

ANNUAL EDI IMPACT REPORT

2021–2022



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Executive Summary

This is the first UWE Bristol Equality, Diversity and Inclusivity (EDI) Impact Report, which highlights the progress of the EDI Strategy, a thematic supporting strategy of UWE Bristol Strategy 2030. Our key priorities for EDI are **Bridging the Awarding Gap** ■, **Speak Up** ■, **Staff Inclusion and Diversity** ■ and **Building Trust** ■.

Below is a summary of progress in 2021–2022

<p>The Black to White ethnicity awarding gap has decreased from 31pp¹ to 28pp.</p> 	<p>The mature to young awarding gap has decreased from 8pp to 5pp.</p> 	<p>Our highly active awarding gap Community of Practice now has 294 staff members.</p> 
<p>We have 58 EDI Champions across Professional Services who are trained and actively engaging their teams in EDI conversations.</p> 	<p>UWE Bristol has the highest engagement in the country with Union Black anti-racism e-learning for students.</p> 	<p>Disabled staff are well represented in senior roles (8.3% of senior staff are disabled).</p> 
<p>The proportion of Black, Asian and Minority Ethnic staff has increased from 11.7% to 13.4%.</p> 	<p>The proportion of disabled staff has increased from 7.2% to 8.0%.</p> 	<p>We have developed an EDI communications plan to share EDI progress with the UWE Bristol community across a series of platforms.</p> 
<p>Key decision-making groups have audited their diversity and inclusion practices.</p> 		

Our five key areas of focus for 2022–2023 are

<p>We will increase the pace and consistency of change towards closure of our awarding gaps across the institution.</p> 	<p>Culture change initiatives take time to show impact. We plan to develop interim measures of success to monitor progress.</p> 	<p>We will be embarking on new initiatives to further increase the diversity of our staff body, including in senior positions.</p> 
<p>We will be enhancing our understanding of the staff lived experience through a series of listening events.</p> 	<p>To enhance the consistency of inclusive practice at UWE Bristol, we will be launching a revised Equality Analysis process.</p> 	

¹ pp = percentage point

EDI Targets and Progress

Student targets to reduce gaps (from the Access and Participation Plan)

No.	Target	UWE Bristol 2018–2019	UWE Bristol 2019–2020	UWE Bristol 2020–2021	Commentary	Target 2024–2025
1	Reduce the POLAR4 Q1/Q5 ² access gap	12.4	11.4	11.7	Gap has slightly increased.	8.5
2	Reduce the IMD Q1/Q5 ³ access gap	13.6	14.6	14.2	Gap has slightly decreased.	5
3	Reduce the IMD Q1/Q5 awarding gap	13	16	10	Gap has significantly decreased.	9
4	Reduce the Black/White awarding gap	27	31	28	Gap has decreased.	15.5
5	Reduce the Asian/White awarding gap	14	13	8	Gap has decreased.	7.5
6	Reduce the Mixed/White awarding gap	7	4	4	Gap remains the same.	2.5
7	Reduce the Other/White awarding gap	30	20	20	Gap remains the same.	2.8
8	Reduce the disabled/not disabled awarding gap	5	5	5	Gap remains the same.	0
9	Reduce the Mature/Young awarding gap	9	8	5	Gap has decreased.	5.5
10	Reduce the Mature/Young progression gap	-12.4	-11.7	n/a	Data not available.	-6.7

Staff targets to increase proportions (from the EDI Strategy)

No.	Target	UWE Bristol 2019	UWE Bristol 2020	UWE Bristol 2021	Commentary	Target 2023
1	Increase the proportion of Black, Asian and Minority Ethnic staff	11.1	11.7	13.4	Proportion is steadily increasing.	16
2	Increase the proportion of disabled staff	6.7	7.2	8	Proportion is steadily increasing.	9
3	Increase the proportion of female staff in senior management roles	52.1	55.3	52.8	Proportion has slightly decreased.	59

Student targets are set for the 2024–2025 academic year to align with the duration of the current APP. All gaps should be zero by 2029–2030. Staff targets relate to calendar years and are set to the 2023 calendar year whilst we await the 2021 national census data. Once released, we will revise our staff targets. We will be developing an EDI Data Dashboard in 2022–2023 to present these targets.

