EQUALITY & DIVERSITY ANNUAL REPORT
2017-2018

CONTENTS

INTRODUCTION

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

A key requirement of the PSED is for the University to publish an annual report on compliance with its duties. This report aims to fulfil this requirement for the academic year 2017-2018.

Further information relating to the University's Equality and Diversity policies and procedures and other guidance can be found at www.glyndwr.ac.uk

EQUALITY OBJECTIVES UNDER THE PUBLIC SECTOR EQUALITY DUTY

Wrexham Glyndŵr University aims to provide an environment that respects and values the positive contribution of its stakeholders, enabling them to achieve their full potential and to gain benefit and enjoyment from their involvement in the life of the University.

The University's current Equality Objectives cover the period April 2016 to March 2020. Equality and Diversity underpins the University's 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 stakeholders – helping all 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 access at all times.

❖ Ambition – recognising that there are no limits to learning; supporting our stakeholders with a flexible approach.

❖ Sustainability – build mutual beneficial relationships with partner universities and further education colleges to meet regional needs in order to support our future growth; in particular in relation to equality and diversity.

❖ Continuous Improvement – develop an inclusive culture within the University, sharing best practice in order to improve our processes and practices to foster inclusivity and develop the diversity of our University community.

The achievement of these objectives will contribute to the achievement of the University's mission and values:

Wrexham Glyndŵr University's mission:

To inspire and enable; transforming people and places and driving economic, social and cultural success.

Wrexham Glyndŵr University's values:

Accessible, Supportive, Innovative and Ambitious.

EQUALITY OBJECTIVES

The Wrexham Glyndŵr University Equality & Diversity Strategic Objectives were created in order to support the University's Strategic Equality Plan and will cover the period 2016-2020.

The University aspires to deliver a strategy that reflects the needs of our differing stakeholders. The strategy and its objectives establish the University's commitment to equality and diversity under three main themes:

- ❖ Our students experience
- ❖ Our staffs experience
- ❖ Our community experience

The strategy enables a focussed approach towards the promotion of Equality and Diversity and fosters collaboration with stakeholders to work towards achieving the aims of the Equality and Diversity Policy for Staff and Students.

Below is an update on progress made towards achieving the current objectives:

- ❖ The Equality and Diversity Action Group continue to work collaboratively to achieve the objectives set out within the University's current Strategic Equality Plan. The plan and its objectives are now a standing agenda item at quarterly meetings; with group members taking ownership of objectives relevant to their remit, interest and role.
- ❖ Three sub-groups have been formed, allowing more directed and meaningful action to take place in relation to specific protected characteristics, which include:

  The Religion and Faith Forum

  The Disability Group

  The LGBT+ Staff Network

- ❖ The recording and monitoring of staff training continues, enabling the collation of data relating to staff with protected characteristics, providing the HR Team with the opportunity to identify where improvements within the University's staff development offer can be made.
- ❖ A process to ensure that all policies/procedures are supported by an Equality Impact Assessment has been implemented.
- ❖ The Vice-Chancellor signed the "Time to Change Pledge" in October 2017, showing the University's commitment to raising awareness to help to reduce stigma of mental health within the workplace, with 11 Time to Change Champions in place by the end of the academic year.
- ❖ Awareness of differing religions and beliefs continues to grow within the University, with the Chaplaincy delivering Lunchtime Lectures exploring the place of faith in everyday life.
- ❖ The monitoring of data continues to be refined with the reason for leaving for students with protected characteristics now being monitored, informing supportive actions to introduce adjustments to help to prevent students from leaving their studies.

- ❖ The Online Performance Development Review process was implemented in April 2017; during its initial year the process enabled 85% of the University's workforce to contribute to an equitable and fair assessment of their performance and discussion around development needs. A formal evaluation of the process was undertaken which informed further improvements (including the availability of the form bilingually). Year 2 of the PDR process commenced in April 2018 with 87% of staff completing their initial reviews, a 2% increase on the previous year.
- ❖ The Dignity at Work Advisors role is now established; advisors are available to listen to concerns and provide a supportive and confidential informal platform for staff to discuss issues relating to bullying and/or harassment, signposting them to additional support should this be required.
- ❖ The University maintained Disability Confident Level 2 status.

Equality & Diversity Action Group

The group established in February 2016 continues to meet and work collaboratively to achieve the Strategic Equality Objectives. The group's purpose is to advise the Vice-Chancellor and Board of Governors regarding implications of legislation, guidelines and best practice, designed to eliminate discrimination and promote equality of opportunity. The group meet 4 times a year and consists of a range of staff representing a number of areas from across the University.

The group is a formal forum for consultation and discussion of Equality and Diversity matters; identifying, applying and implementing best practice. To date the group has:

- ❖ Been instrumental in the creation of the Strategic Equality Objectives 2016-2020, reviewing and monitoring progress.
- ❖ Published and promoted the Strategic Equality Plan to staff, students and the community.
- ❖ Acted as Ambassadors for Equality & Diversity within their teams and the University.

Protected Characteristics
Gender

The University maintains a high percentage of female staff working within senior posts. In order to assist future career progression and aid succession planning the University is planning to provide opportunities for five female members of staff to undertake the Aurora Programme commencing January 2019.

Disability

The University maintained Disability Confident employer (Level 2) status, denoting that the University is committed to the recruitment and retention of people with disabilities and health conditions.

The Disability Group are helping to advance the University to Level 3 status, allowing the University to become a Disability Confident Leader. Planned activities include:

- ❖ Undertaking a review of recruitment documentation and vacancy resources to ensure full inclusivity.
- ❖ Strengthening networking opportunities and the sharing of best practice.
- ❖ Participating in local disability job fairs and targeted recruitment campaigns.
- ❖ Ensuring that recruitment panels are committed to the Disability Confident ethos and have an understanding of how to offer and make reasonable adjustments.

Training continues in relation to equality and diversity when interviewing and making reasonable adjustments.

The University signed the "Time to Change" employer pledge, showing our commitment to raising awareness to help to reduce stigma of mental health within the workplace. Working in collaboration with the charity Time to Change an action plan has been developed, enabling change to ensure staff feel valued and supporting within the workplace. The University now has 11 Time to Change Employee Champions in place, who support staff, drive change by tackling mental health stigma and raise awareness.

Gender Reassignment

The University developed a Transitioning at Work Policy and supporting documents, due to be launched in November 2018. The policy will set out the steps the institution will take to welcome and support trans staff and prevent discrimination within the workplace. The University is committed to welcoming and supporting trans staff and removing barriers to their recruitment, promotion and retention. The University will support staff to live in their experienced gender, regardless of gender assigned at birth. The policy will provide a framework to support our inclusive environment.

Race

The University strives to increase the representation of BME (Black and Minority Ethnic) staff, with only 10% of its workforce falling within the protected group, a 3% increase on the previous year.   The monitoring of data continues to identify where ethnic imbalances are evident; advertisements for vacancies remain fully inclusive in an attempt to attract a diverse pool of applicants whilst remaining within a budget.

Due to the demographics of the local area increasing the representation of BME staff remains challenging. Working in collaboration with Race Council Cymru and the Equality Challenge Unit the University will source best practice in an attempt to increase numbers.

Religion and Belief

The Chaplaincy continue to offer support and guidance for staff, students and visitors. Following relocation in 2017 to a more prominent and accessible location, they have seen an increase in the use of their services; a summary of their activity can be found later within this report.

Sexual Orientation

The University remains a named Stonewall Diversity Champion; during this reporting period the LGBT+ Staff Network was formed in May enabling more structured and focussed activity to develop an environment that embraces inclusivity, helping us to attract the best talent and retain valuable skills within our workforce. The network comprises of 11 members and consists of a mixture of staff who identify as LGBT+ and allies, with cross representation (including student representation) from across the University seen.

In preparation for the 2018-19 Stonewall Workplace Equality Index submission the network clear strengths were self-identified, including formation of the staff network, increased collaborative work with local groups, effective monitoring of data and awareness raising. There is continued work required to make further improvements, however key areas of progress to highlight include:

❖ Reviews of policies to ensure gender-neutral language
❖ Development of the Transitioning at Work Policy and associate supporting documentation
❖ Visibility of the Stonewall logo on recruitment pages
❖ New staff receive information relating to the LGBT+ Staff Network with their onboarding materials
❖ A designated network email address, providing a confidential platform for enquiries and requests
❖ A designated staff webpage, enabling the promotion of events and awareness raising
❖ The forging of links with Celtic Pride, Chester University's LGBT Staff Group, Cheshire County Council, Cheshire Centurions RUFC and the LGBT HR Forum
❖ Over 150 members of staff act as LGBT+ allies on a daily basis, wearing rainbow lanyards, showing their visible commitment and support to our LGBT+ colleague, students and visitors
❖ Members of the LGBT+ Staff Network, the Student Union and staff joined in the celebrations at Chester Pride; our staff and students were proud to represent the University and the community at this event.

The formation of the LGBT+ Staff Network has been extremely positive and impactful, their continued efforts will enable a fully inclusive environment for staff, students and the community that we serve.

ADOR PROJECT

The ADOR (A Degree of Responsibility) project is a 4-year lottery funded project, which commenced in March 2015 and will end in February 2019. The project aims to assist students in need of support through university and into employment, whilst connecting with and addressing the needs of the local community and charities. Students involved in the project receive access to a variety of opportunities and activities along with one to one support from Project Mentors.

Through the academic year 2017-2018 the team have developed, designed and delivered a suite of programmes that have supported our students and the wider community. A summary of their extensive range of activities can be found listed below.

- ❖ **Living Life to the Full Programme** – ADOR is now licensed to deliver a series of psycho-educational, CBT-based workshops. The 12-hour program is delivered over 8 sessions and designed to support individuals with mild to moderate symptoms of anxiety, depression and stress. The series of workshops, which aims to promote mental wellbeing, provides individuals with self-help tools. ADOR expanded the workshop to include an additional hour of reflective activity following each session, which took the form of a creative sketchbook journaling workshop, documenting their personal journeys. The workshops engaged 14 participants and feedback has been very positive, one participant fedback that "the course reminded me that I'm not alone, I can do something about my anxiety and its knock-on effects".

- ❖ **Mentoring: Introduction to Practice and Principles** – a new academic stand-alone module was introduced with the support of the Psychology Department and the Youth and Community Team at WGU. The module offers a professional development opportunity for the ADOR Peer Mentors.

