

Athena Swan Silver application form for departments

Applicant information

Name of institution	Cardiff University
Name of department	Welsh School of Architecture
Date of current application	31 March 2025
Level of previous award	None
Date of previous award	None
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Section	Recommended word count	Actual word count
1. An overview of the department and its approach to gender equality	2500	2500
2. An evaluation of the department's progress and success	2000	2000
3. An assessment of the department's gender equality context	3500	3500
4. Future action plan*		
Appendix 1: Culture survey data*		
Appendix 2: Data tables*		
Appendix 3: Glossary*		

Appendix 4: 'An Inclusive WSA' workshops outputs		
Appendix 5: Student panel review outputs		
Appendix 6: Bibliography		
Appendix 7: RAG rating of superseded Action Plan (2015)		
Overall word count	8000	8000

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

Overall word limit: 8000 words [6000 words Bronze]

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

1.1 Letter of endorsement from the Head of the Department



Welsh School of Architecture

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Dear Athena Swan Team,

As Head of the Welsh School of Architecture (WSA) at Cardiff University, I am delighted to endorse our Athena SWAN Silver Award application, affirming my commitment to the Charter.

It is particularly pleasing to be able to do this as the first female lead academic at the WSA in over 100 years. A key goal when I became Head was to secure an Athena Swan Silver Award, and I am enormously grateful to Professor Mhairi McVicar and our Self-Assessment Team for their dedication in developing this application.

The application process has been invaluable in assessing our progress and identifying further steps we wish to take collectively regarding gender equality and inclusion more broadly. It has been highly collaborative, involving diverse inputs and perspectives. I have had monthly meetings with our Director of EDI and was briefed by our Self-Assessment Team throughout the process. We have held constructive sessions reviewing application drafts at our School Executive Group meetings. We engaged staff and students in a Culture Survey and five workshop events informing the action plan, and benefited from guidance from EDI leads at the College and University throughout.

The data evaluated in this application highlights significant progress towards gender equality over the past decade. Notably, our female staff representation has increased from 30% to 60% since 2014. The proportion of female professors has risen from 10% to 50%, evidencing enhanced articulation of career progression pathways and support from the School and University. Women hold leadership roles across all key strategic areas in WSA. Our professional services team has achieved greater gender balance, and several female staff have secured promotions in recent years. Our student body retained a 50:50 gender split across home and international student cohorts.

I am proud of changes made across our strategic areas since 2021 that support gender EDI - from embedding EDI topics (including inclusivity, queer theory, gender sensitivity, social sustainability) in our redesigned undergraduate curriculum, to the development of a workload model aimed at ensuring equitable opportunities for career development. Since the pandemic, EDI has been promoted through measures to support flexibility, confirming core working hours, minimizing out-of-hours emails and maintaining meeting-lite Fridays. While identifying areas for enhancement, I am pleased that WSA's Culture Survey highlights a strong sense of belonging and recognition of WSA's commitment to gender balance in leadership.

It is a personal privilege to serve as WSA's first female and queer Head of School. My commitment to gender equality is shaped by my own experiences - of both struggle and support - in academia and architectural practice, and my desire to support students and colleagues.

We submit this application at a time of uncertainty within Cardiff University and the wider HE sector. Set within these contexts, our Action Plan aims to establish clear, deliverable goals for continued positive progress.

Yours sincerely,

A handwritten signature in black ink that reads "Juliet Davis". The signature is written in a cursive, flowing style with a large initial 'J'.

Juliet Davis

MA DipArch (Cantab) PhD (LSE) RIBA

Head of School

Welsh School of Architecture

Cardiff University

1.2 Description of the department

Introduction



Fig. 1.1 The Welsh School of Architecture (WSA) is located in Bute Building in the centre of Cardiff, Wales, UK

Founded in 1920, the Welsh School of Architecture (WSA) is a top-ranked School of Architecture recognised for its longstanding dedication to a sustainable built environment that can enhance the wellbeing of present and future generations and care for the planet.

The school's mission is to:

- embrace the diversity and transdisciplinary nature of architecture in pursuit of excellence.
- foster curious, creative, critical, ethical learners who can recognise and confront challenges with wide-ranging, flexible skills and knowledge.
- build an inclusive community that thrives on its diversity.

WSA is one of seven schools in the College of Physical Sciences and Engineering, one of three Colleges at Cardiff University. In 2025, WSA had 91 academic and professional services staff and 994 students and employed 49 part-time External Tutors (typically practicing Architects). WSA's student growth by over 50% over the last decade is the result of Wider-BE, a successful growth plan which diversified programmes and research areas.

Teaching



Fig. 1.2 WSA Exhibition space (Image: Nick Caville)

WSA offers the tripartite suite of architectural qualifications required for registration in the UK by the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA) – a BSc in Architectural Studies, Master of Architecture and Postgraduate Diploma (professional practice). Both are also accredited by the Lembaga Arkitek Malaysia (LAM). 1-year Postgraduate Taught specialist masters are offered in Architectural Design, Urban Design, Computational Methods in Architecture, Environmental Design of Buildings and Sustainable Building Conservation. Several of these programmes offer distance and part-time learning options and all are accredited by national/ international professional bodies. WSA is forming a second MArch programme offering optional specialisms, and an interdisciplinary Masters in Landscape Architecture accredited by the Landscape Institute. Postgraduate Research is offered across a range of research specialisms.



Figs. 1.3 and 1.4 WSA studios (Images: Michael Hall)

Research

WSA has five Research and Scholarship groups - Computational Methods in Architecture; Design Research and Professional Practice; Energy, Environment and People; History, Heritage and Conservation; and Urbanism - and two Research Centres - Low Carbon Built Environment, and Sustainable Building Conservation. Staff and Postgraduate Student membership across multiple groups and centres enables collaborative and interdisciplinary research and scholarship across and beyond WSA.

Rankings

WSA consistently ranks among the highest for UK Schools of Architecture in national league tables and in the top 50 in QS, though is currently in the 51-100 band. Out of 62 schools, it is 5th in the Guardian 2025, 3rd in the Times Good University Guide 2025, and 5th in the Good University Guide.

These positions reflect strong performances in research and teaching metrics. 100% of eligible WSA staff were submitted to the 2021 Research Excellence Framework. WSA was ranked 1st for its research environment and 4th overall in the UK within Subpanel 13: 'Architecture, Built Environment and Planning', with 96% of its research assessed as world leading or internationally excellent.

WSA consistently performs well in the National Student Survey (NSS), achieving 96% overall satisfaction in NSS 2024. 96% of WSA graduates are in employment after 15 months, underscoring WSA's reputation for practice-ready graduates.

International

Agreements are in place to enable student progression between architecture programmes and dual qualifications with Taylor's University (Malaysia) and Dalian University of Technology (China). Progression agreements are underway with Hefei University of Technology and Xiamen University. Study Abroad agreements are underway for City University of Hong Kong (China), SPA Delhi (India), University of Illinois Chicago (USA), and University of Technology Sydney (Australia).

Engagement

WSA actively engages with local, professional, and international communities as part of its civic mission, outreach, scholarship, research, and teaching.

Engagement with architectural pedagogy and professional networks includes the Standing Conference of Schools of Architecture, Architecture LGBTQ+ Academic Champions Network, Design Commission for Wales, Royal Society of Architects in Wales, and Royal Institute of British Architects.

A flagship engagement project, Community Gateway, co-produces partnerships between local communities and Cardiff University, including redevelopment of the community-owned 'Grange Pavilion' and 83 mutually beneficial partnerships across 20 academic schools.

Funded research engagement includes 'Transforming Homes' (2023-ongoing), 'Mark Her Words! Women's Involvement in Industrial Heritage' (2024), *Queering Femininity: Thinking Walks and Visual Activisms* (2024), *My City, My Body, My Selfie* (2024) 'Being Human' festival (2024) and Empathetic Pedagogies (2024).

Engagement is embedded throughout curriculum, with module briefs addressing contextual challenges. WSA also runs an outreach project 'Shape my Street' with Cardiff Council which empowers school children to imagine built environment futures.

Physical Facilities

WSA has been located in Bute Building in the civic centre of Cardiff for 100+ years. Refurbishment through Wider-BE in 2021(Figs 1.1-1.4) brought all Undergraduate and Postgraduate Teaching, Research and Professional Services activities and facilities under one roof, including:

- Dedicated large and small group teaching spaces
- Fabrication facilities
- Printing services
- Library
- A central exhibition and events space
- Private study spaces
- Staff and student social spaces, including kitchens and dining
- A private quiet room with prayer mats, Qibla sign and Wudu footwash
- Gender-neutral and disabled accessible toilet facilities and showers.

WELSH SCHOOL OF ARCHITECTURE COMMITTEES

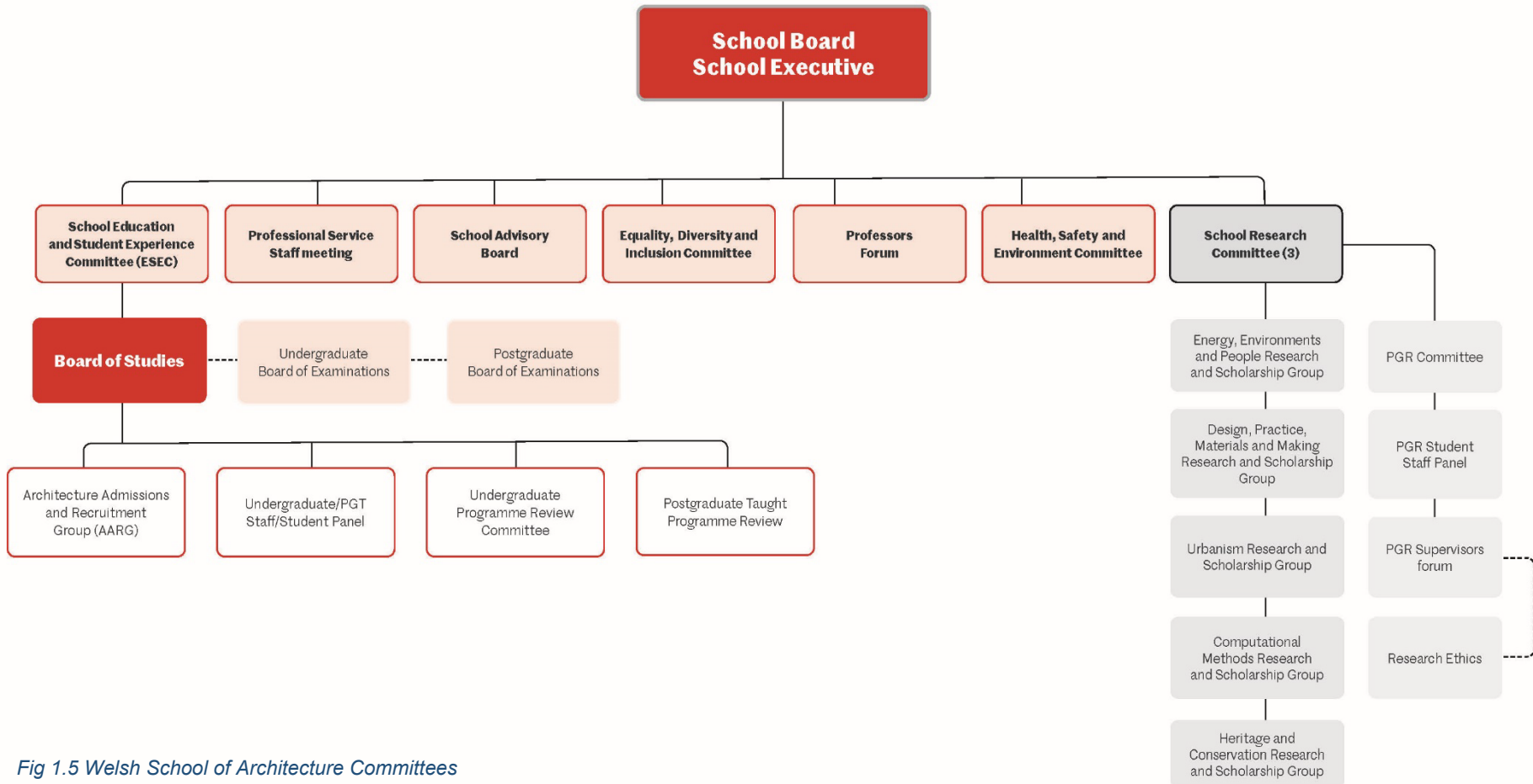


Fig 1.5 Welsh School of Architecture Committees

1.3 Governance and recognition of EDI work

WSA's governance (Fig 1.5) sits within Cardiff University structures.

The Head of School reports to the College of Physical Sciences and Engineering (PSE) Board.

WSA's Executive group, the primary management committee, consists of the Head of School; Deputy Head; School Manager; Directors of Undergraduate and Postgraduate Teaching and Learning, Postgraduate Research, Research, Recruitment and Admissions; Senior Dignity and Wellbeing Champion, and Human Resources Advisor.

The School Board includes WSA Executive Board members, plus Directors of Engagement, Equality, Diversity and Inclusion, International, and Health and Safety; and the Impact Lead and Ethics Chair.

Executive Group and Board roles are appointed for three-year terms through open calls to all academic staff. Selection is made by panels varying according to role.

Currently, 71% of the School Executive Group and 60% of the School Board are female, reflecting a significant shift over the past decade.

WSA Equality, Diversity and Inclusion (EDI) Committee

Established in 2021, the WSA EDI Committee currently consists of 14 members representing WSA Management, HR, Teaching, Research, Professional Services, Dignity and Wellbeing, and External Practitioners. The Director of EDI role description and workload tariff was standardised in 2023 across the PSE EDI Network.

The Director of EDI:

- Chairs the triannual WSA EDI Committee
- Meets monthly with Head of School
- Sits on PSE EDI Network, School Board, School Education and Student Experience Committee, and Staff-Student Panels
- Acts as first point of contact for equality matters
- Manages EDI budget funding initiatives for workshops, talks, training and events
- Delivers EDI awareness updates at staff inductions and meetings

Between 2021 and 2024, the EDI Committee developed new Terms of Reference, launched all-school EDI events, delivered in-person introduction sessions for new mandatory PSE College EDI Awareness Training for UGT and PGT students, and contributed to EDI themes in curriculum redesign.

The Director role carries a workload tariff of 175 hours per annum. Academic committee membership sits within a 35-hour annual citizenship workload. Strategic projects, including Athena Swan, are allocated additional hours.

The EDI Committee includes an External 'Critical Friend' who self-describes as an 'architect from a multicultural background who is a strong believer in inclusive design', chairs a professional practice inclusion and diversity group, and attends WSA EDI committee within the role's remit.

1.4 Development, evaluation and effectiveness of policies

WSA operates within Cardiff University policies and procedures. Implementation, signposting and feedback regarding policies is undertaken through:

- Annual development and distribution of WSA Staff and Student Handbooks.
- Quarterly All-staff meetings and bi-annual away days
- Staff Inductions
- Annual External Tutor inductions
- Personal tutor inductions
- Annual Personal Development Reviews
- Regular email updates including links to staff intranet news updates
- Student inductions
- Student year meetings held at least monthly
- Personal Tutor meetings with students
- Student-chaired Staff/Student panels
- Committee and Director roles and structures with feedback flows from School to College and / or University Executive Board structures
- A 'Practice Links' network of teaching practitioners who carry out practice visits to monitor students' experiences while in practice.
- External 'Critical Friends' who contribute specific areas of expertise
- Annual External Examiner Reports for all programmes.

WSA staff have opportunities to undertake fixed-term College and University seconded roles and/or sit as WSA representatives on College and University committees and working groups. In the past 5 years, roles have included:

- Secondments as College Dean for Postgraduate Studies and College Dean for Undergraduate Studies
- A leadership role in a new Cardiff University 'Empower' Women's PI network

1.5 Athena Swan self-assessment process

Athena Swan Self-Assessment Team (SAT)

The WSA Athena Swan Self-Assessment Team (SAT) was formed and chaired by the Director of EDI – a female Professor - following an open call in November 2023 to all WSA staff members, with a workload tariff of 49 hours.

SAT membership included:

- 14 WSA staff members and 1 PSE College staff members (9 females and 6 males).
- LGBTQ+ representation
- 10 academic staff - 3 professors, 1 reader, 3 Senior Lecturers and 3 Lecturers
- 3 professional Staff Members, including School Manager and HR Advisor.
- Career pathways including completion of Postgraduate studies at Cardiff University and prior careers in architectural / built environment professional practice
- 9 staff who had taken flexible leave at WSA, including maternity and paternity
- Representatives from WSA Executive, EDI, Promotions, Ethics, and Engagement Committees
- Dignity and Wellbeing contacts
- Academic Misconduct Coordinator
- Teaching roles across Undergraduate, Postgraduate Taught, and Postgraduate Research
- Leads of Inclusive Curriculum, Curriculum Redesign, and Decolonising Curriculum
- Representatives of WSA Research and Scholarship Groups and Centres
- Experience in funded research and funded external engagement
- 3 SAT members with prior experience leading or assessing Athena Swan applications at WSA and in other schools.

The SAT met biweekly 18 times in 1-hour hybrid (in-person and online) sessions. 16 half / all-day writing sessions were additionally timetabled between September 2023 - March 2025. All sessions were optional, with input aligned to individual workloads.

Activities informing the Athena Swan application.

- **All School workshops**

The WSA EDI Committee launched an all-school 'Inclusive WSA' Induction Week workshop on 29 September 2022. 45 staff, 9 PG students and 46 UG students attended (Fig 1.6)

The WSA EDI Committee held an all-school WSA Culture Survey launch workshop on 15 November 2023. 40 people attended, including staff, external tutors, professional practitioners, and students (Figs. 1.7-1.9)

286 comments from both workshops were collated and thematically coded by the SAT to inform the Action Plan (Appendix 5).

- **WSA EDI Culture Survey (15/11/23 – 22/12/23)**

A WSA Culture Survey ran for 5 weeks, advertised to all staff and students through a launch event, emails, posters, and postcards. 97 responses included 56 of 91 staff (61% response rate) and 41 of 727 students (2023-24 cohort) (5.6% response rate) [**Action 1.1**].

- **WSA staff away day review of Culture Survey results 21/2/24**

The SAT analysed multiple-choice responses and 231 open-text comments (Appendix 1). Preliminary results were presented at an Away Day workshop attended by 63 staff to identify priority themes and propose action plan areas, with support from PSE EDI Network Chair and CU EDI Hub Programme Manager on Action Planning and SMART Action Plans.

- **WSA student evaluation panel (April 2024)**

To ensure student input given a low Culture Survey student response rate, 5 UGT, PGR and PGR WSA students were recruited via an open call to all students to undertake 10.5 hours of paid work to evaluate EDI within course documentation, identifying exemplars and recommendations for inclusive curriculum. Students led 1-hour workshops with their peers and summarised their findings via proformas and a SAT workshop. (Appendix 5)

- **WSA staff action plan development workshop (May 2024)**

30 staff attended a workshop to review and propose updated priority themes and to feedback using an Action Plan proforma.

- **Related references**

The SAT reviewed WSA Staff and Student Handbooks, External Examiner reports, Curriculum Redesign, previous Athena Swan submissions, and Cardiff University strategies related to EDI, wellbeing, career and curriculum development and Athena Swan submissions. We also reviewed academic and professional body reports and news items addressing EDI in Architectural education and practice, and Welsh and UK legislation and reports on EDI.

INCLUSIVITY

HOW CAN WE MAKE A MORE INCLUSIVE WELSH SCHOOL OF ARCHITECTURE?

THURSDAY
29/SEPT/2022
10AM-12PM

PLEASE NOTE:
Please register on
Eventbrite by 9pm by
MONDAY 26 SEPTEMBER
using the QR code below

Join us for an all-school session to share ideas about how we can make a more inclusive WSA.

In a 2-hour session, you'll meet other undergraduate and postgraduate students and staff to share ideas for positive actions - from easy, immediate small actions each of us can commit to, to proposing longer term, more difficult, structural changes.

We'll ask each of you to propose at least one idea, and to pledge to one action you can take.

Format:

10.00-10.30 Registration, coffee/tea and welcomes

10.30-11.30 Group table discussions

11.30-12.00 Display of sheets as a closing exhibition



CARDIFF UNIVERSITY
PRINCIPAL
CARDIFF

More difficult

immediate Longer term

Easy to do

How can we make a more inclusive WSA?
Please post your idea(s) using RED post-it notes for URGENT actions and YELLOW sticky notes for DESIRABLE (less urgent) actions.

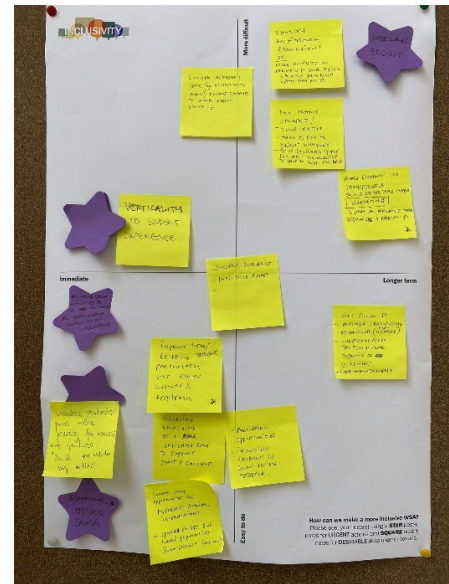
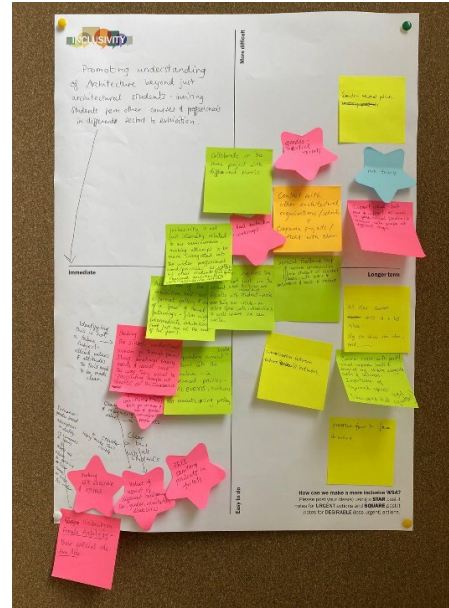


Fig 1.6 'An Inclusive WSA' all-school workshop 29 Sept 2022 – poster, worksheet and examples of responses

INCLUSIVITY

HOW CAN WE MAKE A MORE INCLUSIVE WELSH SCHOOL OF ARCHITECTURE?

Join us for an all-school session to share ideas about how we can make a more inclusive WSA.

In a 2-hour session, you'll meet other undergraduate and postgraduate students and staff to **share ideas for positive actions** – from easy, immediate small actions each of us can commit to, to proposing longer term, more difficult, structural changes.

We'll ask each of you to propose at least one idea, and to pledge to one action you can take.

**NEXT
WEDNESDAY!**
15/NOV/2023
1PM-3PM

PLEASE NOTE:
Please register on
Eventbrite by 9pm by
TUESDAY 14 NOVEMBER
using the QR code below

Format:

13.00-13.30 Welcome and tea/coffee

13.30-14.30 An inclusive WSA workshop - table discussions

11.30-12.00 Wrap up exhibit and WSA culture survey launch



Fig 1.7 'An Inclusive WSA' all-school workshop and WSA Culture Survey launch 15 Nov 2023



Fig 1.8 worksheets from table discussions at WSA Culture Survey launch workshop 15 November 2023.

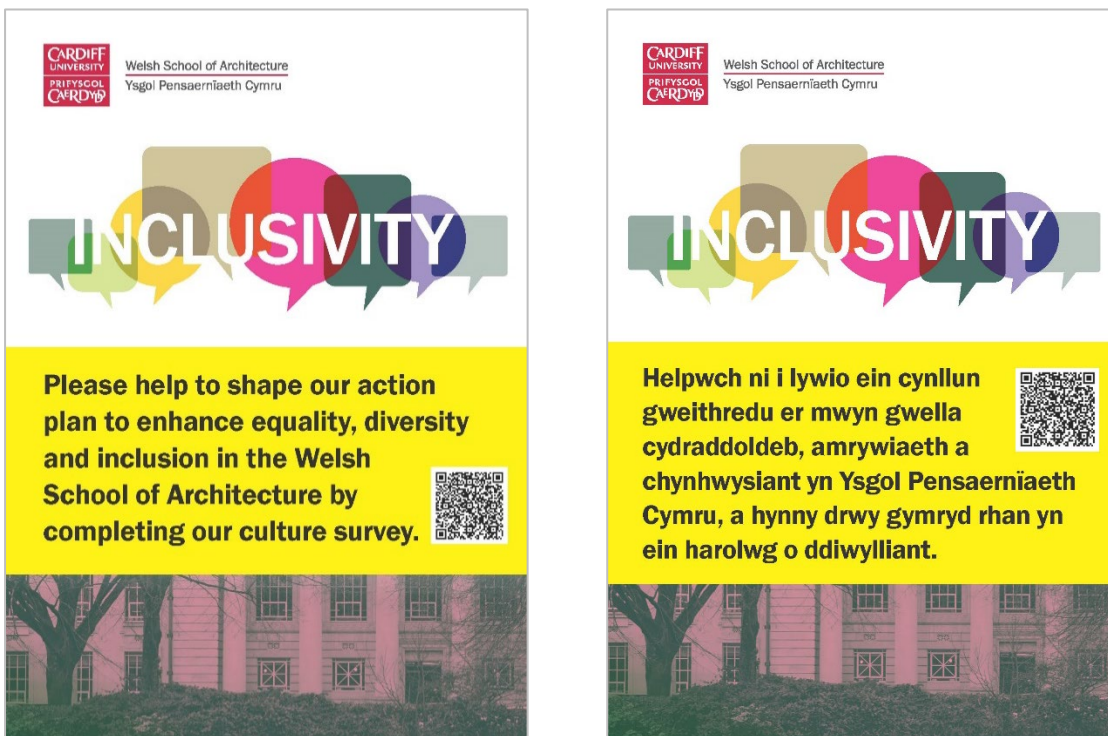


Fig 1.9 WSA Culture survey postcards. The WSA Culture Survey was advertised via direct emails to staff and students at launch and periodic reminders; digital screens throughout the school building; posters and postcards distributed throughout the School building; and announcements at staff and student meetings.

Section 2: An evaluation of WSA’s progress and success

Introduction

WSA does not hold a current Athena Swan (AS) award. We are applying for Silver based on demonstrating significant progress in achieving gender equality over the last decade since our previous unsuccessful AS applications in 2014 and 2015. This section evidences progress against our 2014 AS application’s Action Plan, comparing 2018-23 data against baseline data from 2012-13.

Changes in Staff Profiles 2012-13 to 2022-23

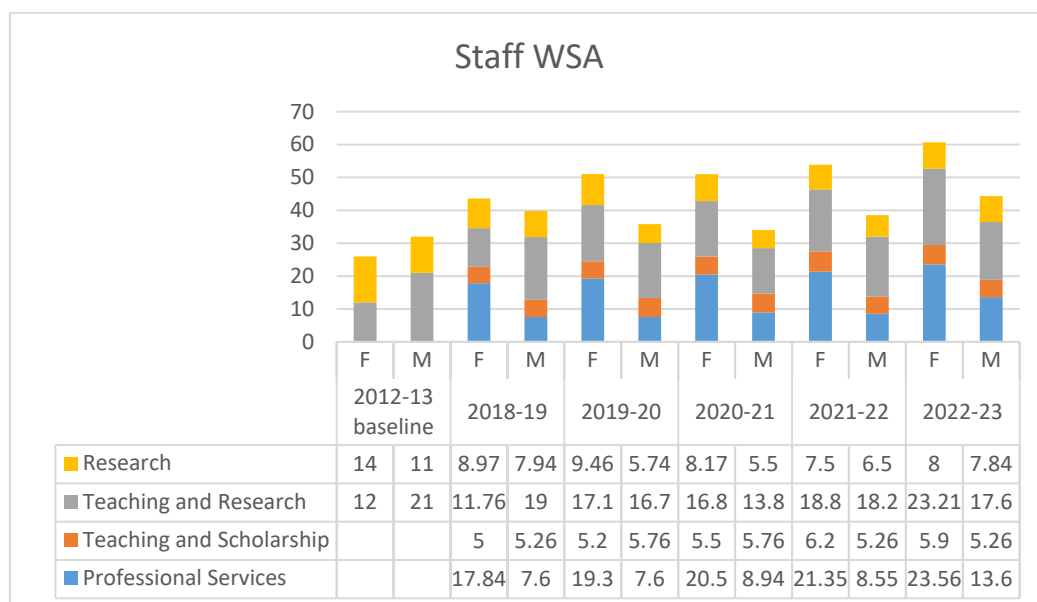


Fig 2.1 WSA Staff 2012-2023

Comparisons between 2012-13 baseline data and 2018-19 to 2023-24 data demonstrate significant changes across WSA.

WSA has grown significantly under a Wider-BE growth plan with academic staff numbers increasing 59.5% (32 to 53.77 FTE) (Fig. 2.1).

Gender balance in WSA career pipelines has changed significantly (Figs 2.2 and 2.3) In 2015, there were 9 male and 1 female Professor. In 2023, we had 6.6 male and 6 female professors, with equal numbers of Readers and significantly more female Lecturers than male. In 2020, the first female Head of School was appointed.

b)	Male	Female
Professors	9	1
Readers	0	0
Senior Lecturers	4	5
Lecturers	7	6
Total	20	12

Fig 2.2 WSA Academic Staff Profile Feb in 2013

2023	Male	Female
Professors/Prof RF	6.6	6
Readers	2	2
Senior Lecturers/RF	7.3	6.31
Lecturers	8.26	15.3
Total	24.16	29.61

Fig 2.3 WSA Academic Staff Profile Feb in 2023

Changes in student profiles 2012/13-2022/23

Student numbers increased under Wider-BE by 56.4% (410 to 727) (Fig 2.4). The proportion of female students increased from 51.4% in 2012 to 59.6% in 2023. WSA has maintained a staff to student ratio of 14.3 which sits in the median of the Russell Group for Architecture, Built Environment and Planning (2021-22 HESA Data)

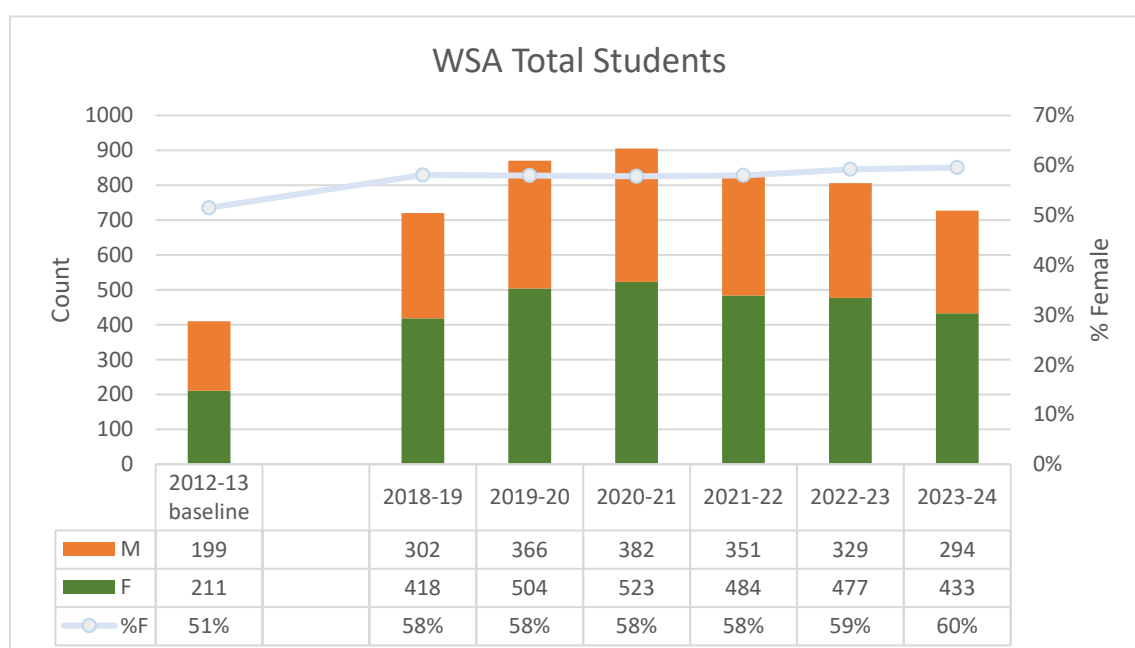


Fig 2.4 WSA Total Students 2012 and 2018/19 - 2023/24

[2015] - 3.1 Female student nos. on all programmes could fall below 50%

Percentages of female students rose from 51% in 2012 to 60% in 2023 and have not fallen below 56% in the last 6 years (Fig 2.4). Across 19 WSA programmes, only 2 recruit fewer female than male students.

