

Athena Swan Action Plan (2017-2021)

Actions relating to Section 2 (Description of the Institution)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
1	<p>Priority action</p> <p>Work towards Bronze and Silver awards in all departments</p>	<p>To support UWE's commitment to all 14 departments having achieved, or be on their way to achieving, a Bronze AS Charter Award</p> <p>AS Principles # all</p>	<ul style="list-style-type: none"> Establish AS SATs in all departments Departments apply per application timeline (Figure 2.4), making reference to this institutional AS action plan 	Underway	Nov 2020	<p>PVC Research and Business Engagement</p> <p>AS SAT Co-Chairs, Faculty Deans, Departmental leads</p>	<p>AS Bronze achieved by ten departments</p> <p>AS Silver achieved by DAS and EDM</p> <p>Two remaining departments working towards AS Bronze</p>

Actions relating to Section 3 (Self-Assessment)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
2	<p>Regular review of AS SAT membership to ensure it fully reflects UWE's diversity</p>	<p>To ensure the SAT improves its representative nature in terms of intersectionality: gender balance, ethnicity, contract type and grade</p> <p>AS Principle # 10</p>	<ul style="list-style-type: none"> Annual review of membership Recruitment of individuals to join SAT where gaps are identified 	June 2017	Annual	University AS Co-chairs	SAT membership includes people with different contract types across the career ladder, and greater representation of BME and other protected characteristics
3	<p>Priority action</p> <p>Develop improved data collection and analysis systems</p>	<p>To provide easily accessible data sets to support future AS and other relevant Charter applications and to review impact of actions</p>	<ul style="list-style-type: none"> Roll out of new HR system Develop variety of relevant data reporting tools and integrate these 	<p>June 2017</p> <p>Sept 2017</p>	<p>June 2018</p> <p>April 2018</p>	<p>HR Director</p> <p>E&D and Data Systems Managers</p>	<p>Improved and more accessible data is available at departmental and institutional level</p>

		AS Principles # all	into charter mark activity, and a way to record requests for flexible and family-friendly arrangements to be able to analyse trends				
4	Analyse, and act upon, staff survey 2017 findings in relation to gender and other protected characteristic differences	To assess differential experiences of women, men, trans people and BME people AS Principles # 7, 10	<ul style="list-style-type: none"> 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 Present findings to EMG Embed relevant interventions into Faculty and Service plans 	May 2017 Oct 2017 Nov 2017	Sept 2017 Mar 2018	E&D Manager HR Director Directorate, Heads of Faculties and Services	Staff Survey core priorities identified and incorporated into Faculty and Service plans
5	Investigate the reasons underlying data trends which the self-assessment process has identified	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-	<ul style="list-style-type: none"> Conduct themed staff focus groups Analyse quantitative and qualitative data 	Sept 2017 Jan 2018	Dec 2017 October 2018	AS University SAT	Insight derived into the impact and career progression implications of observed data trends, and relevant actions identified

		time working, contract type and function by gender and discipline) Monitor trend of for increasing rate of part-time contracts in AHSSBL and improve gender balance of part-time contracts					
6	<p>Priority action</p> <p>Actively promote and support a range of AS-related activities (including some which showcase role models of under-represented genders)</p>	<p>To embed the AS principles within all areas of the institution's activities</p> <p>AS Principles # all</p>	<ul style="list-style-type: none"> • Annual programme of AS themed lectures and seminars • Production of a range of institutional and departmental AS promotional materials • AS activities and news communicated to staff and students via a range of channels • SAT members continue to attend (and host) regional and national AS events 	<p>Sept 2017</p> <p>June 2017</p> <p>Sept 2017</p> <p>July 2017</p>	<p>Review annually</p> <p>Review annually</p> <p>April 2021</p> <p>April 2021</p>	<p>AS University SAT</p> <p>AS Collab. Group Strategic Communications and Engagement</p> <p>EDU and AS University SAT Co-chairs</p> <p>AS University SAT</p>	<p>Increased awareness of and engagement in AS activities and events by the staff and student body as reflected in departmental AS surveys</p>

