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If you have any questions relating to the content of the report, please contact the Equality Team at [equality@cardiffmet.ac.uk](mailto:equality@cardiffmet.ac.uk)

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# Foreword

The Equality, Diversity, and Inclusion Team, are pleased to present this year’s Annual Report, covering the period April 1st 2021 – March 31st 2022, providing the relevant monitoring data and outlining our ongoing work and commitment at Cardiff Met aimed at meeting our ambitions set out within our Strategic Equality Plan 2020-24.

Through the alignment of our overarching Corporate Strategy with the Strategic Equality Plan 2020-2024 we will aspire to improve Cardiff Met’s equality and diversity profile, signalling our long-term commitment to champion equality of opportunity and promote effective and inclusive practice in Higher Education.

As a cross-cutting strategic agenda our Strategic Equality Plan is relevant to every student, internal and external stakeholder and staff member of the University. We acknowledge that it is an evolving document and we will review it to ensure it remains fit for purpose.

# Introduction and Background

In 2010, The Equality Act replaced previous anti-discrimination law, consolidating it into a single act. The Act introduced new measures which have direct implications for Higher Education Institutions (HEIs).

The public sector equality duty came into force in Wales in April 2011, replacing the previous equality duties for race, disability and gender. This public sector equality duty is underpinned by specific duties. Welsh HEIs, and the Higher Education Funding Council for Wales (HEFCW), are covered by the equality duty.

Under the Specific Duties for Wales of the Equality Act 2010 the University is required to produce a Strategic Equality Plan outlining equality objectives and to publish an annual monitoring report by the 31st March each year.

The report must cover the period 1st April to 31st March of the previous year.

* The Annual Report must contain progress statements including:
* The steps taken to identify and collect relevant information
* How the University has used this information
* The reasons for not collecting any relevant information
* The progress the University has made to fulfil each of its equality objectives
* A statement about the effectiveness of arrangements for identifying and collecting relevant information and the steps taken to fulfil each of its objectives
* Employment information

The report provides an account of how Cardiff Metropolitan University has worked towards its aims and objectives as set out within our Strategic Equality Plan 2020-24**.**

# University Overview

Cardiff Metropolitan University is a global university rooted in Wales and with a focus on practice-focused and professionally oriented education. Our vision emboldens this commitment to education, research and innovation undertaken in partnership with our students, governments, business and industry and with tangible benefits for individuals, society and the economy.

We are committed to ensuring that every student has the opportunity to fulfil their full potential to make outstanding graduate-level contributions to their own and future generations through sustainable economic growth and social cohesion for our city, Wales and the wider world.

The University places a great emphasis and value on Equality, Diversity and Inclusion (EDI) and as such we are committed to promoting and implementing best practice in EDI in order to provide a positive working and learning environment for our #OneCardiffMet community.

We wish to ensure University’s policies and practices go beyond statutory duties using sector best practice to support fairness and inclusion. We are aware of the need to recognise people’s identities as multi-dimensional and are committed to providing an environment free from discrimination, harassment, and victimisation on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

At Cardiff Metropolitan University, we recognise the importance of the Welsh Language and are committed to ensuring that the Welsh and English languages are treated on a basis of equality when conducting our business in Wales. We aim to provide a culture where Welsh speaking staff, students and the public feel comfortable and confident in engaging with the University through the medium of Welsh.

As a cross-cutting strategic agenda, our Strategic Equality Plan 2020-24 is relevant to every member of our #OneCardiffMet community. We acknowledge that this plan is an evolving document and we will review it to ensure it remains fit for purpose and embodies the University’s aspirations and commitment to Equality, Diversity and Inclusion.

# Identifying, Collecting & Using Relevant Information

## The Steps Taken to Identify and Collect Relevant Information

**Monitoring**

Staff and student monitoring data is collected and analysed on an annual basis as part of the production of the University’s Equality and Diversity Annual Report. This information is collected from the University’s People Services and Student systems and analysed through our Business Intelligence Dashboards.

Equality, Diversity and Inclusion staff monitoring information is collected through the University’s online recruitment system which contains a separate EDI monitoring section. Upon application, applicants are asked for relevant monitoring information to ensure that the University meets our statutory responsibilities (the General Duties under the Equality Act 2010 and the Public Sector Equality Duty in Wales), to measure the effectiveness of our policy, ensure that all applicants continue to be treated equitably, and equally with regard to the statutory protected characteristics, and monitor the success rate of applicants with protected characteristics. It is made clear to applicants that if they do not wish to provide all or some of this information they do not need to. Furthermore, it is clearly stated to applicants that the collection of this information will not affect the selection process. If an applicant is successful the individual’s monitoring information is transferred into their personal HR records, within the People Services HR system.

