



## Department Application Silver Award



**Department of Applied  
Sciences, UWE Bristol**

April 2020



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## Abbreviations

Associate Head of Department	AHOD
Academic Personal Tutor	APT
Academic Workload Model	AWM
Biological, Environmental Sciences, and Science Communication	BESSC
Black and Minority Ethnicity	BAME
Centre for Research in Biosciences	CRIB
Department of Applied Sciences	DAS
Department Leadership Team	DLT
Employee Self Service/Manager Self Service	ESS/MSS
Equality, Diversity and Inclusion	EDI
Forensic, Analytical and Chemical Sciences	FACS
Full Time/Person Equivalent	FTE/FPE
Head of Department	HOD
Higher Education Innovation Funding	HEIF
Human and Biomedical Sciences	HUBS
Joint Academic Coding System	JACS
Learning Development Centre	LDC
Personal Development Review	PDR
Research, Business and Innovation	RBI
Research Excellence Framework	REF
Science Communication Unit	SCU
Terms of Reference	TOR
Unit of Assessment	UOA
Workload Bundle	WLB
Women Researchers Mentoring Scheme	WRMS

<b>Name of institution</b>	UWE Bristol	
<b>Department</b>	Applied Sciences	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	April 2020	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: April 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Clare Wilkinson, Associate Professor	
<b>Email</b>	Clare.Wilkinson@uwe.ac.uk	
<b>Telephone</b>	0117 32 82146	
<b>Departmental website</b>	<a href="http://www1.uwe.ac.uk/hls/bbas">http://www1.uwe.ac.uk/hls/bbas</a>	

#### Data Sources

Data in this submission includes material from the latest datasets provided to the Self-Assessment Team (SAT) at the time of application.

#### Student Data

Student data is presented as Full Person Equivalent (FPE) and by academic year.

The SAT have benchmarked all student data against the 2017/18 Alliance Universities HEIDI data for JACS subject area v3 and the 2017/18 data for all Universities HEIDI data for JACS subject area v3, where available.

#### Staff Data

Staff data is presented as headcount or incidences and this is indicated when relevant. The majority of staff data is presented by academic year, but for some data it is taken from a census point which reflects calendar year, this is indicated in Tables and Figures. Benchmarking data is ECU benchmarking data 2017-18 based on all science subjects.

*We would like to thank Kimberly Scott, Frances Bathurst, Fiona Hamilton, and Evanthia Triantafyllidou in assisting to provide data for this application. We would also like to thank members of the self-assessment team, past and present, our internal and external reviewers, and staff and students in the Department for their contributions to this application.*

### **1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT**

**Silver: 462 words**

*An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional (200 words) short statement from the incoming head.*



Department of Applied Sciences  
UWE Bristol  
Coldharbour Lane  
Bristol  
BS16 1QY  
United Kingdom

Equality Challenge Unit  
First Floor, Westminster Tower  
3 Albert Embankment  
London SE1 7SP

29th April 2020

Dear Equality Charters Manager,

Since becoming Head of Department in 2016 and simultaneously joining our self-assessment team, I have made a personal and public commitment to advancing gender equality using the Athena SWAN Framework. I am delighted to support our Silver Application.

Over the last 4 years, we have continued to keep Athena SWAN engagement high on our priorities and see positive engagement through;

- Gender equality discussions at Department annual away days and during Department meetings
- Increased participation in surveys to 74% and awareness of our gender equality initiatives to 85%, promoting Athena SWAN at student Open Days and when welcoming new students
- 92% of staff have engaged with equality and diversity training
- 99% of staff report flexibility in their working patterns.

I am proud of the impacts we have achieved in the last four years;

1. Through our work analysing and assessing our staff journey from recruitment to promotion, we have increased female applicants to 43% and females are now more likely to be shortlisted (25% females, 19% males) and offered (10% females, 8% males) an academic post.
2. We have invested in leadership training and since 2016, I have supported 6 female staff to complete mentoring schemes, including the UWE REACH programme and LFHE Aurora Leadership course.
3. I have restructured the Department's core leadership team and now six of the eight Associate Heads of Departments/Deputy Head/Research Centre Directors are female.
4. Reaching gender equality (52% females, 48% males) for Postgraduate Research students.

We recognise there is more to do and our priorities in our next action plan include;

- Working with our female staff to plan and support their career progression to improve our gender ratios at Associate Professor and Professor grades via our mentoring schemes and through productive appraisals

- Growing female appointments at Grades G (Lecturer/Research Fellow) and H (Senior Lecturer/Senior Research Fellow)
- Maintaining good levels of female student recruitment on programmes, and addressing gaps in male recruitment and degree performance where underrepresentation is identified
- Harnessing ideas and feedback from our student body and increasing their engagement with Athena SWAN.

To maintain momentum, I have structured the core of the Departments future strategy 'Science 2030' to focus on 'Our People' and within this included our gender equality priorities. In doing so, as well as continuing our work with academic staff and students, we will increase our engagement with professional and technical staff and have a continued focus on the intersectionality of gender with ethnicity. Working with the whole Department, the self-assessment team and through our action plan, I am confident that we will continue to progress gender equality.

I confirm that the information in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Yours sincerely



Dr Lyn Newton

Head of Department

< Information removed for confidentiality reasons >

## 2. DESCRIPTION OF THE DEPARTMENT

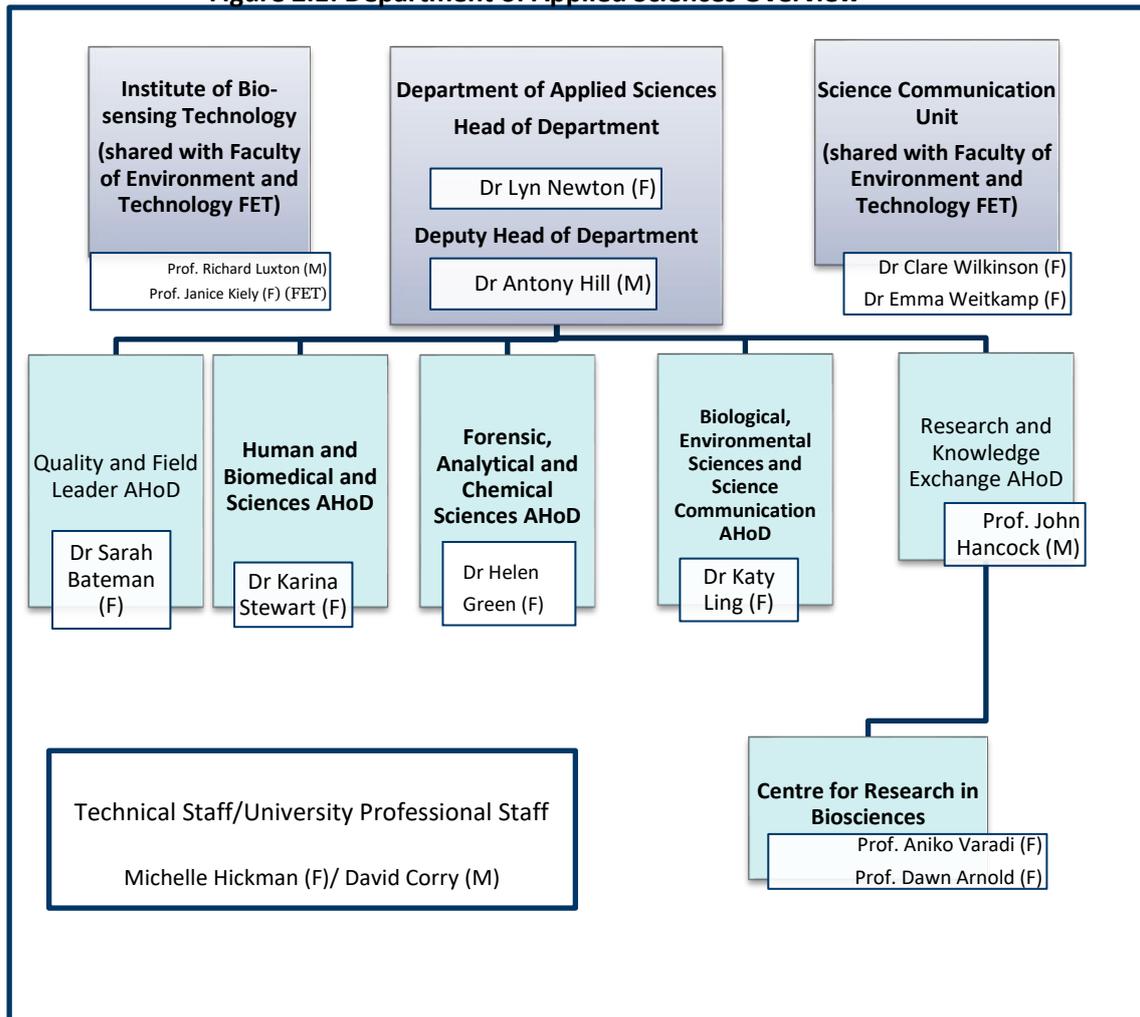
Silver: 453 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The [Department of Applied Sciences](#) (DAS) is one of four Departments within the [Faculty of Health and Applied Sciences](#) at UWE Bristol, based at UWE's Frenchay Campus. The underlying ethos of DAS is to use and apply science to improve quality of life and help society, and this permeates throughout all our programmes and research activities. The Department has an excellent reputation for the quality of its teaching and accreditation from external bodies such as the Chartered Society of Forensic Sciences, Institute of Biomedical Sciences and Institution of Environmental Sciences.

Research, knowledge exchange and impact are fundamental to the Department and DAS hosts the Centre for Research in Biosciences (CRIB). It also co-hosts the Institute of Bio-sensing Technology (IBST) and the Science Communication Unit (SCU), which are cross-Faculty. Since 2016, the Department has generated over £5 million in external research funding.

**Figure 2.1: Department of Applied Sciences Overview**



DAS works over three subject areas, Human and Biomedical and Sciences (HUBS), Forensic, Analytical and Chemical Sciences (FACS) and Biological, Environmental Sciences and Science Communication (BESCC). As a snapshot, in 2018/19, 114 (48% female, 52% male) staff were employed within the Department. 6% (57% female, 43% male) of staff were BAME, increasing from 3% (75% female, 25% male) in 2014 and we aim to increase the diversity of our staff in future years.

**Table 2.1: Percentage and Number of Staff (Headcount) 2018/19**

	2018/19			
	Female n	Female %	Male n	Male %
<b>Teaching and Research Staff</b>	28	38%	45	62%
<b>Research Only Staff</b>	8	80%	2	20%
<b>Teaching Only (Associated Lecturers)</b>	6	50%	6	50%
<b>Technical Staff</b>	6	50%	6	50%
<b>Professional Services</b>	6	100%		
<b>Senior Management</b>	1	100%		
<b>TOTAL</b>	<b>55</b>	<b>48%</b>	<b>59</b>	<b>52%</b>

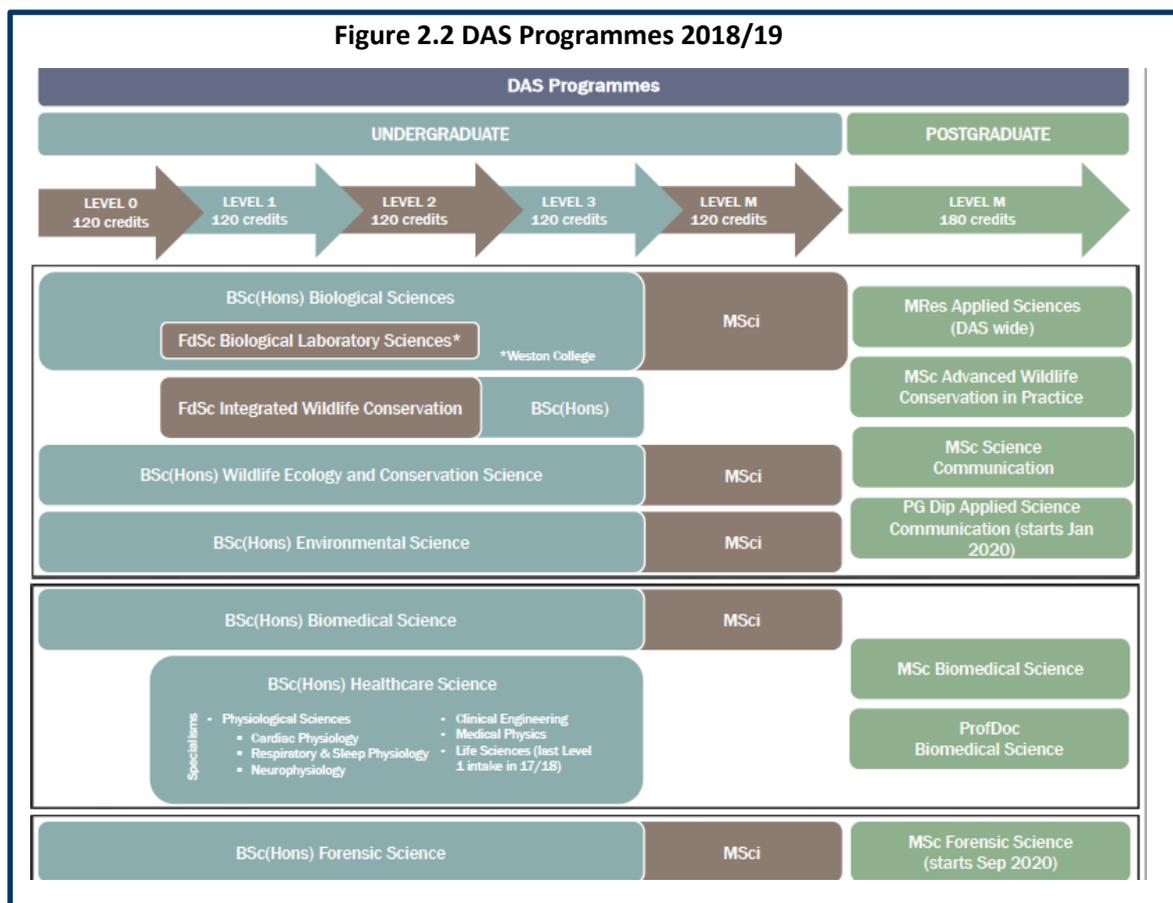
DAS works with experienced technical staff, who are employed and managed at Faculty level, as well as a range of experienced professional staff who operate as a centralised University service. For the purpose of Athena SWAN, the SAT identify key technical team and professional services members with a designated relationship to the Department (Table 2.1).

Where possible we have incorporated data from the technical and professional services staff within this application, and locally all such associated staff have been invited to self-select to participate in Athena SWAN activities, for example via staff surveys (an additional 21 technical staff, and 17 professional staff) and as members of the SAT. However, DAS does not line manage technical and professional staff. We work with managers of these teams to ensure these staff benefit from our gender equality actions.

In 2018/19, the Department delivered a portfolio of science programmes (1 foundation, 13 undergraduate (UG), 4 postgraduate taught (PGT) and 2 postgraduate research (PGR)) which allow for multidisciplinary working and encourage a problem-solving mindset (Figure 2.2)

In 2018/19 the total number of students within the Department was 1,925 (FPE), comprising 59% (n=1,129) female students and 41% male (n=796) (Table 2.2), a 9% increase in females from our 2016 application. Recruitment of female students at foundation, undergraduate, postgraduate taught and postgraduate research level is

exceeding or on par with national averages, as well as those amongst the University Alliance, of which UWE is a member.



**Table 2.2: Percentage and Number of Students (FPE) 2018/19**

	2018/19			
	Female n	Female %	Male n	Male %
<b>Foundation Courses</b>	88	55%	72	45%
<b>Undergraduate</b>	872	58%	619	42%
<b>Postgraduate Taught</b>	138	66%	70	44%
<b>Postgraduate Research</b>	31	47%	35	53%
<b>TOTAL</b>	<b>1,129</b>	<b>59%</b>	<b>796</b>	<b>41%</b>

Figure 2.3: Frenchay Campus, Library and Laboratories



### 3. THE SELF-ASSESSMENT PROCESS

Silver: 1279 words

- (i) a description of the self-assessment team

**Table 3.1 Self-Assessment Team Action Progress and Impacts**

<b>Since our Athena SWAN Bronze 2013 and 2016 we have:</b>
<ul style="list-style-type: none"><li>• Increased student representation, including input from undergraduate, postgraduate taught and postgraduate research students.</li><li>• Annually reviewed SAT membership, diversifying its intersectionality, caring responsibilities, and improving the gender balance.</li></ul>
<b>As a result, reporting to the SAT has increased and we have a waiting list for membership, demonstrating pro-active departmental support.</b>

Our Athena SWAN self-assessment team (SAT) (Table 3.2) comprises 17 members, reflecting the size and complexity of the Department (Figure 3.1) and has expanded to provide greater departmental reach, improve the gender balance and diversity in terms of intersectionality. Representatives have a defined role and designated responsibilities in our action plan.

Our expanded membership includes undergraduate student representation and more staff from technical/professional services. In 2017/18 we connected our postgraduate research representative to postgraduate taught student reps, ensuring PGT issues are reported.

Membership of the SAT is reviewed annually, and staff join voluntarily via an expression of interest. Since 2017, we have had a membership waiting list, with 35% (n=6) of our current membership participating in our 2016 application.

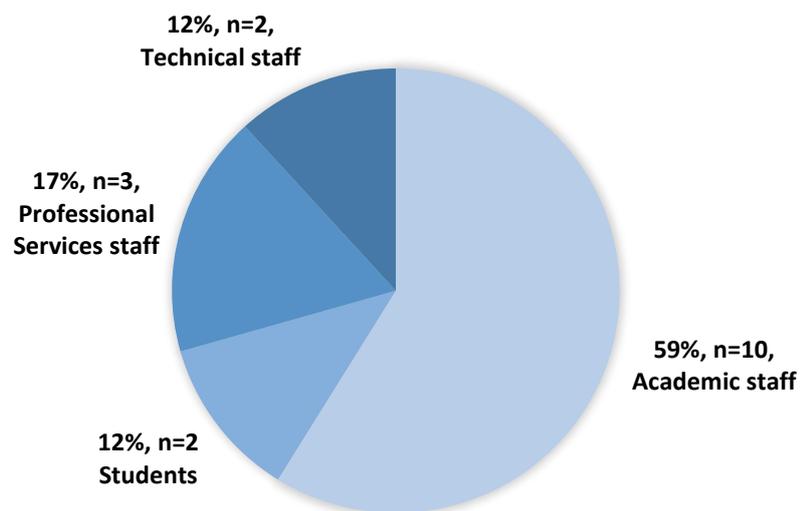
Since 2015/16 the Department has provided 3 workload bundles (WLB), equivalent to one day annually, for SAT staff members. The University subsequently introduced guidance for Departments on WLB allocation, and an annual budget. In 2018/19 DAS added additional WLB and budget, beyond this recommendation, evidencing its commitment to gender equality.

**Table 3.2 Self-Assessment Team**

Name and Gender	Departmental/Faculty Role/Career Path/Circumstances	Role on SAT
 Jackie Barnett (F)	Research Fellow in Virology and Biosensors. Fixed-Term, Research. <i>Caring responsibilities.</i>	Research Fellow Representative <b>*New member 17/18</b>
 Farhan Cheema	EDI Strategy Manager. Permanent, Professional Services. <i>Caring responsibilities.</i>	EDI representative <b>*New member 17/18</b>
 Sarah Dean (F)	Senior Lecturer in Biomedical Science. Permanent, Teaching and Research. <i>Caring responsibilities.</i>	Senior Lecturer Representative <b>*New member 17/18</b>
 Alison Halliday (F)	Technician and Radiation Protection Supervisor. Permanent, Technical Staff. BSc from UWE. 0.8 FTE. <i>Caring responsibilities.</i>	Technical Team Representative
 John Hancock (M)	Professor and Associate Head of Department. Promoted in 2016. Permanent, Teaching and Research. <i>Caring responsibilities.</i>	AHoD/Research Representative
 Antony Hill (M)	Deputy Head of Department. Promoted in 2017. Permanent, Teaching and Research.	Deputy Head of Department Working Group Participant <b>*New member 17/18</b>
 Debbie Lewis (F)	Molecular Biology and Immunology Technician. Permanent, Technical Staff. <i>Caring responsibilities.</i>	Technical Team Representative Working Group Participant <b>*New member 17/18</b>
 Hannah Little (F)	Senior Lecturer in Science Communication and DAS Public Engagement lead. Promoted in 2019. Permanent, Teaching and Research.	Early Career Academic Representative <b>*New member 18/19</b>
 Lyn Newton (F)	Head of Department of Applied Sciences. Promoted from AHoD in 2016. Permanent, Senior Management. <i>Caring responsibilities.</i>	Head of Department <b>*New member 16/17</b>
 Jen May (F)	Senior Lecturer in Biomedical Science. 0.6FTE. Promoted in 2014. Permanent, Teaching and Research. <i>Caring responsibilities.</i>	Part-Time academic staff representative Working Group Participant <b>*New member 18/19</b>
	Postgraduate Research Student and Student Representative. < Information removed for confidentiality reasons >	PG/PhD student Representative <b>*New member 18/19</b>

	<b>Martina Piano (F)</b>	Research Fellow Institute of Bio-sensing Technology, previously PhD student at UWE. Permanent, Research.	International Representative <b>*New member 18/19</b>
	<b>Jan Richardson (F)</b>	Faculty Business Manager and Equality and Diversity Representative. PGCert in Management at UWE. Permanent, Professional Services. <i>Caring responsibilities.</i>	Professional Services Representative
	<b>Gareth Robinson (M)</b>	Senior Lecturer/Programme Leader for Biological Sciences. MSc/PhD at UWE. Promoted in 2013. Permanent, Teaching and Research. <i>Caring responsibilities.</i>	Open Days and Marketing Representative
		Undergraduate student and student representative. < Information removed for confidentiality reasons >	Undergraduate Student Representative <b>*New member 18/19</b>
	<b>Clare Wilkinson (F)</b>	Associate Professor and Co-Director of the Science Communication Unit. Promoted in 2014. Permanent, Teaching and Research.	SAT Lead Working Group Participant
	<b>Jane Wooster (F)</b>	Professional Services Administrator. 0.64 FTE. Permanent, Professional Services. <i>Caring Responsibilities.</i>	Professional Services Representative and SAT support <b>*New member 18/19</b>

**Figure 3.1 SAT Representation**



(ii) an account of the self-assessment process

**Table 3.3 Self-Assessment Process Action Progress and Impacts**

<b>Since our Athena SWAN Bronze 2013 and 2016 we have:</b>
<ul style="list-style-type: none"><li>• Increased meetings to bi-monthly, and monthly in the six months prior to application.</li><li>• Launched our 2019 staff survey at a Departmental Away Day, sharing a weekly results summary to encourage completion.</li><li>• Continued to communicate about our work internally and externally (locally, nationally and internationally).</li><li>• Used our reporting channels to influence/lobby Faculty and University gender equality actions.</li></ul>
<b>As a result, response rates to the staff survey increased to 74% from 50% in 2016, and awareness of gender equality initiatives in the Department increased to 85% (from 81% in 2016).</b>

Since our 2016 application, we have increased SAT meetings to develop actions on the basis of the action plan and ascertain feedback from SAT representatives, allowing for prompt actions for local issues.

Our SAT meeting format, encourages a collaborative environment, including a bi-annual review of action plan progress and available data. The meeting style is informal, so members at all career and study stages can contribute.

**Figure 3.2 SAT Team meetings**



In 2017/18 we created SAT working groups. These focussed on actions associated to staff recruitment and progression (2017/18) and student recruitment and progression (2018/19). Information on outcomes is provided in Section 4.1 and 5.1(i) as well as our action plans.

Beyond the SAT we have increased communication regarding Athena SWAN. News is shared in Sci Bytes (a Department newsletter), and at Department Forums (an open forum for all staff) and the annual Department Away Day. We continue to develop our website featuring case studies, infographics and external links, and use social media (Figure 3.4). In 2017/18 we developed a banner for events and open days, as well as postcards which are used at Department events internally and externally, and these have been replicated by other Departments (Figure 3.5).

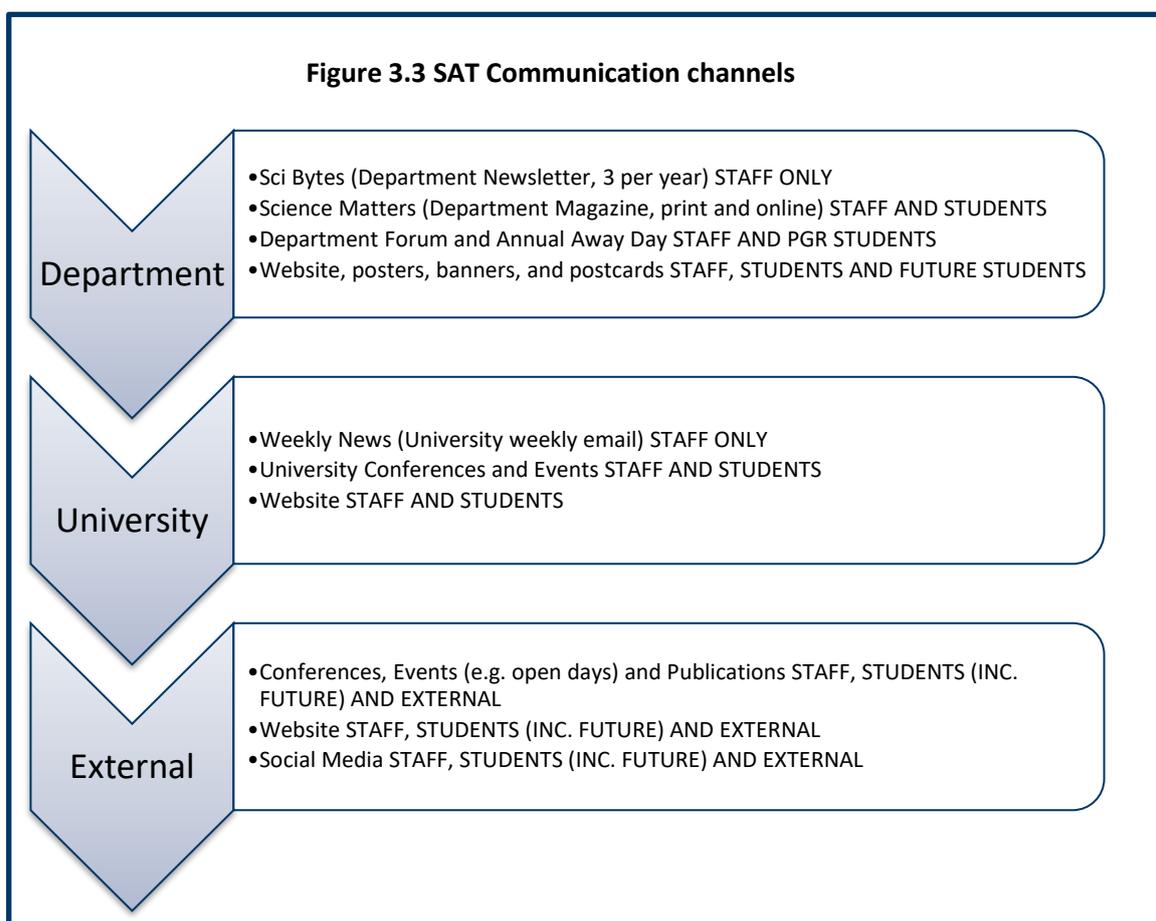


Figure 3.4 Athena SWAN Social Media examples

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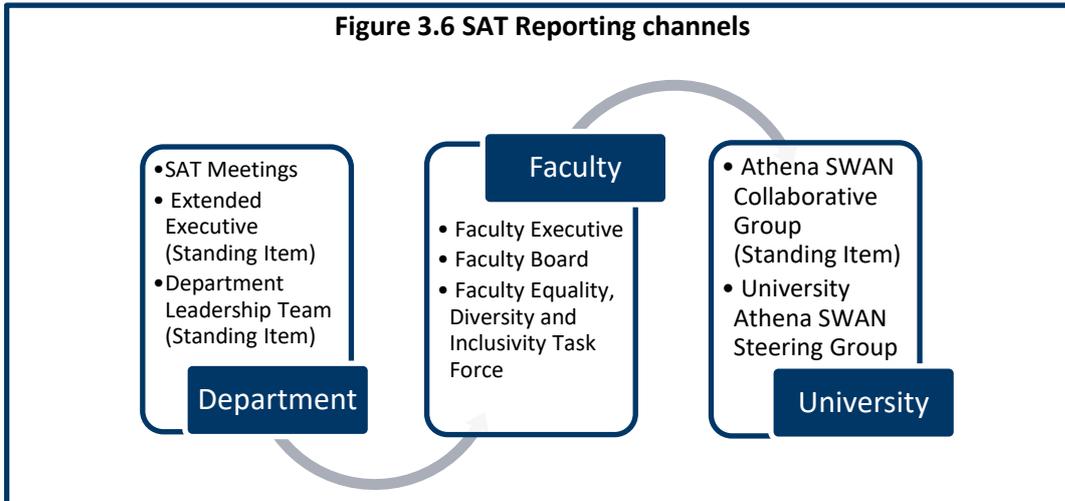
Figure 3.5. Athena SWAN Banner, Posters and Postcards



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Since 2013 Athena SWAN has been a standing item at DAS student and staff committees and groups, embedding actions in Department, Faculty and University processes. Application outcomes are presented to the Faculty Executive (January 2018 and forthcoming) and we collaborate with the Faculty Equality, Diversity and Inclusivity

(EDI) Task Force, with DAS's plans to achieve a Silver Award included as an integral part of the Faculty's Equality, Diversity and Inclusion Action Plan.



Our staff and student consultation process has expanded. In 2019 we repeated our staff survey (including academic staff, associate lecturers, technical and professional staff), PGR and UG Level 2 surveys.

Response rates to our staff survey increased to 74% (n=111, 56% female, 42% male) from 50% in 2016, and results were shared at a Department Forum, allowing all staff to contribute to the 2020 action plan. An externally facilitated staff focus group and Associate Lecturer's focus group garnered further qualitative insights on which to base the application and action plan. Infographics on the survey findings were shared with the Department, via social media and the website.

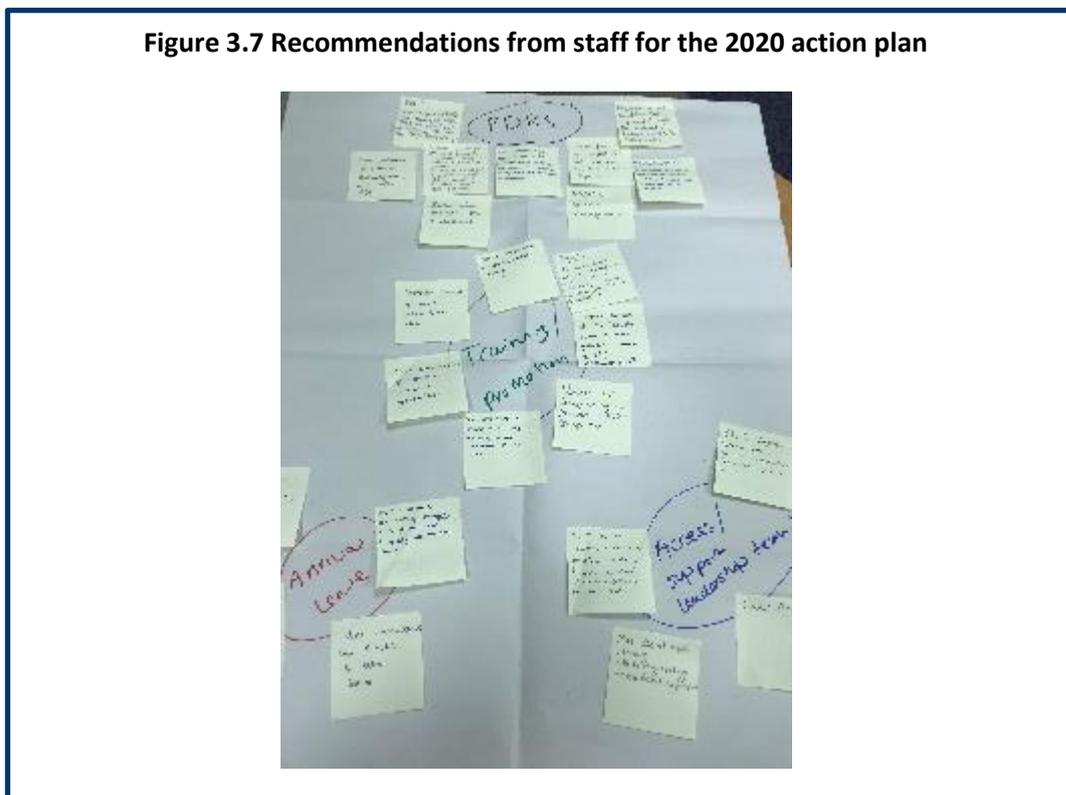
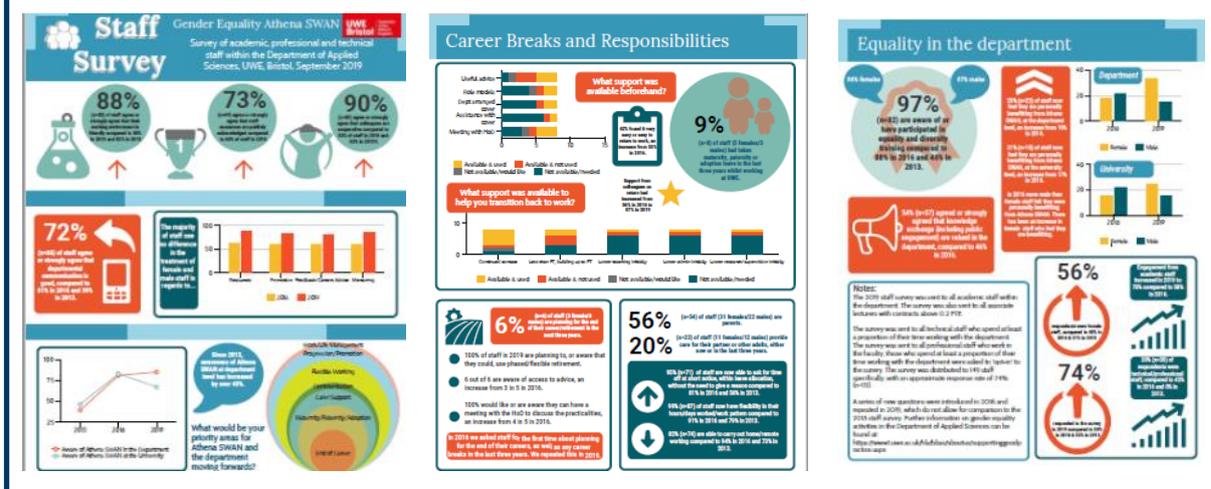


Figure 3.8 Survey Result Infographics



Response rates to a PhD/professional doctorate survey increased modestly to 22% (20% in 2016) and there was some uptake of an UG level 2 survey. However, our student focus group failed to recruit participants, and we are reviewing student engagement.

Additional feedback mechanisms include a staff feedback box introduced in 2017, where issues that relate to gender equality are actioned at the SAT. The facilitator of Faculty initiated BAME Student Voice Cafés, also shares issues pertinent to gender equality with the SAT.

Members of the SAT participate in the UWE Athena SWAN Collaborative group, sharing best practice to all Departments engaged in Athena SWAN, and the University Athena SWAN Steering Group. This directly feeds issues beyond the scope of the Department, and best practice originating from it, to the University.

Table 3.4 Sharing Good Practice Example

In 2018/19 we made the decision to **pay student representatives** for their time, aligning with Student Ambassador roles.

Working with the **University Athena SWAN Steering Group and Students Union** we identified a process to do this, which is now replicated by other Departments at UWE.

Externally, members of the SAT attend a variety of regional and national events and conferences, such as Athena SWAN Regional meetings. We have provided workshops on gender equality to UWE, including at an International Women’s Day event (March 2018), and the Faculty of Business and Law’s annual Away Day (September 2018).

**Table 3.5 Sharing Good Practice Example**

We share ongoing work within DAS externally and internally, including at national conferences (e.g. [Science in Public](#) July 2017), and a [commentary](#) published in a [special issue of the Journal of Science Communication](#).

The SAT lead was invited to be an **advisor** for the UK hub of the [Hypathia](#) project, an EU Horizon 2020 funded project that aims to develop a theoretical framework on gender inclusive STEM education, and in May 2019 DAS signed a Memorandum of Understanding to be a member of the [ACT LifeSciCoP - Gender Equality in Life Sciences](#). This **EU Horizon 2020 community of practice** is looking to change institutional culture towards Gender Equality. Members of the SAT have participated in two associated international meetings, and provided a skype presentation on our survey work to members based in Spain, Portugal, Germany and Romania.



The final draft application was sent to all staff and PGR students for comment and suggestions prior to submission, with a response from over 20 staff members. It was shared with the Faculty Executive and Dean of the Faculty ensuring ongoing strategic support.

(iii) plans for the future of the self-assessment team

As our ambitions for Athena SWAN expand, we will continue to build on impactful actions. We will diversify membership of the SAT, considering intersectionality of other protected characteristics and annually reviewing our TOR to expand membership.

**Action:**

Increase the number of male and BAME staff representatives in the Self-Assessment Team (Action 1.1).

We will improve input from our students by shadowing existing events to reach UG, PGT and PGR students, including employability activities, Conversation Cafes, a new PGR seminar series and programme level meetings, rather than standalone focus groups. We will ask students about the best ways to reach them, considering options other than surveys to gather their experiences. We plan to continue to coordinate our activities with other Department EDI strategies, such as BAME and widening participation events, whilst focusing on gender.

**Action:**

Identify emerging gender equality issues from a greater number of students (Action 1.2).

**Action:**

Coordinate with other equality and diversity events and activities at Departmental level to promote intersectional considerations of gender equality (Action 1.3).

We will continue to communicate our activities, increasing involvement from members of the SAT as gender equality ambassadors, attending regional, national and international events, and communicating the work internally and externally. We will improve awareness of Athena SWAN actions, so that Department staff are more aware of its impact.

**Action:**

Increase awareness of Athena SWAN and the role of the SAT in embedding change across the Department (Action 7.1).

We will continue to work with the University to improve staff and student data reporting practices so that key information is available for us to review on an annual basis.

**Action:**

Annually review all student and staff Athena SWAN datasets (Action 1.5).

#### 4. A PICTURE OF THE DEPARTMENT

Silver: 2909 words (An additional 500 words was agreed for this section, please see email on p.6).

##### 4.1. Student data

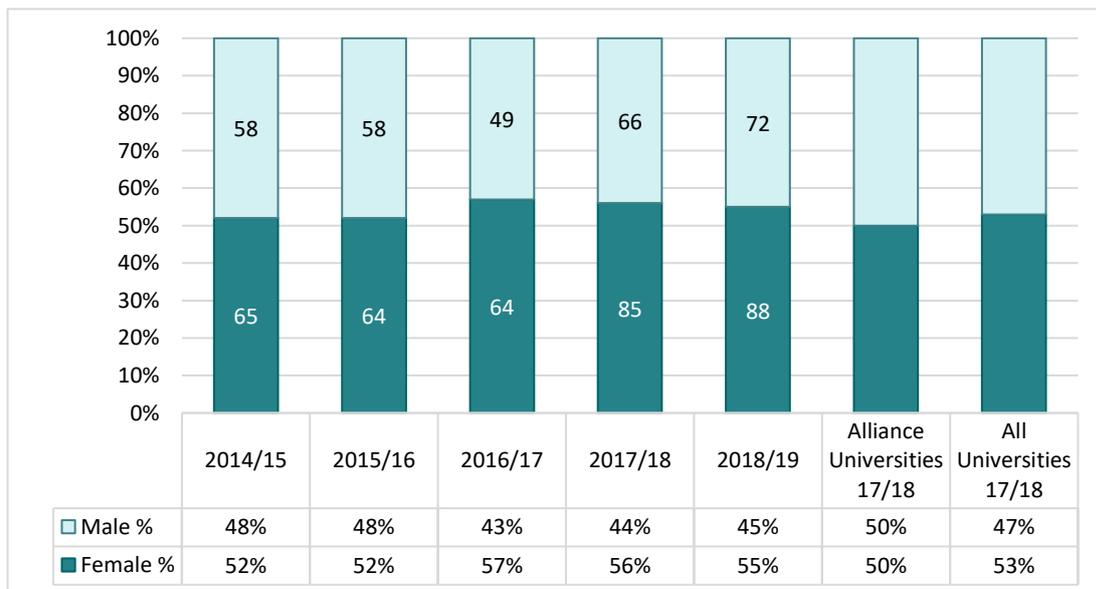
(i) Numbers of men and women on access or foundation courses

**Table 4.1.1 Foundation Students Action Progress and Impacts**

<b>Since our Athena SWAN Bronze 2013 and 2016 we have:</b>
<ul style="list-style-type: none"> <li>• Introduced a foundation coordinator and technician supporting student continuation.</li> <li>• Involved UG programme staff/PhD students at foundation level, introducing students to a wider variety of role models.</li> <li>• Embedded skills for UG programmes in module learning objectives to encourage continuation.</li> </ul>
<p><b>As a result, our recruitment of female students at foundation level has maintained a gender balance since 2014/15 and the pass rate has improved to an average of 85% in the last five years.</b></p>

The Department offers a foundation year prior to continuation with an undergraduate programme. We have increased and maintained over 50% female recruitment in the last five years, exceeding national averages for science foundation programmes, as well as those amongst Alliance Universities.

