



# Swansea University Prifysgol Abertawe

## EQUALITY ANNUAL REPORT

2024-2025



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## Welcome

In my capacity as Deputy Pro Vice Chancellor – Equality, Diversity, Inclusion, and Belonging (EDIB), I am delighted to present this year's Equality Annual Report, which presents Swansea University's equality data for the period 2024/2025.

Despite the continually evolving higher education landscape, equality, diversity, and inclusion (EDI) remain core priorities for the University. This commitment is reflected in our ongoing progress towards our Strategic Equality Objectives and the growing evidence of EDI principles being embedded across all areas of university life.

### **Key deliverables across the reporting period have included:**

#### **Embedding equality in recruitment practices**

We have continued to take action to remove barriers for underrepresented groups in the recruitment process by utilising positive action where appropriate, as a result.

- The number of ethnic minority applicants has increased over the past few years, the gap between success rates for ethnic minority and white candidates remains wide, although, it has reduced from 13.8% last year to 9.7% this year. This demonstrates a positive trajectory, and a review is underway to see if this is a direct impact from reviewing our overall recruitment process.
- The success rate for LGB+ applicants is 12.4% this year, and this remains higher than the success rate of heterosexual applicants which is 8.9%.
- The success rate for females (11.5%) remains higher than that for male candidates (7.6%).
- The success rate for disabled applicants (14.7%) remains higher than non-disabled applicants (8.6%)

#### **Progressing race equality**

- Swansea University has applied for a Bronze Race Equality Charter Mark with Advance HE in March 2025. The Self-Assessment team has been established and has representation from a diverse group of colleagues and students with varied lived experiences. The expected outcome to be received in early May 2025.
- With 14.5% of our colleagues stating that they are from an ethnic minority background, we continue to surpass the Welsh benchmark of 11% (Advance HE Statistical Report 2024). The number of ethnic minority colleagues has increased by 7.4% over the past 7 years.
- University Council members from an ethnic minority background currently make up 26% of Council, which is greater than the local community representation and the university population.
- During the reporting period, four ethnic minority colleagues successfully completed the race-specific Diversifying Leadership programme, aimed at supporting the progression of more ethnic minority staff into leadership roles.
- A race specific online training package was purchased, which is now mandatory for staff and aims at increasing understanding and awareness of race equality.

#### **Addressing our gender pay gap (2024)**

Once again, the University has reinforced its commitment to tackling gender inequality by reporting our gender pay gap data on the Gov.UK website.

- Our mean average gender pay gap for 2024 stands at 12.9%, which is a 7.9% decrease over the past 6 years, and better than the Mean for the UK (13.7% - Advance HE Higher Educational Statistical Report 2024).
- Our current median pay gap for 2024 is 5.7%, which is a 0.1% increase since we reported last year and an 8.0% decrease over the past 6 years.

- It is pleasing to note that we have already achieved the target we set ourselves in our University Strategic Equality Plan (2020-2024) to reduce our mean pay gap by 2% by 2024. Our University Strategic Equality Plan (2024-2028) target for the next 4 years is a further 2% reduction which we are well on the way to achieving.

### **Advancing LGBT+ equality**

- Swansea University retains its ranking as 5<sup>th</sup> in the Stonewall Workplace Equality Index (WEI), which is our highest ranking to date in the league table of UK employers.
- We also retain the Gold standard award in the WEI, which recognises that we have embedded LGBT+ equality into our core areas of work at the highest level. The University and our LGBT+ Staff Network have worked together to make Swansea as accepting as possible during what has been a very difficult period for the LGBTQ+ community, and this improvement in our ranking, and importantly retaining the Gold level award, shows that we are making a real difference.
- As a result, the percentage of our LGB+ colleagues continues to increase, and at 6.1% it continues to remain above the UK benchmark of 5.8% (Advance HE Statistical Report 2024).

### **Increasing visibility at senior level**

- We have continued to monitor our Council Governance structure and as of March 2024, female Council members represent 44%, compared to 25% in 2013.
- The representation of Council members from an ethnic minority background is 26% and is better than the percentage of colleagues from an ethnic minority background within the University, at 14.5%.
- We are also pleased to report that considerable progress has been made at the University Senior Leadership Team where, 56% of members are now females. Work continues in this area to address the representation of members from an ethnic minority background.
- Our EDI School and Faculty leads continue to support the embedding of EDI considerations into the day-to-day functions of their areas.

### **Celebrating diversity**

We have celebrated diverse events again this year, such as Holocaust Memorial Day, LGBT+ History Month, International Women’s Day, Roma Holocaust Memorial Day, Black History Month as well as a range of interfaith events.

Many of these celebrations and events were organised in close partnership and association with the Students Union and were inclusive of both colleagues and students.

### **Advancing Disability and Neurodivergent equality**

We have continued to celebrate with our colleagues with disabilities and neurodivergent staff, reflecting on Neurodiversity week and International Day of Persons with Disabilities. As a university we have recently launched a Neurodiversity Policy which will support our neurodivergent staff.

Following feedback from our Disability and Neurodiversity staff networks, FAQs for reasonable adjustments have been developed, aimed at increased understanding of the process for staff.

### **Equality Impact Assessments**

**Equality Impact Assessments (EIAs) were conducted over the reporting period of 1<sup>st</sup> April 2024 – 31<sup>st</sup> March 2025**

Amongst those completed during the reporting period were Equality Impact Assessments on:

Sexual Misconduct Policy, Mental Health Policy, Student Maternity Policy, Implementation of Report and Support System, Equal Pay Policy, USS Pensions Changes 2024, Cyber and Information Security Policy, Neurodiversity Policy, AI and Assessment Policy and various Service Redesigns.

### **Next steps**

The Higher Education sector is currently navigating a period of significant challenge and change. Despite this, our commitment to advancing and embedding equality remains steadfast. We recognise that these testing times make our efforts even more vital, and we will continue to drive forward inclusive practices and deliver on our equality objectives. Through collaboration, resilience, and a shared sense of purpose, we aim to ensure that equality, diversity, and inclusion remain central to everything we do.

Although it is important to celebrate our achievements over the past year, of which there are many, we are aware that there are other areas that require focused effort to continue to progress against our Strategic Equality objectives.

One of our key ongoing priorities is improving the retention, and progression of colleagues from ethnic minority backgrounds. For the second consecutive year, the highest proportion of applicants for university roles, 48.8%, were from ethnic minority communities, highlighting the growing interest in joining our institution.

To support career progression, we launched the Diversifying Leadership Programme, which is specifically designed to empower ethnic minority staff with the skills, confidence, and tools to pursue leadership opportunities. The programme has already made a meaningful impact, with participants reporting increased confidence in applying for promotion and leadership roles.

Building on this success, the University has committed to expanding the programme by funding an additional four places for 2024/25. This investment reflects our broader ambition to build a more inclusive leadership team, where diversity is reflected at all levels.

We also recognise the urgent need to increase representation of ethnic minority colleagues in senior positions. To address this, we have begun implementing our Race Equality Action Plan, which outlines a series of targeted actions to support equity and progression.

We have made significant progress in reducing the gender pay gap, but we must push forward by being proactive and innovative in pursuing activities to reduce the gender pay gap and to continue to encourage more females to apply for senior roles.

Our Senior Leadership Team remains committed to progressing all areas identified through our Strategic Equality Plan 2024-2028.

I would like to express my sincere thanks to the colleagues and students who have contributed to this progress. Your dedication and insight have been instrumental in driving meaningful change. Together, we have built strong foundations for a more inclusive, equitable, and forward-looking University community.

Prof. Amira Guirguis, DPVC (EDIB)

# Our 3,770 Colleagues *at a Glance* (infographic)

## Sex

Female	55.2	2080
Male	44.8	1690
<b>Total</b>	<b>100%</b>	<b>3770</b>

Professional Services	%	Academic	%
Female	62.7%	Female	46.6%
Male	37.3%	Male	53.4%

**Average Age 43, Male 44, Female 43**

## Disability

Not Disabled	85.8 %	3234
Disabled	10.7%	403
Prefer not to Say	3.5%	133
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Religion

No religion	45.3%	1709
Christian	26.0%	980
Prefer not to say	21.1%	796
Muslim	2.4%	90
Spiritual	1.7%	64
Hindu	1.2%	45
Any other religion or belief	1.1%	42
Buddhist	0.9%	35
Jewish	0.1%	5
Sikh	0.1%	4
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Marriage & Civil Partnership

Married	46.0%	1733
Single	28.7%	1083
Co-habiting	12.2%	459
Prefer not to say	8.0%	301
Divorced	2.1%	80
Other	1.1%	40
Separated	0.9%	33
Civil Partnership	0.8%	30
Widowed	0.3%	11
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Gender Reassignment

Gender identity the same	85.3%	3217
Prefer not to say	14.0%	530
Gender identity different	0.6%	23
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Parental Leave

Maternity	74.8%	104
Paternity/Partner	24.5%	34
Adoption	0.7%	1
<b>Total</b>	<b>100%</b>	<b>139</b>

## Race

White	82.6%	<b>3114</b>	
Ethnic Minority	14.5%	<b>548</b>	
	Asian	4.9%	184
	Other	4.0%	152
	Chinese	2.8%	105
	Mixed	1.6%	60
	Black	1.2%	47
Prefer not to say	2.8%	105	
Not known	0.1%	3	
<b>Total</b>	<b>100%</b>	<b>3770</b>	

\*Not known describes an individual who is not aware of their ethnicity

## Sexual Orientation

Heterosexual	75.3%	<b>2837</b>	
Prefer not to say	18.6%	<b>703</b>	
LGB+	<b>6.1%</b>	<b>230</b>	
	Bi	2.9%	108
	Gay	1.7%	63
	Gay / Lesbian	0.9%	35
	Other	0.6%	24
<b>Total</b>	<b>100%</b>	<b>3770</b>	

# Age

## Colleague Composition 3770

36 - 40	15.9%	600
41 - 45	14.7%	554
31 - 35	13.1%	494
46 - 50	12.9%	488
51 - 55	12.7%	480
26 - 30	9.8%	371
56 - 60	9.3%	349
25 and under	4.8%	181
61 - 65	4.5%	171
66+	2.2%	82
<b>Total</b>	<b>100%</b>	<b>3770</b>

### Average Age 43

Female = 43

Male = 44

All = 43

## Colleague Composition

Age categories used in this report coincide with the Higher Education Statistics Agency (HESA) age range categories. The average age of female colleagues has increased to 43 and male colleagues has increased to 44. The overall average age is 43 and has remained the same as last year.

