

Prifysgol Wreccsam Wrexham University

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2024-2025



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INTRODUCTION

This 14th Equality, Diversity & Inclusion (EDI) Annual Report fulfils our University's obligation under the Equality Act 2010 and the Public Sector Equality Duty (PSED) 2011 for Wales to publish an annual account of our compliance, covering year 2024–2025. Supporting information, including our policies, procedures and guidance can be found here on our [Equality and Diversity Web Page](#).



EDI OBJECTIVES UNDER THE PUBLIC SECTOR EQUALITY DUTY

Prifysgol Wrexham University (PWU) is committed to advancing equality, diversity and inclusion across all its activities, fostering an inclusive environment where staff, students and visitors feel a sense of belonging and able to reach their full potential. The Equality Diversity and Inclusion objectives that support the reporting period for this document cover the periods April 2024 to March 2028. Equality, Diversity and Inclusion (EDI) underpin our university's current Vision to:

“be a world leading modern civic university, regionally and globally engaged, delivering skills and impactful research which drive economic growth and innovation for the well-being of current and future generations”.

Our core themes focus on our **Student Experience and Opportunities**, our **People, Places and Partnerships** and our **Research and Enterprise**, supporting our core values in particular:

Inclusion – treating all people with kindness, dignity and respect. Acting with integrity for the common good. We actively promote inclusion, equity and diversity through our culture, environment and actions.

EQUALITY, DIVERSITY & INCLUSION OBJECTIVES

The PWU EDI Strategic Objectives, developed to support the University's Strategic Equality Plan, cover the period 2024–2028. Their purpose is to strengthen our due regard for the aims of the Public Sector Equality Duty (PSED). The aims are the need to:

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

The strategy aligns with the University’s strategic direction and supporting plans, with three overarching objectives—**People, Environment and Community**—driving our commitment to equality, diversity and inclusion.

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

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

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

The University published its Strategic Equality Plan in April 2024, setting the direction for ongoing improvements in equity for staff and students. The EDI Action Group works collaboratively to monitor progress against the plan’s objectives, which are reviewed as a standing item at quarterly meetings. The group comprises 26 members and, during this reporting period, was chaired by the Executive Director of Human Resources, with representation from students, staff and the Board.

The equality sub-groups continue to thrive, informing, advising and driving progressive actions related to their assigned protected characteristics. These groups enable more focused and meaningful activity and include:

- The EDI Academic Development Team
- The LGBTQ+ Staff Network
- The Race Equality Group
- MO:SAIC Group (Multicultural Opportunities: a Supportive, Accessible, Inclusive, Community Network)
- Neuro Inclusion Network

An update on progress toward the current objectives for the 2024–2025 academic year is provided below.

Age

- The university continues to recognise the impact of menopause at different life stages and is strengthening the Menopause Champions and network to support staff year-round.
- Menopause education workshops ran throughout August 2025, including free ‘Lunch and Learn’ sessions on awareness, lifestyle, and nutrition.
- The Organisational Development & Diversity (OD&D) Team promoted the Menopause Buddy initiative through a session led by a licensed Menopause Champion, covering symptoms and engaging men as allies. Attendees received Menopause Buddy mugs to help encourage open conversations and reduce stigma.
- Staff and students were invited to wear Alzheimer’s Society pins, with information shared on the effects of Alzheimer’s and available support and online communities.
- Staff were offered a free Dementia Friends Information Session to build understanding of dementia and how to support those affected.
- Age-appropriate information was provided to support staff and students, including mature learners, through initiatives such as Carers Rights Day and the Parent/Carer Network.

Disability

Our University retained its Disability Confident (Level 2) status, reaffirming its commitment to recruiting and supporting people with disabilities and health conditions. During this reporting period, a range of awareness and support initiatives were delivered for staff and students.

Neurodiversity & Inclusion

- Dyslexia Awareness Week: Short films on lived experiences of dyslexia and neurodivergence were shared, with specialist staff available for support.
- Autism Acceptance Month: Essential Autism Training delivered to 27 staff, developed with the National Autistic Society.
- Autistic Pride Day: Internal communications celebrating autistic public figures and promoting inclusive support.
- Ongoing: Continued enhancement of the *Neurodiversity in the Workplace* intranet pages.

Digital Accessibility

- National Inclusion Week: The Digital Learning Team delivered a People & Culture Connect session on SCULPT and shared guidance on accessible digital content.

Mental Health & Wellbeing

- Mental Health Awareness Month: Community groups hosted stalls promoting support services with digital resources were.
- Tai Chi session delivered by BCHUB to promote wellbeing.
- Papyrus delivered SPOT and SPEAK suicide-prevention training; also hosted a stand and Hope Walk for World Suicide Prevention Day.
- Staff Conference: Social prescribing promoted through a campus treasure hunt.

- The Mental Health & Wellbeing Working Group continued to monitor and guide the Enabling Plan.
 - Outside In (a voluntary group of individuals with protected characteristics who share their lived experience with staff and students) contributed mental-health insight to the LGBTQ+ Staff Network.
 - Health Assured (EAP) promoted throughout the year, including a refresher session for 35 staff.
 - Blue Monday: Jokes Board launched to promote positivity, with strong staff engagement.
 - University Mental Health Day & Mental Health Awareness Month: Joint activities with the Students' Union and Student & Campus Life, including creative workshops and wellbeing events.
 - Mental Health First Aid: 29 new MHFAiders trained, plus refresher sessions.
 - Free *Introduction to Wellbeing* short course offered to staff and students.
 - Stress Awareness Month: Shared resources on stress impacts and coping strategies.
 - Men's Health Week: Communications encouraged open conversations, highlighted key health issues, and signposted support.
 - People & Culture Connect: Live Q&A with Chancellor Colin Jackson on mental health, stigma, and wellbeing.
 - Staff Conference: Mindful Movement session offered to support calm and focus
- Additional Training & Support**
- Sighted Guide Training delivered to 9 staff to build confidence in guiding visually impaired individuals.

Gender

- As a White Ribbon accredited University, we continue to deliver year-round education and awareness activities as part of our commitment to ending gender-based violence.
- White Ribbon Ambassadors and Champions completed training to strengthen their understanding of the role and build confidence in delivering sessions, resulting in two sessions delivered to 26 colleagues.
- During White Ribbon Day (25 November) and the subsequent Days of Action, the University partnered with Wrexham AFC and the Widnes Vikings Rugby League Club to support White Ribbon's 'It Starts with Men' campaign. Both teams helped raise awareness of men's role in challenging harmful attitudes and behaviours towards women through joint social media activity featuring Wrexham AFC and the University.
- Members of the University's Senior Leadership Team and Wrexham County Borough Council showed their support by wearing white ribbons during a networking meeting on White Ribbon Day in November.
- The Head of OD&D and the Student Advice and Guidance Manager participated as panel members in the National White Ribbon webinar, "Change the Story: Preventing Gender-Based Violence", highlighting White Ribbon's impact in Higher Education and promoting culture change.
- The Head of OD&D and the Student Wellbeing Coordinator delivered a session to 120 International Business students in August, providing an overview of White Ribbon, promoting healthy relationships, and signposting further support.
- 24 staff members completed White Ribbon '*Change the Story*' training during this period.
- Five female staff members participated in the Aurora Women's Leadership Programme, which focuses on Identity, Impact and Voice, Politics and Influence, Core Leadership Skills and Adaptive Leadership Skills. To date, our University has supported 33 participants with a further 7 due to begin in October 2025.

- Staff were invited to apply for the national *Equal Power, Equal Voice: Public Life Mentoring Programme*, developed with the Women's Equality Network, Ethnic Minorities & Youth Support Team Wales, Disability Wales, and Stonewall Cymru. The programme aims to increase diversity in public and political life in Wales by providing a safe, supportive environment for mentees to pursue their goals and aspirations.
- To mark International Women in Engineering Day 2025 (23 June), the PWU Research Team highlighted female engineering colleagues by sharing profiles.
- During Men's Health Week (June), the OD&D Team promoted the theme *Let's Talk, Let's Act*, encouraging open conversations about men's health. Communications addressed stigma, suicide statistics, prostate health and early detection and early detection, reinforcing its importance. Staff were signposted to the Employee Assistance Programme, Mental Health First Aiders, Time to Change Champions, and external charities including Mind and CALM.

Gender Identity/Transition

- 'Outside in' supported all staff induction sessions, with one member sharing their lived experience as a trans woman and linking her journey to the challenges staff may encounter when supporting students entering the workplace.
- On Trans Day of Remembrance (24 November) the OD & D Team and a representative from 'Outside in' held drop-in sessions to encourage conversations about trans experiences and allyship, supported by social media communications.
- The University joined Pride Wrexham for a candlelit vigil to mark Trans Day of Remembrance.
- Trans Day of Visibility (31 March) was marked through People & Culture social media posts, sharing links to the LGBTQ+ Staff Network, Wrexham Pride, and a message from Sarah Jones (Vicar of the City Parish of St John the Baptist, Cardiff), and a range of support and community resources.
- For International Women's Day (8 March), female staff were invited to reflect on the theme '*ALL Women and Girls: Rights. Equality. Empowerment*' by writing letters to their younger selves; shared through internal communications and social media. Staff also recorded stories about inspiring women and girls, which were compiled into a short social media video.
- The University hosted Sarah Jones, Vicar of the City Parish of St John the Baptist, Cardiff, who delivered a keynote on *Intersections of LGBTQ+ and Religion*. As the first openly trans person ordained in the Church of England, she spoke to staff about sex and gender, diversity and inclusion.
- During Pride Month (June), the LGBTQ+ Staff Network partnered with Victim Support to deliver free events addressing concerns around the UK Supreme Court ruling on the legal definition of 'woman' and the rise in transphobia. The sessions promoted through staff and student communications, focused on understanding hate crime and becoming an active bystander.
- During LGBTQ+ History Month, the LGBTQ+ Staff Network worked with local community groups to support the development of Wrexham's LGBTQ+ history. Strengthened partnerships with Pride Wrexham and Viva LGBT Youth Cymru now enable both groups to use our campus as a safe and welcoming space.



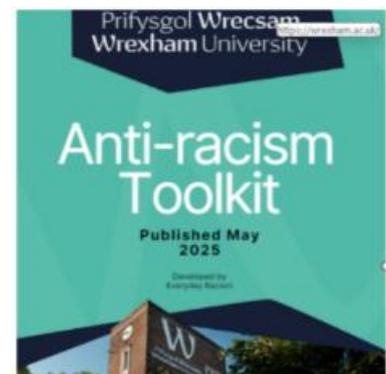
- Bilingual pronoun badges are available for staff, helping colleagues share their preferred pronouns, show support for the Trans community, and encourage open conversations and understanding.
- The University continues to promote inclusivity by regularly reviewing its policies to ensure the use of inclusive language.

Pregnancy and Maternity

- A People & Culture Connect session on Special Leave Entitlements and Flexible Working policy was delivered to 48 staff members.
- The OD&D team commenced collaborating with Family Friends, a Wrexham-based charity that trains volunteers to support families with children (pre-natal to 14 years). The team promoted ways for the University community to raise awareness and funds, including an app that donates automatically at no cost to users.
- The Widening Access team, in partnership with PIWS, hosted a Parent and Carer SPACE networking meeting, offering local parent carers a forum to share experiences of supporting children and young people with disabilities or serious illnesses. PIWS is a parent-led organisation dedicated to improving accessibility for individuals with a range of disabilities and health conditions.

Race

- The University submitted its Race Equality Charter (REC) Bronze Award application on 31 March 2025 and has since been awarded Bronze by Advance HE. This recognition reflects three years of detailed data collection and analysis. All Welsh universities were required to achieve Bronze within an accelerated three-year timeframe—rather than the usual five—demanding substantial additional effort.
- *'An Introduction to Race Equality – Module 1'* was launched to strengthen staff understanding of racism and discrimination in higher education. The mandatory online module was completed by 379 staff during 24/25. A second module will follow in 25/26, focusing on micro-aggressions, challenging racism, and cultural competency.
- Throughout the academic year work continued to support the University's Race Equality Charter (REC) submission; progress included:
 - The Race Equality Inclusive Toolkit was developed to help staff understand and address racism, providing practical resources and activities that promote open discussion, self-reflection, and inclusive teaching practice.
 - The REC Strategic Implementation group and the OD&D Team reviewed disparities, relating to applicants and as a result Recruiting Managers will attend Inclusive Recruitment Training in November 2025.
 - The Race Equality Discussion Group was rebranded as the MO:SAIC Staff Network (Multicultural Opportunities: a Supportive, Accessible, and Inclusive Community). The network provides a direct communication channel between Ethnic Minority staff and senior leadership, offering a space to share lived experiences. It remains open to all Ethnic Minority staff.
 - During Race Equality Week 2025 (3–9 February), our University delivered a programme of events across all campuses, including *Understanding Racial Trauma*, *Skin Kind* (creating all-natural body butter).



- The OD&D Team hosted People & Culture Connect: *Every Action Counts* (6 Feb), an online session with Prof. Emmanuel Ogbonna, Co-chair of the Anti-Racist Wales Steering Group. He shared insights on the Action Plan and ways to strengthen support for Minority Ethnic staff and students at PWU. The session titled '*Micro-aggression/trajectory and the challenges/opportunities that influence career progression*' was attended by 24 staff members.
- During Black History Month the OD&D team in partnership with the Students Union delivered a student Black History Quiz.
- Four staff members completed a Cultural Competency Train the Trainer course to support ongoing delivery of inclusive training for staff and students. In response to REC Survey feedback highlighting gaps in cultural awareness, the OD&D Team also developed a 3-hour workshop to strengthen understanding and promote an inclusive environment at PWU.
- For National Inclusion Week (23–27 September), the OD&D Team shared a bite-sized Black History of Wrexham video through People & Culture social media and direct staff communications. The video explored Elihu Yale's links to the city, Yale University, and the Transatlantic Slave Trade, and highlighted local sites such as Acton Park and the Gladstone building at Hawarden Estate.
- On 23 August, the International Day of Remembrance of the Slave Trade and its Abolition, the OD&D Team shared information and artwork through staff communications and People & Culture social media, featuring pieces from the National Library of Wales' digital exhibition on the history of abolition.
- During Black History Month, Doctor Isabella Nyambayo delivered a session titled '*Silent Killers*,' exploring how disease impacts different races and cultures. Additionally, the '*Skin Kind*' workshop also gave staff the opportunity to make their own body butter, reinforcing that skin is skin, regardless of colour.
- The Race Equality Group:
 - Marked South Asian Heritage Month (18 July–17 August) by sharing blogs and links to UK-wide events hosted by the South Asian Heritage Trust, highlighting lived experiences and achievements.
 - Promoted an Afro Hair Workshop, delivered in partnership with the Civic Mission team and local salon Dare to Dream. Held in September, the free event provided practical hair care tips, advice, and a Q&A with Afro hair professionals, aimed at individuals and parents/carers of young people with Afro-textured hair.
 - Hosted a Cultural Breakfast during the Engage Staff Conference, where internal caterers showcased foods celebrating the diverse cultures represented at PWU.
 - Welcomed the appointment of a Race Equality Charter (REC) Project Lead; to oversee the Race Equality Action Plan and Advance HE's Charter submission. The role focuses on improving the representation, progression, and success of ethnically diverse staff and students at the University.

Religion and Belief

- PWU hosted a Psychology of Religion Research Day, bringing together international scholars and our academic community to explore how belief systems shape human experience. Sponsored by the Cyfiawnder: Social Inclusion Research Institute, the event encouraged thought-provoking discussion and reflected PWU's commitment to collaboration and inclusivity.

- The Faith Forum was launched on 31 October to coincide with Diwali. Developed by the OD&D Team in collaboration with North Wales NHS Chaplaincy and the North Wales Interfaith Group, the online resource provides staff with information on religions, beliefs, cultural influences, events, and sources of spiritual guidance, as well as signposting on hate crime and issues such as Islamophobia and antisemitism.
- St Asaph campus opened a new Quiet Room and Multi-Faith Space providing an inclusive space for prayer, meditation, and relaxation.
- The OD&D Team shared information on Fatemiyeh (12–14 December) via People & Culture social media and Campus Talk, marking the Shia observance of the martyrdom of Hazrat Fatemeh Zahra.
- The OD&D Team shared information on Bodhi Day (8 December), recognising the Buddhist holiday commemorating Gautama Buddha's enlightenment, and on Diwali (31 October–1 November), highlighting its significance in Hinduism, Jainism, and Sikhism and sharing the Sanskrit greeting 'Shubh Deepavali'.
- The Shangyuan Lantern Festival (February) invited staff and students to design storm lanterns using recycled glass jars and paper, celebrating the 15th day of the lunisolar Chinese calendar and reflecting the University's commitment to ethical practice and sustainability.
- During Ramadan (from 28 March), the OD&D Team shared information via internal communications and People & Culture social media. The Vice-Chancellor, Professor Joe Yates, sent a personalised message of support to colleagues and students observing Ramadan, and the Race Equality Group hosted a drop-in stand (25 March) to encourage staff to learn about, support, and celebrate Ramadan and Eid.
- In addition to Ramadan, the OD&D team shared information on Lunar New Year, Mahayana, Passover, and Makar Sankranti via internal communications and People & Culture social media.
- The Students Union and International Teams invited staff to a Holi dance celebration, promoting the festival from a student perspective.

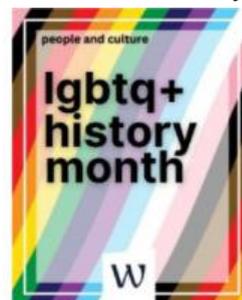
Sexual Orientation

- Chester Pride took place on the 17 August, with Wrexham University joining the parade and hosting an information stall in the community tent. The stall promoted PWU's inclusive culture, staff networks, support and education initiatives and current recruitment opportunities.
- Our University supported Wrexham Pride on the 26 July. The city-centre event featured a Pride March, street market, arts and crafts, food stalls, and live entertainment, with our University also supporting the Pride Wreccsam Committee by providing a safe space for weekly planning meetings throughout the reporting period.
- Pride Wreccsam and the Students' Union launched 'ICON' in October 2024, a monthly LGBTQ+ social event held at Glyn's Bar, providing a regular community space in Wrexham.
- International Lesbian Day (8 October) highlighted the experiences and challenges faced by lesbian-identifying people. The OD&D Team marked the day by sharing LGBTQ+ Staff Network posts about the Ladies of Llangollen—two independent



women, historians, and widely regarded as one of the 18th century's first locally recognised lesbian couples.