**Figure 4.1.1: Percentage and Number (FPE) of Students recruited to foundation programmes**



(ii) Numbers of undergraduate students by gender

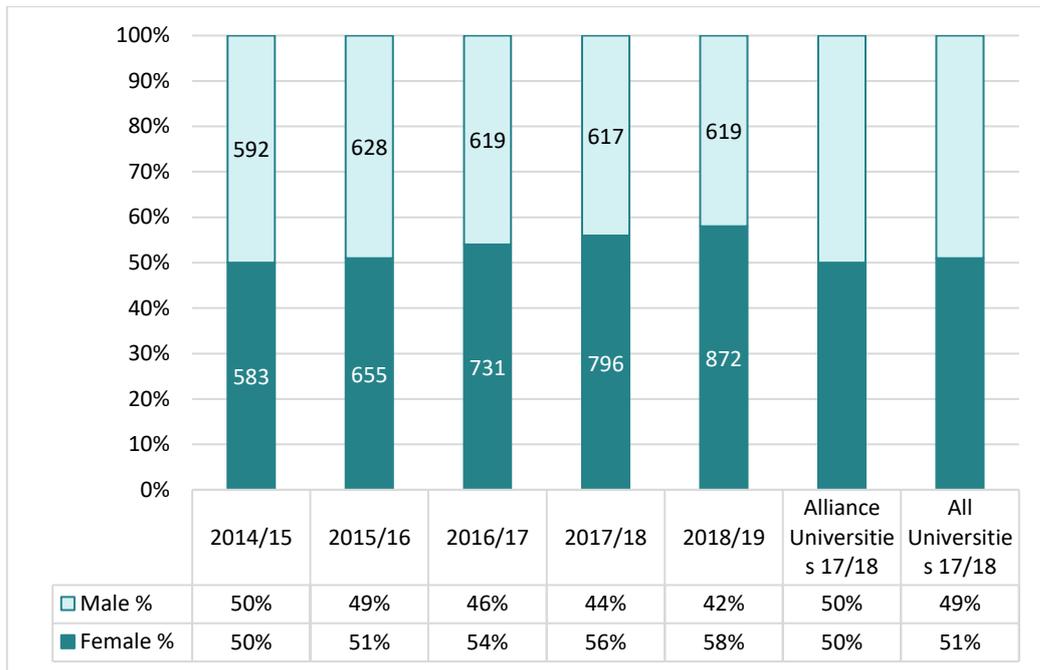
*Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.*

**Table 4.1.2 Undergraduate Students Action Progress and Impacts**

<b>Since our Athena SWAN Bronze 2013 and 2016 we have:</b>
<ul style="list-style-type: none"><li>• Reviewed UCAS student choice data by gender and decisions to study in DAS.</li><li>• Set up a student recruitment and progression working group, including reviewing UG prospectus and marketing materials, examining student support offered by the <a href="#">Academic Personal Tutor</a> (APT) programme, the <a href="#">Peer Assisted Learning</a> (PAL) scheme and examining graduate destination data by gender.</li><li>• Altered UCAS Tariff arrangements requiring students to have one science A-level at C or above, compared to two previously and increasing the attractiveness of programmes for a greater diversity of students.</li><li>• Introduced annual review of module attainment gaps during Department Leadership meetings, addressing variations in module performance on the basis of gender and intersectionality.</li><li>• Provided compulsory unconscious bias and inclusive curriculum design training to Department staff (including technical and professional services staff).</li></ul> <p><b>As a result, the percentage of female students across our undergraduate provision has increased to 58% in 2018/19, and part-time student numbers have improved. We have reduced by over 50% the number of programmes who are recruiting 5% from benchmarks. The percentage of females applying, being offered a place and enrolling has increased. Over the last five years 75% of UG female students have achieved a 'good' degree award, and the gap in male student performance has improved but requires continued efforts.</b></p>

The Department offers 13 undergraduate programmes over a range of subject areas including biological sciences, biomedical sciences, forensic sciences and environmental sciences. Despite closing six programmes, undergraduate enrolments have increased by 21% in the last five years. The percentage of female students has increased across our undergraduate provision from 50% in 2014/15 to 58% in 2018/19, above or equal to our benchmarks (Figure 4.1.2) and care is needed that our increased female recruitment does not impact on male student recruitment.

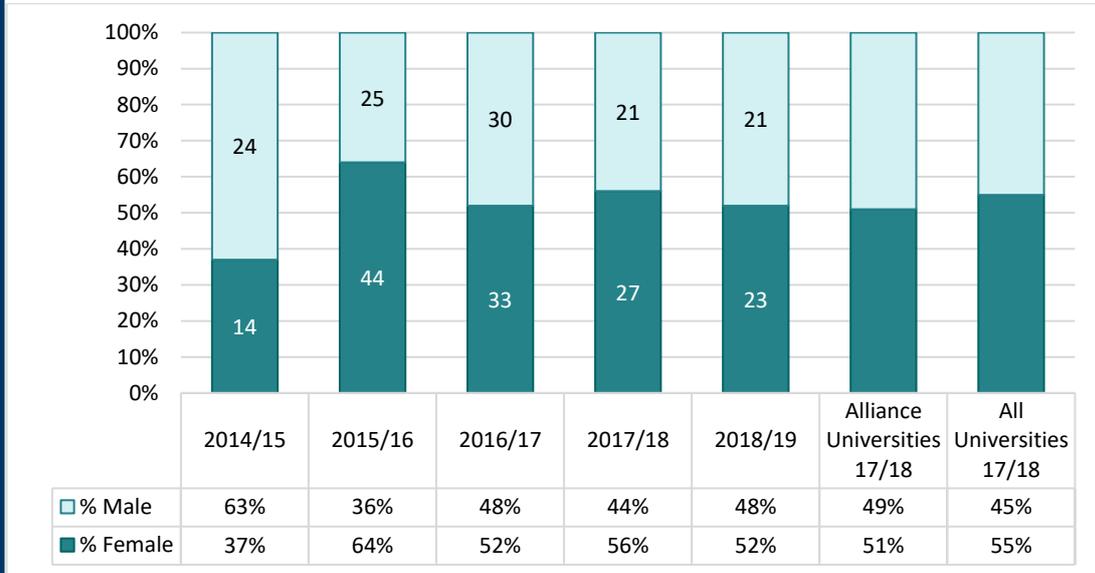
**Figure 4.1.2: Percentage and Number of Students (FPE) over all UG programmes**



Over the last five years, 4% (n=262) of students enrolled part-time, 54% (n=141) were female. Undergraduate programmes are not offered on a part-time basis, but students can confine credits to a limited number of days, allowing flexibility for students to take 90 credits or under per academic year. Our 2016 application showed fewer female part-time students than males. This trend has now reversed, with more female students studying part-time than males, in line with national and Alliance University benchmarks (Figure 4.1.3).

< Information removed for confidentiality reasons >

**Figure 4.1.3: Percentage and Number of Part-Time Students (FPE) over all UG programmes**



Since 2016, undergraduate programmes have improved their proximity to benchmarks with 83% (10 out of 12) now within 5% of their benchmarks, an improvement from 28% (5 out of 18) in 2016 (Table 4.1.3). Programmes have kept pace with improving benchmarks for female enrolments in the sector, including the BSc/MSci Biomedical Sciences and BSc/MSci Forensic Science.

We have examined programmes that are not performing as expected. The BSc/MSci Biological Sciences has seen improved female recruitment over the last five years and little variation in application/offer and acceptance rates (92% of females and males offered, 26% females, 28% males accepted their place). The BSc Integrated Wildlife Conservation has small cohorts but has increased its uptake from male students in the last five years, though it continues to attract fewer male applicants (67% female, 33% male).

**Action:**

Maintain student ratios on the BSc/MSci Biological Sciences and increase male student recruitment on the BSc Integrated Wildlife Conservation programmes (Action 2.2).

**Table 4.1.3: Percentage and Number of Students (FPE) by UG programme  
2014/15-2018/19**

Subject Group	Programme	2014/15		2015/16		2016/17		2017/18		2018/19		Female Average % (FPE)	
		Female n /%	Male n /%	All Universities	Alliance Universities								
HUBS	BSC/MSCI (HONS) BIOMEDICAL SCIENCES (C9)	198 52%	186 48%	220 55%	178 45%	285 58%	207 41%	309 60%	202 40%	335 62%	206 38%	63%	62%
	BSC (HONS) HEALTHCARE SCIENCES *INCLUDES LIFE SCIENCES, PHYSIOLOGICAL SCIENCES, CLINICAL ENGINEERING & MEDICAL PHYSICS TECHNOLOGY ROUTES (C9)	44 69%	20 31%	50 64%	28 36%	46 61%	29 39%	72 63%	43 37%	71 58%	52 42%	63%	62%
	FDSC HEALTHCARE SCIENCE (C9)	7 47%	8 53%	11 58%	8 42%	19 50%	19 50%	11 42%	15 58%	8 61%	5 39%	58%	53%
FACS	BSC/MSCI (HONS) FORENSIC SCIENCE (F4)	77 59%	53 41%	93 58%	66 42%	107 62%	65 38%	126 63%	75 37%	140 68%	67 32%	66%	64%
BESSC	BSC/MSCI (HONS) BIOLOGICAL SCIENCES (C1)	77 39%	122 61%	80 37%	134 63%	99 42%	135 58%	99 47%	114 53%	111 51%	108 49%	61%	60%
	BSC/MSCI (HONS) WILDLIFE ECOLOGY AND CONSERVATION SCIENCE (C1)	32 50%	32 50%	47 47%	53 53%	89 54%	77 46%	99 52%	90 48%	127 56%	99 44%	61%	60%
	BSC (HONS) INTEGRATED WILDLIFE CONSERVATION (F7)	7 78%	2 22%	10 59%	7 41%	9 64%	5 36%	15 79%	4 21%	10 67%	5 33%	50%	51%
	FDSC INTEGRATED WILDLIFE CONSERVATION (F7)	24 67%	12 33%	30 70%	13 30%	30 70%	13 30%	26 67%	13 33%	24 63%	14 37%	56%	67%
	BSC (HONS) ENVIRONMENTAL SCIENCE (F9)	25 29%	62 71%	27 31%	61 69%	36 39%	57 61%	37 38%	61 62%	46 42%	63 58%	40%	46%

Benchmarking data is drawn from HEIDI 2017/18, on the basis of programme JACS codes. Shaded rows indicate programmes regularly performing within 5% of benchmarks. The table excludes programmes which have closed in the last five years and includes four programmes which also now have an MSci route.

Our gender inclusive recruitment process for degree apprenticeships, introduced in 2017/18 shows near gender equity. Female enrolment (51%, n=45) aligns to male enrolment (49%, n=44) and we will continue to maintain this as these programmes grow.

**Table 4.1.4: Percentage and Number of Students (FPE) by Apprenticeship programme 2017/18-2018/19**

Subject Group	Programme	2017/18		2018/19		Female Average % (FPE)	
		Female n /%	Male n /%	Female n /%	Male n /%	All Universities	Alliance Universities
HUBS	BSC (HONS) HEALTHCARE SCIENCE APPRENTICESHIP *INCLUDES PHYSIOLOGICAL SCIENCES, CLINICAL ENGINEERING & MEDICAL PHYSICS TECHNOLOGY ROUTES (C9)	15 50%	15 50%	30 51%	29 49%	-	-

*Benchmarking data is not yet available for apprenticeship provision.*

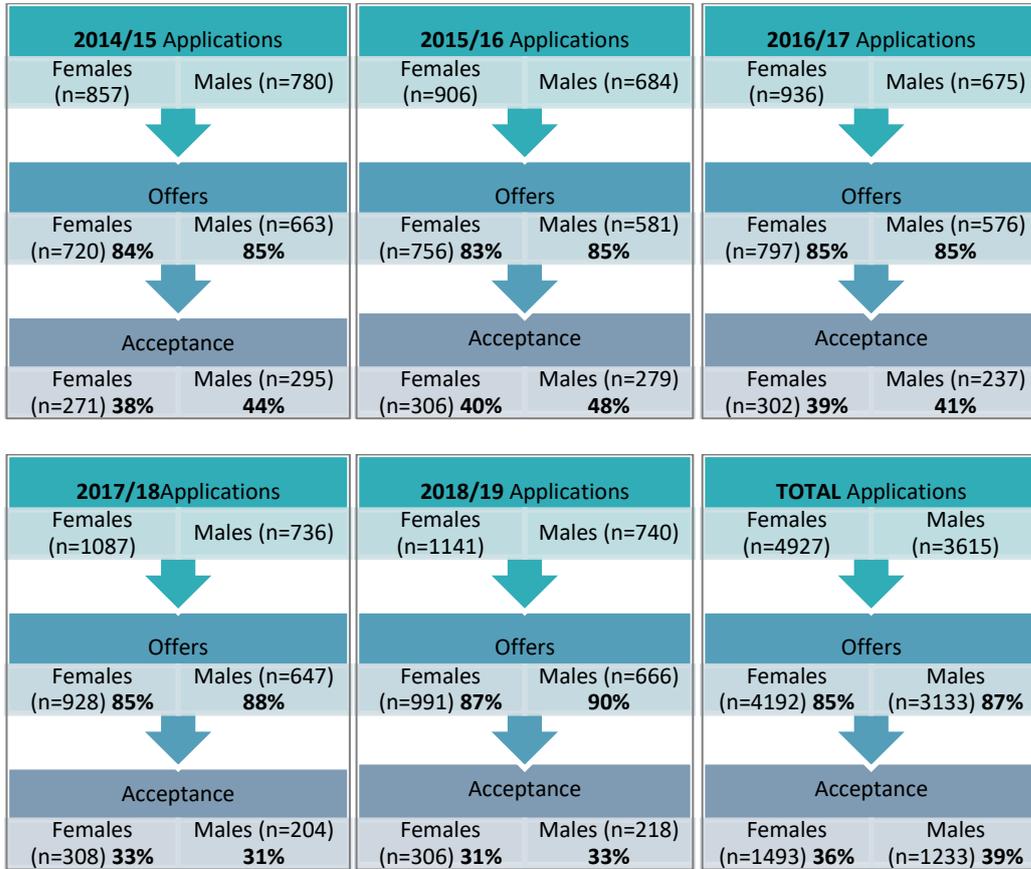
Our female applicants to programmes have increased (Table 4.1.5) to 58% of applications to undergraduate programmes. There has been a rise in the number of offers made to females to 57% compared to 48% in 2013. Over the last five years the percentage of females applying, being offered a place and enrolling has increased and we are monitoring to ensure this does not further reduce male student applications.

In our 2016 application we noted a 9% difference in female students accepting an offer on an undergraduate programme compared to male students. We have examined our marketing materials, made gender equality more visible and considered staffing at open days and events, and this gap has closed to a 3% difference over the last 5 years, with 36% of female students now accepting a place, compared to 39% of male students (Figure 4.1.4).

**Table 4.1.5 Percentage and Number of Student Applications, Offers and Acceptance (FPE) over all UG programmes**

UGT		Application		Offer		Acceptance	
		N	%	N	%	N	%
2014/15	Female	857	52%	720	52%	271	48%
	Male	780	48%	663	48%	295	52%
2015/16	Female	906	57%	756	56%	306	52%
	Male	684	43%	581	44%	279	48%
2016/17	Female	936	58%	797	58%	302	56%
	Male	675	42%	576	42%	237	44%
2017/18	Female	1087	60%	928	59%	308	60%
	Male	736	40%	647	41%	204	40%
2018/19	Female	1141	61%	991	60%	306	58%
	Male	740	39%	666	40%	218	42%
TOTAL	Female	4927	58%	4192	57%	1493	55%
	Male	3615	42%	3133	43%	1233	45%

**Figure 4.1.4: Percentage and Number of Student Offers and Acceptance over all UG programmes (FPE)**



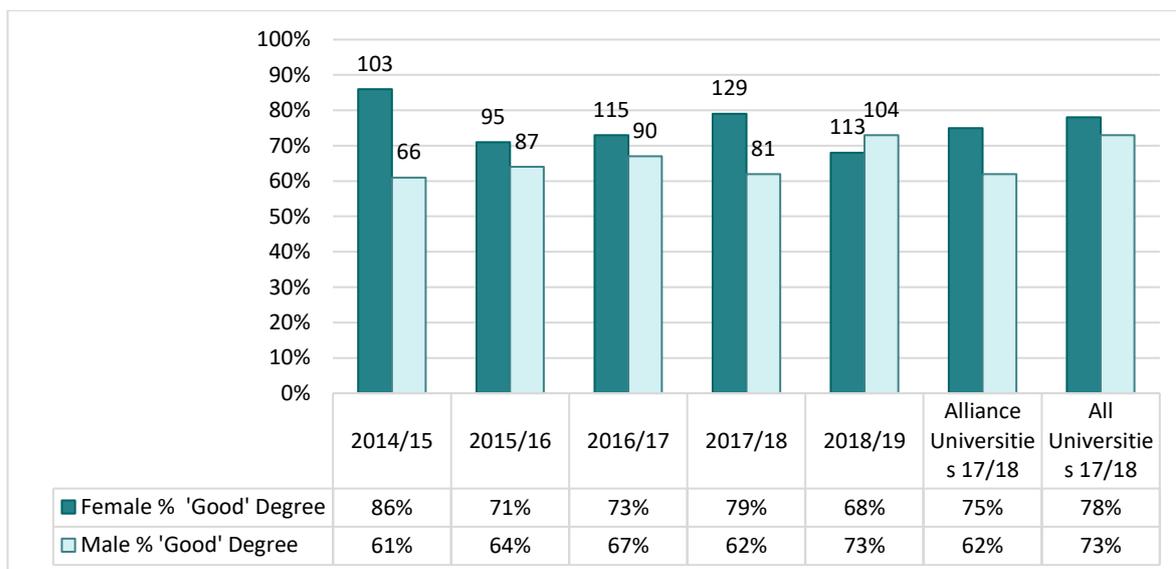
75% of undergraduate female students achieved a 'good' degree (Figure 4.1.5), compared to 66% of male students, and they are performing particularly well in achieving first class degrees. 26% of female students achieved a first class degree, compared to 15% of male students.

In our 2016 application we committed to monitor male undergraduate performance. We have subsequently explored male uptake of student placements, APT programme, and PAL scheme, and increased the emphasis on student employability (Section 5.3iv). Although there remains a gap, the percentage of male students awarded good degrees has risen, from 64% (n=269) in 2013-2016 to 66% (n=411), and we will maintain this action.

**Action:**

Address male degree performance working with programmes, Faculty Equality and Diversity Task Force and the DAS employability team (Action 2.4).

**Figure 4.1.5: Percentage of Students (FPE) achieving 'good' degree classifications over all UG programmes**



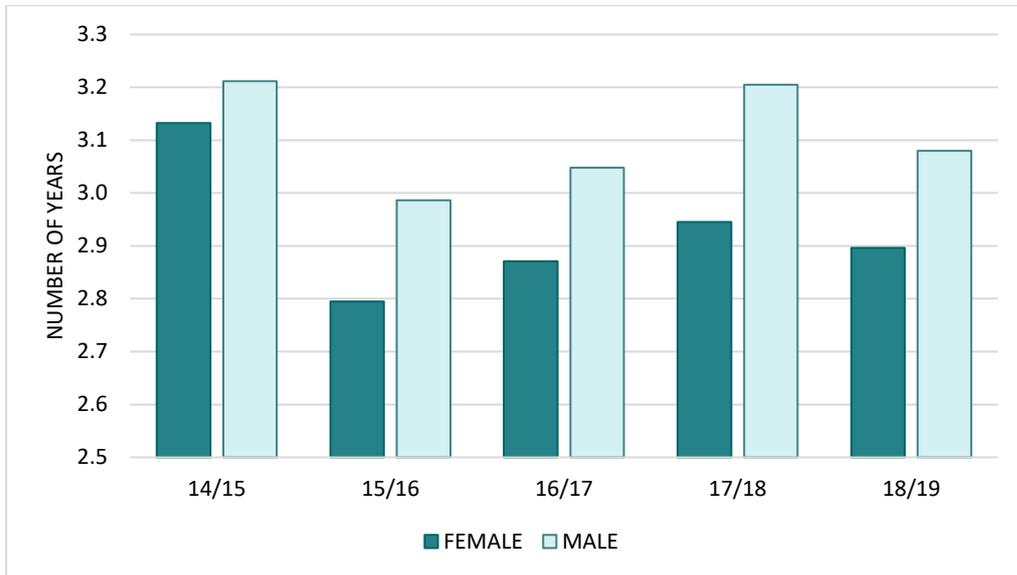
'Good' degrees are considered to be first class or upper second.

**Table 4.1.6: Percentage and Number of Students (FPE) by degree classification over all UG programmes**

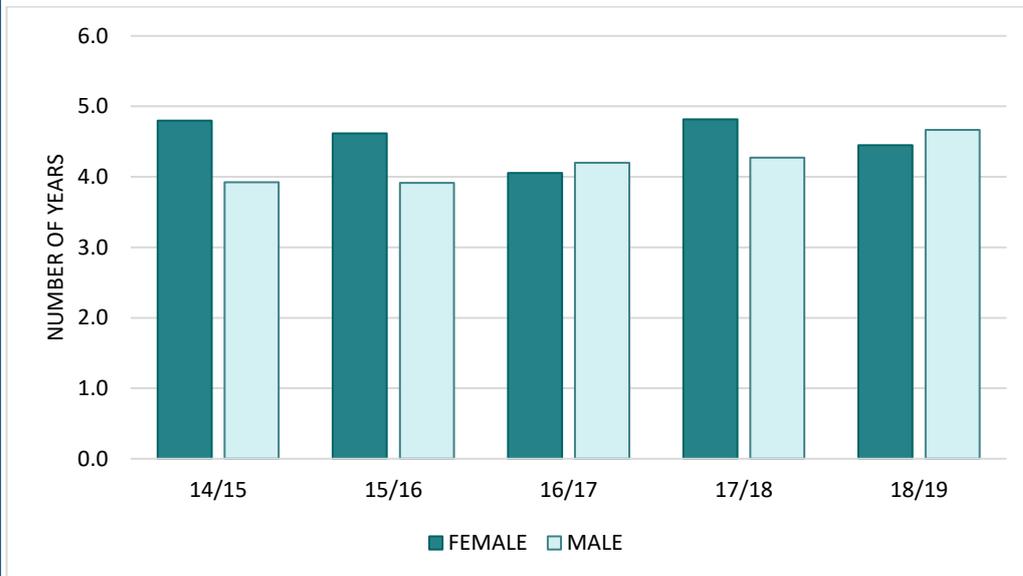
UGT		First Class		Upper Second		Lower Second		Third		Pass	
		N	%	N	%	N	%	N	%	N	%
2014/15	Female	36	35%	53	51%	13	12%	2	2%	0	0%
	Male	10	11%	43	49%	32	37%	2	2%	0	0%
2015/16	Female	27	21%	67	51%	36	27%	1	1%	0	0%
	Male	18	14%	65	50%	40	31%	7	5%	0	0%
2016/17	Female	43	27%	72	45%	41	26%	2	1%	0	0%
	Male	23	17%	67	50%	34	25%	10	7%	0	0%
2017/18	Female	42	26%	87	53%	32	19%	3	2%	0	0%
	Male	12	9%	69	53%	43	33%	5	4%	1	1%
2018/19	Female	45	23%	86	45%	55	29%	5	3%	0	0%
	Male	31	22%	73	51%	28	20%	10	7%	0	0%
TOTAL	Female	193	26%	365	49%	177	23%	13	2%	0	0%
	Male	94	15%	317	51%	177	28%	34	5%	1	1%

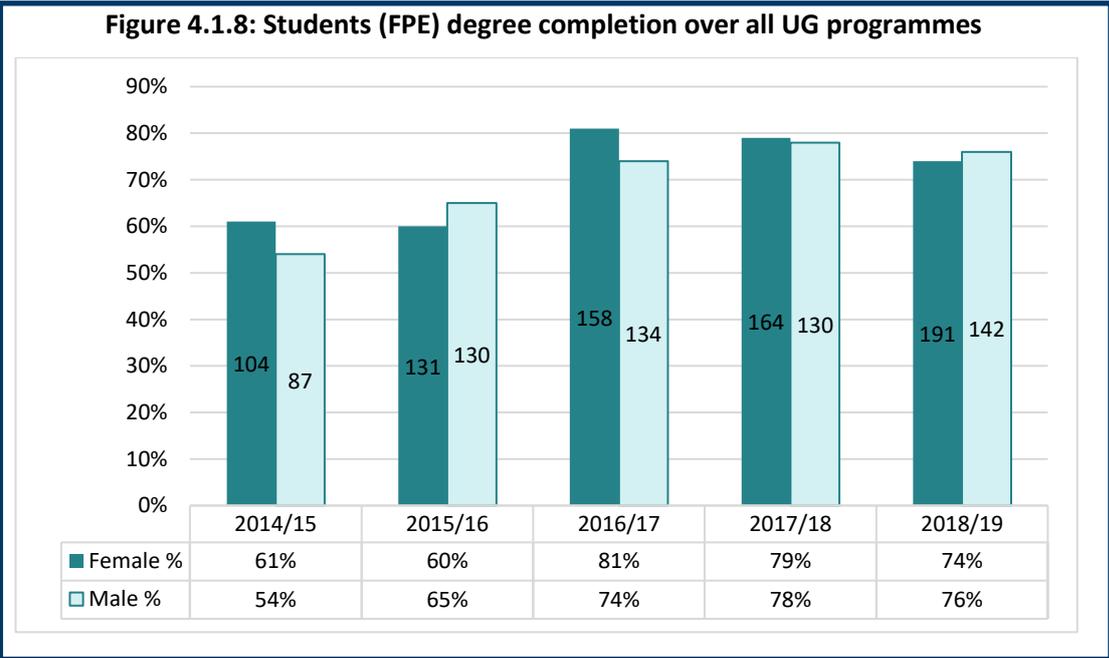
Female full-time students completed their degrees in 2.9 years, compared to 3.1 years for males (Figure 4.1.6). Female students studying part-time completed on average in 4.5 years compared to 4.2 years for males (Figure 4.1.7). We have seen improving completion rates, and there is a very small difference between female (71%) and male students (69%) (Figure 4.1.8).

**Figure 4.1.6: Full-Time Students (FPE) average years of attendance over all UG programmes**



**Figure 4.1.7: Part-Time Students (FPE) average years of attendance over all UG programmes**





(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

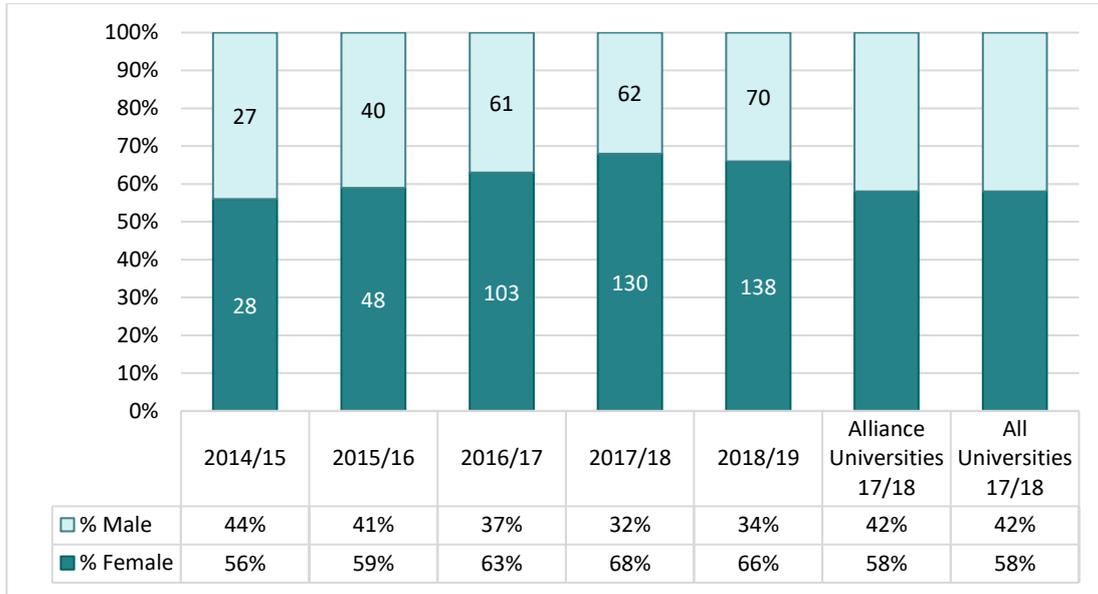
**Table 4.1.7 Postgraduate Taught Students Action Progress and Impacts**

<p><b>Since our Athena SWAN Bronze 2013 and 2016 we have:</b></p> <ul style="list-style-type: none"> <li>• Improved the routine monitoring of data at postgraduate taught level.</li> <li>• Introduced postgraduate taught student representation to the SAT.</li> </ul> <p><b>As a result, we are better able to identify issues for PGT actions and engage with the PGT community. All PGT programmes are now recruiting over 50% female students, female students being offered a place to study has increased, as has female student performance.</b></p>
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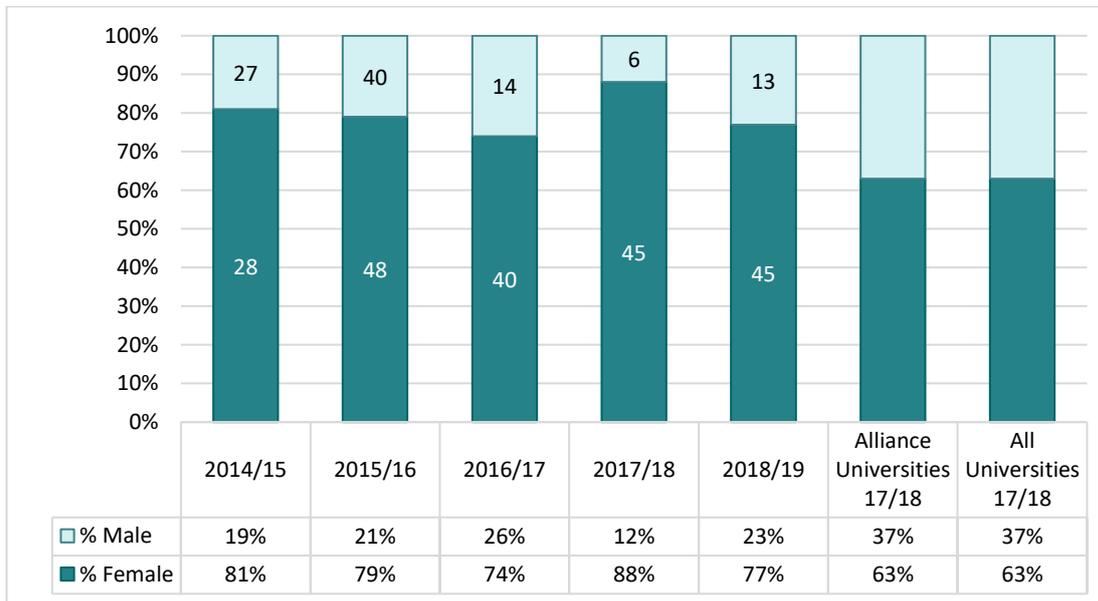
In the last five years our recruitment of female students across all programmes offered at postgraduate taught level has continued to rise (Figure 4.1.9). The percentage of female PGT students has increased from 56% in 2014/15 to 66% in 2018/19, exceeding comparable benchmarks but with a knock-on effect on our male recruitment for whom enrolments have also increased but at a lower rate.

The number of students studying PGT part-time has increased to 30% (n=218) of which 80% (n=174) of students were female (Figure 4.1.10). Our PGT programmes are very flexibly designed for part-time study, and attractive alongside other responsibilities, meaning our part-time female student recruitment is outperforming benchmarks.

**Figure 4.1.9: Percentage and Number of Students (FPE) over all PGT programmes**



**Figure 4.1.10: Percentage and Number of Part-Time Students (FPE) over all PGT programmes**



**Table 4.1.8: Percentage and Number of Students (FPE) recruited over all PGT programmes**

Subject Group	Programme	2014/15		2015/16		2016/17		2017/18		2018/19		Female Average % (FPE)	
		Female n /%	Male n /%	All Universities	Alliance Universities								
ALL	MRES APPLIED SCIENCES (C9)	-	-	-	-	-	-	1 25%	3 75%	11 58%	8 42%	60%	58%
HUBS	MSC BIOMEDICAL SCIENCE (C9)	9 35%	17 65%	26 53%	23 47%	35 54%	30 46%	27 55%	22 45%	18 50%	18 50%	60%	58%
BESSC	MSC SCIENCE COMMUNICATION (P9)	19 65%	10 35%	19 68%	9 32%	25 68%	12 32%	37 71%	15 29%	45 70%	19 30%	75%	73%
	MSC ADVANCED WILDLIFE CONSERVATION IN PRACTICE (C1)	-	-	12 60%	8 40%	33 70%	14 30%	51 72%	20 28%	49 68%	23 32%	61%	61%

Benchmarking data is drawn from HEIDI 2017/18, on the basis of programme JACS codes. Shaded rows indicate programmes regularly performing within 5% of benchmarks. The table excludes programmes which have closed in the last five years and includes two new programmes.

All PGT programmes are now recruiting over 50% female students, compared to 57% of programmes in 2015/16 (Table 4.1.8). The MSc Biomedical Science has seen improvement in female recruitment over the last five years, however it has slightly fewer female applicants (48% female, 52% male), and acceptances (70% female, 75% male). The MSc Advanced Wildlife Conservation in Practice, including modules based at Bristol Zoo, has fewer male applicants, offers and acceptances, and we are working with the programme team to address this.

**Action:**

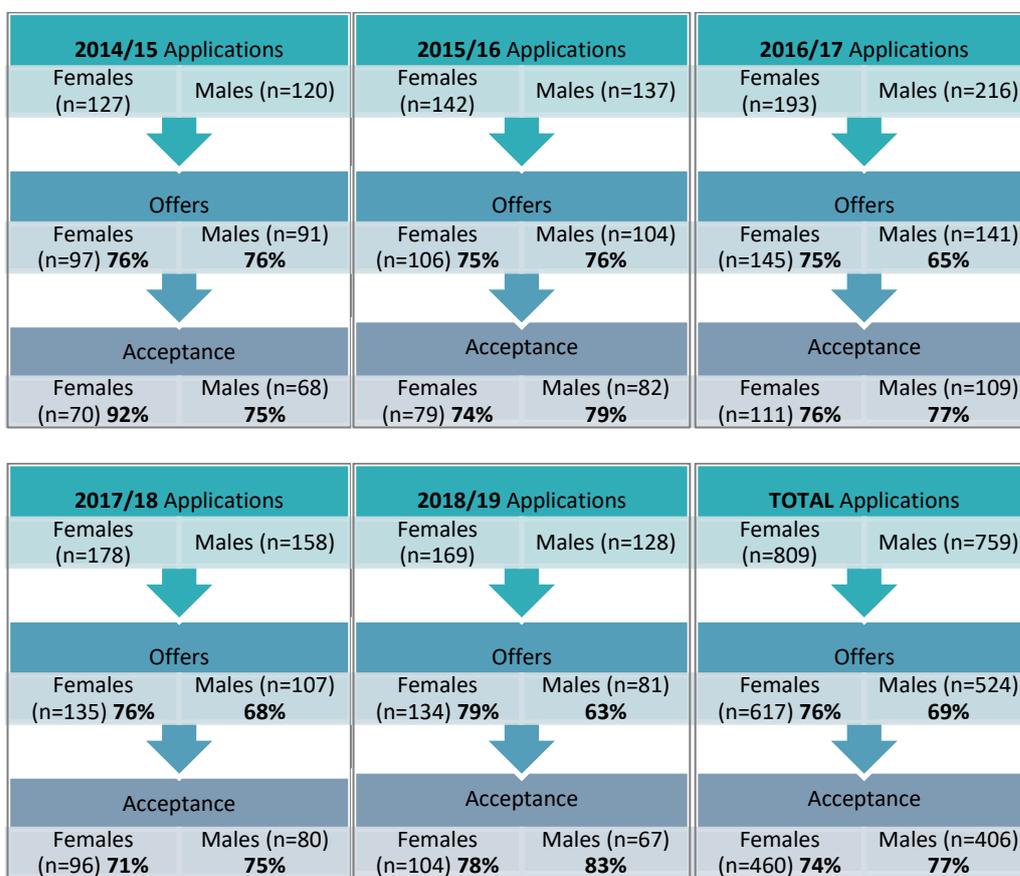
Increase male student recruitment on the MSc Advanced Wildlife Conservation in Practice by 5% (Action 2.3).

Since our 2016 application, the numbers of female students being offered a place has increased from 73% of female applicants to 76%, alongside a small increase in acceptance rates from 73% to 74% (Figure 4.1.11). More male students take up their place, but fewer apply and are offered places.

**Table 4.1.14: Percentage and Number of Student Applications, Offers and Acceptance (FPE) over all PGT programmes**

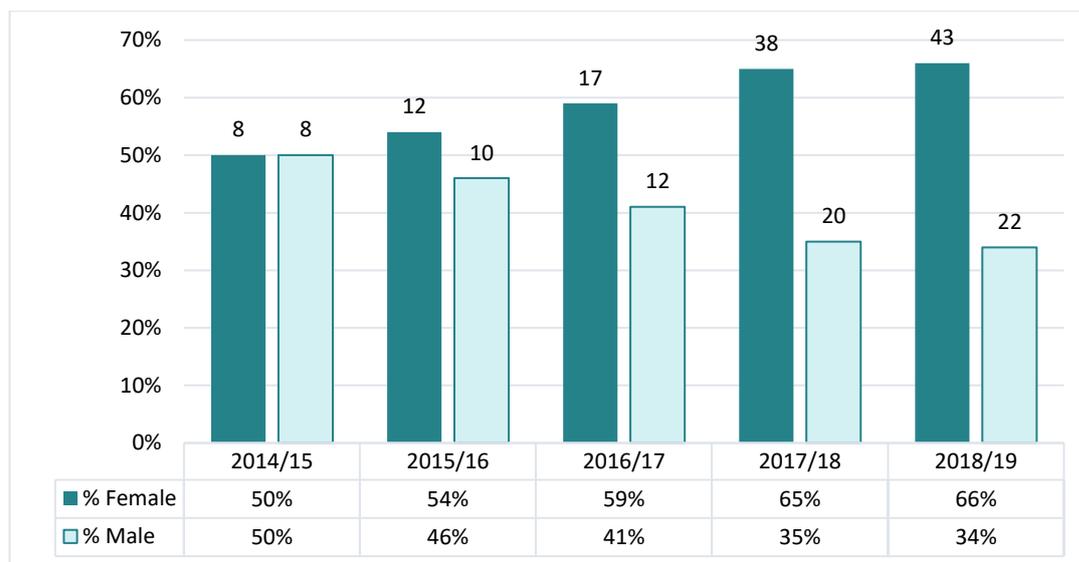
PGT		Application		Offer		Acceptance	
		N	%	N	%	N	%
2014/15	Female	127	51%	97	51%	70	51%
	Male	120	49%	91	49%	68	49%
2015/16	Female	142	51%	106	50%	79	49%
	Male	137	49%	104	50%	82	51%
2016/17	Female	193	47%	145	51%	111	50%
	Male	216	53%	141	49%	109	50%
2017/18	Female	178	53%	135	56%	96	54%
	Male	158	47%	107	44%	80	46%
2018/19	Female	169	57%	134	62%	104	61%
	Male	128	43%	81	38%	67	39%
TOTAL	Female	809	51%	617	54%	460	53%
	Male	759	49%	524	46%	406	47%

**Figure 4.1.11: Percentage and Number of Students Offers and Acceptance over all PGT programmes (FPE)**



Female student performance at PGT level has improved year on year, with 77% (n=118) now achieving a distinction or merit, compared to 72% in our previous application (Figure 4.1.12). 68% (n=72) of male students achieved a distinction or merit decreasing slightly since our last application.

