Athena Swan renewal form for universities

Applicant information

Name of university	Queen Margaret University
Date of current application	31 January 2024
Level of previous award	Bronze
Date of previous award	November 2017
Contact name	███████████████
Contact email	████████
Contact telephone	█████

Section	Words used
An overview of the university and its approach to gender equality	2499
An evaluation of the university's progress and issues	2998 (+ an additional 235 on the COVID-19 pandemic)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5497 (+ additional 235 additional word allocation)

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

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In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the university

Letter of endorsement is provided on the following page.

Sir Paul Grice FRSE, FAcSS
Principal and Vice-Chancellor
Queen Margaret University Queen
Margaret University Drive
EDINBURGH, EH21 6UU

Email: principal@qmu.ac.uk

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR
United Kingdom

16 January 2024

Dear Dani Glazzard,

I am delighted to fully endorse Queen Margaret University's application for an Athena Swan (AS) Bronze Renewal Award and confirm my commitment to supporting and encouraging the development of equality, diversity and inclusion (EDI) across our university. I can confirm that the information presented in this application is an honest, accurate and true representation of the University.

I am proud to have joined QMU as Principal and Vice-Chancellor in October 2019. QMU has a long and proud history of advancing gender parity since its establishment. Founded in 1875, the institution that became QMU provided education for working class women at a time when society made that particularly challenging. Society, and the institution, have evolved significantly but this original commitment to making education open to all still inspires us and drives our commitment to the AS principles.

While responsibility for progressing EDI rests with all staff and students, the Senior Leadership Team (SLT) take a leading responsibility for embedding EDI in our governance structures and our strategic planning process. Our Equality and Diversity Committee (EDC) is convened by the Vice Principal and University Secretary, who is also Secretary to the University Court, and includes in its membership a lay member of Court. Its wider membership is designed to reflect the staff and student body and to benefit from a range of perspectives.

In May 2020, we published our revised Strategy, which has been reviewed further in the context of the Covid-19 pandemic. Our Strategic Plan continues to reflect the university's established commitment to, amongst other things, promoting inclusiveness, equality, and a sense of community.

We reframed our Mission and Vision and have reflected instead on our Purpose. Aligning with the AS principles, we see our Purpose as helping to create a better society through education, research, and innovation, and by providing a supportive and creative learning environment in which students and staff can thrive.

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Our Purpose is underpinned by our Values, which includes social justice. We embrace equality, diversity, inclusion, respect, supporting our communities, and ensuring opportunities and access are open to all and on a fair basis.

To support QMU's Purpose, in 2021, I convened a Steering Group to advance practice across areas within the university where internal evaluation of our data suggested there was inequity. Throughout 2022-23, under my convenorship, this steering group has supported an extensive EDI culture review, led by Professor Paul Miller, Dr Leroi Henry and Dr Kenisha Linton-Williams. Although this review focused on the experiences and outcomes of ethnic minority staff and students, a deliberately broad approach has been taken to understand the EDI issues affecting staff and students at QMU. This review has in turn informed our approach to gender equality issues and challenged us to think about our gender equality work from an intersectional perspective.

Since our 2017 application, we have introduced many other key changes and initiatives, which have had positive impact on EDI at QMU:

- Allocated budget and appointed 1FTE/permanent EDI Adviser – the first dedicated solely EDI role at QMU.

- Introduced several sector-leading enhancements to existing special and family leave entitlements as well as new entitlements for staff.

- Launched the 'Report and Support' platform for staff and students to report various forms of harassment and violence.

- Become active members of the Fearless Partnership, working with a variety of stakeholders to improve responses to Gender Based Violence in the Edinburgh Area, sharing good practice and linking supports.

- Launched QMU's 'Diversity, Inclusion and Wellbeing (DIW)' Calendar and monthly communications.

- Developed our flexible working processes and introduced our 'Hybrid Working' Statement and guidelines to support work-life balance.

- Published Menopause Guidelines alongside a '(Meno) pausitivity @ QMU' event in collaboration with Over the Bloody Moon.

- Increased our number of sponsored places on Aurora leadership training from 4 to 9/year.

- Alongside achieving a divisional Silver Charter Award from LGBT Youth Scotland, established an LGBTQ+ staff network.

- Joined TRAMS, a cross-institutional mentoring scheme which pairs experienced Teaching and Research Academics with colleagues at earlier career stages, with 161 QMU participants.

- Launched our Annual Race Lecture in 2022, delivered in 2023 by Dr Kenisha Linton-Williams on 'Exploring the Intersection of Race and Gender in the Experience of Black Women in Leadership'.

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- Implemented several informed improvements in our employee/HR processes.

I recognise that despite these achievements, there remains some challenges in line with the findings from our Self-Assessment Team (SAT). Key findings such as an underrepresentation of ethnic minority women, low uptake of training and career progression opportunities, support for our trans staff and students, and a lack of access to intersectional data reporting mechanisms have been built into our new Action Plan.

There is still much to be done and undoubtedly, this includes ensuring a sustained and embedded approach to the governance of AS. With commitment from myself and our SLT and our re-structured AS SAT and EDI budget allocation, we hope to make good strides over the coming five years.

I support this submission wholeheartedly as an authentic representation of the university and offer my thanks to our SAT for their dedicated work to this application and to the panel for their consideration.

Yours sincerely,

Paul Grice

2. Description of the university and its context

QMU is a distinctive university because of our innovative, person-centred approach to learning and our unique academic portfolio. Teaching and research is structured around 2 schools: Health Sciences and Arts, Social Sciences and Management offering undergraduate, postgraduate and postgraduate research degrees. We dedicate ourselves to subjects where we can make a distinctive offering - in healthcare; social sciences; creative arts; business, management and enterprise; and primary and secondary teaching. Notably, we offer the broadest range of allied health professional degrees in Scotland.

QMU's excellent teaching is underpinned by scholarship and enhanced by research. Our research activity creates career development opportunities for its academics, allowing it to attract and retain excellent staff from around the world. REF 2021 showed that QMU has world-leading or internationally excellent research in every one of the seven REF 2021 'units of assessment' to which we submitted research.

We are a modern university with a strong ethos of partnership and collaboration. We are the 1st Scottish university to host a Business Gateway on campus, and we have hosted 100 graduate start-ups in our on-campus Business Innovation Zone. We have partnered with Women's Enterprise Scotland to establish Scotland's first Women's Business Centre hub in Edinburgh's new Innovation Park.

In both its student and staff populations, QMU is majority female. Our student population is 77.9% female (Appendix 1.1, Table 2), 18.5% above the Scottish HE Sector average[1]. In every discipline at QMU, female students outweigh their male counterparts, although the dominance of female students is highest in our Nursing and Allied Health disciplines. Likewise, our workforce reflects a female majority; 68% of our workforce are female (Appendix 1.2.2, Table 7), 13.2% above the Scottish HE Sector Average[2].

The gender balance in favour of women is in part due to two key areas:

1. Our academic focuses: except for Business, Enterprise and Management, all disciplines offered at QMU are female dominated within society and its professions and across the HE Sector
2. Our history: originally a women-only college, we believe our history of supporting women through education continues to influence and attract female staff and students alike.

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[1] Advance HE Equality in higher education - Students statistical report 2023
[2] Advance HE Equality in higher education – Staff statistical report 2023

Figure 1: Students in the Edinburgh School of Domestic Science (later QMU), Kitchen of Atholl Crescent, circa 1890.

In consideration of the gender imbalance of our student and staff populations, we also reflect on the importance of recognising and redressing the underrepresentation of men. As set out in our Outcome Agreement, in line with SFC national measures, we are committed to widening participation of men in disciplines and professions where they are underrepresented due to social, economic or cultural reasons, particularly Nursing and Allied Health. In acknowledgement that the underrepresentation of men within these disciplines extends beyond QMU and the HE sector, to the professions and society as a whole, our work to actively address this area is focused within our outreach and widening participation strategies. We understand the need to work with a range of partners, including schools, colleges, community groups, third sector and voluntary agencies, and local authorities to encourage male access to these professions. We believe the establishment of Healthfest at QMU, a health science festival which gives school pupils an insight into the range of healthcare and health science degree programmes, is an area of good practice in re-dressing this area of underrepresentation. We commit to the continued investment of WARF funding to further develop targeted outreach activities in this area.

Figure 2: Male Nursing and Allied Health students at QMU

QMU is Scotland's second smallest university, with around 6000 students in 22/23 and an additional 3636 students studying via our partners overseas. As of December 2023, we have 334 Academic staff and 263 Professional Services staff members. QMU was first awarded an institutional AS Bronze Award in April 2013, which was renewed in 2017. QMU has previously achieved 2 Bronze divisional awards in the Division of Dietetics, Nutrition, Biological Sciences, Physiotherapy, Podiatry and Radiography in 2015, and the Division of Nursing in 2017. Given the size of our institution, our AS efforts have been re-focused towards maintaining our institutional award and developing a centralised and mainstreamed approach to our gender equality work.

3. Athena Swan self-assessment process

Since our 2017 award, our previous SAT lost momentum following submission and, although work within the Action Plan was largely progressed in relevant teams and areas, the former SAT did not continue to meet quarterly as planned. This is largely attributed to a re-structure of roles within the University which saw the loss of two allocated resource budgets for 0.5FTE and 0.2FTE to support AS work.

In 2022, in recognition of the need for a dedicated EDI resource, funding was allocated for an 1FTE EDI Adviser role. Since joining in March 2023, the EDI Adviser has led the work to re-establish the structures and governance of AS at QMU. This involved re-establishing a SAT to undertake the self-assessment process and support the design and preparation of this application. A Governance Group with SLT membership was also established to provide oversight of the application and take overall accountability for the Action Plan.

Membership 1: Governance Group

Governance Group Member	Job Title	F/M
██████████	████████████████████	█
██████	█████████████	█
	████████████	█
	███████████████	█
	████████████████████	█

Based on the panel feedback from our 2017 application, and to ensure a diversity of perspectives and lived experiences, consideration was given to the recruitment of SAT membership to ensure representation of students, early career research staff, TU representation and ethnic minority staff. Targeted emails were sent out to staff within these groups, inviting them to send expressions of interest in participating in the SAT. To ensure members could take an informed approach to committing to the SAT, emails were sent with a Terms of Reference detailing the role, responsibilities, and time commitment.

Membership 2: Self-Assessment Team

SAT Member	Job Title	Academic / Professional Services	F/M	Role in SAT Group
████	████	██████	█	████
				████████
████	████	█████	█	████
	██			████████

The SAT contains an even split between academic and professional services staff and includes representation from the Students' Union. Although an even gender balance has not been achieved, the gender split ████████████████ is proportionate and reflective of the gender balance of our staff and student populations. Membership includes a diversity of lived experiences related to the AS Principles, including a mixture of FT/PT staff, staff with flexible working arrangements, staff with caring responsibilities, staff on fixed-term contracts, a wide variety of grades and individuals who experience intersectional inequalities.

The SAT includes ██ members who were directly involved in QMU's last institutional submission or one of our departmental submissions. All other members had not previously been involved in AS work at QMU. This mixture of experience aided the SAT to have connectivity to QMU's history with AS, whilst allowing for fresh perspectives and ideas to be generated in the self-assessment process.

Considered measures have been put in place to negate the additional burden associated with this work on members. The new role of the EDI Adviser provides dedicated resource to handle much of the administrative burden involved in the self-assessment and writing process within their remit. SAT meetings have been delivered consistently in a hybrid format to ensure an accessible approach in line

with the flexible working patterns of members. In recognition of conflicting working patterns, weekly meetings held in the lead-up to submission were on a 'drop-in' basis, and a Microsoft Teams Site was created and updated regularly.

In undertaking the self-assessment process and preparing this application, the SAT has had regard to reviewing:

- A wide variety of staff and student datasets
- Evidence to review the implementation of our Old Action Plan (OAP), including data on Performance Enhancement Review (PER) and training uptake and staff monitoring data
- Data from the EDI Culture Review 22-23, including data from staff and student facilitated conversations, a student survey and equal pay analysis
- A variety of consultation surveys, including induction and exit, hybrid-working and stress surveys, and the Culture, Employment and Development in Academic Research Survey

The SAT reviewed and reflected on the panel feedback on our 2017 application. Our New Action Plan (NAP) contains actions to incorporate the feedback into our future work, including:

- Extending the creation of a trans inclusive policy to include students
- Targeted actions to improve PER and training uptake
- Extension of SAT membership (as above) and succession planning for SAT
- Actions to improve the communication and awareness of new and existing policies

In devising our NAP, we have given focus to incorporating the panel feedback of our OAP, including setting specific and numerical targets and ensuring responsibility is assigned to specific roles.

The SAT have reflected the re-energising nature of the self-assessment process, which has generated rich discussions and fresh ideas for our gender equality work. Learning from the lessons from our last application, the SAT have given considerable thought to ensuring that this energy is harnessed to maintain momentum and fully embed AS work into our existing EDI structures. As detailed in Section 2, improving our AS governance and infrastructures has been identified as a priority area for our gender equality work. Our NAP details the ways in which we plan to deliver and sustain the work following submission and strengthen our structures and governance.

In terms of succession planning, given its early life, the SAT agreed that the focus for the first year following the submission would be on awareness raising of AS to ensure energy could be sustained beyond its current members. A review of SAT membership has been planned for a year after submission date and will take place annually thereafter. Our plans for succession planning and ensuring a sustained approach include:

- SAT to meet quarterly with 1 meeting/year focused on updating and reviewing datasets for AS
- AS responsibility will be included in the remit of the SU Officers role, ensuring student participation succession planning where the nature of the role is short-term
- An Annual Plan will be created to increase the profile of AS activities internally and externally; this will include an annual report of AS activity published to staff and students
- Improve synergies with EDC by inviting SAT members to attend 1 EDC meeting/year

Section 2: An evaluation of the university's progress and issues

In Section 2, applicants should evidence how they meet Criterion B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

A RAG-rated version of our 2017 Action Plan can be found on the following page.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/Priority	RAG Status	Success Criteria/Outcome Measures	Short status update
1.0 Self-assessment Activities								
1.1	Review membership of SAT in terms of gender balance and effectiveness	To ensure that the SAT is representative of both[3] genders and membership working	Establish an annual review of SAT group membership in order to ensure that the group is representative, and gender balanced and operating effectively	Deputy Principal (Chair of SAT)	First review complete by March 2018		Initial review complete and new members in place (where applicable). Review established as an annual exercise.	SAT Group reconvened in 2023 – consideration given to diversity and effectiveness (Action carried over to Priority 1 NAP)
1.2	Invite student participation onto the SAT	To ensure the awareness or involvement of student in Athena SWAN activities	Engage with the Students Union to offer a place for a student representative on the SAT	Academic SAT Champions	Student representative identified by March 2018		Student representative sitting as member of the SAT	Student President now sitting as member of the SAT
1.3	Plan and hold four SAT meetings per year to align with the date of the University Equality and Diversity Committee	To monitor the implementation of the action plan and allow reporting to the Equality and Diversity Committee (EDC)	Establish process whereby SAT meetings are included in the university meeting calendar and inform SAT members	Deputy Principal (Chair of SAT)	In place by April 2018		Process established whereby at least four SAT meetings are scheduled each academic year	Quarterly meetings did not happen following 2017 submission. SAT reconvened in 2023, action carried over to NAP (Priority 1)

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[3] The wording of 'both genders' was used in our 2017 Application and Action Plan. We recognise the problematic limitations of the language previously used, which excluded multiple gender identities.

| 1.4 | Increase profile of QMU Athena SWAN activities internally and externally | To raise awareness of Athena SWAN activities internal amongst staff members and externally to prospective staff and students | Revise Athena SWAN webpages and intranet site which demonstrates QMU's commitment to Athena SWAN, progress to date and strategy for the future

Identify key contact responsible for update of Athena SWAN web presence | SAT (internal) & Senior Academic Champion (external) | Identify person responsible for web pages by December 2018

Web pages updated by July 2019 | | Revised webpages and intranet site

Informed staff and external stakeholders | Webpage revised and key contact identified as EDI Adviser, but more work to do (Action carried over to NAP – Priority 1) |
|---|---|---|---|---|---|---|---|---|
| 1.5 | Produce annual schedule of Athena SWAN activities according to action plan | To focus Athena SWAN activities for the year ahead, set expectations and arrange necessary resource allocation | Review action plan and produce schedule of actions/activities for the year ahead. Monitor progress of actions at SAT meetings throughout the year | SAT Champions collectively (ongoing agenda point at quarterly SAT Meeting) | First schedule to be set by May 2018 and annually thereafter | | First schedule produced and process established for annual schedule of actions/activities | Action carried over to NAP (Priority 1) |
| 1.6 | Produce annual report against Athena SWAN 2017 – 2021 action plan | To raise awareness of achievements to date and monitor | Establish an annual process of reviewing and reporting on | SAT Champions collectively (ongoing | First report by November 2018 | | First report produced and annual report production in place. | Annual report not completed but EDC received regular updates at quarterly meetings. Action carried |

		progress against the plan	Athena SWAN progress against the action plan to be reported to the Athena SWAN steering group, EDC and the Executive Board Reports on progress will also be made available to all staff via the Athena SWAN intranet site	agenda point at quarterly SAT Meeting)			Increased awareness of Athena SWAN progress by all staff - 70% of staff reporting awareness of Athena SWAN in the 2018 Staff Survey	over to NAP (Priority 1) with the extra resource of EDI Adviser.
1.7	Implement Athena SWAN application rolling programme	To ensure that the university has a systematic process in place for planning and preparing for department applications and renewals	Regular updates on progress against rolling programme provided at SAT meetings Rolling programme reviewed on a regular basis by Athena SWAN steering group to ensure that plans remain feasible and adequate resources are in place	Heads of Division and SAT Champions and Steering Committee Members	First review by April 2018		Confirmed plan in place and schedule in place for discussing progress at each SAT meeting	Rolling programme put on hold and departmental applications not renewed. Efforts for this round to focus on maintaining an institutional Bronze award under transformed charter.

1.8	Athena SWAN short promotional film to be developed as part of student project	To raise awareness of Athena SWAN principles to staff and students	Prepare remit for short film and discuss with student course leader, produce film and upload to Athena SWAN intranet/internet Film to be shown at Principals Strategic Update and at Corporate Induction	Ruth Magowan (SAT Champion)	Film produced and live by March 2018. Film to be shown at Principals Strategic Update during 2018		Short film produced and launched via Athena SWAN intranet page Film shown at Strategic Update during 2018 and at quarterly Corporate Inductions sessions during 18/19	Action outstanding - opportunity for this to be built into our future communications - action to be carried over into NAP (Priority 1)

2.0 A Picture of the Institution

2.1	Further investigate the lack of female staff at G10	Female staff are underrepresented at G10 within AHSSBL	Hold focus groups for females in G8 and G9, specifically within AHSSBL areas to investigate why there is no movement to Grade 10 and identify relevant actions based on findings	SAT Champions (David Stevenson and Mary Warnock)	Focus groups held and actions identified by December 2018		(i) Focus group held and actions identified. (ii) Increased female academic staff at G10 by 2021	Table 13 shows an increase in female academic staff at Grade 10 (████████ 62% female). Tables 13 and 14 (Appendix 1.2.4) show STEMM 100% female at Grade 10, AHSSBL 40% (Small numbers = limited analysis, ██████ ███). Focus groups not held.

