**Athena Swan Action Plan (2017-2021)**

**Actions relating to Section 2 (Description of the Institution)**

<table>
<thead>
<tr>
<th>Action Ref</th>
<th>Planned Action</th>
<th>Rationale</th>
<th>Key Outputs and Milestones</th>
<th>Start</th>
<th>End</th>
<th>Owner(s)</th>
<th>Success Criteria and Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Priority action</strong>&lt;br&gt;Work towards Bronze and Silver awards in all departments</td>
<td>To support UWE's commitment to all 14 departments having achieved, or be on their way to achieving, a Bronze AS Charter Award&lt;br&gt;AS Principles # all</td>
<td>• Establish AS SATs in all departments&lt;br&gt;• Departments apply per application timeline (Figure 2.4), making reference to this institutional AS action plan</td>
<td>Underway</td>
<td>Nov 2020</td>
<td>PVC Research and Business Engagement&lt;br&gt;AS SAT Co-Chairs, Faculty Deans, Departmental leads</td>
<td>AS Bronze achieved by ten departments&lt;br&gt;AS Silver achieved by DAS and EDM&lt;br&gt;Two remaining departments working towards AS Bronze</td>
</tr>
</tbody>
</table>

**Actions relating to Section 3 (Self-Assessment)**

<table>
<thead>
<tr>
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<th>Owner(s)</th>
<th>Success Criteria and Outcome</th>
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<tr>
<td>2</td>
<td><strong>Regular review of AS SAT membership to ensure it fully reflects UWE’s diversity</strong></td>
<td>To ensure the SAT improves its representative nature in terms of intersectionality: gender balance, ethnicity, contract type and grade&lt;br&gt;AS Principle # 10</td>
<td>• Annual review of membership&lt;br&gt;• Recruitment of individuals to join SAT where gaps are identified</td>
<td>June 2017</td>
<td>Annual</td>
<td>University AS Co-chairs</td>
<td>SAT membership includes people with different contract types across the career ladder, and greater representation of BME and other protected characteristics</td>
</tr>
<tr>
<td>3</td>
<td><strong>Priority action</strong>&lt;br&gt;Develop improved data collection and analysis systems</td>
<td>To provide easily accessible data sets to support future AS and other relevant Charter applications and to review impact of actions</td>
<td>• Roll out of new HR system&lt;br&gt;• Develop variety of relevant data reporting tools and integrate these</td>
<td>June 2017&lt;br&gt;Sept 2017</td>
<td>June 2018&lt;br&gt;April 2018</td>
<td>HR Director&lt;br&gt;E&amp;D and Data Systems Managers</td>
<td>Improved and more accessible data is available at departmental and institutional level</td>
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<tr>
<td><strong>4</strong></td>
<td>Analyse, and act upon, staff survey 2017 findings in relation to gender and other protected characteristic differences</td>
<td>To assess differential experiences of women, men, trans people and BME people</td>
<td>AS Principles # 7, 10</td>
<td>• Conduct protected characteristic and intersectional analysis, identifying key issues (by gender, trans, ethnicity, age, disability, religion and belief, sexual orientation and citizenship) and compare with 2014 survey results</td>
<td>May 2017</td>
<td>Sept 2017</td>
<td>E&amp;D Manager</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Present findings to EMG</td>
<td>Oct 2017</td>
<td>Mar 2018</td>
<td>HR Director Directorate, Heads of Faculties and Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Embed relevant interventions into Faculty and Service plans</td>
<td>Nov 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Investigate the reasons underlying data trends which the self-assessment process has identified</td>
<td>To establish whether there are negative impacts on career progression as a result of the data trends identified (e.g. uptake of flexible working opportunities by gender, differences of % of women and men on research-only contracts, % of male part-</td>
<td>AS Principles # all</td>
<td>• Conduct themed staff focus groups</td>
<td>Sept 2017</td>
<td>Dec 2017</td>
<td>AS University SAT</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Analyse quantitative and qualitative data</td>
<td>Jan 2018</td>
<td>October 2018</td>
<td></td>
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<tr>
<td>6</td>
<td><strong>Priority action</strong></td>
<td>To embed the AS principles within all areas of the institution’s activities</td>
<td><strong>Annual programme of AS themed lectures and seminars</strong></td>
<td>Sept 2017</td>
<td>Review annually</td>
<td>AS University SAT</td>
<td>Increased awareness of and engagement in AS activities and events by the staff and student body as reflected in departmental AS surveys</td>
</tr>
<tr>
<td></td>
<td><strong>Actively promote and support a range of AS-related activities (including some which showcase role models of under-represented genders)</strong></td>
<td><strong>AS Principles # all</strong></td>
<td><strong>Production of a range of institutional and departmental AS promotional materials</strong></td>
<td>June 2017</td>
<td>Review annually</td>
<td>AS Collab. Group Strategic Communications and Engagement EDU and AS University SAT Co-chairs</td>
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</tr>
<tr>
<td></td>
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<td></td>
<td><strong>AS activities and news communicated to staff and students via a range of channels</strong></td>
<td>Sept 2017</td>
<td>April 2021</td>
<td>AS University SAT</td>
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<tr>
<td></td>
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<td></td>
<td><strong>SAT members continue to attend (and host) regional and national AS events</strong></td>
<td>July 2017</td>
<td>April 2021</td>
<td>AS University SAT</td>
<td></td>
</tr>
</tbody>
</table>
### Actions relating to section 4 (A picture of the organisation)

