



Cardiff  
Metropolitan  
University

Prifysgol  
Metropolitan  
Caerdydd

# Equality & Diversity Annual Report



2022/23

## Objective 1: The needs and rights of people who share protected characteristics are understood and are at the forefront of the design and delivery of University functions

Action	Progress Updates
<b>Accessibility for All</b>	
<p><b><u>Digital Accessibility</u></b></p> <ul style="list-style-type: none"> <li>Identify key staff who prepare information for electronic publication and deliver appropriate accessibility training.</li> <li>Produce a report and action plan ensuring compliance with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, for improving digital accessibility for all users across all the University's digital environments. Feedback from staff, students and relevant external stakeholders to be reported to EDDG.</li> <li>Digital skills induction for students to enhance user experience and develop means to improve digital accessibility</li> </ul>	<p>Following the close of the Project to put in place the relevant support to meet the Accessibility requirements, a dedicated InSite space has been created with resources and guidance for staff completing accessibility audits and creating digital content.</p> <p>An e-learning module has been established as well as additional asynchronous reference material.</p> <p>An accessibility inbox (<a href="mailto:accessibility@cardiffmet.ac.uk">accessibility@cardiffmet.ac.uk</a>) has been established for staff, students and the public to raise any questions or accessibility issues so that they can be addressed appropriately.</p> <p>Digital Essentials have continued to be part of the induction process for new student. It consists of the Digital Essentials e-lesson that introduces core systems and explores the importance of digital security and two other training sessions on Teams and managing documents.</p>

<p><b><u>Physical Accessibility</u></b></p> <ul style="list-style-type: none"> <li>• Undertake an accessibility audit of all buildings, engaging with staff and students to conduct a review of their experience of physical accessibility at the University, and develop and an action plan to address any equality issues identified</li> </ul>	<p>Ensuring an inclusive and accessible campus for all is a priority for the University. Established in July 2022, on behalf of the Board of Governors and the President &amp; Vice-Chancellor, the Campus 2030 Board Programme Board will ensure the development and delivery of the university’s vision for an outstanding Campus-based environment for living, learning, working, sporting activity and socialising. This vision will align with Strategy 2030 and will seek to place Cardiff Met as a university of first choice for students, staff and partners. The Programme Board will oversee and monitor the development and progress of the Masterplan, while a member of the Estates team will continue to sit on the University’s EDI Committee.</p>
<p><b>Inclusive Curriculum</b></p>	
<ul style="list-style-type: none"> <li>• Scope the current inclusive practices within schools to establish our areas of strength in relation to Equality, Diversity and Inclusion.</li> <li>• Establish guidance for inclusive design in teaching materials</li> <li>• Launch Equality &amp; Diversity training module for students in partnership with the Students’ Union</li> <li>• Diversify the portfolio to deliver learner opportunity and institutional growth</li> </ul>	<p>During the 2020-21 period, an action plan was developed by QED to address themes identified within the University’s Strategic Equality Plan 2020-24. The themes QED highlighted in their action plan were Inclusive Pedagogy, Quality Assurance/Curriculum Review and Retention. Several key projects related to each theme were identified and work has continue during the 2022-23 period to drive this work forward.</p> <p><b><u>Inclusive Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• Scoping definitions and best practice (sector and Cardiff Met) and working with academic staff to cocreate resources for inclusive learning and teaching</li> <li>• Rolling out inclusive practice CPD based on these resources</li> <li>• E-learning module for Digital Accessibility and opt-out policy for lecture capture</li> </ul> <p><b><u>QA/Curriculum Review</u></b></p> <ul style="list-style-type: none"> <li>• Liaise with curriculum transformation project to ensure objectives, timeframes and evaluation tools align with EDI (QED)</li> </ul>

