EQUALITY & DIVERSITY ANNUAL REPORT 2018-2019

CONTENTS

INTRODUCTION

This is the eighth 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 2018-2019.

Further information relating to the University's Equality and Diversity policies and procedures and other guidance can be found by clicking here

EQUALITY OBJECTIVES UNDER THE PUBLIC SECTOR EQUALITY DUTY

Wrexham Glyndŵr University (WGU) 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 Equality Objectives that support the reporting period for this document cover the period April 2016 to March 2020, with work recently being undertaken to review and update our equality priorities for the period 2020-2024. 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 – building mutually 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 – developing 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 cover the period 2016-2020. The purpose of our equality 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 WGU Equality & Diversity Action Group, in consultation with staff, students and the local community have recently developed the equality objectives to support the period 2020-2024; ensuring that the University continues to make progress towards advancing equality and inclusion for all protected groups.

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 two main themes:

Objective 1:

To ensure a learning and working environment that promotes inclusion and equality of opportunity for everyone who studies, works and visits WGU.

1.1   Student Journey – an inclusive approach to our student's experience that promotes equality, diversity and inclusion, enabling our students to thrive and leave with the ability to make successful life and career choices.

1.2   Staff Journey – an inclusive approach to recruitment, progression and the employee lifecycle that promotes equality, diversity and inclusion, enabling our staff to develop and prosper in an environment where they feel treated with dignity and respect.

1.3   Community Journey – an inclusive learning and working environment that draws on the diverse perspective and cultural wealth of our local community, enabling our community to benefit and grow with the University.

Objective 2:

To ensure that the needs of our students and staff are at the heart of the design and delivery of the WGU Vision & Strategy and related policies and procedures.

2.1 Demonstrate our due regard for the requirements of the Equality Act 2010 by ensuring compliant policies, procedures and processes in relation to equality, diversity and inclusion.

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 during the academic year 2018-2019:

- ❖ 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 a standing agenda item at quarterly meetings; with group members taking ownership of objectives relevant to their remit, interest and role.
- ❖ 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 Religion and Faith Forum

The Disability Group

The LGBT+ Staff Network

Disability

The University maintained Disability Confident employer (Level 2) status, denoting that the University is committed to the recruitment and retention of its 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.
- ❖ 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 Inclusion Team and Student Advice and Guidance Teams have developed a "When to Refer" booklet which has been shared with all staff. The teams also join the new staff induction to share information around the support they can offer to both staff and students and copies of the booklet are provided to staff during their induction period.
- ❖ The University now has 11 "Time to Change" Employee Champions in place; trained staff who help the University to drive forward change by tackling mental health stigma and raising awareness.
- ❖ Events to help raise awareness of mental health within the workplace and learning environment during this reporting period have included:

❖ **World Mental Health Day** - held on 10th October, 2018, comprising of a number of workshops and activities helping to raise awareness and reduce stigma around mental health.

❖ **North Wales Autism Conference –** the University hosted the conference in October,

providing an opportunity for individuals and their families to network and access information from educators, researchers and specialists working in the field of autism.

❖ **Autism Week** – the Autism Conference (mentioned above) aimed to connect people with autism or other learning differences with employers. The Conference was filmed and a documentary was developed which was screened on March 28 at the Wrexham Enterprise Hub.   Following the screening a number of follow-up events were arranged, including a drop-in session for Autism Awareness Week, which took place during the first week of April. Steve Jarvis, Lecturer in Games Art organised the event, and has established a charity called "Virtually Learning" which aims to develop the talents of neurodivergent young people through the use of technology.

❖ **Time to Talk Day** – during February the Time to Change Champions arranged a number of events to raise awareness and reduce the stigma attached to mental health within the workplace, including a "Time to Talk Walk" which provided the opportunity for staff to take a walk with colleagues and have a conversation, allowing them reflection and relaxation time.

❖ **Time to Change Networking Event** – the University hosted this event aimed at local employers and organisations, providing the opportunity to share best practice and to raise the Universities profile as a Time to Change Employer.

❖ **Time to Change Network Page** – the Time to Change Champions have set up a web page on WGYou, which provides links to their contact details and signposting resources. Champions have commenced posting blogs around their experiences with mental health, along with myth busting facts.

❖ The Head of Estates and Campus Management is currently reviewing access requirements for the building.

❖ A review has been undertaken of processes in place to support applicants and newly appointed staff when they declare a disability. Working in collaboration with the Inclusion Manager and the Student Advice & Guidance Manager the HR Team have also reviewed the Return to Work Procedure and Absence Management process to ensure equity and fairness

Gender

❖ The University maintains a high percentage of female staff working within senior posts. A report was produced by the HR Team in January 2019 which revealed that senior staff show a good representation of female staff, however it is clear that it is within the academic staff where the greatest gender pay issue can be seen, with senior academic roles heavily dominated by males. This is marginal in professional services grades, however significant across all academic roles from Principal Lecturer upwards, which reflects in the University's gender pay gap.

❖ In order to assist future career progression and aid succession planning the University provided the opportunity for five female members of staff to undertake the Aurora Programme commencing January 2019, the programme aims to address the under-representation of women in senior posts in HE. The opportunity was promoted internally to staff and an encouraging 21 applications were received, with 5 members of staff selected, providing them with the opportunity to develop their leadership skills and enhance their prospects in relation to career progression within HE. Plans are in place to increase engagement with the programme during the academic year 2019-2020, with 10 places being made available for female members of staff to make applications in October 2019.

Gender Identity

❖ **Transitioning at Work Policy** - developed and implemented in November 2018 in order to outline the University's commitment to ensuring that staff are treated with dignity and respect and are not disadvantaged within the workplace. The policy is supported by a guidance document to support the individual transitioning and their line manager. Further work has been undertaken to provide further guidance for the HR Team and colleagues of those staff transitioning; along with guidance to support staff to become a Trans Ally. The University is committed to welcoming and supporting trans staff 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 provides a framework to support our inclusive environment. Plans are in place to develop a similar/combined policy to support Trans students. Developmental work commenced during the summer break to convert 5 gendered toilets into gender neutral toilets, which will be located on A corridor at the Plas Coch Campus.

Race

❖ The Organisational Development & Diversity Manager is now a member of the Race Cymru Council, a group based in Wrexham who champion local minority ethnic groups, with a number of businesses working together to organise awareness raising events and provide career opportunities. The University strives to increase the representation of BME (Black and Minority Ethnic) staff, with only 8% of its workforce falling within this protected group. The monitoring of data continues to identify where ethnic imbalances are evident; advertisements for vacancies remain inclusive in an attempt to attract a diverse pool of applicants. 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 deliver 1-2-1 support for students and staff of all faith and none. The University's group of Chaplains deliver Lunchtime Lectures, exploring the place of faith in everyday life.

- ❖ The University's Articles of Faith Trail was launched in February, with a series of artworks designed by staff and students displayed at the Plas Coch and Regent St Campuses, aiming to provoke thought and discussion connected with faith and spirituality.
- ❖ The team continue to support our local community by promoting foodbank collections and making donations to the homeless and families who need support.
- ❖ The annual Respect Fayre was held in March, aimed at staff, students and the local community, aiming to increase the awareness of a variety of subjects and helping to reduce stereotyping and discrimination within our diverse society by encouraging discussion. The fayre included a diverse range of topics, including Studying at WGU as a Trans Student, Experience of following Minority Faiths, Living with Depression and an open discussion around understanding other's faiths.

Sexual Orientation

- ❖ The University remains a named Stonewall Diversity Champion; with the established LGBT+ Staff Network 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 consists of 11 members with a mixture of staff who identify as LGBT+ and allies, with cross representation (including student representation) from across the University seen.

- ❖ Within the academic year 2018-2019 the University were delighted to announce that they had risen 175 places within the Stonewall Workplace Equality Index and currently sit at 240th position, out of a pool of 445 organisations. The LGBT+ Staff Network have developed an action plan to address areas where improvements are required and will work with the Student Union to develop actions to create an environment where all students and staff feel comfortable to study and work free from harassment.
- ❖ During LGBT + History Month in February 2019 – James Wharton (the first openly gay member of the armed forces) delivered a question and answer session to staff and students, sharing his life experience. The LGBT+ Staff Network also created an exhibition which was displayed in the main reception, celebrating local and national Welsh people who identify as LGBT+.
- ❖ The Students Union hosted a quiz and a drag disco, which were well attended.

- The University now flies the Rainbow Flag permanently showing its commitment to supporting our staff, students and members of the local community who identify as LGBT+. On key dates the Trans Flag and Bisexual Flag are also flown to show support and raise awareness for all individuals within our community.
- ❖ During May the University marked the International Day against Homophobia, Transphobia and Biphobia by providing staff with learning resources to help them to learn more about hate crime and provide them with hints and tips on how to challenge discrimination. Members of the LGBT+ Staff Network also attended a joint flag raising event at the Wrexham Maelor Hospital to consolidate the

collaborative working relationship formed with the hospitals LGBT+ staff group "Celtic Pride".

❖ Plans are in place to coordinate events to celebrate the following during the academic year 2019-2020:
  - Hosting a stand to represent the University at Chester Pride – August 2019
  - Black History Month – October 2019

General

❖ With the introduction of GDPR and revised legislation, 90% of staff have undertaken an eLearning module which assures staff of the reasons for requesting information and the implications on organisations should they breach data protection.

❖ Student Data Services now report at University level, data gathered this year will be benchmarked and will inform supportive actions and introduce adjustments to help to assist retention.

❖ The Associate Dean for Academic Affairs joined the E&D Action Group to enable the development of strategic plans to implement methods to embed equality & diversity into teaching and learning practices across the University curriculum.

❖ The E&D Action Group have commenced working with the Student Planning and Student Admin team to develop methods of capturing themes/trends in complaints made by students and correlation to protected characteristics.

❖ The HR Team have worked with the Head of Research Services to create a development session aimed at staff involved with REF submission selection, to address and raise awareness of bias during selection. An Equality Impact Assessment has also been undertaken to support the REF Submission Code of Practice.

❖ The Organisational Development and Diversity Manager receives regular updates from HEFCW and the Equality Human Rights Commission and has joined the Equality & Diversity Welsh Liaison Group to benefit from the sharing of best practice.

❖ The development of policies, procedures and processes will continue to be an ongoing activity in line with legislation and best practice guidance.

❖ 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. 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. To ensure accessibility paper-based versions of the review form are available for those staff who do not have access to or would prefer not to use a PC.

❖ Procurement Guidance was developed to support staff and ensure consideration is undertaken in relation to procurement and equality and inclusion.

