UNIVERSITY OF THE
WEST of SCOTLAND

UWS

Annual Report

Equality, Diversity & Inclusion Committee

2021-2022

Introduction

This annual report covers the period from April 2021 to March 2022. The EDI Committee has met on four occasions since the Public Sector Equality Duty Report 2021 was published in April 2021.

- 17th May 2021
- 10th November 2021
- 26th January 2022, and
- 10th March 2022

The Committee agreed revised Terms of Reference in February 2021 (Appendix A) Membership of the Committee is in Appendix B. The Committee is chaired by the Deputy Principal, who is continuing as chair during 2021/22, whilst also covering the role of Interim Principal. This continuation of senior leadership at the highest level is very much welcomed by the committee in recognition of its key role.

The Committee is supported by two sub-groups:

- The Equality, Diversity, Inclusion (EDI) & Wellbeing Coordination Group; and
- The EIA sub-group.

Key projects

In the period of the annual report the EDI Committee has overseen the following key projects to support both the mainstreaming of EDI and progress in relation to our Equality Outcomes:

- Anti-racist assets launch

- Launch of report and support tool to record incidents related to harassment and bullying

- Implementation of a refreshed Equality Impact Assessment Toolkit

- Development and approval of menopause guidance for managers

- Contribution to the Communities and Societies Thematic Plan

- Development of EDI Calendar and refreshed web pages

- Development of trans and gender reassignment guidance for staff and students

- Further development of staff networks

During 2021/22 the Committee has engaged with a number of briefing papers in relation to the **external affiliations** and the **signing of pledges and definitions**. This recognises that the University receives regular requests to sign pledges and affiliations and indeed has pre-existing and historic affiliations and pledges. Recent activity and discussion within the sector and in society in general has highlighted the challenges and sensitivities associated with this activity. Recent examples include the Stonewall Diversity Champions Programme and Workplace Equality Index, the International Holocaust Remembrance Alliance (IHRA) definition of Antisemitism and the Gypsy, Traveller, Roma, Showmen and Boatmen (GTRSB) pledge.

UWS Strategy 2025 states that *UWS will pursue greater equality, diversity and inclusion (EDI) through structured, achievable and sustainable action, not the pursuit of kitemarks and external awards.*

The University currently has a number of charter marks and pledges including:

- Stonewall Diversity Champions;

- Disability Confident

- Advance HE Athena SWAN (Bronze Award); and

- Going Higher for Student carers; recognition award.

In addition the University has also recently adopted the Anti-Racism Declaration arising from the AdvanceHE;-Tackling racism on campus project.

The Committee has embarked on a consultation and mapping exercise to identify existing School and departmental pledges and affiliations to inform future proposals on how requests for pledges and definitions should be progressed. This is a significant piece of work and it likely to report in session 2022/23. There will not be a process of automatic renewal for existing affiliations and the Committee will continue to support and advise on future requests whilst this work is ongoing

Mainstreaming Equality, Diversity and Inclusion

Equality Impact Assessment Toolkit

In addition to implementing new governance and leadership arrangements for EDI, the EDI Committee further implemented an Equality Impact Assessment toolkit This included raising awareness of equality impact assessment with staff, developing a web page and model to publish completed equality impact assessment on the external web page. Equality impact assessment is a fundamental tool to ensure that EDI is integral to decision making and development of policy and practices and supports the Equality, Diversity, Inclusion and Human Rights Code to ensure EDI is being mainstreamed throughout our organisation.

This refresh is very timely, in the post COVID -19 environment and supports our commitment to an active anti-racist approach. It is anticipated that the new approach with detailed guidance and the EIA template in a single toolkit will give staff the tools and confidence to complete EIAs and thus advance equality for all protected characteristics.

Student Experience Project

The Student Experience project supports the delivery of the Curriculum Framework, a key component of the Learning and Teaching Thematic Plan of Strategy 2025. Equality impact considerations has been mainstreamed throughout both the project board and corresponding workstreams so that equality, diversity and inclusion are at the heart of actions and decision making.

Menopause Guidance

The aim of this guidance is to raise awareness of menopause and to provide information and advice to enable managers to better support staff going through menopause.

The guidance was developed after feedback from the Menopause Conversation Cafes held in 2020. In addition to the guidance, training for Managers and staff have been implemented during 2021-22. Further a Menopause Staff Network is also under development.