<table>
<thead>
<tr>
<th>Action Ref</th>
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</tr>
</thead>
</table>
| 7          | Evaluate new entrant pilot schemes* for their impact on gender diversity | To determine whether new schemes have achieved a greater gender balance of new academics, particularly women and men in disciplines where they are under-represented | • Review progression of ASL scheme participants  
• Review progression of GT scheme participants  
• Scope rollout of schemes across the institution | May 2018  
May 2019  
Nov 2018  
Nov 2019 | Sept 2018  
Sept 2019  
Nov 2019 | HR Organisation and Leadership Development Manager | Departments participating in the scheme report greater diversity of new entrants (especially of under-represented genders, and BME people) |
|            | *eg Assistant Support Lecturer and Graduate Tutor roles | AS Principles # 2,3,5  
[also contained in Strategy 2020 action programme] |           |       |       |         |                               |
| 8          | Priority action  
Investigate the career pipeline leakage from AP and AHoD to Professor in all disciplines | To understand reasons for drop off so that actions can be put in place University-wide | • Detailed analysis of existing data by department  
• Conduct focus groups to collect qualitative data  
• Agree actions with People and Performance 2020 Strategic Board | March 2017  
Dec 2017  
Nov 2018  
Dec 2018 | Oct 2018  
June 2018  
Dec 2018 | AS Departmental leads  
HR Organisation and Leadership Development Manager  
DVC and HR Director | Clear diagnosis of the issues that result in pipeline leakage  
Agreed actions implemented and monitored in local AS Action Plans  
Progress being made towards increasing the percentage of female Professors |
|            |               | AS Principles # 2,5  
[already being progressed as a Strategy 2020 action] |           |       |       |         |                               |
| 9          | Address issues in the intersection between ethnicity and gender through both the AS SAT | To address: the proportion of BME academic women (below | • Feature BME role models within Academic Promotion Roadshows, | June 2017  
June 2017 | Sept 2018  
Sept 2018 | RBI, HR Resourcing Manager and Strategic | Increased % of BME women across the board, and into leadership and management generally |
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Action</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Address the female under-representation in STEMM and male under-representation in female-dominated STEMM areas such as HAS (e.g. Nursing and Midwifery) and in AHSSBL</td>
<td>Identify internal best practice which has increased the proportion of male or female staff (where they were under-represented within the discipline)</td>
<td>May 2017</td>
<td>SAT Co-Chairs</td>
</tr>
<tr>
<td>2.</td>
<td>Address the female under-representation in STEMM and male under-representation in female-dominated STEMM areas such as HAS (e.g. Nursing and Midwifery) and in AHSSBL</td>
<td>To disseminate these actions through a variety of reporting mechanisms and events, including Faculty and Departmental Executives</td>
<td>Sept 2017</td>
<td>Members of AS collaborative group</td>
</tr>
<tr>
<td>3.</td>
<td>Share good practice of instances where gender imbalances are being successfully addressed via the AS Collaborative Group</td>
<td>To address the female under-representation in STEMM and male under-representation in female-dominated STEMM areas such as HAS (e.g. Nursing and Midwifery) and in AHSSBL</td>
<td>Ongoing</td>
<td>Greater use of best practice across STEMM and AHSSBL department SAT leads (e.g male-dominated areas in STEMM share their insights with female-dominated areas in AHSSBL)</td>
</tr>
</tbody>
</table>