❖ A suite of family friendly policies, procedures and guidance have been introduced and are available to staff via the \university's staff intranet. All policies are undergoing a review to ensure that they include gender neutral language and terminology in line with Stonewall best practice guidance.

❖ The University has 10 Dignity at Work Advisors who support and signpost staff to further assistance should they feel they are being bullied or harassed in the workplace. The

Advisors have developed a leaflet and posters to promote themselves and join the staff induction to introduce themselves. They also have a dedicated page on WGYou which provides their contact details and signposting resources.

- ❖ All current vacancies are shared with Remploy, Chwarae Teg, Race Cymru Council, Stonewall, Celtic Pride and Disability Wales, encouraging applications from all individuals within our community.
- ❖ The University has implemented an online recruitment process hosted by "Stonefish" which provides applicant anonymity mitigating against bias. The system also provides improved reporting mechanisms allowing the HR Team to report equal opportunities information more effectively.

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 legislation, guidelines and best practice, aiming 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.
- ❖ Developed the Draft Strategic Equality Plan 2020-2024.
- ❖ Acted as Ambassadors for Equality & Diversity within their teams and the University.

ADOR PROJECT

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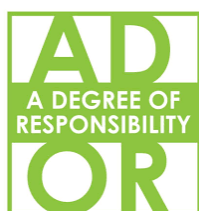
commenced in March 2015 and ends in February 2019. The project aims to assist students in need of support through university and into employment, whilst connecting with and addressing the needs of the local community and charities. Students involved in the project receive access to a variety of opportunities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

Through the academic year 2018-2019 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 below.

- ❖ **Living Life to the Full Programme** – the ADOR team delivered a series of psycho-educational, CBT-based workshops. The 12-hour program delivered over 8 sessions was designed to support individuals with mild to moderate symptoms of anxiety, depression and stress. The series of workshops, which helped to promote mental wellbeing, provided 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.

❖ **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, with 30 students completing the module.

❖ **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.

❖ **Maelor Hospital Art Workshops** – The ADOR team worked 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 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, with 37 beneficiaries.

❖ **Peer Mentoring Framework** –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".

❖ **Disability Arts Cymru -** This project was developed to promote the work of Disability Arts Cymru amongst the numbers of students who are registered as having a disability. Disability Arts Cymru are keen to have emerging artist become integral members of the development of the North East Wales Disability Arts Cymru support network. The aim of this is to help emerging disabled artists to gain experience in different opportunities and develop their professional profile. Opportunities for students that have arisen from this have included collaborations, exhibition opportunities and support with writing and developing proposals as well as understanding costing and working with funding agencies such as Arts Council Wales.

- ❖ **Empower Be the Change** - Working in partnership with Empower Be the Change, the ADOR team provided 22 students with the opportunity to develop their employability skills by giving them the opportunity to gain a Level 3 ILM Award in the Management of Volunteers. The qualification aimed to develop personal and leadership skills through the delivery of a practically based course that complements student's roles in the workplace and as a volunteer.
- ❖ **Paws B Mindfulness in Schools** - 'Paws B' is a 6-12 session curriculum for children aged 7 -11 and was offered formally as a series of PSHE lessons, and informally through integrating the learning and practice of mindfulness in all National Curriculum

subjects and in the children's everyday lives. Reaching 85 children, they learnt about specific areas of the brain and how these affect the ability to focus, make good choices and to recognise when they need to relax.

The group also looked at the ways in which mindfulness techniques can support thee children in their day-to-day activities, including concentration and memory, behavioural self- management, and in their relationships with family and friends.

- ❖ **Sports Performance Coaching** - Working with a local youth sports facilitator, students from the Sports and Exercise Science Department used their skills to deliver in-depth rugby analysis with youngsters and coaches.

This project allowed for those seeking a career in sports analysis to use the skills they are gaining whilst studying at the University within the community. 38 young men aged 15-16 and their coaches were filmed during three competitive games. The games were analysed by the volunteers and the results were fedback in an engaging and informative way to the young people.

The two volunteers acted as role models for the young people who at a critical stage in their lives seek positive role models to emanate. The young people eagerly engaged with the project and developed their sports skills as well as their communication and people skills.

GO WALES ACHIEVE THROUGH WORK EXPERIENCE PROGRAMME

GO Wales Achieve through Work Experience is a Welsh Government and ESF Programme which is delivered in Welsh HEI's, working with full time (UG & PG) students aged under 25 who are identified as being at risk of NEET (not in Employment, Education or Training) upon graduation. The Programme involves intensive work with students, on a 121 basis through a mixture of discussion, research, objective setting and reflection to identify ways in which students can increase their employability.

Advisors work with employers to secure a variety of work based learning opportunities which include work shadowing, work experience and paid work placements.

The Programme has an alignment with the The Youth Engagement and Progression Framework Implementation Plan and the Tackling Poverty Action Plan and supports individuals with protected characteristics such as students from BME backgrounds and students with disabilities or work limiting health conditions. The programme also works with students from low H.E. participation neighbourhoods and aims to be sustainable in its approach, so is well placed to contribute to the cross cutting themes of equal opportunities, sustainable development and tackling poverty.

Funding was initially secured for a three year period, however the outcomes for students and graduates have been so positive, the Welsh European Funding Office extended the Programme to January 2022.

Feedback from HEFCW described the Programme at WGU as 'high quality and the work placements are excellent- best in the sector!'

To date, the WGU GO Wales team has supported 79 students from 39 subject areas.

Positive Outcomes

- ❖ 12 participants have secured paid employment as a direct result of the GO Wales AtWE Programme
- ❖ 73 placements have taken place with 56 different employers

Participant Quotes

"My confidence has grown immensely over the two years and I don't think I could ever truly put into words how thankful I am for my adviser and the team'"(Fine Art)

"Through the guidance of my adviser, I was able to view things from different perspective, which has thus far helped me in my education and my day to day life" (Chemistry with Green Nanotechnology)

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'The support I have received from my adviser has been outstanding, as I felt comfortable to discuss any issues I was having and felt more positive after our one to one meetings. My adviser has not only helped with my wellbeing…. Given me advice on what skills I need to develop and what skills I could improve on...….. I'm delighted to say that I have now secured paid employment!'

Successful work placements have taken place at:

- ❖ Theatre Clwyd
- ❖ Magellan Aerospace UK Ltd
- ❖ Barnados
- ❖ Ty Pawb
- ❖ Alexandra House Respite Care
- ❖ Quay Pharma Pharmaceuticals
- ❖ Wrexham Family Information Service
- ❖ Kaleidoscope – Integrated Criminal
- ❖ Justice Substance Misuse Service

INCLUSION TEAM

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 team also provide:
- ❖ Specialist Non-Medical Helper Support (accredited and externally audited by DSA-QAG.
- ❖ Learning Support, providing assistance with note taking, study support and practical support during 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 240 Wrexham Glyndŵr University students attended a DSA Assessment of Need meeting during the academic year 2018-2019, a breakdown of conditions can be found below. The data remains largely unchanged on the previous year with an increase seen in students declaring specific learning differences and mental health or other complex conditions, hence an increase of 11% seen in the "two or more impairments" declared.

Declarations of Disability%
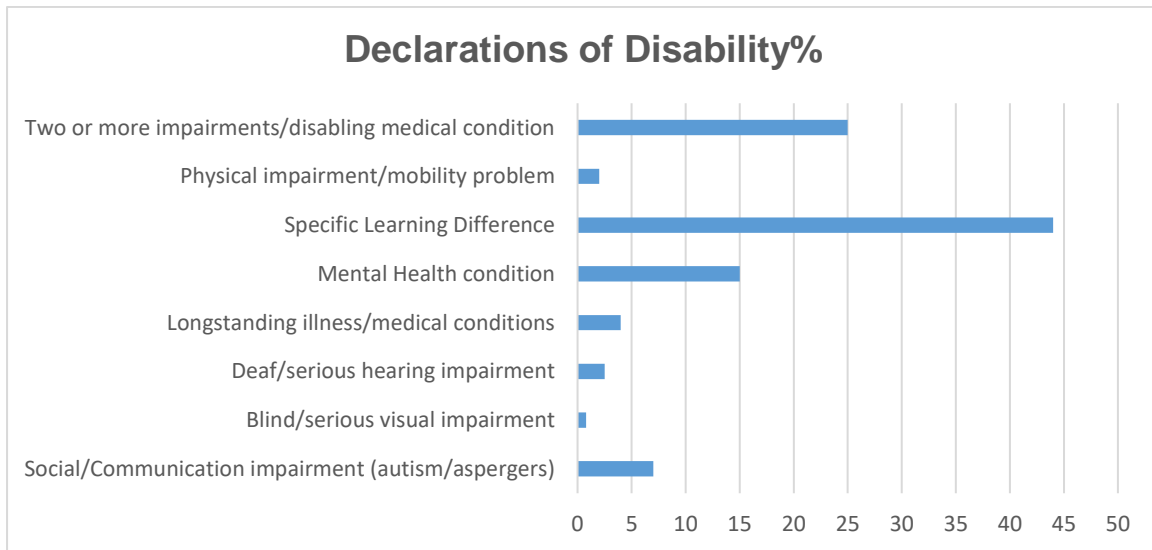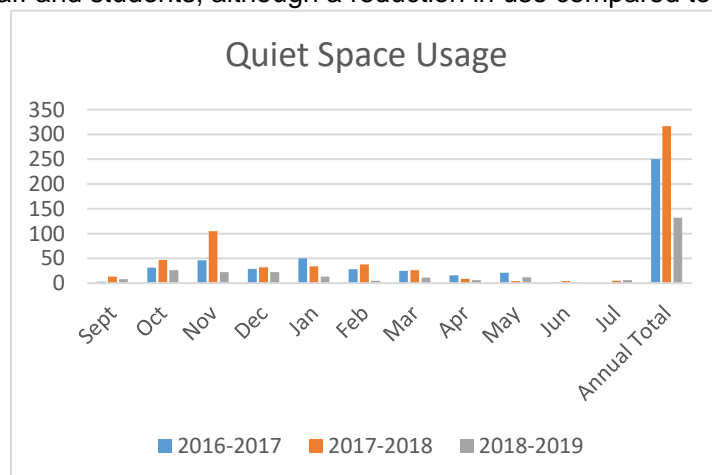
CHAPLAINCY
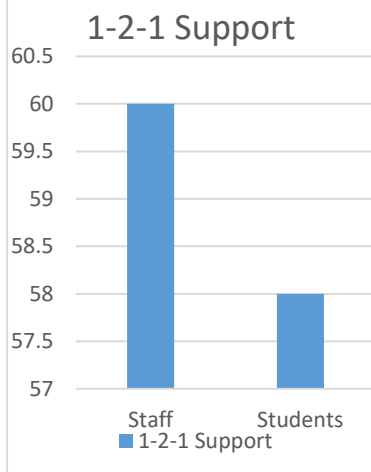
1-2-1 Support

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

A total of 118 1-2-1 support meetings took place during the academic year; an increase of 46% compared to the previous year.

