Equality, Diversity AND INCLUSION Annual Report

2020/21



**EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT, 2020-21**

**1. INTRODUCTION**

This report provides an overview of Writtle University College’s staff and student profile and student attainment viewed via an equality, diversity and inclusion perspective for the academic year 2020/21

Data used is either by academic year or point in time data related to mandatory reporting submissions or the latest available data at the time of the writing the report.

This report informs the base line work that will shape the key milestones and targets of the new University College Strategic plan which will come to Board of Governors in July 2022

**2. Policy Statement and responsibilities**

All aspects of equality and diversity are embedded in and implemented through policies, procedures and practices. This report should be considered alongside the Equality, Diversity and Inclusion Policy (staff) and Gender Pay Gap Report available at <https://writtle.ac.uk/Equality-and-Diversity>.

Our work is supported by a suite of policies to facilitate a supportive working environment for students and staff, including: Flexible working policy; special leave policy; and maternity and family policy. These are part of the formal means through which we provide support to staff and our Inclusion and Learning Support, Success and Wellbeings work to support flexible delivery and reasonable adjustments in support of student need.

The Board of Governors is responsible for setting and monitoring our strategic direction and has ultimate responsibility for upholding our commitment to equality, diversity and inclusion and for the University College’s compliance with the Equality Act 2010. The Board receives, via its Personnel and Remuneration Committee, regular updates to assess performance in relation to staff, and via the Academic Board iit also receives regular updates to assess performance in relation to students. The Board is also mindful of its own membership and the Search and Governance Committee oversees governor recruitment and welcomes expressions of interest from a range of candidates.

All our staff have an individual responsibility for upholding equality, diversity and inclusion. They are supported in this with awareness sessions at an organisation level and via updates on changes to legislation.

Every member of staff and student has a responsibility to:

* Treat staff, students and visitors with dignity and respect;
* Listen to what others have to say and respect their point of view;
* Speak out or report to an appropriate authority if they witness, or are aware of, bullying, vindictiveness, verbal or physical aggression and not assume that it is someone else’s responsibility;
* Question their own prejudices and assumptions;
* Be familiar with the responsibilities that equality legislation places on them and ensure that they are sensitive to issues of cultural diversity in their work.

## 3. OUR LEGAL OBLIGATIONS

## 3.1 Equality Act 2010

The university college has obligations as both an employer and an education provider, as set out in the Equality Act 2010. This means that we must have due regard to the need to:

* Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Equality Act 2010;
* Advance equality of opportunity between people who share a protected characteristic[[1]](#footnote-1) and those who do not by:
	+ Removing or minimizing disadvantages suffered by people due to their protected characteristics;
	+ Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
	+ Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low; and
* Foster good relations between people who share a protected characteristic and those who do not by:
	+ Tackling prejudice, and
	+ Promoting understanding between people from different groups.

## In addition, we must:

* Publish information to demonstrate out compliance with the Equality Act across our functions;
* Prepare and publish equality objectives.

# 3.2 Gender pay gap reporting regulations

Writtle University College is subject to the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 (SI 2017/172) and annually publishes Gender Pay Gap information which describes the percentage differences in pay between male and female employees. This information is published on our website: www.writtle.ac.uk and the government website: https://gender-pay-gap.service.gov.uk

## 3.3 Equality, diversity and inclusion related training and awareness training

As an organisation, we promote the principles of equality, diversity and inclusion through training and awareness-raising activities. This is covered at a variety of events including staff induction events and welcome events for students.

We also have a range of mandatory online training programmes for all staff, which include equality and diversity and Dignity at Work modules.

## 3.4 Equality Objectives

As an organisation we endeavour to embed equality, diversity and inclusion within every action we take and every decision we make across WUC. The University College defined its equality objectives using analysis of data trends and benchmarking against sector best practice and innovation. Four key themes were identified that summarise what we want to achieve and under these we have developed our equality objectives. It is recognised and viewed as positive that these themes and objectives overlap.

Our key objectives are:

1. **Inclusion**: we provide an environment that is accessible and welcoming
2. **Attainment**: everyone can flourish and succeed to the best of their abilities
3. **Flexibility**: we support different ways of working and learning
4. **Embedding**: the active promotion of equality informs our culture and behaviour

**1 Inclusion:**

* Encourage equality, diversity and inclusion in the workplace as good practice
* Create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.
* Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, customers, suppliers, visitors, the public and any others in the course of the organisation’s work activities.
* Monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion, and in meeting the aims and commitments set out in the equality, diversity and inclusion policy.

**2 Attainment:**

* Make opportunities for training, development and progression available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation.
* Ensure that decisions concerning staff are based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act).
* Ensure our teaching and learning and related support work enables all students to achieve to their full potential

WUC continues to be committed to the principle and practice of equal opportunities and equal treatment for all staff and students, regardless of sex, race, religion or belief, age, marriage or civil partnership, pregnancy/maternity, sexual orientation, gender reassignment or disability. It has a clear policy of paying employees equally for the same or equivalent work, regardless of their sex (or any other characteristic set out above). As such, it:

• Evaluates all job descriptions of all new proposed roles and replacement roles using the HERA (Higher Education Role Analysis) system part of the JNCHES Pay Framework Agreement (51 point pay spine) to ensure a fair application of pay, which determines the level of Grade on WUC Single Pay Spine (SPS);

• Remunerates all roles on the University College SPS, except for University College Senior Leadership roles who are placed on spot salaries as determined and agreed by the Personnel and Remuneration Committee of Governors; and,

• Ensures individuals who have responsibility for determining pay levels (Grades and points) receive appropriate training on the HERA system by an accredited HERA individual external to the organisation.

**3 Flexibility**

Review employment practices and procedures when necessary to ensure fairness, and update as relevant to take account of changes in the law.

**3.5 Gender & Gender Pay Gap**

The gender profile of WUC Staff remains a predominantly female workforce; as at the reporting reference date of 31 March 2020, the workforce as WUC is 72.3% female, 27.7% male. There were no employees or workers employed at this date whose gender identity was described as non-binary, gender non-conforming or othe**r.**

Year on year comparison of WUC Gender Pay Gap against ONS data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Report period** | **20/21** | **19/20** | **18/19** | **17/18** |
| **Snapshot date** | **31/3/20** | **31/3/19** | **31/3/18** | **31/3/17** |
| Mean Hourly Pay *♂* | £16.32 | £15.70 | £15.23 | £17.57 |
| Mean Hourly Pay ♀ | £14.32 | £13.93 | £13.40 | £15.09 |
| Pay Gap % | 12.2% | 11.3% | 12% | 14.1% |
| ONS Reported pay gap[4](#_bookmark3) | 15.5%\* | 17.4% | 17.8% | 18.4% |
| Median Hourly Pay *♂* | £15.74 | £15.49 | £14.98 | £15.01 |
| Median Hourly Pay ♀ | £13.59 | £13.72 | £12.72 | £12.58 |
| Pay Gap % | 13.7% | 11.4% | 15.1% | 16.2% |

\*based on ASHE estimates, as advised by the ONS

# Pay quartiles by gender

**Table 2:** Pay quartiles by Gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Band** | **Male** | **Female** | **Description** |
| Lower Quartile | 18.8% | 81.2% | Includes all employees whose standard hourly rate placesthem at or below the lower quartile |
| Lower middlequartile | 29.9% | 70.1% | Includes all employees whose standard hourly rate placesthem above the lower quartile but at or below the median |
| Upper MiddleQuartile | 26.0% | 74.0% | Includes all employees whose standard hourly rate placesthem above the median but at or below the upper quartile |
| Upper Quartile | 36.1% | 63.9% | Includes all employees whose standard hourly rate placesthem above the upper quartile |

The figures set out in Table 2 have been calculated using the standard methodologies used in the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

This Gender Pay Gap report consists of 386 entries. The removal of HPL contracts, which would have artificially distorted the data, has led to a small reduction in entries in comparison to last year.

