Appendix D – Strategic Equality Plan: Equality Evidence

Evidence collated for SEP

From	Data
External Policies / Documents	1. Equality and Human Rights Commission - How Fair is Britain 2. Equality and Human Rights Commission - How fair is Wales 3. Welsh Government, Presentation on challenges for Equality in Wales **(summary below)**
External feedback	4. Stonewall Work place quality index – submission feedback 2015 5. National Student Survey
Benchmarking	6. Equality Challenge Unit (ECU), Equality in Higher Education: Statistical Report 2014 and 2015 7. Census data 2011
Governance	8. Student Data capture Oct 2014 • Composition **(summary below)** • Admissions: Applications - Offers, Accepts & Firms • Award & Progression 9. Progression and Attainment of UK Undergraduate Students with Protected Characteristics at Cardiff University, Wales Institute of Social & Economic Research, Data & Methods (WISERD) **(summary below)** 10. Research Excellence Framework Equality Impact Assessment
Human Resources	11. Staff Data capture as of March 2015 • Staff Employed **(summary below)** • Applications, shortlisting and appointments • Applications – academic promotions • Training completion • Grievances & Disciplinaries • Leavers
Governance – Engagement	12. Diversity Challenge Feedback **(summary below)** 13. Third Sector Engagement Feedback **(summary below)** 14. Student feedback **(summary below)** 15. Equality and Diversity Contacts feedback **(summary below)**
Cardiff University Strategies	16. Cardiff University Strategies/maps • The Way Forward • Widening Access & Retention Strategy • Innovation and Engagement Strategy
Human Resources	17. Staff survey 2015 18. Equal Pay Audit 2015

Presentation from Equality Exchange Network (Oct 2015)
(extract)

8 draft challenges presented by Welsh Government:

1. Raising standards and closing attainment gaps in education
2. Encouraging fair recruitment, development and reward in employment
3. Supporting improved living conditions in safe and cohesive communities
4. Ensuring access to civil and political rights
5. Addressing risk and improving access to mental health services
6. Preventing abuse, neglect and ill treatment in care and detention
7. Tackling harassment and abuse in the community
8. Improving the evidence and our ability to assess how fair we are as a society

Headlines – Cardiff University Student Data

Note: Benchmarking data in this report is for 2012/13 as this is the data available in the Equality Challenge Data Report 2014. This data will be updated with 2013/14 data when the Equality Challenge Data Report 2015 is available.

Cardiff University Data for students in this report is for the Academic year 2013/14.

Gender:

- In 2013/14, 57.4% of all enrolled students at Cardiff University were female and 42.6% male. This is slightly higher than the proportion of female students in all UK Universities, the Russell Group, and in Welsh Universities for 2012/13.

- The gender profile of students throughout the University varies considerably and to a large extent still reflects the traditional subject choices of males and females which is also reflected in UK benchmarking data.

- While females are less likely to apply for places on traditionally 'male' subject choices, females are not less likely to be offered a place/ accepted onto these courses at Cardiff University.

- There is an attainment gap between males and females at Cardiff University. 4.6% more female undergraduates receive a first/2:1 compared to male undergraduates. This is a lower gap than benchmarking data for Wales but consistent with the gap in England, Scotland, and Northern Ireland (4.6%- 4.9%).

Ethnicity:

- 11.3% of all enrolled UK domiciled students at Cardiff University who declared an ethnicity in 2013/14 were from a Black or minority ethnic background (BME[1]). The proportions of BME students has increased year on year since 2005.

- This is lower than the proportion of UK Domiciled students in all UK Universities who were BME in 2012/13 at 19.6% and the proportion of Russell Group Students (17.2%) but higher than the proportion of BME students in Welsh Universities (8%).

- 12.2% less UK domiciled BME undergraduates receive a first/2:1 compared to UK domiciled white undergraduates who received a first/2:1 in 2013/14. This is slightly lower than the attainment gap for the whole of the UK (16.1%) and the attainment gap for Wales (13.4%).

Disability:

- 7.2% of all enrolled students at Cardiff University were disabled in 2013/14 compared to 9.5% of all students across all UK Universities (of any domicile). Across Welsh Universities, 9.5% were disabled, and 7.5% of students declared a disability within Russell Group Universities.

