data

Figure 45 shows the percentage of staff progressing who declared that they had a disability as 4.1%, a decrease from 8.4% last year.

Staff progression by ethnicity profile

Staff progression by ethnicity profile
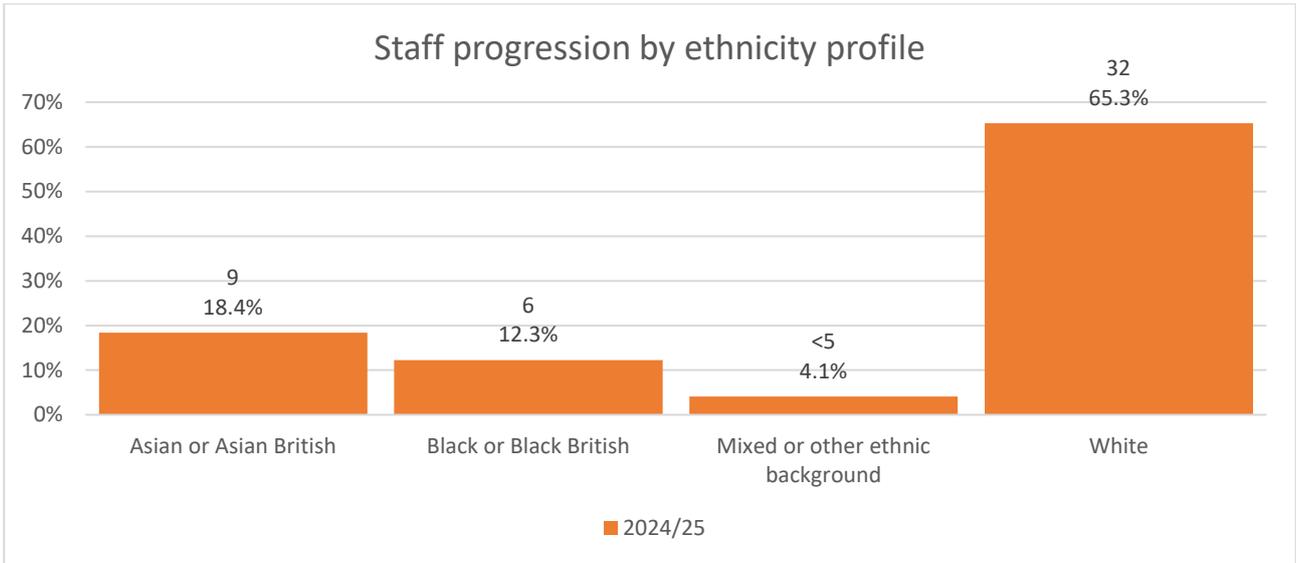
Figure 46: Source internal data

Figure 46 shows the ethnicity profile of staff progression. This shows that 18.4% of Asian or Asian British staff have progressed in comparison to 10.5% of the workforce being from an Asian or Asian British background. It also shows that 12.3% of Black or Black British staff have progressed in comparison to 6.7% of the workforce being from a Black or Black British background.

Staff progression by sex profile

Staff progression by sex profile
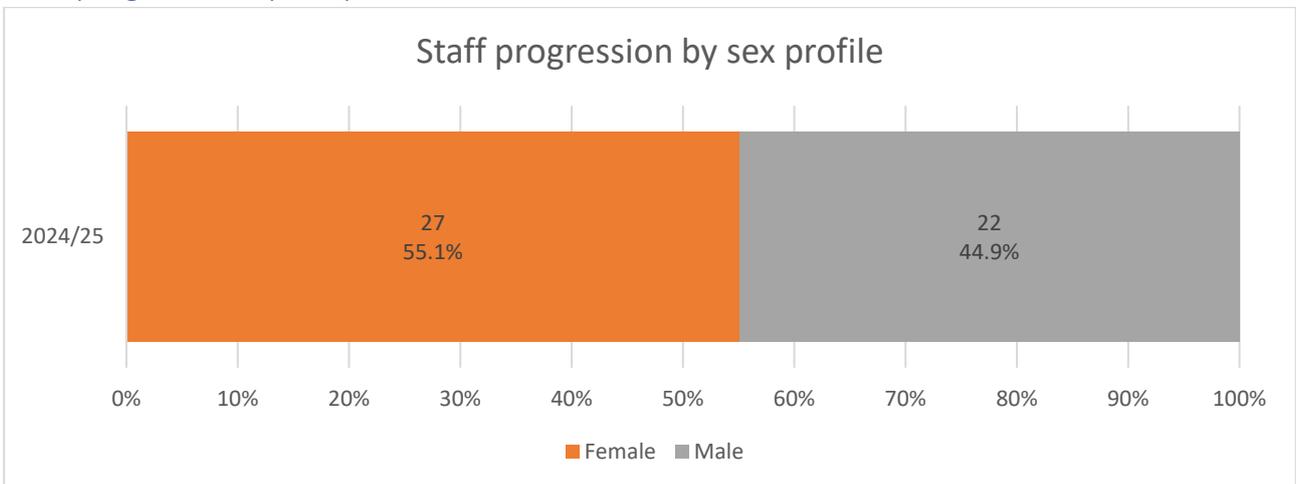
Figure 47: Source internal data

Figure 47 shows that 55.1% of staff progressions were female, which is similar to the current workforce profile of 55.7% female.

Staff progression by religion and belief profile

Staff progression by religion and belief profile

- Any other religion or belief: 5, 10.2%
- Christian: 15, 30.6%
- Muslim: 7, 14.3%
- No religion: 21, 42.9%
- Prefer not to say: <5, 2.0%

■ 2024/25
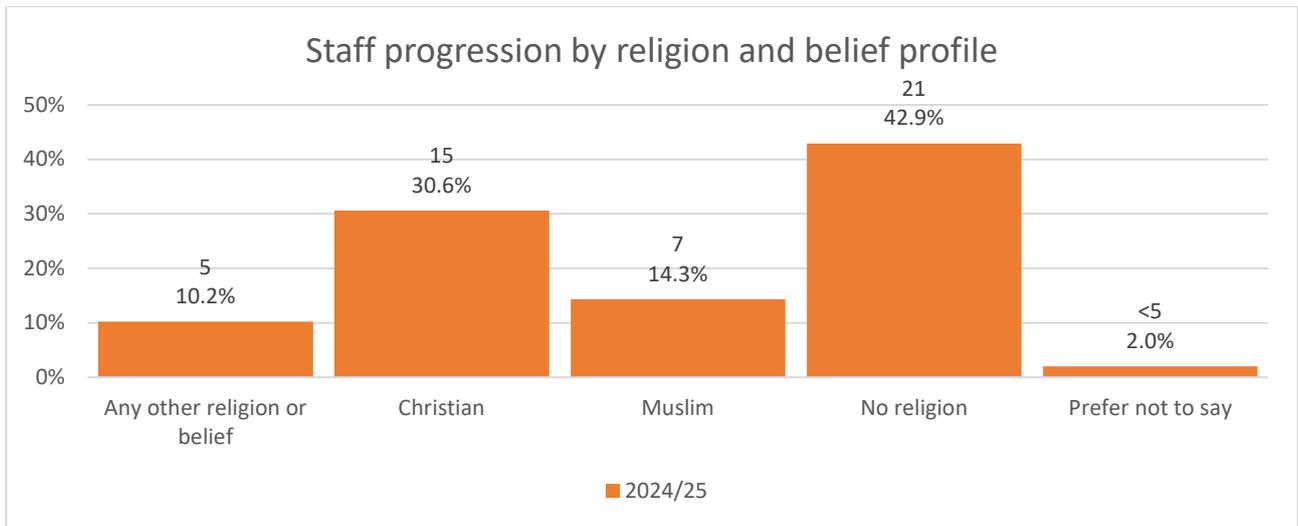
Figure 48: Source internal data

Figure 48 shows the Religion and belief profile of staff progression.

Staff progression by sexual orientation profile

Staff progression by sexual orientation

- Gay or Lesbian: <5, 2%
- Heterosexual or straight: 47, 96%
- Prefer not to say: <5, 2%
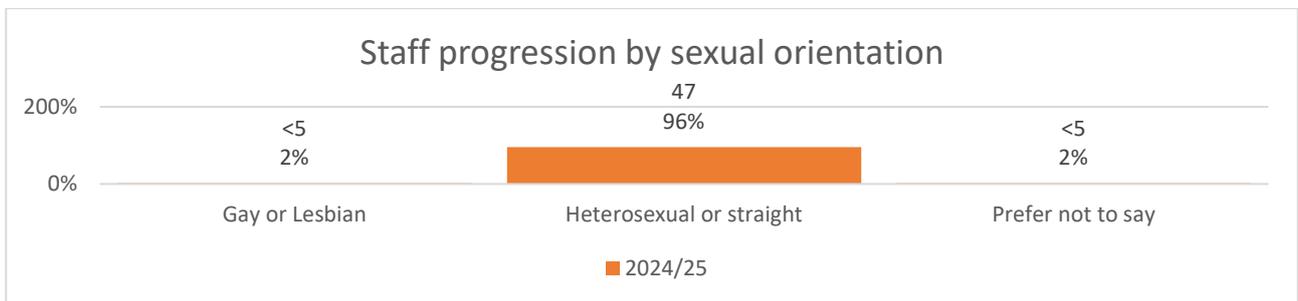
■ 2024/25

Figure 49: Source internal data

Figure 49 shows the sexual orientation profile of staff progression.

5.7   Staff Leavers

During the reporting year 2024-25, 187 staff left their employment at the University equating to 10.7% of all staff employed within that year. This is an increase of 2.7% in comparison to last years' data.

Age profile of Leavers

Age profile of leavers

Figure 50: Source internal data

Disability profile of leavers

Disability profile of leavers
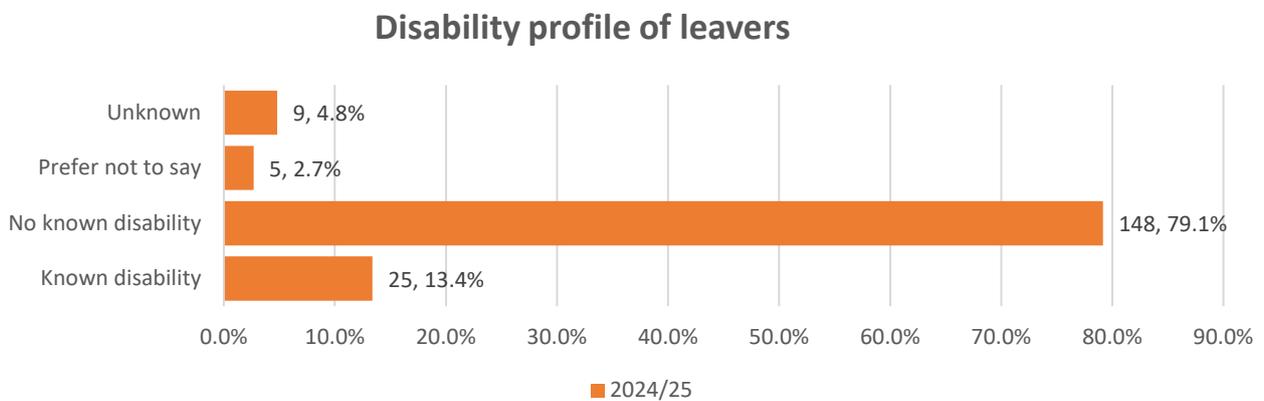
Figure 51: Source internal data

Ethnicity profile of leavers

Ethnicity profile of leavers

Category	2024/25
White	153, 81.8%
Prefer not to say/Unknown	5, 2.7%
Other Ethnic background	<5, 0.5%
Black or Black British	9, 4.8%
Asian or Asian British	19, 10.2%
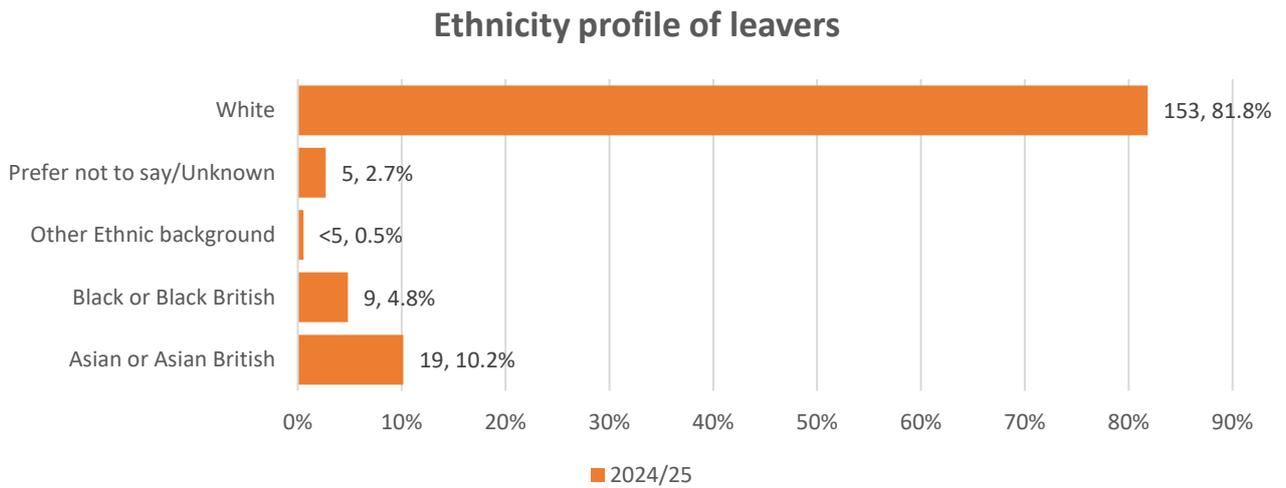
Figure 52: Source internal data

Sex profile of leavers

Sex profile of Leavers

2024/25	
Male	84, 45%
Female	103, 55%
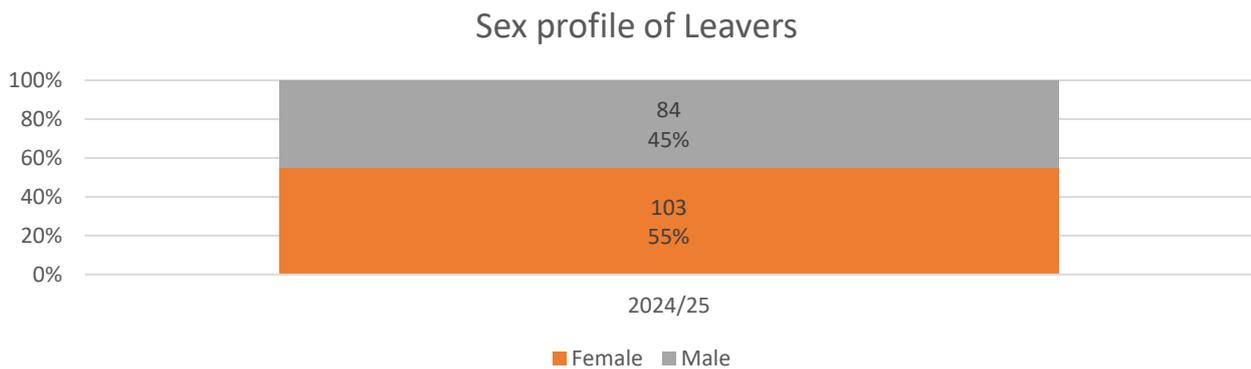
Figure 53: Source internal data

Religion and Belief profile of leavers

Religion and belief profile of leavers

Category	2024/25
Unknown	11, 6%
Prefer not to say	13, 7%
Any Other Religion or Belief	6, 3.5%
No religion	60, 32%
Muslim	10, 5%
Hindu	<5, 0.5%
Christian	86, 46%
Buddhist	0, 0%

Sexual Orientation profile of leavers

Sexual Orientation profile of leavers

Category	2024/25
Prefer not to say	17, 9%
Other sexual orientation	<5, 1%
Not Available	11, 6%
Heterosexual or straight	150, 80%
Gay or lesbian	<5, 2%
Bisexual	<5, 2%
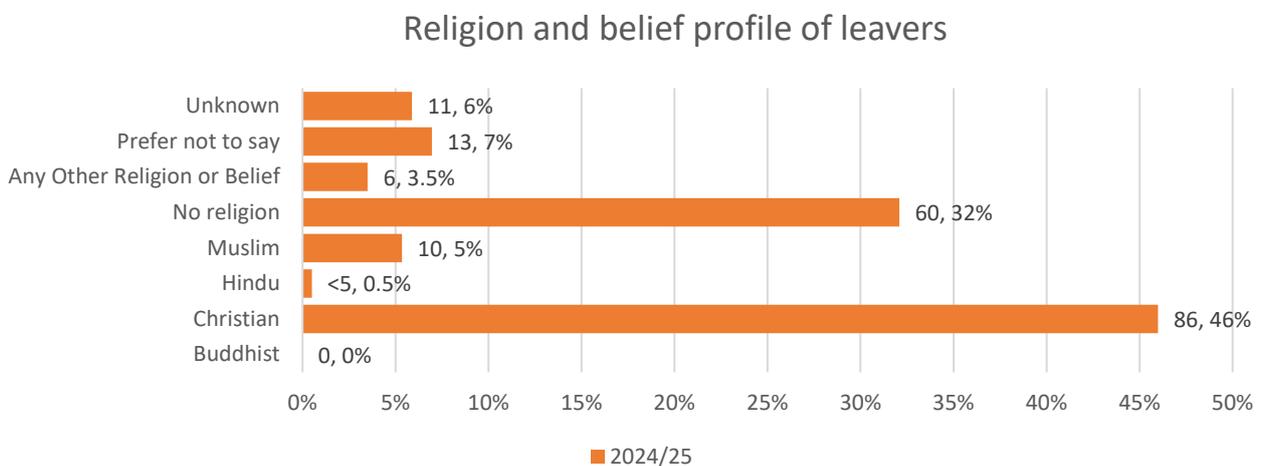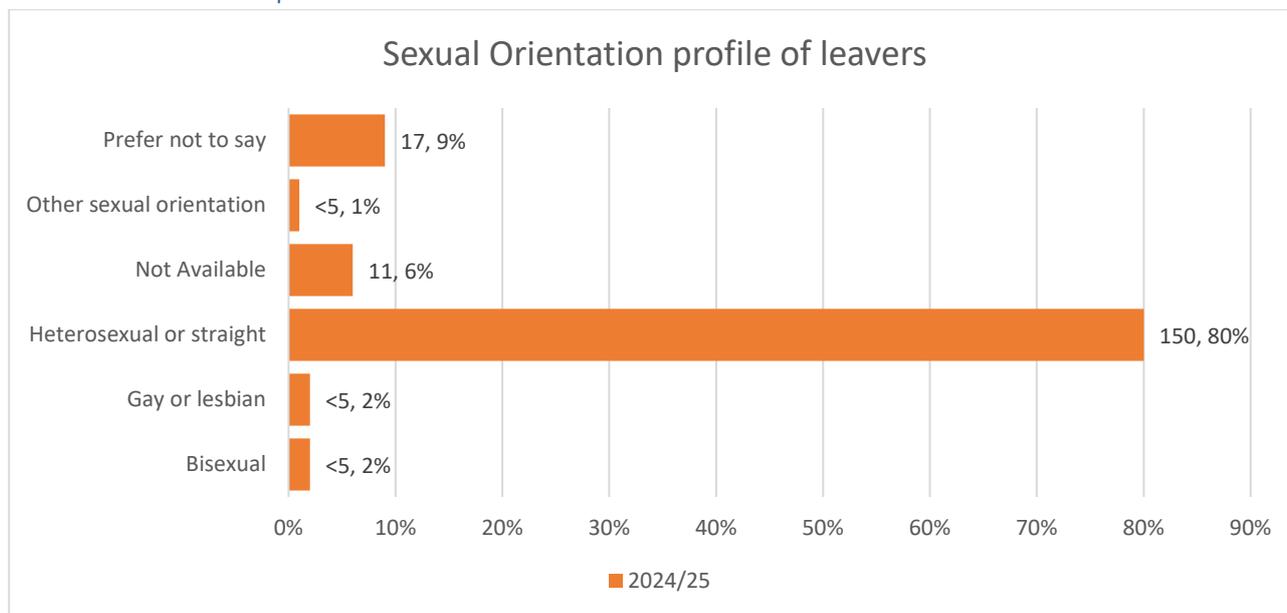
Figure 55: Source internal data

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	26	7	Currently completing
Academi Wales Springboard	25	25	Currently completing
Academi Wales Navigator	18	18	Currently completing
Advance HE Diversifying Leadership	5	5	Currently completing

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, Equality and Diversity training and Race Equity module.

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

2024/25

Equality & Diversity Report: Student Data

Introduction

This report provides an overview of the Higher Education student population at UWTSD, excluding collaborative partnerships. All figures are drawn from HESA returns and are rounded in line with data protection requirements. Comparative insights are provided against Welsh and UK sector benchmarks using Heidi Plus data.

The analysis covers key areas including student population trends, subject mix, and outcomes, with a particular focus on protected characteristics: sex, age, disability, and ethnicity. Historical trends and year-on-year changes are highlighted where appropriate. Good honours outcomes are explored across multiple demographic dimensions.

This report informs institutional priorities for equality, access, and success.

