

Cardiff University

Strategic Equality Plan – Annual Monitoring Report 2021-2022

Published March 2023

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A Welsh version of this document is available online. Search: [Adroddiad Monitro Blynyddol - Cynllun Cydraddoldeb Strategol - Prifysgol Caerdydd](#)

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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 1st 2021 – March 31st 2022. This report outlines our ongoing work and commitment at Cardiff University to improve our equality and diversity profile, signalling our long-term commitment to championing equality of opportunity and promoting effective and inclusive practice in Higher Education.

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.

A handwritten signature in blue ink, which appears to read 'Damian Walford Davies'.

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 the 31st March each year.

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

The Annual Report must contain progress statements including:

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

Pay Gap

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 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 BAME 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 profile 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 CORE HR, 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 2022. 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 CORE HR system as of 31.03.2022. 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.

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 has been specified in agreement with the EDI Committee, EDI Hub and colleagues in the University Secretary's Office. This new reporting suite, or EDI Dashboard, aims to 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 the further and higher education provisions and therefore does not extend to cover students. 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.

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 (currently 0.3%), we have decided against further data analysis due to risk of identification of individuals.

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.

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 (2012-16), 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

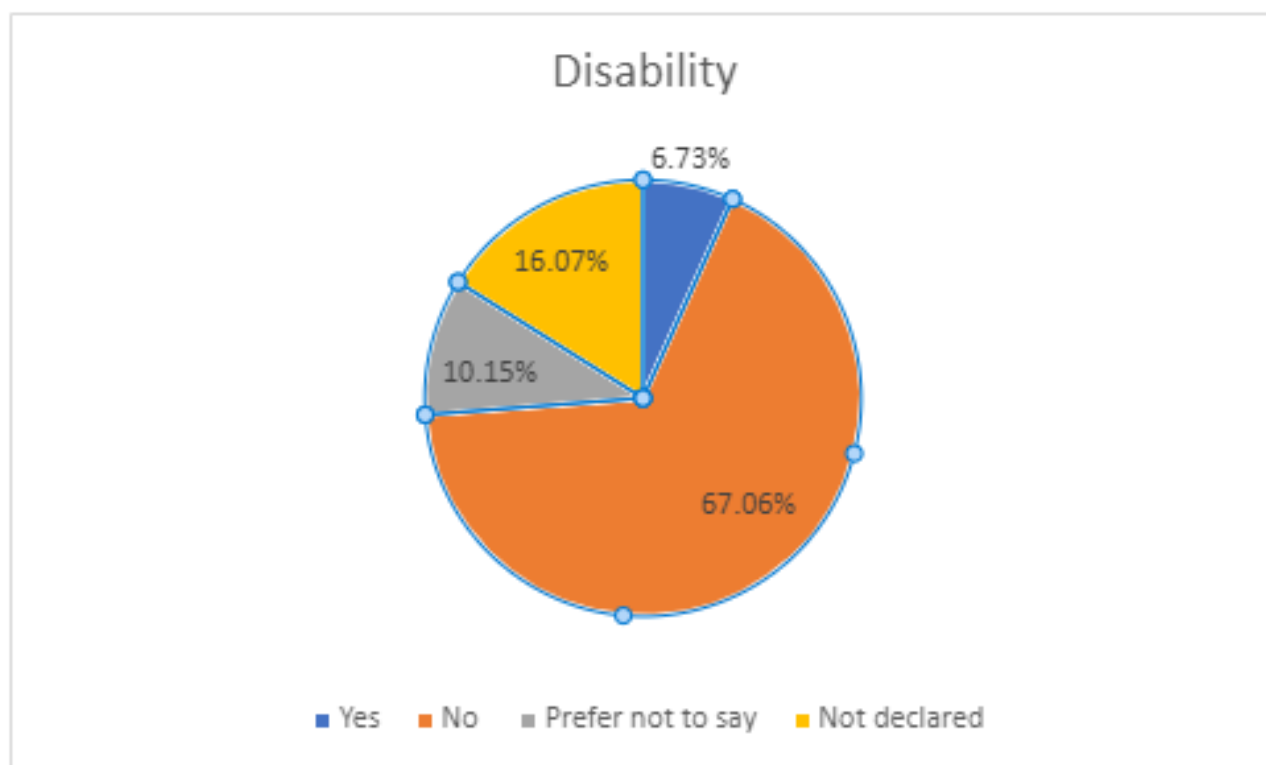
Colleague Breakdown

Table 5.1	Disabled	No known disability	Prefer not to say	Not declared	Total
2020	6% (440)	70% (5475)	13% (990)	11% (860)	100%
2021	6% (440)	69% (5200)	12% (925)	13% (955)	100%
2022	6.73% (513)	67.06% (5109)	10.15% (773)	16.07% (1224)	100%

UK HEI Sector

Table 5.2	Disabled	No known disability Prefer not to say Not declared	Total
UK HEI sector 2019-2020	5.5%	94.5%	100%

Cardiff University Disability Overview



Disability

Recruitment

Table 5.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Disabled	1.79%	5.80%	6.09%	5.21%	5.22%
No known disability	95.54%	89.96%	90.84%	91.13%	90.84%
Prefer not to say	1.34%	2.34%	2.20%	3.26%	3.35%
Not declared	1.34%	1.90%	0.88%	0.40%	0.59%
Total	100%	100%	100%	100%	100%

Leavers

Table 5.4	Voluntary	Involuntary	Total
Disabled	6.45% (37)	4.89% (13)	(50)
No known disability	68.82% (395)	53.38% (142)	(536)
Prefer not to say	10.98% (63)	11.65% (31)	(94)
Not declared	13.76% (79)	30.08% (80)	(159)
Total	100% (574)	100% (266)	(840)

Academic Promotions

Table 5.5	Eligible Pool	% of Applications from eligible pool	% of successful applications	% of successful applications / Eligible pool
Disabled	80	18%	64%	11%
No known disability	960	22%	70%	15%
Prefer not to say	190	27%	76%	20%
Not declared	105	29%	58%	17%
Total	1335	23%	70%	16%

Grievances

Table 5.6	%
Disabled	0%
No known disability	0%
Prefer not to say	0%
Not declared	100%
Total	100%

Disciplinary

Table 5.7	%
Disabled	10%
No known disability	0%
Prefer not to say	0%
Not declared	90%
Total	100%

Disability - Additional Reporting

Further breakdown by staff type and Disability

Table 5.8	Yes	No	Prefer not to say	Not declared
Senior Management	5.26% (<5)	84.21% (48)	8.77% (5)	1.75% (<5)
Senior Staff	10.20% (5)	65.31% (32)	12.24% (6)	12.24% (6)
Senior staff total	7.55% (8)	75.47% (80)	10.38% (11)	6.60% (7)
Management, Professional and Senior Staff	7.94% (148)	72.36% (1348)	9.93% (185)	9.77% (182)
Operational Services	6.51% (19)	61.64% (180)	15.41% (45)	16.44% (48)
Admin Services	8.78% (128)	58.44% (852)	7.20% (105)	25.58% (373)
Technical Services	6.67% (17)	62.75% (160)	9.80% (25)	20.78% (53)
Professional Services total	8.07% (312)	65.67% (2540)	9.31% (360)	16.96% (656)
Clinical	2.61% (7)	64.55% (173)	12.69% (34)	20.15% (54)
Teaching and Scholarship	6.62% (69)	65.07% (678)	13.63% (142)	14.68% (153)
Teaching and Research	5.45%(72)	73.28% (968)	11.73% (155)	9.54% (126)
Research	4.44% (45)	66.07% (670)	7.00% (71)	22.49% (228)
Academic Total	5.29%(193)	68.29% (2489)	11.03% (402)	15.39% (561)
All staff total	6.73% (513)	67.06% (5109)	10.15% (773)	16.07% (1224)

Data Summary:

- 6.73% of all staff recorded themselves as having a disability which is higher than UK HEI benchmarking figures (5.5%), Wales (6.7%).
- Disability disclosure rates remain consistently lower among academic staff (5.29%) than professional and support services staff (8.07%) which is consistent with the national trend (4.6% and 6.5% respectively)
- Consistent with the UK HEI trend, in academic roles the highest disclosure rate was 6.62% in teaching and scholarship (UK HEI 5.6%) compared with teaching and research which was 5.45% (UK HEI 4.4%) and the disability disclosure rate for research only was 4.44% (UK HEI 3.7%)
- In Professional Services roles, administration roles had the highest percentage of staff disclosing a disability (8.78%) and the highest percentage of not declared (25.58%). The highest rate of prefer not to say was operational services (15.41%).
- Disabled applicants were more successful through the recruitment process from application (1.79%), shortlisting (5.80%) to being hired (6.09%) than applicants with no known disability (application 95.54%, shortlisting 89.96% hired 90.84%)
- The percentage of voluntary leavers was higher than involuntary leavers across disabled and not disabled staff but of involuntary leavers there was a much higher percentage of prefer not to say and a slightly higher percentage of not declared than in the voluntary category.

