

THE AWARDS
2021
UNIVERSITY
OF THE YEAR
CardiffMet | MetCaerdydd



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

2020/21

EQUALITY & DIVERSITY
ANNUAL REPORT



This document has been approved for publication and is available on-line at:

<https://www.cardiffmet.ac.uk/about/structureandgovernance/equalityanddiversity/Pages/Annual-Reports-and-Policies.aspx>

A Welsh version of this document is available at:

<https://www.cardiffmet.ac.uk/about/structureandgovernance/equalityanddiversity/Pages/Annual-Reports-and-Policies.aspx>

This document can also be made available in alternative formats, e.g hard copy, Braille, large print etc.

If you have any questions relating to the content of the report, please contact Martin Smith, Equality and Diversity Officer at equality@cardiffmet.ac.uk

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Foreword

As the Chair of the Equality, Diversity, and Inclusion Committee, I am pleased to present this year's Annual Report, covering the period April 1st 2020 – March 31st 2021 outlining our ongoing work and commitment at Cardiff Met following the launch of our new 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.

The 2020/2021 academic year has continued to be challenging as the Covid pandemic continues, but staff within the University have risen to the challenge; one of our key behaviours is inclusivity and the inclusive approach of all staff in supporting our community through the pandemic was recognised in the award of the Times Higher Education University of the Year. We will continue to follow this approach as we support staff and students in returning to a more normal way of working and studying in the future.

Christine Fraser, University Secretary & Clerk to the Governors, Chair of the Equality, Diversity, and Inclusion Committee

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Introduction and Background



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 current Annual Report covers the first period of our new University Strategic Equality Plan 2020-24 providing an overview of 2020-21. 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.

CardiffMet

University Overview



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 staff and students.

We wish to work beyond the legislative requirements in the delivery of EDI policies, and aim for equality of opportunity to be embedded in everything we do. 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 across-cutting strategic agenda our Strategic Equality Plan 2020-24 is relevant to every student, internal and external stakeholder and staff member of the University. 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.

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Identifying, Collecting & Using Relevant Information



Identifying, Collecting & Using Relevant Information

1. 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 to monitor the ongoing progress of our Strategic Equality Plan 2020-24.

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.

2. 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 2020-21, 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 2020-21 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](#).

3. 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 practice and processes.

Marriage and Civil Partnership

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

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

Throughout the 2020-2021 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 Equalities 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 2020-21.

The following data tables in this report capture staff (31st March 2021) and student (HESA 20/21) data by protected characteristic between the period 1 April 2020 - 31 March 2021.

Data includes information captured from all staff (including casuals and HPLs) employed in 2948 positions at Cardiff Metropolitan University.

Leavers' data reported is for staff in fixed term/permanent positions (n=79)

CardiffMet
Statistics



Statistics

Age

Average Age

Male (♂) = 43
 Female (♀) = 37
 Combined (♀ ♂) = 38

Age Range (n=2,948)

| | ♀ | ♂ | ♀ ♂ |
|-------|-----------|-----------|-----------|
| <20 | 17 (1%) | 5 (<1%) | 22 (1%) |
| 20-29 | 379 (23%) | 272 (22%) | 651 (22%) |
| 30-39 | 405 (23%) | 297 (25%) | 702 (24%) |
| 40-49 | 406 (23%) | 273 (22%) | 679 (23%) |
| 50-59 | 358 (21%) | 220 (18%) | 578 (20%) |
| 60+ | 172 (10%) | 144 (12%) | 316 (11%) |

Recruitment

All Applicants (n=2611)

Under 25 = 287 (11%)
 25-34 = 936 (36%)
 35-44 = 754 (29%)
 45-54 = 444 (17%)
 55-64 = 176 (7%)
 65+ = 14 (1%)

Internal transfers to new post (n=144)

Under 25 = 18 (13%)
 25-34 = 49 (34%)
 35-44 = 44 (31%)
 45-54 = 27 (19%)
 55-64 = 6 (4%)

Interviewed Applicants (n=516)

Under 25 = 29 (6%)
 25-34 = 170 (33%)
 35-44 = 159 (31%)
 45-54 = 110 (21%)
 55-64 = 46 (9%)
 65+ = 2 (<1%)

Appointed Applicants (n=197)