	<p><b><u>Retention</u></b></p> <ul style="list-style-type: none"> <li>• Undertake quantitative analysis of data at School level and in relation to diversity of student cohort to examine ‘levels of health’ (QED) in relation to retention, attainment and employment/study outcomes (focus on disability and British Black, Asian and other minoritised groups)</li> <li>• Research the lived experience of students to explore explanations for data from above</li> <li>• Develop process and referral relationship between Student Support retention project and personal tutors</li> </ul>
<p><b>Addressing Student Retention &amp; Outcomes</b></p>	
<p><b><u>Retention</u></b></p> <ul style="list-style-type: none"> <li>• With support of Strategy Office, undertake analyses of the last 5 years of retention data in relation to students with protected characteristics, specifically BAME, disabled and Welsh speaking students and report findings</li> <li>• Produce School level action plans to address the retention issues highlighted in the data analysis where appropriate</li> </ul> <p><b><u>Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• With support of Strategy Office, undertake quantitative analyses of the last 5 years of attainment data in relation to students with protected characteristics, specifically BAME, disabled and Welsh speaking students and report findings</li> </ul>	<p>The University has available student retention data. Throughout the duration of the Strategic Equality Plan 2020-24 in collaboration with key stakeholders, we will continue to analyse and report on findings and develop relevant action plans at both institutional and school level. Charter marks such as Athena SWAN and the Race Equality Charter will help support this work.</p> <p>The University has available student outcomes and employment data. Throughout the duration of the Strategic Equality Plan 2020-24 in collaboration with key stakeholders, we will continue to analyse and report on findings and develop relevant action plans at both institutional and school level. Charter marks such as Athena SWAN and the Race Equality Charter will help support this work.</p>

<ul style="list-style-type: none"> <li>• With support of Strategy Office, undertake quantitative analyses of the last 5 years of employment/study outcomes data in relation to students with protected characteristics, specifically BAME, disabled and Welsh speaking students and report findings</li> <li>• Undertake School level quantitative data analysis to inform local qualitative work with Heads of Schools to understand and produce action plans to address attainment gaps at a School level.</li> </ul>	
<p><b>Improved Equality Data</b></p>	
<ul style="list-style-type: none"> <li>• Raise institutional awareness and understanding of why equality data is collected and why it is important</li> <li>• Explore reasons behind low disclosure rates in relation to some protected characteristics with the view to increase the % of staff and students disclosing of equality data</li> <li>• Rigorous review of staff and student data capturing systems to ensure</li> </ul>	<p>The EDI team has continued to work with colleagues from across the University to support the development and analysis of equality data. Relevant Equality Impact Assessment guidance has been developed and is available to staff through the internal EDI InSite pages.</p>

<p>consistent and reliable collection of equality data.</p> <ul style="list-style-type: none"> <li>• Embed staff and student equality data within existing and developing Business Intelligence dashboards to encourage more inclusive thinking</li> </ul>	<p>As in previous years there has been continued development of the University’s business intelligence dashboards (Qlikview). During 2022-23 to ensure consistency of reporting and accuracy of data all relevant dashboards are now using HESA data. Collaboration is ongoing between key stakeholders with the view to continue to embed equality-related data across different areas to encourage more inclusive analysis as well as supporting various working groups across Cardiff Met.</p>
<p><b>Building Relationships with Local Communities</b></p>	
<ul style="list-style-type: none"> <li>• Work with community partners to identify and implement a range of activities and services to be offered in Welsh that would benefit local communities.</li> <li>• Work in partnership with local organisations to attract and retain students from underrepresented groups and students with protected characteristics.</li> <li>• Develop a number of outreach, student led, projects to support and empower local individuals and our communities.</li> </ul>	<p>We have continued to strengthen our relationship with agencies supporting activities and services delivered in Welsh (Caerdydd Dwyieithiog (Bilingual Cardiff, Cardiff Council Welsh language initiative), Local Schools, Mentrau Iaith, Urdd, National Eisteddfod, Coleg Cymraeg Cenedlaethol)</p> <p>There was a rise in the proportion of Welsh-domiciled students studying higher education courses at Cardiff Metropolitan University who were domiciled in the bottom quintile of Lower Super Output Areas in the Welsh Index of Multiple Deprivation or in Communities First areas – 28%. There has also been:</p> <ul style="list-style-type: none"> <li>• An increase in the proportion of all UK-domiciled students studying higher education courses who were from UK low participation areas – 37.5%</li> <li>• An increase in the number of all UK-domiciled young full- time first degree entrants who were from UK low participation areas -18%</li> <li>• An increase in the number of all UK-domiciled young full time, first degree entrants from black and minority ethnic communities – 18% (+2% equivalent to 40 students).</li> </ul>

