



Athena SWAN Silver department award application

Name of university: University of Leeds

Department: School of Healthcare

Date of application: November 2014

Date of university Bronze and/or Silver Athena SWAN award: 2009, renewed April 2013

Contact for application: Professor Andrea Nelson, Professor of Wound Healing, Head of School of Healthcare

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Departmental website address:

Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

To Athena SWAN Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ



UNIVERSITY OF LEEDS

28th November 2014

As Head of the School of Healthcare and Chair of the Athena Swan SAT I have been heavily involved in developing the School's application and the accompanying action plan and endorse it wholeheartedly. My personal background in Bioengineering (PhD) and Nursing (BSc (Hons)) has allowed me to experience Universities with very different gender profiles and cultures and I am dedicated to supporting the advancement of women in Science and acting as a role model/mentor.

Our 8 disciplines have a high proportion of female undergraduates but a consistent reduction in the proportion of females in more senior roles locally and nationally (e.g. two-thirds of UK Deans of Health are female). As a research-intensive University we strive to equip students and staff to shape policy, practice, education and the knowledge base of the discipline and addressing the 'leaky pipeline' is essential to retain the talent needed in challenging times for health and social care provision.

Since the Bronze submission we have embedded the systematic consideration of Equality and Inclusion within School 'business as usual' and the Athena SWAN mandate has enabled us to understand our student and staff populations, highlighting both successes and barriers, and enabled us to make 'good practice' the accepted norm. Our Silver action plan is themed across three related areas: Opportunity, Advancement and Fairness to enable us to further advance gender equality:

Opportunity: we endeavour to make all employment, study, and internal and external development opportunities open to all, being aware of the potential for bias by understanding the relationships between gender, part-time working, and caring commitments (for example), as barriers to taking these up. We wish to support all staff and students in exploring and exploiting opportunities.

Advancement: we support the career development of staff through PhD support, personal development plans, changes in role and promotion.

Fairness: we actively monitor the way in which we behave, in particular how we value, recognise, and reward excellence in University roles, including allocation of workload and resources, to ensure it is fair.

The Athena SWAN Charter is particularly important to guide implementation of our strategic review plans, as we develop an academic workforce fully engaged in Research-led education, Scholarship of our disciplines and world-class research, and it allows us to concentrate on quality and not quantity of input and markers of success and esteem.

Two members of the SAT merit particular mention for their roles both in the SAT and in advancing University agendas in Athena Swan and E&I. Dr Jane Cahill, senior research

fellow and Angie O’Keefe have led the collation of data, analysis and preparation of the submission. During the assessment period both had part-time secondments to support the development and delivery of E&I and Athena Swan frameworks and continued to contribute at School level. Dr Cahill is now the E&I coordinator for the School (0.1 FTE), a key role in the E&I committee and she is hence well placed to drive the action plan.

Yours faithfully



Professor Andrea Nelson
School of Healthcare
Professor of Wounds

2. The self-assessment process: maximum 1000 words
Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members’ roles (both within the department and as part of the team) and their experiences of work-life balance**

The self-assessment team (SAT) contains 7 academics, 2 post-graduate students (one PhD and one MA student), 2 school managers and 3 Faculty / University representatives, as per table overleaf: it has 10 female (72%) and 4 male (28%) members. It is Chaired by the Head of School, Professor Andrea Nelson.

The composition of our SAT is designed to represent the profile of School academic staff in respect of the balance of research staff (R), academics with a teaching and scholarship role (T&S), and those with a teaching, scholarship and research focus (TS&R). The majority of staff in the School are ‘T&S’, with the next biggest group being ‘TS&R’ staff, and then ‘R’. This is a national picture for health and social care disciplines. Health professions entered the University sector around 20 years ago (mainly from colleges of health / hospital training schools), and TS&R academic roles are in the minority. Our self-assessment team therefore contains academics who are engaged in research only (Edwards), teaching and scholarship roles (Morris, Holt), and teaching, scholarship and research roles (Mountain, Nelson, Steels).

The table overleaf summarises the team roles and experiences of work-life balance. Four members have school-age children (including one lone-parent) and three members of the team have caring responsibilities for relatives other than school-aged children. One member of the SAT is disabled, and two live with long-term conditions; all of whom note the importance of flexible working.



