

Cardiff Metropolitan University
Prifysgol Fetropolitan Caerdydd
————— UMWIC —————

Pro Vice-Chancellor (Operations)

STRATEGIC EQUALITY PLAN

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CARDIFF METROPOLITAN UNIVERSITY STRATEGIC EQUALITY PLAN

Vice Chancellor's Foreword

This is Cardiff Metropolitan University's Strategic Equality Plan. It sets out our equality and diversity policy and strategies with objectives for the next 3 years and how we will meet the general and specific duties as set out in the 2010 Equality Act.

Through this Plan we will endeavour to ensure our policies and services reflect the diverse needs of the people, organisations and communities we serve. It is a framework that will assist us to fulfil our obligations under the public sector equality duty.

Promoting equality and diversity helps Cardiff Metropolitan University to provide a positive working environment and creates improvements for everyone. It is central to policies, strategies and objectives, plans and practices. Responsibility for meeting the requirements of equalities legislation rests with the Board of Governors. However, every member of staff, student and governor is central to ensuring the success of this Plan. Our aim is to demonstrate best practice in what we do.

As Vice-Chancellor, I wholeheartedly support this Strategic Equality Plan. I continue to work to ensure that equality legislative requirements are fully implemented in accordance with policy established by the Board of Governors, as I believe that commitment to equality and diversity is crucial to ensuring we achieve our vision.

Professor A J Chapman
Vice Chancellor

Cardiff Metropolitan University – at a glance

Cardiff Metropolitan University provides education and training opportunities that are accessible, flexible and of the highest quality, and has been independently acclaimed for its high academic standards and for its high level of student satisfaction.

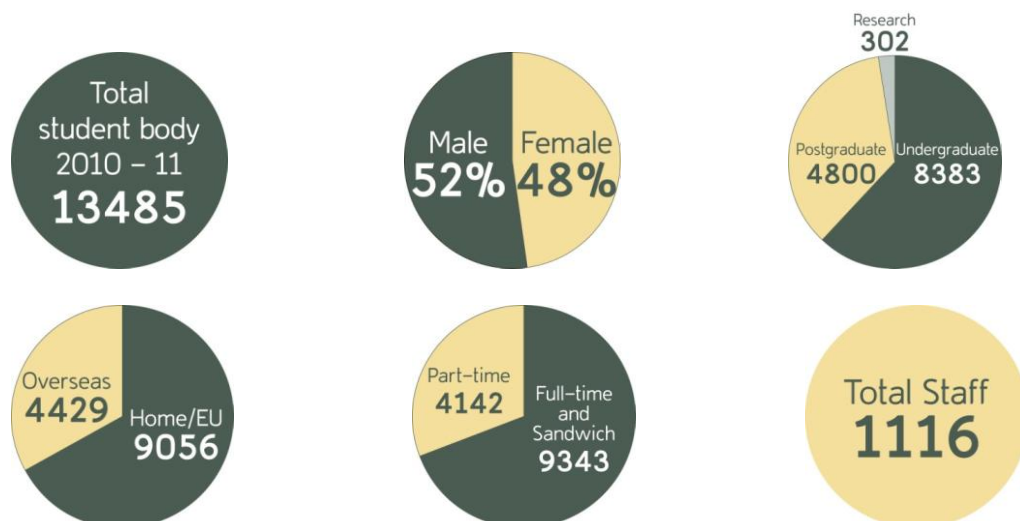
The University is made up of five Academic Schools: Cardiff School of Art and Design, Cardiff School of Health Sciences, Cardiff School of Management, Cardiff School of Sport, currently located on three campuses in the City of Cardiff.

The University specialises in courses that are career orientated and which have been designed in conjunction with business and industry. Cardiff Metropolitan University graduates get a head-start in the world of work. 95% of its students have found employment or are undertaking further study within six months of completing their studies and within many of its undergraduate programmes, the provision of work placements is assessed as part of the course.

It is a global University, with one tenth of students from overseas, providing a very supportive learning environment, and recruiting overseas students from over 125 countries.

