UNIVERSITY OF THE WEST of SCOTLAND
UWS

Athena Swan Bronze Application

Athena Swan Bronze Award

Awarded July 2024

Contact for application: ***Equality@uws.ac.uk***

Table of Contents

Section 1: An overview of the University and its approach to gender equality 2
1. Letter of endorsement from the University Principal 2
2. Description of the University and its context 4
3. Governance and recognition of EDI work.....8
4. Development, evaluation, and effectiveness of institutional policies.....10
5. Self-assessment process 11
Section 2: An assessment of UWS' gender equality context.....15
Culture, inclusion and belonging 15
Key priorities for future action.....25
Section 3: Future action plan 28
Appendix 1: Culture Survey Data.....43
Appendix 2: Data tables.....51
Appendix 3: Glossary.....86

Section 1:

An overview of the University and its approach to gender equality

1. Letter of endorsement from the University Principal and Vice-Chancellor

UNIVERSITY OF THE WEST of SCOTLAND
UWS

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR

26 March 2024

Commitment to the Athena Swan Charter principles

Dear Head of Athena Swan,

On behalf of University of the West of Scotland (UWS) I wish to pledge our commitment to the principles of the Athena Swan Charter.

UWS is committed to working towards the achievement of the Athena Swan Charter's aims and I confirm our support for the principles of the charter.

In committing to the principles of the Athena Swan Charter, we recognise that we join a global community with a shared goal of addressing gender inequalities and embedding inclusive cultures.

Each institution, research institute and department has different gender equality challenges and development priorities. These priorities should be developed based on an understanding of the local evidence-base and national and global gender equality issues.

In determining our priorities and interventions, we commit to:

1. adopting robust, transparent and accountable processes for gender equality work, including:
    a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
    b. undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality and evaluating our progress to inform our continuous development.
    c. ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.

DOCTRINA PROSPERITAS

Vice Chancellor's Executive
Principal and Vice-Chancellor, Professor James A. Miller FRSE

Paisley Campus
Paisley PA1 2BE
Scotland UK

Tel +44 (0)141 848 3000
www.uws.ac.uk

University of the West of Scotland is a registered Scottish charity. Charity number SC002520.

2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
3. tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
4. understanding and addressing intersectional inequalities.
5. recognising that individuals can determine their own gender identity, and tackling the specific issues faced by trans and non-binary people.
6. examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
7. mitigating the gendered impact of caring responsibilities and career breaks and supporting flexibility and the maintenance of a healthy 'whole life balance'.
8. mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

I understand that:

- ✓ Information on charter signatories, the institution's charter contact person and institutional and departmental award-holders will be publicised on Advance HE's website.

UWS has nominated Lucy Meredith (Deputy Vice-Chancellor) as its designated Athena Swan Charter contact. The contact will coordinate internal questions on the Charter and be the conduit for communication with Advance HE's Equality Charter staff.

I confirm that the institution understands and accepts the guidance on the Athena Swan Charter. I understand that the guidance may change as the scheme evolves and that our charter contact will be informed of any such changes.

Yours sincerely



Professor James A. Miller FRSE
Principal and Vice-Chancellor

2. Description of the University and its context

UWS is a post-1992 institution, with 5 campuses: 4 in Scotland and 1 in London (*Figure 1)*. We are ranked 4th in the UK for students from state schools and ranked 23rd in the world for reducing inequalities.

As of July 2022, our total workforce is:

- 1674: f974 (58.2%); m700 (41.8%)
- 843 academics: f431 (51.1%); m412 (48.9%)
- 836 PSS: f542 (65.3%); m288 (34.7%)

Our proportion of female staff (54.6%) is higher than the Scottish benchmark for the sector. Comparator information in this report sourced from Advance HE's Higher Education statistical reports.

As of February 2024, the female/ male split of leadership roles is f32 (50.8%) and m27 (42.9%). We have f12 (52.2%) and m11 (47.8%) Court members, and f20 (55.6%) and m16 (44.4%) Senate members.

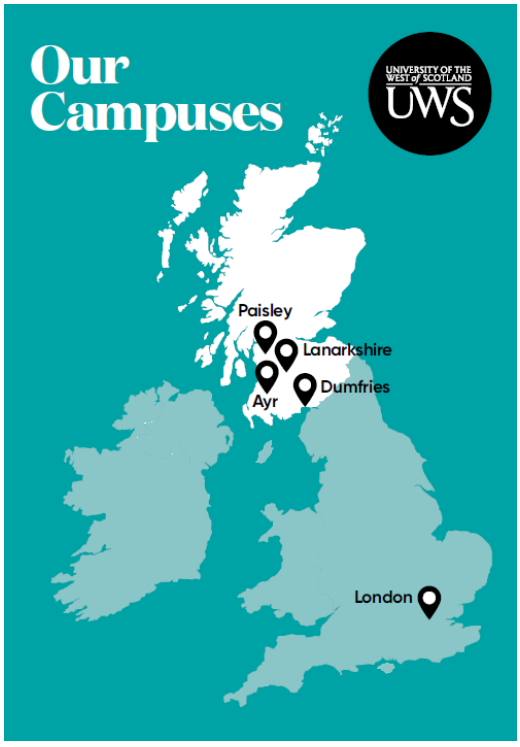


Fig 1: UWS campus locations

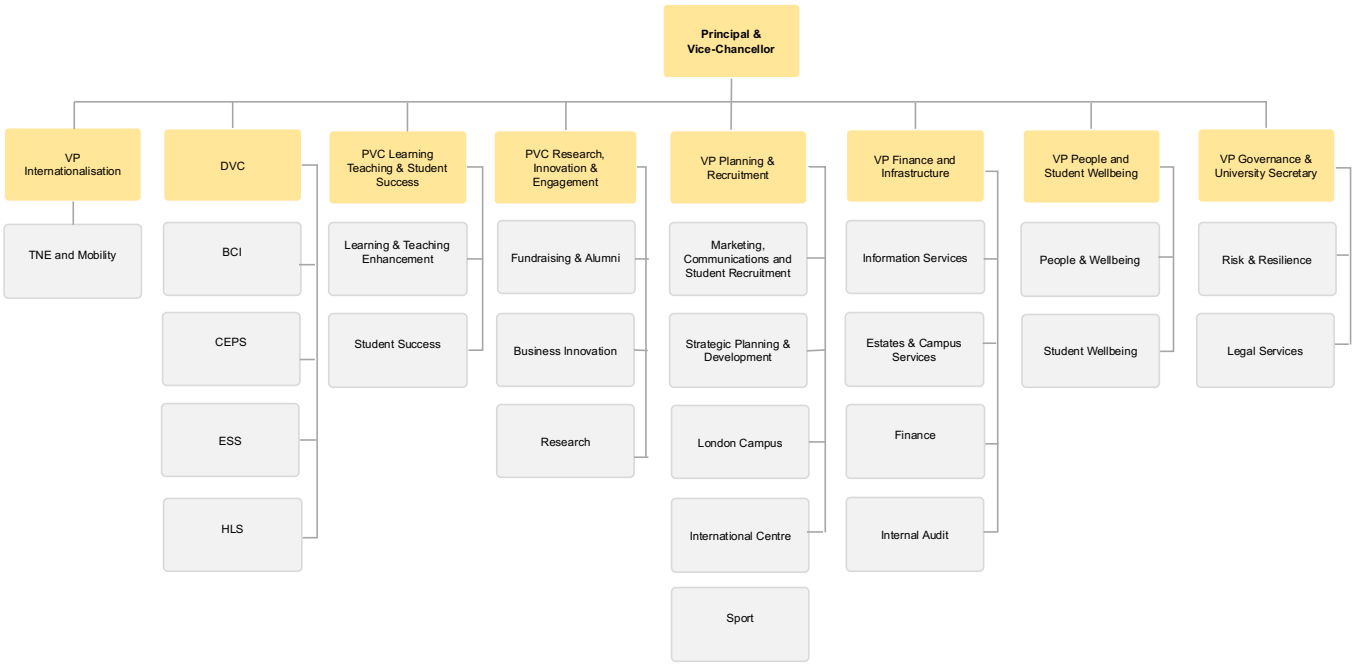


Fig 2: UWS Institutional Structure

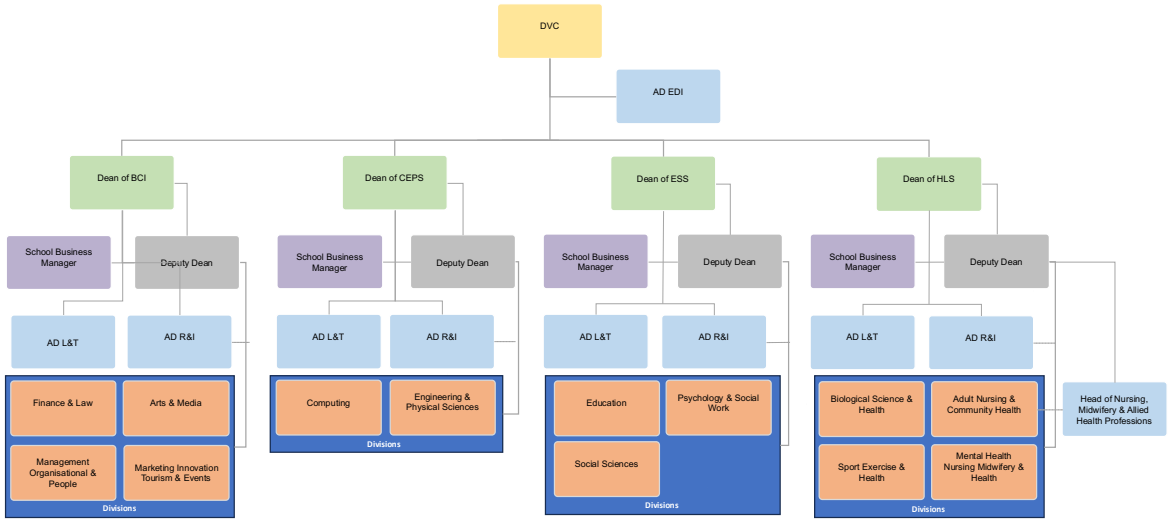


Fig 3: UWS Academic Schools

We developed People Priorities *(Figure 4)* informed by feedback from our staff engagement survey (SE 2022) (Appendix 1), to include and support our diverse staff and students. EDI initiatives align with our People Priorities and PSED for Scotland report.



Fig 4: UWS People Priorities

UWS 'Truths' embed institutional values, prioritising our support for students. Aiming to drive social mobility, UWS Strategy 2025 defines our mission to deliver "transformational experiences, locally and globally, for the benefit of those who might otherwise not have entered higher education."

We are Scotland's leading widening participation institution, with the highest proportion of students from low participation areas (17.0% of SIMD20 population; 14.5% of SIMD40 population, Source: HESA purchased data). We have 3655 students from SIMD20 (f72.5%, m27.5%) and 6630 from SIMD40 (f72.1%, m27.9%), of 20,144 total population; and 6745 first-generation students (f69.8%, m30.2%), 13% of total first-generation population at Scottish HEIs.

In addition to protected characteristics, we support students living in poverty, with caring responsibilities, care-experienced, and estranged from family, with SAAS Discretionary Funds and our UWS Childcare Fund. Asylum seekers pay 'home' instead of 'international' fees and have 1:1 guidance for the application process.

Our students are situated within local and global contexts. Combining pressing social, disciplinary, and industrial agendas in research institutes, centres, and KTPs we offer employer-focused degrees, aligned with sector priorities, and our research and practice-led teaching is aligned with UN SDGs.

UWS offers career-focused study comprising: UG; PGT; research degrees, graduate apprenticeships and CPD.

REF2021 classifies 90% of UWS research as world-leading, internationally excellent, or internationally recognised. Female representation improved from f28.7% in REF2014 to f40.9% in REF2021. Equal representation is close for ECR REF submissions (f51%; m49%).

We're part of the International British Council GATI project, working with Indian HEIs to address the gender gap and encourage diversity and inclusion, supporting more women into senior roles in HE and through Equality Charters.

We're proud to be part of the British Council "Women in Science: Gender Equality Partnerships". These partnerships between British and Brazilian HEIs seek to develop institutional policies and practices promoting gender equality in STEM.

This application is for Bronze accreditation under the AS Transformed Charter, following our 2014 bronze award. All schools will develop AS departmental applications following submission and we aim to achieve Bronze Race Equality Charter status in 2025 [AP 2.1].

3. Governance and recognition of EDI work

Since our 2019 submission, we've evaluated and developed EDI structures considerably. Our 2020 review showed it wasn't always clear where responsibility lay, with a risk of overlap, duplication, and gaps in progressing our EDI agenda. [AP 1.1]

We refreshed EDI committee membership and governance, introducing the new role of AD EDI, accountable to the DVC for developing and driving EDI strategy. This role leads the submission for Race Equality Charter and improving institutional equality outcomes. EDI champions (16f, 6m, <5nb-with permission to share) were established in all schools and across PSS (Figure 7). Additional investment created two new EDI posts, supporting development and implementation of new initiatives for Strategy 2025 and beyond, including new staff networks.

The EDI committee, chaired by the DVC and meeting four times a year, reports to RPC, a subcommittee of University Court. It supports strategic direction, monitoring, evaluating, and implementing measures to ensure EDI practices are progressed effectively. Our Equality, Diversity and Human Rights Code (2021) commits to advancing and promoting EDI, establishing inclusive culture, free from discrimination and based upon values of fairness, dignity and respect. It's central to all activities, applying to all staff and students.

Six staff networks (Figure 7), provide peer support and space for raising issues and consultation, informing development or review of university policies, procedures, and guidance. Networks are introduced at new colleague induction (Oct 2023), alongside equality initiatives that support a culture of inclusion and belonging. We're working to improve EDI network websites to better inform all staff about opportunities to engage [AP 1.7].

We have two EDI working groups: the Race Equality Charter and a refreshed BSL working group. We're proud to be recognised as a Stonewall Champion and Disability Confident employer. Some schools have EDI working groups, but activity is inconsistent and better led by EDI champions [AP 1.2]

A refreshed EDI and Wellbeing Coordination Group will launch mid-2024. Chaired by the VP People and Student Wellbeing, they'll oversee action plans to meet strategic objectives for mental health and wellbeing, including effective delivery of staff and student support mechanisms, reporting to the EDI committee with support from the EDI team, champions and networks.

EDI is a core citizenship and leadership activity in our revised academic promotions process (February 2023). Academic contribution to EDI activity is part of general academic duties in the workload model, but this hasn't been consistently implemented; reward and recognition of this work for PSS staff could improve [AP 1.3].

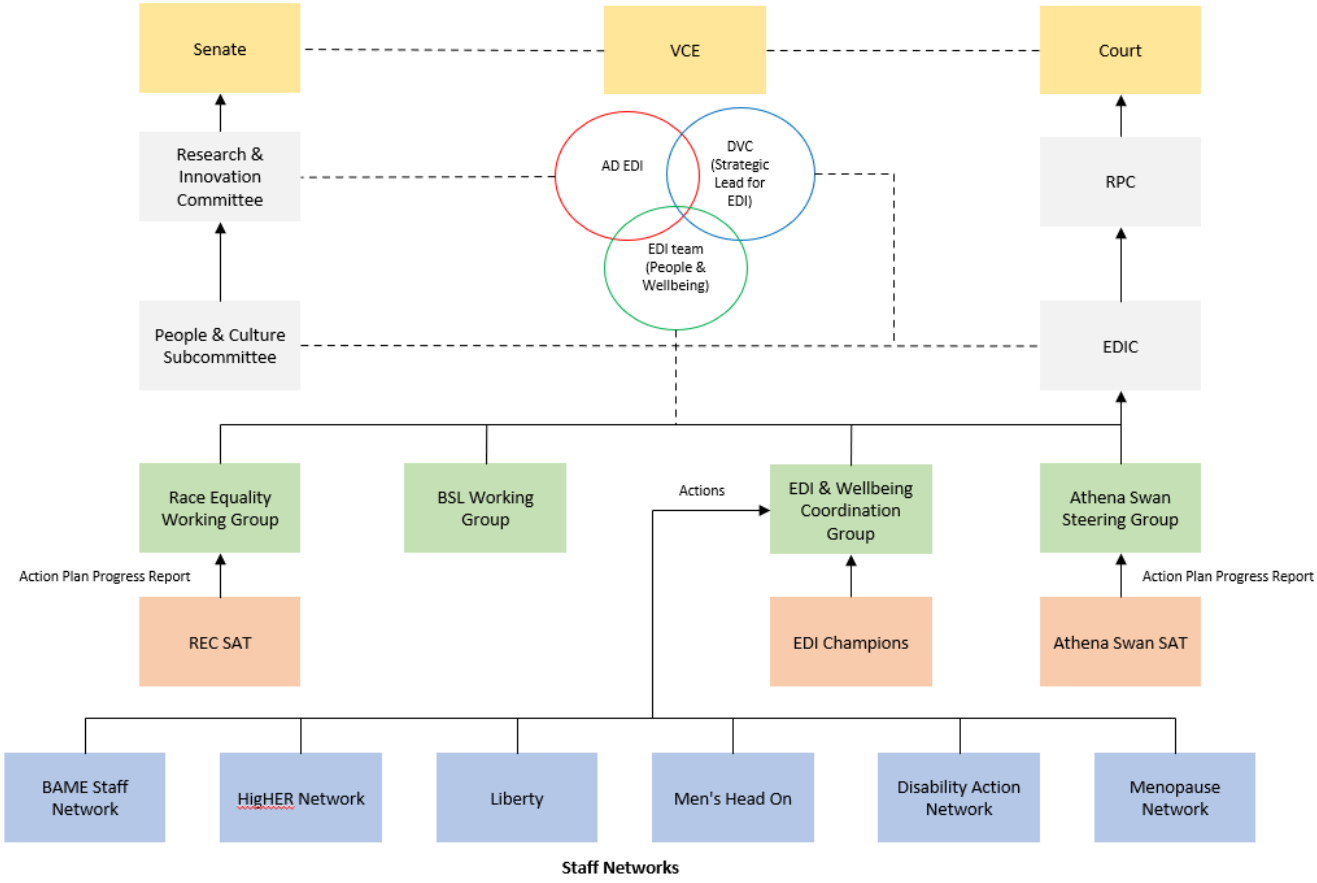


Figure 6: UWS groups and networks supporting EDI (including reporting lines and linkages)

4. Development, evaluation, and effectiveness of institutional policies

Policies relating to the student and staff experience are designed with a focus on equality, embedding inclusion and belonging for all. We consult recognised trade unions in development of people-related policy, with input from relevant stakeholders including staff networks as well as on new procedures and guidance if there may be a significant impact to a particular group. Weekly e-bulletin and the 'people manager' email list share updates.

> *"Policies and procedures are online. If I need them my supervisor gets them for me."*
> *(Female colleague – Campus Support)*

SAUWS plays a central role in development of new and existing student policies via Student Partnership Agreement and Forum. Although documents are available through our website, data suggests staff and students are not always aware of them. Better signposting, across multiple channels, will improve awareness and accessibility [AP 4.4].

> *"Social media platforms don't feel very active, which feels like a miss in terms of getting information. Young people are always on social media, so it should be used better."*
> *(Student)*

The Office of VP Governance conducts an annual certificate of assurance, where all policy owners confirm policies and procedures are up to date, and signpost forthcoming changes. This checkpoint for developing, evaluating, and revising policies ensures they remain fit for purpose.

In line with PSED, our formal EIA process, with summaries on our EDI webpage, ensures we consider potential impacts to protected characteristics and proposed mitigating actions. New policies require an EIA and approval from Senate or RPC, which considers impact during decision-making processes. This supports intersectional impact assessment, to identify and address cumulative impacts. We'll track live EIAs and build in review points to this process to ensure that business owners review their EIA monitoring, revising outputs and impacts as necessary [AP 1.5].

A detailed toolkit accompanies EIA training on preventing discrimination, consulting, drawing on evidence, identifying differential impacts or benefits, and revising policy to eliminate or mitigate negative impacts. To safeguard against a 'majority' position, our process requires a diverse assessment team, including EDI champions going forward [AP 1.5]. Awareness of the limitations of personal perspectives, understanding, prejudices and unconscious bias is explicit in the guidance. Assessors are also directed to consider the needs of other groups.

5. Self-assessment process

Although EDI work was continuous following our unsuccessful 2019 application, the SAT took a break until mid-2022 (Note 1), when responsibility for AS passed to the DVC. An AS Steering Group was established, led by the DVC, and the SAT was convened. The DVC nominated a SAT Chair (Deputy Dean, ESS), responsible for leading the submission. Due to unforeseen circumstances, the chair relinquished this position in April 2023. The DVC then assumed the role of SAT Chair and a Head of AS Project Delivery was recruited. SAT met 12 times from November 2022 and will meet quarterly post-submission.

Membership was sought through 'open call', with colleagues putting themselves forward for consideration. To secure a representative team, colleagues with specialist skills, interests and responsibilities were also recruited. Where insight from specific role holders/ specialists was needed, further consultations took place. SAT membership (Table 1) includes staff who have: caring responsibilities; disabilities; diverse sexual orientations; minority ethnic backgrounds; and identify as non-binary. Members work a range of full- and part-time hours and represent different career stages and job families. SAT has a female/male/non-binary split of 24,13, <5 (*permission to share*).

Academic members were provided 10% workload allocation; line managers of PSS members asked to support prioritisation of SAT work.

To ensure a shared understanding of core concepts and the Transformed Charter, training resources refreshed and enhanced SAT knowledge, aiding further self-reflection on topics including Equality Act 2010, PSED (Scotland), unconscious bias, and power privilege. SAT consulted HEA, sector guidance, and other HEIs' good practice.

SAT task and consultation groups were established to provide focus and expertise in different aspects of the process (Figure 7), with members joining at least one group. Task group work was additional to monthly meetings, reporting findings back to SAT.



Figure 7 – SAT task groups

Task group priorities:

1. Analysing student/ staff data sets to identify patterns, trends, and areas for investigation, triangulation, and analysis.
2. Analysing student/ staff survey information to identify themes and areas for further investigation.
3. Reviewing policies and procedures considering design and relevance for gender equality and other protected characteristics; awareness, accessibility, and uptake across different groups.
4. Identifying initial priorities based on the work of different groups, developing a draft action plan with input and agreement from wider SAT.
5. Undertaking focus groups, wider consultation and enquiry, providing insight for task groups and SAT.
6. Reviewing and developing AS communications, including website enhancement and good practice guidance.
7. Quality assurance and triangulation of key issues identified (Steering Group).

University Role	Area representing	SAT Working group
Deputy Vice-Chancellor, Chair of EDI Committee	Chair of Athena Swan SAT and Steering Group	7
Lecturer	School of CEPS	1
Head of Division	School of CEPS	5
Lecturer	School of HLS	5
Lecturer	School of ESS	5
Associate Dean, Research & Innovation	School of ESS	5
Senior Lecturer	School of ESS	7, 4
Appeals, Complaints, and Disciplinaries Manager	PSS	1
Lecturer	School of HLS	5
Head of Athena Swan Project Delivery	PSS	7,1,4,6
VP Education	Students' Union	2
Lecturer	School of BCI	5
Lecturer	School of ESS	5
School Business Manager	School of CEPS	3
Creative & Academic Development Consultant	School of ESS	2, 4
Lecturer	School of HLS	3
Deputy Dean	Former SAT Chair, School of ESS	4, 7
Associate Dean, Research & Innovation	School of HLS	1
Senior Lecturer	School of BCI	4
Lecturer	School of CEPS	5
Head of Brand Development & Campaigns	PSS	4, 5
Lecturer	School of ESS	5
Director of Strategic Planning & Development	PSS	7, 1, 4
Employee Relations Business Partner	PSS	1
Data Analyst	PSS	1, 6
Associate Dean, L&T	School of CEPS	1, 5
Lecturer	School of HLS	5
Disability Team Leader	PSS	5
Associate Dean, EDI		4
VP People and Student Wellbeing		7
Head of Division	School of BCI	2, 3
Head of Division	School of BCI	3
EDI Consultant	PSS	3,4, 5
Lecturer	School of BCI	5
Lecturer	School of CEPS	1
Lecturer	School of ESS	7, 2, 4
Lecturer	School of BCI	5
Student Hub Coordinator	PSS	5
EDI Coordinator	PSS	6

Table 1: SAT composition

To ensure staff and student voices were heard in the context of gender equality, and other protected characteristics, the consultation group held 12 focus groups (Table 1.8) to scrutinise the extent to which policies, practices, and support arrangements have intended impact, including intersectional perspectives. Recognising a lack of representation from operational staff, including part-time and fractional roles, we added consultation sessions to ensuring their input was included.

Qualitative and quantitative data informed an initial set of key priorities and draft action plan, with input from SAT and comments from VCE and EDIC. VCE endorsed and committed to the final version.

During the next five years, SAT will remain part of EDI framework, informing actions on gender and intersectional equalities, including supporting schools with AS submissions [AP 2.1]. Meetings will take place quarterly, with progress against planned actions monitored, evaluated, and reported to the EDI Committee.

SAT membership will be reviewed annually, to ensure appropriate representation of diversity [AP 1.1]. Vacancies will be advertised through multiple internal channels, with new members shadowing predecessors. Revised training materials will support new members.

