



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



Equality and Diversity Annual Report 2013 – 2014

Narrative Report

Secretariat

March 2015

If you would like this report in an alternative format please contact the Clerk's Office on 029 2041

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1 Foreword

As Chair of Cardiff Metropolitan University's Equality and Diversity Engagement Group (EDEG) I am pleased to present the 2013-14 Equality and Diversity Annual Report. This report covers the period April 2013 - March 2014 and provides an account of how the University has addressed the issues identified in its Strategic Equality Plan 2012-16. It demonstrates the University's commitment to equality and diversity and shows how this is delivered through student and staff activities. A breakdown of staff and student data is presented in two supplementary documents, the Staff Report 2013-14 and the Student Report 2013-14, and should be read in conjunction with this narrative report.

The University's achievements rely upon the hard work and dedication of all staff and particularly upon the work of those whose activity is recorded here. Going forward, the University will carry on monitoring and improving the student experience and developing its staff, and I look forward to supporting the University as it continues to achieve its equality objectives.

Richard Walters, Chair of the EDEG

2 Introduction

Cardiff Metropolitan University is a modern institution of higher education which provides professional and vocational education and training opportunities that are accessible, flexible and of the highest quality. The University is made up of five academic schools based on two campuses in Cardiff: the Cardiff School of Art and Design, the Cardiff School of Education, the Cardiff School of Health Sciences, the Cardiff School of Management and the Cardiff School of Sport.

The University aspires to be a top-10 UK post-92 university that is renowned for: high quality student centred provision and internationally relevant curricula that promote student employability and personal success; knowledge transfer / knowledge exploitation excellence underpinned by a strong ethos of research and entrepreneurship; the creativity of its staff, students and graduates; and the excellence of its academic schools, each of which will be eminent in its field.

The University's 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; and to provide services that meet the needs of Wales and the wider communities by working in partnership with city, national and international bodies.

3 Background

The Equality Act 2010 includes a public sector equality duty which requires the University to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

The general duty covers the following protected characteristics: age, gender reassignment, sex, race (including ethnic or national origin, colour or nationality), disability, pregnancy and maternity, sexual orientation, and religion or belief (including lack of belief).

Under the Specific Duties for Wales of the Equality Act 2010 the University is required to produce a Strategic Equality Plan outlining equality objectives and to publish an annual monitoring report by the 31st March each year. The Strategic Equality Plan 2012-16 can be viewed [here](#).

This annual report covers the period 1st April 2013 to 31st March 2014 and provides an account of how Cardiff Metropolitan University has addressed the issues identified in its Strategic Equality Plan. It demonstrates how the University continues to monitor and improve the student experience and support and develop its staff.

4 Governance

4.1 Board of Governors

The University's Board of Governors received information on equality and diversity issues through receipt of the Equality and Diversity Annual Report, periodic staff monitoring and related reports and the notes of the Equality and Diversity Engagement Group. Recruitment to the Board of Governors is undertaken by the Nomination and Governance Committee which makes determined efforts to give wide publicity to vacancies and takes a range of different factors into account when making recommendations to the Board. The Committee's aim is to attract a wide range of applications for Board membership to assist in the establishment of a balanced Board in terms of gender and ethnicity. Every effort is made to ensure that governing body membership reflects the needs of the University and the community it serves.

4.2 The Equality and Diversity Engagement Group (EDEG)

The University engages staff and students in equality and diversity through the EDEG which has comprehensive terms of reference and a wide-ranging membership. Members of the Group include representatives from academic schools, student services, the Welsh Language Unit, administrative and support units, trade unions and the Students' Union. The role of the EDEG is to identify, promote and encourage good practice and contribute to the monitoring of equality in the University. The Group is chaired by the Secretary and Clerk to the Governors and meets once every term. The EDEG reports to the Vice-Chancellor's Board and the Board of Governors through the Resources Committee.

4.3 Equality Impact Assessments (EIAs)

The University is required to assess the impact that policies and practices have on its performance of the general equality duty and on people who share a protected characteristic. Those with managerial responsibilities within the University attend EIA training and the University provides an online training module. The Equality and Diversity Engagement Group (EDEG) periodically reviews the EIA process and EIAs which have been undertaken.

5 Equality and Diversity at Cardiff Metropolitan University

5.1 The Research Excellence Framework (REF), Research Students and Athena Swan

The Research Excellence Framework (REF) 2014

Part of the preparations for REF2014 was the development of a Code of Practice. In order to ensure fair and transparent selection of staff and to guard against discrimination against any particular group of staff, measures were built into the process. These included:

- An online staff development module for all those involved in the selection of staff;
- Staff development from an external consultant for those involved in consideration of individual circumstances;
- Awareness raising sessions for all eligible staff by the Pro Vice-Chancellor (Research);
- An "opt out" requirement for eligible staff if they did not wish to be considered for inclusion;
- External verification of quality rating of individual outputs in many instances.

In addition, Cardiff Met also committed to undertaking two Equality Impact Assessments in order to ensure that the process of selection had not directly or indirectly discriminated against any particular group. The Cardiff Met submission to REF2014 was completed on 22nd November 2013 and 38 staff were included.

Research Students

The University monitors the recruitment, completion, suspension and withdrawal data for postgraduate research (PGR) students for each year by the protected characteristics of age, sex, disability and ethnicity. As yet, data on other protected characteristics (e.g., gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation) have not been collected.

The most recent data captured are for 2013/14. They provide a descriptive snapshot that is contextualised with reference to comparative data since 2007/08. For some variables the data set is relatively small, so it would be unwise to infer too much about patterns and trends, however where it is prudent to do so, observations to this effect are included in the analysis that follows. A breakdown is provided in the separate Student Report 2013-14. It is also important that in the interpretation of the data, there is appropriate recognition of the wider context with respect to the inherent differences that exist within subject fields and disciplinary traditions. That is to say, there are, for example, long-standing gender differences in Science, Technology, Engineering, Medicine and Mathematics (STEMM) subjects where men continue to be disproportionately over-represented, and in subjects allied to medicine and primary education where women are similarly over-represented. The distribution of students by ethnicity is also uneven. For example, black and minority ethnic groups tend to be under-represented in sport and exercise sciences, but over-represented in business and management studies. In the analysis of Cardiff Met PGR data, therefore, it is important that there is an appropriately nuanced understanding of the broader picture across higher education and in the professional subject groups and relevant industry sectors.

