

# UWS Equalities Mainstreaming Report 2025: **Championing Inclusivity and Opportunity**



UNIVERSITY OF THE  
WEST of SCOTLAND  
**UWS**



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# Foreword

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**As Principal and Vice-Chancellor of University of the West of Scotland (UWS), I am immensely proud of the substantial progress the University has made since the publication of our Public Sector Equality Duty Report in 2023. Within this report we reflect on the improvement made against our Equality Outcomes for 2021-2025.**

Our Mainstreaming Report outlines some of our key successes since 2023. Highlights include achieving the Athena Swan Bronze Award; a refresh of our Equality, Diversity and Inclusion (EDI) Training; the re-establishment of the EDI & Wellbeing Coordination Group; our continued leadership to create educational opportunities for all; and growth and development of our Employee Network groups.

The Equality Outcome section of this report identifies the progress made towards meeting our Equality Outcomes which we set in 2021. We have achieved real success in our Equality Outcomes through the implementation of our revised academic promotions process, more sustained and coordinated EDI campaigns and activity, and active advertising of male and female students in underrepresented fields. Together, the Scottish Funding Council and the Equality and Human Rights Commission

have identified the most persistent inequalities in Scotland's colleges and universities. They have asked institutions to address them by contributing to a set of National Equality Outcomes (NEOs) as part of their Public Sector Equality Duty. Within this report we are delighted to adopt the NEOs relevant to UWS. Section three of this report outlines how we plan to contribute to break down persistent inequalities over the next four years.

The final section of this report outlines the action plan for the 2021-2025 Equality Outcomes and how UWS has progressed work against each action. Over the past four years we have seen substantial progress on our Equality Outcomes with key markers for success including: the increased knowledge and awareness of Report and Support, a sustained increase of EDI activity and events, an even split of successful applications between male and female

academic employees, and a greater awareness by employees and students of the mental health support available. This publication is timely as we as a University have published our Strategy 2030. Our endeavours over the next five years will see inclusivity embedded as one of our institutional values as we pursue our goals of maximising student success, creating and applying new knowledge and growing our global impact.

At UWS, diversity is one of our main strengths. We are a university where ability, not background, matters. I look forward to continuing to support and create an inclusive culture which celebrates difference and unlocks the talents of our colleagues and students.

**PROFESSOR JAMES A. MILLER FRSE**  
Principal and Vice-Chancellor

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

This 2025 report reviews the significant progress UWS has made in fulfilling the general and specific duties outlined in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

This report is divided into four sections:

## 1. Mainstreaming Equality at UWS

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

## 2. Progress on the 2021 – 2025 Equality Outcomes

We review the progress made on our 2021 – 2025 Equality Outcomes, showcasing our efforts to create a more equitable and supportive community. Our initiatives have been instrumental in fostering diversity and inclusion, ensuring that everyone at UWS has the opportunity to succeed.

## 3. Adoption of National Equality Outcomes

This section provides an overview of our adoption of the National Equality Outcomes, demonstrating our alignment with broader equality goals and our commitment to continuous improvement.

## 4. 2021 ~ 2025 Equality Outcome Action Plan

This section considers the Action Plan related to our 2021 – 2025 Equality Outcomes and reviews our progress against each action as published in the interim 2023 Public Sector Equality Duty report.

### Why This Matters:

- **Increasing Opportunities:** Providing equitable access to resources and support.
- **Enhanced Understanding:** Employees gain an appreciation of diverse experiences and perspectives.
- **Inspiring Achievement:** Creating an environment where everyone can succeed.

# Mainstreaming Equality

Eliminating unlawful  
discrimination, harassment,  
and victimisation.

# Enhancing University Culture through Equality, Diversity and Inclusion (EDI) Training

In 2024, we introduced two bespoke EDI induction modules designed to challenge our university's approach to psychological safety and inclusivity. These essential modules are mandatory for all employees, aiming to deepen understanding and strengthen relationships among our diverse community.

## Psychological Safety:

### A Foundation for Innovation and Wellbeing

Our training emphasises the importance of psychological safety, empowering employees to create environments where everyone feels secure to express themselves without fear of judgement. This approach fosters a more open and collaborative atmosphere, essential for both personal wellbeing and innovative thinking.

## Building an Inclusive Culture:

### Recognising and Challenging Bias

By focusing on inclusivity, our modules equip employees with the skills to identify and challenge biases, actively contributing to a fair and equitable environment. Understanding the significance of diversity and inclusion prepares employees to engage effectively with colleagues and students from various backgrounds, promoting mutual respect and stronger interpersonal connections.

## Why This Matters

- **Enhanced Understanding:** Employees gain a deeper appreciation of diverse perspectives, leading to more harmonious interactions.
- **Improved Collaboration:** A psychologically safe environment encourages open dialogue and innovative ideas.
- **Stronger Relationships:** Inclusive practices foster respect and understanding, strengthening the university community.



We really encourage strengthening our employee voice across UWS. And we do that through our fantastic staff networks. The purpose of our networks is to acknowledge the experience that our colleagues have. They come together as a community and engage in critical discussion about how they can begin to use those experiences to help shape policies and processes at UWS. ”

**DR KHADIJA MOHAMMED**, Associate Dean of EDI

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# Pioneering Neurodiversity Training at UWS

In December 2024, UWS proudly launched its first Neurodiversity training session, a collaborative effort between EDI colleagues, the Disability Action Network, and Academic partners. This foundational course is designed to transform our understanding and support of neurodivergent individuals within our community.

## Understanding Neurodiversity: Breaking Down Stigmas and Stereotypes

Participants explore the basics of neurodiversity, gaining insights into various neurotypes and the common misconceptions surrounding them. The training aims to dismantle stigmas and provide a deeper understanding of the unique challenges and barriers faced by neurodivergent individuals.

## Legal Responsibilities and Reasonable Adjustments

The course also emphasises UWS's legal obligations to provide reasonable adjustments for both employees and students. It offers practical guidance on how, when, and why managers and lecturers should implement these adjustments to support their neurodivergent colleagues and students effectively.

## Why This Training Matters

- **Enhanced Awareness:** Equip employees with knowledge to recognise and appreciate neurodiversity.
- **Supportive Environment:** Foster an inclusive atmosphere where neurodivergent individuals feel valued and understood.
- **Practical Application:** Provide actionable strategies for making reasonable adjustments, ensuring compliance with legal duties.



# Empowering Women in Sport: Scottish Women in Sport Conference at UWS

UWS proudly partnered to host the Scottish Women in Sport Conference at our Lanarkshire Campus in 2022, 2023 and 2024. This landmark annual event featured an engaging lineup of speakers, including our esteemed Sports Science academics, who have shared their expertise and insights.

## Showcasing Excellence in Sports Science

Delegates have had the unique opportunity to tour our state-of-the-art Sports Science labs within the School of Health and Life Sciences, witnessing firsthand the cutting-edge research and innovation taking place at UWS.

## Championing Safety and Inclusion

The conference brought together various organisations dedicated to ensuring the safety and inclusion of women and girls in sport. Key discussions focused on identifying areas for improvement and addressing ongoing challenges in women's sports participation.

## Key Topics Explored

- **Cultural Requirements:**  
Strategies to meet the cultural needs of women and girls in sport.
- **Mental Health:**  
Ensuring strong positive mental health support in the digital age.
- **Safe Environments:**  
Fostering a secure and supportive atmosphere for all athletes.

## Why This Conference Matters

- **Inspiring Change:**  
Highlighting the importance of safety and inclusion in sports.
- **Collaborative Efforts:**  
Bringing together experts and organisations to drive positive change.
- **Future Focused:**  
Addressing current issues and paving the way for a more inclusive future in sports.



# Maximising Social Value through Procurement

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

## Embedding Social Responsibility in Procurement

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

## Supporting Equality, Diversity, and Human Rights

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

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

## Why This Matters

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





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

# Re-establishing the EDI & Wellbeing Coordination Group at UWS

In March 2024, UWS proudly re-established the EDI and Wellbeing Coordination Group, marking a significant step towards fostering a more inclusive and supportive environment for both students and employees. This group plays a pivotal role in unifying our university-wide efforts to enhance Equality, Diversity, and Inclusion (EDI) and wellbeing outcomes.

## A Unified Approach to EDI and Wellbeing

The group's primary responsibility is to develop a comprehensive overview of the collective activities across UWS that contribute to EDI and wellbeing. By promoting and supporting a positive and proactive culture, the group ensures the successful implementation of central campaigns and activities that align with our core values.



## Key Responsibilities and Initiatives

- **Central Campaigns and Activities:** Overseeing the rollout of initiatives that promote EDI and wellbeing.
- **Support Mechanisms:** Enhancing the delivery of tools like the Report and Support tool, which are crucial for maintaining a safe and inclusive environment.
- **Cohesive Strategy:** Creating a structured approach to EDI, ensuring that inclusion and wellbeing are integral to our operations and culture.

## Why This Matters

- **Inclusive Culture:** Building a university environment where everyone feels valued and supported.
- **Proactive Support:** Ensuring that EDI and wellbeing are at the forefront of our initiatives.
- **Unified Efforts:** Bringing together diverse activities under a cohesive strategy to maximise impact.

# Black History Month

**Black History Month (BHM) at UWS is a time to honour the rich histories and significant contributions of African, Caribbean, and Asian communities across the country. These communities often have deep connections to the UK through slavery, colonialism, and migration. BHM provides a platform for reflection, learning, and celebration of their sacrifices and achievements. The theme for BHM 2024 was "Reclaiming Narratives."**

## Launch Event with Professor Ed Ng

On October 3rd 2024 UWS launched Black History Month with an inspiring in-person event. We were honoured to host Professor Ed Ng, Professor of Organisational Behaviour and the Smith Professor of Equity & Inclusion in Business at Queen's University, Canada. Professor Ng delivered a thought-provoking presentation titled "Reclaiming Narratives: From Stigma to Scholarship – Why I Do Research on Inequality," which captivated the audience, including senior leaders and the Deputy-Vice-Chancellor.

