



Cardiff  
Metropolitan  
University

Prifysgol  
Metropolitan  
Caerdydd



Equality and Diversity at  
Cardiff Metropolitan University

Cydraddoldeb ac Amrywiaeth yn  
Prifysgol Fetroplitan Caerdydd

# Equality and Diversity Annual Report 2014-15

Secretariat

March 2016

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 2014-15, covering the period April 1<sup>st</sup> 2014 – March 31<sup>st</sup> 2015. 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, Secretary and Clerk to the Governors; Chair of the EDEG*

## **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 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 be a top-10 UK post-92 university that is 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 includes 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).

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 31<sup>st</sup> March each year. The Strategic Equality Plan 2012-16 can be viewed [here](#).

This annual report covers the period 1<sup>st</sup> April 2014 to 31<sup>st</sup> March 2015 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.

## **4 Governance**

### **4.1 Board of Governors**

The University's Board of Governors 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. 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 and ethnicity. 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, 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's Board and 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 responsibilities within the University attend EIA training and the University provides 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**

Part of the preparations for REF2014 was the development of a Code of Practice. In order to ensure fair and transparent selection of staff and to guard against discrimination against any particular group of staff, measures were built into the process. These 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.

In addition, Cardiff Met also committed to undertaking two Equality Impact Assessments in order to ensure that the process of selection had not directly or indirectly discriminated against any particular group.

"Eligible staff" were defined by the REF as "academic staff with a contract of employment of 0.2FTE or greater and on the payroll of the submitting HEI on the census date (31<sup>st</sup> October 2013) and whose primary function is to undertake either 'research only' or 'teaching and research'. In November 2012 this group totalled 397 and all were invited to return details of their research work for inclusion in the REF submission. Form REF02 was devised for this purpose. As a result of this process, 110 staff requested to

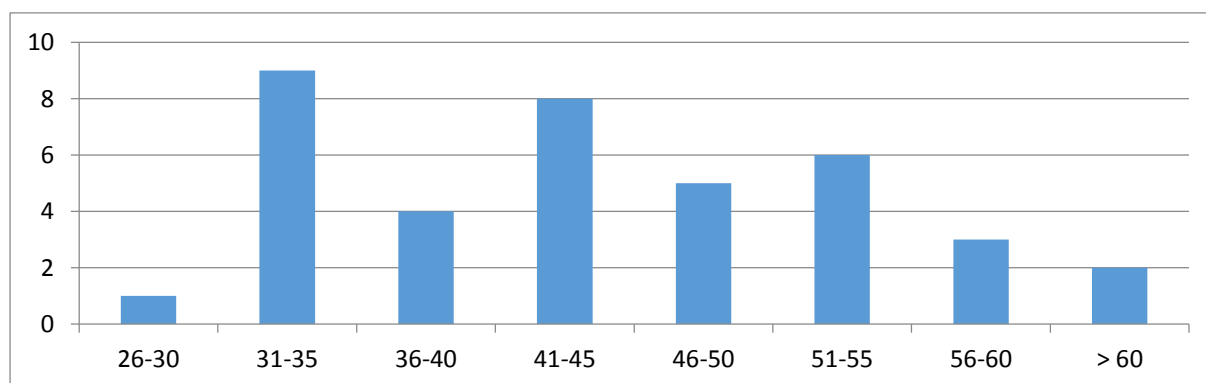
be considered for inclusion. The Cardiff Met submission to REF2014 was completed on 22<sup>nd</sup> November 2013, 38 staff were included. Data from the process of selecting members of academic staff for the Research Excellence Framework 2014 indicate that the disproportionately fewer women made a return in order to be considered for the submission.

The submission was made in three Units of Assessment:

- 3 - *Allied Health Professions, Dentistry, Nursing and Pharmacy* (n=12)
- 26 - *Sport and Exercise Sciences, Leisure and Tourism* – a joint submission with Bangor University under the auspices of the Institute for Research Excellence in Sport and Exercise (n=13)
- 34 - *Art and Design: History, Practice and Theory* – a joint submission with the University of South Wales and the University of Wales Trinity St David Bangor under the auspices of the Wales Institute for Research in Art and Design (n=13).

The volume of data available makes meaningful analyses of some of the characteristics of staff returned challenging. Overall, the 38 members of Cardiff Met academic staff were characterised by being:

- White (n=36, 95%)
- Had no declared religion or preferred not to say (n= 31, 85%)
- Heterosexual or preferred not to say (n= 37, 97%)
- Distributed across the age profile as shown below.



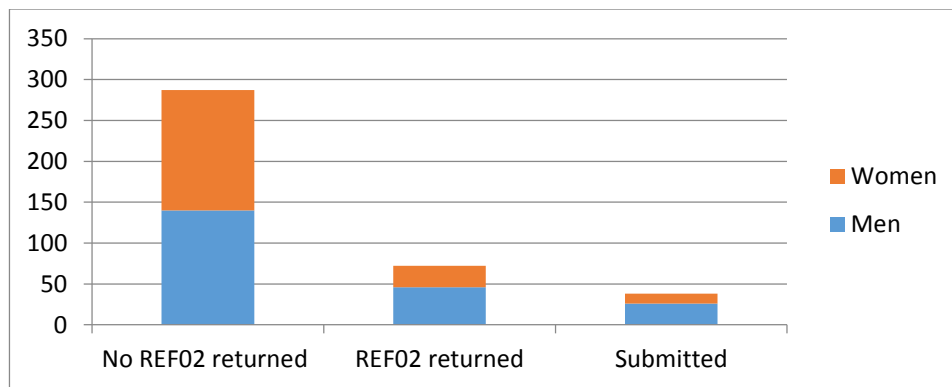
*Age profile of Cardiff Met staff submitted to REF2014*

The one characteristic where there is sufficient data to make a careful and meaningful analysis concerns the gender profile of those submitted and the extent to which it is representative of the population of staff eligible and of those who returned a REF02 form.

	Eligible staff	Staff who returned REF02	Staff included in the submission
<b>Men</b>	212 (53.4%)	72 (65.5%)	26 (68.5%)
<b>Women</b>	185 (46.6%)	38 (34.5%)	12 (31.5%)

As proportions, from being almost half of the total number of eligible staff, women were disproportionately under-represented amongst those who returned the REF02 form and also under-represented in the final submission. It is the middle part of this process where the difference amongst men and women is most apparent. In summary:

- Men: 72 out of 212 returned REF02 (34.0%); 26 of those 72 were submitted (36.1%)
- Women: 38 out of 185 returned REF02 (20.5%); 12 of those 38 were submitted (31.6%)



*Cardiff Met's selection process for REF2014*

### Concerns and areas for improvement

- Some collection of data on the protected characteristics of research degree students is undertaken. However data on the characteristics of gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation are not currently collected.
- Data from the process of selecting members of academic staff for the Research Excellence Framework 2014 indicate that the disproportionately fewer women made a return in order to be considered for the submission.
- Notwithstanding due caution about inferences from relatively small data sets, there is continuing evidence that older candidates suspend their studies and withdraw in disproportionately large numbers.



## Research Students

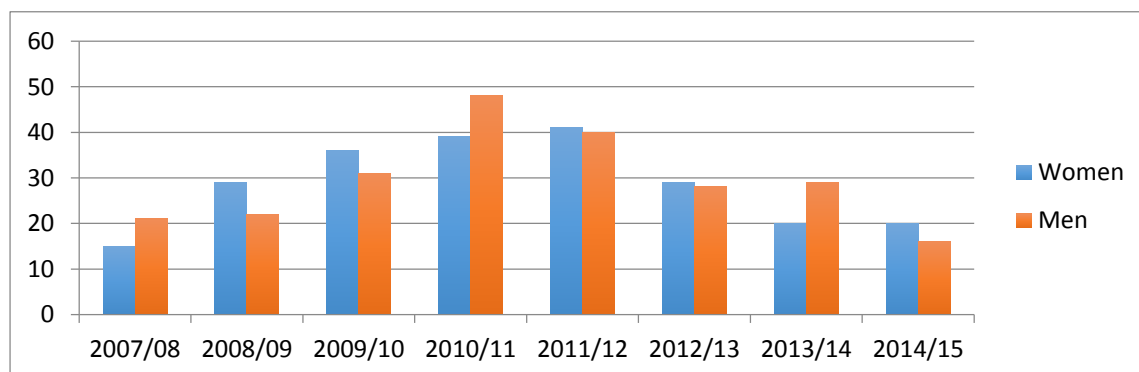
Cardiff Metropolitan University monitors the recruitment, completion, suspension and withdrawal data for postgraduate research (PGR) students for each year by the protected characteristics of age, sex, disability and ethnicity. As yet, data on other protected characteristics (e.g., gender reassignment,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

The most recent data captured are for 2014/15. They provide a descriptive snapshot that is contextualised with reference to comparative data since 2007/08. For some variables the data set is relatively small, so it would be unwise to infer too much about patterns and trends, however where it is prudent to do so, observations are included in the analysis that follows.

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.

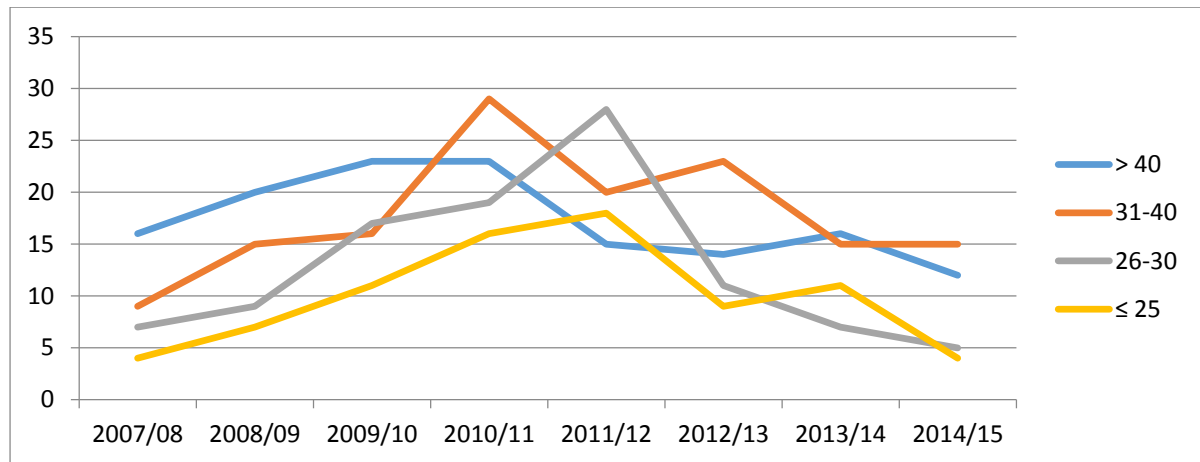
## Recruitment

Recruitment of PGR students dropped again in 2014/2015 (n=36), reflecting an overall decline since the 'high point' of 87 in 2010/2011. The ratio of women to men in each cohort continues to fluctuate with more women than men (20:16) in 2014/15.



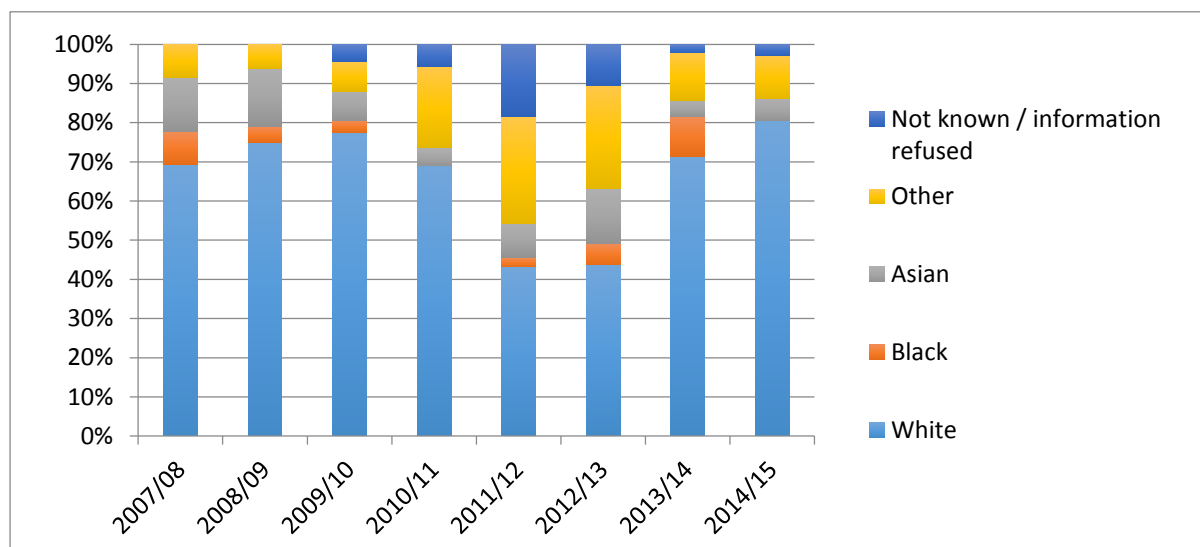
*Number of women and men recruited to PGR programmes at Cardiff Met, 2007/08 to 2014/15*

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, below.



*Age profile (in years) of PGR students recruited at Cardiff Met, 2007/08 to 2014/15*

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

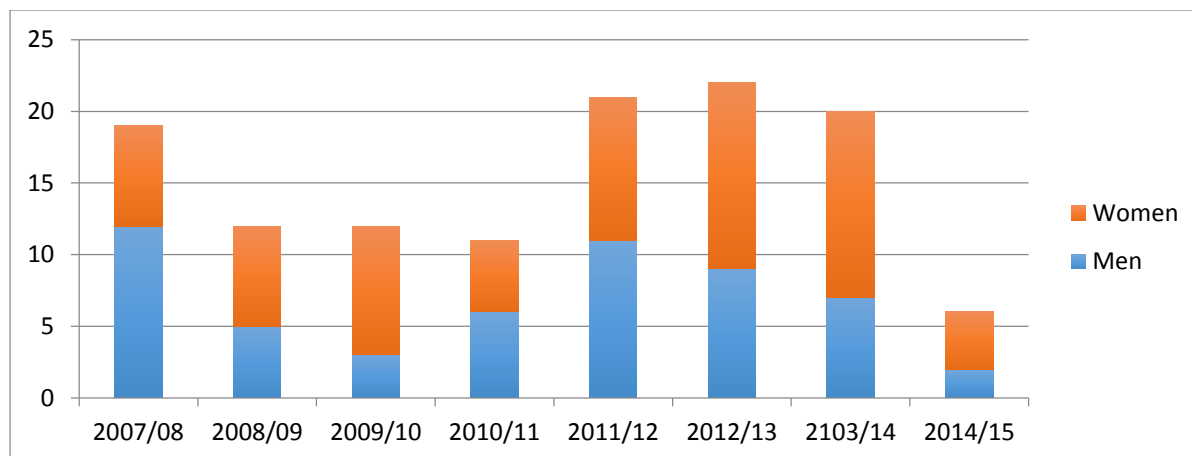


*Ethnic profile of PGR candidates recruited to Cardiff Met, 2007/08 to 2014/15*

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. In 2014/15, however, the proportion rose to 17% (n=6); and for the first time a mental health condition was reported.

