



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



Equality and Diversity at
Cardiff Metropolitan University

Cydraddoldeb ac Amrywiaeth yn
Prifysgol Fetropolitan Caerdydd

Equality and Diversity Annual Report 2015-16

Secretariat

March 2017

If you would like this report in an alternative format please contact the Clerk's Office on 029 2041

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1 Foreword

As Chair of Cardiff Metropolitan University's Equality and Diversity Engagement Group (EDEG) I am very pleased to present the Equality and Diversity Annual Report for 2015-16, covering the period April 1st 2015 – March 31st 2016. This report demonstrates the University's commitment to equality and diversity and shows how this is delivered through staff and student activities, in line with our Strategic Equality Plan (SEP) 2012-16.

The University's achievements rely upon the hard work and dedication of all staff and particularly upon the work of those whose activity is recorded here. I look forward to supporting the University as it works towards the achievement of its equality objectives and the enhancement of the staff and student experience.

Richard Walters, Chair of the Equality and Diversity Engagement Group

2 Introduction

Cardiff Metropolitan University is a modern institution of higher education which provides professional and vocational education and training opportunities that are accessible, flexible and of the highest quality. The University is made up of five academic schools based on two teaching campuses in Cardiff: the Cardiff School of Art and Design, the Cardiff School of Education, the Cardiff School of Health Sciences, the Cardiff School of Management and the Cardiff School of Sport.

The University aspires to renowned for: high quality student centred provision and internationally relevant curricula that promote student employability and personal success; knowledge transfer / knowledge exploitation excellence underpinned by a strong ethos of research and entrepreneurship; the creativity of its staff, students and graduates; and the excellence of its academic schools, each of which will be eminent in its field.

The University's mission is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality; to provide a culture within which applied research and enterprise will flourish; to develop established and new centres of excellence in professional education, applied research and knowledge transfer; and to provide services that meet the needs of Wales and the wider communities by working in partnership with city, national and international bodies.

3 Background

The Equality Act 2010 introduces a public sector equality duty which requires the University to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act;
2. Advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

The general duty covers the following protected characteristics: age, gender reassignment, sex, race (including ethnic or national origin, colour or nationality), disability, pregnancy and maternity, sexual orientation, and religion or belief (including lack of belief). In Wales, the Welsh language is often included under an equality banner. Cardiff Metropolitan University's Welsh Language Unit manages the implementation of the Welsh Language Scheme.

Under the Specific Duties for Wales of the Equality Act 2010 the University is required to produce a Strategic Equality Plan outlining equality objectives and to publish an annual monitoring report by the 31st March each year. The Strategic Equality Plan 2012-16 can be viewed [here](#).

This annual report covers the period 1st April 2015 to 31st March 2016 and provides an account of how Cardiff Metropolitan University has addressed the issues identified in its Strategic Equality Plan. It demonstrates how the University continues to monitor and improve the student experience and support and develop its staff.

The Strategic aims and Objectives within the Strategic Equality Plan 2012-16 demonstrate Cardiff Metropolitan University's commitment to improving our Equality and Diversity provision. The University has four clear strategic aims:

Strategic aim 1: Work towards collection of student information on protected characteristics

Strategic aim 2: Use information collected to enhance the student experience

Strategic aim 3: Work towards collection of relevant staff information

Strategic aim 4: Use information collected to enhance the staff experiences

Objectives specific to each of the strategic aims can be found within the [Strategic Equality Plan 2012-16](#) and addressed throughout the report.

4 Governance

4.1 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 Engagement Group. 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.

4.2 The Equality and Diversity Engagement Group (EDEG)

The University engages staff and students in equality and diversity through the EDEG which has comprehensive terms of reference and a wide-ranging membership. Members of the Group include representatives from academic schools, student services, the Welsh Language Unit, administrative and support units, recognised trade unions and the Students' Union. The role of the EDEG is to identify, promote and encourage good practice and contribute to the monitoring of equality in the University. The Group is chaired by the Secretary and Clerk to the Governors and meets once every term. The EDEG reports to the Vice-Chancellor through the Vice-Chancellor's Board and to the Board of Governors through the Resources Committee.

4.3 Equality Impact Assessments (EIAs)

The University is required to assess the impact that policies and practices have on its performance of the general equality duty and on people who share a protected characteristic. Those with managerial and policy development responsibilities within the University attend EIA training and have access to an online training module. The Equality and Diversity Engagement Group (EDEG) periodically reviews the EIA process and EIAs which have been undertaken.

5 Equality and Diversity at Cardiff Metropolitan University

5.1 The Research Excellence Framework (REF) and Research Students

Research Excellence Framework (REF)

The future direction for research at Cardiff Met is shaped by the [Research Strategy 2014-2019](#), in which there is an explicit commitment to equality, inclusivity and the celebration of diversity. The results of the [Research Excellence Framework \(REF\) 2014](#) have been published since July 2014. These confirmed the major progress that had been made during the previous planning cycle in an exercise predicated on selectivity. When the criteria and working methods for the next REF are published it is likely that there will need to be a further REF Strategy. Early signals from the [Stern Report](#) suggest that the approach adopted in 2014 may need to be replaced by one that emphasises scope and breadth of research.

One feature of the REF2014 that seems likely to be retained in some form or other is the central importance of a Code of Practice to guide the process within the University. For REF 2014 the procedure to ensure fair and transparent selection of staff and to guard against discrimination included:

An online staff development module for all those involved in the selection of staff.

Staff development from an external consultant for those involved in consideration of individual circumstances.

Awareness raising sessions for all eligible staff by the Pro Vice-Chancellor (Research).

An “opt out” requirement for eligible staff if they did not wish to be considered for inclusion.

External verification of quality rating of individual outputs in many instances.

Equality Impact Assessments in order to ensure that the process of selection had not directly or indirectly discriminated against any particular group.

Planning for future REFs has been embedded in Action Plans at school-level. The first biennial pan-University [audit of research quality](#) was conducted during the spring of 2016. Academic staff were invited to submit details of what they considered to be their four highest quality research outputs brought into the public domain between 1st January 2014 and 31st December 2015. These were then evaluated by panels using the extant criteria and working methods.

A gender analysis of the submissions shows that of the 122 members of staff who made a return, 44% (n=54) were women and 56% (n=68) were men. These data show a greater number of submissions overall and an improved distribution between men and women in comparison to the process leading to the final selection for REF 2014 in which only 35% (n=38)¹ of those who made a return to the University were women.

¹ Importantly, by the time of the internal selection process the decision had already been taken that the Cardiff School of Education would not be making a submission, hence there were no submissions.

Across the Schools and PDR the picture is variable (see table 1). In the Cardiff School of Education and the Cardiff School of Health Sciences women outnumbered men, though in the other Schools and PDR the opposite was the case. The Cardiff School of Sport showed a marked difference with only 19% (n=5) of the overall submissions from women.

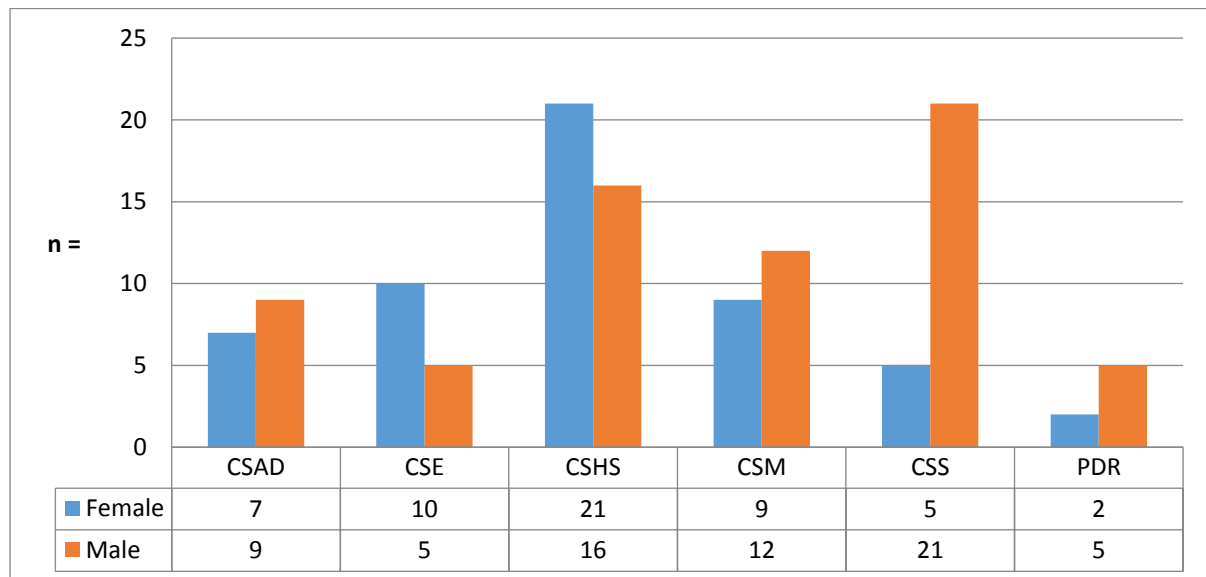


Figure 1: Gender profile of submissions to Research Quality Audit, spring 2016

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 2015/16. 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 circumspect.

The subject mix of the University's research activities provides some contextualisation for interpretation and analysis of the data presented. Specifically, for example, the well-established sector-wide gender differences in Science, Technology, Engineering, Medicine and Mathematics where men continue to be disproportionately over-represented, and in subjects allied to medicine and primary education where women are similarly over-represented. The distribution of students by ethnicity is also uneven. For example, black and minority ethnic groups tend to be under-represented in sport and exercise sciences, but over-represented in business and management studies. In the analysis of Cardiff Met PGR data, therefore, it is important that there is an appropriately nuanced understanding of the broader picture across higher education and in the professional subject groups and relevant industry sectors.

Recruitment

After a period of relative decline since 2010/11, recruitment of PGR students rose in 2015/2016 (n=58). There does not appear a discernible pattern in the ratio of women to men, though with women again outnumbering men (35:23) this marks the greatest difference across the reporting period, and the start of a possible trend.

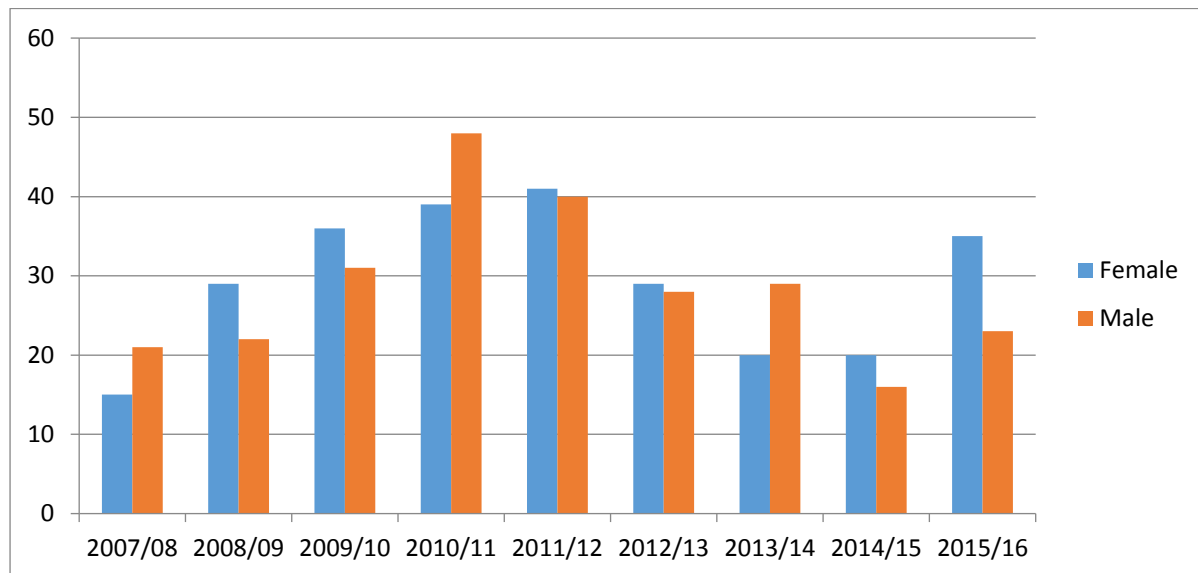


Figure 2: Number of women and men recruited to PGR programmes at Cardiff Met, 2007/08 to 2015/16

Age profile of PGR candidates at the point of recruitment shows that, overall, Cardiff Met continues to recruit in greater numbers from the older PGR population (figure 3), though there is an encouraging rise in the recruitment of candidates aged 25 or under.

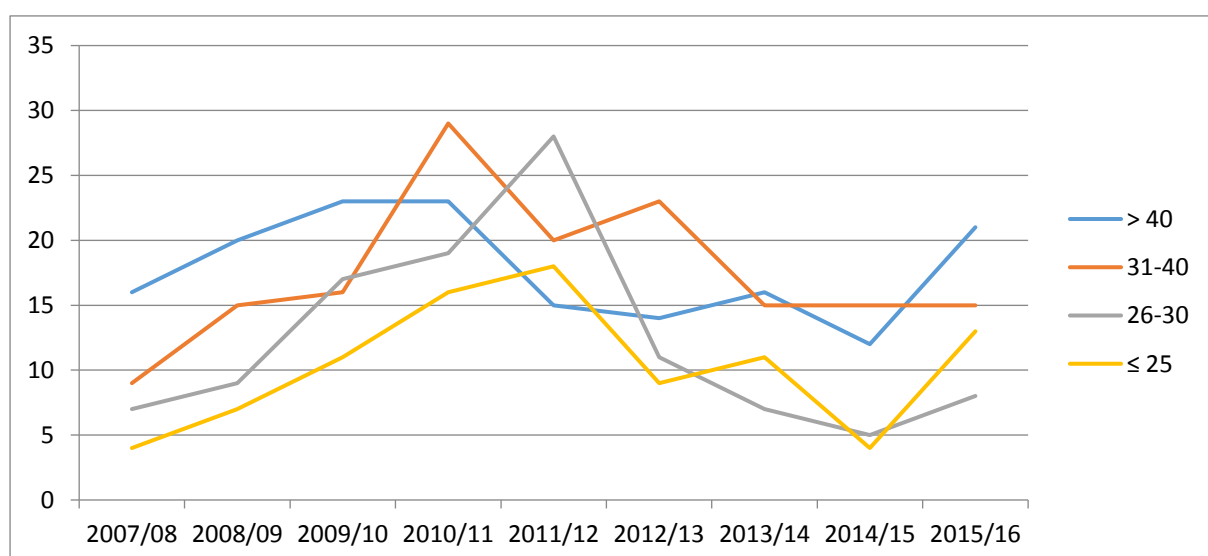


Figure 3: Age profile (in years) of PGR students recruited at Cardiff Met, 2007/08 to 2015/16

The ethnicity of the PGR students recruited remains difficult to interpret and caution must be exercised in drawing firm conclusions. White candidates remain the largest single group (figure 4), but the opportunity to identify ethnicity with increasing precision (especially for those with complex cultural backgrounds) presents challenges for analysis.

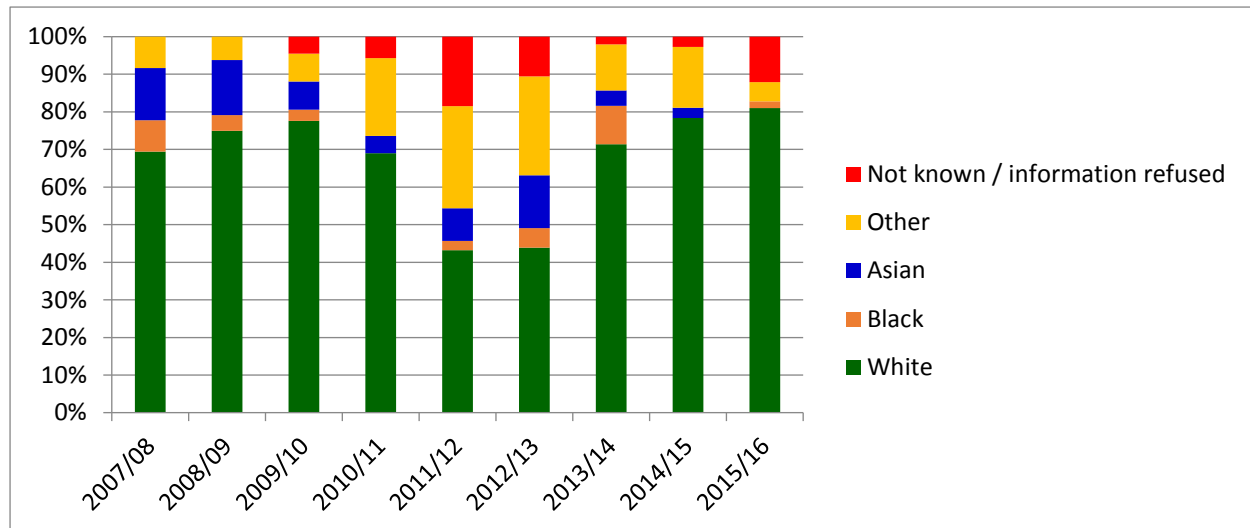


Figure 4: Ethnic profile of PGR candidates recruited to Cardiff Met, 2007/08 to 2015/16

In the main, PGR candidates at Cardiff Met are without known and declared disabilities. Until 2013/14 there had never been more than 8% of the annual intake with a declared disability. Although there was a ‘spike’ in 2014/15 when the proportion rose to 17% (n=6), in 2015/16 the proportion dropped to 7%. There are no discernible patterns in the types of disability amongst the relatively low numbers concerned.

Suspension

The number of PGR students who suspend their studies is a relatively small fraction of the total number of candidates enrolled, and decreased significantly since the ‘peak’ in 2012/13. In the past there seemed to be a pattern of a greater number of women suspending their studies than men, but for 2015/16 there was an equal number (n=6).

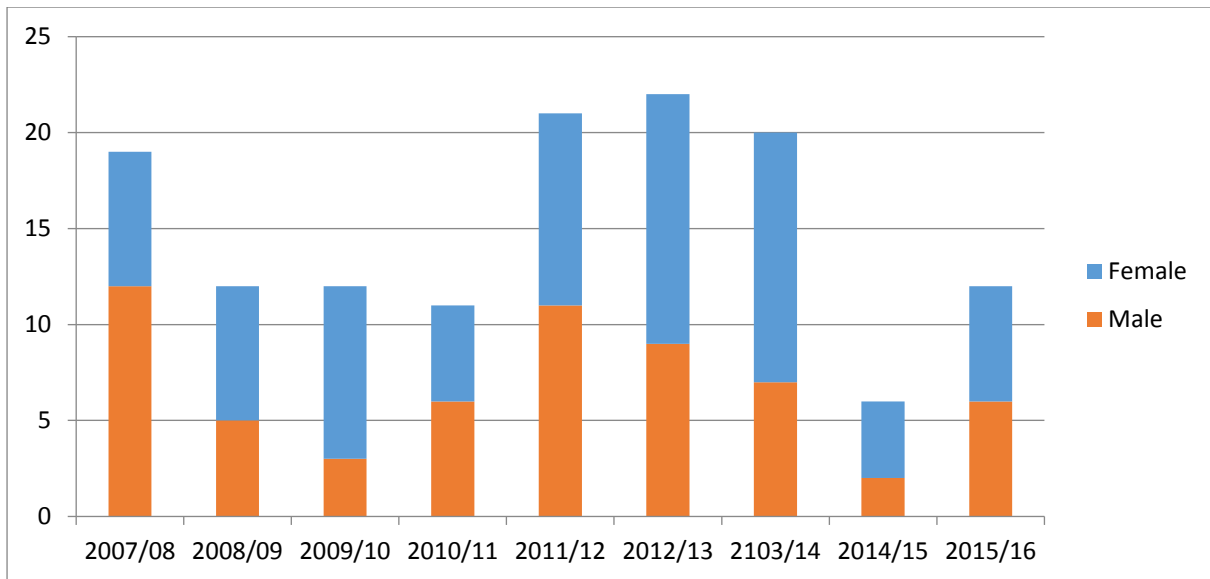


Figure 5: Proportion of women and men who suspended their PGR studies at Cardiff Met, 2007/08 to 2015/16

Perhaps more telling is the age profile of those who suspended their studies (figure 6), and the continuing pattern of older candidates (i.e. > 30) suspending their studies in greater numbers.