Under 25 = 14 (7%)
 25-34 = 80 (41%)
 35-44 = 62 (31%)
 45-54 = 35 (18%)
 55-64 = 6 (3%)

| Working Pattern | | | Contract Type | | |
|-----------------|-----------|-----------|---------------|--------------|-----------|
| | Part time | Full time | | Professional | Academic |
| <20 | 22 (1%) | - | <20 | 22 (1%) | - |
| 20-29 | 554 (29%) | 95 (9%) | 20-29 | 530 (31%) | 119 (9%) |
| 30-39 | 404 (20%) | 298 (29%) | 30-39 | 371 (22%) | 331 (26%) |
| 40-49 | 375 (20%) | 304 (29%) | 40-49 | 316 (19%) | 363 (29%) |
| 50-59 | 307 (16%) | 271 (26%) | 50-59 | 279 (17%) | 299 (24%) |
| 60+ | 252 (13%) | 64 (6%) | 60+ | 270 (10%) | 146 (13%) |

| Leavers (n=79) | | | |
|----------------|----------|---------|----------|
| | ♀ | ♂ | ♀♂ |
| 20-29 | 17 (35%) | 4 (13%) | 21 (27%) |
| 30-39 | 11 (23%) | 7 (23%) | 18 (23%) |
| 40-49 | 9 (19%) | 8 (26%) | 17 (21%) |
| 50-59 | 6 (13%) | 6 (19%) | 12 (15%) |
| 60+ | 5 (10%) | 6 (19%) | 11 (14%) |

| Access to Training (n=816) | |
|----------------------------|-------------|
| Under 21 | = 26 (3%) |
| 22-30 | = 134 (17%) |
| 31-40 | = 240 (29%) |
| 41-50 | = 223 (27%) |
| 51-60 | = 160 (20%) |
| 60+ | = 33 (4%) |

Disability

| <p>Disability by Sex (n=2,947*)</p> <table border="1"> <thead> <tr> <th></th> <th>♀</th> <th>♂</th> <th>♀♂</th> </tr> </thead> <tbody> <tr> <td>Disabled</td> <td>113 (6%)</td> <td>90 (7%)</td> <td>203 (7%)</td> </tr> <tr> <td>Not Disabled</td> <td>1420 (82%)</td> <td>981 (81%)</td> <td>2401 (81%)</td> </tr> <tr> <td>Not Known</td> <td>203 (12%)</td> <td>140 (12%)</td> <td>343 (12%)</td> </tr> </tbody> </table> | | | | | ♀ | ♂ | ♀♂ | Disabled | 113 (6%) | 90 (7%) | 203 (7%) | Not Disabled | 1420 (82%) | 981 (81%) | 2401 (81%) | Not Known | 203 (12%) | 140 (12%) | 343 (12%) | | | | | | | | | | | | |
|---|--------------|---|------------|-----------|----------|--------------|-----------|--------------|------------|-----------|-----------|--------------|------------|---|------------|-----------|--------------|-----------|-----------|----------|----------|--------------|------------|------------|-----------|-----------|-----------|-------|---------|-----------|---------|
| | ♀ | ♂ | ♀♂ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disabled | 113 (6%) | 90 (7%) | 203 (7%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Disabled | 1420 (82%) | 981 (81%) | 2401 (81%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Known | 203 (12%) | 140 (12%) | 343 (12%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Disability by Age (n=2,947)</p> <table border="1"> <thead> <tr> <th></th> <th>Disabled</th> <th>Not Disabled</th> <th>Not Known</th> </tr> </thead> <tbody> <tr> <td><20 =</td> <td>3 (1%)</td> <td>7 (<1%)</td> <td>12 (4%)</td> </tr> <tr> <td>20-29 =</td> <td>47 (23%)</td> <td>481 (20%)</td> <td>123 (36%)</td> </tr> <tr> <td>30-39 =</td> <td>54 (27%)</td> <td>581 (24%)</td> <td>63 (19%)</td> </tr> <tr> <td>40-49 =</td> <td>43 (21%)</td> <td>565 (24%)</td> <td>70 (21%)</td> </tr> <tr> <td>50-59 =</td> <td>36 (18%)</td> <td>498 (21%)</td> <td>43 (13%)</td> </tr> <tr> <td>60+ =</td> <td>19 (9%)</td> <td>267 (11%)</td> <td>29 (9%)</td> </tr> </tbody> </table> | | | | | Disabled | Not Disabled | Not Known | <20 = | 3 (1%) | 7 (<1%) | 12 (4%) | 20-29 = | 47 (23%) | 481 (20%) | 123 (36%) | 30-39 = | 54 (27%) | 581 (24%) | 63 (19%) | 40-49 = | 43 (21%) | 565 (24%) | 70 (21%) | 50-59 = | 36 (18%) | 498 (21%) | 43 (13%) | 60+ = | 19 (9%) | 267 (11%) | 29 (9%) |
| | Disabled | Not Disabled | Not Known | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <20 = | 3 (1%) | 7 (<1%) | 12 (4%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20-29 = | 47 (23%) | 481 (20%) | 123 (36%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 30-39 = | 54 (27%) | 581 (24%) | 63 (19%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40-49 = | 43 (21%) | 565 (24%) | 70 (21%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50-59 = | 36 (18%) | 498 (21%) | 43 (13%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60+ = | 19 (9%) | 267 (11%) | 29 (9%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Recruitment</p> <p><i>All Applicants (n=2611)</i></p> <p>Disabled = 158 (6%) Not Disabled = 2286 (8%) Not Known = 167 (6%)</p> <p><i>Internal transfers to new post (n=144)</i></p> <p>Disabled = 13 (9%) Not Disabled = 131 (91%)</p> | | <p><i>Interviewed Applicants (n=516)</i></p> <p>Disabled = 41 (8%) Not Disabled = 432 (84%) Not Known = 43 (8%)</p> <p><i>Appointed Applicants (n=197)</i></p> <p>Disabled = 14 (7%) Not Disabled = 167 (85%) Not Known = 16 (8%)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Working Pattern</p> <table border="1"> <thead> <tr> <th></th> <th>Part time</th> <th>Full time</th> </tr> </thead> <tbody> <tr> <td>Disabled</td> <td>147 (8%)</td> <td>55 (5%)</td> </tr> <tr> <td>Not Disabled</td> <td>1495 (78%)</td> <td>902 (88%)</td> </tr> <tr> <td>Not Known</td> <td>267 (14%)</td> <td>73 (7%)</td> </tr> </tbody> </table> | | | Part time | Full time | Disabled | 147 (8%) | 55 (5%) | Not Disabled | 1495 (78%) | 902 (88%) | Not Known | 267 (14%) | 73 (7%) | <p>Contract Type</p> <table border="1"> <thead> <tr> <th></th> <th>Professional</th> <th>Academic</th> </tr> </thead> <tbody> <tr> <td>Disabled</td> <td>121 (6%)</td> <td>81 (6%)</td> </tr> <tr> <td>Not Disabled</td> <td>1386 (82%)</td> <td>1011 (81%)</td> </tr> <tr> <td>Not Known</td> <td>180 (11%)</td> <td>160 (13%)</td> </tr> </tbody> </table> | | | Professional | Academic | Disabled | 121 (6%) | 81 (6%) | Not Disabled | 1386 (82%) | 1011 (81%) | Not Known | 180 (11%) | 160 (13%) | | | | |
| | Part time | Full time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disabled | 147 (8%) | 55 (5%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Disabled | 1495 (78%) | 902 (88%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Known | 267 (14%) | 73 (7%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Professional | Academic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disabled | 121 (6%) | 81 (6%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Disabled | 1386 (82%) | 1011 (81%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Not Known | 180 (11%) | 160 (13%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Leavers (n=79) | | | |
|-----------------------|----------|----------|----------|
| | ♀ | ♂ | ♀ ♂ |
| Disabled | 1 (2%) | 1 (3%) | 2 (3%) |
| Not Disabled | 46 (96%) | 41 (84%) | 72 (91%) |
| Not Known | 1 (2%) | 4 (13%) | 5 (6%) |

