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UWS

**Public Sector Equality  
Duty (PSED) - Bi Annual  
Mainstreaming and  
Equality Report 2019**

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# Introduction

This 2019 report is an interim update on progress of University of the West of Scotland's Public Sector Equality Duty (PSED) Equality Outcomes and Mainstreaming Actions as identified in UWS PSED Report published in April 2017.

The report will focus on the publishing requirements as outlined by the Equality and Human Rights Commission and the Advance HE Guidelines providing evidence of our commitment to the University of the West of Scotland (UWS) Truth "We are an inclusive organisation that welcomes and values diversity".

This report outlines the progress that has been made toward achieving each of the five Equality Outcomes, highlighting what will be done to do to achieve these by April 2021 when UWS will not only publish a new set of Equality Outcomes but also reflect on the achievement and impact of the earlier outcomes.

Also within this report are:

- an update on UWS Mainstreaming Report, April 2019
- progress made on actions from the UWS Mainstreaming Action Plan 2017
- plans to achieve these actions by April 2021

The mainstreaming report highlights some of the great equality, diversity and inclusion (EDI) work that has been achieved across the whole university, in Schools and Professional Services, and the impact of this work.

Key Highlights over the past two years have included, LGBT+ staff network (UWSLiberty) established, alongside great work with Stonewall Scotland working to integrate best practice in our day to day operations.

The University calculates its gender pay gap on an annual basis and conducts regular equal pay reviews to ensure that all staff are paid fairly and equitably.

The current gender pay gap for the University is 14.39%. This represents a 2.61% reduction since 2017 and a reduction of 7.61% since 2012. This is clearly a positive trajectory and the University remains committed to further reductions through development and implementation of action plans.

Other successes include closer partnership working on EDI work with the UWS Student Association (SAUWS).

Since publishing the 2017 PSED report, UWS have reviewed the Staff Annual Review process (My Contribution) to encourage conversation between manager and staff member around their contribution to EDI work.

## UWS Purpose

University of the West of Scotland's stated purpose is to change lives, transform communities and encourage enterprise through outstanding, distinctive and progressive higher education, with focus on a personalised learning experience supported by internationally recognised research. UWS graduates will be work-ready and contribute locally and globally. These values are embodied in UWS Truths outlined below:

## Our Truths

- We are here for our students
- Our teaching is our passion, and it reaches to the future
- We understand that a graduate career is important to our students
- We are a knowledge-rich organisation
- We believe in partnership with business (private, public and global)
- We are an International University
- UWS is a great place to work and study
- We are an inclusive organisation that welcomes and values diversity
- UWS is a university that dares to be different

As one of Scotland's biggest modern universities, UWS serves as the local university for over 30% of the population of central Scotland.

UWS has a workforce of 2,045 staff and a student population of 18,538 spread over five campuses, four located across the West of Scotland in Ayr, Dumfries, Lanarkshire and Paisley and a campus based in London.

UWS is widely recognised as one of Scotland's leading institutions in widening participation in Higher Education (HE). UWS leads, and is a partner in, many initiatives encouraging people from the widest possible range of backgrounds to access Higher Education. In 2018 UWS signed a strategic partnership with Kibble the special care provider to support at risk and young people into education.

The University was placed by The Times Higher Education (THE) in the top 500 universities in their 2019 World University Rankings and in the top 150 in the THE Young University Rankings 2018. UWS is proud to say that this is the second consecutive rise in the THE's rankings.

The Times/The Sunday Times Good University Guide 2019 ranks us as a top 100 UK university and as the highest ranked post-1992 university in Scotland.

## University's Strategic Structure

The University is currently consulting on its next strategic plan, and the key strategies underpinning this are likely to reflect the new visions and aims. The current reporting period is based on the previous strategic plan that informed our PSED Mainstreaming report in 2017.

Over the two year period from 2017 to 2019 UWS has merged six schools into five. The School of Science and Sport, School of Health Nursing and Midwifery and School of Engineering and Computing merged into two newly formed schools of Computing, Engineering and Physical Sciences (CEPS), and School of Health and Life Sciences (HLS).

## Leadership and Governance in Delivering Equality

UWS believes each member of staff has a responsibility to ensure that equality, diversity and inclusivity is delivered at UWS. This is overseen by our University Court and Senate and supported by the Vice Chancellor's Executive Group (VCEG).

The University Secretary is the Chair of the University's Equality, Diversity and Inclusivity (EDI) committee which also has representation from other VCEG members, students, and staff from Schools and Departments across the University. The EDI committee reports to Senate.

The staffing resource to support and develop the University's approach to equality, diversity and inclusivity rests with Human Resources Department.

## Legal Context

Following the enactment of the 2010 Equality Act, the Public Sector Equality Duty (PSED) came into force on 5 April 2011. The PSED consists of a general duty supported by specific duties that are set out in the Scottish Specific Duty Regulations 2012.

The Protected Characteristics outlined in the legislation are as follows: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation.

The general duty requires HEIs, in the exercise of their functions, to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups

In order to demonstrate due regard, institutions must consider the three needs of the general duty when making decisions, for example, when:

- Developing, evaluating and reviewing policies
- Designing, delivering and evaluating services, including education provision
- Commissioning and procuring services from others

The original specific duties were to:

Develop a set of Equality Outcomes that covered all protected characteristics

- Report on progress on the mainstreaming of the general duty into all functions
- Assess the impact of policies and practices against the needs of the general duty
- Gather and use information on employees
- Publish gender pay gap information
- Publish statements on equal pay for gender, race and disability
- Have due regard to the general duty in specified procurement practices
- Publish information in a manner that is accessible

New reporting requirements were added to the legal duty, therefore within this interim report 2019 and the University's 2017 report, there is a requirement to report on the following:

- First publication of governing bodies/board diversity information in mainstreaming reports
- How information on the protected characteristics of the governing body/board has and/or will be used to improve diversity amongst members
- Equal pay statements to include disability, race and gender for institutions with 150 or more staff

## External Influences

The University has a number of external influences that impact on how it mainstreams equality and diversity. UWS currently has 5 campuses across the West of Scotland and London. The University has built a collaborative approach with a number of external partners in order to develop an inclusive culture at UWS.

## ELIR

UK-wide Quality Assurance Agency (QAA) is responsible for developing and undertaking quality assurance and enhancement activities for higher education in Scotland. QAA Scotland delivers the external quality review of institutions through Enhancement-led Institutional Reviews (ELIR). This is the process used in Scotland to maintain academic standards and enhance the quality of the student learning experience. QAA Scotland do this on behalf of the university sector and the Scottish Funding Council. ELIR events happen on a 4 yearly cycle and the most recent UWS review was in 2014 (we are currently preparing for our next visit in November 2019).

## Research Excellence Framework (REF)

All staff involved in the REF2021 will receive and participate in mandatory training in Equality and Diversity. A log of training will be retained to support the REF submission.

## REF Equality Impact Assessment

When the first submission is drafted (Summer 2019) an equality profile, in terms of available data on the protected characteristics, will be drawn up, listing those who are eligible for submission and indicating those who are to be submitted and those who are not.

An equality impact assessment (EIA) will be carried out on the policy and procedures for selecting staff for submission to REF2021 outlined in the REF Code.

The EIA will be reviewed by the REF2021 Strategy Group at key stages of the identification process, up to, and including, the final submission, to ensure that any necessary changes to prevent discrimination or promote equality are taken prior to the submission deadline.

The final version of the REF EIA, including the outcomes of any actions taken to prevent discrimination or advance equality, will be published on the web after the submission has been made.

A Code of Practice Sub-Group for REF, chaired by the Senior Manager Global Research Excellence and Partnerships, is tasked to address REF Guidance on Transparency, Equality and Equity, and, through consultation, develop the institutional REF2021 Code of Practice.

## Scottish Funding Council (SFC)

### SFC outcome agreement – Equality & Diversity

UWS set targets to equalise student retention rates across all protected characteristics by 2020/21 in our Outcome Agreement to demonstrate our commitment to providing an equitable experience across different groups.

UWS published a three year Outcome Agreement for the period 2018-20. This Outcome Agreement provided an update and sets out how the University of the West of Scotland (UWS) will build on its significant recent progress to help deliver the national priority areas identified by the Scottish Funding Council (SFC). The current report can be found [here](#)

Indicative ambitions will be revised annually and are dependent on SFC funding confirmation.

As the leading institution in Scotland for articulation and recruitment from SIMD20 areas, UWS' commitment over the Outcome Agreement period is to maintain this sector-leading position.

# Equality Outcomes

## UWS Equality Outcomes 2017 - 2021

Following the review of the equality outcomes from 2013 to 2017, the University analysed potential opportunities to develop initiatives to create an inclusive university. This, along with considerations of UWS Corporate Strategy, discussions with staff, students and unions and gleaning good practice from equality groups such as the ECU, has resulted in the development of the following Equality Outcomes which were published in UWS PSED Report 2017.

Key to progress as follows

	More focus is required in this area
	Good level of progress made, on track to deliver action
	Action near completion, or already completed

## Equality Outcome 1

### Protected Characteristics: Race

#### Black and Minority Ethnic staff and students are engaged and supported through active participation.

Evidence:

- Adherence to the Scottish Government commitment to delivering race equality for Scotland specifically targets education
- Having a significant number of BME staff and a high ratio of BME students, UWS has recognised that there is a need to engage more with this staff and student population
- SAUWS who have recently advertised for a Black Liberation officer have also recognised a need for engagement with BME students
- BME staff are enthusiastic and have indicated that they are willing to engage with new UWS staff equality groups
- UWS has staff who represent and act as race equality experts on external organisations

Success Measures evidenced by:	Progress
A submission of the Race Equality Charter by 2021*	
Demonstrable Engagement with BME staff and students	
UWS partnership developed with SAUWS Black Liberation officer to develop student engagement with Black and minority Ethnic Students	
*Wording changed to reflect submission and year to 2021, replacing "achievement" with "submission" of Charter. At this interim stage, the new success measure is more likely to be achieved by 2021. This amendment is based on progress thus far	

### Progress:

A Black Minority Ethnic (BME) Staff network was established in 2017, with a Chair and Vice Chair appointed. Terms of reference for the group were agreed and the vision for the network is to improve participation and to host meetings usually at least one per trimester or as determined by the group. The network will be a safe space for BME staff to discuss issues that affect them.

In October 2017, UWS hosted their first Black History Month event at UWS, which was featured in the Coalition for Race Equality Rights (CRER) BHM Programme.

This event attracted interest from within the University and a number of external guests and was co-organised with the School of Media Culture and Society and the People and Organisational Development Team (POD).

The event facilitated collaborative work within the University and brought together a group of people interested in hosting and supporting further events across UWS. Subsequently, in 2018, UWS hosted two events, one with the University's student body (SAUWS) and another led by the School of Computing, Engineering and Physical Sciences (CEPS) which focused on gender, race and STEMM subjects.



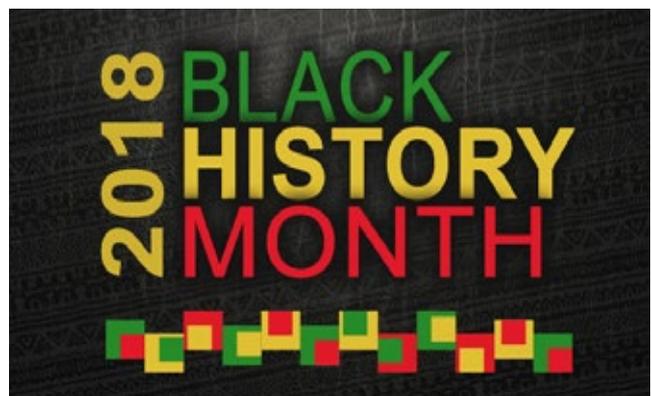
A race equality working group will be formed to lead on the Race Equality commitments for UWS and will also lead on the submission of an application for the Race Equality Charter. The group will have representation from schools and departments and will steer and support Race Equality work across UWS.

UWS has sponsored the Council of Ethnic Minority Voluntary Organisation (CEMVO) Race Impact Awards for the last two years, promoting race equality in education and supporting schools to work with community groups directly on race equality initiatives.

Over the last two years, UWS has been establishing a foundation for the work envisaged to ensure that UWS is race-cognisant as an educational establishment. It is expected that the University will submit an application for the bronze award by 2020 as it takes 18 months for the submission process, and, therefore, the Equality Outcome has been amended to submit an application for bronze award by 2021.

The work on delivering the equality outcome is ongoing with dialogue around race equality, reviewing the resources required in terms of an institutional lead and executive sponsorship of the self-assessment team (SAT). Once resources are in place, work will commence for the Race Equality Charter Mark SAT group.

As mentioned in our Mainstreaming Action Plan, UWS has setup a BME staff network which is peer-led, with a chair and vice-chair appointed. Information on how to join this, or any other staff network is provided to all new members of staff and meeting information is advertised via the University's ebulletin which is circulated to all staff.



## Equality Outcome 2

### Protected Characteristics: All

#### We will improve our diversity disclosure rates in order to support staff and reflect the diverse workforce of UWS.

Evidence:

There are variances in reporting of staff data such as returns from the confidential b-Heard survey in comparison to data held in HR systems

No staff groups representing the protected characteristics have been established although work has begun in this area

There is significant under-reporting in the areas of Faith and Belief, Sexual Orientation, and Disability

Success Measures evidenced by:	Progress
Improvement in disclosure rates of diversity data	
Plans, policies and projects developed in relation to equality data analysis	

#### Progress:

- Faith and Belief**  
 There has been a 1% increase in the number of staff disclosing their Faith and Belief, although this figure is too small to suggest any significant change.
- Sexual Orientation**  
 As a result of the work on mainstreaming equalities and the focus on LGBT+; the development of the staff network; a number of hosted events; and the joint work with SAUWS, it is likely that there has been an improvement in the disclosure rates on sexual orientations. Interestingly there has been no increase in the number of the LGBT+ staff reporting while there has been an increase in the number of staff overall reporting their sexual orientation. This has grown by 6% over three years, and although there is recognition of a shift in the right direction, more work is still required. The drafting and approval of UWS Trans Inclusion Policy, and the development of the submission for the Stonewall Workplace Equality Index submission, through the focus of the Stonewall working group, is likely to have an impact on disclosure rates. This action is linked to Equality Outcome 3.
- Disability**  
 There has been a 4% increase since 2016 in the number of staff disclosing a disability, which could be reflective of work that has been done to promote UWS online Employee Assistance Programme (EAP) and the promotion of the Health Lifestyle screening programme which was undertaken across all five Campuses of UWS. This took the form of drop-in sessions, allowing more flexibility for staff to attend. This practical approach with the support of occupational health may have contributed to increase confidence in staff reporting.  
 Together with all new staff as part of their induction process completing the online Equalities training, this further ensures that UWS is committed to supporting all of our staff through an inclusive approach.
- Ethnicity**  
 The evidence being that the University's reporting on BME has not improved and, in fact, non-disclosure having increased, further work needs to be done in this area. The formation of the BME Staff Network and the work which will be developed through the Race Equality Charter working group will help to inform UWS on how to improve disclosure rates.