² Population of Local Areas, Quintile 1 (low rates of HE participation); Quintile 5 (high rates of HE participation).

³ Indices of Multiple Deprivation, Quintile 1 (most deprived) compared to Quintile 5 (least deprived).

EDI Strategy Objectives

UWE Bristol has a clear ambition to be an inclusive university that successfully supports everyone to achieve their full potential. The EDI Strategy supports this aim, setting milestone targets to address evidence-based gaps and supporting a whole-University approach to embedding targeted inclusive practice.

The EDI Strategy comprises four priorities

Bridging the Awarding Gaps

We will eliminate all awarding gaps.*

Speak Up

Staff and students will be confident to speak up when things don't feel right, and will speak well of UWE Bristol.

Staff Inclusion and Diversity

Our workforce will be at least 16% Black, Asian and Minority Ethnic.

Building Trust

We will be recognised as an organisation that lives our inclusivity values and is actively working to become more inclusive and diverse.

* **Awarding gaps** concern the degree classifications we award to students (1st, 2:1, 2:2, 3rd). Currently a lower proportion of Black, Asian and Minority Ethnic students are awarded a 1st or 2:1 compared to White students at UWE Bristol. This is a pattern reflected across the sector. We are committed to eliminating this and all awarding gaps outlined in our Access and Participation Plan by 2029–2030.

Our **Speak Up** programme focuses on racism and sexual violence, reflecting a data-led approach to target the most often reported student incident types nationally (see the Unite Students report for more information about the national picture⁴). Speak Up is about giving our staff and students the confidence and skills to recognise behaviours that are not in line with our values, and to act to create an inclusive culture.

In respect of **staff representation**, we have chosen a target to match the local Bristol population, rather than the national HE benchmark of 15.1% (HESA, 2020–2021). In 2021, 13.4% of UWE Bristol staff were Black, Asian or Minority Ethnic, relative to a 16% Bristol population recorded in the 2011 census. The local Bristol demographic is likely to increase to reflect a more diverse city when the 2021 census results are published, and we will amend our target accordingly.



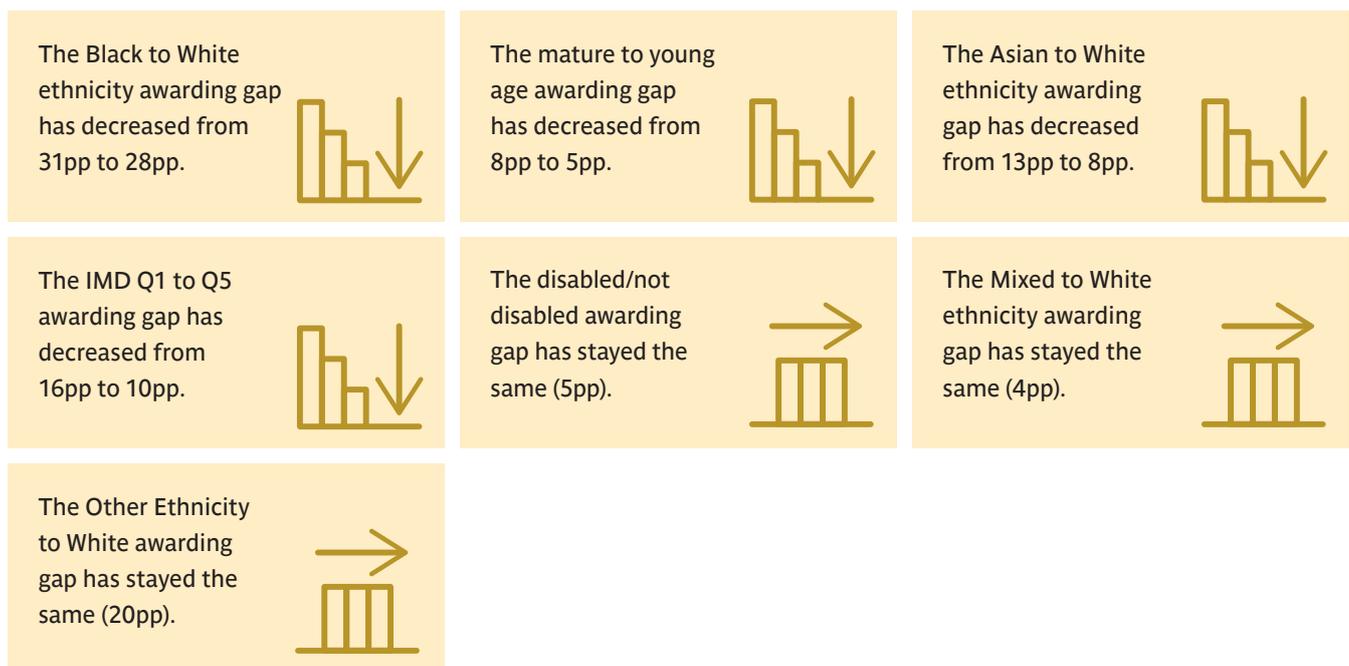
⁴ [Living Black at University, Unite Group](#)

