



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

2017/18

GOOD PRACTICE AT CARDIFF METROPOLITAN UNIVERSITY



Appendix II - Good Practice at Cardiff Metropolitan University

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Foreword

As Chair of the Equality and Diversity Delivery Group (EDDG), formerly known as the Equality and Diversity Engagement Group, I would like to thank former chair Richard Walters for his previous work in the advancement of equality, diversity and inclusion at Cardiff Metropolitan University.

I am hereby delighted to present this year's Equality and Diversity Annual Report, covering the period April 1st 2017 – March 31st 2018. This report and supporting documents demonstrate the University's ongoing commitment to equality and diversity and illustrates how this is delivered through staff, student and external activities, in line with our Strategic Equality Plan (SEP) 2016-20.

Over the last year we have continued to make progress against the aims and objectives as set out in our SEP 2016-20, engaging across a variety of platforms with our internal and external stakeholders to ensure that we continue to embed equality, diversity and inclusion in everything that we do.

The continued progress made this year is thanks to the hard work and dedication of all staff within the Cardiff Met community, particularly those who have contributed to the production of this report.

In my new role, I look forward to supporting the University as it works towards the advancement of equality, diversity and inclusion and the enhancement of the staff and student experience.

The current report demonstrates the University's commitment to equality and diversity and highlights examples of good practice delivered at Cardiff Metropolitan University through staff and student activities.

Dr Jacqui Boddington, Pro-Vice Chancellor Student Engagement, Chair of the Equality and Diversity Delivery Group

Board of Governors

The University's Board of Governors oversees performance and to assist in this function receives information on equality and diversity issues through receipt of the Equality and Diversity Annual Report, periodic staff monitoring and related reports and the notes of the Equality and Diversity Delivery Group (EDEG). Recruitment to the Board of Governors is undertaken by the Nomination and Governance Committee which makes determined efforts to give wide publicity to vacancies and takes a range of different factors into account when making recommendations to the Board for the appointment of governors. The Committee's aim is to attract a wide range of applications for Board membership to assist in the establishment of a balanced Board in terms of gender, ethnicity and other protected characteristics. Every effort is made to ensure that governing body membership reflects the needs of the University and the community it serves.

Equality and Diversity Delivery Group

The Equality and Diversity Delivery Group brings together key Senior Management and Staff Network representatives from across the University to monitor progress in meeting the Equality Act 2010 general duty and the accompanying specific duties, ensure the delivery of strategic targets and objectives and to ensure policies and procedures go beyond the University's statutory duties. The group also oversees the delivery of the University's Strategic Equality Plan.

The Group is chaired by the Pro-Vice Chancellor Student Engagement and meets at least once every term. The EDDG reports through Management Board.

Students' Union

The Students' Union continually strives to improve the equality and diversity provision for all students. By working in partnership with the University, a collaborative approach is being developed to enhance equality and diversity for the students. This year the Union has made some great progress in this area, with a development to the representation structure to include 1 part time Equality and Diversity Officer, allowing the Union to further engage with Cardiff Met students, allowing for a greater platform for the student voice.

The Students' Union offers a range of services to promote equality and diversity for all students. The Union offers students the opportunity to attend free workshops delivered by external industry experts. Workshops range from equality and diversity legislation and practice to promoting a positive image at an interview. In order to prepare students for life after university 'resilience and wellbeing' workshops were included to the offering. These workshops are also part of the 'Cardiff Met Award' run by the Union, which provides students with the opportunity to enhance their personal skills and prepare them for life after university.

The Students' Union also supports a range of student-led societies which provide students with the opportunity to come together and share their views and experiences. The Lesbian, Gay, Bisexual and Transgender (LGBT+) and the British Sign Language (BSL) society are two societies that support equality and diversity and welcome participation by all students. Student Societies provide students the opportunity to establish a support network of peers and a platform to make change.

During the 2016-17 reporting period the Students' Union signed the Time to Change Wales Pledge, to ignite conversations and reduce the stigma attached to mental health. Since the signing of the pledge the Union has implemented a 'Student Minds' peer to peer support network, and continued through 2017-18 to engage and encourage students to discuss mental health and coping mechanisms in a safe environment.

Student Support (Student Services)

Disability Services

Cardiff Met provides a wide range of services for disabled students, coordinated by the Disability Service within Student Services. The Disability Service advises disabled students on the assistance available to them and advises colleagues regarding appropriate reasonable adjustments. This activity involves providing advice and information, assessing students' needs, undertaking any necessary liaison with external bodies to establish support, coordinating and implementing specialist support, advising on academic adjustments and monitoring, and reviewing and evaluating the effectiveness of the support provided throughout the student's period at the University. Provision of support is coordinated in conjunction with appropriate Schools and Units to ensure a coherent, consistent and holistic approach.

Finance and Welfare Advisory Service

The Finance & Welfare team has continued to support students experiencing financial difficulty throughout the year. Bookable Face to face and telephone appointments are available to current and prospective students to discuss all aspects student finance, budgeting and funding entitlement enquiries. Drop-in sessions are also available to all students across both campuses without a prior appointment, meaning students can access the service quickly and easily.

During 2017/18 the Finance & Welfare team supported 32 care leavers and/or estranged students, of which 31 received a £1000 bursary (or part of it) to support them with additional costs that they typically incur throughout the year. The University's support package to care leavers and estranged students also includes access to year-round accommodation and a designated member of staff who can liaise with support agencies on behalf of the student as required.

The Hardship Fund was administered again via the team in 2017/18, providing emergency help to those in genuine need. As well as home & EU students, the fund was also made available to International students to access financial help. Emergency support was awarded again this year to students whose funding had been delayed at the start of the academic year, allowing them to continue with their studies. Awards were also made to students to help pay for dyslexia assessments and DSA equipment costs, leaving the student to focus on their studies, rather than worrying about these additional costs.

Student Mental Health & Wellbeing

Alongside disability, students with enduring mental health conditions are also entitled to support under the provisions of the Equality Act 2010, and the Student Wellbeing team continued to develop its offering in this area. As well as academic adjustments for students, the counselling service was fully-integrated into the wider wellbeing provision for the first time, allowing for more holistic care and support for students in need. This renewed approach also included the introduction of external counselling support to provide greater flexibility to the service at times of greatest need, and it is anticipated that this will continue into 2018/19.

Careers

Over the past year the Careers Service has continued to develop and transform in response to student expectations and the ever evolving job market in the UK and abroad. The Careers Service has been working more closely with the Student Services team to offer a more integrated service for those requiring additional support with careers, disability, and wellbeing, aided by implementation of MetHub across the directorate.

Over 1000 students have accessed one to one support, with females representing over 63% of attendees. Of attendees, 19% identified as having disability and 62% from a BAME background. The Careers Service is proud to be able to offer careers support such a wide range of students and will continue to find opportunities to support all of Cardiff Met's diverse student body.

Building on the success of the 16/17 academic year, the Employer Services Team has continued to roll out new opportunities for students to engage with graduate recruiters and local companies. This has included eight Careers Fairs, four Careers Open Days, 12 Employer Skills Sessions and six Career Forums with over 3000 students engaging in these events. For the next academic year, the Employer Services Team will be investigating the implementation of a quiet hour at the beginning of fairs to enable students with disabilities to access employers without the stress of navigating large crowds.

An integral part of the service which has seen great success is the GO Wales – Achieve through Work Experience programme, a European Social Fund initiative to address inequalities students face in the job market. The GO Wales programme supports students from a BME background, those with disabilities, care responsibilities or from low higher education participation neighbourhoods by providing tailored work placements and career coaching from advisers. 36 placements have been secured for 59 students in the past year, meeting the Teams EU Social Fund targets and providing a valuable step up to those who need additional employability support.

Learning and Teaching

Equality and diversity is embedded in all aspects of learning and teaching across the University, including the new Corporate Strategic Plan (2017/18-2022/23) which focuses on the 'establishment of a values-driven University that champions creativity, diversity, freedom and innovation through trusted partnerships that generate educational transformation, research with impact, sustainable economic growth, social cohesion, and health and wellbeing'. Alongside this sits the UK Professional Standards Framework which drives all of the academic development work, including workshops targeting academic staff run by the Learning and Teaching Development Unit. Specific workshops addressing equality and diversity in the curriculum are also run every year, and particularly address internationalisation of the curriculum, and gender and sexuality in the curriculum.