Actions relating to section 4 (A picture of the organisation)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
7	Evaluate new entrant pilot schemes* for their impact on gender diversity *eg Assistant Support Lecturer and Graduate Tutor roles	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 AS Principles # 2,3,5 [also contained in Strategy 2020 action programme]	<ul style="list-style-type: none"> 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	Sept 2018 Sept 2019 Nov 2019	HR Organisation and Leadership Development Manager DVC and 2020 Strategic Board	Departments participating in the scheme report greater diversity of new entrants (especially of under-represented genders, and BME people)
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 AS Principles # 2,5 [already being progressed as a Strategy 2020 action]	<ul style="list-style-type: none"> 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	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
9	Address issues in the intersection between ethnicity and gender through both the AS SAT	To address: - the proportion of BME academic women (below	<ul style="list-style-type: none"> Feature BME role models within Academic Promotion Roadshows, 	June 2017	Sept 2018	RBI, HR Resourcing Manager and Strategic	Increased % of BME women across the board, and into leadership and management generally

	and UWE's Race Equality Task Force	<p>Alliance and HE benchmarks in both AHSSBL and STEM);</p> <ul style="list-style-type: none"> - the particularly low proportion of BME women SL, AP and P levels (especially in STEM) <p>AS Principles # 1, 2, 10</p>	<p>and Recruitment and Research pages</p> <ul style="list-style-type: none"> • 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 	<p>Jan 2019</p> <p>Nov 2017</p> <p>April 2018</p>	<p>Nov 2019</p> <p>Feb 2018</p> <p>Ongoing</p>	<p>Comms and Engagement</p> <p>SATs and HR Organisation and Leadership Development Manager</p> <p>RETF Co-Chairs, DVC (RETF sponsor)</p> <p>HR, RETF Faculty and Service leads with respective Fac/Svcs</p>	<p>(to align first with University Alliance, then with HE sector benchmarks)</p> <p>Increase % of BME women in STEM and AHSSBL</p> <p>RETF and AS action plans mutually reinforce common goals</p>
10	Share good practice of instances where gender imbalances are being successfully addressed via the AS Collaborative Group	<p>To address the female under-representation in STEM and male under-representation in female-dominated STEM areas such as HAS (e.g.Nursing and Midwifery) and in AHSSBL</p> <p>AS Principles # 2,3</p>	<ul style="list-style-type: none"> • Identify internal best practice which has increased the proportion of male or female staff (where they were under-represented within the discipline) • To disseminate these actions through a variety of reporting mechanisms and events, including Faculty and Departmental Executives 	<p>May 2017</p> <p>Sept 2017</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SAT Co-Chairs</p> <p>Members of AS collaborative group</p>	<p>Greater use of best practice across STEM and AHSSBL department SAT leads (e.g male-dominated areas in STEM share their insights with female-dominated areas in AHSSBL)</p>

11	Seek to appoint a more balanced gender mix of Visiting Professors	To address the current notable gender imbalance of Visiting Professors	<ul style="list-style-type: none"> • 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
12	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	<ul style="list-style-type: none"> • 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	Mar 2018 Each survey Dec 2017 July 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
13	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	<ul style="list-style-type: none"> • Proposal on enhanced exit survey methods and communications agreed • Present analysis (by gender) of exit info to SAT 	May 2018 Jan 2019	August 2018	HR Services Manager HR Systems Manager	Increased exit survey completion rate, from 17% to 30% by 2021

14	Implement the findings and recommendations of UWE equal pay reviews	To ensure transparency and fairness with regard to pay equality AS Principle # 4	<ul style="list-style-type: none"> • 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
				March 2018	March annually		

Actions relating to section 5.1 (Recruitment)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
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: <ul style="list-style-type: none"> • 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)
				Oct 2017	Dec 2019	HR Resourcing Manager	Anonymous application process introduced for professional posts and possibilities evaluated for academic process
				Jan 2020	June 2020	HR Resourcing Manager and HR Systems Manager	All panel members receive unconscious bias

			<ul style="list-style-type: none"> • 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) 	<p>Mar 2017</p> <p>Ongoing</p> <p>June 2017</p>	<p>Aug 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HR Resourcing Manager</p> <p>HR Resourcing Manager and HR Training Delivery Manager</p>	<p>briefing material prior to interview</p> <p>Interview panels' data shows they are representative of the University population</p> <p>Increased uptake of unconscious bias e-learning module in under-represented areas</p>
16	<p>Priority action</p> <p>Develop more inclusive approaches to advertising of vacancies</p>	<p>To increase applications from under-represented groups, as identified by data analysis, to reach our gender benchmarks</p> <p>To address the lower success rate of women applying for STEMM posts (than for AHSSBL posts)</p> <p>AS Principles # 2, 3</p>	<ul style="list-style-type: none"> • 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 	<p>Oct 2016</p> <p>April 2018</p> <p>Jan 2019</p>	<p>Dec 2018 and ongoing review</p> <p>Dec 2018</p> <p>April 2019</p>	<p>HR Resourcing Manager with Strategic Communications and Engagement</p> <p>HR Resourcing Manager</p>	<p>Increase % of applications from female candidates</p> <p>Increase in successful applications from females candidates for STEMM posts</p>