- Faculty AS SATs and HR to determine further actions to support the career development of female BME staff in different disciplines
- Finalise, approve and agree resourcing for the RETF action plan
- Implementation of RETF action plan

AS Principles # 1, 2, 10

Comms and Engagement SATs and HR Organisation and Leadership Development Manager

RET Co-Chairs, DVC (RETF sponsor)

HR, RETF Faculty and Service leads with respective Fac/Svcs

Increase % of BME women in STEMM and AHSSBL

RETF and AS action plans mutually reinforce common goals

(to align first with University Alliance, then with HE sector benchmarks)
|   | **Seek to appoint a more balanced gender mix of Visiting Professors** | **To address the current notable gender imbalance of Visiting Professors** | • Raise faculties’ awareness of current gender imbalance  
• Monitor nomination by gender  
• Put measures in place to rebalance gender | **Sept 2017**  
**Sept 2017**  
annually **Dec 2020** | **SAT Executive Deans and Research Centre Directors** | **Increase the proportion of female Visiting Professors across all faculties** |
|---|---|---|---|---|---|---|
| 11 | **Investigate reasons for uptake of AL contracts by gender and discipline and interest in research-focused roles** | **To explore ALs’ career expectations and various reasons for gender imbalance of ALs**  
AS Principles # 2, 3, 6 | • Conduct focus groups with ALs at faculty/department level  
• Increase AL uptake of the staff survey  
• Analyse data trends for shifts in gender or discipline balance of ALs  
• Address issues identified through staff survey/focus groups including career support if warranted | **Sept 2017**  
**May 2017**  
**Sep 2017**  
**April 2018** | **EDU and HR Services manager**  
**Faculties to cascade**  
**Faculties/HR Services Manager and SAT**  
**Faculties/HR Services Manager** | **Improved rates of AL satisfaction measured in the staff survey** |
| 12 | **Priority Action**  
Identify and action approaches to increase staff exit survey completion rate | **To enable the University to gather data that is statistically robust, enabling the identification of any gender trends and appropriate actions taken.**  
AS Principles # all | • Proposal on enhanced exit survey methods and communications agreed  
• Present analysis (by gender) of exit info to SAT | **May 2018**  
**May 2018**  
**January 2019** | **HR Services Manager**  
**HR Systems Manager** | **Increased exit survey completion rate, from 17% to 30% by 2021** |
Implement the findings and recommendations of UWE equal pay reviews

To ensure transparency and fairness with regard to pay equality

AS Principle # 4

- Implement pay review 2015 recommendations including the reconsideration of policy for salary-assessment of internal recruits to higher grade roles
- Review results of the recent professorial merit pay review to ensure that the trend in gender pay gap is decreasing
- Publish UWE’s gender pay information

April 2017

July 2018

HR Employee Relations and Manager

Over-all pay gap continues to reduce (from current 12.6%)

Senior leadership pay gap reduces over time (from current 5.5%)

Gender gap in professorial merit pay awarded is eliminated by 2021

Actions relating to section 5.1 (Recruitment)