The age composition of our staff is the same as last year. Staff aged between 36-40 remains as our biggest group at 15.9%.

The majority of the workforce are aged between 31-55 (69.3%) which is higher than the UK sector benchmark data (64.9%) and the Welsh sector benchmark data (66.7%). 14.6% of the workforce are aged 30 and under which is slightly lower to the UK sector benchmark data (16.5%) and higher than the Welsh sector benchmark data (13.9%). (Advance HE Staff Statistical Report 2024).

## Recruitment

Posts advertised = 553

### Applications by Age

25 and under	24.6%	2407
26 - 30	23.6%	2311
31 - 35	16.9%	1652
36 - 40	12.0%	1177
41 - 45	8.6%	839
46 - 50	5.4%	525
51 - 55	3.8%	374
56 - 60	2.8%	278
61 - 65	1.4%	134
66+	0.6%	60
Prefer not to say / Unknown	0.2%	16
<b>Total</b>	<b>100%</b>	<b>9773</b>

Applications received = 9773

## Recruitment

The number of posts advertised (553) has decreased since last year (749) and this is due to the University financial sustainability programme. The number of applications received has decreased this year (9773) compared to last year (11304).

The greatest percentage of applicants were aged 25 and under (24.6% of all applications). This is higher than last year, where this was 19.0%.

78% of all applicants were aged 40 and under, this shows that the majority of our applicants are slightly younger than the average age of our present workforce.

### Applicant Success Rate (Within own group)

66+	16.7%	10
25 and under	16.4%	397
51 - 55	10.5%	39
36 - 40	7.5%	88
46 - 50	7.5%	39
26 - 30	7.2%	166
31 - 35	6.9%	115
41 - 45	6.7%	56
56 - 60	6.5%	18
61 - 65	5.2%	7
<b>Total</b>	<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

### Applicant success rate

The overall applicant success rate has decreased from 11.7% to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The age range with the highest success rate were the applicants aged 66+, which has decreased to 16.7% from 30.9% last year. Caution needs to be applied here, due to small numbers.

The success rate for the age groups 25 and under, 26-30, 31-35, 56-60 and 61-65 have also decreased to 16.4%, 7.2%, 6.9%, 6.5% and 5.2% respectively. All other age categories are comparable to last year.

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

### Leavers

26 - 30	16.6%	129
25 and under	16.4%	128
31 - 35	14.9%	116
41 - 45	10.5%	82
36 - 40	10.4%	81
56 - 60	10.0%	78
61 - 65	6.5%	51
46 - 50	5.6%	44
51 - 55	5.5%	43
66+	3.5%	27
<b>Total</b>	<b>100 %</b>	<b>779</b>

### Leavers

There has been a slight increase in leavers from 765 last year to 779 this year.

Age 25 and under leavers has decreased from 20.1% last year to 16.4% this year. All other leaver groups are comparable to last year. The highest proportions of leavers are in the 26-30 group. 28% of the 26-30 group held clearing helpline operator, research assistant, Intern and SPIN (Swansea Paid Intern Partnership) intern roles which are all short-term appointments.

23% of the colleagues who left took Voluntary Early Severance.

### Training

**Courses provided = 343**

#### Classroom based training.

36 - 40	17.3%	497
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### Classroom based Training

The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).

The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).

<b>41 - 45</b>	15.5%	445	<p>The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.</p> <p>The age distribution of colleagues accessing classroom-based training is broadly similar to last year.</p>
<b>46 - 50</b>	14.5%	416	
<b>51 - 55</b>	14.2%	407	
<b>31 - 35</b>	13.9%	400	
<b>26 - 30</b>	9.9%	286	
<b>56 - 60</b>	8.1%	233	
<b>25 and under</b>	3.4%	98	
<b>61 - 65</b>	2.6%	74	
<b>66+</b>	0.7%	19	
<b>Total</b>	<b>100.0%</b>	<b>2875</b>	

**Online Training**

<b>26 - 30</b>	21.7%	1333
<b>31 - 35</b>	18.4%	1130
<b>25 and under</b>	15.5%	952
<b>36 - 40</b>	11.8%	727
<b>41 - 45</b>	10.3%	633
<b>46 - 50</b>	8.6%	530
<b>51 - 55</b>	6.7%	413
<b>56 - 60</b>	4.7%	287
<b>61 - 65</b>	1.5%	90
<b>66+</b>	0.7%	41
<b>Total</b>	<b>100%</b>	<b>6136</b>

**Online Training**

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

The age distribution of colleagues accessing online training is broadly similar to last year with the exception of those in age group 36-40 (-5.2%).

**Grievance and Disciplinary**

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

**Grievance**

41 – 45	36.4%	4
36 – 40	27.3%	3
26 - 30	18.2%	2
31 - 35	9.1%	1
56 - 60	9.1%	1
<b>Total</b>	<b>100%</b>	<b>11</b>

**Disciplinary**

36 - 40	30.0%	3
56 - 60	20.0%	2
61 - 65	20.0%	2
31 - 35	10.0%	1
41 - 45	10.0%	1
51 - 55	10.0%	1
<b>Total</b>	<b>100.0%</b>	<b>10</b>

**Grievance and Disciplinary**

Across this year’s reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

Of the total 11 grievances, there was a broad range of age groups, but the greatest proportion of grievances were from the 41-45 age group (36%).

The number of grievances is comparable this year (11) compared to last year (11).

The age distribution of disciplinary cases colleagues is broadly similar to last year.

As for the conducted disciplinary cases, 30% (3) of the colleagues were aged 36-40.

# Disability

## Colleague Composition

Not Disabled	85.8 %	3234
Disabled	10.7%	403
Prefer not to Say	3.5%	133
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Colleague Composition

10.7% of colleagues stated a disability compared to 10.2% last year. This is higher than the UK sector benchmark of 7.2% and Welsh sector benchmark of 5.9% (Advance HE Statistical Report 2024).

Of colleagues who stated a disability, 37% was for a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D which has risen by 2% since last year. This is followed by 19% who stated a mental health condition which remained the same as last year and 13% stated a long-standing illness or health condition which decreased by 2% since last year.

## Recruitment

**Posts advertised = 553**

### Applications by

Not Disabled	83.6%	8171
Disabled	12%	1172
Prefer not to say	4.4%	430
	<b>100%</b>	<b>9773</b>

**Applications received 9773**

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme. The number of applications received has decreased this year (9773) compared to last year (11304).

The number of applicants disclosing a disability (12%) has increased this year as compared to last year (11.2%).

## Applicant Success Rate (Within own group)

Disabled	14.7%	172
Prefer not to say	14.7%	61
Not Disabled	8.6%	702
<b>Total</b>	<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

## Applicant success rate

The overall applicant success rate has decreased from 11.7% last year to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The success rate for applicants stating a disability is 14.7%, which is higher than applicants who do not have a disability at 8.6%.

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

## Leavers

Not Disabled	81.9%	638
Disabled	14.2%	111
Prefer not to Say	3.9%	30
<b>Total</b>	<b>100%</b>	<b>779</b>

## Leavers

There has been a slight increase in leavers from 765 last year to 779 this year.

The proportion of leavers with a disability, 14.2%, is higher than the university pool of colleagues who stated a disability at 10.7%. 31% of the leavers with a disability held clearing helpline operator, internship or research related roles which would be short-term appointments.

## Training

**Courses provided = 343**

### Classroom based training.

Not Disabled	85.9%	2469
Disabled	10.9%	312
Prefer not to Say	3.3%	94
<b>Total</b>	<b>100%</b>	<b>2875</b>

## Classroom based Training

The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430). The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).

The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.

Of those who completed classroom-based training, 10.9% stated a disability, this is comparable with the percentage of colleagues who have stated a disability in the University (10.7%).

## Online Training

Not Disabled	83.4%	5115
Disabled	12.8%	785
Prefer not to Say	3.8%	236
<b>Total</b>	<b>100%</b>	<b>6136</b>

## Online Training

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

Of those who completed online training, 12.8% stated a disability, which is greater than the percentage of colleagues who have stated a disability in the University (10.7%).

## Grievance and Disciplinary

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

### Grievance

Not Disabled	81.8%	9
Disabled	18.2%	2
<b>Total</b>	<b>100%</b>	<b>11</b>

### Disciplinary

Not Disabled	80%	8
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## Grievance and Disciplinary

Across this year's reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

Of the grievances, 18% (2) stated that they had a disability. This is higher than the pool of staff who have shared they have a disability (10.7%), so we will monitor this figure. Caution needs to be applied when interpreting this data, due to the small numbers. 82% (9) did not state any disability.

As for the conducted disciplinary cases, 10% (1) shared they had a disability. This is lower than the pool of staff who have shared they have a disability (10.7%).

Disabled	10%	1		
Prefer not to say	10%	1		
<b>Total</b>	<b>100%</b>	<b>10</b>		

# Gender Reassignment

## Colleague Composition

Gender identity the same	85.3%	3217
Prefer not to say	14.0%	530
Gender identity different	0.6%	23
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Colleague Composition

Most colleagues, 85.3%, identify as the same sex as registered at birth, which is comparable to last year.

The percentage of colleagues preferring not to say reduced slightly from 14.9% last year to 14% this year, suggesting an increase in confidence in disclosing information.

