

Athena Swan Silver application form for Universities

Applicant information

Name of University	University of the West of England (UWE Bristol)
Date of current application	30 th November 2023
Level of previous award	Bronze
Date of previous award	April 2017
Contact name	Professor Clare Wilkinson Ms Sarah Grabham
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Section	Words used
An overview of the University and its approach to gender equality	2,829 (<i>plus 230 words associated to the impact of the restructure</i>)
An evaluation of the University's progress and success	2,789 (<i>plus 37 words associated to COVID-19</i>)
An assessment of the University's gender equality context	2,365 (<i>plus 446 words associated to COVID-19 and 315 words associated to the impact of the restructure</i>)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7,983 (<i>plus 483 words associated to COVID-19 and 545 words associated to the impact of the restructure</i>)

*These sections and appendices should not contain any commentary contributing to the overall word limit

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Hyperlinks are provided in this document for the use of UWE staff and other readers. We do not expect the assessment panel to use these links.

The mandatory data presented in this application is for 2017/18 to 2021/22 (student data) and 2017 to 2021 (staff data). Historically our staff data has been captured by calendar year and this is currently in the process of changing so that all staff and student data are recorded by academic year. In places we refer to more recent data or policies when discussing ongoing or future actions.

In addition to the UWE Self-Assessment Team/Steering Group, all staff and students who contributed to consultations forming a part of this application, and our external reviewers, we would like to thank the following UWE staff who provided additional contributions: Alisha Airey (College of Health, Science and Society), Andrea Barnes (HR), Professor Amanda Coffey (Vice Chancellors Executive), Dan Wood (Vice Chancellors Executive), Fiona Watt (RBI), Gerry Scott (HR), Karina Castro Rascon (RBI), Karl Daly (Learning and Development), Stacey Giles (Student Recruitment and Admissions Team), and Yukiko Hosomi (HR).

Please note as some images and content has been redacted in this version, page numbers and format may differ from the submitted version.

Section 1: An overview of the University and its approach to gender equality

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the University

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the University.



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30th November 2023

Dear Head of Athena SWAN

I am pleased to confirm my personal endorsement and commitment to our Silver Athena SWAN application. I am very proud of our inspiring staff and students, who have worked hard to progress equality, diversity and inclusivity (EDI), particularly gender equality, at UWE Bristol. **Redacted.** I have also, through my Presidency of Universities UK witnessed first-hand the inspiring and positive impact across our universities of Athena Swan. There is still much work to do in our universities to support equality and inclusion and the Athena Swan framework provides a positive foundation to build upon.

Over the last six years, we have kept Athena Swan engagement high on our priorities and have implemented a new governance structure, increasing investment and aiming to 'institutionalise inclusion' - across all areas of our operations, systems, policies, curriculum, and culture. We have also encountered numerous challenges, both anticipated and unforeseen, which have required us to adapt, innovate and support each other like never before.

I am proud of the gender equality impacts we have achieved in the last six years, despite these challenges.

1. We transformed our **job advertisement, shortlisting and interview processes**, including the introduction of an *Inclusive Recruitment Toolkit*. As a result of these actions 82% of managers have completed recruitment and selection training, **female applicants** to academic, professional, technical and operational posts have **increased** and **female applicants** are **more likely to be shortlisted** than male applicants.
2. We introduced a new **Academic Promotion Scheme**, including regular opportunities to apply for promotion to Associate Professor and Professor. Female applicants are as likely to be successful as male applicants when applying through this scheme, and since its introduction in 2021, 43 female staff have been promoted to Associate Professor, and 14 female staff to Professor.
3. We launched a new **Trans and Non-Binary Policy**, along with supporting resources, and mandatory EDI training for staff now includes *Trans Inclusivity*. Evaluation of the policy has found strong agreement with the policy commitments, with **88% of staff practicing allyship**.

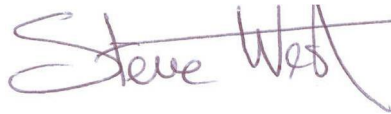
We recognise there is more to do and our priorities in our next action plan include:

- Growing **Black, Asian and Minority Ethnic appointments** for females at **Professor** and **Associate Professor** level and in the senior management team, whilst addressing identified systemic issues associated to gender and race at UWE through a new **UWE Anti-Racist Strategy** and Anti-Racism programme of learning.
- Further reducing the **gender pay gap**.
- Working with our female staff to understand the **organisational, structural and social barriers** that may be detrimentally impacting on women's outputs being included within **REF**, including ongoing implications of the pandemic.
- Assessing the **impact of our recent academic restructure** on the gender of our leadership team, as well as the impact of our transformation on *governance* processes, including processes around EDI and impacts on staff wellbeing and whole life balance.
- Facilitating a *Listening Event* for all staff on **gender equality**, with the UWE Chief People Officer, from which we will develop a *Pulse Survey* focussed on gender equality to be conducted in 2024.

Since our previous application, we have successfully moved from four Faculties to three Colleges, and I look forward to seeing how the new Schools, work together and alongside professional services to do things differently, more efficiently and more collaboratively, opening up all kinds of exciting opportunities, including a proposed new *People Board* in which gender equality, diversity and inclusivity is embedded.

On behalf of the Vice-Chancellor's Executive, I confirm we're committed to listening and acting. I see the future plans for gender equality at UWE as integral to my personal EDI commitments as Vice-Chancellor.

Yours sincerely

A handwritten signature in purple ink that reads "Steve West". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Professor Sir Steven West CBE, DL

Vice-Chancellor, President and Chief Executive Officer

4. Description of the University and its context

Please provide an introduction to the University.

The University of the West of England (UWE) is the largest provider of Higher Education in the South West of England; with over 38,000 students across three Colleges. Our student body is diverse; 20% (51%F/49%M) of our students are from a Black, Asian and Minority Ethnic background and we have learners and staff from 163 countries. 20% (58%F/42%M) of our learners are mature students and 23% (60%F/40%M) are disabled. UWE has three Bristol based campuses, Frenchay Campus, City Campus and Glenside Campus which are all within a six-mile radius. 80% (57%F/43%M) of staff/students are based at Frenchay campus.



Figure 1.1 Frenchay Campus (credit: Drone Motion and Hyphensocial)

We are a post-92 Alliance Group University providing outstanding student experience (TEF 2023) over a broad subject mix. We offer over 600 programmes of study: foundation and undergraduate degrees, degree apprenticeships, postgraduate taught and research programmes, as well as continuing professional development, with just over 20% of our students being international at UG and PGT levels. Our programmes span the STEMM and AHSSBL disciplines, and **more females study our programmes at all levels apart from Foundation** (Figure 1.2/Appendix Table A2.1-A2.2).

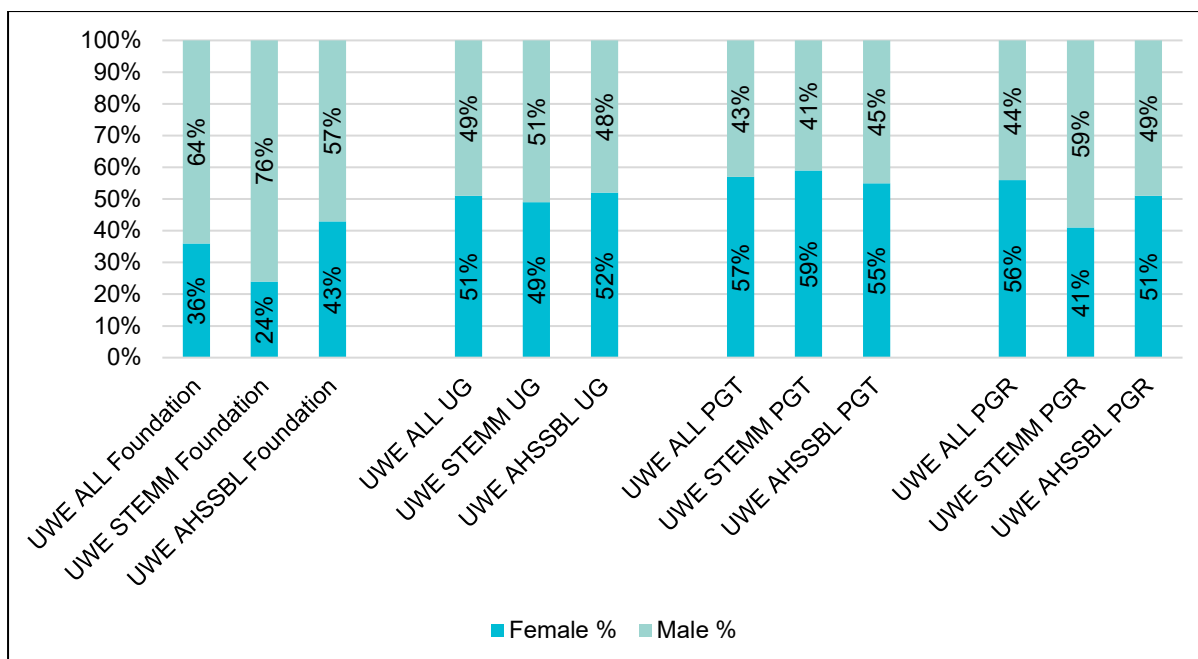


Figure 1.2 Student Snapshot 2021/22

We are attaining consistently high assessment scores for teaching quality and student satisfaction. In September 2023 we were awarded a **Silver overall rating in TEF 2023, with a gold classification for student experience**. We have highly employable graduates - **91% (58%F/41%M) of our graduates are in work or further study 15 months after graduation** (Graduate Outcome Survey 2020/21, HESA 2023), we are 22nd in the UK for postgraduate student satisfaction (Postgraduate Taught Experience Survey 2022) and 5th in the South West (Times Good University Guide South West 2023). In August 2023 we were named as one of the top 50 apprenticeship providers in the UK (Rate My Apprenticeship Awards).

Redacted Image

Figure 1.3. Students in Business and Law, and Engineering (credit: Tom Sparey)

UWE's staff base comprises 2,042 (53%F n=1,085/47%M n=957) academic staff, 2,222 (64%F n=1426/36%M n=796) professional, technical and operational (PTO) staff and 71 senior management staff (54%F n=38/46%M n=33) (Appendix Table A2.2-A2.5). **Our proportions of female staff working in academic, PTO and senior management roles all exceed HESA averages for post-92 Alliance Group Universities ([HESA 2020/21](#))**. Apart from technical staff and a small number of administrative staff based in our academic Colleges, PTO staff are based in core service areas (Appendix Table A2.4). 1,441 staff (51%F n=729/48%M n=712) are directly engaged in both teaching and research (Appendix Table A2.5) exceeding HESA averages at comparable universities by 9%.

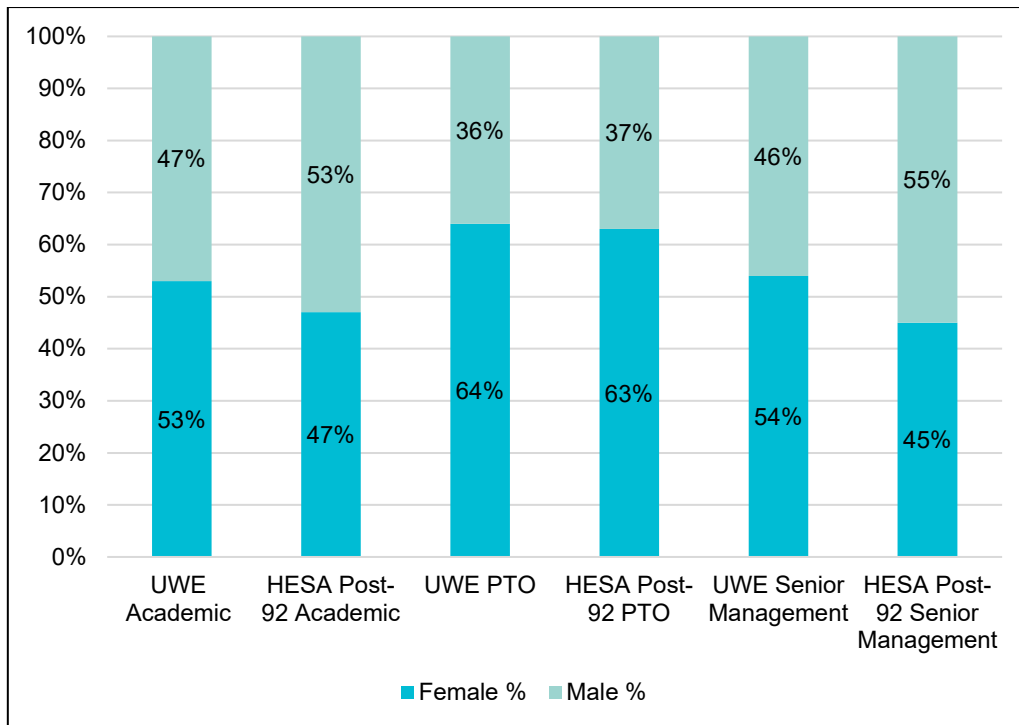


Figure 1.4 Female Staff Snapshot (2021)

UWE has an active world-class research community, which makes a significant contribution to advances in industry, commerce, health and technology, addressing local and global issues. Our research strategy is orientated to four 'Beacons': Creative Industries and Technologies, Digital Futures, Health and Wellbeing, Sustainability and Climate Change Resilience. Over 500 staff are actively involved in research projects, 400 (increase from 323 in 2014) were submitted to REF 2021 (39%F/61%M), with 41 impact case studies submitted (84% at 3*/4*). All academic staff have time allocated for research, scholarship and/or professional practice.

In addition to significantly contributing to the social and economic development of Bristol and the region, UWE is proud to be a partnership University, and links with a wide variety of employers (e.g. NHS) to offer industry relevant courses. This provides opportunities for students to acquire real world experience and we are seen by many employers/organisations, such as Rolls Royce, Aardman Animations and the NHS as the 'go to University' for graduate recruitment:

'Several of our staff studied at UWE and the apprenticeship programme offers a fantastic way for students to not only get a degree but also chartered status. They are already shaping the future of our business by progressing into senior roles within the company.' CMS Project Managers and Surveyors

During the academic years 2021-23 we have undergone a University wide restructure, moving from four Faculties to three Colleges (within which thirteen Departments are now ten Schools) covering a wide range of disciplines and expertise across our campuses (Figure 1.5).

In this application, we use a combination of Faculties/Colleges and Departments/Schools nomenclature as we reflect back as well as plan forward. Generally, when we refer to the past, such as outcomes from our previous action plan we use Faculties and Departments. When referring to the present and the future, for example new UWE policies and our 2024-2029 action plan, we use the new structure of Schools and Colleges.

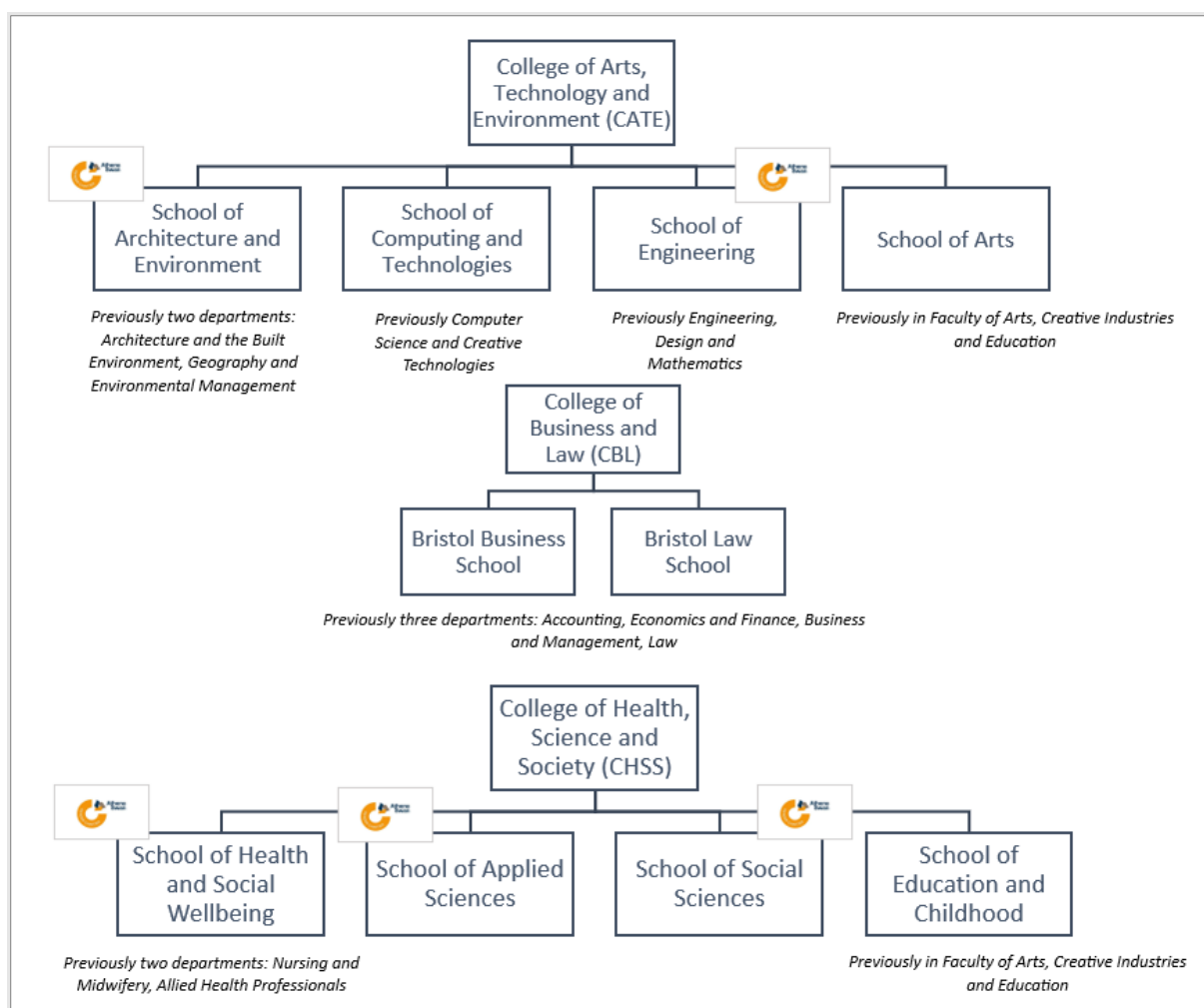


Figure 1.5 UWE Academic Restructure (61 words)

UWE joined the Athena Swan Charter in 2012, achieving Bronze in 2013 and 2017. Five Schools currently hold awards (Table 1.1).

