



**Department Application
Silver Award**

**School of Health Sciences
University of Nottingham**

Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.



Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500



Name of institution	University of Nottingham	
Department	School of Health Sciences	
Focus of department	STEMM	
Date of application	November 2017	
Award Level	Silver	
Institution Athena SWAN award	Date: November 2012	Level: Silver
Contact for application <small>Must be based in the department</small>	Dr Sally Melling	
Email	sally.melling@nottingham.ac.uk	
Telephone	0115 823 0905	
Departmental website	https://www.nottingham.ac.uk/healthsciences/	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter ***immediately after*** this cover page.

Glossary

APM Administrative, Professional and Managerial staff
AS Athena SWAN
BME Black and Minority Ethnic
BTEC Business and Technology Education Council
CAC Clinical Academic Careers
CDIC Career Development and Inclusion Committee
CPD Continuing Professional Development
DAG Disability Action Group
(D)HoS (Deputy) Head of School
DoA Director of Assessment
ECU Equality Challenge Unit
EDI Equality, Diversity and Inclusion
EU European Union
FEDIG Faculty Equality, Diversity and Inclusion Group
FMHS Faculty of Medicine and Health Sciences
FTE Full-Time Equivalent
GEN Graduate Entry Nursing
HEE- EM Health Education England - East Midlands
HEFCE Higher Education Funding Council for England
HESA Higher Education Statistics Authority
LMA Leadership and Management Academy
MARM Masters in Advanced Research Methods
NHS National Health Service
PDPR Personal Development and Performance Review
PG(R/T) Postgraduate (Research/Taught)
PGCHE Postgraduate Certificate in Higher Education
PRS Physiotherapy and Rehabilitation Science
QMC Queen's Medical Centre
RAE Research Assessment Exercise
REF Research Excellence Framework
R&T Research and Teaching job family
RCO Research Concordat Officer
RO Research-only
SAT Athena SWAN Self-Assessment Team
SHS School of Health Sciences
SMG School Management Group
STEMM Science Technology Engineering Maths and Medicine
T&L Teaching and Learning
TO Teaching-only
TS Technical Services job family
UCAS Universities and Colleges Admissions Service
UG Undergraduate
UoN University of Nottingham
WLP Workload Plan
WP/WPT Widening Participation/Widening Participation Team
<i>All National Data (ND) taken from ECU unless stated otherwise</i>

Job level (grade)	Associated Job Families and Descriptors
Level 4 (L4)	Research Fellows and Associates (Research-only – RO) Teaching Associate (Teaching and Learning – T&L)
Level 5 (L5)	Assistant Professor (Research and Teaching – R&T, Teaching and Learning – T&L) Senior Research Fellow (Research-only – RO)
Level 6 (L6)	Associate Professor (Research and Teaching – R&T, Teaching and Learning – T&L) Principal Research Fellow (Research-only – RO)
Level 7 (L7)	Professor (Research and Teaching – R&T, Teaching and Learning – T&L, Research-only – RO)



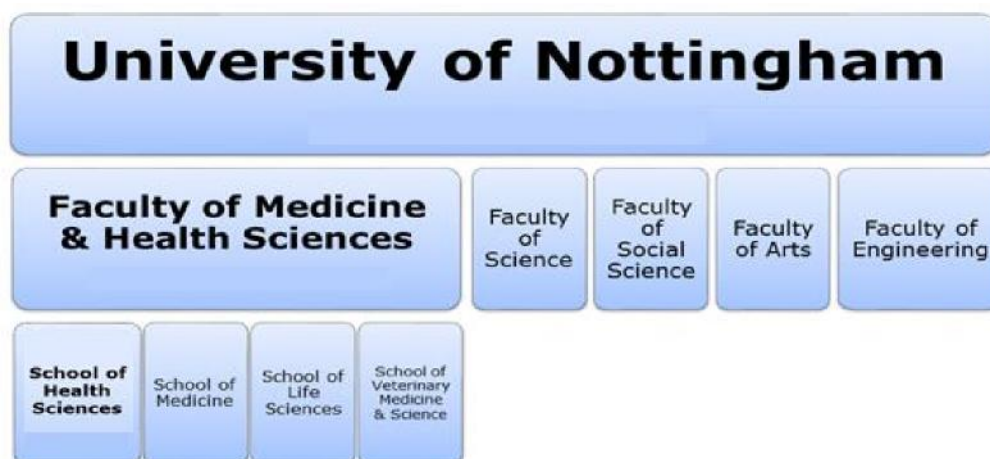
2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

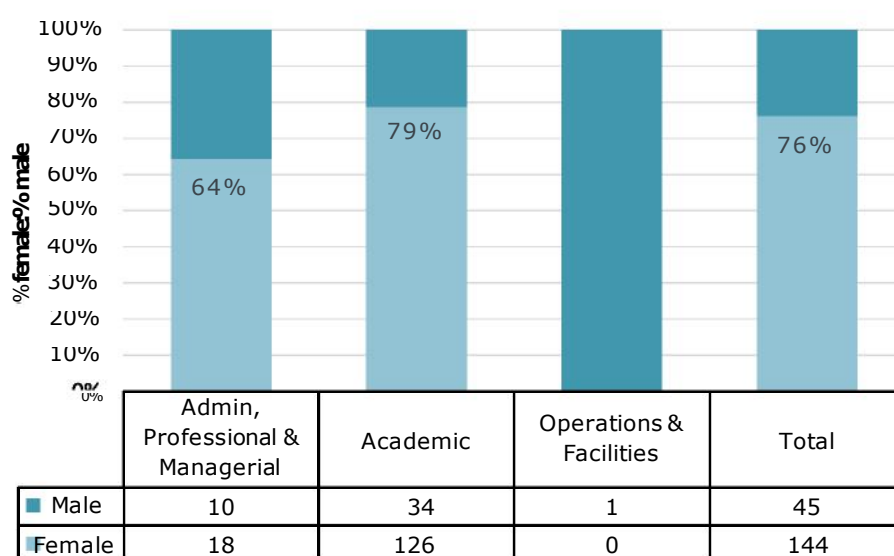
The School of Health Sciences (SHS) is one of four Schools within the Faculty of Medicine and Health Sciences (FMHS) (Figure 1). SHS has the largest student population in FMHS, comprising 36% (2,716/7,644) of the Faculty's student population and 8% (2,716/33,620) of the University's UK student body. The School has three sites, in two cities (Nottingham and Derby).

Figure 1: School positioning within the University



SHS comprises 189 staff members (179.95 FTE), of whom 37% work on a part-time basis. The majority of staff (85%) are employed in the Academic job family, with the remainder comprising Administrative, Professional and Management (APM) and technical staff. The gender make-up of SHS staff is largely female (n=144 (76%)), with a similar gender breakdown for both the Academic and APM job families (79% and 64% female respectively) (Figure 2).

Figure 2: Staff profile by job family and gender



SHS provides undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) education in Nursing, Midwifery, Physiotherapy, Sport Rehabilitation and Allied Health. A high proportion of our student population is female (87%), reflecting the fact that these professions are female-dominated (with men proportionally better represented at more senior levels).

SHS has an excellent record in terms of teaching and learning, having achieved the highest scores for teaching quality within the University of Nottingham (UoN) in 2015, 2016 and 2017. Our School is home to two National Teaching Fellows and boasts the highest number of Lord Dearing Teaching Award winners (UoN award recognising excellence in teaching). In addition, SHS staff and students are regular award winners at the Student Nursing Times Awards.

Student Nursing Times Award Winners 2016



Research in SHS takes place in six Research Groups, each with a Level 7 (L7) research role model.

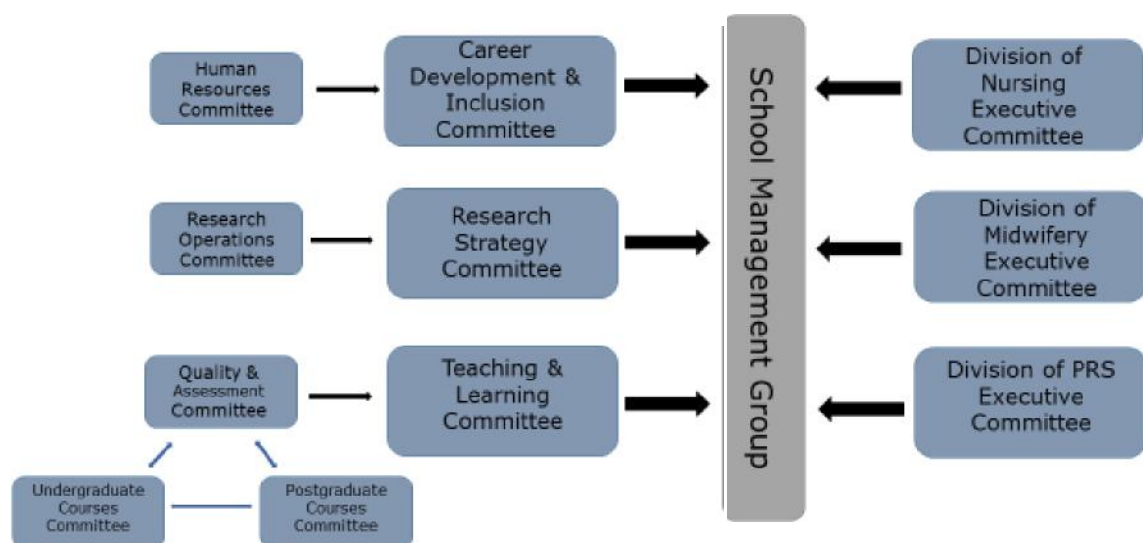
SHS performs well in research compared to other similar institutions, with a current active research portfolio of £9.3M across 59 active research projects, funded by 26 different government and charitable funding streams. In the last Research Excellence Framework (REF) exercise in 2014, 86% of SHS's research was ranked as internationally excellent or world-leading. Times Higher Education has ranked the SHS as eighth in the UK for research impact (2017).

SHS are partners with the School of Medicine in the provision of a Centre for Doctoral Training in Rehabilitation and Healthcare Research. This facility provides PhD training for clinicians seeking to become research active and study for a PhD alongside their clinical role.

The School Management Group (SMG) is the main strategic and decision-making committee within SHS, and is chaired by our female Head of School (HoS). There are three Deputy Heads of School (DHoS) (2F/1M), each of whom has a specific School-wide remit, and three Heads of Division (2F/1M), representing the three professional groups (Nursing, Midwifery, and Physiotherapy and Rehabilitation Science (PRS)). SMG also has three elected staff members representing the three professional groups (see Section 5.6(iii)).

School reporting structures are shown in Figure 3.

Figure 3: School reporting structures



Equality, Diversity and Inclusion (EDI) is a priority for the whole School. At senior level it is monitored by the DHoS (Academic Affairs) who chairs the Career Development and Inclusion Committee (CDIC) and who represents SHS on both Faculty and University EDI committees.

511 Words.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i) Description of the self-assessment team

Our self-assessment team (SAT) was originally established in 2013, when we were delighted to achieve an AS Bronze Award. Following feedback from our 2016 Silver Award application, and a one-year extension for our Bronze Award, a new SAT was created. Expressions of interest were invited from staff to join the SAT. All those who applied were appointed. All members were given time explicitly allocated to the AS agenda within their Workload Plan (WLP).

The new SAT team comprised 18 staff members (14F/4M) who worked across School campuses, represented the three divisions in SHS, and worked in both academic and administrative roles at various job levels.

Three SAT members (2F/1M) were employed part-time in SHS. Three members had recent experience of undertaking a PhD within SHS or the wider University. School management was represented by the HoS and two DHoS. Four members (AH, AD, EC and MH) had been members of the previous SAT, providing continuity to the group.

Characteristics of SAT members

Name	M/ F	Contract type; level	FTE	Represents	Role within SHS	Role within SAT	Campus
Sally Melling				School	Director of Staff Engagement, Health and Wellbeing	Chair	QMC, Nottingham
Gary Adams				Nursing	Associate Professor	Section 4 lead for writing application	QMC, Nottingham
Bernie Divall				Midwifery	Research Fellow	Represents RO staff members	QMC, Nottingham
Ada Hui				Nursing	Teaching and Research Associate	Communications Officer	QMC, Nottingham

Aimee Aubeeluck				School	Director of Admissions	Provides insight into student admission processes and data	Royal Derby Hospital, Derby
Avril Drummond				School	Deputy Head of School (Research and Knowledge Exchange)	Shares expertise on the SHS research environment	QMC, Nottingham
Joanne Lymn				School	Head of School	Provides senior School management expertise	QMC, Nottingham
Kate Simpson				Nursing / PhD student	Lecturer	New starter in 2016; shares experience of part-time working and being a PhD student	QMC, Nottingham
Julia Carson Little				School	Education and Student Experience Manager	Shares information on student engagement activities	QMC, Nottingham
Julie Evans				School	Head of Operations	Provides senior APM input; shares experience of condensed working	QMC, Nottingham
John McLuskey				Nursing / PhD student	Associate Professor	Shares experience of undertaking a PhD whilst working	QMC, Nottingham

Rachel Spencer				Midwifery	Assistant Professor	Represents Division of Midwifery	QMC, Nottingham
Philip Clissett				Nursing	Lecturer, Fitness to Practice Lead	Shares experience as an UG cohort lead	QMC, Nottingham
Theo Stickley				School	Public Engagement lead	Shares expertise in SHS public engagement activities	QMC, Nottingham
Elaine Cook				School	Deputy Head of School (Academic Affairs)	Provides senior management expertise	Royal Derby Hospital, Derby
Michelle Hall				Physio	Data Champion	Collates and interprets data on behalf of the SAT	City Hospital Campus, Nottingham
Cherry Poussa				School	Head of Digital Learning Support Services	Senior APM experience of undertaking a PhD whilst working in SHS	QMC Nottingham
Angie Bagley				Nursing	School Admin Officer	Secretary to the SAT	Royal Derby Hospital, Derby

(ii) Account of the self-assessment process

The aims of SAT since 2013 have been to: reflect on the feedback received on our previous Silver award application; survey staff opinion; examine and promote School AS activities; and consider 'best practice' examples. SAT met monthly to evaluate our Action Plan initiatives and to track the impact of our work.

The work of SAT was supported at School, Faculty and University levels. Progress on the AS Action Plan is a standing item on the SMG agenda. A number of SAT members sit on Faculty- and University-level committees, for example, SM and EC attend the Faculty Equality, Diversity and Inclusion Group (FEDIG) and the University Gender Equality Network meetings, and JL (as HoS) sits on the UoN Senate Committee, at which UoN AS progress is reported.

Since 2016, additional individuals have supported SAT: Julie Gosling, a service user and carer representative from the SHS, provided input; Leah Ridgway, SAT Chair for the Faculty of Engineering, joined the group early in 2017 to share good practice (with our SAT chair joining the School of Engineering SAT in a reciprocal arrangement); Dr Tamsin Majerus provided data on Faculty- and University-level AS initiatives as the Faculty Data Champion. Finally, we received feedback on our draft application from Louise Barriball (Health Sciences, University College London), who had led a successful Silver award application for her department.

It was important that all SHS staff felt included in the self-assessment process. Thus, weekly AS updates were included in the School's electronic bulletin, *Health e-News*, and further updates were issued via our AS webpage, online updates sent to all staff, reports at staff meetings, and posters in all main staff areas.

SAT consulted with staff and students via surveys, focus groups with new starters and UG male students, and presentations and discussions held at the annual School Forum. Our January 2017 staff survey yielded a response rate of 76%. Following on from this survey, we employed an external advisor to interview individual members of staff at all levels to evaluate whether the initiatives we had adopted were working (see Section 5.6(i)).

A significant development for SAT has been the design of a data collection system known as *Tableau*, introduced following recommendations from AS and Race Equality Charter Mark SATs, and a commitment from the UoN to materially support diverse and inclusive cultures. *Tableau* was launched in December 2015 and has greatly aided SHS's and SAT's ability to access relevant data.

All SAT members contributed to writing our draft application via a team writing day, and all provided feedback on the application by email and at SAT meetings. The UoN Support and Challenge team provided written feedback on a full draft of the submission in September 2017.

(iii) Plans for the future of the self-assessment team

Early in the 2016/17 self-assessment period, SAT recognised that, in order to fully embed AS principles, SHS needed to bring together all groups focussing on equality, diversity, inclusion, staffing resource, staff wellbeing and career development. Therefore, in March 2017, CDIC was formed.

Led by the Director of Academic Affairs along with the SAT chair, CDIC has overall responsibility for progressing the equality agenda within SHS, and will

continue to manage and evaluate the implementation of the Action Plan resulting from our self-assessment exercise. CDIC members are given protected time in order to promote our equality and diversity agenda, with meetings strategically scheduled around members' diary commitments to ensure maximum attendance.

School policies, practices and data (e.g. on applications, promotions, leavers, and contract status) will be reviewed at six-monthly intervals in order to monitor progress relating to our Action Plan. *Tableau* is currently being further developed to support analysis of intersectionality, and it is anticipated that CDIC will be able to extract more in-depth data in future in order to better understand issues relating to our equality agenda.

The profile of CDIC will continue to be raised via open staff meetings, weekly bulletins, quarterly newsletters, the School Forum, and the SHS intranet. This will ultimately facilitate the integration of the AS agenda into all areas of our work.

Impact Box 1	
Identified Issue: Lack of a reliable system for reviewing data relating to EDI of staff and students	
☐	<i>Tableau</i> now used to access relevant data relating to staff, PGT and PGR students. (Data on UG students is pending)
☐	Following establishment of CDIC, administrative staff now regularly gather systematic data relating to staff development, induction and exit
Impact: Data from <i>Tableau</i> is now analysed at six-monthly intervals by CDIC and used to inform SHS policy	

902 Words

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1 STUDENT DATA

(i) Numbers of men and women on access or foundation courses

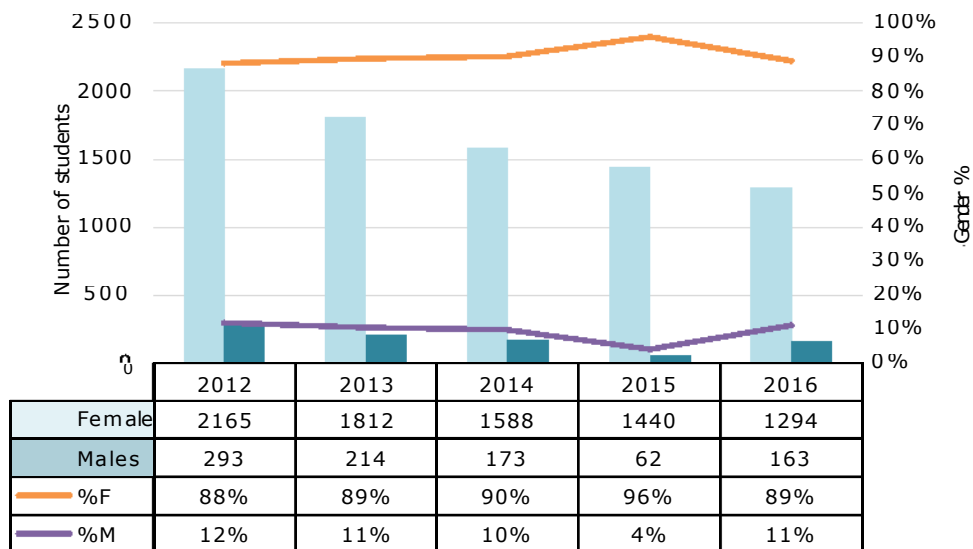
N/A.

(ii) Numbers of undergraduate students by gender

We offer full-time UG courses in Nursing, Midwifery, Physiotherapy, and Sport Rehabilitation.

Currently, 89% of UG students are female (Figure 4). This reflects national data (ND) showing that both Nursing and Midwifery attract more female than male students.

Figure 4: UG students by gender



N.B. The reduction in numbers of students after 2012 was the result of a planned reduction in the size of SHS.

In 2015/16, SHS identified a gradual increase in the proportions of female UG students over the previous three years, particularly in Nursing (Table 1).

Table 1: Students on UG professional courses

	Year	Female		Male		Total
		n	%	n	%	n
Nursing	2012	1866	89%	225	11%	2091
	2013	1536	91%	156	9%	1692
	2014	1307	92%	115	8%	1422
	2015	1185	97%	40	3%	1225
	2016	974	92%	90	8%	1064
	ND ¹		89%		11%	
Midwifery	2012	209	>99%	1	<1%	210
	2013	189	100%	0	0%	189
	2014	189	100%	0	0%	189
	2015	211	100%	0	0%	211
	2016	208	>99%	1	<1%	209
	ND ¹		99%		1%	
Physiotherapy	2012	90	57%	67	43%	157
	2013	87	60%	58	40%	145
	2014	83	61%	53	39%	136
	2015	80	61%	51	39%	131
	2016	79	59%	54	41%	133
	ND ²		62%		38%	
Sport Rehabilitation	2014	9	64%	5	36%	14
	2015	20	63%	12	38%	32
	2016	33	65%	18	35%	51
	ND ³		43%		57%	

ND = taken from ¹Nursing and Midwifery Council 2017;

² Annual Quality Review 2015/16 Chartered Society of Physiotherapy;

³ British Association of Sport Rehabilitators and Trainers.

In addition to traditional full-time UG courses, we offer 'top-up' degrees for registered nurses with diploma qualifications. These students are part-time, and are predominantly Home female students (Table 2). A small number (n=10) of International students were enrolled on these courses in 2016.

Table 2: Students on 'top-up' Nursing degree courses*

	Female		Male		Total
Year	n	%	n	%	n
2014	126	95%	7	5%	133
2015	91	89%	11	11%	102
2016	114	86%	19	14%	123

*Data unavailable prior to 2014

UG course applications, offers and acceptance rates

The proportions of males to females at each stage of the admission process have remained broadly similar since 2013 (Figure 5). However, the conversion rates are consistently lower for males (Table 3).