Bridging the Awarding Gap



Aim: to eliminate all awarding gaps by 2030

Progress in 2020–2021 against awarding gap targets captured in our Access and Participation Plan



Key activities in 2021–2022

Overall progress towards closing awarding gaps at UWE Bristol in 2021–2022 was positive, but progress has been slower than we would like. Activities to close the awarding gaps include:

Inclusive learning, teaching and assessment

The first year of the **Transforming Assessment** project has focused on building a conversation across the University among staff and students to ensure assessments support learning effectively. This has included reviewing the language used in assessment. In partnership with the Students' Union, the 'Feedback, What's Feedback?' campaign has focused on raising awareness of what feedback is, where it happens and who it comes from.

We have evaluated the **Inclusive Curriculum and Practice Toolkit**, a set of resources created by staff, and have established a co-creation group to develop new resources for the toolkit.

We have grown our awarding gap **Community of Practice** to 294 members, sharing good practice and promoting new ways of learning, teaching and assessment to enable all our students to realise their full potential.

Programme Leader training and Module Leader training

has seen a refresh, with updated student videos and greater access to examples of good practice from within UWE Bristol and elsewhere across the sector. There have been 150 Programme Leader attendees since this course started in 2019, equivalent to 40–50% of PLs; and 155 Module Leader attendees since 2021.

Our Faculties have taken ownership of inclusive learning, teaching and assessment:

- **A seminar series was launched in the Faculty of Environment and Technology** 'Decolonising FET'. The seminars run every few weeks and have covered a range of topics including 'Decolonising the Architecture School'.
- Staff in Arts, Creative Industries and Education designed and organised **four online bitesize sessions for embedding the Inclusive Curriculum and Practice Toolkit** in ACE. 100 staff from ACE attended and made pledges for individual and team actions. The sessions were evaluated through a survey in March 2022 with all respondents rating them as 'good' or 'excellent'.
- In the Faculty of Health and Applied Sciences, **weekly good practice sharing sessions** have been running throughout the year. These are an informal half-hour sharing space, where staff discuss their experiences and ideas.

Student belonging

We have continued to focus on supporting student belonging. Recommendations from the 'what is the **lived experience of mature students?**' UWE Bristol research project have been implemented across the university. This has included changes to the university's Starting Block to be more accessible for those with additional responsibilities, as well as tailored Mature Student Meet Ups hosted by the Students' Union.

Responding to the lived experience of racism faced by Black, Asian and Minority Ethnic Healthcare students within the practice setting, **the Black, Asian and Minority Ethnic Healthcare Student Support in Practice project** has raised awareness and supported work addressing racism and the awarding gap related to practice-based healthcare programmes. Work has also begun in embedding new structures around anti-racism in supporting Black, Asian and Minority Ethnic healthcare students in practice placements.

The Faculty of Business and Law launched a **student advocate initiative** to explore the lived experience of underrepresented students on their programmes through focus groups, to allow a more targeted and appropriate set of interventions. Black students shared their experiences of discrimination by White students in group work and in extracurricular activities. They also felt that support systems do not offer Black students the same level of assistance as they do White students. This information is invaluable for being able to understand the challenges faced by students and to begin to identify solutions.



The award-winning **Equity Programme** aims to increase the sense of belonging of Black, Asian and Minority Ethnic students to the University community, and support them to develop a leadership identity. This includes coaching skills and workshops, speaker events and employer mentoring. UWE Bristol students have also undertaken paid internships through the West of England Strive Internship scheme and UWE Bristol has participated in the national **10,000 Black Interns** programme.