Athena Swan

The University is committed to the principles of the Athena Swan Charter and will be submitting an application for a Bronze Institutional Award in 2015.

5.2 Learning and Teaching

Equality and diversity is embedded in all aspects of learning and teaching across the University, including the Learning and Teaching Strategy, the Staff Peer Learning and Development Scheme through its alignment with the Strategy and the UK Professional Standards Framework, and in workshops targeting academic staff run by the Learning and Teaching Development Unit. Specific workshops addressing equality and diversity in the curriculum are also run every year.

5.3 Health and Safety

The University is committed to maintaining and improving the health, safety and well-being provisions and opportunities to staff in line with the Human Resources Strategy.

During 2013-2014 the development of health & safety policies and procedures continued to be receptive of the importance of equality and diversity. A pro-active approach was taken to ensure continual improvement and in particular the following measures were adopted;

- Regular impact assessments were developed of health and safety policies and codes of practices were undertaken, and kept under review; these assessments included a review of the impact of the University's Overseas Travel procedures which were subject to significant review in 2013/14. The assessment led to revisions to the procedures to ensure that staff in one of the protected characteristics were not unfairly disadvantaged;
- Documented procedures for Personal Emergency Evacuation Plans (PEEPs) and other guidance were revised in conjunction with Schools/Units and the Disabilities Office;
- Continual monitoring and feedback on equality and diversity matters following health & safety training course delivery.

5.4 Welsh Language Scheme

Under the Welsh Language Act 1993 each public body in Wales is required to have a Welsh Language Scheme (WLS) detailing how it intends to treat the Welsh and English languages on a basis of equality in the delivery of services to the public in Wales. The 'public' in Cardiff Metropolitan University's WLS refers to staff, students and the public in Wales.

The Scheme contains a commitment to the Welsh Language Act, that the University will assess the linguistic consequences of any new policies and initiatives with a view to facilitating the use of Welsh wherever possible. It also covers how Cardiff Metropolitan University will deal with the Welsh speaking public and how it will include the Welsh language in its signs, publicity and publications. The Welsh Medium Provision Officer at Cardiff Met supports the development of, and monitors the implementation of the WLS.

The Welsh Language (Wales) Measure 2011 transfers functions relating to Welsh language schemes to the Welsh Language Commissioner. Over a period of time, Welsh language schemes will be replaced by statutory standards. Standards will state how organisations are expected to use the Welsh language in the delivery of services to the public in Wales. The standards will place a duty on

organisations to ensure that the Welsh language is treated no less favourably than the English language in the delivery of services.

The Equality and Diversity Engagement Group receives regular reports from the Welsh Medium Provision Manager and has updated the Group on progress with work with the Coleg Cymraeg Cenedlaethol and appointments to the Welsh- Medium academic posts.

The University has developed a Linguistic Skills Strategy to identify posts where Welsh language skills are required in order to ensure that it can offer the required services to students, staff and the public. An audit of current posts against the requirements of the Skills Strategy designated 80 posts as requiring Welsh Language Skills. Prior to the audit, only 3 posts had been designated as requiring Welsh language skills.

The percentage of staff that can speak Welsh fluently is 3.1 %. This is significantly below the national percentage of 19%, below the 14.5% of the University's students that can speak Welsh and also the 10% of Cardiff residents that can speak Welsh. The University provides Welsh conversational classes for mixed abilities, available free to all staff.

5.5 Procurement

The Procurement Unit seeks to ensure that equality and diversity are appropriately addressed in all University procurement activity. Through understanding both its direct and extended supply chains, the University seeks opportunities to proactively and positively influence equality and diversity in a manner consistent with the University's Ethical Supply Chains Policy. The University is to shortly tender for the supply of sportswear for staff and students, and will be seeking to ensure appropriate workers' rights are applied throughout the manufacturing and supply chains.

5.6 Chaplaincy

During the reporting period the Chaplaincy saw another redefinition of its core structure and responsibilities to ensure compliance with the changing remit in terms of student need and experience. It is important in terms of equality and diversity to see the Chaplaincy's extended role within that context.

Core Responsibilities:

- Faith and Human Rights: Remit sits within the University Ethics Committee, Equality and Diversity Engagement Group (EDEG) and direct student/staff representation and pastoral care provision;

- Prevent: Includes radicalisation and cultic group recognition, identification and referral as well as Home Office/legal compliance;
- Bereavement: Staff/student care, advisory role to management, critical debriefing, and the provision of Wales' only bereavement research and lecture programme focused on bereavement, grief and loss;
- Out of Hours: Critical Response.

5.7 Faith and Human Rights

Cardiff Metropolitan University remains the only HEI in Wales which hosts a multi-faith Chaplaincy. Further, the Deputy Coordinating Chaplain was the only female Muslim Chaplain in the UK until September 2013, when Cardiff University, following our lead, also appointed one. The Deputy Coordinating Chaplain however, remains the highest qualified female Muslim Chaplain in the UK, having almost completed her MTh in Chaplaincy Services at Cardiff University. It is hoped that she will go on to a Ph.D. in due course, exploring the role of women in faith environments within universities.

The Deputy Coordinating Chaplain has led in interfaith involvement representing the University on numerous interfaith committees and events as well as delivering training and management for student involvement and engagement.

The Chaplaincy is lead in all matters relating to 'Religion, Spirituality and Philosophical Belief'. As such it is first point of call for matters relating therein and is frequently asked for advice from Directors of Learning & Teaching (DLTs) and committees on points of law/policy with regard to that function. Additionally the Chaplaincy controls access, use and bookings for all of the University Prayer Rooms, all of which are extensively used.

