EDI IMPACT REPORT

2022–23

Equality, diversity and inclusivity drive and underpin everything we do at UWE Bristol. Everything we are and will be. From our core values to our everyday behaviours to our inclusive teaching and learning.

Welcome to our EDI Impact Report 2022–23

At UWE Bristol, we passionately believe in inclusivity and opportunity for all students, staff and the wider community. We recognise the key role education has in helping transform society, to the benefit of all individuals and communities.”

Steve West, Vice-Chancellor, President and CEO, UWE Bristol

Everything that's in this report

Executive Summary

EDI Targets and Progress

EDI Strategy Objectives

Bridging the Awarding Gap

Speak Up

Staff Diversity and Inclusion

Building Trust

Other APP Commitments

Executive Summary

This report shines a light on the progress of our EDI strategy, a key pillar of **UWE Bristol Strategy 2030: Transforming Futures**.

As a university, we have four key EDI priorities:

Bridging the Awarding Gap **Speak Up** **Staff Diversity and Inclusion** **Building Trust**

Before we go into each priority in detail, let's start with a quick summary of our 2022–23 progress.

We've decreased the Disabled to Not Disabled awarding gap from 4.8 percentage point (pp) to 2.1pp.	We've grown our Awarding Gap Community of Practice from 294 to 404 members. **404**	We've decreased the Mixed to White ethnicity awarding gap from 4.3pp to 2pp.
We've increased the number of EDI Champions from 76 to 128 trained Champions. **128**	491 people have now signed our Speak Up Pledge, committing to tackle racism, discrimination, and inappropriate behaviour.	We've increased the proportion of Black, Asian and Minority Ethnic staff from 14.3% to 15.3%.
We've successfully launched the Resolution Hub Project, a new approach to supporting people when 'things don't feel right'.	After two academic promotion rounds, we've increased the proportion of Associate Professors who are female from 29% to 43%.	We've conducted twelve listening events, covering topics such as belonging, recognition, change and anti-racism.
We've developed – and we'll keep developing – our approach to anti-racism.		

Here's a look at our five key areas of focus for 2023–24.

We're continuing to focus on closing our awarding gaps, with a focus on inclusive assessment approaches.	We're looking even closer at educative content and messaging for students surrounding Speak Up: setting out our expectations of student conduct rather than focusing on the policy/penalties.	We're running a targeted recruitment campaign to address under-representation in senior roles.
We're further developing and launching a university anti-racism strategy and plan.	We're refreshing and launching our EDI communications plan.	

Awarding Gaps explained

When we talk about awarding gaps, we're referring to the degree classifications we award to UWE Bristol students (1st, 2:1, 2:2, 3rd). An awarding gap refers to the disparity in degree classifications awarded to students of different identities or backgrounds.

Where we are with our EDI targets and progress

To show you how we're progressing with our EDI targets, how we're reducing student awarding gaps and increasing the proportion of staff from underrepresented groups, we have pulled together two charts.

So you know, the student targets are set for the 2024–25 academic year to align with the duration of the current Access and Participation Plan (APP). As of this EDI Impact Report, our staff targets now relate to academic years.

We also align ourselves with the Office for Students' published data – but use internal sources for staff data. This means that the student data is a year behind the staff data.

Student targets to reduce awarding gaps

This table shows our progress towards targets set in our 2021–22 to 2024–25 Access and Participation Plan. The targets are gap-based and aim to reduce the difference in outcomes between a particular demographic group and their comparator.

For targets 1, 2, 6, 7, and 8, we've seen the gaps reduce in size in our most recent data.

For targets 3, 4, and 5, the gaps have increased.

