

Prifysgol Wreccsam Wrexham University

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2023-2024



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INTRODUCTION

This is the 13th Equality, Diversity & Inclusion (EDI) Annual Report, as required by the Equality Act 2010 and Public Sector Equality Duties (PSED) 2011 for Wales.

A key requirement of the Public Sector Equality Duty (PSED) is for our university to publish an annual report on compliance with its duties. This report aims to fulfil this requirement for the academic year 2023-2024.

Supporting information, including our policies, procedures and guidance can be found here on our [Equality and Diversity Web Page](#)

EDI OBJECTIVES UNDER THE PUBLIC SECTOR EQUALITY DUTY

Wrexham University (WU) is committed to supporting, developing and promoting equality, diversity and inclusion within its practices and activities, establishing an inclusive culture and environment where staff, students and visitors feel confident to be themselves, achieving their full potential. The Equality Diversity and Inclusion objectives that support the reporting period for this document cover the periods April 2024 to March 2028. Equality, Diversity and Inclusion (EDI) underpin our university's current Vision & Strategy; in particular, its commitments to:

- Accessibility – in the learning we provide for our students, staff and our community; grounded in a dedication to be inclusive and fair in how we provide our services.
- Supporting our interested parties – helping them to gain confidence and achieve their potential.

- Inclusivity – creating a community that welcomes students, staff and visitors from all backgrounds, placing them at the heart of what we do, treating them with dignity and respect and providing equality of opportunity.
- Ambition – recognising that there are no limits to learning, supporting our interested parties with a flexible approach.
- Sustainability – building mutually beneficial relationships with partner universities and further education colleges to meet regional needs to support our future growth, in particular in relation to equality, diversity and inclusion.
- Continuous Improvement – developing an inclusive culture within the University, sharing best practice to improve our processes and practices to foster inclusivity and develop the diversity of our university community.

The Strategic Equality Objectives support the achievement of the WU mission and values covering this reporting period:

Wrexham University’s Mission:

To inspire and enable through Higher Education, research and engagement, working together with our students, staff and partners.

Wrexham University’s values:

Accessible, Supportive, Innovative and Ambitious.

EQUALITY, DIVERSITY & INCLUSION OBJECTIVES

The WU EDI Strategic Objectives were created to support the University’s Strategic Equality Plan and cover the period 2024-2028. The purpose of our EDI objectives are to strengthen our due regard for the aims of the Public Sector Equality Duty (PSED). The three aims are the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The strategy is aligned to the strategic direction of the University and supporting strategies and its 3 overarching objectives focus on our **People**, **Environment** and **Community**, delivering on our commitment to equality, diversity and inclusion.

Objective 1: Our People - Foster an inclusive learning and working environment that nurtures a culture that supports both our staff and students, embracing diversity and championing a sense of belonging, ensuring equitable opportunities for our people.

Objective 2: Our Environment - Promote an inclusive and equitable environment for our students, staff and visitors by ensuring our physical and digital spaces are accessible, fostering support and responsiveness.

Objective 3: Our Community - Strengthen our links with the local community by forming inclusive partnerships, working on shared initiatives and collaborative projects, contributing to the wellbeing of our university and the local community by shared responsibility and meaningful connections.

As required the University published its Strategic Equality Plan in April 2024, informing future action to support ongoing improvements in relation to equity for staff and students.

The University's EDI Action Group work collaboratively to monitor the achievement of the objectives set out within the current Strategic Equality Plan. The plan and its objectives are a standing agenda item at quarterly meetings. The group consists of 23 members and is chaired by the Executive Director of Human Resources, with student, staff and Board representation.

The equality sub-groups continue to thrive and continue to inform, advise and direct progressive actions in relation to their assigned protected characteristic. The sub-groups allow more directed and meaningful action to take place and include:

- The Accessibility & Inclusion Group
- The EDI Academic Development Team
- The LGBTQ+ Staff Network
- The Race Equality Group
- The Race Equality Discussion Group

An update on progress made towards achieving the current objectives during academic year 2023-2024 can be found below:

Age

- Provided age-appropriate information to support staff and students, recognising that many are mature students. Examples include highlighting Carers Rights Day and creating the Parent/Carer Network.
- In collaboration with Business in the Community, the Money & Pension Service and Age Cymru staff attended Mid-Career Review webinars, offering guidance on future career planning, health and well-being and work-life balance.
- During National Safeguarding Week (14-18th November) staff attended events focusing on preventing the abuse of older people in Wales and how to safeguard adults from exploitation.
- World Alzheimer's Month (September) features articles raising awareness and funds for the Alzheimer's Society.
- Our university continues to recognise that menopause can affect individuals at different life stages and as a Menopause Pledged employer a Menopause Staff Network was launched, supported by 10 trained Menopause Champions.

- Our annual Springboard Conference included a session on the Importance of Collaborative Research to Support the Wellbeing of Seldom Heard Young People (15-21) in Alternative Education.

Disability

Our university retained its Disability Confident (Level 2) status, reaffirming its commitment to recruiting and supporting individuals with disabilities and health conditions. Awareness and support events during this reporting period included initiatives focused on supporting our staff and students.

- The Mental Health & Wellbeing Working Group continued to monitor the strategies supporting implementation plan.
- 24 Mental Health First Aiders were trained – taking the total number offering support to staff and student to 89.
- A series of supportive development sessions were provided to staff, equipping them with the necessary skills and knowledge to effectively assist our students. Further details are outlined below.

Session	Number of attendees	Session	Number of attendees
Mindfulness for Stress	11	Neurodiversity for Line Managers	20
Sexual Violence Liaison Officer Training	2	Supporting Neurodiversity at Wrexham University	35
Mental Health First Aid – Train the Trainer	4	Suicide Prevention Overview Tutorial	67
Managing Mental Health within the Workplace	28	Suicide Prevention – Explore, Ask, Keep Safe	64
Supporting Neurodiversity within the Workplace	14	Train the Trainer – Autism Training	3

- WU marked Dyslexia Awareness Week (October 3-7) with sessions raising awareness and sharing resources for individuals with dyslexia and other learning differences, whilst fostering connections among students and staff with similar experiences.
- During World AIDS Day (December 1), WU highlighted "Invisible Disabilities." Donation boxes across campus offered red ribbons for purchase and a "Conversation with..." session featured Ant Babajee, a former BBC journalist with lived experience of HIV, discussing stigma, challenges, and advancements in HIV research. The event's success led to a collaborative project with WU Health and Social Care students.
- On February 1st, the University observed Time to Talk Day promoting mental wellbeing conversations. Andy Royles from Time to Change Wales shared an Anti-Stigma talk to 23 staff and students and Time to Change Champions hosted a stand providing wellbeing resources, signposting information, and opportunities to chat, engaging with 25 attendees.
- On March 14th, the University marked University Mental Health Day, emphasising mental health as a university-wide priority in the UK. Supporting Mind's "Big Breakfast" campaign, teams were encouraged to host breakfasts, take breaks, and foster meaningful conversations over shared meals.



- Our university launched “Neurodiversity in the Workplace” pages on their staff intranet. The pages provide support and guidance for neurodiverse staff and their Line Managers.
- In April, the Inclusion Team collaborated with Coleg Cambria gathering feedback from learners preparing for university. This collaboration provided valuable insights into the experiences and concerns of students transitioning to higher education, particularly autistic students, informing practical steps to enhance support that contributes to a broader project aligned with National Autistic Society guidance. Feedback shaped plans for a two-day transition event in late August to help autistic students adapt to university life.
- The annual Springboard Conference (17 April) centred around equality, diversity, and inclusion in research and the workplace. The full-day conference was supported by fringe sessions focused on neurodiversity from **15 - 19 April**. As part of the programme of events, sessions offered a clear and practical understanding of neurodiversity, including tips on how to support our neurodiverse students.
- Deaf Awareness Week (May 6-12) was marked by the sharing of resources with staff, students and the wider community, promoting understanding of profound deafness, hearing loss, and tinnitus. This included tips, techniques, and tools for inclusivity, including links to training, vocabulary sheet creators, basic British Sign Language (BSL) greetings, and a 2-minute BSL challenge. Staff were also offered a free, online hearing test.



Gender

- In November, the University collaborated with the Bushra Ali Group to promote a community discussion titled “Safety of Women and Girls on our Streets.”
- On White Ribbon Day (25 November), WU supported the White Ribbon campaign to end gendered violence. Awareness was raised through articles, and links to resources shared on social media platforms.
- The University continues to support Advance HE’s Aurora Programme, a leadership development initiative available for staff identifying as female, with five new delegates enrolled in 2023-2024, taking the total number of staff supported through the programme to 38.
- Healthy Relationships and Consent training, delivered by Brook Training, commenced in November for both staff and students. Learning continues via a recording of the session shared with students throughout the academic year and during induction.
- Staff and students participated in Sexual Harassment Bystander Intervention Training, delivered by Brook Training throughout the year.
- As part of ongoing efforts to combat gendered violence, the University were successful in a bid to participate in a Welsh Government-funded project called "Sound." The project aims to engage men aged 18-34 in Wales in discussions about gender-based violence, encouraging them to address problematic behaviours in a safe space. The bid was successful, and in March, a film crew and facilitators worked with a group of male students who participated in training and recorded content for future campaigns, highlighting the University's commitment to preventing sexual violence.
- On March 8th, International Women’s Day was celebrated with several events, including:

- A Poem Discussion (Tea by Leila Chatti), focusing on themes of gender and culture.
- A University-hosted stand at local cultural and community resource Ty Pawb, where local organisations and charities celebrated the "Safer Street" initiative in Wrexham and showcased activities supporting and empowering women in the area.
- A group photo on campus promoting the #KeepYourHeart campaign, highlighting healthy relationships and providing information on support services.
- As previously mentioned, the annual Springboard Conference (17 April) centred around equality, diversity, and inclusion in research and the workplace. The programme of events included Keynote Speaker (Dr. Louise Bright –Enterprise, Engagement and Partnerships at the University of South Wales) discussed Wales' Women in STEM.



Gender Identity/Transition

- The OD&D Team continued their collaborative working relationship with the Unique Transgender Network, a voluntary organisation supporting Trans individuals across North Wales and West Cheshire. To mark International Pronoun Day (October 3), the team and the group jointly hosted a stand to raise awareness and provide support for the Trans community.
- Bilingual pronoun badges are available for staff, enabling them to share their preferred pronouns, demonstrate support for the Trans community, and foster open conversations and greater understanding.
- The University remains committed to promoting inclusivity by regularly reviewing its policies to ensure the use of inclusive language. This includes embedding an inclusive statement within family-friendly policies.
- In its dedication to supporting staff affected by menopause, the University ensures that its terminology, language, and support mechanisms are inclusive of women, as well as Trans, non-binary, and gender non-conforming individuals experiencing menopause.
- The University observed Trans Awareness Week (November 13–19) by sharing a series of informative articles with staff and students, aiming to promote understanding, support and inclusivity for the Trans community. Articles included:
 - Information about Transgender Day of Remembrance (TDoR).
 - Explanations of the significance of Trans Awareness Week and TDoR.
 - Access to the WGU Glossary of Terminology.
 - Links to the LGBTQ+ Network for additional information and support.
 - Details on obtaining WGU pronoun badges and pins.

On March 31st, International Transgender Day celebrated the contributions of transgender people to society, sharing information via social media platforms, including a link to a short film about Rani Chowdhury from Bangladesh, highlighting the intersectional impacts of gender transition, race, and religion.

Pregnancy and Maternity

In December, the Shared Parental Leave Policy & Procedure was reviewed to ensure that the language used is fully inclusive of all individuals with parental responsibility.

Race

- In September, WU appointed a Race Equality Charter (REC) Project Lead, responsible for overseeing the Race Equality Action Plan and Advance HE's Charter submission. The role focuses on improving the representation, progression, and success of ethnically diverse staff and students at the University.
- The REC Self-Assessment Team was formed and have met regularly to monitor and guide actions in preparation for the REC application, which is set to be submitted in March 2025.
- Throughout the academic year work continued to support the University's Race Equality Charter (REC) submission, progress included:
 - **Data Analysis for Improvement:** Three years of student and staff data, covering demographics, recruitment, progression, leavers, and achievement, have been compiled and analysed. Initial findings shaped actions within the REC Action Plan, with further analysis ongoing.
 - **Race Equality Objectives:** Key objectives were aligned with the EDI Academic Development Team's curriculum support initiatives.
 - **Engagement with Staff Insights:** The REC Self-Assessment Co-Chair meets regularly with the Race Equality Discussion Group, gathering input from Black, Asian, and Minority Ethnic staff, focusing on anti-racist policy and content review.
 - **Cultural Awareness Training:** The University commissioned a training provider to deliver cultural awareness sessions for staff, addressing survey-identified cultural disconnects, with training due to commence in academic year 2024-2025.
 - **Understanding Barriers to Higher Education:** Consultation with external agencies commenced to explore challenges faced by Black, Asian, and Minority Ethnic individuals in accessing higher education, with a questionnaire developed to inform targeted actions.
 - **Community Collaboration:** The University supported Pallaam Arts by hosting monthly stands, facilitating volunteer recruitment for the Wrexham Cultural Festival, resulting in four students volunteering.
 - **EDI in Programme Development:** The Race Equality Project Lead joined the CREATE (Collaboration for Reviewing and Enhancing Assessment and Teaching Excellence) panel, ensuring EDI considerations are embedded in programme development. From September 2024, the CREATE Programme Specification and CME (Continuous Monitoring and Enhancement process) templates will include explicit EDI references.
 - **Resource Tracking System:** A system to track internal/external race equality resources commenced development, aiming to support training, teaching, reporting, and networking.
- To acknowledge the International Day for the Remembrance of the Slave Trade and its Abolition, WU shared information highlighting the historical links of Northeast Wales to the slave trade.
- During the Annual Staff Conference (September 20–21), a session titled "The Conversation: Creating Change One Voice at a Time" took place, focusing on race equality and the idea that transformational change doesn't always have to come from the top down.
- The Race Equality Working Group continued to drive awareness, meeting regularly to plan initiatives and discuss feedback from prior actions to ensure best practice and maximum engagement. Throughout this period, the group commenced the development of a library of recommended reads, with book reviews shared.

- During Black History Month in October, the University raised awareness through internal communications and social media, featuring articles on North Wales' connections to the slave trade and Windrush. The month also included poetry by Roy McFarlane and a screening of *Hidden Figures* as part of a Movie Night series.
- As part of Black History Month, WU's Youth and Community Lecturer, Yasmin Washbrook, led a session on the concept of racism, including terminology, racism in action, and the effects of racial bias across the UK today.
- A Spotify playlist celebrating Black History Month was also shared, featuring a range of artists and musicians that reflected musicians from diverse backgrounds.
- The University welcomed a variety of guest speakers, sharing their lived experience in relation to ethnicity and culture, including:
 - Tahira Hussain, TED Talk speaker and consultant, who presented "*I'm Not Racist But...*", a session where staff were encouraged to become actively anti-racist and reflect on their own attitudes before challenging others.
 - Susan Cousins, author of "Making Sense of Microaggressions", delivered a session explaining microaggressions, their impact, and how to avoid using them.
 - Ama Afrifa-Tchie, a culture and inclusion expert. Ama's work spans workplace culture, diversity and inclusion, mental health, wellbeing, and corporate responsibility, all of which were incorporated into her conversation with staff and students.
- During Race Equality Week (5th–11th February) the University raised awareness via the following events
 - Nutrition and Culture Learning Lunch (15 attendees)
 - Healthy Skin Workshop (10 attendees)
 - A film night screening *Windrush @ 75* (10 attendees).
 - Additional activities included social media campaigns, a "Diverse Voices" library book tour, and the sharing of a curated Spotify playlist.
- The Race Equality Charter Project Lead commenced the delivery of update sessions as part of the staff induction, providing an overview of ongoing initiatives aimed at advancing the University's commitment to becoming anti-racist.
- During this reporting period the University launched the "Introduction to Race Equality" training, designed to:
 - Explore historical factors shaping racist ideologies, globally and locally.
 - Examine the impact of racism on the University, our community, and UK higher education institutions.
 - Clarify distinctions between race, ethnicity, and nationality.
 - Foster understanding of intersectionality, power, and privilege.
 - Equip participants with strategies to apply their learning in the workplace.

- Our university hosted *Poble Fel Ni/People Like Us* Exhibition from the 29th April to 17th May. The exhibition featured works by artists and film makers and focused on those whose actions have a lasting positive impact on the lives of Black, Asian and Ethnic Minority people/groups. The exhibition was open to the public and a launch event took place on Wednesday 8 May with an opening speech from Welsh Minister Charlotte Williams.



- The annual Springboard Conference (17 April) centred around equality, diversity, and inclusion in research and the workplace. As part of the programme of events, one of the sessions entitled “Breaking Boundaries: Navigating Discrimination in Postgraduate Research” took reference from a British Indian Punjabi Perspective and shared lived experiences over a five-year journey through postgraduate studies - the focus of which was discrimination encountered as a British Indian Punjabi woman. The conversations explored the challenges, ranging from subtle microaggressions to overt stereotyping and cultural insensitivity, that shaped an academic experience.
- During the Springboard Conference, internal caterers hosted a Cultural Breakfast, showcasing foods that celebrate the diverse cultures here at WU.

Religion and Belief

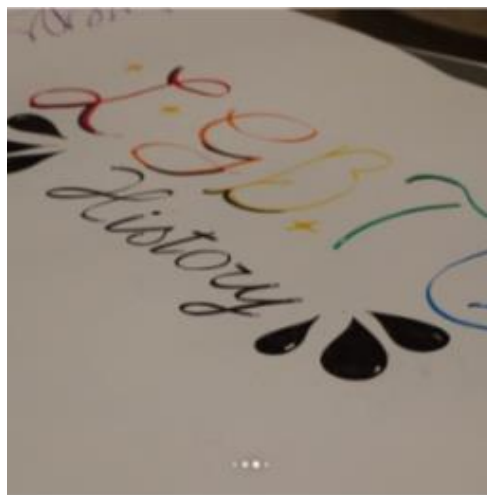
- The Student Union welcomed staff and students to celebrate Diwali with live music, singing and dancing. The celebration, also known as *the festival of light* and Deepavali, is one of the most anticipated festivals in India. WU shared details of the festival via social media to help raise awareness.
- Ramadan took place between 10th March and 8th April; the ninth month of the Islamic calendar observed by practicing Muslims as a month of fasting, reflection and prayer. To support our Muslim staff and student’s infographics were shared with staff and students and externally via social media platforms, sharing information and tips on how to support those observing Ramadan.
- University social media platforms commemorated Holocaust Memorial Day on the 27th of January, sharing links to further information to support learning, understanding and tolerance.