The Chaplaincy and its valued "Quiet Space" continue to be used by staff and students, although a reduction in use compared to the

Quiet Space Usage

previous academic year can be seen, reflected in the chart below.

The Chaplaincy provide a dedicated room for quiet reflection,

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the room was used 132 times during this reporting period, a decrease of 58% compared to the previous year.

The decrease in use has been attributed to the fact that the Study area (located directly opposite the quiet space) has been used increasingly which resulted in increased levels of noise. This has now been resolved due to the relocation of the Chaplaincy to the Edward Llwyd Centre, which now has a separate quiet room with direct access in a quiet area of the University. It is anticipated that staff and students will fully utilise the space for quiet reflection.

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

September	❖ Involvement in Freshers' Fair ❖ Hosted a Tangnefedd (North Wales interfaith peace and justice forum) meeting.
October	❖ Chaired a meeting of WGU Faith and Religion Forum ❖ Lunchtime lecture with senior nursing lecturer Joanne Pike. The lecture was entitled "Availability, Authenticity and Presence in a Caring Relationship". ❖ Meeting of WGU Pagan Soc held in Chaplaincy
November	❖ Quaker Chaplain Paul Jeorrett held a 'Be Still and Know' session ❖ Organised and led WGU Remembrance Service including displays marking 100th anniversary of WW1 ❖ Lunchtime lecture with Dr Jan Green, a senior lecturer in business. She presented ideas on the differences between spirituality and religion. ❖ Annual National Interfaith Week information stall held in the ELC ❖ Attended and supported a trip by the new Christian Fellowship Society at St Mary's Cathedral Wrexham, hosted by Roman Catholic Chaplain, Deacon Michael Schoonjans.
December	❖ Organised and led the WGU official Carol Service with the help of the WGU Staff and Student Choir and the Wrexham Salvation Army Band. ❖ Collected 100kg of food and 18 bags of toiletries donated on campus for the Foodbank and Wrexham's Homeless Population. ❖ The Chaplains attended HMP Berwyn's Carol Service.
January	❖ Hosted a "Welcome Back" stall for returning students.
February	❖ Lunchtime Lectures, delivered by a Student Project Worker, who entitled his lecture "I Have No Religion, Does That Mean I Have No Faith?" ❖ The Chaplaincy provided drinks, mental wellbeing related information and an opportunity to talk at the end of the "Time to Change Walk and Talk" event. ❖ The Chaplaincy assisted a Psychology Undergraduate with their research by sharing their questionnaires with the Faith communities in the local area.
March	❖ The Chaplaincy held their first "Sofa Chat", with staff and students invited to drop to participate in an informal discussion of a Faith related topic, led by the Chaplains ❖ Delivered their annual 'Respect Fair'. This year staff, students and visiting speakers led workshops linked to their own lived experience of being in a group related to a 'Protected Characteristic'.

	❖ The Religion and Faith Forum is now established with regular meetings take place to inform improvements and plan events to promote religion and faith within the University.
May	❖ The Chaplaincy welcomed their first Buddhist Chaplain.
June	❖ Collaborative working commenced with Rev John Lomas (Archdeacon of Wrexham), Rosalind Williams (Director of Education and Life Long Learning at St Asaph Diocesan Office) and Tim Feak, (St Asaph's Under-25s engagement officer), to discuss the Church in Wales's plans for 'Hope St' Church and Community Centre, currently under development.
July	❖ A best practice sharing visit took place at the Chaplaincy Centre at Liverpool Hope University. ❖ A networking meeting took place with the Chaplaincy Coordinator, the University's Eastern Orthodox Chaplain and Dr John Wilks of the St Padarn's Institute, Cardiff, to discuss possibilities for mutual support as they expend their provision of courses into North Wales. ❖ The Chaplaincy team were involved in the Time to Change end of term picnic for staff, which included the launch of a new mental Health related Art Trail using works painted by a former psychology student as a form of Mindfulness.

Looking Ahead

The Chaplaincy will be looking to further expand their team and to encourage more student engagement. They hope to recruit a new Student Project Worker and have begun planning another Multi Faith Networking Day to take place in January, as well as a range of other events in collaboration with our colleagues in Student Support Teams.

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. This year a slight in increase in the number of meetings undertaken can be seen, possibly due to the higher profile placed on the role and accessibility of the Advisors.

Number of Dignity at Work Meetings	Members of Staff	
	Female	Male
16 (+4)	8 (+3)	8 (+1)

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

- ❖ **Joint 4th** in the UK for state school admissions
- ❖ **6th** in the UK for admissions from deprived areas
- ❖ **2nd** 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:

	17/18	18/19	% increase/ decrease
School/College activity	28	16	-43
Community activity	20	29	+45
Community group visits	3	9	+66
Welsh activity	4	3	-25
Community modules	4	2	-50
STEM events	4	4	=
1-2-1 activity	9	11	+18
Training	2	6	+66
Total WA activity	**74**	**80**	**+8**

The Team have arranged a variety of activities during the reporting period of 2018-2019 including the following:

- ❖ In December, the University welcomed over 59 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 month long Festival of Learning in June, which included a series of "micro" teaching sessions including Wellbeing, Paediatric First Aid and History Taster Sessions. 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 1 of the mums now signed up to full time degree courses at WGU.

❖ This academic year was the 16th year that the team have run the Reaching Wider Schools Programme targeting LPN students. The programme targeted 40 students from various schools, following them throughout their secondary school lifecycle, intending to familiarise them with HE and introduce them to opportunities available to them.

❖ The partnership with the Wrexham Pupil Referal service continued enabling year 11 students who face barriers to education to visit the University at a "Next Steps" morning.

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 academic year of 2018-2019

Comparison - Staff Attendance (2017-2018/2018-2019)

Comparison - CPD Hours (2017-2018/2018-2019)
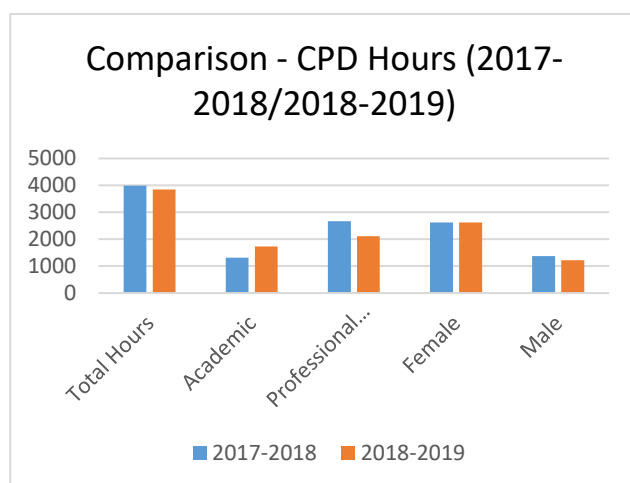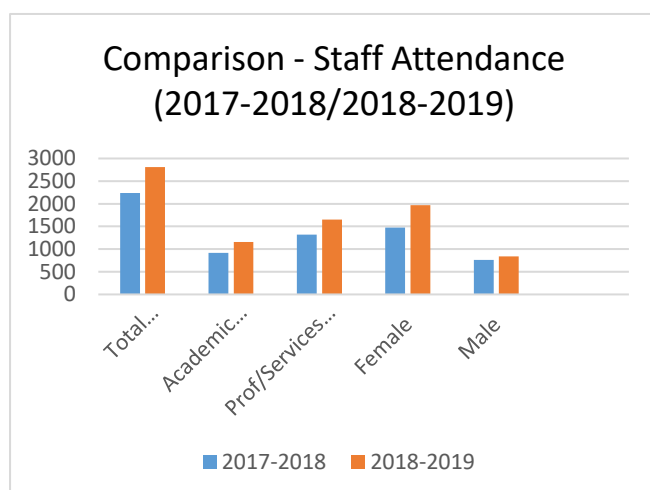
During the academic year 2018-2019 a total of 2,813 members of staff attended staff development activities, an increase of 573 (25%) on the previous year. An increase can be seen in the attendance of academic staff, with 1,158 members of academic staff updating their CPD, an increase of 26% on the previous year.

A decrease of 4% in the total number of CPD hours undertaken has been recorded for the academic year 2018-2019, which could be attributed to the delivery of "bitesize"

sessions delivered over shorter periods of time. Staff development activity is predominantly undertaken by female members of staff and those who work in professional services roles. Work continues to promote and encourage academic members of staff to attend available staff development.

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 welcomed 180 students from across Europe including Germany, France and Austria to our summer school during August 2018. The students joined the intensive engineering summer school programme which delivers specialist teaching in aero mechanical automotive and electrical engineering.

Based at the University for a month alongside their studies the students benefitted from English tuition, cultural trips and sporting activities. Many of them continued their studies and joined the final year engineering programme and graduated with a Wrexham Glyndwr degree.

❖ All staff were encouraged to wear rainbow lanyards, whilst at work; the rainbow

lanyard reflects the same colours of the Pride Flag recognised internationally as a symbol of pride and support for people identifying as lesbian, gay, bisexual and transgender+ (LGBT+).

Over 150 members of staff wear their rainbow lanyards daily, a visible symbol of support and pride for the sexual and gender diversity of its staff and students and a reminder of the individual worth and value of each person who belongs to our university, inclusive of students and staff who identify as LGBT+. It also serves as a reminder to those outside the university community that the diversity of its staff can only be an asset and something to be recognised and celebrated.

❖ The WGU LGBT+ Staff Network were further established during this academic year and have worked together to help to promote and create an inclusive and safe environment with equal opportunities for staff, students and visitors. The network meet once a month and have developed an action plan that aims to create a supportive environment for LGBT+ people by coordinating awareness raising events, producing educational resources in line with best practice guidance to reflect the University's Stonewall Diversity Champion status.

The LGBT+ Staff Network consists of staff, student representation and students. All staff are welcome and are encouraged to join the network regardless of sexual orientation or gender identity, with promotional material shared with all new staff during their induction period.

❖ World Mental Health Day took place on October 10 and helped the University to celebrate its first year of signing the Time to Change pledge. The milestone was an opportunity for the University's Time to Change Champions to showcase the myriad of ways that the University contributes to the wellbeing of the community in which it sits, sending out the message that the University is a space that belongs to the community, which is open to all members of that community.