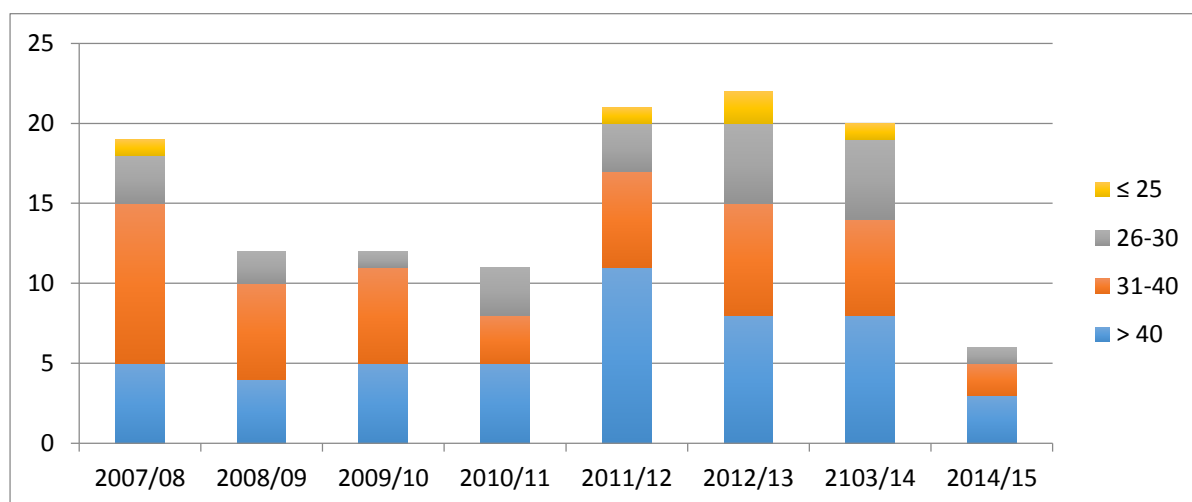
## Suspension

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 2013/14. Nevertheless, for 2014/15, and consistent with the previous pattern, of the six candidates who suspended their studies, more were women than men.



*Proportion of women and men who suspended their PGR studies at Cardiff Met, 2007/08 to 2014/15*

Perhaps more telling is the age profile of those who suspended their studies, and the emerging pattern of older candidates suspending their studies in greater numbers has persisted and consolidated.

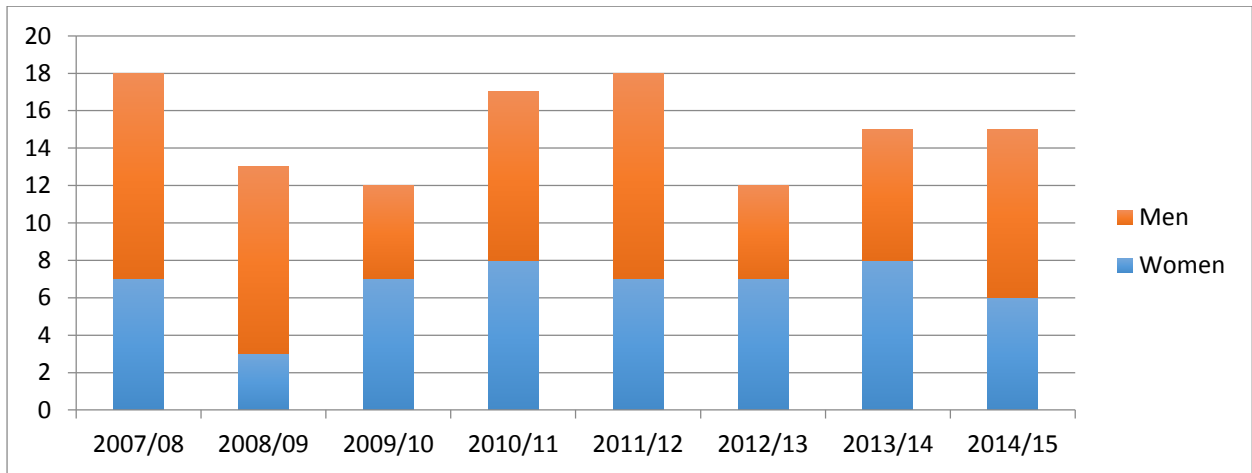


*Age profile of PGR candidates who suspended their studies at Cardiff Met, 2007/08 to 2014/15*

The ethnic profile of the PGR students granted a suspension to their studies reflects the overall profile of the PGR student population. In 2014/15, four of the six students (67%) who suspended were white. For disability, the data set is also small, but of the six students who suspended, two (33%) had a disability.

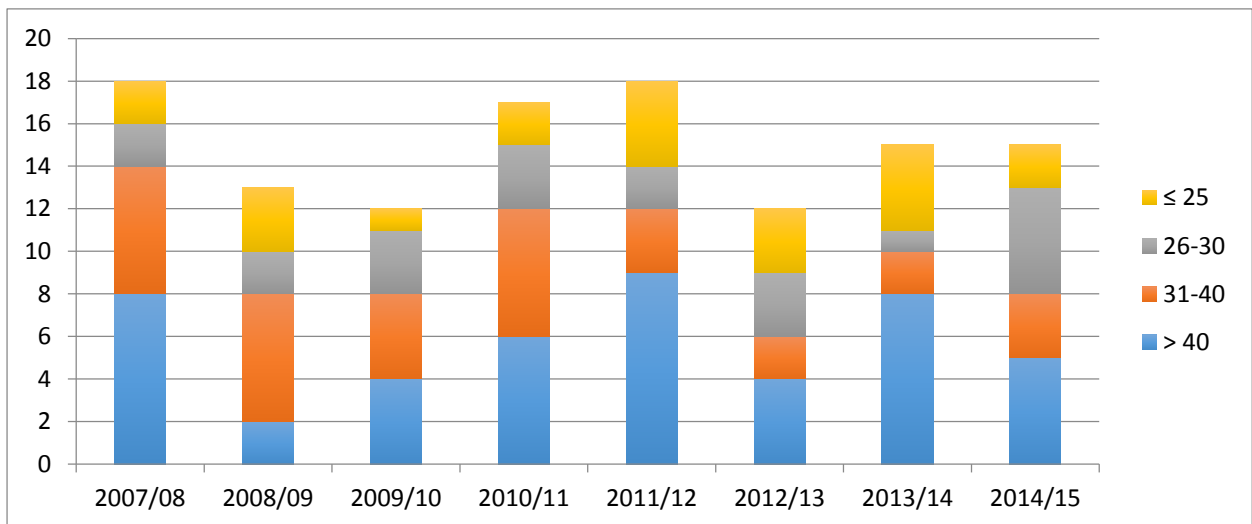
## Withdrawal

As in 2013/14, 15 candidates withdrew from their studies during 2014/5. The distribution of women and men remains notable because there is no clear pattern across the eight cohorts of student data.



*Proportion of women and men who withdrew from their PGR studies at Cardiff Met, 2007/08 to 2014/15*

Older candidates continued to withdraw in significant numbers, but unlike previous years when the 'over 30s' were over-represented, in 2014/15 there was a significant proportion (33%) in the 26-30 age bracket.

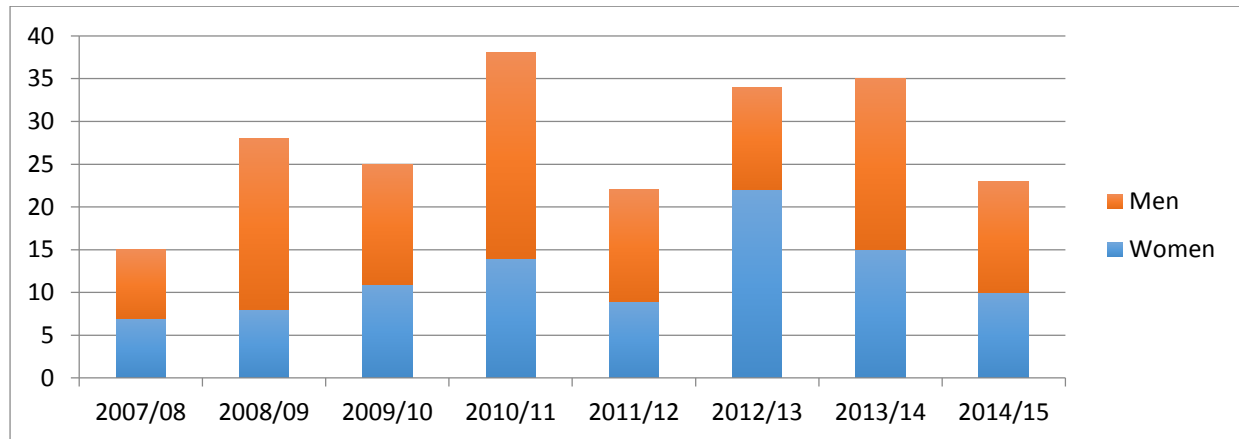


*Age profile of PGR candidates who withdrew from their studies at Cardiff Met, 2007/08 to 2014/15*

Of the 15 candidates who withdrew, nine declared their ethnic group as white, and one had a known disability.

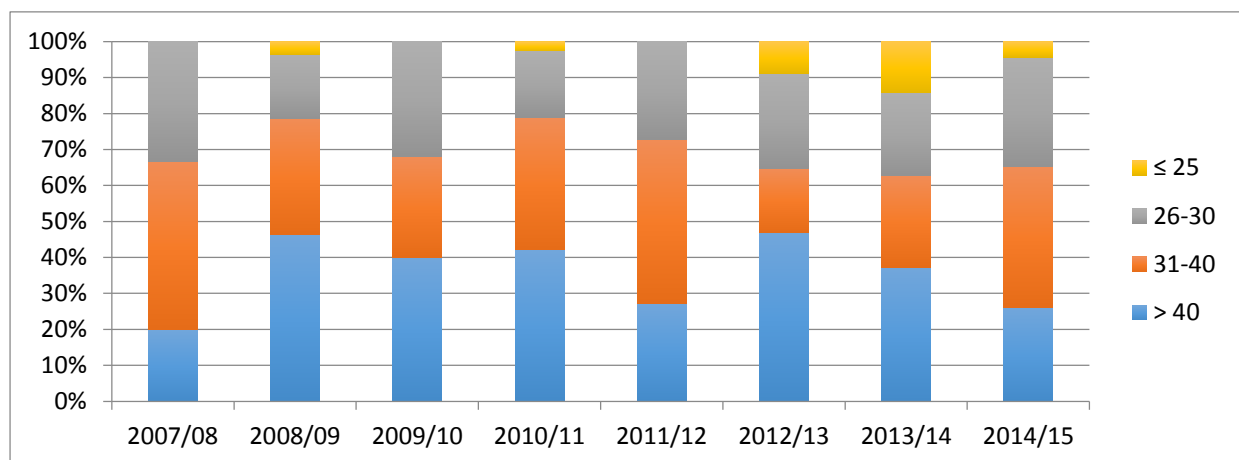
## Completion

In 2014/15, 23 candidates successfully completed research degrees, of these 13 were men, 10 were women.



*Proportion of women and men who completed their PGR studies at Cardiff Met, 2007/08 to 2013/14*

As previously, in spite of the pattern of suspension and withdrawal, it is reassuring that the largest single group of students completing their research degree studies were the older age bracket.



*Age profile of PGR candidates at Cardiff Met who completed their studies, 2007/08 to 2014/15*

The majority of completing PGR candidates were also white (61%) and without a declared known disability (96%).

## 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:

- The apparently declining number of younger candidates (i.e., under 30 years of age);
- The possibility of disproportionate withdrawal amongst candidates with a disability
- The sustained pattern of suspension of studies and withdrawal amongst older candidates (i.e., over 40 years of age).
- Additionally, the pattern of increasing diversity amongst candidates at the point of recruitment seems to have reversed within the last two most recent cohorts.

### **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, the Staff Peer Learning and Development Scheme through its alignment with the Strategy and the UK Professional Standards Framework, and in 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 2014-2015 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 Sickness Absence and Accident Reporting procedures. 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.

### **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 the University supports the development of the WLS and monitors its implementation.

The percentage of University staff who can speak Welsh fluently is 3%. This is 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 has a long tradition of delivering high quality Welsh medium provision in certain subject areas, most notably in the field of education. Through links with the Coleg Cymraeg Cenedlaethol, developments have been made in the fields of Sport and Business. 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.

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 just embarked upon a review of its commodity strategy process with the intention of extending the opportunities for positive equality and diversity impact through the University's extended supply chains.

### **5.6 Chaplaincy**

The Chaplaincy team has grown from one full time and five volunteers/contractors, to three full time and one part time staff member. Laura Jones is now in post as the Deputy Coordinating Chaplain and is the

only fully qualified female Muslim Chaplain in the HE sector in the United Kingdom. Laura holds a Masters in Theology (Chaplaincy Services), is a Leicester Graduate in the Muslim Chaplaincy Certificate and has a growing nationally recognised expertise in 'Muslim Applied Psychology'. She is researching Muslim grief and bereavement models in the 21st century, with an emphasis on Welsh Student Populations.

The Chaplaincy has also been joined by Elizabeth Russell who assumes the role of Out of Hours Advisor. Elizabeth joins the University from Oriel College Oxford where she was the Dean for Discipline. Elizabeth is completing her PHD this year and as well as leading research into a comprehensive university wide risk assessment she will be reviewing the University's 'Out of Hours' critical response.

Student engagement has increased markedly in the last year with a range of very positive inter-faith and multi-faith events. Referrals for assistance with faith issue have shown a very notable increase (as have the use of the use of prayer rooms) resulting in some competition for space and resources. This increasingly complex set of requirements has been addressed by coordinated inter-disciplinary working with schools, the Student Union, Student Services, the University Ethics and Equality and Diversity Committees.

#### **5.6.1 Faith and Human Rights**

This has been an interesting year in relation to Human Rights and Faith. Preparation for the introduction of the Counter Terrorism and Security Act 2015 has thrown this subject into stark relief with student protection, and need, at the head of the agenda.

#### **5.6.2 Prevent**

The Prevent agenda and workload has been enormous during the reporting period reflecting the new statutory requirements required from the HE sector. The University led Wales in this respect through the Prevent Team and research hub. During the reporting period, the Radicalisation and Research Hub has developed a Masters CPD program in collaboration with the Cardiff School of Education (CSE), delivering Prevent Coordinator training in the 'Psychology of Radicalisation'. All Welsh HEI prevent coordinators have undertaken this training and now the FE sector is replicating this model.

The Prevent Team has presented at numerous conferences, is publishing on Prevent, and through the Universities Counter Radicalisation Working Group (which Cardiff Met chairs), has developed structured relationships with the Home Office, Welsh Government and Police, delivering best practice across the sector. Specifically the training and development of evidence based practice has had a significant impact on the progression on Prevent polices, based upon student protection rather than policing.



### **5.6.3 Bereavement**

Bereavement continues to be addressed in a number of ways and positively against cultural, faith and community boundaries. The University's Muslim population have been identified as not having their grief needs addressed as fully and sensitively as might be. Laura Jones' research over the coming year is set to address this, and the University will then be able to roll-out the findings across the wider HE environment. Although there is a lot of research addressing ritual and observance in Muslim death, there is very little research to ascertain the support-needs of the individual student undergoing bereavement. Laura's work will address this issue. In a wider perspective the University still leads the HE environment in Wales in specific bereavement care, particularly in relation to post suicide response and this is set to develop and continue in the forthcoming year.

### **5.6.4 Out of Hours: Critical Response**

The 'Out of Hours' workload has increased significantly in the last year. Critical call outs have averaged three a week but their management has also become significantly more complex. A raft of measures has been deployed to manage this positively. The team has been significantly increased and a new 'Out of Hours' specialist advisor appointed. Key working, and inter-disciplinary working relationships, both internal and external to the University, has been developed. The Student Incident Policy and Prevent Policy have been rewritten and deployed respectively. The key to managing the increase in demand has been flexibility and adaptability in working processes and cross working delivery. Protocols which are too restrictive have been reviewed and new, evidenced based plans are being introduced.