Figure 5: UG student applications, offers and acceptances by gender

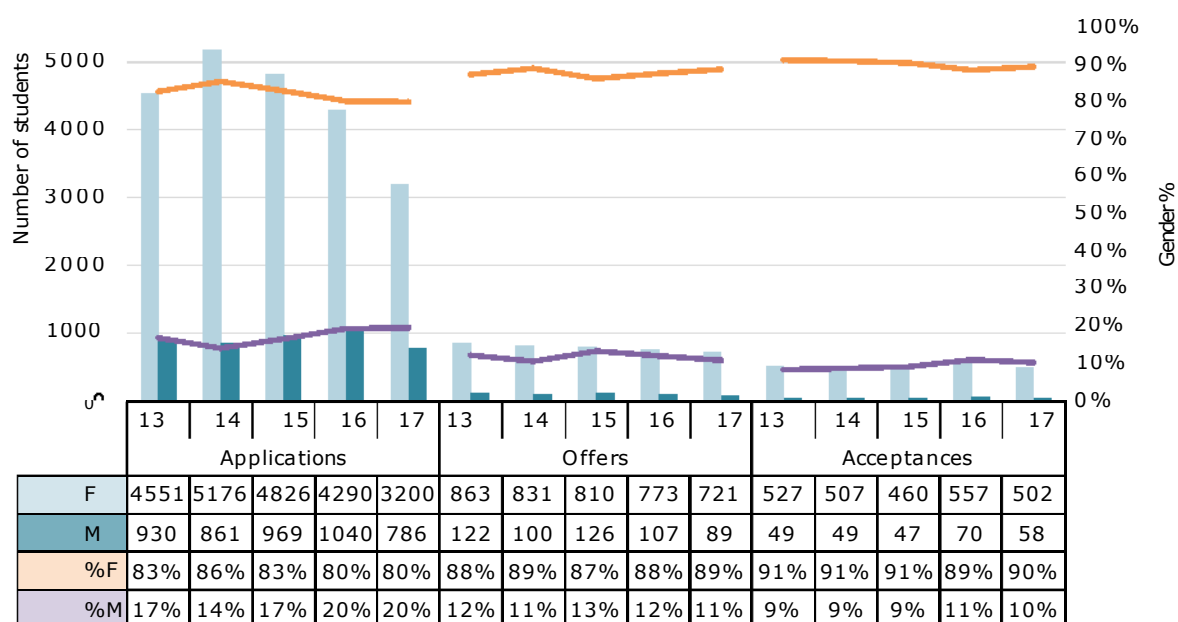


Table 3: Conversion rates for UG course applications, offers and acceptances

Year		Females		Conversion rate for females	Males		Conversion rate for males	Total
		n	%		n	%		
2013	applications	4,551	83%		930	17%		5,481
	offers	863	88%	19%	122	12%	13%	985
	acceptances	527	91%	61%	49	9%	40%	576
2014	applications	5,176	86%		861	14%		6,037
	offers	831	89%	16%	100	11%	12%	931
	acceptances	507	91%	61%	49	9%	49%	556
2015	applications	4,826	83%		969	17%		5,795
	offers	810	87%	17%	126	13%	13%	936
	acceptances	460	91%	57%	47	9%	37%	507
2016	applications	4,290	80%		1,040	20%		5,330
	offers	773	88%	18%	107	12%	10%	880
	acceptances	557	89%	72%	70	11%	65%	627
2017	applications	3,200	80%		786	20%		3,986
	offers	721	89%	23%	89	11%	11%	810
	acceptances	502	90%	70%	58	10%	65%	560

These data highlight the need to support male applicants in their applications for UG courses, particularly Nursing. We have already adopted a number of measures to address this:

- In 2016/17, 100% of SHS staff undertook mandatory equality, diversity and unconscious bias training.
- At open days and selection events, at least two out of 10 staff, and two out of 12 student ambassadors, are male.
- At least one male member of staff is present on interview panels for all male applicants.
- Active recruitment of male students and academics to represent SHS in marketing materials (30% of images).
- 40% of podcasts advertising our courses are by male students.
- Video added to our webpage of Nottingham graduate Jamie Waterall (National Lead for Cardiovascular Disease Prevention and Associate Deputy Chief Nurse) to promote men's careers in Nursing (see Section 5.6(vii)).
- Increased numbers of male staff involved in outreach activity (see Section 5.6(viii)).

To avoid overloading staff and students involved in recruitment, we regularly seek expressions of interest to fulfil the above roles.

Impact Box 2	
Identified Issue: Lower conversion rates for male UG Nursing students	
1	100% staff uptake of EDI training
1	Increased visibility of male staff and students at recruitment events
1	At least one male staff member at selection interviews
1	Over 30% of images in promotional materials are of males
1	40% of podcasts delivered by male students
1	High-profile male role model used in promotional video
1	Higher numbers of male staff involved in outreach activities
Impact: Conversion rate increase for male UG Nursing applicants from 37% (2015) to 65% (2016)	

For 2016/17, we are pleased to report increased numbers of male Nursing students compared with 2014/2015. However, since this figure (8%) is still below the national average (11%), we are continuing to investigate this and will employ further strategies to address this issue (Action Point 1).

Action Point 1
Identified Aim: To increase numbers of male UG Nursing students, in line with national benchmark figures
<ul style="list-style-type: none"> <input type="checkbox"/> Investigate reasons for lower conversion rates for male UG nurses <ul style="list-style-type: none"> <input type="checkbox"/> Conduct focus groups with male UG nurses to identify where difficulties may lie (by Dec 2017) <input type="checkbox"/> Survey male decliners to identify reasons why applicants do not accept offers <input type="checkbox"/> Minimum of one male staff member to be present at open days and selection days <input type="checkbox"/> Further modify advertisements to enhance their appeal to male students; increase male presence in materials by a further 10%; assess the language used in marketing materials, and adapt as <u>needed for male</u>

Other UG Courses

Genders of current students in Midwifery and Physiotherapy broadly mirror the ND (Table 1). However, the strategies used to increase the number of male Nursing UG students will also be similarly implemented for other courses, and will be reviewed on an ongoing basis.

Widening Participation

Widening Participation (WP) numbers have steadily increased over the last five years. Course applications in this category have doubled, from 25% in

2016 to 50% in 2017. We have engaged with the WP agenda by targeting colleges providing Access and BTEC courses, through our Summer School, and through engagement with local course providers to ensure that online access courses fit our entry criteria. We also attend local NHS careers fairs to engage with those considering Nursing, Midwifery, Physiotherapy or Sport Rehabilitation careers (see Section 5.6(viii)). We have further monitored our Access and BTEC requirements, ensuring that these are achievable. Evaluation has shown us that these students benefit from a 'lead-in' period, and we have therefore continued to accept pass marks, rather than merits or distinctions, for these students' initial modules.

Impact Box 3

Identified Issue: Lack of diversity in our student applications

- Outreach targeted at colleges providing Access and BTEC courses
- Summer School activities (in conjunction with UoN)
- Liaison with national Access course providers to ensure parity with our entry criteria

Impact: WP entry increased from 25% (2016) to 50% (2017)

UG degree attainment

We are proud of our high level of degree attainment. In 2017, 38% of UG students achieved a first class degree, and over 85% gained at least an upper second. Gender ratios at each level of award are broadly similar (Figure 6a), which reflects the national picture (Figure 6b).

Figure 6a: UG degree attainment by gender

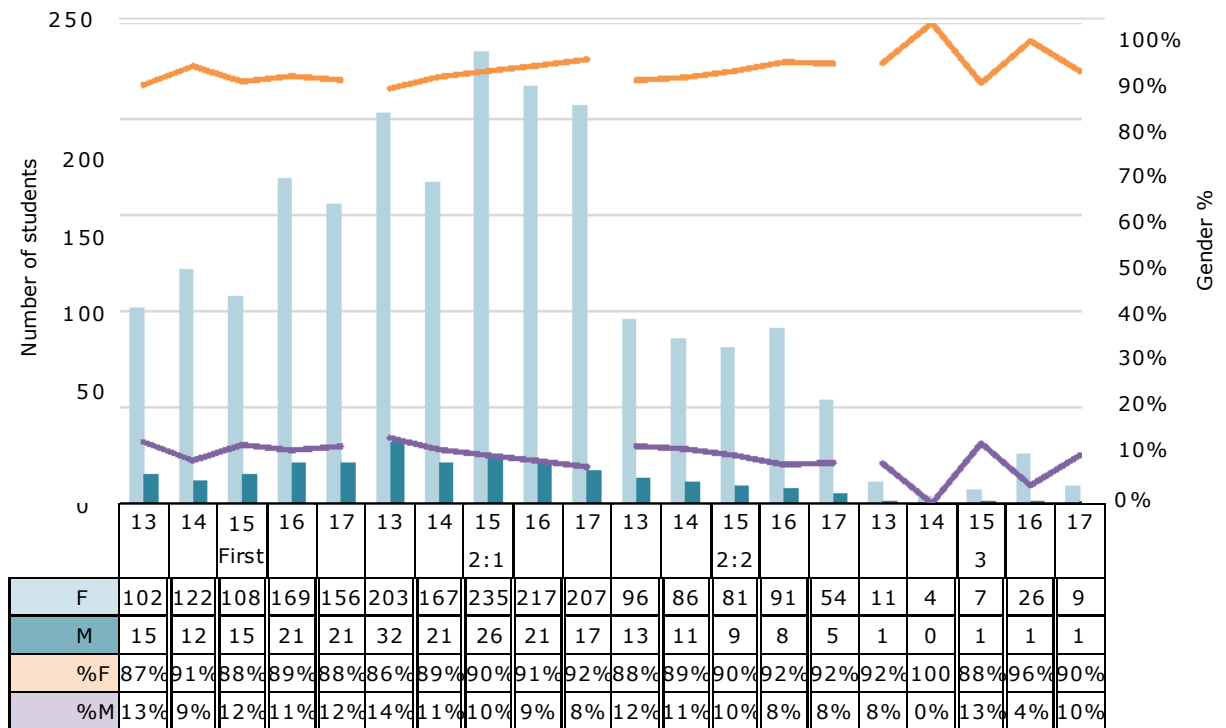
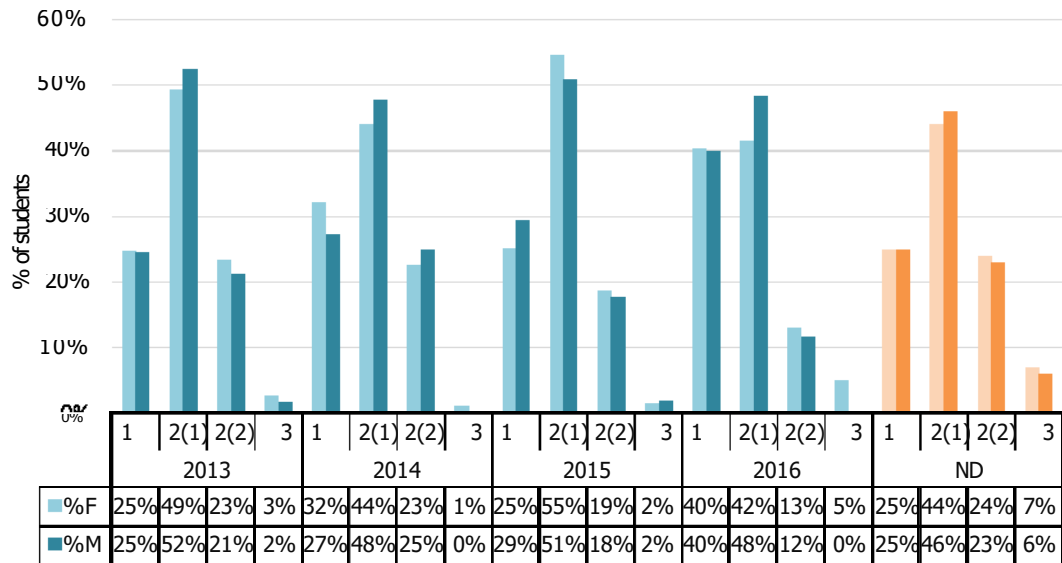


Figure 6b: UG degree attainment by gender: Comparison with ND



(iii) Numbers of men and women on postgraduate taught degrees

We offer 13 PGT courses, as well as a number of stand-alone modules. The largest PGT course is Graduate Entry Nursing (GEN), for students who have first degrees in relevant subject areas. This became Master's level in 2014. Students are able to map programme outcomes from their first degree and related experience in order to receive accreditation for the first year of the course. All GEN students are full-time Home students.

The proportions of males and females on PGT courses are broadly comparable with ND (Figures 7&8).

Figure 7: GEN students by gender

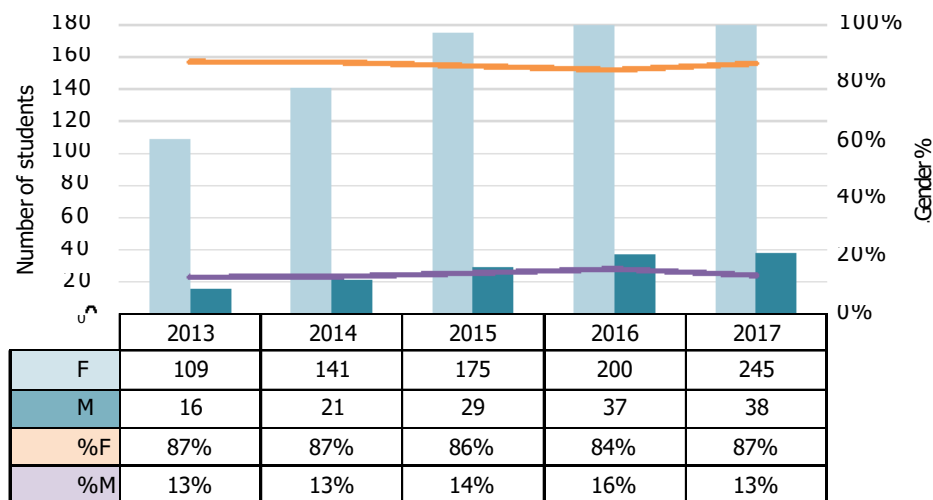
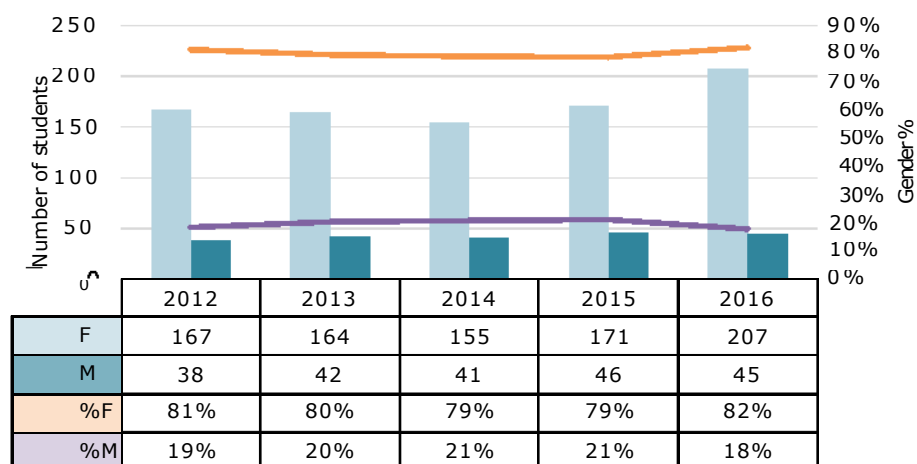


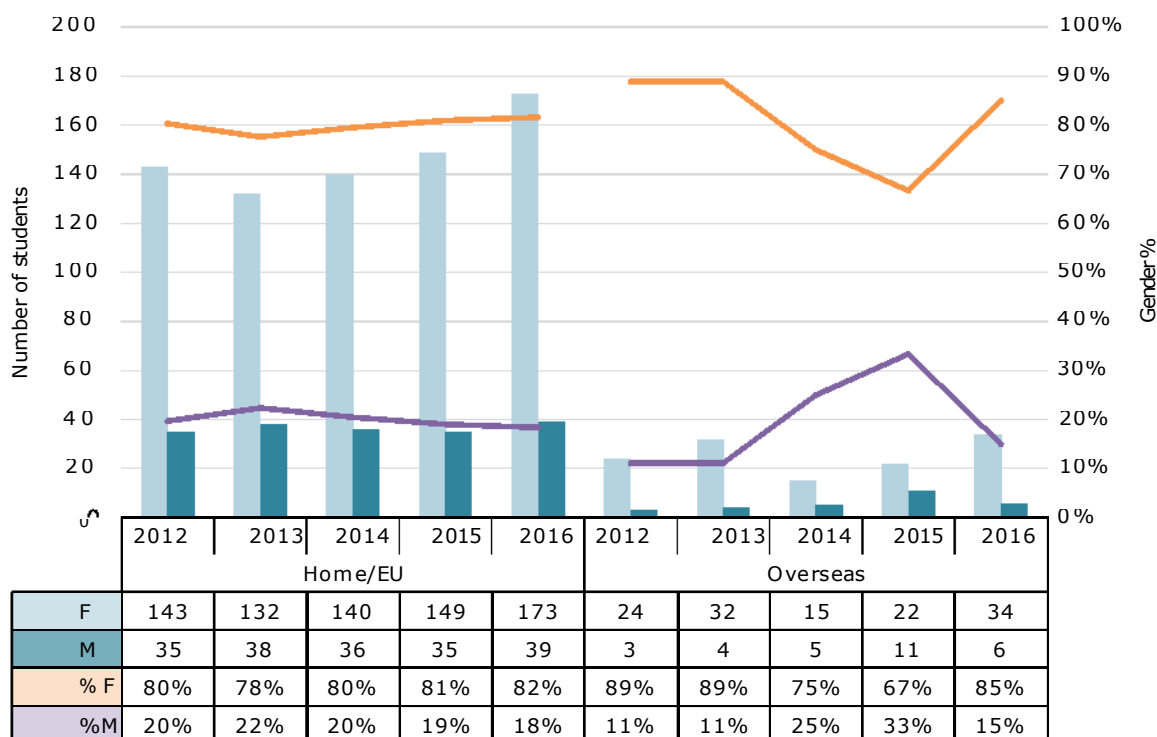
Figure 8: PGT students (excluding GEN) by gender



ND from ECU Student report 2016 for subjects allied to medicine: %F=78%

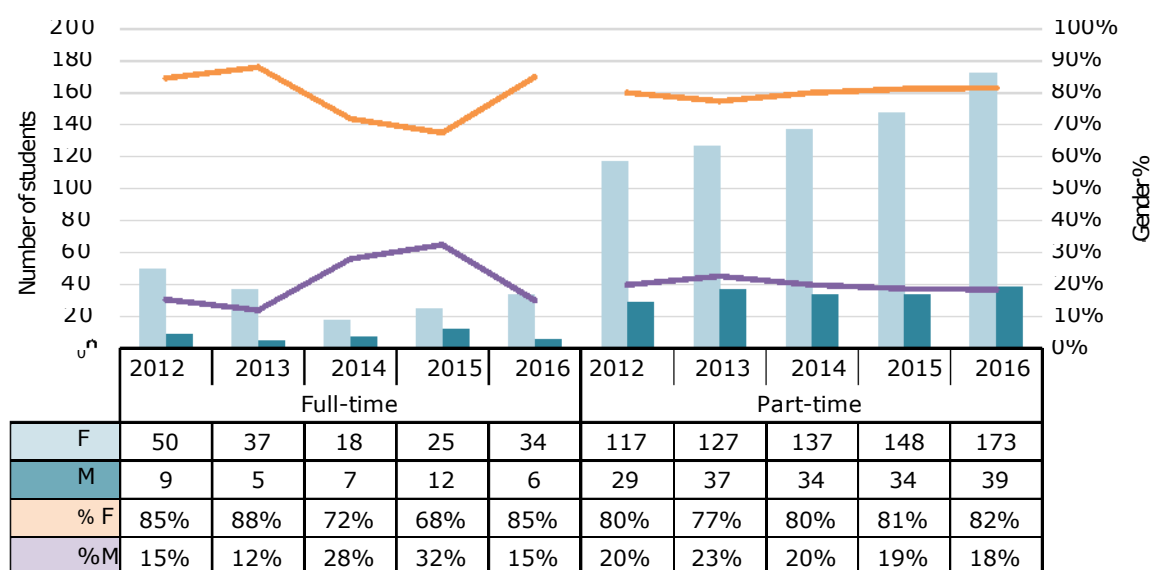
For our (non-GEN) PGT courses, proportions of females to males for both Home/EU versus Overseas students are similar to the overall figures (Figure 9). The same is true for part-time versus full-time modes of study (Figure 10).

Figure 9: PGT students (excluding GEN) by Home/EU vs. Overseas student status and gender



N.B. The fall in numbers of Overseas PGT students in 2014/15 may be attributed to the Ebola outbreak, since a significant number of our Overseas students are from West Africa.

