Ollscoil Mhá Nuad
Maynooth University

Maynooth University
Implementation of the Public Sector Equality & Human Rights Duty

Annual Public Sector Equality and Human Rights Duty Progress Report 2022-2023

October 2024

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INTRODUCTION

Maynooth University (MU) is committed to ensuring equality of opportunity, valuing and celebrating diversity, and promoting inclusion (EDI). In Ireland, there are a number of laws which speak to these principles including: the Employment Equality Acts 1998-2015; the Equal Status Acts 2000-2018; the Disability Act 2005; and the Irish Rights and Equality Commission Act 2014 (which introduced the Public Sector Duty).

THE PUBLIC SECTOR EQUALITY AND HUMAN RIGHTS DUTY

Section 42 of the _Irish Human Rights and Equality Commission Act (2014)_ imposes a statutory obligation on public bodies in performing their functions to have regard to the need to:

- Eliminate discrimination
- Promote equality of opportunity and treatment for staff and persons to whom it provides services
- Protect the human rights of staff and services users

The Irish Human Rights and Equality Commission (IHREC) has published a guide on Implementing the Public Sector Equality and Human Rights Duty - IHREC - Irish Human Rights and Equality Commission.

The 2014 Act requires a public body, having regard to its functions, purpose, size and resources available to it, to:

- **Assess** - set out in its strategic plan an assessment of the human rights and equality issues it believes to be relevant to the functions and purpose of the body;
    - _MU has published an Assessment of Equality and Human Rights Issues._
- **Address** - set out in its strategic plan the policies, plans and actions in place or proposed to be put in place to address those issues;
    - _MU has published a Public Sector Duty Implementation Plan, which outlines how we are implementing the Public Sector Equality and Human Rights Duty by addressing issues raised in the assessment._
- **Report** - report on developments and achievements in its annual report.
    - _This Annual Public Sector Equality and Human Rights Duty Progress Report 2022-23 constitutes the MU report on developments and achievements under the public sector duty in regard to equality and human rights, for the academic year 2022-23._

IMPLEMENTATION STRUCTURES

The Equality, Diversity, Inclusion and Interculturalism Committee (EDIIC) is a joint standing committee of the Governing Authority (GA) and Academic Council (AC). The EDIIC keeps under review the policy framework within which the University meets its equality responsibilities as set out in legislation and in the University's Equality and Diversity Policy.

In 2022/2023, the EDIIC was chaired by Dr Seamus Taylor as the President's nominee and met six times in 2022/23.

The minutes of the EDIIC are discussed at MU Governing Authority meetings.

The work of the Office of the Vice-President for Equality and Diversity, including MU's responsibilities under the Duty, was presented at the following GA meetings:

- 10th November 2022
- 14th December 2022
- 9th February 2023
- 8th June 2023

Dr Gemma Irvine, the Vice-President for Equality and Diversity is a member of the University Executive. The University Executive approved the *MU Gender Equality Action Plan 2023-2026* in 2023 and approved the development of a *Race Equality Action Plan* for MU.

The Office of the Vice President for Equality and Diversity currently comprises the Vice President for Equality and Diversity, the Equality Officer, an Equality Project Officer, an Equality Data Analyst and the Maynooth Access Office including the Director of Access and her team. The role of the Office of the Vice President for Equality and Diversity is to lead strategic change in the areas of EDI for staff and students, to create a truly inclusive University where scholarship and learning are enriched by the diversity of our campus community. The Office of the Vice-President for Equality and Diversity is involved in work across the nine grounds of discrimination: Gender, Civil status, Family Status, Sexual Orientation, Religion, Age, Disability, Race, Membership of the Traveller Community in addition to work in access and inclusion for students and Excellence in Exile (supporting asylum seekers and refugees. A number of networks, forums, working groups and steering groups are coordinated by the EDI Office, and the Access Programme.

EDI is a key enabler in the MU Strategic Plan 2023 – 2028, with a commitment to social justice and human rights in line with the Public Sector Duty, to ensure that every member of our University community has the opportunity to thrive, regardless of who they are and where they come from.

BUILDING CAPACITY IN IMPLEMENTATION OF THE DUTY

Information about EDI and the Public Sector Duty is included in MU staff induction and student orientation.

MU includes information on the Public Sector Duty and its implementation in the *Newly Appointed Leaders Programme*.

The University recommends staff engage with (a selection of) online courses, including IHREC's module on implementing the Public Sector Duty.

In 2021/22 MU took part in an Irish Universities Association (IUA) Project to create a values-led implementation of the Duty. The Final Report was presented in May 2022. In 2022/23 MU considered how best to apply this work to our university. A validation exercise was held with MU staff and students as part of the project.

COMMUNICATION ABOUT THE DUTY

MU hosted a Town Hall in December 2022 to update staff on progress on the Public Sector Duty and toward MU's Athena Swan Bronze Certification. The Town Hall included a focus on EDI staff data.

Information on the Duty is included in all presentations delivered to staff about the university's work on EDI.

MU also now includes a focus on EDI in its Corporate Social Responsibility Statement as part of its *Financial Statements*.