- ❖ **Create your Future Workshops** - ADOR worked with WGU's Faculty of Creative Arts to deliver a set of employability workshops aimed at 25 art and design students. The workshops were developed with a view to engaging with careers planning in a different way that was more suitable to their visual learning styles. The workshops were scheduled as an optional extra-curricular activity at the end of the academic year. The ADOR Team have been able to support the students by using a listening and action centered approach, taking on student's comments with regards the support they needed in order to shape their career pathway.

- ❖ **Professional Mentoring** - ADOR have provided individual professional mentoring for 30 students and recent graduates. This involved working with students facing barriers, supporting them to find ways of overcoming them to develop their professional skills. Activities included
  - Working with individuals to support them in applying for postgraduate courses, which resulted in three successful applications to Masters programmes.
  - Supporting disabled graduate artists with their written proposals for exhibitions and ways to develop alternative methods of submission. This resulted in two recent graduates being selected to take part in an arts and science symposium 'Carbon Meets Silicon', with the opportunity to exhibit their work alongside professional artists from all over the world.

- ❖ **Maelor Hospital Art Workshops** – The ADOR team have been working with BCUHB to establish a project involving 8 students who have supported over 60 patients (and their families) with Dementia, resulting in a positive impact on the wellbeing of the patients.

- ❖ **ARCH Initiatives Wellbeing Garden Project** – students from the Health and Wellbeing programme engaged with this ongoing volunteering project, developed with Flintshire County Council and the Old Hall Café. Working outdoors ARCH initiatives clients were supported and trained to develop a wellbeing garden, allowing those dealing with addiction and associated mental health issues the opportunity to experience the satisfaction of achievement to aid mental capacity and wellbeing.

- ❖ **Creative Signage Project** - Fine Art undergraduate students developed four artistic signs and a map for the Outpatients department at Wrexham Maelor Hospital. The aim is to improve way-finding and patient access within the department, whilst also providing a creative and beneficial environment on the ward. The theme for the project was 'bringing the outside in'. Students have gained vital experience of working to a brief, set by the Arts in Health coordinator for BCUHB, students undertook a range of tasks including writing design concepts, researching Arts in Health projects and presenting to key staff and members of the Health board.

- ❖ **ARCH Health & Wellbeing Project** – an ongoing project supported by ADOR, the programme has been strengthened by students and graduates volunteering within the ARCH network of services. ARCH initiatives are a charity for people who live with drug and alcohol dependency; the aim of the project is to support and deliver a series of three Health & Wellbeing Programmes, to help individuals to sustain their recovery from drug and alcohol addiction, culminating in outward-bound activities. This programme has been a fantastic example of partnership working and sharing skills and best practivce.

- ❖ **Create and Grow** - is a collaborative programme developed by WGU's Careers and Employability Service and Growing Happiness. Working with the primary education sector of North East Wales this programme provides opportunities for Key Stage 2 pupils to acquire mindfulness techniques and then to immerse those techniques in creative arts projects designed and driven by undergraduate students.

- ❖ **Peer Mentoring Framework** – the ADOR Team undertook training to enable the design of a peer-mentoring framework and the development of a training programme for peer mentors. In addition, the peer mentors have access to staff development sessions and Student Representative training. The scheme continues to grow and features as part of the WGU's Strategy for Supporting Student Learning and Achievement. Feedback has been very positive, with one student quoting that "The Mentor training was very beneficial in helping me with confidence issues".

- ❖ **Alzheimer's Memory Café** - The ADOR team collaborated with the Alzheimer's society to work with students in delivering a workshop as part of a series of memory café session for people living with dementia. It was observed that people felt calm and immersed in the workshop and this allowed participants family carers to talk with support staff from the Alzheimer's and have some time to themselves away from the workshop.

INCLUSION TEAM

The newly formed Inclusion Services team brought together the services and functions of the Disability Team and Assessment Centre Team from September 2017 in order to streamline processes and systems for the benefit of students. The Inclusion Services team play a key part in addressing the many barriers faced by the University's high proportion of disabled students as well as shaping and driving improvements and positively contributing to enhancing and improving the student experience.

The team provide input into matters relating to accessibility of learning materials and resources, assistive technology, reasonable adjustments and the Inclusive Curriculum.

Within Inclusion Services, there is a fully externally accredited DSA-QAG Assessment Centre, which employs a number of specialist staff to support students and assess for Disabled Students Allowances.

The University also has an onsite Irlen Centre providing students with a professional assessment service to diagnose Irlen Syndrome and offer specialist advice and guidance.

The team also provide:
- ❖ Specialist Non-Medical Helper Support (accredited and externally audited by DSA-QAG.
- ❖ Learning Support, providing assistance with note taking, study support, practical support exams
- ❖ BSL Interpreters
- ❖ Specialist mentoring (mental health)
- ❖ Specialist one to one study skills support
- ❖ Assistive technology training
- ❖ Specialist mentoring for students with Autistic Spectrum Conditions, working in conjunction with the National Autistic Society Cymru.

Given the student profile at WGU and the range of complex issues presented by many students the support available has a genuine impact upon student learning outcomes. The team work hard with other professional services to ensure that all elements of support available to students is 'joined up' and seamless in approach.

A total of 227 Wrexham Glyndŵr University students attended a DSA Assessment of Need during the academic year 2017-2018, a breakdown of conditions can be found below.

Declarations of Disability %
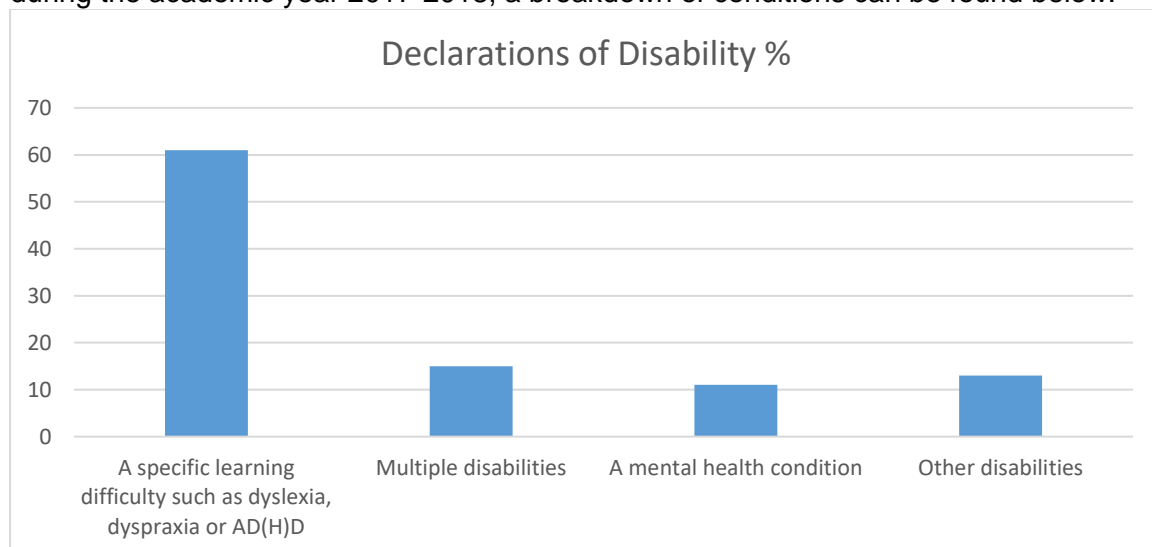
CHAPLAINCY

The Chaplaincy Team continue to provide one to one support for staff, students and visitors.

1-2-1 Support

STAFF: 32 STUDENTS: 32
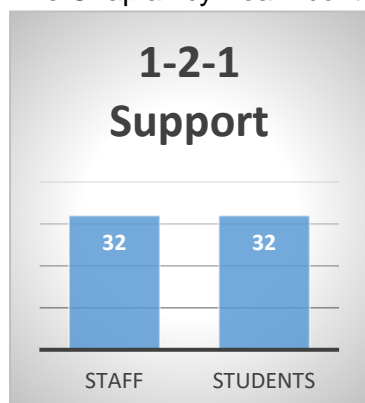
The Chaplaincy and its valued "Quiet Space" relocated to the main campus in September 2017, providing them with a more prominent and accessible location. The new location allows more space for prayer, meditation, reflection time and support meetings; resulting in an increase in 1-2-1 support. A total of 64 1-2-1 support meetings took place during the academic year; an increase of 20% compared to the previous year.

The Chaplaincy provide a dedicated room for quiet reflection, the room was used 321 times during this reporting period, an increase of 22% compared to the previous year. A monthly breakdown can be found to the right highlighting the monthly usage.

Quiet Space - Usage 2017-2018

SEP-17	OCT-17	NOV-17	DEC-17	JAN-18	FEB-18	MAR-18	APR-18	MAY-18	JUN-18	JUL-18
14	47	103	32	34	38	26		11	4	3

Increased usage is evident during the month of November; a period associated with a time where students may require additional support whilst they settle into their new environment; the Chaplaincy provide dedicated time in an atmosphere of trust and respect to support those who require it.
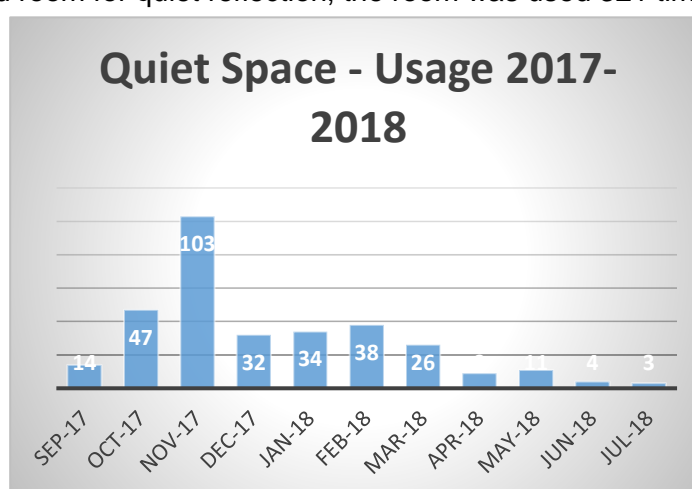
The diversity of faiths remains strong within the Chaplaincy, with representation from a variety of Christian backgrounds (Anglican, Eastern Orthodox, Quaker, Methodist), an Islamic Chaplain, a Pagan Druid Chaplain and Humanist Chaplains.

