University Logo


**EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2021-2022**

a selection of grouped photo's of staff, showing a variety of diverse people in different settings, from classrooms to attendance at a pride event


a varierty of EDI related logo's that showcase the awards and accreditations that the University has received in relation to EDI


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photo of a Welsh Flag in fron of the University clock tower

# INTRODUCTION

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

A key requirement of the PSED is for the University to publish an annual report on compliance with its duties. This report aims to fulfil this requirement for the academic year 2021-2022.

Further information relating to the University’s Equality and Diversity policies and procedures and other guidance can be found by clicking [here](https://glyndwr.ac.uk/about/equality-and-diversity/).

# **EQUALITY, DIVERSITY & INCLUSION OBJECTIVES** **UNDER THE PUBLIC SECTOR EQUALITY DUTY**

Wrexham Glyndŵr University (WGU) aims to provide an environment that respects and values the positive contribution of its stakeholders, enabling them to achieve their full potential and gain benefit and enjoyment from their student experience. The EDI objectives that support the reporting period for this document cover the periods April 2020 to March 2024. Equality, Diversity and Inclusion (EDI) underpins the University’s Vision & Strategy; in particular, its commitments to:

* Accessibility – in the learning we provide for our students, staff and our community; grounded in a dedication to be inclusive and fair in how we provide our services.
* Supporting our stakeholders – helping all to gain confidence and achieve their potential.
* Inclusivity – creating a community that welcomes students, staff and visitors from all backgrounds, placing them at the heart of what we do, treating them with dignity and respect and providing equality of opportunity.
* Ambition – recognising that there are no limits to learning; supporting our stakeholders with a flexible approach.
* Sustainability – building mutually beneficial relationships with partner universities and further education colleges to meet regional needs in order to support our future growth; in particular in relation to equality, diversity and inclusion.
* Continuous Improvement – developing an inclusive culture within the University, sharing best practice in order to improve our processes and practices to foster inclusivity and develop the diversity of our University community.

The Strategic Equality Objectives support the achievement of the WGU mission and values:

**Wrexham Glyndŵr University’s Mission**:

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

**Wrexham Glyndŵr University’s values:**

Accessible, Supportive, Innovative and Ambitious.

# EQUALITY, DIVERSITY & INCLUSION OBJECTIVES

The WGU EDI Strategic Objectives were created in order to support the University’s Strategic Equality Plan and cover the period 2020-2024. The purpose of our EDI objectives are to strengthen our due regard for the aims of the Public Sector Equality Duty (PSED). The three aims are the need to:

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

The strategy and its objectives establish the University’s commitment to equality, diversity and inclusion under two main themes:

**Objective 1:**

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

* 1. **Student Journey** – an inclusive approach to our student’s experience that promotes equality, diversity and inclusion; enabling our students to thrive and leave with the ability to make successful life and career choices.
  2. **Staff Journey** – an inclusive approach to recruitment, progression and the employee lifecycle that promotes equality, diversity and inclusion, enabling our staff to develop and prosper in an environment where they feel treated with dignity and respect.
  3. **Community Journey** – an inclusive learning and working environment that draws on the diverse perspective and cultural wealth of our local community, enabling our community to benefit and grow with the University.

**Objective 2:**

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

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

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

The EDI Action Group continue to work collaboratively to achieve the objectives set out within the University’s current Strategic Equality Plan. The plan and its objectives are a standing agenda item at quarterly meetings. The plan was reviewed throughout the year, taking into consideration the impacts of Covid 19, blended working and learning and equality; with updates to objectives made in line with current guidance. The group now consists of 27 members and it is chaired by the Executive Director of HR, with student and Board representation.

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

The Accessibility & Inclusion Group

The EDI Academic Development Team

The Faith & Religion Forum

The LGBTQ+ Staff Network

The Race Equality Group

The Race Equality Discussion Group

**An update on progress made towards achieving the current objectives during the academic year 2021-2022 can be found below:**

## Disability

Activities details below supporting the following Strategic Equality Objectives: 1.1.1/1.1.3/1.1.8/1.1.11/1.1.12/1.2.6

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

Events to help raise awareness and support individuals with disabilities, mental health and wellbeing conditions within the workplace and learning environment during this reporting period included:

* The University’s Mental Health & Wellbeing Working Group continue to monitor the strategic implementation plan, with a review of the strategy being undertaken during this reporting period.
* The Access and Inclusion Group continue to meet to discuss estates, teaching and learning and community matters, this enables more effective communication and provides the group with the opportunity to input and advise in relation to building/room lay out plans and accessibility requirements. The group have influenced refurbishment work undertaken across the campuses. The group also advised on exam support, extensions and assisted technology.
* As part of the refurbishment undertaken within the University, students now have access to an Accessible + room. The room is close to the reception area, therefore easily accessible, can be accessed and egressed by light sensitive activation; contains a height adjustable lectern for presenting and a number of height adjustable desks. The design team worked with the “Outside In” group who provided ideas and suggestions through their lived experience on the needs of those living with disabilities.
* ALF (Academic Learning Framework) is now embedded, with the Digital Learning Team supporting staff with their approach to ALF, their knowledge and skillset in order to improve the student experience.
* The ORCHA Platform was implemented (the app is a Digital Health App; a library of resources developed by clinicians, accessible to students and staff).
* Communication relating to wellbeing support is continually promoted to students and staff.
* The Inclusion Team secured a specialist mentor working available to support students with their mental health concerns.
* The University has 4 members of staff who are now licensed to internally deliver Mental First Aid Training to staff and students. With a further 28 members of staff achieving the qualification.
* Wellbeing support pages are regularly updated, providing advice, guidance and signposting and are regularly communicated to all staff.
* University Staff hosted three Coleg Cambria placements within Hospitality and Xplore! The students who are Autistic held placements over a 6 month period, learning skills to support their CV and future working opportunities.
* During Time to Talk Day in February a week-long programme of events took place, encouraging staff to discuss their mental health.
* During Global Accessibility Day the Digital Learning Team delivered a session entitled “Fix your Own Content – Ensure what you share with others is Accessible”. The session highlighted key digital accessibility issues and how to avoid them when creating learning resources and activities.
* As part of Stress Awareness Month in April the University hosted Therapy Dogs Nationwide, supporting the mental, physical, social and emotional wellbeing of staff and students.
* Mental Health Awareness Week took place in May, with a programme of events taking place to support the theme of “Loneliness”. Sessions were available for staff and students and included:

- 2 x Forest Bathing sessions

- Mental Health First Aid speaker, Peter Larkum from Speakers Collective who delivered a session on having open conversations to support personal loneliness and the mental health of others. All guest speaker sessions were opened up to the local community and colleagues from other HEI’s to support community wellbeing.

- Relaxation Rooms were available, with guided mediation; each person attending received a wellbeing gift bag to continue their wellbeing journey.

- Guest speaker, Finlay Games from Speakers Collective delivered an inspiring talk, discussing his lived experience as a transgender gay man. Focusing his session on how his mental health had been affected whilst transitioning he discussed intersectionality and multiple identities within a HE setting. Finlay shared advice on coping mechanisms and how we can support others through periods of change.

- The Career Dad, Guest Speaker Dan Reed shared his perspective of Parenthood, from a fathers point of view. Entitled “Guilt Anxiety and Parenthood: Why Dad’s need to be part of the Conversation” aiming to raise awareness of the issues fathers face whilst attempting a work/life balance.

