This document is available on-line at: https://www.cardiff.ac.uk/public-information/equality-and-diversity/strategic-equality-plan/annual-monitoring-report

It is also available in alternative formats, e.g. hard copy, Braille, large print, audio on request. Should you or someone you know require this in an alternative format, please contact the Assurance Service on 02920 870230, email assuranceservices@cardiff.ac.uk.

If you have any questions or feedback relating to the information contained in this report, please contact Andrew Lane, Senior Assurance Adviser: 02920 874164, email lanea5@cardiff.ac.uk.

A Welsh version of this document is also available.
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Objective 2  To attract and retain the brightest students from a diversity of backgrounds by providing an inclusive and supportive learning and teaching environment

Objective 3  To promote equality of opportunity for those in research roles

Objective 4  To improve accessibility and inclusivity of University estates and facilities

Objective 5  To promote and develop an inclusive (internal) culture and governance by addressing diversity of decision-making committees

Objective 6  To deliver inclusive collaboration, communication and engagement that will involve groups that have not traditionally engaged with the University including identifying opportunities for promoting good relations

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   Appendix 2 Student data
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Strategic Equality Plan Annual Report
1st April 2018 – 31st March 2019

Section 1 - Introduction

1.1 Introduction and background

Under the Specific Duties for Wales of the Equality Act 2010 the University (as a public body) is legally required to develop a Strategic Equality Plan and produce an annual monitoring report by 31st March each year for the previous year.

The annual monitoring report must contain progress statements including:

- the steps taken to identify and collect relevant information;
- how the institution has used the information;
- the reasons for not collecting any relevant information;
- a statement about the effectiveness of the arrangements for identifying and collecting relevant information and the steps taken to fulfil each of its equality objectives;
- the progress that the institution has made to fulfil each of its equality objectives;
- a statement on the effectiveness of the steps that the authority has taken to fulfil each of its equality objectives;
- specified employment information, including information on training and pay (unless it has already published this information elsewhere).

Cardiff University’s Strategic Equality Plan outlines its Objectives and Action Plan for achieving the equality objectives for the period of 2016-2020. This Annual Report is a review of the final year of activity under the 2016-20 plan, ahead of the launch of the new Strategic Equality Plan in 2020. The Strategic Equality Action Plan is presented in Appendix 1, showing progress against objectives in its final year of operation.
2.1 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 Report.

Following a data gap analysis during the previous Strategic Equality Plan (2012-16) the University developed data reports for the protected characteristics of religion or belief and sexual orientation in addition to existing reports on age, sex, ethnicity and disability. Top level data are also included for gender identity. This does not however provide the same level of data as the other protected characteristics due to lower numbers and the need to ensure that individuals are not identified.

Questions on the protected characteristics of staff are incorporated within the e-recruitment system and CORE HR, the University’s Management Information System. Staff/employment data reports are produced on an annual basis. The University had identified an issue in previous years with the transfer of equality monitoring data from the e-recruitment system to the CORE HR. As this report relies upon CORE HR data, in previous years’ reports data held in the e-recruitment system that had not been transferred to CORE HR has been reported as unknown data. Work has commenced to manually transfer this missing data to CORE HR and therefore the amount of ‘unknown’ equality data has been expected to drop in this year’s report.

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 amongst staff through focused communication with line managers and revision of local induction practices to encourage staff to make declarations.

In order to complement student and staff data reports, the University also reviews disaggregated feedback from staff and student surveys e.g. the National Student Survey (NSS) and the ‘Staff Survey’.

2.2 How the institution has used the 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, alongside additional updates throughout the academic year.

Monitoring data reports are also used for the University’s 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.

Examples of how the University has used monitoring data to develop relevant actions are set out below:

The University’s Equality, Diversity and Inclusion Committee commissioned the Wales Institute of Social & Economic Research, Data & Methods (WISERD) to develop a more detailed report on progression and attainment of different protected characteristic student groups to better understand some of the relevant factors that influenced progression and attainment. This analysis considers the progress and attainment of undergraduate students with a variety of protected characteristics. In particular, it examines the relationship between outcomes and the characteristics of age, gender, ethnicity and disability.