Department/School	Award Year and Level:	Future Application
Applied Sciences	Bronze (2013) Bronze (2016) Silver (2020)	Silver/Gold TBC. (March 2026)
Nursing and Midwifery and Allied Health Professions (joint award)/ Health and Social Wellbeing	Bronze (2014) Bronze (2018)	Bronze (September 2024)

Engineering, Design and Mathematics/Engineering	Bronze (2015) Bronze (2019)	Bronze/Silver TBC. (March 2025)
Social Sciences	Bronze (2018)	Silver (November 2023)
Architecture and Built Environment/ Architecture and Environment	Bronze (2020)	Bronze/Silver TBC. (September 2025)

Table 1.1. School Athena Swan Awards

5. Governance and recognition of equality, diversity and inclusion work

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and University-level resources.

2018-21 saw a major overhaul in the reach and governance of UWE's EDI strategies including substantial investment into a **new central EDI team** and an increase of **£100,000 in budget** to support training, development, conferences and speakers. This catalysed the re-visiting and creation of **key roles**: a new Pro Vice Chancellor – Equalities and Civic Engagement; a new Deputy Director for Library, Career and Inclusivity – EDI; a new Head of EDI and Health and Wellbeing Strategy; and a new EDI Strategy Manager.

A new governance structure was implemented in 2021 to support the team in embedding EDI at all levels of the institution. This enables EDI priorities and objectives to be cascaded to School and Service level, and successes, barriers and progress to be escalated up to the Vice Chancellor's Executive and Board of Governors to ensure we are managing risks and making meaningful change (Figure 1.4). The Athena Swan Steering Group (SG) reports to the EDI Strategy Group.

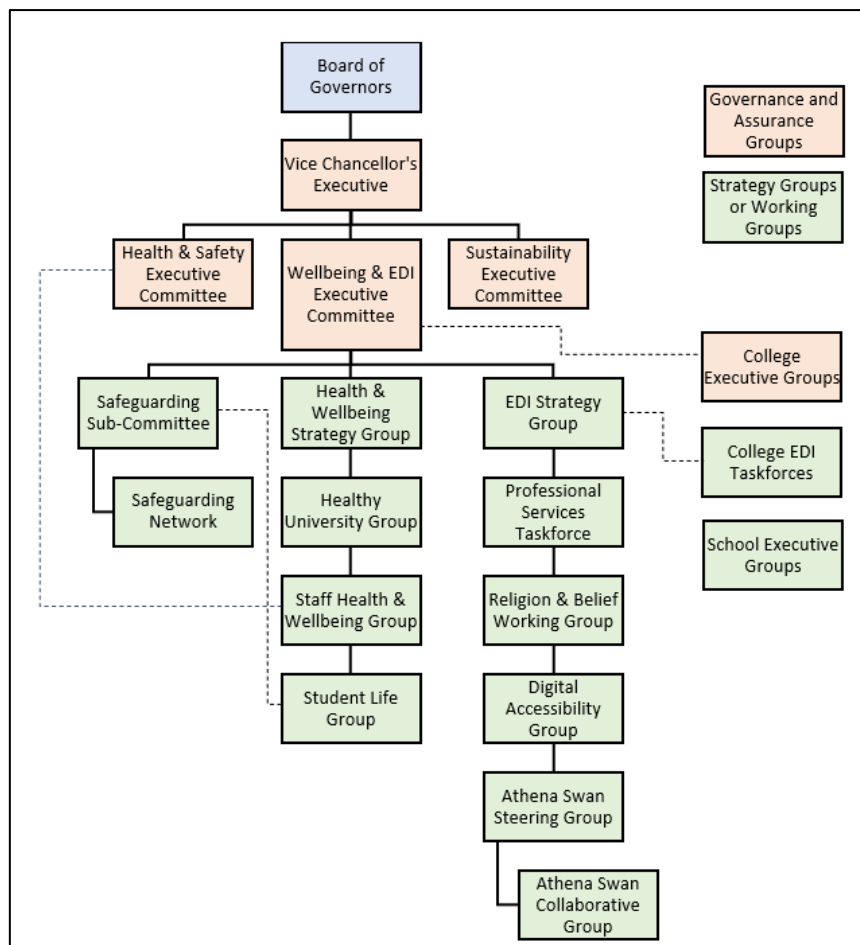


Figure 1.4: Wellbeing and EDI Governance Structure (74 words)

UWE is on a journey towards a more coordinated and embedded approach to EDI, bringing together the various teams (from both academic and professional services), committees, and groups responsible for EDI. We are also aligning our EDI and Health and Wellbeing objectives and strengthening links with Safeguarding, bringing a new prominence and purpose to EDI work across the institution. EDI responsibility has been **embedded** across UWE providing dedicated staff outside of the EDI team, such as [EDI Champions](#). For all staff, the [Living our Values](#) programme embeds inclusivity in **performance and development reviews**, whilst our progression schemes such as the [academic promotion scheme](#), and [Future Technician](#) project require staff applying for promotion to reflect on their **commitments to EDI**.

6. Development, evaluation and effectiveness of policies

Please describe the processes in place for developing, evaluating and revising University policies.

UWE's [Policy Governance Framework](#) sets out how we manage the initiation, development, approval, evaluation and regular review of our student and academic policies, procedures and codes of practice. It includes templates and checklists to guide consistency of practice. The Framework is overseen by Academic Board,

reporting to the Board of Governors and implementation and effectiveness is monitored annually through the assurance reporting cycle.

All UWE policies, procedures and codes of practice must be **Values-led** (upholding the University's strategic vision and values), *Purposeful*, *Precise* (including using accessible and inclusive language), *Proportionate*, **Equitable: (designed to foster diversity and inclusion)**, *Empowering* and embed *Partnership*: (for example, being mindful of the needs of our diverse student and staff communities).

Each policy has a designated Senior Responsible Owner, ensuring that there is appropriate consultation and engagement during initiation and development, that clear implementation and evaluation plans are developed in tandem with the policy documentation and that the policy is subject to review at least once every three years. Each policy also has an overseeing committee, with responsibility for ensuring it is operating effectively and reporting annually through the annual assurance reporting cycle.

All proposals for new policies and revisions to existing policies must be accompanied by an **equality analysis**, risk register, compliance review and implementation/evaluation plan. There is a [standard template](#) to support equality analysis, which considers the potential impact of the policy on all staff and on those with protected characteristics. Early engagement with staff, students and partner institutions is a core requirement of the **Policy Governance Framework** to cultivate a sense of shared ownership. Policy development activities are led by a working group with **diverse membership** and all policy developments must show how staff and/or students were involved, for example via the Student Consultation Panel, run jointly by the University and Students' Union. Each [equality analysis is published](#) on the intranet prior to final approval of the policy and policy authors must indicate how **feedback has been addressed**.

During 2022/23 all senior committees with responsibility for policy approval and review received in-person training in how to ensure **diversity of thought in decision-making**. Further online training, guidance and data tools for committee chairs, secretaries and members is in development for roll-out in 2023/24 through the **Inclusive Decision Making Toolkit**. The Toolkit will support committees to combine both diverse representation and diversity of thought to ensure that varied voices are heard and can shape decision making at the University. Reflecting on the recent introduction of a number of these policies and interventions, we have included an action to examine their reception and impact in our future action plan.

Action 2.1: Monitor the impact of the UWE Policy Governance Framework in terms of gender and other intersectional characteristics.

7. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the University's future gender equality work.

The Self-Assessment Team (SAT) (Table 1.1) has been operational since 2012 and meets bi-monthly. Meetings continued on Teams throughout the pandemic and resulted in adopting a **hybrid model**, which assists members working flexibly and/or at different campuses.

Since our Bronze applications (2013, 2017) we have continued to expand and diversify the group, operating under the name Athena Swan Steering Group (SG) (86%F/9%M). In the 2017 action plan **we aimed to increase membership of staff from Black, Asian and Ethnic minority groups (Action 2) and this has increased** (33% n=7). However, there has been a decline in the representation of men to two participants, which does not reflect our staff cohort, resulting in an immediate action.

Action 3.1 Increase the number of male representatives in the Self-Assessment/Steering Group Team.

Membership includes a range of **grades and job roles** (14% senior management, 53% academic/research staff, 33% PTO staff) and represents all UWE campuses. SG members continue to be selected in three ways: via role held, volunteering or expression of interests. A fifth (19%, n=4, all female) of our members participated in our 2017 application and we have expanded the intersectionality of the group, with further protected characteristics considered like **disability and sexuality** (43%, n=9).

Professor Catherine Hobbs (F) and Dr Jackie Rogers (F) were Athena Swan Co-Chairs from 2016 to 2021. In 2021 a new model for Athena Swan leadership was instigated, with shared chairing incorporating Sarah Grabham (F), Martin Augustus (M) and Dr Lyn Newton (F) (appointed Co-Chair in January 2023) to allow Sarah Grabham to lead on the development of the application. In September 2021, Professor Clare Wilkinson (F) was appointed Vice-Chair for Athena Swan, leading on School level activities and co-leading the development of the institutional application.

Name and Gender		Role/Career Path/Circumstances	Role on SAT
Images and pronouns have been redacted	Dr Shaila Afroj	Senior Research Fellow, Centre for Fine Print Research.	College of Arts, Technology and Environment Representative *New member 21/22
	Martin Augustus	Head of Employee Relations. Senior Management.	Co-Chair for Athena Swan *New member 21/22
	Mahira Budhraj	Research Associate, Centre for Appearance Research	Researcher Representative *New member 21/22
	Becky England	Deputy Resourcing Manager, HR.	HR Representative *New member 21/22 ** Application Co-Author
	Sarah Grabham	Dean and Head of Bristol Law School, Senior Management.	Head of School/Co-Chair for Athena Swan *New member 21/22 ** Application Co-Author
	Ann de Graft-Johnson	Senior Lecturer, School of Architecture and Planning	College of Arts, Technology and Environment Representative
	Michelle Hickman	Deputy Technical Manager, Technical services.	Technical Services Representative *New member 21/22
	Katherine Jago	Head of College Strategic Projects, Business and Law.	College of Business and Law Representative *New member 22/23
	Dr Lizzie Johnson	Head of EDI and Health and Wellbeing Strategy.	EDI representative *New member 2022/23 ** Application Co-Author
	Dr Selen Kars	Associate Professor in Organisation Studies, School of Business and Management.	Professoriate Representative *New member 21/22
	Dr Fiona Lawrence	Director of Business Development and Partnerships, College of Health, Social Science and Society..	College of Health, Social Science and Society Representative ** Application Co-Author

		Previous co-author for the 2017 application
Rachel Miles	Associate Head of School Foundation, EDI, International, School of Art and Design.	College of Arts, Technology and Environment Representative *New member 21/22
Professor Lisa Mol	Professor, School of Geography and Environmental Management.	College of Arts, Technology and Environment Representative
Vicky Nash	Graduate School Manager.	Graduate School Representative *New member 19/20
Dr Lyn Newton	Dean and Head of School of Applied Sciences. Senior Management.	Head of School/Co-Chair for Athena Swan *New member 22/23
Dr Vanda Papafilippou (she/her)	Senior Lecturer in Human Resource Management, Business and Law.	College of Business and Law Representative *New member 22/23
Bec Rengel	Data and Evaluation Officer	EDI Data Representative *New member 22/23 ** Application Co-Author
Dr Mo Salehan	Senior Lecturer in Biological Sciences, School of Applied Sciences	College of Health, Social Science and Society Representative *New member 21/22
Dr Benhaz Schofield	Associate Professor, School of Health and Social Wellbeing.	*New member 21/22
Dr Vicky Swinerd	EDI Strategy Manager.	EDI Strategy and Operations Representative ** Application Co-Author
Professor Clare Wilkinson	Professor and Co-Director of the Science Communication Unit.	Research Centre Director/Vice-Chair for Athena Swan ** Application Co-Author

We have found representation from our student communities challenging, despite Students' Union representation at SG meetings. We addressed this by instigating **separate meetings with the UWE Students' Union**, which are now held bi-annually. These meetings include all UWE SU presidents, a member of SU staff, EDI team representation and an AS chair. By focusing entirely on student matters, we are providing more meaningful engagement.

SG membership is recognised activity in the administration workload allowance, provided to all academic staff. Additional workload allowance is allocated to School SAT leads. However, based on staff feedback, we are aware that this workload allowance is often used for multiple activities and may not therefore effectively support staff development. It is also not available for PTO staff and post-doctoral researchers and we intend to request increased university investment.

Action 3.2: Increase workload allocation for Athena Swan Steering Group Representatives.

A Collaborative Group (CG) chaired by the Vice-Chair, meets bi-monthly and provides a network for School SAT leads to exchange good practice and a mechanism to feed issues from Schools to the SG and vice versa. This is particularly valuable to Schools new to Athena Swan and Schools can also participate if they are advancing gender equality but not yet preparing an application. The development of the CG has resulted in **direct impacts on actions** as well as the development of additional AS resources to support Schools, such as an **Athena Swan Toolkit** but on the basis of feedback from School leads we are seeking to better connect them with College Level AS Steering Group members.

Action 3.3: Increase communication between School AS leads and College AS Steering Group representatives.

In our 2017 application we noted the challenges of inconsistencies in a number of UWE data collection systems, with an action to address this. Working with UWE Business Intelligence (BI)/EDI **we now have a dedicated Athena Swan Dashboard** which allows School leads and members of the CG and SG to have immediate access to mandatory Athena Swan data, allowing us to more effectively review data and monitor actions.

We have also changed our approach to gathering **survey data on Gender Culture** (Appendix 1), embedding this data gathering in existing data collection mechanisms.

Action 3.4: Increase nuance and responsiveness of UWE and externally organised staff survey work associated to gender equality.

This has **increased response rates** from staff when compared to stand-alone gender equality surveys but we need to do more to ensure timely ongoing analysis of external survey work by the SG/CG at the point at which data is released.

Communication is also an area where we plan to have a more concentrated focus to increase staff and student awareness. Whilst Athena Swan is currently **embedded in a number of communications** including the UWE weekly news email, pop ups,

and open days, we plan to do more to make UWE Awards explicit and visible at key events and activities, such as International Women's Day. Externally, members of the SG have attended a variety of regional and national events and conferences, associated to gender equality and we need to more proactively support staff engagement.

The final draft application was provided to **all staff** on an intranet page in September 2023 for feedback. It was also shared with all **College Executives** to ensure ongoing strategic support at a College/School level. As a result of this engagement, we made several small changes and added an additional action based on feedback that there could be more focus on parents and caregivers beyond the impact of COVID-19.

Action 3.5: Increase awareness of Athena SWAN and the role of the SAT/Steering Group in embedding change across the University.

Action 5.4: Assess the support offered to parents and caregivers and impacts of associated UWE policies.

Although, as explained in Section 1.3, there has been a major overhaul in UWE's EDI approaches, over the next 5-year period we intend to rationalise our Athena Swan leadership model which has become overly complex with multiple chairs, and increase pro-active monitoring of our action plan. We also intend to review the EDI Governance Structure to streamline reporting from the SG to the EDI committee and ensure all Schools at UWE are supported in their Gender Equality Activities (see Section 3.2).

Section 2: An evaluation of the University's progress and success

In Section 2, applicants should evidence how they meet Criteria D and E:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Success in addressing gender inequality has been evidenced*

Recommended word count: 2000 words

1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

We have seen substantial progress in our previous action plan with **21 (58.3%) actions** identified as **achieved with impact (green)**, **12 (33.3%) actions** where we **continue to make progress (amber)** and **three (8.3%) actions** identified where there have been challenges in **completion (red)** (Table 2.1). We detail here three actions where we seek to continue to see impact and how we will address these in our future action plan.

We have seen solid progress in relation to *Action 9 'Address issues in the intersection between ethnicity and gender through both the AS SAT and UWE's Race Equality Task Force'* and further work is needed with this as a priority action in our future action plan. UWE has altered how it situates its race equality work, moving away from a discrete task force to an embedded approach across the University. Responsibility for race equality work, including award gaps, sits with the Vice-Chancellor's Executive, reportable to our Board of Governors. The recent appointment of a Chief People Officer is in part to enable and lead an institution-wide approach to become an anti-racist University. We have seen steady increases in **Black, Asian and Minority Ethnic women in academic roles increasing from 4.7% (n=77) in 2017 to 7.5% (n=154) in 2021. Redacted.**

We are continuing to address this action and these initiatives will take time to demonstrate further impact. These include our [2030 People Strategy](#) which aims to **actively increase the diversity of our workforce**, with **no gaps in recruitment, progression and reward** by protected characteristics, a recent [Listening event](#) with senior leaders held in 2023 on the theme of race, and a new **UWE Anti-Racist Strategy** and **Anti-Racism programme of learning** led by our new Chief People Officer. Six Black Female academic staff are about to be supported to undertake the [100 Black Professors WHEN programme](#) with their people managers and a number of additional senior staff also attending the programme. As a **result of a new academic promotion scheme** (see Section 2.2) proportions of **Black, Asian and/or Minority Ethnic Associate Professors** (2021:17%, n=17, 2023: 19%, n=26) and **Professors are rising** (2021: 13%, n=12, 2023: 16%, n=18). Our 2023 promotion

round increased female Black, Asian and/or Minority Ethnic Professors from one to two, and female Associate Professors from four to seven, with male Black, Asian and/or Minority Ethnic Professors increasing from 15 to 16, and male Associate Professors from 15 to 19. Our continuing action in this area will focus on identified systemic issues associated to gender and race at UWE, including the ethnicity pay gap. The mean ethnicity pay gap at UWE was 7.8% in 2022. The median ethnicity pay gap was 2.9% in 2022. Whilst the pay gap is lower than the gender pay gap this is an intersectional issue for our female, Black, Asian and Minority Ethnic staff.