Figure 10: PGT students (excluding GEN) by mode of study and gender

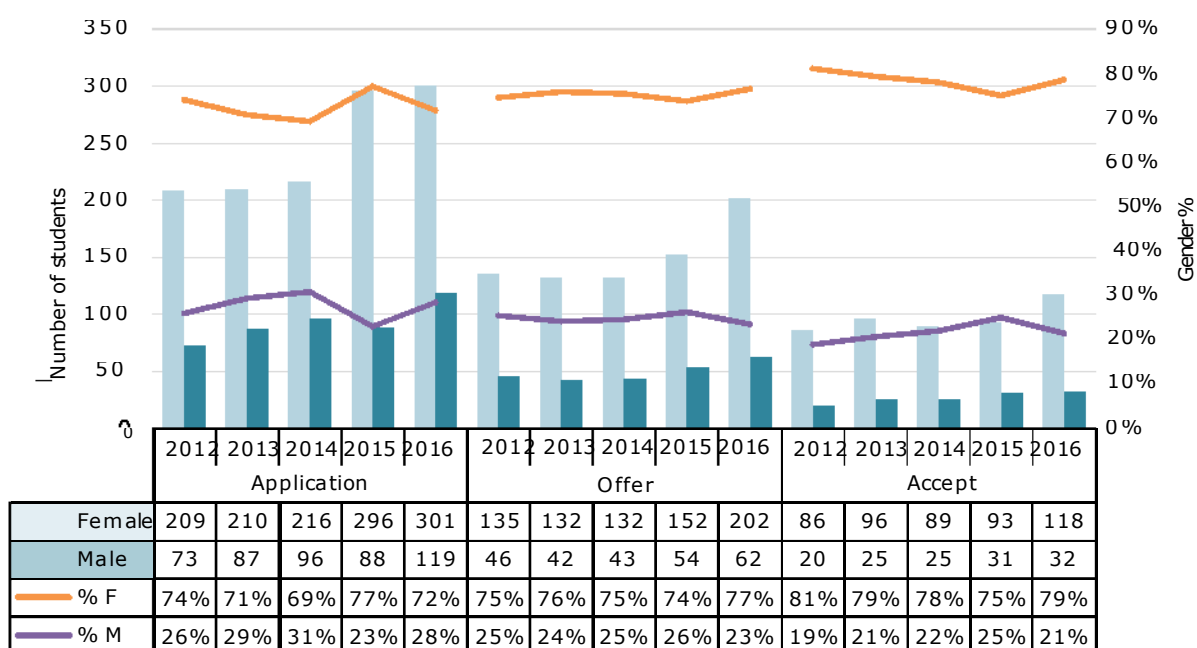


In order to more fully understand fluctuations in our PG student numbers, we will address this issue as part of our Action Plan (Action Point 2).

PGT course applications, offers and acceptance rates

Females represent approximately three quarters of students at all stages of the application, offer and acceptance process for PGT courses (Figure 11).

Figure 11: PGT student applications, offers and acceptances by gender



We have responded to the issue of low overall numbers of applications for our GEN course since 2014 (Table 4) by developing a number of initiatives to address this. We have since seen a substantial increase in our application numbers.

Table 4: Conversion rates for GEN course applications, offers and acceptances

Year		Females		Conversion rate for females	Males		Conversion rate for males	Total
		n	%		n	%		
2014	applications	203	82%		46	18%		249
	offers	82	87%	40%	12	13%	26%	94
	acceptances	76	87%	93%	11	13%	92%	87
2015	applications	287	77%		87	23%		374
	offers	100	82%	35%	22	18%	25%	122
	acceptances	99	85%	99%	18	15%	82%	117
2016	applications	489	78%		135	22%		624
	offers	107	86%	22%	17	14%	13%	124
	acceptances	105	85%	98%	19	15%	111%*	124
2017	applications	401	81%		94	19%		495
	offers	176	86%	44%	29	14%	31%	205
	acceptances	138	88%	78%	19	12%	66%	157
2018	applications	409	83%		86	17%		495
	offers	108	85%	26%	17	15%	20%	125
	acceptances	115	88%	106%*	16	12%	106%*	131

* Higher acceptance figures compared to offers are due to deferred acceptances.

Cohort entry for the GEN course is in January, therefore 2018 data are presented based on current figures.

Impact Box 4	
Identified issue: Low numbers of GEN course applicants	
<ul style="list-style-type: none"> □ Greater prominence of images of mature students in course brochures and website □ Use of positive role models, addition of case studies, and inclusion quotations from former students in brochures and on website □ Increased presence of former students at open days 	
Impact: Increase in applications from 249 (2014) to 495 (2017)	

Aside from some annual variation, the conversion rates for PGT courses are generally around 10% higher for females than for males (Tables 4&5).

Table 5: Conversion rates for PGT course applications, offers and acceptances (excluding GEN)

Year		Female		Conversion rate for females	Male		Conversion rate for males	Total
		n	%		n	%		
2012	applications	209	74%		73	26%		282
	offers	135	75%	65%	46	25%	63%	181
	acceptances	86	81%	64%	20	19%	43%	106
2013	applications	210	71%		87	29%		297
	offers	132	76%	63%	42	24%	48%	174
	acceptances	96	79%	73%	25	21%	60%	121
2014	applications	216	69%		96	31%		312
	offers	132	75%	61%	43	25%	45%	175
	acceptances	89	78%	67%	25	22%	58%	114
2015	applications	296	77%		88	23%		384
	offers	152	74%	51%	54	26%	61%	206
	acceptances	93	75%	61%	31	25%	57%	124
2016	applications	287	71%		115	28%		402
	offers	202	78%	70%	58	28%	50%	260
	acceptances	112	78%	55%	32	26%	55%	144

Although conversion rates appear more balanced in 2015/16 we nonetheless intend to investigate gender differences in conversion rates, and will address this as part of our Action Plan (Action Point 2).

Action Point 2	
Identified Aim: To attain a greater understanding of the PG student market and reasons for fluctuations in numbers of applicants	
<ul style="list-style-type: none"> Determine origins and rates of admissions, offers and acceptances, with reference to intersectionality Explore possible social and political reasons for fluctuations Assess the impact of our PG marketing strategy on admissions 	
Identified Aim: To improve the conversion rate for male applicants for PGT and PGR courses	
<ul style="list-style-type: none"> Conduct focus groups with PG students Survey decliners to identify reasons for not accepting offers with us Further modify our advertisements to enhance the appeal to male students; increase male presence in materials by a further 10%; assess and adapt language used in marketing materials 	

PGT degree completion rates

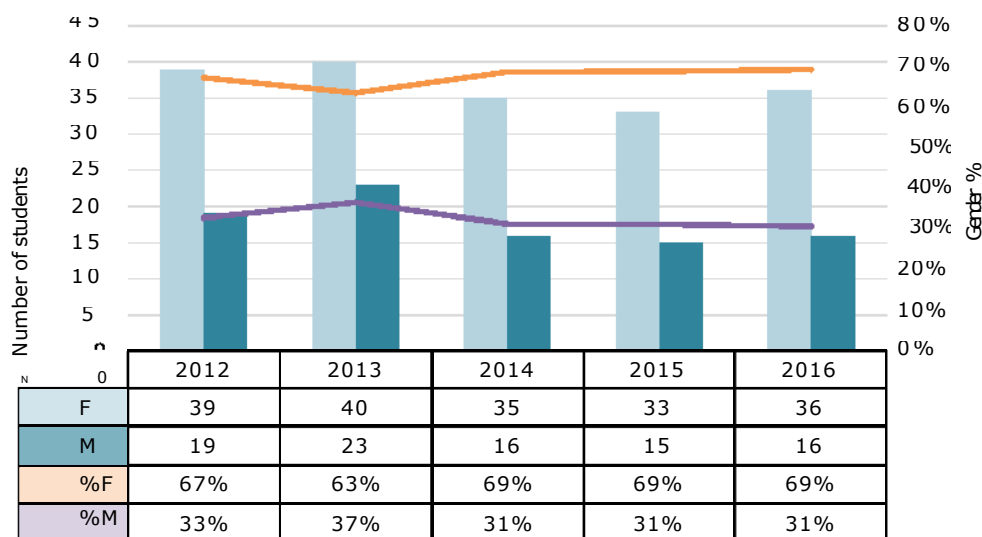
All full-time PGT students have completed their courses on time. The majority (61%) of part-time students complete within two to three years, with a further 32% completing within four years. A small number of part-time female students (n=4 (7%)) take longer, typically due to difficult personal circumstances. We support these students by offering course interruptions and deadline extensions, and by maintaining contact and support until students can return to their course.

(iv) Numbers of men and women on postgraduate research degrees

For PGR degrees, student numbers are consistently higher for females than males (2016/17 figure = 69%F/31%M) (Figure 12). This figure is also higher than ND for subjects allied to medicine, where the proportion of females is 61%.

Overall, the proportions of females at PGR are lower than for PGT and UG courses. The issue of the progression pipeline between UG and PG degrees is considered in Section 4.1(v).

Figure 12: PGR students by gender



ND from ECU Student report 2016 for subjects allied to medicine: %F=61%

Gender ratios for both Home/EU versus Overseas PGR students are similar to those for our PGR students overall (Figure 13). The same is true of part-time versus full-time PGR students (Figure 14).

Figure 13: PGR students by Home/EU vs. Overseas status and gender

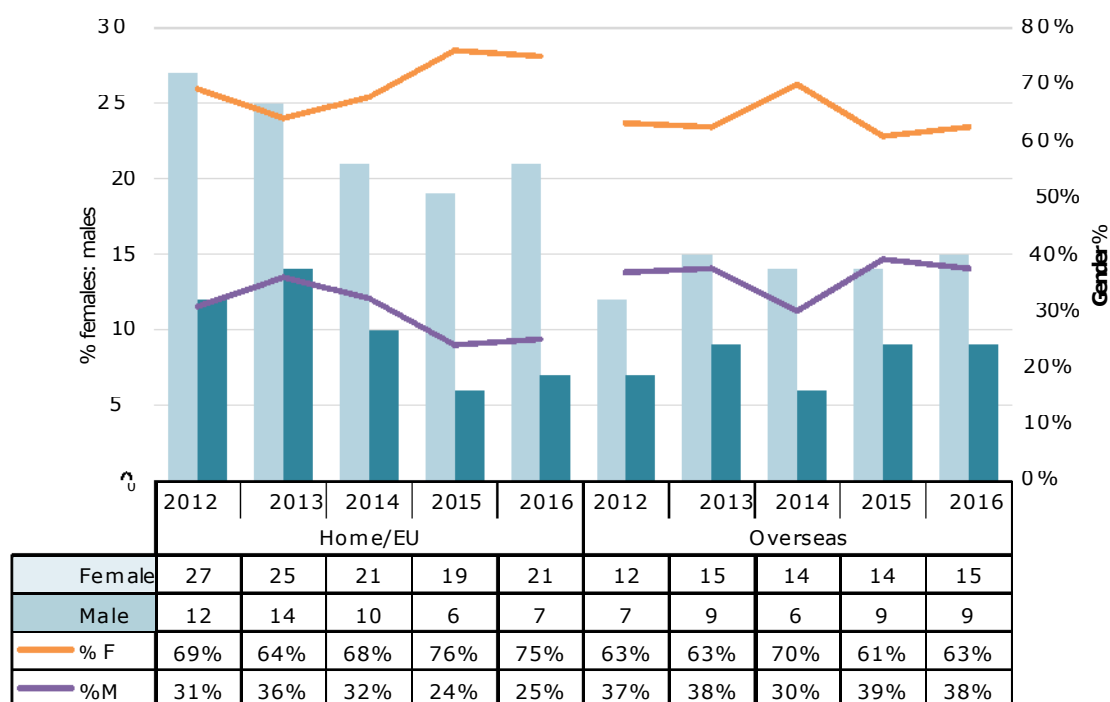
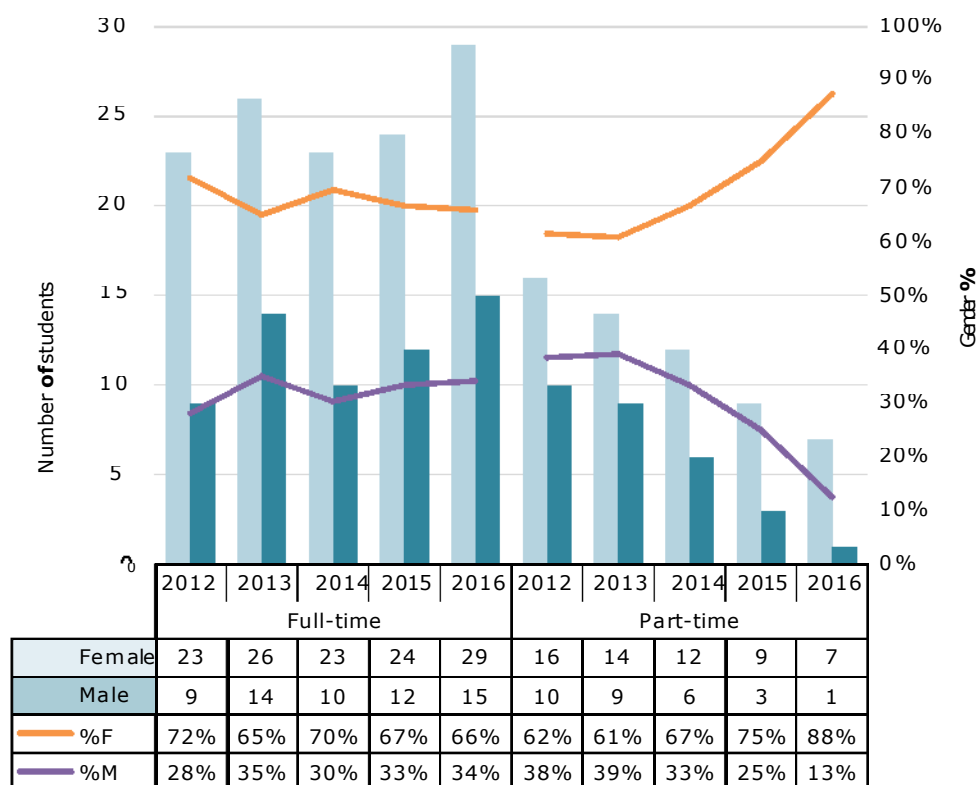


Figure 14: PGR students by mode of study and gender



N.B. The recent fall in numbers of part-time students reflects the picture in the UoN as a whole.

PGR course applications, offers and acceptance rates

For PGR degrees, the proportions of females are higher at all stages of the application, offer and acceptance process (Figure 15 / Table 6).

Figure 15: PGR student applications, offers and acceptances by gender

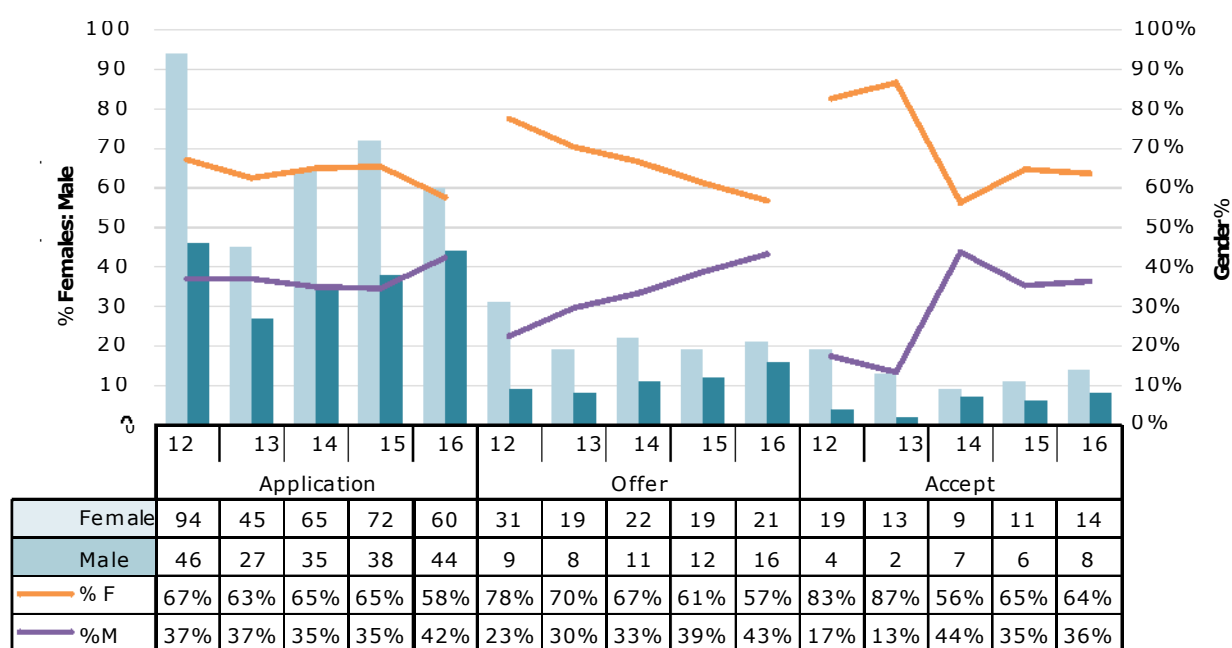


Table 6: Conversion rates for PGR course applications, offers and acceptances

Year		Females		Conversion rate for females	Males		Conversion rate for males	Total
		n	%		n	%		
2012	applications	94	67%		46	33%		140
	offers	31	78%	33%	9	23%	20%	40
	acceptances	19	83%	61%	4	17%	44%	23
2013	applications	45	63%		27	37%		72
	offers	19	70%	42%	8	30%	30%	27
	acceptances	13	87%	68%	2	13%	25%	15
2014	applications	65	65%		35	35%		100
	offers	22	67%	34%	11	33%	31%	33
	acceptances	9	56%	41%	7	44%	64%	16
2015	applications	72	65%		38	35%		110
	offers	19	61%	26%	12	39%	32%	31
	acceptances	11	65%	58%	6	35%	50%	17
2016	applications	60	58%		44	42%		104
	offers	21	57%	35%	16	43%	36%	37
	acceptances	14	64%	67%	8	36%	50%	22

* %s are the proportions of males and females at each stage of the application process

We have recently seen an increase in offers and acceptances for male PGR applicants (Table 6), demonstrating an impact of our work to promote courses to male students. Nevertheless, given the evidence of gender disparity in conversion rates for all course types (UG, PGT, PGR), a key future focus for SHS will be to understand and act upon this issue (Action Point 2).

Impact Box 5	
Identified Issue: Lower conversion rates for male PGR students	
1	Increased numbers of images of mature males on promotional materials
1	Use of a high-profile male role model (SHS alumnus) in promotional video
1	100% staff uptake of EDI training
1	40% of podcasts delivered by male students
Impact: Increased offers (+20%) and acceptances (+19%) for male applicants since 2012	

PGR degree completion rates

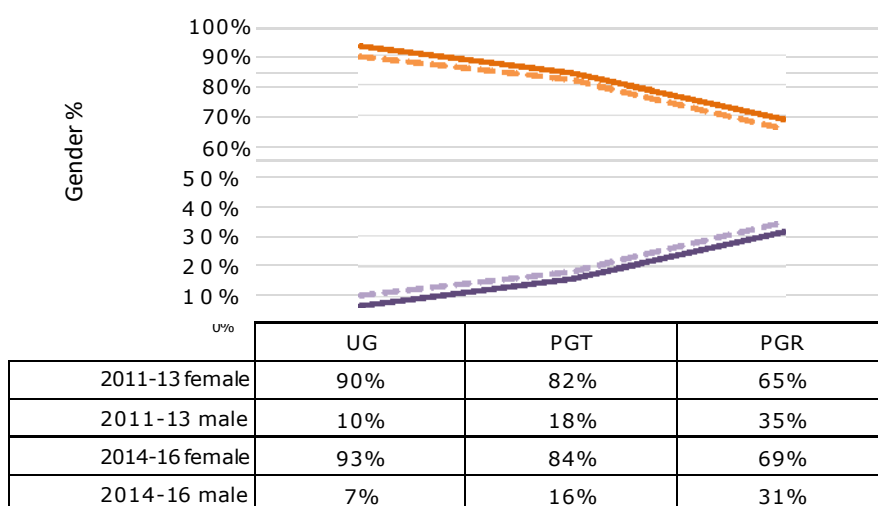
The majority of full-time PGR students complete their studies within four to five years (n=9 (65%) for 2016/17; n=13 (93%) for 2015/16). Of the remaining students who took longer than five years, all were female students (n=5); four of these were Overseas students.

Numbers of part-time students are considerably smaller overall (seven graduated in 2017, and two in 2016). Most completed their studies within seven to eight years, with no discernible differences in Home/EU or Overseas status or gender.

(v) Progression pipeline between undergraduate and postgraduate student levels

A narrowing gender gap may be observed from UG through to PGT and PGR course levels (Figure 16). (Note that students in SHS are less likely to progress directly to PG study from UG because the majority will have trained to become healthcare practitioners).

Figure 16: Progression pipeline from UG to PGT/PGR courses (as three-year averages)



SHS has developed a PG marketing strategy. As well as encouraging PGT students to move to PGR, we are promoting PG opportunities to UG students by developing internships at the end of the second year with a standard stipend. In addition, we have piloted an elective placement for UG student nurses to shadow a research team in SHS. Early evaluations of this are positive:

"My research supervisor had a really good skill of demystifying topics in her calm and matter-of-fact way – this was specifically evident for me with quantitative research, something I have always been apprehensive of."

We have also highlighted in promotional materials the ways in which we support family-friendly practices, such as offering deadline extensions for extenuating circumstances and providing support for students in managing workloads.

4.2 ACADEMIC AND RESEARCH STAFF DATA

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

N.B. Benchmarking ND below are taken from the Equality in Higher Education: Staff Statistical report (2016).

There are currently 160 academic staff in the Research & Teaching job family, subdivided into roles with a focus on Research-only (RO), Research & Teaching (R&T) or Teaching-only (TO) (Figure 17). Job roles with a teaching focus comprise the largest proportion of all academic staff (n=99 (62%)), followed by R&T (n=31 (19%)) and RO (n=30 (19%)).

Overall, 79% of academic staff are female, in line with benchmarking data for our subject area. (Figure 18). (ND: 76%F for all roles; 81%F for RO, 75%F for R&T, 74%F for TO).