6. Race/Ethnicity

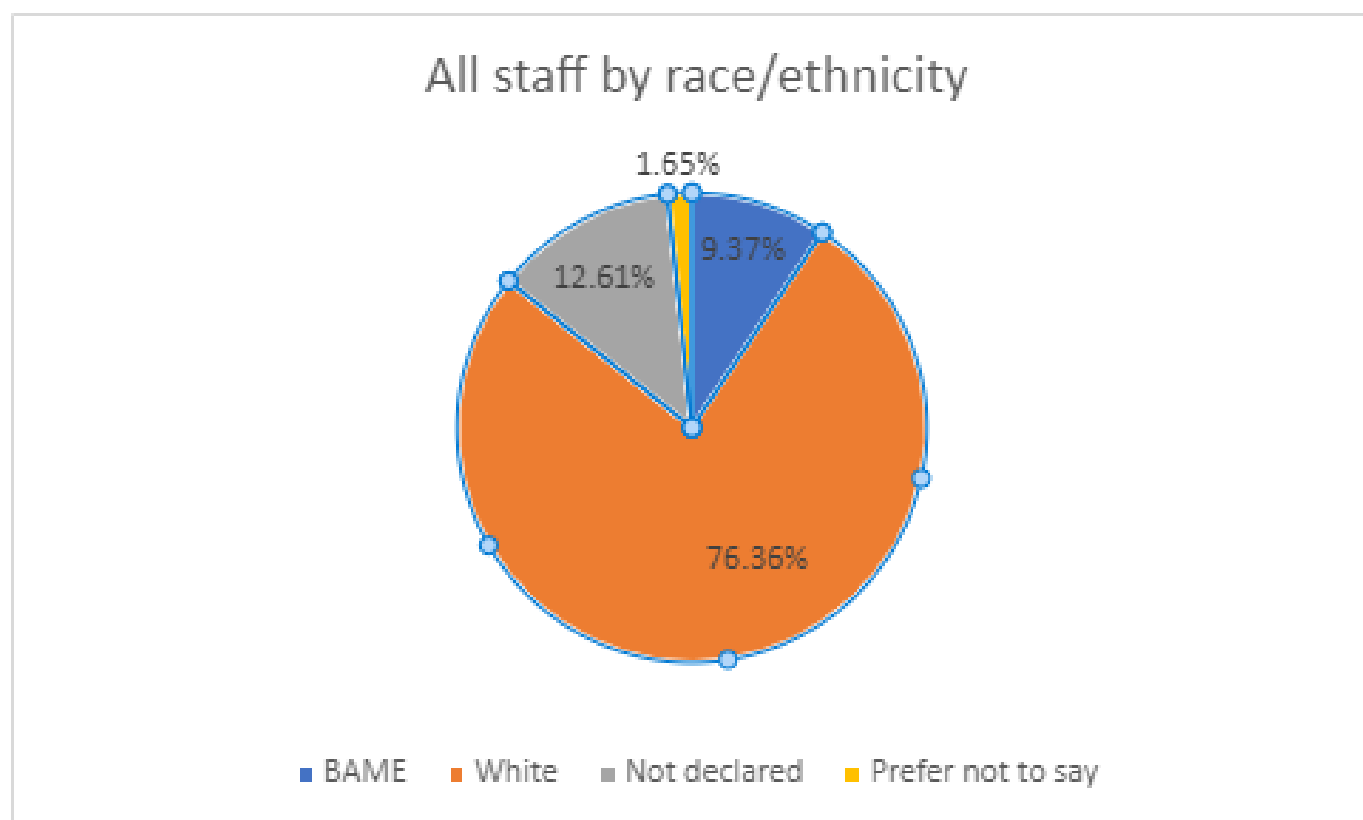
Colleague Breakdown

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% (7764)
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 % (7618)

UK HEI Sector

Table 6.2	Black, Asian and Minority Ethnic	White	Total
2020-2021	10.8%	89.2%	100%

Cardiff University Race/Ethnicity Overview



Race/Ethnicity

Recruitment

Table 6.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Black, Asian and Minority Ethnic	34.38%	27.36%	18.04%	39.88%	21.28%
White	61.61%	67.45%	77.64%	55.37%	74.78%
Prefer not to say	2.23%	3.20%	3.30%	4.08%	2.96%
Not Declared	1.79%	1.99%	1.03%	0.67%	0.99%
Total	100%	100%	100%	100%	100%

Leavers

Table 6.4	Voluntary	Involuntary	Total
Black, Asian and Minority Ethnic	10.98% (63)	13.91% (37)	(100)
White	73.34% (421)	53.38% (142)	(151)
Prefer not to Say	2.44% (14)	4.51% (12)	(26)
Not Declared	13.24% (76)	28.20% (75)	(563)
Total	100%	100%	(840)

Academic Promotions

Table 6.5	Eligible Pool	% of Applications from eligible pool	% of successful applications	% of successful applications / Eligible pool
Black, Asian and Minority Ethnic	155	32%	71%	23%
White	1075	21%	70%	15%
Prefer not to say	35	29%	40%	12%
Not Declared	70	26%	74%	19%
Total	1335	23%	70%	16%

Grievances

Table 6.6	%
Black, Asian and Minority Ethnic	0%
White	0%
Prefer not to say	0%
Not Declared	0%
Total	100%

Disciplinary

Table 6.7	%
Black, Asian and Minority Ethnic	0%
White	0%
Prefer not to say	0%
Not Declared	100%
Total	100%

Race/Ethnicity - Additional Reporting

Further breakdown by staff type

Table 6.8	Black, Asian and Minority Ethnic % (no)	White % (no)	Prefer not to say % (no)	Not declared % (no)
Senior Management	4.72% (5)	45.28% (48)	0.00% (0)	3.77% (<5)
Senior Staff	0.00% (0)	35.85% (38)	3.77% (<5)	6.60% (7)
Senior staff total	4.72% (5)	81.13% (86)	3.77% (<5)	10.38% (11)
Management, Professional and Senior Staff	2.43% (94)	42.06% (1627)	0.62% (24)	3.05% (118)
Operational Services	0.57% (22)	5.82% (225)	0.03% (<5)	1.14% (44)
Admin Services	1.78% (69)	28.18% (1090)	0.16% (6)	7.57% (293)
Technical Services	0.62% (24)	4.78% (185)	0.08% (<5)	1.11% (43)
Professional Services total	5.40% (209)	80.84% (3127)	0.88% (34)	12.87% (498)
Clinical	1.18%(43)	4.50%(164)	0.33% (12)	1.34% (49)
Teaching and Scholarship	2.52% (92)	22.06% (804)	0.66% (24)	3.35% (122)
Teaching and Research	5.10% (186)	27.82% (1014)	0.88% (32)	2.44% (89)
Research	4.91% (179)	17.09% (623)	0.55% (20)	5.27% (192)
Academic Total	13.72% (500)	71.47% (2605)	2.41% (88)	12.40% (452)
All staff total	9.37% (714)	76.36% (5818)	1.65%(126)	12.61% (961)

Further breakdown by race/ethnicity and nationality

Table 6.9	Black, Asian and Minority Ethnic	White	Prefer not to say	Not declared
UK	361	5064	98	736
%	5.77%	80.91%	1.57%	11.76%
International	353	754	28	225
%	25.96%	55.44%	2.06%	16.54%

Top 20 non-UK countries nationality and race/ethnicity

Table 6.10	White	BAME	Not Declared
Italian	91	<5	24
Chinese		95	15
Irish	80	<5	12
German	72	<5	20
Indian		66	19
American	54	7	13
Spanish	56	6	11
French	54	8	7
Greek	55		14
Polish	39	<5	9
Dutch	25	<5	<5
Canadian	20	<5	<5
Portuguese	20	<5	<5
Japanese		14	7
Iranian [Islamic Republic]	5	11	<5
Pakistani		13	5
Australian	14	<5	<5
Turkish	10	<5	<5
Romanian	14		<5
Russian [Federation]	15	<5	
Total:	624	237	175

Data Summary:

- 9.37% of all staff identify as Black, Asian and Minority Ethnic staff which is lower than UK HEI data (UK national Black, Asian and Minority Ethnic staff 10.8%) but higher than Wales HEI data (4.8%).
- 25.96% 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 (32.3% UK HEI, and 36.4% 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 Black, Asian and Minority Ethnic staff (18.60%) than UK Black and Minority Ethnic staff (13.33%) which is consistent with UK HEI data (ethnicity was not known for 6.2% of UK staff and 9.5% of non-UK staff).
- When considering job role, 5.40% of Professional Services staff are from a Black, Asian and Minority Ethnic background compared to 13.72% of those on an Academic contract. Within senior roles at the University 4.72% staff identified as Black, Asian and ethnically diverse.
- Within Professional Services staff, the highest proportion of Black, Asian and Minority Ethnic staff is found in Management, Professional Services staff (2.43%) and lowest in operational services (0.57%).
- Within Academic staff the highest proportion of Black, Asian and Minority Ethnic staff is found within the Teaching and Research pathway (5.10%) and research (4.91%) and the lowest in the Clinical pathway (1.18%).
- Areas where there were high levels of unknown ethnicity across the career pathways were in administrative support (7.57% not declared and 0.16% prefer not to say), Research (5.27% not declared and 0.55% prefer not to say), and in senior staff (6.60% not declared and 3.07% prefer not to say).

- Black, Asian and Minority Ethnic applicants had less success (application 34.38%, shortlisted 27.36%, hired 18.04%) through the recruitment process than white applicants (application 61.61%, shortlisted 67.45%, hired 77.64%).
- In the academic promotion process, 71% of Black, Asian and Minority Ethnic applicants were successful in comparison with white applicants (70%). The highest success rate was in the not declared category (74%).
- Black, Asian and Minority Ethnic leavers had a higher percentage of involuntary departures (13.91%) than voluntary departures (10.88%) compared to white leavers (73.34%, 53.38%) and this was also the case with those who had not declared their ethnicity or preferred not to say.

7. Sex

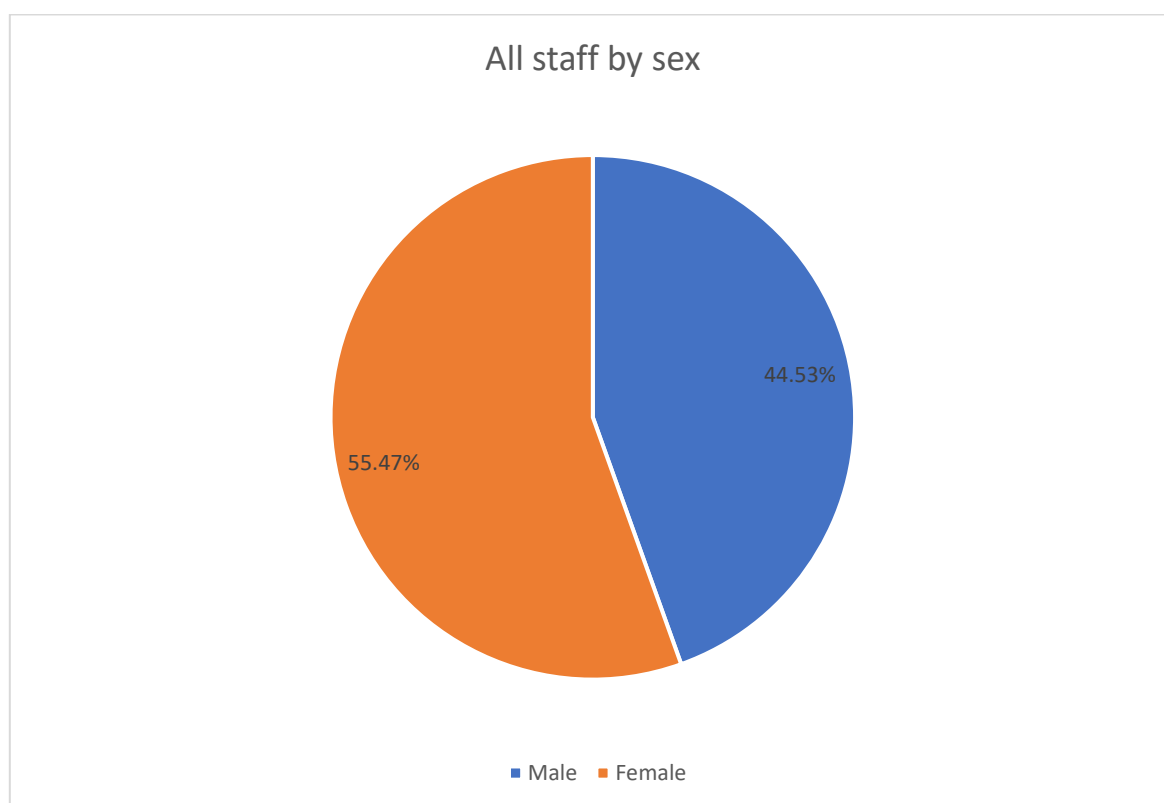
Colleague Breakdown

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)