The University has a strong and growing reputation for research and enterprise with postgraduates making up 23% of the total student population - amongst the highest proportion of all Welsh universities. Over 28% of research submitted by the University is rated as Internationally Excellent or World Leading and 64% of Research is rated as being of International Standing. The University has a number of high-profile research and enterprise centres, including the Food Industry Centre, the Welsh Centre for Tourism Research, and the National Centre for Product Design and Development Research

The University is a socially-inclusive organisation and promotes equality and has committed to invest £10 million over the next five years to support student bursaries and other widening access measures.



Equal Opportunities Policy

This Equal Opportunities Policy is integral to other policies, particularly human resources policies and those relating to student admission, learning and progression, and ethics, and needs to be seen in that context.

The University believes that excellence is achieved through recognising the positive value and contribution of every individual. It is committed to providing an inclusive working, learning and studying culture in which all individuals are:

- enabled and encouraged to participate fully
- treated on the basis of merit, ability and potential, with dignity and respect
- valued for their positive contributions.

The University is committed to providing a positive working and learning environment free from discrimination, harassment, and victimisation on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

The University accepts its statutory responsibilities and commits to embedding the principles laid down in equality legislation including promotion and advancement of equality of opportunity. The Board of Governors has ultimate responsibility for ensuring compliance with legislation. However, Board members, staff and students are collectively and individually responsible for supporting and upholding the principles of equality of opportunity and for putting the Equal Opportunities Policy into practice.

The University will:

1. create work and learning environments free from unjustified or unfair discrimination;
2. create work and learning environments that enable staff and students to contribute fully and derive maximum benefit and enjoyment from their involvement in the life of the University;
3. offer relevant and appropriate staff development and training opportunities
4. develop and uphold best practice structures, policies, practices and procedures that have the effect of treating people on the basis of their abilities, merit and potential;
5. recognise that different people have different needs, multiple identities and multiple needs and make reasonable adjustments for them in the organisation and provision of services;
6. encourage consultation and participation to inform decision making;
7. work in partnership with external agencies to identify best practice and use this information to improve the application of this Policy;
8. ensure the principles of equality of opportunity are embedded, represented and promoted in corporate and operational plans, publications and communications.

1. Introduction

- 1.1. Cardiff Metropolitan University's Strategic Equality Plan has been developed to cohere the University's approach to equality and diversity and to provide a single point of reference in relation to its work to support and promote equality and diversity across all of its activities. In particular, it seeks to address how we respond to the General Equality Duty as set out in the 2010 Equality Act, and the accompanying Specific Duties approved by the Welsh Assembly Government.
- 1.2 The University approved its Single Equality Scheme (SES) in 2008. This was accompanied by an Action Plan which set out a range of outcomes, and arrangements to be made to achieve these outcomes, in relation to equality and diversity aspects of the operations of the University.
- 1.3 The outcomes and actions were monitored through reports on a regular basis to the Equality and Diversity Committee (now the Equality Engagement Committee) where operational managers were asked to monitor analyse and report on aspects of the student experience at the University. In addition Schools and Units were asked to report on equality and diversity matters local to their areas.
- 1.4 As a result of the monitoring and the evidence collected, where issues were identified additional actions have been taken and where appropriate, changes made.
- 1.5 It is intended that the monitoring continue as the objectives identified for the SES largely still apply albeit with monitoring required of additional protected characteristics.

2. Cardiff Metropolitan University's Vision

- 2.1 The University's Vision is to be a premier provider of higher education that promotes student employability and applied research and knowledge transfer.

Our Mission is:

- To provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality.
- To provide a culture within which applied research and enterprise will flourish.
- To develop established and new centres of excellence in professional education, applied research and knowledge transfer.
- To provide services that meet the needs of Wales and wider communities by working in partnership with city, national and international bodies.