2.2	Further investigate the lack of part time female staff at Senior Lecturer level in both STEMM and AHSSBL	Part time female staff are underrepresented at Senior Lecturer level within STEMM and AHSSBL	Hold focus groups for part time female staff at G8 to investigate the lack of part time female staff at this level	SAT Champions (David Stevenson and Mary Warnock)	Focus groups held and actions identified by December 2018		(i) Focus group help and actions identified. (ii) More female part time staff at Senior Lecturer level within both STEMM and AHSSBL by 2021	41% of female Senior Lecturers (Grade 9) work part-time in 22-23, 41% in STEMM and 50% in AHSSBL 51% Grade 8 academic female staff work part-time. No longer underrepresented. (Appendix 1.2.4, Tables 16, 17 and 18) Focus groups not held
2.3	Reduced number of unknown ethnicity, sexual orientation and religious belief data	By reducing the number of 'unknowns' we will be able provide a more robust analysis of patterns in the data relating to ethnicity, sexual orientation and religious belief	Make sensitive information a mandatory field on the university's online application form so data is captured for all new staff Contact all staff with an 'unknown' to request that they update their record via employee self-service, providing a rationale for	HR Partners	Actions complete by September 2018		100% of staff ethnicity data held on HR Records by April 2019 75% sexual orientation data held on HR records by April 2019 75% religious belief data held on HR records by April 2019	Sensitive information made mandatory on application form. Alongside announcing some changes to HESA options, communications sent to all staff encouraging them to fill out their sensitive information, providing GDPR reassurances and information on how/why the data collected is used. 96.6% ethnicity data held; 72.8% sexual orientation held; 72% religious data held. (Appendix 1.8 Tables 52-55)

		why we are requesting this data					Action carried over to NAP (4.3)
2.4	Continue to support managers in designing and implementing a sustainable core structure that serves the requirements of the department and ensures fair and equitable terms for staff	Raise line manager awareness of the implications of using fixed term contracts, when they are appropriate and when they are not	Revise Exit Management Policy and Procedure to ensure that the acceptable reasons for using fixed term contracts are clear Discuss core structure on a monthly basis with managers and communicate changes to Exit policy via HR Partner meetings	HR Partners and Head of Divisions	Policy revised by August 2018 All managers updated on changes by November 2018		(i) Revised policy and procedure complete (ii) Reduced number of fixed term contract used across STEMM and AHSSBL by 2021	New policy introduced - Fixed Term and Open Ended Contract Policy launched in 2021. Policy was further updated in 2022 and renamed Appropriate Contract Use Policy in 2022. Managers notified on this new policy via HR Partners. Fixed term contracts reduced significantly across STEMM and AHSSBL since last application data (Appendix 1.2.5 Tables 19, 20, 21)
2.5	Review the standardised reasons for leaving	To and facilitate accurate and insightful reporting	Review reasons for leaving using appropriate benchmark data and update HR system and exit survey	HR Department	Reasons for leaving updated by February 2018		Leaving reasons updated Reduction in number of leavers citing 'other reason' as reason for leaving	Leaving reasons updated and 'Other reason' citings reduced ▉ by 2021-22 (Appendix 1.7 Chart 11) action complete

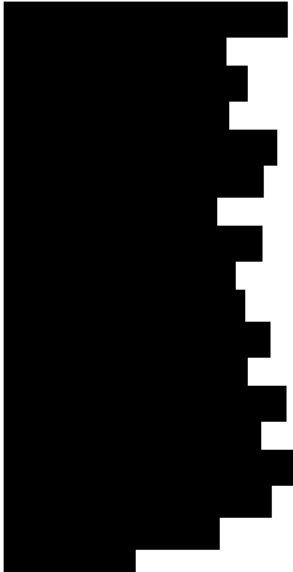|								
2.6	Analyse results of exit survey on an annual basis, paying particular attention to gender patterns and academic grade 8 leavers	To identify any patterns relating to reasons for leaving, gender and grade	Produce an annual report based on feedback from the exit survey. Send report to the Athena SWAN Steering Group and Executive Board	Snr HR Partner & SAT Champions	First report to be produced by December 2018 and annually thereafter		Process established whereby exit survey results analysed on an annual basis and actions identified	HR collect exit interview data and review data regularly at HR Team meetings. No annual report has been produced, but any identified patterns from regular reviews are reported to SLT as required and any trends reported to Court annually. Action carried over to NAP (4.4)
3.0 Supporting and Advancing Careers								
3.1	Repeat induction questionnaire on annual basis and report on findings	To gather feedback on the recruitment and induction process and identify relevant actions	Establish a cycle for sending the induction questionnaire and reporting on the findings Ensure questionnaire includes specific feedback on application process	SAT Champions with HR Support	First report to be produced December 2018 and annually thereafter		Process established whereby induction survey results analysed on an annual basis and actions identified	New Start Surveys include questions for staff to feedback on application process. Survey results are monitored and analysed regularly by HR and reviewed at monthly HR team meetings. Any prominent themes are reported to SLT as required and Court annually.
3.2	Record Unconscious Bias Training uptake via HR system	Unconscious Bias training is mandatory for all interview panel members, accurate	Review records of Unconscious Bias Training via e-learning system and record against	HR Department	Training records updated on iTrent by December 2018		Accurate and up to date training records for unconscious bias and interview panels consistently trained in unconscious bias	Introduction of a new mechanism in HR means that we now track uptake of training and record against staff records.

		management information will ensure that all panel members undertake this training timeously	staff members iTrent record			■		
3.3	Ensure a gender balance on interview panels	To ensure that interview panels comprise both genders and are representative of the department recruiting	Review guidance document for Interview Panel Composition and include as part of information pack to Recruiting Managers	Chairs of Interview Panels (Heads of Division)	Documentation reviewed by April 2018	■	Appropriate gender balance on all interview panels as evidenced by annual feedback via New Start and Induction survey	Guidance updated and question added to the new starter survey to include question on diversity of interview panel. We are confident that a gender balance on panels is consistently achieved, but we lack the data to rate this green.
3.4	Recruitment advertising materials that are free from bias and encourage applicants from a diverse background	To ensure that a diverse range of applicants are encouraged to apply for role at QMU	Revise job description and job advert templates, introduce a standard text into job adverts regarding welcoming applicants from diverse backgrounds and a statement regarding flexible working and family friendly policies	HR Department	Templates revised by December 2018 Manager guidance produced by April 2019	■	Increase in applicants from diverse backgrounds and underrepresented groups	Job descriptions/advert templates have been revised and have a standard text regarding welcoming applicants from diverse backgrounds and a statement regarding flexible working and family friendly policies. Where possible, we also include specific targeted wording to address the underrepresentation of certain groups in certain roles. We have made our hybrid working web page visible on our website for attraction purposes.

			Produce a guidance document for Recruiting Managers on writing adverts				🟧		
3.5	HR Partners to check gender rates within applicant and candidate pools	To ensure that shortlisting criteria is not bias in favour of one gender over another	HR Partner to analyse applicant and candidate pool data for each vacancy after shortlisting has taken place, any anomalies detected are to be highlighted to the shortlisting panel and remedial action taken where required	HR Partners/ Shortlisting panels	Process in place by April 2018	🟦	Establishment of process to ensure elimination of potential bias in shortlisting process	This action was removed upon reviewing the Action Plan in 2022 - action was not appropriate as this is the responsibility of panels. All interview panellist are trained in unconscious bias.
3.6	Review the corporate induction format	To ensure that the corporate induction is fit for purpose	Analyse feedback from those individuals who have attended the corporate induction in the last three years to understand what	Executive Board (EB) with input from HR	Analyse induction survey feedback by February 2019 Implement changes by December 2019	🟩	Revised corporate induction format which meets the needs of new staff Improved feedback from attendees on corporate induction by December 2020	Your Induction at Home Plan template introduced in Apr-20 to specifically support staff joining remotely during pandemic. Feedback has been positive. Welcome to Your QMU Community briefing session - launched in Nov-21. Now

		improvements can be made				🟩		takes place every 2nd month chaired by Principal and Head of HR - attendance has been good and feedback has been positive
3.7	Increase return/completion of New Entrants Local Induction Booklet	To ensure that local induction process has been completed for all new staff members	Set up process for monitoring the return and completion of the New Entrants Local Induction Booklet	Line Managers	Process in place by December 2018	🟧	100% completion rate of New Entrants Local Induction Booklet	'Your Induction Plan' launched and embedded across the university - further work to be done to ensure this plan is being used consistently across different areas of the university. Positive feedback from joiner survey.
3.8	E-learning H&S and E&D training modules to be made mandatory for completion during first 3 months of joining	To ensure new staff members have undertaken basic training in health and safety and equality and diversity	Establish a process to inform staff regarding the mandatory training requirements and monitor and follow up on completion	HR Partners	Process in place by December 2019	🟧	Improved awareness of health and safety and equality and diversity issues evidenced via the new start and induction survey and staff survey	E-learning is covered via the YourInduction Plan that has a section on mandatory e-learning modules that staff must complete in first 6 months. Data shows a low (although slow increase) in training uptake (Appendix 1.6 Charts 7, 8, 9, 10)
3.9	Hold focus group to investigate barriers to promotion with targeted groups	To investigate reasons for low male applicant numbers for promotion to Senior Lecturer and Professor	Hold focus group to investigate issues	SAT Champions and Athena SWAN Officer	Focus groups to be held by December 2019	🟧	Focus group held and issues identified Increase in male applicant / part time applicant numbers for promotion	███████

								Focus groups not held.
3.10	Further investigate barriers to promotions specifically for G8 and G9 AHSSBL staff	Lack of promotions applications for part time G8 staff and G9 staff applying for Professorship within AHSSBL	Hold focus group to investigate issues	SAT Champions and Athena SWAN Officer	Focus groups to be held by December 2019	🟧	Focus group held and issues identified Increase in promotion applications from part time G8 and G9 staff by 2021	███████████ Focus Groups not held.
3.11	Improve staff perceptions of the promotions process	To increase the number of underrepresented groups applying for promotion and increase staff morale	Produce case studies of staff members that have been successful in applying for promotions including female staff members and those with part time contracts	Heads of Division & HR	August 2019	🟥	Case studies produced. Increased number of applications from underrepresented groups by 2021	Case studies not produced – carry over to NAP (3.5) Promotions Data (Appendix 1.3 Table 29): Female applicants make up 74.22% of applications, 71% of R&T staff female. ████████
3.12	Review of Reward and Recognition Policies and Procedures	The university plans to review our polices and procedure for the reward and recognition of all staff	Review of Reward and Recognition Policies and Procedures (this action is taking place outside the remit of Athena SWAN	HR, Senior Management & TU's	Review to start in January 2018 Revised policy to be launched by August 2018	🟩	A revised Reward and Recognition process launched for 18/19 promotions round	Revised process launched in Nov 2019 and 2022 with feedback gathered from SLT panel members and anecdotal applicant feedback. Changes to academic promotion policy also introduced. Action complete.

		however will be closely linked to the findings of the Athena SWAN self-assessment process)				🟩		
3.13	Introduce promotions champions and mentors	To provide additional support and encouragement to staff members who wish to apply for promotion	Identify and train suitable promotions champions and mentors. Develop a guidance document for those engaging with promotions champions and mentors	SAT Champions and Athena SWAN Officer	Identify and train mentors by August 2020 Develop guidance by January 2020	🟥	Promotions champions and mentors in place. Increased number of applications from underrepresented groups by 2021	Promotions champions and mentors have not been introduced – NAP addresses need to improve attitudes towards process before champions could be introduced (Priority 3)

3.14	Support the development of female researchers in advance of REF 2021	To increase the number of female staff submitted to REF 2021	Liaise with REF Steering committee regarding plans for supportive mechanisms for female researchers Consult with REF eligible staff to help identify helpful initiatives	SAT Champions & REF Steering Committee	Mechanisms identified by April 2018		Mechanisms identified and in place. Increase in number of female staff submitted to REF 2021	67% of staff submitted to REF 2021 were female
3.15	Explore potential barriers to research for those with protected characteristics	To ensure potential issues faced by researchers are identified so that supportive mechanisms can be identified	Hold focus group to investigate issues, follow up as applicable	REF Steering Committee	Focus groups held by February 2018		Issues identified and plans in place to introduce supportive mechanisms	Survey (instead of focus group) sent out as part of REF and mechanisms introduced as a result.
3.16	Ensure training opportunities are advertised using gender neutral language	To encourage uptake from both males and females	Review standard training communications to ensure gender neutrality in use of language	HR and line managers	Review complete and changes implemented by April 2019		Proportionate training uptake rates for 18/19	The DEVELOP Calendar was reviewed using a gender de-coder tool - no issues found with language used. Data shows proportionate training uptake.
3.17	Develop reporting mechanism which provides intersectionality (ethnicity) data for	To ensure monitoring of intersectionality for training and	Develop management information reports to provide a	HR	Reports available April 2018		Improved reporting capabilities in place	Some improved reporting in place but more to do – carry over to NAP (4.6) Creation of HR Data and

	training and recruitment	recruitment and selection data	breakdown of intersectionality data			🟧		Systems Parter Role within HR has allowed for better access to intersectional data.
3.18	Conduct annual PER audit	To monitor PER uptake and address any issues identified	Undertake PER audit on an annual basis	Deans, Heads of Divisions Department with appropriate admin & HR support	Next audit to take place by September 2018 and annually thereafter	🟩	Annual process of PER audits in place	'Your Contribution' system introduced in 2019, allowing more accessible data for auditing. Annual audit of PER undertaken by HR, findings shared at HR meetings and relevant actions taken. Any high level themes reported to SLT as required and Court annually.
3.19	Investigate outcomes of the 2017 PER Audit	Understand reasons for non-completion of PER so that actions may be put in place to address and explore reasons for gender imbalance	HR Partners to discuss reasons for non-completion with the relevant line managers	HR (pull data) & Line Manager (accountable for following up)	Discussion between HR and line manager December 2017 Manager follow up by April 2018	🟩	Reasons for non-completion of PER proves identified and actions in place to support an increase in the completion rate Improved up take rates by 2018 PER Audit	Work completed by HR Partners to understand varying themes as to why low completion rates of PER. Work conducted to enhance PER system and consideration given to how to engage line manager population in the importance of the PER procedure and train managers in holding coaching conversations with staff. Green rating as PER uptake rates improved in 2019/20 following the 2017 audit (Appendix 1.5 Charts 1-6). However, Priority 3 of our

								NAP addresses lowering of uptake following 19/20
3.20	Introduce formal academic mentoring scheme and training for mentors and mentees	To support and facilitate career progression for staff	Design and implement a policy and procedure to support a formal academic mentoring scheme. Hold mentoring training for mentors and mentees	CAP, RKEDU & HR	Policy and procedures implemented by December 2020		Formal mentoring scheme in place Mentoring training taken place	QMU joined the Teaching, Research and Academic Mentoring Scheme (TRAMS) in June 2021. TRAMS is a cross-institutional mentoring scheme, pairing experienced Teaching and Research Academics with colleagues at an earlier career stage, to provide guidance and structured support, in addition to peer to peer mentoring. 161 QMU participants so far.
3.21	Introduce a face to face training session including training for managers on effectively facilitating career development	To ensure that managers and staff have the knowledge and skills to undertake the PER process effectively	Design and implement PER training session for managers and staff, run sessions annually	HR department	Sessions designed by December 2019 Sessions taken place by July 2020		70% of managers and 60% of staff completed the PER training session by July 2020	HR ran a programme of training sessions in 2019 for line managers – well attended and positive feedback. As with 3.19, green rating as PER uptake rates improved in 2019/20 following the training (Appendix 1.5 Charts 1-6). However, Priority 3 of our NAP addresses lowering of uptake following 19/20
3.22	Ensure a realistic time allocation exists within the AWAM for career	To ensure ample time is given to staff for career development	Consult with Deans regarding design of AWAM methodology	HR & Deans	Allocation within AWAM by August 2019		Positive feedback regarding staff time for career development at annual career	AWAM launched and supporting video available to staff walks through the AWAM procedure and the

	development and planning		and revise AWAM guidance to include career development allocation			🟧	development focus groups and via the 2021 staff survey	purpose by Prof David Stevenson as Dean of ASSaM. AWAM subject to annual review. Orange rating due to lack of feedback data available.

4.0 Flexible Working and Managing Career Breaks								
4.1	Ensure mechanisms are in place to provide support to staff members who are taking a period of child related leave	Introduce a line manager checklist to provide appropriate support to employees before, during and returning from a period of child related leave	Design and implement checklist and brief all managers on its use Design survey question and establish regular cycle of data collection, analysis and reporting	HR Partners	April 2019	🟧	Checklist in use and positive feedback received via annual survey of staff taking child related leave (action 4.2)	Return to work support plan developed for staff returning from a period of parental or sick leave - launched in 2021 No survey launched – data collection carried over to NAP (4.1)
4.2	Introduce annual survey of employees who have taken child related leave	To gather feedback on the experience of the support offered to staff taking child related leave	Design and implement survey, analyse and disseminate results	Athena SWAN Officer & SAT Champions	First survey complete and report produced by December 2019 and annually thereafter	🟥	Process established whereby survey results analysed on an annual basis and actions identified	No survey launched – data collection carried over to NAP (4.1)
4.3	Establish maternity/paternity buddy system	To provide support to staff returning from periods of child related leave	Identify and brief 'buddies' and provide guidance document	SAT Champions and HR input	Buddy system in place by April 2020	🟧	Buddy system in place. Positive feedback on support offered via child related leave survey by December 2019	Buddy included in the return to work support plan launched. Rated orange as no data to support positive feedback.

4.4	Publicise paternity leave and shared parental leave via poster campaign and via family friendly intranet page	To raise awareness of family friendly policies amongst staff	Design poster campaign for dissemination across staff areas on campus Create staff intranet page advertising family friendly polices	SAT Champions and HR input	Poster campaign and intranet page implemented by April 2020		Poster campaign and intranet page in place. Positive feedback regarding awareness of family friendly policies via annual family friendly focus group and 2021 staff survey	In 2023 HR concluded a review of family related and special leave policies and announced several enhancements to existing entitlements as well as new entitlements for staff (including extensions of entitlement for partner (formally paternity) leave and shared parental leave). The review and updated policies recognise the significant social shift that has resulted in careers and caring responsibilities becoming more integrated following the pandemic. An all staff message was sent to announce the policy changes.
4.5	Raise line manager awareness of HR policies including family friendly policies	To ensure that managers are fully aware of all HR polices and their use	Design and implement a manager's guide on HR policies inclusive of all family friendly policies. The guide will outline the purpose of the policy, key facts and the roles and responsibilities of the line	HR & Line Managers	Managers guide developed by December 2020		Increased awareness of HR polices amongst managers Positive feedback regarding awareness of family friendly policies in 2021 staff survey	All HR Policies compiled and accessible via website and staff intranet. A review and refresh of flexible working policies conducted in 2022, changes implemented to website to make it more accessible. Policy documents have been streamlined to make them more accessible and create greater understanding amongst staff of the flexible options available to them

			manager, HR Partner and the employee.			🟧		No staff survey data but anecdotally the new special leave policies have been received positively and welcomed by staff. NAP 6.5 carries over aim to improve manager awareness of new and existing policies
4.6	Record formal flexible working arrangements centrally	To ensure accurate records are held on flexible working requests and agreement to allow for reporting	Develop process for centrally recording flexible working requests and agreement making use of automated functionality where possible	HR & managers	Recording process in place by August 2019	🟩	Process in place for recording flexible working requests and arrangements, reporting mechanism in place	Review of flexible working policies conducted by HR in 2022, process for recording and reporting flexible working arrangements in place in HR. Hybrid Working statement was also launched in 2022 as a result of changing ways of working post-COVID pandemic.
4.7	Publicise process for requesting a formal flexible working arrangement to all staff	To raise awareness of the process for requesting a formal flexible working arrangement	Design communications to be sent to all staff regarding the process for requesting flexible working	HR	Communication to all staff sent by December 2019	🟩	Communication sent to all staff. Positive feedback regarding awareness of process for requesting flexible working annual family friendly focus group and 2021 staff survey	We launched Hybrid Working Statement and as part of the development held a staff online consultation and gathered feedback and understanding of flexible working through this and 87.4% confirmed that they understood flexible working policy and how it differed from Hybrid Working.