MONITORING PROGRESS ON THE DUTY

STAFF PROFILE

Below is a profile of the staff of MU by gender, age and disability.

BY GENDER [1]

FIGURE 1. MU STAFF (WTE) BY GENDER (2022)

BY AGE [2]

FIGURE 1. MU STAFF (WTE) BY AGE

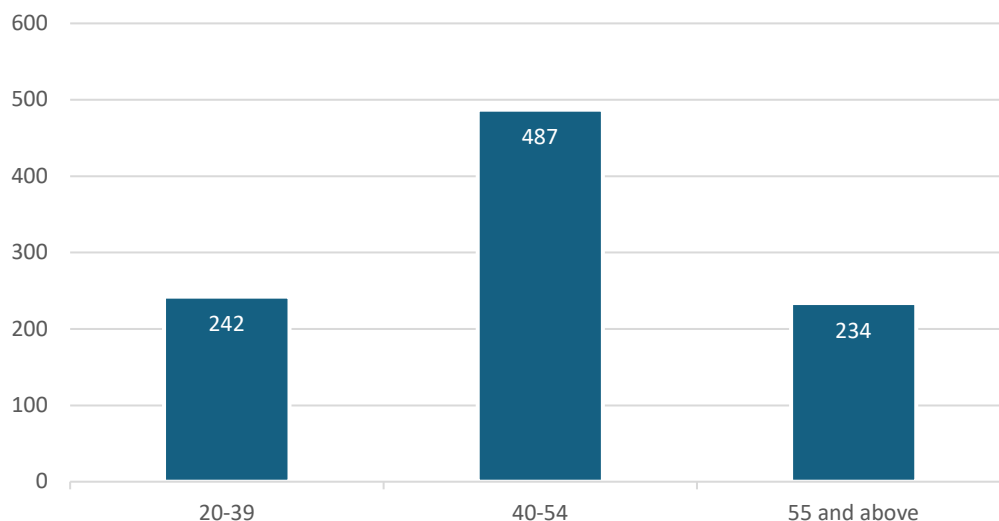[1] Data as of December 2022: Higher Education Institutional Staff Profiles by Sex and Gender 2022 | Policy | Higher Education Authority (hea.ie), accessed 21 November 2024.

[2] Source: MU HR Office.

By Disability

For 2022, we reported that the MU percentage of employees with a disability under the definition in the Disability Act 2005 was 9.71%[3].

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[3] Source: EDI Staff Survey, March 2022

STUDENT PROFILE

Below is a profile of MU students by gender, age, ethnicity and disability.

BY GENDER [4]
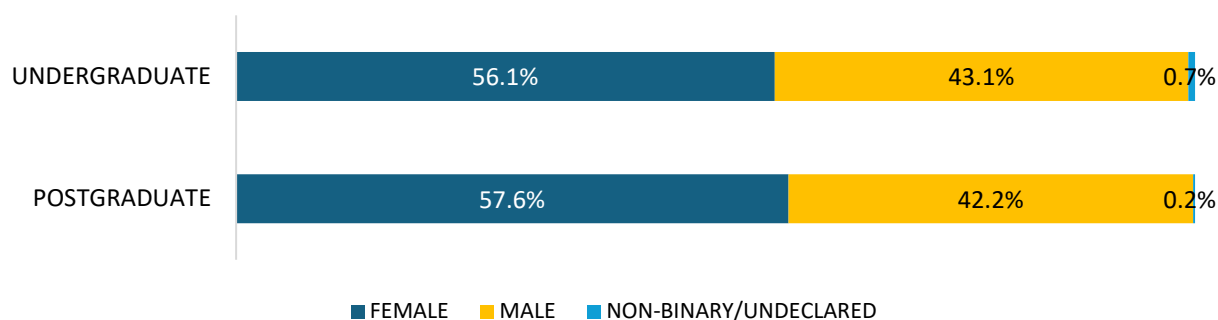
FIGURE 2. GENDER BREAKDOWN OF STUDENTS BY PROGRAMME TYPE (2022-2023)