**Figure 4.1.12: Percentage of Students (FPE) achieving Distinction or Merit degree classifications over all PGT programmes**

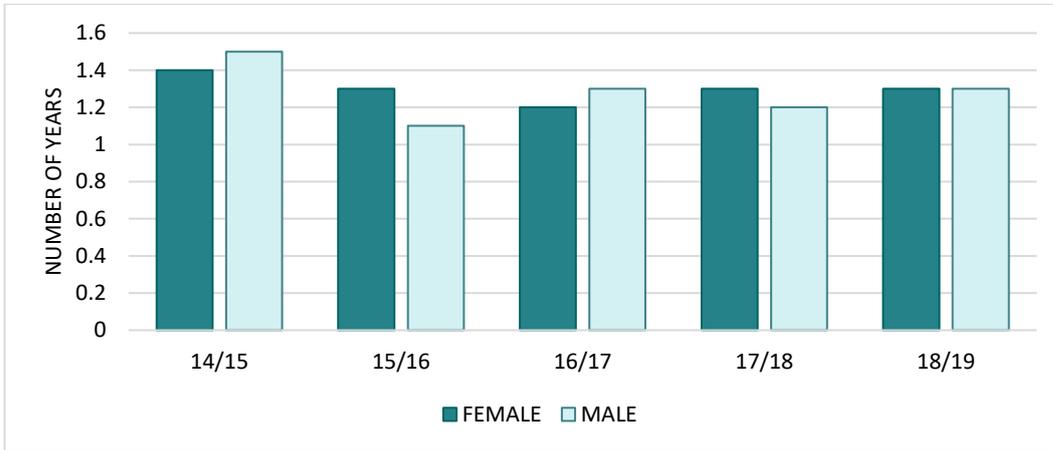


**Table 4.1.15: Percentage and Number of Students (FPE) by degree classification over all PGT programmes**

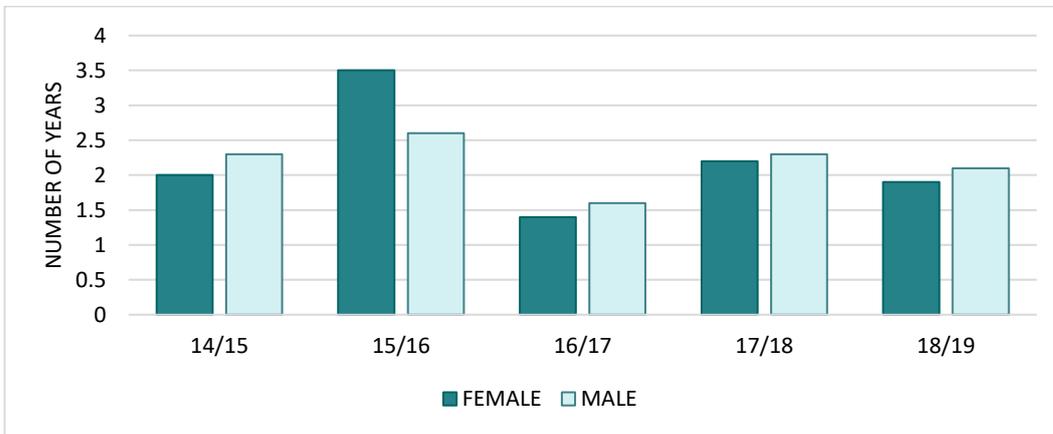
PGT		Distinction		Merit		Pass	
		N	%	N	%	N	%
2014/15	Female n	5	62%	3	38%	3	33%
	Male n	3	38%	5	62%	6	67%
2015/16	Female n	2	40%	10	59%	1	33%
	Male n	3	60%	7	41%	2	67%
2016/17	Female n	6	67%	11	55%	8	40%
	Male n	3	33%	9	45%	12	60%
2017/18	Female n	11	73%	27	63%	15	65%
	Male n	4	27%	16	37%	8	35%
2018/19	Female n	14	74%	29	63%	9	64%
	Male n	5	26%	17	37%	5	36%
TOTAL	Female n	38	68%	80	60%	36	52%
	Male n	18	32%	54	40%	33	48%

Female and male full-time students have on average completed their PGT degrees in 1.3 years (Figure 4.1.13), and 2.2 years when studying part-time (Figure 4.1.14), with no variation in completion times by gender. There is a very small difference between female (89%) and male students (92%) in terms of completion rates (Figure 4.1.15).

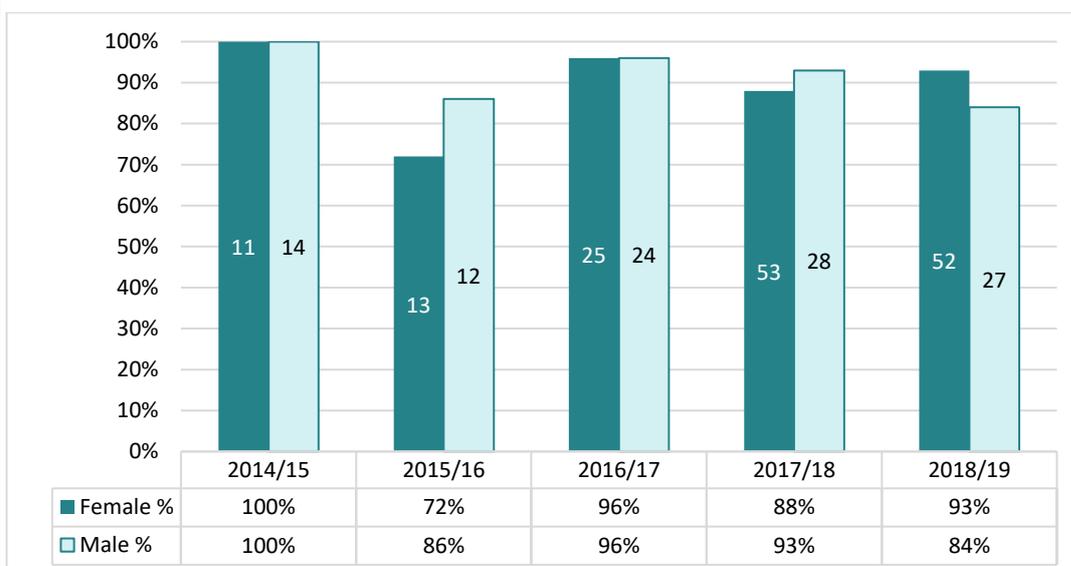
**Figure 4.1.13: Full-Time Students (FPE) average years of attendance over all PGT programmes**



**Figure 4.1.14: Part-Time Students (FPE) average years of attendance over all PGT programmes**



**Figure 4.1.15: Students (FPE) degree completion over all PGT programmes**



(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

**Table 4.1.16 Postgraduate Research Students Action Progress and Impacts**

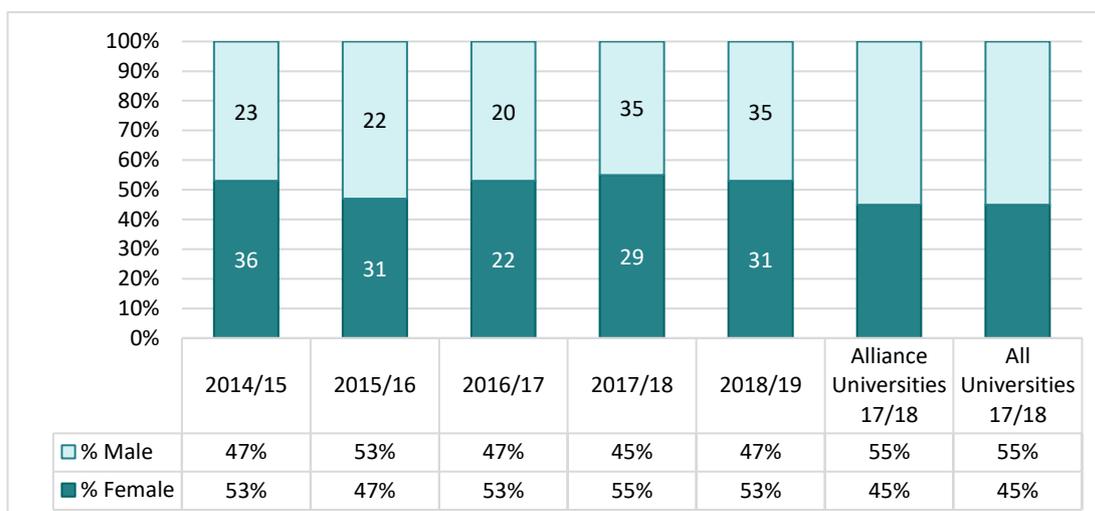
Since our Athena SWAN Bronze 2013 and 2016 we have:

- Improved the routine monitoring of data at postgraduate research level.
- Improved the response rate to our PGR student survey from 20% in 2016 to 22% in 2019.
- Collaborated with the UWE Graduate School to improve gender equality training and pre-enrolment information for supporting students with caring responsibilities.
- Updated our PGR student case study to reflect a greater diversity in life experiences.

**As a result, our PGR programmes are recruiting over 50% female students, both female and male applicants are equally likely to accept a place and there is no difference between female and male students' completion rates (86%).**

The Department has two main routes for postgraduate research, studying for a PhD or a Professional Doctorate in Biomedical Sciences. Over the last five years we have improved our gender ratios to within 5% of benchmarks across these programmes (Figure 4.1.16), with female students making up 52% (n=187) of PGR cohorts between 2014/15 and 2018/19.

**Figure 4.1.16: Percentage and Number of Students (FPE) over all PGR programmes**



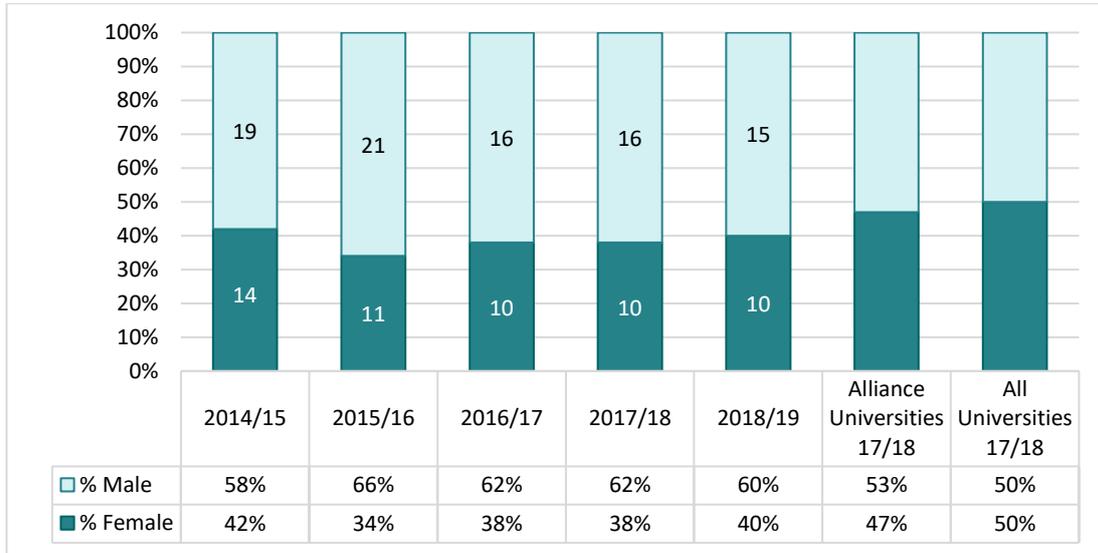
The percentage of females studying for a PhD exceeds national averages for science PGR programmes. The Professional Doctorate (part-time only) (Table 4.1.17), requires students to be working in an aligned area and has slightly lower female numbers, and this programme influences the gender balance in those studying part-time as PGR students. Although 55 (FPE) female students studied part-time over the last five years (Figure 4.1.17), this is lower than might be expected, with 39% (n=55) of female students studying part-time compared to 61% (n=87) of males.

**Table 4.1.17: Percentage and Number of Students (FPE) recruited over all PGR programmes**

Subject Group	Programme	2014/15		2015/16		2016/17		2017/18		2018/19		Female Average % (FPE)	
		Female n /%	Male n /%	All Universities	Alliance Universities								
ALL	PhD SCIENCE (inc. C1, C9, F4, P9)	29 54%	25 46%	29 47%	32 53%	33 54%	28 46%	26 55%	21 45%	28 57%	21 43%	45%	45%
HUBS	PROFESSIONAL DOCTORATE IN BIOMEDICAL SCIENCES (B9)	11 52%	10 48%	8 47%	9 53%	7 50%	7 50%	9 53%	8 47%	7 41%	10 59%	62%	63%

Benchmarking data is drawn from HEIDI Student Record 2017/18, on the basis of all science PGR programmes.

**Figure 4.1.17: Percentage and Number of Part-Time Students (FPE) over all PGR programmes**

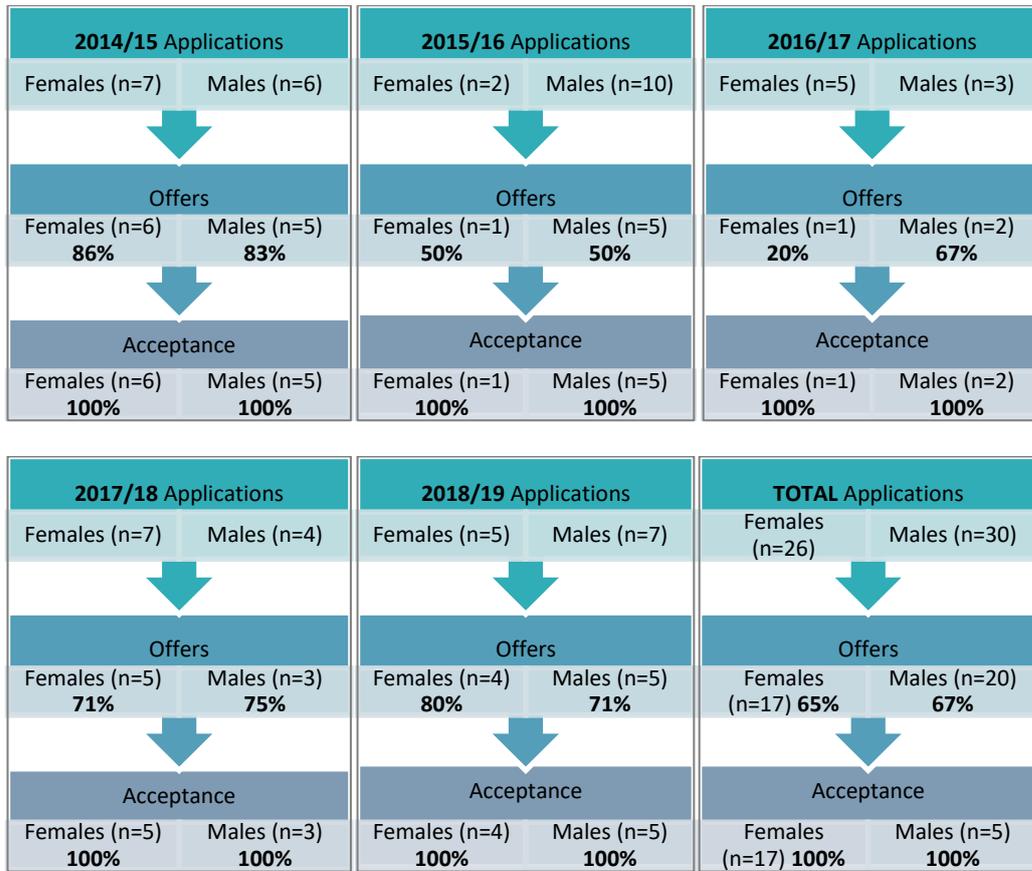


There have been slightly fewer female (46%, n=26) applicants to PGR programmes than males (53%, n=30) (Table 4.1.18), and a small increase in male students offered a place (67%, n=20) compared to female students (65%, n=17) (Figure 4.1.18), though both female and male applicants are equally likely to accept.

**Table 4.1.18: Percentage and Number of Students Applications, Offers and Acceptance (FPE) over all PGR programmes**

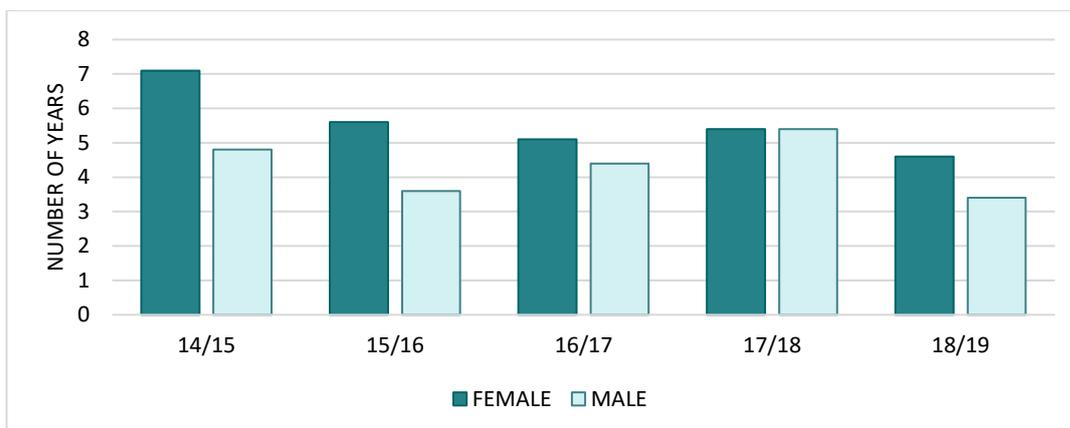
PGR		Application		Offer		Acceptance	
		N	%	N	%	N	%
2014/15	Female	7	54%	6	54%	6	54%
	Male	6	46%	5	46%	5	46%
2015/16	Female	2	17%	1	17%	1	17%
	Male	10	83%	5	83%	5	83%
2016/17	Female	5	62%	1	33%	1	33%
	Male	3	38%	2	67%	2	67%
2017/18	Female	7	64%	5	62%	5	62%
	Male	4	36%	3	38%	3	38%
2018/19	Female	5	42%	4	44%	4	44%
	Male	7	58%	5	56%	5	56%
TOTAL	Female	26	46%	17	46%	17	46%
	Male	30	54%	20	54%	20	54%

**Figure 4.1.18: Percentage and Number of Students Offers and Acceptance over all PGR programmes (FPE)**



Female full-time students on average completed their PGR degrees in 5.5 years, compared to 4.3 years for male students (Figure 4.1.19). Female students studying part-time completed on average in 6.7 years compared to 8 years for male students (Figure 4.1.20). There is no difference in completion rates (86%) by gender (Figure 4.1.21).

**Figure 4.1.19: Full-Time Students (FPE) average years of attendance over all PGR programmes**

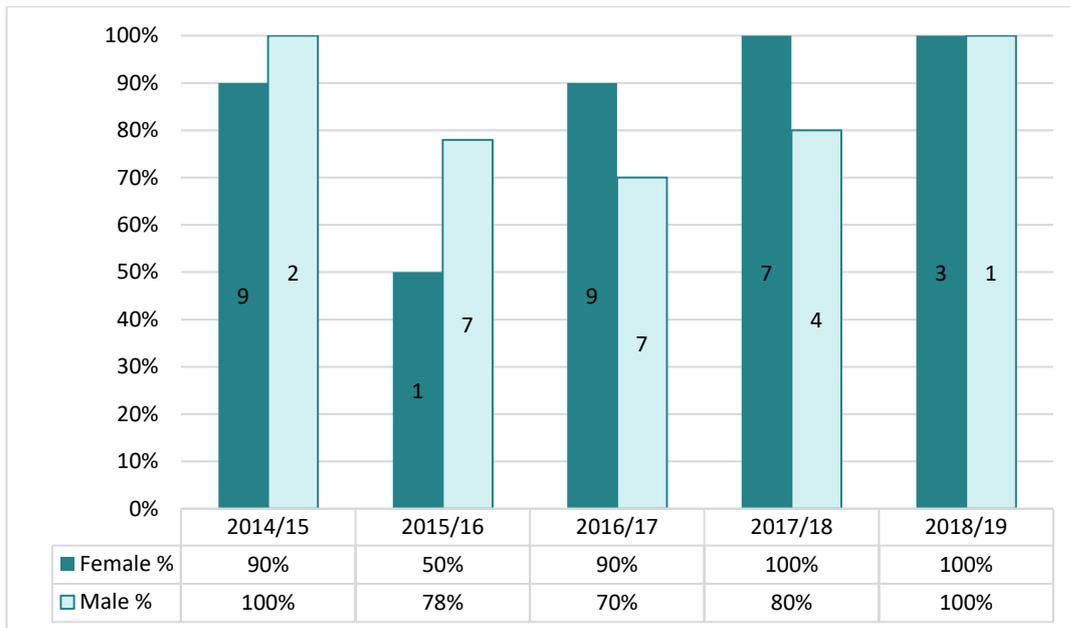


**Figure 4.1.20: Part-Time Students (FPE) average years of attendance over all PGR programmes**



*No PT completions were recorded in 2018/19 at the time data was gathered.*

**Figure 4.1.21: Students (FPE) degree completion over all PGR programmes**

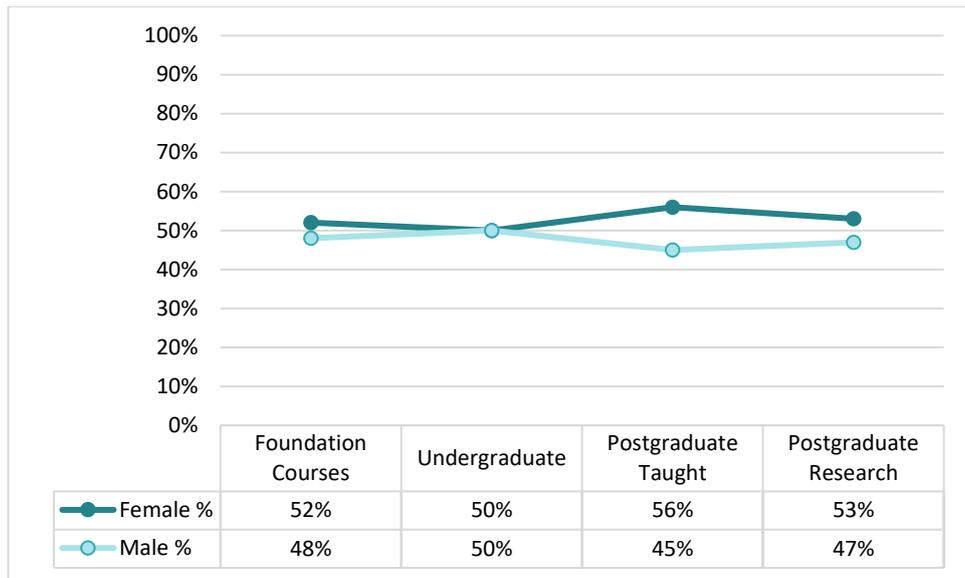


(v) Progression pipeline between undergraduate and postgraduate student levels

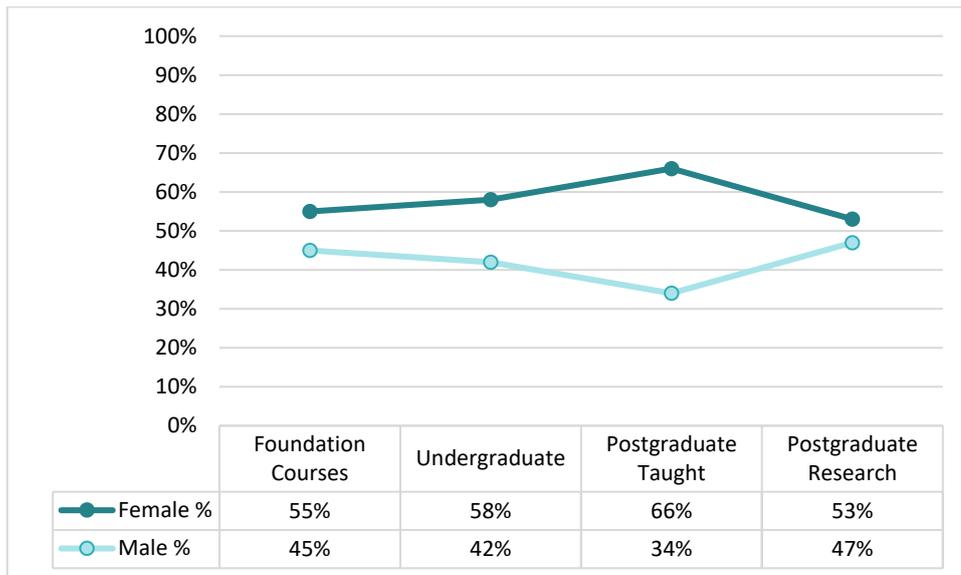
*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

Our previous pipeline (Figure 4.1.22) showed gender equity across all study levels but a number of programmes were significantly under recruiting female students compared to benchmarks. As programmes have further aligned with benchmarks, our current pipeline (Figure 4.1.23) demonstrates increased female students at all levels, including PGR, feeding into academic staff recruitment. Our focus now is to maintain male recruitment on programmes where it is lower than expected and we are mindful of male recruitment, particularly at PGT.

**Figure 4.1.22 Student Pipeline (FPE) 2014/15**

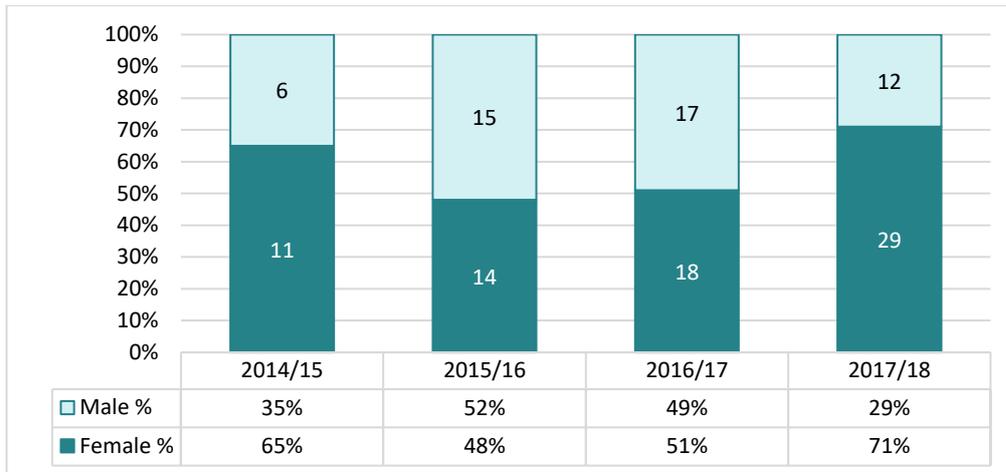


**Figure 4.1.23: Student Pipeline (FPE) 2018/19**



Since 2014/15 (Figure 4.1.24) 122 students have immediately progressed to PG study at UWE of which 59% (n=72) were female, and 41% (n=50) were male. Female (12%) students were slightly more likely to progress to PG studies than male students (10%), particularly due to two newly introduced programmes (MRes Applied Sciences and MSc Advanced Wildlife Conservation in Practice).

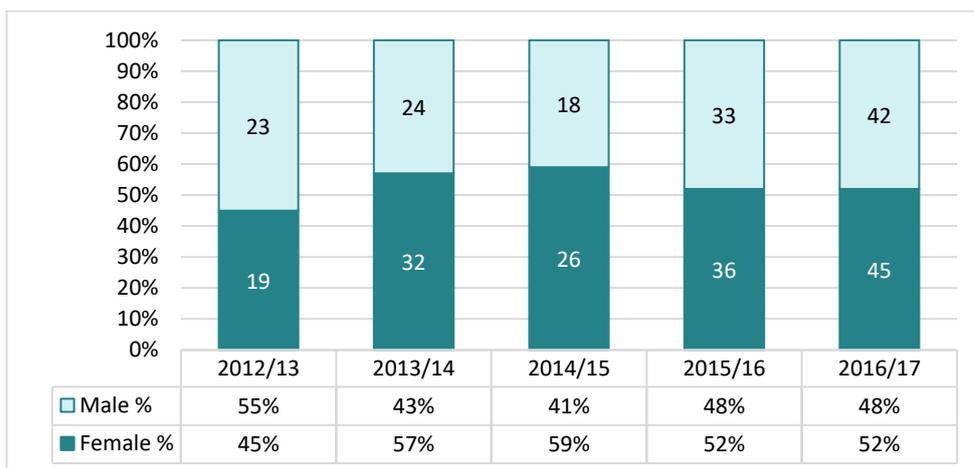
**Figure 4.1.24: Percentage and Number of Students continuing to PG from UWE UG programmes (FPE)**



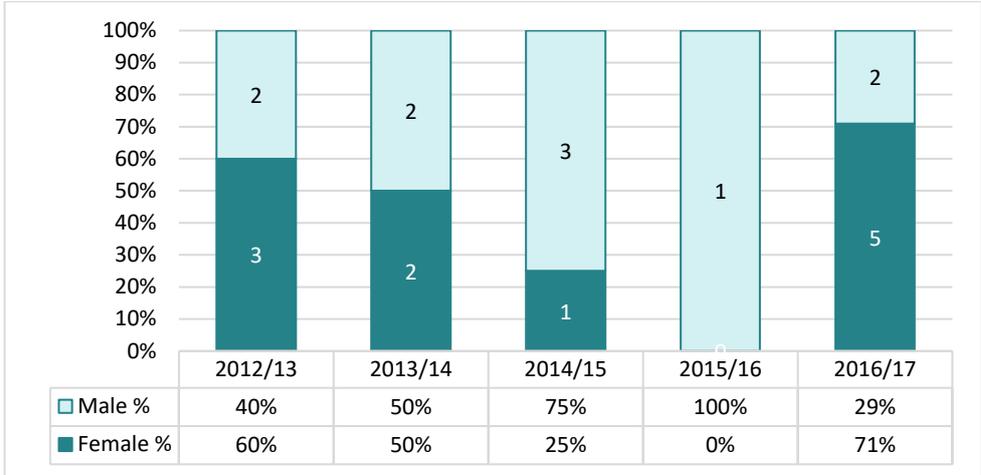
*Excludes progression to UG from foundation, and MSci programmes. 2018/19 data not yet available.*

We also support our students to progress at other institutions and examined DLHE data (now Graduate Outcomes Survey) by gender. The proportion of female and male UG students progressing to further study is identical (25%), though female students are slightly less likely to progress to further study after a PGT programme (10% female, 14% male). This can be effected by fluctuations in survey response rates and we will continue to monitor.

**Figure 4.1.25: Percentage and Number of UG Students continuing to PGT and PGR based on DHLE data**



**Figure 4.1.26: Percentage and Number of PGT Students continuing to PGR based on DHLE data**



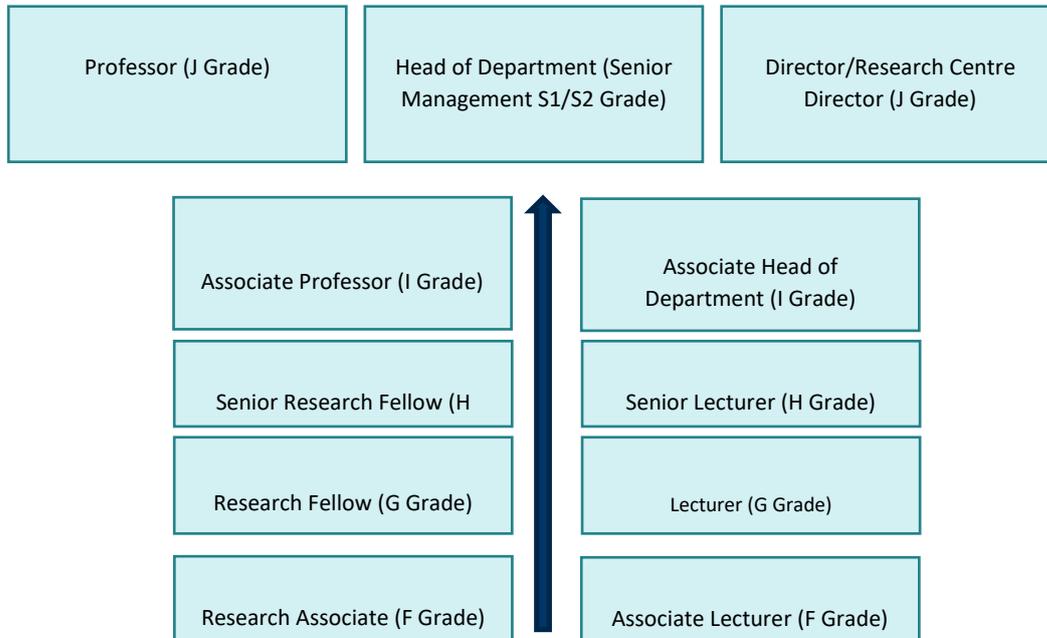
#### 4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*

In 2018, 84 academic staff (44% female, 56% male) were employed within the Department, of which 10 were research-only staff, with the remainder in roles which contribute to both research and teaching. 12 staff (50% female, 50% male) were employed on 'teaching-only' contracts as associate lecturers. Since 2014, our percentage of female staff has averaged at 47% of staff in DAS, exceeding national averages (Table 4.2.1).

**Figure 4.2.1: Academic and Research Staff Departmental career path structure**



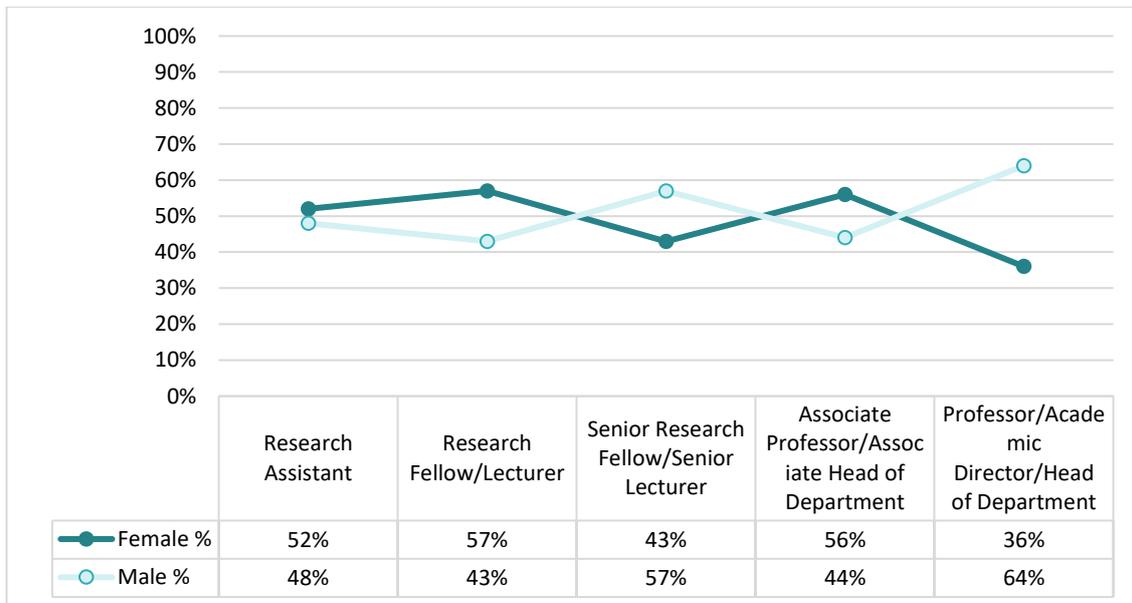
**Table 4.2.1: Percentage and Number of Staff by Contract Function (Headcount)**

	2014		2015		2016		2017		2018		Female ECU Average 17/18 All science subjects	Male ECU Average 17/18 All science subjects
	Female n /%	Male n /%										
Associate Lecturers (Teaching - only)*	9 53%	8 47%	9 64%	5 36%	8 57%	6 43%	10 71%	4 29%	6 50%	6 50%	49%	51%
Teaching and Research	28 44%	35 56%	29 45%	36 55%	30 43%	39 57%	29 41%	42 59%	28 38%	45 62%	36%	64%
Research-Only	11 61%	7 39%	8 57%	6 43%	9 56%	7 44%	8 57%	6 43%	8 80%	2 20%	46%	54%
Senior Management	1 50%	1 100%	0 0%	42%	58%							
<b>TOTAL</b>	<b>49 49%</b>	<b>51 51%</b>	<b>47 50%</b>	<b>48 50%</b>	<b>48 47%</b>	<b>53 53%</b>	<b>48 47%</b>	<b>53 53%</b>	<b>43 45%</b>	<b>53 55%</b>	<b>42%</b>	<b>58%</b>

HR data is reported on a calendar year basis.

\* Includes those with over 30hrs teaching per year, who are provided with a fixed-term contract annually. For Associate Lecturers who exceed 0.4FTE, and are employed for over two years, there is automatic progression to a Lecturer contract.

**Figure 4.2.2: Percentage of Academic Staff (Headcount) by Gender and Grade averaged 2014 to 2018**



Percentages of female and male staff are relatively aligned at many grades (Table 4.2.2) and across teaching-only, research-only and teaching and research contracts (Figure 4.2.2).

**Table 4.2.2: Percentage and Number of Staff (Headcount) by Grade**

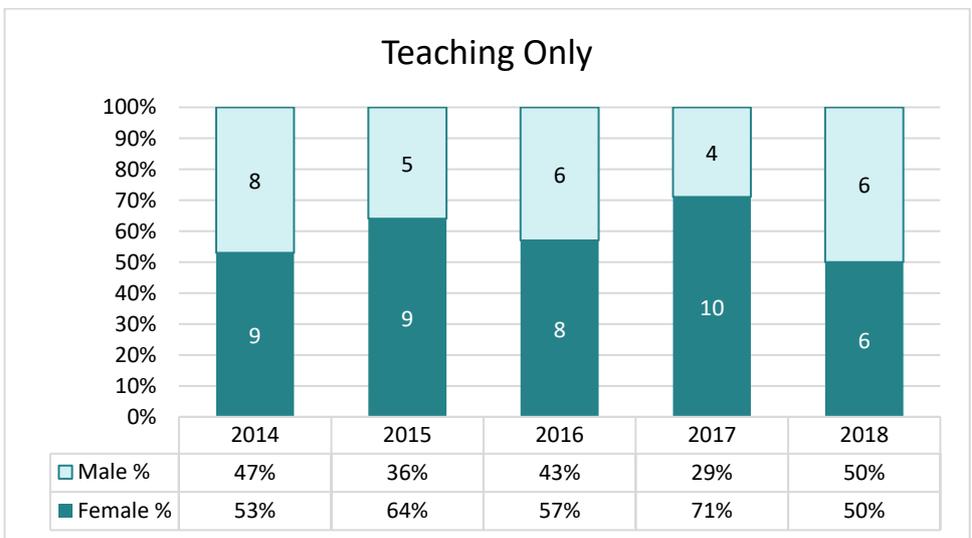
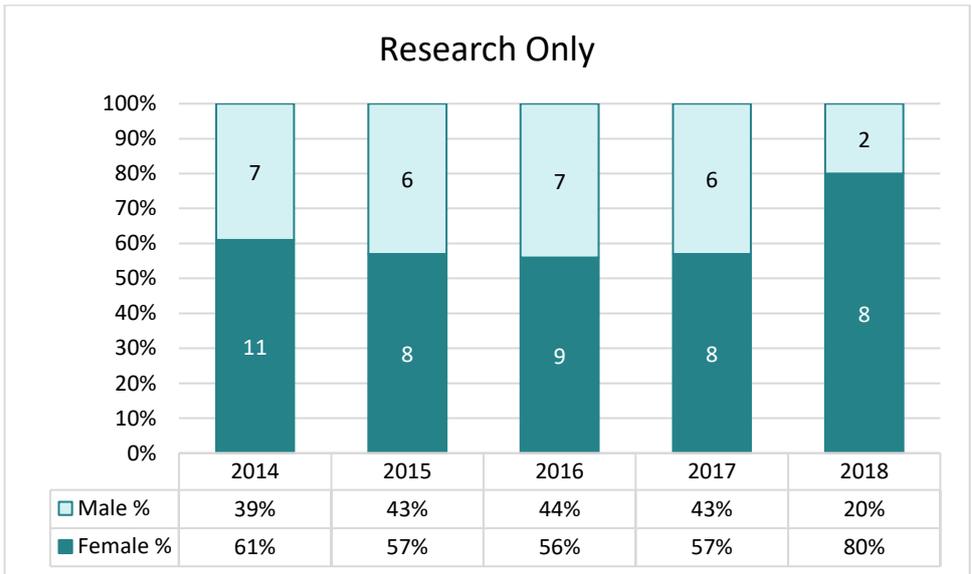
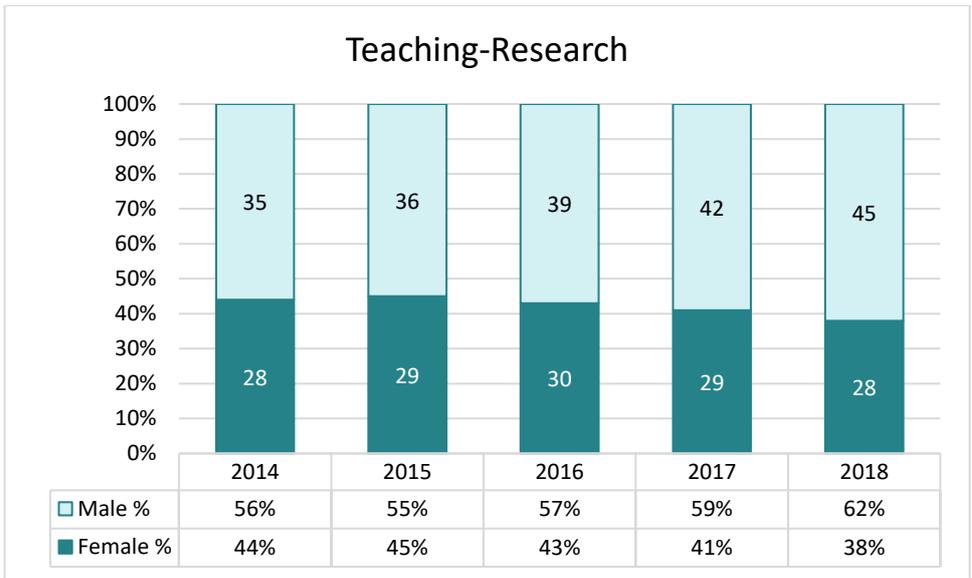
	2014		2015		2016		2017		2018	
	Female n /%	Male n /%								
Research Assistant (Grade F) <i>Research-Only</i>	5 56%	4 44%	4 67%	2 33%	2 50%	2 50%	0 0%	2 100%	2 50%	2 50%
Research Fellow (Grade G) <i>Research-Only</i>	5 83%	1 17%	3 60%	2 40%	6 67%	3 33%	7 78%	2 22%	5 100%	0 0%
Associate Lecturer (Grade G) <i>Teaching-Only</i>	9 53%	8 47%	9 64%	5 36%	8 57%	6 43%	10 71%	4 29%	6 50%	6 50%
Lecturer (Grade G)	0 0%	2 100%	0 0%	1 100%	1 20%	4 80%	1 17%	5 83%	2 40%	3 60%
Senior Research Fellow (Grade H) <i>Research-Only</i>	1 33%	2 67%	1 33%	2 67%	1 33%	2 67%	1 33%	2 67%	1 100%	0 0%
Senior Lecturer (Grade H)	18 45%	22 55%	20 47%	23 53%	21 47%	24 53%	20 43%	26 57%	17 38%	28 62%
Associate Professor/Associate Head of Department (Grade I)	5 56%	4 44%	4 44%	5 56%	4 57%	3 43%	5 71%	2 29%	6 55%	5 45%
Professor/Academic Director/Head of Department (Grade J/S1/S2)	6 43%	8 57%	6 43%	8 57%	5 36%	9 64%	4 28%	10 72%	4 31%	9 69%
<b>TOTAL</b>	49 49%	51 51%	47 49%	48 51%	48 47%	53 53%	48 47%	53 53%	43 45%	53 55%

We are focussing actions on two areas:

At Grade H a number of male appointments since 2016, alongside the promotion of female staff to Grade I, means 38% of Senior Lecturers in DAS are female compared to 47% in 2016. We have actions to address this (Section 5.1(i)) and are seeing results (in 2019 three out of seven Senior Lecturer appointments were female). We expect to see continued impacts from these actions in future years.