Action 14 'Implement the findings and recommendations of UWE equal pay reviews' has seen partial impact and we now refer to the gender pay gap rather than equal pay gap. Since our last application **gender pay gap data**, including recommendations, have been **published annually** and a number of actions have focused on female staff progression, including the removal of **gender bias from job ad/descriptions**, the introduction of a new promotions scheme, continuing support for the [Women Researchers Mentoring Scheme](#) (which has doubled in size), introduction of more **family friendly policies**, and support for **leadership programmes** including [Aurora](#), [Elevate](#), [Women in Business Charter](#), and [Stepping Up](#). The mean gender pay gap has **decreased from 13.15% in 2017 to 11.97% in 2022**. The median gender pay gap has also **decreased from 11.07% to 8.53% between 2017 and 2022**. Some aspects of the gender pay gap may be associated to the pandemic and its differing gender repercussions, however we have included a priority action to work with HR and senior management on continuing to reduce the gender pay gap in our future action plan. The next People Portfolio Scorecard will include reducing both the median gender pay and median senior staff pay gap from 2024 as University Key Performance Indicator (KPI). We also intend to explore further gender-based variations in applications for [Professorial Merit](#) pay and the [Additional Activity Honorarium](#) for academic staff.

Action 2.5: Implement the findings and recommendations of UWE Gender Pay Gap reviews.

Action 21 'Raise aspirations of women to become REF ready' was a priority action in our last action plan and is also an action we plan to maintain as a priority in our future action plan. The language of this previous action may have implied that the issue was associated to women researcher's ambitions. In our future action plan, we are firmly focused on the organisational, structural and social barriers that may be detrimentally impacting on women's outputs being included within REF. In our REF2021 application, 33.0% of eligible male staff vs. 20.7% of eligible female staff were identified as having significant responsibilities for research and therefore had outputs submitted. We have therefore seen an ongoing decline in the last three REFs of eligible female staff inclusion though **the numbers of female staff with outputs included has increased** (REF2008 – 23.3%, n=135, REF2014 – 22.7%,

n=133, REF2021, 20.7%, n=156). We continue to address this with various activities, including UWE's approach to REF 2021, as set out in the UWE [REF Code of Practice](#), being aligned to the University's commitment to equality, diversity and inclusion and the **Code of Practice** being brought to the AS SG for consultation in 2018. A change that resulted from that consultation was the inclusion of clearer guidance as to how 'significant responsibilities for research' would be defined for those staff taking maternity or other forms of extended leave over the submission period. This ensured staff outputs were not excluded simply due to researchers being absent at the time of the audit.

Whilst action 21 may also have been impacted by the pandemic, with a closing date for publications of March 2021 and under-representation of female staff reported across the sector ([REF, 2021](#)) we want to see continued progress. A cross University EDI in Research Working Group has already been set up, reporting to the UWE Research and Knowledge Exchange Committee. Although REF2028 is still to be finalised it is vital that UWE models the impacts, in terms of inclusivity, of our definition of significant responsibilities for research in its HESA returns across the academic years 25/26 and 26/27. This aligns with REF2028's intentions to be a more inclusive research assessment exercise, ensuring UWE can capture the valuable contributions of a wider range of research and research-enabling staff.

Action 2.6: Analyse the gender, part-time/full-time status, and career breaks of researchers whose outputs are planned to enter REF2028, as well as any implications of an updated REF Code of Practice.

Whilst UWE research funding schemes are showing good evidence of **female applicants and success**, (Action 25), we have a number of local internal funding schemes (Colleges, Schools and research centres) that are difficult to transparently monitor in terms of gender and ethnicity. Concerns expressed by female researchers regarding the impact of the pandemic (Appendix 1) need to be further explored for longitudinal impacts on their careers (particularly research), including on capacity to apply for internal and external funding schemes. We will continue to maintain support for **female mentoring and training schemes which are well subscribed and supported**, and where we have seen the **numbers of mentors available almost double** since 2017 (Action 19 and 22), where possible sharing and promoting these centrally to increase parity of uptake, and rejuvenating our Researchers Forum.

Action 4.3: Increase support for female staff transitioning from the impacts of the pandemic, particularly around research.

Action 4.4: Re-establish Researchers Forum, support early career researchers and become signatory for Researcher Concordat.

We will not discuss in detail here but there are two further actions that we continue to address. Actions 30 and 31 were focused on UWE outreach and public engagement. The system we now have in place to monitor the young people engaging in our schools-based outreach, shows evidence of **increasing engagement from girls and young women**. We also have excellent **flagship activities**, such as [Women Like Me](#), a peer mentoring and outreach project, aimed at boosting female representation in engineering, and work conducted in the Faculty of Business and Law encouraging women in aviation careers for which an [ESRC Celebrating Impact Award](#) was recently received. Further connections can be made between such projects and our work on Athena Swan. However, we lack a systematic way to monitor outreach and public engagement activities that happen locally in schools, or the gender of the staff and student ambassadors that engage in them.

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Figure 2.2 Prize winner for a Primary Engineer's Challenge aimed at 3-19 year olds (credit: [DETI Inspire Final Report 2023](#))

Action 1.3: Coordinate more effectively with ongoing gender equality, diversity and inclusion research and projects based at UWE.

Action 5.5: 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 32 involved monitoring our workload model data. The SG noted that we continue to lack a systematic way of understanding differences in workload allocation by gender, beyond staff survey responses. This is also the case for a number of internal UWE processes and schemes for career enhancement, where data on sex or gender in relation to the participation of staff is not always recorded, and we have included actions to address this.

Action 2.4: Continue to develop the equity and transparency of the Academic Workload Model (WAMS) and monitor WLB allocation between male and female staff to identify any variations in 'over-bundling'.

We have identified the following learnings from our review of the previous action plan and have adopted these in the development of our new action plan:

- Increased the monitoring/review of actions to more promptly identify actions that are no longer relevant and/or where data is not being accurately gathered.
- Create clearer SMART objectives, which place responsibility with those with ownership/agency to affect change.
- Introduced mechanisms which can allow actions to be more responsive to external factors including national/international events, key policy changes at UWE and externally provided data and benchmarking.

8. Evaluating success against the University's key priorities

Please describe the University's key achievements in gender equality.

Since 2017 we have seen **significant evidence of impact from our previous action plan with 21 (58.3%) actions identified as achieved (green), of which eight were priority actions**. Here we contextualise four key actions.

*Action 3 'Develop improved data collection and analysis systems' was a priority action. Although somewhat practical, the progress we have made here has meaningfully aided our current application and we anticipate will significantly assist the progress Schools can make in their future Athena Swan actions. Our EDI and Business Intelligence teams created an **Athena Swan dashboard** which provides instant access to all mandatory data. UWE's **HR online project iTrent** now provides more reliable capturing and reporting of sex and other protected characteristic data. Whilst there are still local areas of work where data is challenging to access (see section 2.1) this allows us to review data on a minimum **annual basis** and to **identify strengths and weaknesses in our approaches to tackle actions whilst they are in progress**.*

'The dashboard has been massively helpful...The interface is set up so that all of the mandatory Athena Swan data is organised by section, and I was able to easily generate the reports I wanted by simply filtering according to my School.' Dr Kait Clark, School of Social Sciences AS Lead

*Actions 15 'Address the potential for unconscious bias within the shortlisting and interview and processes' and 16 'Develop more inclusive approaches to advertising of vacancies' both focused on inclusion within our recruitment processes. Various changes have addressed these actions including the introduction of an [Inclusive resourcing toolkit](#), a **positive action statement** for use in Schools with under-representation, and updated **interview panel composition guidance**, including positive actions to promote an improved gender and ethnicity balance on interview panels. As a result, **female applicants are more likely than male applicants to be shortlisted** (31%F/24%M) and **appointed** (39%F/24%M) in recruitment to academic posts (see Appendix Figure A2.4-A2.5) and this has remained consistent every year since 2017. This is also the case at **senior grades** (I, J, S1-S5) with female applicants more likely than male applicants to be shortlisted (47%F/28%M) and appointed (31%F/23%M) in every year since 2017, except for 2019. However, at all grades there are fewer female applicants than male applicants, and we are focusing on this in our future action plan. We are also aware that in some Schools, for example Health and Social Wellbeing, there are fewer male applicants and will further interrogate disciplinary variations.*

Action 4.2: Implement approaches to increase female (and male) applicants to posts/promotional opportunities where genders are currently underrepresented.

Actions 17 'Develop clear and transparent processes on how people can be considered for promotion', 18 'Develop and run workshops for Faculty staff to support their understanding of, and use of, progression pathways', and 20 'Examine current academic career pathways to develop progression routes for people specialising in Teaching & Learning' were all issues associated to promotional processes, with action 20 being a priority action.

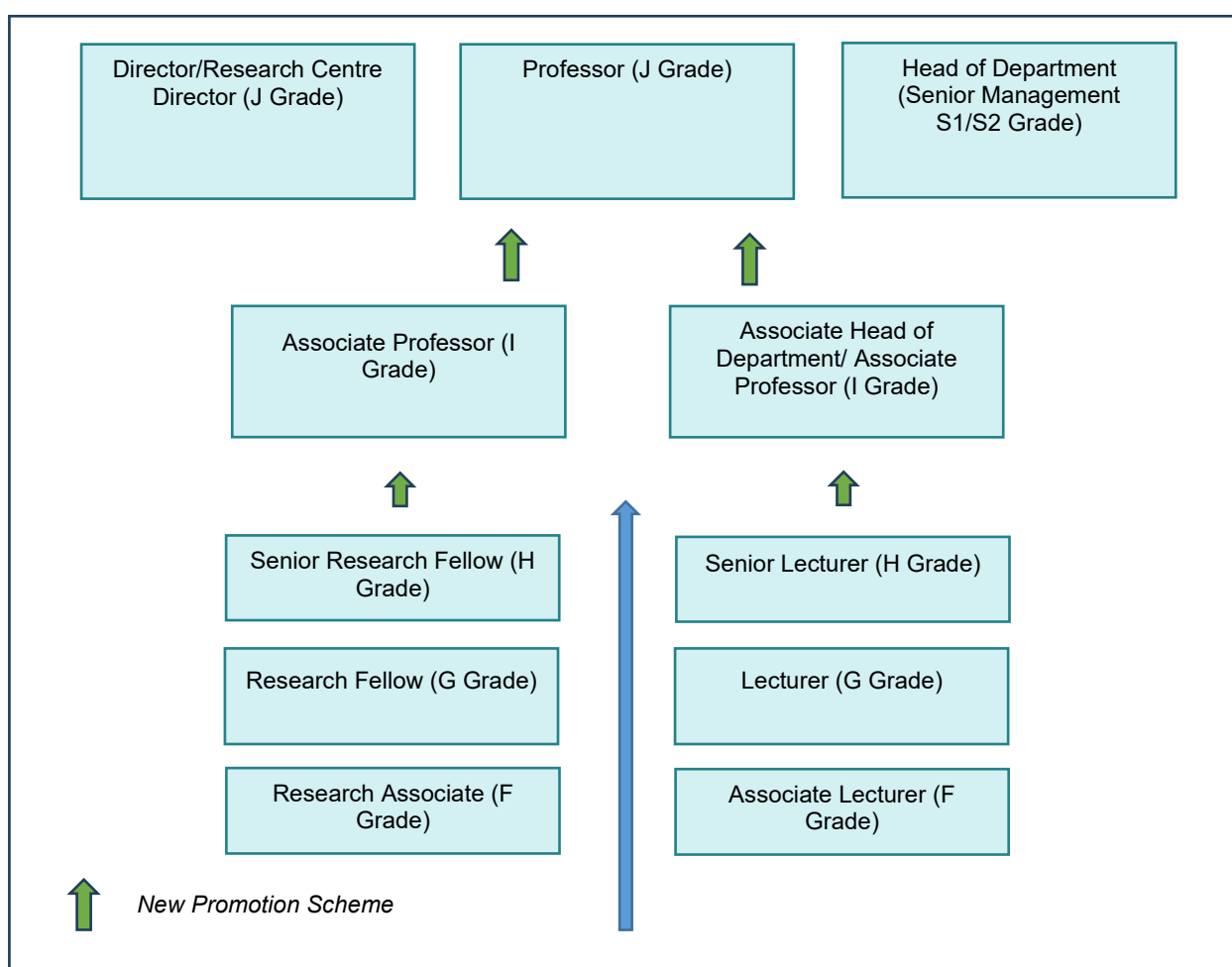


Figure 2.3 Academic/Research Staff Career Path Structure (55 words)

A new **Academic Promotion Scheme** (Figure 2.3) was introduced in 2021, including annual opportunities to apply for promotion to Associate Professor and Professor, and routes for teaching and learning, and knowledge exchange, as well as research. New [Academic Promotion Scheme](#) webpages were introduced including case studies, videos, and tips from successful applicants (3 women, 2 men). A **review** was undertaken after the first year of the promotion scheme,

including an intersectional analysis. This review identified that the applicants least likely to be successful were those applying for the learning and teaching pathway at Associate Professor level. As a result, **additional information, guidance and support** to prospective candidates was provided for the 2022 round and the percentage of female applicants improved at both Associate Professor (53% n=55 in 2022, compared to 45% n=60 in 2021) and Professor (48% n=15 in 2022, compared to 31% n=15 in 2021) level, with female applicants as likely to be successful as male applicants.

There has been **improvement in our UWE Staff Survey data** for the question 'I am able to take opportunities to develop my skills and expertise/I am offered training or development to further myself professionally'. Positive responses to this question have **increased from 71% (n=953) to 76% (n=867) of female staff between the 2017 and 2022 surveys**, and there has also been an increase for male staff (66%, n=537 in 2017 to 70%, n=432 in 2022). **Over 80% (80%F, 82%M)** of respondents to a new statement in the 2022 staff survey '**People here are treated fairly regardless of their gender**' **responded positively**, with no significant difference between female and male staff agreement.

The number of Female Professors/Associate Professors was maintained at 45% (n=130) between 2017 and 45% (n=131) in 2021. Staff departures/retirements mean we have not seen a significant increase over this time. However, **our percentage of Female Professors (34%) is 5% above HESA averages for post-92 Alliance Group Universities** and we expect it to increase further with the incorporation of data from our 2022/23 promotion rounds. In our future action plan, we will continue to monitor this scheme's impact under action 4.1 and focus on promotional processes for non-academic staff, including professional services and technical staff.

Action 4.1: Continue to monitor the impacts of the new Academic Promotion Scheme and increase focus on PTO promotional opportunities.

Finally, Actions 33 '*Refresh and publish Trans Policy and Guidance in consultation with staff and students*', 35 '*Develop opportunities for University staff to build trans awareness and explore the issues*' and 36 '*Actively promote and publicise messages of trans equality*' have shown solid progress since 2017. A new [Trans and Non-Binary Policy](#), along with supporting resources on [Trans Inclusivity](#), were published in 2021 and **mandatory EDI training** for staff now includes Trans legal context and video scenarios with questions on different equality topics, with additional externally provided e-learning courses available. There is staff Intranet guidance on [Understanding LGBT equality issues](#), using inclusive language and a [Protected Characteristics](#) collection. Relevant events have been organised, including an event on [Being Trans in the Construction Industry](#) in 2023 and Trans inclusivity also features within our regular **EDI Champion newsletter** encouraging teams to have

conversations about different aspects of Trans inclusivity to increase understanding, awareness and reduce discrimination and bias.

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Figure 2.4 UWE Staff and Students at Bristol Pride (credit: Creative Services)

In 2022/23 UWE surveyed students (n=410), staff (n=169), and conducted qualitative 'Listening Rooms' to better understand the experiences of trans, non-binary and gender fluid students and recognise the extent the **Trans and Non-binary Policy is achieving its aims, purpose and intent**. This research has found that students demonstrate agreement with the policy commitments, there are high levels of support for allyship at UWE, and just under half of students feel UWE is supporting trans students. Amongst staff, the research shows good support with the policy, and a desire for it to go further, with **88% of staff practicing allyship** and the identification of a number of barriers for further action. Recognising the current social tensions facing trans, non-binary and gender fluid students, we are **reaffirming our commitments in this area** with an ongoing action focused on continuing to evidence impact.

Action 5.2: Build on the positive reception of the new Trans and Non-Binary Policy, along with supporting resources, by continuing to evidence impact.

In reviewing these actions key facilitators of success have been incorporated in our future action plan including:

- Designing actions that are based on evidence of need and which more effectively integrate with new UWE strategies, programmes and teams (e.g. UWE's Sexual Violence Action Plan).
- Tackling actions with multiple initiatives from small, incremental changes (for example, to systems and/or procedures) to larger scale challenges requiring more in-depth coordination with senior staff (e.g. Vice-Chancellor's Executive, Chief People Officer).
- Creating actions which include not only implementation but ongoing analysis and evidence of impact (e.g. coordinating with UWE Pulse Surveys).

Table 2.1 2017 UWE Bristol RAG Action Plan (Last Updated October 2023)

<p>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 and added to our action plan in 2017. In 2017 we identified and clustered actions under nine key themes. Some of these, but not all, were linked to Athena Swan principles at that time. Each action was assigned an owner, and in 2017 we designated ‘priority actions’, as well as ongoing actions that we set out to achieve. Please note that some language and organisational structures described here have changed since 2017. Section references also relate to the 2017 application. ‘Green’ actions have been achieved with impact, ‘amber’ actions indicate areas where we continue to make progress and ‘red’ actions have experienced challenges in completion.</p>								
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	Actions and Impacts achieved by 2023
1 AMBER	Priority action Work towards Bronze and Silver awards in all Departments	To support UWE's commitment to all 14 Departments having achieved, or be on their way to achieving, a Bronze AS Charter Award AS Principles # all	Establish AS SATs in all Departments Departments apply per application timeline, making reference to this institutional AS action plan	Pre-2017	Nov 2021	PVC Research and Business Engagement AS SAT Co-Chairs, Faculty Deans, Departmental leads	AS Bronze achieved by ten Departments – 5 Departments hold Bronze awards AS Silver achieved by DAS and EDM – DAS achieved Silver in 2020. EDM Bronze renewal in 2019 Two remaining Departments working towards AS Bronze – N/A	Review of EDI support system and governance within the University (2018) and an updated EDI policy (2020) resulted in a shift to support Departments with AS ambitions only where there are local plans to achieve an award. Introduction of AS Vice-Chair role provided increased support to all Departments conducting gender equality activities (inc. beyond AS applications). First UWE Department (Applied Sciences) achieves a Silver award in 2020. Second UWE Department (Social Sciences) applying for Silver award in September 2023.