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[1] BME - Black and Minority Ethnic. Includes, Black, Asian, Chinese, mixed and other ethnic background. This definition is widely recognised but it has limitations in implying that minority ethnic students are a homogenous group.

- In 2013/14 undergraduate disabled students of Cardiff University were slightly less likely to achieve a first class degree, the figures for achieving a 2.1 degree were very similar to non-disabled students. The attainment gap overall for disabled students at Cardiff University achieving a first/2:1 was 3.6%. This attainment gap is higher than the attainment gap for Wales 0.7%, and for the UK as a whole at 2.1%.

Age:

- 87.7% of all Undergraduate students at Cardiff University were age 21 or under in 2013/14.

- Progression data at Cardiff University indicates that continuation and qualification rates are lower for the 22+ age groups.

- These trends are consistent with UK benchmarking data.

Sexual Orientation:

- At Cardiff University undergraduate students have higher disclosure rates than postgraduate students with over 80% of undergraduate students providing a response to this voluntary question.

- 3.06% of Undergraduate students identified as LGB and 1.06% as 'other'.

- 2.51% of PGT students identified as LGB and 1.25% as 'other'.

- PGR has the highest rate of students identifying as LGB at 4.63% and an additional 1.81% identifying as 'other'.

- Limited benchmarking data is available for this category as this is an optional return to HESA.

Religion or Belief:

- Data for 2013/14 at Cardiff University identifies 'No religion/Belief' as the highest disclosed category for undergraduate, postgraduate taught and postgraduate research students.

- The next highest category for all student groups was Christian at between 22%-27% for each student group (UG, PGR, PGT).

- Muslim students made up 5.38% of the undergraduate student population, 7.46% of postgraduate taught and 12.38% of postgraduate research students (of those who declared this information).

- Limited benchmarking data is available for this category as this is an optional return to HESA.

Overall Student data snapshot for 4 years (All students including Post Graduate):

	2010-11	2011-12	2012-13	2013-14
Males	41.6%	41.6%	42%	42.6%
Females	58.4%	58.4%	58%	57.4%
Disabled Students	7.3%	7.6%	8%	7.2%
Black Minority Ethnic Students (UK domiciled only)	8.8%	9.3%	10.5%	11.3%

SEP evidence to consider:

Internal: (9) Progression and Attainment of UK Undergraduate Students with Protected Characteristics at Cardiff University (WISERD)

Initial Conclusions

- Protected characteristics
    - Gender: female students do significantly better than male students
    - Age: older students generally do better than younger students
    - Ethnicity: BME students (as a group) do significantly worse than White students (as a group)
- Students from Wales do significantly worse than students from the rest of the UK
- Relationship between outcomes and socio-economic classification is complex – lower SEC more likely to not progress but more likely to get a 'good' degree. Two processes: (i) sifting and (ii) achieving against odds?
- Differences by subject?
    - Generally consistent, albeit bigger/smaller odds ratios
    - Only the impact of age seems to vary by subject group

Headline Data – Cardiff University Staff

The data findings below are based on headcount as held on the HR system on 31 March 2015 (and for some reports for the period 1 April 2014 and 31 March 2015). It excludes all casual contracts.

Gender

- Of the 6,828 members of staff in post at Cardiff University as of 31 March 2015, 55% of all staff were female and 45% male which is consistent with benchmarking data for all Universities in the UK and in Wales.

- The percentage of female and male staff varies by job role, 40% of academic were female whilst 60% of professional and support staff were female, which again is similar to benchmarking data for the UK and for Wales. More female staff are employed at lower grades than male staff.

Ethnicity

- 7% of all staff at Cardiff University identified themselves as being from a Black or Minority Ethnic (BME) background, 85% as White, 0.16% as Other White and the information for 7% is not known.

- Benchmarking data indicates that there is a higher percentage of BME staff in all UK Universities (11.4%) but a lower percentage of BME staff in all Welsh Universities (5.7%).

Disability

- 4.2% of all staff at Cardiff University recorded themselves as being disabled, 70.9% did not consider themselves as disabled.