In order to ensure that the information that the University is collecting is accurate, staff are encouraged to review and update their personal details if necessary, within the University iTrent HR System. Staff members can update a variety of contact information along with sensitive information including: religion, ethnicity, nationality and sexual orientation. This system can be accessed at any point throughout the year by staff via the ‘self-service’ option on the University’s internal staff portal. Information relating to marital status and self-certified disability can be updated through contact with People Services.

The current People Services HR system enables the production of regular reports on staff and applicant information by protected characteristics. We have continued to streamline this process through the use of our Business Intelligence data dashboards. These data dashboards can provide a valuable insight and help inform future EDI initiatives, while also identifying any potential improvements to our data capture and reporting processes.

The University collects annual student data reports on admissions to the University through the UCAS process and monitors the information provided by students in relation to age, sex, Welsh language fluency, gender identity, ethnicity, nationality, sexual orientation, disability and religion and belief.

The University has benchmarked the way that it assesses the Welsh language skills of its staff against other mechanisms used by the public sector in Wales. This framework has 5 levels of ability based on ‘can do’ statements that are in line with the common European framework for learning languages, the WJEC’s Welsh for Adults framework. All new members of staff are now required to supply this information to the University.

We will continue to foster a culture which celebrates equality, diversity and inclusion and will actively encourage the disclosure of equality-related information.

## How Cardiff Metropolitan University Has Used This Information

Equality, Diversity and Inclusion related staff and student monitoring data is used in several ways to help monitor and evaluate the progress of Cardiff Metropolitan University against objectives highlighted within our Strategic Equality Plan 2020-24.

Monitoring data is used to help inform and guide equality assessment, policy development, shape recruitment practice of staff and students, ensure fair representation of staff and students on committee bodies and help improve various University initiatives.

The current Equality and Diversity Annual Report 2021-22, which contains relevant information relating to staff and students, is presented to the University’s Equality, Diversity and Inclusion Committee and Board of Governors for review on an annual basis. Through this review process, further discussions can take place around areas of significant interest, which can help direct further strategic action.

The University has continuously used staff and student monitoring data to improve our services and through our ongoing engagement with external charter’s such as Advance HE’s Athena SWAN and Race Equality Charter Mark.

In 2021-22 the University continued our publication of our Gender Pay Gap and associated Action Plan signaling our commitment to pay transparency and gender equality. A variety of information was used in the production of the report which can be found on our [external webpages](https://www.cardiffmet.ac.uk/about/structureandgovernance/equalityanddiversity/Pages/Gender-Pay-Gap.aspx). In 2022-23 we are planning to publish our Gender, Ethnicity and Disability Pay Gap.

## The Reasons for Not Collecting Relevant Information

**Pregnancy and Maternity**

Information on pregnancy and maternity for students is currently not collected during enrolment. Through charter marks such as Athena SWAN, the University conducts further qualitative and quantitative research in order to evaluate members of staff experiences during the lead-up to their maternity leave, during leave and their return to work. This information will continue to help inform future University practices and processes.

**Marriage and Civil Partnership**

Information on marriage and civil partnership for students is currently not collected during enrolment.

## Statement on the Effectiveness of Arrangements for Identifying and Collecting Relevant Information and steps taken to fulfil each equality objective

Throughout the 2021-2022 period, the University has continued to review and enhance the relevant EDI information that is collected in order to fulfil our equality objectives. The continuous development and collaboration between People Services and the Secretariat has allowed the Equality team to improve the accessibility of data and ability to effectively analyse information relating to all protected characteristics, working in accordance with current data protection legislation.

Reports from the EHRC, Advance HE and the Welsh Government as well as initiatives such as the Athena SWAN, Race Equality Charter Mark and Disability Confident Scheme have continued to support our commitment to ensuring effective arrangements are in place to identify and collect relevant information and to support our EDI ambitions.