Actions relating to Section 3 (Self-Assessment)								
Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions and Impacts achieved by 2023
2 GREEN	Regular review of AS SAT membership to ensure it fully reflects UWE's diversity	To ensure the SAT improves its representative nature in terms of intersectionality: gender balance, ethnicity, contract type and grade AS Principle # 10	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 Black and Minority Ethnic staff and other protected characteristics – A third of SAT members are from a Black or Minority Ethnic group, and over 40% of members identify with a protected characteristic including sexual orientation, disability or gender reassignment.	SAT membership reviewed annually. New adverts for members shared in UWE staff news, and included targeted information on representation from other protected characteristics. Recruitment of new members in 2022 to ensure all new Colleges were represented. SAT survey now includes details on protected characteristics in order to monitor diversity of group from 2023 onwards.

3 GREEN	Priority action Develop improved data collection and analysis systems	To provide easily accessible data sets to support future AS and other relevant Charter applications and to review impact of actions AS Principles # all	Roll out of new HR system (iTrent) Develop variety of relevant data reporting tools and integrate these into charter mark activity, and a way to record requests for flexible and family-friendly arrangements to be able to analyse trends	June 2017 Sept 2017	June 2018 April 2018	HR Director E&D and Data Systems Managers	Improved and more accessible data is available at Departmental and institutional level – Business Intelligence data now provides instant access to charter mark data for AS University and Department leads for use with SAT Teams.	HR Online project (iTrent) was completed in 2019. Hybrid working guide and remote working guide introduced in the pandemic superseded plans to formally record arrangements. AS Business Intelligence Dashboard completed in 2023. AS SAT members provided training on use of data 2022-2023. AS Data manager updates now included as a standing item at SAT Meetings, and regularly presents at Collaborative Group Meetings.
4 GREEN	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	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 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 - All Faculties now have annual EDI Action Plans and Taskforce groups. Inclusion is a core value of UWE Bristol's Strategy 2030.	Undertook intersectional analysis and identified key issues from the 2017 data and fed back to HR/EMG meetings. Review of EDI support system and governance within the University resulted in EDI Taskforces being embedded in all Faculties (2020-2023) to examine intersectional staffing issues. All Faculties have annual EDI Action Plans and EDI Champions. Staff survey information published on UWE Intranet and gender breakdown for 2017, 2019 and 2022 data provided to AS Steering Group. People analyst role introduced in HR Team.

								<p>New UWE staff survey instrument has specific questions on how people are treated on the basis of intersectional characteristics.</p> <p>Introduction of a survey specifically for new staff in April 2019, resulting in the creation of Teams sites for new staff and increased efforts to foster community.</p> <p>UWE Gender Culture Survey work presented in Appendix 1 and reviewed by Steering/Collaborative Groups.</p>
<p>5</p> <p>AMBER</p>	<p>Investigate the reasons underlying data trends which the self-assessment process has identified</p>	<p>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-time working, contract type and function by gender and discipline).</p> <p>Monitor trend for increasing rate of part-time contracts in AHSSBL and improve gender</p>	<p>Conduct themed staff focus groups</p> <p>Analyse quantitative and qualitative data</p>	<p>Sept 2017</p> <p>Jan 2018</p>	<p>Nov 2021</p> <p>Nov 2021</p>	<p>AS University SAT</p>	<p>Insight derived into the impact and career progression implications of observed data trends, and relevant actions identified – Ongoing. The percentage of PT contracts in AHSSBL between 2017 and 2021 showed little fluctuation (43% in 2017, 42% in 2021). 56% of PT staff were female in 2017, compared to 58% in 2021.</p>	<p>UWE Gender Culture Survey work presented in Appendix 1 and reviewed by Steering/Collaborative Groups.</p> <p>New Academic Promotion Scheme introduced, including annual opportunities to apply for promotion to Associate Professor and Professor and superseding some aspects of this action.</p> <p>Hybrid working guide and remote working guide introduced in the pandemic superseded plans to formally record flexible working arrangements.</p> <p>Transforming Futures: People Strategy held nine focus groups to better understand flexible working practices.</p>

		balance of part-time contracts						
6 GREEN	Priority action Actively promote and support a range of AS-related activities (including some which showcase role models of under-represented genders)	To embed the AS principles within all areas of the Institution's activities AS Principles # all	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	Sept 2017 June 2017 Sept 2017 July 2017	Annual Review Annual Review April 2022 April 2022	AS University SAT AS Collab. Group Strategic Communications and Engagement EDU and AS University SAT Co-chairs AS University SAT	Increased awareness of and engagement in AS activities and events by the staff and student body as reflected in Departmental AS surveys – 5 Departments, representing over 1,000 academic, professional services, associate lecturer and senior management staff now hold Athena Swan awards, compared to 3 Departments in 2017.	Collaborated with the UWE Bristol Distinguished Address Series to ensure better gender balance of speakers (48%F/n=22). Branded selected events as Athena SWAN to include an overview of AS at the outset. Promotional materials created – banners and postcards for Departments. AS webpages monitored and updated. Communicated AS news via the staff news. Hosted regional events and attendees at other national and international events. AS chairs and SAT members engaged in Athena Swan review process. Developed a link with UWE Student Union to foster plans for increased student awareness of AS. AS draft application and action plan shared with all staff in September 2023.
Actions relating to section 4 (A picture of the organisation)								
Action Ref RAG Status	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions and Impacts achieved by 2023
7 GREEN	Evaluate new entrant pilot schemes* for	To determine whether new schemes have	Review progression of ASL scheme participants	May 2018	Sept 2018	Head of HR Consultancy	Departments participating in the scheme	The ASL and GT schemes were piloted in FBL and FET with 20 participants (2017-2019).

	their impact on gender diversity*e.g. Assistant Support Lecturer (ASL) and Graduate Tutor (GT) roles	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]	Review progression of GT scheme participants Scope rollout of schemes across the institution	May 2019 Nov 2018	Sept 2019 Apr 2021	DVC and 2020 Strategic Board	report greater diversity of new entrants (especially of under-represented genders and Black and Minority Ethnic people) – Appointment of Females increased from 42% in 2017 to 47% in 2019 for FBL/FET. Appointment of Black, Asian and Minority Ethnic people in FBL/FET remained at 30% between 2017 and 2019.	44% F in ASL scheme, 30% F in GT scheme. 71%* participants in ASL schemes promoted to teaching and other roles at UWE. 50%* participants in GT scheme promoted to teaching roles at UWE. <i>* Evaluation of the scheme does not include breakdown by sex/gender.</i>
8 AMBER	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]	Detailed analysis of existing data by Department Conduct focus groups to collect qualitative data with senior women Agree actions with People and Performance 2020 Strategic Board	March 2017 Dec 2017 Nov 2018	Oct 2018 Dec 2020 Dec 2018	Head of HR Consultancy DVC and HR Director AS Department Leads	Clear diagnosis of the issues that result in pipeline leakage – Established that female applicants for new posts (all grades), the new academic promotion scheme and posts at grades I, J and Senior Management are as likely to be successful, but fewer	People and Performance 2020 introduced 360 feedback for professional service staff and those at H/I grade, clarified academic pathways, reviewed leadership behaviours and reward and recognition mechanisms. New Academic Promotion Scheme introduced, including annual opportunities to apply for promotion to Associate Professor and Professor. New Academic Promotion Scheme includes routes for teaching and learning, and knowledge exchange, as well as research.

							<p>females were applying. Female applicants increased in the 22/23 promotion round to 50% from 38% in 2021.</p> <p>Agreed actions implemented and monitored in local AS Action Plans – All Department action plans since 2017 have included associated actions.</p> <p>Progress being made towards increasing the percentage of female Professors – There has been a small increase in Female professors from 39.7% (n=48) in 2017 to 40.2% (n=43) in 2021, but the attrition rate means the number is slowly increasing. %</p>	<p>Academic Promotion Scheme webpages include case studies, videos, hints and tips from successful applicants (3 women, 2 men).</p> <p>Unsuccessful applicants are provided with one-to-one feedback.</p> <p>New Academic Promotion Scheme review found female candidate applications were as likely to be successful as those of male applicants. Female associate professors as a percentage of the female academic community rose from 1.6% to 2.0% in 2021, and to 2.8% in 2023. Female professors rose from 1.5% to 1.7% in 2021, and to 1.9% in 2023.</p>
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							of female professors is steadily rising and exceeds HESA averages.	
9 RED	Address issues in the intersection between ethnicity and gender through both the AS SAT and UWE's Race Equality Task Force	<p>To address: The proportion of BME academic women (below Alliance and HE benchmarks in both AHSSBL and STEMM);</p> <p>The particularly low proportion of BME women SL, AP and P levels (especially in STEMM)</p> <p>AS Principles # 1, 2, 10</p>	<p>Feature BME role models within Academic Promotion Workshops and Recruitment and Research pages</p> <p>Faculty AS SATs and HR to determine further actions to support the career development of female BME staff in different disciplines</p> <p>Finalise, approve and agree resourcing for the RETF action plan</p> <p>Implementation of RETF action plan</p>	<p>June 2017</p> <p>Jan 2019</p> <p>Nov 2017</p> <p>April 2018</p>	<p>Sept 2018</p> <p>Ongoing</p> <p>Feb 2018</p> <p>Ongoing</p>	<p>RBI, HR Resourcing Manager and Strategic Comms and Engagement</p> <p>SATs and Head of HR Consultancy</p> <p>RETF Co-Chairs, DVC (RETF sponsor)</p> <p>HR, RETF Faculty and Service leads with respective Fac/Svcs</p>	<p>Increased % of BME women across the board, and into leadership and management generally (to align first with University Alliance, then with HE sector benchmarks) – There has been a small increase in BME women in all job roles from 50.5% (n=186) in 2017 to 52.1% (n=303) in 2021. BME women in senior management roles remained at two between 2017 and 2021. BME women in academic roles increased from 41.6% (n=77) in 2017 to 45.2% (n=156) in 2021.</p>	<p>2030 People Strategy aims to actively increase the diversity of our workforce, with no gaps in recruitment, progression and reward by protected characteristics.</p> <p>2030 EDI Strategy includes targets to increasing the diversity of our workforce, eliminate significant differences of staff to new roles by protected characteristic and eliminate significant gaps in staff experience by protected characteristics.</p> <p>Listening event with senior leader held in 2023 on the theme of 'Anti-Racist Strategies'.</p> <p>2023-2025 AS action plan contains ongoing actions in this area.</p>

							<p>Increase % of BME women in STEMM and AHSSBL – BME female staff in the Faculties of Health and Applied Sciences/ Environment and Technology increased from 38% (n=49) in 2017 to 45.6% (n=104) in 2021.</p> <p>RETF and AS action plans mutually reinforce common goals – RETF disbanded so action was adjusted.</p>	
10 GREEN	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 STEMM and male under-representation in female-dominated STEMM areas such as HAS (e.g. Nursing and Midwifery) and in AHSSBL</p> <p>AS Principles # 2,3</p>	<p>Identify internal best practice which has increased the proportion of male or female staff (where they were under-represented within the discipline)</p> <p>To disseminate these actions through a variety of reporting mechanisms and events, including Faculty and Departmental Executives</p>	<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 STEMM and AHSSBL Department SAT leads (e.g. male-dominated areas in STEMM share their insights with female-dominated areas in AHSSBL) – AS Collaborative Group has met</p>	<p>AS Collaborative Group meeting workshop dedicated to sharing good practice was held and shared with EDI Committee.</p> <p>Good practice disseminated to Departments via Departmental SATs.</p> <p>First UWE Department (Applied Sciences) achieves a Silver award in 2020. Social Sciences applying for Silver in September 2023.</p> <p>Four Departments achieved or renewed Bronze Awards since 2017.</p>

							Bi-monthly since 2017 for sharing of good practice	
11 RED	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 April 2021	SAT Executive Deans and Research Centre Directors	Increase the proportion of female Visiting Professors across all faculties - Ongoing	Process for appointing Visiting Titles (including Visiting Professors and Fellows) updated and now centrally organised. Analysis of Visiting Professors by Gender has not been possible to conduct as data on gender is still not routinely collected as Visiting Professor data is not included in iTrent system. Examples of good practice collated from Faculty of Business and Law/Centre for Fine Print Research.
12 GREEN	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	Jul 2021 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 – AL's recommendation of UWE as a place to work increased from 59% agreement in 2019, to 67% in 2022, with pride in working at UWE increasing from 76% to 81%.	EDI conducted Associate Lecturer Focus Group work to feed into the development of increased support for Associate Lecturers. New Associate Lecturer Support Framework introduced (2022) including an AL Welcome Pack, training, support and mentoring. Additional AL Survey work was conducted by HR in 2022 to assess the new support framework. There have been significant increases in AL's sense of belonging/being themselves at UWE, from 35% in 2019 to 86% in 2022.
13 AMBER	Priority Action	To enable the University to gather data that is statistically robust,	Proposal on enhanced exit survey methods and communications agreed	May 2018	Nov 2021	HR Services Manager	Increase exit survey completion rate, from 17% to	People analyst role introduced in HR Team.

	Identify and action approaches to increase staff exit survey completion rate	enabling the identification of any gender trends and appropriate actions taken. AS Principles # all	Present analysis (by gender) of exit info to SAT	Jan 2019	Jan 2020	HR Systems Manager	30% by 2022 – Exit survey completion increased to 19%. There is a higher return rate from female leavers than male leavers.	Reasons for leaving are examined by gender and show minimal variation between female/male staff, though female staff more likely to report leaving due to 'giving up employment' or 'moving out of the area'. Automated messaging introduced to increased uptake of staff exit survey completion. Exit interviews with managers introduced.
14 AMBER	Implement the findings and recommendations of UWE equal pay reviews (now gender 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 March 2018	July 2018 March 2019	HR Employee Relations and Manager	Overall pay gap continues to reduce (from current 12.6% in 2016) – The mean gender pay gap has decreased to 11.97% in 2022. The median gender pay gap has decreased to 8.53%. Senior leadership pay gap reduces over time (from current 5.5% in 2016) – Although there has been some annual fluctuations, females continue to occupy 48%	Gender pay gap data has been published annually since 2017/18. Actions to address the gender pay gap have included work to remove gender bias from job ad/descriptions, continuing support for WRMS, introduction of more family friendly policies, support for leadership programmes including Aurora , Elevate , Women in Business Charter , and Stepping Up . A draft People Portfolio Scorecard (University KPI) proposes the inclusion of both the median gender pay and median senior staff pay gap.

							<p>upper pay quartile.</p> <p>Gender gap in professorial merit pay awarded is eliminated by 2021 – The mean bonus pay gap has decreased from 44.3% in 2017, to 11.7% in 2021. The median bonus pay gap decreased from 44.3% in 2017 to 6.7% in 2021. No bonuses were paid in 2022.</p>	
Actions relating to section 5.1 (Recruitment)								
Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions and Impacts achieved by 2023
RAG Status								
15	Priority Action	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	<p>Shortlisting:</p> <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 	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) – 82% of	<p>82% of recruiting managers had completed Recruitment and Selection training by Dec 2020</p> <p>Piloting of anonymous applications for professional roles was conducted in the Faculty of Business and Law. iTrent does not allow for anonymising applications so this is presently on hold.</p>
GREEN	Address the potential for unconscious bias within the shortlisting and interview and processes			Oct 2017	Dec 2019	HR Resourcing Manager		
				Jan 2020	June 2020	HR Resourcing Manager and		

		AS Principles # 1, 2, 5, 9	<ul style="list-style-type: none"> Evaluate possible options for anonymisation of shortlisting for academic posts <p>Interview:</p> <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) 	Mar 2017	Aug 2017	HR Systems Manager	managers have completed training	Inclusive resourcing toolkit introduced for use in recruitment process with positive feedback from colleagues.
				June 2017	Ongoing	HR Resourcing Manager HR Resourcing Manager and HR Training Delivery Manager	<p>Anonymous application process introduced for professional posts and possibilities evaluated for academic process – this is not currently possible for all roles within iTrent</p> <p>All panel members receive unconscious bias briefing material prior to interview – this is now included as standard</p> <p>Interview panels' data shows they are representative of the University population – this is not currently possible within iTrent</p> <p>Increased uptake of new</p>	<p>Updated interview panel composition guidance (2022) included removing the requirement of external panel members to be a certain grade and replacing with an external representative who has attended the Recruitment and Selection training as a Positive Action move to promote an improved gender and ethnicity balance of interview panels.</p> <p>Data on interview panels cannot currently provide data by gender for auditing purposes, however HR resourcing team screen panel composition and push back when there is not a consideration of gender balance.</p> <p>Review of Manager Training conducted in 2022, including inclusive recruitment and selection.</p>

							unconscious bias e-learning module in under-represented areas – 29% completion, with uptake examined by College/service	
16 GREEN	Priority action Develop more inclusive approaches to advertising of vacancies	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 female applicants to STEMM vacancies Annual review of progress with this action, linked to staff demographic KPIs reporting	Oct 2016 April 2018 Jan 2019 April 2018	Dec 2018/ Ongoing Dec 2018 April 2019 Recurring every spring	HR Resourcing Manager with Strategic Communications and Engagement HR Resourcing Manager	Increase % of applications from female candidates – Female applicants for academic posts increased from 33% in 2017 to 41% in 2021. Female applicants to professional, technical and operational posts increased from 62% in 2017 to 65% in 2021. Increase in successful applications from females candidates for STEMM posts – Female applicants for academic posts in the Faculties of	Inclusive resourcing toolkit introduced for use in recruitment process. Gender decoder and inclusive language guide now signposted. Positive action statement introduced for use in Departments with under representation. Participation in increased diversity of events (e.g. Pride march and St Paul's Carnival) to encourage visibility of working at UWE.