Trans & Gender Reassignment Guidance

Trans and gender reassignment guidance has recently been developed. This is currently being consulted more widely on to ensure this meets the needs of our staff and students.

EDI Training and Development

In line with the new Leadership and Governance arrangements and revised procedures we wanted to ensure that staff and students had access to quality online equality, diversity and inclusion training to ensure that the attitudes, behaviours and values of our staff and students reflect our core values. We wanted to ensure that we build skills, knowledge and understanding of equality, diversity and inclusion

We have increased our range of equality, diversity and inclusion related online training and now have a significantly wider suite of training available. Previously we offered fundamental training in unconscious bias and inclusion essentials. We continue to offer this as this provides a beneficial grounding in the basics of equality, diversity and inclusion. We also, however wanted staff to be able to explore in greater details the specific protected characteristics and understand the barriers that can be experienced by particular groups in order to provide greater support. We now have training available across a range of characteristics such as gender, race, disability, sexual orientation to name but a few.

This training is available to all staff and we have recently made a suite of training available to students also.

In addition, equality, diversity and Inclusion is now also delivered as part of our Women's Leadership and Development Programme and within our Leadership and Management Development Programme.

The Equality, Diversity and Inclusion team also provide bespoke training to teams across the University to enhance understanding of equality, diversity and inclusion.
EDI Report Training figures from 1st Aug 2020 to 31st Jul 2021.

Staff EDI training numbers

Title	2018-2019	2019-2020	2020-2021	Total as at 31 Jul 2021
Unconscious Bias	259	239	89	587
Inclusion Essentials	-	261	90	351
Cultural Awareness	-	0	34	34
Understanding Race Bias	-	17	43	60
Disability Confident	-	21	46	67
Gender Matters	-	43	42	85
Inclusive Language and Communication	-	40	55	95
Sexual Orientation	-	0	28	28
Trans and Non Binary	-	0	43	43
The Effective Bystander	-	12	16	28
Understanding Equality Impact Assessment	-	14	53	67

Many of these modules only went onto Moodle in summer 2020 hence the 0.

Inclusion Essentials was added in August 2019 replacing a previous module Equality Essentials.

Training opportunities are regularly featured in eBulletin communications and other available platforms. Training numbers will continue to be monitored and actions developed to encourage greater engagement.

Student EDI training numbers

This is in early development but we have been working alongside the Student Union who are encouraging their Student Representatives to complete the training as part of their role.

Title	2020-2021	Total
Unconscious Bias	59	59
Inclusion Essentials	9	9
Cultural Awareness	0	0
Understanding Race Bias	9	9
Disability Confident	8	8
Gender Matters	8	8
Inclusive Language and Communication	0	0
Sexual Orientation	8	8
Trans and Non Binary	0	0
The Effective Bystander	8	8
Understanding Equality Impact Assessment	0	0

Development of Staff Groups and Networks

There are currently five staff networks. These are Liberty (LGBTQI+), Disability Action Network, Women's HigHER, BAME Staff network and Men's Head On network. The Disability Action Network was launched in December 2020. In addition, there are plans to develop a menopause network after the success of the Menopause Conversation Cafes. Further, a scoping exercise is taking place to determine if staff feel UWS should have a network for Carers. The networks are at different stages of development and maturity. A number of meetings have taken place to determine the support needs of each network, and as a result of this, a structured checklist for support has been established. This will aim to support:- recruitment of members, marketing and advertising of activities, promotion of networks and administrative duties, such as scheduling meetings, agendas, notes, mailing list upkeep, emails, teams sites administration.

British Sign Language (Scotland) Act 2015

The legislation aims to raise awareness of British Sign Language (BSL) and improve access to services for those using the language by requiring the Scottish Government and other listed bodies to publish and implement their own plans for how they will promote the use of the language.

We reviewed our BSL Plan in August 2020 and again in May 2021 as part of a national Scottish Government review which would feed into the Scottish Government BSL National Plan Progress Report.

The Progress Report was due to be published in October 2020 but was delayed until October 2021 due to the current pandemic. We have reviewed some initial findings in relation to the benchmarked activity with other FE/HE institutions and will continue to progress work in 2022.