Data on ethnicity was used extensively by two working groups set up to look at staff and student race equality issues. This work contributed to the University’s application for a Race Equality Charter Mark Award, overseen by the Equality Challenge Unit - now Advance HE.
2.3 Data Analysis - Full statistical reports for staff and student data are included in Appendices 2 and 3.

Summary – Cardiff University Student Numbers

NB. Due to work that has been carried out on the quality of our data, there have been small variations to 2013-17 data reported in previous years.

Sex:
- 59% of all enrolled students were female in 2018/19 – including 59% of undergraduates; 61% of taught postgraduates; and 52% of research postgraduates. These percentages have remained broadly the same over the last few years.

There is a very small proportion of students whose gender identity is either ‘Unknown or self-identified as ‘Other’.

Ethnicity:
- In 2018/19, 13% of all enrolled students at Cardiff University described themselves as BAME. Across the student body, 14% of undergraduates, 13% of taught postgraduates, and 9% of research postgraduates identify as BAME.

- Cardiff University has an attainment gap (10.9%) similar to the UK average between BME & white students. Black overseas students are most likely to achieve lower than the average, especially in the college of Physical Sciences and Engineering.

Disability:
- 10% of all enrolled students identified themselves as disabled in 2018/19, which is lower than the Wales and national averages. Specific learning difficulties represent the highest proportion of disabilities disclosed, at 41%.

Age:
- In 2018/19, over 60% of students are aged 21 or under. Only 6% of students are aged over 36.

Sexual Orientation:
- In 2018/19, 4.1% of all students identified as bisexual, 1.7% as gay men and 0.8% as gay women/lesbian. 81% identified as heterosexual while 10.7% preferred not to disclose. A further 0.9% identified as ‘other’.

Religion and Belief:
- In 2018/19, the highest proportion of students identified as holding ‘no religion or belief’, with 53% in this category. 22% identified as Christian, 7.3% identified as Muslim and 9.8% preferred not to say. There was no response from 1.1% of students, which represents a reduction from 2017/18.
Overall Student data snapshot for 4 years (all students including PG):

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<tbody>
<tr>
<td>Males</td>
<td>43%</td>
<td>42%</td>
<td>42%</td>
<td>41%</td>
<td>41%</td>
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<tr>
<td>Females</td>
<td>57%</td>
<td>58%</td>
<td>58%</td>
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<td>59%</td>
<td>59%</td>
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<tr>
<td>Disabled Students</td>
<td>7.5%</td>
<td>7.8%</td>
<td>7.8%</td>
<td>9.2%</td>
<td>9.8%</td>
<td>10%</td>
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<tr>
<td>Black and Minority</td>
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<tr>
<td>Ethnic Students</td>
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<tr>
<td>(UK domiciled only)</td>
<td>11.4%</td>
<td>11.9%</td>
<td>8.7%</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
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Staff Data

Summary – Cardiff University Staff Numbers

Sex:

- Of the 7,153 members of staff in post as of 31st March 2019, 55% of all staff were female and 45% male. These proportions have remained largely unchanged over the last five years.

Ethnicity:

- 9% of all staff identified themselves as being BAME, 83% as White, 2% preferred not to say and 6% had not made a disclosure.
- When nationality is taken into consideration 6% of those who have recorded their nationality as British are from a BAME background.
- When considering job role 5.0% of those with a Professional and Support Services role are from a BME background compared to 13% of those on an Academic contract.

Disability:

- 5% of all staff recorded themselves as being disabled. 16% selected ‘prefer not to say’ and 10% were unknown.
- Declaration of disability is lower amongst Academic staff (4%) compared to P&S staff (7%).
Age:

- 33% of all staff fall within the 35-44 age group;
- Academic staff have a slightly older age profile than Professional and Support (P&S) staff;
- There is a larger percentage of females to males at the younger age ranges, and a larger percentage of males to females at the older age ranges.

Sexual orientation:

- 57% of staff have recorded their sexual orientation as heterosexual, 1% as Bisexual, 1% as a Gay Man, 1% as a Gay woman/ Lesbian and 0% as Other. A further 26% preferred not to say.

Religion and Belief:

- Of those who did declare a religion, 24% stated that they were Christian, 5% followed a religion or belief not listed and 20% stated that they had no religion. 22% of staff had not yet declared religious beliefs, and 27% of all staff preferred not to give this information.