Student support, particularly in the critical scenario, is central to all that Chaplaincy and Student Services do. Developing new mechanisms and working arrangements to ensure best practice and delivery remains the Department's key determinate for the next year.

### **5.7 Student's Union**

The Students' Union has made inroads into improving equality and diversity 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' that the Union runs, which provides students with the opportunity to enhance their personal skills and prepare them for life after university.

The Student's Union also supports a range of student-led societies, which provide students 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, welcoming all students.

Moving forwards, the Union is looking to increase the number of students on workshops, increase the amount of societies and potentially expand office space on the Llandaff campus. By doing so, there would be more space available for societies to come and use the training and development space as well as the opportunity for more workshops to be delivered in Llandaff.

The Union is also looking to employ a more diverse range of student representatives. In the coming academic year employ Welsh and Post Graduate representative role will be developed. These areas were previously found to lack representation, hence the desire to invest greater resources into these student populations.

## **6 External Involvement**

### **6.1 Community, Partners and Collaborative Provision**

10% of the University's students studying on campus in Cardiff are from overseas, but as well as these students the University's Transnational Education (TNE) partnerships mean that there are 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. Nearly 6,700 students were enrolled on the University's collaborative programmes at the end of 2014-15. 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 and Tempus projects.

The University works with three Welsh further education (FE) colleges, namely Bridgend College, Cardiff and Vale College (CAVC) and Coleg y Cymoedd. Programmes offered range from HNC/Ds and Foundation degrees to full undergraduate degree courses. Partnership agreements are in place with Bridgend College and CAVC to expand the breadth of the collaboration, including new programme developments, international work, sport collaboration and to further develop progression opportunities. The University also works with the Wales-based private training provider, Acorn Learning Solutions, to offer a Foundation degree in Applied Professional Practice, delivered through a mixture of classroom based studies and work-based learning.

The University works with its TNE partners to offer the University's undergraduate and postgraduate programmes outside Wales. 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. 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 access to a full range of University learning resources, including electronic library access, study skills support materials and employability guidance, regardless of their location of study.

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. In order to ensure that the quality and standards of the University's award is maintained, partnership work is overseen by several University committees, including the Internationalisation Board, Collaborative Provision Committee and the Academic Quality and Standards Board. The TNE Committee, which reports to the Board of Governors, maintains strategic oversight of all relevant aspects of TNE partnership provision.

## **6.2 Accreditation and Awards**

### **Stonewall Diversity Champions**

The University is a Diversity Champion and pays an annual subscription to Stonewall. In September 2014 the University completed the Workplace Equality Index (WEI) for the first time. The University placed 314<sup>th</sup> out of 397 across the UK. The University obtained an action plan from Stonewall based on the outcome of the WEI.

The LGBT Staff Network was established in February 2015 and will be expanding during the next period of reporting. ToR are available on the University's external website (in the Equality and Diversity section).

### **Athena Swan**

The University is a member of Athena Swan and is preparing for a Bronze Institution Award to be submitted in April 2015. The University will be informed of the outcome by November 2015.

### Buttle UK

The Buttle UK Quality Mark was awarded to institutions which had 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 the mark was renewed in 2012. The mark is expected to be withdrawn as an award for all HEIs in July 2015, however the University will remain 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 is guaranteed year-round accommodation in University-owned halls for the duration of their course, a £1,000 annual bursary and regular student services and mentor support. The bursary criteria to include students who have been irreconcilably estranged from parents or guardians between the age of 16 and leaving school or FE college who did not quite meet the previous strict eligibility criteria.

In 2014/15, the University awarded the bursary to 23 care leavers/estranged students (14 current and 9 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

Having retained the Investors in People award in 2011, the University has maintained its commitment to the Standard. The University was reassessed in 2014/15 and was awarded the Silver Standard.

### 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. During 2014/15 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 is envisaged will lead to the development of a Healthy University Strategy.

#### '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.

### **6.3 Library Services**

#### Library Tailored Services

Library Services sought in 2014-15 to improve the promotion, discoverability and defined offer of services to distance learners, community borrowers and visitors to the University's Learning Centres, via the creation of a 'Tailored Services' online portal. The portal captures and provides information, access to electronic resources such as e-journals and eBooks; as well as guidance for each defined group, to enable more effective and direct access to the tailored resources on offer. The portal has been designed to capture the need to know access for each user group and aid first-time use and discoverability on all that the University Library collections have to offer.

## **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 all students, staff and visitors. The University seeks to engage with and respond to the individual needs of stakeholders. During the year the University has further consolidated and improved access to individual buildings in the course of upgrading and remodelling some of the external public realm and areas of general access. The University has continued the installation of new and/or improved protected refuge areas at staircase landings which together with the provision of evacuation chairs, personal emergency evacuation plans and continued training of staff will assist the evacuation of all staff and students irrespective of their mobility.

The University has continued to develop its 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. The University is currently, in partnership with Disable Go, re-surveying 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.

During the next reporting period construction on a new building on the Cyncoed Campus will commence. The first phase of the sports hall complex together with the design of phase 2 of the complex, the swimming pool and ancillary accommodation will be undertaken. The early preparation of a design access statement and early engagement with stakeholders will make a positive contribution to identifying the philosophy and approach to inclusive design of this building. In preparing the designs the University will review all impacts, in order to identify potential access concerns when entering the complex, which will also include the existing tennis centre. In due course this will include the immediate areas of public realm and circulation around the area, and access to the new and existing parts of each project. The new building will of course comply with current 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 but will also seek to go beyond the regulatory requirement where appropriate.

The University continues to maintain its status as a fairly traded organisation within its commercial provision, continuing to commit to maintaining this ethos in the procurement of goods and services. In recognising the demand from a diverse University population, all of the University-run campus catering outlets, continuously develop ranges of food offerings across the spectrum to satisfy the needs of such a diverse community, ensuring that, where possible, all needs can be met. The development of the food outlet in Cardiff School of Management has increased the range of foods on offer and the accessibility of the area to all users.

During the year a review of pay scales concerning the lowest paid staff in Catering was undertaken and improvements made. This has removed an historical discrepancy between staff.

All new members of staff complete the Equality & Diversity e-module to inform attitudes and actions. All student facing staff in the Property section and Halls Managers have attended cultural awareness training, and on-going Personal Emergency Evacuation Plan assessments and outcomes are completed linked to academic spaces and residential students.

## **7.2 Widening Access**

During the 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. Over the last year WAO has engaged with 1,204 people, delivering 55 non-accredited free taster/introductory courses to 782 learners. Of these 115 learners disclosed a disability and 409 described their ethnicity as other than white. WAO also provided a two week summer school over the two campuses offering 20 different courses with 329 learners registered.

Over the last year WAO introduced 10 newly accredited, 10-credit level three modules to offer progression from introductory courses, acting as a pathway to University. WAO has delivered 10 of these modules during the reporting period with 114 students successfully completing. 25 of those successful learners were accepted at University and are now studying on foundation or undergraduate courses.

WAO offered three free Introduction to International English Language Testing System (IELT's) courses for refugees and asylum seekers to study for the IELTS exams (level 6 in this academic English qualification is needed to access HE). The course has previously been shortlisted for The Times Widening Participation Initiative of the Year. In addition WAO provided five short courses throughout the year to support the Bright Futures Project at Women Connect First including: Confidence building, Road Mapping Your Future, IT Skills and Food Safety. The University's partnership with Interserve continued through the provision of IT skills for Work courses with over 40 job seekers attending, raising aspirations and giving opportunities to access education, training and improving their employability.

Throughout the year the WAO team attended a variety of community events, including the Black and Ethnic Minority Fair and International Women's Day events. In addition the team has worked with schools in Community First areas, speaking to parents at Eastern High School and Fitzalan High School to provide advice, guidance and information about the University's courses and summer school opportunities.

## **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 etc. A very close working relationship exists with the International Office.

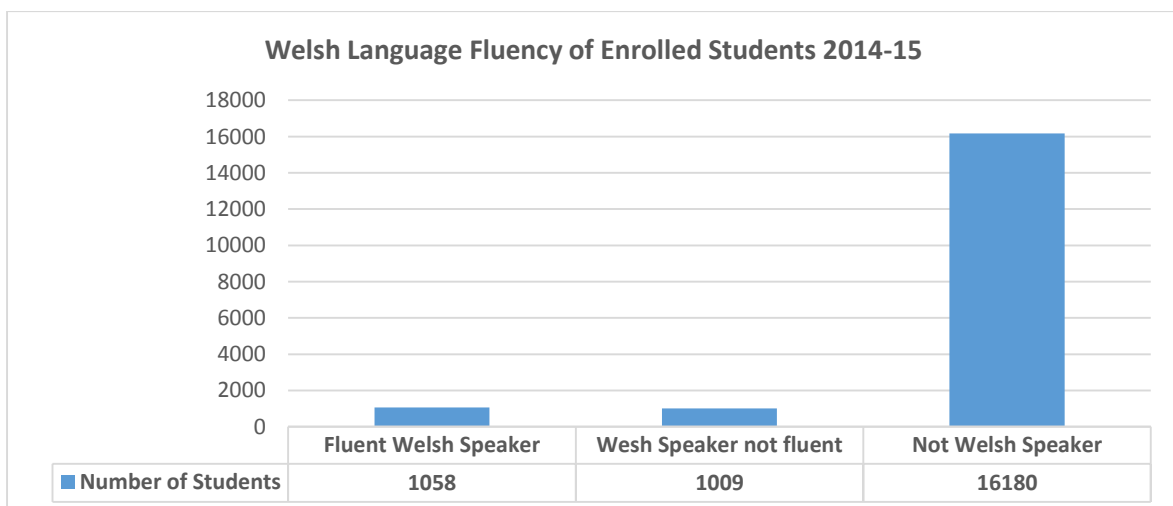
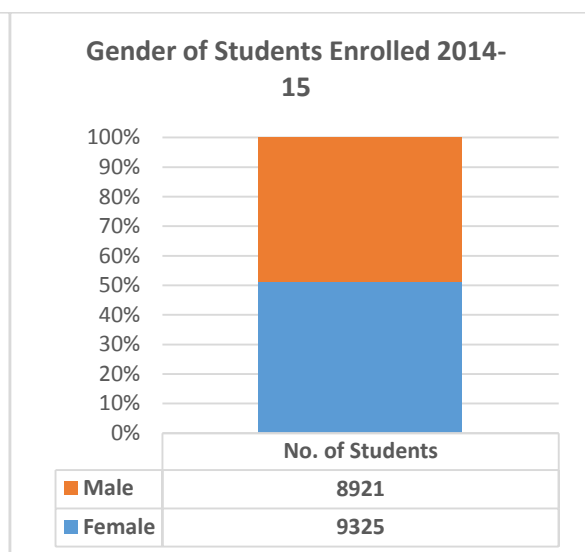
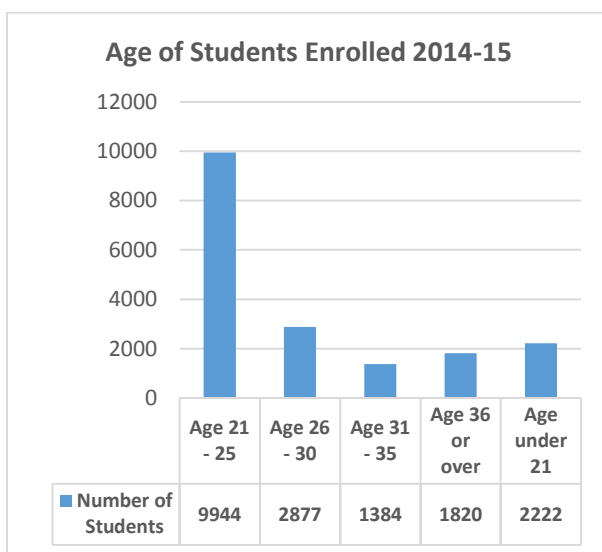
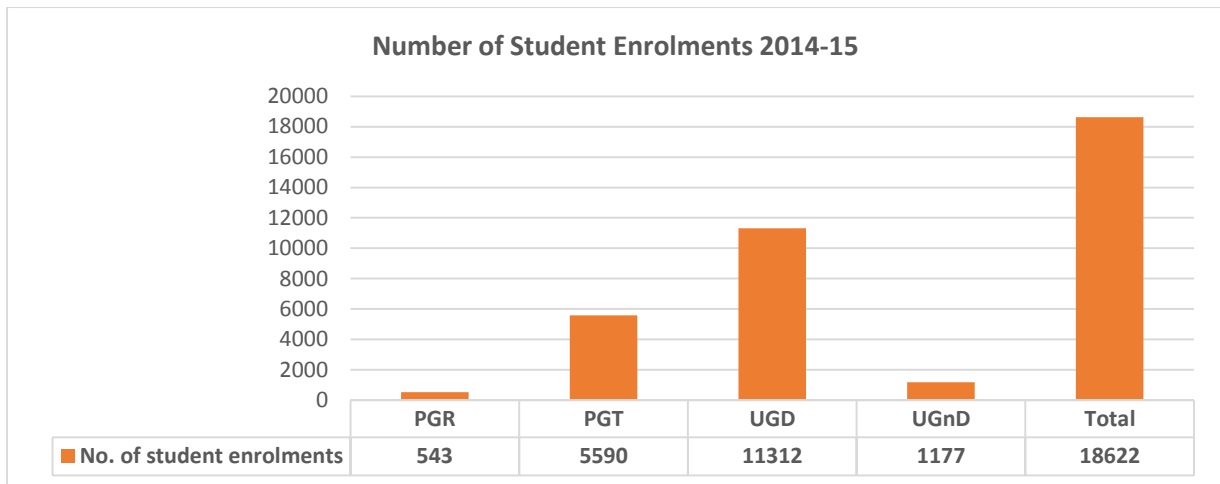
It is planned that from the academic year 2016/17 at both the Cyncoed and Llandaff Campuses, an inclusive service will be provided for all University students, including International students. This inclusive service will aim to provide a specific answers to student's questions, thereby addressing their individual needs. In so doing it makes an important contribution to the University's Strategic Equality Plan (SEP) in upholding the principles of equality of opportunity and for putting the Equal Opportunities Policy into practice.