The quartiles are split as follows:

**Table 3:** Quartile Splits by gender

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LQ** | **LMQ** | **UMQ** | **UQ** |
| Total in Sample | 96 | 97 | 96 | 97 |
| Number *♂* | 18 | 29 | 25 | 35 |
| Number ♀ | 78 | 68 | 71 | 62 |

**Table 4:** Comparison of quartiles, by mean and median pay, and by gender

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LQ** | **LMQ** | **UMQ** | **UQ** |
| Mean Pay - Male | £8.82 | £11.98 | £15.88 | £24.10 |
| Mean Pay - Female | £8.60 | £12.21 | £16.10 | £21.82 |
| Mean Pay % | 2.5 | -1.9 | -1.4 | 9.5 |
| Median Pay - Male | £8.85 | £12.09 | £15.80 | £24.48 |
| Median Pay - Female | £8.78 | £12.09 | £16.70 | £19.34 |
| Median pay % | 0.8 | 0.0 | -5.7 | 21.0 |
| Typical grade in Quartile | Grade 3 NMWNLW | Grades 4 - 5 | Grade 6 | Grades 7 + Spot Salaries |
| Typical roles in Quartile | * Casuals
* Apprentices
* General Assistants
* Cleaners
* Technicians
 | * Admin Staff
* Instructors
* Library Workers
* Gardeners
 | * Senior Admin Staff
* FE Lecturers
* Atypical workers / HPL’s
 | * HE Lecturers
* HE Senior Lecturers
* Heads of Departments

/ Schools* Professors
* Executive Leaders
 |

# Analysis

WUC’s gender pay gap had previously shown a year on year reduction, however this year the mean hourly pay gap has increased (Table 1); the mean gap has risen by 0.9% while the median rose by 2.3%.

The Office for National Statistics (ONS) has reported that the gender pay gap in 2020 amongst all employees was 15.5% (a reduction from 17.4% in 2019), based on data collected through the Annual Survey of Hours and Earnings (ASHE).

The ONS advises the ‘estimates in this bulletin are based on information gathered from a sample of 1% of employees in the UK[5](#_bookmark4)’, and that whilst the reporting period contained a proportion of furlough, that this was accounted for in their data. They also state that ‘ASHE estimates for 2020 are subject to more uncertainty than usual as a result of the challenges we faced in collecting the data under government-imposed public health restrictions.’[[2]](#footnote-2)

The data in Table 4 shows that the Lower, Lower Middle and Upper Middle quartiles have small differences in the mean and median pay gap between males and females, whilst the upper quartile reports a median male/female pay gap of 21%, which is down from the previous year (26.58%). The upper quartile contains 97 entries, consisting of our higher earning role holders. The gap is a direct result of a limited number of new starters in this quartile, which consists of a high proportion of long serving members of staff who have moved incrementally to the top of their pay Grade.

Although WUC has a predominantly female workforce the upper quartile contains 62 females and 35 males, of the top 25 earning role holders 60% of them are male role holders, which is disproportionate in comparison to the overall female/male ratio at WUC.

In analysing the overall gender pay gap we have identified that within the lower quartile men are paid 22p more per hour than women, compared to last year’s data which showed that women were paid 14p more per hour than men. This can be attributed to longer serving employees within this quartile, who were at the top of their grade, having left over the last year and having been replaced with new starters who join at the first point of the grade relevant to the role. The lowest salary on the Single Pay Spine equates to £9.19 per hour. However, of the 96 individuals included in this quartile, 49 are Casual workers or Apprentices, who are paid the relevant NMW/NLW for their age, which is below the average hourly rate for an employee on the Single Pay Spine. This has a significant impact on the average hourly rate within this quartile.

The lower middle quartile has a relatively stable turnover and individuals are progressing within their grade, whereas the upper middle quartile contains a high amount of atypical workers who are not regular employees. We are however aware that the high proportion of pay gap in the upper quartile will be contributing to the overall median pay gap. WUC outsourcing some of the lower paid roles, such as Cleaning Facilities as well as the Catering provision, may also contribute towards the imbalance in the lower quartile.

We will continue to work towards minimising the gender pay gap at WUC, however we are confident that the gap that we have is as a result of natural differences, such as recruiting new staff where they are replacing employees who were at the top of their grade. Having a clearly defined Single Pay Spine and role grading structure ensures that we continue to pay men and women equally for work of equal value and that this does not contribute towards a pay gap.

Actions to Close the Gap – ‘Closing it together’

As shown in the data above, the mean Gender Pay Gap at WUC has increased by 1.8% since the 2019 report. Our Gender Pay Gap data has been analysed to enable identification of objectives to meaningfully reduce the gap. Whilst the detail above provides explanation around why this is the case, this does not detract from the fact that we need to continue to focus on positive actions that we can take to reduce the Gender Pay Gap, wherever possible.

As advised in 2019, WUC instigated a Gender Pay Gap Working Group, to focus on compliance, data review, to actively seek ways in which it may be possible to reduce the pay gap, and to set meaningful targets to drive actions to positively impact on the gender pay gap at WUC. Sadly, the effects of COVID 19 made it difficult to implement this working group practically while we adjusted to working differently over the last year, however we are now in a position to actively push forward.

In our pursuit to achieve our recommendations of the 2020 report, we undertook the following actions:

* + Reviewed the Flexible Working policy – with the aim of ensuring the language makes the policy and process accessible for all employees.
	+ Began a review of the bank of HR policies, where the policy could or does have an equality impact relating to gender.
	+ In reviewing the finding of the Gender Pay Gap report, we have analysed the data relating to Higher Education, Further Education and Support staff, to consider whether there was any concern in relation to sector averages, and in line with similar organisations.
	+ Staff development was considered throughout the budget planning process, in order to better enable professional and personal development.

A review of recruitment was also conducted, in order to ascertain whether recruitment practices at WUC were hindering equality of opportunity between male and female applicants. The scope of the review was to analyse 10 of the most recent vacancies that were successfully recruited to, and to examine the number of male and female applicants at each stage of recruitment. The data gathered is provided in the following table.