❖ In September 2018 the University was named the most socially inclusive university in the UK by the Times and Sunday Times Good University Guide. The University were delighted to be recognised for the work they undertake, ensuring that students from all walks of life and backgrounds are provided with the support that they need to complete their studies, enabling them to reach their full potential.

❖ A campaign to raise awareness of hate crime in North Wales was launched in October 2018, during National Hate Crime Awareness Week, involving WGU students and an anti-discrimination charity. Broadcasting, Journalism and Communications students developed the campaign with the North Wales Regional Equality Network (NWREN). The students told stories of those affected by hate crime, reaching a wide audience via Calon FM, hosting 5 special half-hour programme on the station throughout the week.

❖ A celebration marking 100 years since the first British women secured the right to vote was held in October 2018. Entitled "On the Shoulders of Giants" the celebration was held at the Catrin Finch Centre and featured keynote

speakers, including Deputy Vice-Chancellor Professor Claire Taylor who talked about the history of the suffragette movement in Wrexham.

❖ During November, Welsh Government Secretary Kirsty Williams visited the University to learn how collaborative working practices with our community are driving improvements across the region, including two programmes covering public services leadership, social prescribing, community volunteering and mental health work.

❖ During December an edition of a renowned female-led comic's anthology was boosted with contributions from WGU students and alumni. "Dirty Diamonds", an ongoing series for female comic authors, featured contributions from Lucy Galloway a student on the Illustration, Graphic Novels and Children's Publishing degree.

❖ In January a renewable energy student commenced her first job in industry – whilst completing her course. Loide Silva, from Portugal, combined her studies during her final year studying a B Eng in Renewable and Sustainable Engineering, with working at Chester-based Horan Power Engineering.

❖ During the academic year a female Game Arts students worked with the GO Wales team to secure relevant work experience to assist her future employment applications. With her first language being Polish and living with Dyslexia she had found the language barrier and her ability to express herself difficult. Following her work experience, she felt more confident and developed personal strategies to overcome barriers that she may face when applying for future roles.

❖ In February a renowned public servant whose work helped to convict hundreds of

criminals across the North West of England delivered a talk to staff and students about his career. Nazir Afzal, the former Chief Prosecutor for North West England, spoke at the University as a guest of the Criminology Society, sharing his experience of dealing with high profile cases involving child sexual exploitation and violence against women during his time in the Crown Prosecution Service.

❖ An exhibition focussing on how painting affects people living with dementia was displayed at the University, which involved work by PhD student Megan Wyatt who worked with people living with dementia to produce paintings as part of her research. The project organised by the "Lost in Art" scheme explored the role of visual arts in addressing issues which effect those who live with dementia including social isolation, confidence, communication and wellbeing.

❖ In February Techniquest Glyndŵr celebrated receiving a grant from the Institution of Engineering and Technology and the Institution of Mechanical Engineers. Techniquest

Glyndŵr, engages over 72,000 people each year with hands-on activities, both at its science discovery centre in Wrexham and through an extensive outreach programme across the region. The 'Engineering the Future' project has helped to develop and deliver a new driverless vehicle workshop for schools using CrumbleBots robot kits, together with help from local engineers, aiming to engage young people aged 5-19 in learning about engineering and to develop the professional skills of those involved in supporting Science Technology Engineering and Mathematics learning and careers awareness.

❖ The University were pleased to announce the installation of Colin Jackson, CBE as the University's Chancellor in February. Epitomising the University values of "accessible", "supportive", "innovative" and "ambitious" he will be a valued ambassador for the work and ethos of the University.

❖ A leading authority on the psychology of religion spoke at the University in March about how gender, religion and culture affect mental health. Professor Kate Loewenthal spoke as part of an enrichment week for students on Glyndwr's Psychology degrees. As editor of the journal 'Mental Health, Religion and Culture', Professor Loewenthal – who is Emeritus Professor of Psychology in London University Royal Holloway College and Professor of Abnormal Psychology at New York University in London – is renowned for her research into the subject. Her guest lecture looked at how the interplay between various facets of religion can impact upon the mental health of individuals.

❖ In March three new accessible online Master of Business Administration (MBA) qualifications, were launched. The University already has considerable expertise in flexible and career-focused courses, with over half of students studying part-time; these new qualifications are delivered entirely online, giving working professionals across both the UK and the world the opportunity to gain a flexible MBA– anytime, anywhere and on any device. Course content can be accessed at any time on a variety of devices; there are no fixed lecture times and no need to attend campus, meaning students can earn an MBA whilst still working and fit study around their other commitments, in an accessible manner.

❖ Students at Regent Street worked alongside European specialists as part of a week-long Erasmus exchange in March. During the week, students worked on projects re-imagining barren walls in Wrexham town centre alongside Anna Eichler from the Polish-Japanese Academy of Information Technology in Warsaw, and on comics art using a variety of techniques alongside Sam Peeters from the ArtEZ Academy of Art amd Design in Zwolle. Accompanied by Glyndwr lecturers Yadzia Williams and Sue Thornton, the pair of visiting lecturers took part in discussions and workshops throughout the week – and helped students as they developed their pieces

❖ During April students from High Schools based in Wrexham and Flintshire had a taste of Chemistry as they took part in an event funded by the Royal Society of Chemistry which enabled Techniquest Glyndŵr and locally based companies to provide a selection of practical activities to highlight the use of chemistry in business. The activities were designed to actively engage the students and introduce ideas about how chemistry makes a contribution to the world of work.

❖ A renowned Easter football event has proved a major hit at Wrexham Glyndŵr University. The annual Easter Football College drew more participants than ever to take part in three days dedicated to coaching and football science. The course, funded by the North and Mid Wales Reaching Wider Partnership, was led by specialists in the field including Wrexham Glyndwr University lecturer in Football and Coaching Science Chris Hughes. Organiser and University Widening Access Coordinator Sarah Gaffney said: "The Easter Football College is designed to introduce its participants to coaching and football science, however the course also shows how football skills can help build strong relationships and boost our community.

❖ Wrexham Glyndwr University's work on a Warm Wales project boosting the well-being of people across North Wales was featured in a national report. The university is a key partner within the 2025 Movement, which is aiming to tackle avoidable health and housing inequalities by 2025 in North Wales. Its work on the Healthy Homes, Healthy People project has now been featured in Universities UK's report 'The Nation's Lifesavers' – a focus on the exceptional 100 universities working to keep Britain healthy, highlighting how the value of universities stretches far beyond the educational opportunities and economic impact they provide.

❖ In June a group of girls from Darland High school were welcomed to the University for a STEM taster day. The day, organised in conjunction with Engineering Education Scheme Wales aimed to engage young women in Science, Technology, Engineering and Maths subjects. Throughout the day, pupils were given the opportunity to sample a wide range of science and technology experiences drawn from the range of courses which the University has to offer. These included learning about television production in the Creative Industries Building, fingerprinting with Forensic Science lecturers, and hand flying planes and driving cars on the University simulators.

❖ A new mental health art trail was set up at the Plas Coch Campus during July, featuring the work of Fiona Edwards, a Psychology student. The paintings, which represented Fiona's experiences on her mental health journey, were displayed at a variety of key locations throughout the campus. The trail was arranged by the University's Chaplaincy in conjunction with "Time to Change" Wales, a charity who encourage people to talk about their mental health.

STUDENT DATA

** Data provided is based on the full academic year 2018-2019. 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	1730 (+115)	1815 (+285)	3545 (+400)
Male	1135 (-55)	1320 (-85)	2455 (-140)
Other	5 (+5)	5 (+5)	10 (+10)
Total	2870 (+65)	3140 (+205)	6010 (+270)

The data reveals an increase in total student numbers of 270.

STUDENT GENDER SPLIT

■ Female ■ Male

41%

59%
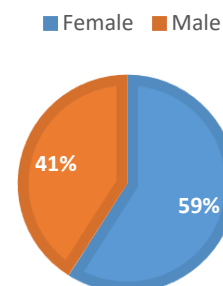
Declarations of Disability

Disability	Total
Blind or a serious visual impairment uncorrected by glasses	10 (+5)
Deaf or a serious hearing impairment	15 (+10)
A physical impairment or mobility issue	20 (-5)
Personal Care Support	0 (=)
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	40 (+5)
A long standing illness or health condition	50 (+15)
A disability, impairment or medical condition that is not listed above	35 (-10)
A mental health condition	130 (+20)
Multiple disabilities	135 (-10)
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	500 (+30)
No known disability	5075 (+205)
Total	6010 (+265)

The figures are consistent with the increase in the total number of students, with an increase of 205 can be seen in the number of students with no known disability.

Age Range - Female

Age Range	Full-time	Part-time	Total
0-17	0	15 (+15)	15 (+15)
18-20	190 (-20)	45 (-10)	235 (-30)
21-24	440 (-5)	190 (+25)	630 (+20)

25-29	325 (+35)	225 (+10)	550 (+45)
30-39	420(+40)	495 (+100)	915 (+140)
40-49	225 (+30)	465 (+55	690 (+85)
50-59	105 (+10)	300 (+20)	405 (+30)
60-69	20 (+10)	60 (+5)	80 (+15)
70-79	**	**	**
80-89	**	**	**
Total	**1,730 (+105)**	**1,800 (+215**	**3,530(+320)**

Age Range – Male

Age Range	Full-time	Part-time	Total
0-17	0	30 (+30)	30 (+3)
18-20	135 (-30)	135 (-25)	270 (-55)
21-24	375 (-80	375 (-105)	750 (-185
25-29	265 (+10)	335 (-5)	600 (+5)
30-39	210 (-10)	205(-45)	415 (-55)
40-49	100 (+25)	130 (+15)	230 (+40)
50-59	35 (-5)	65 (-10)	100 (-15)
60-69	15 (=)	30 (=)	45 (=)
70-79	** (**)	15 (+15)	20 (+10)
Total	**1,140(-85)**	**1,320 (-130)**	**2,460 (-215)**

** 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.

Ethnicity

| Ethnicity	Full-time	Part-time	Total
Arab (not reported previously)	**	**	10
Asian or Asian British – Indian	** (=)	15 (-5)	20 (=)
Asian or Asian British – Pakistani	10 (=)	10 (=)	20 (=)
Asian or Asian British – Bangladeshi	10 (-30)	** (=)	15 (-30)
Black or Black British – Caribbean	15 (=)	10 (=)	25 (=)
Black or Black British – African	50 (+10)	30 (+10)	80 (+25)
Chinese	15 (+5)	**	20 (=)
Travellers (not reported previously)	**	0	**
Information Refused	30 (+5)	85 (-5)	115 (=)
Mixed – White and Asian (not reported previously)	10	15	20
Mixed – White and Black African (not reported previously)	10	5	15
Mixed – White and Black Caribbean (not reported previously)	10	5	15

Other Black Background	** (=)	10 (+5)	15 (+5)
Other Asian Background	15 (-10)	10 (-5)	25 (-15)
Other (including mixed ethnicity)	30 (-25)	35(-15)	75 (-40)
Unknown	10 (-20)	20 (-30)	30 (-50)
White	2,640 (+85)	2,880 (+225)	5,525(+315)
Total	**2,870 (-65)**	**3,140 (+205)**	**6,010 (+265)**

*** 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.*

An increase in total numbers recorded can be seen, consistent with the general increase in numbers seen within the student population. In particular in relation to white students, with a 6% increase seen; representative of our local demographic.