UK HEI Sector

Table 7.2	Female	Male	Total
2019-2020	54.2%	45.8%	100%

Cardiff University Sex Overview



Sex

Recruitment

Table 7.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Female	54.91%	51.43%	56.45%	44.60%	58.03%
Male	42.41%	45.19%	41.06%	53.02%	39.70%
Prefer not to say	1.34%	1.47%	1.61%	1.98%	1.67%
Unknown	1.34%	1.90%	0.88%	0.40%	0.59%
Total	100%	100%	100%	100%	100%

Leavers

Table 7.4	Voluntary	Involuntary	Total
Female	56.79% (326)	45.49% (121)	447
Male	43.21% (248)	54.51% (145)	393
Total	100% (574)	100% (266)	840

Academic Promotions

Table 7.5	Eligible Pool	% of Applications from eligible pool	% of successful applications	% of successful applications / Eligible pool
Female	635	19%	72%	14%
Male	700	26%	68%	18%
Total	1335	23%	70%	16%

Grievances

Table 7.6	%
Female	37.50%
Male	62.50%
Total	100%

Disciplinary

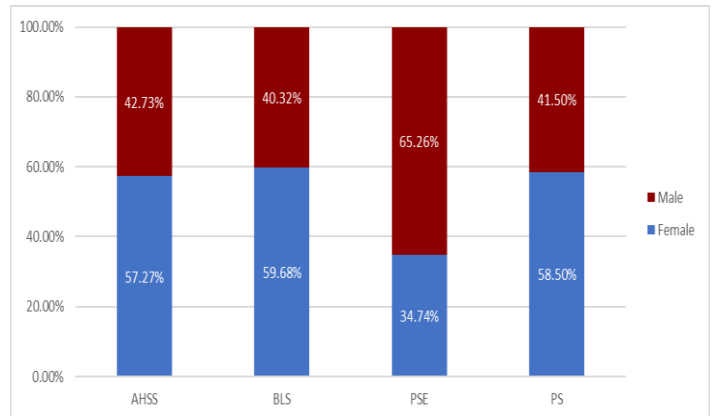
Table 7.7	%
Female	10%
Male	90%
Total	100%

Sex - Additional Reporting

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

Table 7.8	Female	Male	Total
Arts, Humanities and Social Sciences	929	686	1615
Biomedical and Life Sciences	1506	978	2484
Physical Sciences and Engineering	384	738	1122
Professional Services	1407	991	2398
Total	4226	3393	7619

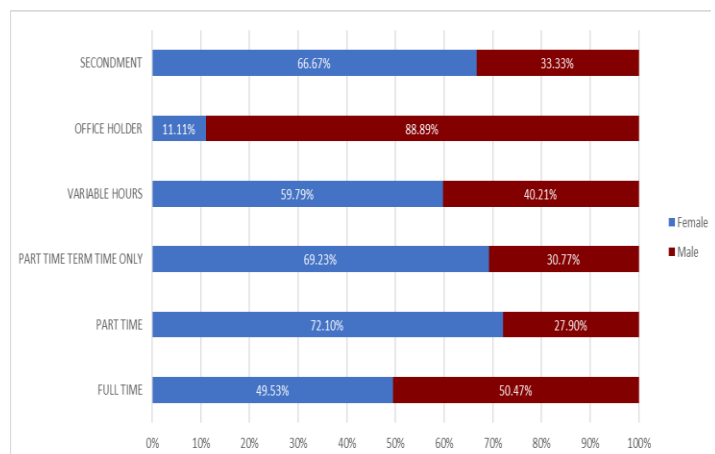
All staff by college / professional services and gender (%)



All staff by employment mode and gender (no)

Table 7.9	Female	Male
Full Time	2582	2631
Part Time	1199	464
Part Time Term Time Only	36	16
Variable Hours	406	273
Office Holder	<5	8
Secondment	<5	<5

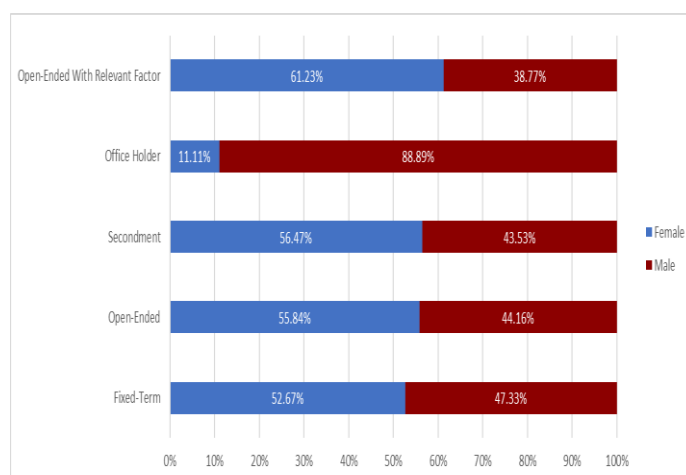
All staff by employment mode and gender (%)



All staff by contract and gender

Table 7.10	Female	Male
Fixed Term	828	744
Open-Ended	3023	2391
Secondment	96	74
Office Holder	<5	8
Open-Ended With Relevant Factor	278	176

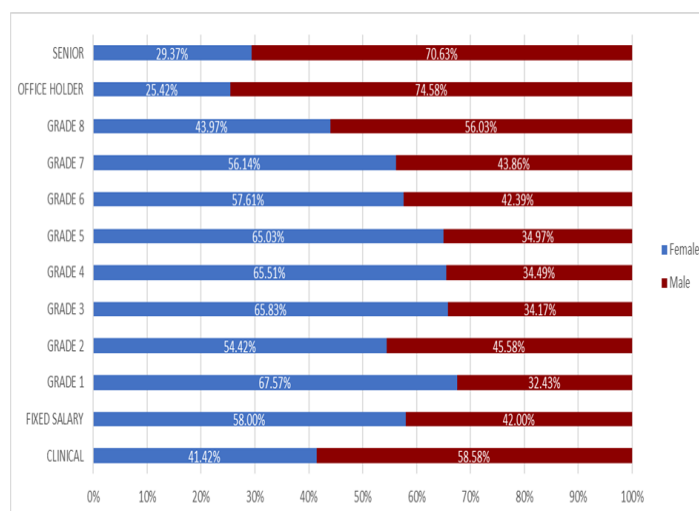
All staff by contract and gender



All staff by grade and gender (no)

Table 7.11	Female	Male	Total
Clinical	111	157	268
Fixed Salary	29	21	50
Grade 1	75	36	111
Grade 2	203	170	373
Grade 3	472	245	717
Grade 4	511	269	780
Grade 5	636	342	978
Grade 6	1120	824	1944
Grade 7	503	393	896
Grade 8	383	488	871
Office Holder	15	44	59
Senior	168	404	572
Total	4226	3393	7619

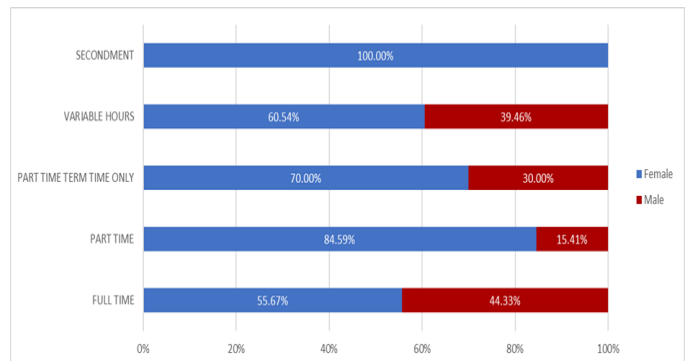
All Staff by grade and gender (%)



Professional Services staff by employment mode and gender (no)

Table 7.12	Female	Male
Full Time	1477	1176
Part Time	785	143
Part Time Term Time Only	28	12
Variable Hours	181	118
Secondment	<5	0

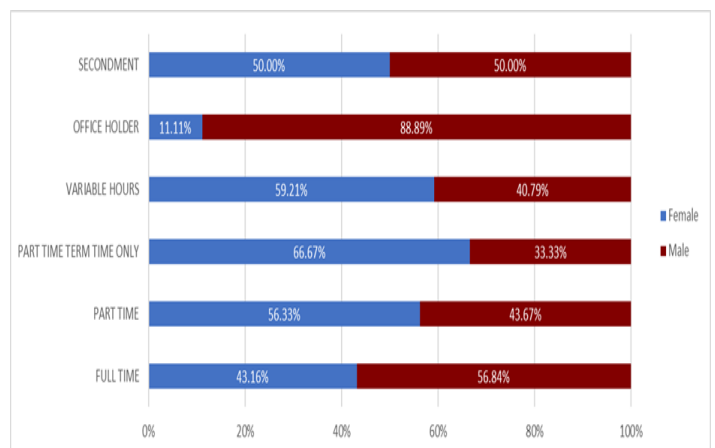
Professional Services Staff by employment mode and gender (%)



Academic staff by employment mode and gender (no)

Table 7.13	Female	Male
Full Time	1105	1455
Part Time	414	321
Part Time Term Time Only	8	4
Variable Hours	225	155
Office Holder	<5	8
Secondment	<5	< 5

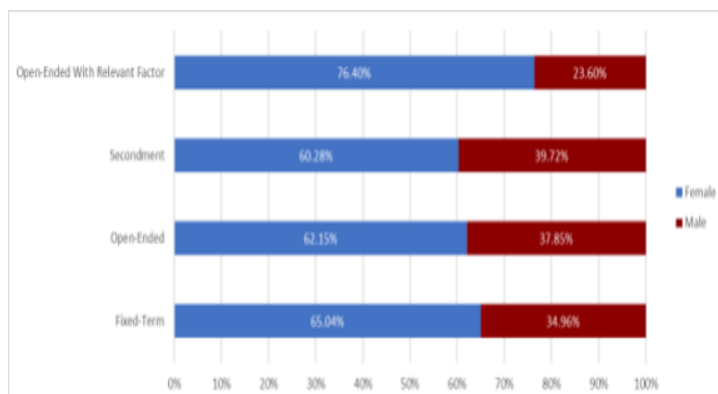
Academic staff by employment mode and gender (%)



Professional Services Staff by contract and gender (no)

Table 7.14	Female	Male	Total
Fixed Term	333	179	512
Open-Ended	1931	1176	3107
Secondment	85	56	141
Open-Ended With Relevant Factor	123	38	161
Total	2472	1449	3921

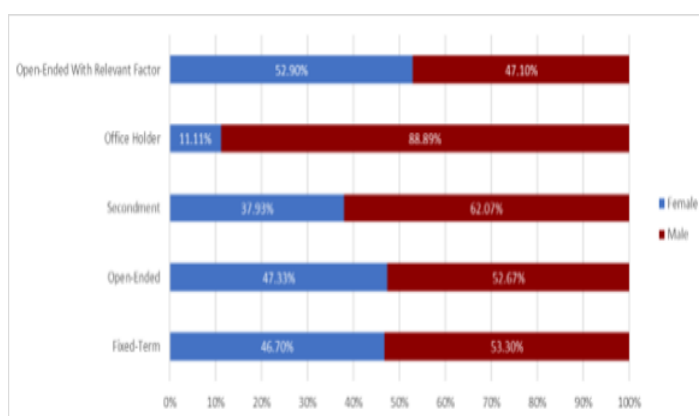
Professional Services Staff by contract and gender (%)



