Cardiff University

Strategic Equality Plan – Annual Monitoring Report 2022-2023

Published March 2024

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1.   Foreword

As Chair of the Equality, Diversity and Inclusion Committee and Deputy Vice-Chancellor at Cardiff University, I am pleased to present this year's Annual Report, covering the period April 01 2022 – March 31 2023. This report outlines our ongoing work at Cardiff University to improve our equality, diversity and anti-racism profile. That work is an earnest of our long-term commitment to championing equality of opportunity, promoting inclusive practices and cultures in Higher Education, and becoming an actively anti-racist institution.

As a cross-cutting strategic enterprise, our Strategic Equality Plan is relevant to every student, internal and external stakeholder and staff member of the University. We acknowledge that it is an evolving document and we will review it to ensure it remains fit for purpose.

Our current Strategic Equality Plan will run until 2024. We will continue to deliver the objectives we have set in this plan while developing our next Strategic Equality Plan, to be published in April 2024.

Professor Damian Walford Davies
Deputy Vice-Chancellor
Chair, EDI Committee

2.   Introduction

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

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

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

The report must cover the period 01 April to 31 March of the previous year.

The Annual Report must contain progress statements including:
• the steps taken to identify and collect relevant information
• how the University has used this information
• the reasons for not collecting any relevant information
• the progress the University has made to fulfil each of its equality objectives
• a statement about the effectiveness of arrangements for identifying and collecting relevant information and the steps taken to fulfil each of its objectives
• employment information

This report provides an account of how Cardiff University has worked towards its aims and objectives as set out within our Strategic Equality Plan 2020-24.

3.   University Overview

Cardiff University is a Welsh institution with a global view. The University places a great emphasis and value on Equality, Diversity and Inclusion (EDI) and as such we are committed to promoting and implementing best practice in EDI in order to provide a positive working and learning environment for our staff and students.

As a cross-cutting strategic agenda our Strategic Equality Plan 2020-24 is relevant to every student, internal and external stakeholder and staff member of the University. We acknowledge that this plan is an evolving document and we will review it to ensure it remains fit for purpose and embodies the University's aspirations and commitment to Equality, Diversity and Inclusion.

In 2017 the University established an Equality, Diversity and Inclusion Committee as a sub-committee of the Governance Committee to discuss, recommend and provide advice to Council on matters pertaining to EDI (previously the Equality and Diversity Committee since 2004).

The EDI Committee oversees strategic developments, considers reports from relevant departments on EDI issues, makes recommendations to Governance Committee and monitors University-wide developments. It also includes representation from our Welsh speaking community of staff, via the Dean of Welsh Language and Chair of the Staff Network.

Ultimate responsibility lies with the University's Council via the Governance Committee. An organogram which helps illustrate the support and governance structures in place is available in Appendix 2.

At Cardiff University, we recognise the importance of the Welsh language and are committed to ensuring that the Welsh language is treated no less favourably than the English language when conducting our business in Wales. We aim to provide a culture where Welsh speaking staff, students and the public feel comfortable and confident in engaging with the University through the medium of Welsh. An annual Welsh Language Standards monitoring report is also published to review progress with our statutory duties and our Welsh Language Strategy is monitored by our Executive Group, chaired by the Deputy Vice-Chancellor.

Gender Pay Gap Reporting

The gender pay gap shows the difference in the average pay between all men and all women in the workforce and the median pay gap is the difference between the midpoints in the ranges of hourly[1] earnings of men and women.

Annual Gender pay gap reporting information since 2017, can be found on our public website Gender pay gap - Public information - Cardiff University. The University is making limited but steady progress in reducing the overall gender pay gap.

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[1] For the gender pay gap reporting, hourly pay is calculated after any reductions from gross pay for salary sacrifice and before tax and NI deductions. Excludes staff not receiving their full basic pay for reasons such as maternity leave, parental leave, sick leave, special leave, or career break

Equal Pay Gap Audit

The last equal pay gap audit was conducted in 2020 and looked at pay gaps related to gender ethnicity and disability. There are two significant equal pay gaps relating to gender: these are within the University's Professorial Bands at Band 1 and 3; one is in favour of women and one in favour of men. There are two significant equal pay gaps relating to ethnicity, one within the Clinical Lecturer grade and one again within the Professorial Band. The Clinical Lecturer grade is in favour of white staff but is a wide band covering both lecturers and senior lecturers paid on the NHS pay grade. However, when divided into two separate academic groups, the data indicates no significant pay gaps. The pay gap in Band 1 is in favour of Black, Asian and Minority Ethnic staff. No significant pay gaps were identified relating to the disability protected characteristic. A more current audit will be published in 2023 and further information can be found on our public website - Equal Pay Gap - Cardiff University

4.   Identifying, collecting, and using relevant information

i) The steps taken to identify and collect relevant information

Monitoring data for the diversity profiles of both staff and students are collated on an annual basis and form part of the University's Strategic Equality Plan Annual Monitoring Report.

The University's Business Intelligence Team currently supports production of the student data for the Annual Monitoring Report as well as providing reporting for Advance HE applications. Staff in the University's Human Resources Department provide the staff data element.

Questions on the protected characteristics of staff are incorporated within the e-recruitment system and PeopleXD, the University's Human Resources Management Information System. Staff/employment data reports are produced on an annual basis. This report provides a summary of the diversity profile of staff working at Cardiff University for the year ending 31 March 2023. All staff included in this report are on open ended, open ended with relevant factor, fixed term, or seconded appointments. Cardiff University data used in this report provides headcount as held on PeopleXD system as of 31 March 2023. Headcount for the purpose of this report refers to a count of contracts. Therefore, individuals holding multiple posts will be counted multiple times. The University acknowledges the importance of collecting staff and student equality monitoring data and has taken a number of steps throughout the monitoring period to encourage disclosure, in particular for staff, through focused communication with line managers and revision of local induction practices to encourage staff to make declarations. Data on academic promotions covers the academic cycle for 2021-2022. Academic year 2022-2023 promotion data has not been finalised. Grievance and disciplinary data covers the Annual People Management reporting period (1 August 2021-31 July 2022}. The next report will be produced in October 2023.

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

Where possible and meaningful, comparator or benchmarking data has been included.

ii) How Cardiff university has used this information

Staff and student monitoring data are used in a variety of ways to inform progress in line with the equality action plan and to shape additional or new actions as required. Monitoring data reports are also used to inform equality impact assessments and College/School level action plans, where appropriate.

Monitoring data reports are reviewed by the University's Equality, Diversity and Inclusion Committee on an annual basis via the Annual Monitoring Report.

Monitoring data reports are also used for the University's Charter Mark applications, for example Athena SWAN, Race Equality Charter Mark and the Stonewall Workplace Equality Index applications, as a required part of the application process and in order to identify relevant issues of

underrepresentation and potential for positive action.

iii) How we are developing our monitoring and access to EDI Data

A suite of new reporting is being explored by the EDI Hub, in collaboration with colleagues in Strategic Planning, HR and the University Secretary's Office. The new reporting suite, or EDI Dashboard, would provide accurate, relevant, timely information to inform decision making and monitor strategy implementation. It will ensure we meet the baseline information required for our Statutory reporting duties, but it will also allow our staff to access granular data, specific to their needs.

iv) The reasons for not collecting any relevant information

Pregnancy and Maternity
Statistical data in relation to pregnancy and maternity for students is not currently collected. It is recommended that other ways of measuring impact of pregnancy and maternity are sought, e.g. via qualitative information. Due to small numbers, we have only provided overall staff statistics, without breaking them down further. As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will consider and evaluate whether this should be included moving forward.

Marriage and Civil Partnership
It is not recommended that data in relation to marriage and civil partnership are collected for students as this is not a protected characteristic for further and higher education provision and therefore does not extend to cover students. Staff data for this area are not gathered at the moment. As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will consider and evaluate whether this should be included moving forward.

Gender Reassignment
Advice from the Equality and Human Rights Commission indicated that particular care needs to be taken when monitoring for gender identity and that there are particular problems in relation to the use and publication of this data, due to low numbers.

Given the very low numbers involved, for example those who confirm they have changed their gender identity is less than 1% at Cardiff University we have decided against further data analysis due to the risk of identification of individuals.

As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will consider and evaluate whether this should be included moving forward.

v) The effectiveness of the arrangements for identifying and collecting relevant information and the steps taken to fulfil each equality objective;

Over the implementation period of the previous Strategic Equality Plan (2016-20), significant efforts were made to collect the relevant equality information following guidance from HEFCW and the Equality Challenge Unit (Advance HE). This resulted in a large amount of data being made available and work is ongoing to ensure that data sets are available to all who need them throughout the University in a format which is meaningful, in order to inform a variety of activities. Discussions are also taking place to refine the information which we collect and analyse. Information on the steps taken to fulfil each of the equality objectives are contained within section 17 of this report.

5.   Disability

Data Summary:

- 7.32% of all staff recorded themselves as having a disability, which is slightly higher than UK HEI benchmarking data (7.0%) and consistent with the disclosure rates in Wales HEIs (7.3%), which is lower than disclosure rates in Northern Ireland (7.4%), but higher than England (6.0%) and Scotland (5.0%).
- Disability disclosure rates remain consistently lower among academic staff (5.79%) than professional and support services staff (8.73%), which is consistent with the national trend in HE (5.1% and 7.0% respectively).
- A slightly higher proportion of Disabled applicants progressed to the shortlisting and appointment stages of the recruitment process than non-disabled applicants.
- The percentage of voluntary leavers was higher than involuntary leavers across disabled, non-disabled and not declared staff, but of involuntary leavers there was a much higher percentage of prefer not to say.
- Consistent with the UK HEI trend, in academic roles the highest disclosure rate was in teaching and research and teaching and scholarship.
- In Professional Services roles, Administration, Management and Professional Services Staff had the highest percentage of staff disclosing a disability but also a high level of unknown (not known and prefer not to say).
- In academic promotions, there were lower levels of applications from disabled staff from the eligible pool, but in comparison with the not declared category, disabled staff and staff with no disability had higher levels of success through the process.

Disability

Colleague Breakdown

Table 5.1	Disabled	No known disability	Prefer not to say	Not declared	Total
2020	6% (440)	70% (5475)	13% (990)	11% (860)	100% (7765)
2021	6% (440)	69% (5200)	12% (925)	13% (955)	100% (7520)
2022	6.73% (513)	67.06% (5109)	10.15% (773)	16.06% (1224)	100% (7619)
2023	7.32% (565)	63.54% (4902)	8.83% (681)	20.31% (1567)	100% (7715)

UK HEI Sector

Table 5.2	Disabled	No known disability Prefer not to say Not declared	Total
UK HEI sector 2020-2021	7%	93%	100%

Cardiff University Disability Overview

7.32%
20.31%
8.83%
63.54%

Disabled Non-disabled Prefer not to say Not declared
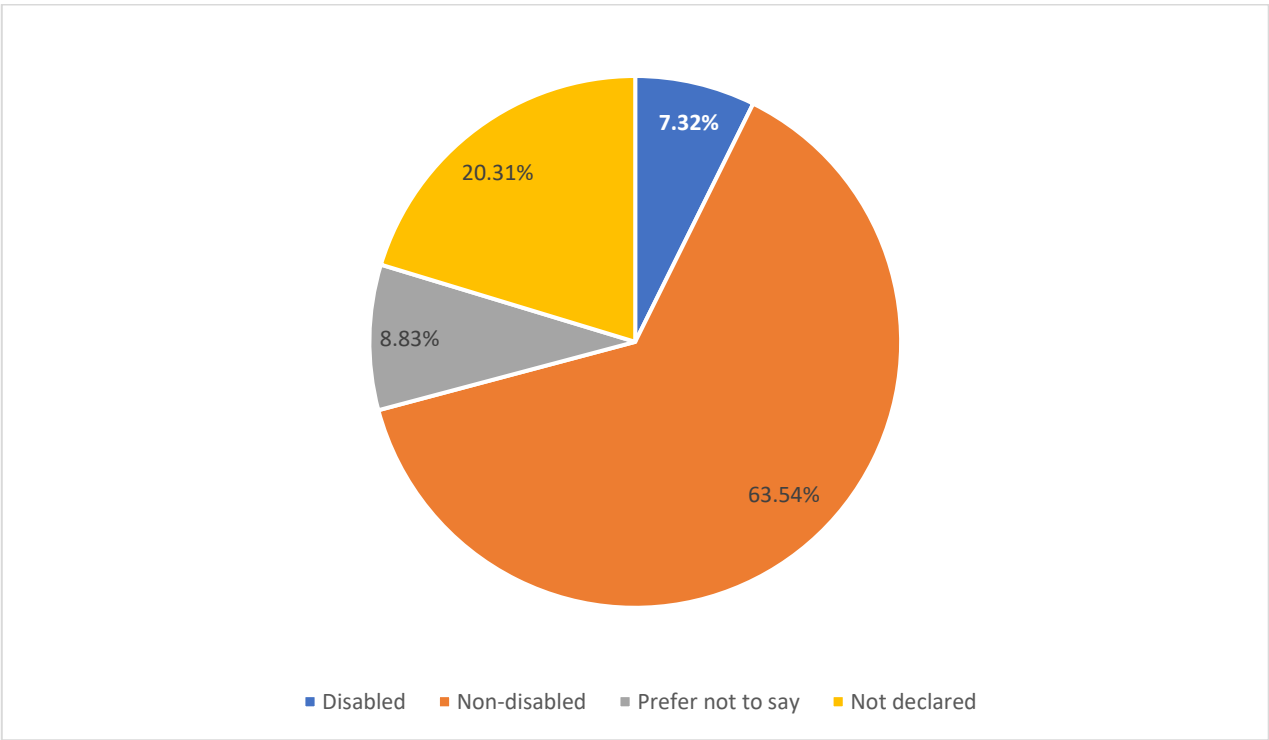
Disability

Recruitment

Table 5.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn Total
No Disability	90.35% (8917)	88.26% (2813)	89.61% (1225)	90.58% (6517)	86.85% (865)
Not Declared	0.93% (92)	1.57% (50)	1.54% (21)	0.61% (44)	1.41% (14)
Prefer not to say	2.98% (294)	3.36% (107)	3.00% (41)	2.96% (213)	3.82% (38)
Disabled	5.74% (566)	6.81% (217)	5.85% (80)	5.85% (421)	7.93% (79)
Grand Total	100% (9869)	100% (3187)	100% (1367)	100% (7195)	100% (996)

Leavers

Table 5.4	Voluntary	Involuntary
Disabled	7.69% (47)	4.82% (17)
No disability	58.92% (360)	48.16% (170)
Prefer not to say	9.66% (59)	5.95% (21)
Not declared	23.73% (45)	41.08% (145)
Total	100% (611)	100% (353)

Academic Promotions (Academic year 2021-2022)

Table 5.5	Eligible Pool	% applications	% successful applications
Disabled	7% (94)	5.52% (9)	6.09% (7)
No disability	70.42% (945)	70.55% (115)	73.04% (84)
Not declared	22.58% (303)	23.93% (39)	20.87% (24)
Total	100% (1342)	100% (163)	100% (115)