UWE Cares is an award winning University-wide inclusive support project designed to improve student experience, belonging and outcomes for Home UK undergraduate students who are care leavers or care experienced, as well as student carers, estranged and **Sanctuary Scholars**. Our whole-University collaborative approach has enabled staff to unblock multiple barriers to success and has had demonstrable positive impact on students' access, outcomes and experience.



Improved use of data and ownership

In 2021–2022 there was a strong emphasis on using data to inform targeted and focused action plans.

The **Continuous Improvement Tool**, used by Programme Leaders to review data relating to their programmes and set appropriate actions, now has a dedicated EDI Dashboard so that Programme Leaders can access and address their EDI data more easily.

We have released an **Awarding Gaps intranet guide** with key information on 'what are awarding gaps', 'how do I access my programme or module's data', 'what can I do to address awarding gaps' and 'how can I connect with colleagues around awarding gaps'. This guide complements our Programme Leader and Module Leader awarding gap training programmes.

Our focus for 2022–2023 includes

- Launching and enabling engagement with the new Inclusive Practice and Curriculum Toolkit resources on supporting disabled students.
- Maintaining the high profile of inclusive learning, teaching and assessment and our ambition to reduce and eliminate awarding gaps.
- Designing and delivering inclusive assessment practices and feeding this into the subject enhancement roadmaps.
- Targeted working with programmes to develop specific data-driven targets, focusing particularly where progress has been slowest.



The award-winning **Equity Programme** aims to increase the sense of belonging of Black, Asian and Minority Ethnic students to the University community, and support them to develop a leadership identity.

Speak Up

Aim: staff and students will be confident to speak up when things don't feel right and will speak well of UWE Bristol. They will have an increased awareness of discrimination and harassment, and ways to intervene, as well as an understanding of the University's approach to tackling racism and sexual misconduct.

Progress in 2020–2021

We have 58 EDI Champions across Professional Services who are trained and actively engaging their teams in EDI conversations.



We launched the mandatory UWE Bristol Community Starting Block induction which sets out our behavioural expectations.



UWE Bristol has the highest engagement in the country with Union Black anti-racism e-learning for students.



We have developed a Senior Leader Speak Up pledge, as a means for senior staff to spotlight their commitment to Speak Up and being an active bystander.



Key activities in 2021–2022

There has been considerable activity across the University to advance our work on Speak Up in 2021–2022, with a particular focus on raising awareness. Activities include:

Leadership and communication

We have developed a **Senior Leader Speak Up pledge**, as a means for senior staff to highlight their commitment to Speak Up and be an active bystander, whenever they see something that doesn't feel right. The pledge is being supported by training for senior staff in being an active bystander and encouraging their teams to do the same.

I pledge to...

1. Learn how to recognise and report racism, discrimination and inappropriate behaviour, call it out if it happens and encourage others to do the same.
2. Engage in positive and open conversations which celebrate the power of diversity at UWE Bristol, actively seeking out the views of people who have experiences that are different from my own.
3. Reflect on my own behaviours and do everything I can through my everyday actions to help create a safe environment for everyone in our community.

**United, we pledge to Speak Up.
Together we are #TeamUWE**

The **Speak Up** campaign has also been developed as a mechanism to set the behavioural expectations of staff and encourage staff at all levels to actively engage with the University's EDI strategy and the various initiatives being delivered under Speak Up.



Raising awareness

Our **mandatory EDI Briefing** e-learning provides staff with an understanding of the legal context around EDI and an introduction to non-violent communication as part of an active bystander approach, which aligns to our Speak Up strategic priority.

Our Campus Life Assistants, briefed on Speak Up and **Report and Support** signposting information, gave a peer-to-peer welcome to new undergraduate students arriving in University accommodation in autumn 2021 and January 2022. This has been supported by the UWE Bristol **Community Starting Block** induction module which explores UWE Bristol's values, the behaviours we would like to encourage and those we don't tolerate. It also develops understanding of active bystander approaches and explores how to report and find support if something doesn't feel right for first year undergraduates. Almost 7,000 people have engaged with this module from autumn 2020 onwards and into 2022. This training will also be expanded to first year postgraduates.