5.8 Prevent

The Coordinating Chaplain is the Prevent Coordinator for the University and fulfils the Home Office requirement for one named person to hold the responsibility within the University. Within that remit all matters relating to radicalisation are passed to the Coordinating Chaplain in the first instance.

The Coordinating Chaplain attended three Prevent conferences in the last year, led on three regional HEI meetings with Home Office officials across Wales, and will be speaking on radicalisation for the upcoming Equality Challenge Unit's biennial conference in November (2014). This reflects Cardiff

Metropolitan University's growing reputation in this regard, which has seen the University singled out as an area of outstanding provision.

The Coordinating Chaplain, within his role in the Ethics Committee, has structured and implemented a 'Security Sensitive Holding Repository' to register research material which might either damage the reputational standing of the University or, if found inadvertently, leave the researcher vulnerable. This process is considered best practice from UUK. The Coordinating Chaplain is chair of the South Wales Counter-Radicalisation University Working Group whose policies and protocols are seen as being UK leading. There is also a cross team research process actioned exploring the process of radicalisation in HEI's and this research is linked to Police and Home Office officials led by the Coordinating Chaplain. The growing awareness of the Prevent agenda, which now accounts for up to 60% of Chaplaincy workload, has a significant role in terms of Collaborative Provision. In light of this, Governors were briefed on Prevent by the Coordinating Chaplain during the summer.

5.9 Bereavement

The Chaplaincy lectures on two undergraduate programmes and one post graduate Master's programmes within the University (and has seen three students graduate from its teaching with distinction this year) and is supervising a staff PhD. The Coordinating Chaplain is also a core member of the 'Social Justice and Community Engagement Research' which conducts research directly into socially deprived groups and situations within Wales. The Chaplaincy lectures on 'Male Abusive Grooming Models' at an undergraduate level and represents the University on a three year study researching 'Student Sex workers' delivered for the NHS from Swansea University.

5.10 Out of Hours: Critical Response

The Chaplaincy is responsible for out of hour's critical response and initiating the Student Incident Policy (SIP). The Chaplaincy also holds the responsibility for the Missing Student Protocol (MSP) now annexed to the CIP. This role involves a strong frontline interface with the health service, police, prison, mental health and community/faith groups as well as parents of students and a close working relationship with international students.

6 External Involvement

6.1 Community, Partners and Collaborative Provision

11% of the University's students are from overseas and Transnational Education (TNE) partners mean that there are students studying the University's degrees at a range of partner institutions internationally. Through international and local partnerships, the University offers its programmes at

institutions in Wales, the UK and beyond. Over 8,500 students were enrolled on the University's collaborative programmes in 2013-14. The University's Associate College, the London School of Commerce, has campuses offering programmes internationally as well as in London. Students have the opportunity to transfer on-campus to complete their studies, and students in Cardiff are offered the opportunity to carry out part of their studies at our overseas partners and throughout Europe through the Erasmus+ programme and Tempus projects.

At the end of the 2013-14 reporting period there were 445 postgraduate research students registered, of which 234 were at the London School of Commerce. This represents 2.4% of the overall student population. Of those based at the University 46% were full time, 54% were part time and 33% were overseas students.

The University works with five FE colleges in Wales, namely Bridgend College, Cardiff and Vale College (CAVC), Coleg y Cymoedd, Coleg Llandrillo and Pembrokeshire College. Programmes offered range from HNC/Ds and Foundation degrees to full undergraduate degree courses. During 2013-14, partnership agreements were signed with Bridgend College and CAVC to expand the breadth of the collaboration, including new programme developments, international work, sport collaboration and to further develop progression opportunities. The University also works with the Wales-based private training provider, Acorn Learning Solutions, to offer a Foundation degree in Applied Professional Practice.

The University works with its TNE partners to offer the University's undergraduate and postgraduate programmes outside Wales. In line with the University's internationalisation strategy, the University has developed a small number of high quality partnerships. Programmes are currently offered at 13 TNE partners, with students enrolled in a number of countries, including Sri Lanka, India, Egypt, Greece, Bulgaria, Morocco, Egypt and South Korea.

Careful consideration is taken during the partnership and programme approval process to ensure that Collaborative Partners are able to provide appropriate services to students, including providing a disability service which includes information, advice, and guidance for any students requiring disability support both pre-and post-admission. Where required, partners are also expected to co-ordinate and implement reasonable adjustments in relation to student disability and liaise with relevant staff members. Collaborative provision activities are overseen by University committees, including the Collaborative Provision Committee and the Academic Quality and Standards Board. The TNE Committee, which reports to the Board of Governors, maintains strategic oversight of all relevant aspects of partnership provision.

6.2 Accreditation and Awards

Stonewall Diversity Champions

The University has joined Stonewall's Diversity Champions Programme, a good practice employer's forum on sexual orientation. The University intends to submit an application to Stonewall's Workplace Equality Index (WEI) in the next reporting period. This is a benchmarking tool to assess the University's work on lesbian, gay and bisexual equality against Stonewall's best practice and others within the education sector.

Buttle UK

The Buttle UK Quality Mark is awarded to institutions which have improved care leaver's academic skills making their aspirations achievable. The University achieved the Quality Mark for Care Leavers in Higher Education for the first time in July 2009 and the mark was renewed in 2012. The mark is due to be withdrawn as an award for all Higher Education institutions from July 2015, however it will remain in place until then, and the University remains committed to offering support to all current and prospective care-leavers after this date.

Included in the range of support available for Cardiff Met students who meet certain criteria is guaranteed year-round accommodation in university-owned halls for the duration of their course, a £1000 annual bursary and regular student services and mentor support. In 2013/14, the University agreed to extend the bursary criteria to include students who have been irreconcilably estranged from parents or guardians between the age of 16 and leaving school or FE college who did not quite meet the previous strict eligibility criteria.

In 2013/14, Cardiff Met awarded the bursary to 25 care leavers (13 current and 12 new students).