4.8	Establish closer synergies between the Equality and Diversity Committee (EDC) and Athena SWAN SAT	To ensure the university strategy and initiatives to support diversity are cohesive and appropriate report to EDC and university Court on Athena SWAN actions and achievements	Ensure there are at least 3 members of the Equality and Diversity Committee on the SAT Regular reporting to the EDC of Athena SWAN activities and progress (cross reference with action 1.4)	SAT & EDC	In placed by April 2018		Membership of EDC and SAT alignment and regular reporting between committees	EDC Conveners and Secretary sitting on SAT. Regular reporting of AS at EDC meetings but more can be done to improve synergies - action carried over to NAP (priority 1)
4.9	Management development activities are identified for all managers	To ensure that managers develop and maintain the appropriate level of knowledge and skills	Conduct a review of all managers development plans	Senior Management and HR	Plans complete by August 2020		Appropriate development plans in place for all managers Improved feedback regarding management evidenced by 2021 staff survey results	Annual reviews taking place of training needs across the organisation including management development needs to inform the development of the annual DEVELOP calendar. Partially complete but further work on individual development plans to take place.
4.10	Ensure a robust process is in place for EQIA of all University policies and procedures	To ensure that equality considerations are made and assessed when implementing and revising policies, practices and decisions	Identify suitable Equality Impact Assessment (EIA) assessors, provide training and develop robust recording and reporting mechanisms	SAT & EDC	Process in place and training held by April 2020		EQIA assessments carried out consistency across all university policies and procedures Accurate reporting of all polices/processes that have been through EQIA by December 2020	External audit of EQIA process conducted by Diversity McKenzie in 2022. Refreshed EQIA template developed and EQIA training provided to staff.

						🟧		Action carried over to NAP (6.3)
4.11	Centrally collate information on outreach activities by grade and gender	To ensure that data is collected and is available for reporting	Devise a process for centrally recording data	Heads of Division	Process in place by December 2019	🟩	Data captured and available for reporting to support Athena SWAN applications by December 2019	Data centralised within the Outreach Team
5.0 Supporting Trans People								
5.1	Invite student LGBT+ representatives to participate in EQIA panels	To ensure consultation on university policies and processes that is inclusive of a trans perspective	Send invite to LGBT+ student society	EDC Chair & EDC Members	Process in place by December 2018	🟥	LGBT+ representative participating in regular EQIA process for university policies and processes	Action not complete – more to do to train wider pool of staff and students in conducting EQIAs generally – action to be carried over to NAP (6.3)
5.2	Develop staff policy aimed at supported Transgender staff	To ensure the university has appropriate support in place to support transgender staff	Develop and implement a transgender policy	EDC Chair & EDC Members	Policy in place by December 2018	🟧	Transgender Staff Policy in place	Action in progress but not completed (delayed due to COVID). Policy working group identified and initial meetings taken place. Action carried over to new AP with extension of policy to students (NAP 2.1)
5.3	Train staff members in awareness of issues	To ensure staff members are aware of the key	Work with the Scottish Transgender	EDC Chair & EDC Members	Training held for SAT and EDC by December 2018	🟧	Increased awareness amongst key committee members and wider staff	'Trans Awareness' Training Sessions run by Scottish Trans Alliance available for

	effecting transgender staff	issues effecting transgender staff	Alliance to deliver training to the SAT and EDC members in the first instance before rolling out to all staff		Training held for wider staff by December 2019		of issues affecting transgender staff	staff annually with good uptake. (NAP 2.5)

Our OAP was an ambitious plan with 50 actions: 16% have been rated Red, 52% Orange, 30% Green and 2% Blue (Action was removed).

We recognise that the majority of actions have been rated orange, the reasons for which we reflect on further below. As reflected in Section 1 of this application, the former SAT did not continue to meet to regularly review implementation of the plan. Despite this, work within the Action Plan was still largely progressed in relevant teams and areas, although we acknowledge that the lack of focused AS resource and structures in place has been the most critical barrier from rating more actions green. In evaluating progress on our OAP, we both reflect on the criticality of ensuring more sustainable AS structures for the success of implementing our NAP, but also point to the progress that has been achieved despite our governance structures not being in place, suggesting some success in embedding and mainstreaming gender equality institutionally.

Regular tracking and evaluation on the plan was conducted by the Head of HR and Senior HR Partner throughout the duration of its lifespan, and actions were progressed in relevant areas. In conducting an evaluation of the OAP, the SAT evaluated individual actions against their success criteria by drawing on the datasets in Appendix 1 as well as information from relevant surveys, facilitated conversations and focus groups that had taken place over the lifetime of the OAP. Following the evaluation of individual actions, a SWOT analysis was conducted on the Action Plan as a whole. This holistic evaluation approach enabled the SAT to identify relevant patterns and themes behind the red/amber ratings, while also identifying facilitators and barriers to implementation, which are detailed below.

Loss of resources for AS Structures and action ownership
Our OAP was ambitious and resource-intensive in its asking. A large majority of its actions (37/50) relied in-part or fully on the resource of one team (HR). As a result of the loss of dedicated-AS resources and AS structures and governance, action ownership and delivery fell disproportionately on the HR Team. Whilst HR colleagues were able progress most actions, the lack of institution wide AS structures meant there was limited capacity to follow all actions through to 'completion'. For example, in the cases of OAP 4.1, 4.3 and 4.4, HR were able to progress these actions by putting the child-related leave mechanisms and policies in place, but lacked the resource to administer a survey to fully evaluate the effectiveness of the changes made.

Learning: We are more aware than ever of the criticality of a sustained AS structure and institutional wide accountability to the success of achieving our future Action Plan, and so we have made this a priority area in this application below. We acknowledge that our NAP is similar in size and ambition to our OAP, but with the additional resources of the EDI Adviser and HR Data and Systems Partner, and the re-energising nature of our new SAT, we believe we are in a good position to ensure stronger AS structures are in place over the course of its lifetime. In devising our NAP, we acknowledge that by the very nature of our priorities, many of our actions

remain within HR. To tackle this, where possible we have identified relevant colleagues from different teams to support HR in its delivery.

Unrealistic or vague targets
Some of the success criteria and outcome measures of our OAP were over-ambitious and unrealistic in their achievability. This can be seen in the examples of OAP 2.3 and 3.7, where success criteria relied on being able to evidence 100% of ethnicity data being held, and 100% completion rate for new entrant booklets. In other instances, the criteria was too vague to ascertain if it had been met, even where there may have been good outcomes. In the cases of OAP 3.11, 3.13, the success criteria looked for an increase in applications to promotion from 'Underrepresented Groups', but it did not define who the underrepresented groups were, although our data does indicate positive shifts for female applications to promotion for senior lecturer, and more part-time applications for promotion (Appendix 1.3, Table 29).

Learning: In setting our success criteria for the NAP, we have taken a considered and intentional approach to be more specific and achievable in our outcome measures whilst remaining ambitious. Where our data has allowed, we have been more specific in terms of our 'underrepresented groups', but we recognise that we have further work to do to improve our data reporting to fully understand who our 'underrepresented groups' are from an intersectional perspective.

Lack of qualitative evidence
Relating to a number of actions (OAP 1.6, 2.1, 2.2, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.9), we lacked qualitative evidence to determine whether we had met a target, because a survey or focus group had not been administered as planned. Lack of qualitative evidence prohibited us from rating these actions green, despite our data often demonstrating success in meeting the quantitative success measures set. For example, in the case of OAP 2.1 and 2.2, our data showed that we had been successful in meeting our targets to increase female academic staff at G10 and PT Female Senior Lecturers (Appendix 1.2.4 Tables 13, 16, 17 and 18), but we did not meet the commitments made to host focus groups to investigate the root causes of the issues identified in 2017. We therefore lacked crucial data to understand the reasons for the causes and changes seen in our data.

Learning: Recognising both the importance of qualitative data collection and potential pitfalls of over-committing to numerous resource-intensive focus groups and surveys, our NAP includes a commitment to develop an annual plan for qualitative data collection, ensuring a holistic and achievable approach.

Impact of COVID-19 Pandemic
The COVID-19 pandemic acted as both a barrier and facilitator to the university's implementation of actions and meeting of success measures. In some instances of our Action Plan, actions were delayed or de-prioritised in the face of urgent crisis response to the pandemic. Examples of this include the development of a Trans Inclusive Policy, where initial work had begun with Scottish Trans Alliance at the

beginning of 2020 but was then placed in hold due to the need to focus on the development of COVID response policies.

Reviewing progress on our Action Plan also demonstrates how the university's response to COVID also facilitated the progress of gender equality interventions. A lot of the rapid changes in policy and workforce in response to the pandemic, including the development of remote and hybrid working, have addressed and improved areas including work-life balance and improving knowledge of flexible working arrangements available to staff. Talent pools have been widened due to the opportunity for hybrid and remote working which has impacted on our resourcing strategies. Black Lives Matter, and other social movements that occurred during the time of the COVID-19 pandemic, created momentum for QMU to respond to pressing issues that contribute to AS principles. Most notably, it provided momentum and prompted our extensive EDI Culture Review from an anti-racist lens, which has challenged us to look at gender equality work from an intersectional perspective.

2. Key priorities for future action

Using data to identify and shape our key priorities, we regularly reflected on the Transformed Charter Principles to identify our key gender equality issues and opportunities to embrace elements of the transformed charter. Given the university's focus on anti-racism following our EDI Culture Review, we were particularly keen to embrace the principle of addressing intersectional inequalities, to incorporate an intersectional anti-racist element into one of our gender equality priorities. Our priorities have also been shaped by the evaluation of our OAP, which has helped us to identify areas where work is still required, and where our priorities have shifted since 2017.

Priority One: Improving AS Governance and Embedding its work within existing EDI Infrastructures

Supports AS Principle 1.

As acknowledged throughout this application, the lack of focused AS resource and structures in place has been the most critical barrier to fully progressing our OAP. Aware of the criticality of improving and embedding our AS structures for future gender equality interventions, the SAT concluded that this must be the first priority of this application to ensure the progression and success of our subsequent priority areas for action.

With the additional EDI and Data roles introduced at QMU, we are in a better position to carry out the incomplete actions from Section 1 of our OAP related to self-Assessment activities. Our NAP carries over and expands on incomplete actions from Section 1 of OAP which aim to strength and embed AS activity and structures at QMU (NAP 1.1, 1.2, 1.3, 1.4, 1.5, 1.6) and introduces a new action to ensure succession planning for student participation (NAP 1.7).

Priority Two: Supporting LGBTQ+ (particularly trans and non-binary) staff and students

Supports AS Principle 5.

'Supporting Trans People' was the only area of our OAP where none of the actions were rated Green. Notably, our commitment to develop a Trans Inclusive Policy for staff was delayed due to COVID recovery priorities. As part of this priority, we are carrying over and extending the commitment to the development of a policy to include trans and non-binary students. Our data shows that the percentage of students declaring LGBTQ+ characteristics have grown year-on-year (0.6% to 1.1% declaring trans identity from 18/19 to 22/23; 7.6% to 14.2% declaring LGB from 18/19 to 22/23) (Appendix 1.1, Tables 3,4,5). Alongside the rise in trans students, there has been an increase in the number of requests received from teaching staff for guidance on supporting trans people on campus. 'Trans Awareness Training' has been delivered by Scottish Trans Alliance which has been well attended and received by staff, but the SAT reflected that more guidance and support is still required. The outcomes from Facilitated Conversations conducted as part of our EDI

Culture Review revealed tensions among staff over trans exclusionary views, and issues for both trans staff and students regarding procedures and systems, such as changing names. We reflect on the changing political context since the development of the Gender Recognition Reform Bill in Scotland, acknowledging the rising tensions that this has brought to the Scottish HE sector.

Figure 3: Staff and students at the Student Union Flag Raising event for LGBT+ History Month, February 2023

In setting this priority, we also reflect on, from an LGBTQ+ inclusivity perspective, the progress made since our last award relating to staff with caring responsibilities; in particular, our revisions and enhancements made to Family Related and Special Leave Policies and support mechanisms for child-related leave (OAP 4.1, 4.3, 4.4, 4.5). Whilst the changes have been positively received by staff, we identified a gap in our provisions to include non-traditional forms of fertility and parenting, and a lack of explicit reference to the inclusion of LGBTQ+ groups within representation of fertility journeys and child-related policies.

Our NAP addresses this priority area with actions to create a visibly supportive and inclusive culture for trans and non-binary staff and students (NAP 2.1, 2.3, 2.6), to improve knowledge and understanding for those supporting trans and non-binary people (NAP 2.2, 2.5), to review and improve campus provisions and systems (NAP 2.4, 2.7), and to develop a 'Fertility Policy' for staff which includes consideration and

explicit reference to the inclusion of LGBTQ+ groups within representation of fertility journeys and child-related policies (NAP 2.8).

Priority Three: Improving opportunities for career progression

Supports AS Principle 6.

After examining several data sources, we have identified the priority of 'Improving opportunities for career progression'. This priority will focus particularly on improving career progression opportunities for early-career academics, as well as for senior academics in a professorial role. ██ his indicates a potential gendered barrier to the academic promotions process at early career level which will be a focus of our future investigations and interventions. Although our data shows that 54% professors are female ([Appendix 1.2.4 Table 13),](#) our Equal Pay Report 2023 also revealed a significant pay gap at Professor level of 13.53% in favour of male professors ([Appendix 1.9 Table 56](#)). Investigation of our data indicates that the majority of male professors had progressed to the top of Band 2 and Band 3 of the professorial scale, whilst the majority of female professors fall into Band 1, indicating that more of our female Professors tend to be at earlier stages of their career than their male counterparts.

Data of completion rates for PER reveal a significant decrease in completion ([Appendix 1.5 Charts 1, 2, 3, 4, 5, 6](#)), despite efforts made in our OAP. Although non-completion rates are relatively similar amongst men and women, the lowering rates of completion year-on-year present concern that staff are missing out on key opportunities for formal career development discussions. Although there are no formal progression/promotion routes for PTO staff, we are aware anecdotally of several 'success stories' of female PTO staff who taken advantage of the PER system and progressed to senior positions throughout their career at QMU. We therefore believe that it is critical to ensure better uptake of formal career development discussions and opportunities to negate the risk of a gendered impact to the low uptake.

To address the issues, our NAP contains actions to encourage and promote participation in existing progression opportunities (NAP 3.1, 3.5, 3.8, 3.10), to conduct reviews of current processes and policies to ensure they support and encourage the career development of staff, including professional services opportunities (NAP 3.2, 3.4, 3.6, 3.7), and actions to investigate the barriers to promotion and progression at early career and professorial level (NAP 3.3, 3.9)

Priority Four: Improving EDI Data (qualitative and quantitative) to take an evidence-based approach to gender equality interventions

Supports AS Principle 1B.

Improving the quality our data has been identified as a priority as several actions in the OAP could not attain a green rating due to insufficient evidence. In acknowledgement of the OAP's over-reliance on separate focus groups and surveys, we have drawn on the example of good practice of 'Facilitated Conversations' from our EDI Culture Review. The conversational approach to this method of data collection meant that feedback was extracted from staff and students on a wide range of topics and issues at one time, acting as a streamlined and effective approach to gathering feedback. To strengthen our qualitative data, our NAP includes a commitment to devise an annual plan for the collection of qualitative data through facilitated conversations to ensure a holistic and feasible approach.

We still have work to do in improving our data and systems for reporting. Amongst our staff monitoring data, good progress has been made in decreasing the 'unknowns' for ethnicity, but there remain significant gaps for other protected characteristics which limit our ability for intersectional analysis (27.23% Sexual Orientation, 28.04% Religious Belief, and 8.75% Disability unknowns - Appendix 1.8 Tables 52-55). Review of our recruitment data shows a significant number of applications to senior positions (Grade 10, Professor) have an 'unspecified' gender (Appendix 1.4 Table 39, 40, 50), meaning analysis to any gendered barriers of the recruitment process to senior positions has been limited. In gathering the data for this application, we were made alive to the lack of systems in place for further intersectional data and analysis, which we aim to improve for our next application. Where data is readily available, the self-assessment process highlighted a lack of awareness about the publicly available data resources and reporting (e.g. Mainstreaming Reports, Equal Pay Reports), which we aim to better communicate to enhance understanding of our gender equality work and encourage evidence-based interventions at all levels within the university.

Our NAP contains actions to develop a holistic and achievable approach to collecting qualitative data and feedback (NAP 4.1), to improve our data and its reporting mechanisms from an intersectional perspective (NAP 4.2, 4.5, 4.6) and to increase visibility and awareness of EDI data resources available to staff (NAP 4.3, 4.4).

Priority Five: Increasing the representation of Ethnic Minority women

Supports AS Principle 4.

This priority has been selected to take an intersectional approach to our gender equality interventions, aligning with the focused anti-racism work of our EDI Culture Review. Although QMU is a majority female institution, our data shows that proportionally ethnic minority women are underrepresented. Amongst academic staff, only 5% of female academic staff are BAME, compared to 18% of male academics. Our data shows a low representation of ethnic minority women in Professional Services (Appendix 1.2.3 Tables 10, 11, 12) and no presence of ethnic minority women within the lower and upper grades (Grades 6, 7 and 10) of the academic scale. Reflecting on this data, QMU's narrative of being a 'majority female' institution has the potential to be isolating and exclusionary to ethnic minority women, if we fail to recognise that this intersectional group is proportionally underrepresented within

this category. We recognise that, due in-part to our low numbers, our current access to both intersectional and disaggregated ethnicity data is limited and requires further development. In making this priority, we recognise that the terms 'ethnic minority' and 'BAME' have problematic limitations, as they mask important differences between different ethnic groups, and we aim to have a better understanding on a more disaggregated approach to ethnic minority women's experiences within the next 5 years.

Figure 4: Dr Kenisha Linton-Williams delivered QMU's Black History Month Lecture on 18th October 2023 exploring the Intersection of Race and Gender in the Experience of Black Women in Leadership

Our NAP contains actions to increase the overall percentage of female staff of BAME heritage (NAP 5.1, 5.2), to improve our intersectional and disaggregated data to better understand the needs and experiences of ethnic minority women at QMU (NAP 5.6, 5.7), and to include direct reference internally and externally to the intersectional experiences of ethnic minority women in communications and events related to gender equality (NAP 5.3, 5.4, 5.5).

Priority Six: Creating spaces and opportunities for learning and knowledge exchange in EDI and gender equality

Supports AS Principle 1A and 1C.

In setting this priority, we point to our data of completion rates for our e-learning courses, including 'Equality, Diversity and Inclusion', 'Unconscious Bias' and 'Race

Equality' and the relatively small pool of staff trained in conducting EQIAs ([Appendix 1.6 Chart 7, 8, 9, 10)](). Only 11% of staff have completed the EDI e-learning course ([Appendix 1.6 Chart 10)](), despite it being mandatory, and although EQIA training has been regularly offered to staff, uptake has been low. Given that a wide range of staff are involved in policy and practice development, we acknowledge the need to increase knowledge and awareness of EDI issues and EQIA procedures to ensure gender parity considerations are consistently being included at all levels of policy, practice, and decision-making at QMU. In bringing together colleagues from a range of areas and roles in the SAT, discussions at SAT meetings also brought to light the issue of lack of communication and EDI knowledge exchange between different areas of the university. SAT meetings provided an opportunity for colleagues to share several areas of good practice and activity related to gender equality within their areas, which colleagues from other teams and areas had not been aware of.

Figure 5: Members of SLT wearing a specially constructed vest which simulates some of the symptoms of menopause at our 'Meno(pausitivity) day' in collaboration with menopause awareness organisation, 'Over The Bloody Moon', January 2023

Our NAP contains actions to increase and improve the provision of training and increase uptake (NAP 6.1, 6.2, 6.3, 6.4), to promote better communication and showcase areas of good practice cross institutionally (NAP 6.6, 6.7), and to encourage individual accountability for all staff to engage in continuous EDI learning (NAP 6.4).

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

Item	Objective	Rationale	Specific Actions for Implementation	Responsibility	Timescale/Priority	Success Criteria/Outcome Measures
Priority One: Improving AS Governance and embedding its work within existing EDI infrastructures						
1.1	Plan and hold four SAT meetings per year to align with the Equality and Diversity Committee, with one meeting/year focused on reviewing and updating AS data to regularly monitor progress.	A Self-Assessment Team did not sustain regular meetings after our 2017 application, which has been identified as a critical barrier to the full progression of actions in our OAP. Baselines: No regular meetings in place throughout 2017 – 2023 reporting cycle, only 30% actions in OAP rated green	Establish process whereby SAT meetings are included in the university meeting calendar and inform SAT members. Monitor the implementation of the action plan and regularly review data to understand the effectiveness of actions or where priorities may need to change throughout the Action Plan's lifespan; ensure reporting to EDC.	Lead: EDI Adviser as Chair of SAT and Secretary to EDC Supporting: HR Data and Systems Partner; Policy Officer (Governance and Compliance)	First schedule of quarterly meetings in place by September 2024; annually thereafter.	Self-Assessment Team to have met at least 4 times per year of reporting cycle. At least 75% of actions in NAP rated Green in 2028.