**Table 5**: Analysis

|  |  |  |
| --- | --- | --- |
|  | Male % | Female % |
| Applications | 25.57% | 74.43% |
| Shortlisting | 35.42% | 64.58% |
| Successful Candidate | 60% | 40% |

Taken in isolation, this data would appear to suggest that the likelihood of success through the recruitment process increases through the stages if you are male, and decreases through the stages if you are female. If this were indeed the case, this would be extremely concerning, however, this data only examines the data for 10 roles. In response to the initial findings above, the gender of all new starters in the 2019/2020 academic year was reviewed, in order to examine whether the data above showed a genuine trend in recruitment outcomes by gender.

In the 2019/2020 academic year, WUC gained 68 new starters, of which 16 (23.53%) were male, and 52 (76.47%) were female. Over the course of a full year, the proportion split between male and female candidates is equivalent to the percentages of applications received for both genders, as detailed above.

**4.EQUALITY, DIVERISTY AND INCLUSION FOR OUR STAFF**

**4.1 Introduction**

The University College recognises that equality of opportunity and the promotion of diversity are not only ethically fundamental, they are crucial to its academic, social and commercial success. Writtle University College (WUC) is committed to encouraging equality, diversity and inclusion, and eliminating unlawful discrimination within our workforce.

We value the differences that a diverse workforce brings to the organisation. An inclusive environment provides many benefits, including diversity of ideas and creativity, greater inclusion resulting in greater diversity, a non-tolerance approach to bullying and harassment, increased morale among all of our employees and correspondingly our students, a wider range of experiences and skills in our workforce. By supporting, encouraging and promoting equality and diversity, WUC has the opportunity to attract and retain students and staff from all backgrounds.

Equality means that everyone is treated fairly. Diversity means recognising that everyone is different; differences should be respected and encouraged, in order to understand and value the benefits that diversity brings. Inclusion aims to ensure that everyone feels valued at work, able to raise issues, ideas and suggestions, in the knowledge that this is encouraged and welcomed.

Our aim is for our workforce and our customers to be truly representative of all sections of society, and for each employee to feel respected and able to give their best. The principles of non-discrimination and equality of opportunity apply to the way in which we should all treat each other in day to day interactions and are embedded within normal ways of working and the culture of WUC. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, parental leave, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities.

Equality and Diversity statistics are produced annually in December, and published to the University College website in full. The statistics are compiled on; Gender, Age, Ethnicity, Sexual Orientation, Marital Status, Disability and Religious Belief. The following paragraphs look at; Gender, Age, Ethnicity and Disability statistics in further detail, referring to the most recently available statistics, as at 31st December 2019. Where relevant, comparisons are made to the most recently available Census data of 2011, specifically in relation to the local area of Chelmsford, sourced from the Office for National Statistics (ONS).

**4.2 Gender**

|  |  |  |
| --- | --- | --- |
|  | **2019/20** | **2020/21** |
| **Category** |  |  | **Number** | **Percentage** |
| Male | 99 | 32.46% | 98 | 28.00% |
| Female | 206 | 67.54% | 252 | 72.00% |
| **Total** |  |  | **350** | **100.00%** |

The gender make up of WUC employees has not changed significantly over recent years, remaining consistently at approximately a two thirds female, one third male split. In comparison to our student data published in 2020, HE students are predominantly female at 79% of students (January 2020), whilst our FE students show a similar trend to our employee figures, with 70% female and 30% male proportions (October 2020). According to the census data of 2011, the proportional gender split in Chelmsford was 49.3% male, and 50.7% female.

**4.3 Age**

|  |  |  |
| --- | --- | --- |
|  | **2019/20** | **2020/21** |
| **Category** | **Number** | **Percentage** | **Number** | **Percentage** |
| Under 20 | 4 | 1.31 | 2 | 0.57% |
| 20 - 29 | 37 | 12.13 | 50 | 14.29% |
| 30 - 39 | 67 | 21.9 | 75 | 21.43% |
| 40 - 49 | 74 | 24.26 | 92 | 26.29% |
| 50 - 59 | 91 | 29.84 | 93 | 26.57% |
| 60 - 69 | 31 | 10.16 | 38 | 10.86% |
| 70 + | 1 | 0.33 |  |  |
| **Total** | **305** |  | **350** |  |

The employee age statistics show that over half of WUC employees are aged between 40 and 59. We have a very small population of under 20’s, and despite there being no formal retirement age, there are a minimal number of employees who choose to work past the state pensionable age.

**4.4 Ethnicity**

|  |  |  |
| --- | --- | --- |
|  | **2019/20** | **2020/21** |
| **Category** | **Number** | **Percentage** | **Number** | **Percentage** |
| White | 293 | 96.07 | 339 | 96.86% |
| Black or Black British - African | 1 | 0.33 | 1 | 0.29% |
| Chinese | 1 | 0.33 | 1 | 0.29% |
| Other Asian Background | 1 | 0.33 | 1 | 0.29% |
| Mixed - White and BlackCaribbean | *1* | 0.33 | 2 | 0.57% |
| Mixed - White and Asian | 1 | 0.33 | 2 | 0.57% |
| Other Mixed Background | 2 | 0.66 | 1 | 0.29% |
| Other Ethnic Background | 1 | 0.33 | 2 | 0.57% |
| Information Refused | 2 | 0.66 | 1 | 0.29% |
| **Total** | **303** |  | **350** | **100.00%** |

As shown in the above table, 96.86% of the workforce have confirmed their ethnicity as white. There has not been any significant change in this figure over recent years. For comparison, at 31/12/2018, 96.5% of employees specified their ethnicity as white. The most recently available census data from 2011 advises that in Chelmsford, 93.7% of residents are white.

**4.5 Disability**

|  |  |  |
| --- | --- | --- |
|  | **2019/20** | **2020/21** |
| **Category** | **Number** | **%** | **Number** | **%** |
| No Known Disability | 273 | 89.51 | 305 | 87.14% |
| A Disability, Impairment or MedicalCondition | *2* | *0.66* | 2 | 0.57% |
| A Long-Standing Illness or Health Condition | *4* | *1.31* | 6 | 1.71% |
| Specific Learning Disability | 12 | 3.93 | 14 | 4.00% |
| Deaf or Serious Hearing Impairment | 0 | 0 | 2 | 0.57% |
| Mental Health Condition | 8 | 2.62 | 12 | 3.43% |
| Two or More Impairments and/or Disabling Conditions | *1* | *0.33* | 2 | 0.57% |
| Information Refused | 5 | 1.64 | 7 | 2.00% |
| **Total** | **306** |  | **350** |  |
|  |  |  |  |  |

Figures have remained fairly consistent over recent years, with approximately 10% of staff declaring that they have some form of disability. The most commonly reported disability relates to a specific learning difficulty, such as dyslexia or dyspraxia, however there has been an increase in the number of staff who have reported that they have a mental health condition. It appears that employees feel more comfortable in being able to declare and discuss their mental health.