Contents

→

UWTSD Student Population by Level of Study

● First degree ● Other undergraduate ● Postgraduate (research) ● Postgraduate (taught)

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total	9,830	9,670	10,230	11,080	12,660	14,730	15,000	16,680	15,630	15,360
Postgraduate (taught)	1,370	1,440	1,560	1,610	1,690	2,030	2,370	2,940	2,220	2,290
Other undergraduate	2,980	2,940	3,600	4,120	5,080	5,940	5,000	5,750	6,370	6,410
First degree	5,350	5,160	4,850	5,080	5,560	6,420	7,310	7,460	6,650	6,330

FPE Total (Rounded)

Year on Year Change in Population by Level of Study

● First degree ● Other undergraduate ● Postgraduate (research) ● Postgraduate (taught)

FPE Total (YoY Change %)

	UWTSD	Wales	UK
First degree	-5%	+0%	+1%
Other undergraduate	+1%	+0%	-9%
Postgraduate (research)	-15%	-14%	+2%
Postgraduate (taught)	+3%	-19%	-7%
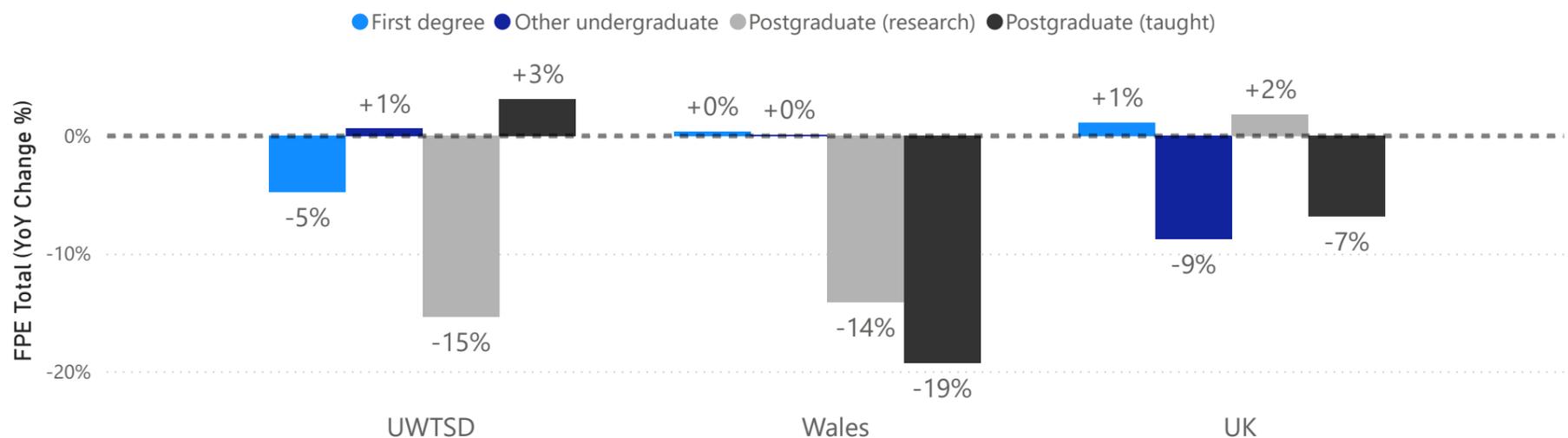
Key Insights for 2024/25

UWTSD's student population has declined from its 2022/23 peak, with recent changes reflecting shifts in provision and a contraction in First Degree enrolments.

- UWTSD's student population peaked at 16,680 FPE in 2022/23, before declining to 15,630 in 2023/24 and 15,360 in 2024/25.
- Earlier growth was driven by increases in **Postgraduate Taught** and **Other Undergraduate** provision, with subsequent declines largely reflecting reductions in **First Degree** and **Postgraduate Taught** enrolments.
- The recent decline in **First Degree** (-320 FPE) was linked to the withdrawal of several large programmes.
- **Other Undergraduate** remained stable, while **Postgraduate Taught** showed modest recovery.
- Year-on-year, UWTSD saw growth in **Other Undergraduate** (+1%) and **Postgraduate Taught** (+3%), offset by declines in **First Degree** (-5%) and **Postgraduate Research** (-15%), broadly in line with sector trends.

UWTSD Student Population by CAH1 Subject Area

● 2022/23 ● 2023/24 ● 2024/25

Bar chart showing FPE Total (Rounded) by subject area. Labelled 2024/25 values: agriculture, food and related studies 60; architecture, building and planning 190; biological and sport sciences 280; business and management 5,970; computing 1,290; design, and creative and performing arts 1,070; education and teaching 980; engineering and technology 790; geography, earth and environmental studies 30; historical, philosophical and religious studies 250; language and area studies 160; law 490; psychology 90; social sciences 3,540; subjects allied to medicine 170.

Year on Year Change in UWTSD Population by CAH

YOY Change bar chart: social sciences +20%; computing +19%; agriculture, food and related studies +0%; geography, earth and environmental studies +0%; business and management -1%; architecture, building and planning -5%; engineering and technology -9%; education and teaching -9%; psychology -10%; subjects allied to medicine -11%; design, and creative and performing arts -12%; biological and sport sciences -20%; historical, philosophical and religious studies -22%; language and area studies -30%; law -47%.

Key Insights for 2024/25

Subject-level trends at UWTSD show growth concentrated in a small number of areas, with broader declines or stabilisation across much of the portfolio.

- **Business and Management** remained the largest subject area (5,970 FPE), with previous declines now largely stabilising (-1%).
- **Social Sciences** strengthened its position as the second largest area, growing by +20% to 3,540 FPE.
- **Computing** continued to grow strongly (+19%), reaching 1,290 FPE.
- The steepest declines were seen in **Law** (-47%), **Language and Area Studies** (-30%), and **Historical, Philosophical and Religious Studies** (-22%).
- Across most other subject areas, there was a pattern of modest decline, particularly in **Education**, **Engineering**, and **Creative Arts**, indicating a broader downward trend outside of key growth areas.

UWTSD Student Population by CAH1 Subject Area, Split by Level of Study

● First degree ● Other undergraduate ● Postgraduate (research) ● Postgraduate (taught)

Subject	First degree	Other undergraduate	Postgraduate (research)	Postgraduate (taught)
agriculture, food and related studies	50%	50%		
architecture, building and planning	58%	37%		5%
law	80%	16%		4%
engineering and technology	69%	26%		5%
psychology	89%		11%	
social sciences	29%	59%		11%
computing	33%	53%		12%
biological and sport sciences	41%	48%		11%
design, and creative and performing arts	74%	8%	7%	11%
business and management	36%	45%		17%
education and teaching	49%	18%	6%	27%
geography, earth and environmental studies	33%	33%		33%
subjects allied to medicine	12%	53%		35%
language and area studies	24%	29%	18%	29%
historical, philosophical and religious studies	44%		16%	40%

(x-axis: 0% – 100%)

Key Insights for 2024/25

Subject areas at UWTSD show distinct differences in level of study, with some areas concentrated in undergraduate provision and others more weighted towards postgraduate study.

- **Business and Management** (5,970 FPE) had a balanced distribution: 36% First Degree, 45% Other Undergraduate, and 17% Postgraduate Taught.
- **Social Sciences** (3,540 FPE) was largely concentrated in Other Undergraduate provision (59%), with 29% on First Degrees.
- **Education and Teaching** (790 FPE) had one of the highest proportions of Postgraduate Taught students (27%).
- **Historical, Philosophical and Religious Studies** (250 FPE) showed a relatively high Postgraduate Taught share (40%).
- **Psychology** (90 FPE) was heavily concentrated in First Degree provision (89%).

Sex at UWTSD over time
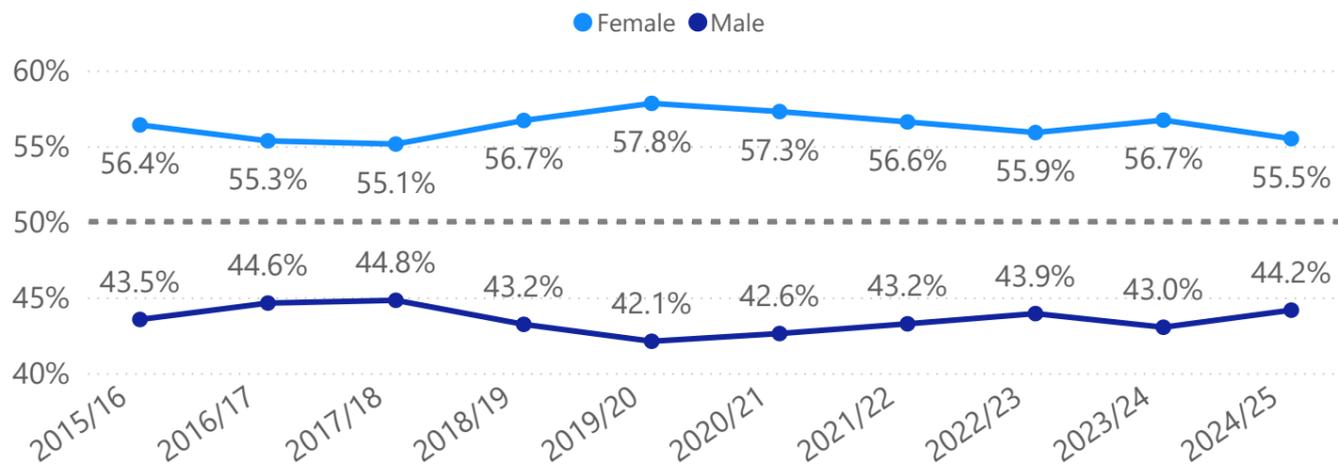
Sex at UWTSD in 2024/25 compared to Sector
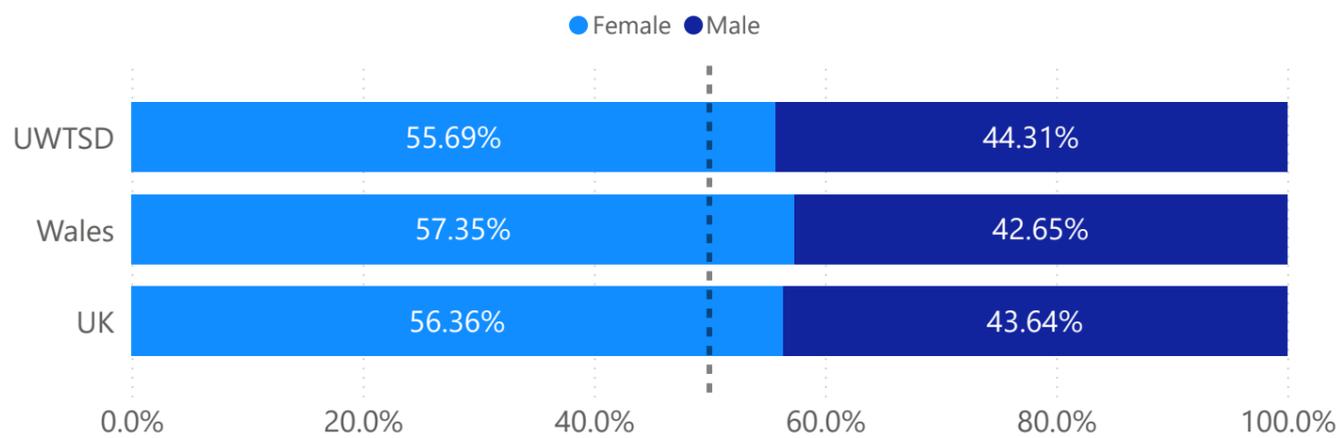
Age Profile by Sex at UWTSD in 2024/25 compared to Sector
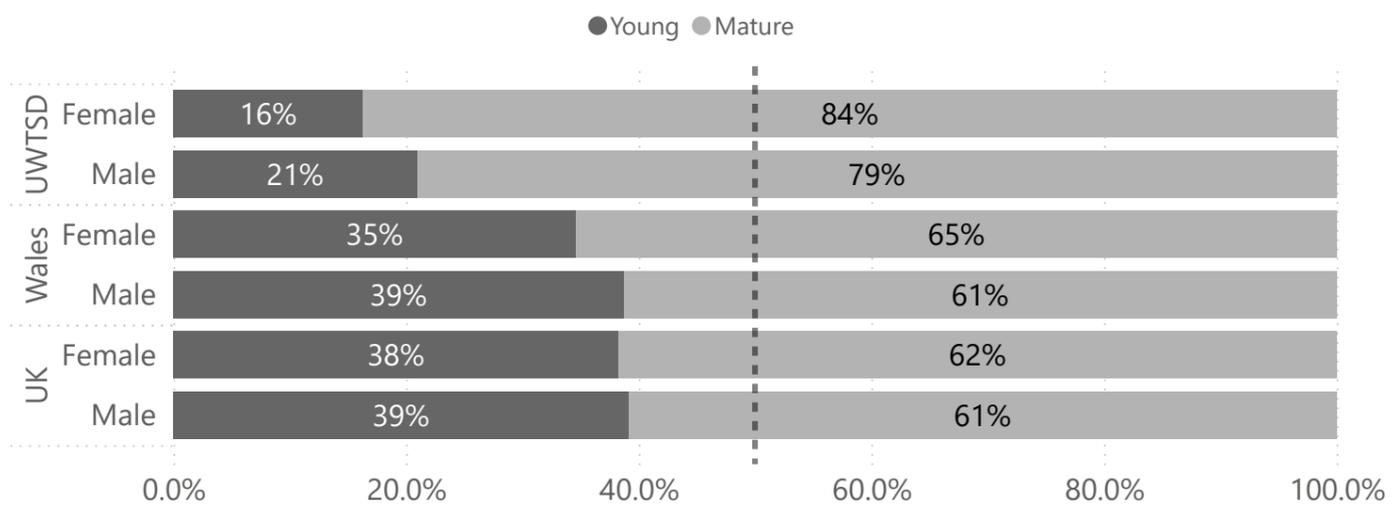
Key Insights for 2024/25

Sex of students at UWTSD remains stable and closely aligned with sector benchmarks, with a notably more mature age profile across both male and female students.

- **Female students** made up 55.5% of the population in 2024/25, consistent with recent years and broadly in line with Wales (57%) and the UK (56%).
- **Male students** accounted for 44.5%, maintaining a stable gender split over time.
- **Female students** were predominantly mature, with 84% aged 21+, compared to 65% in Wales and 62% in the UK.
- **Male students** also showed a strong mature profile, with 79% aged 21+, compared to 61% in both Wales and the UK.

Sex at UWTSD by Subject and Mode

% Female by Subject area at UWTSD in 2024/25 compared to Sector

Scope ● UK ● Wales ● UWTSD

Subject area	% Female (UWTSD)
engineering and technology	11.3%
architecture, building and pl...	17.2%
computing	21.5%
law	47.1%
business and management	47.5%
historical, philosophical and...	51.6%
biological and sport sciences	54.5%
geography, earth and envir...	59.3%
design, and creative and pe...	63.3%
agriculture, food and relate...	69.8%
language and area studies	75.9%
social sciences	81.6%
education and teaching	82.1%
psychology	83.9%
subjects allied to medicine	87.8%

% Female (x-axis: 0.0% – 50.0% – 100.0%)

% Studying full-time at UWTSD in 2024/25 compared to Sector

Scope	Sex	% Full-Time
UWTSD	Female	85%
UWTSD	Male	84%
Wales	Female	68%
Wales	Male	77%
UK	Female	79%
UK	Male	84%

% Full-Time (x-axis: 0% – 20% – 40% – 60% – 80% – 100%)

Key Insights for 2024/25

Sex representation at UWTSD varies significantly by subject area, reflecting wider sector patterns, alongside a higher proportion of students studying full-time across both male and female students.

- **Education and Teaching (82.1%)** and **Social Sciences (81.6%)** had the highest female representation among larger subject areas.
- **Subjects Allied to Medicine (87.8%)** and **Psychology (83.9%)** also showed very high female representation, consistent with sector patterns.
- **Engineering and Technology (11.3%)**, **Architecture, Building and Planning (17.2%)**, and **Computing (21.5%)** had the lowest female participation, in line with wider sector trends.
- A higher proportion of students studied **full-time** at UWTSD, with 85% of female students and 84% of male students, compared to 68–77% in Wales and 79–84% in the UK.

Age balance at UWTSD over time

● % Young ● % Mature

% Young and % Mature

Year	% Mature	% Young
2015/16	66.9%	33.1%
2016/17	70.7%	29.3%
2017/18	74.9%	25.1%
2018/19	78.1%	21.9%
2019/20	80.0%	19.9%
2020/21	83.6%	16.4%
2021/22	85.2%	14.8%
2022/23	86.2%	13.8%
2023/24	83.2%	16.8%
2024/25	81.6%	18.4%
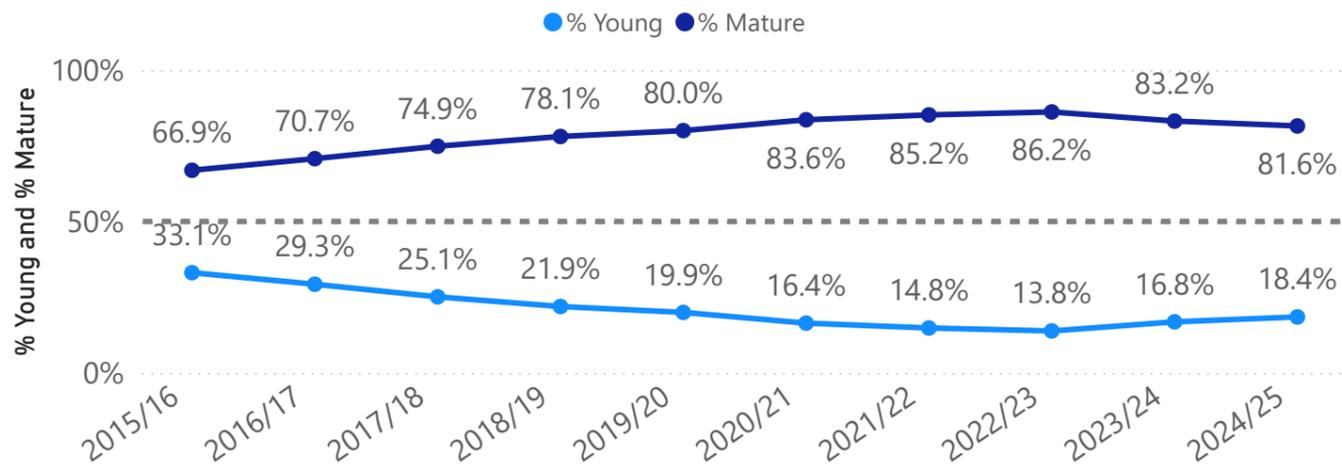
Age distribution at UWTSD in 2024/25 compared to Sector

●20 years and under ●21-24 years ●25-29 years ●30-39 years ●40-49 years ●50-59 years ●60 years and over

	20 and under	21-24	25-29	30-39	40-49	50-59	60+
UWTSD	18%	18%	14%	24%	17%	8%	
Wales	36%	23%	12%	15%	9%	4%	
UK	39%	27%	12%	13%	7%		

% Mature at UWTSD in 2024/25 by Level of Study compared to Sector

Level	Sector	% Mature
FD	UWTSD	77.7%
FD	Wales	47.5%
FD	UK	45.0%
OU	UWTSD	79.1%
OU	Wales	80.3%
OU	UK	77.5%
PGR	UWTSD	100.0%
PGR	Wales	100.0%
PGR	UK	99.9%
PGT	UWTSD	96.3%
PGT	Wales	98.7%
PGT	UK	98.9%
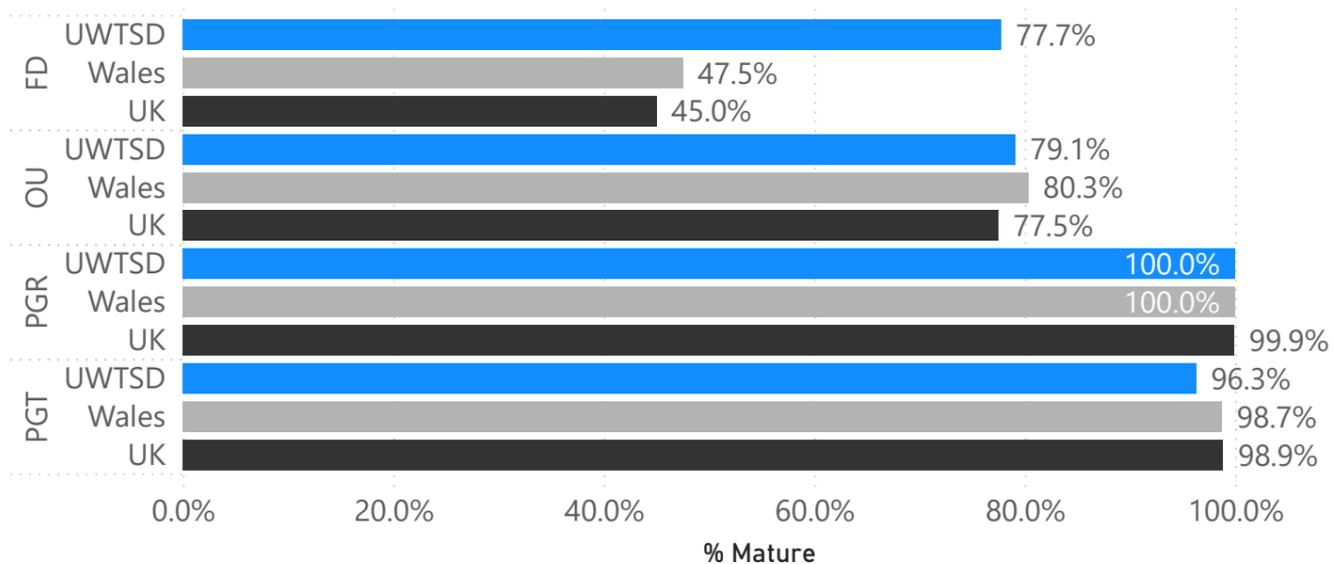
% Mature

Key Insights for 2024/25

UWTSD has a significantly more mature student profile than the sector, with this pattern consistent over time and evident across all levels of study.