The Chaplaincy is involved in organising events within the University and the local community, including:

❖ During "Freshers" the Chaplaincy reached 160 new students, with academic teams welcoming the Chaplaincy team into their student inductions and throughout the academic year.
❖ A "Respect " Fayre, held during November enabled people from all faiths and none to celebrate diversity, culture and develop an understanding of modern society. A host of exhibitors from the local community took part and a series of workshops were delivered covering Mental Health and Wellbeing, Religion and Tolerance and Acceptance.
❖ During National Interfaith Week the Chaplaincy hosted a stall in the library, sharing information relating to world faiths.
❖ A number of "Lunchtime Lectures" took place, including:
  - Science and Faith
  - Fear and Faith – Does Faith help us to deal with fear in today's world?

- The Sideways Step: Speculating in the artist's studio.
❖ The Christmas Foodbank collection in December collected a total of 117.5kg of food and 11 bags of toiletry items.
❖ Members of the Chaplaincy were invited to visit HMP Berwyn to attend a networking event; this offered an insightful experience for all who attended.
❖ The "ARTicles of Faith" Art project was displayed in the gallery in February; the collection has been relocated and is now displayed around campus; with a guide accompanying each piece of art.
❖ Delegates from Christians Against Poverty (CAP) hosted an information stand in March, which reached many students providing them with guidance and the opportunity to attend a money budgeting course.
❖ During April a permanent foodbank collection box was set up, which has seen many staff members and students making generous donations.
❖ The Multi-Faith Networking Day (MFND) was held in May, which was attended by over 70 people from a wide variety of chaplaincies and charities from across Wales and the North West of England. The day included key-note speakers, workshop and a panel Q&A sessions.

DIGNITY AT WORK ADVISOR ROLE

The University's Dignity at Work Policy and Procedure continues to support staff 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.

Number of Dignity at Work Meetings	Members of Staff	
	Female	Male
12 (-13)	5 (-10)	7 (-3)

WIDENING ACCESS TO HE

The University is committed to increasing opportunities for people from a diverse range of backgrounds to participate and benefit from higher education, ensuring that everyone who has the potential to achieve in education has the opportunity to do so.

The most recent HESA data shows that WGU is

- ❖ **1st** in the UK for Social Inclusion
- ❖ **1st** in the UK for state school admissions
- ❖ **3rd** in the UK for admissions from deprived areas
- ❖ **3rd** in the UK for mature student admissions

With this in mind, the Widening Access Team aims to improve our success rate in engaging with, and encouraging, harder to reach students into education by offering a structured and targeted programme of inspiring events.

A summary of activity can be found below:

	16/17	17/18	% increase
School/College activity	23	28	22%
Community activity	20	20	-
Community group visits	-	3	300%
Welsh activity	1	4	300%
Community modules	6	4	-33%
STEM events	4	4	=
1-2-1 activity	2	9	350%
Training	2	2	=
Total WA activity	**58**	**74**	**28%**

The Team have arranged a variety of activities during the reporting period of 2017-2018 including the following:

- ❖ In December, the University welcomed over 60 students from local schools to the "Smart Materials" day. Female students took part in a range of activities to inspire and engage females into "Smart Materials" and STEM careers as part of the University's Reaching Wider Schools Programme. The day formed part of a wider programme inspiring students who have the capability but lack the confidence or support to attend university.
- ❖ The University hosted the annual Easter Football College; the participants from a variety of backgrounds developed an understanding of football coaching and participation methods. This project particularly attracted young white pre/post NEET males to participate in an activity they enjoy and presented the opportunity to progress onto further learning.
- ❖ The Widening Access Team were pleased to be involved in the Annual Adult Learners Week in June, which included a series of "micro" teaching sessions including Wellbeing, Criminology and Helping your Child with Maths Homework.

Delivered in community centres to the local community, with the aim of improving participation and engagement with potential students forming part of the University's adult outreach programme.

❖ The Entitlement Vocational Taster Programme took place in July where year 10 pupils from schools within the community took part in a variety of workshops involving aspirational raising activities associated to the pupil's subject area. The students participated in sessions delivered by a variety of academic areas, including STEM subjects.

❖ The team continues to deliver their intensive adult community-learning programme. Accredited Employability and IT modules were delivered in the community to mums in primary schools based in deprived areas of the county, with 2 of the mums now signed up to full time degree courses at WGU.

❖ This academic year was the 15th year that the team have run the Reaching Wider Schools Programme targeting LPN students. The programme targetted 20 students from a number of schools, following them throughout their secondary school lifecycle, intending to familiarise them with HE and introduce them to opportunities available to them.

❖ A new partnership with the Wrexham Pupil Referral service enabled year 11 students who face barriers to education to visit the University attending an "Inspiration Raising" day mixing music with Senior Lecturer and DJ Graeme Park. Feedback received was excellent with an additional visit to the Northop campus taking place as a result.

❖ The University hosted a pan Wales University conference for staff who support and advise students in or leaving the care system to share best practice and inform on policy and procedure. Members of the Welsh Government and the English equivalent to CLASS, NNECL, attended the conference.
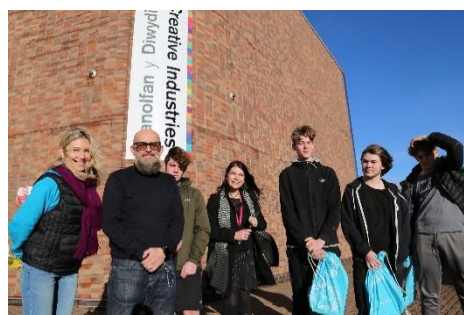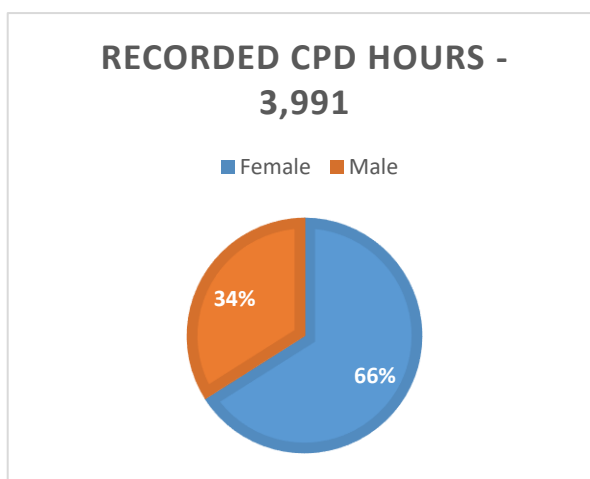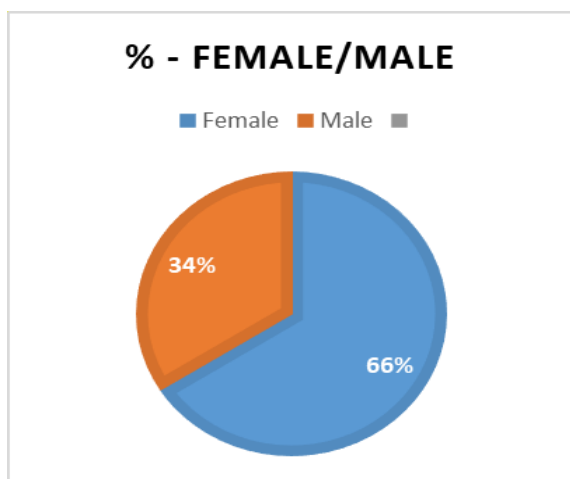
STAFF TRAINING

Staff Training

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

The monitoring of all staff training takes place with the following data recorded for the year 2017-2018

% - FEMALE/MALE

Female / Male

34% / 66%

**RECORDED CPD HOURS - 3,991**

Female / Male

34% / 66%

A total of 2,240 member of staff attended staff development activities, an increase of 17% on the previous year. Historically attendance at staff development has predominantly been undertaken by female members of staff. Work continues to promote and encourage male members of staff to attend with an increase of 7% in attendance of male staff members seen during this academic year. Increased promotion and a more targeted approach to staff development going forward will continue.

University Events and News

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

❖ The University signed the Time to Change Pledge on World Mental Health Day in October 2017. The signing of the pledge shows the University's commitment to changing how we think and act towards mental health within the workplace; encouraging staff, students and visitors to raise awareness and work together to reduce the stigma attached to mental health and wellbeing. The event was opened by a presentation from a Time to Change Champion, who shared his experience of living, studying and working with a mental health condition. The formal signing of the pledge was followed by a community "Wellbeing Fayre" and a series of workshops and activities including Singing for your Wellbeing, Keep Fit Sessions, Craft Making and How to live a Happier Life.

let's end mental health discrimination
time to change
Wales
pledged employer

❖ Associate Dean, Professor Mandy Robbins delivered a Professional Lecture in January. Her thought provoking lecture entitled "Thirty years of women in the Church of England" focused on a generation of change.

❖ Staff were encouraged to step up as LGBT+ allies and display posters and graphics to highlight Stonewall's "Come out for Trans Equality" campaign.
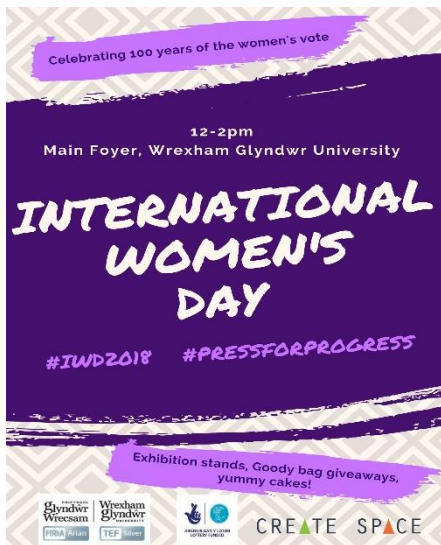
❖ The University hosted a series of events in March to celebrate International Women Day. The event brought together inspirational women who have forged careers in challenging environments and who emphasise the importance for greater gender equality within both society and the workplace. Central to the event was a "Celebration Wall", an exhibition displaying photographs and biographies of Welsh women (local and National) who have achieved success within their lives. A number of staff and students shared their experience, achievements and successes, providing us with the opportunity to celebrate them.

❖ During University Mental Health Day in March, the Wellbeing Team handed out "WGU Happy Medals". The medals were presented to staff and students who had performed an act to make someone happy; they were encouraged to take a photograph with the medal and share it on social media with their tips on how to maintain a happy life and then present it to another person.

❖ The University delivered a three-day coaching course during the Easter Break offering the opportunity for both genders to learn the skills required to become a football coach.

❖ The Chaplaincy team now provide a permanent collection point for foodbank donations, for distribution to the growing number of families and homeless people who require assistance.