[2015] - 3.2 Fewer Female than Male students progress BSc to MArch

Mandatory data shows that fewer females obtain Firsts than males. 2022-23 data shows 74 of 116 female students (64% of female students, 37% of the cohort) eligible to progress, and 67 of 82 male students (81% of male students, 33% of the cohort) eligible to progress. Although more numbers of females than males were eligible to progress, males were more likely to do so [Action 2.1].

[2015] - 3.3 UGT students don't progress to PGT/PGR

UGT students typically progress directly from BSc to MArch for professional accreditation purposes. Our data demonstrates gender balance in BSc-MArch progression. The MArch was classified as an UGT programme and was not included in PGT statistics. WSA's Curriculum Redesign implementation will reclassify MArch as PGT from 2025/26.

[2015] - 3.4 Fewer Females than males apply for PGR

2010/11-2013/14 Data showed that generally fewer females than males applied to PGR but the percentage of offers made to female applicants consistently exceeded offers to male applicants (Fig 2.6)

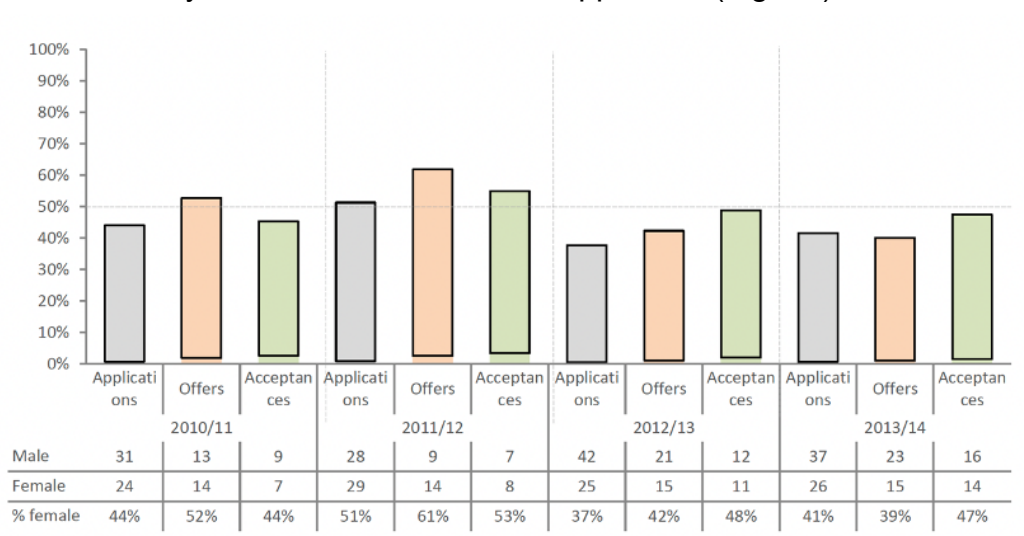


Fig 2.6 Chart from 2014-2015 AS applications, 'Figure 7: Proportion of applications, offers and acceptances for female PGRs at WSA, 2010/11 to 2013/14'

2018-24 Data for PGRs reveals a shift in that percentages of female applications, offers and acceptances for PhDs were consistently above 50%. In 2023, 60% of enrolled PGRs were female vs 53% in 2012-13 (Fig 2.7)

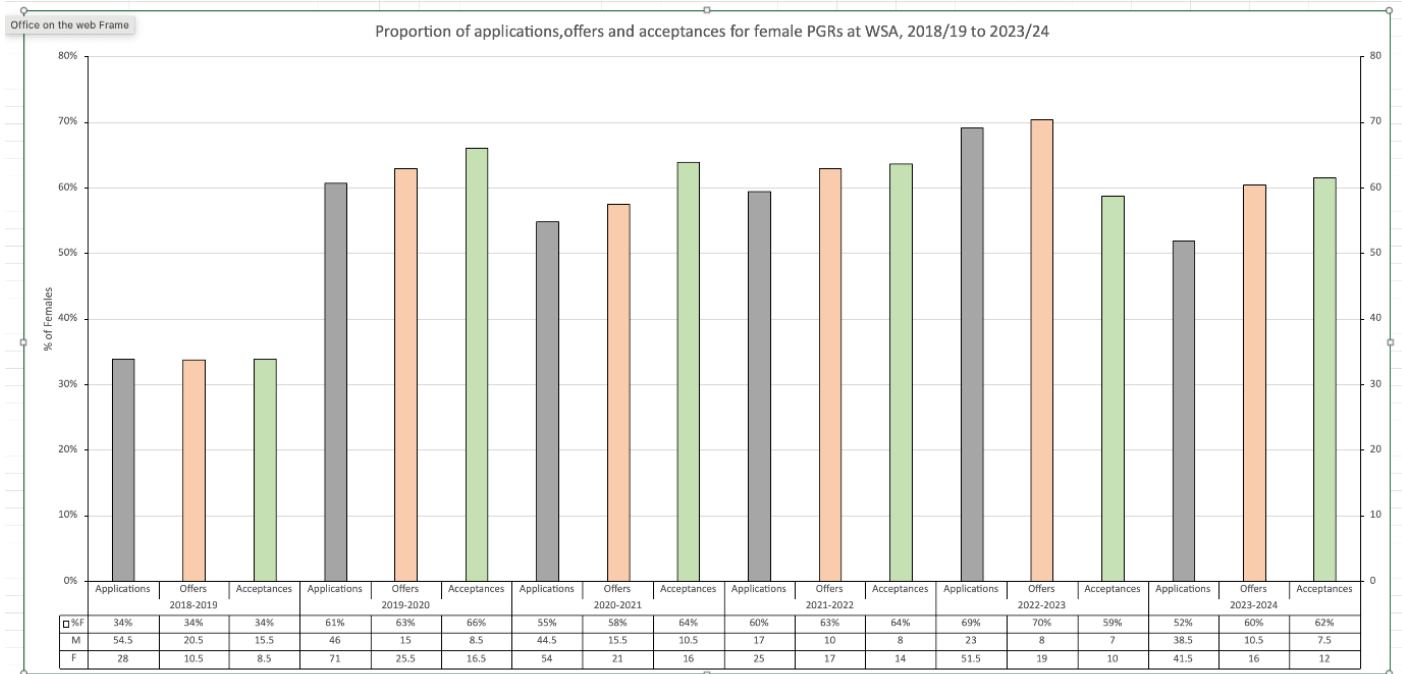


Fig 2.7 Proportion of applications, offers and acceptances for female PGRs at WSA, 2018/19 to 2023/24

[2015] - 4.1.1 Establish broader awareness of E+D

Sections 1 and 3 describes progress and culture survey responses, and **Action 1.1** identifies further enhancements.

[2015] - 4.1.2 Encourage greater numbers of Female job applications

2014 data demonstrated lower numbers of female staff applying for all roles. Figs 2.8 and 2.9 indicate changes in female staff applicants and success rates 2018-23 in contrast to 2011-14.

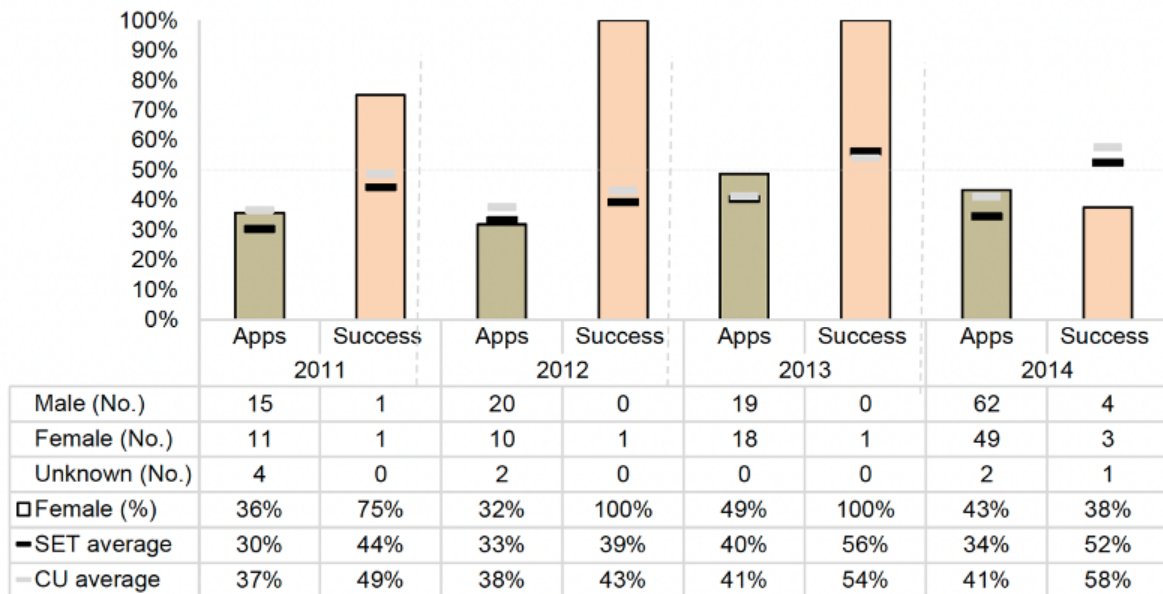


Fig 2.8 Chart from 2015/16 AS application: 'Figure 12: Job application and success rates for females applying for academic posts (all grades) in the WSA compared to SET and CU average, 2011-2014'

	Apps	Success	Apps	Success	Apps	Success	Apps	Success	Apps	Success
	2018-19		2019-20		2020-21		2021-22		2022-23	
Male (no)	73	2	1	1	27	1	56	4	48	4
Female (no)	51	7			9	2	40	3	27	3
PNTS (no)	1	0								
Total	125	9	1	1	36	3	96	7	75	7
Female %	41	78	0	0	25	67	42	43	36	43

Fig 2.9 New Table showing Female applicant and success rates for T&R and T&S roles (all grades WSA 2018-23 extracted from Mandatory data tab 7

Comparable summary data (Appendix 2.7) showing percentages of female application and success rates to academic (T&R and T&S roles 2018-23 all grades) show females to have consistently higher success rates than males over the period despite having consistently higher numbers of male applicants.

Although success rates have improved, the percentage of female applicants has not significantly increased since 2014.

The majority of these hires were at Grades 5 and 6. In the period 2018-23 at grade 7, 1 female and no males were recruited; at grade 8, 1 female and 2 males were recruited; and SENB1, no females and 1 male were recruited.

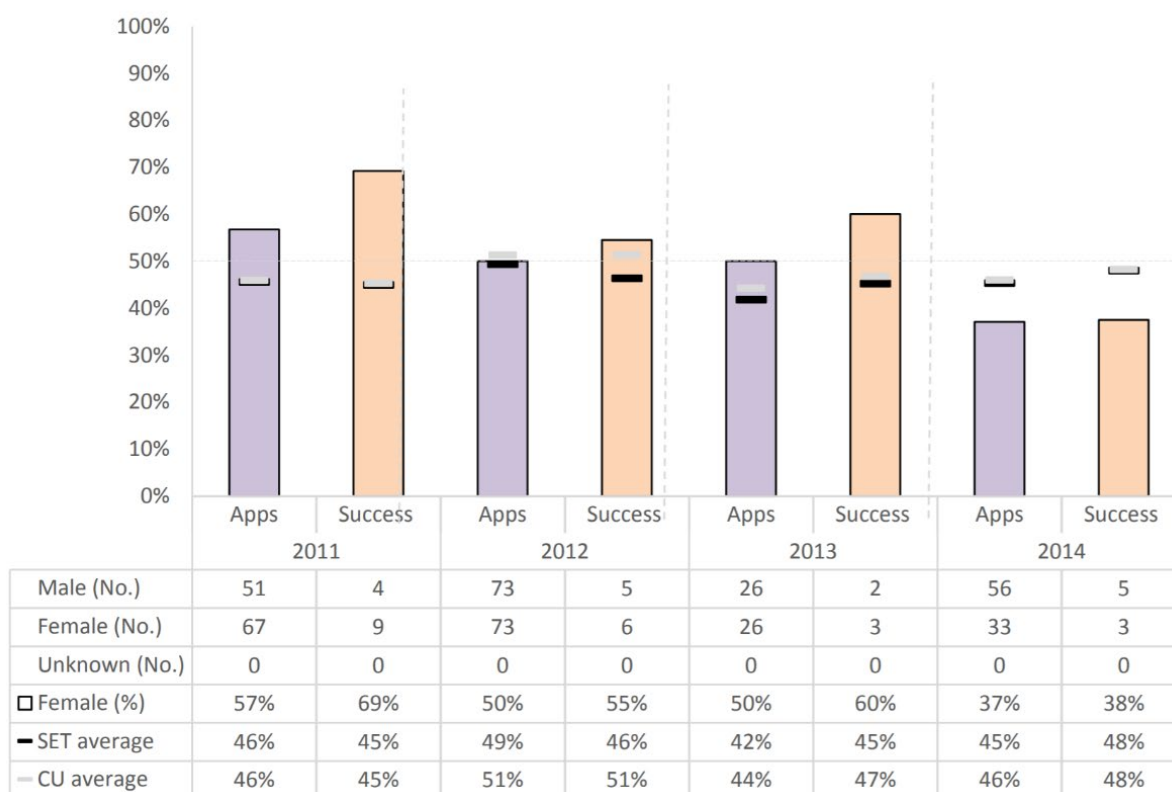


Fig 2.10 Chart from 2015/16 AS application: 'Figure 12: Job application and success rates for females applying for Research posts in the WSA compared to SET and CU average, 2011-2014'

	Apps	Success	Apps	Success	Apps	Success	Apps	Success	Apps	Success
	2018-19		2019-20		2020-21		2021-22		2022-23	
Male (no)	16	1	3	0	9	2	15	5	44	2
Female (no)	16	2	3	3	8	2	9	3	27	3
PNTS (no)	1	0					1	0		
Total	33	3	6	3	17	4	25	8	71	5
Female %	48	67	50	100	47	50	36	38	38	60

Fig 2.11 New Table showing Female applicant and success rates for Researcher (all grades WSA 2018/19 to 2022/23)

Comparative recent data shows that for researcher roles (all grades 5 and 6), a pattern of higher success rates for women applicants has been maintained, however the percentage of female applicants to these roles is reducing (Figs 2.10, 2.11)

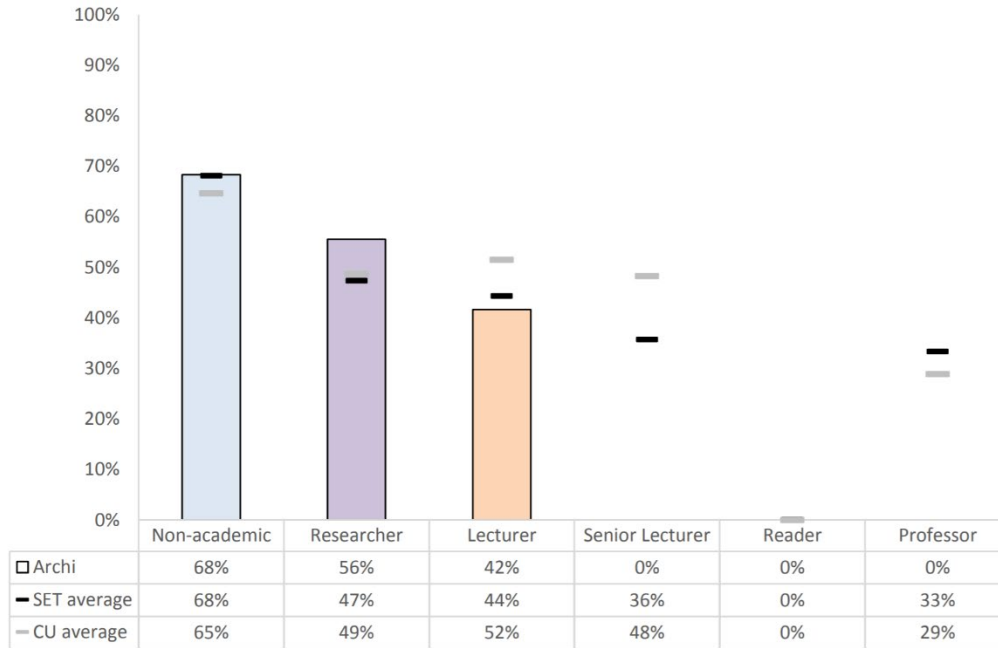


Fig 2.12 Chart from 2015/16 AS application: 'Figure 14: Shortlisted female applicants for staff posts (all grades) in the WSA compared to SET and CU average in 2014

Shortlist	Administrative support	MPSS	Technical	Researcher (G5-6)	Lecturer (6 & 7)	Senior Lecturer (G8, G9)	Professor (SEN1-3)
Male (no)	2	1	2	12	15	1	0
Female (no)	10	5	0	3	9	1	0
PNTS (no)	0	0	0	0			
Total	12	6	2	15	24	2	0
Female %	83	83	0	20	38	50	0

Fig 2.13 New table showing shortlisting percentages for the year 2022-3 to compare percentages of female candidates shortlisted including Professional services and technical staff disaggregated

2022-23 data reveals that shortlisting of female staff remains higher for non-academic staff.

However, this also reflects that for Administrative Support Grades 3-4 and Research Assistant (Grade 5) roles female applicants consistently outnumber males (Figs 2.12, 2.13)

[2015] - 4.1.3 Effectively communicate school's support for promotion

	Total applicants		Successful		Unsuccessful		Withdrawn	
	M	F	M	F	M	F	M	F
Chair	6	1	4	1	2	0	0	0
Reader	1	0	1	0	0	0	0	0
Senior Lecturer	4	4	3	3	0	0	1	1

Fig 2.14 Chart from 2015/16 AS application: 'Table 5: Success Rates of Applicants for Promotion 2009/10-13/14

2018-23	Total applicants		Successful		Unsuccessful		Withdrawn	
	M	F	M	F	M	F	M	F
Chair	1	6	1	6	0	0	0	0
Reader	5	3	2	3	0	0	3	0
Senior Lecturer	11	13	10	13	0	0	1	0

Fig 2.15 Success Rates of Applicants for Promotion 2018-23

Fewer females than males applied for promotion in 2009-14. This has been significantly redressed, with Figs 2.14 and 2.15 demonstrating increased promotion application rates. **Action 3.2** addresses continued measures to maintain gender balance in promotion and career development.

[2015] - 4.1.4 Enhance accessibility of Athena SWAN principles to students

Section 1 describes EDI initiatives launched in the last five years. **Action Plan Priority Theme 1** proposes further enhancements.

[2015] - 4.1.5 Reward excellence

WSA staff consistently receive awards via CU Outstanding Contribution Awards (OCAS) and Celebrating Excellence schemes.

[2015] - 4.1.6 Promote leadership opportunities and training

WSA staff Leadership Training between 2012-2025 includes 2 staff (1 female) in ‘Dean’s Programme’, 2 staff (1 female) in ‘Developing Leaders’, 3 staff (2 female) in ‘Research Team Leaders’, 3 staff (2 female) in Professional Leadership Programme, 1 female staff in ‘Practical Leadership for University Management’, 1 female staff in Heads of School Development Programme, and 7 staff (6 female, 1 male) attending Cynnu/Ignite leadership programme.

[2015] - 4.1.7 Communicate career support for students

School-wide EDI events included talks and curriculum on gender equality in architecture. **Priority Theme 2** addresses gender balance in tutoring, code of conduct in practice placements, and work-life balance.

[2015] - 4.1.8 Develop inclusive communications strategy

Staff and student meetings include updates on School strategic direction. Action 1.1 addresses further measures.

[2015] - 4.2.1 Ensure gender balance in membership and leadership of committees

Fig 2.16 from 2015 demonstrates 100% male leadership of decision making and strategic committees with procedural chair roles largely allocated to females.

2014/15	Members	% Male	% Female	Gender of Chair
Decision Making/Strategic				
School Board	17	52.94%	47.06%	Male (HoS)
School Executive	10	60.00%	40.00%	Male (HoS)
Education Committee	17	52.94%	47.06%	Male
Education Forum	35	51.43%	48.57%	Male
School Research Committee	10	70.00%	30.00%	Male
Architectural Practice Research Group	15	46.67%	53.33%	Male
Architectural Science Group	40	40.00%	60.00%	Male
Architectural History and Theory Group	14	50.00%	50.00%	Male
Procedural				
Board of Studies	25	56.00%	44.00%	Female
BSc Review	18	44.44%	55.56%	Female
MArch Review	7	71.43%	28.57%	Male
PGT Review	21	38.10%	61.90%	Female
Digital Strategy Group	20	55.00%	45.00%	Male
Research Ethics	9	33.33%	66.67%	Female
Equality and Diversity	13	53.85%	46.15%	Female
Engagement	15	40.00%	60.00%	Female

In contrast, Fig 2.17 from 2024/25 shows female representation on committees significantly progressed with the majority of chairs on all committees being female, including decision making and strategic committees. **Action 3.2** addresses gender equity going forward.

Fig 2.16 Table from 2015 AS application ‘Table 6: Male and female representation on committees 2014/15’

2024/5	Members	No male	No female	Male %	Female %	Gender of Chair
Decision Making/Strategic						
School Executive	10	2	8	20	80	F
School Board	20	6	14	30	70	F
School Research Committee	14	9	5	64	36	F
Professors Forum	13	7	6	54	46	F
Admissions & Recruitment Group	14	5	9	36	64	F
Teaching Management	92	43	49	47	53	F
PGR Supervisors Forum	47	23	24	49	51	F
PS Staff Meeting	23	10	13	43	57	F
Digital Strategy Group	8	3	5	38	63	M
Promotions Committee	5	2	3	40	60	F
Procedural						
Board of Studies	40	19	21	48	53	F
BSc Review	23	11	12	48	52	M
MArch Review	9	5	4	56	44	M
PGT Review	26	13	13	50	50	F
Equality & Diversity Committee	26	9	17	35	65	F
Extenuating Circumstances Committee	8	5	3	63	37	F
UG/Staff-Student Panel	10	6	4	60	40	M (UG), plus students TBC
PGT Staff-Student Panel	20	11	9	60	40	F (PGT), plus students TBC
WSA Advisory Board	17	9	8	53	47	F (external)
School Education and Student Engagement Committee	8	3	5	37	63	M (UG), F (PGT), plus students TBC
PGR Annual Formal Review	47	23	24			F
Staff Meeting	92	43	49			F
Ethics Committee	8	4	4	50	50	F

Fig 2.17 Male and female representation on committees 2024/25

[2015] - 4.2.2 Improve gender balance in citizenship roles

2015 showed a disparity in women taking on the majority of citizenship roles. Figs 2.16 and 2.17 demonstrate a significant reversal.

[2015] - 4.2.3 Family friendly meeting times

WSA follows University guidance on blended working and supports staff requests for flexible working. An annual meetings calendar is now scheduled before the academic year to support forward planning and flexibility. WSA

implemented a core hours policy for meetings, meeting-free and email-lite Fridays, and meeting-free weeks aligned to half-terms. **[Action 1.7]**

[2015] - 4.2.4 Communicate EDI training and awareness

University wide EDI compulsory training programme has been universally implemented since the previous application. **[Action 1.1]**

[2015] - 4.2.5 Integrate wider social values in school

“Culture club” lectures and books envisaged in 2015’s action plan has been progressed through school-wide talks, workshops, social events, and inclusive curriculum redesign. Since 2015, the University has introduced Sexual Misconduct and Sexual Harassment policy, personal relationships policy training, Bystander awareness training, and discussion of social values in mandatory EDI staff and student training. **[Priority Theme 1]**

[2015] - 4.2.6 Effective communications strategy

Enhancements include digital screens throughout Bute; noticeboards in social areas; consistent use of CU’s Virtual Learning Environment (Learning Central Ultra) Accessibility Checks for uploaded content, and development of email etiquette for respectful language and timings of communications.

[2015] - 4.2.7 Improve accessibility to information on organisation and management

CU operates a University Intranet and WSA uses an All-Staff Teams for access to school organisational and management structures. Wider-BE included growth of the Operations and Management team who co-ordinate closely with Academic staff across all programmes on communications, access to key information, planning timetabling and room use before the start of the academic year.

[2015] - 4.2.8 Improve built environment to facilitate social interaction

Wider-BE enabled complete refurbishment of Bute building, creating 2 common social and kitchen areas for UGT / PT students, staff and PGR students to access one shared kitchen and social space for staff/PGR students, and a dedicated kitchen and social space for staff/ external tutors and visitors. The entrance to the building has an expanded with the professional services office area adjacent to reception, as well as seating and exhibition areas, and opens into a large central exhibition, teaching and events space used for internal and external social events. **[Action 1.6]**

[2015] 4.2.9 Address culture of 24/7 working

WSA implemented restricted opening hours to promote a healthy working culture and to ensure staff presence on site during opening hours. This aligns to a pedagogy of encouraging students to work within reasonable 'office' hours, thereby no longer promoting a historic architectural education culture of 24/7 working which has been identified as perpetuating long-hours cultures in the profession (AJ 2024, AJ 2021, Brown et al 2016, AJ 2014) **[Action 2.6]**

[2015] - 4.3.1 Outreach activities to promote role of women in Built Environment

Outreach promoting women in architecture includes 'Women in Property' nominations and awards for students, development of a school's liaison programme and careers and role models week promoting architecture, including with communities who are historically underrepresented in the built environment professions, and research, Masters dissertations and PhD supervisions on topics relating to gender in the built environment. WSA female graduates have led international conferences on voices of women in architecture and received international awards for this work.

[2015] - 4.4.1 Training on work life balance to line managers

Between 2014-2023, 40 WSA Staff completed Line Management training, including Promoting and Supporting Wellbeing, Supporting Performance Management, PDR for Reviewers and Managing Stress in Others. **[Action 3.1]**

[2015] - 4.4.2 Introduce returner's policy

Our review identified a need to enhance support for staff and students taking and returning from maternity / paternity **[Action 1.3]**

[2015] - 4.4.3 Increase visibility of flexible working policies etc

These have been implemented at University and School levels. The majority of staff respondents to the 2023 WSA Culture Survey agreed that the WSA enables flexible working for staff – 71% agreed overall, with 69% of female staff and 86% of male staff agreeing.

Section 3: An assessment of the department's gender equality context

3.1 Culture, inclusion and belonging

Introduction

This section celebrates significant progress regarding gender equality in WSA and in embedding EDI across WSA's research, teaching, professional development and engagement. It identifies priorities for enhancements and addresses how cultures of inclusion in architectural education directly impacts the broader professional context.

Female enrolment in ARB-accredited schools of architecture grew from just under 50% in 2016 to 53 % in 2022, and this aligns to WSA's demographics. However, in 2022, only 31% of chartered architects in were female (*ARB 2023*), representing a drop-off of 20% of females between graduation and registering as an architect. Our literature review identified that architectural education has historically influenced factors attributed to this drop-off, including cultures of long-hours, bullying, and lack of diversity and career progression (AJ 2025, Mitha 2024, ARB 2023, Möller 2022, Brown 2016, AJ 2015, Manley 2008). Our application considers the positive role WSA can play in promoting inclusive culture in the architectural and built environment professions.

Our review of WSA's context demonstrates a significant shift in gender representation in career pathways and leadership roles, a well-established, growing and reflective culture of addressing gender and intersectional equality, and positive responses from staff and students regarding WSA's commitment to EDI. WSA is currently contributing to Cardiff University's 'Our Future, together' development of new interdisciplinary, global future challenges curriculum and Flexible Lifelong Learning. Our Action Plan aligns to WSA initiatives already underway in Curriculum Redesign and global and inclusive learning.

Central University data available to us for this evaluation is demarcated by sex rather than gender, with limited current data available to evaluate gender equality beyond the binary gender demarcation, and numbers of non-binary and transgender staff/students too small (<5) to show for confidentiality. We recognise the need to gain further insights regarding non-binary and transgender staff / students in future.

Cardiff University's announcements in early 2025 regarding proposed school closures and staff redundancies are currently resulting in university-wide uncertainty. While WSA is not directly 'in scope', close monitoring of impacts on equality and awareness of University-wide resourcing pressures on staff are considerations in developing our Action Plan.

Student composition, progression, and attainment

In UGT and PGT programmes, there has been an increase of female students in the last decade. The proportion of female students is higher than male students in 2023-24, with the current 60:40 female to male ratio increasing from 49:51 in 2012-13 (Figs 3.1, 3.2, 3.3). While a gender balance might be deemed more appropriate, given the 20% drop-off of females in the architectural profession post-graduation (ARB 2023) it can be seen as a mitigating factor rather than a concern but will continue to be monitored.

Female students have higher rates of progression compared to male, particularly between UGT Years 1 to 2. However, comparison between female and male students' degree attainment proportion highlights a statistically significant gap with fewer female students attaining First or 2:1 degrees (Figs 3.6, 3.7). WSA's 2023-24 ARE process also identified progression and attainment gaps between ethnic groups, with students from ethnic minority groups (home or international) being less likely to obtain first or 2:1 degree compared to white students. The University has enhanced data collection on intersectionality in student performance and awards and this will support **Action 2.1** in better understanding and addressing these gaps.

There are consistently more female PGR students in the WSA, with a current 60:40 ratio. (Fig 3.5) Among the 2024-25 cohort, 81.6% are international, with all female students being International. PGR feedback in workshops highlighted that some PGRs begin studies after a period of professional practice, with family caring responsibilities, lack of local family support, and/or visa restrictions impacting parental or care-related leave and ability to undertake part-time studies. Our data does not capture these challenges as very few PGR students declare disabilities and/or caring responsibilities. We have identified an action to address support specific to WSA PGR students [**Action 2**].

The PSE College launched an EDI Awareness online module in 2022 aimed at new UGT students but open to all. WSA launched in-person introductory sessions with First Year UGT in 2023 and advertised the module alongside WSA's Culture Survey launch. In 2023-24, 145 students (of a cohort of 182 BSc1, 727 total WSA students) completed the module. However, a low student response rate to the WSA Culture Survey 2023 (41 students of 727, 5.6%) actions further engagement with students on EDI [**Action 1.1**]

Students who did participate in the Culture Survey and subsequent student panels gave positive feedback regarding belonging, support, and communications. Open text and workshop comments recommended increasing staff diversity, increasing diversity of global learning resources and decolonising curriculum materials, enhancing EDI considerations throughout learning and teaching methods, and widening access to University and Architectural accreditation pathways [**Action 2.1**].