- **81.6% of students** were mature in 2024/25, remaining consistently high and well above sector averages.
- The proportion of **younger students** declined from 33.1% in 2015/16 to 18.4% in 2024/25.
- In 2024/25, only **36% of students were under 24**, compared to 59% in Wales and 66% in the UK.
- UWTSD had a higher proportion of **mature students across all levels**, particularly in First Degree provision (77.7% vs 47.5% Wales and 45.0% UK).
- **Postgraduate provision** was almost entirely mature, with 100% in PGR and 96.3% in PGT.

% Mature by Subject area at UWTSD in 2024/25 compared to Sector

Scope ● UK ● Wales ● UWTSD

Subject	% Mature (UWTSD)
agriculture, food and relate...	58.7%
design, and creative and pe...	60.2%
engineering and technology	61.8%
architecture, building and pl...	64.6%
biological and sport sciences	69.0%
law	71.8%
psychology	74.7%
education and teaching	78.0%
computing	79.4%
geography, earth and envir...	81.5%
historical, philosophical and...	83.1%
business and management	85.7%
social sciences	89.6%
language and area studies	93.0%
subjects allied to medicine	99.4%

% Mature (axis: 0.0% – 50.0% – 100.0%)

% Studying full-time at UWTSD in 2024/25 compared to Sector

Scope	Group	% Full-Time
UWTSD	Mature	83%
UWTSD	Young	91%
Wales	Mature	58%
Wales	Young	94%
UK	Mature	72%
UK	Young	96%
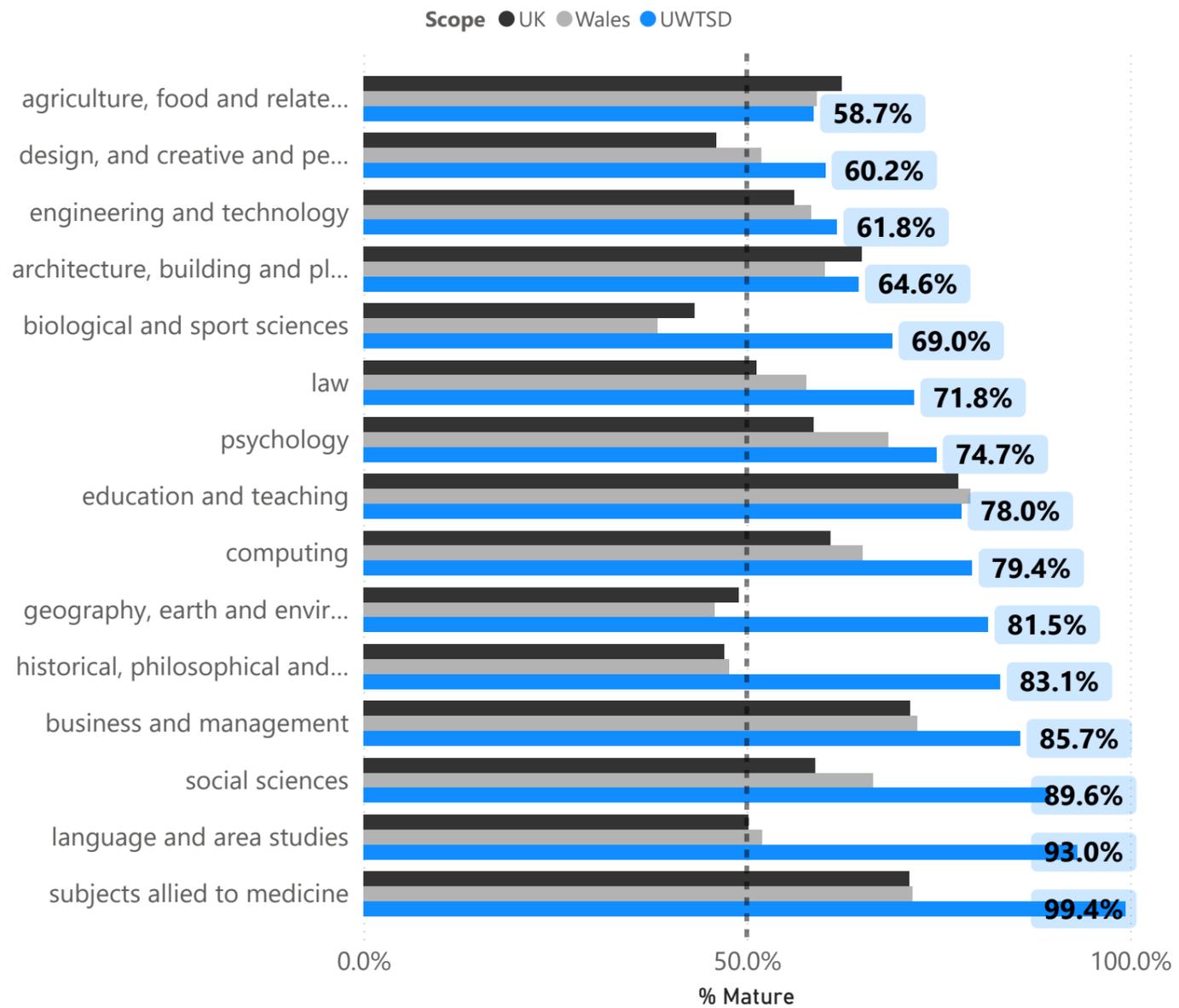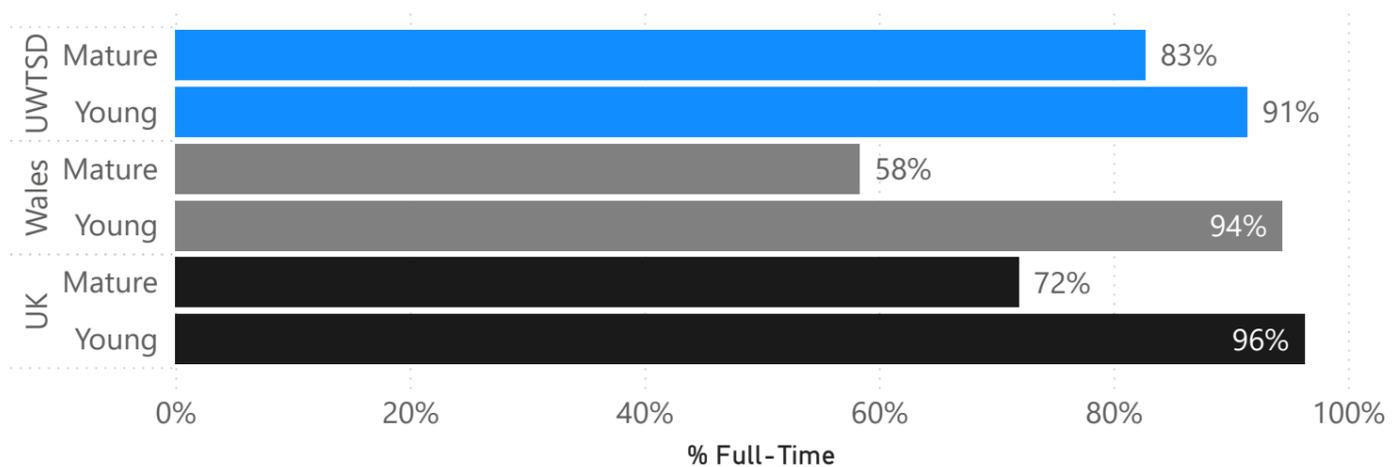
% Full-Time

Key Insights for 2024/25

Mature students make up the majority across all subject areas at UWTSD, with particularly high concentrations in key disciplines and a strong full-time study profile across age groups.

- **Social Sciences (89.6%)** had one of the most mature student profiles among the largest subject areas.
- **Business and Management (85.7%)**, the largest subject, also showed a high proportion of mature students, reinforcing UWTSD's overall profile.
- **Design, Creative and Performing Arts (60.2%)** had the lowest mature proportion among larger subjects, though still relatively high.
- Across all subject areas, **mature students formed the majority** of the population.
- A high proportion of students studied **full-time**, with 83% of mature students and 91% of younger students, compared to 58–94% in Wales and 72–96% in the UK.

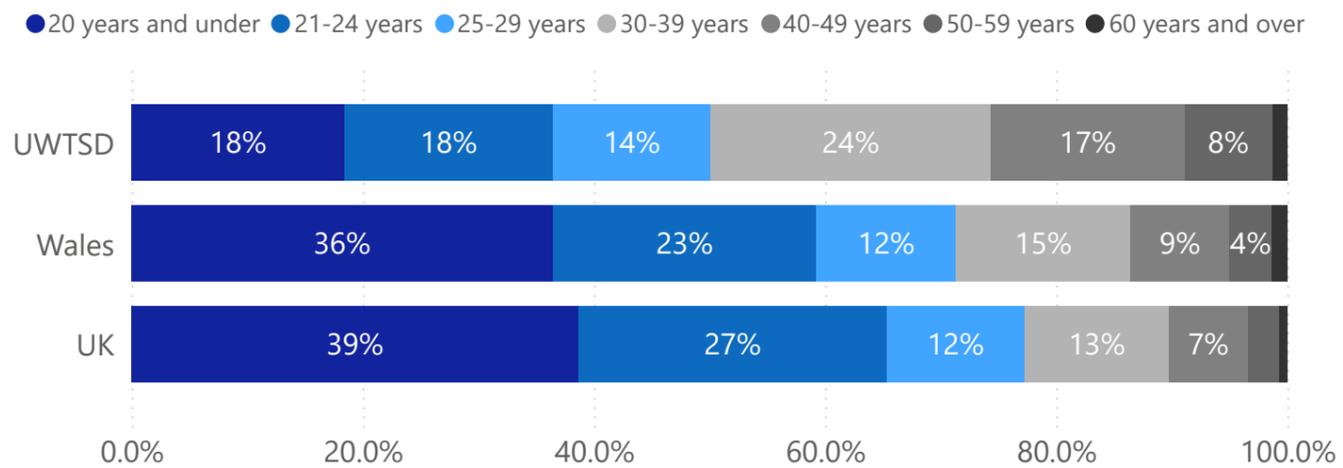### Known Disability at UWTSD over time

● % Known Disability ● % No known disability

% Known Disability and …

| 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |

No known disability: 83.0%, 82.6%, 83.3%, 83.4%, 84.4%, 86.1%, 86.2%, 83.2%, 82.9%, 80.2%

Known Disability: 17.0%, 17.4%, 16.7%, 16.6%, 15.6%, 13.9%, 13.8%, 16.8%, 17.1%, 19.8%

Known Disability at UWTSD in 2024/25 compared to Sector

● Known to have a disability ● No known disability/unknown

	Known to have a disability	No known disability/unknown
UWTSD	20%	80%
Wales	21%	79%
UK	19%	81%

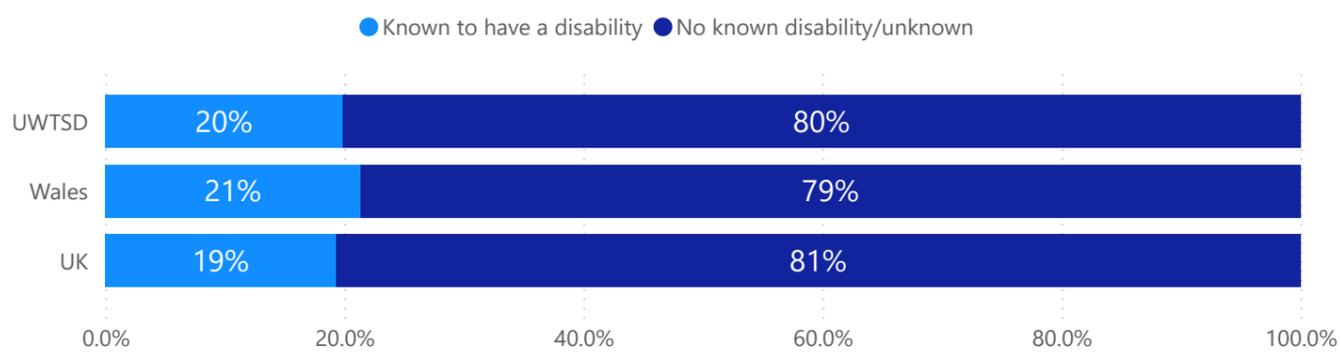### % Known Disability at UWTSD in 2024/25 by Level of Study compared to Sector

Level	Sector	%
FD	UWTSD	26.5%
FD	Wales	24.3%
FD	UK	21.7%
OU	UWTSD	14.6%
OU	Wales	18.6%
OU	UK	17.2%
PGR	UWTSD	13.6%
PGR	Wales	19.6%
PGR	UK	18.8%
PGT	UWTSD	17.0%
PGT	Wales	14.0%
PGT	UK	12.8%

% Known to have a Disability

Key Insights for 2024/25

Disability disclosure at UWTSD has increased in recent years and is broadly in line with sector levels, with variation across levels of study.

- **19.8% of students** were recorded as having a known disability in 2024/25, continuing an upward trend and aligning with Wales (21%) and the UK (19%).
- **First Degree students** had a higher disclosure rate (26.5%) than both Wales (24.3%) and the UK (21.7%).
- **Postgraduate Taught students** also showed higher rates (17.0%) compared to Wales (14.0%) and the UK (12.8%).
- **Other Undergraduate (14.6%)** and **Postgraduate Research (13.6%)** remained below sector levels.

% Known Disability by Subject area at UWTSD in 2024/25 compared to Sector

Scope ● UK ● Wales ● UWTSD

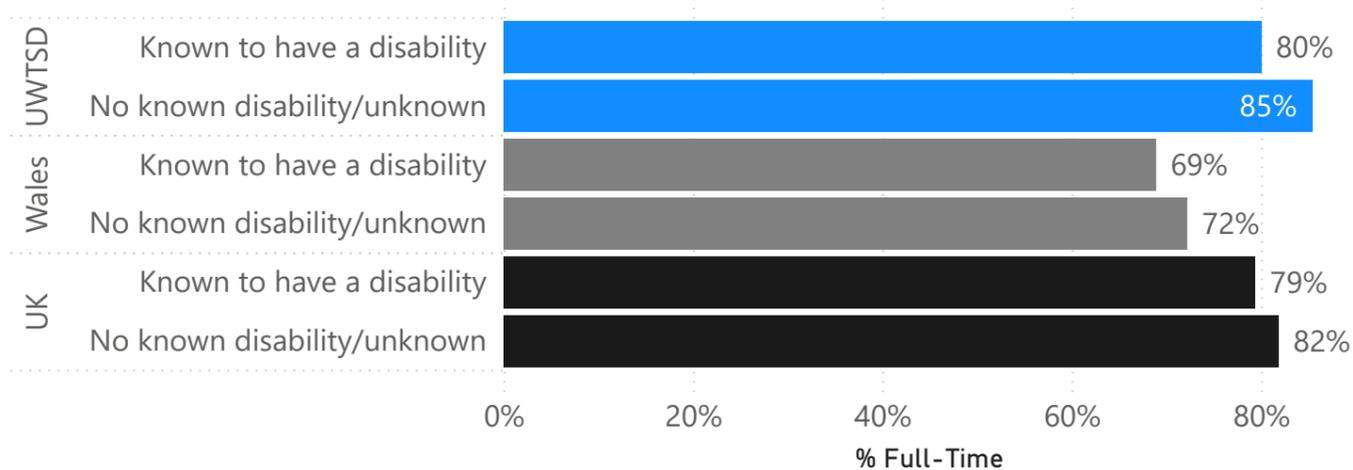| Subject	UWTSD %
business and management	10.3%
computing	17.0%
social sciences	19.3%
architecture, building and pla...	19.8%
law	21.9%
engineering and technology	23.0%
biological and sport sciences	24.5%
language and area studies	29.7%
agriculture, food and related ...	30.2%
education and teaching	32.0%
subjects allied to medicine	39.5%
design, and creative and perf...	47.2%
historical, philosophical and r...	48.4%
geography, earth and enviro...	51.9%
psychology	58.6%

% Known Disability (0.0% – 100.0%)

% Studying full-time at UWTSD in 2024/25 compared to Sector

		% Full-Time
UWTSD	Known to have a disability	80%
UWTSD	No known disability/unknown	85%
Wales	Known to have a disability	69%
Wales	No known disability/unknown	72%
UK	Known to have a disability	79%
UK	No known disability/unknown	82%

Key Insights for 2024/25

Disability declaration rates vary widely by subject at UWTSD, with some areas showing particularly high concentrations, alongside a consistently high full-time study profile.
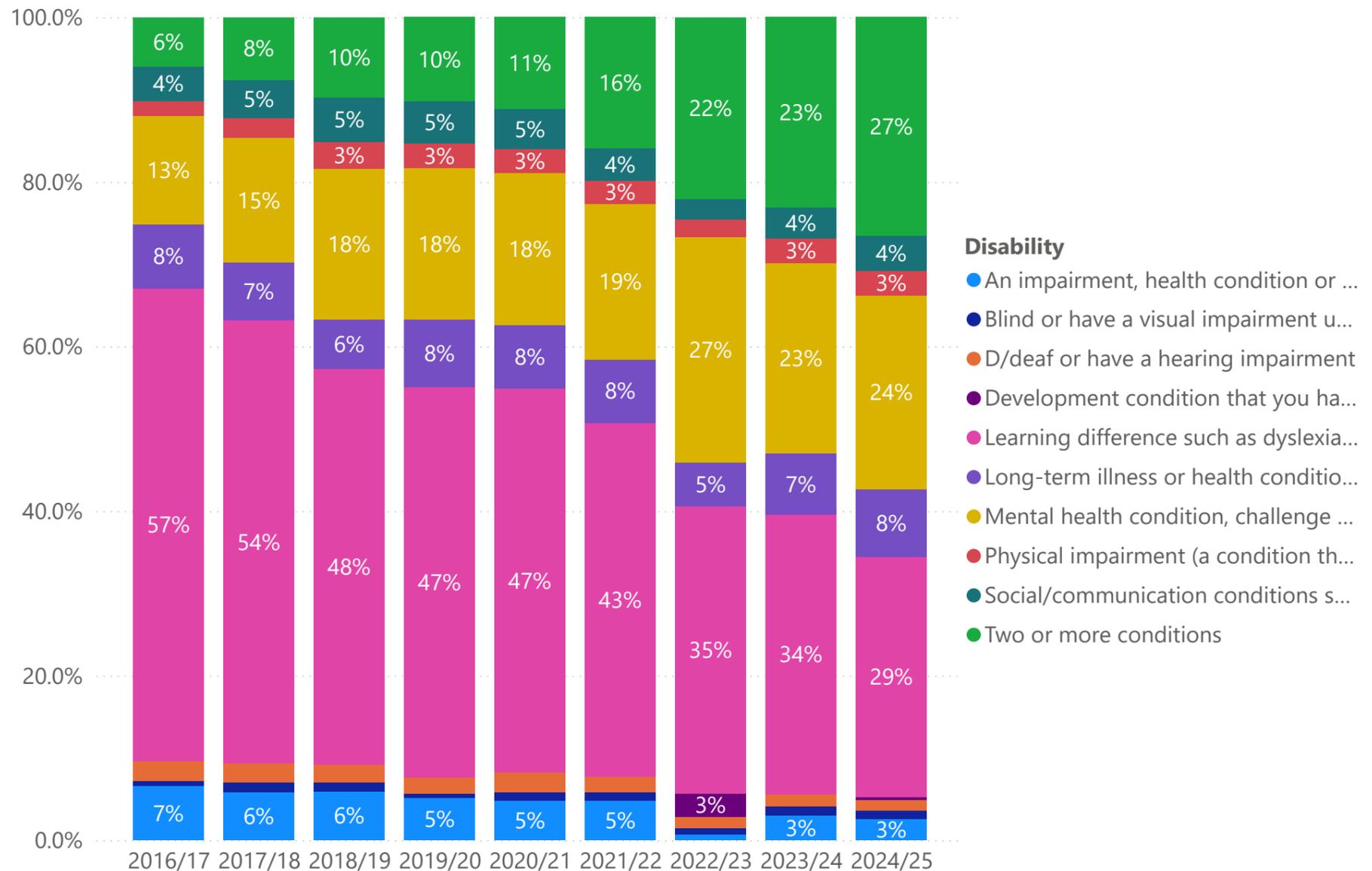
- **Psychology (58.6%)** had the highest disability declaration rate, with **Geography, Earth and Environmental Studies (51.9%)** also notably high.
- **Historical, Philosophical and Religious Studies (48.4%)** and **Design, Creative and Performing Arts (47.2%)** also showed elevated rates.
- Among larger subject areas, **Education and Teaching (32.0%)** and **Social Sciences (19.3%)** reported relatively high disability rates.
- **Business and Management (10.3%)**, the largest subject area, had a comparatively low rate.
- Students with a **known disability** were slightly less likely to study full-time (80%) than those with no known disability (85%), though both remained above Wales (69–72%) and close to the UK (79–82%).
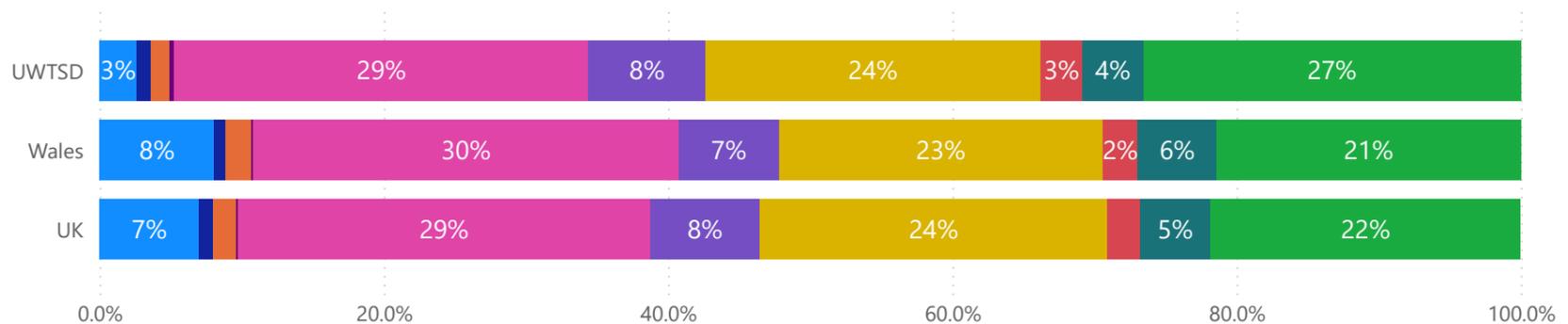
% Disabilities at UWTSD over time