Section 2: An assessment of UWS' gender equality context

Culture, inclusion and belonging

This section draws on findings of the task groups, including staff and student surveys and statistical data, policy review, a programme of qualitative feedback and enquiry. As it makes evident throughout, we need to do better at collecting, monitoring, and analysing intersectional data [AP 1.6].

Survey data includes:

- 2022 Staff Engagement survey (SE 22, Tables 1.1, 1.2, 1.3).
- 2023 Wellbeing Pulse Survey (WP 23, Tables 1.4, 1.5).
- 2023 Staff Engagement Pulse Survey (SP 23, Tables 1.6, 1.7), including five statements from SE22 most closely associated with engagement (People Insight, 2022).

We'll cite these throughout and note any differences.

EDI Developments

Since 2019, include:

- Launching Advance HE anti-racist assets programme.
- Intersectional training for Court members
- Launching Report and Support tool, supporting students and staff with instances related to harassment and bullying.
- Refreshed EIA toolkit.
- Developing menopause guidance for managers.
- Refreshed EDI calendar.
- Development of trans and gender reassignment guidance for staff and students.
- Establishment/ development of staff networks.

EDI Networks and Groups

Supported by the EDI team and a network lead, six staff networks were established to support colleagues with protected characteristics or specific life experiences. We aim to increase network memberships [AP 1.4]. Network chairs now meet monthly, collaborating to strengthen intersectional awareness. Women's leadership is promoted by UWS WLDP (2019), with the associated HigHER network and formal mentoring. A 2025 BME management development programme is planned.

The EDI Champions Forum (established 2021) includes four champions in schools and 19 in PSS, supporting campaigns and advancing EDI objectives based on local priorities. This university-wide community, collaborates to exchange learning and good practice, supported by a member of the central EDI team. Champions' feedback recommends establishing working groups to progress EDI activity across schools and departments reporting to EDIWC [AP 1.2]. SAT identified that academic champions need a 10%-time allocation in their general duties [AP 1.3]. For PSS, this will be reflected in *My Contribution,* our annual performance and management process.

Student Recruitment

We aim to build on our ability to attract students from diverse backgrounds, developing and enhancing our personalised support, increasing engagement and retention.

CEPS, ESS, and HLS have underrepresentation by sex, with one sex representing >70% of students (Table 3). These numbers reflect wider educational trends, e.g. females choosing paths in teaching (ESS) and nursing (HLS), and males choosing CEPS. Through AS departmental submissions, schools will identify benchmarks for programmes, using occupational segregation and societal trends, creating action plans to support inclusion and address gender and ethnicity underrepresentation [AP 2.1].

New marketing campaign, 'Find Your Place', showcases male and female students in underrepresented fields. We'll continue targeted marketing using case studies to highlight programmes inclusivity [AP 2.1].

Self-assessment highlighted inconsistent collection of protected characteristic data. Better student experience survey data will allow intersectional analysis, to investigate needs of different groups [AP 2.3]. A data matters campaign [AP 1.6] will offer reassurance on concerns with sharing personal information, enabling a shared understanding of how data is used to support our staff and students through policy development.

We need to better understand student data on each campus and how it impacts gender equality, inclusive policy and practices [AP 1.6]. The number of BME students increased from f1638 (10%) to f3106 (15.4%), m1612 (9.8%) to m3412(16.9%) from 2020 to 2022. This could be attributed to international students at the London campus as their numbers are not disaggregated from total student populations in Appendix 2.

As PGR is the primary pathway to an academic career, any differentials here we anticipate are likely to impact on the future academic pipeline across different characteristics; there's a need for schools to explore professional and graduate pools to set realistic benchmarks [AP 2.1].

Student Support

As part of our commitment to student engagement and progression, our Student Success Team is in year two of taking a 'whole student approach' to student support, recognising diversity and the need for individualised solutions.

"The university experience feels very individual – they take you individually and help you be the best person you can."

(Student)

Breakfast Club was launched (September 2022) following cost-of-living concerns to support wellbeing with free breakfasts for students on Ayr, Lanarkshire and Paisley campuses, Monday to Friday. This is especially important given high numbers of students in SIMD 20/40.

"The free breakfast is great for those who may be struggling and gives them a good start to their day. It is good that there is a choice of food – cereal, porridge, tea, fruit, etc. and quite discreet so no one feels embarrassed about it."

(Student)

After evaluating student induction practice, we introduced a pre-arrival questionnaire to help programmes learn more about incoming students and align our offer of support. We aim to expand this, offering students opportunity to share information on caring responsibilities and protected characteristics [AP 2.2]. A substantial package of financial support is in place for student parents; however, feedback indicated sometimes short notice schedule changes or difficult placement locations created issues with childcare [AP 2.2].

"The Doctoral College tends to run events on the Lanarkshire campus after 5pm, which is difficult to get to as buses slow down at 6:30".

(PGR student)

Learning and Teaching

As part of our revised Curriculum Framework, an anti-racist curriculum is being developed in conjunction with academics to ensure that it puts EDI at the heart of learning and teaching and reflect all students. All academics will be trained in how to present and engage with content consistently and authentically [AP 2.2].

The new SCQF level 7 ASPIRE curriculum (2022) aims to support progression, deepen learning, and build the mindset and skills to succeed. Future implementation will ensure students complete modules with a focus on EDI, including cultural awareness, equality, equity, inclusion, and intersectionality [AP 4.2].

Student Progression

Student numbers show retention issues, with attrition by study level increasing over the three-year period:

- Undergraduate - from 1420 (10.2%) to 2881 (19.7%), and
- Postgraduate Taught 263 (10.9%) to 1048 (18.4%).

Retention in 2021-2022 was a concern for males with attrition of 1314 (24.1%) UG in 2021-2022 and 635 (20.7%) at PGT, both exceed our relative overall attrition rates (Table 12).

UWS appointed four school-based early intervention specialists to monitor and improve engagement, rapidly supporting and signposting students to appropriate services. Greater support for individuals through an inclusive curriculum and targeted support will improve retention [AP 2.3].

Staff Recruitment

Recruitment data shows differential patterns of application and outcomes: variance in application by sex, role, level, and work type/subject discipline [AP 3.1]. It hasn't been possible to understand application and success rates in data as ethnicity wasn't disaggregated from personal information (i.e. sex) before GDPR redaction. We have fewer female BME staff (f96, 5.7%), relative to male (m126, 7.5%) (Table 20) [AP 3.2].

The staff profile is predominantly white. However, BME staff increased from 133 (8.1%) in 2019 to 222 (13.3%) in 2022, slightly above the 2022 HESA Scottish benchmark of 11.4% (Advance HE), and significantly above the 5% minority ethnic population of Scotland (Scottish Government). London (150) data is not disaggregated from overall staff population.

Since 2023, we've revised our recruitment and selection approaches, introducing mandatory EDI training for all recruitment panel chairs, and gender decoders on all job descriptions, person specification, and advertising, ensuring gender neutrality.

Career development and progression

There are more females in lower-paid academic roles and fewer in higher-paid roles (Table 24), including BME females in both cases. We're developing the academic pipeline to increase promotion opportunities and female applicants [AP 3.4].

Following a pause in promotions (Note 1), 2022 had higher success rates for females (f40, 52% success) (Graph 19). The successful WLDP (first cohort 2019) influenced recent improvements with 11 (73.3%) of the first cohort now in promoted posts, including 5 (45%) academics. However, only 43% of females (262) agreed with the statement, 'My career development aspirations at the University are being met' (SE22), suggesting there's more to do [AP 3.4].

In late 2023, we implemented a process to better align academic work with role descriptors. This had a positive impact on lecturers (Ac2), with 73 applications (f55%, m45%) and 44 colleagues (f48%, m52%) progressing to a promoted post (Ac3).

Our 2022 academic promotion success rate for BME colleagues was 33.3% (females) and 38.5% (males). Only three BME females applied for promotion, highlighting an area for intervention [AP 3.4].

The new framework for academic career development and promotions (February 2024), specifies a commitment to EDI contributions as a core expectation. Where personal circumstances, linked directly or indirectly to protected characteristics, prevent academics meeting indicators, guidance enables consideration of these factors with reasonable adjustments explored e.g. pro-rated level of expected contribution. This will help address the lack of females, including those with protected characteristics, in senior academic positions (Table 24). Career pathways and professional development opportunities for PSS are under review [AP 3.4].

Occupational Segregation and Pay

Continuing issues around occupational segregation and salary point placement are being proactively addressed through revised recruitment and selection process, supported by new guidance for recruiting managers. The overall mean gender pay gap is 12.5%, which we'll tackle through improved recruitment and selection [AP 3.3].

Staff Engagement and Belonging

Feedback suggests a need to ensure consistency and secure a culture that fosters a sense of inclusion and belonging, better understanding the views of colleagues with intersecting protected characteristics and capturing their experiences fully and accurately [AP 4.3] to improve wellbeing.

Good relations with colleagues are a strength (SE22):

- Female 559 (93%); Male 321 (90%)

Notably, only 56% (5) of Trans/non-binary people responded positively to this statement.

Females gave more favourable responses to the statement "I am proud to work for the University":

- Female 470 (77%),
- Male 279 (72%),
- Trans/non-binary 4 (44%).

SP23 differences from SE22 – there was movement in the number of responses to the statements, 'I have a strong sense of belonging here' and:

- Females (313, 60%, -4)
- Males (176, 59%, +1)

'The University treats people fairly and equally':

- Females (266, 51%, -1)
- Males (158, 53%, +1)
- <5 responses from Trans/ non-binary people.

Note: although unable to quantitatively analyse responses by intersecting protected characteristics, the ethnicity data tells us that many BME colleagues agree with this statement; we know this doesn't triangulate with our qualitative inquiry.

SP23 suggested senior leadership wasn't listening to staff (f235, 45%; m141, 47%). We enhanced communication with various opportunities for colleagues to engage with senior leaders:

- Principal's multi-mode all staff briefings with follow-up summaries.
- Principal's individual departmental briefings.
- University two-way core briefings.

- Increased presence of VCE across campuses.
- Deans' all-school meetings.
- Focus Programme roadshows.
- "Ask me anything" sessions.

Surveys will monitor sense of inclusion and policy awareness, evaluating enhanced approaches to all staff communication and engagement [AP 4.4]. A new three-hour, in-person colleague induction workshop, delivered fortnightly, covers People & Wellbeing, EDI, career development, and health & safety, which should improve awareness of staff policies.

Preventing Bullying/Harassment

We have a duty of care to make UWS a safe place to work and study. A centralised induction process will ensure that students on all programmes are aware of the Dignity & Respect guidelines [AP 4.1].

Although most respondents (981, 78%, SE22) hadn't experienced bullying/harassment in the previous year, for some, this wasn't the case. Any instance is unacceptable. Colleagues reporting unacceptable behaviour identified as:

- Female (102, 17%)
- Trans/non-binary (<5)
- Black (<5)
- Other ethnic (5, 25%)

Some groups lack confidence that complaints of bullying/harassment would be dealt with seriously [AP 4.1].

Our *Report and Support* tool (2021) is available for students and staff to seek help with experiences/ observation of inappropriate behaviours; however, current awareness and engagement is low. Colleague and student feedback indicates they're more likely to use informal routes.

> *"Talking to someone is good, if I was experiencing harassment, for example, I am not completely sure who I would contact. Maybe my supervisor or assessor but is there someone I should be talking to as that part is unclear."*
> *(Postgraduate student)*



[Figure 8: UWS Report & Support]

We'll further embed Report and Support, and future surveys will capture qualitative as well as quantitative data to gain better insight into incidents [AP 4.1].

Trans/non-binary and gender reassignment guidance, including web resources, training links, advice and support, is in development for students and staff [AP 4.1]. Feedback suggests the gender-neutral toilets on our campuses are not clearly signposted [AP 4.4].

Training, Learning and Professional Development

Since 2020, we've increased our range of EDI online training significantly, including topics such as gender identity, race, disability, and sexual orientation. Available to staff and students, users can explore protected characteristics in detail and understand the barriers experienced by groups to provide greater support.

SE22, females were more likely to agree (f329, 54%; m178, 46%) with the statement 'I have the right opportunities to learn and grow at work'. SP23, we achieved greater parity with (f271, 52%, -2; m161, 54%, +8) likely to agree. Suitable provision and uptake of training is important to ensure competence and career development. We're reviewing our training portfolio, so core skills are developed with new EDI training aligned to *My Contribution* and specific roles [AP 4.2].

Wellbeing, Workload and Work life Balance

Alongside a range of in-house activities to raise awareness of mental health and wellbeing, students and staff have free access to our gyms in Paisley, Lanarkshire, and Ayr, and our online CBT programme subscription providing support for issues including depression, anxiety, and stress.

Engagement with the EAP (staff) and Wellbeing Service (students) indicates more females engaged with support:

- staff: f103, 50.5%; m37, 18.1%
- students: f383, 69.6%; m167, 30.4%

This suggests we need to increase male awareness and engagement. Qualitative feedback and inquiry indicate cultural barriers to some students seeking support, demonstrating the need for intersectional insight as noted throughout our submission [AP 4.4].

Fewer males agreed with the statement 'there are policies and/or systems in place to support me if I experience excessive stress or pressure' (SE22):

- f347, 57%,
- m163, 42%,

Trans/non-binary staff agreement was 11%, further demonstrating need for insight groups to better understand colleagues' needs [AP 4.3].

In 2022, we formalised hybrid working, enabling staff to be highly effective, fulfilled, whilst continuing to support our students'. SE22 confirms its popularity, with staff with 78% academic and 77% PSS acknowledging their department 'enables flexible working'. Qualitative feedback suggests hybridity contributes to better work-life balance, supporting disability inclusion, reducing unnecessary commuting time, and allowing colleagues greater flexibility. However, SE22 highlighted the need for improvements on workload and work-life balance: fewer staff agreed with the statements, 'I can comfortably cope with my workload' (f323,53%; m186,48%); and "I am able to strike the right balance between work and home life' (f341,56%; m209,54%).

"There is a need to work outside of standard hours in order to be able to demonstrate at the level required for promotion, and it is not possible as you would have to sacrifice family time."
(Female colleague)

WP23 showed near parity between females and males on statements, 'My workload is manageable' (f309,52%; m183,50%) and 'UWS does enough to support my health and wellbeing at work' (f148,48%; m88,48%). Suggested causes for workload concerns include staff turnover and lack of clarity around roles and responsibilities. The EDIWC group will address workload and staffing to deliver improvements [AP 4.3].

Next Steps

SAT identified four key priorities to improve and support gender equality.

1. Governance, data, engagement, and insight information enables strategic and integrated oversight of EDI work.
2. Improve equality of opportunity for students at all levels.
3. Address gender and intersectional differences in all levels of staff recruitment, progression, and pay.
4. Enhance inclusive culture, where respect and dignity are fully supported, and wellbeing is a priority.

Key priorities for future action

Priority 1. Governance, data, engagement, and insight information enables strategic and integrated oversight of EDI work.

Governance structures, data monitoring, and insight surveys are in place; however, there is an identified need to align the function and form of EDI groups including refreshed EDIWC, AS (SAT), working groups, EDI team, and EDI champions. The groups' structure [AP 1.1] should feed into and report back on work across UWS to the EDI committee.

AP 1.2 and AP 1.3 will support EDI champions to work collaboratively to improve awareness of EDI events and share best practices, with recognition for their contribution. Staff networks provide support for diverse characteristics; however, some of these are not well-attended. Supported by EDI coordinators, network chairs will lead a more cohesive approach to events, increasing participation and reach [AP 1.4].

AP 1.5 ensures the monitoring and management of EIAs as intended, informing remedial action where required. AP 1.6 addresses the need to improve data capture to ensure early identification of intersectional differences, at a more granular level to support interventions. This also addresses the need to communicate the importance of collecting data and self-sharing, as understanding lived experiences will shape services provided.

Internal and external communication of EDI values will be improved [AP 1.7] through better use and monitoring of digital resources so staff and students can easily find information, resources and support.

Priority 2. Improve equality of opportunity for students at all levels.

Despite improved female/ male representation on our programmes with an underrepresentation greater than 75%:25%, intersectional differences by school and level still exist. Strengthened outreach and recruitment processes will improve targets, helping each school to achieve AS Bronze Charter [AP 2.1].

AP 2.2 addresses the need for a review of practice around student engagement and wellbeing. This includes reviewing student placement procedure; training academics to deliver a new anti-racist curriculum as part of the framework; creating a more detailed pre-arrival questionnaire, allowing students to share protected characteristics and caring responsibilities.

AP 2.3 supports the need to improve attrition rates for male students. Data should be analysed through an intersectional lens; however, our data capture and monitoring has been impacted by cyber (Note 2) and we need to capture and share qualitative data about the experience of application and progression of BME students by domicile. This, in addition to early interventions, will be undertaken to improve retention and progression for all students.

Priority 3. Address gender and intersectional differences in all levels of staff recruitment, progression, and pay.

We introduced gender decoders to confirm neutrality of adverts, job descriptions and person specification. We will continue to develop case studies that challenge occupational stereotypes and use data to identify where positive action measures can support attraction of talent [AP 3.1, 3.2]. AP 3.3 addresses the pay gap between females/ males through better monitoring of starting salaries and application of guidance.

We've improved the number of females in leadership roles, but differences remain between academic levels, with more males at senior lecturer/ reader (f52, 43.3% and m68, 68.7%) and professorial grades (f22, 39.3% and m34, 60.7%) (Table 24). We will monitor and evaluate the new promotions process on successful outcomes for staff with protected characteristics and make recommendations to address negative impacts [AP 3.4].

Priority 4. Enhance our inclusive culture, where respect and dignity are fully supported, and wellbeing is a priority.

Although reported rates of bullying/ harassment are relatively low, any instance is unacceptable. We need to build awareness of our processes for support and confidence in response to reported incidents to prevent bullying/harassment, and deal with it promptly, sensitively, and effectively. Guidance to support Trans students and staff, when approved, will be shared with managers [AP 4.1].

Updated, bespoke EDI training will ensure that there's consistent implementation of policy, complemented by enhanced online material providing guidance, support and signposting. We'll monitor and evaluate uptake to assess its impact [AP 4.2].

Wellbeing is a key priority to improve culture, which will positively impact student progression and retention and staff engagement. A refreshed EDIWC will oversee activity addressing staff work-life balance and improving student uptake of mental health and wellbeing support [AP 4.3].

There is a need for more accessible communication of EDI policies, procedures, and guidance to improve awareness and understanding of gender equality issues. Policies must be consistently implemented to avoid differential experience. A range of channels should be used to reach diverse groups through different channels [AP 4.4].

Section 3: Future action plan

Priority 1:
Our Governance, data, engagement, and insight information enables strategic and integrated oversight of EDI work.

No	Action [Responsible Lead]	Rationale	Activities and Outputs	Timeline (calendar year-CY)	Responsibility for activity/output	Success Measure
1.1	**Evaluate the function and form of each group to improve the cohesiveness of EDI at UWS.** **[Chair of EDI committee]**	While we have developed strong EDI networks and groups to support our work, focus group data highlighted the need to understand the remit of EDI groups so that they feed into and report back on work across schools and departments to the overall EDI committee. In addition to this qualitative data, we need baseline survey data from EDI groups and networks to enable us to evaluate success.	1.1.1 Every School and PSS department will take ownership (as required) for the EDI activities and outputs documented in this action plan with progress reported quarterly through the SAT to the EDI Committee.	Q4 2024	Deans/ Directors	By 2025, Athena Swan survey data shows over 80% staff awareness of EDI groups/ networks and their remit. By 2026, a specific survey of participants in EDI groups and networks confirms over 80% of members are confident in their group's remit and reporting lines, and their individual role and responsibilities in these groups.
			1.1.2 Aim for and monitor appropriate representation on the institutional self-assessment team (SAT) to include EDI Champions, and membership by role, level, and protected characteristic to maintain balance and reflect the diversity of people at UWS, insofar as possible.	Q4 2024	SAT Chair	
			1.1.3 Review EDI groups and networks' Terms of Reference, including a specific survey to EDI members, to monitor and improve clarity of roles, accountability, and reporting lines.	Q2 2025	EDI Consultant	
			1.1.4 Implement and communicate a clear framework including reporting lines and linkages between all EDI dedicated staff which is also published on	Q2 2026	VP People & Student Wellbeing	

			internal-facing and external-facing digital resources.			
			1.1.5 Create an Athena Swan-specific survey for staff and students to establish a baseline against which we can measure success.	Q2 2025	SAT Chair	
1.2	**Create mechanisms to ensure consistent support for EDI champions in advancing EDI work.** **[Associate Dean EDI]**	Feedback from EDI champions for each School and PSS department indicates there is a lack of clarity and consistency around their role as well as a need to recognise their efforts.	1.2.1 EDI champions lead school-based working groups to support EDI calendar campaign activity and share best practices in teaching, learning, and research with the EDI champion forum, with reporting on activity to EDI Committee.	Q3 2024	EDI Consultant	By 2026, qualitative feedback shows at least 80% of EDI champions feel supported and empowered to advance EDI work in their areas.
			1.2.2 To support the work of the EDI champions, we will increase the number of EDI champions in each school, where appropriate, to allow for greater impact.	Q3 2025	EDI Consultant	
			1.2.3 New EDI Champions will receive an information pack with Terms of Reference, network links, and resources.	Q2 2025	EDI Consultant	
1.3	**Improve recognition for academic and PSS colleague contributions in implementing Athena Swan actions and EDI champion work.** **[VP People & Student Wellbeing]**	Analysis has highlighted the need for consistency in the allocation of protected time and/or formalised recognition for gender equality and wider EDI focussed work.	1.3.1 EDI champions and SAT members to be recognised for their contribution by a 10% allocation as part of their general academic duties within individual activity plans.	Q4 2024	Line Managers	By Q3 2024, 100% of academic EDI champions and SAT members will have a 10% allocation as part of their activity plan to support their EDI work as evidenced in *My Contribution.* By Q3 2024, 100% of PSS champions and SAT members will evidence their role and engagement in EDI through *My Contribution*.
			1.3.2 A revised *My Contribution* process will support PSS colleagues to evidence, be recognised, and supported to participate in EDI activities.	Q2 2024-Q1 2025	People Experience Manager	

			1.3.3 Improved guidance provided for PSS managers to support staff to engage with and prioritise EDI opportunities.	Q3 2024 – Q2 2025	People Experience Manager	
1.4	**Improve staff engagement and participation in EDI work through networks and charters.** **[Associate Dean EDI]**	There is limited colleague participation and engagement in UWS network events and charters. Increased participation will extend the reach of the networks to promote voice and gender inclusivity with an intersectional lens.	1.4.1 EDI coordinator work with Chairs of staff networks and membership to further promote network activity and identify where membership needs to be boosted, including by role type and level.	Q1 2025 - Q2 2029	EDI Coordinator	General participation in network events increases by 20% year on year. Increase average attendance at Athena Swan and Race Equality Charter SAT meetings from estimated attendance of 50% to over 90% attendance by 2029 and maintain thereafter.
			1.4.2 University will work towards submission to the Race Equality Charter by 2026, through establishing a SAT with intersectional representation from across the institution.	Q1 2025- Q4 2026	AD EDI	
1.5	**Implement and communicate a revised and inclusive Equality Impact Assessment (EIA) process that supports the effective management of equality impacts.** **[VP Governance & University Secretary]**	There is a lack of awareness on the part of business owners of the importance of having an EIA for policies, procedures, and guidance, and related decision-making, and we know EIAs are not always completed before approval of decisions relating to policy and process and are often not followed up to ensure it is having the required effect.	1.5.1 Revise the approach to EIA review and sign off: consulting EDI network knowledge in their areas to implement a more robust EIA revision process; and increase the capacity within the EIA review and sign-off process to include a diverse assessment team and prevent a single point of failure.	Q2 2024- Q3 2025	EDI Consultant	By Q1 2026, reporting shows that over 90% of all proposals requiring decision, have EIAs prior to approval. By Q4 2025, 100% of EIA outputs and impacts of actions are tracked and reported to EDI & Wellbeing Coordination Group each quarter.
			1.5.2 In line with our People Priorities commitment to 'develop our people and enhance performance', provide training and support for senior managers to effectively complete the EIA process, as well as for those involved in the EIA review process.	Q3 2024- Q3 2025	EDI Consultant	
			1.5.3 Using a tracker, build review points into the EIA process so that the business owner is prompted to	Q3 2025	EDI Consultant	

			undertake a review within an appropriate period, reporting (to EDI consultant) on actions and milestones to better track the outputs and impacts of actions identified in EIAs.			
			1.5.4 Extend EIA guidance to explicitly include those who identify as Trans/non-binary.	Q4 2025	EDI Consultant	
1.6	**Conduct a formal audit and gap analysis to identify the full scope of EDI data capture and analysis needed with a focus on gender and intersectionality; implement a university-wide approach to monitoring, analysis, and reporting of statistical data with improved granularity.** **[Director of Strategic Planning & Development]**	Although there is extensive monitoring of data across the university, a more comprehensive fully intersectional cycle of reporting and analysis across the staff and student journey is needed. Without full granularity in our capture and analysis of gender-specific and other intersectional data, issues may be missed, deferred within a cycle, or corrective interventions delayed.	1.6.1 When core systems are rebuilt (following cyber- attack) ensure that they can capture and report on staff and student gender and intersectionality.	Q3 2026	VP Finance and Infrastructure	By 2028, gender and intersectionality data are captured, monitored, and analysed for all staff and students and shared (via relevant dashboards and internal reports) to identify and advance work on gender and intersectional inequalities.
			1.6.2 Conduct a gap analysis to identify the scope of relevant EDI data to be captured at each key touchpoint in the student and staff journey, and create consistent, shared, and detailed evidence to monitor, analyse and report at school, service, and institutional level to support early interventions where concerns are identified.	Q3 2025 - Q3 2027	Head of Strategic Planning	
			1.6.3 Undertake an assessment of student and staff populations in the context of the distinctive demographic of each campus location and the contribution to the institutional imbalances and under-representations (e.g., higher percentage of BME staff and students at London Campus).	Q4 2026	Head of Strategic Planning	
			1.6.4 Run (internal) *data matters* campaigns with positive-language	Q3 2025	Director of Marketing &	

			messaging focusing on who can access protected characteristic data and how this data helps make better decisions for our students and employees.		Student Recruitment	
1.7	**University-wide communication of EDI work to reduce inequalities with improved digital resources that are accessible to all staff and students.** **[Chair of EDI Committee]**	Based on student and staff qualitative feedback, communication of EDI values, policies, projects, and Athena Swan charter needs to be visible and accessible through internal and external facing websites.	1.7.1 Identify the EDI policy areas where improved visibility is required, ensuring relevant information and support is easily accessible to all staff and students.	Q2 2025	AD EDI	By 2028, internal/external webpage and student app usage rates confirm yearly increase in engagement with EDI activity and resources at UWS *(baseline data currently unknown).* By 2025, Athena Swan survey data shows over 70% staff awareness of EDI work to reduce gender and intersectional inequalities.
			1.7.2 Develop additional accessible digital resources (including via student app) to provide further information, guidance, support and signposting to specialist advice internally, and where appropriate externally, so that key EDI policy areas are fully supported; monitoring usage to set an initial baseline/target against which we can measure success.	Q2 2027	Director of Marketing & Student Recruitment	

Priority 2: Improve equality of opportunity for students at all levels.