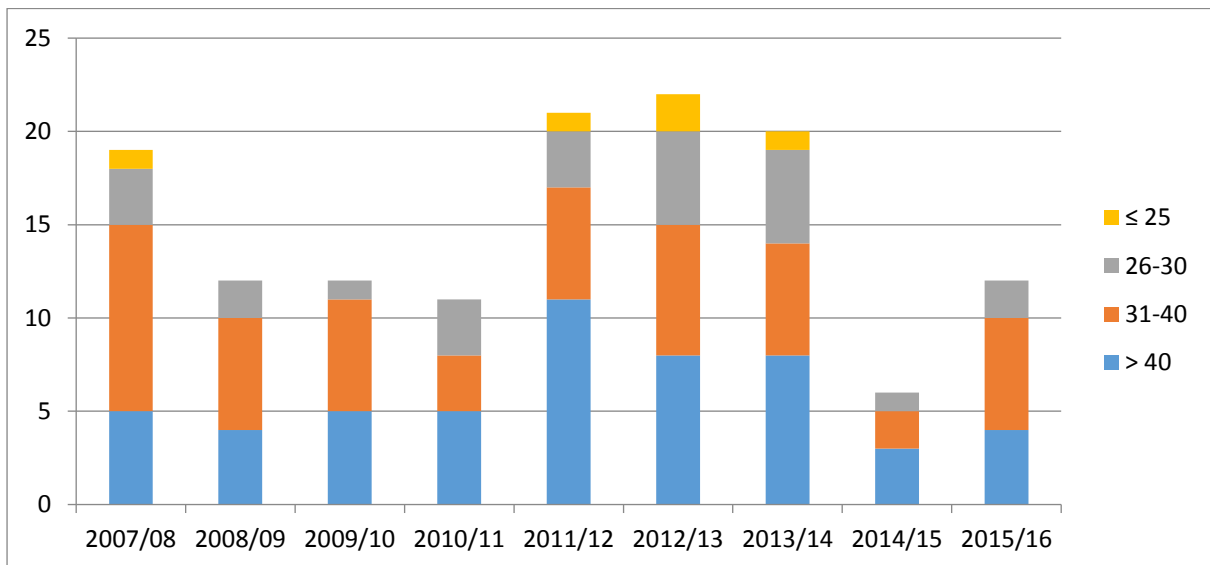


Figure 6: Age profile of PGR candidates who suspended their studies at Cardiff Met, 2007/08 to 2015/16

The ethnic profile of the PGR students granted a suspension to their studies reflects the overall profile of the PGR student population. In 2015/16, all but one of the nine candidates who disclosed their ethnicity descriptor were white. For disability, the data set is also small, but of the total of 12 students who suspended, two (17%) had a disability.

Withdrawal

During 2015/16 a total of 12 candidates withdrew from their studies (figure 7). Importantly, the proportion of men (83%) was the highest on record; and there seems to be an emerging pattern in the data of an increasing proportion of men withdrawing from their studies.

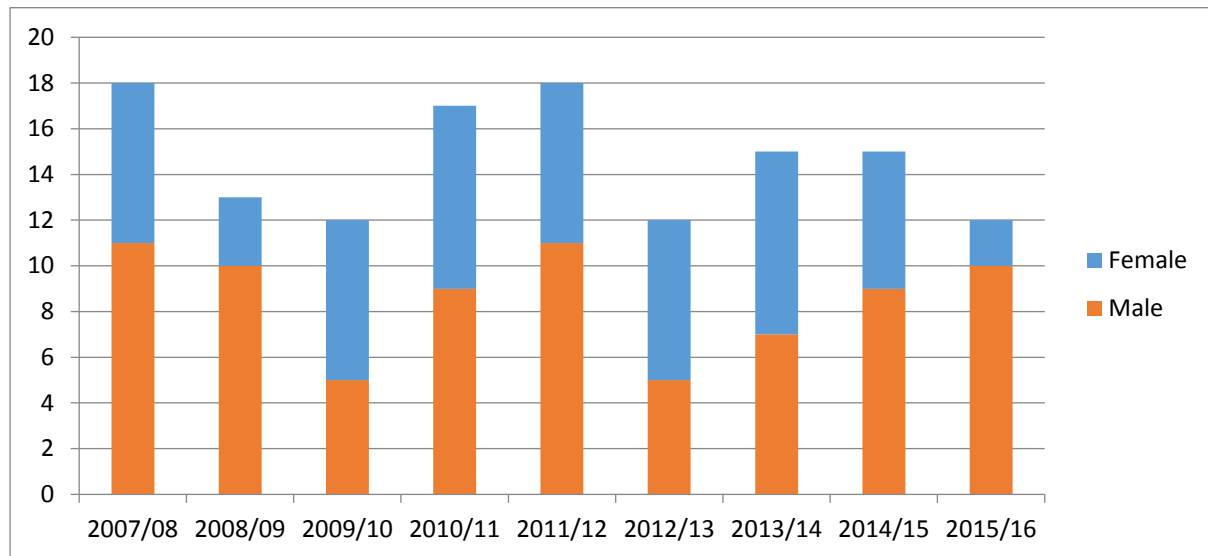


Figure 7: Proportion of women and men who withdrew from their PGR studies at Cardiff Met, 2007/08 to 2015/16

Older candidates continued to withdraw in significant numbers (figure 8), and as with some of the previous years (though not 2014/15), the 'over 30s' were over-represented – in 2015/16 83% of candidates withdrawing from their studies were over 30.

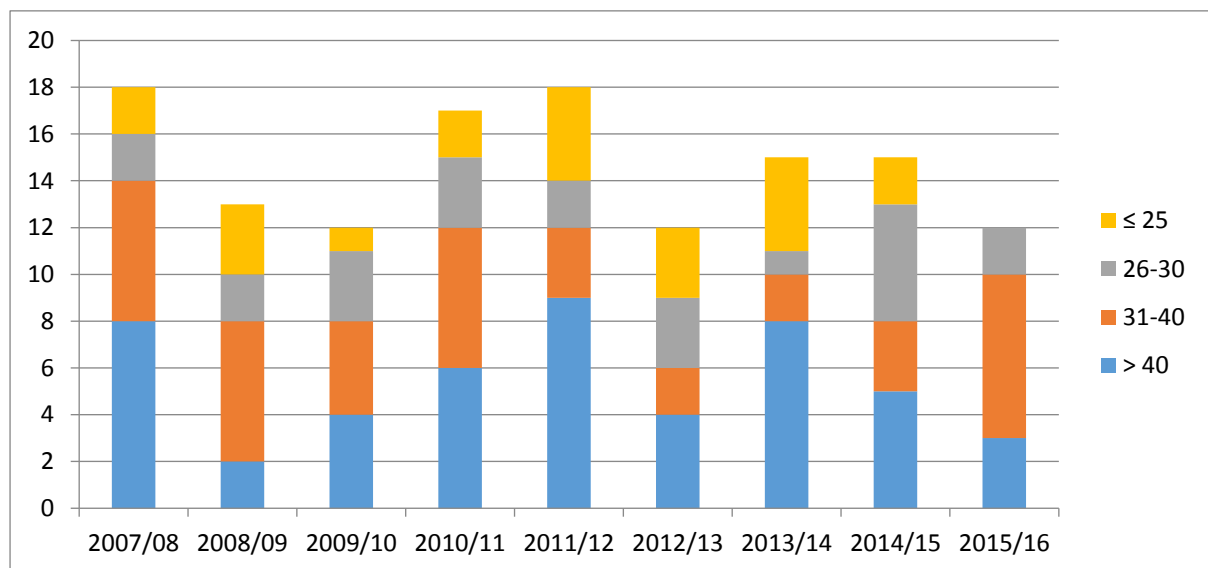


Figure 8: Age profile of PGR candidates who withdrew from their studies at Cardiff Met, 2007/08 to 2015/16

Of the 12 candidates who withdrew, ten declared their ethnic group: seven were white, the other three were each of different ethnic origin. Only one of the 12 declared a known disability.

Completion

In 2015/16, 39 candidates successfully completed research degrees, of these 17 were men and 22 were women.

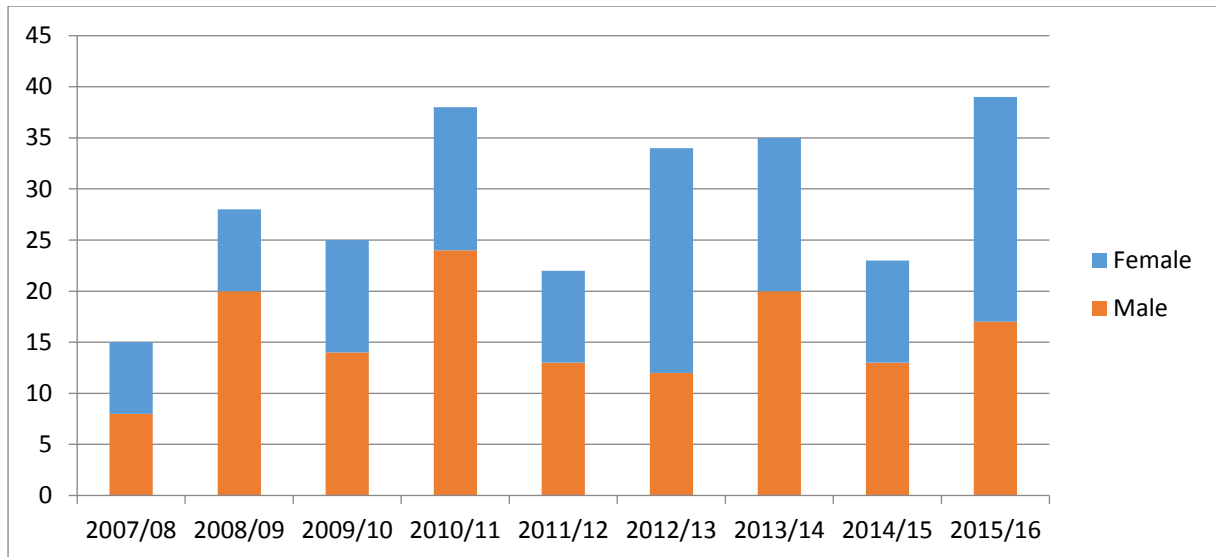


Figure 9: Proportion of women and men who completed their PGR studies at Cardiff Met, 2007/08 to 2015/16

In contrast to previous years, the largest single group of students completing their research degree studies were in the 26-30 age bracket (figure 10).

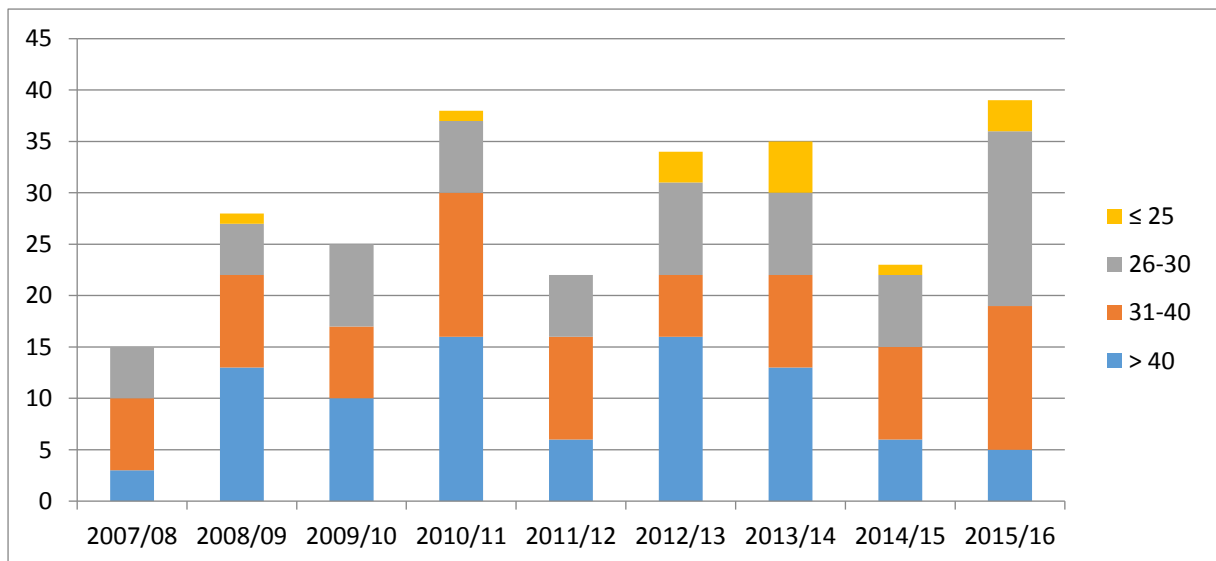


Figure 10: Age profile of PGR candidates at Cardiff Met who completed their studies, 2007/08 to 2015/16

The majority of completing PGR candidates were also white (72%) and without a declared known disability (97%).

Summary remarks

Notwithstanding the caveats about the size of the data sets and the caution that is necessary in interpreting them, there are some concluding comments linked to emerging trends that had been identified previously:

Having previously identified an emerging trend showing a decline in the recruitment of younger candidates (i.e. 26), the data from 2015/16 show a reversal of that pattern;

The ethnic profile of candidates at the point of recruitment who were willing to disclose a description of their ethnicity remains overwhelmingly white (92%);

The possibility of disproportionate withdrawal amongst candidates with a disability seems also to have been reversed;

The pattern of suspension of studies and withdrawal amongst older candidates (i.e. 31) continues, though the proportion of those over 40 has diminished;

The age profile of the students completing their studies in 2015/16 is reassuringly consistent with those who commenced their studies in 2011/12.

5.2 Learning and Teaching

Equality and diversity is embedded in all aspects of learning and teaching across the University, including the new Learning, Teaching and Assessment Strategy 2015-20, and the UK Professional Standards Framework which drives all of the academic development work we undertake 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.

5.3 Health and Safety

The University is committed to maintaining and improving the health, safety and well-being provisions and opportunities to staff in line with the Human Resources Strategy.

During 2015-2016 the development of health & safety policies and procedures continued to be receptive of the importance of equality and diversity. A pro-active approach was taken to ensure continual improvement. Periodic impact assessments of health and safety policies and codes of practices were undertaken, and kept under review; these assessments included a review of the way in which Sickness Absence was categorised and presented. The assessments led to revisions to the procedures to ensure that staff in any of the protected characteristics were not unfairly disadvantaged. Additionally there was continual monitoring of feedback on equality and diversity matters following all health & safety training course delivery. During 2015/16 the University continued to extend the reach of its health and well-being

strategy to encompass the whole University-wide community. This development follows a healthy university / healthy settings approach which is in line with both UK and Welsh Government goals and culminated in the development of a Corporate Healthy University Strategy. The new Strategy focuses on cohering activities in a broad range of areas including health promotion, environment, Welsh culture and equality and diversity.

5.4 Welsh Language Scheme

Cardiff Metropolitan University has adopted the principle that in the delivery of services to the public in Wales it will treat English and Welsh on a basis of equality. The University's Welsh Language Scheme (WLS) sets out how the University will give effect to that principle in the provision of its services. The 'public' in the University's WLS refers to staff, students and the public in Wales. The Scheme also outlines how the University intends to consolidate and enhance its current Welsh medium academic provision and to develop new provision.

The Scheme contains a commitment to the Welsh Language Act, that the University will assess the linguistic consequences of any new policies and initiatives with a view to facilitating the use of Welsh wherever possible. It also covers how Cardiff Metropolitan University will deal with the Welsh speaking public and how it will include the Welsh language in its signs, publicity and publications. The Welsh Medium Provision Officer at Cardiff Met supports the development of, and monitors the implementation of the WLS.

The percentage of Cardiff Metropolitan staff who can speak Welsh fluently is 3%, significantly below the national percentage of 19%, below the 16.8% of the University's students that can speak Welsh and also the 11.1% of Cardiff residents who can speak Welsh.

The University also has a long tradition of delivering high quality Welsh medium provision in certain subject areas, most notably in the field of education. Developments have been made in the fields of Sport and Business through the University's links with the Coleg Cymraeg Cenedlaethol. In these areas the University is leading the provision in Wales through chairing the Coleg's relevant subject panels.

5.5 Procurement

The Procurement Unit seeks to ensure that equality and diversity are appropriately addressed in all University procurement activity. Through understanding both its direct and extended supply chains, the University seeks opportunities to proactively and positively influence equality and diversity in a manner consistent with the University's Ethical Supply Chains Policy and as a contribution to the University's obligations under the Modern Slavery Act.

The University ensures that its contracting strategies embrace equality and diversity considerations; its procurement processes are not restrictive or unreasonably onerous; and that procurement documentation is written in clear language.

The University has recently updated its commodity strategy process with the aim of identifying further opportunities for positive equality and diversity impact through the University's extended supply chains.

5.6 Student's Union

The Students' Union continues 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.

The Students' Union offers a range of services to promote equality and diversity for all students. The Union's UMAX initiative offers students the opportunity to attend free workshops delivered by external experts within industry. Workshops range from equality and diversity legislation and practice to promoting a positive image at an interview. 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 Gender Equality society are two of our societies that support equality and diversity and welcome participation by all students.

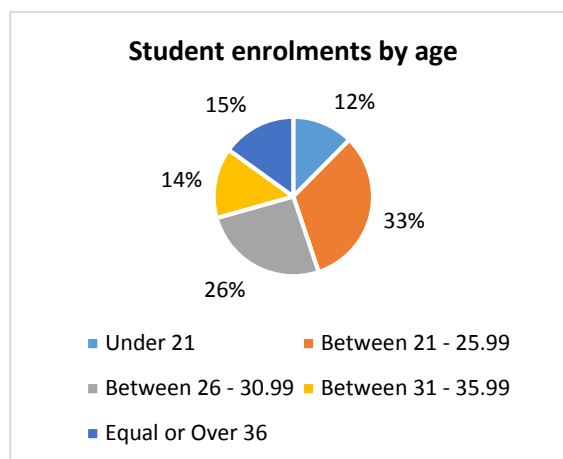
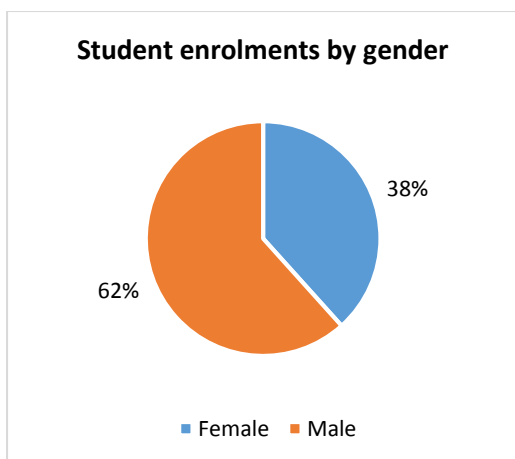
Moving forwards, the Union is looking to increase the number of students participating in workshops and the number of societies. An expansion in office space on the Llandaff campus would provide more space for societies to encourage the use of the training and development space and provide more opportunities for delivery of workshops at Llandaff.

The Union is looking to employ a more diverse range of student representatives and develop the role of the Welsh and Post Graduate representatives.

6 External Involvement

6.1 Community, Partners and Collaborative Provision

10% of the University's students population in Cardiff are from overseas. In addition, through the University's Transnational Education (TNE) partnerships almost 6,700 students studying the University's degrees at a range of partner institutions internationally.



Through international and local partnerships, the University offers its programmes at 20 institutions in Wales, the UK and beyond.

The University works with two Welsh further education (FE) colleges, namely Bridgend College, and Cardiff and Vale College (CAVC). The University also works with the Wales-based private training provider, Acorn Learning Solutions, to offer a Foundation degree in Applied Professional Practice.

In line with the University's Internationalisation Strategy, the University has developed a small number of high quality partnerships. University Programmes are currently approved to be offered at 16 TNE partners, with students enrolled in a number of countries, including Sri Lanka, India, Egypt, Greece, Bulgaria, Morocco and Singapore. The University is currently working towards the launch of Cardiff Met programmes in both Oman and Ethiopia due in 2016/17. Offering the University's programmes through its TNE partners offers students an opportunity to obtain a highly-valued UK degree without having to move to the UK, allowing students to combine studies with work and family commitments. Students have the opportunity to transfer on campus to complete their studies, and students in Cardiff are offered the opportunity to carry out part of their studies with the University's overseas partners and throughout Europe through the Erasmus+ programme. 2015/16 has seen Cardiff based students undertake study visits to partner universities as follows:

Programme	TNE Partner	Student Number
Accounting & Finance, Business Management & IBM (Level 5)	China	28
BA Business and Management Studies	Bulgaria	16
MBA	Morocco	36
BSc Psychology	Greece	12
MSc Health Psychology	Greece	6

Students have access to a full range of University learning resources at partner universities. Careful consideration is taken during the partnership and programme approval process to ensure that partners are able to provide appropriate support services to students, including providing a disability service which includes information, advice, and guidance for any students requiring disability support both pre-and post-admission. Where required, partners are also expected to coordinate and implement reasonable adjustments in relation to student disability and liaise with relevant staff members.

6.2 Accreditation and Awards

Stonewall Diversity Champions

The University is a Diversity Champion and pays an annual subscription to Stonewall. In September 2015 the University completed the Workplace Equality Index (WEI) for the second time. The University placed 188th out of 415 across the UK. The University obtained an action plan from Stonewall based on the outcome of the WEI.

