

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of the West of England
Name of department	School of Social Sciences
Date of current application	29 November 2023
Level of previous award	Bronze
Date of previous award	November 2017
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An assessment of the department's gender equality context	3498 of 3500
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
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*These sections and appendices should not contain any commentary contributing to the overall word limit

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Table of Contents

Applicant information.....	1
Section 1: An overview of the School and its approach to gender equality	4
1.1. Letter of endorsement from the Head of School.....	4
1.2. Description of the School and its context	5
1.2.1. Impact of the organisational restructure on gender equality work	8
1.3. Governance and recognition of equality, diversity, and inclusion work.....	9
1.3.1. Governance of EDI work.....	9
1.3.2. Recognition of EDI work.....	10
1.4. Development, evaluation, and effectiveness of policies.....	11
1.5. Athena Swan self-assessment process	12
1.5.1. Overview of the SAT	12
1.5.2. Self-assessment process.....	14
1.5.3. Reflection on feedback from previous application.....	15
1.5.4. Plans for the SAT going forward	15
Section 2: An evaluation of the School’s progress and success	17
2.1. Evaluating progress against the previous action plan.....	17
2.1.1. Overview of progress achieved.....	17
2.1.2. Methodology of action implementation, evaluation, and iteration	18
2.1.3. How we evaluated success of actions	18
2.1.4. Facilitators and barriers to the implementation of action	18
2.1.5. Actions removed and rationale.....	18
2.1.6. Actions RAG-rated Red.....	18
2.1.7. Actions RAG-rated Amber	18
2.1.8. Previous Action Plan	19
2.1.9. Reflection on previous Action Plan	38
2.2. Evaluating success against the School’s key priorities	38
2.2.1. Improvements in male underrepresentation, gender balance, and inclusivity	38
2.2.2. Improvements in promotion of female staff	43
Section 3: An assessment of the School’s gender equality context	45
3.1. Culture, inclusion, and belonging	45
3.1.1. Evaluation of culture	45
3.1.2. Intersectional inequalities	56

3.1.3.	Inclusion for trans and non-binary people	58
3.1.4.	Inclusion and support for people with caring responsibilities.....	60
3.2.	Key priorities (KPs) for future action	61
3.2.1.	KP1: Advancing women’s career trajectories.....	61
3.2.2.	KP2: Improving provision of training, development, and mentorship for staff. 62	
3.2.3.	KP3: Tackling bullying and harassment and supporting wellbeing.	62
3.2.4.	KP4: Enhancing research culture for staff.	62
3.2.5.	KP5: Addressing intersectional inequalities and promoting transgender inclusivity.....	62
Section 4:	Future action plan	63
4.1.	Action plan.....	63
Appendix 1:	Culture survey data (N=72; response rate=34%).....	74
Appendix 2:	Data tables	78
Appendix 3:	Glossary	112

Section 1: An overview of the School and its approach to gender equality

1.1. Letter of endorsement from the Head of School



Professor Peter Clegg
Dean and Head of School
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November 2023

Dear Athena Swan Assessment Panel,

I am delighted to support this Athena Swan Silver Application for the School of Social Sciences. In the period since our Bronze Award, we have faced significant challenges, including organisational restructures and the COVID-19 pandemic, but our work on gender equality has remained central to our mission as a School. We have embedded Charter Principles in our School Executive and Programme Teams, and where additional resource has been required, I have done my utmost to provide it. Following significant and sustained efforts led by the Athena Swan SAT and staff across the School, we are proud of the tremendous progress we have made in this award period.

Our application highlights impressive successes seen in our Key Priority areas and throughout our culture. We have overhauled our approach to student recruitment to make our materials and processes more inclusive, interrogated gender gaps in our subject areas, improved support, and made focused curriculum changes to close our gender achievement gap. We have also redesigned our staff recruitment processes – from advert to interview – with positive results in relation to the diversity of our appointments. We have strengthened our progression pipeline for researchers, funded training and mentorship opportunities for

our staff, and improved promotion processes such that we are now seeing more rapid advancement of women's careers. Beyond our Action Plan, we have been proactive about addressing new issues when they arise; for example, we tried to mitigate the gendered consequences of COVID-19 by providing marking relief to those with caring responsibilities.

Despite our progress, our continued assessment of our gender culture has revealed additional concerns that will be front and centre in our work going forward. We need to address unacceptable behaviours like bullying and harassment, not only through the University's processes but also through culture change locally within our School. We have additional work to do around continued frustrations about the research culture and barriers inherent in new promotion processes. To address these new and ongoing challenges, we present an ambitious new Action Plan, and I am looking forward to contributing to driving further important changes in our School.

Yours sincerely,



Professor Peter Clegg
Dean and Head of School

1.2. Description of the School and its context

NB1. Throughout the application, the following icons are used to highlight challenges and successes with the relevant success or challenge in **bold text** in the subsequent paragraph:



Success



Challenge

NB2. Depending on which data are available, we report our data according to gender identity or sex. Data from our Business Intelligence teams are aggregated by sex, but locally in the School, we collect data according to gender identity (we have confirmed that we are meeting our legal responsibilities). In cases in which we are reporting the composition of our leadership teams and other groups, we report gender identity, as we do not know the biological sex of our colleagues. In prose, we may refer to “women” and “men” regardless of the source of our data.

The School of Social Sciences is a welcoming and inclusive School, and as social scientists, our disciplines are concerned with social change. Our staff are passionate about social equality, including gender equality, and our commitment to gender equality is evident in our research and teaching areas.

We are situated on the main site (Frenchay) of the University of the West of England campus. We are one of four Schools within the College of Health, Society, and Society, and we host 12 undergraduate (UG), 6 postgraduate taught (PGT), 2 postgraduate research

(PGR) programmes, a degree apprenticeship, and a foundation year. We are a large School with 214 academic staff, 12 professional/technical/operational (PTO) staff, 2,445 students, 294 PGT students, and 29 PGR students, and we represent a range of disciplines: Psychology, Criminology, Sociology, Philosophy, Politics and International Relations, and Policing. Our current composition follows an organisational restructure since our previous application (see Section 1.2.1).

Our academic staff include a range of roles (e.g., Research Assistants/Associates and Associate Lecturers [ALs] to Senior Lecturers [SLs] and Professors) and are employed on a range of contracts (e.g., permanent and fixed term, full time and part time). Staff are research active and represented across three Research Centres and Groups: Psychological Sciences Research Group (PSRG), Social Science Research Group (SSRG), and the Centre for Appearance Research (CAR).



We are managed by an Executive Team including the Dean and Head of School (DHoS), Deputy Head of School (Deputy HoS), Director of Research and Enterprise, Director of Partnerships, Director of Teaching and Learning, School Manager, Associate Directors (ADs) of each subject area, and Research Group/Centre Leads. **The gender split of our executive team (10W:5M; see previous Action Point 5.6; see Table 1) is now more representative of the gender split of academic staff within the School (62%W:38%M), evidencing our impact compared to the time of our prior application (8W:7M).**

Table 1. Breakdown of the Executive Team by gender.

Role on Executive Team	Gender
Head of School	Man
Deputy Head of School	Woman
Director of Research and Enterprise	Woman
Director of Partnerships	Woman
Director of Teaching and Learning	Woman
School Manager	Man
Associate Director – Psychology	Woman
Associate Director – Psychology	Woman
Associate Director – Criminology	Woman
Associate Director – Sociology	Woman
Associate Director – Philosophy & Politics	Man
Associate Director – Policing	Woman
Associate Director – Policing	Woman
PSRG Lead	Man
SSRG Lead	Man
CAR Lead	Woman



Additional leadership responsibilities include Programme Leaders (PLs) and Research Theme Leaders. At the time our previous application, there were substantial gender disparities in these roles; PLs were 65% women, and Research Theme Leaders were only 31% women. PL roles often carry a significant administrative burden while Research Theme

Lead roles can serve to enhance research careers. We evaluated our processes for appointing these roles to ensure that women were not subjected to undue pressure to undertake the PL roles and were provided fair opportunities for the Research Theme Lead roles (see previous Action Point 1.2). Following improved recruitment to these roles, we now see a better gender balance with PLs as 53% women and Research Theme Leads as 82% women (see Table 2).

Table 2. Breakdown of Programme Leaders and Research Theme Leaders by gender.

Programme or Research Theme	Gender
UG Psychology	Woman
UG Psychology	Man
UG Psychology	Woman
UG Criminology	Woman
UG Sociology	Man
UG Philosophy	Man
UG Politics	Man
UG Policing	Man
Prof Doc Counselling Psychology	Woman
Prof Doc Health Psychology	Man
MSc Health Psychology	Woman
MSc Sport and Exercise Psychology	Woman
MSc Sport and Exercise Psychology	Man
MSc Occupational Psychology	Woman
MSc Business Psychology	Man
MA Counselling & Counselling Certificate	Woman
Foundation Year	Woman
PSRG – Applied Cognitive and Neuroscience	Woman
PSRG – Promoting Psychological Health	Woman
PSRG – Optimising Performance and Engagement	Woman
SSRG – World, Meaning and Human Action	Man
SSRG – Global Security and Human Rights	Woman
SSRG – Global Security and Human Rights	Woman
SSRG – Crime, Risk and Society	Man
SSRG – Psycho-social Studies and Therapeutic Practices	Woman
SSRG – Identities, Subjectivities and Inequalities	Woman
SSRG – Identities, Subjectivities and Inequalities	Woman
SSRG – Philosophical Approaches to Cultures and Environments	Woman



Research Theme Lead roles are now disproportionately represented by women. As people continue to move in/out of these roles, we will monitor the gender balance of the leadership teams for proportionate representation and assess potential factors contributing to the gender distribution of these appointments if needed.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
1	The gender balance on the School Executive Team (67%W:33%M) is currently in line with the academic staff	To achieve proportionate gender representation on the Leadership Teams in the School.	DHoS, AS Lead, Subject ADs, Research Group/ Centre Leads	Ongoing: Gender balance assessed each academic year until 2028 AS submission	Gender balance of School Leadership teams monitored year on year. W:M ratio for each group (Executive

ratio. Other leadership positions (Programme Leaders [53%W:47%M] and Research Theme Leads [82%W:18%M]) are now more gender balanced than previously, but Research Theme Leads are now skewed female. Proportionate representation on leadership teams is important for gender culture.				Team, Programme Leaders, Research Theme Leaders) within 10 percentage points of the gender distribution of academic staff in the School.
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1.2.1. Impact of the organisational restructure on gender equality work

Since the time of our previous application (Bronze Award, November 2017) our School (then “Department of Health and Social Sciences”) has undergone several changes due to university-wide restructuring (see Table 3). Firstly, a new subject area (Policing) was formed and joined the Department with the first student cohort beginning in May 2019. At that time, the prior Department also included Public and Environmental Health (P&EH), Music Therapy, Social Work, and Specialist Community Public Health Nursing. P&EH was based at our main Frenchay campus, but the others were situated on the Glenside campus. In January 2021, these subject areas split from the Department and were incorporated into the School of Health and Social Wellbeing (SHSW), and the Department became the Department of Social Sciences. In June 2021, the University announced plans for a University-wide restructure, and these plans were finalised in August 2022, when the previous “Faculties” were reorganised into three Colleges, and “Departments” were restructured as Schools to sit within the Colleges. Since August 2022, we have been the School of Social Sciences and include the subject areas of Psychology, Criminology, Sociology, Philosophy, Politics and International Relations, and Policing. We are all based at the main Frenchay campus.

Table 3. Changes in the organisation and names of the School since November 2017.

November 2017 – April 2019	May 2019 – December 2020	January 2021 – July 2022	August 2022 – Present
Department of Health and Social Sciences	Department of Health and Social Sciences	Department of Social Sciences	School of Social Sciences
Psychology Criminology Sociology Philosophy Politics P&EH Music Therapy SW&SCPHN	Psychology Criminology Sociology Philosophy Politics Policing P&EH Music Therapy SW&SCPHN	Psychology Criminology Sociology Philosophy Politics Policing P&EH Music Therapy SW&SCPHN	Psychology Criminology Sociology Philosophy Politics Policing

Note. P&EH = Public and Environmental Health (P&EH); SW&SCPHN = Social Work and Specialist Community Public Health Nursing.

The previous Athena Swan (AS) Application was led by a member of the P&EH subject group. When P&EH joined the new SHSW in January 2021, a new Lead was appointed from the remaining subject areas. The new Lead had worked closely with the prior Lead in the capacity as Deputy Lead, and this enabled a seamless transition of leadership to continue our work on gender equality.

With the various organisational restructures, the composition of our student and staff body shifted. We gained Policing, but we lost P&EH, Music Therapy, and SW&SCPHN, which, collectively, made up 30% of our staff and 24% of our students. Therefore, most of our staff and students from the previous Department are still represented in the current composition of our School.

One of the challenges identified in our previous application was the lack of unity across our many subject areas, especially with three subject groups based at a different campus (Glenside). With the move of SW&SCPHN and Music Therapy to the new School, our Department became entirely based at Frenchay Campus, which eliminated the disunity of the split-campus referenced in our previous application.

Because all subject areas operate somewhat independently and face unique challenges, many of the points on our previous Action Plan related to challenges identified within specific subject areas. As such, we were able to continue with our plans for those remaining subject areas. Additionally, with 70% of our staff and 86% of our students remaining in our new School, the challenges identified within our overall culture were still applicable.



The organisational restructure has led to a stronger cohesion within our School, which enables our gender equality work through a more unified culture. We still see different challenges across our various subject groups, but we now have fewer subject groups and work at a single location.

1.3. Governance and recognition of equality, diversity, and inclusion work

1.3.1. Governance of EDI work



Equality, diversity, and inclusion (EDI) work within the School is governed by the School EDI Group. **The School EDI Group is new group formed in early 2023 in order to unify the EDI work that was happening across the School.** This is a collective group consisting of the DHoS, Deputy HoS, School EDI Lead, School AS Lead, Research Group EDI Leads, members of the College EDI Taskforce, and EDI Champions. EDI Champions are appointed by the College and represent diversities (including race, disability, and neurodiversity) in promoting and communicating key EDI messages and initiatives and providing feedback. All subject areas within the School are represented on the School EDI Group.

The School EDI Group reports to the College Widening Participation Team and the College EDI Taskforce. The College EDI Taskforce is an elected body within the College who discuss and tackle wider EDI challenges in the larger College and work with the University-level Wellbeing and EDI Executive Committee (WEDI). Our School EDI Lead is also connected with the wider community beyond the university as she sits on the Advisory Board for the South Gloucestershire Race Equality Network (SGREN).

1.3.2. Recognition of EDI work

Workload is recognised via the university-wide system of workload “bundles” (WLBs), where each WLB is equivalent to 2.5 hours of work over the course of an academic year. The EDI Lead for the School had previously received 110 WLBs (275 hours) per year for her EDI work; in the most recent year, this was increased to 220 WLBs (550 hours) due to additional EDI work she had taken on. EDI Champions receive 10 WLBs (25 hours) each year. In non-submission years, the School’s AS Lead (separate from EDI Lead) is provided 55 WLBs (137.5 hours) per year for her AS work; in submission years, she is provided 110 WLBs (275 hours).



Previously, members of School’s Self-Assessment Team (SAT) who were establishment staff (those with salaried contracts) contributed to AS activities voluntarily (i.e., without workload recognition). In 2022, voluntary engagement with AS activities from establishment staff became impossible due to the University and College Union’s (UCU) industrial action and Action Short of a Strike (ASOS). **The DHoS agreed to allocate 5 WLBs (12.5 hours) to each SAT member for the current year so our work together could continue.**



At the present time, we are seeking confirmation that workload can continue to be allocated to SAT members in subsequent years.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
2	Participation in the AS SAT was previously not recognised in the workload model. SAT members were awarded WLBs for the current year so that AS work could continue during ASOS, but this has only been confirmed for the current year because it is a submission year. SAT members’ contributions to AS should be accounted for in the workload model in all years.	To account for SAT participation in the workload model for all SAT members in every year.	DHoS, AS Lead	Spring 2024: Consultation between DHoS and AS Lead regarding workload for SAT members Ongoing: SAT members receiving WLBs each academic year until 2028 AS submission	All SAT members to have received 5 WLBs in each academic year.



Additionally, according to the 2023 Gender Culture Survey, **only 41% (41%W; 38%M) of staff agree that EDI work is recognised when workload is allocated.**

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
3	According to the 2023 Gender Culture Survey, only 41% (41%W; 38%M) of staff agree that EDI work is recognised when workload is allocated.	To understand how EDI work is not accounted for in the workload model and adjust as needed. To improve the perception that EDI work is recognised in the workload.	DHoS, School EDI Group	Spring 2024: Consultation regarding workload with School EDI Group Evaluated in 2026 and 2028 Gender Culture Surveys	Consultation held with School EDI Group about workload allocation for EDI work. Additional EDI work accounted for in workload model if needed. Staff perception that EDI work is recognised in the workload improved by at least 10 percentage points (>51%).

Promotion criteria are agreed at the University level, and at present, contributions to EDI work are not included in requirements for promotion, but EDI work contributes to citizenship and service in promotion applications. University AS Leads are currently working with the University Executive Team to better align EDI work with the promotions process.

1.4. Development, evaluation, and effectiveness of policies

Policies related to gender equality within the School are first considered by the AS Self-Assessment Team (SAT) and AS Lead and are developed in response to concerns identified through annual data review and consultations with staff and students. The AS Lead then works with the DHoS to implement new policies or changes to existing policies that can be made locally within the School. The AS Lead also feeds back to the School EDI Group, whose Lead consults with the College EDI Taskforce and the College Widening Participation Team, and the University AS Lead and AS Collaborative Group (a working group of all AS Leads across the University). Both the School EDI Group and the AS Collaborative Group meet every two months to discuss new and existing challenges, consider policies at the wider College and University levels, and collate feedback for the University WEDI. The WEDI both receive work from and devolve work down to the College EDI Taskforces for policy implementation at all levels of the University.



The effectiveness of policies impacting Students and Staff in the School is evaluated year on year by assessing changes and trends in the annual data provided by the Business Intelligence (BI) Teams and feedback obtained in consultations with staff and students. Whilst this allows us to evaluate a wide range of potential concerns, we recognise that we may not have knowledge of all existing issues. **Consultations with staff and qualitative feedback have suggested that many staff do not know where to go to report concerns related to gender equality and, for a variety of reasons, may not feel comfortable**

discussing these concerns with their line managers. EDI Champions can be a first point of contact for equality-related concerns, but members of the School EDI Group have expressed that there may not be widespread awareness of them or their roles.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
4	Staff awareness of EDI Champions is low. Qualitative feedback has indicated that staff do not know where to raise concerns or seek support for EDI-related concerns if they do not want to approach their line managers.	To increase awareness of EDI Champions and staff engagement with support for EDI-related concerns.	DHoS, School EDI Lead, AS Lead	Spring and Summer 2024: Include information about EDI Champions in School newsletters and hold session about EDI Champions at School Away Day	Information about EDI Champions included in School newsletters. Session about EDI Champions held at School Away Day.

1.5. Athena Swan self-assessment process

1.5.1. Overview of the SAT



The School's AS SAT is made up of members representing all roles in the School community, ranging from undergraduate student to Professor (see Table 4). **Previously, we did not have ALs on our SAT (previous Action Point 1.5) and limited representation from undergraduate students. We now have 3 ALs and 8 undergraduate students who regularly contribute to our meetings and are paid on an hourly basis for their time.** Because PGT courses last only one year, it is difficult to maintain PGT SAT membership, but we do include PGT students in years we refresh SAT membership.



Every two years, the SAT is refreshed (previous Action Point 1.4). Inactive members or those who have taken on other responsibilities step down, and the School AS Lead sends an email to all members of the School inviting them to join. To maintain a diverse membership, the email invites perspectives from a range of people in relation to sex, trans status, gender identity, caring responsibilities, and intersectionality. **To facilitate communication between subject areas and the AS Lead (based in Psychology), we have appointed Points of Contact (POC) within each subject area.** Signing up for the SAT is done by self-appointment, but we have plans for formalisation of the recruitment process to improve diversity of the team and designate specific roles (see Section 1.5.4).

Table 4. Composition of the current SAT.

Member	Role in School	Subject Area	Role in SAT (See Action Point 11)
Kait Clark	Senior Lecturer	Psychology	Lead
Peter Clegg	Dean & Head of School	Politics	Executive Team Representative
Carolyn Paul	Deputy Head of School	(Academic Director)	Executive Team Representative

Georgie Benford	Associate Director	Policing	Associate Director Representative
Ella Rees	Research Associate	Criminology	Criminology POC
Sophie Savage	Associate Lecturer	Sociology	Sociology POC
Francesco Tava	Associate Professor	Philosophy	Philosophy POC
Jane Kirkpatrick	Senior Lecturer	Politics	Politics POC
James Barnett	Senior Lecturer	Policing	Policing POC
Phillippa Diedrichs	Professor	Psychology	Professor Representative
Caroline Flurey	Associate Professor	Psychology	Associate Professor Representative
Helena Lewis-Smith	Associate Professor	Psychology	Promotion Representative (Transition from Senior Research Fellow to Associate Professor)
Liz Jenkinson	Associate Professor	Psychology	Part-time Work Representative
Trang Mai Trần	Senior Lecturer	Psychology	Senior Lecturer Representative
Nikki Hayfield	Senior Lecturer	Psychology	Senior Lecturer Representative
Bruna da Silva Nascimento	Senior Lecturer	Psychology	Senior Lecturer Representative
James Macdonald	Senior Lecturer	Psychology	Senior Lecturer Representative
James Byron-Daniel	Senior Lecturer	Psychology	Senior Lecturer Representative
Suwita Hani Randhawa	Senior Lecturer	Politics	Senior Lecturer Representative
Jason Snelling	Senior Lecturer	Policing	Senior Lecturer Representative
Finley Macdonald	Lecturer	Criminology	Lecturer Representative
Ella Guest	Senior Research Fellow	Psychology	Research Staff Representative
Kat Schneider	Research Fellow	Psychology	Research Staff Representative
Lewis Murapa	Associate Lecturer	Psychology	Associate Lecturer Representative
Kayley Birch-Hurst	PhD Student and Associate Lecturer	Psychology	PhD Student and Associate Lecturer Representative
Nicole Skidmore	PhD Student and Associate Lecturer	Psychology	PhD Student and Associate Lecturer Representative
Aye San	UG Student	Psychology	Student Representative
Rebecca Bowles	UG Student	Psychology	Student Representative
Kimberley Mitchell	UG Student	Psychology	Student Representative

J Male	UG Student	Psychology	Student Representative
Jessica Ridge	UG Student	Psychology	Student Representative
Wiktorija Papiez	UG Student	Psychology	Student Representative
Ilaria Nilges	UG Student	Criminology	Student Representative
Izzy Lambert	UG Student	Philosophy	Student Representative

1.5.2. Self-assessment process



The team meets every two months (previous Action Point 1.4), and our agendas cover a range of topics including an annual review of data (previous Action Point 1.9; see Table 5), current initiatives, new developments, and member perceptions of all aspects of gender culture. **Our meetings have facilitated lively conversations with a range of perspectives, and the diversity of our SAT has aided the assessment of our data and practices. Members in different roles and subject areas have been able to explain how the data may be driven by the culture within their roles/areas and speak to the practicalities of implementing our initiatives within their units.** Members also consult with colleagues in similar roles and within their subject areas and bring news of successes and challenges related to gender equality. These insights contribute to the ongoing development of our Action Plan.

Table 5. Data used to inform the application.

Data Source	Response Rate
2017-2021 BI Student and Staff Data	n/a
2023 School Gender Culture Survey	N = 72; response rate = 33.6%
2018-2022 National Student Surveys	response rates > 50% each year
PTES / PG Student Survey	response rates > 50% each year
2022 Athena Swan Student Survey	N = 74; response rate = 11.5%
2020 Staff Covid Impact Survey	N = 66; response rate = 30.8%
Focus Groups and Consultations with Staff and Students	n/a



We conducted a Gender Culture Survey to inform the current application in 2023, but we do not have interim data to examine incremental progress.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
5	We conducted our Gender Culture Survey to inform the current application in 2023, but we do not have interim data to examine incremental progress. Going forward, we would benefit from	To collect interim data on Gender Culture to allow for adjustments to our policies in response to culture data.	AS Lead	2026: Administer Interim Gender Culture Survey	2026 Interim Gender Culture Survey administered.

administering an additional Gender Culture Survey at the midpoint of an award.				
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1.5.3. Reflection on feedback from previous application

Following our 2017 application for a Bronze Award, the panel made several recommendations for further consideration, which we have taken onboard in our activity.

1. In our previous application, we struggled to clearly convey the complexity of our diverse subject groups. In the current application, we have aimed for clarity around all our School's and University's nuanced systems and structures.
2. The panel also recommended improved measurability of the Success Measures and adding more metrics to our Action Plan. They also suggested aiming for impact rather than simply implementation, and we have made our new Action Plan SMARTer and included ambitious and measurable targets for each Action Point.
3. We did not previously indicate the relative priority of our Action Points, and the panel suggested doing so. In the current application we have marked our priority Action Points as linked to our Key Priorities.

1.5.4. Plans for the SAT going forward

The School will continue to deliver and maintain gender equality activity through the work of the SAT, who will meet every two months and will be refreshed at least once every two years (new Action Point 6). We will also formalise our recruitment process (new Action Point 7) to target members to further diversify the team (New Action Points 8-10) and create specific roles for members (New Action Point 11).

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
6	Our SAT work was crucial to the gender equality activities undertaken in the School over the time of the previous award. An active SAT is required for ongoing gender equality activity.	To continue good practice with an active SAT who meet regularly.	AS Lead	Ongoing: SAT meeting every two months across each academic year until 2028 AS submission 2024, 2026, and 2028: SAT refreshed	SAT to have met every two months for the duration of the award. SAT refreshed every two years.
7	When SAT membership was not represented in the workload model, we relied on volunteers, which meant we were limited in terms of being able to target specific diversities or assign work to our members.	To formalise the recruitment and onboarding process for SAT members to allow for increased diversity and specific roles within the group.	AS Lead	Spring 2024: Develop new process by which diverse membership can be recruited (e.g., interested people to submit brief Expressions of Interest). Decisions on SAT membership made based on needs within the group.	New recruitment and onboarding process in place for SAT members.



Our current SAT includes women and men and people with a range of caring responsibilities, disabilities, and ethnic backgrounds; however, **few of our current members identify as non-binary or transgender. We also do not have any representation from PTO staff.** (Until recently, we had very few PTO staff because most of these roles are held centrally within the wider College/University, but we have recently gained 12 PTO staff to support our Policing apprenticeship.) **We are overrepresented in Psychology and have fewer members from the other subject areas.** Psychology is the largest subject area (44% of staff; 37% of students) but is still disproportionately represented. Because SAT membership was previously voluntary (i.e., not represented in the workload), we were limited to those who volunteered. However, by maintaining the workload allocation for SAT members (see Action Point 2), the new recruitment process (see Action Point 7) will enable diversification of the team.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
8	Few current members of the AS SAT identify as non-binary or transgender. Representation from diverse gender identities is important for a full assessment of gender equalities across the gender spectrum.	To improve gender identity diversity on the SAT with inclusion of non-binary and/or transgender members.	AS Lead	Spring 2024: Refresh SAT to prioritise recruitment of non-binary and transgender members Ongoing: 2025 SAT and beyond include more non-binary/transgender people	SAT members from 2025 and beyond include more non-binary/transgender people.
9	We do not currently have any representative from PTO staff on the SAT. We previously had very few PTO staff employed within the School as most of these roles are held more centrally within the wider College and University, but we now have 12 PTO staff with the recent addition of our Policing subject. We need PTO representation to understand potential gender-equality concerns specific to these roles.	To add representation of PTO staff to the SAT.	AS Lead	Spring 2024: Refresh SAT to prioritise recruitment of PTO staff Ongoing: 2025 SAT and beyond include PTO staff	SAT members from 2025 and beyond include PTO staff.
10	Psychology is currently overrepresented on the SAT. We need a more representation from the other subject areas for fuller assessment of the gender culture across the School.	To improve representation of non-Psychology subject areas on the SAT.	AS Lead	Spring 2024: Refresh SAT to prioritise recruitment of non-Psychology members Ongoing: 2025 SAT and beyond include more non-Psychology staff	SAT representation from all subject areas aligned with the composition of the School (proportion of SAT members representing each subject within 10 percentage points of the proportion of staff/students in

					each subject area).
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Because we did not previously have workload allocated for SAT members, we were limited in terms of what we could ask of their voluntary time. **Aside from the POCs, all SAT members have shared the same roles: The expectation was that they would attend the SAT meetings (when possible) and, throughout our self-assessment process, offer insights as representatives from the perspectives of their roles and their own demographics as they intersect with gender equality.** (Intersecting demographics are not reported in Table 4 for confidentiality.) Their contributions were invaluable, but we recognise that, as we pursue more advanced gender-equality work, we would benefit from distributing more specific and targeted roles for our SAT members, and this will be facilitated by workload provided for all SAT members (Action Point 2).