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.
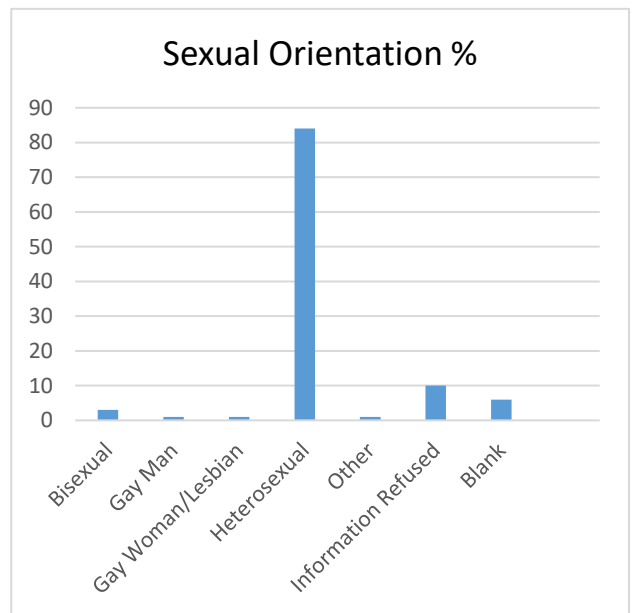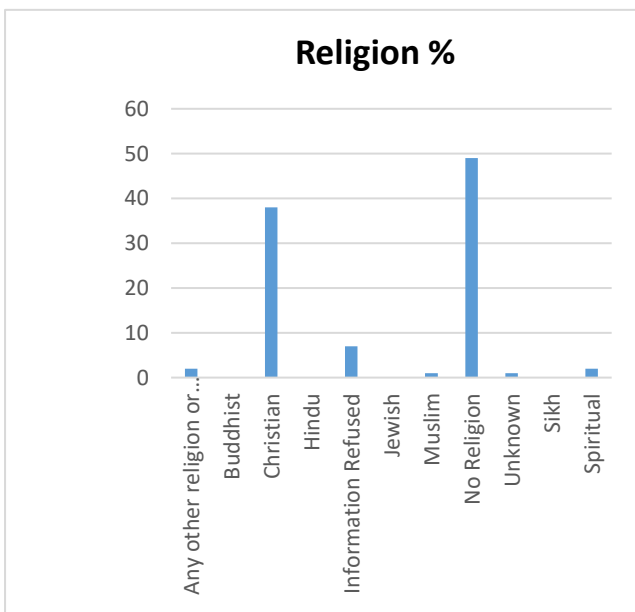
Student Achievement

Degree Classification	Total Awards
Doctorate	10 (=)
Other Postgraduate	280 (+190)
First Degree	785 (-45)
Professional Graduate Certificate in Education	45 (-60)
Foundation Degree	80 (-20)
HND/DipHE	20 (-15)
Other Undergraduate	1555 (1330)
Total	**2780 (+1305)**

Degree	First Degree	Foundation Degree	HND/DipHE	OPG	OUG	PGCE	Total
Arab ++					**		**
Asian or Asian British - Bangladeshi		**		**	**		10
Asian or Asian British - Indian		**		**	10		10
Asian or Asian British - Pakistani		**		**	**		**
Black or Black British - African	15			15	10		40
Black or Black British - Caribbean		**		**	**		**
Chinese	**				**		**
Gypsy or Traveller ++					**		**
Information refused	15			**	65		85
Mixed - White and Asian ++				**	10	**	15
Mixed - White and Black African ++	**				**		**
Mixed - White and Black Caribbean ++		**		**			**
Not known	**			**	10		15
Other Asian background	**			**	**		10
Other Black background	**	**		**	**		10
Other ethnic background ++	**		**	**	15		25
Other mixed background	**				10		15

White	720	75	20	245	1400	45	2515
Total	786	81	21	282	1554	47	2779

*** 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.*

The number of differing ethnic reporting categories increased during the previous reporting period; resulting in more refined reporting mechanisms. No significant changes can be seen in comparison to the previous year.

Student – Leavers

Of the total 6,010 students enrolled across all programmes during the academic year 2018-2019, 577 left the University, a reduction in leavers of 273 students compared to the previous academic year. 67% of leavers were aged over 25 years of age; further analysis and monitoring is required to identify common themes and inform remedial activity to reduce this number going forward.

Legend: Under 21, 21-24 years, Over 25 years
11%, 22%, 67%
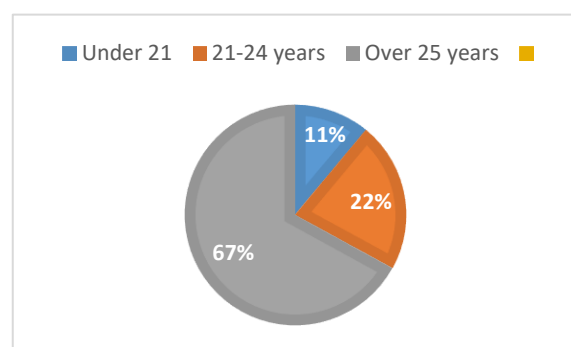
Religion, Belief	Academic Failure	Exclusion	Financial Reasons	Employment	Health Reasons	Other	Personal	Transfer HEI	Unknown	Written off after lapse of time **
Any other religion or belief	10				**					
Buddhist	**						**			
Christian	120		**	**	10	10	25	**	**	20
Jewish	**									
Muslim	**		**				**			**
No Religion	165	**	**	**	15	10	40	15	**	55
Information Refused	15			**	**	**	**	**		**
Unknown	**						**			**
Spiritual	**						**	**		**

Sexual Orientation	Academic Failure	Excl.	Finance	Employment	Health Reasons	Other	Personal	Transfer HEI	Unknown	Written off after lapse of time **
Bisexual	10 (+10)				**		**	**		**
Gay man	**						**			**
Lesbian	**						**			
Heterosexual	270 (+105)	**	10 (-5)	10 (=)	20 (-5)	20 (-25)	60 (+5)	15 (+10)	10 (-5)	65 (-135)
Information refused	35 (+10)		**	**	**	**	**	**	**	25
Other	**			**				**		**

** 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.

An overall reduction in leavers can be seen for students during this academic year, the information relating to leavers who fall under the sexual orientation protected characteristic shows an increase in leavers who identify as heterosexual which is consistent with the total number of leavers and the demographic of our student population. In contrast a significant reduction in leavers who identify as heterosexual who left due to being written off after a lapse of time can be seen. During this academic year emphasis was placed on the monitoring of attendance, with academic staff contacting student much sooner after a period of absence than previous years. In addition students were asked their "reason" for withdrawing, leading to more timely contact being made to encourage them to remain in study.

Declared Disability	Academic Failure	Excl.	Finance	Employment	Health Reasons	Other	Personal	Transfer HEI	Unknown	Written off after lapse of time **
Two or more impairments	10				**	**	**	**		**
Long standing illness/health condition	**					**				
Mental Health Condition	**				**			**	**	**
Physical impairment/Mobility	**									
Social/Communication impairment					**					

Specific learning difference	25	**	**	10	15	20	60	15	5	70
Blind or serious visual impairment						**	**			
No know disability	285	**	**	10	15	20	60	15	5	70

*** 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.*

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 2018 to 31 July 2019.

GENDER - Staff

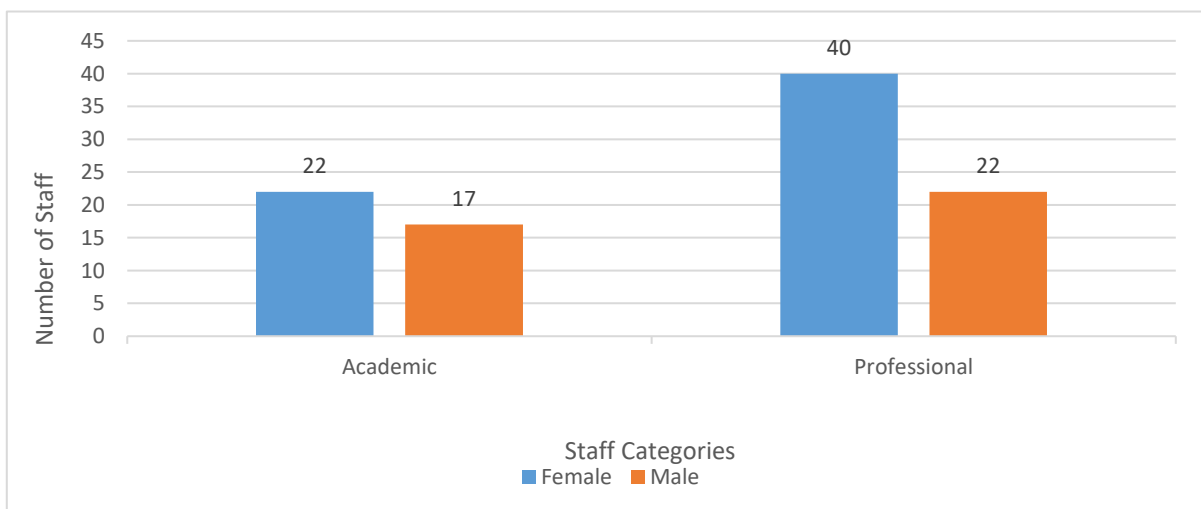| Gender	Number of Staff	%
Female	334(+9)	61
Male	213 (-9)	39
Total	547 (=)	100
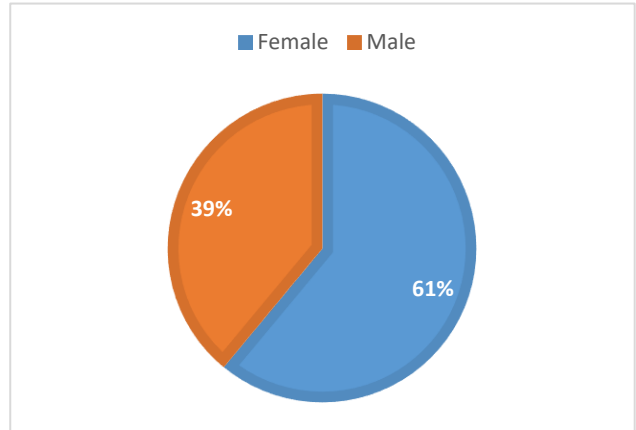
The data reflects a decrease in 9 permanent members of male staff and an increase of 9 permanent members of female staff on the previous year, with the total number remaining the same.