Speak Up: Talking about race and becoming an active bystander training has been delivered for UWE Bristol by the Diversity Trust since autumn 2021. Faculties and Services are engaging with the training as set out in their EDI taskforce Action Plans. 402 staff have attended training since it began in February 2020, including 94 this academic year.

We have trialled an innovative method of **evaluating student understanding and awareness** of Speak Up by using Listening Rooms, first trialled in a university context by Sheffield Hallam University. Students sign up in pairs with a friend, collect a recording device, a set of questions and themes, and a timer. They then go to a quiet room nearby and talk through the questions and themes using the timer and record their conversation. Initial findings show that students feel UWE Bristol has a safe, welcoming and inclusive culture, and suggestions have been provided to further increase trust in staff and services. These include having more transparency around the process of making reports and seeking support, a student-led campaign and better integration of Speak Up into the formal or informal curriculum. While some students were not aware specifically of the Speak Up Campaign or procedures for making a report or seeking support, they did have a good understanding of discrimination and harassment, as well as the impact of things like White privilege.





This year we launched our staff **EDI Champions** scheme. EDI Champions are passionate members of staff who have volunteered to engage their teams in EDI conversations and help raise understanding of EDI at UWE Bristol.

Speaking up

Union Black anti-racism e-learning is offered by The Open University and Santander, exploring Black British history, culture, and steps to anti-racism. It has been used to positive effect with the UWE Bristol men's rugby team this year, equipping them to use bystander approaches in response to crowd racism, which contributed to UWE Bristol's Union Black engagement running highest in the country by November 2021.

Students have been able to access UWE Bristol's **Report and Support** mechanism since 2019. Annual reporting on incidents is reviewed by the Learning, Teaching and Student Experience Committee as part of their assurance role relating to safeguarding and student experience. This data is combined with reports received through other routes by the student casework team and are used to understand trends and identify priorities for focus.

This year we launched our staff **EDI Champions** scheme. EDI Champions are passionate members of staff who have volunteered to engage their teams in EDI conversations and help raise understanding of EDI at UWE Bristol. So far, we have 76 registered Champions within Professional Services, 58 of whom are trained and active.

Feedback from EDI Champions on their role:

- "An opportunity to encourage staff to engage and reflect on topics that they would not normally think about."
- "Developing a community of individuals that are passionate about EDI – it feels more cohesive to be under one banner."

Our focus for 2022–2023 includes

- Developing clearly defined measures of success and Key Performance Indicators for this area. Speak Up focuses on culture change, which is inherently challenging to measure, but through a focus on qualitative data and repeated measures over time, we aim to get better at demonstrating our progress.
- We will share our staff pledge with all staff and develop a suite of practical actions we can all take to support an inclusive culture at UWE Bristol.
- We will expand the EDI Champions scheme across our academic community.
- The Centre for Sport and The Students' Union are working jointly to implement an EDI in Sport action plan with key actions focusing on Speak Up in Sport. This will include supporting sports leaders to set expectations about behaviour, tackling inappropriate behaviour in teams and working with partners to set ambitious expectations for behaviour in matches and fixtures.
- Joint statement against sexual violence will be refreshed with the other local Bristol and Bath universities and Students' Unions which will also strengthen our partnership with local police and third sector organisations, embedding these shared commitments within our own Speak Up work.



Staff Inclusion and Diversity



Aim: to increase the diversity of staff at all levels, including senior staff. To improve the promotion and retention of diverse staff by ensuring the staff experience is inclusive.

Progress in 2020–2021

The proportion of disabled staff has increased from 7.2% to 8.0%.



The proportion of Black, Asian and Minority Ethnic staff has increased from 11.7% to 13.4%.



Disabled staff are well represented in senior roles (8.3% of senior staff are disabled).



An inclusive resourcing toolkit has been launched for staff with 735 page views in the first year.



In this section we present a range of staff data. Whilst UWE Bristol has dropped the use of the BAME acronym, some of our data still report Black, Asian and Minority Ethnic staff data as a group where we have a target at this level or where the numbers related to the disaggregated groups are too small to set meaningful action. We have made significant improvements to our monitoring and use of data this year, by developing staff data dashboards on Power BI, embedding student and staff data into Faculty and Professional Services taskforce action plans, and refreshing the way we report our equalities data to meet our Public Sector Equality Duty. We also present [Gender Pay Gap data](#) in a separate report on our website.