Cardiff Metropolitan University's LGBT+ Staff Network was established in February 2015 and has continued expanding over the 2015/16 period. The aim of the Network is to assist the University in cultivating and maintaining a welcoming, supportive and inclusive environment for LGBT+ staff and students, ensuring respect and dignity at work and in study. The Networks [Terms of Reference](#) are available on the University's external website

Athena Swan

The University is a member of Athena Swan and is preparing for a Bronze Institution Award to be submitted in April 2016. The University will be informed of the outcome by November 2016. (Institutional Bronze Athena SWAN Award was achieved Autumn 2016)

Buttle UK

The Buttle UK Quality Mark is awarded to institutions which have improved care leaver's academic skills, making their aspirations achievable. The University achieved the Quality Mark for Care Leavers' in Higher Education for the first time in July 2009 and gained its renewal in 2012. Although the mark was withdrawn as an award for all HEIs in July 2015 the University remains committed to offering support to all current and prospective care-leavers to the same standards as achieved in gaining the award.

Included in the range of support available for University students who meet certain criteria are 1.) guaranteed year-round accommodation in University-owned halls for the duration of their course, 2.) a £1,000 annual bursary and 3.) regular student services and mentor support. The bursary criteria have

been extended to include students who have been irreconcilably estranged from parents or guardians between the age of 16 and leaving school or FE college.

In 2015/16, the University awarded the bursary to care leavers/estranged students (current and new students).

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 Catering & Hospitality Services serve Fairtrade tea, coffee and hot chocolate as the first choice in all areas of the University's business, from retail to delivered hospitality. The University actively supports and publicises the fair-trade fortnight and other promotions on an on-going basis to ensure awareness is maintained.

Investors in People

The University has maintained its commitment to the Standard having retained and gained the Investors in People Silver Standard award in 2014/15.

Health and Well-Being Corporate Standard

In 2011, the University was awarded the Gold Corporate Health Standard. The Corporate Health Standard is the national mark of quality for health and well-being in the workplace, for businesses and organisations employing more than 50 people. A focus on health and well-being is recognised as not only improving individuals' health but also improving the engagement and motivation of employees and leads to increased effectiveness, productivity and competitiveness. The University was successfully revalidated for its Corporate Health Standards Gold award in March 2015 and is currently considering an invitation to apply for the Platinum standard of this award.

'Two Ticks' Disability Symbol

The 'Two Ticks' disability symbol was developed to show commitment to good practice in employing disabled people. The University continues to hold this award through 2015/16.

6.3 Library Services

Following the developments of the Library Services in the previous academic year, 2015/16 did not see any further developments within the unit. As a result of this, there is nothing further to report for the 2015/16.

7 Delivering the Benefits – The Student Experience

7.1 Estates and Facilities

The University is committed to providing an estate and estate-related facilities that are accessible to students, staff and visitors. The University seeks to engage with and respond to the individual needs of stakeholders across the range of functions and services provided specifically within the Estates & Facilities remit.

During 2015/16 we have further consolidated our procedures and improved access to individual buildings and areas. Improvement works have been carried out:

At Llandaff:

Access to D Block whilst remodelling the façade and entrance.

New office and assessment accommodation for Student Services.

Additional Student Union accommodation

Following the establishment of new protected refuge escape areas we have embarked on providing a series of training courses to ensure staff and students know how to use the evacuation chairs and how to ensure effective communication is provided via electronic equipment.

Ensuring all students and staff who require a Personal Emergency Evacuation Plan (PEEP) have one prepared at the earliest opportunity.

At Cyncoed:

Phase I of the sports hall complex is currently on site with completion due in December 2016. Consideration has been given to access to the area when phase II is constructed.

Phase II of the sports hall complex has been submitted for Planning following full design proposals, including, access and inclusivity. The new building has been designed to comply with current access legislation, the Approved Doc M of the Building Regulations and recommendations of BS 8300: 2002 *Design of buildings and their approaches to meet the needs of disabled people*.

On a more general front we have re-engaged in our relationship with Disabled Go which provides a web based overview of access to all of our campuses and buildings, mapping the accessible routes through the campuses and to important teaching and facility areas. In partnership with Disable Go the University is currently reviewing the campuses to ensure up to date information is available on line and in due course via smartphone and tablet apps to further advance our performance across the accessibility agenda.

Within our commercial provision the University continues to develop its status as a fairly traded organisation, continuing to commit itself to maintain this ethos in our procurement of goods and services. All of the University-run campus catering outlets continuously develop ranges of food offerings across the spectrum to satisfy the needs of a diverse community ensuring where possible, a wide spectrum of users can access the provision.

7.2 Widening Access

During the reporting 2015/16 period, Widening Access Outreach (WAO) work has been carried out in most disadvantaged Communities First areas of Cardiff, Newport and Rhondda Cynon Taff. This has been delivered in partnership with Cardiff Council's Neighbourhood Learning, Community First officers, Housing Offices and other voluntary and community groups.

WAO worked with Academic Schools within the University to develop a programme to raise aspirations and engage with adults from Communities First areas and those who are economically disadvantaged or from a care/caring background or who have disabilities to provide pathways and advice & guidance for those interesting in applying to University.

We continue to expand the range of 10 credit level 3 modules linked to the educational schools within the University. During this period we delivered 8 accredited standalone modules free of charge giving priority to those learners from Community First areas of Cardiff. These are intended to raise aspirations and provide routes into University for those non-traditional learners via the foundation courses. Twenty five of these learners progressed to the foundation and undergraduate courses at the University.

In the reporting 2015/16 period a further 58 free non accredited taster/introductory courses were delivered to the community.

Throughout the year WAO ran three courses a week for Introductory International English Language Testing System (IELTS) programme. These courses were for learners who do not have English as their first language. The aim of these classes is to improve their English language skills to a level 6 to enable them to access higher education. In summer 2015 WAO piloted the Password Knowledge English Language Test in partnership with English Language Testing Centre to provide accurate and up to date English language assessments to feed into this IELTS provision.

A new project WAO were involved with from September to December 2015 was based at Trinity Church which is a centre for refugee and Asylum Seekers. WAO provided a Planning an Event course to give the volunteers the skills needed to be able to organise their own event and raise funds for the Centre. This was a great success with 8 volunteers and service users completing the course and over 140 people attending the event.

WAO attend and support many community events throughout the year including the Black and Ethnic Minority Health Fair providing information advice and guidance and raising awareness of the free courses we offer.

7.3 Information and Assistance

7.3.1 Publications and Events

The EDEG has received reports regarding the University's communications and marketing activities. All publications and advertising maintains a 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.

7.3.2 Advice and Guidance to Students

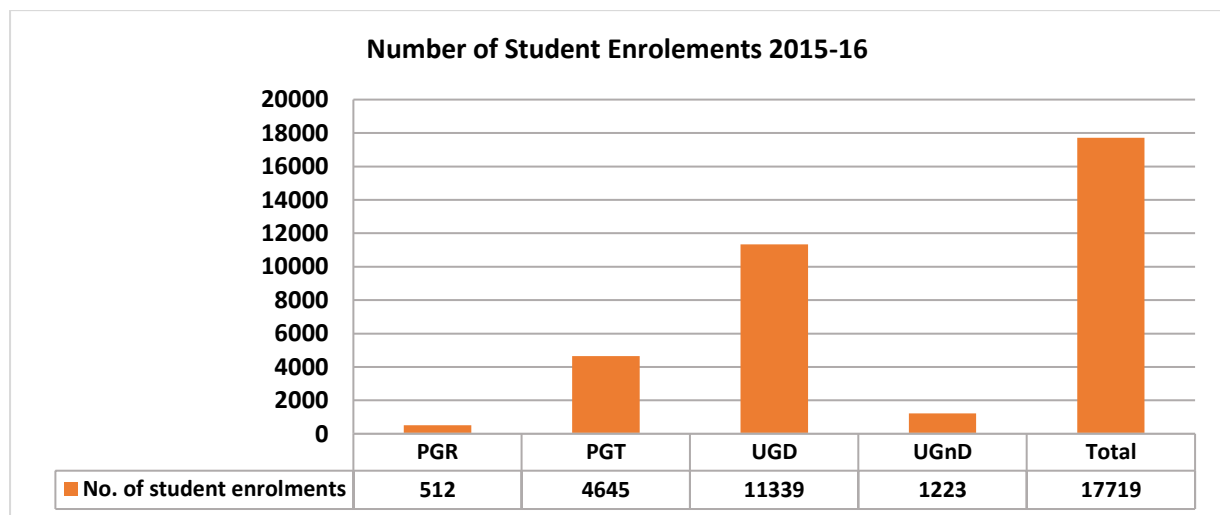
The I-Zone is an integral part of Student Services providing a professional, student-facing, focal point for all non-academic student enquiries; a One-Stop-Shop. It works in partnership with all the University's Professional Services – Accommodation, Academic Registry, Finance, including a very close working relationship exists with the International and Partnerships Office.

An inclusive service has been provided for all University students, including International students during 2015/16 at the Cyncoed and Llandaff campuses. This inclusive service has provided specific answers to students' questions, thereby addressing their individual needs. In so doing it makes an important contribution to the University's Strategic Equality Plan (SEP) by upholding the principles of equality of opportunity and for putting the Equal Opportunities Policy into practice.

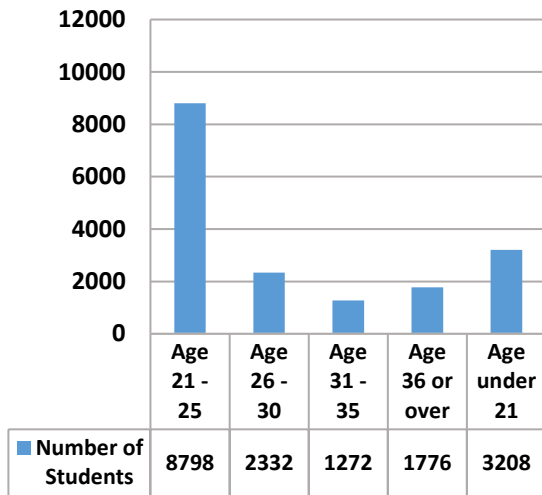
In 2016/17 the successful ICE Student Enquiries Management Review project will lead to enquiries being logged by the I-Zone for association with the data in the student record system thereby providing the capability to link to the University's data on equality and diversity.

7.4 Enrolments

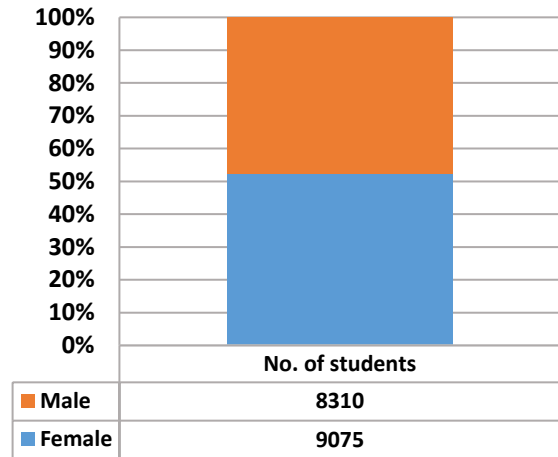
The EDEG receives annual reports on admissions to the University through the UCAS process and monitors the information provided by students in relation to age, gender, Welsh language fluency, ethnicity and disability as shown in the graphs which follow.



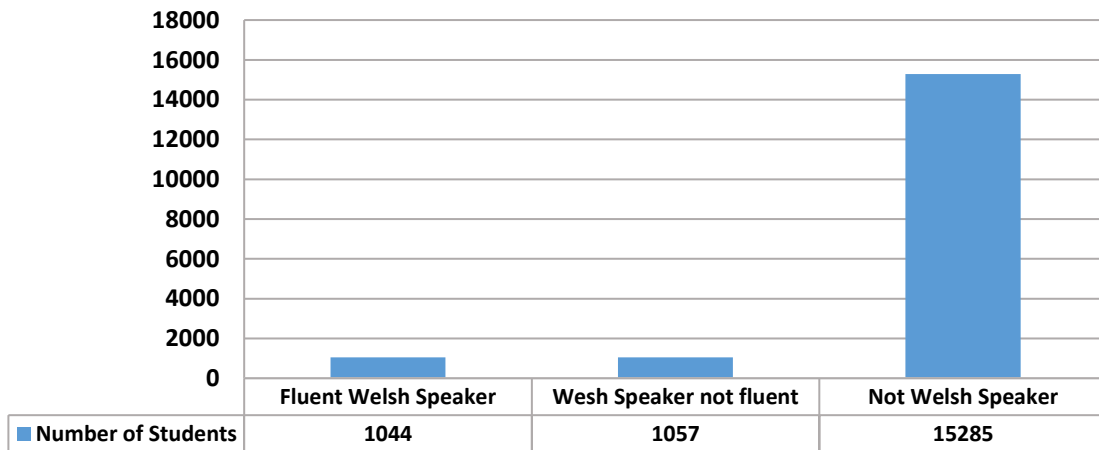
Age of Students Enrolled 2015-16



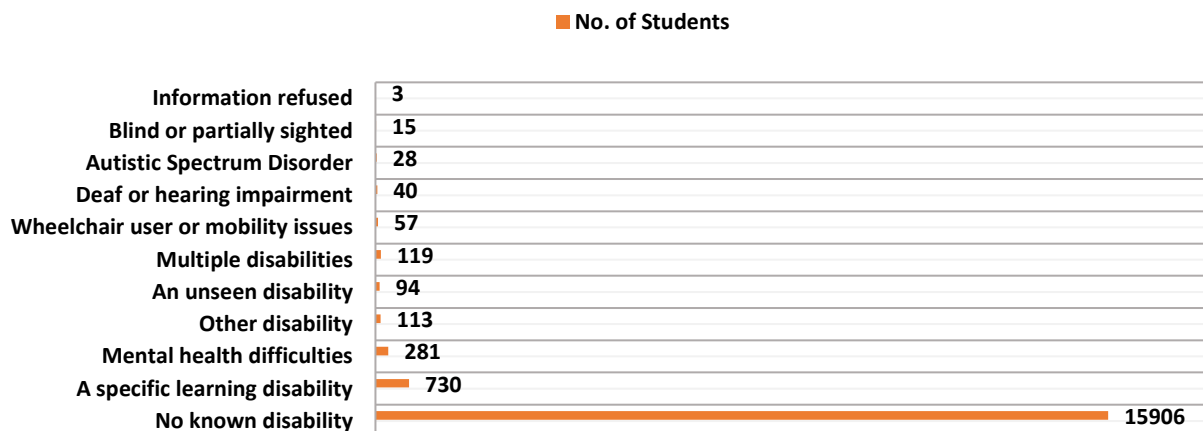
Gender of Students Enrolled 2015-16

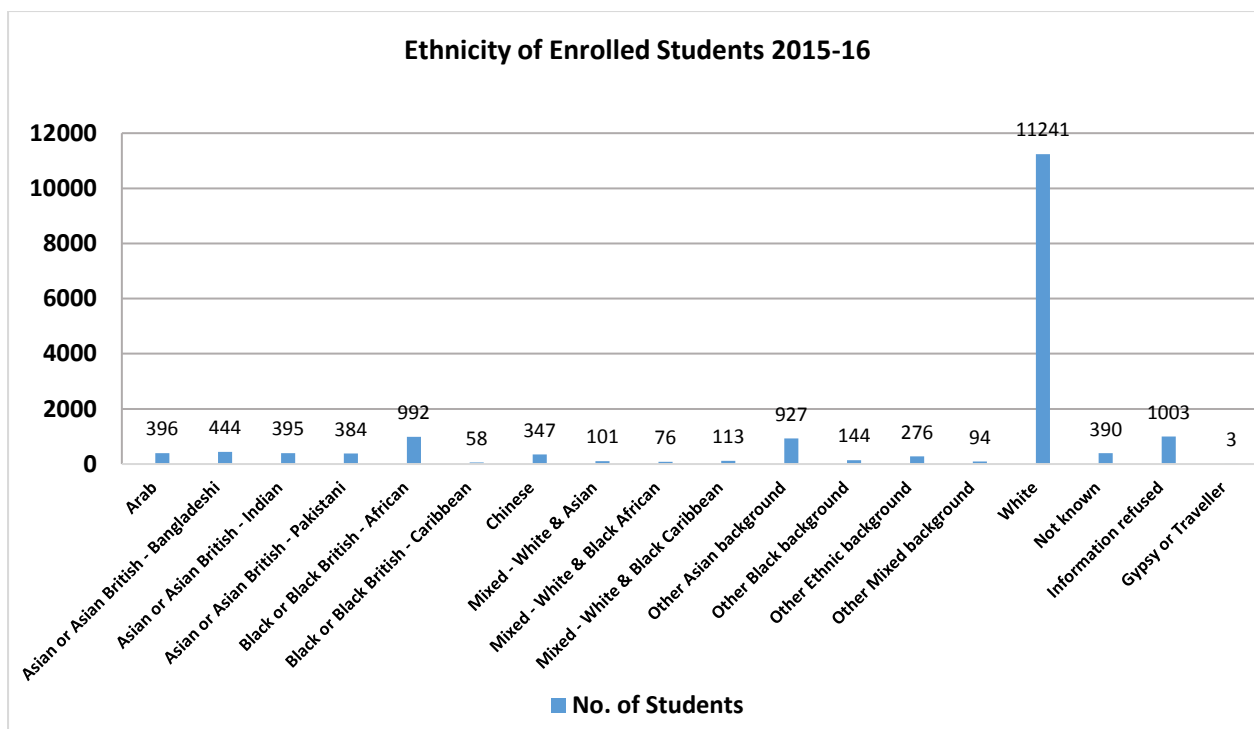


Welsh Language Fluency of Enrolled Students 2015-16



Number of Enrolled Students with a Disability 2015-16





7.5 Student Support (Student Services)

7.5.1 Disability Services

The University 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.

Before the start of the 2015/2016 term the Disability Service Team ran a Transition Event for first year students with Autism /Asperger Syndrome to help them prepare for life at university. These students stayed on campus overnight, participated in mock lectures and received campus orientation. The students were introduced to support services at the University along with specialist support partner organisations. The Disability Service plans to make this an annual event following receipt of positive feedback from the students in attendance.

7.5.2 Finance and Welfare Advisory Service

The Finance and Welfare Service provides a professional and non-judgmental advisory service for all the University's students including EU students. Most International students receive advice and guidance

through the services offered directly by the International and Partnerships Office. The International and Partnerships Office provides a Welfare and English Language and Study Skills Support Service to all international students.

The Finance and Welfare Service administers the University Hardship Fund for students who are suffering excessive financial hardship or an unexpected financial crisis.

Students accessing the Finance and Welfare Advisory Service are monitored by gender, disability, ethnicity and.

7.5.3 Counselling Service

Increasingly students arriving at University consider counselling to be an integral support service. The Counselling Service provides an embedded professional and non-judgmental service available to all students focused on improving student retention, student mental health and wellbeing, enhancing academic achievement, the overall student experience and skills for the future. There continues to be a significant increase in the number of students requesting and receiving counselling sessions at the University. This is in line with findings within the HE sector nationally.

The service offers:

- Face to face counselling chiefly using CBT (Cognitive Behavioural Therapy) and other solution focused models;

- On line and Skype counselling for those students who prefer to access counselling in this way or whose academic or personal commitments prevent their attendance at the Counselling Services' rooms;

- Hypnotherapy service focusing on issues that impact on academic performance;

- Supervised Placements for Trainee Counsellors undergoing their Counselling Qualifications and training;

- Consultation and advice by Senior Counsellors to staff on counselling related matters.

7.5.4 Chaplaincy

The Chaplaincy team has continued to support the needs of students, as well as ensuring University compliance with various statutory requirements.

The team has been strengthened by the appointment of two new posts:

- Ameira Bahadur-Kutku has been appointed as Muslim chaplain. Ameira is the only fully qualified Woman Muslim Chaplain in the HE sector in the United Kingdom; and

Elizabeth Russell has been appointed as an Out of Hours Advisor.

The expansion of the Chaplaincy team has led to increased opportunities for student engagement with a range of very positive inter-faith and multi-faith events. Referrals for assistance with faith issues have shown a notable increase.

The Prevent agenda and workload have increased during the 2015/16 reporting period reflecting new statutory requirements. The team has presented at conferences, and through the Universities Radicalisation Working Group have structured relationships with the Home Office, Welsh Government and Police delivering best practice across the sector.

7.5.5 Health Service

Cardiff Metropolitan University's Nursing Officers provide a confidential drop-in service for help and advice on all matters of health and well-being. The Nursing Officers are experienced professionals who are committed to an integrated system of care, encompassing physical, emotional and psychological health and wellbeing. They also offer an excellent front-line service for distressed students.

The nature of the Service militates against the collection of comprehensive monitoring statistics for all service-users. From the statistics collected, however, it appears that white, female students comprise the majority of service users.

7.5.6 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 Dean of Students and Complaints Manager.

The total number of complaints received by the University has increased by 33% (a difference of 18 complaints) in 2015-16. Despite this increase in the number of complaints upheld on 2015/16, there have been fewer formal, but correspondingly more informal complaints recorded. The number of formal complaints recorded has dropped from 5 to 3, continuing a decrease since 2011, possibly reflecting improved early handling of issues in Schools and Units and more direct support and assistance provided by Student Services. The number of informal complaints recorded in 2015/16 has increased to 69 in

comparison with the last academic year in which 58 were received. This resulted in an increase per student head enrolled at 0.28% of student population (0.26% last year).

