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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**

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| **Action** | **Progress Updates** |
| **Accessibility for All** | |
| ***Digital Accessibility***   * Identify key staff who prepare information for electronic publication and deliver appropriate accessibility training. * Produce a report and action plan ensuring compliance with The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, for improving digital accessibility for all users across all the University’s digital environments. Feedback from staff, students and relevant external stakeholders to be reported to EDI Committee. * Digital skills induction for students to enhance user experience and develop means to improve digital accessibility   ***Physical Accessibility***   * Undertake an accessibility audit of all buildings, engaging with staff and students to conduct a review of their experience of physical accessibility at the University, and develop and an action plan to address any equality issues identified | The University continues to take steps to implement best practice in Digital Accessibility. Guidance is available through a dedicated InSite space to support staff completing accessibility audits and creating digital content. Accessibility Statements for high profile platforms have been created or source.  Following continued restructuring within the University, the Compliance Team within the Secretariat will support colleagues to ensure compliance in this area.  Digital Essentials continue to be part of the induction process for new students. It consists of the Digital Essentials e-lesson that introduces core systems and explores the importance of digital security and two other training sessions on Teams and managing documents.    The Environment, Estates & Sustainability team has continued to embed EDI principles into the university’s physical spaces by adopting inclusive design and adhering to best practice standards to ensure the estate supports diverse user needs and enhances overall experiences.  Incorporating EDI principles means:   * Designing Accessible and Inclusive Spaces: Ensuring facilities accommodate diverse abilities, including physical, sensory, and neurological needs. * Reflecting Diversity: Providing spaces like gender-neutral facilities and culturally sensitive areas that foster inclusivity and belonging. * Enhancing User Experience: Creating environments that prioritise well-being, equity, and ease of use. * Adhering to Best Practices: Aligning with PAS 6463:2022 to maintain high standards of inclusivity and sustainability.   The Disabled Staff Network has continued to provide a consultation space, where issues may be identified.  Moving into the new Strategic Equality Plan 2024-28 regular updates will be provided to the EDI Committee. |
| **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 | The University is developing a new Inclusive Learning and Teaching policy, due to be presented in June 2024. The policy will consist of 7 principles:   1. Valuing diversity 2. Building community and belonging 3. Accessibility 4. Clarity of the learning journey 5. Equity in assessment and feedback 6. Data-driven decision-making 7. Staff development   The policy is being developed through consultation with diverse staff in varied teaching roles, staff networks and the Students’ Union. The principles are based upon the five areas of activity and six key principles of the Framework for Inclusive Higher Education (2023) and designed to achieve the University's strategic priority to implement Universal Design for Learning throughout our teaching. |
| **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 have continued 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. Through the Strategic Equality Plan 2024-28 further work will be undertaken in this space.  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 have continued 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. Through the Strategic Equality Plan 2024-28 further work will be undertaken in this space. |
| **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 | The importance of understanding equality data has continued to be promoted across university services and academic schools. Existing dashboards have been updated to include EDI data and provide opportunities for intersectional analysis. Further work in this space will be continued within the Strategic Equality Plan 2024-28.  Throughout the period the People Services team have taken positive steps to encourage staff to update and disclose EDI-related information via MyMet. As a self-service system, staff can update relevant data on an ongoing basis. This has led to an increase in disclosures, noticeably relating to disability.  The People Services team have continued to enhance their work in this space, reviewing systems and dashboards to provide accurate and reliable data to support the University’s strategic ambitions. Significant work has gone into enhancing EDI dashboards, specifically Athena Swan and Race Equality dashboards.  As in previous years there has been continued development to the University’s data dashboards. 