

Cardiff  
University  
Strategic  
Equality Plan  
Annual  
Report

# March 2019

For the reporting period of March 2017-18

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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](mailto:assuranceservices@cardiff.ac.uk).

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A Welsh version of this document is also available.

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# Strategic Equality Plan Annual Report

## 1<sup>st</sup> April 2017 – 31<sup>st</sup> March 2018

### 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 31<sup>st</sup> 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 first year of activity under the new Strategic Equality Plan, the 2012-2016 Strategic Equality Plan having concluded in early 2016. The Strategic

Equality Action Plan is presented in Appendix 1, showing progress against objectives in its first year of operation.

## **Section 2 - Identifying, collecting and using relevant information**

### **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 has recently identified an issue 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 unknowns will be expected to drop in this and next 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.

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 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 following characteristics: 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 has contributed to the University's application for a Race Equality Charter Mark Award, overseen by the Equality Challenge Unit.

## 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 2017/18 – including 59% of undergraduates; 61% of taught postgraduates; and 51% 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 2017/18, 14% of all enrolled students at Cardiff University with a UK fee status described themselves as Black or of an ethnic minority background (BME<sup>1</sup>); including 14.58% of undergraduates; 13.31% of taught postgraduates, and 8.67% of research postgraduates.
- The attainment gap between BME and White students has continued to close over the last 4 years but the proportion of total students attaining a First/2:1 has also risen.

#### Disability:

- 9.83% of all enrolled students identified themselves as disabled in 2017/18 – including 11.85% of undergraduates; 5.67% of taught postgraduates; and 7.74% of research postgraduates.

#### Age:

- In 2017/18, 94.08% of all enrolled undergraduates were age 21 or under.

#### Sexual Orientation:

- In 2017/18, 4.22% of all students identified as bisexual, 1.36% as gay men and 0.73% as gay women/lesbian. 84.57% identified as heterosexual while 7.94% preferred not to disclose. A further 0.6% identified as 'other'.

#### Religion and Belief:

- In 2017/18, the highest proportion of students identified 'no religion or belief', with 53.64% in this category. 23.09% identified as Christian, 6.49% identified as Muslim and 9.76% preferred not to say. There was no response from 1.32% of students.

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<sup>1</sup> Black and Minority Ethnic. Includes, Black, Asian, Chinese, mixed and other ethnic background. This definition is widely recognised but it has limitations as it suggests that minority ethnic students are a homogenous group.

**Overall Student data snapshot for 4 years (All students including PG):**

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Males</b>	43%	42%	42%	41%	41%
<b>Females</b>	57%	58%	58%	59%	59%
<b>Disabled Students</b>	7.5%	7.8%	7.8%	9.2%	9.8%
<b>Black and Minority Ethnic Students (UK domiciled only)</b>	11.4%	11.9%	8.7%	13%	14%

**Staff Data**

**Summary – Cardiff University Staff Numbers**

**Sex:**

- Of the 7,153 members of staff in post as of 31<sup>st</sup> March 2018, 55% of all staff were female and 45% male. These proportions have remained largely unchanged over the last four years.
- 46% of Academic staff were female and 64% of Professional and Support staff were female.

**Ethnicity:**

- 8.1% of all staff identified themselves as being from a BME background, 84.0% as White, 1.3% Information Refused and 6.7% had not yet declared their ethnicity.
- When nationality is taken into consideration 5.3% of those who have recorded their nationality as British are from a BME background.
- When considering job role 5.0% of those with a Professional and Support Services role are from a BME background compared to 11.1% of those on an Academic contract;

**Disability:**

- 4.9% (4.3% 2017, 4.2% 2016, 4.2% 2015) of all staff recorded themselves as being disabled, and 19.8% had not yet declared a disability (23.1% 2017, 27.1% 2016, 24% in 2015);
- Declaration of disability is lower amongst Academic staff (77.99%) compared to P&S staff (82.21%).

**Age:**

- 32.6% 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:**

- 52.76% (48.3% 2017, 46.5% 2016, 48.3% 2015) of staff have recorded their sexual orientation as heterosexual, 0.88% as Bisexual, 1.36% as a Gay Man, 0.73% as a Gay woman/ Lesbian and 0.42% as “In Another Way”; a further 18.94% preferred not to say and 24.91% had not yet declared a sexual orientation.

**Religion and Belief:**

- Of those who did declare a religion, 23.28% stated that they were Christian, 5.38% followed a religion or belief not listed and 15.03% stated that they had no religion. 33.78% of staff had not yet declared religious beliefs, and 20.36% of all staff preferred not to give this information.

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Male</b>	46%	45%	45%	45%	45%
<b>Female</b>	54%	55%	55%	55%	55%
<b>Disabled</b>	5%	4%	4%	4%	5%
<b>BlackandMinorityEthnic</b>	7%	7%	7%	8%	8%

## **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**

Based on advice from the Equality and Human Rights Commission indicating 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, 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 relating 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. 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 third 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 2019 that is published on the University's website: <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 7 actions complete and the majority showing continued progress.

Recruitment continues to be an area of significant progress in this review period, although there is further work planned, for example the procurement of a new e-Recruitment system, which will be a focus in 2010. The publication of Good Practice Guidance supports the University's aim to

recruit a diverse workforce by providing guidance directly to applicants to help ensure applications are considered with as little bias as possible. Further good practice in this area in the 2019 review period is the continued work towards inclusive job descriptions. A consistent equality, diversity and inclusion statement has been created for all job adverts, while the inclusion of flexible working and job share arrangements as appropriate makes prominent our commitment to address underrepresentation and equal pay.

The roll-out and subsequent uptake of Unconscious Bias training has also been extremely successful. The staff data report reveals that roughly 50% of staff have undertaken the training, up from around 35% in 2017/18, with the module now mandatory for all staff involved in recruitment.

While the University has made good strides in attracting a diverse and talented workforce, further work can be done to identify any imbalance in retention. Analysis of turnover data by protected characteristic is analysed as part of gender and race equality steering groups but recommendations arising from this analysis have not been reported on in this review period. Work on working patterns and overtime is also still in progress, although again recommendations are yet to be reported.

### **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**

This reporting period has seen significant developments in the areas of teaching, learning and curriculum design, with the launch of new initiatives to encourage the development of an inclusive curriculum and a review of existing training for staff bringing renewed focus on supportive and inclusive learning. Specific support for students has also strengthened; new projects planned for 2018 and beyond will further reinforce our commitment to developing and maintaining a diverse student base. Engagement with students with protected characteristics is underway and is likely to be a focal

point in future reporting periods.

The online Learning Hub has been launched during the period. This is a flagship initiative which gathers resources and good practice case studies on learning and teaching. There is a growing repository of case studies currently sitting at 70+ with many of direct relevance to the learning environment and curriculum design. The Centre for Education Innovation is producing a curriculum design toolkit in partnership with students and academic stakeholders. This will be a resource that can be used in the development of programmes and modules and will include exercises and guidance on ensuring that provision is inclusive and supports engagement across the diverse student body. A tailored version of the 'ABC' Curriculum Design Toolkit, developed originally by UCL, has now been extensively trialled across the University.

In relation to the learning and teaching environment and the curriculum, 3 of the core units of the Academic Practice programme have been revised to bring additional focus to an inclusive and supportive learning environment. These are: "Academic support and student engagement: creating the environment for Cardiff's students to flourish", "Effective and inclusive assessment and feedback" and "Inclusive curriculum design in a global university". All new teaching staff must complete the Academic Practice programme as part of their probation.

Support for students has also been a priority in this reporting period. The University has implemented a peer mentoring scheme, made possible with Welsh Government funding, to support the transition to university for first year students. 11 Academic Schools took part in the scheme during 2016-17, with University approval to expand the project into all Schools for the academic year 2018-19. Recruitment and training of mentors has been planned and will begin in the next reporting period.

Specific support for LGBT+ students is available, once per month, from Rainbow Bridge (LGBT+ support organisation for victims of domestic abuse) and the All Wales Hate Crime Team at the Student Support Centre, with further provision detailed in full in Appendix 1. Considerable work is already

underway for initiatives due to launch in the next reporting period.

The University has also undertaken work towards gathering and making use of equality and diversity information about our student base. The Student Support and Wellbeing Division completed a mapping exercise of available equality data in relation to student engagement with services, and identified limitations in the recorded data. As a result, the requirement to report on equality data in this manner is included in the specifications for the technology required for the Centre for Student Life.

In relation to supporting disabled students, an analysis of the most common adjustments has been completed. A project on supporting the dissemination of recommended adjustments to Schools and Departments has been undertaken and the SITS Accessibility Module has been selected for use as a tool to meet these needs. Implementation is expected to follow in 2018/19. The Guide for Applicants has been updated to inform disabled applicants of the baseline support available from the University, while Study Skills Workshops for students with Specific Learning Difficulties have now been implemented on an ongoing basis following the pilot.

Following failure to obtain the Race Equality Charter Mark the University has created a new Race Equality Steering Group to improve race equality across the University and support future resubmission.

### **3.4 OBJECTIVE 3:**

#### **To promote equality of opportunity for those in research roles**

Work to support the equality of opportunity of research staff has focussed in this review period on our workload allocation model implementation, our review of rolling Research Excellence Framework (REF) and analysis of data for those being submitted and ensuring that we are adopting best practice in allocating internal grants and working with external benchmarking to create a positive working environment for our research community.

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. During 2016-17 some initial snapshots of the data at

School and College level were made and tabled against gender; FTE status and grade. This data was presented to University Executive Board to give an indicator of the emerging picture and as to whether the concept of the Workload Model holds true in the data. Any specific issues were flagged back to the corresponding College and School for attention.

Progress towards this objective has been supported by a lessons learnt review with Schools in February 2017, in which anecdotal feedback of actions taken around the Workload Model included: redistribution of imbalanced workload

amongst colleagues, the instigation of line manager conversation with individuals with atypical workloads, the consideration of delivery and assessment structuring on time heavy modules and capacity information to inform appropriate business cases for staffing needs. Further support has been extended to Early Career Researchers, who are offered bespoke training in the College of Physical Sciences and Engineering to secure grants which will help further their careers, while those colleagues returning to research are offered reduced teaching and administrative duties to enable them to focus on their research.

Work on the rolling REF has seen data continuing to be captured and reported to the REF Committee. Some issues with data have been identified: there is not enough data for the protected characteristics of race and disability to provide meaningful analysis. However, both gender and age are able to be analysed fully and are being used to inform plans for improvement for the next rolling REF.

Current arrangements in relation to the awarding of internal research grants have been monitored and reviewed in 2016/17. During the period of November 2016 – March 2017 the first round of grants under the Wellcome Trust Institutional Strategic Support Fund award were advertised across the College of Biomedical and Life Sciences as well as relevant colleagues within the College of Arts, Humanities and Social Sciences and the College

of Physical Sciences and Engineering, with a further six funding opportunities released in December: Equality and Diversity monitoring forms were a requirement of all funding applications, with an academic lead for Equality & Diversity appointed to oversee applications and decisions.

The European Commission's HR Excellence in Research accreditation process was designed as a quality mark to enable researchers across Europe to identify employers who are committed to creating a positive working environment. Continuation of recognition is dependent on interim review every two years and this process was successfully undertaken in 2016, marking our continued progress towards enhancing the experience of research colleagues.

### **3.5 OBJECTIVE 4:**

#### **To improve accessibility and inclusivity of University estates and facilities**

The University is making a significant investment in improving its estate by creating new, innovative learning and collaboration spaces as well as maintaining and upgrading the current estate. However, wider work to improve accessibility of estates and facilities and, in particular, provide up to date information on the intranet is increasingly becoming a priority, with future reports likely to include progress in this area. Consultation with relevant stakeholders has underpinned work towards this objective and it is vital for this to continue going forward.

Progress towards the objective in this reporting period has largely centred on new buildings and refurbishment work on existing buildings, which are required to take into account relevant equality considerations including accessibility (disability), baby changing facilities, gender neutral toilets and quiet rooms. The Disability Staff Network and Enfys, the LGBT+ staff network has continued to consult with Estates on these matters. The Physical Learning Spaces Programme seeks to refurbish or reconfigure most teaching spaces over the following five years. With ongoing input from University staff networks, the University is positioned to make great progress

towards this objective during the four-year reporting period of the Strategic Equality Plan.

Following consultation with the University Chaplaincy, recommendations arising from the Quiet Room Review Group have been approved by University Executive Board, Governance Committee and Council and work is ongoing to implement these changes. Specific Quiet Room provision includes storage and display boards as well as wash facilities and improved layout.

### **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, although encouraging disclosure and ensuring appropriate data protection safeguards are in place has impacted on progress in this area of work. The University will be undertaking work towards this objective in 2020 with particular attention paid to what actions may need to be taken following analysis of equality and diversity monitoring. Discussions have been underway to explore how we can best meet our commitments in this area, with further progress expected in subsequent reports in line with target deadlines. There is some overlap in achieving diversity within our decision-making committees with our commitments under Objective 1 – to attract and retain a diverse workforce. If we continue to work towards ensuring diversity of colleagues in leadership roles, it is likely that diversity within committees will improve also.

Currently the Governance team oversees equality and diversity monitoring of Council members on an annual basis and there is ongoing work to extend this process to Committee members.

Two of the University's strategic priorities following the all staff survey conducted in 2017 are 'Wellbeing and Cooperation' and 'Supporting Others'. As part of these priorities the Dignity at Study and Work policy/procedures has been reviewed and is currently at the approval stage. Other priorities are to implement recommendations and develop an

environment and culture based on shared values and trust, where contributions are valued at all levels. The Staff Wellbeing Team will develop provision of Dignity and Wellbeing contacts across the University staff population.

### **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. Five midterm evaluations have been conducted on five flagship engagement projects including sections on what difference the projects are making to their target communities and their key partners, demonstrating our continued commitment to engage with the local community in meaningful and productive ways.

There has been particular focus on cultural and anti-poverty activities, including the Welsh Government Fusion programme with different communities across South East Wales in partnership with cultural and heritage organisations. Neighborhood leadership modules have been run to develop members of different communities.

City Region Exchange continues to study and participate in the ongoing development of the Cardiff Capital Region. There has been particular focus on a University engagement showcasing event in autumn 2016 and seedcorn funding for pilot engagement projects which engage with communities, public authorities or firms in the Cardiff capital region. Thirteen projects were funded in round one, and seven projects funded in round two.

The Strong Communities Healthier People Project has contributed to developing a sustainable model of collaborative research, education,

engagement, knowledge exchange and impact between the University and communities that were part of the Welsh Government's anti-poverty programme, Communities First. Projects to note include: Merthyr Rising Festival and Waun Common Debates, developing a geocaching heritage trail with unemployed men in Merthyr Tydfil, and leading the Cardiff Pioneer Area for the Welsh Government's Fusion: Tackling Poverty through Culture project.

The Community Gateway Project has focused on Grangetown and offers world-class University research, teaching and volunteering opportunities which respond to local needs. Projects to note include: Men in Sheds, Somali community needs, Grange Gardens Bowls Pavilion.

Through a partnership between Cardiff University and the University of Namibia, Project Phoenix provides opportunities for shared learning and development. Projects to note include: trauma packs to cut road deaths, PyCon software programming conference, and training for midwives, nurses and other medical professionals.

The Community Journalism Project has also been involved with networking and information and training for hyperlocal or community journalists, along with helping to plug the gap in local news provision due to the decline in print media. One notable achievement is the development of ICNN (Independent Community News Network), a representative body for the sector.

### **3.8 Positives**

Objective 6 (Flagship projects for community engagement) have progressed well. There has been a consistent update each year and the targets set out for them have been met.

Unconscious Bias training has been a success across the University (actions 8 and 44). This has led to requests to extend it beyond the initial target group (those involved in recruitment and selection) to a wider range of staff and

students. Due to licencing limitations, it has not been possible to extend it students at this point in time but separate training for students will be explored in 2019.

In general, actions that focus on student support appear to be progressing especially well. For example, 20 (annual review and enhancement), 21 and 22 (inclusive curriculum design), action 23 (peer mentoring scheme) and much of the work coming out of Student Support and Wellbeing for LGBT+ students and those with mental health issues. However, the University must extend its focus to provide this support for BME (UK, EU and International) and disabled students. For example, the EHRC have started to scrutinize Universities with respect to how they are approaching race hate crime/incidents. The University has very effective tools at its disposal such as the online Disclosure Response Tool. We have an opportunity to reach out to students who are affected by racial inequalities by highlighting this specific issue within the Disclosure Response Tool's webpage.

## **Concerns**

While there has been good work undertaken towards refurbishment of University spaces, it is not clear that accessibility is an important focus of this work. Gender neutral toilets have been developed in some buildings but although action 41 was limited to creating an action plan, it does not appear to have been implemented yet. There appears to be little to no progress on action 37 (focus on accessibility in the refurbishment programme for student residences).

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 and the lack of progress does not reflect an unwillingness to engage. Since the new team has started, they have already taken steps to give us confidence in delivering these actions in 2019.

Over the 3 years of providing annual reports against our Strategic Plan 2016-

20, it has become clear that some actions have been very hard to measure progress against. There is also an ongoing concern, by those who are responsible for delivering progress on each action, that due to the number of actions within the plan, it has been challenging to prioritise one action over another. It has also become clear that they are not all created with the University's other strategies/actions plans in mind. Our next plan must focus on what we can realistically achieve within a 4-year period, a better and fairer idea of when each action should be complete and finally consider how a future plan can continue to monitor the previous plan's incomplete actions without curbing the University's ability to look at new priorities and opportunities. Existing strategies with actions that will strengthen the University's progress in Equality, Diversity and Inclusion must be considered when creating a new plan so that we can build on the work that has already taken place throughout the University.

**A full progress report on actions which support each of the Objectives is contained in Appendix 1.**

## Strategic Equality Plan (SEP): Appendix 1

### Action plan based on objectives identified in the Strategic Equality Plan

**Actions undertaken as part of this plan will be reviewed by the Equality and Diversity Committee. Consultation may also take place as appropriate with relevant groups such as Trade Unions and Student representatives.**

The University will be renewing its Strategic Equality Plan earlier than required. This is with a view to creating a document that interacts with our other strategic documents and action plans that already contain objectives that are either primarily or secondarily designed to have a positive impact upon Equality, Diversity and Inclusion within the University or in the wider community. This will ensure those with responsibility of ensuring the objectives are complete, do not feel any conflict between prioritising one action plan over another. In addition, it will allow the teams who produce, quality assess and analyse data, to produce focussed reports that can be utilised for reports of the multiple action plans the University is working towards.

There are actions the University takes that has an impact across all the Objectives of the Strategic Equality Plan and in December 2017, members of University Executive Board decided that each member would be a champion for each protected characteristic with the VC and the DVC continuing to champion across all characteristics. This allows the board to discuss the ways in which they can show commitment to equal pay, treatment and opportunity, supporting diversity, creating an open and inclusive community and has enabled the board to keep equality, diversity and inclusion matters at the forefront of their thoughts.

### RAG status against all actions

Obj 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Obj 2	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
Obj 3	33	34	35	36														
Obj 4	37	38	39	40	41													
Obj 5	42	43	44	45	46													
Obj 6	47	48																

Actions in white are complete.

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

**1.1 Issue/area for action:** Recruitment of staff– investigating further the diversity of those applying to the University and whether they reflect the local population with particular focus on ethnicity, gender and disability

**Overall Measureable Outcome:** A measurable increase in the proportion of underrepresented groups applying for, being shortlisted and being appointed for posts at Cardiff University (currently identified as male applicants, BME applicants) and particularly for posts grades 1-5, for which it is also more likely that applicants are attracted from local communities.

**Ethnicity: measurable outcome – to increase representation of UK BME staff (4% at implementation of action plan) across all grades, but particularly Grades 1-5, to closer reflect the local BME working age population (14.9%)**

**Gender: measurable outcome – to create a better gender balance across pathways on Grades 1-5 (68% of staff in Grades 1-5 are female, 32% are male at implementation of action plan)**

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
1	Review local level data on the performance of BME applicants, male applicants and disabled applicants through the recruitment cycle with a focus on grades 1-5 which are usually recruited from the local community.	Identification of positive action initiatives as appropriate.	Head of Leadership and Staff Development, Equality and Diversity Manager/Officer and HR MIS (R) HR Business Partners (C) Equality and Diversity College and Professional Services Networks (C)	September 2016	Sex Ethnicity (BMEs) Disability

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
	<p><u>2017</u> Recruitment data is being analysed to identify areas of concern so that appropriate actions can be put in place, this includes work connected to charter marks such as the Race Equality Charter Mark and Athena Swan.</p> <p><u>2018</u> As part of work undertaken on the Race Equality Charter Mark, a Race Equality Action plan has been developed to address issues identified for University implementation. Action include continuing to improve community engagement to promote the University as a local employer and education provider.</p> <p><u>2019</u> There have been two engagement/recruitment events with the local BME community as part of our work on the demographic of grades 1-5. We continue to work on this and recently held an event internally where we asked our BME community to comment on both our marketing and recruitment processes. This will now form part of our new race equality action plan.</p>				
<b>2</b>	Analyse data at College and school/department level as well as by professional services departments to allow College and Professional Services Equality Committees/Networks to identify issues and explore ways to attract staff from diverse backgrounds.	Improved data by application, shortlist and selected applicants by protected characteristics.  Reports provided for review and recommendations to be made.	Head of Leadership and Staff Development, Equality and Diversity Manager/Officer and HR MIS (R) HR Business Partners (C) Equality and Diversity College and Professional Services Networks (C)	September 2016	Sex Ethnicity (BME) Disability
	<p><u>2017</u> Recruitment data is being analysed to identify areas of concern so that appropriate actions can be put in place, this includes</p>				

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
<p><i>work connected to charter marks such as the Race Equality Charter Mark and Athena Swan.</i></p> <p><u>2018</u> College Equality, Diversity and Inclusion networks are identifying action plans at a local level. Examples of activities undertaken to date include work undertaken on recruitment practices in the College of Biomedical and Life Sciences with Diversity by Design, work with Chwarae Teg undertaken by the College of Arts, Humanities and Social Sciences and work with Women in Science and Engineering in the College of Physical Sciences and Engineering.</p> <p><u>2019</u> Colleges and the Professional Services have developed action plans to support this work and analysing this data has formed part of our gender equality action plan and will no doubt form part of our revised race equality action plan moving forward. All Colleges continue to work on their recruitment methodology and the impact that has on the diversity of staff we recruit.</p>					
<b>3</b>	Develop recommendations for the Human Resources Senior Team to agree in relation to increasing applications from groups underrepresented at the University compared with the local community (particular focus on grades 1-5)	<p>Employee proportions reflective of the local communities and an increase in proportions if appropriate.</p> <p>Further identification of positive action including working with local community groups, appropriate charitable organisations and investigating links with current school outreach programmes. Potential for investigating apprenticeships to support</p>	Equality and Diversity Team working with HR Business Partners (R) HR Senior Team (A)	December 2016	Sex Ethnicity Disability

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
		work with schools and the local community.			
	<p><u>2017</u> Recruitment data is being analysed to identify areas of concern so that appropriate actions can be put in place; this includes working with existing community engagement programmes and looking at initiatives such as futurefirst.</p> <p><u>2018</u> Work is continuing to progress with Community engagement projects including the Grangetown Project with attendance at community events, ongoing work is being undertaken to build on this event and to sustain a schedule of events across this year.</p> <p><u>2019</u> Work continues with both Grangetown and Butetown to look at our current marketing profile. We are working with our school outreach team to advertise us as an employer as well as an education provider. We are looking to launch a work experience scheme for underrepresented groups in Summer 2019.</p>				
4	Put in place measures to ensure we are capturing equality data as staff are recruited to the university.  Launch a campaign to encourage staff to update their equality information.	A reduction in the number of staff with 'Prefer Not to Say' equality data and ensuring all staff have a better understanding of staff what happens to data collected.	Head of HR Operations and HR Business Partner (HR Service Centre) (R) Equality and Diversity Team with Internal Communications (R) Hr Business Partners (C)	July 2016 to be reviewed post e-recruitment implementation	All Particular focus on data relating to sexual orientation and religion and belief where disclosure is low
	<p><u>2017</u> HR have created a joining pack called 'Your first 90 days' to guide new starters through their initial period of time at Cardiff University, this will support the initial capturing of equality data. In relation to staff already in post we are investigating directly contacting staff who have gaps in their equality information to request completion as well as a university wide campaign encouraging disclosure.</p>				

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
<p><u>2018</u> Further targeted communications have been undertaken to encourage staff disclosure. HEFCW have also announced plans to publish data from their 2016/17 on equality and diversity and academic teaching qualifications returned as 'unknown'. This is likely to be available in time for the next reporting period.</p> <p><u>2019</u> We continue to work on our disclosure rates and are seeing some improvements across the University. For example, the Deputy Vice Chancellor published a blog post in 2018 encouraging colleagues to update their Core HR profiles with equality information. Further targeted communications are planned at both University level and at a local level.</p>					
<b>5</b>	Work with local communities to promote opportunities available at Cardiff University to all applicants applying for vacancies.	Improved support for applicants through Factsheets and on-line materials.	Equality and Diversity Team, HR Business Partner (HR Service Centre) and Communications and Marketing (R) HR Business Partner (C)	July 2017	Ethnicity
<p><u>2017</u> Working with existing community engagement programmes and utilising internal and external contacts who already work with sections of the local community who are underrepresented in the university community and looking at initiatives such as futurefirst.</p> <p><u>2018</u> Work is continuing to progress with Community engagement projects including the Grangetown Project with attendance at community events, ongoing work is being undertaken to build on this event and to sustain a schedule of events across this year.</p> <p><u>2019</u> Progress towards this objective is ongoing.</p>					

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
6	Develop good practice guidance that informs recruiters on developing inclusive job descriptions and deciding on the selection process in a way that avoids discrimination of protected characteristic groups. Engage internal and external stakeholders in the new recruitment system to ensure the system is fit for purpose.	Guidance produced and disseminated.  Job descriptions that contain objectives and competency criteria that have been reviewed for potential negative impact.  A recruitment system that enables both applicants and recruiters to recruit and apply by using correct language and encouraging high appropriate disclosure rates.	HR Policy Team (R) Equality and Diversity Team/HR Service Centre, HR Managers(C)	July 2017	All

2017

Some work has been done with Chwarae Teg on this in relation to recruiting in the School of Law and Politics and consideration will be given as to how this work can move forward in 2017.

The new recruitment system has been delayed and work will start on consultation around this in 2017/18.

2018

In addition to the work undertaken by the College of Physical Sciences and Engineering with Women in Science on their job adverts, the College of Biomedical and Life Sciences have worked with Diversity by Design and the College of Arts Humanities and Social Sciences with Chwarae Teg , Good Practice Guidance has been drafted and will be published later in the year. This Good Practice Guidance will support the Unconscious Bias Training introduced in 2017. It has been mandated that staff in the College of Physical Sciences and Engineering will all be required to complete this training by the end of the academic year 2017/18, with this requirement further reinforced through the PDR.

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
<p><u>2019</u> A consistent equality, diversity and inclusion statement has been created for all job adverts including the important of discussing flexible working and job sharing arrangements where possible. Work is being expanded across Colleges on inclusive recruitment practices and also features in our gender equality action plan. Understanding Unconscious Bias is now a mandatory module for all involved in recruitment and also features in relevant face to face training. We monitor the uptake of this through our PDR process.</p>					
7	Provide more information for applicants on what we don't need to see as a recruiter so people don't disclose more information than is necessary.	Applicants not disclosing unnecessary information as part of the recruitment process.	Equality and Diversity Team/HR Service Centre, HR Managers(C)	July 2017	All
<p><u>2017</u> Information and guidance around recruitment will be updated in line with the new recruitment system in 2017/18.</p> <p><u>2018</u> This area is covered in the Good Practice Guide outlined in point 6 above and included on the University recruitment pages</p> <p><u>2019</u> Complete.</p>					
8	Roll out unconscious bias training with particular focus on encouraging those taking part in recruitment and selection decisions and	Unconscious bias training delivered across the University.  20% of all staff have undertaken unconscious	Equality and Diversity Manager/Officer (HR) and PMITS (R)	April 2016  April 2018	All  All

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
	those carrying out appraisals to complete the training.	bias training in the first 2 years			
<p><u>2017</u> Understanding Unconscious Bias training has now been launched on the University eLearning platform and is available to all staff.</p> <p><u>2018</u> As part of our commitment to equality charter marks all staff who are involved in recruitment and decision making will be expected to complete the Unconscious Bias modules. This action is supported by clear key performance indicators within the agreed action plan. It is likely the number of staff having completed Unconscious Bias training will increase in the next reporting period. Information provided to HR has helped identify problems with recording instances of this training. This problem has now been resolved and reported figures will be more accurate in future.</p> <p><u>2019</u> This work continues with 100% of recruitment panel members expected to complete unconscious bias training by end 2018/19 academic year and with an ongoing annual review.</p>					
<b>9</b>	To consider the potential of anonymising elements of the recruitment process to help remove unconscious bias against potential recruits.	Potential for 'Name-blind' process reviewed and reported on.	Head of HR Operations with HR Business Partner (HR Service Centre)	December 2016	All
<p><u>2017</u> Research is taking place on the options available to do this as part of the procurement process for the new eRecruitment system.</p>					

	Action	Measurable	Responsibility (R) Accountability (A) Consulted (C)	Timescale/target date	Protected Characteristic(s)
<p><u>2018</u> The procurement of a new eRecruitment system has been delayed. This will be reviewed when we are in a position to begin the procurement process.</p> <p><u>2019</u> Procurement options for eRecruitment are under discussion. As part of this, the option to anonymise elements of the recruitment process will be considered if a full tender process is entered into.</p>					
<b>10</b>	Annual review of candidates put forward by “executive search organisations” for senior positions, to ensure they support its search for a diverse range of credible applicants. Feedback to “executive search organisations” as required to highlight any underrepresentation.	Annual reviews carried out and recommendations delivered, resulting in a more equitable process for all.	Head of Leadership and Staff Development/Head of HR Operations	October 2016 (annually thereafter)	All
<p><u>2017</u> We have advised our executive search organisations about the need to collate diversity data. We are now receiving data to analyse and make recommendations in 2017/18.</p> <p><u>2018</u> The actions undertaken in 2017 have been embedded into the standard process when using an Executive Search.</p> <p><u>2019</u> Complete.</p>					

**1.2. Issue/area for action:** Underrepresentation of women and BME staff at senior grades/career progression and retention of all staff – (Improving measures to support career progression for all protected characteristics with a focus on gender and ethnicity).

**Overall Measureable Outcome:** A measurable increase in the proportion of underrepresented groups at more senior grades (grade 5+ and senior academic level) focussing on females and BME staff.

**Gender: Measureable outcome - to improve the gender balance of females applying for Grade 8 and above across the career pathways to more closely reflect the gender profile of the University overall (55% female at implementation of action plan).**

**Ethnicity: Measureable outcome – to improve the numbers of BME staff applying for Grade 8 and above across the career pathways to more closely reflect the ethnicity profile of the University (7% of all staff (UK & non-UK) are from a BME background at implementation of action plan).**

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
11	Hold focus group interviews with academic staff and professional services staff to identify perceived/actual barriers and put in place measures to support career progression and to support work on the achievement of the Race Equality Charter Mark and the Athena Swan Charter Mark.	Focus group delivered and recommendations made to remove any barriers to applications and progression.  Increase in the number of women and BME applying for senior roles.	Equality and Diversity Manager/Officer and external focus group facilitators (R) Athena Swan Steering Group and Race Equality Charter Mark Self-Assessment Team (A)	June 2016	Sex Ethnicity
<u>2017</u>					

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	Focus groups were held in November 2016 in relation to the Race Equality Charter Mark and work will continue in relation to Athena Swan leading up to the university submission in November 2017.				
	<p><u>2018</u></p> <p>Focus groups held in November 2016 fed into the University's submission for the Race Equality Charter Mark, the results of which will be available at the time of the next Annual Report. The University is continuing to work towards an Athena Swan application, due to be submitted in November 2018.</p>				
	<p><u>2019</u></p> <p>Focus groups were held again in October 2018, specifically around race equality following our unsuccessful race equality charter mark application. We are using the information from these focus groups to form our new action plan. Focus groups connected to gender equality will be taking place over the next 12 months as a result of our revised gender equality action plan.</p>				
12	Adapt and extend current positive action initiatives relating to skills development and career development (currently aimed at women in academic posts) to other protected characteristics with the initial focus on gender, disability and ethnicity in both academic and professional services roles. For example, run specific career development	Participation rates on initiatives analysed by school / college / department and by protected characteristic with a focus on ethnicity, gender and disability.	Head of Leadership and Staff Development, Equality and Diversity Team (R)	October 2017	Sex Ethnicity Disability

	<b>Action</b>	<b>Measurable</b>	<b>Responsibility (R) / Accountability (A) Consulted (C)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p>interviews/sessions that will identify the training and support options available targeted at BME staff and disabled staff, or look at extending the current internal coaching/mentoring programme to support all protected characteristics.</p> <p>Promote relevant development programmes, internal and external (e.g. LFHE) and encourage participation from protected characteristic groups.</p> <p>Implement process to track the progression of staff who have undergone targeted initiatives (above).</p>	Monitoring and reporting of initiatives.			
<u>2017</u>	Promotion of the Leadership Foundation for Higher Education programmes for BME and women have been promoted across the university and in 2017/18 following analysis of data we will look at the potential of supporting internal programmes.				