❖ To support the Universities work to encourage more female participation in STEM subject areas a group of female pupils from across the North East Wales region took part in a STEM taster day. The students learnt about television production with the University's Creative Industries Team, the analysis of bones with the Forensic Science Lecturers and helped to work on Lego programming at the Techniquest Glyndŵr centre.

❖ During International Day against Homophobia, Transphobia and Biphobia day Staff were invited to show their support for LGBT+ staff, students and visitors and learn more about homophobia, transphobia and biphobia.

❖ A multi-faith networking event took place at the University in May, bringing together those who work as Chaplains of all backgrounds to share their experience and learn from each other

❖ Staff and students from the Faculty of Creative Arts were involved in a number of European Erasmus activities. Students visited Athens as part of the Alien Project, a collaborative project involving staff and students from Greece, Poland, Scotland and Wales, looking at international migration in

Europe. Visits to Poland and Glasgow also took place with WGU hosting the activities in June.

- ❖ An exhibition focusing on how painting affects people living with dementia (featuring their work) was displayed in the University Gallery. PhD student Megan Jones worked alongside people living with dementia to produce paintings to form her research.


❖ Student Eby Eldhose completed a work placement as part of the Go Wales Project and successfully secured a graduate engineering role, relocating him to Australia. Eby completed a degree in Aeronautical and Mechanical Engineering at the University

** Data provided is based on the full academic year 2017-2018. All data has been rounded using HESA's rounding and suppression rules ** indicates data which has been suppressed.

Student Population

Gender	Full-Time	Part-Time	Total
Female	1615 (-58)	1530 (-259)	3145 (-317)
Male	1190 (-158)	1405 (-200)	2595 (-358)
Total	2805 (-216)	2935 (-459)	5740 (-675) **

STUDENT GENDER SPLIT

■ Female ■ Male

45%   55%
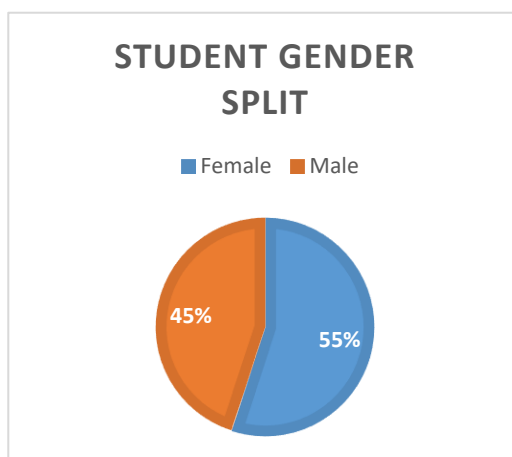
The data reveals a decrease in total student numbers of 675.

** A difference can be seen in the total number of students seen above and the totals within the remaining data relating to students. The total number reported above is taken from the HESA return, where a number of students have chosen not to declare their gender.

Declarations of Disability

Disability	Total
Blind or a serious visual impairment uncorrected by glasses	5 (-2)
Deaf or a serious hearing impairment	5 (-2)
A physical impairment or mobility issue	25 (-8)
Personal Care Support	0 (=)
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	35 (+1)
A long standing illness or health condition	35 (+2)
A disability, impairment or medical condition that is not listed above	45 (+14)
A mental health condition	110 (-15)
Multiple disabilities	145 (-10)
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	470 (-115)
No known disability	4870 (-552)
Total	5745 (-671)

Data reveals a reduction in the number of students who declared that they have no known disability and a specific learning difficulty, this figure is consistent with the reduction in the total number of students.

Age Range - Female

Age Range	Full-time	Part-time	Total
0-17	** (**)	5 (-356)	5 (-356)
18-20	360 (-46)	80 (-30)	440 (-76)
21-24	330 (-45)	155 (-9)	485 (-54)
25-29	285 (+13)	205 (+30)	490 (+43)
30-39	360(=)	410 (+57)	765 (+52)
40-49	185 (+7)	385 (+9)	570 (+16)
50-59	80 (+7)	235 (+36)	320 (+48)
60-69	10 (+2)	50 (+6)	60 (+8)
70-79	** (=)	10 (+3)	10 (+3)
80-89	** (=)	** (=)	** (=)
90+	** (=)	** (=)	** (=)
Total	**1,615 (-58)**	**1,530 (-259)**	**3,145 (-317)**

Age Range – Male

Age Range	Full-time	Part-time	Total
0-17	** (=)	** (-285)	10 (-281)
18-20	295 (-43)	290 (-49)	580 (+1)
21-24	380(-49)	420 (-23)	800 (-72)
25-29	205 (-42)	270 (=)	475 (-42)
30-39	195 (-13)	220 (+44)	415 (+31)
40-49	70 (-5)	105 (+16)	175 (+11)
50-59	35 (-2)	65 (+8)	100 (+6)
60-69	10 (-1)	25 (-7)	40 (-3)
70-79	** (**)	5 (-2)	5 (-4)
80-89	** (**)	** (**)	** (**)
90+	** (**)	** (**)	** (**)
Total	**1,190 (-195)**	**1,405 (-200)**	**2,595 (-360)**

*** In order 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.*

A reduction in numbers can be seen in the number of students aged under 18, in both male and female students; the University had delivered the "Looking Forward to HE" course aimed at this age profile during the academic year 2016-2017, the course was not repeated during this reporting period, hence the significant decrease in numbers.

Ethnicity

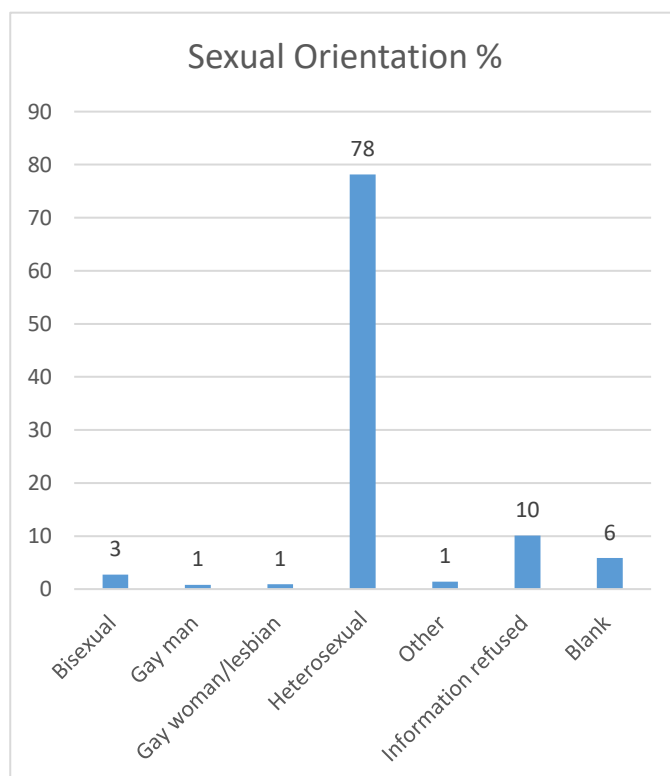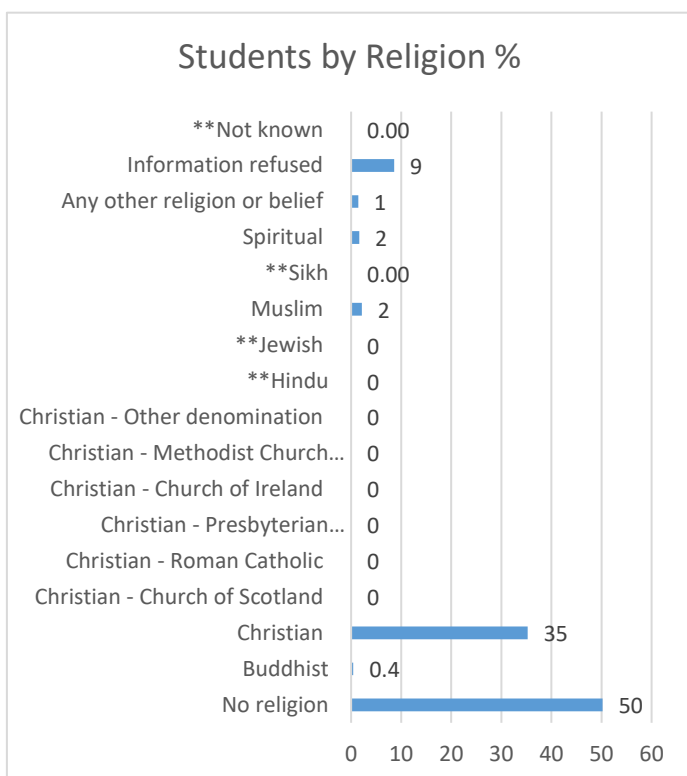| Ethnicity	Full-time	Part-time	Total
White	2,555 (-77)	2,655 (-382)	5,210 (-459)
Black or Black British – Caribbean	15 (+1)	10 (=)	25 (+1)
Black or Black British – African	40 (-29)	20 (+1)	55 (-33)
Other Black Background	** (-5)	** (+5)	10 (-2)
Asian or Asian British – Indian	** (-10)	20 (+8)	25 (-2)

Asian or Asian British – Pakistani	10 (-13)	10 (+5)	20 (-8)
Asian or Asian British – Bangladeshi	40 (-54)	** (-5)	45 (-59)
Chinese	10 (+2)	10 (+3)	20 (+5)
Other Asian Background	25 (-17)	15 (+1)	40 (-16)
Other (including mixed ethnicity)	55 (-27)	50 (-23)	105 (-50)
Unknown	30 (+17)	50 (+15)	80 (+32)
Information Refused	25 (+5)	90 (-80)	115 (-75)
Total	**2,805 (-217)**	**2,935 (-459)**	**5,745 (-671)**

*** In order 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.*

A decrease in total numbers recorded can be seen, consistent with the general reduction in numbers seen within the student population.

Religion/Sexual Orientation

No significant changes can be seen with regards the religion or sexual orientation of students based on the previous year's data.