* A member of the Mental Health Nursing Team hosted the “Edible Campus” session, which took staff on an interesting and engaging tour of the Campus, providing details of the abundance of natural food sources we have growing within the campus grounds.
* Online Desk Yoga took place, where staff were invited to join a trained instructor from “Joyful Living” who directed them through a 45 minute yoga session at their desks.
* During Autism Pride Day the OD&D Team worked with a member of autistic staff to develop a video highlighting the value of Autistic people within the workplace, which was shared with all staff.
* Online Autism Training packages were made available to staff, with 200 licenses issued. Developed by the National Autistic Society, the modules included “Understanding Autism” and “Autism and Communication”.
* During Dyslexia Awareness Week five interactive lunchtime events were delivered to staff and students, providing information to support understanding and practical information to enable support.
* During World Mental Health Day in October, a range of online campaigns such as “Tea and Talk” were promoted, sharing signposting to the Mental Health Foundation, MIND and Time to Change Champions.
* Blue Monday, recognised as the most depressing day of the year took place in January, 2021 with top tips and resources to help support depression being shared with staff.
* During Mental Health and Wellbeing day in March staff were encouraged to take part in the BRIT Challenge – taking part in activities and recording the number of miles covered –staff and students completed 11,972 miles in total.
* To support staff and students a free app service was shared entitled “Shared Hub of Hope”; a free service for those requiring support, the app provides a large pool of supportive resources and a database of mental health local support groups.
* During Dementia Action Week (May) resources were shared with staff to support those living with or supporting someone living with Dementia. This included access to an online training platform.
* In November, stress busting sessions were delivered to coincide with Stress Awareness day.
* All staff were provided with access to a 3 hour course “ Making Content Accessible” to support accessible learning.
* Following receipt of HEFCW funding and to support the Mental Health & Wellbeing Strategy a structured development programme was established to support key staff members to enable them to fully support our students whilst supporting their own wellbeing. All training aligned with the Strategic Equality Objectives and resulted in:
* 4 x Designated Safeguarding Officers, trained to L4 standard
* 66 x Mental Health First Aiders
* 49 x Line Managers receiving Wellbeing in the Workplace training
* Development of a safeguarding video, shared with all staff then included within the staff online induction
* 88 x staff completed online Autism Awareness training
* 44 x Safeguarding Champions, trained to L2 standard
* Student Union Period Poverty campaign
* Time to Change Champions– have continued to be promoted as a resource to provide support to staff whilst remote/hybrid working continues, sending out regular reminders of their contact details and promoting their service, this includes a short video that’s now included within the online induction. They also developed a programme of activities to support staff during Mental Health Awareness and Wellbeing Week in February, including breathing technique sessions.
* The Student Union delivered a programme of events during Wellbeing Week in February, ranging from mindfulness sessions to therapy dogs on campus.
* The Youth & Community Team continue to deliver “The Conversation” series, providing staff and students with the opportunity to discuss issues in relation to key themes. In July this included a session entitled ‘Let’s Talk Differences’ with discussion focused on disability and accessibility within society/at the University.
* The SU delivered 6 online Suicide Prevention Training courses attended by staff and students

## Gender

Supporting Strategic Equality Objectives: 1.1.13/1.1.14/1.2.1/1.2.12/1.2.15/1.2.16/ 1.2.17/1.3.2/1.3.7

* The University employs a high percentage of female staff working within senior posts. Reports reveal that senior staff show a good representation of female staff, however it is clear that it is within the academic staff where the greatest gender imbalance can be seen, with senior academic roles dominated by males. This is marginal in professional services grades, however significant across all academic roles from Principal Lecturer upwards, which reflects in the University’s gender pay gap. To address this the University continues to support the progression of female staff and annually funds a number of places on Advance HE’s Aurora Programme; during this reporting period the University funded 4 members of staff.
* The University has achieved White Ribbon Accreditation, confirmed in January 2022, with an established action plan supporting the required actions to prevent gendered violence now in place. Appointed White Ribbon Ambassadors and Champions raise awareness, connect with local community groups and deliver training to staff and students.
* Members of the OD&D Team joined Chwarae Teg’s “Anti Sexual Harassment” pioneering training programme, supporting understanding and policy development to enable the University to provide a more inclusive culture.
* A programme of “Bystander” training was delivered to students and staff, providing an understanding of how to actively support those who may be experiencing harassment or abuse.
* During November WGU celebrated Men’s Health Awareness month, promoting guidance around men’s health checks and details of local support groups within the area, such as the “Strongmen Service” and “Andy’s Man” Club, who help those who identify as males through difficult periods in their lives.
* During December the University promoted the UCU 16 days of activism against gender based violence.
* A partnership meeting was hosted by WGU with Community Police liaisons to build relationships and develop collaborative working practices in relation to gendered violence to benefit the Wrexham community.
* During “Women in Science” day social media posts were released to encourage engagement with the day. Resources were also shared with local primary schools to engage pupils with the subject area; promoting those who identify as females who are successful within the field. Social media was also used to share interviews with two members of academic staff who identify as female who teach within STEM areas.
* Following their commitment to the “Wellbeing of Women Menopause Workplace Pledge” the University launched a Menopause Café to support the guidance documents that had been made available for staff and line managers. The Café was set up to provide dedicated time and a relaxed space to discuss the menopause and raise awareness, providing opportunity for discussion and sharing, the University has hosted a number of guest speakers sharing their lived experience and raising awareness. During this period 5 Menopause Champions were appointed, who are available to raise awareness, reduce stigma and offer support.
* Governor diversity continues to be monitored by the Board’s Nominations and Governance Committee.  The Board seeks to remove any barriers that might deter people from expressing an interest in joining the Board; welcoming applications from people from all backgrounds. The gender balance of the membership of the Board at the end of the academic year 2021-2022 was 55% female and 45% male, with further detail available on pages 42 and 43.
  + International Women’s Day took place in February when a “Proud” gallery was displayed, with staff/students who identify as female sharing their proudest achievements. The University also hosted a “pop up” fayre, inviting local community groups to showcase how they can support those who identify as female, including North Wales Police, White Ribbon, RASASC and Stepping Stones.
* The University hosted a drop-in session delivered by Cerrig Camu/Stepping Stones, aimed at adults who have experienced child sexual abuse, with confidential space set aside for both staff and students to seek support.

## Gender Transition

Supporting Strategic Equality Objective: 1.1.4/1.2.2/1.2.7/1.3.3

* The Transitioning at Work Policy was reviewed to ensure it remains in line with current legislation and best practice.
* During Trans Awareness Week a podcast and resources on how to be a Trans Ally where shared with staff.
* International Non-Binary day took place in July with staff receiving historical facts, music playlists, recommended reading lists and terminology to support understanding.

## Race

Supporting Strategic Equality Objectives: 1.1.1/1.1.2/1.1.7/1.1.8/1.1.9/1.2.4/1.2.12/1.3.2/1.3.3/1.3.7

* The University strives to increase the representation of staff who identify as an ethnicity other than white, with 9% of its workforce falling within this protected group. The monitoring of data continues to identify where ethnic imbalances are evident; advertisements for vacancies remain inclusive in an attempt to attract a diverse pool of applicants.
* Student data has now been refined and is reported to senior management and academic committees as appropriate including information on student attainment gaps.
* The University committed to work towards Advance HE’s Race Equality Charter and developed a Race Equality Action Plan to support required action. A Self-Assessment Team was established to steer activity, chaired by the Deputy Vice-Chancellor, the team consists of cross representation of staff and students.
* During Black History Month in October a web page dedicated to Black History was introduced which included hints and tips on ally ship and links to podcasts/reading materials and TV programmes. Members of staff also shared blogs detailing their experience of racism and ally ship.
* The Race Equality Group continues to meet with their agenda focussed on the Race Equality Charter application, working closely with the REC Self-Assessment Team.
* The University established a Race Equality Discussion Group, with staff from non-white ethnicities meeting with the Deputy Vice Chancellor to discuss their lived experience and challenges, to help inform improvements.
* The University recruited to a new post, the Race Equality Charter Project Lead utilising HEFCW funding, striving to lead the University towards becoming an anti-racist institution.
* Race Equality taster sessions have been delivered to students, delivered in collaboration by two members of the Race Equality Group.

## Religion and Belief

Supporting Strategic Equality Objectives: 1.1.1/1.1.8/1.1.9/1.2.4/1.2.5/1.2.13/1.3.2/1.3.3

* The WGU Chaplaincy Team continue to deliver 1-2-1 support for students and staff of all faith, which continued virtually.
* Governors for Schools’ joined the Faith and Religion Forum on the 15th February, to highlight the opportunities and benefits to members of becoming school governors, in an attempt to increase diversity within governing bodies locally.
* The ‘Finding Agreement’ event was held in March; a collaboration between the WGU Chaplaincy and WCBC Community Cohesion Team who delivered an interfaith community event in collaboration with the Wrexham Islamic Cultural Centre.
* The Chaplains developed and delivered bereavement sessions aimed at students who are likely come into contact with the bereaved, targeting health students.
* The Chaplaincy Team hosted the second ‘Finding Agreement’ collaboration at the Methodist Church in Wrexham. Held in July the event enabled meaningful discussion around shared values between all faiths and none, with this event focusing on our environment and how all faiths can work together to protect the planet.