Our Values are:

- **R**espect for individuals, helping them realise their potential and value life-long teaching
- **E**nvironment, based on commitment, teamwork and good leadership and management practices, which is positive and friendly
- **S**haring a common purpose founded upon honesty, integrity, openness, objectivity, accountability and selflessness and supported by leadership and example
- **P**ride and ownership in Cardiff Metropolitan University and its development
- **E**xcellence achieved through the pursuit of continual improvement in all that we do.
- **C**ommunity that is inclusive
- **T**he most valuable possession is knowledge

The University is committed to:

- Independent scholarship, relevant application, curiosity-driven learning.
 - Excellence in everything we do.
 - Improvements through ideas and insights transforming the people and the organisation.
 - Creativity and innovation, inspiring new ideas and applying knowledge in new ways to create value.
 - Collaboration for competitive advantage.
 - Building on the past.
 - A collegiate approach to learning and research.
 - Interdisciplinary orientation.
 - Building on our presence in the Cardiff Metropolitan area.
- 2.2 The University's commitment to equality and diversity is significant in driving and giving shape to all our activities, and to achieving our Vision and Mission.
- 2.3 This Strategic Equality Plan demonstrates the integral nature of equality and diversity to all our activities and is a means of demonstrating this coherence to staff, students and relevant stakeholders. Embedding the principles of equality legislation is fundamental to demonstrating excellence in governance, leadership and management practices.

3. *Legislative Context*

- 3.1 The Equality Act 2010 replaces the previous anti-discrimination laws with a single Act. It simplifies the law by removing inconsistencies and making it easier for people to understand and comply with it. It also strengthens the law in important ways to help tackle discrimination and inequality.
- 3.2 Most of the provisions of the Equality Act came into force in April 2011. The Act is accompanied in Wales by Specific Equality Duties. These are set out in the Equality Act 2010 (Statutory Duties)(Wales) Regulations 2011 and cover involvement and consultation with people, accessibility of information, equality

schemes, impact assessments, collecting and reporting on employment and pay information, and procurement.

3.3 The Public Sector Equality Duty (the ‘General Duty’) within the Equality Act 2010 requires the University to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3.4 In advancing equality of opportunity between persons who share a protected characteristic and persons who do not, the University must have due regard to the need to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic and are connected to that characteristic; meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

3.5 The nine “protected characteristics” are as follows:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

3.6 As the University is in Wales the Plan also includes reference to the Welsh Language, for which there is a specific Scheme. The Welsh Language Scheme notes the statutory requirements placed on public bodies by the Welsh Language Act (2003) and Welsh Language will be treated in certain circumstances as a protected characteristic.

4. Responsibilities

4.1 Responsibility for compliance with equality legislation rests firmly with the Board of Governors, and the Vice-Chancellor carries responsibility for giving effect to the policies of the Board. He is advised by the Vice-Chancellor’s Board.

5. *Equality Impact Assessment*

- 5.1 Cardiff Metropolitan University is required to have arrangements in place for assessing the impact that its proposed policies and practices have on its performance of the general equality duty. It has to assess the likely impact of the work it does for its effect on people who share a protected characteristic. It must publish its impact assessment reports which include a summary of the evidence (e.g. in the form of statistical data and research findings) considered as part of the assessment process, the results of the assessment and decisions taken following the assessment.
- 5.2 The University continuously assesses its policies/procedures/practices in relation to equality duties and managers have attended compulsory equality impact assessment training. An on-line training module is now available to managers. Appendix 2 contains a list of Cardiff Metropolitan University's high level policies subjected to an initial screening and a determination of their priority and relevance in terms of assessment of impact.
- 5.3 The Guidelines on Equality Impact Assessments were reviewed in February 2011 and again following implementation of the Act. These were communicated to all managers so that the University has a consistent approach to this work. All managers who lead on policy development are assigned responsibility for identifying, reporting on and acting where policy raises equality considerations.
- 5.4 Equality Impact Assessments have been used when reviewing policies and changes made as a result of the EIA. For instance as a result of a review of the Corporate Induction Process the corporate induction session was shortened and an on-line module introduced to enable part-time staff to access the same material as full-time staff. The University Fee Plan and Widening Access strategy have recently been reviewed.
- 5.5 The Equality and Diversity Engagement Group periodically reviews the Equality Impact Assessment Process.

6 *Procurement*

- 6.1 The University is expected to use public procurement to contribute to the delivery of its equality objectives and functions under the general equality duty.
- 6.2 The University embeds equality and diversity within its procurement processes. We require our partners, suppliers and contractors to subscribe fully to the equality legislation and to the principles of our Strategic Equality Plan where appropriate.