1.2	Conduct annual review of membership of SAT in terms of diverse representation, succession planning and effectiveness.	A SAT failed to meet regularly after the 2017 application submission; an annual review of membership will ensure sustainability and succession-planning for the SAT; to ensure the SAT is representative of diverse perspectives and lived experiences relating to AS.	Establish an annual review of SAT group membership to ensure that the group is representative of a diversity of lived experiences relating to AS Principles and operating effectively. Identify list of characteristics relevant to our local priorities; where there are gaps in representation, put a specific call-out for new members with identified characteristics.	Lead: Deputy Principal (Chair of Governance Group) Supporting: EDI Adviser (Chair of SAT); HR Data and Systems Partner	First review to be conducted March 2025; annually thereafter.	SAT meets at least 4 times in each year of reporting cycle. SAT membership has lived experience representation of each of the identified characteristics relevant to our local priorities.
1.3	Produce annual schedule of Athena SWAN activities according to action plan.	Lack of structures and resource were found to be critical barriers to completing actions in our ambitious OAP. An annual schedule has been identified as one structure to ensure steady progression of actions and mitigate the risk of a largely incomplete ambitious plan at the end of the cycle. Baseline: Only 30% actions within the OAP were rated green.	Review action plan and produce schedule of actions/activities for the year ahead, consider communication of activities within plan and arrange necessary resource allocation. Monitor progress of actions at SAT meetings throughout the year.	Lead: Athena Swan SAT collectively (ongoing agenda point at quarterly SAT Meeting) Supporting: Athena Swan Governance Group (approving resource allocation)	First schedule to be set by September 2024; annually thereafter	First schedule produced and process established for annual schedule of actions/activities. At least 75%* of actions within this AP rated 'Green' by 2029 *(in acknowledgement that not all actions, even when progressed fully, may achieve

					their intended outcomes/targets).
1.4	Publish Action Plan to staff and students and produce annual report on Athena Swan related activity and progress; publication of the report to fall in line with IWD in March.	Discussions at the newly established SAT meetings revealed limited awareness amongst SAT members of the actions that had taken place since 2017 as a result of the university's participation in Athena Swan. It was identified that awareness raising of our NAP would be required to ensure accountability for the Action Plan and raise awareness amongst staff and students of the positive changes that are driven by our participation in the charter. Baseline: No Athena Swan updates were circulated to wider community after receiving the award in 2017	Establish an annual process of reviewing and reporting on Athena Swan progress against the action plan through reports to the Athena Swan Governance Group, EDC and the Senior Leadership Team. Continue to develop Athena Swan webpages and intranet site which demonstrates QMU's commitment to Athena Swan, progress to date and strategy for the future. Reports on progress will be made available to all staff and students via the Athena Swan webpage annually in March.	Lead: Athena Swan SAT collectively (ongoing agenda point at quarterly SAT Meeting) Supporting: Director of Marketing and Communications	Action Plan to be published with application decision (Spring 2024), annual reports from March 2025	At least 70% of female staff and students participating in Facilitated Conversations agreeing with the statement that the university is committed to progressing gender equality through its participation in the Athena Swan charter.

1.5	Improve synergies with the Equality and Diversity Committee.	As a newly established group, it is necessary to provide connectivity between EDC and the SAT and ensure that Athena Swan processes are integrated into existing EDI structures	Feedback findings from the self-assessment process which are not related to gender equality to EDC for consideration; invite SAT members to 1 EDC meeting annually to share experiences and updates. Ensure Athena Swan is included on the annual Equality and Diversity Committee Action Plan.	Lead: Head of HR and Student President - Academic (As Co-Chairs of EDC) Supporting: Equality, Diversity and Inclusion Adviser (as Secretary of EDC)	From academic year 24/25	100% EDC members reporting good knowledge of internal Athena Swan activity and progress by 2026. 100% SAT members report agreement that the work of Athena Swan work is valued, supported and integrated by wider EDI structures.
1.6	Include Athena Swan SAT participation in the remit of the Student President – Academic and the EDI SU Officer Role.	The short-term nature of the Students' Union Sabbatical Officer roles means student representation on the SAT could be at risk with role changeovers. This action should ensure succession planning for student participation and sustained representation on the SAT.	SAT Participation to be added to the remit of the Student Union President - Academic role.	Lead: CEO, Student Union Supporting: Students' Union Deputy General Manager	Starting from January 2025 elections	Student participation on SAT is maintained to 2029.
1.7	Athena SWAN short promotional film to be developed as part of student project.	To raise awareness of the transformed Athena Swan principles to staff and students.	Prepare remit for short film and discuss with student course leader, produce film and upload to Athena Swan webpages.	Athena Swan SAT	Film in place by September 2026	At least 75% staff and students participating in Facilitated Conversations reporting an

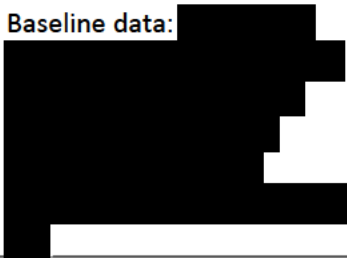|					awareness of the transformed charter and agreeing that the AS Principles are aligned with QMU values
2.1	Develop a 'Trans Inclusive' policy and guidelines aimed at supporting transgender staff and students.	To ensure the university has appropriate support in place to support transgender and non-binary staff and students. Baseline data: evidence of students declaring LGBTQ+ characteristics have grown year-on-year (0.6% to 1.1% declaring trans identity from 18/19 to 22/23; 7.6% to 14.2% declaring LGB from 18/19 to 22/23 – Appendix 1.1 Tables 4 & 5) Tensions on trans rights revealed in facilitated conversations (EDI Culture Review)	Develop and launch a policy for staff and students which promotes a trans-inclusive culture on campus. Develop trans-inclusive guidelines to be published on the website	Trans Inclusive Working Group – with representatives from HR, Student Services, LGBT+ Staff Network, LGBTQ+ Student Society, Student's Union and Trade Unions.	September 2024	An increase in LGBTQ+ staff responding positively to the staff survey questions "I think QMU respects individual differences" and "I can be myself at work" At least 75% students identifying as trans responding positively to survey question of "QMU has a trans inclusive culture"
2.2	With students and staff, co-create an inclusive language guide for QMU.	There has been an increase in staff requests for guidance on supporting trans people on campus. An inclusive language guide will ensure	Set up a working group to develop the guide. Conduct annual reviews of the guide to ensure	Lead: EDI Adviser Supporting: Students Union, ILTA Student Champions	Guide in place by September 2025, annual reviews thereafter	75% teaching staff participating in Facilitated Conversations reporting that they

		the university has appropriate and consistent guidance in place on the use of inclusive language.	language is still relevant and guide is up-to-date.			feel confident in supporting trans students and using inclusive language in their learning and teaching practice. 75% LGBTQ+ staff and students participating in facilitated conversations reporting that QMU has a trans inclusive culture by 2028.
2.3	Run a trans inclusive communications campaign to raise awareness and mainstream good practices (e.g. gender pronouns in email signatures).	As the trans student population at QMU is growing year on year (Appendix 1.1 Tables 4 & 5), it is important to create a visibly supportive culture on campus and encourage mainstreaming of good practice relating to trans inclusion and create a visibly supportive culture on campus.	Create marketing materials, emails and website material to promote good practices.	Lead: Trans Inclusive Working Group Supporting: Marketing Content and Campaigns Officer	In the 6 months after Policy launch, by March 2025	75% LGBTQ+ staff and students participating in facilitated conversations reporting QMU has a visibly supportive and trans-inclusive culture by 2028.

2.4	Conduct an EQIA of the provisions of gender neutral spaces on campus, and review provision of period products in gender neutral toilets.	To review current provision of gender neutral provisions and ensure they are inclusive. Baseline: Both positive and negative feedback has been received on the gender neutral facilities but no EQIA has yet been conducted.	Ensure representatives from the LGBTQ+ Staff Network and Student Society are on the panel for the EQIA. Make any relevant changes to current provisions based on the outcome of the EQIA. Communicate any changes to staff and students.	Lead: Head of Estates Supporting: Head of HR; Student President - Academic	EQIA conducted by September 2026 Any identified issues progressed by September 2027	EQIA conducted, any identified issues progressed by September 2027. Over 50% LGBTQ+ Staff and Students participating in facilitated conversations reporting positive feedback on gender neutral provisions.
2.5	Working with Scottish Trans Alliance, hold regular workshops to train staff in supporting trans colleagues and students.	There has been an increase in academic staff requesting more guidance in how to support the growing number of trans students in their classrooms.	Training to be offered twice annually to staff.	Lead: Senior HR Partners Supporting: Trans Inclusive Working Group members	From September 2024, with launch of Policy. Twice annually thereafter.	80% staff participating in training reporting increased understanding of how to support trans colleagues and students. At least 75% trans students reporting feeling supported by QMU staff in survey.

2.6	Update the Student Union Pride flag, flown on campus during LGBT+ History Month, to the Progress flag. Introduce 'Progress Flag' lanyard options for staff.	During Facilitated Conversations as part of our EDI Culture Review, LGBTQ+ students raised concern that the SU Pride flag had not yet been updated to a Progress flag to demonstrate visible recognition of and support for underrepresented groups in the LGBTQ+ community.	Student Union to host a flag raising event on 1st February 2024. Photography from the event to be used in marketing and communications to promote trans-inclusive culture on campus	Lead: Student Union - SU EDI Officer Supporting: Content and Campaigns Officer	February 2024, flag to be flown annually thereafter	Annual event in place for Progress Flag raising; 75% LGBTQ+ staff and students participating in facilitated conversations reporting that QMU has a visibly supportive and trans-inclusive culture by 2028.
2.7	Conduct a review of the systems and practices for staff and students changing their names, where possible implement changes to improve and streamline the process and reduce risk of 'deadnaming'.	Facilitated conversations from the EDI Culture Review identified our current systems and processes for name changing as a potential barrier for some trans staff and students.	Gather feedback from the LGBTQ+ Staff Network and LGTBQ+ Student Society on experiences of the current systems. Conduct a review of systems based on feedback. Where possible, introduce informed changes which streamline processes. Create a webpage which explains processes for name-changing for staff and students, provide information on where the university may be restricted in its processes (e.g. due to HESA requirements)	Lead: HR Data & Systems Partner (Staff); Student Records Data Manager (Students) Supporting: EDI Adviser; LGBTQ+ Student Society; LGBTQ+ Staff Network; Digital Marketing Manager	January 2027	LGBTQ+ students and staff participating in facilitated conversations reporting an improved perception of systems by 2028.

2.8	Develop a 'Fertility Policy' for staff which includes consideration and explicit reference to the inclusion of LGBTQ+ groups within representation of fertility journeys and child-related policies, as well as other non-traditional forms of fertility and parenting.	To ensure LGBTQ+ groups are explicitly included and considered in child-related and fertility policies.	Review current child-related leave policies and processes to ensure inclusion of LGBTQ+ staff; gather feedback from staff on the support provided. Develop and launch a Fertility Policy which makes direct reference to LGBTQ+ experiences. Provide training to managers in supporting staff on fertility journeys.	Lead: Head of HR Supporting: Senior HR Partners; Consultation with LGBTQ+ Staff Network	Policy launched in 2027	At least 75% LGBTQ+ staff agree that QMU includes and supports their needs in its policies and processes.
**Priority Three: Improving Opportunities for Career Progression**
3.1	Support the expansion of informal and community environments for career progression opportunities (e.g. Staff Networks, Communities of Practice).	Data on PER completion rates showed low engagement across the University, with women working in STEMM the least likely to complete a PER (Appendix 1.5) Given the low engagement with formal processes, the SAT has identified the need to ensure staff have access to support and career progression opportunities outside of formal settings. Baseline: Only 2 active Staff Equality Networks at the time of application	Outline process for setting up staff led networks, publish guidelines on website Using staff survey results, identify gaps in staff experience where networks may be required. Ensure equality-related staff networks have representation on the Equality and Diversity Committee. Resource to be allocated for Network activity by HR.	Lead: EDI Adviser Supporting: Co-Conveners of Equality and Diversity Committee; Senior HR Partners	By June 2026	Number of active Staff Networks increased by 100% by 2029. An increase in female staff responding positively to the staff survey question "I have opportunities to learn and grow at work"

3.2	Conduct a review of Academic Career Pathways, align promotions criteria with AdvanceHE Professional Standards Framework (PSF) 2023.	As women make up 71% of our overall academic workforce (Appendix 1.2.2, Table 7), a review will ensure our academic career pathways to promotion are achievable and sustainable, and encourage early career staff to progress.	Consider issues identified with Assistant Lecturer role as part of Assistant Lecturer Audit within this review. Conduct an audit our academic promotions criteria against the PSF 2023 and conduct research into career pathways at other universities; consider a best approach for QMU. Consult with staff on potential changes to career pathways, gather feedback on options Implement informed changes.	Lead: Head of HR Supporting: Senior HR Partner, Director of LEAD, Deputy Principal, Deans	Review conducted in 2025, informed changes made by September '26	EQIA of informed changes finds evidence of positive impacts of the changes for female staff. An increase in academic female staff responding positively to the staff survey question "My career development aspirations are being met at QMU"
3.3	Investigate the low female numbers for application to promotion at Lecturer level, provide support to early career academic staff to help them progress to this level.	To identify any barriers to applying for promotion for early career female academics and provide support to increase promotions numbers at this level. ███████████	Expand existing communications for early career opportunities to include technical support staff; gather feedback from staff at this level. Improve connectivity between Athena Swan SAT and Concordat to Support Career Development of Researchers; SAT to feed into Concordat Action Plan. Co-create a SharePoint site for early career staff to share resources and	Leads: Chairs of Athena Swan SAT and Concordat Steering Group. Supporting: HR Data and Systems Partner	To feed into new Concordat plan 2025 – 2028.	An increase over the reporting period in female applications to promotion at Lecturer level by 2029; at least 50% female applications for promotion to Grade 8 in STEMM by 2029.

			opportunities for development.		
3.4	Review and develop the induction process and materials, include 'Introduction to Promotion Process and Reward and Recognition'.	To improve staff knowledge and understanding of the promotions process and encourage conversations earlier into career. Baseline data: ██████████	Conduct a review of current induction processes Include an 'Introduction to Promotions and Reward and Recognition applications' to induction materials. Devise Action Plan to implement any informed changes based on results of the review.	Lead: Senior HR Partners Supporting: HR Partners	Academic year 26/27	80% New staff reporting feeling supported in their future development at QMU via New Start Survey.
3.5	Produce case studies to spotlight successful promotions stories, invite staff members to produce blogs on their experiences.	Anecdotal feedback on the Promotions process has revealed staff perceptions of the process as being arduous which can put staff members, particularly those in the early stages of their career, from applying. Case studies will be used to try to improve staff perceptions of the promotion process and	Create a webpage for staff case studies. Using internal data, identify staff members with successful promotions stories and request participation in blogs as case studies. Case studies to improve academic promotions good news stories, as well as	Lead: Senior HR Partners Supporting: EDI Adviser; Marketing and Communications Team; HR Data and Systems Partner	Academic year 25/26	An increase over the reporting period in female applications to promotion at Lecturer level by 2029; at least 50% female applications for promotion to

		informal routes to progression for PS staff.

Baseline data: ███████████ | spotlighting progression stories of Professional Services staff at QMU. | | | Grade 8 in STEMM by 2029.

Increase in Professional Services staff responding positively to the staff survey question: "My career development aspirations are being met at QMU" by 2028 |
| 3.6 | Embed a Workforce Planning Approach, provide training to Heads of Division and managers on embedding approach. | Our workforce is majority female (68% - Appendix 1.2.2 Table 7) - ensuring our Workforce Planning Approach is sustainable is critical to ensuring our largely female workforce are encouraged into routes for progression. | Pilot and review Workforce Planning Approach in one area in 2025. Review lessons learnt from pilot and embed approach institutionally following pilot Provide training to Heads of Division and managers to raise awareness of Workforce Planning and how it can support the development and progression of their teams. | Lead: Head of HR Supporting: Deans; Heads of Division; Senior HR Partners | Pilot launched September 2025; Workforce Planning Approach fully embedded by 2029 | Workforce Planning fully embedded by 2029. All Heads of Division trained on Workforce Planning by 2029.

An increase in overall female staff responding positively to the staff survey question "My career development aspirations are |

					being met at QMU" by 2029.
3.7	Conduct a review of Reward and Recognition procedures for professional services staff	In line with sector trends, the majority of Professional Services staff at QMU are female (65% - Appendix 1.2.2 Table 7). Currently, there are no formal progression pathways but PS staff can apply for Reward and Recognition.	Conduct a review of the Reward and Recognition process for Professional Services Staff. Research and investigate opportunities to introduce progression pathways for Professional Services Staff.	Lead: Senior HR Partners Supporting: Heads of Services	Review to be conducted in 2026.	60% Professional Services staff responding positively to the staff survey question "I feel valued and recognised by QMU for the work that I do" by 2028
3.8	Develop a robust communications plan for Reward and Recognition, Academic Promotions and Performance Enhancement Reviews to ensure staff are regularly reminded of the opportunities available to them at key points of the year's cycle.	To communicate the benefits of participating in PER, improve staff perceptions and raise awareness of key timings for progression opportunities. Baseline: PER completion rates are below 35% for both men and women in all areas of the university (Appendix 1.5 Chart 1), women in STEMM are the least likely to complete a PER with only	Develop a communications plan to send targeted communications to staff at key points of the PER, R&R and Academic Promotions cycles.	Lead: Head of HR Supporting: Senior HR Partners; Marketing and Communications Team	Communications plan in place by 25/26	50% increase in staff participating in PER by 2028. 25% increase in women in STEMM completing PERs by 2028

		10% completion rate (Appendix 1.5 Charts 1-6) .			
3.9	Conduct an EQIA of the Professorial Review Policy.	To investigate any potential barriers to female professors applying to the higher bands of the Professorial scale. Baseline data: A pay gap of 13.53% in favour of male professors was reported in 2022 (Appendix 1.9 Table 56).	Convene a panel to conduct an EQIA of the Professorial Review Policy; address any barriers to women identified.	Lead: EDI Adviser Supporting: Head of HR; Deans of Schools	May-24	The Professor Gender Pay Gap to reduce to under 10% by 2028.
3.10	Provide 'coaching conversations' training for managers.	Overall low PER completion rates could be indicative of managers not being well equipped to provide coaching and career development support to the people reporting to them. Baseline data: PER completion rates are below 35% for both men and women in all areas of the university (Appendix 1.5 Chart 1), women in STEMM are the least likely to complete a PER with only	Provide 'Coaching Conversations' to line-managers annually.	Senior HR Partners	Training to be held in 23/24 and annually thereafter	50% increase in overall staff completing a PER by 2028. 25% increase in women in STEMM completing PERs by 2028. 75% of managers responding positively to staff survey question "I have the knowledge and skills that I need to

		10% completion rate ([Appendix 1.5 Charts 1-6](#)).				lead, manage and develop the people reporting to me" 75% of female staff responding positively to staff survey question "My line manager takes time to coach me and help me develop my skills when needed"
Priority Four: Improving EDI data (qualitative and quantitative) to take an evidence-based and informed approach to gender equality interventions						
4.1	Produce an annual plan which considers an intentional collection of qualitative data through facilitated conversations based on our Athena Swan activity for the year, communicate opportunities to participate in facilitated conversations through the Diversity, Inclusion and Wellbeing Calendar.	To develop a holistic and achievable approach to collecting qualitative data and feedback on Athena Swan activity. Lack of qualitative data was identified as a critical barrier to rating more actions green in our OAP. Baseline: only 30% actions rated green in OAP.	Develop an annual plan of qualitative data collection based on the planned AS activity for the year. Develop Communications through the Diversity, Inclusion and Wellbeing calendar to advertise opportunities for staff and students to participate in facilitated conversations and provide their feedback.	Lead: Athena Swan SAT Supporting: Marketing and Communications Team	First plan in place for September 2024, updated annually thereafter	Sufficient qualitative data collected by 2029 to rate at least 75%* of actions 'green' by next application. *(in acknowledgement that not all actions, even when progressed fully, may achieve their intended outcomes/targets).