## Sexual Orientation

Supporting the Strategic Equality Objectives: 1.1.1/1.1.2/1.1.7/1.1.8/1.2.2/1.2.4/1.2.5/1.3.2/1.3.3/1.3.7

* The University continued to work with Stonewall and were delighted to be placed 47th in their Top 100 Employers list, increasing their previous ranking by 133 places. The University has also achieved Gold Employer status; truly recognising the work that’s been undertaken to support our LGBTQ+ staff, students and the local community.
* The OD&D Team reviewed all family friendly policies to ensure they were inclusive in practice and language. This is standard practice in relation to all newly implemented and reviewed policies and procedures.
* During LGBTQ+ History Month (February) the network arranged the following activity to recognise and celebrate the month:

- Encouraged staff to use an LGBTQ+ History Month Teams background

- Shared promotional material to encourage engagement with the network

- Developed an LGBTQ+ video timeline, which was shared internally and externally via social media.

- Hosted a Digital Art Exhibition which showcased work from LGBTQ+ people within the local community.

- Shared a blog highlighting global challenges

- Sharing of a ‘Rainbow’ poem written by a student

* The Wrexham Pride Conference took place on the 22nd March, with the University hosting a stand at the first Pride event held in Wrexham. Rachel Lacey, the Chair of the LGBTQ+ Staff Network presented her views as a panel member, alongside representatives from the LGBTQ+ community.
* During April The Youth & Community Team continued their “The Conversation” sessions, with the focus on LGBTQ+ inclusion.
* Staff and students joined the Chester Pride parade, with the staff network hosting a stall within the Wellbeing tent, demonstrating their support to the community and representing the University as an inclusive employer/learning environment.
* During the University’s annual Staff Conference The LGBTQ+ Staff Network delivered a session which included terminology, scenario and signposting information.

## General

Supporting Strategic Equality Objectives: 1.1.9/1.1.14/1.2.5/1.20/1.2.17/1.3.2/1.3.7

* WGU supported the ‘Thinking Together 2021’ online forum, where ideas and resources were shared to prevent hate crime in North East Wales.
* The OD&D Team continue to deliver monthly “EDI at WGU” session, with targeted attendance forming an element of new staff’s probationary period.
* Linked to the WGU People Strategy the HR Team introduced a dedicated objective within the WGU People Strategy aiming to increase the visibility and awareness of the University’s Values; Accessible, Supportive, Innovative and Ambitious. This led to the creation of a short video montage including a variety of staff members talking about what the WGU values mean to them, promoting the inclusive ethos at the University to new staff and potential applicants.
* HECFW funding was utilised to coordinate L2 Safeguarding training, expanding the number of Safeguarding Champions to 40. Two member of the University’s Executive Leadership Team (VCET) attended L4 Designated Safeguarding Officer Training. The funding was also used to provide a collection of health and wellbeing books available to students, based on 'Reading Well for Mental Health' booklist.
* An additional Annual Leave Day was gifted to staff at Christmas to support staff wellbeing.
* The University partnered with the Age Inclusive Network in Wales to deliver Financial Wellbeing and Health and Seminars for staff, attended by a total 18 staff.
* A new integrated HR & Payroll System was implemented, providing the opportunity to promote the benefits of increasing disclosure rates.
* WGU supported the Hate Hurts Wales Campaign, raising awareness across our Social Media channels in line with campaign dates supported by ITV and S4C. Sharing a short video and statement “Wrexham Glyndŵr University supports ‘Hate Hurts Wales’ Let’s stand up to hate crime together. #hatehurtswales”
* The University received a HEFCW funded allocation of £10k to support Mental Health Training, Sexual Abuse Support and Drug and Alcohol Awareness raising. The OD&D Team planned a range of training opportunities to share with staff, including the further training of Safeguarding L2, Drug and Alcohol Awareness, Mental Health First Aid, Consent Training, Rape and Sexual Assault Training and Bystander Training.
* The University promoted the Acupuncture Clinic, Injury Clinic, Brit Challenge and Staff Book Club for staff to engage and participate with to support their mental and physical wellbeing.
* The OD&D Team shared free training delivered by Victim Support on Understanding your Rights, Mate Crime Awareness, ASB related Hate Crime, Hate Crime.
* An academic member of the Youth & Community Team represented the University at the International Conference on Social Justice in Multicultural Settings at the Academic Arab College for Education in Israel, exploring the relationship between social justice an multiculturism in education.
* The OD&D Team launched their “Culture Click” communication resource, an electronic resource that shares relevant hot topics in relation to EDI.

# Photo of a member of staff helping a student at the ASK deskCAREERS & EMPLOYABILITY SERVICE

Aligned with our mission to inspire and enable through HE, research and engagement by working together with our student’s staff and partners, the Careers and Employability Service have responded by strengthening core services for all students and developing and delivering additional support for those graduating between the years 2019-2022 and therefore impacted greatly by the global pandemic.

Logo of GRADDddeuol/GRADdual as part of the paper


**GRADDddeuol/GRADdual**

Approx. £115K of HEFCW COVID-19 response funding has provided much needed support for those with additional needs and who have graduated during the covid pandemic (2019-2022). This has been achieved through a matrix of tailored support interventions, resulting in 840 eligible WGU graduates accessing mentoring, work experience, and reducing barriers scholarships all of which is helping them to transition into employment.

**Go Wales Logo**

**GO WALES ATWE PROJECT**

Funded by the European Social Fund (ESF) and the Higher Education Funding Council Wales, (HEFCW), this tailored employability programme supports students under 25 years of age, presenting with complex needs to develop employability skills and improve their chances of obtaining sustainable, graduate-level employment. HEFCW have stated that GO Wales at WGU is “Best in sector”.

During 2021/2022 26 new students were accepted onto the programme. The total number of work-related opportunities (inc virtual) reached 69. The priority aim of the programme is to support students to exit GO Wales at reduced risk of NEET, during this academic year 39 participants have achieved this. This programme reached its completion in October 2022. HEFCW and Welsh HEI’s aim to ensure that lessons learnt from this programme will support the reduction of inequalities amongst HE students in Wales are that improvements are fully embedded in mainstream careers and employability provision.

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# C:\Users\bloomfielda\Pictures\E&D Report\Welcome .png.jpg a group of students sitting at a desk taking notes in a notepad and working togetherINCLUSION SERVICES

The Inclusion Services team play a key part in addressing the many barriers faced by the University’s high proportion of disabled students as well as shaping and driving improvements and positively contributing to enhancing and improving the student experience.

The Inclusion Services Team support students by:

* Arranging pre-application visits
* Assessing students for Disabled Students Allowances (DSA) via the in-house accredited assessment centre
* Providing specialist Non-Medical Helper support (Specialist Study Skills and Specialist Mentoring)
* Producing individual schedules of adjustments
* Matching students with Learning Support Assistants (Note-takers, Practical Support Assistants and Study Assistants)
* Screening for specific learning difficulties and arranging referrals for formal diagnostic assessment
* Negotiating individual exam arrangements
* Liaising with academic staff on student support re adjustments
* Supporting students to apply for Disabled Allowances funding
* Supporting students with temporary impairments which impact their study
* Working strategically to promote mainstream accessible and inclusive learning
* Promoting disability issues via the EDI Action Group; working collaboratively to achieve the objectives set out within the University’s current Strategic Equality Plan.
* Providing transitional activities prior to enrolment
* Liaising with the Estates and Campus Management Team; advising on required adaptations to student accommodation and teaching and learning spaces

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

The service continues to work proactively to encourage prospective applicants, offering holders and enrolled students the opportunity to disclose and register as early as possible enabling them to access necessary support and resources. During Academic Year 21/22, Inclusion Services staff had a presence at Open Days, during transition and welcome week events and delivered induction presentations across faculties. Collaborative working with Admissions has enabled the Service to take assertive action, engaging with offer holders earlier in the year when all necessary information has been supplied by the student, allowing a substantial number of DSA Study Needs Assessments to take place before matriculation.

The chart to the right shows the number of new student cases recorded within Advice Pro (Inclusion Services CRM). Data available for a 3 year period.

The chart below shows the number of interactions with students.

**Diagnostic Assessments:**

The team offer a diagnostic assessment Service for Specific Learning Difficulties (SpLD). In Academic Year 21/22, 98 diagnostic assessments were carried out. This diagnostic assessment is required in order to meet funding body requirements for students to benefit from the extensive funding available via Disabled Students Allowances.

**DSA Study Needs Assessments:**

KPI's Needs Assessments The Wrexham Glyndŵr University Assessment Centre provides study needs assessments to enable students to access Disabled Students Allowances (DSA). The Assessment Centre reports monthly to the external auditing body on a range of Key Performance Indicators.

