

UWS Equalities Mainstreaming Report 2026



UNIVERSITY OF THE
WEST of SCOTLAND
UWS



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Foreword

The background is a solid blue color with a pattern of stylized, semi-transparent silhouettes. On the left, there are several human figures of varying heights and orientations, some appearing to be in conversation. On the right, there are vertical rectangular shapes of different heights, resembling a city skyline or a set of data bars. The overall aesthetic is clean and modern, with a focus on human and urban elements.



As Principal and Vice-Chancellor of the University of the West of Scotland (UWS), I am proud to reflect on the progress achieved since the publication of our Equalities Mainstreaming Report in 2025.

Our 2026 Mainstreaming Report sets out a range of achievements including, the progress made through our Athena Swan Action Plan; our celebrations for International Students' Day; and the many events and initiatives led by our Employee Networks, which have continued to expand and strengthen.

The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) have jointly identified the most persistent inequalities within Scotland's colleges and universities. Institutions have been asked to address these issues by contributing to a set of National Equality Outcomes (NEOs) as part of their Public Sector Equality Duty. In last year's report we set out the NEOs to which UWS has committed; this report provides an update on the progress made over the past twelve months.

The [NEO Sector Summary Report 2025](#), published by the SFC in March 2026, highlights UWS's continued commitment to our mission to advance social inclusion and reduce inequalities. The report cites UWS in areas of good practice more frequently than any other university in Scotland.

In 2025, the University published Strategy 2030, our strategic plan for the next five years. It sets our direction of travel and aligns our priorities to ensure we deliver impact in the areas that matter most to our communities and stakeholders.

As part of Strategy 2030, we reaffirmed our University values. These four values – Inclusivity, Respect, Integrity and Accountability – guide how we work together to achieve our purpose. They also underpin our ongoing commitment to equity, diversity and inclusion.

I look forward to continuing to support an inclusive culture that celebrates difference and enables all colleagues and students to thrive.

At UWS, diversity is – and will continue to be – one of our greatest strengths. We are a University where ability, not background, matters; where global communities come together to transform lives and positively shape the future through connection, collaboration and growth. I am pleased to commend this report to you and to reaffirm our commitment to sustained progress in advancing equality.

PROFESSOR JAMES A. MILLER FRSE

Principal and Vice-Chancellor

At the University of the West of Scotland (UWS), we are dedicated to embedding equality at the core of our mission. Our commitment to raising aspirations, increasing opportunities, and inspiring achievement drives everything we do.

This 2026 report reviews the progress UWS has made in fulfilling the general and specific duties outlined in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

This report is divided into two sections:

1. Mainstreaming Equality at UWS

This section highlights how UWS has successfully mainstreamed equality across all aspects of university life. We have made substantial strides in promoting an inclusive environment where every individual can thrive.

2. Progress on the 2025 – 2029 National Equality Outcome Action Plan

This section considers the Action Plan related to our 2025 – 2029 National Equality Outcomes and reviews our progress against each action as published in the 2025 Mainstreaming report.



Mainstreaming Equality

Eliminating unlawful
discrimination, harassment,
and victimisation.

Athena Swan Action Plan Successes

Following the retention of our Athena Swan Bronze Award, in 2025 UWS made good progress against our comprehensive five-year Athena Swan Action Plan.

The Athena Swan Charter

The Athena Swan Charter supports the progression of gender equality, providing a framework that promotes inclusivity across all roles within the university. Progress against the action plan is driven by a dedicated Athena Swan Self-Assessment Team, made up of key representatives from each School across the University and co-chaired by the Deputy Vice-Chancellor.

Key Successes

In 2025, UWS made progress against key actions:

- **Create mechanisms to ensure consistent support for EDI Champions in advancing EDI work:**
 - Information pack collaboratively developed for EDI Champions with Terms of Reference, network links, and resources to support their delivery of EDI work and personal professional development.
- **Implement a revised and inclusive Equality Impact Assessment (EIA) process that supports the effective management of equality impacts:**
 - New Equality Impact Assessment App and Knowledge Hub launched in September 2025 to streamline the EIA process and provide guidance and support for staff.

- The Knowledge Hub provides staff with an updated EIA toolkit, user guidance for the app, examples of good Equality Impact Assessments, and protected characteristics factsheets with evidence, research and data on each characteristic. This supports staff to develop consistent, meaningful Equality Impact Assessments to embed equity into decision-making across the university.
- **Improve equal pay based across gender:**
 - Through the recruitment and selection process, monitoring of starting salaries was implemented to ensure that they adhere to new Starting Salary Guidance. Any proposals to offer a starting salary above the standard parameters must be formally submitted through a review and approvals process, where all cases are reviewed in line with the established criteria, and no exceptions are made outside of this process.
 - This ensures consistency, fairness, and alignment with our internal pay framework to improve equal pay.
- **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.**
 - The Student Success Team supported 4,448 students in the 24/25 academic year, delivering a total of 6,635 targeted interventions to foster retention and drive academic progression. 95% of students who had outreach were retained this academic year from Term 1 to Term 2.

Athena Swan Action Plan Successes

Why this matters:

- **Embedding equity into decision-making:** Improving the Equality Impact Assessment process promotes equitable outcomes as an expected part of UWS operations.
- **Reducing systemic barriers:** Implementing a robust starting salary process helps prevent inequity and creates fairer conditions for career entry and progression.
- **Improving student success through targeted support:** Delivery of targeted interventions demonstrates our proactive approach to supporting our diverse student population.