Sexual Orientation

- Our university were delighted to be named a top ten employer, ranked 9th in the Stonewall Workplace Equality Index. Being named as a Gold Employer highlighted the LGBTQ+ inclusive practices in place to support our staff and students.
- 40 students and staff members represented the University at Chester Pride in August. To mark the occasion, branded t-shirts were created, and those attending took over the University's social media accounts for the day. The WU LGBTQ+ Staff Network hosted a stand in the Wellbeing Tent, showcasing the University as an inclusive learning environment and employer.
- The LGBTQ+ Staff Network hosted an awareness session at the Annual Engage Conference (Sept 20–21) titled *What's LGBTQ+ Got to Do with Me*. Attendees engaged with Network members in a safe space, asking questions and exploring ways to support LGBTQ+ students. The panel shared insights on creating an LGBTQ+ inclusive curriculum, the importance of pronouns and terminology, and the value of allyship
- On Bi (Bisexual) Visibility Day (23 September) the LGBTQ+ Staff Network raised awareness, highlighting bisexual and biromantic erasure. Information was shared to help dispel myths, alongside an infographic of terminology and links to a BBC video on what not to say to a bi person.
- WU marked International Lesbian Day (8 October) by sharing an awareness article internally and via social media.
- The University's LGBTQ+ Staff Network met with the North Wales Fire and Rescue Service's EDI Officer to strengthen regional LGBTQ+ networks. Joined by an SU representative, they explored potential initiatives, projects, and collaborations.
- During LGBTQ+ History Month (February) the LGBTQ+ Staff Network coordinated awareness raising events and activities, including:
 - A Spotify playlist, sharing music that has broken boundaries and showcased individuals who have influenced our culture.
 - The creation of a short video with compiled images of staff and students holding up our "Love is Love/Cariad yw Cariad" sign, highlighted commitment to equality, diversity and inclusion, and in particular, our LGBTQ+ staff, students and community. [View the video](#)



- The Network, in collaboration with the Creative Arts Team coordinated an interactive activity that took place in the main reception at the Wrexham Campus, entitled “Rainbows in Reception”. The project encouraged staff and students to share their thoughts creatively on card that was developed into an art installation titled the *Pillar of Pride*, that will tour all campus’, highlighting our commitment to supporting the LGBTQ+ community. Contributions included handprints, names, drawings, quotes and poetry; reflecting that art has the power to convey messages and emotions that words sometimes can’t.



- The LGBTQ+ Staff Network hosted an awareness raising stand at each campus, highlighting the activities being undertaken by the network, providing resources, signposting and access to learning resources and books.
- Dedicated sections titled *Diverse Voices* were allocated to LGBTQ+ inclusion within the library, providing easy access to inclusive books and authors who identify as LGBTQ+.
- A blog written by a member of the Staff Network was shared, highlighting the benefits of allyship.
- Staff were encouraged to wear a WU branded LGBTQ+ badge on their lanyards. The badges show commitment to inclusion and allyship.
- Social media platforms were used to provide links to support the wellbeing and mental health of LGBTQ+ people, sharing information and signposting with staff, students and the local community.



- Collaborative working has continued with Pride Wrexham with the Vice-Chair of the LGBTQ+ Staff Network being an active member of their planning and development committee. Our university supported the first Wrexham Pride event (Balchder Wrexham) on the 27th July; a truly inclusive, community day, celebrating the diversity of our city and bringing together our LGBTQ+ communities, colleagues, friends and family, allies and supporters.
- Lesbian Visibility Week (#LVW24) took place between 22nd – 28th April. The LGBTQ+ Staff Network shared information on the importance of acknowledging such events and how it ensures our university recognises the individual unique aspects that make our colleagues, friends, and family – “*one community, so many brilliant individuals.*” The Library Team shared their suggested reads, and the Network collated their top 20 tracks on a dedicated Spotify playlist featuring the greatest lesbian singers/songwriters of all time. The LGBTQ+ Staff Network Chair shared her story on coming out at WU and lesbian icon profiles and recommended TV/films were shared via social media platforms

- The annual Springboard Conference (17 April) centred around equality, diversity, and inclusion in research and the workplace, which included a session that focussed on LGBTQ+ Health and its implications. It contained a basic understanding of LGBTQ+ history, an exploration of common myths and misconceptions around LGBTQ+ identities, an outline of the impact of LGBTQ+ stigma on people's health, together with implications for practice, and a discussion focused on the issues these topics may present when undertaking research with people from the LGBTQ+ community.
- The OD&D Team represented our University at Flint Pride in June, sharing resources and information about our university's commitment to inclusion.



General

- ALF (Academic Learning Framework) continued to address flexible and inclusive learning to support our students, including those with learning differences. In addition, it promoted good practice in relation to assessment and feedback in a digital environment to promote digital enabled learning environments for everyone, supporting true inclusivity.
- The Academic Development Team (ADT) EDI strand reviewed reading lists and shared a catalogue of diverse reading materials with Lecturers. The Group continue to review the curriculum and develop mechanisms to understand the needs of Minority Ethnic Students and minority groups, in line with the Strategic Equality Plan and Race Equality Plan
- The Organisational Development & Diversity (OD&D) Team strive to ensure that awareness sessions, training and development communications and promotions linked to any of the protected characteristics that fall within the Equality Act (2010) take an intersectional approach wherever possible.
- The OD&D Team continue to deliver monthly "EDI at WGU" sessions, with targeted attendance forming an element of new staff's probationary period.
- The new Learning Management System was launched in April, containing learning pathways dedicated to Equality, Diversity and Inclusion.
- To celebrate Global Week in March, the OD&D Team shared an article written by Svitlana Solodovnikova who is studying MSc Data Science and Big Data Analytics at Wrexham University. Svitlana is a refugee from Ukraine who shared her experience of being displaced and how she has built a life here in Wales. [Click here to read Svitlana's article.](#)

EDI Events

The events taken place in and around the University to promote inclusivity and/or raise awareness of Equality & Diversity, included:

13.08.23 – Chester Pride	October – Black History Month	27.01.24 – Holocaust Memorial Day	March – Ramadan
21.09.23 – World Alzheimer's Day	11.11.24 – Day of Remembrance	01.02.24 – Time to Talk Day	13-19.05.24 – Mental Health Awareness Week
23.09.23 – Bisexual Visibility Day	20.11.24 – Trans Day of Remembrance	05-11.02.24 – Race Equality Week	06-12.05.24 – Deaf Awareness Week
September – International Alzheimer's Months	25.11.24 – White Ribbon Day	10.02.24 – Chinese New Year	22.06.24 – Flint Pride
08.10.23 – International Lesbian Day	01.12.24 – World AIDS Day	February – LGBT History Month	27.07.24 – <u>Wrexham</u> Pride
10-17.10.23 – National Hate Crime Awareness Week	15.01.24 – Martin Luther Day	01.03.24 – International Women's Day	
19.10.23 – International Pronoun Day	15.01.24 – Blue Monday	14.03.24 – University Mental Health Day	
24.10.23 – Diwali (Festival of Light)	27.01.24 – Holocaust Memorial Day	31.03.24 – International Transgender Day of Visibility	

CAREERS & EMPLOYABILITY SERVICE

The Careers and Employability Service provides holistic support to empower students and graduates to achieve their personal, academic, and professional potential through Higher Education.

They collaborate to deliver economic, social, and cultural impact, inspiring confidence in students and communities. They support current and future students, graduates, and colleagues effectively and are guided by the following University values:

Inclusive & Empowering – understanding the individual needs of students to overcome barriers, that may otherwise impact on their success in their studies and chosen career

Innovative & Transformative- creating original and holistic mechanisms of support that empathise with everyone according to their circumstances. Delivering appropriate support that encourages people to flourish in all areas of their lives

Collaborative and Sustainable – evaluating interventions and support activities to determine their impact, within a creative and enabling team, which continuously aims to challenge existing ways of working and improve effectiveness using collaborative and sustainable approaches.

During reporting year 2023/2024 Wrexham University exceeds the average for Welsh HEIs of graduates reporting to be in paid employment 16 months after graduation and is above the Sector average by 2 percentage points in 21/22, although there has been a decrease of one percentage point, and this can be seen across the sector.

In 21/22 WU ranked 3rd out of Welsh Universities, up from 4th place in 20/21.

Institution	% in paid employment
Cardiff Metropolitan University	86%
University of South Wales	84%
Wrexham University	83%
Cardiff University	81%
Swansea University	80%
Bangor University	79%
The Open University	79%
University of Wales Trinity Saint David	77%
Aberystwyth University	76%

Placed in the context of our high proportions of students declaring health inequalities, low socio-economic backgrounds and a high proportion of students from underrepresented groups, this is a huge achievement for the University community and the Careers and Employability Service.

The Service continues to deliver Targeted Employability Support (TESS) achieving our targets and receiving the following feedback from MEDR.

“We were impressed with Wrexham’s progress in engaging franchised students in this period, which has resulted in genuine support being delivered.

Similarly, we were also pleased to see students engaging through the medium of Welsh. Wrexham has made excellent progress against its targets, and you continue to support a broad range of students, it is encouraging to see you continue to engage care-experienced and estranged students”.

Rachel O’Gorman, Skills and Employability Manager. Medr

This year the team have enhanced targeted promotion of TESS activity towards students studying degree programmes that attract a male profile e.g.: Physiotherapy, Business Management, Accountancy, Policing, Sports. This has resulted in 24 individuals who identify as male receiving direct support, an increase from last year of 84.6%

The team have provided increased support for International Students, coupled with prioritising, and targeting students with Black, Asian and Minority Ethnicity characteristics who had been identified during phase 1 (22/23) but did not engage. This approach saw an increase in Black, Asian and Minority Ethnicity students supported during 2023/2024 by 75%

The team have increased classroom engagement, through planning and delivering Career Development Learning (CDL) and Employability Information sessions timetabled with Academic colleagues and sometimes supported by Careers Advisers with targeted students to maximise input and engagement with TESS. Issues or challenges faced to date in identifying and supporting priority groups and any actions taken to address those challenges. Challenges we have identified since the start of

this academic year have included the way in which we have adapted our approach to supporting students who identify as Black, Asian and Minority Ethnicity.

We acknowledge that several of our Black, Asian and Minority Ethnicity students are adapting to cultural differences in their new learning environment as well as learn/study patterns and expectations etc. We have found that many students are not used to planning study outside of the classroom or learning environment and are travelling long distances to attend university. To counter this we have set up drop-in activity and engagement on campus in and around the academic timetable rather than during extra-curricular time to adjust to and mitigate for this need. This approach saw an increase in Black, Asian and Minority Ethnicity students supported during 2023/2024 by 75% 14 of our 76 fully supported participants 18.4% identify as Black, Asian and Minority Ethnicity compared to last year's result of 10.5% of participants identifying as Black, Asian and Minority Ethnicity.

The Careers and Employability Service at Wrexham University continues to demonstrate its commitment to equality, diversity, and inclusion by tailoring its support to meet the unique needs of its diverse student body. Through targeted initiatives like TESS, increased engagement with underrepresented groups, and responsive approaches to emerging challenges, the Service has made significant progress in fostering employability and personal success for all students. These efforts, coupled with impactful collaborations and innovative strategies, highlight the Service's dedication to empowering individuals and driving positive outcomes for both students and the wider University community.

INCLUSION SERVICES

The Inclusion Services team play a key role in addressing the many barriers faced by our students with declared disabilities. Through their efforts they actively shape and drive improvements, making a significant contribution towards enhancing the student experience and fostering an inclusive learning environment.



The Inclusion Services Team support students by:

- Arranging pre-application visits
- Providing specialist Non-Medical Helper support (Specialist Study Skills and Specialist Mentoring)
- Producing individual schedules of adjustments, detailing appropriate required support e.g. individual exam arrangements.

- Matching students with Learning Support Assistants (Note-takers, Practical Support Assistants and Study Assistants)
- Screening for specific learning difficulties and arranging referrals for formal diagnostic assessment
- Liaising with academic staff on student support and adjustment implementation
- Supporting students to apply for Disabled Allowances funding
- Supporting students with temporary impairments which impact their study
- Working strategically to promote mainstream accessible and inclusive learning
- Promoting disability issues via the EDI Action Group; working collaboratively to achieve the objectives set out within the University's current Strategic Equality Plan.
- Providing transitional activities prior to enrolment
- Liaising with the Estates and Campus Management Team; advising on required adaptations to student accommodation and teaching and learning spaces

Given the diverse student profile at Wrexham University and the range of complex issues many students face, the support provided by the team has a profound impact on student learning outcomes. The team collaborate closely with other professional services teams to ensure that all aspects of student support are cohesive, well-coordinated, and seamless in their delivery.

The service continues to take a proactive approach in encouraging prospective applicants, offer holders, and enrolled students to disclose and register as early as possible, ensuring they can access essential support and resources. During the 2023/24 academic year, the team maintained a strong presence at Open Days, Applicant Days, Transition events, and Welcome Week activities, as well as delivering induction presentations across Faculties. By collaborating closely with the Admissions Team, the service has taken positive steps to engage with offer holders earlier in the admissions cycle. This collaborate working ensures that support is in place in a timely manner to give students the best opportunity to thrive and succeed.

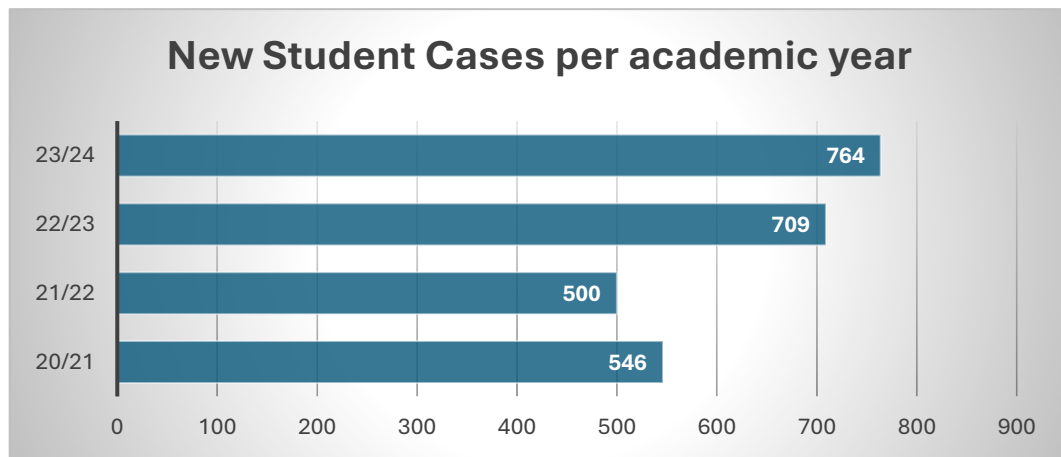
During the 2023/24 academic year, the University implemented a system named 'Target Connect', which has significantly enhanced the digital access points for both students and staff. The specialist support areas within Student & Campus Life, including Inclusion Services, has their own dedicated sections within the platform, enabling the creation of tailored workflows and pathways, empowering students to self-serve through pre-defined activities and guidance. For example, students can complete screening tools for specific learning differences, ask targeted questions that are routed to the appropriate specialist team, and access effective signposting to relevant services and interventions.

The system has been transformative for the Inclusion Services Team, streamlining processes ensuring timely and accurate support for students. Students can book and manage appointments directly via the system, resulting in centralised and accessible access, reducing administrative barriers. Comprehensive workload management

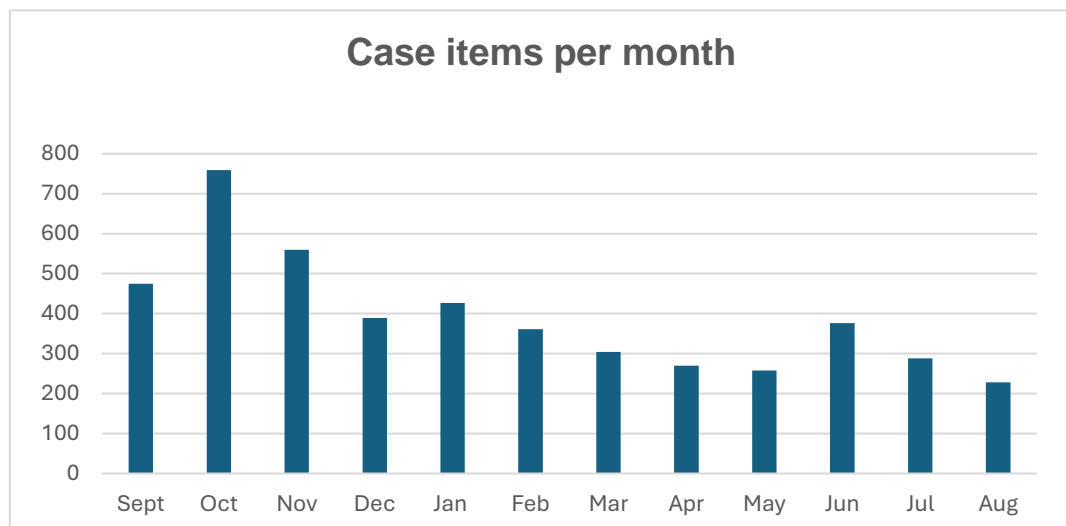
tools, such as casebooks for tracking status, actions, and risks, have enabled the team to deliver personalised and efficient support. Additionally, robust reporting features provide valuable insights helping inform and optimise service delivery, ensuring that resources are effectively aligned with student needs.

The University continues to see growth in the number of student declarations/cases. Demand for advice, guidance and support from the team continues to grow year on year.

The chart below shows the number of new student cases per academic year.



The chart below shows the number of individual case items/ notes recorded per month within the new Target Connect System for Academic Year 23-24

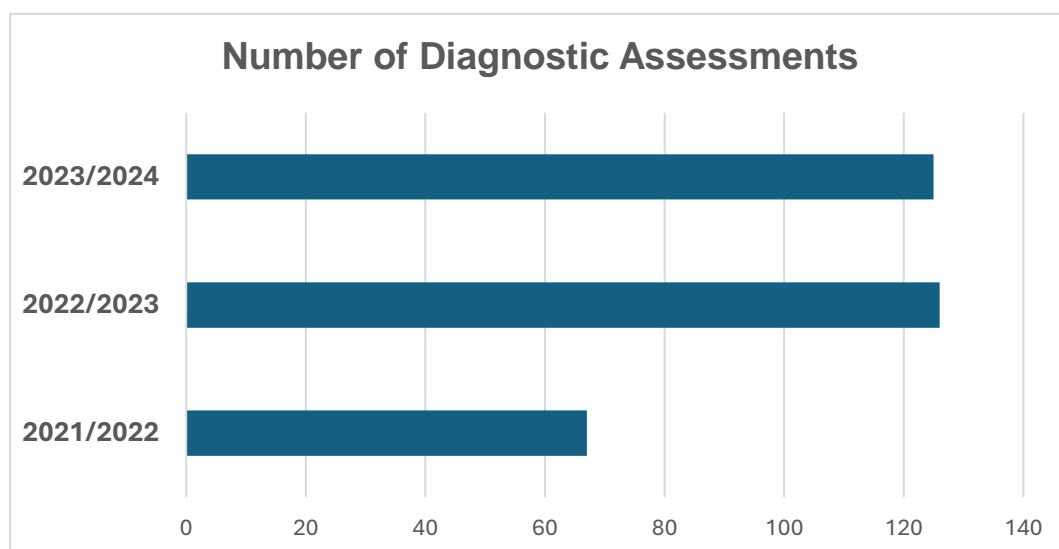


The chart below shows the number of appointments booked per month for Specialist Study Skills and Specialist Mentoring.



Diagnostic Assessments:

The team offer a diagnostic assessment service for Specific Learning Difficulties (SpLD). The chart below shows the number of diagnostic assessments completed for the past 3 years. Academic Year 23/24 is comparable to that of Academic Year 22/23.



DSA Study Needs Assessments:

On 20th July 2023, SLC confirmed that it awarded Capita Business Services Limited the framework to supply needs assessments, assistive technology and assistive technology training for students in receipt of Disabled Students' Allowance (DSA) funded by Student Finance England (SFE) and Student Finance Wales (SFW) in East England, the Midlands, London, Wales and Northern Ireland.

StudyTech Limited have been awarded the contract to supply all remaining areas of the UK (excluding Scotland). A section of Wrexham University students may undertake DSA assessments with StudyTech if they live within the region; they support prior to

commencing University. Once students enrol at Wrexham University (regardless of their home address in the UK), they will automatically be assigned to Capita. Hence, Capita now provide the majority of the DSA assessments for Wrexham University students

Transition to the new service model:

The launch of the new service came into effect on 26th February 2024. The Wrexham University Assessment Centre is still operational, and we are still required to support existing students who have previously been assessed at our Centre for the duration of their course. The Centre also continues to conduct DSA Study Needs Assessments for students funded under the NHS Wales Bursary Scheme as current arrangements have not been affected by the DSA reforms.