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. | The University’s proactive Welsh Language Unit lead, advise on and assist with matters that relate to the implementation of the Welsh Standards. The unit works with staff and students from across the University in order to implement the standards and offer practical support in its implementation. The team 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 recruitment of students from underrepresented groups and with protected characteristics can be summarised with the following data:   * The proportion of Welsh-domiciled students studying HE courses at Cardiff Metropolitan University who were domiciled in the bottom 20% of the Welsh Index of Multiple Deprivation was 24.2%. As such, Cardiff Met overall has maintained the proportion and total over time. The HEI average across Wales is 20%. * An increase in the proportion of all UK-domiciled students studying higher education courses who were from UK low participation areas – 3,737 students. * An increase in the number of all UK-domiciled young full- time first degree entrants who were from UK low participation areas -18% * An increase in the number of all UK-domiciled young full time, undergraduate degree entrants with a ethnic background – 15% (+90 students in comparison to 2021/22). This can be broken down by:   + Black 89   + Asian 146   + Mixed 131   + Arab 30   + Other 20.   **Widening Access**  The Widening Access (WA) Team works with communities to offer 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. All short courses are delivered free of charge to under-represented groups and students with protected characteristics. They are primarily delivered in community settings in Cardiff, and occasionally on-campus, and aim to remove barriers and empower learners to progress to HE. A total of 499 learners engaged in the programme – 37 through accredited courses, 271 through tasters, and 191 through Summer School.  *‘Your Next Steps’ Sessions*  Run throughout the period to provide information and guidance to students attending accredited modules who are interested in progression opportunities. These sessions were supported by the Student Recruitment and Student Services teams and covered areas such as how to apply for the Foundation courses through UCAS, preparing personal statements and how to apply for Student Finance.  *Summer School* The annual flagship event, in collaboration with Reaching Wider. There were 30 courses on offer for adult learners, 7 of which were arranged and delivered by Reaching Wider. Widening Access course attendance increased by 94% in comparison to 2023, with 191 learners attended. WA provided free Preparing for Academic IELTS courses for speakers of other languages including asylum seekers and refugees throughout the year to help improve English language skills up to equivalent IELTS level 6.0, thus enabling them to access undergraduate or postgraduate courses at the University. For the academic year 2023-24, 31 learners attended the classes.  In 2023-24, WA learners fell into the following eligibility criteria:   * 21.6% of learners had a disability * 54.3% of learners live in the lowest 2 quantiles of the Welsh Index of Multiple Deprivation * 21.9% of learners were referred by a partner organisation * 48% of learners receive benefits * 29% of learners are care givers/ leavers.   *University’s Sanctuary Working Group*  WA continued to promote and provide information on the Sanctuary Award and actively encouraged applications for the Award. WA also joined the regional Sanctuary in Tertiary Education in Wales Group, which comprises of colleagues in Universities in South Wales who support refugees and asylum seekers. In addition, WA also attended the joint Education Fair in Oasis in January 2024 to provide advice and support to refugees and asylum seekers.  In 2023-24, the breakdown of WA learner’s ethnicity was as follows:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Summer School** | **IELTS** | **Accredited** | **Tasters** | **Total** | | **White** | 117 | 6 | 16 | 91 | **230** | | **Black** | 14 | 9 | 9 | 36 | **68** | | **Asian** | 46 | 6 | 7 | 56 | **115** | | **Other** | 6 | 0 | 2 | 9 | **17** | | **Mixed** | 6 | 7 | 1 | 18 | **32** | | **Arab** | 8 | 3 | 2 | 13 | **26** | | **Unspecified** | 2 | 0 | 0 | 17 | **19** |   *Partnerships*  WA has many partnerships across the region and constantly strives to work with new charities, voluntary bodies and community organisations including newly developed parental engagement groups within local community schools, including, but not limited to:   * Moorland Primary School * Adamsdown Primary School * Severn Primary * Ninian Park Primary * Cathays High School * St Fagans * STAR Hub * TESCO Excelsior Estate Community Room * Loudon Square, Butetown * Llanrumney Hall * Cathays High * IntoWork * The Wallich.   We worked throughout the year with all these community partners to establish and attend community outreach engagement activities and events hosted by our community partners.  **Reaching Wider**  Reaching Wider is a partnership of universities, schools, colleges working together to improve social mobility by widening access and participation from underrepresented groups to all forms of higher education. Funded directly by MEDR, Reaching Wider delivers in Cardiff a large range of programmes delivered with dozens of primary and secondary priority, WIMD 20 schools, youth settings and on campus to young people, and to adults and families within WIMD 20 areas in schools, on campus and community venues. Between April 2023 and March 2024, Reaching Wider programmes reached a total of 1035 learners in the Cardiff area of which:   * 48 Care Experienced young people. * 100 carers * 831 learners from the bottom 2 quintiles of WIMD.   Whilst Reaching Wider are not funded specifically to deliver in Welsh medium schools in Cardiff we do promote Welsh culture in a variety of programmes.  *Seed to Plate*  An annual family learning programme which took place in St Fagans during the Summer Holidays, in August 2023. This intergenerational session was attended by 11 adult learners and 18 children from Herbert Thompson Primary, Pencaerau Primary & Hwyl Dda Herbert Thompson Primary, in Ely. The group learned to grow and cook their own cheap and healthy food using produce gathered from the museum’s heritage gardens. Reaching Wider, Widening Access and National Museum of Wales collaborated on the programme.  *Transitions Inspire programme*  Successfully ran, and delivering interactive, engaging ‘in school’ workshops with a range of activities and experiences in schools with high WIMD data. Participants enjoyed opportunities to be introduced and explore higher education, gain knowledge on further and higher education pathways, increasing understanding of themselves and develop transferable skills and encourage progression to higher education.  *‘Scribblers’ programme*  An aspiration raising creative writing programmes for young people. In collaboration with the Hay Festival the on-campus programme provided interactive workshop-style events where participants from sixteen high schools were able to build stories, ask questions and express themselves through the power of writing in the company of world class authors and poets. Participants interacted with university staff and student ambassadors, most usually for the first time stepping inside a university campus. Programme participation numbers were more than doubled this year to almost 350 learners, eligibility was high with the majority of young people coming from the bottom two WIMD quintiles.  *Student-Led Initiatives*  By involving Reaching Wider students in the planning and execution of a range of workshops, from creative writing to information advice and guidance sessions, have helped foster a sense of responsibility and community engagement amongst the existing university student body.  *Read and Write community based adult learning programme*  Brings together adults from a range of diverse backgrounds to build very early acquisition English as an additional language skills. Hugely successful this programme delivered in South Riverside Cardiff engaged thirty plus learners on this repeat intervention programme. |
| **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. Work has continued in this space to ensure that EDI considerations are embedded within usual practice. Further work will continue into 2024/25 to provide further support.  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 are considered by Academic Board to help inform future service planning and contribute to HEFCW quality assurance statement. In 2023, Registry Services began the production of an updated report that specifically contains EDI data recorded on student complaints. The Report includes EDI information on student complainants (including Gender, Age, Ethnicity, Disability, Welsh Speaker, Home /International status), and information on reports of allegations of direct and indirect discrimination, abuse, harassment, bullying and victimisation (‘student misconduct’). This information is presented to the EDI Committee.  Relevant staff data is also presented as part of an annual report to the EDI Committee.  Moving into the next reporting period the support for Staff Networks will be a priority for the EDI team. Much of the success during the Strategic Equality Plan 2020-24 has been led or supported by Staff Network members.  The EDI team continues to liaise with Network Chairs throughout the year, ensuring relevant information is cascaded to Network members. |

## **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 | EDI considerations within procurement are embedded within the University’s Equality and Diversity staff induction training module. The module covers all aspects of equality of treatment as well 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. Through activities such as Athena Swan and the Race Equality Charter data on the composition of committees such as UEG, Management Board and Academic Board is reviewed.  The Board of Governors recently launched a new EDI Plan to ensure that it operates in a fair, equal and inclusive manner, consistent with the values of the University. Three principles have been established:   1. Ensuring the recruitment of an appropriately diverse governing body 2. Ensuring diversity in the membership and chairing of committees 3. Enabling the governing body to have an informed and forward looking approach to helping drive forward the University’s wider EDI goals.   Equality Impact Assessment documentation is currently under review. Current guidance and support are available on the internal staff Equality, Diversity and Inclusion webpages.  Proactive steps have been taken to ensure that best practice is adopted when developing and revising policy.  No further update.  The EDI Committee oversees the implementation of the Strategic Equality Plan. Moving into the next iteration of the Strategic Equality Plan a new method of monitoring progress is being adopted.  The University has continued to work closely with the Students’ Union and Trade Union representatives around the introduction and revision of policies and procedures. The launch of the People Services Policy Review Group (PSPRG) in the last reporting period has strengthened this work. |

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

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| **Action** | **Progress Updates** |
| **Tackling of identity-based abuse, harassment, hate-crime and bullying** | |