Data relating to staff and role categories can be found below.

STAFF CATEGORIES

Gender	No of Staff			%		
Staff Category	Male	Female	Total	Male	Female	Total
Academic	94 (-7)	117 (-1)	211 (-8)	17	22	39
Professional	119 (-2)	217 (+10)	336 (+8)	22	40	61
Grand Total	213 (-9)	334 (+9)	547 (=)	39	61	100

ROLE CATEGORIES BY GENDER %

CONTRACT TYPE

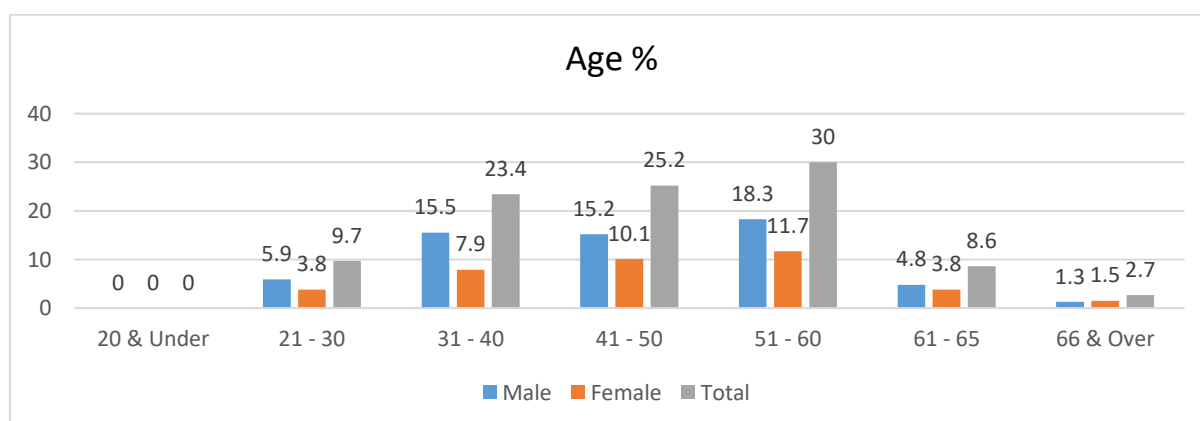| Contract	Number of Staff			%		
	Male	Female	Total	Male	Female	Total
Permanent	**189 (-15)**	**293 (+7)**	**482 (-8)**	**34.6**	**53.6**	**88.1**
Full-Time	146 (-13)	182 (+12)	328 (-1)	26.7	33.3	60
Full-Time, Term Time	**	**	**	0.2	0.2	0.4
Part-Time	41 (=)	100 (-1)	141 (-1)	7.5	18.3	25.8
Part-Time, Term Time	**	10 (-5)	11 (-8)	0.2	1.8	2
Fixed Term	**24 (+6)**	**41 (+2)**	**65 (+8)**	**4.4**	**7.5**	**11.9**
Full-Time	12 (+6)	16 (-3)	28 (+3)	2.2	2.9	5.1
Full Time, Term Time (not previously monitored)	0	0	0	0	0	0
Part-Time	12 (+3)	24 (+7)	36 (+10)	2.2	4.4	6.6
Part-Time, Term Time	**	**	**	**	**	**
Total	**213 (-9)**	**334 (+9)**	**547 (=)**	**38.9**	**61.1**	**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.

AGE

Gender by Age	Gender			%		
	Male	Female	Total	Male	Female	Total
20 & under	**	**	**	**	**	**
21-30	21 (+7)	32 (+5)	53 (+12)	5.9	3.8	9.7
31-40	43 (-7)	85 (+6)	128 (-1)	15.5	7.9	23.4
41-50	55 (-3)	83 (-6)	138 (-9)	15.2	10.1	25.2
51-60	64 (-5)	100 (+6)	164 (+1)	18.3	11.7	30
61-65	21 (-1)	26 (-5)	47 (-6)	4.8	3.8	8.6
66 & over	8 (-1)	7 (+3)	15 (+2)	1.3	1.5	2.7
Total	213 (-9)	334 (+9)	547 (=)	61.1	38.9	100

Data reveals a similar pattern to age profile to those of the previous year. An increase can be seen between the ages of 21 and 30, which could be attributed to the increase in the number of Apprentices and Interns employed by the University during this period.

Disability	Gender			%		
	Male	Female	Total	Male	Female	Total
No known disability	190 (-6)	292 (+5)	482(-1)	34.7	53.4	88.1
Two or more impairments and/or disabling conditions	**	**	**	-	-	-
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	5 (=)	5 (+1)	10 (+1)	0.90	0.90	1.8
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	**	11 (-5)	13(-8)	0.40	2.0	2.4
A mental health condition, such as depression, schizophrenia or anxiety disorder	5 (=)	**	6 (=)	0.90	0.20	1.1
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	**	**	**	**	**	**
Deaf or serious hearing impairment	**	**	**	**	**	**
A social/communication impairment (not previously monitored)	**	**	**	**	**	**
Blind or a serious visual impairment uncorrected by glasses (not previously monitored)	**	**	**	**	**	**
A disability, impairment or medical condition that is not listed above	**	**	5 (-1)	**	**	**
Information refused	8 (+4)	15 (+4)	23 (+8)	1.5	2.7	4.2
Total	213 (-9)	334 (+9)	547 (=)	38.9	61.1	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. The "information refused category" has increased during this reporting period; it was anticipated that with the implementation of GDPR regulations this figure would reduce; further work is required to encourage our staff to disclose.

Ethnicity	Gender			%		
	Male	Female	Total	Male	Female	Total
White	186 (-6)	315 (+12)	501 (+6)	34	57.6	91.6
Black or Black British – African	**	**	**	**	**	**
Asian or Asian British – Indian	6 (-1)	**	**	**	**	**
Asian or Asian British – Pakistani	**	**	**	**	**	**
Asian or Asian British – Bangladeshi	**	**	**	**	**	**
Chinese	**	**	8 (+1)	0.9	0.5	1.5
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	**	**	**	0.9	1.1	2.0
Information refused	5 (-2)	6 (-4)	11 (-6)	0.5	0.4	0.9
Total	213 (-9)	334 (+9)	547 (=)	38.9	61.1	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.
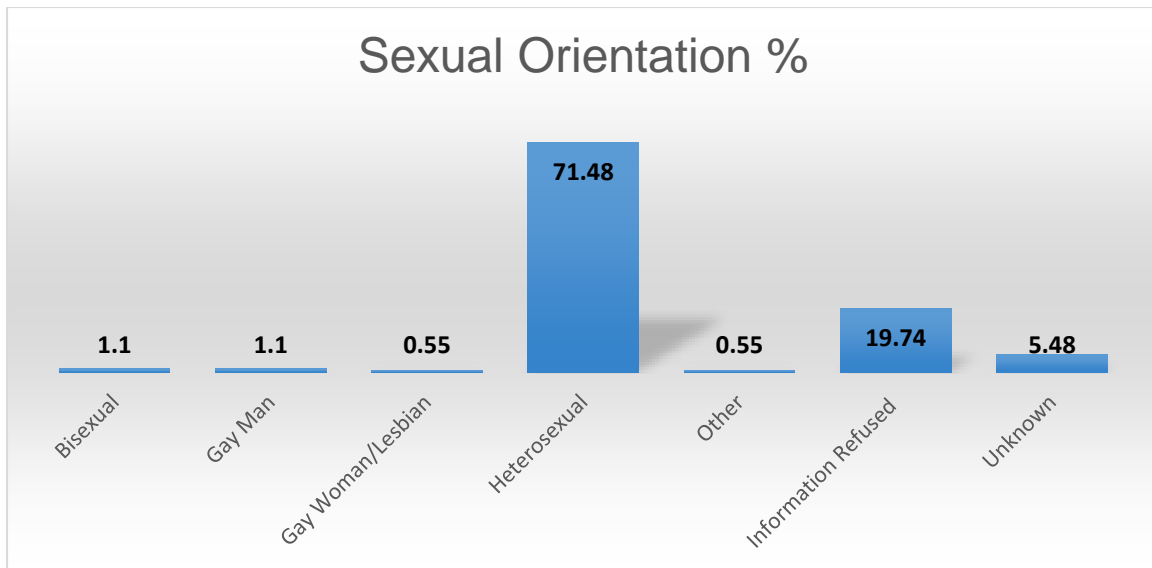
RELIGION AND BELIEF
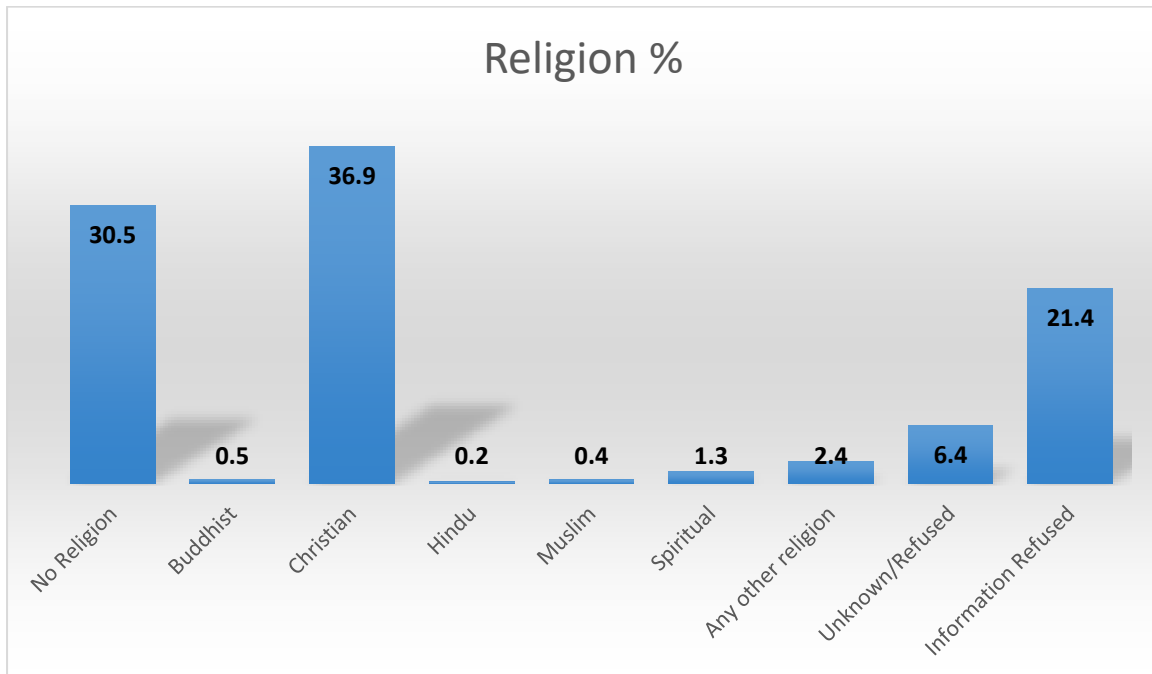
Data reflects an encouraging decrease of 10% in the number of staff who refused to provide information; work will continue to provide assurance to staff to encourage them to disclose their information.

