

Cardiff University

Strategic Equality Plan - Annual Monitoring Report 2023-2024

Published March 2025

Contents

1. [Foreword](#)
2. [Introduction](#)
3. [University Overview](#)
4. [Identifying, collecting, and using relevant information](#)
5. [Disability](#)
6. [Race / Ethnicity](#)
7. [Sex](#)
8. [Age](#)
9. [Sexual Orientation](#)
10. [Religion and Belief](#)
11. [Pregnancy & Maternity](#)
12. [Marriage & Civil Partnerships](#)
13. [Gender Reassignment](#)
14. [Student Data](#)
15. [Complaints](#)
16. [Progress with our Objectives](#)

[Appendix 1 - SEP Action Plan Updates](#)

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

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1. Foreword



As Chair of the Equality, Diversity, and Inclusion Committee and Deputy Vice-Chancellor at Cardiff University, I am pleased to present this year's Annual Report, which covers the period from April 1, 2023, to March 31, 2024. This report highlights our ongoing efforts to enhance equality, diversity, inclusion, and anti-racism initiatives at Cardiff University.

Our long-term commitment to promoting equal opportunity and fostering inclusive practices and cultures in higher education is reflected in our new strategy, "Our Future, Together." This strategy outlines our path to 2035 and reaffirms our ambition to be a genuinely inclusive, positively bilingual, and anti-racist university.

Through engagement and consultation with staff, students, the Students' Union, and trade unions, we have developed a revised Strategic Equality Plan (SEP) that outlines our goals for the next four years, from July 2024 to June 2028. This work will serve as a foundation for the University to continue advancing its equality agenda. The revised plan was published in August 2024, and we established an interim plan to guide our efforts during the transitional period from March to June 2024.

As a cross-cutting strategic enterprise, our SEP is relevant to every student, internal and external stakeholder, and staff member at the University. We recognize that this document is a work in progress, and we will regularly review it to ensure it continues to meet its intended purpose.

A handwritten signature in blue ink, which appears to read 'Damian Walford Davies'. The signature is fluid and stylized, with the first and last names being more prominent.

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

2. Introduction

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

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

According to the Specific Duties for Wales under the Equality Act 2010, the University is required to create a Strategic Equality Plan that outlines its equality objectives and to publish an annual monitoring report by 31 March each year.

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

The Annual Report must contain progress statements including:

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

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

3. University Overview

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

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

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

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

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

Cardiff University appointed Professor Wendy Larner as its new Vice-Chancellor in September 2023, making her the first-ever female Vice-Chancellor in the university's history. Before this role, she served as Provost at Te Herenga Waka - Victoria University of Wellington in New Zealand from 2015 to 2023. Professor Larner is experienced in leading a bilingual organisation and has a clear vision for the university's role within the industrial and geographical context of Wales. She actively supports and champions early-career colleagues and is dedicated to enhancing equity and diversity in the broader research sector. Additionally, she is committed to promoting the Welsh language as an issue of equity and inclusion, aiming to normalise Welsh culture in all the university's activities.

Shortly after her appointment, the Vice-Chancellor launched Y Sgwrs Fawr (The Big Conversation), a collaborative and consultative initiative aimed at identifying the changes Cardiff University needs to implement to ensure sustainability for future generations in Wales. Y Sgwrs Fawr sought to engage staff, students, and external stakeholders from government, industry, and local communities. As part of this conversation, expertise was also gathered from internal and external leaders in equality, diversity, and inclusion, focusing on initiatives such as the Anti-Racist Wales Action Plan and the Violence Against Women, Domestic Abuse, and Sexual Violence (VAWDASV) Blueprint, among others.

Feedback from Y Sgwrs Fawr has contributed to the development of Cardiff University's new institutional strategy, "Our Future, Together," which was published in August 2024. This feedback has also provided a valuable anecdotal evidence base for the revised Strategic Equality Plan (SEP), reinforcing our institutional commitment to equality, diversity, and inclusion.

In the transitional period between March to June 2024, a robust three-month interim SEP and action plan, with clear equality objectives was approved in April 2024.

Gender Pay Gap reporting

The gender pay gap shows the difference in the average pay between all men and all women in the workforce and the median pay gap is the difference between the midpoints in the ranges of hourly¹ earnings of men and women. The University has undertaken Annual Gender pay gap reporting information since 2017 which is available on our public website [Gender pay gap - Public information - Cardiff University](#). The University is making limited but steady progress in reducing the overall gender pay gap.

Equal Pay Gap Audit

The last equal pay gap audit was conducted in 2023 and published information on equal pay gaps related to gender, ethnicity, and disability. There is one significant gender-equal pay gap within the University at the time of this report, as well as two pay gaps in other protected characteristics. The significant pay gap is within the University's Professorial Bands at Band 1, in favour of staff identified as Male at 5.04%. Of the other two pay gaps, one relates to an ethnicity pay gap at Professorial Band 2, in favour of staff identified as white, and a disability pay gap amongst Clinical Consultants, favouring staff identified as without a declared disability. The next Equal Pay Report will be published in 2026, the University's gender, ethnicity, and disability pay gaps are published annually and are available on our public website - [Equal Pay Gap - Cardiff University](#)

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

4. Identifying, collecting, and using relevant information

i) The steps taken to identify and collect relevant information

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

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

Questions on the protected characteristics of staff are incorporated within the e-recruitment system and PeopleXD, the University's Human Resources Management Information System. Staff/employment data reports are produced on an annual basis. This report summarises the diversity profile of staff working at Cardiff University for the year ending 31 March 2024. All staff included in this report are on open-ended, open-ended with relevant factor, fixed-term, or seconded appointments. Cardiff University data used in this report provides headcount as held on the PeopleXD system as of 31 March 2024. The headcount for this report refers to a count of contracts. Therefore, individuals holding multiple posts will be counted multiple times. The University acknowledges the importance of collecting staff and student equality monitoring data and has taken several steps throughout the monitoring period to encourage disclosure, for staff, through focused communication with line managers and revision of local induction practices to encourage staff to make declarations. Data on academic promotions covers the academic cycle for 2022-2023. The Promotions process for the Academic year 2023-2024 remains in progress, and promotion data has not been finalised.

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

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

Summary points in each subject area relate to the table numbers specified. These may either be a comparison against the overall activities undertaken in that HR topic (grievance, recruitment, promotions, etc) or it may be a comparison against the overall results for this protected characteristic (available in the additional information sections for each protected characteristic).

ii) How Cardiff University has used this information

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

Monitoring data reports are reviewed by the University's Equality, Diversity, and Inclusion Committee

on an annual basis via the Annual Monitoring Report.

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

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

A suite of new reporting is being explored by the EDI Hub, in collaboration with colleagues in Strategic Planning, HR and the University Secretary's Office. The new reporting suite, or EDI Dashboard, will further enhance the provision of accurate, relevant, timely information to support informed decision making and monitoring of our strategy implementation.

iv) The reasons for not collecting any relevant information

Pregnancy and Maternity

Statistical data in relation to pregnancy and maternity for students is not currently collected. It is recommended that other ways of measuring the impact of pregnancy and maternity are sought, e.g. via qualitative information. Due to small numbers, we have only provided overall staff statistics, without breaking them down further.

Marriage and Civil Partnership

It is not recommended that data in relation to marriage and civil partnership are collected for students as this is not a protected characteristic for further and higher education provision and therefore does not extend to cover students. Staff data for this area is not gathered at the moment.

Gender Reassignment

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

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

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

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

5. Disability

Data Summary:

Table 5.1 shows that between 2020 and 2023, the staff disability declaration rate increased by 1.3%. However, this figure slightly decreased by 0.3% in 2024. Additionally, there has been a continuous rise in the number of staff choosing not to disclose their disability status, with this group growing by nearly 11% over the past five years. Our disclosure rates are generally in line with those of the UK Higher Education Institution (HEI) sector, as illustrated in Table 5.2a and Chart 5.2b.

- As of 31 March 2024, the University reports a workforce disability disclosure rate of 7.06%.
- According to the data in Tables 5.3 and 5.5, disability does not appear to be a barrier to recruitment or academic promotion, as the progression rates for individuals who identified as having a disability are comparable to those who do not.
- Table 5.4 indicates that a slightly higher proportion of voluntary leavers identified as having a disability (7.84%) compared to the overall staff cohort disclosing a disability (7.06%) shown in Table 5.1. Although this difference is not statistically significant, it will continue to be monitored.
- The disability disclosure rates for Academic Staff remain consistently lower at 5.59% compared to Professional and Support Services staff, who have a disclosure rate of 8.66%, as documented in Table 5.8. While the datasets do not provide a breakdown of UK figures by pathway, external benchmarking confirms that this trend aligns with the national situation in higher education.
- Improving our disability disclosure rates will be a priority in our upcoming action plan.

Disability

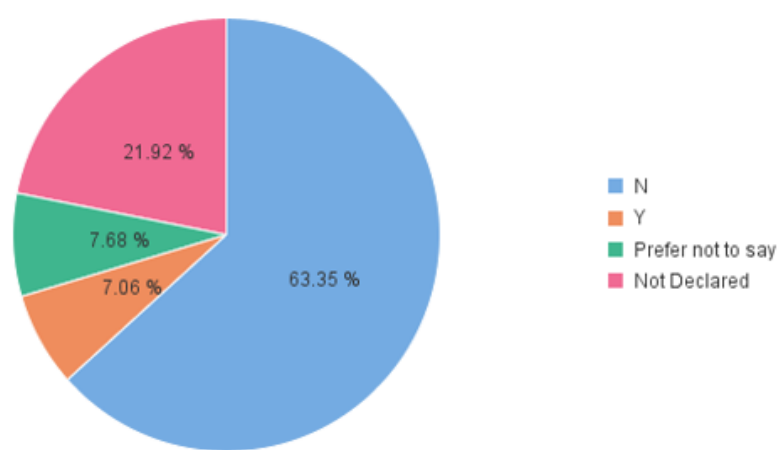
Colleague Breakdown

Table 5.1	Disabled	No known disability	Prefer not to say	Not declared	Total
2020	6% (440)	70% (5475)	13% (990)	11% (860)	100% (7765)
2021	6% (440)	69% (5200)	12% (925)	13% (955)	100% (7520)
2022	6.73% (513)	67.06% (5109)	10.15% (773)	16.06% (1224)	100% (7619)
2023	7.32% (565)	63.54% (4902)	8.83% (681)	20.31% (1567)	100% (7715)
2024	7.06% (595)	63.35% (5339)	7.68% (647)	21.92% (1847)	100% (8428)

UK HEI Sector

Table 5.2a	Disabled	No known disability Prefer not to say Not declared	Total
UK HEI sector 2022 – 2023	7.17% (31,460)	92.84% (407,580)	100% (439,035)

Chart 5.2b Cardiff University Disability Overview



Disability

Recruitment

Table 5.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn Total
No Disability	89.13% (14108)	87.98% (2079)	88.29% 814	89.55% (788)	87.56% (10887)
Not Declared	0.59% (94)	0.97% (23)	0.98% 9	0.52% (6)	0.67% (6)
Prefer not to say	3.59% (568)	3.77% (89)	3.04% (28)	3.49% (38)	4.22% (424)
Disabled	6.69% (1059)	7.38% (172)	7.70% (71)	6.44% (68)	7.56% (783)
Total	100% (15829)	100% (2363)	100% (922)	100% (900)	100% (1215)

Leavers

Table 5.4	Voluntary	Involuntary
Disabled	7.84% (44)	6.83% (22)
No disability	61.36% (343)	51.24% (165)
Prefer not to say	6.80% (38)	5.59% (18)
Not declared	23.97% (134)	36.34% (117)
Total	100% (559)	100% (322)

Academic Promotions (Academic year 2022-2023)

Table 5.5	Eligible Pool	% applications	% successful applications
Disabled	7% (94)	23% (22)	64% (14)
No disability	70% (988)	18% (178)	69% (123)
Prefer not to say	12% (166)	25% (42)	76% (32)
Not declared	11% (161)	17% (15)	54% (15)
Total	100% (1409)	100% (257)	100% (184)

Grievances

Table 5.6	Number
Disabled	<5
No disability	9
Prefer not to say	<5
Not declared	2
Total	15

Disciplinary

Table 5.7	Number
Disabled	<5
No disability	10
Prefer not to say	<5
Not declared	<5
Total	18

Disability - Additional Reporting

Further breakdown by staff type and disability².

Table 5.8	No disability	Not declared	Prefer not to say	Disability %	Total
Senior Management	44 (42.72%)	4 (3.88%)	3 (2.91%)	3 (2.91%)	54 (52.43%)
Senior Staff	29 (28.16%)	11 (10.68%)	6 (5.83%)	3 (2.91%)	49 (47.57%)
Senior Total	73 (70.87%)	15 (14.56%)	9 (8.74%)	6 (5.83%)	103 (100%)

Clinical	159 (3.70%)	50 (1.16%)	25 (0.58%)	8 (0.19%)	242 (5.63%)
Teaching & Research	1031 (24.00%)	126 (2.93%)	151 (3.51%)	87 (2.03%)	1395 (32.47%)
Teaching & Scholarship	713 (16.60%)	180 (4.19%)	119 (2.77%)	78 (1.82%)	1090 (25.37%)
Research	617 (14.36%)	209 (4.86%)	52 (1.21%)	46 (1.07%)	924 (21.51%)
Graduate Teaching	70 (1.63%)	549 (12.78%)	5 (0.12%)	21 (0.49%)	645 (15.01%)
Academic Total	2590 (60.29%)	1114 (25.93%)	352 (8.19%)	240 (5.59%)	4296 (100%)

Administration	851 (21.12%)	392 (9.73%)	87 (2.16%)	154 (3.82%)	1484 (36.83%)
Management, Professional Services Staff	1495 (37.11%)	223 (5.53%)	157 (3.90%)	164 (4.07%)	2039 (50.61%)
Operational Services	183 (4.54%)	59 (1.46%)	27 (0.67%)	14 (0.35%)	283 (7.02%)
Technical Services	147 (3.65%)	44 (1.09%)	15 (0.37%)	17 (0.42%)	223 (5.53%)
Professional Total	2676 (63.65%)	1847 (21.92%)	286 (7.10%)	349 (8.66%)	4029 (100%)

All Staff Total	5339 (63.35%)	1847 (21.92%)	647 (7.68%)	595 (7.06%)	8428 (100%)
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² Each percentage in each cell is calculated as a % of the overall section total (marked as 100%)

6. Race/Ethnicity

Data Summary:

- As of 31 March 2024, 10.8% of staff identified as Black, Asian, and minority ethnic, while 71.82% identified as White.
- The overall staff profile (see Table 6.1) indicates a 1.8% increase in the proportion of Black, Asian, and minority ethnic staff from 2020 to 2024. However, there remains significant room for improvement when comparing our profile to the UK Higher Education Institution (HEI) benchmark (refer to Table 6.2). The proportion of White staff (71.82%) is lower than the UK HEI benchmark of 73.5%, and our Black, Asian, and minority ethnic representation at 10.8% is also below the UK HEI benchmark of 17.39%.
- Additionally, the proportion of staff who have not declared their race or ethnicity has continued to rise, with an increase of 7.66% over the past five years. Improving our disclosure rates will remain a priority action item in our upcoming action plan.
- Staff identified as Black, Asian, and minority ethnic groups account for 12.5% of all voluntary leavers (see Table 6.4). It is also noteworthy that involuntary leavers, primarily due to fixed-term or temporary contracts, have a higher proportion of staff who have not disclosed their race or ethnicity. These two areas will be addressed in our next action plan.
- In terms of recruitment (see Table 6.3), individuals identifying as Black, Asian, and minority ethnic made up 43.28% of total applicants. However, this percentage decreases at each selection stage, indicating a need for improvement. Additionally, staff identifying as White were more likely to withdraw their applications.
- Regarding our Academic Promotions processes (see Table 6.5), staff identified as Black, Asian, and minority ethnic constituted 12.99% of the eligible pool. They progressed through the application and successful stages at slightly higher percentages than their White counterparts relative to the eligible pool.