- During bisexual awareness week in September, PWU celebrated bi colleagues, friends and family and the wider community, encouraging conversations to reduce discrimination, judgement and erasure. Through staff communication and social media, PWU shared guidance and support from the Bi-Foundation, the Bisexual Recourse Centre, Stonewall and the LGBTQ+ Staff Network.
- During LGBTQ+ History Month the OD&D team worked partnered with Library Services to share suggested LGBTQ+ reads and create in-library displays to boost visibility and access. They also shared an infographic of the featured titles and photos of the display across social media.
- For National Inclusion Week (23–27 September), the OD&D team shared images of the *Pillar of Pride* via social media and staff communications. Created collaboratively by PWU staff and students, the Pillar reflects the evolving voices of our LGBTQ+ community and allies. Currently displayed in the Plas Coch campus reception, it will rotate across all campuses to celebrate our culture of diversity and inclusion. The team also shared a blog on neurodivergence and steps towards neuroinclusive practice.
- OD&D Advisor Andy Medcraft chaired the *Pride Cymru and Iris on the Move (Iris Award) Film Festival* at Ty Pawb, Wrexham. The festival featured four short films celebrating diversity and underrepresented voices within the LGBTQ+ community. Following the screenings, Andy led a Q&A panel with the filmmakers, exploring their stories, activism, and the role of art in driving change.



General

- In support of the Welsh Government's Hate Hurts Wales campaign, the OD&D Team continued to raise awareness of hate crime and prevention. During National Hate Crime Awareness Week (12–19 October), they shared definitions of hate crime and information on available support through staff communications and social media, highlighting offences motivated by prejudice related to race, religion, sexuality, disability or transgender/non-binary identity.
- On World AIDS Day in December, the OD&D Team delivered a People and Culture Connect Session to 17 colleagues and shared information on the Welsh Government's commitment to eliminating new HIV infections, improving quality of life for people living with HIV and AIDS, and ending related stigma by 2030.
- The Academic Development Team (ADT) established an Equality, Diversity and Inclusion strand to promote inclusive curriculum development across both content and learning environments. This work has strengthened library resources, enhanced academic support, and introduced curated reading lists. A Panopto recording was also created to guide staff and students in navigating library resources and identifying subject-relevant materials.
- The Head of Organisational Development and Diversity attends CREATE meetings to champion inclusion and diversity in programme development and review. EDI considerations are now embedded within Initial Programme Proposal paperwork, which is required for reviewing and developing course programmes.

- The Equality, Diversity and Inclusion Hub was launched during Race Equality Week as part of the Race Equality Charter action plan. It provides staff with information and resources to support themselves, colleagues, and students on EDI topics and related needs.
- The Organisational Development and Diversity Team developed a new EDI events calendar to ensure cultural and social events linked to protected characteristics are recognised, celebrated and acknowledged.
- Working with the Student and Campus Life team, the EDI Project Lead integrated protected-characteristic questions into ASK question sets to support more accurate triaging and identify emerging trends and areas of concern.
- EDI subgroups, including the EDI Action Group, MO:SAIC and the LGBTQ+ Staff Network have commenced reviewing policies and procedures for compliance, highlighting areas where protected characteristics are not explicitly considered.
- The OD&D Team delivered EDI training to Wrexham Football Club Academy in two bite-sized sessions for 9–11 and 12–15-year-olds. Through activities and Q&A, participants explored discrimination, bias and inclusive language, and were encouraged to celebrate difference.
- The University partnered with the Sunflower Lounge to host a group of 11-year-olds with care responsibilities, promoting higher-education opportunities and showcasing our Widening Access agenda. The visit included campus tours and a podcasting session. The Sunflower Lounge supports care-experienced and estranged young people across Wales, helping them access education, employment, independent living and community connection.
- The OD&D Team continues to deliver monthly “EDI at PWU” sessions, with targeted attendance forming part of the probationary requirements for new staff.

EDI Events

The events taken place in and around the University to promote inclusivity included:

Sickle Cell Awareness Month - September	31.10.24 Divali	Luna New Year – Year of the Snake – January	31.03.25 - Trans Day of Visibility
10.10.24 - World Suicide Prevention Day	20.11.24 Transgender Day of Remembrance	LGBTQ+ History Month – February	14.04.25 - Vishu
16-23.10.24 BiSexual Awareness Week	1.12.24 - World Aids Day	5-11.02.24 Race Equality Week	12-20.04.2025 - Passover (Pesah/Pesach)
23-29.10.24 National Inclusion Week	2.12.24 International Day for the Abolition of Slavery	12.02.25 - Shangyuan Festival	26.04.2025 - Lesbian Visibility Day
23.10.25 - Bisexual Visibility Day	8.12.24 - Bodhi Day	01.03.2024 - St Davids Day	Mental Health Awareness Month - May
Black History Month – October 24	12-14.12.24 Fatemiyeh	08.03.2024 - International Women's Day	Pride Month – June 2025
8.10.24 - International Lesbian Day	14.01.25 Makar Sankranti	12.03.24 - National Non-smoking Day	27.06.2025 - Wrexham Pride
11.10.24 - National Coming Out Day	Mahayana New Year – January	13.03.2024 - University Mental Health Day	2-9 August 2025 – Wrexham National Eisteddfod
14-20.10.24 - National Hate Crime Awareness Week	20.01.2025 - Martin Luther King Junior Day	13-14.04.2025 Holi Festival	16.08.2025 - Chester Pride

CAREERS & EMPLOYABILITY SERVICE

The Careers and Employability Service provide holistic support to empower students and graduates to achieve their personal, academic and professional potential. Through collaboration across our University and wider sector, the service delivers economic, social, and cultural impact - building confidence in students, graduates,

colleagues and communities. Key activity undertaken throughout academic year 24/25 included:

- Sustained engagement with faculties delivering 84 career-education sessions embedded within the curriculum.
- Ongoing leadership within AGCAS Cymru, with the Head of Careers and Employability strengthening links between the Heads of Service Group and the TESS Pan Wales Operational Group to enhance collaboration on tertiary-education and employability priorities.
- Supported 37 additional students to access the Chartered Institute of Management Employability Boot Camp, bringing total participation to 115.
- Establishing a partnership with Employ-Ability, a not-for-profit organisation supporting students with disabilities in their transition into employment.
- Delivering targeted activities to increase the employability of students from underrepresented groups including:
 - Mentoring for 75 students through Employability Navigators
 - Blended delivery of employability activities
 - Entrepreneurship support, with 8 students now receiving tailored guidance from our University's Entrepreneurship Team.
 - Signposting and supported access to employability, careers guidance, enterprise and well-being services.
 - Funding provision to remove financial barriers.
 - Work experience opportunities in a range of formats and durations.

INCLUSION SERVICES

The Inclusion Services Team play a vital role in removing barriers and enabling success for students with declared disabilities. Through their proactive, student-centred approach, the team drives continuous improvement across our University enhancing the student experience and fostering a truly inclusive and accessible learning environment for all.

The team support students by providing an extensive range of specialist support, including:

- Pre-application visits to help prospective students to make informed decisions.
- Specialist Non-Medical Helper (NMH) support, including Specialist Study Skills tuition and Specialist Mentoring.
- Individual Schedules of Adjustments, detailing personalised support such as bespoke exam arrangements.
- Matching students with Learning Support Assistants, including note-takers, practical support assistants, and study assistants.

- Initial screening for Specific Learning Difficulties (SpLDs) and arranging referrals for full diagnostic assessments.
- Support with Disabled Students' Allowances (DSA) applications.
- Providing DSA Study Needs Assessments for students funded via NHS Wales.
- Liaison with academic staff to ensure reasonable adjustments are implemented appropriately and consistently.
- Support for students with temporary impairments affecting academic participation.
- Strategic work to promote inclusive and accessible learning across our University.
- Active contribution to the EDI Action Group, supporting the objectives of the Strategic Equality Plan.
- Transitional support prior to enrolment, helping students prepare confidently for university life.
- Collaboration with Estates and Campus Management, advising on accessibility within accommodation, learning spaces and teaching environments.

Recognising the diverse needs and lived experiences of our students, the team's work has a profound impact on learning outcomes, wellbeing, and a sense of belonging. Collaboration with wider professional services ensures holistic, coordinated and seamless support for every student.

Proactive Engagement and Early Support

The service continues to promote early disclosure and registration to ensure students receive timely support.

Throughout the 2024/25 academic year, the team actively engaged with students and applicants at:

- Open Days
- Applicant Days
- Transition Events
- Welcome Week activities
- Faculty induction sessions

Close partnership working with the Admissions Team has strengthened early engagement with offer holders, helping ensure adjustments are in place from the point of arrival.

Key Developments and Initiatives (Academic Year 2024/25)

Autistic Student Transition Programme

A bespoke transition event was launched for students with an autism diagnosis, incorporating a four-part introduction to university life. The programme focused on:

- Developing organisational skills, including planning and independent study
- Understanding the physical and sensory environment of the University
- Supporting mental health, including managing anxiety and depression
- Building social confidence and reducing isolation through guided skill development

This initiative has supported autistic students to feel more confident, prepared and connected before beginning their academic journey.

Thriving at University Module – ADHD

Using MEDR funding, the team co-developed a tailored *Thriving at University* programme with *Empower ADHD*. The module supports students with an ADHD diagnosis by addressing transition needs and common challenges in HE.

Module content includes:

- Understanding ADHD and University Life
- Mastering Time Management and Study Skills
- Navigating Social Life, Boundaries and Self-Advocacy
- Managing ADHD and Mental Health for Academic Success

Inclusion staff undertook *train-the-trainer* development, enabling University-wide ADHD awareness sessions to be rolled out from Academic Year 2025/26.

Autism Awareness Training

Inclusion Services staff delivered National Autistic Society Autism Awareness training to frontline professional services and academic colleagues. This has strengthened confidence, understanding and inclusive practice across Wrexham University.

Enhanced Sensory and Mental Health-Friendly Environments

To support students with autism, sensory needs, or mental health difficulties:

- A quieter, sensory-friendly space has been developed.
- A Capital bid enabled the purchase of additional sensory furniture and new waiting area furniture.

This aligns with trauma-informed, accessible, and student-centred principles ensuring all students feel safe, comfortable and respected when accessing support.



Strengthened Transition Support

Key developments include:

- Strengthened links with Coleg Cambria. A new One-Page Profile, completed by students (independently or with college Progress Coaches), capturing key support needs and strategies to ensure smooth transition.
- A newly developed "Student Life" partition on Target Connect (launching fully for Academic Year 2025/26) designed to reassure and support students with additional barriers to HE, including first-in-family students, care-experienced students, and those with support needs.

Topics include:

- Key HE terminology
- Expectations around assessments and placements
- Student conduct and the Student Charter
- How to access University support

Partnership with North Wales Integrated Autism Service (IAS)

The team's strong partnership with IAS continues to expand, now including:

- Direct referrals for diagnostic advice and support
- Regular on-campus IAS "hubs" offering guidance on autism, wellbeing, and social inclusion
- Increased support for transition and reducing isolation

Placement Reasonable Adjustment Passport

A new Placement Reasonable Adjustment Passport was developed, including:

- Student and staff guidance documents
- A clear structure for communicating adjustments in placement settings
- Improved consistency and transparency for students undertaking professional placements



Competency Standards Mapping Pilot

To support accessibility and transparency within professional programmes, the team:

- Trialled competency standards mapping with the Physiotherapy programme
- Ensured competencies are clearly communicated to students and applicants
- Added competency information to module handbooks and course webpages
- Built collaborative processes with Allied Health colleagues for future roll-out

Target Connect System Enhancements

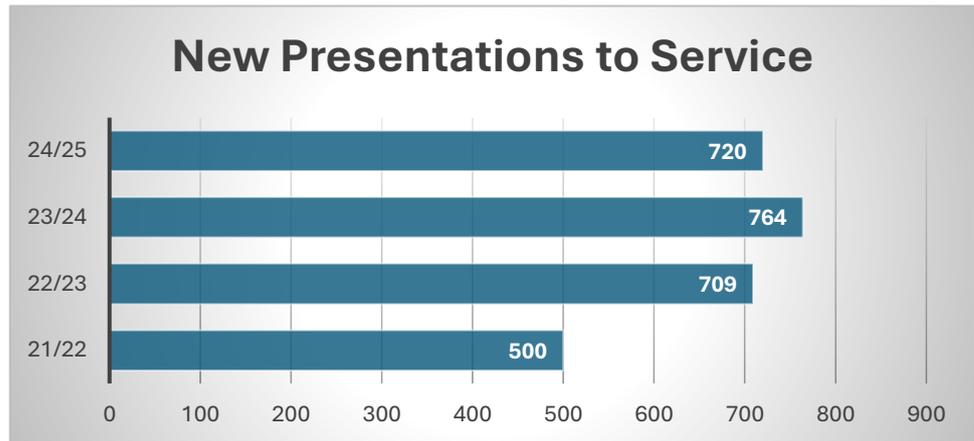
Significant upgrades to Target Connect (Student and Campus Life CRM) have transformed accessibility and efficiency, including:

- Tailored workflows and support pathways
- Self-service functionality for students
- Integrated screening tools for Specific Learning Differences
- Automatic routing of enquiries to specialist staff
- Clear signposting to internal and external support
- Direct appointment booking and management

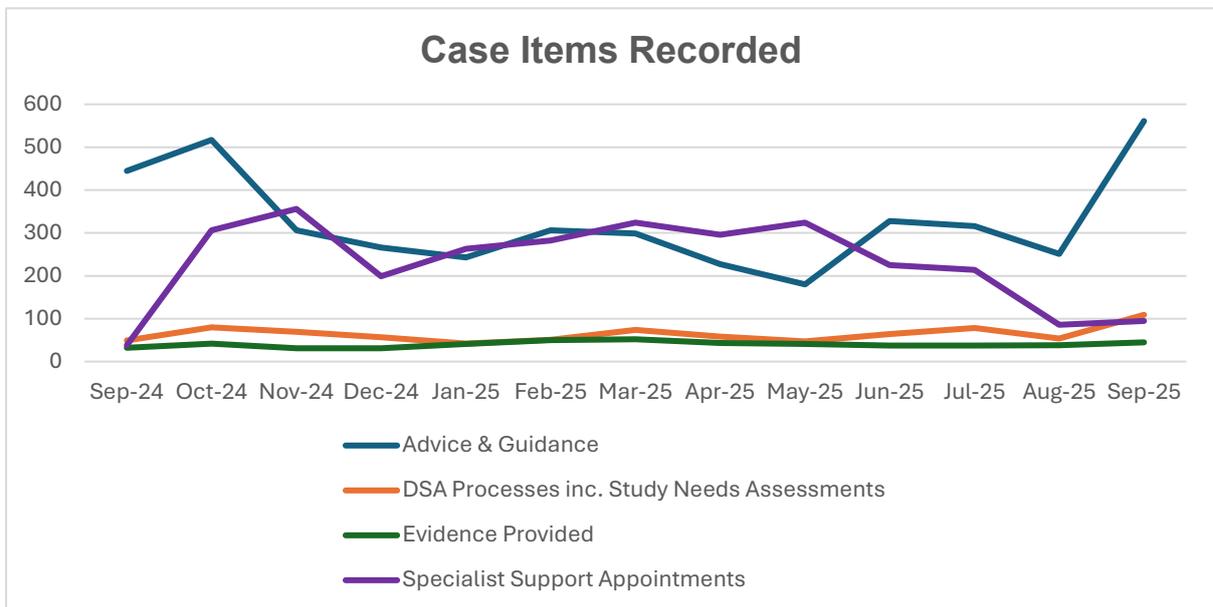
These enhancements have streamlined processes, reduced administrative barriers, and ensured timely, accurate support for students.

Our University continues to see a high number of declarations/cases in relation to the overall student population. Demand for advice, guidance and support from the team continues to grow year on year.

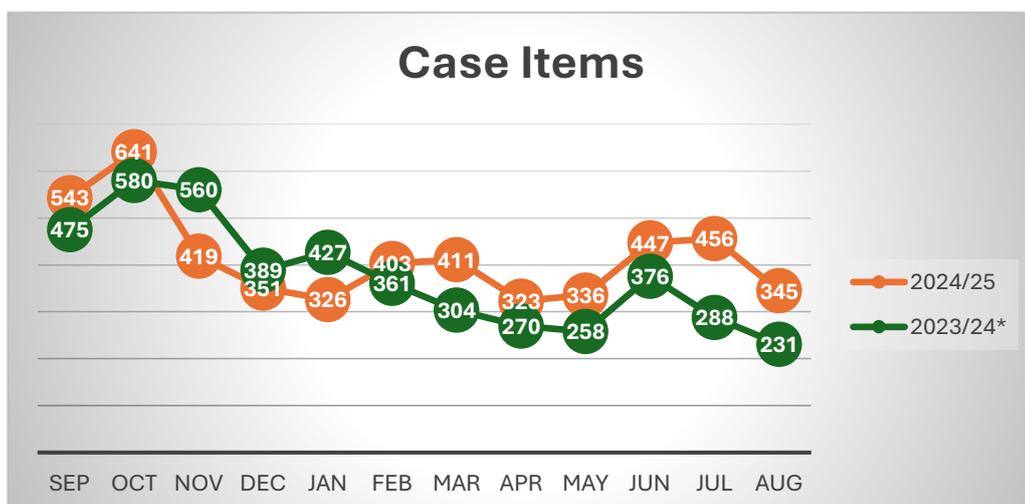
The chart to the right shows the number of new student presentations to the team per academic year.