# 5. Equality, Diversity & Inclusion - Further Education students data

NB: Data is based on enrolments not learners. Learners may have multiple enrolments as part of their study programme. Data includes all qualifications including English and Maths

Age

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **Age** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **Headline ET Ach****201920** | **Difference 2021 v****headline** | **18/19** | **19/20** | **20/21** | **Headline ET Ret****2019/20** | **Difference 2021 v****headline** | **18/19** | **19/20** | **20/21** | **Headline ET Pass****201920** | **Difference 2021 v****headline** |
| 16-18 | 775 | 703 | 909 | 84.3% | 83.8% | 83.2% | 84.0% | -0.8% | 96.1% | 92.9% | 95.9% | 90.5% | 5.4% | 87.7% | 90.2% | 86.7% | 92.9% | -6.2% |
| 19+ | 261 | 186 | 181 | 91.6% | 88.7% | 89.5% | 85.7% | 3.8% | 94.3% | 96.2% | 93.4% | 92.2% | 1.2% | 97.2% | 92.2% | 95.9% | 93.0% | 2.9% |
| **Grand Total** | **1036** | **889** | **1090** | **86.1%** | **84.8%** | **84.2%** |  |  | **95.7%** | **93.6%** | **95.5%** |  |  | **90.0%** | **90.6%** | **88.2%** |  |  |

Gender

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **Gender** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| F | 770 | 631 | 743 | 85.7% | 86.2% | 87.6% | 95.1% | 94.0% | 96.2% | 90.2% | 91.7% | 91.0% |
| M | 266 | 258 | 347 | 87.2% | 81.4% | 76.9% | 97.4% | 92.6% | 93.9% | 89.6% | 87.9% | 81.9% |
| **Grand****Total** | **1036** | **889** | **1090** | **86.1%** | **84.8%** | **84.2%** | **95.7%** | **93.6%** | **95.5%** | **90.0%** | **90.6%** | **88.2%** |

Ethnic group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **Ethnic group** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| BAME | 36 | 30 | 55 | 80.6% | 80.0% | 67.3% | 94.4% | 90.0% | 94.5% | 85.3% | 88.9% | 71.2% |
| White | 1000 | 859 | 1033 | 86.3% | 85.0% | 85.1% | 95.7% | 93.7% | 95.5% | 90.2% | 90.7% | 89.1% |
| Unknown |  |  | 2 | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% |
| **Grand Total** | **1036** | **889** | **1090** | **86.1%** | **84.8%** | **84.2%** | **95.7%** | **93.6%** | **95.5%** | **90.0%** | **90.6%** | **88.2%** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **High needs funding** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| High needs funding | 26 | 10 | 22 | 69.2% | 80.0% | 95.5% | 100.0% | 100.0% | 100.0% | 69.2% | 80.0% | 95.5% |
| Not high needs funding | 749 | 693 | 887 | 84.8% | 83.8% | 82.9% | 96.0% | 92.8% | 95.8% | 88.3% | 90.4% | 86.5% |
| **Grand Total** | **775** | **703** | **909** | **84.3%** | **83.8%** | **83.2%** | **96.1%** | **92.9%** | **95.9%** | **87.7%** | **90.2%** | **86.7%** |

16-18 Free School Meals

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **Free School Meals** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| 16-19 learner eligible for free meals | 40 | 17 | 13 | 82.5% | 64.7% | 69.2% | 95.0% | 70.6% | 100.0% | 86.8% | 91.7% | 69.2% |
| Not eligible for free meals | 735 | 686 | 896 | 84.4% | 84.3% | 83.4% | 96.2% | 93.4% | 95.9% | 87.7% | 90.2% | 87.0% |
| **Grand Total** | **775** | **703** | **909** | **84.3%** | **83.8%** | **83.2%** | **96.1%** | **92.9%** | **95.9%** | **87.7%** | **90.2%** | **86.7%** |

**Looked after children (LAC) - both in care and care leavers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **Looked after children (LAC)** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| In care/care leaver | 16 | 9 | 14 | 75.0% | 77.8% | 78.6% | 100.0% | 100.0% | 92.9% | 75.0% | 77.8% | 84.6% |
| Not in care/not care leaver | 1020 | 880 | 1076 | 86.3% | 84.9% | 84.3% | 95.6% | 93.5% | 95.5% | 90.3% | 90.8% | 88.2% |
| **Grand Total** | **1036** | **889** | **1090** | **86.1%** | **84.8%** | **84.2%** | **95.7%** | **93.6%** | **95.5%** | **90.0%** | **90.6%** | **88.2%** |

**IMD 2019 Quintiles**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **IMD 2019 Quintiles** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| IMD Quintile 1 | 62 | 58 | 66 | 85.5% | 81.0% | 72.7% | 96.8% | 87.9% | 89.4% | 88.3% | 92.2% | 81.4% |
| IMD Quintile 2 | 159 | 150 | 200 | 84.3% | 79.3% | 81.0% | 94.3% | 91.3% | 95.5% | 89.3% | 86.9% | 84.8% |
| IMD Quintile 3 | 218 | 193 | 250 | 83.0% | 86.0% | 86.0% | 93.1% | 92.7% | 96.4% | 89.2% | 92.7% | 89.2% |
| IMD Quintile 4 | 294 | 233 | 296 | 85.4% | 85.8% | 86.8% | 96.3% | 94.8% | 95.9% | 88.7% | 90.5% | 90.5% |
| IMD Quintile 5 | 299 | 255 | 277 | 90.0% | 87.1% | 85.2% | 97.3% | 95.7% | 95.7% | 92.4% | 91.0% | 89.1% |
| Unknown | 4 |  | 1 | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% | 0.0% |
| **Grand Total** | **1036** | **889** | **1090** | **86.1%** | **84.8%** | **84.2%** | **95.7%** | **93.6%** | **95.5%** | **90.0%** | **90.6%** | **88.2%** |

**16-18 Disability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **16-18 Disability** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| Has difficulty/disability/health problem | 278 | 284 | 349 | 79.9% | 80.3% | 80.8% | 93.9% | 90.8% | 97.7% | 85.1% | 88.4% | 82.7% |
| No difficulty/disability/health problem | 495 | 419 | 560 | 86.7% | 86.2% | 84.6% | 97.4% | 94.3% | 94.8% | 89.0% | 91.4% | 89.3% |
| No information provided by the learner | 2 |  |  | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% |
| **Grand Total** | **775** | **703** | **909** | **84.3%** | **83.8%** | **83.2%** | **96.1%** | **92.9%** | **95.9%** | **87.7%** | **90.2%** | **86.7%** |

**19+ Disability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **19+ Disability** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| Has difficulty/disability/health problem | 52 | 50 | 44 | 86.5% | 88.0% | 90.9% | 90.4% | 96.0% | 95.5% | 95.7% | 91.7% | 95.2% |
| No difficulty/disability/health problem | 207 | 136 | 136 | 92.8% | 89.0% | 89.0% | 95.2% | 96.3% | 92.6% | 97.5% | 92.4% | 96.0% |
| No information provided by the learner | 2 |  | 1 | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% | 100.0% |
| **Grand Total** | **261** | **186** | **181** | **91.6%** | **88.7%** | **89.5%** | **94.3%** | **96.2%** | **93.4%** | **97.2%** | **92.2%** | **95.9%** |