## Equality Outcome 3

### Protected Characteristics: LGBT+

**UWS is an inclusive employer and supports all LGBT+ staff in the workplace.**

**Evidence:**

- A low rate of disclosure in reporting LGBT+ status
- Stonewall research “open for business” states that LGBT inclusion leads to greater economic performance, better business performance and stronger individual performance their sense of achievements
- Stonewall workplace Equality Index 2016 survey found that staff who were comfortable being out to everyone were 67% more likely to be satisfied when compared to correspondents who weren’t comfortable being out to anybody
- There was a higher rate of disclosure in the confidential Employee Engagement Survey than in reporting to HR systems.
- No current engagement with LGBT+ staff although work has begun

Success Measures evidenced by:	Progress
Improved engagement with LGBT+ staff	
Stonewall Diversity Index place achieved by 2021*	
Development Student and Staff LGBT+ forum and LGBT history month events supported by UWS	
*This success measure has changed to reflect progress so far. Achievement date amended to 2021. At this interim stage, the new success measure is more likely to be achieved by 2021, based on progress so far	

**Progress:**

UWS is committed to being an inclusive organisation and to date, two of the measures have been met whilst the third is underway. Over the last two years UWS has made significant progress in supporting staff and students from the LGBT+ community.

An LGBT+ staff network was launched in February 2018 as part of LGBT History Month with the staff in this network creating and designing our first ever UWS LGBT+ logo, representing our commitment to ensuring that we are an Inclusive organisation.

The network also attended the Glasgow PRIDE festival which was the first time UWS had participated. A Facebook page has also been established for our LGBT+ staff and students and we have also ensured that details of LGBT+ meetings are promoted as part of the induction process, to ensure that all new staff are made aware of all networks they can join.

The group now meets on a regular basis and is working in partnership with the SAUWS LGBT representatives and group. The network appointed a chair and collectively, have named their network UWSLiberty. Members of which are represented on the Stonewall Working group, the Trans Edu Network and have informed the Athena Swan Bronze Submission for 2019.

A member of UWSLiberty has been appointed the role of Deputy Chair for the Trans Edu Network. We have also worked closely with our colleagues in Renfrewshire Council, with whom we share best practice and they have also established an LGBT+ staff network. Plans are in development to host joint events, bringing together the networks to encourage partnership working.

Also working in partnership with Outspoken Arts for LGBT History Month, UWS hosted the ‘Queer Champions Exhibition’ in 2018, which was a landmark collaborative exhibition project by Ajami, Outspoken Arts Scotland, the Equality Network and Street Level Photoworks. Queer Champions is a series of black and white portraits of Lesbian, Gay, Bisexual, Trans & Queer individuals in Scotland who are celebrities, artists, activists, campaigners, community workers and/or unsung heroes.

In 2017, UWS invited Rebecca Stinson, the Head of Trans Inclusion for Stonewall UK, to be a keynote speaker at the UWS Inspiring Women Conference. The event was well attended and the keynote speech was outstanding, with one participant commenting, "I think we have almost 100 allies in the room now".

The impact of the work over the last two years can be seen in the improvement of our disclosure rates as mentioned earlier. However, as the University progresses the work towards the submission for the Stonewall Workplace Equality Index, it is anticipated that this work will continue to grow and make a positive impact. The UWS Stonewall Working Group has already started to develop future work and is overseeing the development of UWS Trans Inclusion policy.



## Equality Outcome 4

### Protected Characteristics: Gender

**The University is committed to improving the gender balance by promoting participation in all areas of UWS.**

**Evidence:**

- Occupational Segregation demonstrates that there is still a higher number of males than females at a senior level
- UWS is taking part in a joint project with the Scottish Funding Council (SFC) in the “Attracting Diversity” Project Alternative Admissions Criteria for Physics to remove barriers for applicants without traditional maths and physics Higher qualifications

Success Measures evidenced by:	Progress
More women in senior positions	
Development of Athena Swan accreditation	
Development and implementation of a Gender Action Plan	
Occupational Segregation reduced and gender balance improved	

**Progress:**

#### Women in Leadership Programme

UWS has supported Women into Leadership through the Aurora Leadership program from 2013 to 2017 which has seen 62 participants from both professional services and academic staff. Of those women who participated 52% have made progress in their careers. As a result of this success, the Organisational Development team have now designed an in-house Women’s Leadership Development programme which will allow a larger number of our potential female leaders to access our programme. This programme launched as a pilot in Spring 2019, and going forward will have two cohorts in 2019/2020 academic year. Each woman on the programme will be matched with a female leader in the university who will mentor them for the duration of the programme. The programme also provides women with an opportunity to build their network and work closely with the University leadership team. As well as this work supporting Equality Outcome 4, it also supports the work ongoing for the UWS Athena Swan submission. More information can be found on the UWS Women In Leadership Programme later in this report.

#### Athena Swan



UWS have Bronze Award Athena Swan accreditation, which will renew in 2019 with an Athena Swan submission.

Working towards submission, UWS held an Athena SWAN Forum on the topic of Advancing Gender Equality in Higher Education (on Thursday 26 April 2018 at Paisley Campus). 50 members of staff and some members from UWS Court attended with 84% of participants female & 16% male; 21% were from senior management.

The aim of the forum was to increase awareness of the new Athena SWAN Charter in the lead up to UWS applying for a new charter award in November 2019. Initially, the charter was established to advance the careers of female academics in the sciences, but since May 2015, it includes gender equality and inclusion more broadly, particularly the barriers to progression that affect all. Its remit now includes academic and professional support staff; all academic disciplines, transgender staff and students and intersectionality.

The event was an opportunity for staff across the schools and departments to engage in discussion on gender equality and what it means for their area of work, with specific discussions focussing on SMART action planning and Positive Action.

## Gender Action Plan

UWS Gender Action Plan was published in July 2017, which can be found [here](#).

The UWS portfolio includes many of the subjects that reflect a national gender imbalance, many of which are linked to the areas of skill shortages in Scotland, such as primary teaching, secondary teaching in Maths and Science, Engineering and Nursing.

The action plan is due to be revised in July 2019 and highlights of the current Gender Action Plan include the following:

- UWS has been involved in a recently-completed cross-institution project, funded by NHS Education for Scotland (NES), to investigate the influences and causes of under-representation of men in pre-registration nursing in Scotland.
- In Spring 2018, staff from the School of Computing, Engineering and Physical Sciences delivered technology-related activity supporting the wider achievement programme in a secondary school with a high proportion of minority ethnic females. Invitations were extended to secondary schools with a high proportion of minority ethnic female students to attend the SmartSTEMs Active Conference on 30th May 2018 at UWS' Paisley campus.
- To help address the national gender gap in teacher training, the School of Education and the School of Computing, Engineering and Physical Sciences have joined forces to offer three STEM concurrent degrees - Chemistry with Education, Mathematics with Education and Physics with Education. Traditionally, these science subjects have appealed more to male applicants and it is envisaged that these degrees will also help to improve recruitment generally in the two PGDE secondary areas.
- UWS has moved forward with the actions outlined in our original plan published in July 2017. We are now reviewing the progress that has been made and developing our renewed commitment to tackle gender imbalance among students at institutional and subject level in education programmes, and at senior academic and senior management levels. We will publish an updated plan in July 2019, two years after our original plan was published.

## Occupational Segregation

This success measure will be reported on within the Occupational Segregation section of our 2021 PSED report.



## Equality Outcome 5

### Protected Characteristics: Disability

**The University is fully inclusive and meets the best practice on inclusive provision and accessibility for staff and students. UWS achieves disability standards by 2020.**

**Evidence:**

- Student Disability Support team recommendations to provide specific disability access to be able to support a wider range of students
- Although we are compliant, we need to ensure that we are accessible for future students
- 8.9% of our students have a disability across the 5 campuses

Success Measures evidenced by:	Progress
Disabled Go Status (now AccessAble)	
New Campus is accessible for all students	

**Progress:**

Our Director of Estates Solutions is leading on work to review accessibility for our staff and students at UWS and will be using the framework 'AccessAble' (previously known as Disabled Go). Initial meetings have taken place with AccessAble and work around this will move forward mid-2019. UWS is also recognised as a 'disability confident' employer.



Our new Lanarkshire Campus opened in June 2018 to UWS staff and students, with a hugely positive reaction.

With its technology-rich, innovative learning and social spaces, the campus is at the forefront of modern learning environments, significantly enriching the educational journey of our students.

The innovative learning suites provide hi-tech, flexible and collaborative spaces to deliver teaching in an effective and modern way. The campus represents a shift in the way learning and teaching is defined in the higher education sector in Scotland and across the UK. During the development of the new campus an EIA was conducted to ensure that the new build would be inclusive. Consultations also took place with staff and students, to ensure that the campus would be inclusive and accessible. This was also supported by input from the UWS Student Services Disability Support Team.

# Mainstreaming Progress Report 2019

## Introduction

In 2017 UWS published their Mainstreaming Report within the PSED report, alongside Equality Outcomes. Within the mainstreaming report the University published an action plan, this report (pages 23 - 76) outlines some of the initiatives that UWS is delivering since the publication of that report, which demonstrates its commitment to meeting the general duty outlined below:

- General Duty Advance Equality of opportunity between people who share a protected characteristic and those who do not
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people from different groups

In addition to key priorities within the action plan, the University has supported mainstreaming activities, details of which are outlined in this report.

The action plan below outlines our progress to date:

### Mainstreaming Action Plan Update

Action Plan 2017	Progress to date (March 2019)	Progress so far	Next Steps 2019-2021
<p>Review Equality Impact Assessment (EIA) Process.</p> <p>UWS will publish EIA's on their website and will develop best practice models to guide staff in their work.</p>	<p>Over the last year UWS has streamlined eighty nine policies to seven overarching Policy Statements for the University. Further information is outlined below this table.</p> <p>All policies continue to be Equality Impact Assessed. The People and Organisational Development (P&amp;OD) policy also has an equality and diversity statement which ensures that all guidance and procedures have equality embedded into them.</p>	  	<p>To review the Equality Impact Assessment in light of the outcomes from Advance HE report in Equality Impact Assessment in Higher Education. To be published late 2019</p> <p>To record the number of EIA's completed annually and published as appropriate.</p>
<p>Embed equality and diversity into mainstream training programmes.</p> <p>Develop face to face equality and diversity training for staff.</p>	<p>UWS currently has an online training resource for Unconscious Bias and Equality Matters this forms part of a new member of staff induction training. Since 2017, UWS has focussed on encouraging the staff population to undertake this training and, whilst the number of staff completing this has increased, there is recognition that more focus is required. Further training has been developed to provide a face to face delivery option. This training has been delivered to UWS Court and will be made available to schools and departments in 2019.</p>		<p>To roll out face to face EDI workshops across all schools and departments by 2021.</p> <p>Continue to focus on completion of online EDI courses.</p>
<p>Develop and Equality &amp; Diversity calendar that is staff and student led.</p>	<p>UWS Diversity calendar was completed and published in 2018 and 2019.</p> <p>UWS Equality newsletter encourages staff to inform our Equality team of future EDI events to promote within the calendar.</p>		<p>To continue with the development of the calendars and promote use of the calendar for planning purposes.</p> <p>To work in partnership with our Student Union (SAUWS) officers to reflect their EDI events and work within the calendar.</p>

<p>UWS will work in partnership with our Students Association (SAUWS) to ensure that there are joint efforts, through project work and partnership events, to support and celebrate diversity at UWS.</p>	<p>The Equality and Organisational Development Consultant has met with SAUWS leadership team on a regular basis to update them on UWS EDI approaches. This has led to a positive working relationship with SAUWS resulting in joint events and inviting SAUWS representation on the LGBT+ staff group and the Stonewall and Race Equality Charter Working groups.</p>		<p>To continue partnership working with SAUWS in developing a seamless approach for an inclusive UWS for staff and students.</p>
<p>Develop and support Staff Equality Groups, with Gender, Disability, Black and Minority Ethnic (BME) and LGBT+ by 2019, and all protected characteristics covered by 2021.</p> <p>A set of provisional terms and conditions have been drafted however final terms will be approved by the groups themselves.</p>	<p>Since 2017 two staff networks have been established i.e. the BME Staff Group and the LGBT+ Staff Network. The networks meet on a regular basis and the LGBT+ staff group officially launched in 2017, during LGBT History month.</p> <p>Our BME staff network is at an earlier stage in its formation.</p> <p>Terms and conditions for the networks have been agreed, and Chairs of both networks are in place.</p>		<p>To provide support to the BME staff network until it is more established.</p> <p>To develop a UWS Women's Network.</p> <p>To revisit the development of further networks as identified.</p>
<p>UWS service design will take cognisance of accessibility in designs and function.</p> <p>UWS will ensure that the procurement procedures align with the commitment to delivering inclusivity, equality and diversity.</p>	<p>The University opened its new Lanarkshire Campus in June 2018 the project design team consulted with the UWS Student Services Disability Service, Occupational Health and with the Equality team early in the project to ensure that the design was accessible and inclusive.</p> <p>Inclusion has been included as part of the tender evaluation criteria within a number of contracts including:</p> <ul style="list-style-type: none"> <li>• Lanarkshire Campus - Removal Services</li> <li>• Lanarkshire Campus – E2 Labs</li> <li>• Waste Management Services</li> <li>• Occupational Health for Students</li> </ul>	 	<p>UWS will be working with AccessAble to ensure we are reflecting best practice. This is also reflected in our Equality Outcome 5.</p> <p>Inclusion will be included as part of the tender evaluation criteria within all contracts &gt;£50k</p>

## Review of Policy and Procedures

Over the last year a review of all policies and procedures across the University has taken place. With the support of various departments this has allowed UWS to streamline to six overarching Policy Statements for the University. Within each policy statement there are a number of processes that simplify guidance for all. The new Policy Statements cover the following key areas:

- Corporate Governance
- Health and Safety
- Finance
- ITDS
- P&OD
- Research and Enterprise

## People and Organisational Development Policy Statement

### Aim

Achieving the University's ambitions around student success, research & enterprise and global engagement depends on its people, financial sustainability and the academic environment in which it operates. This policy statement aims to achieve the University's strategic ambitions through its people, by fostering cultures of trust, fairness and inclusion within which people feel supported, engaged and relate to each other in a professional way. It is supportive of the UWS truths, in particular:

- UWS is a great place to work and study
- UWS is an inclusive organisation that values diversity

The University's P&OD policy, supporting procedures and guidelines, aims to play an important role in supporting its culture of trust, fairness and inclusion and will influence staff engagement, the University's reputation and its ability to be an employer of choice.

This statement sets out the University's commitment and the broad principles within which it will operate to support its staff in relation to the employment relationship, helping create sustainable and successful relationships between its people and the organisation.

The EIA guidance and procedure was refreshed in 2018 and will be monitored and revised as required, to ensure that the EIA process and guidance is clear and accessible to all relevant staff and departments. The University envisages further review following guidance from Advance HE.

### British Sign Language (BSL)

Under the terms of the British Sign Language (Scotland) Act 2015, UWS was required to develop a British Sign Language Plan. UWS's first [British Sign Language Plan](#) can be viewed by clicking [here](#).

In the guidelines forming the action plan, it was important for public sector organisations to reach out to the community to understand their needs. Understanding that other public sector organisations would be developing a BSL plan, UWS hosted a consultation session in collaboration with Renfrewshire Council and NHS Greater Glasgow and Clyde, with UWS focusing on education. Adopting this collaborative approach meant the community to which BSL is vital had fewer consultation meetings, with more services and organisations consulting with them within one meeting. Following on from these consultations with members of the deaf and deaf/blind community, staff and students were also consulted in developing the UWS BSL plan and further collaborations followed with other HEI's from the Glasgow vicinity at another consultation event.

The plan outlines the actions UWS will take to ensure that students and staff who have BSL as their first language are supported at UWS. The BSL plan will be revised every six years and our current plan will be reviewed in 2020, to reflect any changes that will demonstrate best practice.

Since the plan has been published, great progress has been made and future actions will be added over time.