7. Engagement Consultation and Feedback

- 7.1 The University notes the emphasis in the Specific Equality Duty on the involvement of, and consultation with, people affected by its decisions as an employer and in the teaching, learning and research environment. It will give particular regard to consultation when developing the Strategic Equality Plan, and when assessing the impact of its proposed policies, procedures and practices.
- 7.2 The University recognises the importance of engaging and consulting with staff, students and other stakeholders, and that this consultation should be:
- Meaningful – feeding into the decision making process and time to enable this to happen.
 - Representative – based on a cross-section of views on whether the policy is likely to have an impact on people who share a protected characteristic (including Welsh Language).
 - Effective – making a genuine impact on policy development.
 - Appropriate from the topic and the groups involved.
- 7.3 The University has a wide range of consultation and participation mechanisms in place including a formal and robust Board, committee and advisory structure, recognised trade union consultative committees, an internal Communications Forum, staff and student surveys, and external Stakeholder Forum. In addition we have specialist questionnaires and focus groups.
- 7.4 In terms of decision making and influence students have the opportunity to be involved in Programme and School matters through representation (StARs – Student Academic Representatives, and School representatives) organised through the University Students Union, and through staff student liaison groups.
- 7.5 Staff have the opportunity to elect representatives to their School Management and Planning Teams and to Academic Board and the Board of Governors. There are a range of other academic and operational committees within the committee structure in the University where membership is largely based on a staff members' role within the organisation but where views can be exchanged and representations made, and a Use of Welsh Committee with cross-University representation specifically covers Welsh Language issues within the University
- 7.6 The University generally communicates with staff through electronic means. A staff portal on the intranet, which can be accessed by office based and academic staff carries news and information on its front page and is the portal to access further information on policies, practices and guides on a range of services for staff. This will be used to remind staff of the University's responsibilities under the General Duty of the 2010 Equality Act. This will accompany the information they receive through Corporate Induction Training and the *Diversity in the Workplace* on-line training module which is

compulsory for all staff. Plasma screens in different locations through the University provide current information. Some information is provided by email to all staff. Managers with staff who do not have access to electronic communication find other means to disseminate this information.

- 7.7 A student portal provides an equivalent service for students and this will be used to disseminate information on the General Duty to students.
- 7.8 The University is looking at innovative methods of engaging with students and stakeholders to improve consultation and decision making, and in particular to involve students and staff with those protected characteristics which are underrepresented. It has encouraged the development of diversity champions, inviting equality and diversity staff development participants to a lunchtime discussion event.
- 7.9 The use of social media will be examined to disseminate information and encourage discussion.
- 7.10 Development, publication and monitoring of the Strategic Equality Plan objectives through Schools and Units, and in consultation with the Students Union reminds staff and students of their involvement with the General Duty.
- 7.11 Collaborative partners, both UK based and overseas, provide their views on the activities of the University through regular meetings at local and higher levels. The FE2HE Consortium is a mechanism for exchange of views with Further Education partners.

8. *Relevant Information and Evidence*

- 8.1 Monitoring and management information is critical to this Strategic Equality Plan. The University uses internal statistical information and external data to assist it in developing equality and diversity understanding and approaches, and this information is reported annually in an Equality and Diversity Annual Report.
- 8.2 In accordance with the Specific Duties the University has considered what relevant information it has and what further information it requires.
- 8.3 Data are currently collected for students on application and enrolment on the protected characteristics of age, disability, race and sex. These data are collected by all Higher Education institutions and then made available for review and analysis by individual institutions through the Higher Education Statistics Agency (HESA).
- 8.4 Data are also collected for protected characteristics for access to some services such as the careers service, disability service, student finance and the counselling services.

- 8.5 Data on the Welsh Language abilities of staff have been collected and will feed in to the University's Welsh Language Skills Strategy, a requirement of the Welsh Language Scheme, to be launched in 2012
- 8.6 The University also reviews information on satisfaction gained from the National Student Satisfaction Survey, and monitors complaints received. Qualitative information can be accessed through representative mechanisms in the University such as the Student Academic Representatives (StARs) and meetings between the Students Union and the Executive (Vice Chancellor's Board), and representation on Academic Board and the Board of Governors.
- 8.7 Data are currently collected for staff on application and appointment on the protected characteristics of age, disability, gender and race, and these data are used when providing all further information such as that related to pay and access to staff development. Staff data are submitted to HESA and are then available for review and comparison with other institutions' data.
- 8.8 The University needs to collect data and information on all protected characteristics, and will consider the arrangements which can be made to collect the information. The collection, analysis and use of information and data are key strategic aims for the University.
- 8.9 Evidence from reports to the University Equality and Diversity Committee, external sources such as the Equality Challenge Unit and the Equality and Human Rights Commission, and discussions with managers and representatives from external organisations also help to inform the University's equality objectives.