Maximising Social Value through Procurement

At UWS, our procurement strategy is driven by a commitment to secure maximum social value from our spending with suppliers. This objective is a cornerstone of the UWS Procurement Plan, wherever possible, seeking to ensure that every procurement decision we make contributes positively to social, environmental, and economic wellbeing.

Embedding Social Responsibility in Procurement

We prioritise the integration of equal rights, non-discrimination, and environmental sustainability in our procurement processes. By embedding these considerations, we aim to foster a culture that upholds the highest standards of fairness, dignity, and respect.

Supporting Equality, Diversity, and Human Rights

To reinforce our commitment, every UWS tender includes a critical question: “What methodology does your organisation have in place to support the UWS Equality, Diversity, and Human Rights Code?”

This code is designed to establish an inclusive culture free from discrimination, ensuring that all interactions are grounded in our core values.

Why This Matters

- **Promoting Fairness:** Ensuring that all suppliers align with our values of equality and non-discrimination.
- **Environmental Stewardship:** Encouraging sustainable practices that benefit the environment.
- **Economic Wellbeing:** Supporting economic practices that contribute to the overall wellbeing of our community.



**Fostering good
relations between
people from
different groups**

Celebrating International Students' Day at UWS

International Students' Day at UWS provides an opportunity to support our international student population and celebrate our university's diverse cultures. This year our events promoted cultural exchange and positive relationships between different groups of students by providing a platform to share cultures and support wellbeing.

Events across our campuses

The International Student Support Team delivered events across London, Paisley and Lanarkshire campuses in November 2025. All enrolled international students were invited to attend, which totals around 6000 students. Students were encouraged to come dressed in something that represented their home country or culture, or a blend of their own culture and Scottish attire.



Key Activities

Various engaging activities were delivered at each event, including:

- A photobooth with Scottish themed props and custom backdrops – from kilts paired with African prints to saris adorned with tartan shawls, the photobooth celebrated cultural exchange and creativity. Every student who participated received their printed photo strip as a keepsake.
- A collaborative language project – students wrote messages on a large canvas to express feelings about what surprises them about Scottish culture.
- UWS Student Societies from China, Nepal and India promoted their country's culture, food, and traditions at stalls.
- Communications promoting the breadth of support available to international students at UWS were highlighted at each event.

Why This Matters

- **Promoting cultural understanding:** The events provided opportunities for our UWS community to interact, learn from one another, and challenge misconceptions, helping build mutual respect and understanding.
- **Community cohesion through shared experiences:** By bringing home and international students together across campuses to participate in enjoyable, culturally affirming activities, we promoted a campus environment where diversity is valued and celebrated.
- **Supporting inclusion and wellbeing:** Communicating the support available to international students and creating a welcoming environment made students feel recognised, supported and included, reducing social isolation.

Employee Network Growth and Development at UWS

At UWS, we are proud to support a vibrant community of Employee Networks and an Employee Group, each dedicated to fostering inclusivity, support, and professional growth. Our seven Employee Networks are: the Carers Network, Black and Minority Ethnic (BME) Network, Menopause Network, HighHER (Women's Leadership Development Network), Men's Head On (Men's Health and Wellbeing Network), LGBTQIA+ Network, and the Armed Forces Family Network. We also have an employee Disability Consultation Group.

Key Activities and Events

Our Employee Networks ran various exciting, inclusive activities and events throughout 2025. Some highlights include:

Armed Forces Family Network: The network was formally launched at an event in April 2025 where UWS signed the Armed Forces Covenant – a promise to those who serve or have served in the armed forces and their families that they will be treated with fairness and respect in the communities, economy, and society they serve with their lives. In November, members of the network attended and laid wreaths on behalf of UWS at local remembrance services near each of our campuses in Ayr, Dumfries, Lanarkshire, London and Paisley.

Carer's Network: In May the network held a Support Information Event for Carers at Paisley campus to provide information to colleagues about available services. Carers Trust, Renfrewshire Carers Network, and UWS Carers Academy attended and provided details of their available services and support.

HigHER: In February the network hosted an event at Lanarkshire campus in collaboration with the Carer's Network to celebrate International Women and Girls in Science Day. Three speakers from the School of Health and Life Sciences; Dr Mia Burleigh, Dr Hayley McEwan and Professor Louise Ritchie shared their personal journeys and how they have contributed to a positive view of woman in science through their research.

Menopause Network: In May the network hosted Clare Knox from See Her Thrive, a leading voice in women's health education, in an online session on Menopause in the Workplace. For World Menopause Month in November, the network ran a survey for colleagues to gather experiences of menopause symptoms and the impact on quality of work and life.

Men's Head On Network: As part of Men's Health Awareness Month in November, the network ran an online Suicide Prevention Workshop for all colleagues. In 2025 the network also developed and coordinated a series of podcasts on Men's Mental Health, launching early 2026.

Why Our Networks Matter

- **Building community:** The networks seek to offer safer and bolder affinity spaces where colleagues can connect authentically, fostering a sense of belonging and psychological wellbeing.
- **Raising awareness and education:** The networks host events and learning opportunities that increase understanding across the wider workforce.
- **Driving positive change:** By sharing lived experiences and collective insight, networks amplify voices and encourage continuous improvement at UWS.



The background features a dark purple gradient with various shades of pink and purple. It is filled with abstract, overlapping shapes including circles, rectangles, and silhouettes of human figures, creating a sense of a diverse group of people.

Advancing Equality of Opportunity

Scottish University of the Year for Social Inclusion



In September 2025, University of the West of Scotland (UWS) was named The Times and The Sunday Times Scottish University of the Year for Social Inclusion 2026.