## Gender Equality

### External Women's Leadership Programme (Aurora)

Of those women who participated in this external leadership program, 52% have progressed their career. Moving forward in 2019, UWS are piloting a UWS Women's Leadership program in order to increase the offering of leadership development for more women on an annual basis, following the positive impact of this program. The UWS Womens Leadership Programme launches in Spring 2019. Following the pilot, UWS hopes to increase the number of participants going forward in 2020. This programme not only helps the University mainstream equalities but it also is reflective of UWS meeting our Equality Outcome 4. (More details found on p16-17)

#### UWS Staff - Aurora Figures 2103 - 2018

Completion Year	Number of Participants	Professional Services	Academic Staff	Participants that have Progressed their career
2014	10	3	7	6
2015	15	7	8	10
2016	14	8	6	7
2017	15	10	5	6
2018	8	5	3	3
<b>Totals</b>	<b>62</b>	<b>33</b>	<b>29</b>	<b>32</b>

#### UWS Inspiring Women

The Inspiring Women Series is now in its 6th year, over which time there has been a wide and diverse range of speakers. For example, at the 2017 UWS Inspiring Women Conference, the keynote speakers were Rebecca Stinson, the Head of Trans Inclusion Stonewall UK, Poonam Gupta, OBE, and in 2018, Corrine Hutton (quadruple amputee and founder of Finding your Feet) and Ann Moulds (founder of Action Scotland Against Stalking) and more recently, Professor Sheila Rowan MBE Chief Scientific Advisor for Scotland. Over the last two years, the University has seen the Inspiring Women events evolve and the series now offers places to external audiences from schools and colleges in the relevant locality to attend. The annual celebratory event also offers development CPD workshops

The series continues to evolve and grow and since February 2018, 1,000 people have registered their interest in the UWS Inspiring Women lecture series, four standalone events annually, and by 5th June 2018, UWS had also hosted 2 all day multi-speaker programmed events. Over 150 local school pupils have attended different individual events, which comprises of attendance from students at local colleges too. Engagement with local business partners, stakeholders, potential funders and other key contributors has been supported by the lecture series sponsor, AKP Scotland Ltd.

#### Attracting Diversity Project

UWS carried out research, funded by the Scottish Funding Council (SFC) and supported by the Equality Challenge Unit (ECU – now known as AdvanceHE). The project focussed on designing collaborative teams from across UWS to bring together qualitative and quantitative research to inform specific interventions (using positive action provisions of the Equality Act 2010 where appropriate). The "Attracting Diversity" project has investigated alternative admissions criteria for physics programmes and how to remove barriers for applicants without traditional maths and physics Higher qualifications. One of the primary aims of the project is to improve gender balance as there is a much lower uptake of physics and maths at Higher level among females compared to males. An overview of the research can be found [here](#)

## Trans Inclusion

There has been growing awareness in recent years that education environments should be gender-inclusive, acknowledging that not all staff or students identify with a binary or cis-gender system. UWS currently has guidance in place which provides support for any student who identifies as Trans or Non-Binary. Student Services offer guidance and counselling services to transgender students.

In 2018 UWS changed the reporting categories within the HR systems to better reflect best practice as advised by the Stonewall Guidance on reporting.

UWS is planning to develop Trans-Inclusive Processes based on best practice guidance in line with the Trans Edu network. The University is also working to ensure that there are appropriate facilities across all campuses which are sensitive and supportive to Trans staff and students. This was reflected in the University's new Lanarkshire Campus where we have gender neutral toilets that are accessible 365 days of the year, 24/7.

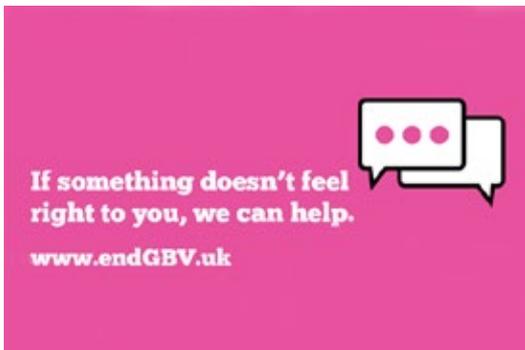
A Stonewall Working group has been established, which will review the University's Transgender provisions as we commit to the Stonewall Workplace Equality Index. This work is relevant to our Equality Outcome 3.

## Gender-based violence

UWS is taking a whole-institution approach to the support provision around gender-based violence (GBV), as advised in the Equally Safe in Higher Education guidance and toolkit. One of the University leadership team is leading a cross-university/student group, known as the University of the West of Scotland's Equally Safe Strategic Group.

The purpose of the Group is to take a strategic overview of the implementation of Equally Safe, the Scottish government's national policy for the prevention and elimination of Violence against Women and Girls (VAW&G). The group will oversee the implementation of a strategic approach to the development of measures at UWS which will closely reflect the twin themes of the Equally Safe approach – Prevention and Early Intervention.

In September 2018, UWS also took part in a national campaign co-ordinated by Universities Scotland, highlighting how and where staff and students can signpost anyone affected by GBV.



For staff, we have installed the 'Health Assured' Employee Assistance Programme Logo (shown below) on every employee's desktop to allow ease of access to support.



## Accessibility

### UWS took part in the research by JISC - Accessibility Snap Shot:

As a newly formed Service within Academic Life - Education, Education Futures spent some time in 2018 gathering evidence to inform their service delivery. As part of these 'baseline activities' JISC were invited to undertake a review of Accessibility and Inclusion Support.

In April, 2018, Margaret McKay, JISC's Access and Inclusion Specialist, carried out a pre-visit analysis and a single day's on-site visit, to review the website, prospectus, VLE, library platform, and provision of assistive technologies across the institution, focussing on three themes:

1. Effective platforms and processes - ensuring that our investment in technology enhances the abilities of our diverse learning communities and are usable by all.
2. Digitally capable staff and learners - providing staff with the skills and confidence to deliver engaging and inclusive digital content. Mainstreaming enabling technologies to support learner independence can help reduce reliance on people-based support and raise awareness of the potential to enhance productivity.
3. Effective curriculum - making the curriculum as accessible to as many people as possible increases engagement, retention, satisfaction and achievement and reduces support costs.

To support staff to develop their digital capabilities, there is a range of CPD activities planned and underway, and, in particular, Education Futures are running a number of 'Creating Accessible Learning Materials' workshops in 2019.

New legislation came into force for public sector bodies, on 23 September 2018, which requires UWS to ensure our online content (websites, apps, intranets, digital platforms and associated content) meet high and measurable standards of accessibility. This includes all content on the VLE.

#### **Asylum Seekers**

UWS has hosted a Campus Day for Asylum Seekers and Refugees who participate in the Bridges Programmes in Glasgow. UWS offered information, guidance and advice on funding, applying to university, qualifications needed and progression routes to university, both with their current qualifications and articulation from college. Asylum seekers and refugees are given a sole point of contact in the University.

#### **Gypsy Roma and Traveller Communities**

UWS is currently liaising with two schools in the southside of Glasgow and the Roma Society of Scotland to offer support for Roma, Gypsy and Traveller pupils. The aim is to host activities on campus with guest speakers who are role models from the Roma, Gypsy and Traveller Communities. Colleagues from the School of Media, Culture and Society will create activities for this group and this model will be rolled out to include other Schools within UWS.

#### **Well-being of Staff & Students**

A Wellbeing Group is taking forward the University's strategic approach to addressing issues of well-being, including mental health. The group includes representation from University leadership, student-facing services, academics and Human Resources. Initial considerations include workshops on mental health awareness and a mental health e-learning tool.

The University has an online space for thinking and feeling better, called SilverCloud. The online program offers a supportive framework available to all students and staff, across campuses, enhancing wellbeing and providing support for issues such as depression, anxiety and stress. Feedback from Counselling and Disability staff has been very positive, commenting that students have found the resources to be relevant to them and helpful. Student numbers using SilverCloud have increased by 400% between February 2017 and November 2018.

Disability Advisors deliver sessions with academic staff, aimed at specific student groups, such as students on a Master Degree programme or Team UWS, the University's sports teams.

The Disability Service support students who have a diagnosed mental health condition. A number of students have multiple disabilities, such as Multiple Sclerosis or an Autistic Spectrum Condition which affects their mental health. Support can include alternative assessment during presentations, support for exams and software to assist with concentration difficulties.

UWS has developed an effective system for supporting students with counselling requirements. The increased demand reflects the important changes in culture and UWS have worked hard to provide a welcome, opening, non-judgemental service.

Since 2014, staffing (offered by a number of part-time counsellors to meet the requirements) has increased by 33%. Over this same period, student demand has increased by 50%.

In order to promote mental health and wellbeing to all students, the counselling service also run awareness raising events/information to coincide with starting university – self compassion; a few weeks in – developing resilience; and exam period – tips on dealing with exam stress. The team collaborate with SAUWS to develop strategy, put on events, and participate in significant dates around Mental Health Awareness, working with the library on joint initiatives.

This investment enables mental health promotional events and campaigns throughout the year e.g. World Mental Health Day, Stress Awareness Day, University Mental Health Day, and facilitating a more coordinated approach to mental health promotion events and campaigns. Group workshops for students on mental health and wellbeing topics will be facilitated in the future.

UWS Staff have access to counselling services through occupational health.

Further examples of approaches to support staff with their Health and Wellbeing include:

- A suicide prevention poster and internal communications campaign, held earlier in 2018
- 24/7 Employee Assistance Programme (EAP)
- Employee Wellbeing e-learning course
- A Mental Health Awareness programme for staff



## Equality, Diversity and Inclusion across UWS

A number of schools have now established their own structures for supporting Equality, Diversity and Inclusion (EDI), with examples of school-related, and UWS-wide, positive EDI initiatives shown below:

### School of Business and Enterprise

Within this School, a few research applications have been made with specific focus on race equality, a number of which have been successfully funded, leading to research publications.

The School has also established an EDI committee, which supports Athena Swan initiatives and aims to identify student barriers to education, which are based on systemic inequalities. The committee also aims to develop a campaign around understanding, and valuing, difference and diversity, in an effort to heighten staff awareness and compassion within the School.

### School of Computing, Engineering and Physical Sciences (CEPS)

The School of Computing, Engineering & Physical Sciences (CEPS) continues to demonstrate support for well-established and innovative Equality, Diversity and Inclusivity (EDI) activities both within, and out with, the University, demonstrated by staff involvement, from across the five disciplines involved in the School, at EDI-related conferences, such as Tackling the Gender Gap Together and Improving Outcomes for BAME Students in HE and FE. Additionally, workshops were attended, such as Taking Positive Action to Recruit Women in STEM, Girl Geek Scotland and Coder Dojo and proactive outreach activities were delivered, including

- In-school pupil events, e.g. Chemistry's Spectroscopy in a Suitcase and *Mathematiques sans Frontieres*
- On-campus school events, e.g. SmartSTEMs
- Hosting the Working With Industry Conference
- Mentoring partnerships with industry, e.g. DELL's STEM Aspire Mentoring Programme and Sky's Mentoring Scheme
- Student projects, e.g. Glasgow Women's Library Suffragettes
- Sponsored awards, e.g. Council of Ethnic Minority Voluntary Organisation's (CEMVO) Education Award
- Funded research projects, e.g. SFC Changing Landscapes Project and Using Digital Technology, to encourage student involvement, engagement and democracy in HE
- Representation of the School's commitment to meeting the challenges of EDI issues at local-government level, i.e. membership on the Paisley YMCA Board, as well as national-government level, i.e. Presenters of "Diversity in STEM Workforce"

### School of Education

The School of Education is firmly committed to the principles of Equality, Diversity and Inclusivity – as an example of this, the Programme Leader of the Childhood Studies degree is co-founder of a national charitable organisation, i.e. the Scottish Association of Minority Ethnic Educators (SAMEE), which aims to support BME teachers, parents and young people. It also offers training on Culturally-Relevant Pedagogy to all educators, based on doctoral research, investigating the lived experiences of BME educators and the challenges they face, in terms of recruitment, retention and promotion. This academic has also designed a bespoke BME Coaching and Mentoring Programme, which was delivered at UWS (Paisley Campus), as well as a Rethinking Leadership workshop for BME members of the Scottish Trade Union Congress (STUC).

She also has an advisory role within the Scottish Government Working Group, focusing on Diversity in the Teaching Profession, which is in response to a national initiative on the recruitment, retention and promotion of BME teachers. A landmark report was published by this group, in November 2018, titled *Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools* (Scottish Government). Additionally, she is also Convener of the Anti-Racist sub-committee for Scotland's largest Teacher Union, EIS, and has contributed to the development of an anti-Muslim prejudice policy for this Union and, in her role as Vice-Chair of the Scottish Trade Union Congress Black Workers' Committee, she has planned and developed workshops for annual conference.

The School of Education's ITE programme also includes a number of modules in which topics relating to inclusion are represented, such as bilingualism, supporting LGBT+ learners and additional support needs.

A lecturer in ITE is also vice-chair of two LGBT+ groups, i.e. the UWS Liberty LGBT+ staff group and the TransEdu community of practice, whereby the former has the aims of supporting staff and increasing visibility of LGBT+ people across the university and the latter aims to share best practice at all levels of HE and FE, as well as being a forum for discussion and support.

### **School of Health and Life Sciences (HLS)**

The School of Health and Life Sciences (HLS) continues to have Athena SWAN on the agenda of School committees, from Programme Boards to School Boards, which allows all staff to understand the principles involved. Additionally, for the past two academic years, colleagues from the School have organised an Athena SWAN-themed research conference, aimed at seeking gender-balance in the presenters featured and highlighting successes for women in academia.

To facilitate inclusivity, staff who cannot attend meetings can make use of the WebEx facility and the School also maximises the use of video-conferencing for cross-campus meetings, to ensure that staff need not travel unnecessarily.

The School is also exploring approaches to introduce gender-balance in programmes which evidence high imbalance. For example, in Life Science modules for nurses, where a high proportion of students are female, the School is investigating the possibility of delivering modules with a group comprising of nursing and non-nursing students, for example in subjects such as Psychology and Forensic Science.

### **School of Media, Culture and Society (MCS)**

The School of Media, Culture and Society (MCS) Learning and Teaching Dialogues series provides space for colleagues within the School, and beyond, to discuss, reflect upon and share teaching practice, including issues of equality and inclusivity, an example of which is the 2019 seminar on *Promoting Equality and Inclusivity through the Curriculum*, which was delivered jointly by an academic in Careers Guidance & Development and the School Academic Skills Adviser.

Another academic worked in conjunction with the Student Association of UWS on the UWS Standing Safe campaign, a component of which was a screening, at the Glasgow Centre for Contemporary Arts, of 'The Uncondemned', which is a documentary on rape, as a war crime, during the Rwandan genocide. Proceeds from the screening went to the Tubahumurize Association, a Rwandan charity which supports and empowers female victims of violence and marginalization in Rwanda.

In 2018, colleagues from the Strategic Hub for Culture and Creativity also contributed to the 'Trailing Trailblazer' event, which celebrated STEM careers for all, using drama and creative technical workshops, jointly-hosting this with the School of Computing, Engineering and Physical Sciences.

The event targeted families, by celebrating local heritage and promoting STEM careers through:

- Creative technical workshops by Ice-cream Architecture, a local community-led facilitation firm
- Drama performance addressing gender bias, by PACE Theatre Company, which is based in Renfrewshire
- Opportunities to discuss what engineers and scientists really do
- An exhibition of local children's poster designs, culminating with the prize-giving ceremony for best posters

At the event, families had the opportunity to learn about a local heroine, who had real impact in the field of engineering, with her story being celebrated through film and song. Dorothee Pullinger, who designed a car for women which was built by women engineers, trained as an apprentice in Paisley before the First World War 1 and families attending were invited to vote on a range of plaque designs, which commemorated Ms Pullinger and her Paisley connection.