Academic Staff Development

Equality and diversity pervade all workshops for the PgC Teaching in Higher Education (a requirement for all new staff with limited teaching experience) run by

the Quality Enhancement Directorate. In particular equality and diversity issues feature in the workshops on assessment, transition to university, and internationalisation respectively which are all themes in the Learning, Teaching and Assessment Strategy, and the EDGE (Ethical, Digital, Global and Entrepreneurial) aspirations for Cardiff Met graduates.

Additional workshops will be offered to enhance understanding of EDGE, and to support staff in embedding this into curricula.

Analysis of Student Satisfaction with Learning and Teaching

Following the results of the student satisfaction surveys in 2017, all programmes who received an overall satisfaction score of below 80% in the National Student Survey were required to complete an action plan, to be submitted to the Learning and Teaching Development Unit. These action plans were discussed alongside the School action plans in response to the data in termly meetings with the senior learning and teaching teams in each School. In December 2017, the first collaboration between the student satisfaction data and Annual Programme Review meetings took place, ensuring cross-referencing of data sources, streamlining of processes and oversight of information for all Schools and Programmes. This will be extended in 2018/19 to include a single action plan for the purposes of both student satisfaction data and Annual Programme Review, ensuring clarity and streamlining of processes, lessening chances of duplication and workload on staff across the institution. The feedback and actions provided by Schools and Programmes has been further supported by the development of an institutional Student Engagement Strategy in 2017/18, which has outlined a number of key areas of focus for enhancement including the pilot of a Peer Assisted Learning Scheme in 2018/19.

The work of the Electronic Submission, Marking & Feedback Project Group in 2017/18 has seen a significant increase in the number of assessment submission points created in Moodle, with an increase of 1863 submission points in one academic year. This has also included the development of a new 'Post-Date' tool in Moodle to ensure marks are released to students at 12pm, 20 working days after the assessment deadline, ensuring clarity of assessment information and meeting institutional policy requirements. Student feedback indicates that the release of the post-date tool has resulted in an improvement in the timeliness of feedback. In 2017, NSS assessment and feedback scores rose from 68% to 73% overall; for the question 'Feedback on my work has been timely', student satisfaction rose last year from 59% to 69%.

The group were also instrumental in the development of a 'Print to Mark' tool in Moodle, to allow marking to be undertaken offline for those members of staff who wish to do so or due to health and wellbeing concerns of marking online. To date, only 13 Print to Mark requests were made, suggesting that the majority of staff have chosen to mark electronically.

Panopto Review is a system which provides recorded material to students in an inclusive and flexible format. Recordings can be accessed at a time and place to suit learners, and the student interface employs features which can support a diverse student population. The project to equip all Cardiff Met teaching spaces with Panopto Review was completed throughout academic year 2017/18, for completion in September 2018, providing 90 Review-ready rooms. A staff experience survey was disseminated across the institution which reported positive student user

experience. A project-close Student Survey will be provided ahead of academic year 2018/19 to identify user experience in relation to flexibility and accessibility.

Destinations of Leavers from Higher Education

The 2016-17 Destinations of Leavers from Higher Education (DLHE) survey continues the upward trend in the employment or study prospects of Cardiff Met graduates. The number of full-time home undergraduates in work or study six months after graduation is at the highest it has ever been at 95.8%, an increase of 1% on the previous year. There has been a good increase on those entering professional level outcomes, rising to 65.3%. Despite these gains, the wider sector has outpaced Cardiff Met's performance this year, meaning a slight fall in real terms. The trend, however, remains positive and Cardiff Met can continue to build on these results to going into new Graduate Outcomes survey.

In Equality and Diversity terms, Cardiff Met has done well in comparison to the national average this year. As ever, it is imperative that as an institution the focus is on developing and providing equal opportunities for all students, no matter their circumstance or background. The Careers Service has continued to invite employers seek a diverse workforce onto campus to provide opportunities for students. In addition, the GO Wales programme team have help organise excellent work experience opportunities to students who face barriers in gaining employment, exceeding the targets set by the European Social Fund.

Providing equal employment opportunities will continue to be important with the introduction of the Graduate Outcomes survey, successor to the DLHE survey. Moving from a 6 to a 15 month census, the survey is a major shift in methodology behind collecting graduate destinations information. This provides both challenges and opportunities going forward, and the Careers Service has taken steps to ensure a smooth transition, such as the integration of alumni support to better enable us to support graduates in those first 15 months. The first results will be available in January 2020.

Chaplaincy

Cardiff Metropolitan University is multi-cultural and multi-faith, with over 95 faith traditions from 140 different countries. There are three shared-faith prayer rooms across the Cardiff Met campuses with further plans for additional sites. The chaplaincy team is doctoral and has a range of academic as well as professional commitments. The role and delivery of the team has changed significantly in the last year moving to a more centralised development of cultural cohesion on campus, which is linked to Home Office recommendations.

Cultural Isolation and alienation leading to compounded vulnerability, is a significant risk to students and staff in a university setting. This process may manifest in bullying and increased risk for mental health, including increases in suicide, failure to achieve/thrive and vulnerability for indoctrination to potentially dangerous individuals or groups.

Central to Cardiff Met's EDGE agenda, and directly a function of it, Cultural Cohesion at Cardiff Met addresses both our core identity as a university and our key statutory

reporting requirements, which includes a range of teams with specific expertise in both management and reporting protocols.

Cultural cohesion is understood as the establishment of shared sets of values actioned by the building of better relationships across cultural, faith, ethnic and other divides; evidenced through bringing people together, physically or virtually, to promote tolerance and understanding of the 'other' and reducing the likelihood of isolation, alienation and bigotry.

A university culturally cohesive community is one where:

- There is common vision and a sense of belonging for all communities
- The diversity of people's different backgrounds, beliefs, values and circumstances are appreciated, protected and positively valued
- Those from different backgrounds and cultures have equality of opportunities
- Strong and positive relationships are developed and held between people from different cultures throughout the University community and our community stakeholders.

All staff at Cardiff Met are required to undertake an on-line module but significant numbers are trained at a higher level by the Chaplaincy and Cultural Cohesion Team; addressing faith and cultural sensitivity awareness including the Prevent agenda. This training raises understanding of the impact, risk assessment, and mandatory reporting of: Forced Marriage (FM) for under 18 year olds or where there is sibling risk, Modern Day Slavery (MDS), Honour Based Violence & Domestic Violence (HBV)(DV), Hate Crime, and Sudden Death; which has specific cultural sensitivities and has an established vulnerability to grooming or radicalisation.

The University are also required to work under a Home Office appointed multi-agency coordinator for Domestic Violence Homicide Review (DVHR) and Prevent. Management attached to Forced Migrants and 'Sanctuary' recognising that such students, in particular, carry significant amounts of trauma and adaption issues and are a particular concern.

All such situations convey a significantly high risk to the student population in terms of personal safety, potential suicide and mental health as well as risk to social bonding. These issues also carry Prevent and statutory reporting requirements and require sensitivity, specific skill sets and qualifications in their handling, and as such are reported directly to the Chaplaincy and Cultural Cohesion Team for initial management, supported by a range of departments within the university, to ensure specialist and appropriate intervention and care. More importantly, however, the interspatial model adopted by the team ensures that all individuals have value, a voice, support and individualised empowerment as part of the fuller and vibrant community at Cardiff Met.

Complaints

The University has a well-established complaints procedure. An annual report reviewing performance is presented to the executive and the governing body annually. The purpose of the review and analysis of complaints is to highlight any trends or significant areas of concern that need to be addressed, to inform continuous improvement in the University's programmes, support services and management.

Many complaints are positively resolved informally and quickly at source by individual members of staff, never reaching the complaints procedure. Information in the annual report is based on formal and informal complaints addressed through the Complaints Manager.

During the 2017-18 reporting period there were no complaints received for discrimination on the grounds of any protected characteristics.

The Research Excellence Framework (REF) and Research Students

As with previous exercises, Equality and Diversity will feature prominently in REF 2021. In July 2018 the draft Guidance on Submissions for the exercise was released by the REF team and indicated that measures embedded into the previous REF exercise related to E&D will continue into this exercise.

Each institution is required to produce and implement a code of practice on the fair and transparent identification of staff with a significant responsibility for research with the aim of promoting equality and diversity and avoiding discrimination when preparing submissions to REF.