No	Action [Responsible Lead]	Rationale	Activities and Outputs	Timeline (calendar year-CY)	Responsibility for activity/ output	Success Measure
2.1	**Continue to enhance student recruitment processes to address underrepresentation of specific genders (and other underrepresented groups) across schools and levels.** **[Director of Marketing, Communication & Student Recruitment]**	Our data tells us that across all levels of undergraduate, postgraduate taught, and postgraduate research, males are underrepresented in ESS (f81.9%, m18.1%) and HLS (f79.6%, m20.4%, while females are underrepresented in CEPS (F28.6%, M71.4%). There are two schools where data suggests underrepresentation of female BME students in proportion to the overall female BME students at UWS (ESS female BME students represent 12.4% of all students, and HLS female BME students represent 9.5% of all students, compared with female BME students making up 15.4% of the total UWS student population).	2.1.1 Schools to work with marketing business partners to identify underrepresentation of specific genders and agree actions to improve representation of specific groups at UG, PGT and PGR levels in relation to subject-level sector benchmarks.	Q3 2026	Heads of Division	By Q4 2026, 100% of divisions will have identified gender-based subject-level sector benchmarks and agreed action to improve underrepresentation. By 2026, case studies highlighting underrepresented groups will be visible on relevant school and programme webpages and prospectus materials to demonstrate our commitment to inclusivity, and in turn support applications from those groups. By Q1 2029, reporting demonstrates progress towards alignment of gender profiles with appropriate subject-level sector benchmarks.
			2.1.2 All four schools undertake a self-assessment and submit an Athena Swan Bronze Charter application with support from institutional SAT.	Q3 2028	School AS SAT Chairs	
			2.1.3 Targeted marketing and communications to address academic discipline and occupational segregation, adopting a gendered and intersectional approach to reviewing representation for each area.	Q4 2025	Head of Marketing & Communications	
			2.1.4 Review and further develop all programme information pages to ensure that they consistently showcase relevant case studies featuring underrepresented groups by subject area.	Q2 2026	Marketing Business Partners	
			2.1.5 Postgraduate recruitment targets are set based on graduate and professional pools.	Q1 2027	Deans of School	

2.2	**Strengthen active promotion of inclusive learning and teaching practices across the university.** **[PVC Learning, Teaching, & Student Success]**	We recognise the need for learning and teaching to be representative of all cultures at UWS to reflect the diversity of our student population. We have limited data to support our understanding of who our students are. Additional data will help us to meet their individual support needs, for example, organising placements in a way that recognises challenges for those with caring arrangements.	2.2.1 Develop a procedure/ practice for placements to ensure equality of opportunity including establishing a baseline for evaluating the effectiveness of this procedure in supporting those with caring responsibilities.	Q3 2025	Director of Student Success	By Q3 2025, a revised pre-arrival questionnaire will be implemented to better understand our students and support their success. Revised pre-arrival questionnaire response rate target of 50% in year 1 (2025/26) to provide actionable insights, will increase to over 80% by 2029. By Q4 2026, a revised curriculum framework is implemented to include principles that support anti-racist practice with training for academics in place. By Q4 2027, focus group feedback from students on placements shows an improvement in accommodating those with caring responsibilities *(baseline data currently unknown).*
			2.2.2 Consistently implement the newly developed placement procedure across all schools and divisions.	Q4 2027	Heads of Division	
			2.2.3 Academic programme teams co-design, develop and implement principles for inclusive curriculum design and delivery to ensure that equality, diversity and inclusion are fully embedded, and that all students can see themselves reflected.	Q3 2025	AD EDI	
			2.2.4 Develop academics' skills in delivering content about societal racism and anti-racism, both past and present within the curriculum framework in all schools.	Q2 2024-Q3 2026	AD EDI	
			2.2.5 Review and revise the pre-arrival questionnaire to include questions about caring responsibilities and offer students an opportunity to share their pronouns, if desired.	Q2 2025-Q3 2027	Director of Student Success	

2.3	**Improve student retention and progression rates for UG and PGT males using an intersectional approach to data analysis.** **[PVC Learning, Teaching, & Student Success]**	Our data confirms attrition rates for UG and PGT males were higher than the UWS average in 2021-2022 (19.7% UG, 18.4 PGT) and we have limited data to understand the root cause of our retention issues. Actionable insights will support targeted interventions.	2.3.1 Evaluate the effectiveness of early intervention specialists situated in each school and explore the opportunities to enable prompt personalised intervention if a student is disengaged from study.	Q3 2025	Director of Student Success	By 2027, attrition rates will improve for: • UG males from 24.1% to 12% • PGT males from 20.7% to 11% By 2027, intersectional retention data will be captured, analysed, monitored, and reported at school, service, and institutional level to support early interventions, where concerns are identified. By 2028, UWS student experience survey data shows home BME students share feedback on their student journey.
			2.3.2 Use the data at programme level to identify where to focus activity to lessen the gaps in attrition for different student populations.	Q4 2026	Heads of Division	
			2.3.3 Capture and share biennial qualitative data about the experiences of BME home students in relation to application and progression.	Q3 2027	Chair of Athena Swan SAT	
			2.3.4 Capture and review intersectional outcomes for UG and PGT students to understand the impact of sex, ethnicity, and domicile on progression.	Q3 2029	Director of Student Success	
			2.3.5 As outlined in 2.2, academics co-develop an inclusive curriculum, including anti-racist practice, to identify areas that can be improved to reflect all students in learning and teaching.	Q2 2024-Q3 2026	AD EDI	

Priority 3: Address gender and intersectional differences in all levels of staff recruitment, progression, and pay.						
No	Action [Responsible Lead]	Rationale	Activities and Outputs	Timeline (calendar year-CY)	Responsibility for activity/output	Success Measure
3.1	**Strengthen recruitment processes (and data capture and analysis) to improve staff gender differences.** **[Director of People & Wellbeing]**	We've improved our recruitment and selection process, but our data shows gender underrepresentation in specific schools, for example, academic staff: ESS f62.3%, m37.7%; CEPS f22.5%, m77.5%; and we need to better understand gender underrepresentation in certain subject areas, such as education and computing. We've improved the number of females in leadership roles, but differences remain between contract types, and academic levels e.g., 18% of female academics are at senior grades (Ac4 to SS1/2) compared with 26% of male academics.	3.1.1 Review and revise the recruitment process, including channels used to advertise and the use of recruitment materials, to ensure we are effectively targeting gender underrepresentation in subject areas according to appropriate benchmarks.	Q1 2025	Recruitment & HR Admin Manager	By 2027, applicant data shows a 10% increase in gender-diverse applicants to address underrepresentation in subject areas *(baseline data and relative benchmarks currently unknown).* By 2028, the proportion of female academics in senior roles has increased from 18% to 24%.
			3.1.2 Undertake quantitative and qualitative data analysis of applicant characteristics and success rates through the recruitment process at subject level, to understand relative success levels by gender and overcome internal barriers to the successful progression of gender-diverse applicants.	Q4 2027	Recruitment & HR Admin Manager	
3.2	**Strengthen recruitment processes (and data capture and analysis) to identify and improve recruitment of female BME staff.**	We have not adequately captured and analysed intersectional application and success rates in our recruitment and selection data.	3.1.1 Disaggregate anonymised recruitment and selection data for all protected characteristics prior to GDPR redaction enabling intersectional analysis and establishing a set of baseline data against which we can measure success.	Q1 2025	Recruitment & HR Admin Manager	By 2027, intersectional recruitment and selection data will be captured, analysed, monitored, and reported at institutional level. By 2028, applicant data shows an increase in gender and ethnically

	[Director of People & Wellbeing]	We know that overall, BME females are underrepresented at UWS. For example, 7.7% of academics are BME female and 3.8% of PSS staff are BME female.	3.2.2 Intersectional analysis of recruitment and selection data is undertaken at all stages of recruitment to understand applicant characteristics and success rates and overcome barriers facing female BME candidates.	Q4 2026	Recruitment & HR Admin Manager	diverse applicants to academic and PSS roles *(baseline data currently unknown).* By 2029, the proportion of BME females in academic and PSS roles has increased by 1% year on year from 7.7% and 3.8% respectively.
			3.2.3 Develop case studies, including video testimonials, for publishing on UWS jobs page, highlighting success of female BME staff who are underrepresented by role type to ensure we are effectively targeting intersectional underrepresentation according to appropriate national benchmarks.	Q4 2026	Head of Marketing & Communications	
3.3	**Improve equal pay based across gender.** **[VP People & Student Wellbeing]**	Although it has improved, we still have a mean pay gap of 12.5% between females and males.	3.3.1 Through the recruitment and selection process, monitor starting salaries to ensure adherence to new Starting Salary Guidance.	Q3 2025	Head of People Services	By 2027, improve mean gender pay gap from 12.5% to 10% per UWS HREiR Action Plan. By Q1 2028, 100% of anomalies in pay by role are backdated.
			3.3.2 Make recommendations to the Salaries Committee to address pay anomalies.	Q3 2027	Director of People & Wellbeing	
3.4	**Improve career development opportunities for all female staff.** **[VP People & Student Wellbeing]**	We've improved the number of females in leadership roles, but differences remain between academic levels, for example, we have more male senior lecturers than female (f42%, m56%), more male professors relative to female f32.3%, m67.7%, and our data tells us that	3.4.1 Monitor and evaluate the impact of the new academic career development framework (that include alternate pathways to promotion) on application and success rates of female staff, and those who work part-time, reviewing practices and making recommendations to address any negative impacts to VP People & Student Wellbeing, establishing baseline data through every stage	Q3 2027	People Experience Manager	By 2028, staff engagement survey data shows an increase from 43% to 60% in positive responses by females to the statement, 'My career development aspirations at the University are being met'. By 2028, promotions data reflects an increase in academic promotion applications from female BME staff from 7.5% to

		women are often in the minority of applicants for promotion to these senior roles. Promotions application data shows significant differences between female BME applicants and non-BME applicants (BME f7.5%, and non-BME f92.5%)	of the process against which we can measure success.			10% and the success rate of these applicants improves 33% to 43%. By 2028, promotions data reflects an increase in the proportion of applications from female academics for promotion to professor from 35% to 40%, and the success rate of these applicants improves from 33% to 40%. By 2028, the proportion of female professors has increased from 32.3% to 40%.
			3.4.2 Develop and implement a career development approach for PSS staff.	Q1 2029	Director of People and Wellbeing	
			3.4.3 Increase and widen participation in internal programmes and activities that are designed to improve the rates of female staff in leadership positions, e.g., Women's Leadership Development Programme, Management Development Programme/ Aspiring Managers Programme, BME Leadership Programme.	Q4 2024	People Experience Manager	
			3.4.4 Increase upskilling and support for staff to improve eligibility for promotion, such as the design and implementation of programmes, (e.g. Mentoring) to enhance and extend the leadership opportunities of existing UWS female and female BME staff.	Q3 2028	AD EDI	

Priority 4: Enhance our culture of inclusivity, where respect and dignity are fully supported, and wellbeing is a priority.						
No	Action [Responsible Lead]	Rationale	Activities and Outputs	Timeline (calendar year-CY)	Responsibility for activity/output	Success Measure
4.1	**Actively promote an inclusive culture for all students and staff with zero tolerance for any form of harassment.** **[VP People and Student Wellbeing]**	UWS has considerable support in place for all students and staff who experience unacceptable behaviours, but there is a need to extend support, policies and training to prevent instances harassment and to give greater confidence in reporting any such activity (through Report and Support).	4.1.1 In line with our People Priorities commitment to 'develop our people and enhance performance', training to be provided for all line managers. This will improve staff confidence in adopting a 'zero tolerance' approach aligned with the Dignity and Respect Guidelines.	Q2 2026	People Experience Manager	By 2027, staff engagement survey data shows an improvement in positive response to the statement, 'the University treats people fairly and equally' from 51% of female respondents and 53% of male respondents to 65% for all respondents. By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment *(baseline data currently unknown).* By 2027, wellbeing survey data shows an increase in positive responses from 22% to 50% of all Trans/Non-Binary respondents to the statement, ''If I had an issue regarding my wellbeing, I would feel confident raising it with someone at work'.
			4.1.2 Senior Leadership Teams will undertake refresher training on a biennial basis to exemplify appropriate behaviours and demonstrate how to act as active bystanders and allies.	Q1 2026	VP People and Student Wellbeing	
			4.1.3 Through the new Athena Swan survey, gather feedback from students and staff with respect to the Dignity and Respect Guidelines and Report and Support, establishing a baseline data set for evaluating the effectiveness of, and confidence in, these support mechanisms.	Q2 2025	SAT Chair	
			4.1.4 Clear communication plan to be implemented to raise awareness and increase confidence in the Report & Support platform amongst students and staff, and actively monitor and report on use of this platform.	Q1 2025	EDI Consultant	

			4.1.5 Review and develop a communication plan for student and student induction as well as international student orientation, to ensure that students and staff on all programmes are aware of, and adhere to, the Dignity and Respect Guidelines.	Q3 2025	Director of Student Success	
			4.1.6 Implement UWS Trans/non-binary inclusion guidelines and resources, incorporating into university communication policies, procedures, and guidelines for staff and students.	Q3 2024	EDI Consultant	
4.2	**Monitor and increase staff and student engagement with EDI training.** **[Associate Dean EDI]**	Our self-assessment confirmed that uptake of EDI training by staff was low (8%). A portfolio of EDI training for staff at all levels will ensure that there is consistent implementation of policy and will help raise awareness of and respect for all protected characteristics. We need to strengthen our student engagement with EDI training to build awareness of and respect for all protected characteristics.	4.2.1 In line with our People Priorities commitment to 'develop our people and enhance performance', introduce a targeted and specialist EDI training portfolio for students and staff.	Q1 2025-Q3 2025	AD EDI	By 2026 training participation data shows over 80% of line managers have undertaken mandatory EDI training and by 2028, over 90% of all staff are compliant as evidenced by the revised *My Contribution* process. By Q3 2026, and every academic year thereafter, all level 7 students will have completed the new *ASPIRE* EDI module.
			4.2.2 Implement a new module for students with a specific focus on EDI within the Academic, Social and Professional skills for Innovation, Reflection and Endeavour (*ASPIRE*) curriculum.	Q2 2025	PVC Learning Teaching & Student Success	
			4.2.3 Implement and communicate new mandatory EDI training for staff focusing on psychological safety and fostering UWS inclusive culture.	Q3 2024	AD EDI	
4.3	**Create a cohesive approach to improving and embedding student**	Experiences vary across the university in staff and students' ability to manage wellbeing, with pinch points identified in	4.3.1 Develop, implement, and communicate a staff Wellbeing Plan in response to staff survey outcomes regarding workload and work life balance, with emphasis	Q2 2025	Director of People and Wellbeing	Staff engagement survey 2026 indicates an improvement in the number of positive responses to the statement, 'I can comfortably

	and staff wellbeing support. **[VP People and Student Wellbeing]**	terms of workload and their perceptions of availability of wellbeing support. Our data tells us that 33% of academics and 65% of PSS agree with the statement, "I can comfortably cope with my workload.", overall f53%, m48% agree with this statement, and 33% of academics and 55% of PSS agree with the statement, 'UWS does enough to support my health and wellbeing at work', overall f48%, m48% agree with this statement. Notably, only 11% of Trans/Non-binary respondents agree with this statement. Across students and staff, males were less likely to engage with the wellbeing service f70%, m30%.	on the University's approach to hybrid working.			cope with my workload' from 53%f;48%m to 70% for each. By 2028, staff wellbeing survey shows an improvement in the positive responses to the statement, 'UWS does enough to support health and wellbeing at work': • Female/male overall from 48% to 65% • Trans/Non-binary from 11% to 40% New student wellbeing survey participation rate target of 50% in year 1 (2026) to provide actionable insights. By 2028, male student engagement with the wellbeing service increases from 30% to 50%.
			4.3.2 Restart and refresh EDI and Wellbeing Coordination group.	Q3 2024	VP People and Student Wellbeing	
			4.3.3 Review the outcome of the wellbeing survey and design targeted wellbeing actions based on outlier response rates by job family, sex, specific ethnic groups and those identifying as Trans/ non-binary.	Q1 2026	Director of People and Wellbeing	
			4.3.4 Undertake a student-focused wellbeing survey (with a clear explanation of the focus on improving wellbeing) to gather insight on all students' experience of health and wellbeing at UWS; as well as how and where they access wellbeing support, so that we can implement targeted actions to support student wellbeing at UWS.	Q2 2026	Director of People and Wellbeing	
4.4	**Increase student and staff awareness of EDI policies, procedures, and guidance, including flexible working, menopause, Trans/Non-Binary, and carers.** **[VP People and Student Wellbeing]**	Feedback from staff and student insight groups suggests further work is needed to ensure that there is widespread awareness and application of policies to avoid differential experience across the university including: flexible working, menopause guidance, Trans/ Non-binary	4.4.1 Develop and implement best practice in policy design to include Easy Read variants for staff and students with literacy barriers to increase accessibility for all.	Q2 2026	People Experience Manager	By 2028, biennial Athena Swan survey data shows over 80% staff/student awareness of EDI policies, procedures, and guidance. By 2029, reports to Athena Swan SAT demonstrate uptake and usage of policies is at a proportionate level for different groups of staff and, where relevant, students *(baseline data currently unknown).*
			4.4.2 In conjunction with AP 1.7, review policy dissemination approaches to achieve widespread awareness and uptake of, university EDI policies, procedures and guidance amongst staff and students, monitoring the uptake	Q3 2026	VP People and Student Wellbeing	

		support and guidance, and comprehensive provision for carers leave. In addition to this qualitative data, we need baseline data relating to the uptake and usage of policies for different groups of staff and students.	and usage of policies including establishing a baseline against which we can measure success.			
			4.4.3 With alignment to AP 1.1.5, a specific Athena Swan survey will gather feedback relating to the extent to which staff and students have awareness of, and engage with, EDI policies, procedures, and guidance and set a baseline against which we can measure success.	Q2 2025	AD EDI	

Appendix 1: Culture Survey Data

Overview
In the review period the University gathered insights from staff via a Staff Engagement Survey (2022), a further Staff Engagement Pulse Survey (July 2023) and a Wellbeing Pulse Survey (May 2023). All colleagues (Academic and PSS) were invited to participate, with QR codes provided to operational staff to allow this group to participate using mobile devices. Total participants in each survey are noted below:

- Staff Engagement Survey (May 2022): 974 participants (response rate of 68% academics and 72% PSS staff)
- Staff Wellbeing (pulse) Survey (May 2023): 981 participants (response rate of 57% academics and 67% PSS staff)
- Staff Engagement (pulse) Survey (July 2023): 913 participants (response rate of 50% academics and 62% PSS staff)

The percentages presented in these tables relate to favourable responses ‘strongly agree’ and ‘agree’, unless where otherwise specified.

Information relating to participants gender identify has been captured in these surveys, and so when referring to the data throughout this report, we refer to gender identified by the respondent (female, male, trans/non-binary).

Table 1.1: Staff Engagement Survey (2022) by job role (Academic) and grade *(not including school senior leadership)*

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

	Role type	Academic Grades				
	Academic	RA (Ac1)	Lecturer (Ac2)	Lecturer (Ac3)	SL (Ac4)	Prof (SS1/SS2)
Number of respondents in each category	450	7	86	247	91	19
Participation Rate	68%	47%	63%	70%	73%	66%
Autonomy						
I think it's safe to speak up and challenge the way things are done here	35%	43%	51%	31%	32%	37%
My opinion is sought on decisions that affect my work	45%	86%	62%	41%	40%	26%
Enablement						
I am clear about what I am expected to achieve in my job	75%	100%	72%	76%	73%	79%
Different parts of the University work well together	25%	0%	37%	24%	19%	11%
I have the equipment and resources I need to do my job properly	46%	86%	64%	39%	45%	42%
Engagement						
I would recommend the University as a good place to work	51%	86%	74%	47%	42%	53%
I am proud to say I work for the University	68%	71%	80%	66%	64%	63%
I would still like to be working for the University in two years time	61%	57%	73%	60%	54%	63%
Working here makes me want to do the best work I can	69%	71%	83%	66%	64%	63%
I would recommend the University as a good place to be a student	71%	71%	80%	71%	63%	84%
Fairness & Equality						
The University treats people fairly and equally	41%	86%	60%	38%	30%	53%
I feel confident that complaints of bullying/harassment would be dealt with seriously in the organisation	38%	86%	49%	33%	36%	47%
In the last year, whilst working for this organisation, I have experienced discrimination	13%	14%	7%	15%	10%	21%
In the last year, while working for this organisation, I have experienced bullying or harassment at work *(Disagree was the favourable response. Agree is recorded here)*	17%	0%	6%	19%	18%	26%
Health & Wellbeing						
I feel a strong sense of belonging here	54%	71%	63%	51%	56%	42%
I can comfortably cope with my workload	33%	57%	52%	29%	26%	21%
I have good relationships with the colleagues I work with	86%	86%	91%	85%	86%	89%
I am able to strike the right balance between my work and home life	34%	86%	51%	31%	25%	16%
There are policies and/or systems in place to support me if I experience excessive stress or pressure	34%	57%	47%	32%	34%	16%
The part of the University I work for did a good job of supporting staff through the pandemic	52%	86%	58%	52%	45%	53%
The part of the University I work for enables flexible working	78%	71%	86%	76%	80%	79%
Leadership						
Senior leaders (Vice Chancellors Executive, including Deans) make the effort to listen to staff	36%	29%	45%	34%	31%	42%
I believe action will be taken as a result of this survey	27%	14%	37%	23%	25%	42%
Senior leaders provide a clear vision of the overall direction of the University	45%	43%	57%	45%	37%	42%
Line Management						
My manager motivates me to do a good job	63%	86%	77%	62%	59%	42%
My manager encourages my development	66%	71%	78%	65%	65%	37%
My manager communicates effectively	71%	100%	81%	70%	65%	53%
My manager is open and approachable	81%	100%	90%	81%	76%	68%
Purpose						
I understand the aims of the University	76%	86%	80%	75%	75%	74%
I know how the work I do helps the University to achieve its aims	75%	86%	79%	72%	78%	74%
Reward & Recognition						
I feel valued and recognised for the work that I do	47%	71%	66%	40%	46%	47%
I find my work interesting and challenging	86%	86%	88%	87%	81%	89%
I think the pay I receive compares favourably with other similar employees	40%	43%	40%	39%	44%	47%
Training and Development						
My career development aspirations at the University are being met	36%	71%	50%	33%	31%	47%
I have the right opportunities to learn and grow at work	43%	71%	59%	40%	36%	47%
I have received the training and development I need to do my job well	46%	57%	53%	45%	42%	53%

Table 1.2: Staff Engagement Survey (2022) by job role (PSS) and grade *(not including senior leadership grades)*

