



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

2017/18

EQUALITY & DIVERSITY ANNUAL REPORT



This document has been approved for publication and is available on-line at:
<http://www.cardiffmet.ac.uk/about/structureandgovernance/equalityanddiversity/Pages/Annual-Reports-and-Policies.aspx>

A Welsh version of this document is available at :
<http://www.cardiffmet.ac.uk/about/structureandgovernance/equalityanddiversity/Pages/Annual-Reports-and-Policies.aspx>

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

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

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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.

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

Introduction and Background

In 2010, The Equality Act replaced previous anti-discrimination law, consolidating it into a single act. The Act introduced new measures which have direct implications for Higher Education Institutions (HEIs).

The public sector equality duty came into force in Wales in April 2011, replacing the previous equality duties for race, disability and gender. This public sector equality duty is underpinned by specific duties. Welsh HEIs, and the Higher Education Funding Council for Wales (HEFCW), are covered by the equality duty.

Under the Specific Duties for Wales of the Equality Act 2010 the University is required to produce a Strategic Equality Plan outlining equality objectives and to publish an annual monitoring report by the 31st March each year.

The report must cover the period 1st April to 31st March of the previous year.

The Annual Report must contain progress statements including:

- The steps taken to identify and collect relevant information
- How the University has used this information
- The reasons for not collecting any relevant information
- The progress the University has made to fulfil each of its equality objectives
- A statement about the effectiveness of arrangements for identifying and collecting relevant information and the steps take to fulfil each of its objectives
- Employment information

The current Annual Report covers the period 1st April 2017 to 31st March 2018 and provides an account of how Cardiff Metropolitan University is working towards it aims and objectives as set out within our [Strategic Equality Plan 2016-20](#).

University Overview

Cardiff Metropolitan University is a global university rooted in Wales and with a focus on practice-focused and professionally oriented education. Our vision emboldens this commitment to education, research and innovation undertaken in partnership with our students, governments, business and industry and with tangible benefits for individuals, society and the economy.

We are committed to ensuring that every student has the opportunity to fulfil their full potential to make outstanding graduate-level contributions to their own and future generations through sustainable economic growth and social cohesion for our city, Wales and the wider world.

The University places a great emphasis and value on Equality and Diversity (E&D) and as such we are committed to promoting and implementing best practice in Equality and Diversity in order to provide a positive working and learning environment for our staff and students.

We wish to work beyond the legislative requirements in the delivery of E&D policies, and aim for equality of opportunity to be embedded in everything we do. We are aware of the need to recognise people's identities as multi-dimensional and are committed to providing an environment free from discrimination, harassment, and victimisation on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

At Cardiff Metropolitan University, we recognise the importance of Welsh Language and are committed to ensuring that Welsh and English language are treated on a basis of equality when conducting our business in Wales. We aim to provide a culture where Welsh speaking staff, students and the public feel comfortable and confident in engaging with the University through the medium of Welsh.

The University's Strategic Equality Plan 2016-20 embodies the University's aspirations and commitment to Equality and Diversity, having acknowledged in the past, our approach may have been characterised as 'fixing the people for the University' rather than 'fixing the University for the people'. Moving forward in the next four years we will continue to push on collectively with the aim of creating a diverse and inclusive place of work and study, where diversity is valued, equality is promoted and services are delivered to support all staff and students.

Identifying, Collecting & Using Relevant Information

1. The Steps Taken to Identify and Collect Relevant Information Monitoring

Staff and student monitoring data is collected and analysed on an annual basis as part of the production of the University's Equality and Diversity Annual Report. This information is collected from the University's HR and Student systems and analysed through our Business Intelligence Dashboard to monitor progress against our Strategic Equality Plan 2016-20.

Equality and Diversity staff monitoring information is collected through the University's online recruitment system which contains a separate equality and diversity monitoring section. Upon application, applicants are asked for relevant monitoring information to ensure that the University meets our statutory responsibilities (the General Duties under the Equality Act 2010 and the Public Sector Equality Duty in Wales), to measure the effectiveness of our policy, ensure that all applicants continue to be treated equitably, and equally with regard to the statutory protected characteristics, and monitor the success rate of applicants with protected characteristics. It is made clear to applicants that if they do not wish to provide all or some of this information they do not need to. Furthermore, it is clearly stated to applicants that the collection of this information will not affect the selection process. If an applicant is successful the individual's monitoring information is transferred into their personal HR records, within the HR system.