Work has begun to define the process via which a “significant responsibility for research” will be established at Cardiff Met and it is envisaged that this will include a number of Equality Impact Assessments in order to monitor, and if necessary rectify, any perceived inequalities. It is also likely that the institution will invite staff to declare any personal circumstances which may have contributed to them being less productive in terms of research outputs. Cardiff Met is currently awaiting final confirmation on the requirements of the REF team and will finalise the process once this information has been received in early 2019.

Research Degree Students

Cardiff Metropolitan University monitors the recruitment, completion, suspension and withdrawal data for postgraduate research (PGR) students for each year by the protected characteristics of age, sex, disability and ethnicity. As yet, data on other protected characteristics (i.e. gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation) have not been collected.

The most recent data captured are for 2017/18. They provide a descriptive snapshot that is contextualised with reference to comparative data since 2007/08. As previously, for some variables the data set is relatively small, hence the observations included in the analysis that follows are necessarily circumspect.

(i) Recruitment

Following a “spike” in recruitment of PGR students in 15/16, recruitment dropped to a total of 50 in 16/17 but recovered slightly in 17/18 when total recruitment rose to 54. There continues to be no discernible pattern in the ratio of women to men with the slight imbalance in favour of female new starters in 15/16 being replaced by a slight imbalance in favour of male new starters in 17/18 (Figure 1).

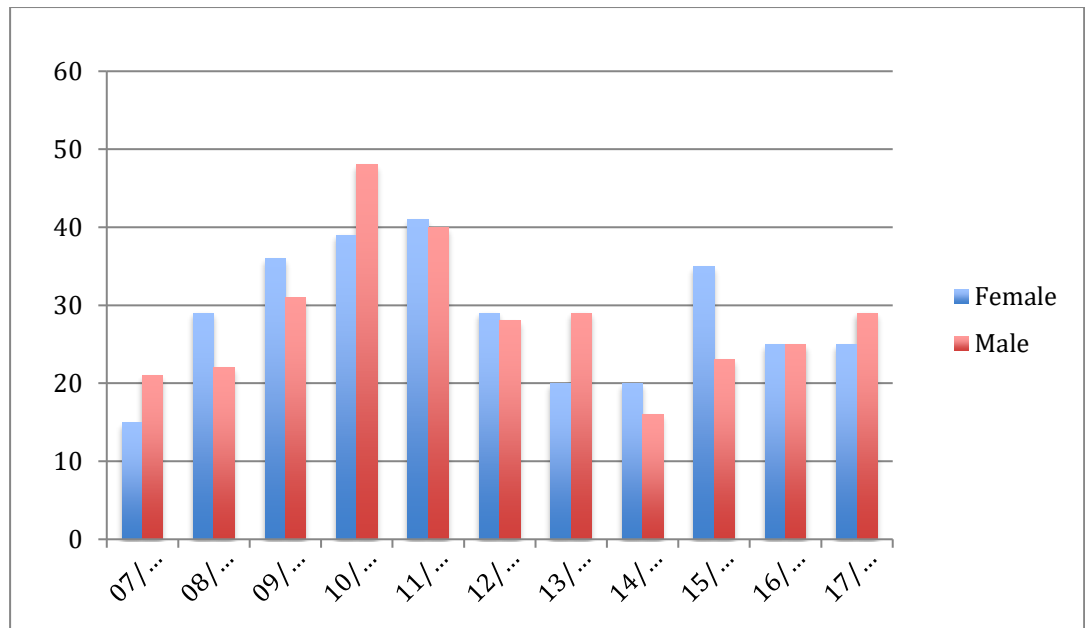


Figure 1: Number of women and men recruited to PGR programmes at Cardiff Met 07/08 to 17/18

In terms of the age profile of PGR candidates at the point of recruitment, the last three years have seen a small decrease in the number of recruits aged 30 or over, whilst there has been a steady and encouraging increase in the recruitment of 26 – 30 year olds (Figure 2).

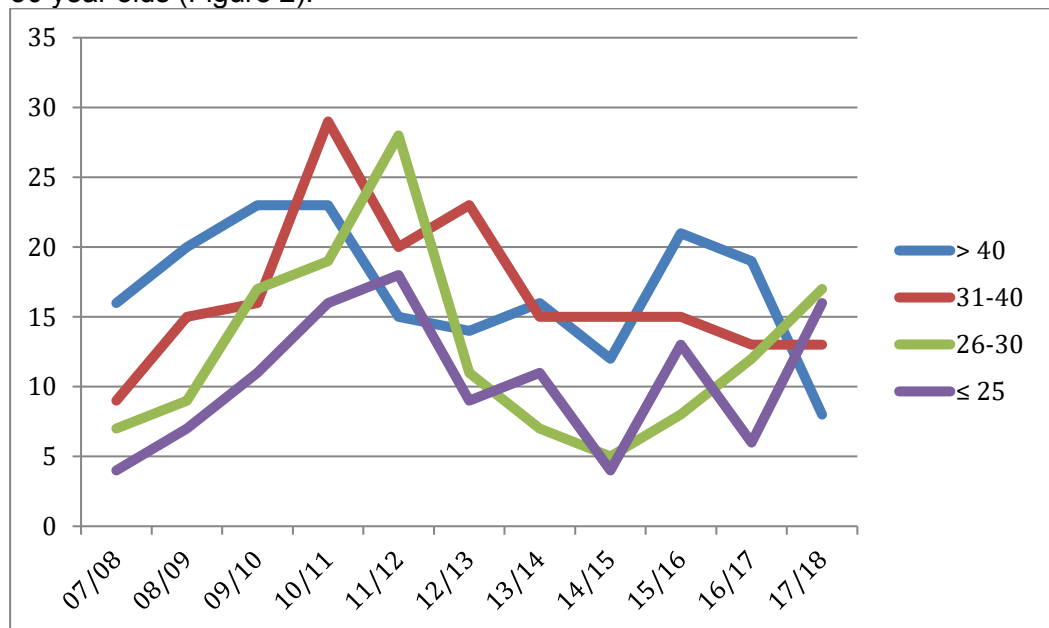


Figure 2: Age profile (in years) of PGR students recruited at Cardiff Met 07/08 to 17/18

In terms of ethnicity, white candidates remain the largest single group of newly recruited PGR candidates. However, as noted in previous reports, the ethnicity of PGR students recruited remains difficult to interpret and caution should be exercised in drawing firm conclusions. (Figure 3)

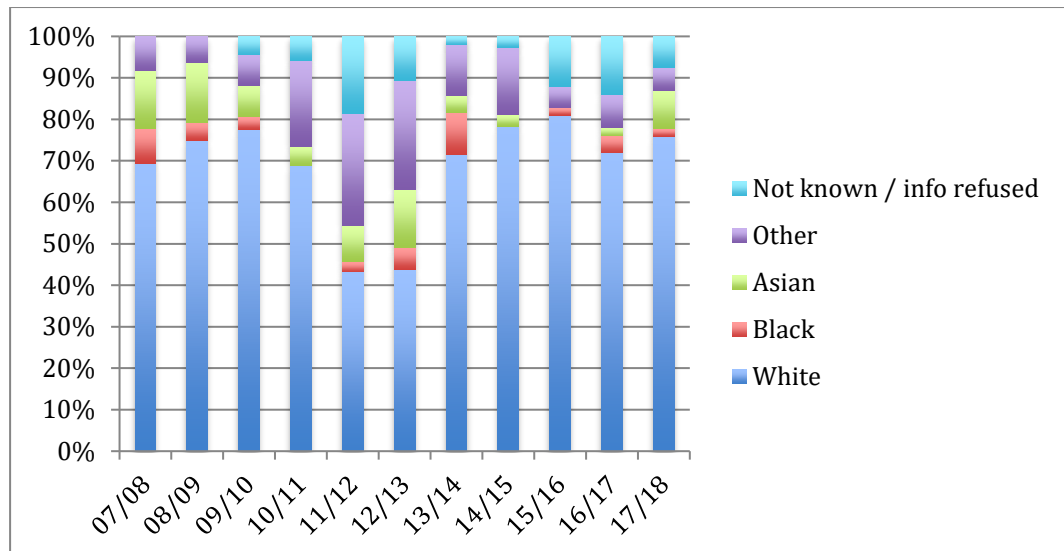


Figure 3: Ethnic profile of PGR candidates recruited to Cardiff Met 07/08 to 17/18

As in previous years, in the main PGR candidates at Cardiff Met are without known and declared disabilities. However, in 17/18 there was an increase in the proportion of newly recruited PGR candidates with a known and declared disability to 9%, this is compared with 4% in 16/17.