<ul style="list-style-type: none"> <li>• Work with our community to deliver a range of community-focused events that uses the full breadth of university experience that will underpin our commitment to diversity, freedom and cultural awareness.</li> <li>• Align with the regional Reaching Wider partnership to deliver courses in the community and on campus to raise aspirations and promote progression to Higher Education.</li> </ul>	<p>Widening Access (WA) aims to ensure that people of any age, background or ethnic group have a fair and equal opportunity to study at Cardiff Met in a supported manner and is committed to ensuring that everyone with the determination, skills and desire to access Higher Education should be able to do so. WA works with communities offering opportunities to non-traditional learners which are accessible and flexible, our established 'Community to Campus' programme of courses enables learners to progress their learning from initial taster courses through to Level 3 (10 credit) modules leading onto the Foundation Programmes here at Cardiff Met. WA currently delivers all short courses free of charge to under-represented groups and students with protected characteristics. They are delivered in local community settings and aim to remove barriers and empower learners to progress to HE. Between April 2022 and March 2023, Widening Access activities engaged with a total of 365 adult learners - 74 through accredited course, 170 through tasters, and 121 through Summer School.</p> <p>WA ran 'How to Apply' sessions throughout the period to provide information and guidance to students attending accredited modules who are interested in progression opportunities. These sessions were supported by the Student Recruitment and Student Services teams and covered areas such as how to apply for the Foundation courses through UCAS, preparing personal statements and how to apply for Student Finance.</p> <p>WA ran their annual flagship event, Summer School in June 2022. There were 20 courses on offer for adult learners, alongside Reaching Wider's 4-day animation course, a useful introduction to possible level 3/degree courses. The brochure distributed to 4,000 community venues throughout Cardiff. 121 learners attended out of 224 who booked, with many having Covid.</p> <p>WA provided free Preparing for Academic IELTS courses for speakers of other languages including asylum seekers and refugees throughout the year to help improve English language skills up to equivalent IELTS level 6.0, thus enabling them to access undergraduate or postgraduate courses at the University. For the academic year 2022-23*, 43 students attended the classes in total. Students undertook their final course assessment face-to-face on the Llandaff campus during Summer School 2023 with 16 learners attending. 4 of those learners achieved an overall score of 6 or above.</p>
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WA continue to promote and provide information on the Sanctuary Award and actively encouraged applications for the Award some of which were successful in 2022/23.

WA has many partnerships across the region and constantly strives to work in partnership with new charities, voluntary bodies and community organisations including newly developed parental engagement groups within local community schools, including, but not limited to:

- St Fagans
- Severn Primary
- Adamsdown Primary
- Tonyrefail Community School
- Prescoed Prison
- Pencoedtre High School
- Cadwyn Housing
- Taff Housing
- Stacey Road Primary
- Moorland Primary School.

We worked throughout the year with all these community partners to establish and attend community outreach engagement activities and events hosted by our community partners.

Regular meetings took place between the WA and Reaching Wider teams throughout the year sharing information and expertise and identifying areas for collaborative working.

Reaching Wider is a partnership of universities, schools, colleges working together to improve social mobility by widening access and participation from underrepresented groups to all forms of higher education. Considering our Reaching Wider university teams' operating context of extended periods of significant staffing under-occupancy and time lag of recruitment and induction periods of new and returning staff, a range of delivery targeted on underrepresented groups of people successfully took place. Reaching Wider maintained



and built upon community relations throughout the period and beyond during this period, working with internal and local partners to meet the needs of underrepresented learners (primarily young carers, care-experienced young people, adults with no L4 qualifications and learners of all ages from the bottom 2 quintiles of WIMD).