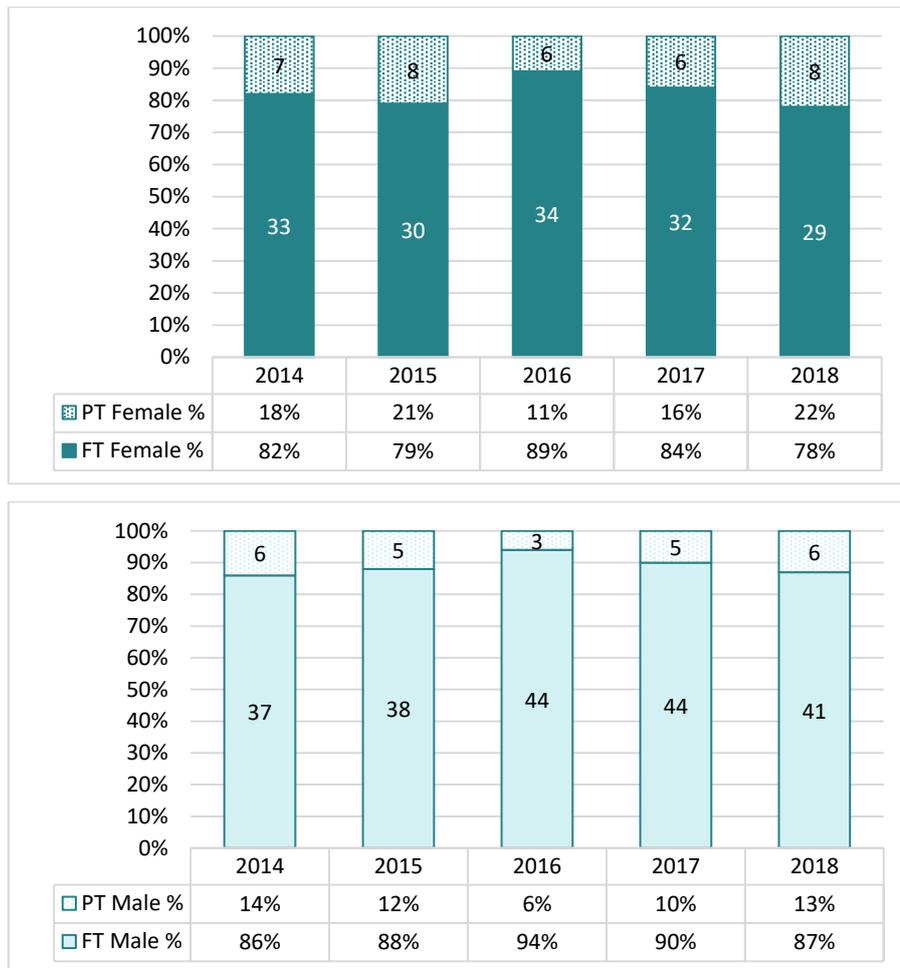
At Grade J, female staff has decreased to 31% from 42% in our 2016 application. A female Professor was promoted to a Faculty role and one retired. Three of the Grade J male staff are also part-time. Although the percentage of female staff at this level remains considerably higher than national average for the sciences, we do not want this to decrease further. The percentage of female staff at Grade I, Associate Professor/Associate Head of Department, has increased to 55% female from 44% in our 2016 application. This will continue the pipeline of female staff progressing, alongside actions outlined in Section 5.1(iii).

**Figure 4.2.4: Percentage of staff by Teaching-Research, Research-only, and teaching-only contract by Gender 2014 to 2018**



Excluding Associate Lecturers who are all part-time, 16% of staff worked part-time (Figure 4.2.5). Of these staff 10% (n=35) were female and 7% were male (n=25), lower than national averages for both genders (female 14%, male 12%) although part-time working and job share is well supported by DAS.

**Figure 4.2.5: Percentage of staff by Full-Time, Part-Time contract by Gender 2014 to 2018**



**SILVER APPLICATIONS ONLY**

Where relevant, comment on the transition of technical staff to academic roles.

No technical staff have transitioned to academic roles in the last three years, however technical staff have a number of routes for career progression through to higher grades (Section 5.4).

**Table 4.2.3 Impact Good Practice Example**

In 2018 DAS signed the Technicians Commitment. In July 2019 the first **UWE Technician Conference** was held to focus on the future of the profession, innovation and creativity. 29 technicians who work with DAS attended the event. Coordinating with **name removed**, who is leading on this work for the Faculty, we are aligning actions associated to technical staff career development with the **UWE Technician Commitment Action Plan**.



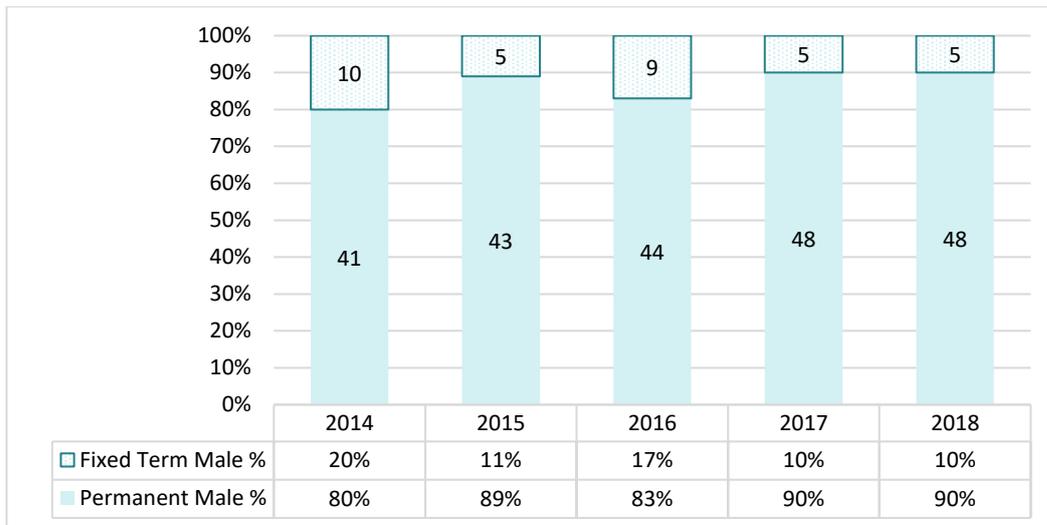
- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

*Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.*

17% of research-only, teaching-only and teaching and research staff were on fixed-term contracts since 2014, a small increase of 2% from our 2016 application, and with the remaining staff on permanent contracts.

**Figure 4.2.6: Percentage of Staff (Headcount) on a Fixed-Term contract by Gender 2014 to 2018**





Since our first application in 2013, when 75% of fixed-term contracts were female staff, 58% of fixed-term contracts were for female staff between 2014 and 2018. Over the last 5 years, between 17-25% of female staff were on a fixed-term contract, compared to 10-20% of male staff. This compares well to benchmarking (40% female, 37% males for STEM subjects) but requires continued monitoring.

**Table 4.2.4: Percentage and Number of Staff (Headcount) by type of contract**

		2014		2015		2016		2017		2018	
		Female n /%	Male n /%								
<b>Teaching - Research</b>	<i>Permanent</i>	28 96%	33 92%	29 97%	36 97%	30 97%	37 92%	29 97%	41 95%	28 96%	44 98%
	<i>Fixed-Term</i>	1 4%	3 8%	1 3%	1 3%	1 3%	3 8%	1 3%	2 5%	1 4%	1 2%
<b>Research-only</b>	<i>Permanent</i>	5 45%	4 57%	4 50%	3 50%	5 56%	3 43%	4 50%	3 50%	3 38%	0 0%
	<i>Fixed-Term</i>	6 55%	3 43%	4 50%	3 50%	4 44%	4 57%	4 50%	3 50%	5 63%	2 100%
<b>Teaching-only</b>	<i>Permanent</i>	7 78%	4 50%	6 67%	4 80%	4 50%	4 67%	4 40%	4 100%	2 33%	4 67%
	<i>Fixed-Term</i>	2 22%	4 50%	3 33%	1 20%	4 50%	2 33%	6 60%	0 0%	4 67%	2 33%

Fixed-term contracts are more common amongst research-only staff; 53% of research-only staff were on a contract of this type, compared to 4% of teaching and research staff. However, there is little variation by gender (52% female/53% male research only staff are on fixed-term contracts).

To ensure continuity of employment for fixed-term staff, people managers and the HoD, are informed when a contract is coming to an end. When contracts are unlikely to be renewed (for example due to funding), a meeting is held on re-deployment

opportunities at UWE. If a job opportunity arises for which they meet essential criteria they must be offered the post.

Our staff focus group highlighted fixed-term research staff would like more integration in DAS, mentoring, support, and reassurance around contractual processes.

*'Even as a post-doc, I think you kind of defer to the academics... But actually, sometimes the post-docs are specialist in what they do, more so than the academics, because they're on it and also with the research...maybe [there could be] more networking for post docs. Just to be more visible really, that you're there.*

*Staff focus group, 2019*

**Action:**

Improve post-doctoral researchers/fixed-term contract staff integration within the Department, mentoring, training and development opportunities (Action 5.10).

(iii) Academic leavers by grade and gender and full/part-time status

*Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

Since 2014, 45 people left DAS, 48% were female (n=22), a 4% decrease since our last application (Table 4.2.5).

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In 2017, 'Department' was added to the exit questionnaires all leavers are asked to complete. Questionnaire outcomes are returned to DAS and key findings shared at the Department Leadership Team (DLT) meetings. People managers encourage leavers to complete the exit questionnaire at their final meeting. However, we still have limited information from leavers, as very few staff indicate their Department.

**Action:**

Increase exit questionnaire responses, which can be the basis for information and actions amongst the Department Leadership Team (Action 5.11).

**Table 4.2.5: Percentage and Number of Staff (Headcount) Leaving by Grade**

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**Table 4.2.6 Sharing Good Practice Example**

In March 2019 it was reported to the SAT that letters sent by HR to fixed-term staff three months prior to a contract ending cause additional worry. We requested letter drafts, reviewed them, and made recommendations that the tone and gratitude in the letters was revised, and a reminder of the exit questionnaire included. **HR made these changes, to be applied across UWE** in June 2019.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Silver: 6372 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

*Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.*

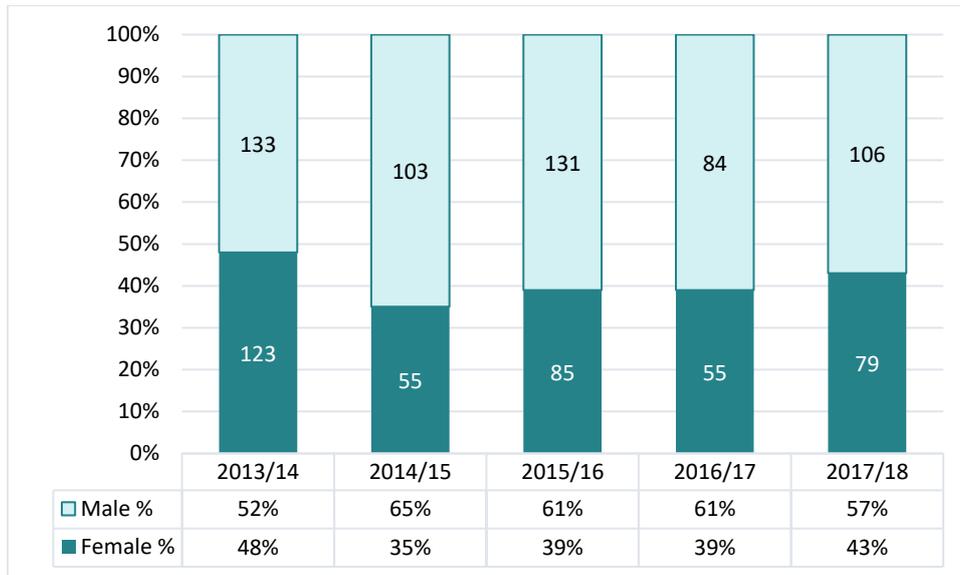
**Table 5.1.1 Recruitment Action Progress and Impacts**

Since our Athena SWAN Bronze 2013 and 2016 we have:
<ul style="list-style-type: none"><li>• Improved and monitored gender balance throughout the recruitment process (including female contact people, gender balance in shortlisting and interview panels).</li><li>• Analysed job descriptions for gender-neutral language, and female-friendly terms e.g. highlighting peer to peer support, references to flexible working.</li><li>• Updated the Department information in recruitment information.</li><li>• Circulated all job opportunities to staff with encouragement to share amongst personal/professional networks.</li><li>• Trialled the use of <a href="#">WISE</a>.</li><li>• Ensured all managers, shortlisters and interview panel chairs, receive Recruitment and Selection training, including a 3-year refresher.</li><li>• Standardised marking and feedback sheets at recruitment presentations.</li><li>• Increased intersectionality at recruitment events by extending involvement in campus tours, and hosting, to more junior staff members.</li></ul>
<b>As a result, numbers of female applicants have increased since our 2016 application and females are now more likely to be shortlisted and offered a post after interview.</b>

Since 2013/14, 954 individuals applied for academic posts within DAS, 42% (n=397) females and 58% (n=557) males (Figure 5.1.1). 84 people were offered posts (46% n=39 female/54% n=45 male).

Posts are advertised via the University website, specialist mailing lists, learned societies and organisations. The University 'Working Here' website includes information on family-friendly policies, equality and diversity, and features a strong female presence. Job descriptions include information on equality and diversity, flexible working, job share and Athena SWAN.

**Figure 5.1.1: Percentage and Number of Applications to Academic Posts (Headcount)**



**Table 5.1.2. Impact Good Practice Example**



In 2017/18 we **piloted post advertisements** via the [WISE](#) network, including a Senior Lectureship in Forensic Science where 60% (n=9) of applicants and 100% (n=4) of those shortlisted were female.

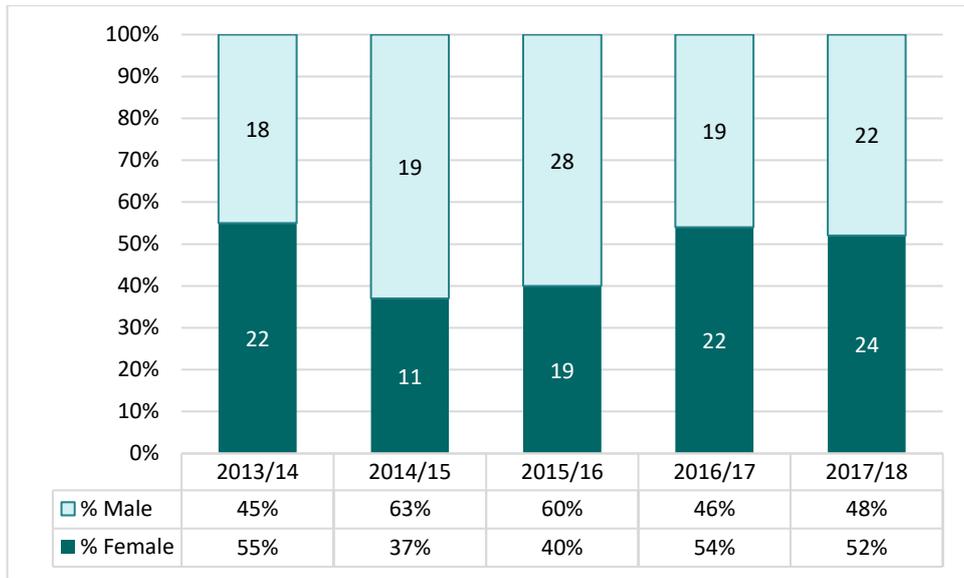
Although **the female application rate was higher** than average at that grade (35%) no applicants identified the post via WISE. WISE will be used again for selected, strategic appointments.

**Action:**

Continue to improve the appeal of the Department as a place to work and study, increasing female applicants for Department job opportunities to 50%. (Action 3.1).

Though fewer female applicants apply they are more likely to be shortlisted. 25% (n=98) of female applicants were shortlisted, compared to 19% of male applicants (n=106) (Figure 5.1.2). Shortlisting is undertaken by at least two staff, and reasons for rejecting candidates are recorded via Manager Self-Service (MSS). Internal applicants who are not shortlisted are contacted with feedback. We detect no bias in the selection of female applicants for shortlisting.

**Figure 5.1.2 Percentage and Number of Shortlisted to Academic Posts (Headcount)**

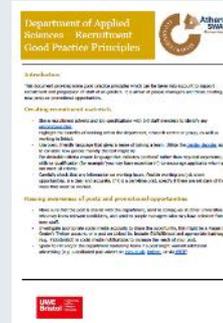


In our 2016 application, there was a particularly high number of male applicants and job offers. We have seen improvement (Figure 5.1.3) whereby females (n=39, 10%) are now more likely to be offered a post than males (n=45%, 8%). This compares to 4% of female applicants in our previous application.

**Table 5.1.3 Sharing Best Practice Example**

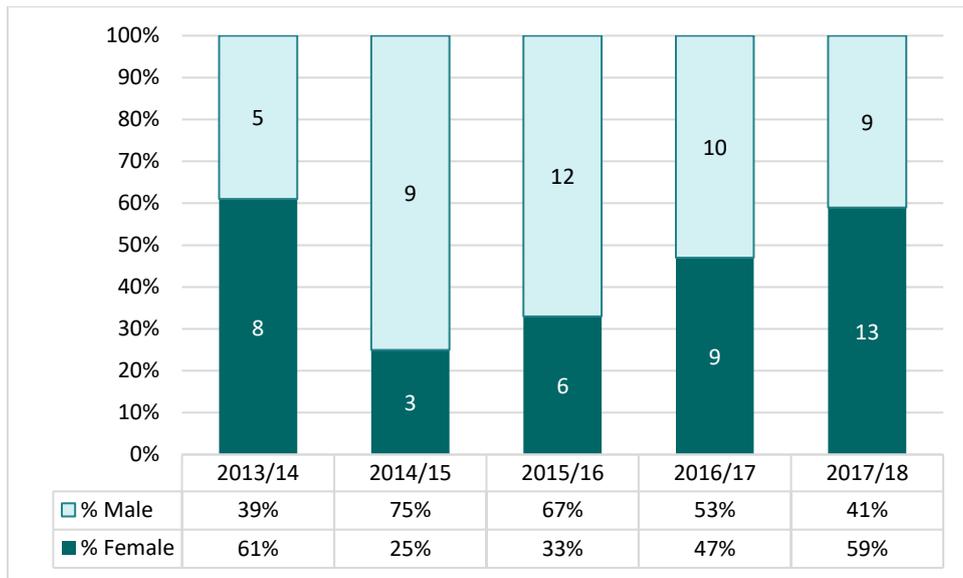
In 2017 a SAT working group focussed on staff recruitment and progression. This produced a **Recruitment Good Practice Principles** two-page reminder for all staff in DAS to signpost best practice in recruitment processes.

In 2018 the **Faculty Executive shared the Good Practice Principles with the Faculty**, so that other Departments could follow this practice.



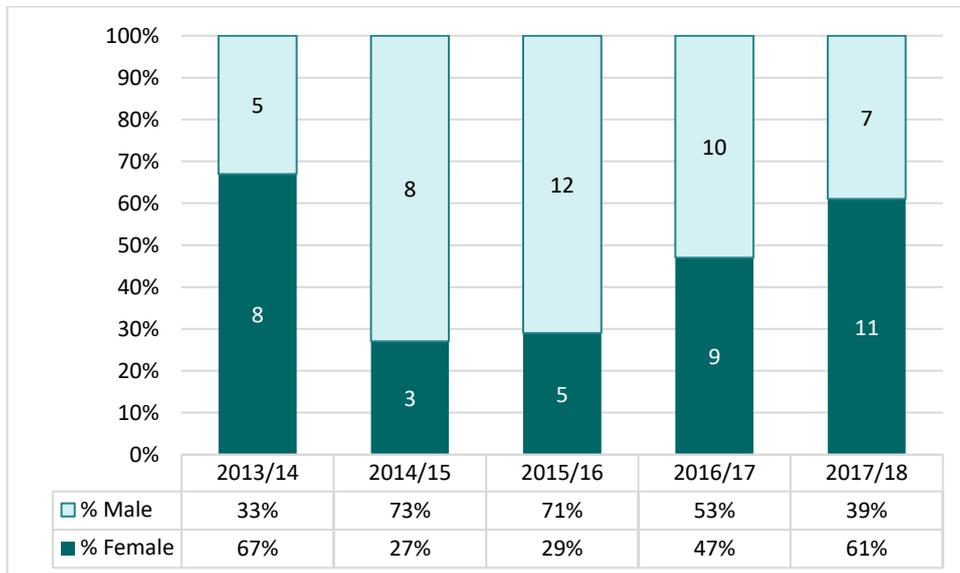
Interview panels comprise mixed gender, and ethnicity, when possible, and a staff member from another Faculty. Candidates who cannot attend in person are given the option to do so via Skype. Reasons for not appointing a candidate are recorded by the interview panel, with feedback offered to all candidates.

**Figure 5.1.3: Percentage and Number Offered Academic Posts (Headcount)**



There is little variation amongst female and male applicants accepting their offer of employment (92%, n=36 female and 93%, n=42 male) (Figure 5.1.4).

**Figure 5.1.4: Percentage and Number Accepted Academic Posts (Headcount)**



More men applied than women for all grades, apart from one KTP appointment. This includes Research Associate (37% female, 63% male), Lecturer/Research Fellow (46% female, 54% male) and Senior Lecturer/Senior Research Fellow (35% female, 65% male) posts.

**Table 5.1.4: Percentage and Number of Applications, Shortlisted, Offered and Accepted by Grade (Headcount)**

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Despite higher numbers of applications from males, at all grades women were more likely to be shortlisted than men, particularly at Grades I (62% females/24% males) and J (85% females/38% males).

Similarly, at all grades women were more likely to be appointed, apart from at Grades G and H. At Grade G, 39% (n=16) of shortlisted females and 42% (n=15) of males were offered an appointment. At Grade H, 31% (n=8) of females and 36% (n=17) of males shortlisted were offered an appointment.

**Action:**

Increase the diversity of applicants, offers and acceptances for posts at Grades G (Lecturer/Research Fellow) and H (Senior Lecturer/Senior Research Fellow) (Action 3.2).

(ii) Induction

*Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.*

**Table 5.1.5 Induction Action Progress and Impacts**

Since our Athena SWAN Bronze 2013 and 2016 we have:
<ul style="list-style-type: none"> <li>• Required new staff to engage with University induction processes.</li> <li>• Introduced new staff to the Department via email, subject group meetings and Department Forums.</li> <li>• Offered, when possible, the option between a female or male mentor/buddy.</li> <li>• Developed a Department Induction Handbook.</li> </ul> <p><b>As a result, 100% of DAS staff have undertaken induction and we have seen increased uptake of our staff survey and awareness of gender equality amongst new staff.</b></p>

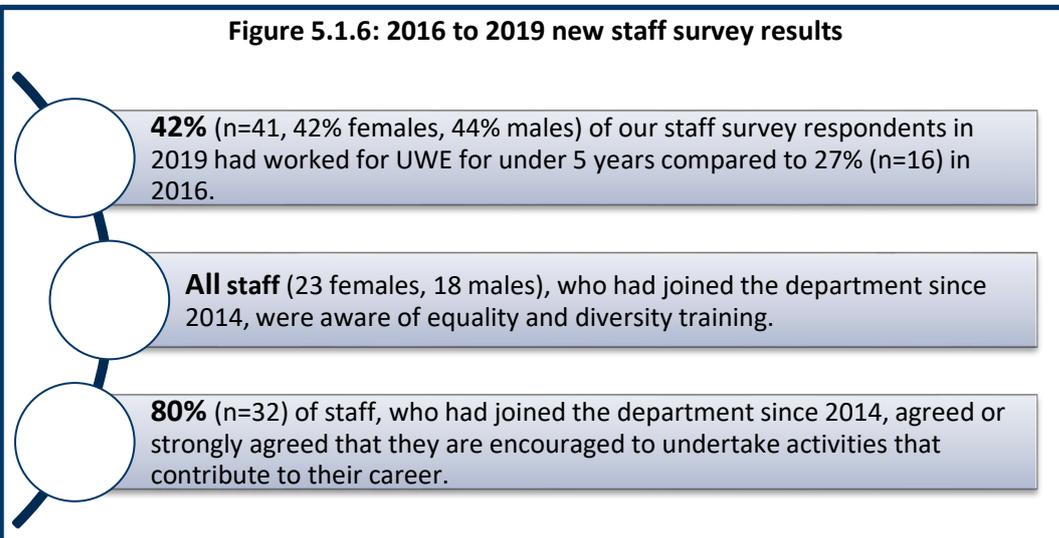
All new staff are supervised through the induction and probation process, which includes mandatory equality and diversity training and activities that are pertinent to gender equality:

- Induction checklist – staff are assigned a mentor or a buddy (a peer or colleague for immediate advice) and information on training opportunities and career progression.
- Online induction – Overview of working at the University including information on equality and diversity.
- Welcome Fair – includes health and wellbeing support.
- Benefits of working for the University – information on the childcare voucher scheme, flexible working, job share, mental wealth etc.

**Figure 5.1.5: Working at the University – New starter information**

Academic staff complete a funded Postgraduate Certificate in Academic Practice (PgCAP) alongside a 20% reduction in their workload and new staff set professional objectives, personal development and learning needs as part of the probationary process. Staff survey results demonstrate increasing responses from new staff but we do not currently ask questions specific to induction processes.

**Figure 5.1.6: 2016 to 2019 new staff survey results**



Temporary staff and Associate Lecturers are offered a bespoke induction process but we aspire to improve their induction experiences.

**Action:**

Introduce a series of questions to the Athena SWAN staff survey, which are focussed on staff induction experiences (Action 5.1).

**Action:**

Introduce an annual Department level induction event for new staff, including Associate Lecturers (0.2 FTE contracts) (Action 5.1).

(iii) Promotion

*Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.*

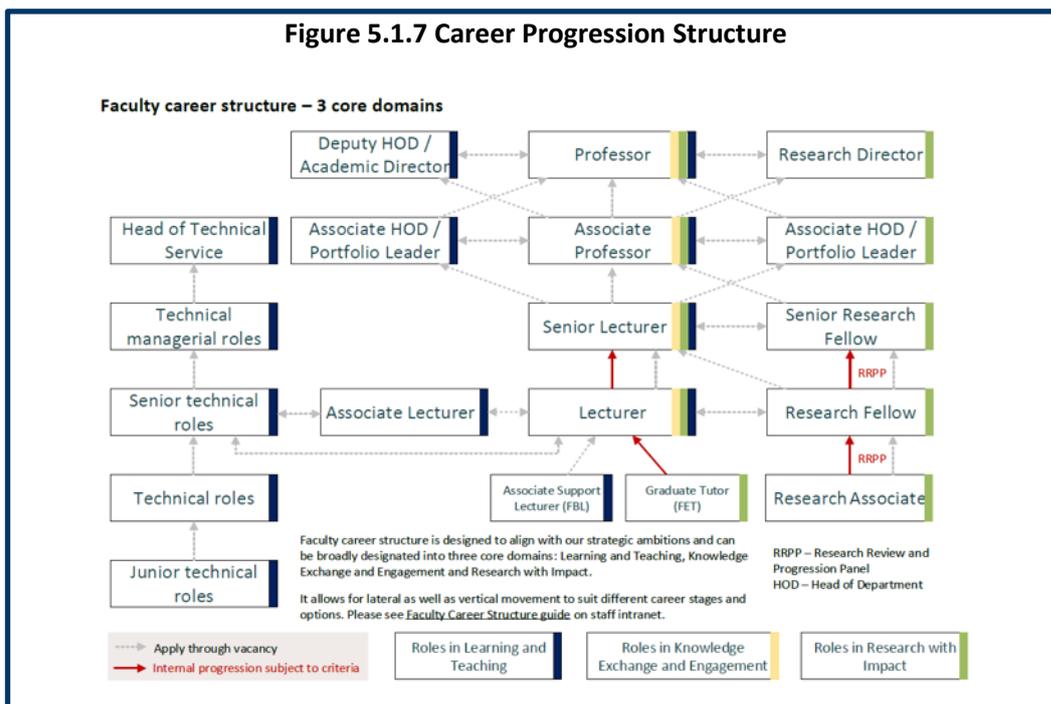
**Table 5.1.6 Promotion Action Progress and Impacts**

**Since our Athena SWAN Bronze 2013 and 2016 we have:**

- Moved promotion information to the electronic recruitment system, providing records for all staff promotions.
- Improved awareness of promotional processes and criteria, and the perception that there is no variation on treatment of staff on the basis of gender from 60% in 2016 to 82% in 2019.
- Lobbied for the introduction of a University-led annual promotion scheme.

**As a result, there has been an increase in staff reporting promotion, some improvements of awareness of the processes and increased female staff are promoted due to internal and external promotion opportunities.**

**Figure 5.1.7 Career Progression Structure**



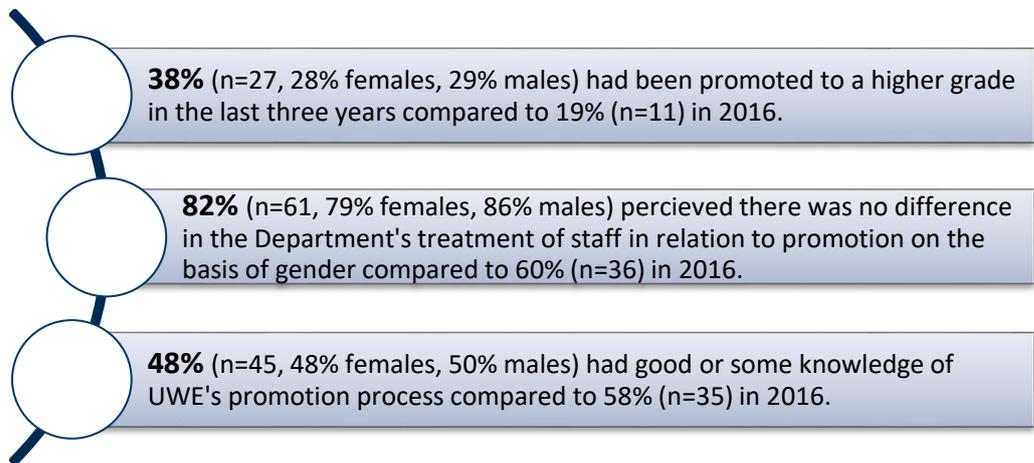
Staff can apply for an internal promotion opportunity, an externally and internally advertised post at a higher grade or be re-graded if performing beyond their role (Figure 5.1.7). For promotion above Senior Lecturer/Research Fellow, UWE currently has an atypical approach. Staff can only apply for a higher grade when it is identified by Departments/Faculties, following a Business Case and internal/external advertising. 37 members of staff have been promoted since 2014, comprising 46% (n=17) female and 54% (n=20) male staff (Figure 5.1.8).

**Figure 5.1.7: Percentage and Number of Staff (Headcount) promoted over all grades**



More staff in our 2019 staff survey reported being promoted and there was evidence of increased use of temporary uplifts/promotions to support readiness for promotion to a post at a higher grade (14% of staff who had been promoted in 2019).

**Figure 5.1.9: 2016 to 2019 staff survey results in relation to promotion**

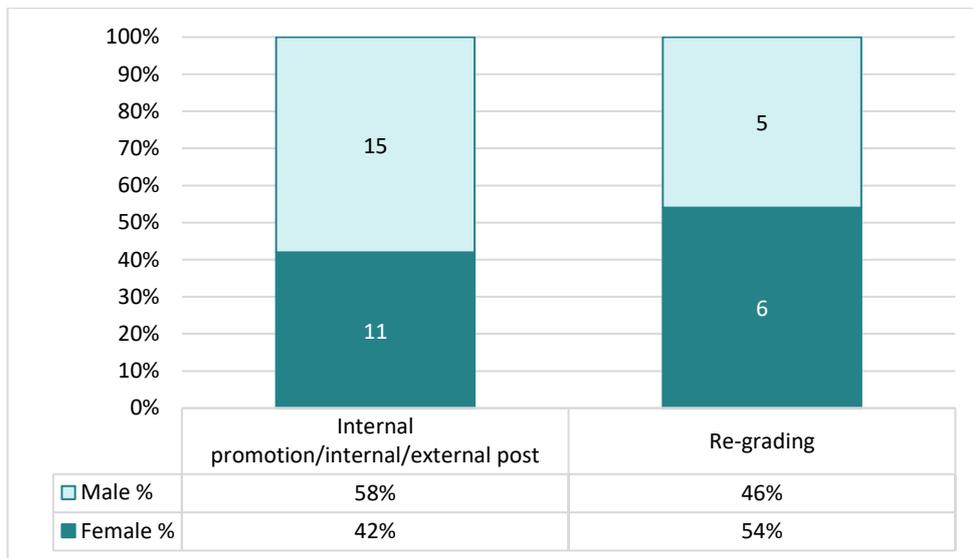


Since our 2013 staff survey, we have seen considerable improvement in staff awareness of promotion processes, but our 2019 staff survey alerted us to newer staff and those at lower grades, being less familiar.

**Action:**  
Ensure that all members of staff are familiar with the criteria and procedures for promotion (Action 6.1).

70% (n=26) of staff were promoted due to an internal promotion opportunity or an externally and internally advertised post at a higher grade, and 30% (n=11) of staff through re-grading. In our 2016 application female staff were much more likely to be promoted via re-grading (50%). We now see increased female progression via internal promotion opportunities or an externally and internally advertised post at a higher grade (65% females).

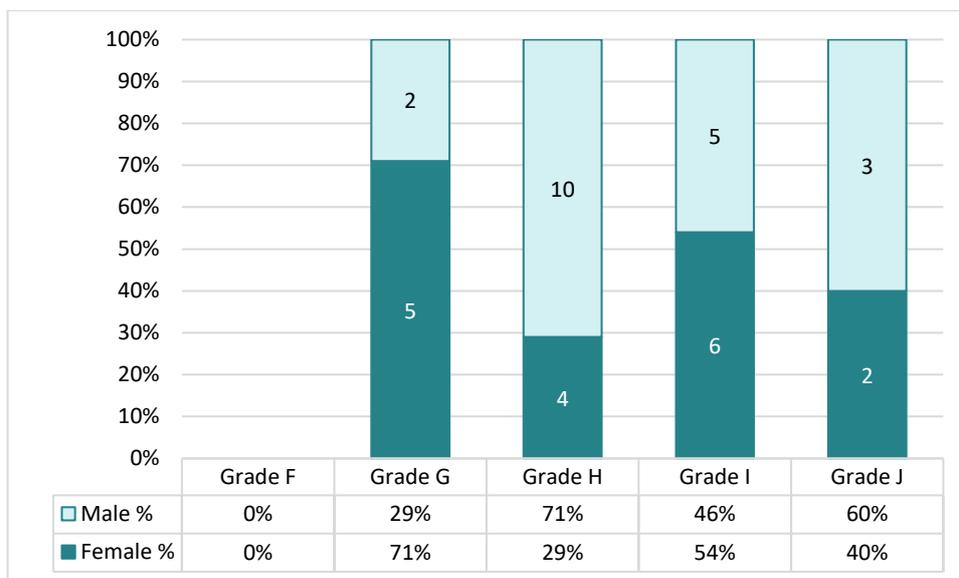
**Figure 5.1.10: Percentage and Number of Staff (Headcount) promotion route 2014-2018**



At most grades there is little variation in success rates by gender (Figure 5.1.11). The main grade demonstrating any variation is H, whereby 71% of those promoted to Senior Lecturer/Senior Research Fellow roles were male. More male staff are being appointed at Grade G, who are then progressing to H when they reach the bar for that grade and/or take on module or programme leadership roles.

**Action:**  
Address lower numbers of female staff being promoted (Action 6.2).

**Figure 5.1.11: Percentage and Number of Staff (Headcount) promotion by grade 2014-2018**



**Table 5.1.7: Percentage and Number of Staff (Headcount) promoted by grade**

Promotion to Grade	2014		2015		2016		2017		2018	
	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%
Grade F (Research Assistant)										
Grade G (Lecturer/Research Fellow)	2 100%			1 100%	3 75%	1 25%				
Grade H (Senior Lecturer/Senior Research Fellow)	2 33%	4 67%		2 100%			1 50%	1 50%	1 25%	3 75%
Grade I (Associate Professor/Associate Head of Department)	2 100%			1 100%			2 67%	1 33%	2 40%	3 60%
Grade J (Professor/Academic Director/Head of Department)	1 100%				1 33%	2 67%		1 100%		
<b>TOTAL BY YEAR</b>	<b>7 64%</b>	<b>4 36%</b>	<b>0 0%</b>	<b>4 100%</b>	<b>4 57%</b>	<b>3 43%</b>	<b>3 50%</b>	<b>3 50%</b>	<b>3 33%</b>	<b>6 67%</b>

Since 2016, all promotions use our electronic recruitment system, but we have not been able to distinguish appointments by full and part-time status or fully detail the journey from application/shortlisting/offer for internal candidates only and this needs resolving in order that we can clearly identify more detailed trends in our data.

**Action:**

Improve record keeping for staff applying for promotional opportunities that are advertised both externally and internally, including whether the posts are full or part-time (Action 6.5).

Individual feedback is offered to all staff applying for promotion, and career progression is important in DAS, as reflected in 2019 staff survey where it was rated second in priority for future actions. Much of the frustration expressed around promotion relates to the promotional system at UWE.

*'Opportunities within senior management across UWE are very limited and tend to be very polarized as either teaching or research based.'* (Staff survey 2019, Female, academic)

*The problem at UWE is a lack of career opportunities for EVERYONE, regardless of [gender]* (Staff survey 2019, Male, academic)

Since our 2016 application, UWE has clarified the structure to progress to Associate Professor through teaching and learning. We continue to lobby the University for a University-led annual promotion scheme to alleviate staff concerns regarding the equity of the business case model. Consultation and negotiation took place between the University and the joint trade unions in early 2019, but no agreement was reached. The joint trade unions have recently agreed to undertake talks at the conciliation service ACAS, in order to set out the terms of any future talks.