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
11	SAT members have all shared the same roles: to attend the SAT meetings (when possible) and offer insights as representatives of their roles and intersecting demographic characteristics we pursue more advanced gender-equality work, we would benefit from distributing more specific and targeted roles for our SAT members.	To distribute AS work across the SAT with members having dedicated roles.	AS Lead, SAT members	Spring 2024: Consultation with SAT to distribute roles. In addition to the POCs for each subject area, roles may include Race/Ethnicity Officer, Gender Identity Officer, Disabilities Officer, Neurodiversity Officer, Mental Health Officer, BI Data Officer, Student Representative Payroll Officer, SAT Meeting Minutes Officer, Town Hall Coordinator, etc. Ongoing: 2025 SAT and beyond to include designated roles	Consultation held with SAT members to determine individual roles. Responsibility for various SAT activities distributed across members with many members having designated roles. New SAT members recruited to fill specific roles.

Section 2: An evaluation of the School's progress and success

2.1. Evaluating progress against the previous action plan

2.1.1. Overview of progress achieved

We made excellent progress against our previous Action Plan with 88.2% of actions completed or partially completed (see Table 6).

Table 6. Summary of RAG-rated actions.

RAG Rating	Number
Removed	3
Red	3
Amber	4
Green	41
Total	51

2.1.2. Methodology of action implementation, evaluation, and iteration

Planned Actions and their implementation were considered in SAT meetings and then enacted by the SAT Lead and DHoS. Progress and impact relating to each action were evaluated by assessing changes and trends in our annual data and feedback obtained in consultation with staff and students, and approaches were revised and adjusted when required. See Section 1.4 for further information.

2.1.3. How we evaluated success of actions

In many cases the planned outcome was implementation rather than impact, and we implemented the plan, which may or may not have had the implied, but not stated, impact. These Actions are rated green if the outcome measure was implementation, even if it was not accompanied by impact; however, we have also highlighted many related impacts in our Progress Logs.

2.1.4. Facilitators and barriers to the implementation of action

Our committed SAT and School Executive Team facilitated the implementation of most of our Actions. The AS Lead and the DHoS met regularly to discuss ongoing gender-equality-related activities, and the DHoS was supportive and able to provide the time and resources required to implement the Action Points. Barriers included the strike action and Action Short of a Strike (ASOS) in the recent academic year; with most of our SAT being UCU members, AS activity stalled until it became represented in our members' workloads. Data availability from central University teams was also a barrier; some of the data we had hoped to evaluate are not available.

2.1.5. Actions removed and rationale

As a result of the School restructures (see Section 1.2.1), several Action Points were no longer relevant; we removed Action Points 1.1, 2.9, and 2.16. These Action Points were concerned with the split campus (1.1), Social Work subject area (2.9), and Public Health subject area (2.16). Following the restructures, our School is no longer split across two campuses, and the Social Work and Public Health subject areas are no longer part of our School.

2.1.6. Actions RAG-rated Red

We were unsuccessful in completing Action Points 2.6, 2.10, and 4.10. These Actions Points have been carried forward where appropriate. For Action Point 2.6, despite our revision of our Philosophy and Politics outreach and recruitment material, female students are still underrepresented and below National benchmarks. For Action Point 2.10, we were unable to gather data about the intentions of male decliners for our UG programmes because University admissions does not collect these data. For Action Point 4.10, we opted not to assign male students with male APTs; we reconsidered whether this approach would be fruitful and opted to implement alternative actions to address male underperformance.

2.1.7. Actions RAG-rated Amber

We implemented activity related to Action Points 2.15, 4.3, 4.6, and 4.7, but our activities did not have the intended impacts. For Action Point 2.15, we refreshed outreach and recruitment materials for our PG programmes, but male student underrepresentation persists across all but one. For Action Point 4.3, we encouraged male staff uptake at Induction events and consulted with male staff but saw no improvement from the time of the previous application. For Action Point 4.6, we were unable to impact the REF submission, but due to REF changes, this is no longer a useful metric for research success. For Action Point 4.7, despite the improvements to the research culture, staff perceptions that their research activities are valued remain roughly the same at 50%. Improvements to the research culture are being carried forward in our new Action Plan as a Key Priority.

2.1.8. Previous Action Plan

Progress against the Action Points listed in our previous application's Action Plan are detailed in Table 7.

Table 7. Previous Action Plan (November 2017 through November 2023)

Action	Description	Rationale	Responsibility	Outputs & Milestones	Success Measure	Progress Log
Description of Department; The Self-Assessment Process						
1.1	Understand views towards our current practices in relation to the split campus in order to improve staff experience	Changes to department strategy on split campus have only recently been implemented so we need to gain the view of staff once they have started to embed	HoD, SAT lead	Set specific questions in the next Athena Swan staff survey to understand views towards our current practices and what could be done to improve their experience in relation to the split campus.	Ensure 50%+ of staff complete the staff survey. Majority (70%+) of Glenside-based staff responding to the staff survey provide positive feedback on department strategy changes to split campus by the time of the first review.	This action was removed because our School is no longer split across two campuses.
1.2	Ensure a consistent and transparent approach to appointing Programme Leaders and Research Theme Leaders	The roles of programme leader and research theme lead are currently quite gender imbalanced and this may impact further down the gender pipeline	HoD, Subject AHoDs; Research Centre/Group Directors/Leads	Conduct a scoping review of the process for appointing Programme Leaders and Research Theme Leaders that identifies where inconsistencies and imbalances exist.	Issues with current approach identified through scoping review, and action plan updated	<p>We reviewed the process for appointing Programme Leaders and Research Theme Leaders. Previously, the process was somewhat informal, with members of the leadership team often asking specific colleagues if they were interested when these roles became available. We recognised the undue pressure this could put on women to undertake Programme Leadership roles or potential bias to invite male researchers to become Research Theme Leads.</p> <p>We have since formalised these processes with calls for Expressions of Interest going out to the entire School. These roles shift relatively often as people in the roles move up to new leadership positions, so there has been quite a lot of movement in both Programme Leadership and Research Theme Leadership roles over the past five years. Perhaps because of the new formalised process, we now see greater gender equality. At the time our previous application, there were substantial gender disparities in these roles; PLs were 65% women, and Research Theme Leaders were only 31% women. We now see a better gender balance with PLs as 53% women and Research Theme Leads as 82% women. Now that the balance has shifted more toward women as</p>

						Theme Leads, we will continue to monitor the gender balance of the leadership teams for proportionate representation and assess potential factors contributing to these appointments if needed (new Action Point 1).
1.3	To ensure PDR (appraisal) reviewers have completed unconscious bias training within 2 years of undertaking appraisals/PDRs	Given the gender imbalance for ungraded leadership role (programme leadership and research theme leads), we need to ensure that unconscious bias is not influencing the appraiser in their assessment of suitability for pastoral or research focused leadership roles	Academic Director, SAT lead	Audit attendance on unconscious Bias training. Communicate Training available and provide advice/guidance on UB. Ensure that Unconscious bias training is made mandatory for reviewers	All PDR appraisers have completed unconscious bias training	<p>There has been substantial criticism about unconscious bias training since the time of our previous application; we recognise that unconscious bias training may not be the most useful approach in overcoming systemic bias. We did, however, identify an unconscious bias trainer who does excellent work (Aisha Thomas: https://www.repmatters.co.uk/), and we invited her to deliver an unconscious bias training session for all PDR reviewers.</p> <p>PDR reviewers attended the training, and participants reported taking a lot away from the discussions. However, we recognise that more can be done to improve the PDR process; see section 3.1.1.2 for further discussion about the PDR process.</p>
1.4	Annually review SAT membership and workload allocation, to ensure inclusivity, gender balance and intersectionality (focusing on ethnicity and disability)	Adhering to SAT Terms of Reference. Lower male representation in the SAT (currently 76%F:24%M)	SAT lead	Undertake an annual review of membership. Encourage uptake in membership to encourage diversity and representation by engaging a variety of networks, group and individuals through various medians. Improve gender balance of the SAT addressing male underrepresentation	Review undertaken. 25% of members replaced every two years they are replaced with demonstrable and increasing more diverse and representative members. Male academics and students invited to join the SAT	<p>We have refreshed the SAT every two years, and we have encouraged uptake amongst diverse groups (see Section 1.5). Our SAT members represent people with different caring responsibilities and a range of disabilities, ethnicities, and sexual orientations.</p> <p>We have also encouraged male academics and students to join the SAT; currently 8 of 31 members are male (76%F:24%M). This is the same proportion as males at the time of our previous application, but our staff and student bodies are also majority female (staff: 62%F:38%M; students: 70%F:30%M), so this ratio is roughly aligned with the composition of our staff/student bodies.</p> <p>We have also identified additional areas in which we can continue to diversity our SAT (see new Action Points 8, 9, and 10).</p>
1.5	AL to be invited periodically to the SAT and lead in the development, consultation and evaluation of our AL related activities and consultation	Omission identified by the SAT.	SAT lead	Invite AL to SAT. AL to lead in the development, consultation and evaluation of our AL	AL invited to SAT	ALs have been invited to join the SAT. There are now 3 ALs on the SAT, and they are regularly contributing members. They are paid at their AL rate for their time contributing to SAT meetings.

				related activities and consultation		
1.6	Promote and raise awareness of Athena SWAN amongst staff through a range of methods (link to 1.10 – raising awareness for students)	Need to ensure that work of the committee is adequately promoted and important issues are channelled up the university	SAT lead, Academic Director, Dept executive	Set up Department AS website, including resources and case studies. Embed AS principles in dept. staff induction day. Post questions on gender equality issues in staff common room and provide feed-back boxes. Meet with Faculty Director for Widening Participation) to create formal links to Inclusivity group to further promote gender equality.	Department Athena SWAN website presence included. AS principles embedded in new staff Department induction. Engagement evidenced by engagement in questions and feedback boxes. Further links made with Faculty Inclusivity group	<p>The School now has an AS website: https://www.uwe.ac.uk/about/values-vision-strategy/equality-diversity-and-inclusivity/charter-marks/athena-swan/social-sciences</p> <p>The AS Lead attends all new staff inductions and delivers a presentation on our gender culture, AS successes, and ongoing and future actions. New staff are also invited to join the SAT.</p> <p>AS has been further embedded within the EDI work in the School and wider College through the new School EDI Group, which is linked to the College EDI Taskforce. The AS Lead sits on the School EDI Group, and these meetings facilitate communication about gender equality work between the School AS Lead and the wider College.</p> <p>The 2023 Gender Culture Survey revealed that 72% (72%W; 71%M) of staff were familiar with Athena Swan activities.</p>
1.7	Keep sharing areas of good practice with other Department SAT teams, Faculty and Institution	Need to distribute areas of good practice within the University to improve staff and student engagement with AS	SAT lead, SAT team	Raise attendance among SAT members to local, regional and National Athena SWAN events	Sharing knowledge and acting as critical friend with other University departments applying for AS as a new department	<p>The AS Lead sits on the University AS Collaborative Group and regularly meets with the University AS Lead and other School AS Leads to share good practice.</p> <p>The AS Lead has also acted as a critical friend for Swansea University School of Psychology and School of Health and Social Care's AS Silver Application, which was successful in 2022.</p>
1.8	Ensure frequency of SAT meetings as every two months (six times per year)	To ensure effective communication and reporting of key issues	SAT lead	Hold Athena SWAN SAT meetings six times per year, and ensure this becomes an established practice for the Department	SAT meetings held every two months	SAT meetings have been held every two months and on rotating days of the week to accommodate all schedules. Attendance from SAT members has typically been >80%, and this has enabled regular communication across the School to maintain momentum on our Action Plan.
1.9	Collect and analyse institutional data, relevant to Athena Swan, on an annual basis	Core requirement of ToC for SAT	Equality, Diversity and Inclusivity; Business Intelligence teams	Collect and analyse data annually for trends/themes	Data feeds into action plan on an ongoing basis	We have collated the data relevant to AS for our School from the EDI and Business Intelligence teams on a yearly basis. The AS Lead has shared these data with the SAT, and at least one meeting per year has been dedicated to SAT review of the data in conjunction with ongoing Actions.

<p>1.10</p>	<p>Improve engagement of the student body with Athena Swan, through consultation on issues of relevance, and awareness raising activities</p>	<p>[lost data]</p>	<p>SAT team; Programme leaders</p>	<p>Incorporated AS activity in curriculum about gender at work. Provide AS activity in student extended student induction at UG, PG, and PGT levels</p>	<p>Raised awareness of student body of Athena SWAN evidenced in AS student survey. Athena SWAN activity incorporated in curriculum about gender at work</p>	<p>We have substantially increased student involvement with Athena Swan since our last application. We currently have 8 undergraduate students and 2 PGR students on our SAT. We have also had PGT students on our SAT over the past 5 years, but because these programmes last only one year, the turnover for PGT SAT members is fast. Our student SAT members also serve to increase awareness within the student body. They have worked with the social media teams for various programmes to share AS infographics on student social media pages and have consulted with their fellow students to bring gender-equality related concerns to the SAT meetings. We have also begun hosting AS sessions during the induction weeks for new students and administering an AS student survey to gather views from our incoming students. In 2022, 74 students completed our student gender-equality survey.</p> <p>Gender equality in the workplace is also covered extensively in the occupational psychology modules and across the curricula in all programmes.</p>
<p>Student Data</p>						
<p>2.1</p>	<p>Continue to annually analyse data on the gender split of Foundation year intake to see what the pattern is and take action to address under-representation</p>	<p>Foundation year is in its second year, and numbers are small, but we need to be mindful of how gender imbalance at this stage impacts into on the gender pipeline</p>	<p>SAT team; FDN Programme leaders</p>	<p>Periodically collect and analyse data on the gender split of Foundation year students. Review future actions on the basis of findings</p>	<p>Gender split trends identified through analysis. Update of action plan in light of emerging trends</p>	<p>Foundation year numbers continue to be small and have a limited relative impact on the gender pipeline; however, we have continued to monitor the numbers year on year. The gender balance of Foundation year students was roughly even in 2017 (49.5%F:50.5%M) but has skewed more female in recent years (66.1%F:33.9%M in 2021). This gender shift follows a shift in the proportion of students targeting each of the programmes and is now more in line with what would be expected for the relative proportion of students across all programmes. The prior gender balance in 2017 was likely related to the fact that the Foundation year programme was not yet well established and not yet representative of the general student body. Now that the Foundation year has found its footing, the gender balance of its students reflects the gender balance of the programmes to which it feeds.</p>

<p>2.2</p>	<p>Pilot workshop with Foundation year Psychology students to understand their assessment of our outreach/applicant materials and engage in co-production for all UG subject areas</p>	<p>There is a significant gender imbalance on UG Psychology Programme (as well as other HSS UG subjects such as Sociology and Criminology). Foundation Year students for Psychology route are less gender imbalanced and represent an opportunity to address our outreach curriculum materials</p>	<p>SAT team; FDN & Psych Programme leaders</p>	<p>Pilot workshop with Psychology Foundation Year students. Co-production materials to be produced in partnership with students and programme staff</p>	<p>Workshop piloted and student views gained. Co-produced materials developed and recommendations made to other UG programme teams</p>	<p>We revised this Action Point to target first-year students rather than foundation-year students because foundation-year students are not the best source for evaluating our outreach materials. They tend to come from very different backgrounds and will not have been exposed to the same materials or recruited in the same way as standard students. Instead, we held a workshop with our first-year students in to understand their experience of the outreach and recruitment process regarding gender because these students would be able to offer us a better perspective on our outreach materials as they will be more representative of the target audience for such materials. This workshop was conducted in 2022, following the 2020 refresh of our marketing materials (see previous Action Point 2.4). 91% of students reported that they had the impression that the gender composition of our School was majority women, but only 6% said that their impression of our gender makeup had any impact on their decision to join our programmes (see Section 2.2.1 for additional info).</p>
<p>2.3</p>	<p>To Incorporate gender equality perspectives in the curriculum materials produced by the Sociology working group targeting LPN/BME sixth-form students.</p>	<p>Males are under-represented in Sociology</p>	<p>Subject AHoD; Sociology Prog Lead; Sociology working group</p>	<p>Sociology working group to Incorporate gender equality perspectives in their outreach materials</p>	<p>Gender equality perspectives integrated into outreach curriculum materials</p>	<p>Gender equality perspectives are now integrated throughout the sociology outreach curriculum materials and are presented to be accessible and relatable to all genders. The outreach materials include links to content on the sociology of food, which addresses the gendering of food consumption. During outreach events, there are workshops focussed on the moral panic of "ladette culture" (female public drinking and supposed public disorder). There is also an online taster seminar focused on the gender pay gap and gendered segregation in employment.</p>
<p>2.4</p>	<p>Refresh existing core marketing materials of Sociology, Psychology and Criminology to include male role models.</p>	<p>Males are under-represented in Sociology, Criminology and Psychology</p>	<p>Subject AHoD; Programme leads</p>	<p>Review marketing materials for Sociology, Crim and Psych (e.g. YouTube videos and other visual materials) and refresh to reflect gender balance and inclusion of male role models</p>	<p>More male role models incorporated into existing marketing materials</p>	<p>We conducted an audit of our all of our publicity materials for the School and noted that they were very female dominated, the Psychology materials in particular. We considered the potential impact of these female-dominated recruitment materials on the gender imbalances in our student body and refreshed all materials, and a marketing photography session was held in February 2020 with gender balance in mind. Our new marketing materials used for recruitment to all programmes in the School now feature more balanced male and female images.</p>

2.5	To incorporate the gender equality perspective in the PP&IR UG curriculum materials by working with PP&IR programme leaders	Females are under-represented in PP&IR and lower than National benchmarks	PPIR subject AHoD and programme leads	PP&IR UG Programme leaders to incorporate the gender equality perspective in their curriculum materials, e.g. employing theories by female scholars)	PP&IR Group revise UG curriculum materials incorporating gender perspective	The Philosophy and Politics and International Relations (PP&IR) teams have revised their curricula to incorporate gender equality perspectives throughout the programmes. For example, a year 2 module, Gender and Global Politics, explores theories of gender and their relevance to local, national, and global issues in Politics and International Relations. Students study a range of gender theories and their methodological tools and examine specific fields that are pertinent in contemporary local and global politics, including conflict, peacemaking and peacebuilding, global and local governance, and human rights. Specific focus is given to how gender intersects with race, sexuality, class, and other categories of difference. Female scholars are regularly highlighted in term 2 (focused on resistance) of the Politics, States and Resistance module, such as social movement scholars Donatella della Porta and Gemma Edwards, and Cristina Flesher Fominaya, plus Erica Chenoweth on non-violence and Hannah Arendt on revolution. The women's movement is also used as a case study. Additionally, feminism is covered among critical theories in the year 1 International Relations module.
2.6	Address female under-representation for PPIR UG programmes to reach national benchmarks	Females are under-represented in PPIR and lower than National benchmarks	PPIR subject AHoD and programme leads	Set target for PPIR UG programmes to within 5% of HESA benchmarks by 2021	Target for PPIR UG programmes to within 5% of HESA benchmarks by 2021	Despite revision of our curricula and outreach materials, females are still underrepresented on our PPIR UG programmes. Our gender balance has held steady at roughly 40%F:60%M since 2017, but National benchmarks are closer to equal (51.5%M:48.2%F), as are Alliance benchmarks (52.1%M:47.9%F). We have carried this forward as new Action Point 12 and will continue to investigate potential causes of female underrepresentation in PPIR with an aim to bring our student gender distribution closer to National benchmarks.
2.7	Recruit male student ambassadors and academics at outreach and recruitment events	Males are under-represented in Psychology	Psych AHoD; Psych Prog leads; Outreach teams	Invite male psychology students and academic staff to participate in outreach and recruitment events	Male student ambassadors and academics recruited	We have recruited more male student ambassadors and try to achieve a good gender balance of student ambassadors present during open days across all programmes. All staff are expected to contribute to open days on a rotating basis, and we plan out the rota for staff representation on open days to ensure a gender balance and an appropriate representation of male role models.

2.8	Review outreach and schools' engagement strategy to appeal to males and reduce gendered messaging about Psychology	Males are under-represented in Psychology	Psych AHoD; Psych Prog leads	Conduct review of outreach strategy	Outreach strategy reviewed and recommended actions taken to reduce gendered messaging	Following the marketing material refresh and the February 2020 photography session, the new marketing materials are now gender balanced and feature more male images. We have also improved the proportion of male students and staff that potential students meet during the recruitment processes, through outreach events, open days, and student ambassadors. Males are still underrepresented in Psychology but are better represented in our programmes (76%F:24%M) relative to National benchmarks (81.7%F:18.1%M; see Section 2.2.1 for more information).
2.9	To reduce gendered messaging about the Social Work subject	Males are under-represented in Social Work	Social work subject AHoD and Programme lead	Review and revise the content of SW curriculum materials in outreach to appeal more to males. Consult and employ relevant professional bodies approach towards gender balance, referring to case studies of under-represented professionals, and other materials.	Actions taken to reduce gendered messaging in Social Work curriculum and outreach materials	This action was removed as Social Work is no longer part of our School.
2.10	Gather data about the intentions of male decliners (specifically for Sociology and Criminology) at the acceptance stage and analyse for trends	Declining acceptances for male applications to Sociology, Criminology and SCPHN	Subject AHoD; Soc-Crim Programme leaders; Recruitment team	Gather data about male decliners through recruitment team. Analyse trends	Male decliner trends analysed and conclusions drawn; action plan updated on basis of findings	University admissions does not collect data on the reasons offer holders decline acceptance so we were unable to analyse these data for trends.
2.11	Analyse past admissions practices to develop real-time checks and tracking information for staff engaged in upcoming admissions work – mainstream this practice so that it is embedded in all our admissions work	Ensure there is no hidden bias in our student recruitment procedures	Academic Director, Prog leads; recruitment teams	Analyse admissions practices	Admissions practices reviewed and programme specific recommendations made	UG Admissions are handled centrally by the university. We have consulted with the central university Admissions team to understand their admissions decisions and how bias is taken into account. The Admissions team has advised us that they make decisions against the entry criteria for our programmes and that offers are made to match our published tariffs. The only exception is new for the current admissions cycle: for contextualised offers, UCAS sends institutions a score of 1-5 based on a range of measures of deprivation and need. UWE then offers up to 16 UCAS Tariff Points below the published tariff score for applications that score 1 or 2.

						For PG programmes, the programme teams are involved in the admissions processes. For MSc/MA programmes, the admissions are relatively straightforward, where admissions offers are made if the applicant has achieved a 2:1 or better on a relevant UG programme. Prof Doc and PhD admissions involve interviews: the PL shortlists candidates for interview, and interviews are conducted in panels of 2-3 staff and service users. Each panel rates candidates interviewed on their research and practice readiness; there is then a team meeting to discuss the pool of candidates, and the PL makes the final decisions. The female applicants far outnumber the male applicants across the Prof Doc programmes; see Section 2.2.1 for more information.
2.12	Ensure all staff involved in UG & PGT admissions undertake University unconscious bias training	Ensure there is no hidden bias in our student recruitment procedures	HoD; Academic Director	Audit attendance on unconscious bias training	All staff involved in UG & PGT admissions undertaken University unconscious bias training	Staff in the School are not involved in UG admissions, but staff involved in PGT admissions attended the unconscious bias training with Aisha Thomas (https://www.repmatters.co.uk/). As noted in previous Action Point 1.3, we recognise that unconscious bias training is not sufficient to address systemic biases. Further information about PGT gender representation is discussed in Section 2.2.1.
2.13	Review department initiatives (e.g. what is currently in place and whether it is consistent across the subject areas) to support male and female attainment across UG subjects, and look at why these appear to support women more effectively than men, specifically assisting 2:2 and 3 rd students. Future actions will be developed to build on best practice.	Discussions to continue and where appropriate to put in place measures to better assist 2:2 and 3 rd students	Academic Director, SAT team; subject AHoDs	Discussions to continue and where appropriate to put in place measures to better assist 2:2 and 3 rd students	Department strategy reviewed. Strategy in place & enacted to better support 2:2 and 3 rd students. Update of action plan in light of emerging issues	We have made tremendous progress closing the gender awarding gap since the time of our previous application (see Section 2.2.1 for further details). This improvement follows a range of strategic initiatives to better support 2:2 and 3 rd students across genders. First, we consulted with the Learning and Teaching Committee in the College (previously Academic Standards and Quality Committee) and liaised with our external examiners to consider good practice in this area. We fed back to programme teams and developed “catch up camps” – targeted extra support for students struggling with a focus on male students. We also shared trends of male underperformance across programme teams to raise awareness amongst Academic Personal Tutors about male underperformance and additional support that may be required. Finally we reviewed statistics related to gender after exam boards to gain a nuanced understanding of gender discrepancies and allow further refinement of support available across our programmes. These efforts have had a

						tremendous impact in allowing us to close the gender awarding gap.
2.14	To address the gender imbalance in our core subject areas in terms of attainment	There is gender imbalance in student attainment, with male students underperforming	Academic Director, Prog leads; Subject AHOds	Promote and strengthen gender balance in seminar groups. Monitor attendance and engagement for impact on student attainment. Initiate discussions of a new practice of introducing gender breakdown on mean grades for Department field/exam and award boards where student performance is discussed in order to mainstream discussions of gender equality	Seminar group gender balance and attendance regularly monitored by UG teams; Discussions taken place with field/exam boards to initiate new practice, and future recommendations made	<p>Seminar groups are allocated by central timetabling are assigned randomly, and gender is not considered. However, through random assignment, there tends to be a reasonable gender balance in seminar groups.</p> <p>As planned, we have implemented the new practice of assessing performance regarding gender, and this has contributed to our work on addressing achievement gaps (see previous Action Point 2.13 and further discussion in Section 2.2.1).</p>
2.15	To address the under-representation of males in PGT courses in the Department	Males are under-represented in PGT Programmes like Public Health	Public Health prog lead; PH recruitment team	Promoting male case studies (such as Alumni) on our website and in our marketing materials, specifically highlighting the aspects of the PGT courses that male students may be more attracted to. Targeting UG programmes at UWE for conversion to the PGT that have higher numbers of male students such as Biosciences. Proactively recruit male student ambassadors and academics at PGT recruitment events	Male PGT case studies promoted in marketing materials. UG-PGT courses targeted. Male student ambassadors and academics recruited. Increase in male PGT students	<p>As with our UG programmes, we have implemented the planned actions to address male underrepresentation across our PGT courses. This Action Point was primarily driven by male underrepresentation on the Public Health MSc programme, which is no longer in our School; however, we have considered these issues across our remaining PGT programmes, all of which are linked with Psychology. Most of our PGT programmes have a female majority in line with our UG Psychology programmes. The exception is Sport and Exercise Psychology MSc, which has ranged from 50-67% male over the past five years.</p> <p>We have refreshed our recruitment materials to present a better gender balance and include male role models, and we have a good balance of male student ambassadors and staff present at our open days and recruitment events. Despite these efforts, we have not seen an increase in male PGT students. Our PGT programmes have grown year on year, but our proportion of male/female students has remained the same. We have carried this forward as New Action Point 14; see Section 2.2.1 for more information.</p>