Grievances (1 August 2021-31 July 2022)

Table 5.6	Number
Disabled	0
No disability	0
Prefer not to say	0
Not declared	8
Total	8

Disciplinary (1 August 2021-31 July 2022)

Table 5.7	Number
Disabled	<5
No disability	0
Prefer not to say	0
Not declared	9
Total	10

Disability - Additional Reporting

Further breakdown by staff type and disability

Table 5.8	No disability	Not declared	Prefer not to say	Disability %	Total
Senior Management	41.38% (48)	3.45% (<5)	4.31% (5)	3.45% (<5)	52.59% (61)
Senior Staff	27.59% (32)	9.48% (11)	6.03% (7)	4.31% (5)	47.41% (55)
Total	68.97% (80)	12.93% (15)	10.34% (12)	7.76% (9)	100.00% (116)
Clinical	4.26% (156)	1.45% (53)	0.77% (28)	0.22% (8)	6.69% (245)
Teaching & Research	26.53% (971)	4.02% (147)	4.15% (152)	2.27% (83)	36.97% (1353)
Teaching &Scholarship	18.72% (685)	5.68% (208)	3.44% (126)	2.16% (79)	30.00% (1098)
Research	15.77% (577)	7.87% (288)	1.56% (57)	1.15% (42)	26.34% (964)
Total	65.27% (2389)	19.02% (696)	9.92% (363)	5.79% (212)	100.00% (3660)
Administration	19.68% (775)	11.40% (449)	2.18% (86)	3.58% (141)	36.84% (1451)
Management, Professional Services Staff	34.70% (1367)	6.52% (257)	4.27% (168)	4.34% (171)	49.83% (1963)
Operational Services	4.09% (161)	2.13% (84)	0.84% (33)	0.43% (17)	7.49% (295)
Technical Services	3.30% (130)	1.68% (66)	0.48% (19)	0.38% (15)	5.84% (230)
Total	61.77% (2433)	21.73% (856)	7.77% (306)	8.73% (344)	100.00% (3939)
Grand Total	63.54% (4902)	20.31% (1567)	8.83% (681)	7.32% (565)	100.00% (7715)

6. Race/Ethnicity

Data Summary:

- Of the 68.25% of UK staff, 4.93% identified as Black, Asian and Minority Ethnic staff which is lower than UK HEI data (UK national Black, Asian and Minority Ethnic staff 11.4%) and Wales HEI data (5.3%).
- 24.87% of international staff identify as Black, Asian Minority Ethnic which mirrors UK HEI data trends of higher levels of non-UK Black, Asian and Minority Ethnic staff (33.6% UK HEI, and 37.7% in Wales HEI). Of non-UK staff the highest numbers of Black, Asian and Minority Ethnic staff are from China and India.
- Higher levels of not known are evident in non-UK staff (22.65%) than UK Black and Minority Ethnic staff (16.67%), which is consistent with UK HEI data (ethnicity was not known for 6.0% of UK staff and 9.8% of non-UK staff).
- When considering job role, 5.64% of Professional Services staff are from a Black, Asian and Minority Ethnic background, compared to 13.61% of those on an Academic contract. Within senior roles at the University 5.17% staff identified as Black, Asian and Minority ethnic.
- 5.64% Professional Services staff identify as Black, Asian and Minority Ethnic and of those, the highest proportion is found in Management, Professional Services staff (2.56%) and lowest in Operational Services (0.51%).
- 13.61% of Academic staff identify as Black, Asian and Minority Ethnic staff, with the highest proportion within the Teaching and Research pathway (5.49%) and research (4.29%) and the lowest in the Clinical pathway (1.01%).
- Areas where there were high levels of unknown ethnicity across the career pathways were in administrative support (professional services) and research (academia).
- Black, Asian and Minority Ethnic applicants had less success through the recruitment process (application 41.02%, shortlisted 24.57 %, hired 17.56%) than white applicants (application 54.35 %, shortlisted 69.53 %, hired 77.25%).
- In the academic promotion process, Black Asian, Minority Ethnic staff had a higher percentage of application for promotion from the eligible pool than white staff but lower levels of successful outcomes than white candidates.
- Black, Asian and Minority Ethnic leavers had a higher percentage of involuntary departures (15.58%) than voluntary departures (10.15%) compared to white leavers (34.28% and 69.72% respectively) and the not declared/preferred not to say categories also had a high rate of involuntary departures.

Race/Ethnicity

Colleague Breakdown

Table 6.1	Black, Asian and Minority Ethnic	White	Prefer not to say	Not Declared	Total
2020	9% (714)	81% (6259)	2% (151)	8% (642)	100% (7766)
2021	9% (683)	79% (5937)	2% (145)	10% (735)	100% (7500)
2022	9.37% (714)	76.36% (5818)	1.65% (126)	12.61% (961)	100 % (7619)
2023	9.41% (726)	72.85% (5620)	1.44% (111)	16.31% (1258)	100% (7715)

UK HEI Sector

Table 6.2	Black, Asian and Minority Ethnic	White	Total
UK HEI sector 2020-2021	13.2%	86.8%	100%

Cardiff University Race/Ethnicity Overview
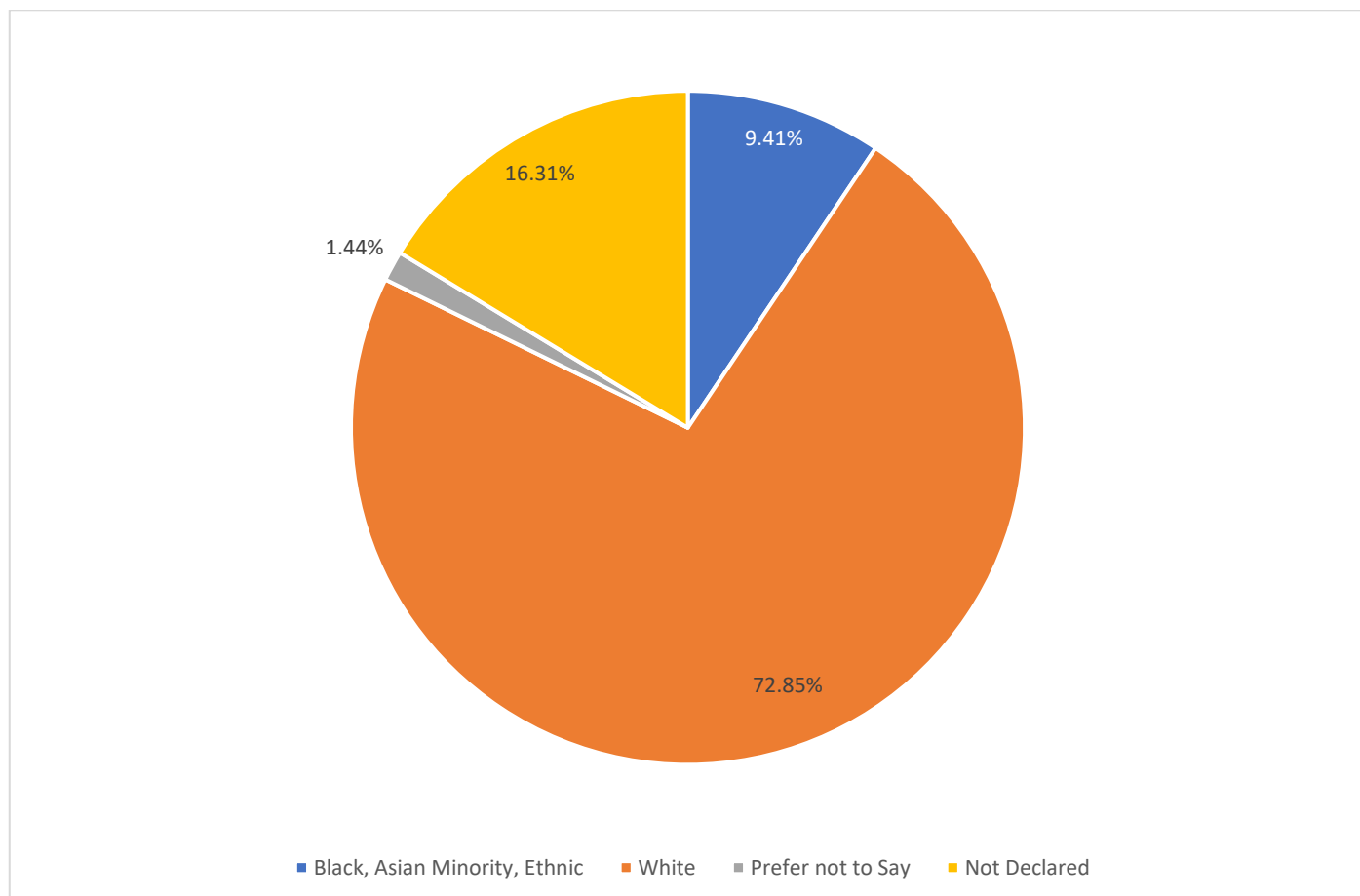
Race/Ethnicity

Recruitment

Table 6.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Black Asian Minority Ethnic	41.02% (4048)	24.57% (783)	17.56% (240)	45.74% (3291)	20.68% (206)
Not Declared	0.93% (92)	1.57% (50)	1.54% (21)	0.61% (44)	1.41% (14)
Prefer not to say	3.70% (365)	4.33% (138)	3.66% (50)	3.74% (269)	3.71% (37)
White	54.35% (5364)	69.53% (2216)	77.25% (1056)	49.91% (3591)	74.20% (739)
Grand Total	100% (9869)	100% (3187)	100% (1367)	100% (7195)	100% (996)

Leavers

Table 6.4	Voluntary	Involuntary
Black, Asian and Minority Ethnic	10.15% (62)	15.58% (55)
White	69.72% (426)	47.03(166)
Prefer not to Say	18.82% (8)	3.12% (11)
Not Declared	1.31% (115)	34.28% (121)
Total	100% (611)	100% (353)

Academic Promotions (Academic year 2021-2022)

Table 6.5	Eligible Pool	% applications	% successful applications
Black, Asian and Minority Ethnic	12.07% (162)	17.18% (28)	14.78% (17)
White	78.24% (1050)	75.46% (123)	77.39% (89)
Not Declared	9.69% (130)	7.36% (12)	7.83% (9)
Total	100% (1342)	100% (163)	100% (115)

Grievances (1 August 2021-31 July 2022)

Table 6.6	Number
Black, Asian and Minority Ethnic	<5
White	<5
Prefer not to say	0
Not Declared	<5
Total	8

Disciplinary (1 August 2021-31 July 2022)

Table 6.7	Number	
Black, Asian and Minority Ethnic	<5	
White	7	
Prefer not to say	0	
Not Declared	0	
Total	10	

Race/Ethnicity - Additional Reporting

Further breakdown by staff type and race/ethnicity

Table 6.8	Black Asian Minority Ethnic (Number)	%	White (Number)	%	Prefer not to say (Number)	%	Not declared (Number)	%	Total (Number)	%
Senior										
Senior Management	6	5.17%	50	43.10%	<5	0.86%	<5	3.45%	61	52.59%
Senior Staff	0	0.00%	41	35.34%	<5	2.59%	11	9.48%	55	47.41%
Total	6	5.17%	91	78.45%	<5	3.45%	15	12.93%	116	100.00%
Academic										
Clinical	37	1.01%	153	4.18%	7	0.19%	48	1.31%	245	6.69%
Research	157	4.29%	550	15.03%	13	0.36%	244	6.67%	964	26.34%
Teaching & Research	201	5.49%	1009	27.57%	32	0.87%	111	3.03%	1353	36.97%
Teaching & Scholarship	103	2.81%	802	21.91%	26	0.71%	167	4.56%	1098	30.00%
Total	498	13.61%	2514	68.69%	78	2.13%	570	15.57%	3660	100.00%
Professional Services										
Administration	79	2.01%	1014	25.74%	6	0.15%	352	8.94%	1451	36.84%
Management Professional Specialist Staff	101	2.56%	1657	42.07%	19	0.48%	186	4.72%	1963	49.83%
Operational Services	20	0.51%	192	4.87%	<5	0.03%	82	2.08%	295	7.49%
Technical Services	22	0.56%	152	3.86%	<5	0.08%	53	1.35%	230	5.84%
Total	222	5.64%	3015	76.54%	29	0.74%	673	17.09%	3939	100.00%
Grand Total	726	9.41%	5620	72.85%	111	1.44%	1258	16.31%	7715	100.00%

Further breakdown by race/ethnicity and nationality

Table 6.9	Black, Asian and Minority Ethnic	White	Prefer not to say	Not declared
UK	380	4890	85	969
%	4.93%	63.38%	1.10%	12.56%
International	346	730	26	289
%	4.48%	9.46%	0.34%	3.75%

Further breakdown by staff type and race and nationality

Table 6.10	Black, Asian and Minority Ethnic (Number)	%	White (Number)	%	Prefer not to say (Number)	%	Not declared (Number)	%	Tota (Number)	%
International										
Administration	24	0.31%	43	0.56%	0	0.00%	30	0.39%	97	1.26%
Clinical	<5	0.05%	7	0.09%	<5	0.03%	11	0.14%	24	0.31%
Management Professional Specialist Staff	22	0.29%	74	0.96%	<5	0.03%	14	0.18%	112	1.45%
Operational Services	6	0.08%	7	0.09%		0.00%	15	0.19%	28	0.36%
Research	103	1.34%	143	1.85%	<5	0.03%	113	1.46%	361	4.68%
Senior Management	<5	0.03%	<5	0.05%	<5	0.01%		0.00%	7	0.09%
Senior Staff		0.00%	<5	0.01%		0.00%		0.00%	<5	0.01%
Teaching &Research	127	1.65%	294	3.81%	13	0.17%	57	0.74%	491	6.36%
Teaching & Scholarship	49	0.64%	139	1.80%	6	0.08%	41	0.53%	235	3.05%
Technical Services	9	0.12%	18	0.23%		0.00%	8	0.10%	35	0.45%
International total	346	4.48%	730	9.46%	26	0.34%	289	3.75%	1391	18.03%
UK										
Administration	55	0.71%	971	12.59%	6	0.08%	322	4.17%	1354	17.55%
Clinical	33	0.43%	146	1.89%	5	0.06%	37	0.48%	221	2.86%
Management Professional Specialist Staff	79	1.02%	1583	20.52%	17	0.22%	172	2.23%	1851	23.99%
Operational Services	14	0.18%	185	2.40%	<5	0.01%	67	0.87%	267	3.46%
Research	54	0.70%	407	5.28%	11	0.14%	131	1.70%	603	7.82%
Senior Management	<5	0.05%	46	0.60%		0.00%	<5	0.05%	54	0.70%
Senior Staff	0	0.00%	40	0.52%	<5	0.04%	11	0.14%	54	0.70%
Teaching &Research	74	0.96%	715	9.27%	19	0.25%	54	0.70%	862	11.17%
Teaching & Scholarship	54	0.70%	663	8.59%	20	0.26%	126	1.63%	863	11.19%
Technical Services	13	0.17%	134	1.74%	<5	0.04%	45	0.58%	195	2.53%
UK Total	380	4.93%	4890	63.38%	85	1.10%	969	12.56%	6324	81.97%
Grand Total	726	9.41%	5620	72.85%	111	1.44%	1258	16.31%	7715	100%