Academic Staff by contract and gender (no)

Table 7.15	Female	Male
Fixed Term	495	565
Open-Ended	1092	1215
Secondment	11	18
Office Holder	<5	8
Open-Ended With Relevant Factor	155	138

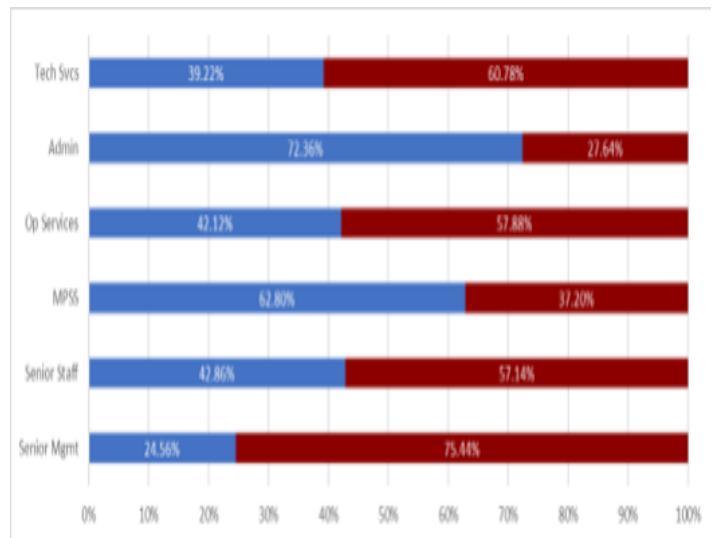
Academic Staff by contract and gender (%)



Professional Services Staff by job type and gender (no)

Table 7.16	Female	Male	Total
Senior Mgmt	14	43	57
Senior Staff	21	28	49
Management, Professional and Senior Staff	1170	693	1863
Operational Services	123	169	292
Admin	1055	403	1458
Technical services	100	155	255
Total	2483	1491	3974

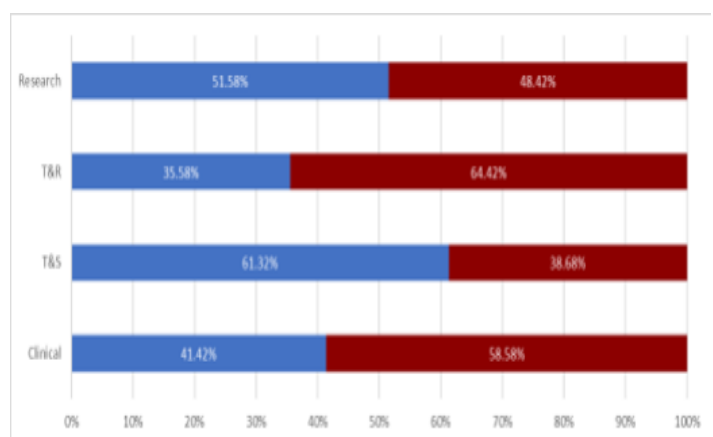
Professional Services Staff by job type and gender



Academic Staff by job type and gender (no)

Table 7.17	Female	Male	Total
Clinical	111	157	268
Teaching and Scholarship	639	403	1042
Teaching and Research	470	851	1321
Research	523	491	1014
Total	1743	1902	3645

Academic Staff by job type and gender



Data Summary:

- We are consistent with UK HEI trends with a higher proportion of female (55.47%) than male (44.53%) staff working at the University (UK HE sector female 54.2%, male 45.8%).
- In academic roles, 47.43% are female (46.7% UK HEI sector) and in professional services 58.50% are female (62.7% UK HEI sector).
- 77.54% (75.8% UK HEI data) of male staff worked full-time compared to 59.75% (59.8% UK HEI data) of female staff. Among staff on part-time contracts or part time term time 72.01% were women
- 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 (84.9% and 68.42%) than academic roles (57.94% and 55.96%). UK HEI data shows that 55.7% are female on part time contract in academic roles and 79.5% of professional and support staff.
- Of female staff working at the university 83.29% work in grade 1-7 positions in comparison with 67.17% of males. In general, as the seniority of contract levels increases, the proportion of female staff decreases, consistent with UK HEI data (Advance HE). 13.39% of females work in grade 8, office holder or senior positions compared with males (27.59%). 70.63% of senior posts are held by men (UK HEI data 65.1% senior managers are male)
- In non-STEM subjects there is a higher representation of female staff than male (AHSS 57.27%, BLS 59.68%) in contrast to Physical Science and Engineering (34.74%). Reflective of national trends more male academics were employed in SET subjects (59.2%) than non-SET subjects (40.8%) (UK HEI data)
- 71.06% of all staff hold an open-ended contract with females holding 55.84% of those contracts. In academic roles females held more open ended with relevant factor contracts (52.90%) than males and males were more likely to hold an open-ended contract (52.67%), or be on a fixed term contract than females (53.30%). In professional services across all contract categories females had higher representation than men and 62.15% of open-ended contracts are held by females.
- In academic roles, teaching and research contracts, 64.42% of these contracts were held by men (reflecting the UK HEI data). 61.32% of teaching and scholarship contracts were held by females in line with UK HEI trends. Men proportionately had higher representation in clinical posts (58.58%) than females.
- 36.69% of Professional Services staff work within administrative support, and of these 72.36% are female. 46.88% of Professional Services staff work in Management, Professional and Senior Staff roles and 62.80% 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 (54.91%), shortlisting (54.43%) through to being hired (56.45%), than males (42.41%, 45.19%, 41.06%) 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 men (56.79% and 43.21% respectively)
- Females had a lower percentage of application for promotion from the eligible pool (19%) than males (26%) but were more successful through the process and of females applying for promotion 72% were successful in contrast to 68% of males.

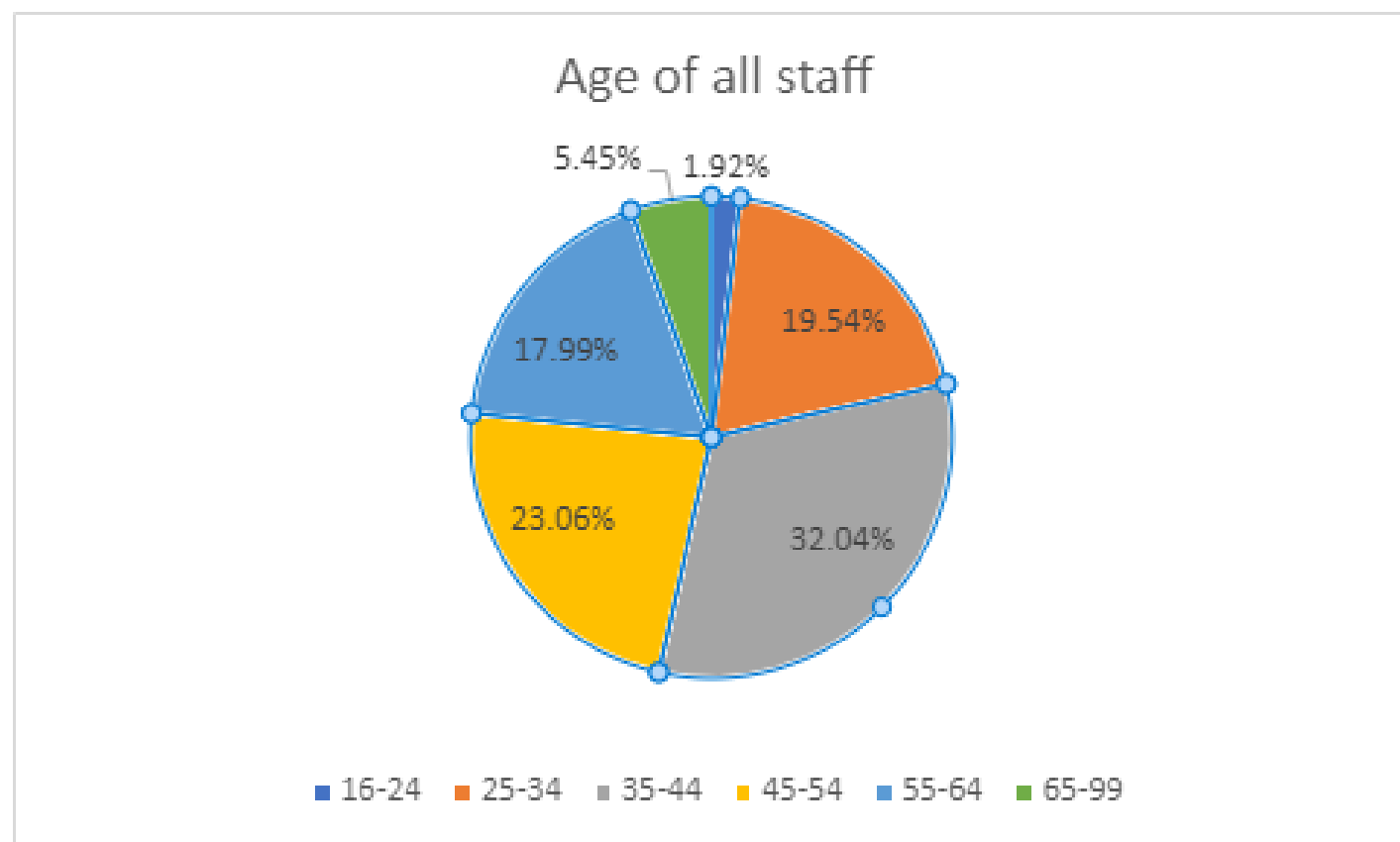
8. Age

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%	20%	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)

UK HEI Sector

Table 8.2	30 and under	31-40yrs	41-50yrs	51-60yrs	61 and over	Total
2019-2020	19.7%	26.7%	24.7%	21.9%	6.9%	99.9%

Cardiff University Age Overview



Age

Recruitment

Table 8.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
16-24	14.73%	10.61%	10.15%	12.62%	11.85%
25-34	46.43%	42.71%	41.12%	43.44%	44.27%
35-44	21.88%	28.47%	27.76%	28.34%	26.64%
45-54	11.16%	11.91%	14.39%	10.78%	11.36%
55-64	3.57%	3.97%	4.97%	3.78%	4.80%
65-99	0.89%	0.35%	0.58%	0.42%	0.29%
Not declared	1.34%	1.98%	1.02%	0.62%	0.78%
Total	100%	100%	100%	100%	100%

Leavers

Table 8.4	Voluntary	Involuntary	Total
16-24	1.39% (8)	7.52% (20)	28
25-34	32.40% (186)	35.71% (95)	281
35-44	32.40% (186)	27.82% (74)	260
45-54	9.76% (56)	12.03% (32)	88
55-64	13.41% (77)	9.40% (25)	102
65-99	10.63% (61)	7.52% (20)	81
Total	574	266	840