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	<p>Work has also started on implementing a mentoring scheme specifically targeted at female academics in relation to promotions.</p> <p><u>2018</u> A specific promotions programme will be launched in 2018 to support female and BME staff to progress to Professor. The current Career Development for Female Academics will be expanded and a programme created for BME academics. The Academic Mentoring Programme has been launched across Colleges in 2017. The Springboard Women's development programme continues to be popular and a pilot is being organised for 2018 of the male equivalent to Springboard (Navigator).</p> <p><u>2019</u> Our Academic Promotions Development Programme for BME and/or women has been launched for applications. Career Development for BME academics has been launched and Career Development for Female Academics has continued to run. We continue to promote the LFHE Aurora programme and Springboard internally. The Navigator pilot didn't take place due to lack of a provider and take up but we continue to explore if there is a need for this. Active evaluation takes place or has taken place on all of these programmes to measure success.</p> <p>We are launching an inter university BME mentoring scheme with Aberystwyth University and expanding our reverse mentoring programme between staff from underrepresented groups and senior colleagues on University Executive Board. We have also launching a mentoring scheme for our Professional Services staff.</p>				
<b>13</b>	Put in place processes to monitor career transitions of female staff, disabled staff and ethnic minority staff and length of time spent in previous and existing grade to identify barriers to progression.	Potential barriers to progression identified and recommendations made.	Head of Leadership and Staff Development, Executive Officer (Academic Promotions)	October 2016	Sex Ethnicity Disability
	<p><u>2017</u> Starting to look at the data available and what the data tells us to map out future actions.</p>				

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
<p><u>2018</u> This work is being progressed as part of a new Professorial Equal Pay working group which has been established to support work being undertaken to support equality and diversity and specifically on Equal Pay.</p> <p><u>2019</u> This work continues on an annual basis as part of equal pay and gender pay working groups and is reviewed annually.</p>					
14	Provide positive role models as part of the promotions process.	BME staff, disabled staff and women who have been successful at promotion are represented as speakers at faculty promotions events and case studies are produced for web pages.	Equality and Diversity team (R), Staff Equality Networks, HR Business Partners, Internal Communications (c)	March 2017	Sex Ethnicity Disability
<p><u>2017</u> The proposed female academic mentoring for promotion programme will look at showcasing role models.</p> <p><u>2018</u> The promotions intranet page has been updated to include profiles of academic staff who have successfully been promoted from different backgrounds including BME, female and staff with caring responsibilities. This process will continue throughout the academic year. The pages were promoted through our internal staff e-newsletter.</p> <p><u>2019</u> Complete.</p>					
15	Investigate if there are differences in turnover of staff from different protected characteristic groups with a particular	Data analysed and recommendations made.	HR Business Partner (HR Service Centre) (R) HR Business Partners and Equality and	April 2018	Sex Ethnicity Disability

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	focus on gender, ethnicity and disability.		Diversity Manager/Officer (C)		
<p><u>2017</u> Exit data is being analysed to identify areas of concern so that appropriate actions can be put in place, this includes work connected to charter marks such as the Race Equality Charter Mark and Athena Swan.</p> <p><u>2018</u> No new updates provided.</p> <p><u>2019</u> Data is analysed as part of the work that the Gender Equality Steering Group and Race Equality Steering Group do and will make recommendations in light of that data. For example the Gender Equality Steering Group has already approved as have UEB the fact that we currently don't see a gender bias for leavers in our data and we will continue to monitor this over the next four year period. Once it is established, the Race Equality Steering Group would play a similar role. The Annual People Management Report includes data on leavers as well as what data is sent out to College HR Business Partners in the Stat Pack.</p>					
16	Through the new Performance Development Review process line managers should create a more transparent process with effective discussions around career development and individual personal development.	Transparent PDR process. Developmental opportunities are encouraged and disseminated.	Director of HR (A), Head of Leadership and Staff Development and HR Business Partners (R) Online system supporting PDR with Head of HR Operations (R)	Initial implementation February – April 2016. Review undertaken June 2016. Revised scheme January 2017	All
<p><u>2017</u> The PDR process continues to evolve following the first year of implementation and the evaluation that has taken place leading up to the 2017/18 PDR process.</p>					

	Action	Measurable	Responsibility (R) / Accountability (A) Consulted (C)	Timescale/ target date	Protected Characteristic(s)
	<p><u>2018</u> PDR process is now embedded across the University and, in order to provide stability and ensure continuity of the staff experience, no further changes were made to either the Scheme or the PDR time period for 2018 (1 February 2018 to 31 May 2018). Staff Development activities continue to support staff undertaking PDR and to support performance and career development in line with the Cardiff Academic and the Cardiff Professional.</p> <p><u>2019</u> Complete.</p>				

**1.3 Issue/area for action:** Equal Pay – addressing the national interest in tackling the pay gap between male and female especially at professorial level (expanding this to include other characteristics such as ethnicity.)

**Overall Measurable Outcome:** Practices that contribute to differences in pay for men and women (and other protected characteristic groups e.g. disabled staff, BME staff) identified and actions identified to address practices that result in pay differences. Monitoring in place to ensure that pay-related reward schemes do not have a negative impact on any specific protected characteristic groups.

	Action	Measurable	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic (s)
<b>17</b>	Continue to work on working pattern payments and procedures in relation to the allocation of overtime.	Allocation of overtime reviewed and recommendations made based on equality outcomes.	Director of HR (A), Head of Leadership and HR Business Partners (R)	April 2017	All
	<p><u>2017</u> Work continues to be progressed.</p> <p><u>2018</u></p>				

Initial policy development research has been undertaken in preparation for wider University consultation.					
<u>2019</u> Work is ongoing towards this objective and meetings continue to be held between the University and Trade Unions to discuss the matter.					
<b>18</b>	Monitor the application of the new Outstanding Contribution Scheme against all protected characteristics.	Good participation on new Outstanding Contribution Scheme.  A4 dashboard with participation, equality data and recommendations evidenced.	Director of HR (A), Head of Leadership and HR Business Partners (R)	April 2017	All
<u>2017</u> Analysis has been done in relation to gender and will be expanded to cover additional protected characteristics in future.					
<u>2018</u> The actions undertaken in 2017 have been embedded into the standardised process					
<u>2019</u> Complete.					

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

**2.1 Issue/area for action: Progression of students** (focus on Year 1). Addressing the non-progression of students from Year 1 for all protected characteristics but with particular focus on ethnicity, male students and disabled students (with a link to learning and teaching/ curriculum and also to the changes with DSA)

### **Overall Measureable Outcome:**

Male students: A measurable reduction in non-progression rates for male students bringing the non-progression gap closer to the UK benchmark of 2.1% (5% at implementation of action plan)

BME students – the CU non-progression gap of 4.3% between BME and white students is close to the UK benchmark of a 3.9%.

The measureable outcome will be to aim to meet and exceed the UK benchmark.

Disabled students- A measurable reduction in non-progression rates for disabled students bringing the non-progression gap closer to the UK benchmark of 1.4% (from 2.7%)

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
<b>19</b>	<b>Data</b> ARE Data Set Working Group to specify and oversee the development of reports for ARE on student progression and attainment which segment data by protected characteristics to include progression data of Yr1 students.	Availability of data to provide analysis of student progression and attainment by protected characteristics.	Chair of ARE Data Set Working Group.	July 2017	All

2017

This has been completed and will be used in ARE 2016. Protected characteristics have been broken down in line with CU stated criteria. Progression of year 1 students is also available but is not specific to programmes.

2018

The working group was in existence for the 2015/16 ARE Reporting year only. This group was put together to co-ordinate appropriate data alongside the College Data Analysts. Once this was over, responsibility moved to colleagues who manage Business Intelligence and the usual data that is sent out centrally. Further work is needed in this area to ensure consistency and quality of the data provided.

ARE 18/19 is currently taking place and the data remains a problem with Schools identifying it is unreliable or not what they want. Equality and Diversity is not a specific focus for the data and there have been no formal requests or meetings to discuss this further.

2019

Updates have been predicated by the Annual Quality Report which hopefully will be signed off by Council in December. The data issues continue to be problematic however have been highlighted through the Nicholls Report as a more general area for improvement for the University

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
20	<b>Annual Review and Enhancement (ARE)</b> Include a question in ARE for next session for schools to comment on student progression and attainment data and, where necessary, to identify any actions to be taken.	ARE Sub-Committee can identify actions being taken by the University.  From 2016/17, Annual Quality report to identify action to be taken in relation to equality and diversity.	Head of Education Support(A)  Curriculum Design Officer (R)	April 2017	All – with emphasis on Race, Disability and Sex
<u>2017</u> This has been included in the revised ARE forms					
<u>2018</u> The scope and purpose of ARE will be reviewed in 2018 to ensure it meets the requirements of external bodies e.g. QAA and ensures the data required can be provided centrally. Further updates are given via the Annual Quality Report					
<u>2019</u> Complete.					
21	<b>Curriculum Design</b> Through the Centre for Education Innovation: <ul style="list-style-type: none"> <li>- Develop a network of expertise on curriculum design which will include expertise on designing for inclusion. Create opportunities for all staff to access this resource;</li> <li>- Gather and disseminate case studies of inclusive</li> </ul>	Support on inclusive curriculum design accessed by staff and feedback on impact gathered.  Staff accessing case studies and events and using them to develop their provision.	Head of Education Support(A)  Curriculum Design Officer (R)  Head of Disability and Equality Disability and Dyslexia Service (C)	July 2018	All

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	curriculum design as part of the Centre for Education Innovation's flagship Resource Bank and events series; - Support enhancement projects in academic Schools through the Education Innovation Fund, with a focus on projects' contribution to the development of inclusive curricula.	Funded projects successfully completed with outcomes transferable to the wider institution.	Equality and Diversity Manager (C)		
<p><u>2017</u>            The Centre for Education Innovation's Innovation Fund has funded two tranches of projects which include: inclusive assessment practices, becoming a caring and compassionate practitioner in health and social care, flexible approaches to language learning.</p> <p>Inclusive teaching is a key component of the University's CPD revised framework for academic staff, across Orientation, the Academic Practice programme and PgCUTL.</p> <p>The online Learning Hub will be launched in the first quarter of 2017. This will be a flagship resource which gathers resources and good practice case studies. The inclusive curriculum will be a theme for many of the included resources.</p> <p><u>2018</u>            Three of the core units of the Academic Practice programme have been revised to bring additional focus to an inclusive and supportive learning environment: "Academic support and student engagement: creating the environment for Cardiff's students to flourish", "Effective and inclusive assessment and feedback" and "inclusive curriculum design in a global university". All new teaching staff must complete this programme as part of their probation.</p>					

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p>The online Learning Hub has now been launched (<a href="http://www.cardiff.ac.uk/learning-hub">http://www.cardiff.ac.uk/learning-hub</a> ) This is a flagship resource which gathers resources and good practice case studies on learning and teaching. There is a growing repository (currently 70+) case studies relating to learning and teaching, with many of direct relevance to the learning environment and curriculum design.</p> <p><u>2019</u> Academic Practice continues to be a requirement for all new probationary staff involved in teaching with inclusive practice an overt theme across the Core Units.</p> <p>A round of eight new projects were funded through the Education Innovation Fund in Spring 2018. While all were related to the theme of active learning, and hence encouraging student success, two were of particular relevance to the theme of an inclusive learning environment:</p> <ul style="list-style-type: none"> <li>• Sharing and documenting the first year experience, Dr Alexandra Morgan (£3k)</li> <li>• The social mindfulness toolbox, Dr Steven Stanley (£3k)</li> </ul> <p>The Morgan project has already completed and presented to the annual CESI Education Conference in July 2018. A new call for projects has been issued in Autumn 2018 and will focus on Assessment and the Student Voice. Previous tranches of projects have been widely disseminated through conferences and events within their disciplines.</p> <p>The online Learning Hub collection of case studies and guides continues to grow. Since October 2017 the site has received 71,120 page views, 61,299 of which are unique page views.</p> <p>This action is now complete.</p>				
<b>22</b>	<p><b>Programme management</b> To embed the principles of the inclusive curriculum in the programme approval, programme management and</p>	Support on curriculum design accessed by those developing new programmes;	Head of Education Support(A)  Curriculum Design Officer (R)	Following Periodic Review cycle from 2016/17	All

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p>quality and standards processes of the University.</p> <ul style="list-style-type: none"> <li>- Ensuring that curriculum design expertise is drawn upon in the development of new programmes;</li> <li>- All Schools undertaking Periodic Review will be expected, with support and guidance, to review their curricula in terms of inclusivity.</li> </ul>	<p>All Schools to have completed inclusive curriculum reviews as part of the Periodic Review cycle;</p> <p>From 2016/17, Annual Quality report to identify action to be taken in relation to equality and diversity.</p>			
<p><u>2017</u> This will be discussed through ARE 2016 where a schedule of programme management timelines has been established. College Quality Officers will include Curriculum Design Officers at the start of Stage 2 paperwork and they have been included as part of the development team.</p> <p>The Centre for Education Innovation has developed an operating model where each College has a link curriculum design contact. These roles will assist Schools in the development and revision of programmes, facilitating discussion of key aspects of programme design, including inclusivity.</p> <p><u>2018</u> The Centre for Education Innovation is producing a curriculum design toolkit in partnership with students and academic stakeholders. This will be a resource that can be used in the development of programmes and modules and will include exercises and guidance on ensuring that provision is inclusive and supports engagement across the diverse student body. This will be available in early 2018.</p>					

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
	<p><u>2019</u> A tailored version of the 'ABC' Curriculum Design Toolkit, developed originally by UCL, has now been extensively trialled across the University. The focus in this period has been 'train the trainer' sessions across Colleges and Professional Services with the aim of making this approach to curriculum review (which is a springboard to work on inclusive curriculum design) is scalable across the University.</p> <p>Work is in progress on (i) a revised approach to the development of new programmes and (ii) a new Policy on Module Evaluation. Both involve formalising curriculum design advice and support into core processes and will offer greater scope for supported discussions on inclusive curricula to happen at the right time.</p>				
23	Improving wellbeing support- Expand the peer mentoring scheme which support first year students' transition.	Increase in the number of mentors available to first year students.	Head of Careers and Employability (A) Business Partner (R) Head of Disability and Equality Disability and Dyslexia Service (C)	July 2017	All
	<p><u>2017</u> The peer mentoring scheme has been extended to an additional School in 2016/17; the scheme is now in place in 11 schools.</p> <p><u>2018</u> The peer mentoring scheme is made possible by funding secured from the Welsh Government. In 2016/17, the University has approved a project to expand the scheme into all Schools for the academic year 2018-19. The recruitment and training of mentors will take place in 2017-18.</p> <p><u>2019</u> 19 schools offer peer mentoring to first year students via the central Student Peer Mentor Scheme and 3 schools offer a buddy to first years via in-school support systems. Recruitment and training of mentors will expand throughout 2018-19. In</p>				

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p>2019, 22 schools will be in a position to offer a peer mentor to first year students via the central scheme and 2 schools will continue to offer a buddy to first years via in-school schemes.</p> <p>This action is now complete.</p>				
<b>24</b>	Develop specific support within the student support services for Disabled, BME and LGBT students and students with mental health difficulties to reduce stigma.	Increase in engagement of students with Student Support and Wellbeing.	Director of Student Support and Wellbeing (A) & Head of Counselling, Health and Wellbeing (R)	January 2017	Disability, Race, Sexual Orientation
	<p><u>2017</u></p> <p><b>BME support initiatives:</b> Counselling Service collaborated with BME students to develop and the run the #itooamcardiff campaign to reduce stigma and raise awareness of BME issues. The project launched on the 18th of October 2017 (Black History Month) and continued via social media and the exhibition travelled into different Schools across the University.</p> <p><b>LGBT support initiatives:</b> Awareness raising:</p> <ul style="list-style-type: none"> <li>• Staff training to reduce stigma of Transgender issues - Gender Identity Workshop for staff in student-facing roles, e.g. Residences, Student Support Centre staff</li> <li>• Social Media strategy - blogs written for publishing to coincide with LGBT+ Pride, National Coming out Day, and Asexual Awareness Week with further blogs planned to coincide with LGBT+ Awareness Days throughout the year.</li> <li>• Awareness Raising Events run by Wellbeing Champions (Student volunteers) take place at popular locations on campus to coincide with National Awareness Days on the LGBT+ Calendar, e.g. events during Transgender Awareness Week and LGBT+ History Month</li> </ul> <p>LGBT+ Dedicated support developments: A monthly session has been organised with Rainbow Bridge (LGBT+ support organisation for victims of domestic abuse) and the All Wales Hate Crime Team at the Student Support Centre for students to access.</p>				

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p><b>Mental Health Difficulties</b></p> <ul style="list-style-type: none"> <li>• Monthly Time to Change Blog on social media on raising awareness of common mental health issues and promoting visibility re mental health, e.g. #tips for talking, etc.</li> <li>• Time to Change Student Working Group has been set up, a small group of students which meets twice per semester to discuss common mental health issues on campus, stigma and to feedback things which need to change / be improved on campus (this feedback is then fed into a wider Time to Change Steering Group which meets every 6 months.</li> <li>• Anonymous online survey being sent out in November to students re stigma on campus and ideas for improvements.</li> </ul> <p><b>Disability Support Initiatives</b></p> <ul style="list-style-type: none"> <li>• Developed and made available 17 specialist workshops for students with Specific Learning Difficulties</li> <li>• Developed an 'Appy Hour' which was a peer led, assistive technology workshop</li> <li>• Developed web-based resources for disabled students on what to do before they arrived at university which saw an increase in views of 13%</li> <li>• Launched 2-year project, offering dedicated support for students with Autistic Spectrum Condition. The project will evaluate the effectiveness of a specific software support, Brain in Hand, the impact of a dedicated drop-in session and review the 2 day induction event for new students</li> </ul> <p><u>2018-19</u></p> <p><b>LGBT support initiatives</b></p> <p>LGBT dedicated support developments</p> <ul style="list-style-type: none"> <li>• The specific support for LGBT+ students available, once per month, from Rainbow Bridge (LGBT+ support organisation for victims of domestic abuse) and the All Wales Hate Crime Team at the Student Support Centre will continue as part of the mainstream provision.</li> </ul> <p>In May 2018 – October 2018 a joint project was initiated with Student Support and the Student Unions LGBT Society to consult on the needs of LGBT students and an action plan for further developments was produced. The action plan includes the following developments, planned from February 2019:</p> <ul style="list-style-type: none"> <li>• Embed LGBTQ+ issues into training for students</li> <li>• Specialist training for Counselling, Health and Wellbeing staff re working therapeutically with Transgender students, to include specialist Supervision pathway for therapists</li> </ul>				

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<ul style="list-style-type: none"> <li>• Specialist training for wider Student Support staff re supporting LGBTQ+ students experiencing domestic abuse or hate crime</li> <li>• LGBTQ+ Champions to provide peer support to LGBTQ+ students</li> <li>• Residence Life Team to create LGBTQ+ Living Learning Communities in Halls of Residence</li> <li>• Creation of a TransSpace at the University for trans students (and trans staff) , available regularly (monthly)</li> <li>• Creation support pathway for trans students wishing to transition whilst at University, including a dedicated email address, practical advice and guidance e.g. instigating student record changes, communicating changes, acquiring new forms of identification and fast-tracking to University provided therapeutic support (if required).</li> </ul> <p><b>Mental Health Difficulties</b> Developments to reduce the stigma of Mental Health</p> <ul style="list-style-type: none"> <li>• Launch of new University Mental Health Campaign – for students and staff - on 1st February 2018: What’s on your mind? #LetsShare. #LetsShare Media Campaign included 9 student blogs, sharing own personal stories of mental health</li> <li>• Launch of new University Time to Change Action Plan signed off by Deputy Vice Chancellor on 1st February 2018</li> <li>• Week of mental health and wellbeing-themed events for staff and students, 1st – 8th February</li> <li>• Travelling #LetsShare Banner exhibition to raise awareness of mental health</li> </ul> <p>This work was incorporated in November 2018 into the Step Change Framework for the Whole University Approach to Mental Health.</p> <p><b>Disability support initiatives</b></p> <ul style="list-style-type: none"> <li>• Continued to offer specialist study skills workshops and engagement with this support increased by 68%</li> <li>• Developed 3 online specialist study skills modules to launch in 2018-19 available to students with specific learning difficulties on what is Study Skills? Organisation and Time Management and Active Learning.</li> <li>• Continuation of ASC project - all software licenses allocated, induction event reviewed for launch during early arrivals in September 2018.</li> </ul>				

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
<b>25</b>	Monitor the engagement of students with protected characteristics with Student Support and Wellbeing services.	Identify patterns of engagement with support services and analyse in relation to College and School data on progression and non-progression.	Director of Student Support and Wellbeing	July 2017	All
<p><u>2017</u> The Student Support and Wellbeing Division mapped the equality data available on service engagement. The recording of equality data is limited however the requirement to report on this data is included in the specifications for the technology required for the Centre for Student Life.</p> <p>Gender and sexual orientation now being recorded (using appropriate categories) on all Counselling &amp; Wellbeing self-referral forms.</p> <p><u>2018</u> The Student Support and Wellbeing Division mapped the equality data available on service engagement. The recording of equality data is limited however the requirement to report on this data is included in the specifications for the technology required for the Centre for Student Life.</p> <p><u>2019</u> Gender and sexual orientation recorded (using appropriate categories) on all Counselling &amp; Wellbeing self-referral forms. This continues and is recorded and reported when required/annual report.</p> <p>Counselling service therapist to link with student advisor to link with and develop specific skills in supporting Asylum seekers.</p> <p>The requirement for student data is mapped into the needs for the Student Support and Wellbeing Enquiry and Case management system which is being implemented to support the work of the Centre for Student Life.</p>					
<b>26</b>	<b>Reasonable Adjustment</b> Develop a framework on reasonable adjustments that	Adoption of the framework to manage and monitor the	Head of Disability and Equality	May 2017	Disability

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	sets out the most commonly recommended adjustments and expectations for their application.	operation of reasonable adjustments prescribed.	Disability and Dyslexia Service - R		
<p><u>2017</u> Analysis of the most common adjustments has been completed.</p> <p>Project on supporting the dissemination of recommended adjustments to Schools and departments has been established; several workshops have been held to identify the information needs of Schools. The SITS Accessibility Module has been selected for implementation as a tool to meet those needs. Proposed implementation date is May 2018 in preparation for the 2018-19 cycle.</p> <p><u>2018</u> The SITS Accessibility Module has been selected for implementation as a tool to meet those needs. Proposed implementation date is May 2018 in preparation for the 2018-19 cycle.</p> <p><u>2019</u> The Reasonable Adjustments Policy, which sets out the framework for reasonable adjustments, has been drafted as part of the review of University's Regulations. Therefore consultation and approval of the draft policy will be part of a larger Registry review, with consultation taking place through January – March 2019.</p> <p>The SITS Accessibility Module has a revised implementation date of January 2019 and responsibility for delivery of the project sits with the Student Journey Programme.</p>					
<b>27</b>	Monitor the provision of auxiliary services which are being transferred from the DSA to the University to ensure there is no negative impact on disabled students.	Progression & attainment monitoring does not show a reduction in progression or attainment for disabled students.	Academic Registrar (A)  Head of Disability and Equality	June 2017	Disability

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p>Monitor the effectiveness of the Reasonable Adjustment Fund to meet the duty to provide auxiliary aids and services provided as reasonable adjustments.</p> <p>Review the provision to disabled students in response to the ongoing changes to the DSA.</p> <p>Establish a baseline of University provided disability support and reasonable adjustments to inform potential disabled applicants of the services available.</p>		Disability and Dyslexia Service (R)		
<p><u>2017</u></p> <p>Data on university funded auxiliary services is being recorded to enable monitoring of the type of support, level of expenditure, nature of disability, and School information.</p> <p>Monthly reporting of the Reasonable Adjustment Fund expenditure is in place</p> <p>Study Skills Workshops for students with Specific Learning Difficulties have been offered for the academic year</p> <p>The current Reasonable Adjustment Fund is meeting the needs of students whose support is no funded via the Disabled Students Allowances. No further cuts to the DSA have been announced by Student Finance England or Student Finance Wales.</p>					

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
	<p>The Guide for Applicants has been updated to inform disabled applicants of the baseline support available from the University.</p> <p><u>2018</u>            Study Skills Workshops for students with Specific Learning Difficulties have been offered for the academic year            The current Reasonable Adjustment Fund is meeting the needs of students whose support is not funded via the Disabled Students Allowances. No further cuts to the DSA have been announced by Student Finance England or Student Finance Wales.            The Guide for Applicants has been updated to inform disabled applicants of the baseline support available from the University.            Data on university funded auxiliary services is being recorded to enable monitoring of the type of support, level of expenditure, nature of disability, and School information.            Monthly reporting of the Reasonable Adjustment Fund expenditure is in place</p> <p><u>2019</u>            Complete.</p>				
28	<p><b>Student Engagement</b>            Create opportunities for BME student engagement to discuss their experiences and potential concerns with a particular focus on year 1 students via:</p> <ul style="list-style-type: none"> <li>feedback routes for Student Representatives to feedback issues relating to ethnicity (and other protected characteristics)</li> </ul>	<p>Specific events organised that facilitate improved engagement with BME groups on promoting diversity in student life and promoting diversity in academia.</p> <p>Feedback routes for Student Representatives created.</p>	<p>Head of Student Engagement and Education Support/            Business Manager: Student Experience and Academic Standards (A)</p> <p>Student Engagement Team, SU officers &amp; societies- (R)</p>	Dec 2016	Race

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<ul style="list-style-type: none"> <li>engage and empower BME students to challenge institutional culture and feed into debate around race equality in academia via the work associated with the Race Equality Charter Mark.</li> </ul>		E&D Manager (Strategic Planning & Governance) – (R)		
<p><u>2018</u> Ongoing work in response to the Bhugra Review. Dedicated full time post to be made available to oversee implementation of recommendations. Considerable update is expected in the next Annual Report period.</p> <p><u>2019</u> The Students' Union has run several events during Black History Month to engage students in debate, discussion, and education. These events also provided the opportunity for students to feedback on their experiences. Events included ACS Meet and Greet, Black Women Can, BME Leaders Panel, a Paul Robeson Exhibition, and the launch of the BME+ Student Staff Network.</p> <p>The 2018/2019 BME officer is also creating a support group for BME students (as part of their manifesto) as well as providing a drop-in service within student voice that is advertised to students as a feedback route relating to ethnicity. However, more work can be done in partnership with the Vice President Education and the University to support developing robust feedback routes for BME academic reps and the representation of BME students through the academic rep system.</p> <p>An annual programme of race equality events has been developed by the Students' Union and partly funded by the University to provide opportunity for improved engagement for BME+ students.</p> <p>This action is now complete.</p>					

**2.2 Issue/area for action:** Addressing differential **attainment** for some protected characteristic groups – focus on male students and BME students who are less likely to attain a good (1<sup>st</sup> or 2.1) degree. Link into looking at Year 1 average marks to see if

differential attainment is present at an early stage.

**Overall Measureable Outcome:** A measurable reduction in the attainment gap for male students and BME students, taking into account year 1 average marks, which is more in line with the attainment outcomes for female students and other ethnic groups.

Gender – Reduction in the attainment gap between males and females which is 7.5% at implementation of action plan, to bring it in line with (or lower than) the benchmark attainment gap of 5.2%.

Ethnicity – the attainment gap for Cardiff University was lower than the UK benchmark of a 15.2% attainment gap between BME and white students (CU non-progression gap 14.5% at implementation of action plan) therefore the measureable outcome will be to aim for a reduction in the attainment gap for BME students bringing it closer to the attainment outcomes for white students.

Note: Attainment gap is measured as the difference between Undergraduate students achieving a first/2:1. For Ethnicity this is measured for UK fee status students only.

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale/target date	Protected Characteristic(s)
29	Monitor the provision of study skills support to ensure provision meets the needs of male and BME students/ engages with male and BME students.	Data on access to services is available for analysis.	Head of Disability and Equality Disability and Dyslexia Service (A)(R)	July 2017	Race & Sex

#### 2017

Analysis of collected data for 2015/16 scheduled to take place in November 2016.

#### 2018

This action has been postponed as the reporting mechanism does not include this information. Plans to analyse raw data to establish a baseline and to improve the locally collected data are in place for the 2017-18 cycle.

#### 2019

Management reporting on student engagement will be delivered by the case management system that will support the Centre for Student Life service transformation.

	<b>Action</b>	<b>Measurable (outcome of the action)</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/target date</b>	<b>Protected Characteristic(s)</b>
	<p>Options for local collection of BME data were limited to evaluation forms, and with a 5% return rate this would not provide useful data.</p> <p>The analysis for 2017-18 was that 25% of attendees to Study Skills classes were male students. Classes are being offered in Schools for 2018-19 and attendance of male students will be monitored.</p> <p>Therefore, future management reporting on student engagement will be delivered by the case management system that will support the Centre for Student Life service transformation.</p>				
<b>30</b>	Organise an annual joint committee meeting for the ASQC and Equality and Diversity Committees to consider relevant issues relating to any differences in progression and attainment for specific protected characteristic groups.	Annual meetings diarised for ASQC & E&D Committee	Head of Quality and Standards, Governance Manager, Equality and Diversity Manager (A)(R)	October 2016	All but with particular focus on Sex and Race
	<p><u>2018</u></p> <p>It has not been possible to set up a joint meeting, however Pro Vice-Chancellor Amanda Coffey and Academic Registrar Simon Wright met with Catrin Morgan (Assurance Service) and Chris Taylor (WISERD) to discuss the WISERD report in full, looking at student progression and attainment. Strategic Planning and Governance and Registry will look at improving availability of data and how different Committees use this data to inform decision-making in future.</p> <p><u>2019</u></p> <p>We report protected characteristic data through TEF and NSS and refer within those reports to the wider student experience, again specifically taking into account protected characteristics. This has superseded the need for this meeting. The next Strategic Equality Plan will be created with an improved strategic oversight and the consequential annual reports will be able to take advantage of an improved interaction with TEF/NSS data.</p>				

**2.3 Issue/area for action: Student Admissions** – Addressing the balance of males and females relating to subject choice with particular emphasis on subject choices that have a very low percentage of male participants (e.g. Healthcare, Psychology and

Social Sciences) and subject choices that have a very low percentage of female participants (e.g. Computer Sciences, Physics and Engineering).

**Overall Measurable Outcome:** A measurable increase in the proportion of male and female students studying non-traditional subject choices at Cardiff University\*. This objective will also link to measurable outcomes from the Widening Participation strategy.

\* Data indicates that Cardiff University data on subject choices for males and females is very similar to the UK data on subject choices (ECU statistical report 2015) with a gender split of around an 80:20 male/female students (Computer Sciences, Physics and Engineering) and around 80/20 female/male students (Healthcare, Psychology and Social Sciences) in internal and benchmark data.