Disability
- ● An impairment, health condition or …
- ● Blind or have a visual impairment u…
- ● D/deaf or have a hearing impairment
- ● Development condition that you ha…
- ● Learning difference such as dyslexia…
- ● Long-term illness or health conditio…
- ● Mental health condition, challenge …
- ● Physical impairment (a condition th…
- ● Social/communication conditions s…
- ● Two or more conditions

% Disabilities at UWTSD in 2024/25 compared to Sector
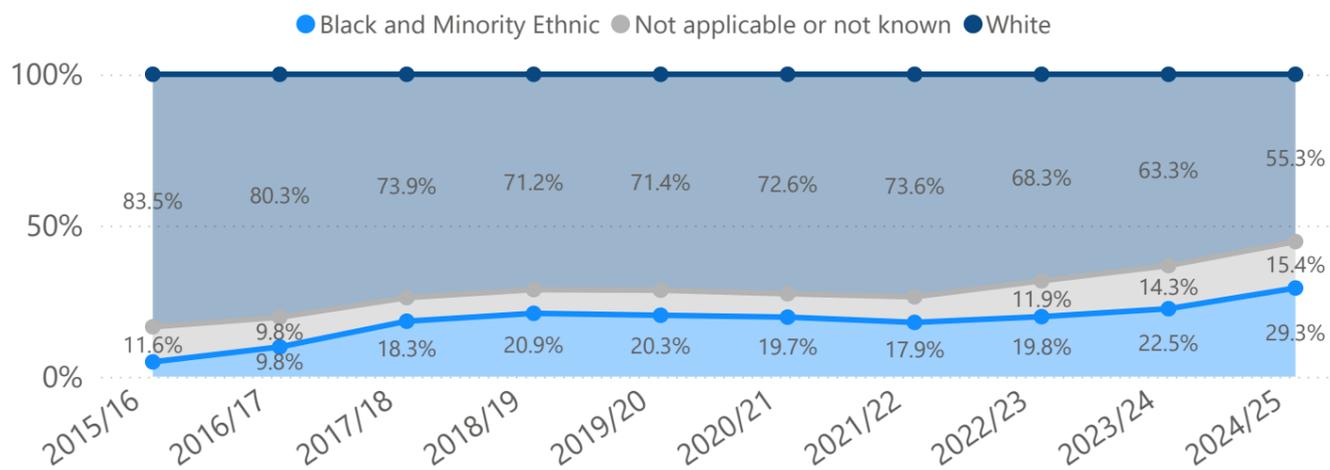

Key Insights for 2024/25

The profile of declared disabilities at UWTSD broadly reflects sector patterns, with a notable increase in students reporting multiple conditions.

- **Specific learning difficulties (29%)** remained the most commonly declared disability, in line with the UK (29%) and Wales (30%).
- **Mental health conditions (24%)** were the second largest category, broadly aligned with the UK (24%) and Wales (23%).
- **Two or more conditions (27%)** showed a substantial increase over time and were higher than both Wales (21%) and the UK (22%).
- **Long-term health conditions (8%)** accounted for a consistent share, similar to sector levels.
- Other categories, including **developmental, physical, and social/communication conditions (≤4%)**, represented smaller proportions and broadly mirrored sector patterns.
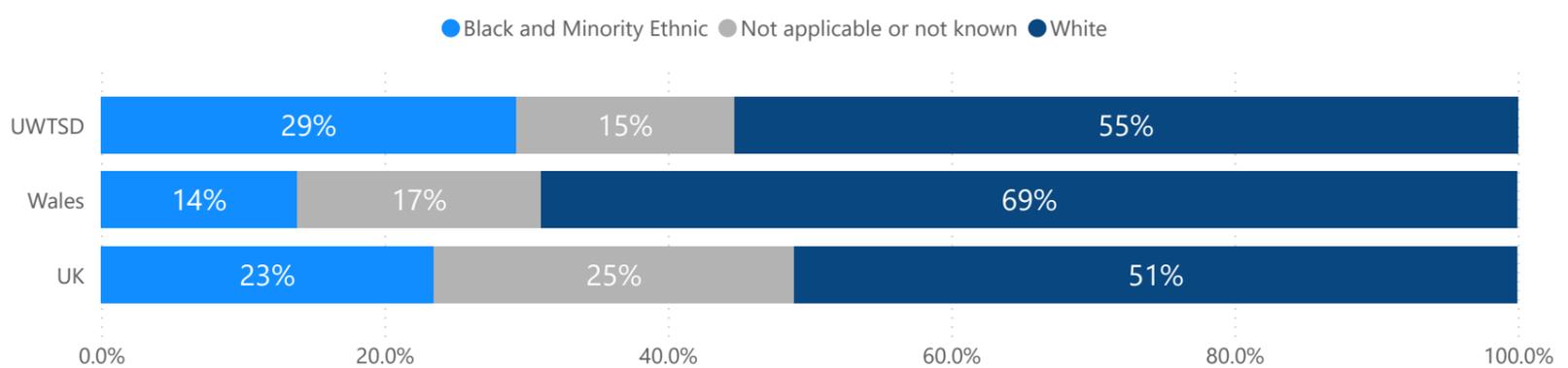
Ethnicity at UWTSD over time

● Black and Minority Ethnic ● Not applicable or not known ● White

Year	White	Not applicable or not known	Black and Minority Ethnic
2015/16	83.5%	11.6%	11.6%
2016/17	80.3%	9.8%	9.8%
2017/18	73.9%	18.3%	18.3%
2018/19	71.2%	20.9%	20.9%
2019/20	71.4%	20.3%	20.3%
2020/21	72.6%	19.7%	19.7%
2021/22	73.6%	17.9%	17.9%
2022/23	68.3%	11.9%	19.8%
2023/24	63.3%	14.3%	22.5%
2024/25	55.3%	15.4%	29.3%

Ethnicity at UWTSD in 2024/25 compared to Sector

● Black and Minority Ethnic ● Not applicable or not known ● White

	Black and Minority Ethnic	Not applicable or not known	White
UWTSD	29%	15%	55%
Wales	14%	17%	69%
UK	23%	25%	51%

% Black and Minority Ethnic at UWTSD in 2024/25 by Level of Study compared to Sector

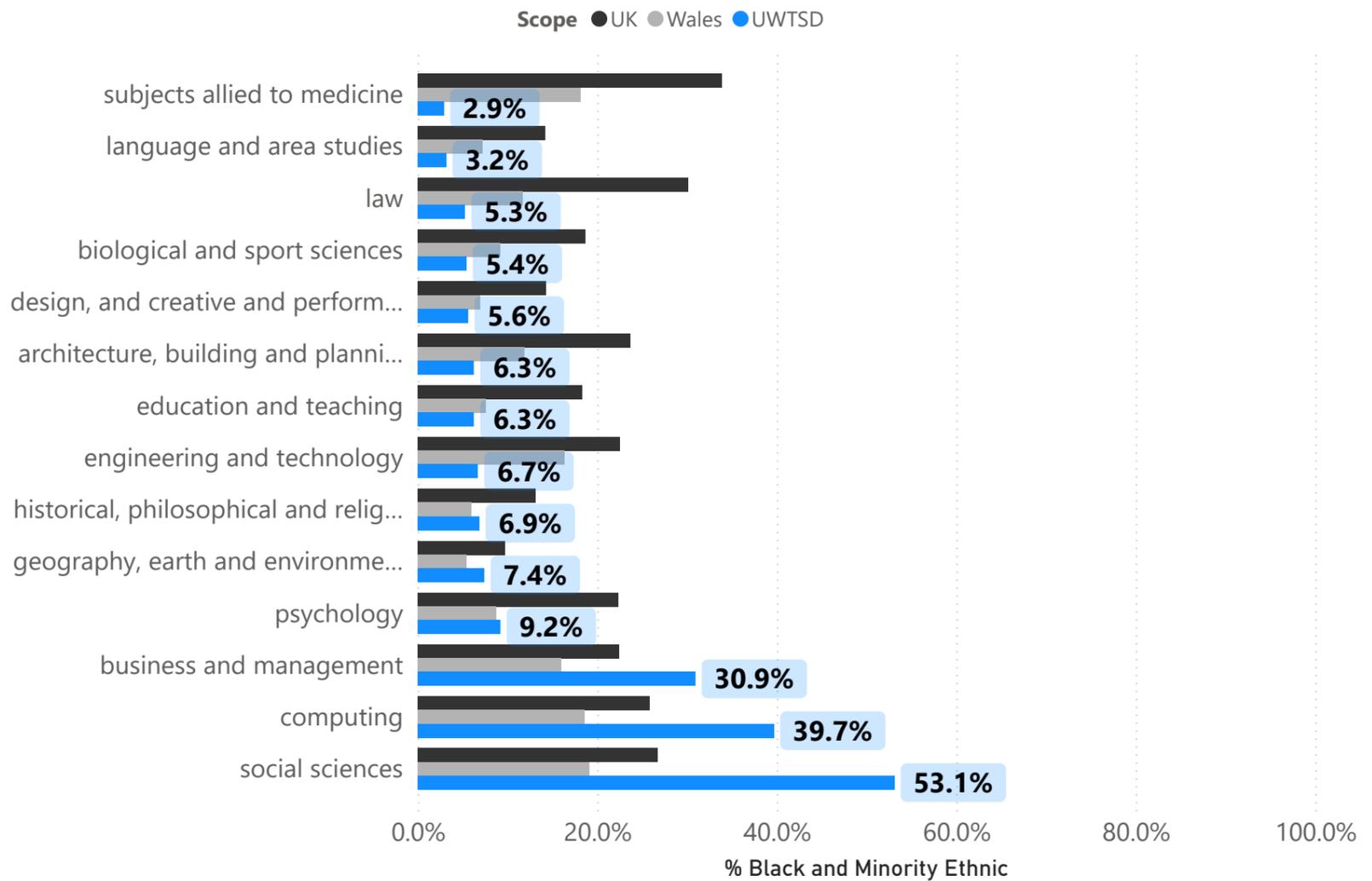| Level	Region	% Black and Minority Ethnic
FD	UWTSD	24.2%
FD	Wales	14.4%
FD	UK	27.3%
OU	UWTSD	42.6%
OU	Wales	18.2%
OU	UK	21.6%
PGR	UWTSD	11.8%
PGR	Wales	8.2%
PGR	UK	13.1%
PGT	UWTSD	8.8%
PGT	Wales	9.7%
PGT	UK	14.5%
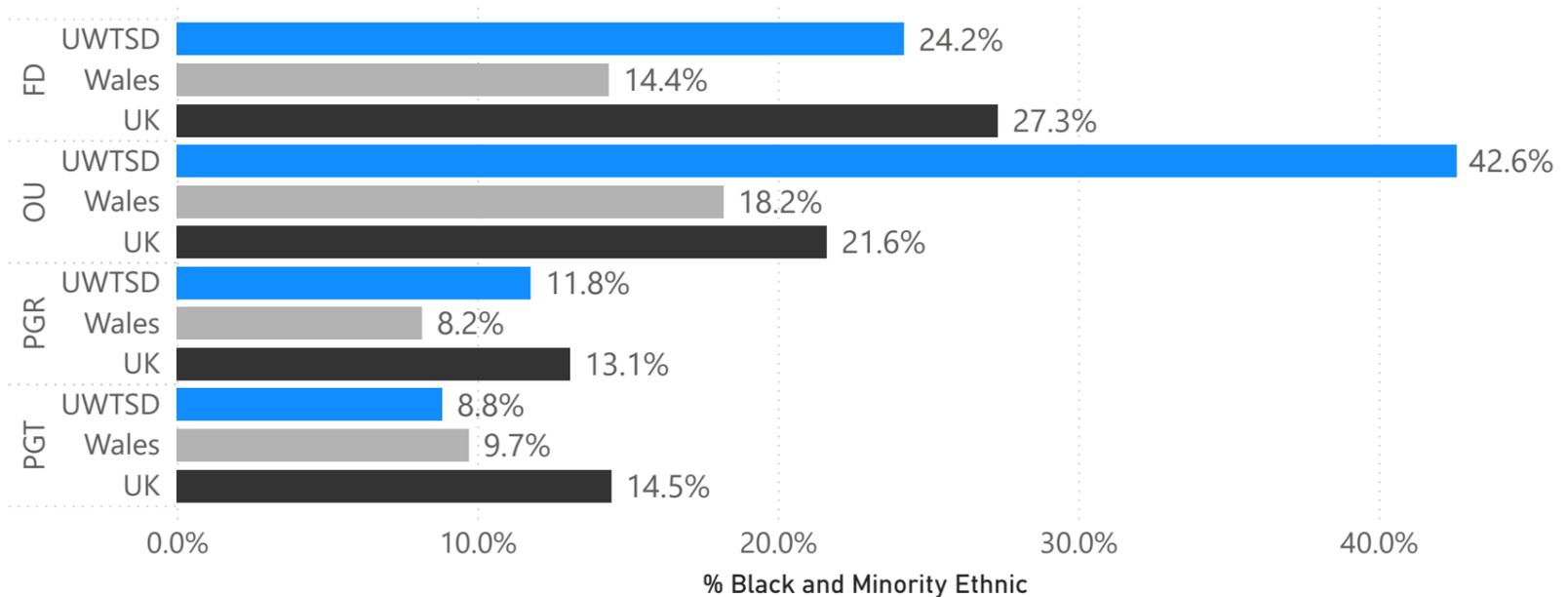
Key Insights for 2024/25

UWTSD has become significantly more ethnically diverse over time, with a higher proportion of Black and Minority Ethnic students than both Wales and the UK, particularly within Other Undergraduate provision.

- **Black and Minority Ethnic students (29%)** increased substantially from 11.6% in 2015/16, while **White students (55%)** declined from 83.5%.
- UWTSD's **BME proportion (29%)** is higher than both the UK (23%) and Wales (14%), with a lower share of unknown ethnicity (15%) than the UK.
- **Other Undergraduate (42.6%)** had the highest BME representation, well above the UK (21.6%) and Wales (18.2%).
- **First Degree (24.2%)** was above Wales (14.4%) but below the UK (27.3%).
- **Postgraduate Research (11.8%)** and **Postgraduate Taught (8.8%)** had lower BME representation, broadly below UK levels but in line with or above Wales.
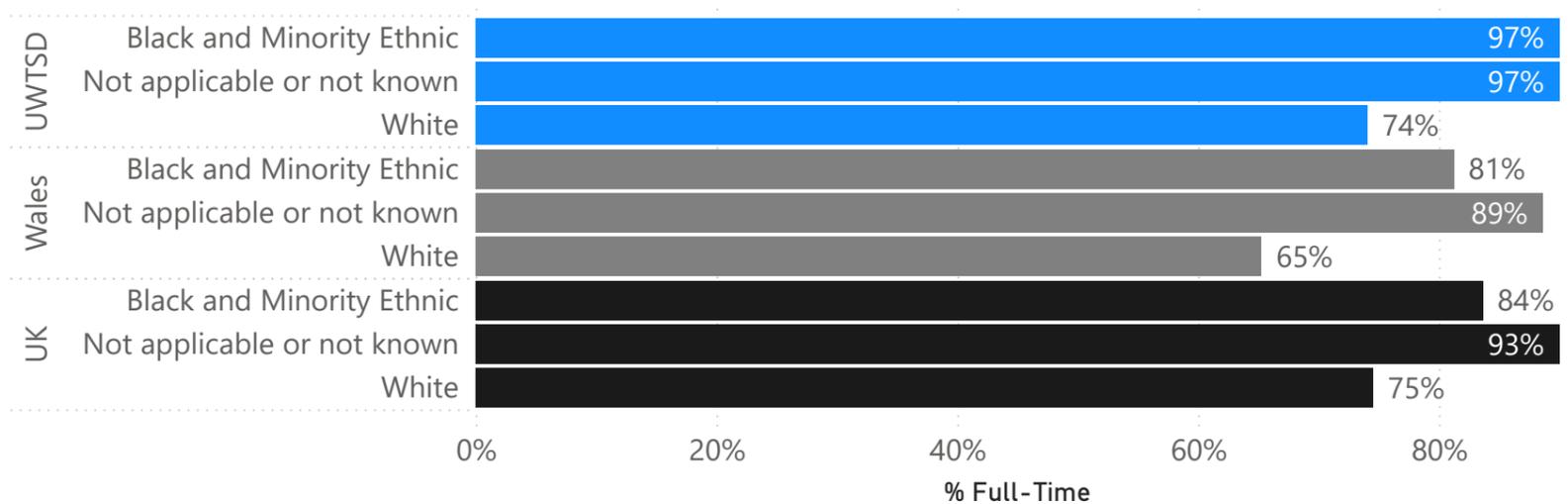
Ethnicity at UWTSD by Subject & Mode

% Black and Minority Ethnic by Subject area at UWTSD in 2024/25 compared to Sector

Scope ● UK ● Wales ● UWTSD

% Black and Minority Ethnic

Subject area	UWTSD
subjects allied to medicine	2.9%
language and area studies	3.2%
law	5.3%
biological and sport sciences	5.4%
design, and creative and perform...	5.6%
architecture, building and planni...	6.3%
education and teaching	6.3%
engineering and technology	6.7%
historical, philosophical and relig...	6.9%
geography, earth and environme...	7.4%
psychology	9.2%
business and management	30.9%
computing	39.7%
social sciences	53.1%

% Studying full-time at UWTSD in 2024/25 compared to Sector

% Full-Time

Scope	Category	%
UWTSD	Black and Minority Ethnic	97%
UWTSD	Not applicable or not known	97%
UWTSD	White	74%
Wales	Black and Minority Ethnic	81%
Wales	Not applicable or not known	89%
Wales	White	65%
UK	Black and Minority Ethnic	84%
UK	Not applicable or not known	93%
UK	White	75%

Key Insights for 2024/25

Black and Minority Ethnic student representation at UWTSD is concentrated in a small number of subject areas, with most others showing relatively low participation.