## Month-Long Celebrations and Activities

Throughout October 2024, our campuses featured Black History Month displays in libraries, showcasing works by Black and Minority Ethnic authors, editors, and illustrators. These displays, curated by students, highlighted books related to the theme of Reclaiming Narratives.

## African Traditional Fashion Display

In collaboration with the School of African Cultures, our Paisley Campus library hosted an African Traditional Fashion Display. This event showcased traditional attire from various African countries, accompanied by a video providing insights into the diverse styles of dress.

## Why This Campaign Matters

- **Strengthening Community Connections:** Bringing together the UWS community and key external partners to celebrate Black History Month.
- **Raising Awareness:** Educating students and employees about the resources available both internally and externally on black history.
- **Inclusive Culture:** By fostering inclusivity and understanding, this campaign contributes to a positive and supportive workplace culture.





# Marking 16 Days of Action Against Gender-Based Violence at UWS

The 16 Days of Action, also known as 16 Days of Activism, is UN Women's annual global campaign dedicated to ending gender-based violence. The theme for 2024 was #NoExcuse for Gender-Based Violence.

## UWS's Commitment to Raising Awareness and Support

To mark this important campaign, UWS hosted a variety of impactful events across our campuses. These included Gender-Based Violence Support and Awareness Showcases, where key external partners highlighted their support services, resources, and efforts to combat gender-based violence. This initiative not only strengthened community connections but also increased awareness among students and employees about available support.

## Educational Workshops and Training

South Ayrshire Women's Aid conducted online workshops for both employees and students, focusing on increasing knowledge and understanding of gender, gender-based violence, sexuality, and rights. These sessions covered the various pathways of harm directed at individuals due to their gender, equipping participants with the skills to recognise indicators of harm and provide support through risk mitigation, reporting, and further assistance.

## Promoting Healthy Relationships

UWS counsellors hosted an in-person workshop for students on healthy relationships. This workshop delved into the meaning of relationships, expectations, and communication, highlighting what constitutes a healthy relationship and how to identify signs of an unhealthy one.

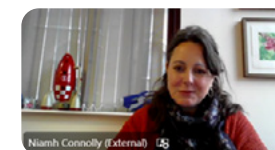
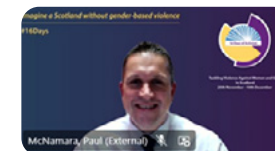
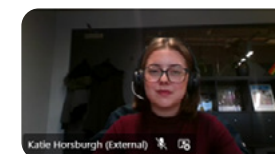
## Panel Discussion on Online Abuse

An online panel discussion on Online Abuse was held to ensure accessibility for all UWS employees and students across our five campuses. Hosted by the Director of Student Success, the panel included representatives from Ayrshire Women's Aid, Zero Tolerance Scotland, Police Scotland, and UWS's Dr. Suzanne Gallacher-Graham.

The discussion featured introductions from all panellists, sharing their work on gender-based violence, and concluded with an engaging Q&A session.

## Why This Campaign Matters

- **Strengthening Community Connections:** Bringing together key partners and the UWS community to address gender-based violence.
- **Raising Awareness:** Educating students and employees about the resources and support available both internally and externally.
- **Empowering Individuals:** Providing practical knowledge and skills to recognise and combat gender-based violence.



# Employee Network Growth and Development at UWS

At UWS, we are proud to support a vibrant community of Employee Networks, each dedicated to fostering inclusivity, support, and professional growth. Our eight Employee Networks are: the Carers Network, Disability Action Network, Black and Minority Ethnic (BME) Network, Menopause Network, HighHER (Women's Leadership Development Network), Men's Head On (Men's Health and Wellbeing Network), Liberty (LGBTQ+ Network), and the Armed Forces Family Network.

## Supporting Our Networks

To ensure the success and sustainability of these networks, UWS has implemented comprehensive Employee Network Guidelines. These guidelines clarify roles, provide information on establishing new networks, and outline the criteria for official recognition.

## New Networks Launched in 2024

In 2024, we were thrilled to launch two new networks: the Carers Network and the Armed Forces Family Network.

- **Carers Network:** Launched in October 2024 with over 20 members, this network kicked off with an event featuring musicians who performed songs about their experiences as carers. The event, opened by the Vice-Principal (People & Student Wellbeing) and attended by the Deputy Vice-Chancellor, highlighted the strong support from senior leadership.
- **Armed Forces Family Network:** Launched in November 2024, this network began with a meeting to set their focus for the year. They followed up with a social event and have since established their Steering Committee, planning activities for Armed Forces Day.



## Key Activities and Events

- **Men's Head On Network:** Hosted a panel event in November 2023 for Movember, discussing men's mental health and wellbeing, and male suicide. The event was highly informative and well-received.
- **Disability Action Network:** Held a session with the Vice-Principal (People & Student Wellbeing) in February 2024, providing a platform for feedback and discussion on improving practices for colleagues with disabilities. They also hosted a drop-in session with the Occupational Health Manager in spring 2024.
- **HighHER Network:** Relaunched in March 2023 around International Women's Day, featuring senior leaders discussing their experiences as women in leadership. The network also celebrated Working Mothers' Day in September 2024 by sending coffee and cake vouchers to members.
- **Menopause Network:** Hosted two online sessions with external speakers in October 2023 and February 2024, covering menopause symptoms, treatments, and wellbeing.
- **BME Network:** Offered a drop-in session during Black History Month in October 2024, allowing non-members to learn about the network and its goals.

## Why Our Networks Matter

- **Community and Support:** Our networks provide essential support and a sense of community for members.
- **Professional Growth:** They offer opportunities for professional development and leadership.
- **Inclusive Culture:** By fostering inclusivity and understanding, our networks contribute to a positive and supportive workplace culture.





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# Advancing Equality of Opportunity

# UWS Achieves Global Recognition for Reducing Inequalities



UWS has proudly been ranked 16th in the world for its impact on Sustainable Development Goal (SDG) 10: Reducing Inequalities, in the Times Higher Education (THE) Impact Rankings 2024.

## Championing SDG 10: A Commitment to Equality

SDG 10, one of the United Nations' Sustainable Development Goals for 2030, aims to reduce inequalities worldwide. This goal focuses on equitable resource distribution, investment in education and skills development, implementing social protection measures, combating discrimination, supporting marginalised groups, and fostering international cooperation for fair trade and financial systems.

## Global Assessment and Recognition

THE assessed 1,108 universities from 111 countries/regions for their contributions to SDG 10. The methodology included detailed indicators to evaluate universities' efforts in promoting equality and reducing disparities. The top institutions were recognised for their commitment to ensuring equal opportunity and inclusion.

“

We are incredibly proud to have achieved these rankings, recognising our impact in reducing inequalities. As Scotland's leading university for widening participation, with the belief that education should be available to all, this achievement is testament to the hard work of each and every colleague in embedding that ethos. ”

PROFESSOR JAMES MILLER, Principal and Vice-Chancellor

## UWS's Dedication to Inclusivity

UWS's high ranking reflects our dedication to creating an inclusive educational environment that supports diverse populations, including first-generation students, international students from developing countries, and individuals with disabilities. Our efforts to prioritise reducing inequalities within and across borders have been acknowledged on a global scale.

## Why This Matters

- **Global Impact:** Demonstrating UWS's significant contribution to reducing global inequalities.
- **Inclusive Education:** Promoting an educational environment that supports and values diversity.
- **Commitment to Equality:** Reinforcing our dedication to equitable opportunities for all.

# Widening Participation at UWS: Leading the Way in Social Mobility

In 2024, UWS was proudly named the best University in Scotland for social mobility by the higher education sector think tank HEPI. The Scottish Social Mobility Index (SSMI), based on a framework used in England, ranks institutions on their contributions to social mobility by evaluating access, continuation, and graduate outcomes.

## A Commitment to Inclusivity and Opportunity

Widening participation has always been at the heart of UWS's mission. We believe in place, supporting and enabling students to achieve their potential, regardless of their background. Through numerous pre-entry initiatives, we actively encourage applications from under-represented groups, ensuring that everyone has the opportunity to pursue higher education.

## Supporting Care Experienced Young People (CEYP)

At UWS, we identify Care Experienced Young People (CEYP) at application stage and when an offer is made. These students are contacted via email to inform them about the transitional support available. Our dedicated UWS WeCare Team provides 1-1 support, collaborating with the Student Success Team and Student Services Team to address any issues such as accommodation, counselling services, academic skills, or disabilities. Early engagement with CEYP helps alleviate stress, address barriers, and ensure appropriate support is in place before the academic year begins.



## Ongoing Support Throughout Studies

Care experienced students can self-identify at any point during their studies. UWS does not require evidence of care experience to provide support. All care experienced students receive a welcome phone call at the start of terms 1 and 2 to ensure they have everything they need to settle into university life. We also check if they have informed SAAS about their care experience to ensure they receive the Care Experienced bursary. Students are asked to complete a Care Plan to help us direct their support effectively.

## Pre-Entry Guidance and Support

UWS aims to provide prospective students with key information, advice, and guidance to make informed choices about their education. Meetings with young people, their teachers, or Throughcare Support Workers can be arranged to determine the level of pre-entry support needed and to introduce them to the WeCare Team. This contact is crucial for helping CEYP make a successful transition from school, college, or the community.

## Comprehensive Support for Articulating Students

The UWS College Team supports articulating students, with all team members having attended corporate parenting training. They can flag specific care experienced support needs to the WeCare Team. Support is available throughout the year and continues through university.

## UWS Corporate Parenting Plan 2024

The UWS Corporate Parenting Plan 2024 includes an action plan outlining our achievements, current efforts, and goals for 2027. This plan ensures we continue to support our care experienced students effectively.