Mental Health and Wellbeing Plan 2021-24

We published the UWS Mental Health and Wellbeing Plan 2021-24 in November 2021. This is an institution-wide approach where the support and promotion of positive mental health and wellbeing is embedded throughout UWS. The ongoing development of a whole university approach will continue to be informed by frameworks for health promotion including the Healthy Universities and Stepchange frameworks. The approach aims to develop a culture of compassion and support at UWS and raise awareness of issues surrounding mental health. To achieve our vision we must build on our existing provision to meet our objectives and to deliver cultural change, continual improvement and activities which support the diversity of our communities. The Mental Health and Wellbeing plan will be reviewed and redrafted annually to reflect internal and external priorities in relation to mental health and wellbeing. Responsibility for delivering actions varies between individual departments and dedicated working groups. Progress reports will be collated by the Equality, Diversity, Inclusion and Wellbeing (EDI&W) Coordination group and presented to Equality, Diversity, Inclusion (EDI) Committee on a regular basis

The Student Mental Health Advisory Panel continues to meet monthly to work on co-creation on the student mental wellbeing agenda.
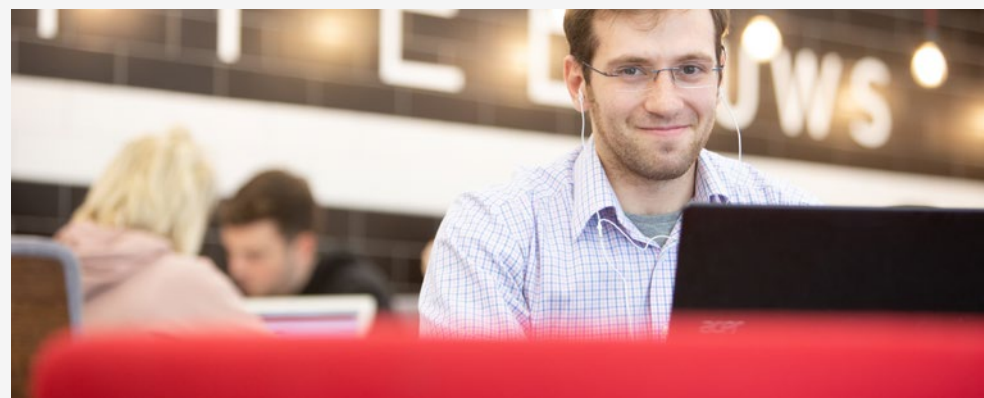
Equality Outcomes Progress

The EDI Committee is responsible for monitoring the progress of UWS planned Equality Outcomes. A refreshed set of Equality Outcomes was published in April 2021, an interim progress report is due April 2023 with a final progress report in April 2025 (See Appendix C for further detail). Key highlights are detailed below.

Equality Outcome 1

As set out in the University's Equality Outcomes Action Plan 2021-2025, UWS has committed to the implementation of a system to provide supporting mechanisms as one of the main actions to address the equality outcome:

Equality Outcome 1: Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces.

Gender based violence and racial harassment have been specifically highlighted as priority areas that require to be addressed at pace.

The UWS Report and Support system was launched on October 25th 2021. This is an online platform that is used by institutions across the UK to provide a centralised platform for students and staff to seek support and guidance from a designated and trained staff member who may refer them to appropriate services. In addition to being a reporting platform, the tool provides access to a wealth of internal and external sources of support for students and staff, including detail relating to the support available from local and national organisations.

This will enable UWS to better support students and staff. The data gathered via Report + Support is critical to shifting culture, and can inform the monitoring of trends at UWS.

Analytics from the Report and Support Tool will be provided to the EDI Committee on a regular basis to determine any future actions in relation to the data trends.

In addition to the above the anti-racist assets from the Advance HE project were also launched. The EDI Committee supported the development of an utilisation plan for the launch.

Equality Outcomes Progress Continued

Equality Outcome 2

Disclosure rates for staff and students have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion and belief and sexual orientation.

Key Activity

A number of 'Data Matters' campaigns have been held to raise awareness to staff of why protected characteristic data is required and the ways that this data supports UWS in their efforts to ensure that EDI is at the heart of all that they do.

Staff declaration is also now included in the Management and Leadership Development Programme to highlight the importance of knowing the diversity of your team. It is also highlighted in the EDI Calendar. Current analysis indicates a base increase but this area continues to require support to ensure full declaration.

