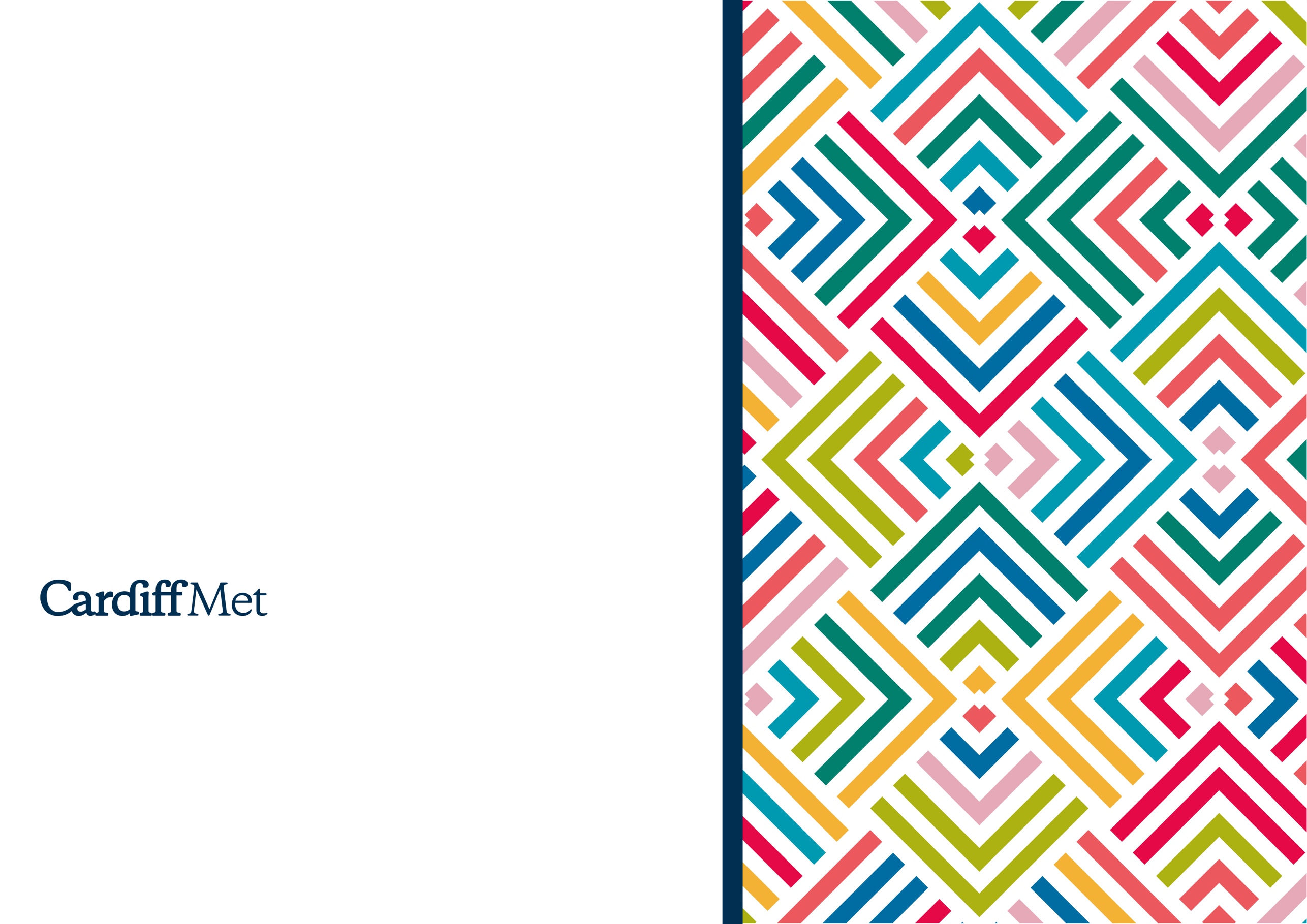
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**Objective 1**