The chart below shows the number of individual case items/ notes by type recorded per month for Academic Year 24-25

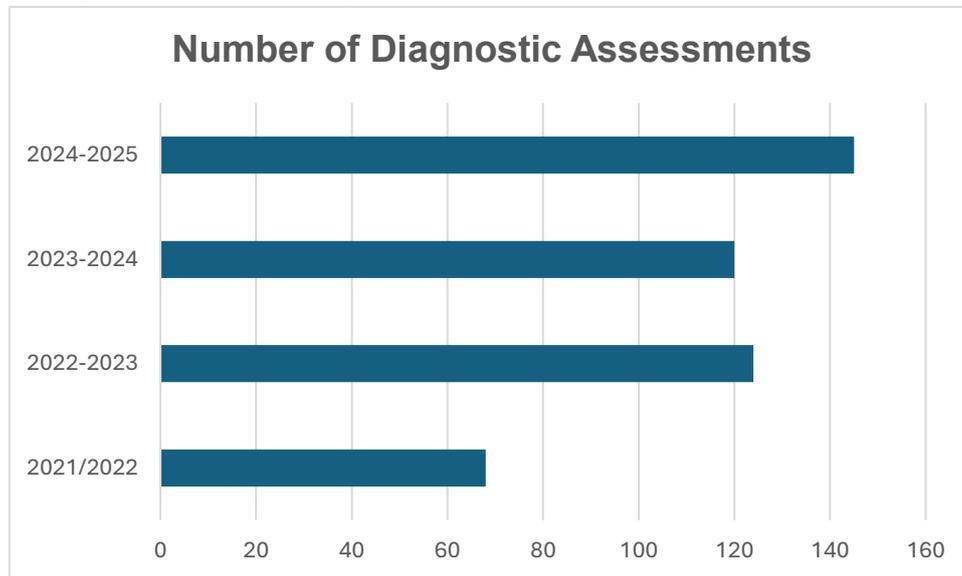


The chart below shows the number of individual case items/ notes recorded per month for Academic Year 24-25 compared to Academic Year 23-24



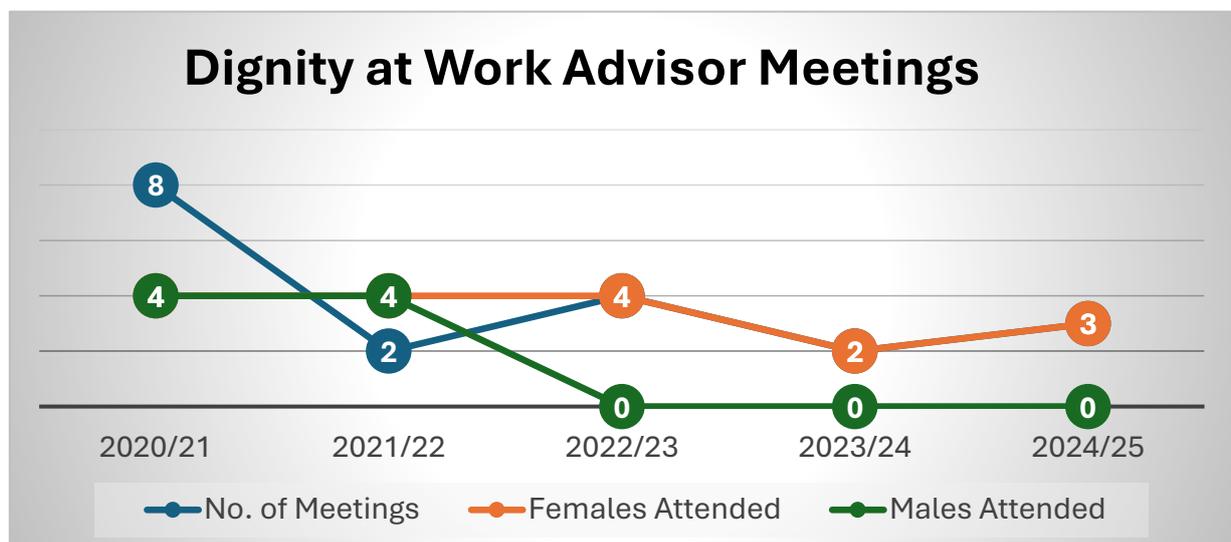
Diagnostic Assessments:

The team offer a diagnostic assessment service for Specific Learning Difficulties (SpLD). The chart below shows the number of diagnostic assessments completed for the past 4 years. Academic Year 24/25 saw an increase from previous academic years.



DIGNITY AT WORK ADVISOR ROLE

The University's Dignity at Work Policy and Procedure continues to support a workplace free from bullying and harassment. Dignity at Work Advisors provide a confidential, supportive and informal space for staff to discuss concerns, and signpost individuals to further support where needed. A chart showing the number of meetings undertaken by Dignity at Work Advisors over a five-year period is provided below, including a breakdown by gender. We can see a slight reduction in the number of meetings that have taken place since academic year 2020/21, the role continues to be promoted and available to staff should they require support.



WIDENING PARTICIPATION

The Widening Access team at PWU support those most under-represented within Higher Education. Through funded activity the team strive to widen access to students within our local communities across various settings. Ranked 1st in Wales and 3rd in the UK for social inclusion (maintaining a top-three position for eight consecutive years) our University is committed to recognising the diverse and complex needs of all individuals. We provide comprehensive information, support, and guidance to ensure everyone can thrive in education.



Engagement Activity and Partnerships in 2024/2025

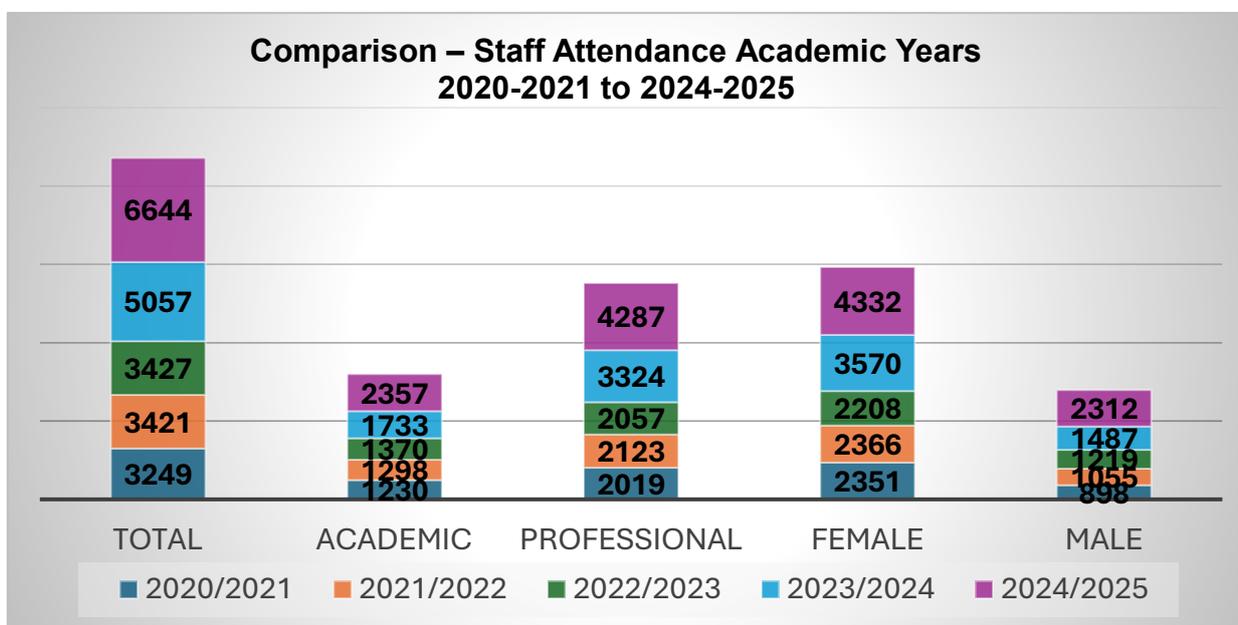
Epic Sports Summit	Engaged 53 learners, promoting HE and career pathways in sport to those not planning to continue formal education.
Welsh Hay Festival	Hosted 69 learners for Welsh-language focused days, promoting HE and supporting the use of Welsh in HE.
Hay Festival	Welcomed 196 learner bookings, strengthening our institutions visibility and reach.
Girls in STEM	Reached fully capacity with 98 participants across four cohorts, encouraging girls' interest and progression in STEM fields.
Adult Learners Week	Delivered drop-in sessions and a free yoga and wellbeing event aligned with the Adult and Community Learning theme.
HMP Berwyn Careers Events	Participated in multiple Novus Cambria events to inspire prison leavers to explore HE pathways.
Young Carers Visit	Welcomed 20 young carers for subject taster sessions.
Bryn Tirion School Visit	Delivered sessions on exam stress, next steps guidance and on-campus subject tasters to support learner progression.
Summer Campaign	Attended the Anglesey County Show and Denbigh & Flint show, engaging families and young people through interactive activities and HE guidance.
Wrexham Wellfest	Collaborated with our University's Civic Mission Team to raise awareness of HE opportunities at a local wellbeing event.
Flint High Pride Event	Represented our University, promoting inclusivity and HE opportunities.
Mentoring Project	University students mentored local sixth-form learners, offering guidance on future education and careers options.
Healthy Careers	Partnered with Coleg Cambria to deliver healthcare focused careers events, engaging 150 learners.
STEM Day	Delivered interactive STEM taster activities to approximately 40 Year 10 pupils from target schools.
Primary World of Work – Xplore! Collaboration	Hosted over 430 primary pupils for activities designed to raise aspirations and introduce future career possibilities.
Young Carers Festival	Engaged young carers at a residential festival through interactive activities and guidance on routes into HE/FE.
School Tasking Project	Partnered with the University of Warwick's law department to deliver four weeks of law-focused sessions for 90 primary pupils, including campus and law-firm visits.

PIWS (Disability Services and Support Organisation)	Engaged with PIWS through seven meetings with parent, carers and accessibility ambassadors to discuss lived experiences, barriers and support for disabled children and families.
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STAFF TRAINING

Equality, Diversity & Inclusion training is available to staff, covering legislative updates, awareness of protected characteristics and understanding of discrimination.

Staff training is monitored using the data recorded across the academic years 2020/2021 to 2024/2025.



The summary of staff attendance shows that 21,798 staff members participated in training over the five-year period. Attendance increased by 51% between 2020/21 and 2024/25, with the largest increase (32%) occurring between 2022/23 and 2023/24 driven by the expanded CPD programme. During the reporting period, 63% of attendees were from Professional Services, and 68% were female, reflective the wider workforce profile. Encouragingly, engagement among academic staff increased by 48%, while male staff participation increased by 61% within the same timeframe.

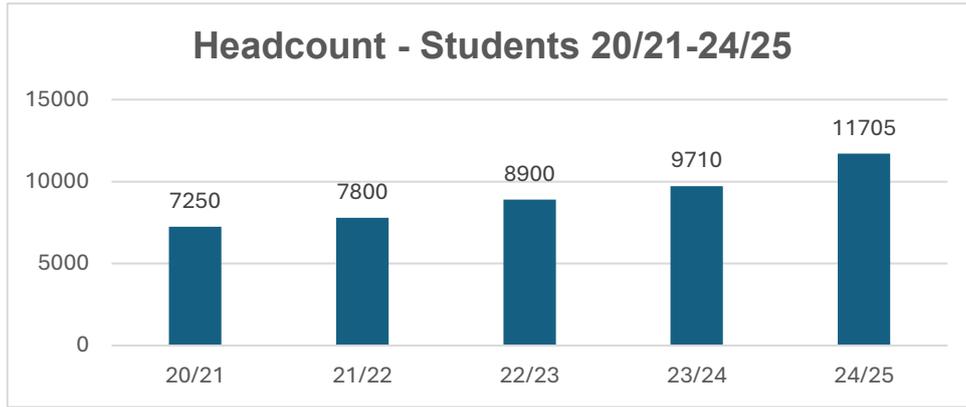
STUDENT DATA



All figures provided have been rounded as per the HESA rounding methodology and suppression rules. Further information on this methodology is available here: <https://www.hesa.ac.uk/about/regulation/data-protection/rounding-and-suppression-anonymise-statistics>

The following pages present student data including breakdowns by demographic groups and awards achieved. In 22/23 HESA implemented their Data Futures collection for student data, this necessitated changes to the way that some student metrics are recorded, with several data fields being replaced or updated. As such this means that for a number of reporting metrics included within this section of the report, comparison with previous years is not possible due to the changes to the format of the data. Where year on year comparisons can still be made, they have been included.

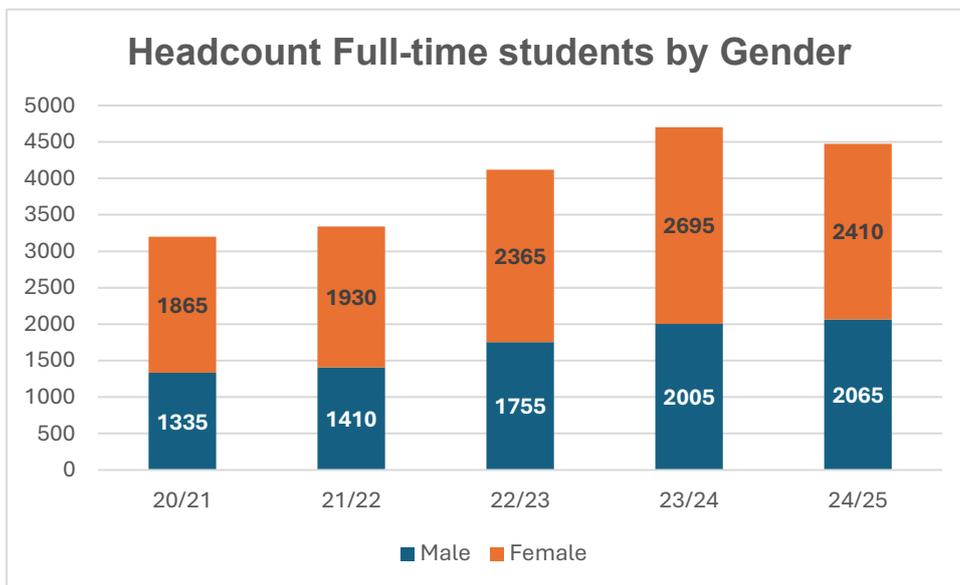
During academic year 2024/25 the total number of students enrolled at Wrexham University was 11,705; an increase of 21% compared with the previous academic year. The charts detailed within this section present student numbers gathered over a 5-year period, with total student numbers increasing by 61% across this period, driven by the expansion of our PWU Online and International cohorts, which together in 24/25 accounted for 49% of all students.



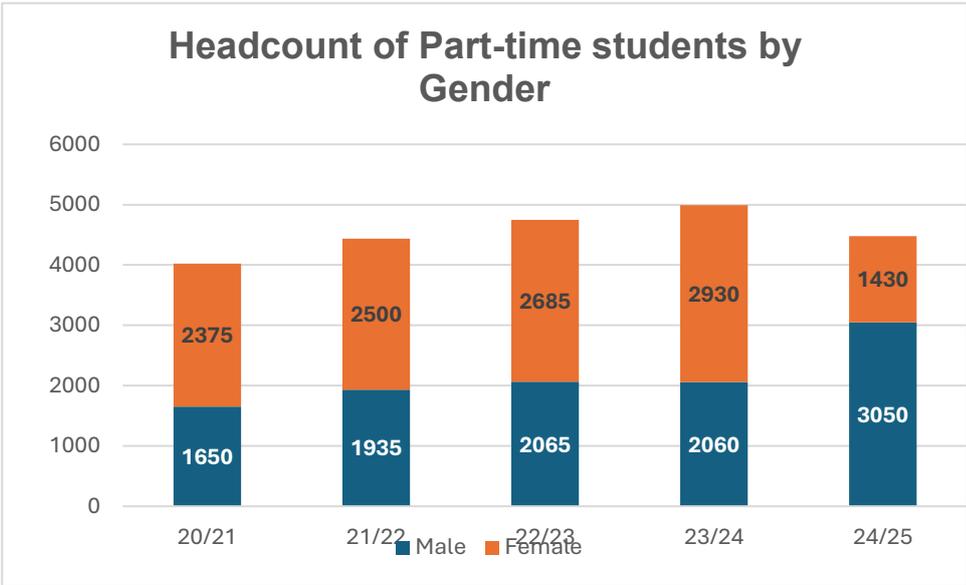
Gender

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

For full-time students, in 24/25, 54% identified as female and 46% identified as male. Whilst overall student numbers have increased there has been no significant change in the split between male and female students over the past four years, however in 24/25 there has been a slight increase of 3% for male students.



For part-time students, in 24/25 32% identified as female and 68% as male, an increase of 26% from 23/24 despite a 10% decrease in part time student's student numbers in 24/25.