Figure 17: Current academic staff by job role and gender

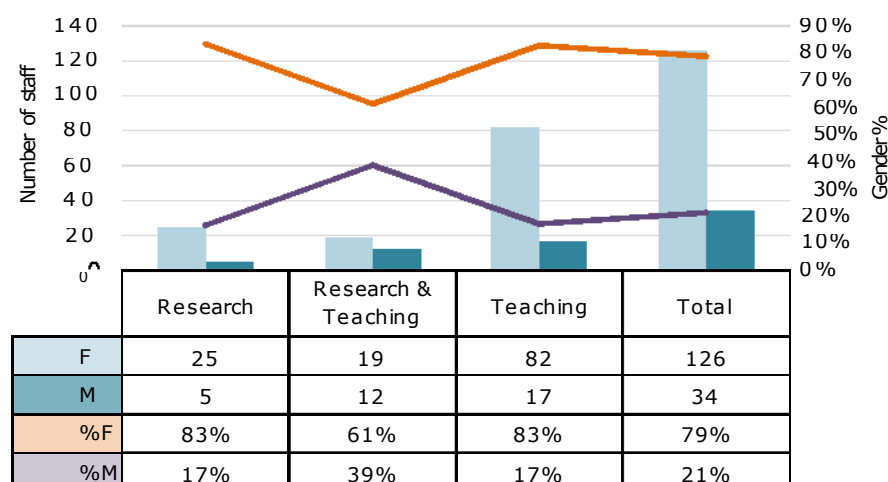
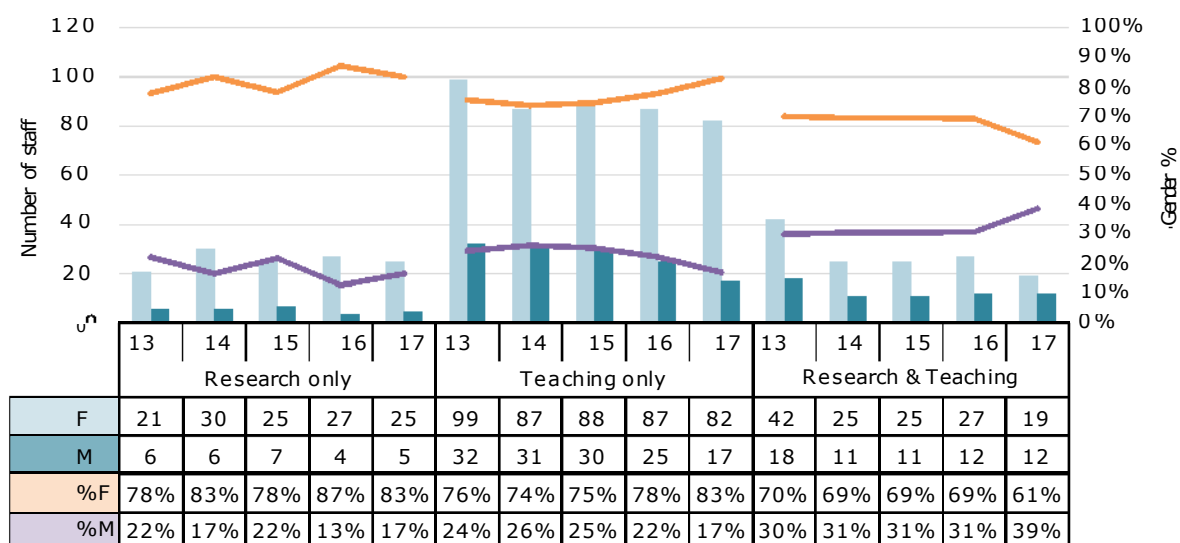


Figure 18: Academic staff by job role and gender (2013-2017)

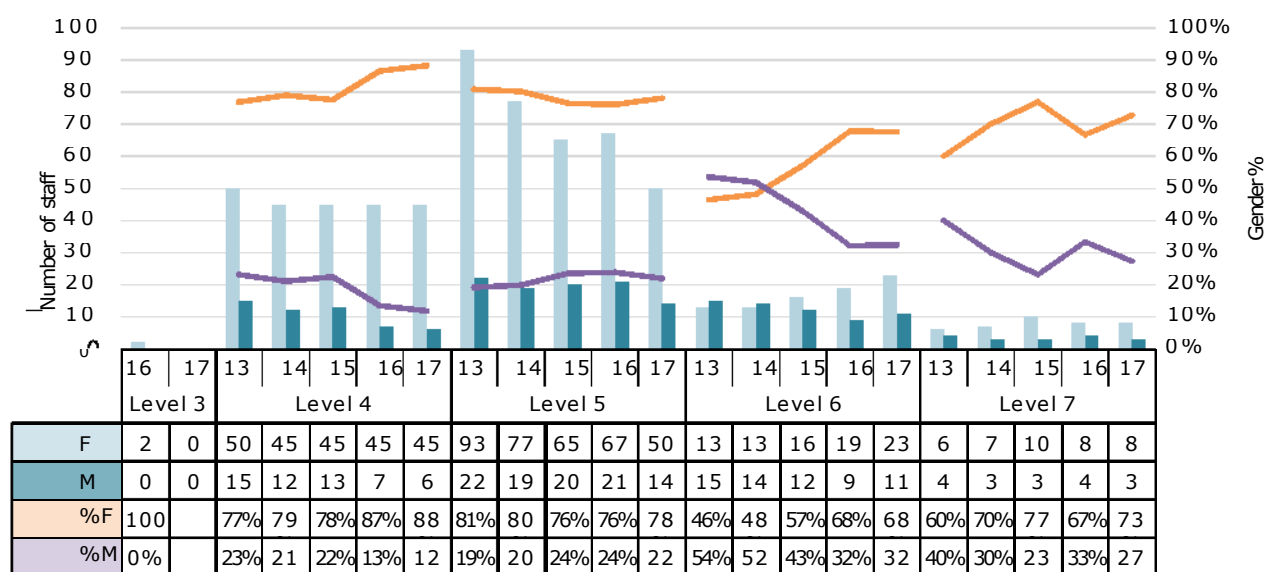


Prior to 2015, the proportions of female to male staff could be seen to drop considerably from L5 to L6 (Figure 19). Following feedback from ECU, we took steps to encourage female staff to apply for promotion. Promotions workshops have been offered twice a year for L4 and L5 staff, and women have been encouraged to attend female-focused leadership courses, and mentorship, coaching and leadership training (see Section 5.3(i)).

We have since seen an increase in promotions applications and an increase in L6 female staff from 57% in 2015 to 68% in 2017. Two female members of staff have also been recruited directly to L6 since 2015, and a further eight have been promoted internally.

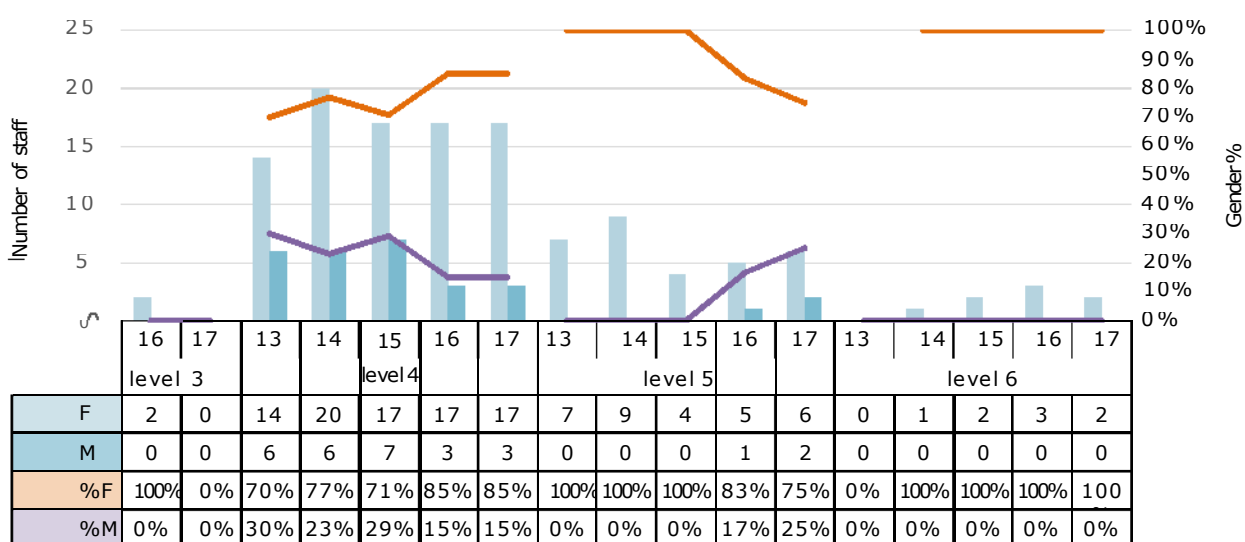
The proportion of female professors in SHS is 69%, above the national figure of 59% for professors in Nursing and Allied Health Professions.

Figure 19: Academic staff by level and gender



Although trends in the gender ratios of RO staff are difficult to narrate with confidence, due to low numbers, we note that staff broadly represent the wider gender balance of SHS at L4 and L5 (Figure 20).

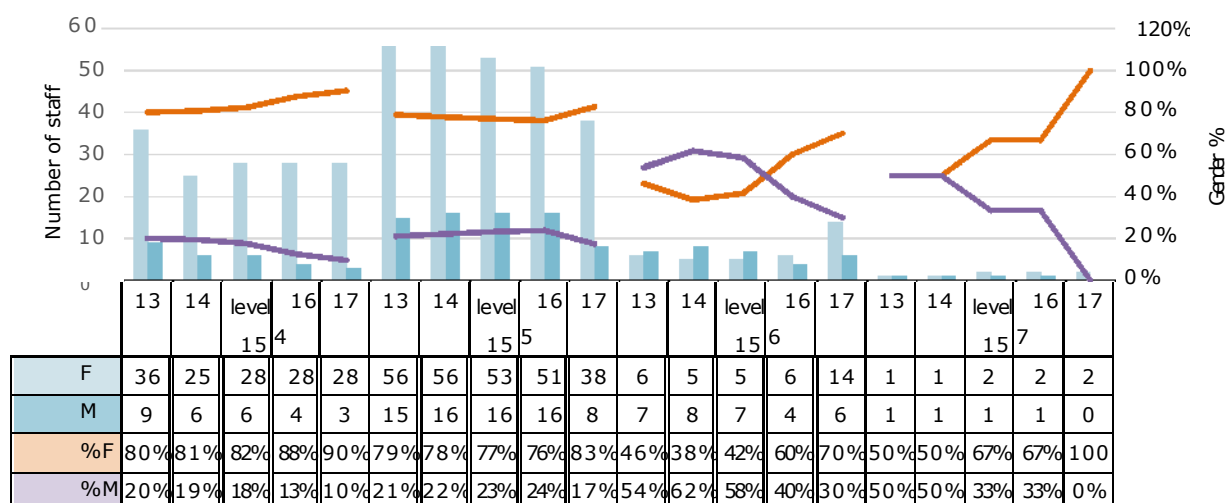
Figure 20: RO staff by level and gender



For TO staff, gender ratios are broadly similar at L4 and L5, and have been consistent over the past few years (at around 80% female). However, as at 2013/14, there was a fall in the proportions of women at L6 and L7, to less than 50% (Figure 21). This picture has improved in the past two years, likely

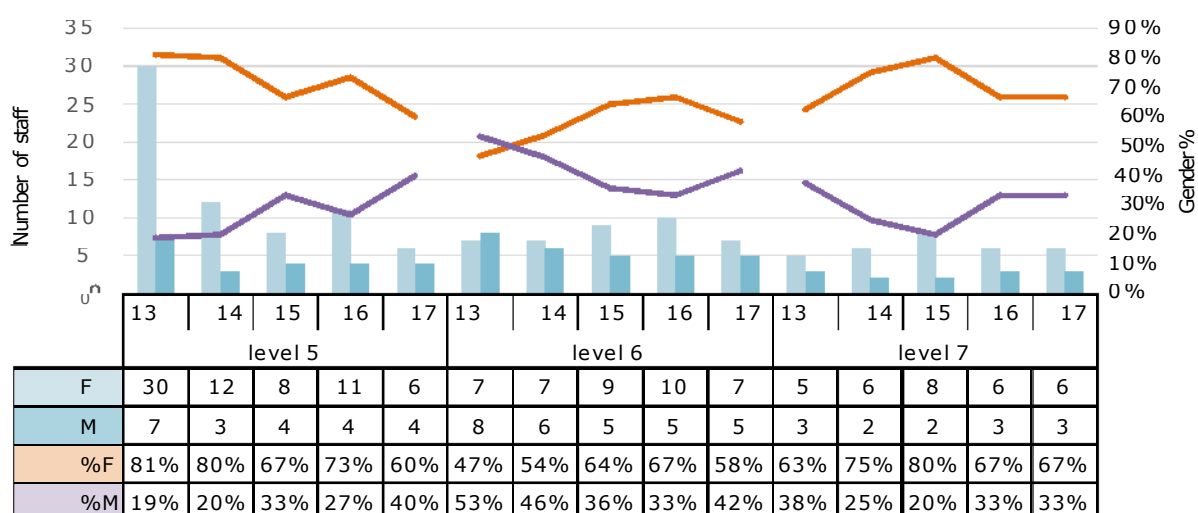
due to the introduction of a teaching-focused promotion pathway in 2012, with first promotions occurring in 2013.

Figure 21: TO staff by level and gender



Similarly for R&T staff, in 2013 there was a fall in the proportions of females from L5 to L6, and to a certain extent from L5 to L7 (Figure 22). Strategies implemented over the past three years (see Section 5.1(iii)) have seen these disparities narrow and begin to reflect the overall gender balance within SHS.

Figure 22: R&T staff by level and gender



Impact Box 6

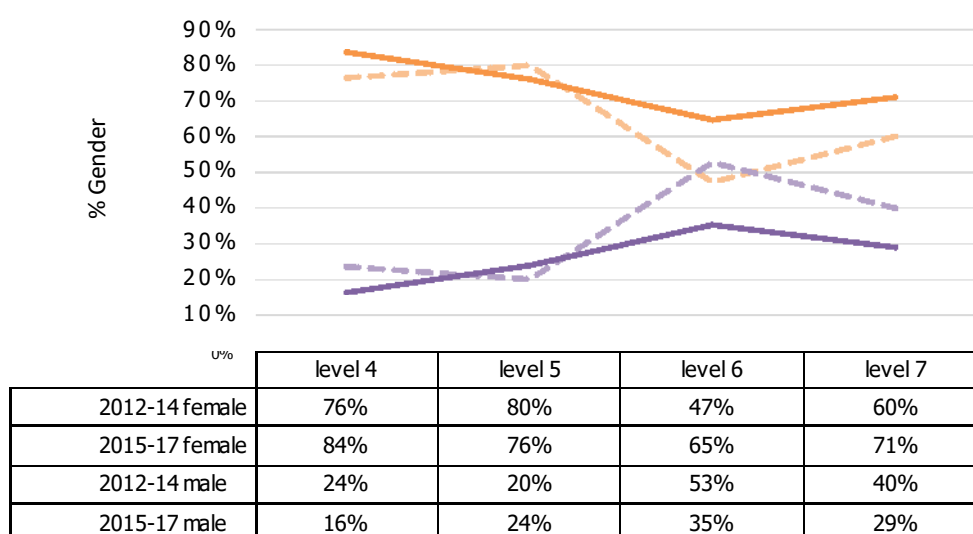
Identified Issue: Female academic staff under-represented at L5 and L6

- | Female-focused leadership and development courses offered
 - | Promotions workshops offered twice a year
 - | Mentoring, coaching and shadowing opportunities developed
 - | Specific promotions criteria developed for staff with a T&L focus
- (See Section 5 for these initiatives)

Impact: Unblocking of career pipeline at L5 to L6; proportion of female academics at L6 increased from 57% (2015) to 68% (2017)

As shown in Figure 23, the pattern commonly associated with STEMM subjects (i.e. a higher proportion of males at L6 and L7) was also the case for SHS between 2012 and 2014. However, the three-year average from 2015 to 2017 shows an unblocking of the career pipeline for women at L6 and L7.

Figure 23: Progression pipeline for academic staff from levels 4 to 7 (as three-year averages)



SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

- ☐ We only have one member of technical staff.
- ☐ Staff development opportunities are offered to technical staff through the same process described below in sections 5.4(i) and (iii).

(ii) Academic and research staff by grade, on fixed-term, open-ended/permanent and zero-hour contracts, by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The vast proportion of academic staff (n=138 (86%)) are on permanent contracts, and only 14% (n=22) are on fixed-term contracts (Figure 24). The proportions of females are similar for each type of contract, and reflect ND. We do not use 'zero hour' contracts.

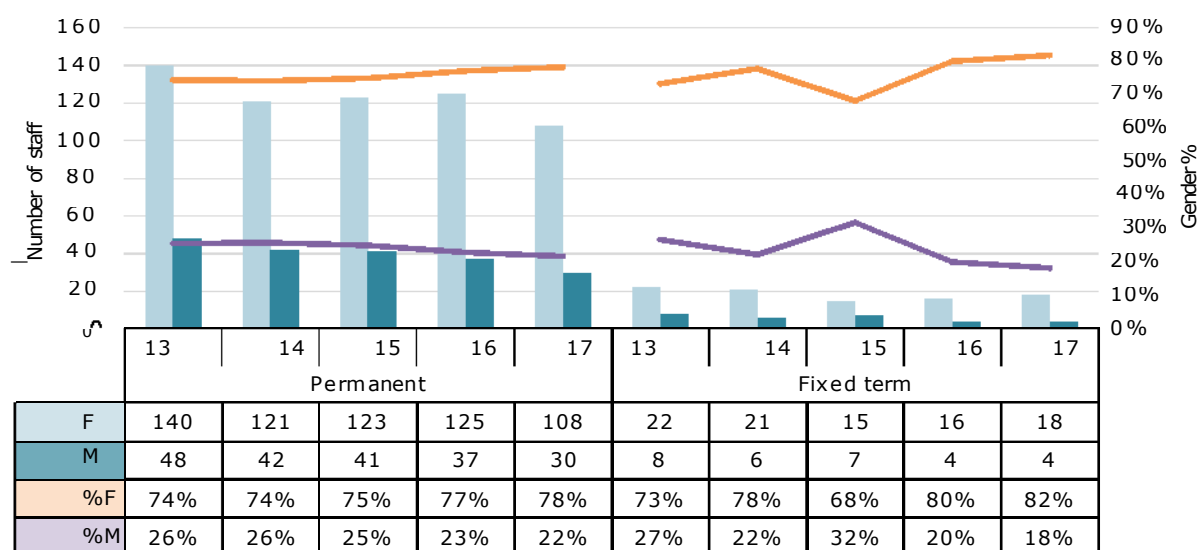
From 2013, SHS took steps to reduce the number of fixed-term contracts, particularly for RO staff. It appointed a Research Concordat Officer (RCO) whose role is to actively champion RO staff and enable them to build their research capacity and capability (see Section 5.3(iii)). A 36% reduction in numbers of full-time female staff on fixed-term contracts has since taken place (Table 7). For part-time staff, the vast majority of whom are female (89%), 77% are on permanent contracts (figure 25). This broadly reflects ND.

Over the past three years, all staff who have asked to go part-time have had this approved by SHS.

Table 7: Contract types and contract status of academic staff

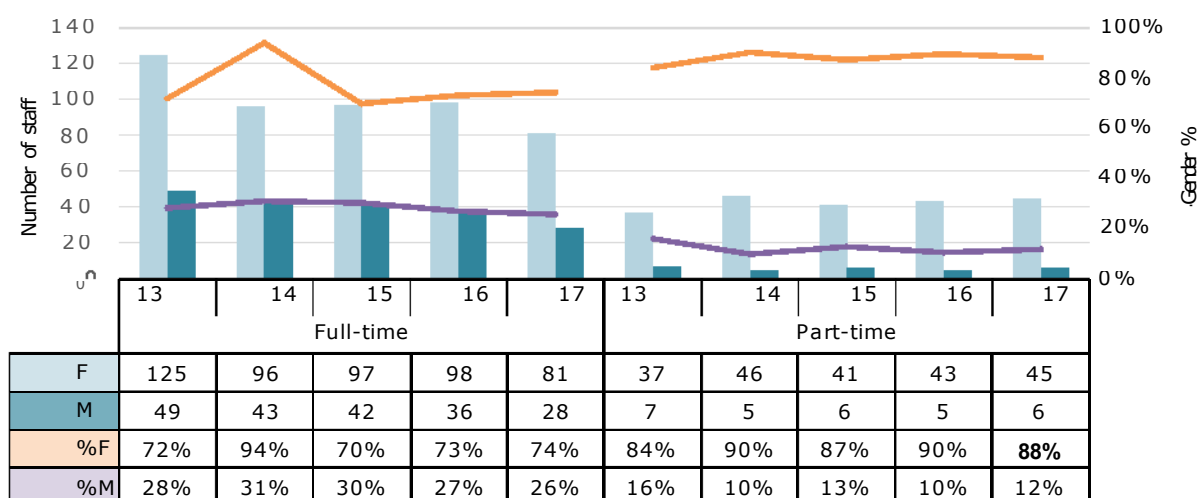
	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Full-time	125 72%	49 28%	96 69%	43 31%	97 70%	42 30%	98 73%	36 27%	105 70%	46 30%
Permanent	111	44	91	39	91	37	92	34	96	39
%	89%	90%	95%	91%	94%	88%	94%	94%	91%	85%
Fixed-term	14	5	5	4	6	5	6	2	9	7
%	11%	10%	5%	9%	6%	12%	6%	6%	9%	15%
Part-time	37 84%	7 16%	46 90%	5 10%	41 87%	6 13%	43 90%	5 10%	50 89%	6 11%
Permanent	29	4	30	3	32	4	33	3	39	4
%	78%	57%	65%	60%	78%	67%	77%	60%	78%	67%
Fixed-term	8	3	16	2	9	2	10	2	11	2
%	22%	43%	35%	40%	22%	33%	23%	40%	22%	33%

Figure 24: Academic staff by contract status and gender



ND from ECU Staff statistical report 2016 for Nursing and Allied Health Professions:
permanent=75%F; fixed-term=77%F

Figure 25: Academic staff by contract type and gender



ND from ECU Staff statistical report 2016 for Nursing and Allied Health Professions: full-time F=72%; part-time F=81%

Impact Box 7	
Identified Issue: Staff (particularly RO) employed on fixed-term contracts	
<ul style="list-style-type: none"> Appointment of Research Concordat Officer Development of a protocol for Continuing Professional Development for RO staff Role-holding and teaching opportunities offered to RO staff Career development conversations offered three months before fixed-term contracts end Redeployment open to all RO staff 	
Impact: 36% reduction in females on fixed-term full-time contracts since 2013	
Beacon: This initiative has been shared with the wider UoN as an example of best practice	

(iii) Academic leavers by grade, full/part-time status and gender

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Academic leaver data is collected centrally and recorded on *Tableau*.