BY AGE[5]
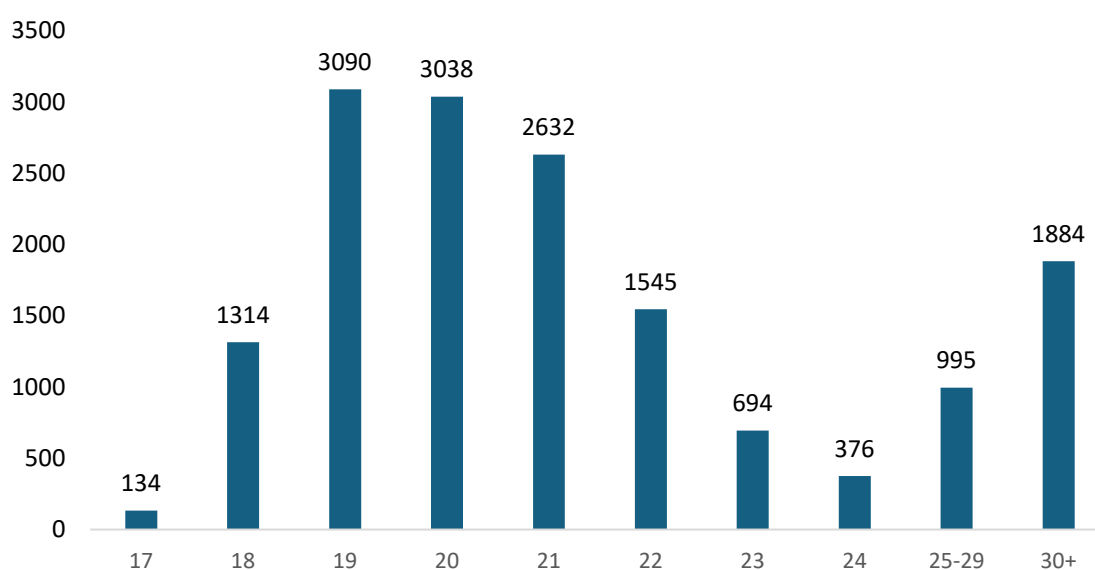
FIGURE 3. STUDENTS BY AGE AS OF 1 MARCH 2023

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[4] The HEA uses the MU SRS return as of 1 March 2023 to populate their *Demographics* dashboard, from which this data was taken, within 'Key Facts and Figures | Statistics | Higher Education Authority (hea.ie)', which is searchable by HEI.

[5] Data supplied by Institutional Research and Data Insights Office, taken from MU SRS.

By Ethnicity

Student ethnic origin is collected via the Equal Access Survey. This is a voluntary survey that first-year full and part-time undergraduates are encouraged to fill out.[6]

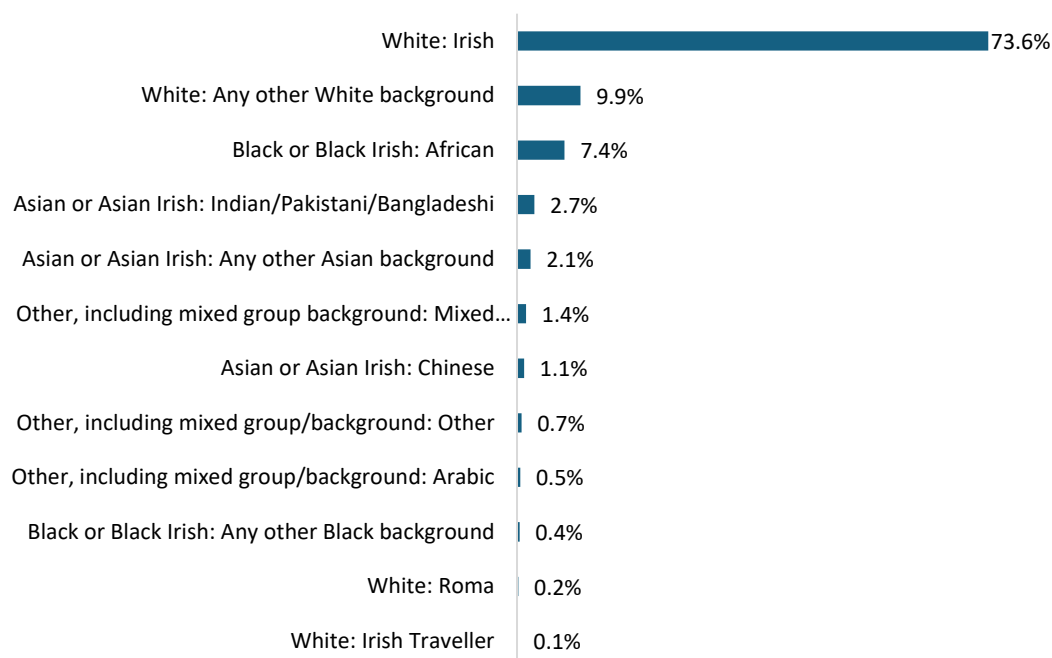| Ethnicity	Percentage
White: Irish	73.6%
White: Any other White background	9.9%
Black or Black Irish: African	7.4%
Asian or Asian Irish: Indian/Pakistani/Bangladeshi	2.7%
Asian or Asian Irish: Any other Asian background	2.1%
Other, including mixed group background: Mixed…	1.4%
Asian or Asian Irish: Chinese	1.1%
Other, including mixed group/background: Other	0.7%
Other, including mixed group/background: Arabic	0.5%
Black or Black Irish: Any other Black background	0.4%
White: Roma	0.2%
White: Irish Traveller	0.1%

FIGURE 4. PERCENTAGE OF MU NEW ENTRANTS BY ETHNICITY (2022-2023)

By Disability

1,067 students with a disability registered with MAP in academic year 2022-2023, representing 7.3% of the total student population.[7]

TABLE 1. MU STUDENTS REGISTERED WITH MAP WITH A DISABILITY (2023)

Disability Category	UG	PG
Asperger's Syndrome/Autism	132	12
ADD/ADHD	72	7
Blind/Visually Impaired	18	1
Deaf/Hard of Hearing	29	4
DCD (Dyspraxia/Dysgraphia)	44	8
Mental Health Condition	158	27

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[6] The HEA arrives at this figure by taking EAS respondent data and calculating the overall percentages from the total number of New Entrants per HEI. This data is available on the 'Access' Dashboard within the 'Key Facts and Figures | Statistics | Higher Education Authority (hea.ie)'. The MU EAS response rate for 2022-2023 was 53%.

