



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

2016/17

GOOD PRACTICE AT CARDIFF METROPOLITAN UNIVERSITY



Appendix II - Good Practice at Cardiff Metropolitan University

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Foreword

As Chair of Cardiff Metropolitan University's Equality and Diversity Engagement Group (EDEG) I am very pleased to present the following report on Good Practice at Cardiff Metropolitan University for 2016-17, covering the period April 1st 2016 – March 31st 2017.

Cardiff Metropolitan University is committed to promoting and implementing best practice in Equality and Diversity in order to provide a working and learning environment to enable both staff and students to reach their full potential.

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

Richard Walters, Chair of the Equality and Diversity Engagement Group

Board of Governors

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

Equality and Diversity Engagement Group

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, professional services, student services, the Welsh Language Unit, recognised trade unions and the Students' Union. The role of the EDEG is to identify, promote and encourage good practice and contribute to the monitoring of equality in the University. The Group is chaired by the Secretary and Clerk to the Governors and meets once every term. The EDEG reports through Management Board and to the Board of Governors through the Resources Committee.

Students' Union

The Students' Union continually strives to improve the equality and diversity provision for all students. By working in partnership with the University, a collaborative approach is being developed to enhance equality and diversity for the students. This year has seen some great progress made in this area, not least with the STAR Society's Equal Access Petition leading to the creation of the Sanctuary Award.

The Students' Union offers a range of services to promote equality and diversity for all students. The Union's [UMAX initiative](#) offers students the opportunity to attend free workshops delivered by external experts within industry. Workshops range from equality and diversity legislation and practice to promoting a positive image at an interview. These workshops are also part of the 'Cardiff Met Award' run by the Union, which provides students with the opportunity to enhance their personal skills and prepare them for life after university.

The Students' Union also supports a range of [student-led societies](#) which provide students with the opportunity to come together and share their views and experiences. The Lesbian, Gay, Bisexual and Transgender (LGBT+) and the Gender Equality society are two of our societies that support equality and diversity and welcome participation by all students. The Student Action for Refugees (STAR) Society successfully petitioned the University to create The Sanctuary Award, two postgraduate scholarships supported in partnership with the Students' Union. Part of the petition led to a change in policy that now allows refugee students to pay the same fees as home students.

2016/17 saw both the Students' Union and the University sign the Time to Change Wales pledge. The Students' Union unique action plan will be delivered to ensure that the Union works to challenge stigma in the workplace and support our staff and students.

Moving forward, the Students' Union is looking to increase the number of students participating in workshops and the number of societies and students engaged within the societies.

For the upcoming 2017/18 reporting period, the Students' Union will be expanding its representation structure with the addition of six Part Time Officers who will specialise in areas that strengthen the Union's representation portfolio. One position will be a dedicated part time Equality and Diversity Officer, dealing with any student issues brought to the Students' Union relating to Equality and Diversity, while also meeting frequently with the University's Civic and International Equality and Diversity Officer.

Student Support (Student Services)

Disability Services

The University provides a wide range of services for disabled students, coordinated by the Disability Service within Student Services. The Disability Service advises disabled students on the assistance available to them and advises colleagues regarding appropriate reasonable adjustments. This activity involves providing advice and information, assessing students' needs, undertaking any necessary

liaison with external bodies to establish support, coordinating and implementing specialist support, advising on academic adjustments and monitoring, and reviewing and evaluating the effectiveness of the support provided throughout the student's period at the University. Provision of support is coordinated in conjunction with appropriate Schools and Units to ensure a coherent, consistent and holistic approach.

Before the start of the 2017/18 term, the Disability Service Team ran its third Transition Event for first year students with Autism /Asperger Syndrome to help them prepare for life at university. As in 2016, these students stayed on campus overnight, participated in mock lectures and received campus orientation. The students were introduced to support services at the University along with specialist support partner organisations. All students who participated in this event in 2016 are still enrolled in the university, and it is hoped that this trend will continue in the coming years.

Finance and Welfare Advisory Service

As well as providing generic financial and welfare advice and guidance to hundreds of students every year, the Finance and Welfare team also focus support on care leavers, young carers, estranged students and young mothers and pregnant students to facilitate equality of access to their learning and student experience. The Hardship Fund was administered again via the team in 2017/18 and in particular providing emergency awards for students whose loans had been delayed at the start of the academic year, thus ensuring these students continued with their studies.

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, with over 500 students making such requests before. 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;
- Supervised Placements for Trainee Counsellors undergoing their Counselling Qualifications and training;
- Consultation and advice by Senior Counsellors to staff on counselling related matters.

Health Service

Cardiff Metropolitan University's Campus Nurse provides a confidential drop-in service for help and advice on all matters of health and well-being on the Cyncoed campus. They also offer an excellent front-line service for distressed students.

Careers Service

Since the student consultation project in January 2016, the Careers Service has undergone a radical transformation leading to a significant change in the way we engage with our students. Offices within the Careers Service have been modernised and re-located to be more visible and accessible with the Careers

Services doors now open all day every day on both campuses. Consequently, over 1,200 students have had one-to-one careers support through booked appointments or drop-ins. Careers Consultants are now school specialists offering tailored support and have delivered 202 in-curriculum and extra-curricular workshops involving over 4,500 students.

Furthermore, the newly established Employer Engagement team has significantly improved the Careers Services portfolio of career events. This academic year, eight careers fairs and two Career Open Days have been run, attracting over 1800 students and 142 employers. This has enabled the Careers Service to invite a more diverse range of employers onto campus, giving students more opportunities for exploring career options and broadening horizons. As part of the services drive to enhance digital engagement, it has significantly increased its online job search opportunities via CareerHub, and has plans to continue this trend by redeveloping the website and careers e-module over the next twelve months.

This year has also seen the newest iteration of the GO Wales – Achieve through Work Experience programme, a European Social Fund initiative to address inequalities students face in the job market. The GO Wales programme supports students from a BME background, those with disabilities, care responsibilities or from low higher education participation neighbourhoods. The programme provides eligible students with access to tailored, flexible work experience and the support and coaching of an adviser for improved employability outcomes after graduation. With a drive towards data-led decision-making and a return to the Student Services directorate, the Career Service hopes to build on these successes and continue to improve the student experience.