(iv) Department submissions to the Research Excellence Framework (REF)

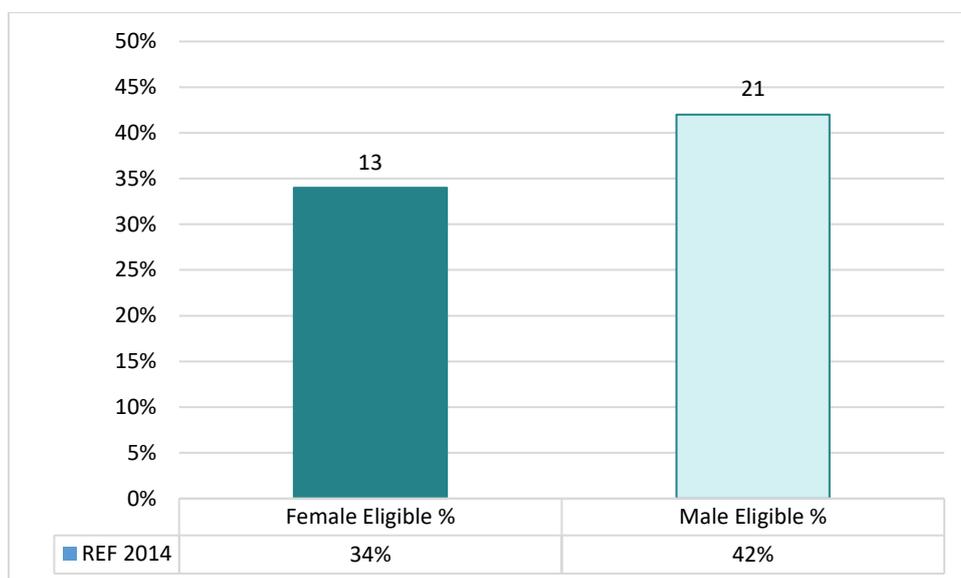
*Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.*

34 staff were submitted to REF 2014 to four Units of Assessment, an increase in number from 2008. Two UoA's (3 and 6) were led by staff (2 female, 1 male) in DAS. 38% (n=13) of staff submitted were female, increasing from 2008 and beyond the national average (32%). Seven early career researchers and two staff who had taken a career break (including maternity leave) were entered in 2014, compared to no staff in these circumstances in 2008.

**Table 5.1.8: Percentage and Number of Department Staff Entered in REF 2008 and 2014**

Staff	RAE 2008				REF 2014				National Average (HEFCE, 2015)	
	Female n	Female %	Male n	Male %	Female n	Female %	Male n	Male %	Female %	Male %
<b>Female/Male</b>	5	24%	16	76%	13	36%	23	64%	32%	68%
<b>Early Career Researcher</b>	0	0%	0	0%	4	57%	3	43%	38%	62%
<b>Career Break</b>					1	50%	1	50%	-	-
<b>Part-Time</b>					1	33%	2	67%	40%	60%

**Figure 5.1.12: Percentage and Number of Department Staff Eligible and Entered in REF 2014**



In 2014, eligible female staff in DAS, were less likely to be entered than eligible male staff (Figure 5.1.7). HEFCE ascertained that nationally there were differences in selection for REF 2014 (67% males, 51% females) and due to a range of factors (including career breaks, subject area etc.).

In planning for REF 2021, two female staff members were appointed to lead UoA3 and 6. Both have had unconscious bias training. An up-to-date REF CV has helped to inform selection of outputs. A new [Code of Practice](#) has been designed, with staff encouraged to report equality-related circumstances affecting productivity during the assessment period, via a confidential and supportive structure. Combined with actions in Section 5.3, we anticipate increased numbers of female staff outputs will be included in REF2021, but data is not yet available.

**Table 5.1.9 Sharing Good Practice Example**

In spring 2019, the **REF Code of Practice** was an agenda item at a SAT meeting. We fed back via the **University Athena SWAN Steering Group**, including the recommendation that there be clarification around census dates for inclusion for staff on periods of extended leave (e.g. maternity).

**Action:**

Monitor the gender, part-time/full-time status, and career breaks of researchers entered to REF2021, as well as any implications of the use of the REF Code of Practice (Action 6.4).

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

#### (ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Professional and support staff have identical induction opportunities as academic staff (Section 5.1ii), completed by all new appointees but with alternative training and development to the PgCAP. As technical staff are managed at Faculty level and professional staff operate as a centralised University service, we cannot provide Department level promotion data for these staff. However, our 2019 survey results indicated that 17% (n=5, 4 female) had received a permanent promotion in the last three years, and 7% (n=3, 2 female) had experienced a temporary promotion.

### 5.3. Career development: academic staff

#### (i) Training

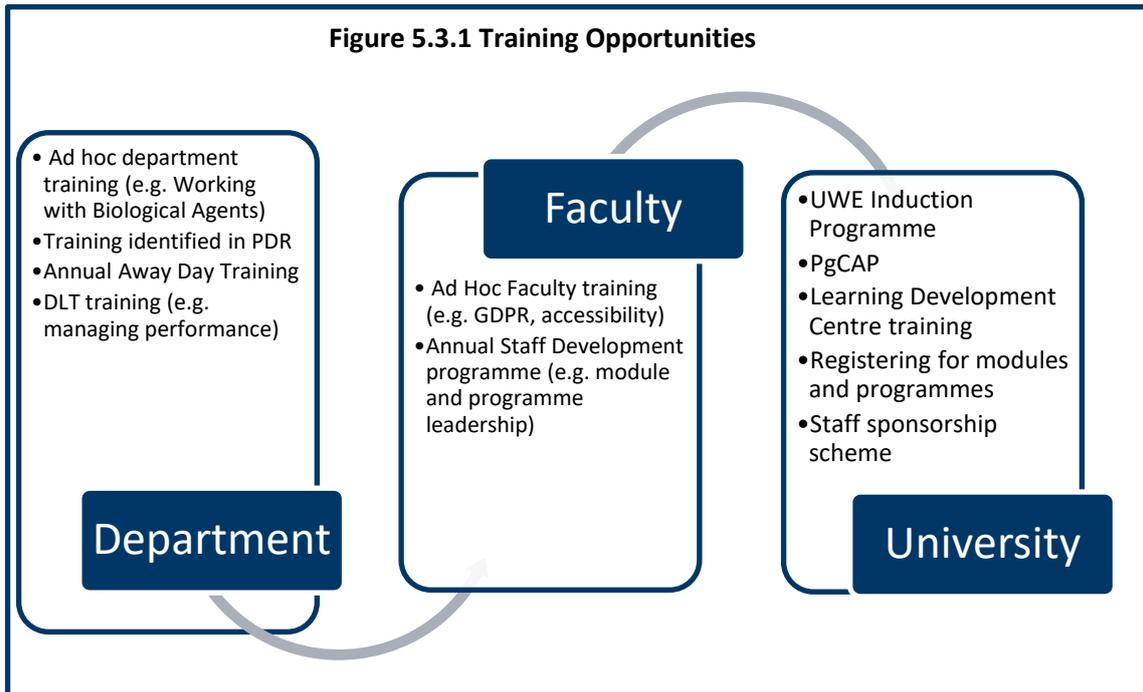
*Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?*

**Table 5.3.1 Academic Staff Training Action Progress and Impacts**

Since our Athena SWAN Bronze 2013 and 2016 we have:
<ul style="list-style-type: none"><li>• Encouraged uptake of training via Personal Development Reviews (PDR).</li><li>• Booked Learning Development Centre (LDC) courses via Employee Self Service (ESS) with people managers notified when staff book.</li><li>• Invested in equality and diversity training for all Department staff at annual Away Days.</li></ul>
<b>As a result, over 90% of staff have engaged in equality and diversity training, more female staff continue to undertake training and 86% of staff report that they are kept up-to-date with Department training and development.</b>

Staff engage in a variety of training, including online training, and the ability to request internal and external training via their PDR, which includes planned development objectives for the year (Figure 5.3.1). Training prepares staff for future promotion

opportunities and staff can be funded by DAS or the staff sponsorship scheme to take UWE modules/programmes and may be given study leave.



UWE provides mandatory training, including on equality and diversity, strengthening awareness of gender equality amongst staff. There is good uptake of this training, at all grades, but the local recording mechanism notes the most recent engagement, as opposed to all training undertaken.

**Action:**

Increase staff awareness that staff training records are available on Employee Self-Service, increase personal recording and include a more extensive range of training on Employee Self-Service records (Action 5.6).

We are currently unable to reliably examine data on mandatory training annually (Table 5.3.2) or by grade. However, 48% (n=150) of mandatory training has been taken up by female staff, with 90% of female staff and 95% of male staff undertaking mandatory equality and diversity training since 2014.

**Table 5.3.2: Percentage and Number of Staff (Incidences) participating in mandatory UWE training**

	2014 - 2018	
	Female n /%	Male n /%
Fire Safety	52 49%	54 51%
Equality and Diversity	52 47%	58 53%
Information Security and Data Protection	46 49%	48 51%
TOTAL	150 48%	160 52%

Department record includes female (n=58) and male staff (n=61) employed within DAS over this time.

**Table 5.3.3 Impact Good Practice Example**

Following unconscious bias training at our 2016 Department Away Day, in 2019 we commissioned an external trainer to deliver an **unconscious bias** update and a session on **Inclusive Teaching**. 63 Department staff participated.

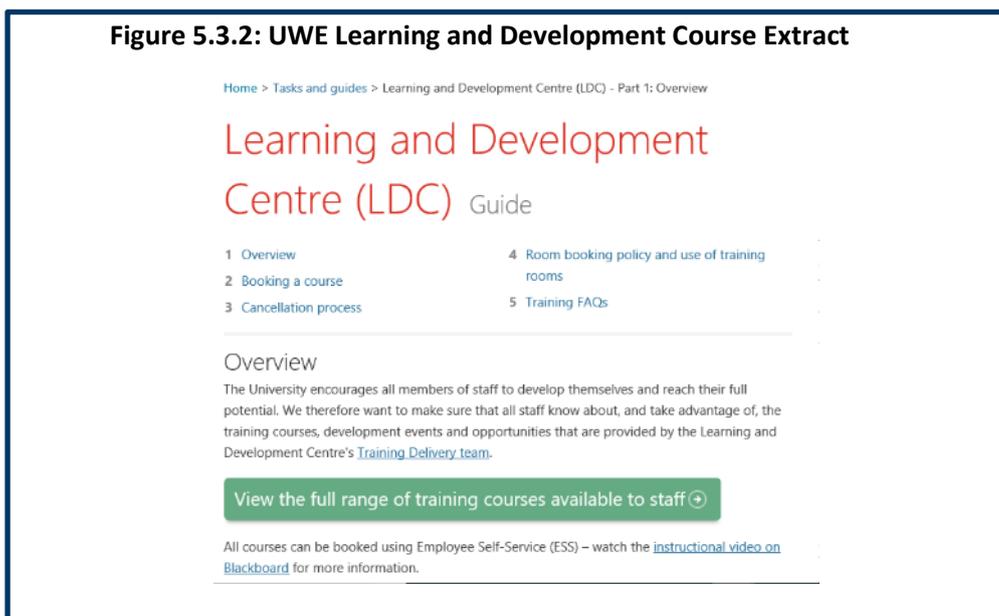
**97% (n=92) of staff in our 2019 survey said they were aware of or had participated in Equality and Diversity Training** compared to 88% (n=52) in 2016.

*'The equality & diversity / inclusivity training has been good. We are starting the journey and everyone may now have realised we are on one... I think this will take some time to address but will only change with persistent and consistent messaging and training.'*

*Female academic, staff survey, 2019.*

Training is also provided by UWE's **Learning and Development Centre (LDC)**. This includes a range of face-to-face and online courses (Figure 5.3.2) and accredited courses (e.g. Institute in Leadership and Management).

**Figure 5.3.2: UWE Learning and Development Course Extract**



There is good uptake of this training (Table 5.3.4) and 63% (n=292) of all training opportunities are taken by female staff, compared to 37% (n=174) of male staff. The LDC also manages the [staff sponsorship scheme](#), however few DAS staff use this and it requires further promotion.

**Table 5.3.4: Percentage and Number of Staff (Incidences) participating in training offered by the Learning and Development Centre**

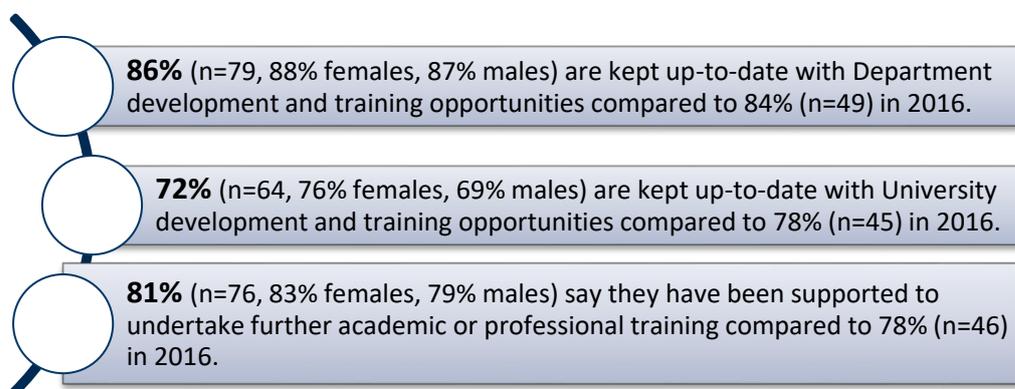
	2014/15		2015/16		2016/17		2017/18		2018/19	
	Female n /%	Male n /%								
Equality and Diversity*	1 100%		1 100%		4 40%	6 60%	17 71%	7 29%	3 75%	1 25%
Health and Safety	2 50%	2 50%			44 57%	33 43%	15 47%	17 53%	1 20%	4 80%
IT	7 54%	6 46%	13 87%	2 13%	14 61%	9 39%		1 100%	4 25%	12 75%
Learning and Teaching							2 100%			
Management and Leadership	1 50%	1 50%	9 60%	6 40%	22 65%	12 35%	14 93%	1 7%	26 76%	8 24%
Personal Development	3 60%	2 40%	13 72%	5 28%	7 39%	11 61%	34 71%	14 29%	22 76%	7 24%
Wellbeing	2 40%	3 60%	3 100%		4 80%	1 20%	1 33%	2 67%	1 100%	
Staff Sponsorship Scheme					1 50%	1 50%	1 100%			
TOTAL	16 53%	14 47%	39 75%	13 25%	96 57%	73 43%	84 67%	42 33%	57 64%	32 36%

\*Equality and Diversity training is a distinct programme and is not the UWE mandatory training

Since 2016 there has been increased awareness of Department training and development in our staff survey results (Figure 5.3.3). Satisfaction with training opportunities remains high, however we have noted that staff are becoming less aware

of University training provision, particularly when new to UWE. Post-course evaluation improves the training offered in future.

**Figure 5.3.3: Training and Development Staff Survey Results**



**Action:**

Increase uptake of internal and external staff development courses and activities by staff of all genders to increase readiness for promotion opportunities in future (Action 5.5).

(ii) *Appraisal/development review*

*Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*

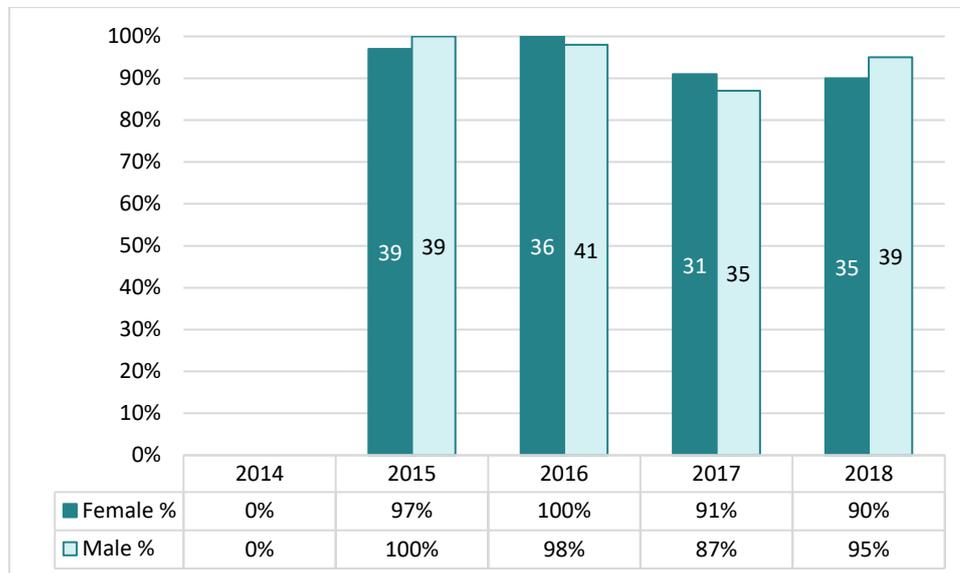
**Table 5.3.6 Appraisal Action Progress and Impacts**

Since our Athena SWAN Bronze 2013 and 2016 we have:
<ul style="list-style-type: none"> <li>• Altered the way Personal Development Reviews are monitored, identifying non-completions annually.</li> <li>• Scheduled PDR's earlier to feed into workload planning.</li> <li>• PDR reviewers attend mandatory PDR training.</li> <li>• Provided an annual briefing for PDR reviewers.</li> <li>• Given AHoD's access to PDR's to identify issues specific to their subject groups and common themes.</li> </ul>
<p><b>As a result, over 94% of staff have engaged in the PDR process and there is very little variation in the uptake or satisfaction with PDR processes, on the basis of gender.</b></p>

All staff (including postdoctoral researchers/associate lecturers), have an annual PDR, apart from those on probation. In 2018, the PDR process was revised, as part of [People and Performance 2020](#), to place greater emphasis on planning professional and personal development around roles, values and behaviours. The PDR occurs in the context of an individual's circumstances, including working hours, periods of parental leave etc. and now incorporates the opportunity for a mid-cycle review.

Since our 2016 application, on average 94% of female and 95% of male staff have completed a PDR annually (Figure 5.3.4).

**Figure 5.3.4: Completion Rates of Eligible Staff (Headcount) participating in a PDR**



\*2014 data is not included due to a change in the recording that year, 29 female staff and 30 male staff had PDR's in 2014 but this was not recorded by % eligible.

In our 2019 staff survey, 91% (n=78, 89% females, 87% males) reported being appraised regularly in the last three years compared to 88% in 2016 and 68% in 2013. Whilst there had been improving satisfaction with the PDR process only 47% (n=38, 63% females, 32% males) of staff in 2019 saw the PDR process as useful and professionally valuable. We plan further investigation as to whether dissatisfaction is due to gender alone, variation amongst PDR reviewers, staff expectations or the new PDR documentation.

*Maggie - It's [PDR] a good way of letting the manager know what you do though*

*All - Yeah yeah*

*Tara- Well I don't like the questions in the new forms. I can't remember the phrasing of them now, but...I find it difficult to place myself. I think it's something to do with... 'How have you benefited the university?'. Well, I've done my job! I really struggle with those new questions. (2019 Focus Group)*

**Action:**

Ensure that all staff are appraised annually via their PDR and increase percentage of staff who see it as useful and professional valuable to 75%. (Action 5.3).

(iii) Support given to academic staff for career progression

*Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.*

Staff, including postdoctoral researchers, are supported to develop their career progression via a range of mechanisms (Figure 5.3.2), alongside PDR's and conversations with managers.

DAS signposts staff to Human Resources who, as part of [People and Performance 2020](#), have enhanced progression information. This includes how to apply for roles, the knowledge, skills and experience needed, and developing to meet those expectations. Since our 2016 application, there has been an increased focus on progression of careers in learning and teaching, particularly relevant to staff in DAS. The Department now monitors staff who have [FHEA Fellowships](#), and actively encourages staff to apply for [SFHEA Senior Fellowships](#).

Staff are encouraged to use resources, including telephone career guidance, careers coaching, secondments, shadowing and voluntary opportunities to build experience.

DAS particularly encourages a number of staff development schemes with good uptake from female staff (91%, n=11, Table 5.3.7) since 2014, including:

- REACH UWE's talent management programme seeks to develop and retain staff pursuing posts at a higher level.
- [UWE Women Researchers Mentoring Scheme \(WRMS\)](#) is open to all females in academic or research roles, including postdoctoral researchers.
- [Aurora](#) a women-only leadership development programme run by Leadership Foundation. In 2019, the UWE Women's Forum created an Aurora Alumni Network.
- Stepping Up a training and mentoring scheme dedicated for UWE's BAME staff.

UWE also holds a [mentoring database](#), where staff members may approach mentors beyond these schemes. WLB are available for mentors and mentees on all schemes. Since 2016, for all schemes where DAS nominates participants, we have moved to Expressions of Interest, to ensure opportunities are provided fairly and transparently.

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**Figure 5.3.5 Aurora Tweet**

**Table 5.3 7: Percentage and Number of Staff (Incidences) participating in mentoring schemes**

	2014		2015		2016		2017		2018	
	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%
REACH*							1 100%		2 100%	
WRMS (inc. mentors and mentees)	2 100%		1 50%	1 50%	1 100%				1 100%	
Aurora			2 100%						1 100%	
<b>TOTAL</b>	<b>2 100%</b>		<b>3 75%</b>	<b>1 25%</b>	<b>1 100%</b>		<b>1 100%</b>		<b>4 100%</b>	

\* Some programmes do not run on an annual basis and data is unavailable for Stepping Up.

**Action:**

Increase staff participation in mentoring schemes, including (when appropriate) the Women Researchers Mentoring Scheme (WRMS) (Action 5.4).

**Table 5.3.8 Sharing Best Practice Example**

In 2018 at a **Faculty Forum co-organised by our HoD** staff shared their experiences of mentoring schemes, including REACH and Aurora to increase awareness and uptake amongst all staff.

(iv) Support given to students (at any level) for academic career progression

*Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).*

Employability is a key UWE agenda and DAS encourages student uptake of programmes including the [UWE Bristol Futures Award](#), designed for female and male students to heighten their graduate prospects. UWE’s careers service is available for three years after graduation.

Since 2016, DAS has invested heavily in additional employability support, including:

- The Department organised Science Futures Fair, now one the largest applied sciences employability events in the UK, and the largest careers event by any Department at UWE. Speakers are representative in terms of gender, intersectionality and are often UWE alumni.

- The Department [Employability Blog](#) and Employability Programme provides monthly workshops, trips to the national Biosciences Career Day, alumni networking events, and support to join professional societies.
- Social media comprises a dedicated LinkedIn group (Department of Applied Sciences UWE), twitter accounts (@UWE\_SciFutures) and handles (#ScienceFutures2020).

This work aims to address the BAME student attainment gap, a key focus in DAS, as well as supporting female and male student progression. Our most recent BAME student attainment gap data demonstrates a decrease from 17% in 2016/17 to 10% in 2018/19 and though more work is needed, DAS now has the second lowest attainment gap of all Departments at UWE.

**Figure 5.3.6: Department Science Employability Events**

**Department of Applied Science (DAS) Alumni Networking Event 2020**

17:30 - 20:30 Wednesday 1 April 2020  
 Add to Calendar  
 Frenchay Campus, 1L1  
 ☆ Event For Anyone (including the public)  
 Contact: Mo Salehan

Topics: Alumni Networking

**UWE Applied Sci Employabi...** · 12h  
 After many months of planning and organisation, #ScienceFutures2020 was a success with so many brilliant speakers @griffiths\_marc @EmmanuelAdukwu Dr Sabrina Roberts, @solomia44 @tayaziz & many more plus top employers @educationgovuk @IBMScience @NHSBT @SRGRecruitment @UWEBristol

**Science Futures Fair**  
 Wednesday 22nd January 2020  
 12:00 - 16:00 at the ECC

Make sure you download **CAREER FAIR PLUS** on the App Store or Google Play Store

**FEATURES**

- Complete exhibitor listing
- Favourite employers and make notes on the go
- Keynote and panel talk details
- Fair tips to help you prepare

Available on the App Store | Available on Google Play

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DAS utilises the Academic Personal Tutor system offering one-to-one advice on academic progression to students for the duration of their programme. We are currently refreshing APT so that it can embed gender equality and unconscious bias training for students, promoting best practice as they advance in their chosen careers.

**Action:**  
 Increase awareness of Athena SWAN amongst current undergraduate and postgraduate students, including via the Academic Personal Tutoring Programme (APT) (Action 2.1).

PGT and PGR students primarily work with supervisors but are also supported by extensive resources. The UWE Graduate School provides guidance for students and supervisors, aligning to VITAE best practice and is well suited for students continuing their careers at UWE or elsewhere.

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**Table 5.3.9 Impact Good Practice Example**

It was reported to the SAT (March 2018) that PhD students had negative feedback on a Graduate School session on Women and Careers and were experiencing variation in how understanding supervisors were of caring responsibilities. Working with the **UWE Graduate School manager** we were able to influence changes to the training and the information provided to supervisors, **applied across UWE**, from June 2018.

(v) Support offered to those applying for research grant applications

*Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.*

Staff applying for external research funding are supported by UWE's Research, Business and Innovation (RBI) team who offer support ranging from bid writing, to overseeing internal processes and procedures via PASS, UWE's project approval system. For researchers applying for UKRI funding there is a compulsory peer review process, involving two experienced researchers.

The Researchers Forum, provide peer and informal mentoring, whilst UWE continues to hold a European Commission HR Excellence in Research Award. Internal bidding opportunities, including the Vice-Chancellor's Early Career Researchers Award provide post-doctoral researchers opportunities to achieve funding, develop bids, and/or internal feedback.

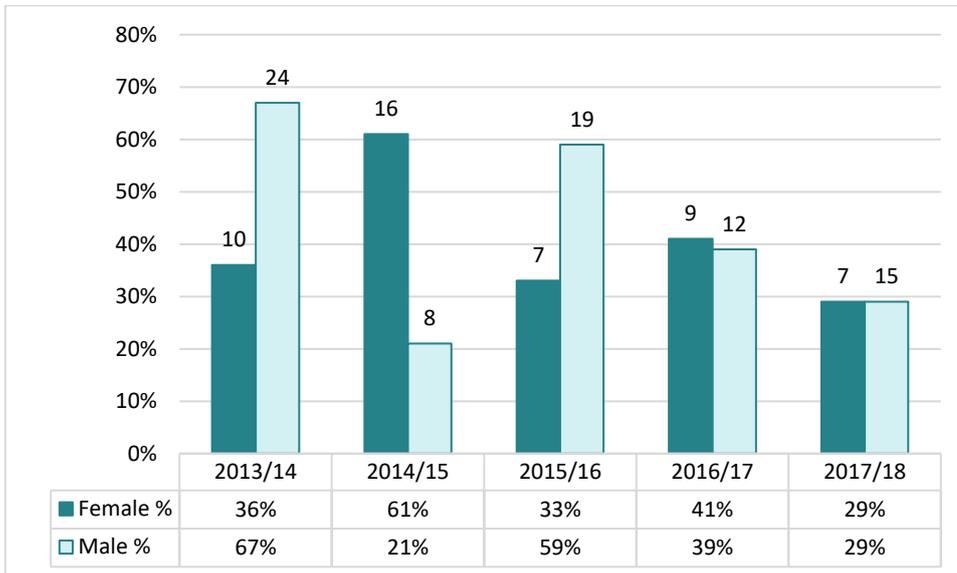
In DAS, male staff more frequently lead external research funding applications, with male PI's making 61% (n=188) of applications since 2013/14, compared to 39% (n=121) led by female staff (Figure 5.3.7). However, the success rate of applications is comparable (40% n=49 female, 41% n=78 male applications) (Figure 5.3.8) and female

staff are equally likely to be successful. Unsuccessful applicants are supported via PDRs, and Centre Directors, to consider further opportunities for funding, research mentoring, internal funding opportunities or to apply again. We believe the way our PASS system records applications, may be under-reporting female staff involvement.

**Figure 5.3.7: Staff (PI) Percentage and Number applying for external funding**



**Figure 5.3.8: Staff (PI) success rate in external funding**



**Action:**

Lobby the University for changes to the PASS system which records by principal investigator only and may distort the contributions of staff to applications, including fixed-term and postdoctoral researchers, contributions to bidding (Action 6.7).

Since our 2016 application, we have monitored internal Faculty funding schemes which contribute to readiness to bid externally. These are internally funded workload bundles, supporting staff time for grant application and publishing, and the Faculty QR scheme, supporting small-scale research projects, aiming for external funding. There is little variation by gender in terms of allocation from these schemes, but there is less uptake of internally funded WLB by women (Table 5.3.10) which warrants further promotion.

**Table 5.3.10: Percentage and Number of Staff (Headcount) receiving internal Faculty funding**

Application Year	2014/15		2015/16		2016/17		2017/18		2018/19	
	Female n /%	Male n /%								
Faculty QR Funding	1 10%	9 90%	5 50%	5 50%	4 100%		5 62%	3 38%	1 100%	
Faculty Individual WLB Funding					5 36%	9 64%	4 36%	7 64%	3 25%	9 75%
TOTAL					9 50%	9 50%	9 47%	10 53%	4 31%	9 69%

*Data is unavailable on the individual WLB scheme before 2016/17*

All academic staff are allocated 75 WLB (equates to five weeks) per year for scholarly activity, however staff frequently report that they do not use this time and DAS is addressing this in 2020.

**Action:**

Increase staff uptake of scholarly activity by introducing a two-week scholarly activity period when no departmental activities are scheduled, and including scholarly activity on the workload model as a reminder to staff to utilise this time (Action 6.6).

## SILVER APPLICATIONS ONLY

### 5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

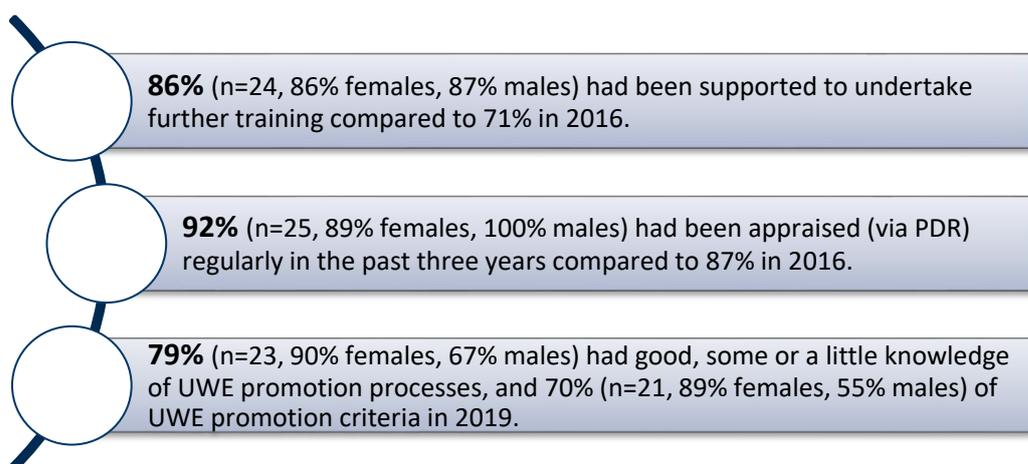
Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Professional and support staff (see Section 5.3 i-iii), follow the same process as academic staff for training, appraisal, and career progression, with bespoke training for their roles (Figure 5.4.1). As technical staff are managed at Faculty level and professional staff operate as a centralised University service, we cannot provide data for these staff. 2019 staff survey results demonstrate improvements in training and appraisal however, and we continue to work on increased awareness of progression.

**Figure 5.4.1: 2016 to 2019 staff survey results training, appraisal and promotion professional and technical staff**



**Action:**

Ensure that all members of staff are familiar with the criteria and procedures for promotion (Action 6.1).

**Action:**

Improve the process to collate data, identify and action change for technical and professional service staff (Action 1.6).

### 5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

**Table 5.5.1 Flexible working and managing career breaks Action Progress and Impacts**

<b>Since our Athena SWAN Bronze 2013 and 2016 we have:</b>
<ul style="list-style-type: none"><li>• Signposted information on maternity, paternity and carers leave, and UWE staff networks, at DAS away days, to reach all staff.</li><li>• Included the first Department staff member to use shared parental leave in the Athena SWAN website case studies.</li><li>• Continued to encourage uptake and awareness of flexible working, amongst people managers and staff.</li></ul> <p><b>As a result, our staff survey results on maternity, adoption and carers leave have improved, with increased uptake of keeping in touch days and a decrease in staff reporting it is difficult to return from leave. 99% (n=87) of staff now report flexibility in hours/days worked/work pattern compared to 91% (n=53) in 2016.</b></p>

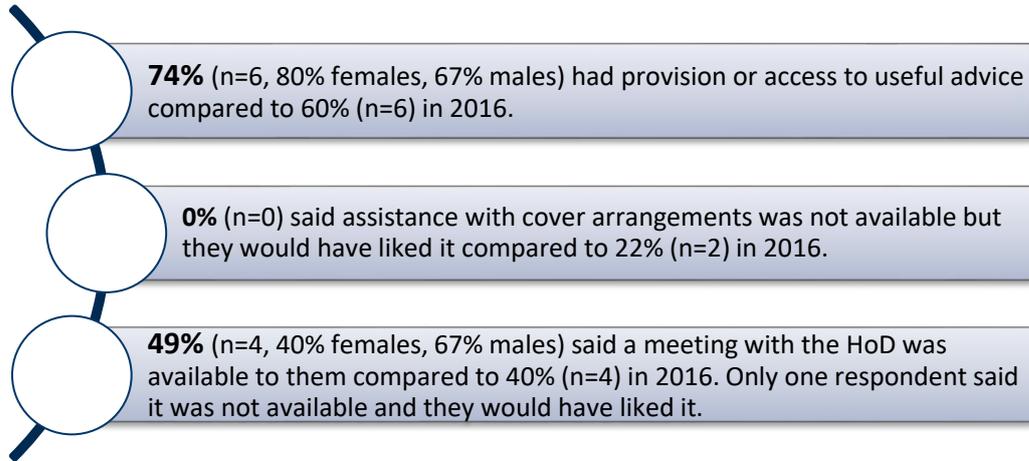
(i) Cover and support for maternity and adoption leave: before leave

*Explain what support the department offers to staff before they go on maternity and adoption leave.*

Staff taking maternity/adoption leave meet with HR and their people manager, supported by a maternity checklist, and guide for managers. DAS has been working towards redistributing work or having staff appointed earlier in advance of the person departing, to mitigate impacts and better support staff.

Our 2016 application identified people were having a mixed experience of maternity/adoption leave, depending on their people managers. Our 2019 survey results demonstrate improvements across all questions associated to maternity, paternity and adoption leave (Figure 5.5.1).

**Figure 5.5.1: 2016 to 2019 staff survey results ‘when you last went on maternity/paternity/shared adoption leave what was provided beforehand’**



**Figure 5.5.2: Parental Information**

University of the West of England  
BRISTOL

**MATERNITY CHECKLIST**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Manager: \_\_\_\_\_  
 Estimated due date: \_\_\_\_\_  
 Planned maternity leave start: \_\_\_\_\_  
 S2 week end date: \_\_\_\_\_

*(This form must be completed together by both the manager and employee, and ticked to state that both are aware of the contents of this checklist.)*

PART ONE – Pregnancy and Maternity leave	Completed
Maternity website seen?	
Have HR been notified? <a href="mailto:HR@uwe.ac.uk">HR@uwe.ac.uk</a> or 85111	
Aware of <a href="#">Room to Rest and Recover</a> ?	
Health and Safety:	
<a href="#">Risk Assessment</a> completed if applicable?	
<a href="#">Work Station Assessment</a> completed?	
Outcome/adjustments needed?	
If employee is on a fixed term contract: Please refer to the <a href="#">Fixed Term Guidance</a> for more information.	
Current end date?	
Discussed future of role?	
Annual leave discussed and planned? The <a href="#">annual leave calculator</a> may be useful.	
If employee is still within probationary period: Interim report completed and sent to HR	
<a href="#">Flexible working</a> discussed? May wish to add a calendar reminder regarding return of request application form.	
Contact during absence discussed and details updated?	
<a href="#">Keeping in Touch</a> days discussed/agreed?	
Notified about Maternity Group, other network groups and EAP?	
<b>Prior to return</b>	<b>Completed</b>
If flexible working request submitted	
Has employee been written to and notified of outcome? (appendices 5 and 6 of <a href="#">Flexible Working policy</a> )	

## Parents Group

The Parents Group is a source of support for those with children, whether you're about to go on maternity or paternity leave, those who have recently returned, adoptive parents and anyone caring for babies/children. We provide our members with the opportunity to share information and influence UWE Bristol policy-making on areas such as managing parental leave, the return to work and work-life balance.

### Who can join?

Any staff member who has a parenting role (birth parents, adoption or fostering, step parents or grandparents) can join this group.

### How do I join?

If you are interested in being a part of the Parents Group and/or would like to receive further information about it, please email [newparents@uwe.ac.uk](mailto:newparents@uwe.ac.uk).

**Table 5.5.2 Sharing Good Practice Example**

In 2018 the SAT examined UWE website **maternity advice for students** and identified problems with content and accessibility. Working with the **Head of Student Administration and Advice** we were able to make materials more user friendly and inclusive in tone (e.g. including information on paternity, shared and adoption leave), easier to find and with the **materials re-launched across UWE Bristol in March 2019**.

**Action:**

Continue to ensure that all people managers are familiar with the UWE guidance and advice for maternity, adoption, paternity and carers leave to improve provision or access to useful advice to 100% of respondents (Action 4.4).

**Action:**

Continue to emphasise role of the Parents group for peer support and advice, and create a list of Department maternity/paternity/adoption and shared parental leave mentors (Action 4.5).

(ii) Cover and support for maternity and adoption leave: during leave

*Explain what support the department offers to staff during maternity and adoption leave.*

Staff have continued IT/UWE facilities access and DAS invites staff to (optionally) participate in away days, key meetings and social events. Staff can plan with their people manager to use their 'keeping in touch' as they choose and can bring their child to non lab-based events. 74% (n=6, 60% females, 67% males) of 2019 survey respondents indicated they had kept in touch whilst away, compared to 67% in 2016.

(iii) Cover and support for maternity and adoption leave: returning to work

*Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.*

Returning staff are reminded about flexible working, working from home, feeding facilities, accrued leave and the University's childcare voucher scheme. In our 2019 staff survey, 50% (n=4, 40% females, 67% males) of respondents had used flexible working on their return to work, and no staff said flexible working was unavailable to them and needed.

(iv) Maternity return rate

*Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.*

10 staff have taken maternity/shared parental leave, including our first shared parental leave instances, which we have featured in a case study, to inform others of this option.

**Table 5.5.3.: Number of Female Department Staff (Headcount) taking maternity leave**

< Information removed for confidentiality reasons >

\* Shared parental leave

< Information removed for confidentiality reasons >

#### SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

All staff returned from leave and have remained in post six, 12 and 18 months after return. In our 2019 staff survey, respondents reporting it was difficult or very difficult to return from maternity/paternity/shared/adoption leave decreased from 22% (n=2) in 2016 to 0%.

#### (v) Paternity, shared parental, adoption, and parental leave uptake

*Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.*

Uptake of paternity leave and shared parental leave remains low (Table 5.5.4) despite encouragement. Staff are taking leave, but this is frequently being recorded as annual leave rather than paternity leave. There have been no recorded instances of adoption leave. Parental leave is recorded as 'carer's leave' as it is also applicable to staff who are caring for people other than children. There were five recorded instances of carer's leave being taken (Table 5.5.5).

**Table 5.5.4: Percentage and Number of Department Staff (Headcount) taking paternity leave**

< Information removed for confidentiality reasons >

**Table 5.5.5.: Percentage and Number of Female Department Staff (Incidences) taking carers leave**

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**Action:**

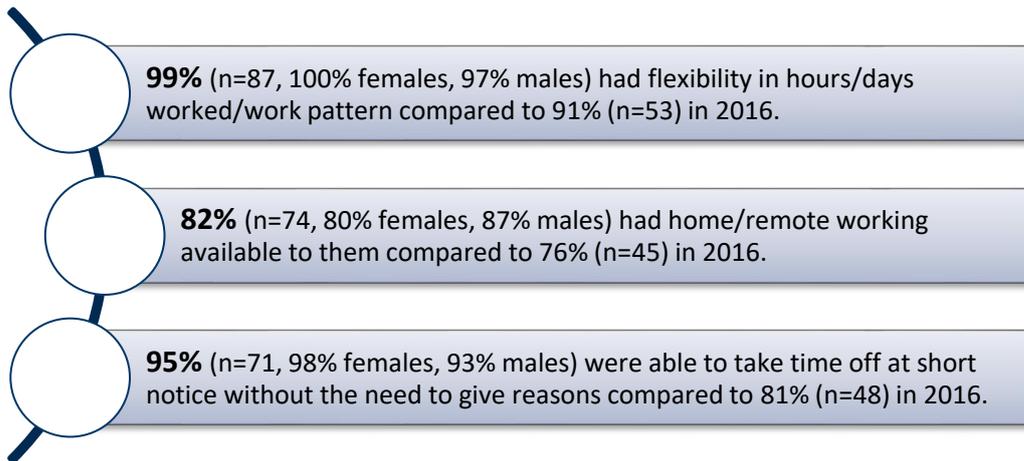
Increase awareness of reporting of paternity and carers leave via Managers Self-Service (Action 4.6).

(vi) Flexible working

*Provide information on the flexible working arrangements available.*

DAS has a positive attitude to flexible working and most arrangements are made informally. In our most recent staff survey responses (Figure 5.5.3), all questions around flexible working demonstrated improvements.