Number	Target	UWE Bristol 2019–20	UWE Bristol 2020–21	UWE Bristol 2021–22	Commentary	Target 2024–25
1	Reduce the POLAR4 Q1/Q5[2] access gap	11.4	11.8	11	Gap has slightly decreased	8.5
2	Reduce the IMD Q1/Q5[3] access gap	14.6	14.4	13.6	Gap has slightly decreased	5
3	Reduce the IMD Q1/Q5 awarding gap	15.7	10.5	15.8	Gap has significantly increased	9
4	Reduce the Black/White awarding gap	32.4	28.3	34.5	Gap has significantly increased	15.5
5	Reduce the Asian/White awarding gap	15.3	9.4	15.3	Gap has significantly increased	7.5
6	Reduce the Mixed/White awarding gap	4.6	4.3	2	Gap has decreased	2.5
7	Reduce the Disabled/Not Disabled awarding gap	4.7	4.8	2.1	Gap has decreased	0
8	Reduce the Mature/Young awarding gap	8	6.2	3.9	Gap has decreased	5.5
9	Reduce the Mature/Young progression gap	-7.8	n/a	n/a	Data not available	-6.7

We've taken this data from the Office for Students' Access and Participation Data Dashboard. You can find internal student data in the **UWE Bristol Student Compendium**.

Staff targets to increase proportions

Here you can see our three staff targets – targets which aim to increase the proportion of a particular demographic group working at UWE Bristol.

In 2022–23, we saw the proportion of all three target groups increase.

Number	Target	UWE Bristol 2020–21	UWE Bristol 2021–22	UWE Bristol 2022–23	Commentary	Target 2030
1	Increase the proportion of Black, Asian and Minority Ethnic staff	12.9	14.3	15.3	Proportion is steadily increasing	20.0
2	Increase the proportion of disabled staff	9.3	9.4	9.6	Proportion has slightly increased	TBC
3	Increase the proportion of female staff in senior management roles	53.4	53.8	55.7	Proportion has slightly increased	TBC

There's more staff data available in our **UWE Bristol Staff Equalities Monitoring Report**.

Let’s take a closer look at our four EDI Strategy Objectives

And for each objective, you’ll see how we’re measuring – progressing towards – our stated targets.

Bridging the Awarding Gap

Speak Up

Staff Inclusion and Diversity

Building Trust

Bridging the Awarding Gap

We’re committed to closing awarding gaps. That’s why we’re supporting the development of strong pedagogic approaches that put inclusion and student need at the heart of our learning, teaching and assessment practices.

We’re using student voice to inform and shape all areas of practice. In turn, creating diverse, inclusive student communities, and embedding our work to close awarding gaps into core processes.

We’ll continue to address gaps through strong College and School leadership, coupled with clear communication of commitment, expectation and progress.

Learn more about what we’ve done in 2022–23 and our focus for 2023–24

Speak Up

Our priority focus is on actively addressing and tackling racism and sexual misconduct. This includes possible new registration conditions on harassment and sexual misconduct.

And as well as clearly communicating everything we expect of our staff and students, and ensuring that there’s consistent senior ownership across UWE Bristol, we continue to raise awareness of discrimination, harassment, victimisation and bullying.

Not only are we highlighting the university’s rules and expectations, but we’re building skills and confidence in speaking up. We’re also making sure that we have policies and support systems in place to deal with issues promptly and effectively when they happen.

Learn more about what we’ve done in 2022–23 and our focus for 2023–24

Staff Inclusion and Diversity

We’ve been focusing on gathering insights from our staff and using everything they tell us to inform our strategy development.

We continue to listen to people and make sure that lines of communication are always open. We’re being very clear on commitments, expectations and progress – and what we can and should expect from each other.

We’re always improving our understanding of data and contextualising this with a deep understanding of lived experiences.

Learn more about what we’ve done in 2022–23 and our focus for 2023–24

Building Trust

Here, our focus has been on valuing (and showing everyone that we value) different lived experience in all our decision making.

We now have clear expectations and role modelling at the highest levels of the university. And we’re actively involving people with lived experience in our decision making.

More than that, we’re making sure that EDI data isn’t just part and parcel of our decision making but that it’s actively prioritised.

Learn more about what we’ve done in 2022–23 and our focus for 2023–24

Bridging the Awarding Gap

Our aim is clear:
To eliminate all awarding gaps by 2030.

Targeted interventions

Data-driven Equality Analysis on regulation changes

Following our initial analysis of uncapped resits, we found that more black students are passing their degrees, moving from a fail to a 3rd or a 2.2 result. But this does mean that when we look at the marks of all black students who pass, there are proportionately fewer being awarded a higher degree outcome (1st and 2:1), as the overall number of black students passing their degree has increased. White students haven't been affected by uncapped resits in the same way. This has led to a further increase in the awarding gap.