<table>
<thead>
<tr>
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</table>
| 15         | Priority Action | Address the potential for unconscious bias within the shortlisting and interview and processes | To ensure that female applicants continue to progress through the recruitment process, particularly when applying to parts of UWE where a high proportion of senior roles are held by men

AS Principles # 1, 2, 5, 9 | Shortlisting:
- Encourage take up of Recruitment and Selection training (includes unconscious bias) by areas of UWE with low completion rates
- Introduce anonymisation of applications for professional posts
- Evaluate possible options for anonymisation of shortlisting for academic posts

Interview:

Mar 2017 | Aug 2017 | HR Training Delivery Manager | By Dec 2020, 90% of recruiting managers to have done Recruitment and Selection training within the previous 3 years (as part of UWE Manager programme) | Anonymous application process introduced for professional posts and possibilities evaluated for academic process | All panel members receive unconscious bias |
| Priority action | To increase applications from under-represented groups, as identified by data analysis, to reach our gender benchmarks
To address the lower success rate of women applying for STEMM posts (than for AHSSBL posts)
AS Principles # 2, 3 | Review recruitment materials (job descriptions, further particulars, comms materials, adverts, images)
Using new HR system, evaluate effectiveness of recruitment channels in encouraging a diverse applicant pool
Explore targeted campaign to attract more

| 16 | - Interim briefing material covering unconscious bias given to interview panel members by panel chair prior to interviews
- Maintain and offer list of diverse pool of trained panel members to panel chairs while continuing mandatory requirement for gender diversity on interview panels
- Promote via internal comms channels and track uptake of e-learning module on unconscious bias (to reach those not taking R&S training) | Mar 2017 Ongoing
June 2017 Ongoing
Aug 2017 Ongoing | HR Resourcing Manager and HR Training Delivery Manager | Interview panels’ data shows they are representative of the University population
Increased uptake of unconscious bias e-learning module in under-represented areas

| 16 | Increase % of applications from female candidates
Increase in successful applications from females candidates for STEMM posts | Oct 2016 Dec 2018 and ongoing review
April 2018 Dec 2018
Jan 2019 April 2019 | HR Resourcing Manager with Strategic Communications and Engagement HR Resourcing Manager |
female applicants to STEMM vacancies
- Annual review of progress with this action, linked to staff demographic KPIs reporting

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<tbody>
<tr>
<td>17</td>
<td>Priority Action</td>
<td>Development clear and transparent processes on how people can be considered for promotion</td>
<td>To address lack of clarity on the career pathways available to academic, research and professional services and the processes to support promotion AS Principles # 2, 5, 9 [Also contained in Strategy 2020 action programme]</td>
<td>Dec 2017</td>
<td>Feb 2018</td>
<td>Heads of Faculty/Prof Svcs/ Departments supported by HR HR Organisation and Leadership Development Manager</td>
<td>Staff report greater clarity around career progression in surveys Open and transparent promotions process measured through focus groups and staff survey Successful promotion case studies are publicised on the intranet</td>
</tr>
<tr>
<td>18</td>
<td>Develop and run workshops for faculty staff to support their understanding of, and use of, progression pathways</td>
<td>To address lack of clarity on the career pathways available to academic, research and professional services and the processes to support promotion</td>
<td>• Roll out existing AP/P workshops to all four faculties • Scope out additional workshops to support staff in career development and progression journeys</td>
<td>Feb 2017</td>
<td>Dec 2017</td>
<td>Faculty Deans Associate Deans - Research HR Organisation and Leadership Development Manager</td>
<td>Workshops reach at least 45% of relevant faculty staff Positive feedback from workshops via LDC and staff survey</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Action</td>
<td>Responsible Party</td>
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<tr>
<td>10</td>
<td>[Also contained in Strategy 2020 action programme]</td>
<td>To support the development and progression of existing staff</td>
<td>HR Training Delivery Manager</td>
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</tbody>
</table>
|   | To improve how the process and criteria for career development and progression is communicated to staff | • Roll out of additional workshops  
• Annual evaluation of workshops and amended as appropriate |                                                                     |
|   |                                                                            | AS Principles # 2, 5, 9                                              |                                                                     |
| 19 | Review and enhance University-wide coaching, mentoring, buddyng options to support women’s career aspirations (including into research management roles) | To increase awareness and understanding of all these options and ensure all options are accessible | HR Organisation and Leadership Development Manager |
|   |                                                                            | • As part of People and Performance 2020 clarify mentoring/buddying  
• Proposal on mentoring framework |                                                                     |
|   |                                                                            | AS Principles # 2, 5, 6                                              | Increased uptake of career-oriented mentoring options and improved career trajectory of participants |
| 20 | Priority Action: Examine current academic career pathways to develop progression routes for people specialising in Teaching & Learning | To gain a particular understanding of issues affecting female progression | Director Teaching and Learning |
|   |                                                                            | • Gather information on other HEI models and propose changes  
• Develop routes through to AProf and Professor for staff with T&L focus which are of equal status with research routes  
• Develop guidance or support mechanisms |                                                                     |
|   |                                                                            | Autumn 2016  
Underway  
Jan 2018  
May 2018 |                                                                     | Increased number of female staff in Assoc Prof and Prof roles generally and via the T&L route |
|   |                                                                            | Feb 2017  
Dec 2017  
May 2018 |                                                                     | Implementation of career paths which ensure academic strengths (whether in research, teaching, the wider student experience, leadership |
These new roles will be of equal status to existing research profile Assoc Prof/Prof roles for those preparing business cases