Learning and Teaching

Equality and diversity is embedded in all aspects of learning and teaching across the University, including the new Learning, Teaching and Assessment Strategy 2015-20, and the UK Professional Standards Framework which drives all of the academic development work, including workshops targeting academic staff run by the Learning and Teaching Development Unit. Specific workshops addressing equality and diversity in the curriculum are also run every year, and particularly address internationalisation of the curriculum, and gender and sexuality in the curriculum.

Academic Staff Development

Equality and diversity pervade all workshops for the PgC Teaching in Higher Education (a requirement for all new staff with limited teaching experience) run by the Learning and Teaching Development Unit. In particular equality and diversity issues feature in the assessment workshop, the workshop on transition, and workshops on internationalisation and sustainability which continue to be themes in the Learning, Teaching and Assessment Strategy. The internationalisation and sustainability workshops have been augmented recently by the positive practice gained from the data from the two respective evaluation exercises to gauge engagement with these across the university.

A project was also undertaken recently to augment the academic practice development materials available to link tutors and moderators who visit our collaborative partner universities. This ultimately has an impact on the student learning experience of students in our Trans-national provision.

Analysis of Student Satisfaction with Learning and Teaching

Following the results from the National Student Survey (NSS) in 2016, a number of enhancements were put in place, including Institutional, School and Programme based enhancements. For 2016/17, Learning and Teaching introduced the new 'Have Your Say' student voice campaign, which promoted the range of student voice mechanisms available across the institution, as well as an approach to providing feedback to students based on survey responses or other mechanisms on a termly basis. This tied into the new approach for Surveys promotion launched in January 2017, which saw increased response rates in NSS, higher response rate in the existing internal surveys as well as the introduction of a new internal survey at level 5. The surveys and new approach this year has meant Learning and Teaching have gathered more feedback than ever before and more programmes have received individual feedback which can help to inform enhancements.

Each School was required to produce a School Experience Improvement Plan, providing actions in response to their results. These plans are supported by the Learning & Teaching Development Unit and the introduction of a number of new projects to support enhancements at an institutional level. To support the schools in enhancing the student experience, a number of institutional enhancement projects were developed within 2016/17 including the continuation of the Electronic Submission, Marking and Feedback project. As a result of these enhancement projects during 2016/17, September 2017 will see the launch of personalised timetables for all students following a successful pilot in 2016/17, all assessments moving online (where appropriate), a new induction programme for all students and finally the updated personal tutoring scheme across all schools. These enhancements have been put in place to better support students; enable their progression throughout their time at Cardiff Met and to improve student retention. Alongside these new initiatives, the roll-out of Panopto has continued across the institution, helping to provide accessible materials to students, enabling them to review content at a time and place that suits them.

Destinations of Leavers from Higher Education

The 2015-16 Destinations of Leavers from Higher Education survey shows a continued upward trend in employment or study prospects of our students, despite a slight fall compared to the previous survey. 94.8% of all home undergraduate students were in work or study six months after graduation, above the UK average of 94.3% and that of Wales at 94.7%. Those entering professional level employment is at 63%, showing an overall year on year upward trend, despite a fall in comparison to the previous year. Issues surrounding the collection of DLHE responses have been identified and steps are being taken to ensure that next year's result remains positive and continues the upward trend.

In equality and diversity terms, the national average is ahead of Cardiff Met this year; it is imperative that as an institution we focus on developing and providing equal opportunities for women, students who declare a disability and students from ethnic minority backgrounds. Over the past year, the Careers Service has significantly increased the number of employers who come to campus, including those who seek a diverse workforce. The Careers Service will be continuing its efforts to identify diversity-positive employers and encourage them to work with us to provide opportunities for our students.

Chaplaincy

Cardiff Metropolitan University is multi-cultural and multi-faith, with over 95 faith traditions from 140 different countries. There are three shared-faith prayer rooms across the Cardiff Met campuses with further plans for two outdoor sites.

The Chaplaincy Service at Cardiff Metropolitan University is open, friendly and multi-faith. The Coordinating Chaplain, Paul Fitzpatrick, is responsible for all matters of faith and for defending and promoting individual students' freedom of belief. The team is completed by Ameira Bahadur-Kutkut the University's Muslim Chaplain and Elizabeth Russell our Out of Hours Advisor.

The Chaplaincy Service is a unique and vibrant place in Cardiff Metropolitan University. It has a unity which honours those of all faiths and those of none and which is a welcoming, confidential and safe environment. The service is central to the university's equality and diversity and ethics processes and student advocacy is a positive role embedded in within the Chaplaincy's work.

The Chaplaincy Service plays a key role in the university Out of hours' service and runs an emergency food bank.

The Chaplaincy Service also has an academic role in that it has a research focus and lectures across a range of subjects at postgraduate and doctorate levels. Subjects include bereavement, radicalisation, grooming and social/cultural risks which might impact the student population.

Complaints

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

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

The total number of complaints received by the University has increased by 21% in 2016-17. There has been an increase in the number of formal cases being recorded. Despite this increase in the number of complaints being upheld, there has been a decrease in the number of complaints being upheld / partially upheld (23% of cases in 2016 - 2017 and 36% in 2015 -2016). The number of complaints being taken to the Office of the Independent Adjudicator (OIA) has also reduced.

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.

No data relating to the protected characteristics of gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and belief, and sexual orientation were collected in 2016-17.

There were no complaints received for discrimination on the grounds of religion, race, disability, or gender.

The Research Excellence Framework (REF) and Research Students

At the time of writing (January 2018) a new Research and Innovation Strategy is being prepared. This will supersede the existing *Research Strategy 2014-19* and *Enterprise Strategy 2015-20*. The new strategy will align with the university's *Strategic Plan 2017/18-2022/23* and will provide the platform for the strategic direction for the Research Excellence Framework (REF) in 2021.