4.2	Encourage staff to declare their protected characteristics, reduce the number of unknown ethnicity, sexual orientation, disability and religious belief data.	There are a number of gaps within our staff monitoring data which limits our ability to improve intersectional reporting and analysis. Baseline data: 27.23% Sexual Orientation unknowns, 28.04% Religious Belief unknowns, and 8.75% Disability unknowns – (Appendix 1.8 Tables 52-55).	Create webpage to showcase how we use data for positive EDI interventions, provide GDPR assurances and explain the limitations of certain categories to staff (e.g. due to HESA & HMRC). Send out communications twice per year encouraging staff to update their data twice/year - tie in with the DIW communications.	Lead: EDI Adviser Supporting: Senior HR Partners; Marketing and Communications Team	Webpage created and bi-annual communications in place by January 2025	Reduction of 'Unknowns' to under 7.5% across all protected characteristics by 2028.
4.3	Communicate more widely the internal EDI-related resources and data available (e.g. Mainstreaming Report, Equal Pay Reports).	Majority of SAT members reported no existing knowledge of these available resources prior to discussions at SAT meetings. To raise awareness and understanding internally of where the university is in terms of its EDI work and priorities.	Send emails to all staff and students notifying the publication of EDI related reports. Update website to provide 'Key Summary of Findings' for Mainstreaming and Equal Pay Reports. Use social media to promote availability of reports and highlight key findings.	Lead: Director of Marketing and Communications Supporting: EDI Adviser	April 2025, with the launch of the next Mainstreaming Report	70% staff respond positively to the staff survey question "the communication I receive from QMU is clear and helps me to understand our current position and future plans" by 2028.
4.4	Create an annual high level HR report to be published to all staff, containing up-to-date information on a range of staff-related data, including new	Throughout this application, we have identified access to substantial data as a barrier to progressing gender equality interventions fully. This action aims to provide wider access to and raise	Develop a process for collating a high-level update of HR and staff data annually. Produce an annual report to be published to staff and on our webpages.	Leads: Head of HR, HR Data and Systems Partner Supporting: Digital Marketing Manager	Report in place by September 2027	75% staff agreeing that the university is transparent in its reporting of its staff demographics and committed to addressing its gaps.

	start and exit survey results.	awareness of our staff data internally.				
4.5	Ensure equalities information, including gender, is recorded for all senior level position recruitment.	There is a significant number of 'unspecified' gender fields in senior recruitment data, limiting current analysis and identification of possible gendered barriers of the recruitment process to senior positions. Baseline: The number of 'unspecified' gender fields for applications to: Academic Grade 10 - 60% unspecified Professor - 92% unspecified Professional Services Grade 10 - 83% unspecified (Appendix 1.4 Tables 39, 40 & 50)	Develop a process for ensuring gender is captures for all senior recruitment positions.	Lead: HR Data and Systems Partner Supporting: HR Partners	Process in place from 2024	Reduction of 'Unspecified' gender in Grade 10 and Professor Recruitment posts by 2028 to 0.

4.6	Develop more comprehensive intersectional reporting mechanisms for Athena Swan data collection.	The intersectional data analysis in this application is limited; where it has been possible, it has been limited to gender and race, and has not explored the intersections of other characteristics, for example gender and disability. We aim to improve our ability for intersectional reporting and avoid the masking of important differences within the grouping of 'ethnic minority'	Review current data available and identify opportunities to improve intersectional approach to data collection and reporting. Develop a reporting process for collecting and reporting on Athena Swan data from an intersectional approach, considering other protected characteristics beyond ethnicity. Address the disaggregation of data, particularly around ethnic minority staff, and commit to monitoring granular data and publishing disaggregated data as soon as numbers are large enough.	Lead: HR Data and Systems Partner; Senior SITS Development Officer Supporting: EDI Adviser	Comprehensive Intersectional Reporting Process in place by 2028	Comprehensive intersectional data analysis available for next application round 2029.
Priority 5: Increasing the Representation of Ethnic Minority Women					
5.1	In recruitment practices, run a 6-month trial of implementing the Rooney rule principle – i.e. interview at least one BAME applicant meeting the essential	Ethnic minority women are underrepresented as a whole within the staff population. Only 5% of female staff are from an ethnic minority background, compared to 14% of male staff (Appendix 1.2.3, Tables 10 & 11). Ethnic minority women are absent from	Develop an 'opt-in' option to participating in the Rooney Principle within our recruitment application forms, include a reference to our participation in the scheme in our recruitment adverts. Review recruitment data after 6 months to	Lead: HR Partners to implement rule Supporting: HR Systems and Data Partner and EDI Adviser to review trial data and feedback to	Trial to start from June 2024	A 25% increase in ethnic minority women interviewing for posts by the end of the 6-month trial.

	requirements of the job.	academic grades 6,7 and 10 ([Appendix 1.2.3, Table 12](#)).	investigate if the principle has increased the number of ethnic minority women interviewed for posts within the time period.	Race Equality Steering Group		
5.2	Advertise recruitment posts in a diversity of places and require recruiters, where used, to return a racially diverse shortlist of candidates.	To ensure recruitment posts are reaching ethnic minority women and that recruiters are aware of this institutional priority. Baseline: Ethnic minority women are absent from academic grades 6, 7 and 10 ([Appendix 1.2.3 Table 12](#))	HR Partners to have regular conversations when using recruiters to confirm that a racially diverse shortlist is a priority for the university. Advertise posts in BAMEed, Teacheroo job board and The Voice. Continue to horizon-scan for further diverse advertising opportunities. Further develop equality statements in recruitment adverts.	Lead: HR Partners Supporting: Careers Advisers	From 2024	50% Increase in ethnic minority women applying for posts by 2026. Presence of ethnic minority women in at least two of the grades where there is currently none.
5.3	In collaboration with the Aurora Network, host 1 event per year which explores the intersectional experience of ethnic minority women in HE.	Given their underrepresentation in the staff population (Only 5% of female staff are from an ethnic minority background, compared to 14% of male staff) (Appendix 1.2.3, Tables 10 & 11), this action aims to ensure ethnic minority women are considered and	Deliver an event for International Women's Day in 2026 addressing intersectionality, commit to 1 event/year thereafter	Lead: Aurora Network Co-Chairs Supporting: Athena Swan SAT	From IWD (March) 2026, annually thereafter	At least 75% ethnic minority female staff reporting feeling a sense of belonging at QMU by 2028.

		included explicitly in our gender equality events.				
5.4	Use the 'Diversity, Inclusion and Wellbeing Calendar' to make explicit reference to the intersectional experiences of minority ethnic women in communications about gender equality	Whilst women make up 68% of the workforce, only 5% of female staff are from an ethnic minority background, compared to 14% of male staff (Appendix 1.2.3, Tables 10 & 11). Ethnic minority women are underrepresented at QMU; the 'majority female' narrative could be exclusionary without explicit reference to this	Include reference to the intersectional experiences within relevant monthly newsletters, including International Women's Day and Black History Month	Lead: EDI Adviser Supporting: Content and Campaigns Officer, Equality and Diversity Committee members	January 2025 with the launch of the new DIW calendar	At least 50% female ethnic minority staff and students reporting feeling explicitly included in university EDI Communications.
5.5	Work with external partners (e.g. Scottish Association of Ethnic Minority Educators, Institute for Educational and Social Equity) to demonstrate public institutional support for tackling the issue of lack of ethnic minority women on a sector-wide level.	Underrepresentation of ethnic minority women is a sector-wide issue	In collaboration with Institute for Educational and Social Equity, host the Equity in Education & Society Scotland Conference at QMU Sponsor the Scottish Association of Ethnic Minority Educators Recognition and Appreciation Awards	Lead: Principal Supporting: Conference and Events Team	From May 2024	75% ethnic minority staff responding positively to the staff survey question "QMU is committed to Diversity, Equality and Inclusion" by 2026

5.6	Introduce investigation of pay gaps from an intersectional perspective considering gender and ethnicity in annual Equal Pay reports.	To identify and investigate any intersectional gaps - Our current Equal Pay reports interrogate gender and ethnicity separately but lacks intersectional analysis.	Include intersectional gender/ethnicity pay gap analysis in Equal Pay Reports	Lead: EDI Adviser Supporting: HR Data and Systems Partner	From April 2024; annually thereafter	A reduction in any intersectional pay gaps found for ethnic minority women in Equal Pay Report 2024 by 2028.
5.7	Monitor data relating to the numbers and retention of ethnic minority staff quarterly; where numbers allow disaggregate ethnicity data and by gender.	To closely monitor low (but growing) numbers of ethnic minority staff and identify any relevant issues with retention Baseline: 3.6% staff population identified as ethnic minority in academic year 22-23 (Appendix 1.2.3 – Table 10 & 11) Only 5% of female staff are from an ethnic minority background, compared to 14% of male staff (Appendix 1.2.3, Tables 10 & 11).	Produce a quarterly report on ethnic minority staff numbers and leavers, disaggregating ethnicity where possible and analysing data by both gender and ethnicity	Lead: HR Data & Systems Partner Supporting: EDI Adviser; Race Equality Steering Group to review quarterly	Quarterly from 2024	Continued increase of ethnic minority staff, percentage of ethnic minority staff to be in line with Scotland's census data by 2028. 2% increase of ethnic minority women in overall female staff population by 2028
Priority Six: Creating spaces and opportunities for knowledge exchange in EDI and gender equality					
6.1	Re-visit and refresh EDI E-Learning suites.	Following a review of our EDI training module, the SAT identified that low completion rates of our EDI e-learning (Baseline - 10% completion rates amongst all staff) may be in part as a	Conduct a review of our current EDI Learning Provisions. Update e-learning to include references to intersectionality and social class.	Lead: EDI Adviser Supporting: Senior HR Partners	January 2026	Increase in staff completion rates of e-learning to over 50% by 2028. At least 75% staff reporting

		result of the training requiring updates, to ensure our current EDI e-learning offering is relevant and aligned with the university's EDI and gender equality priorities.	Introduce a suite of face-to-face training for staff on EDI issues.			positively to the staff survey question "I think QMU respects individual differences" by 2028.
6.2	Send regular email prompts to staff to complete EDI e-learning.	To address the low uptake rates of EDI e-learning and ensure staff are well equipped and have the knowledge to support and mainstream EDI and gender equality priorities in their own areas. Baseline – 10% completion rates of EDI training in 2023 for all staff (Appendix 1.6, Table 51).	Send emails to all staff reminding them of mandatory requirements of e-learning and encouraging completion. Set up a process where staff automatically receive an email to re-complete training 1 year after completion.	Lead: Senior HR Partners Supporting: Marketing and Communications Team	Automatic email procedure in place by March 2025	Increase in staff completion rates of e-learning to over 50% by 2028. At least 75% staff reporting positively to the staff survey question "I think QMU respects individual differences" by 2028.
6.3	Ensure a robust process is in place for EQIA of all University policies and procedures; train a wider pool of staff to undertake EQIAs.	Currently, there is no consistent approach for EQIAs and only a small pool of staff are currently trained in EQIA Scrutiny. A robust process is required to ensure that equality and gender parity considerations are made and assessed when implementing and revising	Provide updated guidance on conducting EQIAs in line with new EQIA form, highlight examples of good practice, and define what a policy is and what needs an EQIA. Make undertaking EQIAs a core skill for line managers and programme leads and require them to be trained.	Lead: EDI Adviser Supporting: Policy Adviser (Governance and Compliance)	Guidance and website updated by December 2025, training provided to line managers and programme leads by 2026.	60% line-managers and programme leads trained in EQIA Scrutiny by 2028. At least 65% of staff reporting positively to staff question "QMU ensures that all

		policies, practices and decisions.	Conduct audit of policies and their EQIAS at the university – make them available on website.			people are treated fairly and equitably" by 2028.
6.4	Embed an EDI-related target in PER objectives and annual review for all staff at all levels.	To encourage both a collective and individual accountability for progressing EDI and gender equality matters across the institution, and to encourage staff to engage in their PER by including EDI development opportunities. Baseline data: PER completion rates are below 35% for both men and women in all areas of the university (Appendix 1.5 Chart 1), women in STEMM are the least likely to complete a PER with only 10% completion rate (Appendix 1.5 Charts 1-6).	Devise changes to the PER and a long-term implementation plan with the Equality and Diversity Committee and Senior Leadership Team, in line with the University Strategic Plan and values. Update PER process and forms to include EDI-related target in PER objectives. Encourage staff to participate in setting new objectives by publicising SLT objectives.	Lead: Head of HR Supporting; Equality and Diversity Committee; EDI Adviser; Senior Leadership Team	September 2028	75% of completed PERs containing an EDI objective by 2029. At least 75% staff responding positively to the staff survey question "QMU is committed to Diversity, Equality and Inclusion for all employees".

6.5	Introduce an annual 'HR policies at QMU' training session for managers and communicate changes to policies widely.	Following our EDI Culture Review, a number of new HR policies have been introduced to enhance entitlements for different groups of staff, including enhanced family related and special leave policies. Whilst changes have been announced to staff, there has been no formal training for managers to ensure managers are up-to-date with policies and how they apply in their relevant areas, and staff are regularly made aware of changes.	Develop policy training session and regularly review and update with relevant policy changes.	Lead: Senior HR Partners Supporting: HR Partners	Academic year 26/27	70% managers and 60% all staff participating in facilitated conversations reporting good awareness of EDI related policies, including flexible working.

At least 65% of staff reporting positively to staff question "QMU ensures that all people are treated fairly and equitably" by 2028 |
| 6.6 | Expand communications of the Diversity, Inclusion and Wellbeing Calendar to showcase good practice happening across the university. | Anecdotal feedback from the Equality and Diversity Committee and SAT has identified a lack of cross-institutional communication, meaning colleagues in different areas are often not aware of EDI opportunities and activity in other areas. This action aims to improve communication of EDI activity in different areas and promote cross-institutional opportunities to learn. | Develop monthly DIW communications to include case studies and 'spotlight' best practices across the institution. Members of the Equality and Diversity Committee to encourage colleagues within their relevant areas to submit material for the newsletter to showcase their work. | Lead: EDI Adviser Supporting: Content and Campaigns Officer, Student President – Academic | Work to begin from Spring 2024; communications to be fully expanded by introduction of new calendar in January 2025. | Monthly newsletters sent out to staff and students by 2025 (12 by the end of 2025) and sustained annually throughout the reporting period. Staff participating in facilitated conversations reporting an increased |

					understanding of EDI activity outside of their areas by 2026.
6.7	Promote two-way gender equality learning and engagement opportunities for the local community and the University, identify external partners to work with.	To ensure our gender equality work and learning engages local community partners.	Conduct research to identify external community partners who share the university's EDI values and objectives. Identify opportunities to host events in collaboration with identified partners.	Leads: Equality and Diversity Committee Supporting: Conference and Events Team	January 2028	80% attendees to event held with identified partner agree that QMU is committed to and takes action to progress gender equality of the wider community in event feedback form.

Appendix 1: Data Tables

Appendix 1.1: Students at foundation, UG, PGT and PGR level

Table 1: Honours Graduates with a 1st class or 2:1 award by gender

	2018/19		2019/20		2020/21		2021/22		2022/23	
F	81%	376/462	83%	422/509	82%	385/469	83%	427/513	85%	438/516
M	74%	111/150	76%	122/161	76%	115/152	75%	109/145	73%	101/138
Other Sex	-	(0/0)	-	(0/0)	100%	(2/2)	-	(0/0)	100%	■

Table 2: Total UG, PGT and PGR Students (excluding based overseas in collaborative partnership organisations) (by gender, 2018/19 - 2022/23

GENDER	2018/9		2019/0		2020/1		2021/2		2022/3	
Female	4516	76.9%	4522	77.4%	4949	77.9%	5329	77.7%	4749	77.9%
Male	1348	23.0%	1305	22.3%	1377	21.7%	1503	21.9%	1324	21.7%
Other Sex	9	0.2%	16	0.3%	23	0.4%	30	0.4%	25	0.4%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	■	0.0%
	5873		5843		6349		6862		6100	

Table 3: Total UG, PGT and PGR students (excluding based overseas in collaborative partnership organisations) by sexual orientation, 2018/19 - 2022/23

SEXUAL ORIENTATION	2018/9		2019/0		2020/1		2021/2		2022/3	
Heterosexual or straight	4226	72.0%	4275	73.2%	4691	73.9%	5081	74.0%	4760	78.0%
LGB+	444	7.6%	561	9.6%	697	11.0%	845	12.3%	864	14.2%
Unknown incl. PNTS	1203	20.5%	1007	17.2%	961	15.1%	936	13.6%	476	7.8%
	5873		5843		6349		6862		6100	

Table 4: Total UG, PGT and PGR students (excluding based overseas in collaborative partnership organisations) by gender identity, 2018/19 - 2022/23

GENDER IDENTITY	2018/9		2019/0		2020/1		2021/2	
Gender identity different from sex assigned at birth	34	0.6%	41	0.7%	55	0.9%	65	0.9%
Gender identity same as sex assigned at birth	4815	82.0%	4911	84.0%	5346	84.2%	5663	82.5%
Unknown incl. PNTS	1024	17.4%	891	15.2%	948	14.9%	1134	16.5%
	5873		5843		6349		6862	

Table 5: Total UG, PGT and PGR students (excluding based overseas in collaborative partnership organisations) by trans/trans history, 2022/23. NB: In line with HESA changes, the question 'Do you consider yourself to be trans, or have a trans history?' replaced the former gender identity question of Table 4.