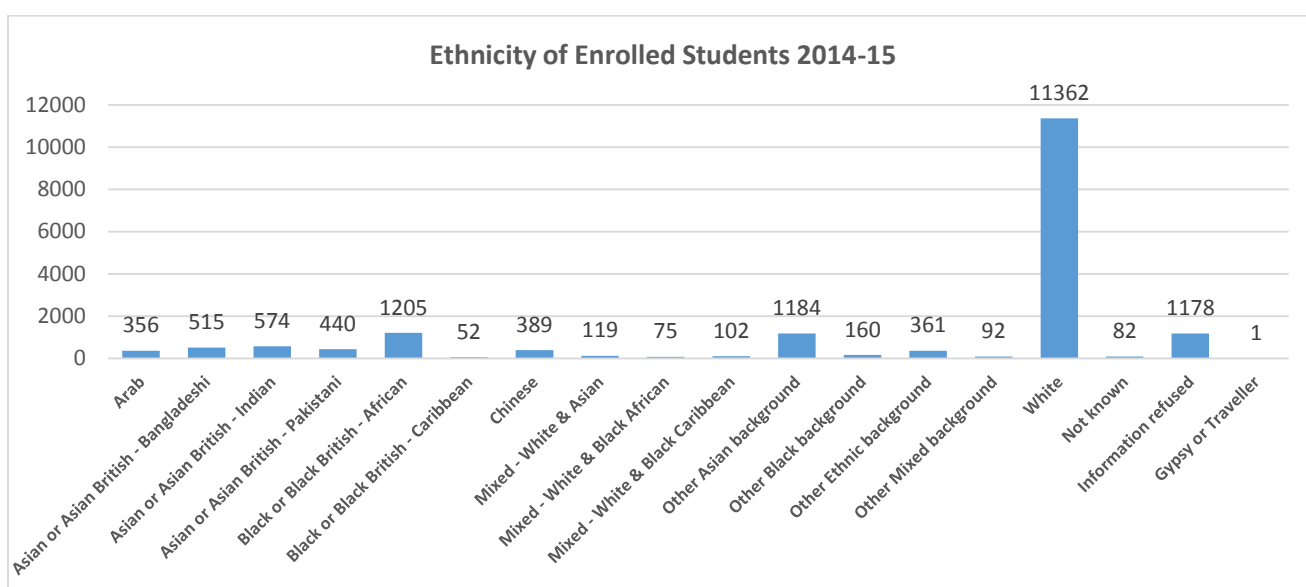
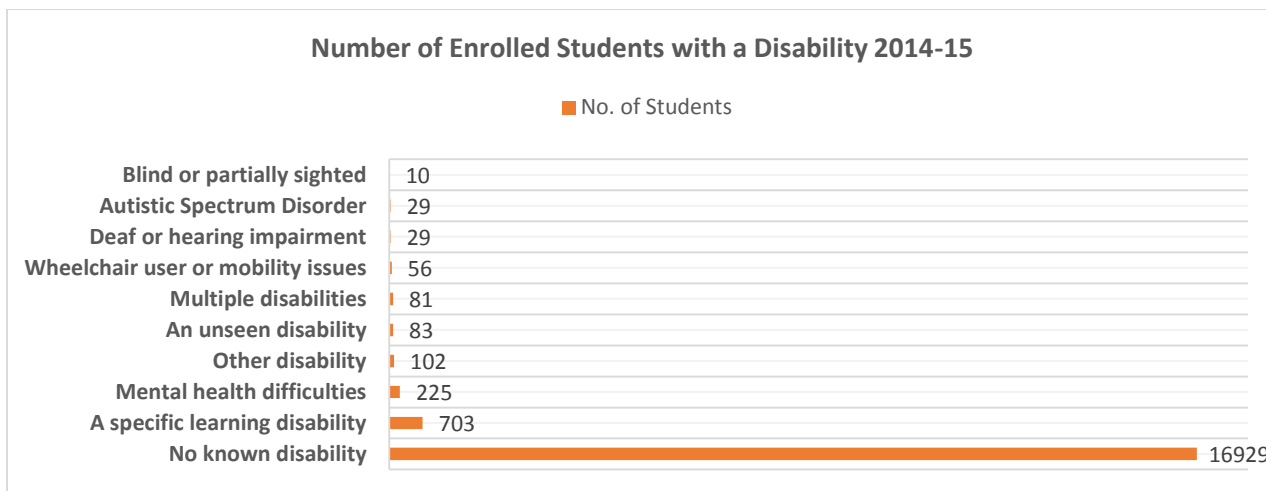
The ICE I-Zone Student Enquiries Management Review and wider University review of Customer Relationship Management (CRM) is expected to lead to the enquiries being logged by the I-Zone to be associated with the data in the student record system thereby providing the capability to link to the University's 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.







## 7.5 Student Support

### 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 making appropriate reasonable adjustments for those students. This 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.

The number of students registered with the department remained approximately consistent with recent years. The Department continued to experience high demand which exceeded availability at peak times of the year. This, coupled with the complexity of some of the cases, resulted in staff continuing to work out of hours to meet student demand and ensure legal duties were met.

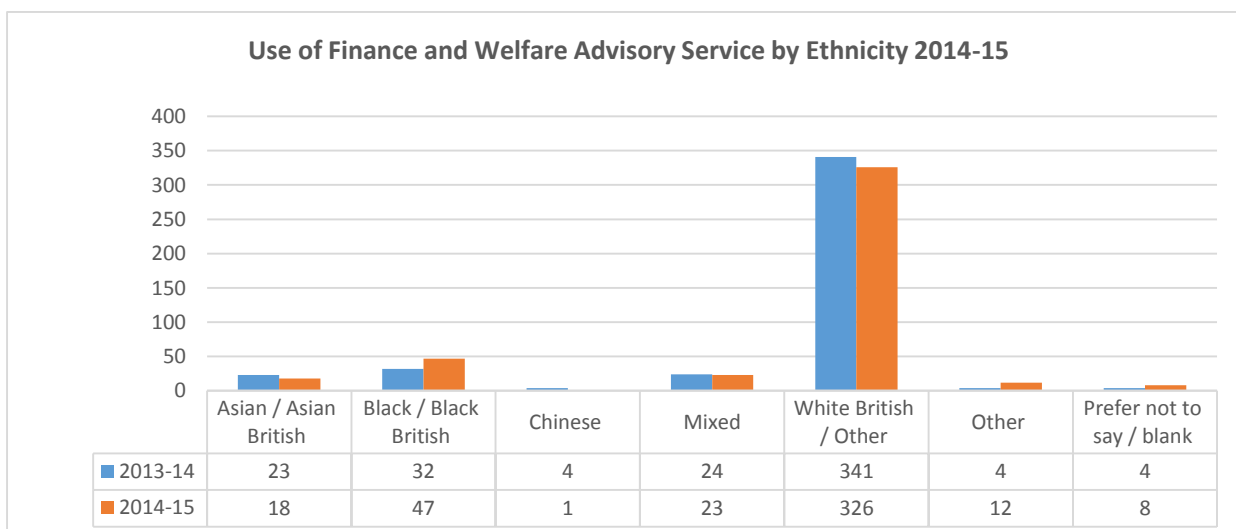
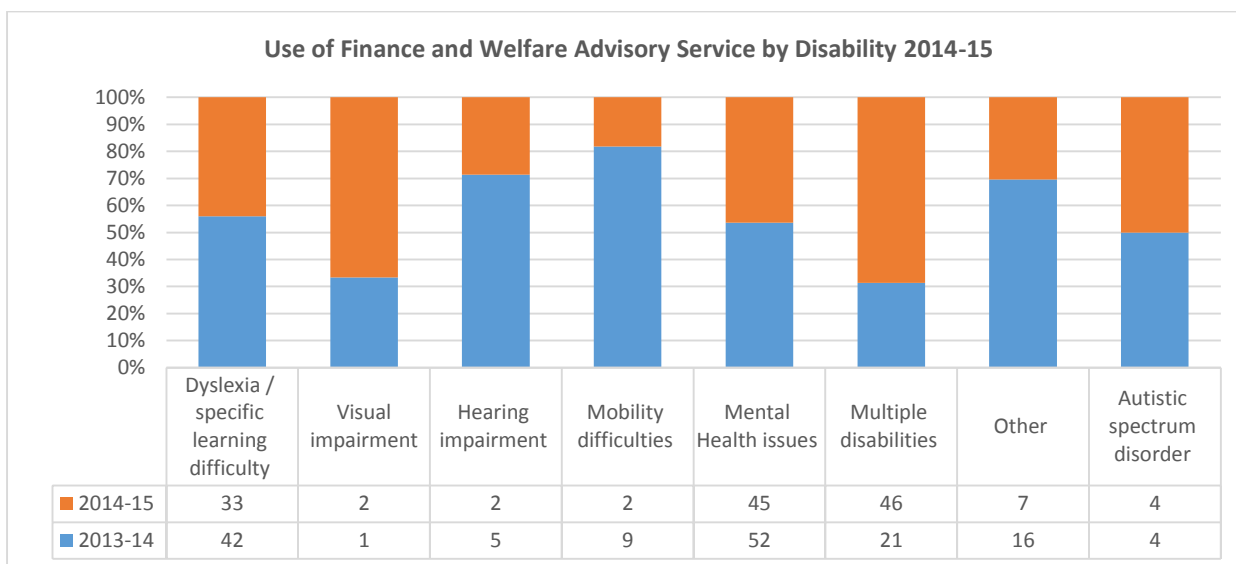
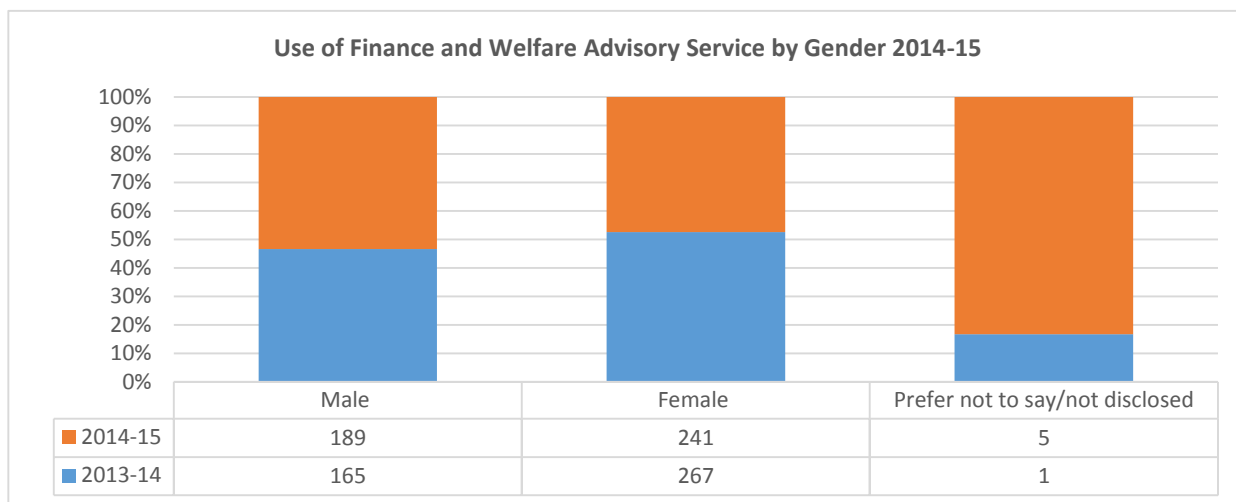
The Disability Service supports students who disclose their disability to the service. Some students only seek initial advice and support and do not seek further assistance; for others support can be required daily and requires significant access to staff and resources. As a consequence the database retained by the Disability Service can and does vary from the CIMIS/HESA return of disabled students who are required to have a Disabled Students' Allowance (DSA) in place in order to meet the requirements for HEFCW/HESA reporting.

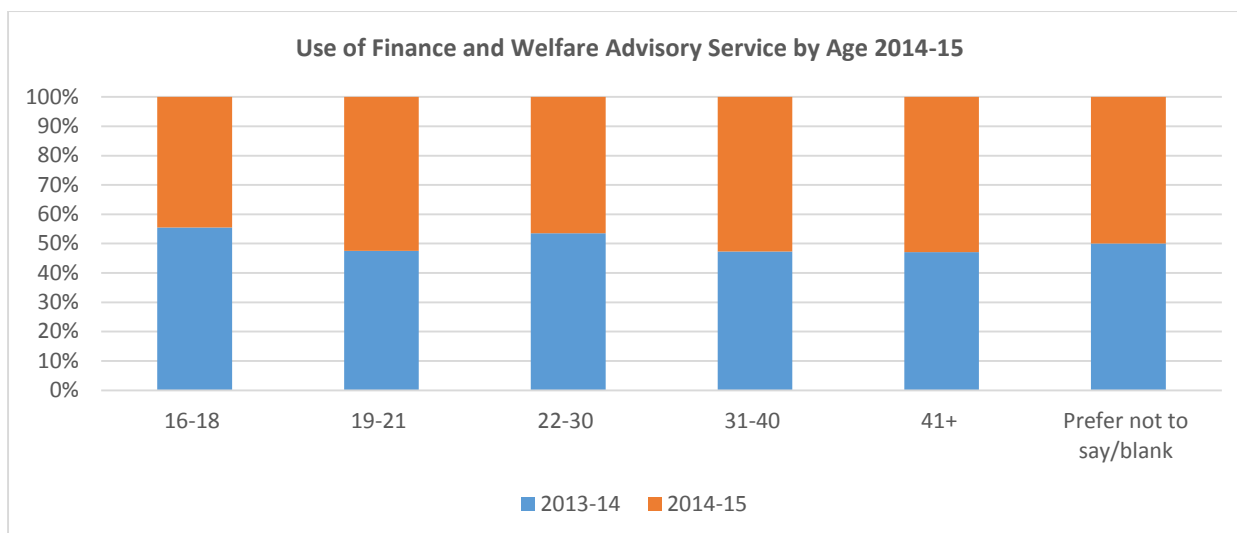
Students presenting with severe mental health issues continue to absorb much of the capacity of the Mental Health Advisers, Disability Service Manager and Chaplain. Significant crisis intervention has continued to take place throughout the year including outside term-time, reflecting the high number of local students or those who choose to remain in Cardiff to continue their medical treatment in addition to providing support for international students. Thus the activities usually reserved for vacation periods proved problematic as acute crisis situations requiring intervention continued. The service continues to provide a late opening service following the previous year's successful pilot. The appointment of an Out of Hours Adviser from November 2015 will support the crises intervention work. Significant liaison work with local statutory services providing mental health support has been undertaken to enhance referral support and to better inform their understanding and appreciation of the University's needs and responses to students presenting with mental health difficulties. This work will continue and will support the statutory services' multi-disciplinary meetings held which will now include university representation.

#### **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 by the International Office. The International Office provides a Welfare and English Language and Study Skills Support Service to all international students. Members of the International Student Support Team use their knowledge of different cultures and their wide experience of the challenges that international students face in the UK, to offer the most appropriate advice and guidance.

Students accessing the Finance and Welfare Advisory Service are monitored by gender, disability, ethnicity and age as shown in the graphs which follow.





In addition, the Finance and Welfare Service administers the Financial Contingency Fund which is a sum of money given to the University by the Welsh Government to disburse to students who are suffering excessive financial hardship or an unexpected financial crisis.

### 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;
- Senior Counsellors offer consultation and advice to staff on counselling related matters.

#### **7.5.4 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.

#### **7.5.5 Career Development Services**

##### Employability and Careers

During 2014-15 plans were put in motion to establish a new Employability Directorate within the University, with a view to Career Development Services (CDS) moving out of Student Services. The fundamental purpose of this change was to put students' employability at the heart of their experience; changes resulting from this will be reflected in the 2015-16 report. The Careers Education service places a great deal of emphasis upon supporting Schools to deliver careers education and other employability activities within the curriculum. This brings careers provision directly to those students who might be reluctant to seek support or have difficulty in accessing extra-curricular employability activities. Making careers education part of the assessed curriculum encourages these students to identify career goals, research options, make plans to improve relevant skills and experiences and apply for opportunities from a sound basis while still at University. 2,659 students from four Schools took part in this embedded careers education in 2014-15, down from 2,903 in 2013-14 (a reflection of a change in structures in Cardiff School of Sport). In addition, 110 (up from 96) extra-curricular workshops were provided, across all campuses, with 2,501 individual students taking part (total attendance 3,005).

Work experience is an important part of the development of employability skills for all students, but is of particular help to those who lack the social and employment skills and networks essential to obtain graduate jobs. CDS staff have been working with Schools to support new working practices, including the introduction of CareerHub management software to increase Schools' capacity to manage credit-bearing work placements. All full-time undergraduate students are now offered that opportunity and it is intended that the new systems will enable greater take-up.

One-to-one career advice and guidance was offered to students and graduates through a variety of media; face-to-face, by phone or e-mail. Statistics for this reporting period are not reliable, as they were

part of a pilot period with new software (CareerHub). Work is underway to ensure that monitoring fields are brought into the system to provide more detailed reports.

Both careers education and guidance interventions are available through the medium of Welsh.

#### **7.5.6 Complaints**

The University has a well-established complaints procedure and an annual report reviewing performance is presented to various Boards and Committees annually. The purpose of the review and analysis 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 report is based on formal and informal complaints addressed through the Dean of Students and Complaints Officer.