Between April 2022 and March 2023, Reaching Wider programmes reached a total of 655 learners of which:

- 65 Care Experienced young people.
- 44 unpaid carers
- 417 learners from the bottom 2 quintiles of WIMD

Mostly working with high and primary school aged young people and adults, a range of programmes were delivered in schools, local communities and on campus, including family learning.

Reaching Wider and Widening Access collaborated on the annual family learning programme Seed to Plate which took place in St Fagans during the Summer Holidays, in August 2022. This intergenerational session was attended by 5 adult learners and 8 children from Herbert Thompson Primary, Pencaerau Primary & Hwyl Dda Herbert Thompson Primary, in Ely. The group learned to grow and cook their own cheap and healthy food using produce gathered from the museum's heritage gardens.

The Reaching Wider young people's Transitions Inspire programme successfully ran, delivering interactive, engaging 'in school' workshops with a range of activities and experiences in schools with high WIMD data. Participants enjoyed opportunities to be introduced and explore higher education, gain knowledge on further and higher education pathways, increasing understanding of themselves and develop transferable skills and encourage progression to higher education. Participation satisfaction was high, e.g., 92% of participants said they knew more about future choices and 88% said they knew more about higher education. Participants- 'Today I learned' how to make a good choice for my future,' 'more about college and university', 'what you can learn at university.

The Reaching Wider post 16 Transitions Instil aspiration raising programme worked with a high school with almost all learners its year 11 leaners from bottom WIMD quintiles to develop its first sixth form provision and

level three provision. Reaching Wider collaborated with the high school colleagues to help develop learning pathways by delivering in the Instil programme, information guidance and advice workshops for the whole year group over half a term. In addition, we provided, subject specific on campus day events, including subject areas that were new to the learners and delivered by academics, tutors, and student ambassadors. Learners gained knowledge and experience to aid post 16 decision making with possible pathways to level three opportunities and progression to higher education.

Participant feedback was very positive 'I understand now how university works', 'learnt from students what it was like to be a student' and had 'deep discussions about my options'.

In addition, the Reaching Wider Transitions programme Instil worked with whole year 10 high school cohort of students from another high school who would have not typically considered higher education. Providing awareness and experiences of a variety of pathways, considering post 16 options, information advice and guidance, subject tasters, and a preventative pre-NEET strategy in the in school and on campus programme. 'It's given me a look at what I could do here after college', 'Our students really enjoyed today, definitely grabbed their attention.'

On the return from leave in February 23 of the Reaching Wider adult officer, Reaching Wider re launched the adult mentoring scheme, in partnership with the Widening Access Officer. The mentoring programme provides academic, social, and emotional support to adults. Recruiting learners undertaking Level 3 qualifications with Widening Access, Reaching Wider took the mentees through their induction during this reporting period and programme flourished in the academic year.

February 23 provided other examples of Reaching Wider aspiration raising creative writing programmes for young people in the two-day events 'Scribblers.' In collaboration with the Hay Festival the on-campus programme provided interactive workshop style events where participants from eight high schools were able to build stories, ask questions and express themselves through the power of writing in the company of world class authors and poets. Participants interacted with university staff and student ambassadors, most usually for the first time stepping inside a university campus. The young people were encouraged to believe university education is a real option that they can progress onto. Programme eligibility was high with 83.6% of young