- **Social Sciences (53.1%)** had the highest proportion of BME students, well above both UK and Wales averages.
- **Computing (39.7%)** and **Business and Management (30.9%)** also showed high BME representation relative to sector benchmarks.
- Most other subject areas had comparatively low BME representation, typically **below 10%**.
- Among larger subjects, **Education and Teaching (6.3%)** and **Biological and Sport Sciences (5.4%)** remained well below sector levels.
- **BME students** were more likely to study full-time (97%) compared to White students (74%), and above both Wales (81%) and the UK (84%).
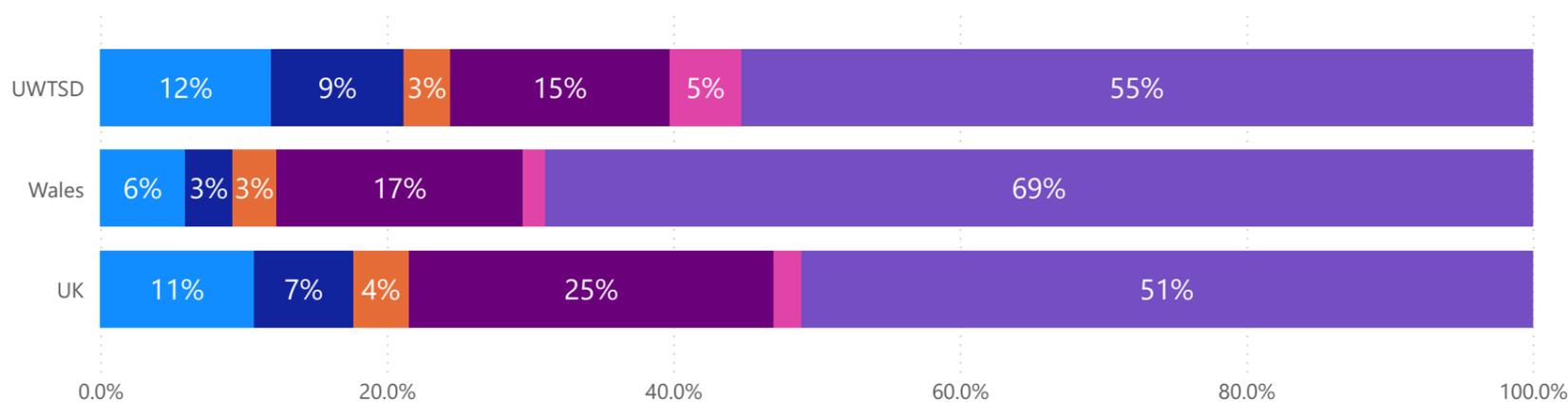
% Ethnicity Detail at UWTSD over time
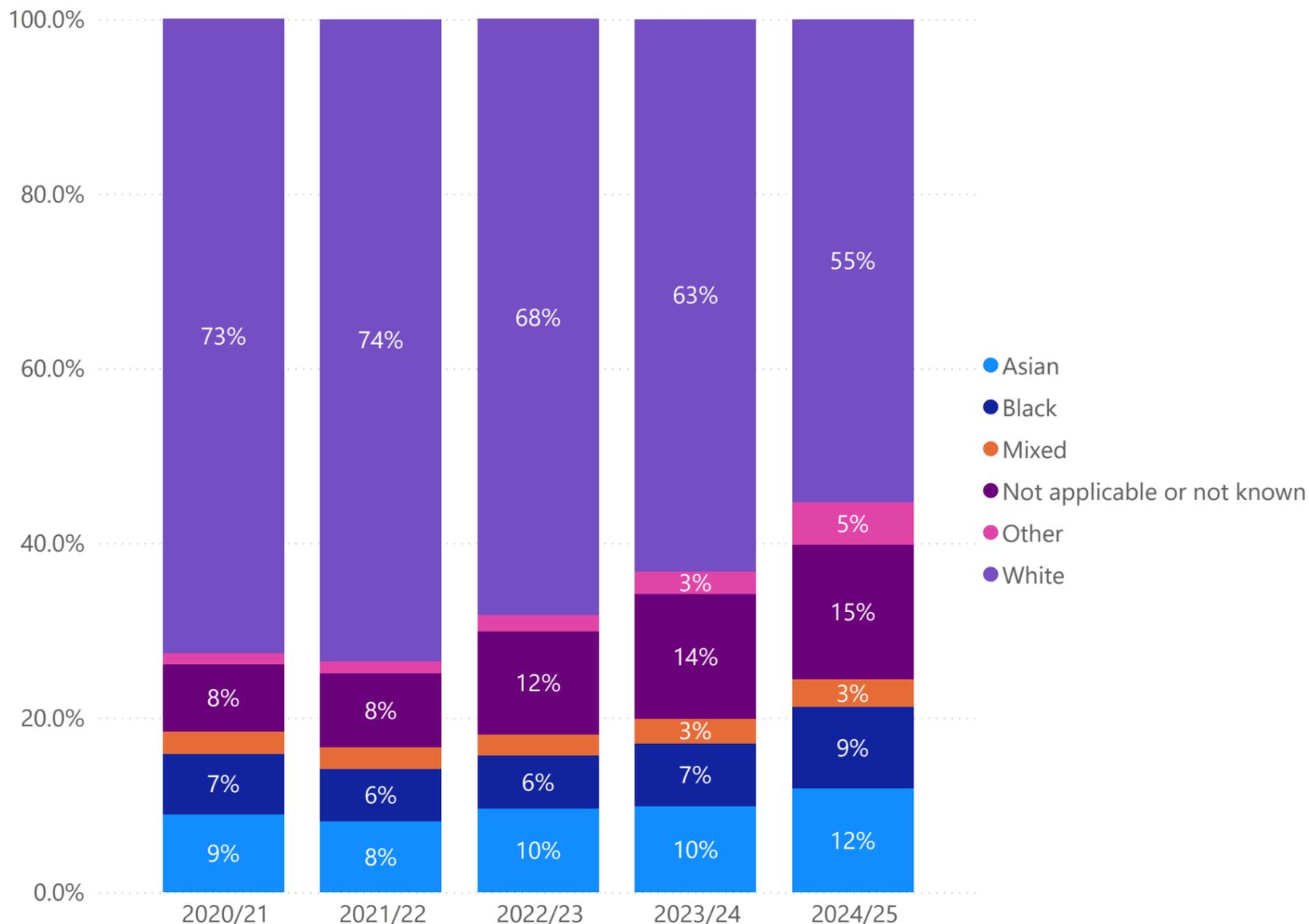
% Ethnicity Detail at UWTSD in 2024/25 compared to Sector

Key Insights for 2024/25

UWTSD continues to have a more ethnically diverse profile than Wales overall, with higher proportions of Asian and Black students, and a lower proportion of White students.
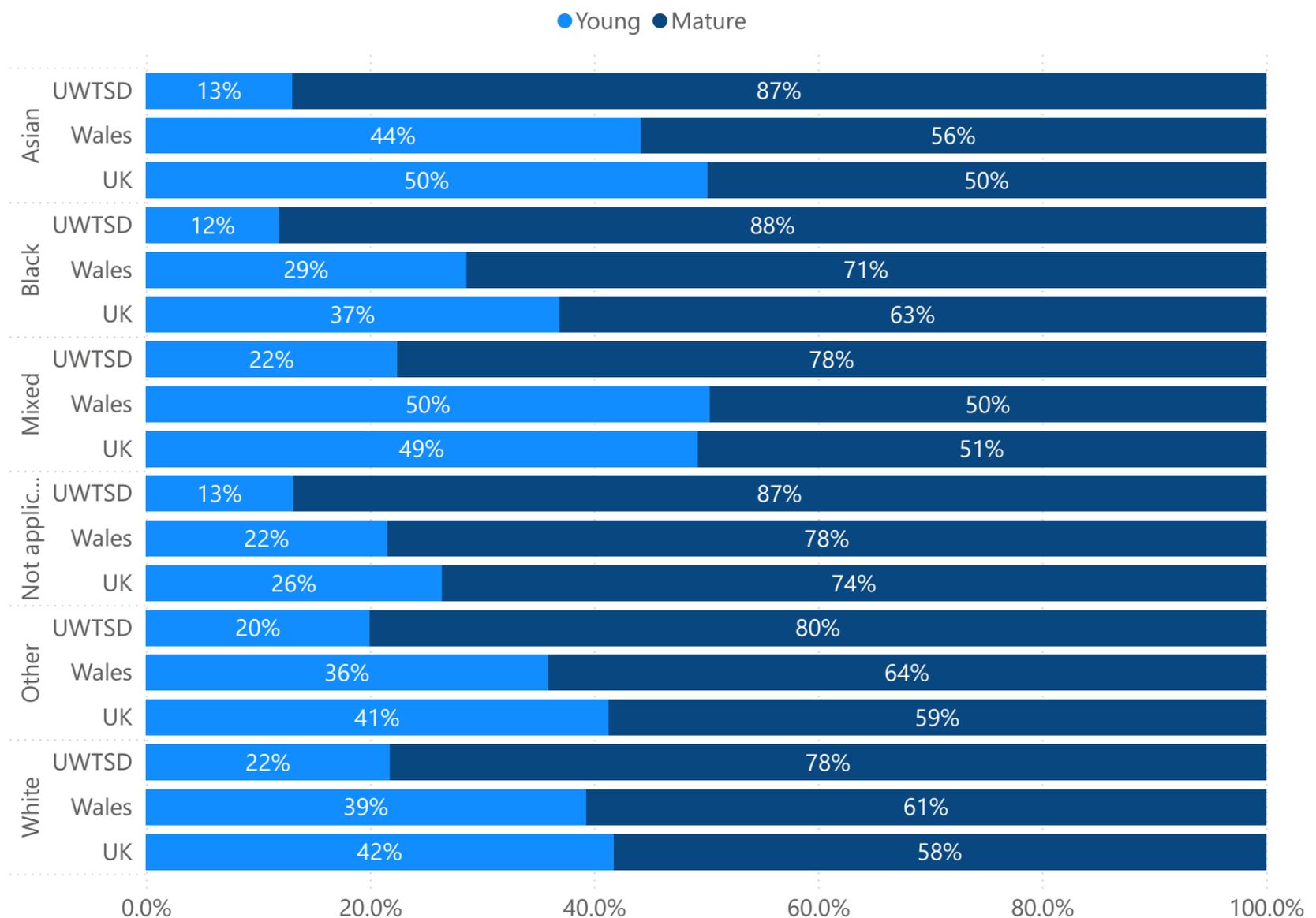
- **White students** make up 55% of the UWTSD population in 2024/25, lower than both the Wales sector (69%) and slightly above the UK sector (51%).
- **Asian students** account for 12%, double the Wales average (6%) and slightly above the UK figure (11%).
- **Black students** represent 9%, significantly higher than both Wales (3%) and the UK (7%).
- **Mixed ethnicity students** make up 3%, in line with Wales (3%) but below the UK average (4%).
- The **"Unknown/not applicable"** group accounts for 15%, slightly below Wales (17%) and well below the UK (25%).
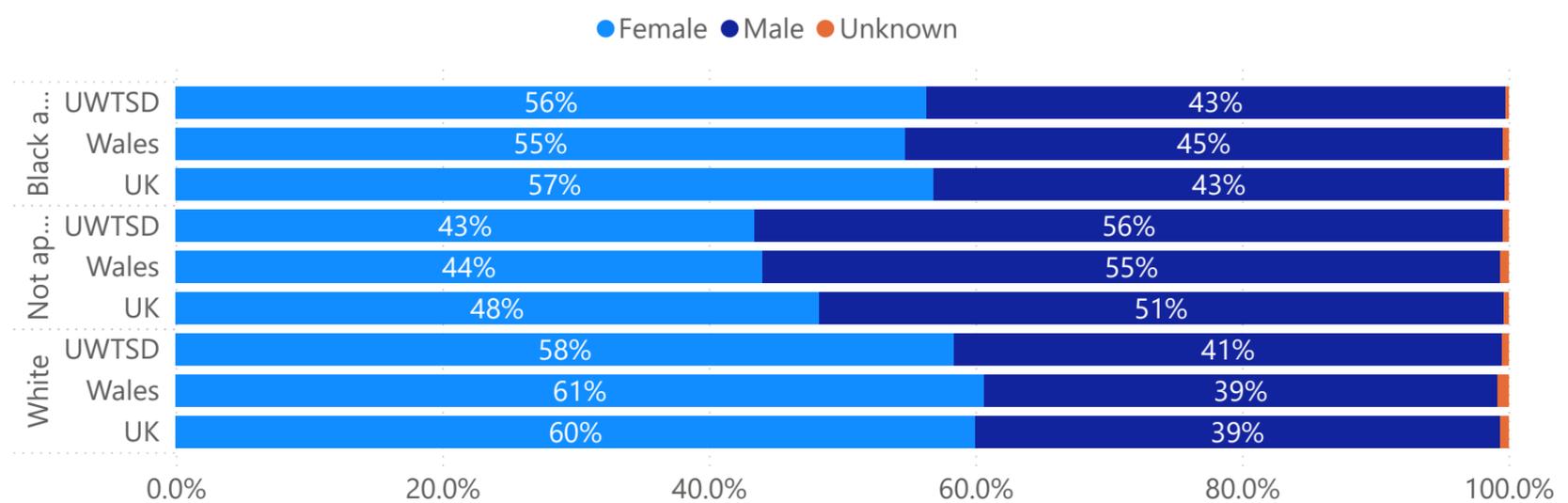
Equality & Diversity Report: Student Data

Ethnicity at UWTSD by Age & Sex

% Ethnicity by Age at UWTSD in 2024/25 compared to Sector

● Young ● Mature

Asian
- UWTSD: 13% | 87%
- Wales: 44% | 56%
- UK: 50% | 50%

Black
- UWTSD: 12% | 88%
- Wales: 29% | 71%
- UK: 37% | 63%

Mixed
- UWTSD: 22% | 78%
- Wales: 50% | 50%
- UK: 49% | 51%

Not applic...
- UWTSD: 13% | 87%
- Wales: 22% | 78%
- UK: 26% | 74%

Other
- UWTSD: 20% | 80%
- Wales: 36% | 64%
- UK: 41% | 59%

White
- UWTSD: 22% | 78%
- Wales: 39% | 61%
- UK: 42% | 58%

(Axis: 0.0% – 100.0%)

% Ethnicity by Sex at UWTSD in 2024/25 compared to Sector

● Female ● Male ● Unknown

Black a...
- UWTSD: 56% | 43%
- Wales: 55% | 45%
- UK: 57% | 43%

Not ap...
- UWTSD: 43% | 56%
- Wales: 44% | 55%
- UK: 48% | 51%

White
- UWTSD: 58% | 41%
- Wales: 61% | 39%
- UK: 60% | 39%

(Axis: 0.0% – 100.0%)
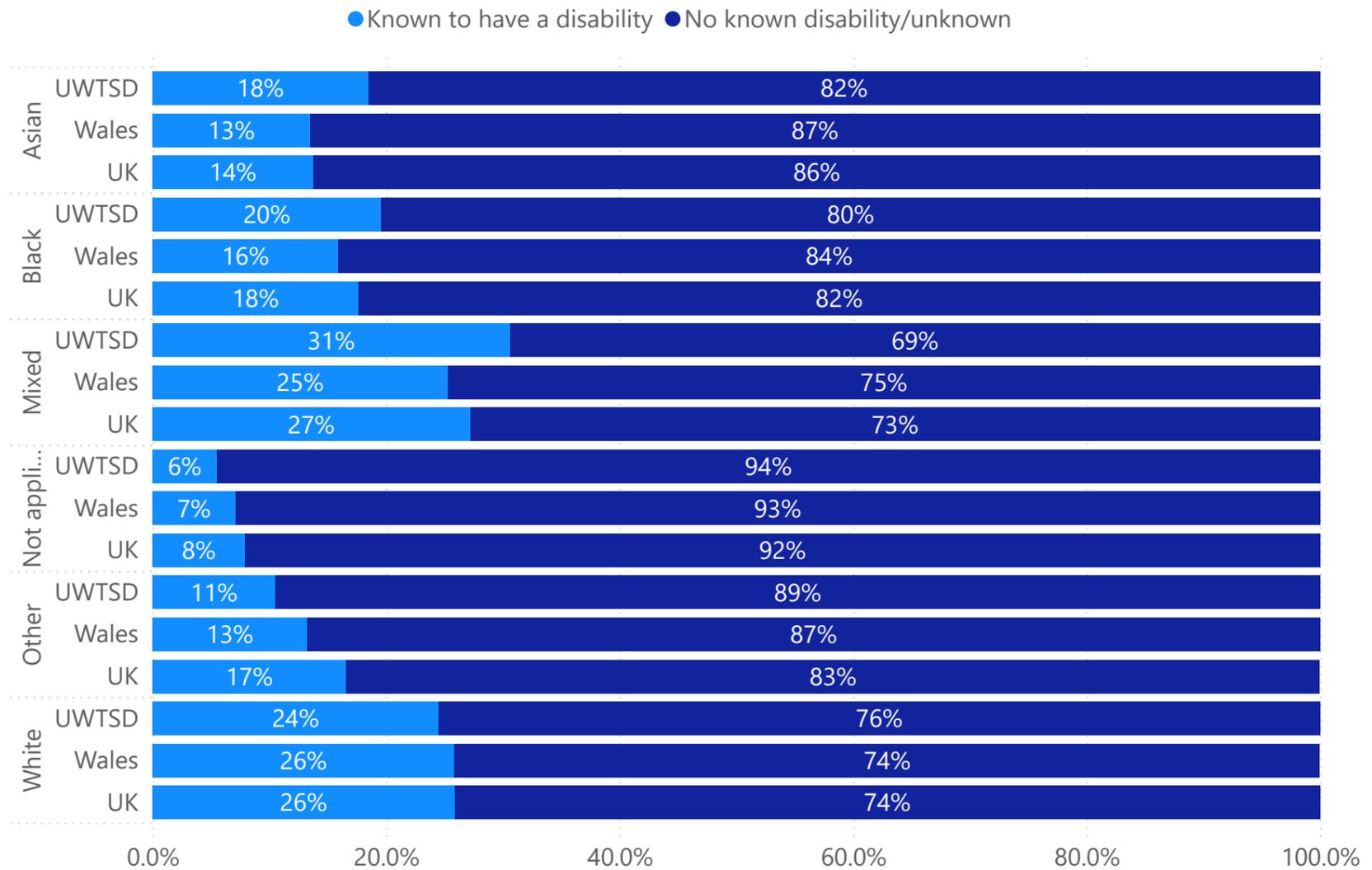
Key Insights for 2024/25

UWTSD has a consistently more mature student profile across all ethnic groups compared to both the Wales and UK sectors, alongside broadly similar gender splits.

- **Asian students** at UWTSD are 87% mature, considerably higher than the Wales (56%) and UK (50%) averages.
- **Black students** are also predominantly mature (88%) at UWTSD, compared with 71% in Wales and 63% across the UK.
- **Mixed ethnicity students** are 78% mature, significantly higher than both Wales (50%) and the UK (51%).
- **White students** are 78% mature at UWTSD, compared with 61% in Wales and 58% across the UK.
- **White students (gender)** are 58% female, slightly below both Wales (61%) and the UK (60%).
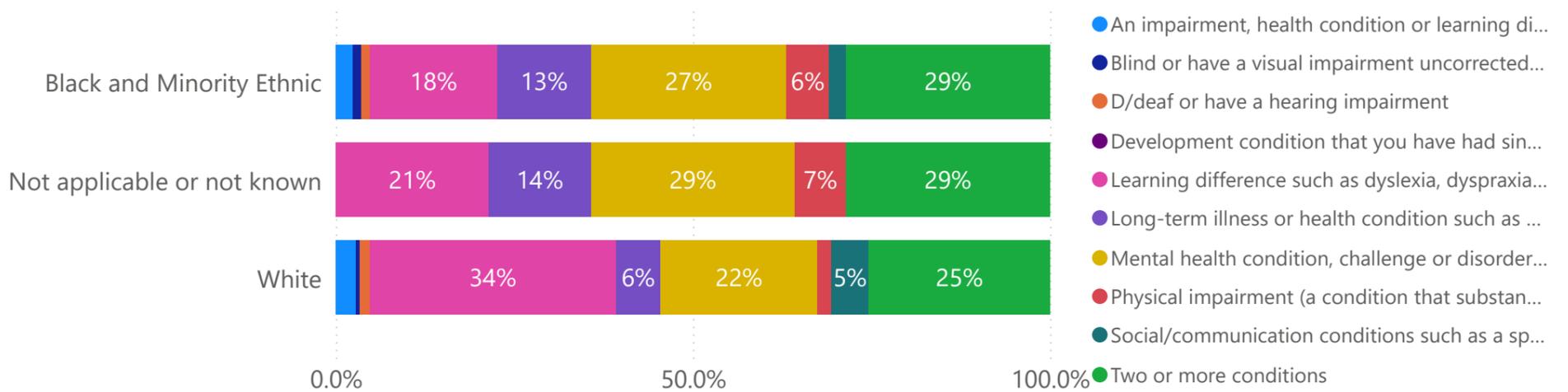- **Black students (gender)** are 56% female at UWTSD, broadly in line with Wales (55%) and the UK (57%).

Ethnicity at UWTSD by Disability

% Ethnicity by Known Disability at UWTSD in 2024/25 compared to Sector

● Known to have a disability ● No known disability/unknown

% Ethnicity by Disability at UWTSD in 2024/25

● An impairment, health condition or learning di...
● Blind or have a visual impairment uncorrected...
● D/deaf or have a hearing impairment
● Development condition that you have had sin...
● Learning difference such as dyslexia, dyspraxia...
● Long-term illness or health condition such as ...
● Mental health condition, challenge or disorder...
● Physical impairment (a condition that substan...
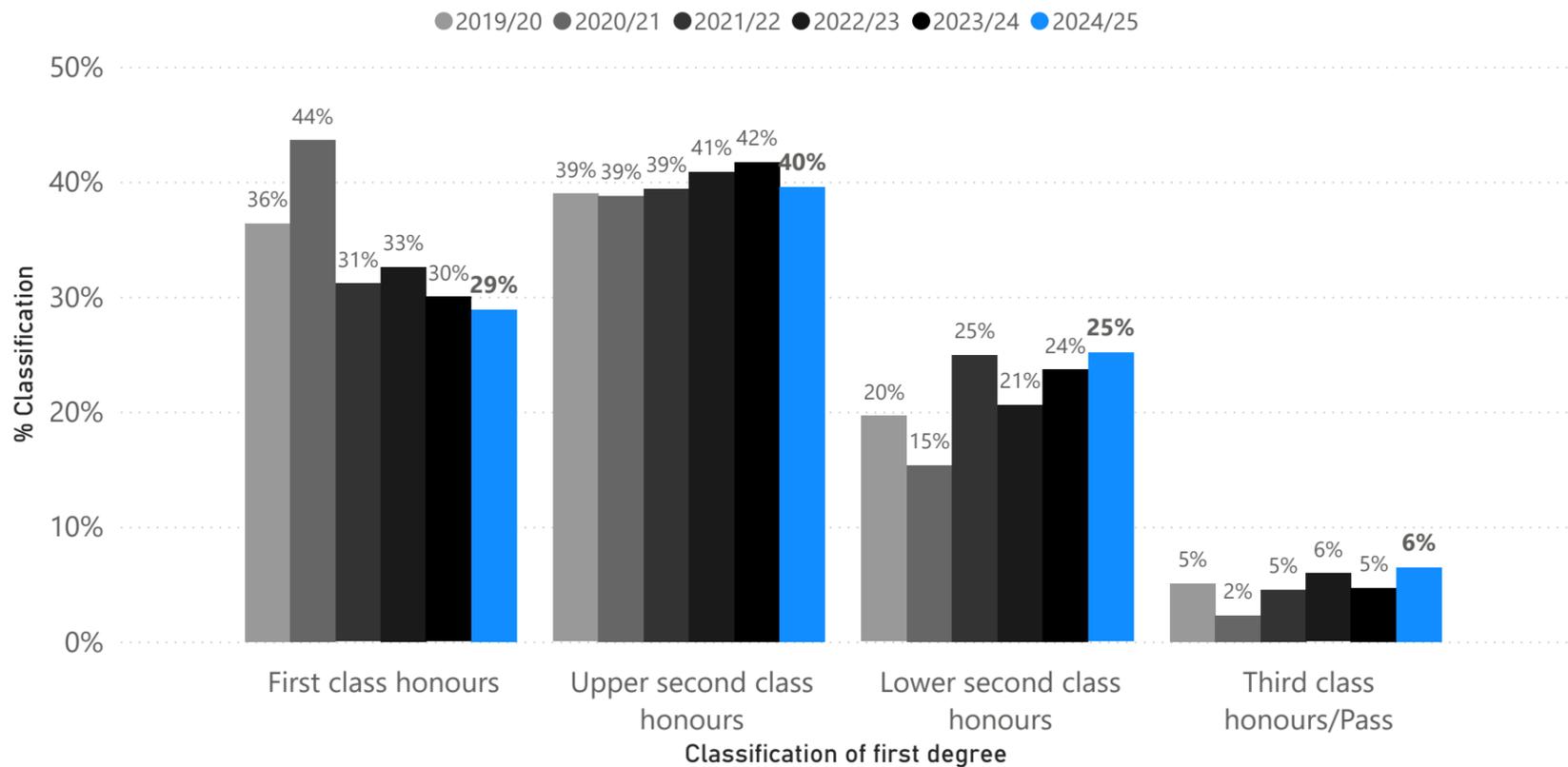● Social/communication conditions such as a sp...
● Two or more conditions

Key Insights for 2024/25

Disability disclosure rates at UWTSD are broadly in line with sector benchmarks, with some variation by ethnicity and differences in the types of conditions reported.