UWS is a leading institution for widening participation in higher education, committed to driving social inclusion and reducing inequalities through education, research and knowledge exchange. The University was also ranked first in the Higher Education Policy Institute's Scottish Social Mobility Index.

The criteria used by The Times and The Sunday Times for Scottish University of the Year for Social Inclusion sees factors such as state school admissions, Minority Ethnic students, black awarding gap, white working class, low participation areas/ deprived areas, first-generation students, disabled students and mature students alongside data sourced from HESA, UCAS and the Scottish Index of Multiple Deprivation.

“

We're incredibly proud to be named as the leading university in Scotland for social inclusion through the Times and Sunday Times Good University Guide. This accolade recognises our deep commitment to supporting our diverse student population and the impact our graduates make in the communities they serve. ”

PROFESSOR JAMES MILLER, Principal and Vice-Chancellor

Why This Matters

- **Recognising our effective widening-participation work:** This award spotlights our strategic and operational efforts to support under-represented groups reinforcing the importance of continuing and expanding initiatives that remove barriers to higher education.
- **Demonstrating impact on social mobility:** UWS is enabling students from disadvantaged backgrounds to access, succeed in, and benefit from higher education.
- **Addressing inequality:** This recognition illustrates our commitment to addressing structural inequalities across multiple protected and under-served groups.

Women's Leadership Development Programme Lite

This programme was developed as a shorter, more accessible version of the highly popular Women's Leadership Development Programme (WLDP) to meet demand from colleagues unable to commit to the full programme. The inaugural *Women's Leadership Development Programme Lite* launched in April 2025 and provided 19 participants from all five campuses with a weekly, book-club style development opportunity focused on the book *'How Women Rise'* by Sally Helgesen and Marshall Goldsmith. Sessions were facilitated by Women's Leadership Development Programme alumni, creating a safe, supportive environment for reflection, discussion, and skill-building. The programme format was designed to widen participation and provide a flexible format for leadership development.

Key successes:

- **High participant satisfaction:** 100% rated the programme as meeting expectations (avg. 8.8/10) and enhancing knowledge (avg. 9.2/10).
- **Positive behavioural shifts and goal setting:** Participants reported positive outcomes such as *"I won't be minimising my work and achievements anymore"*, achieving a career promotion during the programme, and applying for further study at Masters' level.
- **Strong peer network:** Participants described the programme as *"a genuinely safe and supportive space to share challenges and successes"* and *"an amazing opportunity to meet inspiring women"*.

- **Positive impact on facilitators:** Those leading sessions described it as *"a wonderful experience"* and valued the chance to contribute to women's leadership development. Several expressed interest in staying involved in future events, seeing facilitation as an opportunity for their own professional growth.

Why this matters:

- **Reducing barriers to participation:** By offering a shorter, flexible format, WLDP Lite enables women with limited time, caring responsibilities, or workload constraints to access leadership training.
- **Building agency:** WLDP Lite supports participants in overcoming gendered barriers to leadership, contributing to more equitable opportunities for development.
- **Creating supportive networks:** The creation of a safe peer community helps build social capital and support structures.





Progress on the 2025 - 2029 National Equality Outcome Action Plan

Equality outcomes are strategic and express results institutions will achieve to improve people's life chances over a four-year period. Universities and colleges in Scotland publish a set of equality outcomes to meet the Scottish specific duties of the Equality Act 2010 public sector equality duty every 4 years.

Overall, the purpose of the equality outcomes is to:

- Outline a framework for ensuring equality of opportunity, supporting diversity, and celebrating inclusion.
- Act as a tool to support positive change that impacts on students, staff and the University community as a whole.
- Enable everyone associated with the University to have a clear understanding of our commitment to equality, diversity and inclusion.
- Ensure that responsibility for equality, diversity and inclusion is clearly identified and led effectively from the highest levels.

The University of the West of Scotland adopted the National Equality Outcomes set by the Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) in 2025.

Please note that several National Equality Outcomes reference feelings of safety. Some of the activity and success measures below for these National Equality Outcomes utilise measures of a sense of belonging in line with the Scottish Funding Council National Equality Outcomes Data and Reporting Guidance which references 'feelings of safety' and 'sense of belonging' interchangeably.