The Inclusion Services Team includes a number of specialist staff available to support students. The support is designed to:

* Help understand the particular barriers to learning experienced by individual disabled students
* Work collaboratively with the student, to identify strategies to help address barriers
* Work collaboratively with the student to monitor the effectiveness of the strategies
* Work to enhance student’s autonomy within their learning context

The onsite DSA Assessment Centre and Non-Medical Helper support services adhere to an external Quality Assurance Framework for the provision of Disabled Students Allowances funded services. During Academic Year 21/22, both areas achieved full compliance against the two specific Quality Assurance Frameworks meeting all KPI targets which are externally monitored.

**Learning Support Assistants**

The team of 14 Learning Support Assistants delivered 7,019 hours of support between 1st August 2021 – 31st July 2022 The support roles include Note-takers, Practical Support Assistants, Study Assistants and Examination Support Workers.

**Specialist Study Skills Tutors**

The Specialist Study Skills Tutors delivered 2,167 hours of support in academic year 21/22 (not previously reported).

**Specialist Mentors (Mental Health)**

The Specialist Mentors delivered 750 hours of support in academic year 21/22 (not previously reported).

## Student Outreach and Engagement

The annual pre-matriculation transition event for incoming disabled students with autistic spectrum conditions and complex mental health needs proved popular and included a range of activities and enabled early interface between students and a range of university services and departments. This event ensures that this group of students receive personalised support and are provided with information and guidance in a relaxed and safe environment and encourages social interaction with other students and key support staff.

# CHAPLAINCY



The Chaplaincy Team continue to provide support for the University community. The University has a small team of volunteer Chaplains who are available to meet with students and staff and support those from all faiths and none.

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

* Students and staff meeting together, both on campus and online, to commemorate Remembrance and Christmas Services.
* Delivery of a number of workshops that focussed on faith, belief and spirituality.
* Delivery of sessions to support the students wellbeing including how to cope with grief, death and bereavement. The Chaplains discussed how students can support both patients, families and themselves throughout difficult periods.
* The Chaplaincy are part of the ‘Finding Agreement Sessions, enhancing community cohesion and tolerance across North Wales.
* The team also hosted the North Wales Interfaith Forum, connecting people of differing faiths and beliefs.

# DIGNITY AT WORK ADVISOR ROLE

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

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

We can see a reduction in the number of meetings that have taken place from academic year 2017/18, with a significant increase seen in 2019/2020, which could be connected to a number of efficiency restructures that took place during this year, with staff potentially seeking additional signposting information and support at that time.

# C:\Users\bloomfielda\Pictures\EDI Report 21-22\enterprise-355x194.jpg showing a variety of students in a classroom settingWIDENING PARTICIPATION

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

The Widening Access team have identified schools and colleges with a high proportion of WIMD (Welsh Index of Multiple Deprivation) students and offer a package of support to enable them to access HE. Through collaboration with schools and colleges, we present opportunities within the university and wider career options through presentations and attendance at careers fairs.

Through Reaching Wider (the Welsh NCOP - National Collaborative Outreach Programme), we offer a multitude of experiences to students identified as under-represented. For our health courses, these include collaboration with a local colleges for a ‘Healthy Careers’ outreach programme. Furthermore, we utilise academic colleagues from other health related subjects to contribute to our ‘Easter Football College’.

Through working with other partners, such a local authority working groups, charities and Department for Work and Pensions, we support local youth groups, estranged students, care experienced, refugee groups and military families in gaining access to HE provision.

As a progression partner within the Adult Community Learning partnership, we support adult learners with one to one advice and guidance around university. Supporting hard to reach rural communities, first in their families to go to university and people looking at second careers or careers changes.

The newly launched Recruitment Strategy aims to reduce the isolation of students in rural communities and those most at risk of not attaining HE level qualifications. Through working in partnership with our regional schools and colleges to provide the best information, advice and guidance through experience-based activities both on and off-campus.

Throughout the year, we host a series of core and funded event opportunities with our institutional partners, such as Reaching Wider, including;

Core:

* Collaboration events with the Youth Work Program
* Adult Community Learning (ACL) Community Meeting and Curriculum group
* World of Work activities in Bryn Alyn
* Primary School Visits with schools in Flintshire and Wrexham
* TY Calon Community Event
* School visits with Careers Wales in Grango, Clywedog, Argoed.
* Careers Advisor Day
* Aspiration work with Bryn Tirion Hall School
* Multiple visits on and off campus with North East Wales Schools

Funded

* Hay Festival Scribblers- Feb 2022
* Primary Education visit- March 2022
* Easter Football College- April 2022
* Healthy Careers Project with Coleg Cambria - June 2022
* Mentoring Projects for Adults returning to Education and Year 10 students
* STEM Day – July 2022

This activity took place whilst impacts of Covid were still present, the aim being to build on the funded element with additional activities taking place in a face to face format.

# STAFF TRAINING

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

The monitoring of staff training takes place with the following data recorded for the academic years spanning between 2017/2018 and 2021/2022. Summary breakdown below.

During this 5 year period a total of 10,263 members of staff have attended staff development activity. We can see a steady increase in attendance from academic year 2017/2018 to date, which is attributed to the increased programme of CPD available and online engagement in particular during the covid pandemic. Professional Services staff have increased levels of engagement with 55% of those attending within this time frame being female; reflective of our workforce a photo of the study area at the Plas Coch Campus
demographic.

# EDI EVENTS & ACTIVITIES

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

* The University remained 1st in the UK for Social Inclusion
* The University was ranked 1st for student satisfaction in England and Wales and second in the UK in the Complete University Guide, within their published 2023 table. WGU was also ranked 1st for student satisfaction in Agriculture and Forestry, Nursing and Sociology.
* The Academic Development Team continued to review and develop the WGU Active Learning Framework (ALF), which sits at the heart of the University’s Strategy for Supporting Student Learning and Achievement and is based on the principles of the Universal Design for Learning (UDL), helping to provide our students with an equal opportunity to succeed. As part of the teams review they gathered feedback from staff and students through peer review of teaching and “Listen and Reflect” dialogue sessions. The feedback informed the next iteration of ALF, timetables for 2022/23, the revision of staff/student handbooks and development tools within our VLE.
* The University continues to work with diverse communities and partners to improve the lives of people across Wales utilising their Civic Mission Framework.
* WGU continue to work towards the University’s commitment to becoming a “Trauma and ACE Informed University”. The innovative project aims to transforms how trauma is approached in Welsh communities, providing those who may have experienced trauma and adverse childhood experiences the opportunity to thrive whilst at WGU. To support its strength based framework which stresses the need for emotional, physical and psychological security a Tegan Briefrly-Sollis, University Lecturer was involved in the development of an animation entitled *Navigating the Storm*. The short film was created to explain trauma and how we begin a voyage to become more trauma-informed and responsive.
* The University’s Academic Continuity Group continued to meet and review measures to support our students as they returned to campus. Timetables were adjusted to accommodate this.
* The University’s Operational Continuity Group also continued to review procedures and practice to ensure that staff and students were fully protected in relation to covid 19 when returning to blended working/learning; taking into account the differing needs of our diverse community.
* The University’s Academic Development Team received the Advance HE Collaborative Award for Teaching Excellence, in recognition of their distributed approach to teaching practice they have introduced via the Active Learning Framework.
* Dr Sultan Shoaib, Senior Lecturer in Engineering was elevated to a Senior Member of the Institute of Electrical and Electronics Engineers (IEEE).
* Welsh at Work modules were made available for staff, to improve their use of the Welsh language within the work setting.
* Professor Alison McMillan became Honorary Secretary of the Institute of Physics, which she will hold for a 4 year period.
* The University became a White Ribbon accredited organisation, highlighting their commitment to take a strategic approach to end gendered violence.
* During this academic period WGU introduced Welsh Language Advocates, who are available to support non-Welsh speaking colleagues with their translation needs.
* WGU invested in ORCHA, a digital health app library, developed by clinicians the resources provides quick links to supportive information and guidance ranging from mental health to menopause.
* In addition a student/staff feedback platform was launched. Unitu is a safe online space where individuals can collectively raise, discuss and resolve both academic and more general experience issues, allowing the University to act on feedback to improve student/staff experience.
* During Alcohol Awareness Week tips around mindful drinking were shared with staff, with a supportive interactive activity educating staff and student on safe measures held in the main reception.
* Members of staff were invited to join free creative and visual art community workshops to mark Holocaust Memorial Day.
* The University signed a Concordat to support the career development of its researchers, which requires that an inclusive environment and culture is present where they can thrive and succeed.
* The University supported the newly launched Wrexham & Flinshire Children’s University Project during this academic year, hosting campus visits from participating schools, culminating in a graduation ceremony. The ceremony which provided over 100 pupils with the opportunity to wear caps and gowns and receive their certificate from the University’s Deputy Vice-Chancellor was a wonderful opportunity to celebrate their achievements and provide them with a positive introduction to HE.
* The University announced the appointment of a major new partnership with Y Coleg Cymraeg Cenedaethol, appointing Elen Mai Nefydd as the Head of Welsh Medium Academic Development. The new post is providing a strategic lead on the development and implementation in relation to extending the provision of Welsh medium teaching and learning at WGU.
* The University’s EDI Academic Development Team explored the concept of diversifying reading lists, encouraging academics to consider a wider range of resources that reflect the diverse nature of our students and their lived experience. The team delivered sessions to promote the use of including a variety of diverse viewpoints, giving prominence to traditionally marginalized voices.
* The Director of WGU’s OpTIC Technology Centre, Professor Caroline Gray was named as a recipient of an OBE. Caroline received the honour for her contribution to the Optics industry and business within Wales.
* The University forged a partnership with the Chernihiv Polytechnic National University as part of a UK-wide twinning scheme with Ukrainian universities whose operations have been disrupted due to conflict. The partnership will provide a range of practical assistance through helping to rebuild Ukranian campuses, mutually recognising credits enabling English speaking Ukranian students to complete online courses that will count towards their final degree and facilitating the sharing of academic resource.