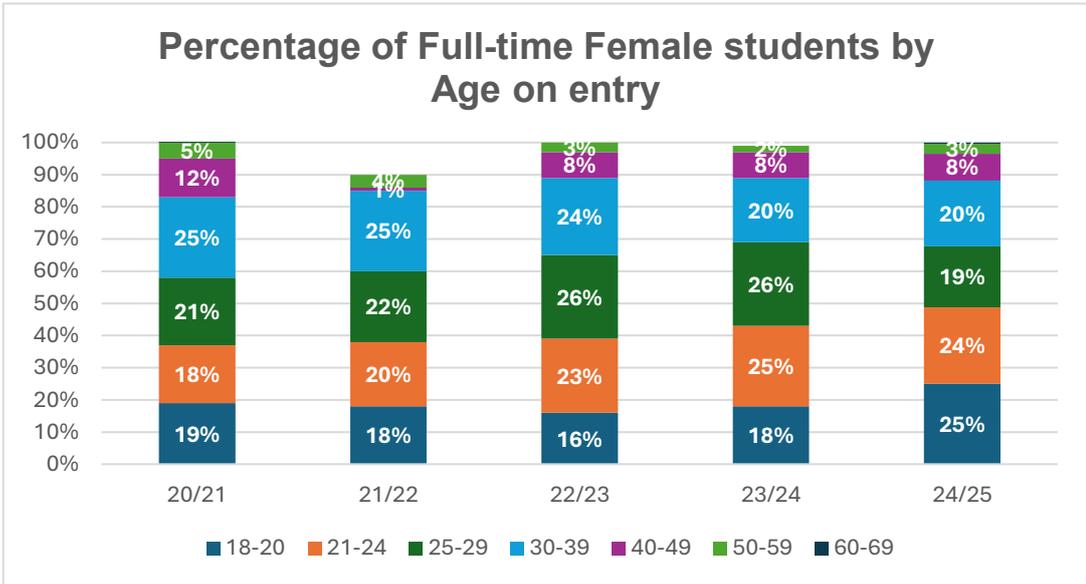


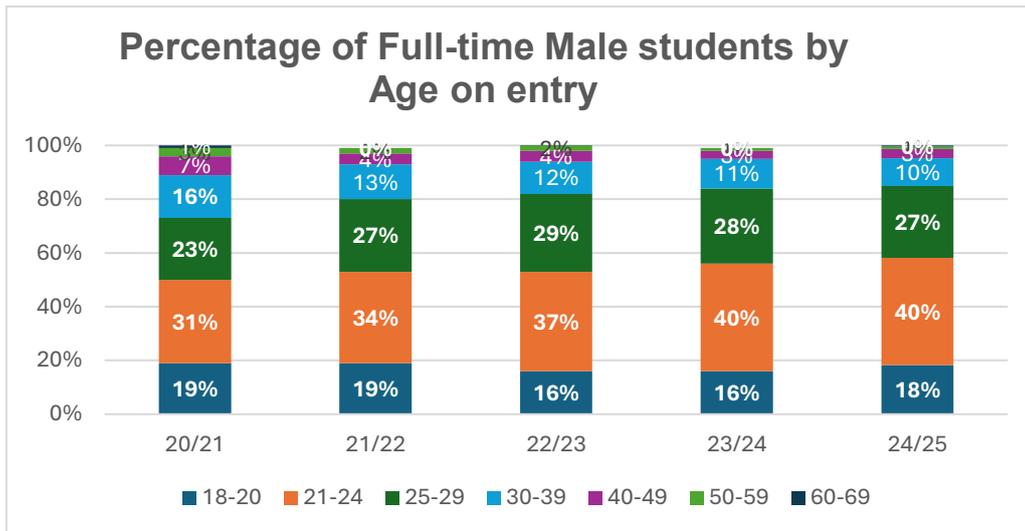
Age

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

Age - Full-Time

For both male and female full-time students, the proportion of learners aged 18–20 increased in 2024/25. For female students in particular, this rose by 7 percentage points, accompanied by a corresponding 7-percentage-point decrease in the 25–29 age group. In 2023/24, the most recent year for which UK-wide Higher Education benchmarking data is available, there was no significant difference between male and female full-time students in terms of age on entry. Across the sector, 45% of entrants were aged 20 or under, 29% were aged 21–24, and 26% were 25 or over. In comparison, PWU’s student population trends older than the wider sector—particularly among female students, 58% of whom were aged over 25 in 2023/24.

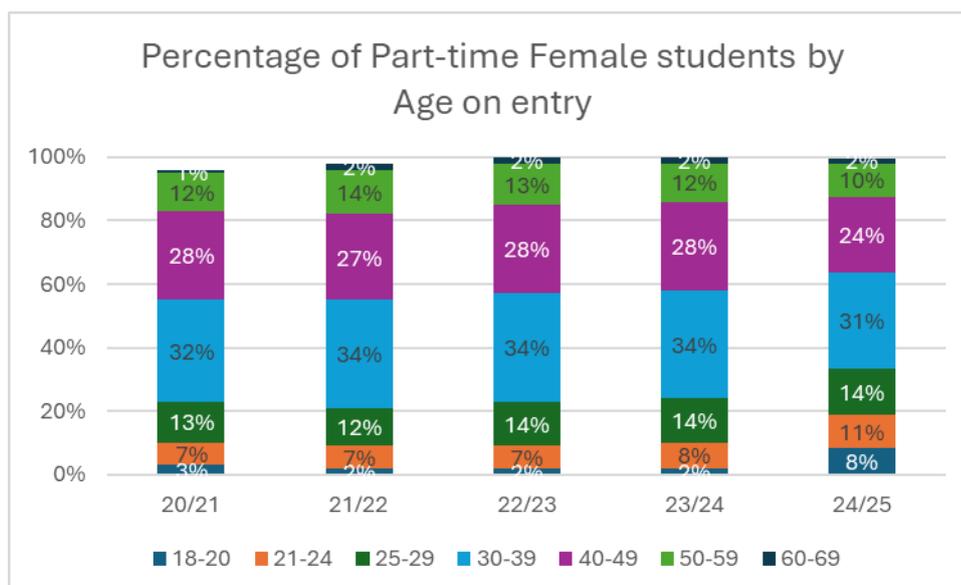


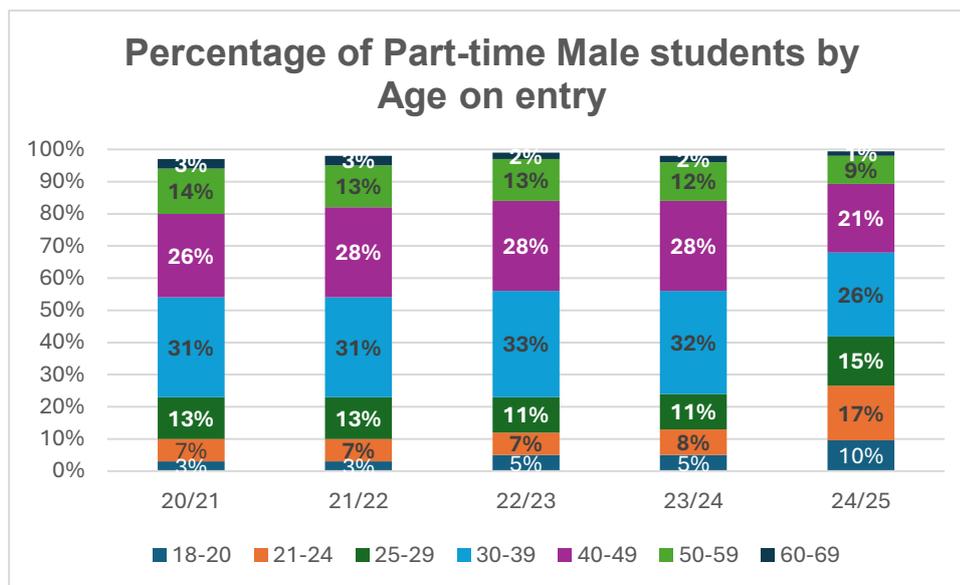


Age - Part-time

The age demographics of both male and female part-time students have remained more stable than those of full-time students. However, in 2024/25 there was a notable increase in the proportion of part-time students aged 18–20 and 21–24. For female students, the 18–20 age group rose by 6 percentage points, while for male students the 21–24 group increased by 11 percentage points. For both genders, decreases were seen in the 40–49 and 50–59 age ranges.

In 2023/24, UK-wide sector data shows that 20% of female and 26% of male part-time students were under 25. The remaining 80% of female and 74% of male part-time students were aged 25 or over. At PWU, the proportion of older part-time learners is slightly higher for women, with 84% of female and 74% of male part-time students aged 25 or above.

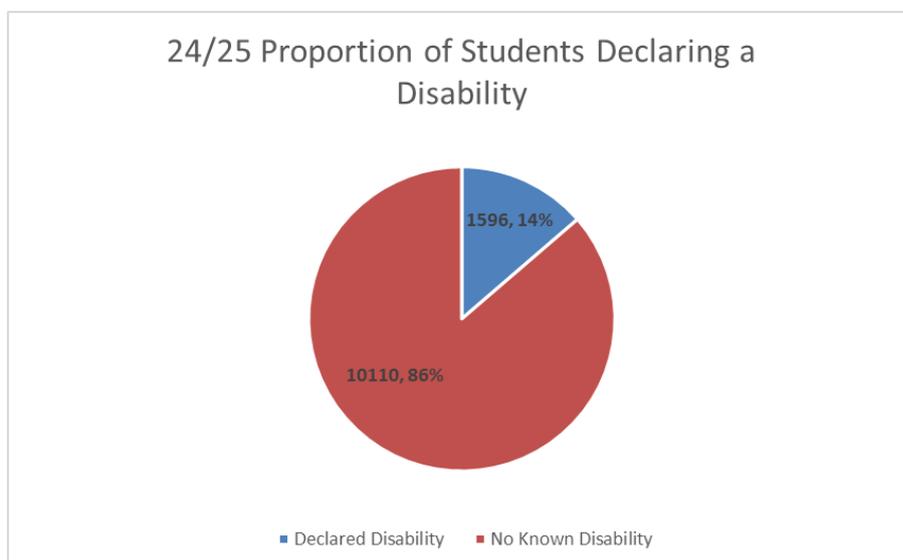


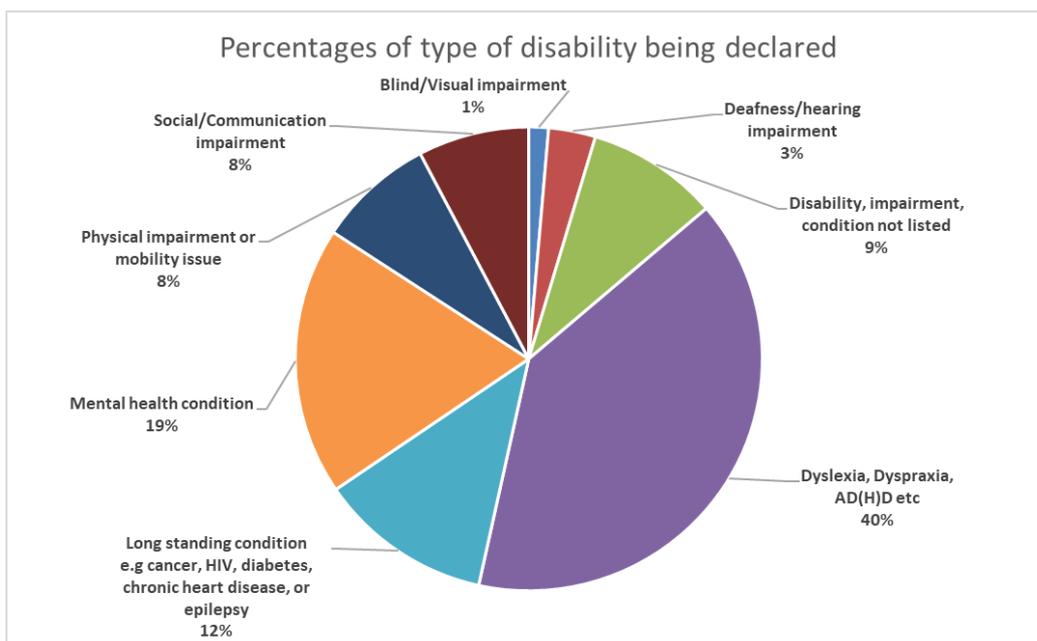


Declared Disability

It should be noted that the process for collecting and recording student disability information changed in 2022/23 and 2023/24. Under the new approach, students declare any disability annually at re-enrolment, ensuring that the data is more current and reflective of their needs. In 2024/25, 14% of PWU students declared a disability, an increase from 11% in the previous academic year. Across the UK HE sector, 18% of students were reported as being known to have a disability in 2023/24.

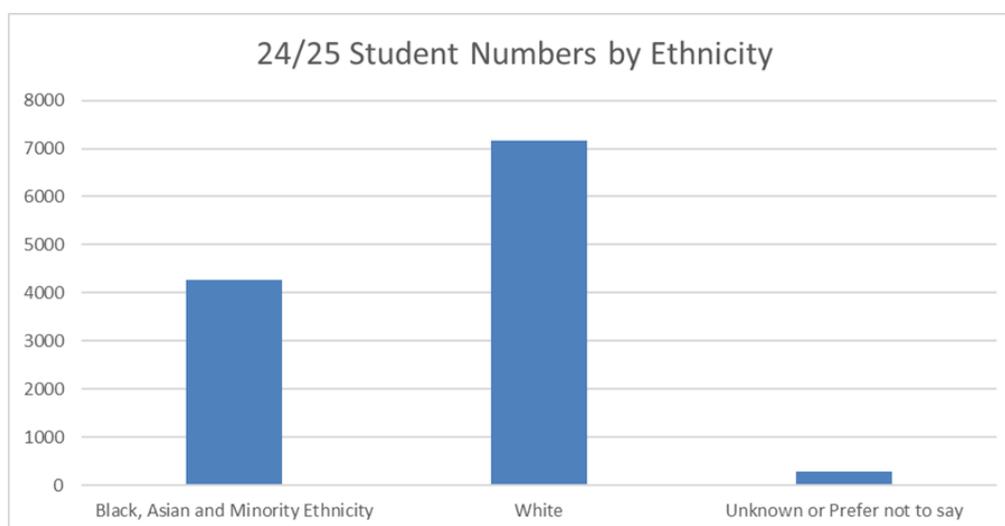
In 2024/25, the most frequently declared disabilities were dyslexia, dyspraxia or AD(H)D, accounting for 40% of all declarations, followed by mental health conditions at 19%. It is important to note that students may declare more than one disability, and each declaration is counted individually within these figures.





Ethnicity

In 24/25, 36.4% of PWU students identified with an ethnicity group that falls within the broad grouping of Ethnic Minority. This is notably higher than the UK-wide Higher Education sector where 22% of students were reported as belonging to an Ethnic Minority group in 2023/24.



Sexual Orientation

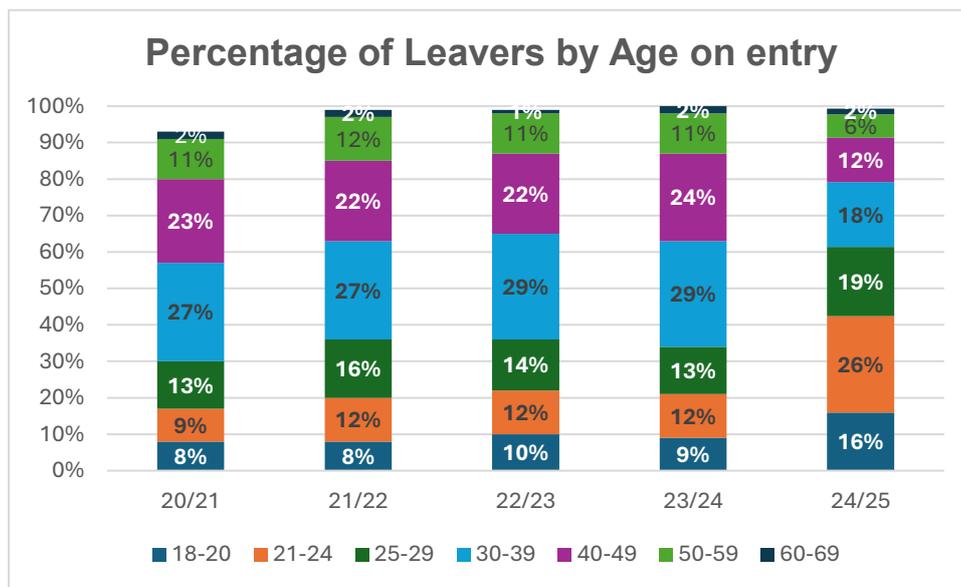
In 2023/24, 80.9% of PWU students identified as 'Heterosexual or straight', while 5.0% identified as 'Bi/Bisexual', 2.4% as 'Other', 1.8% as 'Gay or Lesbian', and 0.1% as 'Gay Man'. A further 9.7% of students chose not to disclose their sexual orientation.

These proportions are broadly consistent with those reported in the previous academic year.

Leavers

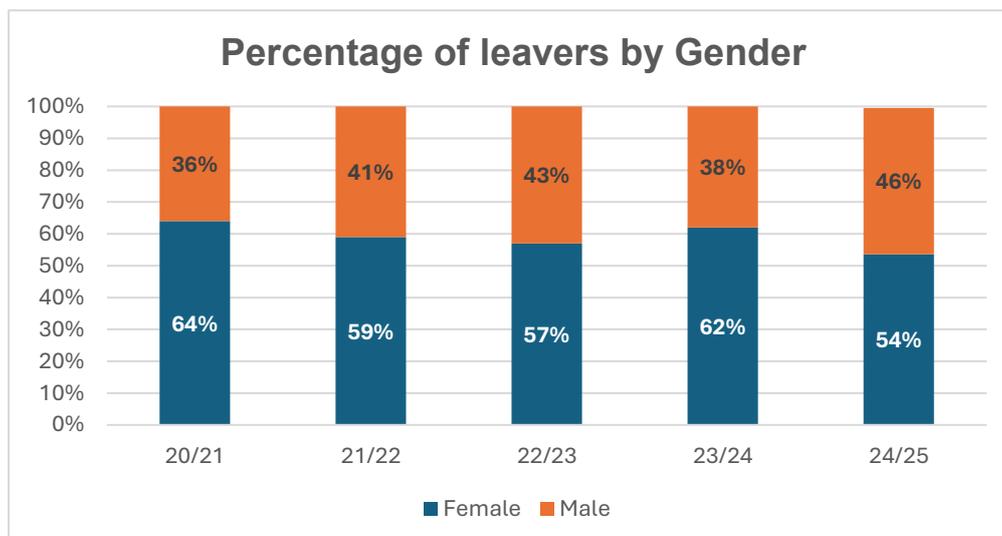
Leavers by Age:

The age profile of students withdrawing from their studies remained relatively consistent between 20/21 and 23/24. However in 24/25 there was a shift, with an increase in withdrawals among younger students, particularly those aged 18-20 (increased by 7%) and 21-24 (increased by 14%).



