

**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 <b>NEW</b> <b>(High)</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Athena Swan presentations, including updates on the action plan presented at all College Executives in 2023-4.</li> <li>- College EDI taskforces (or equivalents) requested to provide UWE AS priorities annually.</li> <li>- Develop a finer grained analysis of key AS datasets by each of the re-structured Schools once all staff appointments are completed.</li> <li>- Athena Swan Steering Group reports to proposed new People Board.</li> <li>- Action Plan reviewed annually and updated with evidence of impact</li> </ul>	<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><b>AS Chairs/College Representatives/ EDI Strategy and Operations Representative/</b> 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>

	<ul style="list-style-type: none"> <li>- Remote Development Review meeting scheduled with Advance HE</li> </ul>	<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>
1.2 Ongoing <b>(High)</b>	<p><b>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)</b></p> <ul style="list-style-type: none"> <li>- Instigate the gathering of EDI data for all learners (e.g. CPD students) via the new CRM system.</li> <li>- College EDI taskforces (or equivalents) requested to increase gathering of EDI data in College/School organised schemes.</li> <li>- AS Steering Group to monitor local data more frequently, for earlier identification of data gaps.</li> <li>- AS Steering Group to ascertain student perspectives on gender culture via UWE wide survey work (e.g. NSS, PTES).</li> <li>- Learn from new UWE projects (e.g. Sport and music related targeted mental health interventions for male students) to consider wider student outcomes.</li> </ul>	<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><b>AS Chairs/ EDI Data Representative/ HR Representative</b></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>
1.3 <b>NEW</b>  (Medium)	<p><b>Coordinate more effectively with ongoing gender equality, diversity and inclusion research and projects based at UWE</b></p> <ul style="list-style-type: none"> <li>- Identify key gender equality research and action-based projects taking place at UWE and invite presentations to the Athena Swan Steering Group.</li> <li>- Share understanding and best practice developed from these activities to create ongoing actions at University level, and to</li> </ul>	<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><b>AS Chairs</b></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.			
<b>Theme 2: Evaluation and Effectiveness of Policies</b>					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
2.1 <b>NEW</b>  (Medium)	<b>Monitor the impact of the UWE Policy Governance Framework in terms of gender and other intersectional characteristics.</b>  - 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.	<b>AS Chairs/ EDI Representative/ HR Representative</b>	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  <b>(High)</b>	<b>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.</b>  - 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.	<b>AS Chairs/ EDI Representative/ HR Representative</b>  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"> <li>- Support introduction of 'stay interviews' providing Black, Asian and Minority Ethnic women opportunities to feedback on their career experiences.</li> </ul>	<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>
2.3 Ongoing <b>(High)</b>	<p><b>Update flexible working principles alongside supporting practice and resources that meets current and future organisational, team and individual needs and priorities.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Review, test and learn impact of the new guide in next UWE staff or pulse survey.</li> </ul>	<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><b>AS Chairs/HR Representative</b></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>
2.4 Ongoing <b>(High)</b>	<p><b>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'.</b></p> <ul style="list-style-type: none"> <li>- Liaise with the Planning and Business Intelligence team to understand how WAMS can be used to understand how UWE apports staff activity to meet the needs of teaching, research, scholarship and management by gender.</li> <li>- Work with HR to instigate the return of questions on workload and annual leave on UWE staff surveys.</li> </ul>	<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><b>AS Chairs/HR Representative</b></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"> <li>- Conduct UWE Pulse Survey focused on experience of staff returning from maternity, paternity, parental leave, carers and/or extended health-based leave.</li> <li>- Roll out workload 'myth busting' workshops currently held in College of Health, Science and Society.</li> </ul>	<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 <b>(High)</b>	<p><b>Implement the findings and recommendations of UWE Gender Pay Gap reviews.</b></p> <ul style="list-style-type: none"> <li>- Review starting salary by gender and salary assessment process.</li> <li>- Work with HR to identify actions for part-time, technical and manual staff.</li> <li>- Work with HR to set targets for staff in female and Black, Asian and Minority Ethnic staff in the upper quartiles.</li> <li>- Analyse promotions data to identify actions to ensure equitable opportunity and outcomes.</li> </ul>	<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><b>Athena Swan Chairs/HR Representative</b></p> <p>Vice-Chancellor's Executive</p> <p>UWE HR</p>	<p>January 2024 - November 2028 (with annual monitoring)</p>	<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 <b>(High)</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<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><b>RBI Representative/ Professoriate Representative/ Researcher Representative</b></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"> <li>- Include equality analysis in University wide REF audit planned for summer 2024.</li> <li>- 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.</li> </ul>	having significant responsibilities for research in REF 2021.			