As with the REF in 2014, equality and diversity will feature prominently in a transparent and inclusive approach for those who have a 'significant responsibility for research', and the university will be required to publish its Code of Practice to guide its internal processes and arrangements.

Planning for future REFs has been embedded in Action Plans at school-level. The first biennial pan-University audit of research quality was conducted during the spring of 2016; the second will be completed during spring 2018. The University Equality and Diversity Report for 2015/16 included the analysis of the data for the most recent audit.

Research Degree Students

Cardiff Metropolitan University monitors the recruitment, completion, suspension and withdrawal data for postgraduate research (PGR) students for each year by the protected characteristics of age, sex, disability and ethnicity. As yet, data on other protected characteristics (i.e. gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation) have not been collected. The most recent data captured are for 2016/17. They provide a descriptive snapshot that is contextualised with reference to comparative data since 2007/08. As previously, for some variables the data set is relatively small, hence the observations included in the analysis that follows are necessarily circumspect.

(i) Recruitment

After a period of relative decline since 2010/11, recruitment of PGR students rose in 2015/2016 (n=58), though that 'spike' in the profile did not seem to mark the start of an upward turn in the trend data. Recruitment dropped to a total of 50 in 2016/17. There does not appear a discernible pattern in the ratio of women to men, with the imbalance of 2015/16 not evident in 2016/17 during which the recruitment of women and men was equal (figure 1).

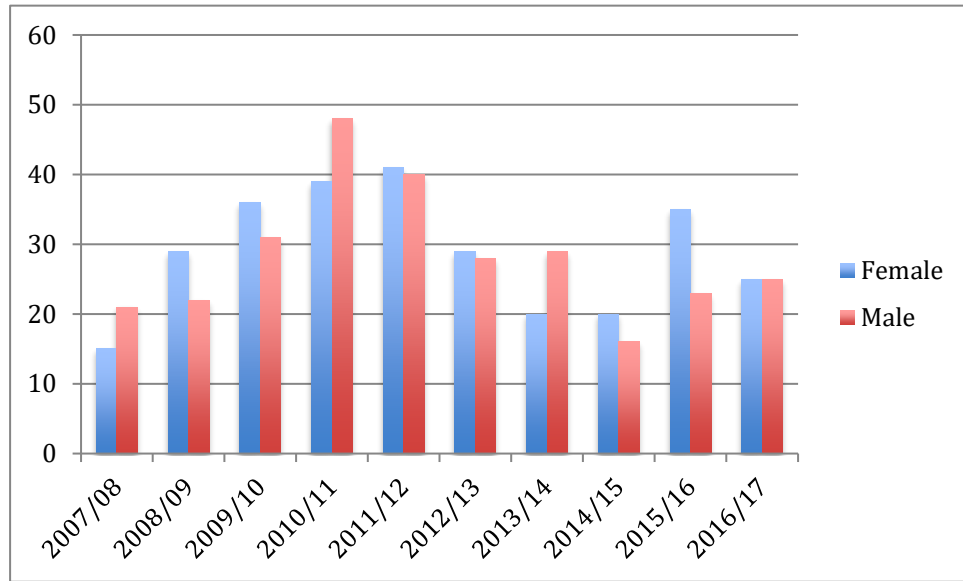


Figure 1: Number of women and men recruited to PGR programmes at Cardiff Met, 2007/08 to 2016/17

Age profile of PGR candidates at the point of recruitment shows that, overall, Cardiff Met continues to recruit in greater numbers from the older PGR population (figure 2). The encouraging rise in the recruitment of candidates aged 25 or under evident in 2015/16 has not been sustained.

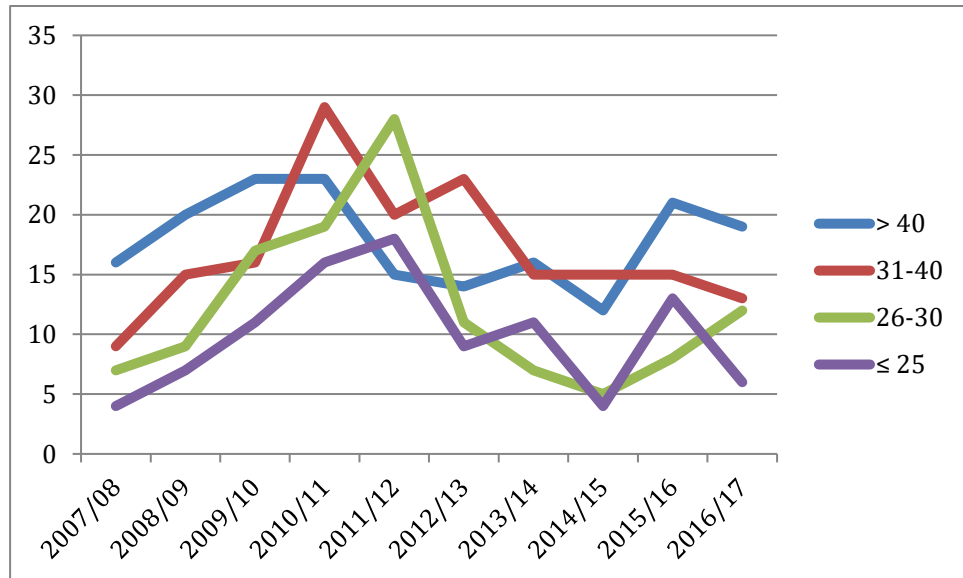


Figure 2: Age profile (in years) of PGR students recruited at Cardiff Met, 2007/08 to 2016/17

The ethnicity of the PGR students recruited at Cardiff Met remains difficult to interpret and caution must be exercised in drawing firm conclusions. White candidates remain the largest single group (figure 3).