We'll repeat our analysis in the coming year to monitor awarding in years unaffected by the pandemic and under the full new regulatory framework.

Dissertation and project modules

To reduce the assessment burden and provide opportunities for more inclusive assessment methods, we've looked closely at how we're assessing dissertations and project work. We've updated all postgraduate dissertation modules and launched a student communications campaign to increase engagement with supervisor support.

We're making similar changes to undergraduate dissertation assessments, initially focusing on target modules. We'll be rolling out more substantial changes through programme reviews in 2023/24.

Transforming assessment

The first aim of this two-part intervention was to help students recognise, work with and really benefit from feedback. Secondly, we wanted to know how they experience assessments at a programme level.

We asked staff and students (along with support and input from a Students' Union focus group) to help us develop resources that would raise awareness of how and where feedback takes place during learning.

Following this initiative, we saw a positive attitudinal shift in terms of student understanding and recognition of feedback.

For the second intervention, we created a pilot assessment journey storyboard activity for two programme teams. We wanted to explore student experiences of assessment – specifically how they felt about assessment burden, inclusive practice, professional services support, and feedback on progress.

Following this activity, our programme teams made changes to our student communication guide and assessment practice, including assessment modification/reduction in five top modules contributing to the awarding gap.

Targeted support for final year students

To further bridge the awarding gap between Black and White students, library staff ran a series of final year critical thinking workshops, complete with a very useful and well received guide with 'Top Ten Tips to Improve Marks'.

We saw bookings from Black, Asian and Minority Ethnic students increase by 300% (60 from January–March 2023 compared to 15 from January–March 2022). We also saw bookings on the Critical Writing Workshops for the College of Health, Science and Society (CHSS) increase by 193% in January–March 2023 compared to the same time last year (170 compared to 58).

The Students' Union Vice President for Education, also shared a video with students on how critical thinking workshops can transform their grades.

Supporting inclusive learning and processes

This year alone, more than 100 teaching and support staff engaged with our inclusive teaching training. In the past three years, 84.5% of UWE Bristol staff have completed the mandatory EDI Briefing e-learning course.

We've also seen the Awarding Gap Community of Practice grow more than a third in the year 2022–23, up from 294 to 404 members.

No More Silence

To further raise awareness of race and racism, the Decolonising the Library Group published the second issue of our No More Silence zine.

With contributions from students and staff across all colleges, this issue was downloaded 145 times (compared to 70 downloads for issue one). We also shared print copies at Black History Month events and student and staff reading groups. We also ran a reading group for the Awarding Gap Community of Practice, which attracted more than 30 colleagues. Everyone found it informative and, more importantly, useful.

EDI has now been embedded in Personal Development Review guidance for academics, technicians and College executives.

"This was one of the most impactful talks I joined."

"This is such a reflective, thought-provoking session."

College-specific initiatives

Here's how our colleges are deepening, strengthening and constantly improving the learning, teaching and assessment experience of every UWE Bristol student.

College of Health Science and Society (CHSS)

- CHSS Race Equality Student Advocates meet and talk with Black, Asian and Minority Ethnic students. They're out on campus, sharing experiences and ideas and developing skills and networks. Their feedback has been vital in developing skill sessions and staff toolkits.
- At a joint event with Bristol City Council, CHSS launched the Celebrating Excellence booklet. It's an inspirational read packed full of life stories of excellence and ways that Black Heritage professionals are shaping the future of their field and making their mark in society.
- CHSS launched their own Closing Awarding Gaps project with a conference and workshop for staff to share good practice.
- CHSS has also ran a series of Bitesize Sessions for staff. Sharing practical advice on how to make curriculum and practice more inclusive.