# Students studying in the GallerySTUDENT DATA

*Data provided is based on full academic years. All data has been rounded using HESA’s rounding and suppression rules \*\* indicates data that has been suppressed.*

*Pages 26 to 36 present data gathered over a 5 year period*. During academic year 2021/22 the total number of students was 8,415, which an increase of 18% (UK HE stats show an increase of 4%) on the previous academic year. The chart below shows student numbers gathered over a 5 year period, with total student numbers increasing by 32% within that period. Year on year increase from academic year 2020/21 and the increase from 2017/18 are attributable to the continued delivery of WGU Online courses and the increase seen in overseas students and health related subject areas. The most significant % increase can be seen in full time students from 19/20 to 20/21 (+15%) and in part time students in 20/21 to 21/22 where we can see an increase of 21%.

The chart below presents the gender split of our students presented over a 5 year period.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender Split - Full Time/Part Time Courses** | | | | | |
| **Academic YR** | **Gender** | **Full Time** | **Part Time Total** | **Total** | **% increase /decrease year on year** |
| **2017/2018** | **Female** | 1615 | 1530 | 3145 | NA |
| **Male** | 1190 | 1405 | 2595 | NA |
| **Total** | 2805 | 2935 | 5740 | NA |
| **2018/2019** | **Female** | 1730 | 1815 | 3545 | +11 |
| **Male** | 1135 | 1320 | 2455 | -5 |
| **Other** | \*\* | \*\* | 10 | NA |
| **Total** | 2870 | 3140 | 6010 | +4 |
| **2019/2020** | **Female** | 1740 | 1940 | 3680 | +4 |
| **Male** | 1030 | 1470 | 2500 | +2 |
| **Other** | 10 | \*\* | \*\* | no change |
| **Total** | 2780 | 3410 | 6190 | +3 |
| **2020/2021** | **Female** | 1920 | 2190 | 4110 | +10 |
| **Male** | 1350 | 1455 | 2805 | +11 |
| **Other** | 10 | \*\* | \*\* | +33 |
| **Total** | 3280 | 3650 | 6930 | +11 |
| **2021/2022** | **Female** | 2175 | 2770 | 4945 | +18 |
| **Male** | 1570 | 1870 | 3440 | +17 |
| **Other** | 15 | 15 | 30 | +50 |
| **Total** | 3765 | 4655 | 8415 | +18 |

59% of students at WGU are female (slightly above the UK national average of 57%), with a larger proportion of part time students being female (59%) this % has on average been maintained throughout the 5 year period and remains consistent with the UK national average. There remain gender imbalances at subject level, with males comprising a larger majority of those studying STEM subjects and more females studying education and those linked to medicine, which aligns with national averages. Interestingly we can see a year on year increase in the % of students from 2020/21 who identified as a gender that was not male or female, with an increase of 33% in 20/21 and a further 50% increase in 21/22.

## Declarations of Disability

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Declarations of Disability | Academic Years | | | | |
| Disability/condition | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 |
| Blind or serious visual condition | \*\* | 10 | \*\* | \*\* | \*\* |
| Deaf or serious hearing condition | \*\* | 15 | 15 | 15 | 20 |
| Physical/mobility condition | 25 | 20 | 20 | 15 | 20 |
| Social/Communication condition | 35 | 40 | 50 | 40 | 50 |
| Long standing illness/health condition | 35 | 50 | 75 | 60 | 70 |
| Other disability/condition | 45 | 35 | 30 | 25 | 35 |
| Mental Health condition | 110 | 130 | 150 | 145 | 165 |
| Multiple disabilities | 145 | 135 | 135 | 130 | 120 |
| Specific learning difference | 470 | 500 | 428 | 385 | 405 |
| No known disability | 4870 | 5075 | 5285 | 6110 | 7530 |

The figures as seen presented over a 5 year period reveal consistent patterns across all disabilities and conditions, with increases seen year on year consistent with the increase in students generally. We can see, however fluctuations within the number of students who declared specific learning differences, with a 19% decrease seen from 18/19 to 21/22. The Inclusion Team have advised that an increased number of students are declaring with specific learning differences along with another condition which they could choose to indicate as multiple disorder, with numbers included within that category impacted on the numbers throughout the years. UK national averages highlight a 1% increase in students with declared disabilities in 21/22 with specific learning differences or mental health conditions forming 61% of those disabilities (64% at WGU).

## Age Range

The UK National average in relation to student age shows that the age group 20 and under holds the largest proportion of students at 36%; this has decreased by 5% over a 5 year period. In comparison at WGU we see the following trends in relation to the age profile of our students:

* Female Full Time – largest group are aged 30-39 (27% averaged over 5 year period)
* Female Part Time – largest group are aged 30-39 (29% averaged over 5 year period, with an increase of 5% seen from academic year 20/21)
* Male Full Time – largest group are aged 21-24 (34% averaged over 5 year period)
* Male Part Time – largest group are aged 30-39 (22% averaged over 5 year period, with an increase of 8% seem from academic year 20/21))

## Ethnicity

*Please note that the ethnicity data displayed in this report includes students from all domiciles and as such may differ from ethnicity data presented within HESA websites. \*\* In order to comply with data protection legislation it has been necessary to replace numbers with asterisks.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ethnicity** | | | | | | |
| **Ethnicity** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | **increase /decrease from 17/18** |
| **Arab** | Not recorded | 10 | 15 | 25 | 40 | +30 (from 18/19) |
| **Asian or Asian British - Bangladeshi** | 45 | 15 | 10 | 35 | 35 | -10 |
| **Asian or Asian British - Indian** | 25 | 40 | 50 | 585 | 1000 | +975 |
| **Asian or Asian British - Pakistani** | 20 | 20 | 25 | 55 | 70 | +50 |
| **Black or Black British - African** | 55 | 80 | 135 | 215 | 310 | +255 |
| **Black or Black British - Caribbean** | 25 | 25 | 30 | 50 | 65 | +40 |
| **Chinese** | 20 | 20 | 20 | 15 | 25 | +5 |
| **Gypsy or Traveller** | Not recorded | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Information Refused** | 115 | 115 | 45 | 45 | 75 | -40 |
| **Mixed - White and Asian** | Not recorded | 20 | 20 | 35 | 50 | +30 (from 18/19) |
| **Mixed - White and Black African** | Not recorded | 15 | 25 | 20 | 25 | +10(from 18/19) |
| **Mixed - White and Black Caribbean** | Not recorded | 15 | 20 | 25 | 35 | +20(from 18/19) |
| **Not Known** | 80 | 30 | 10 | 10 | 70 | -10 |
| **Other Asian Background** | 40 | 25 | 40 | 75 | 110 | +70 |
| **Other Black Background** | 10 | 15 | 15 | 15 | 25 | +15 |
| **Other Ethnic Background** | 105 | 75 | 45 | 70 | 110 | +5 |
| **Other Mixed Background** | Not recorded | Not recorded | 35 | 55 | 65 | +30(from 19/120) |
| **White** | 5210 | 5525 | 5660 | 5600 | 6300 | +1090 |

The chart above highlights the increase/decrease in student numbers compared to academic year 17/18 with some significant changes shown in some ethnicities, attributed to the increase of WGU Online students and overseas students seen in recent years.