(ii) Suspension

The number of PGR students who suspended their studies in 17/18 reduced overall (n=25) from 16/17 (Figure 4). This being said, it should be noted that the number of suspensions recorded in 16/17 were higher than at any point in the previous decade and numbers of suspensions recorded in 17/18 remain high when compared with previous years. As in 16/17, a large proportion of suspended students were from the London School of Commerce and this again reflects the greater level of engagement from the LSC in administrative matters linked to candidature. It also skews the data set for ethnicity of suspended candidates as all are members of the Black, Asian and minority ethnic (BAME) groups.

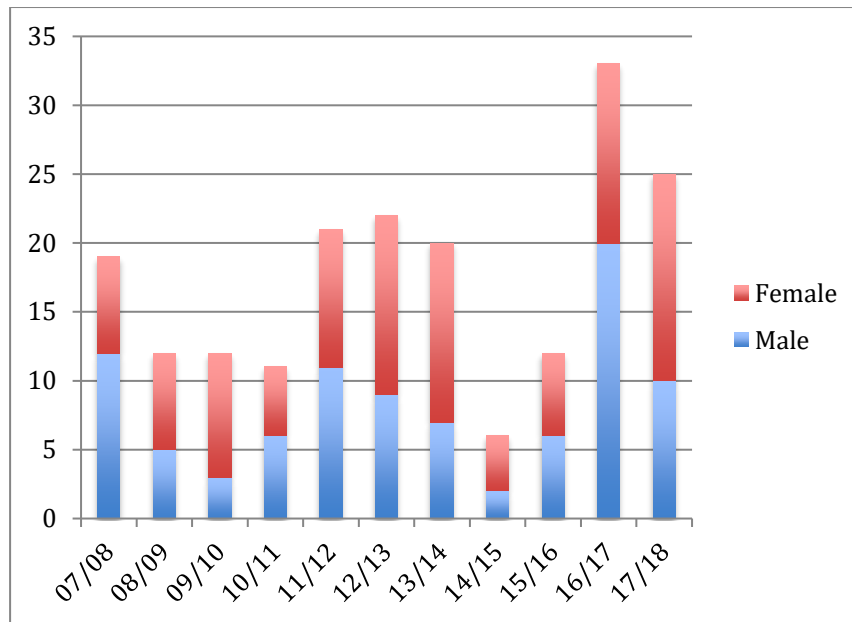


Figure 4: Proportion of women and men who suspended their PGR studies at Cardiff Met 07/08 to 17/18

As was the case in previous years, the age profile of those who suspended their studies (Figure 5) remains a more telling variable, and there is a continuing pattern of older candidates (ie over 30) suspending their studies in greater numbers (n=20) and as a growing proportion of the total (from 73% in 16/17 to 80% in 17/18).

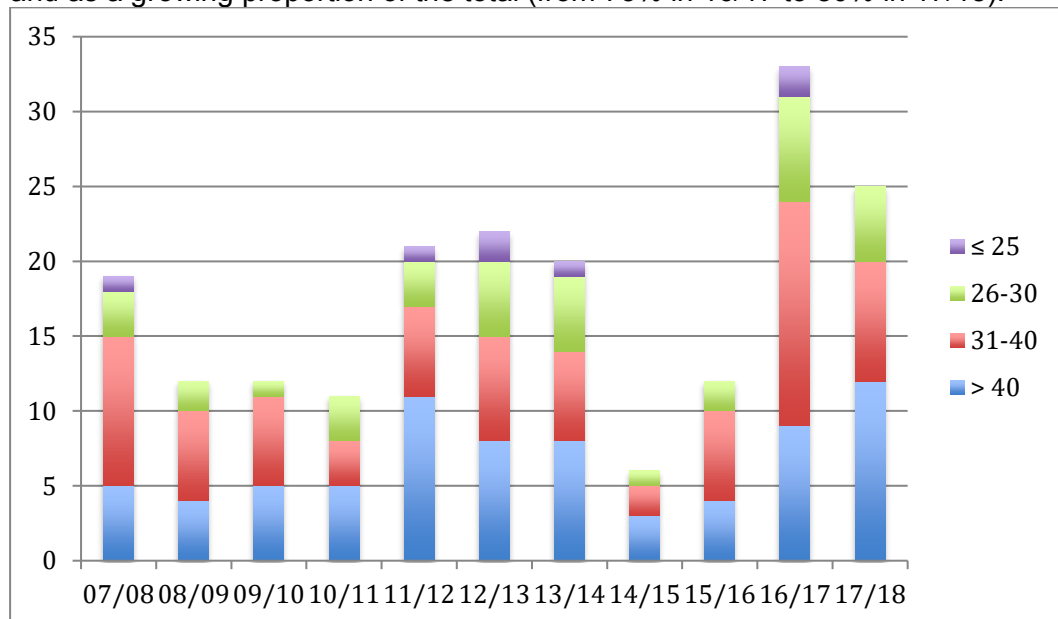


Figure 5: Age profile of PGR candidates who suspended their studies at Cardiff Met, 07/08 to 17/18

Apart from LSC candidates who suspended their studies in 17/18, the ethnic profile of the PGR students granted a suspension to their studies reflects the overall profile of the PGR student population. Overall, 23 candidates did not disclose a known disability. Thus, the data set related to those who did is too small to draw statistically valid conclusions. However, stated disabilities given included specific learning difficulty such as dyslexia, dyspraxia or ADHD (n=1) and a mental health condition, such as depression, schizophrenia or anxiety disorder (n=1).

(iii) Withdrawal

During 17/18 a total of 34 candidates withdrew from their studies (Figure 6). Of these, 24 were from the LSC, which again skews the data for ethnicity (see above). Continuing a trend set in 16/17, there was a relatively even gender distribution in 17/18 (52% female, 48% male), although the percentage of withdrawn students who were female was greater than the percentage of male withdrawn students for the first time since 13/14.

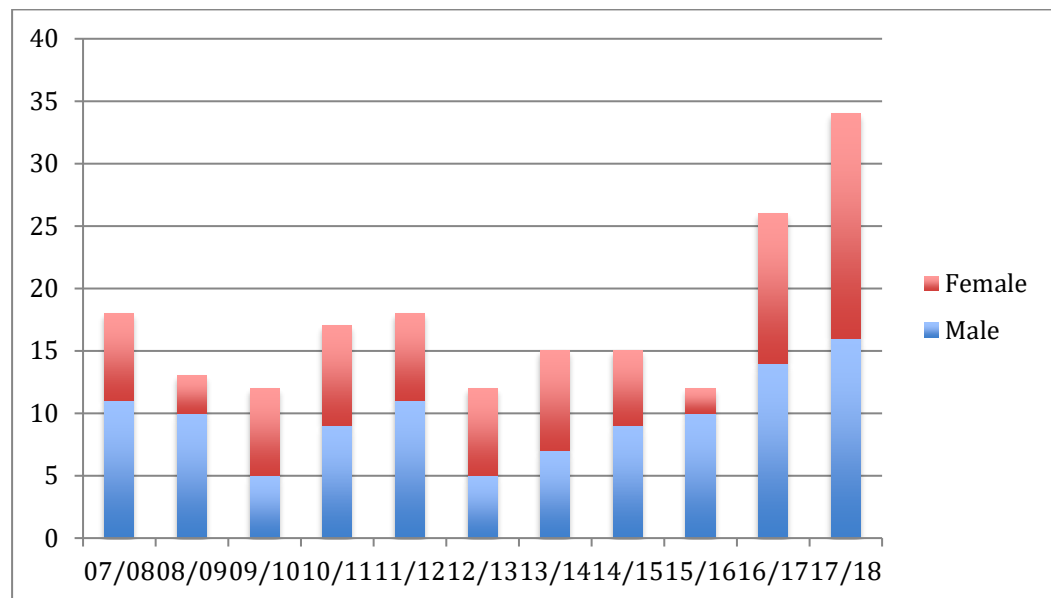


Figure 6: Proportion of women and men who withdrew from their PGR studies at Cardiff Met, 07/08 to 17/18

As previously, older candidates continued to withdraw in significant numbers (Figure 7) and both the number (n= 25) and the proportion (73%) of the over 30's remains high. Only one withdrawn candidate declared a known disability (a specific learning difficulty such as dyslexia, dyspraxia or ADHD).