National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
The retention outcomes for university students aged 25 and over will improve.	<p>The age groups where UWS sees the largest lack of retention are for those who are 20 years and under and those who are 30 years and over.</p> <p>UWS has limited data to understand the root cause of retention issues. Actionable insights will support targeted interventions.</p> <p>This NEO will not be adopted as those who are 20 and under also have lower retention rates at UWS. However, general action will be undertaken to develop our understanding of the root cause of retention issues and will include activity focused on general retention.</p>	Identification of baseline retention outcome data for university students at UWS that are aged 25 and over.	Use the data at programme level to identify where to focus activity to lessen the gaps in attrition for different student populations.	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.	Heads of Division	<i>Heads of Division working with Strategic Planning to improve use of student dashboard data on gender and age</i>	Amber
		Early intervention specialist assigned to each school.	Evaluate the effectiveness of early intervention specialists situated in each school to provide efficient personalised interventions where a student may disengage from study.	Improve retention outcomes for UWS students by 7 percentage points by 2029	Director of Student Success	<i>The overall retention rate for UG students into 2024-25 was 87.95%, aligned to the headline assumption of 88%. For continuing students, the continuing rate into 2024-25 was 90.34% above the 88% benchmark set for all schools</i>	Green
			Capture and review intersectional outcomes for UG and PGT students to understand the impact of sex, ethnicity, and domicile on progression.	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.	Director of Student Success	<i>One of Student Success key focus for 2025-2026 is: Data and insight – continued improvement in the provision of data in a timely manner, to agreed timescales and data definitions to increase confidence and comprehension and ensure correlation of action and impact.</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
The success and retention rates of college and university students who declare a mental health condition will improve.	Data shows us that across students and staff, males were less likely to engage with the wellbeing service. We do not currently analyse our retention data by students who declare a mental health condition.	Students are encouraged to disclose a mental health condition at applicant stage; this enables UWS to put any necessary individualised support in place well in advance of them starting their studies. Personalised support recommendations are formulated and shared with academic staff to accommodate the specific needs of students.	Implement monitoring process of success rates for those students who have declared a mental health condition by June 2026 to inform interventions or actions required.	Once baseline figure is established a success and retention target for students at UWS who have declared a mental health condition will be set and reported on in the interim PSED report in 2027.	Director of Strategic Planning and Development		Amber
		UWS runs campaigns throughout the academic year across social media and in-person on campus aimed at reducing stigma around mental health issues and encouraging students to seek help early. Awareness of the support available is also raised via physical attendance by the Wellbeing Team at key events such as open days and welcome events and via internal university communications.	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.	New student wellbeing survey participation rate target of 50% in year 1 (2026) to provide actionable insights.	Director of People and Wellbeing	<i>Activity to be delivered through Athena Swan Action Plan</i>	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
The success and retention rates of college and university students who declare a mental health condition will improve.	Data shows us that across students and staff, males were less likely to engage with the wellbeing service. We do not currently analyse our retention data by students who declare a mental health condition.	Staff Training on mental health awareness in Higher Education, inclusive teaching practice, suicide prevention, etc.	Develop 'Working Well' self-paced E-Toolkit and 'Leading Wellbeing' online session for managers.	By 2027 60% of line managers will have engaged with the E-Toolkit and/or completed the Leading Wellbeing online session.	People Experience Manager	'Leading Wellbeing' on track to roll out in February 2026	Green
Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.	88% positivity measure in response to the statement 'How well have teaching staff supported your learning?' in 2024 NSS survey. Further analysis is needed to determine if there is a large variation to this question for students who have disclosed a disability.	NSS Survey runs every year which includes the question 'How well have teaching staff supported your learning?'.	Analyse the NSS question 'How well have teaching staff supported your learning' by students who have disclosed a disability to identify if there is a variation in response.	Baseline figure identified by September 2025 from 2024 data.	Director of Strategic Planning and Development		
		Training developed to spread awareness of academic staff responsibility on implementation of reasonable adjustments.	Implement sessions for schools on reasonable adjustments for students by March 2025 to ensure academic colleagues have an awareness of their responsibilities.	Feedback from the sessions shows 70% of school staff felt the session enhanced their knowledge.	Head of Sport and Wellbeing	Reasonable Adjustments for Students Training delivered for the four Schools in February 2025	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.	<p>88% positivity measure in response to the statement 'How well have teaching staff supported your learning?' in 2024 NSS survey.</p> <p>Further analysis is needed to determine if there is a large variation to this question for students who have disclosed a disability.</p>	Annual support review meetings are conducted at the end of the academic year with students who utilise the Disability Service. These meetings are an opportunity to discuss the support and reasonable adjustments recommended for them.	Implement monitoring process of satisfaction rates for those students who have reasonable adjustments in place via the Annual Student Services evaluation by January 2026 to address any concerns and make changes moving forward.	Increase satisfaction rates of disabled students by 2027. (% improvement target will be set once baseline has been identified).	Wellbeing Manager	TBC	Amber
Disabled staff and students report feeling safe in the tertiary system.	<p>Our data shows that disabled staff overall respond 5% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>We currently do not hold data on feelings of student safety.</p>	UWS Colleague Survey is run on a biennial basis which includes the statement 'I feel a strong sense of belonging here'.	Consult with disabled staff to understand why they are less likely to have a feeling of belonging/safety at UWS by September 2025 to determine action required.	4 percentage point improvement post interventions in 2028 survey.	Equality, Diversity and Inclusion Consultant	<p>Activity delayed to 2026 due to reduced EDI resource</p> <p>Colleague Survey due 2026</p>	Amber
		Safe Zone app is available to all students and staff. The app directs users straight to security who then immediately call, text, or email depending on capacity to receive a phone call.	Identify baseline rate of feeling of safety of disabled students via the UWS Student Union Survey by June 2025 to determine action required.	4 percentage points improvement post interventions in 2028 survey.	Student Voice Manager, UWS Students' Union	TBC	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Disabled staff and students report feeling safe in the tertiary system.	Our data shows that disabled staff overall respond 5% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey. We currently do not hold data on feelings of student safety.	Training on different disabilities run to increase awareness and understanding e.g. neurodiversity training, deafblind training, mental health awareness etc.	Reasonable Adjustment training incorporated into Managers Toolkit to ensure People Managers have awareness of their responsibilities.	By 2027 60% of People Managers to have completed the Inclusive Leadership Chapter and/or online session.	People Experience Manager	<i>Refresh of Managers' Toolkit due 2026</i>	Green
			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.	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)	Athena Swan Self-Assessment Team Chair	<i>Activity under review by Athena Swan Self-Assessment Team February 2026</i>	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Disabled staff and students report feeling safe in the tertiary system.	<p>Our data shows that disabled staff overall respond 5% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>We currently do not hold data on feelings of student safety.</p>		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.	<p>Communication plan in place by March 2025.</p> <p>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.</p> <p>(baseline data currently unknown)</p>	Equality, Diversity and Inclusion Consultant	<p><i>Communication plan implemented October 2025, ongoing into 2026</i></p> <p><i>Survey activity under review by Athena Swan Self-Assessment Team February 2026</i></p>	Amber
		Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for disabled undergraduate students.	Improvement post interventions in 2026 survey. (% improvement target will be set once baseline has been identified).	Director of Student Success		Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on college Boards and university Courts.	<p>HESA data shows that the average percentage of disabled staff within the UK higher education sector is 7.7%. UWS has 7.1% who have disclosed a disability showing we are slightly under the benchmark.</p> <p>HESA data shows 7.1% of UK University Court membership has disclosed a disability. UWS Court is in line with this figure (exact percentage not disclosed as numbers are below reporting threshold) and therefore no specific action will be taken on University Court representation.</p>	Reasonable adjustments included in panel chair recruitment training.	Reasonable Adjustment training incorporated into Managers Toolkit to ensure People Managers have awareness of their responsibilities.	By 2027 60% of People Managers to have completed the Inclusive Leadership Chapter and/or online session.	People Experience Manager	<i>Refresh of Managers' Toolkit due early 2026</i>	Green
		Staff Training on mental health awareness in Higher Education.	Develop 'Working Well' self-paced E-Toolkit and 'Leading Wellbeing' Online session for managers.	By 2027 60% of line managers will have engaged with the E-Toolkit and/or completed the Leading Wellbeing online session.	People Experience Manager	<i>'Leading Wellbeing' on track to roll out in February 2026</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Trans staff and students report feeling safe to be themselves in the tertiary system.	<p>UWS data shows that staff who are trans and non-binary overall respond 8% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of trans student safety/belonging at UWS.</p>	UWS Colleague Survey is run on a biennial basis which includes the statement 'I feel a strong sense of belonging here'.	Consult with trans and non-binary staff to understand why they are less likely to have a feeling of belonging/safety at UWS by September 2025 to determine action required.	6 percentage point improvement post interventions in 2028 Colleague Survey to the statement 'I feel a strong sense of belonging here' from trans and non-binary staff.	People Experience Manager	<p><i>Activity delayed to 2026 due to reduced EDI resource</i></p> <p><i>Colleague Survey due 2026</i></p>	Amber
		Safe Zone app is available to all students and staff. The app directs users straight to security who then immediately call, text, or email depending on capacity to receive a phone call.	Identify baseline rate of feeling of safety of trans students via the UWS Student Union Survey by June 2025 to determine action required.	4 percentage points improvement of feelings of safety for trans and non-binary students post interventions in 2028 UWS Student Union Survey.	Student Voice Manager, UWS Students' Union	TBC	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Trans staff and students report feeling safe to be themselves in the tertiary system.	UWS data shows that staff who are trans and non-binary overall respond 8% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.	Implemented UWS Trans/non-binary inclusion guidelines and resources.	Incorporate UWS Trans and Non-Binary Guidance into university communication policies, procedures, and guidelines for staff and students.	By 2028, biennial Athena Swan survey data shows over 80% staff/student awareness of EDI policies, procedures, and guidance.	Equality, Diversity and Inclusion Consultant	<i>Review of Trans and Non-Binary guidance and comms planned Q1 2026</i>	Green
	There is currently no baseline data to indicate feelings of trans student safety/belonging at UWS.	Deliver transgender awareness training for employees and students.	Enhance safe support spaces for trans colleagues by growing and developing the LGBT+ Employee Network to allow colleagues to feel psychologically safe, heard and supported.	6 percentage point improvement post interventions in 2028 Colleague Survey to the statement 'I feel a strong sense of belonging here' from trans and non-binary staff.	Equality, Diversity and Inclusion Consultant	<i>LGBTQIA+ Employee Network re-started in 2025, re-launch event planned February 2026</i> <i>Colleague Survey due 2026</i>	Green
		LGBTQIA+ Society running.	Enhance safe support spaces for trans students by supporting and growing the LGBTQIA+ Student Society to increase membership to allow students to feel psychologically safe, heard and supported.	Improvement of feelings of safety for trans and non-binary students post interventions in 2028 UWS Student Union Survey. (% improvement target will be set once baseline has been identified).	Campus Manager, UWS Students' Union	-	-