	Action	Measurable (outcome of the action)	Responsibility (R) Accountability (A)	Timescale	Protected Characteristic(s)
31	Scrutinise available information/reports to analyse any gaps in initiatives/key target areas (males/females).	Identification of any imbalance in applications or admissions.	Head of Marketing and Student Recruitment (A)(R)	January 2017	Sex
<p><u>2018</u> We have appointed a market analyst to support the marketing and student recruitment team. It is our intention that she will undertake a piece of work examining this issue. To date this work has not been completed due to other competing priorities.</p> <p><u>2019</u> Competing priorities have continued to prevent us from completing this analysis. We now aim to complete this by the end of March 2019.</p>					
32	Work with relevant academic schools/colleges to develop three initiatives which address gaps identified.	Three pilot projects scoped and planned and implemented.  Increase in numbers of targeted groups.	Head of Marketing and Student Recruitment (A)(R)	April 2017- April 2020	Sex

		<p>Effectiveness of initiatives evaluated and evaluation used to inform future initiatives/actions.</p> <p>Embed successful pilots on a sustainable basis.</p>			
<p><u>2017</u>  We have appointed a market analyst to support the marketing and student recruitment team. It is our intention that she will undertake a piece of work examining this issue. (to be progressed in 2017).</p> <p>We have financed a Soapbox Science initiative which took place this summer. The programme is about female academic members of staff taking their work out into the community to share their discoveries with the general public and promote women scientists.  <a href="http://soapboxscience.org/?page_id=2658">http://soapboxscience.org/?page_id=2658</a></p> <p>The Equality Challenge Unit has been engaged to work with HCARE on developing a case study examining the issue of getting more males into healthcare studies.</p> <p><u>2018</u>  We have supported EARTH and the Soapbox Science initiative over the last two summers. The programme is about female academic members of staff taking their work out into the community to share their discoveries with the general public and promote women scientists. <a href="http://soapboxscience.org/?page_id=2658">http://soapboxscience.org/?page_id=2658</a>  And <a href="http://soapboxscience.org/soapbox-science-2017-cardiff/">http://soapboxscience.org/soapbox-science-2017-cardiff/</a></p> <p>We are also working with the Equality Challenge Unit to work with HCARE on developing a case study examining the issue of getting more males into healthcare studies. To date the issues are being researched through a literature review and analysis of HCARE data. Firm proposals have yet to be developed but will follow on completion of the research work.</p> <p><u>2019</u>  The ECU project was ready to move to implementation phase but was not adequately resourced and progress was challenging given other competing and higher priorities for associated departments.</p> <p>In September 2018 we secured funding for the Trio Sci Cymru programme. Trio Sci Cymru is a cutting-edge outreach programme that will deliver science activities to school pupils in South Wales as part of a major Welsh Government initiative to boost take-up of STEM subjects. Cardiff University will receive £1.95m to deliver STEM engagement activities throughout</p>					

the South Wales Valleys. Over a three-year period, 2,790 key stage three pupils will have the opportunity to participate in three different programmes: Apothecary Bees, Chemistry in the 3rd Dimension and UniverseLab. A major element of the Trio Sci Cymru programme will be to address the under representation of females in STEM careers by working with girls through innovative projects to redress this balance. The programme will challenge STEM stereotypes and inaccurate STEM preconceptions by delivering STEM enrichment activities involving female scientists on occasions, the inclusion of female STEM Ambassadors in the delivery of STEM enrichment activities and presenting career profiles of females in STEM related jobs. This will be consolidated by showcasing STEM in the context of possibilities and pathways coupled with engendering greater confidence regarding individual perceived actual and relative ability regarding STEM.

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

**3.1 Issue/area for action:** Working to address underrepresentation of a number of protected characteristic groups in the University's next Research Excellence Framework return (or equivalent) to address issues identified in the REF 2014 Equality Impact Assessment. Actions to be focussed on Female and BME members of staff.

**Overall Measureable Outcome:** An increase in the proportion of Female and BME members of staff returned in the next REF process.

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ Target date	Protected Characteristic (s)
33	Monitor implementation of workload model policy by protected characteristics to ensure there are no inconsistencies around allocation of work.	Production of monitoring reports which will identify if there are any imbalances in workload linked to protected characteristics such as sex, ethnicity or age.  Actions taken to address any imbalances identified.	Head of School to review reports (A) (R) College data analysts to produce data(R)	October 2018	Sex Disability Ethnicity
<p><u>2018</u> The workload model was implemented for the 2016-17 academic year. Workload data is prospectively planned at the beginning of the academic year for the 12 months ahead. The 2016-17 model was considered more of a data collection and process establishment cycle, with early data sets emerging but not considered to have the integrity to undertake an Equality Impact Assessment against.</p>					

	<b>Activity</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ Target date</b>	<b>Protected Characteristic (s)</b>
		<p>The EIA is scheduled to take place on the prospective 2017-18 academic year data, target completion of February 2018.</p> <p>During 2016-17 some initial cuts of the data at a school and college level were made and tabled against; Gender; FTE status and grade.</p> <p>This data was presented to UEB to give an indicator of the emerging picture and as to whether the concept of the WLM holds true in the data.</p> <p>Any specific issues were flagged back to the corresponding college and school for attention.</p> <p>Although any university wide reports and analysis has not been undertaken, the act of modelling provisional workload has equipped schools with the ability to identify inequitable workload distribution and rectify these accordingly.</p> <p>During a lessons learnt review in Feb 17, Schools' anecdotal feedback examples of actions taken to include: redistribution of imbalanced workload amongst colleagues, the instigation of line manager conversation with individuals with atypical workloads, the consideration of delivery and assessment structuring on time heavy modules and capacity information to inform appropriate business cases for staffing needs.</p> <p>Currently there have been no reports of Schools that have generated their own data comparisons across E&amp;D characterises per se, more to check the that individuals are not proportionally over or under burdened compared to colleges.</p> <p><u>2019</u></p> <p>An equality impact assessment was performed on the workload allocations for 2017/18 (2016/17 for CARBS, LAWPL, SHARE) to assess if any groups of academic staff with protected characteristics on the Teaching &amp; Scholarship (T&amp;S) or the Teaching &amp; Research (T&amp;R) career pathways have a disproportionally over- or under-allocated workload. This assessment was presented to EDI Committee on 16/10/2018.</p> <p>For Disability, the following was identified:</p> <p>75 members (4%) of T&amp;R and T&amp;S staff have a declared disability, more or less equally distributed amongst the two career pathways. It is worth noting that a significant proportion of staff (25%) have an 'Unknown' status in terms of declared disability.</p>			

	<b>Activity</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ Target date</b>	<b>Protected Characteristic (s)</b>
					<p>Taking this into account, no overall adverse trends could be identified, but the high proportion (54%) of over-allocated staff declaring a disability (albeit only for 8.54 FTE) in PSE was noted as a concern.</p> <p>Action: Further investigation, in terms of contact hours and personalised adjustments in terms of preparation time, for staff declaring a disability in PSE. If applicable, raising awareness of the impact of any reasonable adjustments on the overall workload of individuals.</p> <p>For Race/Ethnicity: 8% of the T&amp;R and T&amp;S staff base identified as BME; 76% identified as White; 16% have not declared their race/ethnicity. This assessment did not identify any direct or indirect adverse trends when comparing workload allocations between the ethnic groups.</p> <p>For Sex/Gender: In terms of workload allocation, analysis did not identify any direct or indirect adverse trends when comparing the workload allocations between full-time males and females.</p> <p>[...]</p> <p>In terms of workload allocation, it is noted that for AHSS in particular, part-time females are more likely (+11%) to be over-allocated and less likely (-25%) to be under-allocated than males.</p> <p>Action: Further investigation into the workload allocation for part-time staff per sex/gender within AHSS.</p>

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ Target date	Protected Characteristic (s)
34	To investigate the link between contract type and protected characteristics in research roles with particular focus on sex, ethnicity, disability and age by reviewing monitoring data by grade and contract type to identify if there is underrepresentation of staff groups (e.g. BME staff and female staff in T&R) and explore reasons for this and potential for addressing under-representation.	Information available that identifies patterns of under-representation and reasons.  Actions identified to rectify any imbalance.	Head of Organisational Staff Development (A) (R)  Senior Planning Officer (R)	December 2017	Sex Disability Ethnicity Age
<p><u>2017</u> This work is ongoing. Protected characteristics in have been identified and work now starts on distinguishing between contract type</p> <p><u>2018</u> This has been subject to delay but is now in progress; relevant data has been extracted from the HR system and initial analysis is being undertaken.</p> <p><u>2019</u> The data analysis has been completed and reported to the HR Leadership team to inform future planning.</p>					

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ Target date	Protected Characteristic (s)
35	<p>Build measures into rolling REF procedures which take into consideration specific circumstances linked to protected characteristics including:</p> <p>1) Encouraging staff to use established University procedures to declare circumstances which may have constrained their ability to undertake research and record any reasonable adjustments made;</p> <p>2) Establishing a regular review of relevant monitoring data (disaggregated by sex, ethnicity and disability)</p> <p>3) Opportunity for discussion of tailored interventions (where appropriate)</p> <p>4) Opportunities for Unconscious Bias training to be promoted to all those involved in the REF process.</p>	<p>1) Process for discussing/recording specific circumstances is communicated to relevant staff</p> <p>2) &amp; 3) Data identifies the proportion of female staff, BME staff and disabled staff who are eligible for REF ('baseline data') and the proportion considered on track to be submitted, with the overall aim of facilitating a REF return that has a proportion of female staff, BME staff and disabled staff that is equivalent to, or higher than the baseline data.</p> <p>4) Colleagues who are undertaking REF outputs evaluations to have completed the Unconscious Bias training</p>	<p>HR Business Partners (R) Activities 1 &amp; 3</p> <p>Deputy Director Planning (R) (A) Senior Planning Officer (R) Activities 2 &amp; 3</p>	<p>Annually as rolling REF is developed</p> <p>April 2018</p>	All- focus on Sex, Ethnicity and Disability

	<b>Activity</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ Target date</b>	<b>Protected Characteristic (s)</b>
	<p><u>2017</u> Data identifying the proportion of female staff, BME staff and Disabled staff were monitored through rolling REF. E&amp;D data was also a feature of the discussions between Colleges and their constituent Schools throughout Rolling REF, including tailored interventions where appropriate. The headline E&amp;D data has been shared with Colleges and was included as a feature of the senior staff briefing on outcomes of Rolling REF.</p> <p><u>2018</u> Data continues to be captured and reported to REF Committee. Issues with data have been identified: there is not enough data for the protected characteristics of race and disability to provide meaningful analysis. However, both gender and age are able to be analysed fully. Plans for improvement are being identified for the next rolling REF.</p> <p><u>2019</u> Rolling REF is being developed to be far more automated with direct links of E&amp;D data from Core to our analyses reports. As a result, from March, this information will be available far more regularly.</p> <p>Training is being written in to the work programme for the recently established REF EDI Group. The group have identified staff into the criteria of making decisions or advising. Based on this, a tiered approach to training has been developed with Unconscious Bias training being proposed completed by April.</p> <p>In addition to the above, a Dean in Research Environment and Culture is being appointed shortly with the remit of supporting early career researchers, open science, equality, diversity and inclusion. We are currently consulting on our Code of Practice which will ensure decisions are made in a fair and impartial way.</p> <p>Finally, we are developing a system for the analysis of our REF submission. The algorithms within the programme will ensure we have a thorough understanding of the protected characteristics of individuals in our submission portfolio and will ensure there is a fair representation of our diverse researchers.</p>				

	Activity	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ Target date	Protected Characteristic (s)
36	<p>Review and update current arrangements to ensure that all awards of internal research grants are monitored on the basis of protected characteristics as appropriate. Starting with the ISSF funding in the first instance and taking the following steps:</p> <p>1) Including an equality and diversity monitoring form to be submitted with applications (data to be separated from application forms prior to consideration and data presented anonymously)</p> <p>2) A question to be developed for application forms asking for proposals to identify any positive equality impacts that form part of the proposal outcomes.</p> <p>3) Equality training provided to decision-making panels</p>	<p>1) Data is reviewed on an annual basis to identify any patterns in how internal research grant funds are awarded relating to protected characteristics</p> <p>2) Potential for positive equality benefits identified as part of research funding proposals</p> <p>3) Decision-making panels apply principles of equality &amp; diversity to decision-making process</p>	Research Development Manager (R)	ISSF start date (if successful) 1st October 2016 running for 5 years.	<p>All</p> <p>Particular focus on monitoring ethnicity, disability and gender in the first instance</p>
<p><u>2017 and 2018</u> Detailed updates provided</p>					

	<b>Activity</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ Target date</b>	<b>Protected Characteristic (s)</b>
	<p><u>2019</u>  ISSF Review Procedures:  Cardiff University was informed on the 1st October 2016 that our application was successful. ED&amp;I was a specific objective of the original application: “embedding equality and diversity across management, panels, awards and monitoring”. During the period November 2016 – March 2017 the programme was implemented which involved designing the review procedures, creating the call documentation and scoring matrices, recruiting panellists and administration staff. The first round of grants under the WT ISSF programme were advertised across the College of Biomedical and Life Sciences as well as relevant colleagues within CAHSS and CPSE. 6 of the 11 funding schemes within ISSF were launched on the 14th December with a deadline of the 13th Feb. As of Dec 2018, 4 rounds of calls have been launched which have included calls for all 11 funding schemes. Across the rounds different schemes have been opened, closed or specifically highlighted depending on the budget, the funded project portfolio and management of demand. 8 research panels and 4 public engagement panels have been held to evaluate the just under 300 applications that have been received. To date 63 projects have been funded with an average success rate of 25%. The review procedures and panels have been aligned as much as possible with those of the Research Councils with introducing members, multiple reviewers and scoring systems but with the notable omission of a PI response stage. Each scheme has a unique structured application form and scheme specific guidance document.</p> <p>The E,D&amp;I objective as set out involves the embedding and appreciation of E,D&amp;I across all aspects of ISSF. There are multiple areas in which procedures have been set to embed and define best practice which will be explored in more detail below:</p> <p>In addition to the application form, CAP form and any letters of support each grant is asked to submit a HR approved template Equality and Diversity form. These E,D&amp;I forms are submitted to an ISSF specific email address and separated from the application documents upon receipt. The E,D&amp;I form has no part in the review process, it is held within a password protected file on the central University Server and is only accessible by 1 member of staff. The aggregated, anonymised meta-data from these reports is compiled and shared with the E,D&amp;I academic lead who performs the analysis of the data based on the project code that each application is assigned. This effectively creates a double-blind separation of the data from the analysis to remove any possibility of unconscious bias from the panels or from the administrative secretariat.</p>				

	<b>Activity</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ Target date</b>	<b>Protected Characteristic (s)</b>
	<p>An academic lead was appointed to objectively review E,D&amp;I across ISSF and facilitate this culture change more broadly. Dr Kathryn Shelton was appointed via a competitive process and her role is to embed and enhance equality and diversity as part of our ISSF 3 schemes and she takes personal responsibility for the analysis of the meta-data which is collected for all applications and panel members.</p> <p>In all funding schemes where there is the possibility of employing staff there is a 200 word limit Equality and Diversity question which asks “How will you address equality and diversity in relation to involvement of staff, project management and data related to your award?”. This section is part of the application material that is reviewed by panellists and forms part of the overall evaluation score.</p> <p>As part of the review process a large pool of grant reviewers was also sought (currently around 55). Individuals were asked to self-nominate themselves and as part of the process individuals were required to complete an E,D&amp;I form. All ISSF panellists must complete two HR approved training courses: Equality and Diversity + Unconscious Bias Training before serving on the panel. The balance within panels, reviews per application and selection of introducing members is managed based on panellist expertise, school location, gender and seniority (Dr to Professor ratio). A HR approved E,D&amp;I form is collected for all applications and panellists so that the anonymised, aggregated data can enable inclusion monitoring for all other protected characteristics. During the Chair’s introduction at a panel meeting the ED&amp;I awareness is discussed and our academic lead sits to overview the majority of panel discussions to note any potential emerging issues.</p> <p>Over the 12 panels that have been held so far; no relationship has been found between which round candidates applied to and being made an award, nor was there imbalance by gender between rounds in number of applications. Men have a 36% success rate and women have a 37% success rate, 53% of awards were made to men and 47% to women so there is no association between gender and being made an award. There is also no association between ages and being made an award and no evidence of differences between other protected characteristics groups. Analysis of this data is performed after each review round so approximately twice per year.</p> <p>This action is now complete.</p>				

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

**Issue/area for action:** Ensuring that the physical environment is inclusive of all those with protected characteristics with a particular focus on accessibility for disabled staff, students and visitors. Additionally, addressing frequently raised issues identified as part of the engagement process, focus on ensuring that there is provision of gender neutral toilets, baby changing facilities, and that the provision of quiet rooms is reviewed.

**Overall Measureable Outcome:**

- that accessibility issues are addressed as they arise and reported to the Equality and Diversity Committee
- that the programmes to improve the physical learning spaces and the refurbishment of residences ensure accessibility issues are taken into consideration and actions taken as a result- reported to the Equality and Diversity Committee
- that there is a realistic and time bound plan to ensure that all major (existing and new) buildings (1000m<sup>2</sup>) have at least one gender neutral toilet by the end of 2020
- that all major buildings have baby changing facilities and
- that the provision of quiet rooms has been reviewed with actions and timescales agreed.

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
37	When student residences are refurbished adjustments for accessibility purposes are to be included.	Reports on changes made to student residences on adjustments made for accessibility purposes.	Deputy Director of Estates (Campus Development) (R) (A)	To be reported annually from April 2016	Disability
<p><u>2017-19</u></p> <ul style="list-style-type: none"> <li>• Full building 'Deaf Alerter' systems are installed at both Talybont Court and Talybont Gate. 'Deaf Alerter' systems are a standard for all new builds</li> <li>• All accommodation has accessible / compliant colour schemes for people with visual impairments.</li> <li>• Additional specific accessibility adjustments / adaptations are currently implemented linked to individual customer requirements. Budget is set aside each year for any required specific adjustments / adaptations.</li> </ul> <p>Adjustments / adaptations completed in the last two years:</p>					

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
	<ul style="list-style-type: none"> <li>o Vibrating pillow and strobe installation (Senghennydd Hall and Aberdare Hall, Library Wing),</li> <li>o Upgrade work to one of the accessible kitchens at Talybont Court,</li> <li>o Upgrade of assistance alarm at Aberconway Hall.</li> </ul> <p>This action now complete.</p>				
<b>38</b>	Improvement of physical learning and social spaces to ensure that accessibility is considered and improved.	Reports on changes made to physical learning and social spaces on adjustments made for accessibility purposes.	Deputy Director of Estates (Campus Development) (A)  Estates Space/IT Manager (R)	To be reported annually from April 2016	Disability
<p><u>2017</u> This is part of the brief and where appropriate access from the front entrance to the specific LT is considered.</p> <p>The Disability Staff Network have been consulted on the proposed development of the Innovation centre and have made recommendations on accessibility and also on the need for quiet rooms and associated facilities. Further meetings have been planned.</p> <p><u>2018-19</u> Accessibility requirements are part of the design process for all refurbishments included within the PLS programme of works. Refurbished 2 nr. Lecture theatres and 2 nr. teaching spaces in the <i>Aberconway Building</i> and 1nr. Lecture Theatre and 5 nr. teaching spaces in <i>Ty-Dewi Sant Building</i>, upgrading lighting, heating and ventilation systems, improving acoustic performance and providing state of the art AV / teaching equipment. Rise and fall desks are included in refurbishments to allow wheelchair access to lectures.</p>					

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
Also delivered the E-LEAF state of the art E- Assessment Centre in the <i>Sir. Martin Evans Building</i> comprising 160 workstations with fully integrated AV systems.					
<b>39</b>	Action plans drawn up to ensure that both new and major existing buildings have gender neutral toilets and timescales set for any changes that need to be made.	<p>1. By 2020 all major buildings to have at least one gender neutral toilet.</p> <p>2. Lists of gender neutral toilets to be made available and promoted via the intranet.</p>	<p>Deputy Director of Estates (Campus Development) (A)</p> <p>Estates Space/IT Manager (R)</p>	<p>Action Plan drawn up by July 2016.</p> <p>Work carried out: 2016 - 2020 with annual reports to E&amp;D Committee</p>	<p>Sex</p> <p>Gender Reassignment</p>
<p><u>2017</u> This has been adopted for the major new builds.</p> <p><u>2018</u> No update provided.</p> <p><u>2019</u> Current Provision:</p> <p>The University's current provision of gender neutral facilities Academic Buildings: 33No gender neutral toilets</p>					

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
	<p>(Generally accessible to all users)</p> <p>Staff office Areas: 21No gender neutral toilets. (Generally not accessible to students and visitors)</p> <p>i) Heath: 6No gender neutral toilets. (Generally accessible to all users)</p> <p>Proposed solution:</p> <p>The proposal to resolve the shortfall of gender neutral facilities</p> <p>i) 91No increase to gender neutral toilets if changes made to the identified single toilets with appropriate signage and sanitary bins in cubicles that were previously Gents only.</p> <p>ii) 7No increase if adaptations implemented to existing multiple cubicle toilets in buildings that do not have any single cubicle facilities. E.G. Removal of urinals, install floor to ceiling cubicles etc.</p> <p>iii) 12No buildings requiring further investigation (generally large multiple cubicle facilities not offering straightforward adaptation)</p> <p>iv) Provide a plan which can be accessed on the Cardiff University website &amp; intranet to show all standard toilets, accessible toilets and gender neutral toilets across campus.</p> <p>Implementation:</p> <p>i) Signage and sanitary bins have been ordered for 135 locations and will be put in place commencing January 2019 complete by end of February 2019</p> <p>ii) Works will be undertaken as part of 2018/19/20 minor works programme subject to ongoing funding</p> <p>iii) Business case with updated options and costing to be prepared for 2019/20 budget consideration</p> <p>iv) First updates will be available upon completion of item i)</p> <p>Financial Summary:</p>				

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
Estimate costs to implement proposed changes to increase numbers of gender neutral facilities.					
	Gender Neutral Signage & Installation	91No	£2700		
	Sanitary Bin Rental	45No	£4500/Annum operational increase		
	Adaption of multiple facilities to gender neutral	7No	£67K		
	Provisional sum for a new single cubicle facility	12No	£144K		
<b>40</b>	Provision of baby changing facilities reviewed and actions agreed with set timescales.	<ol style="list-style-type: none"> <li>Options outlined.</li> <li>Actions and timescales agreed.</li> <li>Lists of baby changing facilities to be made available and promoted via the intranet.</li> </ol>	Deputy Director of Estates (Campus Development) (A)  Estates Space/IT Manager (R)	1&2 2016-2020 with annual reports to E&D Committee on actions taken  3. July 2016	Sex Pregnancy/Maternity
<u>2017</u> There needs to be guidance on what size project and type of use would require this facility.					

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
<p><u>2018</u> No update provided.</p> <p><u>2019</u> A survey similar to that undertaken for the provision of gender neutral toilets will commence in January 2019 with a report and recommendations available by March 2019</p>					
41	<p>Task and finish group set up to consider the options available to the University with regards to quiet rooms.</p> <p>Action plan developed to implement decisions made relating to quiet rooms.</p>	<p>Group established.</p> <p>Options outlined and implemented.</p> <p>Actions and timescales agreed.</p>	<p>Steering Group on quiet rooms (Chaired by Deputy Director Governance Strategic Planning &amp; Governance ) (R)</p> <p>E&amp;D Committee (A)</p>	<p>Actions and timescales to be agreed by July 2016.</p>	<p>Religion or Belief</p>
<p><u>2017</u> Recommendations of the Quiet Room Review Group presented to University Executive Board in January 2017 including an action plan with timescales.</p> <p><u>2018</u></p>					

	Activity	Measurable outcome	Responsibility (R) Accountability (A)	Timescale / target date	Protected Characteristic (s)
	The action plan for Quiet Room provision has been approved by UEB, Governance Committee and Council. Specific provision for the quiet rooms was agreed in consultation with University Chaplains and work has been ongoing in bringing about the agreed changes.				
	<u>2019</u> This action is complete, although the specific provision agreed in the action plan has not been put in place in all quiet rooms.				

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

**5.1. Issue/area for action:** Working to address underrepresentation of a number of protected characteristic groups on the University's decision-making committees focussing in the first instance on Council (the University's Governing Body) and the protected characteristics of sex, race and disability.

**Overall Measurable Outcome:** A more diverse representation on the University's Council looking initially at the protected characteristics of age, disability, ethnicity and sex/gender.

Data held for University Council members as at 31<sup>st</sup> December 2015 indicated that we hold data for 22 of the 26 Council members and that none of those 22 members have declared a disability and all have declared their ethnicity as 'white'. 52% of current members who provided equality data were female.

Ref	Activity	Measurable Outcome	Responsibility (R) Accountability (A) Consulted (C) Informed (I)	Timescale/ target date	Protected Characteristic(s)
42	Carry out an annual equal opportunities monitoring process for lay members and executive members of senior committees & seek to improve disclosure.	Meaningful data produced which informs further actions.  Data presented for lay, student & staff membership separately in order to be able to analyse the	Governance Manager and E&D Manager (revised to Governance Manager)	Sept 2016 and annually thereafter	All

Ref	Activity	Measurable Outcome	Responsibility (R) Accountability (A) Consulted (C) Informed (I)	Timescale/ target date	Protected Characteristic(s)
		particular issues for these cohorts.	(DOSPG) (R) (A) E&D Committee (I)		
<p><u>2018</u> Some Committees are monitored, although there have been difficulties with disclosure and data collection in the past. Going forward, work will focus on engagement with the EDI agenda.</p>					
<p><u>2019</u> Informal discussions have taken place with Governance and this matter will be raised with the COO in 2019.</p>					
43	Develop a scheme that encourages BME, female and disabled participants to apply to observe a series of committee meetings.	Number of BME, female and disabled staff participate as observers each year.	Governance Manager and E&D Manager (revised to Governance Manager) (DOSPG) (R) (A)	April 2018 (revised commitment to complete by 2020.)	Ethnicity, Sex, Disability
<p><u>2018</u> This action is on track to be commenced in line with the target deadline and progress will be reported in the next Annual Report.</p>					
<p><u>2019</u> It has not been possible to achieve this action as there had been a department restructure and change in personnel within the Unit which has impacted on both timescale and responsibilities. Informal discussions have taken place with Governance and this matter will be raised with the Chief Operational Officer in 2019.</p>					
44	Encourage uptake of Unconscious Bias training for Council and those	Numbers of council members taking Unconscious Bias training.	Governance Manager (R) (A)	July 2018	All

Ref	Activity	Measurable Outcome	Responsibility (R) Accountability (A) Consulted (C) Informed (I)	Timescale/ target date	Protected Characteristic(s)
	involved in recruiting Council members.				
<p><u>2018</u> This action is on track to be commenced in line with the target deadline and progress will be reported in the next Annual Report.</p> <p><u>2019</u> Council attended Unconscious Bias training at their Away Day in 2018, which was very well received.</p> <p>This action is now complete.</p>					
45	Develop recommendations for Schools/ Colleges / Professional services on how to improve the diversity of their committees.	Guidelines developed.	Governance Manager and E&D Manager (DOSPG) (R) (A)	April 2019	All
<p><u>2018</u> This action is on track to be commenced in line with the target deadline and progress will be reported in the next Annual Report.</p> <p><u>2019</u> Informal discussions have taken place with Governance and will be revisited in 2019.</p>					

**5.2 Issue/area for action:** Working to ensure that the Culture of the University is one that promotes equality of opportunity and robustly addresses negative behaviour

**Overall Measurable Outcome:** An increase in staff survey responses from all protected characteristics identifying satisfaction with confidence to report harassment & bullying and feedback from equivalent student survey data (e.g. NSS, PG student surveys)

Ref	Action	Measurable	Responsibility (R) Accountability (A)	Timescale	Protected Characteristic(s)

			Consulted (C) Informed (I)		
<b>46</b>	<p>a) Promote a culture that addresses negative behaviour by: Carrying out comprehensive monitoring of grievance/ disciplinary cases on an annual basis (staff &amp; students);</p> <p>b) Review comments from Staff and student surveys to identify areas of concern for specific protected characteristic groups e.g. staff/students identifying that they have experienced harassment/bullying;</p> <p>c) Review policy of Dignity at Work and Study and provision of Dignity Advisers.</p>	<p>a) Meaningful data available and analysed to identify any specific issues;</p> <p>b) Feedback from staff and students used to inform development of policy and initiatives;</p> <p>c) policy reviewed and updated. Decision made on provision of Dignity Advisers.</p>	<p>E&amp;D Manager (Strategic Planning &amp; Governance) – (R);</p> <p>Organisational Development Manager (HR)– (R)</p>	<p>a) Reported on an annual basis;</p> <p>b) Reported on an annual basis;</p> <p>c) April 2017.</p>	All
<p><u>2017</u> An all University Staff Survey will be launched in February 2017 and demographic information will be analysed to ensure appropriate feedback and priority actions.</p> <p>The Dignity at Work and Study Policy will be reviewed in 2017 including the provision of Dignity Advisors.</p>					
<p><u>2018</u> An all staff survey was conducted in 2017 and results have been analysed. Two of the University strategic priorities following the survey are Wellbeing and Cooperation and Supporting others. Contained within these priorities are to undertake a full review of the Dignity at Study and Work policy/procedures and implement recommendations and develop an environment and culture based on shared values and trust, where contributions are valued at all levels. The Staff Wellbeing Team are looking into the provision of Wellbeing Champions across the university staff population</p>					
<p><u>2019</u></p>					

The Dignity at Work and Study policy is currently being refreshed to include a new group of Dignity and Wellbeing Contacts who will be available across the University to signpost staff to relevant support mechanisms/policies/information. The Staff Wellbeing Team has revised their programme of wellbeing support through information and workshops across the University. A dedicated space on the intranet is being created so staff can find all of their wellbeing information in one place. Wellbeing has been integrated into the overarching health and safety strategy and a staff wellbeing steering group has been established.

We are also ensuring that we have a communications plan for wellbeing including promoting our employee assistance programme and embedding wellbeing and equality, diversity and inclusion within our leadership programmes.

**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**

**6.1 Issue/area for action:** Working to promote effective collaboration, communication and engagement in the University and wider community in order to foster good relations, promote external collaboration and widening access with a focus on developing improved links with community groups representing all protected characteristics who may not have been traditionally involved in communication and engagement with the University in the past.

**Overall Measureable Outcome:** A number of activities are identified on an annual basis that involve collaboration and engagement with protected characteristic groups

	Action	Measurable Outcome	Responsibility (R) Accountability (A)	Timescale/ target date	Protected Characteristic(s)
47	Carry out community engagement to ensure local population know what University does and how they can fit in, and to promote the University as a local employer with a particular focus on working with community groups that represent BME people, young males and disabled people.	Number and details of Flagship Engagement Project engagement activities carried out with local communities reported in annual report.  Evidence of diverse participation.	Engagement Team	Reported on an annual basis	All
<u>2017 and 2018</u>					

	<b>Action</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
<p>Detailed updates provided.</p> <p><u>2019</u>            The flagship engagement projects came to the end of their initial funding period in summer 2017. Three projects received further funding and are now being managed at a College level:            Community Gateway – College of Physical Sciences            Community Journalism – College of Arts Humanities and Social Sciences            Phoenix Project – College of Biomedical and Life Sciences</p> <p>Aspects of the other projects are now being managed as business as usual within their home Academic Schools/Colleges.</p> <p>Updates on projects to October 2017</p> <p>City Region Exchange            A project to study and participate in the ongoing development of the Cardiff Capital Region. Key activities in the final stage of the project were policy engagement, a telephone survey of economic perspectives in the city region, and completion of the second round of 7 seedcorn funded projects.</p> <p>Strong Communities, Healthier People            Developing a sustainable model of collaborative research, education, engagement, knowledge exchange and impact between the University and communities that were part of the Welsh Government's anti-poverty programme, Communities First. Projects to note include: A programme of building capacity for participatory research in Butetown, Riverside and Grangetown and Merthyr Tydfil and developing a geocaching heritage trail with unemployed men in Merthyr Tydfil – which won an adult learning award in June 2017.</p> <p>Community Gateway            Making Grangetown an even better place to live by offering world-class University research, teaching and volunteering opportunities which respond to local needs. To October 2017 the project initiated 46 University-community collaborations, 521</p>					

	<b>Action</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p>students worked on 20 'live' teaching projects and 130 students and graduates volunteered. Projects to note include: research into Welsh-born or domiciled Somali and Yemeni merchant seamen who fought and died in WW2, Culture Cafe, Career and Role Model week. In December 2017 the project won the inaugural Professor Sir David Watson Award for Community-University Partnerships and in February 2018 was awarded £1M of Big Lottery funding to redevelop the Grange Pavilion as a multi-functional community facility.</p> <p>Phoenix Project Through a partnership between Cardiff University and the University of Namibia, the project provides opportunities for shared learning and development. Projects to note include: A Namibian national heart health campaign working with high school learners, and improving midwifery skills. In December 2017 the project won the International Collaboration of the Year award at the Times Higher Education Awards and in March 2018 won the International award at the St David Awards.</p> <p>Community Journalism Networking, information and training for hyperlocal or community journalists. Helping to plug the gap in local news provision due to the decline in print media. Notable activities include the launch of a hyperlocal forum in April 2017 and continued development of ICNN, a representative body for the hyperlocal sector.</p> <p>This action is now complete.</p>				
48	Implement the five flagship engagement projects, work with communities on issues such as tackling poverty, boosting the economy, improving health, education and wellbeing with a focus on those who have not traditionally engaged with the University.	<p>Outputs and outcomes from flagship engagement projects.</p> <p>Evidence of diverse participation in the five flagship engagement projects.</p>	Engagement Team	Reported on an Annual basis	All but with a particular focus on ethnicity
<p><u>2017 and 2018</u> Detailed updates provided.</p>					

	<b>Action</b>	<b>Measurable Outcome</b>	<b>Responsibility (R) Accountability (A)</b>	<b>Timescale/ target date</b>	<b>Protected Characteristic(s)</b>
	<p><u>2019</u></p> <p>The Transforming Communities programme evaluation was completed and presented to the Oversight Board in October 2017. This concluded that the individual projects had all been successful and that the overall programme delivered on its strategic aims and objectives. The main findings were:</p> <p>There is a broad consensus that the overall programme has been successful. All projects collaborated and interacted with each other, forming a programmatic community of practice.</p> <p>There is greater awareness that the University is committed to the engagement agenda. The programme was well designed and there is a general perception that it has helped to raise the profile of University engagement with external stakeholders as regards the University's work with communities.</p> <p>Internally, there is better recognition of engagement activity and what that entails. The programme tapped the energy and goodwill of academic and professional services staff with regard to the engagement agenda.</p> <p>The programme provided a positive legacy to build upon and this is being further embedded into the University's core missions. Interdisciplinary collaboration has increased as a result of the programme. The projects have stimulated interdisciplinary collaborative research between academic Schools within the University as well as enabling teaching initiatives involving students in the University.</p> <p>This action is now complete.</p>				

## **Equality and Diversity Student Monitoring Data**

### **Enrolled Students, Progression and Attainment**

This report has been produced with student data for 2017/18 to align with benchmarking data available via the HESA HEIDI Equality resource and data contained within, 'Equality in higher education: students statistical report 2018' published by the Equality Challenge Unit.