			female applicants to STEMM vacancies <ul style="list-style-type: none"> Annual review of progress with this action, linked to staff demographic KPIs reporting 	April 2018	Recurring every spring	EMG	
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Actions relating to section 5.1.3 (Promotion)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
17	Priority Action Development clear and transparent processes on how people can be considered for promotion	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]	<ul style="list-style-type: none"> Review gender impact of current approach to career progression for academic staff Identify and address barriers to part-time staff achieving promotion beyond SL Publish revised process for progression to various academic grades 	Dec 2017 Apr 2018 April 2018	Feb 2018 Dec 2018 June 2018	Heads of Faculty/Prof Svcs/ Departments supported by HR HR Organisation and Leadership Development Manager	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
18	Develop and run workshops for faculty staff to support their understanding of, and use of, progression pathways	To address lack of clarity on the career pathways available to academic, research and professional services and the processes to support promotion	<ul style="list-style-type: none"> Roll out existing AP/P workshops to all four faculties Scope out additional workshops to support staff in career development and progression journeys 	Feb 2017 Sept 2018	Dec 2017 July 2019	Faculty Deans Associate Deans - Research HR Organisation and Leadership Development Manager	Workshops reach at least 45% of relevant faculty staff Positive feedback from workshops via LDC and staff survey

	[Also contained in Strategy 2020 action programme]	<p>To support the development and progression of existing staff</p> <p>To improve how the process and criteria for career development and progression is communicated to staff</p> <p>AS Principles # 2, 5, 9</p>	<ul style="list-style-type: none"> • Roll out of additional workshops • Annual evaluation of workshops and amended as appropriate 			HR Training Delivery Manager	
19	Review and enhance University-wide coaching, mentoring, buddying options to support women's career aspirations (including into research management roles)	<p>To increase awareness and understanding of all these options and ensure all options are accessible</p> <p>AS Principles # 2, 5, 6</p>	<ul style="list-style-type: none"> • As part of People and Performance 2020 clarify mentoring/buddying • Proposal on mentoring framework 	April 2017	December 2017	HR Organisation and Leadership Development Manager	Increased uptake of career-oriented mentoring options and improved career trajectory of participants
20	<p>Priority Action</p> <p>Examine current academic career pathways to develop progression routes for people specialising in Teaching & Learning</p>	<p>To gain a particular understanding of issues affecting female progression</p> <p>To develop new career routes to Associate Prof/Professor for staff with a Teaching and Learning focus (predominantly female)</p>	<ul style="list-style-type: none"> • 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 	<p>Autumn 2016</p> <p>Underway</p> <p>Jan 2018</p>	<p>Feb 2017</p> <p>Dec 2017</p> <p>May 2018</p>	<p>HR Organisation and Leadership Development Manager</p> <p>Director Teaching and Learning</p>	<p>Increased number of female staff in Assoc Prof and Prof roles generally and via the T&L route</p> <p>Implementation of career paths which ensure academic strengths (whether in research, teaching, the wider student experience, leadership</p>

		<p>These new roles will be of equal status to existing research profile Assoc Prof/Prof roles</p> <p>AS Principles # 1, 2, 5, 9</p> <p>[also contained in Strategy 2020 action programme]</p>	<p>for those preparing business cases</p> <ul style="list-style-type: none"> • Link professorial performance and reward scheme to the new career pathways • Effectiveness assessed through focus groups after one year of operation 	<p>Oct 2019</p> <p>One year after launch date</p>	<p>Mar 2020</p> <p>Ongoing</p>	<p>DVC and PVC (Research)</p> <p>SAT Co-Chairs, HR and EDU</p>	<p>and engagement), are all recognised</p>
21	<p>Priority Action</p> <p>Raise aspirations of women to become REF ready</p>	<p>To increase the number of women submitted to REF 2021</p> <p>AS Principles # 2, 5</p>	<ul style="list-style-type: none"> • Line managers will consider REF readiness in PDR process • Managers to consider unconscious bias and equity in allocating time and resources to attend conferences, apply for funding 	<p>May 2017</p>	<p>Sept 2017 and annually recurring</p>	<p>Assoc Deans for Research and Research and Business Innovation</p>	<p>Increase of female submission rate to REF 2021</p>