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<tbody>
<tr>
<td>Male</td>
<td>46%</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Female</td>
<td>54%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
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<tr>
<td>Disabled</td>
<td>5%</td>
<td>4%</td>
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<td>4%</td>
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<tr>
<td>BlackandMinorityEthnic</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
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</tbody>
</table>
2.4 Reasons for not collecting any relevant information identified but not held
A review of data was carried out in 2013 and the following reasons identified for non-collection:

**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. Therefore it has been agreed that statistical data for students will not be collected for this protected characteristic at this time and other sources of information are sought to inform relevant activities.

Staff data relating to Gender Reassignment has been collected from 2014, however only very limited data has been included in the annual report due to the very low numbers involved.

**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.

**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.

2.5 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. For this reporting period, student data sources have been aligned with those used to gather Athena SWAN management information, which will help to improve consistency going forward.

Information on the steps taken to fulfill each of the equality objectives are contained within the action plan updates and annual monitoring reports and are summarised below.

Section 3 – Progress with Our Objectives

3.1 A summary of initiatives and activities undertaken to progress the overall objectives of the Strategic Equality Plan is given below. A full progress report is included in Appendix 1.

This update provides an overview of progress on meeting actions and Objectives during the first to final year of the 2016-2020 Strategic Equality Plan. A full report of progress with the Action Plan and Objectives is included in the Annual Monitoring Report 2020 that is published on the University’s website: [http://www.cardiff.ac.uk/public-information/equality-and-diversity/strategic-equality-plan](http://www.cardiff.ac.uk/public-information/equality-and-diversity/strategic-equality-plan).

3.2 Objective 1:
To attract, retain and develop a global, diverse and talented workforce by addressing underrepresentation and equal pay.

Progress towards this objective is very good, on the whole, with 9 of 18 actions complete, 6 very close to complete and no red actions.
Particular progress has been made in attracting and retaining BAME individuals. A key success in 2019 was the launch of a work experience programme with students from Cathays High School, aimed at encouraging BAME students to consider Professional Services careers in Higher Education. The project, supported by the BAME+ Staff Network and the Professional Services EDI Forum, will now be taken forward by the Race Equality Steering Group and the Race Equality Staff Working Group, who will shape the work and actions arising from it over the next four year period (1).

Progress has also been made in how we recruit a diverse workforce and how this data is collected. The ‘unknown’ disclosure rate has dropped by roughly 50% in each of the characteristics of ethnicity, sexual orientation and disability (4). Some Schools and Departments have amended recruitment materials to specify that applications from people who identify as BAME and work is ongoing to become a Disability Confident Employer (2) while Project SEARCH continues to be a success (5). It can be hoped that the variety and wide reaching nature of activity under this objective will reach people in all parts of the community and support the University’s goal to be a diverse and welcoming employer.

Other activity beginning to take shape in this update is the introduction of the University Gender Equality Plan, the launch of the Academic Promotions Programme for BAME academic staff (12) and the Race Equality Steering and Staff Working Groups (11). These groups are referenced multiple times throughout the report and indicate a strong and well-supported energy for race equality which will hopefully become more and more apparent over the next several years.

3.3 Objective 2:
To attract and retain the brightest students from a diversity of backgrounds by providing an inclusive and supportive learning and teaching environment

Most noteworthy in this reporting period is the amount of activity undertaken towards actions in this objective. The majority of actions have been updated, with three actions improving on their RAG status from last year’s report (32, 26 and 24), two of which - the implementation of pilot projects to address gender
imbalances in specific courses (32) and developing a framework for reasonable adjustments (26) - have improved from being amber to being fully complete. A further three previously complete actions (20, 23, 27) have also been updated with ongoing work, including further efforts to ensure provision of effective reasonable adjustments.

In addition to the considerable work around reasonable adjustments apparent in this objective, the Counselling and Wellbeing team has also worked with local mental health charity MIND to support students’ preferences for a BAME counsellor (24), suggesting that there is increasing flexibility in the University’s provision of support for students’ individual needs.