Fair Trade

The University has in place an Ethical Supply Chains Policy which includes a supplementary Fair Trade Policy. This identifies the University's commitment to maintaining Fair Trade University accredited status.

Fairtrade status is awarded by the Fairtrade Foundation, an organisation committed to providing disadvantaged producers in the developing world with a better deal for their products.

The Catering & Hospitality Services now serve all Fairtrade tea, coffee and hot chocolate as the first choice in all areas of the University's business, from retail to delivered hospitality.

The University actively supports and publicises the fair-trade fortnight and other promotions on an on-going basis to ensure awareness is maintained.

Investors in People

Having retained the Investors in People award in 2011, the Cardiff Metropolitan University has maintained its commitment to the Standard. The University will be reassessed in the next academic year (2014-15) and expects to retain the Standard once again.

Health and Well-Being Corporate Standard

In 2011, the University was awarded the Gold Corporate Health Standard. The Corporate Health Standard is a quality mark for workplace health promotion in Wales. The Corporate Health Standard is the national mark of quality for health and well-being in the workplace, for businesses and organisations employing more than 50 people. A focus on health and well-being is recognised as not only improving individuals' health but also improving the engagement and motivation of employees and leads to increased effectiveness, productivity and competitiveness. The University will be subject to a re-evaluation exercise of its Corporate Health Standards award in 2015. During 2013/14 the University extended the reach of its health and well-being strategy to encompass the whole University wide community. This development follows a healthy university / healthy settings approach which is in line with both UK and Welsh Government goals.

'Two Ticks' Disability Symbol

The 'Two Ticks' disability symbol was developed to show commitment to good practice in employing disabled people. Cardiff Metropolitan University continues to hold this award.

6.3 Library Services

Library Tailored Services

Library Services sought in 2013/14 to improve the promotion, discoverability and defined offer of services to distance learners, community borrowers and visitors to the University's Learning Centres, via the creation of a 'Tailored Services' online portal. The portal captures and provides information, access to electronic resources such as e-journals and eBooks; as well as guidance for each defined group, to enable more effective and direct access to the tailored resources on offer. The portal has been designed to capture the need to know access for each user group and aid first-time use and discoverability on all that the University Library collections have to offer. The pages can be accessed [here](#).

Welsh Library Collections Review

The Library Services team at Cyncoed Learning Centre in 2013/14 undertook a full review, audit and appraisal of the Welsh medium book collections, held at the University; in conjunction with expert advice from the National Library of Wales.

The collections have as a result of this planned work now been grouped together and displayed in a dedicated area within Cyncoed Learning Centre. The new Welsh Collections room has been equipped with study space, networked computers and have been promoted as a learning space for Welsh medium activities and discussions groups to meet.

In addition the book collection has been uplifted with targeted additional funding, and has been identified as a priority area for on-going investment, improvement and promotion for Library Services.

7 Delivering the Benefits – The Student Experience

7.1 Estates and Facilities

The University is committed to providing an estate and estate-related facilities that are accessible to all students, staff and visitors. The University seeks to engage with and respond to the individual needs of stakeholders. During the year we have consolidated and improved access to individual buildings in the course of upgrading and remodelling some of the external public realm by laying new footpaths, road crossings and areas of general access. With the completion last year of new protected refuge areas at staircase landings together with the provision of evacuation chairs we have spent the year training staff and improving awareness of their use in the event of an emergency evacuation.

We are continuing to develop our relationship with Disabled Go which provides a web based overview of access to all of our campuses and buildings, mapping the accessible routes through the campuses and to important teaching and facility areas. The University is also actively considering the next stage of our relationship with Disabled Go and investigating engaging with improving the on line accessibility of information via smartphone and tablet to further advance our performance across the accessibility agenda.

This current year will see the design and start of a new building on the Cyncoed Campus together with some extensions to facilities for the School of Sport. The early preparation of a design access statement and early engagement with stakeholders will make a positive contribution to identifying the philosophy and approach to inclusive design of this building. In preparing the designs we will review all issues, in order to identify potential access concerns when entering the site, circulating throughout the campus and access to the new and existing parts of each project. The new building will of course comply with current legislation, the Approved Doc M of the Building Regulations and recommendations of BS 8300: 2002 *Design of buildings and their approaches to meet the needs of disabled people* but will also seek to go beyond the regulatory requirement where appropriate. This year will also see the disposal of the Howard Gardens campus releasing the most in-accessible building and campus from the University's portfolio.

Within our commercial provision the University continues to maintain its status as a fairly traded organisation, committing itself to maintain this ethos in our procurement of goods and services. In recognising the demand from a diverse University population, all of the University-run campus catering outlets, continue to develop a range of food offerings across the spectrum to satisfy the needs of such a diverse community, ensuring that, where possible, all needs can be met.

7.2 Widening Access

The Widening Access Team is based within the Communications, Marketing and Student Recruitment Unit and works with academic schools at the University to raise aspirations, promote the undergraduate portfolio and provide mentoring, study skills and taster courses in subjects learners can progress onto. The team includes:

- Widening Access Outreach (WAO) which develops programmes to engage adults from Communities First areas into learning;
- Reaching Wider Project First Campus (FC) who work with predominantly pre-16 learners from Communities First (CF) schools or looked after children.

Widening Access Outreach (WAO)

The team work in Communities First areas of Cardiff, Newport and Rhondda Cynon Taff, in partnership with Cardiff Council's Neighbourhood Learning, Housing Offices and other voluntary and community groups. WAO has also developed advice and guidance sessions in Ely, Cardiff to provide information and support to anyone interesting in applying to the University.

The University offered 56 free taster/introductory courses to raise aspirations through the promotion of the benefits of HE and training, working with partners to provide logical flexible progression routes into HE and develop support mechanisms that will enable participants from Communities First areas to succeed in HE.

