

# **2020/21 Strategic Equality Plan Progress Report**

## **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**

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| **Action** | **Progress Updates** |
| **Accessibility for All** | |
| ***Digital Accessibility***   * Identify key staff who prepare information for electronic publication and deliver appropriate accessibility training. * 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 EDI Committee. * Digital skills induction for students to enhance user experience and develop means to improve digital accessibility   ***Physical Accessibility***   * 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 | In October 2021, as part of the EDI Committee’s new order of business, a Digital Accessibility report was presented.  An e-module broadly replicating the content of the Digital Accessibility Awareness training session is available on Learning Pool and an InSite resource bank is published with sections including:   * General awareness * Auditing including technical guides and recording tools * Best Practice guides * Creating Accessibility Statements including templates   A newly launched Policy Hub has been created with all documents checked to ensure they are accessible and suitable templates are available.  Ongoing advice and support for individual requests for support creating or amending materials to ensure compliance is provided.  Following on from 2020/21 Digital Essentials have continued to be part of the induction process for new students. 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.  The University has continued to ensure that its physical campus is accessible. In 2021 the University continued its partnership with [AccessAble](https://www.accessable.co.uk/) producing 51 Detailed Access Guides. These are available through the AccessAble website or AccessAble App. During 2021/22, 992 users accessed these pages. The University currently has an Estates Master Planning and Development Group with ambitions to:   * To create world-class environments with wellbeing at their heart * Significant investment in all our campuses, with a particular focus on Cyncoed * Investment in teaching and learning, social and student support facilities * Sustainability will be at the centre of our planning, to support our commitment to net zero carbon by 2030 |
| **Inclusive Curriculum** | |
| * Scope the current inclusive practices within schools to establish our areas of strength in relation to Equality, Diversity and Inclusion. * Establish guidance for inclusive design in teaching materials * Diversify the portfolio to deliver learner opportunity and institutional growth * Launch Equality & Diversity training module for students in partnership with the Students’ Union | The University’s curriculum operates under a set of [12 principles](https://outlookuwicac.sharepoint.com/sites/QED/Shared%20Documents/Forms/Front%20Page.aspx?id=%2Fsites%2FQED%2FShared%20Documents%2FCurriculum%20Principles%2Epdf&parent=%2Fsites%2FQED%2FShared%20Documents) which seek to ensure equality, diversity and inclusion are embedded in all elements of design and delivery. The following three principles speak specifically to this institutional approach:  The Curriculum is diverse, and inclusive, representing the breadth of scholarly thinking in the discipline, and recognising a range of diverse voices and perspectives. It actively recognises and includes the part played by different races, genders, and cultures within each discipline, and widens the narrative to recognise that not all knowledge has been equally valued historically and aim to include the perspectives of thinkers from a wider range of experience.  The Curriculum is Ethical, offering scope for Civic Mission, working with partners and communities, and with a Widening Participation ethos. It is proactive in recognising and addressing the diverse needs of the student body, including social, cultural, and educational backgrounds, disability status, and mental well-being.  The Curriculum is dynamic and fluid, recognising the diversity of our portfolio, partners, and students. The Cardiff Met Curriculum builds momentum, developing through the levels and stages of study to offer progressively challenging experiences, building the foundations on previous attainment and knowledge, and increasing opportunities to apply knowledge.  The curriculum principles form the context for the University’s methods for the approval, review and monitoring of its curriculum. The University’s [Curriculum Design Guide](https://outlookuwicac.sharepoint.com/sites/QED/SitePages/Design-and.aspx) further articulates the University’s expectations for EDI in the curriculum and, alongside a suite of associated workshops, provides support for teams in ensuring that their curriculum is aligned with these principles. The guide offers support in areas such as planning for diverse groups, internationalising the curriculum, diversifying the curriculum, the principles of inclusive curriculum design, the Advance HE Checklist for Embedding EDI into the curriculum, Inclusive assessment and feedback, co-design of curriculum with the student body, designing for engagement and student journey mapping.  The alignment of the curriculum with these principles is then tested at validation and review by the interrogating of the planned curriculum against the above principles. The proposing team must articulate, and the approving panel interrogate, a range of areas including assessment, feedback, alignment with national benchmarks, student journey mapping, resources and student support. Some of the specific questions the approving panel must answer in their scrutiny include:   * + Will students be aware of the support and guidance available to them?   + Is there a suitable range and variety of learning and teaching methods to meet the needs of a diverse range of students, including those with disabilities?   + Are arrangements in place to ensure that any additional needs of students are identified, and reasonable adjustments are put in place to meet them?   + Are learners supported by appropriate and accessible library resources, with journal links and appropriate reading clearly outlined for the course and modules?   Only if the panel are confident in these areas can the curriculum then be approved.  Nothing to report for the period April 2021 - March 2022. |