There are no discernible trends in relation to mode of study, ethnicity, language or gender, and where it had previously been identified that disabled students had historically submitted a higher proportion of complaints, this has continued to fall this year. This year 100% of complaints were completed informally or at the first formal stage of the procedure, with none reaching Stage 2.

No data relating to the protected characteristics of gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, and sexual orientation were collected in 2015-16.

There were no complaints received for discrimination on the grounds of religion, disability, or gender. There was 1 informal complaint received about washroom facilities for transgender students which was resolved. There was also 1 complaint about discrimination on the grounds of race, but this case was not upheld.

7.6 Career Development Services

In October 2015 the Careers Service was formally moved to its own department under the leadership of the Director of Employability. A large-scale student consultation was undertaken in January 2016 in order to establish the best way forward for supporting all students. The consultation revealed that while students were aware of the Careers Service, they were unlikely to engage with it, being unsure as to its role and function. This response triggered a restructure of the service, supported by a slight increase in headcount, which will ensure that all students are able to access the support they need to secure the career they want.

The Service continues to offer support to students both face-to-face, with over 1500 students interacting directly through appointments or workshops, and via the Moodle provision where over 3,000 e-lessons were completed over the course of the year. Work in this area will continue in the new academic session, with a greater emphasis on video and easy-access resources allowing students to take a 'bitesize' approach to their career development. The new, open-access approach will be complemented by open-access face-to-face provision on both campuses, following student comments that the need to book an appointment to see someone presented a significant barrier to their engagement.

7.7 Learning and Teaching

7.7.1 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 Learning and Teaching Development Unit. In

particular equality and diversity issues feature in the assessment workshop, the workshop on transition, and workshops on internationalisation and sustainability which continue to be themes in the Learning, Teaching and Assessment Strategy. The internationalisation and sustainability workshops have been augmented recently by the positive practice gained from the data from the two respective evaluation exercises to gauge engagement with these across the university.

A project has also been started which is considering the experiences of Chinese students entering the university with a view to improving the pedagogies used, and better aligning the pre-sessional teaching with the core programmes of study.

7.7.2 Analysis of Student Satisfaction with Learning and Teaching

Following the results from the National Student Survey (NSS) in 2015, a number of enhancements were put in place, including Institutional, School and Programme based enhancements. Each School was required to produce a School Experience Improvement Plan, providing actions in response to their results.

Institution-wide initiatives included an evaluation of the promotion of the NSS in order to better communicate with all students in the institution as well as identify pockets of students with lower response rates. We have introduced an Online Submission project across the institution which will allow for more online submission of assessments, no longer requiring students to come onto campus to submit assignments, and providing more accessible assessments. Student Services are also undertaking a review of the inclusive curriculum across the institution.

Schools adopted a number of specific enhancements to meet the requirements of their students, including the communication of information to students in a way that was accessible and relevant to them and provided in a timely manner. This included the publication of assessment schedules in a single location and in a format that was accessible for all students. Alongside the Online Submission project, some schools adopted a more formalised approach to online feedback for students, improving the accessibility of feedback for students, some offering audio rather than text-based feedback. Programmes also undertook specific enhancements for their particular cohorts of students.

The introduction and development of the new Virtual Learning Environment using Moodle has helped to better support students via a minimum requirement for each module and by providing more accessible materials for students to access. This has been supported by the introduction of ReView (Panopto) lecture capture software, which enables students to revisit content and access it in a more accessible way.

7.7.3 Destinations of Leavers from Higher Education

The 2014-15 Destinations of Leavers from Higher Education survey shows record numbers of students in employment or study six months after graduating, with Cardiff Met producing the best results in the Performance Indicator table among all the universities in Wales. 95.6% of all home undergraduate students were in work or study at the time of the survey, a significant increase over the previous year's 94%. This is also better than the national average of 94%. A much higher proportion of those students are in professional level work or further study than in the previous year – up to 64% from the previous year's 55%. Much credit should be given to students for this success.

In Equality and Diversity terms, Cardiff Met students are on a par with the wider university sector. There is a national challenge about access to professional-level work for women, students from ethnic minority backgrounds and students who declare a disability, and Cardiff Met's graduates follow this pattern. The Careers Service will be making extra efforts in the coming year to identify diversity-positive employers who are conscious of the benefits of a diverse workforce and encourage them to advertise on the CareerHub platform. The service will also actively identify role models from alumni who will support students to access these roles.

7.8 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 50 members of staff of 10 different nationalities and includes staff based in Cardiff Met's China and India Offices and also staff in Nigeria and Vietnam. Collectively, the IPO staff can speak a total of 29 languages.

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 €31 million to facilitate these opportunities via :

- 6 coordinated Erasmus Mundus projects
- 12 partner Erasmus Mundus projects
- 2 coordinated Tempus projects

- Erasmus+ projects (EU and International)

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 outward mobility initiatives, such as Santander Scholarships and Short Term Mobility Funding, are advertised and 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 2015, the University was ranked top in the UK for the 6th year for overall international student support in the International Student Barometer (ISB) Survey conducted by IGraduate. The University excelled in the following areas: Careers Service, worship facilities, class size, language & learning support, International Office, visa advice, host culture and eco-friendly attitude. Student feedback focused particularly on the great support received while studying at the University, excellent learning opportunities and high standards of teaching. The ISB survey is now one of the largest studies of international students in the world and has been adopted by universities in the UK, Ireland, Australia, New Zealand, South Africa, Singapore, Europe and the USA and attracts feedback from over 150,000 students. 159 universities worldwide in 18 countries and 49 in the UK took part in the latest survey . The next survey will be rolled out in the academic year 2016/2017 with feedback available in the spring 2017.

7.9 The Student Experience - Conclusion

The University 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.

8 Staff Experience

8.1 Monitoring -The Legislative Context

The Wales Specific Duties, which form part of the Equality Act 2010, require public authorities such as Universities to publish certain information in relation to numbers of staff. Of itself, however, the monitoring of University activity in relation to equality and diversity is a useful tool in assessing performance and highlighting issues for policy development or improvement of practices.

In accordance with guidance issued by the Equality and Human Rights Commission, the University must collect and publish on an annual basis:

- (a) the number of persons employed on 31 March each year by protected characteristic;
- (b) the number of men and women employed at that date by:
 - (i) job
 - (ii) grade
 - (iii) pay
 - (iv) contract type (including permanent and fixed-term; and
 - (v) working pattern (including full-time, part-time and other flexible working patterns);
- (c) people who have applied for jobs with the authority over the last year;
- (d) employees who have applied to change position within the authority, identifying how many were successful in their application and how many were not;
- (e) employees who have applied for training and how many were successful in their application;
- (f) employees who completed the training;
- (g) employees involved in grievance procedures either as a complaint or as a person against whom a complaint was made;
- (h) employees subject of disciplinary procedures;
- (i) employees who have left an authority's employment.

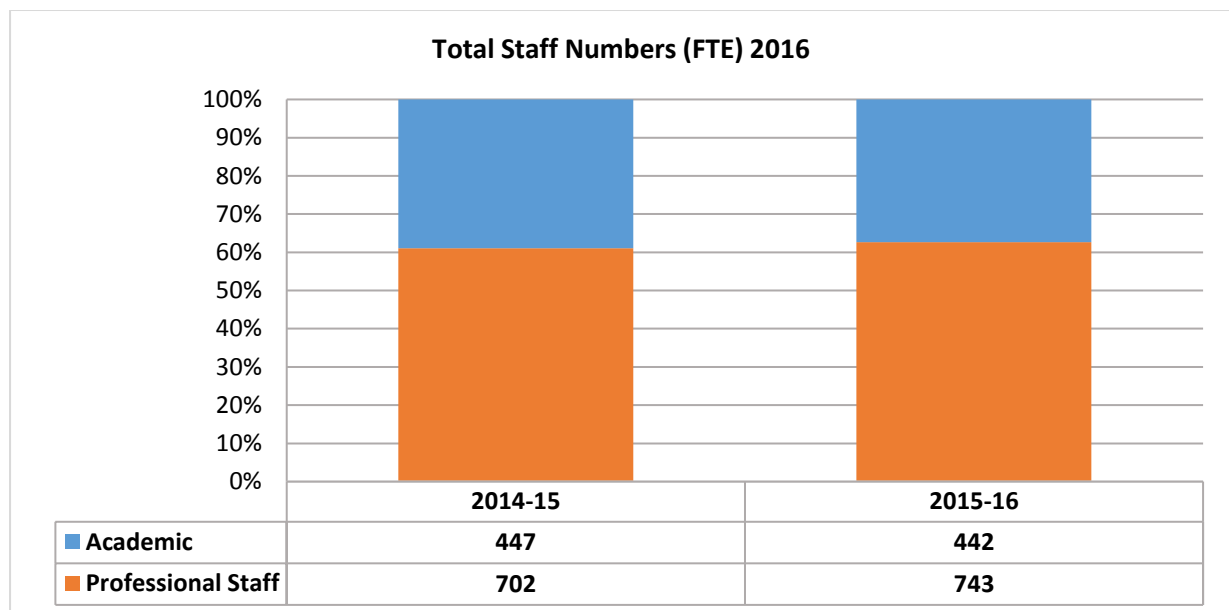
All of the above must be presented for each of the separate protected characteristics. The exception to this requirement is data on job, grade, pay, contract type and working pattern, which needs to be broken down in relation to women and men.

8.1.1 Staff Profile: the position at 31st March 2016

It is a strategic objective of the University to collect comprehensive data on the number of staff who shared a protected characteristic. The Resources Committee received and reviewed staff monitoring information and the EDEG received regular reports on staff development during the reporting period.

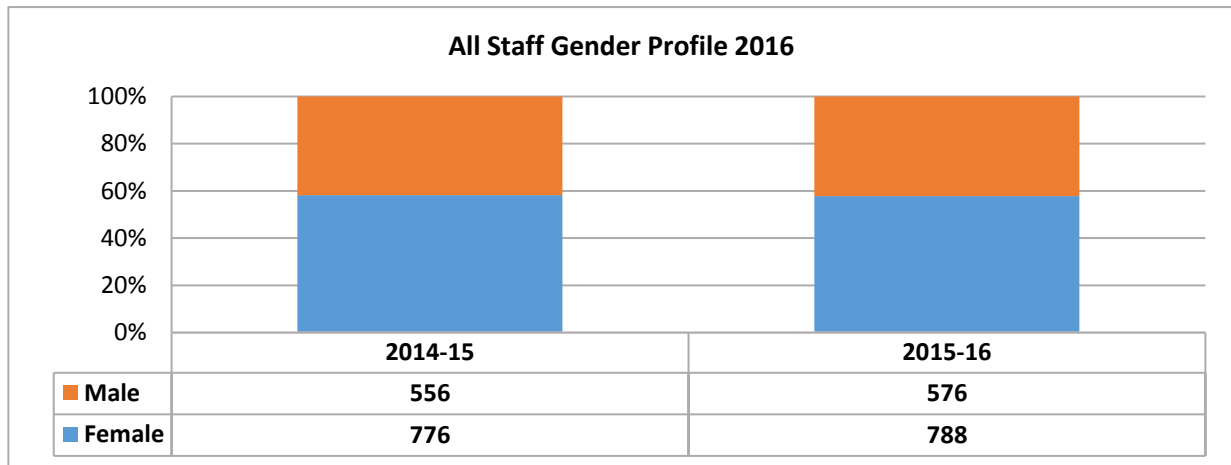
Staff numbers (FTE) at 31 March 2016 were 1185 excluding hourly-paid lecturers and casual staff. Academic staff numbers (FTE) at 31 March 2016 were 442, professional staff numbers (FTE) at 31 March 2016 were 743. In addition between 1 August 2015 and 31 July 2016 (HESA data capture period) there were circa 31 FTE hourly paid lecturers and circa 47 FTE casual employees. The previous period was 31 FTE and 51 FTE respectively. The number of FTE Academic has remained consistent since the previous reporting period, while a decrease was observed in FTE casual employees.

The head count of permanent and fixed term staff is currently 1364. This increases to 2162 when hourly paid lecturers and casual staff are included. 35% of new positions in the 12 months ending 31 March 2016 were fixed term.

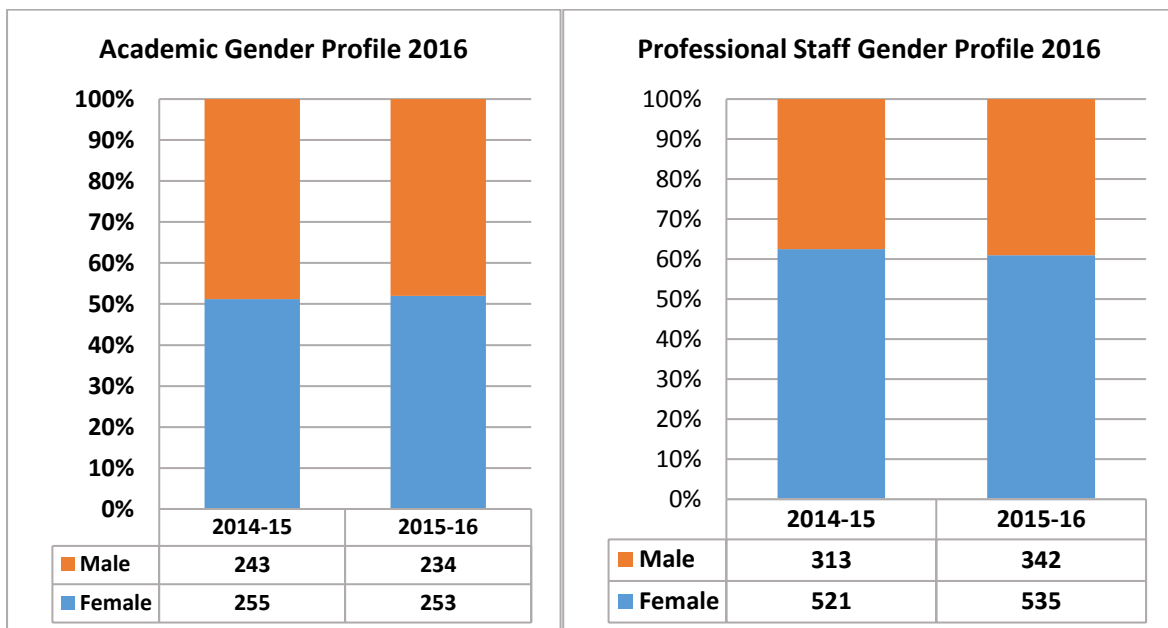


Gender

The Cardiff Metropolitan University gender profile for permanent and fixed term staff was 58% female and 42% male as at 31 March 2016. This is consistent with the corresponding period in 2015.



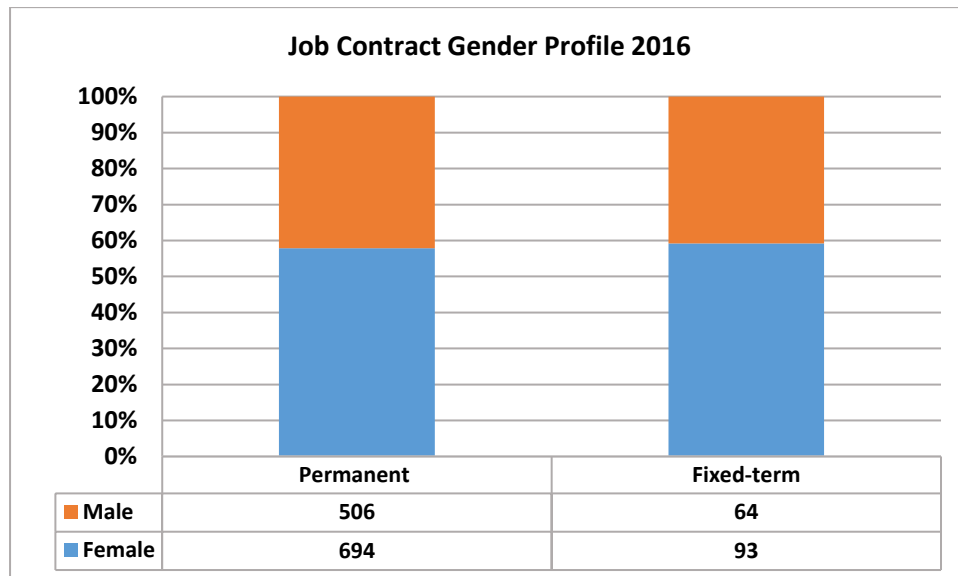
The academic staff gender profile as at 31 March 2016 was 52% female and 48% male. This is consistent with the corresponding period in 2015.



The professional staff gender profile as at 31 March 2016 remains constant at 39% male and 61% female.

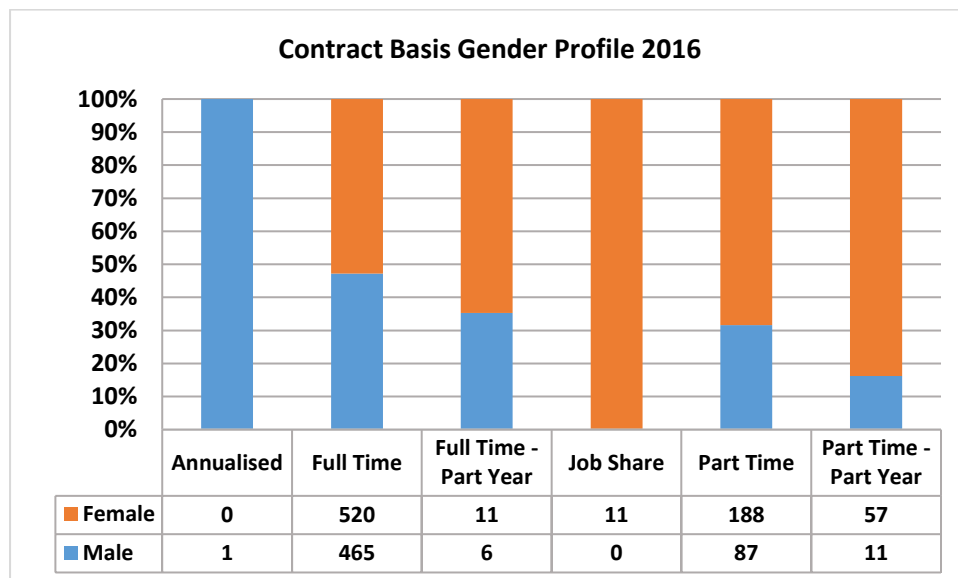
The job contract gender profile for permanent staff as at 31 March 2016 was 58% female and 42% male.

With regards to fixed-term staff as at 31 March 2016, 59% were female and 41% male.



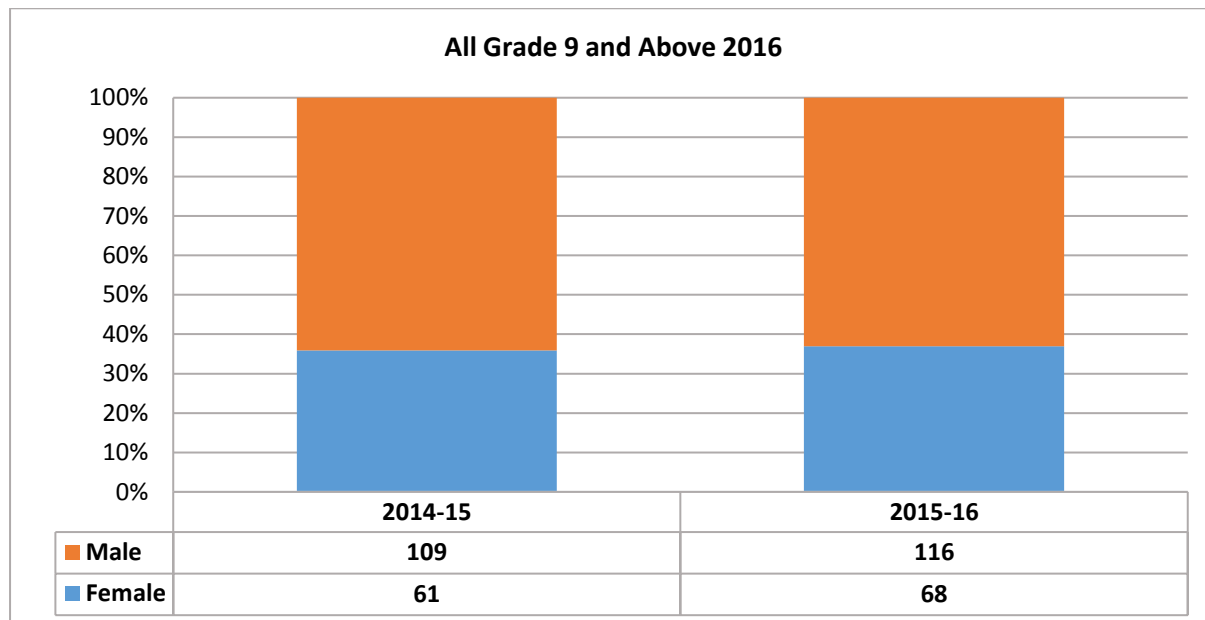
The contract basis gender profile for full time staff as at 31 March 2016 was 53% female and 47% male.