**The needs and rights of people who share protected characteristics**

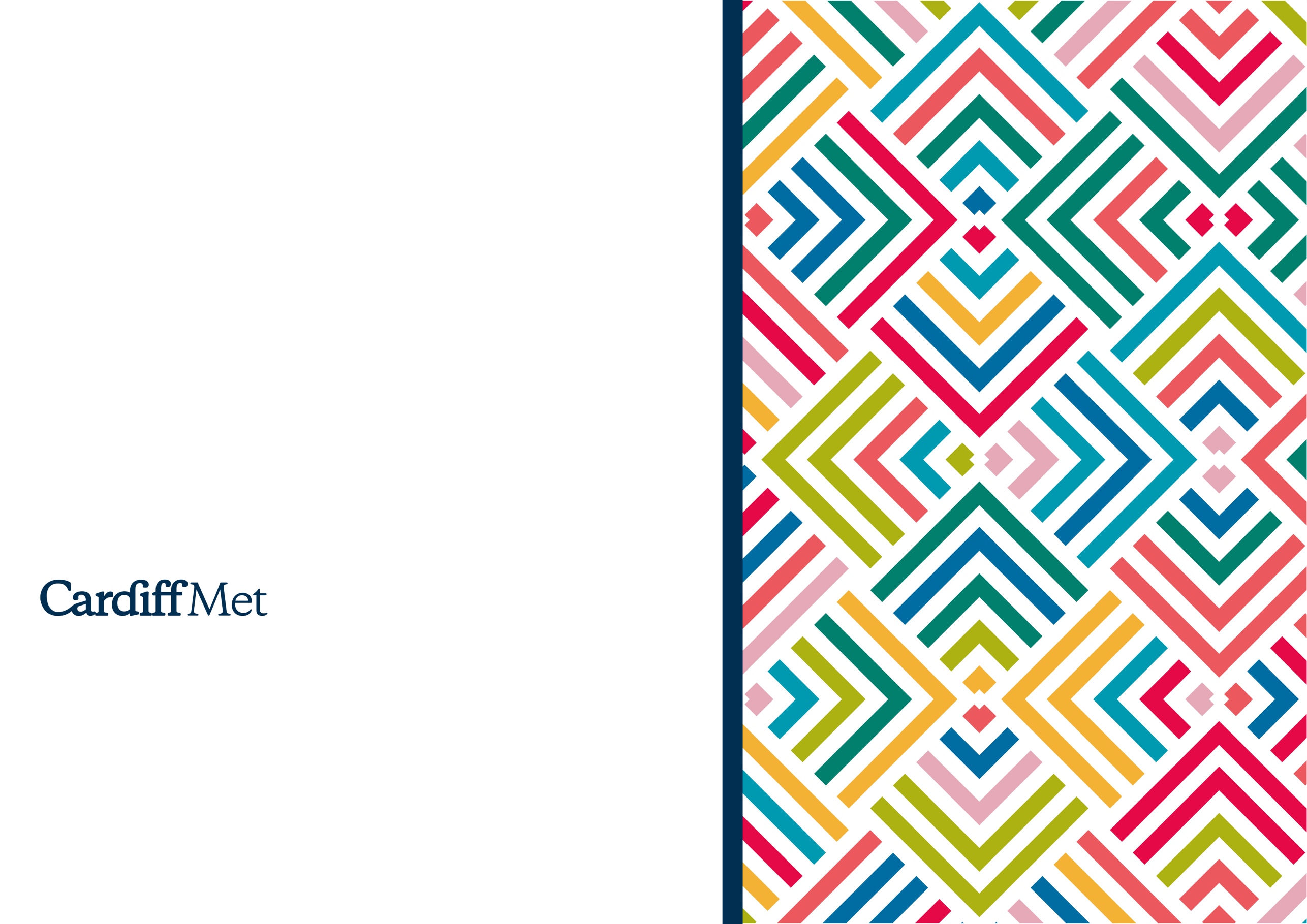
**are understood and are at the forefront of the design and**