As part of our ongoing efforts to ensure timely, relevant, and accessible equality data which allows us to make ongoing progress, we will continue to review the information collected during 2021-22.

|  |
| --- |
| **The following data tables in this report capture staff (31st March 2022) and student (HESA 21/22) data by protected characteristic between the period 1 April 2021 - 31 March 2022.**  **Data includes information captured from all staff (including casuals and HPLs) employed in 3179 positions at Cardiff Metropolitan University.**  **Leavers’ data reported is for staff in fixed term/permanent positions (n=339)** |

# Statistics

## Age

|  |  |
| --- | --- |
| **Average Age**  Male (♂) = 39  Female (♀) = 36  Combined (♀♂) = 38 | |
| **Age Range** (n=3,179)  ♀ ♂ ♀♂  <20 20 (1%) 4 (<1%) 24 (1%)  20-29 422 (22%) 265 (21%) 687 (22%)  30-39 453 (24%) 324 (26%) 777 (24%)  40-49 455 (24%) 297 (23%) 752 (24%)  50-59 375 (20%) 227 (18%) 602 (19%)  60+ 185 (10%) 152 (12%) 337 (11%) | |
| **Recruitment**  ***All Applicants*** *(n=2952)*  Under 25 = 541 (18%)  25-34 = 1115 (38%)  35-44 = 769 (26%)  45-54 = 393 (13%)  55-64 = 119 (4%)  65+ = 15 (1%)  ***Interviewed Applicants*** *(n=583)*  Under 25 = 90 (15%)  25-34 = 197 (34%)  35-44 = 164 (28%)  45-54 = 98 (17%)  55-64 = 30 (5%)  65+ = 4 (1%) | ***Appointed Applicants*** *(n=473)*  Under 25 = 81 (17%)  25-34 = 157 (33%)  35-44 = 133 (28%)  45-54 = 79 (17%)  55-64 = 20 (4%)  65+ = 3 (1%)  ***Internal Appointments*** *(n=108)*  Under 25 = 11 (10%)  25-34 = 31 (29%)  35-44 = 33 (31%)  45-54 = 24 (22%)  55-64 = 9 (8%) |
| **Working Pattern**  Part time Full time  <20 24 (1%) -  20-29 573 (27%) 114 (10%)  30-39 462 (22%) 314 (29%)  40-49 436 (21%) 316 (29%)  50-59 325 (16%) 277 (25%)  60+ 268 (13%) 69 (6%) | **Contract Type**  Professional Academic  <20 24 (1%) -  20-29 548 (31%) 139 (10%)  30-39 384 (22%) 392 (27%)  40-49 334 (19%) 418 (29%)  50-59 281 (16%) 321 (22%)  60+ 175 (10%) 162 (11%) |
| **Leavers *(n=339)***  ♀ ♂ ♀♂  <20 - 1 (1%) 1 (<1%)  20-29 88 (47%) 57 (37%) 145 (43%)  30-39 35 (19%) 40 (26%) 75 (22%)  40-49 20 (11%) 15 (10%) 35 (10%)  50-59 24 (13%) 17 (11%) 41 (12%)  60+ 19 (10%) 23 (15%) 42 (12%) | |
| **Access to Training** *(n=1586)*  Under 21 = 36 (2%)  22-30 = 289 (18%)  31-40 = 411 (26%)  41-50 = 425 (27%)  51-60 = 325 (21%)  60+ = 100 (6%) | |
|  | |

## Disability

|  |  |
| --- | --- |
| **Disability by Sex** (n=3,179)  ♀ ♂ ♀♂  Disabled 138 (7%) 93 (7%) 231 (7%)  Not Disabled 1468 (77%) 992 (78%) 2460 (77%)  Not Known 304 (16%) 184 (15%) 488 (15%) | |
| **Disability by Age** (n=3,179)    Disabled Not Disabled Not Known  <20 = - 10 (<1%) 14 (3%)  20-29 = 58 (25%) 443 (18%) 185 (38%)  30-39 = 68 (29%) 618 (25%) 90 (18%)  40-49 = 41 (18%) 611 (25%) 100 (20%)  50-59 = 41 (18%) 499 (20%) 61 (13%)  60+ = 23 (10%) 275 (11%) 38 (8%) | |
| **Recruitment**  ***All Applicants*** *(n=2952)*  Disabled = 176 (6%)  Not Disabled = 2612 (88%)  Not Known = 164 (6%)  ***Interviewed Applicants*** *(n=581)*  Disabled = 36 (6%)  Not Disabled = 502 (86%)  Not Known = 45 (8%) | ***Appointed Applicants*** *(n=473)*  Disabled = 36 (8%)  Not Disabled = 167 (88%)  Not Known = 21 (4%)  ***Internal Appointments*** *(n=108)*  Disabled = 12 (11%)  Not Disabled = 89 (82%)  Not Known = 7 (6%) |
| **Working Pattern**  Part time Full time    Disabled 168 (8%) 63 (6%)  Not Disabled 1531 (73%) 928 (85%)  Not Known 389 (19%) 99 (9%) | **Contract Type**  Professional Academic  Disabled 129 (7%) 102 (7%)  Not Disabled 1355 (78%) 1104 (77%)  Not Known 262 (15%) 226 (16%) |
| **Leavers** *(n=339)*    ♀ ♂ ♀♂    Disabled 16 (9%) 11 (7%) 27 (8%)  Not Disabled 132 (71%) 113 (74%) 245 (72%)  Not Known 38 (20%) 29 (19%) 67 (20%) | |
| **Access to Training** *(n=1586)*  Disabled = 99 (6%)  Not Disabled = 1298 (82%)  Not Known = 189 (12%) | |
|  | |