In order to ensure that the information that the University is collecting is accurate, staff are encouraged to review and update their personal details if necessary within the University iTrent HR System. Staff members can update a variety of contact information along with sensitive information including; marital status, religion, ethnicity, nationality, sexual orientation and self-certified disability. This system can be accessed at any point throughout the year by staff via the 'self-service' option on the University's internal staff portal.

The current HR system enables the production of regular reports on staff and applicant information by protected characteristics. These reports can provide a valuable insight and help inform future equality and diversity initiatives.

The University collects annual student data reports on admissions to the University through the UCAS process and monitors the information provided by students in relation to age, sex, Welsh language fluency, gender identity, ethnicity, nationality, sexual orientation, disability and religion and belief.

During 2017-18 work was undertaken to develop a number of business intelligence dashboards to further enhance the University's ability to analyse and monitor staff and student equality data that is collected. These business

intelligence dashboards have been able to provide more timely and accurate data in order to assist a number of equality initiatives such as the Athena SWAN Charter Mark, Stonewall Workplace Equality Index and the synthesis of the current report.

2. How Cardiff Metropolitan University Has Used This Information

Although the University under The Wales Specific Duties, which form part of the Equality Act 2010, is required to publish certain information in relation to numbers of staff, Equality and Diversity related staff and student monitoring data is used in a number of ways to help monitor and evaluate the progress of our Cardiff Metropolitan University against objectives highlighted within our Strategic Equality Plan 2016-20.

Monitoring data is used to help inform and guide equality assessment and policy development, shape recruitment practice of staff and students, ensure fair representation of staff and students on committee bodies and help improve various University initiatives.

The current Equality and Diversity Annual Report, which contains relevant information relating to staff and students, is presented to the University's Equality and Diversity Delivery Group (EDDG) and Board of Governors for review on an annual basis. Through this review process, further discussions can take place around areas of significant interest, which can help direct further strategic action.

Examples of how the University has continuously used staff and student monitoring data is through the University's Institutional and Departmental Athena SWAN applications as well as the University's submission to the Stonewall Workplace Equality Index and Disability Confident Scheme. These submissions used the monitoring information that is collected to analyse progression and representation of staff and students in relation to protected characteristics and in turn helped the University develop action plans, in order to take positive action. In the upcoming 2018-19 period, the University will look to continue to refine the use of its monitoring data, particularly with regard to ethnicity related information within Higher Education.

3. The Reasons for Not Collecting Relevant Information

Pregnancy and Maternity

Information on pregnancy and maternity for students is currently not collected during enrolment. Information is collected in relation to pregnancy and maternity for staff but only for administrative purposes. Through charter marks such as Athena SWAN, the University conducts further qualitative and quantitative research in order to evaluate members of staff experiences during the lead up to their maternity leave, during leave and also their return to work. This information will help inform future University practice and processes.

Marriage and Civil Partnership

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

Gender Reassignment

Student gender reassignment data is currently collected through our admissions process. Staff information relating to gender reassignment is collected through our staff monitoring form. As numbers are low, specific numbers will not be reported in the current report. The University will however report disclosure rates.

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

Throughout the 2017-2018 period, the University has continued to review and enhance the relevant Equality and Diversity information that is collected in order to fulfil our equality objectives. The continuous development of University Business Intelligence Data Dashboards has allowed the Equalities team to improve the accessibility of data and ability to affectively analyse information relating to all protected characteristics, working in accordance with current data protection legislation.

The development of the data dashboards has been informed through our statutory duties and also initiatives such as the Athena SWAN, Race Equality Charter Mark, Disability Confident Scheme and the Stonewall Workplace Equality Index. These initiatives place a greater emphasis on the University's ability to produce staff and student data on representation, progression and attainment.

As part of our ongoing efforts to ensure timely, relevant and accessible equality data which allows us to make ongoing progress, we will continue to review the information that we collect during the 2018-19.

The following data tables in this report capture staff and student data by protected characteristic between the period 1 April 2017 - 31 March 2018.

Data includes information captured from all staff (including casuals and HPLs) employed in 2760 positions at Cardiff Metropolitan University.