Colleagues identifying as a different sex to that registered at birth is 0.6%. This is 0.1% lower than reported last year and 0.3% higher than the UK benchmark of 0.3% (Advance HE Statistical Report 2024)

## Recruitment

**Posts advertised = 553**

### Applications by

Gender identity the same as sex registered at birth	96.8%	9462
Prefer not to say	1.8%	180
Gender identity different to sex registered at birth	1.4%	133
<b>Total</b>	<b>100%</b>	<b>9773</b>

**Applications received 9773.**

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme.

The number of applications received has decreased this year (9773) compared to last year (11304).

Applicants identifying as the same sex as at birth is comparable to last year (96.9%).

Applicants identifying as a different sex to that registered at birth has increased by 0.3%, from 1.1% last year to 1.4% this year.

Those preferring not to say decreased by 0.1% to 1.8%.

## Applicant Success Rate (Within own group)

Prefer not to say	11.7%	19
Gender identity the same as sex registered at birth	9.5%	901
Gender identity different to sex registered at birth	11.3%	15
<b>Total</b>	<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

The overall applicant success rate has decreased from 11.7% to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The success rate of applicants identifying as a different sex to that registered at birth (11.3%) is higher than those

who identify as having the same sex registered at birth. (9.5%)

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

## Leavers

Gender identity the same	90.0%	701
Prefer not to say	9.0%	70
Gender identity different	1.0%	8
<b>Total</b>	<b>100%</b>	<b>779</b>

## Leavers

There has been a slight increase in leavers from 765 last year to 779 this year.

90% of leavers gender identity is the same as sex registered at birth. 1.0% of leavers gender identity is different to sex registered at birth which is slightly higher than the pool of colleagues we have (0.6%).

## Training

**Courses provided = 343**

### Classroom based training

Gender identity the same	89%	2559
Prefer not to say	10.4%	300
Gender identity different	0.6%	16
<b>Total</b>	<b>100%</b>	<b>2875</b>

## Classroom based Training

The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).

The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).

The decrease in classroom-based participants is due to several factors, including a reduction in courses and the redesign of Professional Services.

Those attending classroom training whose gender identity is different to their sex registered at birth (0.6%) is slightly lower to last year (0.8%) and this is comparable to the pool of colleagues identifying in the same way at the University (0.6%).

## Online Training

Gender identity the same	94.1%	5774
Prefer not to say	5.4%	330
Gender identity different	0.5%	32
<b>Total</b>	<b>100.0%</b>	<b>6136</b>

## Online Training

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

There has been a slight decrease in the participation of colleagues whose gender identify is different to their sex registered at birth from 0.6% last year to 0.5% this year. However, this is comparable to the pool of colleagues identifying in the same way at the University (0.6%).

## Grievance and Disciplinary

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

### Grievance

Gender identity the same	45%	5
Prefer not to say	55%	6
<b>Total</b>	<b>100%</b>	<b>11</b>

### Disciplinary

Gender identity the same	80%	8
Prefer not to say	20%	2
<b>Total</b>	<b>100%</b>	<b>10</b>

## Grievance and Disciplinary

Across this year's reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

Of the grievances, 45% (5) identified as the same sex as at birth, and 55% (6) preferred not to say.

As for the conducted disciplinary cases, 80% (8) colleagues identified as the same sex as at birth, and 20% (2) preferred not to say.

# Marriage & Civil Partnership

## Colleague Composition

Married	46.0%	1733
Single	28.7%	1083
Co-habiting	12.2%	459
Prefer not to say	8.0%	301
Divorced	2.1%	80
Other	1.1%	40
Separated	0.9%	33
Civil Partnership	0.8%	30
Widowed	0.3%	11
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Colleague Composition

The percentage of colleagues who are married or in a civil partnership is comparable to last year.

## Recruitment

**Posts advertised = 553**

### Applications by

Single	53.0%	5177
Married	29.3%	2859
Co-habiting	8.1%	795
Prefer not to say	4.5%	436
Divorced	2.1%	202
Other	1.1%	112
Civil Partnership	1.0%	102
Separated	0.7%	73
Widowed	0.2%	17
<b>Total</b>	<b>100%</b>	<b>9773</b>

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme.

The number of applications received has decreased this year (9773) compared to last year (11304).

There is a higher percentage of applicants who are single when compared to last year and a lower percentage of applicants who are married when compared to last year. Those applicants who are co-habiting, divorced, separated, in a civil partnership or widowed is comparable to last year.

The highest proportion of applications received is from those who are single (53%), followed by married applicants (29.3%).

## Applicant Success Rate (Within own group)

Widowed	17.6%	3
Other	15.2%	17
Prefer not to say	14.5%	61
Co-habiting	12.8%	102
Single	10.1%	524
Married	7.1%	204

## Applicant success rate

The overall applicant success rate has decreased from 11.7% to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

Civil Partnership	6.9%	7
Divorced	6.4%	13
Separated	5.5%	4
<b>Total</b>	<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

The success rate for married applicants has decreased by 0.5%, from 7.6% last year to 7.1% this year. There has also been a decrease in the success rate, for applicants in civil partnerships by 5.3%, from 12.2% last year to 6.9% this year. However, the success rate of all categories has decreased with the exception of 'prefer not to say' which is comparable.

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

## Leavers

Single	40.4%	315
Married	34.4%	268
Co-habiting	13.4%	104
Prefer Not to Say	6.7%	53
Divorced	2.4%	19
Other	1.2%	9
Civil Partnership	0.5%	4
Widowed	0.5%	4
Separated	0.4%	3
<b>Total</b>	<b>100%</b>	<b>779</b>

## Leavers

There has been a slight increase in leavers from 765 last year to 779 this year.

The percentage of leavers who are married has increased by 2.2% from 32.2% last year to 34.4% this year but remains well below the pool of colleagues at the University who are married (46%).

The percentage of leavers who are in a civil partnership has decreased by 0.3% from 0.8% last year to 0.5% this year. This is lower when compared to the pool of colleagues at the University in a civil partnership (0.8%).

## Training

**Courses provided = 343**

### Classroom based training.

Married	48.1%	1384
Single	27.8%	798
Co-habiting	12.6%	362
Prefer Not To Say	6.5%	187
Divorced	2.2%	64
Other	1.3%	36
Civil Partnership	0.7%	19
Separated	0.6%	17
Widowed	0.3%	8
<b>Total</b>	<b>100.0%</b>	<b>2875</b>

## Classroom based Training

The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).

The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).

The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.

The percentage of married colleagues (48.1%) who undertook classroom-based training is higher than last year (43.8%) and proportionate to the pool of married colleagues at the university (46%).

	The percentage of colleagues in a civil partnership (0.7%) who undertook classroom-based training this year, is comparable to last year (0.7%) and proportionate to the pool of civil partnered colleagues at the University (0.8%).
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**Online Training**

Single	38.7%	2374
Married	34.6%	2124
Co-habiting	13.3%	815
Prefer Not to Say	7.8%	479
Other	1.6%	98
Divorced	2.0%	125
Civil Partnership	1.0%	64
Separated	0.8%	51
Widowed	0.1%	6
<b>Total</b>	<b>100%</b>	<b>6136</b>

**Online Training**

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

The percentage of married colleagues (34.6%) who undertook online training is higher than last year (32.6%) and lower than the pool of married colleagues at the University (46%).

The percentage of colleagues in a civil partnership (1.0%) who undertook online training is slightly lower than last year (1.3%) and proportionate to the pool of civil partnered colleagues at the University (0.8%).

**Grievance and Disciplinary**

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

**Grievance**

Married	55%	6
Prefer Not to Say	27%	3
Co-habiting	18%	2
<b>Total</b>	<b>100%</b>	<b>11</b>

**Disciplinary**

Married	60%	6
Prefer Not To Say	20%	2
Single	10%	1
Divorced	10%	1
<b>Total</b>	<b>100%</b>	<b>10</b>

**Grievance and Disciplinary**

Across this year’s reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

Of the grievances, 55% (6) were married, 27% (3) preferred not to say and 18% were co-habiting (2).

As for the conducted disciplinary cases 60% (6) were married, 20% (2) preferred not to say, 10% (1) were single and 10% (1) were divorced.

# Pregnancy & Maternity

## Colleague Composition

Adoption	0.7%	1
Maternity	74.8%	104
Paternity/Partner	24.5%	34
<b>Total</b>	<b>100%</b>	<b>139</b>

## Colleague Composition

104 colleagues (74.8% of the family leave pool) took maternity leave during the reporting period. This is slightly lower than last year.

34 colleagues (24.5%) took paternity/partner leave during the reporting period. This is slightly higher than last year and 1 colleague (0.7%) took adoption leave during the reporting period; this is comparable to last year.

Overall, 3.7% (139) of colleagues took a period of parental leave during the reporting period which is comparable to last year (3.7%).

## Recruitment

**Posts advertised = 553**

### Applications by

No parental leave taken	96.0%	9379
Prefer not to say	2.7%	265
Maternity leave	1.1%	103
Additional paternity leave (more than 2 weeks)	0.2%	24
Adoption Leave	0.0%	2
<b>Total</b>	<b>100.0%</b>	<b>9773</b>

**Applications received = 9773**

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme.

The number of applications received has decreased this year (9773) compared to last year (11304).

1.3% of applications were made by individuals who had taken some form of parental leave, which is less than last year (1.7%).