## Race

|  |  |
| --- | --- |
| **Staff by Race\*** (n=3,179)  Asian or Asian British = 136 (4%)  Black or Black British = 71 (2%)  Mixed = 65 (2%)  Other Ethnic Groups = 85 (3%)  White = 2722 (86%)  Not Stated = 100 (3%) | |
| **Race by Sex** (n=3,179)  ♀ ♂ ♀♂  White 1664 (87%) 1058 (86%) 2722 (86%)  BAME 194 (10%) 163 (13%) 357 (11%)  Not stated 52 (3%) 48 (4%) 100 (3%) | |
| **Race by Age** (n=3,179)  White BAME Not stated  <20 20 (1%) 3 (1%) 1 (1%)  20-29 572 (21%) 91 (25%) 24 (24%)  30-39 653 (24%) 111 (31%) 13 (13%)  40-49 640 (24%) 91 (25%) 21 (21%)  50-59 539 (20%) 44 (12%) 19 (19%)  60+ 298 (11%) 17 (5%) 22 (22%) | |
| **Recruitment**  ***All Applicants*** *(n=2952)*  White = 1832 (67%)  BAME = 705 (31%)  Not known = 74 (2%)  ***Interviewed Applicants*** *(n=583)*  White = 419 (72%)  BAME = 151 (26%)  Not known = 13 (2%) | ***Appointed Applicants*** *(n=473)*  White = 370 (78%)  BAME = 97 (21%)  Not known = 6 (1%)  ***Internal Appointments*** *(n=108)*  White = 92 (85%)  BAME = 14 (13%)  Not known = 2 (2%) |
| **Working Pattern**  Part time Full time    White 1780 (85%) 941 (86%)  BAME 232 (11%) 125 (11%)  Not stated 76 (4%) 24 (2%) | **Contract Type**  Professional Academic  White 1515 (89%) 1206 (84%)  BAME 175 (9%) 182 (13%)  Not stated 356(2%) 44 (3%) |
| **Leavers** *(n=339)*    ♀ ♂ ♀♂  White 162 (87%) 123 (80%) 285 (84%)  BAME 20 (11%) 24 (16%) 44 (13%)  Not stated 4 (2%) 6 (4%) 10 (3%) | |
| **Access to Training** *(n=1586)*  White = 1363 (86%)  BAME = 189 (12%)  Prefer not to say = 20 (1%)  Not stated = 14 (1%) | |

*\*For our data to be relevant and useful, we adopt ‘BAME’ (Black, Asian and minority ethnic) as a commonly used term to ensure consistency with other public bodies and to benchmark against their data. However, we are aware of the limitations of this term and try wherever possible to put information in context, or disaggregate the data where relevant.*