2.16	To specifically monitor the MSc Public Health course to see whether declining offers for International students are as a result of unsuccessful scholarship applications and to check other potential sources of bias	Males receive less offers than females in proportion to applications for Public Health	Public Health prog lead; PH recruitment team	Programme lead for MSc PH to monitor and review admissions cases	Clearer understanding of the cause of higher numbers of declining offers for male applicants	This action was removed because Public Health is no longer part of our School.
2.17	Improve data collection through Graduate School in order to provide a more granular analysis across the different subject groups	PGR data could improve and show more detailed subject specific gender balance trends	Graduate School; Faculty Director for PGR	Hold discussions with Graduate school re data capture for PGR students. Put in place system for capturing more granular level data	More granular level subject data available from graduate schools	We have improved our data collection on PGR students to enable a more granular-level subject assessment of the gender balance across PGR students. There are only 29 PGR students (72%F:19%M). We also have data on these students split by subject area, but we have low male students with the small numbers (1-2 male students per subject area) and therefore limited scope to draw meaningful conclusions from the data trends; see Section 2.2.1 for more information.
Staff Data						
3.1	Investigate promotion trends over the last 4 years for academic staff moving from SL to AHoD and AProf posts	Promotion trends from SL to AProf have been gender imbalanced	HoD; SAT lead, SAT team	Conduct analysis of the promotions in question, and highlight any issues of importance.	Better understanding of the promotions process in question, issues of importance highlighted to the HoD.	University wide, the promotion process for staff moving from SL (H Grade) to Associate Professor (I Grade) has changed dramatically since the time of the previous application. This has opened more opportunities for promotion and has resulted in the promotion of more women compared to previously. The processes are now clearer with 56% (60%W; 47%M) of staff indicating some/good knowledge of the process and criteria (2023 Gender Culture Survey). This is a new process and is showing some progress, but further improvements can be made. See Section 2.2.2 for an extended discussion of the new promotion process and associated trends.
3.2	Address gender imbalance of research contract staff through establishing a working group with Research Centre Directors, SAT core group and male researchers	Fully examine the gender balance across research centre/groups & subject areas, and highlight any issues of importance.	SAT team, Research Centre Directors	Hold working group meetings between core SAT, Research Centre Directors, and male researchers. Put in place recommendations and positive actions to address imbalance	Meetings held to gain better understanding of the gender balance of research contract staff; recommendations and positive actions highlighted to the HoD, AHoD for Research, and	We have explored the gender imbalance of research contract staff, which has remained overwhelmingly female dominated since 2017. Almost all research contract staff are employed by the Centre for Appearance Research (CAR), which focuses on issues of body image and visible difference. We have met with the research staff and centre directors to understand the reasons for the gender imbalance; due to the nature of the research topics (i.e., body image) explored in

					research centre directors and research group leaders.	CAR, the group attracts primarily female researchers. However, CAR has been addressing representation in its recruitment over the past several years and has formed a new group focused on EDI, called CARDIE (Centre for Appearance Research Diversity, Inclusion, and Equality). CARDIE was founded in 2019 to work toward creating research and research environments within CAR and UWE that are “free from discrimination, promote diversity, and are equally inclusive for all participants, promoting appearance diversity in all its forms and intersections, including but not limited to visible difference, size and weight, ethnicity, skin colour, age, ability, gender, sexuality, class, religion and socioeconomic backgrounds” (CARDIE Terms of Reference). CARDIE has been successful in improving representation of research contract staff across various backgrounds and characteristics, but the group remains less gender diverse given its applicant pool.
3.3	Ensure that there are mechanisms in place to allow research staff (RA/RF/SRF) to gain foothold in more permanent teaching-based contract (L/SL).	There is gender imbalance in the pipeline between RA and L/SL	HoD, Faculty exec	Research fixed-term contract staff will be provided with more opportunities to teach	Mechanisms put in place to allow research staff (RA/RF/SRF) to gain foothold in more permanent teaching-based contract (L/SL).	We have increasingly involved our research staff on fixed-term contracts in our teaching provision since the time of our previous application. All research staff are invited to gain research supervision experience by supervising students on the UG and PGT programmes; each year we have had at least 6 research contract staff undertake UG/PG supervision. Research contract staff are paid for supervisory duties at the AL rate and are invited to gain experience with other teaching duties (all paid at the AL rate). Many RAs/RFs/SRFs have brought their expertise to our UG/PG teaching provision by delivering guest lectures on their research and joining the teaching teams for seminars and marking. This has helped research staff to gain valuable teaching experience, which has allowed them to transition to permanent teaching-based contracts (L/SL). Over the past three years, we have had three Research Associates and one Associate Lecturer join us on permanent teaching contracts.
3.4	Ensure advertising is inclusive, and that shortlisting and interview panels are unconscious bias trained	There is gender imbalance in the pipeline between RA and L/SL	HoD, Faculty exec	Review advertising for all advertised posts. Audit attendance on unconscious bias training	Advertising for posts reviewed. All staff involved in interview and promotion panels undertaken University	We updated our standard advertisements for posts to include information about inclusivity (e.g., the School’s commitment to EDI and options for flexible working, etc.). All staff involved in the shortlisting and interview panels for new posts

					unconscious bias training.	attended the unconscious bias training with Aisha Thomas (https://www.repmatters.co.uk/).
3.5	Monitor the gender balance of Associate Lecturers.	Annual monitoring of the gender balance of ALs.	SAT team; Subject AHoDs	Monitor data on AL gender balance for all programmes	Update of action plan in light of emerging trends (if appropriate); & data available for Athena SWAN resubmission.	We have monitored the gender balance of ALs year on year, and the data are available in this application (see A2.3). In 2017, we had a roughly even gender split of ALs (52%F:48%M), but this has shifted over the past five years to 75%F:25%M in 2021. This shift is largely driven by the high proportion of ALs in psychology. As psychology has grown in recent years, more ALs have been required to support this subject group, and many are drawn from our psychology graduates, who are disproportionately female. The AL data and related gender breakdown are included in this application.
3.6	Gather anonymised data as to why staff leave the Department.	We do not have nuanced data about leavers	HoD; SAT team	Implement a process at Department level to gather data, e.g. through a strengthened system of exit interviews.	Process in place; and ongoing data collection.	We have reviewed the data for the reasons staff have left the School over the past 5 years. Since 2017, 85 staff have left the School; 78 have left on good terms; 7 left with partial or significant discontent. Of the 78 who left on good terms, the most common reason for leaving was retirement, followed by an end to their funding period (research contract staff). Others left because of varied reasons such as moving closer to family or changing careers. Of the 7 who left with partial or significant discontent, a common theme was disagreements with colleagues.

Supporting and Advancing Women's Careers: Recruitment & Promotion

4.1	Initiate changes to Department recruitment processes	There is gender imbalance in some areas of academic staffing and subject groups, such as research posts, and in more senior posts	HoD; Dept Exec	Ensure all staff on recruitment panels have unconscious bias and positive action training (audit this). To ensure there are gender equality statements to accompany recruitment papers. To consider use of positive action statements in job adverts. We will stay in touch with appointable but unsuccessful candidates of an under-represented gender and encourage them to reapply for future vacancies. To put in process real time gender monitoring, such as guidance notes/reminders for shortlisters about gender bias, to pick up discrepancies.	Department recruitment processes refreshed	The School recruitment processes have been refreshed. There are now gender equality statements and references to positive action in all job adverts. All staff involved in the shortlisting and interview panels for new posts attended the unconscious bias training with Aisha Thomas (https://www.repmatters.co.uk/). Shortlisting is initially conducted by the programme leadership teams or School Executive Team for the relevant post where all candidates are rated against the Essential and Desirable criteria. Candidates are then discussed amongst the leadership team, and those from minoritized backgrounds are considered in light of potential disadvantages related to their backgrounds. In line with the UWE HR disability policy, any candidate who identifies as disabled and opts in to automatic interview is automatically shortlisted provided they meet the Essential criteria. Following interview, appointable unsuccessful candidates from underrepresented genders are contacted and encouraged to reapply for future vacancies.
4.2	To improve practices to create gender balance in interview panels	There is gender imbalance in interview panels	HoD; subject AHoDs	Ensure sufficient notice is given to potential panel participants. Increase flexibility of interview panel composition and look beyond those staff due to their position who would normally sit on particular panels. Monitor with HR gender balance of panel	Interview panels more gender balanced	Interview panels are now more gender balanced and are typically composed of two women and two men. The current gender balance in the School Executive Team and the Programme Leadership teams has facilitated this improved gender balance as the panels are typically drawn from the School Executive Team and members of the relevant Programme Leadership Team. All interview panels also include an external member, and male or female external members are invited to join the panel based on the gender makeup of the other panellists.

4.3	Encouraging take up for induction events, we will conduct a focus group/survey with male staff to find out why there is low engagement	Attendance amongst males for Induction events is low	HoD; Academic Director	Further promotion of the Induction events, including via HoD, Departmental Forums, & on recruitment. To ask for regular data on staff take-up. Conduct a focus group/survey with male staff to find out why there is low engagement	More new male staff attend the Induction event. Regular data provided. Focus group data collected and analysed	We have collected data on the attendance at Induction events and the potential reasons for low engagement. For new staff who began employment after 2017, 38% reported having attended the School Induction events. These numbers were better for women than men (45%F:20%M), and the male staff induction attendance has remained stagnant since the time of the previous application (19%). We also asked male staff why they did not attend the Induction events, and the majority reported having not attended because of the COVID-19 pandemic or another conflict.
4.4	To put checks in place (in appraisals/PDR) to ensure all staff know about allocation of a same gender mentor if preferred	We do not know whether all new staff know if they can request a mentor	Academic Director; Subject AHoDs	Ensure appraisers ask about mentor allocation during PDR	Staff more informed about allocation of a same gender mentor if preferred	We have instructed all subject ADs to invite new staff to request any preferences about their mentor. We surveyed new staff who have begun employment after 2017 to see whether this practice was put in place. In the 2023 Gender Culture Survey, 36% (48%W; 0%M) of new staff reported that they were invited to discuss whether they had any preferences for their mentor, 33% (28%W; 50%M) were assigned a mentor without discussion, and 31% (24%W; 50%M) were not assigned a mentor. This is an improvement from the 2017, when all staff were automatically assigned a mentor without discussion (if assigned a mentor at all).
4.5	Change how academic and technical staff are informed about promotions by using a gender balance of role models	Lack of staff knowledge about criteria for promotions and gender imbalance in some promotions to higher grades	HoD; SAT team	Deliver more promotions workshops, such as from SL to AProf, and for technical staff. We will implement an annual review to identify staff ready to apply and approach suitable staff who have potential from the under-represented sex to encourage them to apply	Workshops delivered; Suitable staff approached for promotions	As discussed in further detail in Section 2.2.2, a new university-wide promotions process has been in place since 2021. This has opened more opportunities for academic promotion, and workshops about the promotions process have been delivered each year. Suitable staff have been encouraged to apply for promotion, and there have been numerous successful academic promotions. There are fewer technical staff in our School, but technical staff have also been encouraged to apply for promotion through a different route and have been successful.
4.6	To improve proportion of eligible female staff being entered into the REF	Fewer females than males were submitted to the REF based on eligibility	UoA REF lead; Research Centre Directors	Monitor female researchers entered into REF compared with those eligible. Ensure that UoA leads receive	UoA leads more informed about gender balance of REF submission and take action to improve if necessary. UoA leads	The UoA leads for the REF do not sit without our School. Research-active staff are submitted to a variety of UoAs based on their areas, but the UoA leads for each of those areas are housed outside of our School. Therefore, at the School level, we

				unconscious bias training, and audit this	trained in unconscious bias	<p>have limited impact on the decisions made for the REF.</p> <p>The University adopted a different strategy for selecting staff to enter in REF2021 with far fewer staff submitted overall; however, a larger proportion of men in the School (35%) were submitted to REF2021 compared to women (25%). (Overall 29% of staff were submitted.) Given further changes anticipated for the next REF, we do not see submission to the REF as a useful metric for tracking our progress in gender equality for research.</p>
4.7	To improve how research is perceived in the department	Research is perceived as having low value in the Department	HoD, Research Centre/Group Directors/Leads	Hold an annual celebration of research across the department	Staff will note improvement in how research is viewed	<p>There have been numerous changes in the research culture since the time of the previous application. We have increased the School's public celebration of research with research being a key element of two Away Days and forums each year. Each Research Centre/Group organises presentations to highlight key research projects for the current year. There is also an annual celebration of research for the School. Research is also celebrated through the School newsletter, and staff are supported through their Research Centre/Group to apply for internal/external funding. The internal funding opportunities available have increased dramatically, and staff are also supported on training programmes to apply for external funding (see Section 3.1.1.5 for more information).</p> <p>Despite these improvements, staff perceptions that their research activities are valued has remained the same as in 2017; according to the 2023 Gender Culture Survey, 50% (55%W; 35%M) of staff agree that their research activities are valued. Continued concerns with research culture have been carried forward as a Key Priority in the new Action Plan.</p>
4.8	Improve the ways in which staff training courses are promoted.	Low attendance on training courses, particularly males	HoD; Academic Director	Promoted through newsletter regularly. Standing item in Dept Committee meetings	Promoted through newsletter regularly and in dept. committee meetings	Staff training courses have been promoted regularly through School newsletters and also recommended by line managers and mentors. 92% (94%W; 88%M) of staff agree that they are kept up to date with training opportunities.
4.9	Review process of matching staff to appraisers for PDRs.	Staff are not always matched to appraiser with similar background or subject area	Academic Director; Subject AHoDs; Dept Exec	Subject AHoDs provide list of appropriate appraisers in	Subject AHoDS providing lists to Dept Exec of appropriate appraiser-appraisees.	We have refreshed our processes for matching staff with PDR appraisers. Subject ADs have worked with the School Executive team to identify staff eligible to serve as appraisers (i.e., Associate

				consultation with included staff.		Professor grade or above) and to match reviewers according to subject area and background. School-wide, all staff have also been invited to request a change of their PDR reviewer. Feedback from staff has indicated improvement in the PDR process with better matched reviewers, but there are still substantial problems with the process (see Section 3.1.1.2 for more information).
4.10	Ensure that new male students on UG & PGT can be matched with a male APT in areas where they are a minority group	Students should have same gender APT in areas of low participation	Programme Leads	Programme Leads to be mindful of pairing up male APTs with male staff.	Increasing number of male students matched with male APT	We considered this Action Point after our previous application was approved, but we were less convinced that matching male students with male APTs was a fruitful course of action. Instead, we have implemented a variety of alternative actions to improve the awarding gap for male students (see Section 2.2.1 for more information).
4.11	Introduce a more comprehensive support structure for staff who have been unsuccessful in external funding bids	There is an acknowledged lack of support for researchers with unsuccessful bids	AHoD RKE; Research Centre Directors	Hold workshops at Departmental level for researchers to discuss unsuccessful bids. Improve staff awareness of assistance on offer for writing grant applications	Implementation of comprehensive and stronger support for staff.	Over the past 5 years, there has been an increase in internally funded research opportunities within the wider University and College. Research Group and Centre Leads, along with Research Theme Leaders, have been providing targeted support for staff who have been unsuccessful in external funding bids to build up their research profiles with internal funding. Most of our research-active staff without external funding have found success with internal funding over the past several years. There is also a new University-level programme in place (Accelerator Programme) to support mid-career staff to prepare external funding bids. This two-year-long programme provides participants with workload allocation for writing external funding bids, research mentors, and a series of workshops. Research Group and Centre Leads within the School have supported our research-active staff to apply for the Accelerator Programme, and 4 women and 3 men in the School have participated in the Programme. In the past 5 years, we have increased our external research income from £1.3m to £2m per year.
Supporting and Advancing Women's Careers: Managing Career Breaks & Flexible Working						
5.1	We will run a focus group to gain further feedback from those staff that have had maternity/adoption leave & consider what measurable ways changes can be	To support staff returning to work following leave	SAT lead, SAT team	Run a focus group. Department exec to consider feedback	Feedback collected and analysed; & changes made if appropriate.	We have collected feedback from staff who have had maternity/paternity/adoption leave. Overall, 50% of our staff report being a parent of a child under the age of 16, and 10% have taken maternity, paternity, or adoption leave in the past three years. See Section 3.1.4 for an extended

	enacted (e.g. workload, office moves, breast-feeding facilities).					discussion for feedback received from staff and support provided for carers.
5.2	We will promote the New Parents Group for peer support and advice, alongside maternity/paternity/adoption mentor coffee meetings	To support staff prior to leave	HoD; Dept Exec	Promote use of the New Parents Group to staff	Feedback collected and analysed; & changes made if appropriate.	The New Parents Group has been promoted through School communications. Additionally, when a staff member prepares to go on maternity/paternity/adoption leave, the New Parents Group is encouraged by their line managers and the DHoS. In the 2023 Gender Culture Survey, 40% of respondents who had taken maternity/paternity/adoption leave in the last three reported being aware of the New Parents Group, but all made use of social support from other colleagues who had taken maternity/paternity/adoption leave.
5.3	We will select specific case studies of male staff that have had paternity/co-parenting/flexible working arrangements due to caring responsibilities, and promote these to the department on the website	Male role models required to support and encourage more men to take parenting leave	HoD; Dept Exec	Identify and select male relevant male staff	Feedback collected and analysed; & changes made if appropriate.	We consulted with a male staff member who recently took paternity leave. He indicated that the School was supportive and that he was well supported by his manager around flexible working after paternity leave and doing a phased return to work. This information is highlighted on our AS website, and all male staff who have had children have taken some paternity leave.
5.4	Ensure all staff are aware of the option to request flexible working, and promote more effectively the guidance for staff taking annual leave at short notice	Many staff unaware of guidance around being able to take leave at short notice.	HoD; Dept Exec	Review current approach, and make changes as appropriate, e.g. more regular communication via Department Newsletter & Professional	New process in operation, and staff more aware of when annual leave at short notice can be taken.	Flexible working has increased since fully at-home working was required by the pandemic. Whilst we have now returned to campus, flexible working continues to be encouraged, and most staff split their time between on-campus and home working. In the 2023 Gender Culture Survey, 98% (98%W; 93%M) of staff reported being aware of remote working. Awareness about being able to take annual leave on short notice has also been promoted regularly through School communications and is reinforced by line managers and PDR reviewers. PDR reviewers specifically encourage their reviewees to take all annual leave. In the 2023 Gender Culture Survey, 94% (95%W; 93%M) of staff reported being aware of the ability to take annual leave on short notice.
Supporting and Advancing Women's Careers: Organisation & Culture						
5.5	Ensure all staff complete the mandatory Equality and Diversity online training	Less than 100% completion rate, particularly males.	Dept Exec; Subject AHOds; SAT Team	Promote importance of training, and strengthen monitoring of staff engagement. Audit uptake of	High staff completion rates achieved	Completion of staff mandatory training has been monitored with regular reminders for staff to complete or refresh training when needed. Under the new auditing system, staff completion rates have increased, and 80% of staff have now

				mandatory E&D training		completed the mandatory Equality and Diversity online training.
5.6	Ensure accurate local record keeping for department and Faculty level roles (e.g. committee memberships) on an annual basis	Accurate committee membership data not provided.	HoD; Dept Exec	Put in place data monitoring processes for committee membership	Monitoring of committee membership, and a re-balancing of composition if appropriate when positions become available.	We have maintained gender data on the membership of School committees (e.g., the School Executive Team, Programme Leadership Teams, and Research Group/Centre Leadership Teams). The School Executive Team is currently represented by 67% women and 33% men, and this gender balance is in line with the proportions of academic staff in the School. See previous Action Point 1.2 for information on Programme Leadership and Research Group/Centre Leadership Teams. We will continue to monitor the gender balance of our School committees (new Action Point 1) and make adjustments to the processes to recruit to these roles if needed.
5.7	Evaluate take-up and staff experience of video-conferencing trial for Department event on staff promotions.	Supporting staff using flexible working to participate in dept events.	HoD; Dept Exec	Trial use of video conferencing. Gain views on experiences	We have trialled video conferencing and gained views on its acceptability.	Trial use of video conferencing to allow for flexible working and accommodate caring responsibilities was already underway in 2018/19. The pandemic then necessitated video conferencing for all staff and student communications. The prior implementation of video conferencing facilitated our transition to fully online meetings and teaching sessions at the start of the COVID-19 pandemic in 2020 and beyond. Teaching has now returned to fully in person, but video conferencing remains a primary form of communication for meetings and student supervisions, and all large and School-wide meetings are conducted hybrid (both in person and via video) to support flexible working.

2.1.9. Reflection on previous Action Plan

Our previous Action Plan from our 2017 Bronze Award was a good starting point for our gender equality work, and we made excellent progress, having fully achieved 41 of our 51 Action Points and partially achieved 4 more. Some of our aims were not possible due to the data not being collected (e.g., reasons students decline admission), and others were well intentioned but perhaps not the most productive approach (e.g., unconscious bias training, allocating male students to male personal tutors).

Many of our previous Action Points were achieved by implementing good practice but did not include a measurable outcome of that practice. Hence, we had many green Action Points because we implemented the new practice or consulted the relevant staff/students, even if doing so did not have the intended impact, but we are now becoming more ambitious. Our new Action Plan is more advanced, comprehensive, and informed by thorough self-assessment. We have also ensured that all our new Action Points are SMARTer and focused on the measurable impact of our activities.

2.2. Evaluating success against the School's key priorities

The Key Priorities identified in our previous application were:

- 1) Positively address male underrepresentation for students (in most UG/PGT programmes) and staff (at lower grades)
- 2) Address the need for a clearer agenda to promote female staff to higher grades

2.2.1. Improvements in male underrepresentation, gender balance, and inclusivity



Some of our programmes are female dominated, which is in line with trends for social sciences across the sector. **We have put in place a variety of good practices to address male underrepresentation and improve the visibility of role models for male students during our recruitment processes.** Specifically, we have refreshed our outreach materials (which were previously female dominated) to include a good gender balance in photos, and we have included accessible gender-related content in our outreach and recruitment materials (previous Action Points 2.3, 2.4, 2.8, and 2.15). We have also increased prospective students' contact with male students and academics by recruiting more male student ambassadors and monitoring the gender balance of staff working Open Days (previous Action Point 2.7).



For our traditionally female-dominated undergraduate programmes (Psychology, Sociology, and Criminology), our student gender distributions have not shifted since the time of our previous application, but we are more gender-balanced relative to benchmarks for Psychology and within 5% points for Criminology and Sociology (see Table 8).

Table 8. National and Alliance HESA gender benchmarks for undergraduate student programmes for 2021-22 against UWE School of Social Sciences gender breakdown.

HESA Benchmark	National		Alliance		UWE School of Social Sciences	
Gender	Women	Men	Women	Men	Women	Men
Psychology	81.7%	18.1%	81.7%	18.0%	76.0%	24.0%
Criminology	77.5%	22.2%	74.8%	25.0%	77.1%	22.6%
Sociology	77.5%	22.3%	74.8%	25.0%	76.2%	23.8%
Philosophy	51.8%	47.8%	53.2%	46.8%	45.7%	54.3%
Politics	51.5%	48.2%	47.9%	46.8%	40.7%	59.3%

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
12	We have improved our recruitment processes to increase male inclusivity, and our traditionally female-dominated programmes (Psychology, Criminology, and Sociology) either have a better gender balance than National benchmarks or are within 5% points. We aim to maintain these gender balances for our female-dominated programmes.	To maintain the gender balance of our female-dominated undergraduate programmes to be better than or within 5% points of HESA National benchmarks.	DHoS, AS Lead, Psychology, Criminology, and Sociology ADs	Ongoing: Gender representation monitored each academic year until 2028 AS submission	Gender representation on undergraduate Psychology, Criminology, and Sociology programmes better than or within 5% of HESA National benchmarks every year.



Despite revision of our curricula and outreach materials, females are still underrepresented on our Philosophy and Politics UG programmes relative to National benchmarks (previous Action Point 2.6).

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
13	Despite revision of our curricula and outreach materials, females are still underrepresented on our Philosophy and Politics UG programmes. For Philosophy, our gender balance is 46%F:54%M compared to National benchmarks of 52%F:48%M. For Politics, our gender balance has held steady at roughly 40%F:60%M since 2017, but National benchmarks are closer to equal (51.5%M:48.2%F), as are Alliance	To bring gender distribution of Philosophy and Politics UG programmes to within 5% of HESA National benchmarks.	DHoS, AS Lead, Philosophy and Politics AD	Autumn 2024: Consultation with first-year Philosophy and Politics students about gender perceptions of the programmes during the recruitment and selection process. Adjustments made in response to student feedback. 2028: Improvement in female representation on Philosophy and Politics programmes with aim to be within 5% of HESA benchmarks	Consultation held with students about gender perceptions of Philosophy and Politics UG programmes. Female student representation on Philosophy and Politics programmes within 5% of HESA National benchmarks by 2028.

	benchmarks (52.1%M:47.9%F).				
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We have improved data collection for student data on our PG programmes (previous Action Point 2.17), and staff involved in admissions have participated in the unconscious bias training (previous Action Point 2.12).



Our PGT programmes continue to be dominated by female students (previous Action Point 2.15) with all but one PGT having 79-91% women and PGR students being 72% women. All our PGT programmes are within the Psychology subject area, and many of our undergraduate students (heavily female in Psychology) feed into these programmes.

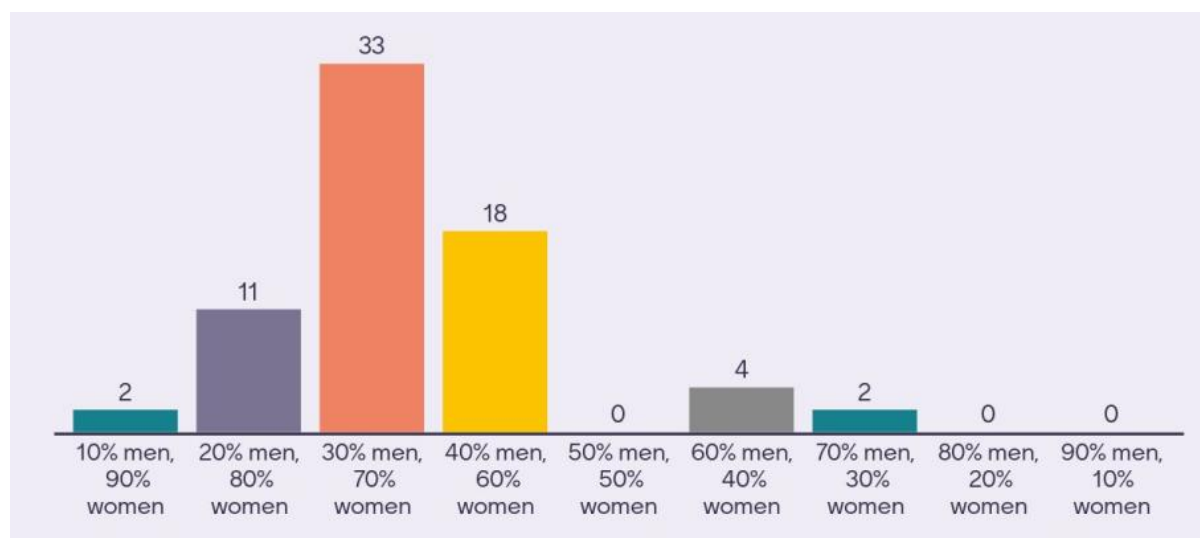
Action	Rationale	Aim	Responsibility	Timescale	Success Measure
14	All but one (Sport and Exercise Psychology MSc) of our PGT programmes are female dominated, with 79-91% female students. PGR students are 72% female.	To improve male representation on PGT programmes and maintain male representation amongst PGR students to be in line with gender proportions at the undergraduate level.	DHoS, AS Lead, Psychology ADs, PGT PLs	Autumn 2024: Consultation with PGT students to understand perceptions of the programmes and reasons for pursuing them. Adjustments made in response to student feedback 2028: Improvement in male representation on PGR programmes with aim to be within 5% of HESA National benchmarks for Psychology	Consultation held with PGT students about gender perceptions of programmes. Male student representation on PGT programmes within 5% of HESA National benchmarks by 2028. Male student representation amongst PGR students maintained as 5% within National benchmarks for Psychology or better.



We have begun hosting an annual gender equality consultation with new undergraduate students at the start of each academic year (previous Action Points 1.10 and 2.2). This consultation is well attended (>100 students) and generates lively discussion about reframing gender stereotypes and promotes inclusivity for male and non-binary students at the start of their degrees. In 2022, we asked students their perceptions of the gender representation of students in our School, and 91% indicated they thought women outnumbered men (see Figure 1).

“There is more pressure on men to do harder sciences, sports, or mathematics, based on gender stereotypes, whereas caring professions are stereotyped to be female careers.” –
2022 Athena Swan Student Consultation

Figure 1. Undergraduate student perceptions of gender breakdown in the social sciences.



Students overwhelmingly indicated that their perception of gender in the School did not influence their decision to pursue their course (94%).

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
15	A gender equality consultation with new students at the start of each academic year opens a space for discussion about gender-related issues, promotes inclusivity, and encourages the students to think about breaking down stereotypes.	To continue to hold gender equality consultations with new students at the start of each academic year.	AS Leads, Subject ADs	Ongoing: Gender equality consultations with new students at the start of each academic year until 2028 AS submission	Gender equality consultations held with new students at the start of each academic year. Student insights to inform ongoing gender equality activities.



We have also taken actions to address the male/female awarding gap (previous Action Point 2.13). We developed targeted extra support for struggling students (“catch-up camps”), shared trends of male underperformance across programme teams to raise awareness amongst Academic Personal Tutors, and reviewed statistics related to gender after exam boards to refine support available across our programmes. Our awarding gap has fluctuated over the past five years but has shown marked improvement from the time of our previous application, when female students consistently achieved “good honours” more frequently than male students; see Table 9. Note that in academic years 2019-20 and 2020-21, changes in academic regulations related to the pandemic led to an increase in “good honours” degrees overall. Apart from these anomalous years, good honours degrees have been awarded to men and women roughly evenly (women +1% in 2017-18, men +3% in 2018-19, women +1% in 2021-22).

Table 9. Percentage of women and men achieving “good honours” (2:1 or better) across our undergraduate programmes each academic year.