**All ages disability breakdown**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Leavers** | **%Achieved** | **% Retention** | **% Pass** |
| **Disability** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** | **18/19** | **19/20** | **20/21** |
| Asperger's | 22 | 15 | 14 | 81.8% | 73.3% | 57.1% | 90.9% | 80.0% | 85.7% | 90.0% | 91.7% | 66.7% |
| Hearing | 17 | 10 | 9 | 64.7% | 100.0% | 100.0% | 94.1% | 100.0% | 100.0% | 68.8% | 100.0% | 100.0% |
| Medical | 50 | 55 | 58 | 84.0% | 87.3% | 87.9% | 96.0% | 92.7% | 98.3% | 87.5% | 94.1% | 89.5% |
| Mental health | 47 | 53 | 76 | 72.3% | 79.2% | 76.3% | 87.2% | 86.8% | 97.4% | 82.9% | 91.3% | 78.4% |
| Mobility | 4 | 6 | 5 | 100.0% | 66.7% | 80.0% | 100.0% | 100.0% | 100.0% | 100.0% | 66.7% | 80.0% |
| Multiple | 5 | 6 | 16 | 100.0% | 66.7% | 81.3% | 100.0% | 100.0% | 100.0% | 100.0% | 66.7% | 81.3% |
| n/a | 3 | 11 | 34 | 66.7% | 100.0% | 88.2% | 100.0% | 100.0% | 100.0% | 66.7% | 100.0% | 88.2% |
| No disability | 857 | 696 | 840 | 87.5% | 85.5% | 84.8% | 96.1% | 93.8% | 94.9% | 91.0% | 91.1% | 89.3% |
| Not known/not provided | 4 |  | 1 | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% | 100.0% |
| Other | 10 | 21 | 18 | 80.0% | 76.2% | 83.3% | 100.0% | 100.0% | 100.0% | 80.0% | 76.2% | 83.3% |
| Physical | 2 | 8 | 3 | 0.0% | 75.0% | 33.3% | 100.0% | 100.0% | 66.7% | 0.0% | 75.0% | 50.0% |
| Profound/Complex | 1 |  |  | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% |
| Temporary | 1 | 2 | 7 | 100.0% | 50.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 50.0% | 100.0% |
| Visual | 13 | 6 | 9 | 92.3% | 100.0% | 100.0% | 92.3% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| **Grand Total** | **1036** | **889** | **1090** | **86.1%** | **84.8%** | **84.2%** | **95.7%** | **93.6%** | **95.5%** | **90.0%** | **90.6%** | **88.2%** |

5.1 Value added reports by EDI learner group

 Overall value added

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall** | **Overall** | **Overall** | **Overall** |
|  | **2018/19** | **2019/20** | **2020/21** |
| Sum of total count | 487 | 390 | 482 |
| Sum of passes | 379 | 323 | 449 |
| Sum of high grades (D or D\*) | 117 | 101 | 144 |
| Sum of Achieved at least as expected | 208 | 198 | 312 |
| Sum of Achieved higher than expected | 85 | 80 | 136 |
| Average Difference from target grade of passes | -0.5 | -0.4 | -0.002 |
| Average difference from Stretch and challenge target grade of passes | -1.3 | -1.4 | -1.09 |
| % of high grades (D or D\*) of passes | 30.9% | 31.3% | 32.1% |
| % achieving at least as expected of passes | 54.9% | 61.3% | 69.5% |
| % achieving higher than expected of passes | 22.4% | 24.8% | 30.3% |

Ethnic group

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ethnic Group** | **BME** | **White** | **Not****known** | **BME** | **White** | **Not****known** | **BME** | **White** | **Not****known** |
|  | **2018/19** | **2018/19** | **2018/19** | **2019/20** | **2019/20** | **2019/20** | **2020/21** | **2020/21** | **2020/21** |
| Sum of total count | 24 | 450 | 13 | 24 | 360 | 6 | 17 | 465 | 0 |
| Sum of passes | 17 | 362 | 0 | 19 | 303 | 1 | 13 | 436 | 0 |
| Sum of high grades (D or D\*) | 2 | 115 | 0 | 4 | 97 | 0 | 5 | 139 | 0 |
| Sum of Achieved at least as expected | 10 | 198 | 0 | 10 | 188 | 0 | 9 | 303 | 0 |
| Sum of Achieved higher than expected | 3 | 82 | 0 | 4 | 76 | 0 | 3 | 133 | 0 |
| Average Difference from target grade of passes | -0.5 | -0.5 | N/A | -0.7 | -0.4 | N/A | 0 | -0.002 | 0 |
| Average difference from Stretch and challenge target grade of passes | -1.4 | -1.3 | N/A | -2.0 | -1.4 | N/A | -1.3 | -1.09 | 0 |
| % of high grades (D or D\*) of passes | 11.8% | 31.8% | - | 21.1% | 32.0% | - | 38.5% | 31.9% | - |
| % achieving at least as expected of passes | 58.8% | 54.7% | - | 52.6% | 62.0% | - | 69.2% | 69.5% | - |
| % achieving higher than expected of passes | 17.6% | 22.7% | - | 21.1% | 25.1% | - | 23.1% | 30.5% | - |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Age Group** | **16-18** | **19+** | **Advanced Learner Loans** | **16-18** | **19+** | **Advanced Learner Loans** | **16-18** | **19+** | **Advanced Learner Loans** |
|  | **2018/19** | **2018/19** | **2018/19** | **2019/20** | **2019/20** | **2019/20** | **2020/21** | **2020/21** | **2020/21** |
| Sum of total count | 434 | 23 | 30 | 367 | 17 | 6 | 439 | 21 | 22 |
| Sum of passes | 336 | 17 | 26 | 305 | 14 | 4 | 406 | 21 | 22 |
| Sum of high grades (D or D\*) | 94 | 14 | 9 | 90 | 11 | 0 | 118 | 20 | 6 |
| Sum of Achieved at least as expected | 173 | 16 | 19 | 181 | 13 | 4 | 270 | 21 | 21 |
| Sum of Achieved higher than expected | 71 | 2 | 12 | 75 | 3 | 2 | 121 | 9 | 6 |
| Average Difference from target grade of passes | -0.52 | -0.06 | -0.04 | -0.5 | 0.2 | 0.5 | -0.05 | 0.8 | 0.2 |
| Average difference from Stretch and challenge target grade of passes | -1.42 | -0.9 | -0.7 | -1.5 | -0.6 | -0.5 | -1.2 | 0.6 | -0.4 |
| % of high grades (D or D\*) of passes | 28.0% | 82.4% | 34.6% | 29.5% | 78.6% | - | 29.1% | 95.2% | 27.3% |
| % achieving at least as expected of passes | 51.5% | 94.1% | 73.1% | 59.3% | 92.9% | 100.0% | 66.5% | 100.0% | 95.5% |
| % achieving higher than expected of passes | 21.1% | 11.8% | 46.2% | 24.6% | 21.4% | 50.0% | 29.8% | 42.9% | 27.3% |