UK wide students of white ethnicity account form 73% of all UK domiciled enrollments, this has decreased by 1% (data at WGU reveals a slightly higher % of 75). UK wide, a greater reduction has been seen over a 5 year period in the proportion of white students who are studying full time than those studying part time.

Students with no religion or religious belief form the largest proportion of students at WGU (44% in academic year 21/22) and this has remained the consistently highest category throughout the 5 year period – detailed above. This is consistent with the UK National average of 47% of students.

HESA have reported an increase in students with Muslim and Hindu faiths, whilst the number of students of Christian faith has decreased UK wide. These figures are evidenced her at WGU, where students of Christian faith have reduced by 4% over the 5 year period from 2017/18 and as highlighted within the chart above we can see an increase in Muslim and Hindu students from 20/21 as a result of increased overseas student cohorts.

Over the 5 year period we can see slight % increases in the numbers of students who identify as LGB (Lesbian, Gay and Bisexual), presented above. Further activity is required to ensure that our students/potential students feel comfortable when disclosing their sexuality, with the % of students who refused to disclose their sexuality remaining on average around the 11% mark over the 5 year period.

## Student Achievement over a 5 Year Period

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Degree Classification** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | **% increase /decrease from 17/18** |
| **Doctorate** | 10 | 10 | \*\* | \*\* | 8 | -20 |
| **First Degree** | 830 | 785 | 665 | 505 | 587 | -29 |
| **Foundation Degree** | 100 | 80 | 30 | 30 | 27 | -73 |
| **HND/DipHE** | 35 | 20 | 20 | 45 | 28 | -20 |
| **Other Higher Degree** | 125 | No Data available | No Data available | No Data available | No Data available | No Data available |
| **Other Postgraduate** | 90 | 280 | 175 | 390 | 637 | +86 |
| **Other Undergraduate** | 225 | 1555 | 1325 | 1245 | 1233 | +82 |
| **Professional Graduate Certificate in Education** | 60 | 45 | 40 | 35 | 33 | -45 |
| **Total** | 1475 | 2780 | 2265 | 2260 | 2568 | +43 |

The chart to the right shows a 5 year comparison in relation to student’s degree achievement by Ethnicity. In order to comply with data protection legislation it has been necessary to compare total degree classification and aggregate all ethnicities other than white. We can see a significant difference in comparison to the degree achievement of students who identify as White. Further analysis and investigation in relation to this continues as explained in the paragraphs below.

**Degree Outcomes Attainment Gap**

In 2020 the Board of Governors requested a plan for reporting on significant differential education outcomes (attainment gap) by protected groups. Reports analysing the degree outcomes for full time students taught in the UK who were expected to complete their degree by age, gender, declared disability and ethnicity were produced in 20/21 and 21/22. These reports identified two groups where degree outcomes were lower: students with a declared disability and students from a ethnicity group other than white.

The University’s Learning Teaching Quality Committee (LTQC) and Access and Learner Engagement Group (ALE) having discussed the reports commissioned further research to understand the attainment gap of all students.

In 21/22 a level 4 student survey was conducted via a targeted questionnaire in semester 2 of academic year 2021/22. In regard to the groups highlighted in the attainment gap reports the results from this survey were inconclusive, in part due to the low sample populations for students from an ethnicity group other than white in particular. Further analysis and investigation of this issue is ongoing in 22/23, including through the work being undertaken within the Race Equality Charter Self Assessment Team as well as through the Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey which will both run for the first time in 22/23. The findings of these surveys, subsequent attainment gap reports and actions to improve the outcomes for identified groups where degree outcomes are lower, will be reported within future EDI annual reports.

## 

## Student – Leavers

During the academic year 2021-2022, a total of 1,659 students left the University, an increase of 45% compared to the previous academic year, with the most common reason being due to academic failure. Data collated includes short course enrolments, which tend to fluctuate more than full course numbers.  Of the 1,659 student leaver’s in 21/22 619 related to short course students.  Student retention is reported regularly via Vice-Chancellor reporting mechanisms and is monitored through a variety of channels, with the breakdown between reasons for leaving by demographic groups monitored by the Race Equality Self-Assessment Team as part of the University’s Race Equality Action Plan.   A breakdown of leavers recorded over a 5 year period can be seen below.

From academic year 2020/2021 we can see significant increases in the number of leavers, which correspond with the years most affected by the covid pandemic and may attribute to that increase. Monitoring continues to identify common themes and inform remedial activity to reduce this number going forward.

|  |  |  |
| --- | --- | --- |
| **Leavers** | **2017/18** | **% increase /decrease from year on year** |
| 2017/18 | 850 | +39 from 2016 |
| 2018/19 | 577 | -32 |
| 2019/20 | 580 | +0.5 |
| 2020/21 | 900 | +36 |
| 2021/22 | 1659 | +45 |

**Bar Chart (1)** shows a comparison over a 5 year period of leavers reflected by percentage in relation to their religion. In order to comply with data protection legislation it has been necessary to compare total numbers of those who identify has having no religion and aggregate all other religions into one figure. Over the five year period the most consistent reason for students leaving was academic failure, with those of Christian faith being the highest proportion of those students with an identified religion, which corresponds with the religious demographic of the University.

**Bar Chart (2)** shows a comparison over a 5 year period of leavers reflected by percentage in relation to their sexual orientation. In order to comply with data protection legislation it has been necessary to compare total numbers of those who identify as heterosexual and aggregate lesbian, gay and bisexual sexualities into one figure. Over the five year period the most consistent reason for students leaving was once again academic failure. In academic years 2017/18 and 2018/19 we see significant movement in the % of students who fall within the information refused/unknown category. This has balanced out over the remaining 3 year period; remedial activity is required to ensure students feel comfortable declaring their sexuality which will be undertaken with the support of the SU and the University’s LGBTQ+ Staff Network.

**Bar Chart (3)** shows a comparison over a 5 year period of leavers reflected by percentage in relation to disability. In order to comply with data protection legislation it has been necessary to compare total numbers of those with no disability and aggregate all other disabilities into one figure. Over the five year period the most consistent reason for students leaving was academic failure, with those with a specific learning difference representing the highest proportion of those students with a disability.

**Bar Chart (4)** shows a comparison over a 2 year period (due to limited data prior to this date) of leavers reflected by percentage in relation to ethnicity. In order to comply with data protection legislation it has been necessary to compare total numbers of those who identified as white and aggregate all remaining ethnicities into one figure. Over the two year period the most consistent reason for students leaving was academic failure, with students who identify as Asian or Asian British - Indian representing the highest proportion of those students who left.

# STAFF DATA

C:\Users\bloomfielda\Pictures\EDI Report 21-22\covidshoot-1.jpg

Photo of the Gallery area at the plas coch campus - 2 people can be seen standing and 1 person sitting
A break-down of employment information relating to academic years 2017-2022 can be found within the remainder of this report, it should be noted that these figures do not include sessional and casual members of staff in line with HESA reporting requirements. The following data was captured between the dates of 1 August 2017 to 31 July 2022.

Within this 5 year period we can see an overall increase in staff numbers of 7%, with 60% of staff identifying as female.

The % of staff with declared disabilities currently presents at 3%. From 2017/18 we can see a 4% decrease in the number of staff who do not identify as white, which currently presents at 6%. LGBTQ+ representation has increased by 50% with 4% of staff now identifying. We are pleased to see the increase in declarations made by staff with disabilities and those who identify as LGBTQ+, with focussed work being undertaken to promote an inclusive working environment. Further work is required to increase the number of staff from ethnic groups other than white, which is a continued key focus.

## GENDER - Staff

The data reflects a total increase of 7% in permanent members of staff over a 5 year period, with a 7% increase in females and 6% increase in males seen within that time.

Over this period we can see that on average during each academic year that 60% of the University’s workforce identify as female, which is higher than the UK national average which currently sits at 49%. Women remain underrepresented amongst academic senior posts, STEM subject areas and in senior management roles across UK HEI’s.

Role categories have remained fairly consistent within the 5 year period from 2017/18 to 21/22.

## Age by Gender

The age profile of our staff has remained fairly consistent within the 5 year period from 17/18 to 21/22.