[7] This figure, taken from 31 May 2023, comes from MU's annual disability return to AHEAD (Association for Higher Education Access and Disability) July 2023 which was provided by MAP.

Neurological Conditions/Speech and Language Disabilities	43	5
Significant Ongoing illness	128	22
Physical Disability	49	8
Specific Learning Difficulties (Dyslexia/Dyscalculia)	272	28
Total	**945**	**122**

533 DARE-eligible undergraduate students registered with the MAP Disability Office in 2022-2023.[8]

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[8] This data has been provided by MAP. Further information on the Disability Access Route to Education (DARE) can be found at https://accesscollege.ie/dare/

GENDER EQUALITY DATA

GOVERNANCE AND MANAGEMENT STRUCTURES

MU representation on governance and management structures was 'gender balanced' as of December 2022 (Figure 5):[9]
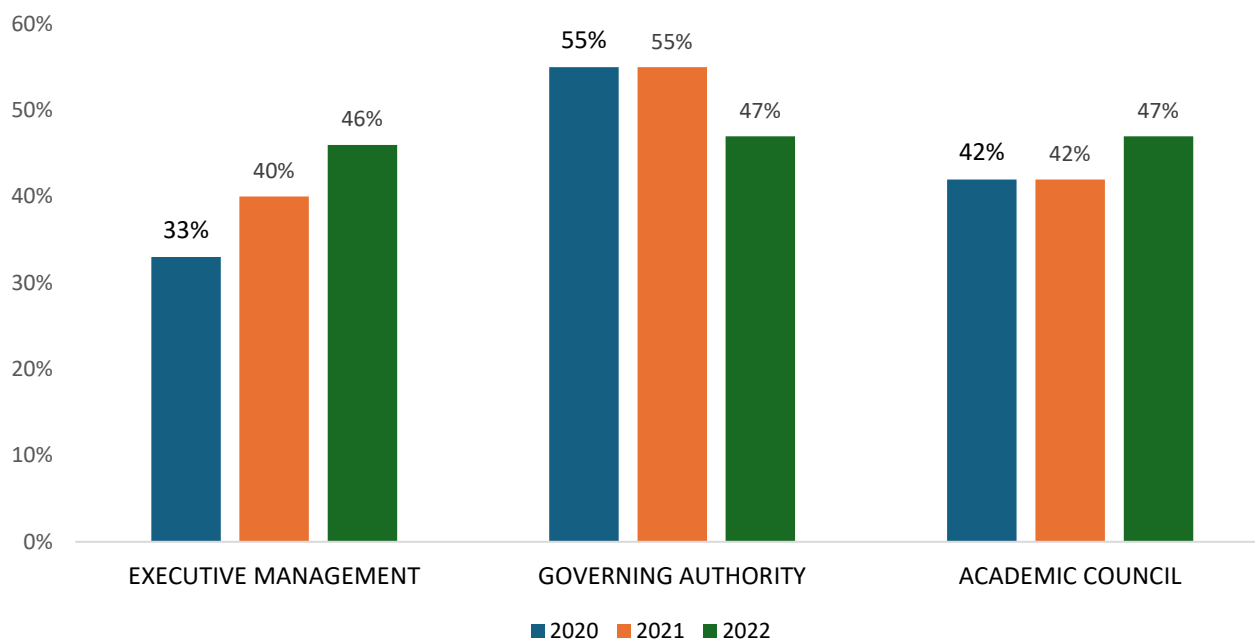
FIGURE 5. MU FEMALE REPRESENTATION ON GOVERNANCE AND MANAGEMENT STRUCTURES (2020-2022)

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[9] The HEA defines 'gender balanced' as: 'A Governance and Management Structure is considered to be gender balanced when not less than 40% of members are female and not less than 40% are male'. See dashboard *Female Representation on Governance and Management Structures* available at: Higher Education Institutional Staff Profiles by Sex and Gender 2022 | Policy | Higher Education Authority (hea.ie).