							Health and Applied Sciences/ Environment and Technology increased from 29% in 2017 to 37% in 2021. Female appointments for academic posts in the Faculties of Health and Applied Sciences/ Environment and Technology increased from 52% in 2017 to 60% in 2021.	
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	Actions and Impacts achieved by 2023
RAG Status								
17 GREEN	Priority Action Develop 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	Review gender impact of current approach to career progression for academic staff Identify and address barriers to part-time staff achieving promotion beyond SL	Dec 2017 Apr 2018	Feb 2018 Dec 2018	Heads of Faculty/Prof Svcs/ Departments supported by HR Head of HR Consultancy	Staff report greater clarity around career progression in surveys - UWE staff survey responses to the question 'I am able to take opportunities to develop my skills and expertise/ I am	New Academic Promotion Scheme introduced, including annual opportunities to apply for promotion to Associate Professor and Professor. New Academic Promotion Scheme includes routes for teaching and learning, and knowledge exchange, as well as research. Academic Promotion Scheme webpages include case studies,

		AS Principles # 2, 5, 9 [Also contained in Strategy 2020 action programme]	Publish revised process for progression to various academic grades	April 2018	June 2021		<p>offered training or development to further myself professionally' have shown improvement in agreement from 71% F, 66% M in 2017 to 76% F, 70% M in 2022.</p> <p>Open and transparent promotions process measured through focus groups and staff survey – New Academic Promotion Scheme reviewed and changes made based on staff feedback and open question responses in staff survey.</p> <p>Successful promotion case studies are publicised on the intranet - completed</p>	<p>videos, hints and tips from successful applicants (3 women, 2 men).</p> <p>Review undertaken after first year of new promotion scheme, including an intersectional analysis.</p>
18 GREEN	Develop and run workshops for faculty	To address lack of clarity on the career pathways available to	Roll out existing AP/P workshops to all four faculties	Feb 2017	Dec 2017	Faculty Deans Associate Deans -	Workshops reach at least 45% of relevant faculty staff -	Faculty workshops on academic promotion introduced.

	<p>staff to support their understanding of, and use of, progression pathways</p> <p>[Also contained in Strategy 2020 action programme]</p>	<p>academic, research and professional services and the processes to support promotion</p> <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>	<p>Scope out additional workshops to support staff in career development and progression journeys</p> <p>Roll out of additional workshops</p> <p>Annual evaluation of workshops and amended as appropriate</p>	Sept 2018	July 2019	<p>Research</p> <p>HR Organisation and Leadership Development Manager</p> <p>HR Training Delivery Manager</p>	<p>Workshops were provided by each College, in addition to the Black, Asian and Minority Ethnic Staff Network, and Women Researchers Mentoring Scheme.</p> <p>Positive feedback from workshops via LDC and staff survey - UWE staff survey responses to the question 'I am able to take opportunities to develop my skills and expertise/I am offered training or development to further myself professionally' have shown improvement in agreement from 71% F, 66% M in 2017 to 76% F, 70% M in 2022.</p>	<p>New Academic Promotion Scheme launched in 2020 with corresponding workshops held in 2021 and 2022.</p> <p>Academic Promotion Scheme webpages include case studies, videos, hints and tips from successful applicants (3 women, 2 men).</p> <p>Changes made to scheme in 2022, as a result of feedback and review in 2021.</p>
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19 GREEN	Review and enhance University-wide coaching, mentoring, buddying 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 AS Principles # 2, 5, 6	As part of People and Performance 2020 clarify mentoring/buddying Proposal on mentoring framework	April 2017	Dec 2017	HR Organisation and Leadership Development Manager	Increased uptake of career-oriented mentoring options and improved career trajectory of participants – Uptake of the Women Researchers Mentoring Scheme has increased from 16 in 2017 to 27-28 mentees per year (with the exception of 20/21 and 21/22 due to the impacts of the pandemic). Mentors have increased from 16 in 2017/18 (12 F/4 M) to 27 (17 F, 10 M).	Mentoring guide updated (including process to volunteer as a mentor) and list of mentors now available via Staff Intranet. Mentor and Buddy now a requirement of UWE probation processes. Continued enhancement of Women Researchers Mentoring Scheme (WRMS) and Aurora leadership development initiative. Aurora UWE alumni group created in 2019. Women in Leadership and Women Aspiring to Leadership (WILWAL) network launched by Faculty of Business and Law. UWE becomes founding member of Women in Business Charter in 2019, to champion and advance the careers of women and help improve gender representation in businesses across Bristol.
20 GREEN	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 To develop new career routes to Associate Prof/Professor for staff with a Teaching and Learning focus (predominantly female)	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 for those preparing business cases	Autumn 2016 Autumn 2016 Jan 2018	Feb 2017 Dec 2017 May 2018	Head of HR Consultancy Director Teaching and Learning DVC and PVC (Research) SAT Co-Chairs, HR and EDU	Increased number of female staff in Assoc Prof and Prof roles generally and via the T&L route – The number of Female Professors/Associate Professors was maintained at 45% (n=130)	New Academic Promotion Scheme includes routes for teaching and learning, and knowledge exchange, as well as research. Academic Promotion Scheme webpages include case studies, videos, hints and tips from successful applicants (3 women, 2 men). The majority of promotions in the first year of the new Academic Promotion Scheme were aligned to Research with Impact (74% AP's/71% Profs), which is nearly three quarters of all new appointments.

		<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>Link professorial performance and reward scheme to the new career pathways</p> <p>Effectiveness assessed through focus groups after one year of operation</p>	<p>Oct 2019</p> <p>One year after launch date</p>	<p>June 2021</p> <p>Ongoing</p>		<p>between 2017 and 45% (n=131) in 2021.</p> <p>Implementation of career paths which ensure academic strengths (whether in research, teaching, the wider student experience, leadership and engagement), are all recognised - completed</p>	<p>The review undertaken after first year of new promotion scheme identified that the applicants least likely to be successful were those applying for the learning and teaching pathway at Associate Professor level. As a result, additional information, guidance and support to prospective candidates was provided for the 2022 round.</p>
21 RED	<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>	<p>Line managers will consider REF readiness in PDR process</p> <p>Managers to consider unconscious bias and equity in allocating time and resources to attend conferences, apply for funding</p>	<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 REF2021 - The position has slightly worsened since 2014 (22.7% of eligible female staff were identified as having significant responsibilities for research in 2014 vs. 20.7% in REF2021).</p>	<p>PDR form includes objectives associated to Research, Scholarship and Knowledge Exchange.</p> <p>UWE's approach to REF 2021, as set out in the UWE Bristol REF Code of Practice, was aligned to the University's commitment to equality, diversity and inclusion.</p> <p>REF Code of Practice was brought to AS Steering Group for consultation in 2018.</p> <p>REF 2021 Equality Impact Assessment conducted found the least represented group were Black, Asian and Minority Ethnic female staff (10%) followed by White female staff (22%) when compared to all eligible staff.</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	Actions and Impacts achieved by 2023
22 GREEN	Priority Action Continue investing in women's leadership training (including BME women, ref action 9)	To support the progression of women to both academic and professional leadership roles AS Principles # 2, 5	Ongoing promotion of Aurora and other Leadership Foundation programmes Encourage female take-up and line manager encouragement around REACH programme	June 2017	Review annually	SAT Faculty reps Heads of Faculties and Services HR Organisation and Leadership Development Manager	Increased Faculty commitment to Aurora uptake – There has been significant increased uptake since 2019. 70 staff have completed the programme since 2017, 66% from faculties, and 44% from UWE Services. College of Business and Law has lower uptake and can be further engaged.	Continued enhancement of Women Researchers Mentoring Scheme (WRMS) and Aurora leadership development initiative. Aurora UWE alumni group created in 2019. Women in Leadership and Women Aspiring to Leadership (WILWAL) network launched by Faculty of Business and Law. UWE becomes founding member of Women in Business Charter in 2019, to champion and advance the careers of women and help improve gender representation in businesses across Bristol. REACH/Called to Lead Talent Programmes introduced in 2018/19 to support staff aspiring to leadership roles and has supported 65+ staff. Elevate programme aimed at staff who identify as female and are from Black, Asian and minority ethnic communities scheme introduced in 2022 has supported 12 staff. Stepping Up Diversity Leadership programme supported, an award-winning initiative developed for Black, Asian, Minority Ethnic, Disabled and Women in the south west in 2017 has supported 10 staff.

23 GREEN	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	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 – 82% of managers have completed training. 79% of Programme Leaders found Inclusivity, Widening Participation and Awarding Gaps' workshop 'extremely' or 'very' useful, along with 98% of module leaders.	UWE People Manager programme now includes mandatory modules on 'Living Our Values - creating a valued environment', 'Mental Health Awareness', 'Having Sensitive Wellbeing Conversations With Your Team', and 'Leading an Inclusive Culture' (2 days total). People Managers Channel created on MS Teams and Peer-led communities of practice created. Programme and Module Leader Development programme includes essential workshops on 'Inclusivity, Widening Participation and Awarding Gaps for Programme Leaders' and 'Awarding Gaps for Module Leaders'.
24 AMBER	Analyse gender difference in participation in Researcher Forum	To understand reasons for lower male researcher involvement AS Principles # 2, 3, 5	Analyse take up and channels used to promote Survey M and F participants	Nov 17 Spring 18	Apr 2021	PVC Research Research and Business Innovation	Progress towards achieving 50/50 Researcher participation by gender	The Researcher Forum ceased to operate during the pandemic and is currently under review.
25 GREEN	Continue to monitor ECR Awards applicants and recipients by gender and discipline to identify any	To measure the effectiveness of the scheme in supporting career progression and identify whether lower grade female academics apply for the scheme at a	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 – Applications and success rates for female staff	With the exception of 2017/18, and 2018/19, there are a higher % of applications from women to the ECR Awards (65% in 19/20, 57% in 2020/21 and 52% in 2021/22). With the exception of 2018/19 female applicants have had a higher success rate in the scheme between 2017/18 and 2021/22. (82%F/18%M in 19/20,

	necessary actions	comparable level to lower grade males AS Principles # 2, 5, 6, 9					have increased since 2017. Awardees continue to progress in their career trajectory – evaluation of the scheme ongoing	71%F/29%M in 2020/21 and 54%F/46%M in 2021/22). ECR Award Training Scheme set up in conjunction with award and includes information on EDI when relevant.
Actions relating to section 5.5 (Flexible working and managing career breaks)								
Action Ref RAG Status	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions and Impacts achieved by 2023
26 AMBER	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 Sept 2017 Jan 2018	July 2018 Dec 2017 and ongoing Dec 2018	HR Training Delivery Manager HR Employee Relations and Reward Manager HR Employee Relations and Reward Manager	Increased levels of uptake of flexible working opportunities, and family-friendly leave, including by male staff – Pandemic significantly altered and increased uptake of flexible working arrangements. Staff survey satisfaction increases regarding work-life balance – There has been a decline in responses to work/life	Hybrid working guide and remote working guide introduced in the pandemic superseded plans to formally record arrangements. Transforming Futures: People Strategy held nine focus groups to better understand flexible working practices. UWE Gender Culture Survey work included COVID-19 Care Pulse surveys, Department and WRMS survey on pandemic impacts, including on flexible working, with results regularly reviewed by Steering/Collaborative Groups (see Appendix). COVID-19 Care Pulse surveys showed increases in staff reporting ease in working remotely (F 67%, M 57%), having access to equipment and resources to do their jobs (F 73%, M 68%) between May-Sept 2020, but

							balance on the staff survey from 67% F in 2017 to 58% in 2022. M satisfaction rates have maintained at 59% between 2017 and 2022.	a small decrease in staff agreeing the organisation's flexibility helped them to meet their needs as a working parent/carer (F 73%, M 72%).
27 RED	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 Jan 2019	Dec 2018 June 2019	Future Students Manager Halley Nursery (SU) Head, Centre for Sport	Feasibility of childcare provision is assessed and recommendations implemented	Managers of Halley Nursery and Centre for Sport attended Steering Group Meeting in 2019. Due to Ofsted constraints it was agreed that extending hours of Hotshots Holiday Camps or the nursery over working hours was not possible. It was also agreed that creating childcare options by providers unknown to staff was unlikely to be suitable for conference attendance or open days. The national/local context of childcare provision, with new government regulations for free childcare, and extensive waiting lists has contributed to this action being unachievable.
Actions relating to section 5.6 (Organisation and Culture)								
Action Ref RAG Status	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions and Impacts achieved by 2023
28 AMBER	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.	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	Ongoing	Head Of Governance and Policy	Board members to be increasingly representative of the student/staff population by 2020 - Ongoing	Data on EDI of Board members is still not provided in a way that the SG can access as they sit outside of the iTrent system, though there has been an increase in female membership from 30% in 2021/22 to 50% in 2022/23.

		AS Principles # 2, 8, 9, 10 [this is also an action in the Single Equality Scheme]						Inclusive Decision Making Toolkit under development for launch with Board of Governors in 2023.
29 GREEN	Publish role models on UWE website, particularly in cluding 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	Publish case studies on staff intranet and external website to support recruitment (to include male role models working part-time)	Aug ust 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 - Completed	UWE Future Students, Communications and Marketing introduced new guiding principles which are rooted by UWE values and brand guidelines when working with imagery. This includes 5 key points 1) Representation and Diversity, 2) Avoiding Stereotypes and Bias, 3) Accessibility and Inclusivity, 4) Consent and Privacy, 5) Regular Review and Feedback. Work at UWE Bristol webpages now include information on EDI and video content featuring female and male staff, including reference to staff diversity. Catalyst campaign launched in 2022 on UWE champions and changemakers. Podcast series and videos launched and featuring diverse staff voices. Two Listening events with senior leaders held in 2022 on the theme of 'Belonging' with related actions on staff inclusion and valuing.
30 RED	Increase number of male staff engaging and leading on outreach and public engagement	To address current gender imbalance and to provide positive male role models where men are under-represented and to ensure	Develop monitoring system to track University outreach activity participation to ensure gender balance is in place	Sep 2017 Sept 2017	April 2018 April 2021	Recruitment and Outreach office	Data on outreach activities by school type and gender available and used to inform annual outreach	Since 2020-21 Recruitment and Outreach have gathered data on gender by primary/secondary school student engagement from UWE Schools where data sharing agreements are in place and there is increasing engagement from female

	activities especially in disciplines in which men are under-represented	<p>outreach and engagement work doesn't disproportionately get done by women</p> <p>AS Principles # 2, 3</p>	<p>Increased male activities supporting disciplines where there is male under-representation</p> <p>Record staff time commitment to outreach and public engagement activities by gender and acknowledge this contribution verbally as well</p>	Sept 2017	Review annually	<p>Recruitment and Outreach office</p> <p>Department Executives</p>	<p>programme – Data on school participation by gender has been collected since 2020-21.</p> <p>Increase in the % of males undertaking /public engagement activities – Ongoing</p> <p>Level of male staff engagement with outreach and public engagement activities representative of UWE staff population – Not known</p> <p>Male staff engaged in outreach and public engagement activities in disciplines where there is under-representation – Not known</p>	<p>students (2020-21 48.5%F, 2021-22 52.6%F, 2022-23 54.4%F).</p> <p>Data on student ambassador and staff engagement was impacted by the pandemic and the challenges of delivering outreach and engagement.</p> <p>The Higher Education Tracker (HEAT) does not routinely collate data on participation of staff or student ambassadors by gender.</p> <p>Recruitment and Outreach presented at a SG meeting in January 2020 and have engaged in discussion on an ongoing action.</p>
31 AMBER	To systematically monitor University outreach	To gain an understanding of participation in outreach activities	<p>Development of monitoring system</p> <p>Annual review of engagement in outreach</p>	<p>Sept 2017</p> <p>July 2018</p>	<p>April 2017</p> <p>Review annually</p>	Head of Recruitment and Outreach	Data on outreach activities by school type and gender available	Since 2020-21 Recruitment and Outreach have gathered data on gender by school student engagement from Schools where data sharing agreements are in place and there is

	activities participation	by school type and gender	activities by school type and gender. Revision of outreach programme in the light of annual review	Sept 2018	Sept 2020		and used to inform annual outreach programme - Data on school participation by gender has been collected since 2020-21.	increasing engagement from female students (2020-21 48.5%F, 2021-22 52.6%F, 2022-23 54.4%F). Data is used to inform outreach activities undertaken centrally but does not include activities happening at Department/Faculty level.
32 AMBER	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	Dec 2020 July 2021	Planning partners team	Academic planner provides insight into any gender or contract based workload trends, with recommendations as appropriate – There has been a decline in responses to work/life balance on the staff survey from 67% F in 2017 to 58% in 2022. M satisfaction rates have maintained at 59% between 2017 and 2022.	UWE Bristol Workload Model and Academic Workload Planning reviewed in 2022, resulted in changing the allocation for PGT modules in line with that for undergraduate modules, replacing 'bundles' with workload hours to increase transparency, and reviewing and reset workload allocation for those new to UWE and/or higher education. The benchmarking study commissioned from Simitive indicated that UWE is broadly in line with other universities in terms of the resources allocated for different aspects of teaching delivery and assessment and the tariffs for activities in common across the sector. A series of ongoing recommendations also identified. Investigation of use of the UWE Bristol Workload Model (WAMS) to monitor workload allocation by gender was not successful. It is not connected to gender information collated on iTrent and is for workload planning rather than monitoring, therefore the SG have not been provided with access to the data.

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	Actions and Impacts achieved by 2023
33 GREEN	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]	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 - Completed Mandatory EDI training covers trans awareness - Completed	New Trans and Non-Binary Policy, along with supporting resources, published in 2021. Mandatory EDI training for staff includes Trans legal context and video scenarios with questions on different equality topics. Trans Awareness Training Course introduced by external provider (The Diversity Trust). Trans and non-Binary Awareness e-learning micro course created. 136 (7%) staff completed since launching in 2022.
34 GREEN	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]	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 2021	Director of Academic Services Director of IT Services	Accurate student data can be visible to and edited by students - Completed Institutional demographic reporting becomes more comprehensive - Completed	International students can now personally edit their title, contact details, disabilities, ethnicity, religious belief, sexual orientation and Trans status as soon as they are registered as a student. International students can request changes to their surname, forenames, date of birth, gender and nationality on request to the University as soon as they are registered as a student and subject to any legal/visa requirements.
35 Green	Priority Action	Trans awareness is low and unique issues need	Launch ½ day trans awareness training for all	Feb 2017	May 2017 (review)	HR Training Delivery Manager	Trans awareness at the University is	New Trans and Non-Binary Policy, along with supporting resources, published in 2021.