Academic year	Women	Men
2017-18	71.2%	69.6%
2018-19	70.3%	73.6%
2019-20	79.3%	73.5%
2020-21	87.2%	79.2%
2021-22	74.3%	73.6%

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
16	“Good honours” degrees (2:1 or better) have been awarded to men and women roughly evenly, with women +1% in 2017-18, men +3% in 2018-19, and women +1% in 2021-22. We aim to maintain a minimal awarding gap across genders.	To maintain a minimal awarding gap across genders (within 3% points).	DHoS, AS Lead, Subject ADs	Ongoing: Awarding gap examined each academic year until 2028 AS submission	Male/female awarding gap within 3% points each academic year.



Males remain a very small proportion of research contract staff (previous Action Point 3.2; see A2.3 for data). Most research contract staff are based in the Centre for Appearance Research (CAR), which is overwhelmingly female. Due to the nature of the research topics (i.e., body image) explored in CAR, the group attracts primarily female researchers. However, **in 2019, CAR formed a new group focused on EDI (CARDIE: Centre for Appearance Research Diversity, Inclusion, and Equality) and has been successful in improving representation of research contract staff across various characteristics**, but the group remains less gender diverse given its applicant pool.



We have also monitored the gender balance of ALs year on year (previous Action Point 3.5; see A2.3 for data). **In 2017, we had a roughly even gender split of ALs (52%F:48%M), but this has shifted over the past five years to 75%F:25%M in 2021.** This shift is driven by the high proportion of ALs in psychology. As psychology has grown, more ALs are required to support this subject group, and many are drawn from our disproportionately female psychology graduates.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
17	The proportion of female ALs has grown over the past five years, and there is not a formalised process for recruiting ALs. AL opportunities are promoted via word of mouth and may be	To formalise the process for recruiting ALs and make the process more inclusive.	DHoS, AS Lead, Subject ADs	Spring 2024: Consultation between DHoS, AS Lead, and Subject ADs about AL recruitment 2024-25 academic year: New AL	A more formalised process for recruiting ALs in place with consideration for inclusivity across genders, whenever possible. AL gender balance

	more accessible to women.			recruitment process in place Ongoing: AL gender balance monitored each academic year until 2028 AS submission	monitored year on year.
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2.2.2. Improvements in promotion of female staff

There are two primary stages of progression/promotion for academic staff, and these operate quite differently. The first is progression from G (Lecturer) grade to H (Senior Lecturer) grade, which is semi-automatic when staff reach the top of G grade. Since the time of our previous application, all staff who have reached the top of G grade have progressed to H grade.



The second stage is promotion beyond H (Senior Lecturer) grade is more complicated. Previously, progression beyond H grade was based on a role becoming available and many H grade staff all applying for a single position. I- and J-grade roles were advertised when a Business Case for Associate Professor or Professor was approved or an I-/J-grade role on the School Executive Team became available. **In 2019, a woman was promoted to the one Professor role made available in that three-year period.**



Since 2022, a new promotion process has been in place across the University; under the new process, an unlimited number of staff can be promoted to I/J grade (Associate Professor and Professor roles) provided they meet the criteria. This new process has allowed for many more promotions to I/J grade and has opened more promotion opportunities for women.



Since 2022, 12 academic staff have been successfully promoted to I and J grade roles (see Table 10), but even more should be encouraged to apply. Women had a 100% success rate in 2023 following an analysis of potential biases after 2022 (see Section 3.1.2). Women have also been successful in securing I and J grade roles on the Executive Team.

Table 10. Promotion statistics for the 2022 and 2023 promotion rounds.

Year	Gender	Applied	Successful
2022	Women	16	3
	Men	6	3
2023	Women	5	5
	Men	4	1

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
18	Under the new promotion scheme, there are more opportunities for	To increase the number of suitable staff who apply for promotion.	DHoS, AS Lead, Subject ADs	Ongoing: Line managers to encourage suitable staff to apply for	Line managers to have encouraged eligible staff to apply for

	<p>promotion, and we have seen many women achieve promotion successfully in the past two years. Still, many suitable for promotion have not applied.</p>			<p>promotion each academic year until 2028 AS submission</p>	<p>promotion before each promotion round. Total number of staff applying each year >15. Individual support provided to applicants from the School's professoriate during the application process. Applicants put in contact with previous successful applicants.</p>
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We have hosted workshops each year about the new promotions process and criteria (previous Action Point 3.1) to clarify information for staff and to encourage them to apply. According to the 2023 Gender Culture Survey, 56% (60%W; 47%M) of staff indicate some/good knowledge of the process and criteria.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
19	<p>A new University-wide promotions process was put in place in 2022. The School has delivered workshops to provide information about the process and criteria, and on the 2023 Gender Culture Survey⁷, 56% (60%W; 47%M) of staff indicated having some/good knowledge of the process and criteria, but this could be improved.</p>	<p>To improve staff knowledge about the process/criteria for promotion.</p>	<p>DHoS, AS Lead</p>	<p>Ongoing: Workshops delivered each academic year until 2028 AS submission Evaluated in 2026 and 2028 Gender Culture Surveys</p>	<p>Promotion workshops held each academic year in advance of the promotion rounds; eligible staff individually encouraged to attend. Proportion of staff reporting some/good knowledge of the promotion process/criteria increased by at least 10 percentage points (>66%).</p>



Despite the increase in promotion opportunities, **only 39% (44%W; 25%M) of respondents in the 2023 Gender Culture Survey reported feeling that decisions about promotion/progression are made fairly and 39% (48%W; 25%M) believed that the rate people progress in the School is not affected by gender.** There is a perception that the University-wide promotion criteria are focused entirely on the acquisition of external funding, which is difficult to achieve for many social scientists who are focused on teaching or inexpensive, unfunded research.

“Promotion here is based almost solely on bringing in external money, so if we are unable to do that we have no route for promotion. I don't feel that UWE values social sciences, arts or humanities.” – 2023 Gender Culture Survey

“Taking maternity leave/subsequent part-time working cannot be avoided (nor would I have wanted to give up time with my babies), but the time off does impact significantly on project successes and publication/grant records.” – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
20	Only 39% (44%W; 25%M) of respondents in the 2023 Gender Culture Survey reported feeling that decisions about promotion/progression are made fairly. Additionally, only 39% (48%W; 25%M) believed that the rate people progress in the School is not affected by gender. Qualitative feedback has indicated a perception that the University-wide promotion criteria are focused on the acquisition of external funding, which is disheartening and difficult to achieve for many social scientists who are focused on teaching or inexpensive, unfunded research.	To gather staff views about the unfairness of the promotion process/criteria.	DHoS, AS Lead	Autumn 2025: Town Hall for staff about promotion processes and criteria Evaluated in 2026 and 2028 Gender Culture Surveys	Town Hall held about promotion processes and criteria for staff. Feedback summarised and brought to higher-level university management. Clarity provided about weighting of funding criteria. Proportion of staff reporting that promotion decisions are made fairly and not affected by gender improved by at least 10 percentage points (>49%).

Section 3: An assessment of the School’s gender equality context

3.1. Culture, inclusion, and belonging

3.1.1. Evaluation of culture

In Section 2.2, we considered our previous Key Priorities and detailed our current gender equality context regarding gender representation and inclusivity and students and staff (Section 2.2.1) and promotion opportunities for women (Section 2.2.2). Here, we continue our discussion of our gender culture with respect to our leadership, support available, and processes that impact our day-to-day operations and experiences for staff and students.



Our 2023 Gender Culture Survey revealed strong feelings of belonging, care, and value within the School. **79% (78%W; 83%M) of respondents indicated that they feel like they belong, 67% (70%W; 58%M) feel people really care about them, 73% (76%W; 64%M) believe their contributions are valued, and 74% (76%W; 67%M) feel comfortable speaking up and expressing their opinions.** Whilst these numbers reflect a relatively inclusive

culture, we expect these numbers to continue to improve with the changes proposed in our new Action Plan.

“I feel really encouraged seeing women in high positions. I also do not feel talked down on as a young woman whereas I did in my previous job.” – 2023 Gender Culture Survey

3.1.1.1. School Leadership's investment in gender equality



Our School Leadership has invested in gender equality efforts through participation on the SAT, active involvement in the progression of our Action Plan, allocation of workload, and provision of funds for gender-equality-related activities. **65% (63%W; 73%M) of respondents on our 2023 Gender Culture Survey indicated that they agree School leadership actively supports gender equality**, but our leadership's commitment could be even more visible.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
21	65% (63%W; 73%M) of respondents on the 2023 Gender Culture Survey indicated that they agree School leadership actively supports gender equality.	To increase the visibility of School leadership commitment to gender equality. The Deputy HoS sends out weekly School newsletters; these newsletters can include a new section on efforts related to gender equality.	DHoS, Deputy HoS, AS Lead	Ongoing: Gender equality section in School newsletters until 2028 AS submission Evaluated in 2026 and 2028 Gender Culture Surveys	A section on efforts related to gender equality included in the School newsletter to increase visibility of leadership's commitment and ongoing activities. Proportion of respondents who indicate that they agree that School leadership actively supports gender equality increased by at least 10 percentage points (to >75%).

3.1.1.2. Training and development for staff



Our School provides financial support for a wide range of training opportunities, spanning areas including research, teaching, and leadership. **In our 2023 Gender Culture Survey, 92% (94%W; 88%M) of respondents reported having been kept up to date with training opportunities, and 71% (75%W; 59%M) reported having engaged in these opportunities. Additionally, since our last application, 8 women have been supported to attend the Aurora leadership development for women, and we aim to increase the number supported further.**

“I was supported to attend Aurora leadership training which I found useful and was given workload bundles that year to support and travel expenses.” – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
22	Aurora training has been beneficial for the women who have attended in the last award period, and we have employed many new staff who could benefit from the same.	To increase the number of staff attending Aurora training over the next AS award period by 50%.	DHoS, AS Lead	Ongoing: 2-3 women supported each year to attend Aurora training	At least 12 additional women supported to attend Aurora training.



The wealth of training offered, however, can be overwhelming, especially for new staff, and the Professional Development Review (PDR) process could incorporate guidance for the prioritisation of training. Additionally, with PDR reviewers tending to too many staff, individualised support may be limited.

“I am offered so much training that I don't know what I should be taking advantage of... I do not have a good sense of how much is expected, what is required etc. I assume that part of my PDR process will provide some intent for guiding my choices in this.” – 2023 Gender Culture Survey

“Line managers do what they can to support but they have so many responsibilities and staff to manage that they can't follow and support each person's journey individually.” – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
23	A wide variety of training available, but there is little guidance on which training to prioritise, and some staff, especially new staff, find the wealth of opportunities difficult to navigate.	To provide guidance for staff in navigating and prioritising available training opportunities.	DHoS, Deputy HoS	Autumn 2024: PDR guidance documents, and process updated; training opportunities summary document shared with staff	Guidance provided for PDR appraisers around training opportunities available to staff and how to help staff to select appropriate training. PDR process to include specific focus on mentorship about available training. A single document developed (and updated annually) laying out the variety of training opportunities shared with staff.
24	Currently, PDR appraisers are responsible for reviewing an average of 8 staff. With PDR appraisers tending to too many staff, individualised support may be	To reduce the number of each PDR appraiser's reviewees to an average of 6 or fewer.	DHoS	Ongoing: PDR reviewees redistributed to staff recently promoted to I-grade roles 2028: Target of an average of 6 or fewer	Each PDR appraiser responsible for an average of 6 or fewer reviewees.

<p>limited. PDR appraisers are required to be at I grade or above, but as we improve support for promotions, we expect to see a higher proportion of staff represented in these higher grades, and we will aim to reduce the reviewee load for each PDR appraiser to allow for more individualised support.</p>			<p>reviewees for each PDR appraiser achieved</p>	
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The PDR is a formalised yearly consultation with staff about their professional development. **We have strong engagement with the PDR process, with 92% (94%W; 86%M) of staff reporting that they have been appraised regularly via PDR in the past three years.**



Our PDR process is governed by the University, but we have adapted policies within the School to make this more useful. **To ensure compatibility between reviewers and reviewees, we have recently invited reviewees to request changes to their PDR reviewers each year. Some staff have opted to do so and have reported an improved experience.**

“I didn’t find it helpful so asked to change, and my new one has been excellent over the past three years. Certainly helped me with my application for promotion by focussing on aspects I could improve with clear and collaborative action plans.” – 2023 Gender Culture Survey



As the option to change PDR appraiser is only a recent development, **on the 2023 Gender Culture Survey, only 21% (21%W; 21%M) of staff reported that they had been invited to discuss whether they had any preferences for their PDR appraiser or had changed their appraiser on request.**

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
25	As the option to change to PDR appraiser was a recent development, most staff are still undergoing PDRs with reviewers assigned without consultation. On the 2023 Gender Culture Survey, only 21% (21%W; 21%M) of staff reported that they had been invited to discuss whether they had any preferences for	To increase compatibility of PDR appraisers and reviewees.	DHoS, Deputy HoS	Autumn 2024 (and each year following): Option to change PDR appraisers highlighted in communications from School Evaluated in 2026 and 2028 Gender Culture Surveys	Option to change PDR appraisers to be highlighted in School communications at the start of each academic year. Proportion of staff reporting that they had been invited to discuss whether they had preferences for their PDR appraisers or had changed their appraiser on

their PDR appraiser or had changed their appraiser on request. A poor match of appraiser/reviewee can reduce the effectiveness of the PDR process.				request increased to >50%.
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The perception of usefulness of the PDR process is mixed amongst staff with some valuing the reflection but others struggling to understand the purpose. **Only 53% (54%W; 47%M) of respondents in the 2023 Gender Culture Survey reported having received useful feedback during their PDR**, and there is scope to improve the process in our School to make it more of a mentoring relationship.

“It’s pointless. It’s neither a mentoring relationship nor an appraisal, as the outcome has no bearing on your future progress.” – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
26	Only 53% (54%W; 47%M) of respondents in the 2023 Gender Culture Survey reported having received useful feedback on their career development through performance reviews.	To make the PDR process more useful for staff by transforming it into an opportunity for mentorship.	DHoS, Deputy HoS, PDR appraisers	Autumn 2024: PDR guidance documents updated and training for PDR appraisers provided Evaluated in 2026 and 2028 Gender Culture Surveys	Guidance document and training materials for PDR reviewers updated with an aim to provide mentorship. PDR appraisers to have undergone training on conducting more effective PDRs. Proportion of staff reporting having received useful feedback from PDRs increased by at least 10 percentage points (>63%).



In addition to the PDR process, there are other opportunities for mentorship for staff. **New staff are matched with a mentor to support their integration in the School. We recently improved this process by inviting new staff to discuss preferences for their mentor (e.g., gender, career focus), and 36% (48%W; 0%M) of staff reported having been asked their preferences.** We aim to build on this and ensure that new staff are afforded this opportunity (also see section 3.1.1.5 for the Women in Research Mentoring Scheme).

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
27	Only 36% (48%W; 0%M) of new staff reported having been asked whether they have	To improve the matching process for new staff and mentors.	Subject ADs	Ongoing: Each academic year until 2028 AS submission	ADs to have asked new staff preferences when assigning a mentor. Proportion

	preferences for their mentor. Better-matched mentors can improve the mentorship experience for new staff.			Evaluated in 2026 and 2028 Gender Culture Surveys	of new staff reporting being asked whether they had preferences for their mentor to increase to at least 50% by 2028 Gender Culture Survey.
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We have also seen improvements in the development of non-permanent staff (Research Associates and Associate Lecturers) in terms of securing permanent employment within our School. Our non-permanent staff are disproportionately represented by women, and previously, there were limited routes to permanent employment. We have increasingly involved our research staff on fixed-term contracts in our teaching provision; they are paid for supervision at the AL rate and invited to gain experience with other teaching duties (all paid at the AL rate). This has enabled research staff to gain valuable experience, and **over the past three years, we have had three Research Associates and two Associate Lecturers join us on permanent teaching contracts.**

3.1.1.3. Support for mental health and/or wellbeing at work



With Psychology as our largest subject area in the School, our students and staff are keenly aware of mental health, but the 2023 Gender Culture Survey revealed that support for mental health and/or wellbeing at work could be improved. **Only 49% (46%W; 55%M) of respondents agreed that their mental health and/or wellbeing are supported in the School, 51% (50%W; 45%M) feel confident asking for mental health support at work, and 67% (64%W; 73%M) know where to seek support for mental health.** There is a wealth of mental health resources available for staff, but we need further insight about staff concerns, and we need to increase awareness about the support available and refine support based on needs.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
28	We need more information about staff concerns about support for mental health.	To gather views about staff concerns about mental health support available in the School.	DHoS, Deputy HoS	Autumn 2026: Town Hall about mental health support for staff	Town Hall about mental health support for staff hosted by the School.
29	Only 49% (46%W; 55%M) of respondents in the 2023 Gender Culture Survey agreed that their mental health and/or wellbeing are supported in the School, 51% (50%W; 45%M) feel confident asking for mental health and/or wellbeing support at work, and 67% (64%W; 73%M) know where to seek	To increase awareness around mental health support available for staff in the School. To refine support available in response to concerns raised in Town Hall.	DHoS, Deputy HoS	Autumn 2024: Mental health resources compiled and distributed in School communications Autumn 2026: Following Town Hall, mental health resources updated and distributed in School communications Ongoing: Regular reminders about	School communications distributed highlighting mental health resources available for staff. Communications and support updated following feedback from staff about support required. Proportion of staff reporting that their mental health and/or wellbeing

	support for mental health and/or wellbeing.			mental health resources distributed in School communications Evaluated in 2026 and 2028 Gender Culture Surveys	are supported in the School increased by at least 10 percentage points (>59%). Proportion of staff reporting that they feel confident asking for mental health and/or wellbeing support increased by at least 10 percentage points (>61%). Proportion of staff reporting that they know where to seek support for mental health and/or wellbeing increased by at least 10 percentage points (>77%).
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3.1.1.4. Bullying and harassment



Bullying and harassment was not identified as a concern at the time of our previous application, but **in the 2023 Gender Culture Survey, 16% (14%W; 17%M) of respondents indicated that they had experienced bullying and/or harassment, and 24% (30%W; 0%M) of respondents indicated that they had witnessed bullying and/or harassment. Only 26% (18%W; 43%M) of respondents agreed that School management is actively tackling bullying and harassment, and only 25% (20%W:44%M) are satisfied with how bullying and harassment are addressed in the School.**

“I hear some concerns from staff about the sexual harassment of both staff and students. If such issues are present within the school they need to be addressed with the highest of priorities.” – 2023 Gender Culture Survey



The University, because of an agreement between HR and the trade unions, has a protocol for dealing with complaints of bullying and harassment. The School follows this protocol has conducted investigations and taken action; however, **investigations of bullying and harassment are required to be carried out confidentially, which can lead to a perception that no action is being taken.** We are also aware that some staff feel uncomfortable about going on record about the unacceptable behaviours they have experienced. We need more information about staff experiences and will shape and enact a plan based on our consultations. We also need to provide clarity on the University processes, embed positive principles of social norms and bystander intervention in our inductions, and facilitate culture change locally within our School.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
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30	We need more information about staff concerns about bullying and harassment.	To understand the pattern of the bullying and/or harassment experienced by staff and explore gender-based targeting and impact. To raise awareness about unacceptable behaviours. To develop a plan to combat bullying/harassment.	DHoS, Deputy HoS	Autumn 2024: Town Hall for staff about understanding and tackling bullying and harassment	Town Hall about understanding bullying and harassment for staff hosted by the School to understand staff experiences, to raise awareness about these behaviours, and to develop a plan to combat bullying/harassment.
31	Staff have reported bullying and/or harassing behaviour. In the 2023 Gender Culture Survey, 16% (14%W; 17%M) of respondents indicated that they had experienced bullying and/or harassment, and 24% (30%W; 0%M) of respondents indicated that they had witnessed bullying and/or harassment.	To substantially reduce (ideally, eliminate) bullying and harassment in the School.	DHoS, Subject ADs, AS Lead	Evaluated in 2026 and 2028 Gender Culture Surveys	Bullying/harassment to have substantially reduced in the School. The proportion of respondents reporting having experienced or witnessed bullying and/or harassment reduced to <10%.
32	Only 26% (18%W; 43%M) of respondents agreed that School management is actively tackling bullying and harassment, and only 25% (20%W; 44%M) are satisfied with how bullying and harassment are addressed in the School.	To improve School management's handling of bullying/harassment in the School. To consult with the Subject ADs to enact a plan for combatting bullying/harassment.	DHoS, Subject ADs	Spring 2025: Consultation between DHoS and Subject ADs about plan to combat bullying/harassment in the School Evaluated in 2026 and 2028 Gender Culture Surveys	The DHoS and Subject ADs to have enacted a plan to combat bullying/harassment in the School. The proportion of respondents who are satisfied with School management's approach to tackling bullying and/or harassment increased to >50%.

3.1.1.5. Research culture



We have grown increasingly research focused since the time of our last application, with our research supported by our Research Centres and Groups; the Psychological Sciences Research Group, for example, had only just been created at the time of our previous application but is now home to 50 staff in our largest subject area (Psychology). **Our annual research income has grown from £1.3m in 2016-2017 to £2m in 2021-2022.** At present, our Research, Business, and Innovation (RBI) Team does not track gender data for grant capture, but we aim to track this going forward.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
33	We do not currently have gender data on external grant capture.	To acquire gender data on grant capture over the	Research Group and Centre Leads, RBI	Spring 2024: Consultation with Research Group and Centre Leads and	Gender data on grant capture available year on year.

		next AS award period.		RBI about tracking gender data for grant capture Ongoing: Data tracked each year until 2028 AS submission	
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The number of University-wide internal funding schemes available has also grown tremendously. Our new staff, many of whom are early-career researchers, have taken advantage of the New Starters Scheme (workload for research activities) and the Vice Chancellor’s Early-Career Research Award (£15,000). Our mid-career researchers have also been successful using the Research Investment Scheme (workload for research activities) and the Vice Chancellor’s Interdisciplinary Research Challenge Fund (£25,000). An additional new programme, Accelerator, provides workload and mentorship to support external funding applications; since it began three years ago, 4 women and 3 men from our School have participated. We do not have School-level data on internal funding success but also aim to track this going forward.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
34	There are many internal funding opportunities available, and increased uptake of these opportunities can improve staff research success and research culture. We do not currently track numbers of successful internal funding applications at the School level.	To monitor the number of staff securing internal funding and increase this by 25%.	Research Group and Centre Leads	Spring 2024: Consultation with Research Group and Centre Leads and RBI about tracking internal funding applications improving number of members who apply for internal funding Ongoing: Increase in number of staff applying for internal funding schemes year on year until 2028 AS submission	Data on internal funding successes, including gender data, monitored year on year at the School level. Staff encouraged to apply for internal funding schemes and supported to do so through their Research Groups and Centres. Number of staff securing internal funding increased by 25% over the award period.



As a School, we have also invested in our public celebration of research. **Research is a key element of two Away Days and forums each year, and each Research Centre/Group organises presentations to highlight key research projects. There is also an annual celebration of research for the School, and research successes are regularly highlighted through the School newsletter.**



Despite the improvements in our research culture described above, research culture continues to be an area of concern in our School. **In our 2023 Gender Culture Survey, only 50% (55%W; 35%M) agree that research activity is valued within the School.** Some concerns included challenges securing funding in the social sciences and equality of opportunity for different roles. Within the School, we need to demystify the expectations in relation to internal research schemes, consult with RBI about potential routes for funding,

and provide examples of how social scientists can find success in this landscape. We also need to ensure equality of opportunity for all roles and positions.

“The process to bid for internal research time allows us to apply if we are making a grant bid. This supposes that there are many opportunities out there for our research area, which is not always the case in social science. If staff want to write theory papers, opinion pieces, reviews, we are left with no choice but to do that in time we can find between teaching.” – 2023 Gender Culture Survey

“Provide the opportunities to let go of teaching and admin responsibilities for research without losing other benefits like leadership roles - I have been explicitly told that if I wanted scholarly leave I would have to hand over my programme leadership role.” – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
35	We need more insight about staff concerns about the research culture.	To understand staff concerns about the research culture and develop strategies to improve equality of research opportunities.	DHoS, AS Lead, AHoS Research and Knowledge Exchange, Research Group and Centre Leads	Town Hall for staff about research culture	Town Hall about research culture held for staff and strategies developed to improve equality of research opportunities.
36	Some social scientists struggle to make use of internal funding opportunities for research time, as there is a focus on planned grant capture, and there is a perception of limited external funding opportunities available for certain areas within the social sciences.	To improve internal research opportunities for social scientists with limited access to external funding.	Research Group and Centre Leads, RBI	Spring 2024: Consultation with RBI about opportunities for social scientists 2028 AS Submission: More funding opportunities available for social scientists	Consultation held with RBI about appropriate funding opportunities for social scientists. Reconsider advice to staff so they can apply for internal research opportunities based on achievable plans.
37	Internal research funding opportunities should be available to all academic staff, but some academic staff feel pressure to forego research activity to maintain their leadership roles.	To achieve equality of opportunity for all academic staff to make use of internally funded research time.	DHoS, Subject ADs, Research Centre/Group Leads	Spring 2024: Consultation with DHoS and ADs about internally funded research time and leadership roles Autumn 2024: New expectations communicated to staff Ongoing: Continued encouragement by ADs and Research Centre/Group Leads for all academic staff (including those in leadership roles) to make use of internally funded research time each	Consultation held with DHoS and ADs about internally funded research time and leadership roles. Existing expectations communicated to staff and continued encouragement for all academic staff to make use of internally funded research time. Those in leadership positions to have internal funding for research.

				year until 2028 AS submission	
38	In our 2023 Gender Culture Survey, only 50% (55%W; 35%M) agree that research activity is valued within the School.	To improve perceptions of value of research activity within the School.	DHoS, AD Leads, Research Group and Centre Leads	Evaluated in 2026 and 2028 Gender Culture Surveys	Proportion of staff reporting that research activity is valued within the School increased by at least 10 percentage points (>60%).



Mentoring can also help to support research trajectories, and **the Women in Research Mentoring Scheme (WRMS) provides an opportunity for women researchers to be paired with a senior researcher. During the past 5 years, 37 members of staff from the School participated in this scheme.**

"I think schemes such as Aurora/Women in Research Mentoring scheme have helped to bring women up a notch." – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
39	37 members of staff participated in the Women in Research Mentoring Scheme over the past 5 years. This scheme can be very beneficial for women researchers.	To increase the number of staff participating in the Women in Research Mentoring Scheme by 25%.	AHoS Research and Knowledge Exchange, AS Lead	Ongoing: 3-4 staff to participate in the Women in Research Mentoring Scheme each year	Women in Research Mentoring Scheme promoted through School communications each year and encouraged by PDR reviewers. At least 46 members of staff to have participated in the scheme.

3.1.1.6. Engagement with gender-equality work



Student engagement with gender-equality-related efforts in the School has been strong. **In 2022, we started hosting an Athena Swan event during our student Induction programme, and we have had more than 100 students attend each year.** We also have 10 Student Representatives on our SAT who actively promote gender equality with social media infographics and raise equality concerns from the student perspective. Additionally, we have increased the gender-equality content in our curricula across all programmes to foster a consistent cultural awareness of gender issues.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
40	The Athena Swan event during student Induction Week promotes awareness of gender equality and increases student engage with Athena Swan initiatives.	To maintain student engagement with gender equality work through annual Athena Swan student Induction event.	AS Lead	Ongoing: Athena Swan event held during student Induction week each academic year until 2028 AS submission	Student Athena Swan event to have been held at the start of every academic year.



We have also promoted our gender equality work to staff within the School by including Athena Swan sessions in the staff Induction and at School Away Days, and in the 2023 Gender Culture Survey, 72% of staff reported being aware of the Athena Swan initiatives in the School. We will continue to build on this with additional focuses on gender equality, including an annual School event celebrating International Women’s Day.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
41	International Women’s Day should be celebrated by the School and is a good opportunity to highlight our work on gender equality.	To hold annual School celebrations of International Women’s Day.	DHoS, AS Lead	Annually on International Women’s Day	A School celebration of International Women’s Day to have been held on each International Women’s Day.
42	In the 2023 Gender Culture Survey, 72% of staff reported being aware of the Athena Swan initiatives in the School. As our initiatives continue, this awareness should increase.	To continue to raise awareness about gender equality initiatives in the School.	DHoS, AS Lead	Evaluated in 2026 and 2028 Gender Culture Surveys	Proportion of staff reporting being aware of the Athena Swan initiatives in the School to have increased by at least 10 percentage points (>82%).

3.1.2. Intersectional inequalities



We have done work to address the student awarding gap with respect to race/ethnicity and also considered the inequalities experienced by minoritised women for promotion, but **at present, we have limited data on additional intersectional inequalities experienced by students and staff.** Our new School EDI team includes EDI Champions representing race/ethnicity, neurodiversity, sexual orientation, and disability, and we expect to gain further insight into intersectional inequalities in our School through their work, but we will also consult with students and staff about their experiences.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
43	We need more information about intersectional inequalities in the School.	To gain insight about intersectional inequalities experienced by staff and students in the School.	DHoS, AS Lead	Spring 2025: Town Hall for students and staff about intersectional inequalities	Town Hall about intersectional equalities for students and staff hosted by the School to understand experiences and to develop a plan to mitigate intersectional inequalities.