| * Review and implement the recommendations in the Equality and Human Rights Commission’s report: Tackling Racial Harassment: Universities Challenged by firstly identifying current awareness, understanding and confidence of complaints process amongst staff and students * Take a cross University approach in line with UUK Changing the Culture recommendations, working beyond the legislative requirements and guidance produced taking steps to tackle gender-based violence, including in the management of complaints of sexual misconduct and pro-active prevention initiatives | The University is fully committed to supporting the implementation of the Anti-Racist Wales Action Plan, which places a commitment upon universities to achieve a race equality charter award by the end of the academic year 2024/25. Our Race Equality Charter Working Group is responsible for driving progress in this space, while also considering the recommendations of EHRC and UUK reports. Advance HE’s Race Equality Charter has helped us to identify and address the barriers facing Black, Asian and minority ethnic staff and students, while also providing a framework for action and improvement.  The University has continued to take steps to foster a supportive and inclusive culture. The Welsh Government launched their strategy to tackle VAWDASV, and we are committed to ensure all of our staff, students, visitors and communities feel safe, listened to and can access support whenever they need to. We have developed an internal hub where information about Violence Against Women, Domestic Abuse & Sexual Violence (VAWDASV) Toolkit, Conversation Guide and Support can be found. The hub aims to:   * support colleagues in responding to disclosure, noticing sexual harassment, identifying when to step in and speak up, highlighting the various internal and external support services available * be aware of this information, as individuals are likely to disclose to someone they see regularly and trust/build rapport with (i.e. academics, front-of-house services like catering and library staff) * know what to do if a disclosure or report is made to you. |
| **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 | The StepChange work that began in 2020-21 which supports a 'whole university' approach to staff and student mental health and wellbeing, continued throughout 2023-24 with progress seen across the following areas –   * **Sexual misconduct reporting and support** – in academic year 2023-24, we introduced a Sexual Violence Liaison Co-ordinator post to support students impacted by all forms of harassment and sexual misconduct. During this academic year, we have worked to develop an anonymous disclosure portal for students to tell us about their experiences of sexual misconduct, so we are able to learn from the experiences of our students at an organisational level and improve our policies, processes and support. We have also included a reporting route within this portal where students can request support for the incidences they have experienced. Additionally, we planned a programme of awareness raising and training for students and staff across 2023-24, in terms of consent, healthy relationships and managing disclosures of sexual misconduct in an appropriate and safe manner. * **Drug/alcohol use and harm reduction** – between 2022 and 2024 the university and Student Union engaged with the Students’ Organising for Sustainability (SOS) Drug and Alcohol Harm Reduction Framework. This has been a collaborative piece of work between the SU and the university looking to embed a harm reduction approach to drug and alcohol use amongst our student population. We received this accreditation in 2024 being the first university in Wales to have done so. The links between drug and alcohol use, and mental health and wellbeing being firmly established. We have improved awareness raising across the board of the links between drug/alcohol use and mental health for students, alongside an improved support offer, having established a more effective working relationship with local drug and alcohol services. * **Sharing student support information –** during 2023-24 we worked with colleagues within schools to be able to more effectively share information, in regard to students’ mental health and wellbeing issues via the Individual Support Plan (ISP) process. Academic staff will now be able to view a student’s ISP in real time via the Digital Attendance System to better understand their students’ needs and how to best support them. This process was previously centralised within schools and meant this information was less accessible to staff in a range of learning environments. * **Training and development –** suicide awareness and prevention training was established by Organisational Development and Student Services in 2023 which continued in 2024 and beyond. Staff across the university have engaged well with this offering. In addition, internal referral and signposting literature has been created in 23-24 to support this training making it more practical for staff to utilise the skills learnt in the training.   In addition a suicide safer audit has been completed for both Plas Gwyn and Cyncoed Halls of Residence looking at student access to means with recommendations as to how some of the risk of suicide can be mitigated.  The People Services team have continued to explore relevant training and resources to support staff. These have included the continued establishment (via training and support) and promotion of our EAP, this includes the EAP’s new app and website ‘Wisdom’. ‘Wisdom’ enables CMU staff to access a number of tools and resources to support their Mental Health and Wellbeing as well as access therapeutic services via a ‘live chat’ and ‘call back’ function. The ‘Supporting Attendance at Work Policy continues to encourage managers to have effective and productive conversations to ensure a supported Return to Work after a period of sickness absence with managers able to signpost to others via the available guidance.  