Overall Student Count Split by Gender

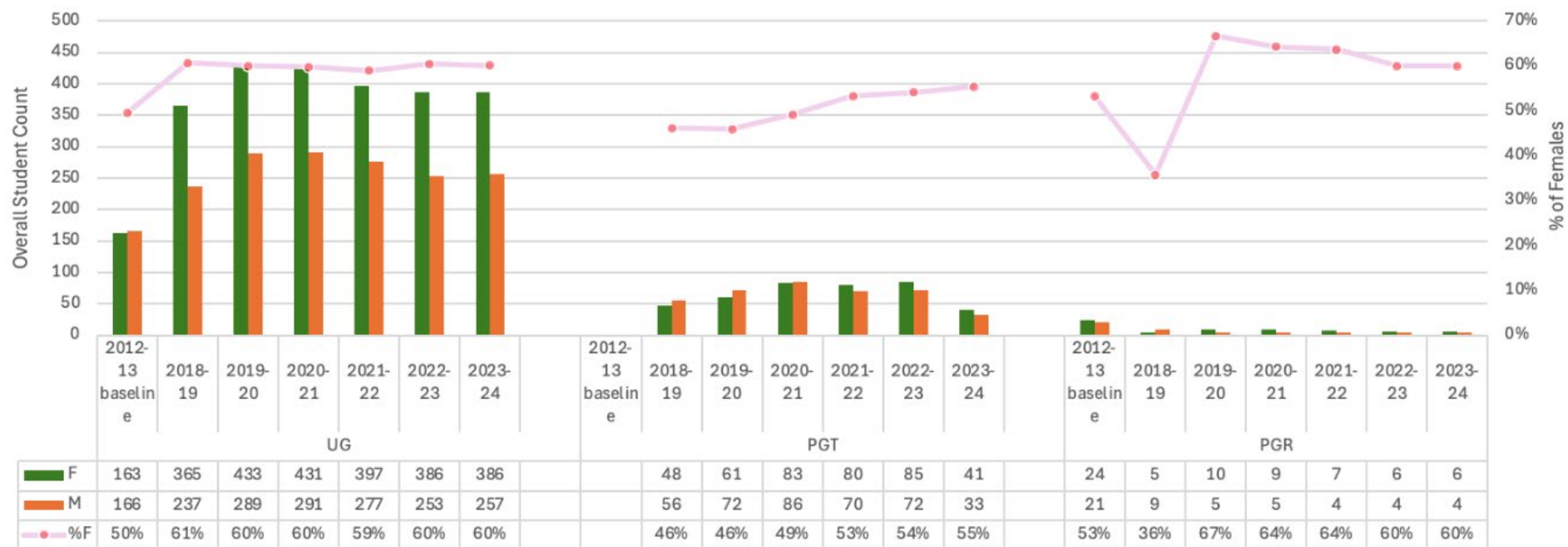


Fig 3.1 Overall student count split by gender 2018/19-2023/24 with 2011-12 baseline for UGT, PGT and PGR

WSA Student gender split 2018/19 to 2023/24

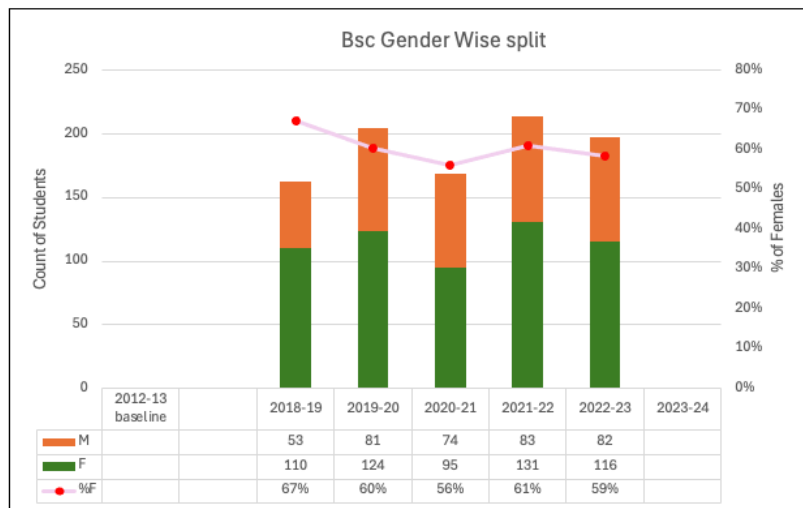


Fig 3.2 BSc Student Gender split 2018-19 to 2023/24

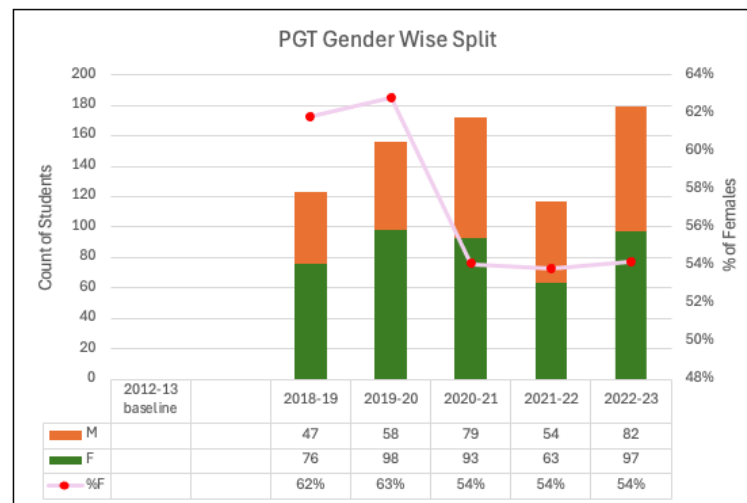


Fig 3.4 PGT Student Gender split 2018-19 to 2023/24



Fig 3.3 MArch Student Gender split 2018-19 to 2023/24

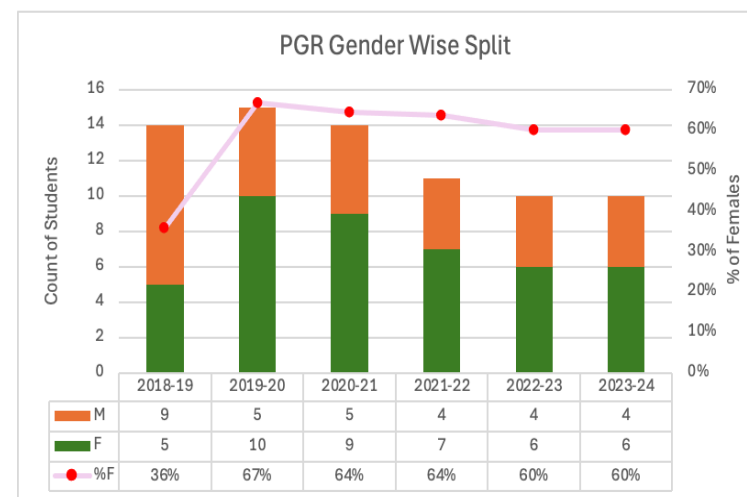


Fig 3.5 PGR Gender Split 2018/19 to 2023/24

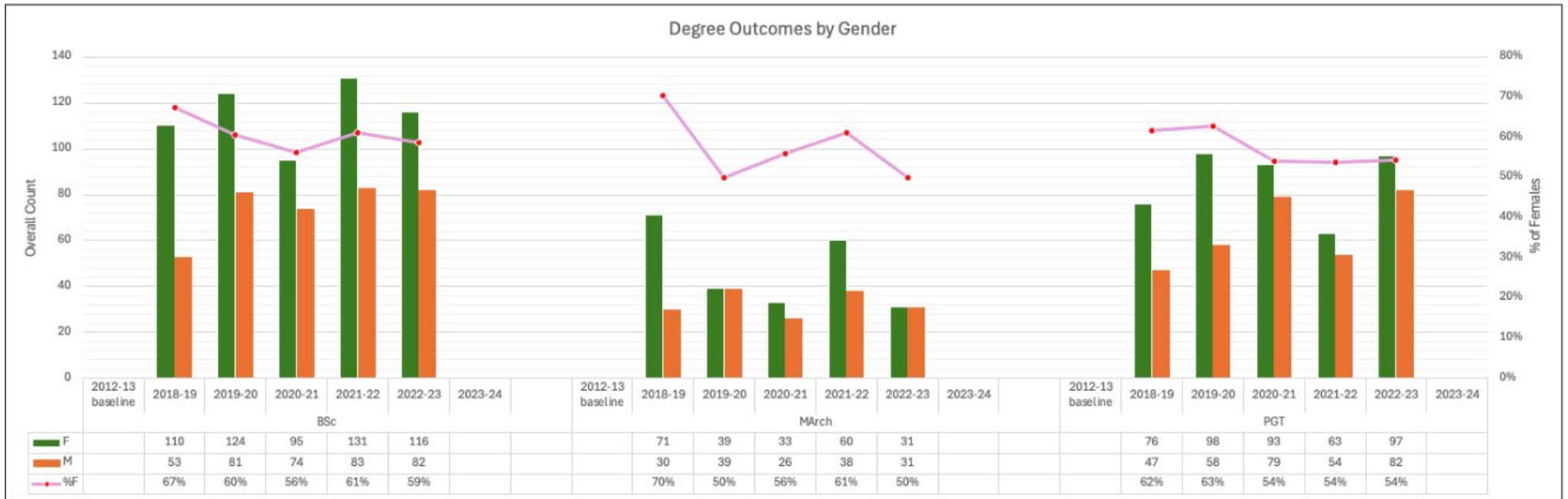


Fig 3.6 Degree Outcomes by Gender for BSc, MArch and PGT 2018/19 to 2023/24

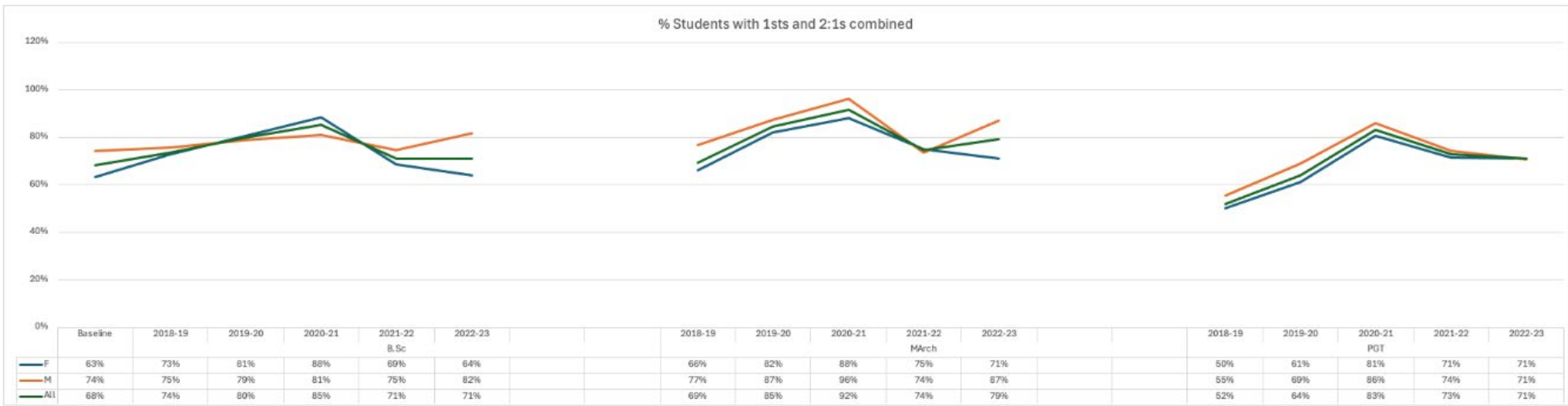
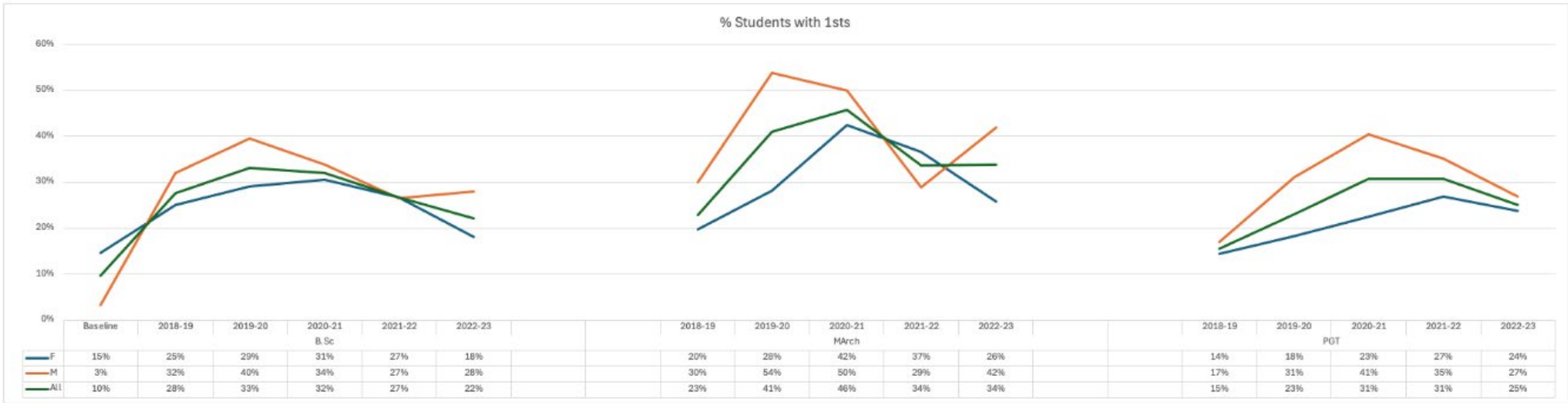


Fig 3.7 Number of Students with Firsts 2018/19 to 2022/23

Staff Composition, recruitment and progression

Overall, there is a higher proportion of female staff, with an increase since 2012-13.

A significant improvement is demonstrated in proportions of senior staff on Teaching and Research (T&R) contracts, with 47% female in 2022-23 compared to 9% in 2012-13.

The percentage of female professors among all female academic staff has increased to approximate parity with male, with 18% professors among female staff and 21% among male staff in 2022/23, a significant improvement from 2018/19.

Within the T&R contracts, there is a slightly lower proportion of female professors (21% among female staff, and 31% among male) (Fig 3.8).

The proportion of females among PTO staff remains high at 63-70%.

In recruitment, female applicants have a higher chance of being shortlisted and hired overall. Female T&R staff are more likely to be promoted, but the numbers are small.

It is more challenging to track career progression for PTO staff, as their pathways for progression often involve moving between different departments or schools (Fig 3.9).

WSA External Tutors are not included in the Mandatory Data. These are typically Architects in full-time professional practice who tutor in UGT design studios. In 2025, WSA employed 49 External Tutors with a gender split of 39:61 Female to Male
[Action 2.5]

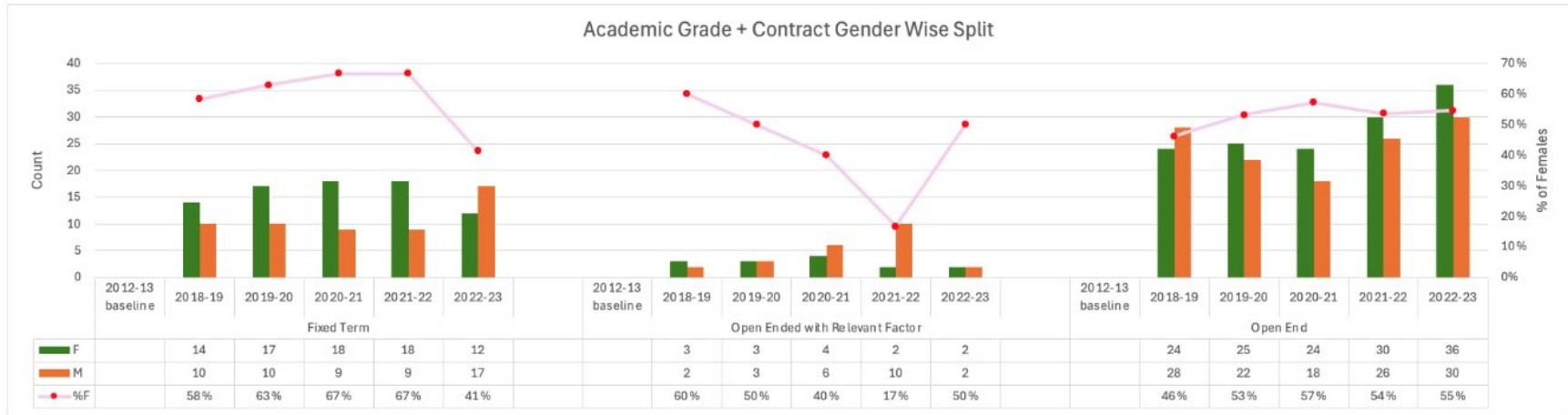


Fig 3.8 Academic Grade and Contract gender Split 2018/19-2022/23

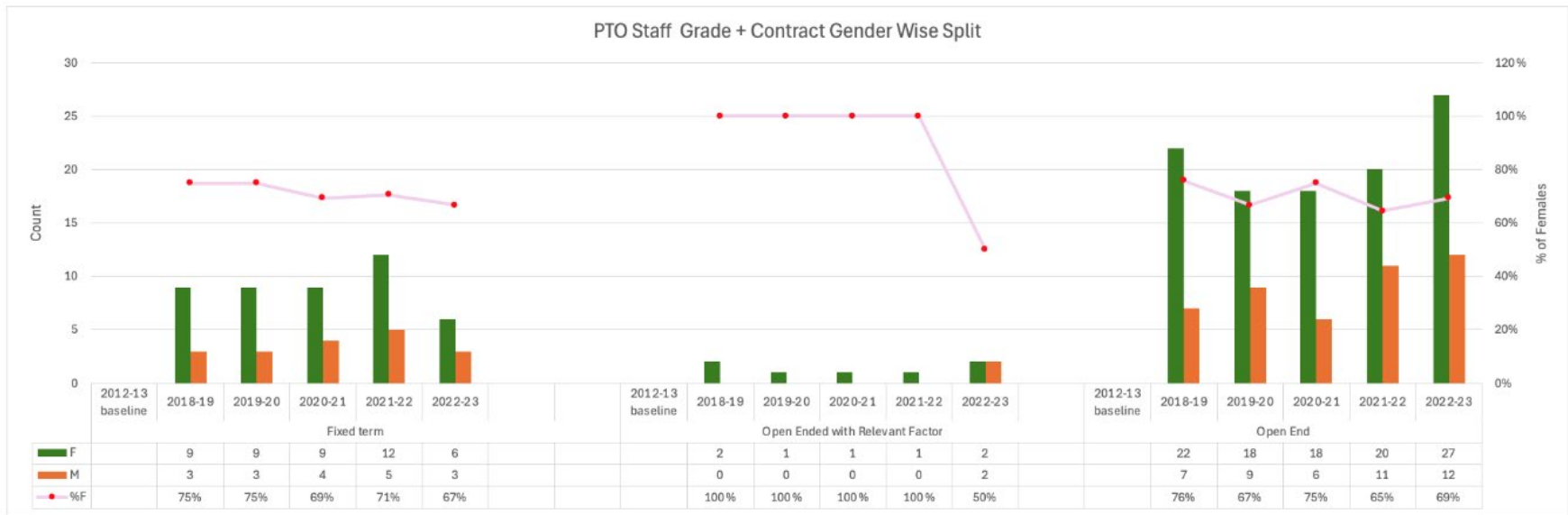


Fig 3.9 PTO Staff Grade and Contract gender Split 2018/19-2022/2

WSA Culture Survey 2023 – positive areas and progress

WSA's Culture Survey 2023 (Appendix 1) presents a positive picture regarding respondents' feeling of belonging at WSA, with 86.6% agreeing they belong at the WSA either 'always' or 'most of the time' (Q1). 69% of respondents 'always' or 'most of the time' feel that they are well supported and cared for at WSA (Q2) and the majority reported that their opinions and contributions are valued (Q3), that they feel comfortable speaking up and expressing their opinions (Q4), and that they find the tone and content of communications accessible and inclusive (Q5). The majority of respondents agreed that their progression in the WSA is not affected by their gender (Q18) ethnicity (Q19) or faith (Q20). Staff respondents agreed that the WSA enables flexible working for staff (Q.26), that line managers support their career development, and that performance reviews provide useful feedback on career development (Q33).

Most respondents agreed that WSA leadership actively supports gender equality and EDI (Q6, Q7), and 69% of the respondents 'strongly agree' or 'agree' that the WSA is committed to achieving gender balance in leadership positions (Q8), but with only 59.8% for the question regarding EDI in leadership respectively (Q9). The drop in percentage indicates that the respondents consider other aspects of EDI can be enhanced. Our Action Plan addresses intersectional issues holistically.

WSA Culture Survey 2023 – areas identified for further action

Questions on Bullying and Harassment (Q10-14), Mental Health and Wellbeing (Q15-17), recognition of Equality, Diversity and Inclusion work (Q23-25), fair allocations of workloads (Q27) timing of staff meetings (Q28), support around caring leave (Q29), fair decisions about staff appointments (Q31) and promotions (Q32), and manageable workloads (Q34) are flagged for action.

75.3% of staff and student respondents reported that they had not experienced bullying and/or harassment (B&H) (Q10). However, 26.8% reported that they had witnessed B&H, compared to only about 10% reported that they had experienced it (Q11). This is a point for further monitoring, with only 25% of staff respondents agreeing that WSA is active in tackling B&H (Q13) and 13% agreeing that they were satisfied with how bullying and harassment is tackled at WSA (Q14). 69% of staff respondents agreed knowing how to report bullying or harassment, but 78% of student respondents did not agree, although a low student response rate suggests a need for more engagement with students on this (Q12) **[Actions 1.1 and 1.2]**.

57% of staff respondents did not strongly agree/agree that workloads are allocated fairly (Q.27). More than one third of staff respondents did not agree that appointments (43%, Q.31), promotions and progressions (36%, Q32) are made fairly. **[Actions 3.1 and 3.2]**.

Culture Survey comments and staff workshops highlighted concerns that a long-hours culture in architectural education has a negative impact on staff and students as well as directly contributing to the underlying reasons for architects leaving the profession (AJ 2022, Moller et al 2022, Brown et al 2016, AJ 2015) **Action 2.6** addresses ways in which advocacy of reasonable work-life balance in architectural education can impact inclusive cultures in professional practice.

3.2 Priorities for future action

From our review, we have identified three priority themes:

- 1: Inclusive Environments (EDI Awareness, Training, Events and Facilities)
- 2: Inclusive Curriculum and Learning Culture
- 3: Workload and Career Development

Priority Theme 1 – Inclusive Environments (EDI Awareness, Training, Events and Facilities)

This theme addresses increasing awareness, knowledge and consensus on what EDI entails, training opportunities, visibility and access to support in relation to bullying, harassment and dignity at work, building compassionate working relationships, gender-specific support for mental and physical wellbeing, opportunities to discuss EDI related issues, enhancement of the physical environment for diverse needs, and arranging school meetings to support diverse needs. Our literature review flagged B&H, EDI and Mental Health support as specifically needing improvement across architectural education and the architectural profession (Howlett Brown, 2022) and our action plan addresses ways in which our ethos as a School of Architecture can positively address this broader context.

Prior Athena Swan applications aimed to enhance EDI, and positive progress has been demonstrated with most staff and student respondents agreeing in the Culture Survey that WSA actively supports gender equality and EDI. However, the low rate of student completion (5.6%) and open text and workshop comments recommended annual cycles of awareness raising and training opportunities, highlighting the time needed to learn and to change behaviours within growing and fluctuating staff and student cohorts. **Action 1.1** addresses regular signposting of EDI policies, resources and support across varied communication channels and embedding EDI initiatives into academic calendars.

Bullying and harassment (B&H) is flagged as an area where enhancements are needed. Although 68% of staff and 86% of student respondents strongly disagreed / disagreed that they had experienced B&H, 41% of staff and 7% of student respondents strongly agreed / agreed they had witnessed B&H. 77% of staff

respondents staff strongly agreed / agreed that they know how to report bullying or harassment, but only 22% of students strongly agreed / agreed. Only 30% of staff and 25% of student respondents strongly agreed / agreed that WSA is active in tackling bullying and harassment, and only 14% of staff and 12% of students agreed that they were satisfied with how B&H is tackled at WSA. The challenge of accessing policies from varied University / School platforms and the importance of not relying on those with protected characteristics to educate others was emphasised in open text comments and workshops. Staff workshop feedback related to B&H identified that concerns related to both outright actions and more 'hidden', 'covert', and 'micro-aggressive' behaviours, with open text comments including concerns about feeling unable to raise B&H concerns to colleagues and staff, and lack of changes in behaviours when concerns were raised. Cardiff University is aware of and tackling this issue. A 'Report and Support' platform for confidential reporting and specialist practitioner support was launched across Cardiff University for students in 2024-25 and will be launched for staff in 2025-26. This platform will also enable WSA to access anonymised data and insights. **Action 1.2** will review training and initiatives available to enhance a culture of compassionate working relationships within the WSA, improving awareness of and signposting to B&H policies and procedures.

Just under 50% of staff and students who responded to the Culture Survey agreed that their mental health and wellbeing (M&W) are supported, and just over half indicated that they know how to seek support for M&W. Students reported more confidence in asking for M&W support, while one third of the staff agreed. There was a contrast between male and female respondents, with males expressing greater confidence. Workshops highlighted the need for better awareness of support for female-specific health issues, supporting pregnant and returning staff and students, supporting PGR students who have caring responsibilities, and access to gender-specific student pastoral care. **Action 1.3** will address confidence in seeking support for M&W, female-specific health and wellbeing support, and PGR-specific support.

A cross-cutting theme emerged in workshop feedback regarding opportunities for have open, mutually respectful discussions regarding challenging EDI topics to enhance awareness and understanding and to address low confidence in reporting and tackling challenging issues. **Action 1.4** proposes developing opportunities to discuss EDI issues within the University.

The 2021 refurbishment of Bute Building brought all WSA staff and students into one physical location, with improved physical spaces supporting varied teaching and social activities and diverse needs. Operations, teaching staff and Director of EDI are reviewing further enhancements recommended in workshop feedback, and **Action 1.5** addresses provision of private and quiet spaces, addressing the limited capacity of WSA's quiet/prayer room, preferences for separated private facilities for breastfeeding/expressing, clearer signposting to these spaces, and more effective use of the AccessAble website.

Almost half of staff respondents in the Culture Survey (49%) did not Strongly Agree/Agree that staff meeting timings consider caring responsibilities, with more female staff (19%) disagreeing. **Action 1.6** will review meeting structures and develop consistent guidance to ensure meeting structures support diverse needs.

Priority theme 2 – Inclusive Curriculum and Learning Culture

This priority emerges from challenges related to the representation of women in architecture and their success in progressing through architectural education and practice. First, we note that while our cohorts are typically gender balanced from admissions through to graduation, our Mandatory Data identifies a disparity in degree attainment with a lower proportion of female students achieving First-Class degrees compared to their male counterparts. **[Action 2.1]**.

Over the past three years, the school has undertaken a major redesign of its undergraduate architectural studies programmes (BSc and MArch) and has revalidated its postgraduate taught programmes. The curriculum review and feedback from our culture survey and workshops highlights the need for curricula to continue to better reflect the diversity of staff and student cultures and identities, provide global learning perspectives, reflect decolonisation efforts, and develop inclusive teaching materials. Our Decolonisation Lead is developing a 'Global and Inclusive' toolkit as a comprehensive framework for fostering inclusivity, diversity, and anti-racism across architectural education. We will expose students to design and building methods from various cultures and climates, ensuring a more inclusive and comprehensive educational experience drawing on expertise from around the world. Other key goals include decolonising all aspects of the curricula, expanding beyond the Western and male-dominated canons in architectural history and theory teaching, addressing ethical dimensions of architectural design and practices through a pedagogic shift towards experiential and transformative learning through 'Knowing Acting Being' and a 'Practice and Ethics' thread, recognising architecture's role and historical complicity in class imbalances as well as gender disparity, and ensuring a more inclusive understanding of the diverse needs of end users. **[Action 2.2]**

Culture survey and workshop feedback emphasised fostering an inclusive and respectful learning environment that promotes intercultural activities and strengthens the integration of international students and staff. Emphasising and practicing respect for diverse backgrounds, cultures, and protected characteristics is essential to achieving this goal. **Action 2.3** addresses co-creating guidance on inclusive learning and teaching, effective use of reasonable adjustments, enhanced use of Virtual learning Environment Accessibility checks, and team teaching to support teaching flexibility. We will also implement and evaluate a recently drafted School Marking and Moderation Strategy which recommends balancing assessor genders, incorporating anonymous marking where practicable and implementing social moderation and collaborative Post Moderation formats to address bias.

Action 2.4 aims to ensure all teaching staff, including External Tutors, have participated in training on anti-bullying and respectful behaviours, EDI and Unconscious Bias training. **Action 2.5** proposes collaborating with professional practices and existing external tutors to better understand and address barriers to participation as studio tutors.

Our literature review highlights that while the proportion of female students has increased over the past decade, gender disparities remain significant within the profession. The consequences of an overtime working culture in architectural education has been identified as contributing to similar pressures in architectural practice and as attributing to women and those with caring responsibilities or needing better work-life balance leaving the architectural profession (Architects Journal 2019, Lokko 2019, Brown 2016, Manley 2008). **Action 2.6** will address the role architectural education plays in enacting culture change in the profession.

Through a new set of undergraduate 'practice and ethics' modules we will focus on equipping students as confident, reflective, ethically-informed enterprising graduates, preparing them for employment in architecture and other career paths. Responding to feedback from Master of Architecture students undertaking professional practice placements that some students can encounter challenges related to inappropriate working cultures, **Action 2.7** will include evaluating the impact of a recently co-created code of conduct to support students in professional practice placements.

Workshop feedback, staff-student panels and a review of our policies identified gaps in support for PhD students. Our PGR Director has implemented a wide range of school-level support mechanisms, including frequent social events to build a PGR community and to better understand the challenges specific to PGR studies. **Action 2.8** focuses on enhancing support PGR students, including those with caring responsibilities.

Priority Theme 3 – Workload, career development and EDI Governance

A majority (85%) of WSA staff responses to the culture survey did not indicate agreement that staff workloads are allocated fairly (Q.27) and less than half (43%) agreed strongly that their current workload is manageable (Q.34). The development of a workload model, with input from all WSA staff on tariffs, identified that approximately 50% of academic staff are over-allocated, with a slightly higher percentage of females being overallocated. In a wider context of reducing resources, there will be an increasing need for staff to prioritise their work within limited workload allocations. Comments in the survey and workshops raised concerns regarding the impact of reallocating workload between overallocated colleagues, workload impact on collegiality and peer support structures, and perceptions that promotion procedures rely on research, scholarship and citizenship activities conducted in staff's own time. **Action 3.1** recommends establishing a workload allocation panel representative of the diverse make-up of WSA staff to develop,

communicate and review principles for workload allocation, including a formal role with responsibility for workload management, and enhancing ways to support staff in prioritising time within workload allocations.

Less than a third (31%) of staff agreed that decisions about staff promotion / progressions are made fairly (Q.32) and less than a third (31%) agreed that EDI work is recognised in applications for promotion and progression (Q24). The promotion process was flagged in open text comments and workshop feedback as being perceived as encouraging and rewarding selfish behaviour and individual personal achievement rather than collegiality, teamwork, and citizenship, with contributions to citizenship identified in literature as not sufficiently recognised (Jarvinen, 2024). We will

Our review flagged current gender imbalances in Research Leave. CU launched a University Research Leave scheme in 2022/23, with a 2-stage process for School and University level reviews. Between 2022-2024, 6 Females and 9 Males applied, 2 Females and 5 Males were successful at School level, and 1 Female and 5 Males were successful at University level, which now operates a randomised allocation process for the final stage. **Action 3.2** aims to enhance understandings of how promotion processes work, increase access to support for promotions, embed promotions discussions into PDRs, support current Teaching Allocation initiatives in aligning cycles of teaching to career development opportunities, and addressing current gender imbalances in securing Research Leave.

Less than a quarter of staff respondents (20% female, 34% male) strongly agreed/agreed that EDI work is recognised when workload is allocated. This Action Plan will be implemented in a context of University and Sector-wide pressures on academic staff resourcing. We are committed to ensuring that the work of implementing this Action Plan aligns to existing roles with recognised workload tariffs and that it enhances current WSA initiatives where possible. We are also committed to ensuring that any new roles and responsibilities proposed in this Action Plan are recognised and accounted for in workloads. Our final **Action 3.3** addresses EDI Governance to support the co-ordinated delivery of the Athena Swan action plan.

Section 4: Future action plan 2025-2030

Priority theme 1: Inclusive Environments (EDI Awareness, Training, Events and Facilities)

1.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
1.1	EDI awareness and training opportunities specific to ARCHI for WSA staff, external tutors, and UGT, PGT and PGR students				
	<i>This is an over-arching priority which will help support subsequent priorities and addresses comments raised in workshop regarding recommendations to increase opportunities to discuss EDI within the school context.</i>				
(i)	Include an EDI agenda item in all staff meetings to signpost to current policies, resources, events and support. Annually update Staff Handbooks with the same information.	EDI is an agenda item in all Staff Meetings.	By September 2025: Include EDI agenda items in all 2025/26 Staff and Student meetings and External Tutor / Student inductions. Prepare EDI presentation slides.	Director of EDI	Maintain or increase % of staff respondents agreeing in 2028 WSA Culture Survey that 'WSA actively supports EDI' (2023 benchmark 68%, Q.6)
(ii)	Include an EDI agenda item in External Tutor inductions to signpost to current policies, resources and support. Annually update External Tutor handbooks with the same information.	EDI is an agenda item in annual External Tutor induction training.	Update Staff and Student Handbooks. 2026 onwards: annually update EDI presentation slides and handbooks.		Over 60% of participants agree in in-session polling that their awareness of EDI policies, support and resources has increased.
(iii)	Include an EDI agenda item into all student inductions to signpost to current policies, resources and support. Annually update Student Handbooks with the same information.	EDI is an agenda item in annual UGT, PGT and PGR student inductions.	By November 2028: Launch a WSA Culture Survey 2028 By July 2029: run staff and student workshops to evaluate WSA Culture Survey 2028 results.		Maintain or increase % of students agreeing in 2028 Culture Survey that 'WSA actively supports EDI' (2023 benchmark 73%, Q.6)
(iv)	UGT and PGT mandatory EDI Awareness Training	The EDI Awareness Training module is annually integrated into UGT and PGT inductions with a dedicated timetabled introductory session encouraging in-session completion.	By September 2029: recommendations for ongoing actions.		Over 60% of new starter UGT and PGT students complete CU EDI Awareness Training.