**delivery of University functions**

# **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 EDDG. * 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 | The project team has continued to engage with external consultants to support the delivery of project aims. A comprehensive package of training was procured and made available to all staff offering. Training offered was relevant to roles that were determined key stakeholders by the Project Team. This has included live workshops on the following topics:   * Introduction to Digital Accessibility * Accessibility Statements training * Digital Accessibility: General Awareness * Digital Accessibility for Programme Directors * Creating Digitally Accessible Materials in MS Office.   Training has been attended by 102 members of staff across the vast majority of Schools and Units.  An e-learning module has also been purchased and is in the process of being translated as well as additional asynchronous reference material.  A dedicated InSite space has been created with resources and guidance for staff completing accessibility audits and creating digital content.  The project team identified the Minimum Viable Product for completion of the project before digital accessibility passes to business as usual and is monitored by the Compliance Team. Accessibility Statements for high profile platforms were flagged and statements for all bar one has been created or sourced:   * External Website * Moodle * Methub * MS Office * InSite and Metcentral * Learning Pool * MyMet (i-trent): In progress   The project phase aims to complete by end of February, the Compliance Team have suggested models for ongoing monitoring including integration into the PEP process for academic schools and an annual sample audit/evaluation for Units.  Digital Essentials induction process was made compulsory for all students in September/October 2020 and then compulsory for all new students from then on.  The Digital Essentials induction explores the core digital skills students need to study at Cardiff Met. New Cardiff Met students should complete the induction to learn about the technologies and practices that will enable you to complete your studies remotely and in person.  The induction was comprised of three live sessions (held over Teams). There was a general Digital Essentials induction session that introduced core systems and explored the importance of digital security. The other two sessions were An Introduction to Teams and Managing Documents at Cardiff Met.  Both Cardiff Met campuses during the ongoing pandemic underwent significant reconfiguration to ensure the safety of our staff, student and visitors following all relevant guidance. During this time, any feedback concerning accessibility was fed into the University’s Covid-19 Planning and Response Group. Following the revision of the Equality Impact Assessment form and guidance this will also support the ongoing work to make our campuses fully inclusive. |
| **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 * Launch Equality & Diversity training module for students in partnership with the Students’ Union * Diversify the portfolio to deliver learner opportunity and institutional growth | During the 2020-21 period, an action plan was developed by QED to address themes identified within the University’s Strategic Equality Plan 2020-24. The themes QED highlighted in their action plan were Inclusive Pedagogy, Quality Assurance/Curriculum Review and Retention. Several key projects related to each theme were identified and work is ongoing to continue to drive this work forward.  **Inclusive Pedagogy**   * Scoping definitions and best practice (sector and Cardiff Met) * Rolling out inclusive practice school-based CPD based on the definitions and egs of practice * E-learning module for Digital Accessibility   **QA/Curriculum Review**   * Liaise with curriculum transformation project to ensure objectives, timeframes and evaluation tools align with EDI (QED)   **Retention**   * Undertake quantitative analysis of data at School level and in relation to diversity of student cohort to examine ‘levels of health’ (QED) in relation to retention, attainment and employment/study outcomes (focus on disability and BAME) * Research the lived experience of students to explore explanations for data from above * Develop process and referral relationship between Student Support retention project and personal tutors |
| **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.  Nothing to report for period April 2020 - March 2021.  Nothing to report for period April 2020 - March 2021.  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)  The Widening Access Team 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.  Widening Access currently delivers free courses for the underrepresented groups and students with protected characteristics. These are usually delivered in local community settings and aim to remove barriers and empower learners to progress to HE. However, due to Covid restrictions this was not possible during April 20-March 21 but we moved the provision to these groups to online courses. Whilst the online delivery did pose a number of challenges within our target population (including addressing a digital poverty gap and lack of computer literacy) we were surprised at how well our learners were able to adapt and engage with the online learning. As a positive, it became apparent that the online delivery was now allowing a number of learners who might have previously been unable to attend face to face sessions (such as mothers with young children and those unable to leave their homes) to now participate. We received some very favourable feedback on the benefits of online delivery and how these courses were giving learners something positive to focus on in a very difficult time.  We aim to progress students from non-accredited taster courses to the accredited modules and provide a pathway to the foundation & undergraduate programs and during April 20 – March 21 despite Covid 16 students progressed this way.  We work with community partners to establish and attend events asking what students need us to develop. (This has been online during Covid restrictions). September 2020, we were able to support the Learning & Work Institute’s first Online Adult Learning Week by providing free online courses.  Throughout the year Widening Access attends a range of community outreach events (e.g. Progression Fairs, Opportunity Fairs, Parents’ Evenings, Learning Festivals etc) to raise awareness of our courses and to offer advice and guidance. During this period this was done online due to Covid restrictions.  Widening Access has many partnerships across the region and is constantly strives to work in partnership with charities, voluntary organisations and local prison - HMP Prescoed enabling to extend the reach and provide more by sharing resources, expertise and networks. We were unable to offer courses at the Prison during the Covid restrictions, but we did provide videos and information and guidance for the new Welsh HMP Prison intranet.  **ENRaW project – Lisvane & Llanishen Reservoirs**  Working with Enabling Natural Resources and Well Being (ENRaW) Project with Dwr Cymru, bringing back Cardiff’s iconic Lisvane and Llanishen Reservoirs to life. The project aims to develop an education strand that captures the work ENRaV do and which engages with all ages and demographics. One of the Welsh Government measures is to ensure that not only that the project is enhancing ecology and biodiversity but also ensuring that the community is learning about the importance of enhancing the ecology for future generations. We worked in partnership to provide a Writing Landscape course where students could be inspired by visiting the Reservoir.  <https://corporate.dwrcymru.com/en/news-media/2021/adult-learners-find-inspiration-at-iconic-reservoirs>  **Asylum Seekers & Refugees - Introductory IELTS**  We provide free Preparing for Academic IELTS courses throughout the year to help improve English language skills up to a level 6 for speakers of other languages, thus enabling them to access higher education. These courses were offered in the community but have been online throughout the Covid restrictions. WA works with the Sanctuary Working Group and promoting and providing information and actively encourage applications for the Sanctuary Award from these groups. Some have already benefitted from the award having their fees paid for their degree programme.  We usually provide a Summer School which runs for 2 weeks in June with approx. 20 free courses offered and we partner with First Campus to compliment this offer with their extra new courses. Although planned this did not run in June 2020 due to Covid restrictions.  **Boxes of Potential**  First Campus have developed a series of sessions for KS2 learners around the theme of ‘potential’. They planned 4 sessions throughout the year which take place around Christmas, Feb half term, Easter and Summer. Each pupil received a box with all the resources they need for the session, which they can keep to use again. The sessions were delivered by a teacher within class time – for example in the last week of term/half term but they could also be taken home by pupils as all the equipment and instructions will be in the box.  The first session is the ‘Art Edition’ ready in time for the last few weeks of the Autumn term. The session was designed by one of our PhD students in Cardiff Met and focused on print making, with the aim for the pupils to produce their own wrapping paper – for Christmas, birthdays or any other celebrations to make sure it’s as inclusive as possible. Encouraging pupils/schools to submit their creations and a prize awarded per school for the best wrapping paper. The sessions also included some info by a recent graduate who studied print making and is now working in that field so the pupils can see how these activities can link into a future career.  Other sessions are looking at a mental health/wellbeing, a creative writing session and potentially a tech/STEM session.  **Mentoring Programme**  The new Mentoring programme is for the following groups:   * Young Carers and Care Experienced Young People (KS3, KS4 and KS5) * Adult Learners in Community settings   The Mentoring Programme recruited, and trained care experienced undergraduate students, those with caring responsibilities and adult learners who have progressed to university through Widening Access pathways in Cardiff Metropolitan University. The mentors were matched with learners who share the same life backgrounds and life experiences from Secondary Schools, FE Colleges and Community Education settings across South East Wales. The programme is suitable for learners who would benefit from individualised support for a range of possible outcomes that could include:   * To raise academic attainment * To identify personal achievement targets and implement action plans * To acquire and develop study skills in order to improve application and commitment to studies * To develop greater self-esteem, motivation, confidence, resilience, persistence and encourage aspirations * To raise awareness of opportunities within higher education * To identify individual barriers to aspiration to higher education and develop strategies / action plans to tackle barriers (Individualized IAG)   The aims of the mentoring programme were guided by and tailored to the individual mentees and developed with the mentor after a matching process. The Mentoring Programme started in early February 2021. |
| **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. It is acknowledged work is still to be done 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.  The development of a new Equality Impact Assessment form and guidance document has looked to ensure that equality, diversity and inclusion considerations are embedded right at the beginning of the development of any new initiatives, plans and policies. It highlights that good consultation should actively involve engaging with a variety of groups from across the University. Discussions are ongoing around protected time for staff network members to meaningfully engage.  Registry Services has continued to produce annual reports on student complaints which is considered by Management Board to help inform future service planning and contribute to HEFCW quality assurance statement. Following the restructure of the Equality, Diversity and Inclusion Committee an order of business has been developed in which the Committee will now receive the annual reports on student 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 will be due in the 2021/22 academic year.  Following the restructure of the Equality, Diversity and Inclusion Committee and the development of a new order of business the Committee will now receive 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 will be due in the 2021/22 academic year.  Ringfenced funding is currently being explored for staff networks. Details of budgets will be determined in the 2021/22 academic year.  The Equality 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. Networks previously provided updates at the Equality and Diversity Delivery Group but following its restructure to become the Equality, Diversity and Inclusion Committee, network representatives have been encouraged to play a more active role across all agenda items ensuring that the voices of all staff are captured.  Following discussions during the previous reporting period an International Staff Network was established at Cardiff Met. Although the network is in its early stages, members have pinpointed a number of objectives it will look to explore further:   * International Staff Induction * Cultural Awareness Training * International Staff Buddy programme   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. |