## Why This Matters

- **Leading Social Mobility:** Recognised as the best university in Scotland for social mobility.
- **Inclusive Education:** Ensuring all students, regardless of background, have the opportunity to succeed.
- **Comprehensive Support:** Providing tailored support to care experienced students throughout their educational journey.



# UWS Foundation Academy: Empowering Future Scholars

The UWS Foundation Academy is an innovative programme designed for senior school pupils across the west of Scotland. This exciting initiative offers students a unique opportunity to experience university-level study, develop specialised academic skills, and enhance the quality of their university applications.

## Raising Aspirations and Awareness

The Foundation Academy is offered to all schools across the region, aiming to raise both aspirations and awareness of higher education opportunities within the local community. Participants have the chance to earn a qualification certificate worth 20 credits at SCQF level 7, providing a significant boost to their academic journey.



## Benefits of the UWS Foundation Academy

Senior pupils participating in the Foundation Academy will:

- **Access University Pathways:** Explore a range of subjects and discover potential university pathways.
- **Develop Academic Skills:** Gain valuable academic skills at a university level, preparing them for future studies.
- **Familiarise with University Life:** Become comfortable with the university environment, building confidence and skills before transitioning from high school.
- **Enjoy UWS Benefits:** Access a variety of benefits offered by UWS, enriching their educational experience.

## Blended Learning Approach

The Foundation Academy combines on-campus and in-school learning, providing a flexible and supportive environment for students. Pupils are invited to join during their S5 year, with the goal of completing the programme by December of their S6 year.

## Why This Matters

- **Social Mobility:** Allowing students to access and gain an awareness of higher education opportunities.
- **Inclusive Education:** Ensuring all students, regardless of background, have the opportunity to succeed.
- **Enhance University Applications:** Improve the quality of their university applications with a recognised qualification.



# UWS Achieves Athena Swan Bronze Award



On 29 July 2024, UWS proudly retained the Athena Swan Bronze Award, following the submission of a comprehensive evidence-based report and SMART action plan.

This prestigious award underscores our commitment to advancing gender equality within higher education and research institutions globally, fostering inclusivity for all gender identities and those facing intersectional inequalities.

## The Athena Swan Charter: A Framework for Equality

The Athena Swan Charter supports the progression of gender equality, providing a framework that promotes inclusivity across all roles within the university. Our journey began in December 2022 with the establishment of a dedicated self-assessment team. This team conducted a thorough evaluation of our policies, procedures, and culture to identify priority issues and design actions that advance gender equality and embed inclusive practices.

## Commendations and Highlights

UWS was commended for several key aspects of our self-assessment process:

- **Leadership and Senior Buy-In:** Demonstrating strong commitment to equality at the highest levels of institutional leadership.
- **Diverse Self-Assessment Team:** Ensuring a team with intersectional perspectives across different grades, contracts, career stages, and lived experiences.
- **Community Engagement:** Utilising a range of mechanisms to involve the university community in shaping Athena Swan priorities.
- **Addressing Intersectional Inequalities:** Reflecting on our current understanding and capacity to identify and address intersectional inequalities for employees and students.

## Looking Ahead: Our Five-Year Action Plan

The detailed report and five-year action plan are available on the Athena Swan web page on the UWS website. Valid until July 31 2029, this award signifies our ongoing commitment to promoting inclusive working practices and increasing the retention of valued employees. The self-assessment team will continue to drive action against the planned activities and regularly report progress to the EDI Committee.

## Why This Matters

- **Promoting Inclusivity:** Demonstrating our dedication to creating an equitable working environment.
- **Supporting Employee Retention:** Enhancing our ability to retain talented and valued employees.
- **Championing Equality:** Reinforcing our commitment to gender equality and inclusive practices.

# UWS Vice-Chancellor's Studentships: Pioneering Research for Global Impact

Established in 2021, the UWS Vice-Chancellor's studentships are dedicated to finding research-led solutions to some of the world's most pressing challenges. These prestigious studentships are awarded to exceptional postgraduate research students across our four academic schools, aligning with the United Nations Sustainable Development Goals.

## Empowering Future Researchers

The Vice-Chancellor's studentships provide substantial financial support, enabling students to undertake impactful research projects. In the 2022/23 academic year, UWS awarded six studentships, each representing an investment of approximately £72,000. This funding alleviates the financial burden associated with pursuing a postgraduate research degree, allowing students to focus on their groundbreaking work.

## Opportunities for Excellence

Recipients of the Vice-Chancellor's studentships have the opportunity to work on cutting-edge research projects, collaborating with experienced researchers and utilising state-of-the-art facilities. This experience not only advances their research but also equips them with invaluable skills and knowledge that will benefit their future careers.

## Why This Matters

- **Global Solutions:** Addressing major global problems through innovative research.
- **Financial Support:** Providing significant financial assistance to alleviate the costs of postgraduate research.
- **Career Development:** Offering hands-on experience and skills development in a supportive research environment.



# Career Conversations - Enhancing Fairness and Development

In response to the challenges posed by the COVID-19 pandemic, UWS introduced a temporary My Contribution proforma for both academic and professional services staff, used during the academic years 2020/21, 2022/23, and 2023/24. Building on this experience, we have now enhanced the 2019/20 proforma to make it more current, relevant, and equitable for our colleagues. This new proforma aligns with our People Priorities, supporting a culture of change and a commitment to developing our people.

## Fostering Inclusive and Supportive Conversations

A key objective in developing the new process was to ensure it promotes inclusive and supportive conversations. We aimed for a transparent, objective, and equitable process where behaviours are emphasised alongside performance. To achieve this, we incorporated feedback from internal reference groups, ensuring the development was iterative and reflective of staff experiences and needs.

## Ensuring Consistency and Fairness

The introduction of recording post-cycle management information allows UWS to ensure all colleagues receive a consistent experience throughout the My Contribution process. This also enables us to monitor outcomes, ensuring equity and fair decision-making across the board. The addition to the proforma recording core training, including our EDI Induction Modules, within the My Contribution process highlights the importance of completion of these modules to all employees at UWS.

## Why This Matters

- **Inclusive Conversations:** Promoting a supportive environment where all voices are heard.
- **Transparent Process:** Ensuring fairness and objectivity in appraisals.
- **Continuous Improvement:** Reflecting employee feedback to enhance the process continually.



# Academic Promotions at UWS: Fostering Growth and Inclusivity

The Academic Career Development Framework (ACDF) at UWS is designed to support and enhance every type of academic career pathway within our institution. A key objective in developing this framework was to ensure inclusivity, promote equality of opportunity, and demonstrate the value UWS places on diversity. To complement this, we have developed an aligned Academic Promotion Process that ensures transparency, objectivity, and equity, supporting the framework's aims.

## Three Core Pathways for Academic Excellence

The ACDF highlights three core areas of academic work that underpin UWS's academic activities, providing clear and structured career pathways for our academics:

- **Teaching and Learning (T&L):** Focusing on innovative and effective teaching practices that enhance student learning experiences.
- **Research and Innovation (R&I):** Encouraging groundbreaking research and innovative projects that contribute to academic and societal advancements.
- **Strategy and Impact (S&I):** Driving strategic initiatives and creating impactful contributions that align with UWS's mission and goals.

## Academic Citizenship and Leadership

In addition to these pathways, Academic Citizenship and Leadership are core requirements for all academic colleagues. This includes a strong emphasis on supporting the equality agenda at UWS and fostering an inclusive and collaborative environment.

## Why This Matters

- **Inclusive Opportunities:** Ensuring all academics have equal opportunities to advance their careers.
- **Transparent Processes:** Promoting fairness and objectivity in academic promotions.
- **Valuing Diversity:** Demonstrating UWS's commitment to diversity and inclusion in all academic endeavours.

# UWS Breakfast Club: Nourishing Minds and Bodies

In response to the cost-of-living crisis and rising food and energy prices, UWS launched a Breakfast Club for students in 2022.

This quick-response initiative which ran until 2024 provided tens of thousands of pounds' worth of free continental breakfasts for students at our Ayr, Dumfries, Lanarkshire, and Paisley campuses, reinforcing the UWS commitment to enhancing student wellbeing.

## Fuelling Success

The Breakfast Club, offered Monday to Friday, ensured that students started their day with a nutritious meal. Research shows that eating breakfast positively impacts learning and overall health. By providing this essential meal, UWS helped students stay focused and energised throughout their studies.

Future student wellbeing plans include providing low-cost, healthy options for students on campus, as a follow-on to the Breakfast Club initiative.

## Why This Matters

- **Supporting Wellbeing:** Addressing the financial challenges students face by providing free, healthy breakfasts.
- **Enhancing Learning:** Ensuring students are well-nourished, which is crucial for academic success and general health.
- **Commitment to Students:** Demonstrating UWS's dedication to the mental and physical wellbeing of our student community.



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# Review of Equality Outcomes 2021–2025

The Equality Outcome section of this report identifies the progress made towards meeting our Equality Outcomes set in 2021. Equality outcomes are strategic and express results institutions will achieve to improve people's life chances over a 4-year period. Universities and colleges in Scotland publish a set of equality outcomes to meet the Scottish specific duties of the Equality Act 2010 public sector equality duty every 4 years.

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## 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.