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Trans staff and students report feeling safe to be themselves in the tertiary system.	<p>UWS data shows that staff who are trans and non-binary overall respond 8% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of trans student safety/belonging at UWS.</p>		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.	<p>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.</p> <p>(baseline data currently unknown).</p>	Athena Swan Self-Assessment Team Chair	<i>Activity under review by Athena Swan Self-Assessment Team February 2026</i>	Amber
		Report and Support mechanism implemented and launched.	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.	<p>Communication plan in place by March 2025.</p> <p>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.</p> <p>(baseline data currently unknown)</p>	Equality, Diversity and Inclusion Consultant	<p><i>Communication plan implemented October 2025, ongoing into 2026</i></p> <p><i>Survey activity under review by Athena Swan Self-Assessment Team February 2026</i></p>	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Trans staff and students report feeling safe to be themselves in the tertiary system.	<p>UWS data shows that staff who are trans and non-binary overall respond 8% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of trans student safety/belonging at UWS.</p>		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.	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".	Director of People and Wellbeing	Activity to be reviewed. Colleague Survey due in 2026	Amber
		Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for trans undergraduate students.	Improvement post interventions in 2026 survey. (% improvement target will be set once baseline has been identified).	Director of Student Success		Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.	UWS data shows that BME staff respond 9% more favourably to the statement 'I feel a strong sense of belonging here' and 16% more favourably to the statement 'I feel confident that complaints about bullying/harassment would be dealt with seriously in the organisation' within our colleague survey.	Safe Zone app is available to all students and staff. The app directs users straight to security who then immediately call, text, or email depending on capacity to receive a phone call.	Identify baseline rate of feeling of safety of BME students via the UWS Student Union Survey by June 2025 to determine action required.	4 percentage points improvement of feelings of safety for BME students post interventions in 2028 UWS Student Union Survey.	Student Voice Manager, UWS Students' Union	-	-
	There is currently no baseline data to indicate feelings of BME student safety/belonging at UWS.		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.	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).	Athena Swan Self-Assessment Team Chair	<i>Activity under review by Athena Swan Self-Assessment Team February 2026</i>	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.	<p>UWS data shows that BME staff respond 9% more favourably to the statement 'I feel a strong sense of belonging here' and 16% more favourably to the statement 'I feel confident that complaints about bullying/harassment would be dealt with seriously in the organisation' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of BME student safety/belonging at UWS.</p>	Report and Support mechanism implemented and launched.	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.	<p>Communication plan in place by March 2025.</p> <p>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.</p> <p>(baseline data currently unknown)</p>	Equality, Diversity and Inclusion Consultant	<p><i>Communication plan implemented October 2025, ongoing into 2026</i></p> <p><i>Survey activity under review by Athena Swan Self-Assessment Team February 2026</i></p>	Amber
				Training to be provided for all line managers on Dignity and Respect Guidelines to improve colleague confidence in a 'zero tolerance' approach in line with our People Priorities commitment to 'develop our people and enhance performance',	60% of People Managers to engage with the Managers Toolkit 'Dignity in the Workplace' chapter by 2027.	People Experience Manager	<p><i>Refresh of Managers' Toolkit due early 2026</i></p> <p><i>Dignity and Respect Guidelines due to be refreshed 2026</i></p>