619 people attended courses throughout the year of which 312 were from Community First areas 52.4%. 113 disclosed a disability and 256 learners were not-white British. These were non-accredited courses such as Youth & Community Education, Creative Writing, Teaching Adults, Health & Social Care, Complementary Therapies, Personal Development, Sport, Art and Hospitality.

This year WAO is developing a portfolio of accredited modules at level 3 & 4 from each of the academic schools at the University. Some of these modules are taken from foundation courses and others have been specifically written. These courses have been delivered free of charge in Communities First areas to provide progression to HE. Successful completion of these modules offers the students an interview or a place on the foundation course (depending on the course).

Summer School

329 adults registered for 20 different courses throughout the two week Summer School. As part of the 'organising an event' course learners helped organise a HE Information Day and met representatives from academic schools, student finance and student support. There was also a pop up art gallery which displayed the completed work of learners who attended art based courses.

Introduction to IELTS

Offered three Introduction to IELTS courses for refugees and asylum seekers to study for the IELTS exams (level six in this academic English qualification is needed to access HE) free of charge. The course has previously been shortlisted for The Times Widening Participation Initiative of the Year.

Women Connect First

Provided a number of courses throughout the year to support the Bright Futures Project. These were: Confidence building, Road Mapping Your Future, IT Skills and Food Safety.

CLINK

Mentored a student from the CLINK, who had attended a previous WAO course. WAO provided a mentor through Cardiff and Vale College and the student was able to apply to University.

Art at the Wallich

Provided two art therapy courses for clients of the Wallich: one in Ebbw Vale and one in Cardiff. These are for people in supported housing projects who are homeless or at risk of becoming homeless.

Interserve

Provided a number of taster sessions providing training including: Personal Development, CV Writing, Planning Your Future, Health & Social Care, IT for Work. Over 40 job seekers attended, raising aspirations and giving opportunities to access education, training and improving their employability.

Placement Opportunity

WAO provided a placement to a volunteer from a housing association to build confidence and employability skills. After attending several courses, the volunteer passed a relevant module and started a foundation degree.

Advice & Guidance

Attended Black and Ethnic Minority Fair, and a number of other community events including International Women's Day events to give advice and guidance and raise aspirations for University.

Spoke to the new intake parents at Fitzalan School and parents at Willows School providing advice, guidance and information about our summer school opportunities.

Reaching Wider First Campus Project

The Reaching Wider First Campus Project has developed partnerships with schools and community partnerships based in SE Wales' Communities First clusters, as well as developing links with key support services linked to Looked After Children (LAC). The project works closely with the University's academic departments to deliver a portfolio of programmes to Reaching Wider (RW) target groups.

By working in partnership, First Campus enhances the University's contribution to national policies, such as the Welsh Government Poverty Action Plan, in order for participants to have a learning opportunity and develop confidence and skills to continue with their education. Courses are

designed and delivered by (or under the supervision and guidance of) qualified teaching staff to ensure quality of content and learner progression.

Programmes engage all ages of learners from diverse backgrounds with academic members of staff and current students that deliver engaging programmes on and off campus; thus learners experience high standards of delivery and facilities that represents the quality of teaching levels at the University. By doing so the project also enhances HE student employability skills, global citizenship and student experience; opportunities are provided for HE students to enhance their learning experience through work placements and voluntary work, often teaching alongside academic staff.

Such examples include:

- First Campus Mentoring Programme: School of Health Science students at Level 5 and 6 can opt for the mentoring programme as one of the pathways on the Work Volunteering and Applied Psychology.
- First Campus Active Soles Programme: School of Sport Students deliver coaching and dance programmes in schools and communities.
- First Campus Hospitality Programme: Learners use the University facilities to develop skills under the guidance of academic staff and students at the university.
- First Campus Stock Market Challenge & Global Investment Challenge: Learners are supported and guided by School of Management students, pre and post event.
- First Campus Residential and Summer School: Academics from the University deliver a portfolio of courses, in both Welsh and English, representing the academic schools at the University.

Benefits of such aligned working include the following:

Current Students

- First Campus Training Programmes are delivered to all students who engage with First Campus thus supporting their personal and academic performance and long-term enhances employability skills for current HEI students e.g. application forms, interviews and workshops, therefore increasing the quality of graduate and increasing the chances of gaining employment upon graduation.
- Gives current HE students the opportunity to develop their coaching, teaching and mentoring skills with the support and guidance of experienced staff. This in turn develops positive teaching

and learning outcomes for all involved e.g. Inclusive Dance Project; BSc Psychology Level 5 and 6 WVAP modules.

- Increases the diversity of the student population to develop a wider social experience for students as well as developing creative academic teaching programmes.
- Sharing of knowledge, expertise and contacts regarding barriers faced by RW target groups i.e. Looked After Children, helps to support HE staff on student welfare and the quality of student experience within the HEI.

Pre-entry Learners:

- Raising aspiration with pre-entry under-represented groups through skills development and accreditation programmes results in higher level entry and aids retention.
- Heightens participant's awareness & expectations on university life at an early stage and thus contributes to high levels of retention amongst WAO students.
- Supports family learning and develops awareness of opportunities and support systems at HE thereby dispelling misconceptions and reducing barriers pre-entry.
- Developing distinctive learning opportunities for learners and access to new technology and learning environments at pre-university entrance stage which previously would be unobtainable.
- Developing Welsh medium programmes in line with current academic modules therefore promoting diversity and enhancing the student experience for those wanting to study through the medium of their first language.
- Working with pre-NEET age groups to raise aspirations and support attainment thereby aiding retention in the education system.

7.3 Information and Assistance

7.3.1 Publications and Events

The Equality and Diversity Engagement Group has received reports regarding the University's communications and marketing activities. All publications and advertising maintains a representative mix of people with different equality characteristics and prospectuses reflect age ranges. Information is provided in both Welsh and English where relevant to the target market. Documents are mostly created in print format with downloadable PDFs available online so that documents can be viewed in a larger format. Documents can also be provided in other formats upon request.

Dietary requirements are checked for every event and mobility needs are assessed according to different event specifications.