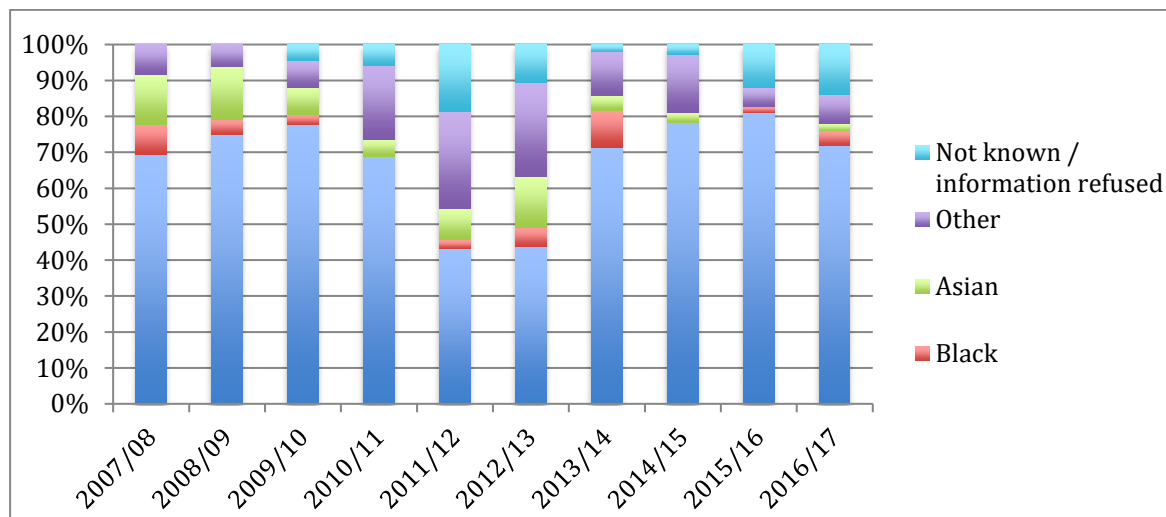


Figure 3: Ethnic profile of PGR candidates recruited to Cardiff Met, 2007/08 to 2016/17

In the main, PGR candidates at Cardiff Met are without known and declared disabilities. Until 2013/14 there had never been more than 8% of the annual intake with a declared disability. Although there was a 'spike' in 2014/15 when the proportion rose to 17% (n=6), in 2015/16 the proportion dropped to 7%, and dropped again in 2016/17 to 4%.

(ii) Suspension

The number of PGR students who suspended their studies (n=33) is greater than at any point during the last decade (figure 4). Men (n=20) outnumber women (n=13). Of this total 12 are from the London School of Commerce, and in part reflects a greater level of engagement from the Associate College in administrative matters linked to candidature. This group skews the data set for ethnicity of suspended candidates as all are members of Black, Asian and minority ethnic (BAME) groups.

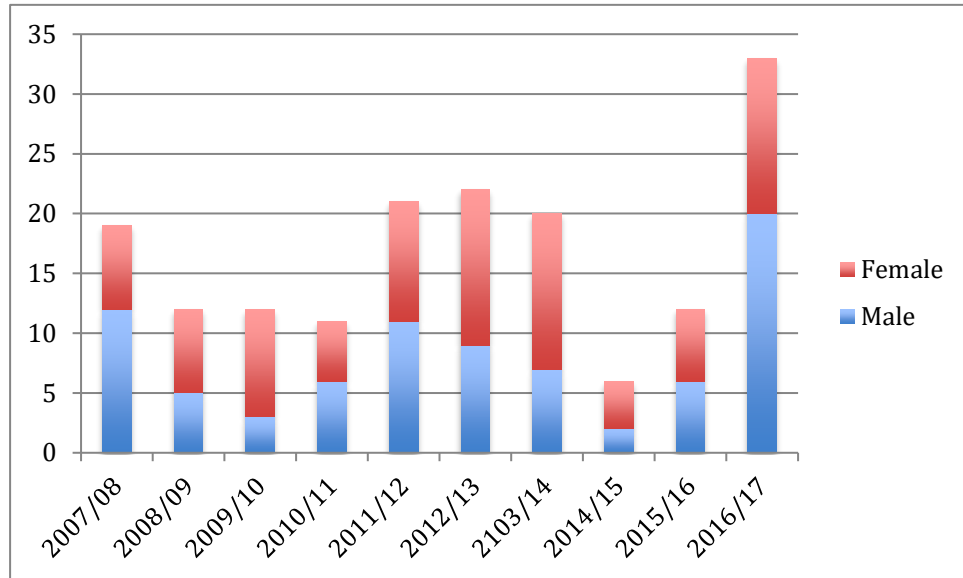


Figure 4: Proportion of women and men who suspended their PGR studies at Cardiff Met, 2007/08 to 2016/17

The age profile of those who suspended their studies (figure 5) remains a more telling variable, and there is a continuing pattern of older candidates (i.e. over 30) suspending their studies in greater numbers (n=24) and as a growing proportion of the total (from 68% in 2012/13 to 73% in 2016/17).

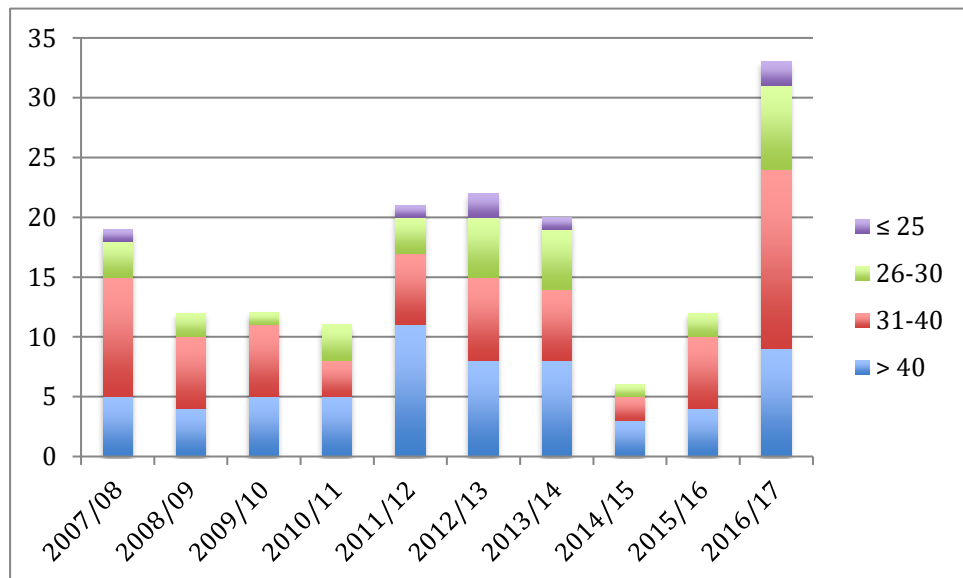


Figure 5: Age profile of PGR candidates who suspended their studies at Cardiff Met, 2007/08 to 2016/17

Apart from the LSC candidates who suspended their studies in 2016/17, the ethnic profile of the PGR students granted a suspension to their studies reflects the overall profile of the PGR student population. Overall, 28 candidates had not disclosed a known disability; of those who did, the data set is small but the stated

reasons were a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D (n=2), disabling medical conditions (n=1) serious illness (n=1) and mental health conditions (n=1).

