

University of Bristol Law School

Athena Swan Silver Award Application

Wordcount

Section	No. of Words
1	2701
2	2848
3	2924
4	21
Total	8494

Icon Key

Examples of Impact	(*I*)
Examples of Beacon Activity	(*BA*)

Section 1

**An overview of the department and its
approach to gender equality**

1. Letter of endorsement from the head of the department

University of Bristol Law School
Wills Memorial Building
Queens Road
Bristol, BS8 1RJ



Professor Catherine Kelly
Email: hos-law@bristol.ac.uk
Tel: 0117 455 6077

24 November 2023

RE: Letter of Endorsement from Professor Catherine Kelly (Head of School) for University of Bristol Law School Application for Athena Swan Silver Award.

Dear Athena Swan Review Panel,

I write to provide my strongest endorsement for the University of Bristol Law School's (BLS) application for the Athena Swan Silver Award. As a School, we have a clear, consistent and multi-faceted commitment to gender equality and EDI – centring these values at the core of all our work, policies and strategies for the future. Since 2018, through the difficulties raised by COVID-19, BLS has worked hard to realise and build upon the vision and concrete actions set out in our Bronze Award application, particularly our dynamic Action Plan.

As Head of School (HOS), I am proud of the significant progress that we have achieved over the past five years, and I have a clear focus on identifying, addressing and resolving challenges where they remain. With our Silver Award application, we acknowledge the important steps taken by our department since 2018, and we renew our commitment to incorporating and living the principles of the Athena Swan Charter in all aspects of our BLS community.

Since 2018, BLS has made significant strides in embedding gender equality and a focus on EDI at the heart of our work and procedures. We have built from scratch new EDI infrastructure, including an EDI Committee and EDI Champions roles. In line with our Bronze Award Action Plan, BLS has adopted policies to enhance work-life balance, support colleagues with caring responsibilities, address gender disparities among professional services staff, reduce precarity and increase support for fixed-term and early career colleagues, broaden opportunities and access for students, enhance structures for staff consultation, and mainstream an intersectional lens in strategies to promote gender equality.

As a school, we celebrate these achievements whilst also acknowledging important further work to be completed. In this Silver Award Application, we set out our vision for the future, and the detailed and practical actions that will allow us to realise it. This includes key reforms to school procedures, including workload allocation and timetabling; improving access to, and analysis of, staff and student data; and fundamentally restructuring mentoring, support and management structures across the department in ways designed to promote gender equality and EDI. With our new Action Plan, we are committing to an ambitious yet achievable future which further prioritises gender equality and EDI.

Since 2018, our work to promote gender equality and EDI has been wholeheartedly embraced and implemented by senior leadership. From the creation of our EDI Committee, the HOS and School Manager have sat as members. In 2023, we established a new Deputy Head of School (Staffing) role, with express oversight for EDI in her portfolio. The current HOS, immediate past HOS, School Manager and several professorial colleagues, including those leading programmes or committees, have been involved in this Silver Award self-assessment exercise. This commitment reflects the priority that BLS places upon gender equality and EDI, and it has been instrumental in realising the progress achieved since 2018.

Finally, on a personal level, I want to reiterate not only my commitment to promoting gender equality and EDI across BLS, but also to highlight how important it has been for me to work within a school where these values are central. As a sole female parent without a co-parent, I have always been supported, included, mentored and rewarded within BLS, and colleagues and leaders have consistently made reasonable adjustments for my circumstances. As we now work hard to renew our commitment to the Athena Swan Charter, I am proud to work at an institution, and with colleagues, for whom gender equality and EDI are already their guiding principles.

Yours sincerely,

Professor Catherine Kelly, Professor of Law and History and Head of School

2. Description of the department

The University of Bristol Law School (BLS) sits within the Faculty of Social Sciences and Law (FSSL), and it is led by a female Head of School (HOS) appointed for a term of four years. Two of three previous HOS were also female. There are two Deputy Heads of School (DHOS), one male, one female.¹

BLS is very large and extremely diverse, with women strongly represented at all levels, across all career pathways, and within the student body. Among 150 staff, 116 are academic staff (AC) [77%] and 34 are in the professional services staff (PS) [23%]. Among AC, 69 are female [59%] and 47 are male [41%]. There are 15 female AC at Grade I [23% (of the female AC)]; 12 female AC at Grade J [17%]; 10 female AC at Grade K [14%]; and 16 female AC at both Grades L and M [23% each]. There are 6 male AC at Grade I [13% (of the male AC)]; 4 male AC at Grade J [8%]; 5 male AC at Grade K [11%]; 15 male AC at Grade L [32%] and 17 male AC at Grade M [36%]. Thirty-nine female AC are on Pathway 1 (P1, *Teaching and Research*) [56% (of the female AC)]; 4 female AC are on Pathway 2 (P2, *Research*) [6%]; and 26 female AC are on Pathway 3 (P3, *Teaching*) [38%]. Among male AC, 31 members are on P1 [67% (of the male AC)]; 1 member is on P2 [1%] and 15 members are on P3 [32%]. Twenty-seven members of the PS are women [79%] and 7 members of the PS are men [21%]. Among PS, 1 member is an apprentice [3%], 3 members are Grade D [9%], 15 members are Grade F [44%], 4 members are Grade G [12%], 7 members are Grade H [20%], 1 member is Grade I [3%], 2 members are Grade J [6%] and 1 member is Grade L [3%]. In line with sector norms, PS are predominantly female, However, BLS has made significant advances in recruiting men to these roles. In 2018, all PS were female; today 7 of 34 PS are male.

Women are strongly represented within senior leadership, currently occupying 4 of the 6 most senior roles at BLS (HOS, one of the DHOS, School Education Director, and the School Manager). All AC are attached to Primary Units (PU), which are thematic clusters of colleagues working in similar legal sub-disciplines, which offer career support, including for promotions. Three of five [60%] current Heads of Primary Units (HPUs) are female. The HOS is supported by regular meetings of the Senior Leadership Team (SLT), where the ex officio membership illustrates wider female AC and PS leadership. SLT currently has six female [54%] and five male permanent members [46%], including eight AC [73%] and three PS [27%]. Minutes of SLT meetings are available to all staff on SharePoint. A hybrid all-staff school meeting occurs at least three times each year and, from 2023-2024, there are fortnightly online Law School Advisory Forums (LSAF), where all staff can raise and discuss topics of general interest.

The PS team is led by the School Manager (SM, female). The Senior Executive Assistant, Student Administration Manager and one of the Deputy Student Administration Managers are male. The Graduate Administration Manager, Marketing Manager, School Research Manager (SRM) and the second Deputy Student Administration Manager are female.

School policy is also shaped by two major committees: Research and Impact Committee (RAIC) (8 women [61%], 5 men [39%]) and Education Committee

(EDCOM) (11 women [61%], 7 men [39%]). The gendered constitution of the major committees is in line with BLS staff gender profile. Each Committee considers gender equality and EDI as part of its ongoing work, with EDI specifically written into RAIC's terms of reference (TOR). Since 2020, most meetings take place online or in hybrid format, maximising opportunity for participation.

The SAT recommends further measures to ensure that consideration of gender equality and wider EDI is mainstreamed and systematised through the work of all BLS committees (Section 4.C).

BLS has 1029 female undergraduate students [71%] and 421 male undergraduate students [29%]. There are 457 female postgraduate students (*taught*) [67%] and 229 male postgraduate students (*taught*) [33%]. Among postgraduate students (*research*), 42 have declared a female gender [68%], 19 have declared a male gender [30%] and one student has chosen the "other" option for their gender [2%].

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

Implementing Action Point A1 of its Bronze Award Application, BLS established an Equality, Diversity and Inclusivity Committee (EDIC) in 2018-2019, serving to embed and systematise consideration of gender equality and EDI more broadly within BLS's work. EDIC meets at least once each term, with minutes available on SharePoint. In addition to monitoring implementation of the Bronze Action Plan, EDIC has six core objectives:

- devise, co-ordinate and monitor steps to ensure compliance with the Equality Act 2010;
- review and develop BLS EDI policies; monitor their implementation and ensure that all such documentation complies with law and is effectively disseminated within BLS;
- consult widely with all relevant groups;
- monitor the composition of BLS's workforce and student body;
- monitor BLS's practice on admission of students and recruitment of staff;
- prepare and maintain an institutional plan to ensure that equal opportunities policies are translated into programmes of action, and report annually on EDIC's progress in school meetings.

The EDIC Chair, EDIC members and EDI Champions (*Section 2.1*) are appointed by HOS for a three-year term (renewable once) following open calls and targeted invitations, with attention to ensuring an appropriate range of expertise, experience, gender and race representation, as well as offering an opportunity for early career researchers [ECR] to develop leadership skills. The Committee currently has 21 members (13 female [62%] and 8 male [38%], reflecting the gender profile of BLS). In accordance with its TOR, there are three student members (one male postgraduate

and two female undergraduates). Student members are recruited at the beginning of each academic year, with the aim of representing diverse experiences, particularly in terms of gender and race. Students canvass their peers, raise EDI concerns, and generally input into EDIC's work. Since 2021, the formal orientation programme for all new students has included talks from the EDIC Chair, who also attends monthly Staff-Student Liaison Committee (SSLC) meetings (the main BLS consultative forum between staff and students), and reports issues raised there to EDIC.

The EDIC works closely with EDICs in other schools, with oversight from the FSSL EDIC, and the University of Bristol (UOB) EDI Team. The EDIC Chair is a member of the FSSL EDIC, with the opportunity to share knowledge and good practices. The FSSL EDIC itself feeds into University level EDI structures, including the Gender Inclusion Group, Athena Swan Implementation Group and the Anti-Racism Steering Group. The University EDI team offers direct support and services to staff and students, including training on unconscious bias, and helps to develop and monitor campus-wide initiatives to facilitate inclusivity, such as formal name-change policies for trans and non-binary students.

Considerations of EDI and citizenship are embedded within AC promotions. In response to concerns that citizenship work, often disproportionately undertaken by women, was insufficiently valued, the University academic promotions framework was revised (2021-2022) to emphasise citizenship. AC promotion candidates can cite a range of EDI-related activities, and equality issues to be taken into account. In recent years, the FSSL has placed particular emphasis (including through targeted training sessions) on assisting ECRs to apply for promotion. This has been particularly significant in BLS. During the last two promotion cycles since 2021, all ECR staff who applied for promotion (21) to Lecturer or Senior Lecturer at BLS (including 13 female members, [62%]) were successful. Promotions data indicates no gender bias. The SAT equally notes that, for PS, applications for internal roles at higher grades have a high success rate, as do requests for re-grading where there is a need to address changes in level of tasks. For AC, promotion applications are supported by HPUs and BLS also has a strong internal mentoring programme, whereby all AC are paired with an established staff member, providing a source of support, guidance and assistance. For PS staff, BLS organises twice-yearly team and whole cohort away days, with a focus on team building and development.

4. Development, evaluation and effectiveness of policies

BLS follows, and contributes to the development of, UOB policies. Within that framework, BLS policies, including those impacting on gender equality and wider EDI, are further developed by the SLT, RAIC and EDCOM, according to their respective remits (see 1.2).

BLS policy development benefits from mechanisms allowing all staff a voice in shaping it. For major structural changes, such as the ongoing transition to semesterisation, feedback is solicited through all-school consultations (online surveys, email, hybrid fora, and away days) and through the PUs. Other important draft policies – such as the delivery of teaching post-COVID – have also been circulated for staff feedback by

email, consultation form or at staff meetings. Where policies raise specific concerns relating to EDI (e.g. new rules proposed for Research Leave), the EDIC is often asked for feedback.

For policies adopted at Faculty or University level (e.g. extending available teaching hours within the University), school-level responses are typically solicited through all-staff meetings and, subsequently, reported by HOS or another designated School member. For certain proposals, such as rules on Working from Home for PS staff, the University has sought direct feedback from staff through surveys and all-staff fora.

BLS monitors implementation and operation of policies through several channels. The annual Staff EDI Survey (*Sections 2.1 and 3.1.A*) gives staff the opportunity to discuss the impact of school policies, identifying barriers to performance and participation in School life. At all-staff meetings, including the new LSAFs, colleagues are invited to table agenda items, offering an effective and timely way of raising concerns relating to implementation or impact of new or existing policies.

EDIC is also consulted ad hoc on proposed policies, and their implementation. The SAT welcomes the routine, ongoing involvement of EDIC within BLS policy development. ***It recommends that it be streamlined and fully resourced, consulted on all major policy revisions, and that the quality of data available to it be improved (Sections 4.C1-3).***

BLS also creates numerous opportunities for students to provide feedback and raise concerns. These include: SSLC; regular open meetings with Year Heads (e.g. in-person and online meetings to discuss semesterisation); frequent scheduled meetings with Personal Tutors; mid-semester and end-of-year course evaluations; open invitations to directly contact key officeholders (e.g. HOS and the Chair of EDCOM); and student representatives on EDIC.

5. Athena Swan self-assessment process

The SAT was established in Autumn 2022, with 18 members: 13 AC (72%), four PS (22%) and one graduate student (6%). 11 members are female (61%) and seven male (39%), reflecting the BLS gender profile. All levels of academic seniority are represented, with four Professors (31%), five Associate Professors or Senior Lecturers (38%), and four Lecturers (31%). The SAT is co-chaired by three AC, including one Professor (female), one Senior Lecturer (male) and one Lecturer (female). It was recruited through an open call and targeted invitations, with a specific focus on proper representation of AC and PS, diversity of gender and race, and inclusion of different career stages, work patterns, and caring responsibilities. The SAT is satisfied that appropriate diversity has been achieved in these criteria.

During 2022-2023, the members of the SAT were split into three teams, with each led by a co-chair and given responsibility for drafting one section of the Application. Within teams, members took on individual research and analysis tasks, where necessary liaising with other key postholders within BLS and the wider UOB (e.g. Recruitment Office, Human Resources) [*Sections 2.1.A*]. Each team leader arranged meetings

according to need, and oversaw the production of an initial draft of their section. A full draft was then produced by the co-chairs, and widely circulated for comments. Following detailed feedback from School, University and other stakeholders (including UCU representatives), the co-chairs produced the final draft of the submission in November 2023.

Following submission of this Application, follow-up work will pursue two parallel processes. First, where the SAT has recommended structural changes, these will be implemented by the relevant BLS Committee, with appropriate consultation online and through School meetings. Second, the specific implementation and review of the Athena Swan Action Plan will be overseen by EDIC, working closely with the DHOS (Staffing), a new role whose portfolio specifically includes oversight of EDI issues.

Section 2

An evaluation of the department's progress and success

1. Evaluating progress against the previous action plan

The SAT identifies strong progress against the goals in the BLS Bronze Application but notes that more remains to be done. It welcomes this opportunity to review progress and, in consultation with key stakeholders, to develop a practical and sustainable plan to further BLS's commitment, work and policies to promote gender equality as part of a wider commitment to EDI.

A. Implementation, evaluation and iteration

The Bronze Application included 21 broad objectives, each accompanied by concrete action points through which they would be operationalised, a timeframe for completion, clear lines of responsibility and oversight, and a range of target outcomes permitting judgment on how far they had been met. In most cases, oversight was offered by the EDIC (or Chair), HOS and SM who have strongly supported this process throughout.

In evaluating progress, the SAT has relied on data from the annual Staff EDI Survey (*Section 3.1.A*) and datasets in Appendix 2. While these offer a range of measures by which to review progress, ***the SAT recommends changes to improve the quality of data available to scrutinise success in promoting gender equality and EDI work (Section 4.C2).***

B. Barriers and facilitators to implementation

The past five years have been uniquely challenging, with sustained industrial action; a cost-of-living crisis; and sector-wide concerns with workload, spiralling bureaucracy, and precarity. Above all, responding to COVID-19 placed severe strain on all universities.² While BLS can be proud of the way that colleagues pulled together to support students and each other during the pandemic, the SAT recognises that the “all hands on deck” response (whereby school policies and priorities were amended and energies redirected to meet COVID-related needs) inevitably impacted colleagues' work-life balance (particularly for those with caring responsibilities who are disproportionately female), disrupted research time (particularly for those with planned Research Leave) and distracted attention from implementation of our Bronze Action Plan and wider EDI work.