For Academic Year 23-24 (up until the commencement of the reforms in February 2024), Wrexham University Assessment Centre carried out **137 DSA Assessments**. Since February 2024 until the end of Academic Year 23-24, the Centre conducted **25 DSA Assessments** for students funded via NHS Wales.

CHAPLAINCY



Volunteer Chaplains provide support for our university community, assisting those from all faiths and none.

The Chaplaincy is involved in organising events within the University and the local community and highlights this year have included:

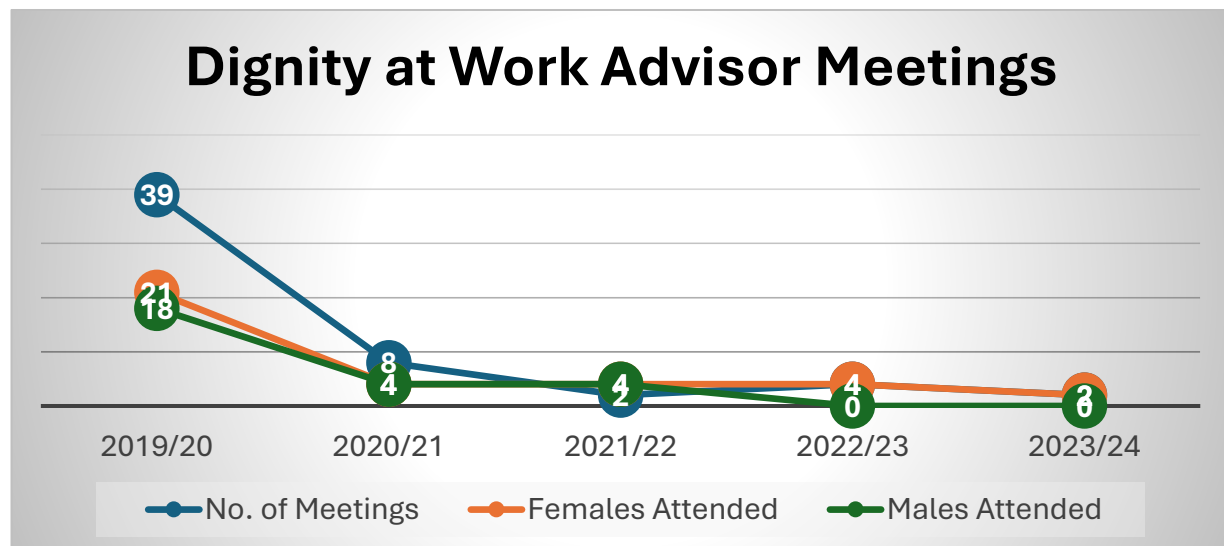
- The delivery of a session to our Healthcare students on bereavement, grief and how to support people in healthcare settings.
- Support provided to students requesting spiritual or faith-based guidance, offering opportunities to engage with religious support within the local community.
- Wrexham Hope Street Church attended Fresher's week, hosting an information stand and offering Anglican support to students. Hope Street Church shared prayer resources with staff and students.

- Links were established with the North Wales Interfaith Group and BCUHB - Chaplains & Spiritual Care (NHS) to offer staff routes to spiritual support.
- University social media platforms have enabled awareness raising and celebration of differing faith related dates, events, observances and celebrations.

DIGNITY AT WORK ADVISOR ROLE

The University's Dignity at Work Policy and Procedure continues to support staff working to ensure an environment where staff can work free from bullying and harassment. The University's Dignity at Work Advisors support the policy and procedure, listening to staff's concerns and providing a supportive, confidential and informal platform for staff to discuss issues relating to bullying and/or harassment, signposting them to additional support should this be required.

A chart detailing the number of meetings undertaken by the Dignity at Work Advisors over a 5-year period can be found below, with gender split identified.



We can see a significant reduction in the number of meetings that have taken place from academic year 2019/20, with a significant increase seen in 2019/2020, which could be connected to efficiency restructures that took place during this period; with staff potentially seeking additional signposting information and support at that time.

The role continues to be promoted and available to staff should they require support.

WIDENING PARTICIPATION

The Widening Access team at WU support those most under-represented within Higher Education. Through funded activity the team strive to widen access to students within our local communities across various settings. As number 1 for social inclusion within the UK, the University recognises that everyone has complex needs and offers information, support, and guidance for those in education.

The Widening Access team have identified core schools and colleges with a high proportion of WIMD (Welsh Index of Multiple Deprivation) students across North Wales to offer a package of support to enable them to access HE.



Through collaboration with schools and colleges that are not classed as core priority, we present opportunities within the university and wider career options through presentations and attendance at careers fairs.

Through Reaching Wider (the Welsh NCOP - National Collaborative Outreach Programme), we offer a multitude of experiences to students identified as under-represented. Reaching Wider change their priority schools yearly, based upon the WIMD data. Working with reaching wider enables the University to offer support for the transportation of learners, ensuring they have access to events, helping to raise their aspirations.

Through collaborative working with partners, such as local authority working groups, charities and the Department for Work and Pensions we support local youth groups, estranged students, care experienced students, refugee groups and military families in gaining access to HE provision. As a progression partner within the Adult Community Learning partnership, we support adult learners with one-to-one advice and guidance around university.

The development of a Recruitment Strategy aims to reduce the isolation of students in rural communities and those most at risk of not attaining HE, by attending events/workshops/schools providing information, advice and guidance, with invitations extended towards them to attend on campus events.

Throughout the year, the team hosted and attended a series of core and funded event opportunities with our institutional partners, such as Reaching Wider, including:

Core:

- Multiple visits on and off campus with Northeast Wales Schools
- Care leavers Week events
- Quarterly meetings with Wrexham and Flintshire Councils to network and share good practice with organisations supporting learners from becoming NEET
- Quarterly meetings with Wrexham's ACL (Adult learning Community) to network and share good practice , sourcing opportunities to support adult learners into Education.

Funded

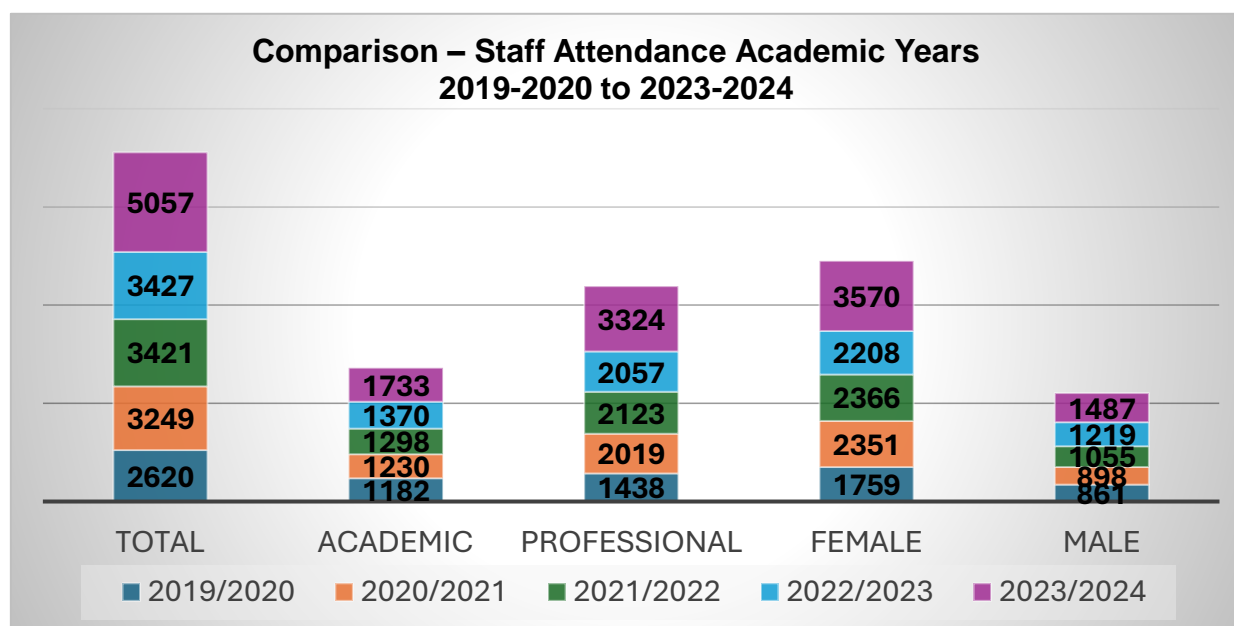
- Healthy Careers Project with Coleg Cambria
- Brightside mentoring for year 12 and 13 learners

- STEM Day
- Girls into STEM
- Hay Festival Cymraeg

STAFF TRAINING

Equality, Diversity & Inclusion training is available to staff, including legislation updating, awareness of protected characteristics and discrimination.

The monitoring of staff training takes place with the following data recorded for the academic years spanning academic years 2019/2020 to 2023/2024.



A summary of staff attendance at training activity is provided above, highlighting that a total of 17,774 staff members participated over the five-year period. Attendance increased by 48% between the academic years 2019/20 and 2023/24, with the most notable growth occurring between 2022/23 and 2023/24—a 32% rise in engagement—largely due to the expanded CPD programme. During the reporting period, 62% of attendees were from Professional Services, and 69% were female, reflecting the demographic of our workforce. Encouragingly, engagement among academic staff rose by 32%, while male staff participation increased by 42% within the same timeframe.

EDI EVENTS & ACTIVITIES

In addition, a variety of events have taken place within the University to promote inclusivity and raise awareness of Equality & Diversity, including:

- The University attained the following outcomes in the National Student Survey results:

First in Wales for Teaching

First in Wales for Assessment and Feedback

First in Wales for Student Voice

First in Wales for Student Union

Top 10 in Wales, Scotland and NI for overall satisfaction

- The University also attained the following outcomes in The Times/Sunday Times Good University Guide:

Top 10 for student satisfaction in the UK

First in UK for teaching, learning opportunities and student voice
(Adult Nursing)

First in UK for teaching, learning opportunities, academic support, and
organisational & management voice (Applied Art)

First in UK for assessment and feedback (Physiotherapy)

First in UK for academic support and third for teaching (Forensic Science)

First in UK for overall satisfaction (Adult Nursing, Criminology & Criminal
Justice, Applied Science and Forensic Science)

- Amy Rattenbury (Programme Leader for Forensic Science and Forensic Anthropology & Bioarchaeology) was shortlisted for a 2023 Wales STEM Award. –

‘STEM Woman of the Year’ - recognising inspirational women and their work within Science, Technology, Engineering and Maths.

- The University were represented at the National Eisteddfod in Llyn ac Eifionydd, showcasing our academic provision through the Welsh language in the Coleg Cymraeg Cenedlaethol tent.
- Our Student and Campus Life Team introduced "Target Connect," a user-friendly system designed to provide students with easy access to support services.
- Welsh language and badges were made available to staff who are fluent in Welsh or Welsh learners.
- Our university maintained its commitment to supporting staff in learning the Welsh language by offering the *Welsh at Work* course, available free of charge to all employees.
- Dr Vivienne Dacre, Programme Leader of the FdA in Therapeutic Childcare, participated in a House of Lords panel discussion on the impact of Therapeutic Childcare standards on individuals affected by trauma.
- Professor Alison McMillan was named joint winner of the 2023 West Midlands Outstanding Woman in STEM Awards, which celebrate the remarkable achievements of women in STEM fields.
- Our Careers and Employment Team (pictured to the right) were recognised for the high-quality support they provide, receiving the Association of Graduate Advisory Services Membership Quality Standard certificate.
- The University launched the Employability e-Hub, an online resource designed to support students from underrepresented groups in higher education. This innovative platform provides tools and insights to help students translate academic success into career achievement.



- The TrACE (Trauma and Adverse Childhood Experience) Team delivered a keynote speech at the ACE Hub Wales Annual Conference, presenting their research on the impact of [TrACE at Wrexham University](#).

- Elen Mai Nefydd (Head of Welsh Development) (pictured to the left) was recognised for her contribution to the Welsh language and bilingual education provision.

STUDENT DATA



Please note that all figures given have been rounded as per the HESA rounding methodology. Further information on this methodology available here: <https://www.hesa.ac.uk/about/regulation/data-protection/rounding-and-suppression-anonymise-statistics>

Data provided is based on full academic years. All data has been rounded using HESA's rounding and suppression rules.

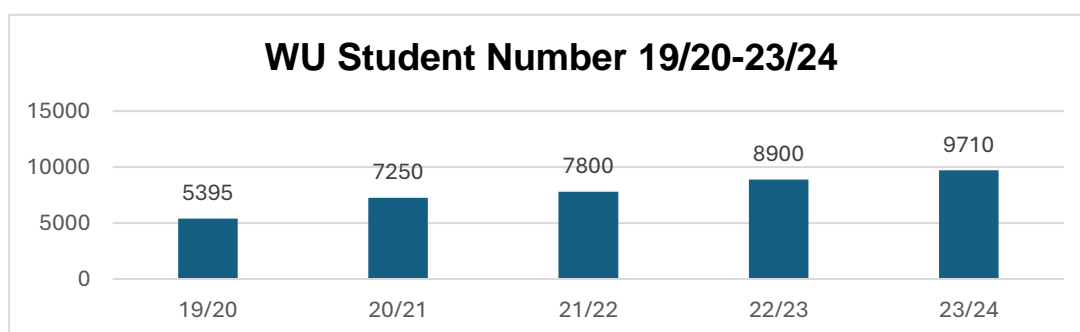
The following pages present student data including breakdowns by demographic groups and awards achieved.

During academic year 2023/24 the total number of students enrolled at Wrexham University was 9,710, which was an increase of 9% compared with the previous academic year. The charts detailed within this section present student numbers gathered over a 5-year, with total student numbers increasing by 80% across this period. This increase has been driven by the expansion of our WU Online and International cohorts, which together in 23/24 accounted for 53% of all students.

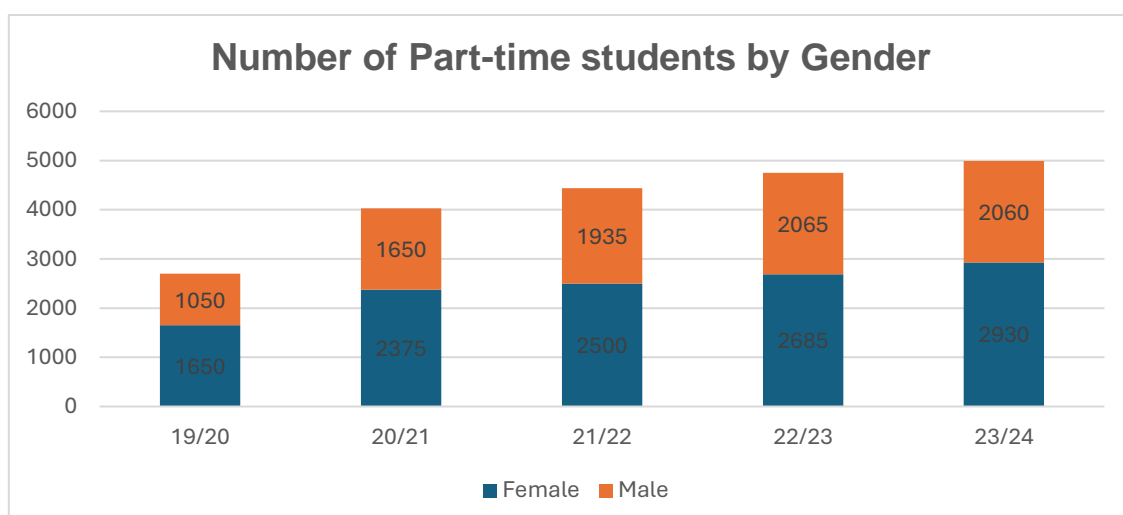
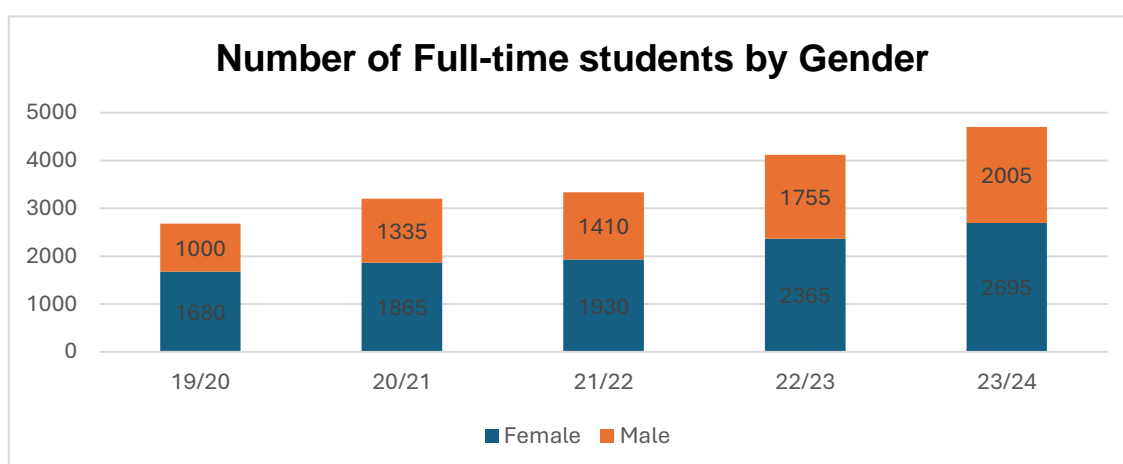
Gender

The following charts present student numbers by mode and gender over a five-year period. There are a small number of students that did not identify as male or female within the reporting period, however due to their low numbers they have been excluded from this analysis to protect their identities.

For full-time students, in 23/24 57% identified as female and 43% identified as male. Whilst overall student numbers have increased there has been no significant change in the split between male and female students over the past four years, with the only change of note being between 19/20 and 20/21 where there was an increase in 20/21 of 5 percentage points for male students.



For part-time students, in 23/24 59% identified as female and 41% as male. Similarly to full-time cohorts there has been little significant change in these proportions in the past four years, with a slight change between 19/20 and 20/21.