	Develop opportunities for University staff to build trans awareness and explore the issues	<p>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>	<p>staff (including student-facing)</p> <p>Reinforce/supplement workshop with 2 e-learning modules (theory and lived experience)</p> <p>Track uptake and promote/publicise</p> <p>Consider creating more trans awareness resources for staff intranet</p>	<p>Feb 2017</p> <p>Mar 2017</p> <p>July 2017</p>	<p>Available 24/7</p> <p>October 2017</p>	HR Training Delivery Manager, w/ E&D Manager	<p>higher, as reported by students and staff – 63% of staff responding to the 2022 Stonewall survey agreed UWE provides opportunities to learn about trans identities and experiences.</p>	<p>Mandatory EDI training for staff includes Trans legal context and video scenarios with questions on different equality topics.</p> <p>Trans Awareness Training Course introduced by external provider (The Diversity Trust).</p> <p>Trans and non-Binary Awareness e-learning micro course created.</p> <p>Staff Intranet guidance created on Understanding LGBT equality issues, using inclusive language and a Protected Characteristics collection.</p> <p>Relevant events organised (e.g. Being Trans in the Construction Industry 2023) and Trans inclusivity embedded in EDI champions scheme and associated newsletter.</p>
36 GREEN	Actively promote and publicise messages of trans equality	<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>	<p>Redesign and disseminate LGBT+ equality poster</p> <p>Trans awareness messages highlighted around Bristol PRIDE</p> <p>At least one trans-focused event or talk during LGBT History Month</p>	<p>Spring 2017</p> <p>July 2017</p> <p>Feb 2016</p>	<p>July 2017</p> <p>Every July</p> <p>Every Feb</p>	E&D Unit and Strategic Communications and Engagement	<p>Trans staff (and students) report improved experience, anecdotally and via surveys, including increased disclosure rates – Staff self-reporting their gender as ‘other’ in the staff survey has increased from three people in 2017 to 59 people in 2022.</p>	<p>In 2022/23 EDI surveyed students (n=410)*, staff (n=169)*, and conducted qualitative ‘listenings’ to better understand the experiences of trans, non-binary and gender fluid students at UWE and understand the extent the Trans and Non-binary Policy achieving its aims, purpose and intent.</p> <p>The above research has found that students have strong agreement with the policy commitments, there is support for allyship at UWE, and just under half of students feel UWE is supporting trans students.</p> <p>Amongst staff the research shows good support with the policy, and a desire for it to go further. 88% of staff</p>

							<p>LGBT staff network provide positive reports from trans colleagues - 2020 and 2022 Stonewall data does not have high enough responses from Trans staff to assess impact specifically. However, there have been increases in confidence to challenge behaviour (65% in 2020 to 83% in 2022) and 52% (2022) of LGBTQ+ staff report that senior managers demonstrate visible commitment to Trans Equality.</p>	<p>practicing allyship and the identification of a number of barriers for further action.</p> <p><i>* Gender breakdown not available in evaluation</i></p>
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Section 3: An assessment of the University's gender equality context

In Section 3, applicants should evidence how they meet Criterion B:

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3500 words

1. Culture, inclusion and belonging

Please describe how the University ensures their culture and practices support inclusion and belonging.

Equality, diversity and inclusivity underpin UWE's core values and we work purposely to ensure that our commitment to equality is reflected in behaviour, values and practices throughout the University. We are actively seeking to promote a culture where discrimination, bullying and harassment of any student or member of staff is unacceptable. Our values are embedded in the [2030 People Strategy](#) which aims to actively increase the diversity of our workforce, with no gaps in recruitment, progression and reward by protected characteristics, and our [2030 EDI Strategy](#) includes targets to increasing the diversity of our workforce, and eliminate significant differences of staff to new roles, as well as gaps in staff experience by protected characteristics. UWE is also accredited as a [Disability Confident Employer](#). In 2022 we introduced [Listening Events](#), which are an opportunity for the Vice Chancellor's Executive and senior staff members to hear about the **lived experiences of staff from across UWE**, building a culture of honesty and openness at the University and ensuring intersectional views are heard and responded to. HR have developed an employee voice/listening strategy which sets out our intentions and approach to enhancing employee voice to influence and improve the employee experience.

At a more practical level, the [Speak Up campaign](#) launched since our 2017 application, includes the **Report and Support Tool** to raise awareness, prevent racism and sexual violence, and encourage everyone to speak up when things 'don't feel right'. This is also accompanied by a [Hate Incident Reporting Scheme](#), open to all students, staff, visitors and contractors, providing access to both internal and external reporting mechanisms. We recently launched a [Sexual Violence Action Plan](#) and a **Joint Anti-Sexual Violence Forum Commitment to Students** is being published in conjunction with three other universities this year. Programmes such as [UWE Cares](#), which supports carers, care leavers and estranged students, and [Equity](#), an award-winning development programme for Black, Asian and minority ethnic students, focuses on the **assets of our students** and maximising their success. In section 2.2 we discussed the new [Trans and Non-Binary Policy](#), and the supporting resources it has incorporated.

In Appendix 1 we present **Culture Survey Data** from four sources (Table 3.1).

Department/School	Year	Sample Size	% Survey Response by Sex/Gender
UWE Staff Survey	2017	2380	56.4%F/34.2%M
	2019	2536	55.1%F/33.2%M
	2022	2049	55.6%F/30.1%M
COVID-19 Care Pulse Surveys	2020 (May)	1440	66.%F/33.3%M
	2020 (June)	1176	69.4%F/30.1%M
	2020 (September)	1155	67.1%F/32.2%M
Impact of COVID-19 on Researchers at UWE	2021	161	55.9%F/40.9%M
Synthesis of Department level survey work	2017-2022	450+	Multiple – see <i>Appendix Table A1.5</i>

Table 3.1. Culture Survey Data

All culture survey work was conducted prior to the introduction of seven core questions for Departmental applications. We have included (action 3.3) intentions to further orientate our future **School based survey work** around these questions in future consultations. Appendix Table A1.1 maps our existing survey work to each of the seven questions.

Over our three staff surveys conducted in 2017 (56%F), 2019 (55%F) and 2022 (55%F) we see **high levels of engagement from female staff** (Appendix Table A1.2). When the data are compared to our staffing statistics there is a higher response rate from female staff in all three survey years. There has been a rise in people **self-reporting their gender as ‘other’ in staff surveys from three people in 2017 to 59 people in 2022**, and with this increase we need to better ensure that data from all genders are included in survey reporting. Around 10% of staff do not complete the demographic questions, suggesting they are either disengaged, do not realise their importance, or may not trust how this information is being used and if they will be identifiable. Working with HR **we aim to increase both the response rate to staff survey data, and the numbers of staff reporting their gender.**

Action 5.1: Increase both recording and self-reporting of sex and gender and nuance of presentation of data on protected characteristics.

The UWE staff survey provider changed in 2022, meaning we are not able to directly compare data across all three datasets. However, the new survey instrument now asks much more specific questions regarding **parity of treatment on the basis of gender, race, disability and sexual orientation** (Appendix Table A1.3). In relation

to these questions, female staff are slightly less likely than males to say that people are treated fairly based on protected characteristics such as gender (80%F agreement/82%M agreement) though the difference for all questions of this nature is within 2% to 3% and overall, and there is **a high level of agreement that people are treated fairly**, as a result of our increased focus on EDI throughout UWE. Between 2019 and 2022 responses to the question 'I feel a strong sense of belonging to the University/I can be myself around here' increased for both female (67%>76%) and male (65%>76%) staff.

There have been substantial rises in how well the **staff voice is heard and managers respond to suggestions** (2017: 33%F/28%M agreement, 2022: 55%F/54%M agreement). Staff generally feel well supported in their training and development (2022: 76%F/70%M agreement), an area of increased focus and investment.

The core area for further attention in staff survey data is whole life balance. Between 2017 and 2022, there have been decreasing positive responses as to how well people are able to balance their work and personal life for female staff (76%>58%) although there has been no change for male staff (59%>59%). In the 2019 data there were decreases for female staff in terms of both how well they can meet the requirements of their workload within reasonable working hours (F:60%>56%, M:51%>55%) and ability to take their annual leave (F:73%>72%, M:64%>70%), however these questions were not repeated in the 2022 survey, and we have **incorporated plans to re-introduce** these in action 2.4.

Action 2.4: Continue to develop the equity and transparency of the Academic Workload Model (WAMS) and monitor WLB allocation between male and female staff to identify any variations in 'over-bundling'.

There has also been a decrease in agreement as to whether staff would recommend UWE as a place to work between 2017 and 2022, for female (80%F>67%) and male staff (75%>62%). This also correlates with declines on our UWE Engagement Index, which is a combined score from six key survey questions, intended to give an indication of staff experience under the headings 'say, stay and strive'. In 2022 this score was recorded as 66%, compared to 71% in 2017 and 73% in 2019. This could relate to the impacts of the pandemic and restructuring process, nonetheless it requires further attention.

To address this, we are already developing four enablers of employee engagement '[Engage for Success](#)', to inform our organisational-wide approach. These focus on increasing organisational integrity, providing a stronger strategic narrative, increasing the employee voice and encouraging engaging management through a suite of [external resources](#) including case studies and networking tools. Action 2.1 allows for ongoing evaluation of the success of these approaches.

In taking an **intersectional approach**, we have also examined the three questions introduced in our 2022 survey which include the statement ‘People here are treated fairly regardless of their race or ethnic origin, sexuality and disability’ (Appendix Table A1.3). In each question we see that females are marginally less favourable in their responses than male staff, with the greatest difference between genders in relation to the statement around fair treatment for those who are disabled (76%F/81%M agreement). However, the difference is relatively small, and we will continue to monitor future responses to these questions.

In 2020, UWE commissioned three **pulse surveys focused on COVID-19** (Appendix Table A1.4). The data suggested **female staff were generally more satisfied than male staff with UWE’s COVID-19 response**. Whilst the data presents a positive picture, for example in how effective people felt they were when working remotely in 2020, we identified areas of concern. This includes a decreasing sense between May and September that UWE’s flexibility helped meet the needs of working parents/carers for both female (79%>73%) and male (78%>72%) staff and changing views as to whether UWE’s approach to COVID-19 put people first (85%F >71%F, 81M%>70%M)

As a **result of these pulse surveys**, we updated a number of policies and procedures relating to on-campus and at home working, re-iterated support regarding workloads and wellbeing, reminded staff regarding reasonable adjustments, invested in more training (including People Manager HR clinics) and one-to-one coaching for managers, and increased timely communication of COVID-19 associated information. The data fed into the development of a **roadmap for staff**, to maintain a focus on the mental and physical health and wellbeing of staff via the [Transforming Futures: Health and Wellbeing Strategy](#), when returning to campus after COVID-19. Actions are also continuing and include ongoing focus groups conducted as part of the [Transforming Futures: People Strategy](#). Nine focus groups, with 140 participants, have been held to better understand the lived experience of UWE’s flexible working practices. New flexible working principles, based on this work, is are due to be launched by the end of 2023.

‘The hybrid and flexible working here is brilliant. I generally suffer from a chronic pain condition which is induced by stress, but I feel I have a proper work/ life balance here and the service is more accessible as a result.’ Focus Group Participant

Action 2.3: Update flexible working principles alongside supporting practice and resources that meets current and future organisational, team and individual needs and priorities.

In 2021, the [Women Researchers Mentoring Scheme](#) also commissioned an Impact of COVID-19 on Researchers at UWE survey in September 2021, with 161 respondents (56%F n=90/41% M n= 66/ 1% n=2 other/non-binary). Key issues highlighted included female staff reporting a greater decrease in research outputs during the pandemic than male staff (70%F/ 58%M), and more female staff reporting that the shift to online learning had curtailed their research (22%F/9%M). Almost half of respondents reported that their work-life balance was somewhat worse or much worse since the pandemic began (47%F/ 47%M) a finding mirrored [globally](#) (Nature, 2020). Qualitative comments suggested a lack of consideration for emotional and physical wellbeing, with staff juggling a combination of leave options to manage caring responsibilities during the pandemic. The results of this survey and actions were discussed at the November 2022 SG meeting:

‘Senior management and line management have very different views and expectations; I like many others are being consciously over allocated work it’s really bad. There’s little concern about the impact this will have on staff...I feel pulled in so many directions’ WRMS survey respondent (female)

Given these results, we have planned a number of actions (2.3, 2.4, 4.3) in our future action plan around **whole life balance, flexible working, staff engagement and pandemic recovery for female researchers**.

Since our 2017 institutional application, School level consultations have also occurred (Appendix Table A1.5). A synthesis of this work was produced and presented at the January 2023 SAT meeting. Key findings included:

- High levels of agreement that UWE offers a **welcoming, friendly and collegiate working environment**.
- Growing uptake and evidence of **EDI training**, including bespoke EDI training offered at a local level.
- For those whom maternity, paternity and other forms of parental leave has been relevant, there is generally **satisfaction**.
- There is good awareness of **training and development opportunities**, though it can be challenging to fit in.
- **Staff are not perceived to be treated differently** in relation to their gender in processes and decision making, for example recruitment.

Areas for ongoing consideration highlighted were:

- Awareness of **promotional processes** is typically low (however the majority of survey work was conducted prior to changes in UWE promotional schemes).
- **Workload allocation** continues to have a perceived lack **transparency** and, in some Schools, **fairness**.
- Staff are juggling what can be seen as competing demands and increased **administrative support** would be welcomed.

- Staff would welcome more consideration of reduced/supportive workloads for those returning from **longer term absences**.
- **Awareness of Athena Swan/gender equality initiatives** and personal benefits from them varies across Schools, suggesting a need to increase awareness of University level activities.
- In Schools where survey work was conducted on **COVID-19**, women, disabled people and people with a health condition, were more uncertain about the future of their careers. Women also more frequently reported a negative impact their **research productivity**.

Changes are already being made to address these issues. For example, during the re-structure School managers have been located in each School to reduce administrative burdens on staff, whilst Student and Programme Support (SPS) Teams are now more closely aligned to teaching teams to provide programme support. To continue to explore these issues, we have included in our next future plan (action 3.4) a **Listening Event** for all staff on **Gender Equality**, with the UWE Chief People Officer, from which we will develop a **Pulse Survey** focusing on **Gender Equality** in 2024, with potential further Pulse Surveys, and/or surveys directed at targeted staff groups, on key themes if appropriate.

Whilst there have been benefits in adopting consultation mechanisms where **gender equality is embedded**, it has reduced our level of nuance, for example we would benefit from more institutional level understanding of the impact of career breaks and UWE parental/carers leave policies (action 5.4). Since 2017, we have introduced a [Fertility Treatment Support Guide](#) offering training for managers, as well as additional support for individuals experiencing fertility treatment and a suite of resources around [menopause](#) including a Meno Chat Teams Site, menopause cafes, and menopause training for staff. These resources are inclusive of Trans, non-binary, and gender fluid staff and we have introduced an action focused on the impact of these resources.

Action 5.3: Analyse the impacts of the 2023 Fertility Treatment Support Guide, and 2022 Menopause Policy.

9. Key priorities for future action

Please describe the University's key issues relating to gender equality, and explain the key priorities for action.

In examining our datasets (Appendix 2) we have identified a number of areas of impact since 2017, as well as **eleven areas for high priority actions** and we focus on five in detail here. In 2017, we identified that whilst our institutional career pipeline showed a similar gender profile for grades up to and including Associate Professor, at the Professorial level, the gap between female and male staff widened

significantly (2016: 38%F/62%M), and this gap was starker in STEMM than AHSSBL disciplines. Our 2021 data (Appendix Figure A2.1 to A2.3) shows very small improvements in the gap at Professorial level, where the proportion of female staff has increased from 38% in 2016 to 40% in our 2021 data, and our latest promotional round data has seen more female staff applying, with equal success rates.

We have further examined our application, shortlisting, and appointment data for posts at all grades, as well as senior grades (I, J, S1-S5). This data (Appendix Table A2.10, A2.12, Figure A2.4-A2.5) demonstrates that for all grades female applicants are more likely than male applicants to be shortlisted and appointed and this has remained consistent since 2017. The same is also the case for senior grades, with the exception of 2019/20. **We are therefore focusing our efforts on encouraging female applications for posts at grades I and J, with particular attention to STEMM Schools, working with their Athena Swan leads.**

Action 4.2: Implement approaches to increase female (and male) applicants to posts/promotional opportunities where genders are currently underrepresented.

As we have already discussed in Section 2.1, we are now further **prioritising the intersections of gender and ethnicity**, though we will continue to engage with other intersectional gender-based issues (such as age, disability, and sexual orientation), action 2.1 forms a further high priority action for the next five years.

Image redacted

Figure 3.1 Black History Month Promotional Materials (23 words)

In 2017 application we noted that the majority of academic staff appointments are permanent as fixed-term contracts require explicit justification under UWE HR policy, e.g. for short-term contract research or maternity leave cover. There has been a small increase in the use of fixed term contracts during the pandemic, from 21% (22%F/20%M) of contracts in 2017 to 28% (30%F/M26%) in 2021, with slightly more female staff on fixed term contracts than male (Appendix Table A2.6-A2.7). Temporary contracts did not exceed 1% of contracts for academic staff of either sex between 2017 and 2021 however, and the vast majority of academic staff were on permanent contracts in 2021 (69%F/73%M).

When considering contract type for PTO staff, there has been a decrease in staff on fixed-term and temporary contacts (Appendix Table A2.9). The numbers of staff on fixed-term contracts decreased from 12% (n=271, 13%F/11%M) in 2017, to 9% (n=219, 10%F/8%M) in 2021. Despite a small increase in use in 2020 due to the pandemic, there has also been a decrease in staff on temporary contracts, to 5% (n=126) for both female and male staff in 2021. There is therefore very little notable

gender difference in the use of permanent, fixed and temporary contracts for PTO staff since 2017.