- For all UK Universities, 3.9% of staff have declared a disability and the proportion for Wales is 5.4%. Data is 'unknown' for 3.3% at a UK level.

Age

- 31.8% of all staff fall within the 35-44 age group. This is higher than the UK and Wales benchmarking data (26%).

- As age increases the percentage of females compared to males decreases. On a national level, the proportion of female staff decreases over the age of 55.

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Religion and Belief

- Data for the religion or belief of staff is not known for 33.73% and a further 27.83% preferred not to give this information. Of those who did declare a religion, 23.92% stated that they were Christian.

- Not all UK HEIs gather data on religion or belief. 95 out of 162 institutions submitted data to the Higher Education Statistic Agency and overall religion and belief information is unknown for 73.1% of staff working in higher education. Benchmarking data is not therefore available.

Sexual Orientation

- 48.3% of staff have recorded their sexual orientation as heterosexual, 0.3% as Bisexual, 0.7% as a Gay Man, 0.5% as a Gay woman/ Lesbian and 0.3% as Other; a further 27% preferred not to say and the information was unknown for 23%. Benchmarking statistics are not available for staff sexual orientation data at a UK level.

Cardiff University Staff data snapshot for 4 years:

	2011-12	2012-13	2013-14	2014-15
Males	45%	46%	46%	45%
Females	55%	54%	54%	55%
Disabled Staff	5%	5%	5%	4%
Black Minority Ethnic Staff	8%	7%	7%	7%

12. Diversity Challenge – 3 June 2015

A discussion forum that aims to engage and inspire us to consider future challenges for equality and diversity at Cardiff University.

The event focussed on the issues of promotion and careers progression for all staff with reference to equality. During the event attendees were asked to feedback on a number of questions. Reponses are summarised below.

1. What do you think are important factors in good career development and/or promotions procedures, particularly for those who are under-represented in senior posts?

   Please rank in order of importance (1= most important):

	1	2	3	4	5
Advice on application and interview techniques	iiiii (5)	iiiiiiiii (9)	iiiiiiii(8)	iiiii (5)	i
Feedback on interview and assessment techniques	iii(3)	iii(3)	iiiiiiii (8)	iiiii (5)	iiiii (5)
Discussion at appraisal of career pathways/ opportunities for personal development	iiiiiiii (8)	iiiiiii (7)	iii (3)	iiiii (5)	ii (2)
Recognition of involvement in University activities e.g. pastoral care for staff or students, diversity role model, active staff equality network member, mentor	iiiiiiii (8)	iiiii (5)	iii (3)	iiii (4)	iiiii (2)
Examples of successful applications	iiii (4)	iii (3)	iiii (4)	iiii (4)	iiiiiiiii(9)
Other	Supportive line managers Guidance on how to find new opportunities More transparent process Training of line managers Positive action Train line managers to identify opportunities for promotion for their straff and encourage them to apply Mentoring Transparency of promotion processes and decisions – being able to see reports written by internal and external reviewers. More recognition of 'silent work' – things that don't neatly fit into performance metrics Simplify re grading forms – perceived barrier				

	to lower grades Develop a professional services career path support and widely and fairly promote internal opportunties to mitigate clique effect. A clear set of guidelines on how to move from one grade to another for all grades			

1. How can we encourage people to engage with career development and promotions procedures (particularly those who are currently under-represented in senior posts)?

Please rank in order of importance (1 being the most important)

	1	2	3	4	5
Workshops which include specific support for under-represented groups	iiiiiiiiii (10)	iii(3)	iii(3)	iii(3)	iiii(4)
Visible role models	iiiiiiiii(9)	iii(3)	iiiiii(6)	iiiii(5)	ii(2)
Mentoring with senior staff	iii(3)	iiiiiiiiiiiii(13)	iiiiii(6)	iiiiii(6)	i
Peer mentoring	iii(3)	i	iiiiiiii(8)	iii(3)	iiiii(5)
Work shadow opportunities	ii	iiiiii(6)	ii	iiiiiiii(8)	iiiiiiiiii(10)
Other – please specify:	Coaching 2 Procedures/ forms – who do these exclude?				