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

	Role Type	PSS Grades							
	PSS	G1	G2	G3	G4	G5	G6	G7	G8
Number of respondents in each category	524	25	73	74	141	101	69	24	17
Particpation Rate	72%	80%	80%	85%	61%	80%	73%	66%	86%
Autonomy									
I think it's safe to speak up and challenge the way things are done here	50%	60%	56%	65%	50%	50%	58%	58%	82%
My opinion is sought on decisions that affect my work	62%	56%	60%	62%	53%	67%	64%	75%	88%
Enablement									
I am clear about what I am expected to achieve in my job	83%	92%	85%	91%	82%	86%	74%	79%	76%
Different parts of the University work well together	44%	72%	44%	45%	44%	42%	32%	38%	53%
I have the equipment and resources I need to do my job properly	71%	56%	66%	81%	78%	73%	68%	46%	65%
Engagement									
I would recommend the University as a good place to work	73%	88%	75%	82%	67%	71%	68%	67%	88%
I am proud to say I work for the University	77%	84%	79%	78%	73%	75%	78%	71%	94%
I would still like to be working for the University in two years time	74%	84%	75%	78%	71%	71%	71%	71%	82%
Working here makes me want to do the best work I can	84%	88%	84%	88%	83%	83%	84%	83%	88%
I would recommend the University as a good place to be a student	73%	84%	74%	73%	76%	67%	71%	71%	71%
Fairness & Equality									
The University treats people fairly and equally	56%	64%	60%	66%	48%	52%	51%	54%	88%
I feel confident that complaints of bullying/harassment would be dealt with seriously in the organisation	54%	80%	63%	58%	48%	50%	49%	33%	88%
In the last year, whilst working for this organisation, I have experienced discrimination	6%	24%	10%	1%	6%	2%	6%	4%	0%
In the last year, while working for this organisation, I have experienced bullying or harassment at work *(Disagree was the favourable response. Agree is recorded here)*	8%	24%	7%	4%	10%	6%	9%	13%	6%
Health & Wellbeing									
I feel a strong sense of belonging here	64%	84%	66%	73%	57%	62%	62%	58%	76%
I can comfortably cope with my workload	65%	76%	85%	72%	60%	59%	52%	58%	47%
I have good relationships with the colleagues I work with	94%	92%	97%	95%	92%	95%	99%	88%	94%
I am able to strike the right balance between my work and home life	71%	92%	88%	77%	69%	66%	59%	58%	53%
There are policies and/or systems in place to support me if I experience excessive stress or pressure	61%	68%	71%	66%	58%	62%	58%	54%	59%
The part of the University I work for did a good job of supporting staff through the pandemic	71%	80%	64%	69%	72%	72%	75%	75%	94%
The part of the University I work for enables flexible working	77%	72%	55%	74%	77%	79%	88%	100%	94%
Leadership									
Senior leaders (Vice Chancellors Executive, including Deans) make the effort to listen to staff	43%	64%	48%	43%	33%	38%	43%	58%	71%
I believe action will be taken as a result of this survey	39%	64%	40%	45%	28%	32%	41%	54%	65%
Senior leaders provide a clear vision of the overall direction of the University	53%	72%	60%	57%	50%	49%	43%	58%	76%
Line Management									
My manager motivates me to do a good job	73%	56%	70%	70%	72%	72%	80%	75%	88%
My manager encourages my development	70%	56%	66%	73%	68%	70%	74%	75%	82%
My manager communicates effectively	76%	60%	75%	77%	78%	75%	78%	75%	76%
My manager is open and approachable	87%	64%	84%	86%	84%	93%	90%	100%	94%
Purpose									
I understand the aims of the University	81%	96%	78%	80%	82%	78%	78%	96%	94%
I know how the work I do helps the University to achieve its aims	83%	96%	78%	81%	82%	88%	78%	92%	94%
Reward & Recognition									
I feel valued and recognised for the work that I do	62%	72%	66%	62%	55%	59%	65%	63%	82%
I find my work interesting and challenging	79%	56%	75%	76%	74%	88%	88%	88%	88%
I think the pay I receive compares favourably with other similar employees	41%	56%	32%	36%	31%	42%	57%	50%	71%
Training and Development									
My career development aspirations at the University are being met	42%	60%	48%	45%	35%	41%	42%	38%	65%
I have the right opportunities to learn and grow at work	52%	64%	51%	54%	50%	20%	52%	58%	65%
I have received the training and development I need to do my job well	62%	80%	67%	70%	58%	58%	52%	58%	82%

Table 1.3: Staff engagement survey (2022) by gender, ethnicity, and sexual orientation

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

	Gender			Ethnicity					Sexual Orientation	
	Female	Male	Non-Binary and Other Gender Identity	Asian/Asian British	Black, Black British, Caribbean or African	Mixed or multiple ethnic groups	Other ethnic groups	White	Straight/ Heterosexual	Lesbian/Gay Woman, Gay Man, Bisexual, prefer to Self Describe
Number of respondents in each category	610	388	9	47	19	14	20	884	890	90
Autonomy										
I think it's safe to speak up and challenge the way things are done here	52%	45%	11%	60%	58%	29%	35%	49%	50%	50%
My opinion is sought on decisions that affect my work	61%	50%	11%	68%	63%	50%	45%	56%	57%	54%
Enablement										
I am clear about what I am expected to achieve in my job	83%	79%	11%	87%	100%	64%	75%	81%	82%	74%
Different parts of the University work well together	39%	34%	0%	53%	58%	43%	50%	36%	37%	37%
I have the equipment and resources I need to do my job properly	65%	55%	33%	68%	79%	79%	55%	61%	62%	59%
Engagement										
I would recommend the University as a good place to work	69%	60%	22%	79%	79%	79%	60%	61%	66%	60%
I am proud to say I work for the University	77%	72%	44%	83%	79%	79%	70%	75%	76%	74%
I would still like to be working for the University in two years time	71%	71%	44%	83%	79%	86%	65%	69%	70%	66%
Working here makes me want to do the best work I can	82%	74%	67%	89%	84%	79%	70%	79%	80%	78%
I would recommend the University as a good place to be a student	76%	66%	33%	79%	79%	79%	75%	64%	74%	71%
Fairness & Equality										
The University treats people fairly and equally	52%	52%	11%	74%	68%	64%	50%	50%	52%	57%
I feel confident that complaints of bullying/harassment would be dealt with seriously in the organisation	50%	47%	22%	66%	63%	50%	30%	48%	50%	43%
In the last year, whilst working for this organisation, I have experienced discrimination	8%	8%	22%	11%	11%	14%	15%	8%	8%	11%
In the last year, while working for this organisation, I have experienced bullying or harassment at work (Disagree was the favourable response. Agree is recorded here)	17%	13%	33%	9%	16%	14%	25%	12%	11%	14%
Health & Wellbeing										
I feel a strong sense of belonging here	64%	58%	33%	74%	68%	64%	60%	62%	62%	62%
I can comfortably cope with my workload	53%	48%	22%	57%	79%	71%	50%	50%	51%	56%
I have good relationships with the colleagues I work with	93%	90%	56%	91%	95%	79%	85%	92%	92%	87%
I am able to strike the right balance between my work and home life	56%	54%	22%	62%	74%	57%	45%	55%	56%	50%
There are policies and/or systems in place to support me if I experience excessive stress or pressure	57%	42%	44%	53%	68%	50%	60%	51%	52%	43%
The part of the University I work for did a good job of supporting staff through the pandemic	66%	63%	11%	77%	68%	43%	70%	64%	66%	50%
The part of the University I work for enables flexible working	80%	78%	33%	96%	68%	79%	80%	78%	79%	76%
Leadership										
Senior leaders (Vice Chancellors Executive, including Deans) make the effort to listen to staff	45%	39%	11%	57%	74%	57%	70%	40%	42%	48%
I believe action will be taken as a result of this survey	39%	33%	0%	64%	68%	50%	60%	34%	37%	33%
Senior leaders provide a clear vision of the overall direction of the University	56%	46%	22%	74%	100%	57%	60%	49%	52%	46%
Line Management										
My manager motivates me to do a good job	71%	69%	11%	83%	89%	71%	70%	69%	70%	0.72
My manager encourages my development	73%	66%	22%	79%	89%	79%	65%	69%	70%	70%
My manager communicates effectively	76%	74%	11%	87%	89%	86%	75%	74%	76%	71%
My manager is open and approachable	87%	84%	33%	89%	89%	86%	80%	86%	87%	80%
Purpose										
I understand the aims of the University	84%	75%	78%	87%	100%	79%	95%	80%	81%	78%
I know how the work I do helps the University to achieve its aims	82%	78%	78%	87%	100%	93%	90%	80%	81%	80%
Reward & Recognition										
I feel valued and recognised for the work that I do	59%	55%	11%	79%	58%	79%	60%	56%	58%	57%
I find my work interesting and challenging	83%	85%	56%	91%	89%	86%	90%	83%	84%	86%
I think the pay I receive compares favourably with other similar employees	46%	37%	33%	57%	47%	63%	50%	42%	43%	46%
Training and Development										
My career development aspirations at the University are being met	43%	40%	11%	55%	58%	43%	40%	41%	41%	46%
I have the right opportunities to learn and grow at work	54%	46%	0%	68%	68%	57%	50%	49%	52%	43%
I have received the training and development I need to do my job well	60%	51%	22%	64%	74%	64%	50%	55%	57%	52%

Table 1.4: Wellbeing pulse survey (May 2023) by job role and contract type *(not including senior leadership grades)*

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

	Job role		Full/Part Time		Perm/Temp	
	Academic	PSS	Full Time	Part Time	Perm.	Temp
Number of respondents in each category	421	560	831	195	938	88
Participation	57%	67%	66%	53%	65%	50%
Bullying, harassment and discrimination are not tolerated where I work	52%	73%	62%	74%	64%	80%
I can meet the requirements of my job without regularly working excessive hours	22%	60%	39%	58%	43%	68%
I feel able to cope with the stresses of my job without it affecting the quality of my work	41%	68%	55%	65%	56%	76%
I feel energised by my work	45%	43%	46%	42%	43%	65%
I think that the amount of pressure in my job is reasonable	34%	61%	48%	57%	51%	73%
I usually feel well able to bounce back from disappointments	61%	71%	66%	73%	66%	78%
If I found myself in financial difficulty, I would know where to seek help and advice	24%	27%	27%	27%	26%	26%
If I had an issue regarding my wellbeing, I would feel confident raising it with someone at work	52%	70%	61%	71%	62%	70%
If the holiday year were changed to 1st August – 31st July would this enable you to take full advantage of your leave?	16%	24%	22%	21%	22%	33%
My workload is manageable	32%	62%	46%	62%	49%	72%
On-the-job stress in my role is kept to a minimum	21%	48%	34%	46%	36%	53%
University of the West of Scotland does enough to support my health and wellbeing at work	33%	55%	44%	54%	44%	60%
University of the West of Scotland encourages me to be healthy and active	41%	58%	51%	51%	50%	59%
University of the West of Scotland has established a climate where it's okay to raise concerns about mental health and wellbeing	41%	65%	53%	67%	54%	64%
University of the West of Scotland really cares about my health and wellbeing	37%	61%	50%	57%	52%	69%

Table 1.5: Wellbeing pulse survey (May 2023) by gender, ethnicity and sexual orientation

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

	Gender				Ethnic Background (groups)						Sexual Orientation					
	Female	Male	Non Binary & Other	Prefer not to say	Asian or Asian British	Black, Black British, Caribbean or African	Mixed or Multiple Ethnic Groups	Other Ethnic Group	White	Prefer not to say	Bisexual	Gay Man	Gay Woman/ Lesbian	Prefer to Self Describe	Straight/ Heterosexual	Prefer not to say2
Number of respondents in each category	595	365	5	5	40	17	19	30	848	72	30	26	14	14	835	107
Bullying, harassment and discrimination are not tolerated where I work	67%	68%	44%	25%	70%	82%	53%	47%	68%	31%	83%	69%	64%	50%	67%	41%
I can meet the requirements of my job without regularly working excessive hours	46%	44%	33%	9%	50%	65%	32%	30%	45%	13%	43%	42%	64%	21%	45%	26%
I feel able to cope with the stresses of my job without it affecting the quality of my work	61%	56%	44%	19%	70%	76%	47%	40%	59%	24%	63%	58%	71%	36%	60%	32%
I feel energised by my work	46%	48%	22%	19%	60%	82%	32%	40%	46%	17%	53%	62%	50%	21%	47%	29%
I think that the amount of pressure in my job is reasonable	53%	52%	33%	14%	68%	76%	42%	47%	52%	17%	63%	54%	64%	29%	52%	28%
I usually feel well able to bounce back from disappointments	72%	65%	22%	33%	65%	88%	47%	50%	70%	42%	67%	69%	71%	64%	70%	49%
If I found myself in financial difficulty, I would know where to seek help and advice	30%	24%	11%	28%	30%	47%	37%	10%	28%	18%	37%	12%	36%	29%	27%	26%
If I had an issue regarding my wellbeing, I would feel confident raising it with someone at work	69%	59%	22%	35%	75%	76%	42%	40%	66%	29%	70%	54%	57%	50%	66%	43%
If the holiday year were changed to 1st August – 31st July would this enable you to take full advantage of your leave?	24%	22%	11%	9%	40%	53%	26%	37%	21%	14%	37%	15%	14%	%	22%	22%
My workload is manageable	52%	50%	33%	18%	65%	76%	37%	43%	51%	19%	50%	46%	71%	21%	51%	31%
On-the-job stress in my role is kept to a minimum	40%	35%	33%	9%	48%	76%	32%	17%	38%	11%	57%	27%	43%	21%	38%	21%
University of the West of Scotland does enough to support my health and wellbeing at work	48%	48%	11%	12%	73%	82%	32%	37%	47%	13%	57%	31%	43%	21%	49%	28%
University of the West of Scotland encourages me to be healthy and active	53%	52%	33%	26%	73%	94%	26%	33%	52%	24%	67%	38%	71%	14%	54%	30%
University of the West of Scotland has established a climate where it's okay to raise concerns about mental health and wellbeing	61%	53%	11%	23%	68%	71%	32%	37%	59%	21%	60%	46%	57%	21%	59%	31%
University of the West of Scotland really cares about my health and wellbeing	54%	52%	11%	25%	70%	94%	32%	47%	53%	19%	63%	50%	43%	21%	54%	32%

Table 1.6: Staff engagement pulse survey (June 2023) by job role and grade *(not including senior leadership grades)*

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

Number of respondents in each category	377	536	66	174	85	19	44	52	79	122	98	66	27	15
	Category		Academic Grades				PSS Grades							
Engagement Pulse Questions	Academic	PSS	Ac2	Ac3	Ac4	Professorial	G1	G2	G3	G4	G5	G6	G7	G8
I feel a strong sense of belonging here	49% (-5%)	59% (-5%)	52% (-12%)	49% (-2%)	45% (-9%)	58% (+16%)	70% (-14%)	75% (+9%)	62% (-11%)	48% (-9%)	58% (-4%)	61% (-1%)	41% (-17%)	60% (-16%)
I feel valued and recognised for the work that I do	39% (-8%)	58% (-4%)	50% (-17%)	39% (-1%)	34% (-12%)	47% (0%)	70% (-2%)	62% (-6%)	59% (-3%)	51% (-4%)	63% (-4%)	59% (-6%)	37% (-26%)	47% (-35%)
I have the right opportunities to learn and grow at work	41% (-2%)	54% (+2%)	53% (-7%)	39% (-1%)	40% (+4%)	47% (0%)	73% (+9%)	62% (+10%)	61% (+7%)	53% (+3%)	50% (0%)	50% (-2%)	30% (-28%)	40% (-25%)
Senior leaders (Vice-Chancellor's Executive, including Deans) make the effort to listen to staff	34% (-2%)	47% (+5%)	38% (-20%)	33% (-1%)	31% (0%)	53% (+11%)	61% (-3%)	48% (-13%)	47% (-10%)	43% (+10%)	47% (+9%)	42% (-1%)	48% (-10%)	53% (-18%)
The University treats people fairly and equally	34% (-8%)	56% (0%)	45% (-16%)	32% (-4%)	28% (-2%)	32% (-21%)	80% (+16%)	71% (+9%)	62% (-4%)	48% (0%)	56% (+4%)	48% (-3%)	37% (-17%)	40% (-48%)

Note: increase (+% in green) / decrease (-% in red) presented in this table reflect the movement in colleague responses since the previous staff engagement survey (2022)

Table 1.7: Staff engagement pulse survey (June 2023) by gender, ethnicity and sexual orientation

Percentages presented relate to favourable responses 'strongly agree' and 'agree', unless where otherwise specified.

Number of respondents in each category	521	299	<5	90	41	17	8	20	724	103	21	21	13	6	723	129
	Gender				Ethnicity						Sexual Orientation					
Engagement Pulse Questions	Female	Male	Non Binary & Other	Prefer not to say	Asian or Asian British	Black, Black British, Caribbean or African	Mixed or Multiple Ethnic Groups	Other Ethnic Group	White	Prefer not to say	Bisexual	Gay Man	Gay Woman/Lesbian	Prefer to Self Describe	Straight/Heterosexual	Prefer not to say
I feel a strong sense of belonging here	60% (-4%)	59% (1%)	Threshold not met	23%	71%(-3%)	71% (3%)	63% (-1%)	70% (10%)	58% (-4%)	28%	71%(-3%)	71% (3%)	63% (-1%)	70% (10%)	58% (-4%)	28%
I feel valued and recognised for the work that I do	54% (-5%)	56% (1%)		18%	68% (-9%)	71% (13%)	63% (-16%)	70% (10%)	53% (-3%)	24%	68% (-9%)	71% (13%)	63% (-16%)	70% (10%)	53% (-3%)	24%
I have the right opportunities to learn and grow at work	52% (-2%)	54% (8%)		21%	71% (3%)	82% (14%)	63% (6%)	40% (-10%)	51% (2%)	26%	71% (3%)	82% (14%)	63% (6%)	40% (-10%)	51% (2%)	26%
Senior leaders (Vice-Chancellor's Executive, including Deans) make the effort to listen to staff	45% (0%)	47% (8%)		19%	56% (-1%)	59% (-15%)	50% (-7%)	70% (10%)	44% (4%)	23%	56% (-1%)	59% (-15%)	50% (-7%)	70% (10%)	44% (4%)	23%
The University treats people fairly and equally	51% (-1%)	53% (1%)		12%	63% (-11%)	76% (8%)	50% (-14%)	65% (15%)	50% (0%)	17%	63% (-11%)	76% (8%)	50% (-14%)	65% (15%)	50% (0%)	17%

Note: increase (+% in green) / decrease (-% in red) presented in this table reflect the movement in colleague responses since the previous staff engagement survey (2022)

Table 1.8: SAT Focus Groups

Percentages presented relate to favourable responses ‘strongly agree’ and ‘agree’, unless where otherwise specified.

Staff Focus Groups	**Attendees**
HigHER (women’s staff network)	8
DAN (disability network)	< 5
Men’s Head On (men’s mental health network)	< 5
BAME staff network	15
Menopause network	< 5
Liberty (LGBTQIA+)	< 5
Technical operations staff group	< 5
Estates and campus services operations staff group	6
EDI Champions	6
Student Focus Groups	Attendees
Student Groups (3) - UG (7); PGT (10), PGR (6)	16 female, 7 male

Appendix 2: Data tables

Guidance:

- All staff and student data is presented as headcount
- Staff and student data is captured centrally and reported by sex, not gender and so when referring to this data throughout this report we will refer to sex
- Data is presented as a total number with % for that year in parenthesis
- Student data includes all students enrolled in each academic year presented.
- Staff data includes all staff employed within each academic year presented.
- Professional and Support Services (PSS) staff data work in school management, administration and technical support and those roles not operating within schools, including those working in areas such as campus operations and information services.
- No intersectional analysis has been possible in the recruitment and selection data or promotions data (for 2018-19) as ethnicity was not disaggregated from the personal information (i.e. sex) before it was destroyed.
- Sector-level comparator information presented in this report is sourced from Advance HE's Higher Education statistical reports, and from HESA purchased data.

Table 1: Staff and Students by Sex. Source: UWS Management Information Dashboards, 2019-20 - 2021-22

	Year	Female	Male	Total
Staff	2019-2020	985 (60.0%)	656 (40.0%)	1641
	2020-2021	911 (57.7%)	668 (42.3%)	1579
	2021-2022	974 (58.2%)	700 (41.8%)	1674
Students	2019-2020	10476 (63.9%)	5919 (36.1%)	16395
	2020-2021	11464 (64.0%)	6462 (36.0%)	17926
	2021-2022	12551 (62.3%)	7593 (37.7%)	20144

Student data

Table 2: Students by Sex and Ethnicity. *Source: UWS Management Information Dashboards, 2019-20 - 2021-22.*

Year	Female			Male			Total
	BAME	White	Prefer not to say	BAME	White	Prefer not to say	
2019-2020	1638 (10.0%)	8756 (53.4%)	82 (0.5%)	1612 (9.8%)	4196 (25.6%)	111 (0.7%)	16395
2020-2021	1935 (10.8%)	9478 (52.9%)	51 (0.3%)	2115 (11.8%)	4250 (23.7%)	97 (0.5%)	17926
2021-2022	3106 (15.4%)	9390 (46.6%)	55 (0.3%)	3412 (16.9%)	4117 (20.4%)	64 (0.3%)	20144

Table 3: Students by School and Sex. *Source: UWS Management Information Dashboards, 2019-20 - 2021-22.*

School	Year	Female	Male	Total
Business and Creative Industries	2019-2020	2565 (53.4%)	2234 (46.6%)	4799
	2020-2021	2672 (52.3%)	2434 (47.7%)	5106
	2021-2022	3002 (49.7%)	3039 (50.3%)	6041
Computing, Engineering and Physical Sciences	2019-2020	504 (21.8%)	1806 (72.8%)	2310
	2020-2021	669 (24.4%	2078 (75.6%)	2747
	2021-2022	996 (28.6%)	2490 (71.4%)	3486
Education and Social Sciences	2019-2020	3048 (81.1%)	712 (18.9%)	3760
	2020-2021	3266 (82.2%)	707 (17.8%)	3973
	2021-2022	3509 (81.9%)	773 (18.1%)	4282
Health and Life Sciences	2019-2020	4359 (78.9%)	1167 (21.1%)	5526
	2020-2021	4857 (79.6%)	1243 (20.4%)	6100
	2021-2022	5044 (79.6%)	1291 (20.4%)	6335

Table 4: Students by School, Sex and Ethnicity. *Source: UWS Management Information Dashboards, 2019-20 - 2021-22.*

School	Year	Female			Male			Total
		BAME	White	Prefer not to say	BAME	White	Prefer not to say	
Business & Creative Industries	2019-2020	822 (17.1%)	1693 (35.3%)	50 (1.0%)	950 (9.8%)	1217 (25.4%)	67 (1.4%)	4799
	2020-2021	928 (18.2%)	1714 (33.6%)	30 (0.6%)	1118 (21.9%)	1217 (24.9%)	45 (0.9%)	5106
	2021-2022	1415 (23.4%)	1570 (26.0%)	17 (0.3%)	1698 (28.1%)	1318 (21.8%)	23 (0.4%)	6041
Computing, Engineering and Physical Sciences	2019-2020	112 (4.8%)	385 (16.7%)	7 (0.3%)	405 (17.5%)	1370 (59.3%)	31 (1.3%)	2310
	2020-2021	241 (8.8%)	424 (15.4%)	4 (0.1%)	739 (26.9%)	1304 (47.5%)	35 (1.3%)	2747
	2021-2022	559 (16.0%)	429 (12.3%)	8 (0.2%)	1288 (36.9%)	1177 (33.8%)	25 (0.7%)	3486
Education and Social Sciences	2019-2020	248 (6.6%)	2786 (74.1%)	14 (0.4%)	92 (2.4%)	612 (16.3%)	8 (0.2%)	3760
	2020-2021	284 (7.1%)	2971 (74.8%)	11 (0.3%)	86 (2.2%)	614 (15.5%)	7 (0.2%)	3973
	2021-2022	530 (12.4%)	2966 (69.3%)	13 (0.3%)	214 (5.0%)	552 (12.9%)	7 (0.2%)	4282
Health and Life Sciences	2019-2020	456 (8.3%)	3892 (70.4%)	11 (0.2%)	165 (3.0%)	997 (18.0%)	8 (0.1%)	5526
	2020-2021	482 (7.9%)	4369 (71.6%)	6 (0.1%)	172 (2.8%)	1061 (17.4%)	10 (0.2%)	6100
	2021-2022	602 (9.5%)	4425 (69.9%)	17 (0.3%)	212 (3.3%)	1070 (16.9%)	9 (0.1%)	6335

Table 5: Students at Foundation, UG, PGT and PGR by Sex. *Source: UWS Management Information Dashboards, 2019-20 - 2021-22.*

Level	Year	Female	Male	Total
Foundation	2019-2020	182 (53.2%)	160 (46.8%)	342
	2020-2021	244 (53.3%)	214 (46.7%)	458
	2021-2022	191 (45.9%)	225 (54.1%)	416
Undergraduate	2019-2020	8097 (65.7%)	4223 (34.3%)	12320
	2020-2021	8760 (66.9%)	4333 (33.1%)	13093
	2021-2022	8860 (67.2%)	4315 (32.8%)	13175
Postgraduate taught	2019-2020	1703 (64.7%)	928 (35.3%)	2631
	2020-2021	2025 (59.1%)	1404 (40.9%)	3429
	2021-2022	3105 (54.1%)	2637 (45.9%)	5742
Postgraduate research	2019-2020	494 (44.8%)	608 (55.2%)	1102
	2020-2021	435 (46.0%)	511 (54.0%)	946
	2021-2022	395 (48.7%)	416 (51.3%)	811