Top 20 non-UK countries nationality and race/ethnicity

Table 6.11	Black, Asian and Minority Ethnic	White	Prefer not to say	Not Declared
Chinese	88	0	<5	29
Italian	<5	87	0	22
Irish	5	91	<5	13
Indian	64	0	0	27
German	<5	63	9	11
American	7	51	<5	14
Spanish	<5	51	<5	11
Greek	0	51	<5	12
French	<5	51	0	5
Polish	0	36	<5	7
Canadian	<5	22	<5	5
Dutch	<5	23	<5	<5
Portuguese	<5	22	0	<5
Pakistani	20	0	0	5
Japanese	15	0	0	7
Iranian [Islamic Republic]	9	<5	0	8
Romanian	0	16	0	<5
Russian [Federation]	<5	18	0	<5
Turkish	<5	8	0	8
Australian	<5	14	<5	0
Grand Total	230	608	23	195

7.　　Sex

Data Summary:

- We are consistent with UK HEI trends with a higher proportion of female (56.29%) than male (43.71%) staff working at the University (UK HE sector female 54.2%, male 45.8%).
- In academic roles, 49.32% are female (47.0% UK HEI sector) and in professional services 63.34% are female (62.6% UK HEI sector).
- 77.64% (77.6% UK HEI data) of male staff worked full-time compared to 55.56% (61.2% UK HEI data) of female staff. Among staff on part-time contracts or part time term time 71.95% were female.
- In line with UK HEI trends of part time contracts or part time term time only there is a higher percentage of females holding these contracts in professional services (82.60%) than academic roles (58.66%). UK HEI data shows that 55.9% are female on part time contract in academic roles and 79.9% of professional and support staff.
- Of female staff working at the university 83.21% work in grade 1-7 positions in comparison with 67.62% of males. In general, as the seniority of contract levels increases, the proportion of female staff decreases, consistent with UK HEI data (Advance HE). 13.84% of females work in grade 8, office holder or senior positions compared with males (27.88%). 69.97% of senior posts are held by males (UK HEI data 63.9% senior managers are male).
- In non-STEM subjects there is a higher representation of female staff than male (AHSS 56.94%, BLS 62.27%) in contrast to PSE (34.62%). This is reflective of national trends; more male academics were employed in STEM subjects (59.6%) than non-STEM (Science, Technology, Engineering and Mathematics) subjects (40.4%) (UK HEI data).
- 80.03% of all staff hold an open ended or open ended with relevant factors contract with females holding 56.24% of those contracts. In academic roles females held more open ended with relevant factor contracts (52.21%) than males and males were more likely to hold an open-ended contract (52.12%). Females are more likely to be on a fixed term contract than males (52.12% to 51.80%). In professional services across all contract categories females had higher representation than males and 62.75% of open-ended contracts and open ended with relevant factors are held by females.
- In academic roles, teaching and research contracts, 64.08% of these contracts were held by males (reflecting the UK HEI data of higher proportion of males on these contracts). 61.75% of teaching and scholarship contracts were held by females in line with UK HEI trends. Males proportionately had higher representation in clinical posts (55.10%) than females.
- 36.84% of Professional Services staff work within administrative support, and of these 71.88% are female. 49.83% of Professional Services staff work in Management, Professional and Specialist Staff roles and 63.17% of these roles are held by female staff. Males have higher percentage than females in operational, technical, senior and management roles.
- Females were more successful than males through the application process from application (48.67%), shortlisting (55.60%) through to being hired (60.35%), than males (48.67%, 41.20%, 36.50% respectively) and females were more likely to withdraw or decline in the process.
- Females had a higher percentage leaving the university on a voluntary basis than males (59.41% and 40.59% respectively).
- Females had a lower percentage of application for promotion from the eligible pool than males but were more successful through the process.
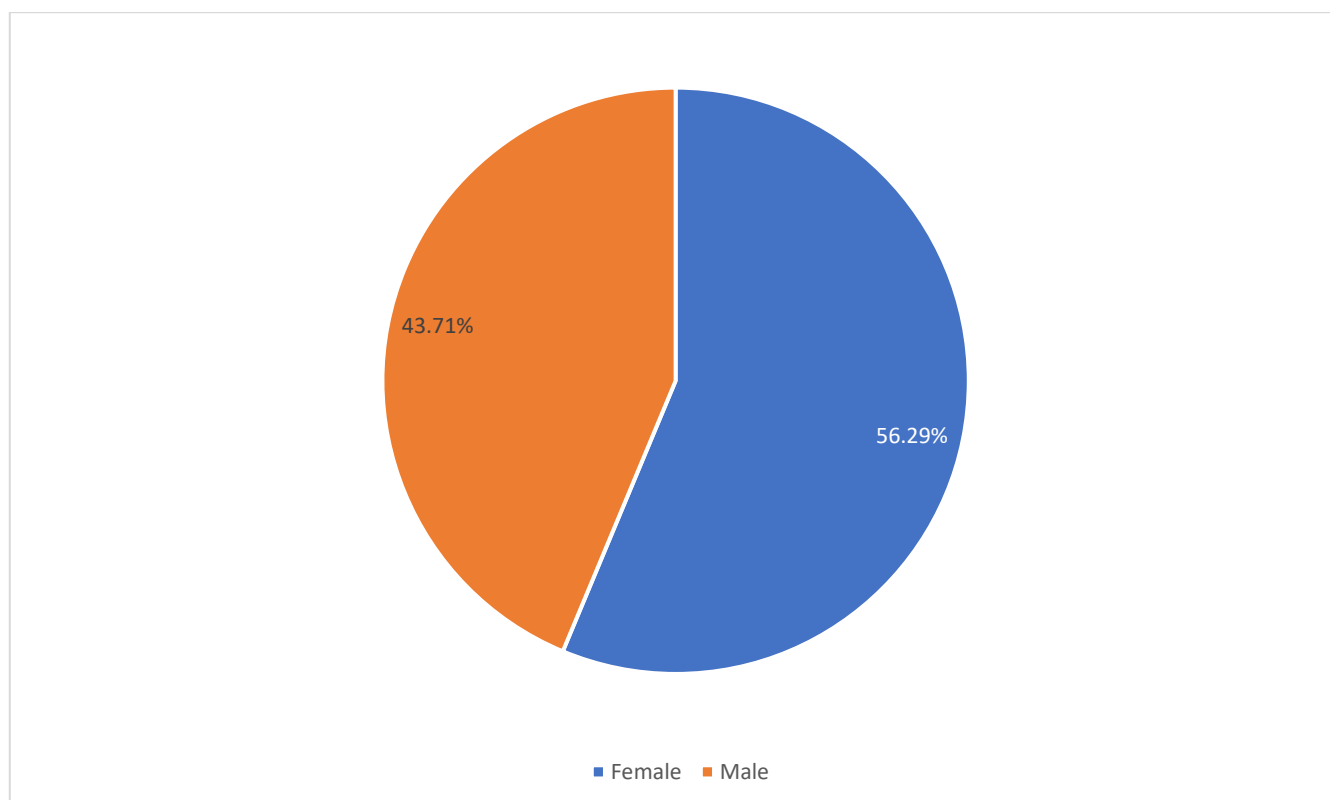
Sex

Colleague Breakdown

Table 7.1	Female	Male	Total
2020	56.14 % (4359)	43.86% (3405)	100% (7764)
2021	55.57% (4167)	44.43% (3332)	100% (7499)
2022	55.47 % (4226)	44.53% (3393)	100% (7619)
2023	56.29% (4343)	43.71% (3372)	100% (7715)

UK HEI Sector

Table 7.2	Female	Male	Total
UK HEI sector 2020-2021	62.6%	37.4%	100%

Cardiff University Sex Overview

43.71%

56.29%

■ Female ■ Male

Sex

Recruitment

Table 7.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Female	48.67% (4803)	55.60% (1772)	60.35% (825)	46.42% (3340)	61.35% (611)
Male	48.67% (4803)	41.20% (1313)	36.50% (499)	51.17% (3682)	35.24% (351)
Not declared	0.93% (92)	1.57% (50)	1.54% (21)	0.61% (44)	1.41% (14)
Prefer not to say	1.73% (171)	1.63% (52)	1.61% (22)	1.79% (129)	2.01% (20)
Total	100% (9869)	100% (3187)	100% (1367)	100% (7195)	100% (996)

Leavers

Table 7.4		Voluntary	Involuntary
Female		59.41% (363)	45.04% (159)
Male		40.59% (248)	54.96% (194)
Total		100% (611)	100% (353)

Academic Promotions (Academic year 2021-2022)

Table 7.5	Eligible Pool	% applications	% successful applications
Female	48.14% (646)	43.56% (71)	46.09% (53)
Male	51.86% (696)	56.44% (92)	53.91% (62)
Total	100% (1342)	100% (163)	100% (115)

Grievances (1 August 2021-31 July 2022)

Table 7.6	no
Female	<5
Male	5
Total	8

Disciplinary (1 August 2021-31 July 2022)

| Table 7.7	no
Female	<5
Male	9
Total	10

Sex - Additional Reporting

All staff by college / professional services and gender (no)

Table 7.8	Female	Male	Total
Arts, Humanities and Social Sciences	956	723	1679
Biomedical and Life Sciences	1548	938	2486
Central Professional Services	1461	997	2458
Physical Sciences and Engineering	378	714	1092
Total	4343	3372	7715

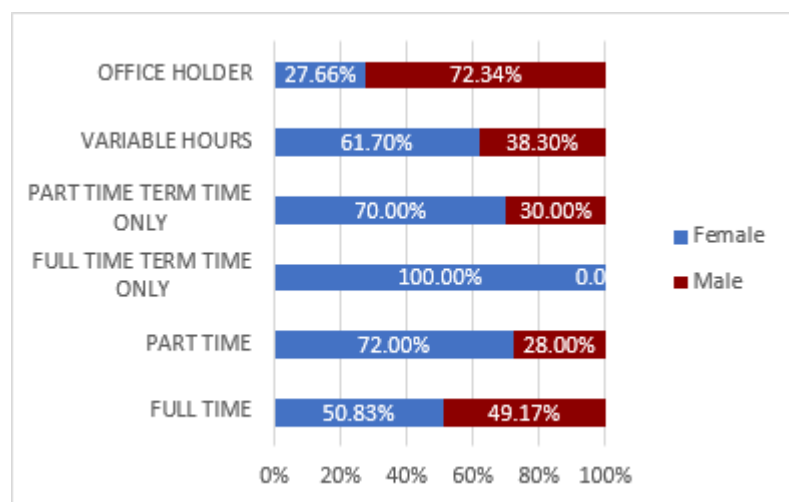## All staff by college / professional services and gender (%)
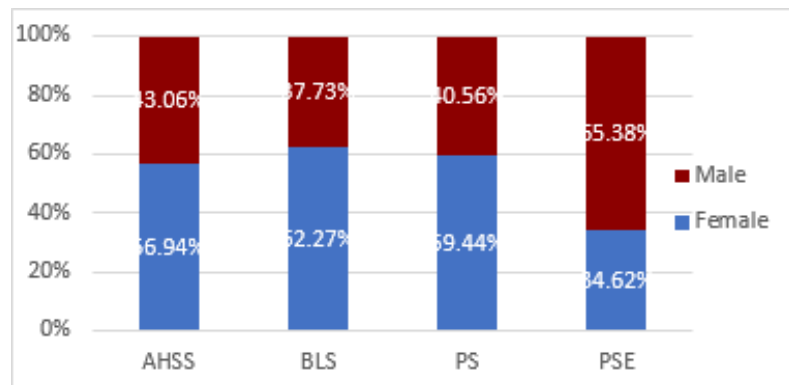
All staff by employment mode and gender (no)

Table 7.9	Female	Male
Office Holder	13	34
Variable Hours	385	239
Part Time Term Time Only	28	12
Full Time Term Time Only	5	0
Part Time	1206	469
Full Time	2706	2618
Grand Total	4344	3372

All staff by employment mode and gender (%)

All staff by contract and gender

Table 7.10	Female	Male
Secondment	94	56
Office Holder	14	40
Open-Ended	3169	2503
Open-Ended With Relevant Factor	303	199
Fixed Term	763	574
Grand Total	4343	3372

All staff by contract and gender (%)
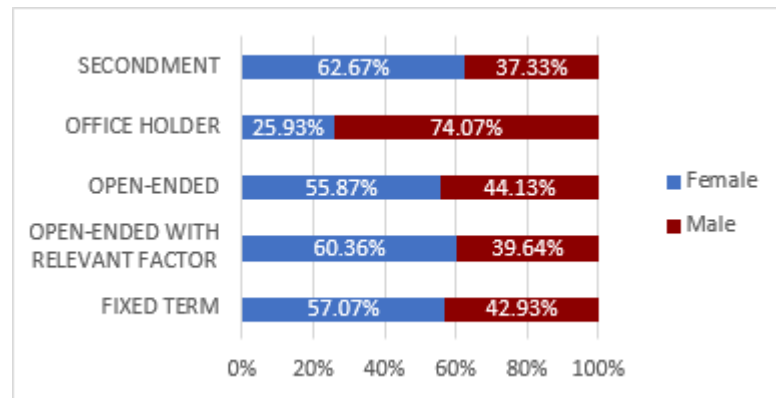
All staff by grade and gender (no)

Table 7.11	Female	Male
Senior	179	417
Office Holder	13	34
Grade 8	409	489
Grade 7	542	428
Grade 6	1157	791
Grade 5	676	343
Grade 4	536	266
Grade 3	447	239
Grade 2	192	168
Grade 1	64	39
Fixed Salary	18	22
Clinical	110	136
Total	4343	3372