## Sports and Student Engagement

In 2018, Team UWS Sports Teams took part in the Scottish Student Sport (SSS) Rainbow Laces campaign, with many teams training and/or competing in Rainbow Laces events as part a wide campaign of activity and promotion. This campaign is coordinated nationally by SSS and is delivered in partnership with Stonewall, with a core message of "Make Sport Everyone's Game".

## Annual Appraisal Review – 'My Contribution'

An outcome from our Equality Diversity and Inclusivity (EDI) Committee was to encourage staff to evidence how they have contributed to and supported the EDI agenda and work that happens across our university. UWS reviewed the Annual Staff Review Process and now includes a section within our Annual Review (My Contribution) process to capture this information and to encourage dialogue between line manager and colleague.

## Recognition

UWS has been recognised externally over the last 2 years for the work developed in making UWS an inclusive organisation.

In 2017, UWS was highly commended for Employer of the Year at the Scottish Women in Technology (SWIT) Awards, additionally UWS won Best Public Sector for Working for Families Award at Family Friendly Working Scotland Award ceremony.

In the inaugural Scottish Diversity Awards, in December 2017, UWS was named University of the Year. The awards recognise the dedication and hard work of individuals, organisations and businesses across Scotland in nurturing and promoting diversity, equality, and empowerment.

More recently, UWS was a finalist for two EDI awards at the 'The Herald and GenAnalytics Diversity Awards 2018', 'Diversity In The Public Sector' and the coveted 'Rising Star Diversity Award' a category which recognised early career lecturer Emma Bolger's work pivotal in redeveloping the university's MSc in Career Guidance and Development, guaranteeing that equality and inclusion are at its core.



## Returners Scheme

UWS is committed to supporting employees before, during and after extended periods of family friendly leave including maternity leave, shared parental leave and adoption leave.

To complement the current provisions made available through the Maternity Leave & Pay Policy, Shared Parental Leave Policy and the Adoption Leave & Pay Policy, additional support is available through our Returners Scheme which aims to minimise the impact of extended leave on research activities or to assist colleagues reintegrate into the workplace. Since publishing the PSED report in 2017 the University's Returners Scheme has been introduced.

The aim of this scheme is to:

- Recognise that additional support may be required for employees returning to their role following a period of family friendly leave
- Ensure there is a seamless reintroduction back into their role following a period of family friendly leave
- Contribute to ensuring that the career development and progression of employees is not impacted due to periods of family friendly leave
- Support the UWS commitment to improving gender equality and increasing the number of women in senior academic roles
- Support the UWS commitment to ensuring our employees achieve work life balance appropriate to them

The scheme has been developed in conjunction with, and agreed by, the recognised trade unions and takes account of good practice.

Since the scheme was launched, there have been four applications for funding, with each application so far receiving some, or the full amount requested. The impact of which will be reported in our 2021 PSED update. Feedback from recipients so far has been very positive.

Applications are reviewed by a panel including, Head of OD and Equality, Head of Finance, Research Services and a senior researcher from a nominated school. UWS will report the impact of this funding for individuals in our 2021 PSED report, in the meantime, we will be reviewing this fund late 2019 following feedback gathered since the launch of the fund. The changes made, will be reported in our 2021 mainstreaming report.

Other areas of work which are examples of our mainstreaming equalities are outlined below:

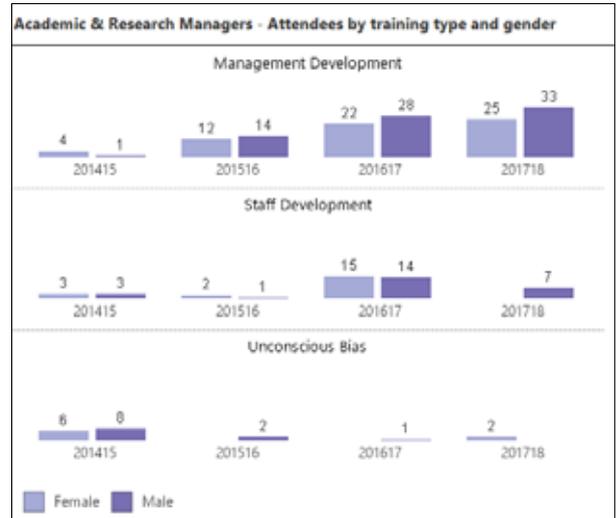
## Staff and Leadership Development

In 2016 UWS launched a Staff and Management Development programme. The programme was designed following training needs analysis and was an outcome from our Employee Engagement Survey. The leadership programme included a number of two hour workshops that were within four categories of leadership – Strategic Awareness, Effective Leader, Analysis and Improvement, and Managing People. The staff development programme included topics such as understanding change, time management, understanding cultures and working with international students, more details of topics can be found [here](#)

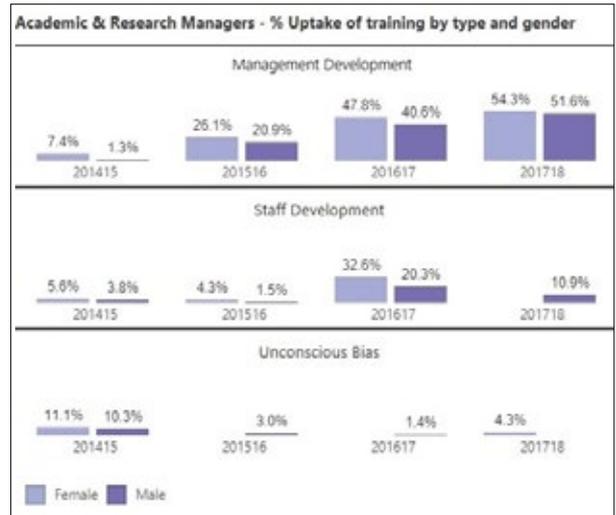
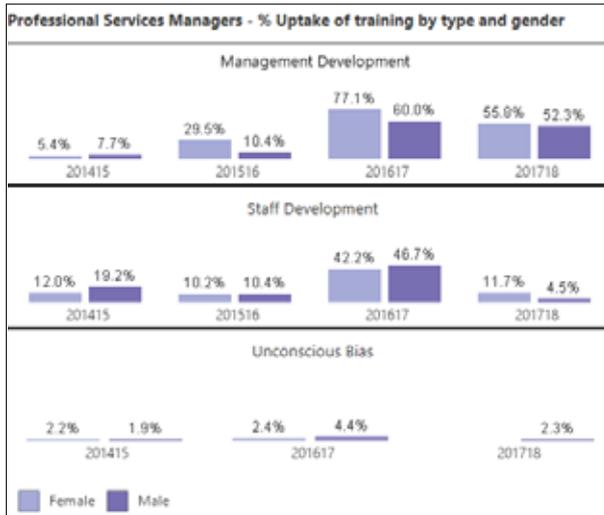
UWS has a number of approaches to learning and development, in 2017 the University offered development workshops across all campuses. In 2018 the University adopted a more bespoke programme for schools and departments focussing workshops and programmes that were specific to department/school's needs. In 2019 a mix of both these approaches was adopted.

The tables below show how many line managers, and the % of managers who have participated in management, staff and unconscious bias development workshops. The tables are split by Professional Services and Academic & Research line managers. Split is shown by gender.

Numbers of Line Managers undertaking development workshops (Prof Services/Academics & Research)



% of Line Managers undertaking development workshops (Prof Services/Academic & Research)

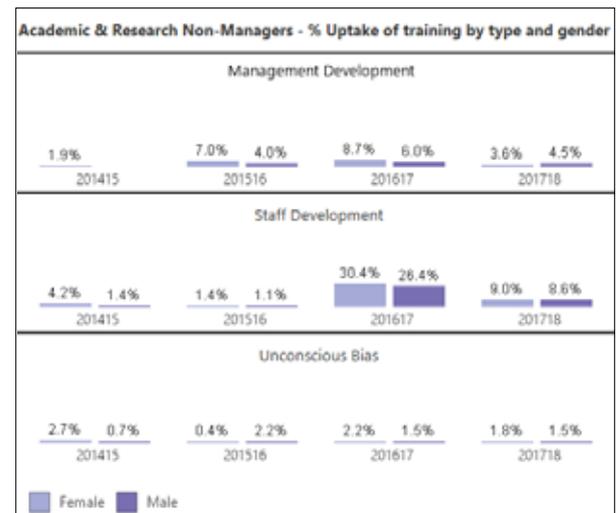
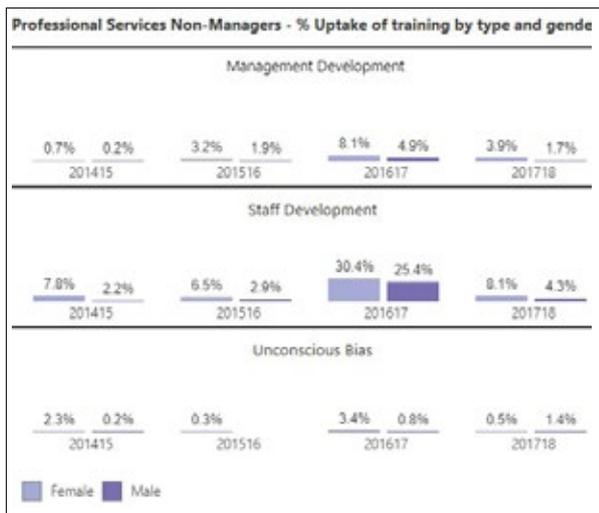


It is important that staff looking to progress their career have the right support to ensure they are ready for the next step. Within the annual staff performance review meetings (My Contribution), the conversation is structured to encourage conversation to highlight what the employee needs to develop more to support them moving forward. The tables below show what development our staff in non-management roles undertook. Here it can be seen that a number of staff in a non-management role attended some management workshops.

Numbers of non-management undertaking development workshops (Prof Services/Academic & Research)



% of non-management staff undertaking development workshops (Prof Services/Academic & Research)



In 2019 there is a mix of content offered to the wider university and work continues to closely support schools/departments in a bespoke way. Further details and statistics around the UWS Women’s Leadership Development programme can be found on page 16 of this report.

The Organisational Development team continue to work with our university leadership team on ways to encourage more managers to undergo leadership and management development.

# UWS Gender Pay Gap

## Introduction

The University calculates its gender pay gap on an annual basis and conducts regular equal pay reviews to ensure that all staff are paid fairly and equitably.

The gender pay gap is a calculation undertaken to measure the difference between men and women's average hourly earnings (excluding overtime) across an organisation or the labour market. This is expressed as a percentage of men's earnings.

The University has compiled data to include in this report which has been obtained from our HR & Payroll System as at the 28th February 2019. This data set includes all staff employed by the University as at this date and therefore includes hourly paid staff as well as full time and part time core staff. The methodology for these calculations is explained below.

## Methodology and Calculation

As in previous years, the University has carried out its calculations in accordance with guidance provided in the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. These are calculated in hourly rates of pay with data based on salaries as at February 2019.

The mean average hourly rate of pay has been calculated by adding all individual employees' hourly rate of pay and dividing the by the total number of employees.

The mean gender pay gap is calculated as follows;

1. deduct the mean female hourly pay rate from the mean male hourly pay rate.
2. divide the result by the mean male hourly pay rate.
3. multiply the resulting figure by 100.

## Gender Pay Gap

Publication	Snapshot date for data	Mean Gender Pay Gap	Median Gender Pay Gap
Equal Pay Mainstreaming Report 2012/2013	31st August 2012	22.00% (core staff only)	Not Published
Equal Pay Mainstreaming Report 2014/2015	31st August 2014	19.90% (core staff only)	Not Published
PSED Report 2017	31st December 2016	17.00%	Not Published
<b>PSED Report 2019</b>	<b>28th February 2019</b>	<b>14.39%</b>	<b>23.25%</b>

The current gender pay gap for the University is 14.39%. This represents a 2.61% reduction since 2017 and a reduction of 7.61% since 2012. This is clearly a positive trajectory and the University remains committed to further reductions through development and implementation of action plans.

The current gender pay gap for 2019 has been calculated using a staffing number of 2124 employees comprising of 1288 (60.64%) females and 836 (39.36%) males. The mean hourly rate of pay for female employees is £17.19 and the mean hourly rate of pay for male employees is £20.08.

### Pay Gap by Grade

Whilst there is a reduction in the University's overall gender pay gap, the data has been examined at grade level to identify any specific gaps.

The following table provides the salary grades and percentage value of any gaps per grade. In line with previous reports, grades which contain three people or less have been removed to protect anonymity of staff.

It is important to note that pay gaps in favour of men have been presented with a negative figure and pay gaps in favour of women have been presented with a positive figure.

Pay gaps in favour of male employees have been highlighted in yellow and are shown as a negative value. Pay gaps in favour of females and neutral pay gaps have been highlighted in green and are shown as a zero or positive value. Pay gaps of higher than -5% would have been highlighted in red but there were no such cases.

Grade	Total Headcount	Female Average Hourly Rate	Male Average Hourly Rate	Average Hourly Rate	% Difference female to Male
Professional Services Grade 1	397	£ 9.02	£ 9.02	£ 9.02	0%
Graduate Placement	4	£ 9.59	£ 9.44	£ 9.47	2%
Professional Services Grade 2	325	£ 9.84	£ 10.01	£ 9.92	-2%
Professional Services Grade 3	130	£ 11.73	£ 11.44	£ 11.67	2%
Professional Services Grade 4	178	£ 14.25	£ 14.66	£ 14.38	-3%
Academic & Research Ac 1	18	£ 16.59	£ 16.21	£ 16.44	2%
Professional Services Grade 5	127	£ 17.97	£ 18.19	£ 18.04	-1%
Academic & Research Ac 2	191	£ 20.55	£ 20.29	£ 20.44	1%
Professional Services Grade 6	112	£ 22.33	£ 22.69	£ 22.44	-2%
Academic & Research Ac 3	354	£ 25.87	£ 26.06	£ 25.96	-1%
Professional Services Grade 7	35	£ 25.96	£ 25.83	£ 25.90	1%
Academic & Research FE64	9	£ 26.20	£ 25.49	£ 25.81	3%
Professional Services Grade 8	16	£ 29.29	£ 30.50	£ 29.74	-4%
Academic & Research Ac 4	130	£ 30.36	£ 30.85	£ 30.63	-2%
Senior Management Grade 1	18	£ 36.04	£ 37.72	£ 36.69	-4%
Academic & Research Professor	31	£ 40.55	£ 41.23	£ 40.98	-2%
Senior Management Grade 2	4	£ 43.39	£ 42.23	£ 42.81	3%
Senior Management Grade 3	16	£ 46.06	£ 46.50	£ 46.39	-1%
Senior Management Grade 4	5	£ 51.44	£ 52.55	£ 51.66	-2%
Senior Management Grade 5	9	£ 56.38	£ 58.36	£ 57.70	-3%

As can be seen from the above table, there are no pay gaps at grade level higher than 5% which is encouraging and is representative of the University's approach to equal pay for work of equal value.

While there are no gaps above 5%, UWS does however recognise that there are some gaps in which the average male hourly rate of pay continues to be higher than the average female hourly rate. These are mainly marginal pay gaps and UWS continues to monitor these in line with implementation of action plans.

The highest pay gap of 4% can be seen in management grades of Professional Services Grade 8 and Senior Management Grade 1. The specific data for staff paid on each of these grades has been scrutinised and the pay differential can be explained by length of service. The male staff occupying these grades have been in post for a longer period of time and have therefore progressed through the grade in line with incremental progression. This has therefore resulted in a higher hourly rate of pay for male staff on these grades.