	<p>people coming from the bottom two WIMD quintiles. Many of the young people then went onto engage with the repeat intervention ‘in school’ creative writing programmes.</p>
<p><b>Staff and Student Voice</b></p>	
<ul style="list-style-type: none"> <li>• Gather evidence of University strategies, policies, and decisions which have engaged and consulted a wide variety of staff and students</li> <li>• Proactively encourage use of staff networks as a means for seeking feedback on new initiatives, plans and policies with staff having protected time to meaningfully engage</li> <li>• We will monitor and report complaints, concerns and feedback from people using our services to identify areas for improvement.</li> <li>• Staff Network funding made available to all current and future staff networks.</li> </ul>	<p>All relevant Equality Impact Assessment forms relating to University strategies, policies and decisions are held by the Equality Team in a central repository. The EDI Committee reviewed its membership and purpose throughout this period and one its core functions will be to ‘review and monitor the process and practices of Equality Impact Assessments (EIAs)’.</p> <p>The Equality Team has continued to support Staff Networks at Cardiff Met and the University actively engages with Network leads seeking feedback on new initiatives, plans and policies. Staff Network representative sit on the EDI Committee and the Policy Review Group.</p> <p>Registry Services has continued to produce annual reports on student complaints which is considered by Academic Board to help inform future service planning and contribute to HEFCW quality assurance statement. The purpose of this reports was to highlight any trends or significant areas of concern that need to be addressed, so that Cardiff Met can continually improve its programmes, support services and management. EDI data is considered within the report where appropriate. From a staff perspective EDI considerations are also factored into annual reporting on complaints.</p> <p>Staff networks can request funding for events/activities through the EDI team.</p>

<ul style="list-style-type: none"> <li>• Continue to support Staff Networks; Women’s Network, LGBTQ+ Network, Disabled Network &amp; BAME Network</li> <li>• Explore the development of new Staff Networks; International Network &amp; Interfaith Network</li> <li>• Establishment of an Annual Staff Network Chairs Meeting</li> </ul>	<p>This action will be carried forward into the new Strategic Equality Plan 2024-28.</p>
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## Objective 2: Promote and embed Equality, Diversity and Inclusion within University decision making

Action	Progress Updates
<b>Promote and embed Equality, Diversity and Inclusion within University decision making</b>	
<ul style="list-style-type: none"> <li>• Embed equality into procurement principles which are operational and evidenced. Agree a set of procurement principles for organisations to commit to; share best practice examples with current and prospective suppliers and contractors.</li> </ul>	<p>An additional module has been embedded within to our Equality and Diversity staff induction training resource which covers all aspects of equality of treatment as well as broader aspects of modern slavery and ethical employment in external supply chains.</p>
<ul style="list-style-type: none"> <li>• Develop a process for collection and annual reporting of diversity of committee/governance representation by protected characteristics.</li> </ul>	<p>Arrangements are in place for the collection of equality data from the University’s Board of Governors. This data is reported annually to HESA. Annually a survey is sent out providing members the opportunity to disclose additional equality information.</p>
<ul style="list-style-type: none"> <li>• Develop guidance on how to diversify committee representation, and why it is important, and how to ensure inclusive meeting design.</li> </ul>	<p>The composition of committees such as VCEG, Management Board and Academic Board is specified in the terms of reference by role.</p>
<ul style="list-style-type: none"> <li>• Review existing Equality Impact Assessment (EIA) form and guidance, include socio-economic considerations</li> </ul>	<p>The Equality Impact Assessment form and guidance document are continually reviewed to ensure that they provide appropriate support covering a variety of EDI considerations. Further work will be conducted to embed socio-economic considerations more broadly across our activities.</p>

<p>(as required by the duty in Wales), and fully embed into University business and communicate across the University.</p> <ul style="list-style-type: none"> <li>• Ensure inclusive language is used in all new and revised University policy</li> <li>• Monitor the implementation of the University's REF Code of Practice to ensure fairness and inclusivity in the development of REF submissions</li>   <li>• Ensure Equality, Diversity and Inclusion Committee has oversight of Strategic Equality Plan to enable the committee to be actively engaged and consulted on policy and strategy development, and to be advised on progress against meeting actions</li>   <li>• Work closely with Students' Union and Trade Union representatives around the introduction and revision of policies and procedures ensuring that equality, diversity and inclusion are always given the appropriate consideration</li> </ul>	<p>The EDI Committee reviewed its membership and purpose throughout this period and one of its core functions will be to 'Develop and oversee the delivery of the Strategic Equality Plan and its objectives'.</p> <p>The University has continued to work closely with the Students' Union and Trade Union representatives around the introduction and revision of policies and procedures. The University Policy Review Group has provided a space for EDI conversations in particular to take place when policies are being initially developed or reviewed.</p>
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### Objective 3: Promotion and development of a supportive and fair environment