Student data tends to have greater declaration rates in all areas so efforts to date have focussed on increasing staff declaration. In relation to student learner analytics, Workstream 6 of the Student Experience Project are leading on activity to develop a UWS ethical framework based on the 'DELICATE' model.

Staff Declaration of Protected Characteristics (Ethnicity, Sexual Orientation, Gender Reassignment, Religion & Belief & Disability).

Title	Info	31/7/2020	31/7/2021	Comment
Ethnicity	Populated	1305	1322	Base responding increased / PNS decreased
	Not known	14 (1.1%)	16 (1.2%)	
	Prefer Not to Say	19 (1.5%)	17 (1.3%)	

Title	Info	31/7/2020	31/7/2021	Comment
Sexual Orientation	Populated	800	835	Base increase / PNS slight increase / NK decrease
	Not known	463 (57.9%)	441 (52.8%)	
	Prefer Not to Say	75 (9.4%)	79 (9.5%)	

Equality Outcomes Progress (Continued)

Title	Info	31/7/2020	31/7/2021	Comment
Gender Reassignment	Populated	245	233	Base low / majority NK – non-completion of question? PNS same
	Not known	1090	1119	
	Prefer Not to Say	3 (1.2%)	3 (1.3%)	

Title	Info	31/7/2020	31/7/2021	Comment
Disability	Populated	879	908	Base increased / non-completion dropped
	Not known	459 (52.2%)	447 (49.2%)	

Title	Info	31/7/2020	31/7/2021	Comment
Religion	Populated	662	690	Base increased / NK % dropped / PNS increased slightly
	Not known	666 (?%)	652 (94.5%)	
	Prefer Not to Say	10 (1.5%)	13 (1.9%)	

Equality Outcomes Progress (Continued)

Equality Outcome 3
Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff.

Key Activity
Key Activity has centred on reviewing the current academic promotions framework to ensure it is inclusive for all academic staff and recognises the full breadth of work they are involved in. Academic promotions were suspended during the pandemic but have since relaunched with the new framework planned for later in 2022.

In addition we are currently involved in the following two gender equality projects.

Gender Advancement Transforming Institutions Project (GATI) GATI, funded by the British Council, aims to support institutions of higher education and research towards supporting diversity, inclusion and the full spectrum of talent for their own success and progression. In particular, it aspires to create an enabling environment for equal participation of women in Science, Technology, Engineering, Medicine and Mathematics (STEMM). We are currently working with 5 institutions in India to mentor and support them on their gender equality journey. In addition this is supporting our own gender equality journey as we broaden our own knowledge and understanding of equality, diversity and inclusion. Lucy Meredith, Interim Acting Principal, leads on this project.

Southeast Asian Ministers of Education Organization (SEAMEO) Regional Centre specialising in higher education and development (RIHED) gender equality project.

In addition to the GATI project mentioned above UWS have recently secured funding from the British Council to work with colleagues who are part of SEAMEO RIHED. This work is also aimed to advance gender equality. As well as working with colleagues in South East Asia and beyond we are also working with 4 UK institutions including Oxford University, Aston and Gloucester University and others.

Equality Outcomes Progress (Continued)

Equality Outcome 4

We have improved the gender balance on our programmes that have a gender imbalance greater than 75:25.

Key Activity

Schools continue to work towards greater gender balance in their programmes and have a significant variety of activities in place to support their efforts.

Students by gender, by level, by School, 2020/21

- Overall student numbers increased and this trend is evidenced in each School

- HLS is the UWS largest school, in terms of students (6100), followed by Business & Creative Industries (5191). Computing, Engineering and Physical Sciences has the lowest number of students (3421)

- 3 Schools are female-dominant (BCI, ESS & HLS), with the widest imbalance in Education and Social Sciences (82.1%) and Health & Life Sciences (79.6%), with an improved balance in BCI (51.6%)

- Gender levels in BCI, however, fluctuate by level, with under-graduate students weighted towards females but post-graduate (taught and research) weighted towards males

- CEPS has the lowest % of female students and they are under-represented at each level – although the % has increased from 2019/20 (from 22.0% to 30.3%).