1.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
(v)	Build key EDI events into the annual timetables for staff and students to increase opportunities to discuss EDI within the school context. This is to include a 2028 Culture Survey launch.	Re-run a WSA Culture Survey in 2028, launched with an all-school EDI event.			75% of WSA Staff (2023 benchmark 59%) and 25% of students (2023 benchmark 4%) respond to WSA Culture Survey.
1.2	Improve understandings of bullying, harassment and dignity at work, and improve awareness of support for students & staff in relation to bullying, harassment and dignity at work.				
<p><i>Bullying and harassment has been identified as a serious issue in reports from other UK Schools of Architecture. (Howlett-Brown,2022)</i> <i>Our WSA culture survey suggested a lack of awareness of how to report bullying and/or harassment particularly amongst female members of staff. (38% female staff did not know how to report, compared to 19% male). Responses from students were low but also suggested a lack of awareness. A significant minority of staff (20%) also said they did not believe the school was active in tackling bullying and harassment.</i></p>					
(i)	Include up-to-date Cardiff University guidance on bullying and harassment and dignity at work in EDI agenda item in staff and student meetings and inductions, and in Staff and Student Handbooks.	Based on CU policies and guidance, prepare presentations on Bullying, Harassment and Dignity at Work, Report and Support, Email Etiquette and Compassionate Working Relationships for inclusion in Staff Meetings, External Tutor/ Student inductions and student Year / Programme meetings.	By September 2026: prepare materials for inductions, handbooks and year meetings. Update annually. By December 2026: Run a bullying, harassment and dignity at work workshop to evaluate progress.	Dignity and Wellbeing Contacts	Over 50% of Female and Male student respondents to 2028 WSA Culture Survey strongly agree /agree that they 'know how to report bullying and harassment' (2023 benchmark 20% Female, 25% Male)
(ii)	Ensure students and staff are made aware of the University's Report and Support platform through inductions and Staff and Student Meetings.	Annually update Staff and Student Handbooks.	By July 2029: join workshops evaluating WSA Culture Survey 2028 results.		Over 75% of Female and Male staff respondents to 2028 WSA Culture Survey strongly agree / agree that they 'know how to report bullying and harassment' (2023 benchmark 62% Female, 81% Male)
(iii)	Ensure staff and students are aware of WSA email etiquette through inductions and Staff and Student Meetings.	Identify training available and run a WSA workshop on bullying, harassment and dignity at work.	By September 2029: propose recommendations for ongoing actions.		
(iv)	Promote compassionate working relationships within the WSA community through EDI awareness training.	Re-run a WSA Culture Survey 2028, launched with an all-school event.			

1.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
1.3	Support for gender-specific health and wellbeing issues for staff and students <i>The culture survey noted a significant minority of staff members did not feel confident in accessing or requesting support for mental health and wellbeing. 29% male, 19% female. Further concerns were raised during the subsequent workshop about the provision within the school particularly to support for pregnant and returning staff and students. We are aware that additional support is now being developed on a university -wide basis as part of the academic futures programme.</i>				
(i)	Signpost staff and students to relevant support (such as access to free sanitary products, menopause support, men's health support, and availability of wellbeing champions)	Annual email reminders to staff and students. Message to ensure support for all genders is flagged.	By September 2026: prepare materials for inductions, handbooks and year meetings. Update annually.	WSA HR Officer (staff) UGT and PGT Teaching Office (UGT and PGT students) Research Office (PGR students)	Over 75% of staff in equal numbers for male and female (an increase from 53% female staff, 67% male staff) respond to WSA Culture Survey 2028 saying they feel confident in accessing health and wellbeing support and resources.
(ii)	Review pastoral support policies to ensure students can access gender-specific pastoral support where required.	Process developed and publicised to students, gender-specific pastoral care accessed by students.	Review and recommendations by September 2026.	Senior Personal Tutor	
(iii)	Establish a Task and Finish group to review existing policies, resources and specific support needs for pregnant and returning staff and students, and to make recommendations for action and monitoring.	Set of implementable recommendations and success criteria that can be actioned by School Board/Exec. Include a specific question in 2028 WSA Culture Survey on support for pregnant and returning staff and students.	By September 2026: Issue a call for expressions of interest By January 2027: launch Task and Finish Group and confirm remit. By September 2027: Recommendations from Task and Finish Group.	Director of EDI to issue call. Thereafter Chair of Task and Finish Group to report to Director of EDI. Recommendation that Director of PGR, Dignity and Wellbeing representative, and PPGR student	

1.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			Subsequent launching and monitoring of proposed actions according to timescale recommended by group.	representative join the Task and Finish group.	
(iv)	Identify a suitable space accessible to staff and students to breastfeed / express breastmilk / store breastmilk.	Identify a dedicated space for staff and student to use for breastfeeding / expressing milk, separate from a room used for prayer activities. Review options for the provision of a room with a sink and a fridge.	By September 2025: start review of space availability. Identify a temporary space if feasible. By September 2027, implement a dedicated space with sink and dedicated fridge.	Head of Operations	
(v)	Provide and publicise opportunities for PGR students to raise issues specific to PGR caring and family circumstances.	Process developed and publicised to students	September 2025, implement by September 2026	Director of PGR	
1.4	Perception of limited opportunities to discuss EDI issues within the university				
	<i>This arose from concerns from those attending the staff workshop</i>				
(i)	Agree a plan of action with Dean of EDI and VCO for how this might be implemented at University and School Level	Plan of action agreed, implemented and monitored. Add a question to the Culture Survey regarding opportunities to discuss EDI issues.	Champion Identified Spring 2026. Timescales to be agreed. To be reviewed after one year	Director of EDI	50% of survey respondents agree that there is sufficient opportunity to engage in EDI discussions.
1.5	Adapt our physical environment to accommodate a diverse staff and student cohort				
	<i>Workshop feedback recommended facilities for students to raise confidential issues with Professional Services Staff, separated facilities for breast feeding/expressing and sufficient provision of and clear identification of quiet rooms / prayer room The below actions form part of a current Operations and Director of EDI review of provision for diverse needs.</i>				

1.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
(i)	Identify a space for private conversations between students and staff. Include this requirement as part of feeding into ongoing CU development of teaching support hubs.	Although discussion on teaching support hubs is beyond the immediate control of the school, WSA will identify a temporary location for private conversations.	By September 2026: Identify and implement at least one space for private staff/student conversations.	WSA Head of Operations	One bookable space for students to hold private conversations with staff is identified and publicised.
(ii)	When action 1.3 (iv) is complete and breastfeeding / expressing facilities have been allocated a separate space, conduct a use survey to monitor the remaining use of the existing quiet room / prayer room in Bute Building to determine if the provision adequately meets needs.	The provision of a quiet room / prayer room adequately meets the needs of WSA staff and students.	By September 2026: launch use survey. By April 2027: complete use survey. By July 2027: make recommendations for any required changes.		Over 75% of participants in the use survey agree that the provision of quiet/prayer rooms meet current needs.
(iii)	Install clear signposting to quiet /prayer/private spaces in WSA Handbooks and update information on AccessAble website	Spaces for diverse needs are well signposted in Bute, in Handbooks, and on websites.	By September 2025: ensure existing spaces are correctly listed in Handbooks, websites and AccessAble. Annually update.		Existing and new facilities are signposted and included in internal and external websites.
1.6	<p>Ensuring arrangements for school meetings to support diverse needs</p> <p><i>In the culture survey, 51% of staff respondents agreed that staff meeting timings consider caring responsibilities, 31% were not certain, and 12% disagreed, with more female staff (19%) disagreeing.</i></p> <p><i>Whilst we have a policy of meetings during core hours, meetings tend to overrun beyond these periods, and it is not always possible to schedule meetings during core hours because of the number of meetings.</i></p>				

1.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
(i)	<p>Review the school calendar of meetings to identify best practice and areas of improvement to accommodate diverse needs.</p> <p>Review / create consistent guidance for meeting chairs around agenda setting and keeping to time.</p>	Guidance on timetabling, meeting formats and meeting agendas is created and implemented.	<p>By September 2025: begin review.</p> <p>By September 2026: Issue guidance.</p> <p>By September 2027: annually update guidance.</p> <p>By July 2029: join workshops evaluating WSA Culture Survey 2028 results.</p> <p>By September 2029: recommendations for ongoing actions.</p>	WSA School Manager	75% of staff strongly agree / agree in WSA Culture Survey 2028 that that 'timings of staff meetings and events takes into consideration those with caring responsibilities' (51% 2023 benchmark Q.28)

Priority theme 2 - Inclusive Curriculum and Learning Culture

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
2.1	Lower proportion of female UGT students attaining 1st Class Degrees. This also applies to Intersectionality.				
	<i>Our mandatory data suggests that there is an awarding gap in terms of the proportion of female students attaining a 1st, compared to the proportion of male students attaining a 1st. This appears to have been the case over a number of years and has been flagged as statistically significant (although small in numbers). We note that female students are more likely to progress between academic years. We are unsure as to the reasons why this is the case.</i>				
(i)	Identify factors contributing to an awarding gap, propose a clear set of actions that can be pursued through the University's annual review and enhancement process,	Create a Task and Finish Group chaired by Director of UGT Learning and Teaching and including UGT Student Champions and representatives from the	<p>By September 2026: Establish Task and Finish Group.</p> <p>By January 2027: make recommendations for</p>	Director of Undergraduate Learning and Teaching.	No evidence of an awarding gap: statistically similar proportions of female and male students achieving first class degrees.

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
	and implement and evaluate these actions.	Learning and teaching Academy (LTA).	actions and means of evaluation. By September 2027: Implement the actions into the 2027/28 academic year By July 2028: Evaluate the actions and propose any adjustments.		
2.2	Opportunities in curriculum to allow students to consider inclusion issues as part of their studies <i>Inclusivity is not consistently part of the curriculum at present. Our redesigned curriculum provides a more equitable and inclusive approach to its content and it forms a key strand within our regulator (the Architect's Registration Board) Graduate outcomes</i>				
(i)	As part of WSA's redesigned curriculum, ensure that teaching staff and students reflect on the implications of their decision making from an EDI perspective.	The generation of curriculum briefs and assessment rubrics that require teaching staff and students to reflect on EDI issues. Monitoring to be implemented through WSA Programme Review Committees. Instructions to External Examiners to comment in annual reviews.	By September 2025: Introduce into BSc 1 and March 1. By September 2026: introduce into BSc 2 and March 2. By September 2027: introduce into BSc 3. By July 2029: join workshops evaluating WSA Culture Survey 2028 results. By September 2029: recommendations for ongoing actions.	WSA Directors of Learning and Teaching	Student outputs consistently achieve assessment rubrics that require reflection on EDI issues. External Examiners report positively on implementation.

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
(ii)	Ensure that students are exposed to and engage with a diverse range of cultural influences as part of their studies through the development and implementation of a WSA 'Global and Inclusive Toolkit' which is currently under development with drafts issued in March 2025.	<p>Development of toolkit Implementation within subject area threads</p> <p>Monitoring to be implemented through WSA Programme Review Committees.</p> <p>Instructions to External Examiners to comment in annual reviews.</p>	<p>By September 2025: launch toolkit with annual monitoring and reviews.</p> <p>By July 2029: join workshops evaluating WSA Culture Survey 2028 results.</p> <p>By September 2029: recommendations for ongoing actions.</p>	WSA Decolonising Curriculum Lead	<p>Evidence in course syllabus documents that reference is being made to a broad range of cultural influences.</p> <p>External Examiners report positively on implementation.</p>
2.3	<p>Ensure our teaching methods are inclusive and accessible to all students and staff</p> <p><i>The school is required to incorporate a series of reasonable adjustments. External and Internal Staff often seek the advice on how to support students with disabilities. Guidance and measures should enhance inclusiveness and accessibility for all students and staff.</i></p>				
(i)	<p>Conduct a review of the effectiveness of the reasonable adjustment policy, process and outcomes.</p> <p>Co-create guidance with WSA staff, External Tutors and students on inclusive teaching methods, including examples of reasonable adjustments, and Universal Design for Learning (UDL) principles.</p> <p>Embed the guidance into annual Staff and Student induction events, Staff and Student Handbooks, and briefings for review sessions.</p>	<p>Hold workshop consultations with staff/student panels, Inclusive Curriculum Lead, Teaching Office and CU Learning and Teaching Academy on effectiveness of current policy and co-creation of staff and student guidance on reasonable adjustments.</p> <p>Add a question in 2028 Culture Survey regarding effectiveness of reasonable adjustment policy.</p>	<p>By September 2026: hold workshops.</p> <p>By May 2027: produce guidance.</p> <p>By September 2027: implement guidance.</p> <p>By July 2029: join workshops evaluating WSA Culture Survey 2028 results.</p> <p>By September 2029: recommendations for ongoing actions.</p>	Director of EDI	Over 75% of student respondents agree in WSA Culture Survey 2028 that the Reasonable Adjustment policy is effective.

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
(ii)	Review effectiveness of WSA's use the Virtual Learning Environment (Learning Central) Accessibility checks.	Materials uploaded on Learning Central meet VLE Accessibility check requirements.	By September 2026: conduct review and make recommendations. By May 2027: implement ongoing recommendations		Over 75% materials uploaded to VLE show high (minimum green) accessibility scores.
(iii)	Move towards team teaching as the core mode of delivery, so that flexibility can be provided for staff with caring responsibilities at particular periods of time.	The development of team-led modules.	Implement starting September 2025 on a year-by-year basis according to Curriculum Redesign and PGR revalidation.		Evidence in programme planning documentation that shows teams allocated to modules.
(iv)	Conduct a review of WSA's Marking and Moderation Strategy following implementation.	WSA Marking and Moderation Strategy is consistently applied and annually evaluated.	By September 2026: conduct review and make recommendations. By May 2027: implement ongoing recommendations	Directors of Teaching and Learning	
2.4	<p>Improving understanding of respectful behaviours consistent with our ethos amongst External appointments who currently do not undertake the same training as internal staff</p> <p><i>Our full-time teaching community is supplemented by external partners typically practitioners and/or people from industry who share invaluable insight into the work of professional architecture practice. Action 1.1 identifies school-wide EDI awareness-raising, including for External Tutors.</i></p>				
(i)	Request External Tutors take CU 'Equality, Diversity and Inclusion' and 'Unconscious Bias' training.	External Tutors are reimbursed for additional time to cover EDI and Unconscious Bias training.	By September 2025: include requirement in annual contracts for External Tutors.	Directors of Teaching and Learning	Over 50% completion rate of EDI and Unconscious Bias by External Tutors.

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
(ii)	Engage External Tutors in conversations around expectations for respectful behaviours in teaching practice as outlined in Staff Handbooks.	One conversation session per year with external tutors.	By July 2026: launch annual sessions with External Tutors.		100% of external appointments will have received guidance on respectful behaviours.
(iii)	Ensure all external appointments engaged in teaching, including external tutors, reviewers, assessors, and examiners, have received guidance on respectful behaviours in teaching.	Guidance notes are included in contracts and appointment letters.	By September 2026: include guidance notes in appointment communications.		
2.5	Diversity of the teaching teams				
	<i>External examiners reports identify the need to further diversify WSA teaching staff and External Tutors teaching across programmes particularly with a focus in design learning and studio tutors.</i>				
(i)	Conduct a survey of existing WSA External Tutors, External Reviewers, External Assessors, and External Examiners to establish a baseline.	A baseline of demographics of existing external appointments.	By September 2025: prepare survey. By December 2025: Complete survey.	Directors of Teaching and Learning.	60% completion rate of External appointments survey.
(ii)	Engage existing WSA External Tutors and Architectural Practices / Critical Friends in conversations around barriers to participation as external appointments.	Set of guidance that can be used to shape subsequent calls for expressions of interest for external appointments.	By July 2026: launch conversations with External Tutors and Architectural Practices	Directors of Teaching and Learning	Improvement over baseline data in achieving more diverse representation in external appointments.
(iii)	Expression of interest calls for External Tutors to follow guidance, with calls for expression of interest to include directly approaching architectural practices who are active in promoting diversity in the architectural profession.	Targeted communications campaign and materials	By April 2026: expression of interest calls to follow guidance.	Directors of Teaching and Learning	

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
2.6	The role of the school in advocating for reasonable work-life balance and collegiate behaviour in the architectural profession <i>Whilst typically a similar proportion of male and female students start undergraduate education, within the profession, only 31% of architects identified as female (ARB 2023). Research has correlated this to negative cultures in architectural professional practice including long working hours and lack of flexible working routines and has identified the role architectural education plays in addressing professional working cultures. (Mitha 2024, Brown 2016). From 2028, the Architects Registration Board's Competency outcomes will now require those entering the profession to have the necessary skills and behaviours to show commitment to EDI issues including those relevant to the work/live balance, health and wellbeing of colleagues</i>				
	(i) Ensure that work-culture issues are addressed in relevant UGT and PGT modules within the Practice and Ethics Thread aligning to CU Graduate Attributes and covering: <ul style="list-style-type: none"> • BSc Architectural Studies, including preparation for those students continuing to a placement in Professional Practice • Master of Architecture (MArch): students reflecting on their experiences from Professional Practice • Diploma in Professional Practice (DPP): as a key element of Practice Management modules. 	Implementation and evaluation of UGT module content which was updated at BSc and MArch Level as part of Curriculum Redesign Embed into current review of content of Diploma in Professional Practice Include student-focused questions in the 2028 Culture Survey asking whether students agree that WSA promotes reasonable work life balance and collegiate behaviour.	By September 2026: Implement content into UGT curriculum from 2026/27 onwards. This will be a gradual process as our redesigned undergraduate programme is enacted (2025-2027) By September 2026: DPP review 2025-26 with implementation by 2028 By July 2029: join workshops evaluating WSA Culture Survey 2028 results. By September 2029: recommendations for ongoing actions.	Directors of Teaching and Learning	Over 50% of student respondents agree that WSA promotes reasonable work-life balance and collegiate behaviour.

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
2.7	<p>Improve support for students on practice placements in relation to bullying, harassment and respectful behaviours.</p> <p><i>Whilst few of our students formally report incidents of bullying and harassment on their placements, student feedback has flagged that some students can encounter challenges related to inappropriate working cultures. A code of conduct was co-created with students in Spring 2024 and has been distributed to employers.</i></p>				
(i)	<p>Conduct annual reviews and updates of the school's existing Code of Conduct which was co-created with students and distributed to professional practice employers</p> <p>Review the Health and Safety form completed by students and placement providers and include a category for students to identify reasonable adjustments.</p>	<p>The Code of Conduct is distributed annually to professional practice employers along with the Health and Safety form. Both are annually reviewed and updated by staff and students.</p>	<p>By September 2025: trial Health and Safety form inclusion of reasonable adjustments.</p> <p>By July 2026: conduct a staff and student review following the 2025-26 academic year. Propose updates.</p> <p>2028: include a question on support for students on practice placements in the 2028 WSA Culture Survey.</p>	<p>Employment Lead</p>	<p>Over 50% of student respondents agree that adequate support is in place for students on practice placement.</p>
2.8	<p>Support for PGR Students</p> <p><i>2/3^{ds} of our current PGR Students are female, and the majority are international status. Student feedback in AS workshops identified requests for enhanced support for PGR-specific needs, including needs related to maternity/paternity leave and return, and caring responsibilities. We do not have current data on whether maternity/paternity leave / caring responsibilities impact on delayed PhD submissions.</i></p>				
(i)	<p>Work with PGR Reps to explore how to develop a better understanding of how maternity/paternity leave and caring responsibilities impacts on outcomes of PGR studies.</p>	<p>A proposal for working with PGR Reps, WSA Research Office, CU Dean for Postgraduate and Doctoral Academy on most appropriate ways to evidence impact.</p>	<p>By September 2026: develop a proposal to undertake a review and create a baseline of completion rates to include impact of leave</p>	<p>Director of PGR</p>	<p>Increase over the baseline in numbers of PGR students submitting according to schedule.</p>

2.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
			/ caring responsibilities.		
(ii)	Work with CU Dean for Postgraduate to agree how the needs of students with caring responsibilities might be better accommodated.	Clear processes that can be signposted to students with caring responsibilities.	By September 2027: signposting to students in inductions and Handbooks.		
(iii)	Work with CU Doctoral Academy to agree how best to enhance pastoral support specific to PGR student needs.				

Priority theme 3 – Workload, career development and EDI governance

3.	Action	Key outputs/ milestones	Timeframes (start/end date)	Person responsible/ accountable	Success criteria and outcome
3.1	Perceptions of unfair workload allocation and recognition of citizenship responsibilities and contributions				
	<p><i>A majority (85%) of WSA staff respondents did not indicate agreement that staff workloads are allocated fairly (Q.27). Less than half (43%) agreed/strongly agreed that their current workload is manageable (Q.34). Approximately 50% of academic staff in the school are over-allocated based on the current workload model. Whilst this is slightly higher for females, this is not statistically significant. Generally, those with management roles in the school are more likely to be over-allocated. Under anticipated falling resources across CU, there will be an increasing need for staff to prioritise their work within a limited workload allocation.</i></p>				
(i)	Create a formal Workload Allocation Panel Chair (with responsibility for workload management)	Role created, remit and workload allocation agreed.	By September 2025: Workload Allocation Panel Chair role created.	Head of School	Over 50% of WSA staff Strongly Agree/Agree that staff workloads are allocated fairly and that current

(ii)	<p>Establish a Workload Allocation Advisory panel to:</p> <ul style="list-style-type: none"> • Ensure that recently developed principles for workload allocation are consistently implemented, communicated and reviewed • Review overall workload allocations • Advise senior members of staff responsible for allocating staff duties 	<p>Advisory Panel established and membership (including senior and junior members of staff) and remit agreed.</p> <p>Principles developed and communicated to staff.</p> <p>Allocations reviewed as part of role allocation process for 26/27 academic year.</p>	<p>By January 2026: Panel established.</p> <p>By July 2026: Principles communicated to WSA staff and allocations reviewed as part of allocation process for 2026/2027 academic year.</p> <p>After 2028 Culture survey, review workload allocation process.</p>	<p>Workload Allocation Panel Chair</p>	<p>workload is manageable in 2028 WSA Culture Survey.</p>
(iii)	<p>Continue to provide support to staff through line-management and training on how to manage/prioritise their time within their workload allocation</p>			<p>Workload Allocation Panel Chair</p>	
<p>3.2 Maintaining progress made in supporting gender equality in recruitment and Career development</p> <p>While WSA has demonstrated significant progress in achieving gender equality in staff career development over the last decade, less than a third (31%) of staff agreed that decisions about staff promotion / progressions are made fairly (Q.32) and the promotion process with its emphasis on a particular area of excellence was identified in open text comments and workshop feedback as potentially encouraging and seeming to reward selfish behaviour and individual personal achievement rather than collegiality and teamwork.</p>					
(i)	<p>With support from CU, conduct an annual Promotions briefing (joined up with the annual PDR briefing session) sharing information such as University benchmarks for promotion, Promotion criteria,</p>	<p>Accessible materials for annual School level updates.</p> <p>Launch for PDR cycle 2026</p>	<p>By October 2025: review the membership of the Promotions Committee inviting school staff to submit expressions</p>	<p>Chair of Promotions Committee with support from the committee.</p>	<p>Over 50% of staff Strongly Agree/ Agree that decisions about staff promotion / progressions are made fairly.</p> <p>Applications for Promotion are reflective of gender and</p>

	<p>the recognition of citizenship within promotions applications, description of the process within WSA, the University and externally, and timelines for applications.</p> <p>Advertise CU Promotions webinars and workshops at the start of the academic year.</p> <p>Advertise access to CU Virtual Library of publicly available Promotions applications, including WSA staff.</p> <p>Include details and relevant links to this information in Staff Handbook.</p>		<p>of interest in taking part.</p> <p>By February 2026: Create materials for the 2026 PDR briefings and process</p> <p>By March 2026: Launch the process</p> <p>By October 2028: launch WSA Culture Survey 2028</p> <p>By February 2029: Conduct a review of Promotions Data and Culture Survey 2028 results and propose enhancements.</p>		<p>intersectional diversity of WSA staff and are submitted across all career stages.</p>
(ii)	<p>Embed Promotions discussions in annual PDRs</p> <p>In annual PDR briefing, brief Line Managers to discuss promotions and career enhancement opportunities during PDRs.</p> <p>Review with the University the potential for this prompt to be included in standardised PDR paperwork and HR guidance to Schools.</p>	<p>Produce materials for PDR briefings</p> <p>Brief Line Managers on conducting discussions regarding Promotion and Career Progression opportunities.</p> <p>Review potential for PDR forms to include a prompt.</p>	<p>By February 2026: produce materials and briefing and launch for 2026 PDR cycle.</p> <p>By September 2026: have initiated conversations with University HR regarding format of PDR forms.</p>	HR Advisor and Head of School	

(iii)	Review and communicate how the WSA process of allocating teaching roles and established teaching principles align with and support career progression and the meeting of research objectives.	Staff have cycles of teaching roles which support opportunities for career development and periods in which research objectives as set out in PDR can be met.	By September 2025: UGT Curriculum Redesign cycles start September 2025, and will roll out year by year through BSc and MArch2	Directors of Teaching and Learning	
(iv)	Enhance structures for supporting staff in successfully applying for CU Research Leave, and work with CU to review the impact of randomised allocation selection over the next 5-year period.	Successful CU Research Leave applications reflect diversity of WSA staff demographics and career stages.	By September 2026: complete a proposal for enhanced support for Research Leave applications Implement annual reviews of success rates at School and University levels.	Director of Research	
3.3	Aligning EDI Governance to support co-ordinated delivery of Athena Swan Action Plan with recognition of roles				
(i)	Review and revise WSA EDI Committee Structure to ensure delivery of Athena Swan is co-ordinated across WSA. Include roles identified as supporting delivery of actions, with agreed workload tariffs and recognition of role and workload for academic and professional services staff.	EDI Committee is structured to support co-ordinated delivery of Athena Swan action plan, aligning to existing roles where feasible. Role descriptions are updated to include role in EDI Committee and in delivering relevant aspects of Action Plan.	Review in 2025/26 academic year and propose new structure for September 2026.	Director of EDI	.

Appendix 1: WSA Culture Survey

A WSA Culture survey was launched at a staff and student workshop on 15 November 2023 (Figs. 1.7-1.9) and was circulated to all staff and students via direct email and advertised throughout Bute Building via posters and postcards with QR codes. It ran to 20 December 2023. It received 97 responses: 56 staff (of 95, 59% response rate) and 41 undergraduate and postgraduate students (of 1031, 4% response rate).

Text from the Culture survey

Welsh School of Architecture – Equality Diversity and Inclusion Culture Survey

Please help us as a School in developing our action plan to enhance Equality, Diversity and Inclusion (EDI) in the Welsh School of Architecture (WSA).

This survey is open to all WSA staff and students. It is part of an application for an 'Athena Swan' Chartermark (<https://www.advance-he.ac.uk/equality-charters/athena-swan-charter>), which specifically supports progression towards achieving gender equality in Higher Education, and some questions focus on gender equality, but this survey is also an important part of enhancing Equality, Diversity and Inclusion strategies as a whole for the School.

ALL SURVEY RESPONSES ARE ANONYMOUS and all survey questions are optional with the exception of Q.22, which takes staff and students to slightly different questions. Demographic information is optional and all demographic information will be analysed independently to ensure no identification of individuals could take place based on any demographics shared by individuals.

The survey will take approximately 15-20 minutes to complete, with 65 questions for staff, or 52 questions for students. It will close on 22 December 2023 and will be followed up with invites to join optional workshops in Spring 2024 to discuss the results and to develop an EDI action plan in response.

Thank you for taking the time to complete this: we really do appreciate it and value your contributions.

If you have any questions regarding the survey please contact the WSA Director of Equality, Diversity and Inclusion Mhairi McVicar at:

archi-equalitydiversityinclusion@cardiff.ac.uk or mcvicarm@cardiff.ac.uk

WSA Culture Survey 2023 results by staff-gender and student-gender

WSA CULTURE SURVEY 2023 - RESULTS BY STAFF-GENDER AND STUDENT-GENDER

	F	M	NON-DISCLOSED	TOTAL
WSA STAFF-GENDER	26	22	8	56

	F	M	non-disclosed	TOTAL
WSA STUDENTS-GENDER	25	12	4	41

Belonging and communicating

1. STAFF / I feel like I belong at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	10	7	2	19	35%	38%	33%
Most of the time	14	14	4	32	58%	54%	67%
Sometimes	2	1	1	4	7%	8%	5%
I don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	0	0	0	0	0%	0%	0%
Never	0	0	1	1	2%	0%	0%
				55			

1. STUDENTS / I feel like I belong at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	8	4	1	13	32%	32%	33%
Most of the time	13	5	2	20	49%	52%	42%
Sometimes	3	3	1	7	17%	12%	25%
I don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	1	0	0	1	0%	4%	0%
Never	0	0	0	0	0%	0%	0%
				41			

2. STAFF / I feel that I am well supported and cared for at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	5	4	1	10	18%	19%	19%
Most of the time	14	10	5	29	52%	54%	48%
Sometimes	6	7	1	14	25%	23%	33%
I don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	1	1	0	2	4%	4%	5%
Never	0	0	1	1	2%	0%	0%
				56			

2. STUDENTS / I feel that I am well supported and cared for at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	5	1	1	7	17%	20%	8%
Most of the time	14	6	1	21	51%	56%	50%
Sometimes	4	4	2	10	24%	16%	33%
I don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	2	1	0	3	0%	8%	8%
Never	0	0	0	0	0%	0%	0%
				41			

3. STAFF / I feel that my opinions and contributions are valued in the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	5	6	1	12	21%	19%	29%
Most of the time	15	11	5	31	55%	58%	52%
Sometimes	5	4	0	9	16%	19%	19%
I don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	2	0	1	3	5%	8%	0%
Never	0	0	1	1	2%	0%	0%
				56			

3. STUDENTS / I feel that my opinions and contributions are valued in the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	9	1	0	10	24%	36%	8%
Most of the time	8	3	2	13	32%	32%	25%
Sometimes	7	7	0	14	34%	28%	58%
I don't know	1	1	1	3	0%	4%	8%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	0	0	1	1	0%	0%	0%
Never	0	0	0	0	0%	0%	0%
				41			

4. STAFF / I feel comfortable speaking up and expressing my opinions

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	6	5	1	12	21%	23%	24%
Most of the time	13	13	2	28	50%	50%	62%
Sometimes	5	3	4	12	21%	19%	14%
I don't know	1	0	0	1	2%	4%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	1	1	0	2	4%	4%	5%
Never	0	0	1	1	2%	0%	0%
				56			

4. STUDENTS / I feel comfortable speaking up and expressing my opinions

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	4	1	1	6	15%	16%	8%
Most of the time	15	3	2	20	49%	60%	25%
Sometimes	5	6	1	12	29%	20%	50%
I don't know	0	1	0	1	0%	0%	8%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	1	1	0	2	0%	4%	8%
Never	0	0	0	0	0%	0%	0%
				41			

5. STAFF / I find the tone and content of communications from the WSA accessible and inclusive

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	7	7	2	16	29%	27%	33%
Most of the time	13	11	1	25	45%	50%	52%
Sometimes	5	3	3	11	20%	19%	14%
I don't know	0	0	1	1	2%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	1	0	0	1	2%	4%	0%
Rarely	0	1	0	1	2%	0%	5%
Never	0	0	1	1	2%	0%	0%
				56			

5. STUDENTS / I find the tone and content of communications from the WSA accessible and inclusive

	F	M	N/D	TOTAL	% ALL	% F	% M
Always	10	3	1	14	34%	40%	25%
Most of the time	10	6	3	19	46%	40%	50%
Sometimes	4	2	0	6	15%	16%	17%
I don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Rarely	1	1	0	2	0%	4%	8%
Never	0	0	0	0	0%	0%	0%
				41			

Leadership and Equality, Diversity and Inclusion

6. STAFF / Leadership at the WSA actively supports gender equality

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	10	10	3	23	41%	38%	48%
Agree	9	7	1	17	30%	35%	33%
Neither agree nor disagree	2	3	3	8	14%	8%	14%
Don't know	2	1	0	3	5%	8%	5%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	2	1	1	4	7%	8%	5%
Strongly Disagree	1	0	0	1	2%	4%	0%
				56			

7. STAFF / Leadership at the WSA actively supports EDI

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	8	4	2	14	25%	31%	19%
Agree	10	12	2	24	43%	38%	57%
Neither agree nor disagree	6	4	2	12	21%	23%	19%
Don't know	0	1	0	1	2%	0%	5%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	1	1	1	3	5%	4%	5%
Strongly Disagree	1	0	0	1	2%	4%	0%
				56			

8. STAFF / The WSA is committed to achieving gender balance in leadership positions

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	8	7	3	18	32%	31%	33%
Agree	11	10	2	23	41%	42%	48%
Neither agree nor disagree	2	4	0	6	11%	8%	19%
Don't know	2	1	1	4	7%	8%	5%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	2	0	1	3	5%	8%	0%
Strongly Disagree	1	0	0	1	2%	4%	0%
				56			

9. STAFF / The WSA is committed to achieving EDI in leadership positions

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	5	4	3	12	21%	19%	19%
Agree	9	8	1	18	32%	35%	38%
Neither agree nor disagree	5	8	1	14	25%	19%	38%
Don't know	4	1	1	6	11%	15%	5%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	2	1	0	3	5%	8%	5%
Strongly Disagree	1	0	1	2	4%	4%	0%
				56			

Leadership and Equality, Diversity and Inclusion

6. STUDENTS / Leadership at the WSA actively supports gender equality

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	6	4	0	10	24%	24%	33%
Agree	13	3	2	18	44%	52%	25%
Neither agree nor disagree	4	3	0	7	17%	16%	25%
Don't know	2	2	0	4	0%	8%	17%
Not applicable	0	0	1	1	2%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	0	1	1	0%	0%	0%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