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disability %** | **2017/18** | | **2018/19** | | **2019/20** | | **2020/21** | | **2021/22** | |
|  | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** | **Female** | **Male** |
| No known dis | 52 | 36 | 53.4 | 34.7 | 55 | 35.3 | 52.4 | 35.8 | 53.9 | 36.7 |
| Two or more | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| Specific LD | \*\* | 0.9 | 0.9 | 0.9 | \*\* | \*\* | \*\* | \*\* | 0.7 | \*\* |
| Long standing | 2.9 | \*\* | 2 | \*\* | 1.8 | \*\* | \*\* | \*\* | \*\* | 1.5 |
| Mental Health | \*\* | 0.9 | \*\* | 0.9 | \*\* | 0.9 | \*\* | \*\* | \*\* | 0.7 |
| Physical impairment | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| Social impairment | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| Not listed above | \*\* | 0.9 | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| Information refused | 1.62 | 1.28 | 2.7 | 1.5 | 1.8 | 1.3 | \*\* | \*\* | 1.4 | 1.5 |
| Total | 59 | 41 | 61.1 | 38.9 | 61.2 | 38.8 | 60 | 40 | 60 | 40 |

The disability profile of our staff has remained consistent within the 5 year period from 2017/18 to 20/21. 3% of our workforce have declared a disability, which is lower than the national average of 6%.

Among both professional and academic staff (UK Nationally) the most commonly disclosed impairment types were long-standing illness or health condition, which correlates with those conditions disclosed by staff at WGU.

The chart to the left presents the ethnicity profile by % of staff employed at WGU over a 5 year period. In order to comply with data protection legislation it has been necessary to compare total numbers of those who identified as white and aggregate all remaining ethnicities into one figure. The table below breaks this down further presenting this data by individual count and by gender split. The UK National Average has revealed that currently 20% (an increase of 4% from 2017/18) of HE staff have an ethnicity that is not White.

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff Ethnicity** | **2017/18** | | **2018/19** | | **2019/20** | | **2020/21** | | **2021/22** | |
|  | **Fem** | **Male** | **Fem** | **Male** | **Fem** | **Male** | **Fem** | **Male** | **Fem** | **Male** |
| **Arab** | 0 | 0 | \*\* | \*\* | \*\* | \*\* | 0 | 0 | \*\* | \*\* |
| **Asian or Asian British - Bangladeshi** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | 0 | 0 | \*\* | 0 |
| **Asian or Asian British - Indian** |  | 6 | \*\* | 6 | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Asian or Asian British - Pakistani** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Asian or Asian British - African** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Asian or Asian British - Caribean** | 0 | 0 | 0 | 0 | 0 | 0 | \*\* | \*\* | 0 | 0 |
| **Black or Black British - African** | \*\* | \*\* | \*\* | \*\* | 0 | 0 | \*\* | \*\* | \*\* | \*\* |
| **Black or Black British - Caribbean** | \*\* | \*\* | 0 | 0 | 0 | 0 | 0 | 0 | \*\* | \*\* |
| **Chinese** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Information Refused** | 10 | 7 | \*\* | 6 | \*\* | 6 | \*\* | \*\* | \*\* | \*\* |
| **Mixed - White and Black African** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | 0 |
| **Mixed - White and Asian** | \*\* | \*\* | \*\* | \*\* | 0 | 0 | \*\* | \*\* | \*\* | \*\* |
| **Mixed - White and Black Caribbean** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | 0 |
| **Other Asian Background** | \*\* | \*\* | 0 | 0 | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Other Mixed Background** | \*\* | \*\* | 0 | 0 | \*\* | \*\* | \*\* | \*\* | \*\* | 0 |
| **Other Ethnic Background** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Unknown** | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **White** | 303 | 192 | 315 | 186 | 314 | 188 | 314 | 198 | 325 | 207 |
| **Total** | **325** | **222** | **334** | **213** | **336** | **213** | **332** | **221** | **349** | **237** |

It is difficult to present comparison within this report due to the necessity to supress the data, due to data protection regulations. However no significant changes have been seen with regards the ethnicity of staff within the 5 year reporting period. Staff working in HEI’s have increasingly become more ethnically diverse, with an increase UK wide; most pronounced among academics, which is consistent with the WGU Workforce. Inequalities persist nationally with lower proportions of both UK and non-UK ethnically diverse staff than white staff on permanent contracts, in senior management positions and on higher salary bands and this is consistent with the demographic of staff at WGU. Work continues to attract a more diverse workforce to the University with dedicated objectives included within the People Strategy and the recently implemented Race Equality Charter Action Plan to address this.

An increase of 13.1% can be seen in the number of staff who declared that they do not have a religion within the 5 year period from academic year 2017/18. Data reflects that Christianity accounts for the largest proportion of staff with faith, with a decrease seen within the 5 year period of 1.17%. We can see a small increase in those staff who have Muslim and Hindu faith. The UK wide data reflects that similar patterns can be seen across UK HEI’s.

In order to comply with data protection legislation it has been necessary to compare total numbers of those who identified as Heterosexual and aggregate Lesbian, Gay and Bisexual (LGB) staff into one figure. We can see a 2% increase from academic year 2017/18, with the number of staff who openly declare their sexuality low in comparison to those who identify as heterosexual. We are pleased to see that the % of staff who have refused to provide their information has reduced over the years (-13%), which is encouraging and reflective of the supportive activity that has been undertaken to ensure that all LGBTQ+ staff feel supported within their working environment here at WGU.

## MATERNITY/ADOPTION

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

# BOARD OF GOVERNORS

The diversity of the Board of Governors continues to be monitored by the Board’s Nominations and Governance Committee.  During academic year 2021-22 there were 20 governors, 11 of whom were female (55%) and 9 of whom were male (45%). The University commenced the gathering of data in relation to the Board of Governors during academic year 2019/2020 and the gender balance has been fairly stable for the last three years and slightly above that seen across all Welsh and all UK universities. The latest available data for academic year 2020/21[[1]](#footnote-1) shows that in Welsh universities 47.2% of governors were female and 52.8% were male and in UK universities 42.5% of governors were female and 56.8% were male.

During academic year 2021-22 95% of the University’s governors had UK nationality compared to 94.9% across all Welsh universities and 91.9% across all UK universities; and 95% were of white ethnicity compared to 92% across all Welsh universities and 87.8% across all UK universities. In terms of age 10% (8.1% Wales and 6.5% UK) of the University’s governors were under the age of 25; 60% (68.5% Wales and 73.9% UK) were aged between 26 and 65 and 25% (23.4% Wales and 19.6% UK)) were aged 66 and over. Finally, 5% of the University’s governors had a known disability compared to 11.7% across all Welsh universities and 5.8% across all UK universities.

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

Leman J (2022) Advance HE: Diversity of HE Governors in Wales <https://www.advance-he.ac.uk/knowledge-hub/diversity-governors-higher-education-2022> (accessed 3/1/23)

# GENDER PAY

The gender split of the University’s staff is 60% female and 40% male.

The mean gender pay gap for the whole organisation is 6.38% in favour of males, with the median gender pay gap standing at 1.97% in favour of males. This compares favourably with the previous reporting period where the mean gender pay gap stood at 6.97% in favour of males and the median gender pay gap stood at 2.53% in favour of males. According to analysis carried out by Times Higher Education, the mean average pay gap across the HE sector stands at 15.9% in favour of males, with 30 institutions reporting gaps in excess of 20%. The Times Higher also report that the median pay gap across the HE Sector stands at 16.5%.

**All Staff Mean Hourly Rates**

| Males | Females |
| --- | --- |
| £21.45 | £20.08 |

**All Staff Median Hourly Rates**

| Males | Females |
| --- | --- |
| £19.99 | £19.41 |

The mean and median gender pay gaps calculation is based on the mean and median hourly pay rates for all substantive staff employed on 1st August, 2021. This shows the difference in average earnings (in terms of mean and median earning) between women and men across the University. On average based on the mean gender pay gap calculation women are paid £1.37 per hour less than men. Based on the median calculation women are paid £0.58 per hour less than men. Both mean and median figures compare favourably to the 20/21 figures of £1.47 and £0.50 respectively.

## Proportion of males and females in each pay quartile

|  | **21/22** | **21/22** | **20/21** | **20/21** |
| --- | --- | --- | --- | --- |
| **Female** | **Male** | **Female** | **Male** |
| **Upper Quartile** | 57.02% | 42.98% | 54.84% | 45.16% |
| **Upper Middle Quartile** | 61.98% | 38.02% | 63.48% | 36.52% |
| **Lower Middle Quartile** | 60.00% | 40.00% | 59.66% | 40.34% |
| **Lower Quartile** | 65.83% | 34.17% | 64.00% | 36.00% |

Movement in the upper quartile shows an increase of 2.18% points for females and a corresponding 2.18% decrease from males from 20/21. The upper middle quartile shows a slight increase (1.50% points) for men and a corresponding decrease for women from 20/21. The lower middle quartile and lower quartile remain almost static compared to 20/21, with the exception of a 1.83% decrease for males in the lower quartile. Based on the gender split of the organisation, there is a disproportionately high level of females in the lowest paid roles. Previous year’s reports have shown (as does this year) that there is a higher proportion of females in the upper quartiles. Previous year’s reports have also shown that there has been a higher proportion of males in senior roles within the academic staff group, from Principal Lecturer upwards. This is a known phenomenon across HE where there is an under representation in female senior academics rather than a disparity in rates of pay between males and females doing the same work.