In 2013/14, SHS underwent restructuring due to the closure of three centres of Nursing. Staff were offered voluntary severance and several, predominantly on T&L contracts, accepted. Since this restructuring, the number of leavers has reduced.

Leaver data are reported with and without voluntary severance in Tables 8 & 9.

Table 8: Job roles of academic leavers

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Total academic staff	162	56	142	48	138	48	141	41	126	34
Research-only	2	2	3	2	5	1	2	2	5	1
Research & Teaching	2	2	6	1	2		3	0	1	0
Teaching-only	17	10	18	3	10	1	3	5	3	2
Voluntary redundancies	6	4	11	5						
Total leavers	27	18	38	11	17	2	8	7	9	3
Leavers as % of academic staff	17%	32%	27%	23%	12%	4%	6%	17%	7%	9%
Total leavers (excl. voluntary redundancies)	21	14	27	6	17	2	8	7	8	2
Leavers as % of total for gender (excl. voluntary redundancies)	13%	25%	19%	13%	12%	4%	6%	17%	6%	6%

ND from ECU Staff statistical report 2016 for all academic staff: % F leavers=17%, % M leavers=16%

Table 9: Job families of academic leavers and reasons for leaving

	2013		2014		2015		2016		2017	
Research-only	F	M	F	M	F	M	F	M	F	M
Expiry of contract	0	1	1	2	4	1	2	0	4	0
Redundancy/Voluntary Severance	0	0	0	0	1	0	0	0	0	0
Resignation	2	1	2	0	1	0	0	1	0	1
Other reason	0	0	0	0	0	0	0	1	0	0
Research & Teaching										
Redundancy/Voluntary Severance	0	0	2	0	0	0	0	0	0	0
Resignation	1	2	4	0	2	0	3	0	0	0
Retirement	1	0	0	1	0	0	0	0	1	0
Teaching-only										
Expiry of contract	0	0	2	0	1	0	0	0	0	0
Redundancy/Voluntary Severance	4	6	9	5	0	0	0	0	0	1
Resignation	5	2	7	1	3	0	1	0	2	0
Retirement	5	1	4	2	6	1	2	5	1	1
TUPE Transfer Out	9	5	7	0	0	0	0	0	0	0
Total	27	18	38	11	18	2	8	7	8	3

N.B. Leavers by job level (Table 10), and by part-time versus full-time status (Table 11), inclusive of voluntary redundancies, are too small to enable further analysis by job role/level.

Table 10: Job levels of academic leavers

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Level 4	11	7	16	6	6	1	3	3	3	2
Level 5	12	6	18	3	11	0	1	3	5	1
Level 6	4	5	4	1	0	1	3	0	1	0
Level 7	0	0	0	1	0	0	0	2	0	0
Total	27	18	38	11	17	2	7	8	9	3

Table 11: Job roles and contract status of academic leavers

			2013		2014		2015		2016		2017	
			F	M	F	M	F	M	F	M	F	M
Research (RO)	Full-time	Fixed-term	1	1	1		1			2	1	1
		Permanent			1						1	
	Part-time	Fixed-term		1		2	4		2		2	
		Permanent	1		1						1	
Research & Teaching (R&T)	Full-time	Permanent	1	2	5	1	2	1	2		1	
	Part-time	Permanent	1		1				1			
Teaching (TO)	Full-time	Fixed-Term	1	1	2	1	1					
		Permanent	16	13	21	6	5		1	4	3	2
	Part-time	Fixed-Term			2		1					
		Permanent	6		4	1	3	1	2	1		

Since 2016, in order to improve our understanding of the reasons for staff leaving SHS, we have ensured that every member of staff who leaves is offered an interview with the HoS. Staff are asked to identify reasons for leaving, positive aspects of their experience, and suggest how we might improve staff experience. This data is recorded in our staffing database. We have obtained 100% of this data from 2016 onwards.

Impact Box 8

Identified Issue: Lack of data to identify reasons for staff leaving SHS

- HoS offers a 1:1 interview with all staff leavers
- Exit interview data is systematically recorded

Impact: 100% staff interviewed on exit since 2016; feedback captured to inform future policy

However, since numbers of leavers are very small, we are awaiting further data to ensure that individuals cannot be identified. We will be analysing leaver data as part of our Action Plan (Action Point 3).

Action Point 3

Identified Aim: To better understand reasons for staff leaving SHS

- Exit data to be reviewed, including qualitative responses
- CDIC to consider anonymised data once numbers are sufficiently high to ensure anonymity, and thereafter at two-yearly intervals
- SMG to establish a strategy alongside HR to address reasons for s t a f f l e a v i n g

2680 Words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 KEY CAREER TRANSITION POINTS: ACADEMIC

STAFF (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

All SHS posts are advertised internally via email to all staff, before being advertised externally on www.jobs.ac.uk. Staff on fixed-term contracts are interviewed three months prior to the end of their contract and are offered redeployment where available. An administrator co-ordinates the appointment process and, together with the Director of Academic Affairs, liaises with HR to ensure parity of processes across Divisions.

Over the past five years, the ratio of females to males applying for academic posts has on average been 75:25, reflecting the existing gender balance of SHS staff.

In 2013, we identified that male applicants tended to do less well than females in later stages of the recruitment process (Figure 26), particularly at L4 and L5 (Table 12). We therefore identified an action point aimed at engaging male staff in the recruitment process and considering the ways in which applications are reviewed in order to reduce possible biases (Action Point 4).

Mandatory equality, diversity and unconscious bias training has already been introduced, and 100% of staff on selection panels have now completed this training. Whilst overall figures are small, we have seen an increase in the proportion of male appointees, from only 4% in 2013 to 25% in 2017.

Figure 26: Recruitment of academic staff by gender

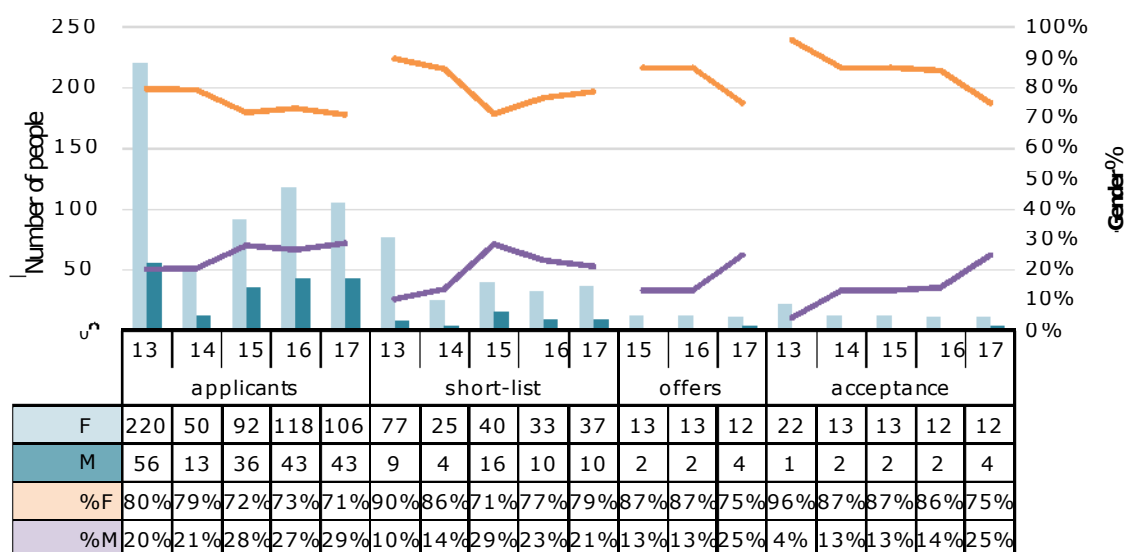


Table 12: Conversion rates for academic job applicants

		Level 4		Level 5		Level 6		Level 7		Female		Male		Total <i>n</i>
		F	M	F	M	F	M	F	M	n	Rate *	n	Rate *	
2013†	Applicants	182	49	30	5	5	1	3	1	220		56		276
	Shortlisted	61	7	11	1	3	1	2	0	77	35%	9	16%	86
	Accepted	16	1	4	0	1	0	1	0	22	29%	1	11%	23
2014†	Applicants	38	12	0	0	8	1	4	0	50		13		63
	Shortlisted	21	4	0	0	4	0	0	0	25	50%	4	31%	29
	Accepted	11	1	0	0	2	0	0	0	13	52%	2	50%	15
2015	Applicants	64	24	28	12	0	0	0	0	92		36		128
	Shortlisted	25	12	15	4	0	0	0	0	40	43%	16	44%	56
	Offers	8	1	6	1	0	0	0	0	13	33%	2	13%	15
	Accepted	8	1	6	1	0	0	0	0	13	100%	2	100%	15
2016	Applicants	93	24	24	20	1	0	0	0	118		43		161
	Shortlisted	18	5	14	4	1	0	0	0	33	28%	10	23%	43
	Offers	5	1	7	1	1	0	0	0	13	39%	2	20%	15
	Accepted	5	1	6	1	1	0	0	0	12	92%	2	100%	14
2017	Applicants	85	34	15	8	4	0	2	1	106		43		149
	Shortlisted	22	5	10	4	4	0	1	1	37	35%	10	23%	47
	Offers	8	1	3	2	1	0	0	1	12	32%	4	40%	16
	Accepted	8	1	3	2	1	0	0	1	12	100%	4	100%	16

* Refers to the conversion rate at each stage, from application through to interview/offer/acceptance.

† Data for Table 12 and Figure 26 above are taken from the new Vacancy Manager system which came into use in 2015. Offer data prior to 2015 are not available.

Further work remains to be done to address recruitment processes, including volunteering to adopt 'Diversity by Design', an anonymised applications system being piloted in UoN Engineering. Biographical data will be removed prior to shortlisting, in order to remove unconscious bias (Action Point 4).

Action Point 4
Identified Aim: To further increase numbers of male applicants reaching interview and acceptance stages of recruitment
<ul style="list-style-type: none"> □ Focus groups to be conducted with male staff to explore perspectives on how the gender imbalance might be redressed □ Volunteer to be part of 'Diversity by Design' (anonymised applications system currently being piloted in UoN Engineering). Biographical data will be removed before candidates are shortlisted, to remove unconscious bias □ Language in job advertisement to be modified in order to better <u>engage with male candidates (by Sept 2018)</u>

Impact Box 9
Identified Issue: Low numbers of males reaching interview and acceptance stages of recruitment
<ul style="list-style-type: none"> □ Mandatory equality, diversity and unconscious bias training introduced for all staff on interview panels (100% uptake).
Impact: Increase in the proportion of male academic appointees from only 4% (2013) to 25% (2017)

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All staff receive an induction, comprising an initial meeting with their line manager, IT support, and an Induction Handbook which includes details of mandatory training. All new academic staff are appointed a mentor who facilitates their orientation. Email announcements are sent to staff regarding new starters.

Those with teaching responsibilities commence the PGCHE (Postgraduate Certificate in Higher Education) on appointment, if not previously qualified. Research staff meet with the RCO (whose role is to support researchers in developing their careers and embed them within the culture of SHS), and are signposted to research-specific resources.

A Personal Development and Performance Review (PDPR) reviewer is allocated, and a meeting held during the first three months of appointment to identify objectives for the first year. A six-month review meeting is also held with the Director of Academic Affairs to identify any development needs.

In 2016, we reviewed our induction package in order to standardise the process for all new staff. Following a focus group held in 2017, a 'Quick Start' guide was developed to help new staff understand some of the terminology and processes used within SHS. This guide is now nearing completion, and will be evaluated as part of our Action Plan (Action Point 5).

Action Point 5
Identified Aim: To assist new members of staff in understanding the systems and processes of SHS
<ul style="list-style-type: none"> □ New 'Quick Start' guide to be evaluated by all new starters □ Evaluations of this guide to be presented to CDIC by Oct 2018, and annually thereafter □ Findings of evaluations to be used to modify support for new starters

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Staff members considering promotion are encouraged to speak with their mentor(s) and/or PDPR reviewer.

Promotions workshops are offered twice a year, coinciding with PDPR. These workshops are co-ordinated by the Director of Academic Affairs and supported by recently-promoted staff, two members of staff who sit on the UoN promotions panel, and senior SHS staff. A pre-promotion advisory panel (5F/1M) reviews applications and provides constructive feedback prior to formal application. All staff who are unsuccessful in their application are offered subsequent feedback.

Evaluations of promotions workshops have been very positive:

"I found the promotion workshop very helpful. I was inspired by the number of senior staff who led and contributed to the workshop, which sent out a strong message. ...The atmosphere was very positive – informal and encouraging".

In our 2013 Bronze Award application, we identified that career progression for female academic staff was an issue. We have since made significant progress, particularly in promotions to L6 (Tables 13-15). This may be attributable to delivery of our promotions workshops and uptake of the UoN leadership courses aimed at female staff (Section 5.3(i)).

In 2013 all promotions applications were from full-time members of staff. However, there have since been a number of successful applications from part-time staff, all of whom were female, across the job families. In 2014 there were two part-time applicants, both of whom were successful (1 RO and 1 R&T). In 2016 there were two part-time applicants (both RO), one of whom was successful. In 2017 we had only 1 part-time applicant (TO), who was successful.

Table 13: Academic promotions applications from L4 to L5

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Total L4 staff	50	15	45	12	45	13	45	7	45	6
No. applied for promotion to L5	0	0	1 2%	0	3 7%	0 0%	3 7%	1 14%	3 7%	0
No. successfully promoted	0	0	1 100%	0	2 67%	0	2 67%	1 100%	2 67%	0

Table 14: Academic promotions applications from L5 to L6

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Total L5 staff	93	22	77	19	65	20	67	21	50	14
No. applied for promotion to L6	4 4%	0	3 4%	0	4 6%	0	7 10%	0	3 6%	0
No. successfully promoted	4 100%	0	3 100%	0	2 50%	0	4 57%	0	2 67%	0

Table 15: Academic promotions applications from L6 to L7

	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Total L6 staff	13	15	13	14	16	12	19	9	23	11
No. applied for promotion to L7	0	1 7%	2 15%	0	0	2 17%	0	1 11%	1 4%	0
No successfully promoted	0	0	2 100%	0	0	0	0	0	1 100%	0

As a further part of our Action Plan, we will address the issue of promotion of males within SHS. As seen above, males tend to be less successful in promotions (possibly in part due to a tendency for male staff to apply for promotions too early)¹. We are also aware that, in the past year, our promotions workshops have been attended solely by female staff. We will look at ways to encourage men to attend our workshops, and consider how promotions applications are reviewed (Action Point 6).

¹ Louise Kloot, (2004) "Women and leadership in universities: a case study of women academic managers", International Journal of Public Sector Management, Vol. 17 Issue: 6, pp.470-485, <https://doi.org/10.1108/09513550410554760>

Action Point 6
Identified Aim: To increase numbers of male staff applying for promotion
<ul style="list-style-type: none"> □ At annual PDPR reviews, encourage L4 and L5 male staff to consider promotion and attend promotions workshops □ Hold focus groups with male staff to identify reasons for lack of promotions applications □ Use SHS 'Round-Up' emails and newsletters to highlight opportunities for mentoring, coaching and shadowing, particularly for male staff

Prior to 2015, staff surveys highlighted that a barrier to promotions applications was the perception that a strong research profile was essential for promotion. Since the introduction of promotions workshops, and a drive led by SHS to increase promotions via the T&L pathways, we have seen an increase in overall numbers of T&L staff applying for and achieving promotion. In 2016, five of the seven SHS staff promoted were on teaching contracts, and in 2017 three out of five were on teaching contracts.

Impact Box 10
Identified Issue: Perceived barrier to promotions via the T&L route
<ul style="list-style-type: none"> □ Development of specific T&L-focused promotions by SHS, shared with UoN □ Promotions workshops held twice a year, detailing promotions via the T&L route
Impact: Staff Engagement interviews have identified that staff are aware of a clearer route to T&L promotions. Promotions have now increased via T&L route.

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In RAE 2008, staff were returned in UoA11 Nursing and Midwifery. However, for REF2014, the number of units of assessment were reduced, and staff were returned in UoA3 Allied Health Professions, Dentistry, Nursing, and Pharmacy.

Staff returned in REF 2014 and RAE 2008 are shown in Table 16 below.

Table 16: Submissions to RAE and REF

	RAE 2008			REF 2014		
	F	M	Total	F	M	Total
Staff returned	23 (54%)	13 (77%)	36 (59%)	19 (54%)	7 (54%)	26 (54%)
Staff excluded	20 (47%)	4 (24%)	24 (41%)	16 (46%)	6 (46%)	22 (46%)

N.B. Reduction in total numbers of staff eligible to be returned in REF 2014 compared with RAE 2008 was due to staff leaving UoN. (Between 2008 and 2014, 16 staff (12F/4M) left; 4 new female staff were appointed).

In REF 2014 there was no substantial difference in percentages of male and female staff returned, although the total number submitted was reduced compared with 2008. This was primarily due to the UoN benchmark for submission being raised in relation to output ratings, and the requirement for numbers of impact case studies (a new component of REF 2014).

The quality of the 2014 submission was significantly improved compared with 2008, as shown in Table 17.

Table 17: Submission ratings for RAE and REF

	Rating of Submission (% rated)				
	4*	3*	2*	1*	U
RAE 2008	20	35	35	10	0
REF 2014	38	48	12	2	0

SILVER APPLICATIONS ONLY

5.2 KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

i. Induction

Our induction processes are the same for all staff, as described in Section 5.1 above. However, APM staff are not currently allocated a mentor.

This is identified as a future action point in our Action Plan (Action Point 7).

ii. Promotion

The APM job family currently comprises 28 staff: 10 male (36%) and 18 female (64%) (Figure 27). Of these, only 7 (25%) are on fixed-term contracts (5M/2F) (5M full-time, 1F full-time, 1F part-time) (figure 28), and the remainder are permanent.

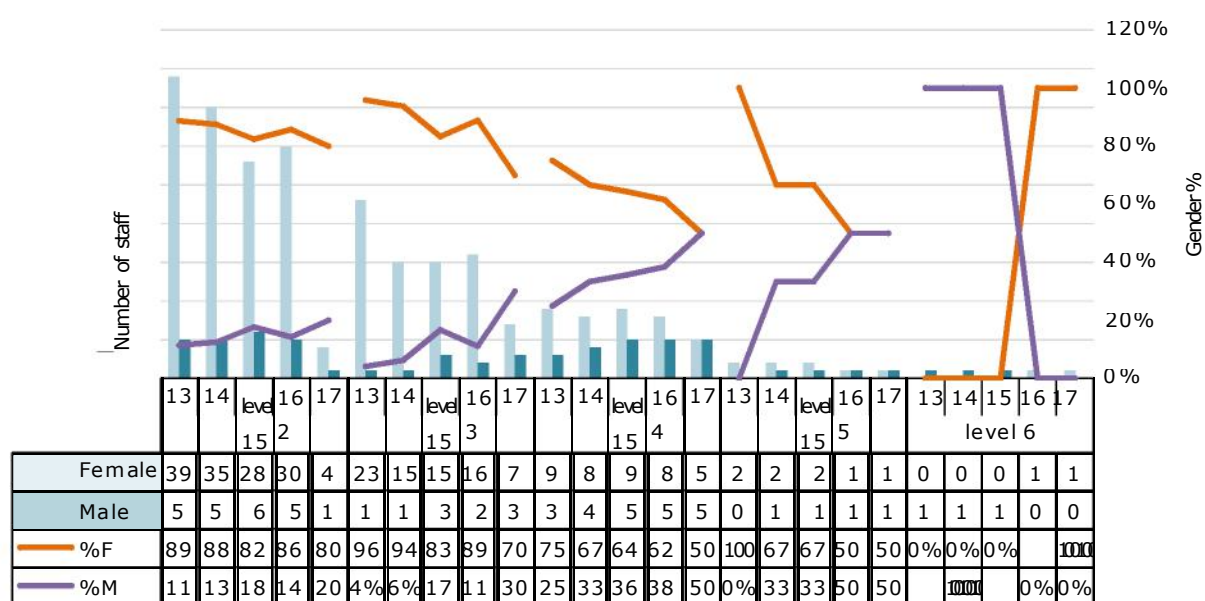
The proportion of female to male APM staff decreases from L2/L3 upwards, and levels out above L4 (Figure 27). This may be due in part to a perception that L5 and L6 posts require full-time commitment, and are therefore less likely to be pursued by female staff.