TRANSGENDER	2022/3	
Considers self to be trans, or have a trans history	65	1.1%
Does not consider self to be trans, or have a trans history	5816	95.3%
Unknown incl. PNTS	219	3.6%
	6100	

Table 6: Total UG, PGT and PGR Students (excluding based overseas in collaborative partnership organisations) by gender and division, 2018/19 - 2022/23

DIVISION	2017/8			2018/9			2019/0			2020/1			2021/2			2022/3		
	M	Other Sex	F	M	Other Sex	F	M	Other Sex	F	M	Other Sex	F	M	Other Sex	F	M	Other Sex	F
Business, Enterprise & Management			642 (69%)			625 (68%)			501 (67%)			466 (69%)			482 (68%)			410 (63%)
DNB, Podiatry, Physio & Radiography			1211 (75%)			1242 (73%)			1134 (71%)			1071 (71%)			1116 (70%)			1033 (71%)
Institute for Global Health & Development			72 (65%)			52 (62%)			56 (71%)			58 (73%)			71 (74%)			104 (75%)
Media, Communication & Performing Arts			650 (73%)			666 (72%)			688 (71%)			730 (70%)			761 (70%)			724 (67%)
Nursing & Paramedic Science[4]			920 (90%)			828 (88%)			939 (89%)			1240 (88%)			1370 (88%)			1465 (88%)
Occupational Therapy & Arts Therapies			369 (92%)			376 (90%)			385 (89%)			386 (91%)			397 (87%)			454 (89%)
Psychology, Sociology and Education[5]			368 (81%)			368 (81%)			534 (83%)			711 (82%)			878 (83%)			987 (85%)
Speech and Hearing Sciences			277 (82%)			306 (85%)			285 (86%)			288 (85%)			257 (82%)			287 (81%)

[4] Paramedic Science students are included in this dataset from 19/20, when this course was introduced at QMU

[5] Initial Teaching Education (ITE) students are included in this dataset from 19/20, when this course was introduced at QMU

Appendix 1.2: Staff Data

Appendix 1.2.2: Staff populations by gender

Table 7: Academic and Professional Services Staff by Gender as of 31st July 2023

QMU	Female		Male		Overall
	Count	%	Count	%	
Teaching & Research	227	71%	91	29%	318
Professional Services	194	65%	105	35%	299
Total	421	68%	196	32%	617

Table 8: Number of staff (academic and professional services) by division - STEMM

Division	Female		Male		Overall
STEMM	Count	%	Count	%	
Teaching & Research	150	80%	37	20%	187
Professional Services	17	74%	6	26%	23
Total	167	80%	43	20%	210

Table 9: Number of staff (academic and professional services) by division - AHSSBL

Division	Female		Male		Overall
AHSSBL	Count	%	Count	%	
Teaching & Research		59%		41%	
Professional Services		70%		30%	
Total	81	60%	55	40%	136

Appendix 1.2.3: Staff populations by gender and ethnicity

Table 10: Total academic staff by gender and ethnicity

Academic Year	Gender	White	White%	BAME	BAME%	Unknown	Unknown%
17-18	Male		75.00%		7.14%		17.86%
	Female		79.56%		2.21%		18.23%
18-19	Male		88.46%		10.26%		1.28%
	Female		93.68%		4.21%		2.11%
19-20	Male		91.03%		8.97%		0%
	Female		92.15%		6.28%		1.57%
20-21	Male		89.25%		10.75%		0%
	Female		93.04%		5.22%		1.74%
21-22	Male		85.11%		13.83%		1.06%
	Female		93.33%		4.58%		2.08%
22-23	Male		80.85%		18.09%		1.06%
	Female		90.99%		5.15%		3.86%

Table 11: Total Professional Services Staff by ethnicity and gender

Academic Year	Gender	White	White%	BAME	BAME%	Unknown	Unknown%
17-18	Male		33%		2%		2%
	Female		59%		3%		2%
18-19	Male		35%		1%		2%
	Female		58%		3%		1%
19-20	Male		33%		2%		2%
	Female		60%		2%		1%
20-21	Male		35%		2%		2%
	Female		58%		2%		1%
21-22	Male		33%		2%		2%
	Female		59%		3%		2%
22-23	Male		31%		4%		1%
	Female		58%		4%		2%

Table 12: Academic staff by ethnicity, grade and gender

17-18		M	F	18-19		M	F	19-20		M	F	20-21		M	F	21-22		M	F	22-23		M	F

Appendix 1.2.4: Academic staff by grade and gender

Table 13: All academic staff by grade and gender

Academic Year	Gender	G6	%F	G7	%F	G8	%F	G9	%F	G10	%F	Prof	%F	Total	%F
17-18	F / M		83%		57%		70%		70%		50%		50%	178 / 81	69%
18-19	F / M		89%		73%		69%		73%		71%		43%	182 / 76	70%
19-20	F / M		94%		100%		67%		71%		78%		43%	186 / 77	71%
20-21	F / M		80%		67%		70%		76%		71%		50%	223 / 89	71%
21-22	F / M		67%		70%		74%		73%		71%		40%	233 / 89	72%
22-23	F / M		67%		70%		73%		72%		62%		54%	232 / 92	72%

Table 14: All STEMM academic staff by grade and gender

Academic Year	Gender	G6	%F	G7	%F	G8	%F	G9	%F	G10	%F	Prof	%F	Total	%F
17-18	F / M		83%		54%		80%		84%		50%		40%	126 / 39	76%
18-19	F / M		88%		78%		80%		85%		60%		40%	121 / 33	79%
19-20	F / M		100%		100%		75%		85%		67%		40%	134 / 35	79%
20-21	F / M		85%		67%		78%		89%		60%		43%	150 / 42	78%
21-22	F / M		80%		71%		81%		83%		100%		29%	154 / 41	79%
22-23	F / M		50%		80%		83%		82%		100%		38%	152 / 38	80%

Table 15: All AHSSBL Academic Staff by grade and gender

Academic Year	Gender	G6	%F	G7	%F	G8	%F	G9	%F	G10	%F	Prof	%F	Total	%F
17-18	F		0%		0%		55%		47%		50%		100%	46	52%
	M													42	
18-19	F		0%		0%		53%		54%		100%		50%	49	54%
	M													41	
19-20	F		50%		0%		55%		54%		100%		50%	52	56%
	M													41	
20-21	F		75%		60%		55%		61%		100%		67%	70	60%
	M													46	
21-22	F		50%		60%		54%		60%		67%		67%	73	61%
	M													46	
22-23	F		100%		60%		58%		59%		40%		80%	78	60%
	M													53	

Table 16: All academic staff by contract type, grade and gender

	Gender/ Contract Type	G6	G7	G8	G9	G10	Professor	Total
17-18	Female FT							88
	Female PT							90
	%PT	40%	38%	57%	45%	33%	0%	51%
	Male FT							52
	Male PT							29
	%PT	100%	83%	40%	24%	0%	0%	36%
18-19	Female FT							87
	Female PT							95
	%PT	50%	75%	55%	48%	20%	33%	52%
	Male FT							48
	Male PT							28
	%PT	100%	100%	41%	20%	0%	25%	37%
19-20	Female FT							97
	Female PT							90
	%PT	75%	71%	51%	38%	14%	0%	48%
	Male FT							49
	Male PT							28
	%PT	100%	0%	43%	21%	0%	25%	36%
20-21	Female FT							105
	Female PT							118
	%PT	80%	75%	53%	46%	20%	0%	53%
	Male FT							50
	Male PT							39
	%PT	100%	50%	49%	22%	0%	20%	44%
21-22	Female FT							109
	Female PT							124
	%PT	83%	75%	55%	47%	14%	25%	53%
	Male FT							48
	Male PT							40
	%PT	100%	71%	54%	14%	0%	33%	45%
22-23	Female FT							117
	Female PT							115
	%PT	83%	79%	51%	41%	0%	29%	50%
	Male FT							53
	Male PT							38
	%PT	100%	67%	48%	18%	0%	40%	42%

Table 17: STEMM Academic staff by contract type, grade and gender

	Gender/Contract Type	G6	G7	G8	G9	G10	Professor	Total
17-18	Female FT							61
	Female PT							65
	%PT	40%	43%	57%	49%	50%	0%	52%
	Male FT							22
	Male PT							15
	%PT	100%	83%	41%	25%	0%	0%	41%
18-19	Female FT							56
	Female PT							73
	%PT	57%	71%	58%	54%	33%	50%	57%
	Male FT							19
	Male PT							14
	%PT	100%	100%	44%	29%	0%	33%	42%
19-20	Female FT							64
	Female PT							70
	%PT	73%	71%	53%	42%	25%	0%	52%
	Male FT							20
	Male PT							15
	%PT	0%	0%	50%	33%	0%	33%	43%
20-21	Female FT							70
	Female PT							80
	%PT	64%	67%	56%	44%	33%	0%	53%
	Male FT							25
	Male PT							17
	%PT	100%	33%	46%	25%	0%	25%	40%
21-22	Female FT							68
	Female PT							86
	%PT	75%	67%	60%	42%	25%	50%	56%
	Male FT							22
	Male PT							19
	%PT	100%	60%	52%	14%	0%	40%	46%
22-23	Female FT							75
	Female PT							77
	%PT	67%	63%	54%	41%	0%	67%	51%
	Male FT							20
	Male PT							18
	%PT	100%	50%	55%	13%	0%	40%	47%

Table 18: AHSSBL Academic Staff by contract type, grade and gender

	Gender/Contract	G6	G7	G8	G9	G10	Professor	Total
17-18	Female FT							25
	Female PT							21
	%PT	0%	0%	53%	36%	0%	0%	46%
	Male FT							29
	Male PT							13
	%PT	0%	0%	36%	25%	0%	0%	31%
18-19	Female FT							29
	Female PT							20
	%PT	0%	0%	48%	33%	0%	0%	41%
	Male FT							29
	Male PT							12
	%PT	0%	0%	37%	15%	0%	0%	29%
19-20	Female FT							33
	Female PT							19
	%PT	100%	0%	44%	27%	0%	0%	37%
	Male FT							29
	Male PT							12
	%PT	100%	0%	35%	15%	0%	0%	29%
20-21	Female FT							35
	Female PT							35
	%PT	100%	100%	41%	45%	0%	0%	50%
	Male FT							25
	Male PT							21
	%PT	100%	100%	50%	21%	0%	0%	46%
21-22	Female FT							38
	Female PT							35
	%PT	100%	100%	42%	57%	0%	0%	48%
	Male FT							26
	Male PT							20
	%PT	100%	100%	54%	14%	0%	0%	43%
22-23	Female FT							39
	Female PT							39
	%PT	100%	100%	47%	50%	0%	0%	50%
	Male FT							33
	Male PT							19
	%PT	0%	75%	42%	21%	0%	0%	37%

Appendix 1.2.5: Academic staff by gender and fixed term/open-ended contracts

Table 19: All academic staff on fixed term and open ended contracts by gender

	17-18 Female	Male	18-19 Female	Male	19-20 Female	Male	20-21 Female	Male	21-22 Female	Male	22-23 Female	Male
Open ended	142	63	148	63	159	71	179	76	192	77	198	82
Fixed Term	39	21	42	14	32	7	51	17	48	17	35	12
%Fixed Term	22%	25%	22%	18%	17%	9%	22%	18%	20%	18%	15%	13%

Table 20: STEMM Academic staff on fixed term and open ended contracts by gender

	17-18 Female	Male	18-19 Female	Male	19-20 Female	Male	20-21 Female	Male	21-22 Female	Male	22-23 Female	Male
Open ended	■	■	■	■	■	■	■	■	■	■	■	■
Fixed Term	■	■	■	▌	■	▌	■	■	■	■	■	▌
%Fixed Term	26%	32%	27%	24%	21%	11%	23%	23%	25%	24%	15%	18%

Table 21: AHSSBL Academic staff on fixed term and open-ended contracts by gender

	17-18 Female	Male	18-19 Female	Male	19-20 Female	Male	20-21 Female	Male	21-22 Female	Male	22-23 Female	Male
Open ended	■	■	■	■	■	■	■	■	■	■	■	■
Fixed Term	▌	▌	▌	▌	▌	▌	■	▌	▌	▌	■	▌
%Fixed Term	11%	21%	8%	12%	6%	7%	18%	15%	8%	13%	16%	9%

Appendix 1.2.6: Academic staff by contract function and gender

Table 22: All academic staff by contract function and gender - T&R = Teaching and Research, R = Research, T – Teaching, T&Scholarship = Teaching & Scholarship

		T&R G8-G10	R G6-G9	T G7 / T&Scholarship G8-G10	% T&R	% R	% T/T&Sch
17-18	Female				95.0%	4.3%	0.7%
	Male				96.7%	0.0%	3.3%
18-19	Female				83.2%	12.0%	4.7%
	Male				89.6%	6.5%	3.9%
19-20	Female				77.7%	17.6%	4.8%
	Male				92.2%	3.9%	3.9%
20-21	Female				69.0%	21.6%	9.4%
	Male				72.2%	13.9%	13.9%
21-22	Female				80.9%	9.6%	9.6%
	Male				78.4%	10.2%	11.4%
22-23	Female				78.6%	8.5%	12.8%
	Male				77.4%	7.5%	15.1%

Table 23: STEMM Academic staff by contract function & gender

		T&R G8-G10	R G6-G9	T G7 / T&Scholarship G8-G10	% T&R	% R	% T/T&Sch
17-18	Female				93.6%	5.3%	1.1%
	Male				96.0%	0.0%	4.0%
18-19	Female				78.8%	15.2%	6.1%
	Male				77.7%	17.7%	4.6%
19-20	Female				72.6%	23.0%	4.4%
	Male				88.9%	8.3%	2.8%
20-21	Female				69.1%	22.8%	8.1%
	Male				65.8%	21.1%	13.2%
21-22	Female				80.0%	11.6%	8.4%
	Male				70.7%	17.1%	12.2%
22-23	Female				81.0%	11.1%	7.8%
	Male				71.1%	18.4%	10.5%

Table 24: AHSSBL Academic staff by contract function and gender

		T&R G8-G10	R G6-G9	T G7 / T&Scholarship G8-G10	% T&R	% R	% T/T&Sch
17-18	Female				97.6%	2.4%	0.0%
	Male				97.0%	0.0%	3.0%
18-19	Female				96.0%	0.0%	4.0%
	Male				100.0%	0.0%	0.0%
19-20	Female				90.6%	3.8%	5.7%
	Male				95.1%	0.0%	4.9%
20-21	Female				68.8%	18.8%	12.5%
	Male				81.3%	6.3%	12.5%
21-22	Female				83.8%	4.1%	12.2%
	Male				84.8%	4.3%	10.9%
22-23	Female				74.4%	3.8%	21.8%
	Male				83.0%	0.0%	17.0%

Appendix 1.2.7: Professional Services staff by gender, grade, contract status and job families

Table 25: All Professional Services staff by contract status, grade and gender

	Gender/Contract Type	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	Total
17-18	Female FT											94
	Female PT											54
	%PT	0%	50%	53%	27%	46%	43%	17%	0%	14%	50%	36%
	Male FT											77
	Male PT											7
	%PT	0%	0%	6%	11%	15%	9%	8%	0%	0%	0%	8%
18-19	Female FT											91
	Female PT											45
	%PT	0%	0%	41%	24%	42%	44%	20%	0%	33%	100%	33%
	Male FT											
												6
	%PT	0%	33%	0%	7%	0%	13%	23%	0%	0%	0%	7%
19-20	Female FT											85
	Female PT											58
	%PT	0%	0%	48%	46%	36%	45%	33%	13%	50%	100%	41%
	Male FT											73
	Male PT											8
	%PT	0%	50%	13%	7%	0%	13%	0%	0%	17%	0%	10%
20-21	Female FT											86
	Female PT											59
	%PT	0%	0%	22%	43%	46%	46%	50%	11%	60%	0%	41%
	Male FT											77
	Male PT											11
	%PT	0%	100%	20%	5%	10%	20%	23%	0%	0%	0%	13%
21-22	Female FT											56
	Female PT											96
	%PT	0%	0%	58%	71%	67%	68%	48%	71%	50%	100%	63%
	Male FT											77
	Male PT											8
	%PT	0%	0%	20%	0%	0%	27%	20%	0%	0%	0%	9%
22-23	Female FT											112
	Female PT											74
	%PT	100%	100%	54%	20%	36%	17%	45%	25%	71%	0%	40%
	Male FT											85
	Male PT											15
	%PT	100%	33%	20%	0%	0%	20%	9%	0%	0%	0%	15%

Table 26: All Professional Services staff on fixed term and open-ended contracts

Contract Type	17-18 Female	Male	18-19 Female	Male	19-20 Female	Male	20-21 Female	Male	21-22 Female	Male	22-23[6] Female	Male
Open ended	■	■	■	■	■	■	■	■	■	■	■	■
Fixed Term	■	▮	■	▮	■	▮	■	▮	■	▮	■	■
%Fixed Term	16%	6%	14%	4%	11%	5%	17%	7%	13%	6%	25%	17%

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[6] The increase in fixed term contracts in 22/23 is attributed to a change in the contractual arrangements relating to seasonal staff. The revised contract arrangements provide better terms and conditions for the seasonal staff in comparison to previous arrangements however we recognise that in taking this action we have increased the number of staff on fixed term contracts.

Table 27: All Professional Services Staff by grade, job family and gender, 17-18 to 20-21

Academic Year	Gender	G1	%F	G2	%F	G3	%F	G4	%F	G5	%F	G6	%F	G7	%F	G8	%F	G9	%F	G10	%F	Total	%F
17-18	F Senior Mgmt																						64%
	M Senior Mgmt																						
	F Professional/Admin																						68%
	M Professional/Admin																						
	F Technical																						43%
	M Technical																						
	F Operational																						0%
	M Operational																						
18-19	F Senior Mgmt																						53%
	M Senior Mgmt																						
	F Professional/Admin																						67%
	M Professional/Admin																						
	F Technical																						33%
	M Technical																						
	F Operational																						0%
	M Operational																						
19-20	F Senior Mgmt																						54%
	M Senior Mgmt																						
	F Professional/Admin																						69%
	M Professional/Admin																						
	F Technical																						25%
	M Technical																						
	F Operational																						11%
	M Operational																						
20-21	F Senior Mgmt																						54%
	M Senior Mgmt																						
	F Professional/Admin																						68%
	M Professional/Admin																						
	F Technical																						40%
	M Technical																						
	F Operational																						7%
	M Operational																						

Table 28: All professional services staff by grade, job family and gender, 21-22 to 22-23

Academic Year	Gender	G1	%F	G2	%F	G3	%F	G4	%F	G5	%F	G6	%F	G7	%F	G8	%F	G9	%F	G10	%F	Total	%F
21-22	F Senior Mgmt																						50%
	M Senior Mgmt																						
	F Professional/Admin																						70%
	M Professional/Admin																						
	F Technical																						40%
	M Technical																						
	F Operational																						7%
	M Operational																						
22-23	F Senior Mgmt																						56%
	M Senior Mgmt																						
	F Professional/Admin																						70%
	M Professional/Admin																						
	F Technical																						60%
	M Technical																						
	F Operational																						44%
	M Operational																						

Appendix 1.3: Promotions Data

Table 29: Applications to Academic Promotion by grade, gender and FT/PT status

GRADE APPLIED TO	Working Status		2018-19		2019-20		2020-21		2021-22		2022-23	
		Gender	F	M	F	M	F	M	F	M	F	M
G8 (Lecturer)	FT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	100%
	PT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	n/a	n/a	n/a	n/a	100%	0	100%	100%
G9 (Sr Lecturer)	FT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	71%	40%	n/a	n/a	64%	100%	100%	50%
	PT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	75%	0	n/a	n/a	100%	0	0%	0
G9 (Reader)	FT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	0%	0	n/a	n/a	75%	100%	0	100%
	PT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	100%	0	n/a	n/a	33%	0	100%	0
G10 (Professor)	FT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	100%	75%	n/a	n/a	100%	0%	100%	0
	PT	Applications Promoted										
		SUCCESS RATE	n/a	n/a	50%	0	n/a	n/a	50%	0%	0	0

Table 30: STEMM Applications to Academic Promotion by gender, grade and FT/PT Status

GRADE APPLIED TO	Working Status	2018-19		2019-20		2020-21		2021-22		2022-23	
	Gender	F	M	F	M	F	M	F	M	F	M

Table 31: AHSSBL Applications to Academic Promotion by gender, grade and FT/PT status

GRADE APPLIED TO	Working Status		2018-19		2019-20		2020-21		2021-22		2022-23	
		Gender	F	M	F	M	F	M	F	M	F	M

Table 32: Applications to Contribution Pay Awards* by gender and grade, 2018-19 to 2022-23
*There are no formal progression routes for PTO staff, we have provided Contribution Pay Award data which PTO staff can apply for through Reward and Recognition

Grade	AY	2018-19		2019-20		2020-21		2021-22		2022-23	
	Gender	F	M	F	M	F	M	F	M	F	M

Table 33: Applications for Contribution Pay Awards by gender and FT/PT status

Working Status	AY	2018-19		2019-20		2020-21		2021-22		2022-23	
	Gender	F	M	F	M	F	M	F	M	F	M
FT	Applications	n/a	n/a	13	9	n/a	n/a	20	14	31	20
	successful	n/a	n/a	13	9	n/a	n/a	20	14	29	19
	SUCCESS RATE	n/a	n/a	100%	100%	n/a	n/a	100%	100%	94%	95%
PT	Applications	■	■	■	■	■	■	■	■	■	■
	successful										
	SUCCESS RATE	n/a	n/a	100%	n/a	n/a	n/a	100%	67%	100%	0%

Appendix 1.4: Recruitment Data

Table 34: Total applications, shortlist and appointments made in recruitment by gender

Academic Year	Gender	Applications	Shortlisted	Appointed	Proportion shortlisted	Proportion appointed
22-23	Female				38%	7%
	Male				28%	4%
	Unspecified				27%	2%
	% Female	53%	61%	69%		
21-22	Female				49%	5%
	Male				38%	3%
	Unspecified				23%	0%
	% Female	62%	68%	78%		
20-21	Female				38%	7%
	Male				33%	6%
	Unspecified				8%	0%
	% Female	65%	68%	68%		
19-20	Female				32%	7%
	Male				25%	5%
	Unspecified				38%	8%
	% Female	62%	68%	69%		
18-19	Female				29%	9%
	Male				24%	6%
	Unspecified				30%	0%
	% Female	62%	66%	70%		
17-18	Female				29%	6%
	Male				25%	4%
	Unspecified				25%	0%
	% Female	57%	62%	69%		