Academic Promotions

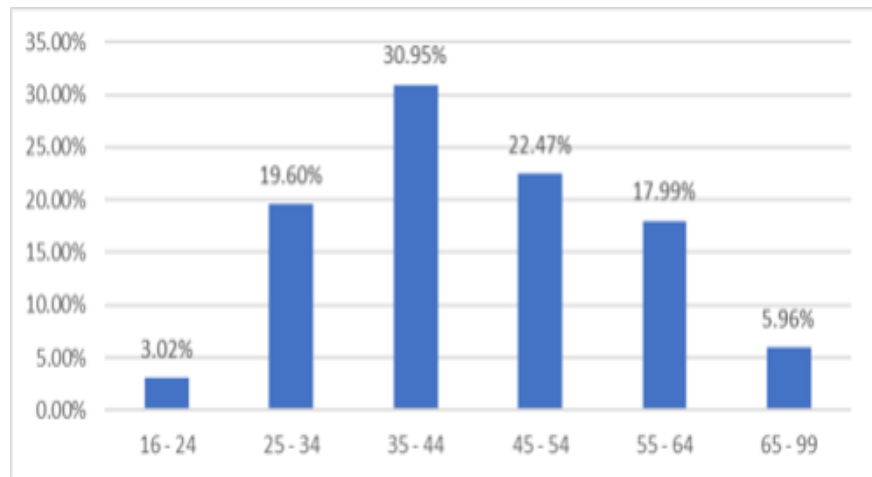
Table 8.5	Eligible Pool	% of Applications from eligible pool	% of successful applications	% of successful applications / Eligible pool
16-24	0	0%	0%	0%
25-34	80	19%	80%	15%
35-44	565	26%	72%	19%
45-54	415	22%	72%	16%
55-64	240	18%	57%	10%
65-99	40	11%	0%	0%
Total	1335	23%	70%	16%

Age - Additional Reporting

Professional Services Staff

Table 8.6	%	Number
16-24	120	3.02%
25-34	779	19.60%
35-44	1230	30.95%
45-54	893	22.47%
55-64	715	17.99%
65-99	237	5.96%
Total	3974	100%

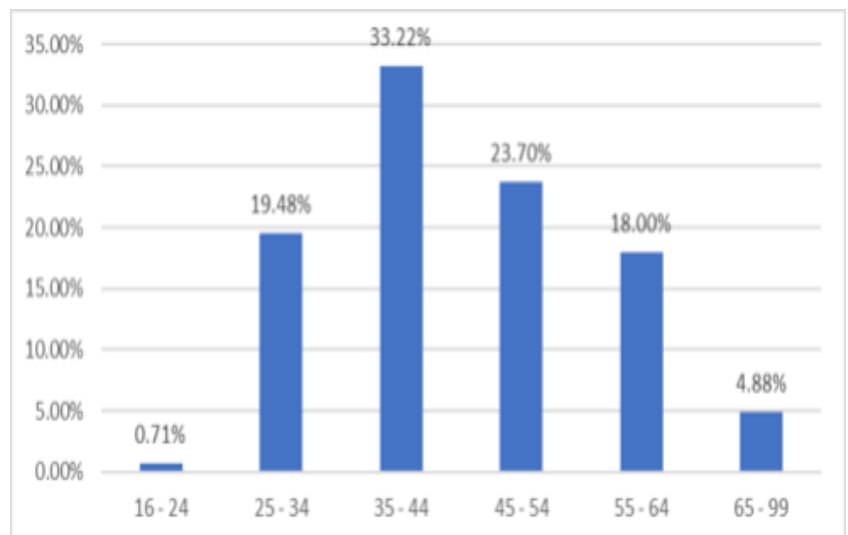
Professional Services Staff by Age



Academic Staff

Table 8.7	%	Number
16-24	26	0.71%
25-34	710	19.48%
35-44	1211	33.22%
45-54	864	23.70%
55-64	656	18.00%
65-99	178	4.88%
Total	3645	100%

Academic Staff by Age



Data Summary

- Our age profile is broadly in line with the UK HEI sector, with most staff (78.54%) being in the 35 and over age category (UK HEI 80.2% over 30), the largest percentage being 32.04% within the 35-44 age group (UK HEI 26.7% 31-40 age category).
- The largest percentage of applications came from the 25-34 age group (46.43%) and the largest percentage of staff appointed were also from this group (41.12%). 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 (22.62% in comparison to academic 20.19%) and older age categories 55 and over (23.95% comparable to 22.88% in academic), there was a slightly 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 least successful applicants for promotion came from the 44-54yr (57%) and 54-64yr category (0%).
- Of all leavers 64.40% were from the 25-44 age group. In all age groups the numbers leaving voluntarily was higher than in the involuntary category apart from the 16-24 category where involuntary departure was higher than voluntary departure.

9. Sexual Orientation

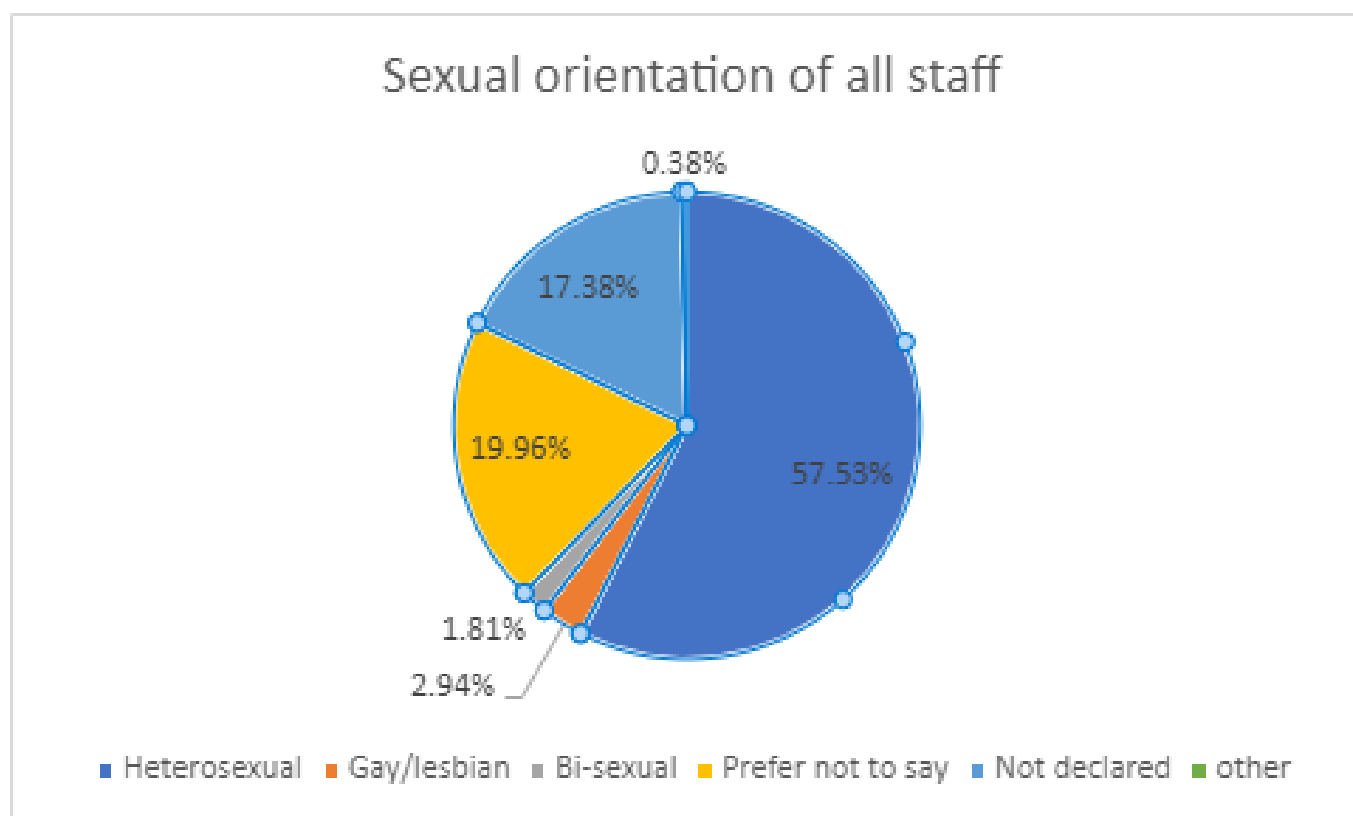
Colleague Breakdown

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%
2021	2.6% (194)	1.5% (111)	22.3% (1673)	15.2% (1142)	0.4% (28)	58% (4352)	100%
2022	2.94% (224)	1.81% (138)	19.96% (1521)	17.38% (1324)	0.38% (29)	57.53% (4383)	100%

UK HEI Sector

Table 9.2	Gay / Lesbian	Bisexual	Prefer Not to Say	Not Declared	Other	Heterosexual	Total
2019-2020	2.3%	1.4%	12.1%	29%	0.4%	54.7%	100%

Cardiff University Sexual Orientation Overview



Sexual Orientation

Recruitment

Table 9.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Bisexual	4.46%	4.59%	5.72%	6.62%	6.90%
Gay/ lesbian	4.02%	4.68%	4.69%	3.78%	4.43%
Heterosexual / straight	81.70%	78.53%	77.57%	77.61%	78.33%
Other	0.45%	1.39%	1.17%	1.42%	0.99%
Prefer not to say	8.04%	8.92%	9.97%	10.17%	8.77%
Not Declared	1.34%	1.90%	0.88%	0.40%	0.59%
Total	100%	100%	100%	100%	100%

Leavers

Table 9.4	Voluntary	Involuntary
Bisexual	2.44% (14)	2.46% (6)
Gay/ lesbian	3.32% (19)	0.75% (<5)
Heterosexual	58.71% (337)	46.24% (123)
Not Declared	15.33% (88)	33.83% (90)
Other	0.52% (<5)	0.75% (<5)
Prefer Not To Say	19.69% (113)	16.17% (43)

Academic Promotions

Table 9.5	Eligible Pool	% of Applications from eligible pool	% of successful applications	% of successful applications / Eligible pool
Gay / Lesbian	35	15%	100%	15%
Bisexual	10	13%	0%	0%
Prefer Not to Say	0	0%	0%	n/a
Not Declared	505	23%	67%	15%
Other	0	0%	0%	0%
Heterosexual	790	23%	71%	16%
Total	1335	23%	70%	16%

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. 58.1 % of institutions returned information. 37.34% of Cardiff University staff are recorded as unknown regarding their sexual orientation which is lower than the UK HEI sector 41.1% but within this, we have a higher percentage of staff preferring not to say than the UK HEI benchmarks in comparison with the not declared category.
- 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 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.