Key activities in 2021–2022

Inclusive recruitment practices

We developed and launched the **Inclusive Resourcing Toolkit** to assist line managers to improve the diversity of their teams through an inclusive resourcing process. The guide had a total of 735 page views between May 2021 and April 2022, putting it in the top 15% of the most accessed guides on the intranet during this time.

In addition we have

- Developed a revised **positive action statement** to use in our recruitment advertising.
- Interrogated **shortlisting data** in areas of low diversity, to identify opportunities for Resourcing Officers to engage with hiring managers to promote best recruitment practices, with the view to improving diversity.
- Designed **training materials** to use for upskilling colleagues in diverse recruitment practices at UWE Bristol. Delivered online training sessions for HAS hiring managers and HR colleagues on inclusive resourcing best practice.
- Experimented with **anonymous shortlisting** for roles within ITS and HR.
- Trialled a **longlisting** process with the Faculty of Environment and Technology to involve a wider pool of suitable applicants at the initial stage, thereby increasing the opportunity for selecting a diverse pool of candidates.

Data from our staff recruitment system shows that

- A smaller proportion of Black, Asian and Minority Ethnic candidates are shortlisted and appointed compared to White candidates. ✗

- A greater proportion of disabled candidates are shortlisted than non-disabled candidates – we have a guaranteed interview scheme to support the shortlisting of disabled candidates who meet the essential criteria. ✓
- A smaller proportion of disabled shortlisted candidates are appointed than non-disabled. A greater proportion of female shortlisted candidates were appointed compared to male shortlisted candidates. ✗

Senior recruitment activities have had an enhanced focus on values and EDI in particular. Search agencies have been chosen and evaluated based on their experience in recruiting diverse candidate lists and candidates have been asked to provide an EDI statement as part of their application process.

Data from our [Staff Equalities Monitoring](#) report shows that:

- Whilst 52.8% of senior management roles are held by women, the proportion of all women in senior roles (21.3%) is lower than the proportion of all men in senior roles (29.7%). ✗
- Whilst the proportion of senior staff from Black, Asian and Minority Ethnic backgrounds has increased (9.2% to 9.4%), these groups are still under-represented in senior roles compared to the proportion of the workforce (13.4%). ✗
- Disabled staff are well represented in senior roles (8.3% senior, compared to 8.0% of the workforce). ✓





Improving staff experience

Supporting promotion and development

The new **UWE Bristol Academic Promotion Scheme** was launched during 2021. Applications opened on 12 April and new appointments became active on 1 January 2022. Communications to staff actively welcomed applications from staff with protected characteristics, and particularly those from Black, Asian or Minority Ethnic backgrounds.

This is the first year of this scheme and it has provided a rich source of data. The evaluation of the scheme highlighted:

- An increase in the proportion of Associate Professors who were female (compared to the academic population overall) but no significant change in the proportion of Professors who were female. ✓
- Female candidate applications were as likely to be successful as those of male candidates. ✓
- Staff from Black, Asian and Minority Ethnic backgrounds made up 20% of the Associate Professor applications and 29% of these applications were successful (compared to 35% of White applicants). ✗
- At Professor level, applications from Black, Asian and Minority Ethnic staff again accounted for 20% of all applications, however the success rate was 56% (compared to 53% for White applicants). ✓
- For those staff who identify as disabled, the outcomes were strong, though we are mindful that absolute numbers are small. 50% of Associate Professor applicants were promoted and 100% of Professor applicants. However, the rate of disclosure of disabilities is lower in this population than elsewhere. ✓

Career progression

Other progression routes include staff who have permanently moved up a grade either to a different job (promotion) or within the same role (regrade). The total number of staff who progressed through these routes in 2021 was 169.

- Proportionately more females progressed in 2021 (females make up 58.7% of the workforce; 64.5% of staff who progressed were female). ✓
- Proportionately fewer Black, Asian and Minority Ethnic staff progressed in 2021 (Black, Asian and Minority Ethnic staff make up 13.4% of the workforce; 10.1% of staff who progressed were Black, Asian or Minority Ethnic). ✗
- Proportionately more disabled staff progressed in 2021 (disabled staff make up 8% of the workforce; 11.2% of staff who progressed were disabled). ✓

Staff leavers 2021

We routinely analyse data across the whole staff journey to help us identify and prioritise actions. The total number of leavers in 2021 was 110.