The total number of complaints received by the University has decreased by 16.92% (a difference of 11 complaints) in 2014-15. This year, there have been less formal and less informal complaints recorded. The number of formal complaints recorded has dropped from 7 to 5, continuing a decrease since 2011, possibly reflecting improved early handling of issues in Schools and Units. The number of informal complaints recorded has decreased to 49 in comparison with the last academic year in which 58 were received, continuing a decrease per student head enrolled at 0.26% of the student population (0.28% 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.

Data relating to the protected characteristics of gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, and sexual orientation were not collected in 2014-15.

### **7.6 Learning and Teaching**

#### **7.6.1 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 the assessment workshop and the workshop on transition. There have not been any significant changes to these over the last year.

The Welsh medium project is complete, and has been presented to L&T Board, and the findings disseminated to staff and students. It examined students' and staff's challenges around Welsh medium education, in particular the transition of students from Welsh medium schools to English medium courses in higher education, and the challenges for students and staff in courses taught through the Welsh medium.

Internationalisation of the curriculum and sustainability in the curriculum continue to be key themes in the Learning, Teaching and Assessment Strategy, and both are aligned with equality and diversity objectives, and both serve to provide staff development as an integral aspect. Two evaluation tools were developed and these have been used for a base line data gathering exercise of all programmes in the University. The results were reported recently to the L&T Board, and were pleasing with almost all programmes providing evidence of some engagement with internationalisation and sustainability.

### **7.6.2 Analysis of Student Satisfaction with Learning and Teaching**

The National Student Survey (NSS) is a satisfaction survey that is completed by final year undergraduate students. It consists of questions related to the student experience in the areas of teaching, assessment and feedback, academic support, learning resources, personal development, organisation and management, and the Students' Union. The institutional Overall Satisfaction score in 2015 was 83%, a drop of 3% from 2014. Only 5 out of the 15 categories of demographics increased on their satisfaction scores since 2014: students whose domicile is outside of the EU, Ethnicity Asian students, Ethnicity Black students, Ethnicity Other students and Male students. The largest increases in Overall Satisfaction were in:

- Ethnicity Black 84% (increase of 7%, sample of 61 students)
- Ethnicity Other 83% (increase of 8%, sample of 54 students)

EU student satisfaction remains above the institutional score, however this year it dropped by 12% to 88%.

Three categories had an overall satisfaction score lower than the institutional score:

- Female students 82% (- 5%)
- Specific Learning Disability 78% (- 7%)
- Other Disability 67% (- 13%)

Male student satisfaction was 3% higher than female student satisfaction at 85%. In 2014, female satisfaction was higher than male satisfaction. It should be noted that in 2015 both male and female



response rates increased, closing the gap between the two with females at 78% (67% in 2014) and males at 72% (57% in 2014), however, the data is not significantly different.

Both mature students and young students gave a satisfaction score of 83%, in-line with the institutional score, however this was a drop in satisfaction for both student age groups since 2014.

### **7.6.3 Destinations of Leavers from Higher Education**

Career Development Services carry out the annual survey of Destinations of Leavers from Higher Education. There was an 80.8% return from the target population for the survey of those students who had left the University at the end of the 2014 academic year. The following are examples of data relating to protected characteristics (with UK equivalents where comparable data are available.)

The information available shows that the unemployment rate for disabled students (UK students only) has risen, following a fall over the previous two years. For 2014 leavers the rate was 5.88% (4.47% in 2013) compared with 4.25% for leavers with no declared disability.

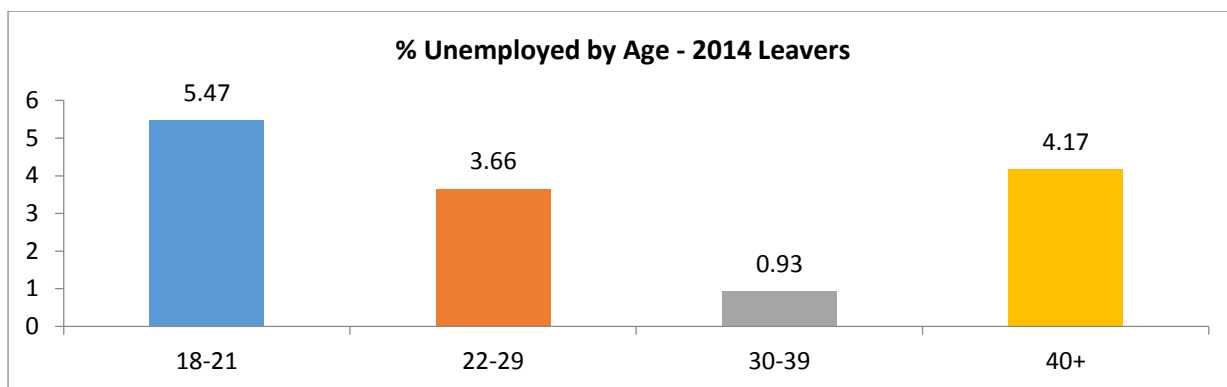
With regard to the gender split:

- The gap between male and female unemployment rates continues to close (5.14% and 3.91% respectively, compared with 6.94% and 4.33% for the equivalent UK population.)
- Men were again more likely (though only slightly – 9.17% female, 9.93% male) to be in full-time study.
- Although women are more likely to be in paid or unpaid part-time work (13.86%), the gap remains quite small, with men at 11.68%. This is close to the UK pattern, with 13.28% for women and 10.34% for men.

The average salary for a 2014 UK/EU Cardiff Met leaver in full-time work was £21,657. For men (414 respondents) this was £22,751 and for women (696 respondents) it was £20,571. Both men and women are more likely to be in the lower salary bands than the UK average.

While White graduates (UK Nationals) saw an increase in their rate of unemployment from 3.55% to 4.36%, Non-white graduates saw a decrease from 7.14% to 4.82%, narrowing the gap from 3.59% to a negligible 0.46%. White graduates were still more likely to be in full-time work (60.64% White, 53.01% Non-white), while Non-white graduates were more likely to be in full-time study (9.2% White, 12.65% Non-white).

Following an unusual pattern of performance by age in 2013, the picture for 2014 leavers has returned to a more predictable pattern, as shown in the following chart.



### 7.7 International Office

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

EU funded projects facilitate access to students who would not otherwise be able to study in the UK. Cardiff Met's overall funding is circa €27 million, with a portfolio of:

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

In addition to this The International Office has received additional funding through Erasmus+, (EU and International Credit Mobility) for students to undertake study/traineeship mobilities and for teaching and training staff to mobilise to a wide range of countries within Europe and Internationally.

The EU funded projects are advertised and promoted to all students and staff, including those from disadvantaged backgrounds, those with disability, those who require special needs support and those who might belong to a vulnerable and/or socio-economically disadvantaged category), in order to ensure that the opportunities to study/train/teach abroad are fair and transparent and available to all.

In 2014, the University was ranked top in the UK for the 5th year in a row for overall international student support in the International Student Barometer (ISB) Survey conducted by IGraduate. The University also excelled in: International Office and Welfare support, Accommodation Office, learning support, IT Support and employability prospects. 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. 171 universities worldwide in 13 countries and 53 in the UK took part in the latest survey. The next survey will be rolled out in the academic year 2014/2015 with feedback available in the spring 2016.

### **7.8 The Student Experience - Conclusion**

The University 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.

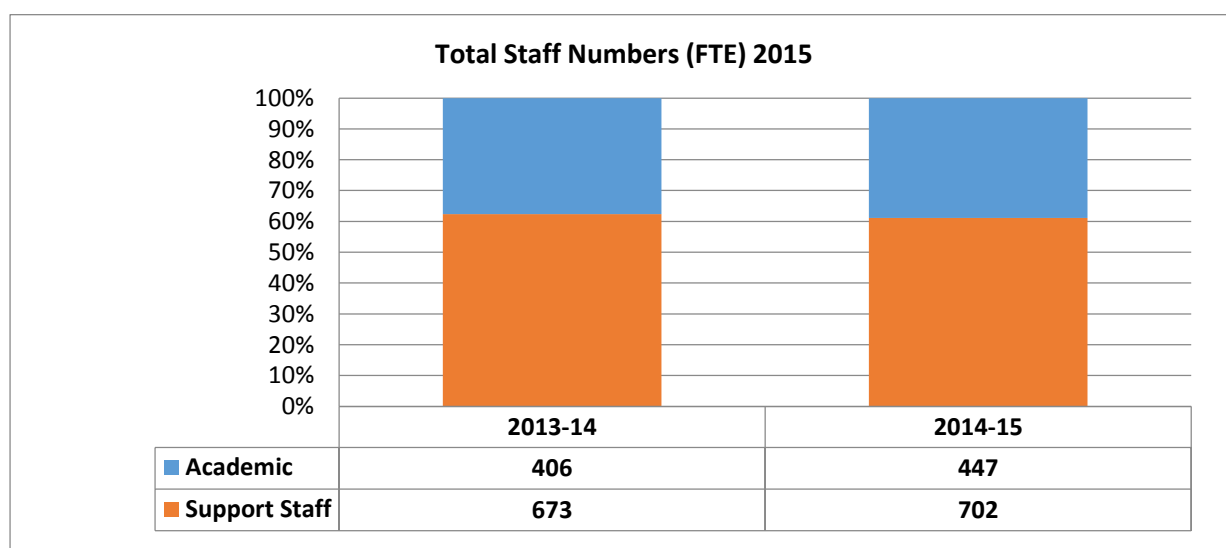
All of the above must be presented for each of the separate protected characteristics. The exception to this requirement is the data on job, grade, pay, contract type and working pattern, which must be broken down only in relation to women and men.

### 8.1.2 Staff Profile: the position at 31<sup>st</sup> March 2015

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 2015 were 1149 excluding hourly-paid lecturers and casual staff. Academic staff numbers (FTE) at 31 March 2015 were 447, support staff numbers (FTE) at 31 March 2015 were 702. In addition between 1 August 2013 and 31 July 2014 (HESA data capture period) there were circa 31 FTE hourly paid lecturers and circa 51 FTE casual employees. The previous period was 25 FTE and 39 FTE respectively. There has been an increase in both academic and support staff FTE since the previous reporting period.

The head count of permanent and fixed term staff is currently 1332. This increases to 1912 when hourly paid lecturers and casual staff are included. 54% of new positions in the 12 months ending 31 March 2015 were fixed term.



The Cardiff Metropolitan University gender profile for permanent and fixed term staff was 58% female and 42% male as at 31 March 2015. This is consistent with the corresponding period in 2014.

### Turnover

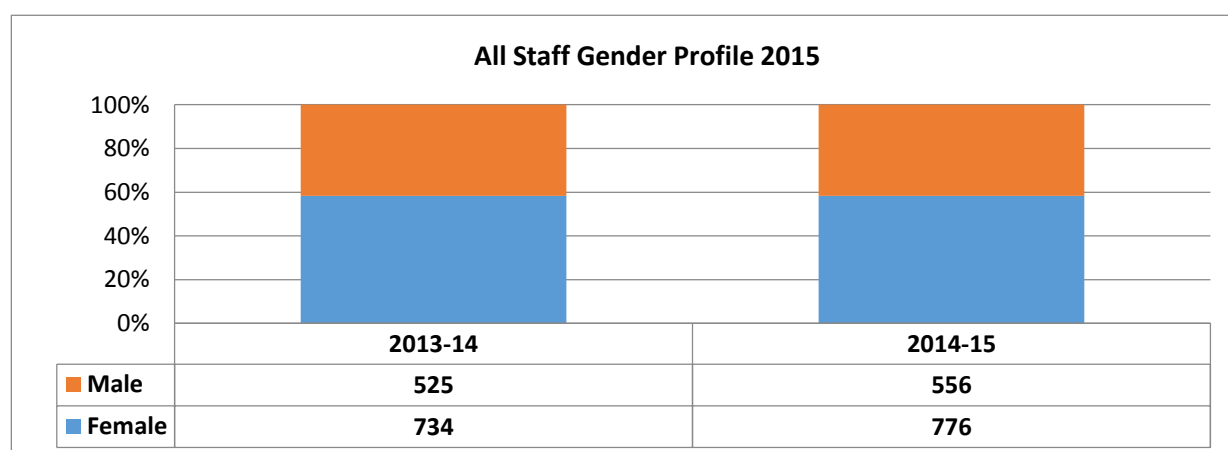
The overall staff turnover figure for the year 12 months ending 31 March 2015 was 10%; this is relatively consistent with the corresponding period for 2014. Turnover for the year ending 31 March 2015 remains relatively low.

Turnover	31/03/14	31/03/15
Staff Turnover	9.3%	10%
Academic Staff Turnover	7.7%	9%
Support Staff Turnover	10.2%	11%

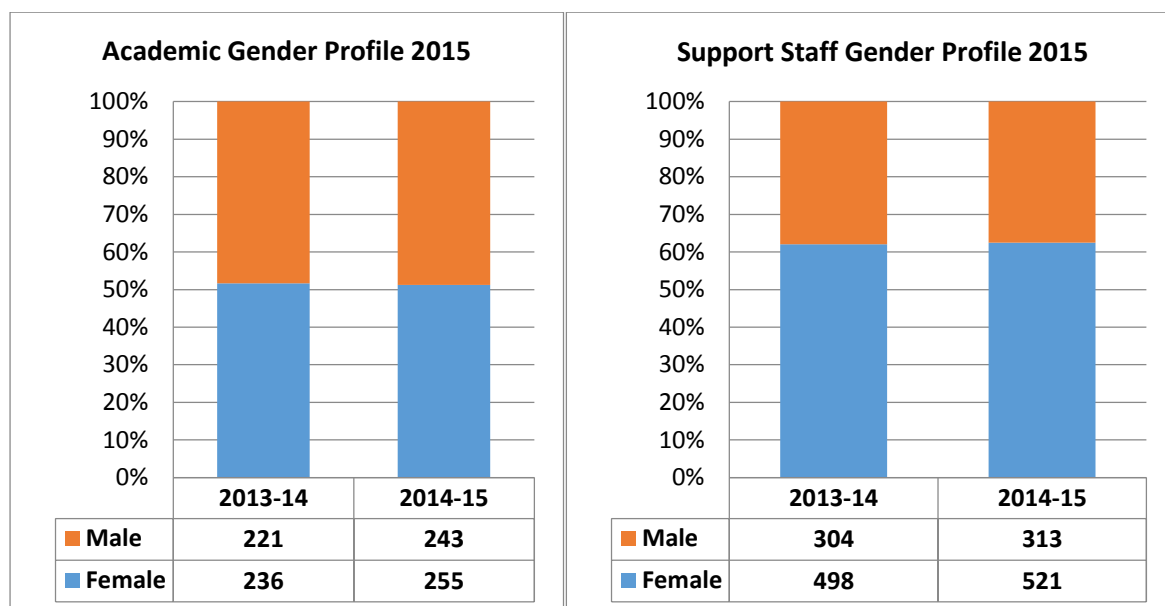
The academic staff turnover figure for the year 12 months ending 31 March 2015 was 9% (this is based on academic leavers during the 12 months preceding the 31 March 2015 against the total number of academics employed at the end of this period). This is an increase with the corresponding period for 2014, however remains relatively low. The support staff turnover figure for the year 12 months ending 31 March 2015 was 11% (this is based on support leavers during the 12 months preceding the 31 March 2015 against the total number of support staff employed at the end of this period). This is slightly higher than the corresponding period for 2014 but again remains relatively low.