10. Religion and Belief

Colleague Breakdown

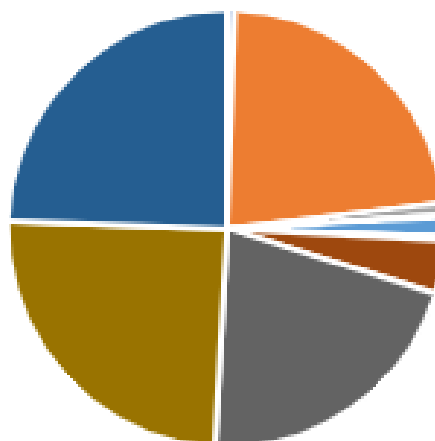
Table 10.1	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Spiritual	Any other religion or belief	Prefer not to say	No religion	Not declared	Total
2020	1% (44)	24% (1827)	1% (50)	0% (12)	1% (115)	0% (<5)	0% (19)	4% (342)	24% (1883)	23% (1823)	21% (1648)	100%
2021	0.3% (40)	13.5% (1725)	0.4% (55)	0.1% (10)	0.7% (110)	0% (<5)	0.1% (20)	2.1% (320)	11.9% (1620)	11.7% (1760)	11.2% (1780)	100%
2022	0.51% (39)	22.63% (1724)	0.88% (67)	0.13% (10)	1.44% (110)	0.03% (<5)	0.26% (20)	3.91% (298)	21.08% (1606)	24.70% (1882)	24.43% (1861)	100%

UK HEI Sector

Table 10.2	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Spiritual	Any other religion or belief	Prefer not to say	No religion	Not declared	Total
2019 - 2020	0.6%	21.8%	1.2%	0.4%	2.1%	0.3%	0.7%	1.9%	11.8%	29.9%	29.3%	100%

Cardiff University Religion and Belief Overview

Religion and belief of all staff



- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Spiritual
- Other
- Prefer not to say
- No religion
- Not declared

Religion and Belief

Academic Promotions

Table 10.3	Eligible Pool	% of Applications from eligible pool	% of successful applications	% of successful applications / Eligible pool
Buddhist	10	25%	33%	8%
Christian	340	22%	73%	16%
Hindu	10	38%	100%	38%
Jewish	<5	67%	100%	67%
Muslim	25	29%	100%	29%
Sikh	0	0%	0%	0%
Spiritual	<5	33%	100%	33%
Any other religion or belief	65	30%	50%	15%
Not declared	630	22%	69%	15%
No religion	250	24%	69%	16%
Prefer not to say	0	0%	0%	0%
Total	1335	23%	70%	16%

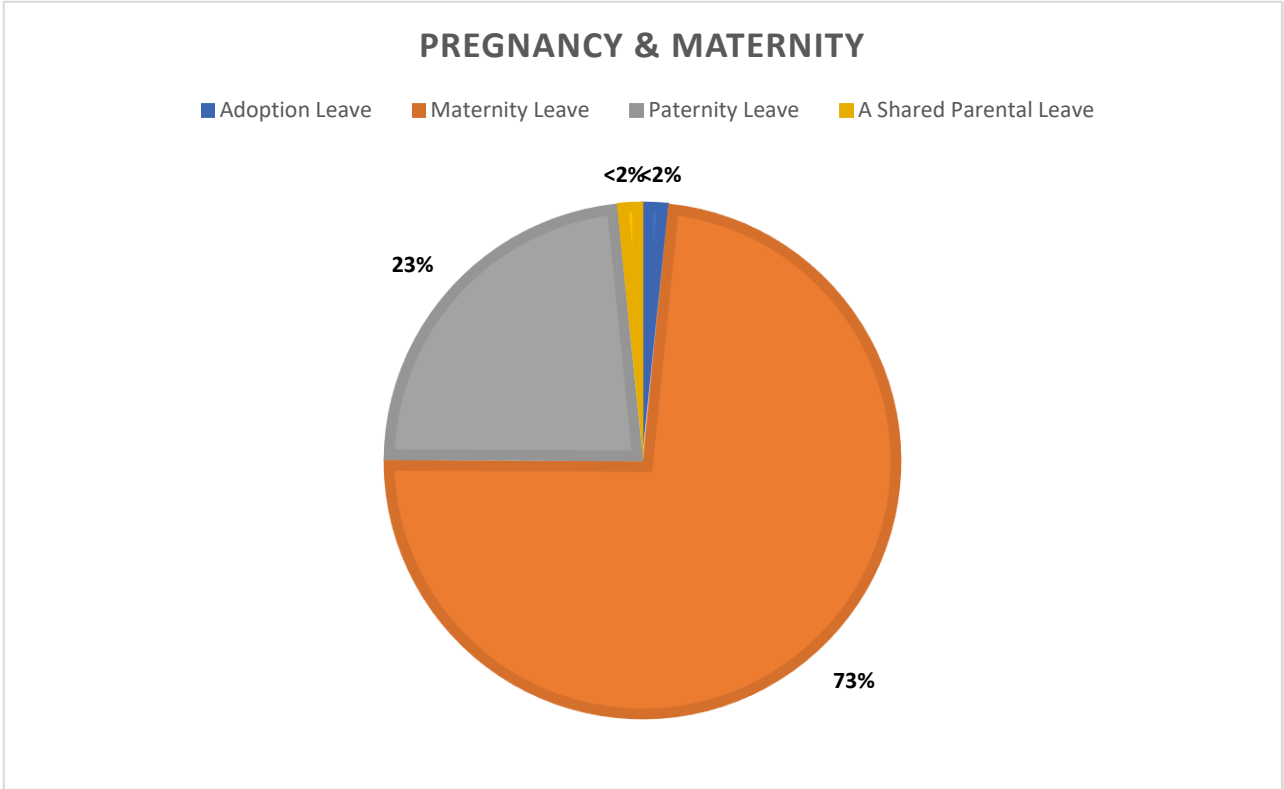
Data Summary:

- 58.9% of institutions provided information for HESA in 2019/2020 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 45.51% (UK HEI 71%) and the highest declared religion being Christian 22.63% (UK HEI 21.8%)
- 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.

11. Pregnancy and Maternity

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

Cardiff University Pregnancy and Maternity Overview



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.

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”¹ but recognises that individuals are protected under the Equality Act 2010 when their gender identity is different from the sex assigned to them at birth².
- 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 (currently 0.3%), 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 62.8% (120 out of 191) in 2019/20.
- 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.

¹ <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#reassignment>

² <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 main source of data used was the data supplied to the Higher Education Statistics Agency annually – the HESA ‘Student’ return 2021/22. This data source contains a record for each instance of engagement between a student and a course during the academic year August 1st 2021 and July 31st 2022. The equivalent HESA submission for each of the preceding academic years was used for a comparison.

The choice to use HESA data was 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.

Upon retrieval of the HESA data supply, it was noted that there was a collection of students who, for some characteristics, had no data recorded. This is due to the fact that when HESA collect their data, they only require data for students who meet certain criteria for some of the characteristics below. Cardiff University only submits data for those students.

To resolve this issue, the IDs of the students who had blank characteristics were matched with the student IDs from the Business Intelligence enrolment cube, where the missing data could be retrieved. However, there were a few instances where the student did not appear in the Business Intelligence enrolment cube due to being a ‘Continuing Professional Education (CPE)’ student or an exchange student, where the nature of the student intake process means this information is not always collected. Where it wasn’t possible to match to a held value, the student was marked as ‘No Data Available’ for that particular characteristic.

Cardiff University had 40,660 students enrolled in 2021/22/. The majority 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	23,045	56.67%
Other Under-Graduate (OUG)	2,625	6.46%
Post Graduate Taught (PGT)	12,160	6.96%
Post Graduate Research (PGR)	2,830	29.9%

Mode of study (including dormant and writing up = 40,660 students)	count	%
Full-time	28,270	41.49%
Sandwich	3540	10.39%
Part-time	5975	26.30%
Writing-up	1205	7.06%
Dormant	1675	14.75%

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	<p>The proportion of students enrolled in Cardiff with a mental health condition has increased year on year, now at a high of 3.58% which is 1.57% higher than 2017/18.</p> <p>The category with the highest number of students, not including 'No Known Disability' over the past five years, has always been 'A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D' at around 5% and the lowest being 'Blind or a serious visual impairment uncorrected by glasses' at around 0.15%.</p> <p>Since 2017/18 there has been a slight decrease in the proportion of people with 'No known disability', declining 2.66%</p> <p>Other types of disability data, including disability allowance claimant numbers, have stayed roughly the same.</p> <p>Disability data is collected on the basis of a student's own declaration, annually during the enrolment process.</p>
Sex	<p>Over the past five years, the proportion of people who identify as 'Other' has increased by 0.23%. The proportion of 'Male' and 'Female' have been relatively stable, with 'Female' consistently around 20% higher than 'Male'.</p> <p>2021/22 saw the lowest percentage of 'Female' at 58.71%, a drop in 0.97% from 2017/18 which saw the highest proportion in that category. This year also saw the highest percentage of 'Male' at 40.96%, an increase of 0.78% from 2018/19 which had the lowest percentage.</p> <p>Sex data is collected through the application process.</p>
Age	<p>From 2017/18 to 2021/22 the proportion of students aged 20 and under has increased by 1.59%. Cardiff University has also seen a drop in students aged 30 and over since 2017/18, by 1.50%.</p> <p>The proportion of students aged 21-24 is at the lowest it has been since 2017/18 at 31.63%, dropping 1.50% since last year.</p> <p>The proportion of students aged 25-29 has been roughly consistent over the past five years, around the 12% mark.</p> <p>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.</p>
Welsh Speaker	<p>The proportion of students who identify as being a 'Fluent Welsh Speaker' or a 'Welsh Speaker Not Fluent' have fluctuated around the 5% for the past five years.</p> <p>'Fluent Welsh Speaker' it is at the second highest it's been since 2017/18 at 4.98%.</p> <p>'Welsh Speaker Not Fluent' is at the highest it's been since 2017/18 at 5.25%.</p>

	Welsh Speaker data is collected on the basis of a student's own declaration, annually during the enrolment process.
Ethnicity	<p>The proportion of students identifying as 'White' enrolled at Cardiff University has decreased from 65.67% to 62.64% over the past five years. First Degree, PGR and PGT students have seen a drop in proportion of 'White' students, First Degree have seen a decline by 4.65%, PGR have seen a drop by 10.51% and PGT have seen a drop of 2.34%. The proportion of 'Other Degree' students identifying as 'White' has increased by 16.82% over the same time period.</p> <p>The percentage of 'Asian or Asian British – Indian' students has increased by 1.61% since 2017/18. For all levels of study the proportion of 'Other (including mixed)' have increased, with PGR seeing a rise of 9.55%.</p> <p>Ethnic data is collected on the basis of a student's own declaration, annually during the enrolment process.</p>
Gender Reassignment	<p>Since 2018/19, the proportion of students who have identified that they have a different gender than that assigned at birth has increased by 0.3%. It is now the highest proportion from the past five years at 0.69%.</p> <p>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?'</p>
Sexual Orientation	<p>Since 2017/18, the proportion of students identifying as 'Bisexual' has increased by 2.08%. The amount of students choosing 'Prefer Not to Say' has increased by 3.39%.</p> <p>For both 'Gay man' and 'Gay woman/lesbian', a small increase is seen since 2017/18, 0.13% and 0.26% respectively. Similarly, the proportion of people identifying as 'Other' has increased by 0.36%.</p> <p>Sexual orientation data is collected on the basis of a student's own declaration, annually during the enrolment process.</p>
Religion	<p>Since 2017/18, the proportion of students having no religion has increased by 4.06% to 53.34%. The proportion of Muslim students has also increased since 2017/18 by 1.18%.</p> <p>Over the past five years, the proportion of Christians has decreased by 2.03%.</p> <p>Religion data is collected on the basis of a student's own declaration, annually during the enrolment process.</p>