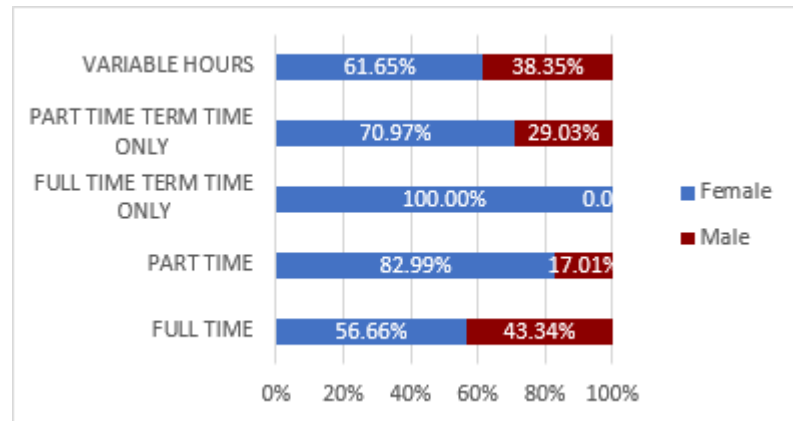## All Staff by grade and gender (%)
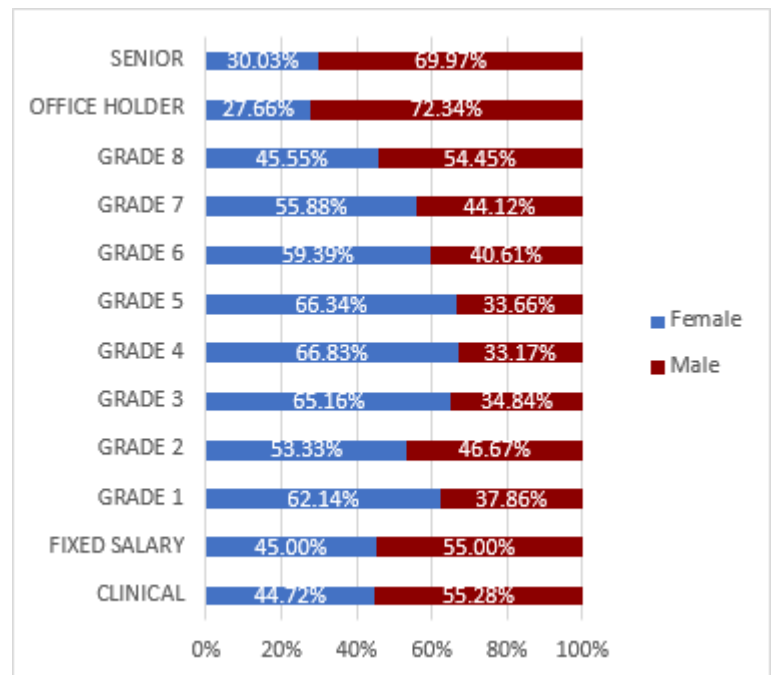
Professional Services staff by employment mode and gender (no)

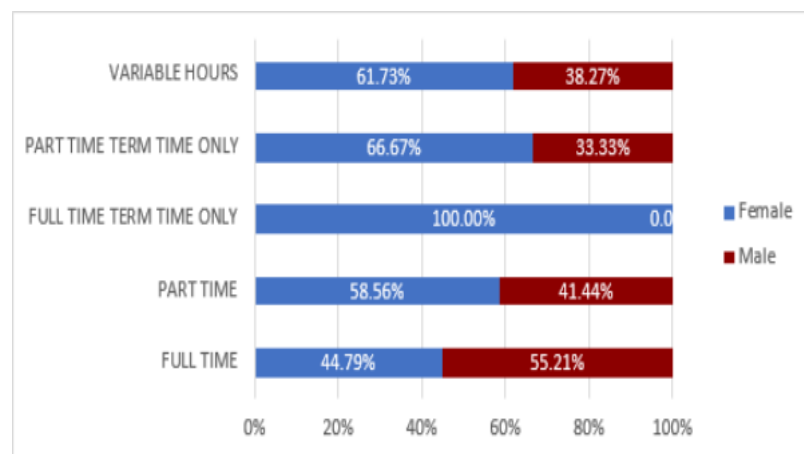| Table 7.12	Female	Male
Variable Hours	164	102
Full Time Term Time Only	<5	0
Part Time Term Time Only	22	9
Part Time	771	158
Full Time	1536	1175
Grand Total	2495	1444

Professional Services Staff by employment mode and gender (%)

Academic staff by employment mode and gender (no)

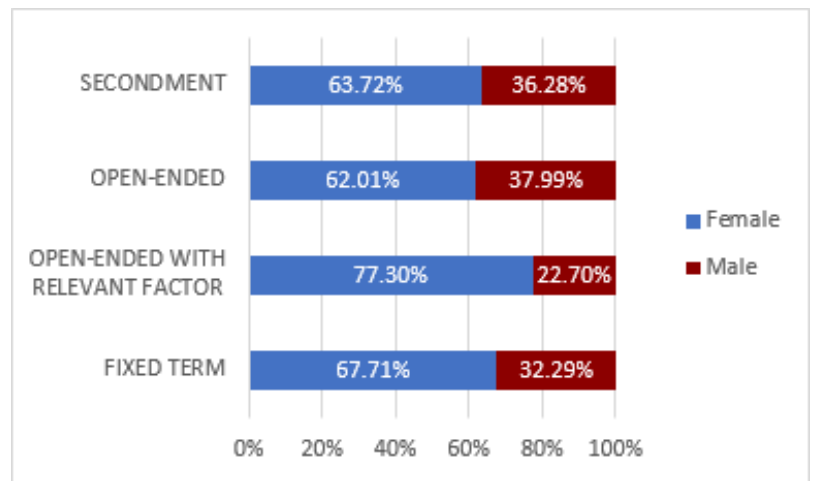| Table 7.13	Female	Male
Variable Hours	221	137
Part Time Term Time Only	6	<5
Full Time Term Time Only	<5	0
Part Time	431	305
Full Time	1144	1410
Grand Total	1805	1855

Academic staff by employment mode and gender (%)

Professional Services Staff by contract and gender (no)

Table 7.14	Female	Male
Secondment	72	41
Open-Ended	1995	1222
Open-Ended With Relevant Factor	126	37
Fixed Term	302	144
Grand Total	2495	1444

Professional Services Staff by contract and gender (%)

Academic Staff by contract and gender (no)

Table 7.15	Female	Male
Secondment	17	12
Open-Ended	1151	1253
Open-Ended With Relevant Factor	177	162
Fixed Term	460	428
Grand Total	1805	1855

Academic Staff by contract and gender (%)
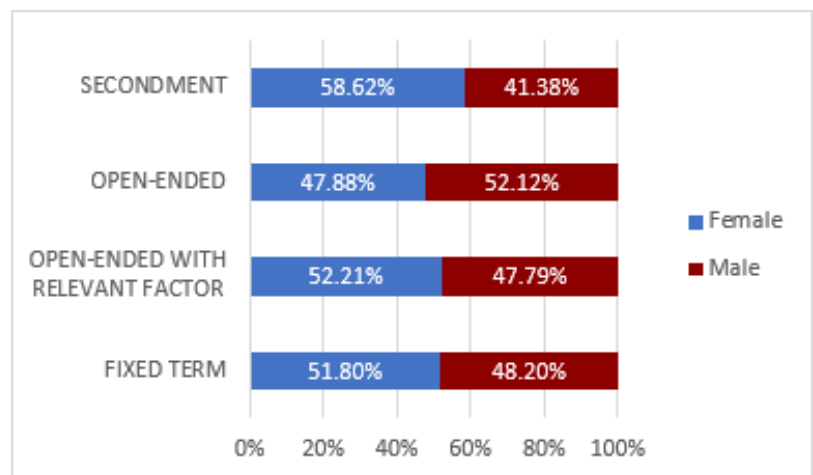
Professional Services Staff by job type and gender (no)

Table 7.16	Female	Male
Technical Services	102	128
Operational Services	110	185
Management and Professional Services Staff	1240	723
Administration	1043	408
Total	2495	1444

Professional Services Staff by job type and gender
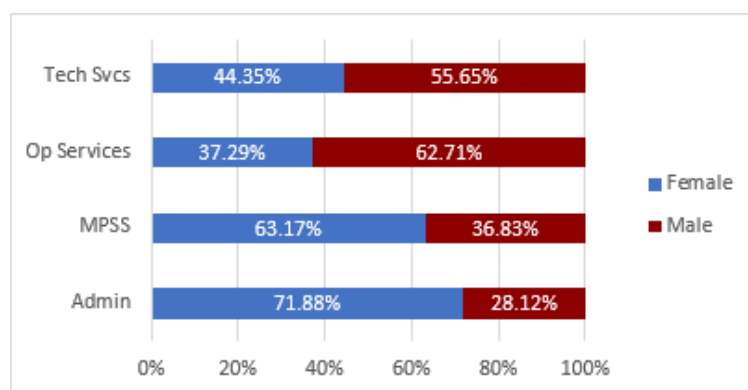
Academic Staff by job type and gender (no)

Table 7.17	Female	Male
Teaching & Scholarship	678	420
Teaching & Research	486	867
Research	531	433
Clinical	110	135
Total	1805	1855

Academic Staff by job type and gender
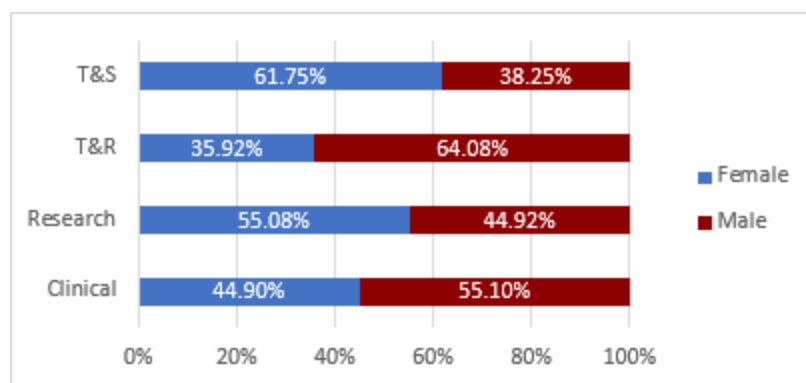
8.   Age

Data Summary:

• Our age profile is broadly in line with the UK HEI sector, with most staff (76.87%) being in the 35 and over age category (UK HEI 84.4% over 30), the largest percentage being 28.71% within the 35-44 age group (UK HEI 28.7% 31-40 age category).

• The largest percentage of applications came from the 25-34 age group (39.86%) and the largest percentage of staff appointed were also from this group (38.92%). The 16-34 age groups success rate declined during the application process from application, shortlisting to being hired in comparison with the 35-65 age group.

• The age profile distribution was similar across professional services and academia, although professional services had a slightly higher percentage of staff in the younger age 16-35 (21.25% in comparison to academic 19.16%) and they had similar percentage in older age categories 55 and over (23.05% comparable to 23.01% in academic), there was a higher percentage of academic staff in the mid-range age categories. In the UK HEI sector professional and support staff had a younger age profile than academic staff.

• In the academic promotions process the most successful applications for promotion came from the 35-64 age category with lower levels from the 25-34 and 65-99 age category.

• Of all leavers 58.51% were from the 25-44 age group. The highest involuntary departure rate from the 16-24 category where involuntary departure was higher than voluntary departure (6.80% compared to 3.27%).

Age

Colleague Breakdown

Table 8.1	16-24	25-34	35-44	45-54	55-64	65-99	Total
2020	2%	21%	33%	22%	17%	5%	100%
2021	2%	21%	33%	22%	17%	5%	100%
2022	1.92% (146)	19.54% (1489)	32.04% (2441)	23.06% (1757)	17.99% (1371)	5.45% (415)	100% (7619)
2023	2.14% (165)	19.11% (1474)	29.93% (2309)	25.78% (1989)	17.67% (1363)	5.38% (415)	100% (7715)

UK HEI Sector

Table 8.2	30 and under	31-40yrs	41-50yrs	51-60yrs	61 and over	Total
UK HEI sector	15.6%	28.7%	25.3%	22.0%	8.4%	100%

Cardiff University Age Overview
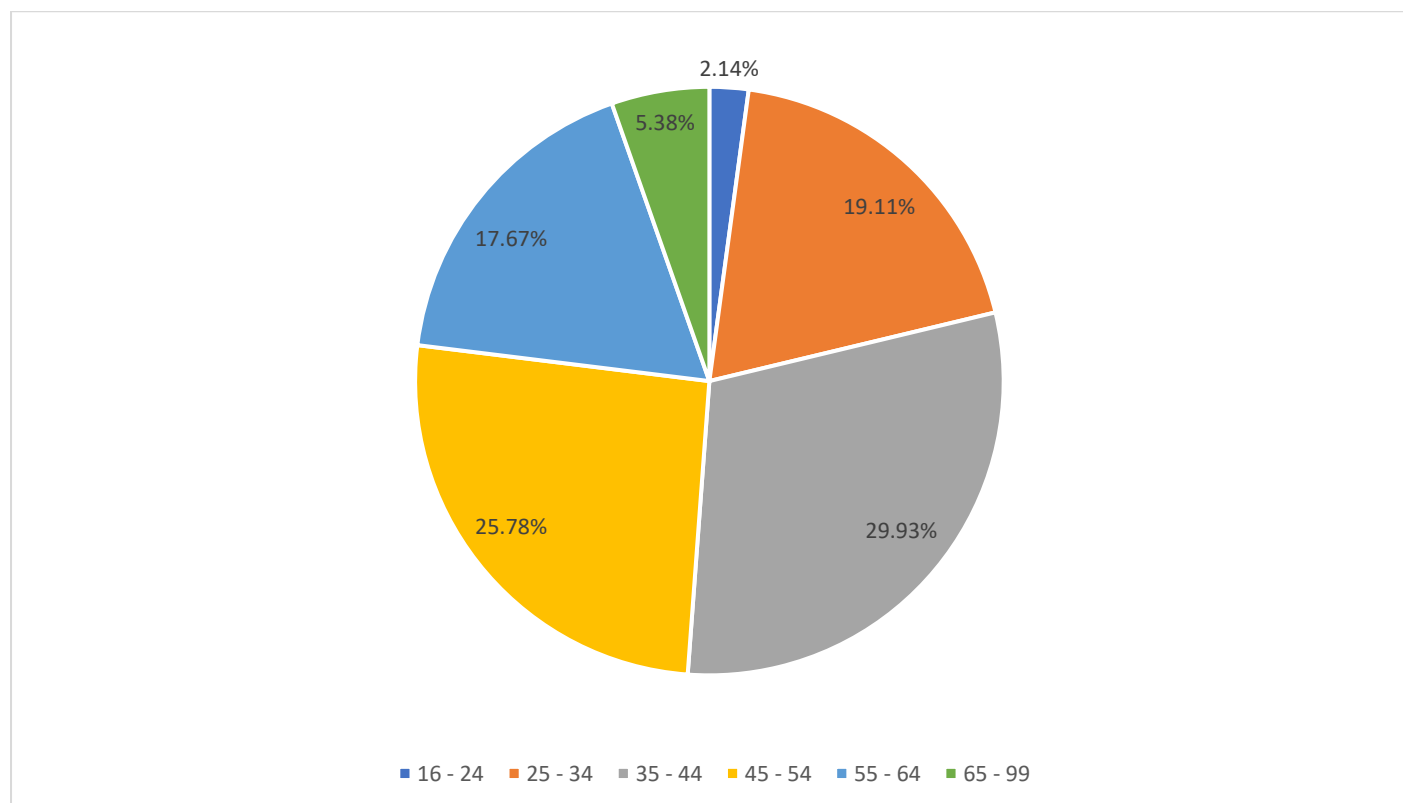
Age

Recruitment

Table 8.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
16-24	10.34% (1020)	7.72% (246)	7.97% (109)	10.69% (769)	11.24% (112)
25-34	39.86% (3934)	36.99% (1179)	38.92% (532)	40.79% (2935)	39.26% (391)
35-44	29.12% (2874)	30.06% (958)	29.41% (402)	29.15% (2097)	25.40% (253)
45-54	12.20% (1204)	15.06% (480)	13.97% (191)	11.86% (853)	13.65% (136)
55-64	4.68% (462)	6.71% (214)	6.66% (91)	4.10% (295)	6.22% (62)
65-99	2.58% (255)	1.82% (58)	1.46% (20)	2.54% (183)	2.31% (23)
Not declared	1.22% (120)	1.63% (52)	1.61% (22)	0.88% (63)	1.91% (19)
Total	100% (9869)	100% (3187)	100% (1367)	100% (7195)	100% (996)