Race/Ethnicity

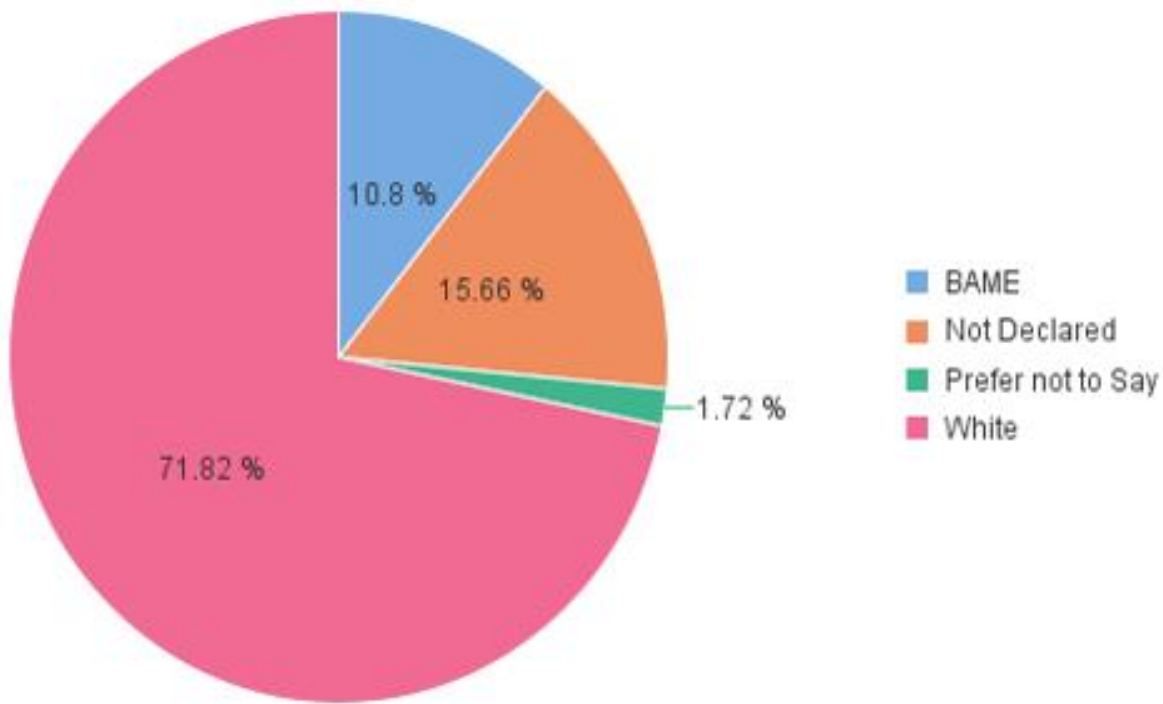
Colleague Breakdown

Table 6.1	Black, Asian and Minority Ethnic	White	Prefer not to say	Not Declared	Total
2020	9% (714)	81% (6259)	2% (151)	8% (642)	100% (7766)
2021	9% (683)	79% (5937)	2% (145)	10% (735)	100% (7500)
2022	9.37% (714)	76.36% (5818)	1.65% (126)	12.61% (961)	100 % (7619)
2023	9.41% (726)	72.85% (5620)	1.44% (111)	16.31% (1258)	100% (7715)
2024	10.80% (910)	71.82% (6053)	1.72% (145)	15.66% (1320)	100% (8428)

UK HEI Sector

Table 6.2	Black, Asian and Minority Ethnic	White	Total
UK HEI sector 2022 – 2023	17.39% (76365)	73.50% (322690)	100% (439035)

Cardiff University Race/Ethnicity Overview



Race/Ethnicity

Recruitment

Table 6.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Black Asian Minority Ethnic	43.28% (6851)	30.34% (717)	20.82% (192)	24.22% (5723)	47.08% (218)
Not Declared	0.86% (136)	1.14% (27)	1.08% (10)	0.67% (97)	0.80% (6)
Prefer not to say	3.69% (584)	3.60% (85)	3.47% (32)	3.67% (455)	3.74% (33)
White	52.17% (8258)	64.92% (1534)	74.62% (688)	71.44% (5882)	48.38% (643)
Total	100% (15829)	100% (2363)	100% (922)	100% (12157)	100% (900)

Leavers

Table 6.4	Voluntary	Involuntary
Black, Asian and Minority Ethnic	12.52% (70)	14.60% (47)
White	69.41% (388)	51.55% (166)
Prefer not to Say	0.89% (5)	3.11% (10)
Not Declared	17.17% (96)	30.75% (99)
Total	100% (559)	100% (322)

Academic Promotions (Academic year 2022-2023)

Table 6.5	Eligible Pool	% applications	% successful applications
Black, Asian and Minority Ethnic	13% (183)	23% (42)	67% (28)
White	76% (1067)	19% (203)	69% (140)
Not Declared / Withheld	2% (33)	21% (7)	57% (3)
Unknown	9% (126)	14% (18)	67% (12)
Total	100% (1409)	100% (271)	100% (183)

Grievances

Table 6.6	Number
Black, Asian and Minority Ethnic	<5
White	11
Prefer not to say	<5
Not Declared	<5
Total	15

Disciplinary

Table 6.7	Number
Black, Asian and Minority Ethnic	5
White	12
Prefer not to say	<5
Not Declared	<5
Total	18

Race/Ethnicity - Additional Reporting

Further breakdown by staff type and race/ethnicity³

Table 6.8	Black Asian Minority Ethnic (Number)	%	White (Number)	%	Prefer not to say (Number)	%	Not declared (Number)	%	Total (Number)	%
Senior										
Senior Management	7	6.80%	40	38.83%	1	0.97%	6	5.83%	54	52.4%
Senior Staff	0	0%	38	36.89%	3	2.91%	8	7.77%	49	47.6%
Total	7	6.80%	78	75.73%	4	3.88%	14	13.59%	103	100%

Academic										
Clinical	46	1.07%	153	3.56	6	0.14%	37	0.86%	242	5.6%
Research	193	4.49%	571	13.29%	17	0.40%	143	3.33%	924	21.5%
Teaching & Research	220	5.12%	1062	24.72%	44	1.02%	69	1.61%	1395	32.5%
Teaching & Scholarship	119	2.77%	828	19.27%	29	0.68%	114	2.65%	1090	25.4%
Total	625	14.55%	2689	62.59%	96	2.23%	886	20.62%	4296	100%

Professional Services										
Administration	105	2.61%	1127	27.97%	14	0.35%	238	5.91%	1484	36.8%
Management Professional Specialist Staff	118	2.93%	1793	44.50%	25	0.62%	103	2.56%	2039	50.6%
Operational Services	29	0.72%	199	4.94%	3	0.07%	52	1.29%	283	7.00%
Technical Services	26	0.65%	167	4.14%	3	0.07%	27	0.67%	223	5.50%
Total	278	6.90%	3286	81.56%	45	1.12%	420	10.42%	4029	100%

Total	910	10.80%	6053	71.8%	145	1.70%	1320	15.7%	8428	100%
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³ Each percentage in each cell is calculated as a % of the overall section total (marked as 100%)

Further breakdown by race/ethnicity and nationality

Table 6.9	Black, Asian and Minority Ethnic	White	Prefer not to say	Not declared
UK	429	5267	110	890
%	6.41%	78.66%	1.64%	13.29%
International	450	182	13	294
%	47.92%	19.38%	1.28	31.31%

Further breakdown by staff type race and nationality

Table 6.10	Black, Asian and Minority Ethnic (Number)	%	White (Number)	%	Prefer not to say (Number)	%	Not declared (Number)	%	Total (Number)	%
International										
Administration	32	0.38%	26	0.31	0	0	13	0.15%	71	0.84
Clinical	12	0.14%	116	1.38%	4	0.05%	13	0.15%	145	1.72%
Management Professional Specialist Staff	34	0.40%	27	0.32%	2	0.02%	10	0.12%	73	0.87%
Operational Services	9	0.11%	48	0.57%	2	0.02%	10	0.12%	69	0.82%
Research	134	1.59%	104	1.23%	5	0.06%	44	0.52%	287	2.41%
Senior Management	2	0.02%	3	0.04%	1	0.01%	0	0.00%	6	0.07%
Senior Staff	1	0.01%	8	0.09%	0	0.00%	2	0.02%	11	0.13%
Teaching & Research	134	1.59%	192	2.28%	5	0.06%	28	0.33%	359	4.26%
Teaching & Scholarship	70	0.83%	244	2.90%	16	0.19%	34	0.40%	364	4.32%
Technical Services	12	0.14%	13	0.15%	0	0.00%	48	0.57%	73	0.87%
International total	481	5.71%	784	9.30%	35	0.42%	389	4.62%	1689	20.04 %
UK										
Administration	70	0.83%	1070	12.70%	12	0.14%	221	2.62%	1373	16.29 %
Clinical	39	0.46%	146	1.73%	5	0.06%	28	0.33%	218	2.59%
Management Professional Specialist Staff	82	0.97%	1704	20.22%	23	0.27%	93	1.10%	1902	22.57 %
Operational Services	21	0.25%	188	2.23%	2	0.02%	39	0.46%	250	2.97%
Research	59	0.70%	439	5.21%	13	0.15%	82	0.97%	593	7.04%
Senior Management	5	0.06%	37	0.44%	0	0.00%	6	0.07%	48	0.57%
Senior Staff	0	0.00%	37	0.44%	3	0.04%	8	0.09%	48	0.57%

Teaching & Research	78	0.93%	744	8.83%	25	0.30%	42	0.51%	890	10.56%
Teaching & Scholarship	54	0.64%	692	8.21%	24	0.28%	83	0.98%	853	10.12%
Technical Services	16	0.19%	144	1.71%	3	0.04%	23	0.27%	186	2.21%
UK Total	429	5.09%	5267	62.49%	110	1.31%	890	10.56%	6696	79.45%
Total	4910	10.80%	6053	71.82	145	1.72%	1320	15.66%	8428	100%

Top 20 non-UK countries nationality and race/ethnicity

Table 6.11	Black, Asian and Minority Ethnic	White	Prefer not to say	Not Declared
Chinese	129	0	111	241
Indian	84	0	<5	35
Italian	<5	88	<5	16
Irish	5	90	<5	11
German	<5	63	7	6
Spanish	6	59	<5	9
Greek	0	56	0	7
American	7	54	<5	13
French	6	49	0	9
Polish	0	44	<5	6
Canadian	<5	26	<5	<5
Pakistani	24	0	0	8
Dutch	<5	22	<5	5
Portuguese	<5	20	<5	<5
Romanian	0	20	0	7
Russian [Federation]	<5	19	0	<5
Japanese	18	0	0	<5
Czech	0	15	0	<5
Iranian [Islamic Republic]	15	5	0	9
Saudi Arabian	<5	0	0	15
Total	310	630	26	279

7. Sex

Data Summary:

The legal requirement to hold gender records for staff being paid by the University means that, with the exception of recruitment data, the information for male / female genders is available for all staff.

- As of 31 March 2024, female staff make up approximately 56.61% of the workforce, while male staff account for around 43.39% (see Table 7.1). This distribution aligns with UK Higher Education Institutions (HEIs) benchmarking data, which shows 54.91% female and 44.86% male representation (refer to Table 7.2).
- In terms of recruitment (see Table 7.3), female applicants demonstrate a slightly higher progression rate from the Application stage to the Shortlisted stage, and subsequently to the Hired stage, compared to their male counterparts.
- Regarding Leavers (see Table 7.4), a higher proportion of male staff left the organisation, whether voluntarily or involuntarily, compared to female staff, as a percentage of the overall workforce.
- For Academic Promotions (see Table 7.5), there is a balanced 50:50 female-to-male ratio in the eligible applicant pool. However, the proportion of female applicants is lower than that of male applicants. Notably, the success rates for female applicants are 8% higher than those for male applicants.
- Women make up approximately 35.21% of the workforce at the College of Physical Sciences and Engineering, while men account for about 64.79% (see Table 7.8). This gender disparity has historically been linked to the subject areas within the College and the broader gender pipeline. While this trend is evident in the wider sector, it remains both a challenge and an opportunity for the University.
- Table 7.11 shows that a higher proportion of female staff occupy lower-grade positions, with 64.71% in Grade 1. However, this percentage decreases significantly in higher and senior grades, dropping to 31.68% for senior positions.
- According to Table 7.9 (chart), female staff predominantly hold term-time-only contracts, with male staff comprising only 30.77% of part-time term-time-only positions. Furthermore, all full-time term-time-only contracts are held by women.
- Data from Table 7.7 indicates that female staff are less likely to undergo disciplinary procedures compared to their male counterparts.