What change did we want to see?	What did we do:	What difference did we make:
<b>An increase in staff and student engagement in report and support mechanisms.</b>	<p>Over the past two years, UWS has seamlessly integrated the Report and Support system into our employee onboarding process, ensuring every new team member is well-informed from day one.</p> <p>Additionally, our dedicated EDI Consultant and EDI Coordinator have proactively spotlighted Report and Support across all four academic schools and numerous departments during their respective meetings, significantly boosting awareness and engagement with this vital reporting platform.</p>	<p>The number of reports submitted from November 2023 – November 2024 is more than double (45) the amount submitted compared to the number of reports submitted in November 2022 – November 2023 (20). While still small in number, the increase in reports over the past two years indicates that the reporting tool is better known about and that there is increased confidence in the reporting tool. It is noted however that there is an increase in anonymous reporting, therefore further work is required to build confidence in named reporting.</p>
<b>An increase in the number of events and campaigns to promote dignity and respect, and campaigns ending bullying, harassment and hate.</b>	<p>With the expansion of UWS Employee Networks and the revitalisation of the EDI and Wellbeing Coordination Group, UWS has experienced a surge in regular events championing dignity, respect, and campaigns to eradicate bullying, harassment, and hate.</p> <p>Additionally, our social media efforts have become more coordinated, effectively spotlighting key resources and the Report and Support platform.</p>	<p>UWS has significantly increased its sustained efforts to commemorate key Equality, Diversity, and Wellbeing dates. Our main social media channels are now more vibrant than ever, actively promoting events and campaigns that champion dignity and respect. To ensure we can measure the impact of these initiatives, baseline figures have been meticulously collected for future analysis.</p>
<b>Increased engagement from staff and students with resources on bullying, harassment and hate.</b>	<p>We have included links to the Report and Support pages in relevant communications on both internal and external communication channels.</p> <p>A review took place of the UWS Disciplinary Procedures and of the Dignity and Respect at Work Guidelines. Following this review, the Dignity and Respect at Work Guidelines were amended to specifically address that harassment/sexual harassment/bullying/discrimination/victimisation will not be tolerated by third parties.</p>	<p>Baseline figures have been collected for engagement with all the UWS Report and Support webpages.</p> <p>The UWS Report and Support page 'What Support is available from the University' has seen a large rise in engagement.</p>

## Equality outcome 1: Future development

UWS is adopting the National Equality Outcomes which include several outcomes relating to feeling safe in the tertiary education sector. Specific outcomes are in place for disabled, trans, black and minority ethnic background, and for lesbian, gay and bisexual staff and students. Through these equality outcomes we will establish a baseline measure of the feelings of safety across the staff and student population. This information will enable us to develop targeted actions to increase feelings of safety. We will also continue to promote and monitor the Report and Support Platform.

## 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.

What change did we want to see?	What did we do:	What difference did we make:
<b>Employee disclosure rates for each protected characteristic to increase.</b>	<p>We have enhanced our onboarding process by adding a dedicated section on how to input protected characteristic information and explaining its importance, encouraging new employee to disclose this information.</p> <p>Additionally, we have integrated information on the disclosure of protected characteristics into our Management and Leadership Development Programmes.</p> <p>Furthermore, we communicated on our dedicated colleague survey pages, why participating in surveys is so important to supporting and advancing protected groups.</p>	<p>As can be seen in Table 1 and Table 2 below there has been a slight increase in those filling out their ethnicity, disability, sexual orientation, and trans information on the employee self service. There has been a decrease in those filling out their religion.</p>
<b>Student disclosure rates for each protected characteristic to increase.</b>	<p>Run regular 'I dare to declare' and other awareness campaigns to encourage students to declare their mental health condition.</p>	<p>As can be seen in Table 2 below there has been an increase in those disclosing their sexual orientation, religion and disability. However, gender reassignment and ethnicity have seen a reduction in those disclosing. Therefore, these will be key areas of focus for any future campaigns.</p>

**TABLE 1 - EMPLOYEE PROTECTED CHARACTERISTICS DECLARATION**

	Info	31/07/2021	31/07/2022	01/08/2023	31/07/2024	Comments
Ethnicity	Populated	97.5%	95%	91.19%	93.93%	An increase in those filling out this field.
	Prefer Not to Say	1.2%	4%	0.89%	0.78%	
	Not Known	1.3%	1%	7.92%	5.29%	
Sexual Orientation	Populated	65%	64.3%	61.59%	62.91%	A decrease in those filling out this field.
	Prefer Not to Say	31%	30.5%	9.54%	7.47%	
	Not Known	5.9%	5.1%	28.87%	29.62%	
Religion	Populated	50.9%	40.3%	52.21%	48.55%	A decrease in those filling out this field.
	Prefer Not to Say	48.1%	34.1%	33.40%	38.49%	
	Not Known	0.9%	25.5%	14.38%	12.97%	
Disability	Populated	67%	71.3%	66.81%	70.85%	An increase in those disclosing this information.
	Prefer Not to Say	33%	28.6%	2.50%	2.59%	
	Not Known	-	-	30.69%	26.56%	

**TABLE 2 - EMPLOYEE GENDER REASSIGNMENT DECLARATION**

	Info	31/07/2021	31/07/2022	01/08/2023	31/07/2024	Comments
Gender Reassignment	Populated	17.2%	14.9%	28.21%	34.58%	Increase in those disclosing.
	Not Known	82.6%	84.6%	68.97%	62.30%	
	Prefer Not to Say	0.2%	0.4%	2.81%	3.12%	

**TABLE 3 – STUDENT PROTECTED CHARACTERISTICS DECLARATION**

	Info	2021 – 2022	2022 – 2023	2023–2024	Comments
Ethnicity	Populated	96.74%	69.8%	73.3%	Decrease in those disclosing and an increase in the 'Not Known' field.
	Not Known	2.77%	29.4%	26.0%	
	Prefer Not to Say	0.48%	0.8%	0.6%	
Sexual Orientation	Populated	72.96%	79.6%	80.1%	Increase in those disclosing.
	Not Known	19.7%	11.5%	11.0%	
	Prefer Not to Say	7.34%	9.0%	8.9%	
Gender Reassignment	Populated	75.55%	58.2%	69.8%	Decrease in those disclosing.
	Not Known	22.60%	1.9%	0.1%	
	Prefer Not to Say	1.85%	39.9%	30.1%	
Religion	Populated	75.55%	93.6%	91.0%	Increase in those disclosing.
	Not Known	22.60%	1.3%	4.3%	
	Prefer Not to Say	1.85%	5.1%	4.7%	
Disability	Populated	86.77%	99.3%	99.3%	Increase in those disclosing.
	Not Known	13.23%	0.7%	0.7%	



## Equality outcome 2:

### Future development

Within our Athena Swan Action Plan there is focused activity to run internal data matters campaigns with positive-language messaging focusing on who can access protected characteristic data and how this data helps make better decisions for our students and employees.

UWS is adopting the National Equality Outcomes which include several outcomes relating to feeling safe in the tertiary education sector. It is anticipated that building feelings of safety and belonging will increase the disclosure rate of protected characteristic information.

Specific outcomes are in place for disabled, trans, black and minority ethnic background, and for lesbian, gay and bisexual staff and students. Through these equality outcomes we will develop targeted actions to increase feelings of safety and belonging.

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## Equality outcome 3

Female staff and Black & Minority Ethnic (BME) staff apply for promotion to a comparable degree as other staff.

What change did we want to see?	What did we do:	What Difference did we make:
<b>A wider demographic group both apply for promotion and are successful.</b>	<p>Mentoring support, briefing sessions and guidance designed and delivered to support the academic staff promotions process.</p> <p>The Associate Dean of EDI sat on the promotions panels and an EDI briefing note was circulated to all panel members.</p>	<p>Within the first round of the revised academic promotions process there was an even 50% split between male and female applicants, aligning with our academic population split of 49.6% female and 50.4% male.</p> <p>Of 44 successful applicants, there was a 50% even split of 22 successful outcomes between male and female colleagues.</p> <p>75% of applications via the new promotions process were from white colleagues and 19% of applications came from BME colleagues. This indicates a proportionally slightly lower application rate for BME colleagues and proportionally slightly higher rate for white applicants.</p> <p>Success rates were 38% for white colleagues and 46% for BME colleagues, showing a proportionally higher success rate for BME applicants.</p> <p>These figures are promising and point towards the new academic career development framework and academic promotions process being a more equitable process for promotions.</p> <p>However, there was a disproportionate number of female applications outside the School structure. This will require further analysis and insight to understand the demographic nuances. Furthermore, there were no successful BME applicants for Senior Lecturer positions, despite accounting for 15% of applications, suggests a need for further analysis to determine if this is due to a developmental gap, unconscious bias, or both and a possible requirement for BME specific mentor pool.</p>
<b>Increase in academic staff from underrepresented groups applying for promotion to Senior Lecturer.</b>	<p>Revised academic career development framework and academic promotions process launched.</p> <p>In addition, Associate Dean of EDI and HR Business Partners were part of the panel processes.</p>	<p>Within the first round of the revised academic promotions process 57% of applicants were female and 8% were BME.</p> <p>51% of the population able to apply for a promotion to senior lecturer are female. This shows that a slightly higher proportion of applications came from those who are female when adjusting for the male/female split of the population</p> <p>24% of the population able to apply for a promotion to senior lecturer are BME. This shows that those who are BME are still underrepresented within the application process to Senior Lecturer.</p>

Equality outcome 3: Future development

The Athena Swan action plan includes actions to continue to monitor and address underrepresentation within the promotions process. UWS is adopting the National Equality Outcomes which include several outcomes relating to the representation of staff, particularly in relation to Disability and Race. Action under these two National Equality Outcomes will focus on equipping line managers to provide appropriate support and understand specific barriers faced by disabled staff and staff from a BME background.

Equality outcome 4

Create and progress a SMART Action plan which seeks to address staff and student gender inequalities and imbalances at UWS at both a school and institutional level.