7.3.2 Advice and Guidance to Students

The Llandaff-based I-Zone is an integral part of Student Services providing a focal point for all non-academic student enquiries; a One-Stop-Shop.

It provides an inclusive service for all the University students, providing a specific answer for each student's question thereby addressing their individual needs. In so doing it makes an important contribution to the University's Strategic Equality Plan in upholding the principles of equality of opportunity and for putting the Equal Opportunities Policy into practice.

Expected investment in Customer Relationship Management/Case Management software will eventually enable the logged enquiries to be linked to the University's data on equality and diversity.

7.4 Applications

The EDEG receives annual reports on applications and admissions to the University through the UCAS process and monitors the information provided by prospective students in relation to age, disability, race and sex. The information on these protected characteristics is currently collected by UCAS.

Sex

In the 2014 cycle 56% were female applicants and 44% were male applicants, in line with figures from the 2013 cycle. 2,644 applications were accepted in 2014 (2599 in 2013). The conversion rate (i.e. the number who applied versus the number accepted) for males and females is 3.8:1.

Age

The largest age group accepted by the University are those aged between 17-19. The proportion of applications from the age group has increased to 64% (49% in 2013).

Disability

The percentage of applicants declaring a disability has increased slightly from last year and is 8.7% (7.6% in 2013). The percentage of applicants declaring a disability who were accepted has also increased slightly and is 8.5% (7.6% in 2013). As in 2013 the largest single category of disability declared was 'specific learning disability'.

Race

The data for ethnicity (or race) is only available in relation to acceptances. The majority of acceptances are for students who declare their ethnicity as 'white' and is 86.5% (85% in 2013). The proportion of students not declaring an ethnicity remained the same as in 2013 at 4%.

7.5 Enrolment and the Student Population

Student enrolments give details of the student population in total and the numbers who share a protected characteristic. A breakdown is provided in the separate Student Report 2013-14.

Data is collected on various aspects of the student experience including the range of support student accessed and a review of complaints received. Additional data are collected from some specific services in order to monitor access to the service more closely, such as the Student Disability Service.

7.6 Student Support

7.6.1 Disability Services

The University provides a wide range of services for disabled students, co-ordinated by the Disability Service within Student Services. The Disability Service advises disabled students on the assistance available to them and advises colleagues regarding making appropriate reasonable adjustments for those students. This involves providing advice and information; assessing students' needs; undertaking any necessary liaison with external bodies to establish support; coordinating and implementing specialist support; advising on academic adjustments and monitoring, and reviewing and evaluating the effectiveness of the support provided throughout the student's period at Cardiff Metropolitan University. Provision of support is coordinated in conjunction with appropriate Schools and Units to ensure a coherent, consistent and holistic approach.

The number of students registered with the department remained approximately the same as in previous years. The department continued to experience high demand which exceeded availability at peak times of the year. This, coupled with the complexity of some of the cases, resulted in staff continuing to work out of hours to meet student demand and ensure legal duties were met.

The Disability Service supports students who disclose their disability to the service. Some students only seek initial advice and support and do not seek further assistance; for others support can be required daily and requires significant access to staff and resources. As a consequence the database retained by the Disability Service can and does vary from the CIMIS/HESA return of disabled students who are required to have a Disabled Students' Allowance (DSA) in place in order to meet the requirements for HEFCW Premium Funding.

Students presenting with severe mental health issues continue to absorb much of the capacity of the Mental Health Advisers, Disability Service Manager and Chaplain. Significant crisis intervention has taken place throughout the year including outside term-time, reflecting the high number of local students or those who choose to remain in Cardiff to continue their medical treatment in addition to providing support for international students. Thus the activities usually reserved for vacation periods proved problematic as acute crisis situations continued. With the appointment of a second Mental Health Adviser the service piloted a late opening service and from Sept 2014 plans to offer a service until 7pm Mon-Thurs and until 6 on Fridays during term time.

7.6.2 Finance and Welfare Advisory Service

The Finance and Welfare Service provides a professional and non-judgmental advisory service for all the University's students including EU students. Most International students receive advice and guidance through the services offered by the International Office. The International Office provides a Welfare and English Language and Study Skills Support Service to all international students. Members of the International Student Support Team use their knowledge of different cultures and their wide experience of the challenges that international students face in the UK, to offer the most appropriate advice and guidance.

The Finance and Welfare Service administers the Financial Contingency Fund which is a sum of money given to the University by the Welsh Government to disburse to students who are suffering excessive financial hardship or an unexpected financial crisis. In academic year 2013/14 the University supplemented this Fund by providing an additional £100,000 which, by relaxing some of the WG's eligibility criteria, increased accessibility to the Fund for certain groups of students including EU students. The Welsh Government does not require institutions to collect statistics on protected characteristics from those students who apply to the Financial Contingency Fund but in 2013/14 69 awards were made to students for disability-related costs.

A breakdown of usage of the Finance and Welfare Advisory Service is provided in the separate Student Report 2013-14.

7.6.3 Counselling Service

Increasingly students arriving at University consider counselling to be an integral support service. The Counselling Service provides an embedded professional and non-judgmental service available to all students, focused on improving student retention, student mental health and wellbeing, enhancing academic achievement, the overall student experience and skills for the future. There continues to be a significant increase in the number of students requesting and receiving counselling

sessions at Cardiff Metropolitan University. This is in line with findings within the HE sector nationally.

The service offers:

- Face to face counselling chiefly using CBT (Cognitive Behavioural Therapy) and other solution focused models;
- On line and Skype counselling for those students who prefer to access counselling in this way or whose academic or personal commitments prevent their attendance at the Counselling Services' rooms;
- Hypnotherapy service focusing on issues that impact on academic performance;
- Supervised Placements for Trainee Counsellors undergoing their Counselling Qualifications and training;
- Senior Counsellors offer consultation and advice to staff on counselling related matters.

A breakdown of usage of the Counselling Service is provided in the separate Student Report 2013-14.