| **Addressing Student Retention & Outcomes** | |
| ***Retention***   * 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 * Produce School level action plans to address the retention issues highlighted in the data analysis where appropriate   ***Outcomes***   * 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 * 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 * 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. | 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.  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. |
| **Improved Equality Data** | |
| * Raise institutional awareness and understanding of why equality data is collected and why it is important * 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 * Rigorous review of staff and student data capturing systems to ensure consistent and reliable collection of equality data. * Embed staff and student equality data within existing and developing Business Intelligence dashboards to encourage more inclusive thinking | Following the revision of the Equality Impact Assessment form and guidance documents it has highlighted the importance of ensuring that the University is accurately collecting equality information and using it to help support key decision making.  In February 2022, as part of the EDI Committee’s new order of business, Strategy, Planning and Performance presented an EDI UCAS Student Recruitment 2021 report. The report summarised the application, offer and accept rates of Cardiff Met compared to all Welsh Institutions and all UK institutions at the key equality indicators of sex, ethnicity, POLAR4, and disability.  Nothing to report for the period April 2021 - March 2022.  Nothing to report for the period April 2021 - March 2022.  As in previous years there has been continued development to the University’s business intelligence dashboards (Qlikview). 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. |
| **Building Relationships with Local Communities** | |
| * Work with community partners to identify and implement a range of activities and services to be offered in Welsh that would benefit local communities. * Work in partnership with local organisations to attract and retain students from underrepresented groups and students with protected characteristics. * Develop a number of outreach, student led, projects to support and empower local individuals and our communities. * 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. * 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. | 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)  First Campus developed a series of Education and Early Years taster workshops, available for bilingual delivery online and in school community hubs. In addition, all marketing materials for programmes are bilingual.  The Widening Access Team (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. Working 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. During 21/22 Widening Access projects reached a total of 440 learners.  Widening Access currently delivers all of the 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. Since COVID-19 we have worked in accordance with Welsh Government advice providing the majority of our courses during this period online. In 2022 as restrictions started to ease, we were able to cautiously plan some face-to-face course delivery in community venues starting in March 2022.  How to Apply sessions were held throughout the year 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.  After being fully cancelled in 2020, Widening Access Summer School ran in June 2021 although all courses were online due to ongoing COVID restrictions. We partnered with Reaching Wider (previously) First Campus (RWFC) to compliment this offer with some additional new courses. In addition, Cardiff Met student ambassadors worked throughout the period and were able to talk with the adult learners about their experiences studying as a student at Cardiff Met.  Between April 2021 and March 2022, First Campus projects 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   First Campus maintained and built upon community relations throughout the COVID-lockdown period and beyond, working with local partners to understand the changing 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).  In May and July 2021, First Campus delivered over 3200 boxes of potential themed around Sustainability and STEM+ Art to 14 primary schools in Cardiff and Newport with a WIMD cohort of over 80% and to care experienced young people and young carers identified by Caerphilly Council, Barnado’s Merthyr Tydfil and YMCA. [News 'Boxes of Potential' delivering a fun way of reconnecting with learning (cardiffmet.ac.uk)](https://www.cardiffmet.ac.uk/news/Pages/Boxes-of-Potential-delivering-a-fun-way-of-reconnecting-with-learning.aspx)  The First Campus team ran a mentoring project which supported three young asylum seekers via Newport County Council. All three successfully applied and enrol onto Undergraduate programmes with the correct financial support in place. The mentoring project hired mentors from priority groups from the student body at Cardiff Met to be role models to support underrepresented adult learners, young carers and care experienced young people. Mentees were recruited from Newport County Council, Barnardo’s, Caerphilly County Council and widening access partnerships. 