| Access to Training (n=816) | | | |
|-----------------------------------|--|--|--|
| Disabled = 51 (6%) | | | |
| Not Disabled = 661 (81%) | | | |
| Not Known = 78 (10%) | | | |
| Prefer not to say = 26 (3%) | | | |

*Missing 1 staff member

Race

| Race by Sex (n=2,948) | | | |
|------------------------------|------------|------------|------------|
| | ♀ | ♂ | ♀ ♂ |
| White | 1547 (89%) | 1036 (86%) | 2583 (88%) |
| BAME | 154 (9%) | 133 (11%) | 287 (10%) |
| Not stated | 33 (2%) | 42 (3%) | 75 (2%) |

| Race by Age (n=2,948) | | | |
|------------------------------|-----------|----------|------------|
| | White | BAME | Not stated |
| <20 | 19 (1%) | 2 (1%) | 1 (1%) |
| 20-29 | 573 (22%) | 72 (25%) | 6 (8%) |
| 30-39 | 601 (23%) | 88 (31%) | 9 (12%) |
| 40-49 | 583 (23%) | 75 (26%) | 20 (27%) |
| 50-59 | 525 (20%) | 35 (12%) | 17 (23%) |
| 60+ | 279 (11%) | 15 (5%) | 21 (28%) |