### Gender

The Cardiff Metropolitan University gender profile for permanent and fixed term staff was 58% female and 42% male as at 31 March 2015. This is consistent with the corresponding period in 2014



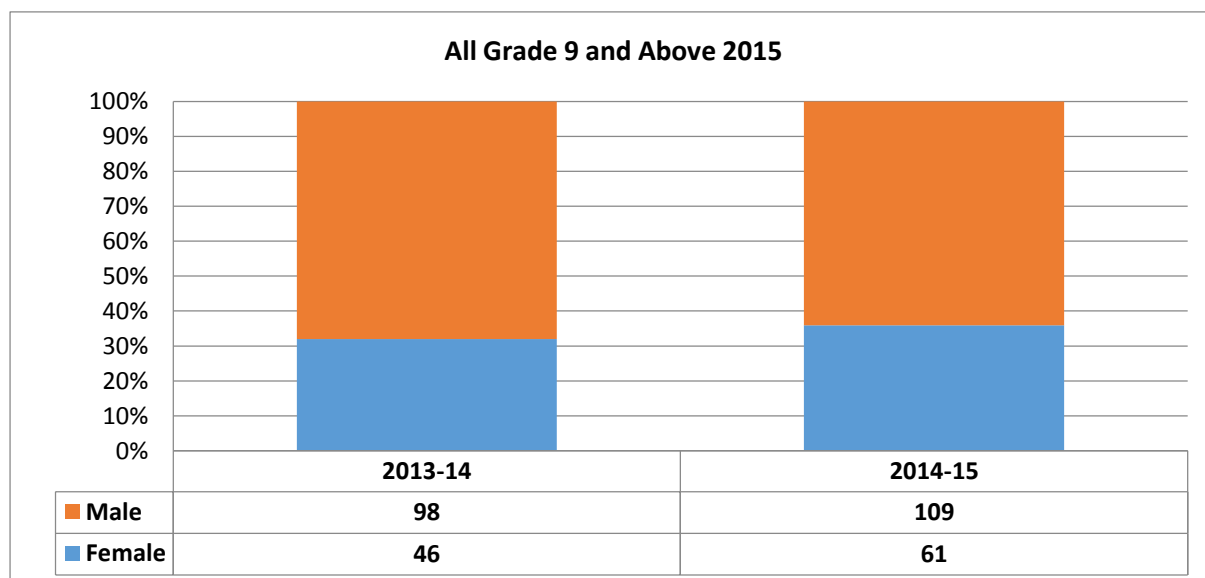
The academic staff gender profile as at 31 March 2015 was 51% female and 49% male. This is consistent with the corresponding period in 2014.



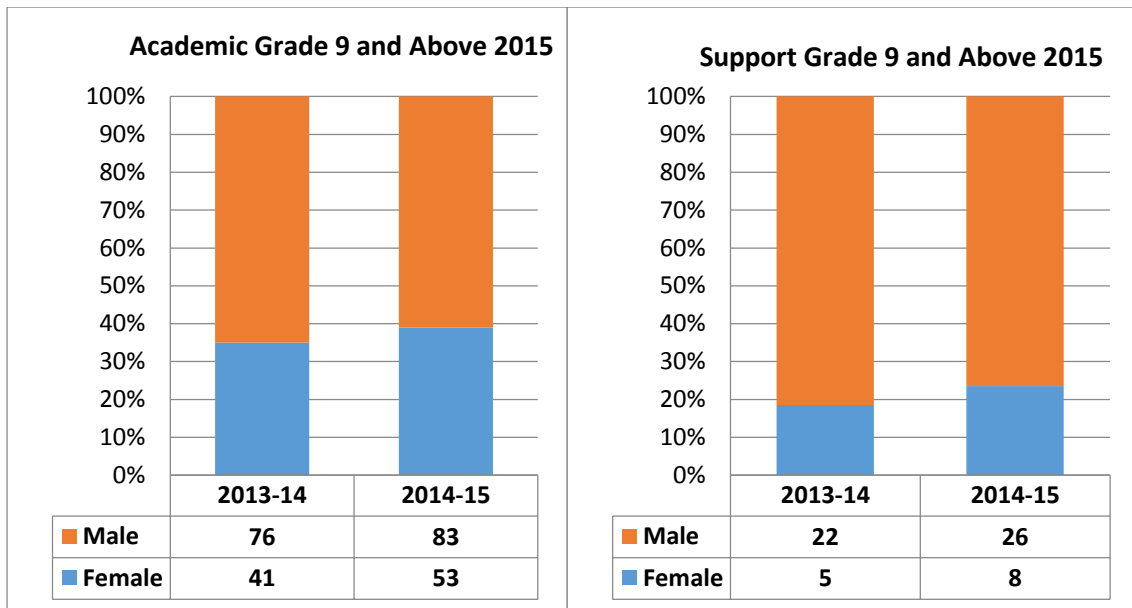
The support staff gender profile as at 31 March 2015 remains constant at 38% male and 62% female.

### Pay

Among the staff group earning £51,702 or more (grade 9 and above) the gender split was 64% male and 36% female as at 31 March 2015.



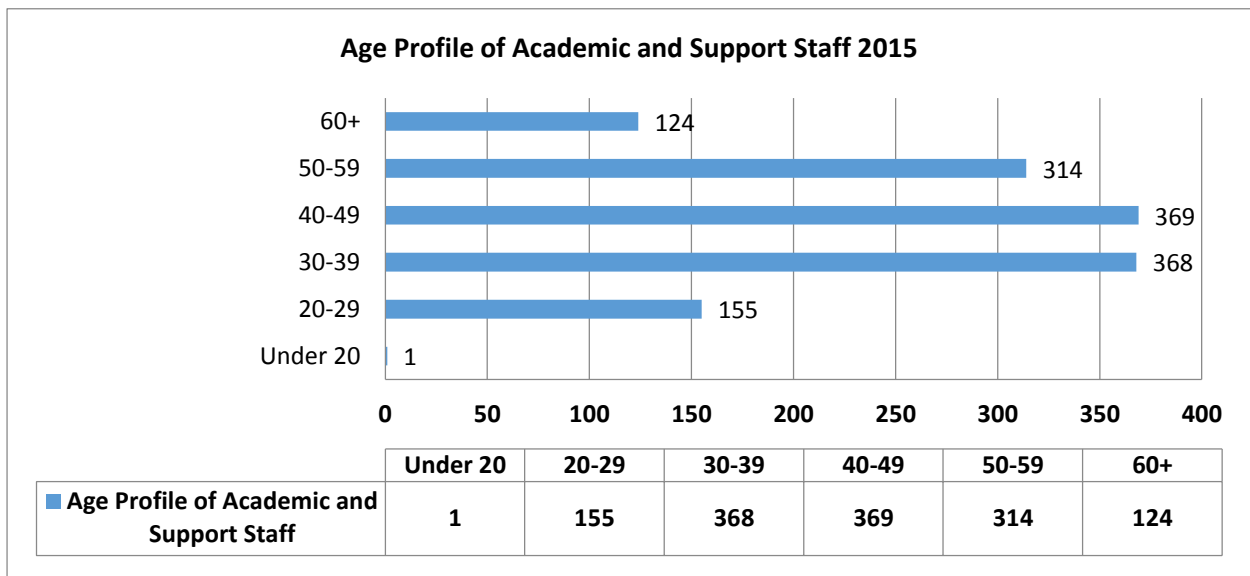
Among the academic staff group earning £51,702 or more (grade 9 and above) the gender split was 61% male and 39% female. The percentage of females in this group has increased from 35% in 2014.



Among the support staff group earning £51,702 or more (grade 9 and above) the gender split was 76% male and 24% female. It should be noted that the sample size in this category is considerably smaller than the academic sample, however the percentage of females in this group has increased from 19%.

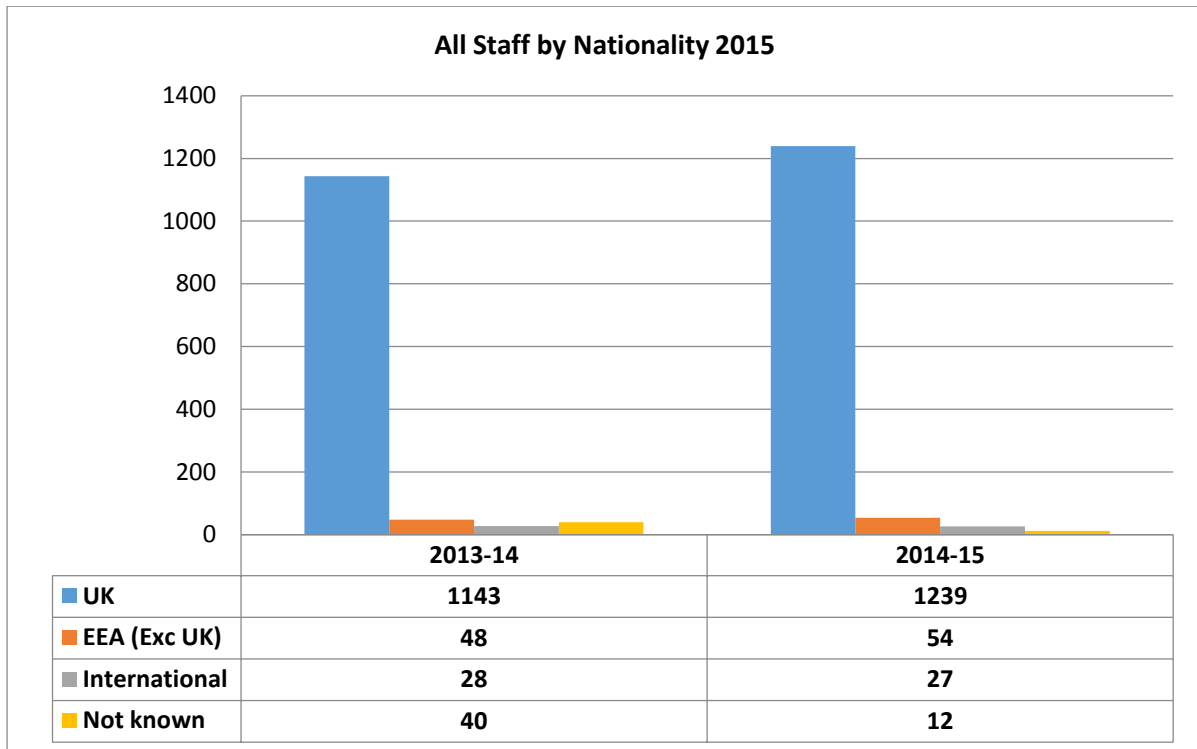
### Age

The majority of staff are within the 30-39 and 40-49 age brackets, with a significant number over the age of 50.

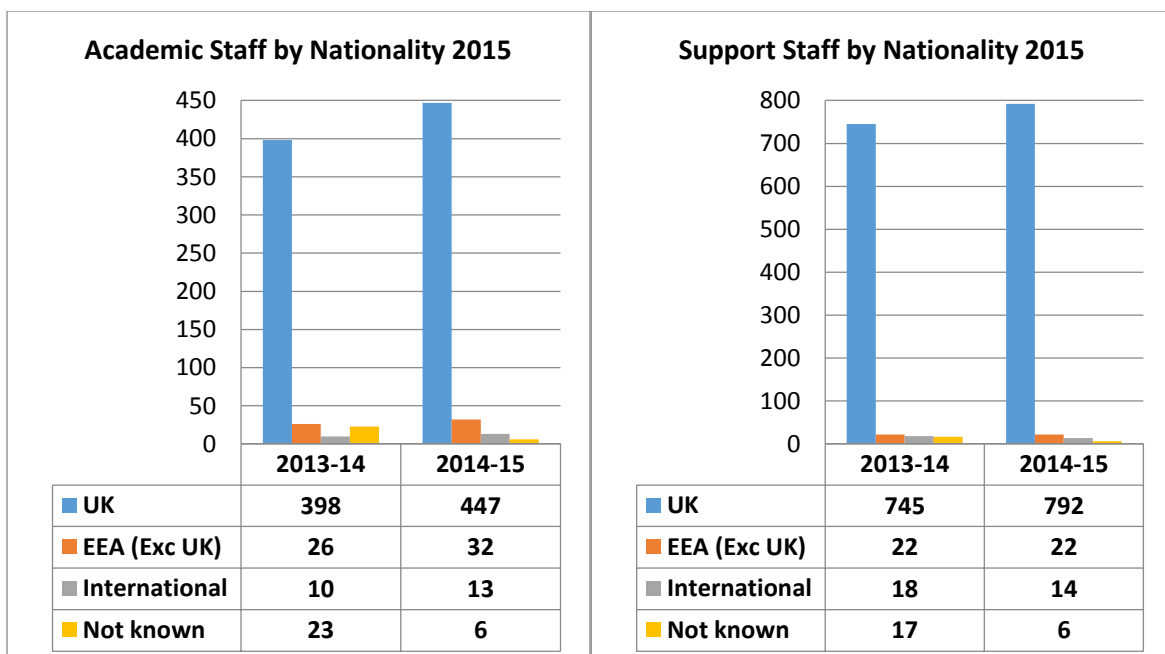


## Nationality

The nationality of all Cardiff Metropolitan University's staff excluding casuals and HPLs ending 31 March 2015 is shown below.



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





## Ethnicity

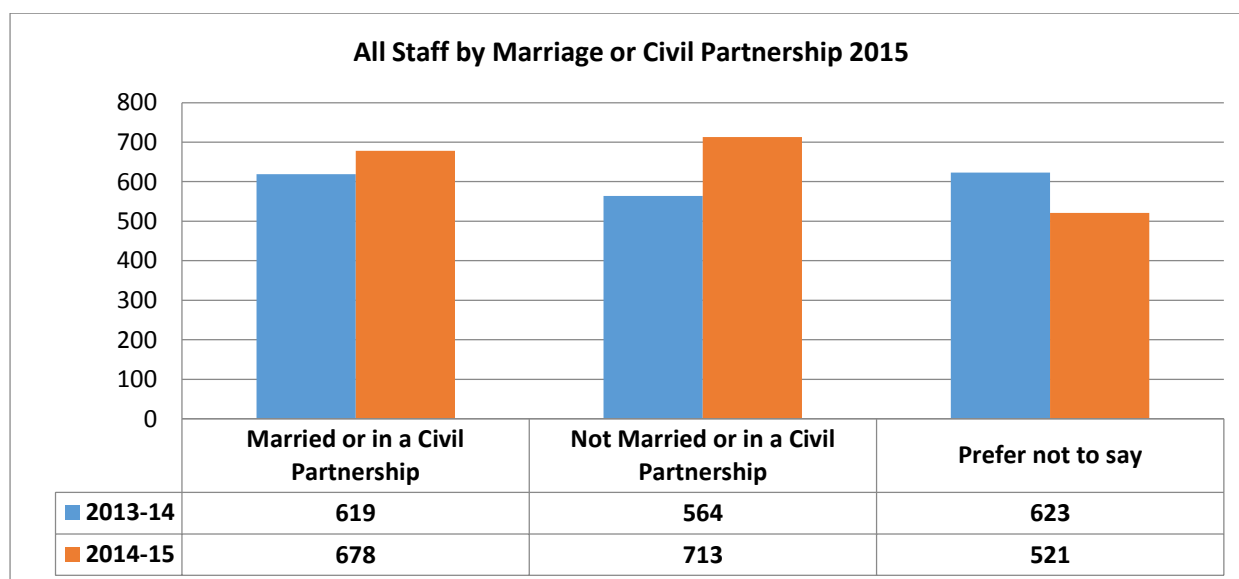
As at 31 March 2015 circa 5.5% of Cardiff Metropolitan University's staff (including hourly paid lecturers and casual employees) are from a recognised ethnic minority (using census and HESA categories). This is consistent with the corresponding period for 2014.