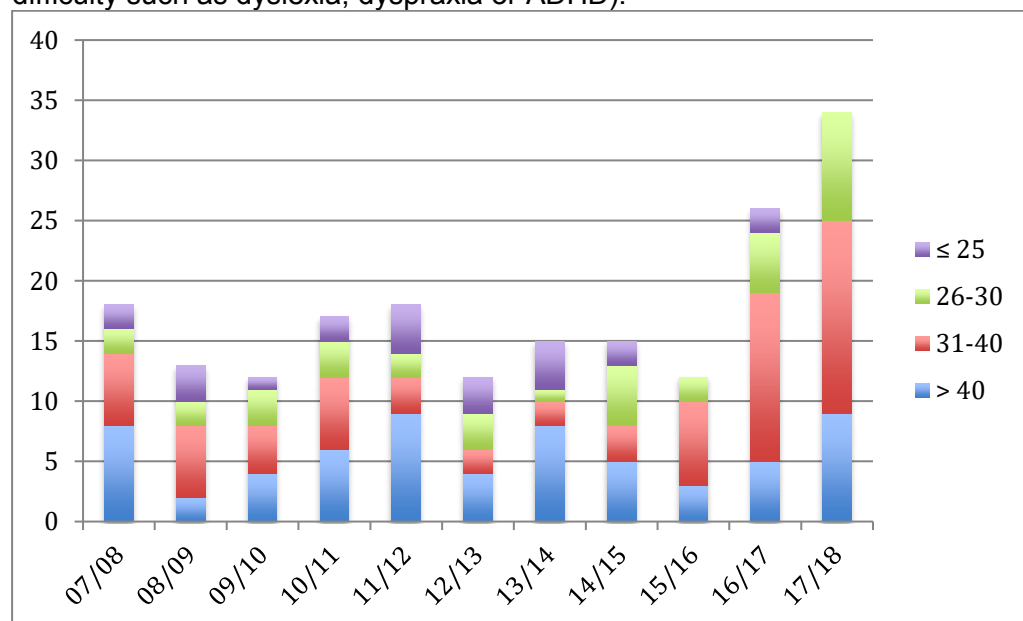


Figure 7: Age profile of PGR candidates who withdrew from their studies at Cardiff Met, 2007/08 to 2017/18

(iv) Completion

During 17/18, 61 candidates successfully completed research degrees – 31 men and 30 women (Figure 8)

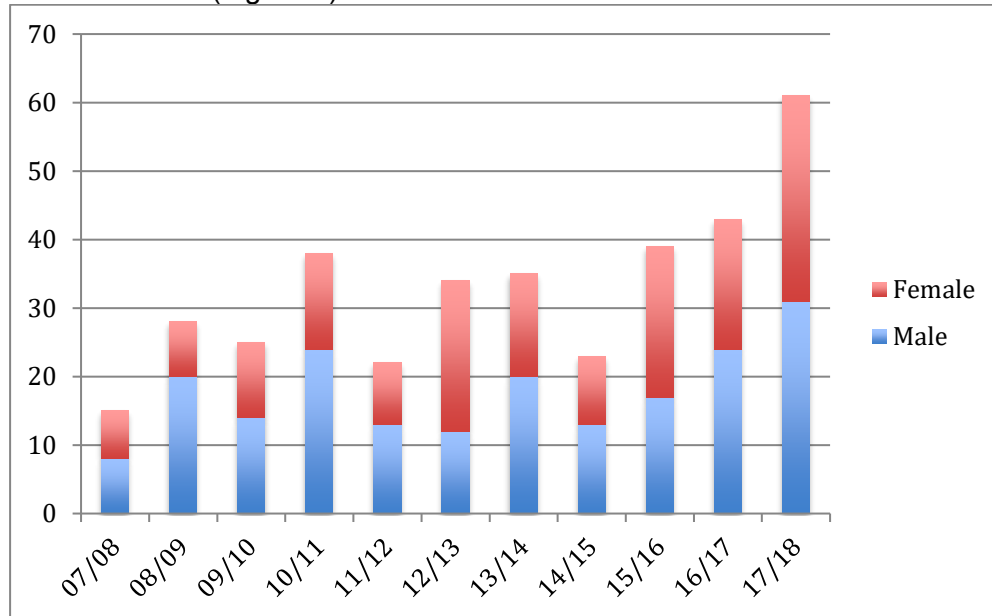


Figure 8: Proportion of women and men who completed their PGR studies at Cardiff Met, 07/08 – 17/18

As with recruitment data, there are no clear patterns emerging regarding the age profile of those completing research degree studies (Figure 9).

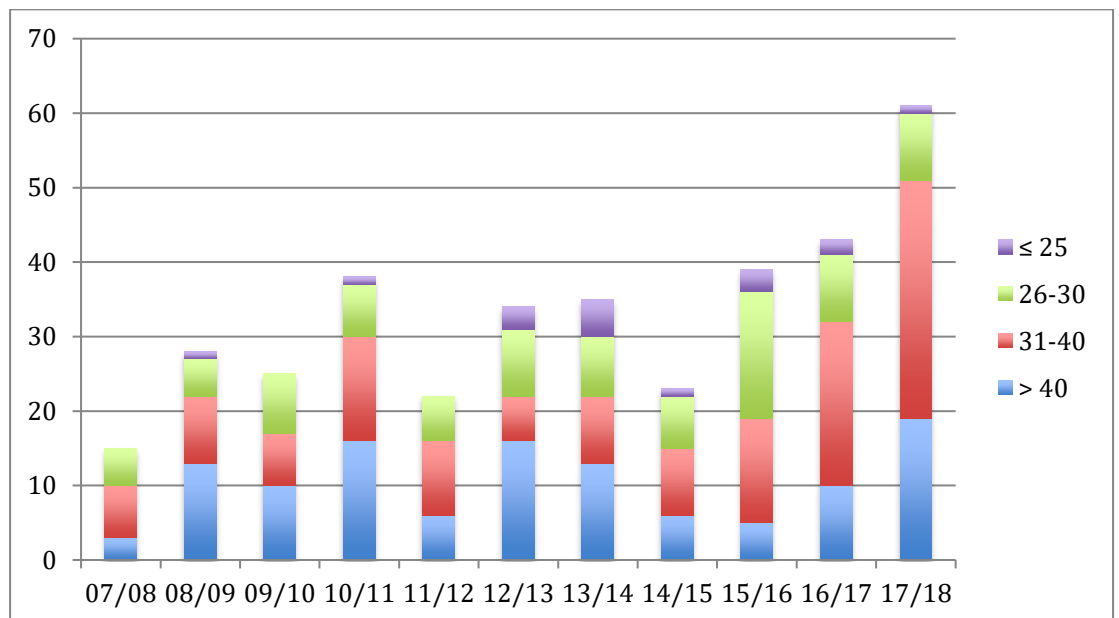


Figure 9: Age profile of PGR candidates at Cardiff Met who completed their studies, 07/08 – 17/18

The proportion of completing students from BAME groups shows a further increase with 49% being Black, Asian and minority ethnic group – as was the case in 16/17, this has been influenced by the 25 completing students from the LSC. Four completing candidates declared a known disability; a specific learning difficulty such

as dyslexia, dyspraxia or ADHD (n=2), a long standing illness or health condition (n=1), a physical impairment or mobility issues (n=1).

Summary remarks

REF 2021 has been designed to build on the success of REF 2014 in terms of inclusion. E&D is built into institutional codes of practice and Cardiff Met are currently drafting the University's Code of Practice which will require approval from the REF E&D panel.

In terms of the University's Research Degree landscape, there is a concerning trend in the increase of withdrawals but no discernible or statistically significant E&D related trends in the postgraduate age, recruitment, progression, suspension withdrawal or completion data.

Welsh Language Scheme

Cardiff Met has committed within its Corporate Strategic Plan to double the amount of students studying at least 40 credits per years of their provision through the medium of Welsh. In order to achieve this university is working closely with the Coleg Cymraeg Cenedlaethol on enhancing and expanding its Welsh medium provision and is committed to making Cardiff Met an attractive destination for Welsh speaking students, staff and the public.