19 Care Experienced Young People from Newport were supported through 175 hours of mentoring with the county seeing a 350% increase in enrolment to university compared to the year before.  All First Campus activities are marketed towards underrepresented groups by using role models and images that reflect who we aim to and do work with.  First Campus developed several outreach programmes that aimed to support and empower local individuals and the community. First Campus developed a creative writing and animation short course with progression pathways leading to HE. These were aimed at disadvantaged adults and resulted in 25% of participants successfully enrolling onto a Cardiff Met undergraduate course alongside other course mates  engaging with other programmes run across the partnership. Other programmes included CookStars and Sports Days with younger Care Experienced People and Young Carers to build confidence and life skills.  From May to July 2021, First Campus worked with Dr Fiona Carroll from the Cardiff Met School of Technologies to deliver engaging Creative Coding workshops to primary school pupils, with the aim to encourage and empower more young girls to explore STEM subjects. The project ran in 10 primary schools in Cardiff, Newport and Bridgend, 8 of which have over 80% WIMD 1 and 2 pupils.  In the 2021/22 academic year First Campus collaborated with the Cardiff School of Technologies and Eureka Robotics Centre to deliver engaging sessions to young people in St Illtyds High School. In February 2022, First Campus collaborated with Hay Festival Scribblers Tour to bring 4 inspiring UK-acclaimed authors on campus. The feedback had been overwhelmingly positive, particularly as this had been one of the first school trips some of these pupils were able to experience.  *“Cardiff Met University is a place to express and pursue your passions.”*  *“Cardiff Met is a place to express yourself.”*  *“University is not as intimidating as I had been told.”*  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.  These courses were offered online whilst COVID restrictions were still in place. WA continued to promote and provide information on the Sanctuary Award and actively encouraged applications for the Award some of which were successful in 2021/22.  WA were able to support the Learning & Work Institute’s first Online Adult Learning Week by providing a number of online courses. We were also able to support the Learning & Work Institute by nominating both learners and tutors in the Adult Learners Inspire Awards and Tutor Awards. In July 2021, Dr Clare Elmi-Glennan a Senior Lecturer in Psychology at Cardiff Met who helped establish the pioneering ‘Community to Campus’ program as well as delivering on one of the modules, won the Inspire! Tutor Award [Dr Clare Elmi-Glennan - Learning and Work Institute](https://www.learningandwork.wales/dr-clare-elmi-glennan/).  Widening Access 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. The work at HMP Prescoed was suspended during COVID as internet was not available within the prison to deliver courses online.  We worked throughout the year with all of these community partners to establish and attend community outreach engagement activities and events hosted by our community partners as these re-started after COVID. Prior to this we attended online events where the opportunities existed.  First Campus supported the Learning & Work Institute’s first Online Adult Learning Week by contributing to the Adult Learners and Young Carers accompanying podcasts. The work with mentors was demonstrated here with a Young Carer Mentor using her lived experiences to demonstrate over coming barriers including her Young Carer status and ethnicity.  Regular meetings took place between the WA and Reaching Wider First Campus teams throughout the year sharing information and expertise and identifying areas for collaborative working.  First Campus worked with Widening Access to identify an opportunity with Early Years and Education courses. This began by offering a First Campus funded taster courses during summer schools, the success of which led to Widening Access working with the Early Years team to develop an accredited level 3 course. First Campus closely linked with Widening Access to support learners who passed their accredited courses to access, apply to and enrol onto CMET Foundation courses. In total 11 adults were supported via 63 hours of mentoring with 9 enrolling onto Foundation courses. |
| **Staff and Student Voice** | |