College of Business and Law (CBL)

- CBL Student Curriculum Consultants audited a selection of target modules. They then proposed key areas for improvement and identified new practice for the College to adopt.
- There were eight target modules last year. Of these eight, five modules reduced pass rate gaps, six showed decreased average mark gaps, with one showing no change and one an increase of 5%.
- CBL also piloted a Student Belongingness Survey. This is currently being adapted and will be shared with all UWE Bristol colleges.
- CBL also have EDI Leads aligned to each area. They continue to raise awareness of awarding gaps, promote key initiatives and share best practice.
- The College also ran a number of individual EDI Development and Awareness Raising sessions, leading to a wider College summer event.

College of Arts, Technology and Environment (CATE)

- CATE has successfully piloted a student focus group. Its findings around belonging, programme attractiveness/expectations, assessment, and engagement will be shared and used to inform awarding gap action planning.
- The School of Architecture and Environment launched a seminar series From Allyship to Coalition: Critical Dialogues on Inequalities. The series attracted more than 30 staff and students from the College.
- In 2022–23, 34 of the College's members also attended one or more of the Advance HE Equality, Diversity, and Inclusivity external training courses.

Now let's look at where we're focusing our energy in 2023–24

- **We'll continue to close all awarding gaps through our Access and Participation Plan, with a clear, specific focus on inclusive assessment for learning.**
- **We'll be running central initiatives to make sure that relevant data reaches the right groups of responsible staff – quickly and effectively.**
- **We'll keep promoting and increasing engagement through a wide range of existing staff support.**
- **We'll monitor all actions and impact – led by College Executives.**

Speak Up

Our aim is clear:
To make sure that staff and students will be confident to speak up when things 'don't feel right' and will speak well of UWE Bristol.

And we want everyone at UWE Bristol, without exception, to have an increased awareness of discrimination and harassment, to understand our approach to tackling racism and sexual misconduct, and importantly, to know how they can best intervene when instances happen.

Let's look at how we're making good on our aims through some of our key activities in 2022–23.

The Speak Up Pledge

It's not enough for us, as a university, to hold a position on tackling racism, discrimination and inappropriate behaviour. We must act – visibly, deliberately.

Our Speak Up pledge encourages all staff and students to not just show their support but to commit to actively addressing and tackling racism, discrimination and inappropriate behaviour. To recognise the positive difference we can each make through our day-to-day words and actions.

> **"I think it is important to continually champion social inclusion by identifying the problems and making the right steps towards calling-out unwelcome behaviours."**
> UWE Bristol student

In 2022–23, 491 people signed the Speak Up Pledge, including 286 UWE Bristol staff, 11 SU staff and 95 students.

When asked why they signed the Pledge, 19% of people spoke about wanting to provide support, and 18% told us they recognised that this was important work.

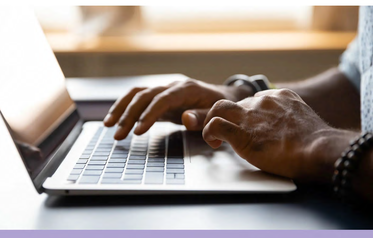
> **"I have first-hand experience of racism, and the hurt and long-term suffering this can cause. This pledge is the start of a very positive shift."**
> UWE Bristol staff member

> **"I think this is one of our most important endeavours at the moment – we must actively nurture and promote everyone. We must have the difficult conversations, including with ourselves."**
> UWE Bristol staff member

UWE Community Starting Block module

In 2022–23, we saw 2,179 views of the **UWE Community Starting Block module** by new undergraduates and postgraduates. We had some very positive feedback too, with all evaluation questions receiving a minimum of 83% positive responses, including questions on respondents' understanding of the content and their experience of the module.

For autumn 2023, we've also added **Union Black Anti-Racist training** to the Starting Block core offer. We've also started preparatory work with academics to support students with this valuable content.



Report and Support tool

This year, we've seen an 18% increase in incident reporting by students. This is an important, positive step forward in tackling inappropriate behavior and language.

Students are now able to report 'Spiking' incidents too. We've also included information on what spiking is, how to recognise it and the support available. Looking ahead, we'll be focusing on reducing the number of non-actionable anonymous reports (44% of reports in 2022–23).

Staff Resolution Hub

With the Staff Resolution Hub, we're supporting staff when 'things don't feel right.' We want to create more informal ways for individuals to access the advice, training and support they need, further complementing our structured EDI training.