The promotions process for APM and technical staff involves movement to a different post, or regrading of an existing post. The regrading panel consists of one L7 and one L6 APM staff member, plus two Trade Union members. Genders of staff on the panel vary each year. Promotion to a higher level is confirmed if at least 50% of an individual's role is judged by the panel to be operating at a higher level.

In order to promote career progression, the full range of leadership courses offered by the UoN's Leadership Academy are now open to APM staff as well as to academic staff. In addition, the coaching programme developed by UoN in 2016 specifically invites applications from APM staff, and four of the six staff from SHS who have completed this course were APM staff. APM staff are given time within their WLP to attend courses, staff workloads are adjusted as necessary to facilitate this, and staff are encouraged to share best practice experience once they have completed a course.

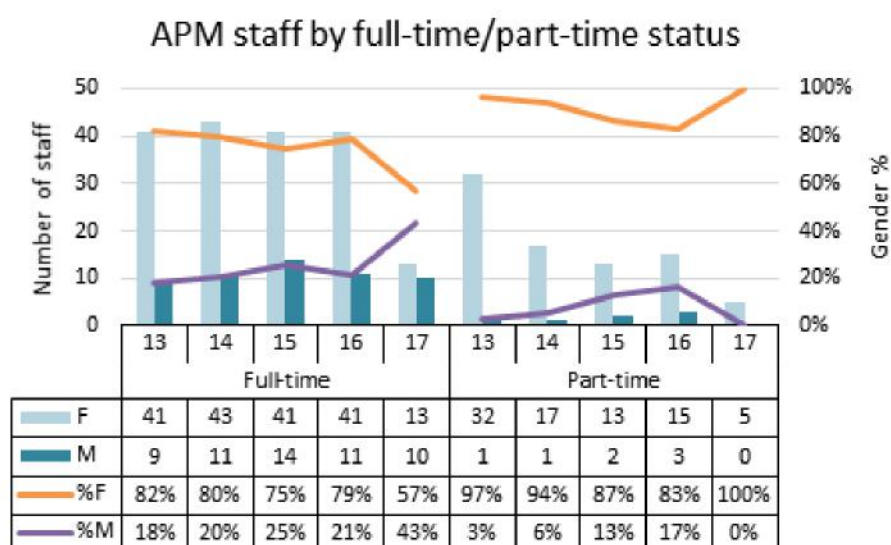
At present, mentorship is not available for APM staff, however we intend to introduce this within the next two years (Action Point 7).

Figure 27: APM staff by job level and gender



N.B. The large fall in total staff numbers (particularly females) in 2017 was a result of UoN's Project Transform, which entailed APM staff being relocated into Faculty-led services.

Figure 28: APM staff by contract type and gender



Action Point 7

Identified Aim: To introduce a mentorship system for APM staff

- ☐ Staff involved in informal mentoring to be identified and monitored (by June 2018)
- ☐ CDIC to establish a system of mentorship for APM staff (by Aug 2019)
- ☐ APM staff to be given time in WLPs to allow time for mentoring opportunities
- ☐ Good practice in mentoring (as identified by academic staff) to be shared with APM mentors

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

SHS is committed to providing opportunities for personal and career development for all staff. Our Staff Development Strategy is disseminated to staff each year, and a Staff Development Group, chaired by the Director of Academic Affairs, has responsibility for its operationalisation.

We promote a range of development opportunities, providing financial support for undertaking long courses (e.g. 50% funding for up to four years for Doctoral programmes and Master's study), support for clinical courses, sabbaticals and short courses, support for attendance at national and international conferences (up to £750 per person per year), and shadowing opportunities. Time for staff development (36.25 hours pro rata) is built into WLP for all academic staff, and additional time is allocated for study leave. Applications are assessed on the above criteria by the Director of Academic Affairs and Divisional Leads (5F/1M).

Staff are encouraged to make use of short courses provided by UoN's Professional Development Department. Evaluation of these courses is also organised by Professional Development and is actioned at University level. Uptake of short courses (Table 18) reflects overall numbers of APM and academic staff in SHS and broadly reflects our male to female staff ratios.

Table 18: Uptake of UoN short courses by staff groups

	Uptake by staff group		Uptake by gender (across all staff groups)	
	APM	Academic	Males	Females
2013	75 (33%)	151 (67%)	24%	76%
2014	58 (28%)	145 (72%)	18%	82%
2015	63 (35%)	119 (65%)	21%	79%
2016*	26 (16%)	128 (83%)	18%	82%

* N.B. The fall in numbers of APM staff from 2016 was a result of UoN's Project Transform

As part of our Action Plan, we will carry out an analysis of course uptake data to determine whether uptake is comparable for staff on different contract types and at different job levels (Action Point 8).

Action Point 8

Identified Aim: To ensure that short courses are equally accessible for staff of all contract types and at all job levels

- Data to be collected on course uptake by contract type and job level, with reference to gender
- Data summaries to be presented to CDIC by Jan 2018 and annually thereafter
- Relevant short courses to be recommended to under-represented groups at PDPR

UoN offers three personal development programmes aimed at women (Table 19). These 'Florence Boot' Programmes have been running for 11 years, are open to both academic and APM staff, and are promoted via email and at PDPR. Programmes are designed to help women achieve their career goals and fulfil their potential through formal training sessions and networking opportunities.

Table 19: UoN Personal Development Programmes for female staff

Programme	Level	Aims	Total length
Florence Boot Level 1-3	Levels 1-3 (technical, manual or hospitality roles)	Developing personal and professional skills	9 months
Florence Boot Level 4-5	Levels 4 & 5, in all job families	Developing leadership skills and professional goals; networking; promotion and career progression	9 months
Florence Boot Level 6-7	R&T and APM job families Level 6 (or newly promoted Level 7)	Career progression; developing leadership and professional skills	8 months

These programmes have been highly successful and have received very positive evaluations. For example, one staff member who recently completed the Level 1-3 course commented:

"I feel fortunate to work for visionary women in strategic leadership roles. Their style of distributive leadership offers opportunities for others to achieve excellence and showcase the very best at Nottingham".

Three of the 33 women who have completed the Level 1-3 course to date have subsequently been successful at promotion, and five of the seven women who completed the Level 6-7 course were either newly promoted, or subsequently achieved promotion in the year following the course.

In 2015, SHS commissioned a bespoke leadership programme designed to develop future academic leaders. We targeted L5 staff with leadership interests/aspirations, including under-represented groups and across the full spectrum of research and T&L activities. Fourteen applications (9F/5M) were reviewed by the Director of Academic Affairs and HoDs. The programme was launched with a cohort of eight staff (5F/3M). Positive impacts from this initiative have already been noted in recent promotions of female academics from L5 to L6. We are now focussing on promotions from L4 to L5 as part of our Action Plan (Action Point 9).

In 2016, UoN launched a Leadership and Management Academy (LMA) with the aim of nurturing, supporting and developing leaders at every level of the UoN. SHS has, to date, the highest levels of interaction with the LMA in UoN: nine members of staff (3F APM, 6F R&T) have attended LMA taught programmes, 13 (12F/1M) have undertaken coaching and mentoring courses and 39 (32F/7M) have used materials on the LMA interactive hub.

Action Point 9
Identified Aim: To increase promotions of academic staff from L4 to L5
<ul style="list-style-type: none"> □ Target L4 staff to attend promotions workshops □ Promote mentoring, coaching and shadowing opportunities to L4 staff □ Encourage discussions regarding promotion applications as part of <u>PDPR process</u>

In the 2015 staff survey, staff were asked about SHS's commitment to and support for training and development. The majority of staff (62%) agreed or strongly agreed that 'access to training and development opportunities is fair'; however, 16% disagreed. Qualitative feedback from the survey suggests that lack of available time may in part explain this, especially for staff who are required to engage in CPD as part of their membership of professional bodies. RO staff also identified that support for training is highly dependent on the Principal Investigator for their area of research.

As a result, our RCO developed a protocol for CPD for L4 RO staff, clarifying their entitlement to protected time for CPD activities. This CPD protocol has been made available to all Principal Investigators and L4 researchers at induction. This model is now used as an exemplar of best practice within UoN.

Impact Box 11
Identified Issue: RO staff identified a lack of support for training and CPD activities
<ul style="list-style-type: none"> □ CPD protocol developed for L4 RO staff □ Protocol made available to all Principal Investigators □ Protocol made available to all L4 researchers at induction
Impact: CPD protocol shared with UoN SATs as 'best practice'

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff have an annual PDPR (100% uptake). This process is used to ensure that staff are clear about goals and expectations, have identified development opportunities, and are rewarded based on their overall contribution to SHS.

PDPR takes into account all activities carried out by staff, and provides individuals with the opportunity to discuss training needs, work-life balance, WLPs, promotion/re-grading options, publications, grant writing and other issues that they may wish to raise.

The PDPR Moderating Committee comprises PDPR reviewers (7F/1M) and is attended by our HR Business Partner. Staff who are identified as having performed 'exceptionally' in the past year may be rewarded financially.

Training for reviewees and reviewers is available through the UoN Professional Development Department, and two in-house sessions are delivered prior to the commencement of PDPR reviews in February/March each year. Attendance at training in the past year has been predominantly by female staff, and we will be promoting male engagement as part of our Action Plan (Action Point 10).

Action Point 10
Identified Aim: To increase numbers of male staff attending PDPR training
<input type="checkbox"/> Target male staff to attend PDPR training <input type="checkbox"/> Highlight PDPR training to male staff at staff meetings and in School 'Round-Up' emails <input type="checkbox"/> PDPR reviewer conversations to include discussions about training

Our review of the PDPR process in 2016, including feedback from both reviewers and reviewees, highlighted possible inconsistencies in how PDPR was delivered. As a result, we adopted a number of measures, including reducing reviewer numbers from 58 (43F/15M) to 29 (22F/7M), providing additional reviewer training, and a moderation process involving reviewers meeting to discuss ratings.

Following these changes, a survey of reviewers in 2017 indicated that these initiatives had improved consistency of delivery, with 100% stating that their reviewees understood the process and 72% stating that the reviewers were either satisfied or very satisfied with the process. As part of our Action Plan, we will further evaluate the impact of these initiatives on reviewees (Action Point 11).

Action Point 11
Identified Aim: To evaluate the impact of measures to improve consistency among PDPR reviewers
<input type="checkbox"/> Survey reviewees to assess whether consistency of reviews has improved <input type="checkbox"/> Implement standardised Faculty- and School-wide PDPR objectives

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

In addition to the support outlined in Section 5.3(i), the majority of research staff belong to one of six Research Groups and are supported to develop their research skills and interests within these groups. All Professorial staff are involved in mentoring research-active staff, e.g. via supervision, undertaking PDPR reviews, facilitating learning sets for the Florence Boot Programmes, and via the East Midlands-wide Professorial Leadership Programme.

We have an active RCO who meets with RO staff quarterly and sits on School-level research and PGR committees, as well as on the UoN Research Staff group, ensuring that RO staff voices are heard at senior management level. The work of the RCO has so far resulted in a protocol for CPD, active promotion of policies to promote equality of opportunity, delivery of career

development training for researchers, and promotion of opportunities for RO staff to become involved in teaching and PG supervision.

An annual SHS research staff 'away day' is held, involving presentations on national agendas in research, e.g. REF, and a choice of different workshops and career development training sessions. Following staff feedback in 2015, this event has been run as a half-day for the past two years, as this was felt to be easier to manage alongside other work and personal commitments. 94% of students rated the 2017 workshop as 'good' or 'excellent'.

Staff are encouraged to attend, and present at, School and Faculty research seminars. Our School Research Support Office publishes a weekly 'Research Bulletin' which is disseminated by email to all staff. This includes news, upcoming events, and details of internal, national, and international scholarship and funding opportunities.

In the 2015 staff survey, it was identified that T&L staff would value a greater focus on career development and support in relation to educational or scholarship publishing. We have since launched a group whose aim is to develop, deploy and monitor a system to support and develop scholarship activities, and to generate income for staff on T&L contracts. This is led by a L6 BME female academic.

On termination of fixed-term contracts, staff are able to register with the UoN's redeployment pool and are supported to apply for new positions either within or outside of UoN.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

UG Peer Mentoring

In 2012, a peer mentoring scheme was established for UG Nursing students whereby senior students are trained to mentor junior students. This has now been expanded to include Midwifery, Physiotherapy, Sport Rehabilitation and Exercise Science, and GEN. Support is offered in preparing for placements, attending electives, filling out achievement record documents, and using SHS online systems. There are currently 107 peer mentors for 706 students (Table 20).

Student-led ideas for improvement have been implemented, including a video created by the Disability Action Group (DAG) to support nurses with dyslexia, and an additional Black and Minority Ethnic (BME) peer mentoring scheme, whereby BME students are offered an optional BME mentor in addition to their field-specific mentor.

Table 20: Current student peer mentors, peer mentor leaders and mentees

Courses	Peer Mentors		Peer mentor leaders		Mentees	
	M	F	M	F	M	F
Nursing	4	63	2	8	51	483
Midwifery	0	12	0	1	107	1
Physiotherapy & Sport Rehabilitation	7	9	0	1	23	41
Total	11 (12%)	84 (88%)	2 (17%)	10 (83%)	181 (26%)	525 (74%)

Student evaluations of the peer mentor scheme include:

"I found having a peer mentor extremely beneficial, supporting me throughout the course with any queries or concerns that I had." (1st year mentee)

"Having the support and experience of my peer mentor has made the learning process easier and this has allowed me to gain confidence quicker."

This scheme was shortlisted as a finalist for the 'Teaching Innovation of the Year' award in the Student Nursing Times Awards in both 2013 and 2014. In 2015, the scheme leader, Dr Claire Mann, won a Lord Dearing (excellence and innovation in teaching) Award for her role in its development. The peer mentor scheme has now been rolled out to the rest of the UoN.

Peer-Led Clinical Skills

Following the success of the peer mentoring scheme, we supported this team to develop a peer-led clinical skills project, in which senior students teach clinical skills to junior students.

More than 300 students have experienced this form of teaching, and evaluations have been highly positive: 76% of students found the presence of peer mentors in teaching sessions 'very useful', and 63% agreed or strongly agreed both that being taught by peer mentors 'increased their interaction and collaboration with other students'.

This project won the 'Teaching Innovation of the Year' award in the Student Nursing Times Awards 2017.

Peer-led clinical skills session



Student Nursing Times Awards 2017 presentation for 'Teaching Innovation of the Year' (peer-led clinical skills project)



Impact Box 12	
Identified Issue: Need to support junior students starting courses and entering practice	
<ul style="list-style-type: none"> / Peer mentoring scheme developed and offered to all SHS students / Video created by Disability Action Group (DAG) to support nurses with dyslexia / Black and Minority Ethnic (BME) peer mentor scheme developed; BME students offered a BME mentor in addition to their field-specific mentor / Leadership scheme developed for experienced peer mentors, providing guidance to newer mentors 	
Impact: Peer mentoring scheme shortlisted finalist for the Nursing Times 'Teaching Innovation of the Year' Award in 2013 and 2014. In 2015, the scheme leader won a Lord Dearing Award for her role in developing this.	
Beacon: This scheme has been rolled out to the rest of UoN	

Over the past three years, SHS has made a significant effort to support students in developing leadership skills. The success of this has been recognised nationally, with six students winning individual Nursing Times awards since 2015, and SHS receiving the first 'Student Experience' award in 2017.

Student Nursing Times Awards 2017 presentation for 'Student Experience' award



Clinical Academic Career Pathways

SHS has been proactive in its development of Clinical Academic Careers (CACs) for Allied Healthcare Professionals.

Our MA in Research Methods (MARM) programme, which receives National Institute for Health Research (NIHR) funding for 10 fully-funded places

annually, has helped researchers to develop successful research and clinical careers, particularly female and mature applicants with parental responsibilities. We provide one-to-one meetings for interested individuals, and a website with presentations guiding applications and experiences from past students. There is input into the Health Education England - East Midlands (HEE- EM) Bronze Clinical Scholarship and the NUH mentorship programme. Of the ten funded places, gender ratios in recent years have been 13F/1M in 2013 (14 places available), 7F/3M in 2014, and 9F/1M in both 2015 and 2016 (10 places available).

Since 2015, MARM has been promoted at an annual event for second and third year UG Nursing, Midwifery and Physiotherapy students, to encourage them to consider Masters level study in SHS and to develop a CAC pathway.

Following recent changes to NIHR funding for clinical research methods training, SHS has signalled its commitment to the CAC pathway by offering every successful NIHR-funded candidate a matched top-up to enable them to gain a Master's level qualification.

We currently have three CACs (1M/2F), and are working to develop a CAC pathway for two PhD students.

Fellowship and Lectureship Opportunities

Our Research Support Office advertises all internal, national and international scholarship and funding opportunities weekly to PGT and PGR students.

The PGR Steering Group works with students to support their career development. One female who completed her PhD in SHS is now working with us on a four-year funded grant as a postdoctoral Research Assistant, and one female and two males who completed their PhDs with us are now employed as lecturers in SHS.

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Within our Research Groups, researchers are supported to apply for funding, e.g. as study PIs, as co-applicants on large programme grants, for smaller pump-priming bids, and for PhD funding for junior staff.

Peer review is provided via the Research Groups and help is provided with costing of bids. Ongoing support is provided regardless of the outcome of previous applications, which builds confidence, establishes supportive working relationships, and enables skills in mentorship and leadership to be developed. One-to-one feedback is given to unsuccessful applicants.

SILVERAPPLICATIONS ONLY

5.4 CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

(i) Training

All APM staff discuss development needs at PDPR and in discussion with their line manager, and are encouraged to attend training courses provided by the UoN Professional Development Department (see Section 5.3(i)).

Where a specific training need is identified within SHS, bespoke courses have been developed (Table 21). All APM staff complete fire, health and safety, first aid, EDI and disability training (100% uptake).

Table 21: Uptake of SHS-based courses by APM staff (2015-2017)

	Male	Female
Fitness to Practice	7	15
Safeguarding	4	12
Student Support Services	5	25
BSc Nursing (update)	7	26
Student Electives	3	16
Commissioning	4	31

(ii) Appraisal/development review

All APM staff complete an annual PDPR, including training for this as necessary.

APM staff participated in the recent PDPR staff feedback exercise (see Section 5.3(ii)).

(iii) Support given to professional and support staff for career progression

APM staff are supported to develop within their roles by their line managers.

From 2017, the UoN is including APM staff in opportunities to participate in mentoring, coaching and shadowing programmes.

Our Action Plan will encourage uptake of these opportunities and will seek to measure their impact on APM career progression (Action Point 12).

Action Point 12

Identified Aim: To roll out mentoring, coaching and shadowing opportunities to all staff groups

- ☐ Staff involved in mentoring, coaching and shadowing to be identified and monitored (by Aug 2018)
- ☐ Formal system for organisation and monitoring of these initiatives to be developed (by Aug 2019)
- ☐ Staff involvement in mentoring, coaching and shadowing to be evaluated annually (from Aug 2019)

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

Numbers of staff requesting maternity, paternity or adoption leave since 2013 are shown below (Table 22). All requests since 2013 have been agreed.

Table 22: Parental leave taken by SHS staff

	Paternity leave	Adoption leave	Maternity leave	All parental leave
2013	1	0	5	6
2014	0	1	3	4
2015	0	0	2	2
2016	2	0	4	6
2017	2	0	3	5

Following requests for parental leave, the line manager will meet with staff regularly before they go on leave to offer support and discuss how their work will be covered. Managers follow a SHS checklist to ensure that staff receive all support available. Time is given for staff to attend appointments, with consideration given to any adjustments required for their workload. Work is re-allocated to similarly-skilled staff where there is capacity, and otherwise temporary staff appointments are made.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

All staff follow the UoN policy for maternity and adoption leave. In SHS, line managers keep in contact with staff while on leave, encouraging the use of up to 10 paid 'Keep in Touch' (KIT) days to aid a smooth return to work. KIT days can be used to attend conferences or networking events.

One recent returner from maternity leave commented on how the use of KIT days eased any anxieties about returning to work:

"While I was on leave my line manager kept in touch by phone. I found using the Keeping in Touch days ... a good way to ease me back in and stop any 'nervousness' about returning after a year away. I had applied for promotion prior to going on leave... and went on to be successful, coming into effect while I was still off."

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

When requesting leave, staff are directed to our Flexible Working Policy. They may request to work flexibly on returning to work, apply for a reduction in hours, or use their accumulated annual leave in order to gradually phase their return.

One of our returners stated:

"A reduction in hours was planned before I left, but I was then able to choose the days that I worked, which was extremely helpful as we could only get our daughter into the nursery we wanted on certain days".

Staff returning from leave are given a lead-in period if required. Roles are reviewed, and plans are made for a gradual hand-over of responsibilities on their return. Staff are gradually re-inducted into SHS, allowing familiarisation with any new staff members, roles, processes or procedures.

For staff who have been allocated study leave to undertake long courses, this study leave continues to accrue during parental leave.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

SHS has an excellent return rate for staff taking maternity leave (Table 23), with 100% of staff taking leave in the past five years having returned to work, and 71% having remained in post thereafter. Staff taking maternity leave have spanned all job levels, working hours, and contract types.

Table 23: Maternity leave return-to-work rates

	Staff taking maternity leave	Returned to work (RTW)	RTW but left after 0-6 months	RTW but left after 12 months	RTW but left after 18 months
2013	5	5	1	-	-
2014	3	3	-	-	1
2015	2	2	-	-	-
2016	4	4	1	1	-
2017	0	0	-	-	-

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Two members of staff left after six months, one after 12 months, and one after 18 months.

Numbers are too small to make inferences about reasons for this at this point.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

All UoN staff are entitled to parental leave (including maternity, paternity and adoption leave) and to carers' leave. Policies are standardised for all staff and can be found on the HR webpages.