Action	Progress Updates
<b>Tackling of identity-based abuse, harassment, hate-crime and bullying</b>	
<ul style="list-style-type: none"> <li>• Review and implement the recommendations in the Equality and Human Rights Commission’s report: Tackling Racial Harassment: Universities Challenged by firstly identifying current awareness, understanding and confidence of complaints process amongst staff and students</li>   <li>• Take a cross University approach in line with UUK Changing the Culture recommendations, working beyond the legislative requirements and guidance produced taking steps to tackle gender-based violence, including in the management of complaints of sexual misconduct and pro-active prevention initiatives.</li> </ul>	<p>As well as considering the recommendations of the ‘Tacking Racial Harassment: University Challenged’ the University has progressed its activity in relation to tackling racial inequalities in Higher Education. The University plans to submit an application to the Race Equality Charter Mark in 2024. The Mark provides a robust structure to guide universities’ efforts to improve Race Equality and support for institutions to better understand race, racism and how inequalities manifest in Higher Education.</p> <p>The University has taken a cross University approach in our work in this area. We promote a zero tolerance approach to VAWDASV via its <a href="#">Student Code of Conduct</a>. Any breach of the Code of Conduct will result in disciplinary action under the <a href="#">Student Disciplinary Procedure</a> (SDP). This is also covered in our <a href="#">Code of Professional Conduct</a>. The University signposts staff and students to relevant supporting resources on our internal webpages</p>



## Staff and Student Wellbeing

- Revise relevant university policies and practices, embedding wellbeing practices and programmes into University functions so that they impact positively on all forms of wellbeing

The StepChange work that began in 2020-21 which supports a 'whole university' approach to staff and student mental health and wellbeing, continues with progress seen across the following workstreams –

- **Specialist support** – we have introduced a number of roles to support student safety and address risk, in relation to poor mental health. We engaged with Lime Culture, an organisation that specialises in the area of sexual violence to help design a role that would support students in a Cardiff Met context. As a result of this work we have introduced a Sexual Violence Liaison Co-ordinator to support students disclosing VAWDASV (violence against women domestic abuse sexual violence) issues and a Disclosure Response Co-ordinator to support students whose poor mental health puts them at risk from themselves or to others.
- **Data & evaluation** – a working group was formed and an audit conducted to look at how and where student wellbeing data is collected. A recommendation from that group was made to explore how wellbeing data can be collected via the university's new Learner Analytics system. This avenue is currently being explored with Learner Analytics project lead
- **Training and development** – suicide awareness and prevention training was established by Organisational Development and Student Services in 2023. Staff across the university have engaged well with this offering and the evaluations received have been overwhelmingly positive. A suicide awareness and prevention task and finish group was also set-up in 2023 with aims to improve staff confidence when dealing with disclosures of suicide or self-harm, including signposting and referral. It also included suicide safer approaches for students on placement and within physical campus and Halls environments

The People Services Team have continued to explore relevant training and resources to support staff as well as embedding signposting to wellbeing provisions within induction. The Manage@Met essential management suit contains two wellbeing modules for managers: Manager's role in Supporting Wellbeing, and i-act Understanding and Promoting Positive Mental Health and Wellbeing for Managers.