With increased attention on our academic pathways since 2017, in our future action plan we intend to focus more on the experiences of **PTO colleagues**. We have examined the promotion, regrading and secondment/acting up data for PTO staff (Appendix Table A2.11, A2.13). Whilst this data demonstrates that proportionally more PTO staff being promoted (between 57%-69% female PTO staff in 2017-2021), regraded (58%-75% female PTO staff 2017-2021) and on secondment/acting up (60%-78% female PTO staff in 2017-2021) are female, as data is not gathered on applications for these staff we are not able to gauge success rate as easily as we have been able to do for some aspects of academic promotions. With PTO staff more frequently using a combination of secondment/acting up routes, as well as applications for posts at a higher grade to progress their careers we intend to examine this data further and ascertain ways to monitor success rates via our recruitment systems for PTO staff. This will also allow us to understand the impact of the recently introduced [Future Technician](#) project which created a new family of technical roles forming a career pathway - with more work to follow in relation to technical staff development.

Action 4.1: Staff Promotion action – Continue to monitor the impacts of the new Academic Promotion Scheme and increase focus on PTO promotional opportunities.

Finally, in writing this application during a period of restructure, we acknowledge that this has created some challenges. Change can be unsettling, and some gaps in leadership roles have only recently been filled. The University has also undertaken reviews of teaching and research as part of assessing distance to travel to achieve our Strategy 2030, and these reviews prompted some further work. We will need to **continue to assess the impact of the restructure on the gender** of our leadership teams in the next one to two years. We will also continue to monitor the impact of our transformation on governance processes, including processes around EDI. We have designed an action to address these concerns.

Action 1.1: Monitor and Review EDI governance structure to ensure clear lines of responsibility and accountability, and to ensure all Schools at UWE are supported in their Gender Equality Activities.

There have been associated challenges in gathering data over the restructure. This relates not only in tracking ongoing change when Departments have become Schools and Faculties have become Colleges, but also because it has highlighted

Action 1.2: Reduction of data gaps around sex/gender in UWE operated schemes, services and committees at a local level (e.g. Board of Governors, CPD students, Visiting professors).

where some of our local **data gathering mechanisms have gaps and inconsistencies**.

We have also noted that whilst a restructure brings opportunities (for example, new posts and promotion), change can be challenging and tiring for staff, not least whilst attending to the fall out of the pandemic and ongoing industrial action. This may particularly be the case in large Schools and those where the restructure has had greater impact. For example, the School of Health and Social Wellbeing has experienced two restructures in the last five years and is home to many female staff (73.5%F). In response we have included an action to continue to **monitor the impacts of the restructure**, including analysis of a question on adapting to change in the UWE staff survey, and taking a more intersectional approach in future staff pulse surveys, as well as other consultation mechanisms and to develop actions accordingly.

Action 4.5: Impact of the restructure from a gendered perspective.

Section 4: Future action plan

In Section 4, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

Please see next page.

UWE Bristol: 2024-2029 Athena Swan ACTION PLAN

The action plan contains both 'continuing' actions, actions first established in our action plans in 2013 and 2017 which remain relevant and 'new' actions, those identified in the course of our data gathering and reflections since 2017.

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 2017 action plan. These positive impacts will continue to be maintained and embedded in the work rather than as a focus of the action plan.

We have identified and clustered actions under five key themes, which have evolved through a process of consultation amongst the SAT as well as wider University 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: Governance and recognition of equality, diversity and inclusion work

Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member in Bold)	Timescale	Success Measure
1.1 NEW (High)	<p>Monitor and Review EDI governance structure to ensure clear lines of responsibility and accountability, and to ensure all Schools at UWE are supported in their Gender Equality Activities.</p> <ul style="list-style-type: none"> - Athena Swan presentations, including updates on the action plan presented at all College Executives in 2023-4. - College EDI taskforces (or equivalents) requested to provide UWE AS priorities annually. - Develop a finer grained analysis of key AS datasets by each of the re-structured Schools once all staff appointments are completed. - Athena Swan Steering Group reports to proposed new People Board. - Action Plan reviewed annually and updated with evidence of impact 	<p>Review of EDI support system and governance within the University (2018) and an updated EDI policy (2020) resulted in a shift to support Departments with AS ambitions only where there are local plans to achieve an award.</p> <p>The updated governance system can create a disconnect between local AS activities at School level, College EDI ambitions and EDI committee priorities.</p> <p>Working with College Executives, we need to better identify Schools where there may be gender equality challenges, but they are not proactively engaged in AS.</p> <p>There are plans to replace the EDI committee with a People Board to better integrate multiple EDI committees.</p>	<p>AS Chairs/College Representatives/ EDI Strategy and Operations Representative/ EDI Representative/ SG Members</p> <p>Chief People Officer</p> <p>College EDI Taskforce (or equivalents)</p>	January 2024 - September 2025	<p>At least two additional Schools represented at the AS Collaborative Group. Silver Institutional Award secured.</p> <p>Achieve 50% awareness of Athena Swan at University level as measured in an Athena Swan Gender Equality Pulse Survey.</p> <p>Increased awareness and perception of action on gender equality, as measured in School-level surveys.</p> <p>Clear line of responsibility and accountability between Athena Swan Steering Group and proposed new People Board.</p>

	<p>- Remote Development Review meeting scheduled with Advance HE</p>	<p>Changed chairing of AS, as well as impacts of the re-structure and pandemic created a lack of continuity in reviewing of the action plan in 2021-22. Moving AS evidence from a Sharepoint to Teams site caused issues in accessing evidence for the action plan.</p>			<p>Annual review of Action Plan</p> <p>Remote Development Review conducted by September 2025.</p>
<p>1.2</p> <p>Ongoing</p> <p>(High)</p>	<p>Reduction of data gaps around sex/gender in UWE operated schemes, services and committees at a local level (e.g. Board of Governors, CPD students, Visiting professors)</p> <p>- Instigate the gathering of EDI data for all learners (e.g. CPD students) via the new CRM system.</p> <p>- College EDI taskforces (or equivalents) requested to increase gathering of EDI data in College/School organised schemes.</p> <p>- AS Steering Group to monitor local data more frequently, for earlier identification of data gaps.</p> <p>- AS Steering Group to ascertain student perspectives on gender culture via UWE wide survey work (e.g. NSS, PTES).</p> <p>- Learn from new UWE projects (e.g. Sport and music related targeted mental health interventions for male students) to consider wider student outcomes.</p>	<p>We have seen some significant improvements in our data collection since 2017, including better monitoring of internal research funding schemes, the introduction of the Athena Swan Dashboard, and the increased connection of HR systems to other business intelligence tools. However, many locally organised schemes and groups do not routinely collect data on the EDI composition of applicants/members etc.</p> <p>Although our school level work is well connected with students, and we now meet with the UWE Students' Union, to focus on student matters and providing more meaningful engagement, we plan to increase attention on data pertaining to gender culture amongst our student communities. For example, Our Access and Participation Plan has that male students are less likely to access support for mental health issues and would benefit from interventions that may not be formally labelled as mental health interventions.</p>	<p>AS Chairs/ EDI Data Representative/ HR Representative</p> <p>College EDI taskforces (or equivalents)</p> <p>EDI Data Group</p>	<p>January 2024 - July 2026 (with annual monitoring)</p>	<p>Data on sex/gender available for University College and School level schemes/committees/ groups in November 2028 AS application.</p> <p>Participation rates mirror staff ratio for sex/gender in respective School/College.</p> <p>Data available on UWE Board of Governors by 2026, with understanding of any changes as a result of the Inclusive Decision Making Toolkit.</p> <p>Gender Culture student survey data analysed at steering group annually.</p>
<p>1.3</p> <p>NEW</p> <p>(Medium)</p>	<p>Coordinate more effectively with ongoing gender equality, diversity and inclusion research and projects based at UWE</p> <p>- Identify key gender equality research and action-based projects taking place at UWE and invite presentations to the Athena Swan Steering Group.</p> <p>- Share understanding and best practice developed from these activities to create ongoing actions at University level, and to</p>	<p>UWE is undertaking a rich range of activities of relevance to gender equality, tackling national agendas regarding the underrepresentation of women in careers such as engineering (RAEng, 2023) and the prevalence and impact of violence and harassment against women (NUS, 2023).</p> <p>UWE projects are ongoing such as 'Women Like Me', a peer mentoring and outreach project, aimed at boosting female representation in engineering, and work in the Faculty of Business and Law encouraging women in aviation careers.</p>	<p>AS Chairs</p> <p>College Deans of Research and Enterprise</p> <p>UWE Research Leads</p>	<p>September 2024 - November 2028</p>	<p>At least two agenda items per year associated to ongoing gender equality associated projects at UWE.</p> <p>Increased learning, collaboration and amplifying of gender equality, diversity and inclusion research and projects based at UWE with intentions to apply for a Gold Award by 2033.</p>

	share locally via Collaborative Group and with School AS Leads.	The 'Prevention of Sexual Abuse' project is focusing on campus, place-based approaches to sexual abuse prevention. We are not sharing or learning from these activities as part of Athena Swan or understanding the role they play in staff and student experience.			
Theme 2: Evaluation and Effectiveness of Policies					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
2.1 NEW (Medium)	Monitor the impact of the UWE Policy Governance Framework in terms of gender and other intersectional characteristics. - Identify 2-3 UWE policies pertaining to gender and/or intersectional issues for examination of impact. - Monitor the roll out of the Inclusive Decision Making Toolkit with 1-2 groups (e.g. UWE Governors) to assess impact.	UWE's Policy Governance Framework sets out how UWE manages the initiation, development, approval, evaluation and regular review of our student and academic policies, procedures and codes of practice but we have not examined their reception or impact on gender equality. The newly introduced Inclusive Decision Making Toolkit will support committees to combine both diverse representation and diversity of thought to shape decision making at the University but we are not yet able to assess impact.	AS Chairs/ EDI Representative/ HR Representative	September 2024 - November 2026	Inclusive Decision Making Toolkit embedded in activities of at least 4 UWE groups/committees. Impact assessment of Inclusive Decision Making Toolkit with 1-2 UWE groups/committees.
2.2 Ongoing (High)	Address the gap in female senior Black, Asian and Minority Ethnic staff leadership, including at Professor and Associate Professor level, and reduce the gender/ethnicity pay gap intersection. - To address broader systemic issues, support the introduction of a new anti-racism strategy in 2024. - Integrate the new anti-racism strategy in Athena Swan actions, when appropriate. - Increase intersectional events and activities that highlight the contributions of female Black, Asian, and Minority Ethnic staff and students. - Continue to monitor and seek to influence promotional policies for staff that intersect	There have been increases in Black, Asian and Minority Ethnic women in academic roles increasing from 4.7% in 2017 to 7.5% in 2021, though we continue to lack females in senior leadership roles. Retention rates for Black, Asian and Minority Ethnic staff are lower, with staff leaving UWE after fewer years at the University. Racial injustices and inequalities persist in recruitment, retention, promotion, and awarding gaps at UWE despite a number of initiatives, impacting on staff (and students) of all genders.	AS Chairs/ EDI Representative/ HR Representative Board of Governors Chief People Officer Pro Vice-Chancellor – Equalities and Civic Engagement, Wellbeing	December 2023 - November 2028	Six Black Female academic staff participate in the 100 Black Professors WHEN programme. 22 staff (above academic staff's people managers, a member of VCE, RBI, EDI and HR attend 100 Black Professors WHEN support programme. Target increase for female Black, Asian and Minority Ethnic staff in senior management and academic roles to be agreed at People Board by September 2024.

	<p>gender and race and amplify the voices of those with lived experience.</p> <ul style="list-style-type: none"> - Support introduction of 'stay interviews' providing Black, Asian and Minority Ethnic women opportunities to feedback on their career experiences. 	<p>There are opportunities to share good practice at College level (for example, work in the College of Health, Science and Society on Safe Spaces for Women of Colour) across UWE, embedding associated actions in Athena Swan activities.</p>			<p>Reduce staff turnover rate for Black, Asian and Minority Ethnic staff (23.9% in 21/22) to parallel all staff turnover rate (17.1% in 21/22).</p> <p>At least one Steering Group meeting per year to focus primarily on gender/race equality associated data/projects at UWE.</p>
<p>2.3</p> <p>Ongoing</p> <p>(High)</p>	<p>Update flexible working principles alongside supporting practice and resources that meets current and future organisational, team and individual needs and priorities.</p> <ul style="list-style-type: none"> - Launch an agreed set of principles and approach that enables us to deliver our strategic and operational imperatives, embraces the strong desire of enhanced work-life flexibility (employee led evidence based), and creates a strong sense of belonging and inclusion. - Review, test and learn impact of the new guide in next UWE staff or pulse survey. 	<p>Following lockdown, staff have qualitatively reported that they would like more clarity on flexible working and some have had a less positive experience of work-life balance in the staff survey and in exit interviews. The nature of some staff roles means that flexible/hybrid working is not possible and considerations are needed for these staff.</p> <p>We have gained insights from internal (staff focus groups (150 people), staff survey results, case studies) and external sources (Universities HR groups, Gartner research, CIPD etc).</p>	<p>AS Chairs/HR Representative</p> <p>Assistant Director of People (HR)</p>	<p>December 2024 - December 2025</p>	<p>Launch new Flexible Working guide and principles by December 2023.</p> <p>Staff report more positive experience of work-life balance through the staff survey from 58%F/59%M to 75%.</p> <p>Fewer qualitative staff survey comments expressing confusion with our approach to flexible working.</p>
<p>2.4</p> <p>Ongoing</p> <p>(High)</p>	<p>Continue to develop the equity and transparency of the Academic Workload Model (WAMS) and monitor WLB allocation between male and female staff to identify any variations in 'over-bundling'.</p> <ul style="list-style-type: none"> - Liaise with the Planning and Business Intelligence team to understand how WAMS can be used to understand how UWE apportions staff activity to meet the needs of teaching, research, scholarship and management by gender. - Work with HR to instigate the return of questions on workload and annual leave on UWE staff surveys. 	<p>WAMS does not hold information on sex or gender in order to monitor variations between male and female staff.</p> <p>There have been decreasing positive responses (2017: F67%/M59% 2022: F58%/M59%) as to how well people are able to balance their work and personal life although there is parity in this decline between female and male staff.</p> <p>There have been decreases for female staff in terms of both how well they can meet the requirements of their workload within reasonable working hours (2017: F60% 2019: F56%) and ability to take their annual leave</p>	<p>AS Chairs/HR Representative</p> <p>Planning and Business Intelligence Team</p> <p>UWE HR</p>	<p>January 2024 - June 2028 (with annual monitoring)</p>	<p>Action plan updated with key actions associated to over-bundling after further investigation with Planning and Business Intelligence Team.</p> <p>Questions on workload and annual leave included in UWE staff surveys from the next survey onwards, and % of agreement from Female staff rises to 75%.</p>

	<ul style="list-style-type: none"> - Conduct UWE Pulse Survey focused on experience of staff returning from maternity, paternity, parental leave, carers and/or extended health-based leave. - Roll out workload 'myth busting' workshops currently held in College of Health, Science and Society. 	<p>(2017: F73%, 2019: F72%), however these questions were not repeated in the 2022 staff survey.</p> <p>Staff survey results lack detailed understanding of the experiences of staff returning from maternity, paternity, and other forms of parental leave, as well as staff taking leave for caring and health-based reasons.</p>			NEW UWE Pulse Survey conducted on returning from extended leave by May 2027.
2.5 Ongoing (High)	<p>Implement the findings and recommendations of UWE Gender Pay Gap reviews.</p> <ul style="list-style-type: none"> - Review starting salary by gender and salary assessment process. - Work with HR to identify actions for part-time, technical and manual staff. - Work with HR to set targets for staff in female and Black, Asian and Minority Ethnic staff in the upper quartiles. - Analyse promotions data to identify actions to ensure equitable opportunity and outcomes. 	<p>Numerous actions have already been undertaken to address the gender pay gap and it has decreased to 11.97% in 2022. The median gender pay gap has decreased to 8.53%. However, there remains a gap which we are addressing with several ongoing initiatives now moving from monitoring data to identifying root causes and solutions for positive change.</p> <p>The mean ethnicity pay gap at UWE was 7.8% in 2022. The median ethnicity pay gap was 2.9% in 2022.</p>	<p>Athena Swan Chairs/HR Representative</p> <p>Vice-Chancellor's Executive</p> <p>UWE HR</p>	January 2024 - November 2028 (with annual monitoring)	<p>Over-all gender pay gap continues to reduce (from current 11.97%) reaching at most 5% by 2028.</p> <p>Ethnicity pay gap continues to reduce (from current 7.8%) reaching at most 5% by 2028.</p> <p>Gender gap in professorial merit pay awarded (2021: 6.7%) is eliminated by 2028.</p> <p>People Portfolio Scorecard (University KPI) includes reducing both the median gender pay and median senior staff pay gap from 2024.</p>
2.6 Ongoing (High)	<p>Analyse the gender, part-time/full-time status, and career breaks of researchers whose outputs are planned to enter REF2028, as well as any implications of an updated REF Code of Practice.</p> <ul style="list-style-type: none"> - In defining 'significant responsibility for research' in REF2028 promote greater equality of opportunity, including consideration of whether they are sufficiently inclusive to reflect and promote diversity in research activity and among researchers across the institution. 	<p>There is a need to better understand the reasons for the under-representation of both women generally and Black and Minority Ethnic women in REF and to identify how the position of women and Black and Minority Ethnic women researchers could be improved in future, through positive action if appropriate.</p> <p>REF2021 included a new Code of Practice, encouragement to report equality-related circumstances, unconscious bias training for REF leads etc. but 33.0% of eligible male staff vs. 20.7% of eligible female staff were identified as</p>	<p>RBI Representative/ Professoriate Representative/ Researcher Representative</p> <p>Research, Business and Innovation</p> <p>UWE REF Unit leads</p>	<p>September 2024</p> <p>January 2028</p>	<p>EDI analysis included in 2024 UWE REF audit.</p> <p>Increase in female researcher outputs entered in REF 2028 in conjunction with HESA staff records.</p> <p>50% of eligible female staff outputs entered in REF 2028 in conjunction with HESA staff records.</p>