Fathers are eligible for two weeks' ordinary paternity leave regardless of service. Those with more than six months' service at the 15th week before the baby is due may qualify for two weeks' Statutory Paternity Pay. Those with more than 12 months' service when the baby is born/adopted qualify for one week's normal pay followed by Statutory Paternity Pay.

Two members of staff in SHS have taken paternity leave in the past year. Both were full-time.

Feedback has been very positive, for example:

"The UoN system for paternity leave was easy to access and well administered. I used the system twice over a two-year period and the support I received ... was excellent. The birth of my daughter came suddenly..... but the flexibility of the staff meant this did not present

problems for the leave commencing outside of the planned time framework."

No staff members have taken shared parental leave.

One member of staff (female) has been recorded as having taken adoption leave, in 2014.

(vi) Flexible working

Provide information on the flexible working arrangements available.

UoN operates a formal Flexible Working Policy for all staff, which offers opportunities for staff to take a career break, use special leave, take advantage of parental and adoption leave, engage in civil or public duties, and to job share. Staff are able to vary their arrival and departure times, days of working (for part-time staff), and to request home-working arrangements.

SHS has also developed its own formal policy detailing flexible working arrangements for staff with specific needs, for example, those with caring responsibilities, recovering from illness, or living with long-term conditions. Three members of staff asked to reduce their hours in 2016/17 and all were approved.

Initial feedback from 2017 Staff Engagement interviews has highlighted the benefits of this policy:

"Flexible working allowed me to continue working in a full-time role."

We will evaluate this policy further as part of our Action Plan (Action Point 13).

Action Point 13

Identified Aim: To fully evaluate, and assess the impact of, use of the Flexible Working Policy

- ☐ Discuss flexible working policy at PDPR reviews
- ☐ Evaluate uptake and experiences of staff working flexibly after 12 months
- ☐ Assess the impact of this policy on working practices, and on ability to accommodate specific needs of staff

(vi) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Following a career break, staff undertake a reorientation process to ensure that they are aware of any developments, changes in policy and/or working practices during their absence. Staff are invited to meet with their manager prior to returning, to discuss reintegration into SHS, features of their role, transitioning work back from colleagues, and future regular review points. Where required, phased increases in workloads can be introduced.

5.6 ORGANISATION AND CULTURE

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the AS Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Challenges in establishing a unified School culture stem from our large size, split sites, and several major changes that have occurred since 2013 (e.g. reducing our centres from five to two, reducing numbers of academic and support staff, Project Transform (which moved a large proportion of APM staff from SHS and into service centres), and uncertainty surrounding changes in student funding).

Our recent School Staff Engagement survey (Jan 2017; 76% response rate), indicated that the majority of staff (73%) felt positively about working in SHS. Staff felt that management was constantly looking for ways to improve itself (82%), by setting performance objectives (74%) and by seeking regular feedback from staff (79%). When survey data for all staff levels, ages and job families were considered together, no impact of gender was noted on any of the issues covered.

We subsequently commissioned an external review of governance and communication processes, and employed an external advisor to interview a purposive sample of 39 staff (27F/12M) from across all job levels. These interviews confirmed that staff enjoy working here, view the environment as supportive, and feel valued by the organisation. Although we were concerned that Project Transform would have a negative impact on our remaining APM staff, we found that this group were highly satisfied with their roles and with the support they received from SHS.

The Staff Engagement survey did, however, reveal that recent challenges, as noted above, had impacted upon staff morale, with only 68% feeling that employee tenure was strong, and only 26% feeling confident about the organisation's future. In addition, communication by management with staff was highlighted as an area for improvement, as only 49% of staff felt that management did an excellent job of communication on issues, and only 52% felt that management shared business results with employees.

In response, we launched a range of initiatives:

Regular staff meetings have been launched at all sites, at which staff are invited to raise questions and give feedback. Feedback from these meetings includes:

"I just wanted to say thank you for the very informative staff meeting you conducted. It was an excellent way of communicating some of the really high-level developments in a nice, informal environment.

In order to support a sense of community and inclusion, all staff are invited to our annual School Forum. Individual achievements of staff and students are celebrated at this event, including those who achieve National Awards, Lord Dearing Awards, and Vice Chancellor's awards. Progress on our AS agenda is a standing item, and various health and wellbeing events are included as part of the Forum, such as massage and mindfulness sessions.

Feedback from the 2016 School Forum indicated that staff felt the event focused rather too much on information-giving, and should instead be more interactive. As a result, at the 2017 Forum, staff were given the opportunity

to interact more and to discuss in groups how we could move forward and how each staff member could effect change. 47% of staff attended the 2017 Forum, with 64% of these completing the evaluation. 84% rated the event as either 'good' or 'excellent'.

Impact Box 13

Identified Issue: Following the 2016 School Forum, staff stated a preference for a more interactive format for future Forums

- / More interactive sessions incorporated into 2017 Forum
- / Focused activities to explore how each SHS staff member could effect change

Impact: 84% of respondents rated the 2017 School Forum as either 'good' or 'excellent'

The HoS also sends out frequent 'Round-Up' emails to all staff, detailing any changes or developments within SHS (e.g. new staff members, staff development and training opportunities, celebrations of recent successes). Feedback in response to these has included:

"This feels a really great way of communicating with us all, and helping develop a more cohesive community, thank you."

Staff interviews following the 2017 Staff Engagement survey showed that staff now feel that communication has improved.

Impact Box 14

Identified Issue: Staff report that communication between managers and staff needs to be improved, and that managers fail to share business results

- / Staff meetings introduced
- / Annual School Forum held, with focus on communication
- / HoS 'Round-Up' emails sent to all staff
- / External review of governance carried out, including communication pathways

Impact: Interview data (Staff Engagement survey 2017) show improved communication and a clearer understanding of SHS direction and priorities

We nonetheless will continue to work to improve communication further within SHS (Action Point 14).

Action Point 14
Identified Aim: To facilitate clearer pathways of communication within SHS by modifying relevant structures and processes
<ul style="list-style-type: none"> □ Issue response to recommendations of governance review 2017 □ Continue to allocate time for staff at SHS meetings and School Forum □ Streamline committee structures in order to ensure relevant <u>representation</u>

SHS has a dedicated Work, Health and Wellbeing Programme to support the welfare of SHS staff. This was the first of its kind at UoN. Work to date has included setting up a dedicated health and wellbeing website, conducting surveys of staff health needs, and delivering a range of initiatives to support health, including health and wellbeing days (Figure 29). For this work, SHS recently won the Bronze Award in the Nottinghamshire County 'Wellbeing@Work' Workplace Award Scheme, and the programme has been flagged as an example of best practice by the Healthy Universities Network and the British Heart Foundation *Health at Work* Scheme. These initiatives are now led at Faculty level for all Schools.

Impact Box 15
Identified Issue: Need for an organised programme of Work, Health and Wellbeing initiatives
<ul style="list-style-type: none"> □ Work, Health and Wellbeing Champion appointed in SHS □ Dedicated Health and Wellbeing website created, signposting to events and local services □ Staff health needs surveys conducted
Impact: Bronze Award in the Nottinghamshire County Wellbeing@Work Workplace Award Scheme
Beacon: Work, Health and Wellbeing Programme flagged as an example of best practice by the Healthy Universities Network and the British Heart Foundation <i>Health at Work</i> Scheme. These initiatives are now adopted cross-Faculty.

Figure 29: Examples of initiatives offered via the Work, Health and Wellbeing programme



Finally, SHS actively participates in numerous charitable and social activities, in which all are staff and students encouraged to become involved. These activities are made family-friendly where possible (Figure 30).

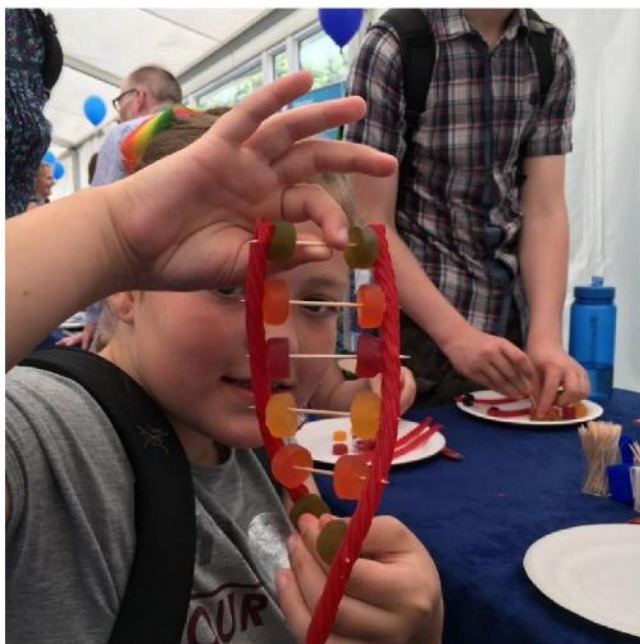
Figure 30: Examples of SHS involvement in social and charitable activities



From 2013, the HoS instituted an official programme of events for Black History Month. An associated budget was allocated (£2,000), including support from the Dean of the Medical School (£500), and in 2014 and 2015 the UoN's central events team further supported this.

In 2015, we held an LGBT event, and in 2017 our 'Wonder' event, aimed specifically at visiting children, young people and their families, highlighted a range of educational opportunities 'to amaze and inspire curious minds'.

Children and young people 'building' DNA and practicing clinical skills at the 2017 'Wonder' event



(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

HR policies are developed and updated centrally by UoN and are accessible via the staff intranet. Monthly meetings are held between our HR advisor and senior SHS staff (5F/1M, including HoDs, HoS, School Manager, and Directors of Academic Affairs and Staff Wellbeing). These provide an opportunity to discuss application of HR policy to individual cases, and ensure consistency of approach across SHS in managing issues including equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Managers are kept updated as to current HR policy and guidance, and provided with expert support in managing difficult situations.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Places on committees are held by those whose roles are of relevance to the committee's work. Membership of senior committees broadly reflects the

proportions of male to female staff in SHS (75%F) (Table 24), although on the SMG women are well represented and male staff are slightly under-represented.

In 2016, elected membership (for staff at all levels) was introduced for our two most influential committees, SMG (3F) and the T&L Committee (4F/1M). Junior members of staff thus have an opportunity to attend senior meetings and to gain experience of decision-making and strategic networking.

It is anticipated that initiatives identified in our Action Plan, including encouraging male staff to shadow senior staff and to put themselves forward for election to senior committees, will have a positive impact on male representation at senior meetings.

Table 24: SHS committee membership

Committee	Females		Males	
	n	%	n	%
School Management Group (SMG)	10	83%	2	17%
Learning and Teaching (L&T)	13	81%	3	19%
Athena SWAN self-assessment team (SAT)	13	72%	5	28%
Career Development and Inclusion Committee (CDIC)	7	78%	2	22%
Research Strategy Board	11	92%	1	8%
Research Operations Committee	10	71%	4	29%
Undergraduate Courses Committee	12	80%	3	20%
Postgraduate Management	7	78%	2	22%
Health and Safety	6	75%	2	25%

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Where opportunities arise to participate in external committees, including national and international professional bodies and regional professional consultation groups, the HoS highlights these via email to all staff. Help and support with applications is offered, and time for attendance is allocated in WLPs. Participation is also encouraged via PDPR reviews.

Data extracted from WLP shows that participation on external committees is similar for both males and females (Table 24). Data are currently unavailable for participation by job role and level, however this is part of our Action Plan (Action Point 15).

Action Point 15
Identified Aim: To obtain data on external committee attendance by job level and contract type
<input type="checkbox"/> Collate and analyse existing data by contract type and job level <input type="checkbox"/> Present first report to CDIC by Oct 2018, and annually thereafter <input type="checkbox"/> Allocate time in WLPs for attendance on external committees <input type="checkbox"/> Encourage under-represented groups to apply for external <u>c o m m i t t e e m e m b e r s h i p</u>

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload planning was rolled out for all academic staff across UoN in 2013/14. The WLP takes account of the need to make adjustments for staff groups such as part-time workers, carers, staff returning from periods of absence, and staff with disabilities. Staff are required to check the accuracy of their WLP annually and are encouraged to share WLP with their PDPR reviewer. Tariffs for each role have been agreed across the Faculty.

The 2016 Action Plan identified the need to use the WLP to analyse patterns in workload distribution by gender and other protected characteristics, and in respect of types of activity that may (or may not) support career progression. Initial analysis in 2015 revealed wide variations in workload, with female academics having a higher overall workload (average 118%) than their male counterparts (average 107%).

In response, the Director of Academic Affairs initiated conversations with staff working in excess of 100% or below 80%. Where possible, workloads have been redistributed according to skills, and, where skills are not available, new staff have been recruited. As a result, numbers of staff with workloads in excess of 100% have reduced from 57% in 2015 to 49% in 2017. In addition, male and female workloads now compare similarly, with averages for both now falling within the 90-100% band (93% for males (down by 14%), and 95% for females (down by 23%)).

Impact Box 16
Identified Issue: Inconsistencies in workload
<input type="checkbox"/> Conversations held with staff who have workloads in excess of 100% or below 80% <input type="checkbox"/> Workloads reallocated as appropriate <input type="checkbox"/> New staff recruited, where reallocation is not possible
Impact: 8% reduction in staff workloads above 100%. Balancing of staff workloads between genders.

WLP data are yet to be analysed in terms of job level or age. Data on workload intersectionality will be extracted as part of our Action Plan (Action Point 16).

Action Point 16
Identified Aim: To understand how staff workloads compare in terms of job level and age, considering intersectionality with gender
<ul style="list-style-type: none"> <input type="checkbox"/> WLPs to be analysed for all staff levels, with reference to intersectionality (e.g. gender and age) <input type="checkbox"/> Results to be presented to CDIC on six-monthly basis <input type="checkbox"/> Workloads to be managed to promote equity and prevent staff overload

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

We follow UoN guidelines and hold meetings between 9.30am and 4pm, to ensure that staff with diverse working patterns (e.g. those working flexibly or part-time) are less likely to be excluded. Academic staff calendars are shared, so that, whenever possible, meetings are arranged to include all intended staff. Our 2017 audit of staff meetings showed that 98% are held within core hours.

Social gatherings outside work hours are scheduled at least two months ahead, to give staff with caring responsibilities opportunity to organise cover. Events such as retirements or Christmas parties are also open to staff members' partners, and many UoN events are open to families (Figure 30). Event participation has ranged between 22% and 46% in the past three years.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

SHS celebrates all staff in a number of ways, including the School Forum, a Professorial Showcase event, and our weekly newsletters and Research Bulletins. Our publicity materials are carefully chosen to reflect the diversity of our student population.

As we have a high proportion of women within SHS, females are also highly involved in the organisation of events, speakers and chairpersons for seminars and workshops. We do not currently collect data on genders of external speakers. However, this features in our Action Plan (Action Point 17).

Examples of diversity in our publicity materials



Action Point 17

Identified Aim: To ensure gender balance of external speakers

- ☐ Collect data on genders of external speakers (by Nov 2018) and present annually to CDIC
- ☐ Redress any gender imbalance through positive recruitment of external speakers

Following the gradual fall in UG male student numbers between 2012 and 2015, we have focused on the visibility of male role models in SHS. Male representation in publicity materials and on webpages has since increased (see Section 4.1(ii)). A video has been added to our webpages of Jamie Waterall (SHS graduate), the National Lead for Cardiovascular Disease Prevention and Associate Deputy Chief Nurse, to promote careers for men in Nursing.

Jamie Waterall - a role model for our Nursing students



We have an active Service User and Carer Group, which has been recognised nationally as an example of good practice. This group comprises 56 individuals (64%F/36%M; 75% White/25% BME) who are service users or carers across our professions. Members work alongside staff and students to enhance the voice of those we care for in our educational programmes, and are involved in interviewing candidates, assessing students in practical exams, and contributing to the development of our curricula and teaching. Students consistently evaluate their contribution as excellent, and the group won a Dearing Award for their work in 2015.

Impact Box 17

Identified Issue: Need to include the voices of healthcare service users and carers in student education and curriculum design

- 1** 56 service users and carers recruited, representing all fields of care
- 1** Input into the admissions process
- 1** Input into curriculum development and teaching
- 1** Participation in assessment during practical examinations

Impact: Service User and Carer Group won a Dearing Award in 2015, as an example of excellence in the University

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Two broad types of outreach activity are included in our WLP as 'citizenship', which is included in our promotions criteria: Professional outreach (e.g. membership of external professional groups; external examining; regional

and national committee membership; professional consultancy), and Public outreach (e.g. visits to local schools and FE colleges; on-campus open days, taster days, master classes and summer schools).

Our Director of Admissions (female) is supported in outreach by four admissions tutors (2F/2M), working in collaboration with our Marketing Team and UoN's Widening Participation Team (WPT).

Percentages of male and female staff involved in outreach activities are shown in Table 25. The higher proportions of male staff involved in public outreach are a result of initiatives to increase numbers of male UG students (see Section 4.1(ii)).

In addition, current students act as ambassadors. The gender balance of student ambassadors and staff at events is variable, depending on availability, but at least two male students are present at each. SAT has been working with admissions tutors to ensure that our outreach activities and recruitment procedures meet best practice in terms of diversity and equality.

Table 25: Current numbers of staff involved in outreach activities

	Professional Outreach		Public Outreach	
	Males	Females	Males	Females
Number	25	91	6	7
As % of total SHS staff of given gender	73%	72%	18%	6%

Further analysis of outreach activity and intersectionality is a part of our Action Plan (Action Point 18).

Action Point 18
Identified Aim: To carry out outreach activity monitoring and analyse impact
<input type="checkbox"/> Survey staff on outreach activity as part of annual Athena SWAN survey (2018) <input type="checkbox"/> Analyse outreach activity on WLP according to gender, job family, <u>level and contract status (by Sept 2019)</u>

7106 Words

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6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

The SHS have representation on the UoN Trans Working Party, who work with schools to provide a positive working and learning environment free from discrimination, harassment or victimisation. This group has recently received recognition from HEFCE, who have accepted a case study on the work of the UoN Trans Working Party as an example of sector-leading practice in advancing equality and diversity.

The actions of the working group have resulted in ongoing organisational change, such as a recent amendment to UoN internal systems to include the gender non-specific title Mx and not to capture data on legal sex (required by HESA for employees) until contract stage of recruitment. In addition, UoN's renewed focus on this area has led to change in the way trans people feel within the institution, with positive feedback.

"Just to let you know that we have had some really positive feedback about how various departments at the University have dealt with trans students"

"People are noticing a fairly dramatic change in the way that trans people are being treated."