7.6.4 Health Service

Cardiff Metropolitan University's Nursing Officers provide a confidential drop-in service for help and advice on all matters of health and well-being. The Nursing Officers are experienced professionals who are committed to an integrated system of care, encompassing physical, emotional and psychological health and wellbeing. They also offer an excellent front-line service for distressed students.

The nature of the Service militates against the collection of comprehensive monitoring statistics for all service- users. From the statistics collected, however, it appears that white, female students comprise the majority of service users.

7.6.5 Career Development Services

The service's role is wide-ranging. Its primary aims are:

- To play an active part in the development of the University's strategic approach to employability;
- To support Schools in delivering employability in the curriculum;
- To provide a high quality career education, information and guidance service to students

and graduates;

- To deliver opportunities for students and graduates to develop their employability;
- To support others in delivering employability activities across the University.

The service places a great deal of emphasis upon supporting Schools to deliver careers education and other employability activities within the curriculum. This brings careers provision directly to those students who might be reluctant to seek support or have difficulty in accessing extra-curricular employability development activities. Making careers education part of the assessed curriculum allows and encourages these students to identify career goals, research options, make plans to improve relevant skills and experiences and apply for opportunities from a sound basis while still at University. 2,853 students from four Schools took part in this embedded careers education in 2013-14 with more coming on board in 2014-15. In addition, 96 extra-curricular workshops were provided, across all campuses, to enable more students to access this facility.

Career Development Services (CDS) staff also work closely with Schools to develop the provision for work experience in the curriculum and to promote volunteering. From September 2014 a new shared IT management solution has been introduced to facilitate growth in this area. Work experience as part of the curriculum is of particular help to those students from less advantaged backgrounds who may lack the social and employment skills and networks essential to obtain graduate jobs.

3,013 one-to-one career advice and guidance interventions took place, either face-to-face, by phone or e-mail. By offering interviews and support through different media we are able to meet the needs of a greater range of students, including part-time students. New software will be introduced in Sept 2014 and will enable us to provide more meaningful monitoring statistics on students' usage of careers provision for the 2014-15 academic year.

Both careers education and guidance interventions are available through the medium of Welsh. 37 guidance interviews were carried out in Welsh in 2013-14, along with two workshops.

As part of an ongoing 'Arts in Health' project, a member of staff from Career Development Services facilitates a series of art based activities for students and graduates in conjunction with the NHS, primarily focused around mental health. In 2013-14 the staff member organised a 'Creative

Responses to Dementia' event, which involved an art exhibition and charity art auction. Students were involved in exhibiting work, helping with the organising and participating throughout the event. Approximately 20 students and graduates took part.

7.6.6 Complaints

The University has a well-established complaints procedure and the number and nature of complaints are reviewed, with a detailed report presented to various Boards and Committees annually. The purpose of the review and analysis is to highlight any trends or significant areas of concern that need to be addressed so that continuous improvement in the University's programmes, support services and management can be achieved.

Many complaints are resolved informally and quickly at source by individual members of staff. Information on informal complaints is received through the on-line pro-forma system and through those notified to the Dean of Students and the Complaints Officer.

The total number of complaints received by the University has decreased by 2.98% (a difference of 2 complaints) in 2013/2014. For the second year in a row overall complaints have decreased, and formal complaints have dropped from 13 to 7, continuing a decrease from 19 in the previous year. Per student head enrolled informal complaints have also decreased overall, with complaints being made by just 0.28% of the student population. This continues to reflect the increasingly proactive approach taken by Schools and Units in dealing with complaints at the earliest opportunity.

A detailed examination of complaints showed that there were no discernible trends in relation to mode of study, age, ethnicity, language or gender. The number of disabled complainants remains small, and where it has previously been identified that disabled students had historically submitted a higher proportion of complaints, this has continued to fall in 2013-14, following a decrease in the previous two years. However the numbers are very low and only one complaint related to disability issues. This will continue to be kept under review with the Disability Service Manager. Data relating to the protected characteristics of gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, and sexual orientation were not collected in 2013-14.

The University continues to perform better than most other HEIs in respect of complaints against the University which are sent to the Office of the Independent Adjudicator (OIA). The total number of complaints and appeals submitted to the OIA from Welsh Institutions was 138 in 2013 of which 18 were against Cardiff Met. The OIA statistics shows that at Cardiff Met one in every 21 students who exhausted the formal procedures brought their complaint to the OIA, compared to one in every 8

students from universities in the same band (by size). The OIA closed 3 cases under the University's Complaints Procedure in 2013, confirming that two were found not justified, and one was settled.

7.7 Learning and Teaching

7.7.1 Academic Staff Development

Equality and diversity pervade all workshops for the PgC Teaching in Higher Education (a requirement for all new staff with limited teaching experience) run by the Learning and Teaching Development Unit. There have not been any significant changes to these over the last year.

The on-going Welsh medium project is examining students' and staff's challenges around Welsh medium education, in particular the transition of students from Welsh medium schools to English medium courses in higher education, and the challenges for students and staff in courses taught through the Welsh medium. The project is almost finished and a report will be written for Learning and Teaching Board in early 2015.

Internationalisation of the curriculum and sustainability in the curriculum are both key themes in the Learning and Teaching Strategy, and both are aligned with equality and diversity objectives, and both serve to provide staff development as an integral aspect. The two programme evaluation tools have undergone pilot study and are now being rolled out across the institution. Deputy Deans will report annually to Learning and Teaching Board re progress with embedding internationalisation and sustainability.

7.7.2 Analysis of Student Satisfaction with Learning and Teaching

The National Student Survey (NSS) is a satisfaction survey that is completed by final year undergraduate students. It consists of questions related to the student experience in the areas of teaching, assessment and feedback, academic support, learning resources, personal development and the Student Union. As an institution the overall satisfaction score for the 2014 results was 86%, an increase of 1% on the 2013 outturn. Six categories had an overall satisfaction score lower than the institutional average. These were Ethnicity other: 75%, Male: 83%, Disability excluding a specific learning difficulty: 80%, and A specific learning difficulty (e.g. dyslexia, dyspraxia, ADHD): 85% (itself a 7% increase on the previous year), Young students: 85%, and Ethnicity Black: 77%. However it is important to note for some categories the numbers of students involved were small. There was a varied response rate between male and female students, female: 67% and male: 57%.