Summary of suggestions arising from freeform feedback:
- Equality Training - Improved provision and implementation (including unconscious bias, line managers, mandatory and meaningful training, training on equalities and cultural differences Head of schools training, arrangements for updating/refreshing training, standardising E&D training for staff)
- UEB board members to champion protected characteristics
- Action plans need to be more rigorous in terms of specific and measurable
- School level equality action plans
- Work load models – ensuring equal gender balance and recognition of pastoral and administrative roles (e.g. mentoring, personal tutoring, E&D etc.)
- Work with academics(to promote equality)
- Flexible working
- Support for those returning from career breaks
- Improved use of role models
- Establish succession planning
- Taking positive action to open jobs to minority groups
- Recognising challenges for personal development – e.g. attendance at international conferences or overnight stays for all staff is not possible.
- Consistency when considering promotions applications
- Work with Trade Union equality officers
- More visibility and support for staff equality networks
- Support for disabled staff and line managers who have little experience of practical employee support.
- Recognition of carers issues – need for flexibility

- Improved system for management of sickness absence
- Equal Pay
- Bespoke career development support for underrepresented groups
- Build in need for Unconscious Bias training in promotional requirements and also in appraisals
- Mentoring
- Support for staff to gain support from other staff and create links – particularly for International staff who can feel alienated, isolated and unwelcome.
- A structured training programme with associated funds (like a research budget) to enable staff to focus on their professional development
- Opportunities for cross college collaboration (career development)

13. Voluntary Sector Consultation – 24 June 2015

Cardiff University, Cardiff Metropolitan University, University of South Wales
Voluntary Sector consultation – 24 June 2015 on the Strategic Equality Plan

Representatives of the following organisations contributed:
Race Equality First, Disability Wales, Sazani Associates, DPIA, Fair and Square Advocacy Project, Stonewall, Dyslexia Action Wales, Sight Cymru Wales, Homes 4U, RNIB, Cytun/ Churches together, Carers Wales, Princes Trust, Chwarae Teg.
The discussions were based around three topics – employment, engagement and the student experience. Guiding statements and questions were prepared for each topic (these have been included at the beginning of each section below). Attendees were allocated to one of three tables and each table had the opportunity to discuss each of the topics. Notes were taken and these have been summarised below. Those who were unable to attend the event contributed by email.

Employment
Initial questions:
Our organisations should reflect the diversity of our surrounding communities and ensure that people from different groups are able to access employment and opportunities for progression within our universities. These questions will explore how we can further our work in these areas.

1. What are the barriers to recruiting people from diverse communities?
2. What can we do to overcome these barriers and increase the diversity of our workforces?
3. What can we do to support our employees from diverse groups to ensure we retain them and they are able to progress within our organisations?

Based on your discussions, please choose the top 3 things the Universities could do to improve their work in these areas to feedback to the whole group.

Suggested key priorities:

Q1.&2. Barriers to Recruitment – What are the barriers to recruiting people from diverse communities? What can we do to overcome these barriers and increase the diversity of our workforces?

1. Making sure that there is transparency with recruitment – genuine open jobs that are not unofficially being allocated for someone before the recruitment process begins. Recruitment policies need to be followed fairly and consistently.

2. Improved and more proactive advertising of jobs, showing the range of career paths for professional support staff in addition to academic staff. Ensuring the availability of flexible working is promoted during recruitment.

3. The application processes are complex, with 'competencies' creating barriers. The application processes need to be clearer.

4. Need more diversity in interview panels and more visible role models within the workforce.

5. Need to ensure that environments are inclusive and accessible, in terms of crèche facilities being available, access for disabled people and facilities such as prayer rooms being available.

6. Need to engage with existing staff in order to understand their experiences.

Q3. Supporting & Retaining Diverse Staff – What can we do to support our employees from diverse groups to ensure we retain them and they are able to progress within our organisations?

1. Targeted E&D training which is bespoke for different levels of role and management, avoiding a one size fits all approach.

2. High quality training of senior management and interview panels – cultural competency and unconscious bias needs to be included within this. This training needs to also be delivered to people involved in high level appointments. Training for individuals so that they are able to progress within organisations.