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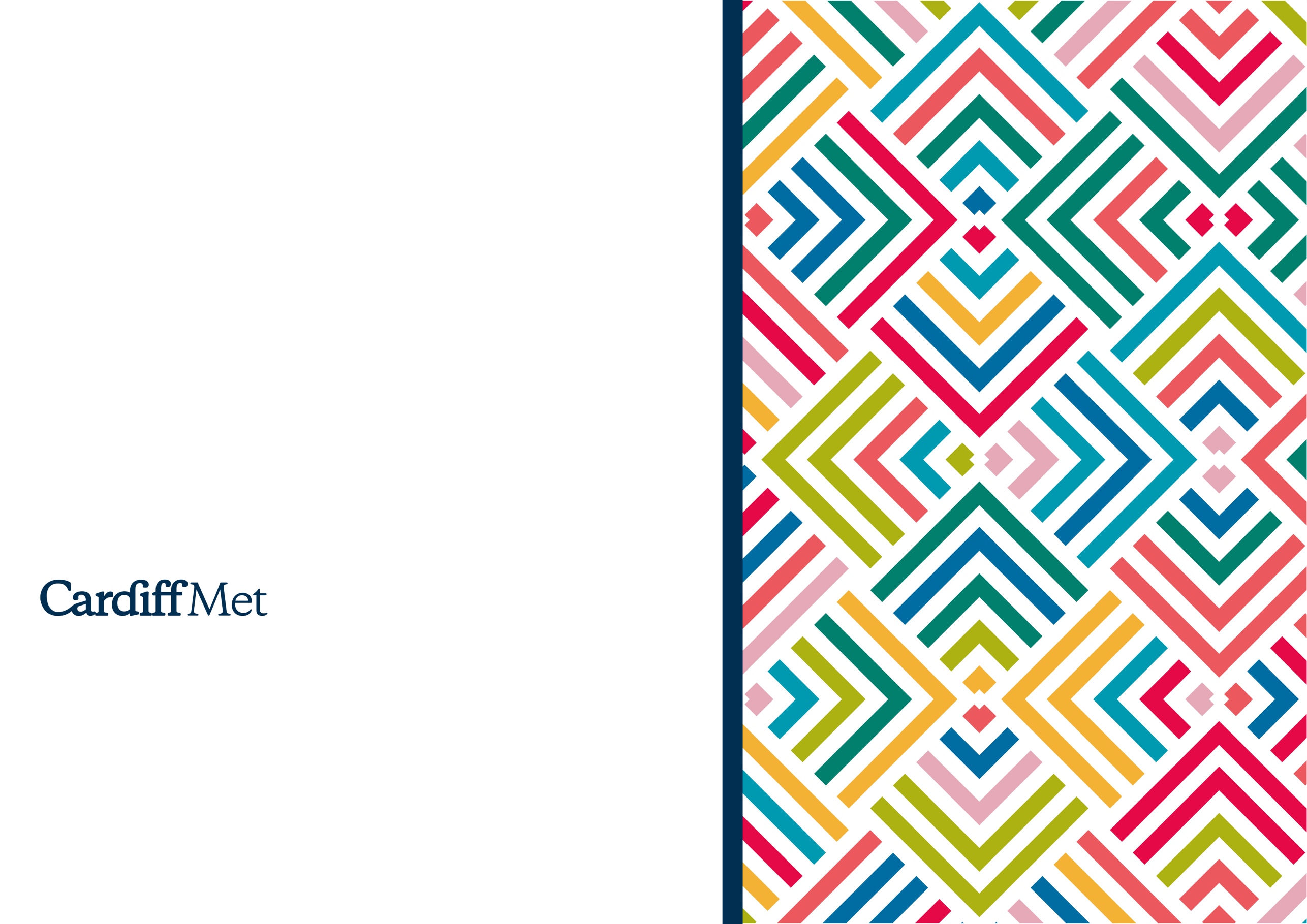
**Objective 2**