Leavers

Table 8.4	Voluntary	Involuntary
16-24	3.27% (20)	6.80% (24)
25-34	27.66% (169)	35.69% (126)
35-44	28.31% (173)	27.20% (96)
45-54	13.75% (84)	15.30% (54)
55-64	15.38% (94)	10.20% (36)
65-99	11.62% (71)	4.82% (17)
Total	100% (611)	100% (353)

Academic Promotions (1 August 2021-31 July 2022)

Table 8.5	Eligible Pool	% applications	% successful applications
25-34	5.22% (70)	5.52% (9)	4.35% (<5)
35-44	40.69% (546)	51.53% (84)	53.51% (62)
45-54	31.89% (428)	27% (44)	26.31% (30)
55-64	19% (255)	14.72% (24)	15.79% (18)
65-99	3.20% (43)	3.07% (<5)	4.35% (<5)
Total	100% (1342)	100% (163)	100% (115)

Age - Additional Reporting

Professional Services Staff by Age

Table 8.6	%	Number
16-24	3.50%	138
25-34	20.31%	800
35-44	28.71%	1131
45-54	24.73%	974
55-64	16.96%	668
65-99	5.79%	228
Total	100.00%	3939

Professional Services Staff by Age
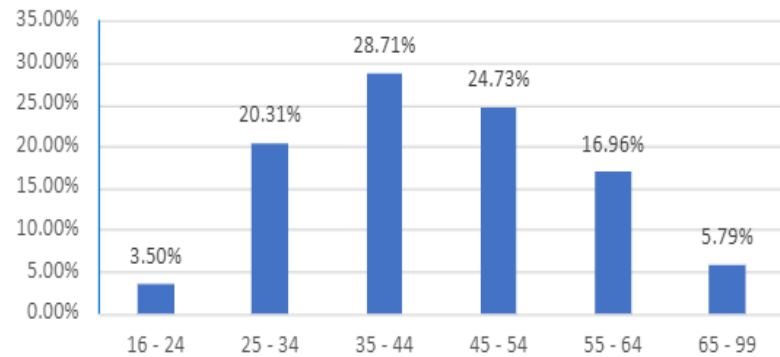
Academic Staff by age

Table 8.7	%	Number
16-24	0.74%	27
25-34	18.42%	674
35-44	31.83%	1165
45-54	26.01%	952
55-64	18.09%	662
65-99	4.92%	180
Total	100.00%	3660

Academic Staff by Age
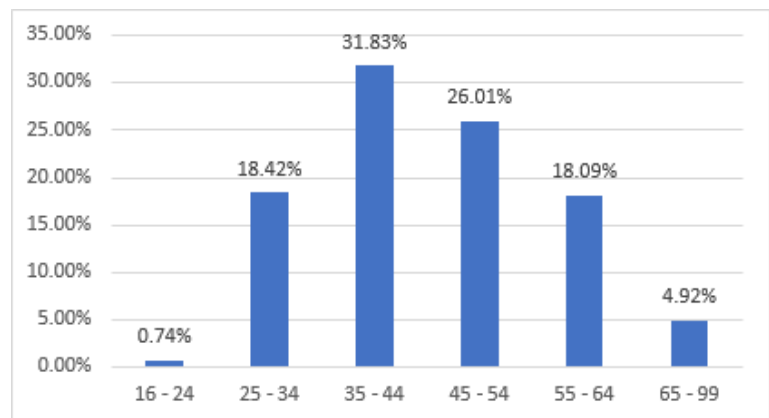
9.   Sexual Orientation

Data Summary:

- Because sexual orientation data is currently a voluntary return to HESA, there isn't a full national picture of the HE staff population in relation to sexual orientation. 76.1% % of institutions returned information. 38.50% of Cardiff University staff are recorded as unknown regarding their sexual orientation which is lower than the UK HEI sector (43.0%) but within this, we have a higher percentage of staff preferring not to say (19.3%) than the UK HEI benchmarks (9.3% prefer not to say).
- When considering the sexual orientation of those who applied and were subsequently appointed those identifying as bisexual, gay/lesbian and prefer not to say had an increase in success rate through the process. There was a decrease in success rate for heterosexual, other and not declared applicants.
- Additional diversity data on other areas has not been collated but we are currently exploring what data will be useful to be included to progress work in this area.

Sexual Orientation

Colleague Breakdown

Table 9.1	Gay / Lesbian	Bisexual	Prefer Not to Say	Not Declared	Other	Heterosexual	Total
2020	3% (204)	2% (117)	23% (1777)	14% (1087)	0% (27)	59% (4554)	100% (7766)
2021	2.6% (194)	1.5% (111)	22.3% (1673)	15.2% (1142)	0.4% (28)	58% (4352)	100% (7500)
2022	2.94% (224)	1.81% (138)	19.96% (1521)	17.38% (1324)	0.38% (29)	57.53% (4383)	100% (7619)
2023	2.85% (220)	2.19% (169)	18.03% (1391)	20.47% (1579)	0.44% (34)	56.02% (4322)	100% (7715)

UK HEI Sector

Table 9.2	Gay / Lesbian	Bisexual	Prefer Not to Say	Not Declared	Other	Heterosexual	Total
UK HEI sector 2021-2022	2.4%	1.6%	9.3%	30%	0.5%	56.2%	100%

Cardiff University Sexual Orientation Overview

BISEXUAL   GAY/LESBIAN   HETEROSEXUAL   IN ANOTHER WAY   NOT DECLARED   PREFER NOT TO SAY
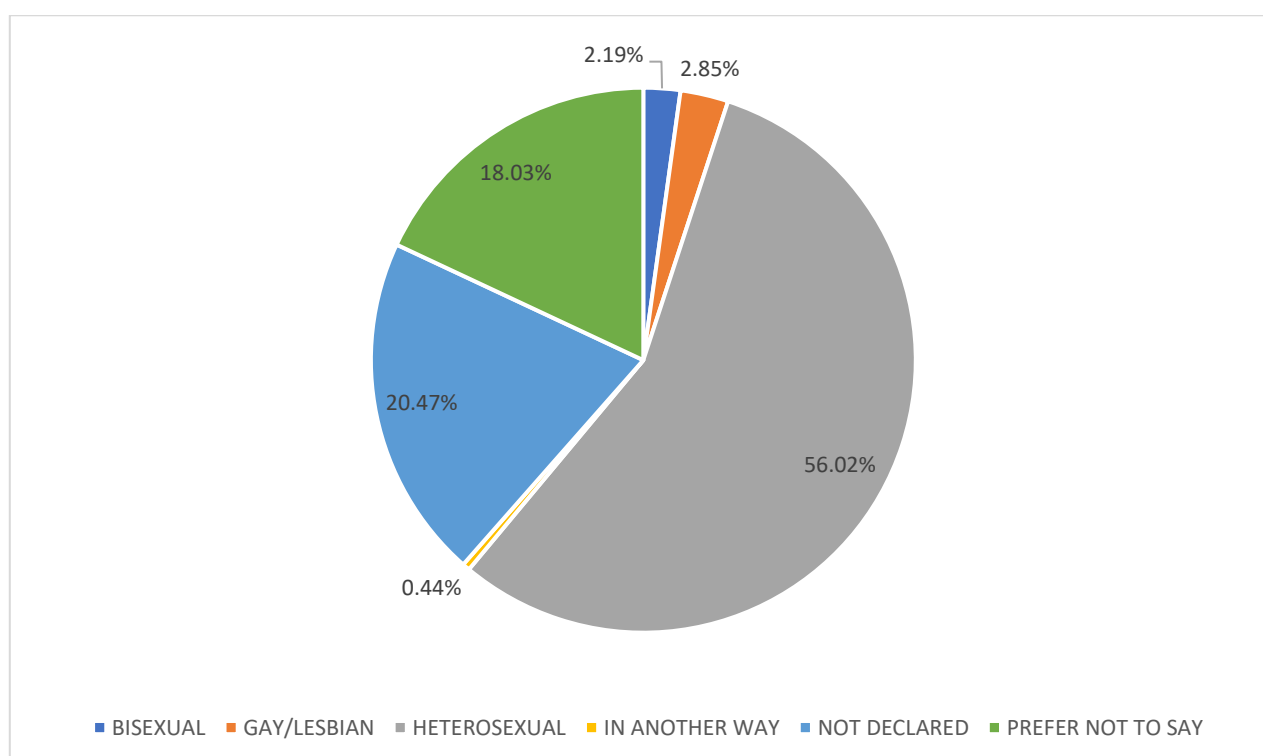
Sexual Orientation

Recruitment

Table 9.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Bisexual	7.00% (691)	6.71% (214)	7.61% (104)	7.16% (515)	7.23% (72)
Gay / Lesbian	3.63% (358)	4.11% (131)	4.54% (62)	3.56% (256)	4.22% (42)
Heterosexual	77.05% (7604)	76.31% (2432)	75.57% (1033)	77.22% (5556)	75.40% (751)
Not Declared	0.93% (92)	1.57% (50)	1.54% (21)	0.61% (44)	1.41% (14)
Other	1.59% (157)	1.41% (45)	1.46% (20)	1.72% (124)	1.61% (16)
Prefer not to say	9.80% (967)	9.88% (315)	9.29% (127)	9.73% (700)	10.14% (101)
Grand Total	100% (9869)	100% (3187)	100% (1367)	100% (7195)	100% (996)

Leavers

Table 9.4	Voluntary	Involuntary
Bisexual	2.45% (15)	1.70% (6)
Gay/ lesbian	4.42% (27)	1.70% (6)
Heterosexual/straight	50.74% (310)	43.34% (153)
Other	0.16% (<5)	0.85% (<5)
Prefer not to say	18.99% (116)	11.61% (41)
Not declared	23.24% (142)	40.79% (144)
Total	100% (611)	100% (353)

Academic Promotions (Academic year 2021-2022)

Table 9.5	Eligible Pool	% applications	% successful applications
Gay / Lesbian	2.38% (32)	3.08% (<5)	4.35% (<5)
Bisexual	0.75% (10)	3.08% (<5)	4.35% (<5)
Not Declared	42.40% (569)	39.27% (64)	38.46% (44)
Other	0.37% (<5)	3.08% (<5)	4.35% (<5)
Heterosexual	54.40% (730)	57.06% (93)	58.12% (67)
Total	100% (1342)	100% (163)	100% (115)

10. Religion and Belief

Data Summary:

- 61% of institutions provided information for HESA in 2020/2021 on religion and belief so therefore we only have a partial picture of the data of all UK HEIs; however, our data shows a high percentage of unknown 46.64% (UK HEI 39%) and the highest declared religion is Christian 21.57% (UK HEI 17.6%)
- Additional diversity data on other areas has not been collated but we are currently exploring what data will be useful to be included to progress work in this area.
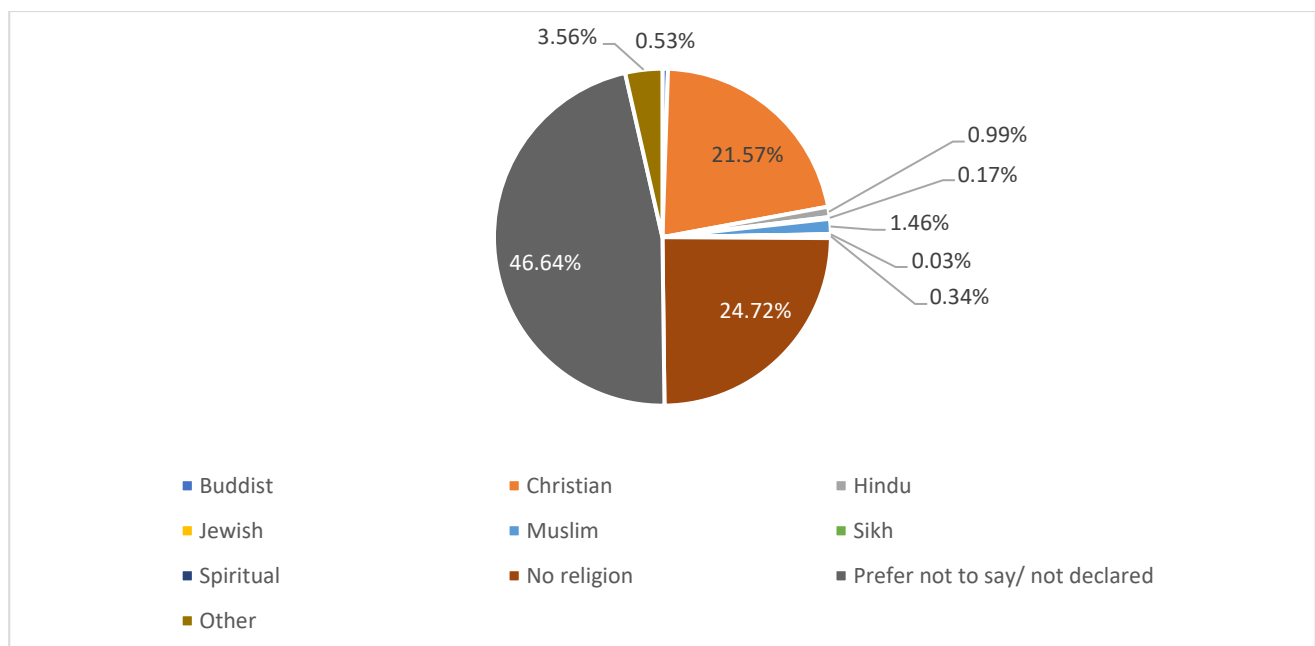
Religion and Belief

Colleague Breakdown

Table 10.1	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Sikh	Spiritual	Any other religion or belief	Prefer not to say /not declared	Total
2020	1%	24%	1%	0%	1%	23%	0%	0%	4%	24%	100%
2021	0.3% (40)	13.5% (1725)	0.4% (55)	0.1% (10)	0.7% (110)	11.7% (1760)	0% (<5)	0.1% (20)	2.1% (320)	11.9% (1620)	100%
2022	0.51% (39)	22.63% (1724)	0.88% (67)	0.13% (10)	1.44% (110)	24.70% (1882)	0.03% (<5)	0.26% (20)	3.91% (298)	21.08% (1606)	100%
2023	0.53% (41)	21.57% (1664)	0.99% (76)	0.17% (13)	1.46% (113)	24.72% (1907)	0.03% (<5)	0.34% (26)	3.56% (275)	46.64% (3598)	100% (7715)

UK HEI Sector

Table 10.2	Buddhist	Christian	Hindu	Jewish	Muslim	No Religion	Sikh	Spiritual	Any other religion or belief	Prefer not to say	Total
UK HEI	0.6%	17.6%	1.3%	0.4%	2.4%	31.2%	0.4%	0.8%	1.9%	9%	100%

Cardiff University Religion and Belief Overview

Religion and Belief

Academic Promotions (Academic year 2021-2022)

| Table 10.3	Eligible Pool	% applications	% applications successful
Buddhist	0.97% (13)	1.84% (<5)	4.35% (<5)
Christian	22.58% (303)	19.02% (31)	20.51% (24)
Hindu	0.67% (9)	3.07% (<5)	4.35% (<5)
Jewish	0.37% (<5)	0% (0)	0% (0)
Muslim	1.49% (20)	3.07% (<5)	4.35% (<5)
No religion	18.55% (249)	26.99% (44)	24.79% (29)
Sikh	0% (0)	0% (0)	0% (0)
Spiritual	0.37% (<5)	0% (0)	0% (0)
Any other religion or belief	4.47% (60)	5.52% (9)	5.98% (7)
Not declared	50.75% (681)	44.17% (72)	43.59% (51)
Total	100% (1342)	100% (163)	100% (115)

11. Pregnancy and Maternity

Data Summary:

- Due to small numbers, we have only provided overall staff statistics, without breaking them down further. As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will consider and evaluate whether this should be included moving forward.