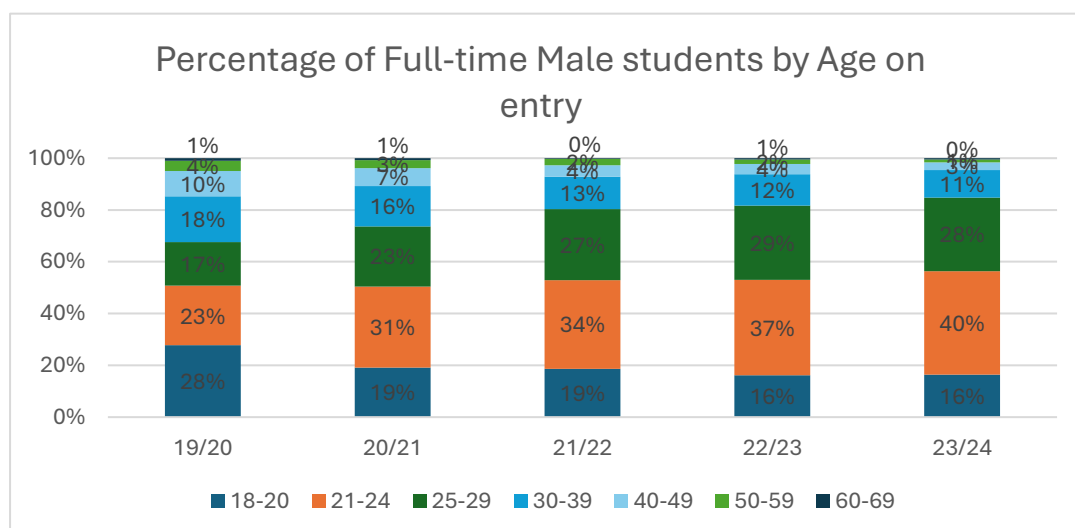
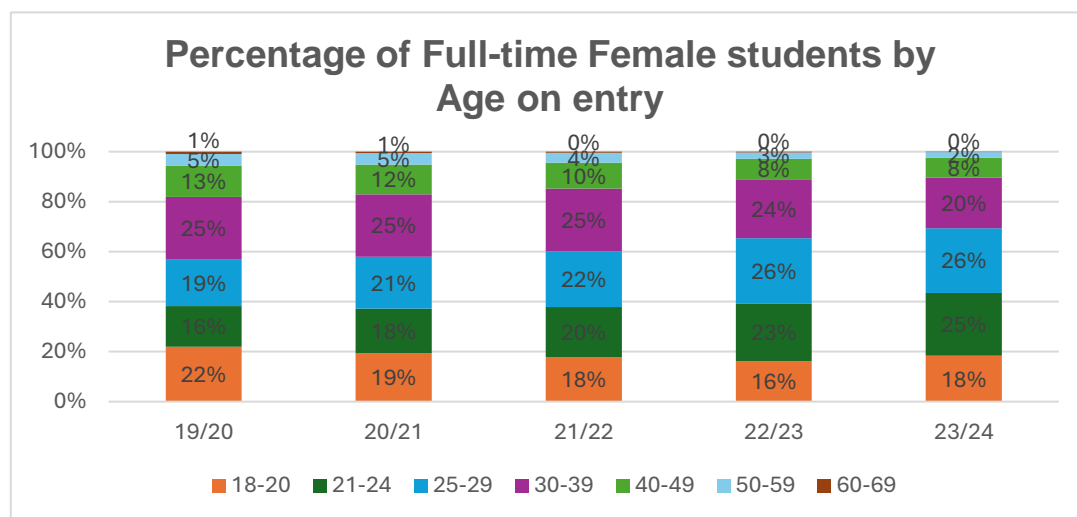
Age

The following graphs present the proportion of students by age range across a five-year period.

Age - Full-time

For both male and female full-time students, there has been an increase across the years in the 21-24 and 25-29 age ranges, with slightly larger percentage point increases for male students. Notably, the proportion of 18–20-year-old males studying full-time has decreased across the reporting period, down from 28% of full-time male students in 19/20 to 16% in 23/24.

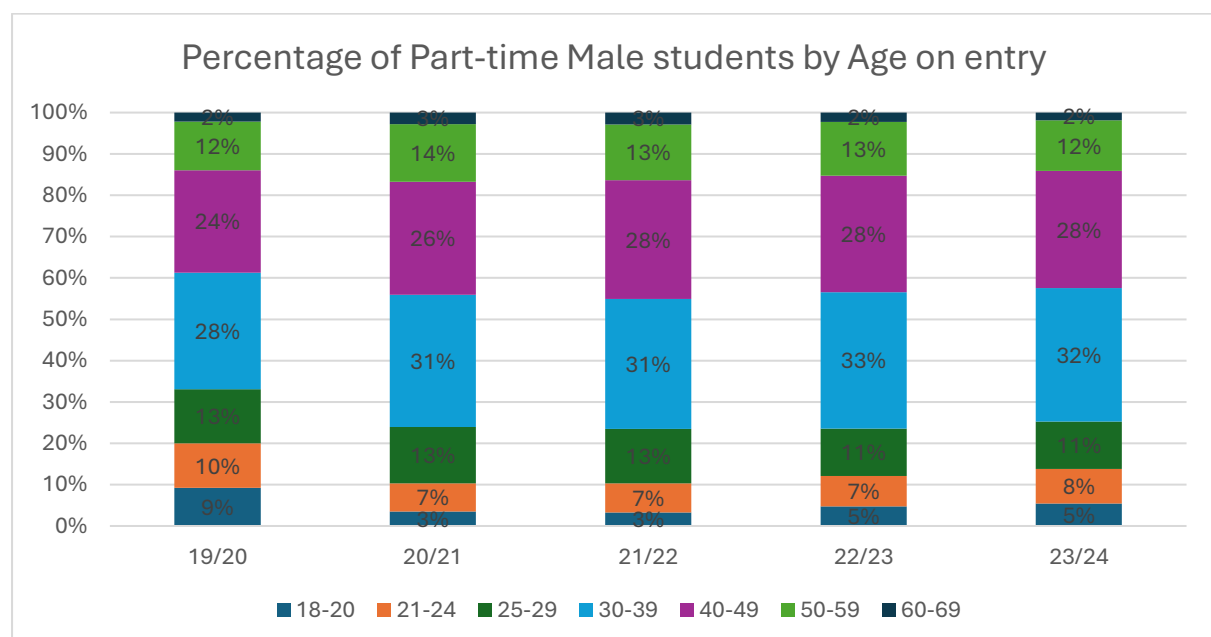
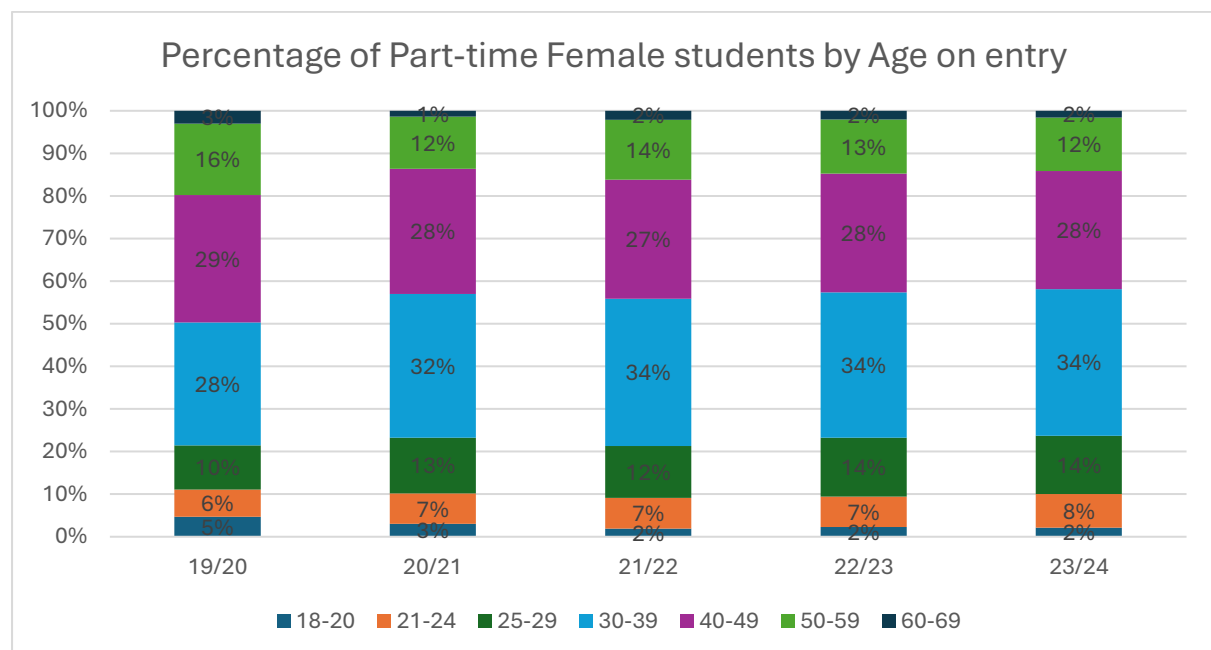
In 22/23, the most recent year for which benchmarking data across the UK HE sector is available, there was no significant difference between male and female full-time students at age on entry. 44% of entrants were 20 years old or younger, with a further 30% being aged between 21-24. 27% were aged 25 or over. As such, WU's student population trends older than the wider UK HE sector, particularly for female students where 61% of students were aged over 25 in 22/23.



Age - Part-time

The age demographics of both male and female part-time students have remained more static than those for full-time. Again, the most notable change would relate to male part-time students in the 18-20 age range which has decreased four percentage points in the reporting period.

In 22/23, across the UK HE sector 20% of female part-time students and 25% of male part-time students were under 25 years of age. 80% of female part-time students and 75% of male part-time students were 25 or older across the sector, compared with 91% of female and 88% of male part-time students at WU.

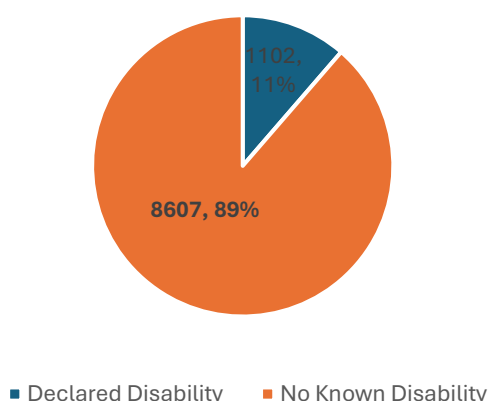


Declared Disability

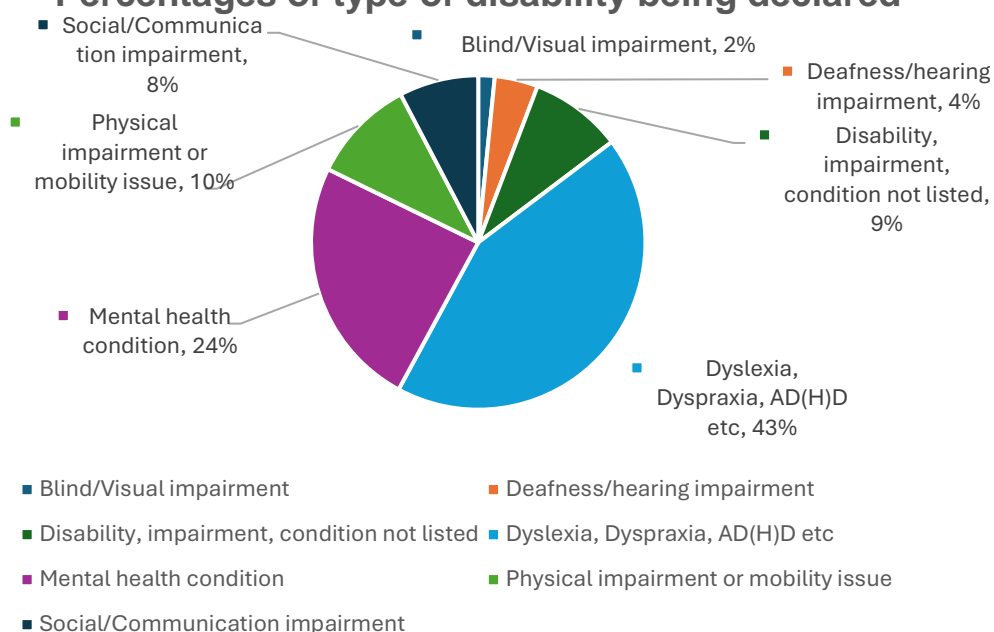
It should be noted that the process by which student disability information is collected and recorded changed in 22/23 and 23/24. The new process means that disability is declared annually each time a student re-enrols, making student declared disability data more current. In 23/24, 11% of WU students had declared a disability, which represents a decline from the previous academic year where 18% of students had declared a disability. This decline may be a result of the changes to the process for collecting this data. In 22/23, 17% of students across the UK HE sector were reported as being known to have a disability

The disability declared most frequently for 22/23 was dyslexia, dyspraxia or AD(H)D at 43%, followed by mental health condition at 24%. Please note that students are able to declare more than one disability, and each declaration is counted individually in these figures.

23/24 Proportion of Students Declaring a Disability

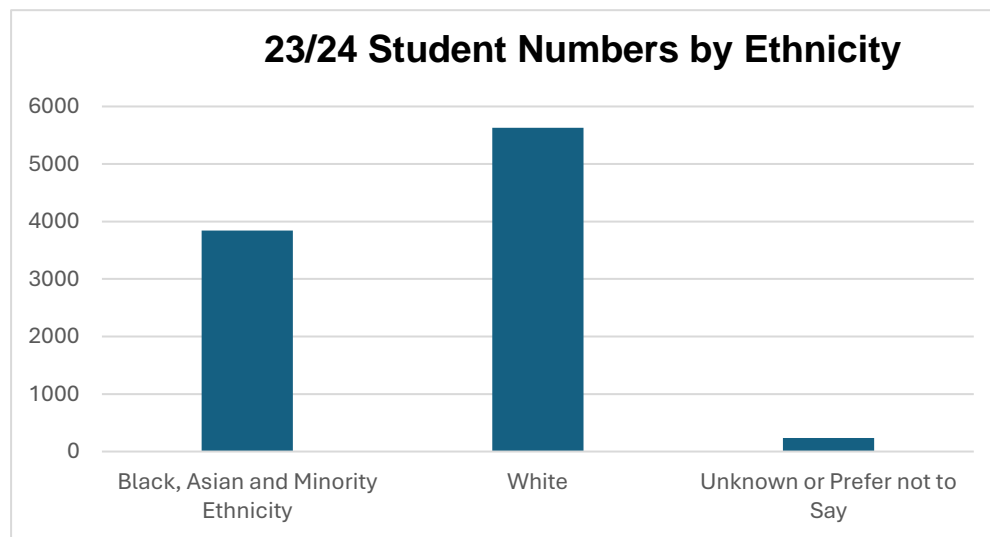


Percentages of type of disability being declared



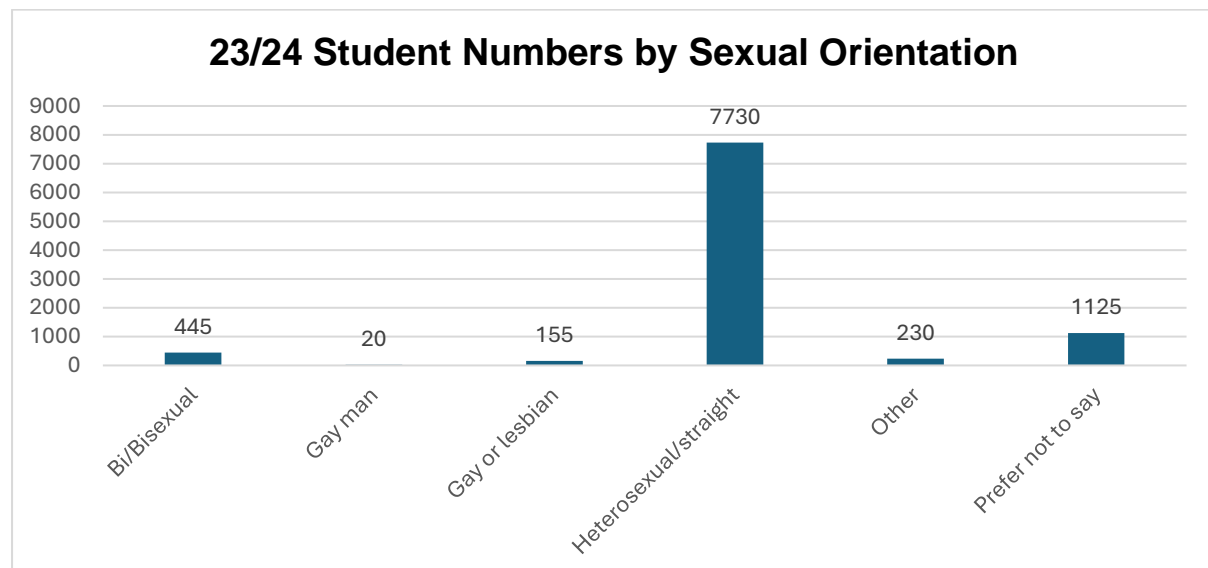
Ethnicity

In 23/24, 39.6% of WU students identified as Black, Asian and Minority Ethnicity. This compares with 20% of students across the UK HE sector in 22/23.



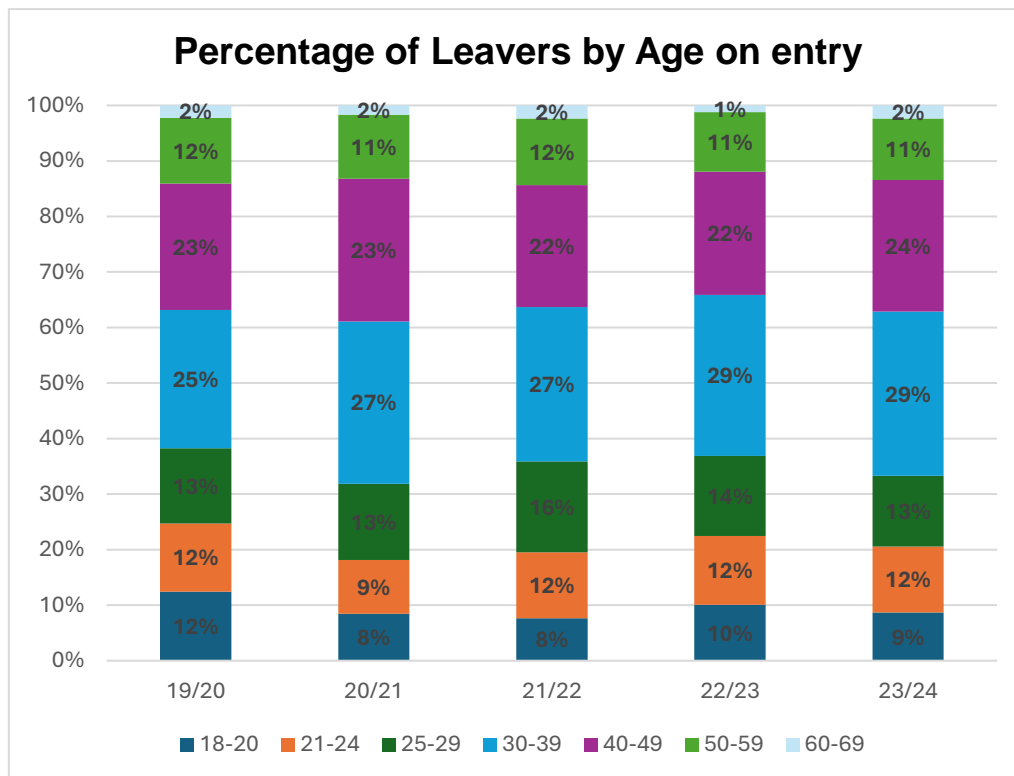
Sexual Orientation

In 23/24 79.6% of WU students identified as being 'Heterosexual or straight', with 4.6% identifying as 'Bi/Bisexual', 2.4% as 'Other' and 1.8% as 'Gay or Lesbian'. 11.6% of students declined to provide this information.