The paragraphs below illustrate the work that has taken place to address that gap. It is worth pointing out that the first Annual Pay Policy Statement published in 2017/18 presented a gap of 12.7% in favour of males for this group. In particular in 17/18 the report showed that 11.6% of the University’s Principal Lecturers were male and only 3.6% were female. This year’s report shows that we now have 8.07% of females and 6.6% males in the Principal Lecturer grade. This demonstrates the success and value of the work undertaken as set out below.

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

* Continued delivery of the Future Leaders Programme during this reporting period; a modular course which included topics such as Leadership Styles/Philosophies, Influencing and Coaching. A targeted approach is taken towards attendance, with those female staff who have either self-identified or been nominated by their line managers being approached to enrol.
* The University has to date provided 33 female members of staff with the opportunity to undertake Advance HE’s Aurora Development Programme. to internally support the selected staff members, members of the Executive Leadership Team and previous Aurora delegates act as mentors and role models to the group.
* 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 introduced a mentorship scheme aimed at all staff; providing the opportunity to identify female members of staff who would benefit from shared experience with a female mentor.
* The University is now a member of the Wales Women in STEM network, which aims to address barriers that face women working in Science, Technology, Engineering and Maths.

**Ethnic and Disability Pay Gaps**

The Ethnic pay gap is minus 6.56%, this means that on average staff from ethnic groups other than white are paid 6.56% more than staff who are white (a decrease of 2% from 20/21). This is due to the prevalence of Global Majority staff in higher paid academic roles, the majority being graded at Senior Lecturer and above.

The Disability pay gap is 10.25%, this means that on average staff who have declared a disability are paid 10.25% less than non-disabled staff (a 2% increase in comparison to 20/21 figures). A third of staff who have declared a disability are graded at OA5 and below and just under a third are Senior Lecturers. Two members of staff on a senior staff grade has declared a disability.

The University is a Disability Confident Employer and collects the following data from workers 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 University are currently exploring action required to work towards Disability Confident Level 3 status.

The following EDI Staff groups have been established whose work will involve exploring and addressing inequalities experienced by staff with disabilities and those who identify as an ethnicity other than white and part of their work will involve scrutinising pay gaps:

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

**Race Equality Group -** The Race Equality Group is exploring and developing methods to support the University on its journey toward race equality. The group is responsible for raising awareness, informing policy, educating other staff and celebrating the diverse mix of ethnicities that exist within our University community.  The group are currently supporting the work required to apply for Advance HE’s Race Equality Charter.

**Race Equality Charter Self-Assessment Team (SAT) –** The team evaluates racial inequalities and barriers in representation, progression, development and success of staff and student of ethnicities other than white. The SAT have formulated an action plan to address the inequalities and barriers, that will drive positive long-term impact and cultural change.

# RECRUITMENT

The following data reflects the recruitment activity undertaken during a five year period, from 01/08/17 to 31/07/22. During this reporting period a total of 6,107 online applications were received, with academic year 2020/21 seeing the largest number of applications (1,470), attributed to the need to recruit to a number of specialist roles and utilisation of a variety of methods to advertise. We can see a reduction of 29% in online applications between academic year 2017/18 and 2021/22.

Online applications by gender can be seen within the chart above, with no significant changes seen over the years. A summary of applications by role category can be seen below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **%Application by Religion** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** |
| **Any other Religion** | 1 | 1 | 0.87 | 1.2 | 0.5 |
| **Buddhist** | 1 | 1 | 0.71 | 1 | 1.1 |
| **Christian** | 42 | 38 | 34.34 | 31.4 | 31.2 |
| **Hindu** | 1 | 2 | \*\* | 2 | 3.7 |
| **Jewish** | 0 | 1 | \*\* | \*\* | \*\* |
| **Muslim** | 3 | 5 | 3.64 | 7.3 | 9.7 |
| **No Religion** | 43 | 41 | 49.13 | 46.3 | 41 |
| **Sikh** |  |  | \*\* | \*\* | \*\* |
| **Spiritual** | 1 | 3 | 2.14 | 1.6 | 2.8 |
| **Prefer not to say** | 8 | 8 | 8.31 | 8.9 | 9.8 |

A decrease of 7.7% can be seen in the number of applications received by those aged between 21 and 30 within the 5 year period, with a 6.6% increase seen in applications received by individuals aged between 41 to 50.

We can see a decrease of 10.8% in the number of applicants who declared that they had Christian faith (consistent with the general census), a 6.7% increase in those with Muslim faith and a 2.7% increase in those with Hindu faith, which is encouraging as the University strives to grow a more ethnically diverse workforce.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **%Application by Sexual Orientation** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** |
| **Bisexual** | 2 | 3 | 2.61 | 4.3 | 5.4 |
| **Gay** | 1 | 1 | 1.58 | 1.6 | 1.8 |
| **Lesbian** | 1 | 1 | 1.03 | 1.14 | 1 |
| **Heterosexual** | 90 | 86 | 88.13 | 85.4 | 84.6 |
| **Prefer not to say/**  **Unknown** | 6 | 8 | 6.65 | 7.3 | 7.1 |

An increase of 4.2% in applicants who identify as LGB can be seen during the 5 year period, with the most significant increase seen in those who identify as Bisexual.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **%Application by Disability** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** |
| **Disability** | 5 | 7 | 5.46 | 6.4 | 6.4 |
| **No Disability** | 95 | 89 | 90.66 | 90.1 | 89.6 |
| **Prefer not to say/Unknown** | No data | 4 | 3.88 | 3.5 | 3.9 |

No significant changes can be seen in relation to applications and declarations of disability within the 5 year reporting period.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **%Application by Ethnicity** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** |
| **Ethnicity other than White** | 12 | 16 | 14 | 22 | 25 |
| **White** | 88 | 84 | 86 | 78 | 75 |

We can see an increase of 13% in applications from individuals with ethnicity’s other than white. Increasing the diversity of our staff profile is a key objective within the University’s Strategic Equality Plan, Race Equality Charter Action Plan and People Strategy, therefore this is encouraging data.

# EMPLOYMENT - LEAVERS

The following data was captured between the dates of 1 August, 2017 to 31 July, 2022.

## LEAVERS BY GENDER

The data reveals that a total of 400 members of staff left employment during the 5 year period, with a breakdown by gender below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **%Leavers by Gender** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** |
| **Female** | 56 | 61 | 71 | 51 | 63 |
| **Male** | 44 | 39 | 29 | 49 | 37 |

## LEAVERS BY AGE

## The % of leavers by age demographic can be found below, highlighting % increase/decrease from academic years 2017/18 to 2021/22.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **%Leavers by Age Profile** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | **% increase /decrease from 17/18 to 21/22** |
| **20 & Under** | 0 | 1 | 0 | 0 | 0 | 0 |
| **21-30** | 6.38 | 8 | 10.1 | 16.9 | 23.1 | +16.72 |
| **31-40** | 21.27 | 29 | 24.6 | 24.7 | 23.1 | +1.83 |
| **41-50** | 24.46 | 24 | 20.3 | 27 | 16.9 | -7.56 |
| **51-60** | 30.85 | 20 | 27.5 | 12.4 | 24.6 | +6.25 |
| **61-65** | 13.82 | 14 | 10.1 | 9 | 7.7 | -6.12 |
| **66 & Over** | 0 | 2 | 7.2 | 10.1 | 4.6 | +4.6 |

## Additional Information

No significant changes can be seen with regards the disability and ethnicity of staff who have left the employment of the Institution. We can see an increase of 3.5% in the number of leavers whose religion was unknown and a 6.1% increase in those who refuse to declare their religion. We can also see an increase of 4.6% in the number of leavers who identify as lesbian.

# GRIEVANCE/DISCIPLINARY

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

**WGU – inspiring and enabling through higher education, research and engagement; working together with our students, staff and partners**

C:\Users\bloomfielda\Pictures\EDI Report 21-22\bpoi-header-with-title.jpg

photo of 4 students with the words "Be partof it" in between them

1. [↑](#footnote-ref-1)