School		F	F%	M	M%	NK	Total
B&CI	UG	1848	57.2%	1382	42.8%	0	3230
	PGT	576	41.8%	803	58.2%	0	1379
	PGR	252	43.3%	330	56.7%	0	582
	Total	**2676**	**51.6%**	**2515**	**48.4%**	**0**	**5191**
CEPS	UG	434	22.6%	1490	77.4%	0	1924
	PGT	576	41.8%	803	58.2%	0	1379
	PGR	27	22.9%	91	77.1%	0	118
	Total	**1037**	**30.3%**	**2384**	**69.7%**	**0**	**3421**
E & SS	UG	2500	84.3%	464	15.7%	0	2964
	PGT	682	76.5%	209	23.5%	0	891
	PGR	79	68.7%	36	31.3%	0	115
	Total	**3261**	**82.1%**	**709**	**17.9%**	**0**	**3970**
HLS	UG	4022	79.2%	1055	20.8%	0	5077
	PGT	775	84.1%	146	15.9%	0	921
	PGR	61	59.8%	41	40.2%	0	102
	Total	**4858**	**79.6%**	**1242**	**20.4%**	**0**	**6100**
	Total	**11832**	**63.3%**	**6850**	**36.7%**	**–**	**18682**

Equality Outcomes Progress Continued

Equality Outcome 5

Male staff and students and black and minority ethnic staff and students have increased engagement with UWS mental health support services.

Key Activity

At the moment monitoring systems are in development and key activity has centred on training counselling staff in cultural competency with external specialists. Development of information sessions and information video targeted at international students who may not have same cultural understanding of counselling. There have also been male targeted campaigns to encourage greater take up of services by males.

Focus of Committee for 2022/2023

- The University continues to work toward the achievement of Equality Outcomes and Mainstreaming Action Plan. An interim progress report will be published in April 2023 as per the specific duties of the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

- We will support the review and implementation of the Mental Health and Wellbeing Plan 2021-24.

- We will continue to monitor the implementation of our BSL Plan 2018 - 2024

- We will continue to review our approach to external affiliation and consider affiliations on a case by case basis.

- The promotion and engagement of EDI training will remain a key action for the EDI Committee.

- The Equality Impact Assessment toolkit will be further implemented, and training progressed across UWS.

- Our Institutional Athena Swan application will be further progressed.

- We will monitor accessibility regulations to ensure there is a strategic approach across the university.

- We will continue to support staff networks and working groups to promote and mainstream equality within UWS.

Appendix A

Terms of Reference
To support strategic and management oversight of equality, diversity and inclusion for staff and students in the University.

Remit
The Equality, Diversity & Inclusion Committee is a Standing Committee of Senate and may report to Court from time.

- Approve and review strategies, policies and action plans relating to equality, diversity and inclusion as well as mental health and wellbeing

- Ensure that strategies, policies and action plans relating to these areas are effectively disseminated, implemented and embedded across the University to meet the University's strategic objectives for equality, diversity and inclusion

- Receive information and regular reports from schools, departments and other operational groups to ensure a collaborative and partnership approach with staff, students and associated organisations

- Monitor and report on progress against agreed external commitments and compliance with statutory obligations in the areas of equality, diversity, inclusion, mental health and wellbeing – including oversight of equality impact assessments where referred by the EIA Sub-Group

- Ensure that VCEG, Senate and Court are advised as appropriate

- Identify good practices and innovative opportunities to enhance and progress the University's work in these areas.

Frequency of Meetings
The Committee shall meet as required to fulfil its remit and normally at least twice per year. The Committee may consider some business through correspondence.

Reporting
The Equality Diversity & Inclusion Committee will report to the Senate. There may also be regular reports to the Court.

Appendix B

EDI Committee membership 2021/22

Chair
Dr Lucy Meredith, Deputy Vice-Principal

Ex-officio

Professor Jonathan Powles	Vice-Principal (Learning, Teaching & Students)
Alex Killick	Interim Director of People and Professional Services
Donna McMillan	University Secretary
Professor Dominic Elliot	Dean of Business & Creative Industries
Professor Carl Schaschke	Dean of Computing, Engineering & Physical Sciences
Eric Baumgartner	Interim Dean of Education & Social Sciences
Julie Edgar	Dean of Health & Life Sciences
Fiona Morton	Director of HR or nominee
Emma Edwards	Director of Marketing & Student Recruitment or nominee
Gavin Lee	Director of Strategic Planning or nominee
Maeve Cowper	Head of Student Services or nominee
Marla Baird	Equality, Diversity & Inclusion Consultant