As at 31 March 2016, 65% of full time – part year staff were female and 35% male. With regards to job share staff over this period 100% were female. For part time staff at 31 March 2016, 68% were female and 32% were male. Lastly, 84% of part time – part year staff were female and 16% male.

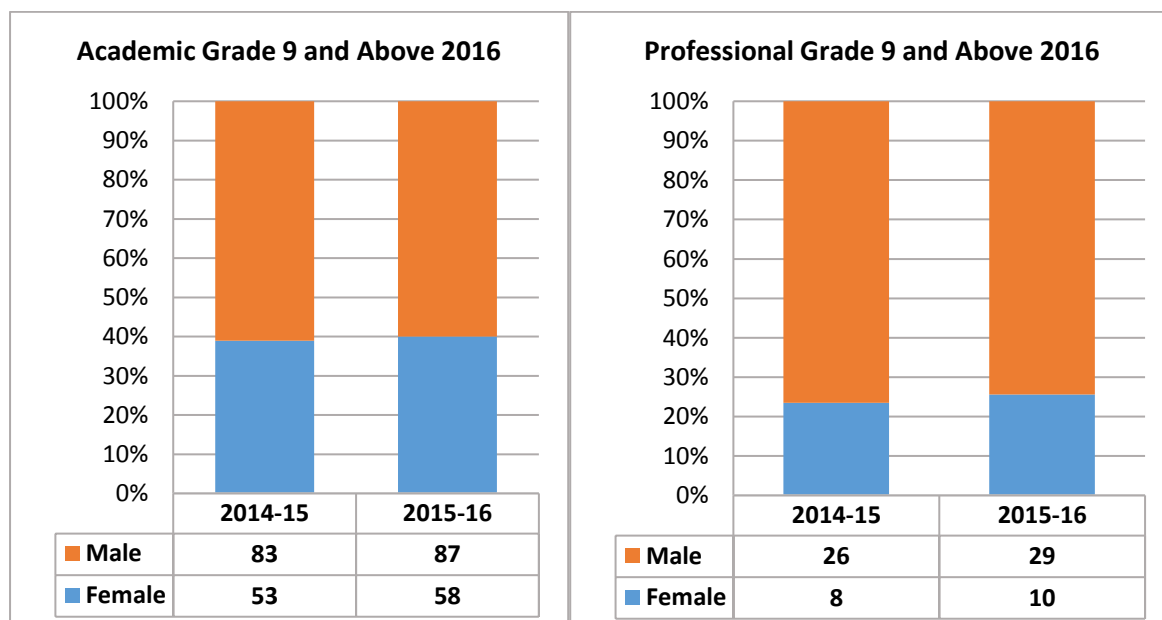


Pay

Among the staff group earning £52,219 or more (grade 9 and above) the gender split was 63% male and 37% female as at 31 March 2016.



Among the academic staff group earning £52,219 or more (grade 9 and above) the gender split was 60% male and 40% female. The proportion of females in this group has increased marginally from 39% in 2015.

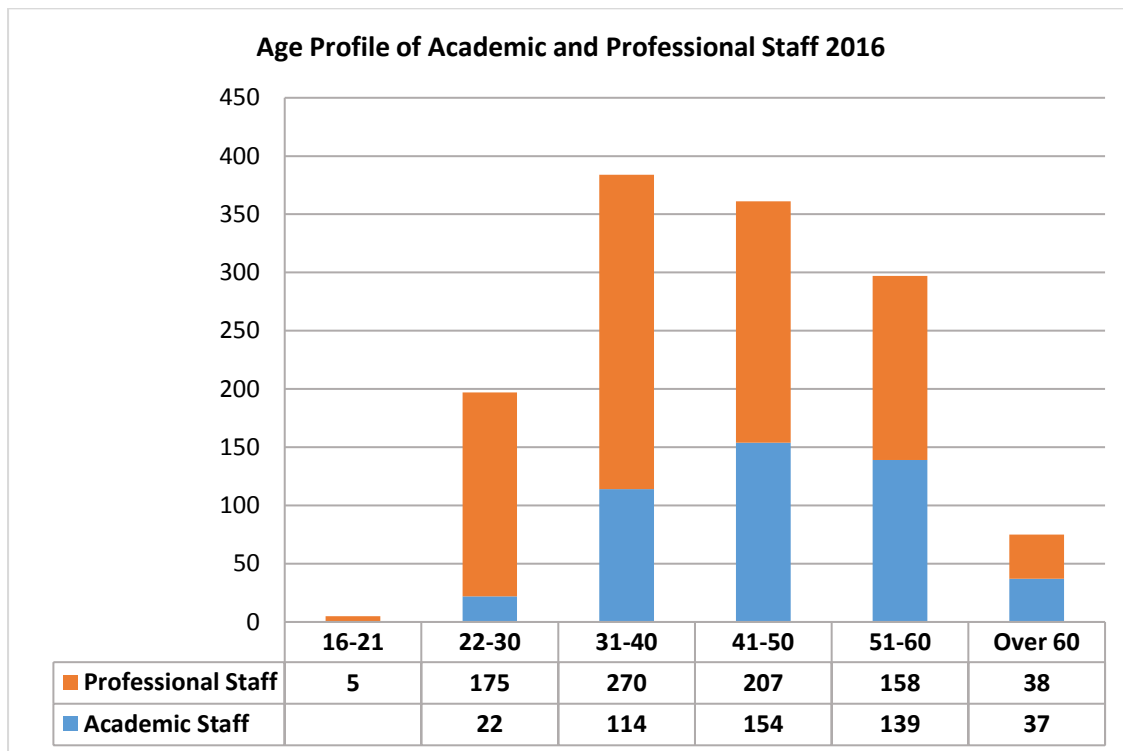


Among the professional staff group earning £52,219 or more (grade 9 and above) the gender split was 74% male and 26% female. It should be noted that the sample size in this category is considerably smaller

than the academic sample, however the proportion of females in this group has increased from 24% from the corresponding period in 2015.

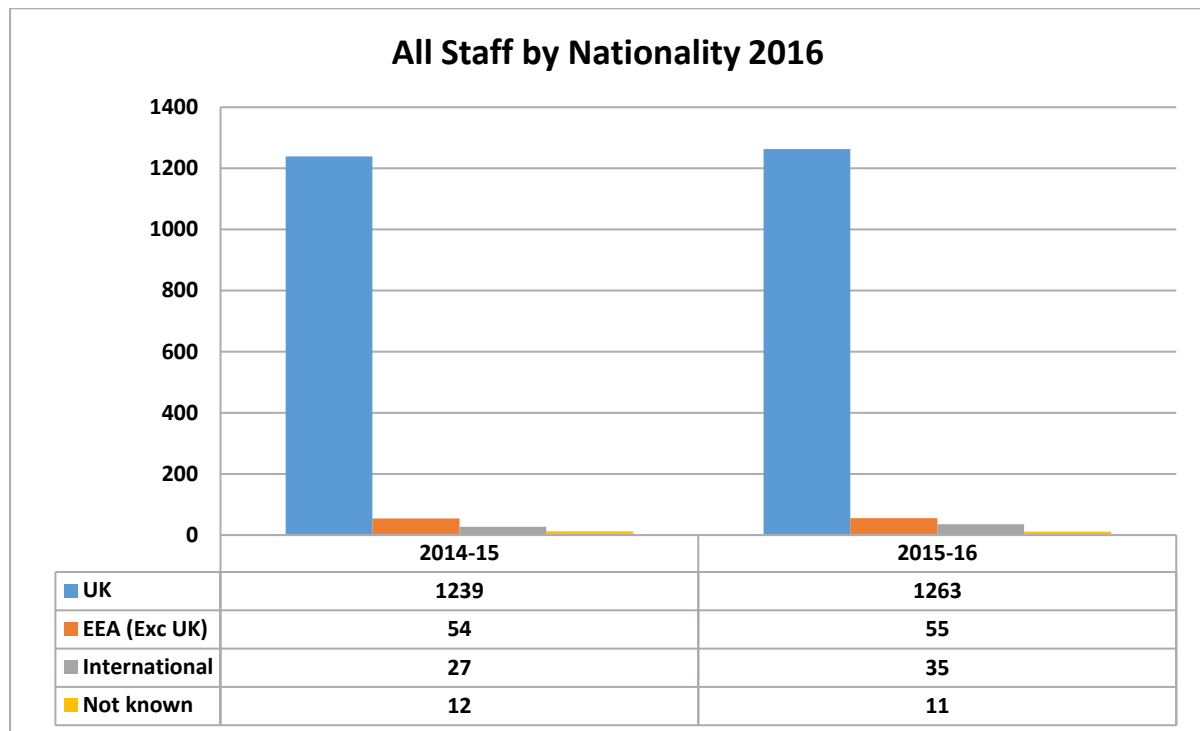
Age

The majority of staff are within the 31-40 and 41-50 age brackets, with a significant number over the age of 50.

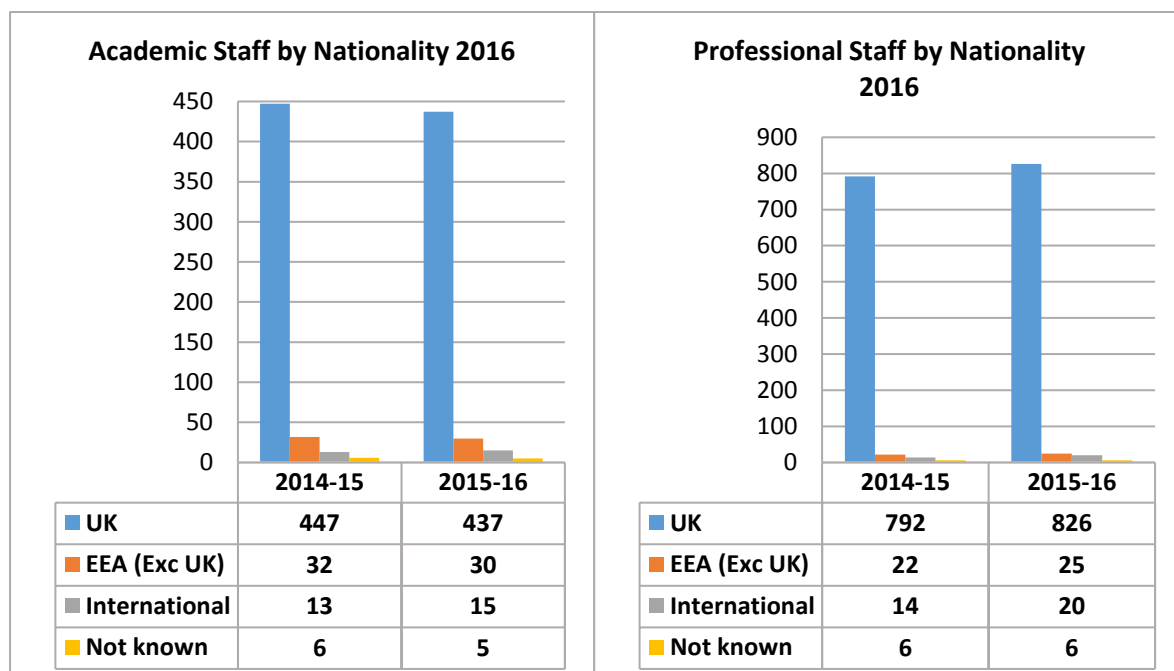


Nationality

The nationality of all Cardiff Metropolitan University's staff excluding casuals and HPLs ending 31 March 2016 is shown below.



The vast majority of academic and professional staff are from the UK.

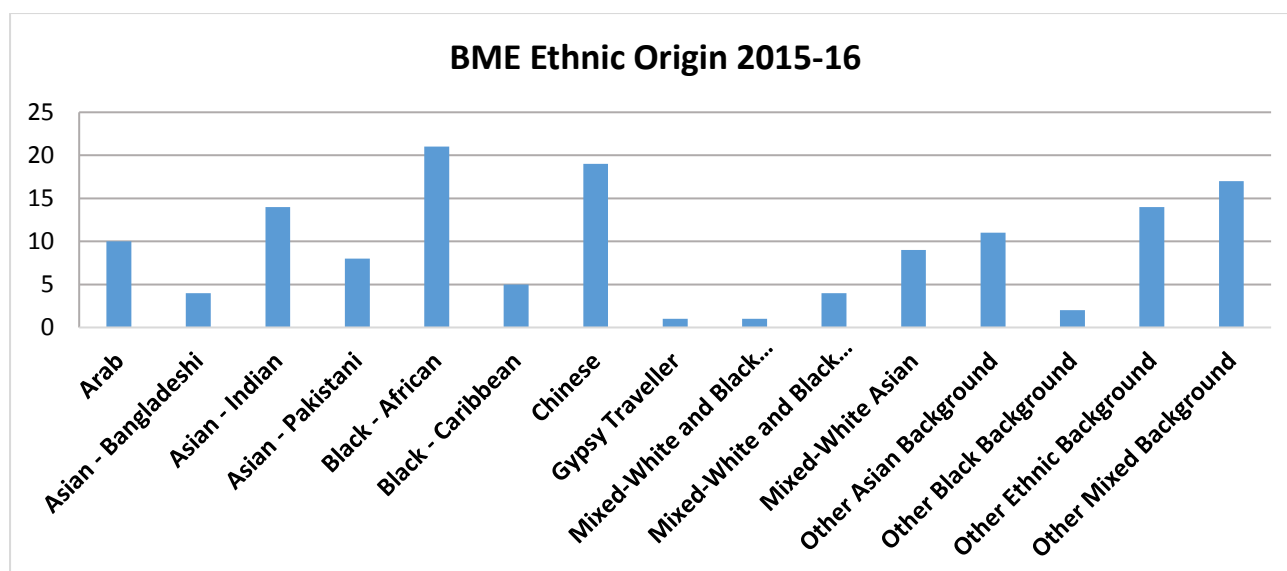


Ethnicity

As at 31 March 2016 circa 6.6% of Cardiff Metropolitan University's staff (including hourly paid lecturers and casual employees) were Black and Minority Ethnic (BME)². This is a marginal increase from 5.7% at the corresponding period for 2015.

Black and Minority Ethnic (BME) Staff	31/03/15	31/03/16
% of staff from a recognised BME background	5.7%	6.6%
% of BME staff holding an academic position	6.6%	7.9%
% of BME staff holding a professional position	5.6%	5.6%

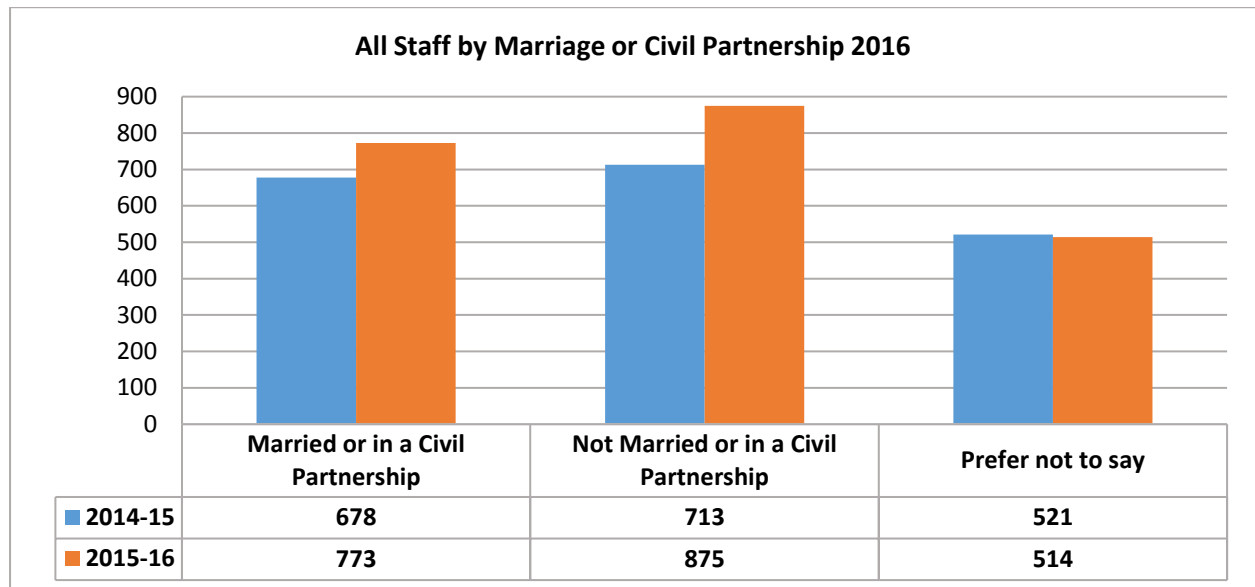
Currently the percentage of permanent and fixed term academic BME staff is 7.9%. This is relatively consistent with the corresponding period for 2015, although again an increase was observed. Currently the percentage of permanent and fixed term professional BME staff is 5.6%. This is relatively consistent with the corresponding period for 2015. Data was not held for 4.8% of staff. The below table provides a breakdown of the Ethnic origin of Cardiff Metropolitan University's BME staff (including hourly paid lecturers and casual employees).



²The definition is widely recognised and used to identify patterns of marginalisation and segregation caused by attitudes towards an individual's ethnicity. ECU recognises the limitations of this definition, particularly the assumption that minority ethnic staff are a homogenous group.

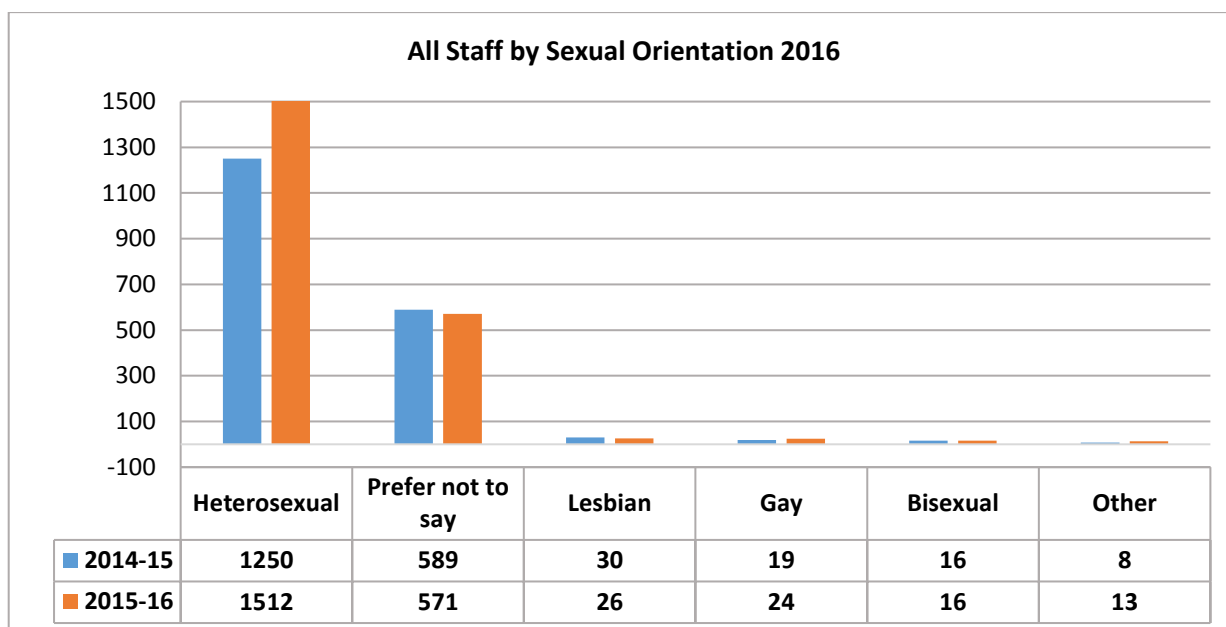
Marriage or Civil Partnership

As at 31 March 2016, 36% of staff (including hourly paid lecturers and casual employees) were married or in a civil partnership, 40% were not married or in a civil partnership and 24% of staff preferred not to say.



Sexual Orientation

The University's sexual orientation profile illustrates that as at 31 March 2016 69.94% of staff (including hourly paid lecturers and casual employees) were heterosexual, 1.2% were lesbian, 1.11% were gay men, 0.74% were bisexual and 0.6% declared their sexual orientation as other. 29.41% of staff elected not to declare their sexual orientation.