## Sex

|  |  |
| --- | --- |
| **Staff by Sex** (n=3,179)  Male (♂) = 1269 (40%)  Female (♀) = 1910 (60%) | **Pay by Sex\***  ♂ ♀  Grade 1-5 425 (32%) 910 (68%)  Grade 6-8 717 (44%) 896 (56%)  Grade 9+ 120 (54%) 101 (46%) |
| **Recruitment**  ***All Applicants*** *(n=2952)*  Male = 1426 (48%)  Female = 1511 (51%)  Not Known = 15 (1%)  ***Interviewed Applicants*** *(n=583)*  Male = 261 (45%)  Female = 317 (54%)  Not Known = 5 (<1%) | ***Appointed Applicants*** *(n=473)*  Male = 197 (42%)  Female = 276 (58%)  ***Internal Appointments*** *(n=108)*  Male = 35 (32%)  Female = 73 (68%) |
| **Working Pattern**  Part time Full time    ♂ 770 (37%) 499 (46%)  ♀ 1318 (63%) 591 (54%) | |
| **Contract Type**  ♂ ♀  Professional 623 (36%) 1123 (64%)  Academic 646 (45%) 786 (55%)  Permanent 534 (42%) 740 (58%)  Fixed-term 97 (37%) 168 (63%)  HPL 363 (45%) 447 (55%)  Casual 274 (33%) 554 (67%)  IR35 1 (100%) - | |
| **Leavers** *(n=339)*  ♂= 153 (45%)  ♀ = 186 (55%) | **Access to Training** *(n=1586)*  ♂ = 647 (41%)  ♀ = 939 (59%) |
| \*Pay by sex broken down:  Grade 1-5 = £19,197 - £34,304  Grade 6-8 = £35,326 - £54,943  Grade 9+ = £56,587 or more | |

## Religion and Belief

|  |  |
| --- | --- |
| **Religion and Belief** (n=3,179)  Any Other religion or belief = 57 (2%)  Buddhist = 15 (<1%)  Christian = 1042 (33%)  Hindu = 42 (1%)  Jewish = 9 (<1%)  Muslim = 99 (3%)  No religion = 1460 (46%)  Not available = 4 (<1%)  Prefer Not to Say/Info Refused = 399 (13%)  Sikh = 5 (<1%)  Spiritual 47 (1%) | |
| **Recruitment**  ***All Applicants*** *(n=2952)*  Any Other religion or belief = 64 (2%)  Buddhist = 26 (1%)  Christian = 857 (29%)  Hindu = 163 (6%)  Jewish = 7 (<1%)  Muslim = 307 (10%)  No religion = 1297 (44%)  Not available = 14 (<1%)  Prefer Not to Say/Info Refused = 157 (5%)  Sikh = 6 (<1%)  Spiritual 54 (2%)  ***Interviewed Applicants*** *(n=583)*  Any Other religion or belief = 13 (2%)  Buddhist = 4 (1%)  Christian = 182 (31%)  Hindu = 23 (4%)  Jewish = 2 (<1%)  Muslim = 47 (8%)  No religion = 264 (45%)  Not available = 1 (<1%)  Prefer Not to Say/Info Refused = 36 (6%)  Sikh = 1 (<1%)  Spiritual = 10 (2%) | ***Appointed Applicants*** *(n=473)*  Any Other religion or belief = 15 (3%)  Buddhist = 5 (1%)  Christian = 120 (26%)  Hindu = 15 (3%)  Jewish = 4 (1%)  Muslim = 41 (9%)  No religion = 238 (50%)  Prefer Not to Say/Info Refused = 30 (6%)  Spiritual = 5 (1%)  ***Internal Appointments*** *(n=108)*  Any Other religion or belief = 5 (5%)  Buddhist = 1 (1%)  Christian = 22 (20%)  Hindu = 1 (1%)  Jewish = 2 (2%)  Muslim = 9 (8%)  No religion = 60 (56%)  Prefer Not to Say/Info Refused = 7 (6%)  Spiritual = 1 (1%) |
| **Leavers** *(n=339)*  Any Other religion or belief = 4 (1%)  Buddhist = 3 (1%)  Christian = 103 (30%)  Hindu = 5 (2%)  Muslim = 13 (4%)  No religion = 169 50%)  Prefer Not to Say/Info Refused = 34 (10%)  Spiritual = 8 (2%) | **Access to Training** *(n=1586)*  Any Other religion or belief = 25 (1%)  Buddhist = 5 (<1%)  Christian = 551 (35%)  Hindu = 26 (2%)  Jewish = 4 (<1%)  Muslim = 58 (4%)  No religion = 713 (45%)  Not Available = 1 (<1%)  Prefer Not to Say = 172 (11%)  Sikh = 4 (<1%)  Spiritual = 26 (2%)  No response = 1 (<1%) |