| * Gather evidence of University strategies, policies, and decisions which have engaged and consulted a wide variety of staff and students * 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 * We will monitor and report complaints, concerns and feedback from people using our services to identify areas for improvement. * Staff Network funding made available to all current and future staff networks. * Continue to support Staff Networks; Women’s Network, LGBTQ+ Network, Disabled Network & BAME Network * Explore the development of new Staff Networks; International Network & Interfaith Network * Establishment of an Annual Staff Network Chairs Meeting | All relevant Equality Impact Assessment forms relating to University strategies, policies and decisions are held by the Equality Team in a central repository. Working is ongoing to ensure that EIAs are fully embedded into University culture, but work is ongoing to ensure that EIAs accompany documents as they progress through the relevant decision-making different Committees/Boards.  A new Equality Impact Assessment form and guidance document were developed in 2020/21 and have continued to be implemented throughout 2021/22. The documents that good consultation should actively involve engaging with a variety of groups from across the University. Discussions are continuing around protected time for staff network members to meaningfully engage.  In 2021/22 a People Services Policy Review Group (PSPRG) was established by People Services as a mechanism to collaborate with our Trade Unions in developing and reviewing People Services related policies and associated procedures. Policies created outside People Services, where there is an impact, or reference to an existing People policy may also be considered by this group with the relevant representative. The group will ensure that policies are considered in partnership with Trade Union Representatives, People Services, and where appropriate, other Schools and Professional Services, Committees and Staff Networks across the University.  The PSPRG will ensure that robust, meaningful Equality Impact Assessments (EIA) are attached to each policy considered by the policy group, and that no policy goes forward for consultation without the group being satisfied that equality issues have been highlighted and addressed, mitigated or brought to the attention of VCEG.  During the 2021/22 academic year discussions have continued concerning protected time for staff network engagement across university committees and working groups. Current time allocation is outlined within Staff Network Protocol.  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. An overall Complaints and Conduct Report for cases received during academic year 2021 – 2022 was approved by Academic Board in November 2022. The purpose of this reports was to highlight any trends or significant areas of concern that need to be addressed, so that Cardiff Metropolitan University can continually improve its programmes, support services and management    An updated report will however be produced for Academic Board at the beginning of 2023 to consider, that specifically contains EDI data recorded on student complaints (2021 -2022). The Report will include EDI information on student complainants (including Gender, Age, Ethnicity, Disability, Welsh Speaker, Home /International status), and information on reports of allegations of direct and indirect discrimination, abuse, harassment, bullying and victimisation (‘student misconduct’). An analysis will also be presented on variations from the previous academic year [2020 /2021].    The Complaints Policy and Procedure will be amended this academic year to reflect changes in the OIA’s Good Practice Framework. Also, to ensure adherence with UUK Guidance on Sexual Misconduct, and Racial Harassment. Revised provisions will make it more straight forward for individuals to report matters of student misconduct. A new complaints policy / procedure for applicants will also be implemented.    A new policy / procedure for Risk Action Panels (RAP’s) has been implemented by Registry Services to ensure a ‘risk based’ approach is applied by the University to student cases. RAP’s allow for streamlined decision making, and ensures immediate precautionary action can be taken to mitigate against identified risks. The University Complaints and Conduct Manager has been awarded “Excellent Contribution to Safeguarding Practice” by Cardiff and Vale Regional Safeguarding Board for the implementation of the RAP procedure.  Following the restructure of the Equality, Diversity and Inclusion Committee in 2020/21 and the development of a new order of business the Committee now receives an annual report on staff complaints which will also include and explore equality information where appropriate, i.e. allegations of direct and indirect discrimination, abuse, harassment, bullying and victimisation. The first of these reports was presented in the 2021/22 academic year.  Ringfenced funding is continuing to be explored for staff networks. Funding is currently provided directly through the EDI Team.  The EDI Team has continued to support the Staff Networks at Cardiff Met, through appropriate funding where possible as well as ensuring that equality, diversity and inclusion becomes further embedded within University culture. There are currently 6 staff networks:   * BAME * LGBTQ+ * Disabled * International * Women’s * Welsh Language Network   No formalised annual meeting has been established but throughout the period the Equality Team met with all of the Chairs on a regular basis to ensure that any concerns from Networks particularly around the University response to Covid-19 was captured and reported through the appropriate University channels. |

## **Objective 2: Promote and embed Equality, Diversity and Inclusion within University decision making**

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| **Action** | **Progress Updates** |
| **Promote and embed Equality, Diversity and Inclusion within University decision making** | |