People Services have also created a hub via our InSite intranet pages to support the initiative to end Violence Against Women, Domestic Abuse & Sexual Violence (**VAWDASV).** Our [VAWDASV hub](https://outlookuwicac.sharepoint.com/sites/PeopleServices/SitePages/Wellbeing/Violence-Against-Women,-Domestic-Abuse-%26-Sexual-Violence.aspx) provides information on range of definitions in relation to VAWDASV, such as sexual harassment, and provides guidance to staff on how to access further support, knowledge and guidance.  The Manage@Met essential management programme is ongoing and as there was some duplication of content between both of the wellbeing modules for managers, the programme has been updated to only includes one wellbeing module - i-act Understanding and Promoting Positive Mental Health and Wellbeing for Managers (launched March 2021).  This update also enabled us to bring in the new Health and Safety Management - Introduction and Awareness for Managers (added in March 2024), to ensure we meet H&S legislation, without increasing overall hours for our Line Managers who have to complete the Manage@Met programme.  I-act for colleagues also continues to be available for all staff. **32** managers have attended the i-act sessions between the 1st April 2023 and the 31st March 2024.  During the 2021/22 period the University enhanced its wellbeing provision by switching Occupational Health provider. The university provides a supportive and managed Occupational Health service via [Insight Workplace Health](https://www.insightworkplacehealth.co.uk/). This partnership was renewed in early 2024 when a full and robust procurement exercise was implemented which resulted in this provision being continued for another 3 years.  The university continues to hold seasonal Wellbeing events, such as ‘Winter Wellbeing’ and ‘Spring Into Wellbeing’. In the Winter of 2023 Cardiff Met University hosted a virtual event on the topic of ‘Men’s Mental Health’ as well as the usual winter events such as desk yoga and mindfulness workshops. Once again Cardiff Met held ‘flu vaccine’ clinics at both its campuses as well as offering vouchers, redeemable at ‘Boots’ pharmacies for those who could not attend on campus. The Spring events continued the themes of previous years with workshops focusing on aiding resilience, sleep and relaxation.  The OD Partner (Wellbeing) continues to deliver Mental Health First Aid to staff at Cardiff Met with 63 MHFAiders trained during this period, as well as the RCPsych accredited i-act programme (Understanding, Managing and Promoting positive Mental Health and Wellbeing).  The Biennial Staff Survey which is an Engagement survey for all core staff (permanent and fixed term contracts) and includes question sets on Health & Wellbeing, Inclusion and Bullying Harassment & Discrimination, was carried out in June & July 2024. Delivered again by People Insight, it received **1154** responses (**68%** completion rate).  Percentage of *favourable responses* is as follows:   * Health and Wellbeing were **74%** which is plus 5 percentage points compared to 2022 and plus 7 percentage points against HEI sector benchmark. * Inclusion was **72%** which is plus 3 percentage points compared to 2022 and plus 4 percentage points against HEI sector benchmark. * Bullying, Harassment & Discrimination was **68%** which is plus 3 percentage points compared to 2022 and plus 6 percentage points against HEI sector benchmark. |
| **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 | During Global Week 2023, international students proudly celebrated their cultures. Staff and students were invited to participate in music workshops, food tasting and information sharing over the course of a week to enhance their understanding of cultures from around the world. International students were also encouraged to learn about Welsh culture and participate in craft workshops in the Global Lounge.    During the academic year 2023/2024, 7 more Sanctuary Scholarships were awarded to asylum seekers, refugees and migrants with irregular immigration statuses within our community. These scholarships facilitate access to higher education for individuals who would not otherwise be in a position to proactively enhance their future prospects. Scholarships are offered to both undergraduate and postgraduate level students every year and in 2023/2024 there were a total of 14 sanctuary scholarship recipients enrolled at the university.  In February 2024, a “Show your heart for refugees” campaign was launched to encourage staff and students to stand in solidarity with refugees. In addition, students and staff were invited to nominate others to receive a random act of kindness, to boost morale and make people feel welcome and valued.    As a way of offering support to the people of Ukraine, the university invited a team of Ukrainian athletes to train at its sports facilities in preparation for forthcoming international events such as the European Athletics championships and the Olympics 2024. The athletes were supported and housed on campus during their stay.    During Global Week 2024, international students proudly celebrated their cultures. Staff and students were invited to participate in music workshops, food tasting and information sharing over the course of a week to enhance their understanding of cultures from around the world. International students were also encouraged to learn about Welsh culture, play sport and participate in craft workshops in the Global Lounge.    