9. *Language and Definitions*

- 9.1 Cardiff Metropolitan University recognises that a major form of cultural reproduction is through the use of language. Language has powerful social and political effects and meanings. Language use changes over time so any user of language should be sensitive to how words may affect different people and groups. The University adopts a sensitive use of language protocol and encourages staff and students to be aware of the potential of words to exclude and devalue people.
- 9.2 The University also recognises the importance of the Welsh Language for its students, staff and members of the public in Wales. The University has adopted the principle that in the conduct of public business in Wales it will treat the Welsh and English languages on the basis of equality.

10 *Recent actions, activities, and achievements*

- 10.1 The University reports annually on the monitoring it has undertaken of the Single Equality Scheme and on achievements, actions and activities undertaken during the course of the year.
- 10.2 In 2010-11 these included the following:

- Briefings provided for managers on the Equality Act 2010 and the Specific Equality Duties;
- Investigated innovative ways to engage staff and students in ensuring equality and celebrating diversity;
- Recognised how equality is embedded in the curriculum and research;
- Referenced equality and diversity in other University Strategies and Plans;
- Undertook extensive consultation and impact assessment of the Fee Plan;
- Multi-faith Chaplaincy recognized as an exemplar in the sector;
- Continued to develop relationships with collaborative partners at home and abroad;
- Achieved the Frank Buttle Trust Quality Mark for Care Leavers in Higher Education, continued support for Fair Trade, Investors in People award successfully reviewed, achieved the gold Corporate Standard award for Health and Well-being, and successfully achieved re-assessment of the 'Two Ticks' disability symbol;
- Undertook a number of estates initiatives to improve and enhance the student and staff experience;
- Undertook widening access initiatives including a particularly successful *Introduction to IELTS* programme which provided refugees and asylum seekers with the opportunity to study for the IELTS exam free of charge;
- Monitored, from a diversity perspective, admissions, publicity and marketing material, access to student services and complaints to examine trends and ensure equal access;
- Noted no increase in complaints and none related to specific equality issues;
- Continued to develop resources for academic staff to embed equality and diversity in the curriculum;
- Analysed student satisfaction in relation to equality issues and acted accordingly;
- Identified effective ways of supporting disabled and BME students to improve their employability and career destinations. Current actions include one-to-one support through personal tutors, careers advisors and language support tutors, and mentoring from alumni and employers is being planned;
- Put in place actions and activities to encourage disabled students to engage with careers and employability activities;
- Monitored access to staff development by protected characteristic
- *Diversity in the Workplace* on-line training has now been completed by 91% of the University's staff and 86 managers, supervisors and team-leaders completed the *Pro-actively Managing Diversity* training;
- Demonstrated continued positive performance in the International Student Barometer Survey with UWIC rated top overall in UK for 'learning', 'living', 'support' and 'arrival'.
- Launched its revised Welsh Language Scheme

- Worked with Coleg Cymraeg Cenedlaethol to ensure the expansion of provision available at the University by successfully bidding for funding for new academic posts.

11 Strategic Equality Aims and Objectives

- 11.1 The University's Strategic Equality Aims and Objectives have been developed in accordance with the requirements of the Equality Act 2010 and the Wales Specific Duties and after wide-ranging consultation with students, staff and third-sector organisations. Details of the engagement activities and evidence used are attached at Appendix 3 to this Plan.
- 11.2 The Objectives demonstrate how the University is meeting the general duty and the University considers that collectively the Objectives cover each and every protected characteristic, and address pay differences.
- 11.3 The Schedule attached at Appendix 1 to the Plan sets out the aims and objectives and the actions, together with responsibilities and timescales, required to meet the objectives.
- 11.4 The University will use its existing governance mechanisms, i.e. the Board of Governors through its Human Resources Committee and way of the Equality Engagement Group, to monitor progress towards meeting its objectives and will look towards using innovative means, such as increased use of social media to engage with students and staff
- 11.5 The Strategic Equality Aims and Objectives are set out below:

Strategic aim 1: Work towards collection of student information on protected characteristics

Objective:

- Ensure that students understand the reasons for providing information on all protected characteristics.