| <p>Recruitment</p> <p>All Applicants (n=2611)</p> <p>White = 1832 (70%) BAME = 705 (27%) Not known = 74 (3%)</p> <p>Internal transfers to new post (n=144)</p> <p>White = 121 (84%) BAME = 21 (15%) Not known = 2 (1%)</p> | <p>Interviewed Applicants (n=516)</p> <p>White = 395 (77%) BAME = 111 (22%) Not known = 10 (1%)</p> <p>Appointed Applicants (n=197)</p> <p>White = 162 (82%) BAME = 29 (15%) Not known = 6 (3%)</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------------|-----------|-------|------------|-----------|----------|-----------|-----------|------------|---------|---------|---|------------|--------------|----------|--------|------------|------------|------|----------|-----------|------------|---------|---------|
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| | Part time | Full time | | | | | | | | | | | | | | | | | | | | | | | |
| White | 1672 (88%) | 906 (88%) | | | | | | | | | | | | | | | | | | | | | | | |
| BAME | 185 (10%) | 102 (10%) | | | | | | | | | | | | | | | | | | | | | | | |
| Not stated | 52 (2%) | 22 (2%) | | | | | | | | | | | | | | | | | | | | | | | |
| | Professional | Academic | | | | | | | | | | | | | | | | | | | | | | | |
| White | 1507 (89%) | 1071 (86%) | | | | | | | | | | | | | | | | | | | | | | | |
| BAME | 145 (9%) | 142 (11%) | | | | | | | | | | | | | | | | | | | | | | | |
| Not stated | 35 (2%) | 39 (3%) | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Leavers (n=79)</p> <table border="1"> <thead> <tr> <th></th> <th>♀</th> <th>♂</th> <th>♀ ♂</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>43 (90%)</td> <td>26 (84%)</td> <td>69 (87%)</td> </tr> <tr> <td>BAME</td> <td>5 (10%)</td> <td>3 (10%)</td> <td>8 (10%)</td> </tr> <tr> <td>Not stated</td> <td>-</td> <td>2 (6%)</td> <td>2 (3%)</td> </tr> </tbody> </table> | | | ♀ | ♂ | ♀ ♂ | White | 43 (90%) | 26 (84%) | 69 (87%) | BAME | 5 (10%) | 3 (10%) | 8 (10%) | Not stated | - | 2 (6%) | 2 (3%) | | | | | | | | |
| | ♀ | ♂ | ♀ ♂ | | | | | | | | | | | | | | | | | | | | | | |
| White | 43 (90%) | 26 (84%) | 69 (87%) | | | | | | | | | | | | | | | | | | | | | | |
| BAME | 5 (10%) | 3 (10%) | 8 (10%) | | | | | | | | | | | | | | | | | | | | | | |
| Not stated | - | 2 (6%) | 2 (3%) | | | | | | | | | | | | | | | | | | | | | | |
| <p>Access to Training (n=816)</p> <p>White = 712 (87%) BAME = 90 (11%) Prefer not to say = 10 (1%) Information refused = 4 (1%)</p> | | | | | | | | | | | | | | | | | | | | | | | | | |