### The UK Gender Pay Gap

The Office for National Statistics (ONS) provides gender pay gap data on an annual basis. The current UK mean gender pay gap is 17.9% which has fallen by 0.2% since 2016, and according to ONS ASHE 2016-17 data, the median gender pay gap for the HE sector is 14%.

In the UK, the pay gap has reduced over the last 10 years but continues to remain in favour of men which is evidenced in national statistics.

## UWS Equal Pay Statement

University of the West of Scotland is committed to the principles of equal pay for work of equal value for all of our employees, irrespective of gender or any other protected characteristics. The University is committed to compliance with legislative requirements as set out in the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, Public Sector Equality Duty (PSED) and European law.

UWS pay and grading framework for achieving equal pay across the University is underpinned by an analytical job evaluation scheme (HAY) and is supported by complementary reward. UWS believe that ensuring equal pay for work of equal value demonstrates the University’s commitment to its employees through equitable, fair and transparent pay and reward mechanisms.

UWS aim to reflect equal pay with respect to remuneration, development and career progression for all staff in ensuring that the level of reward is appropriate to the relative size and content of each job. The University’s policies and procedures associated with pay and remuneration have been developed and implemented with a view to eliminating all bias. In addition, the University regularly review processes, in partnership with the recognised trade unions, to ensure their integrity in relation to equal pay considerations.

UWS equal pay objectives are to:

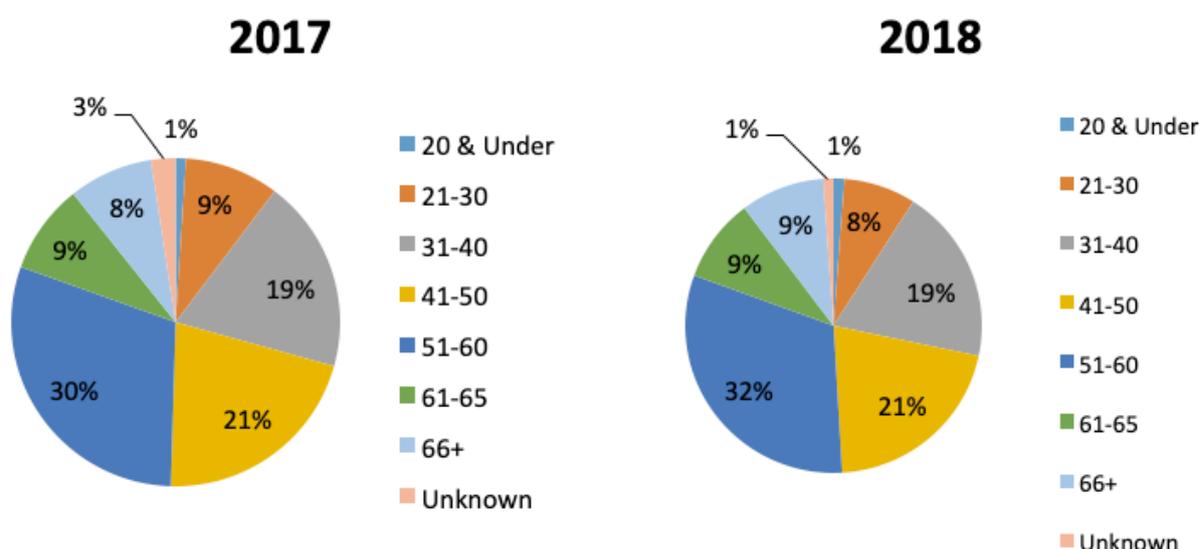
- Carry out regular monitoring of the impact of our pay practices and review the application of its policies and procedures.
- Undertake regular equal pay reviews in line with guidance issued by the Equalities and Human Rights Commission (EHRC), as required under PSED.
- Monitor starting salaries for new staff, ensuring they adhere to our Starting Salary Guidance.
- Assess and review findings of equal pay reviews, in conjunction with our recognised local Trade Unions, and take action where necessary.

The findings of these reviews will be considered by the University’s Equality, Diversity and Inclusivity (EDI) Committee.

## Staff Profile at UWS

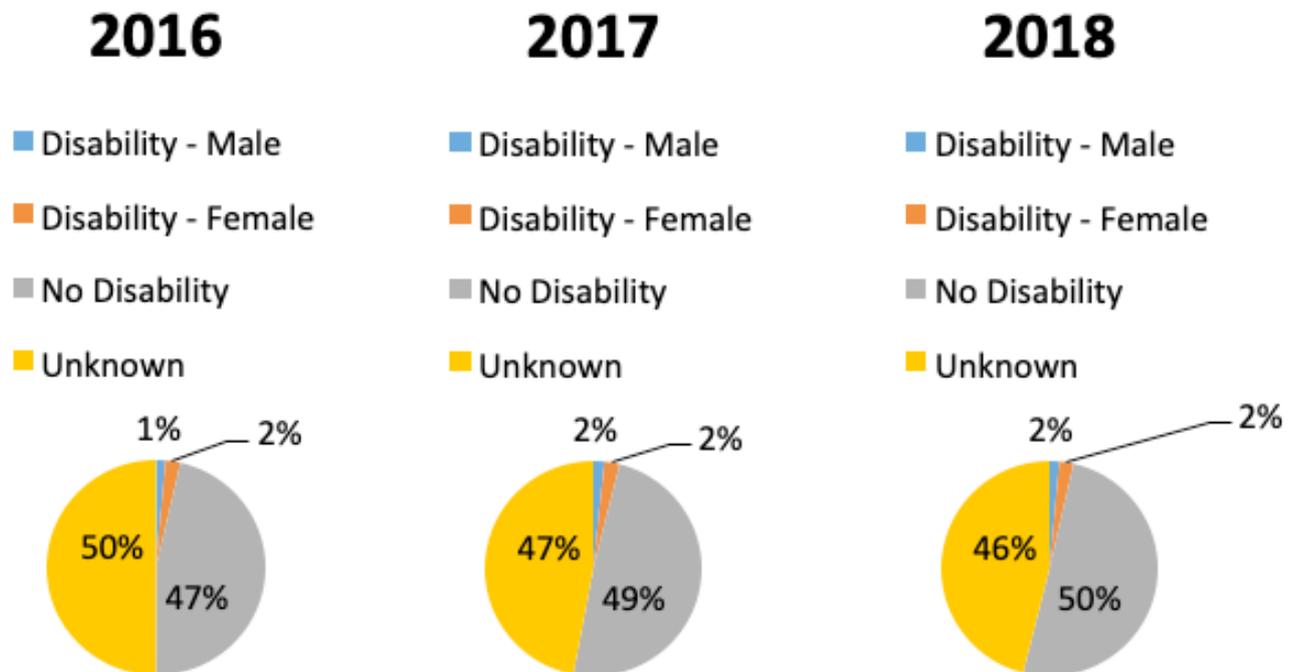
UWS hope the work and commitment they have carried out in their Equality Outcome 2, will continue to encourage staff to update their profile information, this will allow UWS to better understand the staff profile and to ensure that policies and work practice support staff at the University. In the last 2 years, there is no significant shift in the data. Below are tables and charts outlining the staff profile at UWS.

### Age



Year	20 & under	21-30	31-40	41-50	51-60	61-65	66 +	Unknown	Total
2017	22	205	423	468	665	196	183	53	2215
2018	24	161	394	425	644	188	187	23	2046

## Disability



Year	Disability	No Disability	Unknown	Total
2016	90 (33 Men)	1099	1183	2372
2017	87 (37 Men)	1085	1042	2214
2018	73 (30 Men)	1030	942	2045

The percentage of staff that did not disclose this factor fell by 1% from 2017 and 2018 but if the 2016 figure is taken into consideration, the figure changes to 4%. Overall, over a three year period, the percentage of people disclosing their disability has improved by 4% with the majority being women.

Profile of staff who disclosed a disability:

2016 - 63% women and 37% men

2017 - 58% women and 42% men

2018 - 59% women and 41% men

% of total staff who have not disclosed disability information:

2016 - 49.8% unknown

2017 - 47% unknown

2018 - 46% unknown

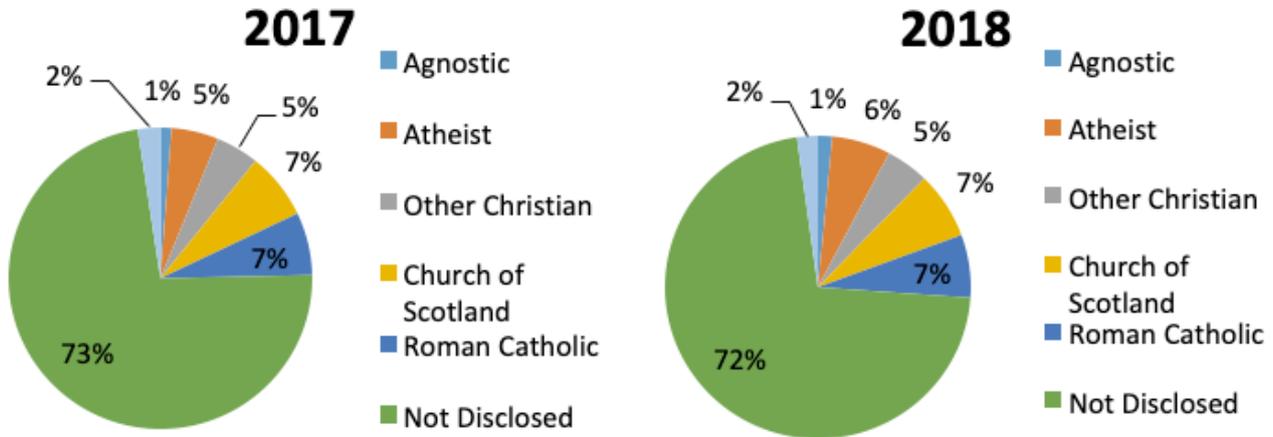
% of staff who have disclosed a disability:

3.7% in 2016

3.9% in 2017

3.5% in 2018

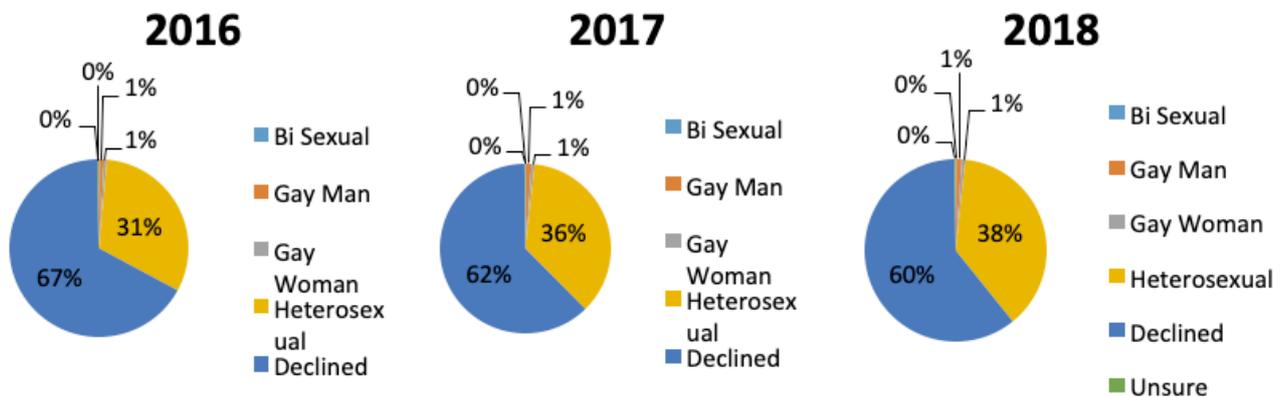
**Faith and Belief**



Year	Agnostic	Atheist	Other Christian	Church of Scotland	Roman Catholic	Not Disclosed	*Other Religion	Total
2017	26	111	102	158	149	1616	53	2215
2018	31	127	93	146	137	1467	45	2046

\*Other Religion includes Muslim, Hindu, Buddhist, Islam, Humanist, Other Belief, and Other Religion  
 In 2017, 27% of staff disclosed their faith and belief and, in 2018, this increased to 28%. However, it is too early to identify a trend as the staff population numbers decreased simultaneously.

**Sexual Orientation**



Year	Bi Sexual	Gay Man	Gay Woman	Straight/ Heterosexual	%	Declined	Unsure	Total
2016	2	19	13	746	31%	1586	6	2372
2017	2	23	13	795	34%	1377	4	2214
2018	2	20	13	768	37.5%	1238	4	2045

The above data demonstrates that, since 2016, the number of staff that have disclosed their sexual orientation increased by 7%, a significant increase, representing the cultural shift within UWS, where staff are more comfortable disclosing their sexual orientation. However, the number of LGBT+ staff remained fairly constant, although the number of heterosexual staff disclosing has increased.

2016 66.86% declined  
 2017 62% declined  
 2018 60% declined

**Race/Ethnicity**

**2016**

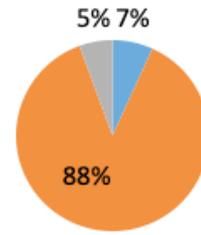
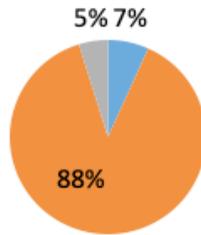
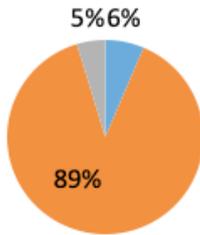
**2017**

**2018**

■ BME ■ White ■ Un Disclosed

■ BME ■ White ■ Un Disclosed

■ BME ■ White ■ Un Disclosed



Year	BME	White	Un Disclosed	Total
2016	152	2109	111	2372
2017	149	1959	106	2214
2018	139	1792	114	2045

2016 4.6% staff did not disclose

2017 4.78% staff did not disclose

2018 5.5% staff did not disclose

Our BME Staff Profile:

- 2016 - 6.4%
- 2017 - 6.7%
- 2018 - 6.7%

Number of BME Staff declaring a disability is <5

The data above includes all staff, including hourly-paid staff. Although staff population at UWS has decreased, the number of staff not disclosing their ethnicity has increased. The future work of the UWS Race Equality Charter working group will focus on this trend and seek to understand the reasons behind this.

**Gender**

**2016**

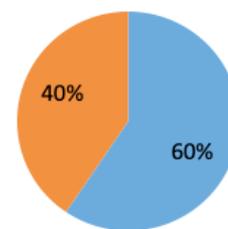
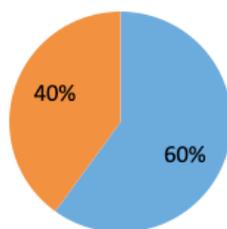
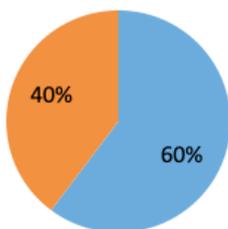
**2017**

**2018**

■ Female ■ Male

■ Female ■ Male

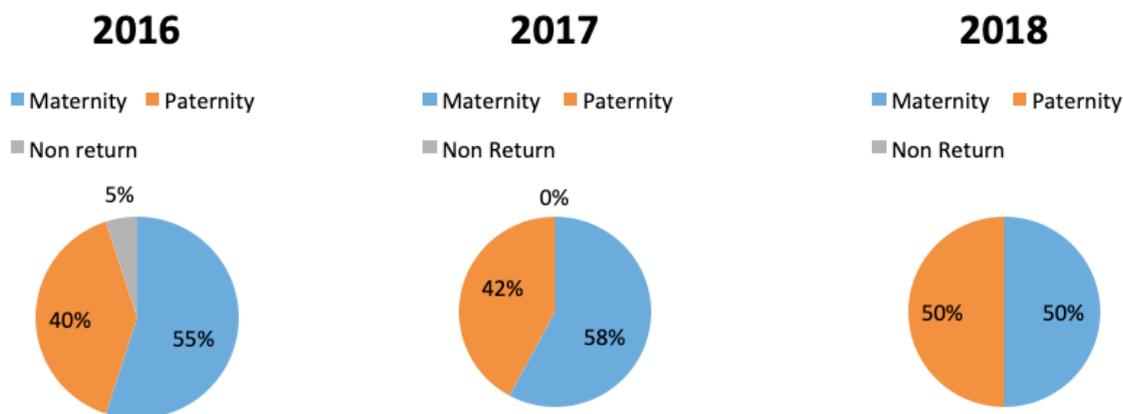
■ Female ■ Male



Year	Female	Male	Total
2016	1429	943	2372
2017	1328	886	2214
2018	1217	828	2045

UWS has 60% female workforce.