**Figure 5.5.3: 2016 to 2019 staff survey results flexible working**



**Action:**

Maintain staff awareness of the option to request flexible working (Action 4.3).

(vii) Transition from part-time back to full-time work after career breaks

*Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.*

Part-time staff can discuss an increase in hours during their PDR and/or on the basis of their workload model. Part-time staff are encouraged to consider promotional opportunities, and internally/externally advertised posts, resulting in a return to a full-time role.

## 5.6. Organisation and culture

**Table 5.6.1 Organisation and Culture Action Progress and Impacts**

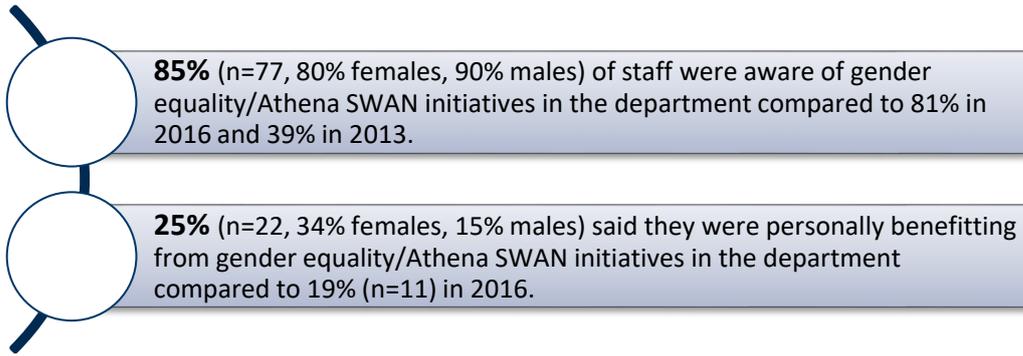
Since our Athena SWAN Bronze 2013 and 2016 we have:
<ul style="list-style-type: none"><li>• Embedded Athena SWAN principles in the Department's 2030 strategy.</li><li>• Increased awareness of HR policies and support mechanisms via DLT mandatory training, DLT away days and working with our HR Business Partner.</li><li>• Maintained over 50% female representation on committees and encouraged increased use of PDRs to record external activities.</li><li>• Moved workload planning earlier, informing the PDR process and improving monitoring of 'over-bundled' staff.</li><li>• Scheduled Department seminar series over lunch, increasing female presenters.</li><li>• Improved the diversity of (intersectional) images used in Department marketing materials.</li><li>• Embedded gender equality in Department branding and environment.</li></ul> <p><b>As a result, staff awareness of gender equality has increased to 85% (80% females, 90% males), and staff survey results suggest female staff feel well supported, have opportunities to participate in important committees, feel that their external professional activities are valued, are less likely to be 'over-bundled', and view communication as good.</b></p>

(i) Culture

*Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.*

Section 3ii explains how we have pro-actively embedded Athena SWAN principles within DAS, increased communications, feedback and engagement, as well as the financial and time commitment to gender equality. Our 2019 staff survey demonstrates increasing awareness of Athena SWAN, and we will continue to increase staff awareness of the impact of our activities.

**Figure 5.6.1: 2016 to 2019 Athena SWAN awareness staff survey results**



**Action:**

Increase awareness of Athena SWAN and the role of the SAT in embedding change across the Department (Action 7.1).

88% (n=83, 94% female, 90% male) of staff agree or strongly agree that the working environment in the Department is friendly, compared to 86% (n=51) in 2016. Staff are also perceived to be collegiate, 90% (n=85, 94% female, 95% male) of staff agree or strongly agree that their colleagues were cooperative, compared to 85% (n=50) in 2016.

**Table 5.6.2 Impact Good Practice Example**

In 2017, DAS introduced an anonymous **feedback box**. This simple approach encourages staff to feedback on any Department/Faculty/University issues. You can also name individuals for a **Penny Coffee Voucher**. Staff receive a thank you postcard, a hot drink voucher, and are thanked in a Department communication.

The DLT have also increased nominations to University and external awards and schemes. In 2019, 28 staff from the Department were nominated for [UWE Staff Excellence Awards](#), with winners in two categories.



< Information removed for confidentiality reasons >

Our staff and student consultation process including academic staff, associate lecturers, technical and professional staff, as well as PhD/professional doctorate students, informed the development of an action plan which is embedded in other key DAS actions and strategies.

Athena SWAN has influenced our Department Science 2030 strategy, most specifically:

*‘Diversity allows communities such as our Department to evolve, respond to changing demands and flourish in the future. Our aim is to increase the diversity of the Department community which affords broader international ideas and proposals, and to better support our student body.’*

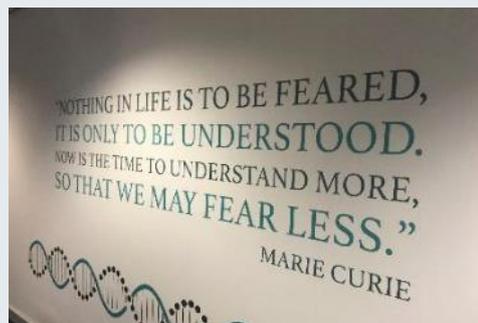
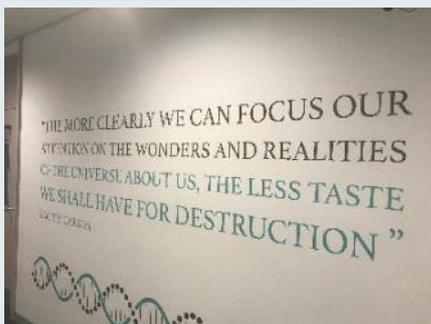
The following sections demonstrate how this commitment is implemented.

**Table 5.6.3 Sharing Good Practice Example**

In recent investment to Department spaces, including a £3.2 million refurbishment of our lab facilities, the opportunity to highlight female scientists has been embedded in Department corridors and branding.



<Image removed>



(ii) HR policies

*Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.*

DAS supports all University policies, providing reminders to staff on equality, dignity at work and the [Employee Assistance Programme](#). These are communicated to staff via the website, workshops, committees, UWE weekly news and dedicated Department communications.

In 2018, UWE introduced [UWE Manager training](#) for staff with management responsibilities. 33% (n=7) of DAS managers have now completed this programme, with 67% in progress. The DLT works with our HR Business Partner on any policy/practice matters, and monitors for wider equality issues, which need addressing beyond individual staff members. In May 2018, HR provided additional DLT training on managing staff performance, and working with teams.

**Table 5.6.4: Percentage and Number of Staff (Headcount) completing UWE Manager Training**

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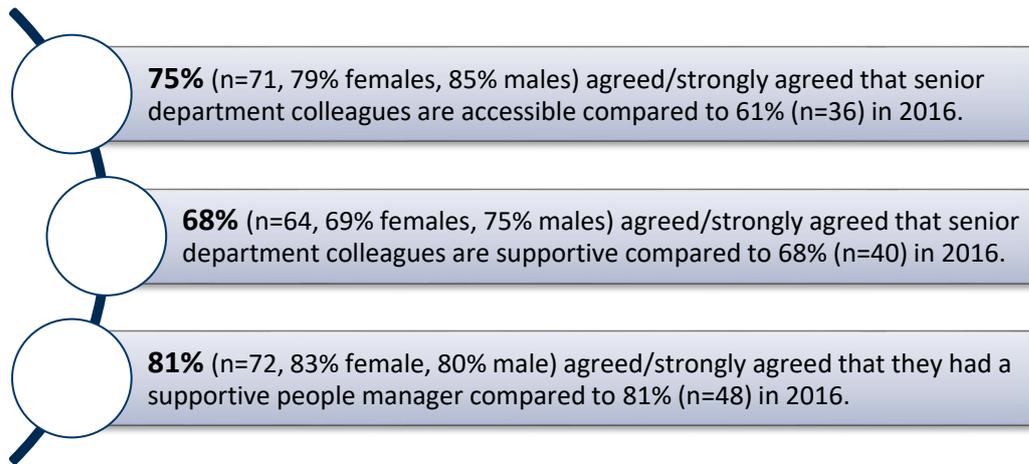
In 2016, a [Leadership Behaviours](#) programme was also rolled out for all managers (Grades F and above) including 360 feedback, coaching and development programmes. In 2019, UWE Manager training was extended to new managers, and aspiring leaders. However, we are aware there is a low awareness that managers are undertaking this training, which is important as it can assist in resolving equality associated complaints and issues. UWE is also currently developing its [Report and Support Tool](#), for bullying, harassment or discrimination incidents, so that it can be extended to staff reporting.

**Action:**

Increase awareness that managers receive leadership training and that processes are used to handle performance and grievances (Action 5.7).

Staff survey results demonstrate that the majority of staff feel well supported and are able to access senior Department colleagues.

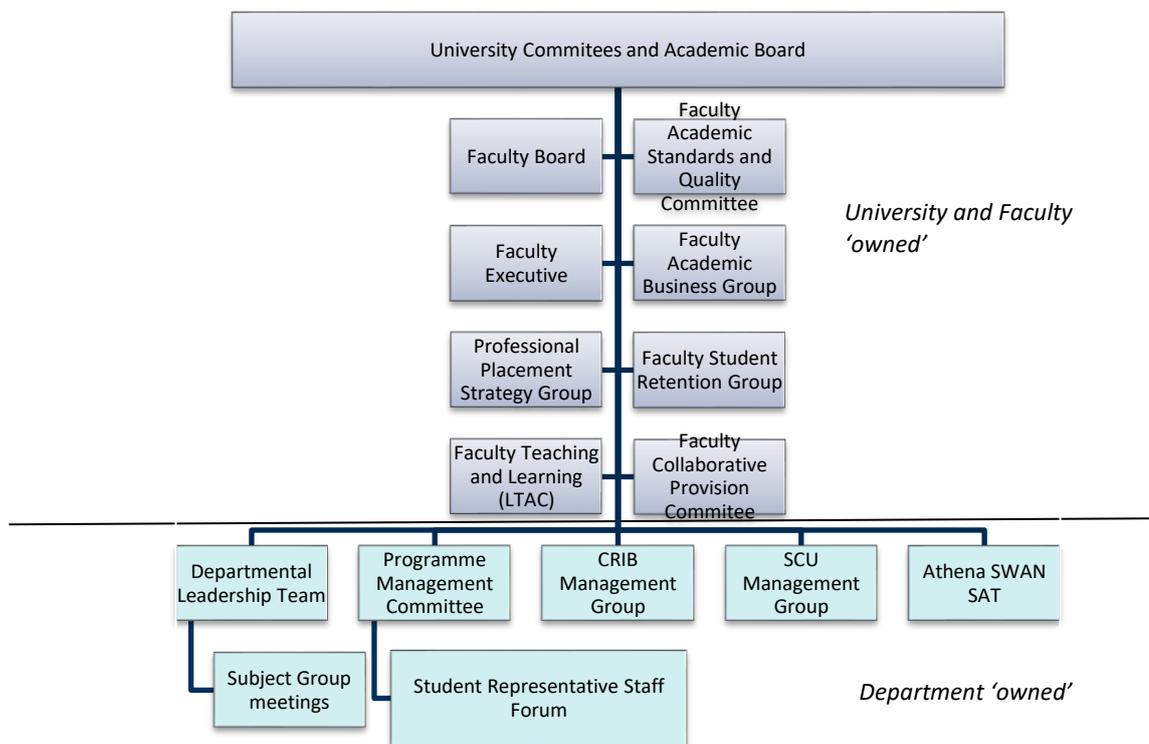
**Figure 5.6.2: 2016 to 2019 staff survey results management**



(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

**Figure 5.6.3: Key Department, Faculty and University Committee and Management Groups**



In our 2016 application, we reported that DAS links to in excess of 75 UWE committees and groups. In 2019/20 there was a rationalisation of committees, nevertheless committee ‘fatigue’ remains a significant concern.

#### *Department Committees*

In DAS, 56% (n=38) of committee representatives are female (Table 5.6.5) and the Athena SWAN SAT has continued to seek to increase male representation.

Representation is on the basis of a designated role, for instance all programme leaders participate in the Programme Management Committee. Student representatives are elected via a Students Union monitored process. Where a committee involves a considerable workload, workload bundles are allocated.

**Table 5.6.5: Number and Percentage of Representation on Department Committees and Management Groups**

	2011/12		2015/16		2019/20	
	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%
DEPARTMENT LEADERSHIP TEAM*	2 33%	4 67%	19 63%	11 37%	8 73%	3 27%
DEPARTMENT PROGRAMME MANAGEMENT COMMITTEE	10 53%	9 47%	15 58%	11 42%	15 50%	15 50%
CRIB MANAGEMENT GROUP	4 44%	5 56%	5 50%	5 50%	3 30%	7 70%
SCU MANAGEMENT GROUP**	2 50%	2 50%	2 40%	3 60%		
ATHENA SWAN SAT	13 81%	3 19%	11 69%	5 31%	12 70%	5 30%
TOTAL ***	31 57%	23 43%	52 60%	35 40%	38 56%	30 44%

\* The Department Leadership Team was operated as an Extended Executive in 2015/16, which is why numbers were higher in that year, it has now reverted to a smaller team.

\*\* The SCU management group is currently under review and therefore membership is unconfirmed.

\*\*\*We have excluded data on Subject Group meetings here, and Programme Management Committees/Student Representative Staff Forums, as all staff are required to participate.

#### **Action:**

Improve accurate local record keeping for Department and Faculty level roles, such as committee memberships (Action 1.4).

#### *Department Representation on Faculty Committees*

Staff are invited or required to represent DAS at Faculty level committees (Table 5.6.6). A number of these committees were created in 2014, and we can only compare to our 2016 application. At Faculty level, 63% (n=17) of DAS representatives are female. Faculty Board (instigated in 2013) is the only committee that requires formal

nomination/election, and women are well represented (75% of our elected members in 2015/16, and 100% in 2019/20).

Whilst this presents good female representation, there remains potential that female staff are overburdened by committee engagement. 47% (n=43) of staff agreed or strongly agreed they have the opportunity to serve on important Department committees in our 2019 staff survey, with no statistical variation in this response on the basis of gender. Nevertheless, they tended to be working at higher grades, and/or to have been at the University for over 2-3 years, and we aim to increase committee involvement from a broader range of staff.

**Table 5.6.6: Number and Percentage of Department Representatives on Faculty Committees and Management Groups**

	2015/16		2019/20	
	Female n /%	Male n /%	Female n /%	Male n /%
ACADEMIC BOARD	1 50%	1 50%		2 100%
FACULTY BOARD	3 75%	1 25%	3 100%	
FACULTY ACADEMIC STANDARDS AND QUALITY COMMITTEE	4 67%	2 33%	3 75%	1 25%
FACULTY EXECUTIVE	1 100%		1 100%	
FACULTY ACADEMIC BUSINESS GROUP	1 50%	1 50%	1 100%	
FACULTY PLACEMENT STRATEGY GROUP	1 50%	1 50%	2 67%	1 33%
FACULTY STUDENT RETENTION GROUP	1 50%	1 50%	2 100%	
FACULTY TEACHING AND LEARNING GROUP (LTAC)	2 50%	2 50%	3 50%	3 50%
FACULTY COLLABORATIVE PROVISION COMMITTEE	3 60%	2 40%	2 40%	3 60%
TOTAL	17 61%	11 39%	17 63%	10 37%

*The percentage are based on the number of departmental representatives present on the committee or group, not percentage of all members.*

**Action:**

Increase staff 'turnover' in Departmental, Faculty and University roles, e.g. committee membership, including by sharing opportunities with newer and more junior staff (Action 5.8).

(iv) Participation on influential external committees

*How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?*

Staff have workload bundles to engage in scholarly activity, including committee engagement, peer reviewing and grant panel membership. Staff can also apply for individual workload bundles to support such activities (Section 5.3v).

The PDR prompt guide captures external activities but this is not centrally recorded. Our 2019 staff survey suggested 40% of staff now strongly agree or agree that the Department values their external professional activities, a decrease from 2016 (50%). This is due to increased respondents who are at earlier career stages or are new to UWE, who could be less aware of external opportunities.

In our 2016 survey, male staff (71%) were more likely to agree that their external professional activities were valued than female staff (43%). In our 2019 data female staff (44%, n=15) are now slightly more likely to feel supported than men (39%, n=12).

**Action:**

Encourage and value external roles taken on by female and male staff members by using objectives on PDR's to increase encouragement of external activities (Action 5.9).

(v) Workload model

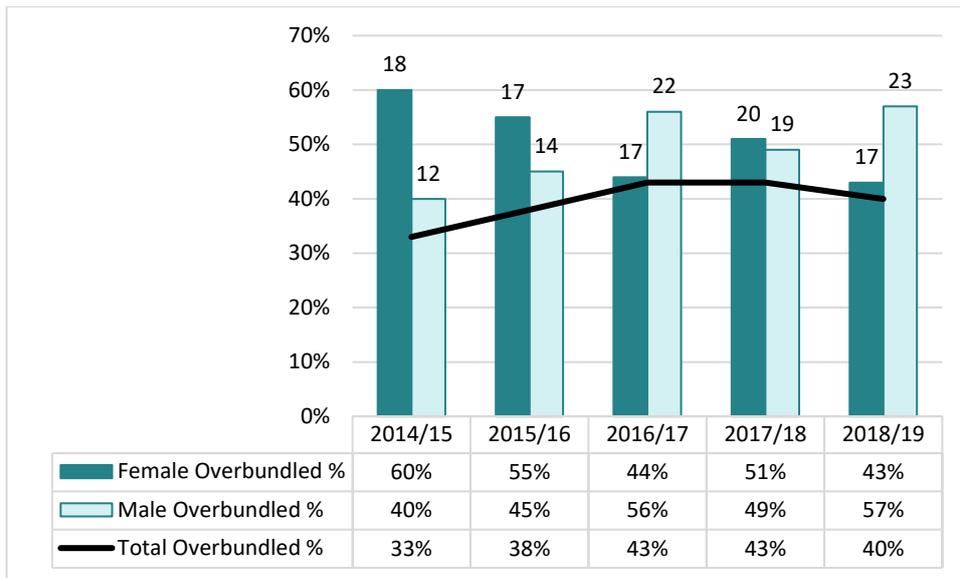
*Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.*

DAS utilises the Workload Allocation Management System (WAMS) to support fair, open and consistent planning, management and allocation of workload for academic staff. Workload is pro-rated for part-time staff and new staff have a reduced workload. WAMS recognises teaching, research, administrative, and pastoral responsibilities, and DAS can flexibility apply workload bundles against key tasks. Three WAMS updates are made over the academic year, allowing for short-term changes.

Since 2016, we have moved workload planning to the spring, so that it is agreed with subject group leaders before the summer, informing the PDR process. New appointments are now planned pro-actively rather than re-actively.

We can also better monitor the number of staff who are 'over-bundled' by gender and have seen a small decrease in the percentage of staff who are over-bundled since 2016, and a reduction in the percentage of female staff who are over-bundled.

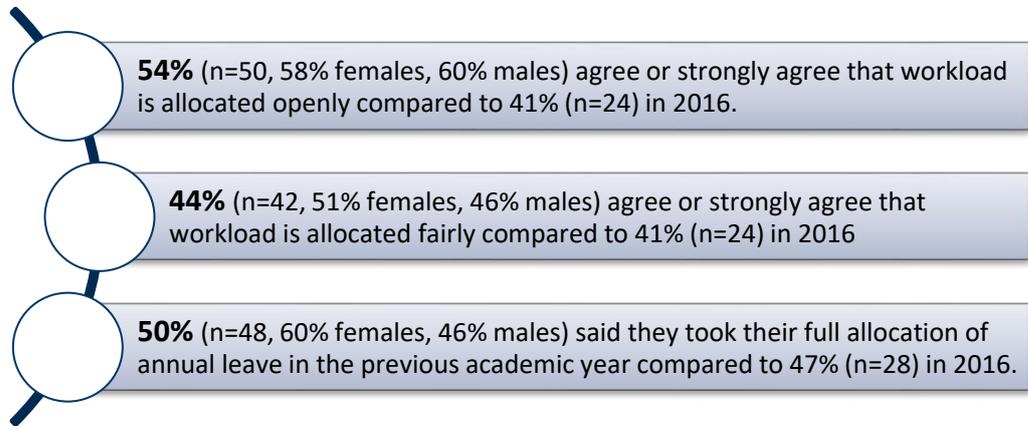
**Figure 5.6.4 Percentage and Number of Staff (Headcount) who are Over-bundled**



*% is from overbundled staff, not % of staff by gender.*

Staff workload remains problematic in a growing Department, but we are seeing small improvements in our survey results regarding how fairly and openly workload is allocated.

**Figure 5.6.5: 2016 to 2019 staff survey workload results**



The DLT, people managers and PDR reviewers encourage staff to plan in annual leave and there is modest improvement in uptake, with female staff more likely to report taking their full leave allocation. There is also a decrease in staff reporting they have over a third of their leave unused (17% in 2019, compared to 23% in 2016) and we continue to work with staff to improve the accurate capturing of workload and leave.

**Action:**

Continue to develop the equity and transparency of the Academic Workload Model and monitor WLB allocation between male and female staff to identify any variations in 'over-bundling' (Action 4.1).

(vi) Timing of departmental meetings and social gatherings

*Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.*

Meeting dates are provided well in advance and staff are encouraged to use electronic calendars, so that availability/days of work, are taken into account when scheduling. Important meetings avoid dates staff may take annual leave, such as half-term. The Department holds an annual staff 'away day' each June, with all staff are invited. Since our 2016 application, we have investigated the use of core hours, introducing these in 2020/21.

**Action:**

The Department will introduce core hours 10-4pm for Department meetings and events (Action 7.2).

**Figure 5.6.6: Applied Sciences Graduation**



Informally, staff make good use of the staff room, and there is a daily coffee/lunch club. Each December a Department party is held, and in June a summer BBQ and rounders game. Family members are welcome at events, as well as PhD students.

Programme teams and research groups hold celebrations around activities such as graduation, including programme parties in the final year, when a cohort photo is taken for students.

**Figure 5.6.7: Summer BBQ**



There have been improvements in staff agreeing that meetings and social events are scheduled at appropriate times. 57% (n=54) of staff agree or strongly agreed in 2019, compared to 50% (n=29) in 2016 and we anticipate that the introduction of core hours will improve this further.

**Action:**

Ensure Departmental and social gatherings are organised over a range of days of the week to enable staff on differing work patterns to engage (Action 7.4).

(vii) Visibility of role models

*Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.*

Two seminar series are organised by DAS; the CRIB seminar series and the Science Communication seminar series (Thursday/Friday lunchtimes). 46% of speakers have been female and because of our 2016 action plan this has increased annually.

**Table 5.6.10: Speakers at Department Seminars**

	2014/15		2015/16		2016/17		2017/18		2018/19		TOTAL BY SERIES	
	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%	Female n /%	Male n /%
<i>CRIB Seminar Series</i>	6 30%	14 70%	4 33%	8 67%	6 50%	6 50%	5 42%	7 58%	10 71%	4 29%	31 44%	39 56%
<i>Science Communication Seminar Series</i>	1 25%	3 75%	1 50%	1 50%	5 71%	2 29%	2 67%	1 33%	1 33%	2 67%	10 53%	9 47%
<b>TOTAL BY YEAR</b>	<b>7 29%</b>	<b>17 71%</b>	<b>5 36%</b>	<b>9 64%</b>	<b>11 58%</b>	<b>8 42%</b>	<b>7 47%</b>	<b>8 53%</b>	<b>11 65%</b>	<b>6 35%</b>	<b>41 46%</b>	<b>48 54%</b>

**Action:**

Maintain the gender balance of speakers at key Department events (e.g. seminar series (Action 7.5).

Staff and students share and celebrate news via the Department newsletter Sci Bytes, which features regular Athena SWAN updates. The Science Matters magazine aims to represent a diversity of staff and students in DAS, and actively invites contributions, including student writers on the publication, whilst the DAS website and marketing materials strongly feature images of female staff and students.

**Table 5.6.11 Sharing Good Practice Example**

	<p>In October 2019, UWE Bristol hosted the <a href="#">Race Equality in Nature Conference: The Next generation 13-30</a>. Organised by Mya-Rose Craig, <a href="#">Birdgirl</a>, a 17 year old conservationist, environmentalist, and activist, it was supported by DAS WP lead Emmanuel Adukwu. The conference featured high profile speakers such as Chris Packham CBE, and DAS was representatives of the Department, including Dr Lyn Newton and Dr Stephanie Sargeant. Key messages from the day were shared on Twitter <a href="#">#raceequalityinnature</a>.</p>
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**Figure 5.6.8: Examples from Department Website**

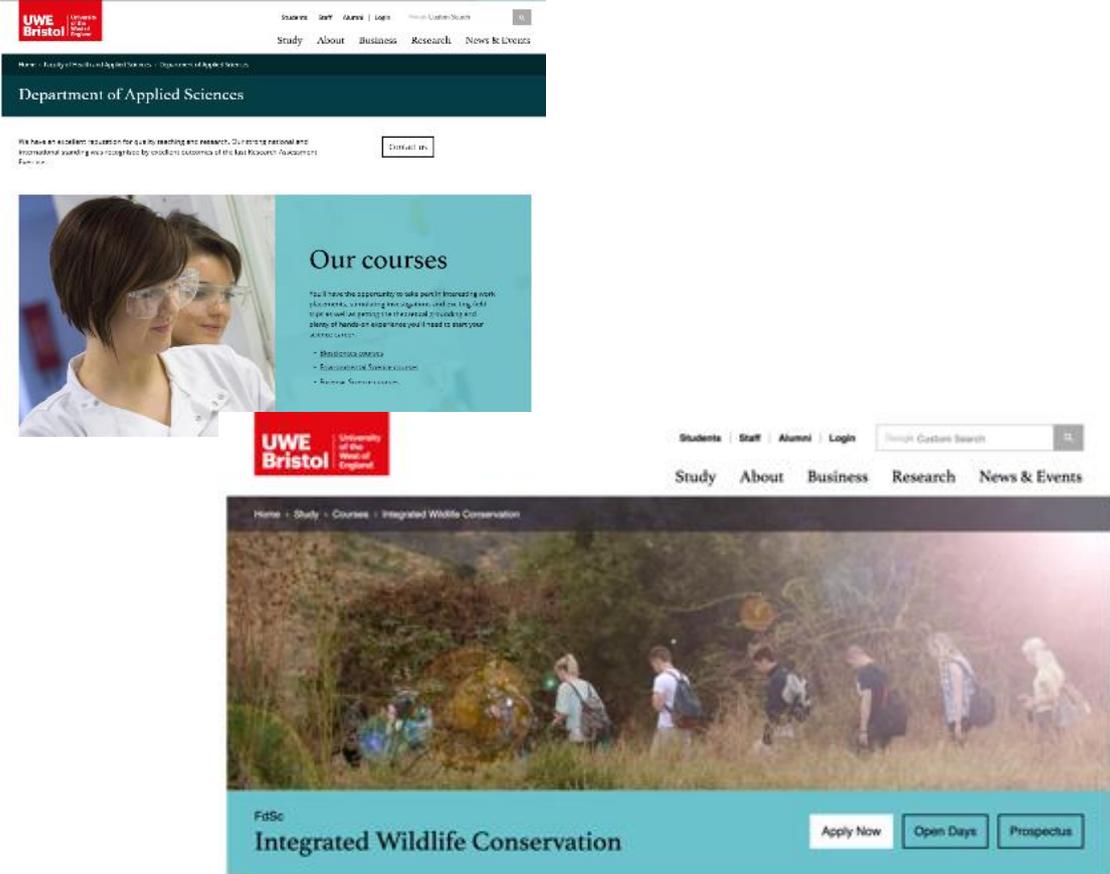
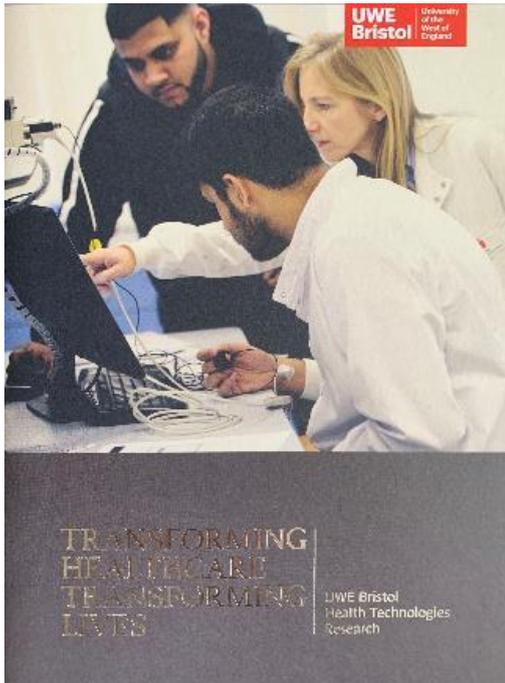


Figure 5.6.9 Examples from Department Marketing Materials



## ADVANCING CANCER RESEARCH

Since the early 1950s, incidence rates for all cancers combined have increased by more than a tenth (12%) in the UK.

These are projected to rise by 24% in the UK between 2014 and 2035 to 747 cases per 100,000 people, mainly because people are living longer but also reflecting diet and lifestyle changes. The lifetime risk of someone being either 15-60 being diagnosed with cancer is now 1 in 2.

UWE Bristol works with NHS Trusts, hospitals, universities and healthcare professionals, making an important contribution to confronting these statistics. Our research is particularly focused on identifying new ways to prevent, detect and treat cancer successfully. Research in studying the processes that underpin DNA damage in tumour cells, the spread of cancer within the body, how resistance to chemotherapy arises and can be monitored, and how treatment can be better targeted and more effective.

Internationally, UWE Bristol Professor Mohammed Dohi is working with the King Hussein Cancer Centre in Jordan using Big Data Health Info tools to monitor how we treat and diagnose cancers and evaluate the effectiveness of our treatment.

Source: Cancer Research UK

**Improving outcomes for leukaemia patients**

Understanding genetic variations in markers of pathways that play a major role in cancer response to therapy such as drug resistance and metabolic enzymes, could mean significantly improved outcomes for kidney leukaemia patients.

Leukaemia is a cancer of the blood with a genetic basis, where cells that are supposed to transform into white blood cells (leucocytes) instead become normal cells which divide and proliferate, such as sickle cell disease. Dr. Ruth Morse (pictured right) researches how to better understand how a gene is turned on, chemical or physical agents occur, how they are repaired, and how this can influence whether a patient is likely to experience a relapse after going into remission. The development of the first 3D model of a human protein structure will in itself be a major step contributing to the understanding of how to optimise cancer treatment.

**Dr. Ruth Morse**  
Senior Lecturer in School of Sciences  
Biomolecular

There are around 42,700 new prostate cancer cases in the UK every year, that's around 130 every day (2014-2016). Incidence rates for prostate cancer are projected to rise by 12% in the UK between 2014 and 2035 to 231 cases per 100,000 males by 2035.

Source: Cancer Research UK

Figure 5.6.10 Examples from Sci Bytes, Science Matters and external newsletters



**SciBytes**  
Winter 2017

NEW STAFF  
NEW EQUIPMENT  
EVENTS & PUBLICATIONS

**UWE Bristol**  
University of the West of England

### Student Success Stories

PhD students Kelly Westmacott and Amy Smart presented their research into the development of biosensors for projects involving meat quality. The Livestock Seminar, hosted by studentship funders AHDB, took place on the 8th-9th of November in Stratford-upon-Avon. The supervisory team for both students comprises of Professors John Hart and Olena Doran, and Dr Adrian Crew. Grace Russell, a Level 2 Biomedical Sciences student, has been appointed as the UK Microbiology Society as an Undergraduate Representative for the Early Careers Forum. We also have a couple of finalists for placement student of the year: Elizabeth Hickson (BSc Environmental Sciences) - The Wildfowl & Wetlands Trust Caerfaverock Wetlands. Zofia Manning (BSc Biological Sciences) - Celgene Ltd in Uxbridge. Nicholas Black (BSc Biological Sciences) - Rothamsted Research in Harpenden.

3/SCIBYTES



**GlaxoSmithKline research provides PhD inspiration**

PROJECTS DEVELOPING BLOOD TESTS COMPLETED ON PLACEMENT LEAD TO DREAMS OF FURTHER STUDIES

BY ENNA NIKEAKE

**A** thought the path to being a PhD student in education was set almost three years ago, when she decided to study for a PhD in education. However, she was disappointed when she didn't get the offer she needed. It was with the guidance and support of her inspirational biology teacher that she applied to study Biomedical Sciences at UWE Bristol through training. Her experience included making work, such as analysing blood samples, alongside



**Stay positive, even if things don't go according to plan. Everything happens for a reason...**

GlaxoSmithKline was very positive, making her an offer for students to have the opportunity to go on an industry placement year. She has an offer from UWE Bristol. Kelly is currently completing her degree, which she finds "inspiring and fun". The project is so much that her goal is to continue her studies by completing a PhD. Her dream project would be to look up her work at GlaxoSmithKline, continuing development of blood tests. Kelly's aim is to produce a breakthrough test for something that is currently very complicated to do. For others in a similar situation to that of Kelly, she is saying that they should always be positive. "Stay positive, even if things don't go according to plan. Everything happens for a reason and things will work out in the end. We will find your way and perhaps discover an area you may not have known about and love it."

www.uwebristol.ac.uk



**SCIENCE MATTERS**

STUDENT PLACEMENT SPECIAL ISSUE

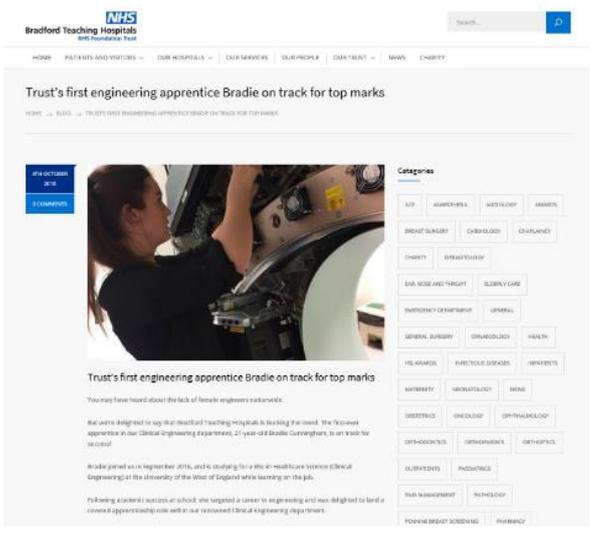
**Experiences of a lifetime**

From wildlife reserves to pharmaceutical labs; meet the students on inspiring placements

**UWE Bristol**  
University of the West of England

DEPARTMENT OF APPLIED SCIENCES

**SUPER LABS**  
£7.5 MILLION REFURB



**Trust's first engineering apprentice Bradie on track for top marks**

You may have heard about the lack of female engineers nationwide. We were delighted to say that Bradford Teaching Hospitals is leading the way. The Trust's first apprentice in our Clinical Engineering department, 21-year-old Bradie Cunningham, is on track for success.

Bradie joined us in September 2016, and is studying for a BSc in Healthcare Science Clinical Engineering at the University of the West of England while learning on the job.

Following excellent success at school, she targeted a career in engineering and was delighted to land a coveted apprenticeship role with our renowned Clinical Engineering department.

**Action:** Publicise and celebrate the successes of staff and students (publications, Award of Grants, Nominations for awards, prizes) (Action 7.3).

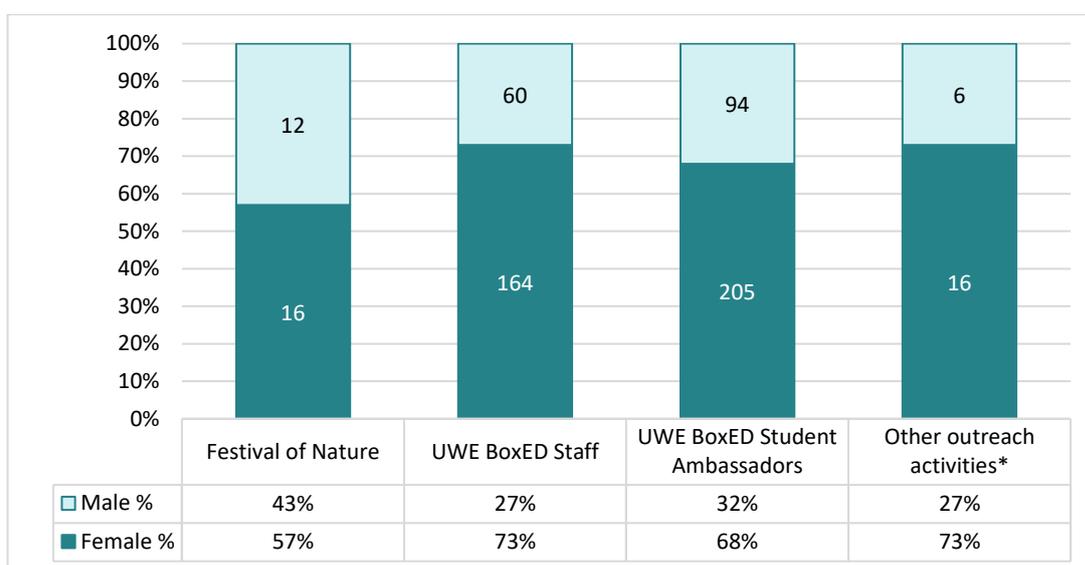
(viii) Outreach activities

*Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.*

DAS has longstanding involvement in outreach including ‘flagship’ events, including the [Bristol Festival of Nature](#), [UWE BoxED](#) and the STEM Ambassadors scheme.

Activities focus on multiple audiences including school students, the public, applicants and their families. Staff involvement varies but female staff, PhD students and student ambassadors 69% (n=401) are well represented.

**Figure 5.6.11: Outreach involvement by staff and student (incidences) gender**



\* ‘Other’ includes HE-BCI entries which can include additional staff who are not specified by name or gender, and under reports some outreach activities.

Department staff also contribute to Faculty widening participation activities. Growing significantly since our 2016 application these now include a monthly newsletter, programme taster days, and a series of public events.

Staff are involved in outreach from a variety of career stages, with invitations sent to all staff by a Department Outreach Coordinator. Staff can engage in public engagement workshops organised by RBI, and outreach training is provided to PhD students. Staff can apply for HEIF funding to support research impact activities, including public and community engagement. Finally, community and public engagement is recognised within UWE’s promotional processes and within PDR’s. UWE Bristol is a signatory of the [Concordat for Engaging the Public with Research](#), and jointly houses the [National Coordinating Centre for Public Engagement](#).

**Figure 5.6.12: Department Outreach Events**

<Images removed>

**Figure 5.6.13: Widening Participation Monthly Newsletter**

<Image removed>

As staff frequently conduct outreach over evenings and weekends, and to reflect a diversity of role models, continuing action is needed to ensure a wide range of staff are involved. Since our 2016 application, UWE no longer has a centrally supported Public

and Community Engagement Coordinator, making it challenging to monitor and evaluate the impact of our outreach activities.

**Action:**

Encourage a diverse range of staff to participate in outreach and ensure it is clearly communicated to staff that time spent on University outreach and open day events (outside of working hours) should be taken as leave at another time (Action 4.2).

**Action:**

Contribute to UWE's new Community and Business 2030 strategy, working with RBI and DAS outreach coordinators to improve reporting on outreach activities and develop evaluation mechanisms, which are fit for purpose (Action 7.6).

**SILVER APPLICATIONS ONLY**

**6. CASE STUDIES: IMPACT ON INDIVIDUALS**

**Recommended word count: Silver 1000 words**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

**Silver: 1,000 words**

< Information removed for confidentiality reasons >



## 7. FURTHER INFORMATION

Silver: 483 words

*Please comment here on any other elements that are relevant to the application.*

The final weeks of this application process were impacted by COVID-19. The SAT would like to additionally thank staff and students who continued to assist with the application, despite significant concerns in their professional and personal lives.

The challenges presented by COVID-19 and rapid changes to the Department's working environment, have brought out the best in colleagues and demonstrated how truly flexible and supportive the Department can be. In summary:

- All academic, professional and technical staff were provided with IT equipment to work from home from Tuesday 17th March 2020. In addition, staff were encouraged to take home physical resources and equipment which would make their working lives easier (e.g. monitors, office chairs and equipment).
- The Department instigated a daily online 'collaborate' meeting (1-2pm) for staff to drop in with questions, and to continue to socialise.
- Research Centres (CRIB and SCU) set up regular online meetings, tutorials and seminars.
- Particular attention was paid to staff members/students who were self-isolating alone and an additional online group was set up for staff members who were shielding due to health or caring responsibilities.
- A range of social events were instigated, including an online film, book club and quizzes.
- Staff were encouraged to work on the basis of outputs, rather than hours worked, with an expectation that many were taking on additional childcare and caring responsibilities.
- Staff were encouraged to take leave for two-weeks over Easter, as well as regular breaks and time at weekends to rest and recuperate.
- People managers were supported with additional resources on leading remote teams, including one-to-one coaching sessions with the Learning Development Centre and additional mentoring support.
- Staff were asked to complete a Covid Care Survey to assess the impact on staff and how the University can further help.