BLS also faces four specific challenges:

- It is very large (150 staff, 2198 students), creating specific issues around maintaining cohesion, community and collegiality (particularly given changing working patterns following COVID); ensuring effective communication; and embedding strong, supportive line management. The HOS currently has 137 direct reports, more than any other UOB manager. The large size of BLS will also necessarily require a strong focus on bureaucracy, procedures and formal structures in the Action Points that BLS adopts in Section 4 of this application.
- Although PS are generally managed locally, administrative policies are often set centrally, complicating the capacity of BLS to adjust or respond to EDI and well-being concerns among PS. Two University-mandated major curriculum review processes in this period have resulted in significant work and PS have been particularly impacted by ongoing delays in timetabling (*Section 3.2.A*) – creating additional administrative burdens, such as responding to increased student queries.
- EDI infrastructure developed following our Bronze application grew in a way which, although falling within the credit allocation for administration and citizenship in the

WAM, may still be perceived as providing insufficient recognition for the time which AC and PS devote to gender equality and EDI-related work (*Section 3*).

- EDIC has encountered difficulties in gaining access to the data it needs to evaluate progress. In particular, UOB does not publish racial and gender pay gap data broken down at School level. UCU representatives have likewise flagged difficulties in accessing data to assess the existence of gender pay gaps within all AC employment grades.

C. Success (or otherwise) in meeting objectives

The table below demonstrates good progress against 15 of the 21 objectives in BLS's Bronze application (Green, 71%), with no objectives rated Red. In six cases, there is insufficient progress (Amber, 29%) with further actions planned to address the shortfall in each case:

- Staff EDI Survey (A2; *Section 3.1*). The SAT notes that BLS has not achieved a 75% response rate in the survey, notwithstanding repeated encouragements and (in response to feedback) reducing the length of the form. The survey achieved a 49% response rate in 2022-2023, with 71% of respondents identifying as female, 26% as male and 3% choosing the "other" option. The challenges of encouraging busy professionals to participate in surveys are well known and may be exacerbated by a sense of diluted responsibility in a very large School.
- More systematically mainstreaming consideration of EDI issues (A1, B1, B3, B4). In our Bronze application, BLS aimed for EDI to become a standing item in all BLS Committee meetings (*Section 1.2*), and to systematise and mainstream consideration of EDI data. While EDI has been frequently considered in School Meetings and at away days, this has been ad hoc. Similarly, while student EDI data are regularly scrutinized, this has not happened systematically across the whole period.
- Work-life balance (C4) The SAT has identified significant work already undertaken to enhance work-life balance (*Section 2.2*). **(*I*) BLS has advocated for, and approved, the highest number of staff teaching constraints of any school or department in UOB – a point noted by several respondents to the most recent Staff EDI Survey. The SAT recognises this as evidence of a strong commitment to supporting and facilitating AC and PS to flourish within their professional and personal lives.** However, responses to the Survey also suggest scope for further improvement.

D. Main learning points from evaluation of the Action Plan

The SAT has learned from, and proposes further changes in light of, the self-assessment process conducted for this Silver Application. While much has been achieved, BLS needs to redouble efforts to promote gender equality, to support all colleagues, and to foster work-life balance. In particular:

- The size and complexity of BLS creates a range of challenges. The SAT commends the ***fundamental redesign of line management within BLS, and recommends that the promotion of gender equality and EDI must be at their core (Section 4.A1)***.
- The SAT notes ongoing problems and, as a matter of priority, recommends that BLS act to ***resolve ongoing problems with late and inaccurate timetabling. (Section 3.2; 4.A2)***.

- While important infrastructure to support EDI work has been developed since the Bronze Award, this has not always been adequately resourced. **(*I*) The SAT welcomes that – as a result of its recommendation arising from this assessment – the work of all Equalities Champions is now formally recognised for the first time within the WAM for 2023-2024.**

The SAT recommends systematic review, further embedding and full resourcing of EDIC; its restructuring and streamlining; and stronger coordination of its work with that of other major BLS committees (Section 4.C1).

- BLS needs to embed more robust mechanisms for evaluating success in meeting objectives; for improving the data that will allow it to do this in an evidence-based way; and for ensuring that available EDI data is systematically reviewed. This also, in part, reflects wider governance issues regarding the need for better mechanisms to ensure that all School policies are fully implemented, well communicated, and regularly reviewed. ***The SAT recommends action to improve access to more robust evidence to inform BLS’s EDI work and the embedding of stronger mechanisms to systematise review and judge success (Section 4.C2, 4.C3)***
- ***The SAT recommends that BLS take concrete measures to assess and promote pay equity (Section 4.B1).***

	Objective	Comments
A Equality, Diversity and Inclusivity Culture and Infrastructure		
A1	EDIC established	Committee established in 2018; has met regularly; membership currently 13 female members, 8 male members; annual EDI report widely communicated and discussed.
A2	Staff Survey with emphasis on equality and well-being	Annual survey conducted but with a response rate of only 49% in 2022-2023. The results are promising in some areas. For example, 73% of respondents agreed that the School enabled flexible working; 53% of respondents agreed that the leadership in the School actively supported gender equality. 69% of respondents agreed that their line manager supported their career development. More disappointingly, 59% either disagreed or were neutral on the statement that their mental health and wellbeing were supported in the School.
A3	Incorporation of EDI into School business	Significant progress made in ensuring that EDI concerns are routinely discussed in major Law School committees and EDI frequently considered at staff away days. While a standing item at all-school and committee meetings, it is unclear that EDI has been substantively discussed at all meetings during the past two academic years.

A4	Online provision of EDI information	Significant information available on designated SharePoint pages and in the online Staff handbook, with further improvements planned around accessibility and improving staff awareness.
B Equality Diversity and Inclusivity in Student Population		
B1	Student data fed into EDI annual report.	Student data is routinely compiled by the University and supplied to the School. Scrutiny by EDCOM and consideration of data within an annual EDI report has not happened consistently, partly reflecting the disruption of COVID-19 and turn-over in the EDIC Chair role (with full hand-over disrupted by COVID-19).
B2	Widening Participation.	The Widening Participation Framework has been developed to take account of gender, with male and female participants from diverse backgrounds supported.
B3	Extra-curricular activities.	Data on student involvement in extra-curricular activities is now monitored by gender, with consistently higher levels of participation by female students. Review has occurred on an ad hoc basis but has not been systematic across the whole period.
B4	Graduate destinations and employability.	Data is routinely gathered and made available to the EDIC. Review has occurred on an ad hoc basis but has not been systematic across the whole period.
B5	Unit Feedback.	Review of unit feedback identifies no significant disparity in feedback tracking EDI characteristics, with no further action deemed necessary.
C Equality, Diversity and Inclusivity Amongst Staff		
C1	Improved data collection on staff recruitment.	Large quantities of data are collected and made available to schools.
C2	Exit interviews	All departing staff have been encouraged to complete an exit survey, however completion has historically been low. A formal exit interview process has been established for AC and PS to supplement the survey.
C3	Progression/promotion	BLS has excellent infrastructure to support AC progression and promotions. This is embedded in staff development reviews, formal and informal mentoring, other support offered by HPUs. Progression/promotion rates for AC do not show gender disparities.
C4	Research funding	We have excellent infrastructure to support funding applications, as confirmed most recently by focus groups at a well-attended staff Research Away Day in June 2023.

C5	Support for carers	A dedicated SharePoint folder signposts all resources for carers, including a centrally-funded workload reduction for academic staff supporting carers returning to work following parental leave (four women and one man have successfully applied since 2018).
C6	Citizenship activities	Major School Committees broadly reflect the gender profile of the School. Collegiality is a criterion in all promotions. The WAM includes credit for citizenship activities.
C7	Guest lectures and online representation of the School.	Organisers of research events and speaker series are required to aim for gender balance. The HOS bulletin, BLS's Research Paper series, and our website includes gender balanced recognition of work and achievements, illustrated by images that fully represent the School's diverse community. Blog posts reflect a diversity of voices.
C8	Meeting scheduling	Committee meeting scheduling varies through the year, with late afternoons avoided to facilitate attendance of carers, and meetings are generally hybrid.
C9	Workload credit for ECRs in CREATE (HEA Fellowship scheme)	AC receive WAM credit reflecting actual hours spent participating in CREATE. All P3 staff at/above lecturer level receive an allowance to develop pedagogy, and now benefit from the same allowances as P1 staff for early career professional development.
C10	Work-life balance	The School has worked hard to address issues, inter alia, through: flexible working policies, constraints reflected in timetabling, a policy of not e-mailing at weekends, and 'virtual office closure' over holidays. However, the SAT notes that concerns – such as decreasing opportunities for staff to meet their research obligations during the summer months due to encroaching teaching and marking obligations – continue to be raised, particularly in the Staff EDI Survey.
C11	Addressing issues relating to BLS's split site.	Care is taken to ensure social and academic events are held in each of the two Law School buildings, integrating all staff into the life of the School.
C12	Improve recruitment of men into professional service positions.	Since 2018, BLS has worked hard to recruit and retain male PS. Selection panels are always gender-balanced; all members explore unconscious bias as part of panel training; and panels do not have access to gender/race information until candidates have accepted an invitation to interview. As a result, 7 of 34 PS are now male, and are represented across a diversity of grades. This represents a significant change from 2018-2019, where no men held PS roles in BLS.

2. Evaluating success against BLS's key priorities

A. Development of robust EDI infrastructure (Objectives A1, A3)

Prior to the Bronze application, BLS had no specific infrastructure designed to promote gender equality and EDI. **(*I*) As a result of that application (Section 1.3), in 2018-2019, BLS established an EDIC, with a Chair appointed by the HOS (and receiving 160 hours of WAM credit). Since 2018, the EDIC has expanded to a membership of 21, reflecting colleagues' commitment and enthusiasm for its work.** Locating the commitment to promote gender equality within this wider EDI framework reflects BLS's strong belief that good practice benefits all staff and students (the majority of whom are female), and that the causes and consequences of gender inequality are impossible to understand and address in isolation from other intersecting identities.

With this infrastructure in place, primary responsibility for gender equality and wider EDI issues was given to EDIC and its Chair, formalising and professionalising oversight. However, as noted (*Section 1.2*), considerations of gender equality and wider EDI have also been mainstreamed as a central consideration in all aspects of BLS' work, and annual EDI reports have been widely communicated and discussed. In September 2023, a new DHOS role was created with a specific focus on staff experience, gender equality and EDI, with operational oversight of all action points arising from this application written into the role description.

Further EDI infrastructure developed more organically in light of need. In 2019, BLS established five Equalities 'Champion' roles. Four roles (Gender Equalities; Racial Equalities; LGBTIQ Equalities; Income Equalities) are supported by a deputy, and two colleagues share the Disabilities Equalities portfolio. **(*I*) The Champions have embraced their work with enthusiasm, offering a 'point person' for staff and students to raise concerns, as well as undertaking ad hoc further tasks in light of need.** In partnership with the EDIC, they also ensure that, as far as possible, BLS applies an intersectional lens in efforts to address inequalities among staff and students.

WAM credit for their work has always been available where a Champion requests it and commits to a specific programme of activities. **(*BA*) Our Racial Equality Champion, Prof. Foluke Adebisi, was supported to develop a sector-leading programme of work on the decolonisation of teaching, research and university administration (including convening a Faculty workshop and national conference with funding from BLS; co-establishing a staff/student group to support teaching teams exploring a decolonial approach; and editing a special issue of The Law Teacher). Prof. Adebisi has also offered significant leadership within the wider University, through her work as a mentor in the Bristol Institute for Teaching and Learning, where she has supported university-wide decolonising initiatives, helped to tackle ethnicity and gender gaps, and worked to increase a sense of belonging for racialised Black students.** Dr Alice Robson, of the School of Biochemistry (which recently won an Athena Swan Gold Award) notes that Prof. Adebisi:

has been supporting our BILT project on decolonising and diversifying the biomedical sciences for the past two years, providing both formal mentorship and informal encouragement and guidance. Her continued help and support with the project has been instrumental in its success, leading to us being invited to present our work at conferences within and beyond the University

(*I*) Following feedback from students, BLS introduced an undergraduate course on Law and Race, which has 30 students enrolled in 2023-2024. The unit has generated

highly positive student feedback, with one reporting that after “*every class we all walked out feeling more empowered, knowledgeable and equipped to talk about racial issues.*”

It is a key achievement of this period that this infrastructure has been built from scratch over the past five years in uniquely challenging conditions, representing a step change in the formalisation, professionalisation, mainstreaming and resourcing of attention to gender and EDI within BLS. It has commanded significant buy in from the SLT and wider BLS community, with a concern for gender equality mainstreamed into working practices. Moving forward, ***the SAT recommends ensuring that this infrastructure is fully implemented and resourced, thus harnessing its full potential in supporting all members of the BLS community (Sections 4.B and 4.C).*** The SAT commends the immediate implementation of one change recommended during this assessment without waiting for the process to be completed: that WAM credit (currently set at 40 hours) be automatically awarded to all Champions from 2023-2024.

B. Initiatives to promote work life balance, particularly for carers (C10, C5)

In 2018, BLS set the extremely ambitious objective of ensuring that “all staff enjoy a good work-life balance and, if required, the benefits of flexible working, recognising that these are fundamental to gender equality in the modern workplace.” The SAT recognises this as a challenging goal even without the difficult circumstances noted above. The incomplete progress of BLS in meeting this objective is reflected in an Amber rating and further action points detailed below. The SAT nonetheless notes that sustained attention over the past five years has translated into a range of important, concrete initiatives and, again, reflects a significant, highly positive step change that benefits all staff. General measures undertaken to promote work-life balance include:

- Strong policies to protect the research time of P1 staff, including a research leave policy of one year in four (subject to approval of plans and reporting requirements), allowing time to recharge and refocus, with an emphasis on the quality rather than quantity of outputs. **(*I*) BLS’s success in fostering an excellent research environment that supports the work of all AC was recognised in REF2021, where Bristol was one of only two law schools to score 100% at 4* on this heading, for a submission including all eligible staff.** UOB monitored the BLS REF Unit of Assessment Committee against EDI metrics to ensure that its practices, decision-making process, and decision outcomes, were fair and transparent. This revealed no significant statistical disparities warranting further investigation (including regarding the number of outputs submitted by male and female AC respectively).
- Recognising the high demands that staff place on themselves, BLS has worked to clarify expectations around performance. From 2023-2024, a new ‘real hours’ Workload Allocation Model makes explicit the assumption that a full-time academic staff member should work 1540 hours per year (35 hours x 44 weeks). Disciplinary norms regarding expectations are also fed into promotions applications in a contextual statement from the HOS.
- **(*I*) A policy of not e-mailing on Friday afternoons or at weekends, and “virtual office closure” over holiday periods** (strongly reinforced by the HOS through regular, timely reminders, and encouragements to use vacation messages over the closure periods – see example in Appendix 4) **have resulted in a dramatic reduction in e-mail traffic over those periods.**
- An ongoing Curriculum Review process (leading to semesterisation from 2024-2025) has created additional work in the short term but aims, inter alia, to create efficiencies in teaching delivery in the longer term, reducing workload. The move to

semesterisation, with more defined teaching periods, also aims to maximise time for research without disruption during the summer months.

- A significant range of specific initiatives designed to support colleagues who are carers (*Section 3.1.B*).

C. Widening Participation (B2)

Sixty-nine percent of BLS students are female [71% undergraduate, 67% postgraduate (taught) and 56% postgraduate (research)], with no significant gendered difference in academic performance, and an over-representation of women in all extra-curricular activities (even allowing for the larger number of female students).