3. Positive role models, mentoring and internal networks – effective role models that have an impact and mentoring for specific groups that are underrepresented. Senior champions who promote equality.

Student experience
Initial questions:

1. How do we ensure our universities are inclusive and attract a diverse range of students?
2. How should we support our students to get the most out of their time at university, and reach their full potential?

3. Why do some students leave before completion of their studies and what can universities do about this?

Based on your discussions, please choose the top 3 things the Universities could do to improve their work in these areas to feedback to the whole group.

Suggested key priorities:

1. Make sure information is accessible and creative use of technology such as lecture-capture software (to bring benefits to a wider group of students and deliver more inclusively).

2. Preventing isolation through peer support awareness and frontline staff E&D training to prevent withdrawals of students from particular groups.

3. Zero tolerance on bullying and celebrate diversity (visible diversity to encourage applications: testimonials, role models)

4. Prioritise skills development and emotional support for 1st year students (such as referrals from lecturers to student services if issues picked up)

5. Flexible admissions to allow for students who do not meet entry criteria but have the ability and skills.

6. A fair and equal policy about asylum seekers and for it to be promoted in the right places.

Engagement

Initial questions:

1. Our Universities have some external people who sit on our Governing bodies to help run the University, how do we encourage a diverse range of people to sit on our governing bodies?
2. What do you think the University's role should be in the community and how should we work with community groups and organisations?
3. Part of the role of Universities is to carry out research, how can we encourage people to take part and how can we tell people about the results of our research?

Based on your discussions, please choose the top 3 things the Universities could do to improve their work in these areas to feedback to the whole group.

Suggested key priorities:

Q1. Governing bodies – Our universities have some external people who sit on Governing Bodies to help run the university, how do we encourage a diverse range of people to join these bodies?

1. (i) Reassess competencies of Governors (aiming for a 'team' with different skills), (ii) offer mentoring and

(iii) advertise strategically - traditional approaches do not bring about change, they continue to recruit traditional people.

2. We need to break down barriers and do more than just 'encourage' diversity by taking proactive action and positive recruitment.

3. Remove the mystique (perception of these roles and the people who fill them, jargon, style of adverts) and ensure that the way in which they operate is changed to accommodate diversity.

Q2. Communication – What do you think the role of universities should be in the community and how should we work with community groups and organisations?

1. Clear communication about outreach work – e.g. libraries are open to all, use social media to publicise.

2. Work in partnership – go to organisations and do not expect organisations to come to you.

3. Rename open days Community days and showcase the variety of what is offered in addition to the support available.

Q3. Research – Part of the role of universities is to carry out research, how can we encourage people to take part and how can we tell people about the results of our research?

1. Incentivise taking part in research opportunities e.g. offer English language courses/ payment?

2. Change the feedback culture – involve communities from the outset and make sure that they are involved in the whole process and receive information on how their participation has affected change.

3. Make research findings more available and ensure they are shared in an appropriate way with a variety of audiences. Producing the results in an interactive format can also help to engage a wider audience.

Feedback

1. **Facilities, Buildings etc. (including centre for student life)**

- The University should provide a reasonable number of specific prayer (not quiet) rooms with wash facilities. Students are currently using high level sinks for washing feet etc. and use stairwells and meeting rooms in the bid to find somewhere appropriate to pray. Note: the students in this group did not feel that the provision of 3-4 dedicated Muslim prayer rooms would have an adverse effect on the 'secular' status of the University but rather they would be providing a facility that met the real need of students who are required to pray during the day and require low level wash facilities. The group also felt that students are also not aware that the Chaplaincy is not formally part of the University and therefore already think that the University is not strictly secular.

- The University should provide a small number of gender neutral toilets that are available for staff and students to use

- That accessible toilets should not require a Radar key to unlock them

- That lifts often break down leaving those who rely on them without an alternative

- That lifts are not always in the best locations and should be signposted in a better way- often students are not told about accessible routes around buildings even when they have discussed support requirements with the University

- That a Crèche should be available to students using the Heath site (where the majority of 'mature' students study) and that the charge for using the crèche needs to be reasonable – not 'consultant rates'. Next year's Women's Officer will be focusing on the issue of childcare at the Heath as a main priority.