· **White students** have a 24% disability disclosure rate, slightly below Wales (26%) and the UK (26%).
· **Mixed ethnicity students** have the highest disclosure rate at UWTSD (31%), above both Wales (25%) and the UK (27%).
· **Asian and Black students** have lower disclosure rates (18% and 20% respectively), though both remain above Wales averages.
· **Black and Minority Ethnic students (disability type)** most commonly report mental health conditions (27%) and multiple conditions (29%).
· **White students (disability type)** are most likely to report a learning difference (34%), considerably higher than other groups.
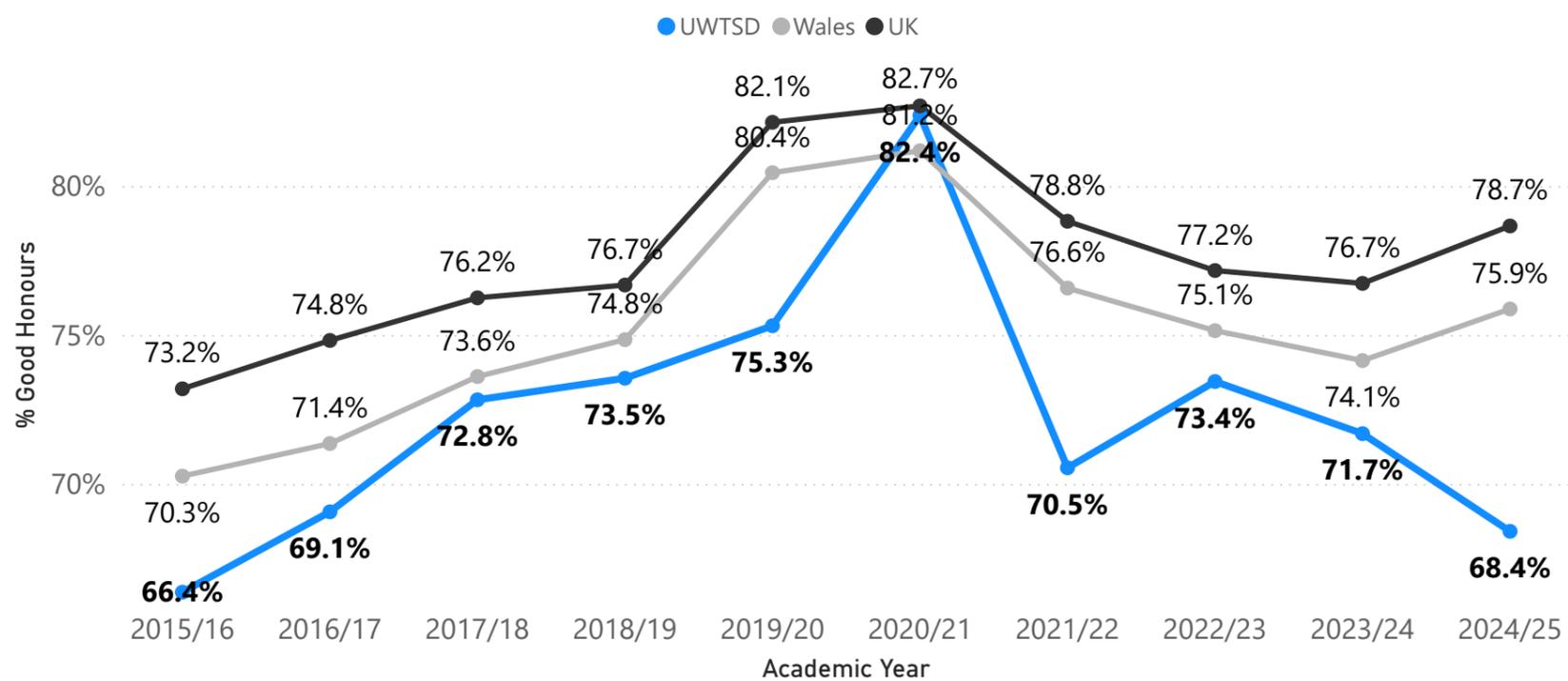
First Degree Awards at UWTSD

First Degree Classifications at UWTSD over time

Legend: ● 2019/20 ● 2020/21 ● 2021/22 ● 2022/23 ● 2023/24 ● 2024/25

First class honours: 36%, 44%, 31%, 33%, 30%, **29%**
Upper second class honours: 39%, 39%, 39%, 41%, 42%, **40%**
Lower second class honours: 20%, 15%, 25%, 21%, 24%, **25%**
Third class honours/Pass: 5%, 2%, 5%, 6%, 5%, **6%**

First Degree Good Honours at UWTSD compared to Sector

Legend: ● UWTSD ● Wales ● UK

Academic Year	UWTSD	Wales	UK
2015/16	66.4%	70.3%	73.2%
2016/17	69.1%	71.4%	74.8%
2017/18	72.8%	73.6%	76.2%
2018/19	73.5%	74.8%	76.7%
2019/20	75.3%	80.4%	82.1%
2020/21	82.4%	81.2%	82.7%
2021/22	70.5%	76.6%	78.8%
2022/23	73.4%	75.1%	77.2%
2023/24	71.7%	74.1%	76.7%
2024/25	68.4%	75.9%	78.7%

Key Insights for 2024/25

Good honours attainment at UWTSD has declined from its pandemic peak and now sits below both Wales and UK sector benchmarks, driven by a reduction in First class awards.

- **Good honours (First or Upper Second)** were awarded to 68% of UWTSD first degree graduates in 2024/25, below Wales (76%) and the UK sector (79%).
- The proportion of **First class degrees** fell to 29%, its lowest point since 2018/19 (30%) and down from a pandemic peak of 44% in 2019/20.
- **Upper Second class degrees** remain the largest category at 40%, broadly stable over time.
- UWTSD's **good honours rate** has declined steadily since the pandemic peak of 82% in 2020/21, with a sharper drop than seen across Wales and the UK.
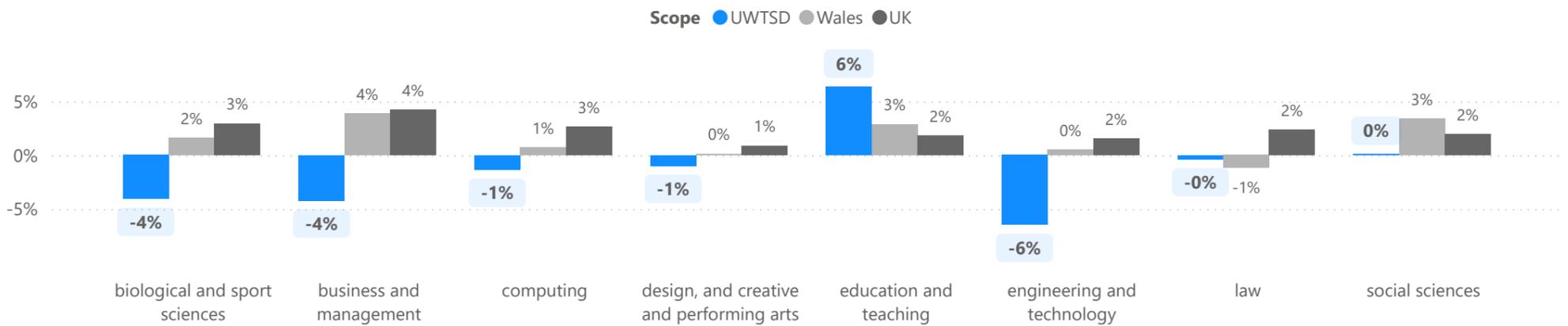
Good Honours at UWTSD by CAH in 2024/25 compared to Sector, with UWTSD award count

Scope ●UWTSD ●Wales ●UK ●Awards at UWTSD

	biological and sport sciences	business and management	computing	design, and creative and performing arts	education and teaching	engineering and technology	law	social sciences
UWTSD	75%	63%	84%	82%	85%	79%	37%	78%
Wales	70%	70%	81%	79%	77%	79%	72%	76%
UK	76%	76%	81%	80%	77%	80%	76%	79%
Awards at UWTSD	40	820	100	250	170	110	250	190
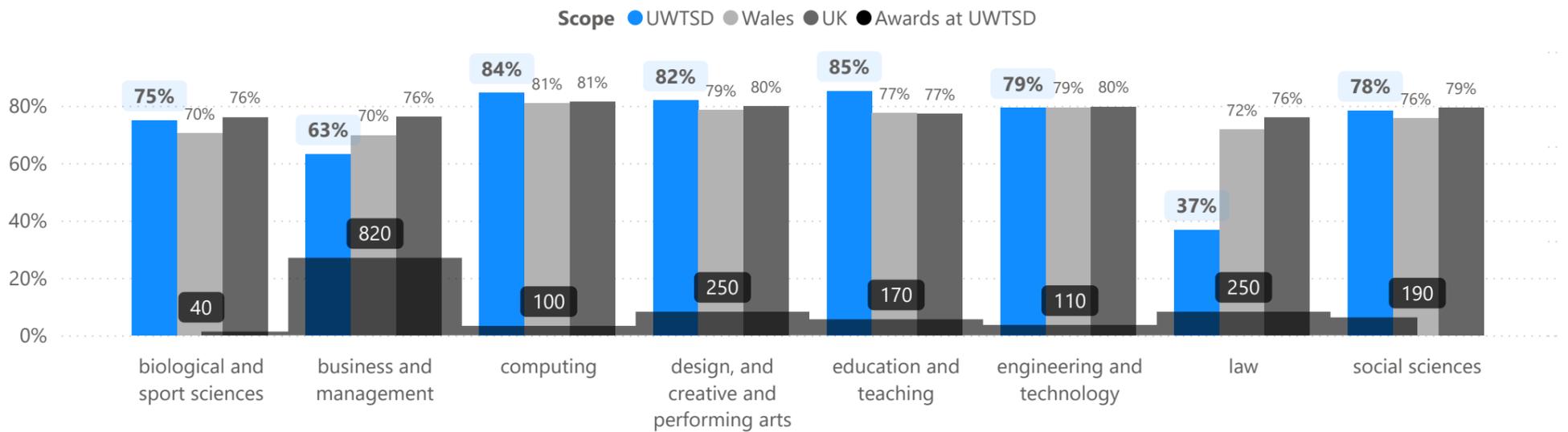
Year on Year Change in Rates of Good Honours by CAH

Scope ●UWTSD ●Wales ●UK

	biological and sport sciences	business and management	computing	design, and creative and performing arts	education and teaching	engineering and technology	law	social sciences
UWTSD	-4%	-4%	-1%	-1%	6%	-6%	-0%	0%
Wales	2%	4%	1%	0%	3%	0%	-1%	3%
UK	3%	4%	3%	1%	2%	2%	2%	2%

Good Honours at UWTSD in 2024/25 by Mode of Study compared to sector

Scope ●UWTSD ●Wales ●UK ●Awards at UWTSD

	Full-time	Part-time
UWTSD	67%	87%
Wales	76%	72%
UK	79%	70%
Awards at UWTSD	1880	130
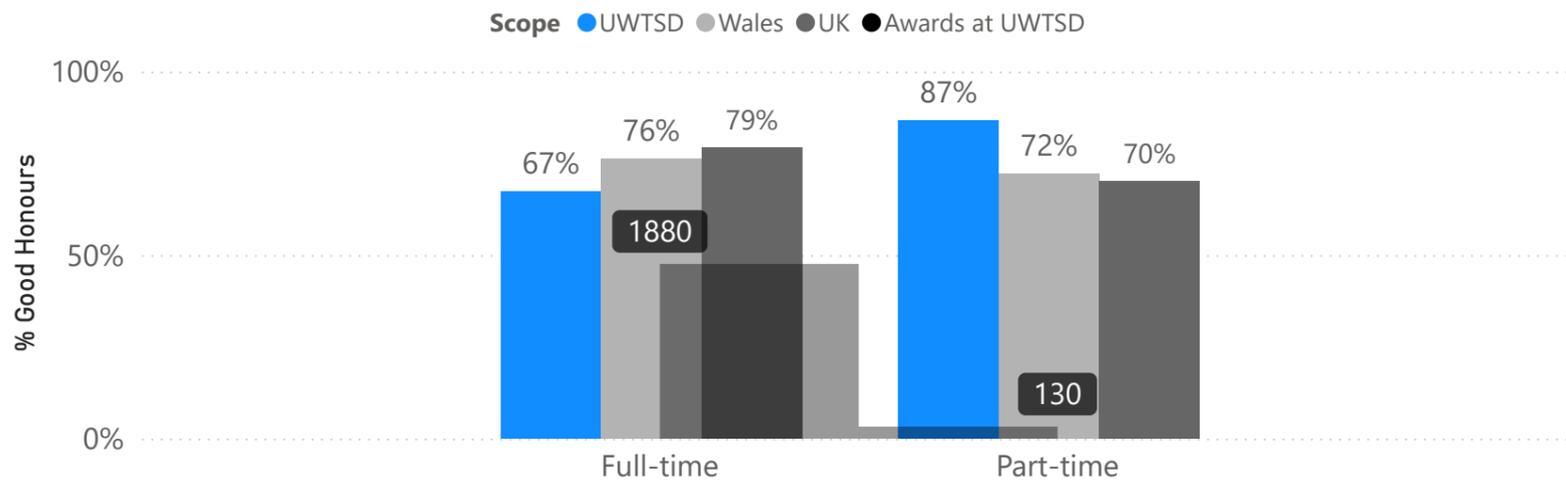
% Good Honours

Key Insights for 2024/25

Good honours outcomes at UWTSD varied significantly by subject and mode of study, with strong performance in some areas offset by notable underperformance in others.

- **Business and Management** had the largest volume (820 awards) with 63% achieving good honours, below Wales (70%) and the UK (76%).
- **Design, Creative and Performing Arts** performed strongly (82%), above both Wales (79%) and the UK (80%).
- **Law** had a notably low good honours rate (37%), far below Wales (72%) and the UK (76%).
- **Education and Teaching** had one of the highest rates (85%), outperforming both Wales (77%) and the UK (77%).
- **Part-time students** achieved 87% good honours, well above Wales (72%) and the UK (70%), while **full-time students** were lower at 67%, below both Wales (76%) and the UK (79%).
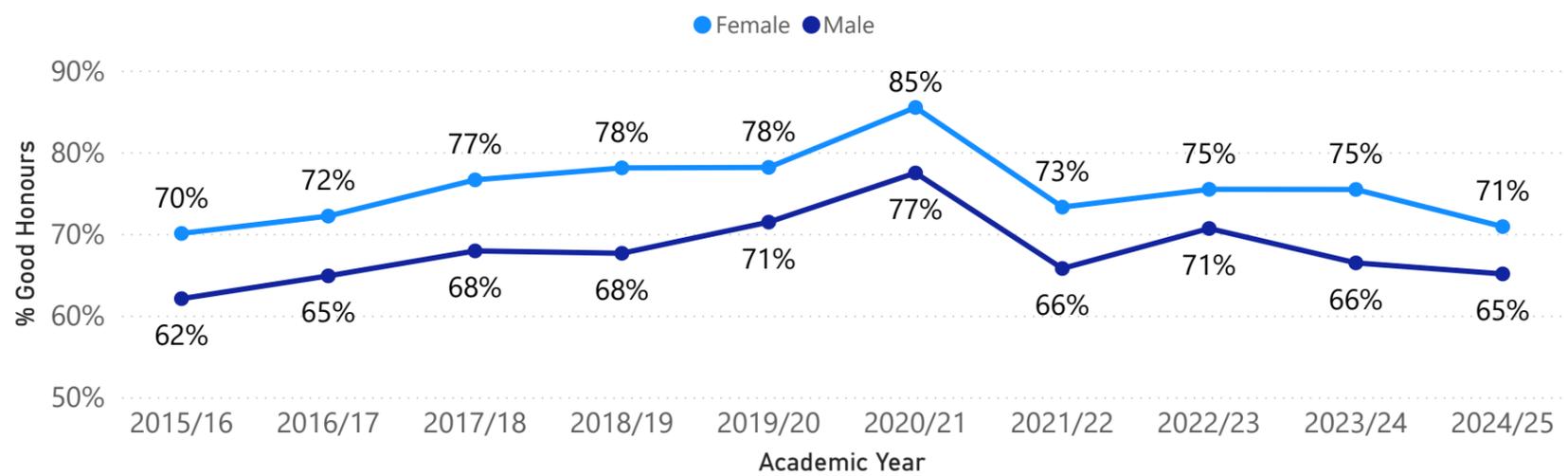
First Degree Awards at UWTSD by Sex

First Degree Classifications at UWTSD in 2024/25 by Sex
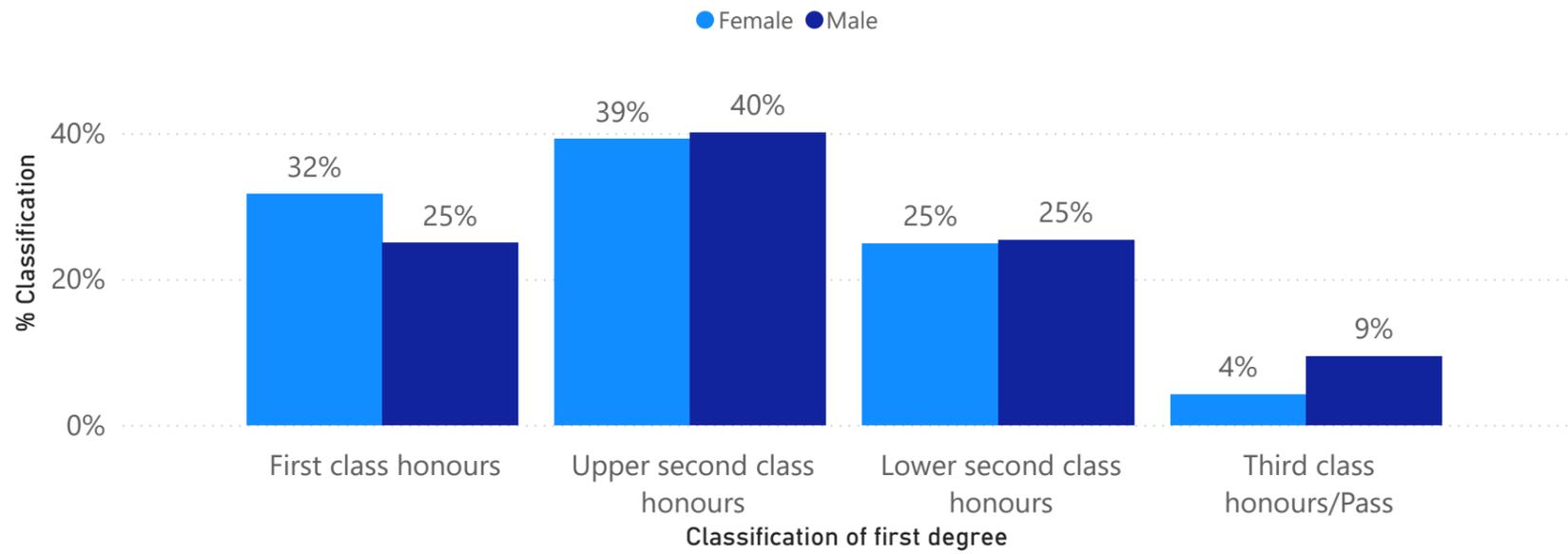
● Female ● Male