Gender

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Female** | **Male** | **Unknown** | **Female** | **Male** | **Female** | **Male** |
|  | **2018/19** | **2018/19** | **2018/19** | **2019/20** | **2019/20** | **2020/21** | **2020/21** |
| Sum of total count | 343 | 131 | 13 | 290 | 100 | 350 | 132 |
| Sum of passes | 274 | 105 | 0 | 246 | 77 | 329 | 120 |
| Sum of high grades (D or D\*) | 85 | 32 | 0 | 80 | 21 | 113 | 31 |
| Sum of Achieved at least as expected | 158 | 50 | 0 | 150 | 48 | 239 | 73 |
| Sum of Achieved higher than expected | 61 | 24 | 0 | 62 | 18 | 105 | 31 |
| Average Difference from target grade of passes | -0.5 | -0.4 | N/A | 0.5 | 0.6 | 0.05 | -0.13 |
| Average difference from Stretch and challenge target grade of passes | -1.4 | -1.2 | N/A | -0.5 | -0.3 | -1.1 | -1.1 |
| % of high grades (D or D\*) of passes | 31.0% | 30.5% | - | 32.5% | 27.3% | 34.3% | 25.8% |
| % achieving at least as expected of passes | 57.7% | 47.6% | - | 61.0% | 62.3% | 72.6% | 60.8% |
| % achieving higher than expected of passes | 22.3% | 22.9% | - | 25.2% | 23.4% | 31.9% | 25.8% |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Disability** | **Has disability** | **No disability** | **Not known** | **Has disability** | **No disability** | **Not known** | **Has disability** | **No disability** | **Not known** |
|  | **2018/19** | **2018/19** | **2018/19** | **2019/20** | **2019/20** | **2019/20** | **2020/21** | **2020/21** | **2020/21** |
| Sum of total count | 120 | 349 | 18 | 124 | 255 | 11 | 80 | 389 | 13 |
| Sum of passes | 93 | 282 | 4 | 107 | 211 | 5 | 70 | 367 | 12 |
| Sum of high grades (D or D\*) | 21 | 94 | 2 | 31 | 68 | 2 | 24 | 117 | 3 |
| Sum of Achieved at least as expected | 49 | 158 | 1 | 67 | 128 | 3 | 46 | 258 | 8 |
| Sum of Achieved higher than expected | 23 | 62 | 0 | 33 | 47 | 0 | 17 | 117 | 2 |
| Average Difference from target grade of passes | -0.4 | -0.5 | -1.0 | -0.3 | -0.5 | -0.8 | -0.1 | 0 | -0.5 |
| Average difference from Stretch and challenge target grade of passes | -1.2 | -1.4 | -2.0 | -1.3 | -1.5 | -1.6 | -1.1 | -1.1 | -1.5 |
| % of high grades (D or D\*) of passes | 22.6% | 33.3% | 50.0% | 29.0% | 32.2% | 40.0% | 34.3% | 31.9% | 25.0% |
| % achieving at least as expected of passes | 52.7% | 56.0% | 25.0% | 62.6% | 60.7% | 60.0% | 65.7% | 70.3% | 66.7% |
| % achieving higher than expected of passes | 24.7% | 22.0% | - | 30.8% | 22.3% | - | 24.3% | 31.9% | 16.7% |

High Needs Funding

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **High Needs Funded Learners** | **HNS** | **Not HNS** | **HNS** | **Not HNS** | **HNS** | **Not HNS** |
|  | **2018/19** | **2018/19** | **2019/20** | **2019/20** | **2020/21** | **2020/21** |
| Sum of total count | 8 | 479 | 3 | 387 | 8 | 474 |
| Sum of passes | 7 | 372 | 3 | 320 | 7 | 442 |
| Sum of high grades (D or D\*) | 1 | 116 | 0 | 101 | 2 | 142 |
| Sum of Achieved at least as expected | 2 | 206 | 3 | 195 | 4 | 308 |
| Sum of Achieved higher than expected | 1 | 84 | 0 | 80 | 3 | 136 |
| Average Difference from target grade of passes | -0.9 | -0.5 | 0.0 | -0.4 | -0.4 | 0 |
| Average difference from Stretch and challenge target grade of passes | -1.7 | -1.3 | -1.0 | -1.4 | -1.4 | -1.1 |
| % of high grades (D or D\*) of passes | 14.3% | 31.2% | - | 31.6% | 28.6% | 32.1% |
| % achieving at least as expected of passes | 28.6% | 55.4% | 100.0% | 60.9% | 57.1% | 69.7% |
| % achieving higher than expected of passes | 14.3% | 22.6% | - | 25.0% | 42.9% | 30.8% |

**6.Higher Education Students**

6.1 Overall population

|  |
| --- |
| OVERALL POPULATION |
| Age as at 31 August (of academic year) | Overall distribution across age bands has remained broadly consistent, with the majority of students being between 19 and 24 years old.*(Note: this is not the same as age at start (of course), which is often used in HE sector metrics, and measures the population by young (under 21) or mature (21 or above) as at the start of their course. This is age split is not available from Heidi Plus, which is used to gather data from across the sector.)* |
| Gender | The gender split remains significantly weighted to female, and has increased across the period with over 80.0% of the student population for 2020/21 being female. |
| Ethnicity | The split across broad ethnic group (i.e. BAME and White) has remained consistent for 2020/21, with majority of WUC’s student population being white. 5.4% of the student population were of BAME backgrounds in 2020/21, which is consistent with 2019/20. |
| Disability | The proportion of HE students with a declared disability has increased by 2.6pp between 2019/20 and 2020/21, with almost 31.0% of the student body having a declared disability in 2020/21. |

*(Based on full person equivalent from Heidi Plus (all PG and UG and domiciles)*

6..2 Age as at 31 August

|  |  |
| --- | --- |
|  | **Academic year** |
| **Age at 31 August (basic grouping)** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| 18 years and under | % | 12.9% | 14.1% | 13.2% | 15.8% | 13.7% |
| 19 years | % | 20.8% | 19.6% | 17.2% | 19.2% | 19.1% |
| 20 years | % | 20.5% | 20.3% | 20.6% | 16.7% | 21.7% |
| 21-24 years | % | 24.5% | 24.9% | 26.6% | 28.2% | 26.9% |
| 25-29 years | % | 7.7% | 6.8% | 8.5% | 8.2% | 7.8% |
| 30 years and over | % | 13.6% | 14.3% | 13.9% | 11.9% | 10.8% |
| Total | Headcount rounded to nearest 5 | 775 | 805 | 750 | 765 | 780 |

*(Based on full person equivalent, Heidi Plus)*

6..3 Gender

|  |  |  |
| --- | --- | --- |
|  |  | **Academic year** |
| **Sex** |  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| Female | % | 75.8% | 77.2% | 78.9% | 78.5% | 80.6% |
| Male | % | 24.2% | 22.8% | 21.1% | 21.5% | 19.4% |
| Total | Headcount rounded to nearest 5 | 775 | 805 | 750 | 765 | 780 |