| * 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. * Develop a process for collection and annual reporting of diversity of committee/governance representation by protected characteristics. * Develop guidance on how to diversify committee representation, and why it is important, and how to ensure inclusive meeting design. * Review existing Equality Impact Assessment (EIA) form and guidance, include socio-economic considerations (as required by the duty in Wales), and fully embed into University business and communicate across the University. * Ensure inclusive language is used in all new and revised University policy * Monitor the implementation of the University’s REF Code of Practice to ensure fairness and inclusivity in the development of REF submissions * 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 * 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 | An additional module is included within the 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.  The University requires all its suppliers to take a proactive approach to identifying and eradicating any unfair employment or discriminatory practices in their own operations and those in their supply chains. This includes raising awareness of the any discrimination in any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation) and encouraging suppliers to sign up to the Welsh Government ‘Ethical Employment in Supply Chains’ Code of Practice  Arrangements are in place for the collection of equality data from the University’s Board of Governors. This data is reported annually to HESA. Work is underway ahead of the 2022/23 academic year to capture committee representation on an annual basis.  The composition of committees such as VCEG, Management Board and Academic Board is specified in the terms of reference by role. There have been improvements in gender balance across these committees, but further work is required.  During the 2020/21 academic year a new Equality Impact Assessment form and guidance document were produced to support staff. This is available on the internal staff EDI webpages. The EDI team have began rolling out training to highlight the importance of EIAs.  Nothing to report for period April 2021 - March 2022.  Nothing to report for period April 2021 - March 2022.  During the 2020-21 academic year the Equality, Diversity and Delivery Group was restructured to become the University’s Equality, Diversity and Inclusion (EDI) Committee. To support the Committee an order of business was developed to cover the during of the Strategic Equality Plan 2020-24.  The University has continued to work closely with the Students’ Union and Trade Union representatives around the introduction and revision of policies and procedures. This has also branched out to include Staff Network representatives. The introduction of a Policy Review Group has supported the development of this work. |

## **Objective 3: Promotion and development of a supportive and fair environment**

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| **Action** | **Progress Updates** |
| **Tackling of identity-based abuse, harassment, hate-crime and bullying** | |
| * 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 * 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 | In March 2021 the University appointed an EDI Project Coordinator. This role would be integral to enabling the University to implement the recommendations of the EHRC and UUK as well as meeting the core themes of activity outlined in Cardiff Met’s 2020-24 Strategic Equality Plan, i.e. to advance equality for its BAME staff and students, ultimately recognised by successful application for the Race Equality Charter.  In September 2021, the University’s Race Equality Working Group moved into Phase Two of the project, focusing on the implementation of Phase One recommendations. The EDI Project Co-ordinator led the initiation of this second phase of work, including the identification and management of the various workstreams and milestones, stakeholder engagement, and servicing of the Project Board and constituent sub-groups.  Between February and November 2021, the University participated in the Race Access and Success Collaborative Project. This was a HEFCW-funded Wales-wide enhancement programme to progress race equality within higher education. Through an innovative series of workshops, action planning sets and consultation, the University was supported to form an action plan to further race equality. Together as a sector, there was an opportunity to reflect upon and lead the development of best practice within Welsh higher education.  A report outlining Cardiff Metropolitan University's position against the Universities UK Recommendations following the publication of their report Tackling Racial Harassment in Higher Education in October 2020 was presented to the EDI Committee in December 2021 providing commentary against each of the recommendations as well as linking with our ongoing race equality work to provide an overarching picture of where we are in this work.  September 2021 saw the re-launch of our Student-led #NotAnExcuse campaign. This campaign officially launched on February 1st 2021, in line with Sexual Violence and Sexual Assault Awareness week. During this time, and going forward, we ask everyone to stand up and covey the same message, that there is #NotAnExcuse. The campaign headline ‘#NotAnExcuse’ was created by Cardiff Met students, as this was a consistent message during our student forums, which were run in partnership with New Pathways, which provides rape crisis and sexual abuse support services. We wanted the content to come directly from our population, to provide a connection between the campaign, the university and the SU. These forums were extremely informative into how society hasn’t actually come that far over the years, with old-fashion stereotypes such as ‘it only happens to women’ and ‘sexual misconduct is always physical’ still becoming apparent with present day students. A variety of promotional materials such as posters, videos and social media posts were produced. |