3.1.2.1. Student awarding gap



In addition to the male/female awarding gap addressed in Section 2.2.1, we have been doing substantial work to address the Black/White awarding gap for students. **We have**

considered the importance of representation, and as an example, one of our modules that focuses on careers (Psychology in Action) now regularly invites Black speakers to present about various careers.



As part of our School's ongoing work on the Black/White awarding gap, we have scrutinised a cross section of academic records, including a sample of Black students, for insights, identified modules in which the Black/White awarding gap is particularly stark, and consulted with a race equality specialist on best practice. Our Black/White awarding gap data is separate from our male/female data, but we would benefit from assessing these data from an intersectional perspective to assess potential inequalities experienced, for example, by Black female students.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
44	Our School is currently doing work to address the Black/White awarding gap, but there are potential intersectional inequalities that should be considered in this line of work.	To assess how intersectional inequalities may affect academic achievement in the School and provide support.	DHoS, Deputy HoS	Autumn 2025: Awarding gap data collated according to intersectionality to identify potential trends Ongoing: Intersectional student data analysed each year until 2028 AS submission Autumn 2026: Support provided according to data trends observed 2028: Reduction in potential awarding gap related to intersectional inequalities	Student data collated for insight into potential intersectional inequalities and trends in academic performance. Plan enacted to provide support based on trends. Reduction in any awarding gaps identified by 2028.

3.1.2.2. Minoritised women and promotion



In the 2022 promotion round, no minoritised women who had applied for promotion were promoted. The College EDI Taskforce raised this with WEDI, and the University promotions committee underwent further training to raise awareness about potential biases. **In the 2023 promotion round, all minoritised women in the School who applied for promotion were successful.**



With the new promotion processes, we do not yet have a process in place for obtaining data at the School level to assess potential intersectional inequalities.

University-level and College-level data show some improvements (from the 2022 to 2023 rounds) in proportional of successful applicants with various demographic characteristics. For example, within the College, the percentage of successful Black applicants increased

from 11% in 2022 to 39% in 2023. However, we require more detailed information about demographic characteristics and success rates at the School level.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
45	We have limited data by which to assess potential intersectional inequalities related to promotion at the School level. To understand and overcome potential barriers related to intersectional inequalities and promotion.	To obtain reliable annual data on demographic characteristics of promotion applicants (successful and unsuccessful) within the School.	DHoS, AS Lead	Spring 2024: Consultation between DHoS, AS Lead, and HR about data availability Ongoing: Each year until 2028 AS submission	Demographic data related to promotion available for 2028 AS submission.

3.1.3. Inclusion for trans and non-binary people

We do not have data from the BI Teams on trans and non-binary people, but our 2023 Gender Culture Survey indicates that 4 out of 72 staff respondents are non-binary, and in our 2022 Athena Swan consultation with students, 7 out of 74 student respondents identified as non-binary.



University-wide, there are good practices in place for promoting trans and non-binary inclusivity. For example, students and staff can have their names and emails changed quickly and easily on the university systems.



However, there are also some gaps. Some students have reported misgendering by lecturers, and there is not always an obvious way for students to provide their pronouns to lecturers.

“There should be a way for lecturers to see the pronouns of their students before/during class. As a non-binary person, I feel quite invalidated the wrong pronouns are used, especially as I don't feel comfortable correcting them in class.” – 2022 National Student Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
46	Some students have reported misgendering by lecturers, and there is not always an obvious way for students to share their pronouns or preferred name.	To reduce misgendering and improve staff awareness of correct names and pronouns for students.	Associate Directors (subject leads), Programme Leaders	Spring 2024: AS Lead to consult with University administrative teams about collection of pronouns from students Ongoing: Class lists with pronouns of students provided to academic staff each year until 2028 AS submission	New process in place for providing class lists with students' pronouns.



Additionally, it is common for staff to include their pronouns in their email signatures, but there have been no formal efforts to promote this practice. **Students are encouraged to create email signatures and are provided with templates to do so, but pronouns are not currently part of the templates.**

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
47	Staff and students have not been explicitly encouraged to include their pronouns in their email signatures. Widespread sharing of pronouns can help to foster inclusivity for trans and non-binary people.	To increase the proportion of staff and students including pronouns in their email signatures.	Associate Directors (subject leads), Programme Leaders	Spring 2024: Email sent to staff about including pronouns in email signature Ongoing: Student induction sessions about creating email signatures to recommend including pronouns each academic year until 2028 AS submission Autumn 2026: Reminder email to staff about including pronouns in email signature	All staff and students in the School to have been encouraged to share their pronouns in their email signatures if they would like to.



We had planned to have a guest speaker deliver a talk about transgender inclusivity, but the planned talk fell on a strike day. [Katy Montgomerie](#) is a well-known activist for gender equality and transgender rights and has been giving talks at universities across the UK about combatting hatred and transphobia. We were looking forward to bringing Katy Montgomerie to UWE and will now invite her to speak in Spring 2024.

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
48	We need to promote a clear message of transgender inclusivity for students and staff.	To host a talk on transgender inclusivity for students and staff in the School.	AS Lead	Spring 2024: Transgender inclusivity talk hosted by School	A talk on transgender inclusivity delivered for students and staff in the School.



As our culture evolves, we will require additional consultation **with students and staff about inequalities and adverse experiences that trans and non-binary people in the School may face.**

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
49	We have not consulted with students and staff about inequalities and adverse experiences that trans and non-binary people in the School may face.	To gain insight into inequalities and adverse experiences of trans and non-binary staff and students	HoS, AS Lead	Spring 2027	Town Hall about trans and non-binary inclusivity to have been held; experiences gathered from students and staff.

3.1.4. Inclusion and support for people with caring responsibilities

In our 2023 Gender Culture Survey, 50% (46%W; 63%M) of respondents reported that they are parents with children under the age of 16, and 16% (16%W; 15%M) reported that they provide care for their partner or other adults. 10% (11%W; 6%M) reported that they have taken maternity, paternity, or adoption leave in the last three years.



The majority (at least 50%) of staff who had taken parental leave in the past three years reported that the following were available: meeting with DHoS about practicalities, cover arrangements, contact with School while away, flexible working, phased return to work, and support from colleagues on return. We have also worked to allow for career progression while on leave, and we have had several members of staff be promoted into I- and J-grade roles while on parental leave.

“I have taken two mat leaves in my career. My first was not very positive, but my recent leave was much more so, with provision for my work and support on return.” – 2023 Gender Culture Survey



However, those who had taken parental leave reported struggling with the high responsibility load upon return to work. **Less than 50% of those who had parental caring leave reported that the following were available to them: lower teaching load initially, lower research/supervision load initially, and lower administrative load initially.**

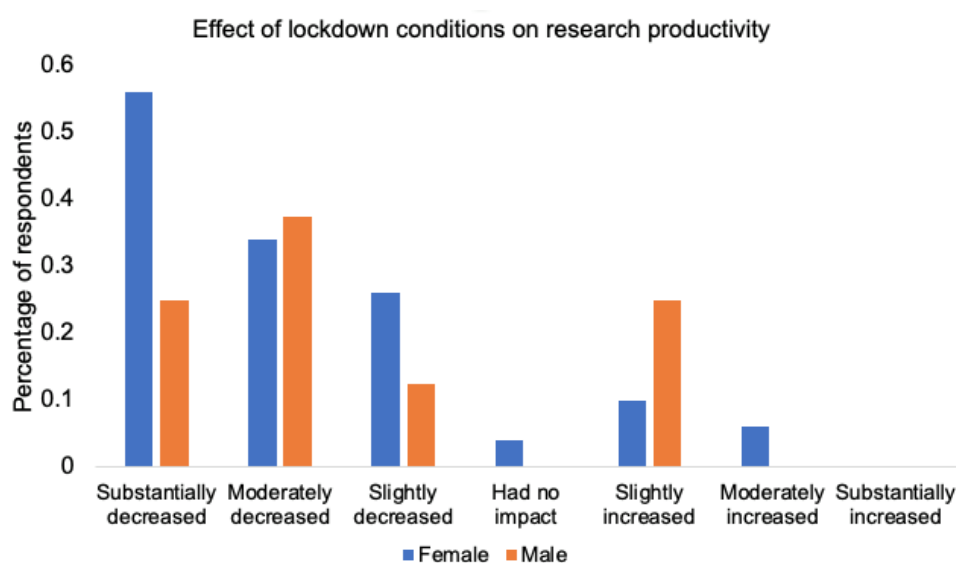
“I had support from my line manager and programme leader at the time but really came back to full responsibilities, teaching/research/supervision.” – 2023 Gender Culture Survey

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
50	Staff who took caring leave reported struggling with the high responsibility load upon return to work. Less than 50% of those who had taken caring leave reported that the following were available to them: lower teaching load initially, lower research/supervision load initially, lower administrative load initially.	To improve the return-to-work experience following caring leave with lower teaching, research, and administrative loads initially.	DHoS, Subject ADs	Spring 2024: Consultation with DHoS and Subject ADs about workload allowances for those returning from caring leave. Evaluated in 2026 and 2028 Gender Culture Surveys	Keeping-in-touch days include a discussion about responsibilities for return to work and what phasing of workload is possible. No additional workload to be added upon return. The majority (>50%) of staff who take caring leave to have reported that the following were available to them: lower teaching load initially, lower research/supervision load initially, lower administrative load initially.



At the start of the COVID-19 pandemic, we conducted the Covid Impact Survey ($N = 66$; response rate = 30.8%) to understand the impact of the pandemic (and related increased caring responsibilities) on research activity. Unsurprisingly, women were more likely than men to have suffered a substantial decrease in research productivity (see Figure 2). **The School proactively offered marking relief to those with caring responsibilities. 25 members of staff made use of this option; their marking was redistributed to Associate Lecturers and funded by the School.**

Figure 2. Proportion of male and female respondents who indicated lockdown conditions had impacted their research productivity to various degrees.



The pandemic also resulted in a shift toward more flexible working with online and hybrid meetings becoming the norm. In the 2023 Gender Culture Survey, 85% (89%W; 83%M) of respondents indicated that the School supports flexible working. Furthermore, 98% (98%W; 97%M) agree that remote working is available, 93% (95%W; 86%M) agree there is flexibility in hours/days worked, and 95% (95%W; 93%M) agree that they can ask for time off with short notice.



Despite our efforts, the COVID-19 pandemic was a challenging time for balancing work and caring responsibilities, and only 44% (45%W; 44%M) agree that the School has taken action to mitigate the adverse gendered impact of the pandemic on staff.

3.2. Key priorities (KPs) for future action

Following our comprehensive self-assessment, five areas stand out as Key Priorities:

- 3.2.1. KP1: Advancing women's career trajectories.** We have made substantial improvements in promotion opportunities, but there are still poor perceptions about gender-related influences on career progression. We need to clarify

promotion expectations around research and funding and provide individualised support for colleagues during the promotion application process.

3.2.2. KP2: Improving provision of training, development, and mentorship for staff.

Despite strong training opportunities, staff require more guidance in navigating the opportunities, and there are some weaknesses in the PDR process. We aim to revitalise the PDR process by using a mentorship model, provide guidance in prioritising training opportunities, and increase the number of colleagues we support for Aurora training.

3.2.3. KP3: Tackling bullying and harassment and supporting wellbeing. We are concerned about the number of staff reporting bullying and harassment and the lack of awareness around mental health and wellbeing support. We need to develop a plan to facilitate culture change to eliminate the negative experiences of staff that compromise our School environment, increase awareness about the support available, and refine our provision of support according to staff needs.

3.2.4. KP4: Enhancing research culture for staff. We have seen improvements in our research culture, but this continues to be an area of concern, especially for women, where research activity is often the first area to be sacrificed with competing demands related to childcare. We need to work with RBI to identify research pathways for social scientists and ensure that all academic staff, regardless of role, are supported to pursue research activity.

3.2.5. KP5: Addressing intersectional inequalities and promoting transgender inclusivity. Our gender equality work will extend beyond men/women and consider inequalities related to intersectionality and across the gender spectrum. We aim to work with our School EDI Team and EDI Champions to understand and combat intersectional inequalities. We are also aware of an increasing number of non-binary and transgender students and staff as well as the toxic transphobia in the wider culture across the country. We need to take proactive steps to foster a trans-inclusive culture in our School.

To address our KPs, we will host a series of AS Town Halls (see Table 11) to gather views and experiences and to inform our activities in these areas.

Table 11. Planned series of AS Town Halls.

Topic	Date	Invitees	Action Point
Understanding and tackling bullying and harassment	Autumn 2024	Staff	30
Intersectional inequalities	Spring 2025	Students and staff	43
Promotion processes	Autumn 2025	Staff	20
Research culture	Spring 2026	Staff	35
Mental health support at work	Autumn 2026	Staff	28
Transgender inclusivity	Spring 2027	Students and staff	49

Section 4: Future action plan

★ indicates an Action Point linked to a Key Priority. The linked KP is indicated under the Action Point number (e.g., KP1).

4.1. Action plan

Action	Rationale	Aim	Responsibility	Timescale	Success Measure
1	The gender balance on the School Executive Team (67%W:33%M) is currently in line with the academic staff ratio. Other leadership positions (Programme Leaders [53%W:47%M] and Research Theme Leads [82%W:18%M]) are now more gender balanced than previously, but Research Theme Leads are now skewed female. Proportionate representation on leadership teams is important for gender culture.	To achieve proportionate gender representation on the Leadership Teams in the School.	DHoS, AS Lead, Subject ADs, Research Group/ Centre Leads	Ongoing: Gender balance assessed each academic year until 2028 AS submission	Gender balance of School Leadership teams monitored year on year. W:M ratio for each group (Executive Team, Programme Leaders, Research Theme Leaders) within 10 percentage points of the gender distribution of academic staff in the School.
2	Participation in the AS SAT was previously not recognised in the workload model. SAT members were awarded WLBs for the current year so that AS work could continue during ASOS, but this has only been confirmed for the current year because it is a submission year. SAT members' contributions to AS should be accounted for in the workload model in all years.	To account for SAT participation in the workload model for all SAT members in every year.	DHoS, AS Lead	Spring 2024: Consultation between DHoS and AS Lead regarding workload for SAT members Ongoing: SAT members receiving WLBs each academic year until 2028 AS submission	All SAT members to have received 5 WLBs in each academic year.
3	According to the 2023 Gender Culture Survey, only 41% (41%W; 38%M) of staff agree that EDI work is recognised when workload is allocated.	To understand how EDI work is not accounted for in the workload model and adjust as needed. To improve the perception that EDI work is recognised in the workload.	DHoS, School EDI Group	Spring 2024: Consultation regarding workload with School EDI Group Evaluated in 2026 and 2028 Gender Culture Surveys	Consultation held with School EDI Group about workload allocation for EDI work. Additional EDI work accounted for in workload model if needed. Staff perception that EDI work is recognised in the workload improved by at least 10 percentage points (>51%).

4	Staff awareness of EDI Champions is low. Qualitative feedback has indicated that staff do not know where to raise concerns or seek support for EDI-related concerns if they do not want to approach their line managers.	To increase awareness of EDI Champions and staff engagement with support for EDI-related concerns.	DHoS, School EDI Lead, AS Lead	Spring and Summer 2024: Include information about EDI Champions in School newsletters and hold session about EDI Champions at School Away Day	Information about EDI Champions included in School newsletters. Session about EDI Champions held at School Away Day.
5	We conducted our Gender Culture Survey to inform the current application in 2023, but we do not have interim data to examine incremental progress. Going forward, we would benefit from administering an additional Gender Culture Survey at the midpoint of an award.	To collect interim data on Gender Culture to allow for adjustments to our policies in response to culture data.	AS Lead	2026: Administer Interim Gender Culture Survey	2026 Interim Gender Culture Survey administered.
6	Our SAT work was crucial to the gender equality activities undertaken in the School over the time of the previous award. An active SAT is required for ongoing gender equality activity.	To continue good practice with an active SAT who meet regularly.	AS Lead	Ongoing: SAT meeting every two months across each academic year until 2028 AS submission 2024, 2026, and 2028: SAT refreshed	SAT to have met every two months for the duration of the award. SAT refreshed every two years.
7	When SAT membership was not represented in the workload model, we relied on volunteers, which meant we were limited in terms of being able to target specific diversities or assign work to our members.	To formalise the recruitment and onboarding process for SAT members to allow for increased diversity and specific roles within the group.	AS Lead	Spring 2024: Develop new process by which diverse membership can be recruited (e.g., interested people to submit brief Expressions of Interest). Decisions on SAT membership made based on needs within the group.	New recruitment and onboarding process in place for SAT members.
★8 (KP5)	Few current members of the AS SAT identify as non-binary or transgender. Representation from diverse gender identities is important for a full assessment of gender equalities across the gender spectrum.	To improve gender identity diversity on the SAT with inclusion of non-binary and/or transgender members.	AS Lead	Spring 2024: Refresh SAT to prioritise recruitment of non-binary and transgender members Ongoing: 2025 SAT and beyond include more non-binary/transgender people	SAT members from 2025 and beyond include more non-binary/transgender people.
9	We do not currently have any representative from PTO staff on the SAT. We previously had very few PTO staff employed within the School as most of these roles are held more centrally within the wider College and	To add representation of PTO staff to the SAT.	AS Lead	Spring 2024: Refresh SAT to prioritise recruitment of PTO staff Ongoing: 2025 SAT and beyond include PTO staff	SAT members from 2025 and beyond include PTO staff.

	University, but we now have 12 PTO staff with the recent addition of our Policing subject. We need PTO representation to understand potential gender-equality concerns specific to these roles.				
10	Psychology is currently overrepresented on the SAT. We need a more representation from the other subject areas for fuller assessment of the gender culture across the School.	To improve representation of non-Psychology subject areas on the SAT.	AS Lead	Spring 2024: Refresh SAT to prioritise recruitment of non-Psychology members Ongoing: 2025 SAT and beyond include more non-Psychology staff	SAT representation from all subject areas aligned with the composition of the School (proportion of SAT members representing each subject within 10 percentage points of the proportion of staff/students in each subject area).
11	SAT members have all shared the same roles: to attend the SAT meetings (when possible) and offer insights as representatives of their roles and intersecting demographic characteristics we pursue more advanced gender-equality work, we would benefit from distributing more specific and targeted roles for our SAT members.	To distribute AS work across the SAT with members having dedicated roles.	AS Lead, SAT members	Spring 2024: Consultation with SAT to distribute roles. In addition to the POCs for each subject area, roles may include Race/Ethnicity Officer, Gender Identity Officer, Disabilities Officer, Neurodiversity Officer, Mental Health Officer, BI Data Officer, Student Representative Payroll Officer, SAT Meeting Minutes Officer, Town Hall Coordinator, and more. Ongoing: 2025 SAT and beyond to include designated roles	Consultation held with SAT members to determine individual roles. Responsibility for various SAT activities distributed across members with many members having designated roles. New SAT members recruited to fill specific roles.
12	We have improved our recruitment processes to increase male inclusivity, and our traditionally female-dominated programmes (Psychology, Criminology, and Sociology) either have a better gender balance than National benchmarks or are within 5% points. We aim to maintain these gender balances for our female-dominated programmes.	To maintain the gender balance of our female-dominated undergraduate programmes to be better than or within 5% points of HESA National benchmarks.	DHoS, AS Lead, Psychology, Criminology, and Sociology ADS	Ongoing: Gender representation monitored each academic year until 2028 AS submission	Gender representation on undergraduate Psychology, Criminology, and Sociology programmes better than or within 5% of HESA National benchmarks every year.
13	Despite revision of our curricula and outreach materials, females are still underrepresented on our Philosophy and Politics UG	To bring gender distribution of Philosophy and Politics UG programmes to within 5% of HESA	DHoS, AS Lead, Philosophy and Politics AD	Autumn 2024: Consultation with first-year Philosophy and Politics students about gender perceptions of the	Consultation held with students about gender perceptions of Philosophy and Politics UG programmes.

	programmes. For Philosophy, our gender balance is 46%F:54%M compared to National benchmarks of 52%F:48%M. For Politics, our gender balance has held steady at roughly 40%F:60%M since 2017, but National benchmarks are closer to equal (51.5%M:48.2%F), as are Alliance benchmarks (52.1%M:47.9%F).	National benchmarks.		programmes during the recruitment and selection process. Adjustments made in response to student feedback. 2028: Improvement in female representation on Philosophy and Politics programmes with aim to be within 5% of HESA benchmarks	Female student representation on Philosophy and Politics programmes within 5% of HESA National benchmarks by 2028.
14	All but one (Sport and Exercise Psychology MSc) of our PGT programmes are female dominated, with 79-91% female students. PGR students are 72% female.	To improve male representation on PGT programmes and maintain male representation amongst PGR students to be in line with gender proportions at the undergraduate level.	DHoS, AS Lead, Psychology ADs, PGT PLs	Autumn 2024: Consultation with PGT students to understand perceptions of the programmes and reasons for pursuing them. Adjustments made in response to student feedback 2028: Improvement in male representation on PGR programmes with aim to be within 5% of HESA National benchmarks for Psychology	Consultation held with PGT students about gender perceptions of programmes. Male student representation on PGT programmes within 5% of HESA National benchmarks by 2028. Male student representation amongst PGR students maintained as 5% within National benchmarks for Psychology or better.
15	A gender equality consultation with new students at the start of each academic year opens a space for discussion about gender-related issues, promotes inclusivity, and encourages the students to think about breaking down stereotypes.	To continue to hold gender equality consultations with new students at the start of each academic year.	AS Leads, Subject ADs	Ongoing: Gender equality consultations with new students at the start of each academic year until 2028 AS submission	Gender equality consultations held with new students at the start of each academic year. Student insights to inform ongoing gender equality activities.
16	"Good honours" degrees (2:1 or better) have been awarded to men and women roughly evenly, with women +1% in 2017-18, men +3% in 2018-19, and women +1% in 2021-22. We aim to maintain a minimal awarding gap across genders.	To maintain a minimal awarding gap across genders (within 3% points).	DHoS, AS Lead, Subject ADs	Ongoing: Awarding gap examined each academic year until 2028 AS submission	Male/female awarding gap within 3% points each academic year.
17	The proportion of female ALs has grown over the past five years, and there is not a formalised process for recruiting ALs. AL opportunities are promoted via word of mouth and may be more accessible to women.	To formalise the process for recruiting ALs and make the process more inclusive.	DHoS, AS Lead, Subject ADs	Spring 2024: Consultation between DHoS, AS Lead, and Subject ADs about AL recruitment 2024-25 academic year: New AL recruitment process in place	A more formalised process for recruiting ALs in place with consideration for inclusivity across genders, whenever possible. AL gender balance monitored year on year.

				Ongoing: AL gender balance monitored each academic year until 2028 AS submission	
★18 (KP1)	Under the new promotion scheme, there are more opportunities for promotion, and we have seen many women achieve promotion successfully in the past two years. Still, many suitable for promotion have not applied.	To increase the number of suitable staff who apply for promotion.	DHoS, AS Lead, Subject ADs	Ongoing: Line managers to encourage suitable staff to apply for promotion each academic year until 2028 AS submission	Line managers to have encouraged eligible staff to apply for promotion before each promotion round. Total number of staff applying each year >15. Individual support provided to applicants from the School's professoriate during the application process. Applicants put in contact with previous successful applicants.
★19 (KP1)	A new University-wide promotions process was put in place in 2022. The School has delivered workshops to provide information about the process and criteria, and on the 2023 Gender Culture Survey ⁷ , 56% (60%W; 47%M) of staff indicated having some/good knowledge of the process and criteria, but this could be improved.	To improve staff knowledge about the process/criteria for promotion.	DHoS, AS Lead	Ongoing: Workshops delivered each academic year until 2028 AS submission Evaluated in 2026 and 2028 Gender Culture Surveys	Promotion workshops held each academic year in advance of the promotion rounds; eligible staff individually encouraged to attend. Proportion of staff reporting some/good knowledge of the promotion process/criteria increased by at least 10 percentage points (>66%).
★20 (KP1)	Only 39% (44%W; 25%M) of respondents in the 2023 Gender Culture Survey reported feeling that decisions about promotion/progression are made fairly. Additionally, only 39% (48%W; 25%M) believed that the rate people progress in the School is not affected by gender. Qualitative feedback has indicated a perception that the University-wide promotion criteria are focused on the acquisition of external funding, which is disheartening and difficult to achieve for many social scientists who are focused on teaching or inexpensive, unfunded research.	To gather staff views about the unfairness of the promotion process/criteria.	DHoS, AS Lead	Autumn 2025: Town Hall for staff about promotion processes and criteria Evaluated in 2026 and 2028 Gender Culture Surveys	Town Hall held about promotion processes and criteria for staff. Feedback summarised and brought to higher-level university management. Clarity provided about weighting of funding criteria. Proportion of staff reporting that promotion decisions are made fairly and not affected by gender improved by at least 10 percentage points (>49%).
21	65% (63%W; 73%M) of respondents on the 2023 Gender Culture Survey indicated that they agree School leadership actively	To increase the visibility of School leadership commitment to gender equality. The Deputy HoS sends	DHoS, Deputy HoS, AS Lead	Ongoing: Gender equality section in School newsletters until 2028 AS submission	A section on efforts related to gender equality included in the School newsletter to increase visibility of

	supports gender equality.	out weekly School newsletters; these newsletters can include a new section on efforts related to gender equality.		Evaluated in 2026 and 2028 Gender Culture Surveys	leadership's commitment and ongoing activities. Proportion of respondents who indicate that they agree that School leadership actively supports gender equality increased by at least 10 percentage points (to >75%).
★22 (KP2)	Aurora training has been beneficial for the women who have attended in the last award period, and we have employed many new staff who could benefit from the same.	To increase the number of staff attending Aurora training over the next AS award period by 50%.	DHoS, AS Lead	Ongoing: 2-3 women supported each year to attend Aurora training	At least 12 additional women supported to attend Aurora training.
★23 (KP2)	A wide variety of training available, but there is little guidance on which training to prioritise, and some staff, especially new staff, find the wealth of opportunities difficult to navigate.	To provide guidance for staff in navigating and prioritising available training opportunities.	DHoS, Deputy HoS	Autumn 2024: PDR guidance documents, and process updated; training opportunities summary document shared with staff	Guidance provided for PDR appraisers around training opportunities available to staff and how to help staff to select appropriate training. PDR process to include specific focus on mentorship about available training. A single document developed (and updated annually) laying out the variety of training opportunities shared with staff.
★24 (KP2)	Currently, PDR appraisers are responsible for reviewing an average of 8 staff. With PDR appraisers tending to too many staff, individualised support may be limited. PDR appraisers are required to be at I grade or above, but as we improve support for promotions, we expect to see a higher proportion of staff represented in these higher grades, and we will aim to reduce the reviewee load for each PDR appraiser to allow for more individualised support.	To reduce the number of each PDR appraiser's reviewees to an average of 6 or fewer.	DHoS	Ongoing: PDR reviewees redistributed to staff recently promoted to I-grade roles 2028: Target of an average of 6 or fewer reviewees for each PDR appraiser achieved	Each PDR appraiser responsible for an average of 6 or fewer reviewees.
★25 (KP2)	As the option to change to PDR appraiser was a recent development, most staff are still undergoing PDRs with reviewers assigned without consultation. On the 2023 Gender Culture Survey, only 21% (21%W; 21%M)	To increase compatibility of PDR appraisers and reviewees.	DHoS, Deputy HoS	Autumn 2024 (and each year following): Option to change PDR appraisers highlighted in communications from School Evaluated in 2026 and 2028 Gender Culture Surveys	Option to change PDR appraisers to be highlighted in School communications at the start of each academic year. Proportion of staff reporting that they had been invited to discuss whether