In recent years, through programmes during the academic year and summer, BLS has worked with the wider University to encourage greater enrolment of students through access and Widening Participation initiatives, **(*I*) resulting in growing numbers of students entering BLS through this route. In 2022-2023, 278 students (190 female [68%]) entered BLS through Widening Participation programmes.** However, the SAT notes that once enrolled, a lack of data and the inability of BLS to identify specific students recruited in this way limits the possibility of targeting bespoke support. While welcoming progress in making BLS accessible to all students, irrespective of socio-economic background, ***the SAT recommends that BLS work to improve the support offered to Widening Participation students following enrolment (Section 4.B5).***

Specific responsibility for supporting the career development of students falls to our Faculty Employability Advisor (FEA) – working with the Director of Careers and Employability in the Law School – who is devoted exclusively to BLS, with annually reviewed work and targets informed by a range of datasets, including EDI data. The FEA organises a diverse speaker programme, calibrated to include a range of voices, taking account of gender, race and area of work (balancing the hyper-visibility of corporate opportunities on campus). **(*I*) A significant proportion of her time is spent in one-to-one meetings with students and, where data has shown less favourable employment outcomes for particular groups (e.g. international and MA students), she has focused support accordingly.** The FEA also oversees various initiatives designed to improve employment prospects of targeted groups, governed by a strategy of 'high impact, small scale' interventions. **(*I*) A particular focus has been to ensure that less economically advantaged students are supported to gain work experience beyond funded internships in large corporate firms. Relevant initiatives supported since 2018 include:**

- Internships with Leigh Day solicitors supporting Black students to gain funded work experience (three students, all female, supported thus far).
- Mentoring/work experience with Burges Salmon solicitors, targetting students from widening participation backgrounds. This pays a living wage and culminates in a guaranteed training contract interview (four students, all female, selected).
- Internships offering summer work with leading civil rights lawyer, Clive Stafford Smith, on death row projects, with a £500 bursary (51 students, 45 female thus far).
- University-run Widening Participation Research Internships, offering students from under-represented groups some paid experience of doctoral research and careers in academia (three of the four BLS students selected were women of colour).

Section 3

An assessment of the department's gender equality context

1. Culture, inclusion and belonging

“Our current system has been the best we have had in the years I am here and I would be keen to foster, mentor and proactively encourage all colleagues to celebrate all our different contributions together with everyone”

(2022 Staff EDI Survey Response)

Since BLS achieved the Athena Swan Bronze Award, the School has confronted significant external barriers (*Section 2.1*) and made significant progress in fostering a culture of inclusion and belonging, which pervades all aspects of its work.

A. Creating a Culture of Dialogue around Inclusion

Since 2018, BLS has sought to increase opportunities to consult staff on issues relating to gender equality and wider EDI. **(*I*) A key initiative has been the annual Staff EDI Survey, with results analysed by EDIC and presented in an Annual Report to the SLT and subsequently at an all-staff meeting.** EDIC undertook its latest staff survey, including the Athena Swan Culture Survey, in September 2022.

The survey has been useful in identifying areas where policy change is necessary. For example, the 2018-2019 survey revealed that staff were unsure about whether child-care costs associated with conference attendance could be paid from personal research allowances. **(*I*) The EDIC raised this concern and RAIC subsequently amended the research funding policies to clarify that internal research funding can now be used for this purpose.** While BLS does not hold data regarding the specific use of research funds, PS staff have confirmed that child-care costs are being claimed.

Following feedback on prior surveys, the EDIC shortened the 2022 staff survey to facilitate easier completion, lengthened the time that staff had to respond, and ran the survey over both vacation and academic term time to accommodate different professional and personal commitments. However, the SAT nonetheless notes a disappointing response rate in 2022-2023 (49%). ***It recommends that survey data is supplemented with qualitative data from focus groups in order to better facilitate, target and identify staff needs (Section 4.C2).*** Pilot focus groups in 2021-2022 successfully identified several gender-related inequalities and possible solutions: for example, **(*I*) a doctoral student was helped to access conference funding while on maternity leave.** The SAT notes other issues that might benefit from similar investigation: for example, the experiences of peri- and post-menopausal colleagues and how BLS might better support them.

The SAT further recommends creating a channel for colleagues to suggest issues worthy of this kind of consideration, as part of the annual invitation from the EDIC to raise EDI concerns (Section 4.C2).

Since 2018, the EDIC Chair – now supported by the Equalities Champions – has been a point of contact for concerns relating to gender equality and EDI. The SAT notes

several issues resolved as a result, **(*I*) including concerns raised during the pandemic regarding marking deadlines, research productivity, impact on promotions and uneven workloads, all of which posed particularly acute problems for staff with increased caring responsibilities (predominantly women).** In many cases, both formal and ad hoc accommodations were possible for those colleagues particularly impacted (see Appendix 5).

Since 2018, BLS has also organised a series of events and programmes which allow staff and students to think more deeply about questions of gender equality and EDI, recognising that such reflection benefits all staff. For example, in 2022, the EDI Chair organised a lecture by the then-Dean of the Oxford Law Faculty, who spoke of her experiences as a woman of colour within academia. This event garnered so much interest from staff and students (85 registered attendees) that it had to be moved to a larger space. **(*BA*) In November 2022, as part of a wider UOB initiative, the Law School collaborated with the High Sheriff of Bristol on an event to highlight issues of EDI, including gender inequality, within the criminal justice and wider legal systems.**

B. Specific initiatives to support colleagues who are carers

The introduction of a Gender Equality Champion reinforced BLS's commitment to supporting carers among both AC and PS. BLS encourages staff to take full advantage of relevant University initiatives as well as its own, with SharePoint providing useful links. Initiatives include:

- University support for (expectant) parents includes individual coaching sessions for staff going on/returning from parental leave, and free swimming in the University pool during pregnancy. The University also subsidises a reduction in the workload of AC returning from parental leave, through a £10,000 grant to schools – a policy clearly flagged to all staff and recently extended from P1 and P3 to P2 staff. **(*I*) Four female (80%) and one male BLS colleague (20%) have successfully applied to this scheme since 2018.** A sixth colleague, whose research leave was significantly impacted by their baby's illness missed the deadline to apply for the scheme. BLS proactively identified this problem, and it funded the same arrangement for them internally. **(*BA*) As part of a wider commitment to promoting gender equality across the University, BLS communicated concerns regarding the overly restrictive timeframe for applications, with the University management responding positively by reviewing and extending the deadline for future applications.**
- The SAT notes that BLS has worked hard to accommodate flexible working arrangements (FWAs) for AC, including accommodating colleagues' requests to move between full-time and part-time contracts of varying fractions: 17 women and 13 men worked on part-time contracts in 2021-2022. Strong support is given to requests for constraints in their schedules in order, for example, to accommodate caring commitments. Requests are considered by the HOS, in consultation with Human Resources to ensure consistency. **(*I*) For 2023-2024, 45 requests were made by eligible staff (27 female [60%] and 18 male [40%]) and all were granted. This is by some distance the**

highest number of teaching constraints accommodated by any School in the UOB and is a core plank in the support offered to carers.

- PS also benefit from flexible work arrangements. Since 2021, all PS Teams have adopted the University Blended Working scheme, with presence on campus dictated by operational need. Depending on circumstances, some have chosen to work fixed days each week e.g. to accommodate caring responsibilities, some have rotating days, and some take advantage of flexible start/finish times. **(*I*) Since 2018, six PS have been accommodated under the UOB maternity and paternity policies (five female; one male), sometimes adopting flexible work arrangements on their return to work.**
- Committee meetings (SLT, EDCOM, RAIC) typically take place in hybrid format, avoiding afternoons, to accommodate staff with caring responsibilities. The SAT observes that this change in timetabling was in direct response to concerns raised during the Bronze Award consultation process, and feedback in EDI Staff Surveys. **(*I*) It is a striking improvement that, in the most recent iteration of the Survey, just one respondent raised the timings of school meetings as a gender equality concern.**

C. Supporting and Developing Female Leadership

The SAT notes strong support for developing female leadership within the School, with this reflected in the current proportion of senior posts held by women. Professional Services managers are encouraged and supported to apply for the highly competitive UOB Leadership and Management Development programmes and, **(*I*) since 2018, two colleagues have applied successfully and undertaken this training**, with a further application pending (all female). BLS has also invested heavily in developing academic leadership, with **(*I*) four female AC staff completing the UOB's flagship Bristol Senior Leaders Programme (BSL) and three female AC staff undertaking the Female Leadership Initiative since 2019, representing an investment of approximately £3640 by BLS**. In 2021-2022, a male AC member also completed the BSL.

BLS has also strongly and consistently promoted the career development of all staff, enabling female staff to break through multiple glass ceilings. **(*BA*) For REF 2021, BLS supported and facilitated Professor Joanne Conaghan in taking on the position of Chair of the Law Sub-Panel. In 2023, Professor Rachel Murray was awarded the ESRC Outstanding International Impact for her research on collaborative working to redress human rights violations for African peoples.** Since 2018, our sole strategic appointment – a recruitment process outside of normal hiring cycles – was of a female professor with expertise in the field of gender, health and law. In 2020, we accommodated a request from a female colleague to take a substantial period of leave in order that she could take up a highly prestigious role as a Law Commissioner. Two of our professors are women of colour. **(*BA*) One is of South Asian heritage and was BLS's first chair of colour. She is currently working with others to develop a national network to support and mentor other law academics of South Asian heritage.** The other is amongst only 61 Black female professors in any discipline in the UK.

The SAT notes BLS's work to develop female leadership and recommends that it continues to prioritise this work, reporting progress through the EDIC (Section 4.B2).

D. Intersectional Lens on Gender Equality: Gender Reassignment and Sexual Orientation

In recent years, BLS has launched several important initiatives framed through an intersectional lens and led by the EDI Chair and relevant Champion. The SAT notes two important examples. First, the work pursued by our Racial Equality Champion and Widening Participation Officer, detailed above, has supported female staff and students of colour (*Section 2.2.A*). Second, BLS's work on LGBTIQ rights offers a strong example of a commitment to intersectional understandings of gender equality, with excellent work done to support staff and students who identify as lesbian, gay, bisexual, trans, intersex and queer. Here, BLS is particularly attuned to intersections of gender, sexuality and gender identity (or 'gender reassignment' as the formal protected characteristic under the Equality Act 2010), and has sought to create an open, welcoming and supportive environment where all staff and students can flourish. The LGBTIQ Champion and Deputy have led in developing support structures and, since 2020, have **(*I*) organised regular LGBTI staff-student socials, helping to foster a sense of solidarity and inclusion.**

Since 2018, BLS has reviewed both the physical and digital infrastructure of the department to consider how best to accommodate staff and students who have a gender reassignment characteristic. Since 2020, following consultation with the EDIC, staff have been encouraged to offer students the opportunity (if they wish) to share preferred pronouns. Such guidance within BLS, including advice for staff on sharing pronouns in electronic signatures, build upon formal university policies, through which students can identify a preferred name (which may differ from their legal name) to be used in correspondences and classroom activities. In both Law School buildings, **(*I*) staff and students are now able to access gender neutral toilets** (BLS also offers free period products in several toilets). Furthermore, **(*BA*) members of BLS have worked with the UOB EDI and legal teams to incorporate gender identity and gender expression into UOB policies to protect against hate speech.**

A commitment to EDI is also embedded within the teaching and research culture of BLS. On both the undergraduate and postgraduate curriculum, students can choose units on *Sex, Gender and Law* – which apply a gender and queer lens to questions of law and policy. In 2023-2024, 105 students are enrolled in these courses. Undergraduates can also study British Immigration, Nationality and Citizenship, a unit offered in few other universities and heavily focussed on racial and gender discrimination.

Since 2018, as part of the student law clinic, the **(*BA*) Human Rights Implementation Centre (HRIC) has offered approximately 50 students the opportunity to collaborate on a range of research projects with LGBTI human rights defenders in the UK and Europe.** The HRIC has also organised specific LGBTI talks and presentations for Pride Month, promoting LGBTIQ rights and offering the opportunity to speak with interested legal practitioners. Since 2018, through Strategic Research and Impact Funding, BLS has supported several LGBTIQ-focused

projects, including comparative studies on non-binary rights and engagement with domestic and European policy makers.

E. EDI Policy Development and Review

Since 2018, developing, implementing, and reviewing policies which promote gender equality and wider EDI has been a central pillar of operationalising BLS's commitment to inclusion and belonging (*Section 2.2.A*). In particular, the SAT notes the important role played by the EDIC in developing policies and providing expert review. For example, in 2019, the EDIC established an *External Speakers Policy*, providing that panel events, speaker series and guest lecturers within BLS should be evenly balanced in terms of gender and achieve appropriate racial diversity (where an event has more than three speakers, at least 25% should normally be from a racial minority). The SAT notes that this policy has resulted in BLS's flagship Research Seminar Series achieving a healthy diversity. The EDIC has also proved vital in reviewing policies following the lodging of complaints. For example, in 2020, an allegation of Islamophobia was made against a BLS staff member. While the complaint was handled centrally by the University, the EDIC contacted the students involved, who reported concerns with the lack of a complaints procedure within BLS. **(*I*) In response, the EDIC has now put such a procedure in place.**

The SAT also recommends that BLS works to maximise the potential benefits of the planned restructuring of the academic year, ensuring that it has a positive impact on work life balance (Section 4.A3).

2. Key Priorities for Future Action

A. Timetabling

A key, recurrent issue arising in Staff EDI Surveys has been challenges with timetabling.

Timetabling is managed centrally and thus lies outside the direct control of BLS. However, problems with delays and inaccuracies in timetabling has been exacerbated by BLS's strong commitment to accommodating staff teaching constraints and supporting flexible working arrangements (FWAs). BLS works with staff to agree the constraints that best fit an individual's needs, going far beyond official UOB policy, which allows constraints only at one end of the working day. The UOB policy has been flagged to the UOB Athena Swan Implementation Group (SIG) as a leading reason for female staff to leave academia, given the negative impact of an inability to organise teaching commitments to fit alongside caring responsibilities. The SIG is currently pursuing this issue with the UOB EDI Strategy, Monitoring and Implementation Group (SMIG). In the meantime, the SAT commends BLS for going beyond University policy.

Nonetheless, the fact that BLS recognises a significantly higher number of teaching constraints and FWAs than any other School adds a significant level of complexity to timetabling that does not arise elsewhere in the UOB. Delays may also arise where

the allocation of teaching within BLS cannot be communicated to the timetabling team sufficiently early, meaning that the first draft timetable published is produced without full and accurate information. In turn, this delay in communication usually reflects BLS's limited capacity to hire additional staff in a timely fashion (e.g. due to recruitment freezes), with wider knock-on effects as timetables are amended to accommodate new recruits.

Maintaining a commitment to promoting work-life balance through recognition of staff constraints and FWAs whilst addressing problems with timetabling is not simple. However, ***the SAT recommends that BLS moves expeditiously to resolve ongoing problems with late and inaccurate timetabling (Section 4.A2).***

B. Systematically Embedding the Promotion of Gender Equality and EDI in School Governance, Management and Support Structures

As noted, BLS is a large Law School, and the HOS has a high number of direct reports. In practice, this has been mitigated through sharing aspects of line management and career development responsibilities with HPUs. However, HPUs themselves generally have responsibility for more than 20 Bcolleagues, do not receive specific training for this work, and may find themselves undertaking tasks, such as service reviews, which formally remain within the remit of the HOS. The SAT notes that BLS is currently considering changes to its line management structures to bring the School into line with University policies. It identifies the accessibility and easier enforcement of Law School policies and benefits as a potential benefit and ***recommends that the promotion of gender equality and EDI is kept at the heart of all changes (Section 4.A1).***

C. Full Recognition of EDI Work in the Workload Allocation Model

A key achievement of the last five years has been the establishment of a formal EDI infrastructure within BLS (*Section 2.2.A*). However, apart from the Chair and Racial Equalities Champion, other Equalities Champions and EDIC members have not historically received specific credit for their work in the WAM. While EDI Champions always had the option of making a case that their activities merit specific inclusion in the WAM, BLS has otherwise taken the position that their work was recognised within credit for general administration and citizenship activities.