<b>Theme 3: Athena Swan Self-Assessment Process</b>					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
3.1 <b>NEW</b>  <b>(High)</b>	<p><b>Increase the number of male representatives in the Self-Assessment/Steering Group Team</b></p> <ul style="list-style-type: none"> <li>- Examine intersectionality of the SAT in relation to other protected characteristics and annually review our TOR.</li> <li>- Communicate the intention to recruit more diversity in representatives.</li> <li>- Increase awareness of outcomes of SAT membership (e.g. profile role in UWE weekly news) and encourage recognition in PDRs and promotional processes.</li> <li>- Raise awareness of gender equality/Athena Swan with new staff.</li> </ul>	<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>	<b>AS Chairs</b>	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  <b>NEW</b>  <b>(Medium)</b>	<p><b>Increase workload allocation for Athena Swan Steering Group Representatives</b></p> <ul style="list-style-type: none"> <li>- Examine how comparable universities invest in and support Athena Swan SG/SAT activities.</li> <li>- Assign packages of actions to SG/SAT working groups with allocated workload bundles to increase opportunities for staff development.</li> </ul>	<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>	<p><b>AS Chairs</b></p> <p>Deputy Vice-Chancellor and Provost</p> <p>Chief People Officer</p>	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>

<p>3.3</p> <p><b>NEW</b></p> <p><b>(High)</b></p>	<p><b>Increase communication between School AS leads and College AS Steering Group representatives</b></p> <ul style="list-style-type: none"> <li>- Update the Terms of Reference for the Athena Swan Steering Group and Collaborative Group to create a direct link between School and College Representatives.</li> <li>- Increase feed through of School-level issues to AS SG.</li> <li>- School leads and College AS representatives to collaborate on key activities (e.g. gender equality survey work mapping to Advance HE guidance).</li> </ul>	<p>Though the Collaborative Group functions effectively in feeding best practice and issues of concern from School Athena Swan leads to Steering Group level, College Representatives are not currently connected to work that might be taking place in their relevant Schools.</p> <p>There is a potential disconnect between School, College and University level AS activities.</p> <p>College AS Steering Group representatives could have a clearer understanding of their roles.</p>	<p><b>AS Chairs/ AS College Representatives</b></p> <p>Athena Swan School Leads</p>	<p>January 2024</p> <p>June 2024</p> <p>September 2028</p>	<p>Terms of Reference for Athena Swan Steering Group and Collaborative Group revised by January 2024.</p> <p>AS School Leads to meet with AS SG representatives in their relevant Colleges by June 2024.</p> <p>At least five agenda items per year to be raised for discussion and action by College AS representatives.</p>
<p>3.4</p> <p><b>NEW</b></p> <p><b>(Medium)</b></p>	<p><b>Increase nuance and responsiveness of UWE and externally organised staff survey work associated to gender equality</b></p> <ul style="list-style-type: none"> <li>- Listening Event for all staff on Gender Equality held with the UWE Chief People Officer</li> <li>- Conduct UWE Pulse Survey focused on Gender Equality</li> <li>- Work with HR to increase data analysis presentations beyond female/male categorisations where there is no risk of identification and reverse decline in staff survey response by male staff.</li> <li>- Include key survey outcomes on steering group agendas within three months of their availability</li> <li>- People Portfolio Scorecard (University KPI) includes gap between female and male staff who respond to the question 'people are treated fairly regardless of their gender' from 2024.</li> </ul>	<p>Gender Culture is now embedded in UWE data collection mechanisms including UWE Staff Surveys with response rates at 44.6%F and 34.3%M in 2022 but the male response rate has been declining.</p> <p>However, data from these surveys (and external providers e.g. Stonewall) has not always been examined by SG members on its initial release.</p> <p>Data is not always presented beyond female/male categories, despite increased respondents identifying in other categories.</p> <p>Question nuances, including ability to track awareness of Athena Swan can be lost with more generic survey work.