**Promote and embed Equality, Diversity and Inclusion**

**within University decision making**

## **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 | During the period, the Equality team worked with the Head of Procurement to develop an additional module to our Equality and Diversity staff induction training resource which covers all aspects of equality of treatment as well as broader aspects of modern slavery and ethical employment in external supply chains.  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. Annually a survey is sent out providing members the opportunity to disclose additional equality information.  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.  Nothing to report for period April 2020 - March 2021.  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 Equality, Diversity and Inclusion webpages.  Nothing to report for period April 2020 - March 2021.  Cardiff Met’s Code of Practice included a commitment to follow a process which will “promote an inclusive environment enabling the identification of all eligible individuals with a significant responsibility for research” and its development included regular consultation with the E&D Officer. In addition, feedback was sought specifically from Cardiff Met Staff Networks (Women’s, LGBTQ+, Disability and BAME) regarding the process of identifying staff with significant research responsibility.  An EIA was undertaken on Cardiff Met’s final REF2021 submission and it compared:   1. the protected characteristics under the Equality Act (2010) of the submitted staff group with those of the eligible staff group, with the purpose of identifying any significant differences in the two groups. It also considers whether these could be a result of E&D related issues within the process of identifying submitted staff. 2. the protected characteristics of the submitted staff group with those of the linked author of each submitted output, with the purpose of identifying any significant disparity between the two. It considers whether any disparity could be a result of E&D related issues within the process of selecting outputs for submission.   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 is planned for the 2021-22 academic year. |