*(Based on full person equivalent, Heidi Plus)*

6.4 Ethnicity

|  |  |
| --- | --- |
|  | **Academic year** |
| **Ethnicity (basic)** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| Black and Minority Ethnic | % | 5.3% | 5.0% | 4.8% | 5.4% | 5.4% |
| Unknown/not applicable | % | 9.8% | 9.7% | 8.3% | 7.4% | 5.8% |
| White | % | 84.9% | 85.4% | 86.9% | 87.2% | 88.8% |
| Total | Headcount values rounded to nearest 5 | 775 | 805 | 750 | 765 | 780 |

*(Based on full person equivalent, Heidi Plus)*

6..5 Disability

|  |  |  |
| --- | --- | --- |
|  |  | **Academic year** |
| **Disability (basic)** |  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** |
| Known to have a disability | % | 22.1% | 25.7% | 28.3% | 28.2% | 30.8% |
| No known disability/unknown | % | 77.9% | 74.3% | 71.7% | 71.8% | 69.2% |
| **Total** | **Headcount rounded to nearest 5** | **775** | **805** | **750** | **765** | **780** |

*(Based on full person equivalent, Heidi Plus)*

HE Student Continuation (OfS methodology): Degree, UK domiciled, full time

Continuation rates (based on OfS methodology for entrants and continuers) for UK domiciled full degree students by broad age (at start of course), gender, ethnic group and disability. Integrated Masters (M22) has been included with degree (H00).

Gaps in performance of different groups have been provided, as this is a key aspect of how the OfS monitor access and participation across providers.

|  |
| --- |
| CONTINUATION (YEAR 1 TO YEAR 2) UK domiciled/Full-Time(FT)/Degree (incl. Integrated Masters) |
| Age at start of course | The gap in continuation rates between mature (21 and over at start) and young (under 21 at start) students remained consistent at around 10pp for academic years 2018/19 and 2019/20. However, a reverse in the trend has been seen for AY 2020/21, with a slightly higher proportion of mature students continuing (or qualifying) compared to young students. This has closed the gap to 2.0pp (in favour of mature of students), however this is due to a significant decrease in continuation rates seen for young students, rather than a substantial improvement in continuation rates for mature students.  |
| Gender | Continuation rates for both male and female students decreased for AY 2020/21. The decrease in the proportion of female students continuing (or qualifying) was greater than for male students, which therefore saw the performance gap close by 2.0pp for AY 2020/21, from 8.1pp AY 2019/2020 to 6.1pp. |
| Ethnicity | The proportion of white students continuing (or qualifying) is consistently higher than BAME students across the period, with 50.0% of BAME AY 2020/21 entrants continuing compared to 82.6% of white entrants.The small population sizes associated to our BAME student body, means percentage values can vary considerably year to year, which is seen for data across the 2018-2020 period. |
| Disability | For AY 2020/21, a higher proportion of disabled entrants continued or qualified compared to non-disabled entrants (83.1% and 80.3% respectively), which represents a reverse in the trend seen for previous years. |

UK/FT/Degree (incl. Integrated Masters): Age at start

* Young <21 years of age at start
* Mature =>21 year of age at start

|  |  |  |
| --- | --- | --- |
| **Academic year started/age at start** | **% continued or qualified** | **Gap** |
| **2018** | **87.5%** |  |
| Mature (21 and over) | 79.5% | 10.4pp(young) |
| Young (under 21) | 89.9% |
| **2019** | **88.9%** |  |
| Mature (21 and over) | 81.0% | 10.1pp(young) |
| Young (under 21) | 91.1% |
| **2020** | **81.3%** |  |
| Mature (21 and over) | 82.9% | 2.0pp(mature) |
| Young (under 21) | 80.9% |
| **Grand Total** | **85.9%** |  |

*(WUC Retention and Progression report)*

UK/FT/Degree (Incl. Integrated Masters): Gender

|  |  |  |
| --- | --- | --- |
| **Academic year started/gender** | **% Continued or qualified** | **Gap** |
| **2018** | **87.5%** |  |
| M | 88.9% | 1.7pp(male) |
| F | 87.2% |
| **2019** | **88.9%** |  |
| M | 82.5% | 8.1pp(female) |
| F | 90.6% |
| **2020** | **81.3%** |  |
| M | 76.0% | 6.1pp(female) |
| F | 82.1% |
| **Grand Total** | **85.9%** |  |

*(WUC Retention and Progression report)*

UK/FT/Degree (Incl. Integrated Masters): Ethnicity

|  |  |  |
| --- | --- | --- |
| **Academic year started/broad ethnic group** | **% Continued or qualified** | **Gap** |
| **2018** | **87.5%** |  |
| BAME | 62.5% | 26.3pp(white students) |
| White | 88.8% |
| **2019** | **88.9%** |  |
| BAME | 80.0% | 9.6pp(white students) |
| White | 89.6% |
| Not known | 100.0% |  |
| **2020** | **81.2%** |  |
| BAME | 50.0% | 32.6pp(white students) |
| White | 82.6% |
| **Grand Total** | **85.9%** |  |

*(WUC Retention and Progression report)*

UK/FT/Degree (Incl. Integrated Masters): Disability

|  |  |  |
| --- | --- | --- |
| **Academic year started/broad disability group** | **% Continued or qualified** | **Gap** |
| **2018** | **87.5%** |  |
| Has a disability | 83.3% | 6.2pp(No disability) |
| No disability | 89.5% |
| **2019** | **88.9%** |  |
| Has a disability | 87.9% | 1.5pp(No disability) |
| No disability | 89.4% |
| **2020** | **81.3%** |  |
| Has a disability | 83.1% | 2.8pp(Has disability) |
| No disability | 80.3% |
| **Grand Total** | **85.9%** |  |

*(WUC Retention and Progression report)*

HE Student Achievement (Good Degrees)

The following tables show the distribution of good degrees (1st or 2.1) awarded to **all** UG degree students (where qualification aim is degree) by academic year (of award made).

Note: No restrictions on mode of attendance of student domicile have been applied (and so are not directly comparable with Access and Participation Indicators). The tables exclude Integrated Masters.

Gaps in performance of different groups have been provided, as this is a key aspect of how the OfS monitor access and participation across providers.

|  |
| --- |
| ACHIEVEMENT (GOOD DEGREES (1st or 2.1)))All UG Degree students (qual aim MHC41 = H00) by academic year (of award made). No restrictions on mode of attendance or student domicile applied, therefore not directly comparable with other indicators such as A+P |
| Age at start of course | The proportion of mature learners achieving a good degree has been higher than young students for AY’s 2018/19 and 2019/20. However this trend reversed for AY 2020/21, with 57.1% of young degree students achieving a good degree compared to 47.6% of mature students.  |
| Gender | The proportion of female degree students achieving a good degree continues to be higher than male students, with data for AY 2020/21 indicating this gap widen compared to previous years. Due to small population sizes associated to our male student body however, percentage change year to year does vary considerably. |
| Ethnicity | The gap in the proportion of BAME students achieving a good degree compared to the proportion of white students has closed consistently across the three year period 2018/19, 2019/20, 2020/21. Due to small population sizes associated to our BAME student body, percentage change year to year can vary significantly, however the overall consistent direction of travel across the period has been positive. |
| Disability | The gap in the proportion of disabled students achieving a good degree compared to the proportion of non-disabled students has continued to close, from 15.3pp for AY 2018/19, to 7.6pp for AY 2020/21. |