Leavers

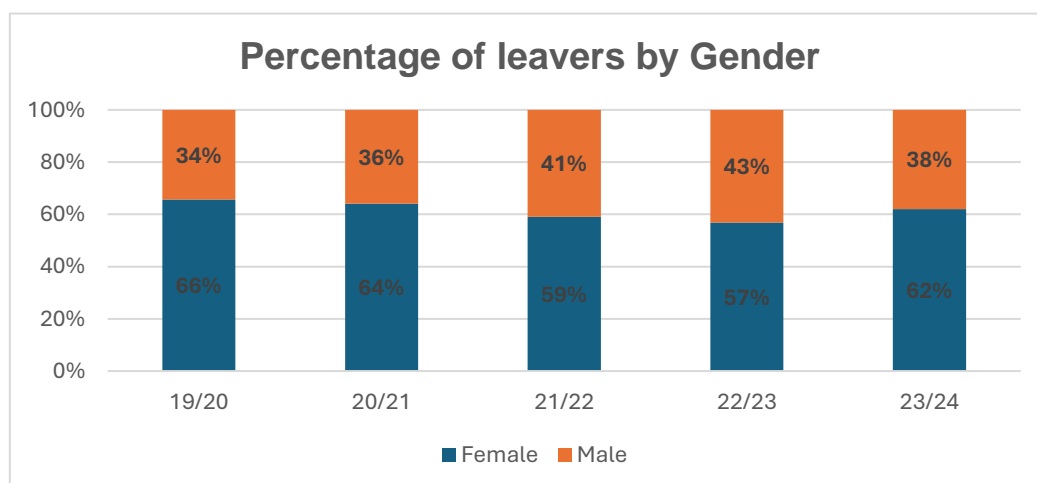
Leavers by Age:



The age profile of students withdrawing from their studies has remained relatively consistent over the last four years, with only marginal changes from 19/20. Most notably there has been a proportional decline of 18-20 leavers, and an increase in 30-39 leavers which reflects the changes to the overall student age profile in this period.

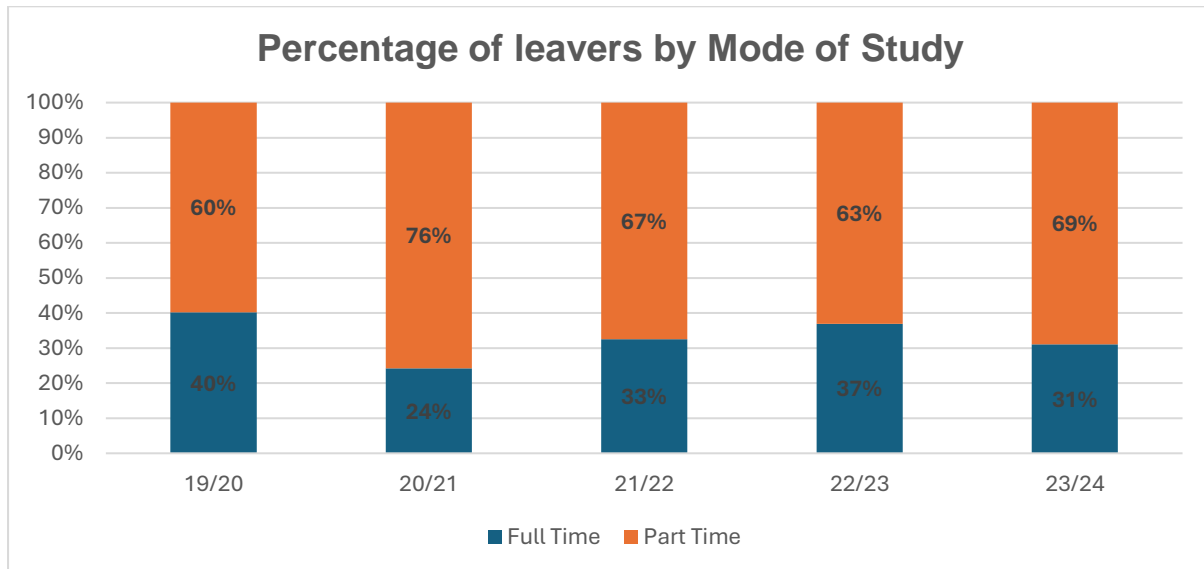
Leavers by Gender

Across all years, there was a higher percentage of female leavers than male, and this correlates with the proportion of female students in the total student population.



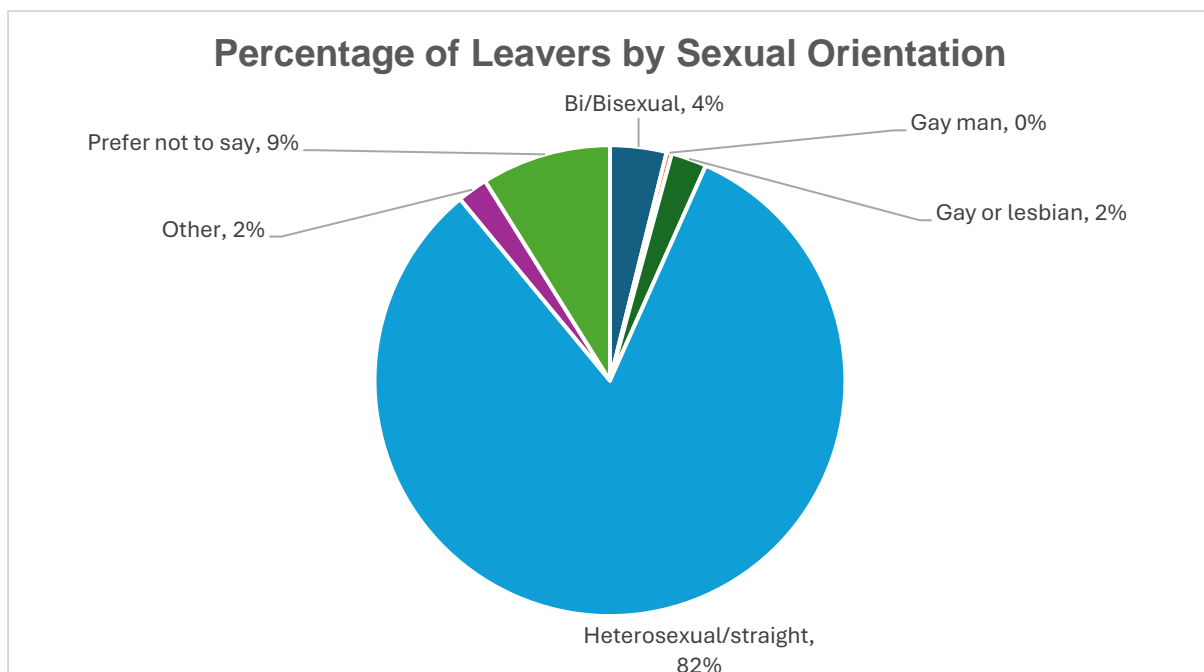
Leavers by Mode of Study

Across all years in the reporting period, of those withdrawing from their studies there have been a higher proportion of leavers from part-time courses. This has increased slightly in 23/24 compared with 22/23.



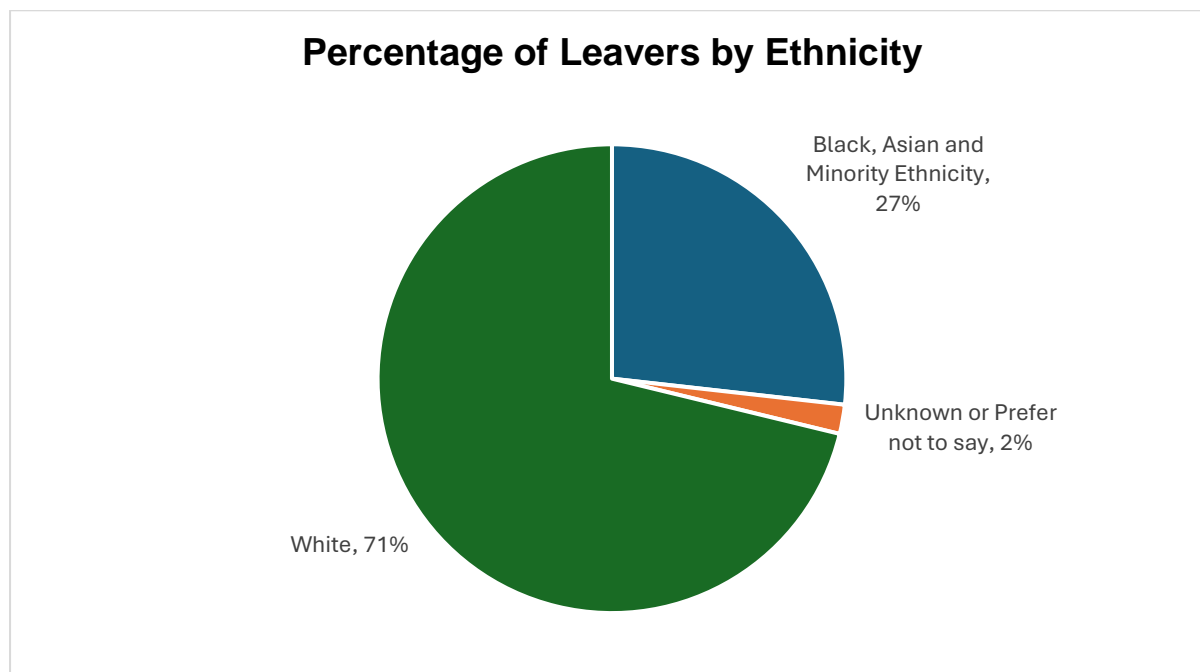
Leavers by Sexual Orientation

Of those withdrawing from their studies, the sexual orientation demographics broadly reflect the overall demographics of the student population as a whole.



Leavers by Ethnicity

The majority (71%) of those leaving their course identified as White. Proportionally this is higher than the percentage of students identifying as white within the student population overall (which was 58% in 23/24).



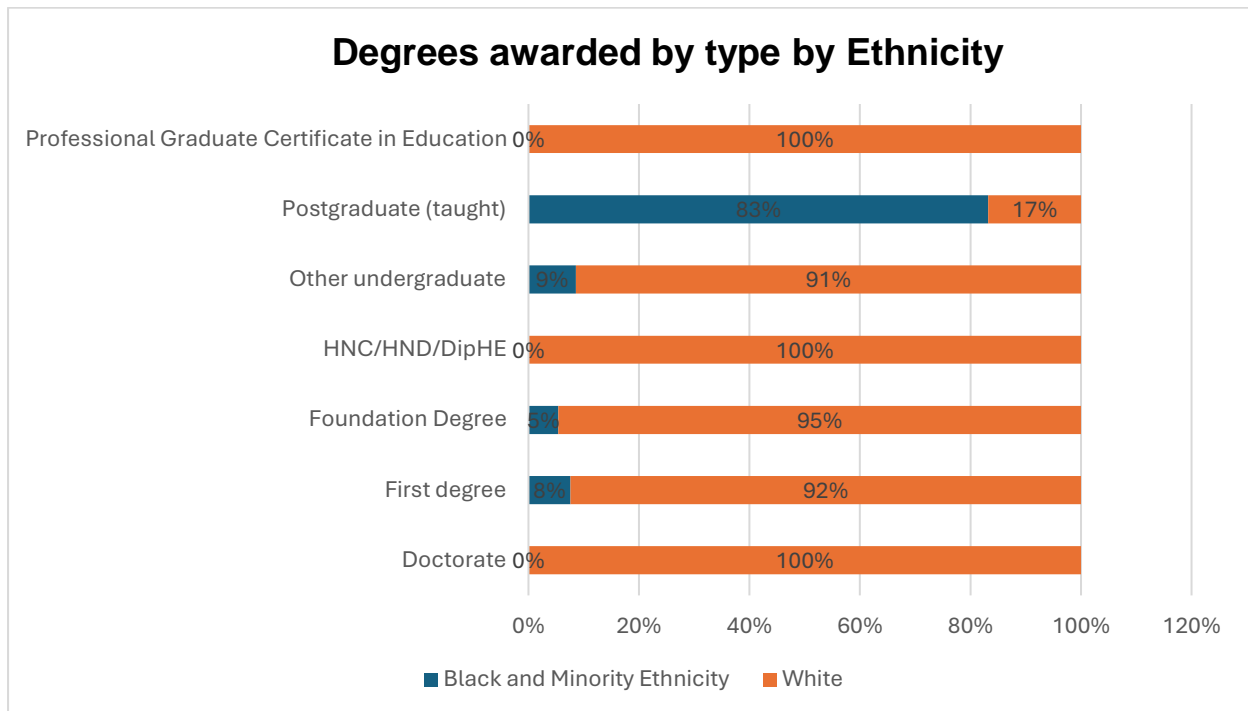
Degree Classification

Degree Type Awarded	19/20	20/21	21/22	22/23	23/24
Doctorate	5	5	5	5	5
First degree	635	480	560	465	435
Foundation Degree	30	30	25	20	35
HNC/HND/DipHE	10	25	30	25	15
Other undergraduate	645	760	695	690	585
Postgraduate (taught)	150	235	395	655	1240
Professional Graduate Certificate in Education	40	35	30	20	15

The increase in Taught Postgraduate awards in 23/24 reflects the increase in our international student cohorts.

Across all degree types awarded in 23/24 the majority of students identified as white, which the exception of Postgraduate (taught) awards where 83% of students identified

with an ethnicity grouped under Black, Asian and Minority Ethnicity. This reflects the large international cohorts studying on these programmes.



Attainment Gap in Degree Outcomes

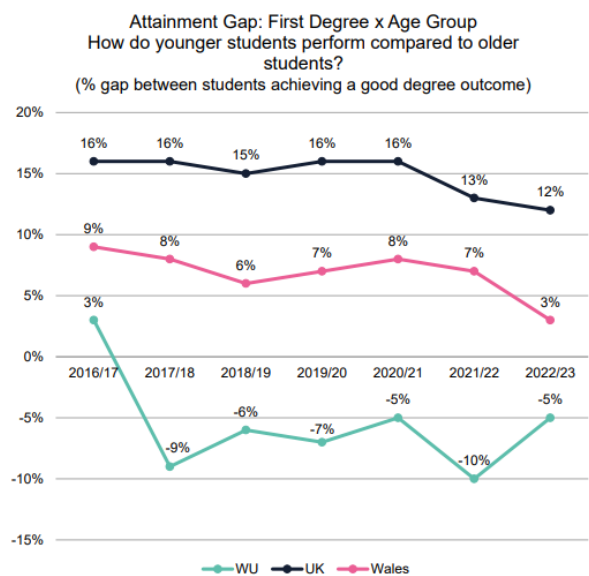
Annual Attainment Gap and Completion Gap Reports are shared with the University's Board of Governors, with the latest report being completed in January 2025, reporting on academic 22/23. The reports provide an update in relation to the Awarding (Attainment) Gap and the Completion Gap, an executive summary of the outcomes of the reports can be found below.

The present analysis explores differences in degree outcome by student characteristics, including age at graduation, gender, ethnicity, and disability.

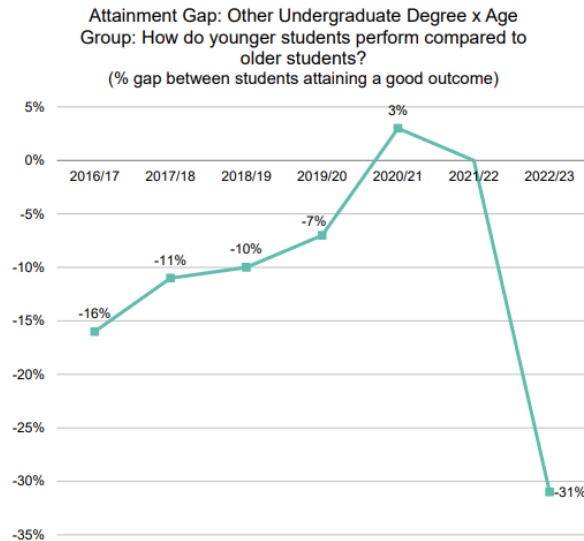
In the 2022/23 academic year:

Age

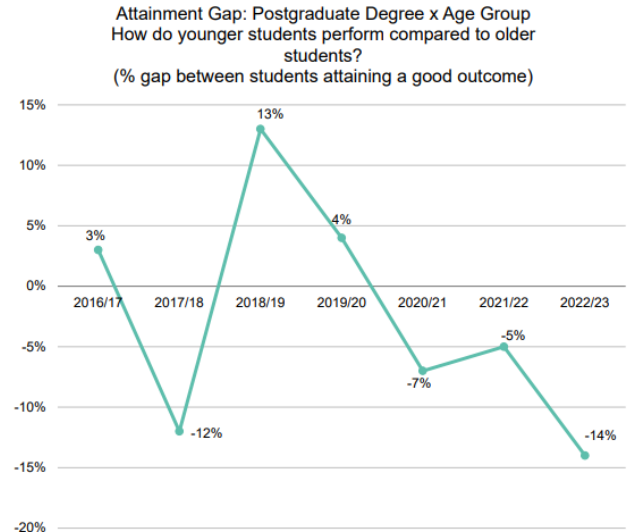
The attainment gap between younger and older students for their First Degree at WU was -5% (older students outperformed younger students). The attainment gap between younger and older students for Other Undergraduate Degrees at WU was -31% (older students outperformed younger students), however due to the small sample size, this result is likely to be skewed. The attainment gap between younger and older students for Postgraduate Degrees at WU was -14% (older students outperformed younger students).



Note. Negative scores indicate older students are performing better than younger students. Positive scores indicate younger students are performing better than older students.



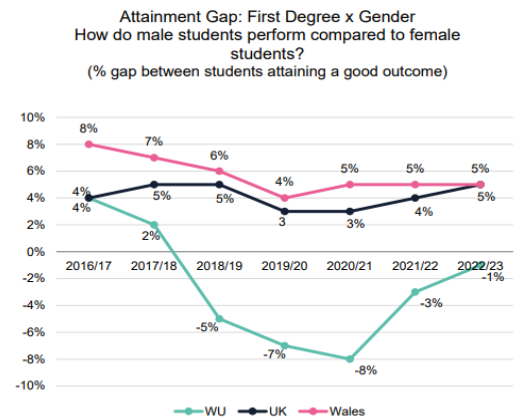
Note. Negative scores indicate older students are performing better than younger students. Positive scores indicate younger students are performing better than older students.



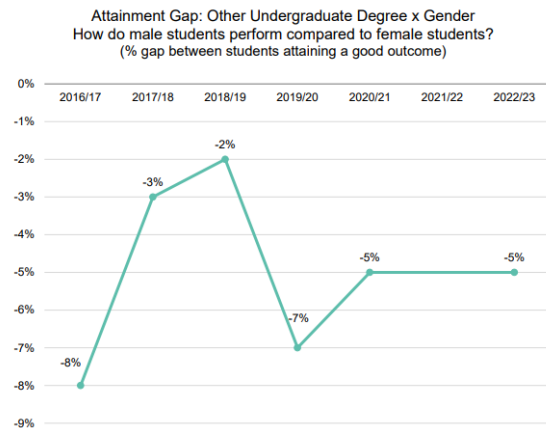
Note. Negative scores indicate older students are performing better than younger students. Positive scores indicate younger students are performing better than older students.

Gender

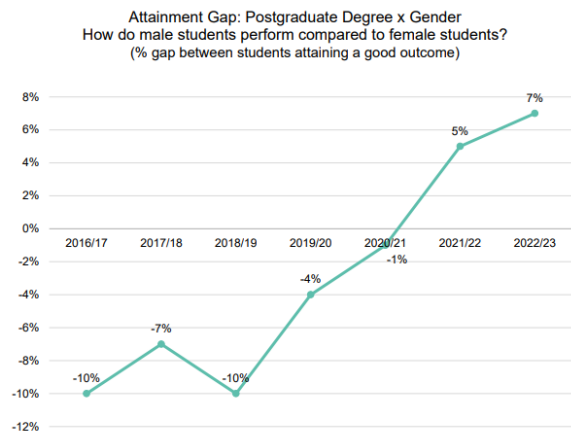
The attainment gap between female and male students for their First Degree at the University was -1% (male students outperformed female students). The attainment gap between female and male students for Other Undergraduate Degrees was -5% (male students outperformed female students). For Postgraduate Degrees, the attainment gap was 7% (female students outperformed male students).



Note. Negative scores indicate male students are performing better than female students. Positive scores indicate female students are performing better than male students.