<b>Ethnic Minority Staff</b>	<b>31/03/14</b>	<b>31/03/15</b>
% of staff from a recognised ethnic minority	5.4%	5.7%
% of academic staff from a recognised ethnic minority	5.9%	6.6%
% of support staff from a recognised ethnic minority	6%	5.6%

Currently the percentage of permanent and fixed term academic staff from a recognised ethnic minority (using census and HESA categories) is 6.6%. This is relatively consistent with the corresponding period for 2014. Currently the percentage of permanent and fixed term support staff from a recognised ethnic minority (using census and HESA categories) is 5.6%. This is relatively consistent with the corresponding period for 2014.

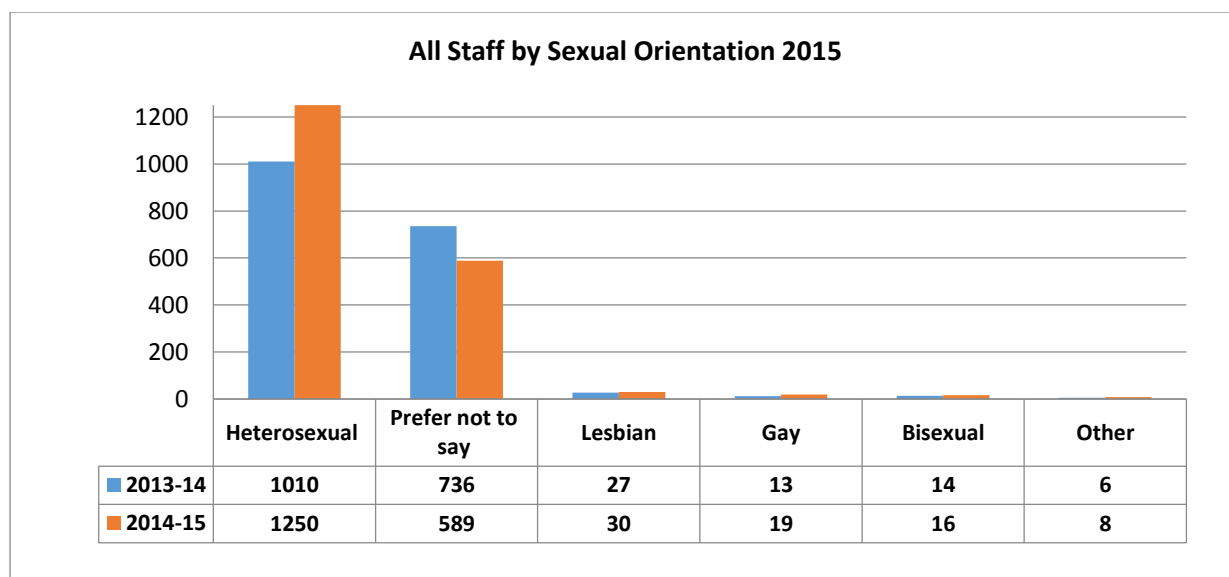
## Marriage or Civil Partnership

As at 31 March 2015, 36% of staff (including hourly paid lecturers and casual employees) were married or in a civil partnership, 37% were not married or in a civil partnership and 27% of staff preferred not to say.



## Sexual Orientation

The University's sexual orientation profile illustrates that as at 31 March 2015 65% of staff (including hourly paid lecturers and casual employees) were heterosexual, whilst just over 1.5% were lesbian, 1% were gay men, just over 0.8% were bisexual and less than 0.5% declared their sexual orientation as other. 31% of staff selected not to declare their sexual orientation.



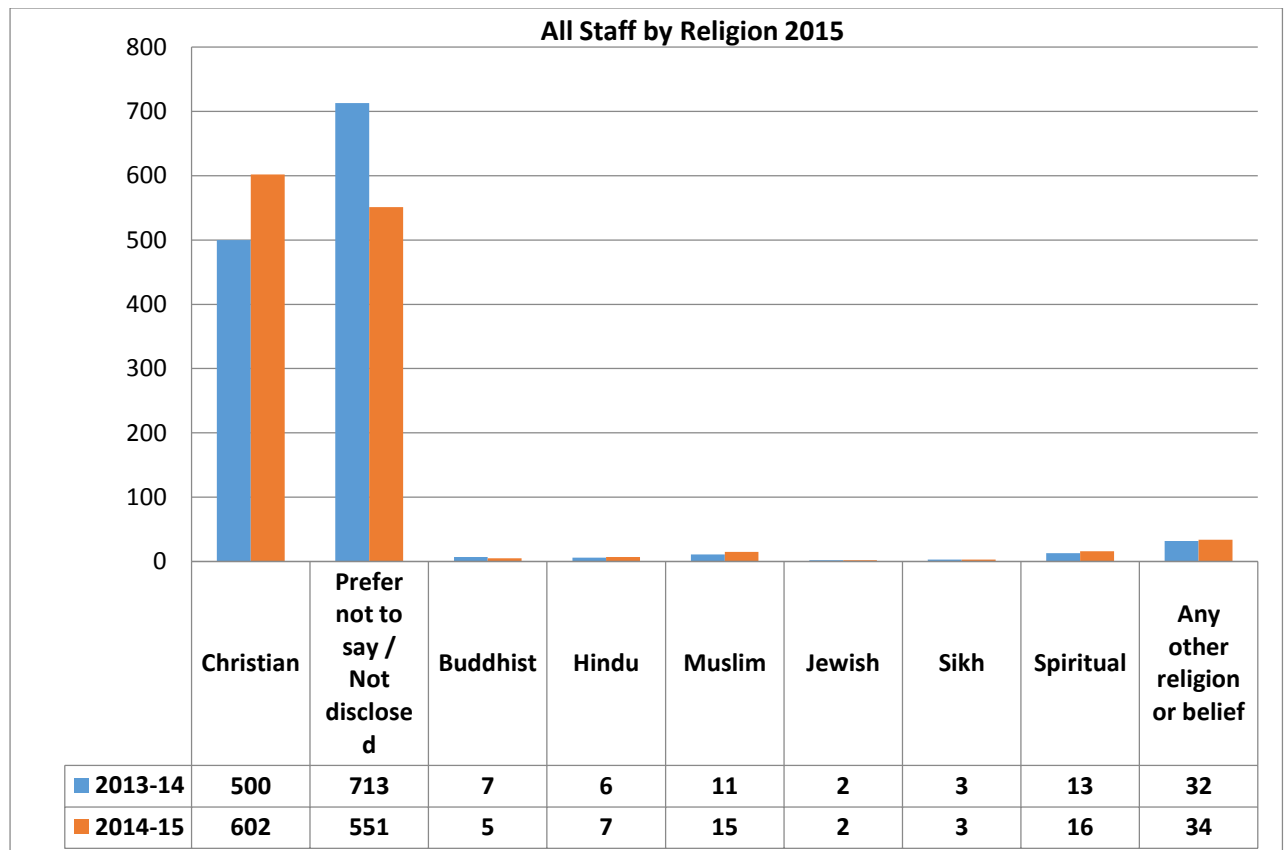
## Welsh Language

As at 31 March 2015 staff (including hourly paid lecturers and casual employees) declared the following Welsh Language competencies:

Ability (all staff)	31/03/14	31/03/15	31/03/14	31/03/15	31/03/14	31/03/15
	A Little	A Little	Fairly Well	Fairly Well	Fluently	Fluently
Welsh - Reading	15%	18%	3%	3%	3%	5%
Welsh - Speaking	17%	20%	2%	3%	3%	5%
Welsh - Understanding	20%	22%	3%	3%	4%	5%
Welsh - Writing	12%	13%	2%	3%	2%	4%

## Religion or Belief

As at 31 March 2015 approximately 29% of staff preferred not to say what religion or belief they held. Approximately 31% of staff are Christians and 35% of staff have declared that they had no religion. In addition to these two main categories the figures illustrate that the University also employs individuals with a number of other religions and beliefs.



## 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 2015, 24 individuals were on maternity leave.

## Tribunal Applications

There was one employment tribunal case lodged in the 12 months up to 31 March 2015.

## Employee and Industrial Relations

The number of employee relations cases completed in the 12 months up to 31 March 2015:

<b>Employee relations cases</b>	<b>31/03/14</b>	<b>31/03/15</b>
Disciplinaries (including Unsatisfactory Performance)	2	2
Grievances	3	1
Regrading Appeals	0	0
Bullying & Harassment	4	1
Capability Ill Health	2	1
Redundancy Appeals	0	0
Investigations/Hearings during probation	0	1
Disciplinary Investigations not progressed to hearings	4	1
Other Investigations	0	0

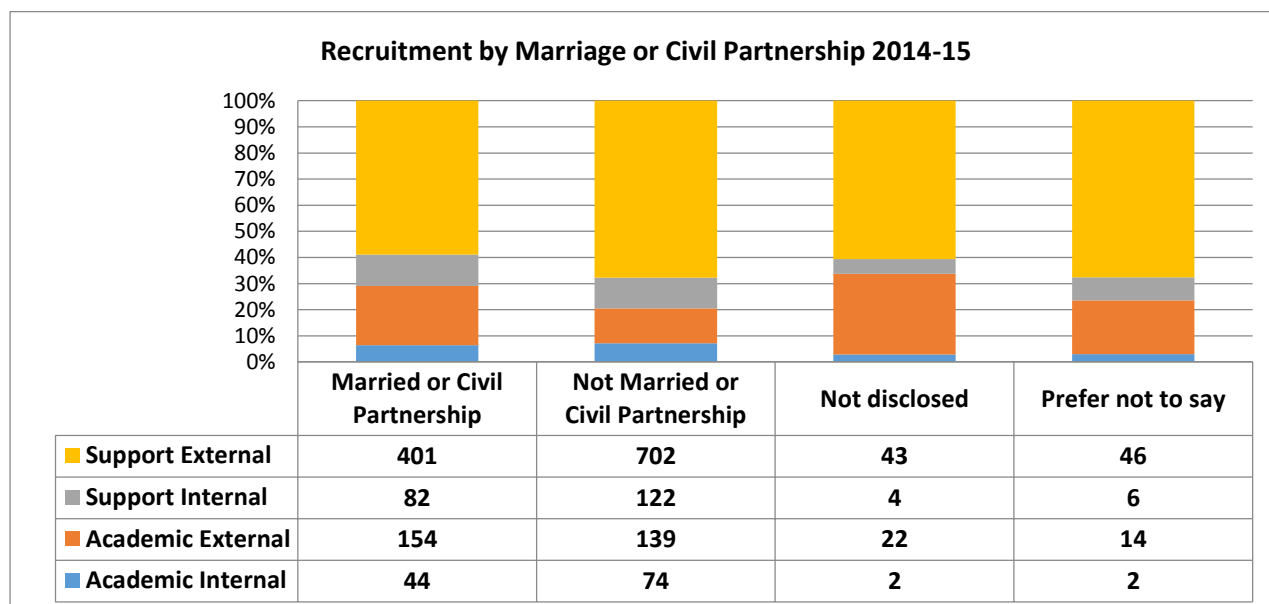
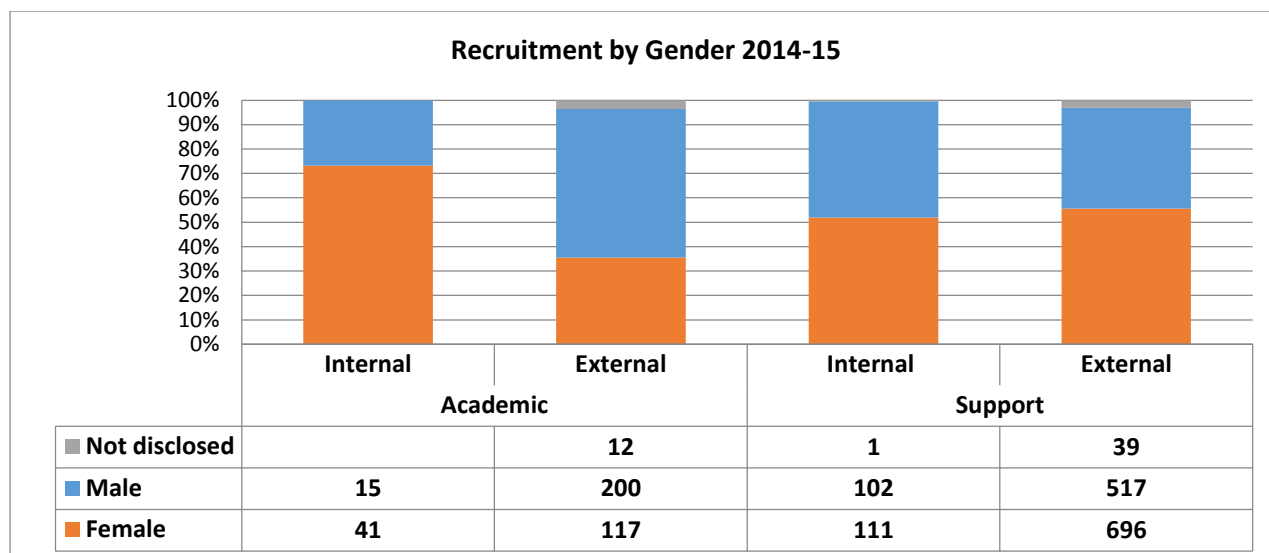
## Disability

As at 31 March 2015, 7.2% of Cardiff Metropolitan University's staff (including hourly paid lecturers and casual employees) have declared a disability. This is relatively consistent with the corresponding period for 2014.

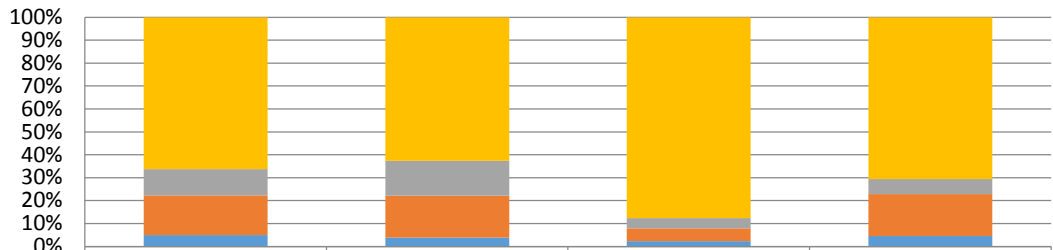
	<b>31/03/14</b>	<b>31/03/15</b>
<b>Percentage of staff declaring a disability</b>	7.5%	7.2%

## 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 39 academic posts (21 internal and 18 external) and 128 support posts (51 internal and 77 external) advertised. In total there were 397 applications made for academic posts (68 internal and 329 external) and 1,463 applications made for support posts (213 internal and 1,250 external).