## Applicant Success Rate (Within own group)

Maternity leave	9.7%	10
No parental leave taken	9.7%	909
Prefer not to say	6.0%	15
Additional paternity leave (more than 2 weeks)	4.2%	1
Adoption leave	0.0%	0
<b>Total</b>	<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

## Applicant success rate

The overall applicant success rate has decreased from 11.7% to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The success rate of individuals who have had a period of maternity leave during the reporting period (9.7%) is the same as those who had not taken any parental leave (9.7%). The success rate of those who had had a

	<p>period of maternity leave has decreased slightly by 0.2% since last year (9.9%).</p> <p>Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.</p>									
<p><b>Leavers</b></p> <table border="1" data-bbox="54 533 679 651"> <tr> <td>No parental Leave</td> <td>97.3%</td> <td>758</td> </tr> <tr> <td>Parental Leave</td> <td>2.7%</td> <td>21</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td><b>779</b></td> </tr> </table>	No parental Leave	97.3%	758	Parental Leave	2.7%	21	<b>Total</b>	<b>100%</b>	<b>779</b>	<p><b>Leavers</b></p> <p>There has been a slight increase in leavers from 765 last year to 779 this year.</p> <p>2.7% (21) of leavers had taken a period of family leave in the last 12 months. This is less than the total pool of colleagues that have taken parental leave in the reporting period (3.7%).</p>
No parental Leave	97.3%	758								
Parental Leave	2.7%	21								
<b>Total</b>	<b>100%</b>	<b>779</b>								
<p><b>Training</b></p> <p><b>Courses provided = 343</b></p> <p><b>Classroom based training</b></p> <table border="1" data-bbox="54 1014 679 1133"> <tr> <td>No Parental leave</td> <td>98.2%</td> <td>2822</td> </tr> <tr> <td>Parental Leave</td> <td>1.8%</td> <td>53</td> </tr> <tr> <td><b>Total</b></td> <td><b>100.0%</b></td> <td><b>2875</b></td> </tr> </table>	No Parental leave	98.2%	2822	Parental Leave	1.8%	53	<b>Total</b>	<b>100.0%</b>	<b>2875</b>	<p><b>Classroom based Training</b></p> <p>The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).</p> <p>The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).</p> <p>The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.</p> <p>1.8% of colleagues who had undertaken classroom-based training had taken a period of parental leave during the reporting period.</p>
No Parental leave	98.2%	2822								
Parental Leave	1.8%	53								
<b>Total</b>	<b>100.0%</b>	<b>2875</b>								
<p><b>Online Training</b></p> <table border="1" data-bbox="54 1554 679 1673"> <tr> <td>No Parental leave</td> <td>98.7%</td> <td>6059</td> </tr> <tr> <td>Parental Leave</td> <td>1.3%</td> <td>77</td> </tr> <tr> <td><b>Total</b></td> <td><b>100.0%</b></td> <td><b>6136</b></td> </tr> </table>	No Parental leave	98.7%	6059	Parental Leave	1.3%	77	<b>Total</b>	<b>100.0%</b>	<b>6136</b>	<p><b>Online Training</b></p> <p>The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.</p> <p>1.3% of colleagues who had undertaken online training had taken a period of parental leave during the reporting period.</p>
No Parental leave	98.7%	6059								
Parental Leave	1.3%	77								
<b>Total</b>	<b>100.0%</b>	<b>6136</b>								
<p><b>Grievance and Disciplinary</b></p> <p>The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.</p>	<p><b>Grievance and Disciplinary</b></p> <p>Across this year's reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.</p>									

### Grievance

No parental leave	91%	10
Parental Leave	9%	1
<b>Total</b>	<b>100.0%</b>	<b>11</b>

Of the grievances, one colleague had taken a period of parental leave.

### Disciplinary

No parental leave	100.0%	10
<b>Total</b>	<b>100%</b>	<b>10</b>

Of the disciplinaries, none were reported by those who had taken a period of parental leave.

# Race

## Colleague Composition

White		82.6%	3114
Ethnic Minority	<b>Total</b>	14.5%	548
	Asian	4.9%	184
	Other	4.0%	152
	Chinese	2.8%	105
	Mixed	1.6%	60
Black	1.2%	47	
Prefer not to say		2.8%	105
Not known		0.1%	3
<b>Total</b>		<b>100%</b>	<b>3770</b>

## Colleague Composition

The composition of our ethnic minority colleagues is 14.5% this year, compared to last year's 13.5%.

The percentage of ethnic minority colleagues at the University, 14.5%, is slightly lower than the UK Benchmark of 17.5% but is higher than the Welsh Benchmark at 11% (Advance HE Statistical Report 2024).

The largest ethnic minority subcategories are Asian (4.9%) and other ethnic group (4.0%). We are above the Welsh benchmark for each Ethnic Minority subcategory except for mixed (1.6%) and black (1.2%) which are both comparative to the Welsh benchmark (1.6% and 1.7% respectively) (Advance HE Statistical Report 2024).

## Recruitment

Posts advertised = 553

### Applications by Race

<b>Ethnic Minority</b>	<b>Total</b>	<b>48.8%</b>	<b>4774</b>
	Asian	26.8%	2619
	Black	9.9%	964
	Other ethnic	5.9%	577
	Chinese	4.7%	464
	Mixed	1.5%	150
<b>White</b>		<b>47.2%</b>	<b>4617</b>
<b>Prefer not to say</b>		<b>3.9%</b>	<b>382</b>
<b>Total</b>		<b>100%</b>	<b>9773</b>

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme. The number of applications received has decreased this year (9773) compared to last year (11304).

For the second year running, the highest percentage of applicants are from an ethnic minority background. There has been a slight decrease to 48.8% this year from 49.9% last year. There have been slightly less applications from white candidates this year decreasing from 48% last year to 47.2% this year.

The proportion of applications from each ethnic minority group is comparative to last year.

## Applicant Success Rate (Within own group)

White		14.6%	673
Prefer not to say		8.8%	30
Ethnic Minority	<b>Total</b>	<b>4.9%</b>	<b>232</b>

## Applicant success rate

The overall applicant success rate has decreased from 11.7% last year to 9.6% this year.

	Mixed	15.3%	23
	Other ethnic	6.9%	40
	Chinese	6.0%	28
	Black	5.6%	54
	Asian	3.3%	87
<b>Total</b>		<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The success rate of white applicants this year is 14.6%, and has decreased by 4.8% this year, from 19.4% last year.

The success rate of ethnic minority groups this year is 4.9% this year and has decreased slightly since last year (5.6%).

The gap in the success rate between ethnic minority and white applicants has decreased to 9.7% this year, (compared to 13.8% last year) with 14.6% of white applicants being successful, as compared to 4.9% of ethnic minority applicants. We will continue to monitor this data and have several actions within our Race Charter Action plan to reduce this gap further.

When we look at the subcategory breakdown, we can see mixed ethnic minority applicant success rate has increased from 8% last year to 15.3% this year. All other subcategories have a lower success rate than white colleagues. The success rate of Other ethnic applicants (6.9%), Chinese (6%) Black (5.6%) and Asian (3.3%), has decreased since last year (8%), (7%), (7%) and (4.3%) respectively.

We have identified this as a priority area and are continuing to focus on conducting further data analysis to take appropriate actions with the aim of reducing the gap in the success rate between ethnic minority applicants and white applicants. This work will be undertaken through our Race Charter Action Plan.

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

**Leavers**

White		78.2%	609
Ethnic Minority	Total	17.3%	135
	Asian	8.1%	63
	Black	3.0%	23
	Other	2.8%	22
	Chinese	2.1%	16

**Leavers**

There has been a slight increase in leavers from 765 last year to 779 this year.

The percentage of ethnic minority leavers (17.3%) is lower compared with last year at 23%. It is higher than our overall pool of ethnic minority colleagues at 14.5%.

	Mixed	1.4%	11
Prefer not to say		4.5%	35
<b>Total</b>		<b>100.0%</b>	<b>779</b>

We can attribute some of this increase in ethnic minority leavers to 14% of the leavers having held clearing helpline operator roles and 19% held research related roles which would be short term appointments. This shows that at least 33% of ethnic minority leavers were in student roles or a research related role.

## Training

Classroom courses provided = 343

### Classroom based training

<b>White</b>		<b>84.8%</b>	<b>2438</b>
<b>Ethnic Minority</b>	<b>Total</b>	<b>12.5%</b>	<b>360</b>
	Other	4.0%	114
	Asian	3.8%	110
	Chinese	1.9%	56
	Mixed	1.6%	45
	Black	1.2%	35
<b>Prefer not to say</b>	<b>Total</b>	<b>2.7%</b>	<b>77</b>
<b>Total</b>		<b>100%</b>	<b>2875</b>

## Classroom based Training

The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).

The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).

The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.

Of the classroom-based training participants, 12.5% identified as from an ethnic minority background, which is slightly lower than last year (15.2%) and lower than the percentage of ethnic minority colleagues in our university pool (14.5%). When we look at the subcategory breakdown, we can see that they are all comparable to our pool of ethnic minority university staff.

There was a slight increase in white participants from 82.9% last year to 84.8% this year. The percentage of colleagues who preferred not to say is the slightly higher to last year (2.7%).

## Online Training

White		<b>73.2%</b>	<b>4493</b>
Ethnic Minority	<b>Total</b>	<b>23.7%</b>	<b>1457</b>
	Asian	9.3%	573
	Chinese	5.6%	342
	Other	3.2%	197
	Black	3.0%	183
	Mixed	2.6%	162
Prefer not to say		2.9%	176
Not known		0.2%	10
<b>Total</b>		<b>100%</b>	<b>6136</b>

## Online Training

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

Of those who completed online training 23.7% identified as from an ethnic minority background, an increase from 21.6% last year and higher than the percentage of ethnic minority colleagues in our university pool (14.5%).

When we look at the subcategory breakdown, we can see that for the majority of ethnic minority subcategories the proportion of participants is higher compared to the pool of staff at the

University for Asian, Black, mixed and Chinese colleagues. However, the participation of other ethnic colleagues (3.2%) is lower than the pool of 4%.

The percentage of white participants (73.2%) is slightly lower than last year (75.5%) and those who preferred not to say (2.9%) was comparable to last year (2.9%).