First Degree Good Honours at UWTSD split by Sex

● Female ● Male

Good Honours in 2024/25 by Sex compared to sector

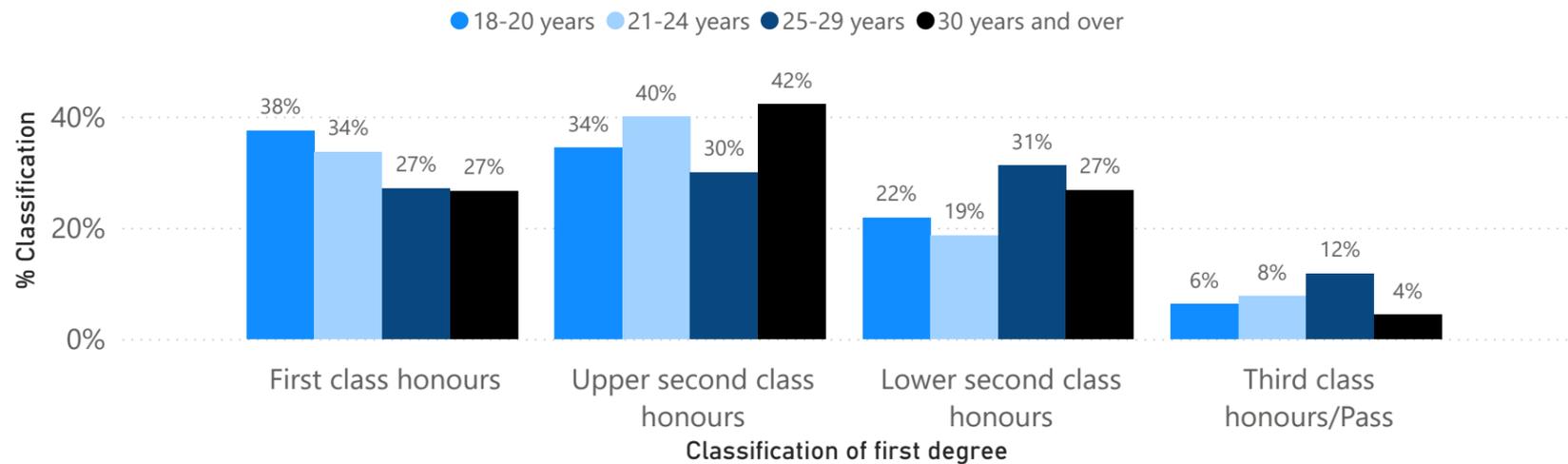● UWTSD ● Wales ● UK ● Awards at UWTSD
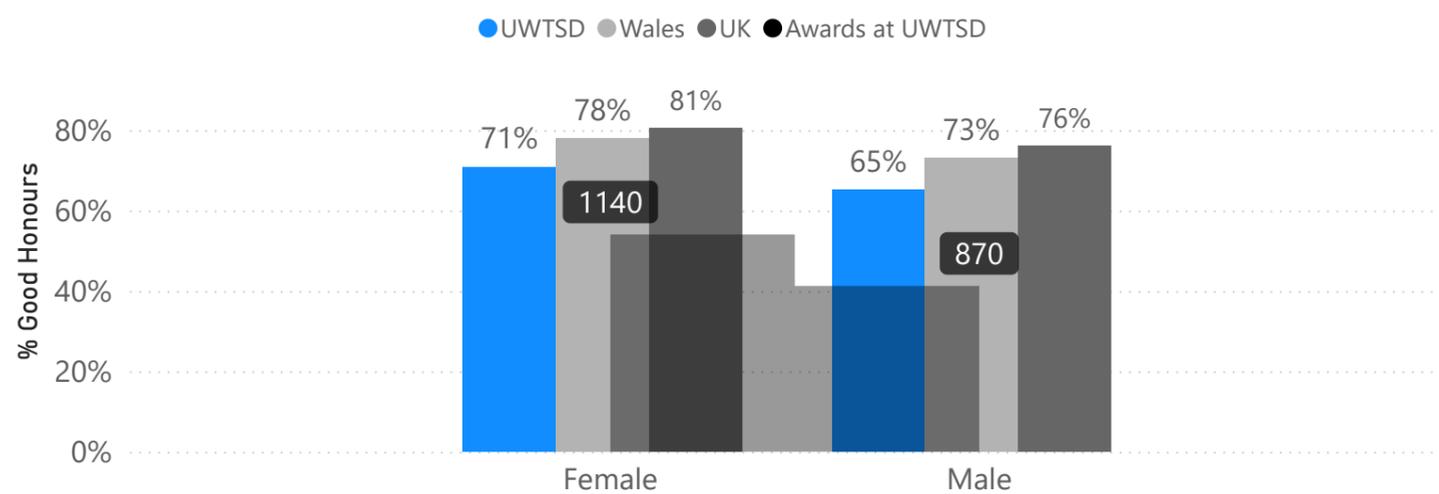
Key Insights for 2024/25

A gap in good honours attainment by sex persisted at UWTSD, with female students outperforming male students, though both remained below sector benchmarks.

- **Female students** achieved 71% good honours, below Wales (78%) and the UK (81%).
- **Male students** achieved 65%, below Wales (73%) and the UK (76%).
- A **6 percentage point gap** was observed, continuing a persistent trend over time.
- **First class degrees** were more common among female students (32%) than male students (25%).
- **Lower classifications** were more common among male students, including higher proportions of third class honours (9% vs 4%).
- **Subject choice patterns** likely contributed to this gap, with variation in sex balance across subject areas aligning with differences in good honours outcomes.
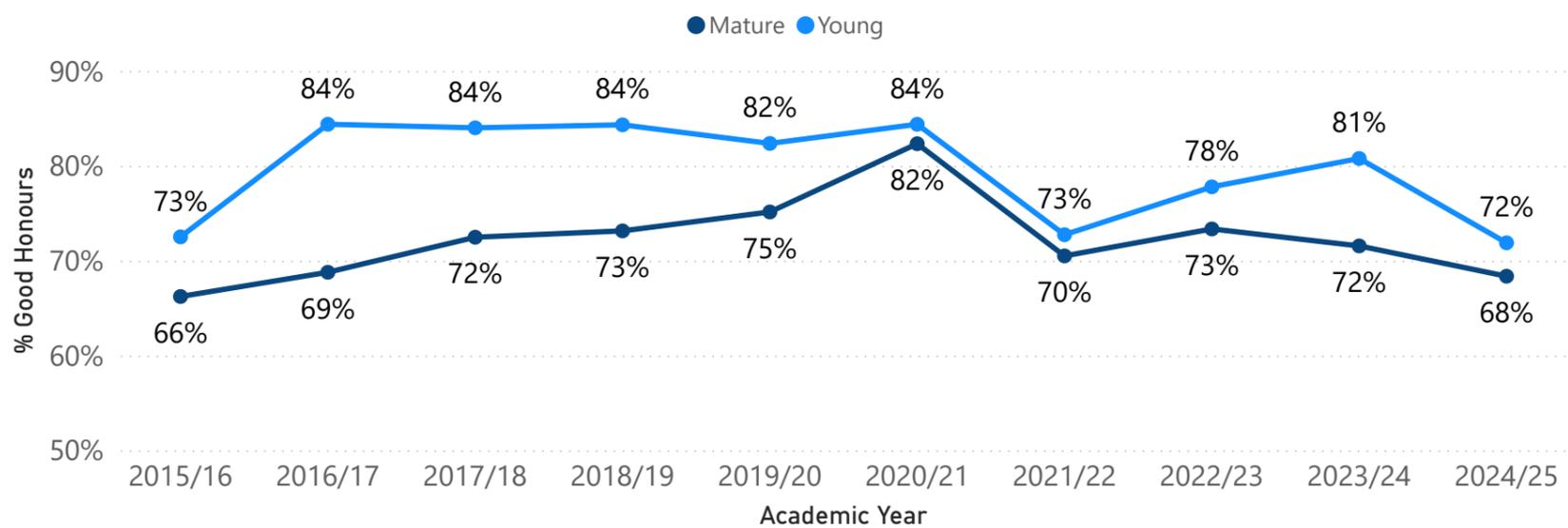
First Degree Classifications at UWTSD in 2024/25

Legend: ● 18-20 years ● 21-24 years ● 25-29 years ● 30 years and over

% Classification by Classification of first degree:

Classification	18-20 years	21-24 years	25-29 years	30 years and over
First class honours	38%	34%	27%	27%
Upper second class honours	34%	40%	30%	42%
Lower second class honours	22%	19%	31%	27%
Third class honours/Pass	6%	8%	12%	4%

First Degree Good Honours at UWTSD split by Age over time

Legend: ● Mature ● Young

Academic Year	Young	Mature
2015/16	73%	66%
2016/17	84%	69%
2017/18	84%	72%
2018/19	84%	73%
2019/20	82%	75%
2020/21	84%	82%
2021/22	73%	70%
2022/23	78%	73%
2023/24	81%	72%
2024/25	72%	68%

Good Honours in 2024/25 by Age compared to sector

Legend: ● UWTSD ● Wales ● UK ● Awards at UWTSD

Age	UWTSD	Wales	UK	Awards at UWTSD
18-20 years	72%	78%	81%	30
21-24 years	74%	77%	80%	560
25-29 years	57%	73%	73%	310
30 years and over	69%	74%	74%	1110
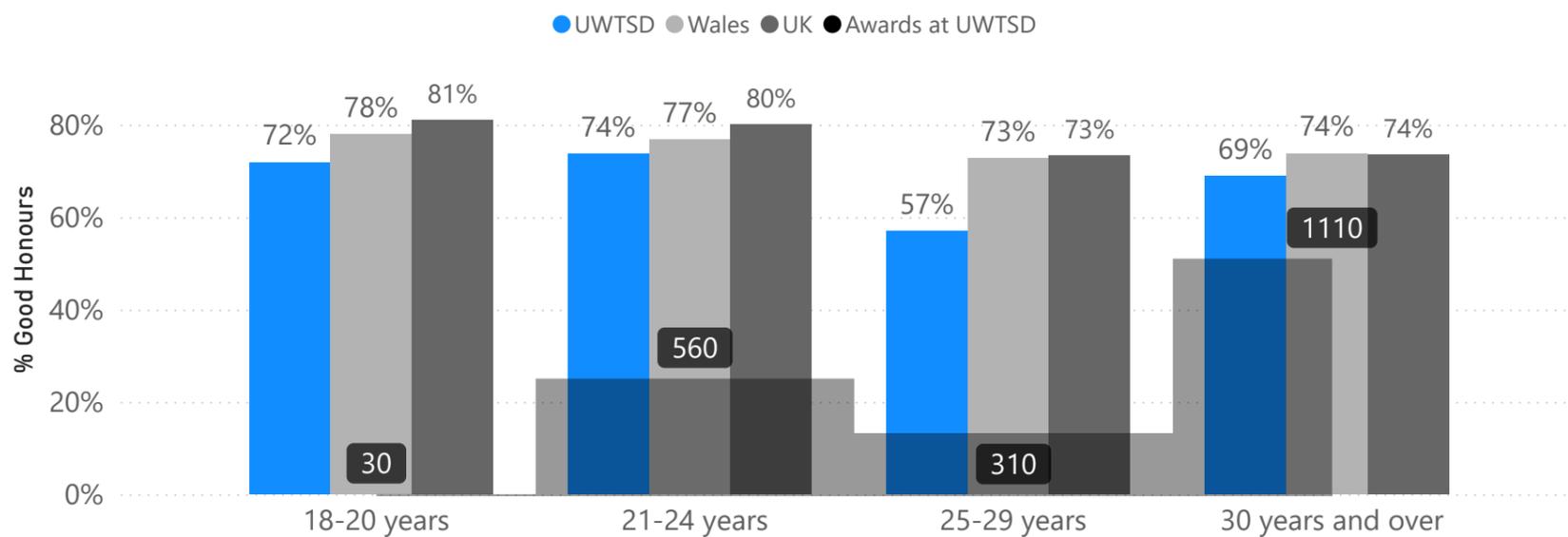
Key Insights for 2024/25

Good honours attainment at UWTSD varied by age group, with younger students performing more strongly, though most groups remained below sector benchmarks.

- **18–20 year olds** achieved 72% good honours, below Wales (78%) and the UK (81%), despite being the highest-performing group at UWTSD.
- **21–24 year olds** achieved 74%, below Wales (77%) and the UK (80%).
- **25–29 year olds** had the lowest rate at 57%, significantly below both Wales (73%) and the UK (73%), marking the largest gap.
- **Students aged 30 and over** achieved 69%, slightly below Wales (74%) and the UK (74%).
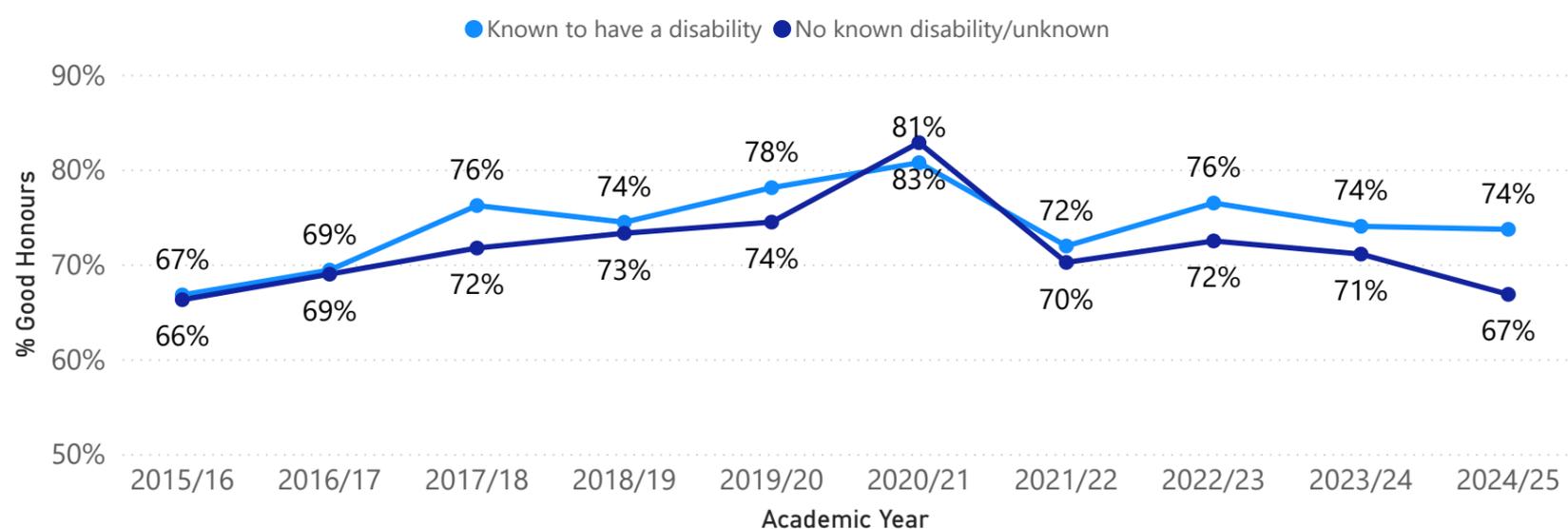
First Degree Classifications at UWTSD in 2024/25 by Disability

● Known to have a disability ● No known disability/unknown
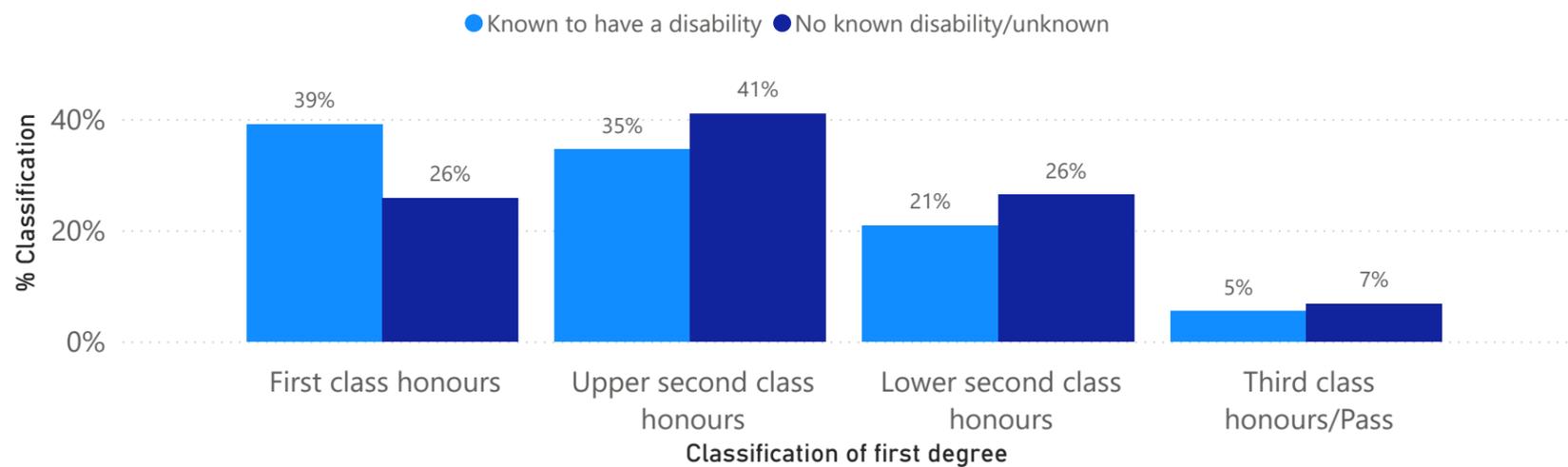
First Degree Good Honours at UWTSD split by Disability over time

● Known to have a disability ● No known disability/unknown

Good Honours in 2024/25 by Disability compared to sector

● UWTSD ● Wales ● UK ● Awards at UWTSD
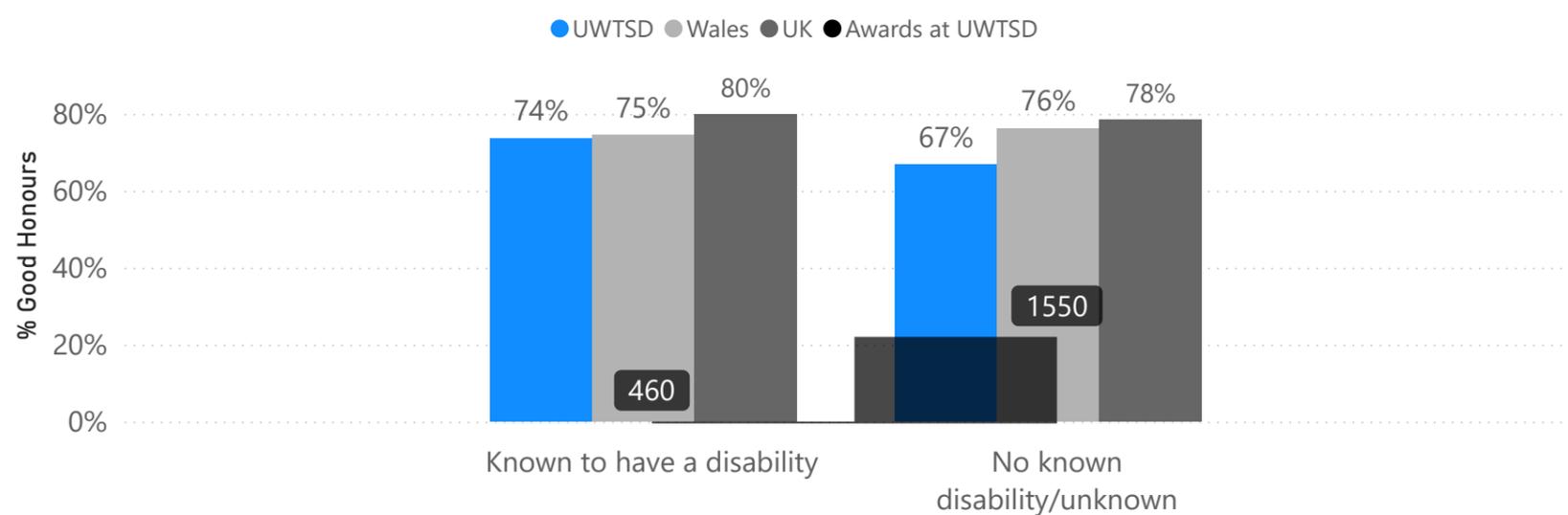
Key Insights for 2024/25

Students with a known disability achieved slightly higher good honours rates at UWTSD than those without, though both groups remained below UK sector benchmarks.