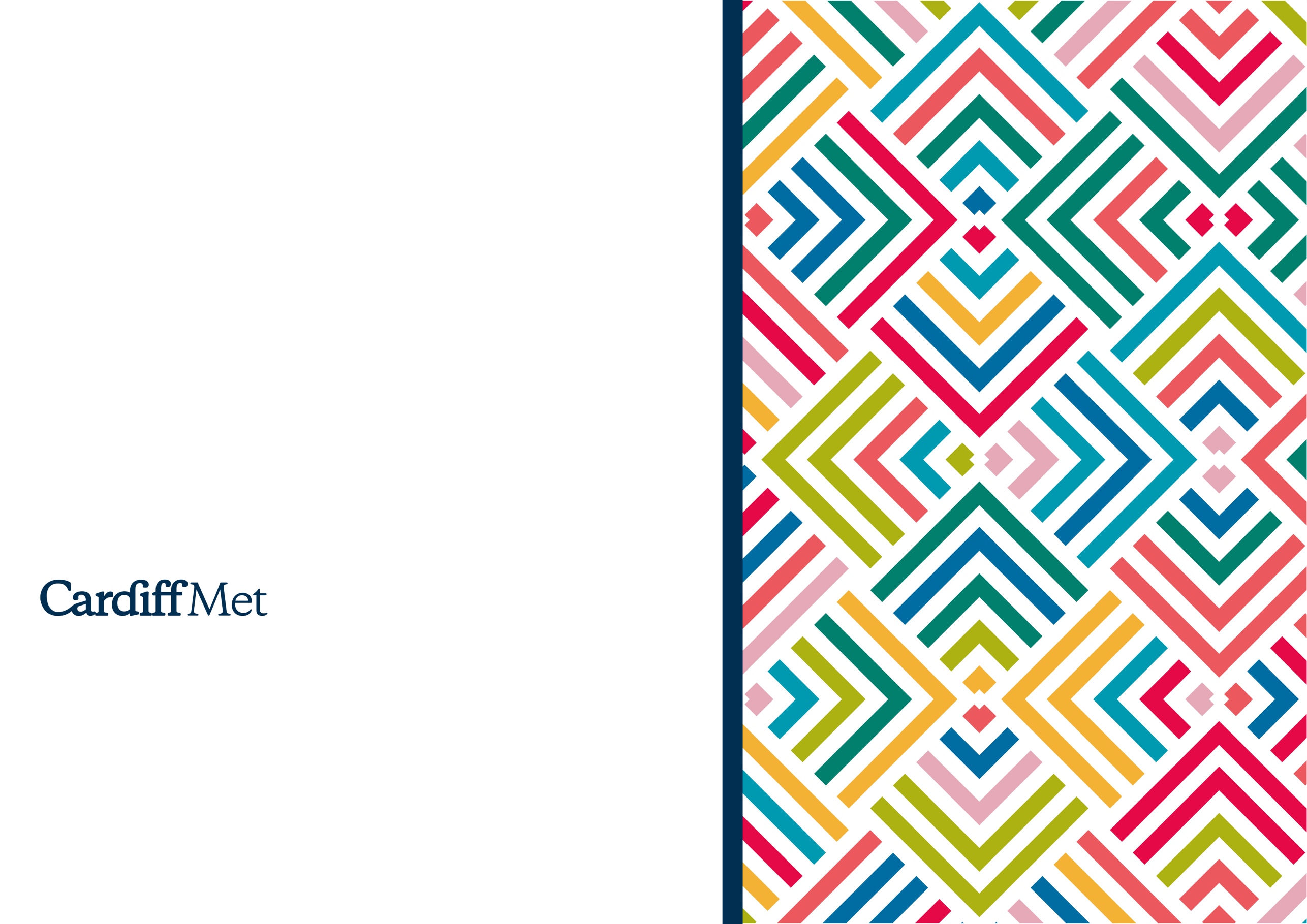
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**Objective 3**

**Promotion and development of a supportive and fair environment**

## **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 September 2020, Cardiff Metropolitan University announced the establishment of a new Race Equality Charter Task and Finish Group to undertake Phase One of the Race Equality Charter Work. The Group was tasked with providing a plan to improve race equality across our University, and to set the agenda for Phase Two activities to commence work by the beginning of the 2021/22 academic year.  In Phase One, the objective was to identify priority areas which needed to be addressed, focussing on numerous core considerations i.e., student applications and retention, attainment gaps, staff training, grievances and recruitment processes. The aim was to ascertain data outcomes which were indicative of disproportionate effects on any demographics or racialised groups within our community. The team will develop a number of recommendations to take forward into Phase Two alongside the UUK recommendations.  Universities UK (UUK) have made a series of recommendations to universities regarding how we should tackle violence against women, harassment and hate crime affecting students since 2016. The University established a group under the leadership of the Director of Registry Services. The Group had four strategic objectives around prevention, protection, support, and measures for reporting progress.  It was put into abeyance at the start of the Covid 19 pandemic due to other pressing priorities and therefore limited progress was made during the reporting period. |
| **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 | 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 People Services Team have continued to explore relevant training and resources to support staff. 2021 will see the recruitment of an OD Partner (Wellbeing) and the launch of the Staff Employee Assistance Programme (EAP). The EAP and associate app will be embedded within corporate induction.  The Manage@Met essential management suit contains two wellbeing modules for managers: Manager’s role in Supporting Wellbeing, and i-act Understanding and Promoting Positive Mental Health and Wellbeing for Managers (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.  Through the University’s Insite platform, articles have also been written about personal experiences and tips, supporting wellbeing during lockdown.  Leaders’ Exchange (115 senior leaders in Cardiff Met) had sessions on Cognitive Overwhelm May 2020 and Compassionate Resilience Dec 2020  October 2020 all staff pulse survey via Capita. This was a shorter survey focusing on key points including leadership, management, and wellbeing. Individual reports were provided for each Directorate and School and OD created bespoke summaries with key themes to highlight areas for development. Schools were asked to create action plans by April 2021.  The project team established common definitions and risk frameworks, as well as identifying options for referral and intervention models. The pilot service is expected to launch in spring 2022 and run until December 2023.  A total of 260 staff received training on vulnerability to radicalisation during 2020/21. This comprised:   * 211 new staff completing the Prevent e-training module (available in English and Welsh) * 42 staff received training via Team on the Extreme Right Wing (delivered by Small Steps) * 7 people from the Students’ Union (staff and student sabbaticals) received training on the Prevent Duty and Student Safeguarding delivered by the Prevent Co-ordinator and Head of Wellbeing |
| **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 | Due to the ongoing pandemic and with most staff and students working off campus there has been limited opportunities to encourage cultural cohesion.  Nothing to report for period April 2020 - March 2021  Cardiff Met is proud of the many nationalities and cultures which make up and unite our #OneCardiffMet community and we continued to celebrate Global Week which is led by our students. This year we celebrated Global Week virtually inviting staff and students to engage with the cultural diversity of the university.  During the week a variety of student blogs, articles, videos, international fashion, recipes were shared on our internal platforms. Students and staff from across the globe shared recipes and favourite local delicacies from their home countries. Our Cardiff Met Res Life team held a live International Cook along to help students learn some basic skills and recipes.  Live seminars about post study work options, EU Settlement Scheme and becoming a Cardiff Met International Student Ambassador were held.  An online talent show was also held for students to showcase their talents. Voting was help online and a variety of prizes were awarded by the Cardiff Met Global Student Advisory Service.  There was an increase in provision of support for Sanctuary status students during the ongoing pandemic with additional support whilst students were studying from home. Eg providing laptops  Nothing to report for period April 2020 - March 2021  Responsibility for safeguarding transferred from Registry Services to the Secretariat in this period.  Work commenced on a new safeguarding policy framework, with an initial focus on ensuring that the University meet its obligations with respect to students who are under 18 and ensuring safer recruitment practices. The intention in the second phase is to broaden the overall policy approach to explicitly set out the University’s commitments to the health, safety and welfare of all members of its community. |