173 Words

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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The Action Plan

Reference	Planned action/ objective	Rationale	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
AP 1 4.1(ii)	Increase numbers of male UG nurses in line with national benchmark figures	Numbers of male UG Nursing students are below the national average	Investigate the reason for conversion rates for male UG nurses	08/19	05/19	Director of Admissions (Aimee Aubeeluck) and deputies.	Numbers of UG males student nurses reflect the national average (increase from 9% to 11% by May 2019)
			Conduct focus groups with male UG nurses by Dec 2017 to identify where difficulties may lie	08/17	12/17	School Marketing Team.	
			Survey male decliners to identify reasons why applicants do not accept offers.	01/18	01/19		
			Minimum of one male staff member at open days and selection days	08/17	11/21		
			We will further modify our advertisements to enhance the appeal to male students.	08/17	08/18		

[illegible]

			<p>CDIC to consider anonymised data once numbers are high enough to ensure anonymity, and thereafter at two-yearly intervals</p> <p>SMG to establish a strategy alongside HR to address reasons for staff leaving</p>	<p>05/17</p> <p>11/18</p>	<p>11/21</p> <p>03/19</p>	<p>Head of School (Jo Lymn).</p>	<p>Data collected, analysed and presented at CDIC</p> <p>Trend identified and addressed by SMG</p> <p>Reasons for leaving are predominantly due to external factors.</p>
<p>AP 4</p> <p>5.1(i)</p>	<p>Increase numbers of male staff applicants reaching interview and accepting offers</p>	<p>Low numbers of male staff reaching interview or accepting offers</p>	<p>Focus groups to be conducted with male staff to explore perspectives and how the gender imbalance might be addressed</p> <p>Volunteer to be part of 'Diversity by Design' in the UoN. Anonymised applications system currently being piloted in Engineering. Biographical data will be removed before candidates are shortlisted, to remove unconscious bias</p> <p>Job advertisement language to be modified to better engage with male candidates (to be in place by Sept 2018)</p>	<p>08/18</p> <p>08/18</p> <p>01/18</p>	<p>10/18</p> <p>06/19</p> <p>09/18</p>	<p>Director of Academic Affairs (Elaine Cook)</p> <p>School Marketing Team.</p>	<p>Increase male staff members reaching interview by 10% by 08/18</p> <p>Numbers to be proportionate with applications by 08/20</p>
<p>AP 5</p> <p>5.1(ii)</p>	<p>To assist new members of staff in understanding the systems and processes of SHS</p>	<p>Although a formal orientation is in place, new starters have identified a need for a</p>	<p>New 'Quick start' guide to be evaluated by all new starters</p>	<p>08/17</p>	<p>11/21</p>	<p>Director of Staff Engagement and Wellbeing (Sally Melling).</p>	<p>100% new starters to receive the 'Quick Start' Guide by Jan 2019</p> <p>New starters report familiarisation with the</p>

		short one-stop guide to common processes	Evaluations to be presented to CDIC by Oct 2018, and annually thereafter Findings of evaluations to be used to modify support for new starters	10/18 11/18	11/21 11/21		main School policies and procedures with the first 6 months of their post.
AP 6 5.1(iii)	Increase numbers of male applications for promotions	Whilst female applications for promotions have increased, male applications for promotions are significantly fewer	At annual PDPR reviews, L4 and 5 male staff to be encouraged to consider promotion and to attend promotions workshops Focus groups to be held with male staff to identify reasons for lack of promotions applications SHS round-ups and newsletters to be used to highlight opportunities for mentoring, coaching and shadowing, particularly for male staff	11/17 08/18 03/18	11/19 10/18 09/20	Director of Academic Affairs (Elaine Cook). Director of Staff Engagement and Wellbeing (Sally Melling). Head of School (Jo Lymn).	Identification of reasons for low applications 20% increase in applications by Sept 2020 Increase in applications to be proportionate with staff numbers by Nov 2021
AP 7 5.2(ii)	Introduce mentors for APM staff on induction	Mentoring is widely used by academic staff but limited in APM staff.	Staff involved in informal mentoring to be identified and monitored by June 2018 CDIC to establish a system of mentorship for APM staff by Aug 2019 APM staff to be given time in WLPs to allow time for mentoring opportunities	01/18 08/18 03/18	08/18 08/19 03/19	Director of Academic Affairs (Elaine Cook). Director of Health and Wellbeing (Sally Melling).	Data available on APM staff mentoring by Aug 2018 System of mentoring developed for APM staff by Aug 2019 Evaluation used to refine the process

			Good practice in mentoring (as identified by academic staff) to be shared with APM mentors	03/19	06/19		25% of APM staff are involved in mentoring
AP8 5.3(i)	Ensure that uptake of short courses is equally accessible for staff at all levels and contract type	There is currently a lack of oversight of the intersectionality of short course uptake. We would therefore like to understand the uptake of short courses in relation to staff level and contract type	<p>Data to be collected on course uptake by contract type and job level, and with reference to gender.</p> <p>Data summaries to be presented to CDIC by Jan 2018 and annually thereafter.</p> <p>Relevant short courses to be recommended to under-represented groups at PDPR.</p>	<p>05/17</p> <p>01/18</p> <p>5/18</p>	<p>11/21</p> <p>11/21</p> <p>11/21</p>	<p>Division Administrator (Ketan Mehta) .</p> <p>Director of Academic Affairs (Elaine Cook).</p> <p>Director of Health and Wellbeing (Sally Melling).</p>	<p>Uptake of short courses by level and contract type be identified.</p> <p>Short course uptake is balanced across staff levels and contract type by 11/21.</p>
AP 9 5.3(i)	Increase promotions from L4 to L5 academic staff	Block in career pipeline from L4 to L5 academic staff	<p>L4 staff to be targeted to attend promotions workshops from 2017</p> <p>Mentoring, coaching and shadowing opportunities to be promoted to L4 staff</p> <p>Discussions regarding promotion applications to be encouraged as part of PDPR process</p>	<p>11/17</p> <p>03/18</p> <p>3/18</p>	<p>06/20</p> <p>03/19</p> <p>11/21</p>	<p>Director of Academic Affairs (Elaine Cook).</p> <p>Head of School (Jo Lymn).</p>	Increase promotions from L4 to L5 by 20% by June 2020
AP10 5.2(ii)	To increase numbers of male staff attending PDPR training	Low attendance by males at the promotions workshops	Male staff to be targeted to attend PDPR training	03/18	11/21	<p>Head of School (Jo Lymn).</p> <p>Director of Staffing (Elaine Cook).</p>	Proportions of males attending reflect the gender balance within SHS (25 M:75F)

			PDPR training to highlighted to male staff at staff meetings and in School 'Round-Up' emails	03/18	11/21		
			PDPR reviewer conversations to include discussions about training	03/18	11/21		
AP 11 5.3(ii)	Evaluate the impact of measures taken to ensure consistency amongst reviewers in the PDPR process	Staff identified variability in PDPR experience between reviewers	Reviewees to be surveyed to assess whether consistency of reviews has improved	12/17	11/18	Director of Academic Affairs (Elaine Cook)	First survey complete Dec 2017 and presented at CDIC
			Standardised Faculty- and School-wide PDPR objectives to be implemented	03/18	06/18		Increased 10% rate of staff satisfaction with PDPR process
AP 12 5.4(iii)	Roll out coaching and shadowing to all staff	Coaching and shadowing are recent initiatives and are taken up by limited numbers of staff at present	Identify and monitor staff involved in coaching and shadowing by Aug 2018	01/18	08/18	Director of Academic Affairs (Elaine Cook).	Consistent data available on staff mentoring coaching and shadowing
			Develop a formal system for organising and monitoring each initiative by Aug 2019	03/18	08/19	Director of Health and Wellbeing (Sally Melling).	Evaluations are available annually and are used to refine the process
			Evaluate coaching and shadowing annually from Aug 2019.	03/19	06/19		25% of staff have been engaged in shadowing or coaching
AP13	To fully evaluate use of the Flexible Working Policy in order to assess its impact	Whilst the introduction of the policy has been well-received, we are not able to measure	Flexible working policy to be discussed at PDPR reviews	11/17	11/21	Director of Academic Affairs (Elaine Cook)	Staff across all levels contract type report satisfaction with the policy
			Uptake and experiences of staff working flexibly to be evaluated after 12 months	11/18	02/19		

		impact in relation to specific staff needs	Impact of this policy on working practices, and on ability to accommodate specific needs of staff, to be assessed	06/19	09/19	Director of Health and Wellbeing (Sally Melling).	
AP 14 5.6(i)	To modify structures and processes in order to enable clearer pathways of communication within SHS	Staff survey feedback indicates staff feel communication between staff body and leadership requires improvement	<p>Response to be issued to recommendations of the governance review 2017</p> <p>Time for staff questions to continue to be allocated at SHS meetings and staff forums</p> <p>Committees to be streamlined in order to ensure relevant representation</p>	10/17 10/17 12/17	03/18 06/18 12/18	Head of School (Jo Lymn).	15% Improvement in staff satisfaction with pathways of communication in SHS.
AP 15 5.6(iv)	To understand participation on external committees by staff level and contract type.	Data extracted from WLP shows that participation on external committees is similar for both males and females (M 73%, F 72%). However, we do not have this data at present for staff type and level	<p>Existing data on presence on external committees to be collated in relation to contract type and job level</p> <p>First report to be presented to CDIC by Oct 2018, and thereafter annually</p> <p>Time to be allocated in WLPs for attendance on external committees</p> <p>Under-represented groups to be encouraged to apply for external committees</p>	03/18 12/17 03/18 12/17	03/20 12/18 11/21 11/21	<p>Director of Academic Affairs (Elaine Cook).</p> <p>Administrator (Ketan Mehta).</p>	Balancing of representation on external committees in terms of staff level and contract type

AP 16 5.6(v)	To understand how workloads compare in terms of job level and age and consider intersectionality with gender.	Although we have balanced workloads in terms of gender we want to ensure a similar balance in terms of age and job level.	WLPs to be analysed for all staff levels, with reference to intersectionality (e.g. gender and age). Results to be presented to CDIC on six-monthly basis. Workloads to be managed to promote equity and prevent staff overload.	06/18 09/18 11/17	09/18 11/21 11/21	Director of Staff Engagement and Wellbeing (Sally Melling).	Balanced workloads (between 80-120%) across staff ages and levels.
AP 17 5.6(vii)	To ensure a gender balance in external speakers/chairs	We do not currently know the gender balance of external speakers	Collect data on gender of external speakers by Nov 2018 to be presented at CDIC and then annually Redress any gender imbalance through positive recruitment of external speakers	11/17 11/18	11/21 11/21	School Administrator (Ketan Mehta). Director of Teaching and Learning (Chris Bailey); Director of Research (Avril Drummond).	Balance of external speakers reflects the gender balance for health sciences nationally.
AP 18 5.6(viii)	Outreach monitoring/ analysis of impact	Current data on outreach is limited	Survey staff for outreach activity as part of our annual Athena SWAN survey in 2018 Analysis of outreach activity on WLP according to gender, job family, level, contract status by Sept 2019	09/18 3/19	03/19 09/19	Director of Staff engagement, Health and Wellbeing (Sally Melling).	100% of outreach activity is recorded. Outreach data records audience in terms of numbers of students/age/gender Outreach can then be targeted to attract underrepresented groups

2016 Action Plan with update:

Ref	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)		Update
UNDERGRADUATE & POSTGRADUATE STUDENTS						
1	To collect data, test for statistical significance and develop an analytical framework for interrogation of gender with other protected characteristics (eg ethnicity, sexuality, disability, age) to support an analysis of within UG student data to enable proactive positive action recruitment strategies among underrepresented groups.	Not all intersectional data has been collected or it has been stored in a number of different systems making gathering and analysis of data manual and partial intersectionallycomment	At the end of each semester the Director of Admissions will receive data and generate an Action Plan for marketing, recruitment and conversion. Athena SWAN SAT and EDI Committee will receive and on Action Plans and timetable for change. Present findings annually to EDI Committee/Director of Admissions for further action planning within the School	Oct 2016	Oct 2017	Achieved and Ongoing: University system (<i>Tableau</i>) is now used to record Post-graduate and staffing data which is in a usable format for SAT and now CDIC. SAT members are able to analyse data and determine priorities and collection of demographical data to be readily available to inform the Athena SWAN agenda and therefore School policy.

Ref	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)		Update
UNDERGRADUATE & POSTGRADUATE STUDENTS						
2	Undertake a review of recruitment processes and an analysis to explore why male applicants to UG study may be less successful in converting an application to an offer and to proactively attract more male applicants.	Table 2 identifies that males are less successful than females at converting applications for UG study into offers	Annual data collection and review by SAT with oversight from the EDI Committee	July 2016	Sept 2017	Achieved and Ongoing: We have an improved understanding of why the proportion of men taking up an offer are disproportionately low and numbers have increased by 2%, but we want to address this further and have identified a range of strategies in our 2017 Action Plan to increase proportion to 11%.
3	To collect data, test for statistical significance and develop an analytical framework for interrogation of gender with other protected characteristics (eg ethnicity, sexuality, disability, age) to support an analysis of intersectionality within PG student data.	Our student data suggests that the ratio of men to women starts to increase at PGT and PGR.	Annual data collection and review by SAT (June) Eg: Publish within School Bulletin and disseminate stories of women who successfully achieve PG studies while also embracing caring responsibilities with a view to highlighting successes and encouraging others. Liaise with events within Trusts (eg Newly Qualified	June 2016	Dec 2017	Achieved: Directors of PGT and PGR Developed systems and procedures for the reliable and systematic collection of demographical data to be readily available for analysis and Improved understanding of why the proportions of women reduce at PG level. We would now like to understand variations in the data. This is discussed in our 2017 Action Plan.

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UNDERGRADUATE & POSTGRADUATE STUDENTS						
4	Work with School Post Graduate Team to support the routine consideration of gender with other protected characteristics to influence decisions in our recruitment and scholarship allocation practices.	Current processes have not been benchmarked against best practice for diversity & equality proofing. Improved processes will enhance recruitment	Revised recruitment processes and documentation which meet best professional practice in relation to all protected characteristics	Jan 2017	Sept 2017	Ongoing: Although we have gathered data and explored we cannot say why applications fluctuate and are continuing to investigate this as part of our 2017 action plan.

Ref	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/	Key outputs and milestones	Timeframe (start/end date)		Update
STAFF DATA						
5	To collect data, test for statistical significance and develop an analytical framework for interrogation of gender with other protected characteristics (eg ethnicity, sexuality, disability, age) to support an analysis of intersectionality within staff data.	Not all intersectional data has been collected or it has been stored in a number of different systems making gathering and analysis of data manual and partial	Annual data collection and review by SAT (June)	Sept 2016	Sept 2017	Achieved and Ongoing: University system (<i>Tableau</i>) is now used to record Post-graduate and staffing data which is in a usable format for SAT and now CDIC. SAT members are able to analyse data and determine priorities and Collection of demographical data to be readily available to inform the Athena SWAN agenda and therefore School policy. Identification of targets for action in terms of staff recruitment and promotion. Presented findings to Equality and Diversity Committee/Director of Staffing for further action planning within SHS
6	Staff who are unsuccessful at promotion are offered further personalised support to improve their application eg: writing retreat	Data shows that there's a drop in the proportion of females to males in the move from level five to level six.	An established system of support representing the various job families.	Sept 2016	Sept 2017	Achieved: Personalised support is offered to all staff who are applying for promotion and there has been an increase in female applications for promotion at all levels.

Ref	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective)	Key outputs and milestones	Timeframe (start/end date)		Update
SUPPORTING AND ADVANCING WOMEN'S CAREERS						
7	Exit interview data to be fed into SAT, and of those who go elsewhere to benefit from an understanding of career needs.	On leaving staff are offered exit interviews by Head of School. Feedback does not come to SAT	Effective system for collecting feedback from leavers, using a standardised questionnaire format covering key areas identified by the self-assessment. At the end of each year the Director of Staffing to collate all exit interview data and identify actions based on data pertaining to gender.	June 2016	Ongoing	Achieved and Ongoing: HoS interviews all leavers and exit data is being kept. At present numbers are too small to identify trends.

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SUPPORTING AND ADVANCING WOMEN'S CAREERS						
8	To mandate uptake of equality and diversity and unconscious bias awareness training as well as of School Values	To address biases staff are unaware of but that are evident because of the picture highlighted by – for example – the very processes and discussions held in preparation of our AS application. To improve the use of this training and awareness in carrying out their roles.	100% of staff will have undertaken equality and diversity and unconscious bias training. Discussion opportunities utilised at School Forum, staff meetings, PDPR, promotions workshops, admissions training, recruitment and selection workshops and so on. Biennial survey to staff to draw out examples of emphasis where unconscious bias awareness training is used, and good	Sept 2015	Oct 2016	Achieved: We have a 100% completion rate for EDI and unconscious bias training.
9.	Disseminate promotion stories/tips to encourage all levels to apply	Some categories of staff feel 'blocked' (particularly T&L staff)	practice s exemplif Clear guidance and regular dissemination of support for various job families	Jan 2017	Sept 2017	Achieved and Ongoing: School involvement in University job family descriptor for T&L route. Successful candidates at all levels now present at promotions training. Staff report a clearer promotions pathway at T&L route.

Ref	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/objective)	Key outputs and milestones	Timeframe (start/end date)		Update
SUPPORTING AND ADVANCING WOMEN'S CAREERS						
10.	Analyse impact of Project Transform on gender profile of APM staff. Analysis of effect of training provided by SHS on career progression for APM staff.	The effect of restructuring on APM staff profiles is unknown. Current data suggests a gender imbalance at senior levels.	Data to support our understanding of APM careers	Jan 2017	Nov 2017	Achieved: 2017 Staff Engagement survey indicated that APM staff feel happy with their roles and the support they receive from SHS. APM staff are engaged in the training offered for career progression.
11	Liaise with RCO and Director of Staffing to develop effective and differentiated career development support for RO, and Research and Teaching staff	Focus Group feedback suggesting that support for career development is not always clearly understood by	RO and TO Career Development Action Plan	Sept 2016	Sept 2017	Achieved: Director of Research, RCO and Director of Staffing have established a set of resources and signposting for career development by staff category for use within PDPR, mentoring etc. School involvement in University job family descriptor for T&L route. Successful candidates at all levels now present at promotions training. Staff report a clearer promotions pathway at T&L route.
12	Revise and republish guidance documents to support career development for RO, TO, as well as R&T. Present guidance to PIs, to PDPR reviewers and mentors and at appropriate meetings. Highlight in e-bulletin; periodically publicise by poster campaigns	and reveiwees, Feedback from mentors and staff that support mentees at PDPR, within mentoring and promotion workshops is insufficiently tailored for the various job families	Guidance for various job families on career development	Sept 2017	Sept 2017	Achieved: We have improved feedback from staff survey regarding support for career development of the different categories of staff

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SUPPORTING AND ADVANCING WOMEN'S CAREERS						
13	Develop mandatory training support for PDPR reviewers to ensure developmental support goes beyond generic advice and is tailored to individual expertise, role profile and developmental interests.	Qualitative feedback suggests that the experience of PDPR can be very dependent on the reviewer, and guidance is applied inconsistently. Staff are also seeking bespoke support tailored to job family and role development. Lack of transparency as to quotas and success criteria for exceptional performance	Clear succinct guidelines for reviewers and reviewees. List of who is put forward for exceptional performance and by whom to be made transparent	Jan 2017	Jan 2017	Achieved and Ongoing: PDPR training has been expanded and offered twice a year. We have reduced the number of reviewers from 58 to 29 and reviewed the process.

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SUPPORTING AND ADVANCING WOMEN'S CAREERS						
14.	Roll out bespoke mentorship and learning paths to all staff, tailored according to job family needs. Develop and deliver specialist training: 'mentorship for inclusion' for all staff	Qualitative feedback suggests that challenges for career development are differentiated by job family, and that mentoring could be more tailored.	Established programme of support. Develop indicators relevant to different job family groups	Jan 2018	Jan 2017	Achieved and ongoing: Mentorship is now available to all academic staff at all levels. However, it is not yet available to APM staff and we are introducing this as part of our 2017 Action Plan.

Ref	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)		Update
SUPPORTING AND ADVANCING WOMENS CAREERS						
15.	Establish a Scholarship of T&L Group to support TO staff to develop excellence in T&L scholarship	A significant proportion of SHS 47% are women on TO contracts. R&T and R staff have research groups for support. TO career development has been less clearly defined and understood. Eg: 2 of the 13 professors in SHS are TO professors.	An established business plan to support this group. Regular meetings, mentorship and support for outputs.	May 2016	Nov 2017	Achieved: This group is established and meets regularly. TO staff reporting an improved sense of support. Increased T&L scholarship activity and grant capture, used to support promotion.
FLEXIBLE WORKING AND MANAGING CAREER BREAKS						
16.	Director of Staffing to coordinate and monitor through Heads of Divisions to raise awareness of paternity leave, flexible working and carer's leave	SHS could be more pro-active in encouraging paternity leave, other types of leave and flexible working	Dissemination of exemplars within School News and regularly in staff meetings	Sept 2016	Nov 2017	Achieved: Staff report awareness of paternity leave, flexible working and carer's leave. 98% of meeting times are held within family friendly core meeting times.

Ref	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/	Key outputs and milestones	Timeframe (start/end date)		Update
ORGANISATION AND CULTURE						
17.	EDI to require all major role holders and Heads of Divisions to carry out a comprehensive 'situation analysis' and equality impact assessment to consider issues and challenges facing their role and portfolio with regard to the nine protected characteristics.	To achieve a clear picture of the current situation in the School around opportunities, progress and success in respect of the 9 protected characteristics.	'Situation Analysis for the main areas within SHS. Strategies and Action Plans for key areas of School activity	Sept 2016	Annual	Achieved: 100% senior staff have undertaken impact analysis training.

Ref	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/	Key outputs and milestones	Timeframe (start/end date)		Update
ORGANISATION AND CULTURE						
18.	School leadership to participate in bespoke training and development session on Leading for Inclusion in Higher Education. School leadership to be offered the opportunity for 'reverse mentoring' from staff with one or more of the 9 protected characteristics. All Directors, Heads of Division and other key role holders in the School will undertake training to carry out and	To ensure School leadership is applying cutting edge approaches to anti-discriminating practice and inclusion.	All leadership and Directors to have completed external training programme.	Dec 2016	Dec 2017	Achieved: School leadership team (100% uptake) have undertaken bespoke leadership training and all EDI and unconscious bias training.
19.	act on equality impact Internal strategic and assessments operational roles to supply annual feedback as requested by SAT with oversight from the EDI Committee	Some roles have not been explicitly reframed in the context of a commitment to equality and diversity	All roles make reference to equality and diversity	Sept 2016	Ongoing	Achieved: Role holders now sit on CDIC and supply annual feedback as requested with oversight from the EDI Committee

Ref	Planned action/ objective	Rationale (i.e what evidence is there that prompted this action/	Key outputs and milestones	Timeframe (start/end date)		Update
ORGANISATION AND CULTURE						
20	Find positive family friendly and inclusive images for SHS website and all other School material to show that women with families and other caring responsibilities can also become scientists and senior academics. Publish stories of success where staff and students have had caring responsibilities	Some evidence to suggest that women may self-censor themselves from postgrad study or promotion	School, Website development, publications in School Bulletin	June 2016	Ongoing	Achieved: positive family friendly and inclusive images for SHS website and all other School material.
21.	Analyse data produced by the Work Load Planner to analyse patterns of working among staff with regards to gender, job family activities and roles. Publish expectations, group mean and variances.	Feedback suggests that there remains a perception of gender imbalance with regards to roles and activity.	Analysis of data and SAT to make recommendations to Director of Staffing about a balancing allocation of work to maximize equality of opportunity.	Sept 2016	April 2017	Achieved and Ongoing: Working group within SAT, Heads of Division and Director of Staffing Report to SAT, Director of Staffing and EDI Committee.

Ref	Planned action/objective	Rationale (i.e what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)		Update
ORGANISATION AND CULTURE						
22	Comprehensive and varied programme of actions, activities and events designed to raise awareness within staff, leaders and practice partners of the issues, challenges and opportunities for anti- discriminatory practice and inclusion in Higher	Aspirational activity to stimulate debate and reflection within the health communities about the benefits of diverse workforces' academia.	<p>Student-led event open to staff and public on engaging topic.</p> <p>Staff led events in practice settings open to all, emphasizing opportunities for women, and other underrepresented groups in academia hierarchy.</p> <p>To raise awareness among Directors of the importance of considering gender issues in the planning of new curricula.</p>	Sept 201	Annual	Achieved: Student Representatives, SAT, Programme Lead, Director of Practice Learning. Completed a series of events with evaluation feedback to showing high levels of awareness and engagement in practices associated with inclusivity