2. **Curriculum/Learning/Teaching**

- Timetables should wherever possible be mindful of childcare commitments – 9-3:30 lectures are helpful
- Any changes in timetables should be communicated as soon as possible – information about access and emergency childcare options would be useful when communicating last minute changes in times/locations

- Recording lectures can be very useful to some protected characteristic groups however if there are any sanctions for non-attendance these should be clearly communicated

- Teaching staff should encourage integration of students and should encourage working in diverse groups. If students always work in 'cliques' who are similar to themselves, teaching staff should 'mix up' groups. They should also keep an eye on allocation of tasks within groups to ensure that the female students are not always left taking the notes/cleaning the test tubes. It was recognised however that this can

be challenging for teaching staff and often students do not want to be allocated into groups.

- It was felt that there are often limited social spaces available in buildings (apart from the canteen areas) that means that students don't 'mix' together apart from in lectures. When students arrange to meet off-campus it is usually in the 'cliques' of those similar to themselves and therefore, again there is limited opportunity to mix with students from different backgrounds to themselves

- Student induction sessions should include a session on equality and diversity

- All students should be taught at least some basic information on equality & diversity – for some courses e.g. healthcare this should be more detailed and considered part of their professional development – this should therefore be a compulsory part of the curriculum.

- Reading lists on courses are often not very diverse – women and other protected characteristic groups are notably missing. Teaching can often be very UK-centric not taking into account a more global outlook.

- Personal Tutors should have (mandatory) equality training on a regular basis

- Mature Students can feel completely unsupported. These students often are more likely to have dependents e.g. families, caring and would find it useful to have someone to talk to. It was felt that it is not always helpful for these students to be referred to counselling – sometimes they would prefer to speak to their personal tutor but personal tutors often do not know how to support these students.

- It would be good if personal tutors can make the time to listen to issues faced by mature students and if personal tutor training equip staff to respond better to issues raised.

- One issue is academics having unconscious biases that place certain protected characteristics at a disadvantage. For example, one student felt that a lecturer had unnecessarily divided their class by gender and given them different skilled activities to do.

3. Equality of Outcome

- It was felt that barriers exist for extending deadlines (e.g. coursework). Barriers partly related to the wording of forms which can be 'scary' especially if someone for example is experiencing depression as the wording of the forms (in the opinion of the group) implied that you may have a time management issue rather than valid extenuating circumstances thereby suggesting there is a 'blame' on the individual.

- The group felt that also personal tutors don't always know what constitutes a valid extenuating circumstance, and if there is an alternative provision for circumstances that are not last minute/emergency but are an ongoing health or other circumstance that impacts on the individual.

- The group suggested that images of role models could be useful e.g. similar to the large photograph Mosaics in the VJ gallery. It was also suggested that

communications/marketing should aim to present diversity and avoid perpetuating stereotypes.

- One of the group members described a scheme at another University where first year students (particularly women studying a STEM subject) were paid to go back to the secondary school that they attended to encourage underrepresented groups to study 'non-traditional' subjects.

- The group noted however that where University students and staff are encouraged to take part in 'outreach' and 'role-model' activities these need to be recognised (financially?) as these activities can be time-consuming and often to not benefit the individual- e.g. helping their career

4. Support (incl. centre for student life) – should consider:

Quiet room or prayer rooms
Gender neutral toilets
Childcare facilities
Chaplaincy

Perhaps more work could be done by Careers and Employability to encourage women to pursue STEM based careers choices as well as other underrepresented areas (research has shown just because a woman has undertaken a degree in a certain area, this does not mean they feel necessarily able to pursue opportunities in this area). This is particularly significant for areas like academia as the percentages of women in academia decrease the higher the position. This is also an issue that affects BME individuals.

5. Attracting and retaining students

Marketing (attracting students)
- Show how the University supports those with protected characteristics – Gay by Degree, Student Minds group, more about the way that the groups work.
- Increase work on promoting non-traditional subjects to younger children in schools.

Communications (retaining students)
- More contact with the Campaign Officers and the student association leads with E&D Officers would help with communication of issues which are being reported by students.