<ul style="list-style-type: none"> <li>• Continue the implementation of the biennial staff health and wellbeing survey</li> <li>• Development of student-centred pan-Cardiff support and wellbeing programme</li> <li>• Development of training for staff on safeguarding vulnerable students</li> </ul>	<p>The next staff health and wellbeing survey will be implemented in 2024.</p> <p>The Mental Health University Liaison Service (MHULS) began supporting Cardiff Met, Cardiff University, USW and RCMD students in April 2022. This service continued across academic year 2022-23 assessing, supporting and referring over 80 Cardiff Met students. Students are seen by NHS staff on both Llandaff and Cyncoed campuses. There is also a weekly meeting between members of the MHULS team and the Wellbeing Service where referrals and cases are discussed.</p>
<b>Community Cohesion</b>	
<ul style="list-style-type: none"> <li>• Develop a vibrant and inclusive programme of opportunities to enhance integration between home and international staff and students.</li> <li>• Hold an annual public lecture series that builds on our social responsibility to promoting social cohesion and tolerance and contributes to public debate on a range of topics</li> <li>• Open up the week-long event in celebration of the cultural diversity of our staff and student body to include our community to enhance</li> </ul>	<p>In September 2022, 7 new Sanctuary Scholarship recipients enrolled at Cardiff Met. Without these scholarships, these individuals would not have had the opportunity to continue their education and enhance their career prospects. The scholarship criteria was extended to allow Homes for Ukraine visa holders to apply.</p> <p>In October 2022, Cardiff Met was reaccredited as a University of Sanctuary. The reaccreditation application included evidence of the range of activities the university has initiated to ensure it is a welcoming institution to forced migrants, including community sports competitions, the Global Grants scheme, sharing stories of asylum seekers, awareness raising and support for Ukrainian nationals.</p> <p>In February 2023, a “Show your heart for refugees” campaign was launched to encourage staff and students to stand in solidarity with refugees.</p> <p>Ukrainian students from Kharkiv National Pedagogical University H.S. Skovoroda were welcomed in December 2022 and accommodated at the university and Ukrainian athletes were also invited to use sports facilities to train for international competitions.</p>

<p>cultural awareness and acceptance and to aid mutual understanding</p> <ul style="list-style-type: none"><li>• Support and build upon our University of Sanctuary status, which is accessible and welcoming to asylum seekers and refugees</li><li>• Strengthen the volunteering opportunities within our community as part of our status as a University of Sanctuary.</li><li>• Produce and implement a new University Safeguarding Policy</li></ul>	<p>During Global Week 2023, international students proudly celebrated their cultures. Staff and students were invited to participate in music workshops, food tasting and information sharing over the course of a week to enhance their understanding of cultures from around the world. International students were also encouraged to learn about Welsh culture and participate in craft workshops in the Global Lounge.</p>
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#### Objective 4: Lead the way as an inclusive and diverse Higher Education Institution and employer

Action	Progress Updates
<p><b>Addressing pay gaps between staff who share protected characteristics and those who do not, ensuring accurate data that enables analysis and publish findings (specifically Gender, Race and Disability)</b></p>	
<ul style="list-style-type: none"> <li>• Following the publication of our Gender Pay Gap in March 2020, continue to report in line with the gov.uk recommendations for reporting on an annual basis</li> <li>• Establish a Pay Gap Action Planning Team (taking over from Gender Pay Action Planning Team) committed to analysing workforce data and identifying and taking appropriate action in relation to ethnicity, disability and gender</li> <li>• Extend our Pay Gap reporting to include Ethnicity and Disability in line with the gov.uk recommendations for reporting</li> </ul>	<p>The University has continued to publish our Gender Pay Gap reports in line with government recommendations and on the <a href="#">UK Government Gender Pay Gap Portal</a>. In line with best practice, we have also extended our reporting to include Ethnicity and Disability pay gaps.</p>

Increase workforce diversity	
<ul style="list-style-type: none"> <li>• Analyse recruitment data and compare with local and national data to identify any under-representations of protected characteristic groups.</li> <li>• Undertake activity to collate qualitative feedback on barriers to applying to work at Cardiff Met across all protected characteristics and take action to attempt to remove those barriers.</li> <li>• Utilise technology and social media to promote recruitment campaigns and attract outstanding talent from both the UK and overseas, specifically targeting people from underrepresented groups.</li> <li>• Continue to promote and advertise the University in Welsh and English versions equally.</li> <li>• Mandatory unconscious bias training for all staff involved in recruitment and selection.</li> </ul>	<p>Recruitment data has continually been reviewed as part of our engagement with Charter Marks such as to Athena SWAN and Race Equality Charter. Data is compared at both a local and national level. Data is also analysed and reported on annually through the E&amp;D Annual Report.</p> <p>During the current period, a major project went underway to replace and enhance the Cardiff Metropolitan University website. Alongside this driven by our commitment to elevate our recruitment journey, our People Services team and colleagues are leading a Recruitment Transformation Project. The project's vision is: 'To create a user centric recruitment service that champions diversity and innovation in its approach and enables the University to attract and recruit people who strive for excellence in everything they do.'</p> <p>One important aspect is to create a new impactful website that showcases the University as an employer of choice for all and attracts talented individuals who share our vision and values.</p>