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.	<p>UWS data shows that BME staff respond 9% more favourably to the statement 'I feel a strong sense of belonging here' and 16% more favourably to the statement 'I feel confident that complaints about bullying/harassment would be dealt with seriously in the organisation' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of BME student safety/belonging at UWS.</p>	Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for BME undergraduate students.	<p>Improvement post interventions in 2026 survey.</p> <p>(% improvement target will be set once baseline has been identified).</p>	Director of Student Success		Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.	Internal data shows us that less BME students achieve a first-class honours degree compared to white students (11% difference). Data also shows that BME students are more likely to achieve a second-class honours degree compared to white students (11% difference).		Capture and share biennial qualitative data about the experiences of BME home students in relation to application and progression by 2027.	By 2028, UWS student experience survey data shows BME students share feedback on their student journey.	Athena Swan Self-Assessment Team Chair	-	-
		Student Course Representatives undergo training on liberating the curriculum which includes EDI, discrimination/ inequalities, inclusive curriculum, inclusive assessment, and decolonisation.	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.	By Q4 2026, a revised curriculum framework is implemented to include principles that support anti-racist practice.	Associate Dean Equality Diversity and Inclusion	<i>Decolonising curriculum working group established 2025 with representation across each School</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.	Internal data shows us that less BME students achieve a first-class honours degree compared to white students (11% difference). Data also shows that BME students are more likely to achieve a second-class honours degree compared to white students (11% difference).		Develop and support academic colleagues to deliver societal racism and anti-racism content within the curriculum framework to ensure a diverse and anti-racist curriculum.	By Q4 2026 training for academics in place to support their delivery of anti-racism content.	Associate Dean Equality Diversity and Inclusion	<i>Decolonising curriculum working group established 2025 with representation across each School</i>	Green
			The University will work towards submission to the Race Equality Charter by 2026, through establishing a Self Assessment Team with intersectional representation from across the institution.	Implement SAT by April 2025. Race Equality Charter application submitted by June 2027.	Associate Dean Equality Diversity and Inclusion	<i>Institutional decision taken to delay REC submission till after 2026 whilst further work is undertaken to establish clear benchmark data</i>	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.	HESA data shows 12% of UK University Court membership are BME. UWS Court membership is slightly below this figure (exact percentage not disclosed as numbers are below reporting threshold).	Demography of Court annually collated and monitored by the Governance and Nominations Committee.	Benchmark the demography of Court members to staff and student population.		Vice-Principal (Governance) & University Secretary	-	-
		Positive action statements included on advertisements for Lay Members of Court.	Amend positive action statement on future Lay Membership adverts to highlight underrepresentation of specific groups.			-	-