What change did we want to see?	What did we do:	What Difference did we make:
Targeted activity to address under-represented groups within schools.	<p>We have now created a SMART Action Plan to address staff and student gender inequality which can be found online on the Athena Swan webpage.</p> <p>The Widening Participation and College Team make a conscious effort to highlight underrepresentation in certain fields when speaking to college students and to remove barriers by encouraging underrepresented applicant groups to consider study pathways and careers in these areas.</p> <p>UWS receive invitations to participate in STEM related external events and primary/secondary school STEM activities, 5 events were attended in 2024.</p>	<p>There has been minimal change in the representation of male and female students at school level.</p> <p>If Foundation Academy pupils select a subject as their first or second choice in an area where their gender is underrepresented, we would always ensure they are given priority for a place in the taster session for that subject, making sure they have the opportunity to experience the subject first hand and challenging stereotypes.</p>

What change did we want to see?	What did we do:	What Difference did we make:
<p><b>Improve numbers of under-represented groups within schools.</b></p>	<p>New marketing campaign, 'Find Your Place', showcases male and female students in underrepresented fields. As part of the 2024 recruitment cycle <b>Charlie</b> has been prominently featured in Nursing materials and <b>Nicole</b> was featured in BSc Chemistry. Charlie and Nicole have appeared across a range of marketing channels throughout the year including on social media, out of home advertising (such as buses, subways and shopping centres), in our prospectus, on our website and on other marketing collateral such as programme leaflets, open day programmes and digital advertising within the University.</p> <p>CEPS, ESS, and HLS have underrepresentation by sex, with one sex representing &gt;69% of students (Table 6). These numbers reflect wider educational trends, e.g. females choosing paths in teaching (ESS) and nursing (HLS), and males choosing CEPS.</p> <p>From 2023, the Student Recruitment Team, in partnership with SmartSTEMs have delivered SmartSTEMs Active Conference, an event aimed at increasing enthusiasm for, and participation in, STEM subjects in education and beyond for female primary (P6/7) and secondary school (S1/S2) pupils. These events have been delivered at Lanarkshire and Paisley Campus.</p> <p>Initial invitations to schools' highlight the events are targeted to attract female participation. However, we have extended the invite to include male pupils to reach number capacity. Females still represent the largest proportion of attendees.</p>	<p>There has been minimal change in the representation of male and female students at school level.</p> <p>In 2023 the Lanarkshire based conference reached 184 pupils across 16 schools. The Paisley conference reached 120 pupils across 8 schools.</p> <p>In 2024 the Lanarkshire conference reached 208 pupils across 12 schools. The Paisley conference reached 213 pupils across 11 schools.</p>

TABLE 6 – STUDENTS IN EACH SCHOOL BROKEN DOWN BY SEX

School	Female 2022 – 2023	Male 2022-2023	Female 2023-2024	Male 2023 – 2024
Business & Creative Industries (BC)	50.0%	50.0%	46.8%	53.2%
Computing, Engineering & Physical Sciences (CEPS)	32.5%	67.5%	30.3%	69.7%
Education & Social Sciences (ESS)	79.6%	20.4%	77.9%	22.1%
Health & Life Sciences (HLS)	79.4%	20.6%	79.8%	20.2%

Please note that the percentages above may not add up to 100% as some students have indicated their sex as 'other' due to the low numbers in these categories these have not been disclosed.

Equality outcome 4: Future development

UWS will continue to feature students from underrepresented genders in future marketing materials. Materials created by marketing will include students discussing being outnumbered in terms of gender within their course, and how that affects them. We hope that this work, and putting these students front and centre of our marketing will help to address the imbalances identified.

UWS is adopting the National Equality Outcomes which includes an outcome focused on sex imbalances on courses and taking appropriate action to address these. UWS has recently been awarded the Athena Swan bronze award, with a renewed submission submitted in March 2024. This submission includes a five-year action plan which focuses on addressing gender imbalances and inequality.

## Equality outcome 5

We will improve staff and student wellbeing by increasing opportunities to engage with wellbeing activities through our Colleague Survey Action Plan and the Mental Health and Wellbeing Plan.

What change did we want to see?	What did we do:	What difference did we make:
Staff and students will be more aware of how to access mental health support.	<p>Colleague Survey includes the statement 'There are procedures and/or systems in place to support me if I experience excessive stress or pressure' allowing a baseline measure to be set.</p> <p>The EDI and wellbeing coordination group running again which coordinates Equality, Diversity, Inclusion and Wellbeing Calendar activity to ensure holistic approach.</p> <p>Staff Wellbeing Survey was run in 2023 to collate baseline figures of staff wellbeing.</p> <p>A dedicated prompt within our weekly employee newsletter, the eBulletin, points to wellbeing, EDI and development support. In addition, colleague and student notice boards and signage within rest rooms, point to support mechanisms</p> <p>From 2024, a new approach was taken for new student induction and welcome at UWS. In addition to central activities, promotions and targeted communication to student groups, details of key professional services including Student Counselling and Wellbeing formed part of the formal induction session at Schools/Programme level. Professional services staff contributed to the delivery, which aimed to ensure that every new student was made aware in person of the support is on offer, and how they can access it within their formal, in person induction.</p>	<p>Within the most recent 2024 Colleague Survey there saw an increase of 2 percentage points to the statement 'There are procedures and/or systems in place to support me if I experience excessive stress or pressure'.</p> <p>Male respondents saw an increase of 9 percentage points to this statement. This shows that there has been an increase in the awareness of what is in place to support staff wellbeing.</p> <p>The NSS results saw an increase from a 64.4% to 72.4% positive response to the statement 'How well communicated was information about your university/ college's mental wellbeing support service'. This shows that there has been an increase in the awareness of student wellbeing support available.</p>
Reporting of workload satisfaction through colleague survey	<p>Continued progress on the academic workload model to ensure a sustainable workload for academic colleagues.</p> <p>A specific question within the colleague survey asks "I can comfortably cope with my workload"</p>	<p>Within the most recent 2024 Colleague Survey there saw an increase of 5 percentage points to the statement 'I can comfortably cope with my workload'.</p>

## Equality outcome 5:

### Future development

Two dedicated Wellbeing Specialists have now been recruited to address staff and student wellbeing. These posts have significantly increased the capacity to undertake focused activity in relation to all wellbeing spheres.

UWS is adopting the National Equality Outcomes which include several outcomes focused on mental health including ensuring that men are aware of how to access mental health support and improving the success and retention rates of students who declare a mental health condition. Actions to support these National Equality Outcomes will include running a student-focused wellbeing survey and further developing the Employee Men's Mental Health Network.

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# National Equality Outcomes 2025 - 2029



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

Overall, the purpose of the equality outcomes is to:

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

The Scottish Funding Council (SFC) and the Equality and Human Rights Commission (EHRC) have come together to identify the most persistent inequalities in Scotland's colleges and universities and to pave the way for their removal.

The National Equality Outcomes (NEO) target improvements to the retention, representation and success of students and staff with a range of protected characteristics, as well as the procedures, services and support that colleges and universities should offer them to address any discrimination and disadvantage. The University of the West of Scotland is delighted to adopt the NEO set by the SFC and EHRC.

By adopting these equality outcomes, UWS integrates them into its strategic framework. This adoption also supports the university's efforts to meet its legal obligations under the Equality Act 2010 and to contribute to a more equitable higher education sector in Scotland. Below is an overview of both planned and ongoing activity which will contribute to each of the NEO.

Please note that several NEO reference feelings of safety. Some of the future activity and success measures for these NEO utilise measures of a sense of belonging in line with the SFC NEO Data and Reporting Guidance which references 'feelings of safety' and 'sense of belonging' interchangeably.

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
The retention outcomes for university students aged 25 and over will improve.	<p>The age groups where UWS sees the largest lack of retention are for those who are 20 years and under and those who are 30 years and over.</p> <p>UWS has limited data to understand the root cause of retention issues. Actionable insights will support targeted interventions.</p> <p>This NEO will not be adopted as those who are 20 and under also have lower retention rates at UWS. However, general action will be undertaken to develop our understanding of the root cause of retention issues and will include activity focused on general retention.</p>	Identification of baseline retention outcome data for university students at UWS that are aged 25 and over.	Use the data at programme level to identify where to focus activity to lessen the gaps in attrition for different student populations.	By 2027, intersectional retention data will be captured, analysed, monitored, and reported at school, service, and institutional level to support early interventions, where concerns are identified.	Heads of Division
		Early intervention specialist assigned to each school.	Evaluate the effectiveness of early intervention specialists situated in each school to provide efficient personalised interventions where a student may disengage from study.	Improve retention outcomes for UWS students by 7 percentage points by 2029	Director of Student Success
			Capture and review intersectional outcomes for UG and PGT students to understand the impact of sex, ethnicity, and domicile on progression.	By 2027, intersectional retention data will be captured, analysed, monitored, and reported at school, service, and institutional level to support early interventions, where concerns are identified.	Director of Student Success

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

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
		Staff Training on mental health awareness in Higher Education, inclusive teaching practice, suicide prevention, etc.	Develop 'Working Well' self-paced E-Toolkit and 'Leading Wellbeing' online session for managers.	By 2027 60% of line managers will have engaged with the E-Toolkit and/or completed the Leading Wellbeing online session.	People Experience Manager
Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course.	<p>88% positivity measure in response to the statement 'How well have teaching staff supported your learning?' in 2024 NSS survey.</p> <p>Further analysis is needed to determine if there is a large variation to this question for students who have disclosed a disability.</p>	NSS Survey runs every year which includes the question 'How well have teaching staff supported your learning?'.	Analyse the NSS question 'How well have teaching staff supported your learning' by students who have disclosed a disability to identify if there is a variation in response.	Baseline figure identified by September 2025 from 2024 data.	Director of Strategic Planning and Development
		Training developed to spread awareness of academic staff responsibility on implementation of reasonable adjustments.	Implement sessions for schools on reasonable adjustments for students by March 2025 to ensure academic colleagues have an awareness of their responsibilities.	Feedback from the sessions shows 70% of school staff felt the session enhanced their knowledge.	Head of Sport and Wellbeing