Governing Body Membership	2020	2020%	2021	2021%	2022	2022%
Female	15	50%	17	55%	15	47%
Male	15	50%	14	45%	17	53%
Academic Council Membership	2020	2020%	2021	2021%	2022	2022%
Female	29	40%	29	42%	35	47%
Male	43	60%	40	58%	39	53%
Executive Management Team	2020	2020%	2021	2021%	2022	2022%
Female	4	33%	4	40%	6	46%
Male	8	67%	6	60%	7	54%

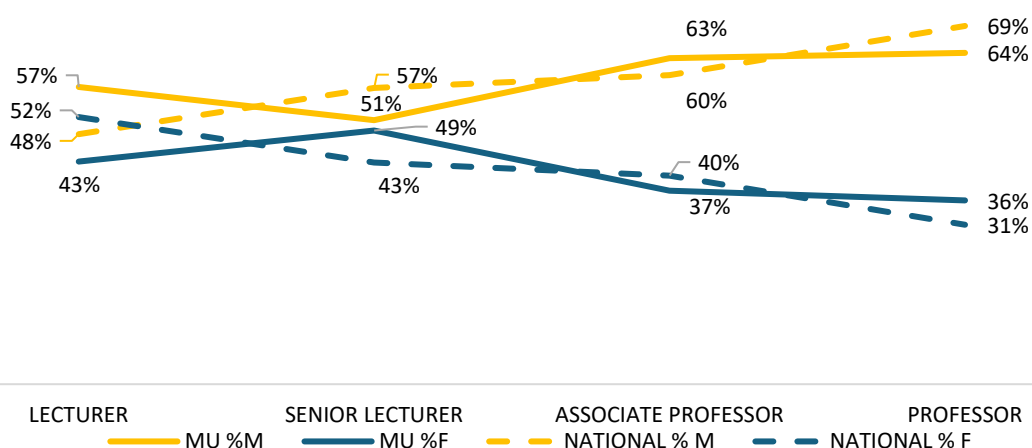## PROFILE OF ACADEMIC STAFF BY GENDER

FIGURE 6. PROFILE OF MU ACADEMIC STAFF BY GENDER COMPARED TO THE NATIONAL PROFILE OF HIGHER EDUCATION INSTITUTIONS (WTE) 2022
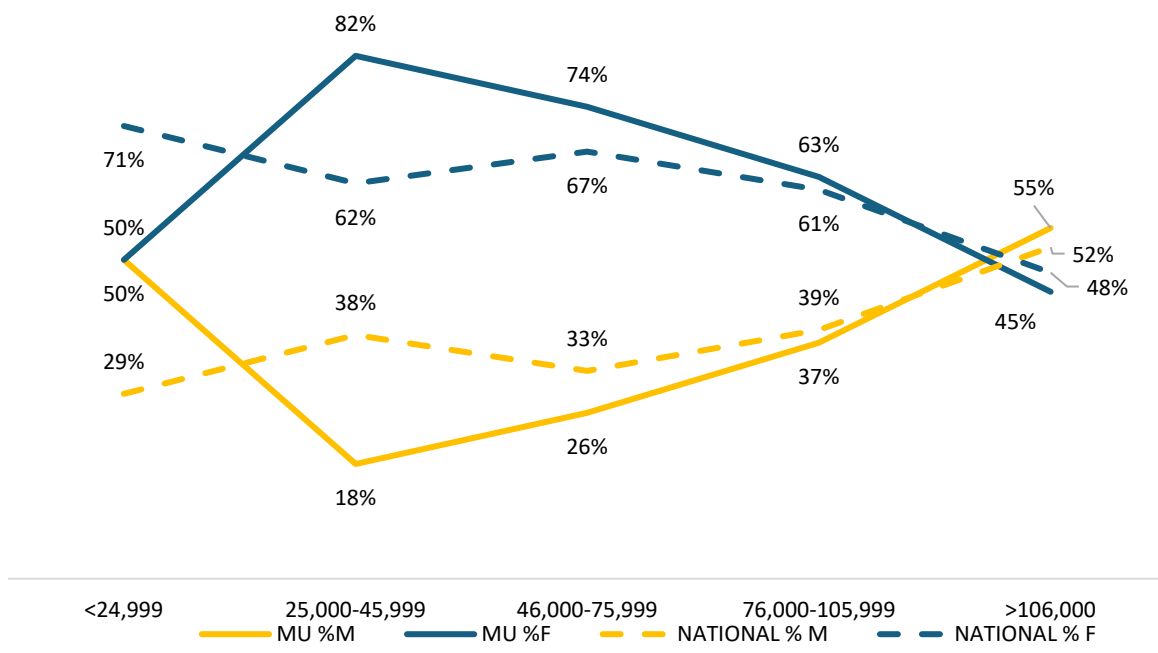
FIGURE 7. PROFILE OF MU ADMINISTRATIVE, TECHNICAL AND PROFESSIONAL (ATP) STAFF BY GENDER COMPARED TO THE NATIONAL PROFILE OF HIGHER EDUCATION INSTITUTIONS (HC) 2022

GENDER PAY GAP

MU has a deep commitment to equality and inclusion. For the first time, in 2022, all organisations with over 250 employees will be required to report on their Gender Pay Gap, as per the Gender Pay Gap Information Act 2021. MU welcomes the introduction of statutory gender pay gap reporting in Ireland as an important tool for promoting gender equality in the higher education sector.

Using the snapshot date of 30/06/2022, MU's mean hourly pay gap for all staff is 17% (see Table 2 below).