Sex

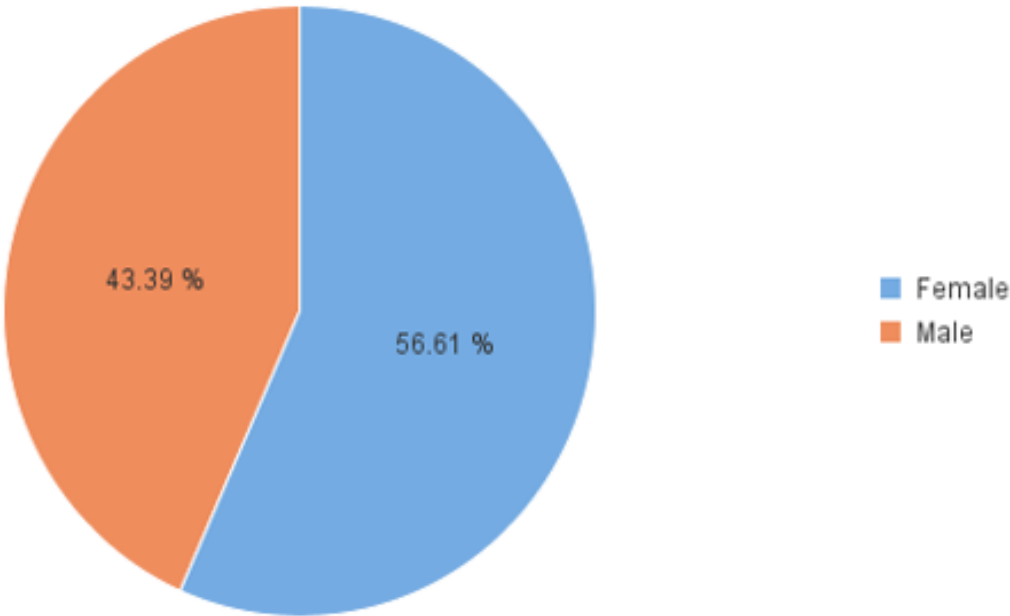
Colleague Breakdown

Table 7.1	Female	Male	Total
2020	56.14 % (4359)	43.86% (3405)	100% (7764)
2021	55.57% (4167)	44.43% (3332)	100% (7499)
2022	55.47 % (4226)	44.53% (3393)	100% (7619)
2023	56.29% (4343)	43.71% (3372)	100% (7715)
2024	56.61% (4771)	43.39% (3657)	100% (8428)

UK HEI Sector

Table 7.2	Female	Male	Total
UK HEI sector 2022-2023	54.91% (241090)	44.86% (196965)	100% (439035)

Cardiff University Sex Overview



Sex

Recruitment

Table 7.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Female	52.37% (8290)	57.47% (1358)	61.93% (571)	50.57% (6148)	63.33% (570)
Male	44.91% (7109)	39.40% (931)	35.03% (323)	46.75% (5684)	34.00% (306)
Not declared	0.59% (94)	0.97% (23)	0.98% (9)	0.52% (63)	0.67% (6)
Prefer not to say	2.12% (336)	2.16% (51)	2.06% (19)	2.16% (262)	2.00% (18)
Total	100% (15829)	100% (2363)	100% (922)	100% (12157)	100% (900)

Leavers

Table 7.4	Voluntary	Involuntary
Female	52% (289)	49% (158)
Male	48% (270)	51% (164)
Total	100% (559)	100% (322)

Academic Promotions (Academic year 2022-2023)

Table 7.5	Eligible Pool	% applications	% successful applications
Female	50% (698)	17% (117)	73% (85)
Male	50% (711)	21% (153)	65% (99)
Total	100% (1409)	100% (270)	100% (184)

Grievances

Table 7.6	Number
Female	9
Male	6
Total	15

Disciplinary

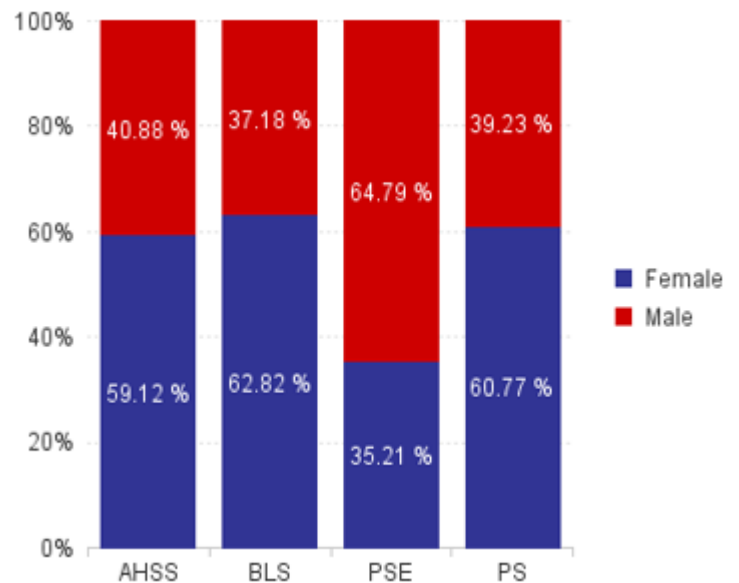
Table 7.7	Number
Female	5
Male	13
Total	18

Sex - Additional Reporting⁴

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

Table 7.8	Female	Male	Total
Arts, Humanities and Social Sciences	1109	767	1876
Biomedical and Life Sciences	1617	954	2574
Central Professional Services	1532	989	2521
Physical Sciences and Engineering	513	944	1457
Total	4771	3657	8428

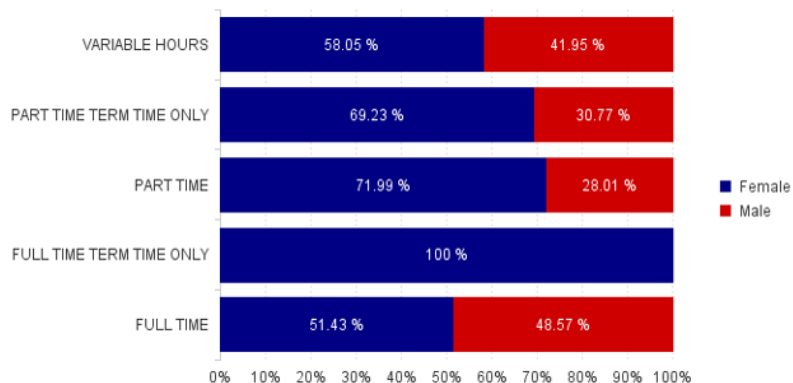
All staff by college / professional services and gender (%)



All staff by employment mode and gender (no)

Table 7.9	Female	Male
Variable Hours	714	516
Part-Time Term Time Only	36	16
Full-Time Term Time Only	3	0
Part-Time	1203	468
Full Time	2805	2649
Total	4761	3649

All staff by employment mode and gender (%)

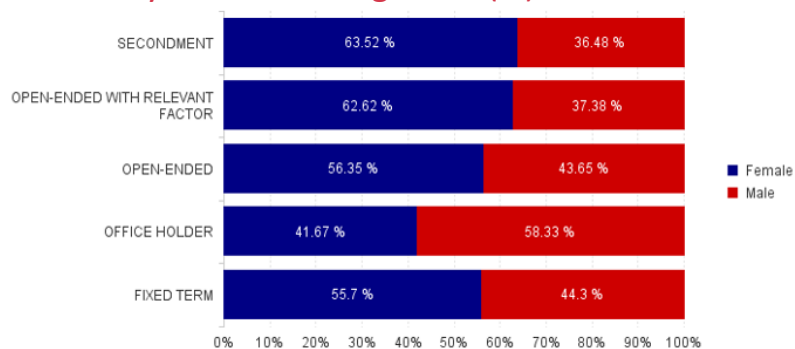


⁴ Tables 7.9,7.10, 7.12-7.15 totals may vary from table 7.1 totals. This is due to the breakdowns for employment mode and contract type excluding those who are non-remunerated, e.g. where the University is not paymaster.

All staff by contract and gender

Table 7.10	Female	Male
Secondment	101	58
Office Holder	20	28
Open-Ended	3272	2535
Open-Ended With Relevant Factor	315	188
Fixed Term	1056	840
Total	4764	3649

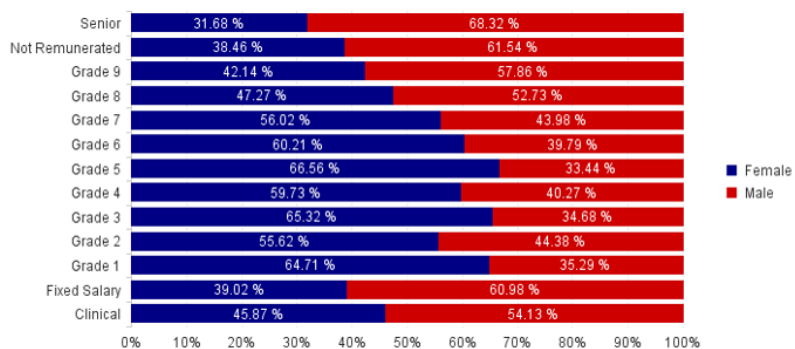
All staff by contract and gender (%)



All staff by grade and gender (no)

Table 7.11	Female	Male
Senior	198	427
Grade 8	320	357
Grade 7	535	420
Grade 6	1179	779
Grade 5	860	432
Grade 4	700	472
Grade 3	452	240
Grade 2	193	154
Grade 1	77	41
Fixed Salary	16	25
Clinical	111	131
Total	4771	3657

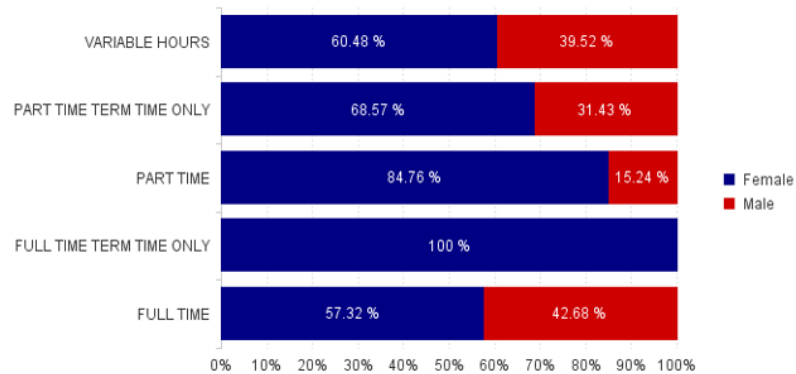
All Staff by grade and gender (%)



Professional Services staff by employment mode and gender (no)

Table 7.12	Female	Male
Variable Hours	150	98
Full-Time Term Time Only	2	0
Part-Time Term Time Only	24	11
Part-Time	762	137
Full Time	1629	1213
Total	2567	1459

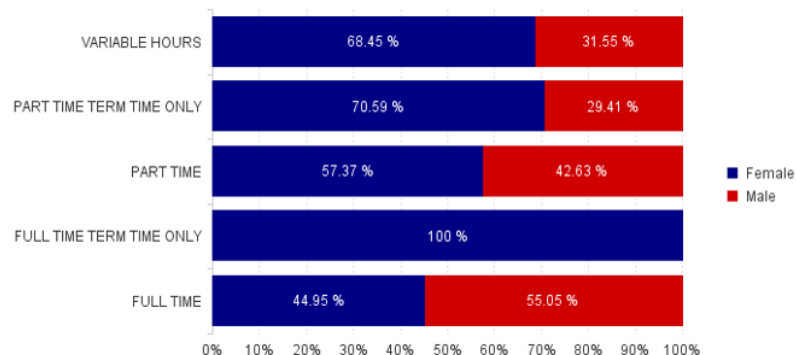
Professional Services Staff by employment mode and gender (%)



Academic staff by employment mode and gender (no)

Table 7.13	Female	Male
Variable Hours	564	417
Part-Time Term Time Only	12	5
Full-Time Term Time Only	1	0
Part-Time	432	321
Full Time	1139	1395
Total	2148	2138

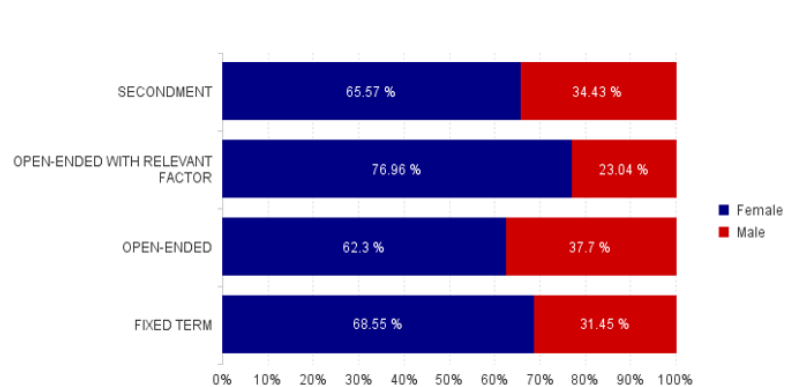
Academic staff by employment mode and gender (%)



Professional Services Staff by contract and gender (no)

Table 7.14	Female	Male
Secondment	80	42
Open-Ended	2059	1246
Open-Ended With Relevant Factor	147	44
Fixed Term	279	128
Total	2565	1460

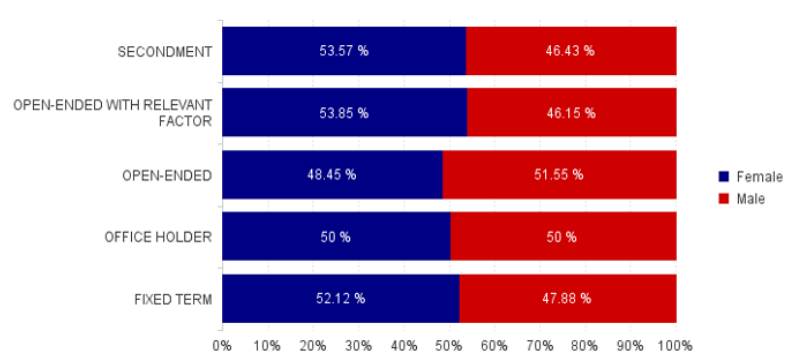
Professional Services Staff by contract and gender (%)



Academic Staff by contract and gender (no)

Table 7.15	Female	Male
Secondment	15	13
Open-Ended	1190	1266
Open-Ended With Relevant Factor	168	144
Fixed Term	775	712
Total	2149	2136