(iii) Withdrawal

During 2016/17 a total of 26 candidates withdrew from their studies (figure 6). Of these, 17 were from the LSC, which again skews the data for ethnicity (see above). From the high point of 83% men in 2015/16, there was a more even gender distribution in 2016/17 (54% male: 46% female). An emerging pattern since 2012/13 had not, therefore, been sustained.

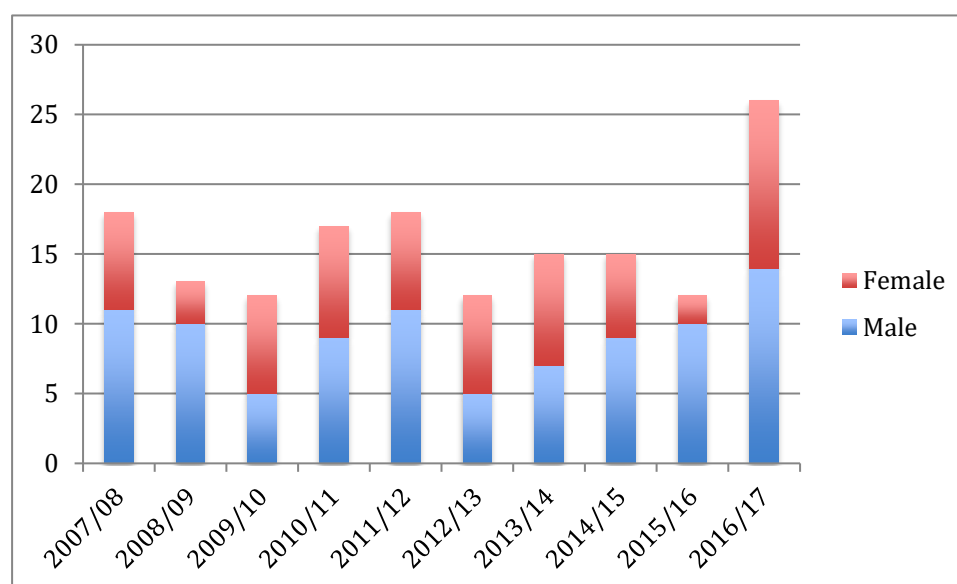


Figure 6: Proportion of women and men who withdrew from their PGR studies at Cardiff Met, 2007/08 to 2016/17

As previously, older candidates continued to withdraw in significant numbers (figure 7), and both the number (n=19) and the proportion (73%) of the 'over 30s' remains high. None of the candidates who withdrew had declared a known disability.

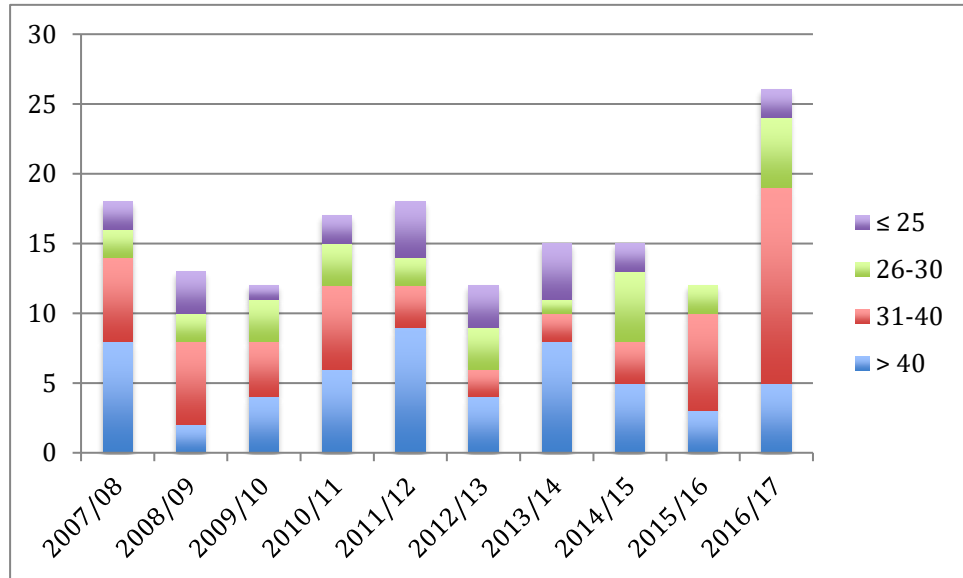


Figure 7: Age profile of PGR candidates who withdrew from their studies at Cardiff Met, 2007/08 to 2016/17

(iv) Completion

During 2016/17, 43 candidates successfully completed research degrees - 24 men and 19 women (figure 8).