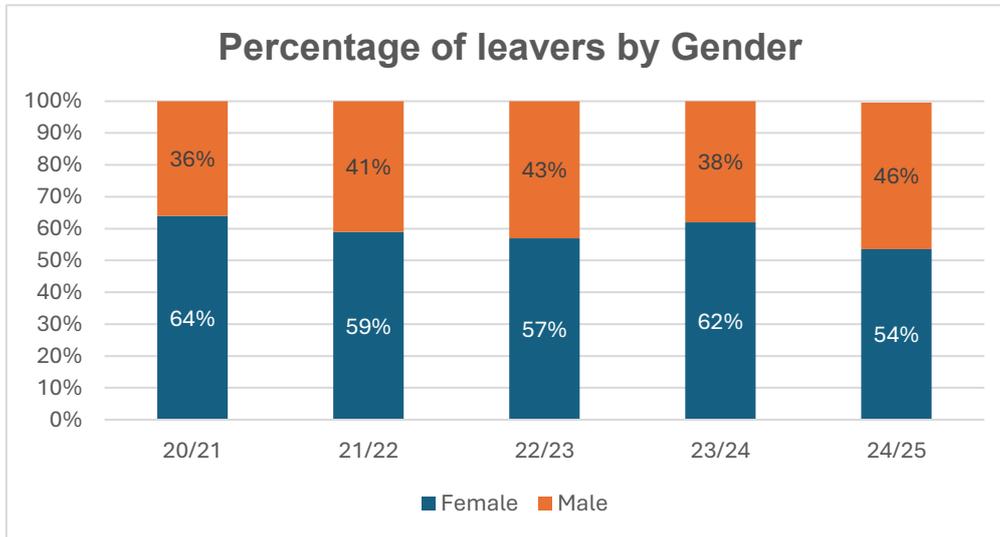
Leavers by Gender

Across all years, the proportion of female leavers was higher than that of male leavers, which reflects the overall gender balance of the student population.



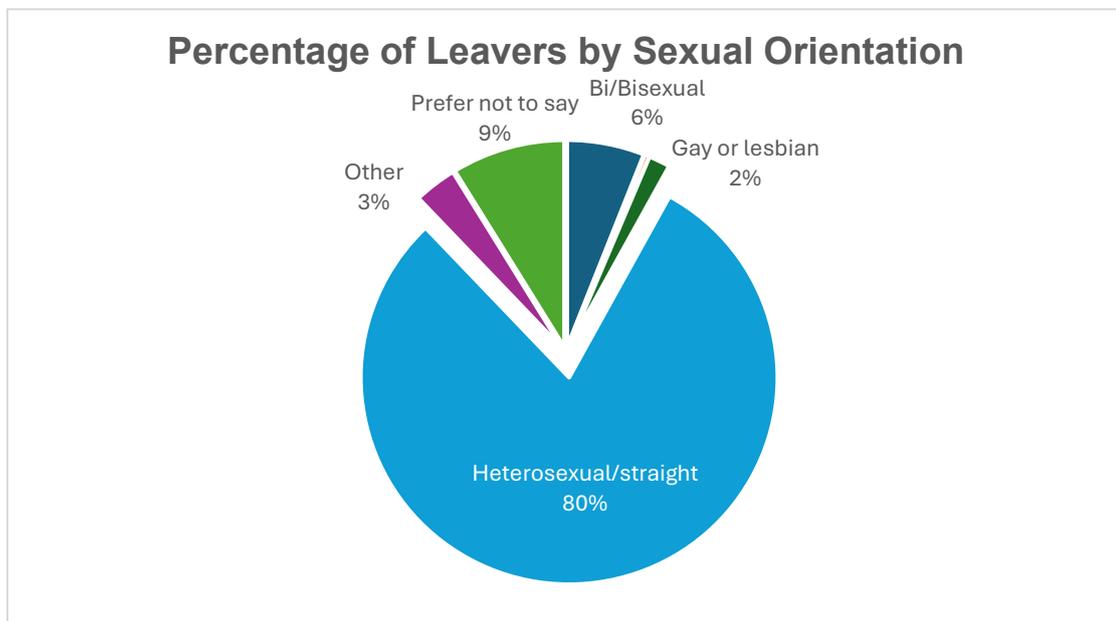
Leavers by Mode of Study

Across all years within the reporting period, a higher proportion of students withdrawing from their studies were enrolled on part-time courses. This proportion increased slightly in 2023/24 compared with 2022/23.



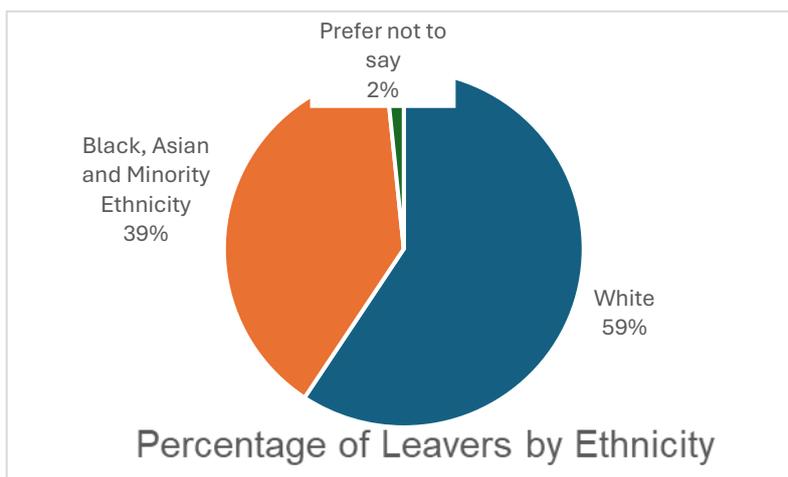
Leavers by Sexual Orientation

Among students withdrawing from their studies, the sexual-orientation profile broadly mirrors that of the overall student population.



Leavers by Ethnicity

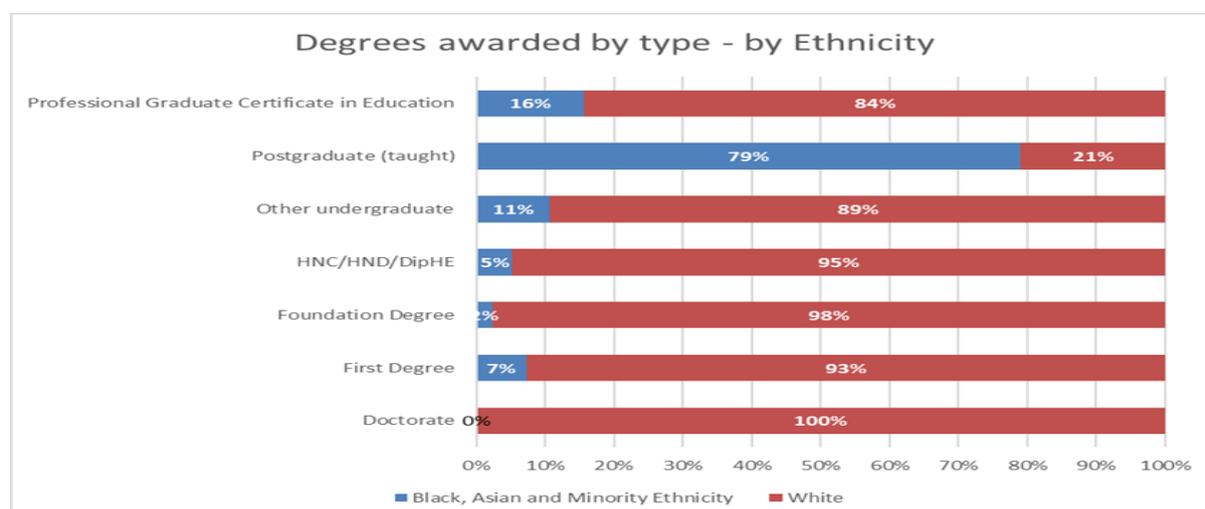
The majority (71%) of students withdrawing from their course identified as White. This is broadly in line with the wider student population in 2024/25, in which 61% of students identified as White.



Degree Classification

Degree Classifications	20/21	21/22	22/23	23/24	24/25
Doctorate	5	5	5	5	2
First Degree	480	560	465	435	584
Foundation Degree	30	25	20	35	43
HNC/HND/DipHE	25	30	25	15	19
Other undergraduate	760	695	690	585	867
Postgraduate (taught)	235	395	655	1240	1335
Professional Graduate Certificate in Education	35	30	20	15	32

The increase in Taught Postgraduate awards in 23/24 reflects the growth in international student cohorts. Across all award types in 24/25 the majority of students identified as White, which the exception of Postgraduate (taught) awards where 83% of students identified with an ethnicity grouped under Ethnic Minority. This pattern aligns with the large international cohorts enrolled on these programmes.



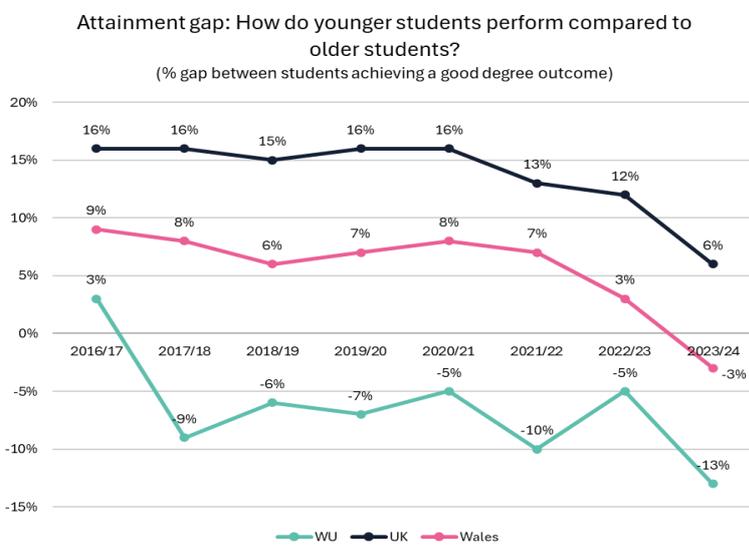
Attainment Gap in Degree Outcomes

Annual Attainment Gap and Completion Gap Reports are shared with the University's Board of Governors. These reports provide updates on both the Awarding (Attainment) Gap and the Completion Gap. An executive summary of the key findings is presented below (information available up to academic year 2023/24)

The present analysis examines variations in degree outcomes across key student characteristics, including age at graduation, gender, ethnicity, and disability.

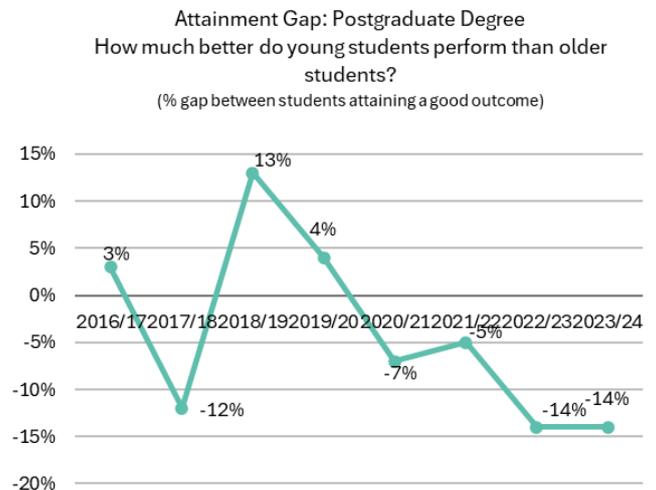
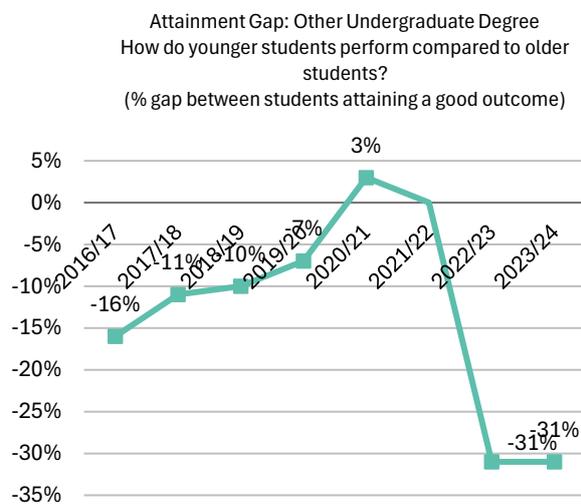
In the 2023/24 academic year:

Age



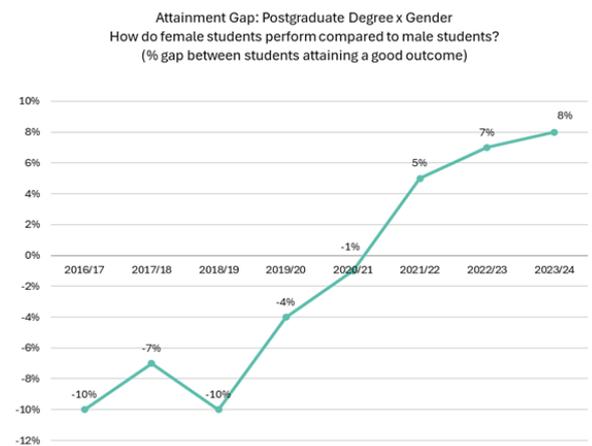
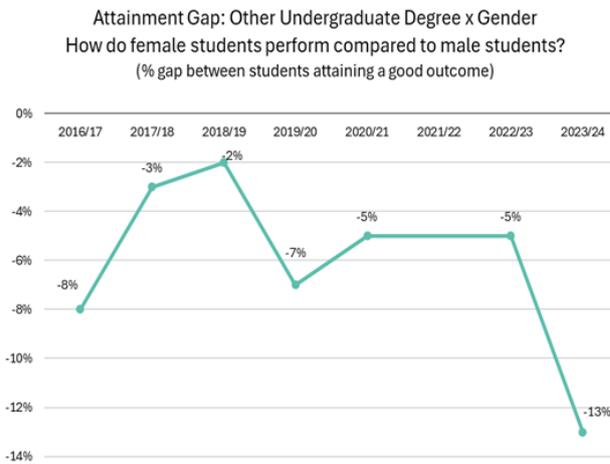
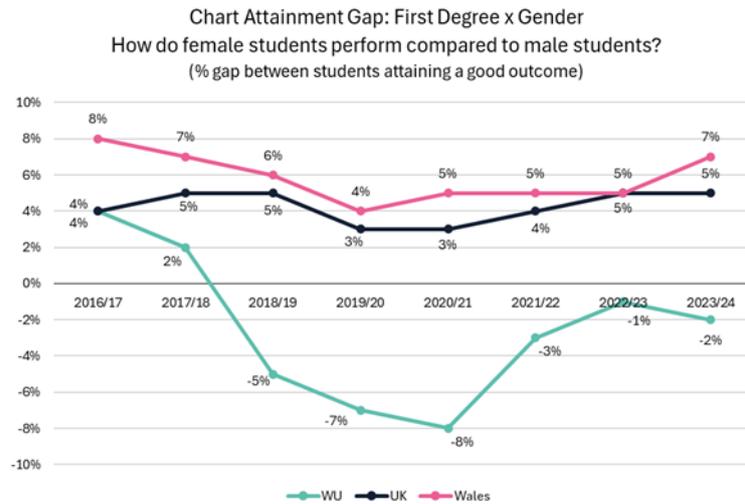
The attainment gap between younger and older students for their First Degree at PWU was -13% (older students outperformed younger students). The attainment gap between younger and older students for Other Undergraduate Degrees at PWU was -31% (older students outperformed younger students), however due to the small sample size, this result is likely to be

skewed. The attainment gap between younger and older students for Postgraduate Degrees at PWU was -14% (older students outperformed younger students).



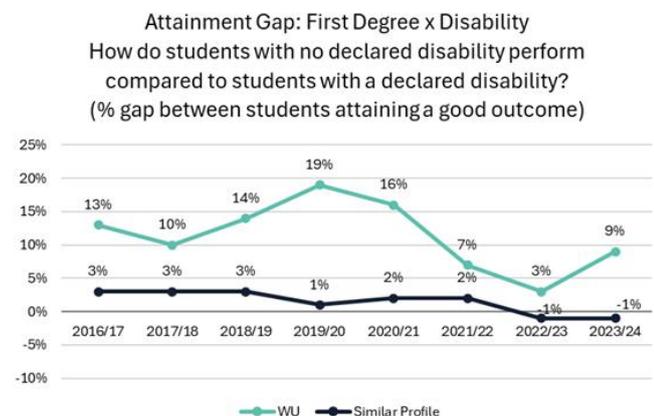
Gender

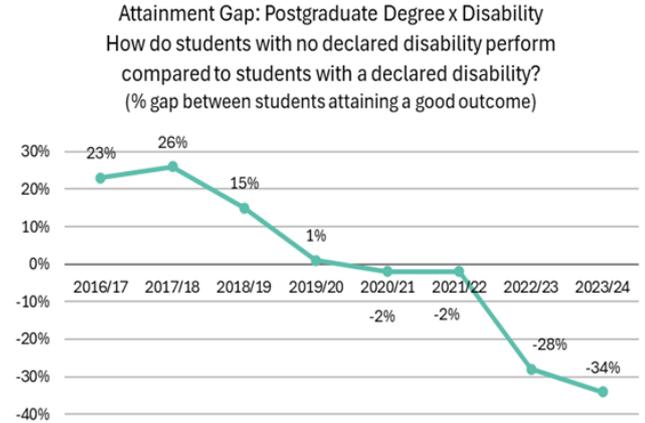
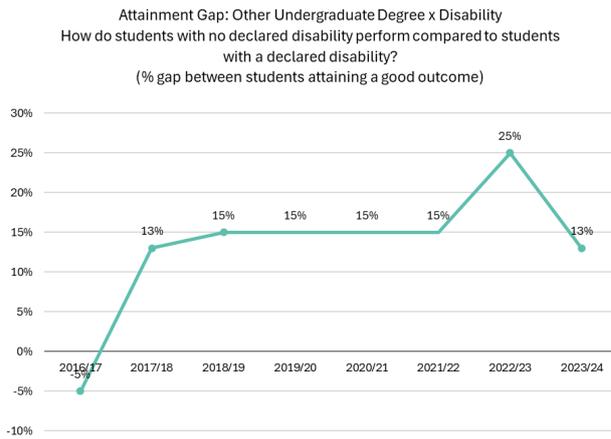
The attainment gap between female and male students for their First Degree at the University was -2% (male students outperformed female students). The attainment gap between female and male students for Other Undergraduate Degrees was 13% (female students outperformed male students). For Postgraduate Degrees, the attainment gap was 8% (female students outperformed male students).