Actions relating to section 5.3 (Career Development: Academic Staff)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
22	<p>Priority Action</p> <p>Continue investing in women's leadership training (including BME women, ref action 9)</p>	<p>To support the progression of women to both academic and professional leadership roles</p> <p>AS Principles # 2, 5</p>	<ul style="list-style-type: none"> • Ongoing promotion of Aurora and other Leadership Foundation programmes 	<p>June 2017</p>	<p>Review annually</p>	<p>SAT Faculty reps</p> <p>Heads of Faculties and Services</p>	<p>Increased Faculty commitment to Aurora uptake</p> <p>Achieve gender balance in REACH</p>

			<ul style="list-style-type: none"> Encourage female take-up and line manager encouragement around REACH programme 			HR Organisation and Leadership Development Manager	programme participation
23	Integrate an understanding of E&D and AS priorities into UWE Manager and E&D training	To ensure we are providing a portfolio of relevant and effective training which enables the embedding of AS principles AS Principles # all	<ul style="list-style-type: none"> Evaluate training offered in quantitative and qualitative ways Considering sector trends and internal needs, enhance staff training opportunities 	Ongoing Ad hoc consultations	At least quarterly Formal review portfolio annually	HR Training Delivery Manager HR Training Delivery Manager with E&D Manager	Improved staff and specifically management competency around AS and E&D principles and inclusive behaviours
24	Analyse gender difference in participation in Researcher Forum	To understand reasons for lower male researcher involvement AS Principles # 2, 3, 5	<ul style="list-style-type: none"> Analyse take up and channels used to promote Survey M and F participants 	Nov 17 Spring 18	Mar 18	PVC Research Research and Business Innovation	Progress towards achieving 50/50 Researcher participation by gender
25	Continue to monitor ECR Awards applicants and recipients by gender and discipline to identify any necessary actions	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 AS Principles # 2, 5, 6, 9	<ul style="list-style-type: none"> Analyse data of all applicants by gender and grade Use findings to improve uptake of the scheme 	June 2017	annually	Research and Business Innovation	Gender breakdown of ECR Awards participants remains equal Awardees continue to progress in their career trajectory

Actions relating to section 5.5 (Flexible working and managing career breaks)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
26	<p>Priority Action</p> <p>Increase awareness of flexible working and family-friendly policies</p>	<p>To address lack of awareness of the range of flexible working, family-friendly policies and other categories of leave policies that are available</p> <p>AS Principles # 1, 2, 5, 9</p>	<ul style="list-style-type: none"> Rollout of mandatory new and existing manager training programme (covering all policies including flexible working, family-related leave etc) 	April 2017	July 2018	HR Training Delivery Manager	Increased levels of uptake of flexible working opportunities, and family-friendly leave, including by male staff
			<ul style="list-style-type: none"> Promotion of policies to all staff through internal communication channels and via line managers through team meetings 	Sept 2017	Dec 2017 and ongoing	HR Employee Relations and Reward Manager	Staff survey satisfaction increases regarding work-life balance
			<ul style="list-style-type: none"> Develop a range of case studies, with diverse role models which show policies in action and challenge gender stereotypes 	Jan 2018	Dec 2018	HR Employee Relations and Reward Manager	
27	<p>Investigate the provision of childcare options for staff involved in UWE based activities which take place outside of normal working hours</p>	<p>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</p> <p>AS Principles # 1, 2, 5, 9</p>	<ul style="list-style-type: none"> Identify the level and nature of demand for childcare facilities 	Jan 2018	Dec 2018	Future Students Manager	Feasibility of childcare provision is assessed and recommendations implemented
			<ul style="list-style-type: none"> Identification of options and assessment of feasibility 	Jan 2019	June 2019	Halley Nursery (SU) Head, Centre for Sport	