	of staff reported that they had been invited to discuss whether they had any preferences for their PDR appraiser or had changed their appraiser on request. A poor match of appraiser/reviewee can reduce the effectiveness of the PDR process.				they had preferences for their PDR appraisers or had changed their appraiser on request increased to >50%.
★27 (KP2)	Only 36% (48%W; 0%M) of new staff reported having been asked whether they have preferences for their mentor. Better-matched mentors can improve the mentorship experience for new staff.	To improve the matching process for new staff and mentors.	Subject ADs	Ongoing: Each academic year until 2028 AS submission Evaluated in 2026 and 2028 Gender Culture Surveys	ADs to have asked new staff preferences when assigning a mentor. Proportion of new staff reporting being asked whether they had preferences for their mentor to increase to at least 50% by 2028 Gender Culture Survey.
★28 (KP3)	We need more information about staff concerns about support for mental health.	To gather views about staff concerns about mental health support available in the School.	DHoS, Deputy HoS	Autumn 2026: Town Hall about mental health support for staff	Town Hall about mental health support for staff hosted by the School.
★29 (KP3)	Only 49% (46%W; 55%M) of respondents in the 2023 Gender Culture Survey agreed that their mental health and/or wellbeing are supported in the School, 51% (50%W; 45%M) feel confident asking for mental health and/or wellbeing support at work, and 67% (64%W; 73%M) know where to seek support for mental health and/or wellbeing.	To increase awareness around mental health support available for staff in the School. To refine support available in response to concerns raised in Town Hall.	DHoS, Deputy HoS	Autumn 2024: Mental health resources compiled and distributed in School communications Autumn 2026: Following Town Hall, mental health resources updated and distributed in School communications Ongoing: Regular reminders about mental health resources distributed in School communications Evaluated in 2026 and 2028 Gender Culture Surveys	School communications distributed highlighting mental health resources available for staff. Communications and support updated following feedback from staff about support required. Proportion of staff reporting that their mental health and/or wellbeing are supported in the School increased by at least 10 percentage points (>59%). Proportion of staff reporting that they feel confident asking for mental health and/or wellbeing support increased by at least 10 percentage points (>61%). Proportion of staff reporting that they know where to seek support for mental health and/or wellbeing increased by at least 10 percentage points (>77%).
★30 (KP3)	We need more information about staff concerns about bullying and harassment.	To understand the pattern of the bullying and/or harassment experienced by staff and explore gender-based targeting and	DHoS, Deputy HoS	Autumn 2024: Town Hall for staff about understanding and tackling bullying and harassment	Town Hall about understanding bullying and harassment for staff hosted by the School to understand staff experiences, to raise

		impact. To raise awareness about unacceptable behaviours. To develop a plan to combat bullying/harassment.			awareness about these behaviours, and to develop a plan to combat bullying/harassment.
31	Staff have reported bullying and/or harassing behaviour. In the 2023 Gender Culture Survey, 16% (14%W; 17%M) of respondents indicated that they had experienced bullying and/or harassment, and 24% (30%W; 0%M) of respondents indicated that they had witnessed bullying and/or harassment.	To substantially reduce (ideally, eliminate) bullying and harassment in the School.	DHoS, Subject ADs, AS Lead	Evaluated in 2026 and 2028 Gender Culture Surveys	Bullying/harassment to have substantially reduced in the School. The proportion of respondents reporting having experienced or witnessed bullying and/or harassment reduced to <10%.
★32 (KP3)	Only 26% (18%W; 43%M) of respondents agreed that School management is actively tackling bullying and harassment, and only 25% (20%W:44%M) are satisfied with how bullying and harassment are addressed in the School.	To improve School management's handling of bullying/harassment in the School. To consult with the Subject ADs to enact a plan for combatting bullying/harassment.	DHoS, Subject ADs	Spring 2025: Consultation between DHoS and Subject ADs about plan to combat bullying/harassment in the School Evaluated in 2026 and 2028 Gender Culture Surveys	The DHoS and Subject ADs to have enacted a plan to combat bullying/harassment in the School. The proportion of respondents who are satisfied with School management's approach to tackling bullying and/or harassment increased to >50%.
★33 (KP4)	We do not currently have gender data on external grant capture.	To acquire gender data on grant capture over the next AS award period.	Research Group and Centre Leads, RBI	Spring 2024: Consultation with Research Group and Centre Leads and RBI about tracking gender data for grant capture Ongoing: Data tracked each year until 2028 AS submission	Gender data on grant capture available year on year.
★34 (KP4)	There are many internal funding opportunities available, and increased uptake of these opportunities can improve staff research success and research culture. We do not currently track numbers of successful internal funding applications at the School level.	To monitor the number of staff securing internal funding and increase this by 25%.	Research Group and Centre Leads	Spring 2024: Consultation with Research Group and Centre Leads and RBI about tracking internal funding applications improving number of members who apply for internal funding Ongoing: Increase in number of staff applying for internal funding schemes year on year until 2028 AS submission	Data on internal funding successes, including gender data, monitored year on year at the School level. Staff encouraged to apply for internal funding schemes and supported to do so through their Research Groups and Centres. Number of staff securing internal funding increased by 25% over the award period.
★35 (KP4)	We need more insight about staff concerns about the research culture.	To understand staff concerns about the research culture and develop strategies to improve equality of research opportunities.	DHoS, AS Lead, AHoS Research and Knowledge Exchange, Research Group and Centre Leads	Town Hall for staff about research culture	Town Hall about research culture held for staff and strategies developed to improve equality of research opportunities.

★36 (KP4)	Some social scientists struggle to make use of internal funding opportunities for research time, as there is a focus on planned grant capture, and there is a perception of limited external funding opportunities available for certain areas within the social sciences.	To improve internal research opportunities for social scientists with limited access to external funding.	Research Group and Centre Leads, RBI	Spring 2024: Consultation with RBI about opportunities for social scientists 2028 AS Submission: More funding opportunities available for social scientists	Consultation held with RBI about appropriate funding opportunities for social scientists. Reconsider advice to staff so they can apply for internal research opportunities based on achievable plans.
★37 (KP4)	Internal research funding opportunities should be available to all academic staff, but some academic staff feel pressure to forego research activity to maintain their leadership roles.	To achieve equality of opportunity for all academic staff to make use of internally funded research time.	DHoS, Subject ADs, Research Centre/Group Leads	Spring 2024: Consultation with DHoS and ADs about internally funded research time and leadership roles Autumn 2024: New expectations communicated to staff Ongoing: Continued encouragement by ADs and Research Centre/Group Leads for all academic staff (including those in leadership roles) to make use of internally funded research time each year until 2028 AS submission	Consultation held with DHoS and ADs about internally funded research time and leadership roles. Existing expectations communicated to staff and continued encouragement for all academic staff to make use of internally funded research time. Those in leadership positions to have internal funding for research.
★38 (KP4)	In our 2023 Gender Culture Survey, only 50% (55%W; 35%M) agree that research activity is valued within the School.	To improve perceptions of value of research activity within the School.	DHoS, AD Leads, Research Group and Centre Leads	Evaluated in 2026 and 2028 Gender Culture Surveys	Proportion of staff reporting that research activity is valued within the School increased by at least 10 percentage points (>60%).
★39 (KP2, KP4)	12 members of staff participated in the Women in Research Mentoring Scheme over the past 5 years. This scheme can be very beneficial for women researchers.	To increase the number of staff participating in the Women in Research Mentoring Scheme by 50%.	AHoS Research and Knowledge Exchange, AS Lead	Ongoing: 3-4 staff to participate in the Women in Research Mentoring Scheme each year	Women in Research Mentoring Scheme promoted through School communications each year and encouraged by PDR reviewers. At least 18 members of staff to have participated in the scheme.
40	The Athena Swan event during student Induction Week promotes awareness of gender equality and increases student engage with Athena Swan initiatives.	To maintain student engagement with gender equality work through annual Athena Swan student Induction event.	AS Lead	Ongoing: Athena Swan event held during student Induction week each academic year until 2028 AS submission	Student Athena Swan event to have been held at the start of every academic year.
41	International Women's Day should be celebrated by the School and is a good opportunity to highlight our work on gender equality.	To hold annual School celebrations of International Women's Day.	DHoS, AS Lead	Annually on International Women's Day	A School celebration of International Women's Day to have been held on each International Women's Day.

42	In the 2023 Gender Culture Survey, 72% of staff reported being aware of the Athena Swan initiatives in the School. As our initiatives continue, this awareness should increase.	To continue to raise awareness about gender equality initiatives in the School.	DHoS, AS Lead	Evaluated in 2026 and 2028 Gender Culture Surveys	Proportion of staff reporting being aware of the Athena Swan initiatives in the School to have increased by at least 10 percentage points (>82%).
★43 (KP5)	We need more information about intersectional inequalities in the School.	To gain insight about intersectional inequalities experienced by staff and students in the School.	DHoS, AS Lead	Spring 2025: Town Hall for students and staff about intersectional inequalities	Town Hall about intersectional inequalities for students and staff hosted by the School to understand experiences and to develop a plan to mitigate intersectional inequalities.
★44 (KP5)	Our School is currently doing work to address the Black/White awarding gap, but there are potential intersectional inequalities that should be considered in this line of work.	To assess how intersectional inequalities may affect academic achievement in the School and provide support.	DHoS, Deputy HoS	Autumn 2025: Awarding gap data collated according to intersectionality to identify potential trends Ongoing: Intersectional student data analysed each year until 2028 AS submission Autumn 2026: Support provided according to data trends observed 2028: Reduction in potential awarding gap related to intersectional inequalities	Student data collated for insight into potential intersectional inequalities and trends in academic performance. Plan enacted to provide support based on trends. Reduction in any awarding gaps identified by 2028.
★45 (KP5)	We have limited data by which to assess potential intersectional inequalities related to promotion at the School level. To understand and overcome potential barriers related to intersectional inequalities and promotion.	To obtain reliable annual data on demographic characteristics of promotion applicants (successful and unsuccessful) within the School.	DHoS, AS Lead	Spring 2024: Consultation between DHoS, AS Lead, and HR about data availability Ongoing: Each year until 2028 AS submission	Demographic data related to promotion available for 2028 AS submission.
★46 (KP5)	Some students have reported misgendering by lecturers, and there is not always an obvious way for students to share their pronouns or preferred name.	To reduce misgendering and improve staff awareness of correct names and pronouns for students.	Associate Directors (subject leads), Programme Leaders	Spring 2024: AS Lead to consult with University administrative teams about collection of pronouns from students Ongoing: Class lists with pronouns of students provided to academic staff each year until 2028 AS submission	New process in place for providing class lists with students' pronouns.

★47 (KP5)	Staff and students have not been explicitly encouraged to include their pronouns in their email signatures. Widespread sharing of pronouns can help to foster inclusivity for trans and non-binary people.	To increase the proportion of staff and students including pronouns in their email signatures.	Associate Directors (subject leads), Programme Leaders	Spring 2024: Email sent to staff about including pronouns in email signature Ongoing: Student induction sessions about creating email signatures to recommend including pronouns each academic year until 2028 AS submission Autumn 2026: Reminder email to staff about including pronouns in email signature	All staff and students in the School to have been encouraged to share their pronouns in their email signatures if they would like to.
★48 (KP5)	We need to promote a clear message of transgender inclusivity for students and staff.	To host a talk on transgender inclusivity for students and staff in the School.	AS Lead	Spring 2024: Transgender inclusivity talk hosted by School	A talk on transgender inclusivity delivered for students and staff in the School.
★49 (KP5)	We have not consulted with students and staff about inequalities and adverse experiences that trans and non-binary people in the School may face.	To gain insight into inequalities and adverse experiences of trans and non-binary staff and students	HoS, AS Lead	Spring 2027	Town Hall about trans and non-binary inclusivity to have been held; experiences gathered from students and staff.
50	Staff who took caring leave reported struggling with the high responsibility load upon return to work. Less than 50% of those who had taken caring leave reported that the following were available to them: lower teaching load initially, lower research/supervision load initially, lower administrative load initially.	To improve the return-to-work experience following caring leave with lower teaching, research, and administrative loads initially.	DHoS, Subject ADs	Spring 2024: Consultation with DHoS and Subject ADs about workload allowances for those returning from caring leave. Evaluated in 2026 and 2028 Gender Culture Surveys	Keeping-in-touch days include a discussion about responsibilities for return to work and what phasing of workload is possible. No additional workload to be added upon return. The majority (>50%) of staff who take caring leave to have reported that the following were available to them: lower teaching load initially, lower research/supervision load initially, lower administrative load initially.

Appendix 1: Culture survey data (N=72; response rate=34%)

	Overall			Women			Men		
	Mean	SD	% agree	Mean	SD	% agree	Mean	SD	% agree
I feel like I belong in my School	3.98	0.87	79%	3.97	0.96	78%	4.00	0.60	83%
I feel that people really care about me in my School	3.79	1.00	67%	3.78	1.03	70%	3.75	0.97	58%
My contributions are valued in my School	3.81	0.91	73%	3.84	1.00	76%	3.73	0.65	64%
I feel comfortable speaking up and expressing my opinions	3.79	0.91	74%	3.76	0.91	76%	3.75	0.87	67%
School communications are clear and relevant to me and my role	3.58	0.91	64%	3.63	0.91	66%	3.42	1.00	58%
School leadership actively supports gender equality	3.55	1.19	65%	3.49	1.27	63%	3.73	1.10	73%
My School is committed to achieving gender balance in leadership positions	3.53	1.26	65%	3.45	1.34	61%	3.78	1.20	78%
The rate people progress in my School is not affected by their gender	3.03	1.13	39%	3.04	1.22	48%	3.13	0.99	25%
Equality, diversity, and inclusion work is recognised when workload is allocated	3.03	1.21	41%	2.93	1.30	41%	3.38	0.92	38%
Equality, diversity, and inclusion work is recognised in applications for promotion/progression	2.91	1.09	38%	2.77	1.23	41%	3.29	0.49	29%
My School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	3.00	1.18	41%	2.96	1.34	48%	3.29	0.49	29%
My School enables flexible working	4.19	0.79	85%	4.26	0.72	89%	4.17	0.72	83%
Workloads in my School are allocated fairly	2.97	1.11	44%	2.93	1.16	45%	3.22	0.97	44%
The timing of School meetings and events takes into consideration those with caring responsibilities	3.22	1.04	51%	3.24	1.09	55%	3.40	0.70	50%
My School provides staff with support around all types of caring leave	3.58	1.08	63%	3.60	1.19	64%	3.70	0.82	70%
I have experienced bullying and/or harassment in my School in the past 12 months	1.88	1.19	16%	1.83	1.18	14%	1.92	1.16	17%
I have witnessed bullying and/or harassment in my School in the past 12 months	2.31	1.35	24%	2.43	1.46	30%	1.91	0.83	0%
I know how to report bullying and/or harassment	3.53	1.06	69%	3.39	1.13	64%	3.91	0.83	82%
School management is actively tackling bullying and harassment	2.77	1.02	26%	2.59	1.05	18%	3.29	0.76	43%
I am satisfied with how bullying and harassment are addressed in my School	2.69	1.09	25%	2.48	1.08	20%	3.33	1.00	44%
My line manager supports my career development	4.04	1.04	74%	4.18	0.98	79%	3.58	1.00	58%
Decisions about appointments are made fairly	3.26	1.14	56%	3.33	1.21	63%	3.22	0.83	44%
Decisions about promotion/progression are made fairly	2.92	1.08	39%	2.93	1.14	44%	3.13	0.64	25%
I receive useful feedback on my career development through performance reviews	3.18	1.30	53%	3.38	1.24	59%	2.90	1.29	40%
My current workload is manageable	2.94	1.16	45%	2.92	1.23	47%	3.00	1.04	42%
My mental health and/or wellbeing are supported in my School	3.18	1.13	49%	3.16	1.17	46%	3.18	1.08	55%
I know where to seek support for mental health and/or wellbeing at work	3.49	1.02	67%	3.42	1.13	64%	3.64	0.67	73%
I feel confident asking for mental health and/or wellbeing support at work	3.27	1.15	51%	3.29	1.21	50%	3.09	1.04	45%

Demographics (N = 72)

N.B. Where numbers below do not add up to 72, the missing respondent(s) did not answer the question.

Gender:

Man	17
Woman	51
Non-binary	4

Racial/ethnic background:

White	65
Mixed race	3
Indian	2
Asian	1

Sexual orientation:

Heterosexual	43
Not heterosexual	25

Disability:

Disabled	12
Not disabled	60

N.B. Selected additional data from the Gender Culture Survey are presented below as relevant to the application.

N.B. Non-binary data not presented due to limited sample.

When you began your role, did you attend Induction events? (N.B. staff who started after 2018 only)	Men	Women	Overall
I attended	20%	45%	38%
I was aware of this but did not attend	20%	3%	8%
I was not aware of this	60%	52%	54%

When you began your role, how were you assigned your Mentor? (N.B. staff who started after 2018 only)	Men	Women	Overall
I was not assigned a mentor	50%	24%	31%
My line manager assigned me a Mentor without discussion	50%	28%	33%
My line manager invited me to discuss whether I had any preferences for my Mentor	0%	48%	36%

Have you been appraised (via PDR) regularly in the past three years?	Men	Women	Overall
No	14%	6%	8%
Yes	86%	94%	92%

How were you assigned your PDR appraiser? (If you have had multiple PDR appraisers, please answer for your current PDR appraiser.)	Men	Women	Overall
I was assigned a PDR appraiser without discussion	79%	79%	79%
I was invited to discuss whether I had any preferences for my PDR appraiser / I changed PDR appraisers on request	21%	21%	21%

How helpful do you find the PDR appraisal process?	Men	Women	Overall
Very helpful	18%	20%	20%
Somewhat helpful	29%	34%	33%
Neither helpful nor unhelpful	35%	9%	16%
Somewhat unhelpful	0%	9%	7%
Very unhelpful	0%	5%	3%

Are you kept up-to-date with development and training opportunities?	Men	Women	Overall
No	13%	6%	8%
Yes	88%	94%	92%

Have you been supported to undertake further academic or professional training?	Men	Women	Overall
No	41%	25%	29%
Yes	59%	75%	71%

Did you take your full allocation of annual leave in the last calendar year (2022)?	Men	Women	Overall
No	69%	56%	59%
Yes	31%	44%	41%

Are any of the following options available to you? - Being able to ask for time off a short notice within leave allocation without the need to give reasons	Men	Women	Overall
Available and used	57%	70%	67%
Available but NOT used	36%	25%	28%
Not available	7%	5%	6%

Are any of the following options available to you? - Flexibility in hours/days worked/work pattern	Men	Women	Overall
Available and used	73%	86%	83%
Available but NOT used	13%	9%	10%
Not available	13%	5%	7%

Are any of the following options available to you? - Home/remote working	Men	Women	Overall
Available and used	93%	96%	95%
Available but NOT used	0%	4%	3%
Not available	7%	0%	2%

To what extent do you agree that your research activities are valued?	Men	Women	Overall
Strongly agree	6%	18%	15%
Agree	29%	37%	35%
Neutral	29%	16%	19%
Disagree	12%	10%	10%
Strongly disagree	0%	6%	4%

Are you a parent with children under the age of 16?	Men	Women	Overall
No	38%	54%	50%
Yes	63%	46%	50%

Do you provide care for your partner or other adults (including parents) or have you in the past 3 years?	Men	Women	Overall
No	85%	84%	84%
Yes	15%	16%	16%

Have you taken maternity, paternity, shared or adoption leave in the last three years whilst working at UWE?	Men	Women	Overall
No	94%	89%	90%
Yes	6%	11%	10%

N.B. With only one man reporting having taken paternity leave in the last three years, male data are excluded from the below question to preserve anonymity.

Are you aware of the New Parents Group at UWE? (N.B. women who have taken maternity/paternity/adoption leave in the last three years only; N=5)	Women
No	60%
Yes	40%

How well informed are you about promotion opportunities in the School and at UWE? - UWE's promotion process	Men	Women	Overall
Good knowledge	20%	30%	27%
Some knowledge	27%	30%	29%
Little knowledge	27%	21%	23%
No knowledge	20%	17%	18%
Not applicable to me	7%	2%	3%

How well informed are you about promotion opportunities in the School and at UWE? - UWE's promotion criteria	Men	Women	Overall
Good knowledge	20%	30%	27%
Some knowledge	27%	30%	29%
Little knowledge	20%	15%	16%
No knowledge	20%	23%	23%
Not applicable to me	13%	2%	5%

Are you aware of gender equality/Athena Swan initiatives in the School?	Men	Women	Overall
No	29%	28%	28%
Yes	71%	72%	72%

Appendix 2: Data tables

The required data are presented below. Please note that only data up to the 2021-2022 academic year area included. This is because our Business Intelligence (BI) Team is in the process of transitioning to calendar-year data rather than academic-year data. Data going forward will be collated according to calendar year, and thus 2022-2023 data were not collated.

A2.1. Students at foundation, UG, PGT, and PGR level

Foundation Year

Enrolments by Gender

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	27	45	51	57	36
MALE	28	27	28	35	18
OTHER				0	
Total	55	72	79	92	54

Gender Split %

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	49.5%	62.3%	64.3%	61.9%	66.1%
MALE	50.5%	37.7%	35.7%	37.8%	33.9%
OTHER				0.3%	

Academic Year Name		17/18	18/19	19/20	20/21	21/22
Consolidated Target Outcome Name	Gender	N	N	N	N	N
BA (HONS) CRIMINOLOGY	Total	22	29	33	37	26
	FEMALE	11	19	19	25	15
	MALE	11	10	14	12	11
BA (HONS) CRIMINOLOGY AND LAW	Total	1		2	3	
	FEMALE	1		1	3	
	MALE			1		
BA (HONS) CRIMINOLOGY AND SOCIOLOGY	Total	10	11	6	5	7
	FEMALE	7	7	4	4	4

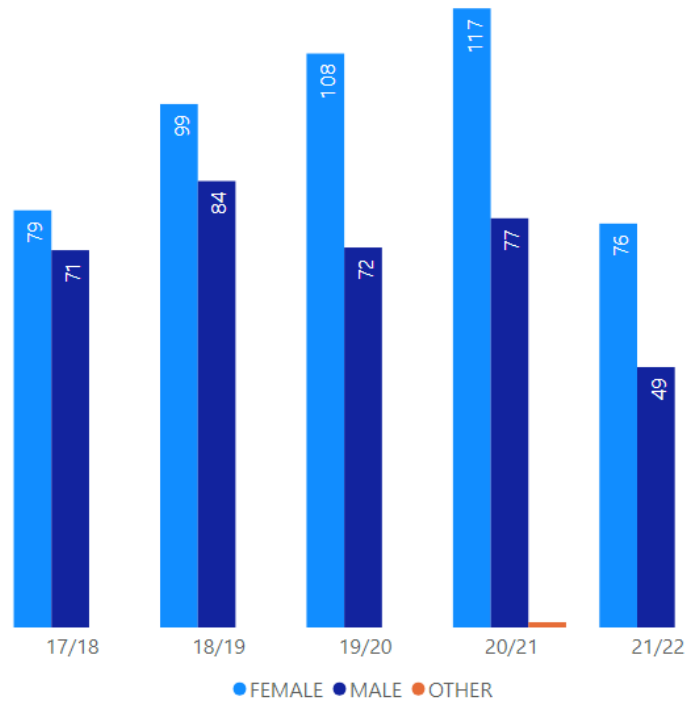
	MALE	3	4	2	1	3
BA (HONS) PHILOSOPHY	Total	11	14	9	2	3
	FEMALE	4	4	4		1
	MALE	7	10	5	2	2
BA (HONS) POLITICS AND INTERNATIONAL RELATIONS	Total	17	18	12	18	7
	FEMALE	5	5	6	5	1
	MALE	12	13	6	13	6
BA (HONS) SOCIOLOGY	Total	18	18	9	5	7
	FEMALE	12	7	3	2	5
	MALE	6	11	6	3	2
BSC (HONS) CRIMINOLOGY WITH PSYCHOLOGY	Total	10	15	19	23	9
	FEMALE	8	7	13	14	6
	MALE	2	8	6	8	3
	OTHER				1	
BSC (HONS) PSYCHOLOGY	Total	43	57	59	69	37
	FEMALE	19	36	38	42	24
	MALE	24	21	21	27	13
BSC (HONS) PSYCHOLOGY AND MENTAL HEALTH	Total		1			
	FEMALE		1			
BSC (HONS) PSYCHOLOGY WITH CRIMINOLOGY	Total	14	13	25	30	21
	FEMALE	9	8	14	20	14
	MALE	5	5	11	10	7
BSC (HONS) PSYCHOLOGY WITH LAW	Total	1	1			
	MALE	1	1			
BSC (HONS) PSYCHOLOGY WITH SOCIOLOGY	Total	2	1			
	FEMALE	2				
	MALE		1			
BSC (HONS) SOCIOLOGY WITH PSYCHOLOGY	Total		4	4	3	8
	FEMALE		4	4	2	6
	MALE				1	2
LLB (HONS) LAW WITH CRIMINOLOGY	Total	1	1	2		

	FEMALE	1	1	2		
Total		150	183	180	195	125

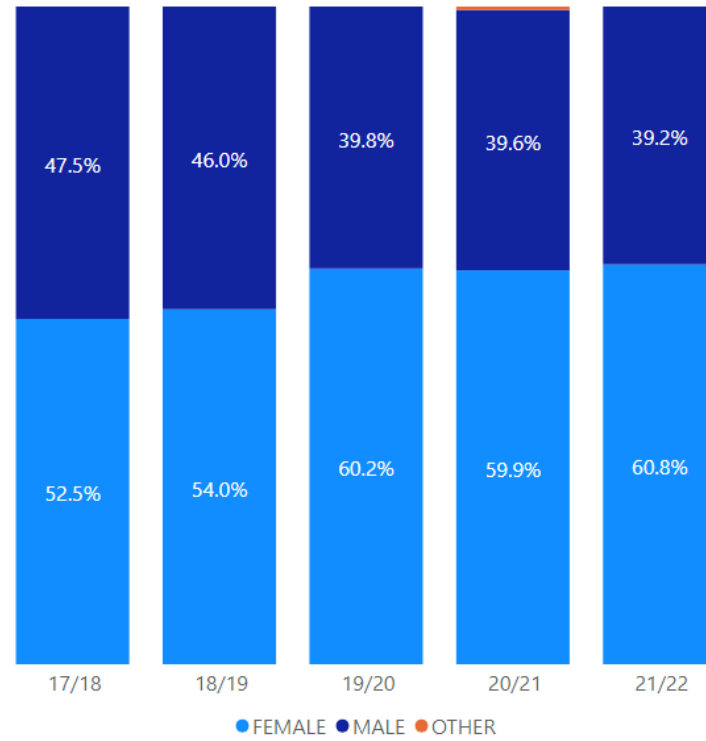
Programme Gender Split

Academic Year Name Consolidated Target Outcome Name	17/18		18/19		19/20		20/21			21/22	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	OTHER	FEMALE	MALE
BSC (HONS) CRIMINOLOGY WITH PSYCHOLOGY	80.0 %	20.0 %	46.7 %	53.3 %	68.4 %	31.6 %	60.9 %	34.8 %	4.3 %	66.7 %	33.3 %
BSC (HONS) PSYCHOLOGY	44.2 %	55.8 %	63.2 %	36.8 %	64.4 %	35.6 %	60.9 %	39.1 %		64.9 %	35.1 %
BSC (HONS) PSYCHOLOGY AND MENTAL HEALTH	100.0 %										
BSC (HONS) PSYCHOLOGY WITH CRIMINOLOGY	64.3 %	35.7 %	61.5 %	38.5 %	56.0 %	44.0 %	66.7 %	33.3 %		66.7 %	33.3 %
BSC (HONS) PSYCHOLOGY WITH LAW	100.0 %		100.0 %								
BSC (HONS) PSYCHOLOGY WITH SOCIOLOGY	100.0 %		100.0 %								
BSC (HONS) SOCIOLOGY WITH PSYCHOLOGY			100.0 %		100.0 %		66.7 % 33.3 %		75.0 % 25.0 %		

Number of Enrolments



% of Enrolments



Undergraduate Programmes

Enrolments by Gender

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	1096	1169	1378	1473	1617
MALE	497	529	621	665	699
OTHER	2	2	4	4	4
Total	1594	1700	2002	2142	2320

Gender Split %

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	68.7%	68.8%	68.8%	68.8%	69.7%
MALE	31.2%	31.1%	31.0%	31.1%	30.1%
OTHER	0.1%	0.1%	0.2%	0.2%	0.2%

Academic Year Name		17/18	18/19	19/20	20/21	21/22
Consolidated Target Outcome Name	Gender	N	N	N	N	N
BA (HONS) CRIMINOLOGY	Total	208	229	298	314	354
	FEMALE	139	164	214	244	273
	MALE	69	65	83	69	80
	OTHER			1	1	1
BA (HONS) CRIMINOLOGY AND LAW	Total	31	32	44	56	70
	FEMALE	25	27	37	47	58
	MALE	6	5	7	9	11
BA (HONS) CRIMINOLOGY AND PSYCHOLOGY	Total		1			
	FEMALE		1			
BA (HONS) CRIMINOLOGY AND SOCIOLOGY	Total	61	76	92	92	103
	FEMALE	50	64	77	78	85
	MALE	11	12	15	14	18
BA (HONS) CRIMINOLOGY WITH SOCIOLOGY	Total	6	10	12	7	7
	FEMALE	5	8	11	7	7
	MALE	1	2	1		
BA (HONS) HISTORY AND POLITICS	Total	1				