While many actions have seen continued progress or improvement in this period, actions involving the development of inclusive curricula (21 and 22) have instead undertaken a review of the work completed to date and have offered a more forward-looking update that sets out goals for the future. While a range of guidance, resources and training has been developed, a key hindrance to progress in this area has been the need for interested colleagues or teams to seek out these resources, limiting the extent to which principles of inclusive curricula are proactively embedded. In response, CESI are developing a business case for additional resource and have begun to develop a curriculum development framework which it is anticipated will have a “genuinely transformative impact on curriculum design and delivery” (action 21) across the university. While these actions have been downgraded from green / complete to amber, this is a result of thoughtful analysis of the impact of activity undertaken and reflects a genuine commitment to improvement.

3.4 Objective 3:
To promote equality of opportunity for those in research roles

This objective continues to demonstrate excellent achievement, with half of the actions complete and half almost entirely complete. As REF 2021 approaches, the Research Excellence Framework naturally forms the focus of this objective, with some excellent work reported (35). A comprehensive suite of EDI training has
been developed and delivered extensively across the University, with training tailored to the roles of individuals in the REF process. All colleagues involved in REF have now completed the University’s EDI and Unconscious Bias modules with additional training required for decision-makers. The REF EDI training plans aim to ensure that all individuals involved in REF understand the principles of equality, diversity and inclusion and develop a shared sense of the importance of advancing EDI both in REF and in the wider University.

The Workload Model was implemented for the 2016-17 academic year with a focus on data collection and a process establishment cycle, capturing early emerging data sets. Now that the Workload Model is live, data has been gathered and analysed, with the result that a revised version of the model being used in six Schools across the three Colleges. The proposed new workload allocation model gives more visibility to the allowances available for reasonable adjustments and extenuating circumstances and allows for anonymous reporting on the time allocated to these allowances (33).

3.5 Objective 4:
To improve accessibility and inclusivity of University estates and facilities

Progress under this objective remains mixed, with continued progress in some areas but other areas remaining more or less the same throughout the four-year action plan, or with work still to be undertaken.

Provision of baby changing facilities (40) has not progressed in this reporting period, with recommendations due to be available in March 2019 but no further work reported in this area. Provision of gender neutral toilets has progressed over the course of the plan, with some continued work evidenced in this reporting period. While there remain some notable gaps in the availability of gender neutral toilets, these facilities have continued to be approved in some new projects. Similarly, while there have been significant delays in implementing specific provision for quiet rooms, there is evidence that this topic has been the subject of considerable discussion and clearly remains a high priority for the University.
3.6 Objective 5:
To promote and develop an inclusive (internal) culture and governance by addressing diversity of decision-making committees

Monitoring of equality and diversity in decision-making committees continues to be a priority and will be addressed in the new Strategic Equality Plan to be launched in 2020. However, there has been significant upheaval both in terms of staff turnover and changes to the size and shape of the team, with the Head of Governance post being recruited to multiple times and the role remaining vacant in some interim periods. This has resulted in a lack of progress in actions overseen by the Head of Governance, not only during this reporting period but during the majority of the four-year plan.

The revised Strategic Equality Plan will provide a focus on incorporating diversity in membership of all University committees and boards. This will include encouraging committees to lead from the top down by demonstrating good practice as well as encouraging committees and boards at School level to evaluate their own diversity and inclusivity.

A further priority will be to ensure committees challenge policies submitted without an equality impact assessment, where appropriate, as well as considering the actions EDI Committee specifically can take to ensure actions arising from the Strategic Equality Plan are developed, challenged and reviewed, with extension actions in place should activity be completed early on in the four-year period.

3.7 Objective 6:
To deliver collaboration, communication and engagement that will involve groups that have not traditionally engaged with the University including identifying opportunities for promoting good relations

Our ambition is to be recognised for excellence in our civic mission activities, committed, as an equal partner, to working with schools, colleges, organisations and communities of the Cardiff Capital Region, Wales, UK and internationally to promote social cohesion and improve levels of health, wealth and well-being.
Actions under this objective were fully completed in last year’s update, having demonstrated excellent progress over the four-year period.

3.8 Positives
Continued progress
In the final year of this Strategic Equality Plan, it is encouraging that so many activities have transformed into ‘business as usual’ or have continued to grow despite the action already being complete. The flagship engagement projects (47 and 48) were completed successfully and are now business as usual in the relevant Schools and Colleges. Likewise, activities such as the Soapbox Challenge and the Trio Sci Cymru project have continued year on year and are progressing well, while the ECU project to address gender imbalance in Nursing, which ceased due to lack of resource, has been transformed and its ambitions carried forward (32). The Workload Model has also continued to evolve since its introduction in 2016/17 and has been subject to scrutiny, reflection and development throughout the four-year period, with changes incorporated into a pilot that is currently underway (33).