As well as creating new roles in mediation and dignity at work, we've recently refreshed our dignity at work policy, in line with our Speak Up pledge.

EDI Champions

EDI Champions play an essential role in raising the profile of EDI across UWE Bristol. They're members of staff (Professional Services and Academics) who've volunteered to engage their teams in EDI conversations through a monthly EDI Champion Newsletter.

In 2022–23, we've seen a 68% increase in trained EDI Champions, up from 76 to 128 – with 50 more waiting for their training.

EDI Champions have made small cumulative changes to university processes and Equality Analysis consultations.

Three EDI Champions have felt empowered to author sections of the EDI Champion newsletter this year.

Speak Up training

This year, **The Diversity Trust** delivered important internal training on how to talk about race and how to be an active bystander. We've had 541 staff members complete the training (112 participants in the past year.) **Altogether, that's around 10% of current staff.**

Joint Statement Against Sexual Violence

In summer 2023, alongside other local Bristol and Bath universities and Students' Unions, we signed a powerful Joint Statement Against Sexual Violence. The statement embeds our shared commitments within our own **Speak Up** work.

A revised Behaviour and Health Framework

Our new framework unifies the conduct, fitness to study and professional suitability policies into one single document and framework. We've updated our **Anti-Bullying and Anti-Harassment policy** and this will be reviewed when the Office for Students' release expected future regulations in this area.

Now let's look at where we're focusing our energy in 2023–24

- We have responded to a consultation on a new condition of registration from the Office for Students (OfS). This is linked to tackling harassment and sexual misconduct. When the OfS publish their requirements, we'll respond to ensure compliance.
- We'll continue to work with and engage students on better understanding harassment, sexual misconduct and inappropriate behaviours.
- We'll be working with the Students' Union and the Debating Society on an important 'How to debate well' programme. This will help students to understand and navigate the space between harassment and freedom of speech.
- We'll be developing educative content and messaging for students, where we clearly set out our expectations of conduct rather than focusing on policies and/or penalties.
- We'll continue to develop our Resolution Hub, with active support and help from the Trade Unions. We'll carry out an impact review which will include reporting on data, timeliness of interventions, and successful outcomes. All with the continued aim of reducing formal grievances.
- In autumn 2023, we'll have completed the full Resolution Hub guidance and training, including a relaunch of our dignity at work service, plus a refreshed set of toolkits and policies aligned with UWE Bristol values and Speak Up. We'll have increased our offer of internal mediators too.

Staff Diversity and Inclusion

Our aim is clear:
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.

Let's look at how we're making good on our aims through some of our key activities in 2022-23.

Improved representation – but more to do

In 2022-23, we've seen a continued increase in the proportion of Black, Asian and Minority Ethnic staff at UWE Bristol, up from 14.3% to 15.3%.

Our Academic Promotion Scheme has increased the diversity of Associate Professors too.

In particular, and following two academic promotion rounds, our Academic Promotion Scheme has increased the proportion of Associate Professors that are female from 29% to 43%.

We've also increased the proportion of senior Administrative and Professional roles (grade HA/HB) that are female from 56.4% to 65.0% (HA), and 46.3% to 50.7% (HB). Females in senior technical roles (grade HA/HB) have also increased from 33.3% to 37.5%.

Better data, better decisions: Introducing our People and EDI dashboards

In June 2022, we launched a new self-service staff data dashboard. Since then, and through staff feedback, we've continued to develop and enhance it.

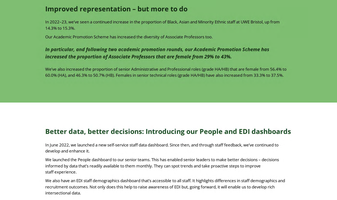
We launched the People dashboard to our senior teams. This has enabled senior leaders to make better decisions – decisions informed by data that's readily available to them monthly. They can spot trends and take proactive steps to improve staff experience.

We also have an EDI staff demographics dashboard that's accessible to all staff. It highlights differences in staff demographics and recruitment outcomes. Not only does this help to raise awareness of EDI but, going forward, it will enable us to develop rich intersectional data.