	Mean Hourly Pay Gap - All Staff	Median Hourly Pay Gap - All Staff	Mean Hourly Pay Gap – Temporary Employees	Median Hourly Pay Gap – Temporary Employees	Mean Hourly Pay Gap – Part Time Employees	Median Hourly Pay Gap – Part Time Employees
Maynooth University	16.99%	24.14%	14.03%	9.39%	16.89%	4.34%

MU has a higher percentage of female staff in the lower, and lower middle quartile pay bands compared to the upper middle and upper quartile pay bands which are gender balanced (Table 3 below).

TABLE 3: PROPORTION OF MALE AND FEMALE EMPLOYEES IN THE LOWER, LOWER MIDDLE, UPPER MIDDLE AND UPPER QUARTILE PAY BANDS (2022), USING THE SNAPSHOT DATE OF **30/06/2022**

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Male	32.80%	32.48%	47.74%	54.19%
Female	67.20%	67.52%	52.26%	45.81%

REASONS FOR THE GENDER PAY GAP

MU recognises the importance of addressing the gender pay gap to ensure we continue to attract, develop, and retain talented people. Reasons for the Gender Pay Gap are likely to comprise a combination of institutional and external factors, including differences between men and women in length of service, historically gender segregated occupations, career progression, educational attainment and qualifications, the prevalence of fulltime and part-time working, gender differences in early career salary expectations (see HEA Graduate Outcomes Survey 2021 – Earnings Analysis[10]), the gendered nature of caring and family responsibilities, and the impact that this has on female career advancement.

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[10] The gender salary gap in 2021 stood at **€4,766** for all graduates and **€3,555** for younger graduates. When like-for-like graduates are compared, the gender pay gap reduces by approximately half to **€2,421** for all graduates. Average salaries were highest for ICT graduates at **€45,197**, while Arts & Humanities graduates reported the lowest salaries (**€29,770**) Given that women are underrepresented in Data/ICT related courses, the gendered impact on pay is clear.
https://hea.ie/statistics/graduate-outcomes-data-and-reports/graduate-outcomes-2021/graduate-earnings-analysis-go-2021/

EDI STAFF SURVEY 2022: RESULTS AND NEXT STEPS

DEMOGRAPHICS: All University staff were invited to partake in the biennial *EDI Staff Survey* in March 2022. The response rate was approximately 36%.[11] 59% of respondents identified as female, 36% as male, 1% identified as non-binary, 1% selected 'another option not listed', and 3% preferred not to say. The largest ethnicity selected by staff was White Irish (73%). Christianity was the largest religious denomination (48%). 59% of female respondents and 51% of male respondents have caring responsibilities.

DISABILITY: 20% of respondents have a disability, impairment, health condition (including mental health) or learning difference — 21% of female respondents and 17% of male respondents. 15% of respondents are neurodivergent. 29% of respondents who have a disability are aware of access to reasonable accommodations but have not availed of such. 7% of respondents with a disability have availed of reasonable accommodations. 34% of respondents who have a disability are not aware of access to reasonable accommodations but would like to avail of this. 42% of respondents who have a disability would not feel comfortable disclosing their disability, impairment, health condition or learning difference to their work team without fear of discrimination or negative treatment. 30% feel that such disclosure would have a negative impact on their career at MU. 36% of respondents who have a disability feel that there is stigma when discussing disability in the University.

EQUALITY, DIVERSITY & INCLUSION: 72% of total respondents believe that MU supports diversity. 42% feel that transgender and gender diverse staff are supported and included in University policies and procedures. 48% of respondents consider women and men to be equally visible in leadership roles at the University. 57% of respondents agree that the diversity of their community is reflected in how MU projects its public image. 58% of respondents surveyed consider the University grounds and facilities accessible to all. 69% of female respondents and 74% of male respondents believe the prevailing culture and atmosphere in their respective Departments/Units to be inclusive and friendly to all. 68% of staff agree that MU leadership is committed to EDI, and 19% neither agree nor disagree.

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[11] 2022 *EDI Staff Survey* respondents N=473.

HOW IS EDI DATA USED?

MU greatly values the enrichment that comes from a diverse community. It is important that we have a data-informed perspective of staff and student experiences as we strive to improve areas where further focus may be needed. The EDI Office aggregates, anonymises and analyses data from various sources. EDI data collected informs the work of MU in relation to our:

- Governance and Management Structures
- Steering/Advisory Groups (e.g. Gender Equality Steering Group, Race Equality Steering Group, Healthy Campus Steering Group, Public Sector Duty Advisory Group);
- Working Groups (e.g. Athena Swan, Intersectionality, Ending Sexual Violence and Harassment, Mental Health);
- Staff Networks (e.g. Parents & Carers', LGBTQIA+, Enable Network); and
- Forums (e.g. EDI, Race Equality).

MU also uses this data to fulfil our external reporting requirements, for example:

- Report on Compliance with Part 5 of the Disability Act 2005 to the Department of Further and Higher Education, Research, Innovation and Science

- Gender Pay Gap Report per the Gender Pay Gap Information Act 2021

- MU Staff Profile by Sex and Gender for the Higher Education Authority, which now includes staff ethnicity - the sectoral reports are available here.

- MU Equal Access Survey and Student Records System information feeds into the HEA Student Facts and Figures website. This website allows MU to systematically monitor student enrolments by gender, analyse graduation trends by gender, and track admissions of underrepresented groups through the Access Dashboard. This dashboard provides insights into entry basis, mature student demographics, ethnicity, and disability.