Table 6: Students at Foundation, UG, PGT and PGR by Ethnicity and Sex. *Source: UWS Management Information Dashboards, 2019-20 - 2021-22*

		Female				Male			
Level	**Year**	**BAME**	**White**	**Prefer not to say**	**Total**	**BAME**	**White**	**Prefer not to say**	**Total**
Foundation	2019-2020	114 (33.3%)	64 (18.7%)	< 5 (1.2%)	182	86 (25.1%)	68 (19.9%)	6 (1.8%)	160
	2020-2021	159 (34.7%)	82 (17.9%)	< 5 (0.7%)	244	122 (26.6%)	86 (18.8%)	6 (1.3%)	214
	2021-2022	68 (16.3%)	122 (29.3%)	< 5 (0.2%)	191	70 (16.8%)	154 (37.0%)	< 5 (0.2%)	225
Undergraduate	2019-2020	822 (6.7%)	7,216 (58.6%)	59 (0.5%)	8097	609 (4.9%)	3,529 (28.6%)	85 (0.7%)	4223
	2020-2021	875 (6.7%)	7,847 (59.9%)	38 (0.3%)	8760	687 (5.2%)	3,579 (27.3%)	67 (0.5%)	4333
	2021-2022	1,037 (7.9%)	7,789 (59.1%)	34 (0.3%)	8860	795 (6.0%)	3,480 (26.4%)	40 (0.3%)	4315
Postgraduate taught	2019-2020	342 (13.0%)	1,347 (51.2%)	14 (0.5%)	1703	458 (17.4%)	458 (17.4%)	12 (0.5%)	928
	2020-2021	614 (17.9%)	1,406 (41.0%)	5 (0.1%)	2025	940 (27.4%)	448 (13.1%)	16 (0.5%)	1404
	2021-2022	1,752 (30.5%)	1,340 (23.3%)	13 (0.2%)	3105	2,278 (39.7%)	345 (6.0%)	14 (0.2%)	2637
Postgraduate research	2019-2020	360 (32.7%)	129 (11.7%)	5 (0.5%)	494	459 (41.7%)	141 (12.8%)	8 (0.7%)	608
	2020-2021	287 (30.3%)	143 (15.1%)	5 (0.5%)	435	366 (38.7%)	137 (14.5%)	8 (0.8%)	511
	2021-2022	249 (30.7%)	139 (17.1%)	7 (0.9%)	395	269 (33.2%)	138 (17.0%)	9 (1.1%)	416

Table 7: Students at Foundation by School and Sex. Source: UWS Management Information Dashboards, 2019-20 - 2021-22. *Note: Foundation level programmes are only currently offered in the School of Business and Creative Industries.*

School	**Year**	**Female**	**Male**	**Total**
Business and Creative Industries	2019-2020	182 (53.2%)	160 (46.8%)	342
	2020-2021	244 (53.3%)	214 (46.7%)	458
	2021-2022	191 (45.9%)	225 (54.1%)	416

Table 8: Students at Undergraduate Level by School and Sex. *Source: UWS Management Information Dashboards 2019-20 – 2021-22*

School	Year	Female	Male	Total
Business and Creative Industries	2019-2020	1771 (58.2%)	1274 (41.8%)	3045
	2020-2021	1824 (57.5%)	1348 (42.5%)	3172
	2021-2022	1707 (53.8%)	1468 (46.2%)	3175
Computing, Engineering and Physical Sciences	2019-2020	392 (20.9%)	1486 (79.1%)	1878
	2020-2021	424 (22.5%)	1463 (77.5%)	1887
	2021-2022	432 (24.9%)	1306 (75.1%)	1738
Education and Social Sciences	2019-2020	2319 (83.0%)	474 (17.0%)	2793
	2020-2021	2505 (84.3%)	466 (15.7%)	2971
	2021-2022	2543 (84.9%)	451 (15.1%)	2994
Health and Life Sciences	2019-2020	3615 (78.5%)	989 (21.5%)	4604
	2020-2021	4007 (79.1%)	1056 (20.9%)	5063
	2021-2022	4178 (79.3%)	1090 (20.7%)	5268

Table 9: Students at Postgraduate Taught Level by School and Sex. *Source: UWS Management Information Dashboards 2019-20 – 2021-22*

School	Year	Female	Male	Total
Business and Creative Industries	2019-2020	287 (43.6%)	372 (56.4%)	659
	2020-2021	351 (39.5%)	538 (60.5%)	889
	2021-2022	895 (44.7%)	1107 (55.3%)	2002
Computing, Engineering and Physical Sciences	2019-2020	84 (27.3%)	224 (72.7%)	308
	2020-2021	218 (29.4%)	523 (70.6%)	741
	2021-2022	534 (32.8%)	1094 (67.2%)	1628
Education and Social Sciences	2019-2020	658 (76.3%)	204 (23.7%)	862
	2020-2021	680 (77.0%)	203 (23.0%)	883
	2021-2022	877 (75.3%)	287 (24.7%)	1164
Health and Life Sciences	2019-2020	674 (84.0%)	128 (16.0%)	802
	2020-2021	776 (84.7%)	140 (15.3%)	916
	2021-2022	799 (84.3%)	149 (15.7%)	948

Table 10: Students at Postgraduate Research Level by School and Sex. Source: UWS Management Information Dashboards 2019-20 – 2021-22

School	Year	Female	Male	Total
Business and Creative Industries	2019-2020	325 (43.2%)	428 (56.8%)	753
	2020-2021	253 (43.1%)	334 (56.9%)	587
	2021-2022	209 (46.7%)	239 (53.3%)	448
Computing, Engineering and Physical Sciences	2019-2020	28 (22.6%)	96 (77.4%)	124
	2020-2021	27 (22.7%)	92 (77.3%)	119
	2021-2022	30 (25.0%)	90 (75.0%)	120
Education and Social Sciences	2019-2020	71 (67.6%)	34 (32.4%)	105
	2020-2021	81 (68.1%)	38 (31.9%)	119
	2021-2022	89 (71.8%)	35 (28.2%)	124
Health and Life Sciences	2019-2020	70 (58.3%)	50 (41.7%)	120
	2020-2021	74 (61.2%)	47 (38.8%)	121
	2021-2022	67 (56.3%)	52 (43.7%)	119

Table 11: Attrition rates by study level (Full Time (FT) students only). *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Year	UG	PGT
2019-20	1420 (10.2%)	263 (10.9%)
2020-21	1542 (10.5%)	369 (11.2%)
2021-22	2881 (19.7%)	1048 (18.4%)

Table 12: Attrition rates by Sex, UG / PGT students (FT only). *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Level	Year	Female	Male	Total
Undergraduate	2019-20	750 (8.8%)	669 (12.4%)	1420 (10.2%)
	2020-21	841 (9.2%)	701 (12.8%)	1542 (10.5%)
	2021-22	1563 (17.0%)	1314 (24.1%)	2881 (19.7%)
Postgraduate Taught	2019-20	123 (10.6%)	138 (11.1%)	263 (10.9%)
	2020-21	173 (11.9%)	196 (10.7%)	369 (11.2%)
	2021-22	413 (15.8%)	635 (20.7%)	1048 (18.4%)

Table 13: Students by Scottish Index of Multiple Deprivation (SIMD) and Sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

	Year	Female	Male	Total
SIMD20	2019-20	2440 (71.9%)	955 (28.1%)	3395
	2020-21	2615 (71.4%)	1045 (28.6%)	3660
	2021-22	2645 (72.4%)	1005 (27.5%)	3655
SIMD40	2019-20	4335 (70.5%)	1815 (29.5%)	6150
	2020-21	4660 (70.7%)	1935 (29.4%)	6590
	2021-22	4780 (72.1%)	1850 (27.9%)	6630

Table 14: Mature students (PG, 25 and above) by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Year	Female	Male	Total
2019-20	1350 (65.2%)	720 (34.8%)	2070
2020-21	1825 (59.1%)	1265 (40.9%)	3090
2021-22	2655 (56.4%)	2055 (43.6%)	4715

Table 15: Mature students (UG, 21 and above) by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Year	Female	Male	Total
2019-20	5970 (69.3%)	2650 (30.7%)	8620
2020-21	6250 (68.9%)	2815 (31.1%)	9065
2021-22	6380 (69.1%)	2850 (30.9%)	9230

Table 16: First generation students by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Year	Female	Male	Total
2019-20	5225 (71.1%)	2130 (28.9%)	7350
2020-21	5685 (68.8%)	2575 (31.2%)	8265
2021-22	4705 (69.8%)	2040 (30.2%)	6745

Staff data

Table 17: Staff by Role Type and Sex. *Source: UWS Management Information Dashboards, 2019-20 - 2021-22*

	Year	Female	Male	Total
Academic	2019-2020	353 (51.8%)	328 (48.2%)	681
	2020-2021	361 (49.6%)	367 (50.4%)	728
	2021-2022	431 (51.1%)	412 (48.9%)	843
PSS	2019-2020	632 (65.8%)	5328 (34.2%)	960
	2020-2021	550 (64.6%)	301 (35.4%)	851
	2021-2022	543 (65.0%)	288 (34.4%)	836

Table 18: Staff by Ethnicity and Sex. Source: *UWS Management Information Dashboards 2019-20 - 2021-22*

Year	Female			Male			Total
	BAME	White	Prefer not to say	BAME	White	Prefer not to say	
2019-2020	54 (3.3%)	882 (53.7%)	49 (3.0%)	79 (4.8%)	540 (32.9%)	37 (2.3%)	1641
2020-2021	64 (4.1%)	818 (51.8%)	29 (1.8%)	98 (6.2%)	536 (33.9%)	34 (2.2%)	1579
2021-2022	96 (5.7%)	845 (50.5%)	33 (2.0%)	126 (7.5%)	541 (32.3%)	33 (2.0%)	1674

Table 19: Academic Staff by Contract Function and Sex. *Source: UWS Management Information Dashboards 2019-20 - 2021-22*

Contract function	Year	Female	Male	Total
Teaching and research	2019-2020	298 (50.4%)	293 (49.6%)	591
	2020-2021	290 (49.8%)	292 (50.2%)	582
	2021-2022	320 (50.2%)	318 (49.8%)	638
Research only	2019-2020	22 (81.5%)	5 (18.5%)	27
	2020-2021	22 (61.1%)	14 (38.9%)	36
	2021-2022	26 (63.4%)	15 (36.6%)	41
Teaching only	2019-2020	22 (46.8%)	25 (53.2%)	47
	2020-2021	40 (43.0%)	53 (57.0%)	93
	2021-2022	76 (51.4%)	72 (48.6%)	148
Not an academic contract	2019-2020	11 (68.8%)	5 (31.3%)	16
	2020-2021	9 (52.9%)	8 (47.1%)	17
	2021-2022	9 (56.3%)	7 (43.8%)	16

Table 20: Academic Staff by Contract Function, Ethnicity and Sex. *Source: UWS Management Information Dashboards 2019-20 - 2021-22*

		Female				Male			
Contract Function	**Year**	**BAME**	**White**	**Prefer not to say**	**Total**	**BAME**	**White**	**Prefer not to say**	**Total**
Teaching and Research	2019-2020	25 (4.2%)	268 (45.3%)	5 (0.8%)	298 (50.4%)	47 (8.0%)	239 (40.4%)	7 (1.2%)	293 (49.6%)
	2020-2021	22 (3.8%)	264 (45.4%)	< 5 (0.7%)	290 (49.8%)	58 (10.0%)	228 (39.2%)	6 (1.0%)	292 (50.2%)
	2021-2022	38 (6.0%)	276 (43.3%)	6 (0.9%)	320 (50.2%)	75 (11.8%)	237 (37.1%)	6 (0.9%)	318 (49.8%)
Research only	2019-2020	< 5 (14.8%)	16 (59.3%)	< 5 (7.4%)	22 (81.5%)	0	< 5 (14.8%)	< 5 (3.7%)	5 (18.5%)
	2020-2021	6 (16.7%)	15 (41.7%)	< 5 (2.8%)	22 (61.1%)	< 5 (8.3%)	10 (27.8%)	< 5 (2.8%)	14 (38.9%)
	2021-2022	9 (22.0%)	16 (39.0%)	< 5 (2.4%)	26 (63.4%)	< 5 (7.3%)	11 (26.8%)	< 5 (2.4%)	15 (36.6%)
Teaching only	2019-2020	< 5 (8.5%)	14 (29.8%)	< 5 (8.5%)	22 (46.8%)	9 (19.1%)	13 (27.7%)	< 5 (6.4%)	25 (53.2%)
	2020-2021	13 (14.0%)	24 (25.8%)	< 5 (3.2%)	40 (43.0%)	15 (16.1%)	29 (31.2%)	9 (9.7%)	53 (57.0%)
	2021-2022	17 (11.5%)	48 (32.4%)	11 (7.4%)	76 (51.4%)	26 (17.6%)	35 (23.6%)	11 (7.4%)	72 (48.6%)
Not an academic contract	2019-2020		10 (62.5%)	< 5 (6.3%)	11 (68.8%)	< 5 (6.3%)	<5 (18.8%)	< 5 (6.3%)	5 (31.3%)
	2020-2021		6 (35.3%)	< 5 (17.6%)	9 (45.0%)	< 5 (5.9%)	7 (41.2%)		11 (55.0%)
	2021-2022	< 5 (6.3%)	7 (43.8%)	< 5 (6.3%)	8 (53.3%)	< 5 (6.3%)	5 (31.3%)	< 5 (6.3%)	7 (46.7%)

Table 21: Job role mappings for academic contract function and grade. *Source: HR Systems (iTrent) (Salaries confirmed at 01.10.23 (Ac1-4), 01.08.23 (SS1-2)*

Grade	Academic title (Teaching & Research or Teaching Only)	Academic Title (Research Only)	Salary bracket (p.a)
Ac1		Research Assistant/ Support	£32,982 - £40,522
Ac2	Lecturer/Associate Lecturer DBA/MBA Supervisor Teaching Fellow	Research Assistant/Associate/Fellow	£40,522 - £48,349
Ac3	Lecturer		£48,349 - £56,021
Ac4	Senior Lecturer Reader	Senior Research Fellow	£56,021 - £64,914
SS1-2	Professor Head of Division Associate Dean (Learning & Teaching) Associate Dean (Research & Innovation) Deputy Dean		£70,919 - £79,408 (SS1) £81,702 - £91,575 (SS2)

Table 22: Academic staff by contract function, grade, and sex. *Source: UWS Management Information Dashboards, 2019-20 – 2021-22*

		Female					Male				
Contract Function	**Year**	**Ac1**	**Ac2**	**Ac3**	**Ac4**	**SS**	**Ac1**	**Ac2**	**Ac3**	**Ac4**	**SS**
Teaching and Research	2019-2020		58 (59.8%)	168 (52.7%)	54 (45.4%)	18 (32.1%)		39 (40.2%)	151 (47.3%)	65 (54.6%)	38 (67.9%)
	2020-2021		51 (57.3%)	170 (53.1%)	50 (42.4%)	19 (34.5%)		38 (42.7%)	150 (46.9%)	68 (57.6%)	36 (65.5%)
	2021-2022		66 (55.0%)	180 (52.6%)	52 (43.3%)	22 (39.3%)		54 (45.0%)	162 (47.4%)	68 (56.7%)	34 (60.7%)
Research only	2019-2020	13 (81.3%)	9 (81.8%)				< 5 (18.8%)	< 5 (18.2%)			
	2020-2021	9 (56.3%)	13 (65.0%)				7 (43.8%)	7 (35.0%)			
	2021-2022	11 (52.4%)	14 (73.7%)				10 (47.6%)	5 (26.3%)		< 5 (100%)	
Teaching only	2019-2020		21 (45.7%)	< 5 (100%)				25 (54.3%)			
	2020-2021		39 (42.9%)	< 5 (50.0%)				62 (57.1%)	< 5 (50.0%)		
	2021-2022		70 (50.4%)	< 5 (57.1%)	< 5 (100%)			69 (49.6%)	< 5 (42.9%)		

Table 23: Academic staff by school, contract function, grade, and sex. *Source: UWS Management Information Dashboards, 2019-20 – 2021-22*

			Female					Male				
School	**Contract Function**	**Year**	**Ac1**	**Ac2**	**Ac3**	**Ac4**	**SS**	**Ac1**	**Ac2**	**Ac3**	**Ac4**	**SS**
Business & Creative Industries	Teaching and Research	2019-2020		10 (50.0%)	31 (40.8%)	12 (41.4%)	5 (35.7%)		10 (50.0%)	45 (59.2%)	17 (58.6%)	9 (64.4%)
		2020-2021		<5	32 (40.0%)	10 (31.3%)	5 (38.5%)		6 (66.7%)	48 (60.0%)	22 (68.8%)	8 (61.5%)
		2021-2022		7 (25.9%)	42 (42.2%)	12 (34.3%)	5 (38.5%)		20 (74.1%)	57 (57.6%)	23 (65.7%)	8 (61.5%)
	Research only	2019-2020	<5						<5			
		2020-2021	<5						<5	<5		
		2021-2022	<5	<5					<5	<5		
	Teaching only	2019-2020		12 (50.0%)					12 (50.0%)			
		2020-2021		28 (49.1%)					29 (50.9%)	< 5 (50.0%)		
		2021-2022		24 (52.2%)					22 (47.8%)	< 5 (42.9%)		
Computing Engineering & Physical Sciences	Teaching and Research	2019-2020		<5	9 (16.1%)	5 (19.2%)	<5		10 (50.0%)	47 (83.9%)	21 (80.8%)	11 (91.7%)
		2020-2021		<5	9 (16.4%)	6 (23.1%)	<5		6 (66.7%)	46 (83.6%)	20 (76.9%)	10 (90.9%)
		2021-2022		7 (43.8%)	10 (18.5%)	7 (24.1%)	<5		20 (74.1%)	44 (81.5%)	22 (75.9%)	10 (83.3%)
	Research only	2019-2020	<5					<5	<5			
		2020-2021	<5	<5				<5	<5			
		2021-2022	<5	<5				8 (80.0%)	<5			
	Teaching only	2019-2020		<5					<5			
		2020-2021		<5					11 (91.7%)			
		2021-2022		5 (18.5%)					22 (81.5%)			

			Female					Male				
School	**Contract Function**	**Year**	**Ac1**	**Ac2**	**Ac3**	**Ac4**	**SS**	**Ac1**	**Ac2**	**Ac3**	**Ac4**	**SS**
Education & Social Sciences	Teaching and Research	2019-2020	<5	28 (65.1%)	41 (67.2%)	19 (59.4%)	3 (23.1%)	<5	15 (34.9%)	20 (32.8%)	13 (40.6%)	10 (76.9%)
		2020-2021	<5	24 (60.0%)	41 (70.7%)	19 (61.3%)	3 (25.0%)	<5	16 (40.0%)	17 (29.3%)	12 (38.7%)	9 (75.0%)
		2021-2022	<5	21 (60.0%)	44 (68.8%)	18 (60.0%)	4 (30.8%)	<5	14 (40.0%)	20 (31.3%)	12 (40.0%)	4 (69.2%)
	Research only	2019-2020		<5								
		2020-2021		6 (100%)								
		2021-2022		<5							<5	
	Teaching only	2019-2020		7 (38.9%)					11 (61.1%)			
		2020-2021		12 (50.0%)					12 (50.0%)			
		2021-2022		38 (61.3%)					24 (38.7%)	<5		
Health & Life Sciences	Teaching and Research	2019-2020		18 (78.3%)	88 (68.2%)	18 (58.1%)	9 (56.3%)		5 (21.7%)	41 (31.8%)	13 (41.9%)	7 (43.8%)
		2020-2021		21 (75.0%)	85 (66.9%)	15 (53.6%)	9 (58.8%)		7 (25.0%)	42 (33.1%)	13 (46.4%)	7 (41.2%)
		2021-2022		31 (72.1%)	85 (66.9%)	14 (53.8%)	10 (62.5%)		12 (27.9%)	42 (33.1%)	12 (46.2%)	6 (37.5%)
	Research only	2019-2020	6 (85.7%)	6 (100%)				<5				
		2020-2021	<5	<5					<5			
		2021-2022	<5	7 (87.5%)				<5	<5			
	Teaching only	2019-2020			<5							
		2020-2021			<5				<5			
		2021-2022		<5	<5	<5			<5			

Table 24: Academic staff by position (Professor only), broken down by sex. *Source: UWS Management Information Dashboards, 2019-20 – 2021-22*

	Year	Female	Male
Professors	2019-2020	8 (28.6%	20 (71.4%)
	2020-2021	8 (26.7%)	22 (73.3%)
	2021-2022	10 (32.3%	21 (67.7%)

Table 25: Academic staff by position (Professor only), broken down by school and sex. *Source: UWS Management Information Dashboards, 2019-20 – 2021-22*

	Year	Female	Male
Business & Creative Industries	2019-2020	<5	5 (71.4%)
	2020-2021	<5	<5
	2021-2022	<5	<5
Computing & Physical Sciences	2019-2020		8 (100%)
	2020-2021		8 (100%)
	2021-2022		8 (100%)
Education & Social Sciences	2019-2020	<5	5 (71.4%)
	2020-2021	<5	5 (71.4%)
	2021-2022	<5	5 (83.3%)
Health & Life Sciences	2019-2020	<5	5 (55.6%)
	2020-2021	<5	5 (55.6%)
	2021-2022	6 (60.0%)	<5

Table 26: Academic staff by contract function, school, and sex. *Source: UWS Management Information Dashboards, 2019-20 – 2021-22*

		Teaching and research			Teaching only			Research only			Not an academic contract		
Grade	**Year**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
Business and Creative Industries	2019-2020	58 (42.0%)	80 (58.0%)	138	12 (50.0%)	12 (50.0%)	24	< 5 (75.0%)	< 5 (25.0%)	< 5		< 5 (100%)	< 5
	2020-2021	50 (37.9%)	82 (62.1%)	132	27 (48.2%)	29 (51.8%)	56	< 5 (66.7%)	< 5 (33.3%)	< 5	< 5 (25.0%)	< 5 (75.0%)	< 5
	2021-2022	65 (37.6%)	108 (62.4%)	173	24 (50.0%)	24 (50.0%)	48	< 5 (66.7%)	< 5 (33.3%)	< 5	< 5 (100%)		< 5
Computing, Engineering and Physical Sciences	2019-2020	16 (15.4%)	88 (84.6%)	104	< 5 (33.3%)	< 5 (67.7%)		< 5 (25.0%)	< 5 (75.0%)		< 5 (50.0%)	< 5 (50.0%)	
	2020-2021	19 (18.3%)	85 (81.7%)	104	< 5 (9.1%)	10 (90.9%)	< 5	< 5 (18.2%)	9 (81.8%)	< 5		< 5 (100%)	< 5
	2021-2022	26 (23.9%)	83 (76.1%)	109	5 (18.5%)	22 (81.5%)	11	< 5 (21.4%)	11 (78.6%)	11		< 5 (100%)	< 5
Education and Social Sciences	2019-2020	90 (60.8%)	58 (39.2%)	148	7 (41.2%)	11 (58.8%)	27	5 (100%)		14	< 5 (50.0%)	< 5 (50.0%)	< 5
	2020-2021	87 (62.1%)	53 (37.9%)	140	11 (47.8%)	12 (52.2%)		8 (80.0%)	< 5 (20.0%)		< 5 (33.3%)	< 5 (66.7%)	
	2021-2022	87 (61.3%)	55 (38.7%)	142	38 (60.3%)	25 (39.7%)	17	9 (90.0%)	< 5 (10.0%)	5	< 5 (66.7%)	< 5 (33.3%)	< 5
Health and Life Sciences	2019-2020	131 (66.5%)	66 (33.5%)	197	< 5 (100%)		23	11 (91.7%)	< 5 (8.3%)	10	8 (80.0%)	< 5 (20.0%)	< 5
	2020-2021	130 (65.3%)	69 (34.7%)	199	< 5 (50.0%)	< 5 (50.0%)	63	9 (69.2%)	< 5 (30.8%)	10	6 (85.7%)	< 5 (14.3%)	< 5
	2021-2022	138 (66.0%)	71 (34.0%)	209	7 (87.5%)	< 5 (12.5%)		11 (78.6%)	3 (21.4%)		< 5 (80.0%)	< 5 (20.0%)	
Other	2019-2020	< 5 (75.0%)	< 5 (25.0%)	< 5	< 5 (50.0%)	< 5 (50.0%)	< 5	< 5 (100%)		12	< 5 (100%)		10
	2020-2021	< 5 (57.1%)	< 5 (42.9%)	7		< 5 (100%)	< 5	< 5 (100%)		13	< 5 (100%)		7
	2021-2022	< 5 (80.0%)	< 5 (80.0%)	5	< 5 (100%)		8	1 (100%)		14	< 5 (40.0%)	< 3 (60.0%)	5

Table 27: Academic staff by contract type, ethnicity, and sex. Source: *UWS Management Dashboards, 2019-20 - 2021-22*