7. STUDENTS / Leadership at the WSA actively supports EDI

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	7	2	1	10	24%	28%	17%
Agree	13	6	1	20	49%	52%	50%
Neither agree nor disagree	3	1	0	4	10%	12%	8%
Don't know	2	2	2	6	15%	8%	17%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	1	0	1	2%	0%	8%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

8. STUDENTS / The WSA is committed to achieving gender balance in leadership positions

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	5	3	0	8	20%	20%	25%
Agree	13	2	3	18	44%	52%	17%
Neither agree nor disagree	1	2	0	3	7%	4%	17%
Don't know	6	5	1	12	29%	24%	42%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	0	0	0	0%	0%	0%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

9. STUDENTS / The WSA is committed to achieving EDI in leadership positions

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	5	3	0	8	20%	20%	25%
Agree	15	3	2	20	49%	60%	25%
Neither agree nor disagree	1	2	1	4	10%	4%	17%
Don't know	3	3	1	7	17%	12%	25%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	1	0	0	1	2%	4%	0%
Disagree	0	1	0	1	2%	0%	8%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

Bullying and Harassment

10. STAFF / I have experienced bullying and / or harassment in the WSA in the past three years

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	1	2	5	9%	8%	5%
Agree	2	1	1	4	7%	8%	5%
Neither agree nor disagree	1	4	1	6	11%	4%	19%
Don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	1	1	2%	0%	0%
Prefer not to say	2	0	0	2	4%	8%	0%
Disagree	8	10	2	20	36%	31%	48%
Strongly Disagree	12	5	1	18	32%	46%	24%
				56			

11. STAFF / I have witnessed bullying and / or harassment in the WSA in the past three years

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	1	0	2	3	5%	4%	0%
Agree	10	8	2	20	36%	38%	38%
Neither agree nor disagree	3	4	1	8	14%	12%	19%
Don't know	2	0	0	2	4%	8%	0%
Not applicable	0	2	1	3	5%	0%	10%
Prefer not to say	1	0	0	1	2%	4%	0%
Disagree	1	3	1	5	9%	4%	14%
Strongly Disagree	8	5	1	14	25%	31%	24%
				56			

12. STAFF / I know how to report bullying and / or harassment

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	3	3	0	6	12%	12%	14%
Agree	13	14	5	32	65%	50%	67%
Neither agree nor disagree	6	3	1	10	20%	23%	14%
Don't know	1	0	0	1	2%	4%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	2	1	0	3	6%	8%	5%
Strongly Disagree	1	1	2	4	8%	4%	5%
				49			

13. STAFF / The WSA is active in tackling bullying and / or harassment

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	2	0	4	7%	8%	10%
Agree	7	5	1	13	23%	27%	24%
Neither agree nor disagree	5	7	3	15	27%	19%	33%
Don't know	5	6	1	12	21%	19%	29%
Not applicable	0	0	1	1	2%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	6	1	0	7	13%	23%	5%
Strongly Disagree	1	1	2	4	7%	4%	5%
				56			

Bullying and Harassment

10. STUDENTS / I have experienced bullying and / or harassment in the WSA in the past three years

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	0	0	0	0	0%	0%	0%
Agree	1	1	0	2	5%	4%	8%
Neither agree nor disagree	0	0	0	0	0%	0%	0%
Don't know	0	0	0	0	0%	0%	0%
Not applicable	3	0	1	4	10%	12%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	8	4	1	13	32%	32%	33%
Strongly Disagree	13	7	2	22	54%	52%	58%
				41			

11. STUDENTS / I have witnessed bullying and / or harassment in the WSA in the past three years

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	0	0	0	0	0%	0%	0%
Agree	1	1	1	3	7%	4%	8%
Neither agree nor disagree	1	0	0	1	2%	4%	0%
Don't know	1	1	2	4	10%	4%	8%
Not applicable	4	0	0	4	10%	16%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	9	5	1	15	37%	36%	42%
Strongly Disagree	9	5	0	14	34%	36%	42%
				41			

12. STUDENTS / I know how to report bullying and / or harassment

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	1	1	0	2	5%	4%	8%
Agree	4	2	1	7	17%	16%	17%
Neither agree nor disagree	4	1	0	5	12%	16%	8%
Don't know	9	1	0	10	24%	36%	8%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	7	6	3	16	39%	28%	50%
Strongly Disagree	0	1	0	1	2%	0%	8%
				41			

13. STUDENTS / The WSA is active in tackling bullying and / or harassment

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	1	1	0	2	5%	4%	8%
Agree	5	3	0	8	20%	20%	25%
Neither agree nor disagree	6	1	0	7	17%	24%	8%
Don't know	13	6	4	23	56%	52%	50%
Not applicable	0	1	0	1	2%	0%	8%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	0	0	0	0%	0%	0%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

14. STAFF / I am satisfied with how bullying and harassment are addressed at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	2	0	4	7%	8%	10%
Agree	4	0	0	4	7%	15%	0%
Neither agree nor disagree	7	10	4	21	38%	27%	48%
Don't know	4	6	0	10	18%	15%	29%
Not applicable	1	1	2	4	7%	4%	5%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	7	3	0	10	18%	27%	14%
Strongly Disagree	1	0	2	3	5%	4%	0%
				56			

14. STUDENTS / I am satisfied with how bullying and harassment are addressed at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	1	1	0	2	5%	4%	8%
Agree	3	0	0	3	7%	12%	0%
Neither agree nor disagree	5	3	0	8	20%	20%	25%
Don't know	14	6	3	23	56%	56%	50%
Not applicable	1	1	1	3	7%	4%	8%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	1	1	0	2	5%	4%	8%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

Mental Health and Wellbeing

15. STAFF / My mental health and / or wellbeing are supported at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	1	0	3	5%	8%	5%
Agree	11	10	3	24	43%	42%	48%
Neither agree nor disagree	7	6	3	16	29%	27%	29%
Don't know	0	1	0	1	2%	0%	5%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	4	3	0	7	13%	15%	14%
Strongly Disagree	2	1	2	5	9%	8%	5%
				56			

15. STUDENTS / My mental health and / or wellbeing are supported at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	3	0	1	4	10%	12%	0%
Agree	12	2	1	15	37%	48%	17%
Neither agree nor disagree	5	6	1	12	29%	20%	50%
Don't know	1	0	0	1	2%	4%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	3	4	0	7	17%	12%	33%
Strongly Disagree	1	0	1	2	5%	4%	0%
				41			

16. STUDENTS / I know where to seek support for mental health and / or wellbeing at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	0	1	3	7%	8%	0%
Agree	15	5	1	21	51%	60%	42%
Neither agree nor disagree	2	2	0	4	10%	8%	17%
Don't know	3	2	1	6	15%	12%	17%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	1	0	0	1	2%	4%	0%
Disagree	0	3	1	4	10%	0%	25%
Strongly Disagree	2	0	0	2	5%	8%	0%
				41			

17. STAFF / I feel confident asking for mental health and / or wellbeing support at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	2	0	4	7%	8%	10%
Agree	8	7	1	16	29%	31%	33%
Neither agree nor disagree	9	5	2	16	29%	35%	24%
Don't know	1	2	0	3	5%	4%	10%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	5	6	4	15	27%	19%	29%
Strongly Disagree	1	0	1	2	4%	4%	0%
				56			

17. STUDENTS / I feel confident asking for mental health and / or wellbeing support at the WSA

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	4	1	0	5	12%	16%	8%
Agree	12	1	3	16	39%	48%	8%
Neither agree nor disagree	3	5	0	8	20%	12%	42%
Don't know	1	1	0	2	5%	4%	8%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	2	0	0	2	5%	8%	0%
Disagree	2	4	1	7	17%	8%	33%
Strongly Disagree	1	0	0	1	2%	4%	0%
				41			

Progression and promotion

18. STAFF / My progression in the WSA is not affected by my gender

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	8	4	2	14	25%	31%	19%
Agree	11	12	0	23	41%	42%	57%
Neither agree nor disagree	1	2	4	7	13%	4%	10%
Don't know	3	2	0	5	9%	12%	10%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	2	2	1	5	9%	8%	10%
Strongly Disagree	1	0	1	2	4%	4%	0%
				56			

19. STAFF / My progression in the WSA is not affected by my ethnicity

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	8	4	2	14	25%	31%	19%
Agree	11	11	0	22	39%	42%	52%
Neither agree nor disagree	1	3	4	8	14%	4%	14%
Don't know	3	2	0	5	9%	12%	10%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	2	2	1	5	9%	8%	10%
Strongly Disagree	1	0	1	2	4%	4%	0%
				56			

20. STAFF / My progression in the WSA is not affected by my faith

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	10	7	3	20	36%	38%	33%
Agree	9	9	0	18	32%	35%	43%
Neither agree nor disagree	3	4	2	9	16%	12%	19%
Don't know	0	1	0	1	2%	0%	5%
Not applicable	4	0	1	5	9%	15%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	1	1	2	4%	0%	5%
Strongly Disagree	0	0	1	1	2%	0%	0%
				56			

Progression and promotion

18. STUDENTS / My progression in the WSA is not affected by my gender

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	11	5	0	16	39%	44%	42%
Agree	12	5	4	21	51%	48%	42%
Neither agree nor disagree	0	0	0	0	0%	0%	0%
Don't know	1	1	0	2	5%	4%	8%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	1	1	0	2	5%	4%	8%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

19. STUDENTS / My progression in the WSA is not affected by my ethnicity

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	10	5	2	17	41%	40%	42%
Agree	12	5	2	19	46%	48%	42%
Neither agree nor disagree	2	0	0	2	5%	8%	0%
Don't know	1	1	0	2	5%	4%	8%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	0	0	0	0%	0%	0%
Strongly Disagree	0	1	0	1	2%	0%	8%
				41			

20. STUDENTS / My progression in the WSA is not affected by my faith

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	10	4	2	16	39%	40%	33%
Agree	11	5	1	17	41%	44%	42%
Neither agree nor disagree	1	1	0	2	5%	4%	8%
Don't know	1	1	0	2	5%	4%	8%
Not applicable	2	1	1	4	10%	8%	8%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	0	0	0	0	0%	0%	0%
Strongly Disagree	0	0	0	0	0%	0%	0%
				41			

Recognition of Equality, Diversity and Inclusion work

23. STAFF / Equality, diversity and inclusion work is recognised when staff workload is allocated

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	2	1	0	3	5%	8%	5%
Agree	3	6	1	10	18%	12%	29%
Neither agree nor disagree	8	5	3	16	29%	31%	24%
Don't know	8	6	0	14	25%	31%	29%
Not applicable	0	1	0	1	2%	0%	5%
Prefer not to say	0	1	0	1	2%	0%	5%
Disagree	4	2	2	8	14%	15%	10%
Strongly Disagree	1	0	2	3	5%	4%	0%
				56			

24. STAFF/ EDI work is recognised in applications for staff promotion / progression

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	4	1	1	6	11%	15%	5%
Agree	6	4	1	11	20%	23%	19%
Neither agree nor disagree	4	5	5	14	25%	15%	24%
Don't know	9	9	0	18	32%	35%	43%
Not applicable	0	1	0	1	2%	0%	5%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	2	2	1	5	0%	8%	10%
Strongly Disagree	1	0	0	1	2%	4%	0%
				56			

25. STAFF/ WSA has taken action to mitigate adverse gendered impact of the Covid-19 pandemic on staff

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	1	1	0	2	4%	4%	5%
Agree	5	4	2	11	20%	19%	19%
Neither agree nor disagree	8	1	2	11	20%	31%	5%
Don't know	7	14	0	21	38%	27%	67%
Not applicable	0	1	1	2	4%	0%	5%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	3	1	2	6	11%	12%	5%
Strongly Disagree	2	0	1	3	5%	8%	0%
				56			

Flexible working and workloads

26. STAFF / The WSA enables flexible working for staff

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	6	5	1	12	21%	23%	24%
Agree	12	13	3	28	50%	46%	62%
Neither agree nor disagree	8	1	1	10	18%	31%	5%
Disagree	0	2	1	3	5%	0%	10%
Strongly Disagree	0	0	1	1	2%	0%	0%
Don't know	0	1	0	1	2%	0%	5%
Not applicable	0	0	1	1	2%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
				56			

27. STAFF / Staff workloads in the WSA are allocated fairly

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	0	1	0	1	2%	0%	5%
Agree	9	5	0	14	25%	35%	24%
Neither agree nor disagree	5	4	4	13	23%	19%	19%
Don't know	4	5	0	9	16%	15%	24%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	6	2	1	9	16%	23%	10%
Strongly Disagree	2	5	3	10	18%	8%	24%
				56			

28. STAFF/ timing of staff meetings + events takes into consideration those with caring responsibilities

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	4	2	1	7	13%	15%	10%
Agree	11	9	1	21	38%	42%	43%
Neither agree nor disagree	4	5	2	11	20%	15%	24%
Don't know	0	5	1	6	11%	0%	24%
Not applicable	2	0	1	3	5%	8%	0%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	4	0	0	4	7%	15%	0%
Strongly Disagree	1	1	1	3	5%	4%	5%
				56			

Career support, appointments and promotions

29. STAFF/ The WSA provides staff with support around all types of caring leave

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	5	2	1	8	14%	19%	10%
Agree	9	7	0	16	29%	35%	33%
Neither agree nor disagree	2	5	2	9	16%	8%	24%
Don't know	5	5	1	11	20%	19%	24%
Not applicable	0	2	1	3	5%	0%	10%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	5	1	1	7	13%	19%	5%
Strongly Disagree	0	0	1	1	2%	0%	0%
				56			

30. STAFF/ My line manager supports my career development

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	6	6	2	14	25%	23%	29%
Agree	15	11	1	27	48%	58%	52%
Neither agree nor disagree	0	2	3	5	9%	0%	10%
Don't know	1	1	0	2	4%	4%	5%
Not applicable	1	2	0	3	5%	4%	10%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	1	0	1	2	4%	4%	0%
Strongly Disagree	2	0	1	3	5%	8%	0%
				56			

31. STAFF / Decisions about staff appointments are made fairly

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	4	2	0	6	11%	15%	10%
Agree	7	9	3	19	34%	27%	43%
Neither agree nor disagree	6	4	2	12	21%	23%	19%
Don't know	3	3	0	6	11%	12%	14%
Not applicable	0	1	0	1	2%	0%	5%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	5	3	1	9	16%	19%	14%
Strongly Disagree	1	0	2	3	5%	4%	0%
				56			

32. STAFF / Decisions about staff promotion / progressions are made fairly

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	6	1	0	7	13%	23%	5%
Agree	2	7	1	10	18%	8%	33%
Neither agree nor disagree	6	4	3	13	23%	23%	19%
Don't know	9	6	0	15	27%	35%	29%
Not applicable	1	2	0	3	5%	4%	10%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	1	2	1	4	7%	4%	10%
Strongly Disagree	1	0	2	3	5%	4%	0%
				56			

33. STAFF / I receive useful feedback on my career development through performance reviews

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	4	1	2	7	13%	15%	5%
Agree	13	11	1	25	45%	50%	52%
Neither agree nor disagree	4	4	2	10	18%	15%	19%
Don't know	0	1	0	1	2%	0%	5%
Not applicable	1	3	0	4	7%	4%	14%
Prefer not to say	0	0	0	0	0%	0%	0%
Disagree	2	2	0	4	7%	8%	10%
Strongly Disagree	2	0	3	5	9%	8%	0%
				56			

34. STAFF / My current workload is manageable

	F	M	N/D	TOTAL	% ALL	% F	% M
Strongly Agree	1	1	0	2	4%	4%	5%
Agree	12	7	3	22	39%	46%	33%
Neither agree nor disagree	5	6	2	13	23%	19%	29%
Don't know	0	0	0	0	0%	0%	0%
Not applicable	0	0	0	0	0%	0%	0%
Prefer not to say	0	0	1	1	2%	0%	0%
Disagree	3	5	1	9	16%	12%	24%
Strongly Disagree	5	2	2	9	16%	19%	10%
				56			

Open Comments Questions									
Questions	Overall Responses	Among all respondents*	Staff				Students		
			Overall	F	M	Prefer not to say	Overall	F	M
21. Please add any comments regarding how your sense of belonging, level of support, and/or progression in the Welsh School of Architecture is affected by any aspect of Equality, Diversity Inclusion	24	24.7%	19	9	9	1	5	3	2
36. What do you think key challenges are in achieving Equality, Diversity and Inclusion at the Welsh School of Architecture?	34	35.1%	21	10	9	2	13	7	6
37. Are you aware of any changes which have been made in the Welsh School of Architecture in the past three years which have impacted Equality, Diversity and Inclusion?	39	40.2%	22	12	9	1	17	10	7
38. Can you highlight any specific examples of good practice regarding Equality, Diversity and Inclusion in the Welsh School of Architecture (such as organisation, working practices, teaching and lear...	31	32.0%	18	10	6	2	13	7	6
39. Is there anything else you would like to tell us about your experience of WSA in relation to Equality, Diversity & Inclusion?	20	20.6%	12	7	4	1	8	3	5
40. What do you think key challenges are in achieving Equality, Diversity and Inclusion in the architectural profession?	31	32.0%	20	10	8	2	11	5	6
41. Can you share any examples of good practice regarding Equality, Diversity and Inclusion in Architecture generally (including in other Schools of Architecture, or in the architectural profession?)	16	16.5%	9	4	3	2	7	2	5
64. Please note any comments you would like to make regarding Equality, Diversity and Inclusion at the Welsh School of Architecture in relation to the personal characteristics above (ethnicity or ethn...	9	9.2%	7	3	2	2	2	0	2
65. Please note any other comments, recommendations or concerns you would like to raise regarding Equality, Diversity and Inclusion at the Welsh School of Architecture.	11	11.3%	8	5	3	0	3	1	2
Staff only questions									
35. Please add any comments on staff appointments, progression, career development and workload in terms of Equality, Diversity and Inclusion.	16	16.5%	16	11	4	1			

*excluding N/A or blanks

Appendix 2: Data tables

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Appendix 2.1 Athena Swan Mandatory Data: Students 2018-2024

	2018-19				2019-20				2020-21				2021-22				2022-23				2023-24				2012-13 baseline							
	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F				
UG																																
BSC1	87	68	155	56%	92	66	158	58%	98	60	158	62%	117	80	197	59%	112	73	185	61%	107	75	182	59%								
BSC2	91	40	131	69%	109	91	200	55%	81	54	135	60%	91	56	147	62%	116	70	186	62%	112	68	180	62%								
BSC3	71	36	107	66%	139	60	199	70%	110	89	199	55%	82	52	134	61%	90	57	147	61%	112	67	179	63%								
M.ARCH1	72	58	130	55%	53	29	82	65%	101	54	155	65%	44	49	93	47%	34	23	57	60%	55	47	102	54%								
M.ARCH2	44	35	79	56%	40	43	83	48%	41	34	75	55%	63	40	103	61%	34	30	64	53%	36	24	60	60%								
Yearly Total	365	237	602	61%	433	289	722	60%	431	291	722	60%	397	277	674	59%	386	253	639	60%	386	257	643	60%	163	166	329	50				
PGT				0%																												
MAAD	17	15	32	53%	25	33	58	43%	25	32	57	44%	31	26	57	54%	30	25	55	55%	14	16	30	47%								
CMA	3	0	3	100%	1	4	5	20%	3	4	7	43%	4	5	9	44%	7	6	13	54%	6	5	11	55%								
SBC FT	1	1	2	50%	2	1	3	67%	4	1	5	80%	8	5	13	62%	7	0	7	100%	4	0	4	100%								
SBC PT y1	4	5	9	44%	1	3	4	25%	4	4	8	50%	0	2	2	0%	3	1	4	75%	2	1	3	67%								
SBC PT Y2	1	4	5	20%	4	4	8	50%	1	4	5	20%	4	4	8	50%	0	2	2	0%	3	1	4	75%								
EDB local	8	4	12	67%	5	5	10	50%	9	9	18	50%	9	9	18	50%	5	5	10	50%	8	2	10	80%								
EDB DL Y1	2	2	4	50%	0	0	0	0%	2	1	3	67%	1	0	1	100%	1	0	1	100%	0	1	1	0%								
EDB DL Y2	7	4	11	64%	1	2	3	33%	5	3	8	63%	2	0	2	100%	4	4	8	50%	2	0	2	100%								
EDB DL Y3	0	0	0	0%	1	0	1	100%	1	2	3	33%	0	0	0	0%	1	4	5	20%	0	0	0	0%								
MEGA	0	2	2	0%	6	7	13	46%	10	10	20	50%	7	8	15	47%	9	7	16	56%	7	12	19	37%								
PGDip	5	19	24	21%	15	13	28	54%	19	16	35	54%	14	11	25	56%	18	18	36	50%	16	16	32	50%								
MDA	0	0	0	0%				0%																								
Yearly Total	48	56	104	46%	61	72	133	46%	83	86	169	49%	80	70	150	53%	85	72	157	54%	41	33	74	55%	24	12	36	67%				
PGR				0%				0%																								
FULL TIME	3	8	11	27%	9	4	13	69%	8	4	12	67%	7	4	11	64%	6	4	10	60%	6	3	9	67%	10	12	22	45%				
PART TIME	2	1	3	67%	1	1	2	50%	1	1	2	50%	0	0	0	0%	0	0	0	0%	0	1	1	0%	14	9	23	61%				
Yearly Total	5	9	14	36%	10	5	15	67%	9	5	14	64%	7	4	11	64%	6	4	10	60%	6	4	10	60%	24	21	45	53%				
TOTAL ALL	418	302	720	58%	504	366	870	58%	523	382	905	58%	484	351	835	58%	477	329	806	59%	433	294	727	60%	211	199	410	51%				

PGT stage 1 only*

PGT diplomas, certificates and credits																									
Distinction	Under 5		Under 5		NA	Under 5		Under 5	0%	0	Under 5	0%	Under 5	0%	0	Under 5	0%	0	0	0	Under 5	0%	Under 5	0%	0
Merit	Under 5		9		9	Under 5		6	100%	6	8	53%	7	47%	15	Under 5	0%	9	100%	9	17	63%	10	37	27
Pass	Under 5		Under 5		NA	Under 5		Under 5	0%	0	0	0%	Under 5	0%	0	10	50%	10	50%	20	13	59%	9	41	22
PGR																									
Pass	5	70	3	30	8	7	100%	0	0%	7	4	40%	6	60%	10	5	83%	1	10%	6	2	20	7	80	9

GR7	2.4	2	4.4	55%	1.4	2	3.4	41%	1	2	3	33%	1	2	3	33%	1.8	2	3.8	47%
GR8	0	2.9	2.9	0%	1	3	4	25%	1.4	3	4.4	32%	1.4	1	2.4	58%	0.6	1	1.6	38%
GR9	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	1	0	1	100%
SENIOR BAND 1	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	1	1	0%	0	1	1	0%
SENIOR BAND 2	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 3	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Yearly Total	5	5.26	10.26	49%	5.2	5.76	10.96	47%	5.5	5.76	11.26	49%	6.2	5.26	11.46	54%	5.9	5.26	11.16	53%
Senior Management																				
SENIOR BAND 1	0	0	0	0%	0	0	0	0%	0	0	0	0%	1	0	1	100%	1	0	1	
Yearly Total	5	5.26	10.26	49%	5.2	5.76	10.96	47%	5.5	5.76	11.26	49%	6.2	5.26	11.46	54%	5.9	5.26	11.16	53%

Lecturer				
Senior Lecturer				
Reader				

Gr5-8	24.73	24.2	48.93	51%	30.76	23	53.76	57%	28.47	19.86	48.33	59%	26.5	23.36	49.86	53%	31.11	24.1	55.21	56%
Senior Bands	1	8	9	11%	1	5.2	6.2	16%	2	5.2	7.2	28%	7	6.6	13.6	51%	7	6.6	13.6	51%
Total	25.73	32.2	57.93	44%	31.76	28.2	59.96	53%	30.47	25.06	55.53	55%	33.5	29.96	63.46	53%	38.11	30.7	68.81	55%
%Senior Bands	4%	25%	16%		3%	18%	10%		7%	21%	13%		21%	22%	21%		18%	21%	20%	

11	11	22
1	10	11
12	21	33
8	48	33
%	%	%

Appendix 2.4 Athena Swan Mandatory Data: Academic Staff by Contract Type 2018-2024

	1st August 2018 - 31st July 2019				1st August 2019 - 31st July 2020				1st August 2020 - 31st July 2021				1st August 2021 - 31st July 2022				1st August 2022 - 31st July 2023			
	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F
FIXED TERM																				
FIXED	1	0	1	100%	2	0	2	100%	1	0	1	100%	0	0	0	0%	0	0	0	0%
GR5	4	6	10	40%	5	5	10	50%	5	4	9	56%	7	4	11	64%	4	9	13	31%
GR6	7	2	9	78%	9	3	12	75%	11	4	15	73%	11	4	15	73%	8	8	16	50%
GR7	1	2	3	33%	1	2	3	33%	1	1	2	50%	0	1	1	0%	0	0	0	0%
GR8	1	0	1	100%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
GR9	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 1	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 2	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 3	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENSTAFF	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Yearly Total	14	10	24	58%	17	10	27	63%	18	9	27	67%	18	9	27	67%	12	17	29	41%
OPEN ENDED WITH RELEVANT FACTOR																				
GR5	0	0	0	0%	0	0	0	0%	0	1	1	0%	0	4	4	0%	0	1	1	0%
GR6	3	1	4	75%	3	1	4	75%	4	3	7	57%	2	4	6	33%	2	0	2	100%
GR7	0	1	1	0%	0	1	1	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
GR8	0	0	0	0%	0	1	1	0%	0	2	2	0%	2	2	2	0%	0	1	1	0%
GR9	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 1	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 2	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 3	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Yearly Total	3	2	5	60%	3	3	6	50%	4	6	10	40%	2	10	12	17%	2	2	4	50%
OPEN ENDED																				
GR5	1	0	1	100%	1	0	1	100%	1	0	1	100%	1	0	1	100%	1	0	1	100%
GR6	8	4	12	67%	8	3	11	73%	7	1	8	88%	12	4	16	75%	13	6	19	68%
GR7	6	6	12	50%	3	5	8	38%	3	2	5	60%	5	3	8	63%	6	5	11	55%
GR8	8	7	15	53%	12	7	19	63%	11	9	20	55%	6	11	17	35%	8	10	18	44%
GR9	0	1	1	0%	0	1	1	0%	0	1	1	0%	0	1	1	0%	2	2	4	50%
SENIOR BAND 1	1	9	10	10%	1	5	6	17%	2	4	6	33%	6	7	13	46%	6	7	13	46%
SENIOR BAND 2	0	1	1	0%	0	1	1	0%	0	1	1	0%	0	0	0	0%	0	0	0	0%
SENIOR BAND 3	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Yearly Total	24	28	52	46%	25	22	47	53%	24	18	42	57%	30	26	56	54%	36	30	66	55%

Appendix 2.5 Athena Swan Mandatory Data: PTO Staff Grade and Job Family 2018-2024

	1st August 2018 - 31st July 2019				1st August 2019 - 31st July 2020				1st August 2020 - 31st July 2021				1st August 2021 - 31st July 2022				1st August 2022 - 31st July 2023			
	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F
ADMINISTRATIVE SUPPORT																				
GR1	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
GR2	1.17	0	1.17	100%	1.17	0	1.17	100%	1.17	0	1.17	100%	1.17	0	1.17	100%	1.29	0	1.29	100%
GR3	0.6	1	1.6	38%	0.6	1	1.6	38%	0.6	1	1.6	38%	0.6	1	1.6	38%	0	3	3	0%
GR4	5.24	0.6	5.84	90%	4.9	0.6	5.5	89%	4.5	0	4.5	100%	5.7	1	6.7	85%	4	1	5	80%
Yearly Total	7.01	1.6	8.61	81%	6.67	1.6	8.27	81%	6.27	1	7.27	86%	7.47	2	9.47	79%	5.29	4	9.29	57%
TECHNICAL SERVICES																				
GR1	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
GR2	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
GR3	0	1	1	0%	0	1	1	0%	0	2	2	0%	0	1	1	0%	0	2	2	0%
GR4	0	1	1	0%	0	1	1	0%	0	1	1	0%	0	1	1	0%	0	1	1	0%
GR5	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%
Yearly Total	0	2	2	0%	0	2	2	0%	0	3	3	0%	0	2	2	0%	0	3	3	0%
Managerial Professional Specialist Staff																				
GR5	4.7	3.2	7.9	59%	5.6	3.2	8.8	64%	5.1	4.94	10.04	51%	5.1	4.55	9.65	53%	6.3	5.6	11.9	53%
GR6	4.53	0	4.53	100%	5.03	0	5.03	100%	7.13	0	7.13	100%	6.78	0	6.78	100%	6.97	1	7.97	87%
GR7	1.6	0.8	2.4	67%	2	0.8	2.8	71%	1	0	1	100%	2	0	2	100%	5	0	5	100%
GR8	0	0	0	0%	0	0	0	0%	1	0	1	100%		0	0	0%	0	0	0	0%
Yearly Total	10.83	4	14.83	73%	12.63	4	16.63	76%	14.23	4.94	19.17	74%	13.88	4.55	18.43	75%	18.27	6.6	24.87	73%

Appendix 2.6 Athena Swan Mandatory Data: PTO Staff Grade and Contract Type 2018-2024

	1st August 2018 - 31st July 2019				1st August 2019 - 31st July 2020				1st August 2020 - 31st July 2021				1st August 2021 - 31st July 2022				1st August 2022 - 31st July 2023			
	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F
FIXED TERM																				
GR1			0	0%			0	0%			0	0%			0	0%			0	0%
GR2			0	0%			0	0%			0	0%			0	0%			0	0%
GR3			0	0%			0	0%		1	1	0%		1	1	0%		1	1	0%
GR4	2	1	3	67%	2	1	3	67%	2		2	100%	2		2	100%			0	0%
GR5	3	2	5	60%	2	2	4	50%	1	3	4	25%	2	4	6	33%	1	2	3	33%
GR6	2		2	100%	3		3	100%	5		5	100%	7		7	100%	5		5	100%
GR7	2		2	100%	2		2	100%	1		1	100%	1		1	100%			0	0%
GR8			0	0%			0	0%			0	0%			0	0%			0	0%
SENB1			0	0%			0	0%			0	0%			0	0%			0	0%
SENB2			0	0%			0	0%			0	0%			0	0%			0	0%
SENB3			0	0%			0	0%			0	0%			0	0%			0	0%
Yearly Total	9	3	12	75%	9	3	12	75%	9	4	13	69%	12	5	17	71%	6	3	9	67%
OPEN ENDED WITH RELEVANT FACTOR																				
GR1			0	0%			0	0%			0	0%			0	0%			0	0%
GR2			0	0%			0	0%			0	0%			0	0%			0	0%
GR3			0	0%			0	0%			0	0%			0	0%			0	0%
GR4	2		2	100%	1		1	100%	1		1	100%	1		1	100%			0	0%
GR5			0	0%			0	0%			0	0%			0	0%		2	2	0%
GR6			0	0%			0	0%			0	0%			0	0%	2		2	100%
GR7			0	0%			0	0%			0	0%			0	0%			0	0%
GR8			0	0%			0	0%			0	0%			0	0%			0	0%
SENB1			0	0%			0	0%			0	0%			0	0%			0	0%
SENB2			0	0%			0	0%			0	0%			0	0%			0	0%
SENB3			0	0%			0	0%			0	0%			0	0%			0	0%
Yearly Total	2	0	2	100%	1	0	1	100%	1	0	1	100%	1	0	1	100%	2	2	4	50%
OPEN ENDED																				0%
GR1			0	0%			0	0%			0	0%			0	0%			0	0%
GR2	2		2	100%	2		2	100%	2		2	100%	2		2	100%	3		3	100%
GR3	1	2	3	33%	1	2	3	33%	1	2	3	33%	1	4	5	20%		5	5	0%
GR4	7	1	8	88%	4	1	5	80%	3	1	4	75%	5	2	7	71%	5	2	7	71%
GR5	4	3	7	57%	5	5	10	50%	5	3	8	63%	5	5	10	50%	8	4	12	67%
GR6	7		7	100%	5		5	100%	5		5	100%	6		6	100%	5	1	6	83%
GR7	1	1	2	50%	1	1	2	50%	1		1	100%	1		1	100%	6		6	100%
GR8			0	0%			0	0%	1		1	100%			0	0%			0	0%
SENB1			0	0%			0	0%			0	0%			0	0%			0	0%
SENB2			0	0%			0	0%			0	0%			0	0%			0	0%
SENB3			0	0%			0	0%			0	0%			0	0%			0	0%
Yearly Total	22	7	29	76%	18	9	27	67%	18	6	24	75%	20	11	31	65%	27	12	39	69%