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.	Internal data shows that staff BME representation is 16.5% UWS student BME representation is 8.2%.		The University will work towards submission to the Race Equality Charter by 2026, through establishing a Self Assessment Team with intersectional representation from across the institution.	Implement SAT by April 2025. Race Equality Charter application submitted by June 2027.	Associate Dean Equality Diversity and Inclusion	<i>Institutional decision taken to delay REC submission till after 2026 whilst further work is undertaken to establish clear benchmark data</i>	Amber
	HESA data shows that 24.8% of students are BME. Indicating that UWS BME staff representation is higher than the student population however it is lower than the representation in the sector. Promotions application data shows significant differences between female BME applicants and non-BME applicants with lower rates of applications from female BME applicants.		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.	By 2027, intersectional recruitment and selection data will be captured, analysed, monitored, and reported at institutional level.	People Manager	<i>Recruitment data analysed by sex, ethnicity & disability and published in 2026 Employee Equalities Monitoring Report</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.	Internal data shows that staff BME representation is 16.5% UWS student BME representation is 8.2%.		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.	By 2028, promotions data reflects an increase in academic promotion applications from female BME staff to be proportionate to the academic population. The success rates of female BME applicants are also proportionate to the academic population.	People Experience Manager	<i>WLDP Lite launched 2025 to increase access to development opportunities</i> <i>Academic promotions paused in 2025, due to run in 2026. Equalities monitoring data of academic promotions published annually in Employee Equalities Monitoring reports.</i>	Green
	Promotions application data shows significant differences between female BME applicants and non-BME applicants with lower rates of applications from female BME applicants.		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.	By 2028, promotions data reflects an increase in academic promotion applications from female BME staff from 7.5% to 10% and the success rate of these applicants improves 33% to 43%.	Associate Dean Equality Diversity and Inclusion	-	-

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.	UWS does not currently hold data on students and staff confidence in our Report and Support tool.		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.	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).	Athena Swan Self-Assessment Team Chair	<i>Activity under review by Athena Swan Self-Assessment Team February 2026</i>	Amber
			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.	Communication plan in place by March 2025. 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)	Equality Diversity and Inclusion Consultant	<i>Communication plan implemented October 2025, ongoing into 2026</i> <i>Survey activity under review by Athena Swan Self-Assessment Team February 2026</i>	Amber

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Staff and students know how to access support about violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose.	UWS has limited information on formal reports of violence, harassment and abuse.		Raise awareness and increase confidence in the Report & Support platform amongst students and staff by implementation of a clear and sustained communication plan.	Communication plan in place by March 2025. Actively monitor and report on use of this platform with a target increase of 10 reports year on year by 2029.	Equality Diversity and Inclusion Consultant	<i>Communication plan implemented October 2025, ongoing into 2026</i>	Green
		UWS provides information on consent and Gender Based Violence on a public webpage aimed at students.	Enhance engagement with the UWS Consent and Gender Based Violence Webpage through active signposting to this resource.	20% increase in page visits by 2027.	Head of Sport and Wellbeing		
			Enhance engagement with the UWS Report and Support page through active signposting to this resource.	30% increase in page visits to 'Gender-Based Violence', 'Sexual Harassment', and 'Bullying and Harassment' pages by 2027.	Head of Sport and Wellbeing	<i>Review of Report & Support pages due 2026.</i> <i>Report & Support promoted through dedicated comms plan launched in 2025, signposted through employee and student internal sites and physical posters on each Campus.</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.	UWS has in place approaches that prevent and respond to violence, harassment and abuse. However, there may be a lack of awareness of, and engagement with, these approaches.		Develop 'Inclusive Leadership' self-paced E-Toolkit which includes content on sexual harassment for people managers.	60% of People Managers to engage with the Managers Toolkit 'Inclusive Leadership' chapter by 2027.	People Experience Manager	<i>Refresh of Managers' Toolkit due early 2026</i>	Green
		In line with the Equally Safe Agenda UWS student support staff undertake several training sessions delivered by external partners. Residences staff attend training on gender based violence to support students who make disclosures of Gender Based Violence (GBV). GBV support information stickers placed in all UWS Residences rooms.	Training to be provided for all line managers on Dignity and Respect Guidelines to improve colleague confidence in a 'zero tolerance' approach In line with our People Priorities commitment to 'develop our people and enhance performance'.	60% of People Managers to engage with the Managers Toolkit 'Dignity in the Workplace' chapter by 2027.	People Experience Manager	<i>Refresh of Managers' Toolkit due early 2026</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.	UWS has in place approaches that prevent and respond to violence, harassment and abuse. However, there may be a lack of awareness of, and engagement with, these approaches.	The University marks 16 days of Gender Based Violence to raise awareness of Gender Based Violence through a host of activities. In the past this has included film screenings, panel discussions and social media campaigns.	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.	Training in place by January 2026 and thereafter run on a biennial basis.	Vice Principal (People & Student Wellbeing)	<i>Activity delayed to 2026 due to reduced EDI resource. Activity to be delivered through Athena Swan Action Plan.</i>	Red
		UWS provides information on consent and Gender Based Violence on a public webpage for aimed at students.	Enhance engagement with the UWS Consent and Gender Based Violence Webpage through active signposting to this resource.	20% increase in page visits by 2027.	Head of Sport and Wellbeing		
			Enhance engagement with the UWS Report and Support page through active signposting to this resource.	30% increase in page visits by 2027	Head of Sport and Wellbeing	<i>Review of Report & Support pages due 2026.</i> <i>Report & Support promoted through dedicated comms plan launched in 2025, signposted through employee and student internal sites and physical posters on each Campus.</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Men (staff and students) know how to access mental health support (recognising intersectionality within that group).	Across students and staff, males were less likely to engage with the wellbeing service f70%, m30%.	Wellbeing specialist roles implemented in London and Scotland which are staff and student focused.	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.	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': from 48% to 65%.	Director of People and Wellbeing	-	-
		Suicide Prevention Workshops run by Men's Head On Network Co-Chair for colleagues and students.	Enhance safe support spaces for male colleagues affected by mental health by Further growing and developing the Men's Head On Network to allow colleagues to feel psychologically safe, heard and supported.	Grow network membership of Men's Head On Network by 30% by 2027.	Equality Diversity and Inclusion Consultant	<i>Men's Head On Network launching podcast series on men's health in 2026 with support from Wellbeing Specialist</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Men (staff and students) know how to access mental health support (recognising intersectionality within that group).	Across students and staff, males were less likely to engage with the wellbeing service f70%, m30%.		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.	By 2028, male student engagement with the wellbeing service increases from 30% to 50%.	Director of People and Wellbeing	-	-