Colleague Breakdown

Table 11.1	Adoption Leave	Maternity Leave	Paternity Leave	Shared Parental Leave
2020	6	215	23	<5
2021	<5	239	75	9
2022	<5	230	73	<5
2023	1.81% (5)	71.84% (199)	24.55% (68)	(1.81%) 5

Cardiff University Pregnancy and Maternity Overview
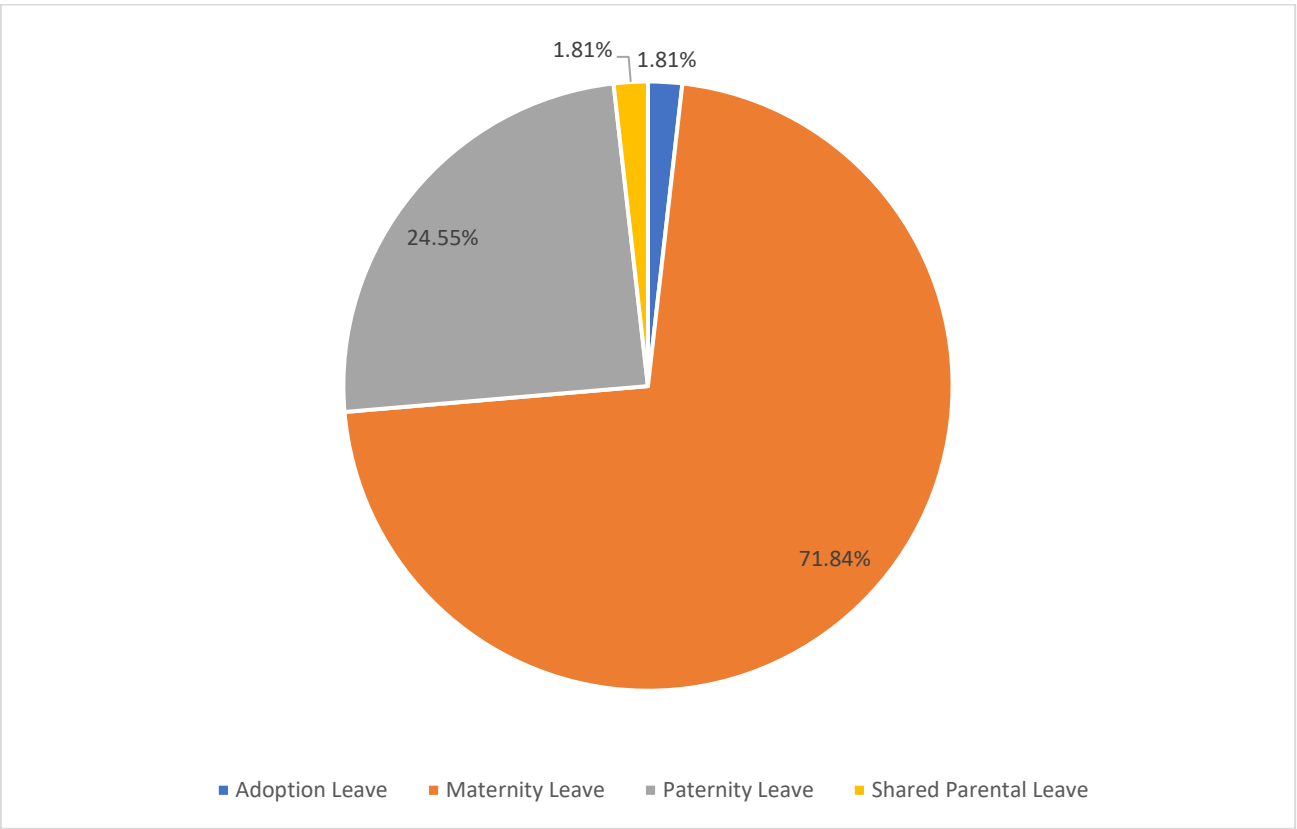
12. Marriage & Civil Partnerships

Data Summary:

- Staff data for this area is not gathered at the moment. As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will consider and evaluate whether this should be included moving forward.

13.   Gender Reassignment

Data Summary:

- The Equality and Human Rights Commission defines the protected characteristic of gender reassignment as "the process of transitioning from one sex to another"[2] but recognises that individuals are protected under the Equality Act 2010 when their gender identity is different from the sex assigned to them at birth[3].
- Advice from the Equality and Human Rights Commission indicated that particular care needs to be taken when monitoring for gender identity and that there are particular problems in relation to the use and publication of this data due to low numbers.
- Given the very low numbers involved, for example, those who confirm they have changed their gender identity is less than 1% at Cardiff University we have decided against further data analysis due to risk of identification of individuals.
- The requirement to return information on trans status for HESA is currently voluntary. The proportion of institutions returning information on trans status was at 64.9% (133 out of 205) in 2020/21.
- As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will consider and evaluated whether this should be included moving forward.

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[2] https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#reassignment
[3] https://www.equalityhumanrights.com/en/advice-and-guidance/gender-reassignment-discrimination

14. Student Data

The below data shows statistics relating to students enrolled at Cardiff University and their characteristics. The source of data used is the data supplied to the Higher Education Statistics Agency annually – the HESA 'Student' return 2022/23. This data source contains a record for each instance of engagement between a student and a course during the academic year August 1st 2022 and July 31st 2023. The counts shown are Student headcount. The use of HESA data is due to the following reasons:

- For all characteristics the population size is the same.

- Continuing Professional Education students are included.

- HESA data is used for other annual reports produced by Cardiff University, and is used for sector data comparisons by a number of external bodies, including our regulator HEFCW. This will ensure consistency when data is compared with any other uses.

The use of HESA return data, whilst desirable for the purpose of alignment with other published data, is complicated this year by a change in approach to collection. HESA have adjusted their returns format and delayed the submission deadline in preparation for requiring in-year submission of data, and consequently finalised data at this point in 2022/23 is not yet available. The 'draft' population from which this analysis is drawn is lower at circa 38,000 students, compared with a final population of ~40,000 in 2022/23.

Although the total number of students used to construct this analysis is lower due to the final HESA population having not yet been confirmed, the nature of this type of data is such that it is unaffected by the fluidity of the population, and is representative of the final total. Statistically, it is usable for comparing trends in proportions across the different characteristics. It will not, however, match any externally published figures in due course, and care should be taken not to express the total here – or any sub-totals for a particular characteristic – as that of the 'final' Cardiff total.

Additionally, there are a higher proportion of unknowns than expected for two specific data fields, ethnicity and disability, and so these cannot currently be considered comparable to the previous year. Therefore, although the data is presented here for consistency, internal data sources have been used to inform the key points noted, to ensure a like-for-like comparison. Further analysis can be undertaken once the HESA return is finalised in approx. November 2023.

Cardiff University had 38390 students enrolled in 2022/23 (please note this is still the 'draft' population). Most of these students are on full-time courses and over half of the students are in their first degree. UG students consistently and heavily outnumber postgraduate students at the University.

Level of study	Student Count	%
First Degree	23,105	*60.18%*
Other Under-Graduate (OUG)	1280	*3.33%*
Post Graduate Taught (PGT)	3185	*8.29%*
Post Graduate Research (PGR)	10825	*28.19%*
Mode of study (including dormant and writing up = 40,660 students)	count	%
Full-time	34240	89.19%
Part-time	4150	10.81%

Mode of study has only been broken down to Full-Time and Part-Time as these are the categories, we are now reporting against in Data Futures

The table below summaries the key trends over the past five years. Where a field for any characteristic hasn't been mentioned, this is due to it remaining relatively consistent over the years.

Characteristic	Trends
Disability	Of those students recording a disability, the majority report a learning difference (4.03%) or a mental health condition (3.17%), accounting for around two thirds of all recorded disabilities. This is followed by those with long-term illnesses (1.22%) and multiple impairments (1.11%). The smallest proportion is of those reporting blindness or visual impairments (0.1%). The proportion of students reporting a disability has been steadily increasing over the past five years, with learning difficulties and mental health always representing the largest category. According to internal data, the proportion of those reporting multiple disabilities has nearly doubled over the last five years. Disability is recorded during enrolment, though students can also amend their disability status in-year.
Sex	The proportion of people who identify as 'Other' has decreased by 0.02% to 0.31%. The proportion of 'Male' and 'Female' have been relatively stable, with 'Female' consistently around 20% higher than 'Male'. 2022/23 saw the lowest percentage of 'Female' at 58.48%, a drop in 1.2% from 2017/18 which saw the highest proportion in that category. This year also saw the highest percentage of 'Male' at 41.19%, an increase 1.01% from 2018/19 which had the lowest percentage. Sex data is collected through the application process.
Age	From 2017/18 to 2022/23 the proportion of students aged 20 and under has increased by 4.32% with 2.71% coming from 2021/22 – 2022/3. Cardiff University has also seen a drop in the proportion of students aged 30 and over by 4.59% since 2017/18, (a drop of 3.06% from the previous year). The proportion of students aged 21-24 has increased by 0.4% since last year. The proportion of students aged 25-29 has been roughly consistent over the past five years, around the 12% mark. Age is calculated as at 31st August in the academic year, i.e. for 21/22 on August 31st 2021. It is derived from a student's birthdate, which is collected through the application process.
Welsh Speaker	Welsh Speaking ability is reported in a different way from this year; it is now reported in more detail – therefore comparisons to previous years are not possible to make. Welsh Speaker data is collected on the basis of a student's own declaration, annually during the enrolment process.
Ethnicity	HESA's new data platform collects ethnicity data only for UK domiciled students; this is the reason why there is a high proportion of 'not available' data. This analysis has therefore been supplemented by a review of internal data. Ethnic minorities make up 12.76% of the total student body, or 18% if the 'not available' data is excluded. Among UK students, there has been an increase of

	c. 2%points since 2018/9. The largest group is Asian – Indian or Indian British, followed by Black – African or African British.

The proportion of Asian students has grown by around 1.5%points in five years, but the proportion of Black students has only increased by about 0.2%points.

Among non-UK students, internal data shows that over 85% are from ethnic backgrounds other than White, which is a significant increase over five years. The largest group is Asian – Chinese, followed by Asian – Indian, and Arab. Black students make up around 4.2% of the non-UK total, an increase from 2.7% in 2018/9.

Ethnicity data is collected during the enrolment process. |
| Gender Identity | Since 2018/19, the proportion of students who have identified that they have a different gender than that assigned at birth has increased by 0.55%. It is now the highest proportion from the past four years at 0.94%.

Gender identity data is collected on the basis of a student's own declaration, annually during the enrolment process, using the question 'Is your gender identity the same as the gender you were originally assigned at birth?' |
| Sexual Orientation | Since 2017/18, the proportion of students identifying as 'Bisexual' has increased by 3.31%. The number of students choosing 'Prefer Not to Say' has decreased by 2.02% from last year.

The proportion of people identifying as 'Other' has increased by 0.59% since 2017/18.

The proportion of people identifying as gay/lesbian has decreased by 0.68% since last year.

Sexual orientation data is collected on the basis of a student's own declaration, annually during the enrolment process. |
| Religion | Since 2017/18, the proportion of students having no religion has increased by 3.78% to 53.05%. The proportion of Muslim students has increased since 2017/18 by 1.26% to 8.13%.

Over the past five years, the proportion of Christians has decreased by 3.33% to 20.58%.

Religion data is collected on the basis of a student's own declaration, annually during the enrolment process. |

Student Data 2022 - 2023

Note: HESA'S rounding methodology has been applied to the below numbers. The rounding methodology is applied after any grand totals or percentages have been calculated, this may result in numbers in tables not adding up.

Gender Identity

	%	Number
Different to at birth	0.94%	360
Prefer Not to Say	0.90%	345
Same as at birth	96.80%	37160
Not available	1.36%	525
Total	100%	38390

Welsh Speakers

	%	Number
Speak Welsh	13.06%	2,560
Fluent	15.82%	3,100
Can speak a fair amount	7.98%	1,564
Can only speak a little	1.71%	335
Can just say a few words	4.97%	975
Understand Spoken Word	1.16%	230
Write Welsh	14.09%	2,760
None of the above	12.09%	2,370
Not available	29.11%	5,705
Total	N/A	N/A[4]

Sexual Orientation

	%	Number
Bisexual	7.26%	2790
Gay or lesbian	1.83%	705
Heterosexual or straight	78.74%	30230
Prefer not to say	9.28%	3560
Other sexual orientation	1.21%	465
Not available	1.67%	640
Total	100%	38390

Religion or Belief

	%	Number
Any other religion or belief	1.54%	590
Buddhist	1.10%	420
Christian	20.58%	7900
Hindu	3.80%	1455
Jewish	0.21%	80
Muslim	8.13%	3120
No religion	53.05%	20365
Prefer not to say	8.99%	3450
Sikh	0.64%	245
Not available	1.96%	755
Total	100%	38390

Sex

	%	Number
Female	58.48%	22450
Male	41.19%	15815
Other	0.31%	120
Not available	0.01%	5
Total	100%	38390

Age

	%	Number
20 years and under	42.22%	16210
21-24	32.05%	12305
25-29	12.65%	4855
30 years and over	13.08%	5025
Total	100%	38390

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[4] The total count of students for Welsh Speaker differs from the rest of the characteristics, this is because proficiency level is only required when returning 'Understand spoken Welsh'.