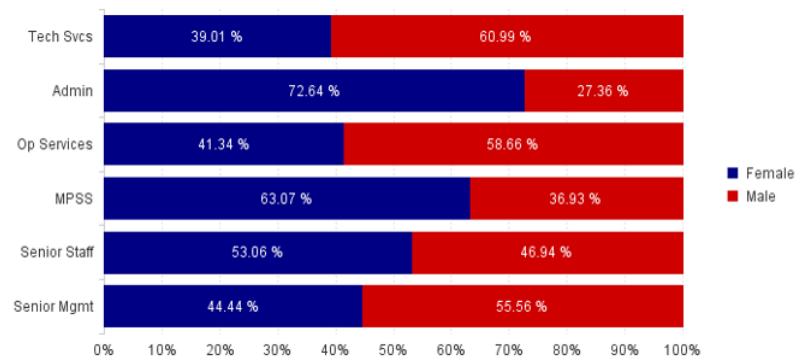
Academic Staff by contract and gender (%)



Professional Services Staff by job type and gender (no)

Table 7.16	Female	Male
Technical Services	87	136
Operational Services	117	166
Management and Professional Services Staff	1286	753
Administration	1078	406
Total	2618	1514

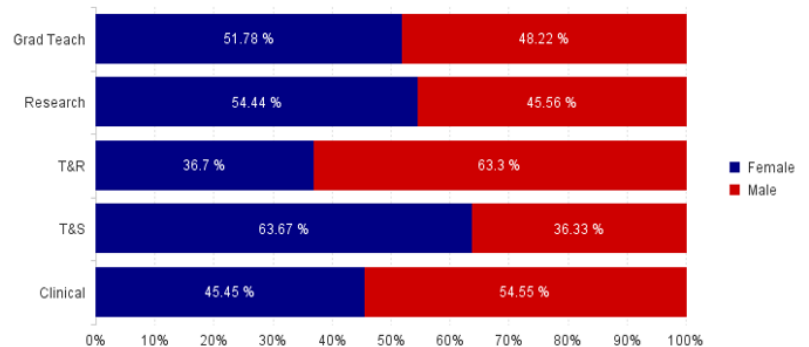
Professional Services Staff by job type and gender



Academic Staff by job type and gender (no)

Table 7.17	Female	Male
Teaching & Scholarship	110	132
Teaching & Research	512	883
Research	503	421
Clinical	110	132
Graduate Teaching	334	311
Total	2153	2143

Academic Staff by job type and gender



8. Age

Data Summary:

- Although the categories and groupings are not an exact match, our workforce age profile (see Table 8.1) aligns broadly with the UK Higher Education Institution (HEI) sector (see Table 8.2). A significant majority of Cardiff University staff, 72.87%, fall into the 35 and over age categories. In comparison, the UK HEI sector has 83.55% of staff in the over 30 categories, with the highest proportion, 27.42%, within the 35-44 age group, compared to 27.70% in the 31-40 age category for the UK HEI sector.
- Regarding recruitment (see Table 8.3), the trends indicate that older applicants tend to be more successful in progressing from applied to shortlisted and hired statuses. While this may be expected due to experience rather than age, further investigation over the long term may prove beneficial.
- The age profile distribution is similar across both Professional Services (see Table 8.6) and Academic roles (see Table 8.7). The largest percentage difference is noted in the 25-34 age category, with 21.03% in Professional Services and 26.40% in Academic roles.
- In the academic promotions process (see Table 8.5), the highest rate of applicants came from the 25-34 age category at 26%. In contrast, the lowest rate of applicants was from the 65-99 age category. Notably, the highest percentage of successful applicants also came from the 25-34 age group at 75%, while the lowest success rate was observed in the 55-64 age category.
- Table 8.4 indicates that the highest proportion of leavers is found in the combined age categories of 25-34 and 35-44, which together account for 52% of the total number of both voluntary and involuntary leavers. Notably, the 35-44 age category has a higher percentage of involuntary leavers at 29.19%, compared to the overall cohort shown in Table 8.1, which has a rate of 27.42%.

Age

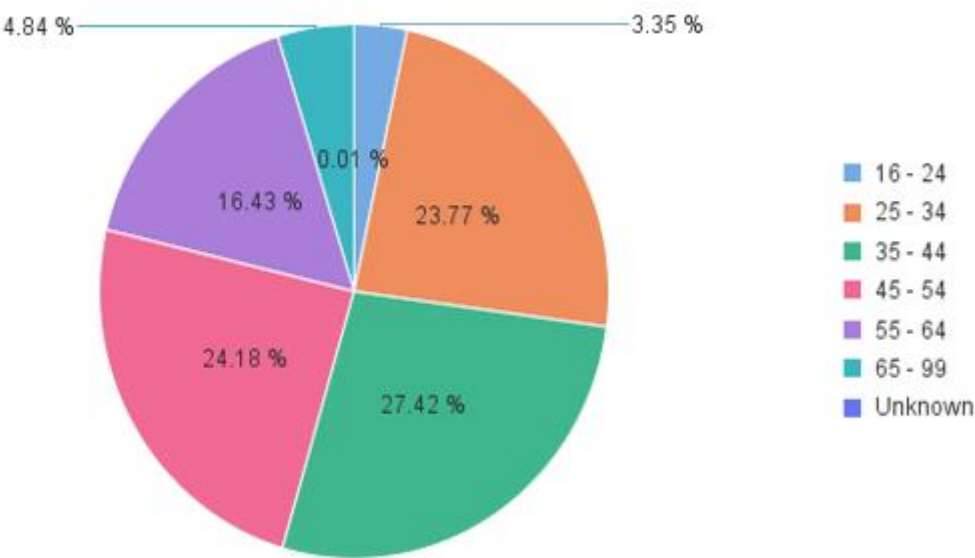
Colleague Breakdown

Table 8.1	16-24	25-34	35-44	45-54	55-64	65-99	Total
2020	2%	21%	33%	22%	17%	5%	100%
2021	2%	21%	33%	22%	17%	5%	100%
2022	1.92% (146)	19.54% (1489)	32.04% (2441)	23.06% (1757)	17.99% (1371)	5.45% (415)	100% (7619)
2023	2.14% (165)	19.11% (1474)	29.93% (2309)	25.78% (1989)	17.67% (1363)	5.38% (415)	100% (7715)
2024	3.35% (282)	23.77% (2003)	27.42% (2311)	24.18% (2038)	16.43% (1385)	4.84% (408)	100% (8428)

UK HEI Sector

Table 8.2	30 and under	31-40yrs	41-50yrs	51-60yrs	61 and over	Total
UK HEI sector	16.44% (72195)	27.70% (121615)	25.50% (111955)	21.73% (95400)	8.62% (37860)	100% (439035)

Cardiff University Age Overview



Age

Recruitment

Table 8.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
16-24	15.47% (2459)	11.67% (276)	11.92% (110)	16.45% (2010)	11.17% (101)
25-34	41.55% (6606)	41.55% (983)	39.22% (362)	41.58% (5081)	42.04% (380)
35-44	23.32% (3708)	26.12% (618)	27.74% (256)	22.81% (2787)	23.23% (210)
45-54	9.68% (1539)	11.33% (268)	13.00% (120)	9.15% (1118)	12.50% (113)
55-64	3.16% (502)	4.10% (97)	4.55% (42)	2.86% (349)	4.76% (43)
65+	0.25% (40)	0.34% (8)	0.22% (2)	0.25% (30)	0.22% (2)
Not declared	6.58% (1046)	4.90% (116)	3.36% (31)	6.92% (55)	6.08% (846)
Total	100% (15900)	100% (2366)	100% (923)	100% (11430)	100% (1695)

Leavers

Table 8.4	Voluntary	Involuntary
16-24	2.68% (15)	4.04% (13)
25-34	25.76% (144)	22.85% (109)
35-44	26.48% (148)	29.19% (94)
45-54	15.56% (87)	15.22% (49)
55-64	15.92% (89)	12.73% (41)
65-99	13.60% (76)	4.97% (16)
Total	100% (559)	100% (322)

Academic Promotions (1 August 2022 - 31 July 2023)

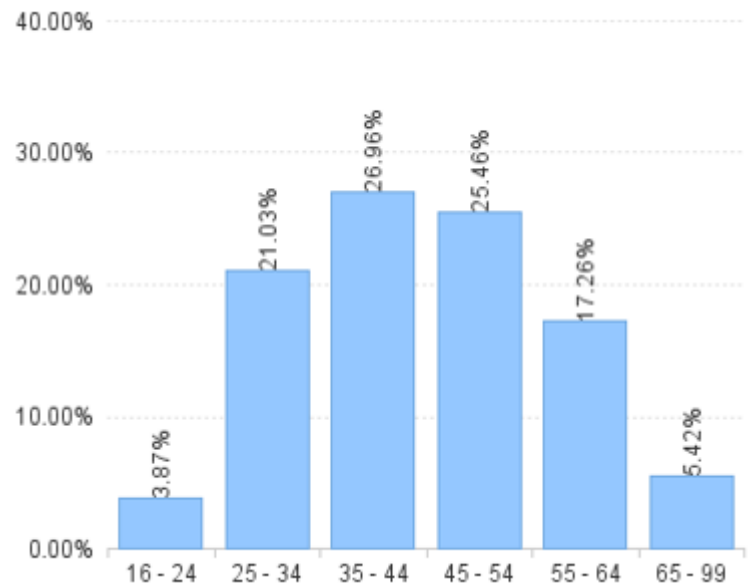
Table 8.5	Eligible Pool	% applications	% successful applications
25-34	7% (93)	26% (24)	75% (18)
35-44	43% (602)	25% (151)	69% (104)
45-54	31% (430)	14% (62)	69% (43)
55-64	18% (249)	12% (30)	57% (17)
65-99	2% (35)	9% (<5)	67% (<5)
Total	100% (1409)	100%	100%

Age - Additional Reporting

Professional Services Staff by Age

Table 8.6	%	Number
16-24	3.87%	160
25-34	21.03%	869
35-44	26.96%	1114
45-54	25.46%	1052
55-64	17.26%	713
65-99	5.42%	224
Total	100%	4132

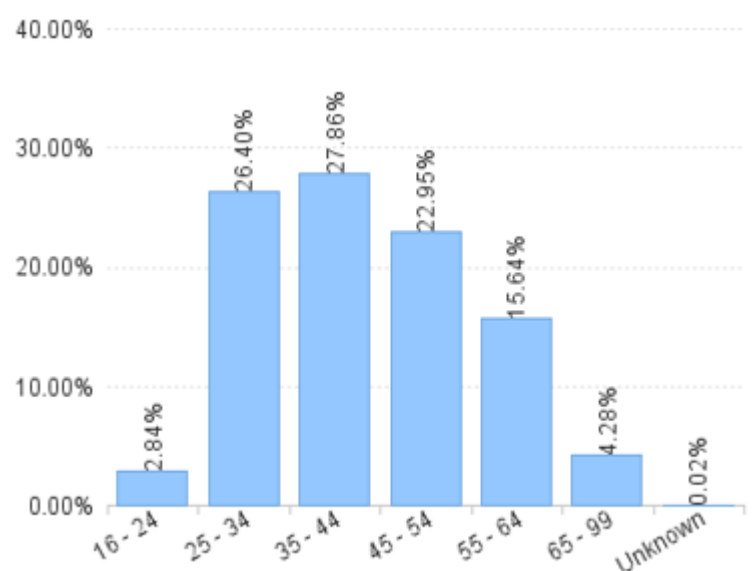
Professional Services Staff by Age



Academic Staff by age

Table 8.7	%	Number
16-24	2.84%	122
25-34	26.40%	1134
35-44	27.86%	1197
45-54	22.95%	986
55-64	15.64%	672
65-99	4.28%	184
Total	100%	4295

Academic Staff by Age



9. Sexual Orientation

Data Summary:

- Currently, the collection of sexual orientation data for Higher Education Statistics Agency (HESA) reports is voluntary; therefore, there is no comprehensive national overview of the staff population in higher education institutions (HEIs) regarding sexual orientation. As a result, only 75.6% of institutions have provided this information.
- In Tables 9.1 and 9.2, it is shown that 37.6% of Cardiff University staff have an unknown sexual orientation, which aligns with the UK HEI sector average (37.6%). However, a higher percentage of our staff have chosen "Prefer Not to Say" (16.41%) compared to the UK HEI benchmarks, where only 9.5% opted for this response.
- Regarding Recruitment, Table 9.3 indicates that applicants who identified as Bisexual, Gay, or Lesbian, as well as those who did not declare their orientation, experienced an increased success rate compared to other groups upon appointment. The rates for applicants who Declined or Withdrew, as well as those who were Rejected, were similar among Bisexual, Gay, Lesbian, and Heterosexual staff. Notably, applicants who did not declare their orientation had the highest rejection rate.
- We have not yet compiled additional diversity data in other areas but are currently exploring what information would be beneficial to include to advance our work in this area.