Students by Religion %

Religion	%
**Not known	0.00
Information refused	9
Any other religion or belief	1
Spiritual	2
**Sikh	0.00
Muslim	2
**Jewish	0
**Hindu	0
Christian - Other denomination	0
Christian - Methodist Church…	0
Christian - Church of Ireland	0
Christian - Presbyterian…	0
Christian - Roman Catholic	0
Christian - Church of Scotland	0
Christian	35
Buddhist	0.4
No religion	50

Sexual Orientation %

	%
Bisexual	3
Gay man	1
Gay woman/lesbian	1
Heterosexual	78
Other	1
Information refused	10
Blank	6

Student Achievement

Degree Classification	Total Awards
Doctorate	10 (-11)
Other Postgraduate	90 (-7)
Other Higher Degree	125 **
First Degree	830 (-68)
Professional Graduate Certificate in Education	60 (+4)
Foundation Degree	100 (-18)
HND/DipHE	35 (-33)
Other Undergraduate	225 (-75)
Total	**1475 (-215)**

** Not previously reported

| Degree	Grand Total	First Degree	Foundation Degree	OUG	PGR	PGT
Arab ++	**	**		**		**
Asian or Asian British - Bangladeshi	35	35			**	**
Asian or Asian British - Indian	**	**		**		**
Asian or Asian British - Pakistani	10	10	**			
Black or Black British - African	15	15		**	**	
Black or Black British - Caribbean	**	**				**
Chinese	**	**		**		
Gypsy or Traveller ++	**			**		
Information refused	15	15	**			**
Mixed - White and Asian ++	**	**				**
Mixed - White and Black African ++	**	**				
Mixed - White and Black Caribbean ++	**	**				
Not known	20	20				**
Other Asian background	**	**				**
Other Black background	**	**				
Other ethnic background ++	**	**				**
Other mixed background	**	**				**
White	1300	780	105	215	**	190
Unknown	35	20	**		**	15
Grand Total	**1485**	**930**	**110**	**220**	****	**220**

*** In order 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.*

++ Not previously recorded.

The number of differing ethnic reporting categories has increased during this reporting period; this will result in more refined reporting mechanisms going forward, providing the opportunity to make comparators. Consequently, it is not possible to provide comparator data on a like for like basis.

Student – Leavers

Of the total 5,740 students enrolled across all programmes, modes of study and locations (including 2,935 part-time students mostly on non-degree programmes) some 850 students withdrew or were suspended during the academic year 2017-2018.

LEAVERS BY AGE %

■ Under 21 ■ 21-25 years ■ Over 25 years ■

8% / 29% / 63%
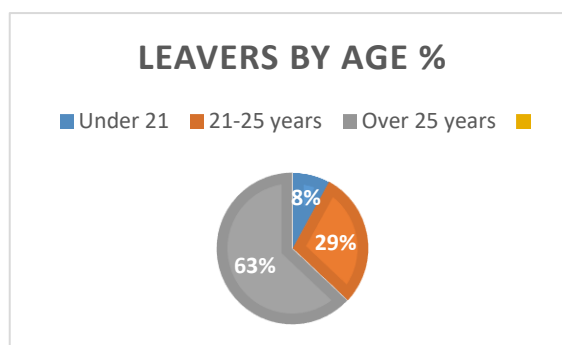
Religion, Belief	Academic Failure	Death	Financial Reasons	Employment	Due to ill health	Other	Personal	Transfer HEI	Unknown	Written off after lapse of time **
Any other religion or belief				**			**	**	**	10
Buddhist					**	**	**			**
Christian	60		**	**	10	25	20	**	10	135
Jewish							**			
Muslim	**					**		**	**	**
No Religion	120	**	10	10	**	30	50	20	15	180
Information Refused	15		**	**	**	**	10	**		35
Spiritual	**		**		**	**	**			10

Sexual Orientation	Academic Failure	Death	Financial Reasons	Employment	Due to ill health	Other	Personal	Transfer HEI	Unknown	Written off after lapse of time **
Bisexual	**		**		**	**	**	**	**	**
Gay man	**						**			**
Lesbian	**					**			**	**
Heterosexual	165	**	10	10	15	45	55	25	15	200
Information refused	25		**	**	**	**	10		**	25
Not known	10		**	**	**	20	20	10	10	135
Other	**						**			5

** Written off after a lapse is where the student fails to engage after withdrawing and no information can be obtained from them (after several attempts to obtain such information) as to the reason they have withdrawn from study.

** In order 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.

Declared Disability	Academic Failure	Death	Financial Reasons	Employment	Due to ill health	Other	Personal	Transfer HEI	Unknown	Written off after lapse of time **
Two or more impairments	**				**	**	**	**		**
Long standing illness/health condition	**			**						**
Mental Health Condition	**					**	**			**
Physical impairment/Mobility	**		**		**		**		**	
Social/Communication impairment							**			**
Specific learning difference	25	**		**	**		**	**	**	15
Blind or serious visual impairment										**
Other	**	170			**	**	**		210	**
No know disability	170		10		10	45	60	20	15	210

** Written off after a lapse is where the student fails to engage after withdrawing and no information can be obtained from them (after several attempts to obtain such information) as to the reason they have withdrawn from study.

** In order 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.

STAFF INFORMATION

A break-down of employment information 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 2017 to 31 July 2018.
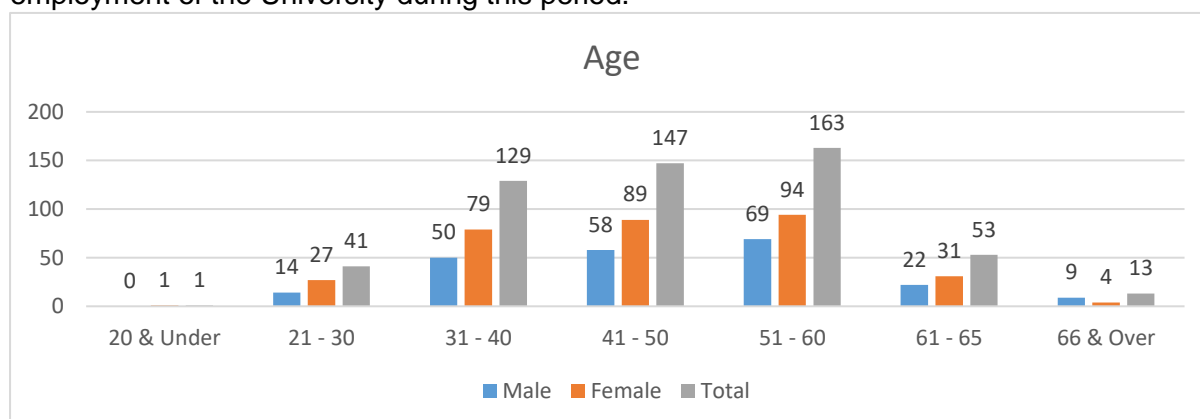
GENDER - Staff

Gender	Number of Staff	%
Male	222 (-28)	41
Female	325(-36)	59
Total	547 (-64)	100

Staff - Gender Split
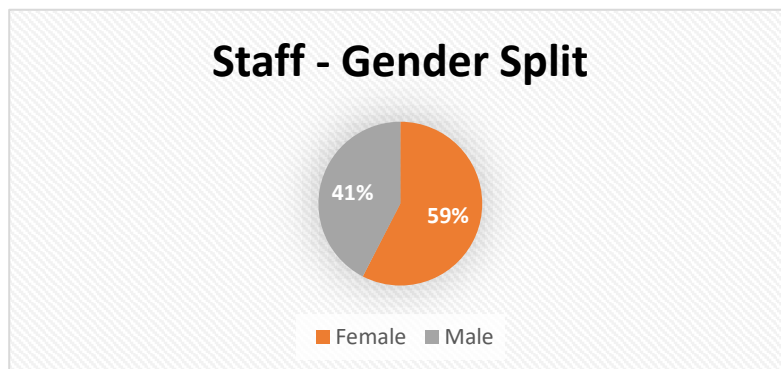
The data reflects a decrease in 64 permanent members of staff on the previous year, this could be attributed to natural attrition and redundancy following periods of department restructures that have taken place during this reporting period.

Data relating to staff and role categories can be found below, with any significant changes consistent with the general reduction in staff in total.

STAFF CATEGORIES

Gender	No of Staff			%		
Staff Category	Male	Female	Total	Male	Female	Total
Academic	101 (-24)	118 (-12)	219 (-36)	18	22	40
Professional	121 (-4)	207 (-24)	328 (-28)	22	38	60
Grand Total	222 (-28)	325 (-36)	547 (-64)	40	60	100

ROLE CATEGORIES
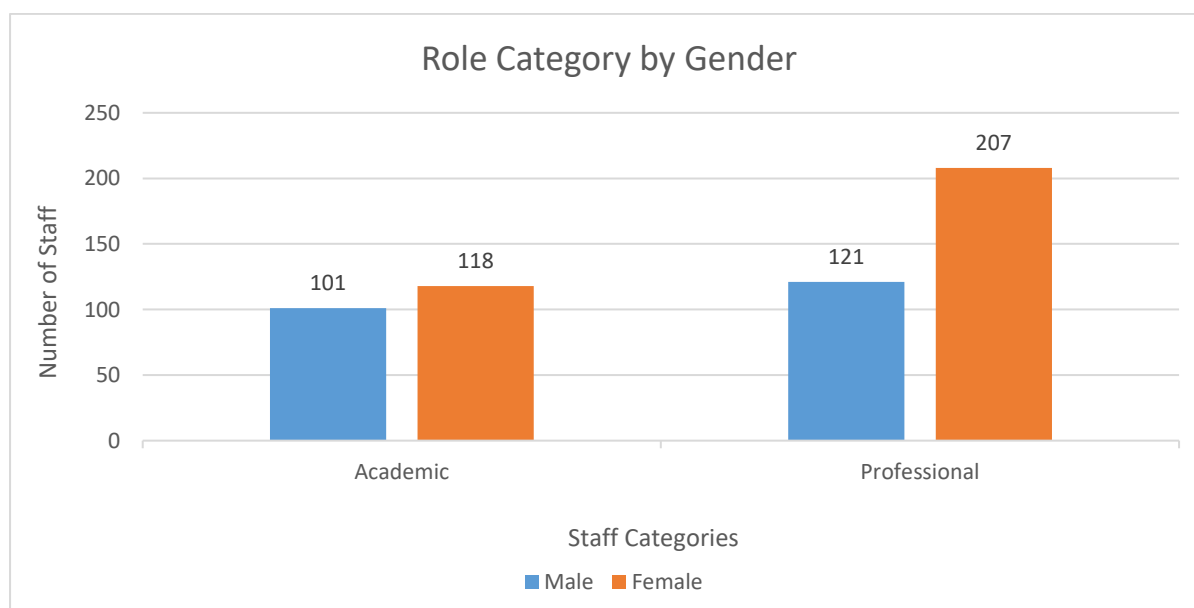
CONTRACT TYPE

Contract	Number of Staff			%		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Permanent	**204 (-4)**	**286 (-19)**	**490 (-23)**	**37.29**	**52.28**	**89.57**
Full-Time	159 (-1)	170 (-6)	329 (-7)	29.06	31.07	60.14
Full-Time, Term Time	0	0	0	0	0	0
Part-Time	41 (-5)	101 (+1)	142 (-4)	7.49	18.46	25.95
Part-Time, Term Time	**	15 (-10)	19 (-7)	-	2.74	3.47
Fixed Term	**18 (-24)**	**39 (-17)**	**57 (-41)**	**3.29**	**7.12**	**10.43**
Full-Time	6 (-6)	19 (-1)	25 (-7)	**	**	4.57
Full Time, Term Time (not previously monitored)	**	0	**	-	-	-
Part-Time	9 (-18)	17 (-18)	26 (-36)	**	**	4.75
Part-Time, Term Time	**	**	**	-	-	-
Total	**222**	**325**	**547**	**40.58**	**59.42**	**100**