Appendix 2.7 Athena Swan Mandatory Data: Academic Recruitment

	1st August 2018 - 31st July 2019					1st August 2019 - 31st July 2020				1st August 2020 - 31st July 2021					1st August 2021 - 31st July 2022					1st August 2022 - 31st July 2023						
	F	M	Prefer not to say	TOTAL	%F	F	M	TOTAL	%F	F	M	Prefer not to say	TOTAL	%F	F	M	Prefer not to say	TOTAL	%F	F	M	Prefer not to say	TOTAL	%F		
Research																										R
GR5																										GR5
Applied	11	4	0	15	73%	0	0	0	0%	4	3	0	7	57%	5	1	0	15	33%	13	25	0	38	34%	Applied	
Shortlisted	4	1	0	5	80%	0	1	1	0%	1	0	0	1	100%	3	2	0	5	60%	1	7	1	9	11%	Shortlisted	
Hired	1	1	0	2	50%	1	0	1	100%	1	1	0	2	50%	1	3	0	4	25%	2	0	0	2	100%	Hired	
GR6					0%				0%					0%					0%						0%	GR6
Applied	5	12	1	18	28%	3	3	6	50%	4	6	0	10	40%	4	5	1	10	40%	14	19	0	33	42%	Applied	
Shortlisted	1	1	0	2	50%	0	0	0	0%	1	3	0	4	25%	3	1	0	4	75%	2	5	0	7	29%	Shortlisted	
Hired	1	0	0	1	100%	2	0	2	100%	1	1	0	2	50%	2	2	0	4	50%	1	2	0	3	33%	Hired	
GR7					0%				0%					0%					0%						0%	GR7
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted
Hired					0%				0%					0%					0%						0%	Hired
GR8					0%				0%					0%					0%						0%	GR8
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted
Hired					0%				0%					0%					0%						0%	Hired
SENB1					0%				0%					0%					0%						0%	SENB1
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted
Hired					0%				0%					0%					0%						0%	Hired
SENB2					0%				0%					0%					0%						0%	SENB2
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted
Hired					0%				0%					0%					0%						0%	Hired
SENB3					0%				0%					0%					0%						0%	SENB3
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted
Hired					0%				0%					0%					0%						0%	Hired

Yearly Total	23	19	1	43	53%	6	4	10	60%	12	14	0	26	46%	1	2	1	42	43%	33	58	1	92	36%	Yearly Total	
Teaching & Research																									0%	T&R
GR5					0%				0%					0%					0%						0%	GR5
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted
Hired					0%				0%					0%					0%						0%	Hired
GR6					0%				0%					0%					0%						0%	GR6
Applied	43	63	0	106	41%				0%	8	19	0	27	30%	2	2	1	48	46%	10	15	1	26	38%	Applied	
Shortlisted	4	7	2	13	31%				0%	4	3	1	8	50%	6	1	13	30	20%	2	5	0	7	29%	Shortlisted	
Hired	5	1	0	6	83%				0%	2	0	0	2	100%	3	1	1	5	60%	2	1	0	3	67%	Hired	
GR7					0%				0%					0%					0%						0%	GR7
Applied					0%				0%					0%					0%	9	19	0	28	32%	Applied	
Shortlisted					0%				0%					0%					0%	4	4	0	8	50%	Shortlisted	
Hired					0%				0%					0%					0%	0	1	0	1	0%	Hired	
GR8					0%				0%					0%					0%						0%	GR8
Applied					0%				0%	1	8	0	9	11%	9	1	1	28	32%	1	5	0	6	17%	Applied	
Shortlisted					0%				0%	0	2	1	3	0%	2	3	0	5	40%	1	1	0	2	50%	Shortlisted	
Hired					0%				0%	0	1	0	1	0%	0	1	0	1	0%	1	0	0	1	100%	Hired	
SENB1					0%				0%					0%					0%						0%	SENB1
Applied					0%				0%					0%	4	6	0	10	40%						0%	Applied
Shortlisted					0%				0%					0%	1	3	0	4	25%						0%	Shortlisted
Hired					0%				0%					0%	0	1	0	1	0%						0%	Hired
SENB2					0%				0%					0%	0	0	0	0	0%						0%	SENB2
SENB3					0%				0%					0%	0	0	0	0	0%						0%	SENB3
Yearly Total	52	71	2	125	42%	0	0	0	0%	15	33	2	50	30%	4	6	16	13	36%	30	51	1	81	37%	Yearly Total	
Teaching & Scholarship																									0%	T&S
GR5					0%				0%					0%					0%						0%	GR5
Applied	0	7	0	7	0%				0%					0%					0%						0%	Applied
Shortlisted	1	1	1	3	33%				0%					0%					0%						0%	Shortlisted
Hired	1	0	0	1	100%				0%					0%					0%						0%	Hired
GR6					0%				0%					0%					0%						0%	GR6
Applied	8	3	1	12	67%	0	1	1	0%					0%	5	7	12	24	21%	7	9	16	44%	1600%	Applied	
Shortlisted	2	1	0	3	67%	0	0	0	0%					0%	2	1	3	6	33%	2	5	7	29%	700%	Shortlisted	
Hired	1	1	0	2	50%	1	0	1	100%					0%	0	1	1	2	0%	0	2	2	0%	0%	Hired	
GR7					0%				0%					0%					0%						0%	GR7
Applied					0%				0%					0%					0%						0%	Applied
Shortlisted					0%				0%					0%					0%						0%	Shortlisted

Hired					0%					0%												0%	Hired	
GR8					0%					0%												0%	GR8	
Applied					0%					0%												0%	Applied	
Shortlisted					0%					0%												0%	Shortlisted	
Hired					0%					0%												0%	Hired	
SENB1					0%					0%												0%	SENB1	
Applied					0%					0%												0%	Applied	
Shortlisted					0%					0%												0%	Shortlisted	
Hired					0%					0%												0%	Hired	
SENB2					0%					0%												0%	SENB2	
SENB3					0%					0%												0%	SENB3	
Yearly Total	13	13	2	28	46%	1	1	2	50%					0%	7	9	16	32	22	%	9	7	25	Yearly Total

Appendix 2.8 Athena Swan Mandatory Data: PTO Recruitment

	1st August 2018 - 31st July 2019				1st August 2019 - 31st July 2020				1st August 2020 - 31st July 2021				1st August 2021 - 31st July 2022				1st August 2022 - 31st July 2023							
	F	M	Prefer not to say	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	Prefer not to say	TOTAL	%F						
ADMINISTRATIVE SUPPORT																				ADMINISTRATIVE SUPPORT				
GR2																				GR2				
Total Grade 2 applications																	9		Total Grade 2 applications					
Applied but not shortlisted	0	0	0			0	0	0			0	0	0			3	5	0	8	38%	Applied but not shortlisted			
Shortlisted but not hired	0	0	0			0	0	0			0	0	0			0	0	0	0		Shortlisted but not hired			
Hired	0	0	0			0	0	0			0	0	0			1	0	0	1	100%	Hired			
GR3																				GR3				
Total Grade 3 applications													14					47		Total Grade 3 applications				
Applied but not shortlisted	0	0	0			0	0	0			0	0	0	4	4	8	50%	22	11	3	36	61%	Applied but not shortlisted	
Shortlisted but not hired	0	0	0			0	0	0			0	0	0	3	1	4	75%	8	2	0	10	80%	Shortlisted but not hired	
Hired	0	0	0			0	0	0			0	0	0	0	2	2	0%	1	0	0	1	100%	Hired	
GR4																				GR4				
Total Grade 4 applications				27							1			19					5		Total Grade 4 applications			
Applied but not shortlisted	16	5	0	21	76%	5	4	9	56%	0	0	0		5	4	9	56%	2	0	0	2	100%	Applied but not shortlisted	
Shortlisted but not hired	3	0	1	4	75%	0	0	0	#DIV/0!	0	0	0		5	1	6	83%	2	0	0	2	100%	Shortlisted but not hired	
Hired	1	1	0	2	50%	1	0	1	100%	1	0	1	100%	3	1	4	75%	1	0	0	1	100%	Hired	
Yearly Total	20	6	1		6	4			1	0			20	3			40	18	3			Yearly Total		
Total hired	1				1				1				3				3							
% of females that apply and are appointed	5%				17%				100%				15%				8%							
Managerial Professional Specialist Staff																							MPSS	
GR5																				GR5				
Total Grade 5 applications				33									1					12		Total Grade 5 applications				
Applied but not shortlisted	11	12	0	23	48%	0	0	0			0	0	0			0	0	0	3	4	0	7	43%	Applied but not shortlisted
Shortlisted but not hired	2	6	0	8	25%	0	0	0			0	0	0			0	0	0	3	0	0	3	100%	Shortlisted but not hired
Hired	1	1	0	2	50%	0	0	0			0	0	0			0	1	1	0	2	0	2	50%	Hired
GR6																				GR6				

Total Grade 6 applications				7							22				4					14		Total Grade 6 applications	
Applied but not shortlisted	2	2	0	4	50%	0	0	0		7	8	15	47%	1	0	1	100%	6	1	0	7	86%	Applied but not shortlisted
Shortlisted but not hired	0	1	1	2	0%	0	0	0		3	1	4	75%	1	0	1	100%	1	1	0	2	50%	Shortlisted but not hired
Hired	1	0	0	1	100%	0	0	0		3	0	3	100%	2	0	2	100%	5	0	0	5	100%	Hired
GR7																							GR7
Total Grade 7 applications																					7		Total Grade 7 applications
Applied but not shortlisted	0	0	0			0	0	0		0	0	0		0	0	0		1	1	0	2	50%	Applied but not shortlisted
Shortlisted but not hired	0	0	0			0	0	0		0	0	0		0	0	0		1	0	0	1	100%	Shortlisted but not hired
Hired	0	0	0			0	0	0		0	0	0		0	0	0		3	1	0	4	75%	Hired
GR8																							GR8
Total Grade 8 applications																							Total Grade 8 applications
Applied but not shortlisted	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Applied but not shortlisted
Shortlisted but not hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Shortlisted but not hired
Hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Hired
SENB1																							SENB1
Total Grade SENB1 applications																							Total Grade SENB1 applications
Applied but not shortlisted	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Applied but not shortlisted
Shortlisted but not hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Shortlisted but not hired
Hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Hired
SENB2																							SENB2
SENB3																							SENB3
Yearly Total	17	22	1	40		0				13	9	22		4	1	5		24	9	0	33		Yearly Total
Total hired	2					0				3				2				9					
% of females that apply and are appointed	12%					0%				23%				50%				38%					
Technical																							Technical
GR1																							GR1
Total Grade 1 applications																							Total Grade 1 applications
Applied but not shortlisted	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Applied but not shortlisted
Shortlisted but not hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Shortlisted but not hired
Hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Hired
GR2																							GR2
Total Grade 2 applications																							Total Grade 2 applications
Applied but not shortlisted	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Applied but not shortlisted
Shortlisted but not hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Shortlisted but not hired
Hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Hired
GR3																							GR3
Total Grade 3 applications																							Total Grade 3 applications
Applied but not shortlisted	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Applied but not shortlisted
Shortlisted but not hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Shortlisted but not hired
Hired	0	0	0			0	0	0		0	0	0		0	0	0		0	0	0			Hired
GR4																							GR4

Total Grade 4 applications				14																6		Total Grade 4 applications		
Applied but not shortlisted	3	8	0	11	27%	0	0	0		0	0	0		0	0	0		1	2	0	3	33%	Applied but not shortlisted	
Shortlisted but not hired	1	1	0	2	50%	0	0	0		0	0	0		0	0	0		0	2	0	2	0%	Shortlisted but not hired	
Hired	0	1	0	1	0%	0	0	0		0	0	0		0	0	0		0	1	0	1	0%	Hired	
Yearly Total	4	10	0			0				0				0				1	5	0			Yearly Total	
Total hired	0					0				0				0				0						
% of females that apply and are appointed	0					0				0				0				0						

Appendix 2.9 Athena Swan Mandatory Data: Academic Promotion

	2018				2019				2020				2021				2022				2023			
	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F
R																								
GR5 TO GR6																								
SUCCESSFUL																								
UNSUCCESSFUL / WITHDRAWN																								
GR6 TO GR7																								
SUCCESSFUL																								
UNSUCCESSFUL / WITHDRAWN																								
GR7 TO GR8																								
SUCCESSFUL									0	1	1	0%												
UNSUCCESSFUL / WITHDRAWN																								
GR8 TO SENB1																								
SUCCESSFUL													1	0	1	100%								
UNSUCCESSFUL / WITHDRAWN																								
SENB1																								
SENB2																								
SENB3																								
Yearly Total													1	0	1	100%								
T&R																								
GR5 TO GR6																								
SUCCESSFUL																								
UNSUCCESSFUL / WITHDRAWN																								
GR6 TO GR7																								
SUCCESSFUL																								
UNSUCCESSFUL / WITHDRAWN																								
GR7 TO GR8																								
SUCCESSFUL	1	1	2	50%	3	1	4	75%	0	3	3	0%	1	0	1	100%	2	0	2	100%	2	1	3	67%
UNSUCCESSFUL / WITHDRAWN																	0	1	1	0%				
GR8 to Gr8 discretionary									1	0	1	100%												
GR8 to GR9																								
SUCCESSFUL																0	1	1	0%	1	0	1	100%	
UNSUCCESSFUL / WITHDRAWN																			0	3	3	0%		
GR8 TO SENB1																								
SUCCESSFUL									1	0	1	100%	4	1	5	80%								
UNSUCCESSFUL / WITHDRAWN																								
SENB1																								
SENB2																								
SENB3																								
Yearly Total																								

Appendix 2.10 Athena Swan Mandatory Data: PTO Progression

	1st August 2018 - 31st July 2019				1st August 2019 - 31st July 2020				1st August 2020 - 31st July 2021				1st August 2021 - 31st July 2022				1st August 2022 - 31st July 2023				
	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	F	M	TOTAL	%F	
ADMINISTRATIVE SUPPORT																					
GR1																					
GR2																					
GR3																					
GR4 TO GR5																					
SUCCESSFUL																	1	0	1	100%	
UNSUCCESSFUL / WITHDRAWN																					
GR5 TO GR6																					
SUCCESSFUL																	1	0	1	100%	
UNSUCCESSFUL / WITHDRAWN																					
GR6 TO GR7																					
SUCCESSFUL																					
UNSUCCESSFUL / WITHDRAWN																					
GR7 TO GR8																					
SUCCESSFUL																					
UNSUCCESSFUL / WITHDRAWN																					
GR8 TO SENB1																					
SUCCESSFUL																					
UNSUCCESSFUL / WITHDRAWN																					
SENB1																					
SENB2																					
SENB3																					
Yearly Total																					
MPSS MANAGERIAL PROFESSIONAL SERVICES STAFF																					
GR1																					
GR2																					
GR3																					
GR4																					
GR5 TO GR6																					
SUCCESSFUL																					
UNSUCCESSFUL / WITHDRAWN																					
GR6 TO GR7																					

SUCCESSFUL																			
UNSUCCESSFUL / WITHDRAWN																			
GR7 TO GR8																			
SUCCESSFUL																			
UNSUCCESSFUL / WITHDRAWN																			
GR8 TO SENB1																			
SUCCESSFUL																			
UNSUCCESSFUL / WITHDRAWN																			
SENB1																			
SENB2																			
SENB3																			
Yearly Total																			
R																			
GR5 TO GR6																			
SUCCESSFUL	0	1	1	0%															
UNSUCCESSFUL / WITHDRAWN																			
GR6 TO GR7																			
SUCCESSFUL																			
UNSUCCESSFUL / WITHDRAWN																			
GR7 TO GR8																			
SUCCESSFUL	0	1	1	0%															
UNSUCCESSFUL / WITHDRAWN																			
T&S																			
GR5 TO GR6																			
SUCCESSFUL	1	0	1	100%	1	0	1	100%											
UNSUCCESSFUL / WITHDRAWN																			

Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application

ARB	Architects Registration Board (UK Professional accrediting body)
ARE	Annual Review and Enhancement
AS	Athena Swan
B&H	Bullying and Harassment
BSC	Bachelor of Science in Architectural Studies
CU	Cardiff University
CMA	PGT
DAW	Dignity at Work Advisors
EDB	MSc Environmental Design of Buildings
EDI	Equality, Diversity and Inclusion
HESA	Higher Education Statistics Agency
LAM	Lembaga Arkitek Malaysia (Malaysian Professional accrediting body)
LGBTQ+	Lesbian, Gay, Bisexual, Transexual, Queer /Questioning, Intersex, Asexual, +
MARCH	Master of Architecture
NSS	National Student Survey
PG	Postgraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
PSE	College of Physical Sciences and Engineering, Cardiff University
PTO	Professional, Technical and Operational Staff
RIBA	Royal Institute of British Architects (UK Professional accrediting body)
RSAW	Royal Society of Architects in Wales
RSG	Research and Scholarship Groups

SAT	Athena Swan Self-Assessment Team
SCOSA	Standing Conference of Schools of Architecture
SENB	Senior Staff Band (Grade band)
SMART	Specific, Measurable, Achievable, Relevant, Time-Bound
T&R	Teaching and Research
T&S	Teaching and Scholarship
R	Research
UDL	Universal Design for Learning Principles
UGT	Undergraduate Taught
VCO	Vice Chancellors Office
Wider-BE	Well-Informed Design Education and Research in the Built Environment: this was the Business case which has led the expansion of the Welsh School of Architecture and the redevelopment of Bute Building as part of this to accommodate increased staff and student numbers.
WSA	Welsh School of Architecture, Cardiff University

Appendix 4: 'An Inclusive WSA' workshops 29/9/22 and 15/11/23

Immediate/ Easy to Do (113 Comments)	Longer Term/Easy to Do (61 comments)
<ol style="list-style-type: none"> 1. Reduce the isolation of the PHD 2. Experience – sharing among undergraduate and postgraduate students. 3. Architecture is more of a practical and technology-based course so would like to explore more case studies. 4. Visibility on female architects – their critical role Aino Alto. 5. Making lifts accessible and visible. 6. Values of respect on different back grounds, sex, gender, orientation, disabilities. 7. Free sanitary products in the toilets. 8. Spaces workshop for deconstructing gender issues internalized convictions and gender bias. Both for women and men and non-conforming people. 9. Making sure that the school understands that women go through pain/illness sometimes every month and cannot work they way they want to, facilitating maybe set leave or EC on this. Identifying this is not a taboo subject, values, and attitudes towards this need to be made clear. 10. Making use of the exhibition hall – less as a formal gallery and more as a space of casual gatherings – film nights, intermediate exhibitions (not just one at the end of the year). 11. Incorporating current problems into the curriculum – environment, politics, real events, cultures etc. 12. Welsh language lessons (short term) for PGT students. 13. Organise more social events like this. 14. Information sharing, support needs and disabilities, shared with relevant staff (academic and tech professionals). 15. Cross faculty, bringing in people with different back grounds to share their work. 16. Make tutors aware of international students (sense check on briefs). 17. Year reps should have more representation of whole year. 18. Welfare and support for students and faculty. 19. Make visible the EDI committee on website and other platforms. More information on architect licensing. 20. Post – covid social activities to be accelerated for those who have missed out on interactions. 21. Improve tutor briefing particularly WRT review culture and feedback. 22. Showing students/peers the journey for success not failure. 23. Wellbeing recognised as a dedicated role to support staff and students. 24. International officer, SAWSA. 25. Create more opportunity for informal social interactions. 26. Space exists but needs populating (furnishing and functions). 27. School engagement. 28. Prayer room. 29. More info on diversity of Cardiff. 30. Anonymous submission of work and/or anonymous work for students to review – blind reviews to not know about gender/ ethnicity. 31. Display of where people in WSA are from – this could include locations of current students, good if this could also show the languages spoken in the school. 32. A clearer form of communication as to transitioning into university with key dates communicated regularly. 	<ol style="list-style-type: none"> 1. As a UK student interact with students of different cultures to show our willingness to be inclusive and accommodating. 2. Focus on sustainability and climate change – should introduce this issue from undergraduate. 3. Build up WSA students' community by engaging students coming from different cultures and countries – International events, a talk of students works. 4. Sense of belonging – work as volunteers or part – time worker to make contributions to the local environment, community, school, or university. 5. Communication between teachers and lecturers. 6. Common room with food – small cafeteria built and designed by students along with teachers and lecturers. 7. All year's students' study in the same space, they can share ideas. 8. Improve representation of diversity in school and uni channels (e.g. promotional images, outreach activities and platform of communication. 9. Newsletter lead by students to celebrate diff people and projects to promote inclusivity and diversity. 10. More school activities. 11. Publicise about the cross-year events around school e.g posters. 12. More support or lesson on job interview. 13. Partnering opportunities/including students in course design, feedback. 14. Soft skills to manage challenging behaviour (now and in future). 15. Understand better the educational objective of e.g reviews. 16. Time management. 17. Build on the community at WSA. 18. Architecture A Level. 19. Expanding work with local communities/knowledge of. 20. Increasing range of activities offered sawsa) to allow wider range of participants. 21. More direct interactions with different social groups through adjustments to design briefs. 22. Consider braille or signage around the building. 23. As a first year we have the online module about the diversity and inclusion which I found really interesting and would be really effective to carry on the strategy for next year and to reflect back yearly. 24. Group activities could help bring people together. 25. Hold on to judgement and wait for opportunities to get to know each other. 26. Talk about Post Graduate course – Sessions with previous or currents masters. 27. Integration of studio and vertical studios. 28. Creating possibility of collaboration with students of different sectors. 29. Encourage the opening of a safe space which opens or allows the natural conversations between groups of varying back grounds and year groups. 30. Educating and training staff and critics to focus on concept not quality of models/drawings. 31. Identify the different help needed so that everyone can begin on an equal playing field. 32. Culture of tearing into students – critics should be briefed to encourage and share their views. 33. Post work online on social media, make Instagram page and update regularly on projects. 34. Extra support classes e.g Technology.

<p>33. Planning to accommodate and facilitate a range of skills, knowledge, and different experiences in the early stages of the course.</p> <p>34. Increase awareness of architecture societies, events n- building relationships with all years.</p> <p>35. Create more open university events within the first weeks to create a more social, welcome introduction into student life. Opening of a student space in the building to create environments for "in course" conversations.</p> <p>36. Printing in black and white shouldn't be judged against colour just because a student can't afford it. Higher printing budget – discuss with critics.</p> <p>37. All welcome philosophy.</p> <p>38. Training for staff and students on inclusivity and intersectionality.</p> <p>39. Build in more awareness of building materials/techniques from around the world into the curriculum and input from experiences of students around the world.</p> <p>40. Make a bigger emphasis on accessibility in architecture and making buildings more accessible students – considering different disabilities.</p> <p>41. Forum sharing room or space for students from different years can informally share ideas, pin up whatever they want.</p> <p>42. Gender neutral bathrooms.</p> <p>43. Print maps of Bute.</p> <p>44. Making documents more accessible and easier to read.</p> <p>45. More range of model materials.</p> <p>46. Specific reading material for each project.</p> <p>47. Meetings with multiple years.</p> <p>48. Support with finding valuable work experience.</p> <p>49. Make deliberate effort to speak to people who are within the minority.</p> <p>50. More group works.</p> <p>51. A softer more flexible more open environment would make people feel more welcome regardless of cultural background.</p> <p>52. Host smaller forum discussions per year/inter – year to promote comfortable issue raising and make everyone feel heard.</p> <p>53. Free sanitary products in all toilets.</p> <p>54. Team building events with pupils and academics.</p> <p>55. Wednesdays on campus – passing conversations.</p> <p>56. More team social activities and events.</p> <p>57. Helping people who need help.</p> <p>58. International day, sharing culture, food, languages.</p> <p>59. Course content – communication/expectation of students from WSA.</p> <p>60. WSA activities shared Calander for all CBSc, PGI's, Staff academics).</p> <p>61. Make hybrid studio less structured and more organic for year groups to mix.</p> <p>62. More events to get to know each other.</p> <p>63. Including committee in local project.</p> <p>64. Climate change, we all have that in common.</p> <p>65. More ambassadors to help younger/school level students to be mentor and show resources.</p> <p>66. Students enjoy coming together e.g vertical studio, exhibition.</p> <p>67. Sanitary products in ladies' toilets (without asking).</p> <p>68. Welcoming students in, daily, first few days – ambassadors.</p> <p>69. A "Chill out" space for staff and students (not the kitchen).</p> <p>70. Naming rooms in Bute after architects from different parts of the world.</p> <p>71. More training on inclusivity, especially for teaching for students with disabilities.</p>	<p>35. Open a common room, a separate area from studio.</p> <p>36. integrate more knowledge into practical building codes.</p> <p>37. Secure percentage of deprived groups in admissions.</p> <p>38. Offer design services to minority communities.</p> <p>39. Professional language – Make it easier to bridge between education and practice. Use language during teaching. Word banks, easy to access and understand.</p> <p>40. More social events and collectively organised.</p> <p>41. Better communication to ensure relationships are continuously built – emails to shared box only.</p> <p>42. Using different language while communicating ideas and having conversations.</p> <p>43. Beyond the academic curriculum encourage students to practice linear equality of opinions as opposed to a vertical hierarchy, that extends to users of the space and the contextual community as well. A musician can know more about the laws of acoustics sometimes in comparison to a person designing an open house.</p> <p>44. Outreach events outside university, for some the university and Bute are intimidating.</p> <p>45. Induction not fun, information overload. Students with learning difficulties may struggle.</p> <p>46. Diversity briefs in terms of location/challenges in non "westernised world".</p> <p>47. Picking on students in lectures. Lots of people uncomfortable speaking in front of a large amount of people.</p> <p>48. Making better awareness of events that wont affect grades through the app or Cardiff intranet.</p> <p>49. Being aware of sustainability and environmental impacts caused by buildings and ways to reduce the common factors that cause impact on environment.</p> <p>50. Inclusive teaching resources and guidance to be made available to academic staff.</p> <p>51. More openness, transparency and collaboration with other school and disciplines.</p> <p>52. Timings of submissions – Why is academic year ending early when there are no exams.</p> <p>53. Optical challenges of exhibition hall.</p> <p>54. More collaborative [projects with universities around the world.</p> <p>55. Proper access for disabled students/staff.</p> <p>56. Teach practical skills as well as critiquing design – presentation skills, design workflows, organisational skills, time management and planning.</p> <p>57. Recognise that there are many ways to be an architect, introvert/extrovert. Accommodate different temperament in activities and assessment.</p> <p>58. Research on neurodiversity and disabilities in architecture.</p> <p>59. Provide alternatives for teaching and learning.</p> <p>60. More structured sessions talking about allyship.</p> <p>61. integrate EDI in our curriculum and work schedule /WSA'S development.</p>
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<p>72. "Cycle to work", days where we cycle in groups to uni.</p> <p>73. Boost visibility of EDI oriented action celebrating inclusivity e.g., billboards, open days.</p> <p>74. More inclusive language in emails and student communication.</p> <p>75. Run seminars, raising awareness.</p> <p>76. Ad – Hoc, culturally diverse social events and parties, e.g, celebrate Diwali etc.</p> <p>77. Non- alcoholic social event, inclusive menu and inclusive location.</p> <p>78. Posters of how to avoid non inclusive language.</p> <p>79. Abstract concepts – explicit in instruction and student feedback.</p> <p>80. Quantification of student workload to ensure no over loading at periods of the year.</p> <p>81. Reviews – Allowing students to feel more comfortable when presenting and tutors being understanding of anxiety and presenting.</p> <p>82. Communication between years.</p> <p>83. Reintroduce vertical studio.</p> <p>84. Communicate with other facilities to gain practical knowledge.</p> <p>85. Better induction activities.</p> <p>86. Change introduction day for first years, more interactive and inclusive. Promote student interaction rather than overloading them with information.</p> <p>87. Empathetic understanding of LGBT and community sharing of people's journeys.</p> <p>88. Create a values list for WSA.</p> <p>89. Year 1, semester 1, design a space that celebrates the values of WSA.</p> <p>90. Subtitles on lectures.</p> <p>91. Same personal tutor throughout (continuity).</p> <p>92. Counsellor in the school.</p> <p>93. Staff have more of a pastoral role.</p> <p>94. Inviting international architects/designers or creatives in the field to give talks.</p> <p>95. International speakers.</p> <p>96. Cannot work in PGR office due to tight desk space.</p> <p>97. Accommodate multiple learning needs/style/personality.</p> <p>98. Engage with as many students on course to get experience from their different back grounds.</p> <p>99. Consider options for continuous assessment of final portfolio only.</p> <p>100. Diverse staff/tutors including tutors from practice.</p> <p>101. More student focused events and meet ups to make the year group cohesive and better socialised – allow for students to meet easier.</p> <p>102. Actively recruit and seek out staff that reflect the reality and diversity of our population (e.g LGBTQ, black, women).</p> <p>103. Staff body to reflect the wider world. More black and brown staff, less white and male.</p> <p>104. Create a SAWSA – Run student feedback box which can be anonymous, to be reviewed every week/month. The key things would be collated and proposed to the WSA EDI committee.</p> <p>105. Provide a culture where feedback can be given at any time.</p> <p>106. Social events to celebrate different cultures and languages.</p> <p>107. Co- Created reading lists.</p> <p>108. Staff to respond promptly top feedback.</p> <p>109. Software support for students.</p> <p>110. Free sanitary products.</p> <p>111. Inclusivity lectures and integration into teaching.</p> <p>112. Quiet room as part of events.</p> <p>113. Don't use BAME – outdated term.</p>	
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Immediate/More Difficult (50 comments)	Longer Term/More Difficult (62 comments)
<ol style="list-style-type: none"> 1. Set up alternative assessments for students with difficulties. 2. Prepare learning materials for students with different backgrounds, education, age group, culture etc. 3. Promoting understanding of architecture beyond just architectural students – inviting students from other courses and professionals in different sectors to exhibition. 4. Collaborate on same project with different schools. 5. Making our physical environment more inclusive e.g sensory sensitivities and social. 6. More inclusive language in common documents. 7. Pathways beyond Architecture and Urban Design. 8. Longer academic year (eg Netherlands model) honours student to work whilst studying. 9. Verticality to student experience. 10. Stereotyping 11. Improve Teaching ethics to help improve students' knowledge of human rights long term. 12. Not just about beautiful buildings but address challenges which are violation of human rights. Include ethics and human rights into teaching. 13. Fix the lift – More accessible for those with mobility problems. 14. Bring back vertical studio. 15. Widening the geographies of architecture education in terms of curriculum. 16. Equity equality. 17. Having tutors that recognise a model (regardless of its beauty), shows the conveyed idea – no judgement. 18. Right of passages in studios – tutors apply the way they were taught – highly outdated. 19. Ensure that study on the course is open/affordable regardless of means. 20. Stop talking about the 'stereotypical' architect as it may deter others more/feel like they don't fit in. 21. Lift. 22. Bring back vertical studio. 23. Avoid jargon – easier language. 24. Be more inclusive and open to collaboration not just between similar subjects, but also across disciplines that on the surface have nothing to do with design. 25. Building feels intimidating. Not a house – feels institutional – can we make it feel more comfortable. 26. Inclusive recruitment – reactive rather than proactive. 27. Local shop – diverse cuisine. 28. End university catering monopoly, on campus food. 29. Nurse for PGRS and staff. 30. Representation. 31. Celebrating inclusivity. 32. Share knowledge. 33. Stronger connections with communities. 34. Language barriers/ presenting – patience and understanding and tips on how to present workshops. 35. Presentation workshops for people who are less confident and experienced. 36. Inclusivity – to belong, learn basics, access to software. 37. Expectations – Large variety of ideas and conversations. A blend of cultures, opportunity to learn. 38. Bring back vertical studio. 39. You need to pay attention to other students' presentations - Appropriateness of feedback. 	<ol style="list-style-type: none"> 1. Provide more tangible support to foreign students so that UK students accept them and wish to include them. 2. Gender neutral toilets 3. More training 4. Support group – both peer support as well as casual feedback sessions with people at different stages. 5. Contact with other architectural organisations/schools and corporate projects/practices with them. 6. Changing minds – communication and awareness. 7. Make learning model more inclusive. 8. More cultural societies for internationals. 9. Encouraging and teaching students how to network – help with professional life. 10. Revive vertical studio or similar, 11. Shorter architectural education or more diversity in pathways to qualifying – practice base routes/Part time routes. 12. Too many students/times ratios/hard to get to know everyone/have dedicated space for all. 13. More emphasis on transferable skills rather than output. 14. Trust 15. Subjectivity within the field of architecture. 16. Balancing relation outsider rather than architecture. 17. Taught in Welsh? 18. Student diversity maybe less of an issue for WSA, wider community. 19. Work of women architects in history doesn't seem to be celebrated – research project into why. 20. Students to design different contexts – expose students to design in different cultures/climates. 21. Run a module overseas. 22. Equal opportunity for everyone to flourish. 23. Create a level playing field. 24. Having sessions for drawing skills, modelling skills at the very beginning of the course. 25. More social environments in the school for all years. 26. Consider end user analysis on the design. 27. More access to the workshops. 28. WSA to advertise opportunities to secure bursaries for families who couldn't financially support student through course. Financial inclusion. 29. More UG Scholarship or no fees. 30. Dedicated Welsh speaking studio as unit optional. 31. WSA to reach out to more school students prior to arriving at university to ensure that all children of all back grounds get the same opportunities to get into WSA to study. 32. Making people from non – architectural back grounds feel more comfortable in the field or in the professional world. 33. Collaboration with people from different back grounds and professions. 34. Challenge the image of the architect. 35. Interdisciplinary studies. 36. Educational return – change of structure/organisation. 37. Archi education – does it have to be 1:1. 38. No social space. Make use of second floor, PGT kitchen, list where people can go and eat in Bute. 39. Teaching and research in different languages. 40. Accessing the rooftop and using it as chill out space. 41. Bike storage (secure) to make access to the building (transport) more accessible.