Strategic aim 2: Use information collected to enhance the student experience

Objectives:

- Monitor student applications to determine whether they reflect diverse communities and act appropriately where issues are identified;
- Monitor enrolments, and enrolment activities, and attainment of all students, undergraduate, postgraduate and research, to determine whether they reflect appropriate diverse populations and act appropriately where issues are identified;
- The University meets all reasonable expectations of students

- Engage students through existing and innovative mechanisms and make them aware of their opportunities to influence decision-making;
- All student support, including student services, teaching and learning support and the University's physical environment meet the needs of diverse student groups and act where there are discernable differences;
- Work towards providing an inclusive curriculum, and recognize, and where appropriate accommodate different student needs;
- Monitor graduate destinations and provide targeted assistance to students facing higher unemployment rates.
- Assess the impact of policies and practices on students with protected characteristics.

Strategic aim 3: Work towards collection of relevant staff information.

Objectives:

- Identify gaps in staff information collected and work towards filling those gaps
- Ensure that staff understand the reasons for providing information on all protected characteristics

Strategic aim 4: Use information collected to enhance the staff experience.

- Ensure recruitment and selection processes do not disadvantage people from diverse communities;
- Provide appropriate equality and diversity training;
- Make staff aware of ways in which they can contribute to consultation and decision making processes;
- Ensure services such as disability support, counselling, staff development, performance review, health and well-being activities, career development, and the University's physical environment meet the needs of a diverse staff group;
- Conduct regular equal pay audits;
- Continue to assess the impact of policies and practices on staff with protected characteristics.

Cardiff Metropolitan University
Strategic Equality Plan

Link to Public Sector Duty	Objective	Protected characteristic	Specific Actions	By whom	Short-medium- or long-term	Measure: red, amber, green
Strategic Aim 1: Work towards collection of student information on additional protected characteristics						
Eliminate discrimination Advance equality of opportunity Remove and minimize disadvantage	Ensure that students understand the reasons for providing information on all protected characteristics.	All Religion and belief Sexual orientation	<ul style="list-style-type: none"> Student system project group to ensure security of information collected and that the system allows information to be collected and easily updated Work with SU to examine barriers to completing information Explain during application process why information is being collected Review protocol on sensitive use of language 	Student system project group Students' Union CMSR Head of Secretariat		
Strategic Aim 2: Use information collected to enhance the student experience						
Remove and minimize disadvantage	Monitor student applications to determine whether they reflect diverse communities and act appropriately where issues are identified	All	<ul style="list-style-type: none"> Ensure widening access activities take place in diverse communities taking into account views and comments from third sector organisations Review of enterprise activities in the CSAD including Cardiff Open Art School to develop as part of widening access activities Marketing material and Information provided to prospective students reflects diverse student groups and is accessible Monitor UCAS applications data and act where appropriately where differences are identified 	Widening Access Team CSAD CMSR CMSR		
Eliminate unlawful discrimination Foster good relations	Monitor enrolments and enrolment activities, and attainment of all students, undergraduate, postgraduate and research, to determine	All	<ul style="list-style-type: none"> Collect enrolment and attainment data for students with protected characteristics, examine where differences are apparent, and take appropriate action Review enrolment activities, including the 	Director (Registry and Student Services) Dean of Graduate Students Deans of Schools		