7.7.3 Destinations of Leavers from Higher Education

The University's Career Development Services carry out the annual survey of Destinations of Leavers from Higher Education. There was an 81.5% return from the target population for the survey of

those students who had left the University at the end of the 2013 academic year. 94% of surveyed (and responding) students found employment or undertook further study within six months of completing their studies. The provision of work placements is an assessed part of many undergraduate programmes.

The information available shows that the unemployment rate for disabled students (UK students only) has continued to fall, in line with general improvements. At 4.47% compared with 3.79% for leavers with no declared disability, the difference is fairly small. The gap between male and female unemployment rates (5.09% and 3.05% respectively) has closed very slightly, but men were again more likely to be in full-time study. Although women are more likely to be in paid or unpaid part-time work (13.68%), there is now only a very small gap, with men at 12.11%. Salaries for UK domiciled leavers in full-time employment in the UK (all modes, all levels and discounting salaries below minimum wage) showed an average salary for men of £23,402 and for women of £20,938. While White graduates saw a slight increase in their rate of unemployment (from 3.17% to 3.55%) Non-white UK National graduates saw a decrease from 8.57% to 7.14%, narrowing the gap from 5.4% to 3.59%. White graduates were still more likely to be in full-time work (55.33% as opposed to 36.19%), while Non-white graduates were more likely to be in full-time study (30.48% as opposed to 14.44%). In a complete change from previous patterns the 30-39 year olds show the highest (usually the lowest) rates of unemployment at 5.43%, followed by 22-29 year olds at 4.23% and 40+ at 3.66%, with 19-21 year olds showing the lowest (usually the highest) rate at (2.3%).

7.8 International Office

The International Office has been pivotal in maintaining the University's Tier 4 licence to recruit international students (non EU). This allows the University to recruit a diverse population of students onto its courses.

EU funded projects facilitate access to students who would not otherwise be able to study in the UK. Cardiff Met's overall funding is circa €27 million, with a portfolio of:

- 6 coordinated Erasmus Mundus projects
- 12 partner Erasmus Mundus projects
- 2 coordinated Tempus projects

For the fifth year running, Cardiff Metropolitan University has been ranked top in the UK for overall international student satisfaction support in the academic year 2013/2014 International Student

Barometer (ISB) Survey. The University also topped the world rankings for the quality of the student support offered by the University. The survey is now one of the largest studies of international students in the world and has been adopted by universities in the UK, Ireland, Australia, New Zealand, South Africa, Singapore, Europe and the USA and attracts feedback from over 150,000 students. 171 universities worldwide in 13 countries, and 53 in the UK took part in the latest survey – results were released to the public in April 2014. Cardiff Metropolitan University also excelled in: International Office and Welfare support, Accommodation Office, learning support, IT Support and employability prospects. Student feedback focused particularly on the great support received while studying at the University, excellent learning opportunities and high standards of teaching.

7.9 The Student Experience - Conclusion

The University is committed to ensuring that diverse groups of students are supported and enabled to reach their potential and oversees all aspects of the student experience. Monitoring will continue to cover a wide range of activities to encourage widening participation through the admissions process and enrolment, throughout the period of study and post-graduation.

8 Staff Experience

8.1 Monitoring -The Legislative Context

The Wales Specific Duties, which form part of the Equality Act 2010, require public authorities such as Universities to publish certain information in relation to numbers of staff. Of itself, however, the monitoring of University activity in relation to equality and diversity is a useful tool in assessing performance and highlighting issues for policy development or improvement of practices.

In accordance with guidance issued by the Equality and Human Rights Commission, the University must collect and publish on an annual basis:

- (a) the number of persons employed on 31 March each year by protected characteristic;
- (b) the number of men and women employed at that date by:
 - (i) job
 - (ii) grade
 - (iii) pay
 - (iv) contract type (including permanent and fixed-term; and
 - (v) working pattern (including full-time, part-time and other flexible working patterns);

- (c) people who have applied for jobs with the authority over the last year;
- (d) employees who have applied to change position within the authority, identifying how many were successful in their application and how many were not;
- (e) employees who have applied for training and how many were successful in their application;
- (f) employees who completed the training;
- (g) employees involved in grievance procedures either as a complaint or as a person against whom a complaint was made;
- (h) employees subject of disciplinary procedures;
- (i) employees who have left an authority's employment.

All of the above must be presented for each of the separate protected characteristics. The exception to this requirement is the data on job, grade, pay, contract type and working pattern, which must be broken down only in relation to women and men.

8.1.2 Staff Profile: the position at 31st March 2014

It is a strategic objective of the University to collect comprehensive data on the number of staff who shared a protected characteristic. The Resources Committee received and reviewed staff monitoring information and the EDEG received regular reports on staff development during the reporting period. A breakdown of the staff profile is provided in the Staff Report 2013-14.

8.1.3 Staff Learning and Development

197 sessions of 77 different courses were run in the period 1st August 2013 to 31st July 2014. There were 1,555 incidences of attendance by staff at these events.

Staff access to staff development activity is currently monitored by gender, disability, ethnic origin, sexual orientation, religion, age, marital status and job type. In order to preserve anonymity, the low numbers reported in relation to gender reassignment prevent us reporting publically. A breakdown of staff learning and development is provided in the Staff Report 2013-14.

8.2 The Staff Experience - Conclusion

The University will continue to monitor its staff profile and use the data collected to improve the staff experience. Improving data collection and analysis remains an ongoing priority to assist the University to meet the requirements of the specific duties. This annual report demonstrates that Cardiff Metropolitan University is committed to the general and specific duties set out in legislation and to the commitments it has made in its Strategic Equality Plan 2012-16.