- **Students with a known disability** achieved 74% good honours, in line with Wales (75%) but below the UK (80%).
- **Students without a known disability** achieved 67%, below both Wales (76%) and the UK (78%).
- A **7 percentage point gap** was observed, with disabled students outperforming their peers.
- **First class degrees** were more common among students with a known disability (39% vs 26%), contributing to the attainment gap.
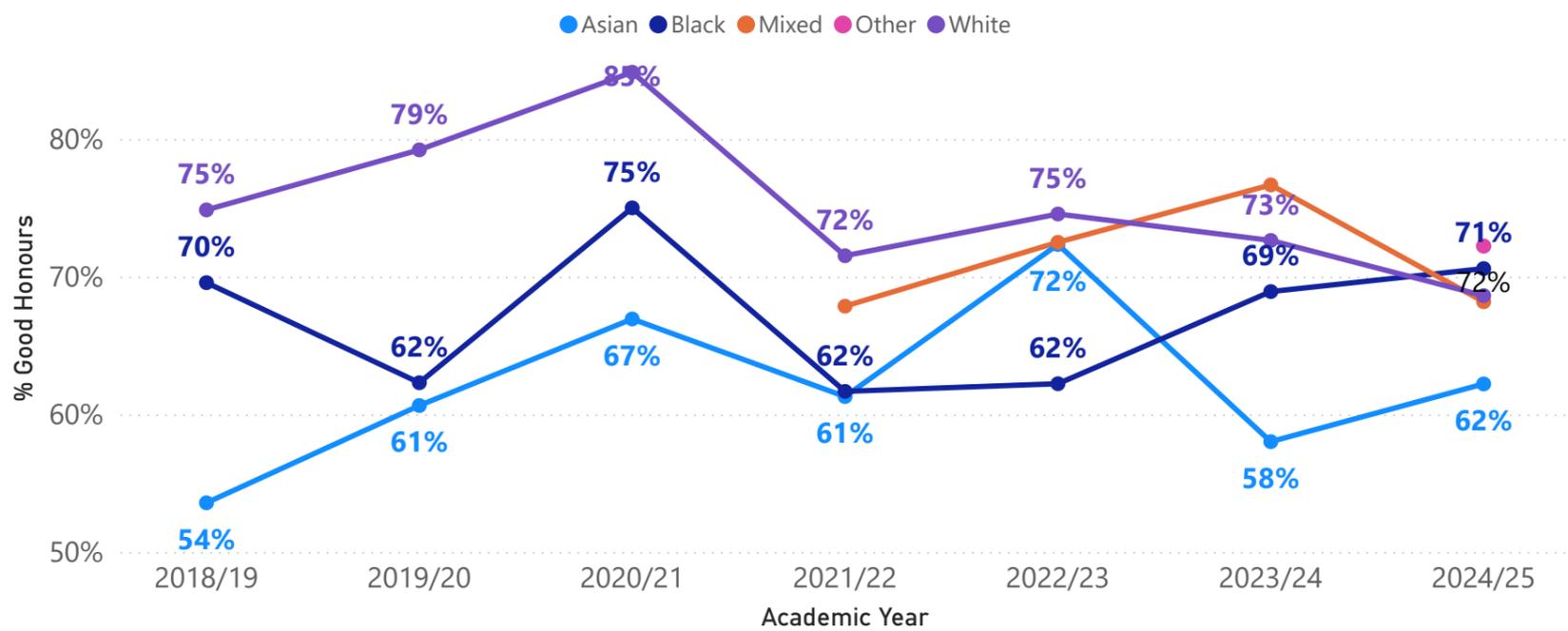
First Degree Classifications at UWTSD in 2024/25 by Ethnicity

● Asian ● Black ● Mixed ● Not applicable or not known ● Other ● White
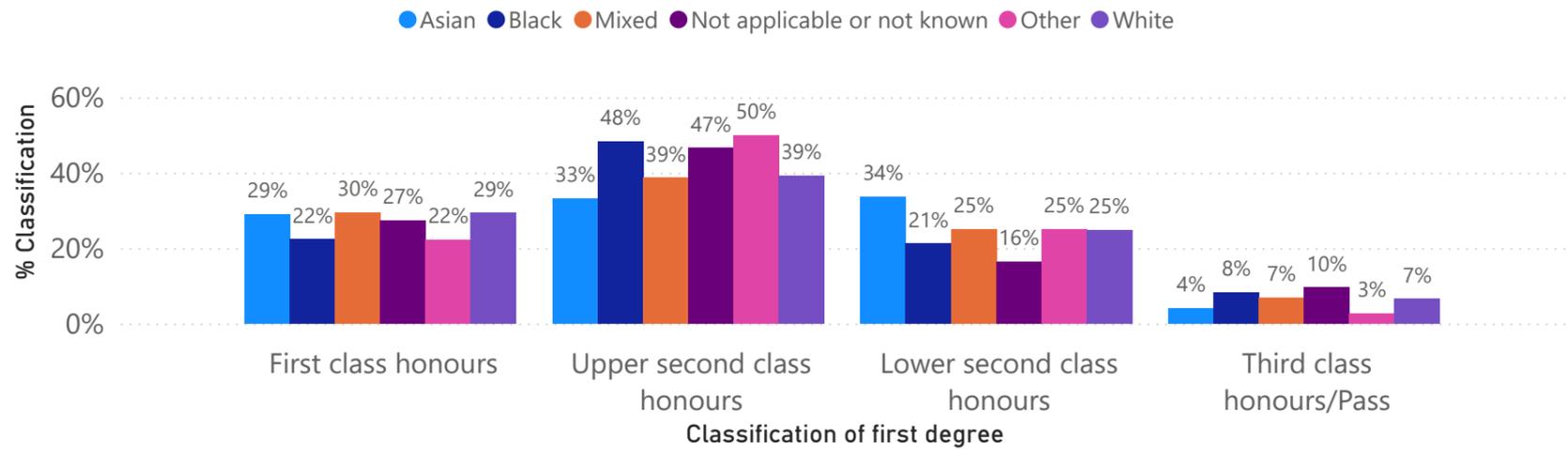
First Degree Good Honours at UWTSD split by Ethnicity over time

● Asian ● Black ● Mixed ● Other ● White

Good Honours in 2024/25 by Ethnicity compared to sector

● UWTSD ● Wales ● UK ● Awards at UWTSD
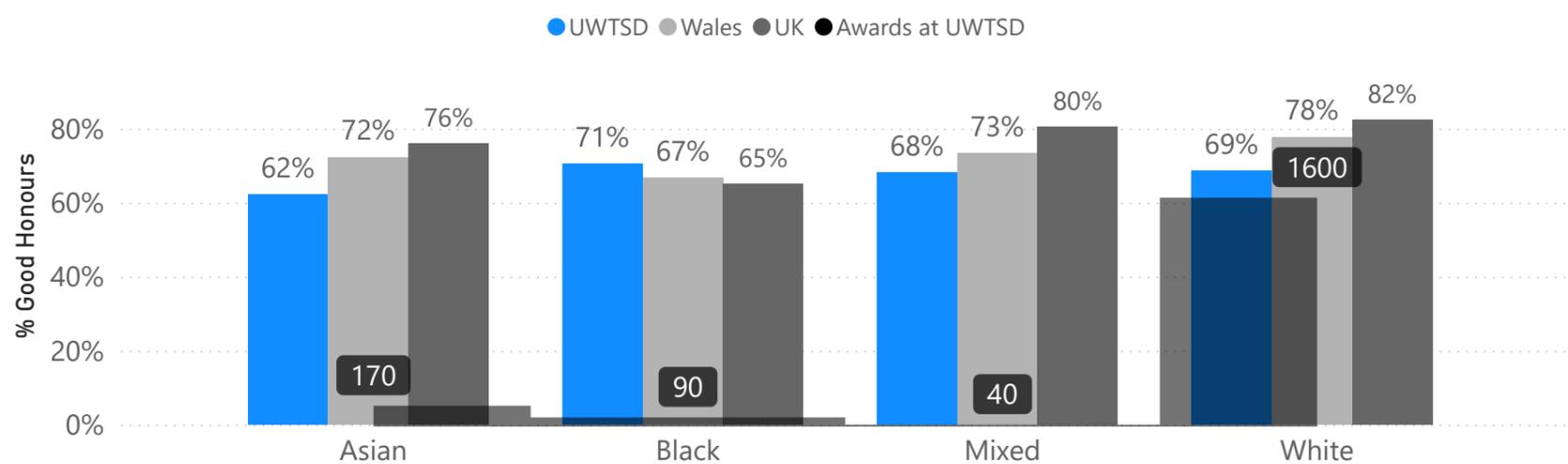
Key Insights for 2024/25

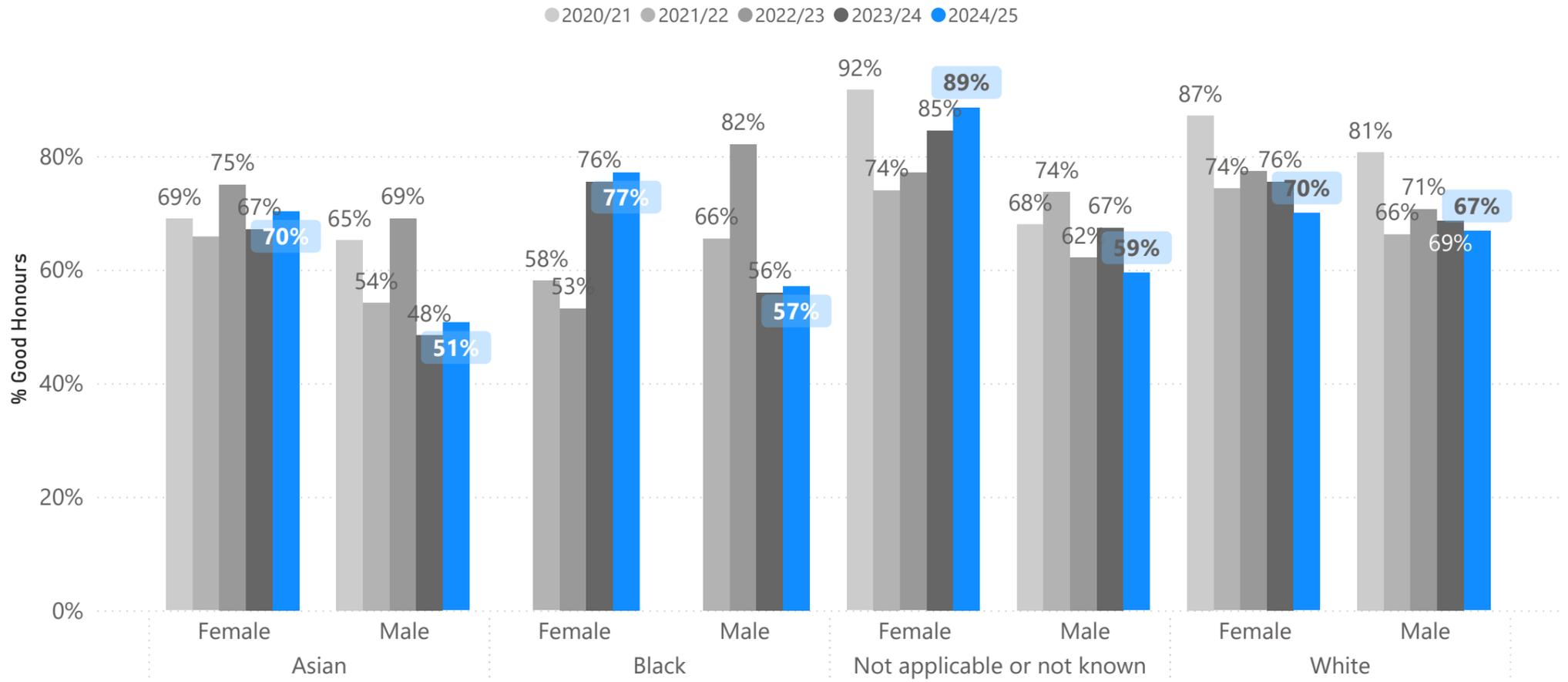Good honours attainment at UWTSD varied by ethnicity, with lower outcomes for some groups and mixed performance against sector benchmarks.

- **White students** received the majority of awards (1,600) with a 69% good honours rate, below Wales (78%) and the UK (82%).
- **Asian students** had the lowest good honours rate (62%), well below Wales (72%) and the UK (76%).
- **Black students** achieved 71%, above both Wales (67%) and the UK (65%).
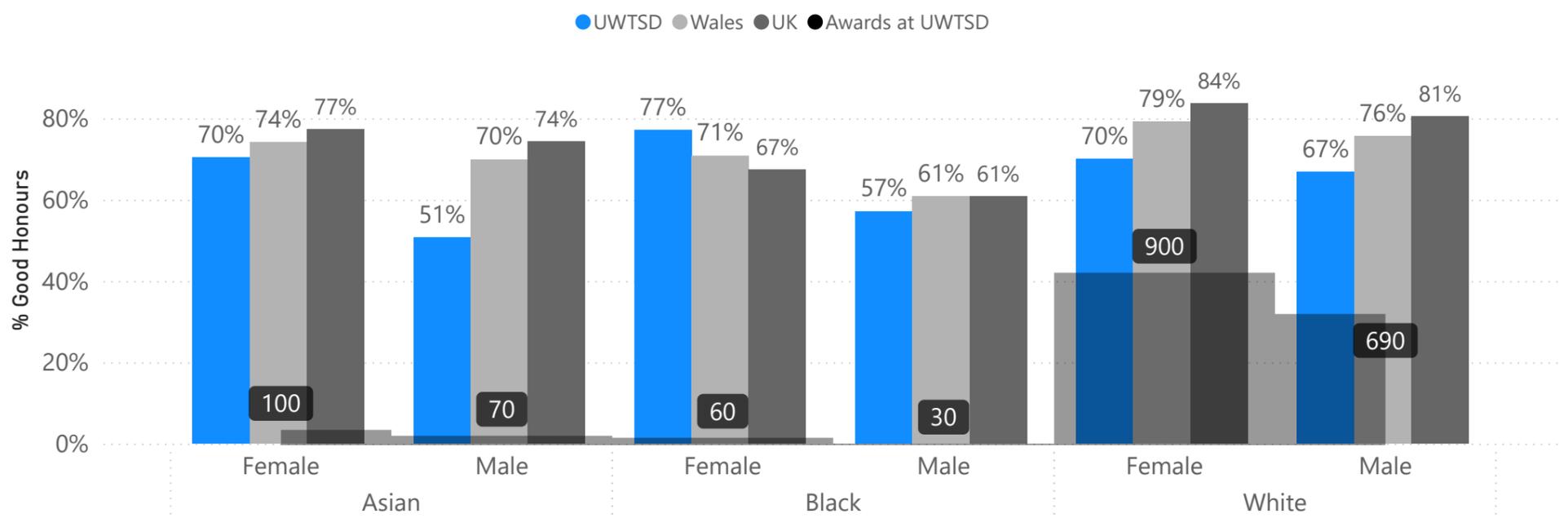- **Mixed ethnicity students** achieved 68%, below Wales (73%) and the UK (80%).

First Degree Awards at UWTSD by Ethnicity and Gender

Good Honours at UWTSD by Ethnicity and Sex over time

Legend: 2020/21, 2021/22, 2022/23, 2023/24, 2024/25

Good Honours in 2024/25 by Ethnicity and Sex compared to sector

Legend: UWTSD, Wales, UK, Awards at UWTSD
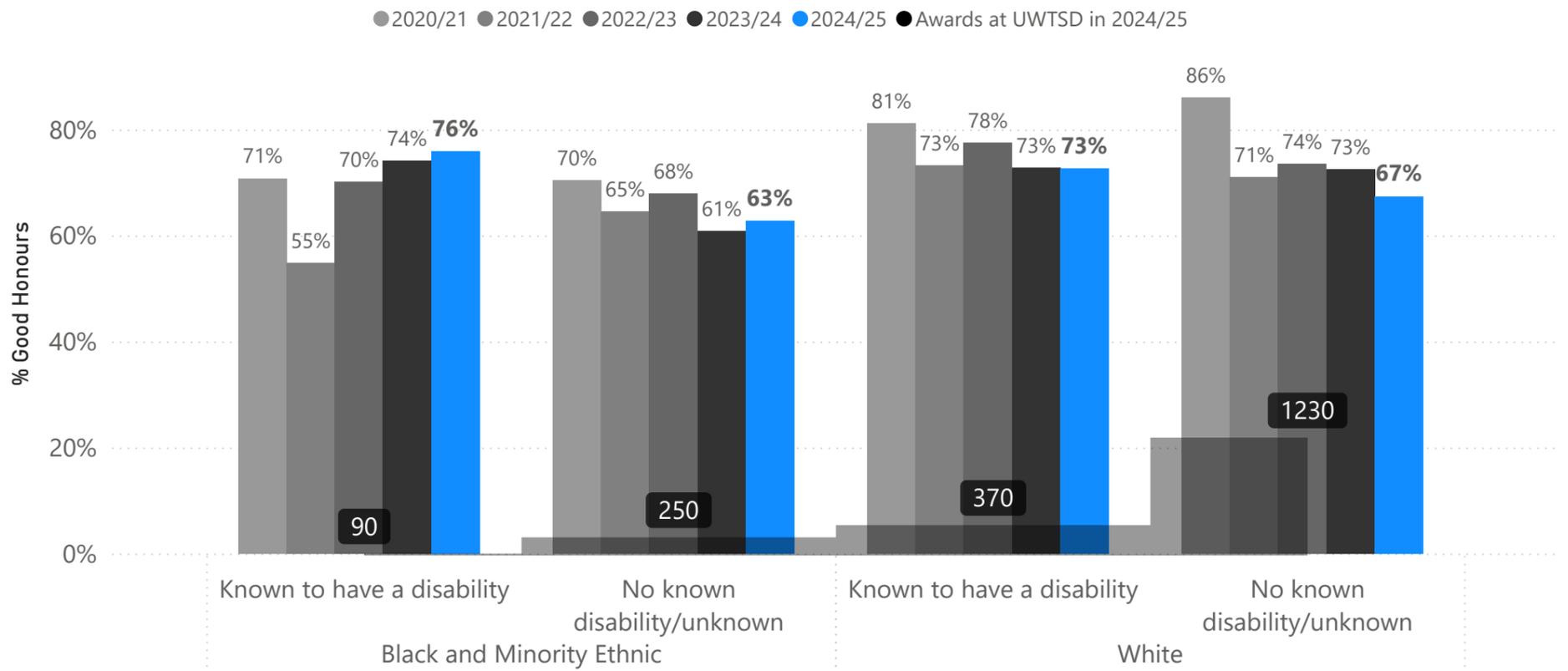

Key Insights for 2024/25

The attainment gap by sex at UWTSD varied by ethnicity, with particularly wide gaps among Asian and Black students, though patterns should be interpreted with caution due to smaller cohort sizes.

- **White students** showed a smaller gender gap, with females achieving 70% good honours compared to 67% for males, though both were below Wales (76–79%) and the UK (81–84%).
- **Asian students** had a wide gap, with females at 70% compared to 51% for males, both below sector benchmarks (Wales 70–74%, UK 74–77%).
- **Black students** showed the largest gap, with females achieving 77% (above Wales 71% and UK 67%) compared to males at 57% (below Wales 61% and UK 61%).
- The **attainment gap by sex** was widest among Black (20pp) and Asian (19pp) students, and narrower among White students (3pp).
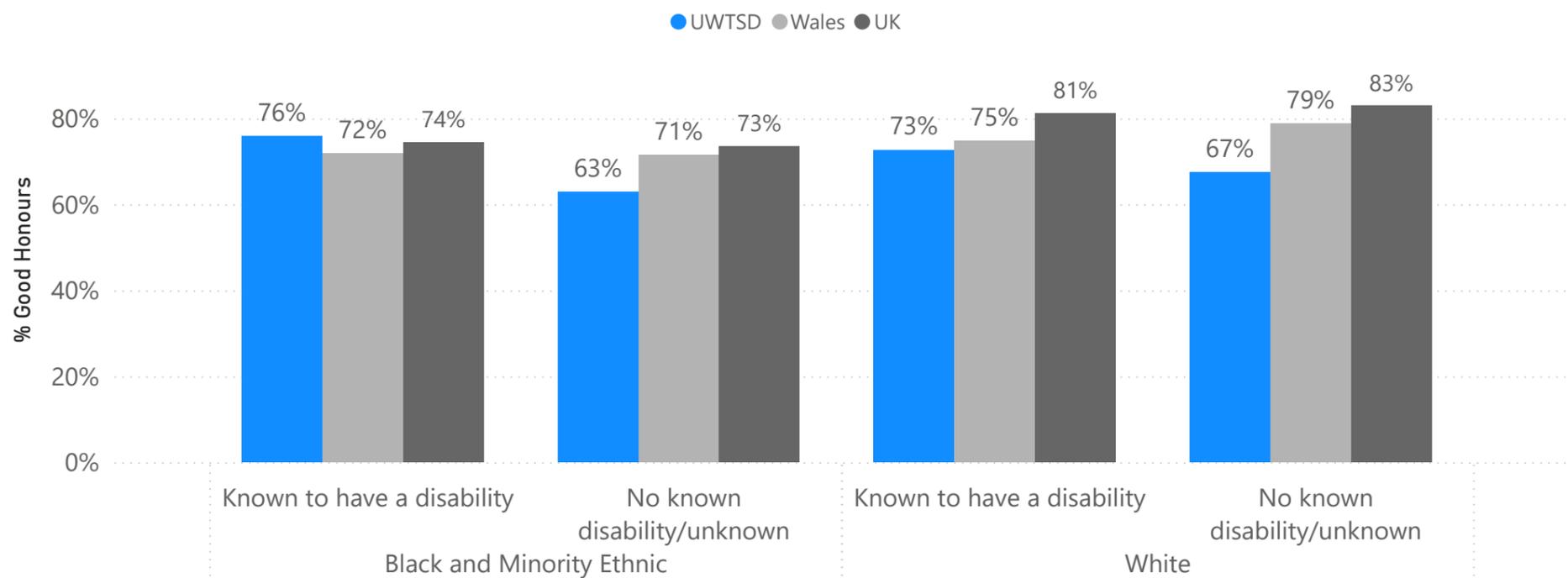
First Degree Awards at UWTSD by Ethnicity and Disability

Good Honours at UWTSD by Ethnicity and Disability over time

● 2020/21 ● 2021/22 ● 2022/23 ● 2023/24 ● 2024/25 ● Awards at UWTSD in 2024/25

Good Honours in 2024/25 by Ethnicity and Disability compared to sector

● UWTSD ● Wales ● UK

Key Insights for 2024/25

The relationship between disability and good honours attainment varied by ethnicity at UWTSD, with a more positive effect observed among Black and Minority Ethnic students than White students.

- **White students** had lower outcomes among those with no known disability (67%) compared to those with a declared disability (73%), with both below Wales (75–79%) and the UK (81–83%).
- **Black and Minority Ethnic students with a declared disability** achieved 76% good honours, above Wales (72%) and the UK (74%).
- **Black and Minority Ethnic students without a known disability** had lower attainment (63%), below Wales (71%) and the UK (73%).