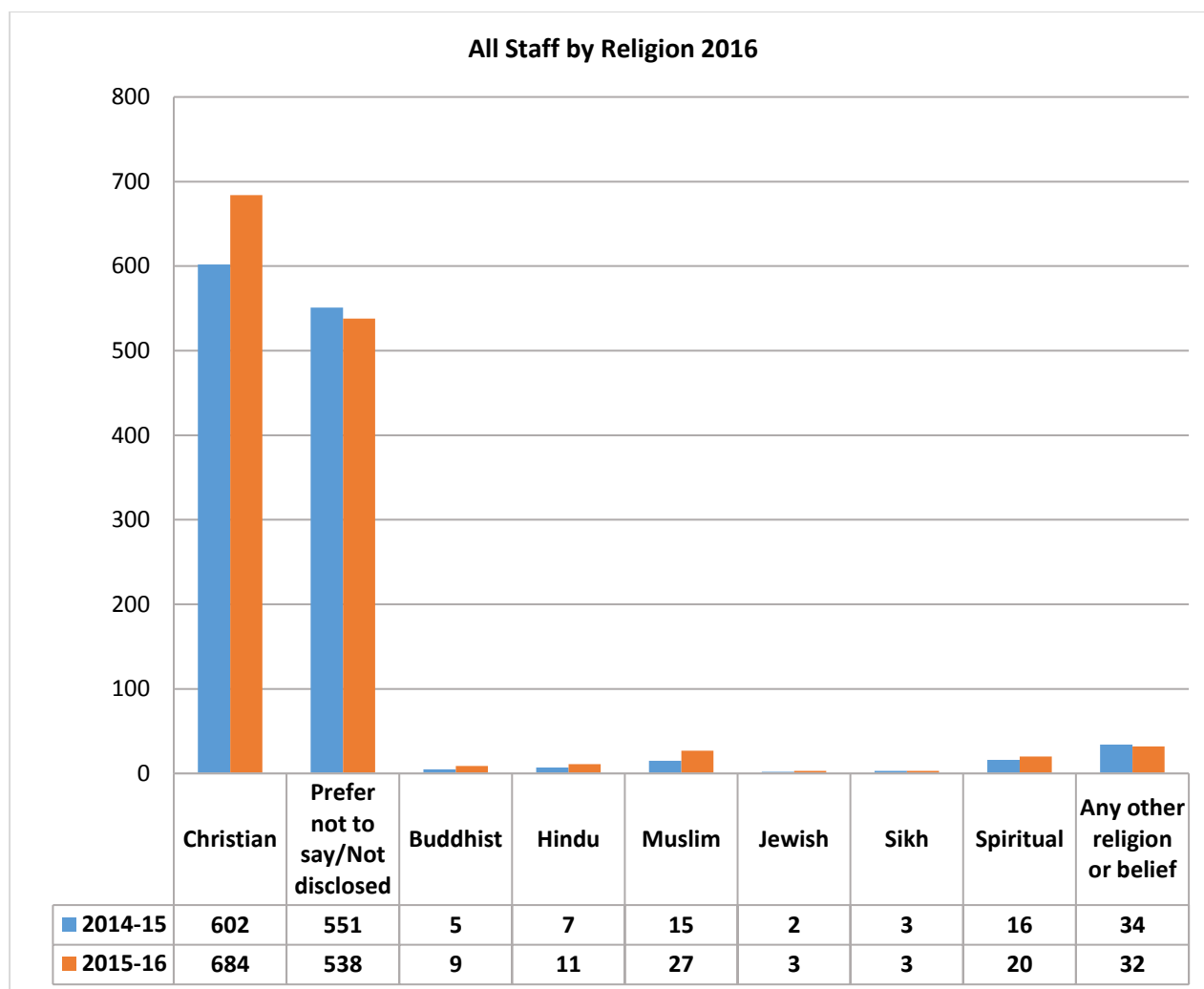
Welsh Language

As at 31 March 2016 staff (including hourly paid lecturers and casual employees) declared the following Welsh Language competencies:

Ability (all staff)	31/03/15	31/03/16	31/03/15	31/03/16	31/03/15	31/03/16
	A Little	A Little	Fairly Well	Fairly Well	Fluently	Fluently
Welsh - Reading	18%	16%	3%	3%	5%	4%
Welsh - Speaking	20%	18%	3%	2%	5%	4%
Welsh - Understanding	22%	19%	3%	3%	5%	5%
Welsh - Writing	13%	12%	3%	2%	4%	4%

Religion or Belief

As at 31 March 2016 approximately 25% of staff preferred not to say what religion or belief they held. Furthermore, 835 members of staff (39%) identified as having no religion. The figure below illustrates that the University employs individuals with a number of different religions and beliefs. Approximately 32% of staff identified as Christians.



Gender Re-assignment

The data has been collected for the gender re-assignment equality strand: numbers recorded were between 0 and 5.

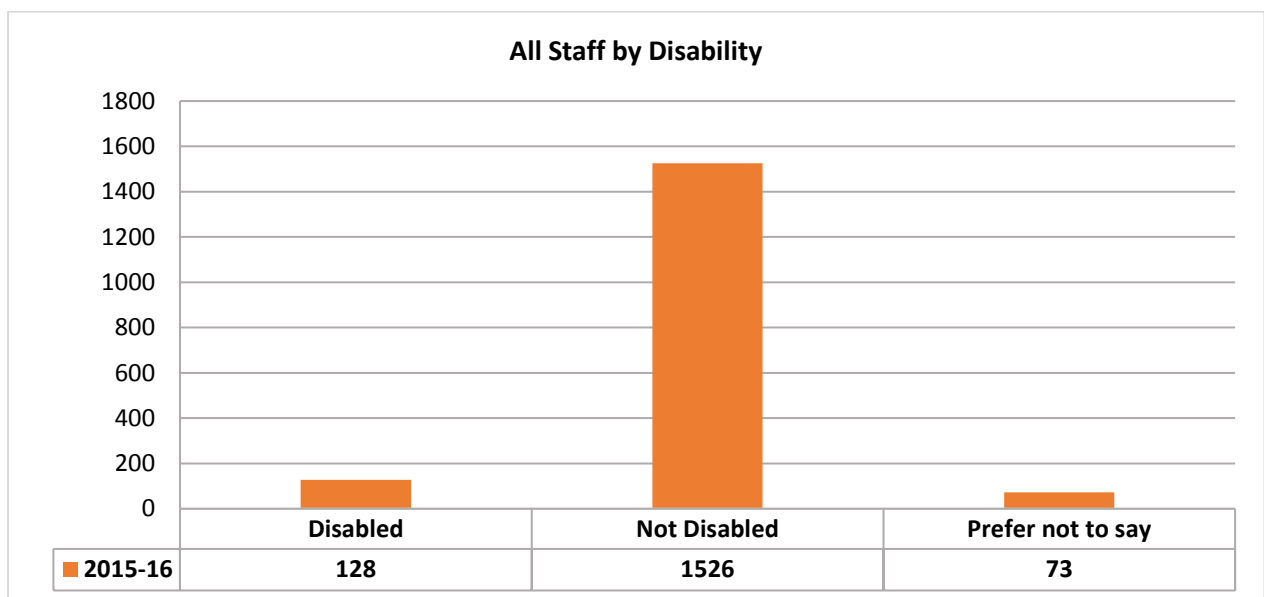
Pregnancy and Maternity

As at 31 March 2016, 21 individuals were on maternity leave.

Disability

As at 31 March 2016, 7.4% of Cardiff Metropolitan University's staff (including hourly paid lecturers and casual employees) declared a disability. This is relatively consistent with the corresponding period for 2015.

Percentage of staff declaring a disability	31/03/15	31/03/16
	7.2%	7.4%



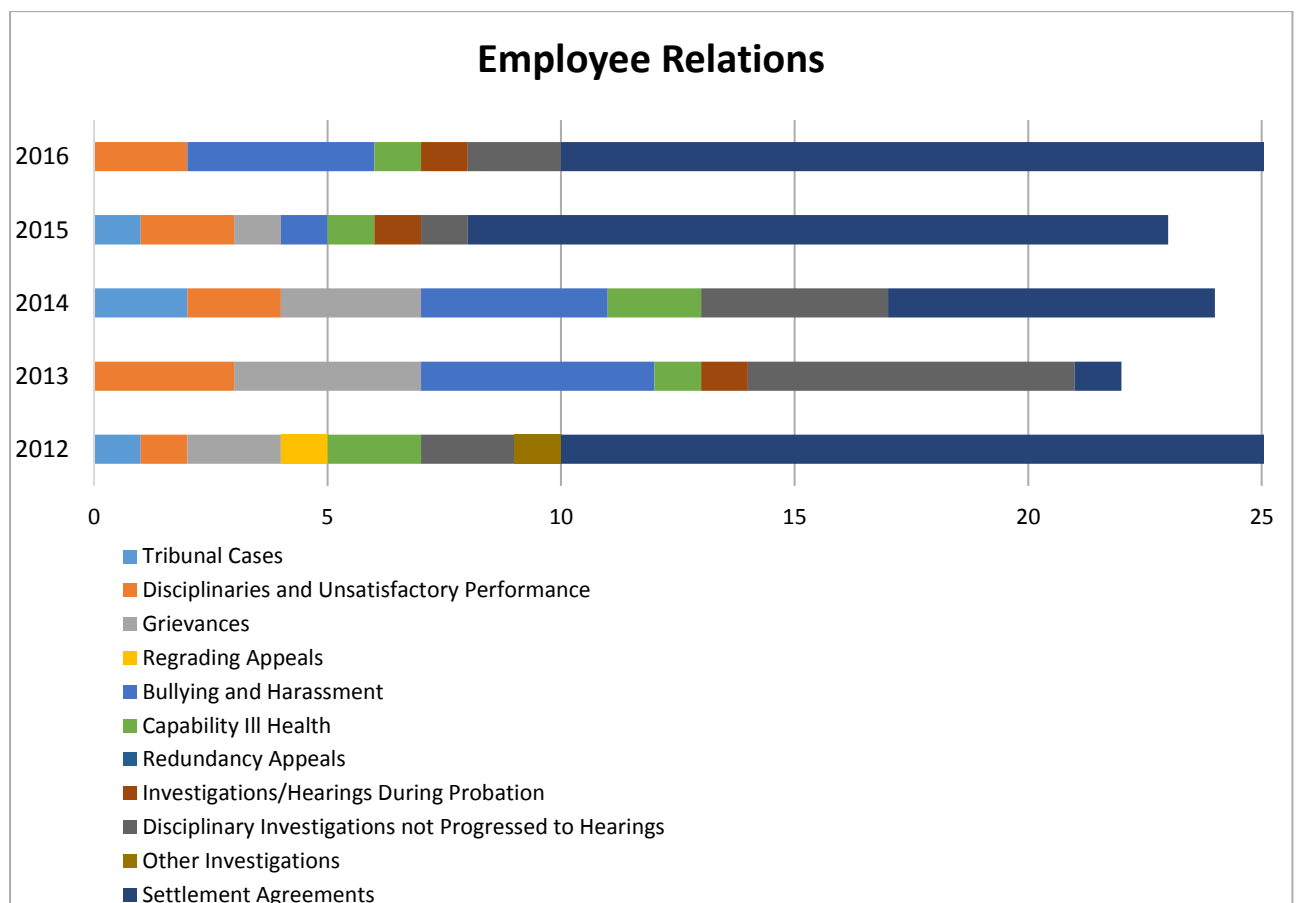
Tribunal Applications

There was no employment tribunal case were lodged in the 12 months up to 31 March 2016.

Employee and Industrial Relations

The number of employee relations cases completed in the 12 months up to 31 March 2016:

Employee relations cases	31/03/15	31/03/16
Disciplinarians (including Unsatisfactory Performance)	2	2
Grievances	1	0
Regarding Appeals	0	0
Bullying & Harassment	1	4
Capability Ill Health	1	1
Redundancy Appeals	0	0
Investigations/Hearings during probation	1	1
Disciplinary Investigations not progressed to hearings	1	2
Other Investigations	0	0
Settlement Agreements	15	16



Low number of grievances and disciplinaries as at 31 March 2016, prevented such being broken down by protected characteristic.

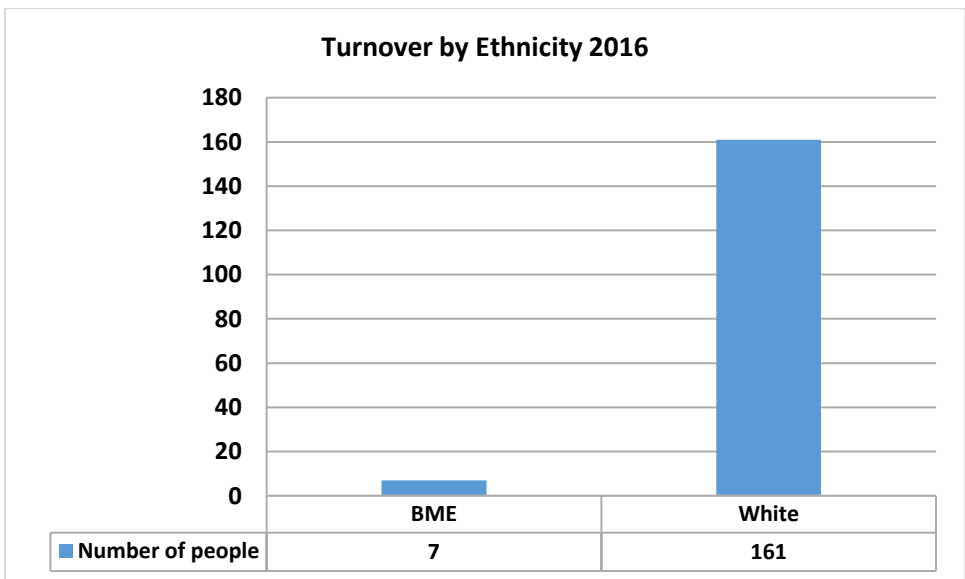
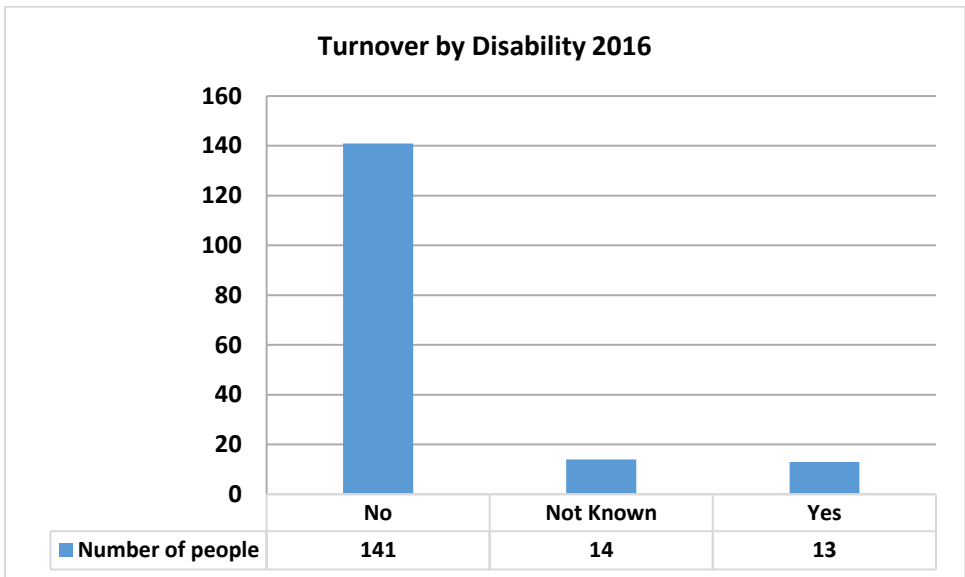
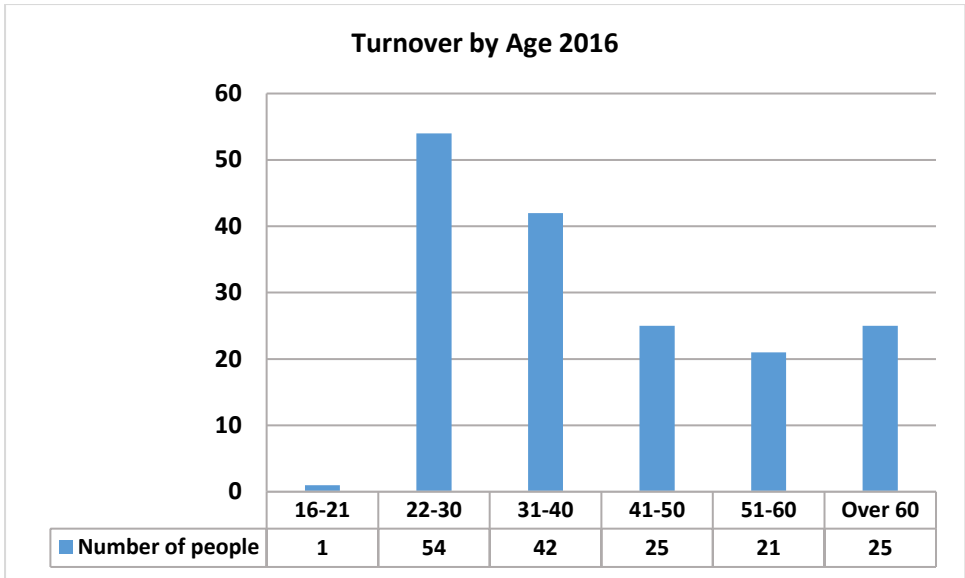
Turnover

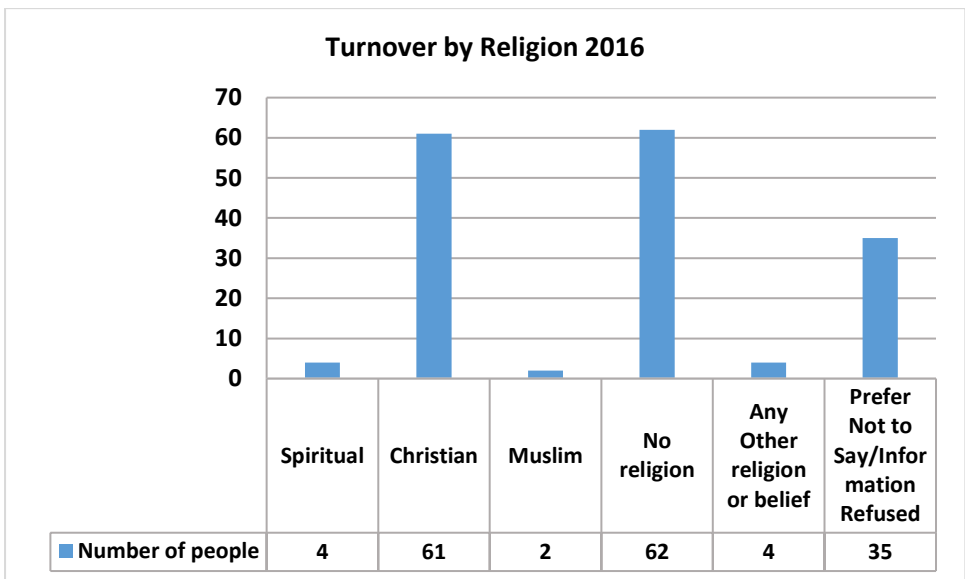
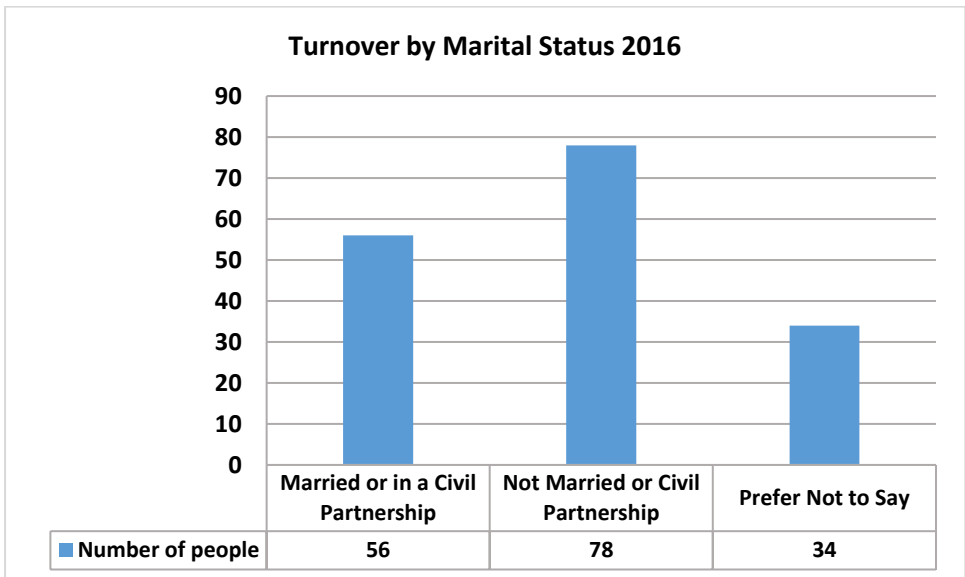
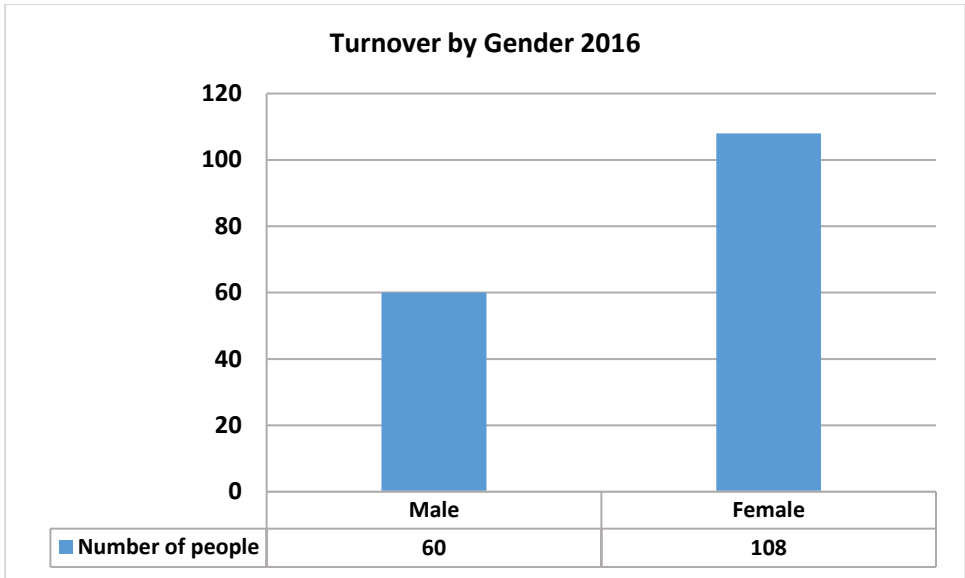
The overall staff turnover figure for the 12 months ending 31 March 2016 was 12.5% compared with 10% in the previous reporting period remains relatively low.