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**Objective 4**

**Lead the way as an inclusive and diverse Higher Education**

**Institution and employer**

## **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).  During the 2021-22 Academic year, plans have been made to establish a Pay Gap Action Planning Working Group to analyse workforce data and identifying and taking appropriate action in relation to ethnicity, disability and gender. This Working Group will provide recommendations directly into the EDI Committee and then onto Management Board. Initial membership will consist of representatives from across the University such as People Services, Equality Team and Women’ Staff Network before expanding out further to explore Ethnicity and Disability Pay Gap reporting. |
| **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 has been delayed due to the ongoing pandemic. 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.  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. | During the period the Equality team has continued to review the Equality and Diversity induction training for all staff. In the upcoming 2021-22 period as part of University’s Manage @Met programme a new training module titled ‘Values, Diversity and Inclusion’ will be launched and will be delivered by the Equality Team and People Services.  With the support of Dr Kit Heyam, a transgender awareness trainer the University ran further training sessions. The training supports staff to feel confident in addressing trans issues and be able to better support trans students and colleagues effectively.  The training offers attendees the chance to:  • Ask ‘stupid questions’  • Learn the basics.  • Apply the basics.  • Understand why trans inclusivity matters.  • Build confidence and familiarity  The April 2020 Action Learning Sets and accompanying lecture were cancelled because of the pandemic. The Action Learning Sets were re-instated in July 2020 and have continued to take place online since then. The lecture series re-commenced online in December 2020, with a talk from the V-C, Professor Cara Aitchison, while further presentations were at that point scheduled for 2021/22 from Profs Tracy Bhamra, Lady Rachel Cooper and Kerstin Mey. Feedback from and attendance at the Action Learning Sets continues to be excellent, and the group is now over 70 strong from a starting point of ~15 members.  Nothing to report for period April 2020 - March 2021 |
| **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.  In April 2020 the Cardiff School of Sport and Health Sciences (Sport) applied for an Athena SWAN Silver Departmental award, successfully being awarded it in October 2020.  In November 2020 the Cardiff School of Education & Social Policy submitted their first Departmental award at Bronze level.  In line with our commitment to directly and visibly tackle Racial Inequalities, Cardiff Metropolitan University will work to apply for the Race Equality Charter Mark. 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. Our aim is to submit our application in February 2023.  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. |