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Institutions will have regard to significant imbalances on courses and take action to address it.	The UWS schools of Computing, Engineering & Physical Sciences; Education & Social Sciences; and Health & Life Sciences all have significant gender imbalances on courses.	Marketing campaign, 'Find Your Place', showcases male and female students in underrepresented fields.	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.	By December 2026, 100% of divisions will have identified gender-based subject-level sector benchmarks and agreed action to improve underrepresentation.	Heads of Division	<i>Heads of Division working with Strategic Planning to improve use of student dashboard data on gender</i>	Amber
			Targeted marketing and communications to address academic discipline and occupational segregation, adopting a gendered and intersectional approach to reviewing representation for each area.	By Q1 2029, reporting demonstrates progress towards alignment of gender profiles with appropriate subject-level sector benchmarks.	Head of Marketing & Communications	-	-

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Institutions will have regard to significant imbalances on courses and take action to address it.	The schools Computing, Engineering & Physical Sciences, Education & Social Science, Health & Life Sciences all have significant gender imbalances on courses.		Review and further develop all programme information pages to ensure that they consistently showcase relevant case studies featuring underrepresented groups by subject area.	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.	Marketing Business Partners	<i>On-going review and update of programme pages in collaboration with support departments and Academic Schools to ensure relevant representation across programmes</i>	Green
			Capture and review intersectional outcomes for UG and PGT students to understand the impact of sex, ethnicity, and domicile on progression.	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.	Director of Student Success	<i>One of Student Success key focus for 2025-2026 is: Data and insight – continued improvement in the provision of data in a timely manner, to agreed timescales and data definitions to increase confidence and comprehension and ensure correlation of action and impact.</i>	Green
			All four schools undertake a self-assessment and submit an Athena Swan Bronze Charter application with support from institutional SAT.	By July 2028 all four schools have started their self-assessment.	School Athena Swan Self-Assessment Team Chairs	<i>Athena Swan Self-Assessment Team for School of CEPS established 2025</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.	<p>There has been a steady increase in students disclosing their sexual orientation.</p> <p>There has been an increase in staff disclosing their sexual orientation over the past two years, after a decrease from 2022-2023.</p>	UWS Colleague Survey is run on a biennial basis which includes the statement 'I feel a strong sense of belonging here'.	Consult with Bisexual staff and staff who would describe their sexuality in another way to understand why they are less likely to have a feeling of belonging/safety at UWS by September 2025 to determine action required.	6% improvement post interventions in 2028 Colleague Survey to the statement 'I feel a strong sense of belonging here' from trans and non-binary staff.	People Experience Manager	<i>Activity delayed to 2026 due to reduced EDI resource. Colleague Survey due June 2026.</i>	Amber
	<p>Lesbian and Gay staff responded more favourably (8%) to the statement 'I feel a strong sense of belonging here' .</p> <p>Bisexual staff and staff who would describe their sexuality in another way responded 12% less favourably to the statement 'I feel a strong sense of belonging here'.</p>	Safe Zone app is available to all students and staff. The app directs users straight to security who then immediately call, text, or email depending on capacity to receive a phone call.	Identify baseline rate of feeling of safety of Lesbian, Gay and Bisexual students by June 2025 to determine action required via the UWS Student Union Survey.	4 percentage points improvement of feelings of safety for of Lesbian, Gay and Bisexual students post interventions in 2028 UWS Student Union Survey.	Student Voice Manager, UWS Students' Union	<i>Activity delayed to 2026 due to reduced EDI resource</i>	Amber
			Enhance safe support spaces for LGBT+ colleagues by further growing and developing the LGBT+ Employee Network to allow colleagues to feel psychologically safe, heard and supported and to feed into UWS policy and practice.	6 percentage point improvement post interventions in 2028 Colleague Survey to the statement 'I feel a strong sense of belonging here' from trans and non-binary staff.	Equality Diversity and Inclusion Consultant	<i>LGBTQIA+ Employee Network re-started in 2025, re-launch event planned February 2026</i>	Green

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible	Progress	RAG
Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.	<p>There has been a steady increase in students disclosing their sexual orientation.</p> <p>There has been an increase in staff disclosing their sexual orientation over the past two years, after a decrease from 2022-2023.</p> <p>Lesbian and Gay staff responded more favourably (8%) to the statement 'I feel a strong sense of belonging here'.</p> <p>Bisexual staff and staff who would describe their sexuality in another way responded 12% less favourably to the statement 'I feel a strong sense of belonging here'.</p>		Enhance safe support spaces for LGBT+ Students by Further growing and developing the LGBTQIA+ Student Society to allow students to feel psychologically safe, heard and supported & active consultation with this group on relevant policy and practice.	<p>Improvement of feelings of safety for of Lesbian, Gay and Bisexual students post interventions in 2028 UWS Student Union Survey.</p> <p>(% improvement target will be set once baseline has been identified).</p>	Campus Manager, UWS Students' Union	-	-
		Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for Lesbian, Gay, and Bisexual undergraduate students.	<p>Improvement post interventions in 2026 survey.</p> <p>(% improvement target will be set once baseline has been identified).</p>	Director of Student Success		Amber



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