Leavers' data reported is for staff in fixed term/permanent positions (n=1235)

Age

<p>Average Age</p> <p>Male (♂) = 41 Female (♀) = 39 Combined (♀ ♂) = 40</p>	<p>Age Range (n=2,760)</p> <table border="1"> <thead> <tr> <th></th> <th>♀</th> <th>♂</th> <th>♀ ♂</th> </tr> </thead> <tbody> <tr> <td><20</td> <td>2%</td> <td>1%</td> <td>2%</td> </tr> <tr> <td>20-29</td> <td>25%</td> <td>26%</td> <td>26%</td> </tr> <tr> <td>30-39</td> <td>21%</td> <td>20%</td> <td>21%</td> </tr> <tr> <td>40-49</td> <td>18%</td> <td>17%</td> <td>18%</td> </tr> <tr> <td>50-59</td> <td>17%</td> <td>15%</td> <td>16%</td> </tr> <tr> <td>60+</td> <td>6%</td> <td>9%</td> <td>7%</td> </tr> </tbody> </table>		♀	♂	♀ ♂	<20	2%	1%	2%	20-29	25%	26%	26%	30-39	21%	20%	21%	40-49	18%	17%	18%	50-59	17%	15%	16%	60+	6%	9%	7%														
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Race

Race by Sex (n=2,760)				Race by Age (n=2,760)			
	♀	♂	♀♂		White	BAME	Not stated
White	90.09%	88.21%	89.34%	<20	1%	-	-
BAME	7.82%	7.73%	7.79%	20-29	27%	30%	2%
Not stated	2.09%	4.06%	2.87%	30-39	23%	28%	16%
				40-49	20%	25%	34%
				50-59	19%	14%	27%
				60+	9%	4%	21%
Recruitment				Interviewed not appointed (n=639)			
Applicants received (n=2617)				Applied not interviewed (n=1764)			
White = 71.19% BAME = 14.64% Prefer not to say = 3.02% Not known = 11.16%				White = 68.82%% BAME = 16.61%% Prefer not to say = 2.49% Not known = 12.07%			
Appointed (n=214)				White = 76.17% BAME = 9.81% Prefer not to say = 5.61% Not known = 5.61%			
Working Pattern				Contract Type			
		Part time	Full time		Professional	Academic	
White		89%	90%	White	90%	88%	
BAME		8%	8%	BAME	7%	8%	
Not stated		3%	2%	Not stated	3%	4%	
Leavers (n=277)				Access to Training (n=1048)			
	♀	♂	♀♂	White = 91% BME = 7% Prefer not to say = 1% Information refused = 1%			
White	89.2%	87.4%	88.4%				
BAME	5.4%	6.3%	5.8%				
Not stated	5.4%	6.3%	5.8%				

Sex

<p>Staff by Sex (n=2,760)</p> <p>Male (♂) = 1096 (39.71%) Female (♀) = 1664 (60.29%)</p>	<p>Pay by Sex*</p> <table border="1"> <thead> <tr> <th></th> <th>♂</th> <th>♀</th> </tr> </thead> <tbody> <tr> <td>Grade 1-5</td> <td>34%</td> <td>66%</td> </tr> <tr> <td>Grade 6-8</td> <td>44%</td> <td>56%</td> </tr> <tr> <td>Grade 9+</td> <td>59%</td> <td>41%</td> </tr> </tbody> </table>				♂	♀	Grade 1-5	34%	66%	Grade 6-8	44%	56%	Grade 9+	59%	41%						
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Grade 9+	59%	41%																			
<p>Recruitment</p> <p>Applicants received (n=2617)</p> <p>Male = Female = Unknown = Not Completed = 0.56%</p> <p>Applied not interviewed (n=1764)</p> <p>Male = Female = Unknown = 0% Not Completed = 0.</p>	<p>Interviewed not appointed (n=639)</p> <p>Male = 4% Female = 5 Unknown = 0 Not Completed = 0.</p> <p>Appointed (n=214)</p> <p>Male = % Female = % Unknown = 03%</p>																				
<p>Working Pattern</p> <table border="1"> <thead> <tr> <th></th> <th>Part time</th> <th>Full time</th> </tr> </thead> <tbody> <tr> <td>♂</td> <td>36%</td> <td>48%</td> </tr> <tr> <td>♀</td> <td>64%</td> <td>52%</td> </tr> </tbody> </table>		Part time	Full time	♂	36%	48%	♀	64%	52%	<p>Contract Type</p> <table border="1"> <thead> <tr> <th></th> <th>Professional</th> <th>Academic</th> </tr> </thead> <tbody> <tr> <td>♂</td> <td>36%</td> <td>46%</td> </tr> <tr> <td>♀</td> <td>64%</td> <td>54%</td> </tr> </tbody> </table>				Professional	Academic	♂	36%	46%	♀	64%	54%
	Part time	Full time																			
♂	36%	48%																			
♀	64%	52%																			
	Professional	Academic																			
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<p>Leavers (n=277)</p> <p>♂ = 40.1% ♀ = 59.9%</p>	<table border="1"> <thead> <tr> <th></th> <th>Permanent</th> <th>Fixed-term</th> <th>HPL</th> </tr> </thead> <tbody> <tr> <td>♂</td> <td>42%</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>♀</td> <td>58%</td> <td>64%</td> <td>55%</td> </tr> </tbody> </table> <p>Access to Training (n=1048)</p> <p>♂ = 42% ♀ = 58%</p>				Permanent	Fixed-term	HPL	♂	42%	36%	45%	♀	58%	64%	55%						
	Permanent	Fixed-term	HPL																		
♂	42%	36%	45%																		
♀	58%	64%	55%																		
<p>*Pay by sex broken down:</p> <p>Grade 1-5 = £15,417 - £32,548 Grade 6-8 = £33,518 – £52,132 Grade 9+ = £53,691 or more</p>																					