The Department's approach has been highly praised amongst staff and appreciated by students:

*'The daily DAS Collaborate has helped as well professionally and socially.'*

*'I have felt very supported by the Department over the last few weeks, during a time when it would have been very easy to feel isolated and overwhelmed. The leadership team have been very accessible and approachable, and I think the Collaborate sessions have been really useful. The relaxed format also means that I don't have to worry about*

*one of my children making an unscheduled appearance...Reinforcing that working as flexibly as you need to is absolutely fine.'*

*'Excellent sharing of good practice. Provision of ad-hoc training.'*

*'Thanks for all of the guidance and support from the DLT – having the ability to drop in to the Collaborate room is especially reassuring and a good way to be able to ask questions/keep in touch'*

*'Just to say thank you so much for everything you and the team are doing. The Nightingale hospital is yet another reason I am so proud. I wouldn't expect anything but the best from UWE but that makes it no less special when it comes.'*

## 8. ACTION PLAN

### Department of Applied Sciences, UWE, Bristol: 2020 Athena SWAN ACTION PLAN

The action plan contains both 'continuing' actions, actions first established in our action plans in 2013 and 2016 which require continued efforts and 'new' actions, those identified in the course of our data gathering and reflections since 2016.

In order to be more targeted, strategic and less process driven in our actions moving forwards we have now removed some previous actions which are indicated as complete/green in our 2016 action plan. These positive impacts will continue to be maintained and embedded in the work of the Department, rather than as a focus of the action plan.

We have identified and clustered actions under seven key themes, which have evolved through a process of consultation amongst the SAT as well as wider Department staff. Each action includes reference to the section of the application form which justifies and explains its inclusion.

Each SAT member has been designated actions for which they are responsible, though this may involve working with other persons at the University who may hold wider accountability for an action being achieved (when appropriate). We have indicated with each action whether it is High, Medium, or Low priority.

#### Theme 1: Self-Assessment Process and Evidence Gathering

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
1.1 <b>NEW</b>  (Medium)	<p><b>Increase the number of male and BAME staff representatives in the Self-Assessment Team.</b></p> <ul style="list-style-type: none"> <li>- Examine intersectionality of the SAT in relation to other protected characteristics and annually review our TOR.</li> <li>- Communicate the wish to recruit more diversity in staff and student representatives.</li> <li>- Assess the waiting list for membership identifying male and BAME candidates.</li> <li>- Increase awareness of outcomes of SAT membership (e.g. profile SAT role in SciBytes) and encourage recognition in PDRs and promotional processes.</li> <li>- Raise awareness of gender equality/Athena SWAN with new staff.</li> </ul>	Despite turnover in membership, 12 out of 17 Self-Assessment Team members are female and the group could be more representative of intersectional characteristics.	SAT Lead  Equality and Diversity Awards Officer	Annually from September 2020	<p>25% of members replaced every two years.</p> <p>40% male representation by 2024.</p> <p>Increased intersectionality of SAT members.</p> <p>Four representatives who are BAME by 2024.</p>

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
1.2 <b>NEW</b>  (High)	<b>Identify emerging gender equality issues from a greater number of students.</b>  - Shadow existing events to reach UG, PGT and PGR students, including employability activities, Conversation Cafes, a new PGR seminar series and programme level meetings. - Consult with students on how best to reach them and consider other options to gather quantitative data on their experiences.	Uptake of Athena SWAN surveys established for PhD/Prof Doc and UG students in 2016 has been lower than expected (for example, 22% responded to the 2019 PGR survey).  Very few gender equality issues are reported via our UG representatives.	SAT Lead  DAS Employability Lead  Faculty BAME Project Officer	June 2020 to July 2022	Increase in UG/PGT/PGR related issues minuted at SAT meetings.  Increase in student consultation informing 2024 action plan.  Increased impacts for students in 2024 application.
1.3 <b>NEW</b>  (Medium)	<b>Coordinate with other equality and diversity events and activities at Departmental level to promote intersectional considerations of gender equality.</b>  - Continue to coordinate our activities with other Department level agendas, such as BAME and widening participation events. - Increase intersectional analysis of future staff and student surveys. - Continue to contribute to the Faculty EDI Taskforce.	Athena SWAN and gender equality now has a 'presence' at a variety of Department events, but there are opportunities to further embed Athena SWAN in Faculty/Department equality, diversity and inclusion agendas.  Analysis of Athena SWAN survey data is primarily analysed by gender, missing opportunities to identify relationships with other protected characteristics.	SAT Lead  DAS Employability Lead  Faculty BAME Project Officer	June 2020 to July 2022	Increase in UG/PGT/PGR related issues minuted at SAT meetings.  Increase in student consultation informing 2024 action plan.  Increased actions in 2024 application which relate to intersectional issues.
1.4 Continuing  (Low)	<b>Improve accurate local record keeping for Department and Faculty level roles, such as committee memberships.</b>  - Introduction of DAS Sharepoint to centralise annual record keeping.	Information on Department roles is often overwritten on an annual basis, which may present an unclear picture of the gendered nature of roles such as programme leadership and committee membership.	Professional Services Representative  Deputy Head of Department	Annually from June 2020	Annual local records on Department and Faculty roles in future applications.

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
1.5 Continuing  (High)	<b>Annually review all student and staff Athena SWAN datasets.</b>  - Working with Equality, Diversity and Inclusivity, and Business Intelligence, provide annual reports to SAT meetings at least once per year. - Programme and module teams provided with access to performance data on the basis of gender, BAME etc. via Power BI. - Use of Power BI data, including any gender differences, in annual module reports. - Introduction of DAS Sharepoint to centralise record keeping.	Data reporting to the SAT has improved, both in terms of availability of data in advance of the application, and the number of years available. However, the data available annually remains inconsistent and it has only recently been available to module and programme teams. This makes it challenging to track action progress and impact.	Equality and Diversity Awards Officer  Deputy Head of Department	Annually from September 2020	Data feeds into action plan on an ongoing basis.  Review of all student and staff data during SAT meetings at least once a year.
1.6 Continuing  (High)	<b>Improve the process to collate data, identify and action change for technical and professional service staff.</b>  - Supporting actions in the UWE Technician Commitment action plan, including increasing the internal and external profile of technical staff, increased featuring in strategic communication, celebrating their achievement, supporting their staff resourcing and promotion strategy - Work with the Professional Services Representative to ascertain additional ways to action change for professional service staff.	We remain connected to our technical and professional staff colleagues via Athena SWAN surveys and SAT representation. However, it is easy to miss colleagues who are not 'officially' connected to the Department. This may mean some technical and professional staff as well as their people managers are less aware of best practice promoted via Athena SWAN activities. Some data provided does not distinguish technical and professional staff.	SAT Lead  Professional Services Representative  Technical Team Representatives	Annually from September 2020	Improved completeness of data in future applications, in relation to technical/professional colleagues.  Increased impacts for technical and professional staff measured via survey questions.
<b>Theme 2: Student Engagement</b>					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
2.1 Continuing	<b>Increase awareness of Athena SWAN amongst current undergraduate and postgraduate students, including via the</b>	Uptake of Athena SWAN surveys established for PhD/Prof Doc and UG students in 2016 has been	Programme Leader Representative	September 2021 to April 2024	Increase in responses to student survey question 'I am aware of Athena SWAN

(Medium)	<p><b>Academic Personal Tutoring Programme (APT).</b></p> <ul style="list-style-type: none"> <li>- Increase equality and diversity information at open days, applicant days and on student facing webpages (including the Athena SWAN logo).</li> <li>- Build materials on unconscious bias and equality and diversity which can be delivered as part of APT.</li> <li>- Feedback to students on the impacts of Athena SWAN activities.</li> <li>- Consider inclusion of gender equality in DAS Degree Shows (under development).</li> <li>- Encourage PGR's to nominate and be nominated through the Penny Coffee Voucher scheme.</li> </ul>	<p>lower than expected (for example, 22% responded to the 2019 PGR survey).</p> <p>Very few gender equality issues are reported via our UG representatives.</p> <p>Although Athena SWAN is included at open days and during induction programmes, there is a low level of awareness amongst students and we are missing opportunities to provide equality and diversity training during APT.</p>	<p>Senior Lecturer Representative</p> <p>UG Student Representative</p> <p>PG/PhD Student Representative</p>		<p>initiatives in my Department'.</p> <p>Increase in UG related issues minuted and actioned at SAT meetings.</p> <p>Increase in PGT and PGR related issues minuted and actioned at SAT meetings.</p> <p>50% students engaging in mandatory equality and diversity training during their programmes via APT by 2024.</p>
2.2 <b>NEW</b> (High)	<p><b>Maintain student ratios on the BSc/MSci Biological Sciences and increase male student recruitment on the BSc Integrated Wildlife Conservation programmes.</b></p> <ul style="list-style-type: none"> <li>- Share outcomes of the student recruitment working group with specified programme teams.</li> <li>- Programme and module teams provided with access to application and performance data on the basis of gender, BAME etc. via Power BI.</li> <li>- Review marketing materials for the programmes to identify any gender biases.</li> <li>- Analyse open day student survey data in relation to the programmes.</li> <li>- Meet with relevant programme leaders and first year students to gain insights on their choices.</li> <li>- Work with the Bristol Zoo Partnership Lead to share gender actions for zoo based modules (BSc Integrated Wildlife Conservation).</li> </ul>	<p>The BSc/MSci Biological Sciences and the BSc Integrated Wildlife Conservation programmes are now the only two UG programmes in the Department which are performing beyond 5% of the expected benchmarks for gender equality.</p> <p>Female student recruitment to the BSc/MSci Biological Sciences has increased from 39% to 51% and we seek to maintain a gender balance rather than increase the representation of females further.</p> <p>Male student recruitment to the BSc Integrated Wildlife Conservation has increased from 22% to 33% and requires continued actions.</p>	<p>Programme Leader Representative</p> <p>Senior Lecturer Representative</p>	Sept 2021 to August 2022	<p>Maintain student recruitment on BSc/MSci Biological Sciences within 5% of gender parity (currently 51%/49%).</p> <p>Increase male student recruitment to the BSc Integrated Wildlife Conservation, from 33% to 50%.</p>

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
2.3 <b>NEW</b>  (High)	<p><b>Increase male student recruitment on the MSc Advanced Wildlife Conservation in Practice by 5%.</b></p> <ul style="list-style-type: none"> <li>- Share outcomes of the student recruitment working group with the programme team.</li> <li>- Programme and module teams provided with access to application and performance data on the basis of gender, BAME etc. via Power BI.</li> <li>- Review marketing materials for the programme to identify any gender biases.</li> <li>- Meet with the programme leader and students to gain insights on their choices.</li> <li>- Work with the Bristol Zoo Partnership Lead to share gender actions for zoo based modules (MSc Advanced Wildlife Conservation).</li> </ul>	The MSc Advanced Wildlife Conservation in Practice programme has recruited, on average, 32% male students since 2015/16 and actions are needed to improve male recruitment.	<p>Programme Leader Representative</p> <p>Senior Lecturer Representative</p>	Sept 2021 to August 2022	Increased male student recruitment on the MSc Advanced Wildlife Conservation in Practice to 35%, within 5% of expected benchmarks (39%).
2.4 <b>NEW</b>  (High)	<p><b>Address male degree performance working with programmes, Faculty Equality and Diversity Task Force and the DAS employability team.</b></p> <ul style="list-style-type: none"> <li>- Coordinate with the DAS BAME Attainment Gap Plan.</li> <li>- Investigate if attendance monitoring for ADP identifies variations in female/male attendance.</li> <li>- Work with the Peer Assisted Learning scheme to increase male students who are PAL leaders/participants.</li> <li>- Further investigate variations in female/male uptake of placement schemes.</li> <li>- Continue to monitor any implications for male student outcomes via the DAS Graduate Outcomes Survey Action Plan.</li> </ul>	Over the last five years 75% of UG female students have achieved a 'good' degree compared to 66% of male students. Following actions in our last application, the percentage of male students awarded good degrees has risen, from 64% but continued effort is needed to improve male degree performance.	<p>SAT Lead</p> <p>Programme Leader Representative</p> <p>DAS Employability Lead</p> <p>Faculty BAME Project Officer</p>	Sept 2020 to April 2024	70% of UG male students have achieved a 'good' degree in 2024 application.

Theme 3: Recruitment					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
3.1 Continuing (High)	<p><b>Continue to improve the appeal of the Department as a place to work and study, increasing female applicants for Department job opportunities to 50%.</b></p> <ul style="list-style-type: none"> <li>- Encourage all Department staff to keep their online profiles up-to-date.</li> <li>- Developing exemplar job descriptions beyond existing recruitment templates.</li> <li>- Breaks for maternity/paternity leave etc. are proactively taken into account in recruitment processes if these are acknowledged by applicants.</li> <li>- Use WISE for selected, strategic appointments or subject groups with low representation.</li> <li>-Introduce independent observers on recruitment panel for senior/strategic appointments.</li> </ul>	Fewer female applicants (42% female, 58% male) apply for academic posts in the Department, though they are more likely to be shortlisted and offered a post.	Head of Department	April 2020 to April 2024.	<p>Increase female applicants for Department job opportunities to 50% by 2024.</p> <p>Increased intersectionality of applicants for Department job opportunities.</p>
3.2 <b>NEW</b> (High)	<p><b>Increase the diversity of applicants, offers and acceptances for posts at Grades G (Lecturer/Research Fellow) and H (Senior Lecturer/Senior Research Fellow).</b></p> <ul style="list-style-type: none"> <li>- Develop exemplar job descriptions.</li> <li>- Breaks for maternity/paternity leave etc. are proactively taken into account if acknowledged by applicants.</li> <li>- Use WISE for selected, strategic appointments or subject groups with low representation.</li> <li>- Add question to staff survey 'would you recommend the Department as a place to work' with an option for additional comments.</li> </ul>	Grades G and H are the only grades where male staff are more likely to be appointed than female staff and there has been a decrease of female Senior Lecturers in the Department from 45% to 38%.	Head of Department	April 2020 to April 2024	40% of female applicants are appointed at Grades G and H.

Theme 4: Workload Management, Flexible Working and Career Breaks					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
4.1 Continuing (High)	<p><b>Continue to develop the equity and transparency of the Academic Workload Model and monitor WLB allocation between male and female staff to identify any variations in 'over-bundling'.</b></p> <ul style="list-style-type: none"> <li>- Improve staff planning of annual leave and increase % of staff who feel able to take their full annual leave.</li> <li>- Work towards programme level flexibility in allocation workloads in relation to teaching.</li> <li>- Coordinate with the Faculty operational plan and Faculty Workload governance group to achieve a fair and equitable workload for staff.</li> </ul>	<p>Our staff survey results demonstrate ongoing improvement in staff agreement that workload is allocated openly (38% in 2013 to 54% in 2019), and fairly (38% in 2013 to 44% in 2019) but there remains considerable room for improvement.</p> <p>Though also increasing, only 50% of staff in 2019, reported that they were able to take their full allocation of annual leave.</p>	Deputy Head of Department	April 2020 to Sept 2022	<p>Increase staff agreement that workload is allocated fairly to 60% and openly to 70% in the next staff survey.</p> <p>Increase staff agreement that they took their full allocation of annual leave to 60% in the next staff survey.</p>
4.2 Continuing (Low)	<p><b>Encourage a diverse range of staff to participate in outreach and ensure it is clearly communicated to staff that time spent on University outreach and open day events (outside of working hours) should be taken as leave at another time.</b></p> <ul style="list-style-type: none"> <li>- Increased encouragement and uptake of staff recording outreach activities via PDR and communications to the Department.</li> <li>- Introduction of DAS Sharepoint to centralise record keeping.</li> </ul>	<p>UWE no longer has a centrally supported Public and Community Engagement Coordinator and this makes it more challenging for us to monitor and evaluate who is participating in outreach activities and the impact they have. The data we do have suggests female staff are more likely to participate, and therefore could be more 'burdened' in terms of time on outreach activities.</p>	<p>Open Days and Marketing Representative</p> <p>Deputy Head of Department</p>	September 2021 to April 2024	<p>Increase to 60% (from 54% in 2019) in the next staff survey, staff agreement that knowledge exchange (inc. public engagement activities) are valued in the Department.</p> <p>Increase male staff engaged in outreach activities to 50% from 31% in 2024 application data.</p>

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
4.3 Continuing (Low)	<p><b>Maintain staff awareness of the option to request flexible working.</b></p> <ul style="list-style-type: none"> <li>- Continue to work with people managers to maintain staff awareness of flexible working options.</li> <li>- Increase the numbers of staff who have the ability to work from home, and equipment to do so.</li> </ul>	<p>Our staff survey work shows increases in staff agreeing there is flexibility in their working hours/days/pattern (79% to 99%) since 2013 and we are keen to continue to maintain this high level of availability for flexible working due to its wider positive impacts.</p>	<p>Head of Department  SAT Lead</p>	<p>April 2020 to April 2024</p>	<p>Maintain over 90% agreement that staff have flexibility in their working hours/days/pattern.</p> <p>Maintain over 90% agreement that staff can ask for time off at short notice.</p>
4.4 Continuing (Medium)	<p><b>Continue to ensure that all people managers are familiar with the UWE guidance and advice for maternity, adoption, paternity and carers leave to improve provision or access to useful advice to 100% of respondents.</b></p> <ul style="list-style-type: none"> <li>- DLT and all other managers have all completed mandatory UWE Manager training.</li> <li>- Collate maternity, adoption, paternity and carers leave 'buddy' information to provide individuals to contact for advice.</li> </ul>	<p>Our staff survey results on maternity, adoption and carers leave have improved, but we are keen to continue to maintain awareness as these can be topics which managers, and staff, deal with infrequently.</p> <p>We know that staff are taking carers and paternity leave in the Department, but this is frequently being recorded as annual leave rather than paternity leave.</p>	<p>Head of Department  SAT Lead</p>	<p>April 2020 to April 2024</p>	<p>Continue to reduce discrepancies in experience/ awareness amongst staff taking leave, as recorded on staff survey*.</p> <p>Increased carers and paternity leave recorded in 2024 application*</p> <p>95% of managers have all completed mandatory UWE Manager training.</p> <p><i>*Due to small numbers of staff for whom this is relevant we are not setting a % improvement.</i></p>

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
4.5 Continuing (Low)	<p><b>Continue to emphasise role of the Parents group for peer support and advice and create a list of Department maternity/paternity/adoption and shared parental leave mentors.</b></p> <p>- Create a list of Department maternity/paternity/adoption and shared parental leave mentors.</p>	- Staff would like improved access to leave 'role models' for advice and it can be difficult to maintain awareness of staff groups and forums.	SAT Lead	Annually from September 2020	<p>Increase awareness amongst staff of role models, as recorded on staff survey questions*.</p> <p>Increased carers and paternity leave recorded in 2024 application*.</p> <p><i>*Due to small numbers of staff for whom this is relevant we are not setting a % improvement.</i></p>
4.6 <b>NEW</b> (Low)	<p><b>Increase awareness of reporting of paternity and carers leave via Managers Self-Service.</b></p> <p>- Encourage staff, via people managers to record carers leave and paternity leave via Manager Self-Service unless there is a personal reason that they prefer to use flexible working or annual leave.</p> <p>- Work with staff to understand why paternity/carers leave might be under reported.</p> <p>- Encourage staff to include paternity/carers leave on out of office notifications (when appropriate) so that it becomes more visible in Department culture.</p>	Uptake of paternity leave, shared parental leave and carers leave remains low. We know that staff are taking paternity and carers leave, but this is frequently being recorded as annual leave rather than personal leave of this type.	SAT Lead	Annually from September 2020	<p>Increased carers and paternity leave recorded in 2024 application*.</p> <p><i>*Due to small numbers of staff for whom this is relevant we are not setting a % improvement.</i></p>
<b>Theme 5: Career Development</b>					

Action number and priority	Action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
5.1 <b>NEW</b>  (Medium)	<b>Introduce a series of questions to the Athena SWAN staff survey, which are focused on staff induction experiences.</b>  - Collect data from new staff, specific to their induction experiences within the Department, with a particular focus on how they are supported around training, career development and future progression. - Creation of a new SAT working group on supporting new staff in the Department.	All new teaching and research staff engage with University induction processes, but a number of general questions on the staff survey suggests new staff may leave induction with gaps in knowledge around training, ongoing mentoring and progression.	SAT Lead  Deputy Head of Department  Working Group of SAT members	Sept 2022 to Sept 2023.	Increased understanding of the experiences of new staff, as recorded by a series of new questions on induction in the staff survey.
5.2 <b>NEW</b>  (Medium)	<b>Introduce an annual Department level induction event for new staff, including Associate Lecturers (0.2 FTE contracts).</b>  - Annual Department level event including introduction to key Department staff, processes, Induction Handbook, researchers' links, and future career development opportunities (inc. promotion, training and development). - Ensure that staff who are coming to the end of their induction/probation periods are supported and aware of continued training opportunities. - Creation of a new SAT working group on supporting new staff in the Department.	We aspire to improve the induction experience of temporary staff and Associate Lecturers who may presently have mixed induction experiences.	Head of Department  Deputy Head of Department  Working Group of SAT members	Sept 2021 to Sept 2023.	New staff, and Associate Lecturers, are more informed about questions associated to training and development, career progression and UWE policies in next staff survey results.
5.3  Continuing  (High)	<b>Ensure that all staff are appraised annually via their PDR and increase percentage of staff who see it as useful and professional valuable to 75%.</b>  - Creation of a SAT working group on PDR's to identify and make recommendations as to how the Department can improve staff satisfaction in the UWE PDR process.	We are seeing increases in staff (94% female, 95% male) annual appraisal but improving satisfaction with the PDR process is slow. We need to better understand whether dissatisfaction is due to variation amongst PDR reviewers, staff expectations or the new PDR documentation introduced by the University and adjust accordingly. Females also report increased	Head of Department  SAT Lead  Working Group of SAT members	Sept 2021 to Sept 2023	100% staff appraised via PDR or probationary processes by 2024.  Staff satisfaction in PDR being useful and professionally valuable to increase to 75%.

	- Encourage staff uptake of the LDC training course 'Getting the most out of your PDR'.	satisfaction with the PDR process than male staff members.			Reduce differences between female and male satisfaction with the PDR process.
5.4 Continuing (Medium)	<b>Increase staff participation in mentoring schemes, including (when appropriate) the Women Researchers Mentoring Scheme (WRMS).</b>  - Increase local Department communications when schemes like WRMS and REACH open. - Showcase mentoring experiences at Department forums and events. - Coordinate with the Faculty operational plan to increase uptake amongst underrepresented groups.	Despite ongoing promotion of mentoring schemes, including REACH and Aurora, uptake amongst Department staff is still relatively low.	Head of Department  SAT Lead	Coordinating with scheme launches	Increase in numbers of Department staff mentored to 15 between 2020 and 2024.  Increase female promotion rate from 46% to 50% by 2024.
5.5 Continuing (Low)	<b>Encourage uptake of internal and external staff development courses and activities by staff of all genders to increase readiness for promotion opportunities in future.</b>  - Continue to encourage Department staff to make better use of opportunities to be funded to study UWE modules, or participate in internal and external training. - Increase awareness of the Staff Sponsorship Scheme.	Staff survey data shows increases in awareness of development and training opportunities in the Department, Faculty and University but less knowledge amongst newer staff and uptake by male staff. The staff sponsorship scheme, which supports staff to undertake modules in other Departments and Faculties is undersubscribed in the Department.	Head of Department  SAT Lead	April 2022 to April 2024	100% staff aware of Department, Faculty and University development and training opportunities as measured by the staff survey.  Increased uptake of internal staff development courses by female and male staff (inc. new staff and Associate Lecturers).  100% of staff have undertaken mandatory equality and diversity training.
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure

5.6 <b>NEW</b> (Low)	<b>Increase staff awareness that staff training records are available on Employee Self-Service, increase personal recording and include a more extensive range of training on Employee Self-Service records.</b>  - Work with HR/Employee Self-Service and LDC to understand how training can be captured on an annual basis and more reliably.	Mandatory training is provided by UWE, including on equality and diversity. There is good uptake of this training, at all grades, but the local recording mechanism has inaccuracies and may be under reporting. We are therefore unable to reliably examine data on an annual basis or by grade.	Head of Department  Faculty Business Manager	April 2020 to April 2022	Improved monitoring and dedicated actions around training uptake on the basis of type of contract, grade and gender.
5.7 <b>NEW</b> (Medium)	<b>Increase awareness that managers receive leadership training and that processes are used to handle performance and grievances.</b>  - Department forum item on leadership and management training to share good practice. - Faculty and Department leadership staff offer open door policy or drops in at set times. - Increase awareness of Employee Assistance Programme and Dignity at Work advisers to supplement support from people managers.	In 2018, UWE introduced UWE Manager training for staff with management responsibilities. However, we are aware there is a low awareness amongst wider teams that managers are undertaking this training, and this may lead to a lack of awareness of management processes and roles, which can assist in the reporting of gender-related issues, as well as progression and development.	Head of Department  Deputy Head of Department	April 2020 to September 2022	Develop more nuanced staff survey questions around leadership and management (including awareness of resources and procedures).  90% of DAS managers to have completed the UWE Manager Programme by 2024.
5.8 Continuing (Medium)	<b>Increase staff 'turnover' in Departmental, Faculty and University roles, e.g. committee membership, including by sharing opportunities with newer and more junior staff.</b>  - Introduction of DAS Sharepoint to centralise record keeping, including on committee membership. - Increase awareness of opportunities to participate via PDRs and Department events (e.g. Away Days). - Consider committee 'shadowing' roles.	There is high female representation on committees with the potential that female staff are overburdened by committee engagement. Staff who agree they have the opportunity to serve on important Department committees tend to be working at the higher grades, and/or to have been at the University for over 2-3 years, and we aim to increase committee involvement from a broader range of staff, where possible.	SAT Lead  Professional Services Representative	Annually from September 2020	Annual review of committee membership data during SAT meetings.
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure

5.9 <b>NEW</b> (Medium)	<b>Encourage and value external roles taken on by female and male staff members by using objectives on PDR's to increase encouragement of external activities.</b>  - Two week scholarly activity period scheduled each summer from 2020. - Increased featuring of external staff roles, including case studies, in Department communications and captured during PDR's.	Staff are provided with workload bundles to engage in scholarly activity, including external activities but our staff survey results suggest there could be improvements as to how this is perceived to be valued, and that those who are at earlier career stages or are new to UWE, are less aware of these opportunities. There is also limited sharing of external activities following PDRs.	Head of Department  Deputy Head of Department	Annually from September 2020	Increase from 40% to 55% staff agreement that external professional activities are valued in the Department, as measured in the staff survey.
5.10 <b>NEW</b> (High)	<b>Improve post-doctoral researchers/fixed-term contract staff integration within the Department, mentoring, training and development opportunities.</b>  - Improve awareness of the Researchers Forum as a source of professional and social support for staff. - Carry out further analysis of staff survey results on the basis of contract type. - Work with PDR managers to improve support for post-doctoral and fixed-term contract staff. - Coordinate with the Faculty operational plan to clearly identify retention plans for fixed-term staff.	Our 2019 staff focus group highlighted that fixed-term research staff would like more integration in DAS, mentoring and support, offering additional reassurance around the more formal contractual processes.	AHoD/Research Representative  Research Fellow Representative	April 2020 to April 2024	Staff survey results, as well as data, demonstrate improvements in communication, training and development uptake, PDR satisfaction and management, for post-doctoral researchers/fixed-term contract staff.
5.11 <b>NEW</b> (Medium)	<b>Increase exit questionnaire responses, which can be the basis for information and actions amongst the Department Leadership Team.</b>  - People managers continue to encourage leavers to complete the exit questionnaire at their final meeting with staff and indicate the role of confirming the Department. - Work with HR to more effectively communicate the results of exit questionnaires to the HoD.	Department is included in exit questionnaires but very few respondents complete it. This means any questionnaire outcomes returned to DAS are relatively generic to the Faculty as a whole. Key findings for action are shared at the Department Leadership Team meetings. However, we still have limited information from leavers, as very few staff indicate their Department.	Head of Department	September 2021 to September 2022	Increased feedback from exit questionnaires to inform Department Leadership Team, actions and culture.
<b>Theme 6: Promotion</b>					

Action number and priority	Action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
6.1 Continuing (High)	<p><b>Ensure that all members of staff are familiar with the criteria and procedures for promotion.</b></p> <ul style="list-style-type: none"> <li>- Create a promotion 'mythbusting' document for the Department.</li> <li>- Continue to lobby for the introduction of a University-led annual promotion scheme.</li> <li>- Continue to support staff to engage with the Technicians Commitment and Conference.</li> </ul>	Since our 2013 staff survey, we have seen considerable improvement in staff awareness of UWE promotion processes, but our 2019 staff survey alerted us to newer staff and those at lower grades being less familiar with the processes	Head of Department  AhoD/Research Representative  SAT Lead	April 2020 to April 2024	<p>Increase female promotion rate from 46% to 50% by 2024.</p> <p>Increase from 48% to 75% staff agreement that they have knowledge of UWE promotion criteria and processes.</p>
6.2 Continuing (High)	<p><b>Address lower numbers of female staff being promoted.</b></p> <ul style="list-style-type: none"> <li>- Ongoing actioning of working group recommendations.</li> <li>- Create a promotion 'mythbusting' document for the Department.</li> <li>- Investigate extending coaching opportunities (e.g 360 review) to staff who are being considered/prepared for promotion.</li> </ul>	There has been an increase in staff reporting promotion, some improvements of awareness of the processes and increased female staff are promoted due to internal and external promotion opportunities. However proportionally more men (54%) have been promoted than women (46%), particularly from Lecturer to Senior Lecturer.	Head of Department  AhoD/Research Representative  SAT Lead	April 2020 to April 2024	<p>Improved understanding of why female promotion rates might be varying.</p> <p>Increase from 48% to 75% staff agreement that they have knowledge of UWE promotion criteria and processes.</p> <p>Increase female promotion rate from 46% to 50% by 2024.</p>
6.4 Continuing (Medium)	<p><b>Monitor the gender, part-time/full-time status, and career breaks of researchers entered to REF2021, as well as any implications of the use of the REF Code of Practice.</b></p> <ul style="list-style-type: none"> <li>- Analyse submission data for REF 2021.</li> <li>- Continue to monitor staff views on REF as expressed in staff survey.</li> <li>- Monitor planning for REF beyond 2021.</li> </ul>	In planning for REF 2021, female staff members were appointed to lead UoAs, and they have had unconscious bias training. Along with a new Code of Practice, staff have been encouraged to report equality-related circumstances. We anticipate increased numbers of outputs from female staff will be included in REF2021, but data is not yet available.	SAT Lead  AhoD/Research Representative	September 2021	<p>Increase in female researcher outputs entered from the Department in REF 2020/21.</p> <p>50% of eligible female staff outputs entered in REF 2020/21.</p>

6.5 Continuing (Low)	<p><b>Improve record keeping for staff applying for promotional opportunities that are advertised both externally and internally, including whether the posts are full or part-time.</b></p> <p>- Improve electronic recruitment records to better distinguish full and part-time posts, as increased breakdown of application, shortlisting and appointment details by gender, for internal candidates.</p>	<p>Since our 2016 application, all promotions use our electronic recruitment system, but we have not been able to distinguish appointments by full and part-time status and HR have been able to provide less detail than in our 2016 application.</p>	<p>Equality and Diversity Awards Officer</p>	<p>January 2021 to January 2022</p>	<p>More detail on application, shortlisting and appointment to be presented in 2024 application.</p>
6.6 <b>NEW</b> (Medium)	<p><b>Increase staff uptake of scholarly activity by introducing a two-week scholarly activity period when no departmental activities are scheduled, and including scholarly activity on the workload model as a reminder to staff to utilise this time.</b></p> <p>- Trial a two-week scholarly activity period in 2020 when no Department activities are scheduled for staff to use as a mini-sabbatical. - Add scholarly activity time to WAMS and encourage staff to plan how they will use it via PDRs. - Continue to reduce 'over-bundling' in the Department.</p>	<p>All academic staff are allocated 75 WLB (equates to five weeks) per year for 'scholarly activity', however staff frequently report that they do not use this time as it is not included on the workload model, or time they feel able to protect from other teaching, research and administrative activities.</p>	<p>Deputy Head of Department</p>	<p>April 2020 to April 2024</p>	<p>Introduce question on the staff survey on use of scholarly activity time.</p> <p>Increased female staff receiving internal Faculty funding for research.</p>
6.7 <b>NEW</b> (Low)	<p><b>Lobby the University for changes to the PASS system which records by principal investigator only and may distort the contributions of staff to applications, including fixed-term and postdoctoral researchers, contributions to bidding.</b></p> <p>- Work with RBI and Research Centre Directors to ascertain if the new PIMS system (due to replace PASS) can more accurately</p>	<p>Male staff more frequently lead external research funding applications, 61% compared to 39% led by female staff but the current PASS system which records research funding applications and outcomes records information only on the basis of PI. This may neglect to fully capture co-applicants and/or bidding which takes place more collaboratively.</p>	<p>SAT Lead AHoD/Research Representative</p>	<p>September 2021 to September 2022</p>	<p>Increased female staff recorded as receiving external funding for research.</p>

	and fairly record contributions to external funding applications and success rates.				
<b>Theme 7: Communication and Culture</b>					
Action number and priority	Action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
7.1 Continuing  (Medium)	<b>Increase awareness of Athena SWAN and the role of the SAT in embedding change across the Department.</b>  - Develop audio capture of Athena SWAN case studies for the website and sharing with staff, including the benefits attained. - Establish SAT representatives as gender equality ambassadors and create a focussed Department campaign, which evidences progress and impact on gender equality. - Highlight to staff the ways in which gender equality has been embedded in the Department.	Our staff survey shows increases in the number of staff aware of Athena SWAN in the Department (39% to 85%) since 2013 but still few staff identify with Athena SWAN offering personal benefits to them (25% in 2019). By embedding many of our actions it is possible some staff are less aware of the impact of the activities.	All SAT members	Annually from September 2020	95% staff aware of Athena SWAN in the Department.  Increase in 'agree' responses to survey question 'I am personally benefitting from Athena SWAN' from 25% to 40%.
7.2 Continuing  (Medium)	<b>The Department will introduce core hours (10-4pm) for Department meetings and events.</b>  - All Department organised meetings to be held in core hours. - Communication sent to all Department staff. - Monitor adherence in scheduling to core hours in the next staff survey.	Since our 2016 application, we have investigated and consulted on the use of core hours and now plan to formally introduce these.	Head of Department	Annually from September 2020	All Department meetings scheduled between 10-4pm.
7.3 Continuing  (Medium)	<b>Publicise and celebrate the successes of staff and students (publications, Award of Grants, Nominations for awards, prizes).</b>  - Increase profiling of professional service and technical staff successes. - Continue to promote the dedicated LinkedIn group (Department of Applied	SciBytes and Science Matters profiles staff and student successes and the DLT encourages staff and students to apply for external and internal awards. We plan to continue to expand on this, increasing the numbers and roles of staff and students who are included.	Head of Department  All SAT members	Annually	Greater variety of news shared in SciBytes, Science Matters and through internal and external staff awards.  95% of staff agree that successes are publicly

	Sciences UWE), twitter accounts (@UWE_SciFutures) and handles (#ScienceFutures2020).				acknowledged within the Department.
7.4 Continuing (Medium)	<b>Ensure departmental and social gatherings are organised over a range of days of the week to enable staff on differing work patterns to engage.</b>  - Ensure continuity of events over the summer when some university facilities are closed, including online events. - Continue to develop seminars, talks, events with varied opportunities to socialise after and at differing times of day. - Continue to encourage use of staff room.	Our staff survey shows an increase in number of staff agreeing that the working environment is friendly (82% to 88%) since 2013 and a range of Department events are offered. However, there could be improvement in the variety of times when these are offered and extending invitations to a wider range of colleagues (e.g. professional and technical staff, PhD students).	All SAT members	Annually from September 2020.	Increase in variety of social gatherings and timings held.
7.5 Continuing (Low)	<b>Maintain the gender balance of speakers at key Department events (e.g. seminar series).</b>  - Continue to provide reminders to seminar organisers regarding intersectionality. - Continue to monitor gender of speakers annually.	56% of speakers at Department seminars have been female since our 2016 action plan, however there could still be additional diversity in terms of intersectional characteristics.	AHoD/Research Representative	Annually from September 2020.	50% of speakers at Department seminars are female.
7.6 <b>NEW</b> (Low)	<b>Contribute to UWE's new Community and Business 2030 strategy, working with RBI and DAS outreach coordinators to improve reporting on outreach activities and develop evaluation mechanisms, which are fit for purpose.</b>  - Work with staff developing UWE's new Community and Business 2030 strategy to ensure intersectional principles are embedded. - Increase staff inclusion of outreach activities in PDR's. - Improved information available on participants experiences in departmental outreach.	UWE no longer has a centrally supported Public and Community Engagement Coordinator and this makes it more challenging for us to monitor and evaluate who is participating in outreach activities and the impact they have.	SAT Lead  DAS Outreach Coordinators	Annually	Increase to 60% (from 54% in 2019) in the next staff survey, staff agreement that knowledge exchange (inc. public engagement activities) are valued in the Department.  Increase male staff engaged in outreach activities to 50% from 31% in 2024 application data.

## 9. 2016 RAG ACTION PLAN

**Department of Applied Sciences, UWE, Bristol: 2016 Athena SWAN ACTION PLAN (LAST UPDATED DECEMBER 2019)**

The action plan contains both 'continuing' actions, actions first established in our original action plan in 2013 which require continued implementation and 'new' actions, those identified in the course of our data gathering and reflections over the last three years. Our previous action plan can be found at the Departments Athena SWAN website.

We have identified and clustered actions under seven key themes, which have evolved through a process of consultation amongst the SAT as well as wider Department staff. Each action includes reference to the section of the application form which justifies and explains its inclusion.

Each SAT member has been designated actions for which they are responsible, and we have also identified the individual or persons at the University who may hold wider accountability for an action being achieved (when appropriate). We have indicated with each action whether it is High (H), Medium (M) or Low (L) priority.