Sex

| <p>Staff by Sex (n=2,941)</p> <p>Male (♂) = 1209 (41%) Female (♀) = 1732 (59%)</p> | <p>Pay by Sex*</p> <table border="1"> <thead> <tr> <th></th> <th>♂</th> <th>♀</th> </tr> </thead> <tbody> <tr> <td>Grade 1-5</td> <td>450 (35%)</td> <td>827 (65%)</td> </tr> <tr> <td>Grade 6-8</td> <td>633 (44%)</td> <td>813 (56%)</td> </tr> <tr> <td>Grade 9+</td> <td>119 (58%)</td> <td>86 (42%)</td> </tr> </tbody> </table> | | ♂ | ♀ | Grade 1-5 | 450 (35%) | 827 (65%) | Grade 6-8 | 633 (44%) | 813 (56%) | Grade 9+ | 119 (58%) | 86 (42%) | | | | | | | | | |
|---|--|------------|-----------|-----------|--------------|-----------|------------|-----------|------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----|-----------|-----------|--------|-----------|-----------|
| | ♂ | ♀ | | | | | | | | | | | | | | | | | | | | |
| Grade 1-5 | 450 (35%) | 827 (65%) | | | | | | | | | | | | | | | | | | | | |
| Grade 6-8 | 633 (44%) | 813 (56%) | | | | | | | | | | | | | | | | | | | | |
| Grade 9+ | 119 (58%) | 86 (42%) | | | | | | | | | | | | | | | | | | | | |
| <p>Recruitment</p> <p>All Applicants (n=2611)</p> <p>Male = 1252 (48%) Female = 1332 (51%) Not Known = 27 (<1%)</p> <p>Internal transfers to new post (n=144)</p> <p>Male = 63 (44%) Female = 81 (56%)</p> | <p>Interviewed Applicants (n=516)</p> <p>Male = 240 (47%) Female = 271 (53%) Not Known = 5 (<1%)</p> <p>Appointed Applicants (n=197)</p> <p>Male = 79 (40%) Female = 116 (59%) Not Known = 2 (1%)</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Working Pattern</p> <table border="1"> <thead> <tr> <th></th> <th>Part time</th> <th>Full time</th> </tr> </thead> <tbody> <tr> <td>♂</td> <td>720 (41%)</td> <td>489 (47%)</td> </tr> <tr> <td>♀</td> <td>1192 (69%)</td> <td>541 (53%)</td> </tr> </tbody> </table> | | | Part time | Full time | ♂ | 720 (41%) | 489 (47%) | ♀ | 1192 (69%) | 541 (53%) | | | | | | | | | | | | |
| | Part time | Full time | | | | | | | | | | | | | | | | | | | | |
| ♂ | 720 (41%) | 489 (47%) | | | | | | | | | | | | | | | | | | | | |
| ♀ | 1192 (69%) | 541 (53%) | | | | | | | | | | | | | | | | | | | | |
| <p>Contract Type</p> <table border="1"> <thead> <tr> <th></th> <th>♂</th> <th>♀</th> </tr> </thead> <tbody> <tr> <td>Professional</td> <td>641 (38%)</td> <td>1046 (62%)</td> </tr> <tr> <td>Academic</td> <td>568 (45%)</td> <td>684 (55%)</td> </tr> <tr> <td>Permanent</td> <td>512 (42%)</td> <td>697 (58%)</td> </tr> <tr> <td>Fixed-term</td> <td>107 (44%)</td> <td>136 (56%)</td> </tr> <tr> <td>HPL</td> <td>302 (44%)</td> <td>381 (56%)</td> </tr> <tr> <td>Casual</td> <td>271 (36%)</td> <td>495 (66%)</td> </tr> </tbody> </table> | | | ♂ | ♀ | Professional | 641 (38%) | 1046 (62%) | Academic | 568 (45%) | 684 (55%) | Permanent | 512 (42%) | 697 (58%) | Fixed-term | 107 (44%) | 136 (56%) | HPL | 302 (44%) | 381 (56%) | Casual | 271 (36%) | 495 (66%) |
| | ♂ | ♀ | | | | | | | | | | | | | | | | | | | | |
| Professional | 641 (38%) | 1046 (62%) | | | | | | | | | | | | | | | | | | | | |
| Academic | 568 (45%) | 684 (55%) | | | | | | | | | | | | | | | | | | | | |
| Permanent | 512 (42%) | 697 (58%) | | | | | | | | | | | | | | | | | | | | |
| Fixed-term | 107 (44%) | 136 (56%) | | | | | | | | | | | | | | | | | | | | |
| HPL | 302 (44%) | 381 (56%) | | | | | | | | | | | | | | | | | | | | |
| Casual | 271 (36%) | 495 (66%) | | | | | | | | | | | | | | | | | | | | |
| <p>Leavers (n=79)</p> <p>♂ = 31 (39%)</p> | <p>Access to Training (n=816)</p> <p>♂ = 321 (39%)</p> | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|---------------|
| ♀ = 48 (61%) | ♀ = 495 (61%) |
| <p>*Pay by sex broken down:</p> <p>Grade 1-5 = £16,736 - £33,797</p> <p>Grade 6-8 = £34,804 – £54,131</p> <p>Grade 9+ = £55,751 or more</p> | |

Religion and Belief

| | |
|---|--|
| <p>Religion and Belief (n=2,941)</p> <p>Any other religion = 43 (1%)</p> <p>Buddhist = 14 (<1%)</p> <p>Christian = 981 (33%)</p> <p>Hindu = 25 (<1%)</p> <p>Muslim = 74 (3%)</p> <p>Spiritual = 48 (2%)</p> <p>No religion = 1356 (46%)</p> <p>Prefer not to say = 389 (13%)</p> | |
| <p>Recruitment</p> <p>All Applicants (n=2611)</p> <p>Any Other religion or belief = 66 (3%)</p> <p>Buddhist = 29 (1%)</p> <p>Christian = 753 (29%)</p> <p>Hindu = 93 (4%)</p> <p>Jewish = 7 (<1%)</p> <p>Muslim = 254 (10%)</p> <p>No religion = 1147 (44%)</p> <p>Prefer Not to Say/Info Refused = 177 (7%)</p> <p>Sikh = 9 (<1%)</p> <p>Spiritual 76 (3%)</p> | <p>Interviewed Applicants (n=516)</p> <p>Any Other religion or belief = 16 (3%)</p> <p>Buddhist = 8 (2%)</p> <p>Christian = 143 (28%)</p> <p>Hindu = 14 (3%)</p> <p>Jewish = 2 (<1%)</p> <p>Muslim = 35 (7%)</p> <p>No religion = 240 (47%)</p> <p>Prefer Not to Say/Info Refused = 42 (8%)</p> <p>Sikh = 2 (<1%)</p> <p>Spiritual = 14 (3%)</p> |