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

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Disabled staff and students report feeling safe in the tertiary system.	<p>Our data shows that disabled staff overall respond 5% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>We currently do not hold data on feelings of student safety.</p>	Training on different disabilities run to increase awareness and understanding e.g. neurodiversity training, deafblind training, mental health awareness etc.	Reasonable Adjustment training incorporated into Managers Toolkit to ensure People Managers have awareness of their responsibilities.	By 2027 60% of People Managers to have completed the Inclusive Leadership Chapter and/or online session.	People Experience Manager
			Through the new Athena Swan survey, gather feedback from students and staff with respect to the Dignity and Respect Guidelines and Report and Support, establishing a baseline data set for evaluating the effectiveness of, and confidence in, these support mechanisms.	<p>By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.</p> <p>(baseline data currently unknown)</p>	Athena Swan Self-Assessment Team Chair

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Disabled staff and students report feeling safe in the tertiary system.	<p>Our data shows that disabled staff overall respond 5% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>We currently do not hold data on feelings of student safety.</p>		Clear communication plan to be implemented to raise awareness and increase confidence in the Report & Support platform amongst students and staff, and actively monitor and report on use of this platform.	<p>Communication plan in place by March 2025.</p> <p>By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.</p> <p>(baseline data currently unknown)</p>	Equality, Diversity and Inclusion Consultant
		Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for disabled undergraduate students.	<p>Improvement post interventions in 2026 survey.</p> <p>(% improvement target will be set once baseline has been identified).</p>	Director of Student Success



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

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

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

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Trans staff and students report feeling safe to be themselves in the tertiary system.	<p>UWS data shows that staff who are trans and non-binary overall respond 8% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of trans student safety/ belonging at UWS.</p>		Through the new Athena Swan survey, gather feedback from students and staff with respect to the Dignity and Respect Guidelines and Report and Support, establishing a baseline data set for evaluating the effectiveness of, and confidence in, these support mechanisms.	<p>By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.</p> <p>(baseline data currently unknown).</p>	Athena Swan Self-Assessment Team Chair
		Report and Support mechanism implemented and launched.	Clear communication plan to be implemented to raise awareness and increase confidence in the Report & Support platform amongst students and staff, and actively monitor and report on use of this platform.	<p>Communication plan in place by March 2025.</p> <p>By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.</p> <p>(baseline data currently unknown)</p>	Equality, Diversity and Inclusion Consultant

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Trans staff and students report feeling safe to be themselves in the tertiary system.	<p>UWS data shows that staff who are trans and non-binary overall respond 8% less favourably to the statement 'I feel a strong sense of belonging here' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of trans student safety/ belonging at UWS.</p>		Review the outcome of the wellbeing survey and design targeted wellbeing actions based on outlier response rates by job family, sex, specific ethnic groups and those identifying as Trans/non-binary.	By 2027, wellbeing survey data shows an increase in positive responses from 22% to 50% of all Trans/Non-Binary respondents to the statement, "If I had an issue regarding my wellbeing, I would feel confident raising it with someone at work".	Director of People and Wellbeing
		Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for trans undergraduate students.	Improvement post interventions in 2026 survey.  (% improvement target will be set once baseline has been identified).	Director of Student Success

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
<p>Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.</p>	<p>UWS data shows that BME staff respond 9% more favourably to the statement 'I feel a strong sense of belonging here' and 16% more favourably to the statement 'I feel confident that complaints about bullying/harassment would be dealt with seriously in the organisation' within our colleague survey.</p>	<p>Safe Zone app is available to all students and staff. The app directs users straight to security who then immediately call, text, or email depending on capacity to receive a phone call.</p>	<p>Identify baseline rate of feeling of safety of BME students via the UWS Student Union Survey by June 2025 to determine action required.</p>	<p>4 percentage points improvement of feelings of safety for BME students post interventions in 2028 UWS Student Union Survey.</p>	<p>Student Voice Manager, UWS Students' Union</p>
	<p>There is currently no baseline data to indicate feelings of BME student safety/belonging at UWS.</p>		<p>Through the new Athena Swan survey, gather feedback from students and staff with respect to the Dignity and Respect Guidelines and Report and Support, establishing a baseline data set for evaluating the effectiveness of, and confidence in, these support mechanisms.</p>	<p>By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.</p> <p>(baseline data currently unknown).</p>	<p>Athena Swan Self-Assessment Team Chair</p>

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
<p>Staff and students feel supported and safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress.</p>	<p>UWS data shows that BME staff respond 9% more favourably to the statement 'I feel a strong sense of belonging here' and 16% more favourably to the statement 'I feel confident that complaints about bullying/harassment would be dealt with seriously in the organisation' within our colleague survey.</p> <p>There is currently no baseline data to indicate feelings of BME student safety/ belonging at UWS.</p>	Report and Support mechanism implemented and launched.	Clear communication plan to be implemented to raise awareness and increase confidence in the Report & Support platform amongst students and staff, and actively monitor and report on use of this platform.	<p>Communication plan in place by March 2025.</p> <p>By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.</p> <p>(baseline data currently unknown)</p>	Equality, Diversity and Inclusion Consultant
			Training to be provided for all line managers on Dignity and Respect Guidelines to improve colleague confidence in a 'zero tolerance' approach in line with our People Priorities commitment to 'develop our people and enhance performance',	60% of People Managers to engage with the Managers Toolkit 'Dignity in the Workplace' chapter by 2027.	People Experience Manager



National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
		Being, Becoming, Belonging survey run from October to November 2024 which will indicate baseline feelings of belonging for undergraduate students.	Analyse Being, Becoming, Belonging survey data to identify baseline feeling of belonging for BME undergraduate students.	Improvement post interventions in 2026 survey.  (% improvement target will be set once baseline has been identified).	Director of Student Success
Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.	Internal data shows us that less BME students achieve a first-class honours degree compared to white students (11% difference). Data also shows that BME students are more likely to achieve a second-class honours degree compared to white students (11% difference).		Capture and share biennial qualitative data about the experiences of BME home students in relation to application and progression by 2027.	By 2028, UWS student experience survey data shows BME students share feedback on their student journey.	Athena Swan Self-Assessment Team Chair
		Student Course Representatives undergo training on liberating the curriculum which includes EDI, discrimination/ inequalities, inclusive curriculum, inclusive assessment, and decolonisation.	Academic programme teams co-design, develop and implement principles for inclusive curriculum design and delivery to ensure that equality, diversity and inclusion are fully embedded, and that all students can see themselves reflected.	By Q4 2026, a revised curriculum framework is implemented to include principles that support anti-racist practice.	Associate Dean Equality Diversity and Inclusion

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
			Develop and support academic colleagues to deliver societal racism and anti-racism content within the curriculum framework to ensure a diverse and anti-racist curriculum.	By Q4 2026 training for academics in place to support their delivery of anti-racism content.	Associate Dean Equality Diversity and Inclusion
			The University will work towards submission to the Race Equality Charter by 2026, through establishing a Self Assessment Team with intersectional representation from across the institution.	Implement SAT by April 2025. Race Equality Charter application submitted by June 2027.	Associate Dean Equality Diversity and Inclusion
Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards.	HESA data shows 12% of UK University Court membership are BME. UWS Court membership is slightly below this figure (exact percentage not disclosed as numbers are below reporting threshold).	Demography of Court annually collated and monitored by the Governance and Nominations Committee.	Benchmark the demography of Court members to staff and student population.		Vice-Principal (Governance) & University Secretary
		Positive action statements included on advertisements for Lay Members of Court.	Amend positive action statement on future Lay Membership adverts to highlight underrepresentation of specific groups.		

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.	Internal data shows that staff BME representation is 16.5% UWS student BME representation is 8.2%.  HESA data shows that 24.8% of students are BME. Indicating that UWS BME staff representation is higher than the student population however it is lower than the representation in the sector.		The University will work towards submission to the Race Equality Charter by 2026, through establishing a Self Assessment Team with intersectional representation from across the institution.	Implement SAT by April 2025.  Race Equality Charter application submitted by June 2027.	Associate Dean Equality Diversity and Inclusion
	Promotions application data shows significant differences between female BME applicants and non-BME applicants with lower rates of applications from female BME applicants.		Disaggregate anonymised recruitment and selection data for all protected characteristics prior to GDPR redaction enabling intersectional analysis and establishing a set of baseline data against which we can measure success.	By 2027, intersectional recruitment and selection data will be captured, analysed, monitored, and reported at institutional level.	People Manager

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching staff to align with student representation in the sector.	Internal data shows that staff BME representation is 16.5% UWS student BME representation is 8.2%.		Increase and widen participation in internal programmes and activities that are designed to improve the rates of female staff in leadership positions, e.g., Women's Leadership Development Programme, Management Development Programme/ Aspiring Managers Programme, BME Leadership Programme.	By 2028, promotions data reflects an increase in academic promotion applications from female BME staff to be proportionate to the academic population.  The success rates of female BME applicants are also proportionate to the academic population.	People Experience Manager
	HESA data shows that 24.8% of students are BME. Indicating that UWS BME staff representation is higher than the student population however it is lower than the representation in the sector.  Promotions application data shows significant differences between female BME applicants and non-BME applicants with lower rates of applications from female BME applicants.		Increase upskilling and support for staff to improve eligibility for promotion, such as the design and implementation of programmes, (e.g. Mentoring) to enhance and extend the leadership opportunities of existing UWS female and female BME staff.	By 2028, promotions data reflects an increase in academic promotion applications from female BME staff from 7.5% to 10% and the success rate of these applicants improves 33% to 43%.	Associate Dean Equality Diversity and Inclusion