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 10% in the number of staff who refused to provide information.

Sexual Orientation %

Bisexual	Gay Man	Gay Woman/Lesbian	Heterosexual	Other	Information Refused	Unknown
1.1	1.1	0.55	71.48	0.55	19.74	5.48

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 53% Male 47%
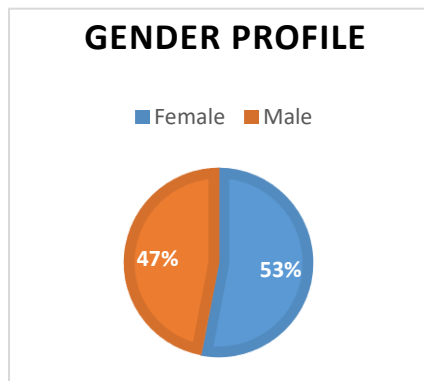
Governor diversity continues to be monitored by the Board's Nominations and Governance Committee. The Board seeks to remove any barriers that might deter people from expressing an interest in joining the Board and applications are welcome from people from all backgrounds for consideration; with an aim 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. This number of female governors is higher than the national figure of 40% and the University is amongst the 55% of University Boards that are considered gender balanced (i.e. with between 40-60% women [*]). Board members are heterosexual and have no declared disabilities.

[*] Jarboe, N (2018) Women Count, Leaders in Higher Education 2018.

GENDER PAY

The gender split of the University's staff is 61% female and 39% male.

VCET

Female **Male**

43%

57%
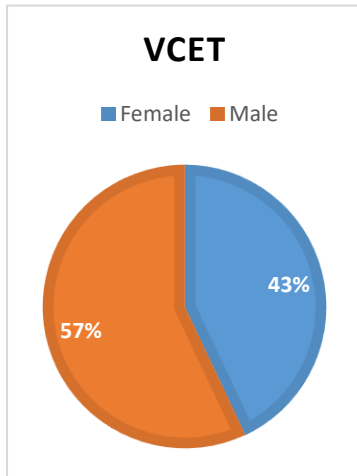
The Gender Pay Gap calculations for the Executive Team are based on the mean and median hourly rates of females compared to the mean and median hourly rate for males.

For this reporting period 2018/19 there is a mean positive pay gap in the Executive Team in favour of females of 44.4% and a median positive pay gap of 32% in favour of females.

The Executive Team is made up of 43% females and 57% males and remains unchanged from the previous year. Whilst there is a higher proportion of males within the team; due to the most senior positions being held by females there is positive gender pay gap within this group.

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.

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

Quartile	Male %	Female %
Lower Quartile	28.57	71.53
Lower Middle Quartile	38.66	61.34
Upper Middle Quartile	36.97	63.03
Upper Quartile	45.83	54.17

The mean gender pay gap for the whole organisation is 9.56% in favour of males, with the median gender pay gap standing at 5.71% in favour of males. According to analysis carried out by Times Higher Education, the mean average pay gap across the HE sector stands at 15.9% in favour of males, with 30 institutions reporting gaps in excess of 20 per cent. The Times Higher also report that the median pay gap across the HE Sector stands at 16.5%.

Based on the overall gender split of the organisation, there is a disproportionately high level of females in the lowest paid roles. Whilst overall there are a higher proportion of females in the upper quartile, there is a higher proportion of males in senior roles within the academic staff group, from Principal Lecturer upwards. This is representative 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.

The University has introduced a structured development programme aimed at staff aspiring to management level; to incorporate both academic and professional services staff. Female staff who have expressed promotional aspirations will be 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 will be addressed by using the following methods:

- The continued delivery of the WGU Staff Development Programme; a modular course which includes 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 undertake the course.

- 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.

- The University provided 5 female members of staff with the opportunity to undertake Advance HE's Aurora Development Programme. To internally support the selected staff a number of female members of the Executive Leadership Team acted as role models and mentors to the group. The programme will continue with 11 females being provided with the opportunity to apply for funding and undertake the programme during the academic year 2019/20.

- The University will develop a mentorship scheme aimed at all staff; providing the opportunity to identify female members of staff who would benefit from shared experience with a female mentor.

- The University is now a member of the Wales Women in STEM network, which aims to address barriers that face women working in Science, Technology, Engineering and Maths. Consideration is taking place in relation to a University wide application for the Athena Swan Charter.

A breakdown of staff roles by gender can be found below:

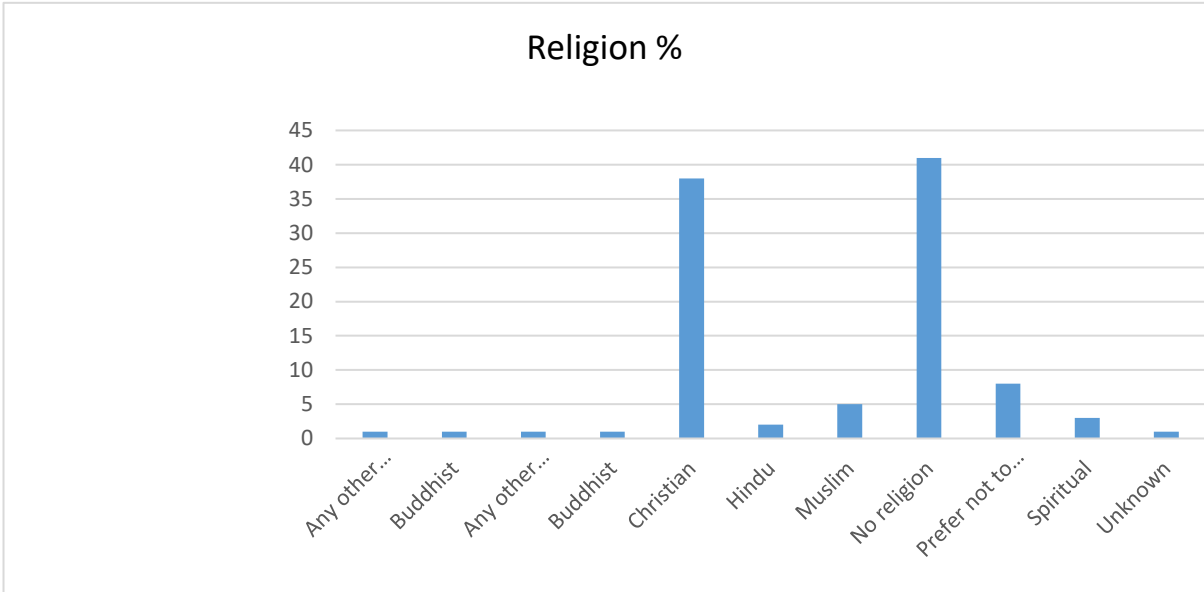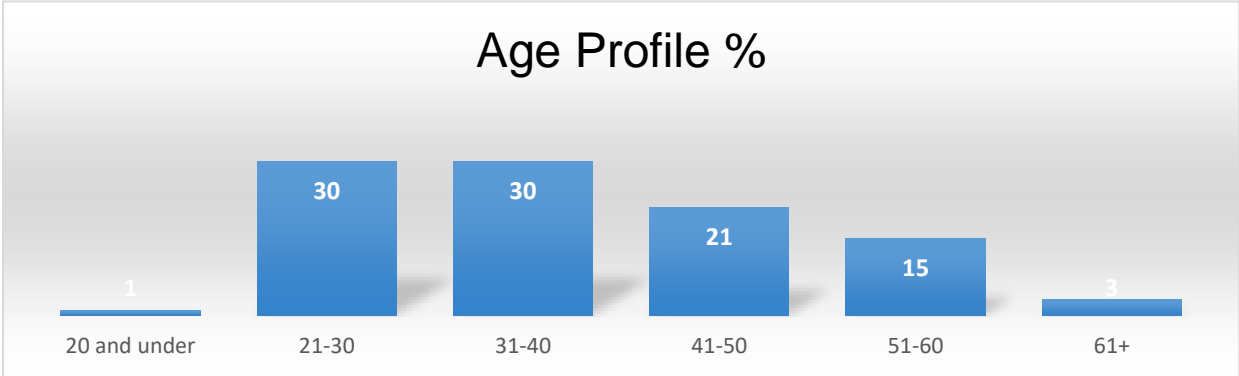| Role Type	Female %	Male %
Vice-Chancellor's Executive Team	43	57
Vice-Chancellor's Board	48	52
Professors	25	75
Readers	67	33
Principal Lecturers	22	78
Lectures & Senior Lectures	60	40
Professional Services	65	35