Race equality
This reporting period has also seen a particular focus on race equality, especially in relation to staff and recruitment. The work experience programme, in which we hosted BAME students from Cathays High School to encourage them to consider a Professional Services career in Higher Education, was a huge success and it is anticipated that this work will be carried forward in future years.

The relaunched Race Equality Steering Group and the Race Equality Staff Working Group feature in updates throughout the action plan (1, 11, 15) as the suggested driving force for taking forward these actions. Recruitment materials have been amended to encourage applications from BAME women where they are underrepresented (2) and the Academic Promotions Programme has been launched to encourage BAME colleagues in their applications from Reader to Professor (12).
Concerns
Committees
As in the previous reporting period, progress has been limited with respect to some actions that involve our Committees. There has been considerable upheaval in this team over the course of this action plan, with the role of Head of Governance regularly changing hands or being temporarily vacant. The lack of progress in these actions does not reflect a lack of willingness to engage and it is likely that a period of stability within the team would have allowed for progress to be made.

CRM – Student Support and Wellbeing
The CRM system for recording protected characteristics of students engaging with Student Support and Wellbeing Services has been delayed, which has prevented the achievement of this action. However, the service have worked with Business Intelligence to determine service access and use across specific groups, which will help to monitor service delivery to these cohorts in subsequent years.

Format
Over the course of the Strategic Plan 2016-20, it has become clear that some actions have been assigned measurable outcomes against which it is very difficult to measure progress. This has presented some difficulty and ambiguity in assigning a RAG status to actions and, as such, it is important to have an understanding of the background of each action, consider whether the narrative update offers the full picture and to bear in mind the challenges that may have been faced in achieving these actions.

A full progress report on actions which support each of the Objectives is contained in Appendix 1.
Section 4 – Final Review

This section provides a final overview of the University’s performance under each objective plus a review of the effectiveness of the plan and how it could inform the new SEP currently being developed for the period 2020-24.

1. Performance

Objective 1: To attract, retain and develop a global, diverse and talented workforce by addressing underrepresentation and equal pay

- **83% of the objectives reported as being complete**
  Of the 18 actions identified to comply with this objective, 15 are complete and three have made some good progress but are not complete.

- **Overall measurable outcome**
  UK BAME staff at grades 1-5 is 6.5% at closure of the plan; an increase from 4% at implementation. Gender balance for grades 1-5 at closure of the plan is 67% female, 33% male. Therefore, there has been little change since the implementation (68% female, 32% male).

There has been a slight increase in females applying for positions at Grade 8 and above from 35% in 2015 to 37% in 2019. There has also been a rise in BAME applicants for positions at Grade 8 and above from 21% in 2015 to 24% in 2019.

Work has been undertaken in relation to reward schemes, such as the Outstanding Contribution Scheme, to ensure that protected characteristics are considered.

- **Outstanding objectives**
  Where objectives have yet to be completed, a great deal of work has been undertaken and steps put in place in order to facilitate the completion within a short time frame following the end of the SEP period. The establishment of the Race Equality Steering Group and key discussions around recruitment systems have taken place.

- **What went well**
  Disclosure of staff equality data has increased which has given us a greater insight into the composition of our staff. Key communication by the Deputy Vice-Chancellor was supported by follow-up messages encouraging disclosure (Blas and PHEW days) which helped to promote this action.
The introduction of the Unconscious Bias training module has been fully rolled out across the University. It was introduced for those with recruiting, selecting and PDR responsibility however it has proved an invaluable tool and this course is now mandatory for all staff.

**What didn't go well**

Whilst processes, initiatives and campaigns have been established and implemented, for some actions it has not always been possible to measure the impact within the timeframe of the plan. In order to monitor success and challenges, a longer-term view may be necessary.