Some updated information on an early analysis of student data for 2018/19 is included in this report for information.

This report of student data will be produced on an annual basis and published as part of the Strategic Equality Plan Annual Monitoring Report.

Please note that some minor differences in data may appear in this report when compared with data for the same year in the previous Annual Monitoring Report (March 2018). This is due to a) work that has been carried out on the quality of our data and b) fluctuations in student numbers and fluctuation in disclosure rates throughout the academic year. Data included in this report is based on data downloaded from SIMS.

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## 1. Composition of Students:

In 2017/18 there were 30,822 students enrolled at Cardiff University. Of the total, 64.2% were undergraduates; 27.5% were taught postgraduates; and 8.6% were research postgraduates. The following table illustrates how these figures have changed over the last five years.

Table 1. Numbers of students 2012/13 – 2017/18

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Enrolled students	25,644	30,134	31,607	31,138	30,872	30,822
Undergraduate	18,111	18,760	19,743	19,334	19,652	19791
Postgraduate - Taught	5916	8,659	9,113	9,122	8,721	8464
Postgraduate – Research	1,617	2,715	2,754	2,682	2,580	2649

## 2. Sex - numbers

2.1 **59%** of all enrolled students were **female** in 2017/18 – including **59%** of undergraduates; **61%** of taught postgraduates; and **51%** of research postgraduates. These percentages have remained broadly the same over the last 5 years. The gender identity of 35 students was either unknown or ‘Other’.

Table 2. Students 2012/13 – 2017/18

	2013/14	2014/15	2015/16	2016/17 (Benchmark data available)	2017/18
Female (all students)	57%	58%	58%	59%	59%
	17119	18472	17655	18189	18157
Undergraduate	58%	60%	59%	59%	59%
	10850	11750	11903	11644	11707
Postgraduate - Taught	57%	58%	60%	61%	61%
	4918	5314	5333	5294	5137
Postgraduate - Research	50%	50%	49%	50%	51%
	1351	1378	1274	1296	1354

**Benchmarking Data<sup>1</sup>:**

**Current Students:** Across all **UK** Universities **56.7%** of students were female in **2016/17<sup>2</sup>**. Across **Welsh** Universities, **54.9%** were female.

Table 3. All students by country of institution and sex

	England		N. Ireland		Scotland		Wales		UK	
	No.	%	No.	%	No.	%	No.	%	No.	%
Female	1070825	56.6	31030	56.9	141205	58.4	70975	54.9	1314035	56.7
Male	<u>820430</u>	<u>43.4</u>	<u>23540</u>	<u>43.1</u>	<u>100515</u>	<u>41.6</u>	<u>58335</u>	<u>45.1</u>	<u>1002820</u>	<u>43.3</u>
All students	1891250	100	54570	100	241720	100	129310	100	2316855	100

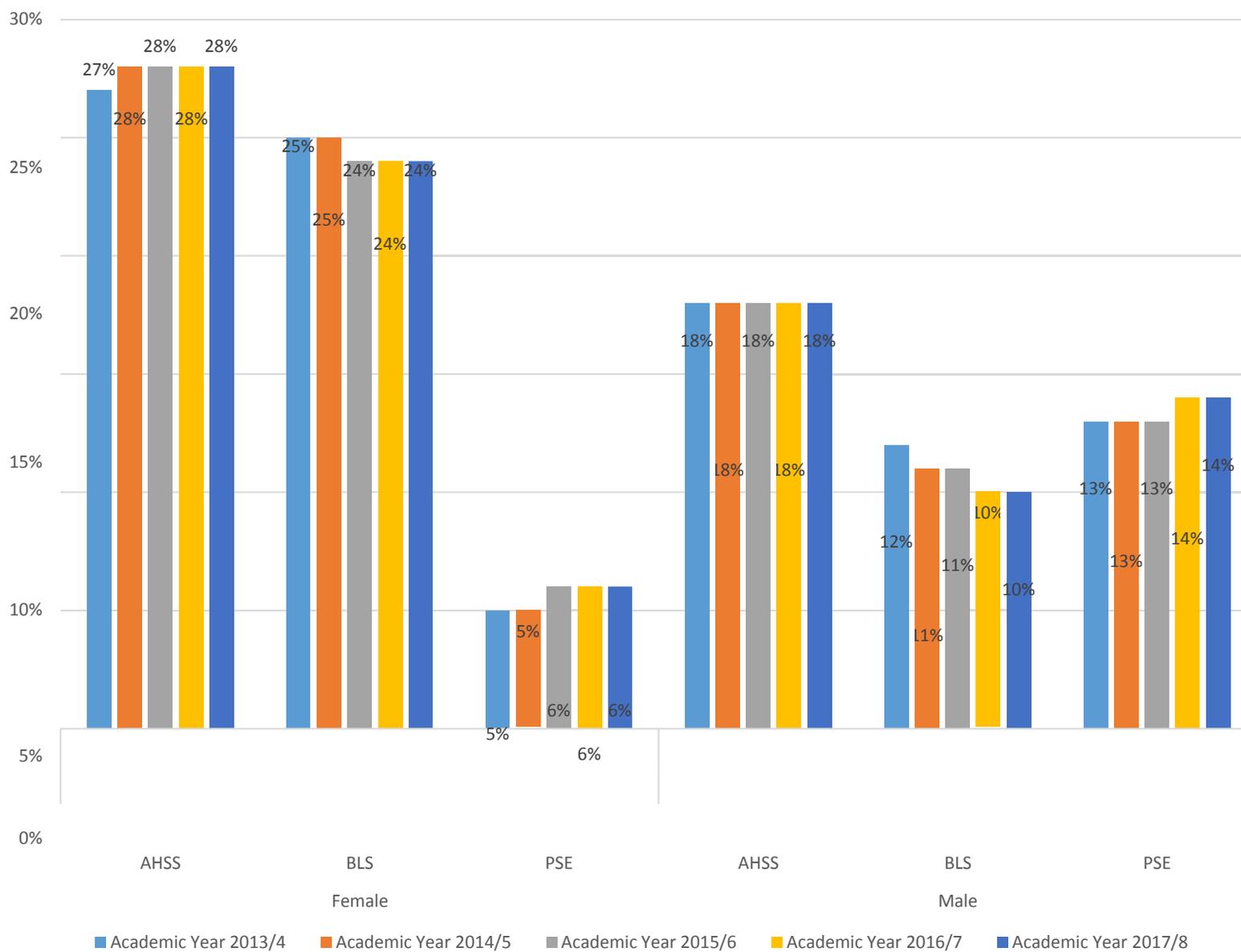
- 2.2 Cardiff University has a slightly above average proportion of female students when compared to the figures for all UK HEIs, and Welsh HEIs.
- 2.3 The graph below (Fig.1) shows how the proportion of female students varies markedly between the University's Colleges, with the highest percentages of females studying in the College of Arts, Humanities and Social Sciences and the lowest percentage in the College of Physical Sciences and Engineering. This has been a consistent trend for the last 5 years.

<sup>1</sup> All benchmarking data from is taken from Advance HE '*Equality+ higher education Students statistical report 2018*'

<sup>2</sup> Latest data available

Fig 1

### Student enrolment by College & Sex

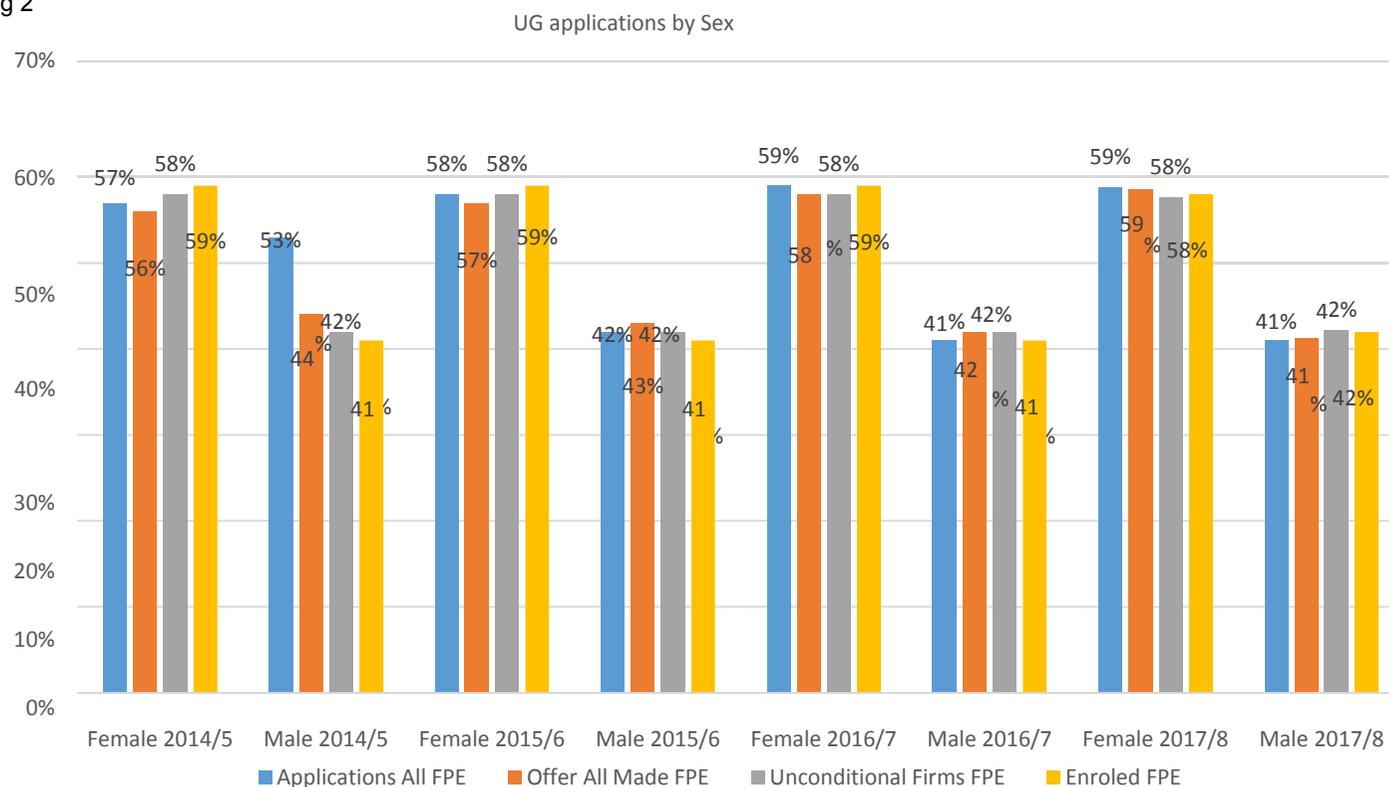


## Sex - Admissions

### 2.4 Undergraduate

This data includes all applications for undergraduate courses between 2014/5 – 2017/18. For this report data is recorded as ‘Full Person Equivalent’ FPE, meaning students by headcount (Fig 2). Data indicates that the proportion of females applying to study at Undergraduate level at Cardiff University has remained consistent on the previous year with 59% females and 41% males applying. The proportion of offers made to female students is consistent with the proportion of applications received at 59%. The proportion of females who are recorded as ‘unconditional firm’<sup>3</sup>, and subsequently the proportion of enrolled females, is slightly lower at 58%. There may be several reasons for this including prior/predicted grades and subject choices.

Fig 2

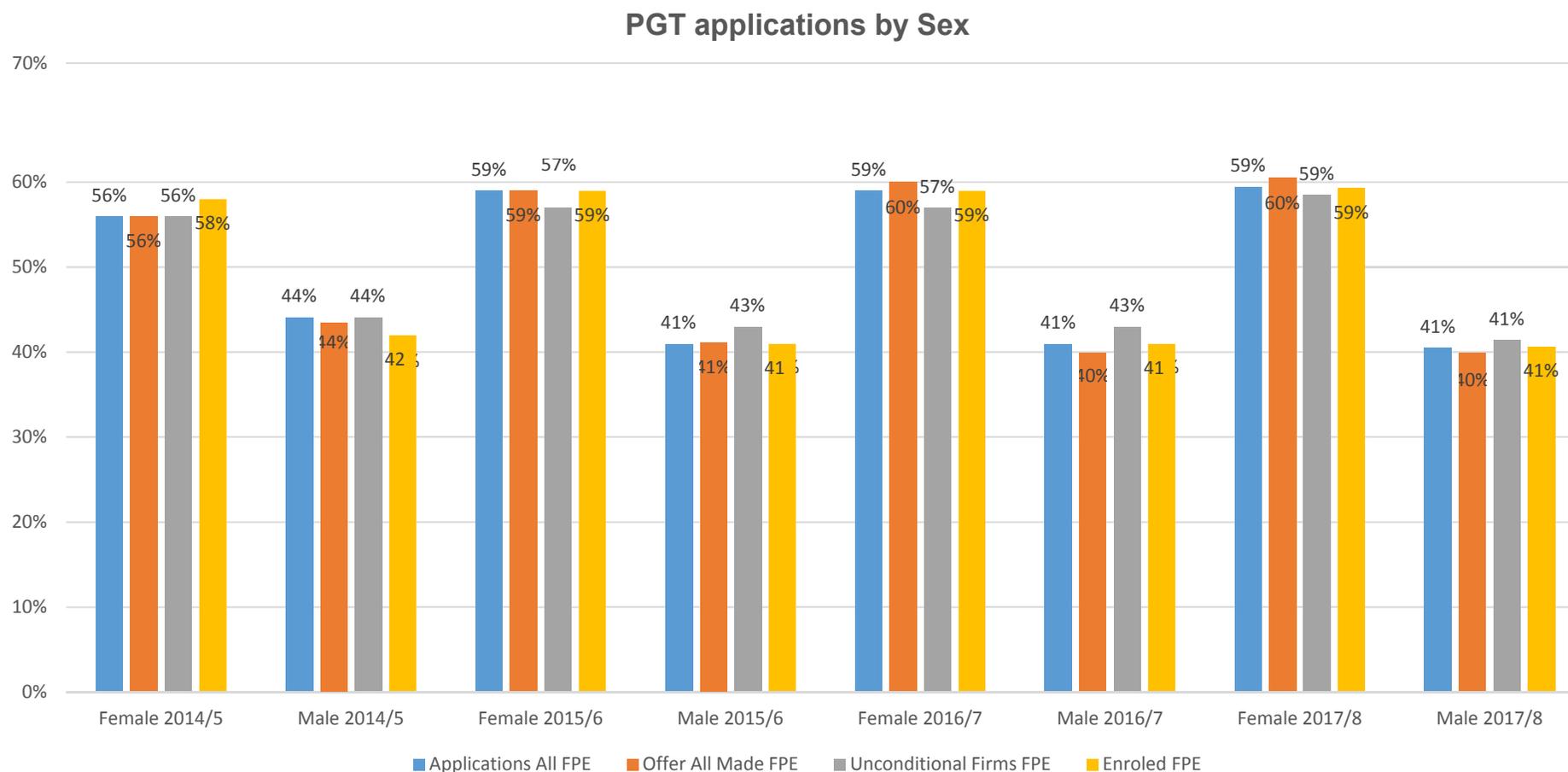


<sup>3</sup>The term ‘unconditional firm’ or ‘firm’ refers to those students who are expected to enroll on their course

## 2.5 Postgraduate Taught (PGT)

Data for Postgraduate Taught Students indicates that following an increase between 2014/15 and 2015/16 of females applying to study at PGT, the level has remained steady at 59% over the last three years. There is very little difference in this proportion at each stage of the admissions process, with a small increase in the proportion of females actually enrolling (58% in 2014/15, 59% in 2015/16, 2016/17 & 2017/18). This is reflected by a corresponding drop in enrolled males on PGT courses from 42% in 2014/15 to 41% in 2017/18).

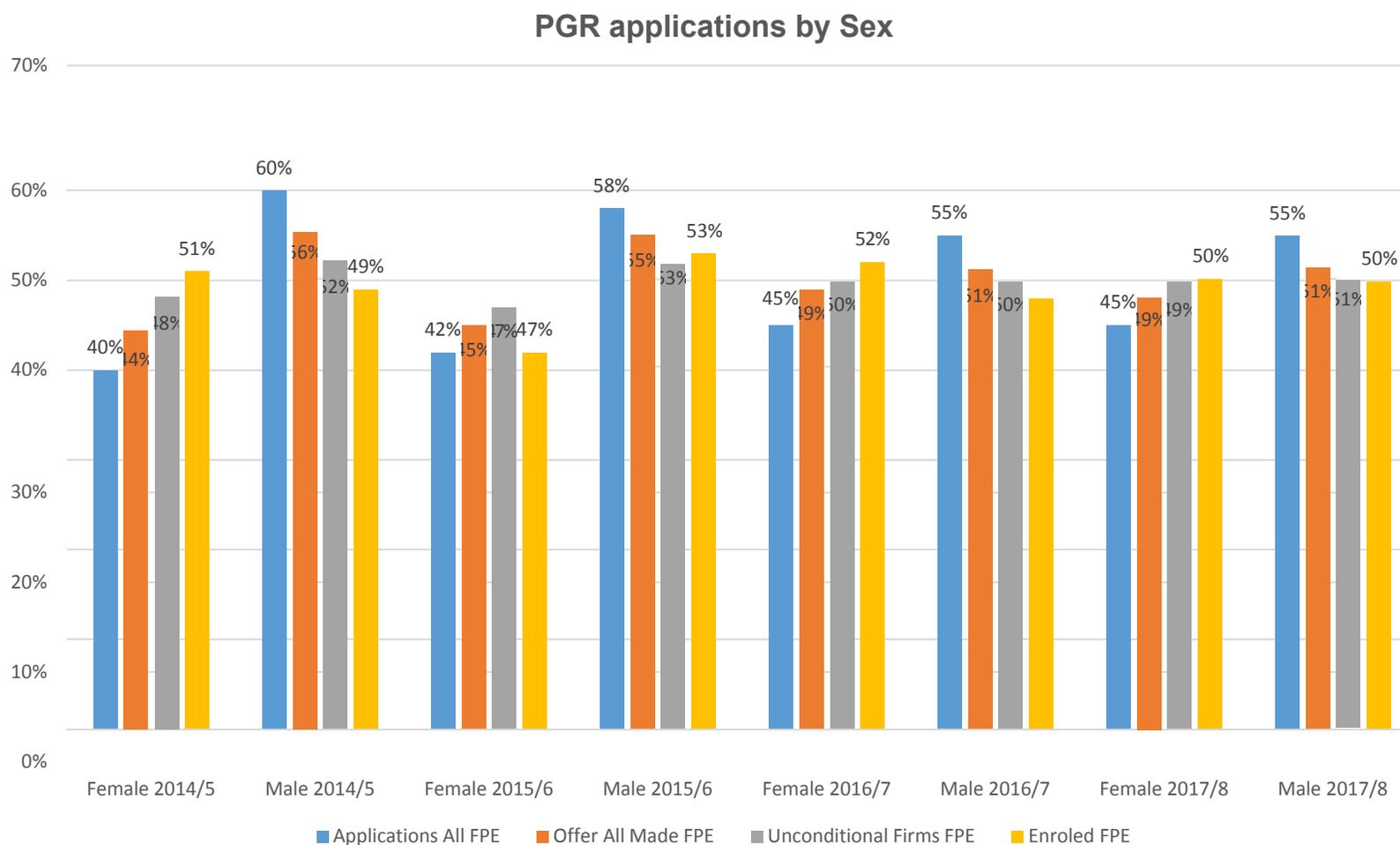
Fig 3.



## 2.6 Postgraduate Research (PGR)

PGR courses are the only mode of study where the proportion of applications from males has been higher than the proportion of applications from females. There has, however been gradual annual increases in the proportion of females applying for PGR courses from 40% in 2015/6 to 45% in 2017/18. There was a drop in the number of females enrolled in 2015/16 to 47%, but generally there is a trend towards even proportionality at enrolment.

Fig 4



**Sex - Continuation Data** (For benchmarking purposes, data shown is for Full Time, UK fee status students only).

27 Data indicates that the continuation rates for male and female Undergraduate students is similar over the 3 years (2015/16–2017/18). Male Undergraduate students have a slightly lower continuation rate than female students over the 3 years.

Table 4. Continuation Data by Sex – Undergraduate, Full Time and UK fee status students only

2015/16	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	% Continue or Qualify*	% students^	No.	% Continue or Qualify*	% students^	No.	% Continue or Qualify*	% students^	No.	% students^
Female	8985	59.15%	96.53%	78.5	62.80%	0.84%	244.5	41.34%	2.63%	9308	58.52%
Male	6204	40.85%	94.04%	46.5	37.20%	0.70%	347	58.66%	5.26%	6597.5	41.48%
Total:	15189	100.00%	95.50%	125	100.00%	0.79%	591.5	100.00%	3.72%	15905.5	100.00%

2016/17	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	% Continue or Qualify*	% students^	No.	% Continue or Qualify*	% students^	No.	% Continue or Qualify*	% students^	No.	% students^
Female	9394.5	59.77%	95.74%	85.5	64.29%	0.87%	273.5	4893.00%	2.79%	9753.5	59.00%
Male	6310	40.15%	94.67%	47.5	35.71%	0.71%	285.5	50.89%	4.27%	6642	41.00%
Total:	15704.5	100.00%	95.30%	133		0.81%	558	100.00%	3.39%	16395.5	100.00%

2017/18	Continue or Qualify			Transferred Externally			No Longer in HE			All Categories	
	No.	% Continue	% students^	No.	% Continue	% students^	No.	% Continue	% students^	No.	% students^
Female	13835.5	60.80%	95.93%	110.5	60.22%	0.77%	434	47.46%	3.02%	14380	60.55%
Male	8895	39.20%	93.95%	73	39.78%	0.77%	479.5	52.43%	5.07%	9447.5	39.65%
Total:	22730.5	100.00%	95.08%	183.5		0.77%	913.5		3.01%	23827.5	100.00%

## Sex - Continuation Benchmarking Data (For benchmarking purposes, data shown is for Full Time, UK fee status students only<sup>4</sup>).

2.8 Benchmarking data (below) indicates that the continuation rates for male Undergraduate students (88.6%) is slightly lower than the continuation rate for female Undergraduate students (91.2) in 2016/17. Cardiff University has above average continuation data when compared to the figures for all UK HEIs.

Table 5. Continuation Data by Sex – Undergraduate, Full Time and UK fee status students only

	Female			Male			All students	
	No.	%	%	No.	%	%	No.	%
Continue or qualify	208375	91.2	57.1	156615	88.6	42.9	364985	90.1
Transfer	5110	2.2	51.4	4840	2.7	48.6	9950	2.5
No longer in HE	14915	6.5	49.4	15310	8.7	50.6	30225	7.5
All	228400	100	56.4	176760	100	43.6	405160	100

<sup>4</sup> Continuation data is derived using the HESA Performance Indicators method of continuation tracking full-time undergraduate students in one academic year into the next. Please note that the Performance Indicators method removes students from overseas. Students are then categorised into one of three possible states in the year following entry:

***Continue or qualify***

Gained a first degree or other undergraduate qualification in 2015/16 or continued their studies at the same institution in 2016/17. ***Transfer to another higher education institution***

No qualification received at their original institution in 2015/16, but have an active record at a different institution in 2016/17.

***No longer in HE***

No qualification received in 2015/16 and no active record found in 2016/17.

## Sex- Attainment Data

### Undergraduate students by degree class and sex (UK fee status only)

- 2.9 Data indicates that over the 3 years (2015/16 – 2017-18) between 85.3109% and 86.40% of females achieve a First/2:1. During the same period over a quarter female students achieved a first class degree. The proportion of males achieving a first/2:1 has also remained largely the same over the 3 years, but is lower than the proportion of females achieving a first/2:1 at between 75.88%, 75.63% and 78.27%. When considering this data it should be noted that other relevant factors have not been taken into account e.g. prior attainment and subject choice.

Table 6. Sex and Attainment

2015-2016	First:2/1			First		2:1		2:2		Third/Pass		All
	No.	↓%	→%	No.	→%	No.	→%	No.	→%	No.	→%	No.
Female	2069	61.12%	85.31%	644	26.56%	1425	58.76%	330	13.60%	26	1.07%	2425
Male	1316	38.88%	75.46%	394	22.59%	922	62.04%	380	21.79%	48	2.75%	1744
<b>All</b>	<b>3385</b>	<b>100.00%</b>	<b>81.19%</b>	<b>1038</b>	<b>24.90%</b>	<b>2,347</b>	<b>56.29%</b>	<b>710</b>	<b>13.60%</b>	<b>74</b>	<b>1.78%</b>	<b>4,169</b>

2016-2017	First:2/1			First		2:1		2:2		Third/Pass		All
	No.	↓%	→%	No.	→%	No.	→%	No.	→%	No.	→%	No.
Female	2172	62.07%	84.91%	728	28.46%	1444	56.45%	352	13.76%	34	1.33%	2558
Male	1327	37.93%	75.83%	444	25.37%	883	50.46%	360	20.57%	63	3.60%	1750
<b>All</b>	<b>3499</b>	<b>100.00%</b>	<b>81.22%</b>	<b>1172</b>	<b>27.20%</b>	<b>2,327</b>	<b>54.02%</b>	<b>712</b>	<b>16.53%</b>	<b>97</b>	<b>2.25%</b>	<b>4,308</b>

2017-2018	First:2/1			First		2:1		2:2		Third/Pass		All
	No.	↓%	→%	No.	→%	No.	→%	No.	→%	No.	→%	No.
Female	2346	62.93%	90.20%	955	36.71%	1391	53.48%	236	9.07%	19	0.73%	2601
Male	1382	37.07%	82.36%	491	29.26%	891	53.10%	270	16.09%	26	1.50%	1678
<b>All</b>	<b>3728</b>	<b>100.00%</b>	<b>87.12%</b>	<b>1446</b>	<b>33.91%</b>	<b>2,282</b>	<b>53.33%</b>	<b>506</b>	<b>11.83%</b>	<b>45</b>	<b>1.05%</b>	<b>4,279</b>

## 2.10 Benchmarking Data – Attainment Data by Sex

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
<b>England</b>											
Female	145900	76.5	49895	26.2	96000	50.4	36175	19	8585	4.5	190660
Male	102875	72.4	36540	25.7	66335	46.7	31190	21.9	8065	5.7	142125
All	248770	74.8	86435	26	162335	48.8	67365	20.2	16650	5	332785
<b>Northern Ireland</b>											
Female	4230	78.9	1275	23.8	2950	55.1	1015	19	110	2.1	5355
Male	2970	72.6	910	22.3	2060	50.3	955	23.3	170	4.1	4095
All	7200	76.2	2190	23.2	5015	53	1970	20.8	280	3	9450
<b>Scotland</b>											
Female	12765	81	3960	25.1	8805	55.8	2505	15.9	495	3.1	15760
Male	8830	74.9	2990	25.4	5835	49.5	2440	20.7	520	4.4	11790
All	21590	78.4	6955	25.2	14640	53.1	4945	17.9	1015	3.7	27550
<b>Wales</b>											
Female	8905	75	3080	26	5825	49.1	2490	21	470	4	11865
Male	6785	67.1	2250	22.2	4535	44.8	2730	27	605	6	10120
All	15690	71.4	5330	24.2	10360	47.1	5220	23.7	1075	4.9	21990
<b>UK</b>											
Female	171795	76.8	58215	26	113580	50.8	42190	18.9	9665	4.3	223645
Male	121460	72.2	42695	25.4	78765	46.8	37315	22.2	9355	5.6	168130
All	293255	74.9	100910	25.8	192345	49.1	79500	20.3	19020	4.855	391775

Benchmarking data indicates that the attainment gap for male students receiving a First/2:1 degree was slightly higher for Cardiff University than for the UK 2016/17 attainment gap but similar to the attainment gap for male students at Welsh Universities.

### 3. Ethnicity

- 3.1 In 2017/18, 14% of all enrolled students at Cardiff University with a UK fee status described themselves as Black or of an ethnic minority background (BME<sup>5</sup>); including 14.58% of undergraduates; 13.31% of taught postgraduates, and 8.67% of research postgraduates. The table below gives a comparison with previous years. (All figures relate to UK domiciled students only unless stated otherwise).

Table 7. Ethnicity of students 2013 - 2018

BME students - UK fee status only	2013/14	2014/15	2015/16	2016/17	2017/18
All BME students - UK fee status only	11.40%	11.90%	8.70%	13%	14%
	2362	2549	2806	3131	3328
Undergraduate	10.50%	11.60%	12.80%	13.63%	14.58%
	1587	1786	1990	2385	2614
Postgraduate - Taught	14.60%	13.50%	13.90%	13.06%	13.31%
	604	596	633	581	554
Postgraduate - Research	10.90%	10.80%	10.30%	9.15%	8.67%
	172	167	165	171	166

<sup>5</sup> BME - Black and Minority Ethnic. Includes, Black, Asian, Chinese, mixed and other ethnic background. This definition is widely recognised but it has limitations as it suggests that minority ethnic students are a homogenous group.

Table 8. Benchmarking data - UK domiciled students by country of institution and ethnic group

	England		N. Ireland		Scotland		Wales		UK	
	No.	%	No.	%	No.	%	No.	%	No.	%
White	1114480	74	47085	96.6	169105	91.7	95000	89.8	1425665	77.3
<b><u>BME total</u></b>	<b><u>391290</u></b>	<b><u>26</u></b>	<b><u>1660</u></b>	<b><u>3.4</u></b>	<b><u>15400</u></b>	<b><u>8.3</u></b>	<b><u>10750</u></b>	<b><u>10.2</u></b>	<b><u>419105</u></b>	<b><u>22.7</u></b>
Asian	165780	11	665	1.4	6355	3.4	4350	4.1	177145	9.6
Bangladeshi	21865	1.5	50	0.1	290	0.2	820	0.8	23030	1.2
Indian	59065	3.9	230	0.5	1710	0.9	1445	1.4	62445	3.4
Pakistani	50125	3.3	165	0.3	3040	1.6	920	0.9	54250	2.9
Other	34725	2.3	220	0.5	1310	0.7	1165	1.1	37425	2
Black	124070	8.2	300	0.6	3115	1.7	2535	2.4	130020	7
African	90930	6	240	0.5	2740	1.5	1970	1.9	95880	5.2
Caribbean	26840	1.8	30	0.1	195	0.1	410	0.4	27470	1.5
Other	6295	0.4	35	0.1	180	0.1	160	0.1	6670	0.4
Chinese	13570	0.9	185	0.4	1355	0.7	520	0.5	15630	0.8
Mixed	62460	4.1	355	0.7	3395	1.8	2500	2.4	68710	3.7
Other	25410	1.7	150	0.3	1185	0.6	845	0.8	27595	1.5
Arab	8775	0.6	60	0.1	510	0.3	255	0.2	9605	0.5
Other	16635	1.1	90	0.2	675	0.4	590	0.6	17995	1
<b>All students</b>	<b>1505775</b>	<b>100</b>	<b>48745</b>	<b>100</b>	<b>184505</b>	<b>100</b>	<b>105750</b>	<b>100</b>	<b>1844770</b>	<b>100</b>
Unknown	22255	1.5	530	1.1	5130	2.7	2440	2.3	30360	1.6

**Benchmarking Data:**

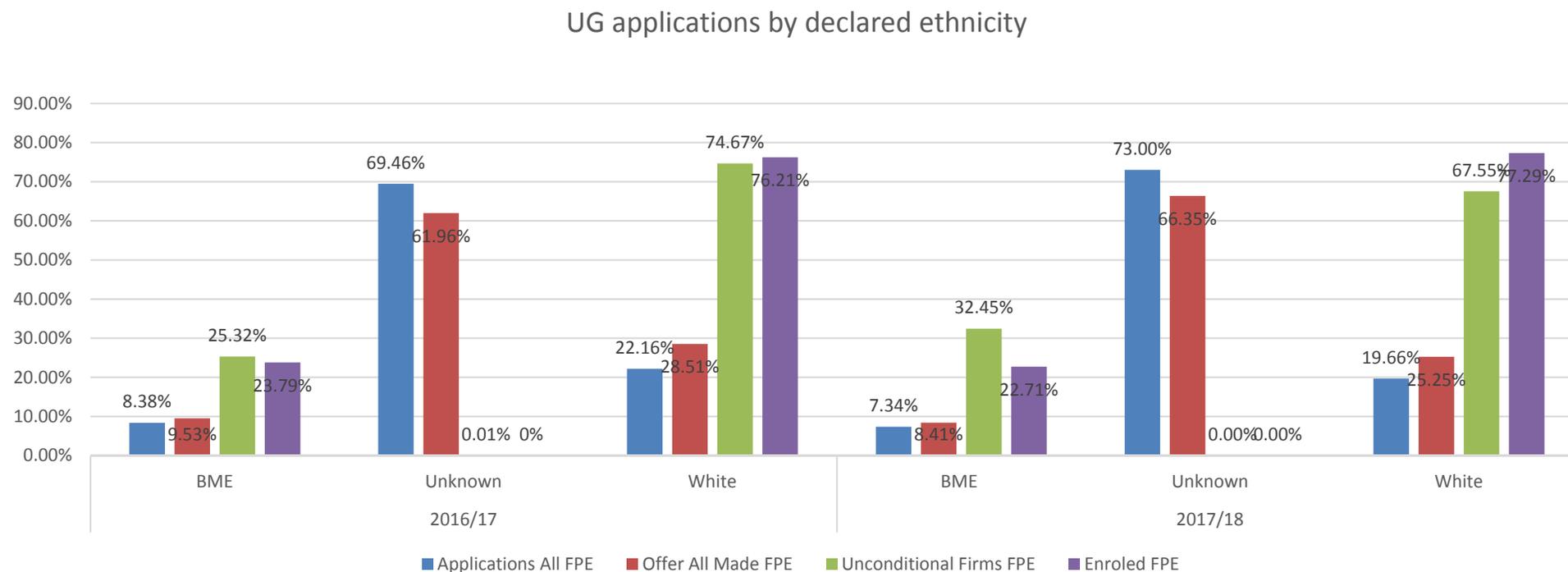
**Current Students:** across all UK Universities **22.7%** of UK domiciled students were BME in **2016/17**. Across **Welsh** Universities, **10.2%** of students identified as BME.