Sex – by Level of Study

Level of Study	First Degree	OUG	PGR	PGT
Female	13730	810	1645	6265
Male	9295	465	1525	4530
Other	80	0	10	30
Not available	0	0	0	0
Total	23105	1280	3185	10825

Age – by Level of Study

	First Degree	OUG	PGR	PGT
20 years and under	15925	225	5	55
21-24	5920	755	365	5260
25-29	635	155	1190	2880
30 years and over	625	145	1625	2630
Total	23105	1280	3185	10825

Disability

	%	Number
An impairment, health condition or learning difference not listed	0.94%	360
Blind or have a visual impairment uncorrected by glasses	0.10%	40
D/deaf or have a hearing impairment	0.26%	100
Learning difference such as dyslexia, dyspraxia or AD(H)D	4.03%	1545
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1.22%	465
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	3.17%	1215
Multiple impairments, health conditions or learning differences	1.11%	425
No known impairment, health condition or learning difference	72.14%	27695
Not applicable or not known	16.27%	6245
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying).	0.20%	75
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	0.56%	215
Total	100%	38390

Ethnicity

	%	Number
Any other Asian Background	1.36%	520
Any other Black Background	0.06%	20
Any other ethnic background	0.44%	165
Any other Mixed or Multiple ethnic background	0.86%	330
Any other White background	1.69%	650
Arab	0.78%	300
Asian - Bangladeshi or Bangladeshi British	0.84%	320
Asian - Chinese or Chinese British	0.61%	235
Asian - Indian or Indian British	2.29%	880
Asian - Pakistani or Pakistani British	1.39%	535
Black - African or African British	1.72%	660
Black - Caribbean or Caribbean British	0.22%	85
Mixed or multiple ethnic groups - White or White British and Asian or Asian British	1.44%	555
Mixed or multiple ethnic groups - White or White British and Black African or Black African British	0.32%	120
Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British	0.45%	175
Not known	0.04%	15
Prefer not to say	0.85%	325
White - English, Scottish, Welsh, Northern Irish or British	55.39%	21265
White - Gypsy or Irish Traveller	0.00%	0
White - Irish	0.27%	105
White - Roma	0.01%	5
Not available	28.99%	11130
Total	100%	38390

Disabled Student Allowance

	%	Number
In receipt of Disabled Student's Allowance	3.74%	1435
Information about Disabled Students' Allowance is not known/ not sought	76.19%	29250
Not in receipt of Disabled Student's Allowance	20.07%	7705
Total	100%	38390

Ethnicity – by Level of Study[5]

	First Degree	OUG	PGR	PGT
Any other ethnic background	355	0	30	80
Asian	1960	5	95	410
Black	565	0	50	145
Mixed or multiple ethnic background	945	5	75	150
Not applicable or not known	3185	1135	1465	5795
White	16095	125	1470	4240
Total	23105	1280	3185	10825

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[5] The headcount for 'White' differs slightly between both ethnicity tables as the 'Ethnicity – by Level of Study' table is a grouping which includes 'Any other white background', 'Gypsy or Traveller', 'Irish' and 'Roma'.

15. Progress with our Objectives

In line with our statutory duties, Appendix 2 provides details of progress we have made towards fulfilling our 5 equality objectives for 2022-2023 as outline below:

Objective 1
A University that supports an inclusive student journey through recruitment, admissions, wellbeing and learning environment.

Objective 2
Creating a staff environment where we improve the diversity of our recruitment and enable our staff to progress and develop in a supportive environment.

Objective 3
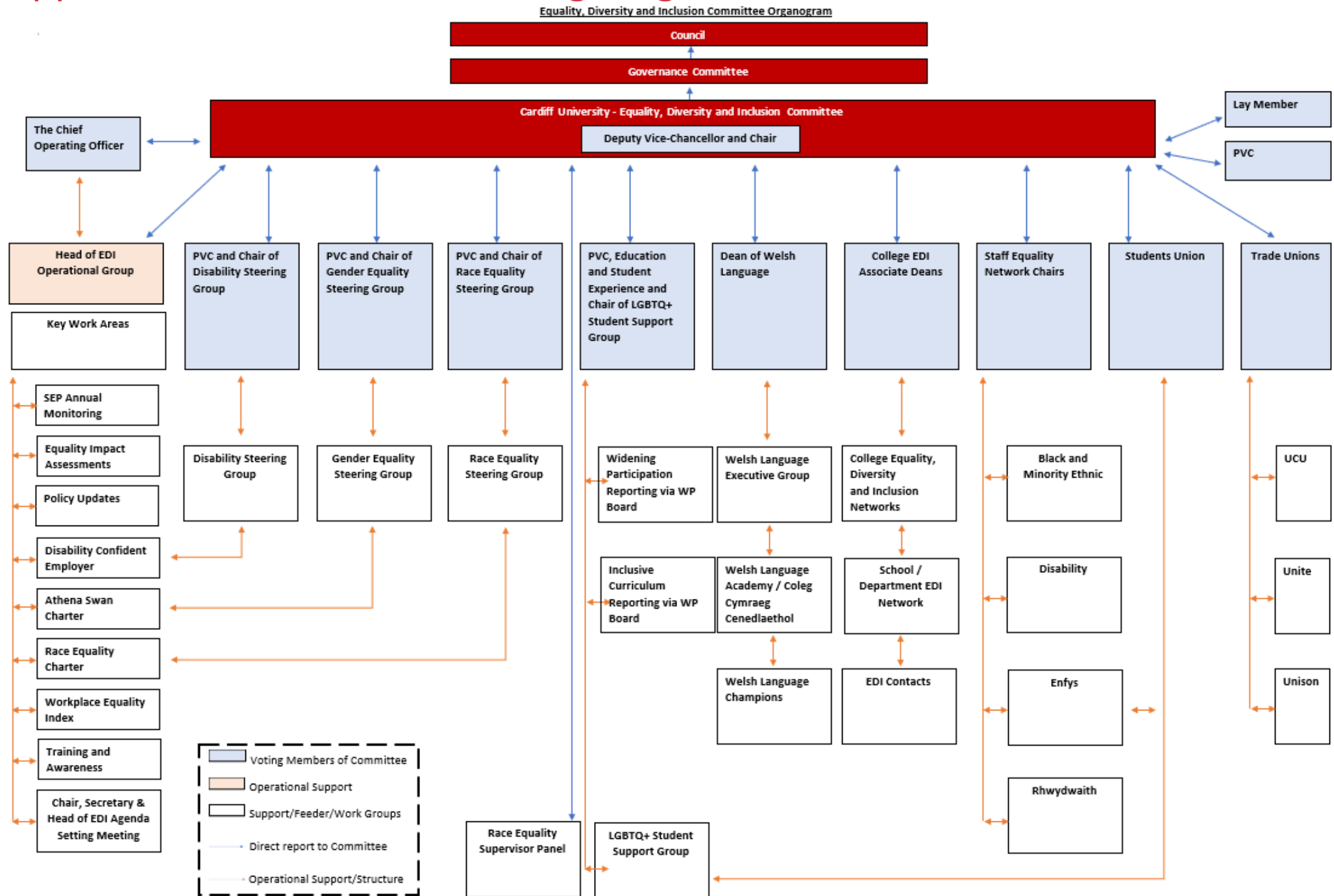Creating an inclusive University culture based on building and maintaining relationships.

Objective 4
Creating an accessible physical and digital environment that is responsive and supportive to individual needs.

Objective 5
Enhancing governance structures and committee membership, in addition to establishing assurance processes to support adherence to the legal, ethical and professional standards.

Appendix 1 - EDI Committee Organogram

Equality, Diversity and Inclusion Committee Organogram

Council

Governance Committee

Cardiff University - Equality, Diversity and Inclusion Committee

Deputy Vice-Chancellor and Chair

The Chief Operating Officer

Lay Member

PVC

Head of EDI Operational Group

PVC and Chair of Disability Steering Group

PVC and Chair of Gender Equality Steering Group

PVC and Chair of Race Equality Steering Group

PVC, Education and Student Experience and Chair of LGBTQ+ Student Support Group

Dean of Welsh Language

College EDI Associate Deans

Staff Equality Network Chairs

Students Union

Trade Unions

Key Work Areas

- SEP Annual Monitoring
- Equality Impact Assessments
- Policy Updates
- Disability Confident Employer
- Athena Swan Charter
- Race Equality Charter
- Workplace Equality Index
- Training and Awareness
- Chair, Secretary & Head of EDI Agenda Setting Meeting

Disability Steering Group

Gender Equality Steering Group

Race Equality Steering Group

Widening Participation Reporting via WP Board

Welsh Language Executive Group

College Equality, Diversity and Inclusion Networks

Black and Minority Ethnic

UCU

Inclusive Curriculum Reporting via WP Board

Welsh Language Academy / Coleg Cymraeg Cenedlaethol

School / Department EDI Network

Disability

Unite

Welsh Language Champions

EDI Contacts

Enfys

Unison

Rhwydwaith

Race Equality Supervisor Panel

LGBTQ+ Student Support Group

Legend:
- Voting Members of Committee
- Operational Support
- Support/Feeder/Work Groups
- Direct report to Committee
- Operational Support/Structure

Appendix 2 - SEP Action Plan Updates

Strategic Equality Plan (SEP) SEP Action Plan Updates 2022-2023.

This action plan update is based on objectives identified in the Strategic Equality Plan action plan and will be reviewed at least annually by the Equality, Diversity and Inclusion Committee.

Please note this is not an exhaustive report of every activity undertaken to improve Equality, Diversity and Inclusivity across the University, as there has been positive work carried out independently of the Strategic Plan and also work that has had an impact across all objectives of the Strategic Equality Plan.

The progress report contains information on what has been achieved to this date throughout the reporting period April 2022-March 2023.

The actions have been RAG rated (Red/Amber/Green) and the below provides an overview of the situation at the end of March 2023.

	Action Number										
Obj 1- Student Journey	1	2	3	4	5	6	7	8	11	12	13
Obj 2- Staff Environment	14	15									
Obj 3- Building & Maintaining Relationships	20	22	23								
Obj 4- Accessible Environment	25	26	27	29	30						
Obj 5- Enhancing Governance Structures	32	34	37								

Red	Very limited or no progress
Amber	Some good progress or progress in areas not covered by the measurable outcome(s)
Green	Excellent progress or action complete but unable to meet specific wording of measurable outcome(s)
Fluorescent Green	Action complete

Objective 1: A University that supports an inclusive student journey through recruitment, admissions, wellbeing and learning environment.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
1.1 Issue/area for action: Inclusive Curriculum					
1	Undertake a scoping exercise that will provide an: a) understanding of the state of play internally within the University, identifying both areas of good practice to showcase and priorities for enhancement b) external search to identify innovative practice within the sector to help inform and shape thinking. This will include defining 'inclusive curriculum' in the broadest sense and developing a university-wide framework for inclusive curriculum.	A clear definition on what we mean at Cardiff by 'inclusive curricula', examples of best practice in embedding ED&I in the curriculum and a proposed approach to reviewing the extent to which inclusivity is embedded within academic programmes.	Learning and Teaching Academy	Within 2020	The wording for this action was updated as a result of a review by action owners. A university-wide Inclusive Education Framework has been developed. This was endorsed by Widening Participation Strategy Delivery Board in October 2002, along with the recommendations about the next steps for the project which focus on (1) developing guidance and resources, (2) building (and sustaining) Communities of Practice, and (3) embedding inclusivity within structures, processes and practices. A paper outlining the above was also discussed at EDI Committee in December 2022. This included the 2022/23 project action plan that is now being implemented.

| 2 | Develop online Equality training module for students. | The University has a module available to all students that will provide an initial overview of relevant equality, diversity and inclusion issues that will provide a better understanding to students of acceptable behaviours as well as encouraging inclusive behaviours and preparing students for future employment expectations. | Compliance and Risk | Pilot in PSE October 2022

Review of pilot to determine possibility of wider roll out across the University in 2023/24 | Successful completion of pilot in 2022/23 Academic year. The EDI Student training module developed by College of Physical Science and Engineering will be rolled out to all first-year students for 2023/24 cohort. |

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
1.2. Issue/area for action: Recruitment and Admissions					
3	Reviewing contextual admissions policy to ensure we are having positive impact on attracted more contextual admissions and hopefully not having unforeseen effects.	To be in a position to use the data to increase knowledge of student needs within the student support environment. To widen the work to research admissions.	Head of Admissions	June 2022	Review delayed due to technical limitations with data importing from UCAS. Review to resume in Autumn 2023 with aim to roll-out for 2025 entry.
4	Develop an evidence base for the Discovery project (led by the Widening Participation and Outreach team), which aims to support students who have autism spectrum conditions to progress to university and succeed thereafter.	A robust report evaluating impact and identifying recommendations for the future. Improved pathways for students from Widening Participation projects through to Student Support services.	Widening Participation Team	2020/21 July 2022	The Discovery Programme (a pre-16 and post-16 stream) was delivered in person in Spring 2023. An in-person residential Summer School for post-16 programme participants will be delivered in July 2023. The lead staff member for this programme, will report on project successes and outcomes to the WP Strategy Delivery Board in May 2023.
5	Identify degree programmes with gender imbalances (e.g. Healthcare and STEM) and develop practices within existing Widening Participation programmes (e.g. Access to Professions, Step Up to Uni and the Trio Sci Programmes) to address this issue.	To address and improve issues of gender imbalance for identified degree programmes.	Widening Participation Team, Academic Schools and Colleges, Planning (data)	2020/21	A Widening Participation Data Dashboard has been created, but data has not yet been analysed. The Widening Participation Strategy and Evaluation Manager role is currently vacant, and recruitment to this post is ongoing.

6	Build on the current provision to improve the retention rate for mature students; undertake further analysis of mature student retention rates. Identify students who attend the mature students' induction event and investigate whether or not they have improved retention rates against the control group (those who do not attend the induction event).	Improved retention rate for mature students.	Widening Participation Team, Student Support, Academic Schools and Colleges	2020/21	An evaluation of Mature Student transition support will be delivered to the WP Strategy Delivery Board in July 2023. Funding for the Evolve Transition programme (COVID 19 HEFCW Recovering Funding) has now come to an end, and so the Mature Student Induction/Evolve Transition Programme will not be offered for 2023 entry.
7	Work with the Widening Participation and Outreach team to develop the University's current engagement with key community events, such as: • Cardiff Pride • Iris Prize • Soapbox Science (promoting gender balance in STEM subjects)	To develop a programme of Community Outreach activities that promote and celebrate equality, diversity and inclusion, identifying how these can link into wider University objectives (e.g. staff and student recruitment).	Widening Participation Team	2020/21	The University has invested in a new EDI Hub, located in the Vice Chancellor's Office. They are in the process of developing a proactive plan for marking key events in the EDI calendar and will lead on the University's engagement with community equality events.
8	Promote community learning opportunities for under-represented groups through the University's Live Local; Learn Local programme, which offer Level 3, 10 Credit Courses for a wide range of groups, including, but not limited to: • Asylum seekers and refugees • Women Seeking Sanctuary African Centre for Entrepreneurism	To monitor engagement of under-represented groups and identify further under-represented groups to work with through the programmes	Widening Participation Team	2020/21	The Widening Participation Team continues to support the University's Live Local; Learn Local programme, with financial contributions in the form of FAP spend.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
1.4 Issue/area for action: Supporting the wellbeing of students with protected characteristics					
11	Identify existing equality data collected and evaluated by Student Support and Wellbeing. Identify key service developments that target students with protected characteristics and establish outcome measurements.	Establish data from current systems and develop an action plan of developments that support students with specific protected characteristics.	Director of Student Support and Wellbeing	Dec 2020	There are issues with the software adopted for student support services (Engage to Serve: Retain), which is being discussed with the supplier. There are some significant practical challenges with being able to provide data analysis connecting engagement data with demographic data.
12	Establish equality reporting requirements for new IT systems.	To provide robust data on the engagement of students with protected characteristics with Student Support and Wellbeing. Enable the analysis with University data on retention, attainment and employability to inform and review action plan.	Director of Student Support and Wellbeing	February 2021	A Service Improvement Manager started in post in November 2022. Progress has been made in some areas in monitoring the engagement of students with protected characteristics. This has not yet been fully realised due to CRM software issues as outlined in 11.
13	Establish a monitoring process in line with divisional planning and reporting.	To evaluate the impact of activity to inform service developments.	Director of Student Support and Wellbeing	Dec 2020	An evaluation framework is in place and the Division is moving towards impact evaluation.