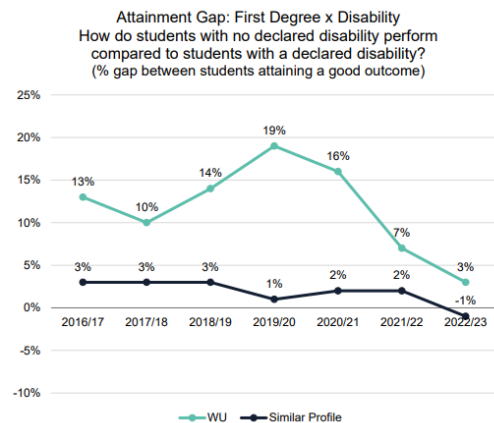
Note. Negative scores indicate male students are performing better than female students. Positive scores indicate female students are performing better than male students.



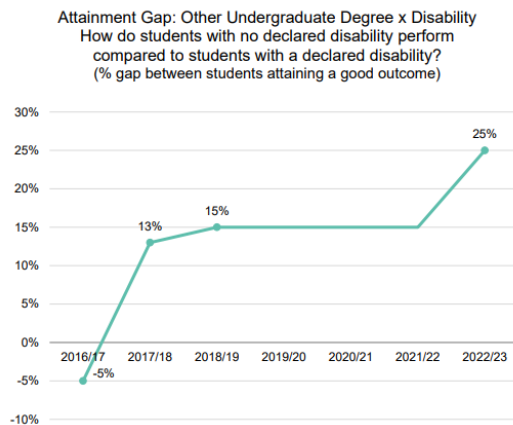
Note. Negative scores indicate male students are performing better than female students. Positive scores indicate female students are performing better than male students.

Disability

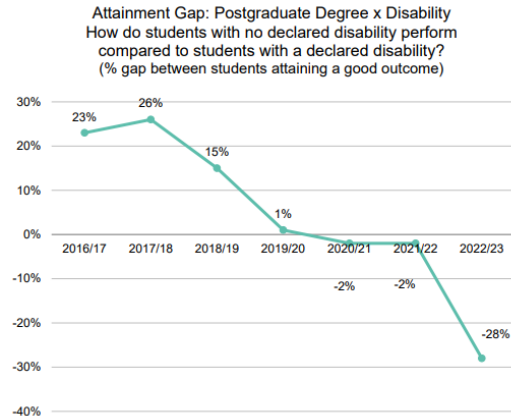
The attainment gap between students with a declared disability and those without for their First Degree at the University was 3% (students without a disability outperformed students who had a declared disability). For Other Undergraduate Degrees at Wrexham University, the attainment gap was 25% (students without a disability outperformed students with a disability), however due to the small sample size, this result is likely to be skewed. For Postgraduate Degrees at WU, the attainment gap was -28% (students with a declared disability outperformed students who declared no disability).



Note. Negative scores indicate students with a declared disability are performing better than students with no declared disability. Positive scores indicate students with no declared disability are performing better than students with a declared disability.



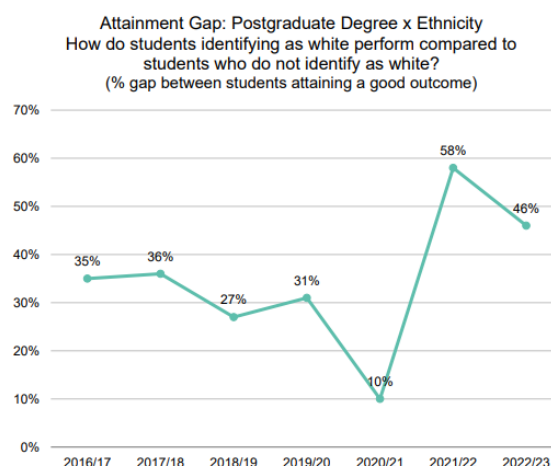
Note. Negative scores indicate students with a declared disability are performing better than students with no declared disability. Positive scores indicate students with no declared disability are performing better than students with a declared disability.



Note. Negative scores indicate students with a declared disability are performing better than students with no declared disability. Positive scores indicate students with no declared disability are performing better than students with a declared disability.

Ethnicity

The attainment gap between students who identified as White and those who identified as Black, Asian, and Minority Ethnicity could not be calculated for First Degree and Other Undergraduate Degree programs due to low numbers. For Postgraduate Degrees, the attainment gap was 46% (students identifying as white outperformed students who identified as Black, Asian and Minority Ethnicity).



Note. Negative scores indicate students with a declared disability are performing better than students with no declared disability. Positive scores indicate students with no declared disability are performing better than students with a declared disability.

Conclusions

- Wrexham University strives to reduce attainment gaps across all demographics as far as possible. However, there are and will remain circumstances beyond the control of the University that instil attainment disparities between student groups across the sector. Wrexham University seeks to provide an equitable education experience for all students and continues to explore initiatives and opportunities to reduce attainment gaps.
- As a relatively small university, small changes in demographics in any given degree type will have significant influence on the University's attainment gap data and typically result in attainment gap trends that are very unstable over time. As such, it is particularly difficult to understand the impact of initiatives undertaken to address attainment gaps through a simple attainment gap analysis alone. Further in-depth analysis is required to better understand the nuance behind these results.
- It is encouraging to see attainment gaps closing for first degree students by gender and disability in the 2022/23 academic year, although, as mentioned, even subtle changes in these demographics may destabilise these trends in future years.
- Particularly large gaps identified in the 2022/23 academic year include for other undergraduate and postgraduate degrees by age, where older students significantly outperform younger (reversing a trend of younger students performing better in the years prior); for other undergraduate and postgraduate degree by disability (although this large discrepancy occurs in each direction: those without a disability significantly outperformed those with a disability in other undergraduate degrees, but students with a disability at postgraduate level far outperform those without a disability at this level); and between students who identify as white and those who identify as Black, Asian and Minority Ethnicity at postgraduate level, where students identifying as white far

outperformed Black Asian and Minority Ethnicity students. While each of these large discrepancies are highly likely to be skewed results arising from incomparable sample sizes within the cohort (i.e., a very small group being compared to a large group), or of a very small sample size for the cohort overall, the significance of these discrepancies is such that further analysis and action is required to address these attainment gaps.

STAFF DATA

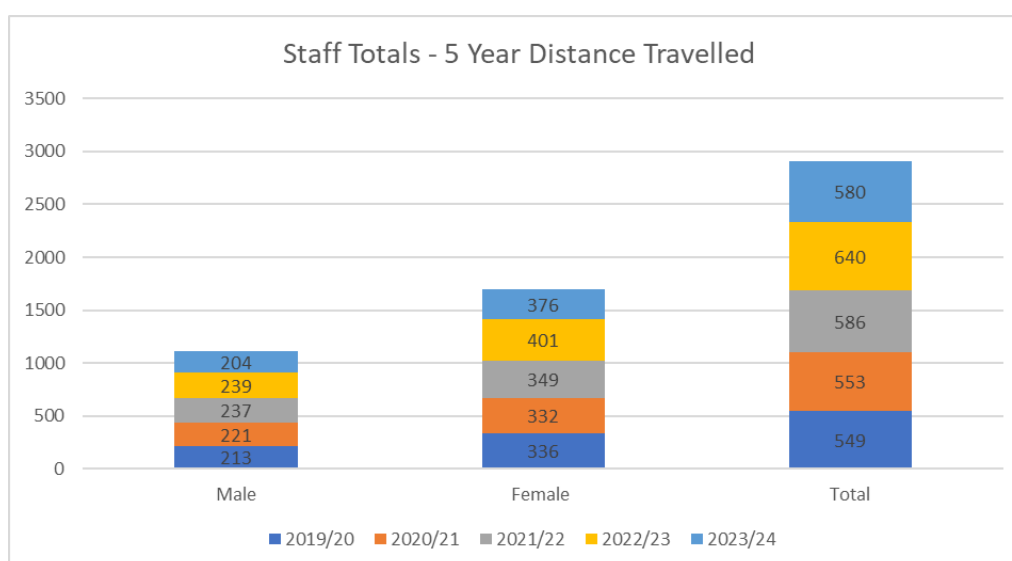
A break-down of employment information relating to academic years 2019-2024 can be found within the remainder of this report, it should be noted that these figures do not include sessional and casual members of staff in line with HESA reporting requirements. The following data was captured between the dates of 1 August 2019 to 31 July 2024.



Within this 5-year period we can see an overall increase in staff numbers of 5%, with 62% of staff identifying as female within that period. Our current staff demographic consists of 35% identifying as male and 65% identifying as female, which is slightly higher (+3%) in comparison to previous years, based on an average of 62% within the 5-year period.

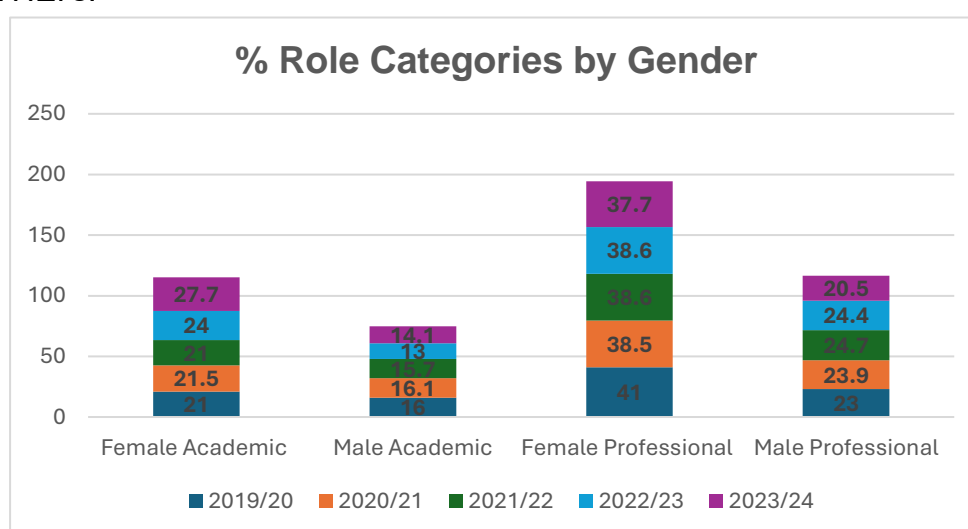
The percentage of staff with declared disabilities currently presents at 9%. From 2019/2020 we can see a 1% increase in the number of staff who identify as Black, Asian and Minority Ethnicity, which currently presents at 10% within this reporting period. Lesbian, Gay and Bi (LGB) representation has increased by 1% over the 5-year period, with 5% of staff now identifying as LGB. We are pleased to see the decrease in the number of staff who choose not to declare their sexuality (with a decrease of 7% seen within the 5-year reporting period), with focussed work being undertaken to promote an inclusive working environment. Further work is required to increase the number of staff from Black, Asian and Minority Ethnic groups and those with disabilities, which is a continued key focus that is being addressed currently.

GENDER - Staff



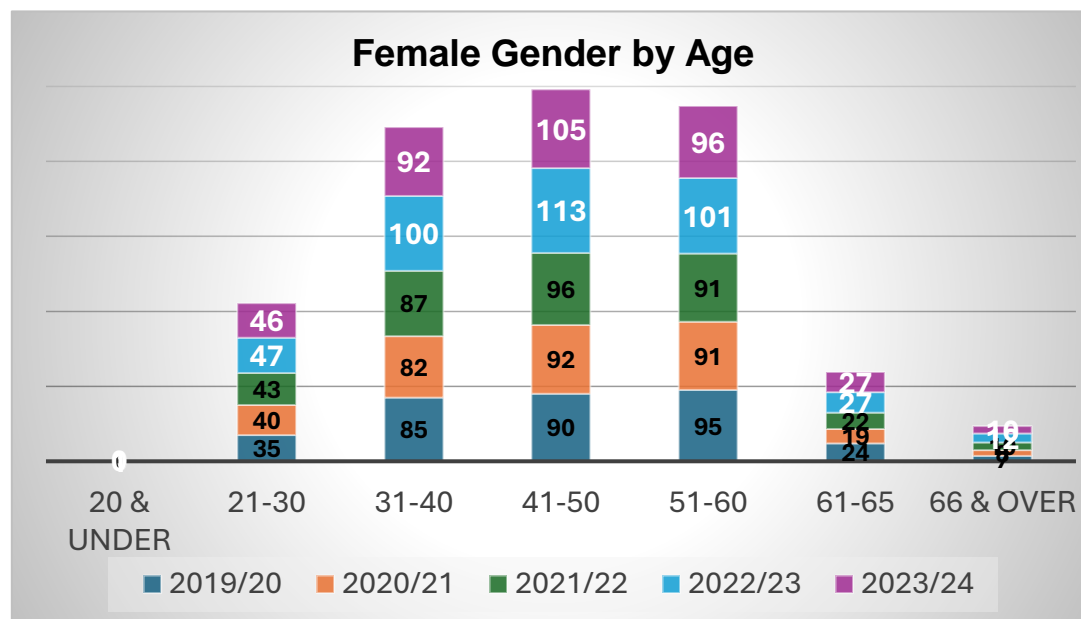
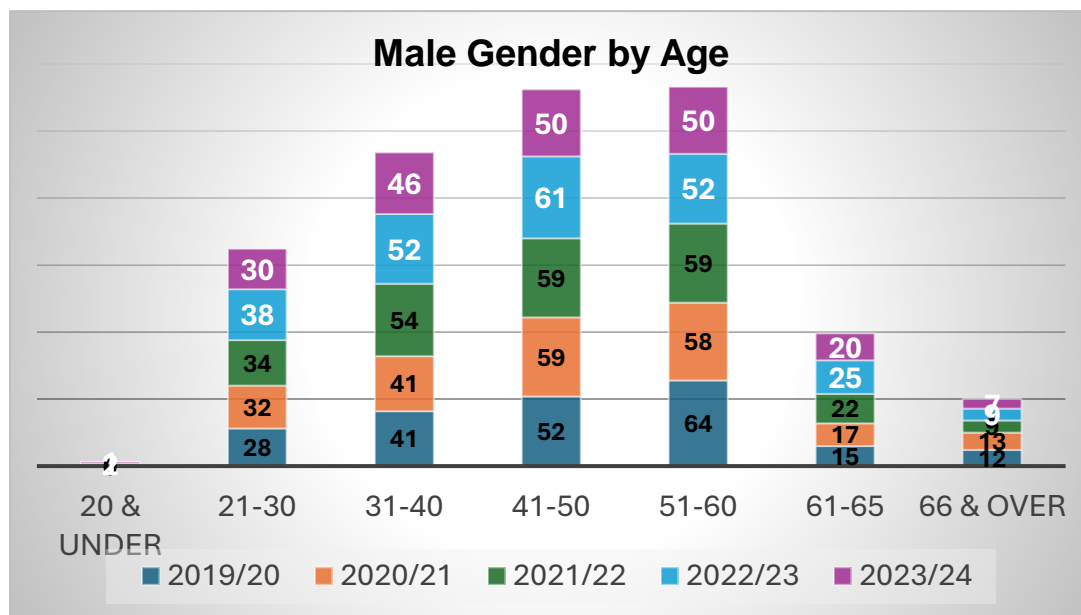
The data reflects a total increase of 5% in permanent members of staff over the 5-year period, with an 11% increase in females and a 4% decrease in males seen within that time.

Over this period, we can see that on average during each academic year that 62% of the University's workforce identify as female, which is higher than the UK and Welsh national average which currently sits at 51%. Women remain underrepresented amongst academic senior posts, STEM subject areas and in senior management roles across UK HEI's.



Role categories remained stable between 2019/20 and 2021/22, with a 7% rise in female academic staff observed between 2021/22 and 2023/24, this sits above the UK average of a 3% increase. This increase is linked to the growth in academic roles supporting health-related subject areas, particularly within Allied Health cohorts, which are traditionally led by individuals identifying as female.

Age by Gender



The age profile of staff has remained relatively stable over the five-year period from 2019/20 to 2023/24, with the largest proportion of staff being aged between 31 and 60, which is consistent with UK trends. Notable increases are observed among female staff in the 21–30 age group (+24%) and the 41–50 age group (+14%), aligning with the rise in Allied Health recruitment and reflecting the age demographics of individuals who have transitioned from health-related teaching professional practice. Male staff age profiles have been consistent, with the exception of a 22% decrease in those aged 51–60 over the period. However, there has been a 25% increase in males aged 61–65 within the reporting timeframe.

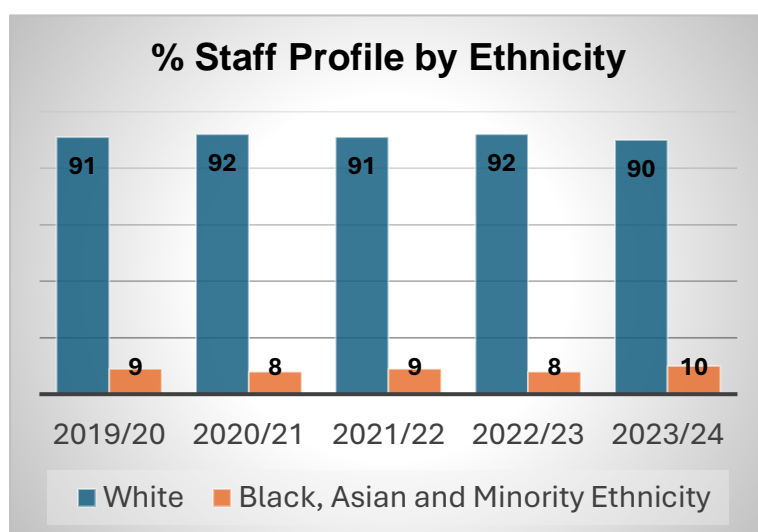
Disability

Disability %	2019/20		2020/21		2021/22		2021/22		2023/24	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
No known disability	55	35.3	52.4	35.8	53.9	36.7	55.9	33.8	57.9	30.3
Two or more	**	**	**	**	**	**	**	**	**	**
Specific LD	**	**	**	**	0.7	**	**	**	**	**
Long standing illness	1.8	**	**	**	**	1.5	**	**	1.2	1.6
Mental Health	**	0.9	**	**	**	0.7	**	**	**	**
Physical Impairment	**	**	**	**	**	**	**	**	**	**
Social Impairment	**	**	**	**	**	**	**	**	**	**
Not listed above	**	**	**	**	**	**	**	**	**	**
Information refused	1.8	1.3	**	**	1.4	1.5	**	**	1.6	1.0
Total	61.2	38.8	60	40	60	40	63	37	65	35

**** To comply with data protection legislation, it has been necessary to replace numbers with asterisks. The bottom-line figures will not reflect total numbers shown due to redaction.**

The disability profile of our staff has remained consistent within the 5-year period from 2019/20 to 2023/24. 9% (higher than the HEI UK national average of 7.2%) of our workforce currently have a declared disability, presenting a 4% increase based on the previous year and a 2% increase over the 5-year period. The number of staff with declared disabilities across the sector has risen from 2012/2013 (3.9%) and now sits at 7.2% in England and 8.5% in Wales. It is likely that this trend reflects an increase in the representation of staff disclosing their disabilities, a reduction seen in the stigmatisation of disabilities, improved confidence to disclose and increased awareness of different types of impairments. The most frequently disclosed impairment type was long-standing illness or health condition, which correlates with those conditions disclosed by staff at Wrexham University.