### Grievance and Disciplinary

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

#### Grievance

<b>White</b>		<b>81.8%</b>	<b>9</b>
<b>Ethnic Minority</b>	<b>Total</b>	<b>18.2%</b>	<b>2</b>
	Asian	18.2%	2
<b>Total</b>		<b>100%</b>	<b>11</b>

#### Disciplinary

<b>White</b>		<b>70%</b>	<b>7</b>
<b>Ethnic Minority</b>	<b>Total</b>	<b>30%</b>	<b>3</b>
	Asian	20%	2
	Other	10%	1
<b>Total</b>		<b>100%</b>	<b>10</b>

### Grievance and Disciplinary

Across the reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

Of the grievances, 82% (9) identified as white and 18% (2) identified as ethnic minority.

As for the conducted disciplinary cases, 70% (7) identified as white and 30% (3) identified as from an ethnic minority background.

# Religion & Belief

## Colleague Composition

No religion	45.3%	1709
Christian	26.0%	980
Prefer not to say	21.1%	796
Muslim	2.4%	90
Spiritual	1.7%	64
Hindu	1.2%	45
Any other religion or belief	1.1%	42
Buddhist	0.9%	35
Jewish	0.1%	5
Sikh	0.1%	4
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Colleague Composition

Colleagues stating no religion represent the largest group at Swansea University, 45.3%. This is followed by those who are Christian 26% and prefer not to say, 21.1%. The order of the remaining religions and beliefs remain comparable to last year.

The group of colleagues who preferred not to share their religion or belief group has decreased, once again, from 21.8% last year to 21.1% this year, suggesting an increase in confidence of disclosing this information.

We have significantly more Christian colleagues, 26%, which is higher than the UK benchmark of 22.3%. (Advance HE Statistical Report 2024).

## Recruitment

**Posts advertised = 553**

### Applications by

No religion	38.0%	3713
Christian	24.2%	2369
Muslim	11.9%	1165
Hindu	11.3%	1104
Prefer not to say	9.1%	884
Spiritual	1.9%	187
Any other religion or belief	1.6%	158
Buddhist	1.5%	148
Sikh	0.3%	27
Jewish	0.2%	18
<b>Total</b>	<b>100%</b>	<b>9773</b>

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme. The number of applications received has decreased this year (9773) compared to last year (11304).

The largest proportion of applicants are the same as last year; no religion (38%) and Christian (24.2%). Both groups have increased since last year (36% and 23.9% respectively).

## Applicant Success Rate (Within own group)

Any other religion or belief	15.2%	24
Sikh	14.8%	4
No religion	13.3%	494
Spiritual	12.3%	23
Prefer not to say	11.2%	97
Jewish	11.1%	2

## Applicant success rate

The overall applicant success rate has decreased from 11.7% to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

Buddhist	10.1%	15	Of applicants who disclosed their religion and belief, the highest success rate was for any other religion or belief which rose from 9.3% last year to 15.2% this year. However, caution must be taken, as actual numbers are low.
Christian	8.9%	210	
Muslim	3.6%	42	
Hindu	2.2%	24	
<b>Total</b>	<b>9.6%</b>	<b>935</b>	
<b>Total success rate 9.6% (935)</b>			With the exception of Sikh, Spiritual and Buddhist successful applicants, the success rate for all other categories is lower than last year.
			Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.
<b>Leavers</b>			<b>Leavers</b>
No religion	49.4%	385	There has been a slight increase in leavers from 765 last year to 779 this year.  49.4% of leavers defined themselves as having no religion, which is higher than the pool of 45.3%. The second highest proportion of leavers were Christians at 24.6%, which is slightly lower than the pool of 26%. Apart from Jewish leavers, Sikh, prefer not to say and 'any other religion or belief' figures are comparable to or lower than the pool.  The proportion of leavers for all other religions is slightly higher than their pool, however, caution must be taken, as actual numbers are low in some cases.
Christian	24.6%	192	
Prefer not to say	15.4%	120	
Muslim	4.6%	36	
Hindu	2.8%	22	
Spiritual	1.7%	13	
Any other religion or belief	0.8%	6	
Buddhist	0.5%	4	
Jewish	0.1%	1	
<b>Total</b>	<b>100%</b>	<b>779</b>	
<b>Training</b>			<b>Classroom based Training</b>
<b>Courses provided = 343</b>			The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).
<b>Classroom based training</b>			
No religion	46.5%	1336	The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).  The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.  46.5% of colleagues who undertook classroom-based training defined themselves as having no religion, followed by those who defined themselves as Christian at 27.8% and thirdly those who preferred not to say at 18.7%.
Christian	27.8%	798	
Prefer not to say	18.7%	538	
Spiritual	1.6%	46	
Any other religion or belief	1.6%	45	
Muslim	1.6%	45	
Hindu	1.3%	38	
Buddhist	0.8%	24	
Jewish	0.2%	5	
<b>Total</b>	<b>100%</b>	<b>2875</b>	

The proportion of colleagues who undertook classroom-based training for all groups is proportionate to their pool.

### Online Training

No religion	51.0%	3128
Christian	23.8%	1461
Prefer not to say	13.3%	815
Muslim	4.6%	280
Hindu	3.0%	186
Any other religion or belief	2.3%	143
Spiritual	0.9%	56
Buddhist	0.9%	54
Sikh	0.2%	13
<b>Total</b>	<b>100%</b>	<b>6136</b>

### Online Training

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

51% of colleagues who undertook online training defined themselves as having no religion, followed by those who defined themselves as Christian at 23.8% and thirdly, those who prefer not to say at 13.3%.

The proportion of colleagues who undertook classroom-based training for all groups is proportionate to their pool with the exception of colleagues with no religion (51%) who are overrepresented compared to the pool (45.3%) and those who prefer not to say (13.3%) who are underrepresented compared to the pool (21.1%).

### Grievance and Disciplinary

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

#### Grievance

Prefer not to say	55%	6
No religion	27%	3
Christian	9%	1
Spiritual	9%	1
<b>Total</b>	<b>100%</b>	<b>11</b>

#### Disciplinary

No religion	50%	5
Prefer not to say	30%	3
Christian	20%	2
<b>Total</b>	<b>100%</b>	<b>10</b>

### Grievance and Disciplinary

Across this year's reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

The number of grievances has decreased this year (11) compared to last year (17).

Of the grievances, 55% (6) preferred not to say, 27% (3) expressed no religion, 9% (1) as Christian and 9% (1) Spiritual.

As for the conducted disciplinary cases, 50% (5) have no religion, 30% (3) preferred not to say, and 20% (2) were Christian.

# Sex

## Colleague Composition

Female	55.2%	2080
Male	44.8%	1690
<b>Total</b>	<b>100%</b>	<b>3770</b>

## Colleague Composition

The proportion of female colleagues has decreased slightly since last year (55.5%) but is still slightly higher than the UK benchmark of 55%. The proportion of male colleagues has increased slightly since last year (44.8%) and is slightly lower than the UK benchmark of 45% (Advance HE Statistical Report 2024).

## Breakdown by Sex and Grade

*Note – information provided in this section refers to number of contracts as opposed to headcount.*

Grade	F	%	M	%	Total
2	23	0.6	47	1.2	70
3	73	1.9	61	1.6	134
4	139	3.6	65	1.7	204
5	146	3.8	82	2.1	228
6	237	6.1	124	3.2	361
7	418	10.8	259	6.7	677
8	520	13.4	389	10.0	909
9	340	8.8	293	7.6	633
10	130	3.4	164	4.2	294
10a	10	0.3	6	0.2	16
11	74	1.9	191	4.9	265
Clinical	47	1.2	35	0.9	82
<b>Total</b>	<b>2157</b>	<b>55.7</b>	<b>1716</b>	<b>44.3</b>	<b>3873</b>

\*NHS, GP, and any clinical staff are grouped in the Clinical grade

Grade 8 continues to hold the highest percentage of colleagues for both females 13.4%, and males 10%.

More females occupy positions at grades 3,4,5,6,7,8,9,10a and clinical posts than males. More males occupy posts at grade 2,10 and 11.

## Contract Type

*Note – information provided in this section refers to number of contracts as opposed to headcount.*

### Academic contracts

Female	47.1%	850
Male	52.9%	954
<b>Total</b>	<b>100%</b>	<b>1804</b>

47.1% of all academic contracts (including clinical, research and tutors) are held by females, which is slightly higher than last year (45.8%).

27% of professors are female (as at 31.3.25), an increase of 13% since 2012. This is slightly lower than the national HEI UK benchmark of 30.8% (Advance HE Statistical Report 2024).

## Professional Service contracts

Female	63.2%	1307
Male	36.8%	762
<b>Total</b>	<b>100.0%</b>	<b>2069</b>

## Full time

Female	50.2%	1475
Male	49.8%	1463
<b>Total</b>	<b>100.0%</b>	<b>2938</b>

## Part time

Female	72.9%	682
Male	27.1%	253
<b>Total</b>	<b>100.0%</b>	<b>935</b>

## Permanent

Female	55.5%	1581
Male	44.5%	1267
<b>Total</b>	<b>100.0%</b>	<b>2848</b>

## Fixed Term

Female	56.2%	576
Male	43.8%	449
<b>Total</b>	<b>100.0%</b>	<b>1025</b>

## Recruitment

Posts advertised = 553

### Applications by

Male	49.5%	4835
Female	49.2%	4806
Prefer not to say	1.2%	116
Other	0.2%	16
<b>Total</b>	<b>100%</b>	<b>9773</b>

Applications received 9773

63.2% of professional service contracts are held by females which is lower than last year (64.2%), compared to 36.8% held by males which is higher than last year (35.8%).

The percentage of full-time contracts held by males (49.8%) and females (50.2%) remains comparable with last year.

The data shows that significantly more part time contracts are held by females. Of all part time contracts, 72.9% are held by females and 27.1% are held by males.

Of all the contracts held by females, 32% are part time compared to 32% last year, of all the contracts held by males, 15% are part time compared to 16% last year.