- The System Performance Framework Dashboard also enables us to systematically analyse the access and participation of underrepresented groups and disadvantaged new entrants at MU.

- HEA HEI Progress Update - Equality, Diversity and Inclusion.

MU GENDER EQUALITY ACTION PLAN (GEP)

Through the *MU Gender Equality Action Plan 2023-2026*, the University aims to advance gender equality at MU and other equality grounds enshrined in Irish employment legislation.

The Gender Equality Steering Group meets four times per year to assess progress on the plan.

The 54 actions in the plan include the following 19 priority actions:

	Priority Action
1	**Leadership and Decision Making**
1.1	Ensure that key decision-making bodies comprise at least 40% women and 40% men, and there is gender balance across chairs.
1.3	The Vice-President for Equality & Diversity (VPED) will continue to be a member of the University Executive (UE) with responsibility for equality, diversity, inclusion, and inter-culturalism (EDI) and will report directly to the President.
2	**Data Collection, Analysis, Monitoring and Reporting (EDI Assurance Process and Dedicated Resources)**
2.1	EDI data collection and audit conducted annually and published in an EDI Annual Report.
3	**Recruitment and Promotion Procedures**
3.1	Regularly review recruitment and selection policies, procedures and practices currently used to ensure that they are gender-sensitive and align with the HEA Race Equality Implementation Plan requirements.
3.3	Regularly review academic promotion policies, procedures and practices regularly and ensure that they are gender sensitive.
3.5	Improve awareness and knowledge of what is required, and when to apply, for academic promotion, incorporating a gender sensitive approach.
3.8	Introduce Call for Promotion for Administrative staff.
4	**Career Development and Progression**

4.4	Implement Planning and Development review framework (P&DR)
4.5	Introduce a University Workload Allocation Model (WAM) enhancing transparent processes and procedures in the allocation of work.
4.7	Reinstate MU *Eochair* research funding scheme.
4.8	Participate in the Preparing for Academic Advancement scheme.
5	**Gender Dimension in Teaching & Learning and Research Content, and EDI Development Supports**
5.1	Mainstream EDI awareness in Teaching & Learning content with a particular focus on gender equality
5.3	Mainstream EDI awareness in Research with a particular focus on the gender dimension in research content.
6	**Organisational Culture, Inclusion and Belonging**
6.1	Develop an updated policy on anti-bullying and harassment, and a new sexual misconduct policy for staff and students, and renew and expand trained contact people network.
6.2	Implement the recommendations and actions for HEIs in the HEA's Ending Sexual Violence and Harassment in Higher Education Institutions Implementation Plan.
6.6	Update Maternity/Adoptive Leave Supports and Returners Grant for Staff, and identify gaps in policy for students.
6.8	Pilot an extension of eligible costs to enable conference attendance for those that otherwise would not be able to go (incl. childcare costs, disability costs).
7	**Additional EDI Grounds**
7.1	Advance race equality at MU through the development of a MU Race Equality Plan.
7.3	Improve policy, procedures and supports for staff with disabilities.

DEVELOPMENT AND REVIEW OF PLANS, POLICIES, PROGRAMMES AND STRATEGICS THROUGH THE DUTY LENS (2022-23)

MU ANNUAL FINANCIAL REPORT

As part of [Maynooth University's Financial Statements 2023](#), the Maynooth University Corporate Social Responsibility Statement was published focusing on six themes:

1. Equality, Diversity and Inclusion
2. Supporting Students
3. Employee Wellbeing
4. Climate Action
5. Research
6. Community Engagement

In this statement, MU outlines commitments to EDI including to progress Gender Equality, Excellence in Exile and Widening Participation.

MU STRATEGIC PLAN DEVELOPMENT

MU's Strategic Plan 2023-28 was developed between May 2022 and October 2023. There were four strands of development, including:

1. Town Hall Consultations
2. Workshops and World Café Events
3. Written Submissions
4. 'Deep Dives'

Matters relating to equality, diversity, inclusion, social justice and human rights were raised throughout the consultation process across all themes. In Strand 1, there were two Town Hall discussions on Equality, Diversity and Inclusion, one online and one in-person. At this session, MU presented an assessment on equality, diversity, and inclusion matters. It also presented the current picture of student and staff diversity, examining key metrics and developing a set of benchmark data for the new strategic plan, 352 entries were received via Padlet from the two EDI Consultations. There were a further 186 entries which referenced EDI from other town hall consultations.

Brief written submissions outlining high-level aims and ambitions were invited from individuals, departments, committees, and other groups on consultation themes, including equality, diversity, and inclusion. One hundred and twenty submissions were received — 36 of these written submissions referenced 'equality, diversity and inclusion'. These submissions were from across the Maynooth University community.

On December 6, 2022, MU held an external consultation with civic, local and national community leaders entitled, *Maynooth Universities Role in a Regional and National Context*. Attendees included representatives from civil society organisations working with groups protected by Irish equality legislation and responsible for the promotion of human rights.