Disability

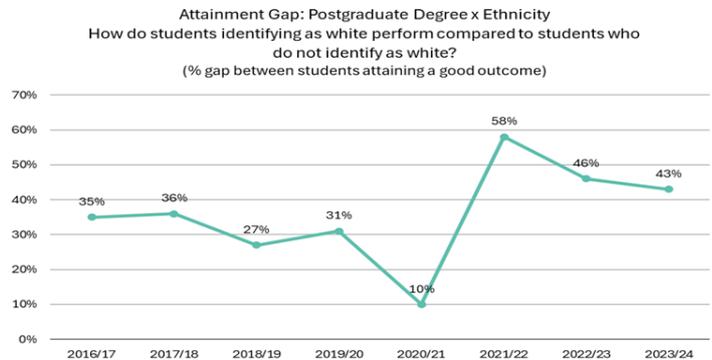
The attainment gap between students with a declared disability and those without for their First Degree at the University was 9% (students without a disability outperformed students who had a declared disability). For Other Undergraduate Degrees at Wrexham University, the attainment gap was 13% (students without a disability outperformed students with a disability), however due to the small sample size, this result is likely to be skewed. For Postgraduate Degrees at WU, the attainment gap was -34% (students with a declared disability outperformed students who declared no disability).





Ethnicity

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



Conclusions

- Wrexham University is committed to reducing attainment gaps across all student demographics wherever possible. However, some factors influencing disparities in outcomes sit beyond the University's direct control and are reflected across the wider sector. The University remains focused on providing an equitable educational experience for all students and continues to develop initiatives and opportunities aimed at narrowing attainment gaps.
- As a relatively small university, even minor shifts in student demographics within individual degree types can have a substantial impact on attainment-gap data, often resulting in trends that appear unstable over time. This makes it challenging to assess the effectiveness of initiatives aimed at reducing attainment gaps through simple gap analysis alone. More detailed, in-depth analysis is therefore required to understand the nuances behind these results.
- Wrexham University performs well in relation to the gender attainment gap, with only a small gap among first-degree students (-2%, slightly favouring male students), which is smaller than that observed across the wider sector. In terms of age, the attainment gap between older and younger students has widened from -5% in 2022/23 to -13% in 2023/24, with older students outperforming younger learners. This contrasts with the pattern seen across the UK sector,

where younger students typically achieve higher outcomes and where the age-related gap has narrowed compared with the previous year.

- Particularly large gaps identified in the 2023/24 academic year include those observed by gender for Other Undergraduate and Postgraduate degrees. In Other Undergraduate programmes, male students are now outperforming female students by an additional 8 percentage points compared with the previous year (now 13%). In contrast, for Postgraduate degrees, female students are outperforming male students by 8%.
- It is encouraging to see the attainment gap narrowing for Other Undergraduate degrees among students declaring a disability, with the gap reducing by 12 percentage points in 2023/24. However, for Postgraduate degrees the gap has widened by 16 percentage points, with students declaring a disability outperforming those with no declared disability. This represents an atypical pattern, as the reverse is more commonly observed. One possible explanation may relate to lower levels of disability disclosure or reduced engagement with diagnosis or confirmation processes within this cohort.
- While these large discrepancies are highly likely to be influenced by incomparable cohort sizes—such as very small groups being compared with much larger ones—or by small overall sample sizes, the scale of the differences observed indicates that further investigation is warranted. Additional analysis and targeted action will be required to better understand and address these attainment gaps.

STAFF DATA

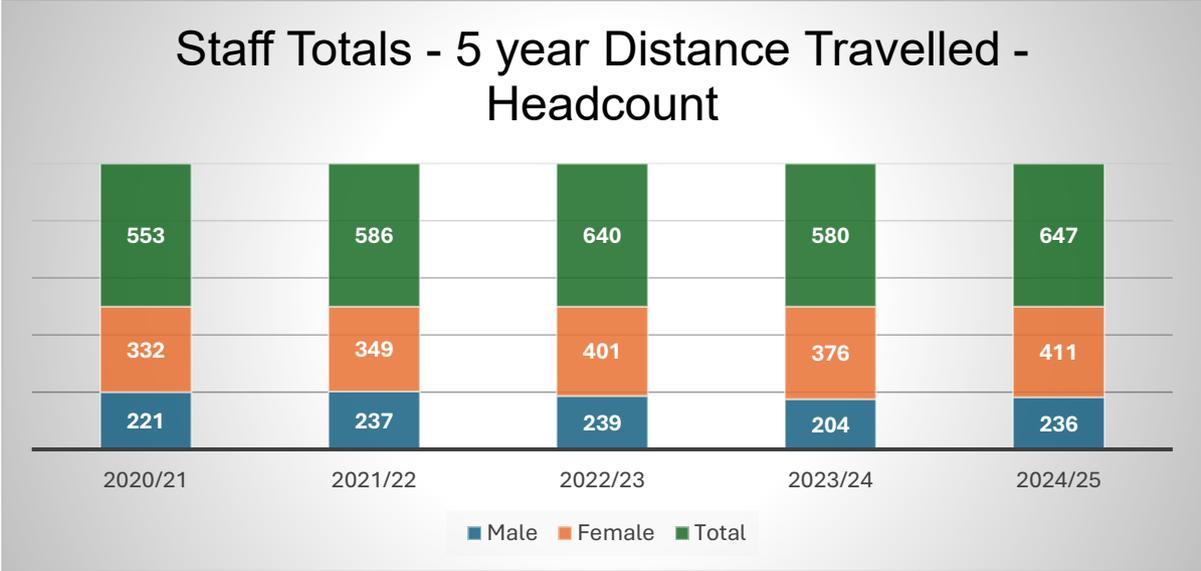
A break-down of employment information for academic years 2020-2025 is provided in the remainder of this report. It should be noted that, in line with HESA reporting requirements, these figures do not include sessional and casual members of staff. The data covers the period from 1 August 2020 to 31 July 2025. Across this 5-year period overall staff numbers increased by 14.5%, with 62% of staff identifying as female. The current staff profile comprises 38% male and 62% of staff identifying as female, with a year-on-year increase of 3% in male staff since the 2023/24 academic year.



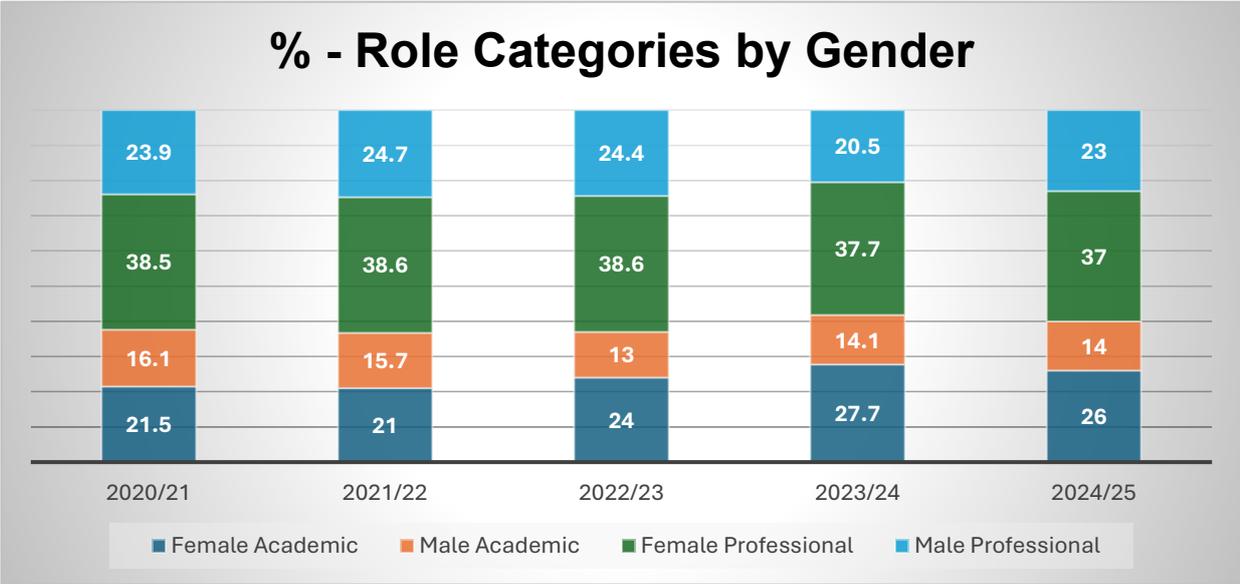
The proportion of staff with declared disabilities currently stands at 6%. Since 2020/2021 there has been a 2% increase in staff identifying as belonging to an Ethnic Minority group, with representation now at 10% across this reporting period. Lesbian,

Gay and Bi (LGB) representation has also increased by 3% over the 5-year period, with 7% of staff now identifying as LGB. It is encouraging to see a reduction in the number of staff choosing not to declare their sexuality, which has decreased by 7% over the same period, supported by targeted work to promote an inclusive working environment. Continued focus is required to increase representation among staff from Ethnic Minority groups and those with disabilities, and this remains an active priority for our University.

GENDER - Staff



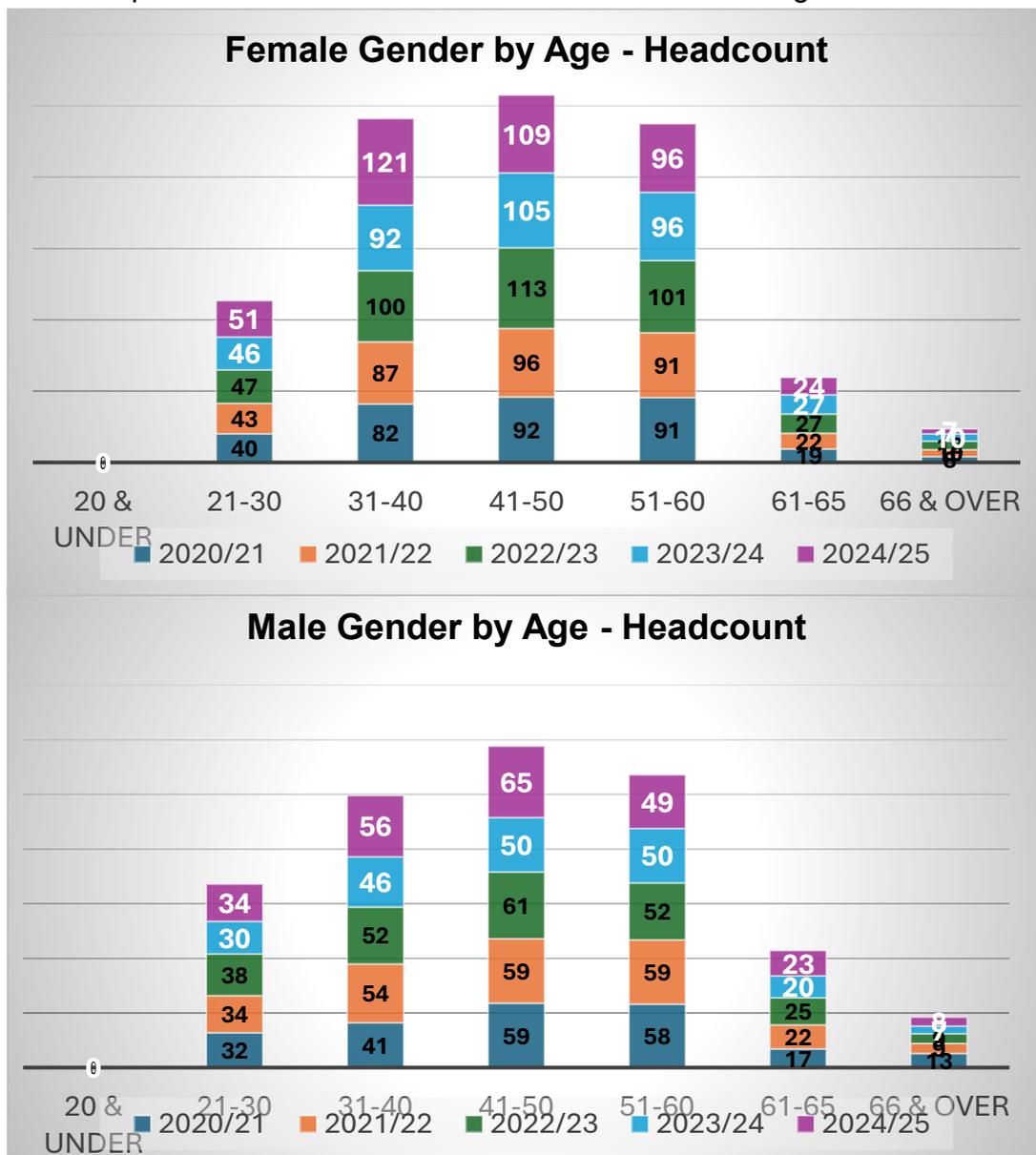
The data shows a 14.5% increase in permanent staff over the five-year period, comprising a 19% increase in female staff and a 6% increase in male staff. Across this timeframe, an average of 62% of the University’s workforce identified as female each academic year—significantly higher than the UK and Welsh national average of 51%. Despite this, women remain underrepresented in academic senior posts, STEM subject areas, and senior management roles across UK higher education institutions.



Female academic representation remained stable until 2021/22, then rose sharply from 2022/23, increasing by 7% between 2021/22 and 2023/24— above the UK average of 3%. This growth is driven by expansion in health-related academic roles, particularly within female-dominated Allied Health fields. Across the full five-year period, female representation increased by 4.5%, while other role categories showed no significant change.

Age by Gender

Male staff age profiles have remained steady over the five-year period, with most consistently aged 31-50. Female staff show more pronounced change, with notable growth in the 31-50 range between 2020/21 and 2024/25, in line with wider UK patterns. The largest increases occur in the 31-40 group (+32%) and the 41-50 group (+16%). These shifts reflect the expansion of Allied Health recruitment and the typical age at which practitioners move from clinical roles into teaching.



Disability

Disability %	2020/21		2021/22		2022/23		2023/24		2024/25	
	Female	Male								
No known disability	52.4	35.8	53.9	36.7	55.9	33.8	57.9	30.3	57	32.1
Two or more	**	**	**	**	**	**	**	**		
Specific LD	**	**	0.7	**	**	**	**	**	0.9	0.6
Long standing illness	**	**	**	1.5	**	**	1.2	1.6	0.9	0.6
Mental Health	**	**	**	0.7	**	**	**	**	0.3	0.8
Physical Impairment	**	**	**	**	**	**	**	**	**	0
Social Impairment	**	**	**	**	**	**	**	**	0	0
Not listed above	**	**	**	**	**	**	**	**	0.6	0.2
Information refused	**	**	1.4	1.5	**	**	1.6	1.0	2.0	1.4
Hearing Impairment									0.0	**
Total	60	40	60	40	63	37	65	35	64	36

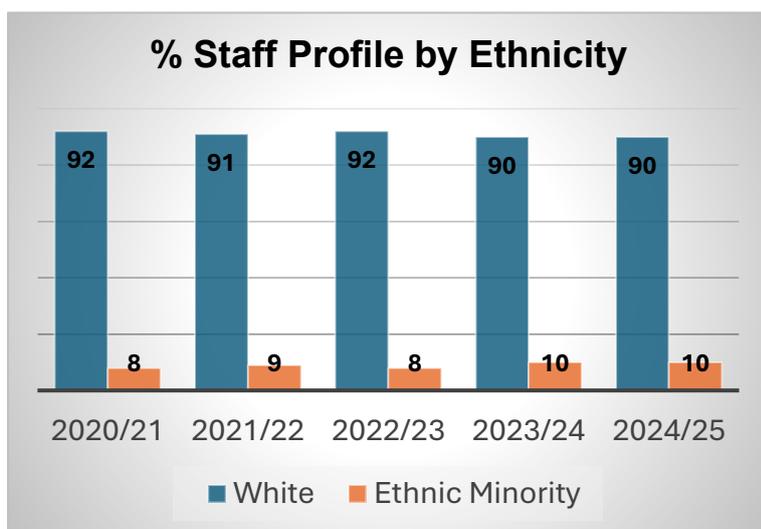
** To comply with data protection legislation, it has been necessary to replace data with asterisks. The bottom-line figures will not reflect total numbers shown due to redaction.

The disability profile of our staff has remained broadly stable from 2020/21 to 2024/25. Currently, 6% of the workforce have a declared disability—slightly below the UK HEI average of 7.2%—representing a 0.5% rise on the previous year and a 0.4% increase across the five-year period. Across the 5-year period, an average of 5.4% of staff declared a disability.

The number of staff with declared disabilities across the sector has risen from 2012/2013 (3.9%) and now sits at 7.2% in England and 8.5% in Wales. It is likely that this trend reflects an increase in the representation of staff disclosing their disabilities, a reduction seen in the stigmatisation of disabilities, improved confidence to disclose and increased awareness of different types of impairments. The most frequently disclosed impairment type was long-standing illness or health condition, which correlates with those conditions disclosed by staff at Wrexham University.

The proportion of staff choosing not to declare a disability has fallen since last year, though it remains 0.9% higher than in 2020/21. Targeted actions are planned to encourage greater disclosure as part of ongoing work toward achieving Level 3 of the Disability Confident award.