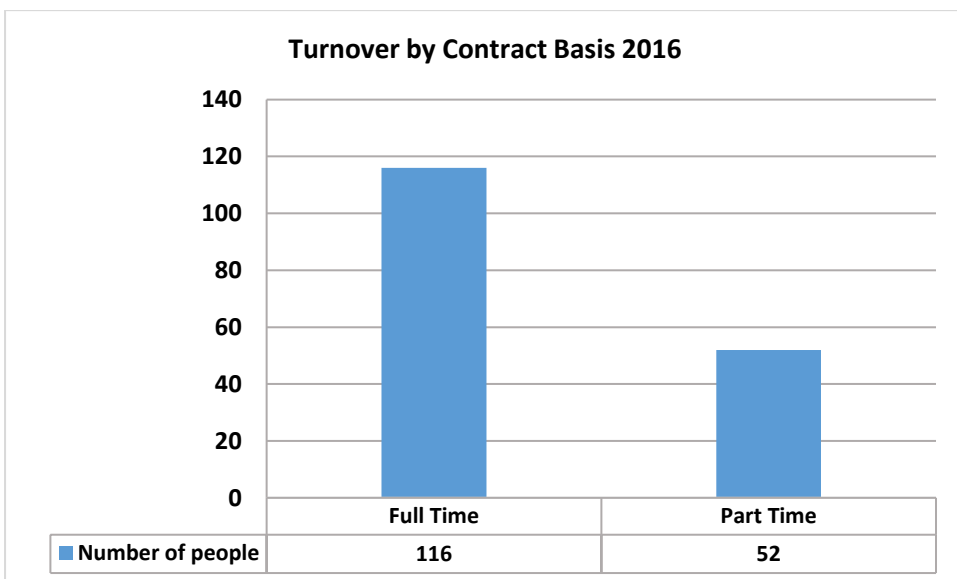
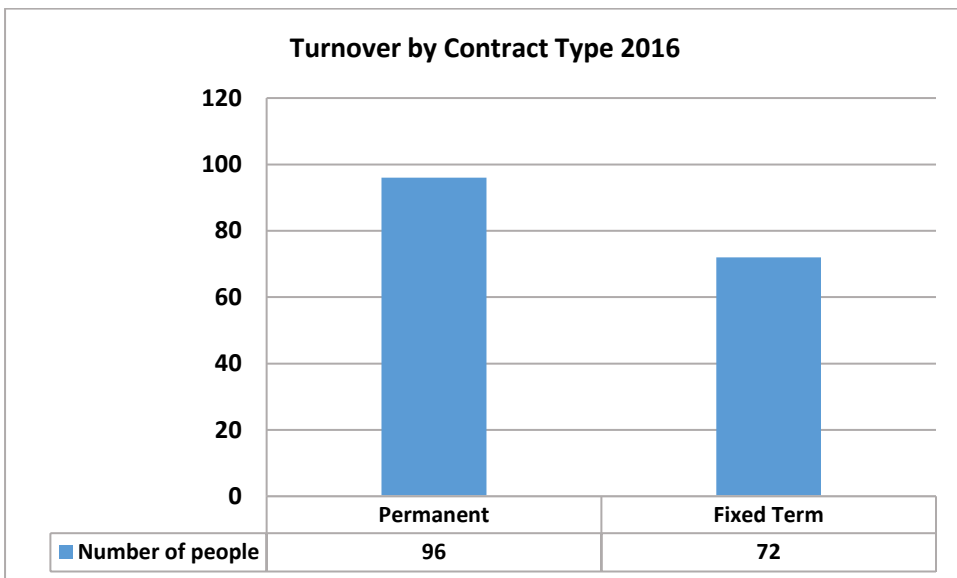
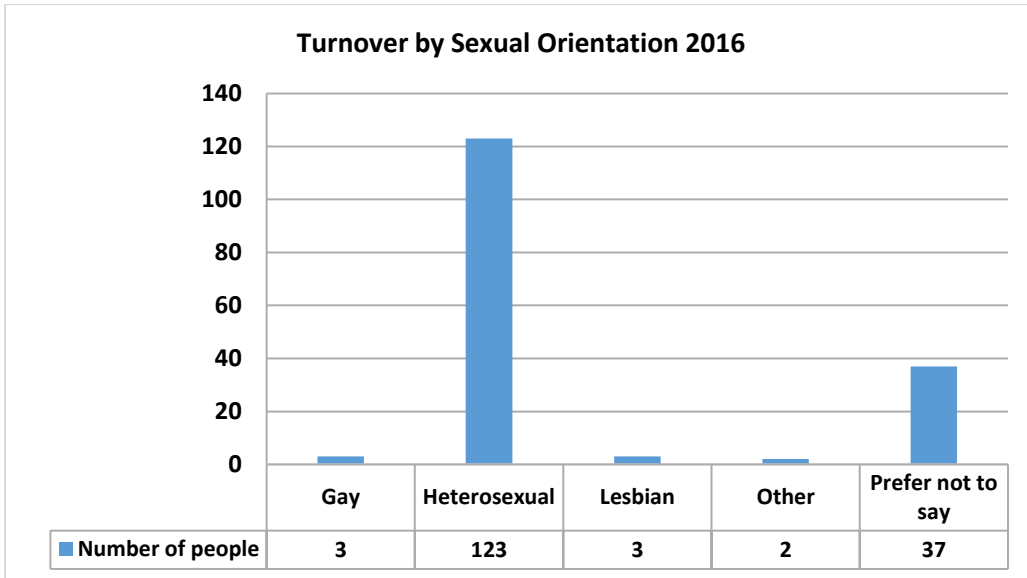
Turnover	31/03/15	31/03/16
Staff Turnover	10%	12.5%
Academic Staff Turnover	9%	10.9%
Professional Staff Turnover	11%	13.3%

The academic staff turnover figure for the year 12 months ending 31 March 2016 was 10.9% (this is based on academic leavers during the 12 months preceding the 31 March 2016 against the total number of academics employed at the end of this period). This is an increase over the corresponding period for 2015, but remains relatively low. The professional staff turnover figure for the 12 months ending 31 March 2016 was 13.3% (this is based on professional leavers during the 12 months preceding the 31 March 2016 against the total number of professional staff employed at the end of this period). This is slightly higher than the corresponding period for 2015 but again remains relatively low.

Turnover is currently monitored by the protected characteristics age, disability, ethnicity, gender, marital status, religion and sexual orientation. Turnover by contract duration and contract basis is also monitored.

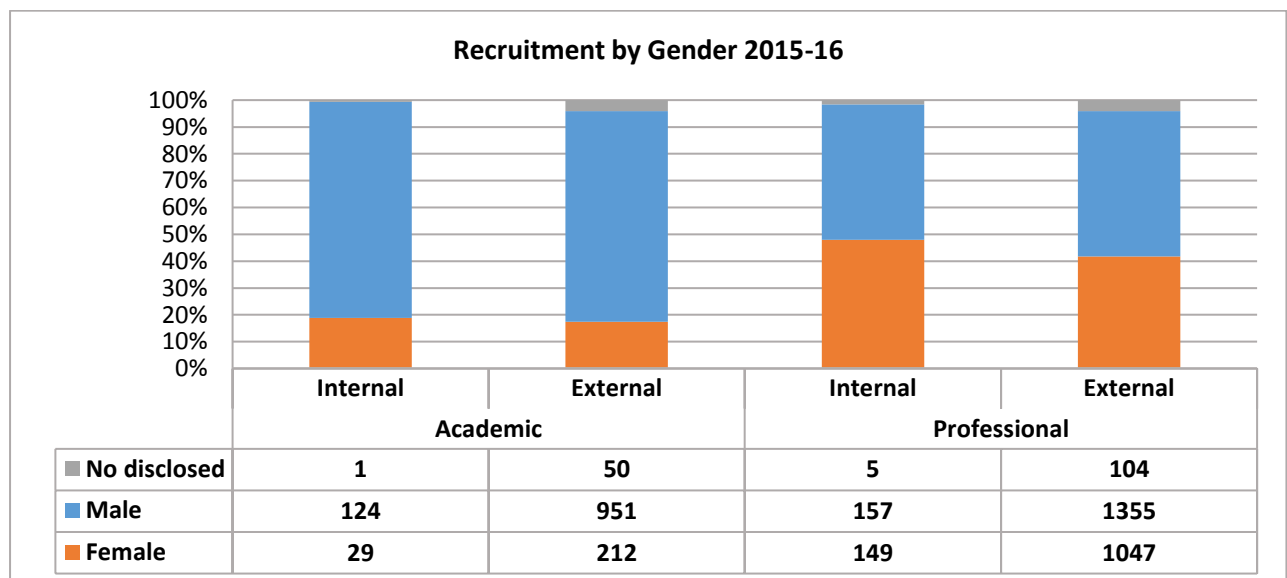
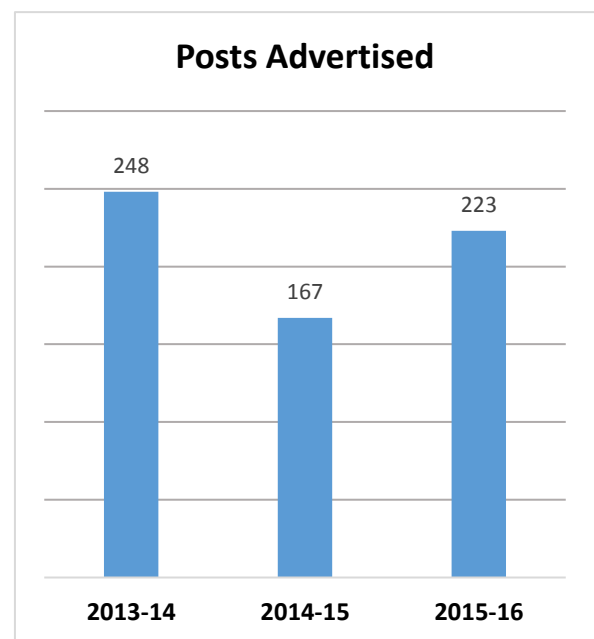
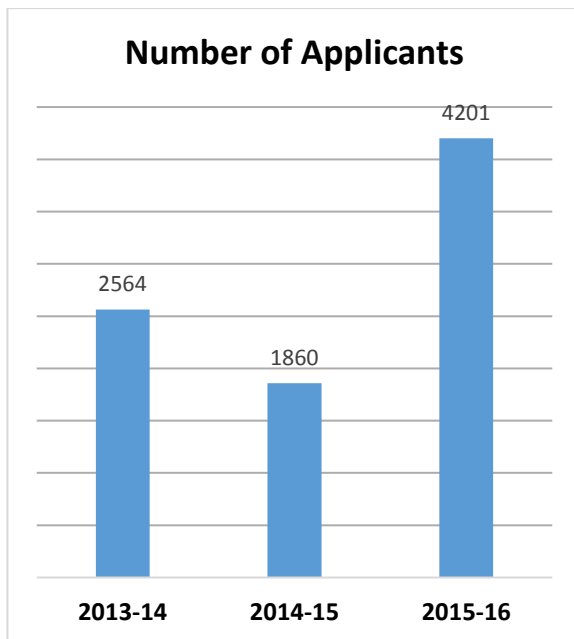




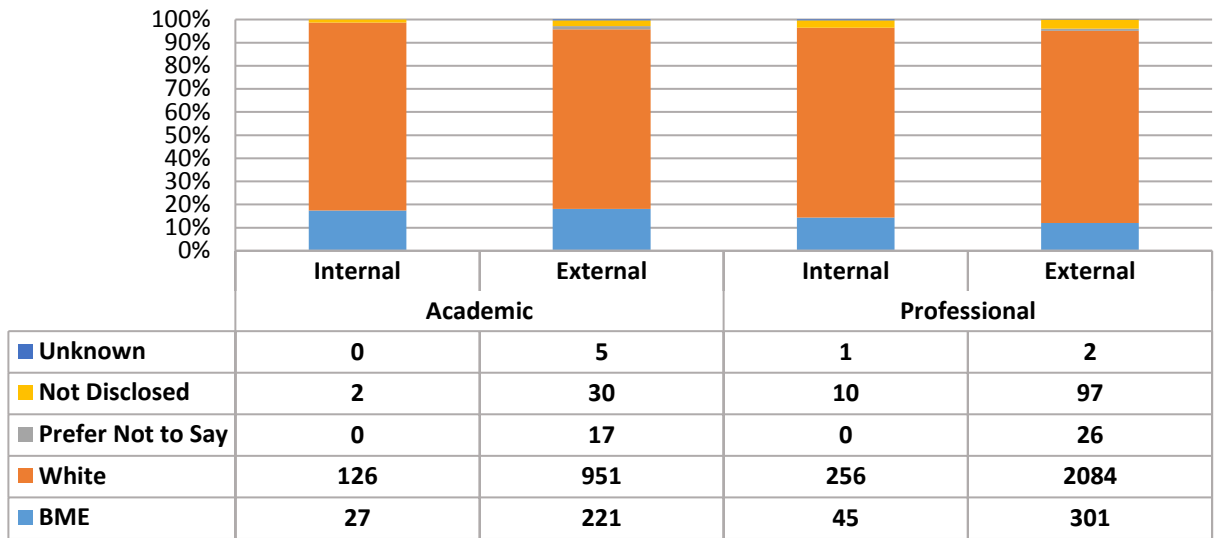


8.1.2 Staff Recruitment

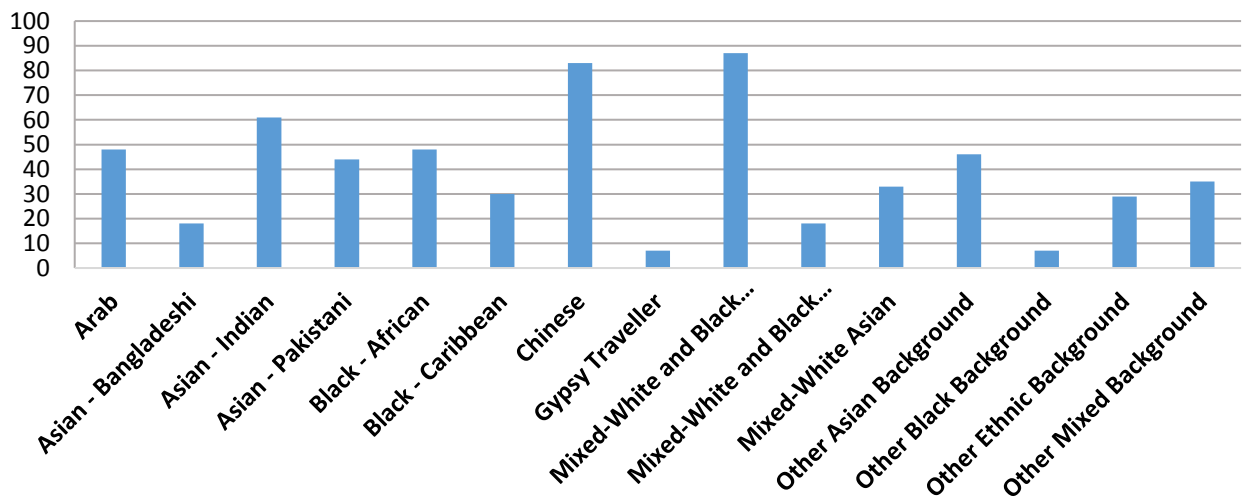
Data for staff recruitment are collected in calendar year quarters. The data shows the number of internal and external applicants by protected characteristic. During the period there were a total of 65 academic posts (26 internal and 39 external) and 158 professional posts (51 internal and 107 external) advertised. In total there were 1379 applications made for academic posts (155 internal and 1224 external) and 2822 applications made for professional posts (312 internal and 2510 external).



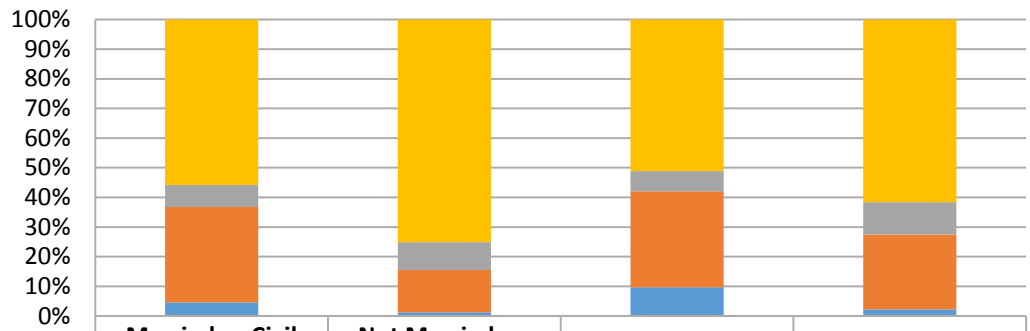
Recruitment by Ethnicity 2015-16



BME Ethnic Applications 2015-16

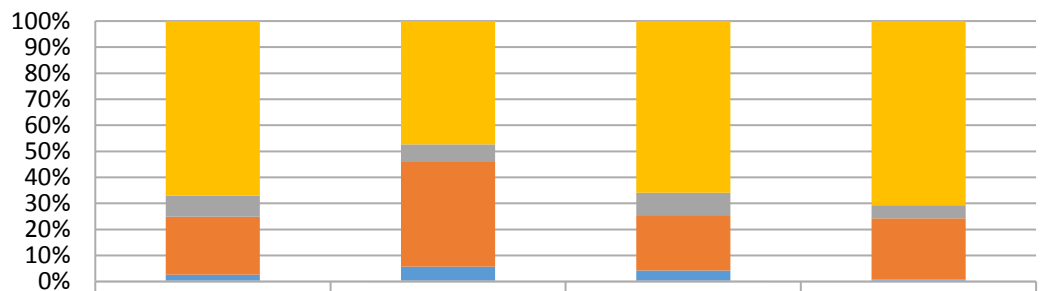


Recruitment by Marriage or Civil Partnership 2015-16



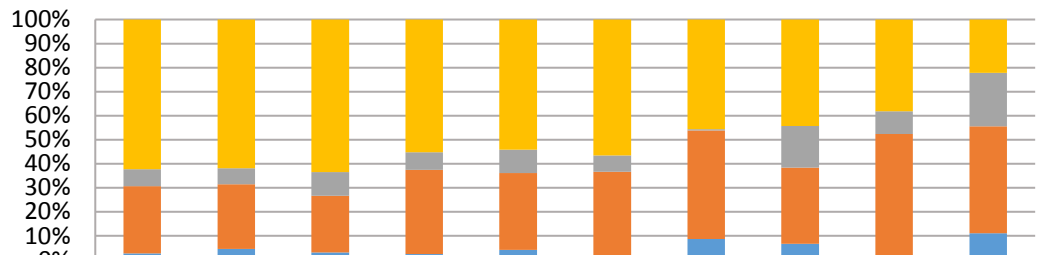
	Married or Civil Partnership	Not Married or Civil Partnership	Not disclosed	Prefer not to say
Professional External	1059	1088	90	85
Professional Internal	143	135	12	15
Academic External	611	207	57	35
Academic Internal	87	18	17	3

Recruitment by Disability 2015-16



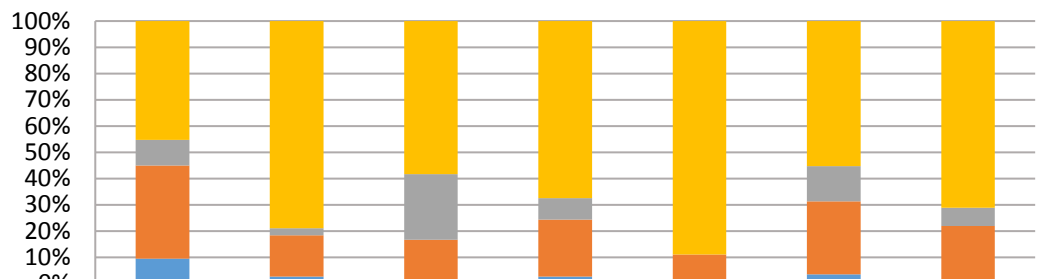
	No Known Disability	Disability Disclosed	Prefer Not to Say	Not Disclosed
Professional External	1545	751	31	183
Professional Internal	187	108	4	13
Academic External	512	638	10	61
Academic Internal	60	91	2	2