- Link professorial performance and reward scheme to the new career pathways
- Effectiveness assessed through focus groups after one year of operation

AS Principles # 1, 2, 5, 9
[also contained in Strategy 2020 action programme]

- Link professorial performance and reward scheme to the new career pathways
- Effectiveness assessed through focus groups after one year of operation

AS Principles # 1, 2, 5

<table>
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<tr>
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<tr>
<td>21</td>
<td>Priority Action</td>
<td>Raise aspirations of women to become REF ready</td>
<td>To increase the number of women submitted to REF 2021</td>
<td>May 2017</td>
<td>Sept 2017 and annually recurring</td>
<td>Assoc Deans for Research and Research and Business Innovation</td>
<td>Increase of female submission rate to REF 2021</td>
</tr>
<tr>
<td>22</td>
<td>Priority Action</td>
<td>Continue investing in women’s leadership training (including BME women, ref action 9)</td>
<td>To support the progression of women to both academic and professional leadership roles</td>
<td>June 2017</td>
<td>Review annually</td>
<td>SAT Faculty reps Heads of Faculties and Services</td>
<td>Increased Faculty commitment to Aurora uptake Achieve gender balance in REACH</td>
</tr>
<tr>
<td>23</td>
<td>Integrate an understanding of E&amp;D and AS priorities into UWE Manager and E&amp;D training</td>
<td>To ensure we are providing a portfolio of relevant and effective training which enables the embedding of AS principles</td>
<td>Evaluate training offered in quantitative and qualitative ways</td>
<td>Ongoing</td>
<td>At least quarterly</td>
<td>HR Training Delivery Manager with E&amp;D Manager</td>
<td>Improved staff and specifically management competency around AS and E&amp;D principles and inclusive behaviours</td>
</tr>
<tr>
<td>24</td>
<td>Analyse gender difference in participation in Researcher Forum</td>
<td>To understand reasons for lower male researcher involvement</td>
<td>Analyse take up and channels used to promote</td>
<td>Nov 17</td>
<td>Mar 18</td>
<td>PVC Research Research and Business Innovation</td>
<td>Progress towards achieving 50/50 Researcher participation by gender</td>
</tr>
<tr>
<td>25</td>
<td>Continue to monitor ECR Awards applicants and recipients by gender and discipline to identify any necessary actions</td>
<td>To measure the effectiveness of the scheme in supporting career progression and identify whether lower grade female academics apply for the scheme at a comparable level to lower grade males</td>
<td>Analyse data of all applicants by gender and grade</td>
<td>June 2017</td>
<td>annually</td>
<td>Research and Business Innovation</td>
<td>Gender breakdown of ECR Awards participants remains equal</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Use findings to improve uptake of the scheme</td>
<td></td>
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<td></td>
<td>Awardees continue to progress in their career trajectory</td>
</tr>
</tbody>
</table>
### Actions relating to section 5.5 (Flexible working and managing career breaks)