Religion and Belief

<p>Religion and Belief (n=2,760)</p> <p>Christian = 31.56% Buddhist = 0.73% Muslim = 1.64% Jewish = 0.15% Sikh = 0.15% Spiritual = 1.06% Hindu = 0.44% No religion = 43.57% Any other religion = 1.75% Prefer not to say = 19%</p>	<p>Interviewed not appointed (n=639)</p> <p>No religion = 56.18% Christian = 26.29% Hindu = 0.31% Muslim = 3.44% Spiritual = 1.88% Other religion/belief = 5.16% Prefer not to say = 6.73%</p> <p>Appointed (n=214)</p>
<p>Recruitment</p> <p>Applicants received (n=2617)</p> <p>Not Known = 0.04% No religion = 52.62% Buddhist = 1.11% Christian = 27.82% Hindu = 1.03% Jewish = 0.11% Muslim = 4.47% Sikh = 0.04% Spiritual = 1.68% Other religion/belief = 4.16% Prefer not to say = 6.95%</p>	<p>No religion = 59.81% Christian = 23.83% Muslim = 0.93% Spiritual = 0.47% Other religion/belief = 6.07% Prefer not to say = 8.88%</p>
<p>Applied not interviewed (n=1764)</p> <p>Not Known = 0.06% No religion = 50.45% Buddhist = 1.64% Christian = 28.85% Hindu = 1.42% Jewish = 0.17% Muslim = 5.27% Sikh = 0.06% Spiritual = 1.76% Other religion/belief = 3.51% Prefer not to say = 6.8%</p>	<p>Leavers (n=277)</p> <p>Any other religion = 3.6% Christian = 34.3% Hindu = 0.4% Muslim = 1.4% No religion = 41.5% Prefer not to say = 17.3% Spiritual = 1.4%</p>
	<p>Access to Training (n=1048)</p> <p>Christian = 36.9% Buddhist = 0.3% Muslim = 1.3% Jewish = 0.4% Sikh = 0.3% Spiritual = 1.1% Hindu = 0.6% No religion = 42% Any other religion = 1.5% Prefer not to say = 15.6%</p>

Sexual Orientation

<p>Sexual Orientation Sex (n=2,760)</p> <p>Bisexual = 1.27% Gay = 1.16% Heterosexual = 75.4% Lesbian = 1.27% Other = 0.72% Prefer not to say = 20.14%</p>	
<p>Recruitment</p> <p><i>Applicants received (n=2617)</i></p> <p>Bisexual = 4.13% Gay = 1.95% Heterosexual = 83.49% Lesbian = 0.88% Other = 0.11% Prefer not to say = 9.29% Not Known = 0.15%</p> <p><i>Applied not interviewed (n=1764)</i></p> <p>Bisexual = 4.02% Gay = 1.98% Heterosexual = 83.39% Lesbian = 1.08% Other = 0.17% Prefer not to say = 9.13% Not Known = 0.23%</p>	<p><i>Interviewed not appointed (n=639)</i></p> <p>Bisexual = 3.60% Gay = 2.03% Heterosexual = 85.29% Lesbian = 0.63% Prefer not to say = 8.45%</p> <p><i>Appointed (n=214)</i></p> <p>Bisexual = 6.54% Gay = 1.4% Heterosexual = 78.97% Prefer not to say = 13.08%</p>
<p>Leavers (n=277)</p> <p>Heterosexual = 74.7% Lesbian = 1.1% Gay = 1.8% Prefer not to say = 20.6%</p>	<p>Access to Training (n=1048)</p> <p>Bisexual = 0.67% Gay = 1.34% Heterosexual = 79.87% Lesbian = 1.05% Other = 0.48% Prefer not to say = 16.60%</p>