## Ethnicity – Admissions (UK fee status students only).

### Undergraduate

3.2 Ethnicity data for undergraduate applications is provided by UCAS. The University received the data in two batches. The first batch is data sent at the time of application. The second batch is at the end of the application cycle for the academic year. At the time of preparing this report, we do not hold the end of cycle data for 2017/18. As such, we have provided comparative data for 2016/17 and 2017/18 from at the initial application data set. Both data set show a high number of applicants who have not declared their ethnicity – 69.46% in 2016/17 and 73% in 2017/18. The initial UCAS data shows in 2016/17 8.38% of applicants declared themselves as BME and only 7.34% in 2017/18. When compared with the data collected at enrollment we can determine that the disclosure data at application stage does not accurately reflect the student body when compared to table 7 above.

Fig.5

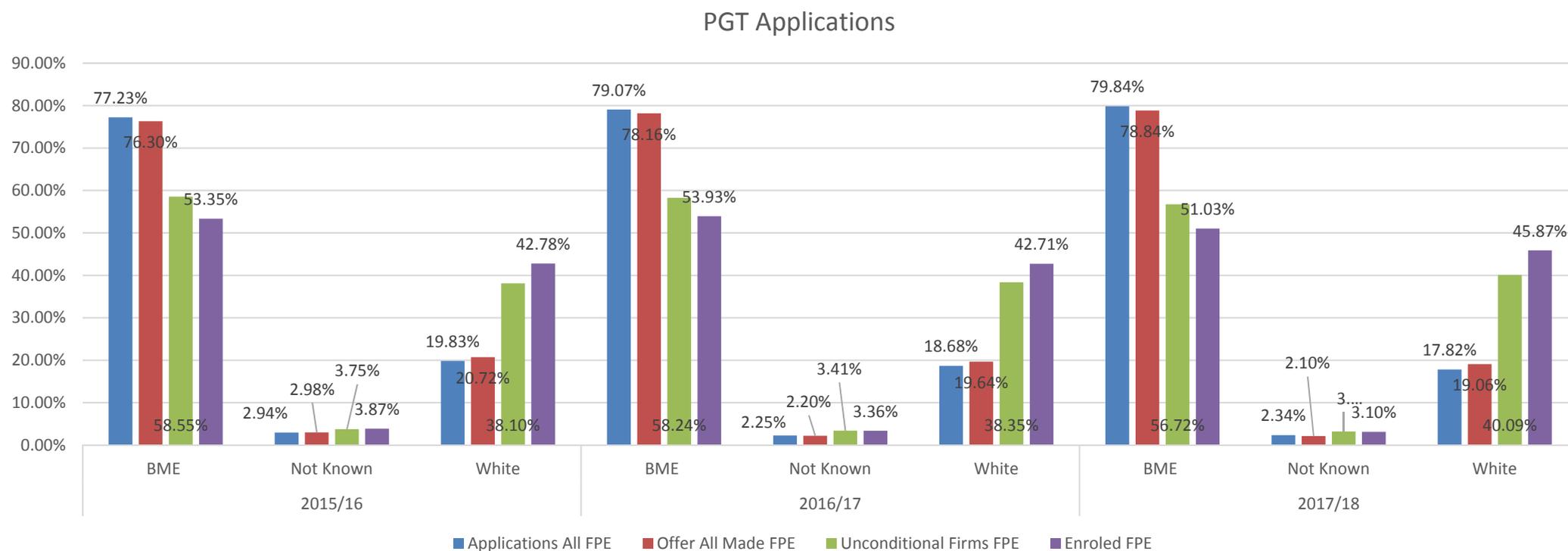


<sup>6</sup> The term ‘unconditional firm’ or ‘firm’ refers to those students who are expected to enroll on their course

## Postgraduate Taught

3.3 Data indicates that the proportion of BME students applying to study at postgraduate taught level has remained largely the same over the last three years. The proportion of offers made to BME applicants is similar to the proportion of applications received.

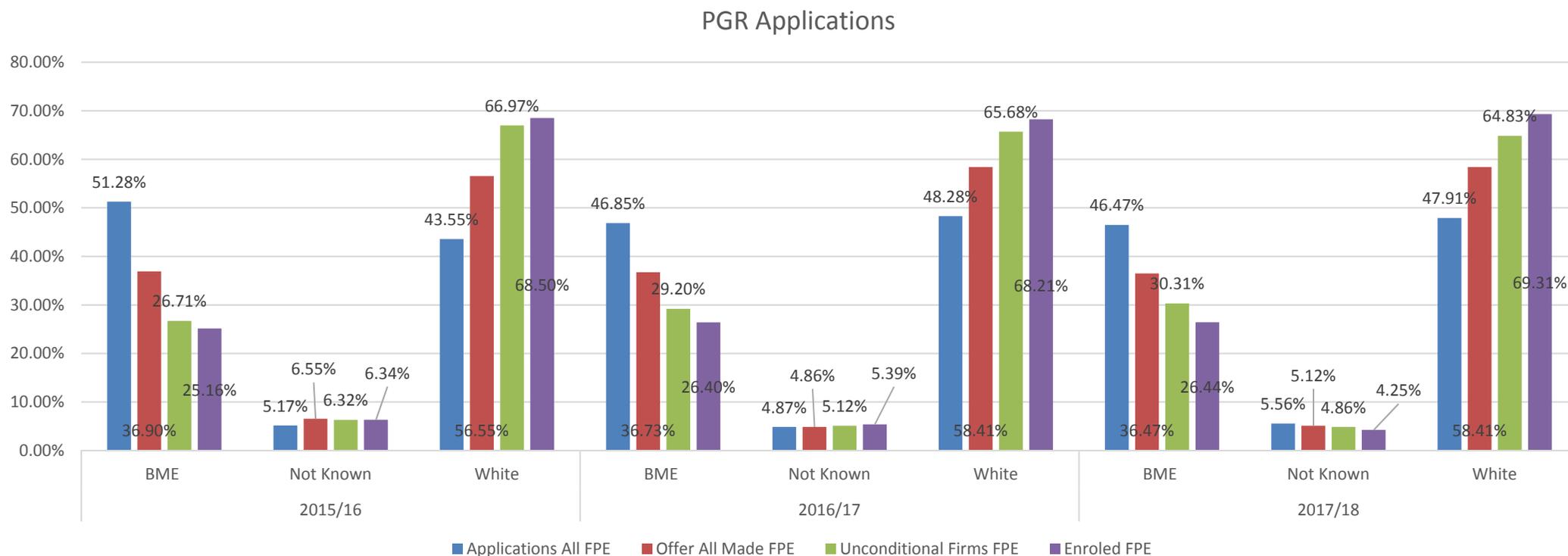
Fig 6.



## Postgraduate Research

3.4 Data indicates that the proportion of BME students applying to study at postgraduate research level declined slightly between 2015/16 and 2017/18, however the numbers of offers made to BME students has increased.

Fig 7



## Ethnicity - Continuation Data - Undergraduate, Full Time and UK fee status students only)

3.5 Data indicates that the continuation rates<sup>6</sup> for BME and white Undergraduate students is similar in each of the 3 years (2015/16 – 2017/18). The numbers for some of the specific ethnicity groups are low and therefore it is difficult to draw meaningful conclusion from the data. However, the Asian –Indian ethnicity group have a continuation rate that is consistently slightly higher than the University total and the Black Caribbean ethnicity group has seen annual increases in the continuation rate, and is slightly higher than all students in 2017/18.

Table 9. Continuation Data by Ethnicity - Undergraduate, Full Time and UK fee status students only

2015/6	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
White	12955	86.91%	95.64%	98	79.03%	0.72%	492	85.64%	3.63%	13545	86.80%
BME	1950.5	13.09%	94.73%	26	20.97%	1.26%	82.5	14.36%	4.01%	2059	13.20%
Asian Bangladeshi	122.5	0.82%	100.00%	0	0.00%	0.00%	0	0.00%	0.00%	122.5	0.79%
Asian Indian	446.5	3.00%	96.44%	5	4.03%	1.08%	11.5	2.00%	2.48%	463	2.97%
Asian Other	209.5	1.41%	93.74%	4	3.23%	1.79%	10	1.74%	4.47%	223.5	1.43%
Asian Pakistani	194	1.30%	95.57%	3	2.42%	1.48%	6	1.04%	2.96%	203	1.30%
Black African	231.5	1.55%	91.68%	4	3.23%	1.58%	17	2.96%	6.73%	252.5	1.62%
Black Caribbean	41.5	0.28%	93.26%	0	0.00%	0.00%	3	0.52%	6.74%	44.5	0.29%
Black Other	6.5	0.04%	100.00%	0	0.00%	0.00%	0	0.00%	0.00%	6.5	0.04%
Chinese	129	0.87%	97.73%	0	0.00%	0.00%	3	0.52%	2.27%	132	0.85%
Mixed	477.5	3.20%	94.00%	7	5.65%	1.38%	23.5	4.09%	4.63%	508	3.26%
Other Ethnic Background	92	0.62%	88.89%	3	2.42%	2.90%	8.5	1.48%	8.21%	103.5	0.66%
University Total:	14905.5	100.00%	95.52%	124		0.79%	574.5			15604	100.00%

<sup>6</sup> Continuation data is derived using the HESA Performance Indicators method of continuation tracking full-time undergraduate students in one academic year into the next. Please note that the Performance Indicators method removes students from overseas. Students are then categorised into one of three possible states in the year following entry:

**Continue or qualify** - Gained a first degree or other undergraduate qualification in 2015/16 or continued their studies at the same institution in 2016/17; **Transfer to another higher education institution** - No qualification received at their original institution in 2015/16, but have an active record at a different institution in 2016/17;

**No longer in HE** - No qualification received in 2014/15 and no active record found in 2016/17.

2016/7	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
White	13637	85.98%	95.32%	113	78.47%	0.79%	556.5	85.35%	3.89%	14306.5	85.89%
BME	2224	14.02%	94.62%	31	21.53%	1.32%	95.5	14.65%	4.06%	2350.5	14.11%
Asian Bangladeshi	145	0.91%	90.63%	3	2.08%	1.88%	12	1.84%	7.50%	160	0.96%
Asian Indian	477	3.01%	97.35%	4	2.78%	0.82%	9	1.38%	1.84%	490	2.94%
Asian Other	260	1.64%	94.20%	4	2.78%	1.45%	12	1.84%	4.35%	276	1.66%
Asian Pakistani	224	1.41%	95.32%	3	2.08%	1.28%	8	1.23%	3.40%	235	1.41%
Black African	269	1.70%	89.07%	9	6.25%	2.98%	24	3.68%	7.95%	302	1.81%
Black Caribbean	51	0.32%	98.08%	0	0.00%	0.00%	1	0.15%	1.92%	52	0.31%
Black Other	11	0.07%	91.67%	0	0.00%	0.00%	1	0.15%	8.33%	12	0.07%
Chinese	130.5	0.82%	94.91%	1	0.69%	0.73%	6	0.92%	4.36%	137.5	0.83%
Mixed	548	3.46%	95.47%	7	4.86%	1.22%	19	2.91%	3.31%	574	3.45%
Other Ethnic Background	108.5	0.68%	96.88%	0	0.00%	0.00%	3.5	0.54%	3.13%	112	0.67%
University Total:	18085	100.00%	95.22%	175		0.86%	747.5		3.91%	19007.5	100.00%

2017/8	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Asian Bangladeshi	159	0.70%	93.53%	4	2.18%	2.35%	7	0.77%	4.12%	170	0.71%
Asian Indian	707	3.11%	94.96%	11	5.99%	1.48%	25.5	2.79%	3.43%	743.5	3.12%
Asian Other	774.5	3.40%	94.91%	7	3.81%	0.86%	30.5	3.34%	3.74%	812	3.53%
Asian Pakistani	286.5	1.26%	92.72%	3	1.63%	0.97%	19.5	2.13%	6.31%	309	0.13%
Black African	391	1.72%	92.54%	8	4.36%	1.89%	22.5	2.46%	5.33%	421.5	1.77%
Black Caribbean	71	0.31%	95.95%	2	1.09%	2.70%	1	0.11%	1.35%	74	0.31%
Black Other	30	0.13%	100.00%							30	0.13%
Chinese	3115.5	13.69%	98.30%	9	4.90%	0.28%	38	4.16%	1.20%	3162.5	13.26%
Mixed	721.5	3.17%	95.31%	5.5	3.00%	0.73%	29	3.17%	3.83%	756	3.17%
Not Known/Info refused	591.5	2.60%	91.35%	8	4.36%	1.24%	30	3.28%	4.63%	629.5	2.64%
Other Ethnic Background	454	1.99%	95.78%	1	0.54%	0.21%	17	1.86%	3.59%	472	1.99%
White	15455.5	67.92%	94.71%	125	68.12%	0.77%	694.5	75.94%	4.26%	16274.5	68.22%
University Total:	22757	100.00%	95.40%	183.5		0.77%	914.5			23854.5	100.00%

## Ethnicity - Benchmarking data 2016-17

3.6 Benchmarking data (table below) indicates that at UK level, BME have a slightly lower continuation rate than white students for 2016/17 (91.3% and 86.9%) respectively. As with the Cardiff University data, there is some variation in continuation rates for each ethnicity group.

Table 10. UK-wide data Continuation Data by Ethnicity - Undergraduate, Full Time and UK fee status students only 2016-17

	Continue or qualify			Transfer			No longer in HE			All categories	
	No.	%	%	No.	%	%	No.	%	%	No.	%
White	271290	74.9	91.3	5400	54.8	1.8	20505	68.9	6.9	297195	74
BME total	90865	25.1	86.9	4450	45.2	4.3	9250	31.1	8.8	104565	26
Asian	39535	10.9	88.3	1910	19.4	4.3	3305	11	7.4	44750	11.1
Bangladeshi	5890	1.6	85.8	340	3.5	5	630	2.1	9.2	6865	1.7
Indian	13160	3.6	91.8	460	4.7	3.2	710	2.4	4.9	14330	3.6
Pakistani	12575	3.5	86.4	675	6.9	4.6	1295	4.4	8.9	14545	3.6
Other	7910	2.2	87.8	430	4.4	4.8	670	2.3	7.4	9010	2.2
Black	27265	7.5	84	1575	16	4.6	3630	12.2	11.2	32470	8.1
African	20215	5.6	84.3	1205	12.3	5	2550	8.6	10.6	23975	6
Caribbean	5545	1.5	82.9	275	2.8	4.1	870	2.9	13	6690	1.7
Other	1505	0.4	83.3	95	0.9	5.1	210	0.7	11.6	1805	0.4
Chinese	3150	0.9	93.9	75	0.8	2.2	130	0.4	3.9	3360	0.8
Mixed	15355	4.2	87.9	555	5.6	3.2	1555	5.2	8.9	17465	4.3
Other	5560	1.5	85.2	335	3.4	5.2	630	2.1	9.7	6525	1.6
Arab	1960	0.5	85.3	150	1.5	6.5	185	0.6	8.1	2295	0.6
Other	3600	1	85.1	185	1.9	4.4	445	1.5	10.5	4230	1.1
All students	362155	100	90.1	9850	100	2.5	29755	100	7.4	401760	100

## Ethnicity – attainment

### Undergraduate students by degree class and Ethnicity

3.7 Data indicates that over the 4 years (2014/15-2017/18) the proportion of Black and Minority Ethnic (BME) students achieving a First/2:1 has been lower than the proportion of white students achieving a First/2:1. It should be noted that when reading this data that other relevant factors have not been taken into account e.g. prior attainment and subject choice. There is also some variance in attainment levels when looking at data by specific ethnicity group (see table 12 below). The attainment gap between BME and White students has continued to close over the last 4 years. The proportion of total students attaining a First/2:1 has also risen so attainment figures will need to be continually monitored to determine the degree to which the University's work to reduce the BME attainment gap is having.

Table 11. Ethnicity and award 2014-2018

	2014/15				2015/16			
	Home	%	Overseas	%	Home	%	Overseas	%
White	29015	81.00%	28	78.80%	2865	82.30%	28	65%
BME	222.5	62.50%	235	54%	286.5	70.50%	291.5	54%
Attainment Gap		18.50%		16.90%		11.80%		10.20%
	2016/17				2017/18			
	Home	%	Overseas	%	Home	%	Overseas	%
White	2058	79.00%	203	76.00%	3019	86.00%	20	75.53%
BME	291	71.00%	371	66.00%	388	78.40%	331	63.47%
Attainment Gap		8.00%		10.00%		7.60%		12.06%

Fig.8

### Percentage of Students who are awarded 1st or 2:1 degree

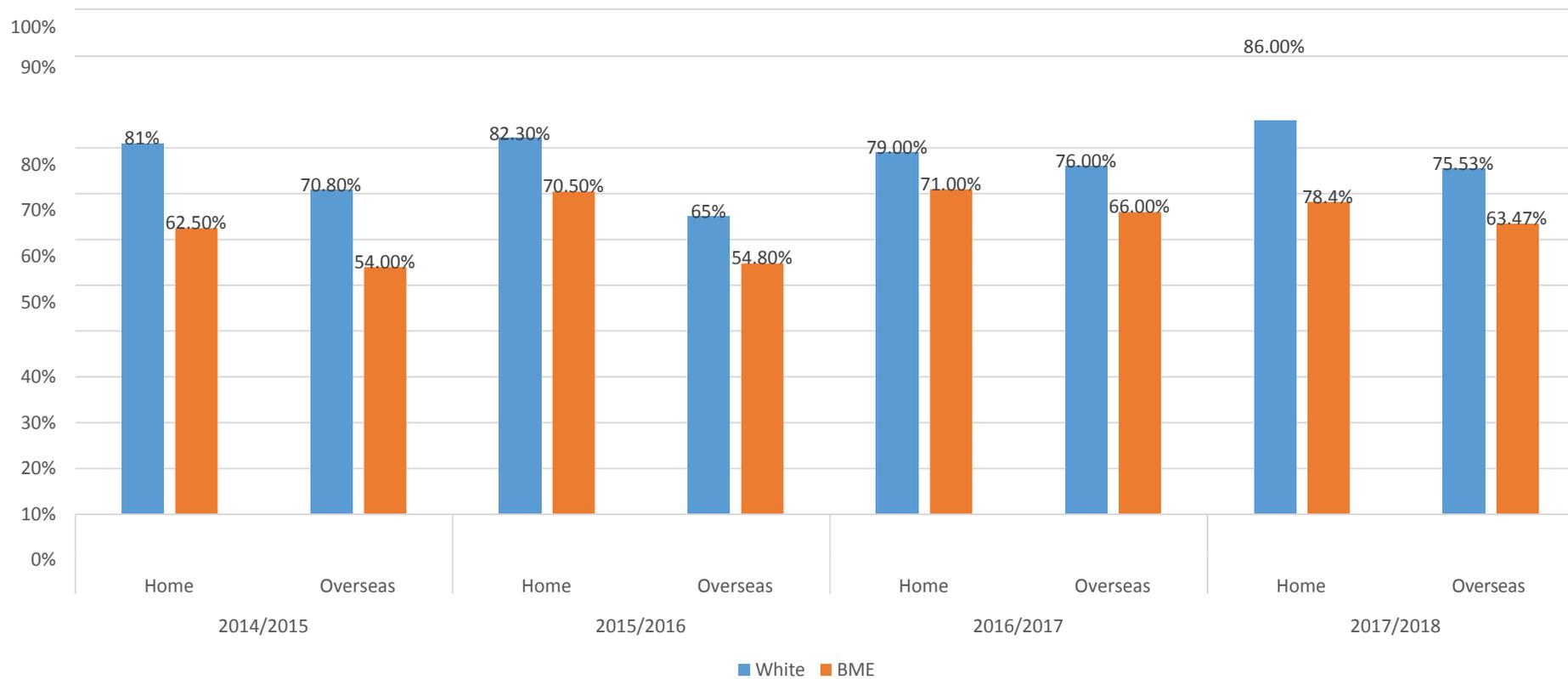


Table 12 –Ethnicity (detailed) and Award

	1st Class		2:1 Degree		2:2 Degree		3rd Class Degree		Pass Degree	
	No.	%	No.	%	No.	%	No.	%	No.	%
2015/6										
Asian	33	0.79%	120	2.88%	73	1.75%	8	0.19%	2	0.05%
Black	5	0.12%	39	0.93%	11	0.26%	2	0.05%	1	0.05%
Mixed	20	0.48%	72	1.73%	23	0.55%		0.00%	1	0.02%
Not Known	29	0.70%	54	1.29%	11	0.26%	2	0.05%	0	0.00%
Other	4	0.01%	10	0.24%	5	0.12%	0	0.00%	0	0.00%
White	949	22.75%	2,054	49.23%	587	14.07%	48	1.15%	10	0.24%
Total	1,040		2,349		710		60		14	
2016/7										
Arab	1	0.02%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Asian	38	0.88%	112	2.60%	81	1.88%	11	0.26%	3	0.07%
Black	8	0.19%	35	0.81%	16	0.37%	4	0.09%	0	0.00%
Mixed	39	0.90%	61	1.41%	20	0.46%	2	0.05%	0	0.00%
Not Known	17	0.39%	43	1.00%	31	0.72%	6	0.14%	2	0.05%
Other	1	0.02%	11	0.26%	5	0.12%	1	0.02%	0	0.00%
White	1,068	24.77%	2,066	47.92%	560	12.99%	60	1.39%	9	0.21%
	1,172		2,328		713		84		14	
2017/8										
Arab	0	0.00%	2	0.05%	1	0.02%	0	0.00%	0	0.00%
Asian	78	1.82%	140	3.27%	40	0.93%	5	0.12%	1	0.02%
Black	7	0.16%	42	0.98%	14	0.33%	1	0.02%	0	0.00%
Mixed	40	0.93%	78	1.82%	18	0.42%	0	0.00%	1	0.02%
Not Known	29	0.68%	42	0.98%	5	0.12%	3	0.07%	3	0.07%
Other	5	0.12%	9	0.21%	3	0.07%	1	0.02%	0	0.00%
White	1,290	30.10%	1,972	46.01%	426	9.94%	19	0.44%	11	86.75%
	1,449		2,285		507		29		16	

### Ethnicity attainment benchmarking data

- 3.8 Benchmarking data indicates that for 2016/17 for students with a degree outcome of a First/2:1, there was an attainment gap of 13.6% between white and BME (UK fee status) students looking at UK-wide data, and an 10.1% attainment gap when looking at data for Wales (see tables 13 and 14 below). When looking at specific ethnicity groups students UK-wide from a Chinese, mixed and White ethnicity groups have a higher first/2:1 degree outcome, whereas in Wales those from a white, mixed or other ethnicity have higher first/2:1 degree outcomes.

Table 13. First Degree Undergraduate qualifiers by degree class and ethnic group – UK level Data 2016/17

	First/2:1		First		2:1		2:2		Third/pass		All
	No.	%	No.	%	No.	%	No.	%	No.	%	
White	198340	79.6	71340	28.6	127005	50.9	42370	17	8605	3.5	249320
<b>BME total</b>	<b>45660</b>	<b>66</b>	<b>13030</b>	<b>18.8</b>	<b>32630</b>	<b>47.1</b>	<b>18605</b>	<b>26.9</b>	<b>74195</b>	<b>7.2</b>	<b>69230</b>
Asian	20660	68.7	6125	20.4	14535	48.3	7575	25.2	31920	6.1	30080
Bangladeshi	2690	66.5	715	17.7	1970	48.8	1085	26.9	265	6.6	4040
Indian	8025	74.6	2600	24.2	5425	50.4	2230	20.7	510	4.7	10765
Pakistani	6060	64.7	1680	18	4380	46.8	2670	28.5	630	6.8	9360
Other	3890	65.7	1125	19	2760	46.7	1595	27	435	7.3	5915
Black	11375	55.5	2510	12.3	8865	43.3	6925	33.8	22665	10.7	20485
African	8265	54.7	1855	12.3	6410	42.4	5190	34.3	1655	11	15110
Caribbean	2560	58.8	545	12.5	2015	46.3	1395	32	400	9.2	4355
Other	550	54.1	115	11.1	440	43	340	33.5	125	12.4	1020
Chinese	2135	75.1	725	25.6	1405	49.5	585	20.6	125	4.3	2840
Mixed	8735	74.5	2835	24.2	5900	50.3	2450	20.9	540	4.6	11720
Other	2760	67.3	840	20.4	1920	46.8	1065	26	4385	6.8	4105
Arab	975	67.3	280	19.4	690	47.9	375	25.8	100	6.9	1445
Other	1790	67.2	560	21	1230	46.3	695	26.1	180	6.7	2660
<b>All</b>	<b>244005</b>	<b>76.6</b>	<b>84370</b>	<b>26.5</b>	<b>159635</b>	<b>50.1</b>	<b>60975</b>	<b>19.1</b>	<b>13570</b>	<b>4.3</b>	<b>318550</b>

**Table 14. First Degree Undergraduate qualifiers by degree class and ethnic group – Data for Wales 2016/17**

WALES	First/2:1		First		2:1		2:2		Third/pass		All
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
White	12330	75.4	4285	26.2	8050	49.2	3395	20.8	615	3.8	16345
<b>BME</b>	<b>1030</b>	<b>65.3</b>	<b>285</b>	<b>18.2</b>	<b>740</b>	<b>47</b>	<b>450</b>	<b>28.4</b>	<b>100</b>	<b>6.3</b>	<b>1575</b>
Asian	410	64.9	115	18.5	295	46.4	185	29.1	40	6	630
Black	200	56.9	40	11.8	155	45.1	115	32.8	35	10.3	350
Chinese	65	66	15	17	50	49	30	32	0	2	100
Mixed	290	73.4	95	24.1	195	49.4	90	22.5	15	4.1	395
Other	65	64	15	17	45	47	30	29	5	7	100
<b>All</b>	<b>13360</b>	<b>74.6</b>	<b>4570</b>	<b>25.5</b>	<b>8790</b>	<b>49.1</b>	<b>3845</b>	<b>21.5</b>	<b>715</b>	<b>4</b>	<b>17920</b>

#### 4. Disability

- 4.1 **9.83%** of all enrolled students identified themselves as disabled in 2017/18. **11.85%** of undergraduates; **5.67%** of taught postgraduates; and **7.74%** of research postgraduates.

Table 15. Students and disability 2013-18

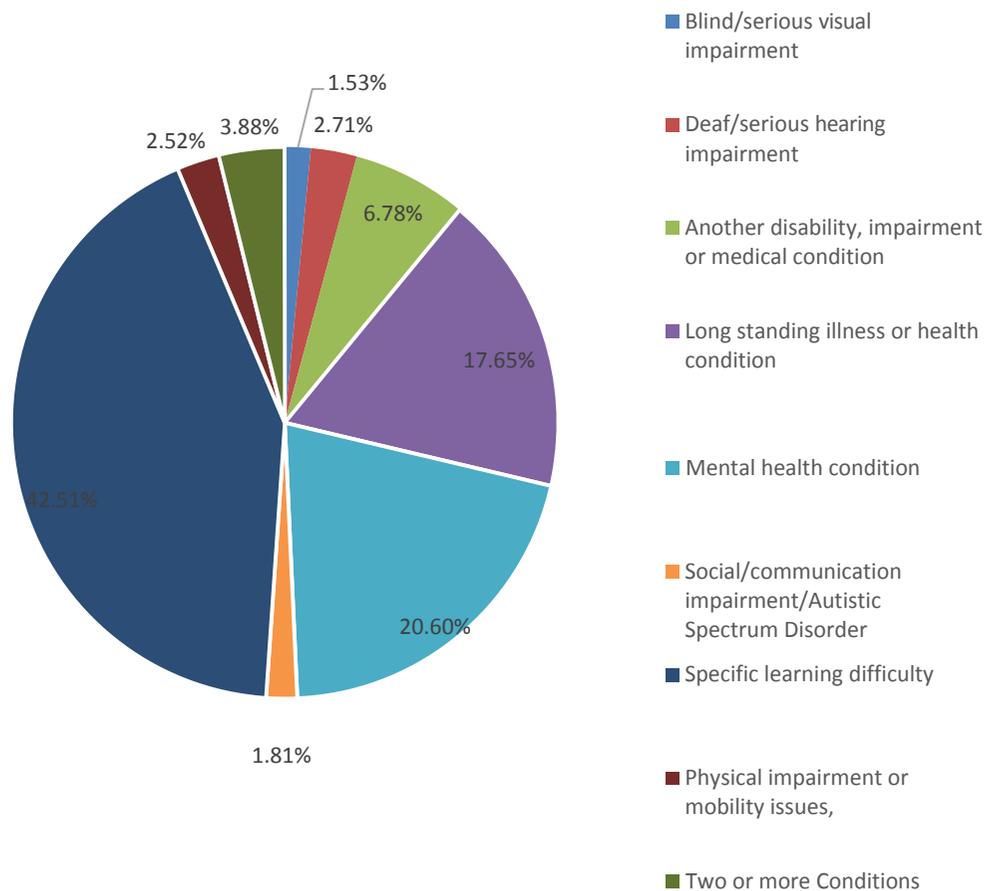
	2013/14	2014/15	2015/16	2016/17	2017/18
Disabled Students (all students)	7.50%	7.80%	7.80%	9.20%	9.83%
	2278	2477	2402	2849	3030
Disabled Students - Undergraduate	9.10%	9.30%	9%	11.20%	11.85%
	1720	1828	1758	2197	2345
Disabled Students - PGT	4.50%	4.90%	5%	5%	5.67%
	-391	-443	-443	-451	480
Disabled Students - PGR	6.10%	7.50%	7.50%	7.80%	7.74%
	167	207	200	201	205

**Benchmarking Data:** In 2016/17 12% of all students across all UK Universities were disabled. Across Welsh Universities, 13% were disabled. These are slightly higher proportion of students than Cardiff University (9.83%)

Table 16. Equality Challenge Unit report benchmarking data – Profile of all students by country of institution, disability status and DSA take-up

	England		N. Ireland		Scotland		Wales		UK	
	No.	%	No.	%	No.	%	No.	%	No.	%
Non-disabled	1662510	87.9	49320	90.4	214370	88.6	112565	87	2038760	88
Disabled	229470	12.1	5250	9.6	27565	11.4	16830	13	279115	12
Receives DSA	87065	37.9	2230	42.5	6665	24.2	6905	41	102865	36.9
Does not receive DSA	134150	58.5	2925	55.8	19690	71.4	9500	56.4	166265	59.6
Unknown DSA status	8255	3.6	95	1.8	1210	4.4	430	2.5	9985	3.6
All students	1891980	100	54570	100	241935	100	129395	100	2317880	100

**Fig 9. Cardiff University Data by specific Disability Group (2017/2018)**



The pie chart (Fig 8 to the left ) indicates that of the group of students who have declared a disability, over two fifths of the group (42.51%) have a specific learning disability. 17.65% of students in this group have a long standing illness or health condition and 20.6% have disclosed a mental health condition.

**Disability- Continuation Data** (For benchmarking purposes, data shown is for Full Time, UK fee status students only.)

42 Data indicates that the continuation rates for disabled Undergraduate students is lower than Undergraduate students not declaring a disability with a lower continuation rate than non-disabled students over the 3 years between 2015/2016 and 2017/2018.