Cardiff Met has an excellent working relationship with the Coleg Cymraeg and contributes to all aspects of the Coleg's work through representation on the Coleg's highest boards (Academic and Consultative Board) to academic staff attending and leading relevant subject panels on the development of provision in key areas.

Changes to the Coleg's funding model from funding individual members of staff to giving subject grants has allowed Cardiff Met to expand its provision in key areas. Cardiff Met is the lead provider in Wales in Sport related provision and in Business related provision. Subject grants from the Coleg Cymraeg in these areas have allowed the provision to be expanded from the individuals originally funded by the Coleg other interested academics. The link with the Coleg mean that during the 2017/18 academic year the following provision was available in Welsh:

Cardiff School of Sport

- 40 credits per year across all undergraduate programmes
- 80 credits a year available across three undergraduate programmes

Cardiff School of Education

- 80 credits a year available across a range of undergraduate programmes
- The PGCE Primary and Secondary available in Welsh

Cardiff School of Management

- 40 credits per year available across 18 undergraduate programmes

Cardiff School of Art and Design

- 40 credits per year available across all undergraduate programmes

Cardiff School of Health Sciences

- 10 credits per year available across the BA Speech and Language therapy programme.

In order to ensure that the Cardiff Met is a Welcoming environment for Welsh speaking students, staff and the public the university undertook a range of initiatives in 2017/18. The university as a whole continued its preparation for the Welsh language standards and ensured that each section of the university prepared an action plan on how it would meet the standards and ensure services in Welsh. The Welsh Language Unit organised training on the standards and the Welsh language to all sections of the university. While university also expanded its Welsh classes for staff with over 60 members of staff taking advantage of this provision.

Library and Information Services

During the 2017/18 period Library and Information Services engaged in a number of activities:

- Actively supported LGBT History Month 2018 through the development of a Library Book Display.



- Creation of social learning spaces to bring students together
- Development of Digital Strategy including reference to digital inclusion
- Donated PCs to local schools and organisations
- Made Learning Centres available to local organisations such as cubs and scout groups
- Development of new L&IS Performance Plan for 2018/19 period which includes projects and activities related to civic engagement
- BIS staff involved in the running and development of LGBT+ and BME Staff Networks across Cardiff Met.
- Member of Library Services' staff involved in the establishment of Cardiff Met's Women's Network

Estates and Facilities

Cardiff Met is committed to providing facilities that are accessible to all students, staff and visitors. The university seeks to engage with and respond to the individual needs stakeholders across the full range of functions and services provided specifically within the Property Services Function.

During 2017/18 Property Services have improved access to individual buildings in the following areas:

- A new Facilities Management block was completed which was fully designed to comply with current Building Regulations and the requirements of the Equality Act 2010. Specific elements that were included were ramped accesses and accessible WC's and shower.
- A contrasting colour scheme strategy has been adopted within all refurbishment projects, to assist partially sighted students, staff and visitors.
- Permanent and portable hearing loop infrastructure has been extended and upgraded.
- MetHub process has been adopted to improve the PEEP process, resulting in a number of automatic doors being installed across the campuses and the provision of personal aid to support mobility scooters and provision of dry storage for the scooters.

The university retained the services of AccessAble (formerly Disabled Go) with a full re-survey of University facilities. Property Services also commissioned the Recommendation Matrix service pertinent to the Cardiff Met campus surveys and Best Practice Guide, to allow the University to focus funding on any gaps in access arrangements. The website hosts an overview of access to all of Cardiff Met's campuses, mapping the accessible routes through the campuses and to teaching and facilities spaces.

AccessAble have re-launched their website and now provide a free mobility app that allows access to information on the go. The re-launched web also better reflects the wider user base including carers and visitors with temporary access arrangements due to ill health or injury.

During the initial development of the new Cardiff School of Technologies Campus and ensuring the diverse needs of the Cardiff Met's work force and students are considered in the development of new University buildings, key stakeholders from across the University were invited to attend Architect Workshops. The importance of ensuring a welcoming, inclusive, accessible and flexible campus were identified as key considerations.

Commercial Services

Commercial Services has maintained its status as a fair trade organisation, and led a new initiative 'Community Days' to bring together the University and external partners to raise awareness and engagement on a variety of themes, including E&D, Health & Wellbeing and Environmental Management. All of the University-run campus catering outlets continuously develop ranges of food offerings and settings to meet the needs of a diverse community, ensuring where possible, a wide spectrum of users can access the provision

Through the Conference Services unit, the University hosts and supports many external organisations each year. The following is a sample of these from the past twelve months:

- Federation of City Farms & Community Gardens,
- Polish Saturday School,
- Wales Deaf Rugby Union,
- USPG (United Society Partners in the Gospel) Meeting,
- Cardiff Christadelphians,
- South Wales Chinese Association,
- Parkinson's UK,
- Advocacy Support Cymru (ASC),
- DELTA Deaf Education Through Listening and Talking,
- Presbyterian Church of Wales/ Eglwys Bresbyteraidd Cymru,
- Calvary Chapel - Sunday Service,
- Prisoners Education Trust - Pathways for progression

Welsh is now a language option in the University's new car parking P&D equipment, and the new photocopier devices will allow a user to set a preferred language from a list of over 20 options, inc Welsh. This is understood to be the first implementation of such an option in any HE in the UK.

The completion of 2 adapted rooms at Liberty Fields for 2 Cyncoed Sports students. This came about as a result of pressure by the University Accommodation Team on Liberty Living (commercial accommodation partner) to increase the provision for wheelchair users in their halls. The work included automatic doors and room and kitchen layouts.

International and Partnerships Office

The International and Partnerships Office (IPO) is responsible for supporting international students from outside of the EU throughout their journey at Cardiff Met and also managing and maintaining relationships with UK and international partner institutions. The IPO is made up of 35 members of staff based in Cardiff, plus 8 staff based in China, India, Nigeria and Vietnam. The team is made up of 8 different nationalities and collectively, the IPO staff can speak a total of 20 languages. In addition to the core staff body, the IPO employs 12 international student ambassadors every year to provide support and guidance to new cohorts of international students.

The International and Partnerships Office has been pivotal in maintaining the University's Tier 4 licence to recruit international students from outside the EU. This allows the University to recruit a diverse population of students onto its courses.

EU funded projects provide options for students who would not otherwise be able to study in the UK. These projects also promote opportunities to Cardiff Met students and staff to undertake exchanges to a wide variety of different countries. Cardiff Met has received circa €30 million to facilitate these opportunities via :

- 6 coordinated Erasmus Mundus projects
- 12 partner Erasmus Mundus projects
- 2 coordinated Tempus projects
- Erasmus+ projects awarded each year since the launch of the Erasmus+ programme for both EU and international bilateral mobility.

Funding received through Erasmus+, (EU and International Credit Mobility) enables students to undertake study or traineeship mobilities and enables teaching and training staff to access opportunities in a wide range of countries both within Europe and internationally.

In order to ensure that the opportunities to study, train, teach or volunteer abroad are fair and transparent, the EU funded projects and all other initiatives, such as Santander Scholarships and Short Term Mobility Funding, are advertised widely. They are promoted to all students and staff, including those from disadvantaged backgrounds; those with disabilities; those who require special needs support and those who might belong to a vulnerable and/or socio-economically disadvantaged category. Promotions regarding certain outward mobility initiatives are also provided in both Welsh and English where relevant to the target market.

In May 2017, the IPO facilitated the launch of a new initiative to offer scholarships to asylum seekers who are looking to further their education. Asylum seekers were targeted because they generally have no right to work, are only given approx. £35 per week to live on and have no access to education grants or loans. Applications for the Cardiff Met Sanctuary Scholarship were received from 7 candidates and 2 successful candidates received the award. The scholarship consisted of a full fee waiver for postgraduate study and a support package, plus a Cardiff Met bus pass and daily meal vouchers, which were funded by the Students' Union. The 2 scholarship holders both enrolled in October 2017 and receive regular contact and support from a mentor.

Before launching the scholarships, a Sanctuary Working Group was formed, not only to discuss the application process and criteria, but other initiatives that were in place

at the university to support sanctuary seekers. It soon became apparent that a lot of good was taking place in this area, which prompted the suggestion to submit an application to the City of Sanctuary movement to be recognised as a university of sanctuary. The application will be submitted in April 2018.