For 2023/24 7 Global Grants projects were approved for funding and of the 7 projects, 3 were led by students. The activities included:   * Intra-club festival of Sport (mixed Netball tournament) to celebrate Cardiff Met Cricket and their diversity * Conference “Unravelling and De-colonising World knowledge: Sharing alternative ways of thinking and knowing.” The ethos was to provide a warm and inclusive space for researchers and students to share knowledge and cultural traditions from around the world, beyond northern-centric/westernised modes of enquiry. * Event to celebrate different cultures via poetry, plays, fashion and food. * One day resilience workshop at Welsh Refugee Council which supported a group of adults to develop psychological strategies for dealing with hardships in the context of education/every day life. * One-day event, titled: TriA-Robo (Advanced AI Aerial Robotics) studio. The initiative invited 40 children from Chinese and Pakistani asylum seekers and refugees’ families and Welsh school children (age 9 to 13). * PLL Robot Culinary Experience Event, facilitating cultural exchange between communities through the universal language of food. The event provided a platform for participants to explore and appreciate the culinary traditions and underlying cultural traditions of each group. * The Islamic Society at Cardiff Met hosted daily Iftaar (opening the fast) for the students on campus during Ramadan.   The Global Grants were also able to support some initiatives for Refugee Week. Cardiff Met initiated the Sanctuary in Wales project, collaborating with other Welsh universities to collect testimonials from Sanctuary scholars to be displayed at each university. These testimonials are hosted on our website and were on display in the atrium during Global Week. During Refugee Week in June, a printing workshop was held by CSAD delivered to 6 local refugees and asylum seekers from Oasis Cardiff. |

## **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). We also report on our Ethnicity and Disability pay gaps. This is available on [our external webpages](https://www.cardiffmet.ac.uk/about/structureandgovernance/equalityanddiversity/Pages/Pay-Gap.aspx). |
| **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. | Recognising that staff recruitment is a critical leverage point that requires continuous review and improvement, we have continued to develop this space. Our new recruitment team was formed to create a stronger emphasis on talent attraction and to advise on attraction strategies.  Our recruitment guiding principles are to:   * Recruit outstanding individuals who share our vision, ambitions and values * Deliver the role requirements * Improve and support diversity and inclusivity * Execute fair, objective and inclusive recruitment practices   In line with our EDI expectations, all job adverts are evaluated using gender de-coders to evaluate whether language used in an advert might deter candidates.  Our existing recruitment system iTrent is configured to provide blind shortlisting, removing any identifiable information from candidate applications to reduce bias throughout the recruitment process.  Before applying for roles, guidance is also provided to support applicants on the our external job portal:   * Applicant guidance for external candidates * Guidance and tips for writing a strong application * International candidate support * Guidance and tips for doing well at interview   Data dashboards have been developed to allow for a better understanding of recruitment data and have been utilised to support EDI work more broadly, specifically through Athena Swan and the Race Equality Charter.  HR Business Partners brief any new manager involved in recruitment and sign post the requirement to do the unconscious bias e-module. The recruitment short course (part of Manage @Met) has the unconscious bias e-module embedded into the session. |
| **Embedding equality through staff training and career development** | |
| * Develop a comprehensive equality training programme for all staff at Cardiff Met (e.g. Unconscious Bias training, Cultural Awareness training, Welsh Language Awareness training etc) * Continued focus on our successful Reader to Professorship training programme * Continue to implement and develop mentoring scheme to support less experienced colleagues with a specific focus on individuals from protected characteristics. | **EDI Induction Module**  During the period the Equality team has continued to develop and review the Equality, Diversity and Inclusion induction training which is available for all staff.  **Manage @Met Programme**  Manage@Met has been refreshed and is now has 14 essential modules. Supporting attendance at Work was added (Jan 23) and as previously covered one of the Wellbeing for Managers modules was replaced with Health and Safety Management (March 24). We also removed Running Effective Meetings which is still available but not as part of Manage@Met. This has meant we have been able to keep the total programme to a maximum of 28 hours, to be completed over one year.  Valuing Equality and Diversity has since been refreshed and with a greater focus on inclusive behaviours, and a culture of dignity and respect, rather than legislation. (Live May 24). During the period 1 April 2023-31 March 2024, 75 managers attended this session.  