Trade Union Representatives (1 academic, 1 PSS)
Richard Jefferies
Mary McCusker

Two Sabbatical Officers nominated by Student President

Ellie Gomersall	Student Union President
Kevin Migium	Student Union Vice President Education

Administrative Support

Elizabeth Marshall	Appointed by the University Secretary

Appendix C

Equality Outcomes (2021-2025) Progress Summary

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
1. Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces	All	Ethnicity, Disability Sexual Orientation, Sex, Gender Reassignment, Religion and belief	Reporting and supporting mechanisms further reviewed with improvements implemented as required	Percentage increase in staff and student engagement in reporting and supporting mechanisms	POD/Student Services	Report and Support launched October 2021. Ongoing promotion and monitoring and analytics in progress
			Training programme developed and implemented for First Responders	Percentage increase in number of staff trained	POD /Student Services	A further 25 staff trained as First Responders.
			Staff training programme to raise awareness and understanding of bullying, harassment and hate	Number of staff accessing training programme	POD	Numbers provided in the body of the report indicated a % increase
			Student online equalities training promoted. This to include training on the protected characteristics mentioned	Number of students accessing online training programme	POD/Student Services	Numbers provided in the body of the report indicated a % increase

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
1. Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces	All	Ethnicity, Disability Sexual Orientation, Sex, Gender Reassignment, Religion and belief	Work with key local partners to raise overall awareness of hate crime and hate crime reporting	Number of hate crimes reported and detected Awareness of hate crime and Third Party reporting is increased	POD/Local partners	Hate Crime Conference completed in October 2021 with the Ayrshire Equality Partnership with a further Hate Crime Conference planned for October 2022
			Include a minimum of 4 events and/or campaigns across the academic year to raise awareness of equality issues to promote dignity and respect	Number of events and campaigns to promote dignity and respect and end bullying, harassment and hate	POD/ Student Union/Student Services/Staff Networks/EDI Champions	Events • Refugee Week • Black History Month • 16 Days of Action • LGBT+ History Month
			Work with local partners to review and update the 'Keep Safe' Scheme	Increased awareness of 'Keep Safe' initiative reported by staff and students	EDI Team/ Student Services/ Student Union/ EDI Champions/ Disability Staff Network/Local Authority partners	Still to be completed. This initiative relies on staff being on campus so it is delayed for now.

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
1. Students and staff most likely to experience bullying, harassment and hate due to their ethnicity, disability, sex, gender reassignment, sexual orientation, religion or belief report that they feel safe while engaged in work, work placement or study in physical or online spaces	All	Ethnicity, Disability Sexual Orientation, Sex, Gender Reassignment, Religion and belief	Develop Trans , Gender Identity and Gender Expression Guidance for staff and students to promote understanding and awareness of trans, gender identity and gender expression	Increased awareness of trans, gender identity and gender expression issues	POD/Student Union/Student Services/UWS Liberty	Draft completed for review at 10 March EDI Committee 2022
			Explore ways to demonstrate our commitment to providing safe spaces	Increased visibility of creating safe spaces for staff and students Measure extent to which staff and students feel safe	POD	Ongoing exploration through the staff networks review

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
2. Disclosure rates for staff and students have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion and belief and sexual orientation	All	Ethnicity Disability, Gender Reassignment, Religion and Belief and Sexual Orientation	Ongoing evaluation of staff and student data to be undertaken, to identify data gaps related to protected characteristics	Over time, disclosure rate for each PC to increase	POD	Data Matters Campaign
			Focused EDI internal communications campaigns, featuring EDI Role Models, to inform staff and students of storage and use of data, to encourage disclosure. This should include senior role models	Number of communications	EDI Team / Marketing/Staff Networks	Planned now for Q3 2022

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
2. Disclosure rates for staff and students have increased for the protected characteristics of ethnicity, disability, gender reassignment, religion and belief and sexual orientation	All	Ethnicity Disability, Gender Reassignment, Religion and Belief and Sexual Orientation	Review and improve Induction processes, to encourage disclosure by new staff and students	Increase in disclosure rates for new staff and students	POD	Ongoing
			Ensure disclosure is embedded into Management and Leadership Development Programmes	Increased awareness and understanding of why baseline PC data is required	POD	Will be included in the 2022 programme from March 2022 onwards