Information (attracting and retaining students)
- Policies and procedures need to be broken down into more easily accessible information – FAQ approach.
- Information on-line for those who may not want to talk to a person – sign posting to external agencies which can help.
    - Careers support for specific groups e.g. women in engineering
    - LGBT+ information – easily found not buried in the web
    - Support for mature students
    - Support for those who have children and those who become parents
    - Sexual harassment
    - Social media and bullying

Curriculum (attracting and retaining students)
- The inclusivity of the curriculum is definitely an area of concern:
    - Content of the curriculum – e.g. reading lists (an issue of women and BME not represented in academia)
    - Use of stereotypical scenario based learning
    - University needs more diversity in staff – visible role models for those with who are traditionally under-represented.
    - Information on considerations of personal characteristics in placements abroad

6. Other concerns:
- The group felt that sexual harassment is still an issue for students with unacceptable behaviour and 'banter' still happening

- The group noted that the Welsh Assembly Government is currently looking for organisations to pilot their new guidance on Eliminating Violence Against Women

- It can be argued that violence and abuse that take place in student relationships aren't taken seriously and perhaps more can be done to highlight this issue and the nuances of abuse that students might not consider. This might particularly affect students with disabilities when the abuser is actually undertaking the caring/breadwinner role.

- The SU has launched its 'Can't touch this' campaign recently and will promote this in September – it was felt it would be useful also if more information was available on who to contact /report incidents to for those who experience sexual harassment – better signposting

- Promoting a better awareness of what constitutes sexual harassment would also be useful including addressing the myth that sexual harassment only covers men attacking women

- Smaller things can sometimes affect how welcome students feel and the culture that the University presents can sometimes be seen as not being inclusive e.g. music played at students union does not present cultural diversity

- It is important that students have individuals available who they feel comfortable raising issues with e.g. making sure that there are a diverse range of students/staff in pastoral roles and also that all staff in these roles understand how to be sensitive to cultural diversity

- More flexible ways of consulting with students could be beneficial & building better links between CU & the SU

- Social media- there are some recurring issues that arise around appearance based comments relating to gender. Clear information about how to raise issues would be useful.

- Monitoring - Are categories fit for purpose? Students have raised questions on whether the categories are still relevant or need to be updated.

- The establishment of 'Residences Associations' in Halls of Residences and whether the establishment of a SU presence in halls will mean students are more likely to report issues of sexual harassment etc.

- The SU and the University ought to consider how to make their policies on sexual harassment clearer and more accessible to students.

- The NUS conducted a 'Lad Culture' into all higher and further education institutions into the policies, training and support offered to tackle the issue of 'lad culture' – A recent report stated that Cardiff apparently does not have a procedure on how to report incidences of sexual harassment or assault in confidence (http://www.independent.co.uk/news/education/higher/britains-elite-universities-dont-fully-record-allegations-of-rape-or-sexual-assault-10274020.html)

7. Examples of good practice
- Session provided by the LGBT+ Association Chair on being inclusive in professional practice.

- Optometry lecturer taking cultural learning differences into consideration and addressing this.

- LGBT+ Working Group facilitates joint working between the University and SU – potential for further links in this way?

- One lecturer noticed that one group of international female students were not happy with questioning/criticising academic papers and grouped these with other students who were happy to question/criticise to encourage the students how to learn to do this effectively.

15. Equality and Diversity Contacts meeting – 17 June 2015

Notes of discussion - 17 June 2015

Objectives for Strategic Equality Plan
Objective 1: To attract, retain and develop a global, diverse and talented workforce by addressing underrepresentation and equal pay
Objective 2: Inclusive Learning and Teaching; including Attracting and Retaining Students
Objective 3: Inclusive Research
Objective 4: Inclusive Estates and Facilities
Objective 5: (Internal) Culture and Governance
Objective 6: Collaboration, Communication and Engagement

Objective 1: Staff
- Felt that REF didn't include scholarship activities of those on T&S contracts as opposed to those on T&R. Strong feeling that Scholarship activities are not valued in the same way as Research.