The SAT acknowledges the generosity and commitment of the staff who have worked to enhance inclusion and belonging within BLS. However, it notes a concern with relying upon what – in comparison with other roles within BLS – may be perceived as insufficiently recognised labour to promote gender equality and EDI goals. First, this risks reproducing and exacerbating the very gender imbalances that EDI labour is intended to address, particularly where, as in BLS, it is disproportionately undertaken by female members of staff. Second, where EDI work is perceived as receiving less recognition within the WAM, this risks unintentionally signalling that it has lesser value. Finally, although enthusiastic, members of the EDIC have sometimes reported having less time for EDI work because they must prioritise other WAM-credited tasks. The SAT thus welcomes the recent decision (from 2023-2024) that all five Equalities Champions should automatically be awarded WAM credit for their work (40 hours per year).

The SAT also notes that the EDIC has, since 2018, grown very large, risking dilution of responsibility for its work. ***The SAT recommends that the work of EDIC is streamlined and fully resourced (Section 4.C1)***

Section 4

Future Action Plan

1. Action Plan

This is a living document, which will be regularly reviewed and updated over the period of the Silver Award, if successful.

A Work-life balance and Organisational culture						
Ref	Planned Action	Rationale	Key Outputs and/or milestones	Timeframe (start/end dates)	Roles responsible	Success indicators: outputs/impact sought
A1	Fundamental redesign of academic line management within BLS, with promotion of gender equality and EDI at its core.	Mandated changes to line management within BLS offers a valuable opportunity to re-envision governance, mentoring and career support for AC with a strong focus on promoting gender equality and wider EDI; to address problems with need for self-advocacy to benefit from existing policies; and to strengthen interface with	<p>Draft clear role descriptions for new Academic Support Managers (ASMs), with emphasis on promoting gender equality and EDI.</p> <p>Appoint 10-12 ASMs for three year term, each responsible for < 12 staff (where possible grouped according to need to allow for specialised support according to pathway, career stage etc), with appropriate resourcing and significant time in the WAM fully to support their work. In response to strong AC preference, all ASMs to be professors.</p> <p>Clear staff communication regarding the new ASM structure, and how it will work</p>	<p>May 24</p> <p>July 24</p> <p>Sept 24</p>	<p>DHoS (C&W), EDI Chair and HR</p> <p>HoS and DHoS (C&W)</p> <p>DHoS (C&W)</p>	<p>Role description approved by SLT and School Meeting.</p> <p>Gender balanced division (> 40% each male/female ASMs). Seven hours per member of staff line managed per year awarded to each ASM in the WAM. All ASMs undergo 14 hours of bespoke training).</p> <p>With ASMs up and running: all eligible staff informed of all appropriate University</p>

		Occupational Health services.	<p>to support EDI and gender equality.</p> <p>Conduct needs assessment and design 14 hours of bespoke training for all new ASMs in consultation with UoB Academic Staff Development. This is likely to include gender equality and EDI; support for carers; menopause awareness; mental health support; working with Occupational Health; promotion support; support for staff preparing for, during and after a period of extended leave; and use of Development Reviews as opportunity to support career progression, especially for women and under-represented groups; and having ‘difficult conversations’.</p> <p>Ongoing programme of refresher training of at least one day per year developed, with content determined in consultation with SLT and EDICom.</p> <p>Regular prompts to ensure that ASMs proactively identify and</p>	<p>July-Oct 24</p> <p>Sept 25 and ongoing</p>	<p>DHoS (C&W), HR and UoB Academic Staff Development</p> <p>DHoS (C&W) and ASMs</p>	<p>and BLS schemes. All eligible staff have Return to Work meeting after extended period of leave. High proportion of eligible AC apply (>80%) and are successful in accessing Returning Carers’ Scheme. Gender balance maintained in promotion applications and success within them.</p> <p>All ASMs attend refresher training.</p> <p>Staff report strong awareness of policies to promote gender equality and EDI (>80%); that they feel</p>
--	--	-------------------------------	--	---	---	---

			<p>encourage timely promotions and increment applications and nominations for career-enhancing opportunities, awards and roles.</p> <p>One SAF devoted to evaluating new system, with anonymous poll.</p> <p>Regular forums for ASMs to discuss challenging issues, share examples of best practice and provide peer support to ASM cohort.</p> <p>ASM Reflection tool developed to allow ongoing reflection on role.</p> <p>ASMs to be mentored by DHoS (C&W) and peers, with an emphasis on the development of their own leadership skills.</p> <p>Focused campaigns on occupational health assessment and support, work-life balance and flexible work policies. HR and ASM collaboration to improve consistency and quality of advice and staff experience.</p>	<p>October 24 and ongoing</p> <p>Nov 25</p> <p>Oct 24 and ongoing</p> <p>Oct 24</p> <p>Oct 24 and ongoing</p> <p>Oct 24 and ongoing</p>	<p>DHoS (C&W) and ASMs</p> <p>DHoS (C&W) and ASMs</p> <p>DHoS (C&W)</p> <p>DHoS (C&W) and ASMs</p> <p>HoS and DHoS (C&W)</p> <p>HoS and DHoS (C&W)</p>	<p>well supported by ASMs >80%; and positive views regarding the change (>80%).</p> <p>Strong ASM confidence indicated by training programme evaluation (>80% reporting good awareness of relevant policies and confidence in delivering them) and in reflection tool.</p> <p>Colleagues referred to OH report strong satisfaction with support offered, and interface between OH and BLS (>80% positive).</p>
--	--	--	---	---	--	--

			<p>Build strong feedback mechanism for new ASMs to flag general problems with HoS and SLT; and develop a reflection tool to support refinement and development of LM role.</p> <p>ASMs appointed for three year terms in a rolling programme, as a way of developing line management and academic support skills throughout the professoriate.</p> <p>Where BLS is able to point to excellent practice within this head of activity, to seek opportunities to disseminate it and seek to inform best practice in the wider University.</p>	<p>Oct 25 and ongoing</p> <p>Oct 25 and ongoing</p>	<p>HoS and DHoS (C&W)</p> <p>DHoS (C&W), EDI Chair</p>	<p>ASMs meet with SLT once per year.</p> <p>50% of BLS professors to have trained as ASMs and gained experience of the role by 2028/2029.</p> <p>Presentation to UoB Athena Swan Leads.</p> <p>Changes effected within wider University.</p>
A2	Resolve ongoing problems with late and inaccurate timetabling.	Late release of timetabling creates significant problems for staff with	Maintain existing best practice in fairly and consistently recognising Flexible Working Arrangements and timetabling constraints for all AC colleagues who need them.	Ongoing	HoS/HR	FWAs and Teaching Constraint requests approved and respected for all colleagues who need them. HOS to report

		<p>teaching constraints, impacting particularly severely on those with caring responsibilities leading to significant anxiety, expense (and, elsewhere in the University, staff departures).</p>	<p>EDIC to publish FWAs and timetabling constraints data in its annual report, compiling a record of year on year trends.</p> <p>Bid in next funding round for permission to employ a PS devoted to timetabling work within BLS.</p> <p>Employ timetabling officer within BLS.</p> <p>Harness the potential benefits of semesterisation and the new WAM to develop processes that allocate teaching for the following year much earlier, permitting earlier provision of accurate WAM information and facilitating earlier work on timetables.</p> <p>Where BLS is able to point to excellent practice, seek</p>	<p>June 2024 and ongoing</p> <p>Dec 2023</p> <p>Aug 2024</p> <p>2023/2024 and ongoing</p> <p>Ongoing</p>	<p>EDIC</p> <p>HoS</p> <p>HoS/SM</p> <p>DHoS (R)/SAM</p> <p>HoS/DHoS (C&W)/DHoS (R)</p>	<p>annually to EDIC on number of requests received/approved, broken down by gender.</p> <p>Greater accuracy (<10% AC raising inconsistencies with approved FWAs and constraints) in first draft timetables for 2024/5 and ongoing, published end of June for the first teaching block of the following year.</p> <p>Strong improvement noted by staff, assessed in Focus Group and staff survey or SAF poll (>80% to note positive change). No BLS colleague reports timetabling problems as an issue as a reason for leaving in Exit interview or survey.</p>
--	--	--	--	---	---	--

			opportunities to disseminate and inform best practice in the wider University.			Presentation to the University Athena Swans Leads meeting on how problems addressed.
A3	Work to ensure that planned restructuring of the academic year has a positive impact on work life balance.	UoB requires BLS to restructure the academic year (moving from terms to semesters) from 2024/5, with curriculum planning currently heavily underway. This risks creation of new pressure points in the teaching year, and both AC and PS staff have raised concerns about potential impact on work life balance (59% of AC and 80% of PS are female).	<p>Significant, ongoing consultation regarding curriculum planning through Away Days, Padlet, SAFs, and School Meetings, with additional planning and discussion time built into non-teaching weeks.</p> <p>Staff consulted on the placement of units and the pattern of teaching adopted.</p> <p>Careful planning with unit teaching teams to ensure that workload balanced across the year for both AC and PS, and pressure points minimised. Particular attention paid to minimising marking burden for all staff (x% female), within guidelines for planning formative and summative assessment.</p> <p>Move to single point of assessment at PGT to reduce</p>	<p>2023/204</p> <p>Autumn 2023</p> <p>2023/4</p> <p>2024/25 and ongoing</p>	<p>DoE</p> <p>DHoS (R), DoE</p> <p>DHoS (R), DoE</p> <p>DoE, DPGT</p>	<p>>80% of AC and PS are positive about the way that the process was handled; and see the impact of semesterisation as either positive or neutral in terms of their own work-life balance (with opinion taken in staff survey and/or SAF poll, and Focus Group).</p> <p>Once new structure embedded, >80% of PS and AC staff report no increase/decrease in time spent on assessment work.</p>

			marking and assessment load for PS, AC, and students.			
A4	Improve security of employment for TA staff (59% of whom are female).	While necessary for BLS occasionally to employ staff on short-term contracts (inter alia as a way of offering teaching experience to PGRs), precarity is a significant problem for some staff.	Minimise use of short-term contracts other than where covering for staff absence over a fixed period (e.g. maternity leave; research funding buyout); or for P2 staff funded by research grant income; or to offer teaching experience to PGRs; or where unavoidable due to unplanned overshoots in student numbers. Create more accessible progression routes for TAs to P3 lectureships.	2023/24 and ongoing	HoS	BLS to advertise >5 permanent P3 posts in early 2024, available only to existing staff on fixed term contracts. No TA to experience a gap between expiry and renewal of an employment contract.

B Promoting Gender Equality at All Levels and in All Aspects of the Work of BLS						
B1	Addressing staff concerns regarding pay inequity.	A University level review found no evidence of pay inequity within UoB but identified a lack of female staff in senior roles (a problem that	Engage constructively with UoB to facilitate the provision and evaluation of some accurate data regarding pay equity/pay gaps within BLS, in a way that fosters transparency and accountability but remains compatible with staff confidentiality and GDPR.	2024/25 Spring 24	HoS/EDI Chair HoS/DHoS (C&W)	Accurate data made available within BLS.

		<p>does not apply in BLS). School level data is provided to HOS/SM who are advised that further sharing is not permitted due to staff confidentiality and GDPR concerns. This means that the SAT cannot evaluate pay equity within BLS. Perceptions of pay inequity are widely reported amongst staff.</p>	<p>Report to staff on steps currently taken to ensure pay equity.</p> <p>Work with HR to design and implement a process at School level for review of pay equity at each promotion grade and rate of career progression, which commands staff confidence.</p> <p>If inequities are identified, develop plan to address them, and report analysis and action plan to School. This should include the size of any pay gap (framed in a way to protect staff confidentiality and respect GDPR); analysis of underlying causes (including e.g. caring responsibility, part-time status, a 'loyalty penalty' for colleagues who have infrequently moved jobs; frequency/success of applications for promotion and increments at professorial level; different pathways). Strategies considered to address issues should include requesting pay review for specific staff; encouraging targeted increment and promotion applications.</p>	<p>Summer 2024</p> <p>2024/25</p> <p>2025/26</p>	<p>HoS/SM/DHoS (C&W)</p> <p>HoS/DHoS (C&W)/SLT</p>	<p>SAF devoted to discussing pay equity.</p> <p>Staff express strong confidence (>80%) in process.</p> <p>Staff express strong confidence in conduct of process, robustness of findings, and plan to address any issues (>80%).</p>
--	--	--	---	---	--	---

			Put plan into operation and conduct subsequent review of data.			No statistically significant gender pay gap.
B2	Promoting Gender Equality in Leadership.	BLS has done significant work to promote female leadership and can build upon this work to develop the next generation of leaders. However, far fewer male AC are taking advantage of available training opportunities.	Encourage more male AC to do leadership training within the University. Support all colleagues to adopt significant leadership roles internally and externally.	2024 and ongoing	DHoS (C&W)	Annual report by DHoS (C&W) to EDI Com, detailing number of staff who have undergone leadership training, with gender breakdown, and data collated over rolling five-year period.
B3	Promoting Gender Equality in Research, with a focus on REF Preparations	A University review of the BLS REF2020 UoA Committee's work against EDI metrics revealed no	Continue fully to embed a concern for gender equality and EDI at the heart of all planning for REF 2028 processes. Nominate a female Professor with significant experience of promoting gender equality and	2023 and ongoing 2025	SRD and REF lead HoS	REF steering committee balanced in terms of gender. Outputs and ICSs by female AC proportionately

		<p>significant statistical disparities warranting further investigation. However, national data shows women less well represented in the REF in terms of governance, outputs, and ICSs.</p>	<p>EDI, with appropriate WAM credit for this important role (REF leads are formally appointed by UoB).</p> <p>All REF decision-makers to receive bespoke EDI training.</p> <p>EDIC Chair to participate in REF steering group.</p> <p>One or more SAFs to be devoted to discussing REF and evaluating staff confidence in processes.</p> <p>Regular events on writing, led by women working different genres of legal scholarship.</p> <p>Bespoke mentoring for returning carers with a particular focus on writing/career development (with mentoring offered by senior colleagues with relevant expertise, and work reflected in WAM loads).</p>	<p>2024/5</p> <p>2024 and ongoing</p> <p>2024 and ongoing</p> <p>2024/5</p> <p>2024/5</p>	<p>HoS</p> <p>REF Lead</p> <p>REF Lead</p> <p>HoS/REF Lead</p> <p>SRD/DSRD/SRM</p> <p>SRD/DSRD</p>	<p>represented in those submitted in REF 2028.</p> <p>Staff report strong confidence (>80%) in processes and attention to EDI within them.</p> <p>Annual half-day event from 2024/5.</p> <p>All returning carers to be offered this additional support.</p>
B4	Support for PS development/progression,	<p>Many PS have moved to higher graded posts during this</p>	<p>Strengthen training and development opportunities for all PS (82% female), through an individual training and</p>	2024/5 and ongoing	SM and PS Team Leaders	<p>SM to report annually to EDIC on specific initiatives to support PS training, with a</p>

			<p>Focus group of PS staff who work part-time, have FWAs or job shares to discuss barriers and strategies for addressing them.</p> <p>Reassess existing roles (with a focus on those at higher grades) within BLS and develop more opportunities for job shares and part-time working.</p> <p>Work constructively with UoB for more posts to be made available on a part-time and job share basis, including through raising the problem with the central EDI Team.</p>	<p>Jan 2025</p> <p>2024 and ongoing</p>	<p>SM and PS Team Leaders</p> <p>SM/HRBP/EDI Chair</p>	<p>>50% PS posts within BLS to be available on a PT, FWA or job share basis.</p> <p>Availability on this basis to be made explicit in all job advertisements.</p>
B5	Improve support offered to widening participation students	It is likely that our widening participation students have specific needs, however, it is difficult to identify economically disadvantaged students from the data available to us.	<p>Work constructively with central university towards the identification of WP students to School Widening Participation Officers, whilst complying with GDPR. In the meantime, target support to recipients of our Law UG bursaries (allocated on the basis of WP criteria).</p> <p>Faculty Employability Advisor, in partnership with appropriate members of SLT and EDI</p>	<p>2024 and ongoing</p> <p>2024 and ongoing</p>	<p>HoS/WPO</p> <p>FEA/WPO</p>	<p>Relevant stakeholders within the Law School (WPOs, PS staff, SLT) can access data on WP students in the Law School so as to provide targeted and bespoke support to students who enter the Law School through the WP programmes.</p>