RENEWAL OF MU GENDER EQUALITY ACTION PLAN AND ATHENA SWAN BRONZE CERTIFICATION

A year-long EDI Assurance process was undertaken, examining all staff (research, administrative, technical, professional, occasional, and academic) and students. This process included both quantitative and qualitative data collection (surveys, focus groups) since 2017, as well as an evaluation of policies, processes, practices, and culture.

The Gender Equality Steering Group (GESG) functioned as the University Self-Assessment Team for the renewal process. This group was gender balanced with 59% female and 41% male staff, and also included representation from non-binary staff and students (December 2022).

The sub-working groups for this process included:

- Intersectionality

- Organisation and Culture

- Care and Leave

- Institutional Data

- Department Chairs Network Working Group

The previous Maynooth University *Gender Equality Action Plan (MU GEP) 2018-2022* was assessed to determine the progress achieved. The majority of actions (55/69) were rated green (80%). Continued work and refinement of the actions were necessary to fully realise the ambitions set out in 2017 in some cases, or to address the impact of COVID-19 on achieving specific milestones.

As part of the application for the Athena Swan Bronze Renewal, MU developed a new *Gender Equality Plan (GEP) 2023-2026*. Following our self-assessment and critical reflection process, the need for additional actions related to ATP staff, Research staff, and the impact of COVID-19 were identified.

POLICY ON THE EMPLOYMENT OF PEOPLE WITH DISABILITIES

Maynooth University launched a new *Policy on the Employment of People with Disabilities* in December 2022 presented under the University's strategic commitment to Equality, Diversity, Inclusion and Inter-Culturalism as a further development of the *Equality and Diversity Policy*. The purpose of this policy is to provide a clear statement in relation to the employment of people with disabilities. This policy is supported by Disability in the Workplace Guidelines, which contains guidance for Heads of Department and employees.

The Policy was developed in consultation with disabled employees and was brought to the Interunion group for discussion. The policy took into account best practice research from the National Disability Authority, AHEAD, and the Health and Safety Authority, and takes a strengths-based approach where possible.

APPENDIX 1 - MU ESS DIVERSITY PAGE: 9 EQUALITY GROUNDS

The ESS (Employee Self-Service) Diversity Page was launched in 2022. A total of 282 staff members had engaged with the page as of June 2023, representing approximately 21% of staff.[12] We will aim to increase the numbers disclosing under each equality ground in future years. The data gathered is included as an appendix in this report.

TABLE 4. ESS DIVERSITY PAGE RESULTS BY EQUALITY GROUND

EQUALITY GROUND	ESS RESPONSE BREAKDOWN	ESS DISCLOSURE RATE (N=282)[13]
GENDER IDENTITY	56% Female; 32% Male; 11% Prefer not to disclose/Did not answer; 1% Non-Binary; and 0.6% Identify in another way.	89%
CIVIL STATUS	69% Married; 12% Single; 10% Living with a partner; 3% Divorced; 3% Prefer not to disclose/Did not answer; 1% Separated; 1% Another option not listed; 1% In a civil partnership, and 0.6% Widowed.	97%
FAMILY STATUS	44% Parent; 32% Prefer not to disclose/Did not answer; 15% Not Applicable; 5% Parent & Carer; 3% Another option not listed; and 1% Carer.	52%

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[12] ESS Diversity Data Captured June 2023.

[13] This refers to the proportion of ESS respondents who voluntarily provided data for each Equality Ground. For example, 89% of ESS respondents selected a gender option, and 11% of ESS respondents selected 'prefer not to say'/left the question blank.

SEXUAL ORIENTATION	70% Heterosexual; 20% Prefer not to disclose/Did not answer; and 10% LGBTQIA+.	95%
RELIGION	32% Roman Catholic; 23% Prefer not to disclose/Did not answer; 14% No Religion; 9% Atheist, 8% Agnostic; 3% Islam; 2% Church of Ireland; 9% Other Religions.	75%
AGE	1% 18-24; 15% 25-34; 29% 35-44; 35% 45-54; 19% 55-64; and 1% 65+.	100%[14]
DISABILITY	8% of ESS respondents answered 'yes' to having a disability. Of those who have a disability: 36% have a medical condition; 23% are neurodivergent; 14% have a physical disability; 9% have a specific learning disability; 9% have a mental health condition; and 4% have a sensory disability. Of those who answered 'no' to having a disability, 1% selected 'Mental Health Condition'.	76%
ETHNICITY	The dominant ethnicity is 'White Irish' at 56%, with 'White' at 19% and 'White-Any other background' at 5%. 11% Prefer not to disclose/Did not answer. 2% are 'Black-African' and 2% are 'Bangladeshi/Indian/Pakistani'. 2% are	88%

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[14] Age is captured at Recruitment and prepopulated to this dataset.

	'Asian'/'Asian-Any other background'. 1% are 'Black-Irish'. 24	
BELONGING TO THE TRAVELLER & ROMA COMMUNITIES	No member of staff selected 'White-Irish Traveller' or 'White-Roma' as an ethnicity option.	0%