Actions relating to section 5.6 (Organisation and culture)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
28	UWE Board of Governors to engage with positive action in recruitment of new Board members	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]	<ul style="list-style-type: none"> Conduct biennial Governor census Implement more inclusive recruitment processes to diversify Governors profile (to more closely reflect staff and student diversity) 	Jan 2017 July 2017	Aug 2020	Head Of Governance and Policy	Board members to be increasingly representative of the student/staff population by 2020
29	Publish role models on UWE website, particularly including people from areas where there is gender imbalance, and ensuring all imagery is considered for diversity	Need to widen the pool of role models in non-traditional male/female areas AS Principles # 2, 3, 9	<ul style="list-style-type: none"> Publish case studies on staff intranet and external website to support recruitment (to include male role models working part-time) 	August 2018	Dec 2018 and ongoing	Strategic Comms and Engagement HR Resourcing Manager	More diverse role model stories published on website and increased gender balance in areas where needed
30	Increase number of male staff engaging and leading on outreach and public engagement activities especially in disciplines in which men are under-represented	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	<ul style="list-style-type: none"> 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 	Sep 2017 Sept 2017	April 2018 April 2021	Recruitment and Outreach office Recruitment and Outreach office	Data on outreach activities by school type and gender available and used to inform annual outreach programme Increase in the % of males undertaking /public engagement activities

			<ul style="list-style-type: none"> Record staff time commitment to outreach and public engagement activities by gender and acknowledge this contribution verbally as well 	Sept 2017	Review annually	Departmental Executives	<p>Level of male staff engagement with outreach and public engagement activities representative of UWE staff population.</p> <p>Male staff engaged in outreach and public engagement activities in disciplines where there in under-representation</p>
31	To systematically monitor university outreach activities participation	To gain an understanding of participation in outreach activities by school type and gender	<ul style="list-style-type: none"> 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 July 2018 Sept 2018	April 2017 Review annually 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	<p>Priority Action</p> <p>Monitor workload allocation by gender and contract type and identify the need for appropriate actions</p>	<p>To establish whether there are any trends in workload allocation or management which may impact on career progression</p> <p>AS Principles # 2, 5, 9</p>	<ul style="list-style-type: none"> Systematic monitoring of workload allocation by gender and contract Review of workload allowances supporting return from maternity leave. 	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

Actions relating to section 6 (Supporting Trans People)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome
33	Refresh and publish Trans Policy and Guidance in consultation with staff and students	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]	<ul style="list-style-type: none"> 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 	Oct 2017 April 2018 Sept 18 Jan 2019	Dec 2017 June 2018 Dec 2018 June 2019	E&D Manager, HR Employee Relations and Reward Manager and Student Policy Manager HR Employee Relations and Reward Manager with E&D Unit and Student Policy team	Refreshed policy and guidance published, which address staff and student concerns and sector best practice
34	Working group to explore ways international students can update their records on arrival at UWE	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]	<ul style="list-style-type: none"> 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 	Nov 2016	Summer 2017	Director of Academic Services Director of IT Services	Accurate student data can be shown to and edited by students Institutional demographic reporting becomes more comprehensive

35	<p>Priority Action</p> <p>Develop opportunities for University staff to build trans awareness and explore the issues</p>	<p>Trans awareness is low and unique issues need training in order to be explored and understood</p> <p>AS Principles # 1, 7</p> <p>[this is also an action in the Single Equality Scheme]</p>	<ul style="list-style-type: none"> • 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 	<p>Feb 2017</p> <p>Feb 2017</p> <p>Mar 2017</p> <p>July 2017</p>	<p>May 2017 (review)</p> <p>Available 24/7</p> <p>October 2017</p>	<p>HR Training Delivery Manager</p> <p>HR Training Delivery Manager, w/ E&D Manager</p>	<p>Trans awareness at the University is higher, as reported by students and staff</p>
36	<p>Actively promote and publicise messages of trans equality</p>	<p>To ensure that trans people and others feel fully included in the culture and environment at UWE</p> <p>AS Principles # 1, 7</p> <p>[this is also an action in the Single Equality Scheme]</p>	<ul style="list-style-type: none"> • 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 	<p>Spring 2017</p> <p>July 2017</p> <p>Feb 2016</p>	<p>July 2017</p> <p>Every July (recurring)</p> <p>Every Feb (recurring)</p>	<p>E&D Unit and Strategic Communications and Engagement</p>	<p>Trans staff (and students) report improved experience, anecdotally and via surveys, including increased disclosure rates</p> <p>LGBT staff network provide positive reports from trans colleagues</p>