Inclusive recruitment practices

Last year, we launched our Inclusive Resourcing Toolkit. This year, we've gone further. As well as reviewing our recruitment policy, to reinforce inclusive resourcing requirements at all stages of the recruitment process, we've recreated (and closely monitored) more diverse recruitment panels.

We are supporting Disability Confident action plans to encourage more staff to update their records in the Employee Self-Service (ESS) tool. We've also expanded mandatory UWE Bristol Manager Recruitment training to cover Reasonable Adjustments during recruitment and onboarding.



An employer brand that speaks to – and for – everyone

We've developed an inclusive employer brand, complete with a hero film with diverse representation. We've also rolled out tone of voice training across key teams, to make sure that we're speaking and writing with one clear, consistent UWE Bristol voice.

Following the training, and after reviewing our recruitment communications, we asked ourselves two very important questions:

How can we be more 'authentic' throughout our employee journey, from attracting staff to rewarding staff?

Are we serious about recruiting from a diverse pool of talent or are we just paying 'lip service' to it?

These two questions – and our answers to them – guide everything we do. Like our strong presence at recruitment events in the local community, including the New Horizons Job Fair at Empire Sporting Change in Easton, Bristol.

Richer recruitment data

We're now using recruitment data like never before. By interrogating the latest data available to us (relating to the period 01/08/21 to 31/01/22), we know that:

- 35.4% of all job applications were from Black, Asian and Minority Ethnic candidates, dropping to 21.2% at shortlisting and 18.3% at appointment.
- 12.7% of shortlisted candidates are disabled, which is 3.3% increase from the application stage. However, this decreases to 11.1% at appointment.
- 43.8% of job applications are from male candidates, however this decreases to 33.7% at appointment.

Always learning, always improving

We are a learning organisation. We're committed to creating opportunities for people to thrive and flourish, and have the best experience of working at UWE Bristol that they can have. That's why we offer a range of development opportunities relating to equality, diversity and inclusion. Everyone here is actively encouraged to engage.

In 2022–23, we relaunched mitigating bias training in relation to recruitment and selection. We've seen a huge uptake and now have a waiting list. We've also refreshed and reviewed our Dignity at Work policy and, using our Speak Up pledge, have aligned our language and toolkits to amplify our diverse voices. And, following a successful pilot scheme in autumn 2022, we're further developing the 'Starting Well' project.

Making returning to work, work for all

To make sure that, as a university, we really understand how it feels to return to work after maternity or adoption leave, we engaged the UWE Bristol Parent Group. With their personal insight, and through cross-team collaboration, we created an action plan focusing on progression and cultural issues. We also updated our guidance on maternity and adoption.

Raising awareness of menopause

We set up a new peer support network for people to voice and share their experiences of menopause – and to raise awareness and understanding of the impact it can have. We held a well-attended university-wide event to open the conversation, supported by our Health and Wellbeing Innovation Scheme (Our Health and Wellbeing Scheme enables us to create, develop, pilot and evaluate new health and wellbeing initiatives.)

Supporting promotion for academic staff

In January 2023, we launched the second round of the UWE Bristol Academic Promotion Scheme. We appointed 16 Professors and 40 Associate Professors (APs).

While we're pleased with the diversity of our APs, an intersectional analysis of our current professorial demographics (115 Profs and 136 APs) highlighted that further work is clearly needed.

In the January 2023 Academic Promotion Scheme:

- The gender profile of Associate Professors increased substantially from 37% to 43% female;
- The gender profile of Professors increased a little from 32% to 34% female;
- We saw similar increases with respect to race: Associate Professors increased from 13% to 19% Black Asian or Minority Ethnic;
- Professors increased from 15% to 16% Black Asian or Minority Ethnic.

These figures should be considered in comparison to a staff body which is 59% female and 15% Black Asian or Minority Ethnic. While the increases are encouraging, intersectional analysis of these staff groups in August 2022 highlights barriers for Black Asian or Minority Ethnic women:

- there is only 1 female Black Asian or Minority Ethnic Professor out of 118 Professors;
- and 13 female Black Asian or Minority Ethnic Associate Professors out of 209.