Each year, the IPO organises a celebration of culture and diversity in the form of a week-long event called Global Week. International students showcase their traditions by offering samples of food, demonstration of crafts, music, games etc. During Global Week 2018, students and staff participated in activities including an internationally themed fashion show, a talent show, martial arts classes, international film night and a global village. As one of the aims of this event is to aid integration and understanding of other cultures, this year the IPO worked with a local charity organisation and invited asylum seekers and refugees onto campus to join in the celebrations and to meet students to share their stories over lunch.



Global Week at Cardiff Met - February 2018

In addition to the events organised on campus, annually the IPO facilitates opportunities for international students to engage with the local community for example at the Llandaff Rotary Club's annual international evening and the Diwali celebration hosted by the First Minister and Honorary Consul for India in Wales.

Also, through international and local partnerships, the University offers its programmes at 19 institutions in Wales and beyond with almost 7,000 students studying University degrees in a number of countries, including Sri Lanka, India, Egypt, Greece, Bulgaria, Morocco, Singapore and Oman. Cardiff Met is hoping to launch programmes in Nepal and Ethiopia in the near future.

Offering the University's programmes through its Transnational Education (TNE) partners gives students an opportunity to obtain a highly-valued UK degree without having to move to the UK and allowing students to combine studies with work and family commitments. Students on TNE programmes have the opportunity to transfer on campus to complete their studies, and students in Cardiff have the opportunity to carry out part of their studies with the University's overseas partners and throughout Europe through the Erasmus+ programme. 2017/18 has seen Cardiff based students undertake study visits to partner Universities as follows:

Programme	TNE Partner	Student Number
MBA	Greece (Perrotis College)	40
BSc (Hons) Psychology	Greece (CUC)	10

Widening Access & First Campus

In November 2017 Cardiff Met's Widening Access team were Shortlisted for the Times Higher Education Award for Widening Access Outreach Initiative of the Year for its Community to Campus work – Engaging with learners through taster courses and providing progression to level 3 modules in the Community to lead into the foundation programs at University.

During the report period the Team delivered 72 courses in the Community with 761 students attending. 19 Progressed to Cardiff Met foundation course

Inspire Award – The Widening Access team entered Winnifreda Tandi from the widening access community courses for an Inspire award through the Learning and Work Institute. She won and is now studying on the BSc Social Science program.



Waterloo foundation – Widening Access team applied and were awarded £4,000 to be used for transitional support for current prisoners and those recently released from prison. This provides a small number of bursaries of up to £500 per student, administered by student services. This is to cover delays in student finance, transport costs, meals, printing and study materials or adaptive equipment.

Sanctuary Award – Promoted the award to learners in the community which resulted in two learners from the Cardiff Met widening access programme who were seeking sanctuary in the UK being successful in their application to study at Post Graduate/Masters Level and obtaining a scholarship.

<http://www.cardiffmet.ac.uk/international/study/applying/Pages/Sanctuary-Award.aspx>

Psychology Exchange - Eleven Widening Access students studying BSc (Hons) Psychology were able to travel to City Unity College in Athens for a cultural exchange along with Dr. Clare Glennan as their course is the same as the one offered at Cardiff Met.

<http://studentblogs.cardiffmet.ac.uk/my-athens-experience-with-psychology-at-cardiff-met/>



Introductory IELTS Support - Worked with Gabriel Roberts to provide conversational classes/ introductory courses in the community run by students studying at Cardiff Met on the CELTA course. This enables Cardiff Met students to practice their teaching in a real environment and the IELTS students to practice their English language skills.

Open University - People, Work & Society module - working with the other Welsh Universities to establish this module in the community and to offer progression routes from this level 3 module into Cardiff Met foundation programmes. This has resulted in a student now studying Early Childhood Studies BA (Hons).

<http://www.open.ac.uk/wales/en/study/courses-and-qualifications/access-project>

Residence Life

The Residence Life (Res Life) programme was introduced in September 2016 and is designed to help students settle into their new residences and have a happy and fulfilling experience of accommodation via a pro-active social and pastoral programme, which takes into account the diverse nature of Cardiff Met resident students.

The range of events have included:

- Curry and Quiz night which have attracted up to 200 students.
- Res Life V Staff football matches.
- Christmas shopping trip to Bath.
- Trampoline classes at Go Air.
- Halls Easter Egg hunt.
- Diwali celebrations.
- Cooking classes with Italian, Chinese and Curry cooked to date. The student get ingredients to go home with to recreate the meal.
- The monthly Book Club where participant read a book over a month and then meet to discuss the book and select the next one.
- Chinese New Year food and films.
- Theatre and opera trips.
- Halloween pumpkin carving.
- The Wednesday Running Club which attracts runners of all abilities.
- FIFA Doubles nights with the winning pair opting for Everton and Liverpool shirts.
- Red carpet film premiers which 100 tickets purchased four time a year
- Cardiff Devils Ice Hockey, Cardiff City and Cardiff Blues matches with free tickets.
- Free haircuts and nails once a term

All these events are alcohol free and are at no cost to the students. Students are encouraged to interact during and after the events with each other. It has been essential in creating a welcoming environment for the International students and for those students who struggle with making friends and socialising.

From a University perspective these events have been crucial with regards to student retention and have been a direct influence on the fact that Cardiff Met have had an incredibly low number of student withdrawals from Halls.



Health and Safety

Cardiff Met is committed to maintaining and enhancing the health, safety and well-being provisions and opportunities for staff in line with the Human Resources' People Strategy, and for students and the wider community in line with its development of the University as a values driven place to work, study and visit.

During 2017-2018 the development of health & safety policies and procedures continued to be cognitive to the importance of equality and diversity. A pro-active approach has been taken to ensure improvements previously achieved have been maintained. Periodic impact assessments of health and safety policies and codes of practices continued to be undertaken and there were opportunities for monitoring of feedback on equality and diversity matters following all health, safety and wellbeing related training and events.

Throughout 2017/18 Cardiff Met strived to embed a healthy university approach across the institution, encouraging holistic whole university community thinking and focus when making its decisions. This approach follows a healthy university/healthy settings approach which is in line with both UK and Welsh Government goals and in particular is aligned to the principles of the Well-being of Future Generations Act. In the coming year the university seeks to build on healthy university still further, seeking to cohere activities around a broad range of areas including health promotion, wellbeing, environment, Welsh language and culture, civic engagement and equality and diversity.

Procurement

The Procurement Unit seeks to ensure that equality and diversity is appropriately addressed in all University procurement activity. Although much of the University's direct procurement expenditure is placed with suppliers based in the UK, the extended supply chains of the University's procurement are global.

The University is developing its understanding of both its direct and extended supply chains to help it identify opportunities to proactively and positively influence equality and diversity in a manner consistent with the University's Ethical Supply Chains Policy. This focus on ethical practices also contributes to the University's obligations under the Modern Slavery Act and in addressing the Welsh Government's 'Code of Practice: Ethical Employment in Supply Chains'.

To achieve these objectives, the University is working to enhance its own knowledge information and processes as well as working collaboratively with the other universities that are members of the Higher Education Purchasing Consortium, Wales ('HEPCW')

In respect of its own procurement activity, Cardiff Met ensures that its contracting strategies embrace equality and diversity considerations and that these considerations are transcribed into tendering questions and evaluation models. The University also seeks to ensure that its procurement processes are not restrictive or unreasonably onerous and that procurement documentation is written in clear language. These equality obligations are also incorporated into the contracts with the successful suppliers and with provisions that ensure that these suppliers pass similar obligations through to any subcontractors. These successful suppliers are also encouraged to sign up to support the Welsh Government Code of Practice.

Through its collaborative activity, Cardiff Met is actively contributing to a HEPCW project group set up to identify opportunities to enhance and remove duplication in assessing and understanding equality practices in those supply chains common to the HEPCW member institutions.