		Female				Male			
Contract Type	**Year**	**BAME**	**White**	**Prefer not to say**	**Total**	**BAME**	**White**	**Prefer not to say**	**Total**
Fixed Term	2019-2020	15 (9.0%)	68 (41.0%)	7 (4.2%)	90 (54.2%)	15 (9.0%)	51 (30.7%)	10 (6.0%)	76 (45.7%)
	2020-2021	23 (9.8%)	86 (36.8%)	10 (4.3%)	119 (50.9%)	30 (12.8%)	72 (30.8%)	13 (5.6%)	115 (49.1%)
	2021-2022	40 (13.1%)	116 (37.9%)	14 (4.6%)	170 (55.6%)	47 (15.4%)	72 (23.5%)	17 (5.6%)	136 (44.4%)
Permanent	2019-2020	18 (3.5%)	240 (46.7%)	5 (1.0%)	263 (51.2%)	42 (8.2%)	207 (40.3%)	< 5 (0.4%)	251 (48.8%)
	2020-2021	18 (3.7%)	220 (45.2%)	< 5 (0.2%)	239 (49.1%)	47 (9.7%)	198 (40.7%)	<5 (0.6%)	248 (50.9%)
	2021-2022	25 (4.7%)	226 (42.8%)	5 (0.9%)	256 (48.5%)	58 (11.0%)	212 (40.2%)	<5 (0.4%)	272 (49.6%)
Secondment	2019-2020						< 5 (100.0%)		<5
	2020-2021		< 5 (42.9%)		<5		<5 (57.1%)		<5
	2021-2022		5 (55.6%)		5		<5 (44.4%)		<5

Table 28: Academic staff by contract type, school and sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

		Fixed Term			Permanent			Secondment		
	Year	Female	Male	Total	Female	Male	Total	Female	Male	Total
Business and Creative Industries	2019-2020	25 (44.6%)	31 (55.4%)	56	48 (43.6%)	62 (56.4%)	110		< 5 (100.0%)	< 5
	2020-2021	41 (46.6%)	47 (53.4%)	88	39 (37.1%)	66 (62.9%)	105		< 5 (100.0%)	< 5
	2021-2022	36 (43.4%)	47 (56.6%)	83	55 (39.6%)	84 (60.4%)	139	< 5 (33.3%)	< 5 (66.7%)	< 5
Computing, Engineering and Physical Sciences	2019-2020	< 5 (26.7%)	11 (73.3%)	15	15 (15.5%)	82 (84.5%)	97			
	2020-2021	8 (22.9%)	27 (77.1%)	35	14 (15.1%)	79 (84.9%)	93			
	2021-2022	16 (29.6%)	38 (70.4%)	54	18 (18.6%)	79 (81.4%)	97		<5 (100.0%)	< 5
Education and Social Sciences	2019-2020	28 (54.9%)	23 (45.1%)	51	75 (62.0%)	46 (38.0%)	121			
	2020-2021	34 (56.7%)	26 (43.3%)	60	71 (62.8%)	42 (37.2%)	113	< 5 (66.7%)	< 5 (33.3%)	< 5
	2021-2022	67 (62.6%)	40 (37.4%)	107	67 (62.0%)	41 (38.0%)	108	< 5 (66.7%)	< 5 (33.3%)	< 5
Health and Life Sciences	2019-2020	29 (74.4%)	10 (25.6%)	39	122 (67.4%)	59 (32.6%)	181			
	2020-2021	33 (71.7%)	13 (28.3%)	46	112 (65.1%)	60 (34.9%)	172			
	2021-2022	48 (81.4%)	11 (18.6%)	57	112 (63.6%)	64 (36.4%)	176			
Other	2019-2020	< 5 (80.0%)	< 5 (20.0%)	5	< 5 (60.0%)	< 5 (40.0%)	5			
	2020-2021	< 5 (60.0%)	< 5 (40.0%)	5	< 5 (75.0%)	< 5 (25.0%)	< 5	< 5 (50.0%)	< 5 (50.0%)	< 5
	2021-2022	< 5 (100.0%)		< 5	< 5 (50.0%)	< 5 (50.0%)	8	< 5 (100.0%)		< 5

Table 29: PSS staff by contract type and sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Contract type	Year	Female	Male	Total
Full time	2019-2020	288 (57.5%)	213 (42.5%)	501
	2020-2021	275 (56.5%)	212 (43.5%)	487
	2021-2022	320 (50.2%)	318 (49.8%)	527
Part time	2019-2020	196 (84.8%)	35 (15.2%)	231
	2020-2021	204 (84.0%)	39 (16.0%)	243
	2021-2022	208 (83.9%)	40 (16.1%)	248
Variable Hours	2019-2020	147 (65.6%)	77 (34.4%)	224
	2020-2021	69 (60.0%)	46 (40.0%)	115
	2021-2022	29 (56.9%)	22 (43.1%)	51

Table 30: PSS staff by contract type and sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

Contract type	Year	Female	Male	Total
Permanent	2019-2020	490 (67.5%)	236 (32.5%)	726
	2020-2021	419 (67.1%)	205 (32.9%)	624
	2021-2022	415 (67.5%)	200 (32.5%)	615
Fixed term	2019-2020	139 (61.0%)	89 (39.0%)	228
	2020-2021	125 (57.9%)	91 (42.1%)	216
	2021-2022	115 (59.0%)	80 (41.0%)	195
Secondment	2019-2020	<5		<5
	2020-2021	<5	<5	<5
	2021-2022	12 (75.0%)	<5	16

Table 31: PSS staff by contract type, ethnicity, and sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

		Female				Male			
Contract Type	**Year**	**BAME**	**White**	**Prefer not to say**	**Total**	**BAME**	**White**	**Prefer not to say**	**Total**
Permanent	2019-2020	15 (9.0%)	68 (41.0%)	7 (4.2%)	490 (67.5%)	5 (0.7%)	220 (30.3%)	11 (1.5%)	236 (32.5%)
	2020-2021	13 (2.1%)	401 (64.3%)	5 (0.8%)	419 (67.1%)	4 (0.6%)	194 (31.1%)	7 (1.1%)	205 (32.9%)
	2021-2022	15 (2.4%)	394 (64.1%)	6 (1.0%)	415 (67.5%)	7 (1.1%)	188 (30.6%)	5 (0.8%)	200 (32.5%)
Fixed Term	2019-2020	8 (3.5%)	102 (44.7%)	29 (12.7%)	139 (61.0%)	17 (7.5%)	59 (25.9%)	13 (5.7%)	89 (39.0%)
	2020-2021	10 (4.6%)	103 (47.7%)	12 (5.6%)	115 (59.0%)	17 (7.9%)	63 (29.2%)	11 (5.1%)	80 (41.0%)
	2021-2022	16 (8.2%)	91 (46.7%)	8 (4.1%)	115 (59.0%)	14 (7.2%)	57 (29.2%)	9 (4.6%)	80 (49.6%)
Secondment	2019-2020		< 5 (100.0%)				< 5 (100.0%)		<5
	2020-2021		<5	<5	<5		<5		<5
	2021-2022		12 (75.0%)		5		<5 (25%)		<5

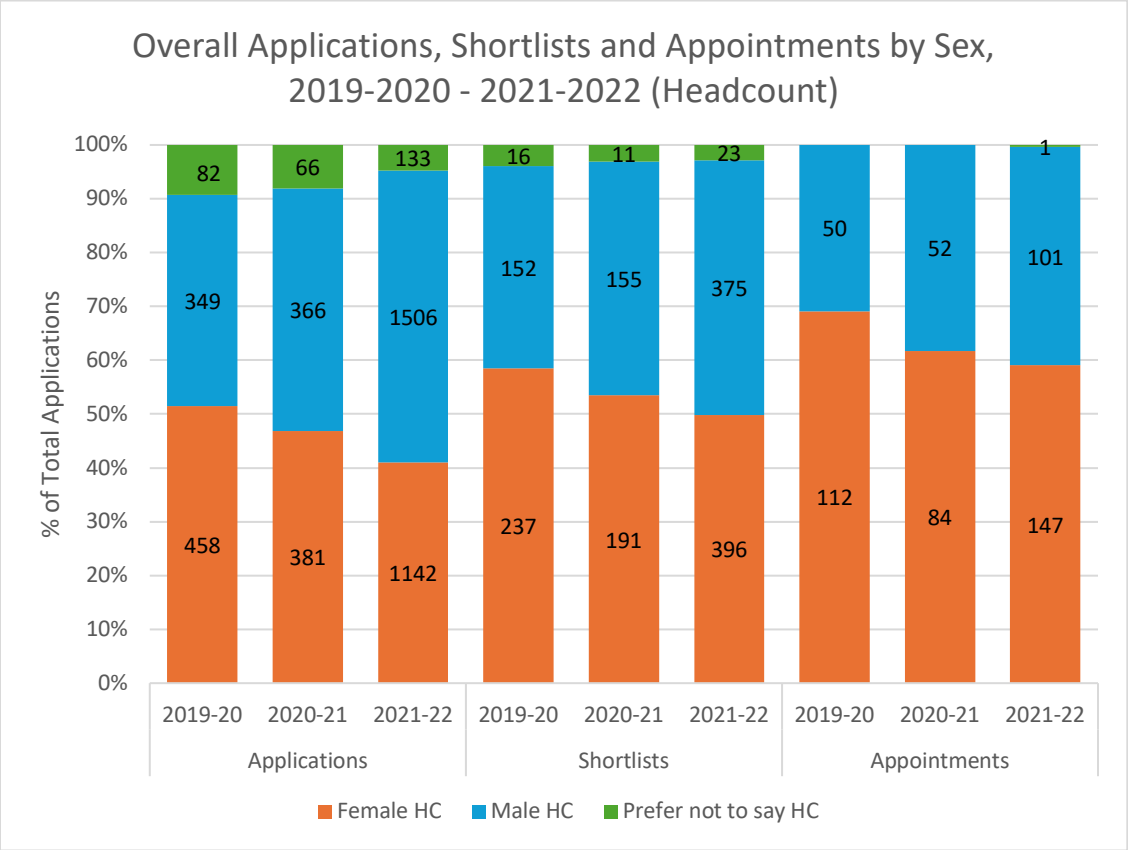
Table 32: PSS occupational groups by grade. *Source: HR Systems (iTrent) (Salaries confirmed at 01.10.23 (Grade 1-8), 01.08.23 (SS1-3)*

Grade	Occupational Groups	Salary bracket (p.a)
1 – 4	Campus Support	£22,214 - £32,332
1 – 4	Administrative & Clerical	£22,214 - £32,332
2 – 8	Technical and IT	£22,681 - £66,857
5 – 8	Professional (non-academic)	£32,982 - £66,857
SS1 - SS3	Senior Management	£70,919 - £106,131

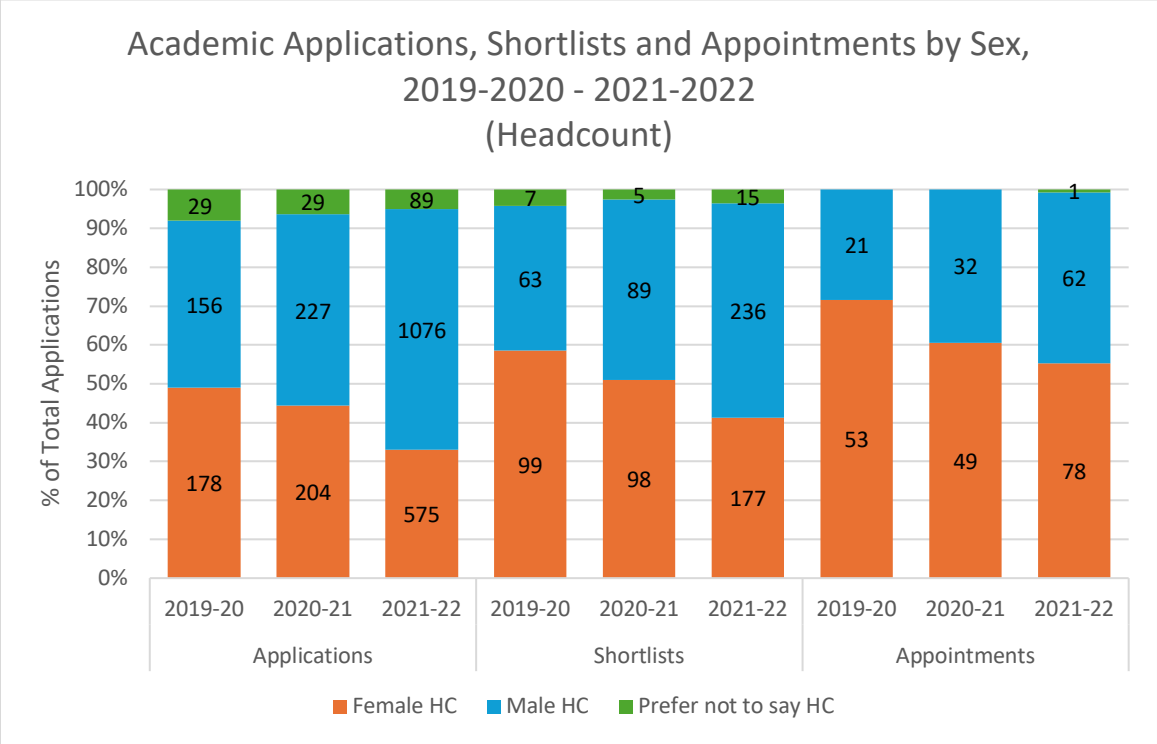
Table 33: PSS staff by contract type, grade, and sex. *Source: UWS Management Dashboards 2019-20 - 2021-22*

Grade	Year	Fixed Term			Permanent			Secondment		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 1	2019-2020	51 (75.0%)	17 (25.0%)	68	107 (82.3%)	23 (17.7%)	130			
	2020-2021	27 (71.1%)	11 (28.9%)	38	69 (87.3%)	10 (12.7%)	79	< 5		< 5
	2021-2022	17 (73.9%)	6 (26.1%)	23	64 (86.5%)	10 (13.5%)	74			
Grade 2	2019-2020	29 (60.4%)	19 (39.6%)	48	71 (51.1%)	68 (48.9%)	139			
	2020-2021	38 (57.6%)	28 (42.4%)	66	38 (46.9%)	43 (53.1%)	81			
	2021-2022	28 (66.7%)	14 (33.3%)	42	33 (44.0%)	42 (56.0%)	75	< 5		< 5
Grade 3	2019-2020	14 (53.8%)	12 (46.2%)	26	60 (77.9%)	17 (22.1%)	77			
	2020-2021	11 (52.4%)	10 (47.6%)	21	61 (76.3%)	19 (23.8%)	80			
	2021-2022	15 (53.6%)	13 (46.4%)	28	70 (81.4%)	16 (18.6%)	86			
Grade 4	2019-2020	15 (65.2%)	8 (34.8%)	23	101 (69.2%)	45 (30.8%)	146	< 5		< 5
	2020-2021	15 (68.2%)	7 (31.8%)	22	98 (68.1%)	46 (31.9%)	144	< 5		< 5
	2021-2022	23 (76.7%)	7 (23.3%)	30	99 (69.2%)	44 (30.8%)	143	< 5	< 5	< 5
Grade 5	2019-2020	9 (69.2%)	4 (30.8%)	13	64 (65.3%)	34 (34.7%)	98			
	2020-2021	9 (45.0%)	11 (55.0%)	20	73 (67.6%)	35 (32.4%)	108			
	2021-2022	12 (57.1%)	9 (42.9%)	21	69 (65.7%)	36 (34.3%)	105	< 5		< 5
Grade 6	2019-2020	9 (81.8%)	< 5 (18.2%)	11	57 (70.4%)	24 (29.6%)	81	< 5		< 5
	2020-2021	8 (88.9%)	< 5 (11.1%)	9	49 (64.5%)	27 (35.5%)	76	< 5		< 5
	2021-2022	5 (55.6%)	< 5 (44.4%)	9	47 (65.3%)	25 (34.7%)	72	< 5	< 5	6
Grade 7	2019-2020	< 5 (20.0%)	< 5 (80.0%)	5	12 (50.0%)	12 (50.0%)	24			
	2020-2021	< 5 (50.0%)	< 5 (50.0%)	6	14 (53.8%)	12 (46.2%)	26	< 5		< 5
	2021-2022	< 5 (66.7%)	< 5 (33.3%)	< 5	13 (50.0%)	13 (50.0%)	26	< 5		< 5
Grade 8	2019-2020	< 5 (66.7%)	< 5 (33.3%)	< 5	5 (41.7%)	7 (58.3%)	12			
	2020-2021	< 5 (50.0%)	< 5 (50.0%)	< 5	5 (38.5%)	8 (61.5%)	13			
	2021-2022	< 5 50.0%	< 5 (50.0%)	6	8 (53.3%)	7 (46.7%)	15			
SS1-3	2019-2020	5 (55.6%)	4 (44.4%)	9	13 (68.4%)	6 (31.6%)	19			
	2020-2021	< 5 (33.3%)	6 (66.7%)	9	12 (70.6%)	5 (29.4%)	17			
	2021-2022	< 5 (14.3%)	6 (85.7%)	7	12 (63.2%)	7 (36.8%)	19	< 5 (50.0%)	< 5 (50.0%)	< 5

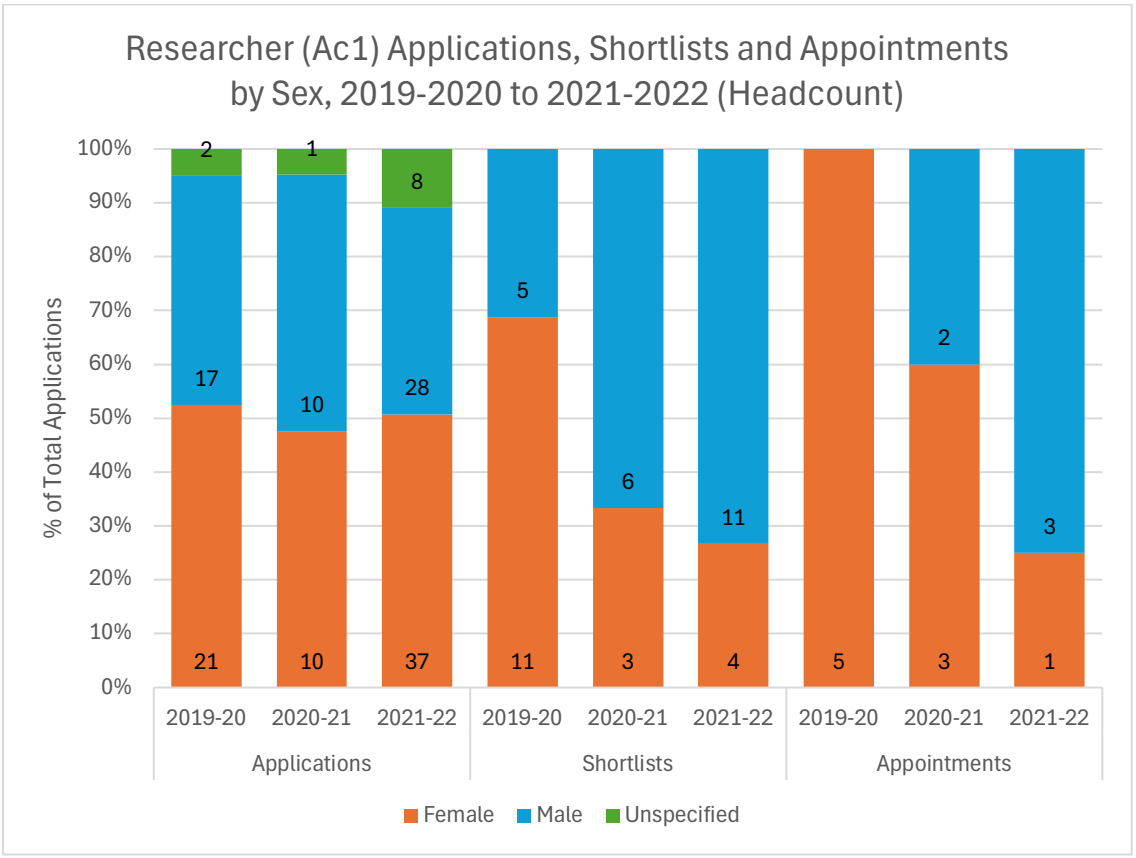
Graph 1: Overall applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



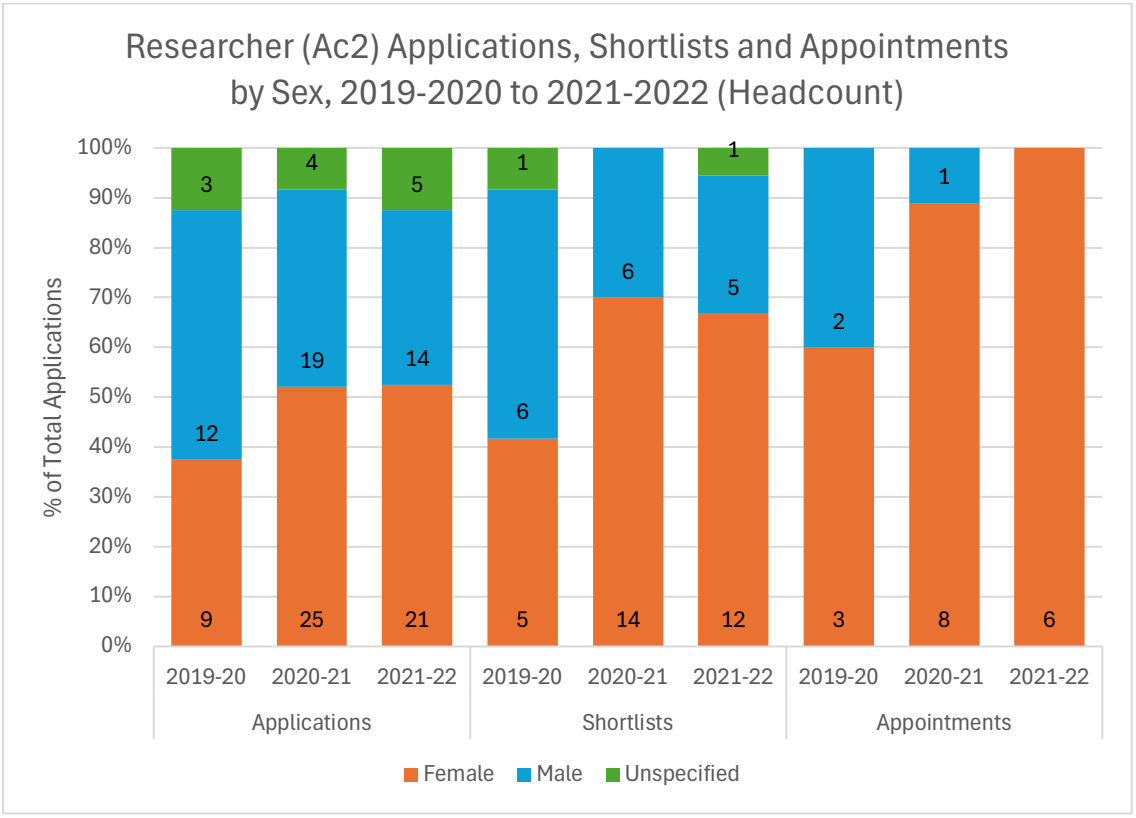
Graph 2: Academic applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20/ 2021-22.*



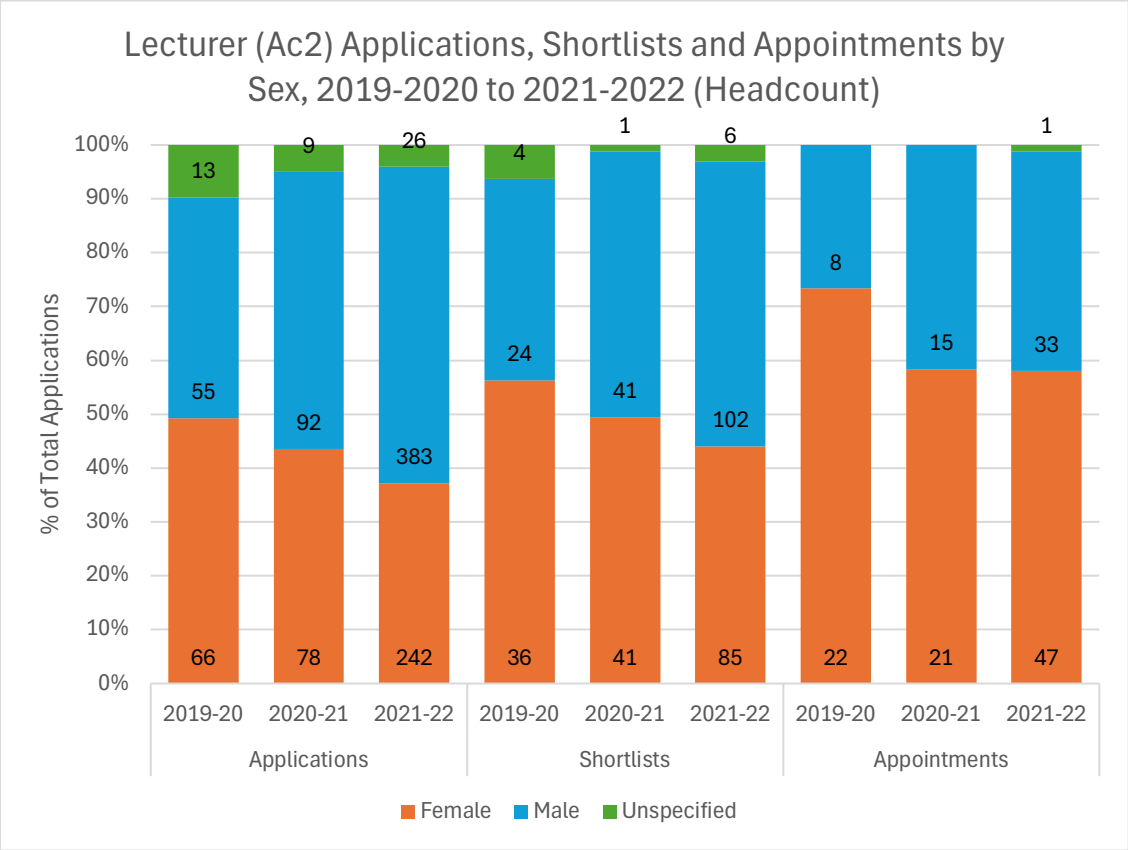
Graph 3: Researcher (Ac 1) applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