Sexual Orientation

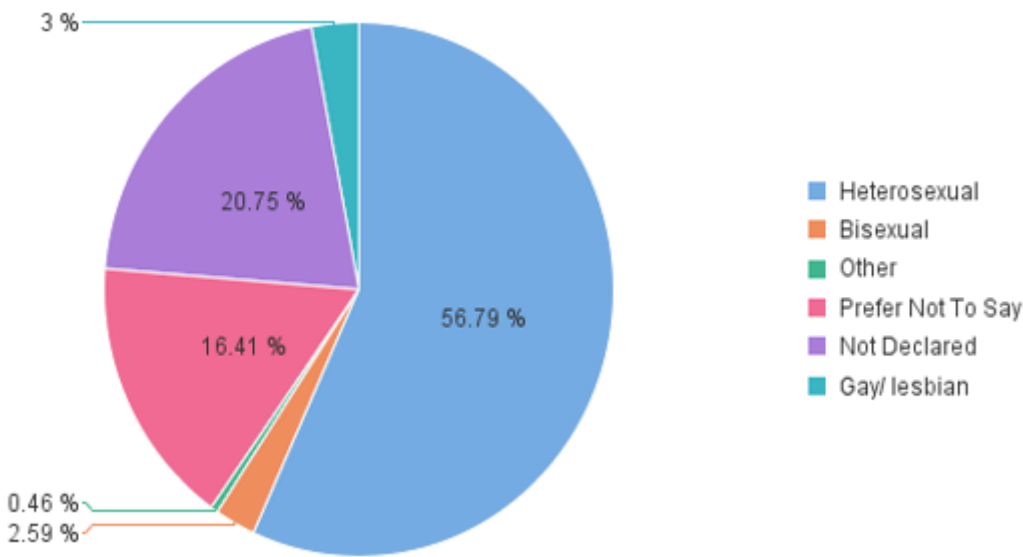
Colleague Breakdown

Table 9.1	Gay / Lesbian	Bisexual	Prefer Not to Say	Not Declared	Other	Heterosexual	Total
2020	3% (204)	2% (117)	23% (1777)	14% (1087)	0% (27)	59% (4554)	100% (7766)
2021	2.6% (194)	1.5% (111)	22.3% (1673)	15.2% (1142)	0.4% (28)	58% (4352)	100% (7500)
2022	2.94% (224)	1.81% (138)	19.96% (1521)	17.38% (1324)	0.38% (29)	57.53% (4383)	100% (7619)
2023	2.85% (220)	2.19% (169)	18.03% (1391)	20.47% (1579)	0.44% (34)	56.02% (4322)	100% (7715)
2024	3% (253)	2.59% (218)	16.41% (1383)	20.75% (1749)	0.46% (39)	56.79% (4786)	100% (8428)

UK HEI Sector

Table 9.2	Gay / Lesbian	Bisexual	Prefer Not to Say	Not Declared	Other	Heterosexual	Total
UK HEI sector 2022-2023	2.64%	2.01%	9.47%	28.08%	0.61%	57.20%	100%

Cardiff University Sexual Orientation Overview



Sexual Orientation

Recruitment

Table 9.3	Applied	Shortlisted	Hired	Rejected	Declined / Withdrawn
Bisexual	7.90% (1251)	8.29% (196)	7.92% (73)	7.82% (70)	7.78% (951)
Gay / Lesbian	4.38% (693)	4.53% (107)	4.99% (46)	4.38% (40)	4.44% (533)
Heterosexual	75.73% (11987)	74.74% (1766)	74.73% (689)	75.83% (684)	76.00% (9219)
Not Declared	0.59% (94)	0.97% (23)	0.98% (9)	0.52% (6)	0.67% (63)
Other	1.90% (301)	1.90% (45)	2.06% (19)	1.89% (16)	1.78% (230)
Prefer not to say	9.50% (1503)	9.56% (226)	9.33% (86)	9.55% (84)	9.33% (1161)
Total	100% (15829)	100% (2363)	100% (922)	100% (900)	100% (12157)

Leavers

Table 9.4	Voluntary	Involuntary
Bisexual	3.40%	3.42%
Gay/ lesbian	2.86%	2.48%
Heterosexual/straight	54.56%	42.86%
Other	0.89%	1.24%
Prefer not to say	16.10%	12.73%
Not declared	22.18%	37.27%
Total	100%	100%

Academic Promotions (Academic year 2022-2023)

Table 9.5	Eligible Pool	% applications	% successful applications
Gay / Lesbian	3% (39)	4% (9)	2% (4)
Bisexual	1% (16)	38% (6)	2% (4)
Not Declared	11% (157)	20% (32)	12% (22)
Other	0% (1)	0% (0)	0% (0)
Heterosexual	62% (875)	18% (161)	60% (110)
Prefer Not to Say	23% (321)	20% (63)	24% (44)
Total	100% (1409)	100% (271)	100% (184)

10. Religion and Belief

Data Summary:

- In the 2021/22 academic year, 78.6% of institutions provided information to HESA regarding religion and belief. As a result, we only have a partial understanding of the data for all UK higher education institutions (HEIs). According to our data in Table 10.1, 17.03% of respondents identified their religion as "unknown" (Table 10.2 shows this figure for UK HEIs at 36.1%), while the highest declared religion was Christianity, accounting for 21.04% (compared to 22.4% for UK HEIs).
- Regarding academic promotions, as seen in Table 10.3, the Jewish, Hindu and Muslim religions had the highest rate of applicants from the eligible pool. In terms of success rates, the Jewish, Hindu and Christian groups performed best, while the categories "Not Declared" and "Any Other Religion/Belief" also showed a high success rate. However, it is important to note that the actual number of staff identified from these groups is quite small.
- We have not yet collected additional diversity data in other areas, but we are currently exploring which information would be beneficial to include to advance our work in this area.

Religion and Belief

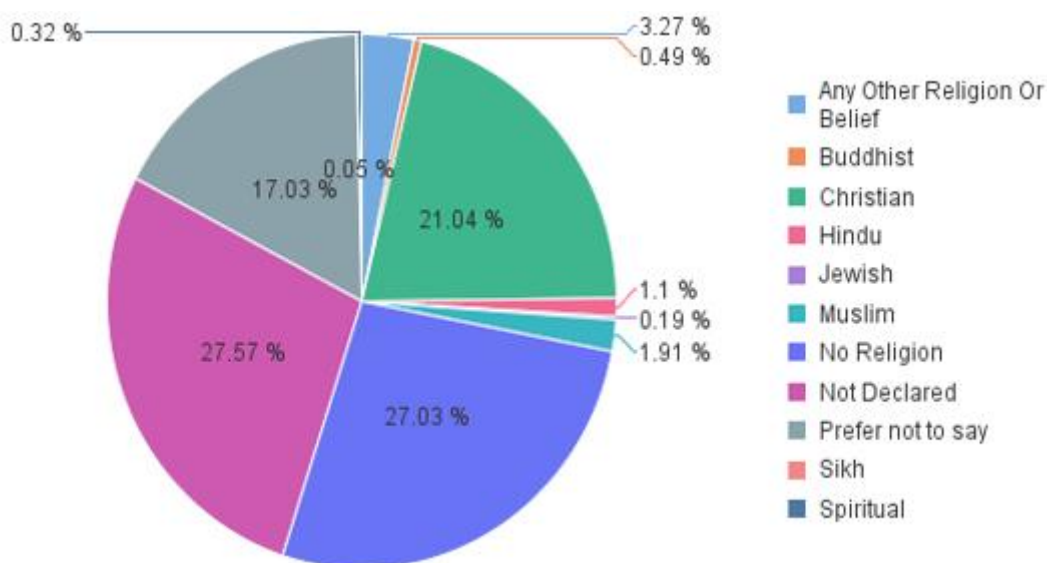
Colleague Breakdown

Table 10.1	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Sikh	Spiritual	Any other religion or	Prefer not to say /not declared	Total
2020	1%	24%	1%	0%	1%	23%	0%	0%	4%	24%	100%
2021	0.3% (40)	13.5% (1725)	0.4% (55)	0.1% (10)	0.7% (110)	11.7% (1760)	0% (<5)	0.1% (20)	2.1% (320)	11.9% (1620)	100%
2022	0.51% (39)	22.63% (1724)	0.88% (67)	0.13% (10)	1.44% (110)	24.70% (1882)	0.03% (<5)	0.26% (20)	3.91% (298)	21.08% (1606)	100%
2023	0.53% (41)	21.57% (1664)	0.99% (76)	0.17% (13)	1.46% (113)	24.72% (1907)	0.03% (<5)	0.34% (26)	3.56% (275)	46.64% (3598)	100% (7715)
2024	0.49% (41)	21.04% (1773)	1.10% (93)	0.19% (16)	1.91% (161)	27.03% (2278)	0.05% (4)	0.32% (27)	3.27% (276)	17.03% (1435)	100% (8428)

UK HEI Sector

Table 10.1	Buddhist	Christian	Hindu	Jewish	Muslim	No religion	Sikh	Spiritual	Any other religion or belief	Prefer not to say /not declared	Total
UK HEI	0.7%	22.4%	1.4%	0.4%	2.7%	32.8%	0.4%	0.9%	2.1%	9.1%	100%

Cardiff University Religion and Belief Overview



Academic Promotions (Academic year 2022-2023)

Table 10.3	Eligible Pool	% applications	% applications successful
Buddhist	0.99% (14)	0.37% (1)	0% (0)
Christian	24.20% (341)	21.85% (59)	20.65% (38)
Hindu	0.99% (14)	1.11% (3)	1.09% (2)
Jewish	0.28% (4)	0.37% (1)	0.54% (1)
Muslim	2.34% (33)	2.57% (7)	2.17% (4)
No religion	23.35% (329)	31.11% (84)	30.43% (56)
Sikh	0% (0)	n/a (0)	n/a (0)
Spiritual	0.28% (4)	0% (0)	n/a (0)
Any other religion or belief	4.12% (58)	2.96% (8)	3.26% (6)
Not declared	43.44% (612)	39.63% (107)	41.85% (77)
Total	100% 1409	100% (270)	100% (184)

11. Pregnancy and Maternity

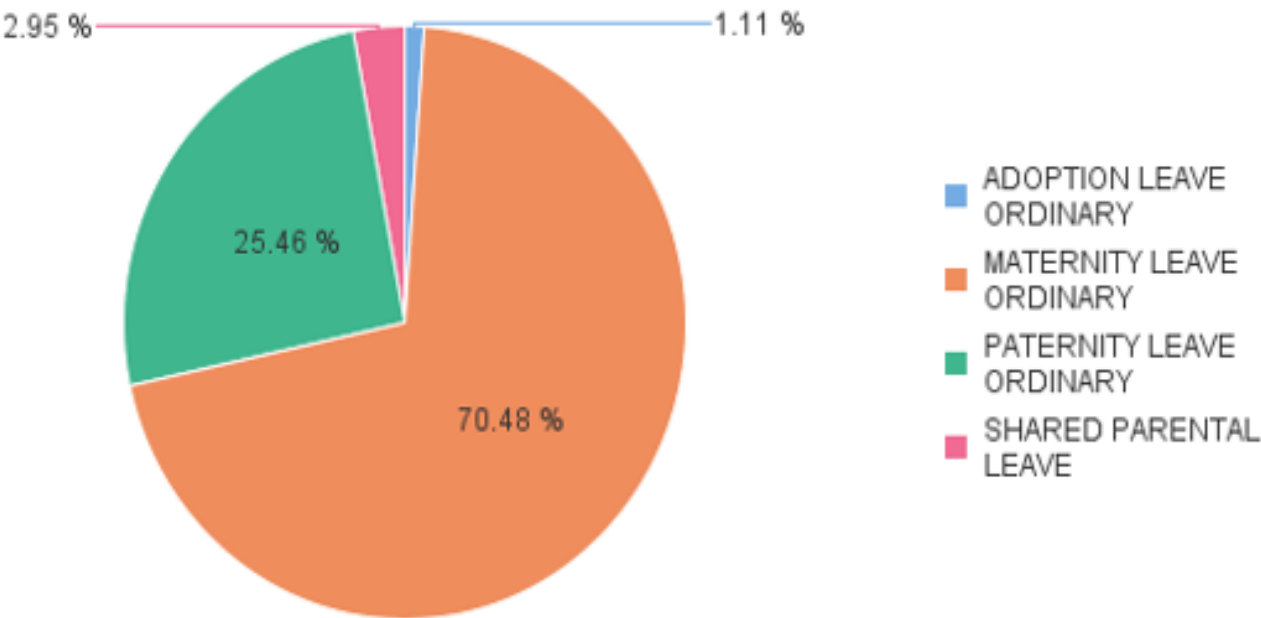
Data Summary:

- Due to the small numbers, we have only provided overall staff statistics. As part of our review of Equality, Diversity and Inclusion data at Cardiff University we will continue to consider and evaluate whether this should be included moving forward.

Colleague Breakdown

Table 11.1	Adoption Leave	Maternity Leave	Paternity Leave	Shared Parental Leave
2020	6	215	23	<5
2021	<5	239	75	9
2022	<5	230	73	<5
2023	1.81% (5)	71.84% (199)	24.55% (68)	1.81% (5)
2024	1.11% (3)	70.48% (191)	25.46% (69)	2.95% (8)

Cardiff University Pregnancy and Maternity Overview



12. Marriage & Civil Partnerships

Data Summary:

- Currently, staff data for this area is not collected. As we review Equality, Diversity, and Inclusion data at Cardiff University, we will evaluate whether to include this information in the future.

13. Gender Reassignment

Data Summary:

- The Equality and Human Rights Commission defines the protected characteristic of gender reassignment as "the process of transitioning from one sex to another." However, it recognises that individuals are protected under the Equality Act 2010 when their gender identity differs from the sex assigned to them at birth.
- Advice from the Equality and Human Rights Commission emphasises the need for caution when monitoring gender identity, noting that there are challenges associated with the use and publication of this data due to low numbers.
- Given the very low numbers involved—specifically, less than 1% of individuals at Cardiff University who confirm they have changed their gender identity—we have decided against further data analysis to avoid the risk of identifying individuals.
- Reporting information on transgender status for the Higher Education Statistics Agency (HESA) is currently voluntary. In the 2021/22 academic year, 64.6% of institutions submitted this information.
- As part of our review of Equality, Diversity, and Inclusion data at Cardiff University, we will evaluate whether to include this information moving forward.

14. Student Data

The below data shows statistics relating to students enrolled at Cardiff University and their characteristics. The source of data used is the data supplied to the Higher Education Statistics Agency annually – the HESA ‘Student’ return 2023/24. This data source contains a record for each instance of engagement between a student and a course during the academic year August 1st 2023 and July 31st 2024. The counts shown are Student headcount. The use of HESA data is due to the following reasons:

- For all characteristics the population size is the same.
- Continuing Professional Education students are included.
- HESA data is used for other annual reports produced by Cardiff University, and is used for sector data comparisons by a number of external bodies, including our regulator HEFCW. This will ensure consistency when data is compared with any other uses.

Cardiff University had 39,540 students enrolled during 2023/24. Most of these students are on full-time courses, and over half of the students were enrolled on their first degree. UG students consistently and heavily outnumber postgraduate students at the University.