Student Data 2021 - 2022

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 Reassignment

	%	Number
Different to at birth	0.69%	280
Same as at birth	95.67%	38930
Prefer Not to Say	3.60%	1465
Unknown	0.04%	15
Total	100%	40695

Welsh Speakers

	%	Number
Fluent Welsh speaker	4.98%	2025
Not a Welsh speaker	89.30%	36340
Welsh speaker not fluent	5.24%	2130
No Valid Response	0.00%	0
Not known	0.03%	10
No Data Available	0.45%	185
Total	100%	40695

Sexual Orientation

	%	Number
Bisexual	6.03%	2450
Gay man	1.54%	625
Gay woman/lesbian	0.97%	395
Heterosexual	79.10%	32190
Other	0.98%	400
Not Declared	0.03%	10
Prefer Not to Say	11.36%	4625
Total	100%	40695

Religion or Belief

	%	Number
Buddhist	1.12%	455
Christian	21.88%	8905
Hindu	3.32%	1350
Jewish	0.21%	85
Muslim	8.05%	3275
No religion	53.34%	21705
Sikh	0.62%	255
Spiritual	1.42%	580
Any other religion or belief	1.10%	445
Prefer Not to Say	8.88%	3615
Not known	0.06%	25
Total	100%	40695

Sex

	%	Number
Female	58.71%	23890
Male	40.96%	16670
Defined in a different way	0.33%	135
Total	100%	40695

Age

	%	Number
20 years and under	39.49%	16070
21-24	31.63%	12870
25-29	12.70%	5170
30 years and over	16.18%	6585
Total	100%	40695

Sex – by Level of Study

Level of Study	PGR	PGT	First Degree	OUG	Total
Female	1445	7080	13675	1690	23890
Male	1375	5055	9285	955	16670
Defined in a different way	15	25	80	16	135
Total	2835	12160	23040	2660	40695

Age – by Level of Study

	PGR	PGT	First Degree	OUG	Total
20 years and under	0	45	15725	295	16070
21-24	340	5795	5910	825	12870
25-29	1100	2915	760	400	5170
30 years and over	1390	3405	650	1135	6585
Total	2830	12160	23045	2655	40695

Disability

	%	Number
A disability, impairment or medical condition that is not listed above	0.85%	345
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1.55%	630
A mental health condition, such as depression, schizophrenia or anxiety disorder	3.58%	1,460
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0.20%	85
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	0.44%	180
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	4.47%	1820
Blind or a serious visual impairment uncorrected by glasses	0.15%	6
Deaf or a serious hearing impairment	0.30%	120
Known to be disabled	0.04%	20
No known disability	87.17%	35470
Two or more impairments and/or disabling medical conditions	0.79%	320
No Data Available	0.45%	185
Total	100%	40695

Ethnicity

	%	Number
Arab	2.93%	1190
Asian or Asian British - Bangladeshi	1.02%	415
Asian or Asian British - Indian	5.46%	2220
Other Asian background	2.55%	1040
Asian or Asian British - Pakistani	2.03%	830
Black or Black British - African	2.50%	1020
Black or Black British - Caribbean	0.29%	115
Other Black Background	0.16%	65
Chinese	13.04%	5305
Gypsy or Traveller	0.01%	5
Mixed - White and Asian	1.48%	605
Mixed - White and Black African	0.40%	165
Mixed - White and Black Caribbean	0.45%	185
White	62.64%	25490
Other ethnic background	0.76%	310
Other Mixed Background	1.09%	445
Prefer Not to Say	1.07%	435
Not known	0.70%	285
No Valid Response	0.76%	310
No Data Available	0.64%	260
Total	100%	40695

Disabled Student Allowance

	%	Number
In receipt of Disabled Student's Allowance	3.99%	1625
Information about Disabled Students' Allowance is not known/ not sought	85.09%	34625
Not in receipt of Disabled Student's Allowance	7.32%	2,980
No Data Available	3.60%	1465
Total	100%	40695

Ethnicity – by Level of Study³

	PGR	PGT	First Degree	OUG	Total
Asian	490	5300	3440	580	9810
Black	85	375	705	35	1200
White	1575	5605	16760	1555	25495
Other (including mixed)	480	630	1635	150	2895
Prefer Not to Say	55	125	165	85	430
No Valid Response	70	25	215	5	315
Not known	60	70	110	45	285
No Data Available	20	30	10	200	260
Total	2835	12160	23040	2655	40695

³ The headcount for white people differs slightly between both race tables as the 'Race - Level of Study' table includes 'Gypsy or Traveller'.

15. Complaints

Office of Independent Adjudicator (OIA) cases with an equality or possible equality* element.

Calendar year 2022 up to 17 October 2022

The University has received 36 OIA complaints during the calendar year 2022 (up to 17 October 2022). We are unable to confirm if there is an equality element or possible equality element for 1 of the complaints as details are awaited from the OIA.

- 18 (50%) of the 36 complaints had an equality element or possible equality element.
- 2 relate to the same student. 16 are related to the protected characteristic of Disability; 2 are related to Disability and disability discrimination.
- 2 of the 18 complaints were found to be not justified by the OIA; 3 were withdrawn by the student; 5 were not eligible for review by the OIA or terminated by the OIA;
- 3 were settled by the University; 5 complaints are under review by the OIA.

Formal Complaint requests 2020/21

Between 1 September 2020 and 1 September 2021, the University received 335 requests for Formal, Stage 2 complaints which have been separated into the following categories:

Stage 2 Formal Complaints	2021/22
Number of complaints received	335
Grounds:	
Covid-19	3
Industrial action	0
Graduation	54
Other Complaints	See below
Concerns relating to actions of member of staff	13
Concerns relating to actions of another student	34
Irregularity in delivery of programme (including remote study cases)	194
Supervision	5
Placements	9
Quality of facilities, services, learning resources	23

Graduation Complaints Process 2022

For 2021/22 the University adapted the Student Complaints Process to address complaints relating to Graduation 2022. This separate process was updated to:

- give students who completed their programmes in 2020 and 2021, but attended Graduation in 2022, the opportunity to complain.
- remove the informal stage of the complaints procedure and to enable us to address complaints more quickly.
- Introduce a Graduation student complaint form to help students provide us with essential information and evidence we needed to address complaints (which avoided the need to ask for supplementary information.)
- clarified how we dealt with group complaints.

Student Complaints Partnership

Following the joint partnership project with Students' Union in 2020-21, a new role of Deputy Head of Team with responsibility for investigations with an EDI element was appointed; the postholder joined in September 2022.

Work continues with developers and the University's project team to develop a case management system to better monitor, record and manage complaints cases but Student Cases still await a test system for trialling.

26 (8%) of 335 the formal complaints received had an equality element which can be broken down as follows:

Graduation Complaints, 6 (11%) had an equality element relating to: additional learning needs and accessibility issues relating to disability.

The other Formal Complaints received from students relating to issues other than Graduation or Covid-19. 20 (7%) of the complaints had an equality element relating to the protected characteristic of disability including impact upon mental health i.e., depression/anxiety, discrimination, PTSD, OCD, ADHD, and additional learning needs e.g., dyslexia, autism, dyspraxia.

Of 20 the complaints with an equality element 3 were ineligible, 2 Upheld, 2 Not Upheld, 12 cases are still under investigation and 1 case is on hold pending legal action.

16. 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 2021-2022 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.

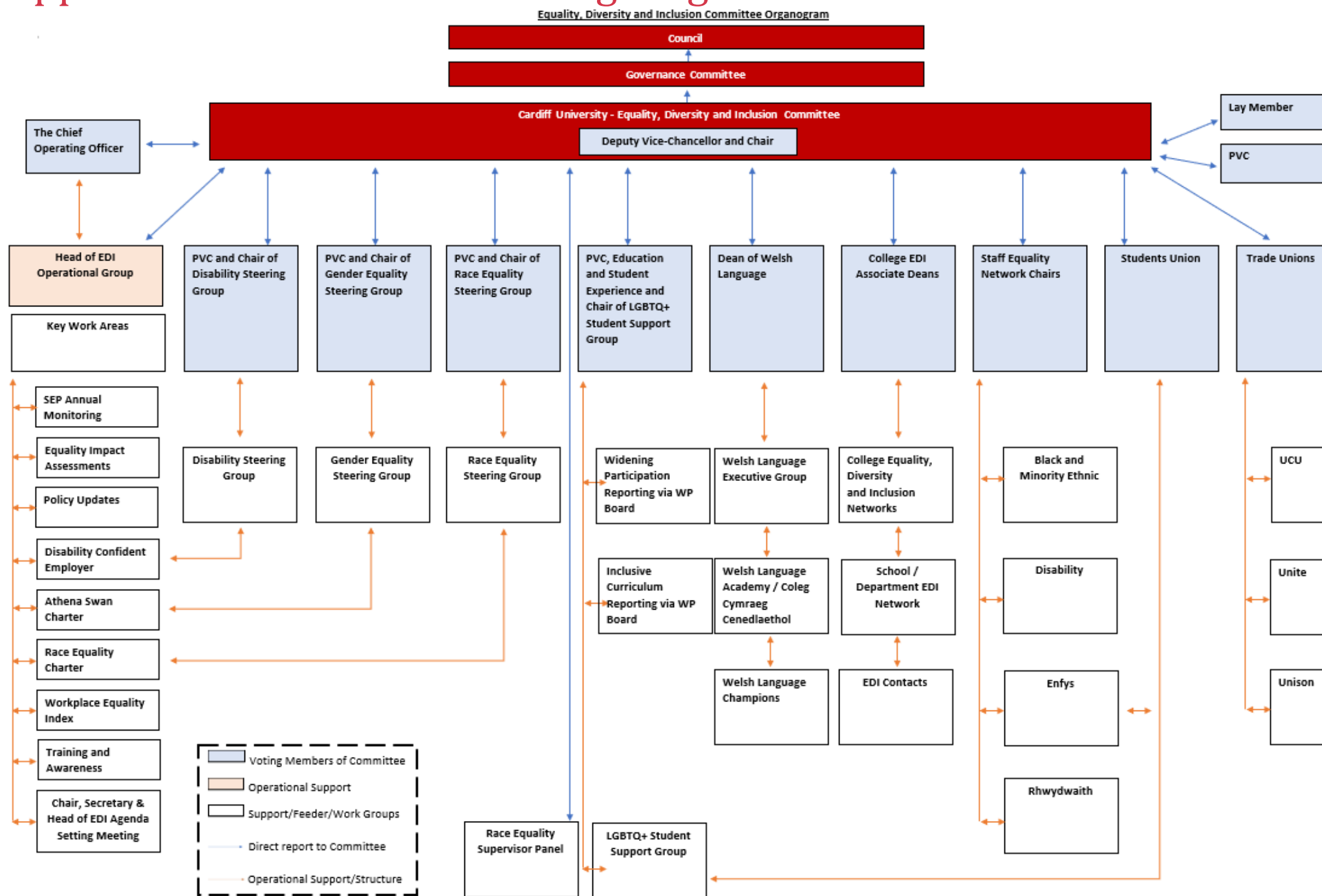
Objective 4

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



Appendix 2 - SEP Action Plan Updates

Strategic Equality Plan (SEP) SEP Action Plan Updates 2021-2022

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 2021-Mar 2022.