			<p>Committee, to work with the central university to develop and implement concrete plans to support WP students once they are studying in the BLS, with clear direction from BLS as to how support should be targeted set out in the annual Employability Partnership Agreement.</p> <p>Work to increase the number of bursaries available for internships, with the aim of supporting all students (71% of undergraduates are female) to take them up, particularly targeting assistance towards economically disadvantaged students.</p>	2024 and ongoing	FEA/WPO	Five further bursaries of £500 per year available annually to support participation of economically disadvantaged students in internship schemes available by 2025/6 .
--	--	--	---	-------------------------	---------	--

C Mainstreaming and Systematising Consideration of Gender Equality and EDI within the work of BLS

C1	Streamline and fully resource the work of the EDIC.	EDI work has grown significantly within BLS as a key achievement of the Bronze AS award period.	Clear role description and WAM credit for Champion roles.	Oct 2023 and ongoing (as a result of SAT recommendation)	HoS/DHOS(R)	40 hours WAM credit given to Equalities Champions (in addition to 160 hours to EDI Chair) in 2023/4 WAM. Champions to report
----	--	---	---	---	-------------	--

		However, where not separately credited within the WAM, this risks exacerbating the inequalities that it is designed to address.	EDIC to be streamlined, with all AC members appointed ex officio on the basis of WAM-credited roles. Increase representation of male and female PS staff on EDIC.	October 2024 August 2024	HoS/EDI Chair SM and PS Team Leaders	to EDIC on their work. Streamlined, fully ex officio EDI Com, with 12-15 members. Increase PS membership of EDIC from one to three staff, including at least one male.
C2	Improve the quality of data available to scrutinise success in promoting gender equality and EDI work	Good policy requires good evidence and there are multiple shortcomings in the data available for BLS to use in policy development, partly reflecting the challenges of generating high response rates to a staff survey in a large and busy	Address complaints that staff survey is too long by redesigning and utilising a format facilitates the use of 'skip questions' and branch out questions based on previous response. Supplement survey with: a) at least two focus groups per year, on issues chosen by EDICom. BLS to supply lunch to encourage attendance. One focus group in 2024/5 to focus on support for carers.	Oct 2024 2024/5 and ongoing	EDI Chair EDI Chair and Champions	75% response rate in staff survey. At least two focus groups held. All data reported to EDIC and in annual report. SLT to respond to any issues raised, detailing policy response. Response

		School, and limitations in the data supplied by the University.	<p>b) use of anonymous polling within SAFs, which take place every fortnight, and are regularly attended by 80-100 AC and PS staff.</p> <p>Work constructively with HR to design a process for sharing meaningful analysis of School level gender and racial pay gap data within the School, in a way that maintains confidentiality and respects GDPR.</p>	<p>2024/5 and ongoing</p> <p>Jan 2025.</p>	<p>EDI Chair and HoS</p> <p>HoS and EDI Chair</p>	<p>from HoS/relevant post-holders.</p> <p>See above, B1.</p>
C3	Ensure that consideration of gender equality and wider EDI is systematically mainstreamed through the work of all BLS committees.	<p>Gender equality and EDI has been regularly considered in relevant BLS meetings but this has been ad hoc and dependent on the interest and awareness of individual Committee Chairs. Communication between EDIC and other Committees has</p>	<p>Create a PS EDI Lead, who will support the collection and systematic review of EDI data, and a twice yearly review of the AS Action Plan.</p> <p>Amend ToR of Education Committee to include commitment to promote gender equality and EDI.</p> <p>Review ToR of all other major BLS committees to ensure that appropriate consideration of gender equality and EDI included.</p>	<p>Jan 2024</p> <p>Jan 2024</p> <p>Jan 2024</p> <p>Oct 24 and ongoing</p>	<p>SM</p> <p>EDI Chair and DOE</p> <p>Committee Chairs</p> <p>Committee Chairs</p>	<p>New Lead appointed.</p> <p>All major Committee ToRs include this commitment.</p> <p>All Committee minutes showing regular substantive</p>

		<p>sometimes been similarly ad hoc.</p>	<p>Gender equality/EDI to be included as standing item of on agenda of at least one meeting per year of all major committees</p> <p>Ensure that every major committee has one member (as well as HoS) who also sits on EDI Com, ensuring better communication between them.</p> <p>Systematise monitoring of student performance data with a focus on EDI data, with findings used to inform annual work targets for the WPO.</p>	<p>June 24 and ongoing</p> <p>October 24 and ongoing</p>	<p>HoS/EDI Chair</p> <p>WPO, EDI Chair and PS EDI Lead</p>	<p>discussion of gender/EDI issues.</p>
--	--	---	---	--	--	---

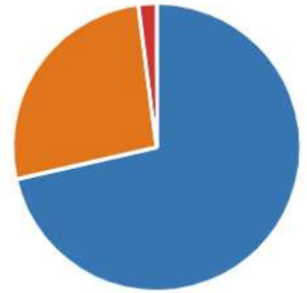
Appendices

Appendix 1: Culture Survey Data

This survey ran from August to September 2022

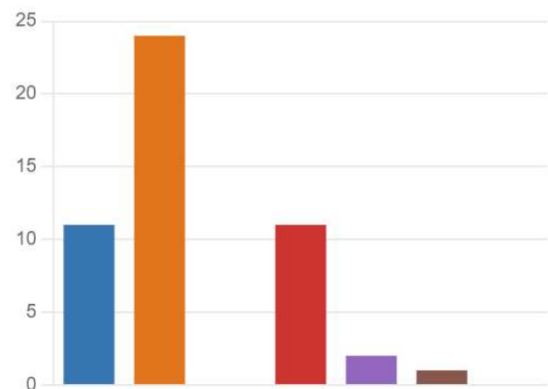
1. Please state your gender.

● Woman	35
● Man	13
● Non-binary	0
● Other	1
● Prefer Not to Say	0



2. Please state your career pathway within the School.

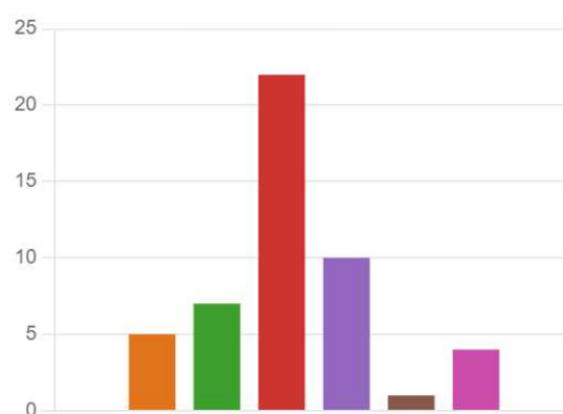
● Professional Services Staff	11
● Pathway 1 (Academic)	24
● Pathway 2 (Academic)	0
● Pathway 3 (Academic)	11
● HPT	2
● PhD Candidate	1
● Other	0



3. Please state your job grade or level within the School.

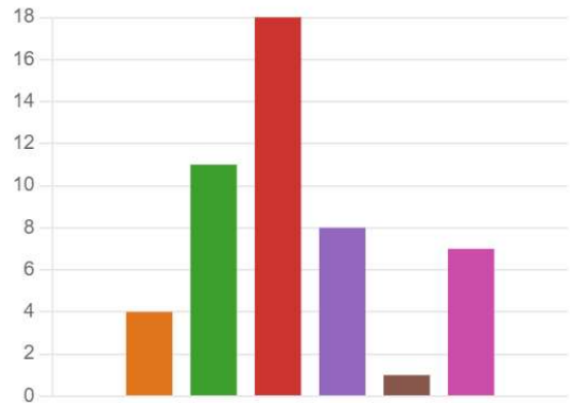
Grade D x 3	Grade E x 0	Grade F x4	Grade G x1	Grade H x 3
Grade I x 2	Grade J x 1	Grade K x 2	Grade L x 1	Grade M x 6
Lecturer x 7	Senior Lecturer x 5	Associate Professor/Reader x 2	Professor x 6	HPT x 2
Teaching Associate x 3	PhD Candidate x 1	Research Associate x 0	Senior Research Associate x 0	

4. My contributions are valued in the Law School.



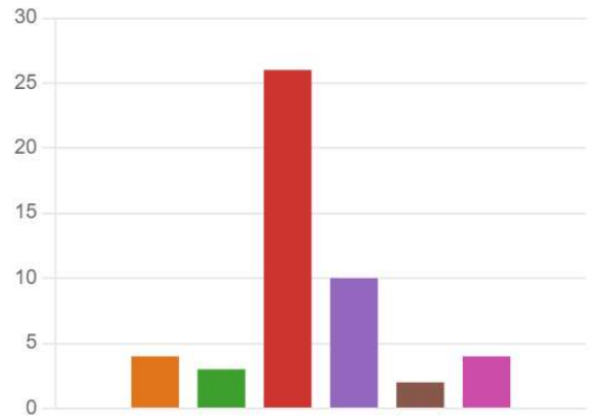
5. Leadership in the Law School actively supports gender equality.

● Strongly Disagree	0
● Disagree	4
● Neither Agree nor Disagree	11
● Agree	18
● Strongly Agree	8
● N/A	1
● Do Not Know	7
● Prefer Not To Say	0



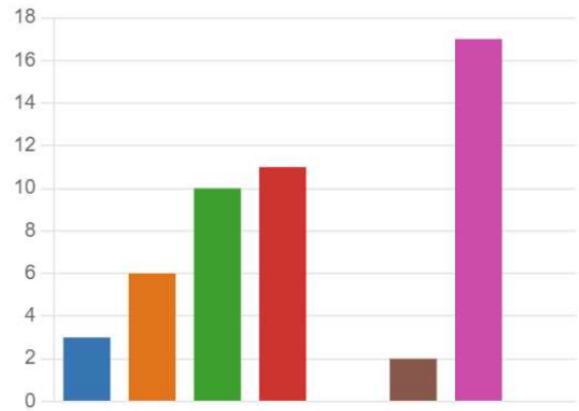
6. The Law School enables flexible working.

● Strongly Disagree	0
● Disagree	4
● Neither Agree nor Disagree	3
● Agree	26
● Strongly Agree	10
● N/A	2
● Do Not Know	4
● Prefer Not to Say	0



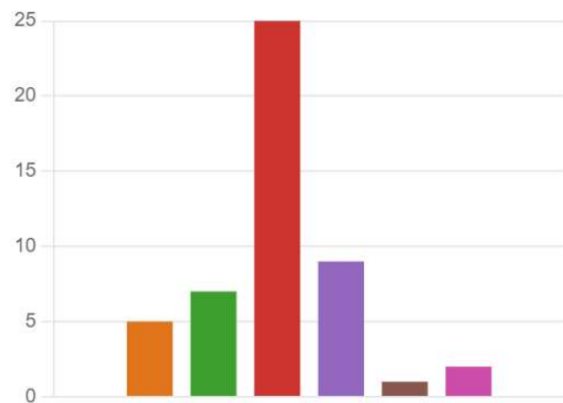
7. I am satisfied with how bullying and harassment are addressed in the Law School.

Strongly Disagree	3
Disagree	6
Neither Agree nor Disagree	10
Agree	11
Strongly Agree	0
N/A	2
Do Not Know	17
Prefer Not to Say	0



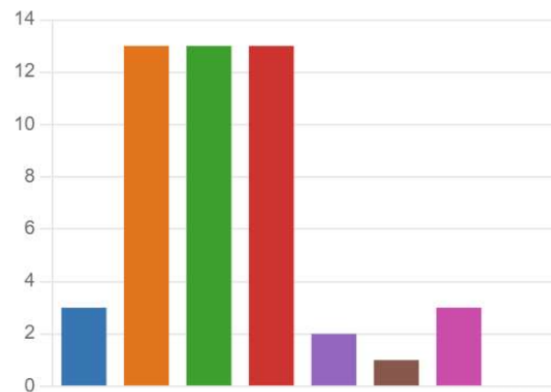
8. My line manager supports my career development.

Strongly Disagree	0
Disagree	5
Neither Agree nor Disagree	7
Agree	25
Strongly Agree	9
N/A	1
Do Not Know	2
Prefer Not to Say	0



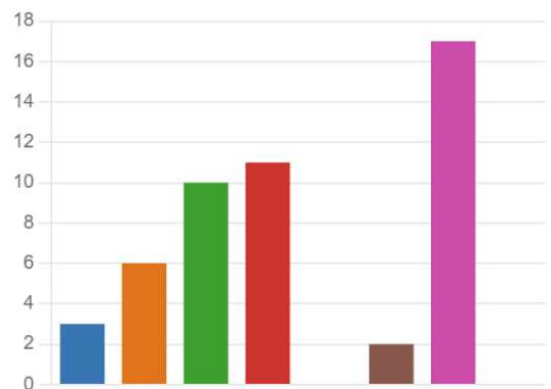
9. My mental health and wellbeing are supported in the Law School.

● Strongly Disagree	3
● Disagree	13
● Neither Agree nor Disagree	13
● Agree	13
● Strongly Agree	2
● N/A	1
● Do Not Know	3
● Prefer Not to Say	0



10. The Law School has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff.

● Strongly Disagree	3
● Disagree	6
● Neither Agree nor Disagree	10
● Agree	11
● Strongly Agree	0
● N/A	2
● Do Not Know	17
● Prefer Not to Say	0



Appendix 2: Data Tables

1 Student numbers at UG, PGT and PGR levels (no foundation year), broken down by gender

Undergraduate						
Academic Year	Female	Male	Other	% Female	% Male	% Other
2018/19	790	443	1	64.0%	35.9%	0.1%
2019/20	802	447	0	64.2%	35.8%	0.0%
2020/21	906	441	0	67.3%	32.7%	0.0%
2021/22	1,017	422	0	70.7%	29.3%	0.0%
2022/23	1,029	421	0	71.0%	29.0%	0.0%

Postgraduate taught						
Academic Year	Female	Male	Other	% Female	% Male	% Other
2018/19	381	183	1	67.4%	32.4%	0.2%
2019/20	392	175	1	69.0%	30.8%	0.2%
2020/21	441	197	2	68.9%	30.8%	0.3%
2021/22	484	209	1	69.7%	30.1%	0.1%
2022/23	457	229	0	66.6%	33.4%	0.0%

Postgraduate research						
Academic Year	Female	Male	Other	% Female	% Male	% Other
2018/19	30	29	0	50.8%	49.2%	0.0%
2019/20	41	28	1	58.6%	40.0%	1.4%
2020/21	41	26	1	60.3%	38.2%	1.5%
2021/22	39	24	1	60.9%	37.5%	1.6%
2022/23	42	19	1	67.7%	30.6%	1.6%

2a Degree attainment and/or completion rates for students at UG, PGT and PGR levels (no foundation year)

Please note that we have redacted data relating to students who have declared "other" as their gender option as we have assessed that this data may identify the students.