Of all permanent contracts, 55.5% are held by females and 44.5% are held by males.

Of all fixed term contracts, 56.2% are held by females and 43.8% are held by males.

Of all contracts held by females, 27% are fixed term contracts and of all contracts held by males, 26% are fixed term contracts. These remain unchanged from last year.

This continues to be a positive story and the result of an ongoing focus to review fixed term contracts at the point of renewal and convert to permanent contracts where feasible.

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme.

The number of applications received has decreased this year (9773) compared to last year (11304).

49.2% of female applications were received, which was 4% higher than last year. 49.5% of male applications were received which was 4% lower than last year.

**Applicant Success Rate**  
(Within own group)

Other	31.3%	5
Female	11.5%	553
Male	7.6%	369
Prefer not to say	8.0%	8
<b>Total</b>	<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

**Applicant success rate**

The overall applicant success rate has decreased from 11.7% to 9.6%.

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The highest success rate was for applicants identifying as other (31.3%, n= 5) has increased by 21% from last year. However, caution must be taken, as actual numbers are low. Female applicants are more successful (11.5%) than male (7.6%) applicants. Both female and male success rates have decreased since last year (14.7% and 9.2% respectively).

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

**Gender Pay**

Mean 12.9%  
Median 5.7%

This is snapshot data taken on 31<sup>st</sup> March 2024 as reported in Gov.uk.

**Gender Pay**

The gender pay gap is the percentage difference of average pay between female and male colleagues. This is different to equal pay, which compares the pay of female and male colleagues doing the same job.

The gap is calculated in two ways; the mean average is the total of all salaries divided by the number of colleagues; the median average is the middle salary, when ordering them from lowest to highest.

We published our gender pay gap figures on gov.uk in March. Further details can be found on our [website](#).

The main reason for our gap is due to the balance of male and female colleagues working at different levels; more male colleagues work in senior roles; more female colleagues than males work at lower graded roles. We are pleased to note that the mean percentage gap has reduced by 0.5% over the past year. However, the median has increased slightly by 0.1%.

**Leavers**

Female	58.3%	454
Male	41.7%	325
<b>Total</b>	<b>100%</b>	<b>779</b>

**Leavers**

There has been a slight increase in leavers from 765 last year to 779 this year.

	<p>The percentage of female leavers (58.3%) is proportionate to the university pool of female colleagues (55.2%). The rate of male leavers (41.7%) is proportionate to the university pool of male colleagues (44.8%).</p>																		
<p><b>Training</b></p> <p><b>Courses provided = 343</b></p> <p><b>Classroom based training.</b></p> <table border="1" data-bbox="54 573 512 692"> <tr> <td>Female</td> <td>67.0%</td> <td>1925</td> </tr> <tr> <td>Male</td> <td>33.0%</td> <td>950</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td><b>2875</b></td> </tr> </table>	Female	67.0%	1925	Male	33.0%	950	<b>Total</b>	<b>100%</b>	<b>2875</b>	<p><b>Classroom based Training</b></p> <p>The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).</p> <p>The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).</p> <p>The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.</p> <p>There has been an increase in the proportion of females attending classroom-based training by 0.7% since last year.</p> <p>There has been a decrease in males attending classroom-based training by 0.7% since last year.</p>									
Female	67.0%	1925																	
Male	33.0%	950																	
<b>Total</b>	<b>100%</b>	<b>2875</b>																	
<p><b>Online Training</b></p> <table border="1" data-bbox="54 1115 507 1234"> <tr> <td>Female</td> <td>58.4%</td> <td>3585</td> </tr> <tr> <td>Male</td> <td>41.6%</td> <td>2551</td> </tr> <tr> <td><b>Total</b></td> <td><b>100.0%</b></td> <td><b>6136</b></td> </tr> </table>	Female	58.4%	3585	Male	41.6%	2551	<b>Total</b>	<b>100.0%</b>	<b>6136</b>	<p><b>Online Training</b></p> <p>The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.</p> <p>The proportion of females (58.4%) and males (41.6%) participating in online training is comparable to last year (57.6% and 42.4% respectively).</p>									
Female	58.4%	3585																	
Male	41.6%	2551																	
<b>Total</b>	<b>100.0%</b>	<b>6136</b>																	
<p><b>Grievance and Disciplinary</b></p> <p>The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.</p> <p><b>Grievance</b></p> <table border="1" data-bbox="54 1671 437 1789"> <tr> <td>Male</td> <td>72.7%</td> <td>8</td> </tr> <tr> <td>Female</td> <td>27.3%</td> <td>3</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td><b>11</b></td> </tr> </table> <p><b>Disciplinary</b></p> <table border="1" data-bbox="54 1906 437 2024"> <tr> <td>Male</td> <td>80.0%</td> <td>8</td> </tr> <tr> <td>Female</td> <td>20.0%</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td><b>10</b></td> </tr> </table>	Male	72.7%	8	Female	27.3%	3	<b>Total</b>	<b>100%</b>	<b>11</b>	Male	80.0%	8	Female	20.0%	2	<b>Total</b>	<b>100%</b>	<b>10</b>	<p><b>Grievance and Disciplinary</b></p> <p>Across this year’s reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.</p> <p>The number of grievances is the same as last year (11).</p> <p>Of the grievances, 27% (3) were female and 73% (8) were male.</p> <p>As for the conducted disciplinary cases, 80% (8) were male and 20% (2) were female.</p>
Male	72.7%	8																	
Female	27.3%	3																	
<b>Total</b>	<b>100%</b>	<b>11</b>																	
Male	80.0%	8																	
Female	20.0%	2																	
<b>Total</b>	<b>100%</b>	<b>10</b>																	

# Sexual Orientation

## Colleague Composition

Heterosexual		75.3%	2837
Prefer not to say		18.6%	703
LGB+	<b>Total</b>	<b>6.1%</b>	<b>230</b>
	Bi	2.9%	108
	Gay	1.7%	63
	Gay / Lesbian	0.9%	35
	Other	0.6%	24
<b>Total</b>		<b>100%</b>	<b>3770</b>

## Colleague Composition

The total disclosure for LGB+ colleagues has increased to 6.1% this year from 5.8% last year, and this remains above the UK benchmark of 5.8% (Advance HE Statistical Report 2024).

Heterosexual colleague disclosures remain the largest proportion and are comparable to last year (74.9%).

The number of colleagues who prefer not to say has dropped by 0.6%, from 19.2% last year to 18.6% this year, indicating increased confidence in disclosing this information.

Please note information relating to gender reassignment is presented separately, please see table of contents for page number.

## Recruitment

Posts advertised = 553

### Applications by

Heterosexual / straight		79.6%	7776
LGB	<b>Total</b>	<b>11.5%</b>	<b>1124</b>
	Bi	6.9%	673
	Gay man	1.6%	160
	Other	1.6%	153
	Gay woman / lesbian	1.4%	138
Prefer not to say		9.0%	873
<b>Total</b>		<b>100%</b>	<b>9773</b>

Applications received 9773

## Recruitment

The number of posts advertised (553) have decreased since last year (749) and this is due to the University financial sustainability programme.

The number of applications received has decreased this year (9773) compared to last year (11304).

The percentage of LGB+ applicants has increased from 10.4% last year to 11.5% this year. There has been a decrease in the percentage of heterosexual applicants by 2.1%, from 81.7% last year to 79.6% this year.

## Applicant Success Rate (Within own group)

LGB	<b>Total</b>	<b>12.4%</b>	<b>139</b>
	Other	14.4%	22
	Bi	13.1%	88

## Applicant success rate

The overall applicant success rate has decreased from 11.7% to 9.6%.

	Gay woman / lesbian	10.9%	15
	Gay man	8.8%	14
Prefer not to say		12.1%	104
<b>Heterosexual / straight</b>	<b>Total</b>	<b>8.9%</b>	<b>692</b>
<b>Total</b>		<b>9.6%</b>	<b>935</b>

**Total success rate 9.6% (935)**

The lower success rate for this year can be explained by the lower number of vacancies (26% lower than last year) and decreased volume of applications received (14% lower than last year).

The success rate for LGB+ applicants has decreased from 15.2% last year to 12.4% this year. However, it remains higher than the success rate of heterosexual applicants which is 8.9% this year, a decrease from 11.1% last year.

Based on feedback received, HR introduced a new CV method for recruitment which started in November 2023, and we will review the impact of this recruitment process next year.

## Leavers

Heterosexual		<b>74.8%</b>	<b>583</b>
Prefer not to say		14.8%	115
LGB	<b>Total</b>	<b>10.4%</b>	<b>81</b>
	Bi	5.5%	43
	Gay	2.3%	18
	Lesbian	1.3%	10
	Other	1.3%	10
<b>Total</b>		<b>100%</b>	<b>779</b>

## Leavers

There has been a slight increase in leavers from 765 last year to 779 this year.

74.8% of leavers defined themselves as Heterosexual and 10.4% of leavers defined themselves as LGB+, which is greater than the pool of LGB+ colleagues (6.1%).

## Training

**Classroom courses provided = 343**

### Classroom based training.

Heterosexual		<b>77.7%</b>	<b>2235</b>
Prefer not to say		<b>15.8%</b>	<b>453</b>
LGB	<b>Total</b>	<b>6.5%</b>	<b>187</b>
	Bi	3.7%	105
	Gay	1.3%	38
	Gay / Lesbian	0.9%	25
	Other	0.7%	19
<b>Total</b>		<b>100%</b>	<b>2875</b>

## Classroom based Training

The number of classroom courses this year (343) has decreased during the reporting period as compared to last year (430).

The number of classroom-based training participants has decreased this year to 2875, compared to last year (4493).

The decrease in classroom-based participants is due to several factors, including a reduction in courses, and the redesign of Professional Services.

The percentage of LGB+ colleagues has decreased for classroom-based training from 7.4% last year to 6.5% this year and is slightly higher than the pool of LGB+ colleagues (6.1%).