Table 17 Continuation Data by Disability - Undergraduate, Full Time and UK fee status students only

2015/2016	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Disability	1773	11.66%	93.56%	15	12.00%	0.79%	100	16.88%	5.28%	1888	11.89%
No Disability	13404	88.17%	95.54%	110	88.00%	0.78%	482.5	83.12%	3.44%	13996.5	88.11%
University Total:	15202	100.00%	95.25%	125	100.00%	0.78%	592.5	100.00%	3.71%	15884.5	100.00%
2016/17	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Disability	1821.5	11.50%	93.60%	22.5	12.00%	1.16%	102	16.19%	5.24	1946	11.71%
No Disability	14020	88.50%	95.59%	119	88.00%	0.81%	528	83.81%	3.60%	14667	88.29%
University Total:	15841.5	100.00%	95.25%	141.5	100.00%	0.78%	630	100.00%	3.71%	16613	100.00%
2017/2018	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Disability	4145.5	18.22	94.93%	31	16.89	0.71%	190.5	20.83%	4.36%	4367	18.33%
No Disability	18611.5	81.78%	95.50%	152.5	83.11%	0.78%	724	79.17%	3.72%	19488	81.67%
University Total	22757	100.00%	95.40%	183.5	100.00%	0.77%	914.5	100.00%	3.83%	23855	100.00%

2017/2018	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
Disability	4145.5	18.22	94.93%	31	16.89	0.71%	190.5	20.83%	4.36%	4367	18.33%
No Disability	18611.5	81.78%	95.50%	152.5	83.11%	0.78%	724	79.17%	3.72%	19488	81.67%
University Total	22757	100.00%	95.40%	183.5	100.00%	0.77%	914.5	100.00%	3.83%	23855	100.00%

**Disability Continuation Data including DSA data** (DSA data 'not known' removed - Undergraduate, Full Time and UK fee status students only)

4.3 When looking at this data with information about students who receive the Disabled Students Allowance (DSA), data indicates that the continuation rate for students receiving a DSA is higher than that of students not receiving a DSA, but is slightly lower to the continuation rate for non-disabled students. (Data shown is for 2017/18).

Table 18

2017/2018	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No	↓%
Disability DSA	775.5	3.98%	94.75%	6.5	3.62%	0.79%	36.5	4.13%	4.46%	818.5	3.96%
Disability No DSA	1564	8.02%	91.86%	22.5	12.54%	1.32%	116	13.92%	6.81%	1702.5	8.34%
No Disability	17143	88.00%	95.14%	150.5	83.84%	0.84%	724	81.95%	4.10%	18017.5	87.70%
University Total	19482.5	100%	94.83%	179.5	100.00%	0.87%	883.5	100.00%	4.30%	20538.5	100.00%

2017/18	Continue or Qualify			Transferred Externally			No longer in HE			All Categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
DSA	789.5	3.47%	95.35%	0	0.00%	0.00%	38.5	4.21%	4.65%	828	3.47%
No DSA	3356	14.75%	94.83%	31	16.89%	0.88%	152	16.62%	4.29%	3539	14.86%
No Disability	18611.5	81.78%	95.50%	152.5	83.11%	0.78%	724	79.17%	3.72%	19488	81.67%
University Total	22757	100.00%	95.40%	183.5	100.00%	0.77%	914.5	100.00%	3.83%	23855	100.00%

### Disability continuation benchmarking data

- 44 Benchmarking data shows Cardiff University has a higher continuation rate of both disabled and non-disabled students when compared to national figures.

Table 19 - UK domiciled full-time first degree entrants by continuation category and disability status

	Non-disabled			Disabled			All students	
	No.	%	%	No.	%	%	No.	%
Continue or qualify	319060	90.2	87.4	46015	89	12.6	365080	90.1
Transfer	8710	2.5	87.5	1240	2.4	12.5	9950	2.5
No longer in HE	25765	7.3	85.2	4475	8.6	14.8	30235	7.5
All categories	353535	100	87.2	51730	100	12.8	405264	100

### Disability - Attainment Data

#### Undergraduate students by degree class, disability status, DSA take-up and impairment type (UK fee status only)

- 45 Data indicates that over the 3 years proportion of disabled students achieving a first/2:1 in 2015/16 and 2016/2017 was lower than the proportion of non-disabled students achieving a first/2:1. However, in 2017/2018, this trend switched with 85.66% of disabled students achieved a first/2:1, compared to 84.91% of non-disabled students. Data also indicates that students who receive a Disabled Students Allowance (DSA) are slightly more likely to receive a first/2:1. When reading this data it should be noted that other relevant factors have not been taken into account e.g. prior attainment and subject choice.

Table 20. Disability and attainment

2015-16	First/2:1		2:2/Third/Pass		Total
	No.	→%	No.	→%	No.
All disabled students	338	78.90%	90	20.90%	429
<i>DSA</i>	204	79.69%	52	20.31%	256
<i>No DSA</i>	110	73.09%	41	26.91%	151
Known DSA	314	77.24%	93	22.76%	407
<i>Non-disabled students</i>	2,765	81.70%	618	18.30%	3,383
All students (UK domicile fee code only)	3,114	81.40%	712	18.60%	3,827

2016-17	First/2:1		2:2/Third/Pass		Total
	No.	→%	No.	→%	No.
All disabled students	370	78.89%	99	21.11%	469
<i>DSA</i>	220	79.42%	57	20.58%	277
<i>No DSA</i>	126	78.26%	35	21.74%	161
Known DSA	346	79.00%	92	21.00%	438

<i>Non-disabled students</i>	2,805	81.90%	620	18.10%	3,425
All students (UK domicile fee code only)	3,175	81.54%	719	18.46%	3,894

2017-18	First/2:1		2:2/Third/Pass		Total
	No.	→%	No.	→%	No.
All disabled students	418	85.66%	70	14.34%	488
<i>DSA</i>	186	83.04%	38	19.96%	224
<i>No DSA</i>	132	80.49%	32	19.51%	164
Known DSA	318	81.96%	70	18.04%	388
<i>Non-disabled students</i>	2,841	84.91%	505	15.09%	3,346
All students (UK domicile fee code only)	3,259	85.00%	575	15.00%	3,834

### Disability - attainment benchmarking data

- 46 Benchmarking UK level data indicates that In 2016/17, 73.2% of disabled first-degree undergraduate qualifiers received a First/2:1. The proportion receiving a First/2:1 is slightly lower among disabled qualifiers than non-disabled qualifiers (75.1%). A larger proportion of disabled qualifiers in receipt of DSA achieved a First/2:1 than those not in receipt of DSA (73.9% and 72.5%). Degree class also varied by impairment type.

**Table 21**

	First/2:1		2:2/third		All
	No.	%	No.	%	No.
<b>All disabled students</b>	<b>36880</b>	<b>73.2</b>	<b>13490</b>	<b>26.8</b>	<b>50370</b>
DSA	17860	73.9	6310	26.1	24170
No DSA	17945	72.5	6810	27.5	24755
Known DSA Status	35800	73.2	13120	26.8	48925
Non-disabled students	256455	75.1	85045	24.9	341500
<b>All students</b>	<b>293340</b>	<b>74.9</b>	<b>98535</b>	<b>25.1</b>	<b>391875</b>

## 5. Age

- 51 In 2017/2018, 94.08% of students aged 21 or under were enrolled as undergraduates, compared to 17.86% of students in the 22 to 25 age group. These figures have remained broadly consistent over the last three academic years. There has been a steady increase in the number of postgraduate research students in the 26 to 35 and 36 and over age groups over the same period,

Table 22.

	2015/6						2016/7					
	UG	%	PGT	%	PGR	%	UG	%	PGT	%	PGR	%
<b>21 and Under</b>	16558	94.40%	900	5.13%	82	0.47%	17371	94.31%	976	5.30%	72	0.39%
<b>22-25</b>	1060	17.10%	4189	67.58%	976	15.74%	1123	17.75%	4259	67.30%	973	15.38%
<b>26-35</b>	910	22.15%	2212	53.85%	1008	24.54%	847	21.57%	2078	52.93%	1023	26.06%
<b>36 and over</b>	377	15.44%	1552	63.55%	521	21.33%	312	13.97%	1406	62.96%	527	23.60%

	2017/8					
	UG	%	PGT	%	PGR	%
<b>21 and Under</b>	17664	94.08%	1041	5.54%	71	0.38%
<b>22-25</b>	1138	17.86%	4235	66.48%	1030	16.17%
<b>26-35</b>	698	18.79%	1955	53.14%	1049	28.51%
<b>36 and over</b>	291	14.35%	1241	61.19%	503	24.80%

**Benchmarking Data:**

**Current Students:** Across all UK Universities in 16/17 58.1% of students had been aged 21 and under on entry; the figure for Wales is **55.7%**.

**Table 23. All Students by count of institution and age group (Age- Advance HE benchmarking data 2016/17\*)**

	England		Northern Ireland		Scotland		Wales		UK	
	No.	%	No.	%	No.	%	No.	%	No.	%
≤21	1111035	58.7	30210	55.4	133525	55.2	72020	55.7	1346795	58.1
22–25	290340	15.3	7455	13.7	38755	16	19555	15.1	356105	15.4
26–35	273455	14.5	8345	15.3	38005	15.7	19230	14.9	339035	14.6
≥36	216965	11.5	8555	15.7	31640	13.1	18560	14.3	275720	11.9
All	1891800	100	54570	100	241925	100	129360	100	2317655	100

**Age - Continuation Data (All Undergraduate Students)**

- 52 Data indicates that there is a slightly lower continuation rate and a more marked lower continuation rate for students in the 22- 25 and 26-35 age groups and a more marked lower continuation rate for students in the 36+ age group for all three years (2015/16- 2017/18).

Table 24

2015/16	Continue or Qualify			Transferred Externally			No longer in HE			All categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
21 and Under	16859.5	83.10%	95.53%	145	91.19%	0.82%	588	74.76%	3.33%	17,592.50	82.85%
22-25	1767.5	8.71%	91.60%	7	4.40%	0.36%	69	8.77%	3.58%	1,843.50	8.68%
26-35	1126.5	5.55%	92.18%	6	3.77%	0.49%	65.5	8.33%	5.36%	1,198.00	5.64%
36 and over	534	2.63%	86.69%	1	0.63%	0.16%	64	8.14%	10.39%	599	2.82%
University Total:	20287.5	100.00%	94.73%	159	100.00%	0.74%	786.5	100.00%	3.67%	21,233.00	100.00%

2016/17	Continue or Qualify			Transferred Externally			No longer in HE			All categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
21 and Under	14360.5	76.23%	95.60%	133	83.91%	0.89%	528.5	69.04%	3.52%	15,022.00	90.23%
22-25	692	3.67%	94.09%	5	3.15%	0.68%	38.5	5.03%	5.23%	735.5	4.53%
26-35	556	2.95%	91.60%	3	1.89%	0.49%	48	6.27%	7.91%	607	3.65%
36 and over	242.5	1.29%	91.68%	3	1.89%	1.13%	19	2.48%	7.18%	264.5	1.59%
University Total:	15851	100.00%	95.32%	144	100.00%	0.87%	634	100.00%	3.81%	16629	100.00%

2017/18	Continue or Qualify			Transferred Externally			No longer in HE			All categories	
	No.	↓%	→%	No.	↓%	→%	No.	↓%	→%	No.	↓%
21 and Under	18222	80.07%	95.16%	172.5	94.01%	0.90%	727.0	79.50%	3.80%	19121.5	80.15%
22-25	2920	12.83%	96.61%	4.0	2.18%	0.13%	88.0	9.62%	2.91%	3012	12.63%
26-35	1102	4.84%	93.23%	4.5	2.45%	0.38%	54.5	5.96%	4.61%	1161	4.87%
36 and over	513	2.25%	88.37%	2.5	1.36%	0.43%	45.0	4.92%	7.75%	560.5	2.35%
University Total:	22757	100.00%	95.08%	183.5	100.00%	0.77%	914.5	100.00%	3.82%	23855	100.00%

## Age Continuation benchmarking data (data 2016/2017 Advance HE)

Table 25. UK domiciled full-time first-degree entrants by continuation category and age group

	21 and under			22-25			26-35			36 and over		
	No.	%	→%	No.	%	→%	No.	%	→%	No.	%	→%
Continue or qualify	306590	90.7	84	25005	86	6.8	20675	87.5	5.7	12805	87.4	3.5
Transfer	8755	2.6	88	560	1.9	5.6	370	1.6	3.7	265	1.8	2.6
No longer in HE	22555	6.7	74.6	3500	12	11.6	2595	11	8.6	1585	10.8	5.2
All categories	337900	100	83.4	29065	100	7.2	23640	100	5.8	14655	100	3.6

**Age - Attainment Data**

- 53 In the 21 and under age group there has been an annual increase in those students awarded a 1<sup>st</sup> class degree. 2017/2018 shows an increase in 1<sup>st</sup> Class degrees being awarded in all age groups.

Table 26. Undergraduate students by degree class, and age (UK fee status only)

2015/16	Age Under 21		Age 21 to 25		Age 26-36		Age Over 36	
	No	%	No	%	No	%	No	%
1st Class	729	23.20%	173.5	34.60%	45	34.00%	13	26.50%
2:1 Degree	1847.5	58.80%	230.5	46.00%	54.5	41.10%	21	42.90%
<b>Combined 1&amp;2:1</b>	<b>2576.5</b>		<b>404</b>		<b>99.5</b>		<b>34</b>	
2:2 Degree	532	16.90%	82.5	16.50%	26	19.60%	11	22.40%
3rd Class	28	0.90%	11.5	2.30%	4	3.00%	4	8.20%
Pass	7.5	0.20%	3	0.60%	3	2.30%		0.00%
<b>Total:</b>	<b>3144</b>	<b>100.00%</b>	<b>501</b>	<b>100.00%</b>	<b>132.5</b>	<b>100.00%</b>	<b>49</b>	<b>100.00%</b>

2016/17	Age Under 21		Age 21 to 25		Age 26-36		Age Over 36	
	No	%	No	%	No	%	No	%
1st Class	907	24.08%	243	32.66%	81	25.88%	16	21.33%
2:1 Degree	2084	55.34%	322	43.28%	132	42.17%	35	46.67%
<b>Combined 1&amp;2:1</b>	<b>2991</b>		<b>565</b>		<b>213</b>		<b>51</b>	
2:2 Degree	688	18.27%	147	19.76%	84	26.84%	18	24.00%
3rd Class	74	1.96%	31	4.17%	16	5.11%	6	8.00%
Pass	13	0.35%	1	0.13%	0	0.00%	0	0.00%
<b>Total:</b>	<b>6757</b>	<b>100.00%</b>	<b>744</b>	<b>100.00%</b>	<b>313</b>	<b>100.00%</b>	<b>75</b>	<b>100.00%</b>

2017/18	Age Under 21		Age 21 to 25		Age 26-36		Age Over 36	
Award Category	No	%	No	%	No	%	No	%
1st Class	998	30.50%	254	42.70%	68	44.30%	27	47.00%
2:1 Degree	1801	55.10%	243.5	40.90%	55.5	36.20%	19	33.60%
<b>Combined 1&amp;2:1</b>	<b>2799</b>		<b>497.5</b>		<b>123.5</b>		<b>46</b>	
2:2 Degree	420	12.90%	83.5	14.00%	28	18.50%	7	12.40%
3rd Class	35	1.10%	9	1.50%	1	0.70%	3.5	6.20%
Pass	13.5	0.40%	5.5	0.90%	1	0.70%	0	0.00%
<b>Total:</b>	<b>3267.5</b>	<b>100.00%</b>	<b>595.5</b>	<b>100.00%</b>	<b>153.5</b>	<b>100.00%</b>	<b>56.5</b>	<b>100.00%</b>

**Table 27. Age – Attainment benchmarking data**

First-degree undergraduate qualifiers by country of institution, degree class and age group

	First/2:1		First		2:1		2:2		Third/Pass		All
	No.	→%	No.	%	No.	%	No.	%	No.	%	No.
England											
<21	92175	79.9	27970	24.2	64205	55.6	20430	17.7	2785	2.4	115390
22-25	121850	74.3	44700	27.3	77120	47	33665	20.5	8440	5.1	163925
26-35	20570	66.6	8275	26.8	12300	39.8	7425	24.0	2910	9.4	30905
>36	14270	63.0	5520	24.4	8750	38.6	5860	25.9	2515	11.1	22640
All Age Groups	248835	74.8	86465	26.0	162375	48.8	67375	20.2	16650	5.0	332860
Northern Ireland											
<21	1570	77.4	355	17.6	1210	59.8	420	20.8	35	1.7	2025
22-25	4400	77.1	1435	25.1	2965	52	1140	20.0	165	2.9	5705
26-35	760	70.8	250	23.0	515	47.7	2556	23.9	60	5.4	1075
>36	475	73.2	150	23.2	325	50	150	23.1	25	3.7	645
All Age Groups	7200	76.2	2190	23.2	2015	53	1970	20.8	280	3.0	9450
Scotland											
<21	4335	79.1	1215.0	22.1	23120	56.9	970	17.7	175	3.2	5485
22-25	14730	80.2	4920.0	26.8	9810	53.4	3085	16.8	560	3.0	18375
26-35	1760	71.6	570.0	23.2	1190	48.4	540	22.1	155	6.4	2460
>36	775	62.2	255.0	20.3	520	41.9	350	28.0	120	9.8	1245
All Age Groups	21600	78.4	6960.0	25.2	14645	53.1	4945	17.9	1015	3.7	27565
Wales											
<21	5950	75.7	1745.0	22.2	4200	53.4	1735	22.1	180	2.3	7865
22-25	7145	69.6	2515.0	24.5	4630	45.1	2545	24.8	575	5.6	10265
26-35	1650	66.3	660.0	26.6	985	39.7	640	25.8	192	7.9	2485
>36	955	69.0	405.0	29.3	550	39.7	305	22.0	125	9.0	1385
All Age Groups	15700	71.4	5330.0	24.2	10365	47.1	5225	23.7	1080	4.9	22000

Compared to other Welsh institutions in 2016/17, the percentage of students achieving a first/2:1 degree is higher in all age group classifications with the exception of the 36 plus age group where it is slightly lower.

## 6. SEXUAL ORIENTATION

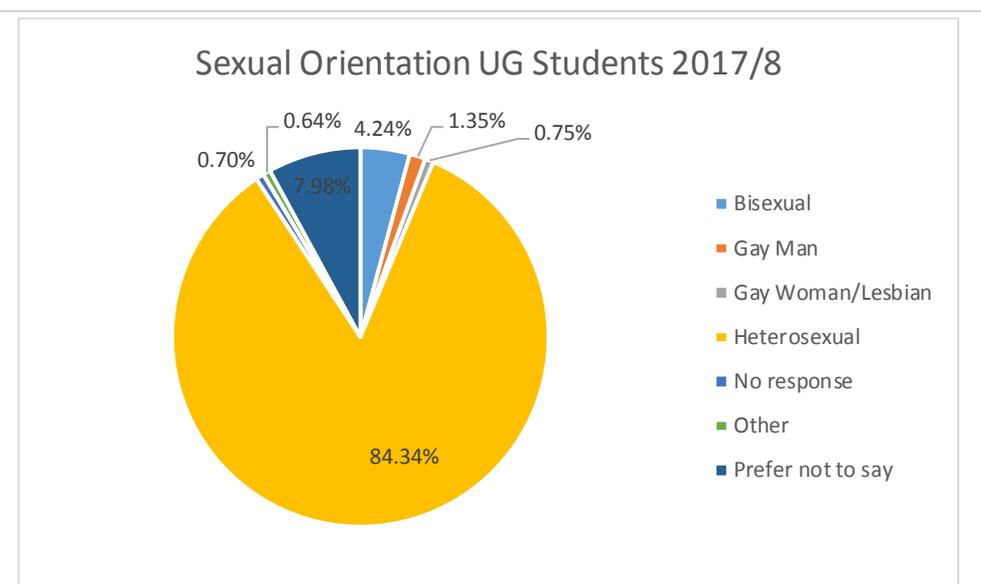
### Undergraduate Students

6.1 In 2017/18, 4.22% of all Undergraduate students identified as bisexual, 1.36% as gay men and 0.73% as lesbian/gay women. 84.31% identified as heterosexual, 7.95% chose 'prefer not to say' and there was no response recorded for 0.58%. 0.63% identified their sexual orientation as 'other'.

Table 28

	UG	UG	UG	UG	UG	UG
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
Bisexual	576.5	700	961	2.81%	3.30%	4.22%
Gay Man	252.5	255	308.5	1.23%	1.20%	1.36%
Gay Woman/Lesbian	140.5	141.5	166.0	0.68%	0.67%	0.73%
Heterosexual	17102.5	17764.5	19237	83.32%	83.76%	84.57%
No response	432	424	133	2.10%	2.00%	0.58%
Other	174.5	161	143	0.85%	0.76%	0.60%
Prefer not to say	1848	1762.5		9.00%	8.31%	7.94%
Total	20526.5	21208.5	22757	100.00%	100.00%	100.00%

Fig 10.a



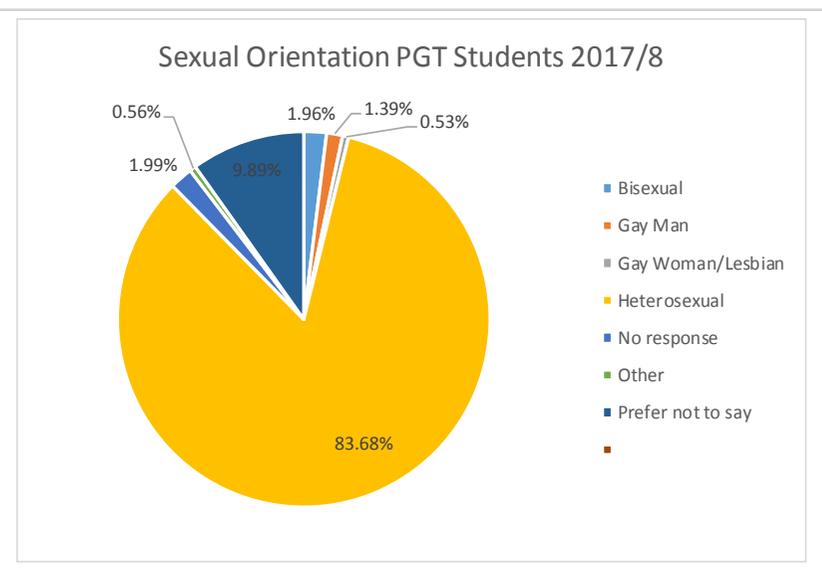
### Sexual Orientation - Postgraduate Taught

There has been a significant reduction in the rate of 'prefer not to say' and 'no response' responses recorded for

**Table 29**

	PGT	PGT	PGT		PGT	PGT	PGT	PGT
	2014/5	2015/6	2016/7	2017/8	2014/5	2015/6	2016/7	2017/8
Bisexual	130	129.5	153	201.0	1.41%	1.37%	1.63%	1.96%
Gay Man	94	98	125	142.0	1.02%	1.03%	1.34%	1.39%
Gay Woman/Lesbian	52.5	49.5	40.5	54.5	0.57%	0.52%	0.43%	0.53%
Heterosexual	7333.5	7836.5	7843.5	8569.5	79.63%	82.75%	83.81%	83.68%
No response	433	289	214.5	203.5	4.70%	3.05%	2.29%	1.99%
Other	88	43	49.5	57.0	0.96%	0.45%	0.53%	0.56%
Prefer not to say	1079	1024.5	933	1013.0	11.72%	10.82%	9.97%	9.89%
Total	9210	9470	9359	10240.50	100.00%	100.00%	100.00%	100.00%

**Fig 10.b**



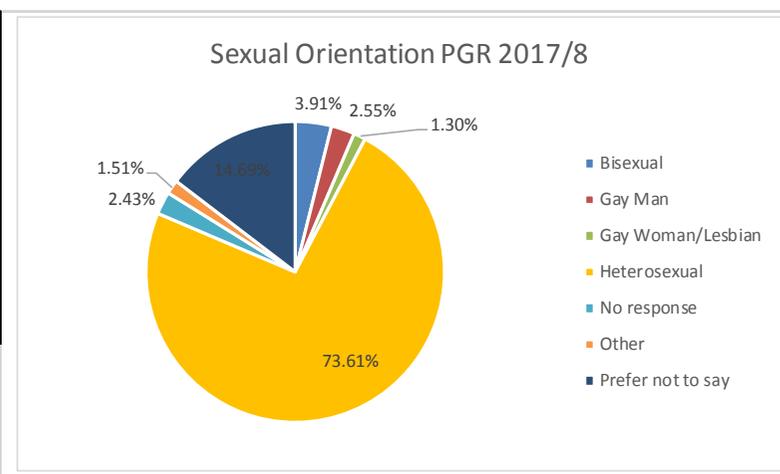
### Sexual Orientation - Postgraduate Research

62 The Postgraduate Research group of students has a higher rate of non-disclosure than Undergraduate students in 2017/18 with 14.69% selecting 'prefer not to say', and no response from 3.73%. 2.55% of this group identified as a gay man, 1.30% as a gay woman/lesbian, 3.91% as bisexual, 73.61% as heterosexual and 1.51% as 'other'.

Table 30

	PGR	PGR	PGR	PGR	PGR	PGR	PGR	PGR
	2014/5	2015/6	2016/7	2017/8	2014/5	2015/6	2016/7	2017/8
Bisexual	54	64	77	126.5	1.96%	2.33%	2.75%	3.91%
Gay Man	68	66	68.5	82.5	2.47%	2.40%	2.45%	2.55%
Gay Woman/Lesbian	24	24	26	42.0	0.87%	0.87%	0.93%	1.30%
Heterosexual	2008	2014	2081	2382.0	72.93%	73.37%	74.32%	73.61%
No response	148.5	124.5	104.5	78.5	5.39%	4.54%	3.73%	2.43%
Other	37	38	41	49.0	1.34%	1.38%	1.46%	1.51%
Prefer not to say	414	414.5	402	475.5	15.04%	15.10%	14.36%	14.69%
Total	2753.5	2745	2800	3236.00	100.00%	100.00%	100.00%	100.00%

Fig 10.c



## 7. RELIGION AND BELIEF

Data for 2017/18 identified 'No religion/Belief' as the highest disclosed category for undergraduate, postgraduate taught and postgraduate research students. The next highest category for all student groups is Christian with 23.09% of Undergraduates, 22.77% of Postgraduate Taught and 19.92% of Postgraduate Research students identifying as Christian. Muslim students made up 6.49% of the Undergraduate student population, 8.3% of Postgraduate Taught and 13.18% of Postgraduate Research students. While the proportions of students declaring each religion/belief and no belief has increased slightly each year, remain largely the same over the 3 years, the proportion of Muslim students studying at Undergraduate level has decreased on an annual basis from 7.81% in 2015/6 to 7.07% in 2016/7 and 6.49% in 2017/18.

**Table 31**

	UG	UG	UG	UG	UG	UG
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
Any other religion or belief	202.5	208.5	190.5	0.99%	0.98%	0.83%
Buddhist	255.5	275	306.5	1.24%	1.30%	1.34%
Christian	5055.5	5150.5	5271.5	24.63%	24.29%	23.09%
Hindu	353	370.5	394	1.72%	1.75%	1.73%
Jewish	26	34.5	40	0.13%	0.16%	0.18%
Muslim	1603.5	1499	1482.5	7.81%	7.07%	6.49%
No religion	9895.5	10432	12244	48.21%	49.19%	53.64%
No response	688.5	774.5	300.5	3.35%	3.65%	1.32%
Prefer not to say	2112	2117	2227.5	10.29%	9.98%	9.76%
Sikh	98.5	109	112	0.48%	0.51%	0.49%
Spiritual	236	238	259	1.15%	1.12%	1.13%
Total	20526.5	21208.5	22828	100.00%	100.00%	100.00%

**Fig11a**

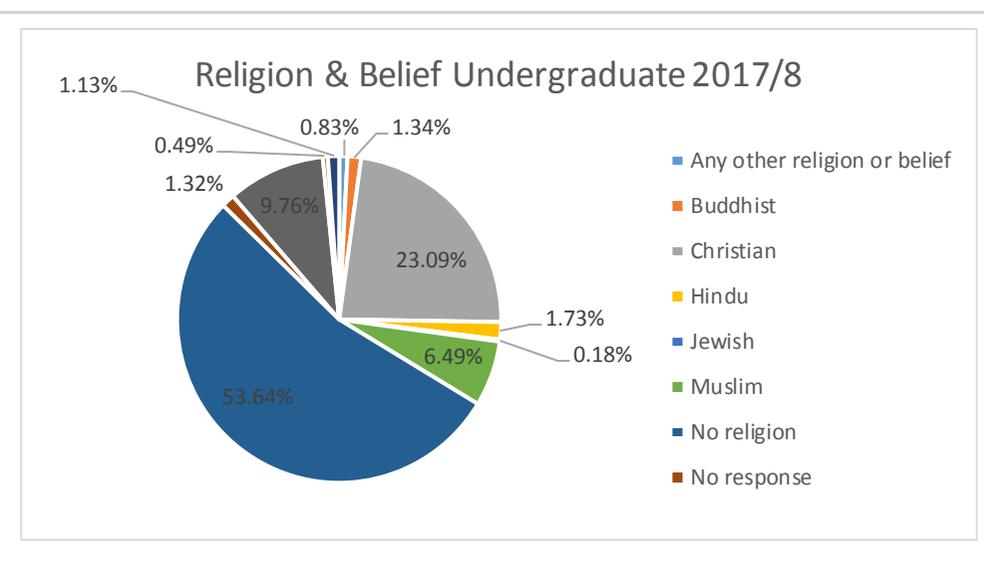
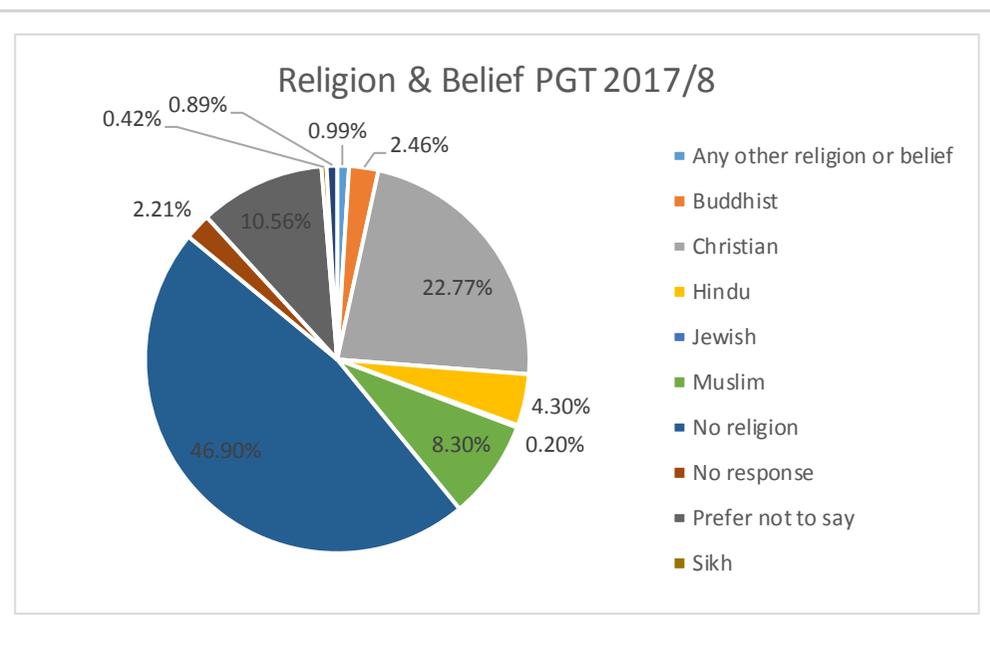


Table 32

	PGT	PGT	PGT	PGT	PGT	PGT
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
Any other religion or belief	92.5	94	88.5	0.98%	1.00%	0.99%
Buddhist	219	227.5	221.0	2.31%	2.43%	2.46%
Christian	2629.5	2388	2043.0	27.77%	25.52%	22.77%
Hindu	485.5	425.5	386.0	5.13%	4.55%	4.30%
Jewish	19.5	12.5	17.5	0.21%	0.13%	0.20%
Muslim	837	799.5	744.5	8.84%	8.54%	8.30%
No religion	3673	3997	4207.5	38.79%	42.71%	46.90%
No response	313	274.5	198.0	3.31%	2.93%	2.21%
Prefer not to say	1083.5	1007	947.0	11.44%	10.76%	10.56%
Sikh	49	47	38.0	0.52%	0.50%	0.42%
Spiritual	68.5	86.5	79.5	0.72%	0.92%	0.89%
Total	9470	9359	8970.5	100.00%	100.00%	100.00%

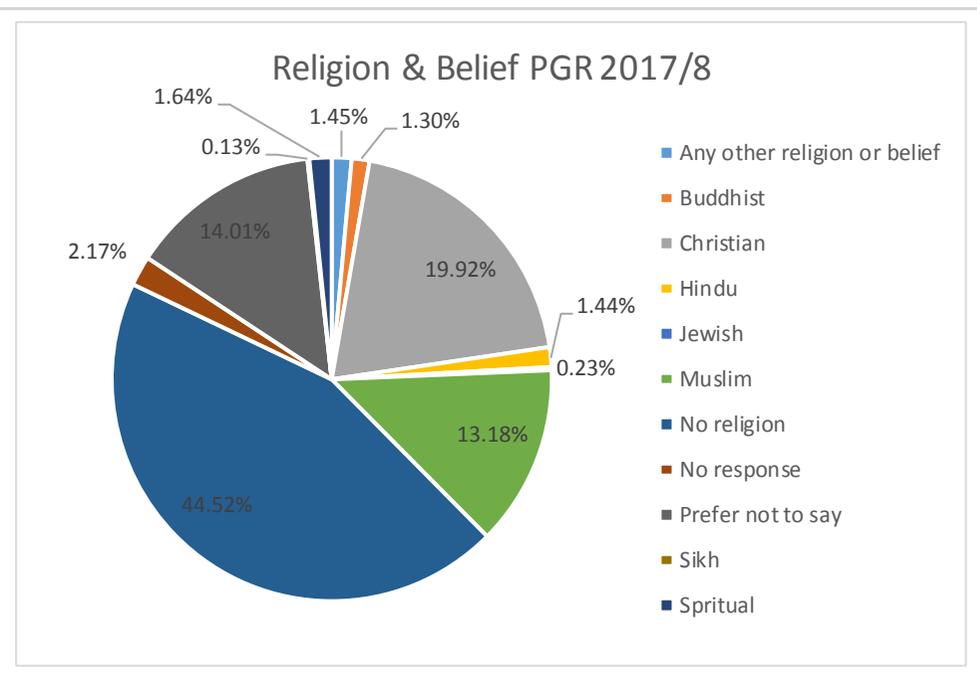
Fig 11b



**Table 33**

	PGR	PGR	PGR	PGR	PGR	PGR
	2015/6	2016/7	2017/8	2015/6	2016/7	2017/8
Any other religion or belief	36	42	43.5	1.31%	1.50%	1.45%
Buddhist	30	35	39.0	1.09%	1.25%	1.30%
Christian	565	579	596.5	20.59%	20.69%	19.92%
Hindu	45.5	38.5	43.0	1.66%	1.38%	1.44%
Jewish	7	7	7.0	0.26%	0.25%	0.23%
Muslim	372	380	394.5	13.56%	13.58%	13.18%
No religion	1108.5	1166	1333.0	40.40%	41.66%	44.52%
No response	138.5	124	65.0	5.05%	4.43%	2.17%
Prefer not to say	400.5	377.5	419.5	14.60%	13.49%	14.01%
Sikh	2	2	4.0	0.07%	0.07%	0.13%
Spiritual	39	48	49.0	1.42%	1.71%	1.64%
Total	2744	2799	2994.0	100.00%	100.00%	100.00%

**Fig 11c**



## 8. Graduate Destinations: Analysis 2018

### Teaching Excellence Framework 4 (TEF 4 ): Employment Data

#### Background

TEF 4 is a system introduced by the government that assesses the quality of teaching in universities in England. It also includes some universities from Scotland and Wales (including Cardiff University).