| | |
|---|---|
| <p>Internal transfers to new post (n=144)</p> <p>Any Other religion or belief = 2 (1%) Buddhist = 1 (1%) Christian = 41 (28%) Hindu = 1 (1%) Muslim = 8 (6%) No religion = 75 (52%) Prefer Not to Say/Info Refused = 12 (8%) Spiritual 4 (3%)</p> | <p>Appointed Applicants (n=197)</p> <p>Any Other religion or belief = 7 (4%) Christian = 56 (28%) Hindu = 1 (1%) Jewish = 1 (1%) Muslim = 11 (6%) No religion = 106 (54%) Prefer Not to Say/Info Refused = 7 (4%) Sikh = 1 (1%) Spiritual = 7 (4%)</p> |
| <p>Leavers (n=79)</p> <p>Christian = 18 (23%) Spiritual = 3 (4%) Other religion/belief = 2 (2%) No religion = 42 (53%) Prefer not to say = 14 (18%)</p> | <p>Access to Training (n=816)</p> <p>Any other religion = 7 (1%) Christian = 305 (38%) Buddhist = 3 (<1%) Hindu = 7 (1%) Muslim = 26 (3%) Jewish = 2 (<1%) No religion = 365 (45%) Prefer not to say = 84 (10%) Sikh = 1 (<1%) Spiritual = 16 (2%)</p> |

Sexual Orientation

| | |
|---|---|
| <p>Sexual Orientation (n=2,941)</p> <p>Bisexual = 51 (2%) Gay = 40 (1%) Heterosexual = 2334 (79%) Lesbian = 48 (2%) Other = 18 (<1%) Prefer not to say = 450 (15%)</p> | |
| <p>Recruitment</p> <p>All Applicants received (n=2611)</p> <p>Bisexual = 105 (4%) Gay = 75 (3%)</p> | <p>Interviewed Applicants (n=516)</p> <p>Bisexual = 17 (3%) Gay = 16 (3%)</p> |

| | |
|---|--|
| <p>Heterosexual = 2141 (82%) Lesbian = 34 (1%) Other = 27 (1%) Prefer not to say = 229 (9%)</p> <p>Internal transfers to new post (n=144)</p> <p>Bisexual = 7 (5%) Gay = 3 (2%) Heterosexual = 123 (85%) Prefer not to say = 11 (8%)</p> | <p>Heterosexual = 425 (82%) Lesbian = 6 (1%) Other = 1 (<1%) Prefer not to say = 51 (10%)</p> <p>Appointed Applicants (n=197)</p> <p>Bisexual = 8 (4%) Gay = 4 (2%) Heterosexual = 168 (85%) Lesbian = 2 (1%) Prefer not to say = 15 (8%)</p> |
| <p>Leavers (n=79)</p> <p>Bisexual = 1 (1%) Gay = 1 (1%) Heterosexual = 62 (79%) Lesbian = 1 (1%) Prefer not to say = 14 (18%)</p> | <p>Access to Training (n=816)</p> <p>Bisexual = 12 (2%) Gay = 12 (1%) Heterosexual = 668 (82%) Lesbian = 13 (2%) Other = 3 (<1%) Prefer not to say = 108 (13%)</p> |

Marriage & Civil Partnerships

| | |
|---|--|
| <p>Marriage & Civil Partnerships (n=2,941)</p> <p>Married or in a Civil Partnership = 1109 (38%) Not married or in a Civil Partnership = 1401 (47%) Prefer not to say = 431 (15%)</p> | |
| <p>Recruitment</p> <p>All Applicants (n=2611)</p> <p>Married/Civil Partnership = 1042 (40%) Not Married/Civil Partnership = 1411 (54%) Prefer not to say = 158 (6%)</p> <p>Internal transfers to new post (n=144)</p> <p>Married/Civil Partnership = 62 (44%) Not Married/Civil Partnership = 71 (49%) Prefer not to say = 11 (8%)</p> | <p>Interviewed not appointed (n=516)</p> <p>Married/Civil Partnership = 216 (42%) Not Married/Civil Partnership = 261 (51%) Prefer not to say = 39 (8%)</p> <p>Appointed (n=197)</p> <p>Married/Civil Partnership = 71 (36%) Not Married/Civil Partnership = 113 (57%) Prefer not to say = 13 (7%)</p> |

| | |
|--|--|
| <p>Leavers (n=79)</p> <p>Married/Civil Partnership = 27 (34%) Not Married/Civil Partnership = 39 (49%) Prefer not to say = 13 (17%)</p> | <p>Access to Training (n=816)</p> <p>Married/Civil Partnership = 334 (41%) Not Married/Civil Partnership = 383 (47%) Prefer not to say = 99 (12%)</p> |
|--|--|

Pregnancy & Maternity

| |
|--|
| <p>Maternity Leave 57 members of staff took maternity leave during the current report period (of which 35 started Maternity leave during the period).</p> |
| <p>Paternity Leave 10 members of staff took Paternity Leave during the current reporting period of which 9 started Paternity leave during the period).</p> |
| <p>Parental Leave 1 member of staff took Parental Leave during the current reporting period.</p> |
| <p>Adoption Leave No members of staff took Adoption Leave during the current reporting period.</p> |
| <p>Shared Parental Leave No members of staff took Shared Parental Leave during the current reporting period.</p> |
| <p>Training</p> <p>During the reporting period, members of staff on leave attended 62 learning activities in total.</p> |