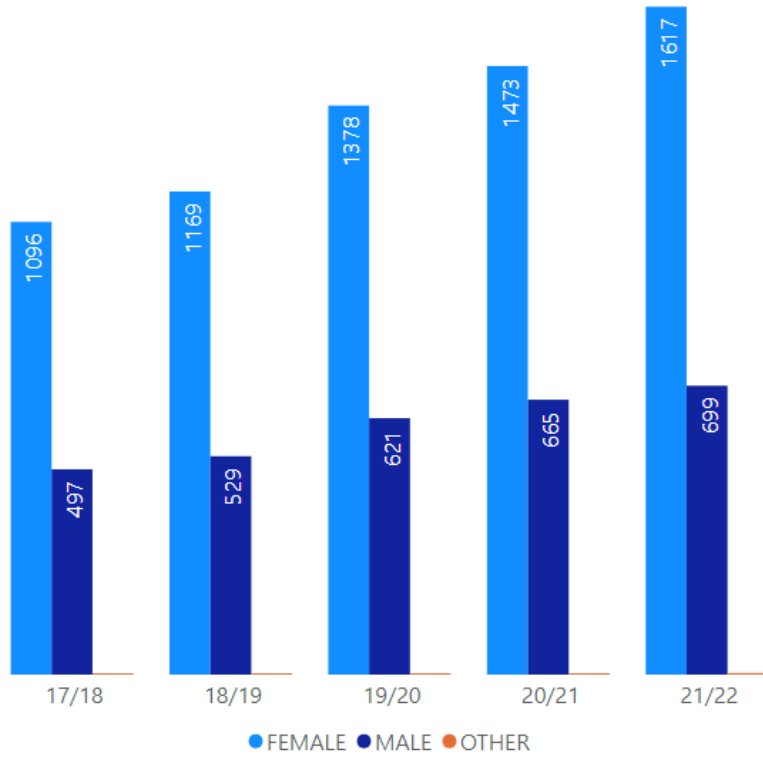
	MALE	1				
BA (HONS) PHILOSOPHY	Total	122	133	123	118	105
	FEMALE	55	60	62	55	48
	MALE	67	73	61	63	57
BA (HONS) POLITICS AND INTERNATIONAL RELATIONS	Total	205	222	232	245	246
	FEMALE	83	84	95	96	100
	MALE	122	138	137	149	146
BA (HONS) SOCIAL SCIENCE	Total	1	1	2	3	1
	FEMALE			1	2	1
	MALE	1	1	1	1	
BA (HONS) SOCIOLOGY	Total	171	184	213	222	202
	FEMALE	119	131	158	166	154
	MALE	52	53	54	55	48
	OTHER			1	1	
BA (HONS) SOCIOLOGY WITH CRIMINOLOGY	Total	1	2	3	2	
	FEMALE	1	2	3	2	
BSC (HONS) CRIMINOLOGY WITH PSYCHOLOGY	Total	59	85	90	117	149
	FEMALE	45	62	63	87	115
	MALE	13	22	26	29	33
	OTHER	1	1	1	1	1
BSC (HONS) HEALTH PSYCHOLOGY	Total	1		2	3	3
	FEMALE	1		2	3	3
BSC (HONS) PROFESSIONAL POLICING PRACTICE	Total			55	117	137
	FEMALE			20	44	44
	MALE			35	73	93
BSC (HONS) PSYCHOLOGY	Total	432	433	524	571	620
	FEMALE	341	327	387	426	471
	MALE	91	106	137	145	149
BSC (HONS) PSYCHOLOGY (APPLIED)	Total	3	3	1		5
	FEMALE	3	3	1		4
	MALE					1

BSC (HONS) PSYCHOLOGY AND MENTAL HEALTH	Total	14	11	9	9	3
	FEMALE	12	9	5	5	1
	MALE	2	2	4	4	2
BSC (HONS) PSYCHOLOGY WITH CRIMINOLOGY	Total	104	121	159	187	184
	FEMALE	81	104	130	144	144
	MALE	23	17	29	43	39
	OTHER	1	1	1	1	1
BSC (HONS) PSYCHOLOGY WITH LAW	Total	7	3	1	1	
	FEMALE	6	1			
	MALE	1	1	1	1	
BSC (HONS) PSYCHOLOGY WITH SOCIOLOGY	Total	38	41	20	15	4
	FEMALE	26	30	17	12	3
	MALE	12	11	3	3	1
BSC (HONS) SOCIOLOGY WITH PSYCHOLOGY	Total	29	26	43	38	60
	FEMALE	19	20	34	34	52
	MALE	10	6	9	4	7
	OTHER					1
CERTIFICATE COUNSELLING SKILLS	Total	48	50	52		50
	FEMALE	41	42	38		38
	MALE	7	8	14		12
DPS COUNSELLING	Total	39	16	1		
	FEMALE	33	14	1		
	MALE	6	2			
LLB (HONS) LAW WITH CRIMINOLOGY	Total	9	18	26	26	17
	FEMALE	6	14	21	22	15
	MALE	2	4	5	4	2
LLB (HONS) LAW WITH PSYCHOLOGY	Total	6	3			
	FEMALE	5	3			
	MALE	1				
VISITING EXCHANGE HSS	Total			1		1
	FEMALE			1		1

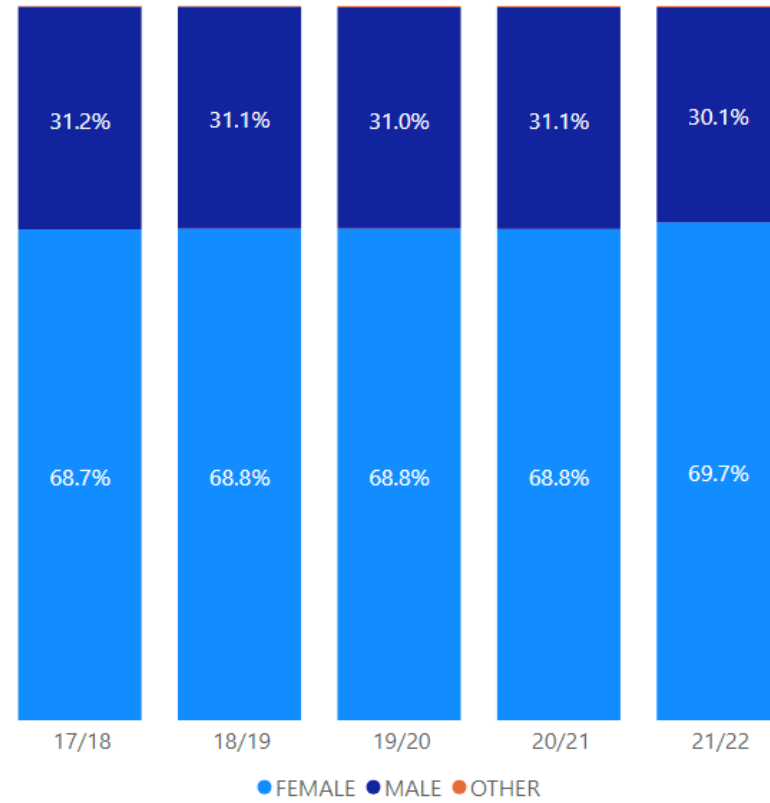
Total		1594			1700			2002			2142			2320		
Academic Year Name	17/18			18/19			19/20			20/21			21/22			
Gender	FEMALE	MALE	OTHER	FEMALE	MALE	OTHER	FEMALE	MALE	OTHER	FEMALE	MALE	OTHER	FEMALE	MALE	OTHER	
Consolidated Target Outcome Name																
BA (HONS) CRIMINOLOGY	66.8%	33.2%		71.6%	28.4%		71.8%	27.9%	0.3%	77.7%	22.0%	0.3%	77.1%	22.6%	0.3%	
BA (HONS) CRIMINOLOGY AND LAW	81.8%	18.2%		84.1%	15.9%		84.0%	16.0%		83.2%	16.8%		83.6%	16.4%		
BA (HONS) CRIMINOLOGY AND PSYCHOLOGY				100.0%												
BA (HONS) CRIMINOLOGY AND SOCIOLOGY	82.0%	18.0%		84.2%	15.8%		83.7%	16.3%		84.8%	15.2%		82.5%	17.5%		
BA (HONS) CRIMINOLOGY WITH SOCIOLOGY	83.3%	16.7%		80.0%	20.0%		91.7%	8.3%		100.0%			100.0%			
BA (HONS) HISTORY AND POLITICS		100.0%														
BA (HONS) PHILOSOPHY	45.1%	54.9%		45.1%	54.9%		50.4%	49.6%		46.6%	53.4%		45.7%	54.3%		
BA (HONS) POLITICS AND INTERNATIONAL RELATIONS	40.5%	59.5%		37.8%	62.2%		40.9%	59.1%		39.2%	60.8%		40.7%	59.3%		
BA (HONS) SOCIAL SCIENCE		100.0%			100.0%		50.0%	50.0%		66.7%	33.3%		100.0%			
BA (HONS) SOCIOLOGY	69.6%	30.4%		71.2%	28.8%		74.2%	25.4%	0.5%	74.8%	24.8%	0.5%	76.2%	23.8%		
BA (HONS) SOCIOLOGY WITH CRIMINOLOGY	100.0%			100.0%			100.0%			100.0%						
BSC (HONS) CRIMINOLOGY WITH PSYCHOLOGY	76.3%	22.0%	1.7%	72.9%	25.9%	1.2%	70.0%	28.9%	1.1%	74.4%	24.8%	0.9%	77.2%	22.1%	0.7%	
BSC (HONS) HEALTH PSYCHOLOGY	100.0%						100.0%			100.0%			100.0%			
BSC (HONS) PROFESSIONAL POLICING PRACTICE							36.4%	63.6%		37.6%	62.4%		32.1%	67.9%		
BSC (HONS) PSYCHOLOGY	78.9%	21.1%		75.5%	24.5%		73.8%	26.2%		74.6%	25.4%		76.0%	24.0%		
BSC (HONS) PSYCHOLOGY (APPLIED)	100.0%			100.0%			100.0%						80.0%	20.0%		
BSC (HONS) PSYCHOLOGY AND MENTAL HEALTH	85.7%	14.3%		81.8%	18.2%		55.6%	44.4%		55.6%	44.4%		33.3%	66.7%		
BSC (HONS) PSYCHOLOGY WITH CRIMINOLOGY	77.9%	21.6%	0.5%	85.5%	14.0%	0.4%	81.7%	18.0%	0.3%	76.9%	22.8%	0.3%	78.5%	21.0%	0.5%	
BSC (HONS) PSYCHOLOGY WITH LAW	80.0%	20.0%		50.0%	50.0%			100.0%			100.0%					
BSC (HONS) PSYCHOLOGY WITH SOCIOLOGY	68.4%	31.6%		73.2%	26.8%		85.0%	15.0%		80.0%	20.0%		75.0%	25.0%		
BSC (HONS) SOCIOLOGY WITH PSYCHOLOGY	65.5%	34.5%		76.9%	23.1%		79.1%	20.9%		89.5%	10.5%		86.7%	11.7%	1.7%	
CERTIFICATE COUNSELLING SKILLS	85.4%	14.6%		84.0%	16.0%		73.1%	26.9%					76.0%	24.0%		

DPS COUNSELLING	84.6%	15.4%	87.5%	12.5%	100.0%						
LLB (HONS) LAW WITH CRIMINOLOGY	72.4%	27.6%	76.9%	23.1%	82.4%	17.6%	85.1%	14.9%	86.0%	14.0%	
LLB (HONS) LAW WITH PSYCHOLOGY	89.5%	10.5%	100.0%								
VISITING EXCHANGE HSS					100.0%					100.0%	

Number of Enrolments



% of Enrolments



Postgraduate Taught Programmes

Enrolments by Gender

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	175	179	199	213	228
MALE	44	50	56	48	66
Total	219	229	255	261	294

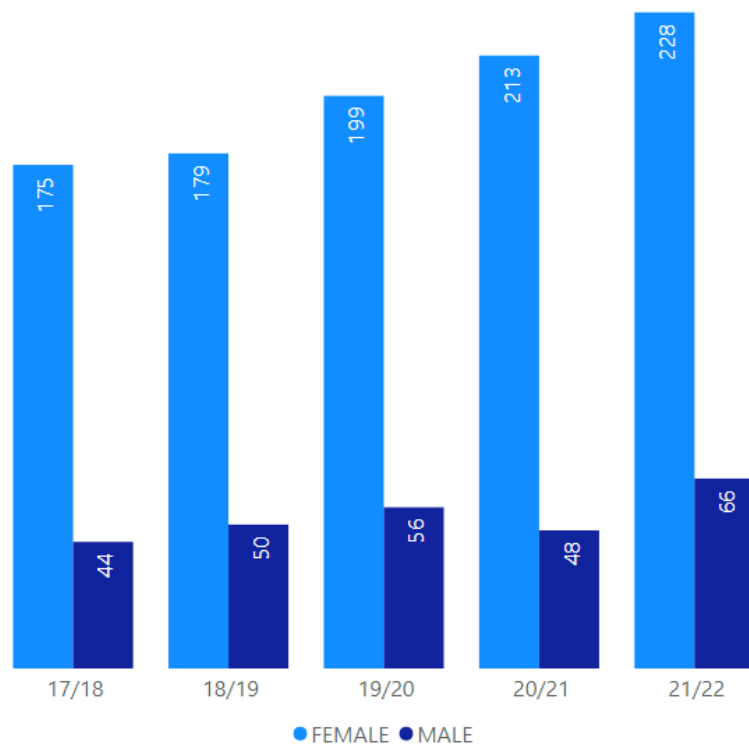
Gender Split %

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	79.9%	78.2%	78.0%	81.6%	77.6%
MALE	20.1%	21.8%	22.0%	18.4%	22.4%

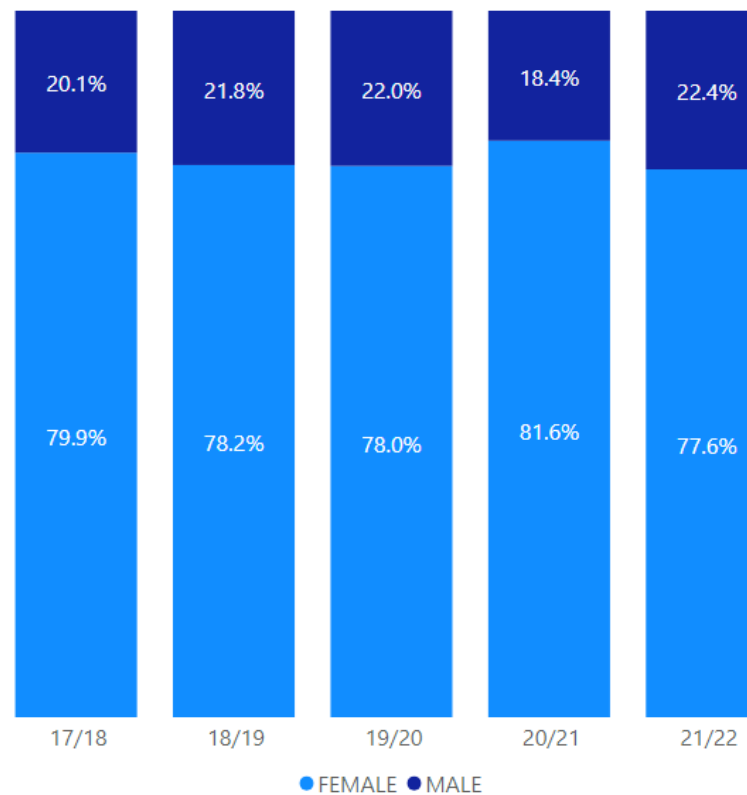
Academic Year Name		17/18	18/19	19/20	20/21	21/22
Consolidated Target Outcome Name	Gender	Number of Standard Valid RASP Enrolments	Number of Standard Valid RASP Enrolments	Number of Standard Valid RASP Enrolments	Number of Standard Valid RASP Enrolments	Number of Standard Valid RASP Enrolments
GRADUATE	Total					30
DIPLOMA	FEMALE					15
PROFESSIONAL POLICING PRACTICE	MALE					15
MA COUNSELLING AND PSYCHOTHERAPY	Total				30	56
	FEMALE				24	44
	MALE				6	12
MA HUMAN RIGHTS	Total	1	1	1		
	FEMALE	1	1	1		
MSC HEALTH PSYCHOLOGY	Total	46	48	57	64	56
	FEMALE	41	45	53	54	48
	MALE	5	3	4	10	8
	Total	53	55	63	67	52

MSC	FEMALE	40	42	52	54	42
OCCUPATIONAL						
PSYCHOLOGY	MALE	13	13	11	13	10
MSC	Total		6	5	2	3
PROFESSIONAL						
DEVELOPMENT						
(SOCIAL WORK)	FEMALE		6	5	2	3
MSC SPORT AND	Total	37	41	47	20	21
EXERCISE	FEMALE	21	17	16	10	7
PSYCHOLOGY	MALE	16	24	31	10	14
PROFESSIONAL	Total	80	78	82	78	76
DOCTORATE	FEMALE	70	68	72	69	69
COUNSELLING						
PSYCHOLOGY	MALE	10	10	10	9	7
SAF PG	Total	2				
PROGRAMME	FEMALE	2				
Total		219	229	255	261	294

Number of Enrolments



% of Enrolments



Postgraduate Research Students (Data only available for current year)

Male: 8
 Female: 21

A2.2. Degree attainment and/or completion rates for students at foundation, UG, PGT, and PGR level

Undergraduate Programmes

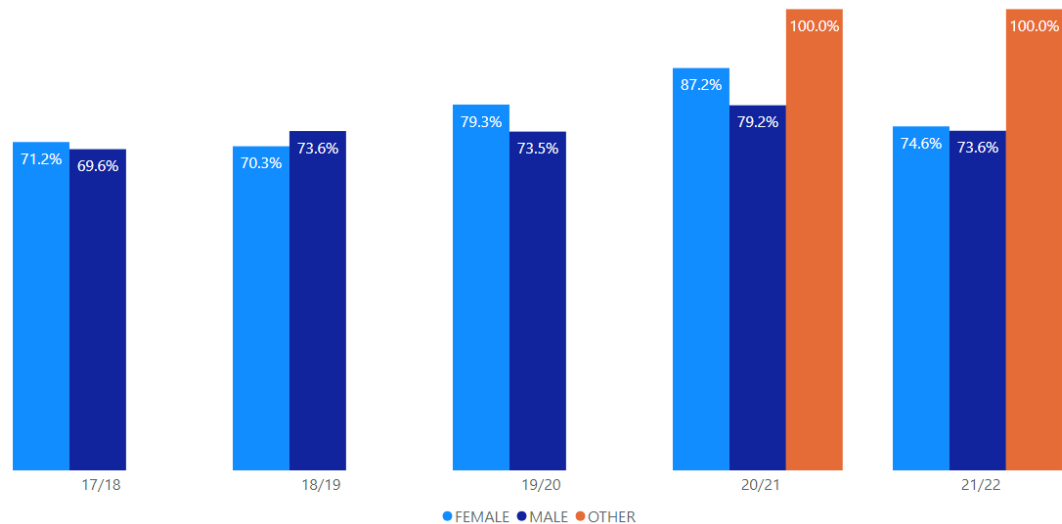
Good Honours by Gender

Academic Year Name	17/18		18/19		19/20		20/21		21/22		
	Gender	Good Hons	Not GH	Good Hons	Not GH	Good Hons	Not GH	Good Hons	Not GH	Good Hons	Not GH
FEMALE		253	44	216	38	265	31	316	46	336	80
MALE		87	27	103	27	95	22	104	27	131	35
OTHER								1		1	
Total		340	71	319	65	360	54	421	74	467	115

Good Honours Rate by Gender

Gender	17/18	18/19	19/20	20/21	21/22
FEMALE	71.2 %	70.3 %	79.3 %	87.2 %	74.6 %
MALE	69.6 %	73.6 %	73.5 %	79.2 %	73.6 %
OTHER				100.0 %	100.0 %
Total	70.8 %	71.3 %	77.7 %	85.1 %	74.4 %

Good Honours %



Postgraduate Taught Programmes

Degree Class by Gender

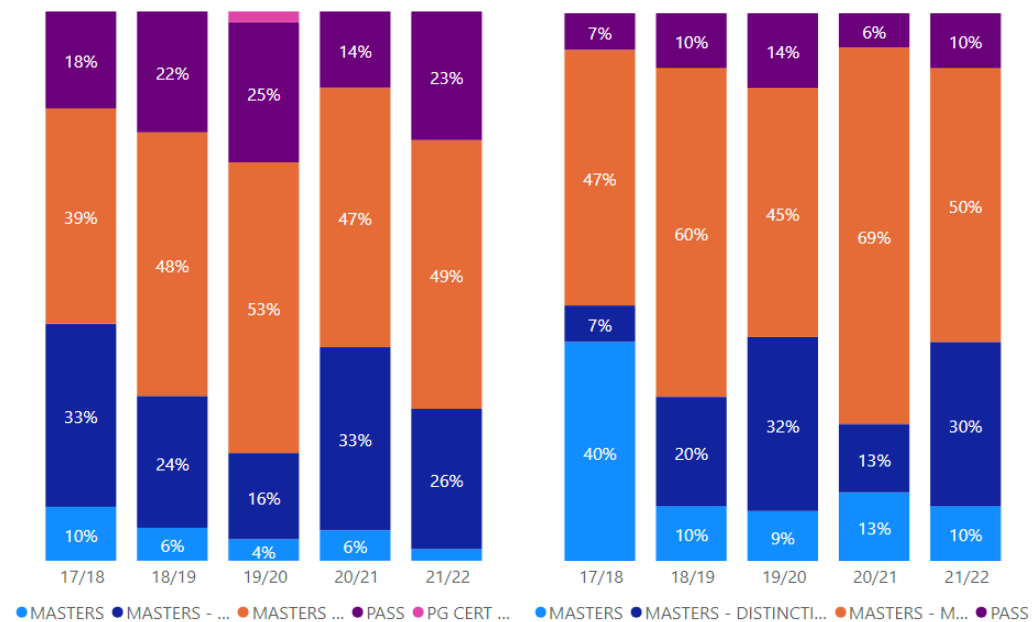
Academic Year Name	17/18		18/19		19/20		20/21		21/22	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
MASTERS	5	6	3	1	2	2	4	2	1	1
MASTERS - DISTINCTION	17	1	12	2	8	7	24	2	12	3
MASTERS - MERIT	20	7	24	6	27	10	34	11	23	5
PASS	9	1	11	1	13	3	10	1	11	1
PG CERT - DISTINCTION					1					
Total	51	15	50	10	51	22	72	16	47	10

Degree Class % by Gender

Academic Year Name	17/18		18/19		19/20		20/21		21/22	
Award Classification Name	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
MASTERS - DISTINCTION	33.3 %	6.7 %	24.0 %	20.0 %	15.7 %	31.8 %	33.3 %	12.5 %	25.5 %	30.0 %
MASTERS - MERIT	39.2 %	46.7 %	48.0 %	60.0 %	52.9 %	45.5 %	47.2 %	68.8 %	48.9 %	50.0 %
MASTERS	9.8 %	40.0 %	6.0 %	10.0 %	3.9 %	9.1 %	5.6 %	12.5 %	2.1 %	10.0 %
PG CERT - DISTINCTION					2.0 %					
PASS	17.6 %	6.7 %	22.0 %	10.0 %	25.5 %	13.6 %	13.9 %	6.3 %	23.4 %	10.0 %
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %

Female Degree Class %

Male Degree Class %



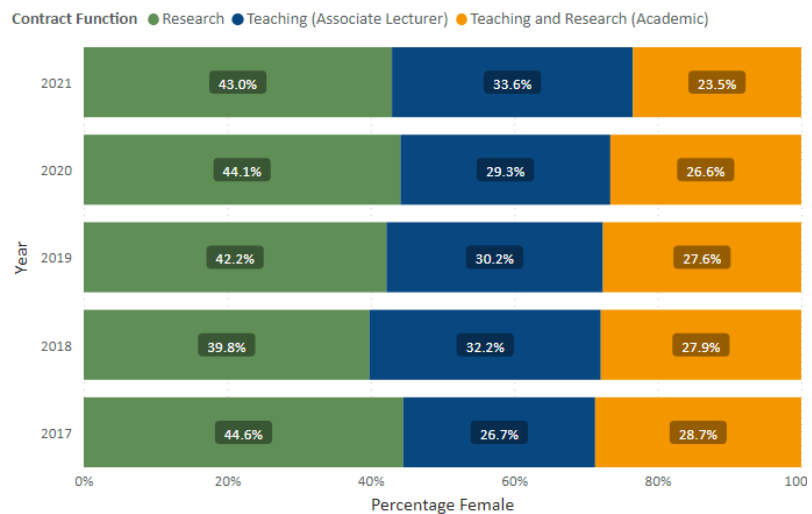
A2.3. Academic staff by grade and contract function

Number of Academic Staff by Contract Function and Sex

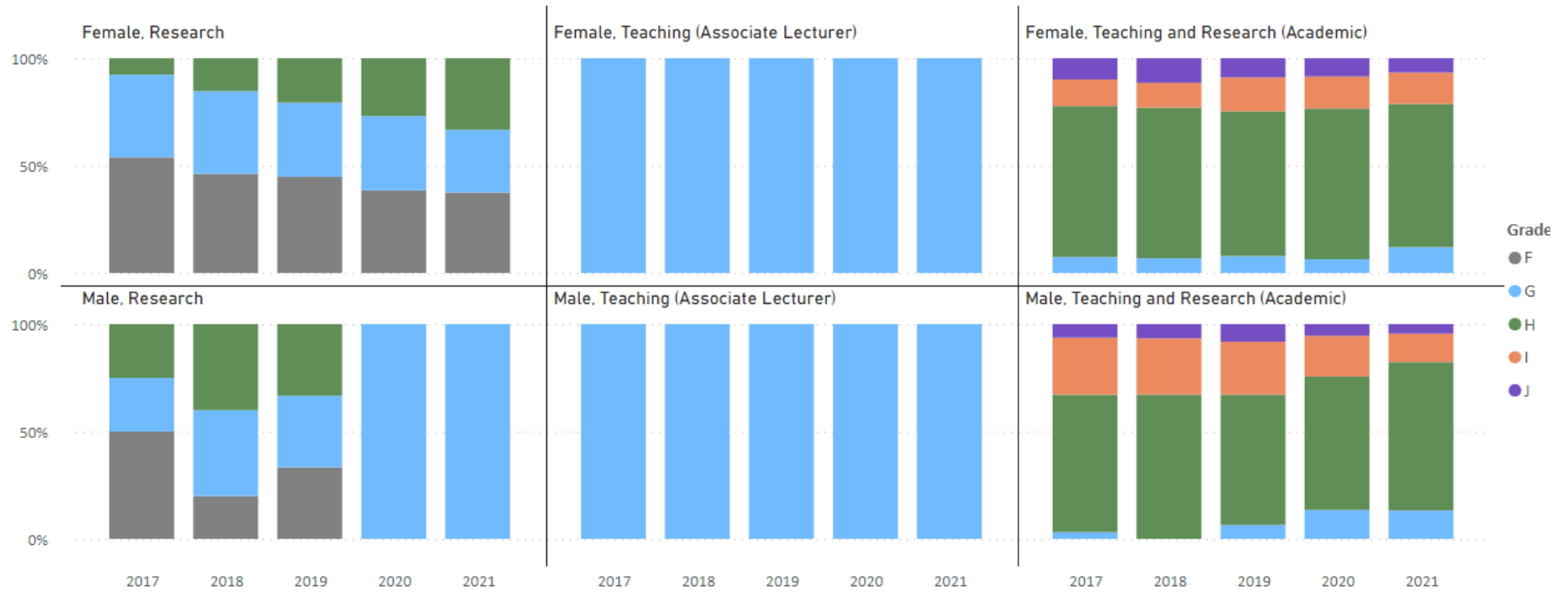
Contract Function	2017	2018	2019	2020	2021
<input type="checkbox"/> Research	30	31	32	28	25
Female	26	26	29	26	24
Male	4	5	3	2	1
<input type="checkbox"/> Teaching (Associate Lecturer)	25	28	54	52	44
Female	13	19	35	32	33
Male	12	9	19	20	11
<input type="checkbox"/> Teaching and Research (Academic)	145	148	150	168	145
Female	81	87	89	94	76
Male	64	61	61	74	69
Total	200	207	236	248	214

Contract Function	2017	2018	2019	2020	2021
<input type="checkbox"/> Research					
Female	86.7%	83.9%	90.6%	92.9%	96.0%
Male	13.3%	16.1%	9.4%	7.1%	4.0%
<input type="checkbox"/> Teaching (Associate Lecturer)					
Female	52.0%	67.9%	64.8%	61.5%	75.0%
Male	48.0%	32.1%	35.2%	38.5%	25.0%
<input type="checkbox"/> Teaching and Research (Academic)					
Female	55.9%	58.8%	59.3%	56.0%	52.4%
Male	44.1%	41.2%	40.7%	44.0%	47.6%