| **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 * Continue the implementation of the biennial staff health and wellbeing survey * Development of student-centred pan-Cardiff support and wellbeing programme * Development of training for staff on safeguarding vulnerable students | **Student Wellbeing**  Between November 2020 and March 2021, the university completed a self-assessment against the Universities UK StepChange framework, which supports a 'whole university' approach to staff and student mental health and wellbeing. The audit revealed areas of good practice in all sections, but not a consistent approach to this issue. As a result, an implementation plan and revised Wellbeing and Health Strategy were created with a view to ensuring that actions could be prioritised. The plan is expected to take 2-3 years to reach completion.  The StepChange “whole university” approach to improving student and staff mental health, and wellbeing continued to progress throughout 2021-22. Several priority areas were identified as a result of the audit and key stakeholders from across the university were engaged with to support this work. The following  interconnected workstreams have been set-up with each workstream having clear objectives, timeframes and reporting requirements to work towards -     * Student Voice * Data & Evaluation * Specialist Support * Training & Development   A governance structure has been established and a Project Manager employed to support progress and reporting requirements, including external reporting to HEFCW.  In addition several key student related policies have been reviewed and improved in 2021-22 (Mitigating Circumstances & Fitness to Study) making processes more accessible providing enhance levels of support to students.  A Retention Team was established in 2021 with the aim of engaging with students who are not attending university and not accessing Student Services support at that point in time. The second highest referral out of the Retention Team was to the Wellbeing Service for mental health support. This team engaged with over 350 students in 2021.  In October 2021, as part of the EDI Committee’s new order of business, Student Services presented a Student Services and Employability EDI report. The report broke down engagement with Student Services by different groups and allowed subsequent actions to be developed.  **Staff Wellbeing**  The People Services Team have continued to explore relevant training and resources to support staff. In 2021/22 an OD Partner (Wellbeing) was recruited and in May 2021 the Staff Employee Assistance Programme (EAP) was launched. The EAP and associate app will be embedded within corporate induction.  The Manage@Met essential management programme has continued to be rolled out and it 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 (launched March 2021). I-act for colleagues is available for all staff and there is a wellbeing page on Insite developed to gather resources and guidance. 184 managers have attended the Manager’s role in Supporting Wellbeing, while 65 have attended the i-act sessions.  During the 2021/22 period the University enhanced its wellbeing provision by switching Occupational Health provider.  In December 2021 the University held a Winter Wellbeing Week; a week dedicated to supporting and enhancing the wellbeing of staff throughout the winter months. This included awareness raising articles to support women's safety, the impact of winter on the elderly and neurodiversity. Staff were signposted to a variety of organisations who were available and accessible over the holiday period, this included our EAP and specialist organisations.  Following the October 2020 all staff pulse survey via Capita, the next survey will be implemented in the upcoming reporting period facilitated by People Insight.  Throughout 2021-22 members of the Cardiff Met Wellbeing Service and wider Student Services team has worked alongside colleagues from Cardiff University, USW, the Royal College of Music & Drama and the NHS to establish the Mental Health University Liaison Service (MHULS). Cardiff Met students have been able to access support from a team of NHS staff (CPNs – mental health nurses) whose specific remit is to support and treat students with complex, long-term mental health issues to manage their mental health issues, alongside their studies. Students have been able to meet with members of the MHULS teams on Llandaff and Cyncoed campuses.  Nothing to report for period April 2021 - March 2022 |
| **Community Cohesion** | |
| * Develop a vibrant and inclusive programme of opportunities to enhance integration between home and international staff and students. * 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 * Open up the week-long event in celebration of the cultural diversity of our staff and student body to include our community to enhance cultural awareness and acceptance and to aid mutual understanding * Support and build upon our University of Sanctuary status, which is accessible and welcoming to asylum seekers and refugees * Strengthen the volunteering opportunities within our community as part of our status as a University of Sanctuary. * Produce and implement a new University Safeguarding Policy | A training programme for staff to understand the issues faced by forced migrants in the UK was well attended by a cross-section of staff from across the university and received positive feedback and interest in further training.  