Level of study	Student Count	%
First Degree	23490	59.40%
Other Under-Graduate (OUG)	2530	6.40%
Post Graduate Taught (PGT)	10690	27.04%
Post Graduate Research (PGR)	2830	7.16%
Mode of study (including dormant and writing up = 40,660 students)	count	%
Full-time	33080	83.65%
Part-time	6465	16.35%

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

Characteristic	Trends
Disability	<p>Of those students recording a disability, the majority report a learning difference (4.61%, 4.03% last year) or a mental health condition (3.69%, 3.17% last year), accounting for around two thirds of all recorded disabilities. This is followed by those with long-term illnesses (1.45%, 1.22% last year) and multiple impairments (1.51%, 1.11% last year). The smallest proportion is of those reporting blindness or visual impairments (0.13%, 0.10% last year).</p> <p>The proportion of students reporting a disability has been steadily increasing over the past five years, with learning difficulties and mental health always representing the largest categories. According to internal data, the proportion of those reporting multiple disabilities has nearly doubled over the last five years and is showing a small increase again this year (1.51%, 1.11% last year).</p> <p>Disability information is recorded during enrolment and re-confirmed with each annual re-enrolment, though students can also amend their disability status in-year if they wish.</p>
Sex	<p>The proportion of people who identify as 'Other' has remained relatively stable over the last three years, hovering at around 0.3% of all students – for 2023/24, the proportion was 0.32% (0.31% last year). The proportion of 'Male' and 'Female' have also been relatively stable, with 'Female' consistently around 20% higher than 'Male'.</p> <p>2023/24 saw a further minor swing of approximately 0.5% in the percentage of 'Male' towards 'Female', with 58.95% in 2023/24 up from 58.48% last year. The percentage of 'Male' stood at 40.70% (41.19% last year).</p> <p>Sex data is collected through the application process.</p>
Age	<p>From 2017/18 to 2023/24 the proportion of students aged 20 and under has increased by 4.77%.</p> <p>The proportion of students aged 21-24 has increased by 0.45% since last year to 42.67%. The proportion of students aged 25-29 has been roughly consistent over the past five years, around the 12% mark. For 2023/24, it's 11.77%. The proportion of those aged over 30 has shown a sharp increase in 2023/24, rising to 16.32% from 13.08% last year.</p> <p>Age is calculated as at 31st August in the academic year, i.e. for 23/24 on August 31st 2023. It is derived from a student's birthdate, which is collected through the application process.</p>

Welsh Speaker	<p>Welsh language proficiency is reported in more detail from 2022/23 onwards – therefore comparisons to previous years to that are not possible to make.</p> <p>For 2023/24, Welsh language proficiency was returned for 33.2% of the student population, for 2022/23, only 24.6%. Within that population, the proportion of those who can speak some amount of Welsh has risen to 9.18% from 8.21%; however those able to understand spoken Welsh has decreased to 25.21% from 27.66%, and those able to write Welsh decreased to 0.02% from 2.13%.</p> <p>Welsh proficiency data is collected on the basis of a student's own declaration, annually during the enrolment or re-enrolment process.</p>
Ethnicity	<p>HESA collects ethnicity data only for UK-domiciled students; this is the reason why there is a high proportion of 'not available' data in published analyses. This analysis has therefore been supplemented by a review of internal data.</p> <p>Ethnic minorities make up 19.67% of the total returned, UK-domiciled student body. This is up from 17.98% last year. For UK-domiciled students, the largest minority ethnic group represented in 2023/24 is 'Asian – Indian or Indian British' (1085, 3.84%), followed by 'Black – African or African British' (690, 2.44%).</p> <p>Among non-UK students, internal data shows that 89.71% are from ethnic backgrounds other than White. The largest group is Asian, at 10.06%.. Black students make up around 3.9% of the non-UK total.</p> <p>Ethnicity data is collected annually during the enrolment and re-enrolment process.</p>
Gender Identity	<p>Since 2018/19, the proportion of students who have identified that they have a different gender than that assigned at birth has increased each year. It is now the highest proportion in the past five years at 2.34%. It has risen by 1.4% since last year alone, when it represented 0.94% of the total student population.</p> <p>Gender identity data is collected on the basis of a student's own declaration, annually during the enrolment or re-enrolment process, using the question 'Is your gender identity the same as the gender you were originally assigned at birth?'</p>
Sexual Orientation	<p>Since 2017/18, the proportion of students identifying as 'Bisexual' has increased by 3.31%.</p> <p>The proportion of students identifying as 'Other' has increased by 0.59% since 2017/18.</p> <p>The proportion of students identifying as gay/lesbian has decreased by 0.68% since last year.</p>

	<p>The number of students choosing 'Prefer Not to Say' stands at 10.07%, an increase from 9.28% last year.</p> <p>Sexual orientation data is collected on the basis of a student's own declaration, annually during the enrolment or re-enrolment process.</p>
Religion	<p>Since 2017/18, the proportion of students having no religion has increased by approximately 3% to 52.19%.</p> <p>The proportion of Muslim students has gradually increased since 2017/18 to 8.93% (last year 8.13%).</p> <p>Over the past six years, the proportion of students identifying as Christian has slowly decreased to around a fifth of recorded religions. For 2023/24, the percentage is 20.99% (last year 20.58%).</p> <p>Religion data is collected on the basis of a student's own declaration, annually during the enrolment or re-enrolment process.</p>

Student Data 2023 - 2024

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

Gender Identity

	%	Number
Different to at birth	2.34%	925
Same as at birth	96.32%	38,090
Prefer Not to Say	1.29%	510
Not available	0.05%	20
Total	100%	39,540

Welsh Speakers

	%	Number
Speak Welsh	9.18%	1,105
...Fluent	0.02%	0
...Can speak a fair amount	0.85%	100
...Can only speak a little	6.15%	740
...Can just say a few words	2.16%	260
Understand Spoken Word	25.21%	3,035
Write Welsh	0.02%	0
None of the above	63.51%	7,640
Not available	0.10%	10
Not collected	---	27,510
Total	100%	39,540

Sexual Orientation

	%	Number
Bisexual	7.80%	3,085
Gay or lesbian	1.73%	685
Heterosexual or straight	78.52%	31,050
Other sexual orientation	1.33%	525
Prefer not to say	10.07%	3,985
Not available	0.54%	215
Total	100%	39,540

Religion or Belief

	%	Number
No religion	52.19%	20635
Buddhist	1.17%	460
Christian	20.99%	8,300
Hindu	4.44%	1,755
Jewish	0.26%	100
Muslim	8.93%	3,530
Sikh	0.70%	275
Any other religion or belief	1.72%	680
Prefer not to say	9.06%	3,580
Not available	0.55%	220
Total	100%	39,540

Sex

	%	Number
Female	64.22%	23,310
Male	34.99%	16,095
Other	0.59%	125
Not available	0.20%	10
Total	100%	39,540

Sex – by Level of Study

Level of Study	PGR	PGT	First Degree	OUG
Female	1,500	6,335	13,850	1,625
Male	1,320	4,325	9,565	885
Other	10	30	70	15
Not available	5	0	5	5
Total	2,830	10,690	23,490	2,530

Disability

	%	Number
No known impairment, health condition or learning difference	78.31%	30,965
Blind or have a visual impairment uncorrected by glasses	0.13%	50
D/deaf or have a hearing impairment	0.33%	130
Development condition had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	0.00%	0
Learning difference such as dyslexia, dyspraxia or AD(H)D	4.61%	1,825

Age

	%	Number
20 years and under	42.67%	16,870
21-24	29.24%	11,560
25-29	11.77%	4,655
30 years and over	16.32%	6,455
Total	100%	39,540

Age – by Level of Study

	PGR	PGT	First Degree	OUG
20 years and under	0	60	16,525	615
21-24	340	4,735	5,885	600
25-29	1,065	2,715	535	340
30 years and over	1,425	3,180	540	1305
Total	2,830	10,690	23,490	2,530

Ethnicity (UK domiciled students)

	%	Number
Arab	1.20%	340
Asian - Bangladeshi or Bangladeshi British	1.27%	360
Asian - Chinese or Chinese British	1.01%	285
Asian - Indian or Indian British	3.84%	1,085
Asian - Pakistani or Pakistani British	2.23%	630
Any other Asian Background	2.11%	595
Black - African or African British	2.44%	690
Black - Caribbean or Caribbean British	0.27%	75

Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	1.45%	575
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	3.69%	1,460
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying).	0.29%	115
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	0.77%	305
An impairment, health condition or learning difference not listed	0.99%	390
Multiple impairments, health conditions or learning differences	1.51%	600
Not available	7.90%	3,125
Total	100%	39,540

Any other Black Background	0.09%	25
Mixed or multiple ethnic groups - White or White British and Asian or Asian British	2.21%	625
Mixed or multiple ethnic groups - White or White British and Black African or Black African British	0.50%	140
Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British	0.67%	190
Any other Mixed or Multiple ethnic background	1.22%	345
White - English, Scottish, Welsh, Northern Irish or British	75.11%	21,225
White - Gypsy or Irish Traveller	0.00%	0
White - Irish	0.62%	175
White - Roma	0.04%	10
Any other White background	3.22%	910
Any other ethnic background	0.64%	180
Prefer not to say	1.34%	380
Not available	0.06%	15
Not collected	---	11,265
Total	100%	39,540

Disabled Student Allowance

	%	Number
In receipt of Disabled Student's Allowance	3.65%	1,445
Not in receipt of Disabled Student's Allowance	19.60%	7,750
Information about Disabled Students' Allowance is not known/ not sought	76.75%	30,350
Total	100%	39,540

Ethnicity – by Level of Study

	PGR	PGT	First Degree	OUG
Asian	90	540	2,175	150
Black	40	130	555	65
Mixed or multiple ethnic background	60	150	1,030	55
White	1,295	3,760	16,010	1,255
Any other ethnic background	30	75	355	55
Not applicable or not known	1,315	6,035	3,360	955
Total	2,830	10,690	23,490	2,530

15. Complaints

During the reporting period, the University received a total of 43 Office of Independent Adjudicator (OIA).

- Out of these, 34 (79%) complaints had an element related to equality or a potential equality issue. The 34 OIA complaints were submitted by 31 students.
- Of the 34 OIA complaints, 31 are related to the protected characteristic of Disability; 3 complaints involve both Disability and discrimination based on Disability.

The outcomes of the complaints are as follows:

- 1 was found to be partly justified by the Office of the Independent Adjudicator (OIA)
- 14 were deemed not justified
- 1 complaint was withdrawn by the student
- 10 were not eligible for review or were closed by the OIA
- 7 complaints were settled by the University.
- Currently, 1 complaint is still under review by the OIA.

*Note: This includes all complaints that indicate they relate to disability (whether regarding the complaint issue or its impact). However, this information may not have been verified as meeting the legal definition of disability.

Formal Complaint requests 1 April 2023 – 31 March 2024

During the reporting period the University received **1340** requests for Formal Stage complaints which have been separated into the following categories:

Stage 2 Formal Complaints	01/04/23 – 31/03/24
Number of complaints received	1340
Grounds	
Industrial Action / Marking Assessment Boycott	1243
Concerns relating to the actions of member of staff	12
Concerns relating to actions of another student	26
Irregularity in the delivery of a programme	27
Supervision	3
Placement	0
Quality of facilities, services or learning resources	29

Industrial Action (IA) and Marking Assessment Boycott (MAB) Complaints

For 2022-23, the University revised the Student Complaints Process to address complaints related to the effects of Industrial Action and the Marking and Assessment Boycott. This updated separate process was designed to:

- Remove the informal stage of the complaint procedure;
- Enable the University to address student complaints more quickly;

- An Industrial Action complaint form was produced to help students provide us with the essential information and evidence we needed to address complaints (which avoided the need to ask for supplementary information);
- Clarified how we dealt with group complaints.
- All students were offered 28 days from the end of the 2022-23 academic year to make a complaint.
- Students who were impacted by the Marking and Assessment Boycott (MAB) and had missing marks had 28 days from the date the transcript confirming the missing marks was published to complain.
- The University proactively identified students most impacted by the marking and assessment boycott and interim financial gestures were offered at the end of the academic year in recognition of any distress and inconvenience experienced.

Of the 1243 IA/MAB complaints received, 206 (17%) had an equality element relating to the protected characteristic of disability which included impact upon mental health i.e., depression, anxiety, additional learning needs i.e., dyslexia, dyspraxia, and disability including obsessive compulsive disorder, attention deficit hyperactivity disorder and visual impairment etc. 194 complaints were Upheld and 12 complaint investigations are still under consideration.

Formal non-IA/MAB Complaints

A total of 97 Stage 2 (Formal) complaints were received from students regarding issues unrelated to Industrial Action or MAB. Among these, 27 complaints (28%) included an equality aspect related to the protected characteristic of disability. This encompassed impacts on mental health, such as depression and anxiety, as well as discrimination, PTSD, and additional learning needs like dyslexia and dyspraxia.

Of the 27 complaints with an equality element:

- 4 complaints were deemed ineligible or were submitted past the deadline.
- 8 complaints were upheld.
- 5 complaints were partly upheld.
- 4 complaints were not upheld.
- 6 cases are still under consideration.

15. Progress with our Objectives

In line with our statutory duties, Appendix 1 provides details of progress we have made towards fulfilling our 5 equality objectives for 2023-2024 as outline below:

Objective 1

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

Objective 2

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

Objective 3

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

Objective 4

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

Objective 5

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

Appendix 1 - SEP Action Plan Updates

Strategic Equality Plan (SEP) SEP Action Plan Updates 2023-2024.

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

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

The progress report contains information on what has been achieved to this date throughout the reporting period April 2023-March 2024.

The actions have been RAG rated (Red/Amber/Green) and the below provides an overview of the situation at the end of March 2024.