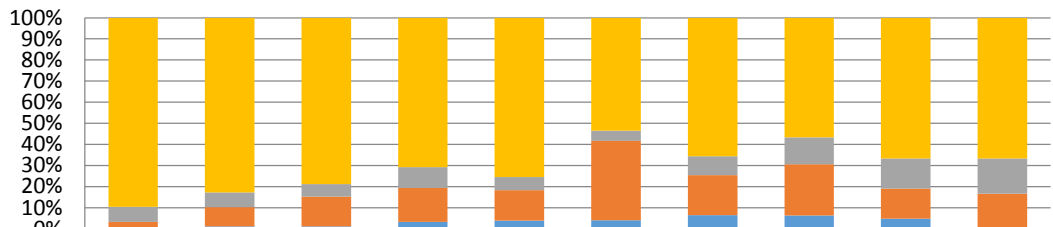


**Recruitment by Disability 2014-15**



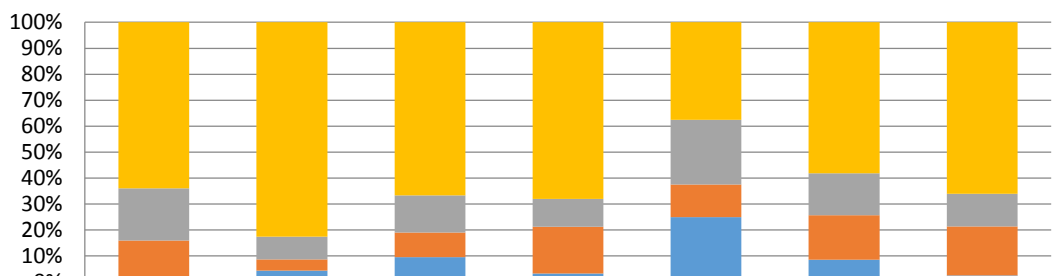
	No Known Disability	Disability Disclosed	Prefer Not to Say	Not Disclosed
Support External	1040	82	78	108
Support Internal	180	20	4	10
Academic External	272	24	5	28
Academic Internal	78	5	2	7

**Recruitment by Age 2014-15**

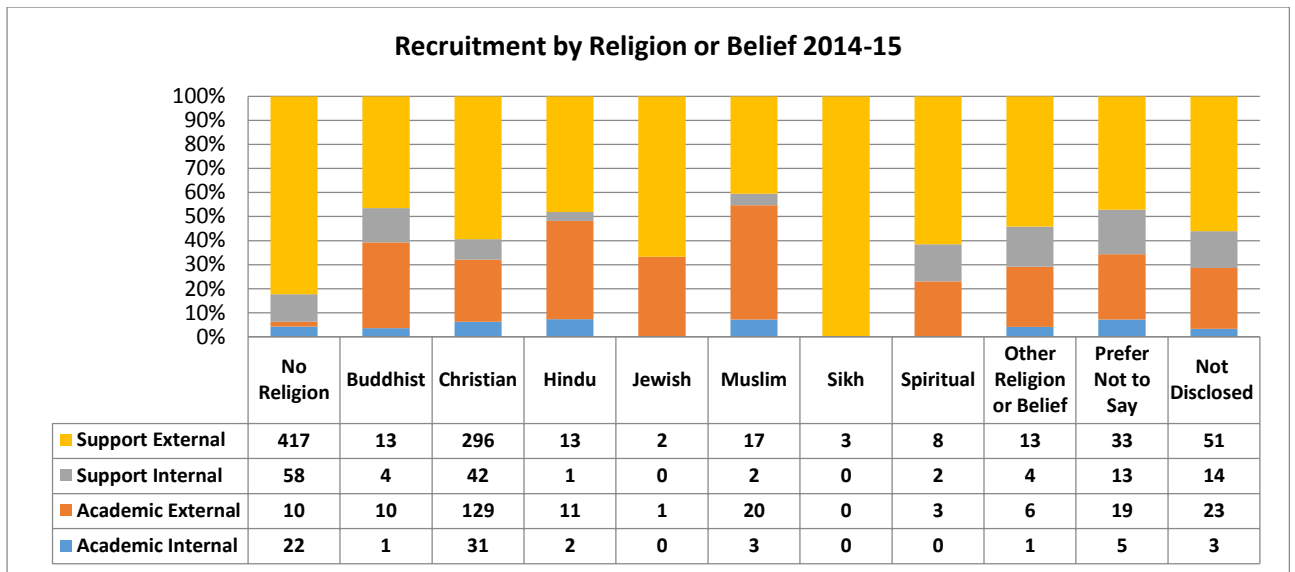


	25 and under	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66 and over
Support External	600	488	371	216	194	175	103	63	14	4
Support Internal	47	41	28	30	16	16	14	14	3	1
Academic External	17	53	67	49	37	123	30	27	3	1
Academic Internal	5	7	5	10	10	13	10	7	1	0

**Recruitment by Sexual Orientation 2014-15**



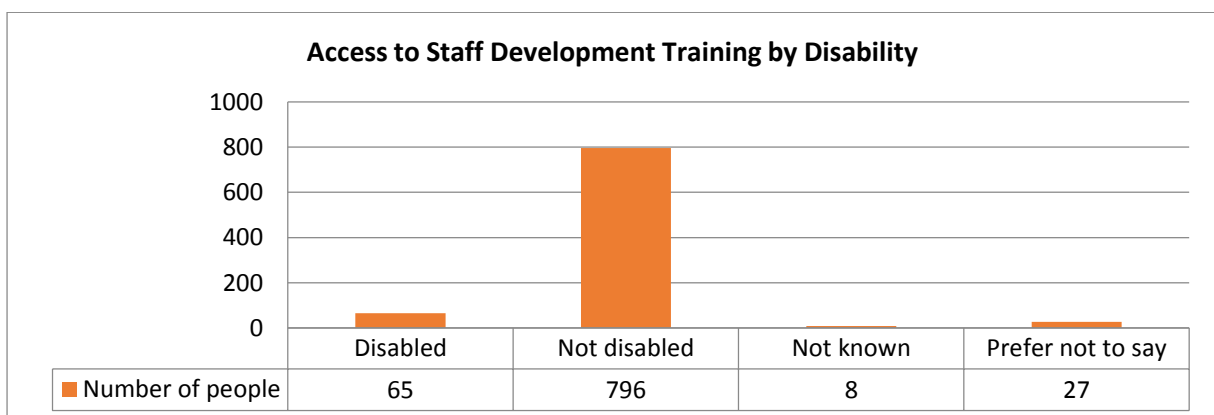
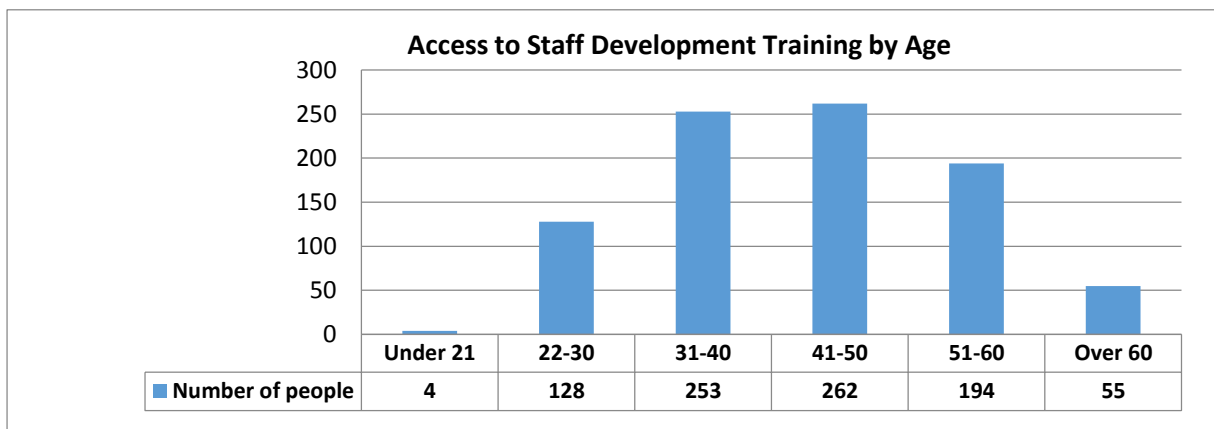
	Bisexual	Gay	Lesbian	Heterosexual	Other	Prefer Not to Say	Not Disclosed
Support External	16	19	14	1033	3	61	105
Support Internal	5	2	3	164	2	17	20
Academic External	4	1	2	273	1	18	30
Academic Internal	0	1	2	50	2	9	4

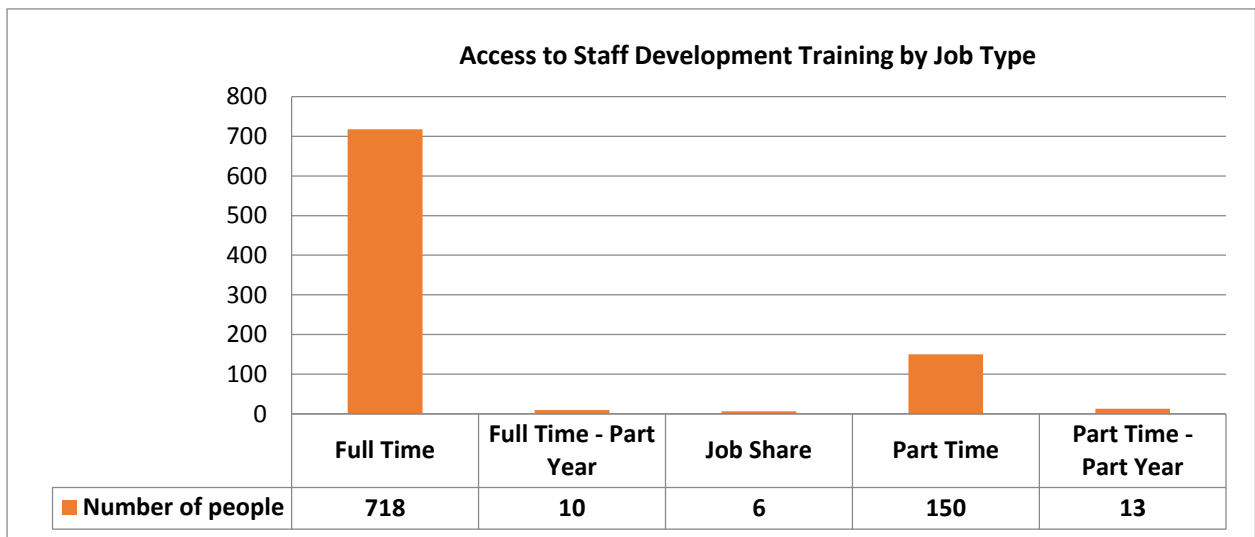
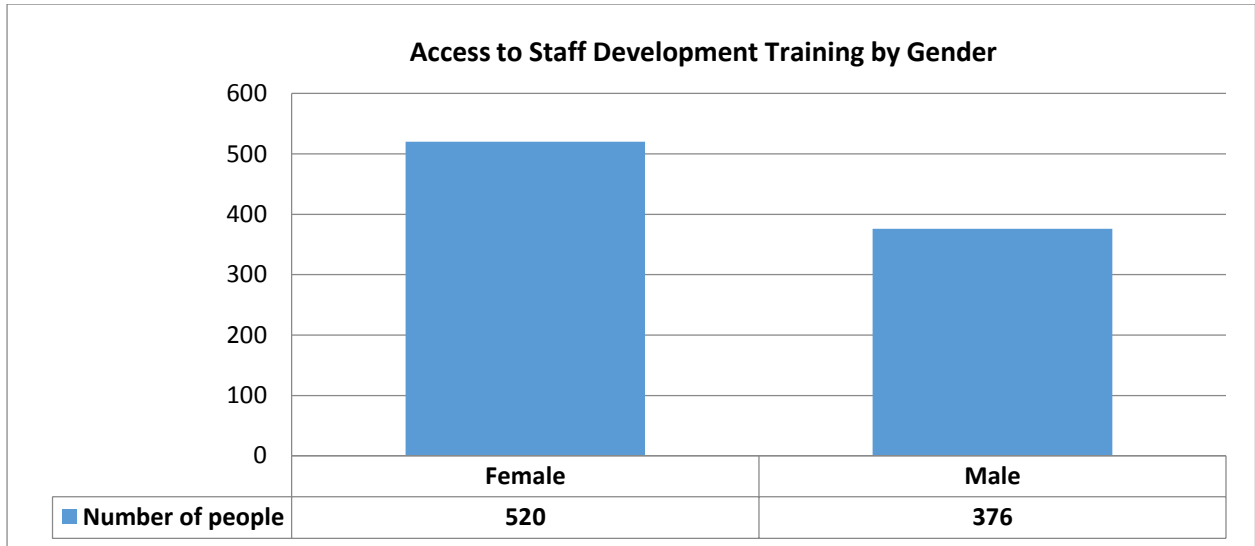


### 8.1.3 Staff Learning and Development

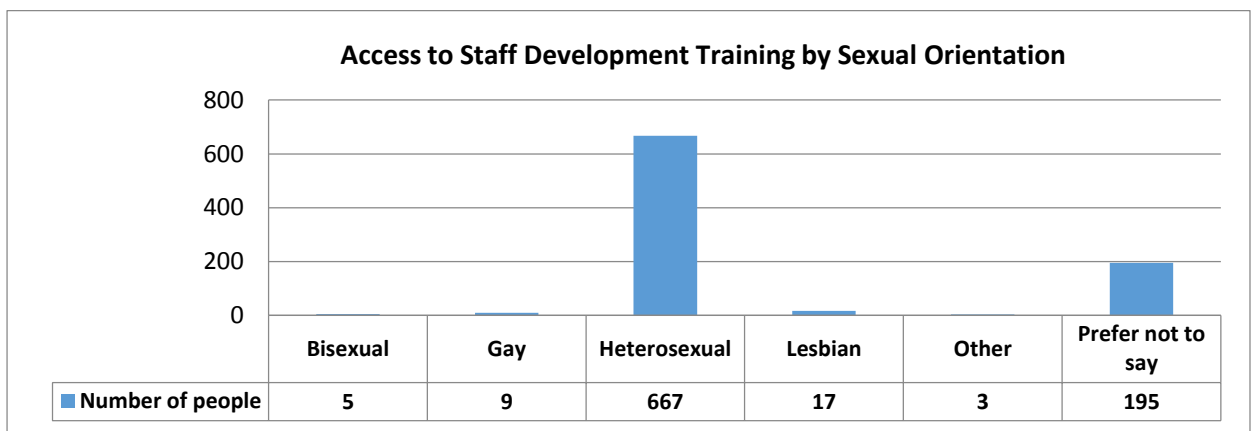
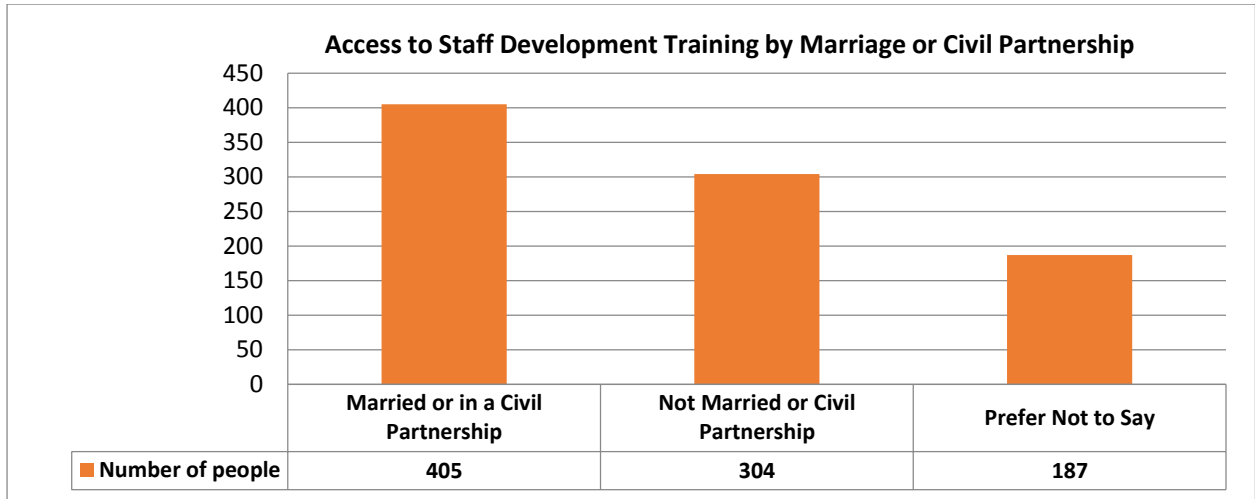
Access to staff development activity is currently monitored by gender, disability, ethnic origin, sexual orientation, religion, age, marital status and job type. In order to preserve anonymity, the low numbers reported in relation to gender reassignment prevent us reporting publically.

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









## **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.