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose.	UWS does not currently hold data on students and staff confidence in our Report and Support tool.		Through the new Athena Swan survey, gather feedback from students and staff with respect to the Dignity and Respect Guidelines and Report and Support, establishing a baseline data set for evaluating the effectiveness of, and confidence in, these support mechanisms.	By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.  (baseline data currently unknown).	Athena Swan Self-Assessment Team Chair
			Clear communication plan to be implemented to raise awareness and increase confidence in the Report & Support platform amongst students and staff, and actively monitor and report on use of this platform.	Communication plan in place by March 2025.  By 2028, new Athena Swan survey feedback indicates increased awareness of Dignity and Respect Guidelines and Report and Support, providing confidence in this reporting tool as well as the institutional response to instances of harassment.  (baseline data currently unknown)	Equality Diversity and Inclusion Consultant

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

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



National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Institutions can evidence approaches that prevent and respond to violence, harassment and abuse.	UWS has in place approaches that prevent and respond to violence, harassment and abuse. However, there may be a lack of awareness of, and engagement with, these approaches.	The University marks 16 days of Gender Based Violence to raise awareness of Gender Based Violence through a host of activities. In the past this has included film screenings, panel discussions and social media campaigns.	Senior Leadership Teams will undertake refresher training on a biennial basis to exemplify appropriate behaviours and demonstrate how to act as active bystanders and allies.	Training in place by January 2026 and thereafter run on a biennial basis.	Vice Principal (People & Student Wellbeing)
		UWS provides information on consent and Gender Based Violence on a public webpage for aimed at students.	Enhance engagement with the UWS Consent and Gender Based Violence Webpage through active signposting to this resource.	20% increase in page visits by 2027.	Head of Sport and Wellbeing
			Enhance engagement with the UWS Report and Support page through active signposting to this resource.	30% increase in page visits by 2027	Head of Sport and Wellbeing

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Men (staff and students) know how to access mental health support (recognising intersectionality within that group).	Across students and staff, males were less likely to engage with the wellbeing service f70%, m30%.	Wellbeing specialist roles implemented in London and Scotland which are staff and student focused.	Review the outcome of the wellbeing survey and design targeted wellbeing actions based on outlier response rates by job family, sex, specific ethnic groups and those identifying as Trans/ non-binary.	By 2028, staff wellbeing survey shows an improvement in the positive responses to the statement, 'UWS does enough to support health and wellbeing at work': from 48% to 65%.	Director of People and Wellbeing
		Suicide Prevention Workshops run by Men's Head On Network Co-Chair for colleagues and students.	Enhance safe support spaces for male colleagues affected by mental health by Further growing and developing the Men's Head On Network to allow colleagues to feel psychologically safe, heard and supported.	Grow network membership of Men's Head On Network by 30% by 2027.	Equality Diversity and Inclusion Consultant

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Men (staff and students) know how to access mental health support (recognising intersectionality within that group).	Across students and staff, males were less likely to engage with the wellbeing service f70%, m30%.		Undertake a student-focused wellbeing survey (with a clear explanation of the focus on improving wellbeing) to gather insight on all students' experience of health and wellbeing at UWS; as well as how and where they access wellbeing support, so that we can implement targeted actions to support student wellbeing at UWS.	By 2028, male student engagement with the wellbeing service increases from 30% to 50%.	Director of People and Wellbeing

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Institutions will have regard to significant imbalances on courses and take action to address it.	The UWS schools of Computing, Engineering & Physical Sciences; Education & Social Sciences; and Health & Life Sciences all have significant gender imbalances on courses.	Marketing campaign, 'Find Your Place', showcases male and female students in underrepresented fields.	Schools to work with marketing business partners to identify underrepresentation of specific genders and agree actions to improve representation of specific groups at UG, PGT and PGR levels in relation to subject-level sector benchmarks.	By December 2026, 100% of divisions will have identified gender-based subject-level sector benchmarks and agreed action to improve underrepresentation.	Heads of Division
			Targeted marketing and communications to address academic discipline and occupational segregation, adopting a gendered and intersectional approach to reviewing representation for each area.	By Q1 2029, reporting demonstrates progress towards alignment of gender profiles with appropriate subject-level sector benchmarks.	Head of Marketing & Communications

National Equality Outcome	What the data tells us	Current Activities and Outputs	Future Activity	Success Measure	Responsible
Institutions will have regard to significant imbalances on courses and take action to address it.	The schools Computing, Engineering & Physical Sciences, Education & Social Science, Health & Life Sciences all have significant gender imbalances on courses.		Review and further develop all programme information pages to ensure that they consistently showcase relevant case studies featuring underrepresented groups by subject area.	By 2026, case studies highlighting underrepresented groups will be visible on relevant school and programme webpages and prospectus materials to demonstrate our commitment to inclusivity, and in turn support applications from those groups.	Marketing Business Partners
			Capture and review intersectional outcomes for UG and PGT students to understand the impact of sex, ethnicity, and domicile on progression.	By 2027, intersectional retention data will be captured, analysed, monitored, and reported at school, service, and institutional level to support early interventions, where concerns are identified.	Director of Student Success
			All four schools undertake a self-assessment and submit an Athena Swan Bronze Charter application with support from institutional SAT.	By July 2028 all four schools have started their self-assessment.	School Athena Swan Self-Assessment Team Chairs

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

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



The background of the slide features a pattern of stylized human figures in various shades of maroon. The figures are simplified, showing only the head and torso, and are arranged in a way that suggests a crowd or a group of people. The overall color scheme is monochromatic, using different tones of maroon to create depth and texture.

# **PSED 2023 - 2025 Action Plan Update**

## PSED 2023 – 2025 ACTION PLAN UPDATE

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Staff and student EDI training</b>  This theme will address the low uptake of EDI training. It will also help to foster an environment where staff and students feel safe and engaged at work, placement or study.	We will critically review our staff EDI training offering and implement a new suite of training.	Training has been reviewed and EDI induction modules have been developed.  Face to face EDI training also being delivered.	New training due to be implemented by 2025.  Completion rates of EDI training.	Associate Dean of EDI	Complete
	We will implement a clear approach to statutory, compliance, mandatory and EDI training for both new and existing colleagues.	The Recruitment Chair Training is a requirement for anyone who is a recruitment panel chair.  EDI induction modules included within the 'core training' section of all staff annual appraisals.  29% completion rate since implementation.	Agreed policy in place by June 2023.  Staff completion rates of EDI training.	Associate Dean of EDI	Complete

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Staff and student EDI training</b>  This theme will address the low uptake of EDI training. It will also help to foster an environment where staff and students feel safe and engaged at work, placement or study.	Implement modules for students with a specific focus on EDI within the Academic, Social and Professional skills for Innovation, Reflection and Endeavour (ASPIRE) curriculum.	ASPIRE modules are offered in some UWS programmes at Level 7 and Level 8, with further rollout paused to reset the implementation plan. The reset will entail evaluation of the existing ASPIRE offer in terms of content and learning outcomes. The reset includes essential topics which will form the basis of an enhanced ASPIRE curriculum including Equality, Diversity and Inclusion.	Implementation of ASPIRE modules for students on EDI.	Director of Learning & Teaching Enhancement	ASPIRE was reviewed in 2024 which identified areas of focus including: how we deliver ASPIRE, a refresh of Level 7 and 8 ASPIRE modules, and incorporating ASPIRE in levels 9, 10 and 11. This work will be completed prior to a relaunch in September 2025. Engagement activities for staff and students will commence early 2025 on key areas of focus.
	Continue to develop how we embed EDI into module and programme design and delivery (ILR)	ILR's EDI questions and prompts refreshed.	ILR's EDI questions and prompts refreshed.	Director of Learning & Teaching Enhancement	Complete

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Staff and Student sensitive information declaration.</b>  This theme will encourage staff and students to declare their sensitive information.  It will also support open and transparent conversations to build psychological safety.	Run data matters campaigns with messaging focusing on who can access protected characteristic data and how this data helps make better decisions for our employees.	Was on pause due to system functionality. This has now been restored and campaigns will be run again in future.  Sensitive information declaration has fluctuated with some protected characteristics being disclosed more whilst others have been disclosed less.	Increased staff and student sensitive information declaration.	EDI Consultant/ Director of Student Success	Will be progressed through Athena Swan Action Plan Action 1.6.4 Run (internal) data matters campaigns with positive-language messaging focusing on who can access protected characteristic data and how this data helps make better decisions for our students and employees.
	Implement Reasonable Adjustments Guidance for disabled staff.	Guidance implemented and published on internal intranet pages. Further work planned to embed guidance documents in key touchpoints within the staff journey.	Guidance implemented.	HR Operations Manager/ EDI Consultant	Complete
	Develop Trans Guidance for staff and students to promote understanding and awareness of trans identities.	Guidance implemented and published on internal intranet pages.  Trans awareness training also being run for staff and students.	Increased disclosure of gender reassignment amongst staff and students.  Trans staff and students report feeling safe at UWS.	EDI Consultant/ Vice-Principal (People & Student Wellbeing)/ Director of People and Wellbeing/ Head of Registry.	Complete

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Wellbeing</b>  This theme will ensure management is equipped to address work life balance issues and appropriate wellbeing resources are available to support staff and students.	Development of a UWS Wellbeing Plan:  <ul style="list-style-type: none"> <li>Undertake a wellbeing survey to obtain baseline data to plan appropriate wellbeing interventions</li> <li>Review wellbeing and occupational health resourcing</li> <li>Facilitate campus-based wellbeing conversations</li> <li>Re-establishment of EDI/Wellbeing Group</li> <li>Promote an environment where work life/home balance is supported through the introduction of positive behaviours e.g. No meeting Fridays. To be informed through wellbeing survey data and wellbeing conversations.</li> <li>Proposal to introduce free fitness facilities to colleagues including access to campus gym</li> </ul>	Wellbeing Survey completed and action plan developed.  Two wellbeing specialist posts recruited.  Wellbeing sessions hosted on all 5 campuses.  Group re-established in 2024.  Not yet progressed. To be considered by EDI and Wellbeing Coordination group.  Free fitness facilities introduced in Ayr, Lanarkshire and Paisley.	Embedded by 2025.  Success and retention rates of students who declare a mental health condition should improve. And both staff and students will be more aware of how to access mental health support.	Vice-Principal (People & Student Wellbeing)	Mostly complete. Introduction of positive wellbeing behaviours to be progressed by wellbeing specialists.