Career promotion and re-grade

From August 2022 to July 2023, 168 members of staff progressed through promotion or re-grade.

- **44.6% of staff who progressed were female and 59.2% of our workforce is female.** Females were over-represented in the last reporting period and the gap to the proportion of the workforce increased from 1.1% to 5.2%.
- **Proportionately fewer Black, Asian and Minority Ethnic staff progressed.** 14.6% of all staff who progressed were Black, Asian and Minority Ethnic while 15.3% of our workforce are Black, Asian and Minority Ethnic.
- **Proportionately fewer disabled staff progressed.** 7.4% of all people who progressed were disabled while 9.6% of our workforce is disabled.

Staff leavers

From August 2022 to July 2023, the total number of leavers was 677. When we looked closely at the data, we found that:

In the January 2023 Academic Promotion Scheme:

- **The proportion of female leavers was 61.7%, a slight increase from 58.2% last year and slightly higher than the proportion of female staff.**
- **Disabled leavers made up 9.9% of all leavers. This is largely representative of the workforce (8.8% disabled staff).**
- **The proportion of leavers who are Black, Asian and Minority Ethnic (17.7%) is higher than the proportion of current staff who are Black, Asian and Minority Ethnic (15.3%).**
- **The proportion of leavers who are White (76.8%) is lower than the proportion of current staff who are White (80.7%).**
- **In the academic year 22/23 the turnover rate decreased to 10.3% from 11.3% the previous year.**

Now let's look at where we're focusing our energy in 2023–24

- **We'll keep improving the experience of new starters, including support for international staff, through the 'Starting Well' programme.**
- **We'll be running a targeted recruitment campaign to address areas of under-representation, such as senior roles.**
- **We'll continue to review and promote mitigating bias training as well as recruitment and selection training – all through the lens of EDI.**
- **We'll make sure that we're listening to all staff, and we really understand their possible reasons for leaving UWE Bristol. And we'll use these learnings to take action to retain diverse talent.**

Building Trust

Our aim is clear:
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.

Let's look at how we're making good on our aims through some of our key activities in 2022–23.

A university everyone can believe in

As well as developing an inclusive decision-making toolkit, we've created a strong EDI communications plan. With this plan in place, we can celebrate, raise and progress awareness of diversity – right across our university, communities and networks.

We've recently carried out 12 staff listening events too. Covering everything from belonging to recognition, change to anti-racism. And while we've achieved a lot in 2022–23, we recognise that there's more work to do, especially around anti-racism.

Diverse committees. Better decisions. Stronger governance.

As part of our formal governance, we have several key committees responsible for making decisions that affect the whole institution. And we know that diverse committees make better decisions. Simply because they can draw on a wider range of experiences, perspectives and ideas.

Right now, we're aware that our committees must be more diverse, more representative of the communities we serve. That's why, over the past year, we've developed our approach to diverse decision-making – by building in feedback from our staff networks.

We've run workshops with the Board of Governors, Academic Board, Learning, Teaching and Student Experience Committee, and the Research and Knowledge Exchange Committee, to introduce, test and inform our work on the Inclusive Decision-making toolkit.

We've also put draft committee size targets in place, and developed strong working relationships with Committee Officers through the Good Governance Group.

Sharing all our voices

Over the last year, we've rolled-out a new communications plan to design and track our messaging. This has included a bigger focus on EDI in our staff news, Inclusive University Blog, and Health and Wellbeing Blog.

Our blogs feature contributions from all members and corners of the UWE Bristol community. In 2022–23, we've published and shared stories on everything from national days of awareness, to religious festivals and celebrations, to sustainability and history month film reviews.

We've reviewed our internal and external webpages too, to make sure that everything we're saying and sharing is accurate, inclusive and up-to-date. We've also created a brand new EDI Champions webpage.

We've created and piloted a new presentation which gives an overview of the EDI team. We'll be using this presentation to inform colleagues across the university about the team's mission to improve cohesion and collaboration.

We've also boosted the reach of our messaging by using external knowledge exchange channels, including presentations at the national Advance HE and AMOSSHE annual conferences.