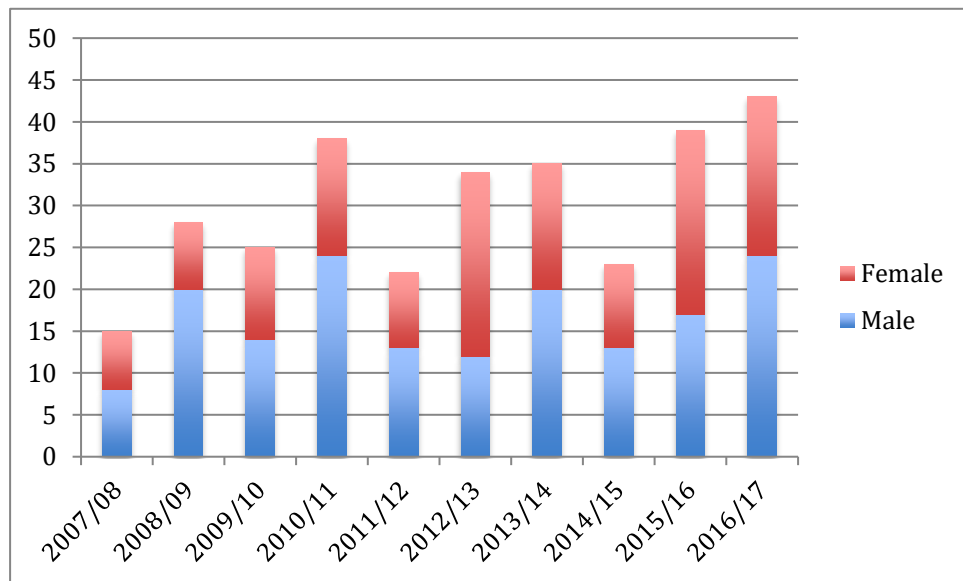


Figure 8: Proportion of women and men who completed their PGR studies at Cardiff Met, 2007/08 to 2016/17

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

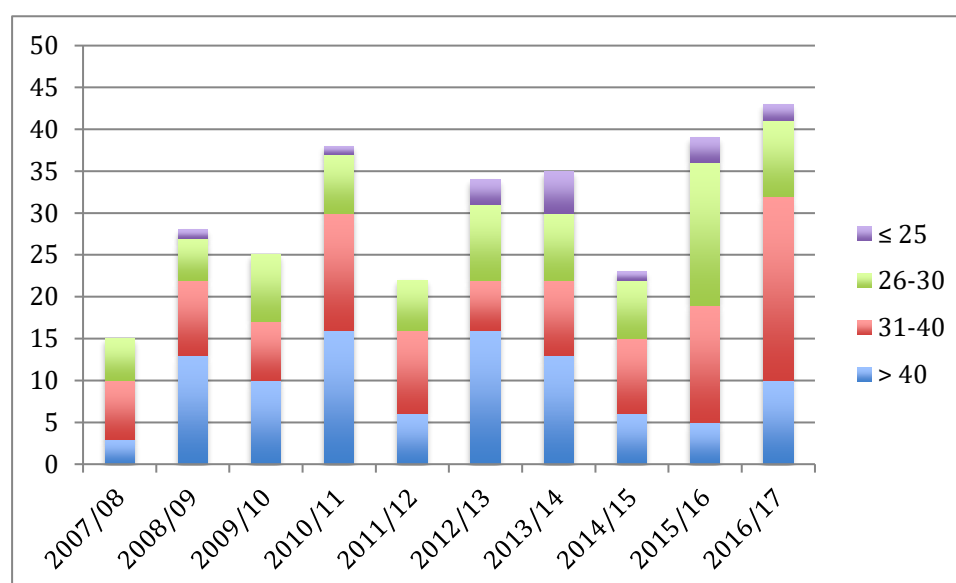


Figure 9: Age profile of PGR candidates at Cardiff Met who completed their studies, 2007/08 to 2016/17

The proportion of completing students from BAME groups shows an increase with 47% being Black, Asian and minority ethnic group – this has been influenced by the 8 completing students from the LSC. This increase is likely to be sustained until 2019/20 as the collaborative partnership with the Associate College reaches its conclusion. Two completing candidates had a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D, the rest did not declare a known disability.

Summary remarks

- In general, some of possible emerging trends from the longitudinal data have not been sustained.
- With a corporate ambition to increase PGR numbers, recruitment remains an important strategic imperative. Linked to other considerations (e.g., the development of Global Academies and a possible Graduate School), there is potential to increase the number of international PGR candidates – though not within existing resources in the area of the University's portfolio where demand is greatest (i.e. business and management, and accounting, economics and finance in particular).
- The increasing number of withdrawals signals a concern and schools and PDR are alert to the importance of retention and timeliness of completion. Two new Measures of Success linked to the latter (i.e. full-time completion within 4 years, part-time completion within 5 years) will be supported by slight modifications to the regulations for maximum periods of candidature that are planned for introduction from 2018/19 following the PGR review that is pending.

- The retention of the 'older candidates' (i.e. over 31) continues to present a growing challenge.

Welsh Language Scheme

Cardiff Metropolitan University has adopted the principle that in the delivery of services to its staff, students and the public in Wales it will treat English and Welsh on a basis of equality.

The Welsh Language (Wales) Measure 2011 transfers functions relating to Welsh language schemes to the Welsh Language Commissioner. Over a period of time, Welsh language schemes will be replaced by statutory standards. Standards will state how organizations are expected to use the Welsh language in the delivery of services to the public in Wales. The standards will place a duty on organizations to ensure that the Welsh language is treated no less favourably than the English language in doing so. It is expected that these standards will be in place and need to be met by March 2018.

In order to prepare the University for the Welsh Language Standards that will be introduced at the beginning of the 2017/18 academic year and will have to be met by March 2018, the Welsh Language Unit (WLU) has created a high-level project board and a project team from across all Schools and Units. Business Improvement Services has given the WLU project management support to aid the University in meeting these standards. The university's internal auditors investigated the project and gave it the highest level of assurance. During this academic year, the Welsh Language Unit conducted a Welsh Language Skills Survey on the Welsh language abilities and aspirations of all Cardiff Met staff. Almost 60% of staff (816 employees) completed the survey, and the results showed that 453 respondents has some basic understanding of Welsh, while 104 had a high degree of fluency. 340 members of staff wanted to use more Welsh in their jobs, 378 wanted more access to Welsh classes at work, and 415 wanted other opportunities to improve their Welsh language skills. 471 noted that they would like to be kept informed about Welsh language opportunities and events at Cardiff Met. The survey results strongly support the Welsh Language Unit's plans to target more Welsh language teaching provision to those members of staff who already have a good level of Welsh. It also indicates a high level of demand amongst staff for Welsh to be more visible and accessible across the University.