It provides split benchmarked flags against the following Core Metrics for full-time and part-time headcounts; the teaching on my course, assessment and feedback, academic support, continuation, employment or further study, highly skilled employment or further study.

It also includes supplementary data for Longitudinal Employment Outcomes (LEO) and Grade Inflation.

The TEF 4 flags are defined as below:

++	The indicator is above benchmark at the 3 standard deviation and 3 percentage point level
+	The indicator is above benchmark at the 1.96 standard deviation and 2 percentage point level
-	The indicator is below benchmark at the 1.96 standard deviation and 2 percentage point level
--	The indicator is below benchmark at the 3 standard deviation and 3 percentage point level
	The indicator is present but there are no flags
*	The core metric has an indicator value in the top 10% of absolute performance
!	The core metric has an indicator value in the bottom 10% of absolute performance
N	Not reportable (Fewer than 10 students in the population)
R	Not reportable (Response rate is too low. For the NSS, a 50% response rate is required. For the DLHE, it is 85% of the target response rate, which is equivalent to 68% for full time students and 59.5% for part time students)
SUP	Not reportable (Insufficient data to form the benchmarks. Sufficient benchmarking data is at least 50% coverage for each factor)
DP	Not reportable (Suppressed for data protection). The shading reflects the colour of the associated flag.
N/A	No students in population

**Please note** that for all the following analysis one flag is weighted as 1 and two flags as 2 per below. This is done to conceptually portray the areas of particular concern and does not equate as each flag identifies a standard deviation range.

<u>TEF Flag</u>	<u>Definition</u>	<u>Indicated by</u>
++	Indicator is above benchmark at the 3 standard deviation and 3 percentage point	2
+	Indicator is above benchmark at the 1.96 standard deviation and 2 percentage	1
-	Indicator is below benchmark at the 1.96 standard deviation and 2 percentage	1
--	Indicator is below benchmark at the 3 standard deviation and 3 percentage point	2

### Positive flags for LEO data – Full time students

'Above median earnings threshold or further study' has 2 positive flags for the following areas:

- 2<sup>nd</sup> year of data
- Mature students
- Most disadvantaged areas as indicated by POLAR
- Most disadvantaged areas as indicated by the National Index of Multiple Deprivation
- Less disadvantaged areas as indicated by the National Index of Multiple Deprivation
- Female students
- those who are doing little to no tuition through the medium of Welsh.

A full breakdown of all flags can be seen in table 1.

**Table 1: Positive flags – LEO data  
(Full time students)**

	Number of positive flags		Total	Shortname	Metric
	SustainE mploy	AboveM Earn			
2 (Years )		2	2		
Mature (Age )		2	2		
Q1 or Q2 (POLAR)		2	2		
Q1 or CF (National IMD)		2	2		
Q2, Q3, Q4 or Q5 (National IMD)		2	2		
Female (Sex)		2	2		
0 to 5 (Welsh medium)		2	2		
1 (Years )		1	1		
First degree (Level of study)		1	1		
Other UG (Level of study)		1	1		
Young (Age )		1	1		
White (Ethnicity )		1	1		
Yes (Disabled )		1	1		
No (Disabled )		1	1		
(Not only in self-assessed employment)		1	1		
3 (Years )					
PG-UG boundary (Level of study)					
Q3, Q4 or Q5 (POLAR)					
BME (Ethnicity )					
Male (Sex)					
5 to 40 (Welsh medium)	N	N			
Over 40 (Welsh medium)					
UK (Domicile )	N/A	N/A			
Other EU (Domicile )	N/A	N/A			
Non-EU (Domicile )	N/A	N/A			
		22		AboveMEarn	Above median earnings threshold or further study
N - population too low					

## Positive flags for LEO data – Part time students

Part time students also fared well in the LEO data – especially Mature students. There was one negative flag in this table, related to BME students. A full breakdown of all flags can be seen on table 2 below.

Table 2: Positive flags – LEO data (Part time students)

	<u>Number of positive flags</u>			
	SustainE mploy	AboveM Earn	Total	
Mature (Age)	1	2	3	
Other UG (Level of study)	1	1	2	
White (Ethnicity)	1	1	2	
Female (Sex)		2	2	
0 to 5 (Welsh medium)		2	2	
1 (Years)		1	1	
3 (Years)		1	1	
Q1 or CF (National IMD)		1	1	
Q2, Q3, Q4 or Q5 (National IMD)		1	1	
Yes (Disabled)		1	1	
No (Disabled)		1	1	
Male (Sex)	1		1	
Over 40 (Welsh medium)		1	1	
BME (Ethnicity)	-1		-1	
2 (Years)				
PG-UG boundary (Level of study)				
First degree (Level of study)				
Young (Age)				
Q1 or Q2 (POLAR)				
Q3, Q4 or Q5 (POLAR)				
5 to 40 (Welsh medium)	N	N		
UK (Domicile)	N/A	N/A		
Other EU (Domicile)	N/A	N/A		
Non-EU (Domicile)	N/A	N/A		
	3	15		
N - population too low				

<u>Shortname</u>	<u>Metric</u>
SustainEmploy	Sustained employment or further study
AboveMEarn	Above median earnings threshold or further study

### Negative flags by DLHE characteristic (Split metrics): full time students

For the DLHE metrics 'employment or further study' and 'highly skilled employment or further study,' Cardiff University failed to achieve any positive flags, as can be seen in table 3 below. No information is provided for part time students, as not all DLHE data is reportable due to too low response rates.

Table 3: Negative flags for DLHE  
Employment Metrics – (Full time students)

	Number of <b>negative</b> flags		
	Employ	HEmploy	Total
Q1 or Q2 (POLAR)			1 1
Q1 or CF (National IMD)			
Mature (Age )			
Q2, Q3, Q4 or Q5 (National IMD)			
2 (Year )			
First degree (Level of study)			1 1
White (Ethnicity )			1 1
Male (Sex)			1 1
0 to 5 (Welsh medium)			
UK (Domicile )	N/A	N/A	
Non-EU (Domicile )	N/A	N/A	
Young (Age )			1 1
Q3, Q4 or Q5 (POLAR)			1 1
Female (Sex)			
1 (Year )			2 2
3 (Year )			
PG-UG boundary (Level of study)			
Other UG (Level of study)	R	R	
BME (Ethnicity )			
Yes (Disabled )			
No (Disabled )			
5 to 40 (Welsh medium)			
Over 40 (Welsh medium)			
Other EU (Domicile )	N/A	N/A	

<u>Shortname</u>	<u>Metric</u>
Employ	Employment or further study
Hemploy	Highly skilled employment or further study

## 9. Students Complaints Data

Formal student complaint requests with an equality or possible equality<sup>12</sup> element received during the academic years 2015/2016 to 2017/2018

### a) Complaint Submissions 2015/16

The revised Student Complaint Procedure took effect from 1 September 2015. However, a number complaints received before 1 September 2015 continued to be managed under the Procedures for the Resolution of Students' Concerns/Issues (former Procedure). The statistics provided below are separated into two categories **i)** Procedures for the Resolution of Students' Concerns/Issues and **ii)** Student Complaint Procedure:

#### **i) Formal Complaint Requests – 2015/16 (Procedures for the Resolution of Students' Concerns/Issues): (3)**

The University received 5 requests from students to escalate their complaints to the Formal Stage of the Procedures for the Resolution of Students' Concerns/Issues.

**3 (60%)** of these complaints had an equality element or possible equality element. 2 complaints related to the protected characteristic of Disability and 1 related to the protected characteristic of Religion and Belief.

1 complaint was curtailed at the Informal Stage of the Procedure as it was considered that there were no grounds to escalate to the Formal Stage and the offer made at the Informal Stage was restated, this was not accepted by the student, 1 complaint was not upheld and 1 is ongoing.

#### **ii) Formal Complaint Requests – 2015/16 (Student Complaint Procedure): (5)**

Between the 1 September 2015 and 31 July 2016 the University processed 21 requests from students to escalate

their complaints to the Formal Stage of the Student Complaint Procedure (this included 4 complaints which were submitted under the wrong procedure and have been redirected to the Student Cases team, Registry for action under the relevant student procedure).

**5 (28%)** of the 18 complaints considered under the Student Complaint Procedure had an equality element or possible equality element. 1 complaint related to sexual harassment under the Equality Act, 3 complaints related to the protected characteristic of disability and 1 related to alleged discrimination on the ground of the protected characteristic of Religion and Belief.

1 complaint was upheld, 2 complaints were partly upheld and 2 complaints were not upheld.

2 complainants requested a Review of the Senior Officer's Formal Complaint Decision. In both cases the Formal Complaint Decision and Recommendations were upheld by the Reviewer.

**b) Formal Complaint Requests -2016/17 (16)**

Between 1 August 2016 and 31 July 2017 the University received 48 requests for Formal Stage complaints to be investigated under the Student Complaint Procedure (4 Complaints were sent back to the Early Resolution Stage as they were eligible under that stage of the procedure, 3 complaints were redirected to Student Cases for action under the relevant Student Procedure – Academic Appeals process and 1 complaint was deemed out of time and Completion of Procedure letter issued).

40 of the requests were investigated under the Student Complaint Procedure.

16 (40%) of the 40 complaints investigated had an equality element relating to the protected characteristic of Disability. Of the 16 complaints 1 was upheld, 5 were partly upheld, 9 not upheld and 1 complaint is still ongoing.

**c) Formal Complaint Requests – 2017/18**

Between 1 August 2017 and 31 July 2018 the University received 117 requests for Formal Stage Complaints to be investigated under the Student Complaint Procedure. 12 complaints were submitted out of time and the students were issued with a Completion of Procedure letters, 5 complaints were sent back to the Early Resolution Stage of the Procedure for action by the Professional Service area / School, 3 complaints were submitted under the wrong procedure and redirected to the Student Cases team and 1 student withdrew their complaint.

34 (35%) of the 96 complaints investigated under the Student Complaint Procedure had an equality element relating to the protected characteristics of disability including impact upon mental health [depression/anxiety], cerebral palsy, dyslexia, epilepsy, ADHD, pregnancy and ASPD. Of the 34 complaints with an equality element 3 were upheld, 10 partly upheld and were 13 not upheld. 7 complaints are still ongoing. 1 complaint is currently being held in abeyance pending the completion of a different University Procedure.

#### OIA CASES WITH AN EQUALITY OR POSSIBLE EQUALITY ELEMENT RECEIVED DURING THE CALENDAR YEARS 2016 - 2018

##### a) 2016

The University received 25 OIA cases in the calendar year 2016. 3 cases were submitted by the same student.

**10 (40%)** of these cases had an equality element or possible equality element. 7 cases were related to the protected characteristic of Disability, 2 cases were related to the protected characteristic of Disability and Race and 1 case was related to victimisation.

7 cases were found to be Not Justified by the OIA and the University offered to 'settle' 3 cases.

##### b) 2017

The University received 20 OIA complaints during the calendar year 2017.

**12 (60%)** of these cases had an equality element or possible equality element. 4 of these cases related to the same student and were related to the protected characteristic of Religion or Belief; a further 2 cases related to the same student and were related to the protected characteristic of Disability. The remaining 6 cases were also related to the protected characteristic of Disability.

5 cases were found to be Not Justified by the OIA, 3 cases were found to be Partly Justified by the OIA, 1 case was 'settled' by the University and 3 cases were not reviewed by the OIA as the students had not completed the University's internal procedures.

c) 2018 (up to 6 December 2018)

The University has received 40 OIA complaints during the calendar year 2018 (up to 13 December 2018)

**21 (53%)** of these complaints had an equality element or possible equality element. 6 of these complaints were made by 3 students. All complaints are related to the protected characteristic of Disability.

**8** complaints were found to be **Not Justified** by the OIA, **3** complaints were found to be **Partly Justified** by the OIA, **4** complaints were '**settled**' by the University; **5** complaints **were not eligible** for review by the OIA and **1** case is **ongoing**.

---

<sup>12</sup> (Note: this includes all cases that indicate that they relate to disability however, this information may not have been verified as meeting the legal definition of disability).

## **Appendix 3**

### **Equality and Diversity Staff Monitoring Data**

#### **Introduction**

This report provides a summary of the diversity profile of staff working at Cardiff University. Diversity has been analysed by sex, ethnicity, disability, age, religion/belief and sexual orientation. The data for gender reassignment is also gathered and numbers reported where possible. The University does not currently have monitoring data available for use for the protected characteristics of marriage/civil partnership.

All staff included on 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 and the Payroll system as of 31.03.2018. Information has also been drawn from the Annual People Management Report 2018. Headcount for the purpose of this report refers to a count of contracts. Therefore, individuals holding multiple posts will be counted multiple times.

## Overall data for recent years

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Male</b>	46%	45%	45%	45%	45%
<b>Female</b>	54%	55%	55%	55%	55%
<b>Disabled</b>	5%	4%	4%	4%	5%
<b>Black and Minority Ethnic</b>	7%	7%	7%	8%	8%

The above table gives overall figures for those characteristics which have been monitored over a number of years. Overall percentages have remained relatively constant. The percentage of staff declaring a disability in was constant for the three years from 2014-15 to 2016-17 to but this has risen slightly for this year. Last year saw a slight increase in staff identifying as BME in 2016-17 and this has remained consistent for 2017-18.

32 people at the University have stated that their Gender Identity is different to that assigned at birth.

The University does not currently have monitoring data available for use for the protected characteristics of pregnancy/maternity. Information is gathered on different types of parental leave for the year to 31 March 2018:

Adoption Leave Ordinary	4%
Maternity Leave Ordinary	77%
Paternity Leave Ordinary	11%
Shared Parental Leave	8%

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## Section 1: People employed by Cardiff University on 31 March 2018 by protected characteristic

### Employee Diversity – Sex/Gender

#### Summary:

- Of the 7153 members of staff in post as of 31 March 2018, 55.19% of all staff were female and 44.81% male. These proportions have remained largely unchanged over the last four years;
- When the percentage of females to males is considered throughout the University, the College of Physical Sciences and Engineering has the highest percentage of males compared to females (67.99% compared to 32.01%), a slight decrease on last year's figure (70% to 30%). The College of Biomedical and Life Sciences has the lowest percentage of males (39.45%) (Table 1a and Figure 1a);
- 70.38% of all staff work on a full time basis (including full time term time only) with 51.15% of males and 48.85% of females holding a full time contract. Of those who hold part time contracts 72.69% are female (Table 1b and Figure 1b). Of Non-Academic staff, 84.80% of those who hold a part time contract are female (Table 1c and Figure 1c);
- 34.42% of all Non-Academic staff work within Administrative Support, and 77.37% of these staff are female. Of all staff working at senior level 28.57% are female. (Table 1e and Figure 1e);
- Of Academic staff working at Research level 50.90% are female, whilst at Teaching and Scholarship level, 61.08% are female, and at Teaching and Research level 32.50% are female (Table 1f and Figure 1f);
- 78.67% of all staff hold a permanent (open ended or open ended with relevant factor) contract. Of those with permanent (open ended) contracts 55.50% are female. Of Non-Academic staff with permanent contracts 63.60% are female and within Academic staff on permanent contracts 45.44% are female (Table 1i and Figure 1i);
- More females than males are employed in the lower grades, and conversely more males than females are employed in the higher grades.

**Comments:**

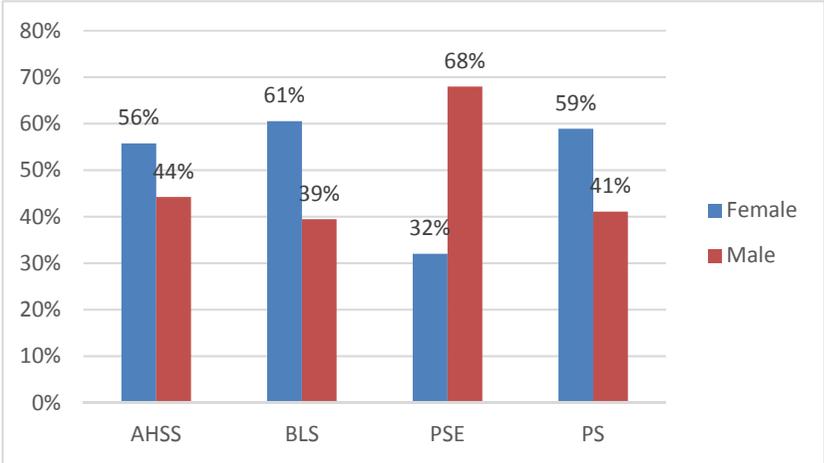
The overall percentage of male and females working at the University appears to follow the national trend when compared with benchmarking data. Of those working on a part time basis there is a higher percentage of females to males particularly in the Professional Services. Within Academic staff a higher percentage of females hold Teaching and Scholarship contracts compared to males, whilst fewer females than males hold Teaching and Research contracts. The profile amongst Schools and Professional Services indicates that males and females are still clustered in traditional specialisms. The University has in place a grade system ranging from 1-8 and senior staff are captured within a three band structure. Data for staff within these two scales has been included here. Grades not included within these scales have therefore not formed part of this analysis, which relates to less than 1% of the overall workforce.

**Benchmarking national figures (2016/17<sup>1</sup>)**  
 54.2% of staff working in UK HEIs were female; within Wales 54.6% of all staff were female. Of all UK Academic staff 45.7% were female whilst 62.6% of Professional Services staff were female. Females comprised the majority of both part time Academic staff (55.6%) and part time Professional Services staff (79.6%)

**Table 1a All staff by College/PS and sex (no.)**

All Staff	Female	Male	Total
Arts, Humanities & Social Sciences	823	653	1476
Biomedical & Life Sciences	1650	1075	2725
Physical Sciences & Engineering	314	667	981
Professional Services	1161	810	1971
<b>Total</b>	<b>3948</b>	<b>3205</b>	<b>7153</b>

**Fig. 1a All staff by College/PS and sex 2017 (%)**

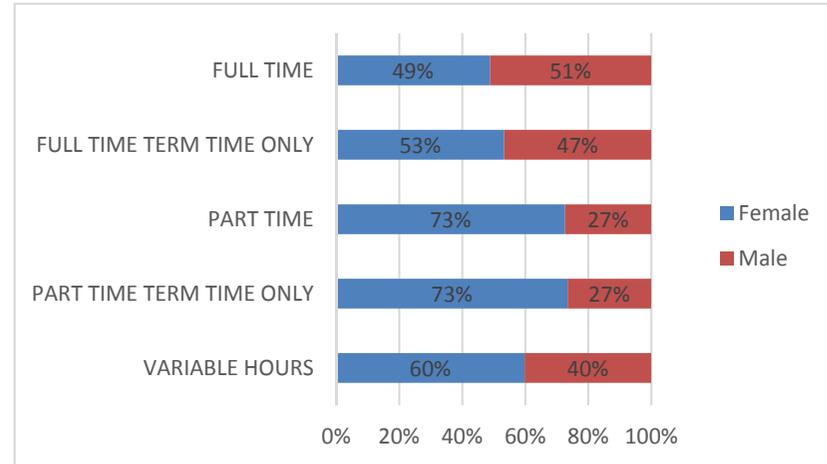


<sup>1</sup> (Latest data available) Equality in Higher Education: staff statistical report 2018, Advance HE

**Table 1b All staff by employment and sex (no.)**

All Staff	Female	Male	Total
Full Time	2451	2568	5019
Full Time Term Time Only	8	7	15
Part Time	1179	444	1623
Part Time Term Time Only	72	26	98
Variable Hours	238	160	398
<b>Grand Total</b>	<b>3948</b>	<b>3205</b>	<b>7153</b>

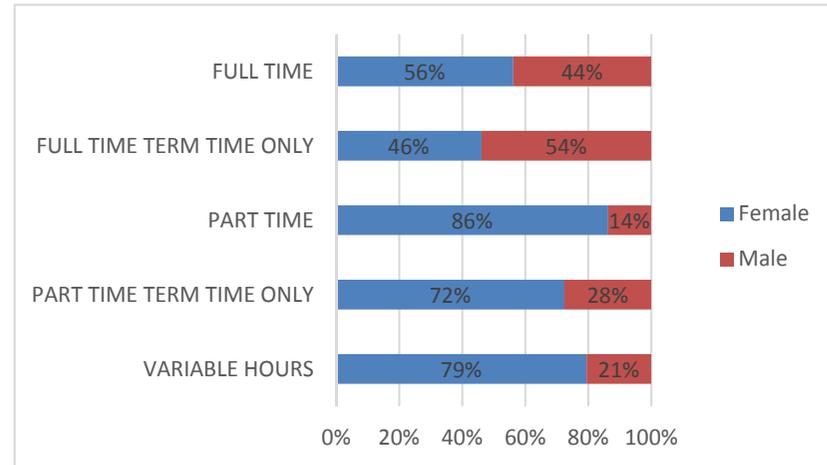
**Fig. 1b All staff by employment mode and sex (%)**



**Table 1c PS staff by employment mode and sex (no.)**

Professional services	Female	Male	Total
Full Time	1459	1161	2620
Full Time Term Time Only	6	7	13
Part Time	763	124	887
Part Time Term Time Only	63	24	87
Variable Hours	31	8	39
<b>Grand Total</b>	<b>2322</b>	<b>1324</b>	<b>3646</b>

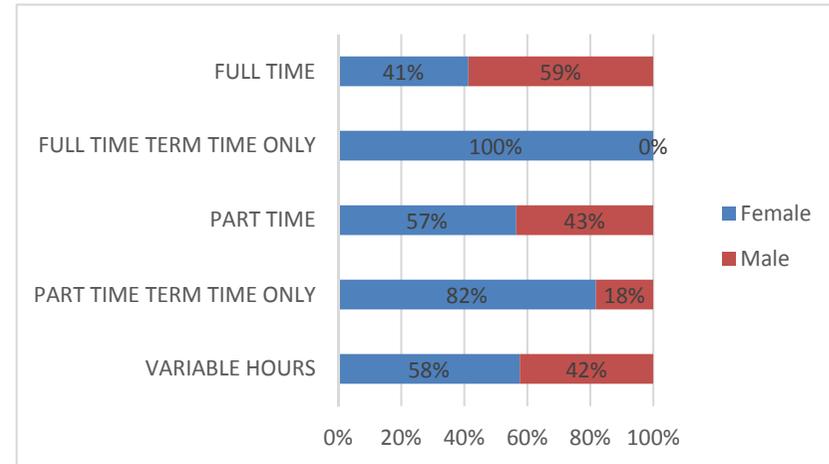
**Fig. 1c PS staff by employment mode and sex (%)**



**Table 1d Academic staff by employment mode and sex (no.)**

Academic Staff	Female	Male	Total
Full Time	992	1407	2399
Full Time Term Time Only	2	0	2
Part Time	416	320	736
Part Time Term Time Only	9	2	11
Variable Hours	207	152	359
<b>Grand Total</b>	<b>1626</b>	<b>1881</b>	<b>3507</b>

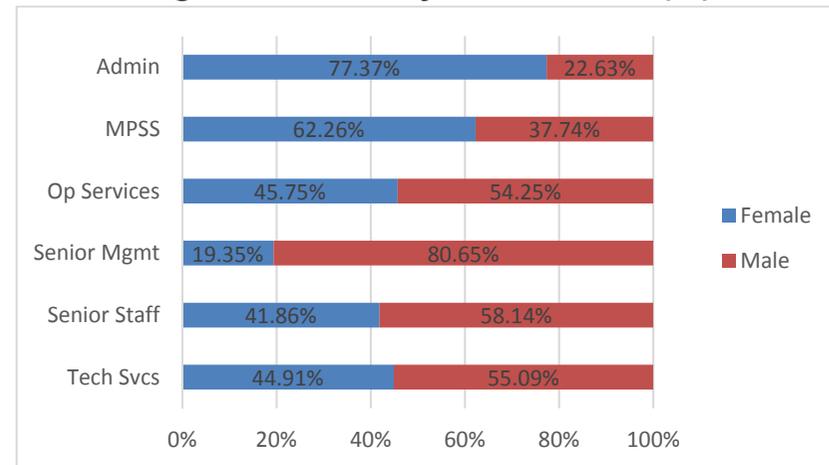
**Fig. 1d Academic staff by employment mode and sex (%)**



**Table 1e PS staff by role and sex (no.)**

Professional services	Female	Male	Total
Admin	971	284	1255
MPSS	1046	634	1680
Op Services	156	185	341
Senior Mgmt	12	50	62
Senior Staff	18	25	43
Tech Svcs	119	146	265
<b>Grand Total</b>	<b>2322</b>	<b>1324</b>	<b>3646</b>

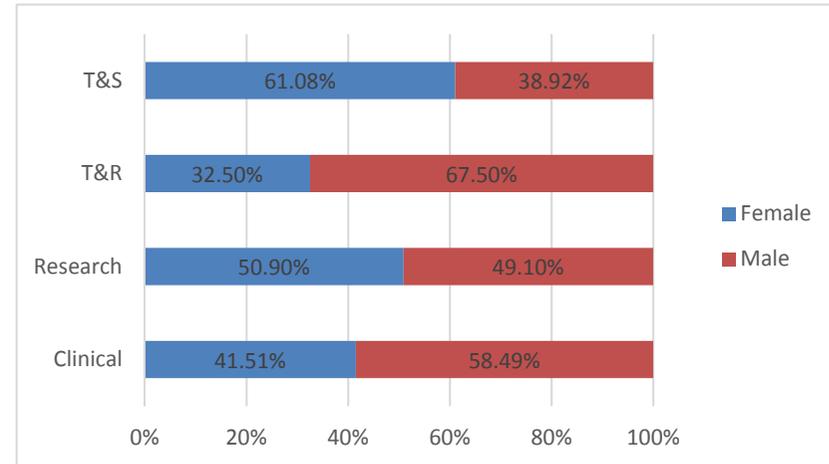
**Fig. 1e PS staff by role and sex (%)**



**Table 1f Academic staff by role and sex (no.)**

Academic Staff	Female	Male	Total
Teaching & Scholarship	565	360	925
Teaching & Research	377	783	1160
Research	508	490	998
Clinical	176	248	424
<b>Grand Total</b>	<b>1626</b>	<b>1881</b>	<b>3507</b>

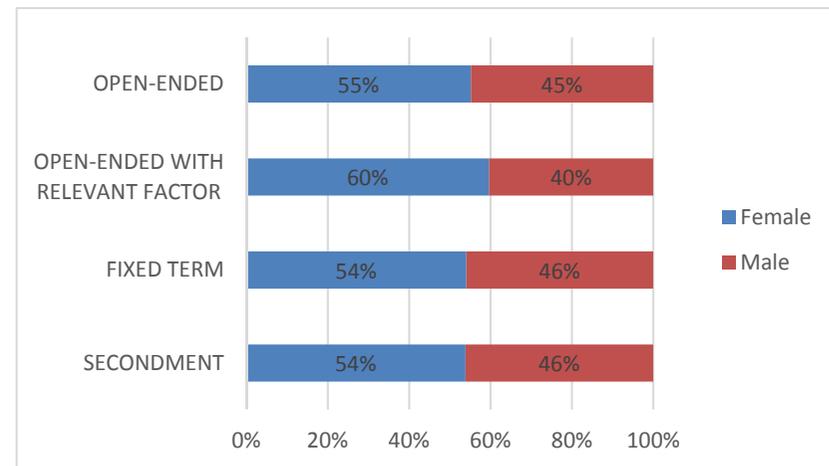
**Table 1f Academic staff by role and sex (no.)**



**Table 1g all staff by employment status by sex**

All Staff	Female	Male	Total
Open-Ended	2901	2354	5255
Open-Ended with Relevant Factor	222	150	372
Fixed-Term	811	688	1499
Secondment	14	13	27
<b>Grand Total</b>	<b>3948</b>	<b>3205</b>	<b>7153</b>

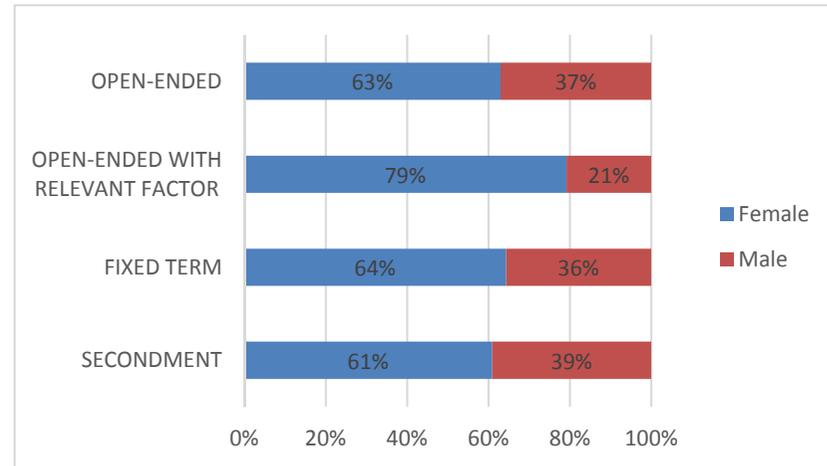
**Fig. 1g all staff by employment status by sex (%)**



**Table 1h PS employment status by sex**

Professional services	Female	Male	Total
Open-Ended	1888	1110	2998
Open-Ended with Relevant Factor	95	25	120
Fixed-Term	323	179	502
Secondment	14	9	23
<b>Grand Total</b>	<b>2320</b>	<b>1323</b>	<b>3643</b>

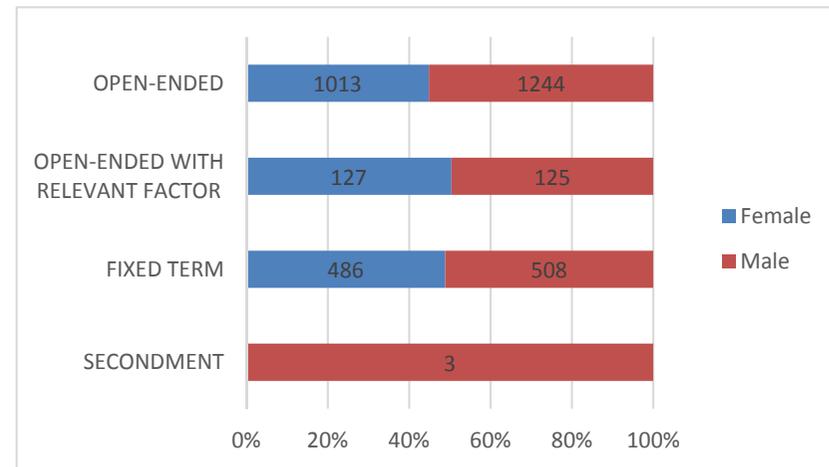
**Fig. 1h P&S employment status by sex (%)**



**Table 1i Academic staff by employment status by sex**

Academic Staff	Female	Male	Total
Open-Ended	1013	1244	2257
Open-Ended with Relevant Factor	127	125	252
Fixed-Term	486	508	994
Secondment	0	3	3
<b>Grant Total</b>	<b>1626</b>	<b>1880</b>	<b>3506</b>

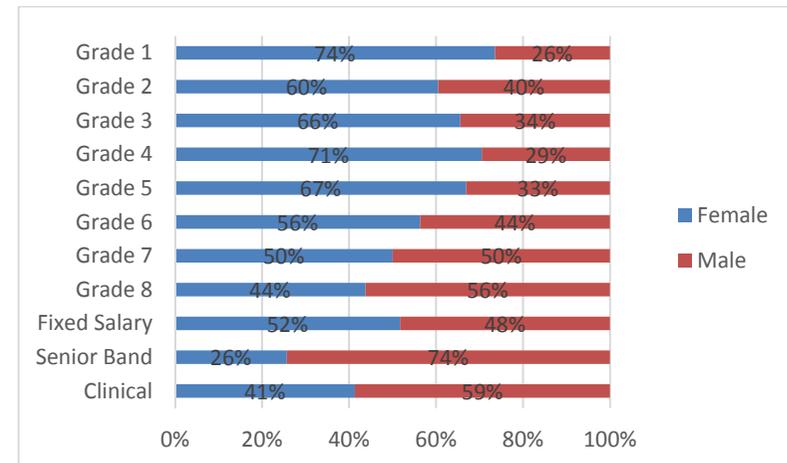
**Fig. 1i Academic employment status by sex (%)**



**Table 1j all staff by sex and grade**

All Staff	Female	Male	Total
Grade 1	114	41	155
Grade 2	196	128	324
Grade 3	435	228	663
Grade 4	486	203	689
Grade 5	613	303	916
Grade 6	957	741	1698
Grade 7	513	512	1025
Grade 8	289	371	660
Fixed Salary	30	28	58
Senior Band	138	399	537
Clinical Band	177	251	428
<b>Grant Total</b>	<b>3948</b>	<b>3205</b>	<b>7153</b>

**Fig. 1j all staff by sex and grade (%)**



## Employee Diversity - Ethnicity

### Summary:

- 8.05% of all staff identified themselves as being from a Black or Minority Ethnic (BME<sup>2</sup>) background, 83.96% as White, 1.31% preferred not to say, and 6.67% had not yet disclosed their ethnicity;
- When considering job role, 5.02% (Table 2b) of Professional and Support staff are from a BME background compared to 11.15% of those on an Academic contract;
- Within Professional & Support staff the highest proportion of BME staff is found in Operational Services (7.92%) and the lowest within senior staff/management roles;
- Within Academic staff the highest proportion of BME staff is found within the Research roles and the lowest in Teaching and Scholarship roles;
- Fig 2b shows the composition of the international workforce, which continues to show an increase each year.