### Maternity/Paternity Leave



Year	Maternity	Paternity	Return
2016	11	8	One non return
2017	22	16	All return
2018	19	19	All return

In 2016 10 people accessed maternity leave were from professional services and one academic.

In 2017, 8 were academic and 13 were from professional services and 1 research.

In 2018, 11 are from professional services.

### Working Pattern

Year	Flexible	PT	Standard	Hourly	Sessional	Total
2017	102	312	1069	688	43	2215
2018	127	294	1015	572	37	2046

### Professional Service

Year	Flexible	PT	Standard	Hourly	Sessional
2017	75	259	528	609	42
2018	83	231	506	481	36

### Academic

Year	Flexible	PT	Standard	Hourly	Sessional
2017	26	51	466	79	1
2018	43	58	454	91	1

### Senior Management

Year	Flexible	PT	Standard	Hourly	Sessional
2017	1	2	61	0	0
2018	1	5	54	0	0

### Disability Working Hours

Year	Flexible	PT	Standard	Hourly	Sessional
2017	6	11	39	30	1
2018	7	11	37	17	1

**BME Working Hours**

Year	Flexible	PT	Standard	Hourly	Sessional
2017	1	8	77	63	0
2018	2	13	76	49	0

**LGBT Working Hours**

Year	Flexible	PT	Standard	Hourly	Sessional
2017	2	1	28	7	0
2018	4	1	26	3	1

## Staff Recruitment Profile

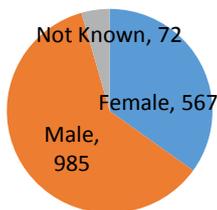
Any candidate who meets the essential criteria and declares a disability is guaranteed an interview under the University’s disability confident scheme.

**Academic and Research Vacancies 2017 - Gender**

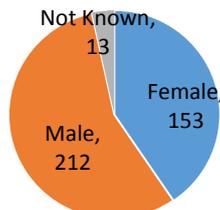
2017	2018
UWS received 1624 applications for 86 vacancies in 2017	UWS received 865 applications for 52 vacancies in 2018
<ul style="list-style-type: none"> <li>• 567 female applications</li> <li>• 985 male applications</li> <li>• 72 applicants opted not to disclose their gender when submitting their applications</li> <li>• A higher % of female applicants than males were both interviewed and appointed</li> <li>• 44 females and 42 males were appointed</li> </ul>	<ul style="list-style-type: none"> <li>• 289 female applications</li> <li>• 535 male applications</li> <li>• 41 applicants opted not to disclose their gender when submitting their applications</li> <li>• A higher rate % of female applicants than males were both interviewed and appointed</li> <li>• 29 females and 23 males were appointed</li> </ul>

**Academic and Research Vacancies 2017 – Gender**

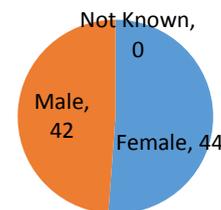
Academic Applications 2017



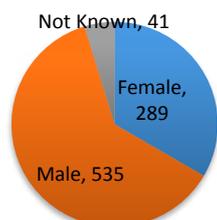
Academic Shortlisted 2017



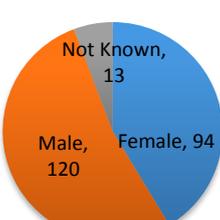
Academic Appointed 2017



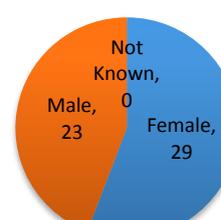
Academic Applications 2018



Academic Shortlisted 2018



Academic Appointed 2018

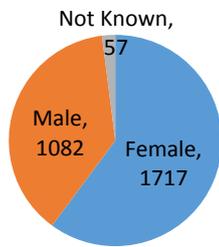


**Professional Services Staff (PSS) Vacancies - Gender**

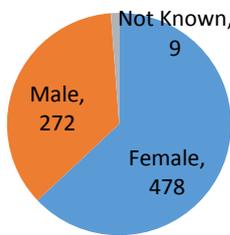
2017	2018
2856 applications were received for 143 Professional Services vacancies	867 applications were received for 58 Professional Services vacancies.
<ul style="list-style-type: none"> <li>• 1717 female applicants</li> <li>• 1082 male applicants</li> <li>• 57 applicants opted not to disclose their gender when submitting their applications</li> <li>• A higher % of female applicants than males were both interviewed and appointed</li> <li>• 102 females and 41 males were appointed</li> </ul>	<ul style="list-style-type: none"> <li>• 513 female applicants</li> <li>• 327 male applicants</li> <li>• 27 applicants opted not to disclose their gender when submitting their applications</li> <li>• A higher rate % of female applicants than males were both interviewed and appointed</li> <li>• 40 females and 18 males were appointed</li> </ul>

**Professional Services Staff (PSS) Vacancies - Gender**

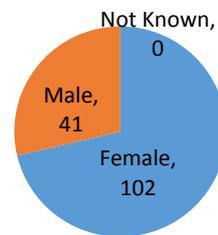
PSS Applications 2017



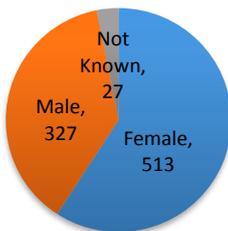
PSS Shortlisted 2017



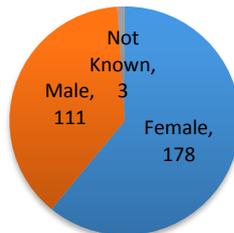
PSS Appointed 2017



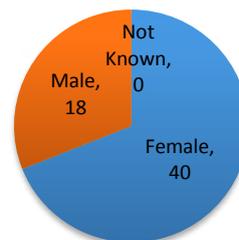
PSS Applications 2018



PSS Shortlisted 2018



PSS Appointed 2018



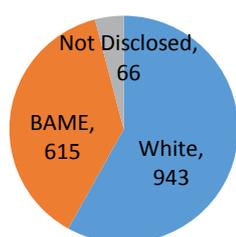
# Ethnicity

## Academic and Research Vacancies - Ethnicity

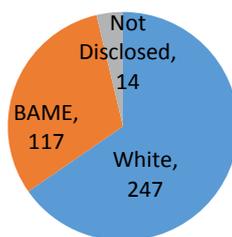
2017	2018
Of the 1624 applications received for 86 Academic and Research vacancies	Of the 865 applications received for 52 Academic and Research vacancies
<ul style="list-style-type: none"> <li>615 were from applicants with a BAME background</li> <li>66 applicants opted not to disclose their ethnicity during this recruitment process</li> <li>A total of 378 applicants were shortlisted with 117 from a BAME background</li> <li>18 BAME applicants were appointed out of a total of 86 appointments</li> </ul>	<ul style="list-style-type: none"> <li>346 were from applicants with a BAME background</li> <li>44 applicants opted not to disclose their ethnicity during this recruitment process</li> <li>A total of 227 applicants were shortlisted with 60 from a BAME background</li> <li>11 BAME applicants were appointed out of a total of 52 appointments</li> </ul>

## Academic and Research Vacancies – Ethnicity

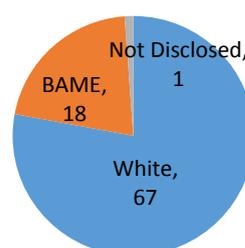
Ethnicity of Applications 2017



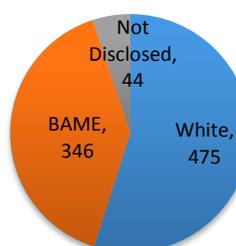
Ethnicity of Shortlisted 2017



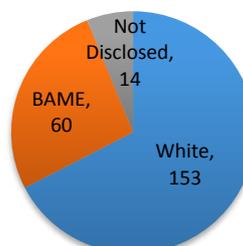
Ethnicity of Appointed 2017



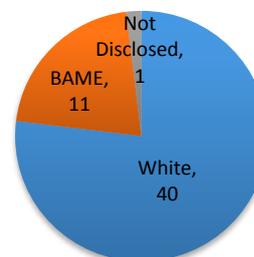
Ethnicity of Applications 2018



Ethnicity of Shortlisted 2018



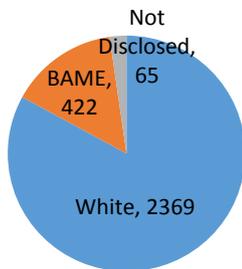
Ethnicity of Appointed 2018



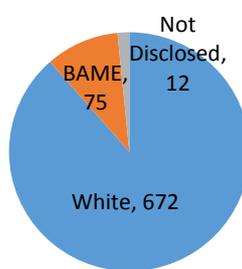
**Professional Services Vacancies – Ethnicity**

2017	2018
Of the 2856 applications for Professional Services vacancies, 422 were received from applicants with a BAME background.	Of the 867 applications for Professional Services vacancies, 129 were received from applicants with a BAME background.
<ul style="list-style-type: none"> <li>• 65 applicants opted not to disclose their ethnicity during this recruitment process</li> <li>• 75 applicants with a BAME background were shortlisted from a total of 756 shortlisted applicants</li> <li>• 13 BAME applicants were appointed</li> </ul>	<ul style="list-style-type: none"> <li>• 25 applicants opted not to disclose their ethnicity</li> <li>• 37 applicants with a BAME background were shortlisted from a total of 292 shortlisted applicants</li> <li>• 6 BAME applicants were appointed</li> </ul>

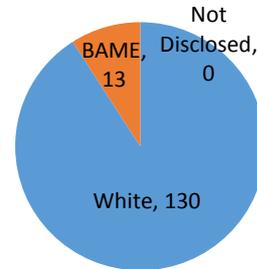
Ethnicity of Applications 2017



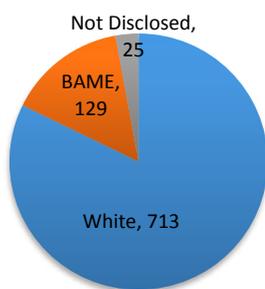
Ethnicity of Shortlisted 2017



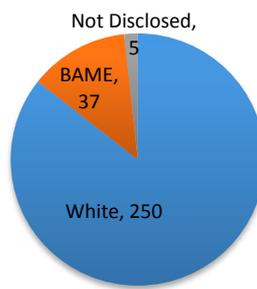
Ethnicity of Appointed 2017



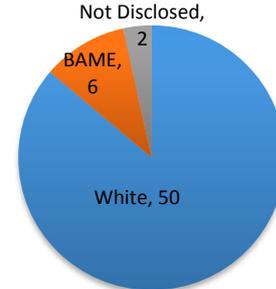
Ethnicity of Applications 2018



Ethnicity of Shortlisted 2018



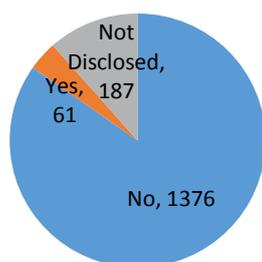
Ethnicity of Appointed 2018



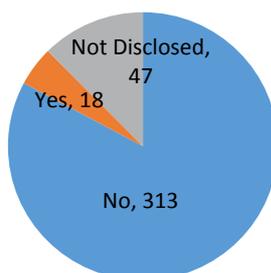
### Academic and Research Vacancies – Disability

2017	2018
<p>Of the 1624 applications received for Academic and Research vacancies</p> <ul style="list-style-type: none"> <li>• 61 applicants disclosed a disability</li> <li>• 187 applicants opted not to disclose information about disability during this process</li> <li>• A total of 378 applicants were shortlisted with 18 applicants who disclosed a disability</li> <li>• 3 applicants who disclosed a disability were appointed out of a total of 86 appointments</li> </ul>	<p>Of the 865 applications received for Academic and Research vacancies</p> <ul style="list-style-type: none"> <li>• 25 applicants disclosed a disability</li> <li>• 126 applicants opted not to disclose information about disability during this process</li> <li>• A total of 227 applicants were shortlisted with 5 applicants who disclosed a disability</li> <li>• 4 applicants who disclosed a disability were appointed out of a total of 52 appointments</li> </ul>

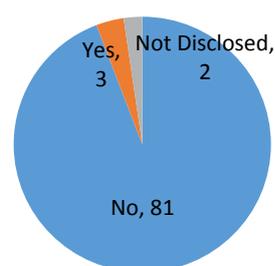
Disability Profile of Applications 2017



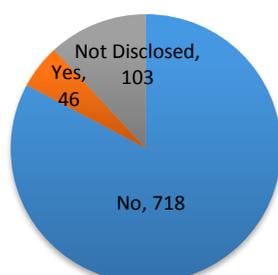
Disability Profile of Shortlisted 2017



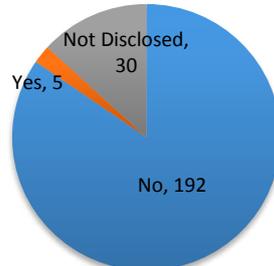
Disability Profile of Appointed 2017



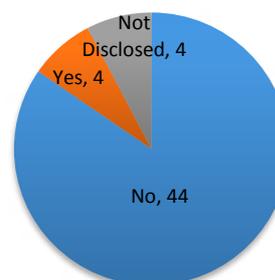
Disability Profile of Applications 2018



Disability Profile of Shortlisted 2018



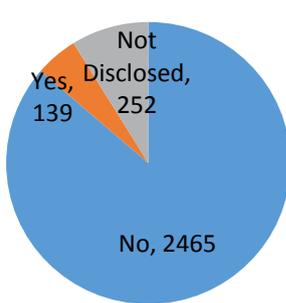
Disability Profile of Appointed 2018



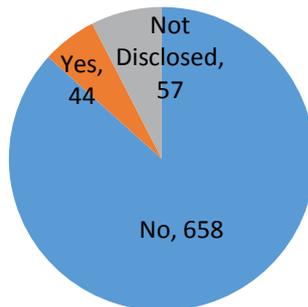
**Professional Services Vacancies – Disability**

2017	2018
<p>Of the 2856 applications for Professional Services vacancies</p> <ul style="list-style-type: none"> <li>• 139 applicants disclosed a disability</li> <li>• 252 applicants opted not to disclose information about disability during this process</li> <li>• A total of 759 applicants were shortlisted with 44 applicants who disclosed a disability</li> <li>• 12 applicants who disclosed a disability were appointed out of a total of 143 appointments</li> <li>• 7 were appointed who did not disclose a disability</li> </ul>	<p>Of the 867 applications received for Professional Services vacancies</p> <ul style="list-style-type: none"> <li>• 46 applicants disclosed a disability</li> <li>• 103 applicants opted not to disclose information about disability during this process</li> <li>• A total of 292 applicants were shortlisted with 14 applicants who disclosed a disability</li> <li>• 2 applicants who disclosed a disability were appointed out of a total of 58 appointments</li> <li>• 6 applicants were appointed who did not disclose a disability</li> </ul>

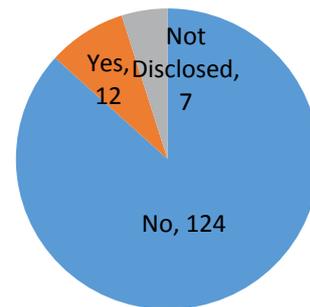
Disability Profile of Applications 2017



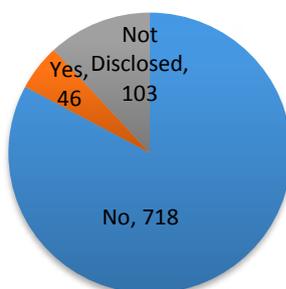
Disability Profile of Shortlisted 2017



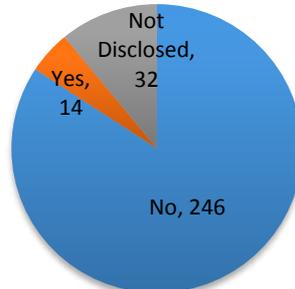
Disability Profile of Appointed 2017



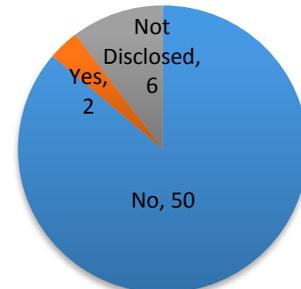
Disability Profile of Applications 2018



Disability Profile of Shortlisted 2018



Disability Profile of Appointed 2018



### Staff Leavers Profile

Between 1st August 2016 and 31st July 2017, 183 employees left the university. Between 1st August 2017 and 31st July 2018, 223 employees left the university. Analysis of the data revealed that over the two year period 11.3% left under a voluntary severance or voluntary early retirement scheme.