Library Services

The Library Services did not see any further developments within the unit during the 2016/17 period. Plans are already in place for the upcoming 2017/18 period.

Estates and Facilities

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

During 2016/17 Estates and Facilities have further consolidated their procedures and improved access to individual buildings and areas. Improvement works have been carried out:

At Cyncoed:

- A new sports block was recently been developed, fully designed to comply with the Building Regulations, which in turn take into consideration the requirements of the Equality Act 2010. Access was fully considered during the design and construction in order for the university to be able to achieve Building Regulation compliance. Facilities include, Accessible WC's, Accessible Showers and also Ambulant WC's and Showers
- Dance Studio was provided with level access and a ramp to allow access into the dance studio. It also allows exit in emergency situations for all users.
- Stradling flat conversion was undertaken to provide wheelchair access direct from the parking bays, both sides of the building. The bedroom and bathroom was designed to provide independent living for the student with a purpose built en-suite and accessible kitchen facilities.

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

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

International and Partnerships Office

The International and Partnerships Office (IPO) is responsible for supporting international students from outside of the EU throughout their journey at Cardiff Met and also managing and maintaining relationships with UK and international partner institutions. The IPO is made up of 50 members of staff of 10 different nationalities and includes staff based in Cardiff Met's China and India Offices and

also staff in Nigeria and Vietnam. Collectively, the IPO staff can speak a total of 29 languages.

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

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

- 6 coordinated Erasmus Mundus projects
- 12 partner Erasmus Mundus projects
- 2 coordinated Tempus projects
- Erasmus+ projects (EU and International)

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

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

The University has been ranked top in the UK a total of 6 times between 2009 and 2016 for overall international student support in the International Student Barometer (ISB) Survey conducted by IGraduate. In the 2016 survey, the University particularly excelled in the following areas: host culture, class size, social activities, quality of lectures, eco-friendly attitude, International Office, visa advice and welcome on arrival. Student feedback focused 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. 182 universities worldwide took part in the latest survey, 42 of them were UK institutions.

In February 2017, the Cardiff Met Student Action for Refugees (STAR) Society approached the Students' Union and IPO to lobby for support for asylum seekers who have no access to funds to further their education. Approval is now being sought from the Vice Chancellor's Board for a new initiative to offer two scholarships per year to people seeking sanctuary in Cardiff. The proposed award would include a full fee waiver, Met Rider bus pass and meal vouchers.

Community, Partners and Collaborative Provision

Through international and local partnerships, the University offers its programmes at 19 institutions in Wales, the UK and beyond with almost 7,000 students studying University degrees in a number of countries, including Sri Lanka, India, Egypt, Greece, Bulgaria, Morocco, Singapore and Oman. The University is currently working towards the launch of Cardiff Met programmes in Ethiopia due in 2017/18.

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 on TNE programmes have the opportunity to transfer on campus to complete their studies, and students in Cardiff have the opportunity to carry out part of their studies with the University's overseas partners and throughout Europe through the Erasmus+ programme. 2016/17 has seen Cardiff based students undertake study visits to partner universities as follows:

Programme	TNE Partner	Student Number
MBA	Greece (Perrotis College)	40
MSC International Hospitality and Tourism Management	Greece (CUC)	7
Mix of Art and Design courses at UG level (Textiles, Illustration, Fine Art, Artist Designer: Maker, Graphic Communication, Ceramics)	Morocco (SIST)	24

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

In Feb/March Cardiff Met hosted its fourth annual global-themed event – Global Week – to celebrate its international and cultural diversity, with events and activities taking places across campus in Cardiff and at our TNE partners around the world. Students at the Universal Business School, India held a cricket match, students at the Varna University of Management, Bulgaria represented their home countries by dressing in traditional clothes, singing, dancing and cooking traditional meals, and students at Beacon College, Singapore baked Welsh cakes as part of a cultural food exchange.



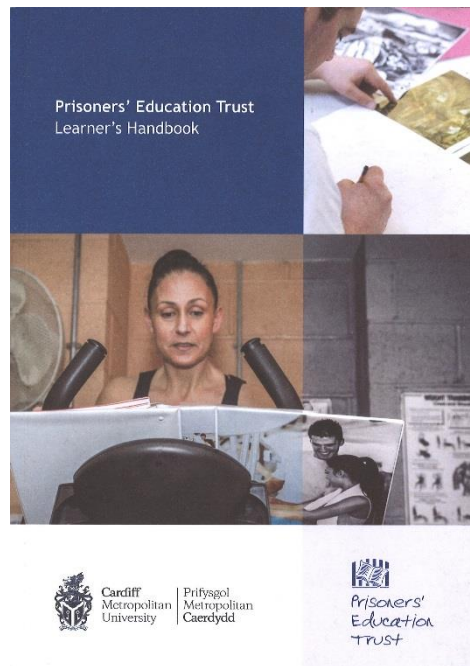
Team Cardiff Winning the Cricket Match at Universal Business School, India



Making Welsh Cakes

Cardiff Met Students at Beacon College, Singapore baking Welsh Cakes

Widening Access



Through the Community Engagement strand of Widening Access, significant progress was made with Prison Education as Cardiff Met entered into a Memorandum of Understanding with HMP Prescoed to receive Category D prisoners on license to study as undergraduates. There are currently two learners studying under this arrangement. Both receive mentor-like support through Widening Access as part of this arrangement. In addition, Widening Access worked with Prisoners' Education Trust to develop a Learner's Handbook for all prison based learners in Wales, receiving support to pursue distance learning in Welsh prisons. The handbook gives the learner study skills support and guidance in the form of a handbook, which otherwise they would not be able to receive in prison.

Through utilisation of activities available as part of the Staff Health & Wellbeing Strategy, the Staff Football Team provided a focus for several community engagement initiatives. As part of Football v Homophobia / LGBT History Month the Staff Football Team played Cardiff Dragons FC, Wales's only LGBT football team to raise funds for Macmillan Cancer Support, as well as raising the important issue of sport, especially football, versus homophobia.