## Online Training

Heterosexual		<b>76.5%</b>	<b>4697</b>
LGB	<b>Total</b>	<b>9.7%</b>	<b>701</b>
	Bi	7.3	448

## Online Training

The number of online training participants has decreased slightly to 6136 this year, as compared to 6885 last year.

	Gay	1.8	108	The percentage of LGB+ colleagues has remained the same for online training from at 9.7% this year and is still greater than the pool of LGB+ colleagues (6.1%)
	Gay / Lesbian	1.2	76	
	Other	1.1	69	
Prefer not to say		12%	738	
<b>Total</b>		<b>100%</b>	<b>6136</b>	

### Grievance and Disciplinary

The data for grievance and disciplinary shows the number of cases reported by the protected characteristic of the individual.

#### Grievance

Heterosexual		<b>45.5%</b>	<b>5</b>
Prefer not to say		36.4%	<b>4</b>
LGB	<b>Total</b>	<b>18.2%</b>	<b>2</b>
	Bi	9.1%	1
	Other	9.1%	1
<b>Total</b>		<b>100%</b>	<b>11</b>

#### Disciplinary

Heterosexual		<b>70%</b>	<b>7</b>
Prefer not to say	<b>Total</b>	<b>20%</b>	<b>2</b>
LGB	<b>Total</b>	<b>10%</b>	<b>1</b>
	Bi	10%	1
<b>Total</b>		<b>100%</b>	<b>10</b>

### Grievance and Disciplinary

Across this year's reporting period, 11 grievances were raised, and 10 disciplinary cases were conducted. This compares to 11 grievances and 7 disciplinary cases conducted last year.

The number of grievances has remained the same as year (11).

Of the grievances, 45% (5) identified as heterosexual and 36% (4) preferred not to say and 18% (2) were LGB.

For the conducted disciplinary cases, 70% (7) colleagues identified as heterosexual, and 20% (2) preferred not to say, and 1 identified as LGB.

# Equality Impact Assessments

**Equality Impact Assessments (EIAs) were conducted over the reporting period of 1<sup>st</sup> April 2024 – 31<sup>st</sup> March 2025**

Amongst those completed during the reporting period were Equality Impact Assessments on:

PGR Maternity Paternity/Partner Policy, Student EDIB Policy, Auto enrolment Welsh provision policy, Endpoint Management Policy, University Travel and Expenses Policy, Timetabling Policy, Techno camps, PGR Employment, Personal Relationships Policy.

4 Redundancy Business case EIAs

Service Redesign EIAs in the areas of: Student Life - Employability and Placements, Development, Engagements and Events, Faculty operations and administration, Finance, Planning Performance and insights (PPI), Student Life - Money - Phase 2, Digital Services, MRI - Phase 2, Student Life - Phase 3, Reaching Wider, SPECIFIC, Student Life - Phase 4, Education Services – Libraries, Vice Chancellor's Office, Education Services.

The University is committed to embedding equality, diversity and inclusivity throughout the delivery of this programme and has therefore also conducted numerous equality impact assessments as appropriate and relevant.

## Student Data

<p><b>SEX</b>          Female (52%) 11844          Male (47%) 10802          Non-binary (&lt;1%) 142          Other (&lt;1%) 31  <b>Total (%) 22819</b></p> <p><b>UNDERGRADUATE</b>          Male (49%) 7959          Female (50%) 8225          Non-binary (&lt;1%) 116          Other (&lt;1%) 18  <b>Total (%) 16318</b></p> <p><b>POSTGRADUATE</b>          Female (56%) 3619          Male (44%) 2843          Non-binary (&lt;1%) 26          Other (&lt;1%) 13  <b>Total (%) 6501</b></p>	<p><b>RACE</b>          White (64%) 14415          Ethnic minority (31%) 7019          Unknown (6%) 1385 (<i>includes not known and unknown</i>)  <b>Total (%) 22819</b>          Ethnic minority includes Bangladeshi, Black, Chinese, Indian, Mixed, Other, Arab, Asian, and Pakistani.</p> <p><b>TOTAL DISAGGREGATED ETHNIC MINORITY STUDENTS</b>          Asian (14%) 3261          Black (6%) 1373          Mixed (3%) 769          Other (1%) 327          Chinese (3%) 651          Arab (3%) 638          Percentage is against student population total of 22819</p> <p><b>DISAGGREGATED OVERSEAS ETHNIC MINORITY STUDENTS</b>          Asian (8%) 1792          Black (3%) 738          Mixed (&lt;1%) 91          Chinese (2%) 561          Arab (2%) 459          Other (1%) 133          Percentage is against student population total of 22819</p> <p><b>DISAGGREGATED HOME ETHNIC MINORITY STUDENTS</b>          Asian (6%) 1469          Mixed (3%) 678          Black (3%) 635          Other (1%) 194          Arab (&lt;1%) 179          Chinese (&lt;1%) 90          Percentage is against student population total of 22819</p>
<p><b>DISABILITY</b>          No known disability (81%) 18469          Disabled (19%) 4350  <b>Total (%) 22819</b></p> <p><b>RELIGION</b>          No religion (41%) 9280          Christian (15%) 3308          Not known (36%) 8162          Muslim (4%) 993          Other religion (5%) 1076  <b>Total (%) 22819</b>          Other religions include Buddhist, Hindu, Jewish, Sikh, Spiritual and Other</p>	<p><b>AGE (As of 30/06/2025)</b>          &lt;19 (&lt;2%) 509          19-21 (42%) 9695          22-24 (21%) 4844          25+ (34%) 7771</p>
<p><b>GENDER REASSIGNMENT</b>          Same as at birth (96%) 21956          Unknown (3%) 578          Different to at birth (1%) 285  <b>Total (%) 22819</b></p>	<p><b>UNDERGRADUATE</b>          &lt;19 (&lt;1%) 507          19-21 (52%) 9609          22-24 (28%) 3327          25+ (19%) 2875</p>
<p><b>SEXUAL ORIENTATION</b>          Heterosexual (77%) 17600          Unknown (11%) 2407          Bi (8%) 1713</p>	

Other (3%) 611	<b>POSTGRADUATE</b>
Gay man (1%) 240	<19 (<1%) 2
Gay woman (1%) 248	19-21 (<1%) 86
<b>Total (%) 22819</b>	22-24 (22%) 1517
	25+ (78%) 4896

# BUILDING AWARENESS

SWANSEA UNIVERSITY EVENTS 1<sup>ST</sup> APRIL 2024 – 31<sup>ST</sup> MARCH 2025



## **Appendix 1 – Progress Against the Strategic Equality Plan 2024-2028.**

The [University's Strategic Equality Plan 2024-2028](#) aims to demonstrate how as a university we are committed to fairness across all aspects of the University's work. We have set series of equality outcomes and an action plan, which shows how the University intends to promote equal opportunities for all, creating a positive difference for students and staff studying and working in the University.

Progress made on the University's Strategic Equality Plan 2024-2028 for the period 1<sup>st</sup> April 2024 – 31<sup>st</sup> March 2025 is highlighted below.

### **Outcome 1: Ensure fairness in pay with regards to gender, ethnicity and disability, by reporting on and reducing the identified pay gaps.**

Objectives:

- Gender: reduce the current mean gender pay gap by 2 percentage points by 2028.
- Race: identify the current mean and median pay gaps, commence reporting in 2024.
- Disability: identify the current mean and median pay gaps, commence reporting in 2024.

#### **Progress report:**

Gender

- During the reporting period the mean percentage gap has reduced from 13.4% to 12.9% and the median has increased slightly from 5.6% to 5.7%. We will continue work to reduce the gap further.
- In the last 4 years we have seen a 5.5% reduction for the mean percentage gap from 18.4% to 12.9% and a reduction of 5.4% for the median percentage gap from 11.1% to 5.7%. We will continue to maintain focus by reducing this gap further and this outcome has been included in the new Strategic Equality Plan 2024-2028.

### **Outcome 2: People and Culture Strategic Pillar: Workforce Planning and Development Outcome:**

**Equality, Diversity, and Inclusivity is embedded into all areas of workforce planning and development.**

Objectives:

- Equality, Diversity and Inclusivity is embedded into all areas of workforce planning and development.
- Understand our current work force and determine how that needs to develop to meet strategic university requirements, through the lens of equality.
- Create a climate where we improve the diversity of our recruitment and enable our staff to progress and develop in a supportive environment.
- Review our Academic Career Pathways including academic promotion, ensuring that EDI is a consideration throughout.
- Engage, agree and implement academic workload allocation principles.
- Develop our leadership capacity and capability by:
  - increasing the number of leaders from underrepresented groups.
  - placing EDI considerations in all leadership training, ensuring culture is incorporated throughout.
  - Strengthening senior leadership commitment to Equality, Diversity, Inclusivity and Belonging.