Table 35: Applications, shortlist and appointments made in recruitment: ACADEMIC GRADE 6

Table 36: Applications, shortlist and appointments made in recruitment: ACADEMIC GRADE 7

Table 37: Applications, shortlist and appointments made in recruitment: ACADEMIC GRADE 8

Table 38: Applications, shortlist and appointments in recruitment: ACADEMIC GRADE 9

Table 39: Applications, shortlist and appointments in recruitment: ACADEMIC GRADE 10

Table 40: Applications, shortlist and appointments in recruitment: ACADEMIC PROFESSOR

Table 41: Applications, shortlist and appointments in recruitment: PTO GRADE 1

Table 42: Applications, Shortlist and Appointments in recruitment: PTO GRADE 2

Table 43: Applications, shortlist and appointments in recruitment: PTO GRADE 3

Table 44: Applications, shortlist and appointments in recruitment: PTO GRADE 4

Table 45: Applications, shortlist and appointments in recruitment: PTO GRADE 5

Table 46: Applications, Shortlist and Appointments in recruitment: PTO GRADE 6

Table 47: Applications, shortlist and appointments in recruitment: PTO GRADE 7

Table 48: Applications, shortlist and appointments in recruitment: PTO GRADE 8

Academic Year	Gender	Applications	Shortlisted	Appointed	Proportion shortlisted	Proportion appointed

Table 49: Applications, shortlist and appointments in recruitment: PTO GRADE 9

Academic Year	Gender	Applications	Shortlisted	Appointed	Proportion shortlisted	Proportion appointed

Table 50: Applications, shortlist and appointments in recruitment: PTO GRADE 10

Academic Year	Gender	Applications	Shortlisted	Appointed	Proportion shortlisted	Proportion appointed

Appendix 1.5: Performance Enhancement Review Completion Rates

Chart 1: Professional Services Female PER Completion Rate, 2019-2023

Professional Services Female PER Completion rate: 2019 - 2023

PS	2019 -20	2020-21	2021-22	2022-23
F Not Completed PER	41%	62%	72%	68%
F Completed PER	59%	38%	28%	32%
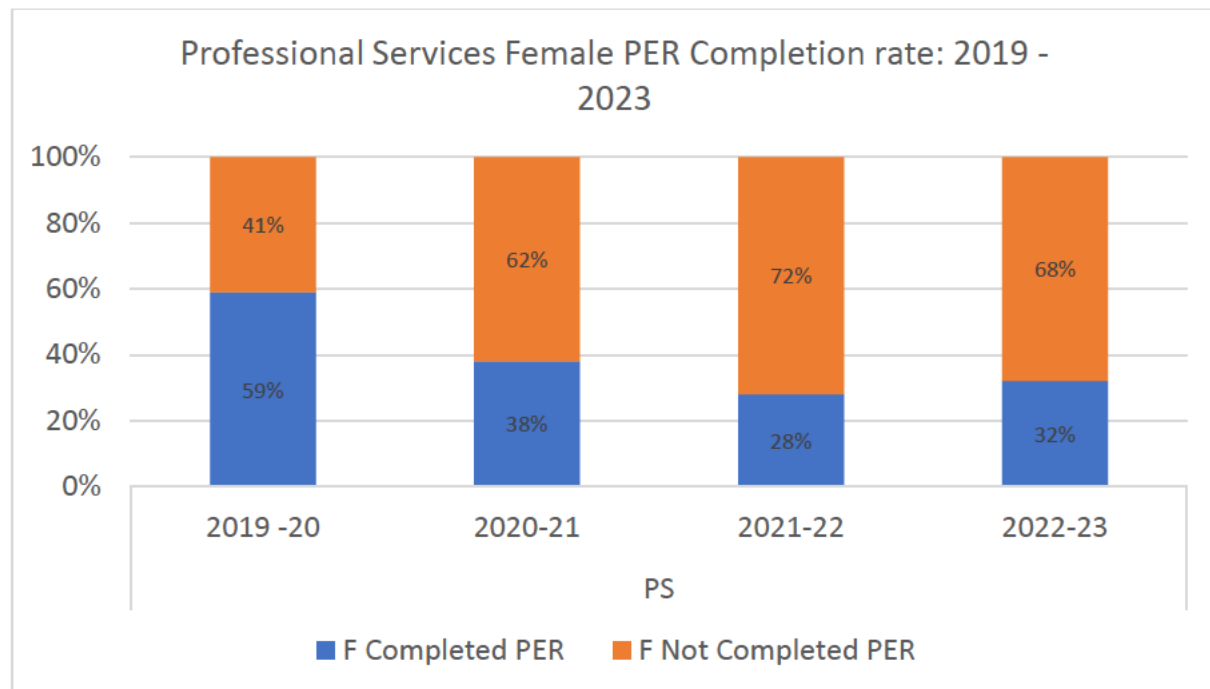
Chart 2: Professional Services Male PER Completion Rate, 2019 - 2023

Professional Services Male PER completion rate: 2019 - 2023

PS	2019 -20	2020-21	2021-22	2022-23
M Not Completed PER	31%	75%	74%	74%
M Completed PER	69%	25%	26%	26%
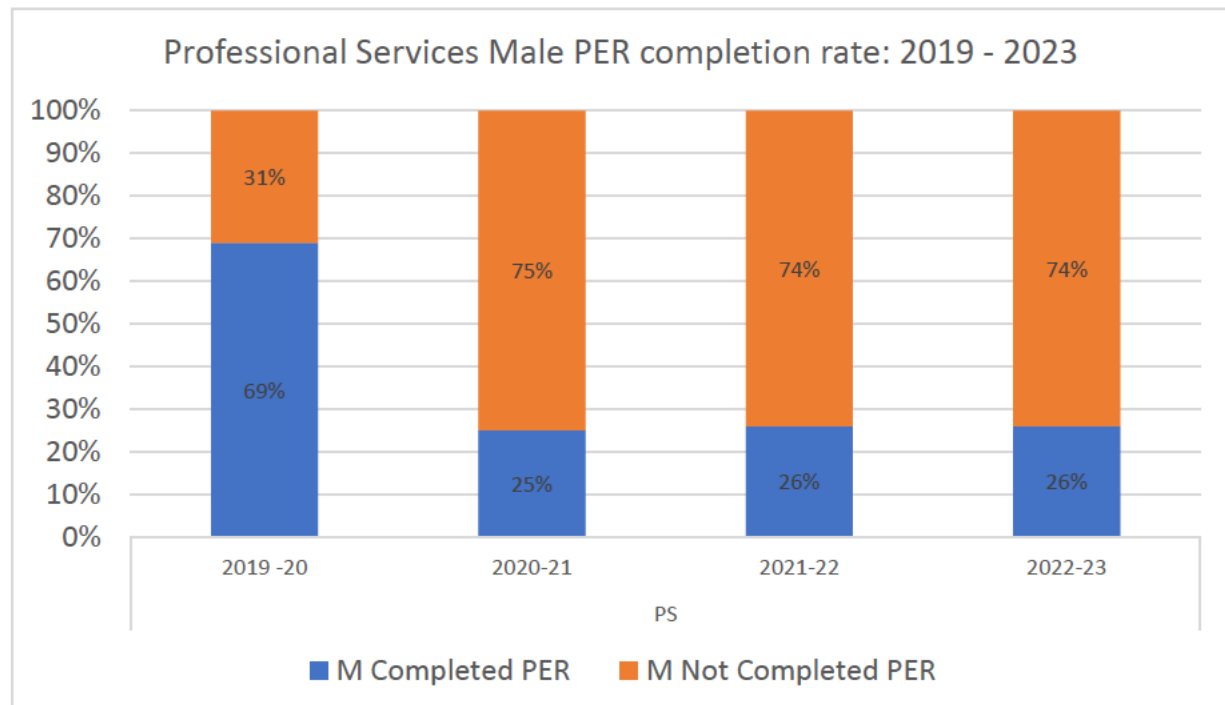
Chart 3: AHSSBL Female PER Completion Rates from 2019-2023

AHSSBL FEMALE PER Completion rates from 2019 to 2023

	2019-20	2020-21	2021-22	2022-23
F Not Completed PER	13%	14%	53%	67%
F Completed PER	87%	86%	47%	33%

■ F Completed PER   ■ F Not Completed PER
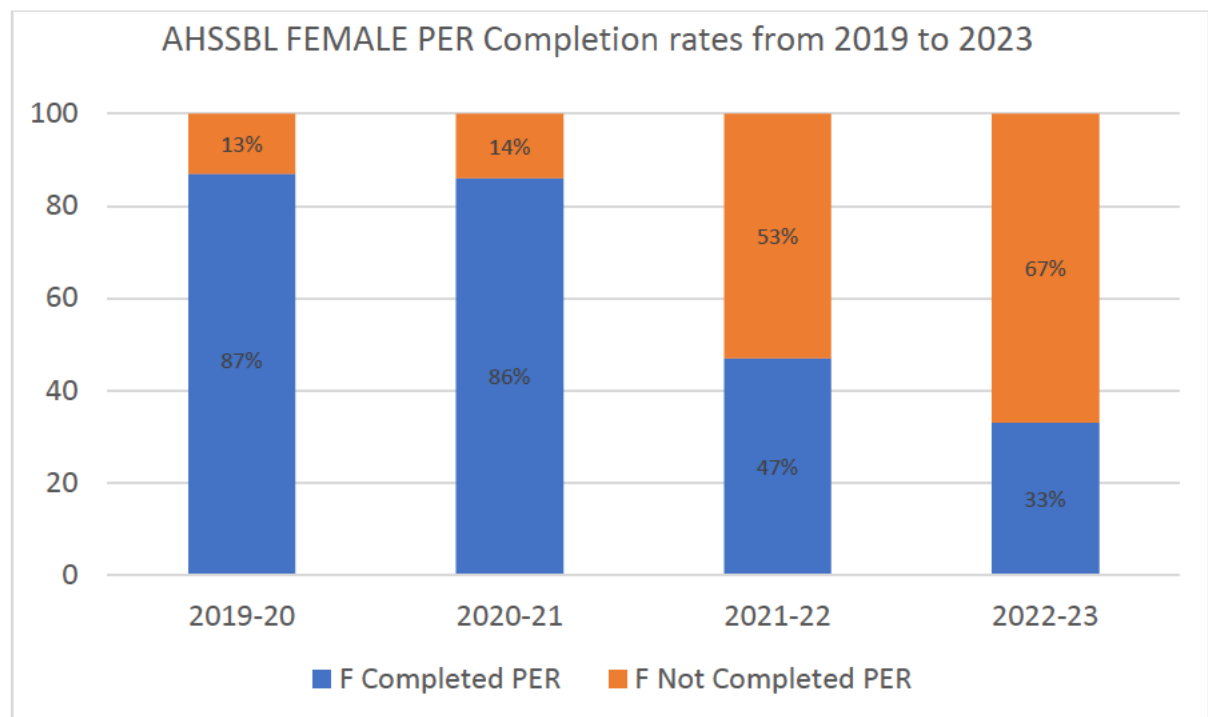
Chart 4: AHSSBL Male PER Completion Rates, 2019-2023

AHSSBL Male PER Completion Rates from 2019 to 2023

	2019-20	2020-21	2021-22	2022-23
M Not Completed PER	14%	62%	74%	71%
M Completed PER	88%	38%	26%	29%

■ M Completed PER   ■ M Not Completed PER
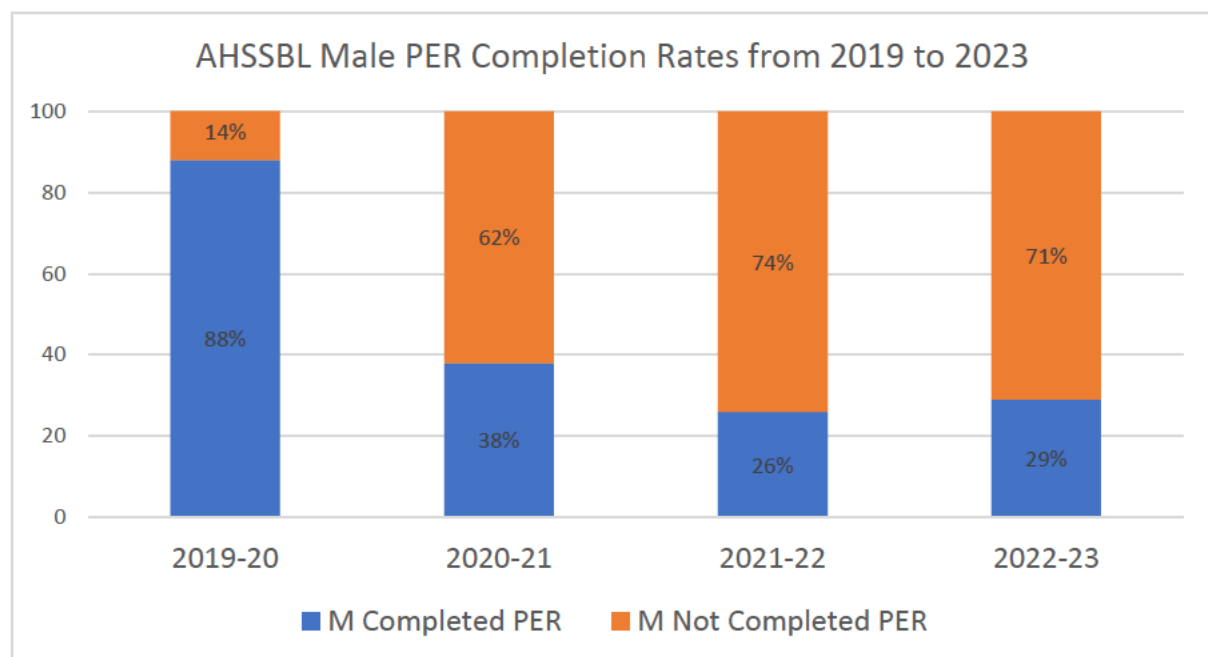
Chart 5: STEMM Female PER Completion Rates, 2019-2023

STEMM Female PER Completion Rates from 2019 to 2023

Year	F Completed PER	F Not Completed PER
2019-20	71%	29%
2020-21	23%	77%
2021-22	18%	82%
2022-23	10%	90%

■ F Completed PER   ■ F Not Completed PER
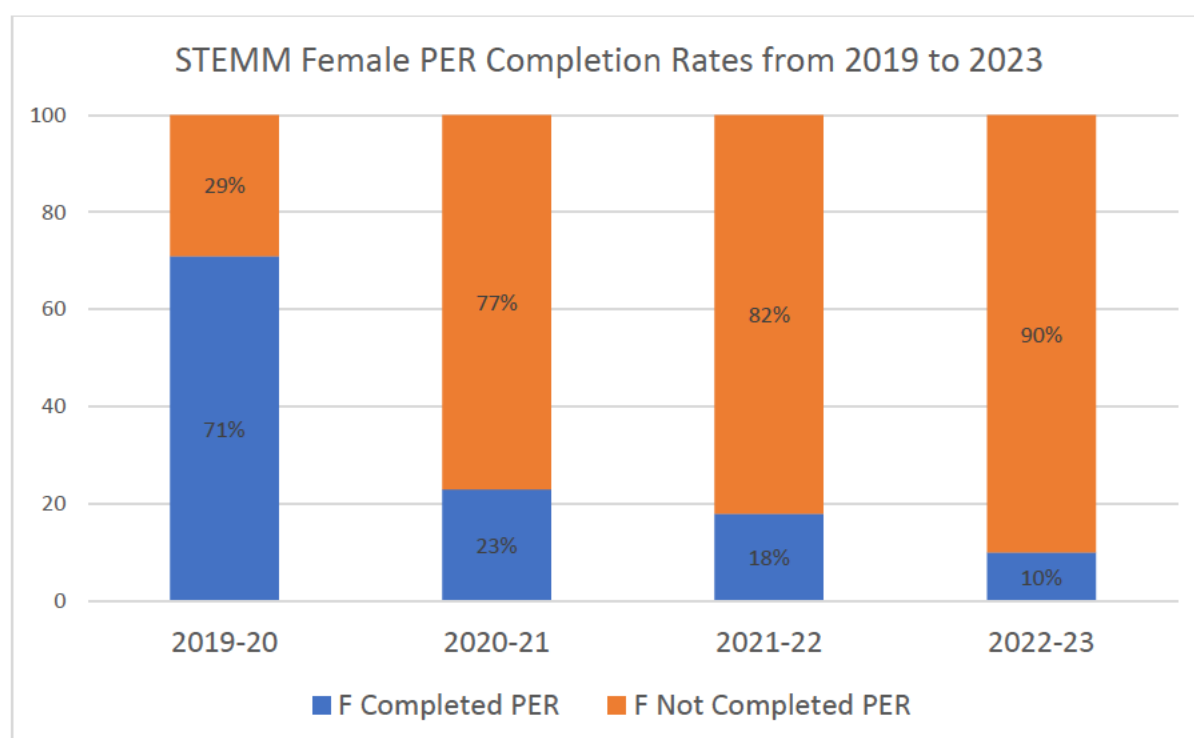
Chart 6: STEMM Male PER Completion Rates, 2019 to 2023

STEMM Male PER Completion Rates from 2019 to 2023

Year	M Completed PER	M Not Completed PER
2019-20	88%	12%
2020-21	19%	81%
2021-22	25%	75%
2022-23	24%	76%

■ M Completed PER   ■ M Not Completed PER
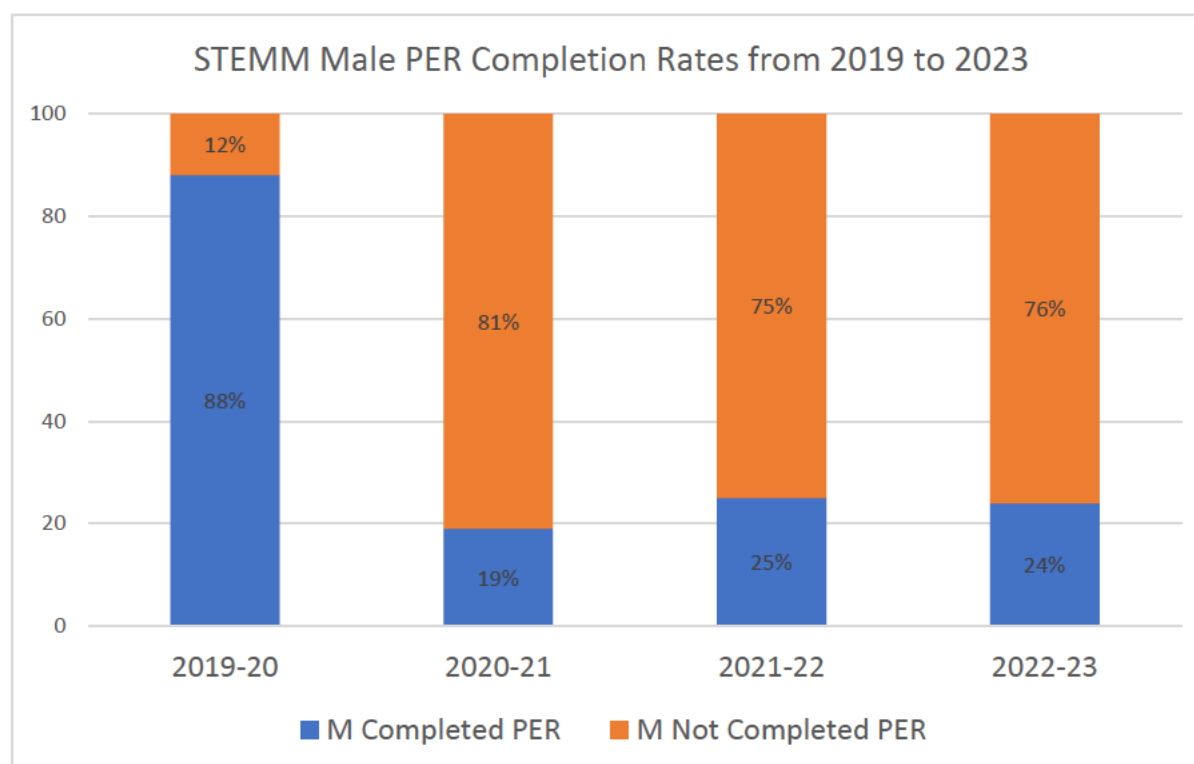
Appendix 1.6: Training Completion Rates