*** In order 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.*
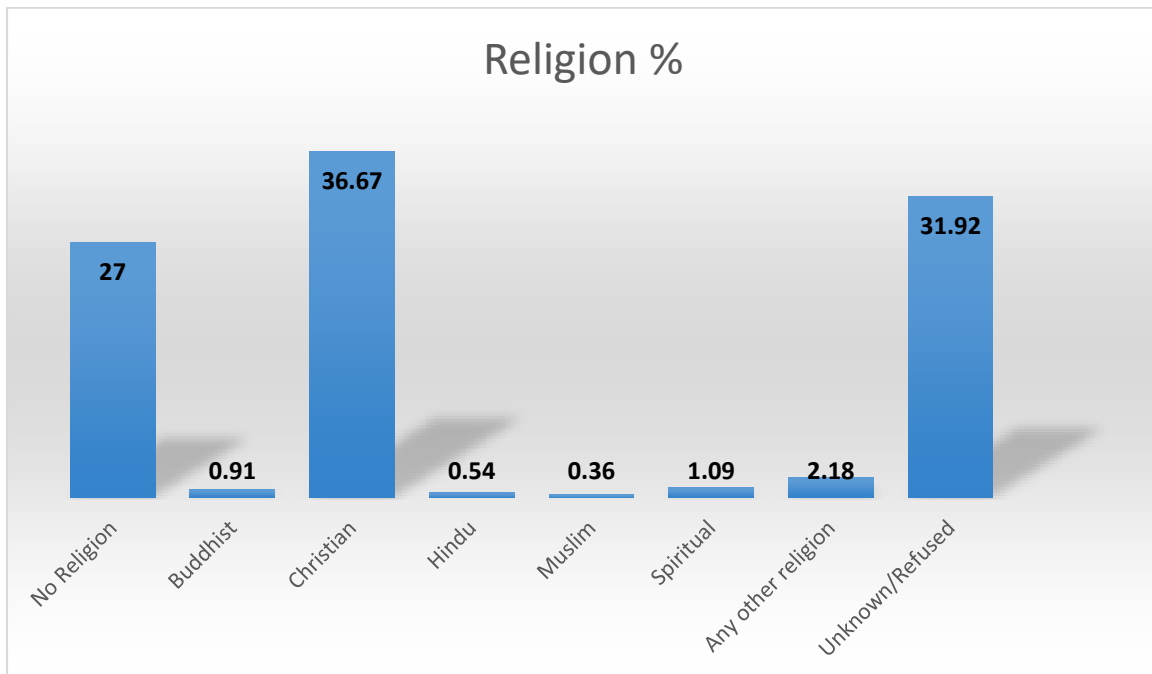
Data reveals a similar pattern to contract types to those of the previous year in line with the decrease seen in staff numbers, a further reduction in fixed term contracts can be seen on previous years.

AGE

Gender by Age	Gender			%		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
20 & under	0 (=)	1 (+1)	1 (+1)	0	0.18	0.18
21-30	14 (-1)	27 (+1)	41 (=)	3	5	8
31-40	50 (-8)	79 (+4)	129 (-4)	9	14	23
41-50	58 (=)	89 (-18)	147 (-18)	10	16	24
51-60	69 (-11)	94 (-20)	163 (-31)	13	17	30
61-65	22 (-6)	31 (-2)	53 (-8)	4	6	10
66 & over	9 (-2)	4 (-2)	13 (-4)	2	1	3
Total	222 (-28)	325 (-36)	547 (-64)	41	59	100

Data reveals a similar pattern to age profile to those of the previous year in line with the decrease seen in total staff numbers. The most significant difference can be seen between the ages of 41 and 50, which is consistent with age profile of a number of staff who left the employment of the University during this period.

Disability	Gender			%		
	Male	Female	Total	Male	Female	Total
No known disability	196 (-11)	287 (-19)	483 (-30)	36	52	88
Two or more impairments and/or disabling conditions	**	**	**	-	-	-
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	5 (-1)	**	9 (+3)	0.90	-	1.62
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	**	16 (+1)	21 (+1)	-	2.9	3.8
A mental health condition, such as depression, schizophrenia or anxiety disorder	5 (+1)	**	6 (+1)	0.90	-	1.08
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0 (=)	**	**	-	-	0.18
Deaf or serious hearing impairment	0 (=)	**	**	0	-	-
A social/communication impairment (not previously monitored)	0 (=)	**	**	0	-	-
Blind or a serious visual impairment uncorrected by glasses (not previously monitored)	**	0 (=)	**	-	0	-
A disability, impairment or medical condition that is not listed above	5 (+4)	**	6 (=)	0.90	-	1.08
Information refused	**	11 (+1)	15 (-4)	1.28	1.62	2.9
Total	222 (-28)	325 (-36)	547 (-64)	41	59	100

** In order 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.

No significant changes can be seen with regards the disability of staff based on the previous year's data. It is encouraging to see that the "information refused category" remains low during this reporting period; with the implementation of GDPR regulations it is anticipated that this figure will reduce further during next year's reporting period.

Ethnicity	Gender			%		
	Male	Female	Total	Male	Female	Total
White	192 (-12)	303 (-30)	495 (-42)	35	55	90
Black or Black British – African	**	**	**	-	-	-
Asian or Asian British – Indian	6 (-1)	**	**	1.09	-	-
Asian or Asian British – Pakistani	**	**	**	-	-	-
Asian or Asian British – Bangladeshi	**	**	**	-	-	-
Chinese	**	**	7 (-2)	-	-	1.26
Other Asian background	**	**	**	-	-	-
Mixed – White and Black African	**	**	**	-	-	-
Mixed – White and Asian	**	**	**	-	-	-
Mixed – White and Black Caribbean (not monitored previously)	**	**	**	-	-	-
Other Mixed background	**	**	**	-	-	-
Arab	**	**	**	-	-	-
Other ethnic background	**	**	**	-	-	-
Not known	**	**	**	-	-	-
Information refused	7 (-4)	10 (-2)	17 (-6)	1.09	1.82	2.91
Total	222 (-29)	325 (-36)	547 (-65)	41	59	100

** In order 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.

No significant changes can be seen with regards the ethnicity of staff based on the previous year's data; a decrease can be seen in both male and female white staff members in line with the total decrease in total staff numbers.
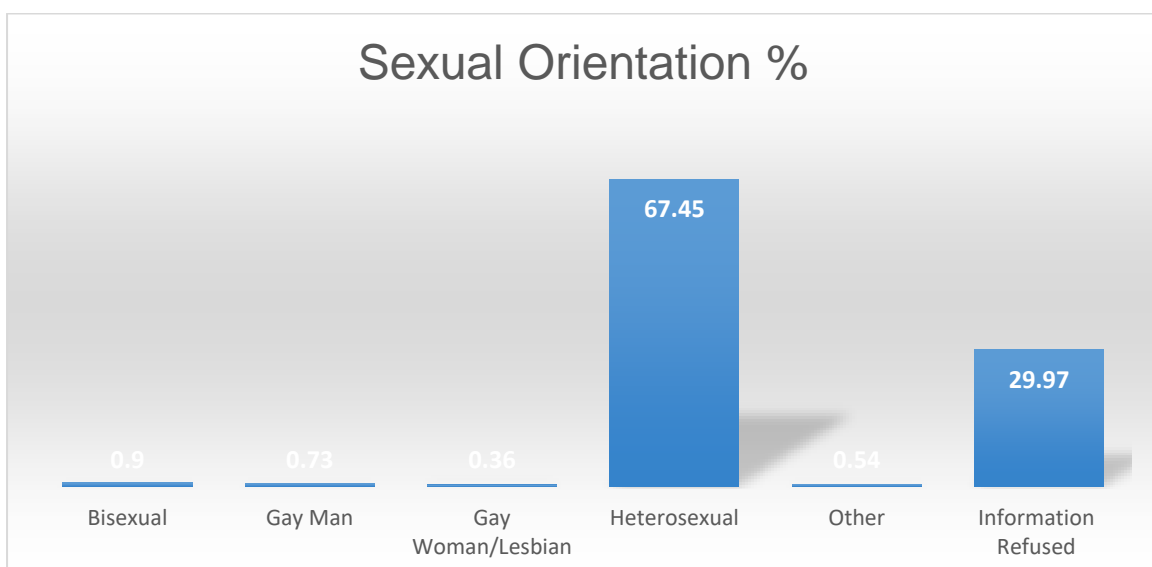
RELIGION AND BELIEF

Religion %

Category	%
No Religion	27
Buddhist	0.91
Christian	36.67
Hindu	0.54
Muslim	0.36
Spiritual	1.09
Any other religion	2.18
Unknown/Refused	31.92

Work has been undertaken within the University to ensure that staff feel comfortable when declaring their personal information. Data reflects an encouraging decrease of 7% in the number of staff who refused to provide information.

SEXUAL ORIENTATION

No significant changes can be seen with regards the sexual orientation of staff based on the previous year's data. Data reflects an encouraging decrease of 8% in the number of staff who refused to provide information.