Undergraduate										
Academic Year	Female					Male				
	First	II.i	II.ii	Third	Ordinary	First	II.i	II.ii	Third	Ordinary
2018/19	47	177	21	0	0	15	88	17	1	0
2019/20	82	168	21	0	0	37	99	9	0	0
2020/21	72	135	16	0	0	42	89	10	2	1
2021/22	55	188	25	0	0	20	83	16	0	0
2022/23	27	236	31	0	1	17	79	32	2	0

Undergraduate										
Academic Year	Female					Male				
	First	II.i	II.ii	Third	Ordinary	First	II.i	II.ii	Third	Ordinary
2018/19	19.2%	72.2%	8.6%	0.0%	0.0%	12.4%	72.7%	14.0%	0.8%	0.0%
2019/20	30.3%	62.0%	7.7%	0.0%	0.0%	25.5%	68.3%	6.2%	0.0%	0.0%
2020/21	32.3%	60.5%	7.2%	0.0%	0.0%	29.2%	61.8%	6.9%	1.4%	0.7%
2021/22	20.5%	70.1%	9.3%	0.0%	0.0%	16.8%	69.7%	13.4%	0.0%	0.0%
2022/23	9.2%	80.0%	10.5%	0.0%	0.3%	13.1%	60.8%	24.6%	1.5%	0.0%

Postgraduate Taught				
Academic Year	Female		Male	
	Masters degree	PG dip/cert	Masters degree	PG dip/cert
2018/19	160	5	79	3
2019/20	192	6	84	5
2020/21	170	1	77	2
2021/22	211	2	96	3
2022/23	234	11	92	1

Postgraduate Taught				
Academic Year	Female		Male	
	<i>Masters degree</i>	<i>PG dip/cert</i>	<i>Masters degree</i>	<i>PG dip/cert</i>
2018/19	97.0%	3.0%	96.3%	3.7%
2019/20	97.0%	3.0%	94.4%	5.6%
2020/21	99.4%	0.6%	97.5%	2.5%
2021/22	99.1%	0.9%	97.0%	3.0%
2022/23	95.5%	4.5%	98.9%	1.1%

Postgraduate research						
Academic Year	Female			Male		
	<i>Doctorate Degree</i>	<i>Masters degree</i>	<i>PG dip/cert</i>	<i>Doctorate Degree</i>	<i>Masters degree</i>	<i>PG dip/cert</i>
2018/19	4	0	0	3	0	0
2019/20	7	0	0	6	0	0
2020/21	2	0	0	5	0	0
2021/22	3	0	0	5	0	0
2022/23	2	0	0	4	0	0

Postgraduate research						
Academic Year	Female			Male		
	<i>Doctorate Degree</i>	<i>Masters degree</i>	<i>PG dip/cert</i>	<i>Doctorate Degree</i>	<i>Masters degree</i>	<i>PG dip/cert</i>
2018/19	100.0%	0	0	100.0%	0	0
2019/20	100.0%	0	0	100.0%	0	0
2020/21	100.0%	0	0	100.0%	0	0
2021/22	100.0%	0	0	100.0%	0	0
2022/23	100.0%	0	0	100.0%	0	0

2b Undergraduate attainment: good honours degree

Undergraduate								
Academic Year	Female		Male		Female		Male	
	Yes	No	Yes	No	Yes	No	Yes	No
2018/19	224	21	103	18	91.4%	8.6%	85.1%	14.9%
2019/20	250	21	136	9	92.3%	7.7%	93.8%	6.2%
2020/21	207	16	131	13	92.8%	7.2%	91.0%	9.0%
2021/22	243	25	103	16	90.7%	9.3%	86.6%	13.4%
2022/23	263	32	96	34	89.2%	10.8%	73.8%	26.2%

3a Academic Staff

Academic Staff					
Academic Year	Female	% Female	Male	% Male	Total
2018/19	52	53.6%	45	46.4%	97
2019/20	52	53.6%	45	46.4%	97
2020/21	61	56.0%	48	44.0%	109
2021/22	62	54.4%	52	45.6%	114
2022/23	69	59.5%	47	40.5%	116

3b Academic staff by gender and contract function

Academic Staff						
Academic Year	Pathway 1		Pathway 2		Pathway 3	
	Female	Male	Female	Male	Female	Male
2018/19	38	32	2	1	12	12
2019/20	35	31	3	1	14	13
2020/21	35	29	10	4	16	15
2021/22	38	32	6	2	18	18
2022/23	39	31	4	1	26	15

Academic Staff						
Academic Year	Pathway 1		Pathway 2		Pathway 3	
	Female	Male	Female	Male	Female	Male
2018/19	39.2%	33.0%	2.1%	1.0%	12.4%	12.4%
2019/20	36.1%	32.0%	3.1%	1.0%	14.4%	13.4%
2020/21	32.1%	26.6%	9.2%	3.7%	14.7%	13.8%
2021/22	33.3%	28.1%	5.3%	1.8%	15.8%	15.8%
2022/23	33.6%	26.7%	3.4%	0.9%	22.4%	12.9%

3c Academic staff by grade and contract function

Female, Pathway 1					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	6	10	9	13
2019/20	0	2	8	12	13
2020/21	0	3	5	13	14
2021/22	0	7	6	10	15
2022/23	0	8	3	12	16

Female, Pathway 1					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	11.5%	19.2%	17.3%	25.0%
2019/20	0.0%	3.8%	15.4%	23.1%	25.0%
2020/21	0.0%	4.9%	8.2%	21.3%	23.0%
2021/22	0.0%	11.3%	9.7%	16.1%	24.2%
2022/23	0.0%	11.6%	4.3%	17.4%	23.2%

Female, Pathway 2					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	1	1	0	0
2019/20	0	2	1	0	0
2020/21	4	5	1	0	0
2021/22	1	4	1	0	0
2022/23	1	2	0	1	0

Female, Pathway 2					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	1.9%	1.9%	0.0%	0.0%
2019/20	0.0%	3.8%	1.9%	0.0%	0.0%
2020/21	6.6%	8.2%	1.6%	0.0%	0.0%
2021/22	1.6%	6.5%	1.6%	0.0%	0.0%
2022/23	1.4%	2.9%	0.0%	1.4%	0.0%

Female, Pathway 3					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	4	2	3	2	1
2019/20	6	2	3	3	0
2020/21	7	2	4	3	0
2021/22	6	4	5	3	0
2022/23	14	2	7	3	0

Female, Pathway 3					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	7.7%	3.8%	5.8%	3.8%	1.9%
2019/20	11.5%	3.8%	5.8%	5.8%	0.0%
2020/21	11.5%	3.3%	6.6%	4.9%	0.0%
2021/22	9.7%	6.5%	8.1%	4.8%	0.0%
2022/23	20.3%	2.9%	10.1%	4.3%	0.0%

Male, Pathway 1					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	3	3	7	19
2019/20	0	0	3	7	21
2020/21	0	0	4	5	20
2021/22	0	2	4	7	19
2022/23	0	3	3	8	17

Male, Pathway 1					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	3.1%	3.1%	7.2%	19.6%
2019/20	0.0%	0.0%	3.1%	7.2%	21.6%
2020/21	0.0%	0.0%	3.7%	4.6%	18.3%
2021/22	0.0%	1.8%	3.5%	6.1%	16.7%
2022/23	0.0%	2.6%	2.6%	6.9%	14.7%

Male, Pathway 2					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	1	0	0	0
2019/20	0	1	0	0	0
2020/21	1	3	0	0	0
2021/22	0	1	1	0	0
2022/23	0	0	0	1	0

Male, Pathway 2					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	1.0%	0.0%	0.0%	0.0%
2019/20	0.0%	1.0%	0.0%	0.0%	0.0%
2020/21	0.9%	2.8%	0.0%	0.0%	0.0%
2021/22	0.0%	0.9%	0.9%	0.0%	0.0%
2022/23	0.0%	0.0%	0.0%	0.9%	0.0%

Male, Pathway 3					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	7	1	2	2	0
2019/20	6	2	2	3	0
2020/21	7	3	2	3	0
2021/22	9	3	2	4	0
2022/23	6	1	2	6	0

Male, Pathway 3					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	7.2%	1.0%	2.1%	2.1%	0.0%
2019/20	6.2%	2.1%	2.1%	3.1%	0.0%
2020/21	6.4%	2.8%	1.8%	2.8%	0.0%
2021/22	7.9%	2.6%	1.8%	3.5%	0.0%
2022/23	5.2%	0.9%	1.7%	5.2%	0.0%

4 Academic staff by grade and contract type

Fixed Term					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	11	1	0	0	0
2019/20	12	2	1	0	0
2020/21	17	2	1	0	0
2021/22	5	0	1	0	0
2022/23	13	0	0	0	0

Fixed Term					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	11.3%	1.0%	0.0%	0.0%	0.0%
2019/20	12.4%	2.1%	1.0%	0.0%	0.0%
2020/21	15.6%	1.8%	0.9%	0.0%	0.0%
2021/22	4.4%	0.0%	0.9%	0.0%	0.0%
2022/23	11.2%	0.0%	0.0%	0.0%	0.0%

Fixed Term, Female					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	4	0	0	0	0
2019/20	6	1	1	0	0
2020/21	9	1	1	0	0
2021/22	2	0	1	0	0
2022/23	11	0	0	0	0

Fixed Term, Female					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	4.1%	0.0%	0.0%	0.0%	0.0%
2019/20	6.2%	1.0%	1.0%	0.0%	0.0%
2020/21	8.3%	0.9%	0.9%	0.0%	0.0%
2021/22	1.8%	0.0%	0.9%	0.0%	0.0%
2022/23	9.5%	0.0%	0.0%	0.0%	0.0%

Fixed Term, Male					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	7	1	0	0	0
2019/20	6	1	0	0	0
2020/21	8	1	0	0	0
2021/22	3	0	0	0	0
2022/23	2	0	0	0	0

Fixed Term, Male					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	7.2%	1.0%	0.0%	0.0%	0.0%
2019/20	6.2%	1.0%	0.0%	0.0%	0.0%
2020/21	7.3%	0.9%	0.0%	0.0%	0.0%
2021/22	2.6%	0.0%	0.0%	0.0%	0.0%
2022/23	1.7%	0.0%	0.0%	0.0%	0.0%

Open Ended					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	13	19	20	33
2019/20	0	7	16	25	34
2020/21	2	14	15	24	34
2021/22	11	21	18	24	34
2022/23	8	16	15	31	33

Open Ended					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	13.4%	19.6%	20.6%	34.0%
2019/20	0.0%	7.2%	16.5%	25.8%	35.1%
2020/21	1.8%	12.8%	13.8%	22.0%	31.2%
2021/22	9.6%	18.4%	15.8%	21.1%	29.8%
2022/23	6.9%	13.8%	12.9%	26.7%	28.4%

Open Ended, Female					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	9	15	11	14
2019/20	0	5	11	15	13
2020/21	2	9	9	16	14
2021/22	5	15	11	13	15
2022/23	4	12	10	16	16

Open Ended, Female					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	9.3%	15.5%	11.3%	14.4%
2019/20	0.0%	5.2%	11.3%	15.5%	13.4%
2020/21	1.8%	8.3%	8.3%	14.7%	12.8%
2021/22	4.4%	13.2%	9.6%	11.4%	13.2%
2022/23	3.4%	10.3%	8.6%	13.8%	13.8%

Open Ended, Male					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0	4	5	8	19
2019/20	0	2	5	10	21
2020/21	0	5	6	8	20
2021/22	6	6	7	11	19
2022/23	4	4	5	15	17

Open Ended, Male					
Academic Year	Grade I	Grade J	Grade K	Grade L	Grade M
2018/19	0.0%	4.1%	5.2%	8.2%	19.6%
2019/20	0.0%	2.1%	5.2%	10.3%	21.6%
2020/21	0.0%	4.6%	5.5%	7.3%	18.3%
2021/22	5.3%	5.3%	6.1%	9.6%	16.7%
2022/23	3.4%	3.4%	4.3%	12.9%	14.7%

5a Professional Services Staff – Total Numbers by Gender

Professional Services Staff					
Academic Year	Female	% Female	Male	% Male	Total
2018/19	20	83.3%	4	16.7%	24
2019/20	20	76.9%	6	23.1%	26
2020/21	22	75.9%	7	24.1%	29
2021/22	26	83.9%	5	16.1%	31
2022/23	27	79.4%	7	20.6%	34

5b Professional, Technical and Operational (PTO) staff by grade and job family

NOTE - All PTO staff are professional services staff (i.e. we have no operational or technical staff).

Professional Services Staff											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	1	1	3	1	9	2	3	1	2	0	1
2019/20	0	1	2	1	13	1	4	1	2	0	1
2020/21	0	1	2	0	16	1	5	1	2	0	1
2021/22	0	0	3	0	14	3	7	1	2	0	1
2022/23	0	1	3	0	15	4	7	1	2	0	1

Professional Services Staff											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	4.2%	4.2%	12.5%	4.2%	37.5%	8.3%	12.5%	4.2%	8.3%	0.0%	4.2%
2019/20	0.0%	3.8%	7.7%	3.8%	50.0%	3.8%	15.4%	3.8%	7.7%	0.0%	3.8%
2020/21	0.0%	3.4%	6.9%	0.0%	55.2%	3.4%	17.2%	3.4%	6.9%	0.0%	3.4%
2021/22	0.0%	0.0%	9.7%	0.0%	45.2%	9.7%	22.6%	3.2%	6.5%	0.0%	3.2%
2022/23	0.0%	2.9%	8.8%	0.0%	44.1%	11.8%	20.6%	2.9%	5.9%	0.0%	2.9%

Professional Services Staff, Female											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0	1	2	1	8	1	3	1	2	0	1
2019/20	0	1	1	1	10	1	2	1	2	0	1
2020/21	0	1	2	0	11	1	3	1	2	0	1
2021/22	0	0	3	0	12	2	5	1	2	0	1
2022/23	0	1	2	0	13	3	5	0	2	0	1

Professional Services Staff, Female											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0.0%	4.2%	8.3%	4.2%	33.3%	4.2%	12.5%	4.2%	8.3%	0.0%	4.2%
2019/20	0.0%	3.8%	3.8%	3.8%	38.5%	3.8%	7.7%	3.8%	7.7%	0.0%	3.8%
2020/21	0.0%	3.4%	6.9%	0.0%	37.9%	3.4%	10.3%	3.4%	6.9%	0.0%	3.4%
2021/22	0.0%	0.0%	9.7%	0.0%	38.7%	6.5%	16.1%	3.2%	6.5%	0.0%	3.2%
2022/23	0.0%	2.9%	5.9%	0.0%	38.2%	8.8%	14.7%	0.0%	5.9%	0.0%	2.9%

Professional Services Staff, Male											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	1	0	1	0	1	1	0	0	0	0	0
2019/20	0	0	1	0	3	0	2	0	0	0	0
2020/21	0	0	1	0	5	0	2	0	0	0	0
2021/22	0	0	0	0	2	1	2	0	0	0	0
2022/23	0	0	0	0	2	1	2	1	0	0	0

Professional Services Staff, Male											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	4.2%	0.0%	4.2%	0.0%	4.2%	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%
2019/20	0.0%	0.0%	3.8%	0.0%	11.5%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%
2020/21	0.0%	0.0%	3.4%	0.0%	17.2%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%
2021/22	0.0%	0.0%	0.0%	0.0%	6.5%	3.2%	6.5%	0.0%	0.0%	0.0%	0.0%
2022/23	0.0%	0.0%	0.0%	0.0%	5.9%	2.9%	5.9%	2.9%	0.0%	0.0%	0.0%

6 PTO staff by grade and contract type

Fixed Term											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	1	1	0	0	0	0	0	0	0	0	0
2019/20	0	1	0	0	2	0	0	0	0	0	0
2020/21	0	1	0	0	3	0	0	0	0	0	0
2021/22	0	0	0	0	0	1	0	0	0	0	0
2022/23	0	1	0	0	0	0	0	0	0	0	0