Good Degrees: Age at start

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Award year/age on entry** | **% Good degrees** | **Gap** |
| **2018** | **52.3%** |  |
| Mature (21 and over) | 58.8% | 10.7pp (Mature) |
| Young (under 21) | 48.1% |
| **2019** | **57.5%** |  |
| Mature (21 and over) | 66.7% | 14.2pp(Mature) |
| Young (under 21) | 52.5% |
| **2020** | **54.0%** |  |
| Mature (21 and over) | 47.6% | 9.5pp(Young) |
| Young (under 21) | 57.1% |
| **Grand Total** | **54.5%** |  |

*(HE WAM Status report 2018 2019 2020)*

Good Degrees: Gender

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Award year/gender** | **% Good degrees** | **Gap** |
| **2018** | **52.3%** |  |
| M | 41.5% | 14.1pp(Female) |
| F | 55.6% |
| **2019** | **57.5%** |  |
| M | 57.1% | 0.6pp(Female) |
| F | 57.7% |
| **2020** | **54.0%** |  |
| M | 33.3% | 26.3pp(Female) |
| F | 59.6% |
| **Grand Total** | **54.5%** |  |

*(HE WAM Status report 2018 2019 2020)*

Good Degrees: Ethnicity
Note: WUC BAME student population is particularly small, and therefore percentage values can vary considerably year to year.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Award year/broad ethnic group** | **% Good degrees** | **GAP** |
| **2018** | **52.3%** |  |
| BAME | 17.6% | 38.5pp(White students) |
| White | 56.1% |
| **2019** | **57.5%** |  |
| BAME | 46.2% | 12.8pp(White students) |
| White | 59.0% |
| Not known | 0.0% |  |
| **2020** | **54.0%** |  |
| BAME | 54.5% | 0.6pp(BAME students) |
| White | 53.9% |
| **Grand Total** | **54.5%** |  |

*(HE WAM Status report 2018 2019 2020)*

Good Degrees: Disability

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Award year/disability flag**  | **% Good degrees** | **Gap** |
| **2018** | **52.3%** |  |
| Has a disability | 40.9% | 15.3pp(No disability) |
| No disability | 56.2% |
| **2019** | **57.5%** |  |
| Has a disability | 51.2% | 8.8pp(No disability) |
| No disability | 60.0% |
| **2020** | **54.0%** |  |
| Has a disability | 48.6% | 7.6pp(No disability) |
| No disability | 56.2% |
| **Grand Total** | **54.5%** |  |

WUC has agreed a plan to improve student outcomes and a 5 Year APP strategy to better support target groups who are underrepresented in our enrolments. This work is supported by the Student Success team and the Inclusion and Wellbeing team. As part of the work on our Learning and Teaching and People strategies we will be agreeing plans for training and development of staff, to include work designed to enable all staff to better support students and each other as we build a genuinely inclusive learning community. The Learning and Teaching strategy will set

**7. EDI activity 2021/22 - highlights**

**Student Success**

EDI activities during academic year 20/21:

* Awareness raising events such as ***‘You are a Limited Edition’*** run by Inclusive Futures and hosted by **Phoenix (disabled students society)** was an event that showcased numerous case studies of students talking about their real life experiences and how they have overcome barriers to success.  It was well received and helped raise awareness of mental health and disability.
* Focus groups run by Applied Inspiration SEER service allowed us to dive deeper into the experiences of Writtle students and focus in on **minority ethnic and disabled students**.  An action plan was drawn up, that relates to all aspects of the student experiences and areas that WUC can improved to ensure equality of experience and opportunity.  Progress on this reported back to the HE Council in the format of You Said, We did.
* Applied Inspiration SEER service also provided some sector research to help inform the support we provide for **care experienced students**.
* Initiatives such as **Flying Start** provide pre-arrival study skills support targeted at students who may have had a gap in their studies e.g. mature learners.
* **Steps to Success** provided workshops tailored to providing support, advice and guidance for students with a disability (including mental health) seeking employment or further study
* **Supported Induction Programme (SIP)** ran for the first time, to enable residential disabled students to move into halls a day earlier than the main moving in day.  This was to provide a more gentle and supportive start for students who may require tailored support.

**Wellbeing**

* Ongoing relationship with Essex Therapy Dogs (previously known as Canine Concern) providing wellbeing support
* FE students completed Consent Matters training virtually (follow up face to face tutorial)
* Student Assistance Programme (SAP) introduced 2020
* FIKA app rolled out – live app to promote mental fitness bootcamps, inspirational talks, connection masterclass
* RSSOs held virtual drop in sessions for students. Topics such as inclusion / connection
* Continued to work with Together All offering virtual sessions (previously known as big White Wall)
* Disability team has grown in capacity – Disability manager recruited
* Wellness group created with Amy Grimsey – keeping staff and students connected
* International residential students virtual drop ins offered

**Marketing**

* Key Initiatives to increase diversity through our access agenda include the development of our relationship with Ebony Horse Club, and particularly into across 2021/ 22 and into 2022/2023, through our association with Wilfred Emmanuel Jones, aka The Black Farmer.
* Specific initiatives include a EHC Taster Day in August 2021,. WUC involvement at their fundraising community event in July 2022.
* Wilfred Emmanuel Jones was awarded a honorary degree in 2021 and has since worked closely with us as an inspirational role model through talks with existing students. In July 2022 we launched a joint initiative with the Black Farmer organisation ‘New Faces into Farming’ aiming to break down perceptions of the agricultural sector, encouraging a wide range of young people from non-traditional backgrounds to join Wilfred at a farming taster residential camp at Writtle University College in October 2022.
* Our marketing materials have continued to provide a diverse representation of our student body through photography of current students across our advertising, publications and social media platforms, as well as in highlighting success stories of a wide range of alumni from different backgrounds.
* During 2022 we have extended our bursary offer to provide enhanced packages for students from low participation groups and for mature learners.

**7. CONCLUSIONS AND NEXT STEPS**

The university college is finalising the new WUC Strategy for 2022-30 which will be published in Autumn 2022. Equality, Diversity and Inclusion will be key elements of this strategy and together with our access and participation work, will inform our activities moving forward, both for our staff and our students.

|  |  |
| --- | --- |
| Report Owner | **Vice Chancellor**  |
| Reviewed and Approved by: |  |
|  |  |
| Leadership Group | UCLG 15 June 2022 |
| Academic BoardEDI CommitteePersonnel & Remuneration Committee | 6 July 20228 July 202221 June 2022 |
| Board of Governors | 14 July 2022 |
| **Access (tick as appropriate):** |
| Public access (website) 🗹Internal access (MyWi) 🗹 | Staff and Student access 🗹 |

1. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation. [↑](#footnote-ref-1)
2. https://[www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/ge](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/ge)nderpaygapintheuk/2020 [↑](#footnote-ref-2)