Gender Reassignment

| | |
|---|---|
| <p>The University is committed to providing a supportive and inclusive environment for our staff where they feel safe to disclose equality related information.</p> | |
| <p>Gender Identity (n=2,941)</p> <p>Gender identity the same as sex registered at birth = 1699 (83%) Gender identity different to sex registered at birth = 53 (2%) Information refused = 315 (15%)</p> | |
| <p>Recruitment</p> <p>All Applicants (n=2611) Gender identity the same as sex registered at birth = 318 (12%) Gender identity different to sex registered at birth = 6 (<1%) Information refused = 29 (1%) No response = 2258 (86%)</p> <p>Internal transfers to new post (n=144) Gender identity the same as sex registered at birth = 131 (91%) Gender identity different to sex registered at birth = 5 (3%) Prefer not to say = 8 (6%)</p> | <p>Interviewed Applicants (n=516) Gender identity the same as sex registered at birth = 100 (19%) Gender identity different to sex registered at birth = 1 (<1%) Information refused = 8 (2%) No response = 407 (79%)</p> <p>Appointed Applicants (n=197) Gender identity the same as sex registered at birth = 87 (44%) Information refused = 14 (7%) No response = 96 (49%)</p> |
| <p>Leavers (n=79)</p> <p>Gender identity the same as sex registered at birth = 64 (81%) Information Refused = 15 (19%)</p> | <p>Access to Training (n=816)</p> <p>Gender identity the same as sex registered at birth = 365 (45%) Information Refused = 451 (55%)</p> |

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Welsh Language



Welsh Language

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 currently developing a function within the staff record system, a self-service system, which will enable staff to update their Welsh language skills. 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.

Ability to speak Welsh

| Answer | % | Total |
|---|-------------|------------|
| No ability | 71.74% | 264 |
| I can hold a basic conversation in Welsh | 14.95% | 55 |
| I can hold simple work-related conversations | 2.99% | 11 |
| I can converse in some work-related conversations | 1.36% | 5 |
| I can converse in most work-related conversations | 1.36% | 5 |
| I am fluent | 7.61% | 28 |
| Total | 100% | 368 |

Ability to understand Welsh

| Answer | % | Total |
|--|--------|-------|
| No ability | 58.70% | 216 |
| I can understand parts of a basic conversation | 24.18% | 89 |
| I can understand basic conversations about everyday topics | 6.52% | 24 |
| I can understand routine work-related conversations | 1.09% | 4 |
| I can understand most work-related conversations | 1.09% | 4 |

| | | |
|---|-------------|------------|
| I can understand all work-related conversations | 8.42% | 31 |
| Total | 100% | 368 |

Ability to write Welsh

| Answer | % | Total |
|---|-------------|------------|
| No ability | 61.14% | 225 |
| I can write basic messages on everyday topics | 22.83% | 84 |
| I can write simple work-related correspondence | 4.35% | 16 |
| I can prepare routine work-related material with checking | 2.45% | 9 |
| I can prepare most written work in Welsh | 2.17% | 8 |
| I can prepare written material for all work-related matters | 7.07% | 26 |
| Total | 100% | 368 |

Ability to read Welsh

| Answer | % | Total |
|--|-------------|------------|
| No ability | 75.27% | 277 |
| I can read some basic words and phrases with understanding | 11.96% | 44 |
| I can read simple material on everyday topics with understanding | 3.53% | 13 |
| I can read some routine work-related material with support e.g. dictionary | 1.63% | 6 |
| I can read most work-related material | 1.90% | 7 |
| I can fully understand all work-related material | 5.71% | 21 |
| Total | 100% | 368 |

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Grievances and Disciplinarys



Grievances and Disciplinary

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.

Between 1st April 2020 and 31st March 2021 we have a combined total number of 5 disciplinary and grievance cases.

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Student Data (Cardiff Based – HESA Data 2020/21)



Student Data (Cardiff Based - HESA Data 2020/21)