Ethnicity

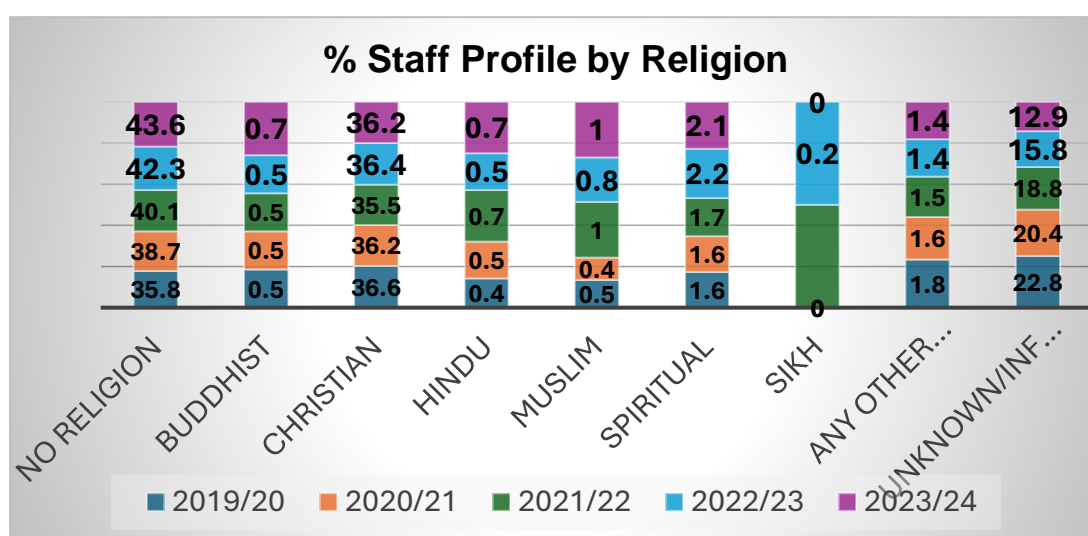


The chart to the left illustrates the ethnicity profile, by percentage, of staff employed at WU over a five-year period. To adhere to data protection legislation, the data aggregates all ethnicities except White into a single category labelled Black, Asian, and Minority Ethnicity.

During this period, 10% of the University's workforce identified as Black, Asian, and Minority Ethnicity, marking a 2% increase compared to the previous academic year. This figure is 2.9% below the UK national average of 12.2% but 3.8% above the Welsh national average of 6.2%. The largest non-White ethnic group at the University was Asian, consistent with both UK and Welsh national trends. Over the five-year reporting period, staff diversity increased by 1%.

The higher education sector in the UK has seen increasing ethnic diversity among staff, particularly among academics, a trend that aligns with the workforce at WU. However, persistent inequalities remain nationally, with lower proportions of Black, Asian and Minority Ethnic staff compared to white staff holding permanent contracts, senior management positions, and higher salary bands. This pattern is reflected in WU's staff demographic. Efforts to attract a more diverse workforce are ongoing, with targeted objectives outlined in the University's People Plan and the Race Equality Charter Action Plan to address these disparities.

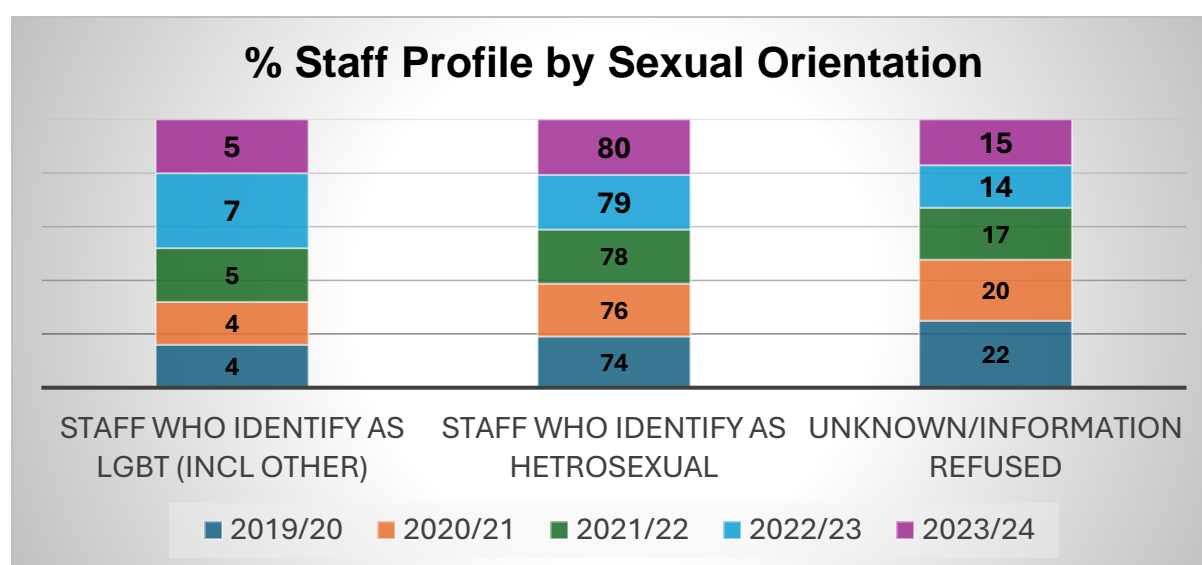
Religion & Belief



Over the five-year period from academic year 2019/20, there has been a 7.8% increase in the number of staff who declared that they do not have a religion. Christianity remains the most common faith among staff, although it has seen a slight decline of 0.4% during this period. Small increases have been observed among staff identifying as Hindu, Muslim, or Spiritual. These trends are consistent with UK-wide data across the HE sector.

Notably, there has been a 9.9% decrease in the number of staff who declined to disclose their religion, indicating an encouraging improvement in disclosure rates.

Sexual Orientation



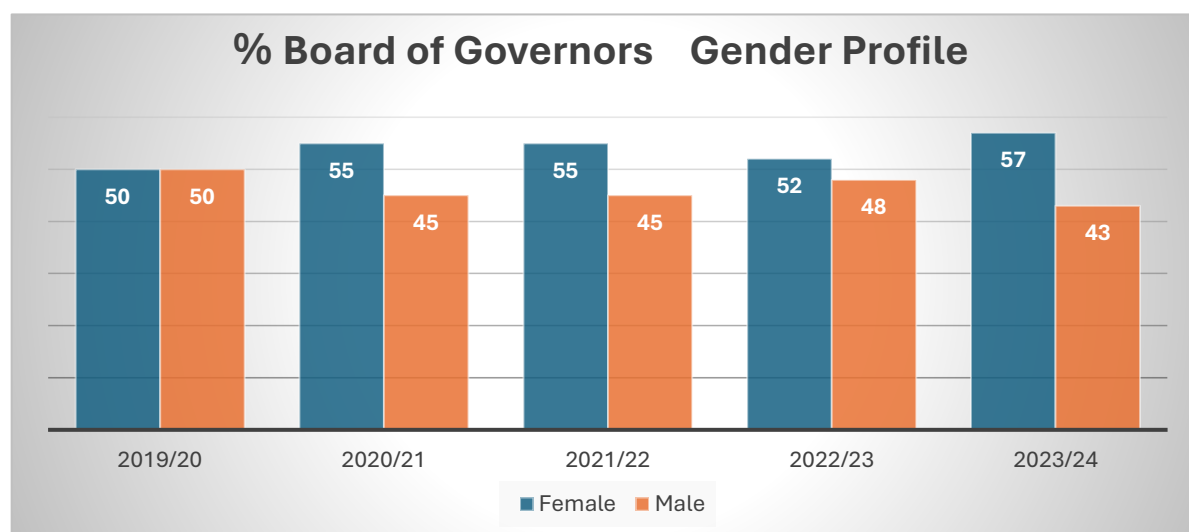
To comply with data protection legislation, data has been aggregated to compare the total number of staff identifying as heterosexual with those identifying as Lesbian, Gay, or Bisexual (LGB). Since the academic year 2019/20, there has been a 1% increase in staff who openly declare their sexuality, though the number remains lower compared to those identifying as heterosexual.

Encouragingly, the percentage of staff declining to disclose their sexuality has decreased by 7% over the years, reflecting the impact of supportive initiatives aimed at fostering an inclusive environment for LGBTQ+ staff at WU. However, a 2% decrease in the proportion of LGB staff has been observed compared to the academic year 2022/23.

Maternity/Adoption

It is not possible to report on maternity and adoption due to the low numbers involved in line with data protection legislation.

BOARD OF GOVERNORS



The diversity of the Board of Governors continues to be monitored by the Board's Nominations and Governance Committee. During academic year 2023-24 21 members served on the Board, 12 of whom were female (57%) and 9 of whom were male (43%). The University commenced the gathering of data in relation to the Board of Governors during academic year 2019/2020. The gender balance has remained stable for the last four years and slightly above that seen across all Welsh and all UK universities. The latest available data published in 2022 showed that in Welsh universities 47.2% of governors were female and 52.8% were male and in UK universities 42.5% of governors were female and 56.8% were male.

During academic year 2023-24 95.2 % of the University's governors had UK nationality compared to 94.9% across all Welsh universities and 91.9% across all UK universities; 100% were of white ethnicity compared to 92% across all Welsh universities and 87.8% across all UK universities. In terms of age 9.5% (8.1% Wales and 6.5% UK) of the University's governors were under the age of 25; 76% (68.5% Wales and 73.9% UK) were aged between 26 and 65 and 14.3% (23.4% Wales and 19.6% UK) were aged 66 and over. Finally, 9.5% of the University's Governors had a known disability compared to 11.7% across all Welsh universities and 5.8% across all UK universities.

Whilst the Board has always sought to remove barriers that might deter people from different backgrounds, and those with protected characteristics, from applying to become Governors, the Board recognises that it needs to do more to increase the diversity of the Board and reflect the University's student population. The Board remains committed to improving its diversity and continues to work towards implementation of its Action Plan in this respect.

Leman J (2022) Advance HE: Diversity of HE Governors in Wales <https://www.advance-he.ac.uk/knowledge-hub/diversity-governors-higher-education-2022> (accessed 18/12/23)

GENDER PAY

The mean gender pay gap for the whole organisation is 1.2% in favour of males, with the median gender pay gap standing at 0.0%. This compares favourably with the previous reporting period where the mean gender pay gap stood at 3.3% in favour of males and the median gender pay gap stood at 2.9% in favour of males. According to analysis carried out by Times Higher Education, the mean average pay gap across the HE sector stands at 11.9% in favour of males. The Times Higher also report that the median pay gap across the HE Sector stands at 7.7%.

All Staff Mean Hourly Rates

Males	Females
£23.05	£22.77

All Staff Median Hourly Rates

Males	Females
£20.51	£20.51

The mean and median gender pay gaps calculation is based on the mean and median hourly pay rates for all substantive staff employed on 5th April, 2023. This shows the difference in average earnings (in terms of mean and median earnings) between women and men across the University. On average based on the mean gender pay gap calculation women are paid £0.28 per hour less than men. Based on the median calculation women are paid £0.00 per hour less than men. The mean figure compares favourably to the 22/23 figures of £0.68 with the median decreasing from £0.58.

Proportion of males and females in each pay quartile

	23/24 Female	23/24 Male	22/23 Female	22/23 Male
Upper Quartile	61.4%	38.6%	58.5%	41.5%
Upper Middle Quartile	63.3%	36.7%	60.8%	39.2%
Lower Middle Quartile	71.1%	28.9%	66.2%	33.8%
Lower Quartile	53.8%	46.2%	59.8%	40.2%

Movement in the upper quartile shows an increase of 2.9 percentage points for females and a corresponding 2.9 decrease for males from 22/23. The upper middle quartile shows a decrease (2.5%) for men and a corresponding increase of 4.9 percentage points for women from 22/23. The upper quartile and upper middle quartile remain almost static compared to 21/22. This can be attributed to more female

lecturers being appointed following the introduction of the HIEW contract. Based on the overall gender split of the organisation, we have seen a significant shift in the lower quartile with a noteworthy increase of 6% in males in the lower quartile and we can see the gap is beginning to bridge.

Previous year's reports have shown (as does this year) that there is a higher proportion of females in the upper quartiles. Previous year's reports have also shown that there has been a higher proportion of males in senior roles within the academic staff group, from Principal Lecturer upwards. This is a known phenomenon across HE where there is an under representation in female senior academics rather than a disparity in rates of pay between males and females doing the same work.

Notwithstanding this known phenomenon that the male/female gap within the senior academic group currently stands at 9.2 in favour of females (7.6 males 16.8 females) an increase of 6.7 compared to 22/23.

The paragraphs below illustrate the activity that has taken place to address the gap that previously existed. It is worth pointing out that the very first Annual Pay Policy Statement published in 2017/18 showed a gap of 12.7 in favour of males for this group (21.1 males 8.4 females). In particular in 17/18 the report showed that 11.6 of the University's Principal Lecturers were male and only 3.6 were female. This year's report shows that we now have 16.8 females and 7.6 males in the Principal Lecturer grade. This comparison clearly demonstrates the success and value of the work undertaken as set out below.

The University continues to develop targeted development programmes aimed at staff aspiring to leadership/management level; to incorporate both academic and professional services staff. Female staff who have expressed promotional aspirations are encouraged to attend tailored developmental programmes to provide opportunities to enable them to apply for future management/leadership roles within both professional services and academic roles. This is addressed by using the following methods:

- Continued delivery of the Future Leaders Programme during this reporting period; a modular course which included topics such as Leadership Styles/Philosophies, Influencing and Coaching. A targeted approach is taken towards attendance, with those female staff who have either self-identified or been nominated by their line managers being approached to enrol.
- The continued delivery of the Effective Programme Leadership course; a modular course aiming to support existing and aspiring Programme Leaders within their academic roles, providing a platform to identify future talent, with female staff being targeted to attend. 12 members of staff enrolled on the current cohort.
- The University has to date provided 38 female members of staff with the opportunity to undertake Advance HE's Aurora Development Programme. To internally support the selected staff members, members of the Executive Leadership Team and previous Aurora delegates act as mentors and role models to the group.
- A mentoring scheme has been introduced, open to all staff, creating opportunities to connect female staff with female mentors, sharing their experience and providing guidance.

- The University is a member of the Wales Women in STEM network, which aims to address barriers that face women working in Science, Technology, Engineering and Maths.
- In line with the University's journey towards becoming an anti-racist institution, specific objectives have been included within the WU Race Equality Action Plan to review and address identified pay gaps affecting staff from minority ethnic groups.
- A dedicated objective to review pay disparities among individuals with protected characteristics has been included within the University's Strategic Equality Plan.

Ethnic and Disability Pay Gaps

The Ethnic pay gap stands at -10.4%, an improvement from -6.29% in 2022/23. This indicates that, on average, staff from Black, Asian and Minority Ethnic groups are paid 10.4% more than their White counterparts. With the national average benchmark at +4.5%, this places WU in a favourable position. This positive gap is largely attributed to the significant representation of staff from diverse ethnic backgrounds in higher-paid academic roles, predominantly at the Senior Lecturer grade and above.

The Disability pay gap is 5.55%, meaning that staff who have declared a disability earn, on average, 5.55% less than non-disabled staff. This reflects a 1.93% reduction from the 2022/23 figures and compares favourably to the national average of 7.7%. However, it is noteworthy that one-third of staff with declared disabilities are graded at OA5 or below.

The University is a Disability Confident Employer (currently working towards Disability Confident Level 3) and collects the following data from employees and applicants with disabilities, which is used to inform and develop positive action plans to measure and address inequalities linked to disability within our workforce:

- Recruitment and promotion
- Pay and remuneration
- Grievances
- Disciplinary action
- Dismissals and other reasons for leaving

The following EDI Staff groups have been established whose work involves exploring and addressing inequalities experienced by staff with disabilities and those who identify as Black, Asian and Minority Ethnicity and their work will involve scrutinising pay gaps:

Accessibility and Inclusion Group - The Group's membership consists of academic staff, professional services staff, student and external representation. The group is responsible for supporting and informing the work of the EDI Action Group through consultation and discussion of disability matters.

Race Equality Group - The Race Equality Group is exploring and developing methods to support the University on its journey toward race equality. The group is responsible for raising awareness, informing policy, educating other staff and celebrating the diverse mix of ethnicities that exist within our university

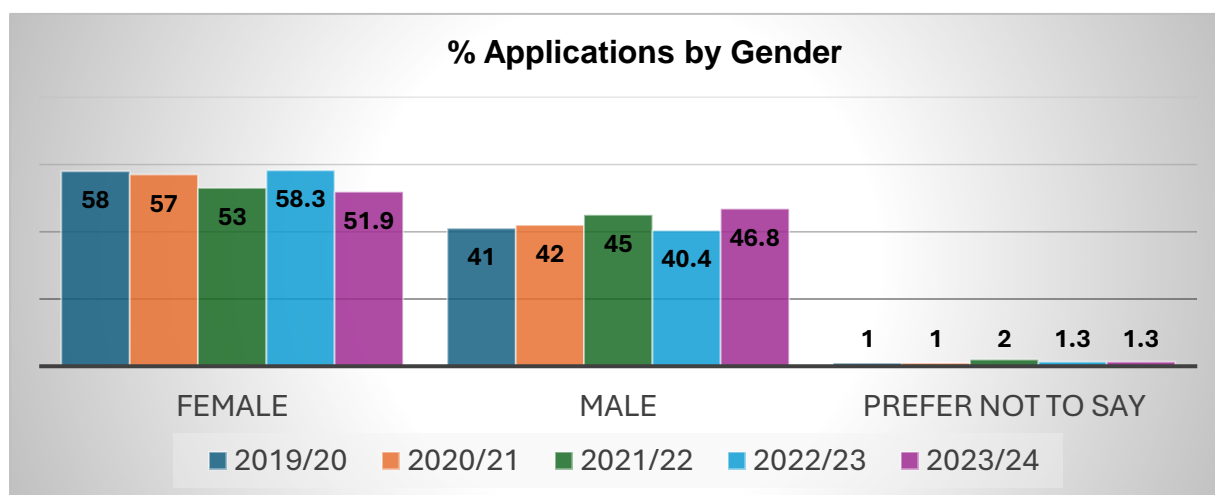
community. The group are currently supporting the work required to apply for Advance HE's Race Equality Charter.

Race Equality Charter Self-Assessment Team (SAT) – The team evaluates racial inequities and barriers in representation, progression, development and success of staff and students Black, Asian and Minority Ethnic groups. The SAT have developed an action plan to address identified inequities and barriers, that will drive positive long-term impact and cultural change.

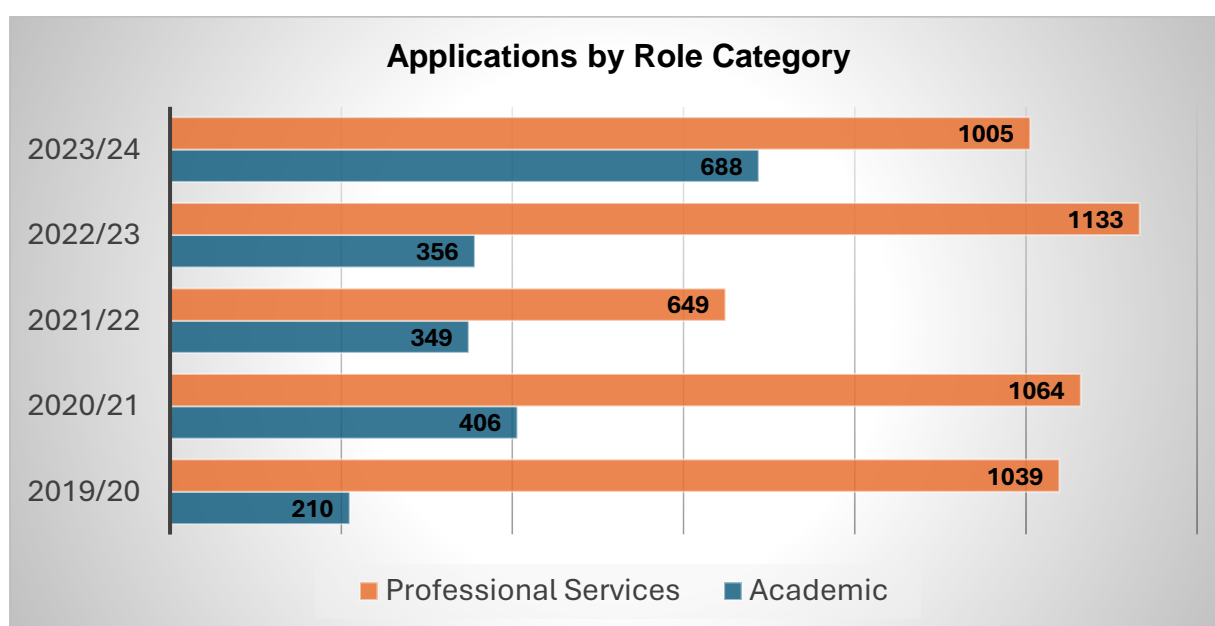
Race Equality Discussion Group – a group of staff who identify as Black or Brown who meet with Senior Leaders to share their lived experience and discuss the challenges, they face within our working environment, leading to informed change and improvement.