Recruitment by Age 2015-16



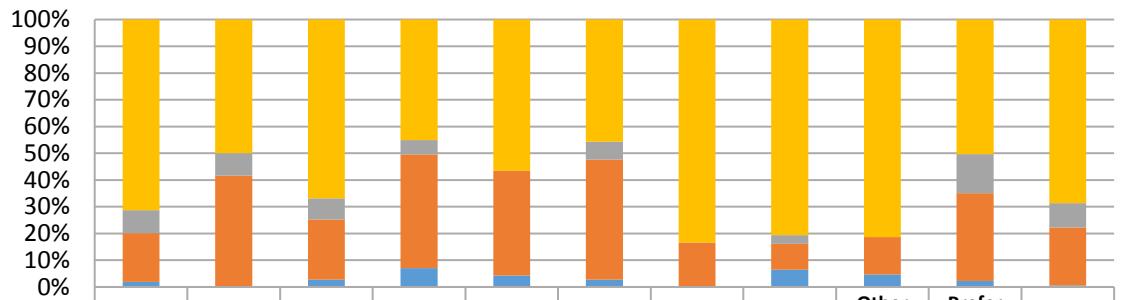
	25 and under	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Professional External	808	757	318	181	144	134	78	46	8	2
Professional Internal	92	82	49	24	26	16	1	18	2	2
Academic External	363	329	118	115	85	83	77	33	11	4
Academic Internal	36	57	16	8	11	4	15	7	0	1

Recruitment by Sexual Orientation 2015-16



	Bisexual	Gay	Lesbian	Heterosexual	Other	Prefer Not to Say	No Disclosed
Professional External	186	30	14	1543	8	111	133
Professional Internal	40	1	6	188	0	27	13
Academic External	146	6	4	497	1	56	40
Academic Internal	39	1	0	60	0	7	1

Recruitment by Religion or Belief 2015-16

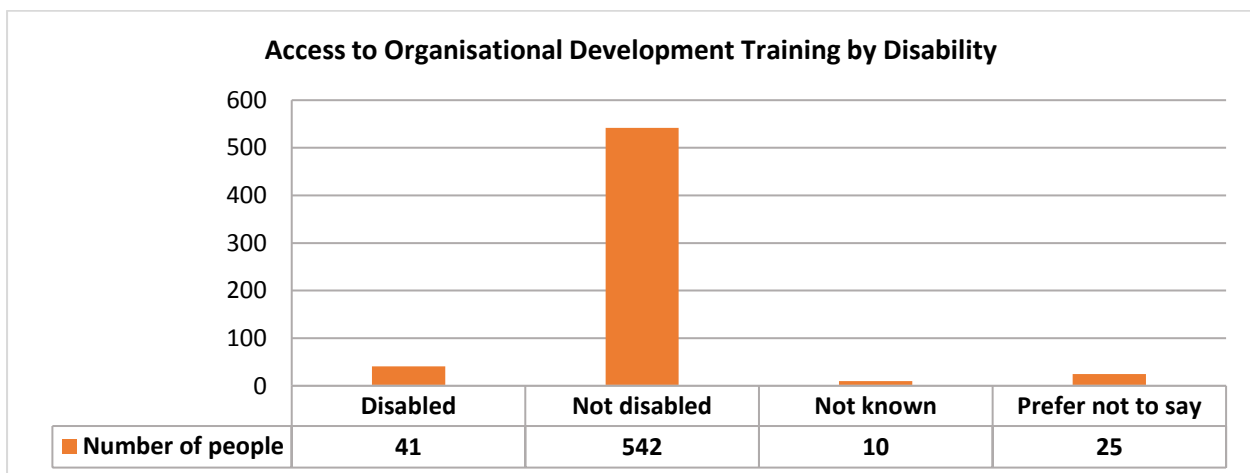
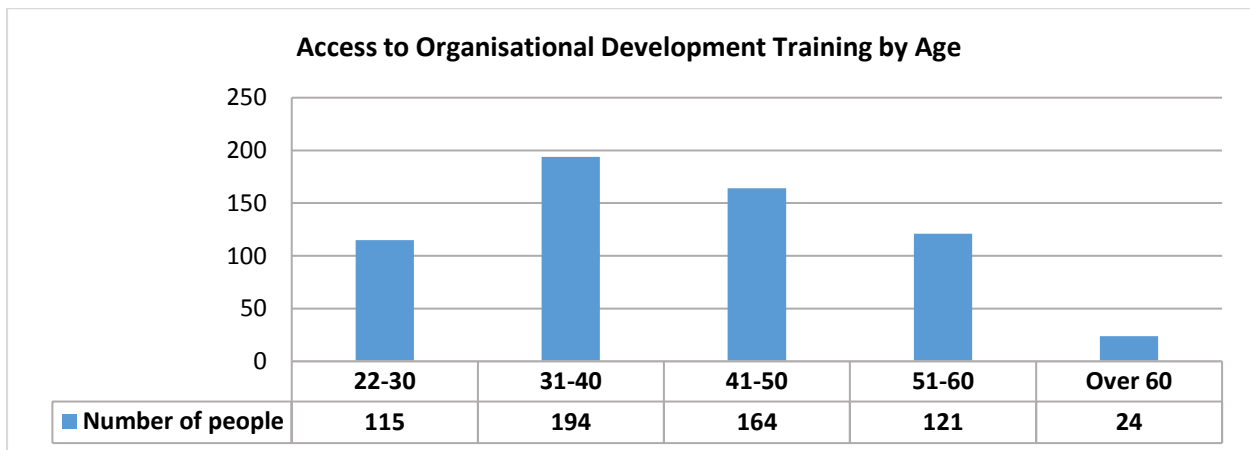


	No Religion	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Spiritual	Other Religion or Belief	Prefer Not to Say	Not Disclosed
Professional External	892	30	628	562	13	117	5	25	35	89	114
Professional Internal	108	5	74	66	0	17	0	1	0	26	15
Academic External	227	25	211	530	9	115	1	3	6	58	36
Academic Internal	24	0	26	88	1	7	0	2	2	4	1

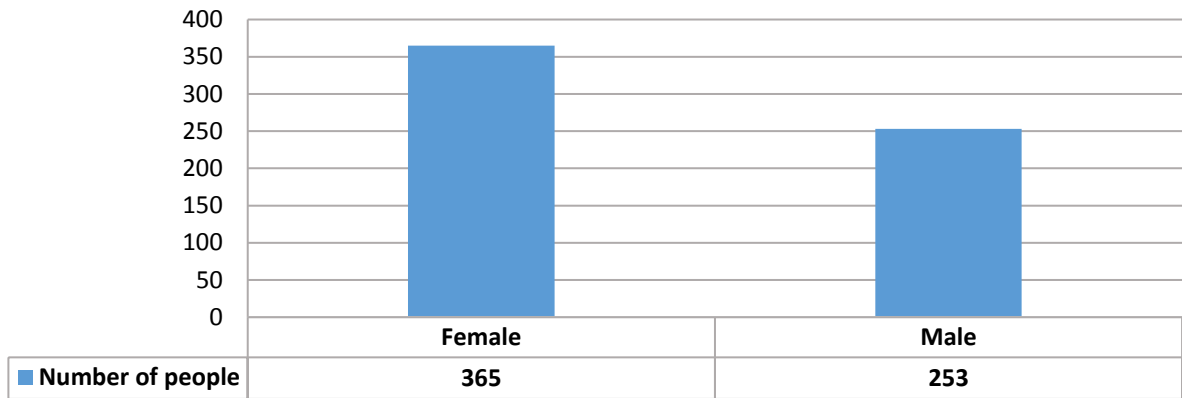
8.1.3 Staff Learning and Development

Cardiff Metropolitan University offers a wide number of training and development courses, both face to face and through online learning. 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.

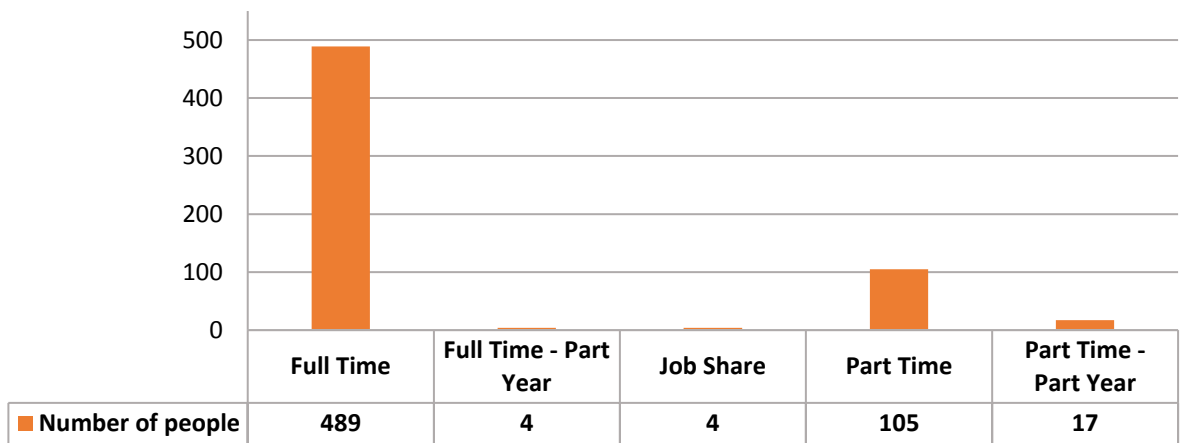
Access to organisational development by these protected characteristics is shown in the graphs below.



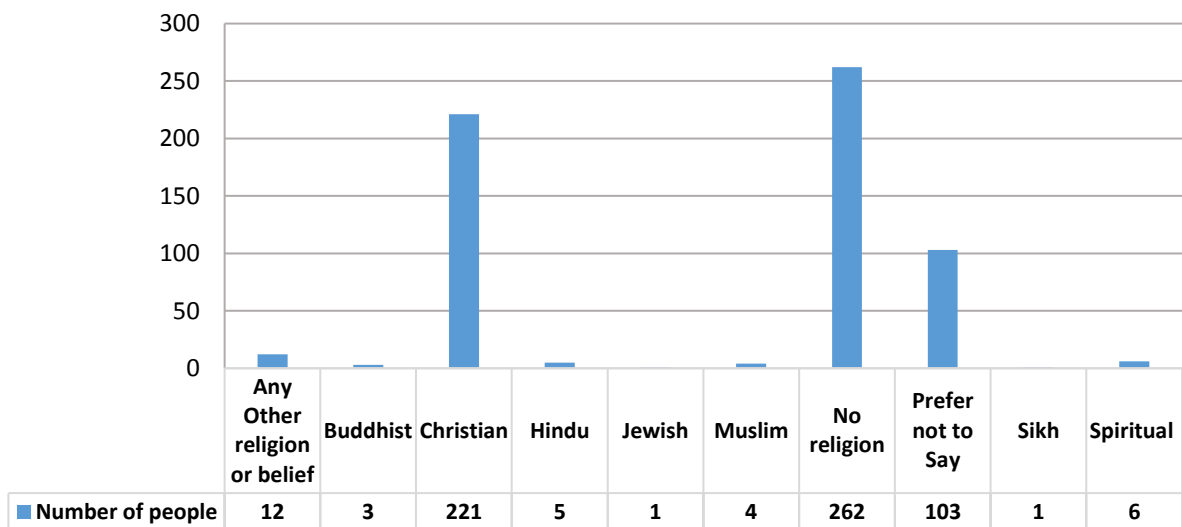
Access to Organisational Development Training by Gender



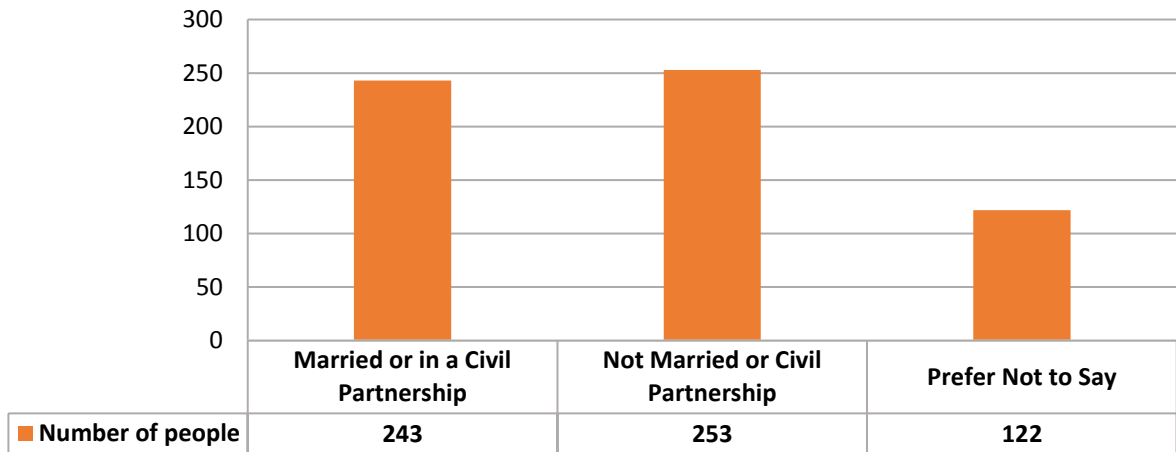
Access to Organisational Development Training by Job Type



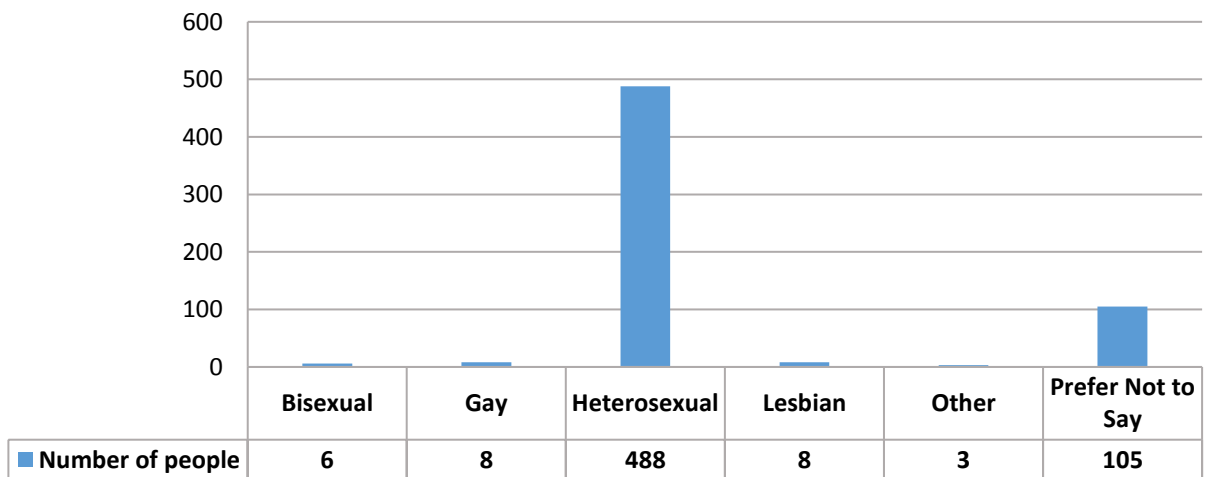
Access to Organisational Development Training by Religion

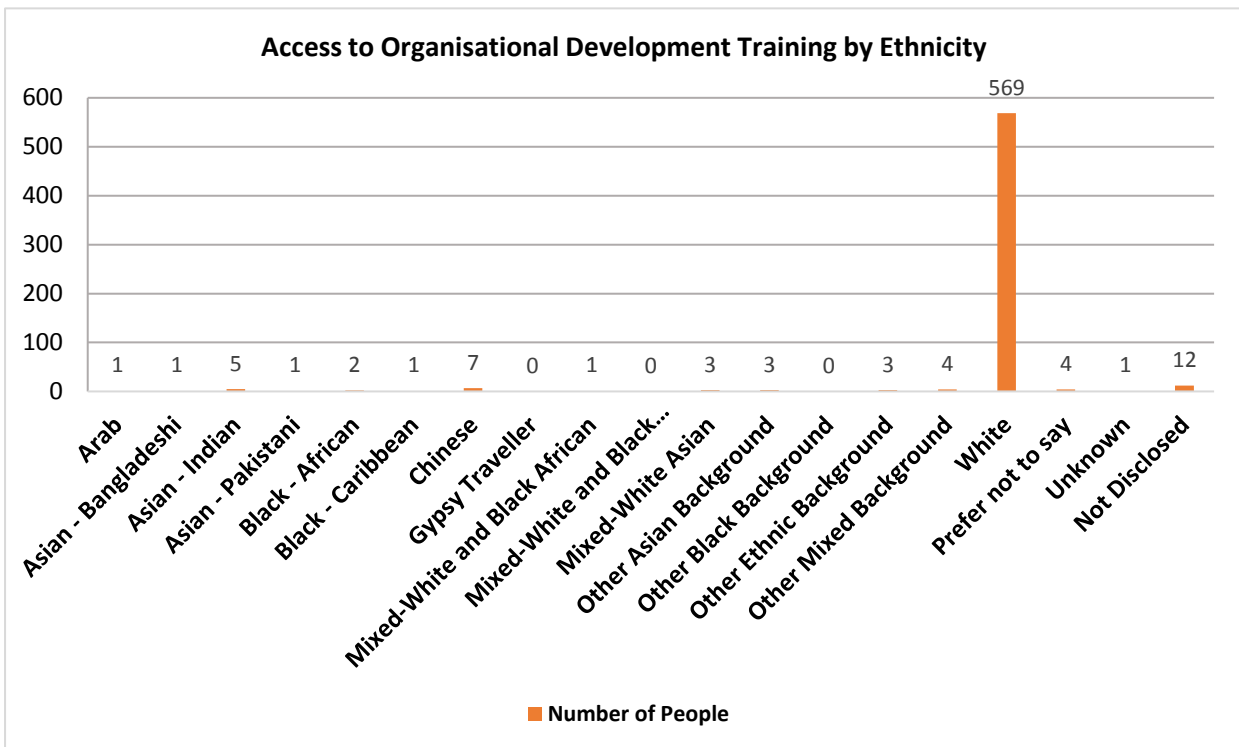
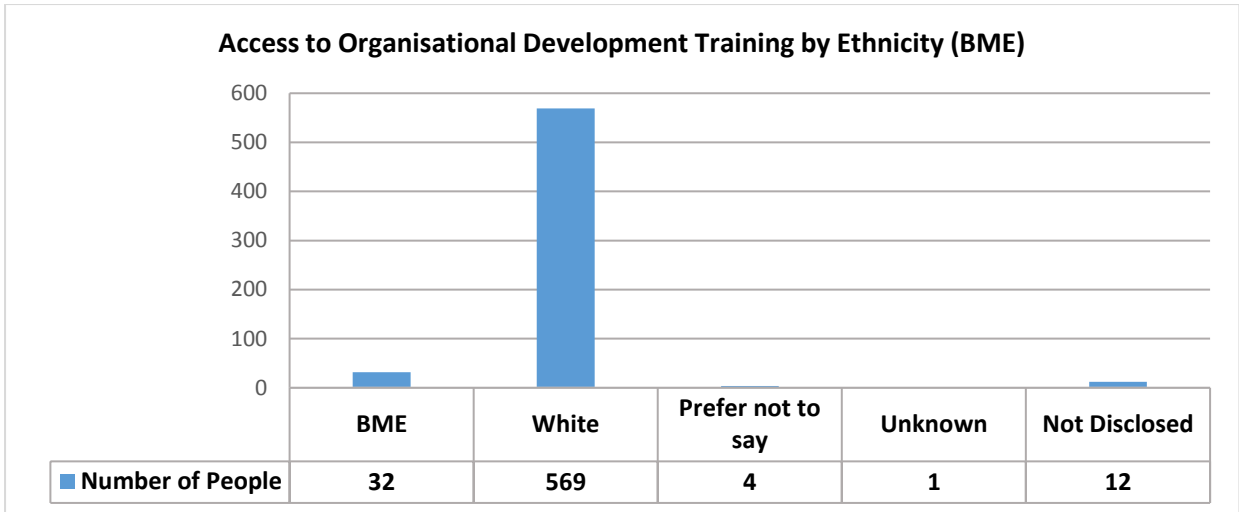


Access to Organisational Development Training by Marriage or Civil Partnership



Access to Organisational Development Training by Sexual Orientation





8.2 The Staff Experience - Conclusion

The University 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. This annual report demonstrates 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 2012-16.