	whether they reflect appropriate diverse populations and act appropriately where issues are identified.		Week-one-Welcome event for accessibility by all student groups	PVC (Operations)		
Link to Public Sector Equality Duty	Objective	Protected characteristic	Specific Actions	By whom	Short-medium- or long-term	Measure red, amber, green
Eliminate unlawful discrimination Remove or minimize disadvantage	The University meets all reasonable expectations of students	All	<ul style="list-style-type: none"> Review National Student Satisfaction results for differences in response from diverse student groups and act where appropriate Review complaints received to identify trends or differences between different groups Use information collected from other local monitoring of services to improve student satisfaction (e.g iZone, student services, L&IS) 	Learning and Teaching Unit Programme Directors Director of Registry and Student Services Director (Registry and Student Services) Head of L&IS		
Foster good relations Taking steps to meet the needs of people from protected groups Encouraging people to participate in public life etc	Engage students through existing and innovative means and make them aware of their opportunities to influence decision making	All Disability	<ul style="list-style-type: none"> Investigate provision of electronic consultation and engagement mechanisms for students Greater use of the student portal for communication with students Consult students with protected characteristics (and disability services) on transformational projects, in particular involving the physical environment of the University 	IT Services Deans of Schools Director of Estates and Facilities		
Taking steps to meet the needs of people from protected groups	Ensure all student support including student services teaching and learning support, and the University's physical environment meet the reasonable expectations of diverse student groups and act where there are	All Disability Disability	<ul style="list-style-type: none"> Continue to monitor access to student services by protected characteristic and provide services to meet particular needs where these are identified Review the University's physical environment for accessibility and make appropriate adjustments Ensure currency of Disabledgo website information 	Director of Registry and Student Services Director of Estates and Facilities		

	discernable differences	Race Religion and belief	<ul style="list-style-type: none"> • Continue to ensure that suitable provision is available for different faith groups • Regularly review access to teaching and learning support and act where differences are identified 	University Chaplain Head of L&IS		
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Link to Public Sector Equality Duty	Objective	Protected characteristic	Specific Actions	By whom	By when	Measure red, amber, green
Eliminate unlawful discrimination etc Advance equality of opportunity Taking steps to meet the needs of people with protected characteristics where these are different from the needs of other people	Work towards providing an inclusive curriculum, and recognize, and where appropriate, accommodate different student needs	All Disability Race	<ul style="list-style-type: none"> Schools to consider actions around employability, and the suitability of work placements for people with protected characteristics Encourage use of resources from the LTDU Staff development from LTDU 	Deans of Schools Dean of Learning and Teaching Development Unit		
All	Assess the impact of policies and practices on students with protected characteristics	All	<ul style="list-style-type: none"> Schools and Units to keep policies and practices under review for impact on people with protected characteristics and carry out full impact assessment when necessary High level policies to continue be reviewed on a regular basis to ensure no differential impact on people with protected characteristics 	Management Board members Managers responsible for policies		
Strategic aim 3: work towards systematic collection of relevant staff information						
Eliminate discrimination Advance equality of opportunity	Identify gaps in staff information collected and work towards filling those gaps	All	<ul style="list-style-type: none"> Check data collected currently and consider means to collect data on all protected characteristics Consider ways in which staff could update the information held 	Director of HR		
Eliminate discrimination Advance equality of opportunity Remove and minimize disadvantage	Ensure that staff understand the reasons for providing information on all protected characteristics.	Religion and belief Sexual orientation	<ul style="list-style-type: none"> Information to be provided to staff on the reasons for collecting information Review sensitive use of language protocol 	Director of HR Head of Secretariat		

Link to Public Sector Equality Duty	Objective	Protected characteristic	Specific Actions	By whom	By when	Measure red, amber, green
Strategic aim 4: Use the information collected to enhance the staff experience						
Eliminate discrimination Advance equality of opportunity Remove and minimize disadvantage Taking steps to meet the needs of people from protected groups where these are different from the needs of other people	Ensure that recruitment and selection processes do not disadvantage people from diverse communities	all	<ul style="list-style-type: none"> Advertisements for posts to be placed appropriately All staff taking part in recruitment and selection to undertake appropriate training Review application form Continue to adhere to the 'double tick' standard for provision for applicants with disabilities 	Director of HR Deans of School and Heads of Unit Director of HR Director of HR		
All	Provide appropriate equality and diversity training	all	<ul style="list-style-type: none"> Ensure all staff undertake appropriate and relevant equality and diversity training 	Staff Development Manager		
Encouraging people with protected characteristics to participate in public life or in other activities where there participation is disproportionately low	Make staff aware of ways in which they can contribute to consultation and decision making processes	all	<ul style="list-style-type: none"> Information to staff on staff portal, through Schools and Units Keep membership of committees and boards under review 	Chairs of Committees and Boards		
Eliminate unlawful discrimination Advance equality of opportunity Remove or minimize disadvantage	Ensure services such as disability support, counselling, staff development, performance review, health and well-being		<ul style="list-style-type: none"> Monitor access to staff development, performance review, and health and well-being activities, by protected characteristic and identify and act on any discernable differences Work towards achievement of the Athena 	Staff Development Manager Health and Safety Manager		