Objective 2: Creating a staff environment where we improve the diversity of our recruitment and enable our staff to progress and develop in a supportive environment.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
14	Collate and analyse recruitment baseline applications data and compare with local community data to identify demographic under representations in applications and how further support for an inclusive research culture could impact on recruitment.	Data provides information on the groups who face perceived or actual barriers in applying to work at Cardiff University (CU) and how these impact on an inclusive research culture as an institution where relevant.	Human Resources – Head of HR Operations and Responsible Research Assessment Officer	September 2020	Collating meaningful data is still challenging but we will focus on that next in order to evidence the initiatives we have undertaken and have planned with the overall aim of making our staff base more representative of the city/area we are part of. During this period, the following actions have been undertaken: • Promoting CU at various recruitment fairs within Cardiff. • Signing the Ffair Jobs Community Compact which ensures advertised roles are reaching community members they hadn't previously. • Revamped Job Descriptions for Grads 2-4 to increase inclusivity by using more straightforward, accessible language. • Attending the Grangetown Pavilion Career Models week in Feb 2023 – and we aim to be more involved with their

				programme of events/activities, going forward. • Rolling out the use of Diverse Interview Panels across the University. Initially this will focus on race but we will look to expand to other protected characteristics in time. • Received HEFCW funding to recruit a Recruitment Officer: Race Equality and Inclusion. • Received HEFCW funding to provide a week's work experience in October to secondary school students from Black, Asian and Minority Ethnic backgrounds, showcasing diverse jobs within Professional Services and encouraging future applications. • Launched a 6-month pilot of the Translation Service team providing free translation for Grade 1-4 School and College role adverts and job descriptions, with an aim to celebrate and promote our bilingualism, meet our Welsh language Standards obligations, and increase the recruitment of Welsh Speakers to University roles.

					• Currently working with the Disability Steering Group to review the recruitment process and draft short- and longer-term actions.
15	Utilise baseline data in conjunction with qualitative feedback to identify barriers in applying to work for Cardiff University across all protected characters with an initial focus on gender and ethnicity and how removal of such barriers could support an inclusive research culture where relevant to the post. Feedback will inform revisions to our recruitment processes.	Identify priorities to address barriers linked with specific protected characteristic groups and an inclusive research culture where relevant.	Human Resources – Head of HR Operations and Responsible Research Assessment Officer	December 2020	We are working with our HR MIS (Management Information Systems) team, with the EDI Hub and with our external platform providers to finalise baseline data and comparative data sets to evaluate impact. We will also seek qualitative evidence, where appropriate.

We have received HEFCW funding to recruit a Recruitment Officer: Race Equality and Inclusion, part of whose remit will be to identify and, where possible, remove barriers. |

Objective 3: Creating an inclusive University culture based on building and maintaining relationships.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
3.1 Issue/area for action: Inclusive University culture					
20	Building, maintaining and restoring relationships to establish an inclusive environment for staff and students based on a culture of trust that empowers all individuals within the University community long term. Commitment from all Senior Staff and key stakeholder engagement on adopting the values and behaviour's required to ensure a culture of inclusion. An external provider to deliver strategic briefing sessions to UEB and senior HR team and HRBPs on the vision for cultural change. Provision of a 2 days intensive relationship approaches training for senior managers. PVCs to identify one School from each College to pilot the relationship approach.	UEB and HR commit to adopting the values and behaviour's required to ensure a culture of inclusion. UEB and HR members undertake exercise to co-create the University values and needs and long-term vision for cultural change. PVCs agree to support and promote staff engagement with pilot relationship approach sessions each nominating one School from their College. HR/ Student Support Services to recognise the cost benefits, improved wellbeing and resolution of cases through implementation of relationship approaches compared with existing processes. Outputs will be captured to inform next steps.	DVC (Lead) supported by Dean of EDI UEB supported by the Head of EDI	July-Sept 2020 Phase 1 to start in academic year 22/23 Phase 2 for next strategic equality plan	The EDI Hub are leading on the development of the next Strategic Equality Plan. The draft document sets out a vision for a new approach to equality, including what culture we want to achieve and ensuring there is broad agreement about our ambition for the institution. Given this new strategic direction and the new incoming VC, the decision was made to prioritise gaining agreement on what equality, diversity, inclusion and anti-racism means in the institution, and what this looks like in practice, before looking to develop shared values.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
3.2 Issue/area for action: Deal with complaints in an effective way to enable an early resolution					
22	Form Relationship Professional Network (RPN) and Relationship Approaches Working Group (RAWG). Relationship practitioners (n=15) within staff and student services currently supporting cases, either through student support, residences life, the Race Equality Supervisory Panel meet bimonthly to review practice, challenges & solutions. Working group chaired by Dean of EDI and include staff representation/ communication with student cases/ registry/ HR/ residences life/ RESP/ SU/ Academic Colleges/ Strategic Planning & Governance with supervision. Bimonthly meetings to feed into EDI committee. External provider feeds into bimonthly meetings of RPN and quarterly meetings of RAWG, with external provider giving a termly relationship individual supervisory meeting and a phone helpline for support in complex cases as needed to support their professional development.	UEB and HR commit to adopting the values and behaviours required to ensure a culture of inclusion. UEB and HR members undertake exercise to co-create the University values and needs and long-term vision for cultural change. PVCs agree to support and promote staff engagement with pilot relationship approach sessions each nominating one School from their College.	DVC (Lead) supported by Dean of EDI	July-Sept 2020	Following recommendations from EHRC and Universities UK on tackling racial harassment in Universities, a decision was made to undertake a wholescale review of the University's reporting and complaints processes for both staff and students. This report is due for completion in May 2023 and will provide recommendations for how to ensure complaints and disclosures are dealt with in an effective way. Restorative approaches have been looked at as part of the review and will feed into discussions about the development of the next Strategic Equality Plan.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
3.3 Issue/area for action: Equip staff with tools to help foster good relations and build team dynamics					
23	Pilot staff training taster sessions in 3 Schools, one from each College nominated by their PVC. Roll out to be fully supported by senior management from the College and School to promote staff engagement.	Staff within the nominated School (with a focus on line managers & personal tutors) will be equipped with basic relationship approaches tools to build and maintain relationships to avoid and pre-empt harm and when things go wrong know what to do to establish a culture of inclusion. Staff engagement will be monitored/ reported & feedback from sessions will be captured to assess impact.	Dean of EDI (Lead) Supported by Head of School.	Sept 2020-July 2021	Staff training for equality, diversity, inclusion and anti-racism will be reviewed in Autumn 2023, once the new strategy for equality has been confirmed. The training will align to the new vision for equality.

In addition, anti-racism training has been arranged for senior staff and AHSS are piloting a new approach to training in their College based on dignity and respect. PSE College have developed an online module for students which has been rolled out across the University. This is accompanied by guidance for teaching staff and personal tutors. |

Objective 4: Creating an accessible physical and digital environment that is responsive and supportive to individual needs.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
4.1 Issue/area for action: Physical Environment					
25	Engage with our diverse student community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms linking with data gathered by relevant student working groups and the Student Union through Student surveys, event evaluations and focus groups.	Understand the student perspective on the current estate accessibility based on their experiences. Utilise feedback from lived experience to work towards creating an inclusive environment for students with diverse needs, so they feel valued and we meet our organisational and legal obligations.	Learning & Teaching Academy, Student Services and Student Union	July 2021	The Learning and Teaching Academy's work on accessibility focuses on accessibility of the design of our learning, teaching and assessment (including learning materials). The work at this stage is concentrating on providing guidance and support to staff to enhance the inclusivity of their learning, teaching and assessment practices. During 2022-23 good progress has been made with guidance included within the Learning and Teaching Academy's Education Development online toolkit, along with workshops added to the Learning and Teaching CPD event series. Inclusion and digital accessibility is also an embedded theme in the Education Fellowships programme, which is required for academic probation but also open more widely as well.
26	Complete an accessibility audit of key buildings and develop an action plan based on the key findings. Begin a rolling programme of actions following recommendations	Accessibility audit complete with action plan developed working towards progress for the University estate being a	Director of Estates (Lead) supported by Deputy Director of Estates	Phase 1 date-March 2021	A programme of works is taking place, there are issues with the heritage buildings which are taking time to resolve. This is a rolling programme and will continue with

of 'way finding project' signage report focused on main campus buildings and pinch points, whilst ensuring new buildings follow recommendations for accessibility including signage. Audit accessible facilities across campus and prioritise areas for improvement and publish updated guidelines and reviewed policy on quiet rooms.

Engage with the public and our local community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms. | welcoming place with consistent accessible signage, customer care and a physical environment that enables easy orientation and reduction of barriers for groups and individuals with diverse needs. | | | the additional support of a new role in estates to manage Estates EDI aspects to be recruited by the end of 2023.

Phase 1 of the wayfinding programme will take place during 2023/24.

AccessAble have been appointed by the University to provide an Access guide to the University which will be publicly available. As part of this they will be undertaking a survey and identifying any issues that are affecting access across the estate. The surveys will commence in July |

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
4.2 Issue/area for action: Digital Environment					
27	Develop guidance on digital accessibility for use by staff involved in blended learning.	Raise awareness of digital accessibility amongst staff involved in teaching.	Learning and Teaching Academy, Information Services, Digital Communications and Student Union	End of 2020	Covid and the pivot online has resulted in rethinking this area of work and the focus is now on developing guidance that helps staff understand the accessibility considerations of the range of digital tools being utilised in blending learning. The wording of this action was updated in this reporting period to better reflect the activity being undertaken. During 2022-23 good progress has been made with the revised action. Guidance has been incorporated into the Learning and Teaching Academy's Education Development online toolkit and a workshop added to the Learning and Teaching CPD event series. Digital accessibility is also covered in the Education Fellowships programme, which is required for academic probation but also open more widely as well.

| 29 | Engage with the public and our local community to understand their experience of digital accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms. | Feedback demonstrates that the digital environment is visited regularly by members of the public who have a positive experience of using it. Cardiff University is recognised as a welcoming and inclusive place where diverse members of the community choose to work or study, want to collaborate with us, and use our facilities. | Director of Communications and Marketing supported by Head of Digital Communications | End of 2020 | We tested the website with end users with under-represented users, those who may not see themselves as part of the university's 'traditional' user base. This was completed in spring 2023, when we spoke to potential undergraduates who were unsure if a Russell Group university would suit them.

We annually audit the website for technical accessibility issues (which last year included the Cabinet office report).

We regularly test the website and intranets with externally and internally recruited users. These users are not recruited specifically for accessibility or diversity criteria, but we act against over-representation of a specific group, and find that access needs and inclusion surfaces regularly as conversation topics. Where issues arise these are prioritised. We do this at least twice a year. |

Objective 5: Enhancing governance structures and committee membership, in addition to establishing assurance processes to support adherence to the legal, ethical and professional standards, placing equality diversity and inclusion at the centre of the decisions that we make

No.	Action	Desired outcomes	Accountability	Timescale/target date	1st April 2022 - 31st March 2023 Update
Issue/area for action: Physical Environment					
30	To monitor protected characteristics data for all Council members and include information on the diversity and inclusivity of Council membership within the annual report.	Monitoring and reporting will provide the ability to compare data between years and identify trends to see whether EDI measures are having a positive effect. Publishing the data will enable a public view of our progress.	University Secretary, Head of Corporate Governance & Governance Advisor	Included within 2021 Annual Report	Governance Committee reviewed the relevant data in November 2022 and this was reported in the Annual Report for 2021-22. The following was also included in the Statement of Corporate Governance: "With respect to boardroom diversity, we continue to build on our Strategic Equality Plan actions to promote and develop an inclusive (internal) culture and governance by addressing diversity of decision-making committees. We have improved our data capture, and guidance on inclusivity for committee meetings, and continue to use this to inform lay member recruitment and induction. We plan to develop this work further during 2022-23 by formalising our policy on diversity and membership. Council members also participated in a workshop on equality, diversity and inclusion to reflect on Council's role and priorities for the year."

32	Conduct an audit of information and resources, about available support and services for all staff through the staff lifecycle. Explore reasons for non-disclosure of diversity information. This will lead to the development of an action plan and development of staff training in the following years.	An action plan is developed with key objectives to address barriers and encourage students and staff to declare their diversity information and feel supported in disclosing where they have additional needs related to a protected characteristic.	Human Resources supported by Organisational Development and Staff Wellbeing	Audit completed within 2020	Staff training for equality, diversity, inclusion and anti-racism will be reviewed in Autumn 2023. We continue to promote disclosures of diversity information with regular updates via our intranet page and during the induction training. Review and repositioning of disability resources on the intranet to enhance access to information and joined up working.
34	Identify key areas of the University Activity that would require an equality Impact Assessment to be completed.	The requirements to complete an EIA is incorporated into existing processes (where these exist) in order to facilitate completion of assessments as part of the development/agreement process.	Compliance and Risk	April 2021	There has been a delay in the review of the EIA process as the University has awaited guidance from the Welsh Language Commissioner regarding Welsh Language Impact Assessments. Compliance and Risk have been awaiting this guidance to align the processes for EIAs and WILAs. UEB and EDI Committee are due to consider updated guidance in the 2023-2024 academic year.
37	Update the Committees Cover Sheet to prompt paper authors to consider the equality, diversity and inclusion implications or impacts of their proposals and policies. Also note that an EIA must be attached for any policies.	Paper authors will start to understand and clearly identify issues around equality, diversity and inclusion with respect to their proposals for consideration by Committee members	Head of Corporate Governance & Governance Officer	September 2021	The cover sheet continues to include a section on ED&I implications/ of the paper. Authors are prompted to review if an EIA is needed.