**Embedding equality through staff training and career development**

<ul style="list-style-type: none"> <li>• Develop a comprehensive equality training programme for all staff at Cardiff Met (e.g. Unconscious Bias training, Cultural Awareness training, Welsh Language Awareness training etc)</li> <li>• Continued focus on our successful Reader to Professorship training programme</li> <li>• Continue to implement and develop mentoring scheme to support less experienced colleagues with a specific focus on individuals from protected characteristics.</li> </ul>	<p><b><u>EDI Induction Module</u></b></p> <p>A variety of resources are available to support staff:</p> <ul style="list-style-type: none"> <li>• EDI Induction Module</li> <li>• Manage@Met Programme</li> <li>• Unconscious Bias Training</li> <li>• Union Black Training</li> <li>• Prevent Training</li> <li>• Welsh Language Learning</li> </ul> <p>During the period the Equality team has continued to review the Equality, Diversity and Inclusion induction training which is available for all staff and work is ongoing to develop a comprehensive equality training programme.</p> <p>Action Learning Sets were re-instated in July 2020 and have continued to take place online since then. The lecture series re-commenced online in December 2020, with a talk from the V-C, Professor Cara Aitchison, while further presentations were at that point scheduled for 2021/22 from Profs Tracy Bhamra, Lady Rachel Cooper and Kerstin Mey. Feedback from and attendance at the Action Learning Sets continues to be excellent, and the group is now over 70 strong from a starting point of ~15 members. The Women 2 Prof group was founded in 2018 with the aim of achieving gender parity within the University’s Professoriate. At that point 18% of Cardiff Met’s Professors were women. That figure is now 35% which is above the HESA average for the sector. The promotion pipeline also looks promising, with 68% of the University’s Readers being women, up from 50% on foundation. Furthermore, 82% of women promoted to Professor or Reader since 2018 have been members of the Women 2 Prof group, and many have specifically attributed their success to the group. The group meet once a term and employ an Action Learning Set model chaired by the University Director of</p>
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	<p>Research. Members share their ambitions with the group and then set themselves actions which will help them achieve their end goal, reporting on their progress at the next meeting. Three times a year a successful woman Professor addresses the group. So far this has included 3 Vice Chancellors and a series of other high profile, high achieving professionals. The group is now 94 strong with word of mouth being a strong factor in its strong growth from the original 15 members.</p>
<p><b>Support the development of an inclusive environment for staff by engagement with relevant external charter marks</b></p>	
<ul style="list-style-type: none"> <li>• Delivery of Institutional Athena SWAN action plan with the view to apply for Silver as a University by November 2023</li> <li>• Establish a programme to address race inequality with an objective to apply for the Race Equality Charter Mark.</li> <li>• Continue our Disability Confident journey to become a validated Disability Confident Leader</li> </ul>	<p>The University has continued to implement its Athena SWAN Institutional Bronze action plan following its successful Bronze renewal in February 2020. The University is aiming to submit a Silver application in May 2024.</p> <p>A programme has been established to address race inequality. The Race Equality Charter Mark is being utilised as it provides a robust structure to guide universities' efforts to improve Race Equality and support for institutions to better understand race, racism and how inequalities manifest in Higher Education. We aim to submit our application in 2024.</p> <p>The University currently holds 'Disability Confident Employer' status following our own self-assessment. Cardiff Met aspires to become a Disability Confident Leader and will continue to work proactively to move towards this status.</p>