| <p>Sex (n=11,319)</p> <p>♀ = 6,116 (54%)</p> <p>♂ = 5,199 (46%)</p> <p>Other = 4 (<1%)</p> <p>♀♂ = 11,319</p> | <p>Age Range</p> <table border="1"> <thead> <tr> <th></th> <th>Undergraduate</th> <th>Postgraduate</th> </tr> </thead> <tbody> <tr> <td><17</td> <td>7 (<1%)</td> <td>-</td> </tr> <tr> <td>18-20</td> <td>4673 (58%)</td> <td>17 (1%)</td> </tr> <tr> <td>21-24</td> <td>1922 (24%)</td> <td>1448 (44%)</td> </tr> <tr> <td>25-29</td> <td>524 (7%)</td> <td>801 (24%)</td> </tr> <tr> <td>30+</td> <td>921 (11%)</td> <td>1006 (31%)</td> </tr> </tbody> </table> | | Undergraduate | Postgraduate | <17 | 7 (<1%) | - | 18-20 | 4673 (58%) | 17 (1%) | 21-24 | 1922 (24%) | 1448 (44%) | 25-29 | 524 (7%) | 801 (24%) | 30+ | 921 (11%) | 1006 (31%) |
|--|--|---------------|---------------|--------------|------------|------------|---|------------|------------|---------|---------|------------|---|-------|----------|-----------|-----|-----------|------------|
| | Undergraduate | Postgraduate | | | | | | | | | | | | | | | | | |
| <17 | 7 (<1%) | - | | | | | | | | | | | | | | | | | |
| 18-20 | 4673 (58%) | 17 (1%) | | | | | | | | | | | | | | | | | |
| 21-24 | 1922 (24%) | 1448 (44%) | | | | | | | | | | | | | | | | | |
| 25-29 | 524 (7%) | 801 (24%) | | | | | | | | | | | | | | | | | |
| 30+ | 921 (11%) | 1006 (31%) | | | | | | | | | | | | | | | | | |
| <p>Level of study</p> <table border="1"> <thead> <tr> <th></th> <th>Undergraduate</th> <th>Postgraduate</th> </tr> </thead> <tbody> <tr> <td>♀</td> <td>4413 (55%)</td> <td>1703 (52%)</td> </tr> <tr> <td>♂</td> <td>3631 (45%)</td> <td>1568 (48%)</td> </tr> <tr> <td>Other</td> <td>3 (<1%)</td> <td>1 (<1%)</td> </tr> </tbody> </table> | | Undergraduate | Postgraduate | ♀ | 4413 (55%) | 1703 (52%) | ♂ | 3631 (45%) | 1568 (48%) | Other | 3 (<1%) | 1 (<1%) | <p>Religion/Belief</p> <p>Any other religion or belief = 132 (1%)</p> <p>Buddhist = 52 (<1%)</p> <p>Christian = 2775 (25%)</p> <p>Hindu = 591 (5%)</p> <p>Information refused = 749 (7%)</p> <p>Jewish = 7 (<1%)</p> <p>Muslim = 824 (7%)</p> <p>No religion = 5893 (52%)</p> <p>Not known = 91 (1%)</p> <p>Sikh = 52 (<1%)</p> <p>Spiritual = 149 (1%)</p> | | | | | | |
| | Undergraduate | Postgraduate | | | | | | | | | | | | | | | | | |
| ♀ | 4413 (55%) | 1703 (52%) | | | | | | | | | | | | | | | | | |
| ♂ | 3631 (45%) | 1568 (48%) | | | | | | | | | | | | | | | | | |
| Other | 3 (<1%) | 1 (<1%) | | | | | | | | | | | | | | | | | |
| <p>Race</p> <p>White = 8151 (72%)</p> <p>BAME = 2569 (23%)</p> <p>Not known = 573 (5%)</p> | <p>Sexual Orientation</p> <p>Heterosexual = 8353 (74%)</p> <p>Information refused = 854 (8%)</p> <p>Bisexual = 438 (4%)</p> <p>Other = 306 (3%)</p> <p>Gay Man = 116 (1%)</p> <p>Gay Woman/Lesbian = 114 (1%)</p> <p>Not available = 1138 (10%)</p> | | | | | | | | | | | | | | | | | | |
| <p>Disability</p> <p>Disability = 1682 (15%)</p> <p>No Known Disability = 9637 (85%)</p> | | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| <p>Welsh Language</p> <p>Welsh Speaker = 1752 (15%)</p> <p>Not Welsh Speaker = 9567 (85%)</p> | <p>Gender Reassignment</p> <p>Yes = 9880 (87%)</p> <p>No = 67 (1%)</p> <p>No Known = 1372 (12%)</p> |
|--|--|

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Equality Impact Assessments



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

In 2020-21 a new EIA form and guidance document were produced to support staff in this process. This is available on the internal staff Equality, Diversity and Inclusion webpages.

The following corporate EIAs were undertaken in 2020-21:

- New Workload Allocation Model EIA
- COVID Risk Assessment EIA
- Menopause Policy EIA
- Business Improvement Services Portal EIA
- Automation of Annual Leave EIA
- Energy and Carbon Management Policy EIA
- Environment and Sustainability Policy EIA
- Ethical Supply Chains Policy EIA
- Fairtrade Policy EIA
- Prevent Policy EIA
- Sustainability Strategy EIA
- Sustainable Food Policy EIA
- Sustainable Procurement Policy EIA
- Sustainable Seafood Policy EIA
- Waste Management Strategy EIA
- Withdrawal of MetRider Service EIA
- Face Coverings Policy Change EIA

Supporting Documents

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

Appendix I – SEP Progress 2020-21



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

THE AWARDS
2021
UNIVERSITY
OF THE YEAR
CardiffMet | MetCaerdydd