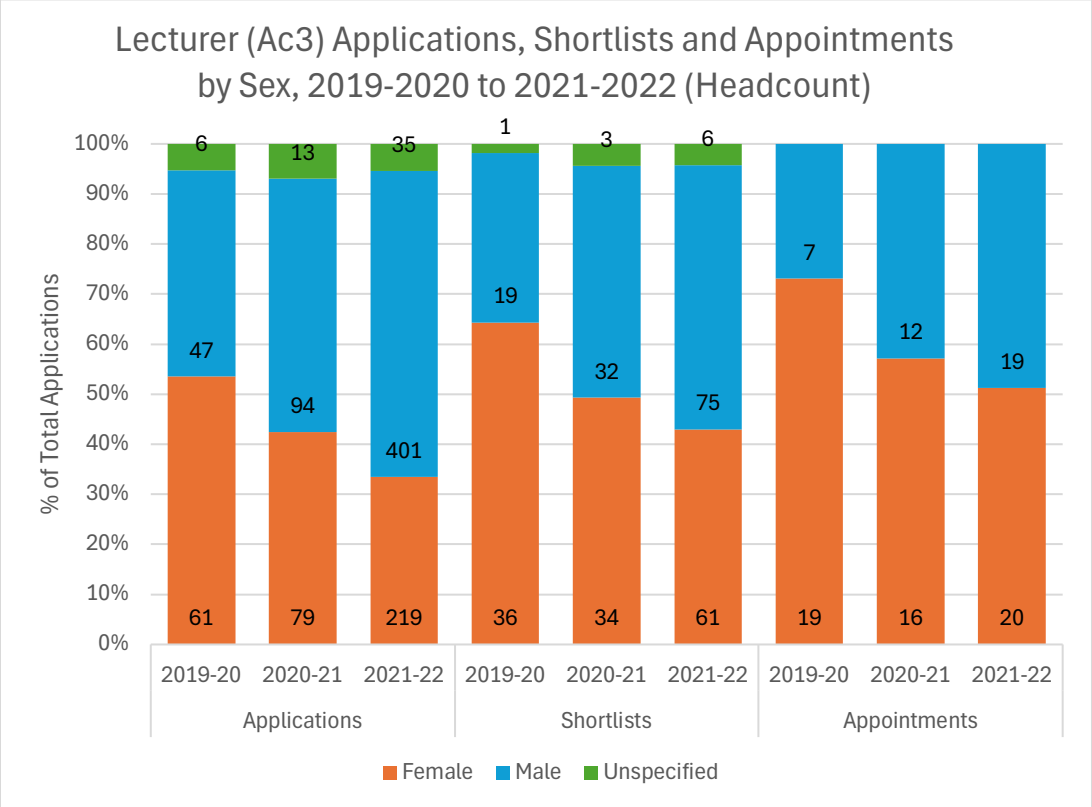
Graph 4: Researcher (Ac 2) applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



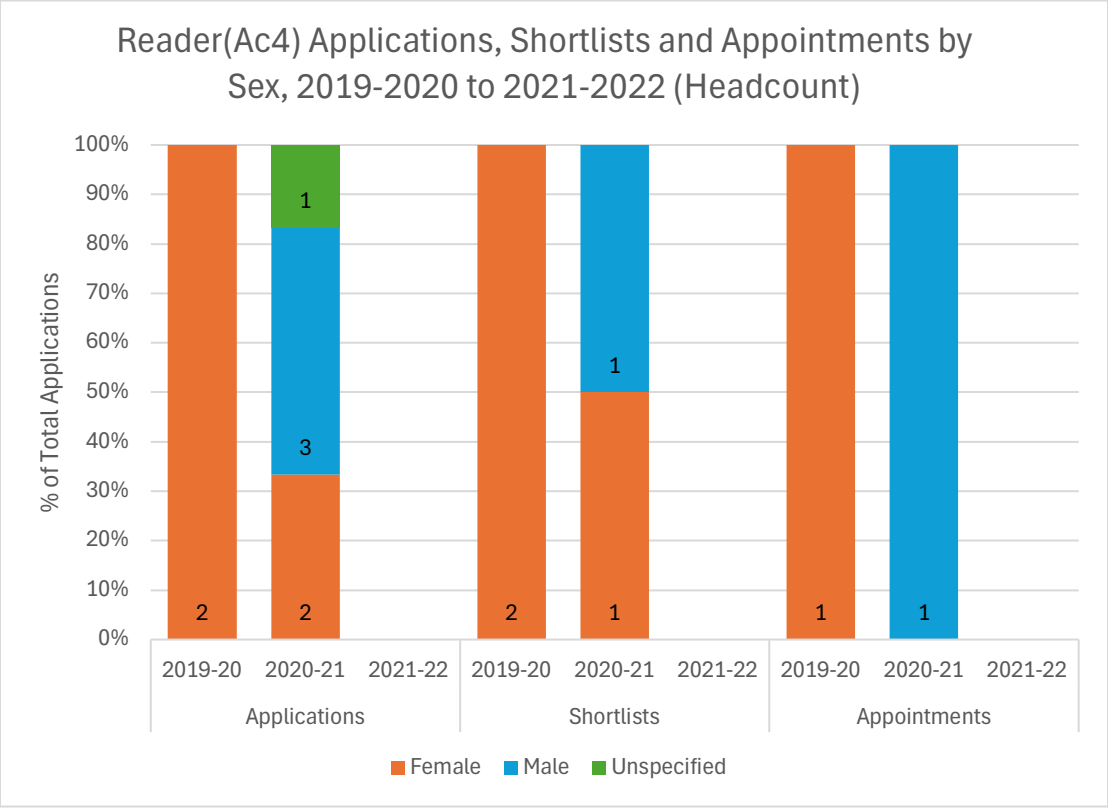
Graph 5: Lecturer (Ac 2) applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



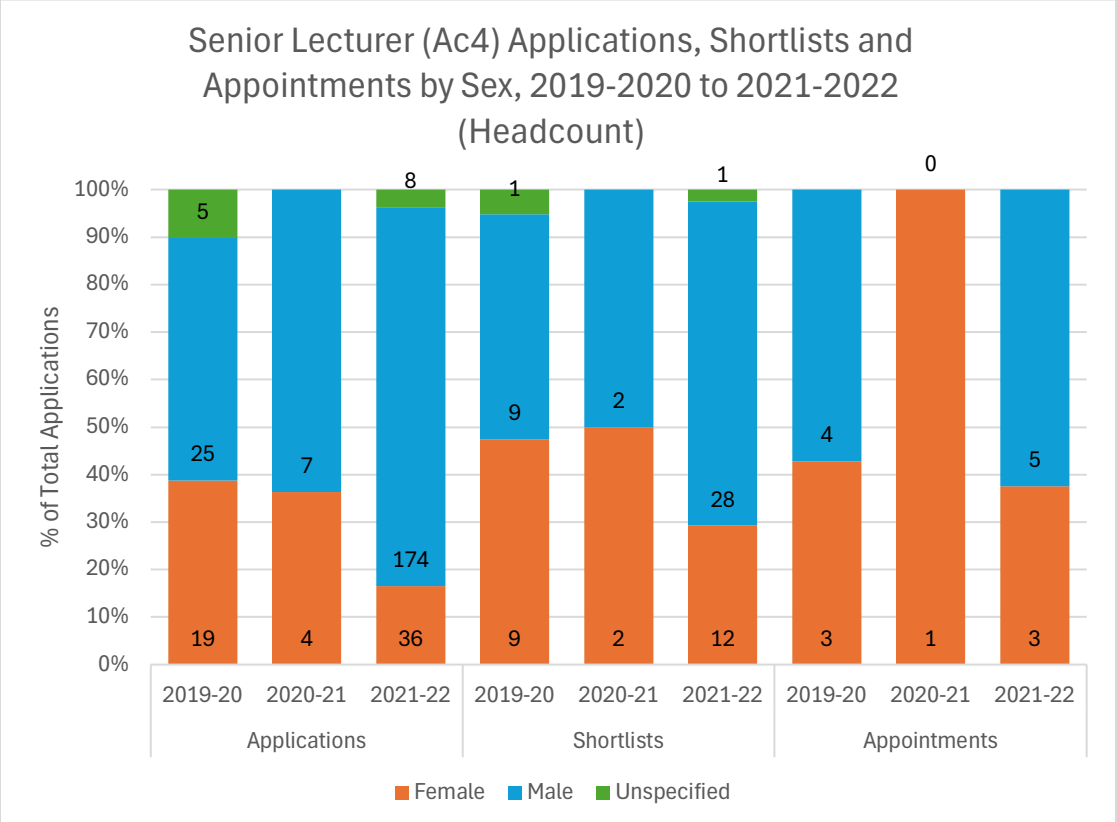
Graph 6: Lecturer (Ac 3) applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



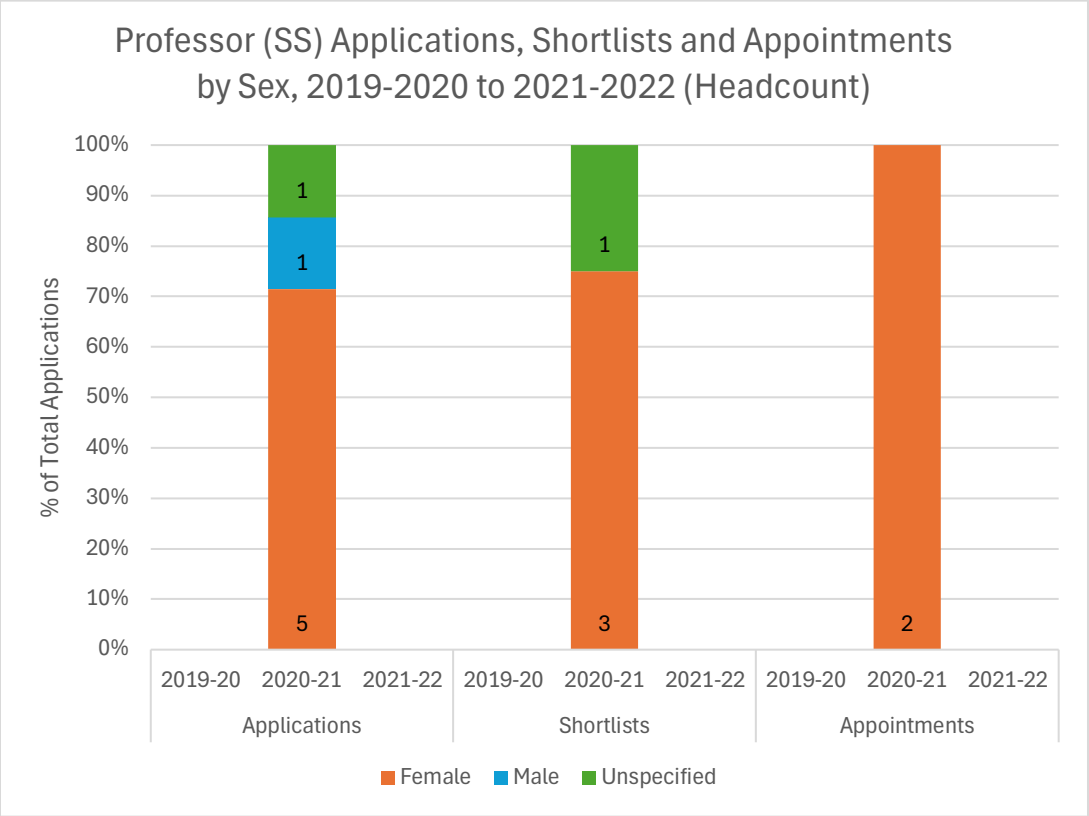
Graph 7: Reader (Ac 4) applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



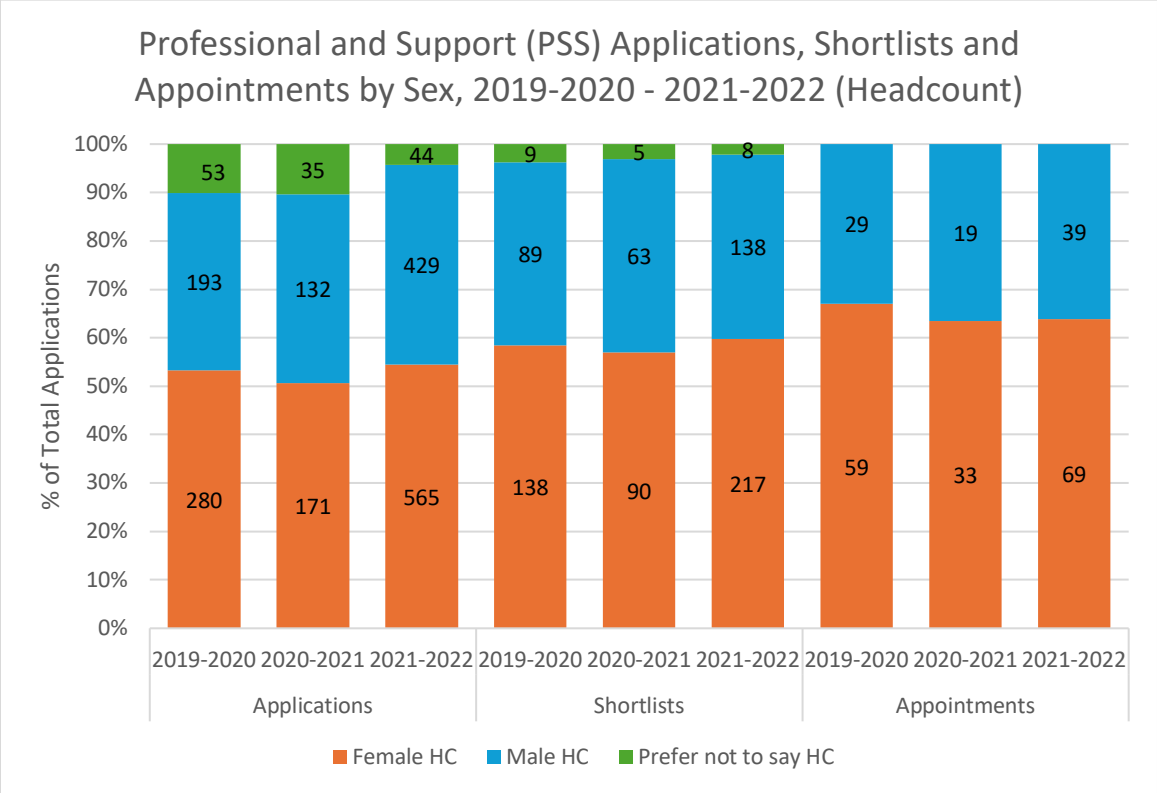
Graph 8: Senior Lecturer (Ac 4) applications, shortlists & appointments sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



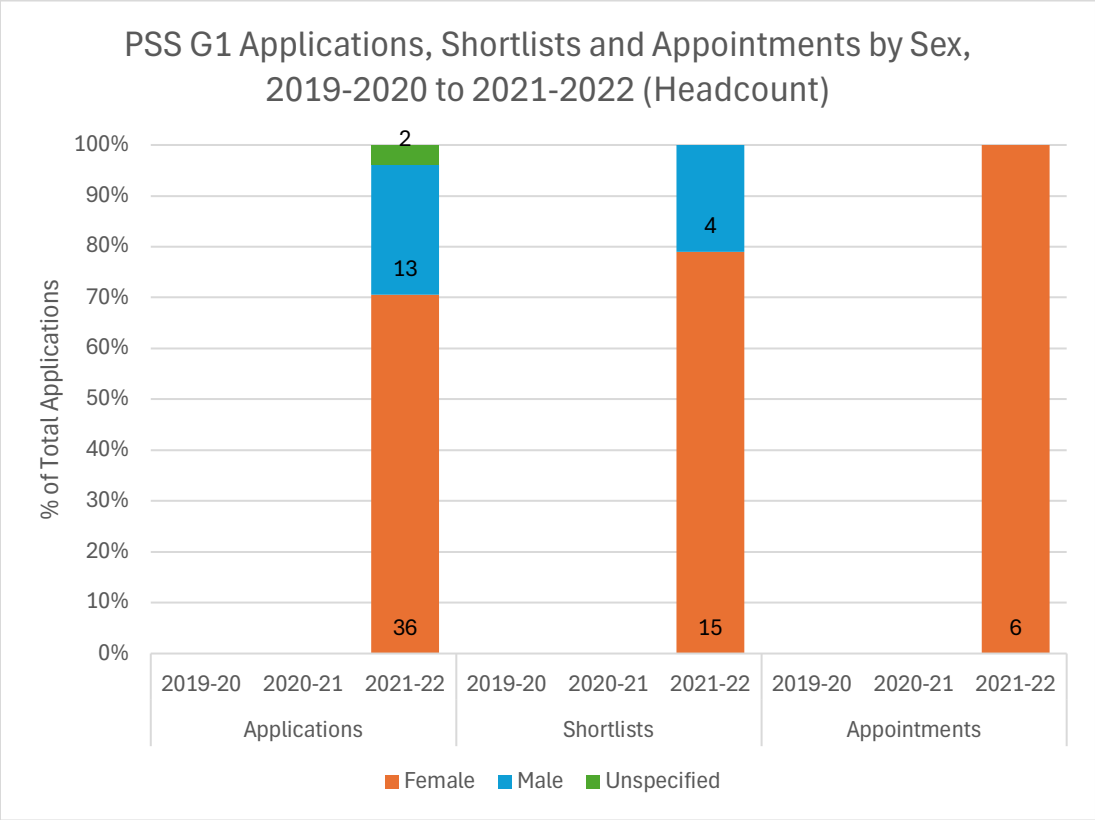
Graph 9: Professor (SS) applications, shortlists & appointments sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



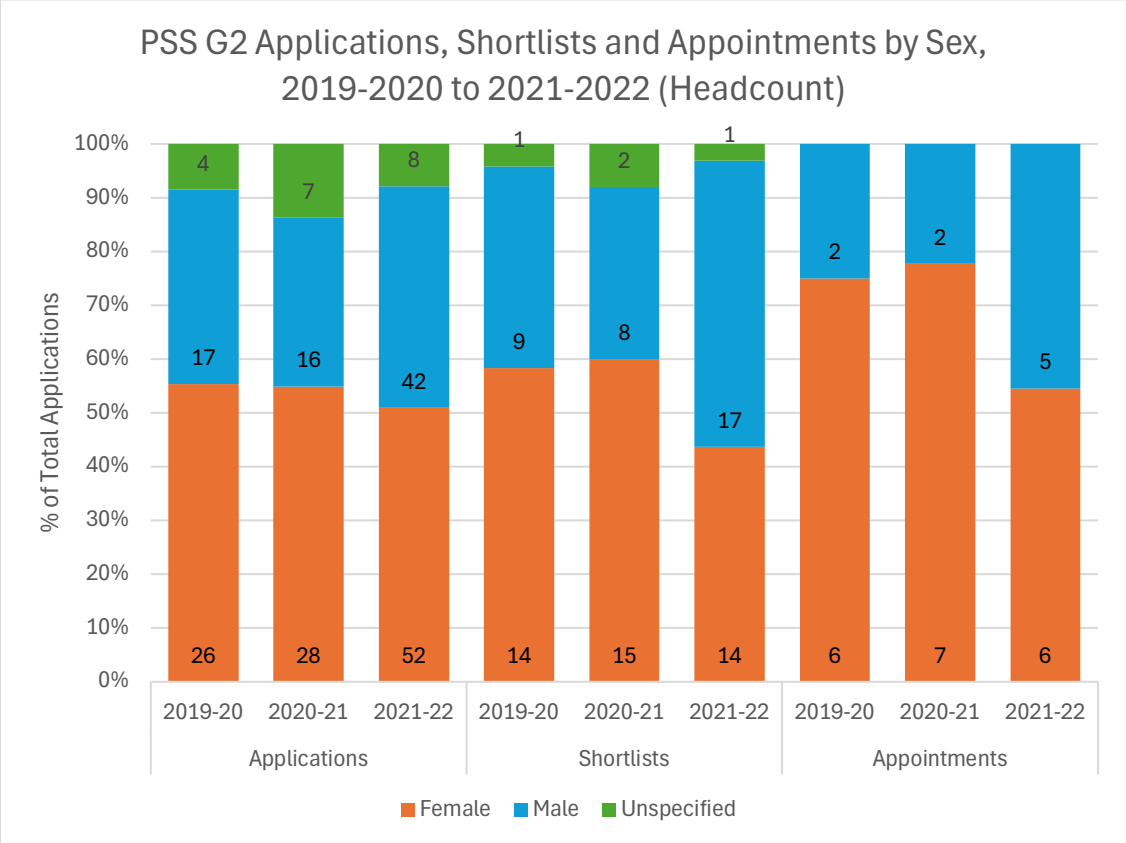
Graph 10: Professional and Support Services (PSS) applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



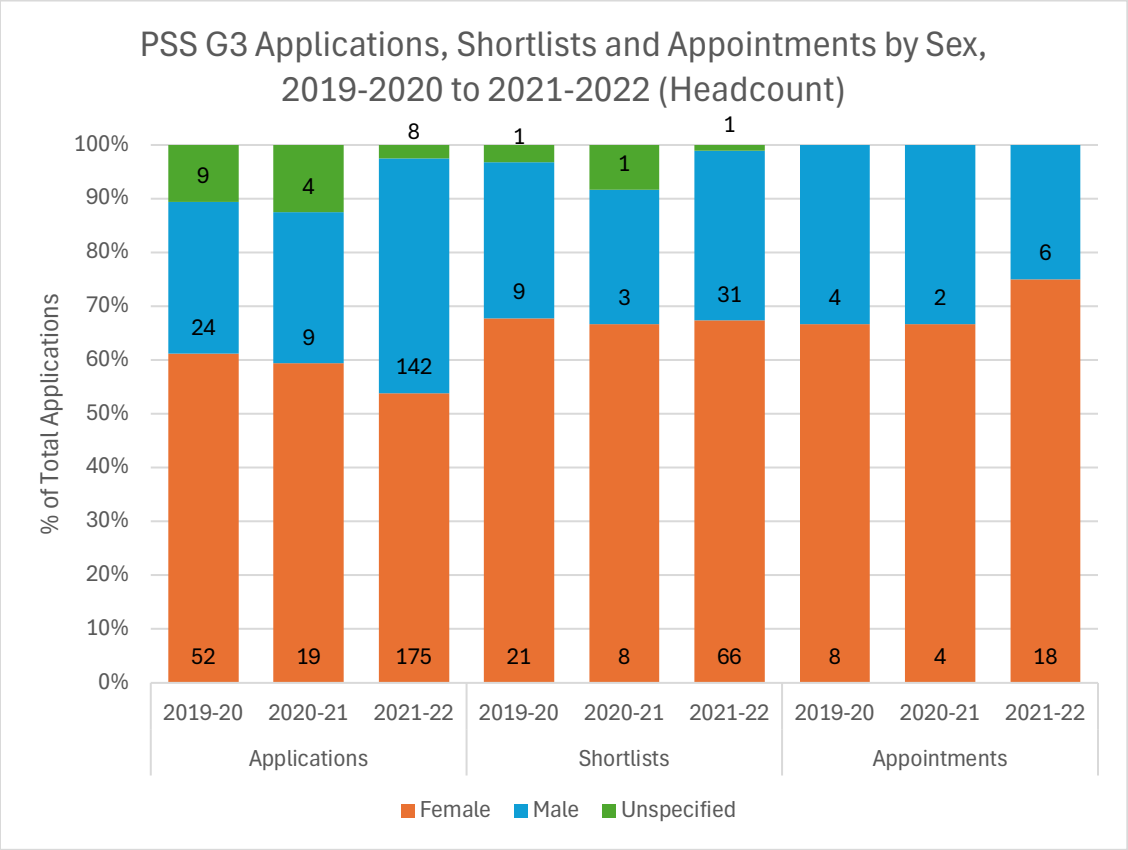
Graph 11: PSS Grade 1 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