A breakdown of the data reveals that in 2017 37.16% per cent of leavers were staff in academic and research positions and a further 62.84% per cent of leavers were staff working in professional services. In 2018 38.56% of leavers were academic staff and 61.44% were professional services staff.

The following series of tables shows the number of staff leaving the University in 2017 and 2018 broken down by each protected characteristic.

#### Leavers Profile - Gender

Gender Profile 2017			
	Female	Male	Total
Headcount	106	77	183
Percentage	57.92%	42.08%	100.00%

Gender Profile 2018			
	Female	Male	Total
Headcount	122	101	223
Percentage	54.71%	45.29%	100.00%

#### Leavers Profile - Disability

Disability Profile 2017				
	Disabled	Not Disabled	Not Disclosed	Total
Headcount	6	95	82	183
Percentage	3.28%	51.91%	44.81%	100.00%

Disability Profile 2018				
	Disabled	Not Disabled	Not Disclosed	Total
Headcount	8	135	80	223
Percentage	3.59%	60.54%	35.87%	100.00%

#### Leavers Profile – Ethnicity

Ethnicity Profile 2017				
	White	BAME	Not Disclosed	Total
Headcount	158	16	9	183
Percentage	86.34%	8.74%	4.92%	100.00%

Ethnicity Profile 2018				
	White	BAME	Not Disclosed	Total
Headcount	199	14	10	223
Percentage	89.24%	6.28%	4.48%	100.00%

**Leavers Profile – Sexual Orientation**

Sexual Orientation Profile 2017				
	Gay	Heterosexual	Not Disclosed	Total
Headcount	3	67	113	183
Percentage	1.64%	36.61%	61.75%	100.00%

Sexual Orientation Profile 2018				
	Gay	Heterosexual	Not Disclosed	Total
Headcount	4	106	113	223
Percentage	1.79%	47.53%	50.67%	100.00%

**Leavers Profile – Religion**

Religion Profile 2017										
	Agnostic/ Atheist	Church of Scotland	Humanist	Muslim	Not Disclosed	Other Belief	Roman Catholic	Other Christian	Other Religion	Total
Headcount	15	14	1	1	129	2	12	8	1	183
Percentage	8.20%	7.65%	0.55%	0.55%	70.49%	1.09%	6.56%	4.37%	0.55%	100.00%

Religion Profile 2018										
	Agnostic/ Atheist	Church of Scotland	Humanist	Muslim	Not Disclosed	Other Belief	Roman Catholic	Other Christian	Other Religion	Total
Headcount	22	14	6	1	136	2	22	16	4	223
Percentage	9.87%	6.28%	1.35%	0.45%	62.33%	0.90%	9.87%	7.17%	1.79%	100.00%

**Leavers Profile – Age**

Age Profile 2017									
Age	20 & under	21-30	31-40	41-50	51-60	61-65	66 +	Unknown	Total
Headcount	6	28	27	42	40	32	8	0	183
Percentage	3.28%	15.30%	14.75%	22.95%	21.86%	17.49%	4.37%	0.00%	100.00%

Age Profile 2018									
Age	20 & under	21-30	31-40	41-50	51-60	61-65	66 +	Unknown	Total
Headcount	2	30	44	45	63	26	13	0	223
Percentage	0.90%	13.45%	19.73%	20.18%	28.25%	11.66%	5.83%	0.00%	100.00%

Service Profile 2017										
	< 1 year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	> 30 years	Total
Headcount	37	45	28	21	21	15	7	5	4	183
Percentage	20.22%	24.59%	15.30%	11.48%	11.48%	8.20%	3.83%	2.73%	2.19%	100.00%

Service Profile 2018										
	< 1 year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	> 30 years	Total
Headcount	45	53	44	25	20	9	12	9	6	223
Percentage	20.18%	23.77%	19.73%	11.21%	8.97%	4.04%	5.38%	4.04%	2.69%	100.00%

**Leavers Reasons - Gender**

<b>Gender Breakdown 2017</b>			
Reasons for Leaving	Female	Male	Total
Dismissal	1	2	3
End of fixed term contract	19	13	32
Other Reason	0	2	2
Redundancy	1	0	1
Resignation	54	33	87
Resignation - Ill health	0	0	0
Retirement	5	8	13
Retirement - Ill health	4	1	5
Termination of contract	1	2	3
TUPE	0	0	0
Voluntary Early Retirement	4	1	5
Voluntary Severance	17	14	31
Death in Service	0	1	1
	106	77	183

<b>Gender Breakdown 2018</b>			
Reasons for Leaving	Female	Male	Total
Dismissal	2	5	7
End of fixed term contract	13	18	31
Other Reason	1	5	6
Redundancy	2	2	4
Resignation	69	46	115
Resignation - Ill health	1	0	1
Retirement	7	16	23
Retirement - Ill health	4	0	4
Termination of contract	0	1	1
TUPE	16	3	19
Voluntary Early Retirement	0	0	0
Voluntary Severance	5	5	10
Death in Service	2	0	2
	122	101	223

**Leavers Reasons – Ethnicity**

<b>Ethnicity Breakdown 2017</b>				
Reasons for Leaving	White	BAME	Not Disclosed	Total
Dismissal	3	0	0	3
End of fixed term contract	26	4	2	32
Other Reason	2	0	0	2
Redundancy	1	0	0	1
Resignation	73	10	4	87
Resignation - Ill health	0	0	0	0
Retirement	11	2	0	13
Retirement - Ill health	5	0	0	5
Termination of contract	3	0	0	3
TUPE	0	0	0	0
Voluntary Early Retirement	5	0	0	5
Voluntary Severance	28	0	3	31
Death in Service	1	0	0	1
	158	16	9	183

<b>Ethnicity Breakdown 2018</b>				
Reasons for Leaving	White	BAME	Not Disclosed	Total
Dismissal	5	2	0	7
End of fixed term contract	26	1	4	31
Other Reason	4	2		6
Redundancy	4	0	0	4
Resignation	104	8	3	115
Resignation - Ill health	1	0	0	1
Retirement	21	0	2	23
Retirement - Ill health	4	0	0	4
Termination of contract	0	1	0	1
TUPE	18	0	1	19
Voluntary Early Retirement	0	0	0	0
Voluntary Severance	10	0	0	10
Death in Service	2	0	0	2
	199	14	10	223

# Promotions

## Academic Promotions 2018/19

As part of the annual round of academic promotions, those staff who wish to apply for promotion are encouraged to attend one of the information sessions provided by the Vice-Principal (Academic) and HR, which are offered across each of the five campuses, making use of WebEx and Skype.

The sessions are designed to provide staff with an indication of what is expected regarding the content of their promotion application. Staff are advised of:

- The metrics that are used
- How their data relates to the criteria
- What will be the expectations of the Academic Promotions Committee

As part of the application process, staff are provided with guidelines on how to complete their promotion application, which also involves a discussion with their line manager and Dean of School. Following the Academic Promotions Committee meeting, HR undertake a review of the process and documentation in liaison with the Deputy Principal and Vice-Principal (Academic).

In the 2018/19 round of academic promotions, 50 academic staff booked onto one of the information sessions and 46 staff attended. Of the 46 attendees, 31 staff submitted an application for promotion and the table below provides data on the numbers by each School, with a gender breakdown:

School	No. of Applications			2016/2017		2017/2018		2018/2019	
	2016/2017	2017/2018	2018/2019	Female	Male	Female	Male	Female	Male
Business & Enterprise	8	7	9	4	4	1	6	2	7
Education	2	1	2	2	0	1	0	1	1
Computing, Engineering & Physical Sciences	7	8	6	0	7	1	7	1	5
Health & Life Sciences	5	8	5	2	3	3	5	2	3
Media Culture & Society	4	9	9	1	3	6	5	4	5
<b>Total</b>	<b>24</b>	<b>29</b>	<b>31</b>	<b>9</b>	<b>17</b>	<b>12</b>	<b>23</b>	<b>10</b>	<b>21</b>

School	Successful Promotions			2016/2017		2017/2018		2018/2019	
	2016/2017	2017/2018	2018/2019	Female	Male	Female	Male	Female	Male
Business & Enterprise	1	1		1	0	0	1		
Education	2	1		2	0	1	0		
Computing, Engineering & Physical Sciences	2	2		0	2	0	2		
Health & Life Sciences	3	4		2	1	2	2		
Media Culture & Society	2	4		0	2	3	1		
<b>Total</b>	<b>10</b>	<b>12</b>		<b>5</b>	<b>5</b>	<b>6</b>	<b>6</b>		

In 2016/2017, 14 applications were received from BAME staff, with 5 approved.

In 2017/2018, 14 applications were received from BAME staff, with 5 approved.

In 2018/2019, 12 applications were received from BAME staff. Approval will be published in 2021 PSED report.

The Academic Promotions Committee for 2018/19 consisted of the following members:

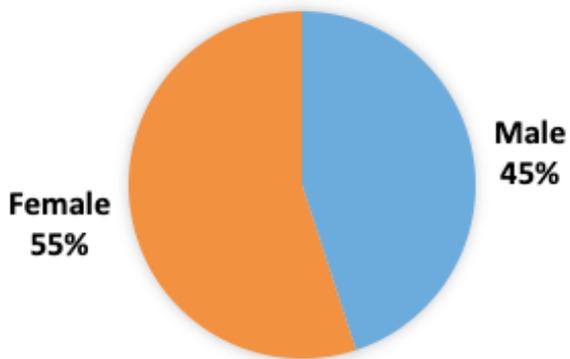
- Principal & Vice-Chancellor (Chair)
- Deputy Principal
- Executive Director of HR
- Vice-Principal (Academic)
- A Dean of School
- Member of the Professoriate
- An external Vice-Chancellor (for 2018/19 this was the VC at London Metropolitan University)

## Profile of Governing Body

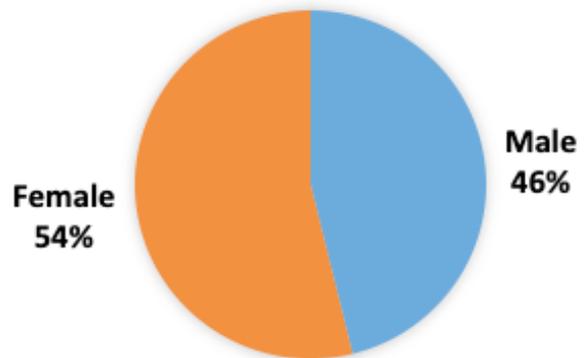
Court, Senate and executive Committee Gender Composition March 2019

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**COURT 2019**



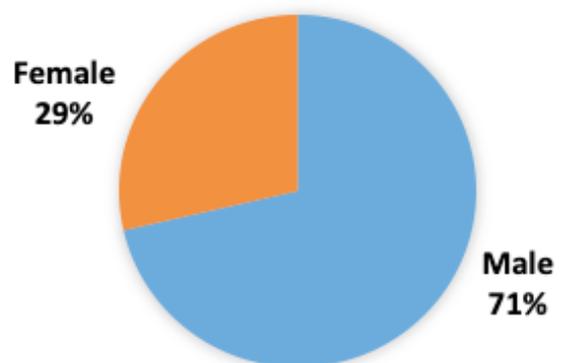
**COURT LAY MEMBERS 2019**



**SENATE 2019**



**EXECUTIVE 2019**



Court	Number of members	Percentage
Male	9	45%
Female	11	55%
Total	20	100%
Court Lay Members	Number of members	Percentage
Male	6	46%
Female	7	54%
Total	13	100%
Senate	Number of members	Percentage
Male	15.5	48%
Female	16.5	52%
Total	32 <sup>1</sup>	100%
<sup>1</sup> One membership position shared by 2 people (one female/one male)		
Executive	Number of members	Percentage
Male	5	71%
Female	2	29%
Total	7	100%

## The University Court

The Scottish Code of Good HE Governance was revised in 2017. This revised Code includes a separate section on equality & diversity, setting out the responsibilities of the Court to provide leadership in quality and diversity across all protected characteristics, and assume responsibility for the Institutions' strategy and policy on equality and diversity.

In June 2017, Court approved an Equality Statement which outlined Court's approach to promoting equality and diversity and to ensuring that action was taken across a range of different characteristics.

In May 2018, the Equality & Organisational Development Consultant attended the Governance Working Group, established to review Court's compliance with both the revised Code and the Higher Education Governance (Scotland) Act 2016 and outlined the processes in place across the University to manage the legal, compliance and reputational requirements of the equality and diversity agenda.

Court subsequently agreed that it was content that appropriate mechanisms and networks were in place to keep abreast of legislation and sector best practice and to comply with the Code. However, given the increased focus on the responsibilities of the Court for equality and diversity, it was agreed that the Equality, Diversity & Inclusivity Report to Senate should also be submitted to Court for information.

The skills and demographic mix of the membership of the Court is kept under regular review by the Governance & Nominations Committee.

## Grievances

Grievances are managed through the University's grievance resolution procedure with protected characteristics being cited where relevant. Numbers that fall under this heading, however, are too low to report.

In the reporting period of September 2016 to August 2018, 10 grievances were reported, with 4 under the subject of harassment.

15 of the disciplinary cases that were investigated over this period resulted in disciplinary action. Of these, one case related to harassment and another related to bullying.

## UWS Student Data Profile

Academic year 2017/18 included a student population of 17528, with undergraduate students making up two thirds of the total. Just over 80% of students were full-time (14099).

UWS has an older student population with only 18.3% aged 19 years or under.