Cardiff Met Staff FC and Cardiff Dragons FC supporting Football vs Homophobia Campaign

Football was used to engage with refugee and asylum seeker community, breaking down barriers through sport. The Staff Football Team hosted a team from Oasis Refugee Centre who went on to win a Community Cup competition, where they played on a floating pitch in Cardiff Bay as part of the UEFA Festival of Football. Donations made to these players including shin pads and a football kit.



Cardiff Met Staff FC and Oasis Refugee Centre

In the 2015/16 submission the previous Password Knowledge pilot was deemed successful and is now part of the mainstream Widening Access Outreach program as part of the IELTS provision and in Summer School.

Widening Access has also worked in partnership with Flying Start to work with the young parents at Shire Newton Travellers Community to engage, raise aspirations and enable them to learn sewing skills to make clothes for their children.

From April 2016 to March 2017, widening access engaged with 635 learners in community outreach venues throughout Cardiff and Barry providing 49 non-accredited courses and 10 accredited courses free to the learners. We also provided 3 password knowledge tests for the IELTS learners and a How To Apply day for those wanting information about progressing to University.

We also provided 22 free courses as part of our 3 week summer school targeting those from communities first areas and those economically disadvantaged or from a care background. 215 students attended and we piloted a reflective skills 10 credit level 3 module, which 7 students successfully completed.

Twenty nine of these learners were accepted on the foundation programmes from our outreach work.

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 2016-2017 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 continued to be undertaken. Additionally there was continual monitoring of feedback on equality and diversity matters following all health & safety training course delivery. During 2016/17 the University launched a Healthy University Strategy which takes a whole University community approach. This Strategy follows a healthy university / healthy settings approach which is in line with both UK and Welsh Government goals. The

new Strategy focuses on cohering activities in a broad range of areas including health promotion, environment, Welsh culture, community engagement and equality and diversity.

Procurement

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

Through developing an understanding of 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. This focus on ethical practices also contributes to the University's obligations under the Modern Slavery Act and in addressing the Welsh Government's recently launched 'Code of Practice : Ethical Employment in Supply Chains'.

To achieve these objectives, the University ensures that its contracting strategies embrace equality and diversity considerations and that these considerations are transcribed into tendering questions and evaluation models. The Procurement unit also seeks to ensure that its procurement processes are not restrictive or unreasonably onerous and that procurement documentation is written in clear language.

The University makes use of a number of UK higher education collaborative supply agreements, where ethical and equality factors are taken into account in a similar manner – e.g. the sector is currently tendering to renew its arrangements for personal computers and notebooks where bidders are encouraged to adopt the Electronics Watch 'Code of Labour Standards'¹

Publication of Events

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

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

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

Staff and Student Experience

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

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. The current report and associated documents demonstrate that Cardiff Metropolitan University is committed to the general and specific duties set out in legislation and to the commitments it has made in its Strategic Equality Plan 2016-2020.

Accreditation and Awards

Stonewall Diversity Champions

The University is a Diversity Champion and pays an annual subscription to Stonewall. Through this programme Cardiff Metropolitan University works with Stonewall Cymru to help create inclusive and acceptance environments for staff and students to work and study. In September 2016 the University completed the Workplace Equality Index (WEI). The University placed 245th out of 439 across the UK. The University obtained an action plan from Stonewall based on the outcome of the WEI.

Athena Swan

The University is a member of Athena Swan and in April 2016 successfully achieved our Institutional Athena SWAN Bronze award. In November 2016 our Cardiff School of Health Sciences and Cardiff School of Sport both submitted Bronze and Silver award applications respectively.

Fair Trade

The University has in place an Ethical Supply Chains Policy which includes a supplementary Fair Trade Policy. This identifies the University's commitment to maintaining Fair Trade University accredited status. Fairtrade status is awarded by the Fairtrade Foundation, an organisation committed to providing disadvantaged producers in the developing world with a better deal for their products. The supply contracts used by the University's Catering & Hospitality Services enable the provision of a range of Fairtrade-endorsed drinks and snacks including tea, coffee, hot chocolate, fruit juices and snack bars.

Health and Well-Being Corporate Standard

In 2011, the University was awarded the Gold Corporate Health Standard. The Corporate Health Standard is the national mark of quality for health and well-being in the workplace, for businesses and organisations employing more than 50 people. A focus on health and well-being is recognised as not only improving individuals' health but also improving the engagement and motivation of employees and leads to increased effectiveness, productivity and competitiveness. The

University was successfully revalidated for its Corporate Health Standards Gold award in March 2015 and will be subject to further revalidation in March 2018.

Time to Change Wales Employer Pledge

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

Disability Confident Employer

In September 2016 Cardiff Metropolitan University committed to improving employment opportunities and career development for disabled people, and in recognition of this Cardiff Metropolitan University has been certified as a Level 2 Disability Confident Employer.

The Disability Confident Scheme has replaced the Two Ticks or disability symbol scheme. Under the Two Ticks scheme employers made five commitments, one of which was to interview all disabled applicants who met the minimum criteria for a job vacancy and consider them on their abilities.

DisabledGo

Cardiff Metropolitan University is proud to work alongside DisabledGo, the UK's leading provider of access information. Established over 14 years ago, DisabledGo's mission is to maximise independence and choice for disabled people in accessing their local area and the places we all want to visit.

Following a recent survey of our sites at the end of November 2016, access information to Cardiff Metropolitan University is now available on DisabledGo's [Detailed Access Guide](#).

Staff Networks

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

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

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

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

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

The University currently has one established staff network, our [LGBT+ Staff Network](#). Cardiff Metropolitan University's LGBT+ Staff Network was established in February 2015 and has continued expanding over the 2016/17 period. The aim of

the Network is to assist the University in cultivating and maintaining a welcoming, supportive and inclusive environment for LGBT+ staff and students, ensuring respect and dignity at work and in study. Further information about the Cardiff Metropolitan University LGBT+ Staff Network is available on the University's external equality and diversity web page.

During the upcoming 2017/18 period, we are aiming to support the launch further staff networks.



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