## Sexual Orientation

|  |  |
| --- | --- |
| **Sexual Orientation** (n=3,175\*)  Bisexual = 64 (2%)  Gay = 48 (2%)  Heterosexual = 2513 (79%)  Lesbian = 57 (2%)  Other = 28 (1%)  Prefer not to say = 465 (15%) | |
| **Recruitment**  ***All Applicants received*** *(n=2952)*  Bisexual = 130 (4%)  Gay = 68 (2%)  Heterosexual = 2454 (84%)  Lesbian = 35 (1%)  Other = 40 (1%)  Prefer not to say = 225 (8%)  ***Interviewed Applicants*** *(n=583)*  Bisexual = 28 (5%)  Gay = 17 (3%)  Heterosexual = 479 (82%)  Lesbian = 6 (2%)  Other = 2 (<1%)  Prefer not to say = 51 (8%) | ***Appointed Applicants*** *(n=473)*  Bisexual = 19 (4%)  Gay = 12 (3%)  Heterosexual = 392 (83%)  Lesbian = 8 (2%)  Other = 7 (1%)  Prefer not to say = 35 (7%)  ***Internal Appointments*** *(n=108)*  Bisexual = 2 (2%)  Gay = 1 (1%)  Heterosexual = 92 (85%)  Lesbian = 5 (5%)  Prefer not to say = 8 (7%) |
| **Leavers** *(n=339)*    Bisexual = 16 (5%)  Gay = 10 (3%)  Heterosexual = 273 (81%)  Lesbian = 3 (1%)  Prefer not to say = 37 (11%) | **Access to Training** *(n=1586)*  Bisexual = 34 (2%)  Gay = 29 (2%)  Heterosexual = 1290 (81%)  Lesbian = 25 (2%)  Other = 10 (1%)  Prefer not to say = 197 (12%) |

\*Missing 2 data entries

## Marriage & Civil Partnerships

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| --- | --- |
| **Marriage & Civil Partnerships** (n=3,175\*)  Married or in a Civil Partnership = 1232 (39%)  Not married or in a Civil Partnership = 1503 (47%)  Prefer not to say = 440 (14%) | |
| **Recruitment**  ***All Applicants*** *(n=2952)*  Married/Civil Partnership = 1106 (37%)  Not Married/Civil Partnership = 1695 (57%)  Prefer not to say = 147 (5%)  No response = 4 (<1%)  ***Interviewed not appointed*** *(n=583)*  Married/Civil Partnership = 222 (38%)  Not Married/Civil Partnership = 324 (56%)  Prefer not to say = 35 (6%)  No response = 2 (<1%) | ***Appointed*** *(n=473)*  Married/Civil Partnership = 185 (39%)  Not Married/Civil Partnership = 269 (57%)  Prefer not to say = 19 (4%)  ***Internal Appointments*** *(n=108)*  Married/Civil Partnership = 46 (43%)  Not Married/Civil Partnership = 57 (53%)  Prefer not to say = 5 (5%) |
| **Leavers** *(n=339)*    Married/Civil Partnership = 98 (29%)  Not Married/Civil Partnership = 208 (61%)  Prefer not to say = 33 (10%) | **Access to Training** *(n=1586)*  Married/Civil Partnership = 713 (45%)  Not Married/Civil Partnership = 676 (43%)  Prefer not to say = 195 (12%)  No response = 2 (<1%) |

\*Missing 2 data entries

## Pregnancy & Maternity

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| --- |
| **Maternity Leave**  53members of staff took maternity leave during the current report period (of which 23 started Maternity leave during the period). |
| **Paternity Leave**  14 members of staff took Paternity Leave during the current reporting period of which 13 started Paternity leave during the period). |
| **Parental Leave**  2 members of staff took Parental Leave during the current reporting period. |
| **Adoption Leave**  No members of staff took Adoption Leave during the current reporting period. |
| **Shared Parental Leave**  No members of staff took Shared Parental Leave during the current reporting period. |
| **Training**  37 members of staff on Maternity leave undertook training during the reporting period.  10 members of staff on Paternity leave undertook training during the reporting period. |