Ethnicity



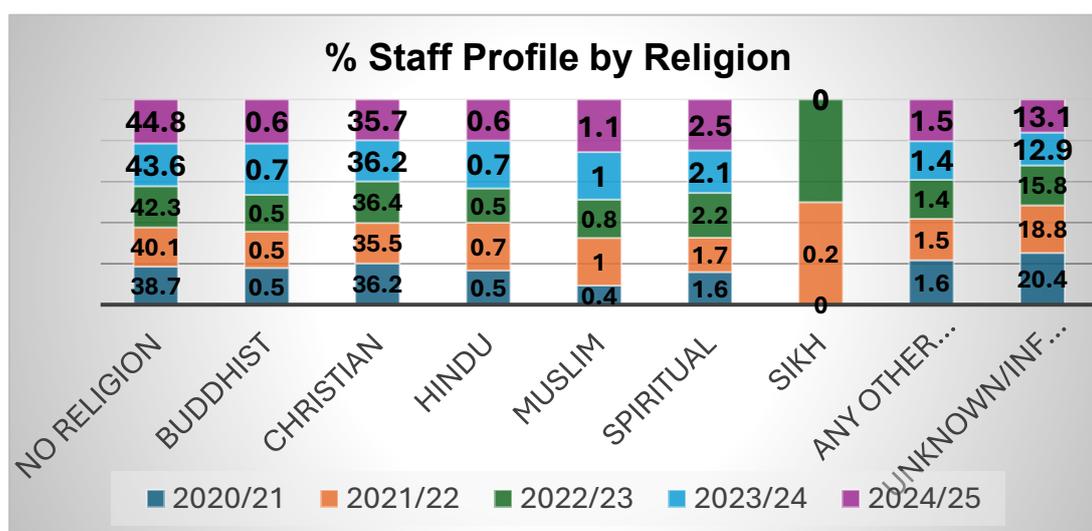
The chart to the left illustrates the ethnicity profile, by percentage, of staff employed at PWU over the five-year period. To adhere to data protection legislation, the data aggregates all ethnicities except White into a single category labelled Ethnic Minority.

During the reporting period between 8 and 10% (currently sitting at 10%) of the University's workforce

identified as Ethnic Minority, marking a 2% increase between academic years 2020/21 and 2024/25. This figure is below the UK national average of 12.2% but above the Welsh national average of 6.2%. The largest non-White ethnic group at the University was Asian, consistent with both UK and Welsh national trends.

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

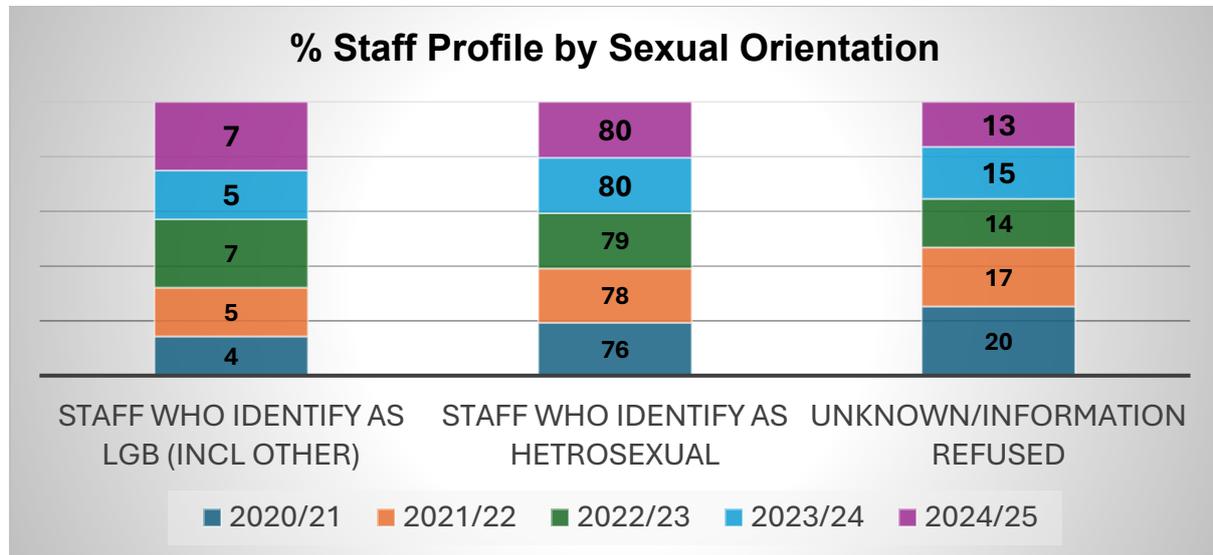
Religion & Belief



Over the five-year period from 2020/21, the proportion of staff reporting no religion has risen by 6.1%. Christianity remains the most common faith, though it has declined

slightly (-0.5%). Small increases are also evident among staff identifying as Hindu, Muslim, or Spiritual, reflecting wider UK HE sector trends. There has also been a 7.3% reduction in staff choosing not to disclose their religion, indicating improved disclosure rates.

Sexual Orientation

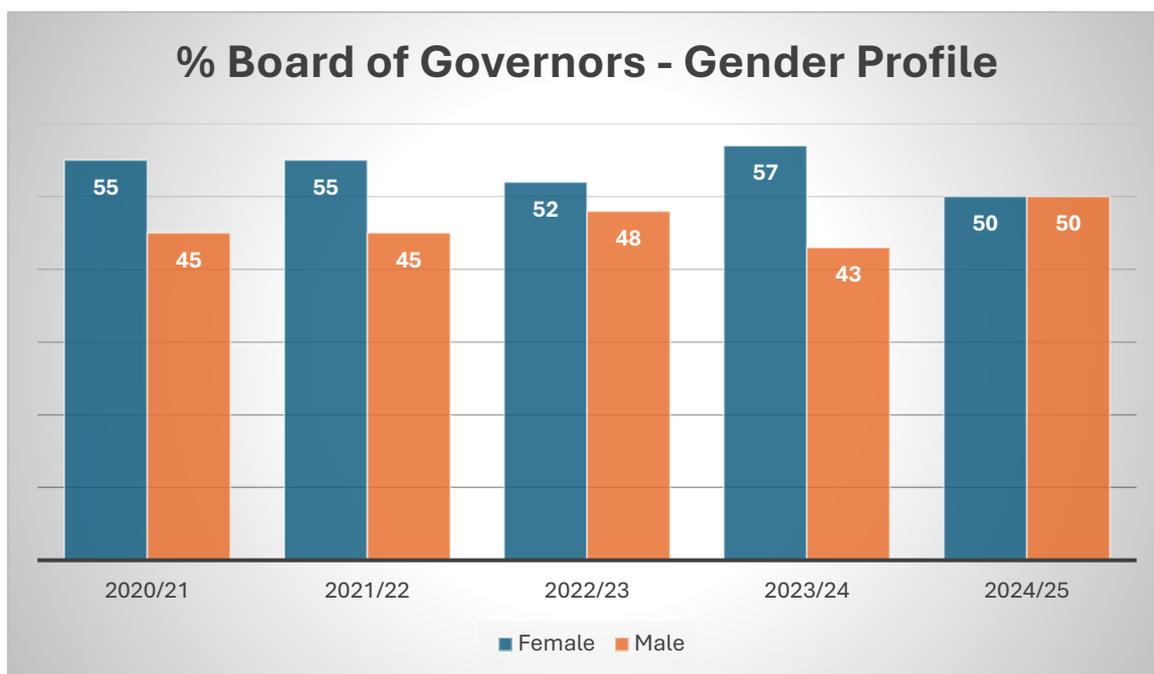


To meet data protection requirements, sexuality data has been aggregated to compare staff identifying as heterosexual with those identifying as Lesbian, Gay or Bi (LGB). Since 2020/21, there has been a 3% rise in staff openly declaring their sexuality, although disclosures remain lower than among heterosexual staff. Notably, the proportion of staff choosing not to disclose has fallen by 7%, suggesting that ongoing inclusion initiatives are helping to create a more supportive environment for LGBTQ+ staff at PWU.

Maternity/Adoption

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

BOARD OF GOVERNORS



The diversity of the Board of Governors continues to be monitored by the Board’s Nominations and Governance Committee. For the majority of the academic year 2024-25 19 members served on the Board, 9 of whom were female (47%) and 10 of whom were male (53%). From March onwards the gender demographic became an even split of male and female Governors.

The gender balance has remained stable for the last five years and slightly above that seen across all Welsh and UK universities. The latest available data published in 2024 for UK institutions showed that 43.4% of Governors were female and 56.1% were male, with 0.6% identifying as “other”. In Welsh universities 47.2% were female and 52.8% were male.

During the 2024–2025 academic year, 89.4% of Wrexham University Governors held UK nationality, compared with 90.9% across other UK institutions. At the start of the academic year, all Governors (100%) identified as white; by the end of the year this had decreased to 94.74%. In comparison, the proportion of Governors identifying as white was 92% across Welsh universities and 82.8% across UK universities overall.

In terms of age 9.5% (8.1% Wales and 6.5% UK) of the University’s governors were under the age of 25; 76% (68.5% Wales and 73.9% UK) were aged between 26 and 65 and 14.3% (23.4% Wales and 19.6% UK) were aged 66 and over. Finally, 9.5% of the University’s Governors had a known disability compared to 11.7% across all Welsh universities and 5.8% across all UK universities.

The Board remains committed to removing any barriers which may deter individuals from differing backgrounds and with protected characteristics from apply to become a Governor. The Board also remains committed to enhancing the diversity of its

members to reflect the University’s student and staff demographics, continuing to work towards the implementation of the Race Equality Action Plan in this respect.

GENDER PAY

The organisation’s mean gender pay gap is 7.7% in favour of males, while the median remains 0.0%. In 2023/24, the mean gap was 1.2% in favour of males, with the median also at 0.0%. Across the wider HE sector, the median pay gap is 7.7%.

The 2024/25 reporting year is the first to include the newly appointed Vice-Chancellor and Deputy Vice-Chancellor. As both of these highest-paid roles are held by males, the mean pay gap has increased. The median gap, however, remains at 0.0%. This stability is largely due to HEIW-funded roles within the Faculty of Social and Life Sciences, where academic posts—particularly Senior Lecturer positions—are predominantly held by women. Alongside female representation in Principal Lecturer and Associate Dean roles, this raises the median hourly rate for women to match that of men. Sector-wide analysis from the Higher Education Policy Institute reports a mean gender pay gap of 11.4% in favour of males.

All Staff Mean Hourly Rates

Males	Females
£23.89	£22.04

All Staff Median Hourly Rates

Males	Females
£20.38	£20.38

The mean and median gender pay gaps are calculated using hourly pay rates for all substantive staff employed on 1 August 2024. These figures show the difference in average earnings between women and men across the University. Based on the mean calculation, women earn £1.85 less per hour than men. The median calculation shows no difference in hourly pay.

Proportion of Males and Females in each Pay Quartile

	24/25	24/25	23/24	23/24
	Female	Male	Female	Male
Upper Quartile	56.1%	43.9%	61.4%	38.6%
Upper Middle Quartile	66.8%	33.2%	63.3%	36.7%
Lower Middle Quartile	62.8%	37.2%	71.1%	28.9%
Lower Quartile	58.6%	41.4%	53.8%	46.2%

In 2024/25, male representation in the upper quartile rose to 43.9%, up from 38.6% in 2023/24, while female representation fell from 61.4% to 56.1%. Although

women still form the majority in the highest pay band, the gap has narrowed, reflecting a modest increase in male representation that aligns with recent VCET management changes.

In the upper middle quartile, male representation decreased from 36.7% to 33.2%, with female representation increasing to 66.8%, indicating a strengthening female presence in this pay band.

The lower middle quartile saw the most notable shift. Male representation increased from 28.9% to 37.2%, while female representation declined from 71.1% to 62.8%, suggesting a more balanced gender distribution compared with the previous year.

In the lowest pay quartile, male representation fell slightly from 46.2% to 41.4%, while female representation rose from 53.8% to 58.6%. This indicates a modest upward trend in female representation in lower-paid roles.

Previous reports, including this year's, show a consistently higher proportion of females in the upper quartile. They also highlight that senior academic roles—from Principal Lecturer upwards—continue to have a higher proportion of males. Across the HE sector, this pattern reflects a well-recognised under-representation of women in senior academic positions, rather than a pay disparity between men and women performing the same work.

The paragraphs below outline the actions taken to address the previously identified gap. The first Annual Pay Policy Statement in 2017/18 reported a 12.7-point gap in favour of males within this group (21.1% male, 8.4% female). At that time, 11.6% of the University's Principal Lecturers were male and only 3.6% were female. In contrast, this year's report shows 16.8% female and 7.6% male Principal Lecturers. This shift highlights the clear impact and value of the work undertaken to improve gender representation.

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

- 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 has to date provided 33 female members of staff with the opportunity to undertake Advance HE's Aurora Development Programme, with an additional 7 attending the current cohort (commencing in October 2025). To internally support the selected staff members, members of the Executive Leadership Team and previous Aurora delegates act as mentors and role models to the group.
- A mentoring scheme has been introduced, open to all staff, creating opportunities to connect female staff with female mentors, sharing their experience and providing guidance.

- The University continues as a member of the Wales Women in STEM network, which aims to address barriers that face women working in Science, Technology, Engineering and Maths.
- The University achieved Advance HE's Race Equality Charter Bronze Award in June 2025 and in line with the University's journey towards becoming an anti-racist institution, specific objectives have been included within the PWU Race Equality Action Plan to review and address identified pay gaps affecting staff from minority ethnic groups.
- Plans are underway to introduce a Reciprocal Mentoring programme, piloting partnerships between Ethnic Minority staff and Senior Leaders.
- A dedicated objective to review pay disparities among individuals with protected characteristics has been included within the University's Strategic Equality Plan (2024-2028).

Ethnic and Disability Pay Gaps

The Ethnic pay gap is minus 6.29%, this means that on average Ethnic Minority staff are paid 6.29% more than White staff. This is due to the prevalence of Ethnic Minority staff in higher paid academic roles; the majority being graded at Senior Lecturer and above. With the national average benchmark at +4.5%, this places PWU in a favourable position. This positive gap is largely attributed to the significant representation of staff from diverse ethnic backgrounds in higher-paid academic roles, predominantly at the Senior Lecturer grade and above.

The Disability pay gap is 7.48%, meaning that staff who have declared a disability earn, on average, 7.48% less than non-disabled staff. This reflects a 1.93% increase from the 2023/24 figures and compares favourably to the national average of 7.7%. However, it is noteworthy that one-third of staff with declared disabilities are graded at OA5 or below.

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

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

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

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

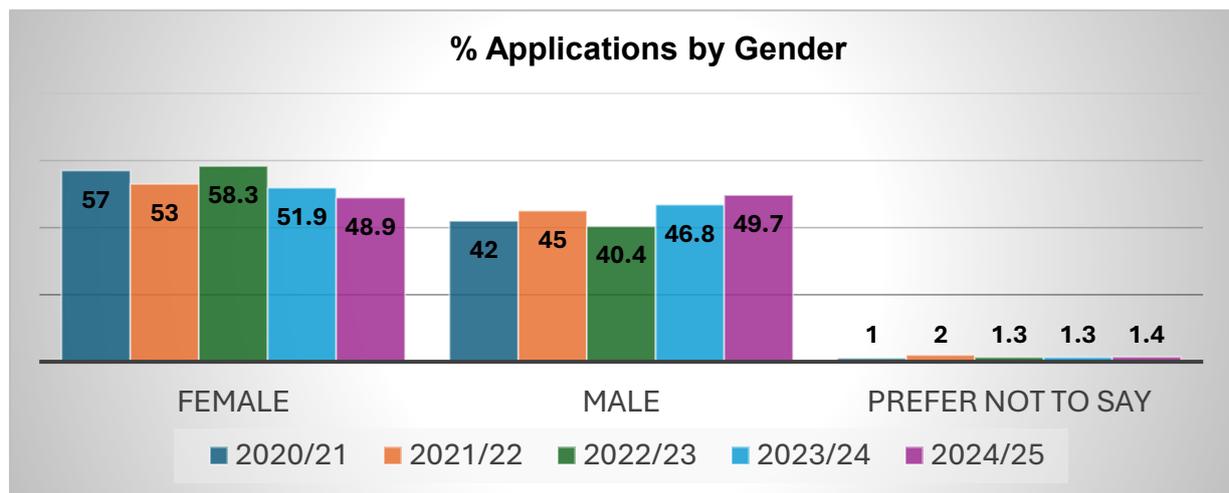
Race Equality Group - The Race Equality Group is exploring and developing methods to support the University on its journey toward race equality. The group is responsible for raising awareness, informing policy, educating and celebrating the diverse mix of ethnicities that exist within our community. The group are currently supporting the work required to achieve actions set out within the Race Equality Charter Enabling Plan.

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

MO:SAIC (Multicultural Opportunities: a Supportive Accessible Community Network) – a group of staff who identify as Ethnic Minority who meet with Senior Leaders to share their lived experience and challenges, they face within our working environment, leading to informed changed and improvement.