Ethnic and Disability Pay Gaps

The Ethnic pay gap = minus 20.40% - this means that on average BAME staff are paid 20.40% more than non BAME staff. This is due to the prevalence of BAME staff in higher paid academic roles, the majority been graded at Senior Lecturer and above.
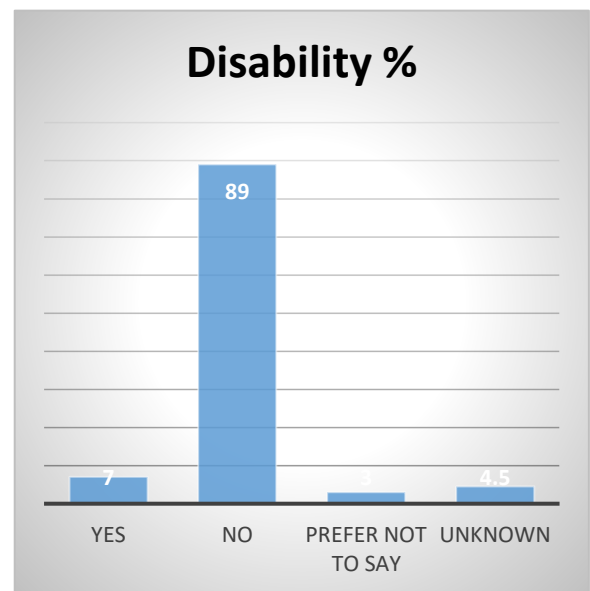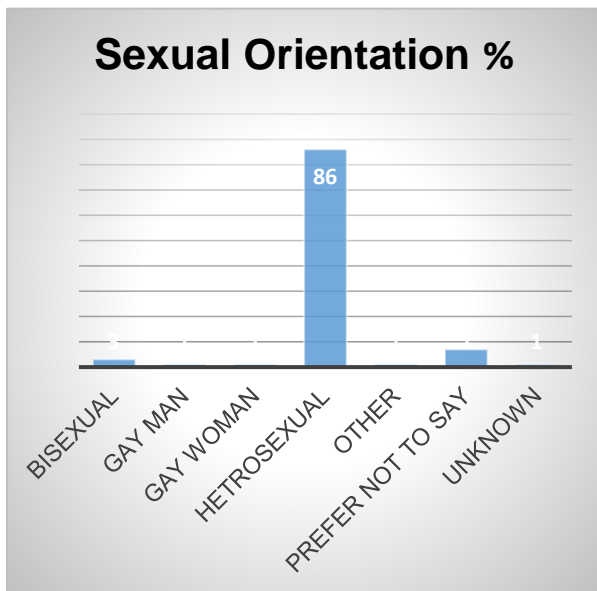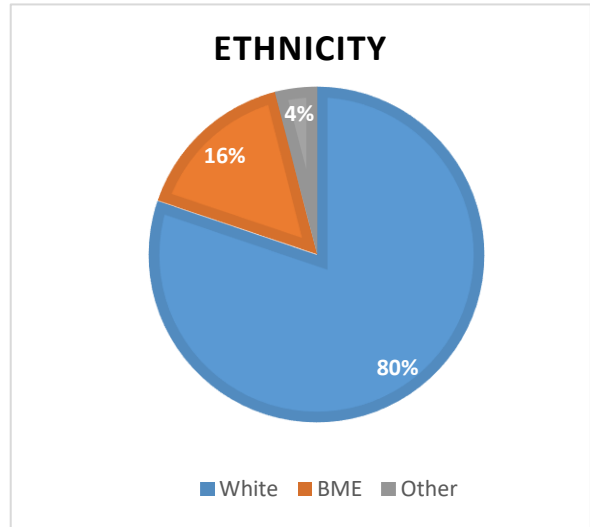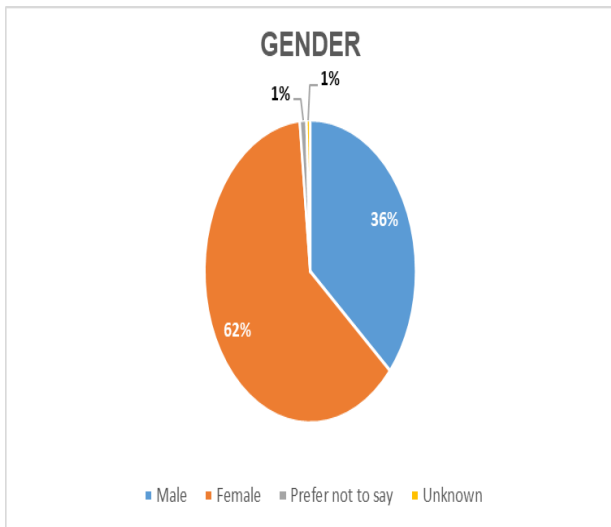
The Disability pay gap = 12.23%- this means that on average staff who have declared a disability are paid 12.23% less than non-disabled staff. Two thirds of staff who have declared a disability are graded at OA5 and below. Only one member of staff on a senior staff grade has declared a disability.

RECRUITMENT

The following data reflects the recruitment activity undertaken during the academic year 2018-19, between the period 01/08/018 to 31/07/19. **During this reporting period, 1,061 online applications were received**, *a reduction of 371 on the previous year. This could be attributable to the planned reduction in recruitment activity undertaken during this period, to support organisational restructuring.*

Age Profile %

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

Religion %

Category	%
Any other …	1
Buddhist	1
Any other …	1
Buddhist	1
Christian	38
Hindu	2
Muslim	5
No religion	41
Prefer not to…	8
Spiritual	3
Unknown	1

GENERma chart

GENDER
- 36% Male
- 62% Female
- 1% Prefer not to say
- 1% Unknown

ETHNICITY
- 80% White
- 16% BME
- 4% Other

Sexual Orientation %
- BISEXUAL: 3
- GAY MAN
- GAY WOMAN
- HETROSEXUAL: 86
- OTHER
- PREFER NOT TO SAY
- UNKNOWN: 1

Disability %
- YES: 7
- NO: 89
- PREFER NOT TO SAY: 3
- UNKNOWN: 4.5

EMPLOYMENT - LEAVERS

The following data was captured between the dates of 1 August, 2018 to 31 July, 2019.

LEAVERS BY GENDER

The data reveals that 83 members of staff left employment during the reporting period, a decrease of 11 on the previous reporting cycle.

Gender	No. of Staff
Male	32 (-21)
Female	51 (+10)
Total	**83 (-11)**

LEAVERS BY GENDER

■ Female ■ Male

39%

61%
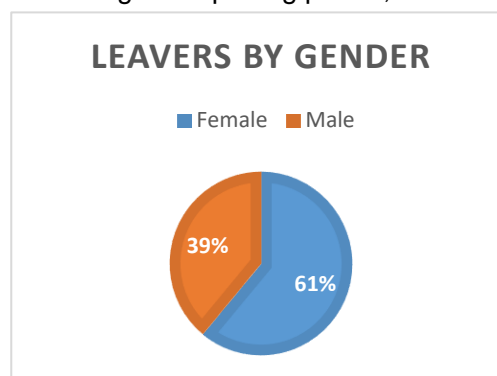
LEAVERS BY AGE

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

Age	No. of Staff	%
20 and under	**(+1)	1
21-30	7 (+1)	8
31-40	24 (+4)	29
41-50	20 (-3)	24
51-60	17 (-12)	20
61-65	12 (-1)	14
66 and over	**(-1)	2
Total	**83 (-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.
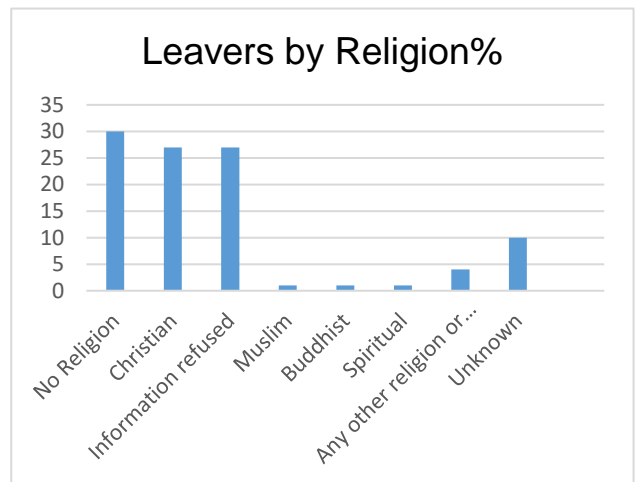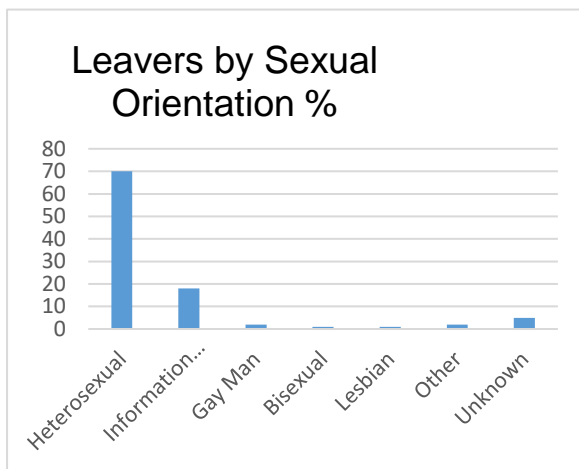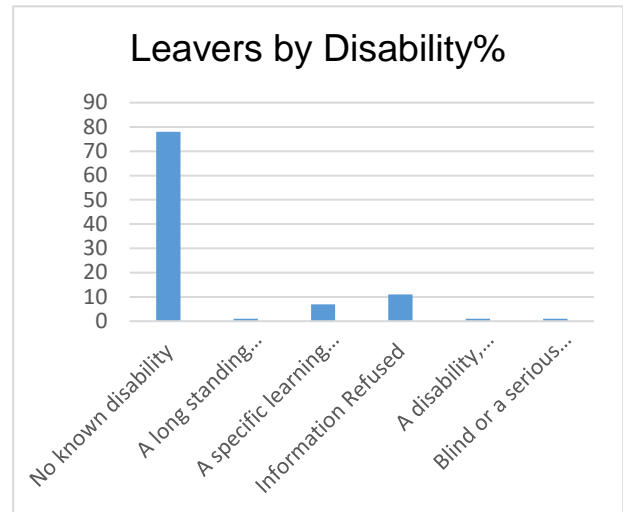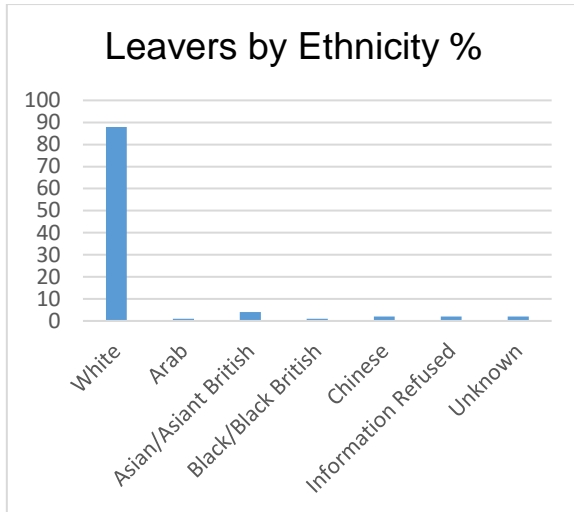
Leavers by Ethnicity %

Leavers by Disability%

Leavers by Sexual Orientation %

Leavers by Religion%

MATERNITY/ADOPTION

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