</p>	<p><b>AS Chairs/ EDI Strategy Representative/ HR Representative/ EDI Data Representative</b></p> <p>UWE HR</p>	<p>November 2023 – November 2028</p>	<p>Listening Event/UWE Pulse Survey conducted on Gender Equality by May 2026.</p> <p>UWE staff survey results presented beyond female/male from 2024 onwards when numbers permitting.</p> <p>UWE staff response rate from male staff increases from 34.3% to 50%.</p> <p>At least two SG agenda items per year on internally and externally organised relevant survey items.</p> <p>No gap (2022: 2%) between female and male staff who respond to the question 'people are treated fairly regardless of their gender' in future staff survey data.</p>

3.5 Ongoing  (Medium)	<p><b>Increase awareness of Athena Swan and the role of the SAT/Steering Group in embedding change across the University.</b></p> <ul style="list-style-type: none"> <li>- Increase Athena Swan branded events and coordination with key activities (e.g. Women's History Month, Starting Block lectures).</li> <li>-Develop audio capture of Athena Swan case studies for the website and sharing with staff, including the benefits attained.</li> <li>- Establish SAT representatives as gender equality ambassadors and create a focussed University campaign, which evidence progress and impact on gender equality.</li> <li>- Highlight to staff the ways in which gender equality has been embedded.</li> </ul>	<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>	<p><b>All SG members</b></p> <p>UWE Marketing and Future Students Team</p>	<p>September 2023 – November 2028 (with annual monitoring)</p>	<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>
<b>Theme 4: Gender Inequality and Career Progression</b>					
Action number and priority	Planned action/objectives	Rationale	Responsibility (SAT member)	Timescale	Success Measure
4.1  <b>NEW</b>  (Medium)	<p><b>Continue to monitor the impacts of the new Academic Promotion Scheme and increase focus on PTO promotional opportunities.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Maintain parity in application rates for academic promotion between female/male staff.</li> <li>- Introduce clearer recording of success rates for promotion/progression of all staff.</li> <li>- Extend staff workshops on promotional routes</li> </ul>	<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>	<p><b>AS Chairs/ HR Representative</b></p> <p>UWE HR</p> <p>UWE People Analyst</p> <p>Chief People Officer</p>	<p>September 2024 - November 2028</p>	<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 <b>NEW</b> (Medium)	<p><b>Implement approaches to increase female (and male) applicants to posts/promotional opportunities where genders are currently underrepresented.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Analyse data from the New Starters Survey to understand any variations in recruitment experience on the basis of gender or EDI.</li> </ul>	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><b>AS Chairs/HR Representative</b></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 <b>NEW</b> (High)	<p><b>Increase support for female staff transitioning from the impacts of the pandemic, particularly around research.</b></p> <ul style="list-style-type: none"> <li>- Working alongside review of academic workload model, ensure provision has been made for research where appropriate.</li> <li>- 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'</li> <li>- Consider what a UWE research/study leave scheme might look like, and how it could be implemented.</li> </ul>	<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><b>RBI Representative</b></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)	<b>Re-establish Researchers Forum, support early career researchers and become signatory for Researcher Concordat</b>  - 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.	<b>RBI Representative</b>  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 <b>NEW</b>  (High)	<b>Impact of the Re-structure from a gendered perspective</b>  - 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.	<b>AS Chairs/HR Representative</b>  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)	<b>Identify and action approaches to increase staff exit survey completion rate</b>  - 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).	