### Benchmarking national figures (2016/17<sup>3</sup>):

Benchmarking data indicates that by comparison with Cardiff University there is a slightly higher percentage of BME staff in all UK Universities (9.4%) but a lower percentage of BME staff in all Welsh Universities (4.1%).

Nationally, 9.5% of Academic staff have identified as BME compared to 10.2% at Cardiff University; whilst 9.4% of Professional and Support (P&S) staff are from a BME background nationally compared to 4.5% at Cardiff University.

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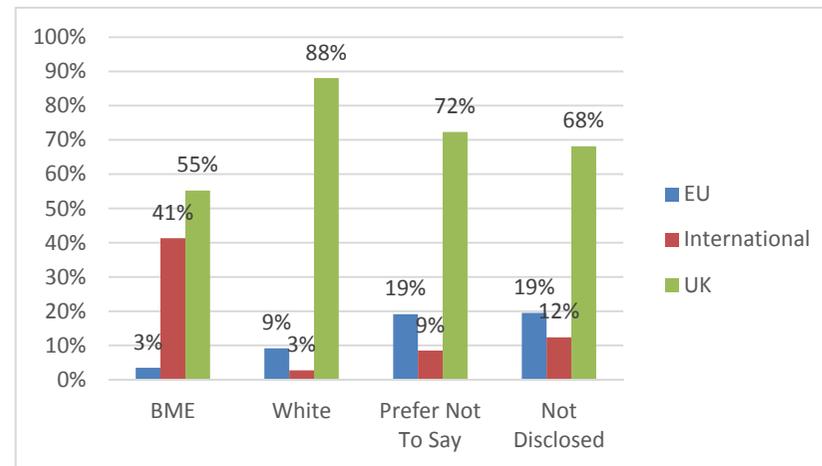
<sup>2</sup> BME – Black and Minority Ethnic. Includes, Black, Asian, Chinese, mixed and other ethnic background. This definition is widely recognised but it has limitations in implying that minority ethnic people are a homogenous group

<sup>3</sup> (Latest data available) Equality in Higher Education: statistical report 2018, Advance HE

**Table 2a All staff by ethnicity and nationality (no.)**

<b>UK</b>	<b>BME</b>	<b>White</b>	<b>Prefer Not To Say</b>	<b>Not Declared</b>	<b>Total</b>
Numbers	318	5289	68	325	6000
%	5.30 %	88.15 %	1.13%	5.42%	100%
<b>EU</b>	<b>BME</b>	<b>White</b>	<b>Prefer Not To Say</b>	<b>Not Declared</b>	<b>Total</b>
Numbers	20	551	18	93	682
%	2.93 %	80.79 %	2.64%	13.64%	100%
<b>International</b>	<b>BME</b>	<b>White</b>	<b>Prefer Not To Say</b>	<b>Not Declared</b>	<b>Total</b>
Numbers	238	166	8	59	471
%	50.53 %	35.24 %	1.70%	12.53%	100%

**Fig. 2a All staff by ethnicity and nationality (%)**



**Table 2b Staff by ethnicity and job role**

	BME	White	Prefer Not To Say	Not Declared	Total	BME	White	Prefer Not To Say	Not Declared
Administrative Support	68	1151	6	30	<b>1255</b>	5.42%	91.71%	0.48%	2.39%
Managerial Professional Specialist Staff	68	1530	22	60	<b>1680</b>	4.05%	91.07%	1.31%	3.57%
Operational Services	27	299	1	14	<b>341</b>	7.92%	87.68%	0.29%	4.11%
Senior Management	1	58	0	3	<b>62</b>	1.61%	93.55%	0.00%	4.84%
Senior Staff	1	37	2	3	<b>43</b>	2.33%	86.05%	4.65%	6.98%
Technical Services	17	223	2	23	<b>265</b>	6.42%	84.15%	0.75%	8.68%
<b>Professional &amp; Support Staff</b>	<b>182</b>	<b>3298</b>	<b>33</b>	<b>133</b>	<b>3646</b>	<b>4.99%</b>	<b>90.46%</b>	<b>0.91%</b>	<b>3.65%</b>
Clinical Academic	47	320	5	52	<b>424</b>	11.08%	75.47%	1.18%	12.26%
Research	157	702	18	121	<b>998</b>	15.73%	70.34%	1.80%	12.12%
Teaching and Research	126	914	26	94	<b>1160</b>	10.86%	78.79%	2.24%	8.10%
Teaching and Scholarship	64	772	12	77	<b>925</b>	6.92%	83.46%	1.30%	8.32%
<b>Academic</b>	<b>394</b>	<b>2708</b>	<b>61</b>	<b>344</b>	<b>3507</b>	<b>11.23%</b>	<b>77.22%</b>	<b>1.74%</b>	<b>9.81%</b>
<b>Total</b>	<b>576</b>	<b>6006</b>	<b>94</b>	<b>477</b>	<b>7153</b>				

## Fig 2b International Diversity UK vs Top 20 Non-UK Nationality

This table is using data from the 2018 Annual People Management report, which uses the data snapshot date of 31 July 2018.

International workforce

Cardiff University recruits in three geographically distinct markets:

1. Academic Staff: International and UK
2. MPSS & Senior: UK predominantly
3. Support Staff: Local

	2016		2017		2018		17/18
	Count	%	Count	%	Count	%	%
<b>Grand Total</b>	<b>7114</b>	<b>100.0%</b>	<b>7274</b>	<b>100.0%</b>	<b>7657</b>	100.0%	YoY
UK	6050	85.0%	6171	84.8%	6410	83.7%	-1.1%
EU	682	9.6%	685	9.4%	735	9.6%	0.2%
Rest of World	382	5.4%	418	5.7%	512	6.7%	1.0%
<b>Non-UK: top 20 countries</b>	<b>854</b>	<b>12.1%</b>	<b>883</b>	<b>12.1%</b>	<b>990</b>	12.9%	0.8%
Italy	98	1.4%	114	1.6%	123	1.6%	0.0%
China	72	1.0%	76	1.0%	109	1.4%	0.4%
Germany	98	1.4%	102	1.4%	104	1.4%	0.0%
Eire/Ireland	83	1.2%	81	1.1%	89	1.2%	0.0%
Spain	83	1.2%	78	1.1%	83	1.1%	0.0%
France	67	0.9%	71	1.0%	79	1.0%	0.1%

USA	50	0.7%	56	0.8%	69	0.9%	0.1%
Greece	55	0.8%	46	0.6%	57	0.7%	0.1%
India	38	0.5%	40	0.5%	41	0.5%	0.0%
Poland	47	0.7%	40	0.5%	36	0.5%	-0.1%
Netherlands	34	0.5%	33	0.5%	35	0.5%	0.0%
Canada	23	0.3%	26	0.4%	32	0.4%	0.0%
Portugal	23	0.3%	25	0.3%	25	0.3%	0.0%
Australia	17	0.2%	20	0.3%	22	0.3%	0.0%
Russia	12	0.2%	18	0.2%	18	0.2%	0.0%
Switzerland	18	0.3%	16	0.2%	16	0.2%	0.0%
Romania	10	0.1%	9	0.1%	15	0.2%	0.1%
Iran	5	0.1%	9	0.1%	13	0.2%	0.0%
Japan	13	0.2%	14	0.2%	13	0.2%	0.0%
Sweden	8	0.1%	9	0.1%	12	0.2%	0.0%

## Employee Diversity – Disability

### Summary:

- 4.93% (4.3 2017, 4.2% 2016, 4.2% 2015, 4.7% 2014) of all staff recorded themselves as having a disability, 9.95% prefer not to say, and 19.88% had not yet declared a disability (23.1% 2017, 27.1% 2016, 24% 2015, 16.4% 2014);
- 3.51% of Academic staff and 6.31% of Professional Service staff have declared a disability;
- Fewer Academic staff (77.99%) compared to Professional Services staff (82.21%) have declared their disability status i.e. whether or not they have a disability;
- The highest percentage of a declared disability is within the administrative support staff. When considering this data it should be noted that because it is a smaller group any declaration will have a bigger impact.

### **Benchmarking national figures (2016/17<sup>4</sup>):**

Overall, 4.7% of staff working in higher education declared themselves as having a disability in 2016/17. Disability disclosure rates among staff working in Wales rose to 5.3% with only Northern Ireland higher at 6.3%. The proportion of staff disclosing a disability has consistently been higher among Professional Services staff than Academic staff. 5.6% of Professional Services staff and 4.1% of Academic staff declared a disability in 2016/17.

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<sup>4</sup> (Latest data available) Equality in Higher Education: statistical report 2018, Advance HE

**Table 3a. All staff by job role and declaration of disability**

	No	Yes	Prefer Not to Say	Not Declared	Total	No	Yes	Prefer Not To Say	Not Declared
ADMINISTRATIVE SUPPORT	813	90	115	237	<b>1255</b>	64.78%	7.17%	9.16%	18.88%
MANAGERIAL PROFESSIONAL SPECIALIST STAFF	1179	97	141	263	<b>1680</b>	70.18%	5.77%	8.39%	15.65%
OPERATIONAL SERVICES	231	19	28	63	<b>341</b>	67.74%	5.57%	8.21%	18.48%
SENIOR MANAGEMENT	48	5	2	7	<b>62</b>	77.42%	8.06%	3.23%	11.29%
SENIOR STAFF	36	2	1	4	<b>43</b>	83.72%	4.65%	2.33%	9.30%
TECHNICAL SERVICES	149	17	30	69	<b>265</b>	56.23%	6.42%	11.32%	26.04%
<b>PROFESSIONAL AND SUPPORT (P&amp;S) STAFF</b>	<b>2456</b>	<b>230</b>	<b>317</b>	<b>643</b>	<b>3646</b>	<b>67.36%</b>	<b>6.31%</b>	<b>8.69%</b>	<b>17.64%</b>
CLINICAL ACADEMIC	275	8	57	84	<b>424</b>	64.86%	1.89%	13.44%	19.81%
RESEARCH	570	26	112	290	<b>998</b>	57.11%	2.61%	11.22%	29.06%
TEACHING & RESEARCH	823	44	108	185	<b>1160</b>	70.95%	3.79%	9.31%	15.95%
TEACHING & SCHOLARSHIP	542	45	118	220	<b>925</b>	58.59%	4.86%	12.76%	23.78%
<b>ACADEMIC STAFF</b>	<b>2210</b>	<b>123</b>	<b>395</b>	<b>779</b>	<b>3507</b>	<b>63.02%</b>	<b>3.51%</b>	<b>11.26%</b>	<b>22.21%</b>
<b>Total</b>	<b>4666</b>	<b>353</b>	<b>712</b>	<b>1422</b>	<b>7153</b>				

## Employee Diversity – Sexual Orientation

### Summary:

- 52.76% (48.27% 2017, 46.5% 2016, 48.3% 2015, 52.7% 2014) of staff have recorded their sexual orientation as heterosexual, 0.88% as bisexual, 1.36% as a Gay Man, 0.73% as a Gay Woman/ Lesbian and 0.42% as Other; a further 18.94% preferred not to say and the information was unknown for 24.91%.

### Benchmarking statistics

Because sexual orientation data is currently a voluntary return to HESA, there isn't a national picture of the HE staff population in relation to sexual orientation. However of the 77.4% of institutions which returned data on sexual orientation in 2016/17, 46.2% of staff identified as Heterosexual, 0.7% as Bisexual, 1.2% as a Gay Man, 0.6% as a Gay Woman/Lesbian, 0.5% as Other, 12.3% Preferred Not to Say and the information was Unknown for 38.5%.<sup>5</sup>

### Comment:

Although there has not been a significant change in the figures, there has been a slight increase in the numbers declared within most categories, with Gay Woman/Lesbian staying the same. The University has an active LGBT+ staff and postgraduate student network, "Enfys".

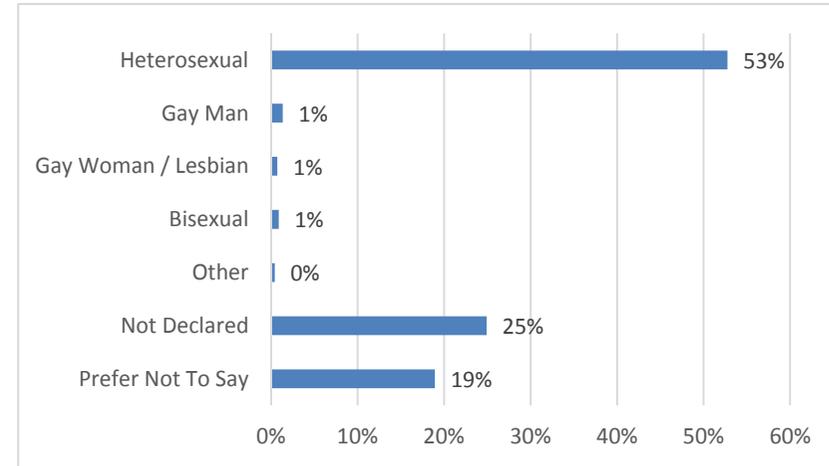
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<sup>5</sup> (Latest data available) Equality in Higher Education: statistical report 2018, Advance HE

**Table 4a Sexual Orientation of Staff (no.)**

All Staff	Numbers	%
Heterosexual	3774	52.76%
Gay Man	97	1.36%
Gay Woman / Lesbian	52	0.73%
Bisexual	63	0.88%
Other	30	0.42%
Not Declared	1782	24.91%
Prefer Not to Say	1355	18.94%
<b>Grand Total</b>	<b>7153</b>	<b>100.00%</b>

**Fig. 4a Sexual Orientation of Staff (%)**



# Employee Diversity – Religion or Belief

## Summary:

- 33.78% of staff had not yet declared a religion or belief, and a further 20.36% preferred not to give this information. 23.28% stated that they were Christian, 5.38% followed a religion or belief not listed and 15.03% stated that they had no religion.

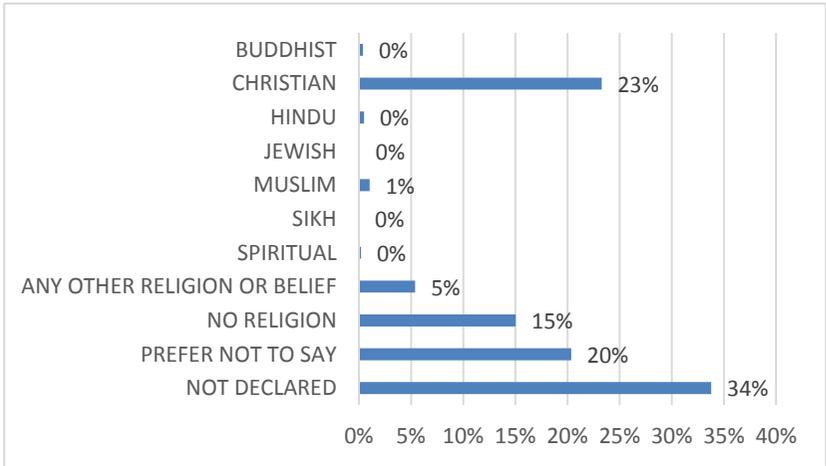
**Benchmarking national figures (2016/2017<sup>6</sup>):**

Not all HEIs gather and submit data on religion or belief to HESA and for the 2016/17 period information was returned for 49.7% of all staff working in higher education. Therefore benchmarking data is not available for this reporting period.

**Table 5a Religion or belief of all staff**

All Staff	Numbers	%
Buddhist	27	0.38%
Christian	1665	23.28%
Hindu	35	0.49%
Jewish	6	0.08%
Muslim	73	1.02%
Sikh	<5	0.01%
Spiritual	14	0.20%
Any Other Religion Or Belief	385	5.38%
No Religion	1075	15.03%
Prefer Not To Say	1456	20.36%
Not Declared	2416	33.78%

**Fig. 5a Religion or belief of all staff (%)**



## Employee Diversity – Age

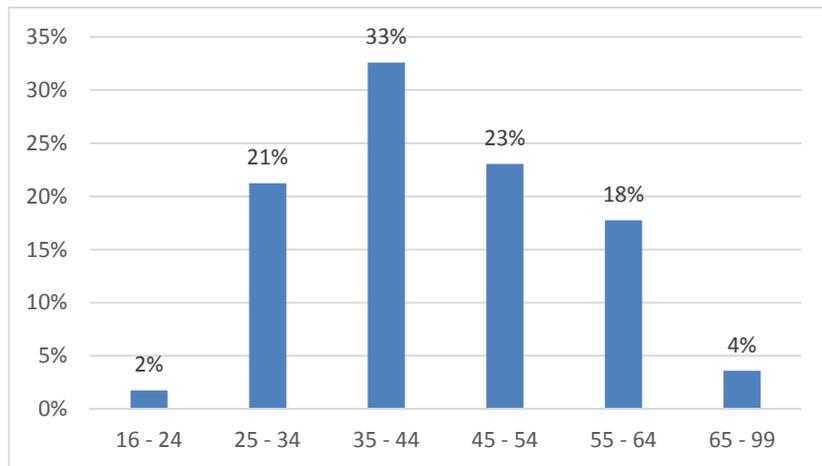
### Summary:

- 32.59% 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 slightly larger percentage of males to females at the older age range.

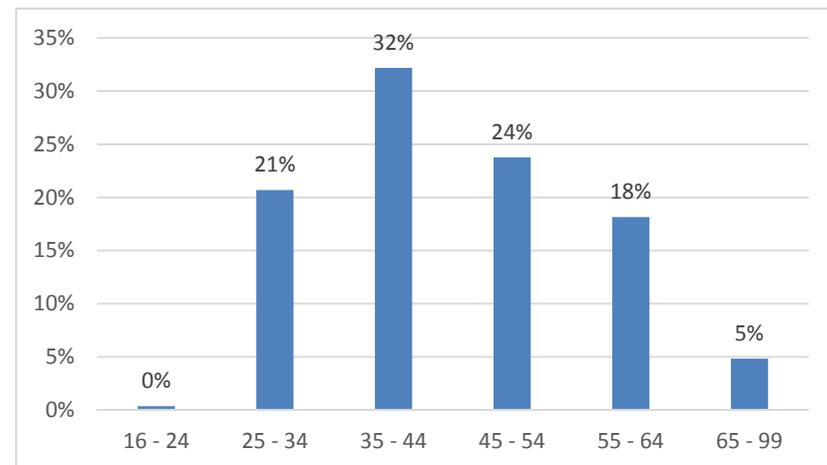
### Benchmarking national figures (2016/17<sup>6</sup>):

Nationally 26.1% of the workforce in UK Universities fall into the 36-45 age group. In Wales this figure 26.6%. There is no benchmarking data to show the breakdown of female/male ratios by age.

**Fig. 6a all staff by age**

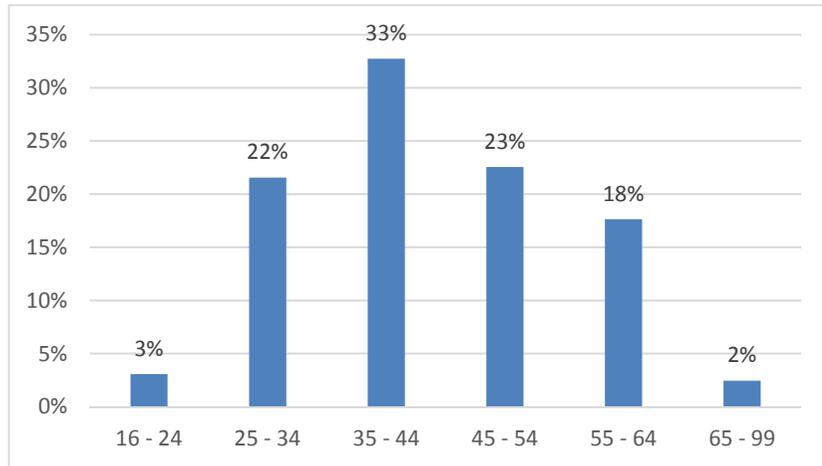


**Fig. 6c Academic staff by age**

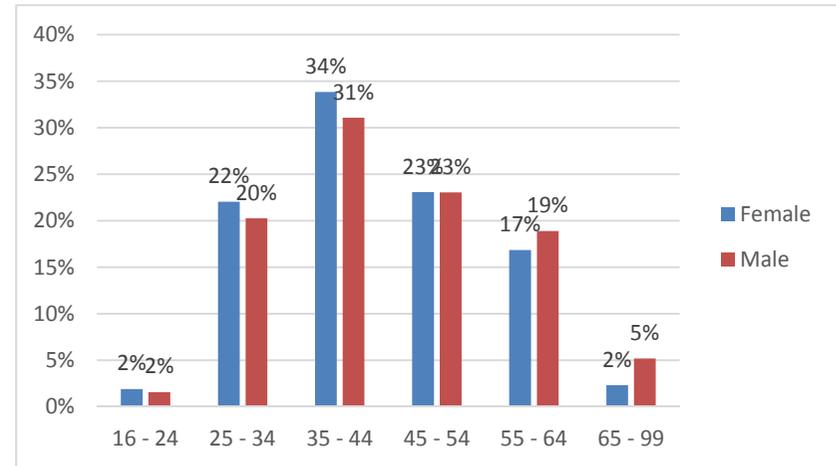


<sup>6</sup> (Latest data available) Equality in Higher Education: statistical report 2018, Advance HE

**Fig. 6b PS staff by age**



**Fig. 6d all staff by age and sex**



## Section 2 – Training

The University offers a wide variety of in-house training courses on topics including career development, personal development and equality and diversity and this is recorded via the HR CORE system. Staff may also receive training from external providers however this is not recorded in CORE and therefore we are currently unable to report on this.

Information below is based on staff completing training within the following areas:

- Academic Practice
- Academic/Professorial Development, Leadership and Management
- Academic Research, Engagement and Scholarship
- Equality, Diversity and Inclusion
- Leadership and Management for Professional Services staff Figures may include individuals attending more than one course.

Sex	
Female	59.6%
Male	40.4%

Disability	
Yes	5.5%
No	66.0%
Not Declared	28.5%

Ethnicity	
BME	8.2%
White	72.9%
Not Declared	18.9%

Age Group	
16 - 24	2.6%
25 - 34	28.2%
35 - 44	35.3%
45 - 54	21.2%
55 - 64	11.9%
65 - 99	0.8%

### Section 3 – Recruitment

In the 12 month period to 31 March 2018 the University received 18,985 applications. 1,012 candidates have been successfully appointed. Caution should be taken with interpreting this data as it is not shown how many applications are multiple applications from the same person or if all those who apply have the right to work in the UK.

#### Recruitment - Sex

The tables below give details of the percentages and numbers of people recruited, with almost 57% of applications coming from females, and of those that were appointed 60.4% were female and 37.3% were male.

**Table 7a Recruitment - Sex**

Sex	Appointed	Shortlisted	Rejected	Declined/ Withdrawn
Female	60.4%	58.1%	55.6%	60.2%
Male	37.3%	40.4%	42.8%	37.8%
Prefer not to say	1.4%	0.9%	1.4%	1.5%
<u>Not Declared</u>	<u>1.0%</u>	<u>0.7%</u>	0.1%	0.6%

#### Recruitment – Ethnicity

The table below provides information on the percentages and numbers of people recruited by ethnicity and nationality. Almost 24% of the applications were received by individuals who identified as BME.

**Table 7b Recruitment – Ethnicity**

Ethnicity	Appointed	Shortlisted	Rejected	Declined/ Withdrawn
BME	15.1%	18.1%	26.0%	15.2%
White	80.4%	77.7%	69.7%	80.1%
Not declared	4.4%	4.2%	4.3%	4.7%

## Recruitment - Disability

Of those who applied to the University 4.62% declared a disability, and of those who were appointed 5.2% declared a disability.

**Table 7c Recruitment - Disability**

Disability	Appointed	Shortlisted	Rejected	Declined/Withdrawn
No	91.0%	91.7%	93.0%	91.5%
Yes	5.2%	91.7%	4.6%	5.4%
Prefer not to say	2.8%	2.9%	2.2%	2.5%
<u>Not Declared</u>	<u>1.0%</u>	0.7%	0.1%	0.6%

## Recruitment – Age

The largest percentage of applications came from the 25-34 age group and the largest percentage of staff appointed was also from this group.

**Table 7d Recruitment – Age**

Age Group	Appointed	Shortlisted	Rejected	Declined/Withdrawn
16 to 24	10.1%	11.1%	23.1%	14.9%
25 to 34	44.7%	36.8%	41.3%	41.2%
35 to 44	28.0%	28.1%	20.5%	23.1%
45 to 54	11.5%	17.9%	11.4%	16.1%
54 to 65	4.5%	5.4%	3.4%	4.0%
over 65	0.3%	0.0%	0.2%	0.1%
Not Declared	1.0%	0.7%	0.1%	0.6%

## Recruitment – Sexual Orientation

When considering the sexual orientation of those who applied and were subsequently appointed there is little difference in the percentages of successful applications to those who applied for posts within the University.

**Table 7e Recruitment – Sexual Orientation**

Sexual Orientation	Appointed	Shortlisted	Rejected	Declined/Withdrawn
Heterosexual / straight	82.7%	85.1%	83.4%	80.9%
Bisexual	3.8%	3.2%	3.8%	3.5%
Gay Man	2.6%	1.6%	2.7%	2.9%
Gay Woman / lesbian	1.9%	1.4%	1.0%	2.4%
Other	0.5%	0.8%	0.8%	0.5%
Prefer not to say	7.6%	8.1%	8.1%	9.1%
Not Declared	1.0%	0.1%	0.1%	0.6%

## Section 4 – Academic Promotion

### Staff eligible to apply for promotion, and summary of outcomes by diversity profile

Table 8a outlines Academic Promotion application and success rates for the 2017/18 academic year. A rigorous exercise is undertaken annually with assessment at School and University level, informed by external peer review.

The eligible pool comprised 1064 staff. Of these, 491 were female (46%) and 573 male (54%) with 90 identifying as BME+ (Black and minority ethnic) (8%). The success rate was equal for female and male applicants (79%), however, there were a lower proportion of female applicants relative to the eligible pool. A higher proportion of BME+ applicants than White applicants were successful relative to the eligible pool. In 2018/19 an Academic Promotions Development Programme will be piloted targeted at addressing underrepresentation of female and BME+ staff in senior academic roles.

**Table 8a – Academic promotions**

Protected characteristic	Category	Eligible pool	Applicants from eligible pool (%)	Applicants successful (%)	Applicants successful from eligible pool (%)
Total		1064	17%	79%	13%
Gender	Female	491	14%	79%	11%
	Male	573	18%	79%	15%
Ethnicity	BME+	90	24%	73%	18%
	White	826	15%	82%	13%
	Not declared	148	18%	70%	13%

Protected characteristic	Category	Eligible pool	Applicants from eligible pool (%)	Applicants successful (%)	Applicants successful from eligible pool (%)
Disability	Disabled	58	16%	67%	10%

	Not disabled	748	16%	86%	14%
	Not declared	258	19%	65%	12%
Sexual orientation	Bisexual	<10	33%	100%	33%
	Gay Man	15	20%	100%	20%
	Gay Woman/ Lesbian	13	0%	n/a	0%
	Heterosexual	577	18%	81%	14%
	Other	<10	0%	n/a	0%
	Not Declared	452	16%	75%	12%
Age	25-34	80	15%	67%	10%
	35-44	411	21%	84%	18%
	45-54	350	16%	75%	12%
	55-64	198	11%	77%	9%
	65-99	25	4%	100%	4%

## Section 5 - Staff leaving the University

Over the year April 2017- March 2018, 2,634 staff left the University. The reasons for leaving have not been reported here, so it is difficult to draw conclusions from the data (reasons for leaving may for example be voluntary or involuntary, such as those leaving at the end of a fixed term contract). In total 58.5% of those leaving were female and 41.5% male. This is a higher percentage for females and a lower percentage for males when compared to the overall gender breakdown of female to male staff in post (55% and 45% respectively).

Figures for the diversity of staff leaving the University have been presented for the categories of sex, age, religion, disability, sexual orientation and ethnicity. However caution should be taken when drawing conclusions from this data due to the large percentage of staff who have not declared their status with regards to the protected characteristics of religion, gender reassignment, disability, ethnicity and sexual orientation.

Gender	Numbers	%
Female	1453	55.2%
Male	1181	44.8%

Age Range	Numbers	%
16 - 24	79	3.0%
25 - 34	803	30.5%
35 - 44	769	29.2%
45 - 54	434	16.5%
55 - 64	398	15.1%
65 - 99	151	5.7%

Disability	Numbers	%
No	1384	52.5%
Yes	106	4.0%
Not Declared	1144	43.4%
Ethnicity	Numbers	%

BME	185	7.0%
White	1736	65.9%
Not Declared	713	27.1%

<b>Sexual Orientation</b>	<b>Numbers</b>	<b>%</b>
Heterosexual	1144	43.4%
Bisexual	20	0.8%
Gay Man	40	1.5%
Gay Woman/ Lesbian	17	0.6%
Other	13	0.5%
Not Declared	881	39.0%
Prefer Not To Say	307	14.2%

**Section 6 – Grievances and Disciplinarys**

Information held centrally relating to period 1 August 2017 to 31 July 2018 is as follows:

Grievances	8
Disciplinarys	10

It has not been possible to provide a breakdown of grievances and disciplinarys due to low numbers and privacy issues. In any event, it would not be reliable to determine any meaningful trend or pattern from such a small number of instances.