Percentage Female Academic Staff by Contract Function



Percentage Female and Male Academic Staff by Contract Function and Grade



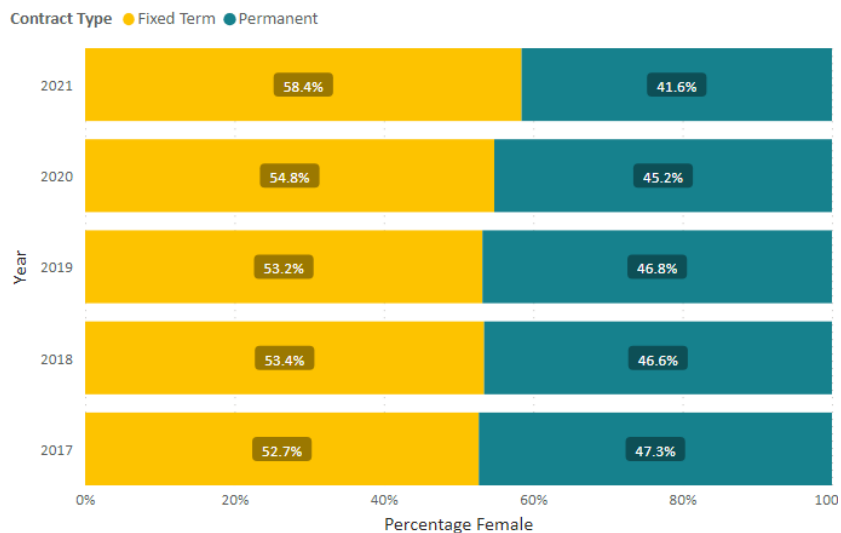
A2.4. Academic staff by grade and contract type

Number of Academic Staff by Contract Type and Sex

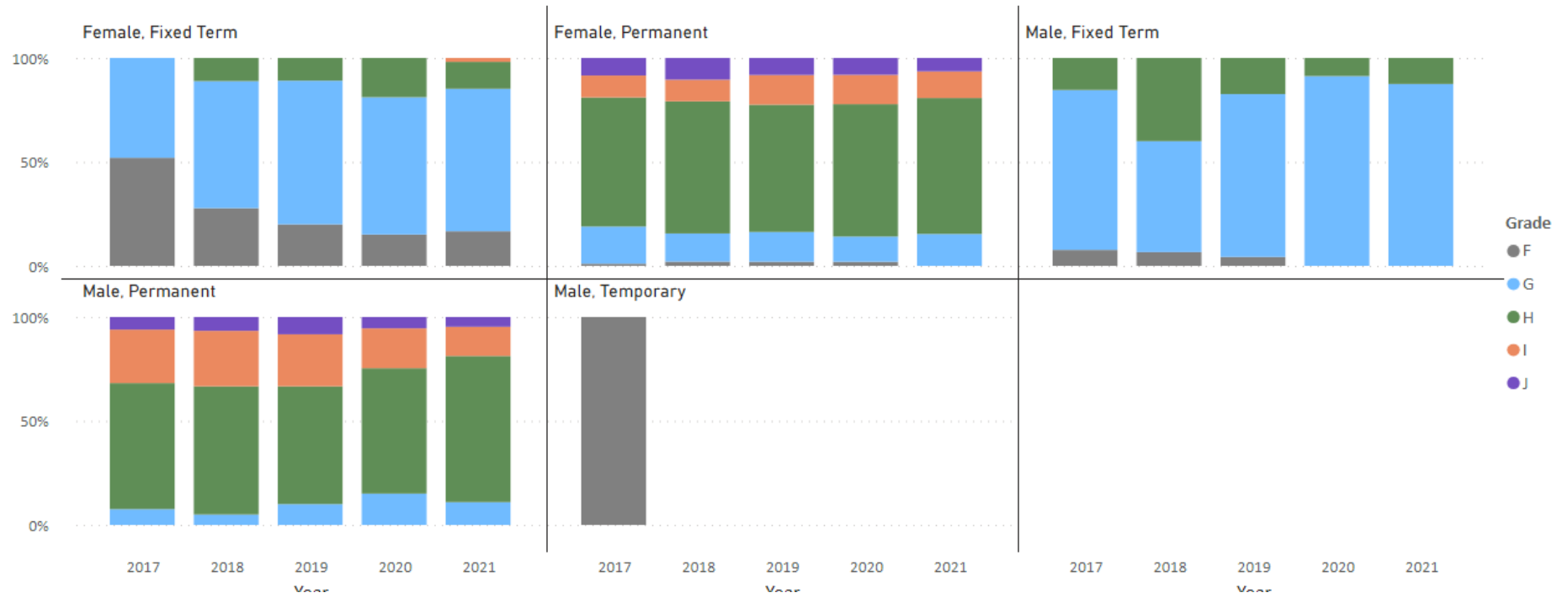
Contract Type	2017	2018	2019	2020	2021
<input type="checkbox"/> Fixed Term	38	51	78	76	70
Female	25	36	55	53	54
Male	13	15	23	23	16
<input type="checkbox"/> Permanent	161	156	158	172	144
Female	95	96	98	99	79
Male	66	60	60	73	65
<input type="checkbox"/> Temporary	1				
Male	1				
Total	200	207	236	248	214

Contract Type	2017	2018	2019	2020	2021
<input type="checkbox"/> Fixed Term					
Female	65.8%	70.6%	70.5%	69.7%	77.1%
Male	34.2%	29.4%	29.5%	30.3%	22.9%
<input type="checkbox"/> Permanent					
Female	59.0%	61.5%	62.0%	57.6%	54.9%
Male	41.0%	38.5%	38.0%	42.4%	45.1%
<input type="checkbox"/> Temporary					
Male	100.0%				

Percentage Female Academic Staff by Contract Type



Percentage Male and Female Staff by Contract Type and Grade

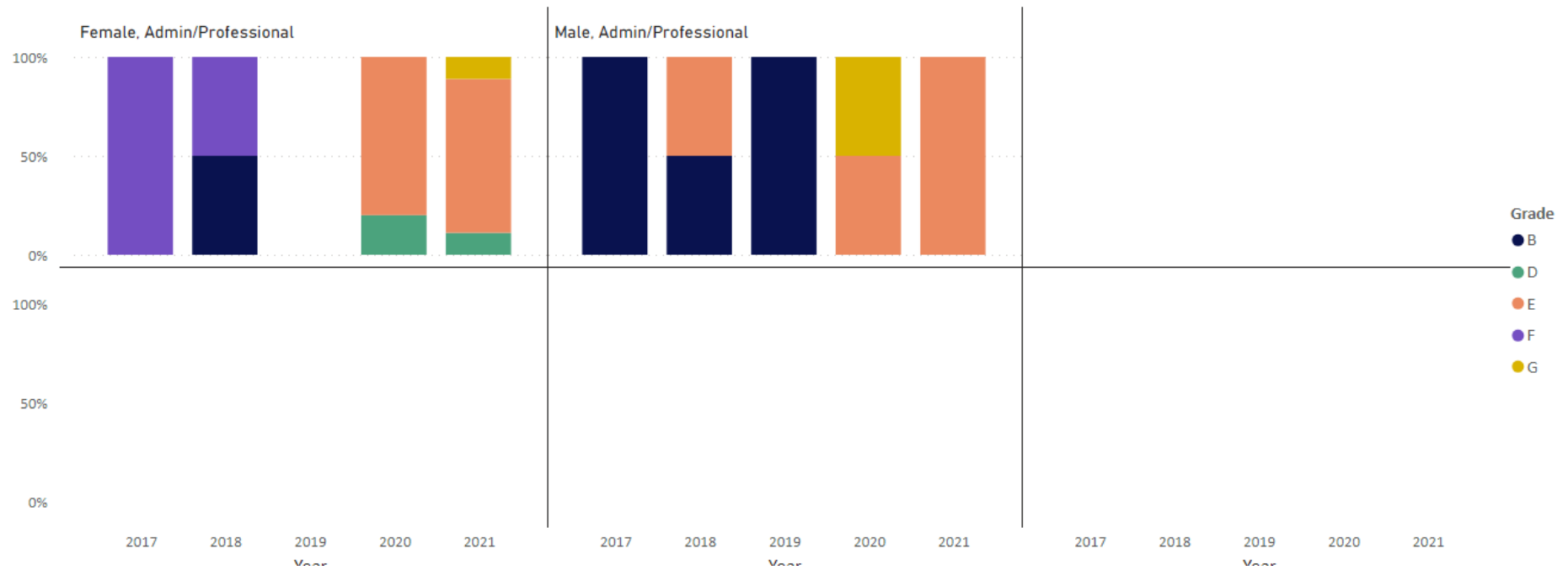


A2.5. Professional, technical, and operational (PTO) staff by grade and job family

Number of PTO Staff by Contract Function and Sex

Contract Function	2017	2018	2019	2020	2021
<input type="checkbox"/> Admin/Professional	2	4	1	12	12
Female	1	2		10	9
Male	1	2	1	2	3
Total	2	4	1	12	12

Contract Function	2017	2018	2019	2020	2021
<input type="checkbox"/> Admin/Professional					
Female	50.0%	50.0%		83.3%	75.0%
Male	50.0%	50.0%	100.0%	16.7%	25.0%



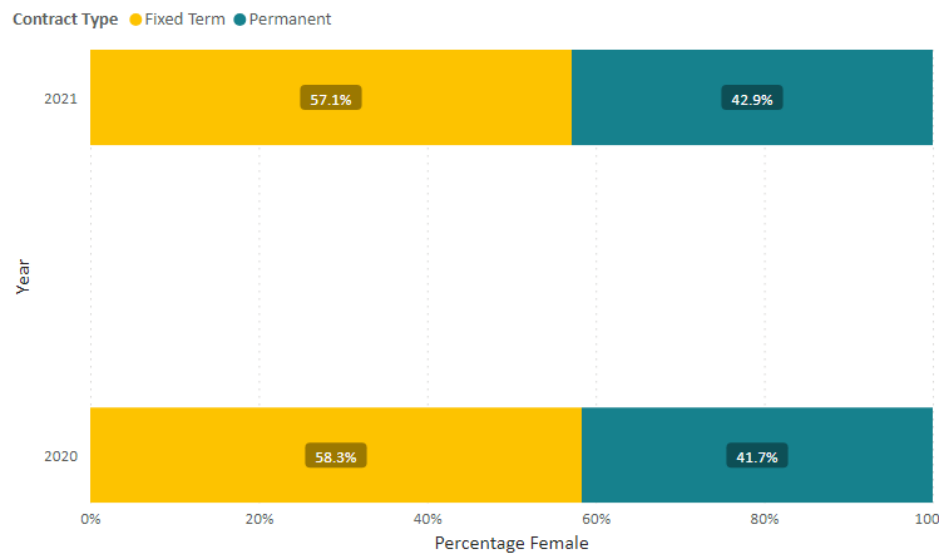
A2.6. PTO staff by grade and contract type

Number of PTO Staff by Contract Type and Sex

Contract Type	2020	2021
<input type="checkbox"/> Fixed Term	5	6
Female	5	6
<input type="checkbox"/> Permanent	7	12
Female	5	9
Male	2	3
Total	12	18

Contract Type	2020	2021
<input type="checkbox"/> Fixed Term		
Female	100.0%	100.0%
<input type="checkbox"/> Permanent		
Female	71.4%	75.0%
Male	28.6%	25.0%

Percentage Female PTO Staff by Contract Type



Year Contract Type	2020			2021		
	Number	% (Grade in Sex)	% (Sex in Grade)	Number	% (Grade in Sex)	% (Sex in Grade)
<input type="checkbox"/> Fixed Term						
<input type="checkbox"/> Female	5	100.0%	100.0%	6	100.0%	100.0%
<input type="checkbox"/> Permanent						
<input type="checkbox"/> Female	5	100.0%	71.4%	9	100.0%	75.0%
<input type="checkbox"/> Male	2	100.0%	28.6%	3	100.0%	25.0%



A2.7. Applications, shortlist, and appointments made in recruitment to academic posts by grade

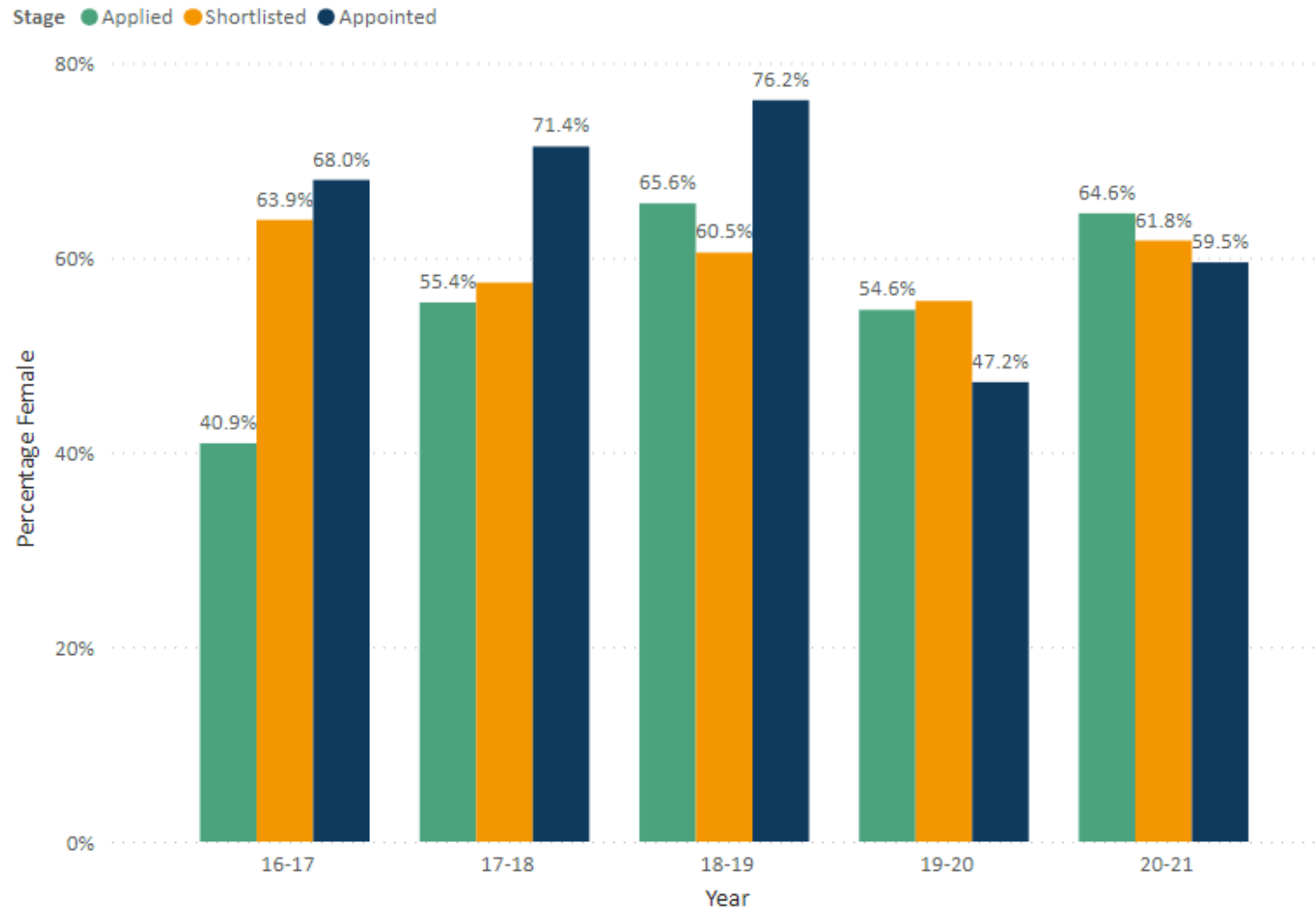
Recruitment for Academic Posts by Year and Se...

Stage	16-17	17-18	18-19	19-20	20-21
<input type="checkbox"/> Applied	193	148	247	377	381
Female	79	82	162	206	246
Male	114	66	85	171	135
<input type="checkbox"/> Shortlisted	36	47	38	162	102
Female	23	27	23	90	63
Male	13	20	15	72	39
<input type="checkbox"/> Appointed	25	28	21	36	42
Female	17	20	16	17	25
Male	8	8	5	19	17
Total	254	223	306	575	525

Recruitment for Academic Posts by Year and Se...

Stage	16-17	17-18	18-19	19-20	20-21
<input type="checkbox"/> Applied					
Female	40.9%	55.4%	65.6%	54.6%	64.6%
Male	59.1%	44.6%	34.4%	45.4%	35.4%
<input type="checkbox"/> Shortlisted					
Female	63.9%	57.4%	60.5%	55.6%	61.8%
Male	36.1%	42.6%	39.5%	44.4%	38.2%
<input type="checkbox"/> Appointed					
Female	68.0%	71.4%	76.2%	47.2%	59.5%
Male	32.0%	28.6%	23.8%	52.8%	40.5%

Recruitment of Female Staff to Academic Posts by Year and Stage





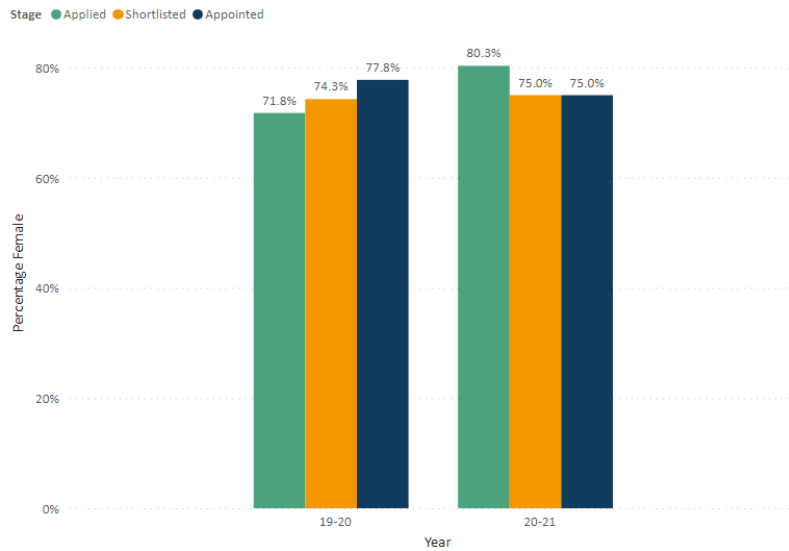
A2.8. Applications, shortlist, and appointments made in recruitment to PTO posts by grade

Recruitment for PTO Posts by Year and Sex Recruitment for PTO Posts by Year and Sex

Stage	16-17	19-20	20-21
<input type="checkbox"/> Applied		124	61
Female		89	49
Male		35	12
<input type="checkbox"/> Shortlisted		35	16
Female		26	12
Male		9	4
<input type="checkbox"/> Appointed		1	9
Female		7	6
Male		1	2
Total		1	168
		85	

Stage	16-17	19-20	20-21
<input type="checkbox"/> Applied			
Female		71.8%	80.3%
Male		28.2%	19.7%
<input type="checkbox"/> Shortlisted			
Female		74.3%	75.0%
Male		25.7%	25.0%
<input type="checkbox"/> Appointed			
Female		77.8%	75.0%
Male		100.0%	22.2%

Recruitment of Female Staff to PTO Posts by Year and Stage



Year	16-17			19-20			20-21					
Stage	Sex	Grade	Number	% (Grade in Sex)	% (Sex in Grade)	Number	% (Grade in Sex)	% (Sex in Grade)	Number	% (Grade in Sex)	% (Sex in Grade)	
Applied	Total					124	100.0%	100.0%	61	100.0%	100.0%	
	Female	Total				89	100.0%	71.8%	49	100.0%	80.3%	
		D				10	11.2%	100.0%	23	46.9%	85.2%	
		E				75	84.3%	70.1%	25	51.0%	78.1%	
	Male	Total				35	100.0%	28.2%	12	100.0%	19.7%	
		D							4	33.3%	14.8%	
		E				32	91.4%	29.9%	7	58.3%	21.9%	
	Shortlisted	Female	G				3	8.6%	42.9%	1	8.3%	50.0%
			Total				35	100.0%	100.0%	16	100.0%	100.0%
			Total				26	100.0%	74.3%	12	100.0%	75.0%
Male		D				2	7.7%	100.0%	5	41.7%	100.0%	
		E				24	92.3%	80.0%	6	50.0%	66.7%	
		G							1	8.3%	50.0%	
Appointed		Female	Total	1	100.0%	100.0%	9	100.0%	100.0%	8	100.0%	100.0%
			Total				7	100.0%	77.8%	6	100.0%	75.0%
			D				1	14.3%	100.0%	1	16.7%	100.0%
		Male	E				6	85.7%	85.7%	4	66.7%	66.7%
	G								1	16.7%	100.0%	
	Total		1	100.0%	100.0%	2	100.0%	22.2%	2	100.0%	25.0%	
	Total	B				1	100.0%	100.0%				
		E							1	50.0%	14.3%	
		G							1	50.0%	100.0%	
	Total				1	100.0%	100.0%	168	100.0%	100.0%	85	100.0%



A2.9. Applications and success rates for academic promotion by grade

Successful Academic Promotions by Year

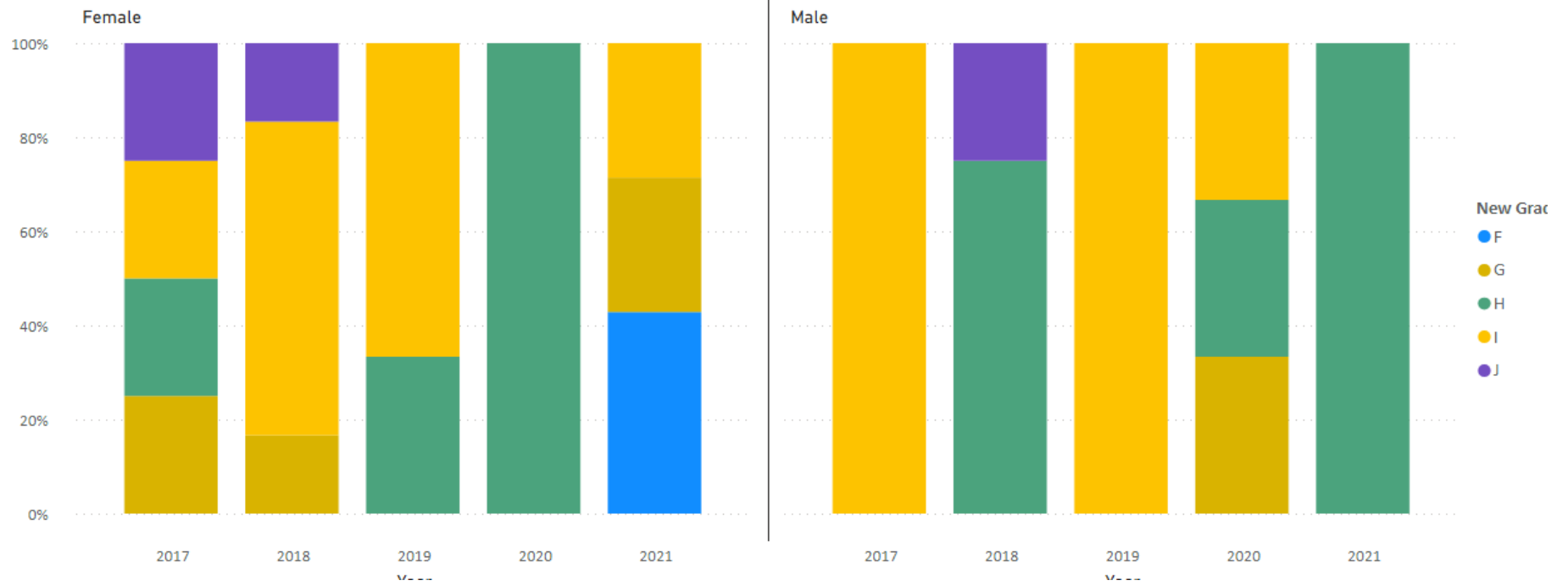
Sex	2017	2018	2019	2020	2021
Female	4	6	3	2	7
Male	1	4	2	3	1
Total	5	10	5	5	8

Successful Academic Promotions by Year

Sex	2017	2018	2019	2020	2021
Female	80.0%	60.0%	60.0%	40.0%	87.5%
Male	20.0%	40.0%	40.0%	60.0%	12.5%

Percentage of Successful Academic Promotions by Year and Sex





A2.10. Applications and success rates for PTO progression by grade (where there are formal routes for progression)

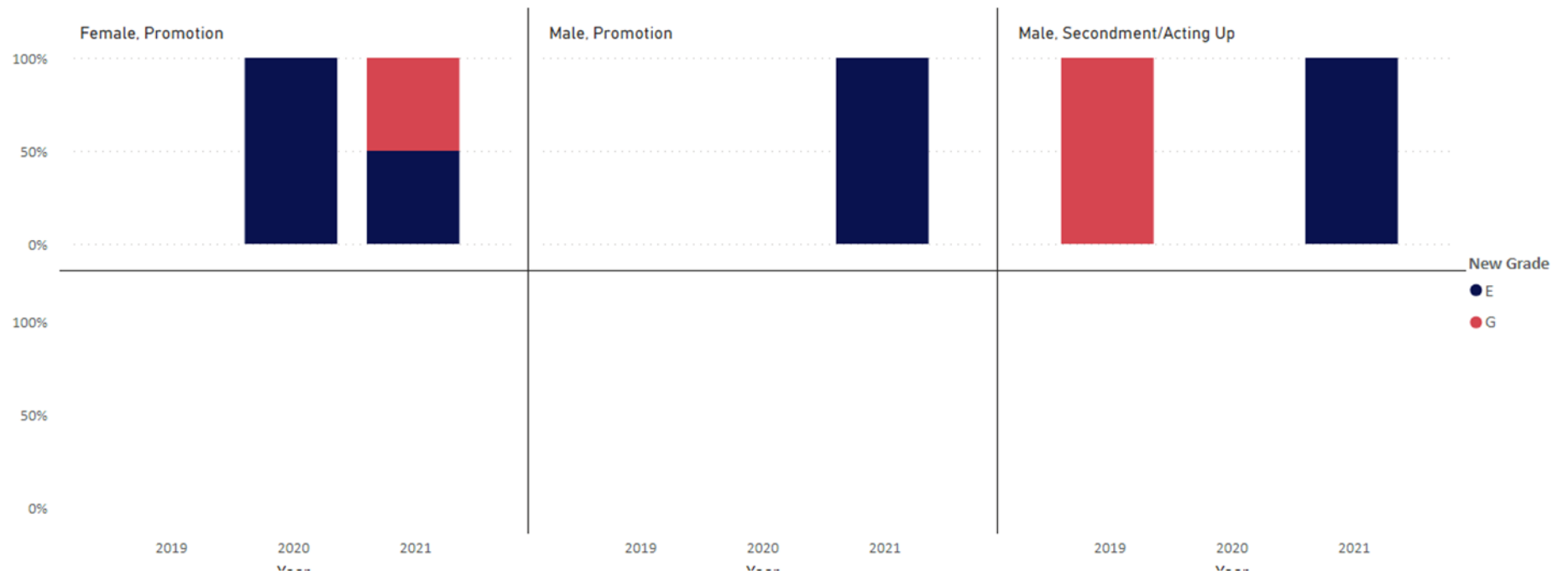
Sex	2019	2020	2021
Female		2	2
Male	1		2
Total	1	2	4

Sex	2019	2020	2021
Female		100.0%	50.0%
Male	100.0%		50.0%

Percentage of Female Successful PTO Progression by Year



Year Progression Type	2019			2020			2021		
	Number	% (Grade in Sex)	% (Sex in Grade)	Number	% (Grade in Sex)	% (Sex in Grade)	Number	% (Grade in Sex)	% (Sex in Grade)
<input type="checkbox"/> Promotion									
<input checked="" type="checkbox"/> Female				2	100.0%	100.0%	2	100.0%	66.7%
<input checked="" type="checkbox"/> Male							1	100.0%	33.3%
<input type="checkbox"/> Secondment/Acting Up									
<input checked="" type="checkbox"/> Male	1	100.0%	100.0%				1	100.0%	100.0%



Appendix 3: Glossary

AD	Associate Director
AS	Athena Swan
ASOS	Action Short of a Strike
BI	Business Intelligence
DHoS	Dean and Head of School
EDI	Equality, diversity, and inclusion
HR	Human Resources
KP	Key Priority
P&EH	Public and Environmental Health
PDR	Professional Development Review
PL	Programme Leader
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
POC	Point of Contact
RBI	Research, Business, and Innovation
REF	Research Excellence Framework

SAT	Self-Assessment Team
SGREN	South Gloucestershire Race Equality Network
SL	Senior Lecturer
SW&SCPHN	Social Work and Specialist Community Public Health Nursing
UCU	University and College Union
UG	Undergraduate
WEDI	Wellbeing and EDI Executive Committee
WLBs	Workload bundles
WRMS	Women in Research Mentoring Scheme