## Gender Reassignment

|  |  |
| --- | --- |
| The University is committed to providing a supportive and inclusive environment for our staff where they feel safe to disclose equality related information. | |
| **Gender Identity** (n=3,179)  Gender identity the same as sex registered at birth = 2175 (74%)  Gender identity different to sex registered at birth = 65 (2%)\*  Information refused = 345 (12%) | |
| **Recruitment**  ***All Applicants*** *(n=2952)*  Gender identity the same as sex registered at birth = 1738 (59%)  Gender identity different to sex registered at birth = 20 (<1%)  Prefer not to say = 18 (<1%)  No response = 1176 (40%)  ***Interviewed Applicants*** *(n=583)*  Gender identity the same as sex registered at birth = 315 (54%)  Gender identity different to sex registered at birth = 3 (<1%)  Prefer not to say = 3 (<1%)  No response = 262 (45%) | ***Appointed Applicants*** *(n=473)*  Gender identity the same as sex registered at birth = 199 (42%)  Gender identity different to sex registered at birth = 1 (<1%)  Prefer not to say = 2 (<1%)  No response = 271 (57%)  ***Internal Appointments*** *(n=108)*  Gender identity the same as sex registered at birth = 93 (86%)  No response = 15 (14%) |
| **Leavers** *(n=339)*  Gender identity the same as sex registered at birth = 180 (63%)  Gender identity different to sex registered at birth = 5 (2%)  Information Refused = 27 (10%)  No response = 72 (26%) | **Access to Training** *(n=1586)*  Gender identity the same as sex registered at birth = 1294 (45%)  Gender identity the not the same as sex registered at birth = 21 (1%)  Information Refused = 193 (12%)  No response = 78 (5%) |

\*Whilst the staff data collection for gender identity is consistent with the definitions and categories provided by the Higher Education Statistical Agency (HESA), we recognise that the count of staff who identify with a gender different from their sex registered at birth at 2% is higher than the sector average at 0.4% (Advance HE Statistical Report 2022), the England Wales census at 0.5%, and Cardiff local authority at 0.7% (last census figure, March 2021). Ahead of the publication of the 2023/24 annual report, we will endeavour to provide greater clarity to the voluntary question, and will continue to emphasise the importance of staff keeping their personal information accurate and up to date by promoting the employee self-service.

# Welsh Language

**Staff Linguistic Skills**

Since conducting our last survey, the University has continued to collect data on the language skills of new staff. The University's systems do not currently allow us to identify and therefore remove the data for staff who have left the University since 2018. The data therefore does not provide a complete account of the language skills of University staff.

The University is still developing a function within the staff record system, a self-service system, which will enable staff to update their Welsh language skills in accordance with the levels of the Common European Framework of Reference for Languages. This will also enable learners undertaking Welsh lessons as part of the Working Welsh programme to update their skill levels as they finish their courses. This will be in place by the next reporting period.

The tables below illustrate the language skills of new staff.

**Ability to speak Welsh**

|  |  |  |
| --- | --- | --- |
| **Answer** | **%** | **Total** |
| No ability | 69.17% | 184 |
| I can hold a basic conversation in Welsh | 15.04% | 40 |
| I can hold simple work-related conversations | 2.26% | 6 |
| I can converse in some work-related conversations | 1.13% | 3 |
| I can converse in most work-related conversations | 2.26% | 6 |
| I am fluent | 10.15% | 27 |
| **Total** | **100%** | **266** |

**Ability to understand Welsh**

|  |  |  |
| --- | --- | --- |
| **Answer** | **%** | **Total** |
| No ability | 59.02% | 157 |
| I can understand parts of a basic conversation | 21.05% | 56 |
| I can understand basic conversations about everyday topics | 5.64% | 15 |
| I can understand routine work-related conversations | 1.13% | 3 |
| I can understand most work-related conversations | 1.88% | 5 |
| I can understand all work-related conversations | 11.28% | 30 |
| **Total** | **100%** | **266** |

**Ability to write Welsh**

|  |  |  |
| --- | --- | --- |
| **Answer** | **%** | **Total** |
| No ability | 72.93% | 194 |
| I can write basic messages on everyday topics | 13.53% | 36 |
| I can write simple work-related correspondence | 0.38% | 1 |
| I can prepare routine work-related material with checking | 2.63% | 7 |
| I can prepare most written work in Welsh | 2.26% | 6 |
| I can prepare written material for all work-related matters | 8.27% | 22 |
| **Total** | **100%** | **266** |

**Ability to read Welsh**

|  |  |  |
| --- | --- | --- |
| **Answer** | **%** | **Total** |
| No ability | 59.02% | 157 |
| I can read some basic words and phrases with understanding | 19.92% | 53 |
| I can read simple material on everyday  topics with understanding | 6.02% | 16 |
| I can read some routine work-related material with support e.g. dictionary | 2.26% | 6 |
| I can read most work-related material | 1.88% | 5 |
| I can fully understand all work-related material | 10.90% | 29 |
| **Total** | **100%** | **266** |

**Language Training**

The University encourages staff to develop their Welsh language skills. Staff have the right to attend free Work Welsh classes during working hours, facilitated by the Welsh for Adults Tutors.