Stepping up the fight against racism

We must continue to address racism. It causes real harm to individuals, communities and society as a whole. There is no place for racism at UWE Bristol. We're working hard to make sure that everyone understands racism, actively opposes it and that all students and staff have equal opportunities to thrive and flourish.

Despite our efforts and initiatives, we're aware that injustices and inequalities remain, in recruitment, retention, promotion and awarding gaps. We must be more systematic and consistent in our approach to make progress and tackle racism in all its forms.

We must listen and learn from those most affected by racism, without the burden falling on them to change things. We must step up and take action to be anti-racist and create a culture of inclusion. Everyone should benefit and everyone should be accountable.

This is why we've held a series of listening events with staff and students. This vital dialogue has really helped us to understand where we are now, where there are gaps between words and actions, and where we need to focus. All of this, along with staff survey results, student and staff data and research, will be used to inform and shape a robust anti-racist strategy for the university.

Now let's look at where we're focusing our energy in 2023–24

- **We'll further develop and launch a UWE Bristol anti-racism strategy and plan.**
- **We'll launch and share our inclusive decision-making toolkit guide.**
- **We'll re-develop and refresh the support and communications for all staff networks.**
- **We'll submit our university level Athena SWAN award in November 2023.**
- **We're going to establish aligned governance arrangements within the new College and School structure.**
- **We'll launch the redeveloped equality analysis process.**
- **We'll also refresh and launch our new EDI communications plan.**

More we're doing.
More we must do.

As you can see, we're committed to making sure that all can benefit from Higher Education. No barriers, no ceilings. Here are some of our other Access and Participation Plan (APP) commitments.

UWE Cares

Supporting some of our most vulnerable students

UWE Cares provides support and advocacy for care leavers, estranged students, student carers and Sanctuary Scholars. In the last five years, we've increased the number of students accessing UWE Cares from less than 100 to nearly 500.

UWE Cares is always looking for new ways to improve the student experience and better support those who really need it.

This year, we've introduced contextual offers for new applicants from the UWE Cares cohort, and we've supported them to attend a summer school for contextual offer holders.

In May, alongside Bristol City Council, we brought together key stakeholders from across Bristol. We discussed strategies for supporting care leavers who aspire to go to university. We all recognised that the key to success is greater collaboration between universities and local agencies.

Equity Programme

Building confidence and skills in Black, Asian and Minority Ethnic students

Our **Equity Programme** is a personal and professional development programme for Black, Asian and minority ethnic students. Its aim is to support these students to build the confidence and skills they need to succeed at university.

This year, we had 96 students attend coaching and skills development workshops, and 47 students completed the full programme, which is recognised on their Higher Education Achievement Report (HEAR). That's a notable increase on previous years.

Students also attended webinars, including "You're a Winner – Becoming Your Own Coach" delivered by Dr. Nilu Ahmed, an award-winning psychologist, psychotherapist and mental health expert. They also carried out mentoring with industry professionals and went on paid internships through the national 10,000 Black Interns and local Strive Internships programmes.

As a university, we take **positive action** to improve the opportunities and experience of all under-represented groups. We've established a new Positive Action Community of Practice, where colleagues share their experience and develop new collaborative activities to support students. We've also held two events this year which focused on the experience of disabled students and student engagement in work experience opportunities, each resulting in over 100 pledges of action.

We've also worked with the award-winning **FirstGens** social enterprise. Established by a UWE Bristol alum, FirstGens supports the transition of first generation students into UWE Bristol.

Because money shouldn't be a barrier

We provide a range of **financial support** to students. Because we never want financial pressures to be a barrier to participating in activities and succeeding at university.

In 2022–23, we spent around £4.8 million providing support to over 6,000 students. We also have a new approval process in place. This helps to make sure that new and revised bursaries and scholarships are in line with our Access and Participation Plan (APP) objectives and the commitments.

When it comes to EDI, there's always more to do...

Thank you for reading this report. Yes, we've achieved a great deal around EDI, to address awarding gaps and imbalance, and increase equity and equality for all. But there's still a long way to go.