	<ul style="list-style-type: none"> - Include equality analysis in University wide REF audit planned for summer 2024. - Undertake data analysis, modelling, and process reviews to understand the impacts of internal workload allocations, external research funding, and promotion into Associate Professor and Professor roles, on the inclusion of outputs from female staff. 	having significant responsibilities for research in REF 2021.			
Theme 3: Athena Swan Self-Assessment Process					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
3.1 NEW (High)	Increase the number of male representatives in the Self-Assessment/Steering Group Team <ul style="list-style-type: none"> - Examine intersectionality of the SAT in relation to other protected characteristics and annually review our TOR. - Communicate the intention to recruit more diversity in representatives. - Increase awareness of outcomes of SAT membership (e.g. profile role in UWE weekly news) and encourage recognition in PDRs and promotional processes. - Raise awareness of gender equality/Athena Swan with new staff. 	<p>Despite turnover in membership, 18 out of 21 Self-Assessment Team members are female.</p> <p>Beyond gender, the group has good representation of intersectional characteristics (43% identify with a relevant protected characteristic), which we would like to maintain.</p>	AS Chairs	Annually from September 2023	<p>Terms of Reference for SAT/Steering Group revised.</p> <p>25% of members replaced every three years.</p> <p>40% male representation by 2028.</p> <p>Maintain intersectionality of SAT/Steering Group members, with 40%+ having a further protected characteristic beyond sex/gender.</p>
3.2 NEW (Medium)	Increase workload allocation for Athena Swan Steering Group Representatives <ul style="list-style-type: none"> - Examine how comparable universities invest in and support Athena Swan SG/SAT activities. - Assign packages of actions to SG/SAT working groups with allocated workload bundles to increase opportunities for staff development. 	<p>Workload for Athena Swan at School level is well established, but there remain variations in how time for activities is supported at University level.</p> <p>Athena Swan Chairs and Steering Group members use a combination of time allocated to their roles and administrative workload allowance, but some members including PTO staff and post-doctoral researchers do not use the same workload model.</p>	AS Chairs Deputy Vice-Chancellor and Provost Chief People Officer	September 2026	<p>Double central investment of workload bundles in Athena SWAN activities by 2026.</p> <p>Identify and action an approach to recognise workload for PTO and post-doctoral researchers.</p>

3.5 Ongoing (Medium)	Increase awareness of Athena Swan and the role of the SAT/Steering Group in embedding change across the University. <ul style="list-style-type: none"> - Increase Athena Swan branded events and coordination with key activities (e.g. Women's History Month, Starting Block lectures). - 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 University campaign, which evidence progress and impact on gender equality. - Highlight to staff the ways in which gender equality has been embedded. 	<p>Athena Swan news is currently embedded in a number of communications including the UWE weekly news email, pop ups, and open days and we plan to do more to make UWE Awards visible at key events and activities, such as International Women's Day.</p> <p>There was a decline in SG attendance at regional and national events and conferences, associated to gender equality over the pandemic and we would like to increase this engagement.</p>	All SG members UWE Marketing and Future Students Team	September 2023 – November 2028 (with annual monitoring)	<p>Achieve 50% awareness of Athena Swan at University level as measured in a NEW Athena Swan Gender Equality Pulse Survey.</p> <p>At least three University level events per year have Athena Swan involvement/branding.</p> <p>At least three University communications per year which provide updates on Athena Swan activities.</p>
Theme 4: Gender Inequality and Career Progression					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
4.1 NEW (Medium)	Continue to monitor the impacts of the new Academic Promotion Scheme and increase focus on PTO promotional opportunities. <ul style="list-style-type: none"> - Monitor if gender influences the routes via which staff apply for academic promotion (e.g. Research, Teaching and Learning and/or Knowledge Exchange) and any variation in success rate. - Maintain parity in application rates for academic promotion between female/male staff. - Introduce clearer recording of success rates for promotion/progression of all staff. - Extend staff workshops on promotional routes 	<p>There is a need for continued understanding of the intersectional impacts of the newly introduced Academic Promotion Scheme.</p> <p>Associated workshops, guidance and support are in development and monitoring of their impact is required.</p> <p>With the introduction of the Academic Promotion Scheme we plan to return our attention to promotional processes for non-academic staff, including PTO staff.</p>	AS Chairs/ HR Representative UWE HR UWE People Analyst Chief People Officer	September 2024 - November 2028	<p>Increase in agreement with UWE Staff Survey question 'I am offered training or development to further myself professionally*' from F76%/M70% to 80%.</p> <p>Increase female academic applicants to posts/promotional opportunities from 41% to 50% by 2028.</p> <p>Target increase for female Black, Asian and Minority Ethnic staff in senior</p>

	- Analyse impacts of restructure and Technicians commitment on PTO staff promotional opportunities.				management and academic roles to be agreed at People Board by September 2024.
4.2 NEW (Medium)	<p>Implement approaches to increase female (and male) applicants to posts/promotional opportunities where genders are currently underrepresented.</p> <ul style="list-style-type: none"> - Increase prominence of gender equality initiatives in recruitment information (e.g. Sexual Violence Action Plan for students, Fertility Policy, Menopause Policy) as well as AS awards. - Work with UWE Schools/services to understand/increase opportunities for male staff recruitment via UWE School level AS Action Plans and/or Collaborative Group invitations. - Analyse data from the New Starters Survey to understand any variations in recruitment experience on the basis of gender or EDI. 	Female applicants are more likely than male applicants to be shortlisted and appointed in recruitment to academic posts and this is also the case at senior grades. However, at all grades there are fewer female applicants (circa 38%) than male applicants, and there are also some Schools (for example Health and Social Wellbeing, 73%F) and services (e.g. HR and Organisational Development, 90.5%F) where some applications and success rates from male staff are the focus of attention.	<p>AS Chairs/HR Representative</p> <p>UWE HR</p> <p>UWE People Analyst</p> <p>Chief People Officer</p>	January 2024 - November 2028	<p>Increase female academic applicants to posts/promotional opportunities from 41% to 50% by 2028.</p> <p>Increase male applicants to posts/promotional opportunities to 50% by 2028 in selected subject areas to be determined with Schools.</p> <p>New Starters Survey Data shared at AS SG meeting in September 2024.</p>
4.3 NEW (High)	<p>Increase support for female staff transitioning from the impacts of the pandemic, particularly around research.</p> <ul style="list-style-type: none"> - Working alongside review of academic workload model, ensure provision has been made for research where appropriate. - Examine the current approach to allocating and accounting for 'research time' as part of the academic endeavour and consider how to support short term resource needs to respond to opportunities, as well as also how research opportunities are 'backfilled' - Consider what a UWE research/study leave scheme might look like, and how it could be implemented. 	<p>Staff survey data suggests ongoing impacts from the pandemic on research capacity, particularly for female researchers. This requires consideration of how fair and equitable allocation of research time is, and the extent to which research activities are aligned with the University's Equality and Diversity Policy, to identify any issues and gaps, and put in place actions to address these.</p> <p>Work undertaken in some Colleges to locally support female academics and researchers after the pandemic (e.g. College of Business and Law promotion support, College of Health, Science and Society bite size online training and lunch connecting events) could be shared in other Colleges.</p>	<p>RBI Representative</p> <p>Research, Business and Innovation Team</p> <p>Deputy Vice-Chancellor and Provost</p> <p>College Deans of Research and Enterprise</p>	<p>January 2024 - May 2026</p> <p>May 2026</p> <p>November 2028</p>	<p>NEW Gender Equality Pulse survey includes questions on impacts of the pandemic and shows no continuing differences in impact by May 2026.</p> <p>NEW Gender Equality Pulse survey includes questions on impacts of teaching on research and finds no difference between female/male staff experience by May 2026.</p> <p>UWE research/study leave scheme introduced by 2028.</p>

		There is currently no clear mechanism to backfill roles when short or long-term internal research funding is provided.			
4.4 Ongoing (Low)	Re-establish Researchers Forum, support early career researchers and become signatory for Researcher Concordat - Re-establish the Researchers Forum - Prepare action plan and evidence base for UWE to sign up to the Researcher Concordat. - Develop sustainable pathways for progression from PGR to early career researchers. -Develop a framework to support research talent and careers, including retaining talent.	The Researchers Forum ceased to operate during the pandemic and therefore it was not possible to increase female participation in this group. 33.0% of eligible male staff vs. 20.7% of eligible female staff were identified as having significant responsibilities for research in REF 2021. Female researchers more frequently expressed concerns regarding the impact of the pandemic and longitudinal impacts on their careers.	RBI Representative Research, Business and Innovation Team College Deans of Research and Enterprise	January 2024 - September 2024 September 2025	Researchers Forum re-established by September 2024, with participation from 60% female staff more closely reflecting the proportion of researchers. UWE is a signatory of the Researcher Concordat by September 2025
4.5 NEW (High)	Impact of the Re-structure from a gendered perspective - Monitor ongoing impacts of the re-structure on staff satisfaction via staff survey and other qualitative data collection mechanisms. - Monitor impacts of the re-structure of appointments to senior, managerial and leadership roles from an intersectional perspective.	There is staff fatigue resulting from the pandemic, ongoing industrial action and the restructuring. The restructure has brought opportunities and also challenges. A number of leadership roles are still being recruited to as the new School and College structure embeds and therefore a complete picture of these roles by gender and intersectional characteristics is not yet available.	AS Chairs/HR Representative Chief People Officer	September 2026 September 2024	Increased positive agreement to UWE staff survey questions on management (66%>80%), staff voice (54%>60%) and working at UWE (71%>80%). Intersectional analysis of senior leadership roles across Senior Managers, Colleges and Schools conducted
4.6 Ongoing (Medium)	Identify and action approaches to increase staff exit survey completion rate - Further increase exit survey completion and increase of feeding back/identification of common themes from face-to-face exit interviews. - Links to leaver survey embedded in leaving processes. - Increase data collected in leavers survey to include intersectional data.	Exit survey completion has increased to 19% but we seek to better understand the reasons staff leave UWE, particularly amongst staff cohorts where there are, on average, fewer years' service before leaving (e.g. Black, Asian and Minority Ethnic staff).	HR Representative UWE People Analyst	December 2024 - November 2028	Exit survey completion increased to 30% by 2028. Leaver survey campaign run and completed.

Theme 5: Culture, Inclusion and Belonging					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
5.1 NEW (Medium)	Increase both recording and self-reporting of sex and gender and nuance of presentation of data on protected characteristics <ul style="list-style-type: none"> - HR systems to record both sex and gender for staff. - Increase both the response rate to staff surveys, and trust amongst staff to report their gender and other protected characteristics. - Develop data analysis presentations beyond female/male categorisations, where there is no risk of identification. 	<p>UWE HR system currently records sex but not gender.</p> <p>10% of staff do not complete the demographic questions on staff surveys associated to protected characteristics, suggesting they either do not realise their importance or may not trust how this information is being used and if they will be identifiable.</p> <p>There has been an increase in staff self-reporting their gender as 'other' and with this increase we need to better ensure that data from all genders are included in survey reporting rather than only including data on legal sex.</p>	HR Representative/ EDI Data Representative UWE HR	January 2024 - September 2026	<p>HR System to record sex and gender from January 2025.</p> <p>Decrease staff not completing demographic questions on UWE staff survey to 5% on the next survey onwards.</p> <p>Data/Survey presentations to represent other genders when there is no risk of identification from 2024 onwards.</p>
5.2 NEW (Medium)	Build on the positive reception of the new Trans and Non-Binary Policy, along with supporting resources, by continuing to evidence impact. <ul style="list-style-type: none"> - Proactively support events and communications, which showcase and respect the lived experiences of trans, non-binary and gender fluid staff and students. - Monitor recent changes to both staff and student systems which allow for easier updates for preferred name and title to ensure this is happening. - Monitor Stonewall survey results for ongoing impacts. 	2022/23 EDI data collection evidenced positive impacts of the Trans and Non-binary Policy (e.g. there are high levels of support for allyship at UWE, and just under half of students feel UWE is supporting trans students) but we recognise the current social tensions facing our trans, non-binary and gender fluid students, and are reaffirming our commitments in this area with an ongoing action focused on continuing to assess impact.	EDI Data Representative/ EDI Strategy and Operations Representative/ EDI Representative EDI Team	December 2024 - September 2025	Trans, non-binary, and gender fluid staff and students report improved experience, anecdotally and via surveys, including increased disclosure rates of sex and gender.

5.3 NEW (Medium)	Analyse the impacts of the 2023 Fertility Treatment Support Guide, and 2022 Menopause Policy. - Develop qualitative data collection mechanisms to understand how these resources are being used by staff. - Ascertain if male staff as well as female staff are enhancing their understanding of these issues, and their impacts on people they may manage or work with, including students.	The Fertility Treatment Support Guide offers training for managers, advice on workplace adjustments and time off guidance, as well as additional support for individuals experiencing fertility treatment. A suite of resources are now available for staff around menopause including a Meno Chat Teams Site, menopause cafes, and Menopause training for staff. Both sets of resources are also inclusive of Trans, non-binary, and gender fluid staff.	AS Chairs/HR Representative UWE HR	September 2025 - September 2026	Achieve 50% awareness of Fertility and Menopause policies/training/resources at University level as measured in a NEW Athena Swan Gender Equality Pulse Survey. Examine if there are other health conditions (e.g. endometriosis, miscarriage) impacting on female staff (and those assigned female at birth) where enhancement of policies would be useful.
5.4 NEW (Medium)	Assess the support offered to parents and caregivers and impacts of associated UWE policies. - Analyse future staff survey data with a focus on responses by those with parental/caregiver responsibilities. - Ensure impacts of changing UWE policies (e.g. new Flexible working principles, approaches to job-sharing) are working for those providing care. - Provide a suite of questions in the NEW Athena Swan Gender Equality Pulse Survey that are specific to parents/caregivers.	Following lockdown, staff have qualitatively reported that they would like more clarity on flexible working and some have had a less positive experience of work-life balance in the staff survey and in exit interviews. Feedback from staff on the draft Athena SWAN action plan suggested there could be greater consideration of the experiences of parents and caregivers, including returning from extended periods of leave (e.g. maternity, adoption etc.)	AS Chairs/HR Representative UWE HR	September 2025 - September 2027	Staff report more positive experience of work-life balance through the staff survey from 58%F/59%M to 75%. Analysis of qualitative staff survey comments by parents and caregivers. NEW Athena Swan Gender Equality Pulse Survey contains at least 5 questions specific to parents/caregivers.
5.5 Ongoing (Low)	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. - Work with student recruitment and admissions team to ascertain how sex/gender data can be routinely collected on centrally coordinated 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. Anecdotally female staff are more likely to participate but we currently do not gather data on the sex/gender of staff or student ambassadors that engage both in centrally organised activities and those organised at School level.	AS Chairs/EDI Data Representative Student Recruitment and Admissions Team College EDI Taskforce (or equivalents)	November 2026 (with annual monitoring)	System for monitoring staff participating in outreach/public engagement by gender introduced. Participation rates in outreach/public engagement mirror staff ratio for sex/gender in respective School/College.

	- College EDI taskforces (or equivalents) contacted to plan ways that outreach/public engagement data can be gathered at School/College level.				
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Appendix 1: Culture survey data

Information redacted

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Information redacted

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

Our glossary includes some terms that were relevant within our previous Faculty and Department structure, Services structure and governance, and other terms that have been replaced with more inclusive alternatives, which appear in our previous action plan or data. These are marked: '(superseded)'.

ACE – Faculty of Arts, Creative Industries and Education (superseded)

AHoD – Associate Head of Department (superseded)

AHSSBL – Arts, Humanities, Social Science, Business and Law

AL – Associate Lecturer

AP – Associate Professor

AS – Athena Swan

ASL – Assistant Support Lecturer

BI – Business Intelligence

BME – Black and Minority Ethnic (superseded)

CG – Athena Swan Collaborative Group

CIPD – Chartered Institute of Professional Development

CPD – Continuing Professional Development

CRM – Customer Relationship Management

DAS – Department of Applied Sciences (superseded)

DVC – Deputy Vice-Chancellor

E&D – Equality and Diversity (superseded)

EDI - Equality, Diversity and Inclusivity

EDM – Department of Engineering Design and Mathematics (superseded)

EDU – Equality and Diversity Unit (superseded)

EMG – Equality Management Group (superseded)

F – Female

Fac/Svcs – Faculties and Services (superseded)

FBL – Faculty of Business and Law (superseded)

FD – Foundation students

FET – Faculty of Environment and Technology (superseded)

GT – Graduate Tutor

HAS – Faculty of Health and Applied Sciences (superseded)

HESA – Higher Education Statistics Agency

HR – Human Resources

KPI - Key Performance Indicator

LDC – Learning and Development Centre

LGBT – Lesbian, Gay, Bisexual or Transgender

M – Male

NHS – National Health Service

NSS – National Student Survey

NUS – National Union of Students

P – Professor

PDR – Progress and Development Review

PGR – Postgraduate Research students

PGT – Postgraduate Taught students

Prof Doc – Professional Doctorate students

PTES – Postgraduate Taught Experience Survey

PTO - professional, technical and operational staff

PVC – Pro Vice-Chancellor

R&S – Recruitment and Selection

RAEng – Royal Academy of Engineering

RAG – Red, Amber, Green (rating)

RBI – Research Business and Innovation

REF – Research Excellence Framework

RETF – Race Equality Task Force (superseded)

SAT – Self Assessment Team

SG - Athena Swan Steering Group

SL – Senior Lecturer

SMART – specific, measurable, achievable, relevant and time-bound (actions)

SPS – Student and Programme Support

STEMM – Science, Technology, Engineering, Maths and Medicine

SU – Students’ Union

T&L – Teaching and Learning

TBC – To be confirmed

TEF – Teaching Excellence Framework

TOR – Terms of Reference

UG – Undergraduate

UK – United Kingdom

UWE – UWE Bristol/University of the West of England

VCE – Vice-Chancellor’s Executive

WAMS – Workload Allocation Management System

WILWAL – Women in Leadership and Women Aspiring to Leadership

WHEN – Women’s Higher Education Network

WLB – Workload Bundles

WRMS – Women in Research Mentoring Scheme