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</table>
| 26         | Priority Action | Increase awareness of flexible working and family-friendly policies | To address lack of awareness of the range of flexible working, family-friendly policies and other categories of leave policies that are available AS Principles # 1, 2, 5, 9 | • Rollout of mandatory new and existing manager training programme (covering all policies including flexible working, family-related leave etc)  
• Promotion of policies to all staff through internal communication channels and via line managers through team meetings  
• Develop a range of case studies, with diverse role models which show policies in action and challenge gender stereotypes | April 2017 | July 2018 | HR Training Delivery Manager | Increased levels of uptake of flexible working opportunities, and family-friendly leave, including by male staff |
| 27         | Investigate the provision of childcare options for staff involved in UWE based activities which take place outside of normal working hours | To remove the barriers for staff with childcare responsibilities to attend UWE hosted events which may support career progression, such as conferences and applicant open days AS Principles # 1, 2, 5, 9 | • Identify the level and nature of demand for childcare facilities  
• Identification of options and assessment of feasibility | Jan 2018 | Dec 2018 | HR Employee Relations and Reward Manager | Staff survey satisfaction increases regarding work-life balance |

Future Students Manager  
Halley Nursery (SU)  
Head, Centre for Sport
### Actions relating to section 5.6 (Organisation and culture)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>28</strong></td>
<td>UWE Board of Governors to engage with positive action in recruitment of new Board members</td>
<td>Board of Governors to increase the diversity of the board to better reflect the diversity of staff and student bodies. AS Principles # 2, 8, 9, 10 [this is also an action in the Single Equality Scheme]</td>
<td>• Conduct biennial Governor census  • Implement more inclusive recruitment processes to diversify Governors profile (to more closely reflect staff and student diversity)</td>
<td>Jan 2017</td>
<td>July 2017</td>
<td>Aug 2020</td>
<td>Head Of Governance and Policy</td>
</tr>
<tr>
<td><strong>29</strong></td>
<td>Publish role models on UWE website, particularly including people from areas where there is gender imbalance, and ensuring all imagery is considered for diversity</td>
<td>Need to widen the pool of role models in non-traditional male/female areas AS Principles # 2, 3, 9</td>
<td>• Publish case studies on staff intranet and external website to support recruitment (to include male role models working part-time)</td>
<td>August 2018</td>
<td>Dec 2018 and ongoing</td>
<td>Strategic Comms and Engagement HR Resourcing Manager</td>
<td>More diverse role model stories published on website and increased gender balance in areas where needed</td>
</tr>
<tr>
<td><strong>30</strong></td>
<td>Increase number of male staff engaging and leading on outreach and public engagement activities especially in disciplines in which men are under-represented</td>
<td>To address current gender imbalance and to provide positive male role models where men are under-represented and to ensure outreach and engagement work doesn’t disproportionately get done by women AS Principles # 2, 3</td>
<td>• Develop monitoring system to track university outreach activity participation to ensure gender balance is in place  • Increased male activities supporting disciplines where there is male under-representation</td>
<td>Sep 2017</td>
<td>April 2017</td>
<td>Recruitment and Outreach office</td>
<td>Data on outreach activities by school type and gender available and used to inform annual outreach programme</td>
</tr>
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<td>Increase in the % of males undertaking /public engagement activities</td>
</tr>
</tbody>
</table>
| 31 | To systematically monitor university outreach activities participation | To gain an understanding of participation in outreach activities by school type and gender | • Development of monitoring system  
• Annual review of engagement in outreach activities by school type and gender.  
• Revision of outreach programme in the light of annual review | Sept 2017  
Sept 2018  