	Action Number															
Obj 1- Student Journey	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Obj 2- Staff Environment	17	18	19													
Obj 3- Building & Maintaining Relationships	20	21	22	23	24	25	26									
Obj 4- Accessible Environment	27	28	29													
Obj 5- Enhancing Governance Structures	30	31	32	33												

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

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

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.1 Issue/area for action: Inclusive Curriculum						
1	<p>Undertake a scoping exercise that will provide an:</p> <p>a) understanding of the state of play internally within the University, identifying both areas of good practice to showcase and priorities for enhancement</p> <p>b) external search to identify innovative practice within the sector to help inform and shape thinking. This will include defining 'inclusive curriculum' in the broadest sense and developing a university-wide framework for inclusive curriculum.</p>	A clear definition on what we mean at Cardiff by 'inclusive curricula', examples of best practice in embedding ED&I in the curriculum and a proposed approach to reviewing the extent to which inclusivity is embedded within academic programmes.	Learning and Teaching Academy	Within 2020	<p>The wording for this action was updated as a result of a review by action owners.</p> <p>A university-wide Inclusive Education Framework has been developed. This was endorsed by Widening Participation Strategy Delivery Board in October 2002, along with the recommendations about the next steps for the project which focus on:</p> <p>(1) developing guidance and resources (2) building (and sustaining) Communities of Practice, and (3) embedding inclusivity within structures, processes and practices.</p> <p>A paper outlining the above was also discussed</p>	No further progress reported.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.1 Issue/area for action: Inclusive Curriculum						
					at the EDI Committee in December 2022. This included the 2022/23 project action plan now being implemented.	
2	Roll out the new EDI Aware Module for all UG students across all 3 Colleges by March 2024.	Incoming students are informed about EDI anti-racism and equipped with the skills to support an inclusive learning and social environment and the values of the institution.	Registry, Student Life, and EDI Hub	Pilot in PSE October 2022 Review of the pilot to determine the possibility of wider rollout across the University in 2023/24	Successful completion of pilot in 2022/23 Academic year. The EDI Student training module developed by the College of Physical Science and Engineering will be rolled out to all first-year students for the 2023/24 cohort.	The wording for this action was revised after a review by action owners. This was successfully implemented during the induction week in September 2023, and will follow the same process for next year's induction week.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.1 Issue/area for action: Inclusive Curriculum						
3	As part of the inclusive Education Project, develop a series of inclusive education CPD workshops and develop a package of asynchronous support via the Education Development Toolkit (guides, resources, case studies, tools and practical tips), providing focused resources on inclusive practice whilst also embedding inclusivity throughout all sections of the toolkit.	Guidance and resources in place to explain our Cardiff University Inclusive Education Framework that defines what we seeking to achieve and provide practical evidence-based advice for colleagues and examples of best practice in embedding ED&I in our educational provision.	Learning & Teaching Academy		This action was developed during April 2022 and March 2023.	<p>The wording for this action has been updated after a review by the action owners.</p> <p>Asynchronous resources have been further developed, with new resources added and revisions made to the existing ones.</p>

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.1 Issue/area for action: Inclusive Curriculum						
4	As part of the Inclusive Education Project, develop Sector and School level ethnicity awarding gap data dashboards/reports.	Planning and actions to address race inequity are targeted and evidence led.	Learning & Teaching Academy.		This action was developed during April 2022 and March 2023.	Analysis and reporting on awarding and progression data have been completed, and this information is now being used to inform action planning.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.1 Issue/area for action: Inclusive Curriculum						
5	Analyse ethnicity awarding gap data to identify areas for focus and improvement across the institution.	The University can identify areas of concern and underlying factors contributing to awarding gaps.	Strategic Planning		This action was developed during April 2022 and March 2023.	<p>The NSS data regarding splits by characteristics has now been incorporated into the standard report, rather than being presented as a separate document. Please note that we do not have control over which fields are included, as this is determined by OfS/Texuna. However, the majority of protected characteristics are represented.</p> <p>Further efforts are underway to analyse module and assessment data by characteristics, with a prototype on assessments already shared with Inclusive Education. Additionally, new reports have been created on the Cardiff awarding gap and sector benchmarking data. These reports are now available for use within the Inclusive Education program and can be discussed with the Schools.</p>

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.1 Issue/area for action: Inclusive Curriculum						
						Key areas of concern have been identified, and meetings with all 24 Schools are scheduled to begin next week.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.2. Issue/area for action: Recruitment and Admissions						
6	Reviewing contextual admissions policy to ensure we are having a positive impact on attracting more contextual admissions and hopefully not having unforeseen effects.	To be in a position to use the data to increase knowledge of student needs within the student support environment. To widen the work to research admissions.	Head of Admissions	June 2022	The review was delayed due to technical limitations with data imported from UCAS. Review to resume in Autumn 2023 to roll out for 2025 entry.	The policy has been reviewed by the WP Strategy Group, the Admissions Policy Group, and the Recruitment and Admissions Operations Groups, and it has received approval to implement the use of UCAS multi-equality metrics and characteristics data. We are currently collaborating with UCAS and our systems team to determine how to integrate this data to flag contextual admissions. A further document outlining recommendations based on contextual classification will be presented soon. This document is being co-authored with the UK Recruitment and Outreach Team.
7	Develop an evidence base for the Discovery project (led by the Widening Participation and Outreach team), which aims to	A robust report evaluating impact and identifying	Widening Participation Team	2020/21 July 2022	The Discovery Programme (a pre-16 and post-16 stream) was delivered in person in Spring 2023. An	No further progress reported.

	support students who have autism spectrum conditions to progress to university and succeed thereafter.	recommendations for the future. Improved pathways for students from Widening Participation projects through to Student Support services.			in-person residential Summer School for post-16 programme participants will be delivered in July 2023. The lead staff member for this programme, will report on project successes and outcomes to the WP Strategy Delivery Board in May 2023.	
8	Identify degree programmes with gender imbalances (e.g. Healthcare and STEM) and develop practices within existing Widening Participation programmes (e.g. Access to Professions, Step Up to Uni and the Trio Sci Programmes) to address this issue.	To address and improve issues of gender imbalance for identified degree programmes.	Widening Participation Team, Academic Schools and Colleges, Planning (data).	2020/21	A Widening Participation Data Dashboard has been created, but data has not yet been analysed. The Widening Participation Strategy and Evaluation Manager role is currently vacant, and recruitment to this post is ongoing.	No further progress reported.
9	Build on the current provision to improve the retention rate for mature students; undertake further analysis of mature student retention rates. Identify students who attend the mature students' induction event and investigate whether they have improved retention rates against the control group (those who do not attend the induction event).	Improved retention rate for mature students.	Widening Participation Team, Student Support, Academic Schools and Colleges	2020/21	An evaluation of Mature Student transition support will be delivered to the WP Strategy Delivery Board in July 2023. Funding for the Evolve Transition programme (COVID 19 HEFCW Recovering Funding) has now come to an end, and so the Mature Student Induction/Evolve	No further progress reported.

					Transition Programme will not be offered for 2023 entry.	
10	<p>Work with the Widening Participation and Outreach team to develop the University's current engagement with key community events, such as:</p> <ul style="list-style-type: none"> • Cardiff Pride • Iris Prize • Soapbox Science (promoting gender balance in STEM subjects) 	To develop a programme of Community Outreach activities that promote and celebrate equality, diversity and inclusion, identifying how these can link into wider University objectives (e.g. staff and student recruitment).	Widening Participation Team	2020/21	The University has invested in a new EDI Hub, located in the Vice Chancellor's Office. They are in the process of developing a proactive plan for marking key events in the EDI calendar and will lead on the University's engagement with community equality events.	No further progress reported.
11	<p>Promote community learning opportunities for under-represented groups through the University's Live Local; Learn Local programme, which offers Level 3, 10 Credit Courses for a wide range of groups, including, but not limited to:</p> <ul style="list-style-type: none"> • Asylum seekers and refugees • Women Seeking Sanctuary African Centre for Entrepreneurism. 	To monitor the engagement of under-represented groups and identify further under-represented groups to work with through the programmes	Widening Participation Team	2020/21	The Widening Participation Team continues to support the University's Live Local; Learn Local programme, with financial contributions in the form of FAP spend.	No further progress reported.

12	Improve integration of standard EDI fields in reporting on student progressions and outcomes throughout the student journey.	Schools can interrogate EDI data at appropriate levels to better understand issues and areas for focus.	Strategic Planning	2023/24	This action was developed during April 2022 and March 2023.	Standard EDI fields have been added to UG and PGT progression reporting, which staff can access through BI. This enhancement includes comprehensive reporting on student numbers and characteristics. The current degree outcomes report is awaiting redevelopment for the 2024-25 cycle, during which additional fields will be integrated to ensure alignment with these changes. There is ongoing work to integrate Graduate Outcomes data with SIMS student characteristics fields, which will significantly expand the range of available characteristics for the 2024-25 cycle.
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
1.4 Issue/area for action: Supporting the wellbeing of students with protected characteristics						
13	Identify existing equality data collected and evaluated by Student Support and Wellbeing. Identify key service developments that target students with protected characteristics and establish outcome measurements.	Establish data from current systems and develop an action plan of developments that support students with specific protected characteristics.	Director of Student Support and Wellbeing	Dec 2020	There are issues with the software adopted for student support services (Engage to Serve: Retain), which are being discussed with the supplier. There are some significant practical challenges with being able to provide data analysis connecting engagement data with demographic data.	No further progress reported.
14	Establish equality reporting requirements for new IT systems.	To provide robust data on the engagement of students with protected characteristics with Student Support and Wellbeing. Enable the analysis with university data on retention, attainment, and employability to inform and review action plan.	Director of Student Support and Wellbeing	February 2021	A Service Improvement Manager started in post in November 2022. Progress has been made in some areas in monitoring the engagement of students with protected characteristics. This has not yet been fully realised due to CRM software issues as outlined in 13.	No further progress reported.

15	Establish a monitoring process in line with divisional planning and reporting.	To evaluate the impact of activity to inform service developments.	Director of Student Support and Wellbeing	Dec 2020	An evaluation framework is in place and the Division is moving towards impact evaluation.	No further progress reported.
16	Use data analysis to complete an audit on targeted activity for students with protected characteristics to understand gaps in student provision on wellbeing.	Student wellbeing and support teams are better informed to develop actions and strategies to address gaps in student provision.	Student Life		This action was developed during April 2022 and March 2023.	<p>A Student Life activity audit was conducted to identify all activities specifically designed for students with protected characteristics. This was done to gain a better understanding of the current support provided. The audit highlighted both established provisions and new initiatives for the academic year 2023-24, along with plans for evaluating these initiatives.</p> <p>Additionally, data analysis on the Financial Assistance Programme and Student Futures engagement was carried out to enhance understanding of student engagement with these services. The findings from the audit and the data analysis have been used to develop the draft Student Life EDI Action Plan, which</p>

						aligns with an action in the interim SEP.
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Objective 2: Creating a staff environment where we improve the diversity of our recruitment and enable our staff to progress and develop in a supportive environment.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
17	Collate and analyse recruitment baseline applications data and compare with local community data to identify demographic under representations in applications and how to further support for an inclusive research culture could impact on recruitment.	Data provides information on the groups who face perceived or actual barriers in applying to work at Cardiff University (CU) and how these impact an inclusive research culture as an institution where relevant.	Human Resources – Head of HR Operations and Responsible Research Assessment Officer	September 2020	<p>Collating meaningful data is still challenging but we will focus on that next to evidence the initiatives we have undertaken and have planned with the overall aim of making our staff base more representative of the city/area we are part of.</p> <p>During this period, the following actions have been undertaken:</p> <ul style="list-style-type: none"> • Promoting CU at various recruitment fairs within Cardiff. • Signing the Ffair Jobs Community Compact which ensures advertised roles are reaching community members they hadn't previously. • Revamped Job Descriptions for Grads 2-4 to increase inclusivity by using more 	<p>During this period, we accomplished the following:</p> <ul style="list-style-type: none"> • Attended major recruitment fairs in Cardiff to promote the University and offer recruitment advice, with attendees able to sign up for follow-up emails. • Participated in Cardiff City Council jobs fairs, including a Refugee event at the University in February 2024. • Maintained a monthly presence at Grange Pavilion to promote the University and gather feedback. • Took part in Career Models Week at Grange Pavilion in March 2024.

					<p>straightforward, accessible language.</p> <ul style="list-style-type: none"> • Attending the Grange Pavilion Career Models week in Feb 2023 – and we aim to be more involved with their programme of events/activities, going forward. • Rolling out the use of Diverse Interview Panels across the University. Initially, this will focus on race, but we will look to expand to other protected characteristics in time. • Received HEFCW funding to recruit a Recruitment Officer: Race Equality and Inclusion. • Received HEFCW funding to provide a week's work experience in October to secondary school students from Black, Asian, and Minority Ethnic 	<ul style="list-style-type: none"> • Launched the Diverse Interviews Panel initiative, with a review set for summer 2024. • Recruited a Recruitment Officer for Race Equality and Inclusion, starting in April 2023, funded by HEFCW. • Provided a week's work experience for secondary school students from Black, Asian, and Minority Ethnic backgrounds in October 2023. • Required all recruitment documents to be submitted and published bilingually starting in June 2023. • Collaborated on monthly social media posts to highlight available roles across Facebook, Twitter, and LinkedIn.
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					<p>backgrounds, showcasing diverse jobs within Professional Services and encouraging future applications.</p> <ul style="list-style-type: none"> • Launched a 6-month pilot of the Translation Service team providing free translation for Grade 1-4 School and College role adverts and job descriptions, to celebrate and promote our bilingualism, meet our Welsh language Standards obligations, and increase the recruitment of Welsh Speakers to University roles. • Currently working with the Disability Steering Group to review the recruitment process and draft short- and longer-term actions. 	
18	Utilise baseline data in conjunction with qualitative feedback to identify barriers	Identify priorities to address barriers linked with specific	Human Resources – Head of HR	December 2020	We are working with our HR MIS (Management Information Systems) team,	Appointment to the role of Recruitment Officer for Race

	in applying to work for Cardiff University across all protected characters with an initial focus on gender and ethnicity and how the removal of such barriers could support an inclusive research culture where relevant to the post. Feedback will inform revisions to our recruitment processes.	protected characteristic groups and an inclusive research culture where relevant.	Operations and Responsible Research Assessment Officer		with the EDI Hub, and with our external platform providers to finalise baseline data and comparative data sets to evaluate impact. We will also seek qualitative evidence, where appropriate. We have received HEFCW funding to recruit a Recruitment Officer: Race Equality and Inclusion, part of whose remit will be to identify and, where possible, remove barriers.	Equality and Inclusion has been completed. The EDI Dashboard is currently in progress and not yet finished. It is being used by the pilot group of the EDI Hub charter marks, and there is a proposal in development to launch it to the wider University in August 2024.
19	Relaunch Diverse Interview Panels initiative, expanding on the pilot to incorporate shortlisting to ensure an inclusive and consistent practice from application to appointment.	Structures and processes for diversifying recruitment practices are established and developed.	Human Resources – Head of HR Operations and Recruitment Officer: Race Equality and Inclusion		This action was developed during April 2022 and March 2023.	The initiative has been finalised and now includes the shortlisting stage of the recruitment process. It was relaunched in the Autumn of 2023. Colleagues from across the University were invited to register as potential panelists and can choose any interview panels they wish to join by responding to notices of upcoming shortlisting and interviews posted on a dedicated Teams site. Guidance has been finalized and published on the

						<p>intranet. The Recruitment Officer for Race Equality and Inclusion presented at various networks and committee meetings to promote the launch of this initiative. This officer is the main contact for the initiative and will be conducting a comprehensive review in the near future.</p>
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Objective 3: Creating an inclusive University culture based on building and maintaining relationships.