Marriage & Civil Partnerships

<p>Marriage & Civil Partnerships (n=2760)</p> <p>Married or in a Civil Partnership = 34.76% Not married or in a Civil Partnership = 46.39% Prefer not to say = 18.86%</p>	
<p>Recruitment</p> <p><i>Applicants received (n=2617)</i></p> <p>Married/Civil Partnership = 38.67% Not Married/Civil Part = 53.95% Prefer not to say = 7.34% Not Known = 0.04%</p> <p><i>Applied not interviewed (n=1764)</i></p> <p>Married/Civil Partnership = 38.27% Not Married/Civil Part = 55.05% Prefer not to say = 6.63% Not Known = 0.06%</p>	<p><i>Interviewed not appointed (n=639)</i></p> <p>Married/Civil Partnership = 40.53% Not Married/Civil Part = 51.17% Prefer not to say = 8.29%</p> <p><i>Appointed (n=214)</i></p> <p>Married/Civil Partnership = 36.45% Not Married/Civil Part = 53.27% Prefer not to say = 10.28%</p>
<p>Leavers (n=277)</p> <p>Married/Civil Partnership = 40.4% Not Married/Civil Partnership = 40.4% Prefer not to say = 19.2%</p>	
<p>Access to Training (n=1048)</p> <p>Married/Civil Partnership = 43% Not Married/Civil Partnership = 38% Prefer not to say = 19%</p>	

Pregnancy & Maternity

Maternity Leave

30 members of staff took maternity leave during the current report period.

- 27 (90%) members returned from maternity leave
- 3 members of staff left the University returned but left shortly after their return to work

Paternity Leave

23 members of staff took Paternity Leave during the current reporting period.

Parental Leave

2 members of staff took Parental Leave during the current reporting period.

Adoption Leave

1 member of staff took Adoption Leave during the current reporting period.

Shared Parental Leave

2 members of staff took Shared Parental Leave during the current reporting period.

Gender Reassignment

The data has been collected for the gender re-assignment equality strand: numbers recorded were between 0 and 5. Data reported has been collected from permanent and fixed term staff.

The University is committed to providing a supportive and inclusive environment for our staff where they feel safe to disclose equality related information. Further to this, disclosure rates to our monitoring question around gender reassignment were examined.

82.86% of staff declared if their Gender identity is different to the gender originally assigned at birth or the same.

17.14% of staff refused to answer the question.

The University can report a disclosure rate of 82.6%.

Data based on University staff HESA return

Leaver's data for gender reassignment has been collected, however numbers recorded were between 0 and 5.

Grievances and Disciplinary

19 cases started between 1st April 2017 and 31st March 2018.

Grievances

Sex: 8 Female, 8 Male

Age: 1 (22-30), 5 (31-40), 6 (41-50), 3 (51-60), 1 (60+)

Disability: 16 No disability

Ethnicity: 14 White, 2 BME

Marital Status: 8 Married or Civil Partnership, 5 Not married or in civil partnership, 3 Prefer not to say

Religion: 3 Christian, 1 Muslim, 1 Any other religion or belief, 8 No religion, 3 Prefer not to say

Sexual Orientation: 15 Heterosexual, 1 Prefer not to say

Maternity: 16 not on maternity

Welsh Language: 11 No Welsh Language, 5 Welsh Language

Disciplinary

Sex: 2 Female, 1 Male

Age: 1 (22-30), 1 (51-60), 1 (60+)

Disability: 3 No disability

Ethnicity: 3 White

Marital Status: 2 Married or Civil Partnership, 1 Not married or in civil partnership

Religion: 3 Christian, 1 Muslim, 1 Any other religion or belief, 8 No religion, 3 Prefer not to say