Table 51: Completion rates of E-Learning Training Modules for all staff, 2018-2023
T = total, F = Female, M = Male

	2018 % Completed	2019 % Completed	2020 % Completed	2021 % Completed	2022 % Completed	2023 % Completed
Data Protection T	0	0	48%	43%	45%	48%
Data Protection F	0	0	48%	43%	49%	49%
Data Protection M	0	0	50%	42%	36%	45%
Bribery Act T	2%	5%	12%	14%	13%	14%
Bribery Act F	2%	7%	13%	16%	14%	14%
Bribery Act M	1%	2%	9%	10%	11%	13%
Equality & Diversity T	1%	5%	9%	8%	7%	10%
Equality & Diversity F	2%	7%	10%	9%	8%	9%
Equality & Diversity M	1%	3%	8%	6%	6%	11%
Unconscious Bias T	7%	8%	8%	16%	15%	16%
Unconscious Bias F	7%	10%	9%	18%	17%	16%
Unconscious Bias M	7%	6%	6%	13%	13%	16%
Health & Safety T	-	-	-	-	4%	14%
Health & Safety F	-	-	-	-	5%	14%
Health & Safety M	-	-	-	-	3%	15%
Introduction to Race Equality T	-	-	-	-	-	15%
Introduction to Race Equality F	-	-	-	-	-	15%
Introduction to Race Equality M	-	-	-	-	-	14%
Stress Management - Managers T	-	-	1%	3%	4%	1%
Stress Management - Managers F	-	-	1%	3%	3%	1%
Stress Management - Managers M	-	-	1%	2%	6%	1%

Chart 7: % All Staff who have completed Data Protection e-learning module, 2018 - 2023

Data Protection (% of staff completed)

Year	Overall	Female	Male
2018			
2019			
2020	48%	48%	50%
2021	43%	43%	42%
2022	45%	49%	36%
2023	48%	49%	45%
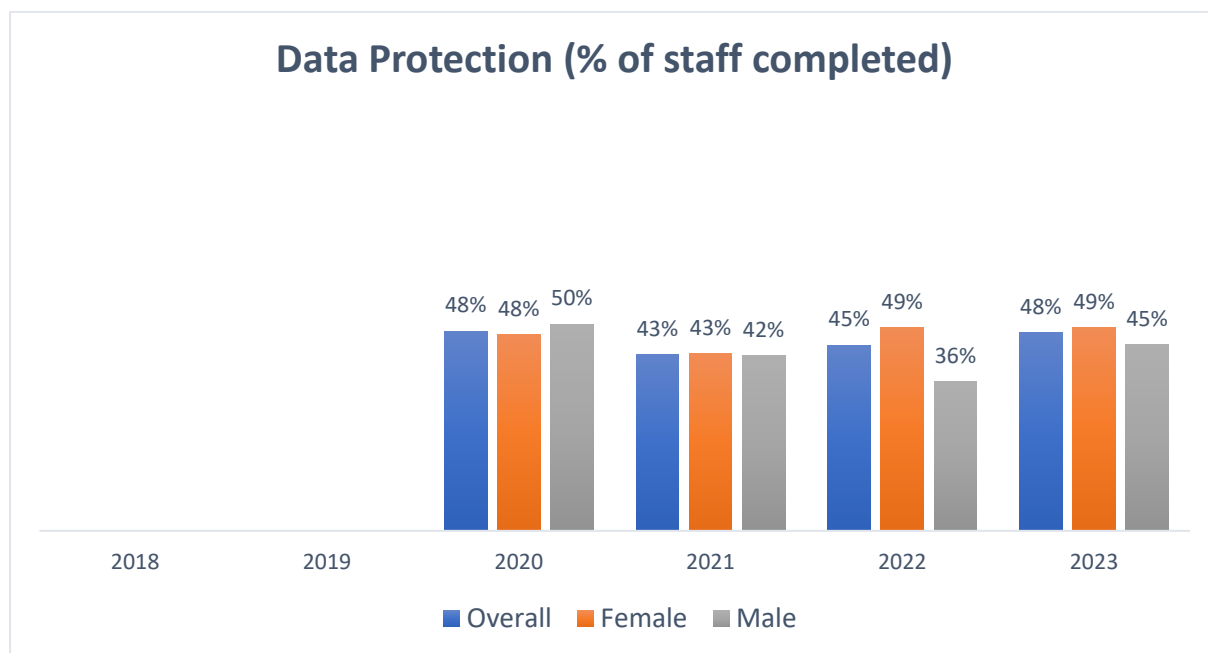
Chart 8: % All staff who have completed the Unconscious Bias e-learning module, 2018-2023

Unconscious Bias (% of staff completed)

Year	Overall	Female	Male
2018	7%	7%	7%
2019	8%	10%	6%
2020	8%	9%	6%
2021	16%	18%	13%
2022	15%	17%	13%
2023	16%	16%	16%
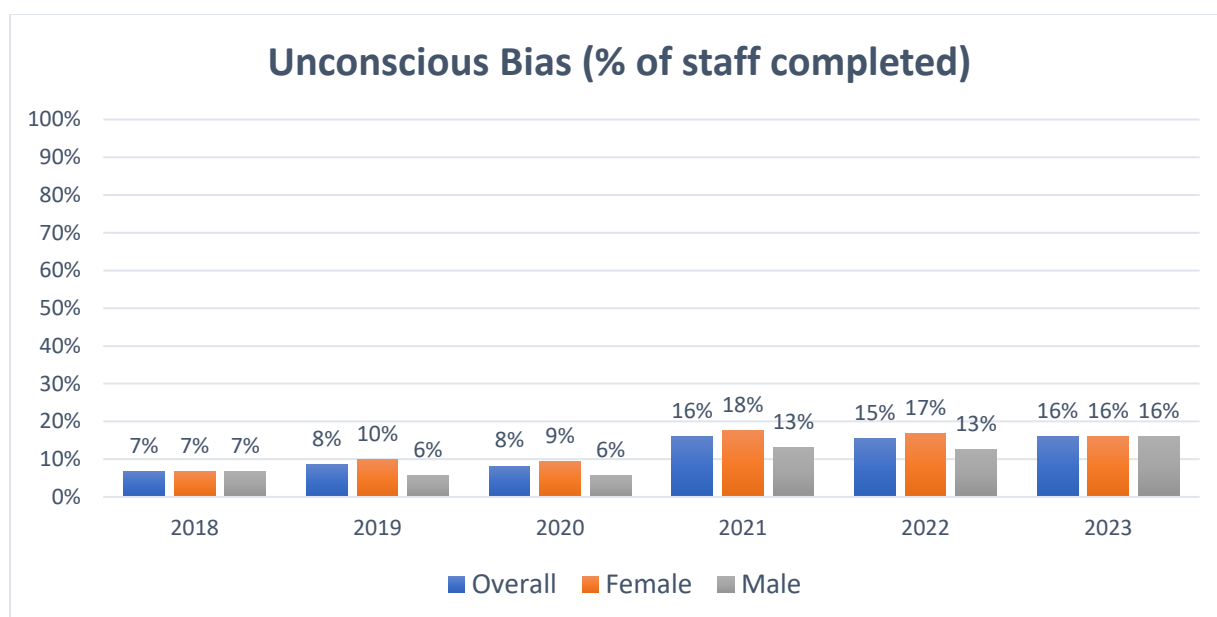
Chart 9: % of All Staff who have completed the Health & Safety e-learning module, 2018-2023

Health & Safety (% of staff completed)

Year	Overall	Female	Male
2022	4%	5%	3%
2023	14%	14%	15%
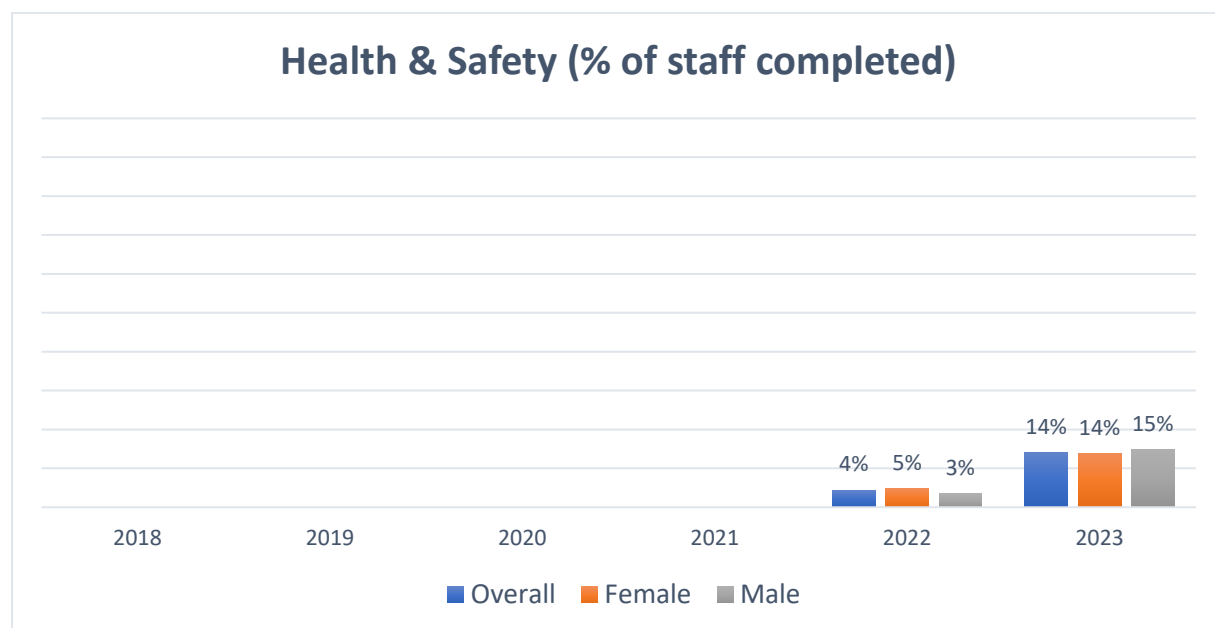
Chart 10: % of all Staff who have completed the Equality and Diversity e-learning module, 2018-2023

Equality & Diversity (% of staff completed)

Year	Overall	Female	Male
2018	1%	2%	1%
2019	5%	7%	3%
2020	9%	10%	8%
2021	8%	9%	6%
2022	7%	8%	6%
2023	10%	9%	11%
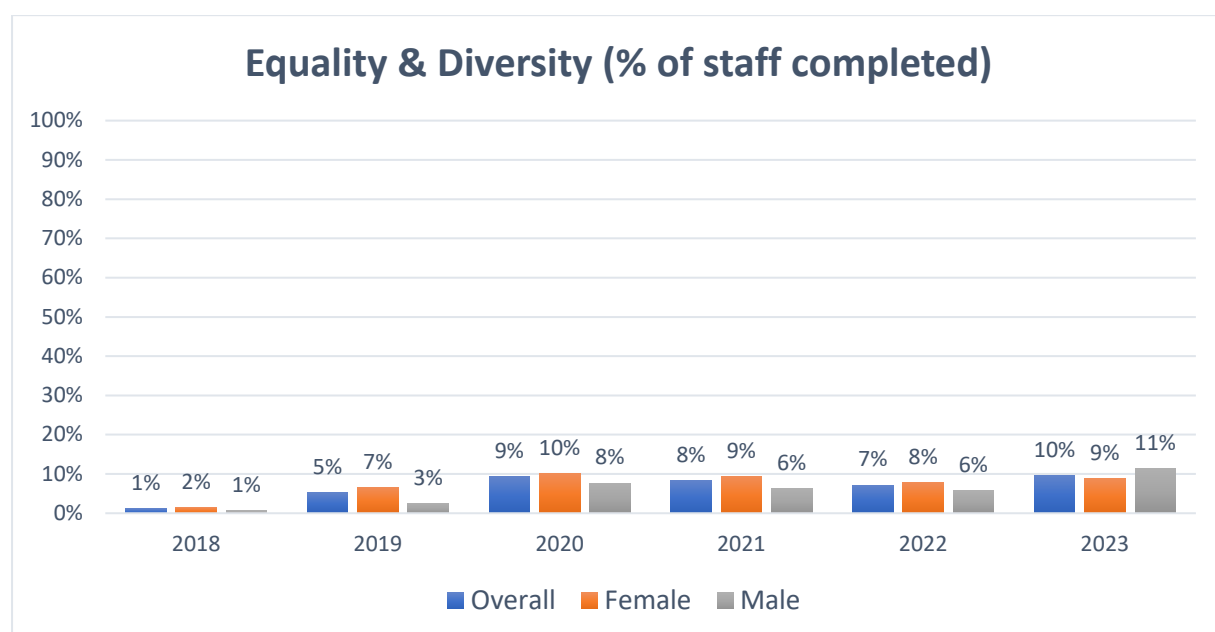
Appendix 1.7: Staff Leavers Data

Chart 11: Staff leavers by reason for leaving, 2017-2018 to 2021-22
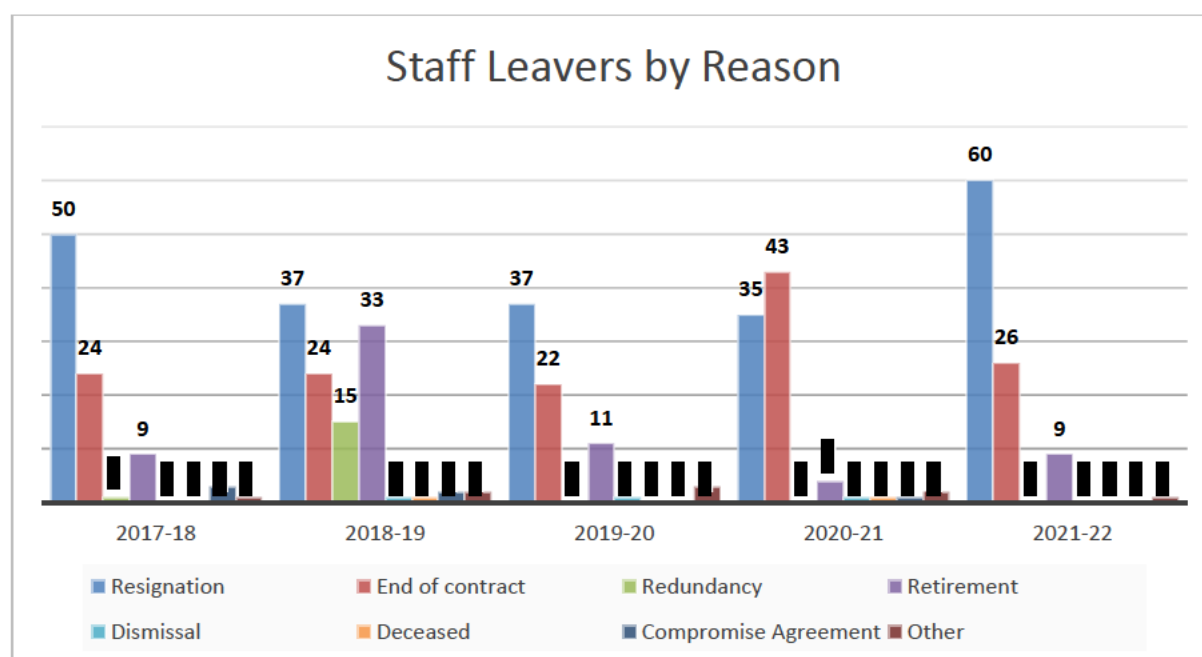
Appendix 1.8: Staff data unknowns

Table 52: 'Unknowns' within staff data by ethnicity, 2017-2013

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
BAME	23	23	26	30	35	51
White	449	443	457	506	512	545
Unknown	11	13	11	13	16	21
%Unknown	**2.3%**	**2.7%**	**2.2%**	**2.4%**	**2.8%**	**3.4%**

Table 53: 'Unknowns' within staff data by declared disability, 2017-13

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Disabled	22	23	28	26	41	55
Not Disabled	411	410	420	473	469	508
Declined to say	50	46	46	50	53	54
% Unknown	**10.40%**	**9.6%**	**9.3%**	**9.1%**	**9.4%**	**8.8%**

Table 54: 'Unknowns' within staff data by sexuality, 2017-2023

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Heterosexual	233	259	291	338	349	398
LGBT	14	27	25	30	31	51
Declined to say	236	193	178	181	183	168
% Unknown	**48.7%**	**40.3%**	**36.0%**	**33.0%**	**32.5%**	**27.2%**

Table 55: 'Unknowns' within staff data by religion, 2017-2023

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Agnostic						
Atheist						
Buddhist						
Christian						
Hindu						
Jewish						
Muslim						
No religion						
Other						
Not Specified/Declined to say	309	258	235	235	219	173
% Unknown	**64.0%**	**53.9%**	**47.6%**	**42.8%**	**38.9%**	**28.0%**

Appendix 1.9: Equal Pay Data by Gender

Table 56: Gender Pay Gap Analysis by Grade – All Staff. Data from our [Equal Pay Review 2023](#), data snapshot is from 31st March 2022

Grade	Mean Salary: Male	Mean Salary: Female	Mean Hourly Rate: Male	Mean Hourly Rate: Female	Median Salary: Male	Median Salary: Female	Median Hourly Rate: Male	Median Hourly Rate: Female	Mean Pay Gap: Salary	Mean Pay Gap: Hourly Rate	Median Pay Gap: Salary	Median Pay Gap: Hourly Rate
G2	---	---	---	---	---	---	---	---	---	---	---	---
G3	£20,001	£19,654	£10.76	£10.57	£20,600	£19,623	£11.08	£10.56	-1.73%	-1.73%	-4.74%	-4.74%
G4	£22,510	£22,947	£12.11	£12.34	£21,686	£22,254	£11.67	£11.97	1.94%	1.94%	2.62%	2.62%
G5	£27,611	£27,703	£14.85	£14.91	£27,116	£27,116	£14.59	£14.59	0.33%	0.41%	0.00%	0.00%
G6	£31,441	£31,821	£16.96	£17.24	£31,406	£32,344	£16.89	£17.40	1.21%	1.63%	2.99%	2.99%
G7	£36,236	£36,421	£19.65	£19.73	£35,326	£36,382	£19.41	£19.57	0.51%	0.38%	2.99%	0.83%
G8	£46,159	£45,667	£25.29	£25.05	£46,042	£46,042	£25.30	£25.30	-1.07%	-0.95%	0.00%	0.00%
G9	£59,784	£58,087	£32.69	£31.83	£60,022	£60,022	£32.98	£32.98	-2.84%	-2.61%	0.00%	0.00%
G10	---	---	---	---	---	---	---	---	---	---	---	---
G10P*	£81,412	£70,398	£44.73	£38.68	£83,018	£68,547	£45.61	£37.66	-13.53%	-13.53%	-17.43%	-17.43%

Appendix 2: Glossary

Abbreviation	Glossary of Terms
AS	Athena Swan
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
BAME	Black, Asian, Minority Ethnic
CEDARS	Culture, Employment and Development in Academic Research Survey
DIW	Diversity, Inclusion and Wellbeing
EDC	Equality and Diversity Committee
EDI	Equality, Diversity and Inclusion
EQIA	Equality Impact Assessment
FT	Full Time
HE	Higher Education
HESA	Higher Education Statistics Agency
HR	Human Resources
ILTA	Inclusive Learning, Teaching and Assessment
LEAD	Learning Enhancement and Academic Development
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer +
NAP	New Action Plan
OAP	Old Action Plan
PNTS	Prefer Not To Say
PT	Part Time
PTO	Professional, Technical and Operational Staff
QMU	Queen Margaret University
REF	Research Excellence Framework
SAT	Self-Assessment Team
SFC	Scottish Funding Council
SLT	Senior Leadership Team
STEMM	Science, Technology, Engineering, Maths and Medicine
SU	Student Union
SWOT	Strengths, Weaknesses, Opportunities, Threats
T & R	Teaching and Research
TRAMS	Teaching, Research and Academic Mentoring Scheme
TU	Trade Union
WARF	Widening Access and Retention Fund