Sexual Orientation %

Category	%
Bisexual	0.9
Gay Man	0.73
Gay Woman/Lesbian	0.36
Heterosexual	67.45
Other	0.54
Information Refused	29.97

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

GENDER PROFILE

Female ■ Male

39%

61%
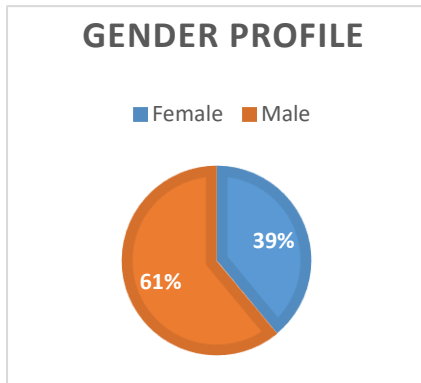
Governor diversity continues to be monitored by the Board's Nominations and Governance Committee. The Board seeks to remove any barriers that might deter people from expressing an interest in joining the Board and applications are welcome from people from all backgrounds for consideration; with an aim to achieve a balance of membership that reflects the diversity of the University, its activities and our region.

The Board is in the main White British, mirroring the NE Wales population. The board are aged largely between 25 and 68, with a gender balance of 61% male and 39% female. Although the female representation has decreased, the University sits above the UK average of 36% and the Welsh national average of 34%. The majority of the Board are heterosexual with no declared disabilities.

GENDER PAY

The gender split of the University's staff is 59% female and 41% male.

*Salaried staff were split into four equal quartiles based on their salary*

Quartile	Male %	Female %
Lowest	33.10	66.90
Lower Middle	39.40	60.60
Upper Middle	39.90	60.10
Highest	47.90	52.10

The two middle quartiles are representative of the overall gender split within the organisation. In contrast to this, the lower quartile has a greater proportion of females, whilst the highest quartile has a greater proportion of males. In comparison to the previous academic year, this is an improving picture where the proportion of females in the highest quartile was lower than males.

VCET

■ Male ■ Female

43%

57%

VCB

■ Male ■ Female

53%

47%

LECTURERS & SENIOR LECTURERS

■ Male ■ Female

39%

61%

PROFESSORS

Male Female

14%

86%

PRINCIPAL LECTURERS

Male Female

27%

73%

READERS

Male Female

29%

71%
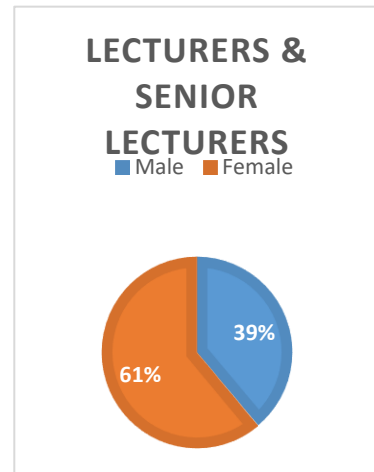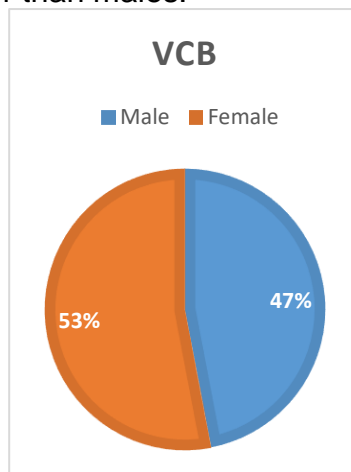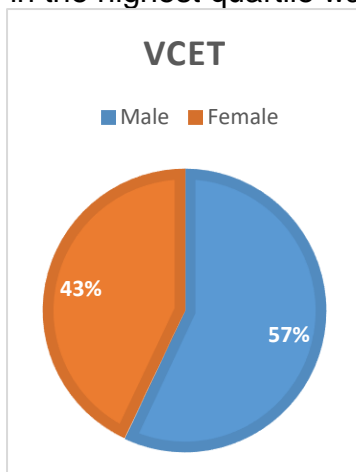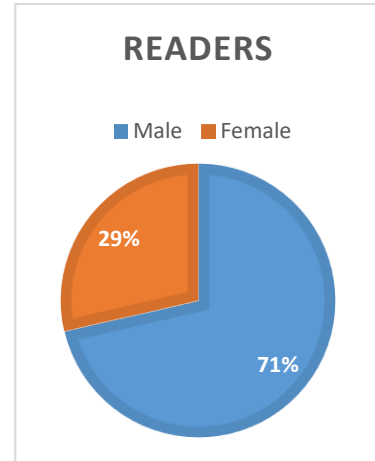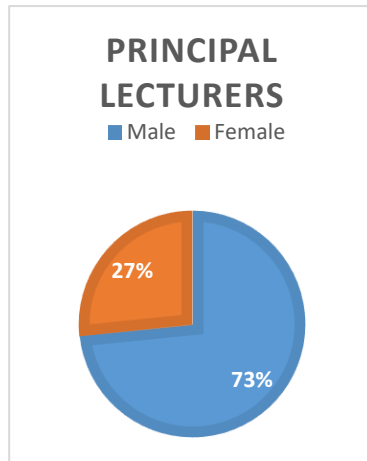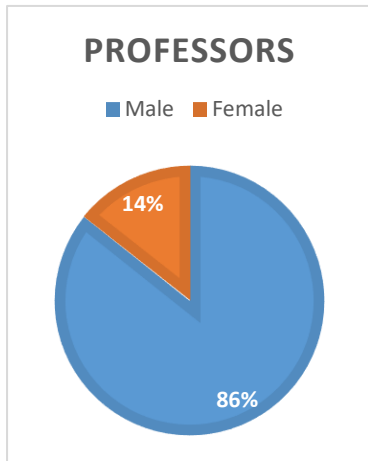
The Senior Executive Team is unchanged from the previous year and whilst there is a higher proportion of males within the team; due to the most senior positions being held by females there is actually a positive gender pay gap within this group.
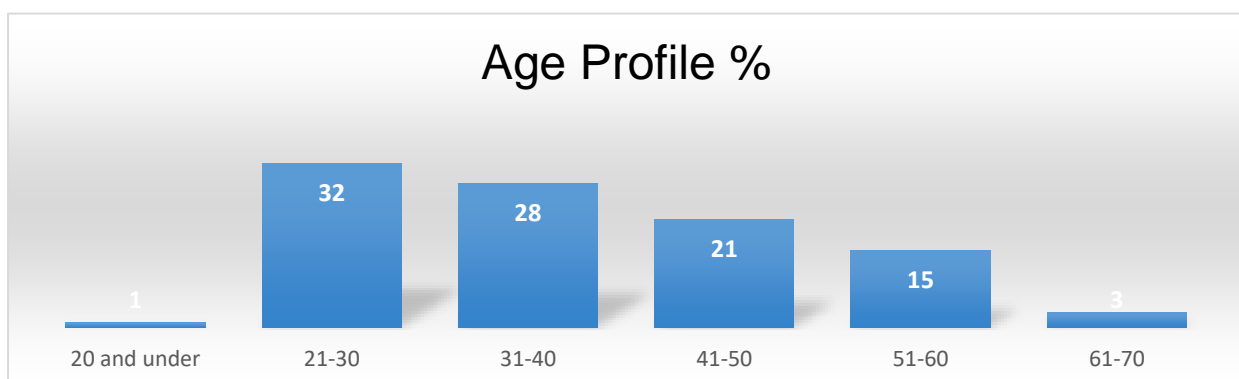
PROFESSIONAL SERVICES

Male Female

36%

64%
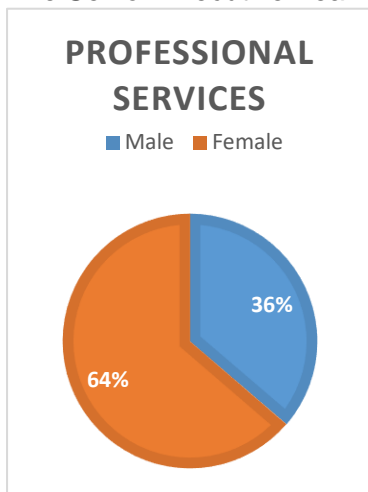
Senior academic positions remain significantly dominated by males however; there is a low turnover of staff within this role type, therefore any movement within these groups will take time to become apparent.
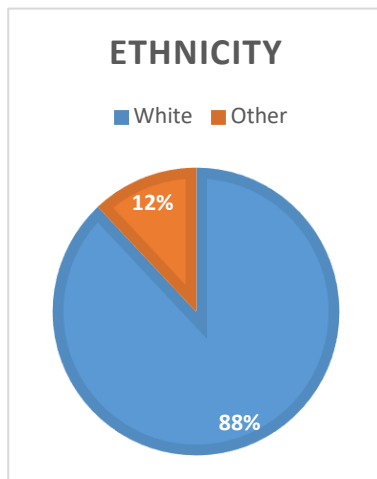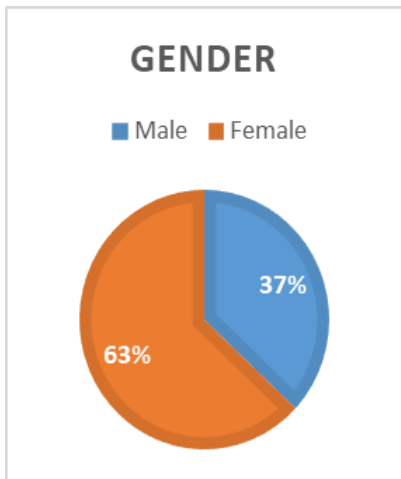
The gender split of Professional Services staff is in line with the gender split of the organisation although there is a slightly higher proportion of males than females in the most senior roles.

The University has developed a Staff Leadership programme, which aims to prepare and encourage aspiring members of staff to apply for senior positions as they become available.

RECRUITMENT

The following data reflects the recruitment activity undertaken during the academic year 2017-18. The online recruitment system, which enables the monitoring of equality data was implemented in April 2017; it is therefore not possible to provide comparator information based on the previous academic year.   Future reports will include comparator information. **During this reporting period, 1,349 online applications were received**.