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
3. Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff	All	Sex, Ethnicity, Age, Pregnancy and maternity	Review academic promotion process and criteria to broaden pathways and ensure that process is clear and accessible	Revised process developed and implemented. Increase in academic staff from under-represented groups applying for promotion to Senior Lecturer	POD/Extended VCEG	This has been reviewed and a new process will be launched in 2022
			Ensure we have clear pathways and clearly defined work force capability needs supported by clear development frameworks	Development framework implemented	POD	In progress
			Mentoring support, briefing sessions and guidance designed and delivered to support staff promotion process	Upskilling and support for staff to increase eligibility for promotion. Increased % of those considered eligible for promotion indicate their willingness to apply, particularly females and BAME staff	VP L&T/VP R&I/ POD	This was delayed due to the suspension of Academic Promotions

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
3. Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff	All	Sex, Ethnicity, Age, Pregnancy and maternity	Enhance quality and specificity of feedback to unsuccessful candidates	Clearer guidance and constructive feedback	POD	This was delayed due to the suspension of Academic Promotions
			Design and implement an adaptable workforce planning model which meets the university's needs including talent retention, succession, diversity and inclusion	Longer-term, a wider demographic group both apply for promotion and are successful	POD/ Extended VCEG	In progress
			Promote promotion success from underrepresented groups	Increase in role models for underrepresented staff	EDI Team/ Marketing	On track
			Review recruitment processes to maximise diverse applicants	Increase in diverse appointments	POD	In progress

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
3. Female staff and ethnic minority staff apply for promotion to a comparable degree as other staff	All	Sex, Ethnicity, Age, Pregnancy and maternity	Further development the Women's Leadership and Development Programme to include understanding of intersectional identities and celebrating inspirational females	Number of women attending Number of events held	POD	This will be included in 2022 programme
			Increase promotion of wider support measures for staff such as menopause support, support for parents, flexible working practices, pregnancy and maternity etc.	Increased engagement with current support measures	POD	On track

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
4. We have improved the gender balance on our programmes that have a gender imbalance greater than 75:25.	All	Sex	Initiate student ambassador programme, related to subject areas	Number of trained student ambassadors to represent a pool of effective recruiters for UWS	Schools / VP L&T	Further information required
			Careers Advisors in each Local Authority/ School / College to be contacted / UWS promoted as positive destination	This should target, and improve numbers of, under-represented groups	Recruitment/VP L&T	Further information required

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
5. Male staff and students and black and minority ethnic staff and students have increased engagement with UWS mental health support services.	All	Sex & Ethnicity	Counselling Services to monitor protected characteristics in order to develop baseline data	Improved understanding of target groups, leading to improved communication efforts	Student Services / EDI Team	Continue to monitor service use. Specific content developed targeting male students (will be delivered in partnership with Team UWS)
			Service evaluation to be undertaken to understand what leads students and staff to access services and also to understand barriers, both real and perceived	Increased uptake of services related to mental health evidenced	Student Services	Ongoing – survey (of users/non users completed). Followed up with focus group of non-users. Development of the student mental health advisory panel (made up of students with lived experience/interest in mental health) to advice on support, marketing etc. Developed in collaboration with student union.
			Ongoing targeted mental health campaigns to be highlighted, with clear sign-posting available to related services	Increased awareness of mental health issues generally & improved results in student surveys, e.g. NSS	EDI Team/ Student Services/Ahead Men's Network/ EDI Champions	Ongoing – this year marked suicide prevention week, 16 days of action (video produced on uni support), support over festive period, uni mental health day etc

Equality Outcome	General Equality Duty Need (see end note)	Protected Characteristic	Actions	Indicators	Responsibility	Update
5. Male staff and students and black and minority ethnic staff and students have increased engagement with UWS mental health support services.	All	Sex & Ethnicity	Counselling and support staff trained to understand mental health issues and needs of ethnic minority groups and males	Increased awareness and understanding of mental health needs for particular groups leading to increased engagement	Student Services	All counselling staff (8 staff members) undertook a full day cultural competency training external specialists. Development of information sessions and information video targeted at international students who may not have same cultural understanding of counselling.

End Note: The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

• Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

• Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

• Foster good relations between people who share a protected characteristic and those who do not

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