	activities, career development and the University's physical environment meet the reasonable expectations of a diverse staff group		<p>SWAN Charter</p> <ul style="list-style-type: none"> • Monitor complaints and grievances received by protected characteristic and act on any discernable differences • Review the University's physical environment for accessibility and make appropriate adjustments 	<p>Director (Registry and Student Services) Director of HR Deans of Schools Director of HR</p> <p>Director of Estates and Facilities</p>		
Eliminate unlawful discrimination Remove or minimize disadvantage	Conduct regular pay audits		<ul style="list-style-type: none"> • Monitor grade related equal pay audits 	Director of HR		
	Continue to assess the impact of policies and practices on staff with protected characteristics		<ul style="list-style-type: none"> • Schools and Units to keep policies and practices under review for impact on people with protected characteristics and carry out full impact assessment when necessary • High level policies to continue be reviewed on a regular basis to ensure no differential impact on people with protected characteristics 	<p>Management Board members</p> <p>Managers</p>		

Policies and Initial Assessment of Impact		
Policy	Owner	Impact Assessment Priority
Autumn 2011		
Energy Policy	PVC (O)	Low
Communications Strategy	DCM	Medium
Sustainability	PVC (O)	Low
Estates and Environment	PVC (O)	High
Whistleblowing	CG	Medium
Code of Conduct for Members	CG	Low
Counter Fraud Policy	DF	Low
No-Smoking Policy	PVC (O)	Medium
Collaborative Provision Policy	DVC	Medium
Enterprise Policy	PVC (R)	Medium
CCTV Code of Practice	PVC(O)	Low
Spring 2012		
Guidelines on Close Personal Relationships	PVC (O)	Medium
Research Strategy	PVC (R)	Medium
Risk Management Policy	PVC (O)	Low
Standing Orders	CG	Low
Financial Regulations	DF	Low
Human Resources Strategy	PVC (O)	High
Strategic Equality Plan	PVC (O)	N/A
Disaster Recovery Plan	PVC (O)	Low
Strategic Estates Plan	PVC (O)	Low
Summer 2012		
Health and Safety Policy	PVC (O)	Medium
Occupational Health Policy	PVC(O)	High
Marketing and Student Recruitment Strategy	DCM	High
Fair Trade Policy	PVC(O)	Medium
Senior Staff Severance Policy	CG	Medium
Sickness Absence Policy	PVC (O)	High
Corporate Planning Framework	DSP	Low
Autumn 2012		
Guidance on Age and the Workplace	PVC (O)	High
Openess Policy	PVC (O)	Medium
Total Reward Strategy	PVC (O)	High

Spring 2013		
Staff Performance and Review Scheme	PVC (O)	High
Policy on Staff Rights in respect of Intellectual Property	PVC (O)	Medium
Staff Changes Policy and Procedural Guidelines	PVC (O)	High
Financial Strategy	DF	Low
Welsh Language Scheme		High
Student Disciplinary Procedure		High
Summer 2013		
Harassment and Bullying Policy	PVC (O)	High
Fair Trade Policy	PVC (O)	Medium
Senior Staff Severance Policy	PVC (O)	High
Internationalisation Policy	DVC	Medium
Autumn 2013		
Data Protection Policy	PVC(O)	Low
Records Management Policy	PVC(O)	Low
Freedom of Information Policy	PVC(O)	Low
Environmental Information Policy	PVC(O)	Low
Ethical Investment Policy		Medium

PVC (O) Pro Vice-Chancellor (Operations)
 DVC Deputy Vice-Chancellor
 DF Director of Finance
 DCM Director of Communications and Marketing
 CG Clerk to the Governors
 DSP Director of Strategic Planning