- The proportion of leavers in 2021 is representative of the workforce for sex, ethnicity and disability. (e.g. 7.9% of leavers were disabled, which is representative of the 8.0% disabled staff in the workforce.) ✓
- In 2021 the turnover rate increased from 7.3% to 11.7% – potentially an impact of the COVID-19 pandemic. ✗

Employer brand

In September 2021 we undertook a **Diversity and Inclusion (D&I) Maturity Index**, an audit which assessed our recruitment webpages against a set of criteria including imagery, language, accessibility and storytelling. The audit highlighted areas of strength – including our use of authentic imagery and some inclusion of diverse imagery, and easy to understand and gender-neutral language. The audit also identified areas for improvement including accessibility and storytelling. We have worked to address accessibility issues over this year and more recently had a positive accessibility audit⁵ which highlighted broad compliance. We have built the findings from the audit more broadly into our employer brand and communications work.

To enhance our reputation in the local community and strengthen our reputation as an inclusive employer we have developed our positioning narrative and developed a brand proposition and toolkit to support this.

Our focus for 2022–2023 includes

- Improving the ethnic diversity of our workforce, particularly in senior roles. We are planning to run a **targeted recruitment campaign** aiming to encourage applicants from Black, Asian and Minority Ethnic backgrounds.
- **Listening events** will help us to understand the experience of Black, Asian and Minority Ethnic staff and disabled staff. These sessions will be run by an external facilitator.
- We will continue to improve our use of **data and evaluation** in this area of the strategy. We will launch self-service staff data reports and will identify key priorities to evaluate.



Unleashing talent. Transforming futures.

We are makers of change. Because of your talent, passion, innovation and enterprise we transform futures – with and for our students, colleagues and communities. As a diverse, supportive community we hear everyone’s voice, respect everyone’s opinion and value everyone’s contribution. Our culture nourishes diversity, equality and inclusion. We are a place where you will learn, grow and flourish. Where you can be bold and be you – as we work as one team to solve future global challenges through outstanding learning, research and a culture of enterprise.

We are UWE Bristol. We are #TeamUWE.

⁵ Public sector accessibility monitoring in response to [The Public Sector Bodies \(Websites and Mobile Applications\) \(No. 2\) Accessibility Regulations 2018](#).

Building Trust

Aim: To be transparent about our EDI successes and challenges, internally and externally and to increase trust in the EDI Strategy. This will be achieved through clear, regular communications and stakeholder engagement.

Progress in 2020–2021

We have developed an EDI communications plan to share EDI progress with the UWE Bristol community across a series of platforms.



Key decision-making groups have audited their diversity and inclusion practices.



We set up an EDI Advisory Group for this year, with national and cross sector expertise to support us to embed EDI in decision making.



Key activities in 2021–2022

Communication

Building trust involves communicating openly and honestly about the work that we do around our success, challenges and learnings. We have **developed a communications plan** around building trust. The plan outlines communications which aim to build trust between EDI at UWE Bristol and both internal and external stakeholders, including current students and staff, external partners, prospective staff and students, and members of the public. We have also launched short videos on the staff intranet outlining the different EDI strategic priorities and we plan to use a range of other media including blogs, staff news and the UWE Bristol website to communicate our progress.

EDI in decision making

Considering the potential equality impacts of every decision is a key part of inclusive practice. A robust and transparent process that is easily embedded and actioned will build trust with staff, students and other stakeholders. We have a longstanding and regularly reviewed process to consider the equality impacts of decisions: **the Equality Analysis (EA)** process. We have committed to a review of this process as part of our Building Trust foundational work.

In addition to our commitment to Equality Analysis, we continue to pursue a range of **charter marks** to ensure underrepresented groups are considered in decision making. We renewed our membership of the [Women in Business Charter](#) in January 2022 with a commitment to increase the number of women at senior levels and on the board, and participated in the [Stonewall Workplace Equality Index](#) for 2022.