Fixed Term											
Academic Year	<i>Intern</i>	<i>Apprentice</i>	<i>Grade D</i>	<i>Grade E</i>	<i>Grade F</i>	<i>Grade G</i>	<i>Grade H</i>	<i>Grade I</i>	<i>Grade J</i>	<i>Grade K</i>	<i>Grade L</i>
2018/19	4.2%	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019/20	0.0%	3.8%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2020/21	0.0%	3.4%	0.0%	0.0%	10.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2021/22	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%
2022/23	0.0%	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Fixed Term, Female											
Academic Year	<i>Intern</i>	<i>Apprentice</i>	<i>Grade D</i>	<i>Grade E</i>	<i>Grade F</i>	<i>Grade G</i>	<i>Grade H</i>	<i>Grade I</i>	<i>Grade J</i>	<i>Grade K</i>	<i>Grade L</i>
2018/19	0	1	0	0	0	0	0	0	0	0	0
2019/20	0	1	0	0	0	0	0	0	0	0	0
2020/21	0	1	0	0	2	0	0	0	0	0	0
2021/22	0	0	0	0	0	1	0	0	0	0	0
2022/23	0	1	0	0	0	0	0	0	0	0	0

Fixed Term, Female											
Academic Year	<i>Intern</i>	<i>Apprentice</i>	<i>Grade D</i>	<i>Grade E</i>	<i>Grade F</i>	<i>Grade G</i>	<i>Grade H</i>	<i>Grade I</i>	<i>Grade J</i>	<i>Grade K</i>	<i>Grade L</i>
2018/19	0.0%	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019/20	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2020/21	0.0%	3.4%	0.0%	0.0%	6.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2021/22	0.0%	0.0%	0.0%	0.0%	0.0%	3.2%	0.0%	0.0%	0.0%	0.0%	0.0%
2022/23	0.0%	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Fixed Term, Male											
Academic Year	<i>Intern</i>	<i>Apprentice</i>	<i>Grade D</i>	<i>Grade E</i>	<i>Grade F</i>	<i>Grade G</i>	<i>Grade H</i>	<i>Grade I</i>	<i>Grade J</i>	<i>Grade K</i>	<i>Grade L</i>
2018/19	1	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	2	0	0	0	0	0	0
2020/21	0	0	0	0	1	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0
2022/23	0	0	0	0	0	0	0	0	0	0	0

Fixed Term, Male											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	4.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2019/20	0.0%	0.0%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2020/21	0.0%	0.0%	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2021/22	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2022/23	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Open Ended											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0	0	3	1	9	2	3	1	2	0	1
2019/20	0	0	2	1	11	1	4	1	2	0	1
2020/21	0	0	2	0	13	1	5	1	2	0	1
2021/22	0	0	3	0	14	2	7	1	2	0	1
2022/23	0	0	3	0	15	4	7	1	2	0	1

Open Ended											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0.0%	0.0%	13.6%	4.5%	40.9%	9.1%	13.6%	4.5%	9.1%	0.0%	4.5%
2019/20	0.0%	0.0%	8.7%	4.3%	47.8%	4.3%	17.4%	4.3%	8.7%	0.0%	4.3%
2020/21	0.0%	0.0%	8.0%	0.0%	52.0%	4.0%	20.0%	4.0%	8.0%	0.0%	4.0%
2021/22	0.0%	0.0%	10.0%	0.0%	46.7%	6.7%	23.3%	3.3%	6.7%	0.0%	3.3%
2022/23	0.0%	0.0%	9.1%	0.0%	45.5%	12.1%	21.2%	3.0%	6.1%	0.0%	3.0%

Open Ended, Female											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0	0	2	1	8	1	3	1	2	0	1
2019/20	0	0	1	1	10	1	2	1	2	0	1
2020/21	0	0	2	0	9	1	3	1	2	0	1
2021/22	0	0	3	0	12	1	5	1	2	0	1
2022/23	0	0	2	0	13	3	5	0	2	0	1

Open Ended, Female											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0.0%	0.0%	9.1%	4.5%	36.4%	4.5%	13.6%	4.5%	9.1%	0.0%	4.5%
2019/20	0.0%	0.0%	4.3%	4.3%	43.5%	4.3%	8.7%	4.3%	8.7%	0.0%	4.3%
2020/21	0.0%	0.0%	8.0%	0.0%	36.0%	4.0%	12.0%	4.0%	8.0%	0.0%	4.0%
2021/22	0.0%	0.0%	10.0%	0.0%	40.0%	3.3%	16.7%	3.3%	6.7%	0.0%	3.3%
2022/23	0.0%	0.0%	6.1%	0.0%	39.4%	9.1%	15.2%	0.0%	6.1%	0.0%	3.0%

Open Ended, Male											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0	0	1	0	1	1	0	0	0	0	0
2019/20	0	0	1	0	1	0	2	0	0	0	0
2020/21	0	0	0	0	4	0	2	0	0	0	0
2021/22	0	0	0	0	2	1	2	0	0	0	0
2022/23	0	0	1	0	2	1	2	1	0	0	0

Open Ended, Male											
Academic Year	Intern	Apprentice	Grade D	Grade E	Grade F	Grade G	Grade H	Grade I	Grade J	Grade K	Grade L
2018/19	0.0%	0.0%	4.5%	0.0%	4.5%	4.5%	0.0%	0.0%	0.0%	0.0%	0.0%
2019/20	0.0%	0.0%	4.3%	0.0%	4.3%	0.0%	8.7%	0.0%	0.0%	0.0%	0.0%
2020/21	0.0%	0.0%	0.0%	0.0%	16.0%	0.0%	8.0%	0.0%	0.0%	0.0%	0.0%
2021/22	0.0%	0.0%	0.0%	0.0%	6.7%	3.3%	6.7%	0.0%	0.0%	0.0%	0.0%
2022/23	0.0%	0.0%	3.0%	0.0%	6.1%	3.0%	6.1%	3.0%	0.0%	0.0%	0.0%

7a Applications, shortlist and appointments made in recruitment to academic posts

NOTE - The method used to count applications, shortlists, and appointments changed when switching over to the new criteria. Changes in recording and reporting applications and shortlists is more accurate from 2020/21 onwards and so may be difficult to compare to previous years. The cut-off date for each academic year is based on when recruitment to a role is complete. U/O is 'Unknown/Other'. Recruitment data collection is based on gender.

Academic Staff	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
	2018/19	25	17	0	42	6	3	0	9	5	3	0	8
	2019/20	31	33	2	66	4	1	1	6	4	1	1	6
	2020/21	197	223	11	431	31	26	1	58	18	8	0	26
	2021/22	79	98	7	184	19	21	1	41	11	9	0	20
	2022/23	126	132	31	289	23	17	7	47	15	7	4	26

Academic Staff	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
	2018/19	20%	18%	-	19%	24%	18%	-	21%	83%	100%	-	89%
	2019/20	13%	3%	50%	9%	13%	3%	50%	9%	100%	100%	100%	100%
	2020/21	9%	4%	0%	6%	16%	12%	9%	13%	58%	31%	0%	45%
	2021/22	14%	9%	0%	11%	24%	21%	14%	22%	58%	43%	0%	49%
	2022/23	12%	5%	13%	9%	18%	13%	23%	16%	65%	41%	57%	55%

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

Academic Staff	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
	2018/19	11	6	0	17	4	2	0	6	3	2	0	5
	2019/20	18	17	2	37	4	1	1	6	4	1	1	6
	2020/21	64	58	6	128	16	14	1	31	7	4	0	11
	2021/22	26	30	1	57	9	11	1	21	7	5	0	12
	2022/23	36	50	22	108	12	9	7	28	8	4	4	16

Grade I	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
Academic Year												
2018/19	27%	33%	-	29%	36%	33%	-	35%	75%	100%	-	83%
2019/20	22%	6%	50%	16%	22%	6%	50%	16%	100%	100%	100%	100%
2020/21	11%	7%	0%	9%	25%	24%	17%	24%	44%	29%	0%	35%
2021/22	27%	17%	0%	21%	35%	37%	100%	37%	78%	45%	0%	57%
2022/23	22%	8%	18%	15%	33%	18%	32%	26%	67%	44%	57%	57%

Grade J	Applications No.				Shortlists No.				Appointments No.			
	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
Academic Year												
2018/19	3	0	0	3	1	0	0	1	1	0	0	1
2019/20	8	5	0	13	0	0	0	0	0	0	0	0
2020/21	133	165	5	303	15	12	0	27	11	4	0	15
2021/22	38	42	4	84	8	7	0	15	4	2	0	6
2022/23	77	70	8	155	8	4	0	12	5	3	0	8

Grade J	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
Academic Year												
2018/19	33%	-	-	33%	33%	-	-	33%	100%	-	-	100%
2019/20	0%	0%	-	0%	0%	0%	-	0%	-	-	-	-
2020/21	8%	2%	0%	5%	11%	7%	0%	9%	73%	33%	-	56%
2021/22	11%	5%	0%	7%	21%	17%	0%	18%	50%	29%	-	40%
2022/23	6%	4%	0%	5%	10%	6%	0%	8%	63%	75%	-	67%

Grade K	Applications No.				Shortlists No.				Appointments No.			
	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	11	11	0	22	1	1	0	2	1	1	0	2
2019/20	5	11	0	16	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	6	2	0	8	0	0	0	0	0	0	0	0

Grade K	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	9%	9%	-	9%	9%	9%	-	9%	100%	100%	-	100%
2019/20	0%	0%	-	0%	0%	0%	-	0%	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	0%	0%	-	0%	0%	0%	-	0%	-	-	-	-

Grade L	Applications No.				Shortlists No.				Appointments No.			
	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	15	26	2	43	2	3	0	5	0	2	0	2
2022/23	0	0	0	0	0	0	0	0	0	0	0	0

Grade L	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	0%	8%	0%	5%	13%	12%	0%	12%	0%	67%	-	40%
2022/23	-	-	-	-	-	-	-	-	-	-	-	-

Grade M	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	7	10	1	18	3	4	0	7	2	0	0	2	2

Grade M	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	29%	0%	0%	11%	43%	40%	0%	39%	67%	0%	-	29%	29%

8a Applications, Shortlist and Appointments made to PTO Roles

NOTE - The method used to count applications, shortlists, and appointments changed when switching over to the new criteria. Changes in recording and reporting applications and shortlists is more accurate from 2020/21 onwards and so may be difficult to compare to previous years. The cut-off date for each academic year is based on when recruitment to a role is complete. U/O is 'Unknown/Other'. Recruitment data collection is based on gender.

PS Staff	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	16	8	0	24	1	0	0	1	1	0	0	1	1
2019/20	3	2	0	5	1	1	0	2	1	1	0	2	2
2020/21	114	60	2	176	3	0	0	3	2	0	0	2	2
2021/22	5	3	0	8	3	2	0	5	2	1	0	3	3
2022/23	71	33	39	143	15	8	0	23	4	1	0	5	5

PS Staff	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	6%	0%	-	4%	6%	0%	-	4%	100%	-	-	100%
2019/20	33%	50%	-	40%	33%	50%	-	40%	100%	100%	-	100%
2020/21	2%	0%	0%	1%	3%	0%	0%	2%	67%	-	-	67%
2021/22	40%	33%	-	38%	60%	67%	-	63%	67%	50%	-	60%
2022/23	6%	3%	0%	3%	21%	24%	0%	16%**	27%	13%	-	22%

** We know this number cannot be correct, it is obtained from central University data and as noted in the application we are looking to improve data gathering.

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

Grade D	Applications No.				Shortlists No.				Appointments No.			
	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	13	6	0	19	1	0	0	1	1	0	0	1
2019/20	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	111	58	2	171	1	0	0	1	1	0	0	1
2021/22	4	2	0	6	2	1	0	3	1	0	0	1
2022/23	35	15	39	89	6	1	0	7	1	0	0	1

Grade D	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	8%	0%	-	5%	8%	0%	-	5%	100%	-	-	100%
2019/20	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	1%	0%	0%	1%	1%	0%	0%	1%	100%	-	-	100%
2021/22	25%	0%	-	17%	50%	50%	-	50%	50%	0%	-	33%
2022/23	3%	0%	0%	1%	17%	7%	0%	8%	17%	0%	-	14%

Grade E	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	0	0	0	0	0	0	0	0	0	0	0	0	0

Grade E	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-	-	-	-

Grade F	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	3	2	0	5	0	0	0	0	0	1	0	0	1
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	11	3	0	14	3	1	0	4	1	0	0	0	1

Grade F	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	0%	0%	-	0%	0%	0%	-	0%	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	9%	0%	-	7%	27%	33%	-	29%	33%	0%	-	25%	

Grade G	Applications No.				Shortlists No.				Appointments No.			
---------	------------------	--	--	--	----------------	--	--	--	------------------	--	--	--

Academic Year	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	1	1	0	2	1	1	0	2	1	1	0	2
2022/23	18	6	0	24	4	3	0	7	1	0	0	1

Academic Year	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%
2022/23	6%	0%	-	4%	22%	50%	-	29%	25%	0%	-	14%

Academic Year	Applications No.				Shortlists No.				Appointments No.			
	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	13	6	0	19	1	0	0	1	1	0	0	1
2019/20	3	2	0	5	1	1	0	2	1	1	0	2
2020/21	3	2	0	5	2	0	0	2	1	0	0	1
2021/22	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	6	6	0	12	1	2	0	3	1	1	0	2

Academic Year	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %			
	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	33%	50%	-	40%	33%	50%	-	40%	100%	100%	-	100%
2020/21	33%	0%	-	20%	67%	0%	-	40%	50%	-	-	50%
2021/22	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	17%	17%	-	17%	17%	33%	-	25%	100%	50%	-	67%

Grade I	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	1	3	0	4	1	1	0	2	0	0	0	0	0

Grade I	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	0%	0%	-	0%	100%	33%	-	50%	0%	0%	-	0%	0%

Grade J	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	0	0	0	0	0	0	0	0	0	0	0	0	0

Grade J	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-	-	-	-

Grade K	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	0	0	0	0	0	0	0	0	0	0	0	0	0

Grade K	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-	-	-	-

Grade L	Applications No.				Shortlists No.				Appointments No.				
	Academic Year	F	M	U/O	Total	F	M	U/O	Total	F	M	U/O	Total
2018/19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019/20	0	0	0	0	0	0	0	0	0	0	0	0	0
2020/21	0	0	0	0	0	0	0	0	0	0	0	0	0
2021/22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022/23	0	0	0	0	0	0	0	0	0	0	0	0	0

Grade L	Application to Appointment %				Application to Shortlisted %				Shortlisted to Appointment %				
	Academic Year	Female	Male	U/O	Total	Female	Male	U/O	Total	Female	Male	U/O	Total
2018/19	-	-	-	-	-	-	-	-	-	-	-	-	-
2019/20	-	-	-	-	-	-	-	-	-	-	-	-	-
2020/21	-	-	-	-	-	-	-	-	-	-	-	-	-
2021/22	-	-	-	-	-	-	-	-	-	-	-	-	-
2022/23	-	-	-	-	-	-	-	-	-	-	-	-	-

9 Applications and success rates for academic promotion by grade

Note - In Academic Year 2021/22 Accelerated Progression was discontinued and replaced by Promotion to Senior Lecturer / Senior Research Fellow and Promotion to Lecturer / Research.