Sexual Orientation: 2 Heterosexual, 1 Prefer not to say

Maternity: 3 not on maternity

Welsh Language: 2 No Welsh Language, 1 Welsh Language

Student Data

<p>Sex</p> <p>♀ = 6,022 (54.7%)</p> <p>♂ = 4,980 (45.3%)</p> <p>Other = 2 (<1%)</p> <p>♀♂ = 11,004</p>	<p>Age Range (n=11,004)</p> <table border="1"> <thead> <tr> <th></th> <th>Undergraduate</th> <th>Postgraduate</th> </tr> </thead> <tbody> <tr> <td><21</td> <td>55.4%</td> <td>0.5%</td> </tr> <tr> <td>21-25</td> <td>30%</td> <td>44.7%</td> </tr> <tr> <td>26-30</td> <td>5.6%</td> <td>20.8%</td> </tr> <tr> <td>31-35</td> <td>2.8%</td> <td>12.9%</td> </tr> <tr> <td>36+</td> <td>6.3%</td> <td>21.1%</td> </tr> </tbody> </table>		Undergraduate	Postgraduate	<21	55.4%	0.5%	21-25	30%	44.7%	26-30	5.6%	20.8%	31-35	2.8%	12.9%	36+	6.3%	21.1%
	Undergraduate	Postgraduate																	
<21	55.4%	0.5%																	
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<p>Level of study</p> <table border="1"> <thead> <tr> <th></th> <th>Undergraduate</th> <th>Postgraduate</th> </tr> </thead> <tbody> <tr> <td>♀</td> <td>55%</td> <td>46%</td> </tr> <tr> <td>♂</td> <td>45%</td> <td>54%</td> </tr> </tbody> </table>		Undergraduate	Postgraduate	♀	55%	46%	♂	45%	54%	<p>Religion/Belief</p> <p>98% of students disclosed</p> <p>Jewish = <1%</p> <p>Sikh = <1%</p> <p>Buddhist = <1%</p> <p>Hindu = <1%</p> <p>Spiritual = <1%</p> <p>Any other religion = 1%</p> <p>Information refused = 37%</p> <p>Muslim = 4%</p> <p>Christian = 18%</p> <p>No religion = 39%</p> <p>Not known = <1%</p>									
	Undergraduate	Postgraduate																	
♀	55%	46%																	
♂	45%	54%																	
<p>Race</p> <p>White = 73%</p> <p>BME = 14%</p> <p>Not known = 13%</p>	<p>Sexual Orientation</p> <p>52% of students disclosed</p> <p>Heterosexual = 90%</p> <p>Information refused = 4%</p> <p>Bisexual = 2%</p> <p>Other = 2%</p> <p>Gay Man = 1%</p> <p>Gay Woman/Lesbian = 1%</p>																		
<p>Disability</p> <p>Disability = 12%</p> <p>No Known Disability = 88%</p>	<p>Gender Reassignment</p> <p>52% of students disclosed</p> <p>Yes = 98.61%</p> <p>No = <1%</p> <p>Information refused = <1%</p>																		
<p>Welsh Language</p> <p>95% of students disclosed</p> <p>Welsh Speaker = 15%</p> <p>Not Welsh Speaker = 85%</p>	<p>Gender Reassignment</p> <p>52% of students disclosed</p> <p>Yes = 98.61%</p> <p>No = <1%</p> <p>Information refused = <1%</p>																		

Equality Impact Assessments

Cardiff Metropolitan University is committed to creating a fair and equitable working and learning environment and like all other public bodies, the University has a legal duty to assess all its proposed policies, practices and procedures for their impact on protected groups as defined in the Equality Act 2010.

The University has forms and guidance in place to support staff to undertake Equality Impact Assessments.

During the reporting period 2017/18 the following EIAs were undertaken:

- Close Personal Relationships EIA
- Adoption Policy and Procedure EIA
- Maternity Policy and Procedure EIA
- Parental Leave Procedure EIA
- Paternity Policy and Procedure EIA
- Shared Parental Leave Policy and Procedure EIA
- Fairtrade Policy EIA

Furthermore, during the reporting period a review was conducted to enhance the EIA process. As part of this review, to further embed EIAs in key decision making, a cover sheet for the University's Management Board was developed to ensure assessments had been conducted prior to key policies and strategies being presented.

Supporting Documents

Appendices I and II provide further information to support the current Equality and Diversity Annual Report.

Appendix I – SEP Progress 2017-2018

Appendix II – Good Practice at Cardiff Met 2017-18



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