The actions have been RAG rated (Red/Amber/Green) and the below provides an overview of the situation at the end of March 2022.

Obj 1- Student Journey	1	2	3	4	5	6	7	8	9	10	11	12	13
Obj 2- Staff Environment	14	15											
Obj 3- Building & Maintaining Relationships	20	21	22	23									
Obj 4- Accessible Environment	25	26	27	29									
Obj 5- Enhancing Governance Structures	30	32	34	36	37								

Red	Very limited or no progress
Purple	Very limited or no progress due to the significant impact of the COVID pandemic
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	1 st April 2021 - 31 st March 2022 Update
1.1 Issue/area for action: Inclusive Curriculum					
1	Scope an initial review of current inclusive curriculum practices within schools to establish our areas of strength in relation to ED&I in the curriculum as well as areas for development/enhancement. This will include defining 'inclusive curriculum' in the broadest sense.	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	This action was delayed due to the impact of COVID, but an Inclusive Curriculum project was established in September 2021 with phase 1 of the project focusing on undertaking an extensive scoping exercise to provide a detailed picture of the current institutional state of play in relation to inclusive curricula.

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	Recruitment for a Project Officer to oversee production of the module has been completed. Successful applicant due to start April 2022.
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 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	The contextual admissions policy is currently in the scoping stage of a full review (2021-2022).
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.	<p>A robust report evaluating impact and identifying recommendations for the future.</p> <p>Improved pathways for students from Widening Participation projects through to Student Support services.</p>	Widening Participation Team	<p>2020/21</p> <p>July 2022</p>	A Minecraft summer programme for Discovery participants to support transition to university has been delivered. A hybrid model of in-person and online activities will be delivered by the Discovery Project moving forward. The effectiveness of this model will be assessed using evaluation data which will provide recommendations for the future.
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 Strategy and Evaluation Manager role has been created and filled to support this action. A Widening Participation Data Dashboard is planned to collate data points including gender. This data will help inform the ongoing strategy.

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	Focus groups were held with 1st year Mature Students. The findings are being used to develop future provision. An evaluation of Mature Student transition support is planned for May 2022.
7	Work with the Widening Participation and Outreach team to develop the University's current engagement with key community events, such as: <ul style="list-style-type: none"> • 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	Community Events continue to be on hold due to COVID restrictions.
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: <ul style="list-style-type: none"> • 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	As a result of COVID restrictions, remotely led community courses have been piloted, prioritising learners who meet specific criteria as outlined in the action. For example, the Classroom Experience Project has linked with a Grangetown Revision Project for school students from the Somali Community in which current university students are delivering revision session and homework support to Somali and other BME children.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 Update
1.3 Issue/area for action: Addressing differential student attainment and retention					
9	<p>Phase 1: Having undertaken quantitative analyses of the last 5 years of attainment data, the BAME attainment gap task and finish group will report their findings and produce a University level action plan to feed into the Race Equality Steering Group.</p> <p>Phase 2: School level quantitative analyses to feed into local qualitative work with Heads of Schools to understand the context behind the findings to develop local actions to address the BAME attainment gap at a School level.</p>	BAME students and staff should not be left to resolve issues for the institution and at the same time engage in potentially emotionally challenging conversations about race without access to support and considerations for their wellbeing during the process. Students are being consulted as to the types of signposting and range of support options they feel would be appropriate.	<p>Dean of EDI (Lead) supported by the BAME attainment Gap Task and Finish Group.</p> <p>Support to be provided by the Race Equality Steering Group.</p>	June 2020-Dec 2020 (School Level)	Action marked as complete in 2020, however work continues in this area.
10	The BAME attainment gap group in consultation with the student cohort and the Students' Union provide an accessible recorded plenary session to provide all participants with knowledge of the background to the project, its context and its aims.	Not only improving institutional understanding of their lived experience but in addition providing sector wide knowledge of race - equality through presentations from various members of staff including the Dean of EDI. Thus creating a reciprocal approach to improving race-equality.	Dean of EDI (Lead) supported by the BAME attainment Gap Task and Finish Group.	March 2020	Action complete by November 2021.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 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	Our Enquiry and Case Management system, Engage 2 Serve, went live 27 June 2021. There will be a period of 'optimisation' which will facilitate service data analysis to support this outcome.
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	Access to students' data on protected characteristics on SIMS has been requested and recruitment is ongoing for an Operational Data and Systems analyst.
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	Progress impacted by COVID and the need to remotely deliver student support services.

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	1 st April 2021 - 31 st March 2022 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 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	<p>As recruitment was largely limited to internal movement only, progress against targets to compare University data against that of the local community has been impacted.</p> <p>A pilot programme to include at least one ethnically diverse interview panel member was run April to May. A University wide roll out is planned.</p>
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	<p>Baseline data has been difficult to analyse due to recruitment controls. As recruitment increases data can be analysed.</p> <p>Consultation with colleagues from the Race Equality Steering Group identified the language used in our job descriptions as a potential barrier to recruitment. A working group has been established and has modified language used in support of a number of roles. Work continues to extend this initiative to generic Grade 1-4 job descriptions in the professional services.</p> <p>A Professional Services Work experience project invited students</p>

					<p>from Cathays High School into the University to have a weeklong work experience taster. This initiative and the Careers and Role Models events in Grangetown have enabled the University to show the breadth of jobs available at the University and encourage local community underrepresented groups including ethnically diverse members of the community to consider the university as an employer.</p>
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Objective 3: Creating an inclusive University culture based on building and maintaining relationships.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 Update
3.1 Issue/area for action: Inclusive University culture					
20	<p>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.</p> <p>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.</p> <p>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.</p>	<p>UEB and HR commit to adopting the values and behaviour's required to ensure a culture of inclusion.</p> <p>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.</p> <p>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.</p>	<p>DVC (Lead) supported by Dean of EDI</p> <p>UEB supported by the Head of EDI</p>	<p>July-Sept 2020</p> <p>Phase 1 to start in academic year 22/23</p> <p>Phase 2 for next strategic equality plan</p>	<p>Although work in this areas has been impacted by COVID restrictions work has continued to promote a positive culture within the University. These have included a review of the Bhugra and Cameron reports where issues relating to culture were revisited and follow up recommendations have been accepted for implementation by the University.</p>

21	The University REF EDI group to conduct Equality Impact Assessments (EIAs) on the outlined procedures in the REF 2021 Code of Practice.	Collated EIA data and analyses by protected characteristics considering intersectionality to determine any disadvantage in the research working environment/culture and/or bias in the REF process. Action plan developed to address potential inadvertent discrimination.	REF EDI Group supported by Compliance and Risk and Dean of EDI	Nov 2020	EIA data analysis has been completed and compared where possible to REF2014. A research culture working group has been set up to carry out addressing issues arising from the EIA's and developing action/strategies for promoting an inclusive culture in Research.
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 Update
3.2 Issue/area for action: Deal with complaints in an effective way to enable an early resolution					
22	<p>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.</p> <p>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.</p> <p>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.</p>	<p>UEB and HR commit to adopting the values and behaviours required to ensure a culture of inclusion.</p> <p>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.</p>	DVC (Lead) supported by Dean of EDI	July-Sept 2020	This action has been impacted by COVID. It has also been delayed while waiting for Dean of EDI role to be filled

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 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	This action has been impacted by COVID. It has also been delayed while waiting for Dean of EDI role to be filled

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	1 st April 2021 - 31 st March 2022 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	Focus groups have been held which have explored elements of accessibility as part of the Student Partnership Project with Student Support and Wellbeing. Outcomes of these have fed into the Disability Steering Group and an action plan has been created. Blackboard Ally has been rolled out across the University to help Lecturers ensure their course content is accessible to all users. It scans course content and provides accessibility scores and feedback for authors.
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 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	Accessibility audit complete with action plan developed working towards progress for the University estate being a welcoming place with consistent accessible signage, customer care and a physical environment that enables easy orientation and reduction of barriers for groups and	Director of Estates (Lead) supported by Deputy Director of Estates	Phase 1 date- March 2021	<p>Accessibility Audits have been completed for the entire estate excluding residencies. The recommendations have been collated and costed.</p> <p>Requirements have also been incorporated into all future building refurbishments. The University is currently reviewing providers to create a map of the estate for the public website which will be embedded on the university</p>

	<p>prioritise areas for improvement and publish updated guidelines and reviewed policy on quiet rooms.</p> <p>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.</p>	<p>individuals with diverse needs.</p>			<p>webpages and will include detailed matrices of work needed and recommendations.</p>
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2021 - 31 st March 2022 Update
4.2 Issue/area for action: Digital Environment					
27	Engage with our diverse student community to understand their experience of digital 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.	We will have a clearer understanding of whether the University digital environment is a welcoming place which gives clear accessible information enabling easy orientation and reduction of barriers for groups and individuals with diverse needs to enable us to identify areas for attention.	Learning and Teaching Academy, Information Services, Digital Communications and Student Union	End of 2020	Progress has been impacted by COVID. No direct engagement with students on the accessibility of the student intranet has taken place during this period. However, we continue to monitor the accessibility of the intranet and prioritise digital accessibility improvements accordingly. Accessibility training for staff who update the internet has also been shared.
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	Progress on this action has been impacted by COVID and also limited resources. A new community section on the website has been launched which allows easier access to relevant content for members of the local community.

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	1 st April 2021 - 31 st March 2022 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	Annually EDI data is collected for council members which assists in trend analysis and is utilised when recruiting new lay members. Due to staff changes and workload the data has not been published in this year's Annual report.
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	The first stage of the audit assessed the content on the external Jobs internet pages and the need for updates and improvements so that before colleagues start with the University they are aware of how and when we use data. Work on the review of internet job pages has been delayed due to COVID.

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	Recruitment is underway to fill the roll of the Senior Compliance Advisor responsible for EDI. Once this has been filled this action will progress.
36	Hold a session with Council and UEB to discuss race and race related issues within the University	That actions will arise from this session that will embed discussions on equality and inclusion within regular Council business	University Secretary & Head of Corporate Governance Services	February 2021	Action completed February 2021.
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	A new cover sheet was approved by UEB. On the sheet the author needs to confirm an EIA has been completed for applicable changes.