<ul style="list-style-type: none"> 40. Multiple examples – Study trips good at seeing other ways of representing. 41. More international field trips. 42. Placement issues and, more support for student placement. 43. How to reach students/colleagues who are less comfortable /confident voicing views/concerns. 44. More time for conversation – students/staff. 45. Foster an environment where tutors and students feel comfortable sharing experiences and perspectives. 46. Include more exposure to real world practice throughout the course. 47. Implement a 'building for all' extra – curricular or 'part of the course' lecture/studio series which provides further information on designing on a c=community – scale rather than for the individual (potentially speaking to community workers (e.g. Nurse/social). 48. Some tutors have traditional ideas and approaches – change? 49. Threshold necessary software and services. 50. Decolonisation in education with anthropology, mixed histories, archaeology – not one narrative. 	<ul style="list-style-type: none"> 42. Sharing architecture service and knowledge with those who can't access it. 43. Stronger connection with communities. 44. Staff show case event. 45. Visit communities. 46. Teaching and research collaboration with international universities. 47. List of accessible rooms, facilities available for all. 48. Clarity, transparency, easy access to policies, decision making process. 49. EDI committee agenda, decision power, activities must be more visible and transparent. 50. Second lift to address physical disability movement, 51. Flexible routes into architecture – part time/interruptions/2nd degree/apprenticeships. 52. Gender neutral toilets. 53. One way of doing/sharing/accessing information – make it easier. 54. Knowing all information in advance (even the timetable). 55. Layout pf the building is confusing. 56. Workload – exploiting/personal responsibility. 57. Model making doesn't feel like it belongs in architecture. 58. Try to not allow unconscious bias of people to affect your assessment/judgement of the merit of their work. 59. Attempt to make architecture as a profession and vocation a less isolating experience and try, individually not to exclude yourself from wider society/day to day life. 60. WSA setting more inclusive expectations of being an architect – encourage change in the profession. 61. Improving representation – recruitment, educating self and others, school engagement, decolonising the curriculum. 62. Recruit more diverse staff for humanities and social sciences in WSA.
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Appendix 5: Student panel review of curriculum

Instructions to students



Welsh School of Architecture / Athena Swan application 2024

Introduction and instructions

Your role in this evaluation will help us in developing our action plan to enhance Equality, Diversity and Inclusion (EDI) in the Welsh School of Architecture (WSA) and in developing our application for an 'Athena Swan' Chartermark (<https://www.advance-he.ac.uk/equality-charters/athena-swan-charter>), which specifically supports progression towards achieving gender equality in Higher Education.

Please spend up to 1 day (7 hours) completing this evaluation focusing on questions 1a, 1b, 2a and 2b (questions related to gender equality in the current academic year) in particular.

Following the review, you should then organise and hold a 1-hour workshop (online or in person), before the end of 16 April, with a focus group of fellow students in your course to discuss the results and record notes of any further comments on good practice or suggested improvements. You'll then discuss your findings with Director of EDI, Mhairi McVicar, at a workshop on Wed 17 April 1-2pm. The role is funded for 10.5 hours in total.

1a. Gender Equality: review of written and visual documentation (2023-24)

Please review documentation you have direct access to in the current academic year (2023-24) as part of your programme or course at the Welsh School of Architecture. This can include information on Learning Central as well as information given directly to you by Course leaders, Module leaders, Unit leads, Tutors, consultants or other contributors to the course. Please only comment on materials you have received as part of your course, such as the School Student handbook; Programme, Course or Year prospectus or briefing; individual project or module briefs; year meeting lecture slideshows or handouts, and any other documentation.

Can you share any good examples of **gender equality** being considered in written and visual documentation as part of your course? This could include references to gender equality in the built environment or in professional practice or academia, including considerations of recommended precedents of built environment or practice models, recommended readings, design briefs, considerations of clients / users, etc.

1b. Gender equality: reflection on written and visual documentation (2023-24)

Having reviewed the documents, what opportunities would you highlight in terms of where improvements could be made to promote inclusion of **gender equality** in the course documentation?

2a. Gender Equality: Review of learning and teaching practices (2023-24)

Please consider where you have experienced examples of good practice in **gender equality** in learning and teaching at WSA in the current academic year (2023-24). This could include tutorials, supervisions, unit or group meetings, year meetings, lectures, reviews, workshops, seminars, and learning environments in studio or study spaces, study trips or extra curriculum activities led by the WSA or taking place in WSA. Considerations could include staff gender representation (including tutors, consultants and reviewers), gender representation in talks and reviews, and ways in which learning and teaching is conducted.

2b. Gender Equality: reflections on learning and teaching practices (2023-24)

Having reviewed your experiences of learning and teaching practices at WSA, what opportunities would you highlight in terms of where improvements could be made to promote inclusion of gender equality in learning and teaching practices at WSA?

3. Gender Equality: any previous examples (prior to the 2023-24 academic year) of good practice in relation to your course and experiences of learning at WSA. Are there any examples of good gender inclusion practice from previous years in your course that you would like to highlight?

4. Protected characteristics other than gender equality: any examples (from any year of your study) of good practice in relation to your course and experiences of learning at WSA: Are there any examples of good inclusion practices related to intersectionality (addressing the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation) in your course that you would like to highlight?

Student Panel review of curriculum and learning and teaching at WSA

1a. Gender Equality: review of written and visual documentation (2023-24)

Provided a learning support virtually which allows flexibility in terms of accessing and gaining study support.

Allocation of module leader – having both male and female leader.

Given good example by using both a male and female Greek mythology.

Dwelling space – the given image example does not weightage to neither male or female impression. It is more neutral and balance.

Provided a brilliant example of artwork by a famous Welsh artist-letterer.

Maybe if can be included example involving female students and their artworks to promote diversity.

Provided good example with both coming from male and female architect.

4 selections of profile were given to the students. Very good approach as profile given are 2 male/female, 1 male and female 2 selection.

The list of bibliography and relevant references show a balance between resources from both male and female experts.

A diverse input from both male and female presenters on the history of London.

The trip was organized and led by [anonymised]. She took lead in arranging all the necessities and itineraries for the whole trip.

The trip was supported with equally both male and female

Sectional perspective shown an equal representation on male and female, away from the stigma only male images silhouette are used. Allocation of module leader & tutors – having both male and female leader.

Reference to women’s role in contribution to the country house

Use of women movements for urban renewal plan

Recognises difference in gender dependent on type of house

Lack of gender equality in practice

Office space made for men rather than women - can be explored more

Hierarchy of gender in emails, forums and lecture /workshop events

Some of the lectures in architect in context talk relating to gender equality

Job adverts sent out projects relate to gender equality

Documents on [a project led by a female member of staff] were provided as a source of reference for the design development which was an exemplary of gender equality.

Briefs about Inclusivity and accessibility were provided as important components of the

design project which remained consistent throughout the units in the entire module.

Academic Integrity is a crucially important component of the research module and its lecture was delivered and recorded on the learning central by a female Academic Misconduct Co-ordinator.

Examples of previous years' dissertations on Learning central were equally selected from male and female (previous) students.

The peer groups made during the module were pre-decided by the module leader, and had a good gender distribution in them.

Previous years' examples shown and discussed as references included several female students.

Adding more information on gender equality in the unit brief could promote students to use it as their approach during their research.

1b. Gender Equality: recommendations for written and visual documentation (2023-24)

Would be good if the placement of both leader are parallel rather than one on top, while the other below. Since both are equally designated. As do the atelier tutors and assistants.

A poetry by martin Heidegger. Perhaps having another example with the opposite sex would further enrich the documents.

Can be further enhance by providing a picture of Valerie Coffin Price. This will help for student to be inspired by her work and gaining knowledge of such artist.

What can be improve further, is to also show the picture of the architect as well as the work. To create interest.

Provide works from female architects that is inline with the project theme.

The available option for female profile are of being an mature adult. Perhaps it would be better to have an option for a profile of a younger personality.

This would allow a more vibrant and explorative personality for the student to explore.

Most of the examples provided, are from male architects/artist. Perhaps further examples/works can come from female architects. Ie. Zaha Hadid.

Expertise such as Jeanne Gang have good example for their sustainable approach buildings.

Introduce more female precedents with bibliography at the end of LC, as going through my notes a lot of precedents are Male which gives a negative light on gender equality

Introduction of female writer books, newsletters, magazines and lectures

Online lectures should introduce blocks that re evolve around architectures empowerment for women.

Could send videos regarding female architects and or gender equality motivated firms in architecture.

Research to be used and found relating to gender equality in lectures and even on LC

More awareness and book recommendations towards the subject could be made, promoting good sources that involve talks of gender equality.

If possible, documentaries or lectures could be posted to enhance our knowledge in this matter.

Use of movies for gender equality in lectures or even sent out on emails

Emails sent out on special days for gender equality

Workshops related to gender equality and the course?

Include supplementary sources to the main topics discussed to offer additional context in view of gender equality. In addition, have a more balanced choice of authors and/or examples presented.

In general, female architects are not presented much, and the school should prioritize including more women and highlighting how their work is reflected within contemporary context. Or in general the relationship between women, gender equality and architecture.

The bibliography and list of sources in the module can be improved by introducing more architectural learning led by women.

Precedents or talks led by women could be another additional component.

There could have been a few previous years' dissertation examples or lectures based on women or gender equality which would be helpful to develop a literature around that research topic.

My research topic itself revolves around inclusivity and integration, and there is a possibility that many other students would be looking into a similar topic but from a different perspective.

2a. Gender Equality: Review of learning and teaching practices (2023-24)

The atelier was assigned with either the atelier leader or the assistant of a cross-gender.

Throughout the semester, I noticed by natural instinct that female student finds it more comfortable to have their tutorial with the female teachers (either ateliers leader or assistant).

The direction and tone of the studio direction is being freely led with very minimal interruption.

Usually there would be up to 13 stations for crits. Each stations would be allocated with professional panels both paired male and female. There are however some which are not, but usually it was due to last minute cancellation.

Students are also divided equally in each group between the numbers of male and female student.

Lecture revolved around women of colour lecture that discussed roles individuals in lectures went into after getting their architecture role Beneficial as it allowed me to understand benefits of the different roles I as a women of colour can go into for architecture.

Run by a current 3rd year Female student who talked about what they did for the 2nd year project. Helpful as it allowed a better understanding of what I should for my current portfolio

Lecturers are mostly female

Mix of personal tutors gender wise Could help

Culture of practice doesn't meet It in real life designs Issues regarding backwards mindset on gender equality

Precedent examples -Predominately male created

During year meetings, talks about gender equality could be made-giving awareness and promotion of the subject to students..

The reading list of this module has very few books and journal recommendations which are from women authors or writers.

A broad list of references which have both male and female writers would be helpful to develop a thorough approach towards a subject as both genders have distinct and unique ways of thinking and this could complement students' learning.

Book recommendations could be given

Hosting guest lectures.

Although not reflected in the documentation female lecturers and seminar leaders have facilitated and contributed to discussions in relation to gender equality and women's perspective. Specifically, the course leader and in seminars discussing "Making" topic. The staff gender ratios were adequate and felt balanced, even male staff were open in discussion to women's specific experiences.

Effect on women is heavily considered in all contexts. Heavily influenced by the tutor to have a more rounded review on how architectural relevant issues may affect how they relate in context of gender and overall equality. As a result, many innervations produced by students acknowledge how their design may affect women and strive for an equal and equitable space that have thought of both genders.

This is something that is not standardised in all design units. There is a written focus on environmental considerations and sometimes accessibility, which get encourages units to consider these topics in their interventions.

However, as gender equality is not written in the overall year brief there is no incentives for units to look into how gender equality /inequalities may be affecting their research projects, having gender equality consideration in the brief will help open up all units to look further in how issues or interventions may affect women.

Our module leader has been incredibly supportive and is a female which is an example of good practice in gender equality.

The brief of the design module was introduced through a seminar by a recent graduate of WSA, who has worked previously on a similar project and is also a female which is again in support of gender equality.

The leader for this module has been [female], and she has been a valuable support throughout the module. She will also be helping us with the dissertation module next year, which shows the value of gender equality.

The tutors and supervisors that were assigned to each group initially and then individually had a good level of gender distribution in them.

This module was led by [female] and she has also been another incredibly valuable support for everybody throughout the course. Her teaching methods and module delivery helped us in understanding the deliverables of the assessed work efficiently.

As a collective, all three modules of our course were led by women and this is a really good example of gender equality in this course.

Staff Gender Representation: We had two main instructors, one male and one female. Both of them focused a lot on EDI during their teachings.

EDI Workshop: We had a workshop on EDI, including gender equality, by our instructor.

Study Space: The environment presented by the instructors promotes inclusivity and gender equality.

2b. Gender Equality: Recommendations for learning and teaching practices (2023-24)

Perhaps the panel can accustom themselves by addressing a gender-neutral terms such as “the students” or “everyone” instead of addressing “he/she”.

Promote the mixture of both male and female students in group works. This can be seen, the output of the student, where one-oriented gender is less impressive as compared to mix.

Approach students if there are a mix balance in gender, alternately. for critic sessions. Maybe introduce a timer, so that each session is within time. To avoid the idea on injustice between students and favouritism.

When giving references to students of real-life practicing architects, practice by providing 2 examples; one from a male and the other, a female works. I.e: Frank Lloyd Wright vs Lina Bo Bardi.

Consider promoting project works that enhances all age, genders, and diversity. i.e community center.

In precedent study analysis, request student to come up with precedents that features both male and female architects.

Class and lecture sessions. Some student felt that when a group presentation was organized, the presenter would always start with male student. These students felt perhaps it would be helpful if the teachers would promote female student led discussion/presentation.

One student highlighted that in some classes, although she knows it is unintentional, male students are being called up more to participate due to the traditionally masculine subject such

as carpentry works and computer software user.

The lack of female representation in architectural historical and prominent figures. Few examples are used and at times made them asking if are there any female successful figure in the practice.

1 student pointed out in studio session, when the tutor was addressing tasked needed completion, it was unintentionally steered towards gender biases. It was addressed, where the female student are asked to make more reading research work, while the male was ask to do heavy works such as model making.

introduction of empowering stories from both sides regarding work life in job realm

Suggestion of different roles architecture can give those working in the degree

More student lead lectures - It's more freeing and understandable and allows a better perspective on current students

More Female architect talks

Bring in actual Architects or firms (even online)

More representation of female architects in lectures

Introduction of pads and period Products in girls toilets for accessibility

Use of anonymous box for concerns regarding gender equality

Tutorials

AT workshops

CRIT special examiners?

Have other methods to assess the module, such as participation in seminars. To encourage equal input in conversations.

However, should not be graded just pass/fail, as it shouldn't be used to assess skills in discussion, More so as a vehicle to increase women's participation in topics that are typically male led.

There needs to be more discussion on how design could relate to gender equality and how it can be used to improve it. In addition, when researching and analysing each individual project topics and site, what things are specifically affecting women in a negative or positive way.

The gender ratios in design tutors are not equal, which may make some male tutors that are not well versed in women's issues to miss key considerations, they might be less likely to mention female architects or precedent by female architects. However, when discussed with other students, having workshops as part of the teaching schedule and have professionals outlining how students should go about considering gender equality in their projects. Even extend workshops to staff members at the start of the academic year as part of training, how to lead and teach with gender equality in the forefront.

The external practice links tutors assigned to each group in the module did not showcase a good distribution of male and female tutors and

this is something that can be made more gender equal. Women are equally talented and have a lot to offer when it comes to student engagement, hence if there are efforts made to equalise the distribution of tutors based on gender then that could be more beneficial for an educational setting.

Perhaps having another co-module leader would be helpful, preferably male as that would provide a slightly different perspective of research which could be helpful to students who wanted to get a second opinion. Secondly, it would considerably distribute the workload to ensure everybody gets sufficient time to clear their doubts during the QnA sessions.

A similar suggestion as above would be appropriate for this module and even more as we did not have secondary tutors or supervisors to consult for additional feedback apart from the module leader. This is not a question on having a single module leader's capability but is a suggestion to incorporate more gender equality fairly and to provide an all-rounder benefit to students' learning.

Discuss gender equality case studies during lectures We were provided with several case studies on gender equality but these were never discussed formally during lectures.

Have more female architects come and attend them It would be beneficial for those whose main focus is gender equality to have women come and provide their input on this.

3. Gender Equality: any previous examples (prior to the 2023-24 academic year) of good practice in relation to your course and experiences of learning at WSA.

We were on a study trip to Dubai. There were less male student than female. The academic person who was accompanying the trip decided to break the group into 3 with equal division of male and female. This is to promote safety and efficiency in work.

There is a nature differentiation characteristic of male and female. It is important to acknowledge that. Not defining on is less or the other is more, but more towards both complementing each other.

Travelling overseas, safety is an issue. By having male student in a group of female students, would allow the sense of protection. While

having female in a team, would enhance the sense of timing and punctuality.

Allowing mixture of gender to promote better study output. Model making and report was the output requirement. The boys are more towards model making while the girls are more on research and reports.

Architectural technology teachers are mostly women

A lot of the architectural technology workshops are run by women

Interchange of tutors each semester: Last year (year 1) I had a male tutor for my first semester and then a women for the second

Presented a range of architectural critics that included an even balance of male and female voices.

In general, in all theory and history modules in the past three years have been very lacklustre with talking about female architects, buildings that are designed by them. How certain issues have affected women specifically or even women's experience in the architectural

landscape and expand on why that is. Historically architecture has been dominated by men and would be refreshing to have this acknowledged in our lectures.

Previous approaches on gender equality: We spoke to previous students who provided with information on their intake, research, and approach on gender equality.

4. Protected characteristics other than gender equality

Images of cultural sustainability from history informed digital modelling and representation to design

Mapping lgbtq+ housing services across the UK

Research internship on Eurasian cultural interchange and architectural hybridity

AR203 Architecture in context Different types of housing and their different communities

Course documents are arranged clearly, and it is easy to navigate. The module documents are comprehensive, students have agreed the outline of the documents, and variety of formats breaking down the module in different ways has helped cover different way people may find best to understand novel concepts.

The final assessment, brief and criteria were easy to access, straightforward and personally see this format of presenting course documents accommodating to myself as someone with ADHD and others with conditions such as Dyslexia and in general thought the same.

Great framework, especially myself with ADHD found this helped with understanding the module at the same rate as my peers. This format is also accessible for international student whose English may not be their first language, and others that may benefit from a straightforward outline of the course. In general, very accessible format.

Learning central is difficult to navigate, documents are hard to locate. Due to this it is complicated to find the specific document you might need without having to look everywhere. Semester 1 and semester 2 resources are in different folders when it is technically covering the same material. I have found it is hard to go back and review the documents/ videos, for self-study. Flipped classrooms

Students have expressed how they find flipped classrooms with this module difficult, believing it is due to the module content not being as straightforward.

Students feel unprepared for the workshop and in turn do not benefit from it.

The module also does not accommodate to people with ADHD, one of my university accommodations is to have easy to access clear written instructions of my assessments and preparations for any seminars/workshops which I feel this module under performs. It is a barrier, due to the additional time I would need to dedicate just to get on the same level of understanding as the majority of the rest of the students. Being less equitable due to having less time to dedicate in assessment and not be able to demonstrate my actual comprehension of the material due to the time constraints. In addition, this is a problem, specifically in group work as I am not able to request for an extension being the only one in the group struggling to keep up. These barriers are easy to breakdown with simple restructuring.

Study Space (2023-24): Diverse range of religions, races, and ages with a commitment to working together

Studio Work (2023-24): Promoting working with different backgrounds in groups

Lecture (2023-24): Providing support for minority groups during rough times

Appendix 6: Bibliography

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Appendix 7: Red Amber Green (RAG) rating of superseded Action Plan (2015)

WSA submitted a Bronze application in 2014, and resubmitted in 2015. Although neither application was successful, this Silver submission includes a demonstration of progress made against the superseded 2015 Action Plan. This appendix shows the RAG rating against the superseded action plan.

2015 Action Plan:

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athena SWAN principle
Section 3 A picture of the department: Actions from analysis of student data						
3.1	<p><i>Concern that proportion of female students on UGT, PGT and PGR may drop below 50% or that their performance may be worse than male students.</i></p> <p><i>Ref p.15, p.17, p.19, p.20,p.21,p.24</i></p>	<p>Monitor UGT, PGT and PGR student data by gender, ratios of applications to acceptances and success rates. Report to E&D committee and raise alert if gender imbalances emerge.</p>	<p>Data from 2010/11 available so far. Continue annually, every April</p>	<p>MArch Scheme Convenor PGT Scheme Convenor DPGR</p>	<p>Parity of male and female students for applications, acceptances and successful completions</p>	2
		<p>Investigate potential reasons for proportion of female students dropping below 45%.</p>	<p>If female ratio drops below 45%</p>			
3.2	<p><i>Concern that a lower proportion of female than male eligible students continue from BSc to MArch</i></p> <p><i>Ref p.16, p.18</i></p>	<p>Monitor percentage of eligible male and female students continuing to MArch. Report to E&D Committee and raise alert if proportion of male and female continuing students varies by 10%</p>	<p>Data from 2010/11 available so far. Continue annually,</p>	<p>MArch Scheme Convenor</p>	<p>Parity of male and female students continuing to MArch.</p>	1,2, 4

		or more.	every April			
		Investigate potential reasons for variance (e.g. gender distribution of key teaching roles)	If male/female ratio differs by 10%			

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
Section 3 A picture of the department: Actions from analysis of student data						
3.3	<i>Concern that UGT students don't proceed to PGT/PGR studies within WSA.</i> <i>Ref p.20, p.21</i>	Organise annual career events to encourage female UGT students to apply for PGT/PGR courses at the School and also to introduce career pathways in research and academia.	May/June 2015 and annually thereafter	BSc/MArch Scheme Convenors PGT Scheme Convenor DPGR E & D Committee	Establish current application numbers from female WSA UGTs to PGT/PGRs. Increase the number of applications to equal those from male UGTs.	1, 2, 4
3.4	<i>Concern that fewer females than males apply for PGR positions</i> <i>Ref p.21</i>	Develop a marketing strategy to attract female PGR (full and part-time) applicants and increase the rate of applications to acceptances.	September - December 2015	DPGR	To raise the proportion of female applications and acceptances to PGR to 50%	1, 2
		Implement marketing strategy.	January – June 2016			
		Publicise availability of female supervisors for PGRs	Complete	DPGR		

Section 3 A picture of the department: Actions from analysis of staff data - ALL NOTED ELSEWHERE

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
Section 4 Supporting and advancing women's careers: Key career transition points and Career development						
4.1.1	<p><i>Need to ensure broader awareness of equality & diversity issues and Equality Act 2010. Ref. p.28, p.29, p.32, p.34, p.43</i></p>	<p>Establish mandatory equality and diversity online training and enhanced equality and diversity training workshops for those roles that would benefit (e.g. line managers) and compulsory training for all those seeking to recruit new staff including PhDs and RAs.</p>	<p>Implemented April 2014 and repeated annually.</p>	<p>Line managers.</p>	<p>Achieve 100% success rate with staff completing online training. Achieve 100% success rate with relevant staff completing enhanced equality and diversity workshops. Evidenced by the College register.</p>	<p>1,2,6</p>

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.1.1 <i>ctd</i>		Increase awareness of gender equality issues by organising workshops and training for staff and students (UG, PGT and PGR) Establish “culture club” in the School for the integration of wider social values within the School: film screenings, lectures, an all School community picnic and an honesty book club.	E&D Committee, established in November 2014, has proposed a programme of events commencing in Spring 2015.	School Manager, Director of E&D BSc/MArch Programme Leaders.	Monitor attendance to workshops/events aiming to achieve 80% attendance in first year. More than 80% report increased awareness of E&D issues in 2017 staff survey.	1,2, 6
		Athena SWAN to become a standard item on the Staff Meeting agenda to ensure it’s actions remain visible to all staff. Higher visibility attached to staff attending the Aurora leadership programme, “Cardiff Woman” at university level and the offering of IBM mentoring at college level.	Implemented in February 2015 and every staff meeting.	Director of E&D.	Evidenced through agenda and minutes.	1

4.1.2	<p><i>Encourage greater numbers of job applications from female applicants to increase odds of greater numbers short listed and successful female candidates.</i></p> <p><i>Staff Survey Q7 and 8; Ref p.25, p.28, p.29, p.31, p.32, p.35</i></p>	<p>Ensure visibility of Athena SWAN logo on all job advertisements and scholarships.</p>	<p>Once Athena SWAN awarded.</p>	<p>School Manager.</p>	<p>Maintain award and apply for Silver when feasible.</p>	<p>1, 3, 4</p>
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	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.1.2 <i>ctd</i>		Ensure gender balance in recruitment and interview panels. Monitor shortlisting and appointment results to ensure that balanced applications convert into balanced interview fields and appointments. Consider gender blind CVs.	Implement in April 2014 and ongoing.	Head of School, School Manager.	>80% of interview panels to have at least one female member of staff if gender balance is not possible. (This action has been implemented since Nov 2014).	1, 2, 6
		University requirement for all recruitment panel members to have undergone E&D training.	Implemented in January 2015 and ongoing (University Executive Board accepted amended recruitment and selection policy in September 2014).	School Manager and College HR team.	School to ensure 100% of interview panel members have undergone E&D training from January 2015 onwards, as evidenced by the College register.	1, 2

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athena SWAN principle
4.1.3	<p><i>Need to effectively communicate the School's support for female career development and promotion.</i></p> <p><i>Ref p.24, p.27, p.31, p.32, p.33, p.34, p.35, p.36, p.40</i></p>	<p>Communicate all opportunities available for career development information and training sessions on School Intranet, School website, and Athena SWAN webpage.</p>	<p>From January 2015 relevant webpages will be updated monthly.</p>	<p>School Manager, Director of E&D and Communications Officer.</p>	<p>Measure the level of staff awareness in the next staff survey (2017) against a target of 60%.</p>	<p>3, 4, 6</p>
		<p>Female staff will be represented on School promotions panel in proportion to the gender balance of the School's academic staff.</p>	<p>Implemented in October 2014 and ongoing</p>	<p>Head of School, School Manager and Director of E&D.</p>	<p>Measured and evidenced through formal records of attendance at promotion panels.</p>	<p>1, 2, 3, 6</p>
		<p>Advise line managers/ appraisers on key careers points. Produce a flow chart diagram to show optimum promotion opportunities.</p>	<p>From December 2015.</p>	<p>School Manager and Head of School.</p>	<p>Increase by 10% in number of females applying for promotion by 2016/17.</p>	<p>4, 5, 6</p>

		<p>Introduce a new welcome/induction pack for all new starters to include information on staff training and development opportunities and financial support available and how to obtain it. This will include specific information on available opportunities and support for women.</p>	<p>November 2015 and updated biannually.</p>	<p>School Manager</p>	<p>Achieve 50% awareness of career promotion process among women by 2017 (in 2014 survey 29 % of female agree/strongly agreed).</p>	<p>1, 2, 4, 6</p>
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	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athena SWAN principle
4.1.4	<i>Enhance accessibility of Athena SWAN principles to students Ref. p.27, p.31, p.35, p.36, p.37</i>	Student rep on E&D committee to assist in appointing student AS in student community	April 2014 dedicated Athena SWAN webpage set up and publicised within the School. Updated October annually.	Athena SWAN Steering Group, and subsequently, Director of E&D.	Evidence of student engagement with Athena SWAN programme through contributions and discussion.	1, 2
4.1.5	<i>Ensuring excellence is recognised and rewarded for members of staff who exceed set targets. Ref. p.33, p.35, p.36</i>	New University Discretionary Payment Policy launched in 2014/15. The Senior Management team working on the Outstanding Contribution Panel to be selected to ensure a fair gender balance. CPD for Line managers to cover fair and effective operation of the University's discretionary payment policy as part of their responsibilities	First annual Outstanding Contribution panel constituted in 2014. Training for line managers to begin in July 2015.	Head of School and School Manager.	Monitor panel composition for proportionate gender balance. Evidence of line managers participating in scheme.	1,2

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.1.6	<p><i>Promoting opportunities for leadership and management training for female staff at Cardiff University (e.g. Cardiff Futures) and nationally (e.g. Aurora leadership schemes).</i></p> <p><i>Staff Survey Q7 and 8; Ref p.25, p.27, p.31, p.32, p.33, p.34, p.35, p.36, p.37, p.40</i></p>	<p>Ensure the selection process for these training/development schemes is transparent through the appraisal system.</p> <p>Highlight promotions for women training</p>	<p>Programmes are planned to run by the University in January 2015, October 2015, January 2016, October 2016, and January 2017.</p>	<p>School Manager and Head of School.</p>	<p>Increased interest and applications for attendance on these schemes, by 20% by 2016 and by 40% in 2017.</p>	4
		<p>Organise seminars led by female academics who have completed the Aurora and Cardiff Futures schemes to communicate benefits of the opportunities available.</p>	<p>April 2015 October 2015 April 2016 October 2016 April 2017</p>	<p>School Manager</p>	<p>Monitor attendance to determine relevance and attractiveness of programmes.</p>	4, 6

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.1.6 <i>ctd</i>		Encourage early and mid-career researchers to work towards applying for personal fellowships	April 2015 prior to appraisals for all line managers to raise awareness.	Head of School	Personal fellowship applications to grow by 40% in 2017 within the School.	5
		Signpost to college confidence building workshops for female members of staff.	April 2015 ongoing.	Director of E&D.	Monitor college feedback on attendance with aim of achieving >50 % female staff/students attendance at these events.	1

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.1.6 <i>ctd</i>		Disseminate events run by Cardiff Woman network (e.g. International Woman's Day March 2015). Encourage female staff to join: the Cardiff Women in Science Network / the College mentoring Scheme / the Welsh "Women in Universities Mentoring Scheme".	Events take place across the year.	Director of E&D.	Monitor attendance with college feedback.	4, 6
		Establish annual cycle of business to monitor pipelining for succession	April 2016, consultations to follow then introduce appropriate changes in April 2017	Head of School and School Manager	Based on review of findings from two cycles, make recommendations for action.	1, 4

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.1.7	<p><i>Publicise and communicate career support and advice available for female students (UG, and PG).</i></p> <p><i>Ref. p.27, p.31, p.33, p.35, p.37</i></p>	Hold workshops for equality and diversity issues and career development for UGT, PGT and PGR students.	From July 2015 – July 2018 Establish annual events for UGT, PGT and PGR students	Director of E&D, Director PGT and Director PGR	Monitor attendance with aim of achieving 80% by 2018.	1
4.1.8	Develop and implement an effective and inclusive communications strategy for the School to ensure all staff are aware of the School strategic plan and directions, committee decisions, career development opportunities, as they impact on female staff and students.	Head of School to meet with all new members of staff as part of the induction to explain the values and strategic direction of the School.	From March 2015.	Head of School/ School Manager	Monitor responses with aim of achieving >100% of new staff agree they have been provided with this opportunity from June 2015.	2, 3, 6

Ref p.27, p.31, p.32, p.35, p.36					
	Bespoke training for line managers to be developed	October 2015	School Manager	Increased applications for promotion	2, 3, 6

Section 4 Supporting and advancing women's careers: **Organisation and Culture**

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
a) (i): Male and Female Representation on Committees/Representation on Decision-Making Committees						
4.2.1	<p><i>Male domination in decision-making/strategic level Committees and Committees that determine academic direction of the school. [Note: out of 8 Committees, 4 Chair roles are fixed by Directorship or role (Head of School) (Staff survey question 15)</i></p> <p><i>Ref. p.38, p.42, p.43, p.44</i></p>	<p>Ensure gender balance is considered as part of Head of School allocation of Chairperson roles and committee membership in the School (taking note of committees which have had long-term fixed gender chairs historically, for example BSc and MArch).</p>	<p>From January 2014 and thereafter every April (every three years for Director roles).</p>	<p>Head of School and School Manager.</p>	<p>Analyse committee chairing and membership from formal records and ensure proportionate representation is achieved.</p>	<p>1, 2</p>
		<p>Ensure gender balance is considered as part of Head of School allocation of representative roles in the School which, in turn, determines membership of Committees (e.g. Scheme Convenors, Year Chairs).</p>	<p>Annually every April</p>	<p>Head of School</p>	<p>Analyse allocation of responsibilities in relation to gender and ensure proportionate representation is achieved.</p>	<p>1, 2</p>
		<p>Promote and test potential rotating Chair in research groups.</p>	<p>From 2017.</p>	<p>Director of Research and Head of</p>	<p>Review academic duties on annual</p>	<p>1, 2</p>

			School	basis.		
		Monitor gender balance of committee membership and Chair positions.	Annually every November	Director of E&D.	Targeted actions based on evidence by 2017.	1, 2

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.2.1 ctd		Mitigate against female staff being over-burdened by committee roles through analysis of workload model.	Annually during appraisals (April-June)	Head of School (implemented by all Line Managers).	>80% female staff report in staff survey not being over-burdened by committee roles in 2017 survey.	1, 2
4.2.2	<i>Gender imbalance of staff in citizenship roles</i> <i>Ref. p.38, p.43, p.44</i>	Promote opportunities to all staff to take on citizenship roles as part of the appraisal process, explaining how contribution to committee work is an activity that is acknowledged as part of promotion process through University citizenship.	Annually during appraisals (April-June).	Head of School (implemented by all Line Managers).	Proportionate representation of males and females in citizenship roles by 2016/17.	1, 3
(b) (iii) Timing of School meetings and social gatherings						
4.2.3	<i>Family friendly meeting times (Staff survey question 17)</i> <i>Ref. p.38, p.42</i>	Record timings of committee meetings/seminars/events and encourage flexible systems wherever possible to ensure inclusivity for flexible/part-time workers.	Implemented 2014; to be reviewed annually in June.	School Manager.	Achieve >75% meetings/seminars/events held during core hours.	1, 2, 6

		For out of hours meetings, advance notice will be given, agendas and papers sent beforehand for comments and minutes circulated.	From June 2016 onwards.	School Manager.	Conduct a poll prior to finalising annual School Calendar and confirm >80% staff report the sufficient notice is given of out of hours meetings in staff survey.	1, 2, 6
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	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
b) (iv) Culture						
4.2.4	<i>Communication and awareness and training in equality and diversity. Staff Survey Q7 and 8; Ref. p.25, p.26, p.40, p.43</i>	Develop new online anonymous portal (Post-a-Problem) for directing concerns regarding equality and diversity and ensure feedback to decision-making committees.	Establish by 2015/16.	Director of E&D.	Adoption of portal and posting of relevant issues for E&D Committee.	1, 2, 6.
		Staff survey repeated every three years and results fed back to staff. Content of survey to be reviewed and modified to respond to reported shortcomings in the first round. Use 2015 University staff survey to collect data.	Staff survey completed in 2014 and results fed back to staff in January 2015; next survey in 2017 and repeat every 3 years.	Director of E&D.	Staff survey in 2017 and results fed back to staff within 6 months of survey closing. Survey to demonstrate progress in terms of more positive responses to concerns relating to all areas of E&D.	1, 2, 6.