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**Objective 2:**

*To attract and retain the brightest students from a diversity of backgrounds by providing an inclusive and supportive learning and teaching environment*

<table>
<thead>
<tr>
<th>50% of the actions are reported as being complete</th>
<th>Of the 14 actions identified to comply with this objective, seven are complete and seven have made some good progress but are not complete.</th>
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<tr>
<td><strong>Overall measurable outcome</strong></td>
<td>The CU non-progress gap in relation to ethnicity is BAME are 1% ahead of white students, the UK benchmark is 4.5% of white students are more likely to progress to BAME. Disabled students not continuing has worsened, currently 2.3% below the national average.</td>
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<td>Issues around data gathering have prevented accurate analysis of BME attainment gap data. Gender attainment has gone up to 8% whilst the benchmark attainment gap has dropped to 4.9%.</td>
</tr>
<tr>
<td><strong>Outstanding objectives</strong></td>
<td>Key actions outstanding are around curriculum design and programme management, however this does not mean that considerable work has not been undertaken. Curriculum content has become a point of debate across the sector and a revised approach to design and management is reflected in the proposed next steps.</td>
</tr>
<tr>
<td><strong>What went well</strong></td>
<td>The resources and support provided by the Student Services department has expanded and a considerable amount of work has been done in relation to adjustments and support, notably peer mentoring which has evolved over the four years.</td>
</tr>
</tbody>
</table>
Several successful initiatives have been developed to help Schools/Colleges recruit under-represented groups with specific protected characteristics.

What didn’t go well
Data gathering has been an issue across several actions under this objective. Delivery of the CRM system within Student Services has not been achieved within the timeframe which has impacted upon their ability to gather and analyse data.

A vast amount work had been undertaken in some areas, however it was noted that there an imbalance in initiatives across the protected characteristics.

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<th>Objective 3:</th>
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<tr>
<td>To promote equality of opportunity for those in research roles</td>
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100% of the actions are reported as being complete
All four of the actions identified to comply with this objective are complete.

Overall measurable outcome
Data for the forthcoming REF return is not currently available therefore it is not possible, at this stage, to assess whether there has been an increase in the proportion of female and BAME members of staff being returned.

What went well
The actions undertaken in relation to this objective has been consistently achieved. Work around data gathering, improvement of data availability, review by REF Committee and the establishment of a REF EDI Committee has contributed to the success of this objective.

<table>
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<th>Objective 4:</th>
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<tr>
<td>To improve accessibility and inclusivity of university estates and facilities</td>
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60% of the actions are reported as being complete
Of the five actions identified to comply with this objective, three have been completed and two have made some good progress but are not fully complete.

Overall measurable outcome partially achieved
The EDI Committee receives regular reports and updates from the Estates department on progress or barriers to the works undertaken. Further work is required around gender-neutral toilets, baby change facilities and quiet rooms.

Outstanding objectives
Actions 39 and 40, around the provision of gender-neutral toilets and baby change facilities, are yet to be fully complete. The facilities are being
progressively established throughout University buildings and information of where these are has yet to be disseminated.

**What went well**
Accessibility of physical learning, social and accommodation spaces has improved marginally over the course of the plan. Upgrades have been made to existing buildings with plans put in place for new builds.

**What didn’t go well**
With the exception of the Quiet Rooms task and finish group, activity to complete this objective was initially moderate, however there was a delay in progress on some of the actions. More recently work has been undertaken, following scrutiny by EDI Committee.

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**Objective 5:**
To promote and develop an inclusive (internal) culture and governance by addressing diversity of decision-making committees

- **40% of the actions are reported as being complete**
  Of the five actions were identified, two have been completed, two have made some good progress but are not complete and one has made limited or no progress.

- **Overall measurable outcome**
  Data held for University Council members as at 31 December 2019 indicated that of the 26 Council members, one (3%) has declared a disability; 21 (81%) have declared their ethnicity as ‘white’ and 11 (42%) declared they were female. At the implementation of the plan, 22 out of 26 Council members declared disability 0%, 100% ‘white’ and 52% female.

  The 2019 University Staff Survey was delayed until November 2019 from the original date of March 2019 so there has not been an opportunity to gather data to address this measurable outcome at this stage.

- **Outstanding objectives**
  Action 43, to develop a scheme that encourages BME, female and disabled participants to apply to observe a series of committee meetings remains outstanding. A preliminary discussion has taken place but no further plans have been made.

- **What went well**
  Unconscious Bias training (action 44) has been completed by Council members. It is noted that this was very well received and highlights the
commitment by the University’s governing body to issues of equality, diversity and inclusion.