**Theme 1: Self-Assessment Process and Evidence Gathering**

	NEW or continuing action and RAG RATING	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/ end date	
1.1 (3.2 iii)	Continuing (Medium) GREEN	Annually review membership of SAT team to ensure inclusivity, gender balance and intersectionality.	<ul style="list-style-type: none"> <li>- SAT membership reviewed annually since 2013.</li> <li>- Membership includes technical and professional staff representation.</li> <li>- Male representation has increased to 31% in 2016.</li> <li>- SAT Terms of Reference established annual review of membership.</li> </ul>	<ul style="list-style-type: none"> <li>- Circulate open email calls for SAT membership annually. Encourage uptake with better profiling of role.</li> <li>- Waiting list for membership introduced.</li> <li>- Greater diversity of caring roles and intersectional characteristics amongst SAT.</li> </ul>	SAT Lead  Equality and Diversity Awards Officer	SAT Lead	n/a	Annually	25% of members replaced every two years – <b>35% replaced since 2016</b>  40% male representation by 2017. – <b>29% in 2019</b>  Increased intersectionality - <b>increased</b>
1.2 (3.2 iii)	NEW (Medium) GREEN	Increase student SAT representation.	<ul style="list-style-type: none"> <li>- PhD student representative since 2013.</li> <li>- Introduced undergraduate representation in 2016.</li> </ul>	<ul style="list-style-type: none"> <li>- PRG rep now coordinates with PGT representatives.</li> <li>- Student reps are now paid.</li> <li>- Feedback from BAME Student Voice Cafes.</li> </ul>	PG/PhD representative	SAT Lead	Sept 2016	Sept 2017	Increase in UG/PGT/PGR related issues minuted at SAT meetings - <b>increased</b>
1.3 (3.2 iii)	NEW (High) GREEN	Increase shared accountability amongst SAT.	<ul style="list-style-type: none"> <li>- SAT Terms of Reference align SAT to a greater shared accountability for actions.</li> <li>- Workload bundles for staff under the Academic Workload Model.</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of two working groups on key issues and actions.</li> <li>- DAS invest additional WLB and budget for gender equality activities.</li> </ul>	All SAT members	All SAT members	Sept 2017	Nov 2020	Future applications align SAT actions to dedicated working groups around key themes – <b>2020 action plan</b>

1.4 (3.2 iii)	Continuing (High)  <b>GREEN</b>	Gather quantitative and qualitative feedback from staff on issues of relevance to Athena SWAN.	- Athena SWAN surveys extended to include data collection on a wider range of equality issues and circumstances (e.g. planning for end of career), as well as professional staff and associate lecturers in March 2016. - Increased response rate to survey. - Focus group for staff in October 2016.	- Staff survey completed in 2019, response rate increased from 50% to 74%. - Two focus groups held in 2019, one with all staff, one with associate lecturers. - DAS feedback box introduced in 2017. - Gender Equality included as an agenda item in key DAS committees and events.	SAT Lead	SAT Lead	March 2017	March 2019	Staff survey completed in March 2018 – <b>completed</b>  Further increase response rate to survey by 10% - <b>increased by 24%</b>  Staff focus groups completed in March 2019 – <b>completed</b>
1.5 (3.2 iii)	<b>NEW</b> (High)  <b>GREEN</b>	Gather quantitative and qualitative feedback from PhD/Prof Doc students on issues of relevance to Athena SWAN.	- Additional Athena SWAN surveys established for PhD/Prof Doc students in March 2016.	- PGR survey completed in 2019, response rate increased from 20% to 22%. - PGT now represented. - Actions with the UWE Graduate School.	SAT Lead	SAT Lead	March 2017	March 2019	PhD/Prof Doc survey completed in March 2018 – <b>completed</b>
1.6 (5.6 iii)	<b>NEW</b> (Low)  <b>AMBER</b>	Ensure accurate local record keeping for Department and Faculty level roles (e.g. committee memberships).	- Information gathered in 15/16, flagging issue with local overwriting of information year on year.	- Annual local records for reporting now available for some actions.	Professional Services Representative	n/a	Sept 2016	Annually	More complete local records on Department and Faculty roles in future applications - <b>ongoing</b>
1.7 (3.2 iii)	Continuing (High)  <b>AMBER</b>	Collect and analyse institutional data, relevant to Athena SWAN, on an annual basis.	- Key contacts identified for data collection. - Data collection approaches have advanced to include more detailed data (e.g. time taken to complete studies). - Data has been examined and analysed by SAT.	- Continuing to work with UWE Business Intelligence and EDI to improve annual data that is provided - Data for 2019 application available 9 months in advance. - 5 years of data presented in 2020 application.	Equality and Diversity Awards Officer	UWE Business Intelligence  UWE HR	Sept 2017	Annually	Data feeds into action plan on an ongoing basis - <b>increased</b>  Regular review of data during SAT meetings - <b>increased</b>  Improved accuracy of data in future applications - <b>ongoing</b>

1.8 (3.2 iii)	Continuing (Medium)  <b>GREEN</b>	Network with regional initiatives to share departmental good practice.	<ul style="list-style-type: none"> <li>- Departmental SAT members have regularly attended regional network meetings (April 2014, September 2014, March 2016) and co-hosted a regional network meeting in July 2013.</li> <li>- Departmental SAT lead is a member of WISE Bristol Hub (from November 2015).</li> <li>- Relevant local events are promoted to the SAT and/or Department (e.g. Bristol Girls Make It launch March 2016).</li> </ul>	<ul style="list-style-type: none"> <li>- Provide workshops at UWE Bristol.</li> <li>- Attended conferences and contributed publications on Athena SWAN.</li> <li>- Participation in an international project on gender equality.</li> <li>- Features at key DAS events (Forums, Futures Fair etc.)</li> </ul>	All SAT members	n/a	Sept 2016	Nov 2020	<p>50% of SAT members expected to attend one relevant event over three years. - <b>complete</b></p> <p>Flagship regional meeting or conference held – <b>participation in a number of internal and external events</b></p>
1.9 (3.2 iii)	Continuing (Medium)  <b>GREEN</b>	Network with national conferences and events to share departmental good practice.	<ul style="list-style-type: none"> <li>- Departmental SAT lead has attended national events to share good practice (September 2015, November 2015, December 2015).</li> </ul>	<ul style="list-style-type: none"> <li>- UWE and DAS budget to support staff attending Athena SWAN events.</li> <li>- Participation in an international project on gender equality.</li> </ul>	All SAT members	HoD	Sept 2016	Nov 2020	<p>25% SAT members expected to attend one relevant national event over three years - <b>complete</b></p>
1.10 (3.2 iii)	<b>NEW</b> (Medium)  <b>GREEN</b>	Increase the frequency of SAT meetings to every two months.	<ul style="list-style-type: none"> <li>- SAT meetings scheduled well in advance, within working hours of 10-4pm and avoiding key holidays (e.g. half-term).</li> </ul>	<ul style="list-style-type: none"> <li>- SAT meetings held every two months, and monthly for the six months before application.</li> <li>- Meetings held on rotating schedule to increased part-time staff participation.</li> </ul>	Equality and Diversity Awards Officer	SAT Lead	Sept 2016	Nov 2020	<p>SAT meetings held every two months - <b>complete</b></p>

1.11 (2)	<b>NEW</b> (High)  <b>AMBER</b>	Improve the process to collate data, identify and action change for technical and professional service staff with a clear relationship to the Department.	- SAT membership includes technical and professional staff representation. - Athena SWAN surveys extended to include technical and professional staff. - List of technical and professional staff associated to the Department identified and data collected for 2015/16.	- Increased technical/professional staff representation on SAT. - Technical/professional staff included in communications and events (e.g. DAS Away Day training). - Collaboration with the Technicians Commitment team.	SAT Lead  Athena SWAN Officer  Professional Services Representative  Technical Team Representative	SAT Lead  Faculty Technical / Professional Team Managers	Sept 2016	Annually	Improved accuracy of data in future applications - <b>ongoing</b>  Increased impacts for technical and professional staff measured via survey questions – <b>30 staff completed survey in 2019, compared to 24 in 2016.</b>
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### Theme 2: Undergraduate Student Engagement

	New or continuing action	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/ended date	
2.1 (3iii)	<b>NEW</b> (High)  <b>AMBER</b>	Increase awareness of Athena SWAN amongst current undergraduate and postgraduate students.	- Introduced undergraduate SAT representation in 2016. - PhD student representative on SAT since 2013. - 'Athena SWAN plenary' included in annual Department careers event the 'Futures Fair'. - Additional Athena SWAN surveys established for PhD/Prof Doc students in March 2016. - PGR tutor has attended relevant SAT meetings to hear and report back on PGR related issues.	- Athena SWAN banners and postcards available at key student locations and events. - Athena SWAN slide included in open day and induction presentations. - PGT/PGR programme leaders, supervisors and Graduate School aware of Athena SWAN. - Athena SWAN included in SciBytes and Science Matters. - Athena SWAN speakers at Futures Fair.	Open Days and Marketing Representative  Programme Leader Representative  Senior Lecturer Representative  UG Student Representative  AHoD/Research Representative	SAT Lead	Sept 2016	Annually	Increase in responses to survey question 'I am aware of Athena SWAN initiatives in my Department' - <b>ongoing</b>  Student engagement with SAT, e.g. uptake of membership opportunities - <b>complete</b>  Increase in UG related issues minuted at SAT meetings – <b>no change</b>  Increase in PGT and PGR related issues minuted at SAT meetings - <b>increased</b>

			– Second year undergraduate survey piloted in March 2016.		PG/PhD Student Representative				
2.2 (3.2 iii)	<b>NEW</b> (Medium)  <b>RED</b>	Expand pilot undergraduate survey to all second years in 2017.	– Second year undergraduate survey piloted in March 2016.	<ul style="list-style-type: none"> <li>- Recorded programme area in survey.</li> <li>- Extra questions on the UG survey around their choice to accept a place at UWE.</li> <li>- Survey sent to all UG Level 2 students in Spring 2019.</li> <li>- Student focus group scheduled in Dec 2019 but no uptake.</li> </ul>	SAT Lead  Programme Leader Representative	SAT Lead	June 2017	Dec 2017	UG survey completed in September 2017 – <b>completed in 2019 but low student uptake</b>
2.3 (4.1 ii)	<b>NEW</b> (High)  <b>GREEN</b>	Develop a strategy around improved female recruitment on UG programmes which are failing to recruit expected numbers of female or male students.	<ul style="list-style-type: none"> <li>- All Department staff requested to update their online profile pictures in February 2016.</li> <li>- Departmental video produced in January 2014 featuring 53% (n=9) female and 47% (n=8) male students, and 57% male (n=4) and 43% (n=3) female staff in individual shots.</li> <li>- CRIB Impact brochure produced in October 2015 names 64% (n=21) male researchers and 36% (n=12) female researchers.</li> <li>- Departmental Athena SWAN case studies feature 6 women and 2 men in a range of career and personal contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- ‘Recruitment’ working group set up in 2018/19 to examine why female/male recruitment is varying from benchmarks.</li> <li>- Updates to the online prospectus to demonstrate commitment to ensure visible female and male staff and students.</li> </ul>	Open Days and Marketing Representative  Programme Leader Representative  Senior Lecturer Representative  UG Student Representative	SAT Lead  UWE Marketing	Sept 2017	Sept 2018	<p>3-5 actions recommended from working group - <b>complete</b></p> <p>Athena SWAN agenda more visible in UG prospectus materials - <b>ongoing</b></p> <p>Improvement of female/male recruitment to UG programmes so that they are within 5% of national and Alliance benchmarks - <b>61% of UG within 5% of their benchmarks, compared to 28% (5 out of 18) in 2016</b></p>

2.4 (4.2 ii)	<b>NEW</b>  (High)  <b>AMBER</b>	Investigate why there is a variation in the number of offers made to female students at UG level, as well as acceptance of those offers by female students.	<ul style="list-style-type: none"> <li>- All Department staff have online E&amp;D training, and participated in Decision Making and Unconscious Bias training in June 2016.</li> <li>- Application, including information on programmes missing benchmarks shared with all Department staff, including programme leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- 'Recruitment' working group set up in 2018/19 to examine why female recruitment is varying from benchmarks.</li> <li>- Extra questions on the UG survey around their choice to accept a place at UWE.</li> <li>- Investigated Athena SWAN aligned activities within UG APT.</li> <li>- Investigated the introduction of an Athena SWAN prize for a female student at graduation.</li> <li>- Examined UCAS data at SAT meetings.</li> <li>- DAS staff completed mandatory equality and diversity training.</li> <li>- Unconscious Bias and Inclusive Curriculum Design training at DAS 2019 away day.</li> </ul>	<ul style="list-style-type: none"> <li>Open Days and Marketing Representative</li> <li>Programme Leader Representative</li> <li>Senior Lecturer Representative</li> <li>UG Student Representative</li> </ul>	SAT Lead	Sept 2017	Sept 2018	<p>3-5 actions recommended from working group - <b>complete</b></p> <p>Improved understanding of why female students accept a place at UWE - <b>ongoing</b></p> <p>Increase in responses to survey question 'if I required information on a University policy (e.g. maternity/ paternity) I would be aware of who to contact for information' – <b>Increased to 44% in 2019, compared to 33% in 2016</b></p> <p>Increase in responses to survey question 'I am personally benefitting from Athena SWAN initiatives in my Department' – <b>no change</b></p>
2.5 (4.2ii )	<b>NEW</b>  (High)  <b>AMBER</b>	Monitor male degree results and consult programme leaders on actions in relation to male UG degree performance.	- Degree results have been monitored and examined by the SAT.	<ul style="list-style-type: none"> <li>- Introduce questions within the UG student survey regarding how male students feel supported.</li> <li>- Module Attainment Gap now reviewed by DAS DLT annually and including an intersectional approach.</li> <li>- Collaboration with DAS widening participation team.</li> </ul>	<ul style="list-style-type: none"> <li>SAT Lead</li> <li>Programme Leader Representative</li> <li>Senior Lecturer Representative</li> </ul>	SAT Lead	Sept 2017	Nov 2020	Increase in understanding of degree result disparities by gender - <b>ongoing</b>

Theme 3: Recruitment									
	New or continuing action	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/end date	
3.1 (5.1 i)	Continuing (High) <b>AMBER</b>	Make the Department more attractive to female applicants by increasing visibility of women among existing staff and students.	<ul style="list-style-type: none"> <li>- Use of positive action statements on job adverts.</li> <li>- Athena SWAN mentioned in Department information for appointments.</li> <li>- All Department staff requested to update their online profile pictures in February 2016.</li> <li>- Departmental video produced in January 2014 featuring 53% (n=9) female and 47% (n=8) male students, and 57% male (n=4) and 43% (n=3) female staff in individual shots.</li> <li>- CRIB Impact brochure produced in October 2015 names 64% (n=21) male researchers and 36% (n=12) female researchers.</li> <li>- Departmental Athena SWAN case studies feature women and men in a range of career and personal contexts.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Recruitment and Progression working group set up in 2018/19 to examine why female recruitment is varying from benchmarks.</li> <li>- Strengthened information on Department culture, flexible working and career breaks within information for appointments.</li> <li>- Created a Recruitment Reminders document.</li> <li>- Trialled the use of WISE for academic appointments.</li> <li>- Encouraged all DAS marketing materials to improve representation of gender equality.</li> </ul>	Head of Department  SAT Lead  Professional Services Representative	Head of Department	Sept 2016	Annually	Increase female applicants for Department job opportunities to 50% by 2019 – <b>42% of applicants are female but females are now more likely to be shortlisted and offered a post after interview</b>
3.2 (5.1 i)	<b>NEW</b> (Medium)	Better utilise Department staff networks in sharing	- Appropriate Department staff are notified when an	- All Department staff are now notified when a job	Head of Department	Head of Department	Sept 2016	Annually	Increase female applicants for Department job opportunities to

	<b>GREEN</b>	and promoting Department job opportunities.	(external) job role is advertised online. - All staff within the Department are invited to presentations for posts.	opportunity is advertised within the Department.	Professional Services Representative				50% by 2019 – <b>ongoing, 42% of applicants are female</b>
3.3 (5.1 i)	<b>NEW</b> (Medium)  <b>GREEN</b>	Ensure that there is a gender and diversity mix (e.g. BME, LBGT) throughout Department recruitment events (interviews, Department tour, presentation).	- Staff recruitment is carried out in accordance with the statutory duties of the University to promote equality and eliminate discrimination. - Interview panels include female representation and wider range of staff grades. - Staff on interview panels have undertaken recruitment and selection training. - All staff within the Department are invited to presentations for posts.	- Encouraged uptake of recruitment and selection training throughout the recruitment process. - Improved intersectionality in recruitment events by extending involvement in campus tours, and hosting, to more junior staff members.	Head of Department  Professional Services Representative	Head of Department  HR	Sept 2016	Annually	Increase diversity of staff engaged in recruitment events by 2019 - <b>complete</b>

**Theme 4: Workload Management, Flexible Working and Career Breaks**

	New or continuing action	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/ended date	
4.1 (5.6 v)	<b>NEW</b> (High)  <b>AMBER</b>	Academic Workload Model is not transparent: Investigate equity of WLB allocation between male and female staff to identify any	- Staff survey shows small increase in staff agreeing workload is allocated fairly (38% to 41%) and openly (38% to 41%) since 2013. - Staff survey shows increases in how staff see their teaching/pedagogy	- Continued to gather feedback from Department staff on the inconsistencies of the WLM. - Moved workload planning earlier, allowing it to inform the PDR process and improve	Head of Department  Senior Lecturer Representative  Senior Research	Subject Group AHOds/ Head of Department	Sept 2017	Sept 2018	Increase by 15% staff agreement that workload is allocated fairly and openly in next staff survey – <b>ongoing, 13% improvement</b> in staff agreement that <b>workload is allocated openly</b> (41% in 2016 to 54% in 2019), and <b>3% improvement</b> that <b>workload is allocated fairly</b> (41% in 2016 to

		variations in 'over-bundling'.	(76% to 81%), administrative work (28% to 44%) and external activities (21% to 34%) valued. - Department has increased advanced use of AWM to identify potential for over-bundling in advance and recruit accordingly. Over bundling has decreased by 25% since 2013/14.	monitoring of staff who are 'over bundled'.	Fellow Representative  Technical Team Representatives  Professional Services Representative				44% in 2019). There was no statistical variation in the responses on the basis of gender
4.2 (5.6 viii)	<b>NEW</b> (Low)  AMBER	Ensure it is clearly communicated to staff that time spent on University outreach and open day events (outside of working hours) should be taken as leave at another time.	- Staff survey asked for the first time if knowledge exchange (inc. public engagement activities) are valued in the Department, 46% agreed/strongly agreed. - Engagement in outreach is included as a discussion prompt in departmental PDRs. - Staff are informally able to take time in lieu on other dates.	- Communicate this message in requests to participate in relevant events. - Avoid scheduling Department meeting or events in close proximity (i.e. on the Monday following a Saturday open day).	Head of Department  Open Days and Marketing Representative	n/a	Sept 2016	Annually	Increase by 15% staff agreement that knowledge exchange (inc. public engagement activities) are valued in the Department – <b>decrease to 54% in 2019 survey, from 63% in 2016</b>  Diversify staff engaged in these activities – <b>increase in female staff participation to 69%</b>
4.3 (5.5 vi)	Continuing (Medium)  <b>GREEN</b>	Ensure that all staff are aware of the option to request flexible working.	- Staff survey shows increase in staff agreeing there is flexibility in their working hours/days/pattern (79% to 91%) since 2013. - Staff survey shows increase in availability and use of asking for time off at short notice, within leave, and without the	- Continue to include questions in staff surveys and focus groups, rather than instigate a formal request system. - Published a greater diversity of case studies. - ESS encourages greater diversity of recording for leave, and paid leave for cancer screening and	Head of Department  SAT Lead	Subject Group AHOs/ Head of Department	n/a	March 2019	Maintain over 90% agreement that staff have flexibility in their working hours/days/Pattern – <b>increased to 99% agreement in 2019</b>  Maintain over 80% agreement that staff can ask for time off at short notice – <b>increased to 95% agreement in 2019</b>

			need to give reasons (56% to 81%) since 2013.	life-long illness appointments.					
4.4 (5.5 i)	<b>NEW</b> (High)  <b>GREEN</b>	Ensure that all line managers are familiar with the UWE guidance and advice for maternity, adoption, paternity and carers leave	- HR resources on maternity, adoption, paternity and carers leave have been updated. - Some staff are utilising all support available before, during and after leave.	- Increased staff awareness of the support available, before, during or after leave. - Provided departmental pointers to UWE HR resources for line managers at 2018 DAS Away Day.	Head of Department  SAT Lead	Head of Department  UWE HR	Sept 2016	Nov 2020	Reduce discrepancies in experience/ awareness amongst staff taking leave, as recorded on staff survey – <b>improvements in all survey questions associated to these types of leave</b>
4.5 (5.5 i)	<b>NEW</b> (Low)  <b>GREEN</b>	Emphasise role of the New Parents group for peer support and advice, alongside maternity/paternity /adoption mentor coffee meetings (Action 5.5).	- Staff would like improved access to leave 'role models' for advice.	- Mentor database now available on the UWE intranet. - Staff groups and forums highlighted in DAS communications.	All SAT members	n/a	Sept 2017	March 2018	Increase awareness amongst staff of role models, as recorded on staff survey – <b>increase in staff reporting it was easy to return to work from 55% in 2016 to 62% in 2019.</b>

**Theme 5: Career Development**

	New or continuing action	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/end date	
5.1 (5.3 ii)	Continuing (High)  <b>AMBER</b>	Ensure that all staff are appraised annually via their PDR and that this process is valuable for workload planning and career development.	- Increased staff having an annual PDR and improved record keeping of this. - PDR's now aligned with early summer to assist in workload planning. - Staff survey shows increase in staff appraised regularly by	- Changed the way PDRs are monitored, permitting non-completions to be identified on an annual basis. - Scheduled PDR's earlier in the academic year to feed into workload planning.	Head of Department  SAT Lead	Head of Department	n/a	Nov 2020	95% staff appraised via PDR or probationary processes by 2020 – <b>94% of female staff, and 95% of male staff completing annually</b>  Staff satisfaction in PDR being useful and professionally valuable to increase to 75% - <b>ongoing, 47% of staff in 2019 saw the PDR process as useful and professionally valuable</b>

			<p>PDR (68% to 88%) since 2013.</p> <ul style="list-style-type: none"> <li>- Staff survey shows increase in staff who see the PDR as useful and professionally valuable (35% to 49%) since 2013.</li> <li>- Guidance notes (including advice on job descriptions, objective setting, recognition, health and wellbeing etc.) for PDR providers circulated by HoD in advance of PDR's being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>- PDR reviewers attend mandatory PDR training as part of UWE Manager training.</li> <li>- Provided an annual briefing for PDR reviewers and collated common issues at the end of each PDR cycle.</li> </ul>					
5.2 (5.3 iii)	Continuing (Medium) <b>GREEN</b>	Encourage staff to participate in mentoring schemes, including (when appropriate) the Women Researchers Mentoring Scheme (WRMS).	<ul style="list-style-type: none"> <li>- 4 female staff have applied to be mentored since 2013</li> <li>- % of female staff at grades I and J has increased since 2013.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicated various mentoring and careers development opportunities (including external) to staff.</li> </ul>	Head of Department  SAT Lead	Head of Department  RBI  Individual staff members	Nov 2016	Nov 2019	- Increase numbers of female staff mentored to nine or more by 2019 - <b>complete</b>
5.3 (5.3 i)	Continuing (Low) <b>AMBER</b>	Encourage uptake of internal and external staff development courses and activities by female and male staff.	<ul style="list-style-type: none"> <li>- Staff survey shows increase in awareness of development and training opportunities in the Department, Faculty and University (over 77%) and 78% have been supported to undertake further academic or professional training.</li> <li>- Staff survey shows increase in awareness amongst staff of training on management, mentoring and</li> </ul>	<ul style="list-style-type: none"> <li>- Continued to offer training and development on unconscious bias at the local level (e.g. via Department Away Day) of benefit for all staff.</li> <li>- Encourage Department staff to make better use of opportunities to be funded to study UWE modules, or participate in internal and external training.</li> </ul>	Head of Department  SAT Lead	Subject AHoDs/ Head of Department/ HR	n/a	Nov 2020	100% staff aware of Department, Faculty and University development and training opportunities as measured by the staff survey – <b>ongoing, 92% of staff have engaged in equality and diversity training and 86% of staff report that they are kept up-to-date with department training and development</b>

			supervision (53% to 85%) and equality and diversity (46% to 88%) since 2013. - Female staff have higher uptake of Department and Faculty level training opportunities. - Technical staff are encouraged to join the Science Council.	- DLT, and those with management responsibilities, have attended mandatory UWE Manager training, - Signed up to the Technician Commitment in 2017.					
5.4 (5.3 i)	<b>NEW</b>  (Medium)  <b>AMBER</b>	Seek to increase uptake of training and development opportunities amongst associate lecturers, whilst recognising that the nature of their contract may make this challenging.	- Staff survey shows low awareness of training and development opportunities amongst Associate Lecturer staff.	- Associate Lecturers added to department mailing lists in 2017. - Continued to offer training and development on unconscious bias at the local level (e.g. via Department Away Day) of benefit for all staff. - Associate Lecturer focus group held in 2019.	Head of Department  SAT Lead  Professional Services Representative	Head of Department  HR	June 2017	March 2019	Increased awareness and uptake of Department, Faculty and University development and training opportunities amongst associate lecturers - <b>ongoing</b>
5.5 (5.3 i)	<b>NEW</b>  (Low)  <b>AMBER</b>	Investigate Department staff uptake of University level training and development, and/or external courses, and consider how this data can be recorded.	n/a	- Staff encouraged to report uptake of external training and development in their PDRs, and to plan in future training and development as objectives. - ESS records University level training.	Equality and Diversity Awards Officer  SAT Lead  Head of Department	HR	March 2017	Nov 2020	Provision of data on external training and development by gender and grade in next application – <b>ongoing, increased data included</b>
5.6 (5.6 iii)	Continuing  (Medium)  <b>GREEN</b>	Encourage staff 'turnover' in Departmental, Faculty and University roles, e.g. committee membership.	-73% of Department roles (e.g. PGR tutor, vacation bursaries coordinator, programme leaders) are now occupied by female staff.	- Turnover in department roles has been encouraged, monitored and more frequently assigned on the basis of transparent expressions of interest.	SAT Lead  Professional Services Representative	Head of Department  Faculty Deans	Sept 2016	Nov 2020	Monitor current levels of female staff in such roles – <b>complete, more parity with 54% of Department roles now female</b>

5.7 (5.6 iii)	<b>NEW</b> (High)  <b>GREEN</b>	Investigate if female staff are 'overburdened' by Departmental, Faculty and University roles.	- Staff survey shows increase in numbers of staff who high identify high administrative load as being detrimental to their career to date (39% to 45%) since 2013.	- Staff focus group carried out in 2019. - Turnover in department roles has encouraged greater parity in committee roles.	SAT Lead  Equality and Diversity Awards Officer	n/a	March 2017	March 2019	50%/50% female/male staff engaged in Departmental, Faculty and University roles – <b>complete, 56% (n=38) of department level committee representatives are female</b>
5.8 (5.6 iii)	<b>NEW</b> (Medium)  <b>AMBER</b>	Report on the excess of committees at the University which may be overburdening staff in certain job roles and grades.	- Data collection identified over 75 University and Faculty committees and groups.	- Engaged with the University SAT and collaborative group regarding committee proliferation. - UWE undertook a rationalisation of committees in 2019.	SAT Lead  Professional Services Representative	University Executive	Nov 2016	Nov 2020	15% reduction in the number of University and Faculty committees and groups - <b>ongoing</b>
5.9 (5.6 iv)	<b>NEW</b> (Medium)  <b>RED</b>	Encourage and value external roles taken on by female staff members.	- SciBytes profiles all staff and student achievements on a monthly basis. All staff are sent a request for news. - Science Matters profiles staff and student successes. - Department away day profiles successes from the year.	- Staff encouraged to report uptake of external roles in their PDRs, and to plan in future training and development as objectives. - Moved workload planning earlier to encourage staff to plan use of their research and scholarship time for such activities. - Increased nominations to University and external awards and schemes.	Head of Department  SAT Lead	Head of Department  Faculty Deans	Sept 2016	Annually	Increase by 15% staff agreement that external professional activities are valued in the Department - <b>ongoing, 10% decrease in external professional activities being valued (for both men and women)</b>
5.10 (4.2 ii)	<b>NEW</b> (High)  <b>GREEN</b>	Continue to monitor the percentage of female staff on fixed term contracts and develop opportunities for	- Percentage of female staff employed on fixed term contracts has decreased to 51% in 2015/16 compared to 75% at the time of our last application.	- Continue to explore opportunities/business cases for permanent contracts.	Head of Department	Head of Department  Principle/co-investigators.	Nov 2016	Nov 2020	% of female staff on fixed term contracts aligns to Alliance Universities average (43%) – <b>complete, 17-25% female staff on fixed term contracts</b>

		permanent contracts.							
<b>Theme 6: Promotion</b>									
	New or continuing action	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/end date	
6.1 (5.1 iii) (5.4)	Continuing (Medium) <b>GREEN</b>	Ensure that all members of staff are familiar with the criteria and procedures for promotion.	<ul style="list-style-type: none"> <li>- SAT have regularly engaged and sought to inform/lobby University policy/procedures regarding promotion (e.g. via Faculty Board February 2014, SAT meetings July 2014, March 2015).</li> <li>- HR created new promotional criteria and guidance June 2014 onwards, including clearer routes to promotion for staff at different levels.</li> <li>- Faculty promotion workshop held in 2014 with Department staff encouraged to attend.</li> <li>- Staff survey shows increase in staff knowledge of UWE's promotion criteria (29% to 52%) since 2013.</li> <li>- Staff survey shows increase in staff knowledge of UWE's promotion processes (31% to 58%) since 2013.</li> </ul>	<ul style="list-style-type: none"> <li>- Improved awareness of promotional processes and criteria, and the perception that there is no variation on treatment of staff on the basis of gender from 60% in 2016 to 82% in 2019.</li> <li>- Continued to lobby for the introduction of a University-led annual promotion scheme.</li> <li>- UWE has clarified the structure to progress to Associate Professor through teaching and learning.</li> <li>- Staff Recruitment and Progression working group set up in 2018/19 to examine how progression can be better supported and actions created.</li> <li>- Carried out staff focus group.</li> <li>- DLT circulated information on Progressing to Associate</li> </ul>	<ul style="list-style-type: none"> <li>Head of Department</li> <li>Faculty Executive Representative</li> <li>AhoD/Research Representative</li> <li>SAT Lead</li> </ul>	HR	Sept 2018	Nov 2019	<ul style="list-style-type: none"> <li>3-5 actions recommended from working group. - <b>complete</b></li> <li>One focus group held - <b>complete</b></li> <li>Increase female promotion rate to 50% by 2019 – <b>ongoing, 46% by 2019</b></li> <li>Increase to 75% staff agreement that they have knowledge of UWE promotion criteria and processes – <b>ongoing, 48% UWE's promotion process and 47% UWE's promotion criteria</b></li> </ul>

				Professor/Professor workshops.					
6.2 (5.1 iii)	<b>NEW</b> (High)  <b>GREEN</b>	Examine why lower numbers of female staff are being promoted.	<ul style="list-style-type: none"> <li>- Female Department staff encouraged to take up Women Researchers Mentoring Scheme.</li> <li>- Staff survey shows majority of female staff have knowledge of UWE's promotion criteria (60%).</li> <li>- Staff survey shows increase in staff knowledge of UWE's promotion processes (31% to 58%) since 2013.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff Recruitment and Progression working group set up in 2018/19 to examine how progression can be better supported and actions created.</li> <li>- Carried out staff focus group.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Department</li> <li>Faculty Executive Representative</li> <li>AhoD/Research Representative</li> <li>SAT Lead</li> </ul>	HR	Sept 2018	Nov 2019	<ul style="list-style-type: none"> <li>3-5 actions recommended from working group - <b>complete</b></li> <li>One focus group held - <b>complete</b></li> <li>Improved understanding of why female promotion rates might be varying - <b>ongoing</b></li> <li>Increase female promotion rate to 50% by 2019 - <b>ongoing, 46% by 2019</b></li> </ul>
6.3 (5.1 iii)	Continuing (High)  <b>AMBER</b>	Ensure female staff are aware of and consider externally, as well as internally, advertised promotion opportunities, alongside opportunities for re-grading.	<ul style="list-style-type: none"> <li>- Annual promotion round for research associates/fellows/senior fellows communicated well in advance to Department staff.</li> <li>- One-to-ones on promotion held by Executive Dean for Research and Innovation (SAT team member) since 2013.</li> <li>- From 2015 agreed that all internal and external departmental appointments will be listed in the Faculty Business plan and all staff will be informed on opportunities well in advance.</li> </ul>	<ul style="list-style-type: none"> <li>- All Department staff are notified when a job opportunity is advertised within the Department.</li> <li>- All Department staff are notified when a job opportunity, permitting progression, is advertised within other departments (e.g. AhoD roles).</li> <li>- Progression resources signposted in Athena SWAN updates (e.g. SciBytes and Away Days).</li> <li>- DLT circulated information on Progressing to Associate Professor/Professor workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Department</li> <li>Faculty Executive Representative</li> <li>AhoD/Research Representative</li> <li>SAT Lead</li> </ul>	HR	n/a	Nov 2019	<ul style="list-style-type: none"> <li>Increase female promotion rate to 50% by 2019 - <b>ongoing, 46% by 2019</b></li> <li>Increase to 75% staff agreement that they have knowledge of UWE promotion criteria and processes - <b>ongoing, 48% UWE's promotion process and 47% UWE's promotion criteria ongoing, 48% UWE's promotion process and 47% UWE's promotion criteria</b></li> </ul>

6.4 (5.3 iii)	<b>NEW</b> (High)  <b>GREEN</b>	Feed into UWE processes regarding the additional need for teaching led progression routes.	- Staff survey data gathered information on barriers to progression at UWE. - Staff survey identified career progression and promotion as the second most important priority area that Athena SWAN could address for department staff.	- Engaged with the University SAT and collaborative group regarding promotion opportunities for teaching orientated staff beyond Senior Lecturer level. - UWE has clarified the structure to progress to Associate Professor through teaching and learning. - DLT circulated information on Progressing your career in learning and teaching organised by the Academic Practice Directorate.	Head of Department  Faculty Executive Representative  AhoD/Research Representative  SAT Lead  Equality and Diversity Awards Officer	HR/University Executive	Sept 2016	Nov 2019	UWE instigates a teaching led progression route – <b>complete, UWE has clarified the structure to progress to Associate Professor through teaching and learning</b>
6.5 (5.1 iv)	<b>NEW</b> (Medium)  <b>GREEN</b>	Continue to monitor female researchers entered to REF, compared to those eligible, and recommend UoA leads have compulsory unconscious bias training.	- Increase in the numbers of female staff, as well as early career researchers and those who had a career break entered in REF 2014.	- Female staff members were appointed to lead UoA3 and 6, and UoA leads have had unconscious bias training. - REF CV has helped to inform selection of outputs. - SAT fed into consultation on a new Code of Practice.	Faculty Executive Representative  Senior Research Fellow Representative  Research Fellow/Associate Representative	UoA Leads	Sept 2016	Nov 2020	Increase in female researchers entered from the Department in REF 2020/21 – <b>ongoing, outcome will be known in 2020</b>  50% of eligible female staff entered in REF 2020/21 - <b>ongoing, outcome will be known in 2020</b>
6.6 (5.1 iii)	<b>NEW</b> (High)  <b>GREEN</b>	Improve record keeping for staff applying for promotional opportunities that are advertised both externally and	- Records on promotion by gender are now being kept by HR.	- All promotion information is now captured by the electronic recruitment process.	Head of Department	Head of Department  HR	Sept 2016	Nov 2019	Complete records on application, shortlisting and appointment to be presented in 2019 application - <b>complete</b>

		internally, or do not follow the electronic recruitment process.							
<b>Theme 7: Communication and Culture</b>									
	New/ continuing action	Issue identified for action	Actions and impacts achieved since 2013	Actions and impacts achieved since 2016	Responsibility (SAT member)	Accountability	Timescale		Success Measure
							Start	Review/ end date	
7.1 (3iii)	Continuing (High) <b>AMBER</b>	Increase awareness of Athena SWAN and the role of the SAT in embedding change across the Department.	<ul style="list-style-type: none"> <li>- Application and action plan shared with all Department staff.</li> <li>- Department Athena SWAN website established.</li> <li>- Athena SWAN included in HoD monthly news (SciBytes) and Department 'magazine' (Science Matters).</li> <li>- Staff survey shows increase in number of staff aware of Athena SWAN in the Department (39% to 81%) since 2013.</li> </ul>	<ul style="list-style-type: none"> <li>- Bronze Award outcome shared via DAS Forums and UWE Staff News</li> <li>- Athena SWAN logo shared for use in staff email signatures.</li> <li>- Athena SWAN included on agenda at 2017,18 and 19 DAS Away Day.</li> <li>- Standing item on department committees.</li> <li>- Waiting list for SAT membership.</li> <li>- Increased use of 'Gender Equality' rather than Athena SWAN.</li> </ul>	All SAT members	SAT Lead	Sept 2016	Annually	<p>95% staff aware of Athena SWAN in the Department –<b>ongoing, increased to 85% agreement in 2019</b></p> <p>Increase in 'agree' responses to survey question 'I am personally benefitting from Athena SWAN' - <b>ongoing, increased to 25% agreement in 2019</b></p>
7.2 (3.2 iii)	<b>NEW</b> (Medium) <b>GREEN</b>	When appropriate, coordinate with other equality and diversity events and activities at Department level.	<ul style="list-style-type: none"> <li>- 'Athena SWAN plenary' included in annual Department careers event the 'Futures Fair'.</li> <li>- Conversations held with BME and widening participation team about possible collaborative opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Three SAT members participate in Faculty Equality, Diversity and Inclusivity Task Force.</li> <li>- Continuing collaborations with employability, widening participation teams and other DAS events.</li> </ul>	SAT Lead  Professional Services Representative	Equality and Diversity Unit	Jan 2018	Dec 2018	Increased engagement with other Department events (2-4 per year) - <b>complete</b>

7.3 (3.iii) )	Continuing (High)  <b>GREEN</b>	Share good practice with the Faculty and institution.	- Athena SWAN news and updates from the Department communicated in University weekly e-news and the <i>Voice</i> magazine. - Member of the UWE Athena SWAN collaborative group (established January 2015). - Application, including impacts and future action plan shared with collaborative group.	- Results of Athena SWAN activities are regularly shared with the Faculty Executive. - DAS materials are used as templates for other departments (e.g. postcard). - Continued 'local' Department equality and diversity training.	SAT Lead  Equality and Diversity Awards Officer	Equality and Diversity Unit/ University SAT	Sept 2016	Nov 2019	3-5 actions recommended from student intern project – <b>incomplete, UWE student intern process changed meaning this activity could not go ahead</b>  Provision of advice to 1-4 new Departments applying to Athena SWAN for the first time – <b>complete</b>
7.4 (3.2 iii)	<b>NEW</b> (High)  <b>GREEN</b>	Investigate a way to better report/coordinate issues to the University SAT.	- Member of the UWE Athena SWAN collaborative group (established January 2015).	- SAT lead is a member of the UWE Athena SWAN steering groups. - Issues regularly fed to University via collaborative group.	SAT Lead	Equality and Diversity Unit/ University SAT	March 2017	Annually	Reporting mechanism from Department to University SAT established – <b>complete</b>
7.5 (5.6 vi)	<b>NEW</b> (Medium)	Investigate the introduction of core hours (10-4pm) for Department meetings.	- SAT meetings scheduled well in advance, within working hours of 10-4pm and avoiding key holidays (e.g. half-term).	- SAT meetings held on a rotating schedule to accommodate part-time staff. - Consultation on core hours and introduction in next action plan.	Head of Department  Professional Services Representative	Head of Department	Sept 2017	Annually	75% of Department meetings scheduled between 10-4pm – <b>complete</b>
7.6 (5.6 vii)	Continuing (High)  <b>AMBER</b>	Publicise and celebrate the successes of staff and students (publications, Award of Grants, Nominations for awards, prizes).	- Award celebration held (November 2013) to mark Bronze Award. - SciBytes profiles all staff and student achievements on a monthly basis. All staff are sent a request for news.	- Increased nominations to University and external awards and schemes. - Introduced Penny Coffee scheme as recognition for good work. - Increased encouragement to apply	Head of Department  All SAT members	Head of Department	n/a	Annually	Greater variety of news shared in SciBytes, Science Matters and through internal and external staff awards – <b>complete</b>  95% of staff agree that successes are publically acknowledged within the Department. – <b>ongoing, 71% agreement in 2019</b>

			<ul style="list-style-type: none"> <li>- Science Matters profiles staff and student successes.</li> <li>- Department away day profiles successes from the year.</li> <li>- Head of Department encourages staff and students to apply for external and internal awards.</li> <li>- Staff survey shows increase in number of staff agreeing that staff successes are publically acknowledged within the Department (34% to 75%) since 2013.</li> </ul>	for the Exceptional Contribution Honorarium scheme.					
7.7 (5.6 vi)	Continuing (Medium)  <b>GREEN</b>	Improve social aspects of the Department, and introduce more social gatherings that also involve students.	<ul style="list-style-type: none"> <li>- Annual departmental Barbeque held in coordination with departmental Away Day. Staff and PhD students are invited to bring their families.</li> <li>- Annual departmental Christmas party. Staff and PhD students are invited to bring their families.</li> <li>- Christmas and NSS parties held at programme level to celebrate achievements with UG students.</li> <li>- Monthly 'Cake Friday' encourages staff to socialise and meet over coffee.</li> <li>- Staff survey shows increase in number of</li> </ul>	<ul style="list-style-type: none"> <li>- Continued to hold social events to which students of all levels are also invited.</li> <li>- Staff survey shows increase in number of staff agreeing that the working environment is friendly (86% to 88%) since 2016.</li> </ul>	All SAT members	n/a	Sept 2016	Annually	<p>5-6 social events held per year - <b>complete</b></p> <p>Increase in number of social events held to which students are invited - <b>complete</b></p>

			staff agreeing that the working environment is friendly (82% to 86%) since 2013.						
7.8 (5.6 vi)	<b>NEW</b> (Medium)  <b>AMBER</b>	Ensure departmental and social gatherings are organised over a range of days of the week to enable staff on differing work patterns to engage.	n/a	- Varied dates and timings of social events to accommodate different working patterns.	All SAT members	n/a	Sept 2016	Annually	Increase in social gatherings held on Tuesday – Thursday - <b>ongoing</b>
7.9 (5.6 vii)	<b>NEW</b> (High)  <b>GREEN</b>	Improve the gender balance of speakers at key Department events (e.g. seminar series)	- 35% of speakers at Department seminars have been female.	- Requested in that seminar organisers keep gender balance in mind when identifying speakers from 2017/18.	AHoD/Research Representative	Research Centres	Sept 2016	Annually	50% of speakers at Department seminars are female – <b>complete, 56% seminar speakers female since 2016</b>
7.10 (5.6 viii)	<b>NEW</b> (Low)  <b>AMBER</b>	Make 'gender count' liaison with PE coordinator to encourage outreach reporting and evaluation to include demographics on gender as standard.	- Improved data on staff participation in outreach since 2013. - Staff survey asked for the first time if knowledge exchange (inc. public engagement activities) are valued in the Department, 46% agreed/strongly agreed.	- Outreach evaluation does not routinely collect data on participants, including their gender. - PDR form acknowledges outreach and public engagement	SAT Lead	UWE Public Engagement Coordinator	Sept 2016	Annually	Improved information available on the gender of participants in departmental outreach - <b>ongoing</b>