Age Profile %

20 and under	21-30	31-40	41-50	51-60	61-70
1	32	28	21	15	3

GENDER

ETHNICITY

DISABILITY

Sexual Orientation %

Religion %
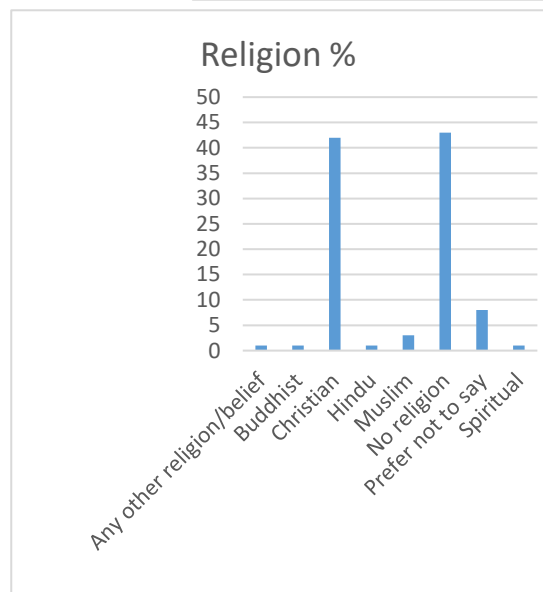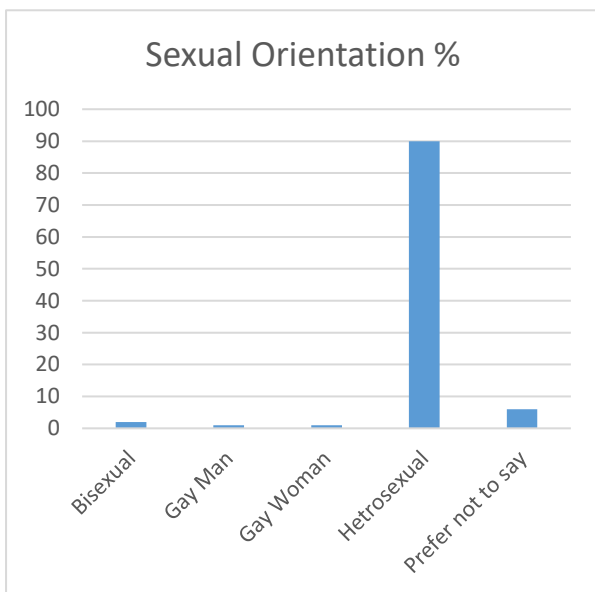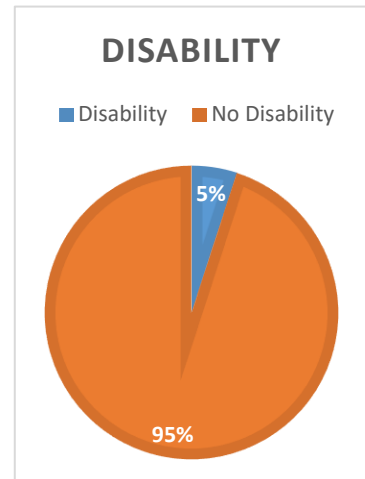
EMPLOYMENT - LEAVERS

The following data was captured between the dates of 1 August, 2017 to 31 July, 2018.

LEAVERS BY GENDER

The data reveals that 94 members of staff left employment during the reporting period, an increase of 11 on the previous reporting cycle.

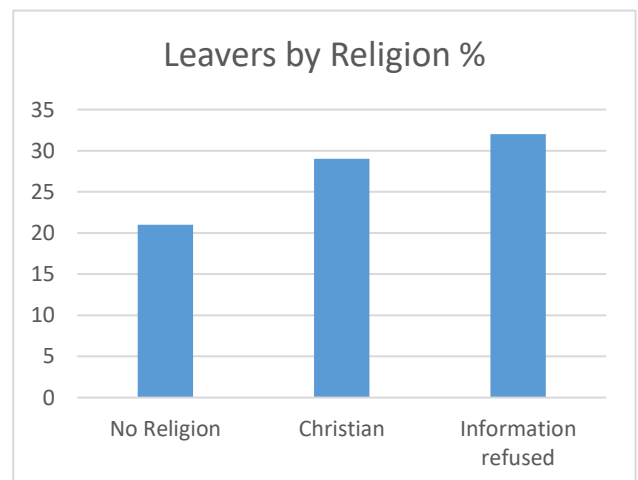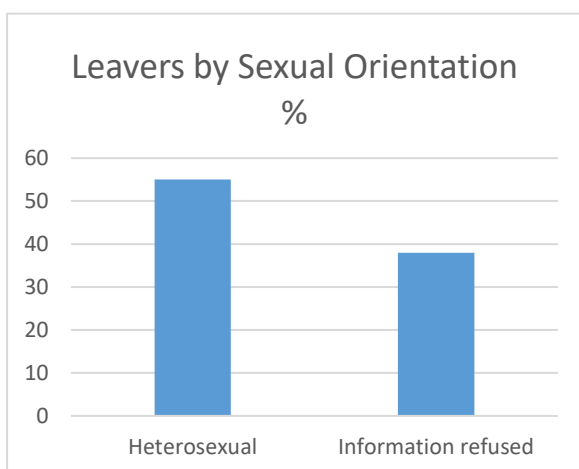| Gender	No. of Staff
Male	53 (+23)
Female	41 (-12)
Total	**94 (-12)**

LEAVERS BY GENDER
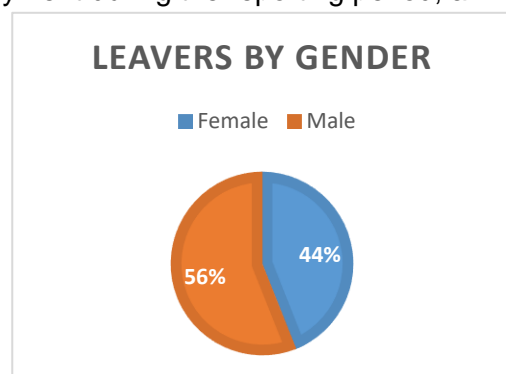
LEAVERS BY AGE

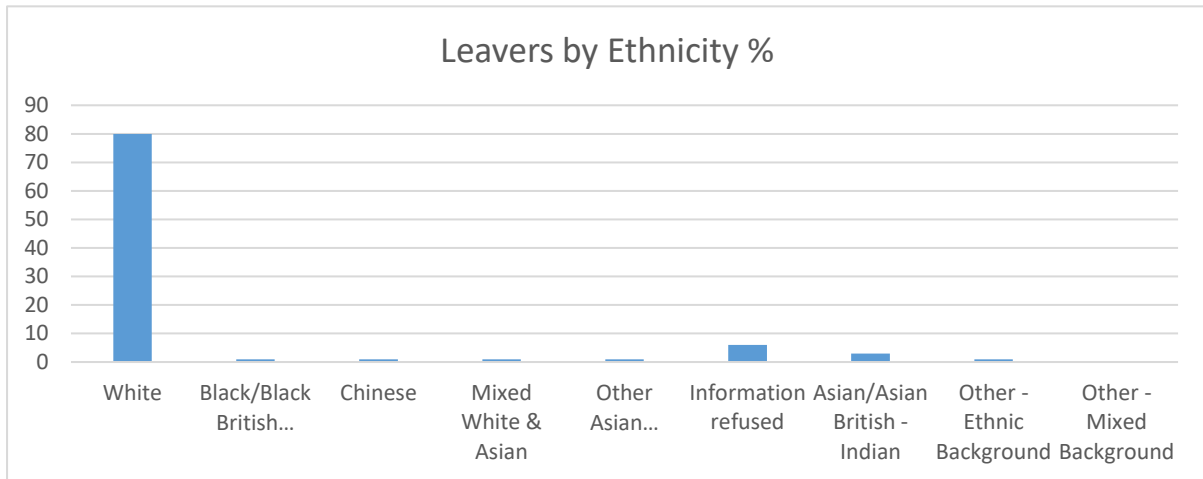No significant changes can be seen based on the previous year's data.

Age	No. of Staff	%
20 and under	0 (=)	0.00
21-30	6 (=)	6.38
31-40	20 (+9)	21.27
41-50	23 (-1)	24.46
51-60	29 (+4)	30.85
61-65	13 (=)	13.82
66 and over	** (**	**
Total	94 (+11)	100

*** In order 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.*

Additional Information

No significant changes can be seen with regards disability, ethnicity and religion of staff who have left the employment of the Institution.
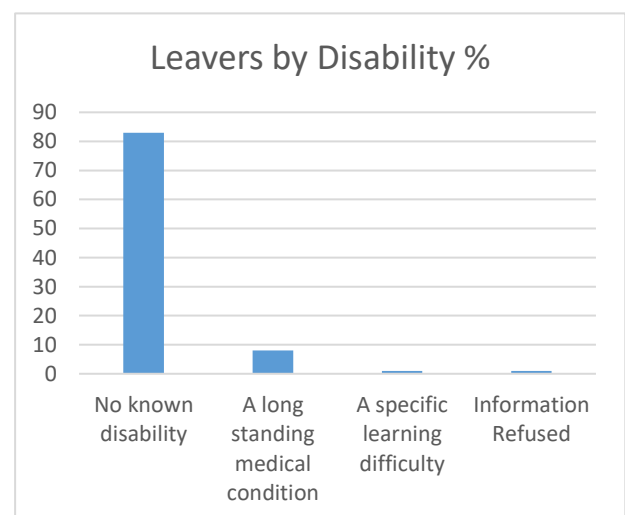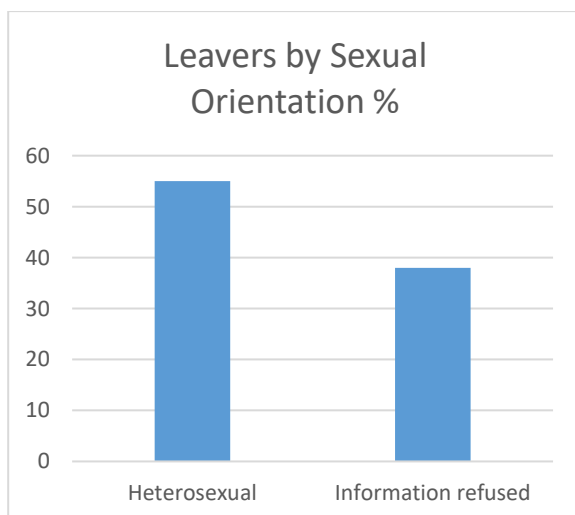
Leavers by Ethnicity %

A bar chart titled "Leavers by Ethnicity %" with y-axis from 0 to 90 (increments of 10). Categories along the x-axis: White (approximately 80), Black/Black British... (near 0), Chinese (near 0), Mixed White & Asian (near 0), Other Asian... (near 0), Information refused (approximately 6), Asian/Asian British - Indian (approximately 3), Other - Ethnic Background (near 0), Other - Mixed Background (near 0).

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

EMPLOYMENT – GRIEVANCE/DISCIPLINARY

Due to suppression thresholds, we are unable to publish data relating to Grievance and Disciplinary, in order to protect the identity of those involved.

WGU – Working to inspire and enable, transforming people and places and driving economic, social and cultural success

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