#### Progress update:

- EDI has been embedded within the Professional Services redesign, ensuring relevant Equality Impact Assessments are undertaken. These equality assessments helped to identify and mitigate potential adverse impacts on staff and students with protected characteristics, supporting our commitment to fostering an inclusive working and learning environment.
- In November 2023, we introduced a CV approach to recruitment as compared to the previous application method. We will review this fully in next year's Equality Annual Report.
- The gap in the success rate between ethnic minority applicants and white applicants has decreased to 9.7% this year, (compared to 13.8% last year) with 14.6% of white applicants being successful, as compared to 4.9% of ethnic minority applicants. Although the gap has reduced, a review is underway to see if this is a direct impact from reviewing our overall recruitment process.
- The success rate for LGB+ applicants is 12.4% this year, and this remains higher than the success rate of heterosexual applicants which is 8.39%.
- The success rate for females (11.5%) remains higher than that for male candidates (7.6%).
- An Equality Working Group was established, and several recommendations made from this group were embedded into the new Academic career pathway.
- Let's Talk about race training was introduced as mandatory online learning package for new starters and current staff to complete.
- 4 Ethnic Minority colleagues participated in Diversifying Leadership programme reporting an increase in confidence and successfully applying for leadership roles.
- The percentage of female professors is 27% on 31<sup>st</sup> March 2025, compared to the sector benchmark of 30%. (Advance HE Higher Education Statistical report 2024).
- The percentage of female Associate Professors has increased slightly to 40.2% (70) this year, from 39.7% last year.
- The University has developed initial Workload Allocation Principles and has convened a Joint Working Group with Campus Unions to enable full consultation and colleague feedback before finalised drafts are submitted to the University's People & University Culture Committee and SLT, for consideration.
- The percentage of female ethnic minority academic leaders (Academic Professor or Director roles) is currently at 19%.
- The percentage of ethnic minority SLT members and Professional Service Directors remains at 0%.
- The percentage of disabled academic leaders and professional services Directors is 5.3% in 2025 as compared to 5.5% in 2024.
- The percentage of academic leaders (Professors, PVCs and VC) and professional services directors who are LGBT+ is 2.3% in 2025, and 2.6% in 2024.

#### **Outcome 3: Promote and improve a culture of dignity and respect for all, including increasing a sense of belonging.**

##### Objectives:

- Develop, implement, and embed one set of university values that drive the behaviours important to a positive inclusive culture.
- Celebrate our diverse colleagues and the many positive contributions they make and valuable impacts they have.
- Increase awareness of and improve institutional reporting systems - staff report increased confidence in reporting and in the management of bullying/harassment incidents.

- Increase understanding of neurodivergent conditions and promote effective support –implement the requirements of the newly developed neurodiversity policy.

#### **Progress report:**

- The University applied for its first Bronze level Race Equality Charter award, which is a framework developed by Advance HE in the UK to help higher education institutions identify and address racial inequalities within their organisations. Progress for staff and student race equality will continue be made, against a robust action plan.
- Marking significant dates such as Black History Month, LGBT History Month and International Women’s Day, Eid in the Park etc to be more inclusive and raise awareness and enhance understanding of diversity and inclusivity. The full range of events covered in the reporting period can be found at the end of this report.
- Terms of reference were updated for the staff equality networks, so they work more effectively and are more aligned to strategic outcomes.
- Training for line manager has been developed, aimed at increased understanding and awareness of neurodivergent conditions and promote effective support for the newly introduced neurodiversity policy.
- The ‘Let’s talk about Race training’ was launched this year, aimed at increasing understanding of Anti Racism.

#### **Outcome 4: EDI is embedded at the heart of our organisation and in our University Strategies, through representation and engagement.**

##### Objectives:

- Embed EDI in our University Strategies, Strategic Plans and Programmes, working with communities to build a culture of belonging and one that values equity, openness, fairness, and transparency.
- Enhance governance structures, embedding and placing equality and inclusion at the centre of the decisions that are made.
  - Monitor, maintain and seek opportunities to enhance representation of disabled and LGBT+ colleagues on University Council
  - Monitor, maintain and seek opportunities to enhance representation of female, ethnic minority, disabled and LGBT+ colleagues on university related committees.
  - Use appropriate Management Information to confirm progress made and to inform our direction of travel.

#### **Progress report:**

We have aimed to Embed EDI in our University Strategies, such as Council and other key decision-making committees.

##### Representation on Council:

- Disability - The percentage of disabled colleagues exceeds the university benchmark which is 10%.
- Ethnicity - The percentage of colleagues from ethnic minority backgrounds exceeds the University benchmark which is 14%.
- Sex - Under representation of females in relation to the university benchmark which is 56% female and 44% male. However, this committee is balanced with regards to sex.
- Sexual Orientation - Representative of LGB+ colleagues in relation to the University benchmark which is 6%.

- All Council University Committees now have access to and review the diversity of their members in advance of appointment processes. University Council members from an ethnic minority background currently make up 27% of Council which is greater than the local community representation.
- EDIB Enhancement Board representative of colleagues with diverse protected characteristics.
- Race Equality Charter Self-Assessment Team (REC SAT) includes staff from diverse ethnic backgrounds leading on the Race Equality Charter Application, developing a five-year action plan to embed race equality and works towards an anti-racist institution.

**Outcome 5:** Ensure fairness in degree awarding with regards to sex, race, and disability by identifying, reporting on, and reducing identified differentials in degree awarding.

Objectives:

- Identify the current degree awarding differential with regards to sex, race and disability.
- Set and agree appropriate targets regarding degree awarding differential.
- Develop and implement an action plan to address the targets set.

**Progress report:**

The analysis has been carried out for the cohorts of students who have completed their studies, 2018/19 to 2022/23.

Undergraduates

- UK White students consistently receive more first-class degrees.
- Gaps persist between UK White and UK Ethnic Minority/non-UK students (persistent gaps in awarding for all Asian backgrounds, except Asian Chinese or Chinese British in 2022/23, and for Black African or African British, and Any other ethnic background students).
- Some improvement for non-UK students, but disparities remain, especially for specific ethnic groups (with the highest gaps for Black - African or African British and Arab (both 17% in 2022/23)).

Postgraduate degree awarding - PGR

- It was difficult to draw any conclusions for this student group due to small numbers.

Postgraduate degree awarding – PGT

- Ethnic and international disparities exist in PGT award outcomes and withdrawal rates. Compared to UK White graduate outcomes, non-UK Ethnic Minority graduates receive lower proportions of distinctions and passes. Higher proportions of non-UK students withdraw or complete attendance with no award than UK White. Small group sizes limit detailed comparisons.
- Swansea University performs better than sector averages in narrowing gaps.
- Actions to address gaps are part of the Race Equality Charter Action Plan 2025-2030. Data access and the Curriculum Transformation program will support improvements

**Outcome 6:** Promote and improve a culture of inclusiveness, sense of belonging and anti-racism across the student body.

Objectives:

- Celebrate students from all backgrounds and with varied experiences, highlighting the many positive contributions and valuable impacts they make.

- Increase students' confidence in the reporting and management process of bullying/harassment incidents.
- Raise awareness of anti-racism amongst the student community.

**Progress report:**

- Support through the Education Strategy aimed to empower students to reach their potential with support tailored to their needs, and to increase their sense of belonging through provision of comprehensive and inclusive services and support.
- An expanded and updated report and support system was launched from September 2025 enabling students to report all forms of discrimination, bullying and harassment, including racism and sexual misconduct, and to be supported by appropriate colleagues and/or services where needed.
- Series of events for students took place including Celebration of Asian Heritage, International Students' Conference, Reclaiming Narratives exhibition- Online/ Physical exhibition / Panel talk, Mental Health First Aid course with Certification, "Black in Business: Starting and scaling up, challenges, growth and funding opportunities".
- Series of 10 workshops for staff took place on Facilitating conversations (in and outside of the classroom) on culture, race and anti-racism (for staff but to benefit students).
- Launch of Anti-racism course and approved roll out of Student EDI training to all students in September 2025.
- Global Lounge launched to support international student integration and celebrate Welsh culture.
- A belonging bursary was created to allow students to participate in activities to help promote belonging.
- New multi-Faith space has opened in Penmaen, activities will be run from there for those of faith and no faith to take part. Promotion and raising the visibility of our one-university approach to health and wellbeing, and our culture of inclusiveness.

**Outcome 7:** Deliver a reformed curriculum framework that is inclusive, representative, culturally competent, and anti-racist.

**Objectives:**

- Review current curricula in relation to EDI considerations.
- Develop an action plan to address the reformed curriculum framework.
- Implement the relevant actions to embed EDI considerations.

**Progress report:**

- A new Curriculum Framework has been developed which has inclusivity as one of its core design principles. All programmes will align and be approved against this framework over the next 2 years.
- The framework is supported by a toolkit and resources including workshops and support sessions.

**Outcome 8:** Raise awareness of sexual misconduct and identify appropriate actions that can be implemented to reduce and address instances of sexual misconduct.

**Objectives:**

- Create a positive culture change through a whole university approach to tackling sexual misconduct.
- Increase students' awareness regarding how they can report instances of sexual misconduct.

- Provide training to staff to ensure that those supporting students through cases of sexual misconduct are appropriately prepared and skilled.
- Collaboration with the relevant Student Union Officers to increase understanding and awareness of consent.

**Progress report:**

- Whole-University Approach: Promoting a culture change through policies, campaigns, and training to address sexual misconduct across staff and students.
- An expanded and updated report and support system was launched from September 2025 enabling students to report all forms of discrimination, bullying and harassment, including racism and sexual misconduct, and to be supported by appropriate colleagues and/or services where needed.
- Relevant staff training is available for all staff on Canvas.
- Policy and Platforms: Launched a sexual violence policy and promote tools like Report and Support and SafeZone to ensure a safe, inclusive campus—publicised online, on-campus, and during open days.
- Inclusive Support: Tailored initiatives for international students and those with protected characteristics, including consent talks during welcome programmes and collaboration with the disability service.
- Welfare and Safeguarding Teams: Welfare leads prevention and support, managing disclosures via Report and Support and referring safeguarding concerns where needed.
- Training and Awareness: Delivered training on inappropriate behaviour, consent, and bystander intervention to encourage respectful conduct and empower students to challenge misconduct.
- Student Charter and Consent Video: Reinforce expectations around respectful behaviour and shared responsibility to prevent sexual misconduct—highlighted through the charter and a consent video.

**[Notes on the data presented:** To allow for easy comparisons, this report follows a similar format to previous years. The majority of data covers the period of 1 April 2024 – 31 March 2025; where snapshot data has been used, this has been noted as of 31st March 2025. All benchmarking data is from the Advance HE Higher Education Statistical Report 2024 unless stated otherwise. We have aimed to be as detailed as possible in presenting the data, but where figures are low enough to identify individuals, we have grouped categories accordingly.]