Nothing to report for period April 2021 - March 2022  The annual Global Week event returned to campus, attracting our students, staff and communities to engage with the cultural diversity of the university.  Submitted an application for reaccreditation as a University of Sanctuary and made a commitment to embed sanctuary related activities across the university.  Launch of global Grants initiative, encouraged staff and students to lead projects with a sanctuary theme.  Commitment to welcome, fund and support 2 CARA fellows and pledge £400,000 towards supporting students and colleagues in Ukraine.  The University has a [Safeguarding: Protection of Children and Adults at Risk Policy](https://www.cardiffmet.ac.uk/about/policyhub/Documents/safeguarding-policy.docx). The scope of the Policy is limited to our institutional duties in relation child protection and adults at risk and aims to ensure that we are compliant with the [Wales Safeguarding Procedures](https://www.safeguarding.wales/en/).  To support the Safeguarding Policy, each School and Professional Service nominated a Local Safeguarding Officer and these people were trained in child protection.  Met Sport have developed their own safeguarding procedures and guidance, in consultation with the University Safeguarding Lead, to support all their activity with children on Open Campus. These are evolving and operating well and are cognisant of the University Safeguarding Policy,  A new policy and approach on the Admission of Under 18 Students was approved and provides clarity on the University’s position (i.e. that we do not act *in loco parentis* and that all under 18s now require a named UK-based guardian). |

## **Objective 4: Lead the way as an inclusive and diverse Higher Education Institution and employer**

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| **Action** | **Progress Updates** |
| **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)** | |
| * 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 * 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 * Extend our Pay Gap reporting to include Ethnicity and Disability in line with the gov.uk recommendations for reporting | The University has continued to publish our Gender Pay Gap reports in line with government recommendations and on the [UK Government Gender Pay Gap Portal](https://gender-pay-gap.service.gov.uk/Employer/Rn4duB79/2020).  A Pay Gap Action Planning Working Group has been established. This Working Group will analyse workforce data and identify appropriate action in relation to ethnicity, disability and gender and provide recommendations directly into the EDI Committee and then onto Academic Board. Membership consists of representatives from across the University such as People Services, Equality Team and Women’ Staff Network. |
| **Increase workforce diversity** | |
| * Analyse recruitment data and compare with local and national data to identify any under-representations of protected characteristic groups. * 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. * 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. * Continue to promote and advertise the University in Welsh and English versions equally. * Mandatory unconscious bias training for all staff involved in recruitment and section. | Developmental work in this area is ongoing and will be considered as part of a wider recruitment transformation project. We have however continued to review our recruitment data through our Athena SWAN and Race Equality Charter working groups. Data is compared at both a local and national level.  The University has commenced work to develop our staff recruitment brand and improve our recruitment adverts, literature and website. This includes a focus on our key messaging, specifically targeted at attracting a greater diverse pool of applicants.  All posts are advertised in Welsh and English.  HR Business Partners brief any new manager involved in recruitment and sign post the requirement to do the unconscious bias e-module. The recruitment short course (part of Manage @Met) has the unconscious bias e-module embedded into the session. |
| **Embedding equality through staff training and career development** | |
| * 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) * Continued focus on our successful Reader to Professorship training programme * Continue to implement and develop mentoring scheme to support less experienced colleagues with a specific focus on individuals from protected characteristics. | **EDI Induction Module**  During the period the Equality team has continued to develop and review the Equality, Diversity and Inclusion induction training which is available for all staff.  **Manage @Met Programme**  The University has developed a Manage @Met Programme, which is an essential suite of bite-sized sessions to enhance capability and consistency in our people management across Cardiff Met. The programme contains 12 essential modules and 2 optional modules. The courses are all bite-size sessions ranging from 1 to 3.5 hours in length. The programme involves a maximum of 23.5 hours (26.5 hours including optional modules) of learning to be completed over 1 year. All staff who line manage are require to complete the training. One of the sessions that must be completed is the ‘Valuing Equality and Diversity’ session. This one-and-a-half-hour session supports managers to create an inclusive environment for them and their team members. This session explores the underpinning legislative framework, our duties as a public body; spotting, preventing and addressing bullying and harassment; and the importance and benefits of Equality Impact Assessments.  **Unconscious Bias Training**  An in-house Unconscious Bias training module was launched in 2021-22. The course will introduce staff to the idea of unconscious or 'hidden' bias and how it can impact on the workplace. It will give staff the opportunity to think about situations where their own unconscious bias might affect their ability to make objective decisions or judgements. All staff involved in recruitment and selection are signposted to this training.  **Union Black Training**  This 6-hour course has been designed for staff and students to increase their understanding of Black British history, race, racism, and how one can transition from being non-racist to anti-racist. The course will aid senior leaders, academic staff, professional services staff and students to better navigate race related challenges in social, professional and academic spaces. The Union Black course is in line with the University’s aim to promote racial equity and also in line with the Welsh Government’s race equality action plan for an anti-racist Wales by 2030.  **Prevent Training**  This training was revised during 2021-22. The Counter-Terrorism and Security Bill 2015 require that a range of institutions, including Universities, have provisions and interventions incorporated into their working practices in order to protect students and staff from the threat of radical ideology which promotes violence and terrorism. This e-learning module helps staff to understand the basic requirements of the Act as they apply to Cardiff Metropolitan University.  **Welsh Language Learning**  All parts of the University has been offered Welsh language awareness training by the Welsh language Unit and this has been delivered to most parts of the University.  A range of supplementary activities are also provided free of charge to Welsh Learners, including weekly ‘coffee and chat’ sessions, regular seminars and social events, and a press reading group. All learners have the opportunity to undertake a ‘Cymraeg Gwaith’ Personal Project during the academic year, where they work on improving the use, visibility or understanding of the Welsh language in their own specific workplace.  All learners are encouraged to sit WJEC ‘Defnyddio’r Gymraeg’ qualifications at the relevant time and are supported with additional revision and exam preparation sessions. The university runs a ‘Learners of the Year’ awards scheme to encourage learners across a range of criteria such as attendance, improvement, special contribution, fluency and personal project.  The University further supports academic staff with the potential to develop their Welsh-medium teaching skills with 1-to-1 mentoring and language improvement support.’  Following a brief lull at the start of the pandemic, the Action Learning Sets restarted in July 2020 and have continued three times a year since then, primarily online, but increasingly in person as well. The lecture series from inspiring women re-commenced in December 2020, with a talk from the V-C, Professor Cara Aitchison, and since then the group have also heard from Profs Tracy Bhamra, Lady Rachel Cooper, Kerstin Mey and Hilary Lappin-Scott amongst others. Feedback from and attendance at the Action Learning Sets continues to be excellent, and the group is now nearly strong from a starting point of ~15 members. The Action Learning Sets have pushed our percentage of women in the Professoriate from well below the HESA benchmark to significantly above it and resulted in a career pipeline of Readers where women outnumber men by more than 2:1.  The University’s mentoring platform has been refreshed and the next steps will explore promotion/availability of mentors to specifically support staff with protected characteristics. This will also consider ongoing work relating to Athena SWAN and Race Equality Charters.  During the current reporting period, Research and Innovation Services launched a series of monthly lunchtime career talks entitled “How I Became…”. These talks involve a cross-section of our Professoriate sharing their career experiences, including how they identified their goals and some of the challenges they faced and tackled in order to successfully develop their careers to their current stage. |
| **Support the development of an inclusive environment for staff by engagement with relevant external charter marks** | |
| * Delivery Institutional Athena SWAN action plan with the view to apply for Silver as a University by November 2023 * Establish a programme to address race inequality with an objective to apply for the Race Equality Charter Mark * Continue our Disability Confident journey to become a validated Disability Confident Leader | The University has continued to implement its Athena SWAN Institutional Bronze action plan following its successful Bronze renewal in February 2020. The action plan was migrated into Microsoft Teams to allow for more streamlined management of actions. The University will be reapplying for accreditation in May 2024.  In November 2020 the Cardiff School of Education & Social Policy submitted their first Departmental award at Bronze level. This was awarded in May 2021.  In April 2021, Cardiff Metropolitan University became a member of the Race Equality Charter. Through our Race Equality Working Group, the University is committed to working toward an application in 2023. 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.  The University currently holds ‘Disability Confident Employer’ status following our own self-assessment. This award is held until September 2022. Cardiff Met aspires to be come a Disability Confident Leader and will work proactively to move towards this status. |