### Ethnicity

	2016/17		2017/18	
	N	%	N	%
Asian	1363	8.1%	1539	8.8%
Black	695	4.1%	823	4.7%
Chinese	182	1.1%	194	1.1%
Mixed	217	1.3%	249	1.4%
Other	263	1.6%	319	1.8%
Refused/Not known	242	1.4%	548	3.1%
White	13840	82.4%	13856	79.1%
<b>BAME</b>	<b>2720</b>	<b>16.2%</b>	<b>3124</b>	<b>17.8%</b>

	2016/17		2017/18	
	N	%	N	%
<b>Disability</b>				
Disclosed disability	1510	9.0%	1700	9.7%
No known disability	15295	91.0%	15830	90.3%
<b>Grand Total</b>	<b>16800</b>	<b>100.0%</b>	<b>17530</b>	<b>100.0%</b>

9.7% of our students have disclosed a disability, of the students who have disclosed a disability, 88% are registered with our Student Services for support.

	2016 /17		2017/18	
	N	%	N	%
LGBT+	815	5.1%	965	5.8%
Other	11820	74.4%	13225	79.5%
NULL	3260	20.5%	2435	14.6%
<b>Grand Total</b>	<b>15895</b>	<b>100.0%</b>	<b>16625</b>	<b>100.0%</b>

In 2017/18, 5.7% of the student population identified as LGBT+. The proportion of students who did not declare their sexual orientation decreased from 20.8% in 2016/17 to 14.8% in 2017/18.

This data includes all active students at Scottish campuses, London campus and distance learners (excludes TNE students). To protect the anonymity of individual students, we have rounded all numbers to the closest number divisible by 5.

Includes all graduate levels, i.e. UG, PGT, and PGR.

UWS has a gender imbalance in the student population with females making up two-thirds of our student population (64.4%). This is in part due to a reflection of the portfolio at UWS with a large number of students enrolled in the School of Health and Life Sciences, which offers nursing and midwifery courses and largely attract female students.

This is currently being addressed through our Gender Action Plan.

## High quality learning

### Student Retention Rates

The 2014-2020 Corporate Strategy set a target of achieving 90% of first degree students to receive an award by 2019/20, which was aimed at driving focus across the University to improve student retention and awards. UWS current performance is on trajectory to achieve that objective. Since 2014, the University has increased efforts to ensure that students from all backgrounds receive a high quality education that enables and supports them to successfully complete their programme of choice.

This has resulted in significant improvement in retention data with 88.3% of full-time first year Scottish-domiciled undergraduate entrants returned to study in year two (2017/18); an increase of 5% (from 83.3%) in 2014/15 (National Measure 6). UWS made the commitment in our Outcome Agreement to equalise student retention rates across all protected characteristics by 2020/21. 2017/18 data shows that with the exception of BME students whose retention fell slightly by 0.4%, all other protected characteristics increased compared to the previous year:

Protected characteristic	Increase	Proportion return to study in year 2
SIMD20	+3.7	88.1
SIMD40	+2.0	87.6
Male	+1.9	84.2
Female	+1.5	89.4
21 and over	+2.1	87.3
Under 21	+0.4	89.1
BME	-0.4	84.6
Disabled	+3.7	89.0
Care experienced	+26.3	89.5
All	+1.3	88.3

### National Student Survey

The UWS refreshed Corporate Strategy includes a KPI of achieving 95% of students expressing 'overall satisfaction' in the National Student Survey (NSS) by 2019/20. Overall satisfaction at UWS in the academic year 2017/18 NSS increased by 2.0% when compared to the previous year to 84.9%. This exceeded both benchmarks and the Scottish average (83%). UWS performed strongly in the 'Learning Opportunities' category, with 86.7% satisfaction, ranking 2nd in Scotland for this factor. NSS results are used by Schools and Departments to identify areas of strong performance and those that need improvement.

There is a high level of engagement with the NSS, with 85.9% of eligible students completing the survey in 2018, an increase of 2.7% from the previous year. This was considerably higher than the Scottish average response rate of 73%.

### SAUWS

The Student Partnership Agreement (implemented in 2015) that formalises both the University's and SAUWS' commitment to working together in partnership to improve the student learning experience is currently being refreshed in partnership with its student bodies SAUWS and SPARQS and it is envisaged that this will be implemented for academic year 2019/20. SAUWS has made changes to their student council this year to increase student engagement in decision-making; any student can now submit new policy proposals and senior management are invited to student council meetings to answer students' questions directly. Societies have become more active in 2018/19, thanks to support from a permanent member of SAUWS staff and academic staff working in partnership with students.

## Access to Higher Education

The University of the West of Scotland is Scotland's most successful university for widening access, setting the standard for the sector and welcoming almost 2,500 students each year from disadvantaged backgrounds (SIMD40), providing smooth and efficient learner journeys for nearly 1,200 students per year. UWS deliver excellent learning and teaching & support and skills development to support students to remain in education and achieve a positive outcome.

UWS continues to be the leading institution in Scotland for recruitment from SIMD20 areas. In 2017/18, 27.7% of Scottish-domiciled undergraduate entrants came from the 20% most deprived postcodes – an increase of 1.8% compared to the previous year. The proportion of Scottish-domiciled undergraduate entrants coming from the 40% most deprived postcodes also increased by 1.6% to 49%.

The Commission for Widening Access set targets that by 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education. UWS exceeds this already, with 27.5% of Scottish-domiciled full-time, first degree entrants from SIMD20 areas in 2016/17. This was the highest proportion out of all HEIs in Scotland and almost double the average across Scottish HEIs (13.8 per cent).

## Articulation

UWS has mainstreamed the Additional Funded Places scheme within overall articulation target to avoid disadvantaging any student on an articulating college programme. Students are identified from subjects where previous programme development had taken place and curriculum mapping undertaken.

From 64 UWS undergraduate programmes delivered in Scotland, 62 accept articulating students. Work continues to map and match subject areas and identify gaps in provision, either at HN or degree level, in order to facilitate articulation where this is not happening at present.

In 2017/18, over 500 college students signed up for Associate Student status at UWS. This engagement was carried out through subject specific college visits or College to University taster days on UWS campus. College Engagement Partners also visited HN groups in class, or at events, across all eight partner colleges and further afield. UWS continue to offer Associate Student membership to all college students on HN courses that can articulate to a UWS programme:

- Engagement with Local Schools
- Broader, UWS specific outreach and engagement

## The Schools for Higher Education Programme (SHEP)

In 2017/18, 4.3% of Scottish-domiciled undergraduate entrants to UWS (222 students in total) came from SHEP schools – an increase of 1.5% (80 students) when compared to last year.

As part of the national Schools for Higher Education Programme (SHEP), UWS continues to work with schools with low progression rates to higher education through the SFC-funded FOCUS West 'Routes for All' initiative. All activities delivered in this programme aim to raise aspirations of pupils in the SFC/FOCUS West selected schools. A team of approximately 50 fully trained Student Mentors is integral in the delivery of this programme, which aims to give S5 and S6 pupils the necessary tools to progress to higher education.

FOCUS West is a joint collaboration between the six Higher Education Institutions (HEIs) and partner colleges. Routes for All has been delivered since 2008/9 and is developed and coordinated by UWS and Glasgow Caledonian University. Routes for All is available to all 37 Focus West Secondary Schools across a number of local authorities in the West of Scotland. UWS delivers to 20 schools and Glasgow Caledonian University delivers to the other 17 schools. In 2017/18, Routes for All worked with 855 pupils in 21 schools, and, since 2010, has worked with over 4,000 pupils.

*"UWS has shown great commitment in all of these areas and as a result it is supporting many students from disadvantaged backgrounds to fulfil their potential. It is very encouraging to hear how UWS' flexible, personalised approach has helped attract students who might not otherwise have continued their studies."*

**John Swinney**, Deputy First Minister

UWS outreach activities are inclusive and aim to provide information, guidance and advice, engaging with year groups where possible to ensure that pupils from the most vulnerable groups will benefit from the activities and support without being singled out.

### Care experienced learners

In 2017/18, there were 105 care students at UWS, which made up 0.6% of students.

	201617		201718	
Care experienced	N	%	N	%
Care	85	0.5%	105	0.6%
Other	16720	99.5%	17425	99.4%
<b>Grand Total</b>	<b>16800</b>	<b>100.0%</b>	<b>17530</b>	<b>100.0%</b>

UWS works in partnership with Carer's Centres; the Young Carers Trust; Unity Enterprise and other relevant organisations to identify carers and young carers so that the University can provide information, guidance and support with regards to going to university. We offer pre-entry support to help with the transition to university-level study and also provide ongoing support.

UWS is participating in the Young Carers Trust initiative 'Going Higher in Scotland' and we are committed to: identify the number of student carers attending their university; supporting all student carers throughout their education to ensure they maintain good mental health, completing their course and achieving the best grades possible and also report on the progress students are making in their university so that they can deliver appropriate support and showcase student carers' achievements.

UWS is a committed 'Corporate Parent' and continues to work with local authorities to help create and contribute to their action plans to support care experienced people. UWS' Corporate Parenting Plan is available here: [www.uws.ac.uk/media/3917/uws-corporate-parenting-plan-2015-18.pdf](http://www.uws.ac.uk/media/3917/uws-corporate-parenting-plan-2015-18.pdf).

UWS has agreed a new strategic partnership with Kibble Education and Care Centre (Kibble), the specialist care provider and charity which supports at-risk children and young people. The partnership, which will run for three years, aims to strengthen the existing relationship between the University and Kibble, and will focus on three key strategic themes:

1. supportive interventions for positive youth development
2. innovative and creative learning in primary and secondary education
3. developing an enterprising and socially responsible workforce

### Student support

All activities delivered by UWS are inclusive for example the UWS Buddy Programme offers students a Student Mentor to help new students cope with everything, from finding their way around campus to getting advice from lecturers and where the best places are to eat. Student Services offer support through Funding Advisors; Student Counsellors; Multifaith Chaplaincy and advice from our Disability & Dyslexia Services; the Careers & Skills Team offer a range of guidance and support on academic writing and all types of employment opportunities, including part-time jobs, placement and graduate level roles. Academic support is provided through our Personal Tutors, Student Enhancement Developers and Education Guidance Advisors.

*"At UWS, there are no barriers in the way of getting the help and advice you need."*

**Kayleigh McArthur**, Tourism Management graduate, UWS

## Looking Ahead 2019 – 2021

In the next few years, UWS continues their commitment to mainstreaming equality work into the day to day operations. The University continues to work toward the achievement of Equality Outcomes and Mainstreaming Action Plan.

Over the coming year, UWS will carry out an Employee Engagement Survey which will allow the University to measure the impact of the work so far, evidencing progress, and also provide rich data and understanding for achieving the University truths moving forward.

### UWS Operational Planning Process 2019/2020

Looking ahead in 2019/2020 within the University's Annual Operational Planning Process in 2019, all departments and schools were asked:

*What is the School/Department doing to promote equality, inclusion and diversity among staff and students?*

Some examples are outlined below:

#### School of Education

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The School Executive Manager sits on the Equality Diversity & Inclusion Committee, the Athena Swan Committee, the Stonewall Equality Index working group and co-ordinates and supports the LGBT+ group. Good practice from SAUWS is shared and efforts are being made to raise awareness across all campuses. The School are taking forward an Action Plan in response to the SG report Teaching in a Diverse Scotland.

#### School of Computing, Engineering and Physical Sciences (CEPS)

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- Recruitment: facilitating Secondary School workshops across SIMD20/40 and ethnic minority populations; co-hosting family-friendly 'Trailing Trailblazer' Feb 2019; co-hosting Jamfuser (3-day game jam)
- Employability: STEM mentoring programmes; programme-specific and cross-school employer / student / alumni networking events;
- External Engagement: tools and technologies for Teachers' CPD; Equality Challenge Unit activity; Girl Geek Scotland; sponsor for Council of Ethnic Minority Voluntary Organisations CEMVO Education Award; YMCA Board membership
- Outreach: School successfully bid for the SFC Changing Landscape promoting diversity & inclusion project which takes forward industry engagement for the School with a focus on EDI within STEM fields; Big Bang Fairs; Tackling the Gender Gap Together; Wider Achievement Programmes (SAMEE); Supporting activity on-campus and at events to engage with under-represented groups.

#### School of Media, Culture and Society (MCS)

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MCS is implementing support for colleagues returning from long periods of absence, typically maternity leave, to ease the return to work. A small fund can be used to fund research related activities, or, with agreement, some teaching provision. MCS is also establishing a small working group to look at culture of which inclusion, diversity, respect and dignity at work are key.

#### School of Health and Life Sciences

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Increase visibility. Athena SWAN continually an agenda item or School Committees. Continue to link with NES, CoDH to increase the number of men in Nursing/Midwifery. Work with Colleges and NHS Trusts to increase the number of articulating students into Nursing. Balance recruitment of women into Sport and men into Biological sciences.

### **School of Business and Enterprise**

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The School Equality Diversity, and Inclusivity (EDI) Group was formed in late 2017 with the remit to:

- To oversee the School of Business and Enterprise Athena Swan application
- To examine employee engagement survey results in relation to matters of EDI;
- To monitor equality of opportunity within the School;
- To ensure staff training and development in the areas of equality, diversity, and inclusivity; and
- To drive research in equality, diversity, and inclusivity within the School

The group are responsible for monitoring data around equality, diversity, and inclusivity within the School, both in terms of staff and student data and are working on School level Athena Swan award for early 2020.

### **Secretary's Office**

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As chair of the Equality, Diversity and Inclusivity Committee, the University Secretary has a continual review for new approaches which energise this area and will be working with colleagues in HR services and across the University.

### **Strategic Planning and Development**

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Strategic Planning holds responsibility for coordinating and submitting the SFC Outcome Agreement. There are significant expectations set for equality and diversity reporting through these.

In 2019-20, Planning will contribute significantly to the preparation of the institutional Athena SWAN submission and to the SFC Gender Action Plan.

Planning will work with VCEG to identify the executive sponsorship required to drive greater coordination of institutional activity on E&D.

### **Academic Life – Education**

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Academic Life: Education is committed to advancing ED&I through: ensuring accessibility of online learning and teaching materials; embedding inclusive online pedagogies; advancing the diversity of knowledge through online participation; and supporting wider activities. A number of colleagues are active in the area through their academic and practise areas and we have introduced reading groups on topics related to inclusion. It is also likely that one member of UWS Academy will be research active in this area.

### **Academic – Research and Enterprise**

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As active members of the Athena Swan steering group, the department will provide support to schools developing applications for related awards.

A member of R&E staff is seconded to an SFC funding project to promote inclusivity, equality and Diversity in STEM.

### **Student Life**

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Play an active role in campaigns such as the Equally Safe initiative to ensure that Student Life staff are trained and aware of issues and can support colleagues/students in bringing about positive change.

Work proactively to ensure that activities delivered are inclusive.

### **International Centre/London Campus**

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The department fund English language in-sessional support for international students; promote external scholarships (e.g. Commonwealth, Saltire, Chevening etc.) to support enrolments from applicants from developing countries; promote and support Study Abroad opportunities for students and short overseas mobility opportunities for staff.

## **Marketing, Recruitment and Engagement**

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A range of initiatives are supported by the department including the promotion internally and externally of Athena Swan, Inspiring Women Series, Equally Safe in Higher Education and UWS Standing Safe.

## **Human Resources**

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Working with Student Life/Student development on mental health awareness.

Collaborate with Schools/Departments on recruitment processes, promotion and career progression.

Continue to work with Stonewall on a number of diversity initiatives.

My Contribution form amended to reflect on equality, Athena swan.

## **Estates**

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Continually monitoring the provision of gender neutral toilets to be more user friendly and safe environments.

## **Finance and Audit**

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Promoting all University policies within internal and external engagement (e.g. new suppliers adhering to our policies/ fund managers adhering to non-fossil fuel investments).

Further work in developing an inclusive workplace will be led by staff for staff and students at UWS, which will achieve our truth that "we are an inclusive organisation that welcomes and values diversity".





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