- REF- lower % return for certain groups- - broader issue is around roles of staff- 'minority groups' are steered towards admin roles. Why do we value T&R contracts above all other contact types? Time is not protected for research activities T&S staff in the same way as it is protected for T&R staff. Clear promotional path required for T&S staff- people are put off from wanting to get involved in equality work or do not want to get involved in it because they can't see the benefit – citizenship is not values. Interest in equality can sometimes be seen as a weakness. Fixed term contracts can be an issue as they can discourage involvement in wider work around citizenship.

Objective 2: students
Attracting a diverse range of students –
- Diversity of STEM Ambassadors and staff visiting schools – are these diverse?
- Need E&D pages on the website which can be found externally
- Oxford positive images campaign – good example of how a University can promote the diversity of their staff and students.
- The financial situation is very complex – at open days and induction there needs to be information about financial charges and financial information
- There is tension around the 'quality' of students we are expecting that goes with the label of a 'Russell Group' University, some schools are 'recruiting schools' but 'selecting schools' have to use grades to select students
- Advertising needs to be visible (e.g. there are buses in Cardiff advertising other Universities- advertising for Cardiff University is not always visible)
- Outreach needs to happen at an early stage e.g. primary school
- Some schools fund outreach activities e.g. Math's support – this also helps 'advertise' Cardiff University
- Demystifying requirements is important- clear on entry requirements – this is particularly important for 'alternative routes' such as foundation modules and Lifelong Learning
- Fees can be very off-putting- the University needs to be clear about any financial support available e.g. bursaries. This is very complex because there are restrictions on so many grants etc.

Support for students to get the most out of their time at university -
- Student E&D training needs to be embedded within induction but also within courses where it has an impact on professional practice.
- E&D training for Personal Tutors
- Need to be more explicit about the culture of the University and what to expect when studying here.
- Buddying systems – can work really well both for mentors and mentees. For mentors it provides an opportunity for professional development (e.g. PHD students who mentor)
- Some buddying systems can be a bit 'ad hoc'
- Integration can really help students for those who are living at home some good 'social spaces' on campus can help integration
- For students whose first language is not English the social integration element can be very important- improving language skills

- Level of English support is important for many international students
- Some schools have bespoke support (e.g. JOMEC) but they need students to turn up to keep running these courses

Reasons for withdrawal/differential attainment –
- Mental Health issues- need to ensure that there is support
- There needs to be a consistent approach to extenuating circumstances and the extenuating circumstances committee needs to be separate from exam board
- 'Mature students' and other students with dependents can find it much harder to progress
- The Admissions pages should make it clear that interruption of study is a possibility
- The University should keep track of those taking interruption of study
- Some students require more flexibility e.g. options for students who can only do 2 days per week
- Students from less wealthy backgrounds tend to live at home and are expected to 'do their bit' at home
- PGR students are often working at the same time as study and this may impact on their ability to submit work within the time-limit

Inclusive Curriculum -
- How to share best practice within the Schools
- Adopt new technology such as Lecture capture (Learn Plus). Strong feeling that this will benefit all students but especially disabled students, students with caring responsibilities and also those with English as second language.
- Sharing of inclusive practice – development of a guide of good ideas
- Introduce mini PCUTL sessions for all lecturers
- If there are changes to assessment or content then there should be an EIA carried out on this – this needs to be clear on the Registry web page
- Can be a conflict between concerns over issues such as plagiarism raising the desire for a more 'controlled' assessment and being able to be flexible about assessment
- There are options for interesting ways of flexible assessment- e.g. preparing a mini-conference where students present their papers – alternative assessments like this may work well for some students

Objective 3: Inclusive research -
REF and individual circumstances
- Need to see results of the individual circumstances exercise – did it encourage more diverse submissions

Research
- What is it that stops women continuing after PhDs and following an academic career?
- Broader issues of roles and workload allocation -'minority' groups are steered towards admin roles (see staff objective above)

How do we maximise opportunities for inclusive research?
- Use CU research money to fund research into E&D issues – why do women not continue into academic careers/ teaching initiatives which work best to encourage all students/

Objective 4: Estates and facilities
- What is the strategy of Estates with regards to accessibility?
- What are the plans for the existing buildings – not just new build?