Sept 2018 | April 2017  
July 2018  
Sept 2020 | Head of Recruitment and Outreach | Data on outreach activities by school type and gender available and used to inform annual outreach programme |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 32 | **Priority Action**  
Monitor workload allocation by gender and contract type and identify the need for appropriate actions | To establish whether there are any trends in workload allocation or management which may impact on career progression  
AS Principles # 2, 5, 9 | • Systematic monitoring of workload allocation by gender and contract  
• Review of workload allowances supporting return from maternity leave. | Sept 2017  
Sept 2017  
Sept 2017 | July 2018  
Dec 2017 | Academic Planning Governance Group | Academic planner provides insight into any gender or contract based workload trends, with recommendations as appropriate |
<table>
<thead>
<tr>
<th>Action Ref</th>
<th>Planned Action</th>
<th>Rationale</th>
<th>Key Outputs and Milestones</th>
<th>Start</th>
<th>End</th>
<th>Owner(s)</th>
<th>Success Criteria and Outcome</th>
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</thead>
<tbody>
<tr>
<td>33</td>
<td>Refresh and publish Trans Policy and Guidance in consultation with staff and students</td>
<td>Existing policies are 6 years old and need to reflect changes in the sector and in practice AS Principles # 1, 7 [this is also an action in the Single Equality Scheme]</td>
<td>• Review feedback received from Stonewall and ECU guidance • Consult with relevant staff and students (mix of online and F2F) • Develop revised policies and guidance • Publish new policies and guidance</td>
<td>Oct 2017</td>
<td>Dec 2017</td>
<td>E&amp;D Manager, HR Employee Relations and Reward Manager and Student Policy Manager</td>
<td>Refreshed policy and guidance published, which address staff and student concerns and sector best practice</td>
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<td>34</td>
<td>Working group to explore ways international students can update their records on arrival at UWE</td>
<td>To safeguard confidentiality of students’ sensitive information until arrival in the UK AS Principles # 1, 7 [this is also an action in the Single Equality Scheme]</td>
<td>• Modify existing data collection on religion/belief, sexual orientation and gender identity on student electronic registration forms so that fields can be edited by students on an annual basis</td>
<td>Nov 2016</td>
<td>Summer 2017</td>
<td>Director of Academic Services Director of IT Services</td>
<td>Accurate student data can be shown to and edited by students Institutional demographic reporting becomes more comprehensive</td>
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<tr>
<td>Priority Action</td>
<td>Action</td>
<td>Timeline</td>
<td>Responsible Party</td>
<td>Notes</td>
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| **35** Develop opportunities for University staff to build trans awareness and explore the issues | Trans awareness is low and unique issues need training in order to be explored and understood. AS Principles # 1, 7. [this is also an action in the Single Equality Scheme] | • Launch ½ day trans awareness training for all staff (including student-facing)  
• Reinforce/supplement workshop with 2 e-learning modules (theory and lived experience)  
• Track uptake and promote/publicise  
• Consider creating more trans awareness resources for staff intranet | Feb 2017  
Mar 2017  
July 2017  
Feb 2017  
Mar 2017  
July 2017  
Feb 2017 | HR Training Delivery Manager  
HR Training Delivery Manager, w/ E&D Manager | Trans awareness at the University is higher, as reported by students and staff |
| **36** Actively promote and publicise messages of trans equality | To ensure that trans people and others feel fully included in the culture and environment at UWE. AS Principles # 1, 7. [this is also an action in the Single Equality Scheme] | • Redesign and disseminate LGBT+ equality poster  
• Trans awareness messages highlighted around Bristol PRIDE  
• At least one trans-focused event or talk during LGBT History Month | Spring 2017  
July 2017  
Feb 2016 | E&D Unit and Strategic Communications and Engagement | Trans staff (and students) report improved experience, anecdotally and via surveys, including increased disclosure rates  
LGBT staff network provide positive reports from trans colleagues |