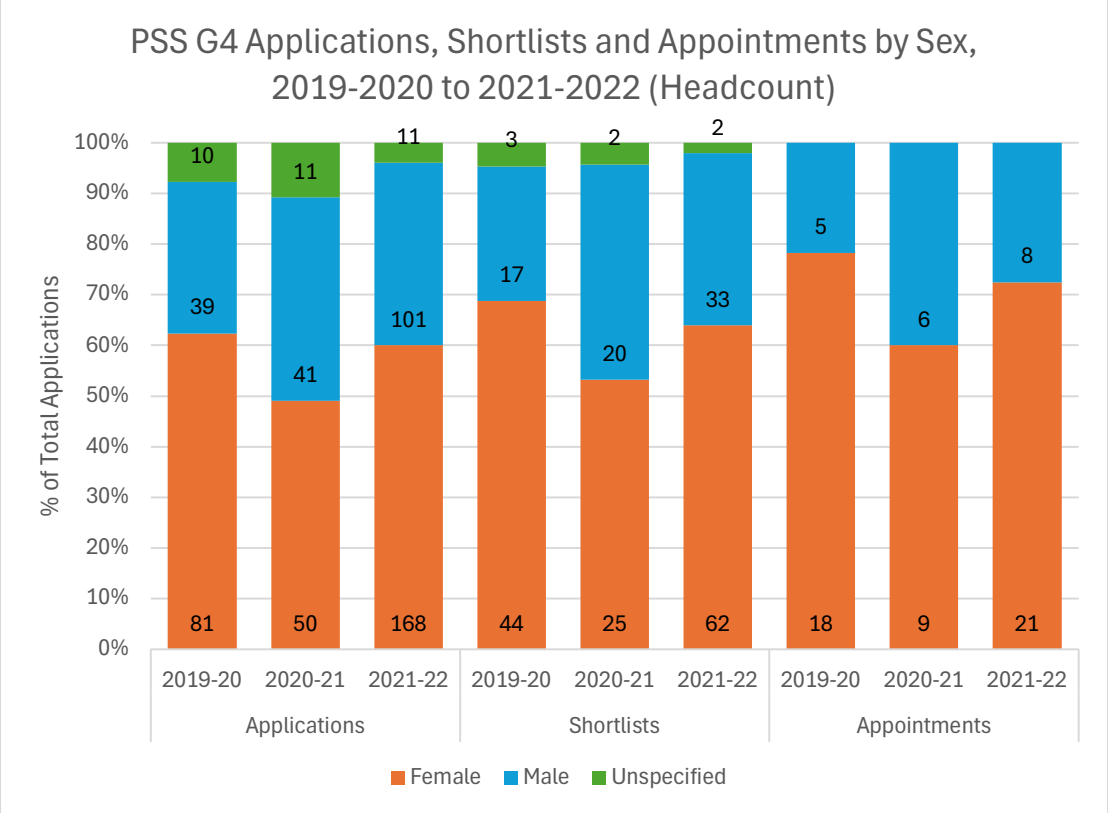
Graph 12: PSS Grade 2 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



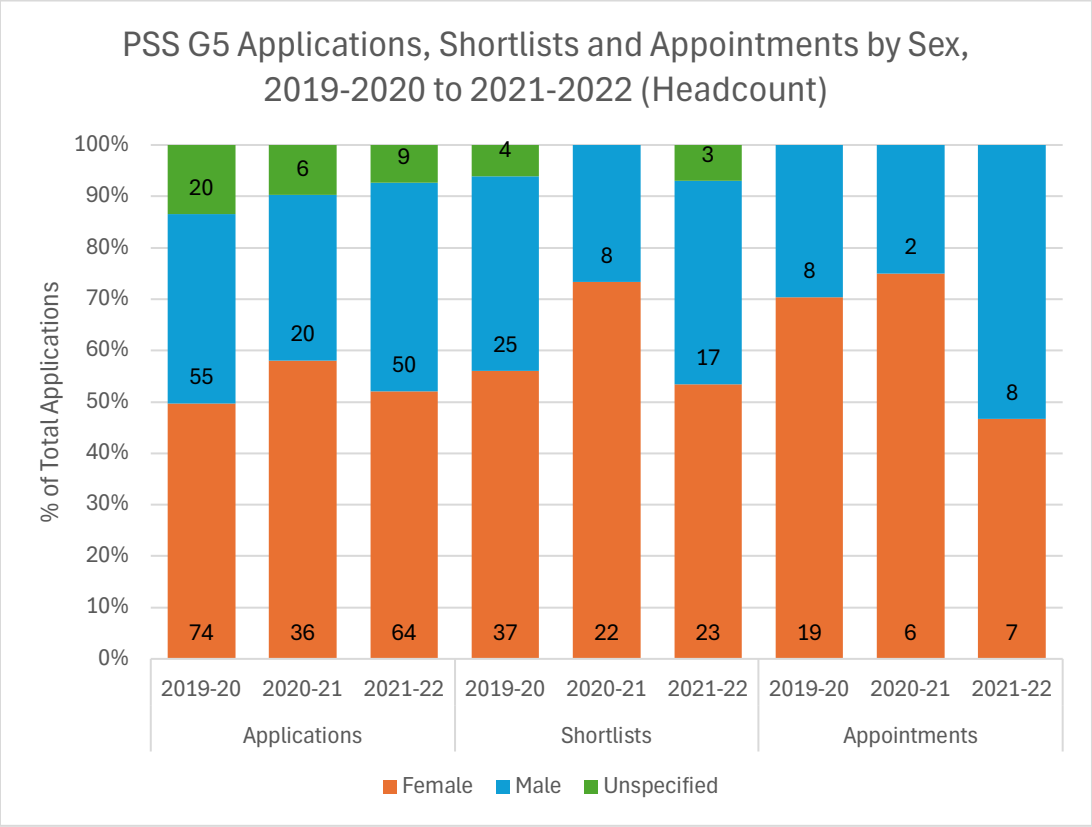
Graph 13: PSS Grade 3 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



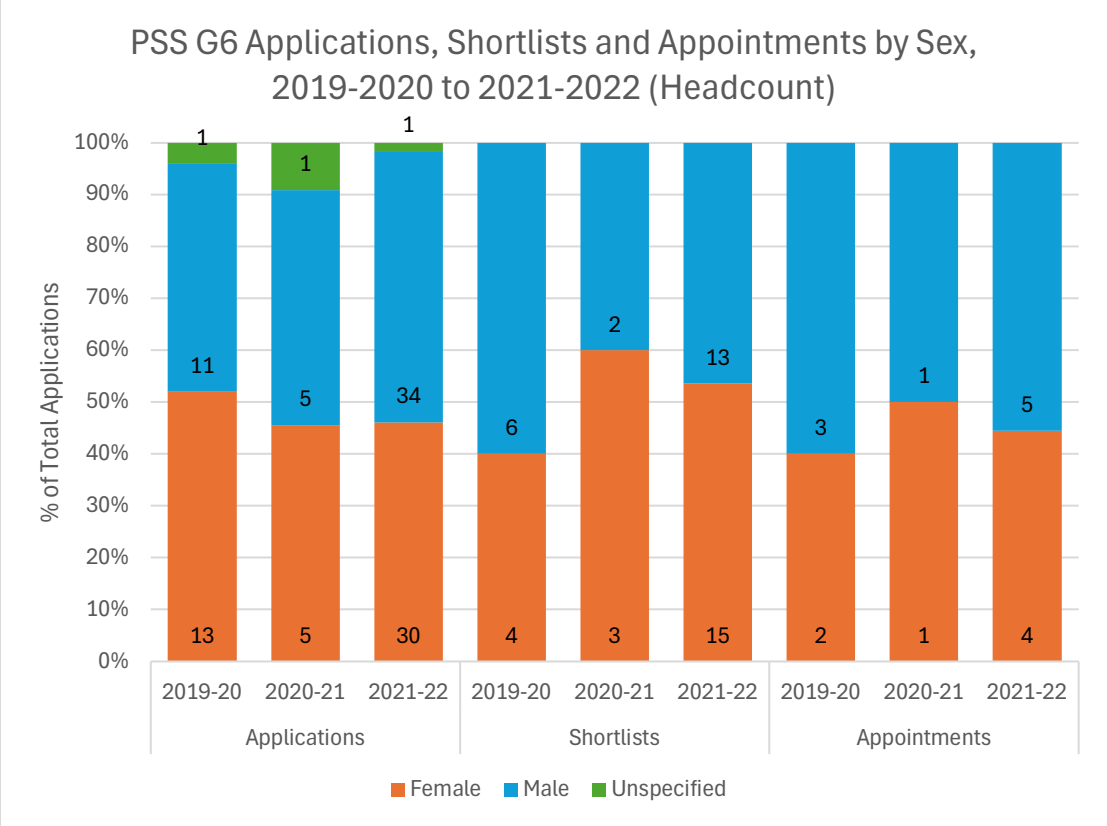
Graph 14*: PSS Grade 4 applications, shortlists & appointments by sex. Source: UWS Management Dashboards 2019-20 - 2021-22.*



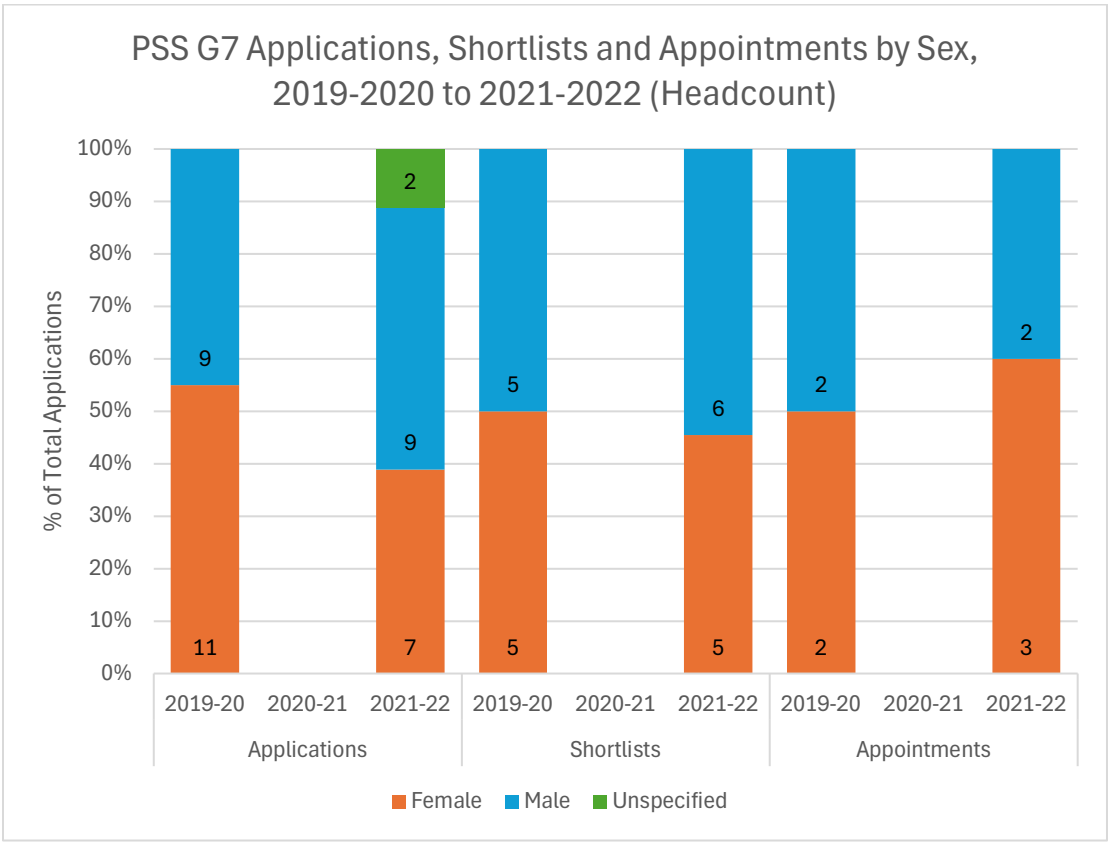
Graph 15: PSS Grade 5 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



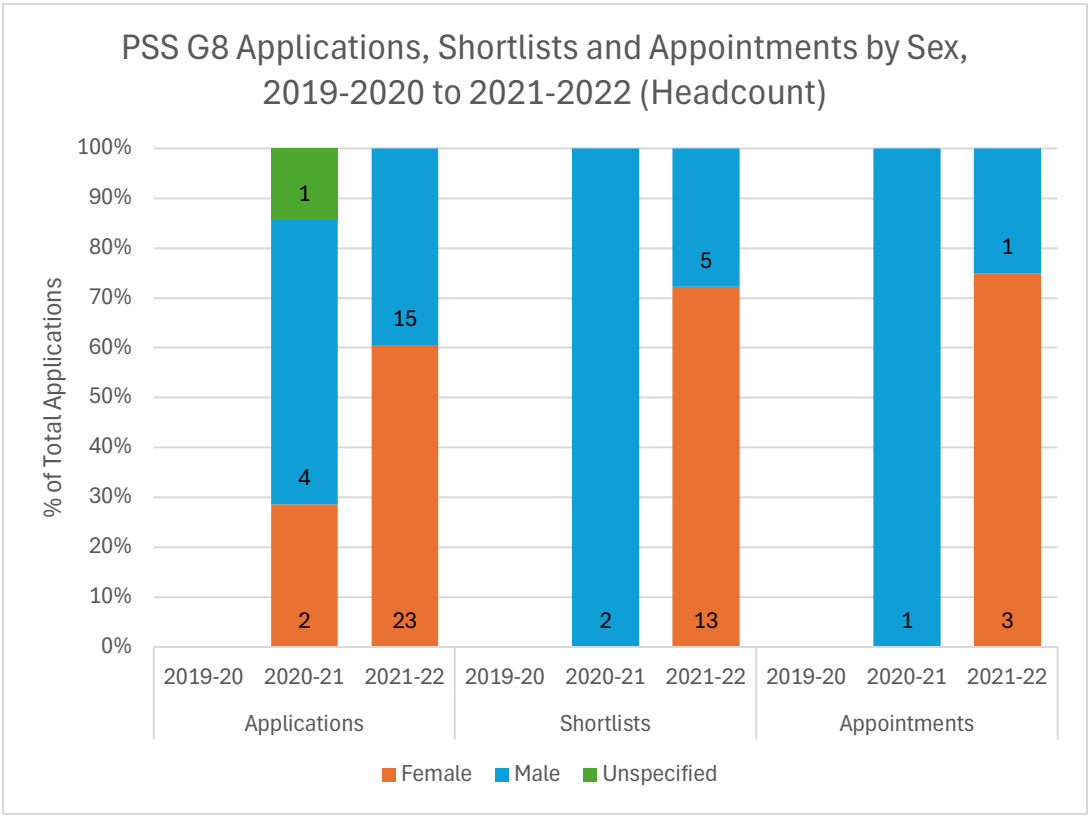
Graph 16: PSS Grade 6 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



Graph 17: PSS Grade 7 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



Graph 18: PSS Grade 8 applications, shortlists & appointments by sex. *Source: UWS Management Dashboards 2019-20 - 2021-22.*



Graph 19: Academic applications & promotions by sex, 2018 – 2019 and 2021 – 2022. *Source: UWS Management Dashboards 2019-20 - 2021-22.*

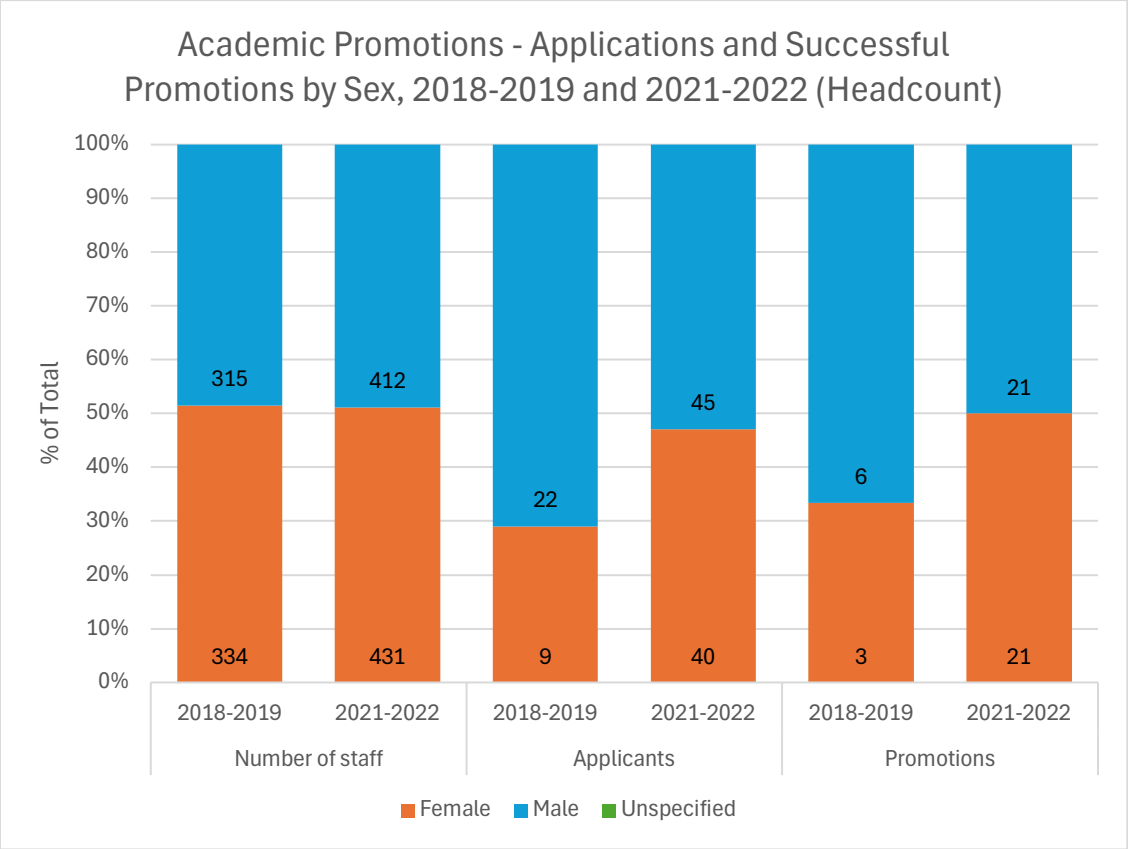


Table 34: Academic applications and promotions (Professor) by sex, 2018 – 2019 and 2021 – 2022.

Year	Sex	Applicants	Promoted	% Applicants Successful
2018-2019	All	6	< 5	50.0%
	Female			
	Male	6	< 5	50.0%
2021-2022	All	14	6	42.9%
	Female	5	< 5	20.0%
	Male	9	5	55.6%

Table 35: Academic applications and promotions (Reader) by sex, 2018 – 2019 and 2021 – 2022.

Year	Sex	Applicants	Promoted	% Applicants Successful
2018-2019	All	8	< 5	37.5%
	Female	< 5	< 5	66.7%
	Male	5	< 5	20.0%
2021-2022	All	23	7	30.4%
	Female	9	< 5	33.3%
	Male	14	< 5	28.6%

Table 36: Academic applications and promotions (Senior Lecturer) by sex, 2018 – 2019 and 2021 – 2022.

Year	Sex	Applicants	Promoted	% Applicants Successful
2018-2019	All	17	3	17.6%
	Female	6	1	16.7%
	Male	11	2	18.2%
2021-2022	All	35	17	48.6%
	Female	21	12	57.1%
	Male	14	5	35.7%

Table 37: Academic applications and promotions (Lecturer) by sex, 2021 – 2022 only.

Year	Sex	Applicants	Promoted	% Applicants Successful
2021-2022	All	13	12	92.3%
	Female	5	5	100.0%
	Male	8	7	87.5%

Table 38: Academic applications and promotions by sex and ethnicity, 2021 – 2022 only.

Sex	Ethnicity	Applicants	Promoted	% Applicants Successful
All		85	42	49.4%
Female	Total	40	21	52.5%
	Non-BAME	37	20	54.1%
	BAME	3	1	33.3%
Male	Total	45	21	46.7%
	Non-BAME	32	16	50.0%
	BAME	13	5	38.5%

Table 39: Women's Leadership Development Programme participants now in promoted posts (2019 – 2023)

Year (cohort)	Job role	Participants	Participants in promoted posts (2024)	% participants in promoted posts (2024)
2019	Academic	7	5	71.4%
	PSS	8	6	75.0%
2020	Academic	7	4	57.1%
	PSS	10	9	90.0%
2021	Academic	7	3	42.9%
	PSS	5	4	80.0%

Note: the academic promotions process was paused during Covid (Note 1)

Table 40: UWS Pay Gap Data by academic year, 2020 – 2022 compared with ONS Gender Pay Gap data (source: Annual Survey of Hours and Earnings).

	2020		2021		2022	
	UWS	ONS	UWS	ONS	UWS	ONS
Mean	15.1%	13.9%	15.0%	14.9%	12.5%	13.9%
Median	23.3%	14.9%	20.0%	15.4%	8.5%	14.9%

Table 41: EDI Training Portfolio

Intersectionality Training
Transgender Awareness Training
Reasonable Adjustment Training
Recruitment Panel Chair Training
Equality Impact Assessment Training

Table 42: UWS colleagues accessing the Employee Assistance Programme, broken down by sex (where known), 2020 - 2022

Year	Female	Male	Not given	Total
2020-2021	66 (61.1%)	24 (22.2%)	18 (16.7%)	108 (100%)
2021-2022	103 (50.5%)	37 (18.1%)	64 (31.4%)	204 (100%)

Table 43: UWS students accessing the Wellbeing Service, broken down by sex (where known), 2020 - 2022

Year	Female	Male	Not given	Total
2020-2021	391 (69.1%)	173 (30.6%)	<5	566 (100%)
2020-2021	363 (70.3%)	152 (29.5%)	<5	516 (100%)
2021-2022	383 (69.6%)	167 (30.4%)	0	550 (100%)

Appendix 3: Glossary

Abbreviation	Full Term
ACDF	Academic Career Development Framework
AD	Associate Dean
AP	Action Plan
AS	Athena Swan
ASPIRE	Academic, Social, and Professional Skills for Innovation, Reflection, and Endeavour
BAME	British, Asian, and Minority Ethnic
BCI	School of Business and Creative Industries
BME	Black and Minority Ethnic
CEPS	School of Computing, Engineering, and Physical Science
DVC	Deputy Vice-Chancellor
EAP	Employee Assistance Programme
ECR	Early Career Researcher
EDI	Equality, Diversity, and Inclusion
EDIC	Equality, Diversity, and Inclusion Committee
EDIWC	Equality, Diversity and Inclusion and Wellbeing Coordination group
ESS	School of Education and Social Sciences
f	Female
fig	figure
FT	Full-time
FTC	Fixed Term Contract
FTE	Full Time Equivalent
GATI	Gender Advancement for Transforming Institutions
GDPR	General Data Protection Regulation
HC	Head Count
HE	Higher Education
HEA	Higher Educational Authority
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HLS	School of Health and Life Sciences
HREiR	Human Resources Excellence in Research
JNCC	Joint Negotiation and Consultation Committee
KTP	Knowledge Transfer Partnerships
L & T	Learning and Teaching
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexual, Asexual, Plus
m	Male
MC	My Contribution
NSS	National Student Survey
NUS	National Union of Students UK
PGR	Postgraduate Research
PGT	Postgraduate Taught
PSED	Public Sector Equality Duty

PSS	Professional and Support Services
PTO	Professional Technical Operational
PVC	Pro Vice-Chancellor
R & I	Research and Innovation
REF	Research Excellence Framework
RPG	Resources and People Committee
SAAS	Student Awards Agency Scotland
SAT	Self-Assessment Team
SAUWS	UWS Student Union
SCQF	Scottish Credit and Qualifications Framework
SE 22	2022 Staff Engagement Survey
SMART	Specific, Measurable, Achievable, Realistic, Time-bound
SP 23	2023 Staff Engagement Pulse Survey
STEM	Science, Technology, Engineering, Maths
SU	Student Union
TOR	Terms of Reference
TU	Trade Unions
UN SDGs	United Nations Sustainable Development Goals
UWS Policy	UWS Policies, Procedures, and Guidance
VCE	Vice-Chancellor's Executive
VP	Vice-Principal
WLDP	Women's Leadership Development Programme
WP 23	2023 Wellbeing Pulse Survey



At UWS, we believe in our students' future.

We have a proud record in delivering world-ready graduates who will design, shape and build a new future. We are pioneers in developing effective interactions with global business, industry and the public and voluntary sectors. With our cutting-edge courses, practical knowledge, and intelligent teaching, we help our students get ahead.

Through our innovative learning partnership we invest in people's potential to shape their future. Built on uniting students, professionals, industry and our communities, this partnership stretches from the West of Scotland around the world.

We believe in the transformative power of active learning and engagement. We treat our students as individuals, partners and potential leaders in their fields and professions, providing them with the globally relevant knowledge, skills and confidence to think critically and to challenge received wisdom.

UNIVERSITY OF THE WEST of SCOTLAND

UWS

uws.ac.uk

University of the West of Scotland is a registered Scottish charity. Charity number SC002520