		Establish collection of borrowable books on equality and diversity in School library and promote this resource to staff.	September 2015	Director of E&D.	Purchase stock of books on equality and diversity for School library and promote this resource to staff by September 2015.	2.
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	Issue and area identified	Actions	Timescales	Accountability	Success measures	Athena
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	for action					SWAN principle
4.2.4 ctd		Mandatory unconscious bias training for all senior staff and all staff engaged in recruitment, appointment and student admissions.	Deadline of January 2016.	Director of E&D.	Achieve 100% unconscious bias training for targeted staff by January 2016.	1, 2, 3, 6.
		Raise awareness of Challenging Behaviour training for all staff.	Implemented already; May 2015 and thereafter every 6 months.	Director of E&D.	Achieve >90% of all staff requesting Challenging Behaviour training report they have completed training within 6 months of booking.	1, 2.
		Offer exit interviews for all staff leavers and past leavers. Analyse data from these to inform future strategy for equality and diversity communication and training.	Already implemented. Interview data reviewed in July of each year.	Director of E&D.	Build database of exit interview information by 2016.	4, 5.

	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.2.4 ctd		Compile longer term (20-25year) career histories of School academic staff to identify blockages in career progression.	By 2016.	Director of E&D.	Establish range of templates for career paths for men and women through the School showing routes and anomalies in the longer term by 2016.	4, 5.
		Highlight opportunities for female graduates to develop academic careers in the School.	2016	Director of L&T (implemented by Scheme Convenors).	Achieve proportionate recruitment of female graduates from WSA into tutor and TA posts by 2018	2, 4, 5.

4.2.5	<p><i>Integration of wider social values within the School</i></p> <p><i>Ref. p.38, p.43</i></p>	<p>Institute an informal 'culture club' in the School. (Invited Lecturers to speak through E&D Committee explicitly and through student lecture programme, film programme, all School picnic and regular School events).</p>	<p>Begin September 2015.</p>	<p>Director of E&D.</p>	<p>Programme of events to have taken place by end of session 2015/16. Programme of culture club events to be embedded in annual School calendar by 2017/18.</p>	<p>1.</p>
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	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.2.6	<p><i>Effective communications strategy for School's diverse population based on needs and transparency. (Staff survey 14 and 16)</i></p> <p><i>Ref. p.43</i></p>	Establish Communications Task and Finish Group to develop communications strategy for the School.	April 2015 –	Head of School.	Establish Communication s Task and Finish Group, set and agree remit and membership by April 2015.	1, 3
		Complete and begin roll out of communications strategy for the School.	April 2016	Head of School.	Launch and begin roll of communications strategy for the School by April 2016 .	1,3
4.2.7	<p><i>Need to improve accessibility to information relating to School organisational and management structures. (Staff survey questions 13 and 14)</i></p> <p><i>Ref. p.38</i></p>	Design, establish and implement a School intranet.	Decemb er 2015 (University Information Services approval permitting).	Communicati on s Task and Finish Group.	School intranet implemented by December 2015 (University Information Services approval permitting).	1, 2, 3.

4.2.8	<p><i>Need to improve the built environment to facilitate social interaction among staff, between staff and students at all levels. (Staff survey 13 and 14)</i></p> <p><i>Ref p.38</i></p>	Create new kitchen, social and meeting spaces to encourage interaction of staff and students.	December 2015.	Space and Facilities Group.	Completion of new kitchen, social and meeting spaces by April 2016.	1, 2
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	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athen a SWAN principle
4.2.9	<i>Address the culture of 24/7 working Ref p.44</i>	Consultation with students and staff on proposal to change 24/7 open access policy to avoid students working all night in School building.	Start consultation by April 2015. Completed by October 2016.	Director of L&T (in consultation with DPGT and DPGR).	Implement recommendations arising from consultation in 24/7 open access policy to School building by October 2016.	6.
b) (v) Outreach activities						
4.3.1	<i>Need to encourage all staff to engage in outreach activities which promote the role of women in architecture and the built environment. Ref p.45</i>	Highlight opportunities to all staff to take on outreach roles as part of the appraisal process, explaining how contribution to outreach work is a University citizenship activity that is acknowledged as part of promotion process.	Annually during appraisals (April-June).	Head of School (implemented by all Line Managers).	Achieve proportionate representation of females in citizenship roles by 2016/17.	1, 2, 4.
		Improve representation of women architects in Wales through collaboration with Royal Society of Architects in Wales.	June 2017.	Director of L&T and Director of PGT.	Achieve gender balance within RSAW lecture programme of at least 10% more females than recorded in practice surveys.	1, 2.

		Develop Schools liaison programme	October 2016.	Director of L&T. (implemented by Engagement team)	Establish Schools liaison programme in annual School calendar of events by 2016/17.	4.
	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athena SWAN

						principle
4.3.1 <i>ctd</i>		Deliver an exhibition showcasing the School's engagement activity.	November 2015	Director of Engagement and Director of L&T	Host workshop and exhibition in School attended by School and College staff and key stakeholders by November 2015.	4.

Section 4 Supporting and advancing women's careers: Flexibility and managing career breaks

4.4.1	<i>To provide training to line managers in University/School work/life balance policies to enable them to manage requests from staff in an informed, professional manner.</i> <i>Ref p.48, p.49</i>	Develop induction to ensure that new staff with line management responsibilities are trained. Ensure staff with line management responsibilities are trained.	September 2014. Then repeated annually.	School Managers	Use staff survey to determine improved staff confidence in way in which School line managers manage requests for flexible working under work/life policy	SWAN Principles 1, 2
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	Issue and area identified for action	Actions	Timescales	Accountability	Success measures	Athena SWAN principle
4.4.2	<i>To introduce a Returners Policy Ref. p.48, p.49</i>	School Manager to further develop the School's Returners Policy.	September 2015.	School Manager	Maintain 100% maternity leave return rate and monitor returners against other staff at the same grades to ensure comparable career progress is maintained.	SWAN principles 1, 2
4.4.3	<i>Increase visibility of all University/School work/life balance and flexible working policy Ref. p.35, p.36, p.47, p.48, p.49</i>	Ensure this information is made available via staff intranet when established in due course and via whatever means are identified as part of Communications strategy in 5.7 above.	July 2015 - tie in with Communications Strategy.	School Manager and E&D Committee.	Increased staff satisfaction and confidence in communication between management and staff in the School, measured via survey (question 21) , 40% showed	SWAN Principles 1, 2, 4, 6

					dissatisfaction with this policy.	
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Welsh School of Architecture (WSA) Athena Swan Silver application: Conditions response (July 2025)

Introduction

The Welsh School of Architecture (WSA) first pursued Athena Swan (AS) Bronze accreditation with applications submitted in April 2014 and again in April 2015, both of which were unsuccessful. However, priorities identified through the development of the proposed AS Bronze Action Plan informed the development of the WSA Strategic Plan 2014-17. This response considers changes implemented by the WSA Strategic Plan 2014-17 as well as demonstrating interim progress against 2015 AS proposed Bronze action plan objectives despite not formally reporting against an AS award, and identifies additional enabling initiatives in the past five years as per AS Swan panel recommendations.

This Conditions Response addresses **Criterion E: Evidence of success addressing gender inequality** and follows AS guidance to provide evidence of desired outcome / improvement against two priorities which we have identified as exemplifying a culture change in WSA in the period 2014-2024:

2015 AS Action Plan Section 4.1: Supporting and advancing women's careers: Key career transition points

2015 AS Action Plan Section 4.2: Career development / organisation and culture

As recommended by the AS panel, the submission addresses:

- (a) actions which were undertaken in the past five years, which did not feature in the evaluation of the previous action plan (Section A)
- (b) 'interim' data (i.e., from the mid-point between 2015 and 2025) in order to determine when, within the reported time period, the School's actions began to have a positive impact (Section B)

Background context 2014-2024

WSA equality and diversity initiatives between 2014-2024 sat within a context of cultural change initiatives launched by the College of Physical Sciences and Engineering (PSE) and Cardiff University (CU). The promotion of career progression pathway development programs for female staff were prioritised under Professor Karen Holford as the new PSE College's first Pro-Vice Chancellor.

In WSA, Head of School Prof Chris Tweed (HoS 2014-2020) actively promoted equality and diversity initiatives, including establishing an EDI Committee in 2014 chaired by a female Director of EDI, holding listening sessions with staff and students, promoting female staff to leadership teaching positions previously held only by male staff, and personally encouraging female staff to pursue career development via promotions, leadership training, and applications to leadership positions.

WSA's Wider-BE (Well-informed Design Education and Research in the Built Environment) Business case began in 2015 with the approval of an accelerated student number growth plan. Accompanying this was a plan to expand across the whole of the Bute Building which had been shared with Cardiff University School of Journalism, media and Culture prior to their move to Cardiff's Central Square.

This allowed WSA to consolidate its estate from three buildings across campus to a single site, diversify its academic offer, expand/ improve its facilities and improve student experience. The refurbishment of the Grade II listed Bute building was delivered in phases with final completion in November 2021, creating multiple new social and collaborative teaching and event spaces. 50 academic staff (29 female: 58%) were recruited between 2018-2022 as part of this growth plan (**Table CR-1**)

This period of cultural change and staff and student growth laid the foundations for female WSA staff to lead accelerations in equality and diversity under the WSA's first female Head of School, Professor Juliet Davis (HoS 2021-present).

A. Actions undertaken 2020-2025

Actions which were undertaken in the past five years which did not feature in the evaluation of the previous action plan.

In October 2021, Professor Juliet Davis became the first female Head of School in WSA's 100-year history, pledging to secure the Athena Swan Bronze award and prepare for Silver over the following four years, while embedding a decolonised curriculum and staff-management practices that champion women and BAME groups:

'I would like to see the WSA become known as an exemplary school in terms of how it fosters equality and inclusion, as much through staff management as through elements of a 'decolonised' and 'decanonised' architectural curriculum, and engagement in debates related to the representation of women and BAME groups in architectural practice. I would ensure that the school obtains the Athena Swan Bronze award and prepares for Silver over the coming four years.' (HOS Application Letter 16 Feb 2021).

These ambitions accelerated a cultural change within the WSA which had evolved over the previous decade in promoting the progression of female staff and students. **Five initiatives** which have been notable in supporting cultural change, and which were not included in the 2015 proposed Bronze Action Plan, are considered below.

A.1 Launch of an External Advisory Board (EAB)(Oct 2021–present)

Established by Head of School Prof. Davis, the EAB is chaired by a nationally leading female industry chair and has 42% female membership. Bi-annual meetings have included dedicated inclusion themes for external practitioners in teaching and industry support for female career pathways in Architecture. This has visibly celebrated the leadership role of females in the architectural and built environment industry, including female WSA graduates now in leadership roles, has raised

awareness with external professional advisors regarding the need to promote female career pathways in the profession, and has guided WSA's internal strategic in relation to visibility of female leaders in the profession. *This review recommends that gender balance and intersectional representation in the EAB be monitored on an annual basis, and that the agenda of the EAB include advising on 2024 AS Action Plan priorities 2.6: The role of the school in advocating for reasonable work-life balance and collegiate behaviour in the architectural profession and 2.7: Improve support for students on practice placements in relation to bullying, harassment and respectful behaviours. This should come under the remit of HoS in establishing the structure and agenda of the EAB. Timeline: annual monitoring of EAB membership from 25-25 academic year; agenda items included for 2026 meeting onwards.*

A.2 Review of WSA Prospectus Brochure messaging 2019–2025

Prospectus communications from the WSA since 2019 have included consistent messaging celebrating a 'highly diverse community' and a commitment to 'equality in all practices.' From 2021 onwards, images included in the prospectus have been reviewed by the Head of School and the Communications team to ensure that images include equal female and intersectional representation of current WSA staff and students in leadership teaching, research and reviewing roles, compared to earlier brochures which included images of male and female staff and students but which tended to omit female representation in leadership teaching, lecturing and reviewing positions. *This review recommends ongoing annual reviews of marketing materials to ensure equitable representation of WSA staff and students, including in leadership roles. This should be included in 2024 Action Plan 1.1 as part of reviews of staff and student handbook materials, under the remit of the Director of EDI. Timeline: review process in 2025-26 academic year, for 26-27 materials onwards.*

A.3 PDRs impacting promotions to Professor 2020/21

WSA's annual Performance Development Review (PDR) process and Line Management training reminds Line Managers to actively encourage staff to apply for promotion pathways. Our review of Line Management support in this period confirmed at least two cases of WSA female staff applying for and securing promotions to Professor following explicit recommendations from their Line Manager, including encouragement to apply for promotion on Innovation and Engagement pathways in which the role of Citizenship was directly recognised. *This review recommends including, in PDR launch events, case study testimonials of instances where Line Management support has prompted staff to apply for promotion, to demonstrate the impact of PDR discussions. This should be included in Action 3.2.ii, as remit of HR. Timeline: introduced in 2026 PDR Launch.*

A.4 School-wide publication of anonymised comparative workloads 2023-2024.

As part of an annual review of workload allocations and workload tariffs which began in 2016, WSA published a school-wide chart of anonymised workloads for all WSA

staff for the first time in 2023 and 2024, with individuals receiving a copy identifying their own workload allocation within the all-staff chart. This graph identified where staff were over or under-allocated, identified committee and citizenship workloads, and supported subsequent adjustment to individual workloads via individual workload allocation meetings, and ongoing refinement of the workload allocation tariff. *This review recommends that the proposed workload allocation panel chair role remit includes reviewing a case for repeating the distribution of school-wide charts on a cyclical basis as part of 2024 AS Action Plan 3.1, under the remit of HoS and subsequently Workload Allocation Panel Chair. Timeline: By July 2026 as part of development of principles.*

A.5 Implementation of Bute Building core opening hours 2020.

Following the delivery of Wider-BE and the redevelopment of Bute Building and following reopening of the building upon lifting of Covid-19 lockdown conditions, restricted opening hours were implemented in Bute Building in 2020 to discourage a historic culture of 24/7 working in architectural education. This is aimed at encouraging reasonable work-life balances from the start of architectural education, with the intent that this will influence the profession as future graduates enter it and thus aims to address female attrition from the profession linked in literature reviews to inflexible hours and unpaid overtime. *This review recommends that clear messaging is developed to clearly link building opening hours to the School's commitment to supporting reasonable work-life balance as part of Action 2.6 under the remit of Directors of Teaching and Learning. Timeline: Include as part of implementation of work-culture issues in curriculum by September 2026.*

B. Consideration of 'interim' data mid-point between 2015-2025

Determine when, within the reported time period, the School's actions began to have a positive impact.

The WSA Strategic Plan 2014-17, developed in tandem with WSA's AS Bronze application proposed Action Plan, stated an objective of creating a working and studying environment that is 'conspicuously fair, open, [and] offers equal opportunities to all', with an 'enabling' aim 'to be exemplary in the treatment of its staff and students, creating an open, fair and inclusive environment for studying and working for everyone.' The Strategic Plan included targets of: establishing an E&D chair, committee membership, remit and E&D training (2015 AS Action Plan 4.1.1); reviewing diversity in staffing through recruitment processes (2015 AS Action Plan 4.1.2); reviewing diversity in staffing in relation to promotion routes and line manager training (2015 AS Action Plan 4.1.3); affording staff opportunity to realise full potential and career ambitions through leadership training (2015 AS Action Plan 4.1.6) and reviewing management structures (2015 AS Action Plan 4.2.1).

Our review identifies these measures as laying foundations for a cultural change in WSA from 2014 onwards in actively promoting gender equality work. In this

Conditions response assessment, we have focused on AS panel recommendations to identify initiatives which have had a positive impact, which may be helpfully continued or expanded, and to reflect on the implementation of successful actions, which may inform the school's future gender equality work. **Five initiatives** are identified which were prioritised in the 2015 AS Action Plan, supported through the WSA Strategic Plan 2014-17, and which can inform future gender equality work.

Assessment of interim progress against 2015 AS Action Plan

Priority 4.1: Supporting and advancing women's careers: Key career transition points

B.1 2015 Action Plan 4.1.1 Ensure broader awareness of E&D issues and Equality Act: success measure 100% completion rate of training.

Status: Met (Green) Mandatory Equality and Diversity training has been in place for all CU staff since 2013. In 2014, WSA established an Equality and Diversity Committee, chaired by a female Director of Equality and Diversity who sat on the School Executive Committee. updated an Induction Pack and checklist for all new staff signposting to mandatory Equality & Diversity training. In 2023, PDR Forms began including a section asking staff to confirm completion of mandatory training, and in 2024 CU began sending staff monthly reminders of outstanding mandatory training. The initiative was identified as being met in terms of establishment of measures to increase awareness, however current EDI training completion rates (2025) stand at 85% across all staff. *This review recommends that staff completion rates for EDI training are included alongside review of UGT and PGT mandatory EDI awareness training, including external tutor participation in EDI training as part of External tutor inductions, as part of Action 1.1.iv under the remit of Director of EDI. Timeline: review annual completion rates from 25-26 academic year.*

B.2 2015 Action Plan 4.1.2 Ensure gender balance in recruitment and interview panels / success measure 80% of interview panels to have at least one female member of staff.

Status: MET (Green). CU recruitment guidelines were implemented in WSA from 2016, including reviewing the language used in Job Descriptions, completion of mandatory E&D training for panel members, and a review of gender balance in panel composition. A review of gender balance on interview panels undertaken in 2016 shows that of 18 recruitment panels, 16 (88%) had at least one female panel member, exceeding the 2015 AS Action Plan success measure. 50% of panels in 2016 were all female or female majority; 16% were gender balanced, and 34% were all male or male majority (**Table CR-2**). Our 2024 Action plan (Action 2.5) commits to continued review of diversity of the teaching teams with a specific focus on external tutors and to maintaining progress made in supporting gender equality in recruitment

(Action 3.2). *This review recommends that monitoring of gender equality in recruitment panels continue as an additional Action 3.2v, under the remit of HR Advisor. Timeline: Annual review from 25-26 academic year.*

B.3 2015 Action Plan 4.1.3 Need to effectively communicate the school's support for female career development and promotion. Female staff represented on school's promotion panel. Advice line managers on key career points. Introduce a new induction pack. Success measure: increase by 10% in number of females applying for promotion by 2016/17.

Status: MET (Green). In 2020 WSA internally promoted the Cardiff University launch of a dedicated promotions scheme targeting 'female (and BAME) staff underrepresentation in senior roles', and delivering leadership modules, mentoring circles and networking. This program was promoted in WSA through announcements in communications and staff and communications reminding line managers to encourage staff to enrol. Our review included evidence of direct peer support within the school with staff encouraging colleagues to enrol. In 2015 Cardiff University moved from annual staff 'Appraisals' to 'Personal Development Reviews' with an emphasis on 'Development'. Line management procedures and Induction Packs were updated across CU and adopted by WSA in 2016, including policies and line management training on flexible working, guidance for new and expectant mothers, working from home, and shared parental leave policies.

The 2015 AS application showed that 3 female staff in total had applied for promotion over a four-year period (2009/10, 2010/11, 2011/12, 2012/13). In 2018, 1 female staff applied for promotion. Data for annual promotions applications between 2018-2023 (**Table CR-3**) shows a 300% increase from 2018 to 2019 (1 applicant to 4 applicants), and maintenance of higher rates thereafter: 3 in 2020; 6 in 2021; 3 in 2022; 4 in 2023. Between 2019-2023, the annual number of female applicants for promotions exceeded the total number of applicants over the four-year period 2009-2013. *This review recommends that communications regarding promotions cycles and promotions schemes include case study testimonials from staff emphasising the role of individuals in encouraging each other to prepare promotions applications, as part of Action 3.2 under the remit of the Chair of Promotions Committee. Timeline: Testimonials included in annual promotion cycle communications from 25-26 academic year onwards.*

B.4 2015 Action Plan 4.1.6 Promoting opportunities for leadership and management training for female staff at Cardiff University (e.g. Cardiff Futures) and nationally (e.g. Aurora leadership schemes). Success measure: increased interest and applications for attendance on those schemes.

Status: MET (Green). 8 female and 3 male staff participated in Cardiff Futures between 2012-2021, with one female staff member achieving promotion from Lecturer through all grades to Professor as a direct result of

Innovation and Engagement work initiated through the Cardiff Futures program , and another female staff member becoming a founding member of the University-wide EMPOWER female academic network launched through the Cardiff Futures program. Currently (2024-25), 5 female and 1 male staff are attending the Ignite research leadership program, evidencing continued awareness of and participation in leadership training. Our 2024 Action plan (3.2) commits to sharing information on promotions and career enhancement opportunities via School communications and PDR processes. *This review recommends communications include case study testimonials regarding the impact of leadership and management training as part of Action 3.1ii under the remit of HR Advisor. Timeline: Testimonials included in annual leadership and management cycle communications from 25-26 academic year onwards.*

Assessment of interim progress against 2014 AS Action Plan

Priority 4.2: Supporting and advancing women's careers:

Organisation and Culture

B.5 2015 Action Plan 4.2.1 Male domination in decision- making/strategic level Committees and Committees that determine academic direction of the school. Success measure: analyse committee chairing and membership and ensure proportionate representation is achieved.

Status: MET (Green). The 2015 Athena Swan application identified 100% male leadership of decision making and strategic committees with procedural chair roles largely allocated to females, and our 2024 Silver application demonstrated the scale of change with most chairs on all committees being female (p.27 2024 Athena Swan Silver application). Measures in place to address this issue included launching open calls for staff to apply for Director roles from 2014 onwards; the creation of clear role descriptions, 3-year terms; workload allocation; senior staff actively encouraging staff to apply for roles; and outgoing Directors actively encouraging staff to apply. **Table CR-4** tracks the progression of female representation on the School Executive committee in the interim period during 2015-2024, identifying the percentage of female representation in Director roles as 25% in 2013-14; consistently around a third (30-37%) between 2014-2021; and achieving gender equality for the first time in 2021, maintaining at least 50% female representation from that point onwards. *This review recommends continued monitoring of committee structures to ensure gender and intersectional balance as part of action 3.3 under the remit of Director of EDI. Timeline: annual monitoring from 25-26 academic year onwards.*

Summary of actions from Conditions review.

	Action	Key outputs / milestones	Timeframes	Person responsible / accountable	Success criteria and outcome
A.1	<p>Monitor gender balance and intersectional representation on the WSA External Advisory Board (EAB)</p> <p>EAB Agenda to include advising on: 2024 Action Plan 2.6: The role of the school in advocating for reasonable work-life balance and collegiate behaviour in the architectural profession. 2024 Action Plan 2.7: Improve support for students on practice placements in relation to bullying, harassment and respectful behaviours.</p>	EAB membership is gender balanced and intersectional and the agenda includes advising on work-life balance and practice placement experiences.	Annual monitoring of EAB membership from 25-25 academic year; agenda items included for 2026 meeting onwards.	Head of School	<p>Gender and intersectional representation is consistently balanced in EAB membership.</p> <p>Over 50% of student respondents agree that WSA promotes reasonable work-life balance and collegiate behaviour.</p>
A.2	<p>Annual reviews of WSA marketing materials to ensure equitable representation of WSA staff and students, including in Leadership roles.</p> <p>[2024 Action Plan 1.1]</p>	Prospectuses and websites represent demographics of WSA staff and student equitably, including in leadership roles.	Review process in 2025-26 academic year, for 26-27 materials onwards.	Director of EDI	A review of WSA marketing materials in the next five years consistently shows equitable representation, including in leadership roles.
A.3	<p>Create case study testimonials of instances where Line Management support has prompted staff to apply for promotions.</p> <p>[2024 Action Plan 3.2.ii]</p>	Line Managers are aware of the impact their guidance can provide in encouraging promotions applications.	Case studies included in 2026 PDR Launch.	HR Advisor	Increase % of staff agreeing / strongly agreeing that they receive useful feedback on career development through performance reviews, from 2023 baseline of 57%, to 70% target.
A.4	<p>Review a case for repeating the distribution of school-wide anonymised workload allocation charts.</p> <p>[2024 Action Plan 3.1.ii]</p>	The purpose and impact / benefit of publishing school-wide anonymised workload allocation charts is assessed, based on experience from 23-24 publication.	Review by July 2026 as part of development of workload allocation principles.	HoS, then Workload Allocation Panel Chair	Over 50% of WSA staff Strongly Agree/Agree that staff workloads are allocated fairly in 2028 WSA Culture Survey.

A.5	Clear messaging is developed to clearly link building opening hours to the school's commitment to supporting reasonable work-life balance. [2024 Action Plan 2.6]	Students understand restricted building opening hours as part of a WSA ethos of promoting reasonable work-life balance.	Include as part of implementation of work-culture issues in curriculum by September 2026.	Directors of Teaching and Learning	Over 50% of student respondents agree that WSA promotes reasonable work-life balance and collegiate behaviour.
B.1	Staff completion rates for EDI training are monitored, including external tutor participation in EDI training as part of External tutor inductions. [2024 Action Plan 1.1 – new item vi.]	WSA staff and external tutors complete EDI training.	Annual review of completion rates from 2025-26 academic year	Director of Equality, Diversity and Inclusion	100% completion rates for WSA staff, 75% completion rates for external tutors.
B.2	Monitoring of gender equality in recruitment panels continues. [2024 Action Plan 3.2 – new item v]	All recruitment panels include at least one female member of staff.	Annual review from 25-26 academic year.	HR Advisor	Annual monitoring confirms that each recruitment panel includes a female member of staff.
B.3	Create case study testimonials of instances where peer support has prompted staff to apply for promotions. [2024 Action Plan 3.2.i]	WSA staff are aware of the impact their peer support can provide in encouraging promotions applications.	Case studies included in communications for 2026 Promotions cycle.	HR Advisor	Applications for Promotion are reflective of gender and intersectional diversity of WSA staff and are submitted across all career stages.
B.4	Communications for leadership training programs include case study testimonials regarding the impact of career enhancement opportunities including leadership and management training. [2024 Action 3.1ii]	WSA staff are aware of the impact of participating in leadership and management training.	Case studies included in communications for annual career enhancement program from 2025-26 academic year.	HR Advisor	Enrolment in training and management programs are reflective of gender and intersectional diversity of WSA staff.
B.5	Continued monitoring of committee structures to ensure gender and intersectional balance. [2024 Action Plan 3.3]	WSA committees, including Chair roles, are reflective of gender and intersectional diversity of WSA staff.	Annual monitoring from 25-26 academic year onwards.	Director of EDI	Annual monitoring confirms or advises on equality in Committee structures.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Total applied	67	89	43%	3	4	43%	17	36	32%	49	71	41%	54	92	37%
Total Shortlisted	12	11	52%	0	1	0%	6	8	43%	17	21	45%	12	27	31%
Total Hired	9	3	75%	4	0	100%	4	3	57%	6	9	40%	6	6	50%

TABLE CR-1 WSA Academic Recruitment 2018-2023 (under Wider-BE) All contract types and grades

Gender of Interview Panels - Welsh School of Architecture 2016				
Post Number	Job Title	Interview Date	Male	Female
4721BR	ASM Lecturer (MEGA)	08/08/2016	2	2
4102BR	ASM Lecturer Maternity Cover	19/01/2016	1	2
	ASM Tutor Grade 5	No Info		
4381BR	Project Administrator	10/03/2016	1	2
4529BR	Project Officer	25/05/2016	0	3
5332BR	Project Administrator	29/11/2016	1	2
4350BR	Research Assistant	10/02/2016	1	1
4352BR	Research Associate	14/03/2016	2	1
4358BR	Research Associate	14/03/2016	2	1
4970BR	Chair in Urban Design	07/10/2016	4	2
5056BR	Digital Craftsperson	20/10/2016	1	2
5944BR/5043BR	Facilities Assistant	21/09/2016	0	3
4910BR	Lecturer	20/09/2016	2	2
5068BR	PGT Administrator	27/09/2016	0	4
5010BR	Recruitment & Outreach	22/09/2016	1	3
4488BR	Research Assistant	05/05/2016	2	0
4685BR	Research Associate	01/06/2016	2	0
4910BR	Teacher	28/07/2016	2	1
43113BR	Teaching Executive Officer	07/03/2016	1	2

TABLE CR-2 Gender balance of WSA Interview Panels 2016

	2009-2013		2018		2019		2020		2021		2022		2023	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
SUCCESSFUL	3	7	1	2	4	2	3	4	6	1	3	1	4	4
UNSUCCESSFUL/WITHDRAWN		2										1		3

TABLE CR-3 WSA Promotion Rates All Grades: Total applicants 2009-2013 / Annual applicants 2018-2023

	2013-2014				2014-2015				2015-2016				2016-2017				2017-2018				2018-2019				2019-2020				2021-2022				2022-2023				2023-2024				2024-2025															
	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%								
HEAD OF SCHOOL (CHAIR)	1				1				1				1				1				1				1				1			1				1				1				1				1				1				
DEPUTY HEAD OF SCHOOL	1				1				1				1				1				1				1				1												1				1				1							
DIRECTOR OF STAFFING	1				1																																																			
DIRECTOR OF RESEARCH			1		1				1		1		1				1				1				1				1							1				1				1				1				1				
DIRECTOR OF INNOVATION AND ENGAGEMENT																																																								
DIRECTOR OF EDUCATION AND STUDENTS					1				1				1				1				1																																			
DIRECTOR OF INTERNATIONAL							1				1		1				1				1			1				1	1			1	1				2				1				1											
DIRECTOR OF ENGAGEMENT							1					1			1		1			1	1				1				1			1				1				1				1				1				1				
DIRCTOR OF HEALTH AND SAFETY					1				1						1				1				1										1				1				1				1				1							
DIRECTOR OF EQUALITY AND DIVERSITY							1				1				1				1					1				1				1				1				1				1				1				1				
DIRECTOR OF POSTGRADUATE RESEARCH																			1				1		1			1				1				1				1				1				1				1				
DIRECTOR OF POSTGRADUATE TAUGHT																			1				1					1				1				1				1				1				1				1				
DIRECTOR OF UNDERGRADUATE																				1				1				1				1				1				1				1				1				1				
DIRECTOR OF ADMISSIONS																												1				1				1				1				1				1				1				
DIRECTOR OF IMPACT																																1				1				1				1				1				1				
	3	75%	1	25%	6	67%	3	33%	5	63%	3	37%	5	63%	3	37%	5	63%	3	37%	7	70%	3	30%	6	67%	3	33%	5	50%	5	50%	4	40%	6	60%	7	50%	7	50%	3	43%	4	57%	3	43%	4	57%	3	43%	4	57%	3	43%	4	57%

TABLE CR-4 WSA Executive Board 2013-2025: Academic Staff in Director roles, by gender.