**Summary of the programme (staff having finished lessons at the end of the year):**

|  |  |
| --- | --- |
| **Level of study** | **Number of staff** |
| Entry Self-Study | 6 |
| Entry | 7 |
| Foundation | 14 |
| Intermediate | 10 |
| Advanced | 10 |
| **Total** | **47** |

# Grievances and Disciplinaries

We have aimed to be as detailed as possible in presenting the data, but as figures are low enough to potentially identify individuals, we have not published this information and have not separated out the data by grievances or disciplinary.

During the 2021/22 period there were seven formal grievances raised. There was 1 in relation to terms and conditions of employment, 4 against a protected characteristic (race, sex and disability), 1 in relation to incorrect procedures being followed, and 1 containing various elements.

People Services continue to monitor all cases and assess for any wider EDI issues.

# Student Data *(Cardiff Based - HESA Data 2021/22)*

|  |  |
| --- | --- |
| **Sex** (n=12,471)  ♀ = 6,539 (52%)  ♂ = 5,924 (48%)  Other = 8 (<1%)  ♀♂ = 12,471 | **Age Range**  Undergraduate Postgraduate  <17 17 (<1%) -  18-20 5034 (61%) 25 (<1%)  21-24 1849 (22%) 1560 (38%)  25-29 527 (6%) 1266 (31%)  30+ 912 (11%) 1281 (31%) |
| **Level of study\***  Undergraduate Postgraduate  ♀ 4490 (54%) 2081 (50%)    ♂ 3834 (46%) 2049 (50%)  Other 6 (<1%) 2 (<1%) | **Religion/Belief**  Any other religion or belief = 120 (1%)  Buddhist = 47 (<1%)  Christian = 3092 (25%)  Hindu = 650 (5%)  Information refused = 1066 (9%)  Jewish = 10 (<1%)  Muslim = 1235 (10%)  No religion = 5925 (48%)  Not known = 50 (<1%)  Sikh = 115 (1%)  Spiritual = 161 (1%) |
| **Race \*** (n=9,562)  White = 8112 (85%)  BAME = 1355 (14%)  Not known = 95 (1%)  **Disaggregated BAME Students**  Arab = 88 (1%)  Asian = 358 (4%)  Black = 314 (3%)  Chinese = 19 (<1%)  Mixed = 277 (3%)  Other = 299 (3%)  Info refused = 83 (1%)  Not Known = 12 (<1%) | **Sexual Orientation**  Bisexual = 580 (5%)  Gay man = 117 (1%)  Gay woman/lesbian = 118 (1%)  Heterosexual = 9445 (76%)  Information refused = 1211 (10%)  Not available = 536 (4%)  Other = 464 (4%) |
| **Disability**  Disability = 1814 (15%)  No Known Disability = 10657 (85%) |
| **Welsh Language**  Welsh Speaker = 1813 (15%)  Not Welsh Speaker = 10658 (85%) | **Gender Reassignment**  Gender identity the same as sex registered at birth = 11410 (95%)  Gender identity different to sex registered at birth = 85 (1%)  Not Known = 976 (8%) |

\*Domicile in the UK and Channel Islands

\*Undergraduate includes UGD and UGND, Postgraduate includes PGT and PGR

# Equality Impact Assessments

Cardiff Metropolitan University is committed to creating a fair and equitable working and learning environment and like all other public bodies, the University has a legal duty to assess all its proposed policies, practices and procedures for their impact on protected groups as defined in the Equality Act 2010.

An Equality Impact Assessment is the process by which an institution reviews its strategies, projects, and policies to make sure they do not discriminate or disadvantage people, while also improving or promoting equality.

Examples of where we might need an EIA include:

* Implementation of a new corporate system
* Revision of existing virtual learning environments
* The removal of a module due to programme streamlining
* Amalgamation of a course
* Development and refurbishment of physical spaces on campus
* Withdrawal of a key service such as the Met Rider
* Implementation of a new corporate, school or professional services strategy

Our newly developed EIA form and guidance document have continued to be used throughout the 2021-22 period to support staff in this process. These are available on the internal staff Equality, Diversity and Inclusion webpages.

# Supporting Documents

Appendix I provides further information to support the current Equality and Diversity Annual Report.

Appendix I – SEP Progress 2021-22