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Wellbeing</b>  This theme will ensure management is equipped to address work life balance issues and appropriate wellbeing resources are available to support staff and students.	Continue work on the academic workload model to ensure a sustainable workload for academic colleagues.	Workload allocation model in place for 2023/2024.	Reporting of workload satisfaction through colleague survey.	Director of People and Wellbeing/ Deputy Vice-Chancellor	Further revision and discussion needed to agree on workload allocation model.
	Review and develop new institutional and academic calendars to minimise 'pinch' points.	The project has not progressed further after initial meetings. It has been identified that further work on quality assurance processes should precede this work due to the interdependencies.	Academic year 2023 – 2024  Monitoring of absence levels (days lost to wellbeing related issues (mental health, work related stress, anxiety).	Director of Strategic Planning & Development/ Deputy Vice-Chancellor	Original project on pause. However, a review of the structure of the academic year is currently taking place which will map the current academic year from both a student and university perspective to identify bottlenecks and opportunities.
	Implement report and support mechanism.	Complete.	Implementation of system.	Vice-Principal (People & Student Wellbeing)/ Director of Student Success	Complete

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Wellbeing</b>  This theme will ensure management is equipped to address work life balance issues and appropriate wellbeing resources are available to support staff and students.	Increase embedding of Report and Support to ensure that staff and students know how to access support about violence, abuse, harassment and how to report their experiences.	Ongoing.  No comprehensive communications plan in place currently.	Percentage increase in staff and student engagement in reporting and supporting mechanisms.	Director of Student Success / EDI Consultant/ Employee Relations Business Partner	Will be progressed through Athena Swan Action Plan Action 4.1.4: Clear communication plan to be implemented to raise awareness and increase confidence in the Report & Support platform amongst students and staff, and actively monitor and report on use of this platform.
	Regular updates with ongoing evaluation of Report and Support will be received by the EDI Committee to monitor the use of Report and Support.	Updates going to EDI Committee every 6 months.	Update on Report and Support to EDI Committee every 6 months.	Director of Student Success/ EDI Consultant	Complete
	Student Counselling Services to monitor protected characteristics in order to develop baseline data.	Counselling services continue to monitor service use.	Improved understanding of target groups, leading to improved communication efforts.	Vice-Principal (People & Student Wellbeing)	Complete

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Wellbeing</b>  This theme will ensure management is equipped to address work life balance issues and appropriate wellbeing resources are available to support staff and students.	Counselling and support staff trained to understand mental health issues and needs of ethnic minority groups and males.	Complete.  All counselling staff undertook a full day cultural competency training external specialists.	Increased awareness and understanding of mental health needs for particular groups leading to increased engagement.	Vice-Principal (People & Student Wellbeing)	Complete
	Work with key local partners to raise overall awareness of hate crime and hate crime reporting.	UWS staff attending meetings with external stakeholders including local councils and police Scotland to continue to monitor Hate Crime statistics and raise awareness of hate crime.	Number of hate crimes reported and detected.  Third party reporting is increased.	EDI Consultant / Local partners	Complete
	Continue to offer students disability support to students through dedicated Disability Advisors and offering study resources and assistive technology.	Ongoing.	Disabled student satisfaction.	Vice-Principal (People & Student Wellbeing)	Complete



Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Recruitment, Promotions and Career Pathways</b>  This theme will define clear and objective criteria for progression and clarify team priorities and encourage staff to discuss their workload where necessary.	Lead on a full review of My Contribution.  Phase 1 – consulting colleagues across the University, and looking for opportunities to improve the way we as an organisation approach performance and development conversations.  Phase 2 – Improve our people-related systems to support colleagues with My Contribution conversations and reporting and supporting LMS.	Consultation took place.  Interim mechanism in place which improved My Contribution conversations and management information reporting.	Reporting metrics from My Contribution Reviews.	Vice-Principal (People & Student Wellbeing)	Complete
	Develop a revised academic career development framework and academic promotions process.	Revised Academic Career Development Framework created, and promotions process launched February 2024. New framework will be monitored via Athena Swan Action Plan Action 3.4.1.	Internal promotion rate for academic staff.  % of unsuccessful academic promotions are reduced.	Director of People and Wellbeing/ Vice-Principal (People & Student Wellbeing)	Complete
	Introduce career development framework to support colleagues within PSS along with supporting learning interventions.	Initial scoping and consultation have taken place.	Internal promotion rate for academic staff and PSS.  Participation rates across development activities.	Vice-Principal (People & Student Wellbeing)	To be progressed via Athena Swan Action Plan Action 3.4.2 Develop and implement a career development approach for PSS staff.

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Recruitment, Promotions and Career Pathways</b>  This theme will define clear and objective criteria for progression and clarify team priorities and encourage staff to discuss their workload where necessary.	Increase and widen participation in internal programmes and activities that are designed to address occupational segregation, e.g., Women's Leadership Programme, Management Development Programme, HigHER, etc.	<p>Ongoing with more participation in Women's Leadership Programme, and HigHER.</p> <p>After reviewing the 2024 colleague survey, My Contribution, and discussions across UWS, a more flexible and practical approach to support management and leadership development has been created in the form of the Managers Toolkit. This toolkit was launched in 2025.</p>	Higher participation rate for internal programmes.	Talent & OD Consultant / EDI Consultant/ Staff networks	Complete
	Review our recruitment practices to ensure they are inclusive.	Progress made by implementing training for all chairs of recruitment panels. Was put on pause due to cyber incident and lack of system capability.	Recruitment practices reflect best practice.	Associate Dean of EDI/ Recruitment & HR Administration Manager	To be progressed via Athena Swan Action Plan Action 3.1.1: Review and revise the recruitment process, including channels used to advertise and the use of recruitment materials, to ensure we are effectively targeting gender representation in subject areas according to appropriate benchmarks.

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Recruitment, Promotions and Career Pathways</b>  This theme will define clear and objective criteria for progression and clarify team priorities and encourage staff to discuss their workload where necessary.	Embedding and review of Work Well approach (with consideration to both the University performance and work life balance).	In September 2023, a review of the Work Well framework was undertaken. Newly developed UWS Ways of Working Principles now in place.	Work Well approach implemented and evaluated.	Director of People & Wellbeing/ Vice-Principal (People & Student Wellbeing)	Complete
	In future equality monitoring reports consider how our London campus influences numbers particularly related to race and ethnicity and report on this more clearly to ensure appropriate action is taken to address imbalances and underrepresentation.	This has not been included in 2025 PSED report as systems are still in the process of being rebuilt after cyber-attack and as such capacity and capability of systems is limited.	Future PSED reports separate out our London campus staff and students.	EDI Coordinator/ HR Systems and Payroll Manager/ Head of Strategic Planning	To be progressed via Athena Swan Action Plan Action 1.6.3: Undertake an assessment of student and staff populations in the context of the distinctive demographic of each campus location and the contribution to the institutional imbalances and under-representations (e.g., higher percentage of BME staff and students at London Campus).

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Leadership and improvement programmes</b>  This theme will ensure an intersectional and institution wide approach to EDI is taken across.	Appointment of Associate Dean of EDI.	Complete.	Appointment of Associate Dean of EDI.	Deputy Vice Chancellor	Complete
	Development of EDI strategic direction.	Strategic direction developed.	Strategic direction for UWS EDI activity identified.	Associate Dean of EDI	EDI strategic direction to be finalised after UWS Strategy 2030 is published to ensure alignment.
	Within our next court recruitment round we will trial different recruitment methods to diversify our court profile.	Ongoing.	More diverse court membership.	Vice Principal (Governance) & University Secretary	Complete
	Continue working towards programmes which will deliver an intersectional approach to improvement e.g., Athena Swan, HR Excellence in Research and the Race Equality Charter.	Athena Swan Bronze Award achieved in 2024.  Currently hold HR Excellence in Research Award.  Race Equality Charter to be submitted in 2025.	Athena Swan Bronze Awarded.  Race Equality Charter Bronze Awarded.	Athena Swan Lead / Head of Research/ Associate Dean of EDI	Complete

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Leadership and improvement programmes</b>  This theme will ensure an intersectional and institution wide approach to EDI is taken across.	Create and progress a SMART Action plan which addresses the gender inequalities and imbalances at UWS at both a school and institutional level.	SMART Action Plan created and in place.	Creation of action plan.	Athena Swan Lead	Complete
	Develop a structured approach to senior Leadership Development including supporting transitions into senior leadership.	School leadership development has commenced with a structured plan and series of leadership events for the senior Leadership Group.	Programme in place.	Principal and Vice Chancellor	Work currently taking place to scope need of the Professional Services Senior Leadership Team population to ensure a fit for purpose programme is built.

Theme	Action	Progress	Success Measure	Responsible	RAG Status
<b>Leadership and improvement programmes</b>  This theme will ensure an intersectional and institution wide approach to EDI is taken across.	Engage with and explore the development of bespoke asset-based programmes (such as mentoring) to enhance and extend the leadership opportunities of existing UWS BME staff.	No new programmes created. However, mentors were offered as part of the Academic Promotions outcomes.	Programmes created and run.	Associate Dean of EDI	<p>To be progressed via Athena Swan Action Plan Action 3.4.3 Increase and widen participation in internal programmes and activities that are designed to improve the rates of female staff in leadership positions, e.g., Women's Leadership Development Programme, Management Development Programme/ Aspiring Managers Programme, BME Leadership Programme.</p> <p>And action 3.4.4 Increase upskilling and support for staff to improve eligibility for promotion, such as the design and implementation of programmes, (e.g. Mentoring) to enhance and extend the leadership opportunities of existing UWS female and female BME staff.</p>