RECRUITMENT

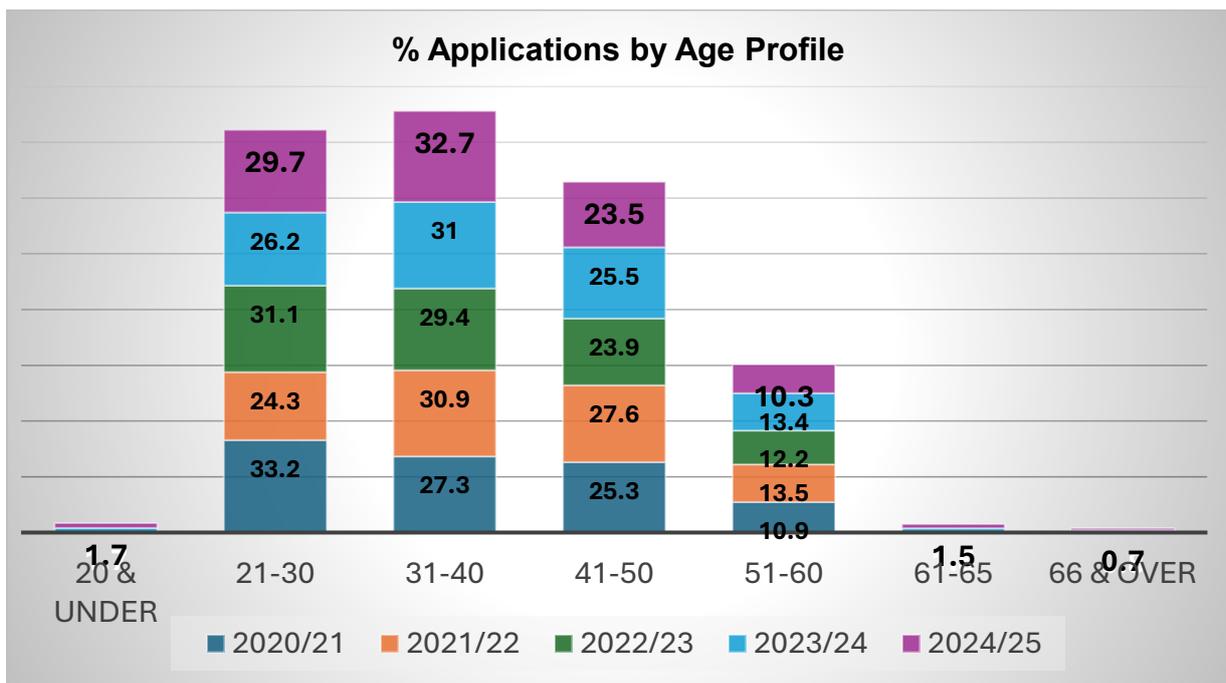
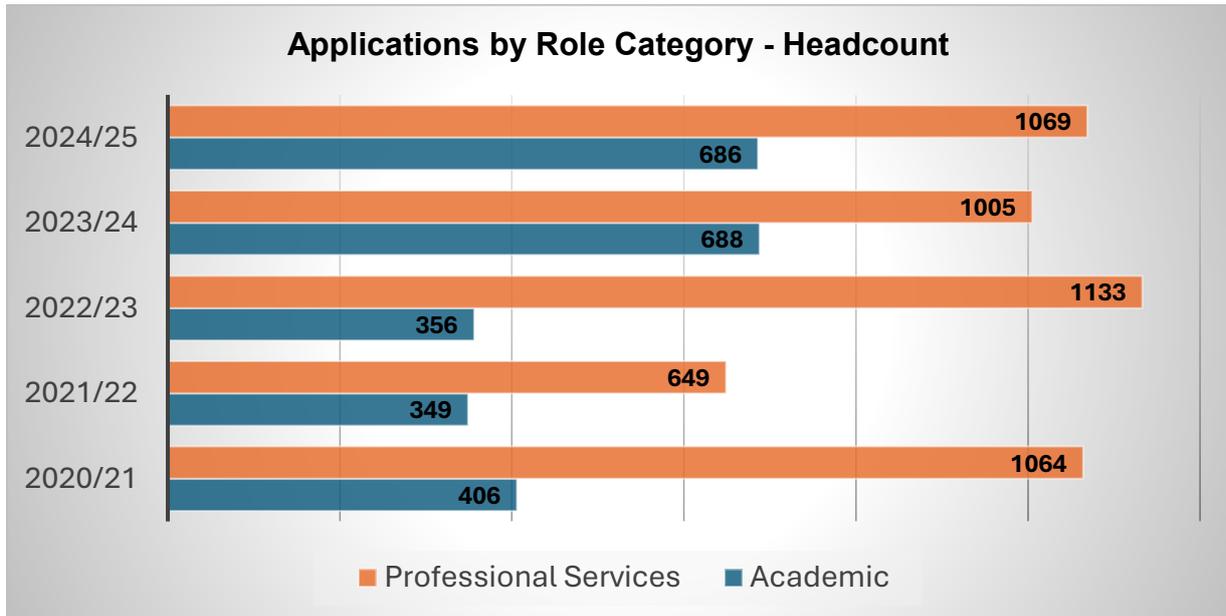
The following data reflects recruitment activity over a five-year period, from 01/08/20 to 31/07/25. A total of 7,370 applications were received, with the academic year 2024/25 recording the highest number of applications (1,755), marking a 4% increase from the previous year. This increase reflects recruitment to specialist roles and the use of varied advertising methods. Overall, applications increased by 16% between 2020/21 and 2024/25.



The chart above shows applications by gender, with male applications increasing by 7.7% and female applications decreasing by 8.1% over the 5-year period.

Applications across both Academic and Professional Services roles declined in 2021/22 due to the impact of the COVID-19 pandemic. While Professional Services

applications have remained broadly stable overall, Academic applications have increased by 41% since 2020/21.



Over the five-year period, applications from individuals aged 21–30 decreased by 3.5%, while those from ages 31–40 increased by 5.4%. These two age groups accounted for the largest share of applications, reflecting typical recruitment patterns within the education sector.

%Application by Religion	2020/21	2021/22	2022/23	2023/24	2024/25
Any other Religion	1.2	0.5	**	0.9	1.2
Buddhist	1	1.1	1.7	2.4	1.2
Christian	31.4	31.2	32.2	32.3	28.8
Hindu	2	3.7	3.3	6.3	7.5
Jewish	**	**	**	0	**
Muslim	7.3	9.7	5.7	11.1	13.2
No Religion	46.3	41	45.3	38.0	37.5
Sikh	**	**	**	0.2	0.3
Spiritual	1.6	2.8	1.6	2.2	2.1
Prefer not to say	8.9	9.8	9.0	6.6	7.9

Over the period, applications from those declaring a Christian faith decreased by 2.6%, consistent with wider census trends. In contrast, applications from individuals identifying as Muslim increased by 5.9%, while those reporting no religion decreased by 8.8%.

%Application by Sexual Orientation	2020/21	2021/22	2022/23	2023/24	2024/25
Bisexual	4.3	5.4	5.8	5.0	6.6
Gay	1.6	1.8	0.9	1.3	1.7
Lesbian	1.14	1	1.3	0.6	0.7
Heterosexual	85.4	84.6	84.1	85.1	83.4
Prefer not to say/ Unknown	7.3	7.1	7.9	8.0	7.6

Over the five-year period, there has been a 2% increase in applicants who identify as Lesbian, Gay or Bisexual (LGB), with the most notable rise observed among those identifying as Bisexual, with an increase of 2.3%.

%Application by Disability	2020/21	2021/22	2022/23	2023/24	2024/25
Disability	6.4	6.4	9.6	8.3	7.6
No Disability	90.1	89.6	86.6	87.5	88.1
Prefer not to say/Unknown	3.5	3.9	3.8	4.1	4.3

There has been a 1.2% increase in the proportion of applicants declaring a disability over the five-year reporting period, which is encouraging and reflects the positive actions taken to support the University's Disability Confident Employer status.

%Application by Ethnicity	2020/21	2021/22	2022/23	2023/24	2024/25
Ethnic Minority	22	25	24.7	38.4	40.7

White	78	75	75.3	61.6	55.7
Unknown/Prefer not to Say					3.6

Applications from individuals from Ethnic Minority backgrounds increased by 18.7% over the reporting period, with consistent growth across the past two academic years. This reflects the University’s commitment to staff diversity as set out in its equality and people strategies and represents an encouraging development.

EMPLOYMENT - LEAVERS

The following data was captured between the dates of 1 August 2020 to 31 July 2025.

Leavers by Gender

Over the five-year period, 379 staff members left their positions. A notable increase in departures occurred in 2022/23, representing a 21% rise from the previous year. These spikes are likely linked to the ongoing impacts of the COVID 19 pandemic, including natural attrition and restructuring outcomes. A 39% reduction in leavers was recorded in 2023/24 as the situation stabilised, followed by a 40% increase in 2024/25. A review of the data for 24/25 shows that 2% of leavers identified as Ethnic Minority, and 2% had declared disabilities. 11% of leavers were due to retirement, with 21% due to their contract ending and the remainder attributed to attrition.

Leavers by Gender (Headcount)	2020/21	2021/22	2022/23	2023/24	2024/25
Female	45	41	51	34	53
Male	44	24	35	18	34
Total	89	65	86	52	87

Leavers by Age

The chart shows the percentage of leavers by age group between 2020/21 and 2024/25. Overall, the age profile has remained relatively stable, with a notable decrease in leavers aged 31–40 over the five-year period. In contrast, leavers aged 51–60 and 61–65 increased by 3.7% and 5.9% respectively, although both groups have declined since 2023/24.

%Leavers by Age Profile	2020/21	2021/22	2022/23	2023/24	2024/25	% increase /decrease from 20/21 to 24/25
20 & Under	0	0	**	0	0	-
21-30	16.9	23.1	10.5	7.7	17.2	+0.3
31-40	24.7	23.1	22.1	17.3	18.4	-6.4
41-50	27	16.9	30.2	25.0	26.4	-0.6

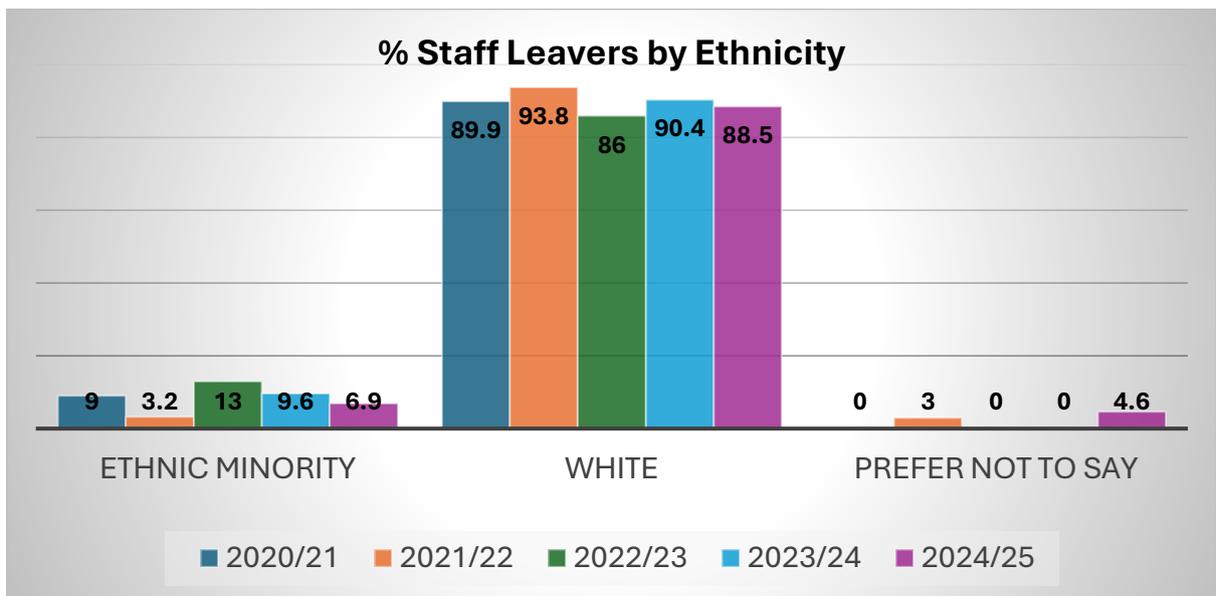
51-60	12.4	24.6	19.8	23.1	16.1	+3.7
61-65	9	7.7	9.3	19.2	14.9	+5.9
66 & Over	10.1	4.6	7.0	7.7	6.9	-3.2

Leavers by Disability



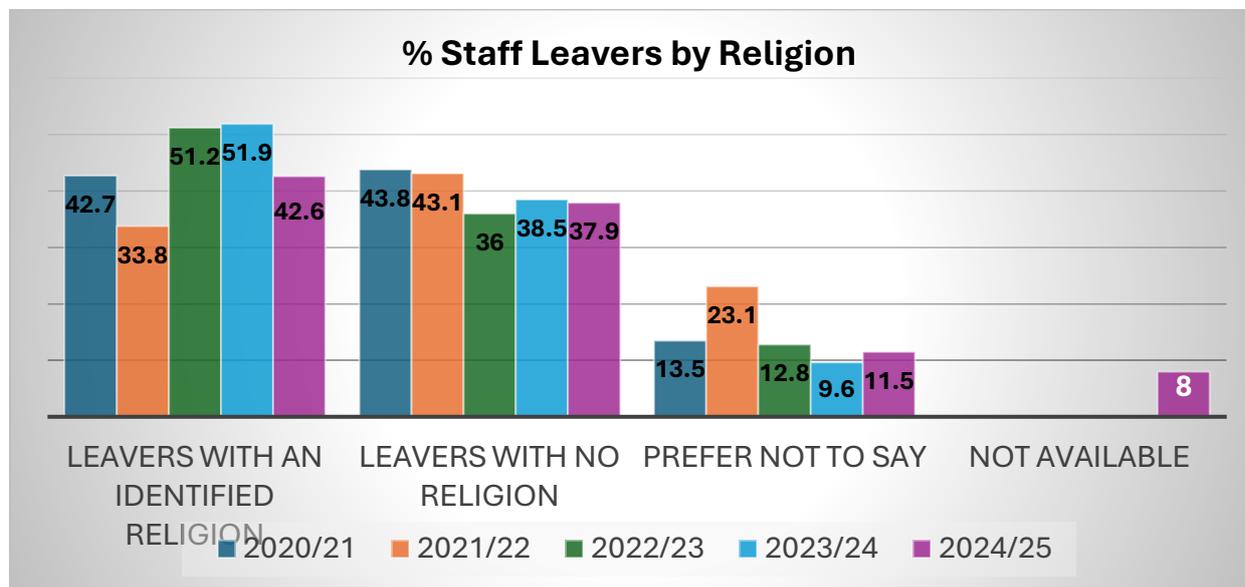
There has been a year-on-year reduction in the percentage of leavers without a declared disability over the five-year period, amounting to an overall decrease of 11.6%. Over the same period, the proportion of leavers with a declared disability has increased by 3.6%, including a notable rise of 7.5% in 2022/23. This figure has subsequently declined year on year.

Over the same period, there has been a 2.4% rise in the number of staff opting not to disclose their disability status. These patterns, including the increase in leavers with disabilities and those choosing not to disclose, will be reviewed to ensure alignment with actions required to support the University’s Disability Confident status.

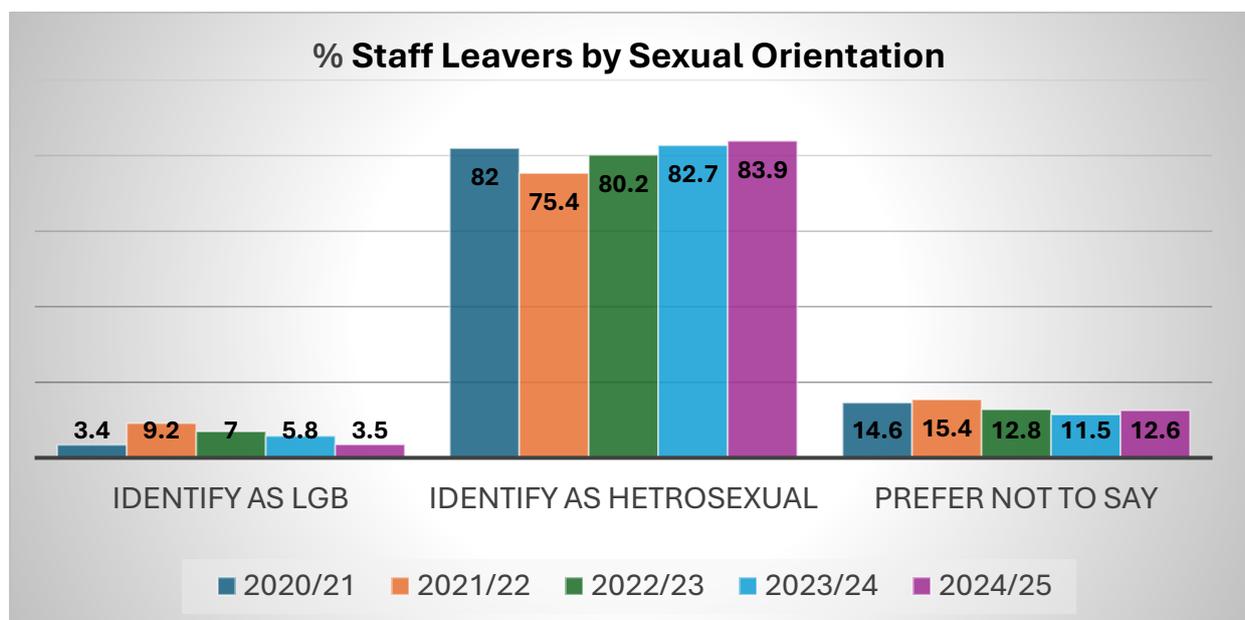


Over the 5-year period, there has been a decrease of 2.1% in leavers from Ethnic Minority backgrounds and a decrease of 1.4% in leavers who identify as White ethnicity. An increase over the 5-year period of 4.6% can be seen in leavers who

preferred not to share their ethnicity; this trend is currently being reviewed as part of the data analysis supporting the University’s Race Equality Charter application and will be supported by a campaign to encourage disclosure.



Within the reporting period an increase in the number of leavers who declare a religion was seen during academic years 22/23 and 23/24, however a decrease of 9% can be seen during 24/25. This could be attributed to the increase in leavers from Ethnic Minority backgrounds experienced in 22/23 and 23/24 where religious beliefs often hold cultural significance. An encouraging reduction in the percentage of leavers who chose not to declare their ethnicity was seen, with a decrease of 2% over the five-year period



The proportion of leavers identifying as Lesbian, Gay or Bisexual in 2024/25 is consistent with the level reported in 2020/21. There was an increase in 2021/22, followed by a steady decline through to 2024/25. Additionally, the percentage of leavers who chose not to disclose their sexuality has fallen by 2% over the five-year period.

GRIEVANCE/DISCIPLINARY

Disciplinary Cases

During the reporting period, nine disciplinary cases were recorded: seven involving male employees and two involving female employees. All individuals were of White ethnicity.

Grievance and Dignity at Work Cases

To protect identities, data on Grievance and Dignity at Work cases cannot be published due to suppression thresholds.