Average overall evaluation score in 2024 for Manage@Met sessions is 5.4 out of 6. (as of March 24)  As of end March 2024, 429 managers are enrolled in Manage@Met  **Unconscious Bias Training**  An in-house Unconscious Bias training module was launched in 2021-22. The course will introduce staff to the idea of unconscious or 'hidden' bias and how it can impact on the workplace. It will give staff the opportunity to think about situations where their own unconscious bias might affect their ability to make objective decisions or judgements. All staff involved in recruitment must attend Recruitment & Selection module of Manage@Met and from there are signposted to this as further essential training. This has also been refreshed and will be live this coming term, (just translation to Welsh needed). During the period 1 April 2023-31 March 2024, **62** staff have completed the module.  **Union Black Training**  This 6-hour course has been designed for staff and students to increase their understanding of Black British history, race, racism, and how one can transition from being non-racist to anti-racist. The course will aid senior leaders, academic staff, professional services staff and students to better navigate race related challenges in social, professional and academic spaces. The Union Black course is in line with the University’s aim to promote racial equity and also in line with the Welsh Government’s race equality action plan for an anti-racist Wales by 2030.  **Prevent Training**  This training was revised during 2021-22. The Counter-Terrorism and Security Bill 2015 require that a range of institutions, including Universities, have provisions and interventions incorporated into their working practices in order to protect students and staff from the threat of radical ideology which promotes violence and terrorism. This e-learning module helps staff to understand the basic requirements of the Act as they apply to Cardiff Metropolitan University. During the period 1 April 2023-31 March 2024, **174** core staff completed the Prevent e-module.  **Welsh Language Learning**  All parts of the University have been offered Welsh language awareness training by the Welsh language Unit and this has been delivered to most parts of the University.  A range of supplementary activities are also provided free of charge to Welsh Learners, including weekly ‘coffee and chat’ sessions, regular seminars and social events, and a press reading group. All learners have the opportunity to undertake a ‘Cymae Gwaith’ Personal Project during the academic year, where they work on improving the use, visibility or understanding of the Welsh language in their own specific workplace.  All learners are encouraged to sit WJEC ‘Defnyddio’r Gymraeg’ qualifications at the relevant time and are supported with additional revision and exam preparation sessions. The university runs a ‘Learners of the Year’ awards scheme to encourage learners across a range of criteria such as attendance, improvement, special contribution, fluency and personal project.  **P&DR Review**  As part of the annual P&DR sampling process, focus groups were held to hear staff experiences. With one specifically for ethnic minority staff, facilitated by Business in the Community (BITC). Feedback and examples of lived experiences were then provided to all SMT/SMPTS across the university as part of our annual P&DR sample check, with Leaders actively encouraged to purposely explore and seek to understand the experiences of ethnic minority staff and what support they may need.  In March 2024, we introduced a Lived experience guidance for Reviewers. This guidance asks reviewers to be consciously curious to find out about reviewees’ lived experiences, the impact of these and any additional support they may need. This includes a conversation guide.  **Inclusive Leadership in Internal Development Programmes**  From 2023 we started embedding an inclusive leadership module with self-reflection and peer group discussion into all our internal leadership development programmes. This builds further on the 360 degree feedback element of these programmes which from 2022 onwards also included the Cardiff Met behaviour of inclusivity.  **Racial harassment guidance**  Introduced in 2023, this was designed to equip staff with tools in the moment, to respond to racial complaints and to provide staff with confidence on what to do at each stage and where to sign post for additional support services. Information about it was made available via internal webpages and highlighted via an email to all line managers  **Rasing Awareness with Senior Leaders (Leaders’ Exchange)**  To support collective leadership, senior leaders from across the University regularly meet to share and discuss learning through raising awareness. In the current period, two sessions supported Equality, Diversity and Inclusion:   * Enhancing Our Culture; exploring inclusion with a focus on race with Professor Charlotte Croffi * Resolution Framework (RF) – Enhancing Our Culture; a move towards a more restorative approach. This was to socialise the RF with Senior Leaders before work started.     **Policy development**  Since January 2023 inclusive gender-neutral language has been incorporated into policy and guidance development. |
| **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 continued to implement its Athena SWAN Institutional Bronze action plan and plans to submit a Silver application in May 2024.  The University is a member of the Race Equality Charter and is committed to submitting a Bronze application in November 2024.  The University currently holds ‘Disability Confident Employer’ status following our own self-assessment and is focused on working towards becoming a Disability Confident Leader in 2025. |

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