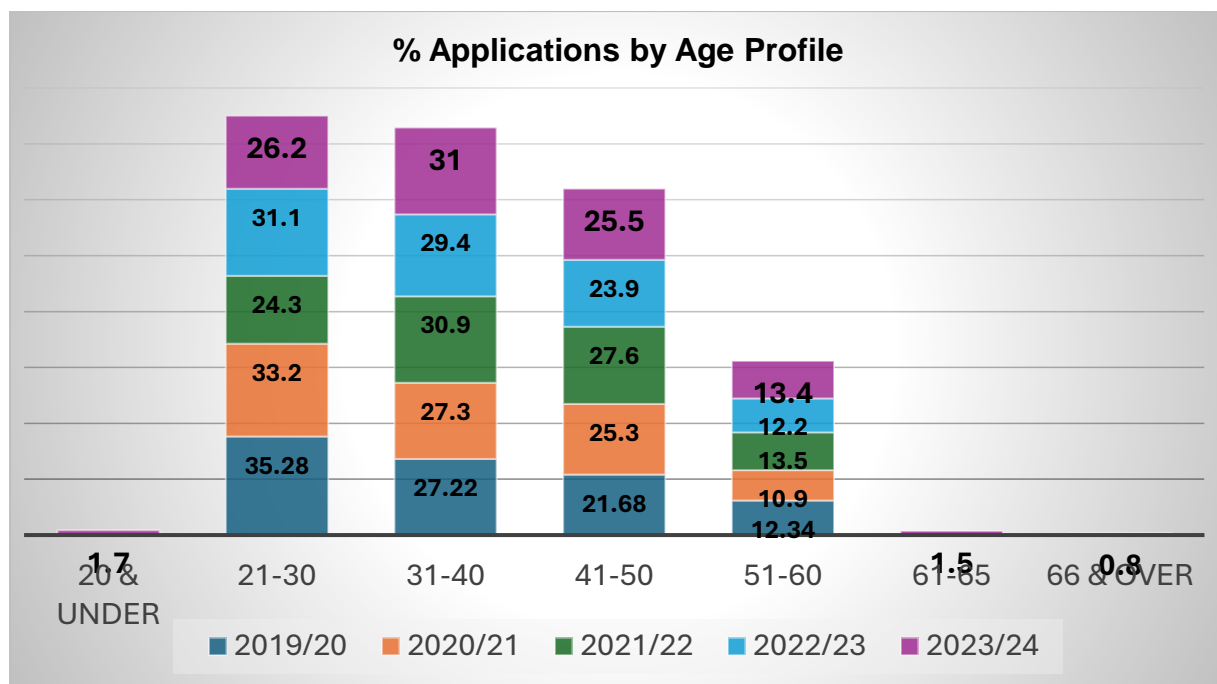
RECRUITMENT

The following data reflects recruitment activity over a five-year period, from 01/08/19 to 31/07/24. During this time, a total of 6,879 applications were received, with the academic year 2023/24 recording the highest number of applications (1,693), marking a 12% increase from the previous year. This rise is attributed to the need to recruit for several specialist roles and the use of a variety of advertising methods. Additionally, there has been a 37% increase in applications from the academic year 2019/20 to 2023/24.



The above chart illustrates applications by gender, showing a 6.4% increase in both female and male applicants compared to the previous academic year. Below is a summary of applications by role category, noting a decline in both Academic and Professional Services applications in 21/22, with recruitment activity being impacted by the COVID-19 pandemic. While Professional Services applications have remained consistent over the five-year period, the chart highlights a 69% increase in Academic applications from 2019/2020.





Over the five-year period, there has been a 9% decrease in applications from individuals aged 21 to 30, while applications from those aged 31-40 and 41-50 have increased by 4%. The largest proportion of applications during the reporting period came from those aged 21-30 and 31-40, which aligns with typical recruitment trends within the education sector.

%Application by Religion	2019/20	2020/21	2021/22	2022/23	2023/24
Any other Religion	0.87	1.2	0.5	**	0.9
Buddhist	0.71	1	1.1	1.7	2.4
Christian	34.34	31.4	31.2	32.2	32.3
Hindu	**	2	3.7	3.3	6.3
Jewish	**	**	**	**	0
Muslim	3.64	7.3	9.7	5.7	11.1
No Religion	49.13	46.3	41	45.3	38.0
Sikh	**	**	**	**	0.2
Spiritual	2.14	1.6	2.8	1.6	2.2
Prefer not to say	8.31	8.9	9.8	9.0	6.6

There has been a 2% decrease in the number of applicants who declared a Christian faith, which aligns with trends observed in the general census. Additionally, a 7% increase in applicants identifying as Muslim and an 11% decrease in those with no religion have been observed.

%Application by Sexual Orientation	2019/20	2020/21	2021/22	2022/23	2023/24
Bisexual	2.61	4.3	5.4	5.8	5.0
Gay	1.58	1.6	1.8	0.9	1.3
Lesbian	1.03	1.14	1	1.3	0.6
Heterosexual	88.13	85.4	84.6	84.1	85.1
Prefer not to say/Unknown	6.65	7.3	7.1	7.9	8.0

Over the five-year period, there has been a 2% increase in applicants who identify as Lesbian, Gay or Bisexual (LGB), with the most notable rise observed among those identifying as Bisexual, showing an increase of 2.39%.

%Application by Disability	2019/20	2020/21	2021/22	2022/23	2023/24
Disability	5.46	6.4	6.4	9.6	8.3
No Disability	90.66	90.1	89.6	86.6	87.5
Prefer not to say/Unknown	3.88	3.5	3.9	3.8	4.1

There has been a 2.84% increase in the number of applicants who have declared a disability over the five-year reporting period, which is encouraging, reflecting the positive actions taken in support of the University's Disability Confident Employer status. However, in 2023/24, 8.3% of applicants declared a disability, representing a 1.3% decrease compared to the previous year.

%Application by Ethnicity	2019/20	2020/21	2021/22	2022/23	2023/24
Black, Asian & Minority Ethnicity	14	22	25	24.7	38.4
White	86	78	75	75.3	61.6

Applications from individuals with a Black, Asian, and Minority Ethnicity background have increased by 24.4% over the reporting period, with growth consistent over the past two academic years. This progress aligns with the University's commitment to increasing staff diversity, as outlined in the Strategic Equality Plan, Race Equality Charter Action Plan, and People Strategy, making this an encouraging development.

EMPLOYMENT - LEAVERS

The following data was captured between the dates of 1 August 2019 to 31 July 2024.

Leavers by Gender

Over the 5-year period, 361 staff members left their positions, with the gender distribution detailed on page 54 (shown as headcount). Notable increases in

departures occurred in 2020/21 (a 22% rise from the previous year) and 2022/23 (a 24% rise from the prior year). These spikes are likely attributed to the impacts of the COVID-19 pandemic, including natural attrition and restructuring outcomes.

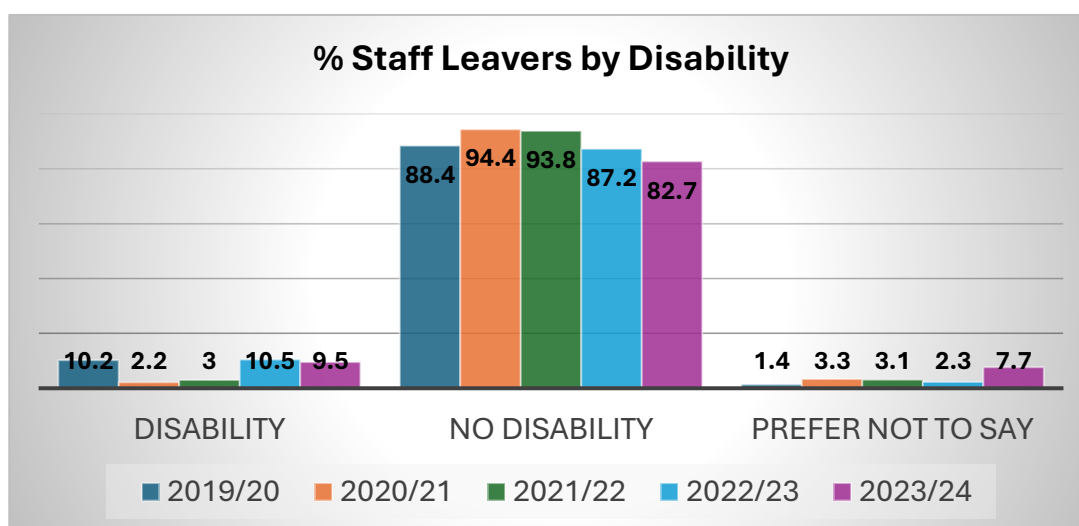
Leavers by Gender (Headcount)	2019/20	2020/21	2021/22	2022/23	2023/24
Female	49	45	41	51	34
Male	20	44	24	35	18
Total	69	89	65	86	52

Leavers by Age

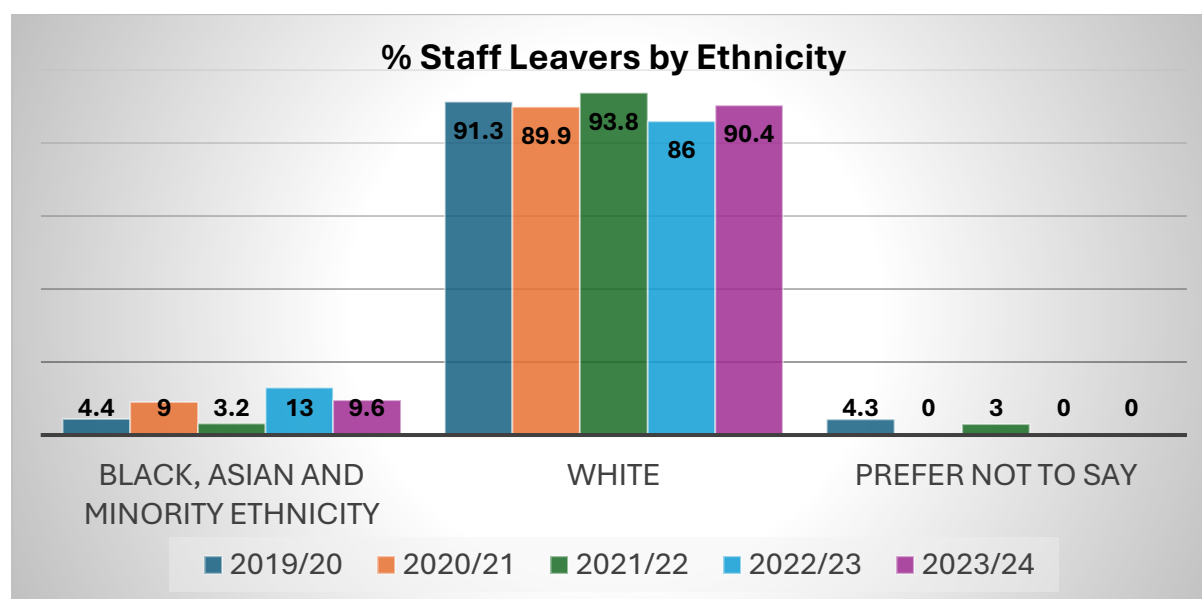
The percentage of leavers by age demographic is detailed below, illustrating percentage changes between the academic years 2019/20 and 2023/24. Over this period, age demographics have remained relatively stable, with notable increases observed in the 41-50 age group during the academic years 2020/21 and 2022/23. These trends align with the overall increase in leavers during those years, as previously explained, and reflect the staff profile, where the highest concentration of employees falls within this age range.

%Leavers by Age Profile	2019/20	2020/21	2021/22	2022/23	2023/24	% increase /decrease from 19/20 to 23/24
20 & Under	0	0	0	**	0	-
21-30	10.1	16.9	23.1	10.5	7.7	-2.4
31-40	24.6	24.7	23.1	22.1	17.3	-7.3
41-50	20.3	27	16.9	30.2	25.0	+4.7
51-60	27.5	12.4	24.6	19.8	23.1	-4.4
61-65	10.1	9	7.7	9.3	19.2	+9.1
66 & Over	7.2	10.1	4.6	7	7.7	+0.5

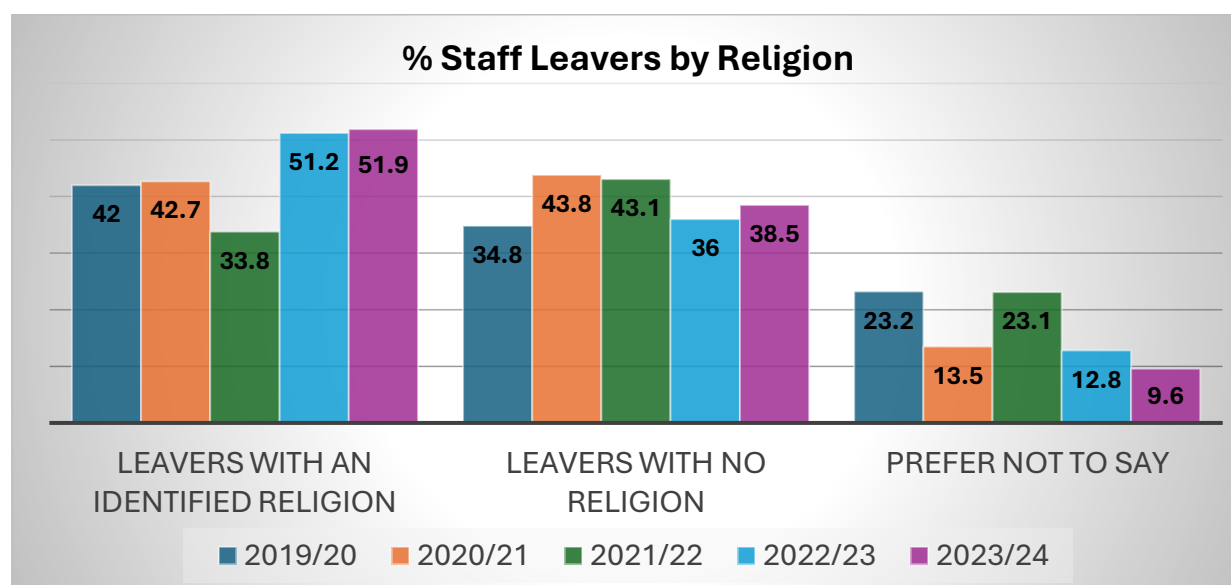
Leavers by Disability



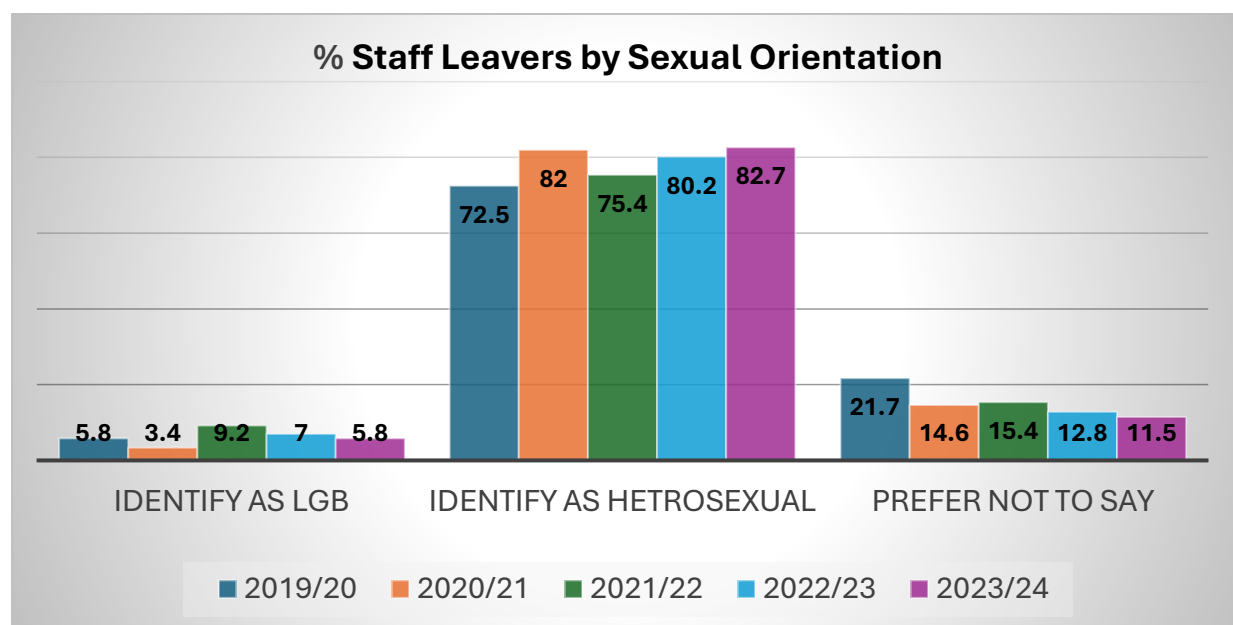
There has been no significant change in the percentage of leavers without a disability over the 5-year period, with a consistent trend and an overall reduction of 5.7%. While the percentage of leavers with a declared disability has remained stable between 2019/20 and 2023/24, a decrease was noted in 2020/21 and 2021/22, followed by a 7.5% increase in 2022/23, which then remained steady in 2023/24. Over the same period, there has been a 6.3% rise in the number of staff opting not to disclose their disability status. These patterns, including the increase in leavers with disabilities and those choosing not to disclose, will be reviewed to ensure alignment with actions required to support the University's Disability Confident status.



Over the 5-year period, there has been an increase in leavers from Black, Asian, and Minority Ethnic backgrounds. This trend is currently being examined as part of the data analysis supporting the University's Race Equality Charter application. On a positive note, the percentage of leavers who preferred not to disclose their ethnicity has steadily decreased, with no such instances reported in the last two years of this period.



From the academic year 22/23 onwards, there has been an increase in the number of leavers who declare a religion. Additionally, from this point, more leavers report a declared religion compared to those who do not. This trend may be associated with the rise in leavers from Black, Asian, and Minority Ethnic backgrounds, where religious beliefs often hold cultural significance. An encouraging reduction in the percentage of leavers who chose not to declare their ethnicity, with a decrease of 13.6% over the five-year period



There has been no significant change in the sexual orientation of leavers during this reporting period. However, it is notable that the percentage of leavers who prefer not to disclose their sexuality has decreased from 21.7% to 11.5% over the five-year period.

GRIEVANCE/DISCIPLINARY

To protect the identities of those involved, we are unable to publish data related to Grievance and Disciplinary cases due to suppression thresholds.