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
3.1 Issue/area for action: Inclusive University culture						
20	<p>Building, maintaining, and restoring relationships to establish an inclusive environment for staff and students based on a culture of trust that empowers all individuals within the University community long term.</p> <p>Commitment from all Senior Staff and key stakeholder engagement on adopting the values and behaviours required to ensure a culture of inclusion. An external provider to deliver strategic briefing sessions to UEB and senior HR team and HRBPs on the vision for cultural change.</p> <p>Provision of a 2-day intensive relationship approaches training for senior managers. PVCs to identify one School from</p>	<p>UEB and HR commit to adopting the values and behaviours required to ensure a culture of inclusion.</p> <p>UEB and HR members undertake exercise to co-create the University values and needs and long-term vision for cultural change. PVCs agree to support and promote staff engagement with pilot relationship approach sessions each nominating one School from their College.</p> <p>HR/ Student Support Services to recognise the cost benefits, improved well-being and resolution of</p>	<p>DVC (Lead) supported by Dean of EDI</p> <p>UEB supported by the Head of EDI</p>	<p>July-Sept 2020</p> <p>Phase 1 to start in academic year 22/23</p> <p>Phase 2 for next strategic equality plan</p>	<p>The EDI Hub are leading on the development of the next Strategic Equality Plan. The draft document sets out a vision for a new approach to equality, including what culture we want to achieve and ensuring there is broad agreement about our ambition for the institution.</p> <p>Given this new strategic direction and the new incoming Vice-Chancellor, the decision was made to prioritise gaining agreement on what equality, diversity, inclusion, and anti-racism mean in the institution, and what this looks like in practice, before looking to develop shared values.</p>	<p>The SEP 2024 – 2028, published in August 2024, promotes shared values of inclusion grounded in EDI and anti-racism principles, alongside the development of a broader university strategy and cultural shift.</p>

	each College to pilot the relationship approach.	cases through implementation of relationship approaches compared with existing processes. Outputs will be captured to inform the next steps.				
21	We will collaborate with staff and students to develop and deliver a plan of engagement for key events in the EDI calendar, such as Pride, Black History Month, and Disability Awareness Month. The planned events will platform underrepresented voices, promote relevant work by CU experts, and engage local and international communities to promote inclusive practice in Higher Education.	A culture of inclusivity and belonging is cultivated through visible engagement with EDI topics, and the contributions and expertise of CU staff and students to advancing equality.	EDI Hub		This action was developed during April 2022 and March 2023.	<p>Last June, we collaborated with staff and students for Pride. We hosted a free breakfast at the VJ Gallery for students, staff, and their friends and families, with an option to attend the Pride Cymru parade.</p> <p>In celebration of Black History Month, a group of students and staff was chaired to organise various events, including a mural unveiling and celebrations of diverse cultures, all coordinated by students.</p> <p>A landing page for Disability History Month was created that gathered a series of events from across the University. These included accessibility to music, navigating careers</p>

						<p>successfully with a disability, a wellbeing champions stall, and a talk from one of our lecturers on disability and mobility aids in Britain.</p> <p>For LGBT+ History Month, we compiled a list of events mainly organised by the Student Union and the wellbeing champions. These included opportunities to meet LGBTQ+ champions, trans spaces, and a talk by activist and campaigner Lisa Power, which focused on how LGBT+ individuals have influenced healthcare practices. We also hosted a screening of the Iris Prize 2023 shortlist of films.</p> <p>Additionally, we are discussing plans to map these events for future reference.</p>
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
3.2 Issue/area for action: Deal with complaints in an effective way to enable an early resolution						
22	Progress recommendations contained in the Advance HE report on how to improve Cardiff University's reporting and complaints processes, including the scoping of a centralised reporting tool.	Areas for improvement are identified, and senior leadership make informed decisions for business transformation aimed at enhancing staff and student experience, good practice, and accountability.	DVC (Lead) supported by the Dean of EDI	July-Sept 2020	Following recommendations from EHRC and Universities UK on tackling racial harassment in universities, a decision was made to undertake a comprehensive review of the University's reporting and complaints processes for both staff and students. This report is due for completion in May 2023 and will provide recommendations for how to ensure complaints and disclosures are dealt with effectively. Restorative approaches have been looked at as part of the review and will feed into discussions about the development of the next Strategic Equality Plan.	The wording for this action has been updated after a review by the action owners. A Task and Finish Group has been formed to implement the Report and Support tool in the upcoming academic year (2024/25).
23	Set up support structures, reporting frameworks, data analysis and assessment groups to CU Equality Charter Marks, and provide local support to schools toward individual	Advancement and refinement of evidence-led processes for applying for equality relevant accreditation.	EDI Hub		This action was developed during April 2022 and March 2023.	The Self-Assessment Team is now operational, and we are in the process of establishing sub-groups to focus on specific areas of work, including data analysis

	<p>submissions and sharing best practice.</p>				<p>and the assessment of School Action Plans. We will need support from across the University to implement our current and future action plans. However, some areas have not been responsive, which poses a risk to our upcoming and future applications.</p> <p>We are creating a space for the Athena Swan/Juno Resources team on Teams to foster engagement and mutual support. Additionally, we have collected and compiled a library of action plans, redacted applications, and feedback to aid in School submissions and to promote best practices.</p>
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
3.3 Issue/area for action: Equip staff with tools to help foster good relations and build team dynamics						
24	Pilot staff training taster sessions in 3 Schools, one from each College nominated by their PVC. Roll out to be fully supported by senior management from the College and School to promote staff engagement.	Staff within the nominated School (with a focus on online managers & personal tutors) will be equipped with basic relationship approaches and tools to build and maintain relationships to avoid and pre-empt harm and when things go wrong know what to do to establish a culture of inclusion. Staff engagement will be monitored/ reported & feedback from sessions will be captured to assess impact.	Dean of EDI (Lead) Supported by Head of School.	Sept 2020-July 2021	<p>Staff training for equality, diversity, inclusion, and anti-racism will be reviewed in Autumn 2023, once the new strategy for equality has been confirmed. The training will align with the new vision for equality.</p> <p>In addition, anti-racism training has been arranged for senior staff and AHSS is piloting a new approach to training in their college based on dignity and respect. PSE College has developed an online module for students which has been rolled out across the University. This is accompanied by guidance for teaching staff and personal tutors.</p>	No further progress reported.
25	Undertake a comprehensive review of EDI training to ensure that we have a suite of intersectional, and relevant training that covers the full range of protected characteristics and is accessible	Knowledge and skills gaps on EDI and compliance issues are identified and inform prioritisation and enhancement of training provision.	HR Organisational Development		This action was developed during April 2022 and March 2023.	Throughout the year, we delivered three anti-racism workshops, using a "layered approach" to address various topics and audiences:

	to a range of staff through different modes of delivery.					<p>**Let's Talk about Race** (for all staff) **Recognising and Responding to Racism** (for all staff) **Anti-Racism for Managers**</p> <p>We are currently trialing a training session on Microaggressions, which is being provided to specific teams that have expressed interest. Additionally, we have piloted a Bystander Awareness session that incorporates an anti-racist framework.</p> <p>Customised training sessions have also been delivered to the Academi Cymraeg (in Welsh), Taith, and several internal training groups.</p> <p>We are in the process of scoping a "Disability Awareness for</p>
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						Managers" training, as well as exploring the costs associated with obtaining a license for an online training module from Accessible.
26	Review of research cultures and practice including engagement with research staff to identify key areas for the redevelopment of Research Cultures action plan.	Review evidence informs the development of a research culture action plan, covering critical areas of research policy and practice.	Research and Cultures Development Group	March 2024	This action was developed during April 2022 and March 2023.	We have reviewed the evidence from the research culture survey and used it as the foundation for our new research culture action plan. This plan has been developed with input from stakeholders and aligns with our strategic objectives, under the oversight of the Research Culture Development Group. Following this process, a high-level action plan was approved by the University Executive Board (UEB) and launched on June 17 as part of our Research Culture Week.

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

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
4.1 Issue/area for action: Physical Environment						
27	Engage with our diverse student community to understand their experience of accessibility at Cardiff University. This will include a range of feedback and engagement mechanisms linked with data gathered by relevant student working groups and the Student Union through Student surveys, event evaluations, and focus groups.	Understand the student perspective on the current estate accessibility based on their experiences. Utilise feedback from lived experience to work towards creating an inclusive environment for students with diverse needs, so they feel valued, and we meet our organisational and legal obligations.	Learning & Teaching Academy, Student Services, and Student Union	July 2021	The Learning and Teaching Academy's work on accessibility focuses on the accessibility of the design of our learning, teaching, and assessment (including learning materials). The work at this stage concentrates on providing guidance and support to staff to enhance the inclusivity of their learning, teaching, and assessment practices. During 2022-23 good progress has been made with guidance included within the Learning and Teaching Academy's Education Development online toolkit, along with workshops added to the Learning and Teaching CPD event series. Inclusion and digital accessibility are also an embedded theme in the	No further progress reported.

					Education Fellowships programme, which is required for academic probation but also open more widely as well.	
28	<p>Complete an accessibility audit of key buildings and develop an action plan based on the key findings.</p> <p>Begin a rolling programme of actions following recommendations of the 'wayfinding project' signage report focused on main campus buildings and pinch points, whilst ensuring new buildings follow recommendations for accessibility including signage. Audit accessible facilities across campus and prioritise areas for improvement and publish updated guidelines and reviewed policy on quiet rooms.</p> <p>Engage with the public and our local community to understand their experience of accessibility at Cardiff</p>	<p>Accessibility audits complete with action plan developed working towards progress for the University estate being a welcoming place with consistent accessible signage, customer care and a physical environment that enables easy orientation and reduction of barriers for groups and individuals with diverse needs.</p>	<p>Director of Estates (Lead) supported by Deputy Director of Estates</p>	<p>Phase 1 date- March 2021</p>	<p>A programme of works is taking place, there are issues with the heritage buildings which are taking time to resolve. This is a rolling programme and will continue with the additional support of a new role in estates to manage Estates EDI aspects to be recruited by the end of 2023.</p> <p>Phase 1 of the wayfinding programme will take place during 2023/24.</p> <p>AccessAble has been appointed by the University to provide an Access guide to the University which will be publicly available. As part of this, they will be undertaking a survey and identifying any issues that are affecting access across the estate. The surveys will commence in July</p>	<p>AccessAble was launched by the EDI Hub in May 2024. The Hub continues to collaborate with relevant internal and external stakeholders to promote AccessAble guides to the university community and the public.</p>

	University. This will include a range of feedback and engagement mechanisms.					
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No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
4.1 Issue/area for action: Digital Environment						
29	Review the accessibility of our digital communications, ICT software, and product offering to enhance and simplify the user experience. Support this and future work by developing teams through disability and accessibility training.	Gaps and improvements to inclusive digital service delivery are mapped and review data informs the development of actions to address them.	ICT	Ongoing	This action was developed during April 2022 and March 2023.	The initial review has been completed. Most ICT staff have now finished the disability awareness training, and those who have not yet completed it will do so in the coming months. As a next step, ICT will collaborate closely with the EDI Hub to identify any current gaps in our services and explore ways to improve them. This initiative will continue into the academic year 2024/25.

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

No.	Action	Desired outcomes	Accountability	Timescale/target date	1 st April 2022 - 31 st March 2023 Update	1 st April 2023 - 31 st March 2024 Update
Issue/area for action: Physical Environment						
30	Monitor protected characteristics data for all Council members and include information on the diversity and inclusivity of Council membership within the EDI annual monitoring report.	Monitoring and reporting will provide the ability to compare data between years and identify trends to see whether EDI measures are having a positive effect. Publishing the data will enable a public view of our progress.	Committees		This action was updated during April 2022 and March 2023.	We are actively gathering and reviewing data on protected characteristics for all Council members where this information is disclosed. The Governance Committee reviewed the relevant data in May 2023 and used it to inform recruitment activities for the 2023-24 year. We continue to include this information in our Annual Report. For the 2022-23 reporting period, we noted: "With respect to boardroom diversity, we are committed to advancing our Strategic Equality Plan actions to foster an inclusive internal culture and governance by addressing the diversity of decision-making committees."

						<p>We regularly use and review equality data to inform the recruitment and induction processes for lay members. Our most recent review has identified enhancing diversity in terms of age and ethnicity as priority areas for lay member recruitment in 2023-24, which aligns with the Council's commitment to equality, diversity, and inclusion.</p> <p>Additionally, we remain a launch partner for Perrett Laver's Governor Apprenticeship Scheme and recently appointed our third governor apprentice. This initiative supports boardroom diversity by providing candidates from diverse backgrounds, who might otherwise lack boardroom experience, with valuable opportunities to gain that experience.</p> <p>We have integrated the regular review of Equality, Diversity, and Inclusion</p>
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						(EDI) data into our current processes and believe this action can now be marked as complete.
31	Conduct an audit of information and resources, about available support and services for all staff through the staff lifecycle. Explore reasons for non-disclosure of diversity information. This will lead to the development of an action plan and the development of staff training in the following years.	An action plan is developed with key objectives to address barriers and encourage students and staff to declare their diversity information and feel supported in disclosing where they have additional needs related to a protected characteristic.	Human Resources supported by Organisational Development and Staff Wellbeing	Audit completed within 2020	<p>Staff training for equality, diversity, inclusion, and anti-racism will be reviewed in Autumn 2023.</p> <p>We continue to promote disclosures of diversity information with regular updates via our intranet page and during the induction training.</p> <p>Review and repositioning of disability resources on the intranet to enhance access to information and joined-up work.</p>	Improving disclosure rates remains a priority action item in HR's upcoming action plan.
32	Review our approach to Equality Impact Assessments regarding process, awareness, and application across the University.	Review evidence informs the development of a reflexive and proportionate EIA implementation and training approach.	Compliance and Risk	April 2021	There has been a delay in the review of the EIA process as the University has awaited guidance from the Welsh Language Commissioner regarding Welsh Language Impact Assessments. Compliance and Risk have been awaiting this guidance to align the processes for EIAs and WILAs. UEB and EDI Committee are due to	<p>The wording for this action has been revised after a review by the action owners.</p> <p>A review of the EIA process has been completed, and a draft of the Integrated Impact Assessment (IIA) tool, triage tool, and related guidance is now available.</p>

					consider updated guidance in the 2023-2024 academic year.	A repository is being developed to help the University monitor compliance with the updated IIA process and share best practices.
33	Ensure EDI Committee decision-making and action planning is informed by lived experience across protected characteristic groups through the recruitment of staff and student representatives to Oversight and Advisory Groups (OAGs).	Senior leaders and minoritised staff and students are encouraged to actively participate and engage with decision-making structures that impact inclusion and equity at the University.	EDI Hub		This action was developed during April 2022 and March 2023.	Expressions of Interest Forms (for OAGs) sent in May 2024.