<b>HR Representative</b>  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 <b>NEW</b> (Medium)	<p><b>Increase both recording and self-reporting of sex and gender and nuance of presentation of data on protected characteristics</b></p> <ul style="list-style-type: none"> <li>- HR systems to record both sex and gender for staff.</li> <li>- Increase both the response rate to staff surveys, and trust amongst staff to report their gender and other protected characteristics.</li> <li>- Develop data analysis presentations beyond female/male categorisations, where there is no risk of identification.</li> </ul>	<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>	<p><b>HR Representative/ EDI Data Representative</b></p> <p>UWE HR</p>	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 <b>NEW</b> (Medium)	<p><b>Build on the positive reception of the new Trans and Non-Binary Policy, along with supporting resources, by continuing to evidence impact.</b></p> <ul style="list-style-type: none"> <li>- Proactively support events and communications, which showcase and respect the lived experiences of trans, non-binary and gender fluid staff and students.</li> <li>- Monitor recent changes to both staff and student systems which allow for easier updates for preferred name and title to ensure this is happening.</li> <li>- Monitor Stonewall survey results for ongoing impacts.</li> </ul>	<p>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.</p>	<p><b>EDI Data Representative/ EDI Strategy and Operations Representative/ EDI Representative</b></p> <p>EDI Team</p>	December 2024 - September 2025	<p>Trans, non-binary, and gender fluid staff and students report improved experience, anecdotally and via surveys, including increased disclosure rates of sex and gender.</p>

<p>5.3</p> <p><b>NEW</b></p> <p>(Medium)</p>	<p><b>Analyse the impacts of the 2023 Fertility Treatment Support Guide, and 2022 Menopause Policy.</b></p> <ul style="list-style-type: none"> <li>- Develop qualitative data collection mechanisms to understand how these resources are being used by staff.</li> <li>- 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.</li> </ul>	<p>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.</p>	<p><b>AS Chairs/HR Representative</b></p> <p>UWE HR</p>	<p>September 2025 - September 2026</p>	<p>Achieve 50% awareness of Fertility and Menopause policies/training/resources at University level as measured in a NEW Athena Swan Gender Equality Pulse Survey.</p> <p>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.</p>
<p>5.4</p> <p><b>NEW</b></p> <p>(Medium)</p>	<p><b>Assess the support offered to parents and caregivers and impacts of associated UWE policies.</b></p> <ul style="list-style-type: none"> <li>- Analyse future staff survey data with a focus on responses by those with parental/caregiver responsibilities.</li> <li>- Ensure impacts of changing UWE policies (e.g. new Flexible working principles, approaches to job-sharing) are working for those providing care.</li> <li>- Provide a suite of questions in the NEW Athena Swan Gender Equality Pulse Survey that are specific to parents/caregivers.</li> </ul>	<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.</p> <p>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.)</p>	<p><b>AS Chairs/HR Representative</b></p> <p>UWE HR</p>	<p>September 2025 - September 2027</p>	<p>Staff report more positive experience of work-life balance through the staff survey from 58%F/59%M to 75%.</p> <p>Analysis of qualitative staff survey comments by parents and caregivers.</p> <p>NEW Athena Swan Gender Equality Pulse Survey contains at least 5 questions specific to parents/caregivers.</p>
<p>5.5</p> <p>Ongoing</p> <p>(Low)</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Work with student recruitment and admissions team to ascertain how sex/gender data can be routinely collected on centrally coordinated outreach.</li> </ul>	<p>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.</p> <p>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.</p>	<p><b>AS Chairs/EDI Data Representative</b></p> <p>Student Recruitment and Admissions Team</p> <p>College EDI Taskforce (or equivalents)</p>	<p>November 2026 (with annual monitoring)</p>	<p>System for monitoring staff participating in outreach/public engagement by gender introduced.</p> <p>Participation rates in outreach/public engagement mirror staff ratio for sex/gender in respective School/College.</p>

	<p>- College EDI taskforces (or equivalents) contacted to plan ways that outreach/public engagement data can be gathered at School/College level.</p>				
--	---	--	--	--	--