**What didn’t go well**  
Significant staffing changes within the Department of Strategic Planning and Governance have impacted on all actions being achieved, and where they were achieved it was not always possible to adhere to the timescales prescribed by the action plan.

| Objective 6:  
To deliver inclusive collaboration and engagement that will involve groups that have not traditionally engaged with the University including identifying opportunities for promoting good relations |
<table>
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<tbody>
<tr>
<td>100% of the actions are reported as being complete</td>
<td>There were two actions associated with this objective.</td>
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<tr>
<td>Overall measurable outcome achieved</td>
<td>The Engagement team and subsequently the Widening Participation team reported annually on the numerous and varied projects.</td>
</tr>
<tr>
<td>What went well</td>
<td>Projects supported the engagement with groups based in the local Cardiff community and through the University’s partnership with the University of Namibia. Over recent years, these projects raised the University’s profile in relation to work with communities and promoted interdisciplinary collaboration and to embed these activities are part of our core mission.</td>
</tr>
<tr>
<td>What didn’t go well</td>
<td>The flagship engagement projects were begun centrally and transferred to Colleges to be managed as business as usual. As such, the lines of reporting of the ongoing success and benefit, or lack thereof, for such projects and activities has changed. This means that it may not be possible to evidence the engagement of the groups who are traditionally underrepresented. Where actions are completed, no further actions have been identified to ensure ongoing commitment to the objective.</td>
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2. **Reflections of SEP 2016-20**

**What went well**  
During the period of the plan, the University has undertaken a great deal of work to establish a professional approach to data management and
governance, as exemplified by our award-winning Cardiff Data Professionals team. New processes for storing and recording data have been put in place which has led to more consistent reporting output. Whilst issues arose during transition between processes, these were identified, and steps taken to ensure the integrity of the data.

What didn’t go well

Less progression has been seen where actions have been allotted to areas of the University where there have been changes to the departmental and staffing structures. These changes, and in some cases absence, of key staff has impacted upon the attainability of actions and, ultimately, objectives.

Other University successes in EDI

Whilst the SEP directs the University’s work around equality, diversity and inclusion, activities are not limited to those actions identified in the plan. Some other notable successes have been:

- the key appointments of Dean of Equality, Diversity and Inclusion and Senior Assurance Advisor for Race, Religion and Belief;
- we have progressed from ranking 24th in the Stonewall Workplace Equality Index in 2015 to 11th overall in 2019 (the UK’s highest ranked University). We currently hold Top Trans Employer status and Enfys, our LGBT+ network was recognised as a Highly Commended Network Group;
- we retained our bronze institutional Athena SWAN award along with a number of school level successes.

3. Recommendations for future plans

To allow objectives and actions to grow

The actions reported show that equality, diversity and inclusion approaches and initiatives across the University are constantly maturing and becoming embedded as part of business as usual processes. We need to ensure that once actions are established as part of day-to-day activities that we maintain momentum. We must place our equality objectives at the forefront of the work that we do and consider how we, as a University, can continue to advance the equality agenda. This is particularly important where achievements under objectives can be exceeded and further actions developed.
<table>
<thead>
<tr>
<th><strong>To recognise multiple characteristics of an individual</strong></th>
<th>It is important to recognise that individuals have intersectional personal and circumstantial characteristics which can shape their lived experience. In meeting the challenges developing systematic, transparent and consistent approaches to developing solutions we will need to reflect on discrete and distinct requirements.</th>
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<tr>
<td><strong>To monitor the impact of completed actions</strong></td>
<td>The success of an action need not always be measured in completion and effects may not be demonstrable straight away. By continuing to review applicable completed actions we will be able to identify long-term benefits to individuals, groups and the wider University community. Whilst the SEP covers a four-year period, continual review would allow for more rooted actions to be progressed where the yield may not be immediate, and the University could take a visionary approach to activities beyond the term of the SEP.</td>
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<td><strong>To interrogate the value of actions at a partway stage</strong></td>
<td>The University should be allowed to acknowledge that specific elements of its current approach are sub-optimal and, in order to rectify this, nurture an environment conducive to improvement. By reviewing progress, measurables and projected actions, and amending where appropriate, it will be possible to navigate towards achieving a successful outcome for the objectives.</td>
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