Also through its use of collaborative procurement arrangements, Cardiff Met makes use of a number of UK higher education collaborative supply agreements, where ethical and equality factors are taken into account in a similar manner – e.g. the sector has recently let a new computers and notebooks agreement with tender evaluation criteria compliant with the Electronics Watch 'Code of Labour Standards'¹

¹ http://electronicswatch.org/code-of-labour-standards_2460399.pdf

Organisational Development

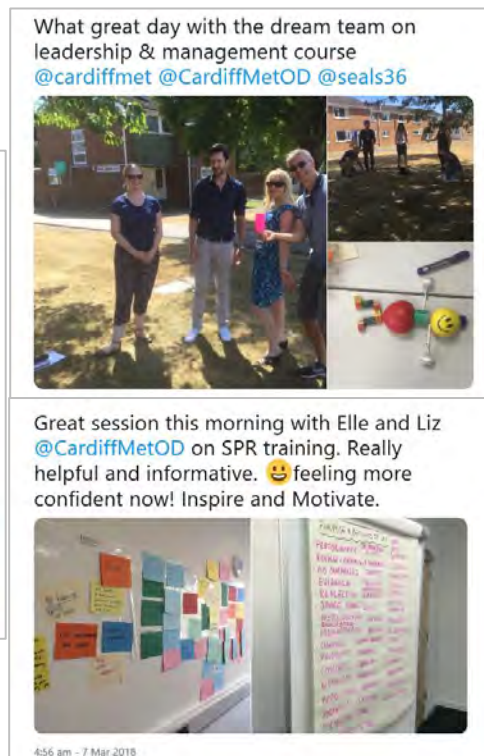
Cardiff Metropolitan University offers a wide number of development activities, both face to face and through online learning as well as tailored and bespoke solutions and interventions. These include the Cardiff Met Leadership Pathway launched March 2018 which includes modular leadership and management programmes, short courses, bite size sessions, Insights Discovery for teams and individuals and on-line learning options via Leading Lights.

OD also run a Leadership Forum, offer one-to-one coaching and mentoring, team-building events, and planning sessions and meeting facilitation and corporate face to face induction and administer the University’s five mandatory e-modules.

All of the development activities offered by Organisational Development provide individuals with the opportunity to put their learning into practice in a structured, stimulating and supportive environment. They’re designed with an emphasis on interaction, discussion and learning from others, thereby giving individuals the opportunity to contribute and get involved. During 2017 – 2018, there has been an emphasis on enhancing leadership and management skills at all levels within the organisation, functional team support for newly formed teams, supporting people managers to gain a greater understanding of themselves and others, encouraging more agile working styles and communication, particularly important during this era of unprecedented change in the university and in the wider Higher Education sector.

Access to Organisational Development activity is currently monitored by gender, disability, ethnic origin, sexual orientation, religion, age, marital status and job type. In order to preserve anonymity, the low numbers reported in relation to gender reassignment prevent us reporting publically.

Please see below for a selection of tweets from staff across the University:



Staff Networks

As part of Cardiff Metropolitan University's commitment to engage with staff, students and the wider community to help create a more diverse and inclusive organisation, the University welcomes and supports the development of staff and student networks.

The University recognises the importance of staff networks in bringing together people from all faculties and services that identify with an equality group, or an equality related issue.

Staff networks are run by staff for staff and provide the opportunity for:

- Social interaction
- Peer support
- Professional development
- Assisting in raising awareness of equality

The University also recognises that staff networks can contribute to the development of University policies and working practices.

LGBT+ Staff Network

The LGBT+ Staff Network continued to work alongside the University in the development of a more LGBT+ inclusive working and learning environment throughout the 2017/18 period. The objectives of the group are to:

- To provide a forum for networking and a means of peer support between LGBT+ staff
- To support the University with LGBT+ inclusive policy-making and practices
- Offer a range of training and development opportunities
- To work collaboratively with other staff and student groups/networks
- To raise visibility of LGBT+ community and issues at Cardiff Metropolitan University



Representatives from the LGBT+ Staff Network have engaged and represented Cardiff Met at a variety of events, including during LGBT+ History Month and Pride Cymru. The Network also played a key role in the development of the Cardiff Met submission to the Stonewall Workplace Equality Index.

Women's Staff Network

On International Women's Day in 2018, Cardiff Met launched its Women's Staff Network. The Network is run by women for women, but all staff are welcome. The objectives of the group are to:

- Promote the activities, stories, issues and successes of women within the university and the local community
- Provide a platform for women's voices
- Create a forum for women to discuss and share experiences of working within Higher Education
- Co-ordinate developmental activities that may be of interest to members, such as coaching, networking and special events



Publication of Events

All publications and advertising maintains a diverse and representative mix of people with different equality characteristics and prospectuses reflect age ranges. Information is provided in both Welsh and English where relevant to the target market. Documents are mostly created in print format with downloadable PDFs available online so that documents can be viewed in a larger format. Documents can also be provided in other formats upon request.

Dietary requirements are checked for every event and mobility needs are assessed according to different event specifications.

Staff and Student Experience

Cardiff Met oversees all aspects of the student experience and is committed to ensuring that diverse groups of students are supported and enabled to reach their potential and oversees all aspects of the student experience. Monitoring will continue to cover a wide range of activities to encourage widening participation through the admissions process and enrolment, throughout the period of study and post-graduation.

Cardiff Met will continue to monitor its staff profile and use the data collected to improve the staff experience. Improving data collection and analysis remains an ongoing priority to assist the University to meet the requirements of the specific duties. The current report and associated documents demonstrate that Cardiff Metropolitan University is committed to the general and specific duties set out in legislation and to the commitments it has made in its Strategic Equality Plan 2016-2020.

Accreditation, Awards and Initiatives

Stonewall Diversity Champion

The University is a Stonewall Diversity Champion. Through this programme Cardiff Metropolitan University works with Stonewall Cymru to make positive change, creating an inclusive environment working and learning environment. In September 2017 the University completed the Workplace Equality Index (WEI). The University placed 185th out of 434 organisations across the UK.

Advance HE

Cardiff Metropolitan University is an Advance HE Strategic Member and is committed to working with Advance HE to help shape the future of Higher Education, developing a culture which champions equality, diversity and inclusion. Through this membership, Cardiff Met hopes to learn, influence and share best practice with HE Institutions from across Wales and the rest the UK.

Athena Swan

Cardiff Metropolitan University is dedicated to the advancement of gender equality and is committed to engaging with staff, students as well as the wider community to help create a more inclusive and diverse organisation. The University is a current Institutional Athena SWAN Bronze award holder. In 2017/18 Cardiff School of Sport and Cardiff of School of Health Sciences were both awarded Departmental Athena SWAN Bronze awards.

Fair Trade

The University has in place an Ethical Supply Chains Policy which includes a supplementary Fair Trade Policy. This identifies the University's commitment to maintaining Fair Trade University accredited status. Fairtrade status is awarded by the Fairtrade Foundation, an organisation committed to providing disadvantaged producers in the developing world with a better deal for their products.

The supply contracts used by the University's Catering & Hospitality Services enable the provision of a range of Fairtrade-endorsed drinks and snacks including tea, coffee, hot chocolate, fruit juices and snack bars.

Time to Change Wales Employer Pledge

In January 2017 the University signed up the Time to Change Wales pledge which, is aimed at removing the stigma around mental health. The University is continuing to work in the advancement has been developed and among the activity to be progressed under that plan, is the development of a Mental Health Policy and a mental health and well-being training programme for line managers and staff across the University.

Disability Confident Employer

In September 2017 Cardiff Metropolitan University renewed its commitment to improving employment opportunities and career development for disabled people, and in recognition of this Cardiff Metropolitan University has been certified as a Level 2 Disability Confident Employer until September 2019.

AccessAble (Previously DisabledGo)

Cardiff Metropolitan University is committed to improving the accessibility of Cardiff Met campuses and is aware that the accessibility needs of staff, students and visitors are different. Cardiff Met understands that what's accessible for one person is not always accessible to someone else. To provide support Cardiff Met has worked with AccessAble to provide a Detailed Access Guide to let people know what access will

be like when they visit the University campuses. The [Detailed Access Guide](#) also looks at the route you will use getting and what is available inside.

Social Enterprise Mark

The University has been awarded the Social Enterprise Mark, which proves it is in business to benefit society, community and the environment. It is the first Higher Education Institution (HEI) in Wales to gain this recognition, and one of only ten HEI's across the UK.

The Social Enterprise Mark is the only internationally available social enterprise accreditation, which enables organisations to prove their commitment to creating positive social change. Only organisations which can prove they use income and profits to maximise their positive social/ environmental impact are awarded a licence to display the Social Enterprise Mark.



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