Academic Year		Female						Male						Total Number of Applications
		Applications		Unsuccessful		Successful		Applications		Unsuccessful		Successful		
		N	% of total	N	% of total	N	% of total	N	% of total	N	% of total	N	% of total	
Promotion to Lecturer / Research Fellow Grade K, Level c	2018/19	0	-	0	-	0	-	0	-	0	-	0	-	0
	2019/20	0	-	0	-	0	-	0	-	0	-	0	-	0
	2020/21	0	-	0	-	0	-	0	-	0	-	0	-	0
	2021/22	4	67%	0	0%	4	100%	2	33%	0	0%	2	100%	6
	2022/23	4	67%	0	0%	4	100%	2	33%	0	0%	2	100%	6
Promotion to Senior Lecturer / Senior Research Fellow Grade L, Level d1	2018/19	0	-	0	-	0	-	0	-	0	-	0	-	0
	2019/20	0	-	0	-	0	-	0	-	0	-	0	-	0
	2020/21	0	-	0	-	0	-	0	-	0	-	0	-	0
	2021/22	3	60%	0	0%	3	100%	2	40%	0	0%	2	100%	5
	2022/23	2	50%	0	0%	2	100%	2	50%	0	0%	2	100%	4
Accelerated Progression to Senior Lecturer / Senior Research Fellow Grade L, Level d1	2018/19	4	57%	0	0%	4	100%	3	43%	0	0%	3	100%	7
	2019/20	2	50%	0	0%	2	100%	2	50%	2	100%	0	0%	4
	2020/21	1	50%	1	100%	0	0%	1	50%	0	0%	1	100%	2
	2021/22	0	-	0	-	0	-	0	-	0	-	0	-	0
	2022/23	0	-	0	-	0	-	0	-	0	-	0	-	0
Promotion to Associate Professor Grade L, Level d2	2018/19	1	100%	0	0%	1	100%	0	0%	0	-	0	-	1
	2019/20	2	67%	1	50%	1	50%	1	33%	0	0%	1	100%	3
	2020/21	2	100%	0	0%	2	100%	0	0%	0	-	0	-	2
	2021/22	4	100%	1	25%	3	75%	0	0%	0	-	0	-	4

	2022/23	0	0%	0	-	0	-	1	100%	1	100%	0	0%	1
Promotion to Professor Grade M, Level e	2018/19	1	33%	1	100%	0	0%	2	67%	0	0%	2	100%	3
	2019/20	4	80%	2	50%	2	50%	1	20%	1	100%	0	0%	5
	2020/21	3	100%	0	0%	3	100%	0	0%	0	-	0	-	3
	2021/22	1	50%	0	0%	1	100%	1	50%	0	0%	1	100%	2
	2022/23	1	50%	0	0%	1	100%	1	50%	1	100%	0	0%	2
	2022/23	1	50%	0	0%	1	100%	1	50%	1	100%	0	0%	2

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

The University does not have a progression route within Professional Services (we do not employ any Technical or Operational staff). However, please refer to Sections 1 - 3 of this application, where you will find information about the programmes and processes available for staff at BLS to apply for positions at a higher grade and to apply for re-grading of their position where there is an objective change in the complexity of the tasks. You will also find information about mentoring and development schemes for PS at BLS. PTO staff move to higher grade roles by either applying for their current role to be re-graded, or (more commonly) through applying for other roles within the University of Bristol (not necessarily solely within BLS). In the last 5 years, the following individuals have either been re-graded or have internally applied for, and obtained, alternative positions:

Regrades

1. Full time D grade -> Full time F grade
2. Part time F grade -> Part time G grade

Successful applications within BLS

1. Full time H grade -> Full time I grade
2. Full time F grade -> Full time G grade -> Full time H grade
3. Full time G grade -> Full time H grade
4. Full time G grade -> Full time H grade
5. Full time F grade -> Full time G grade
6. Full time F grade -> Full time G grade
7. Full time F grade -> Full time H grade
8. Full time F grade -> Full time H grade
9. Full time G grade -> Full time H grade
10. Full time apprentice -> Full time F grade
11. Part time F grade -> Full time F grade

Successful recruitment to other roles within University of Bristol

1. Full time F grade -> Full time G grade

2. Full time D grade -> Full time F grade
3. Full time D grade -> Full time F grade
4. Full time H grade -> Full time J grade
5. Full time F grade -> Full time G grade
6. Full time F grade -> Full time G grade

Successful applications to other roles outside UOB

1. Full time I grade -> Exams Officer at secondary school and sixth form
2. Full time F grade -> Undergraduate Student Coordinator at another University closer to their home address
3. Full time F grade -> Successfully applied for a PhD at Bristol
4. Full time H grade -> Executive Administrative Officer at another University closer to their home address
5. Full time F grade -> Department Administrator at another University closer to their home address

Appendix 3: Glossary

- AC Academic Staff
- ASM Academic Support Manager
- BLS University of Bristol Law School
- BSL Bristol Senior Leaders Programme
- DHOS (C&W) Deputy Head of School (Culture and Wellbeing)
- DHOS (R) Deputy Head of School (Resourcing)
- DOE Director of Education
- DSRD Deputy School Research Director
- EDCOM Education Committee
- EDI Equality, Diversity and Inclusivity
- EDIC Equality, Diversity and Inclusivity Committee
- FEA Faculty Employability Advisor
- FSSL Faculty of Social Sciences and Law
- HEA Higher Education Authority
- HOS Head of School
- LSAF Law School Advisory Forum
- HPU Head of Primary Unit
- P1 Pathway 1 (Teaching and Research)
- P2 Pathway 2 (Research)
- P3 Pathway 3 (Teaching)
- PS Professional Services Staff
- PU Primary Unit
- RAIC Research and Impact Committee
- SAM School Administration Manager
- SAT Self-Assessment Team

- SLT Senior Leadership Team
- SIG Swan Implementation Group
- SM School Manager
- SMIG Strategy, Monitoring and Implementation Group
- SSLC Staff-Student Liaison Committee
- SRD School Research Director
- SRM School Research Manager
- TA Teaching Associate
- TOR Terms of Reference
- UOB University of Bristol
- ECR Early Career Researcher
- WAM Workload Allocation Model
- WPO Widening Participation Officer

Appendix 4: Email from HOS regarding the virtual summer closing

This is an example of one of many communications from HOS over this period, illustrating steps taken to promote work-life balance.

Head of School Law (Ken [Oliphant](mailto:hos-law@bristol.ac.uk)) <hos-law@bristol.ac.uk>

Fri 07/07/2023 16:01

To: **grp-Law all** <grp-law-all@groups.bristol.ac.uk>

Dear colleagues

As in previous years, we are implementing a virtual summer closure of the Law School during the first two-weeks of August. For that period, I shall ask the admin teams to defer any non-urgent email communication to colleagues and I would ask you too to avoid emailing colleagues on matters that can wait until the end of the closure on Monday 14 August. Please do feel free to put on your out-of-office to inform emailers about the closure and ask them to wait until after its conclusion for a response.

During this period, the buildings will of course remain open, and many professional services staff (and some academics) will still be busy with tasks that cannot be postponed. Please be understanding if they do in fact need to contact you notwithstanding the closure.

I hope that the virtual closure will help everyone rest, recuperate and recharge their batteries over the summer months. I'd encourage you also to make sure you use your annual leave entitlement to have a good holiday and a proper break from work.

[Details of own leave and cover arrangements redacted]

Cheers
Ken

Professor Ken Oliphant (he/him) | Head of School

University of Bristol Law School,
Wills Memorial Building,
Queens Road,
Bristol BS8 1RJ

E: hos-law@bristol.ac.uk | Tel: 0117 954 5347
Office Hours: Mondays 2-4, Fridays 2-4. Please email law-sea-pa@bristol.ac.uk to arrange an appointment at these or other times.

Appendix 5: COVID-19 Concerns

The tables below list concerns around COVID-19 raised by staff during the first lockdown. The EDI Chair brought these concerns to the Head of School. HOS's responses are listed in the right-hand column of each table.

Table 1: Childcare/Caring Responsibilities

Concern Raised	Head of School's Response
Short deadlines are likely to be unrealistic for those with childcare needs.	The Deputy Head of School has asked that anyone unable to meet their marking deadlines due to caring responsibilities contact their unit co-ordinator so that appropriate accommodation can be made, for example, staggering marking over the early and late summer period etc. If marking loads need to be adjusted, the unit coordinator is encouraged to contact the Deputy Head in order to come to a solution about how the marking is best split between the team.
Marking deadlines may not be feasible in light of childcare needs.	See above.
<p>Research is impossible for many with childcare needs. This will (and is) impact/ing upon productivity and outputs.</p> <p>This is likely to impact upon career progression and promotion prospects.</p>	<p>The Head of School is happy to assure everyone that nobody will be penalised for lack of research productivity consequent upon COVID-19 disruption. COVID-19 disruption will be taken into account when monitoring research outputs as part of the annual research audit and annual staff reviews. The contributions that staff have made towards the digital transition will positively be taken into account by the Head of School in making recommendations regarding progression and promotion.</p> <p>HPU's and staff reviewers are to take into account the impact of COVID-19 in the staff review process which should be approached with compassion and flexibility.</p> <p>The promotion/progression form already asks if there are any extenuating circumstances which might impact upon research productivity. If this is the case, staff are advised to make clear that COVID19 and the move to 'flexible/blended learning' alongside caring commitments has inevitably side-lined their research and in some cases required them to adjust submission / publication deadlines.</p>

	<p>HOS is aware that Faculty, including the Dean and Faculty HR, are aware of the need for adaptations to normal processes, as outlined above, and committed to their adoption.</p>
<p>Concern over flexible working when delivering teaching online and in light of increased workloads. This is vital for many parents, especially single parents.</p>	<p>Online teaching should provide more flexibility than in person teaching as it can be done asynchronously. Recordings can be filmed at the individuals' convenience and made available for students to access at a later time. The Head of School is happy to consider requests for individuals wishing to move to fractional contracts to accommodate caring needs.</p>
<p>Concern that greater workloads will fall on those without children and increase stress/ anxiety and mental health issues.</p>	<p>Everyone is expected to perform their contractual responsibilities, including working their contracted hours. Some people will prefer to undertake tasks at different times than others, such as those with children and summer holidays. This can be handled at team level.</p> <p>The idea is that workload will be shared between unit teams and will remain fair. Due to the uncertainty concerning student numbers and staff resource, workload allocation planning is challenging at the moment. It is difficult to predict what teaching/units will be taking place next year and what staff resource will be available.</p>
<p>Those with significant admin roles may be unable to cope with childcare responsibilities alongside the increased workload due to the COVID19 issues. Having a negative impact on mental health and wellbeing.</p> <p>Concern that the majority of admin roles disproportionately fall upon women.</p>	<p>Julian Rivers conducted a survey requesting those with admin roles to provide real hours estimates of how long they spend on their roles. This will provide a more accurate measure to feed into the workload allocation going forward though full implementation of any agreed changes to workload allocation principles may have to be delayed until after the immediate crisis has abated. If you have an admin role, and have not already done so, then please contact Julian Rivers to update him on the time estimate for your role.</p> <p>If any staff are struggling to manage their administrative roles alongside their caring commitments and this is having a damaging impact upon their wellbeing, they are urged to get in contact with the Head of School to make him aware of this issue so that a solution can be reached. Admin roles can be better shared amongst Committee members and teams more effectively where this is the case.</p> <p>In conjunction with Julian's survey, the EDI Committee will review the administrative roles in the school in order to advise the Head of School of any emerging gender disparities. The list of Committee members, and their roles, should be contained on the Committees SharePoint pages for the specific committee. To date different committees and teams have been set up to share admin roles. The advantage of this is a small group who can keep on top of things, relying on groups to help rather than individuals. Groups are being expanded with new role holders</p>

	from next year who can take some of burden and provide continuity.
--	--

Table 2: Concerns Relating to Hour Paid and Fixed Term Contracts

Concern Raised	Head of School's Response
<p>Concern that most of those on fixed term contracts are women and ethnic minorities who are suffering from the increase in casualisation.</p>	<p>The EDI Committee is committed to collecting and analysing data on the composition of staff on fixed term and hourly paid contracts.</p>
<p>Reducing and removing these contracts is short termism. These staff are needed now more than ever to help with the workload of those balancing care needs and academia.</p>	<p>Unfortunately, the Head of School is not in control of staffing budget decisions. Formally the budget sits at Faculty level and the Head of School negotiates with the Dean who, in turn, negotiates for his budget with the finance team. Because of Covid-19, unprecedented financial restrictions have been placed on faculty / school spending by finance including slashing our non-salary spend and substantial cuts to our staffing budget. On the school's general approach to temporary staffing, the Head of School shares widely held concerns about academic casualisation in HE and supports calls to limit the use of temporary / fixed term contracts and hourly paid arrangements. However, there will always be a need for temporary gaps to be filled in WAM due to a variety of reasons such as research and admin buy-outs, staff leave etc. There are also good reasons to retain HPT arrangements for PhD students to acquire teaching experience without committing too much time to employment during their PhD studies. The School has been working towards increasing the number of Pathway 3 roles, that are permanent and progressable by converting some of the fixed term contracts in recent years. Unfortunately, this cannot go ahead at present. However, it is certainly an area of which the Head of School is acutely aware and fully committed.</p>
<p>Serious concerns over the impact of uncertainty & lack of communication on the mental health and wellbeing of those employed on fixed term</p>	<p>The Head of School is actively having meetings with Faculty Finance and Faculty HR teams to add more to the case being put to the central recruitment panel, using data to back up staffing requests.</p>

contracts. The idea that this group can ‘hang on’ until August or September to have their roles/hours clarified is wholly unrealistic.	
--	--

Table 3: Postgraduate Research Students

Concern Raised	Head of School’s Response
Lack of productivity due to stress and uncertainty, as well as potential caring and childcare issues.	The EDI Committee will communicate with the PGR Director over these concerns and will communicate any decisions back to the PGR Community.
Lack of access to resources, particularly books – including full books rather than just certain chapters.	The library is doing their best in trying to get resources online, with buildings slowly reopening, there is little that can be done on a school level.
Uncertainty regarding GTA and hourly paid teaching is causing anxiety and distress. Unsure whether they should be looking for extra work.	The Head of School will (and indeed generally does) prioritise UoB PGR students in the allocation of hourly paid teaching. There is a long established set of practices in place for recruiting PGRs into our staffing community via Hourly Paid Teaching opportunities.
Lack of access to usual funding pots meaning some students are struggling with the prospect of paying their fees.	Any students who are struggling financially are advised to email the Student Funding Office and ask for advice. Numerous hardship funds have been made available in order to help students struggling financially. The EDI Committee has been in touch with the Assistant-Pro Vice Chancellor of Postgraduate Research who is trying to find a solution for PGR students struggling to pay their fees. If anyone finds themselves in this position where they are facing withdrawal, please contact the EDI Chair to notify them.

Table 4: Resources and Space

Concern Raised	Head of School's Response
<p>Space is difficult for those with caring responsibilities as well as those on lower incomes who may be in shared accommodation.</p>	<p>Although the Head of School sympathises with those unable to work in their current accommodation, the issue of opening up university space is out of his hands and is being led centrally, with priority being placed on opening up labs and other spaces where work necessarily must take place. The University is currently devising a whole safe space strategy for reopening university buildings.</p> <p>Particular arrangements will have to be made for Professional Services staff working in open plan offices to ensure that they comply with social distancing requirements. These are in train.</p>
<p>Some staff have a lack of ergonomically safe workspaces at home, such as due to a disability needing a different computer chair, they were wondering if there was a possibility of providing equipment to use at home. Access to books and research materials left in academics office is proving an issue.</p>	<p>There is scope for people to access their office for items periodically, please contact the School Manager if you wish to do so and view her email sent to all staff on 02/06/2020 for more information.</p> <p>Please see the following page about collecting office chairs: [link redacted]</p>
<p>Concern for both students and staff who do not have access to adequate technology or good internet connections to support online learning.</p>	<p>Students: experiencing difficulties with their home computers and laptops can contact the University's laptop clinic for one-to-one guidance [link redacted]</p> <p>Staff: Struggling with technology issues should contact Caroline Andrews who will be able to advise.</p>

Table 5: Other Concerns

Concern Raised	Head of School's Response
Concern over isolation and maintaining inclusivity when providing online delivery. Negative impacts upon mental well-being of staff.	A number of staff have been putting on regular coffee mornings at different times during the week which we would encourage those who can, to attend, in order to create a sense of community. If staff have further ideas on this then please contact the EDI Chair with your suggestions.
Pathway 3 colleagues likely to feel the burden over the summer without any prospect of study leave to balance out the workload.	There should not be an uneven increase in workload for everyone over the summer although inevitably staff will be more taken up with planning next year's teaching than usual. It is not expected that anyone, P1 or P3 should be working beyond their working hours. All staff should benefit from the 'all hands on deck' policy introduced by the HoS to support summer planning.