We have recruited new leadership for [Athena SWAN at UWE Bristol](#) and have ensured we have a mix of genders and departments represented in our leadership team. Our recruitment process explicitly provides applicants the opportunity to describe how a flexible or adjusted approach may help them to engage. The next academic year will be a busy year for Athena SWAN with a University and two department level submissions planned.

This year we launched an **EDI Advisory Board** which brings together 12 experts from across the country to support us to embed Equality, Diversity and Inclusion into everything we do at UWE Bristol. Our quarterly board meetings provide an opportunity to explore our approaches in detail, learning from other sectors and from experts.

Inclusive governance

Our governance arrangements for EDI ensure that we can effectively discharge our legal and statutory responsibilities and provide clear and effective reporting and escalation routes, as well as appropriate oversight of progress towards our objectives.

Our **governance arrangements** ensure we are in line with our duties in relation to the Equality Act (2010), Public Sector Equality Duty (2011), Digital Accessibility Legislation (2018) and the Health and Safety at Work Act (1974).

The University's **EDI Committee** meets three times a year and reviews progress against high level priorities, endorses policies and creates a forum at which senior leaders can make decisions which enable us to achieve our EDI objectives.

Supporting the work of the EDI Committee are a set of **EDI Taskforces**, one for each Faculty and a joint Professional Services taskforce. These taskforces, chaired by senior leaders, oversee implementation of the EDI Strategy and provide momentum and local ownership.

The **Committee Diversity Toolkit** is designed to foster a sense of trust in decision-making bodies by providing targets, measures and tangible ideas for committees at UWE Bristol to increase their diversity, find ways to engage and consult with the UWE Bristol community and ultimately make better-informed decisions to build a sense of trust at the University. Progress so far includes workshops with key committees on how to diversify their decision-making processes, and a survey to all staff to understand the perception of committees and decision-making groups. Resources and guidance for committees will be released soon.

Our focus for 2022–2023 includes

- Launch the redeveloped equality analysis process
- Roll out of the Building Trust communications plan
- Refresh our [Disability Confident](#) accreditation, submit our application for the [University Mental Health Charter](#), and refresh our University level [Athena SWAN](#) award in November 2023.
- Submit to the Stonewall Workplace Equality Index.
- Refresh of governance arrangements to align with new University structure.



In addition to our commitment to Equality Analysis, we continue to pursue a range of **charter marks** to ensure underrepresented groups are considered in decision making.

Other APP Commitments



Student targets

We have a total of ten targets in the Access and Participation Plan: Two for Access, seven for success (presented in the [Bridging the Awarding Gap](#) section) and one for progression. The Access and Progression targets are presented below.

The POLAR4 Q1–Q5 access gap is slightly increasing (11.4pp to 11.7pp), but we are ahead of our milestone (12.4pp).



The IMD Q1–Q5 access gap is slowly closing, (14.6pp to 14.2pp) but we are behind our milestone (11.4pp).



Data for the Mature–Young progression gap has not yet been released.



For more student data, please see the [UWE Bristol Student Compendium](#) on our website.

Financial support

The University provides and evaluates [financial support](#) as a key enabler for students from low-income backgrounds. In 2021–2022 we completed our second round of evaluating financial support using the OfS Evaluation Toolkit. This evaluation involved analysing student data, a survey (2,446 responses) and individual interviews with nine students. The statistical analysis indicates that students in receipt of a bursary and those who are not have comparable outcomes for degree completion, degree result and progression after graduation. However, students in receipt of a bursary were less likely to continue onto their second year of study. The final report with recommendations will be shared with senior leaders and used to inform decisions around financial support provision.

Future Quest

The Future Quest programme aims to widen access to higher education across the region with a collaborative, evidence-based approach to outreach. UWE Bristol leads a partnership between other HE providers, schools, local authorities, employers and third sector organisations. There is a holistic programme of activities available to learners in primary school through to secondary school and college, and more targeted interventions for specific groups of underrepresented learners in Years 9–13 through the OfS Uni Connect programme.

During 2021–2022, the [Future Quest programme](#) engaged 4,045 students in 12,854 hours of activity. A new Book Explorers project, funded by South Gloucestershire Council, was piloted with 96 children in three primary schools this year. As well as this, a Health Education England funded project, Access to Medicine and the Professions, has been delivered to 350 students across 14 schools in South Gloucestershire, Bristol and Bath and North East Somerset.





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