1: Members of the SAT

Name	Title and SAT Role	Department	[REDACTED]
Judith Bell	Faculty Human Resources Manager	Faculty of Medicine & Health	[REDACTED]
Dr Jane Cahill	Senior Research Fellow	School of Healthcare	[REDACTED]
Dr Jill Edwards	Research Fellow	School of Healthcare	[REDACTED]
Dr Ian Holt	Lecturer (teaching and scholarship)	School of Healthcare	[REDACTED]
Alison Hull	PhD student	School of Healthcare	[REDACTED]
Abdul Kapdi	ITM support manager	School of Healthcare	[REDACTED]
Gary Morris	Lecturer (teaching and scholarship)	School of Healthcare	[REDACTED]
Dr Gary Mountain	Associate Professor (teaching and scholarship)	School of Healthcare	[REDACTED]
Prof Andrea Nelson	Head of School and Professor of Wound Healing	School of Healthcare	[REDACTED]
Angela O'Keefe	Business Manager for SoH: Faculty Equality Lead	School of Healthcare: Faculty of Medicine & Health	[REDACTED]
Kim Peake	Post-graduate Social Work student	School of Healthcare MA Social Work	[REDACTED]

Maria Pervaiz	Equality & Inclusion Manager	University Equality Policy Unit	
Dr Stephanie Steels	Lecturer in Social Work. Lecturer (teaching, scholarship and research)	School of Healthcare	
Zarina Sutton	Athena SWAN administrative support officer	University Equality Policy Unit	

b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The self-assessment team met at varying frequencies, up to monthly, to implement the Bronze action plan, oversee the self-assessment process and prepare for the silver application, reporting quarterly to School Executive Committee (*bronze action 1.2, 1.3 & 1.6*). Agendas and minutes from the SAT meetings are publicly available on the School's SharePoint site, as are Athena SWAN progress reports submitted to the School Executive Committee (*bronze action 1.4*). In developing the application SAT members worked collaboratively, using a secure project site, which held all required documentation, including the developing submission, data, research, minutes, guidance etc., and was accessible to all members of the SAT team (staff and students) 24/7.

Staff and students are represented by SAT members with undergraduates consulted via the Student-Staff forum. It includes representation from the Faculty and University Equality service, including the University Athena SWAN team. In addition we have sought external input to give a broader perspective on self-assessment (Dr Sue Couling, University of York). The diverse membership ensures the School is able to consult across the School allowing the self-assessment process to continually be informed by local intelligence. In addition the Chair of the SAT sits on the University's Athena SWAN Steering Group, providing a vital link for information exchange, as well as an opportunity to influence changes in University policy that would benefit women in science, and drive through these changes. Finally, members of the SAT team meet at least quarterly with all Faculties and School across the University involved in Athena SWAN initiatives, which provides an excellent opportunity to share and generate ideas, as does the regional pan-University Athena SWAN meetings.

The SAT conducted a STEMM Staff Culture survey in July 2013 (students were not surveyed). Of the staff that responded ($n=46$, 30% M/ 70% F) 80% of staff understood the need for and were supportive of the Athena SWAN initiative in the School. The survey highlighted two areas for further exploration: how to better support people returning to academia after a break (e.g. sickness / maternity / paternity / adoption), and what support for staff is required to best aid career development. Therefore focus groups were held to explore what staff needed in terms of career development; and one-to-one interviews were undertaken with staff returning to work after a period of absence (interviewed by Dr Couling, University of York) to capture their experiences. The findings from the STEMM culture survey, the focus group and one-to-one interviews have informed the action plan for this submission.

Staff surveys in 2011 and in 2012 of all staff (professional, managerial, technical, administrative, academic and research) (*bronze action 2.9*) did not contain specific questions regarding equality of opportunity. In 2012 65% agreed that 'My line manager provides the necessary leadership I need for the type of work I perform' (in December 2014 the survey will include STEMM culture questions, to allow comparison between 2012 staff and 2013 STEMM culture surveys).

c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The Athena SWAN SAT team became the Athena SWAN Working Group (ASWG) after our 2011 submission (*bronze action 1.1*), as part of core School business. The ASWG (referred to hereafter as SAT, for consistency with Athena SWAN terminology) undertakes self-assessment activity on a quarterly basis, including monitoring implementation of the action plan, with more frequent meetings as required (e.g. in preparation of this submission). SAT currently reports into the School's Executive who monitor progress against objectives and who retain responsibility for delivery of objectives. School Executive has initiated an Equality and Inclusion (E&I) Committee which will report directly to Executive Committee (SEC), Chaired by the Head of School, and the ASWG is a sub-group of the E&I Committee.

We have a reporting schedule for the Equality and Inclusion (E&I) committee to consider detailed data for students (recruitment, progression, achievement) and staff (recruitment, workload, promotion, access to opportunities / roles, and turnover). SEC will receive E&I Committee (including Athena SWAN Action Plan progress) as a standing item on its agenda with subsequent discussion quarterly at staff meetings. The SAT will continue to consult colleagues within the University and beyond to identify and share good gender equality practice. For example through the Athena SWAN Regional Network Meetings, local University Athena SWAN information events, links with the University's Equality Policy Unit and Equality Challenge Unit and professional networks, such as Royal College of Nursing, Health and Care Professions Council etc. Project control systems are in place to ensure the orchestration of the right inputs and data, to establish ways of communication and inclusion, steer project work flow and output organization. The SAT, chaired by the Head of School, leads the action plan.

1000 words

3. A picture of the department: maximum 2000 words

- a) **Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.**

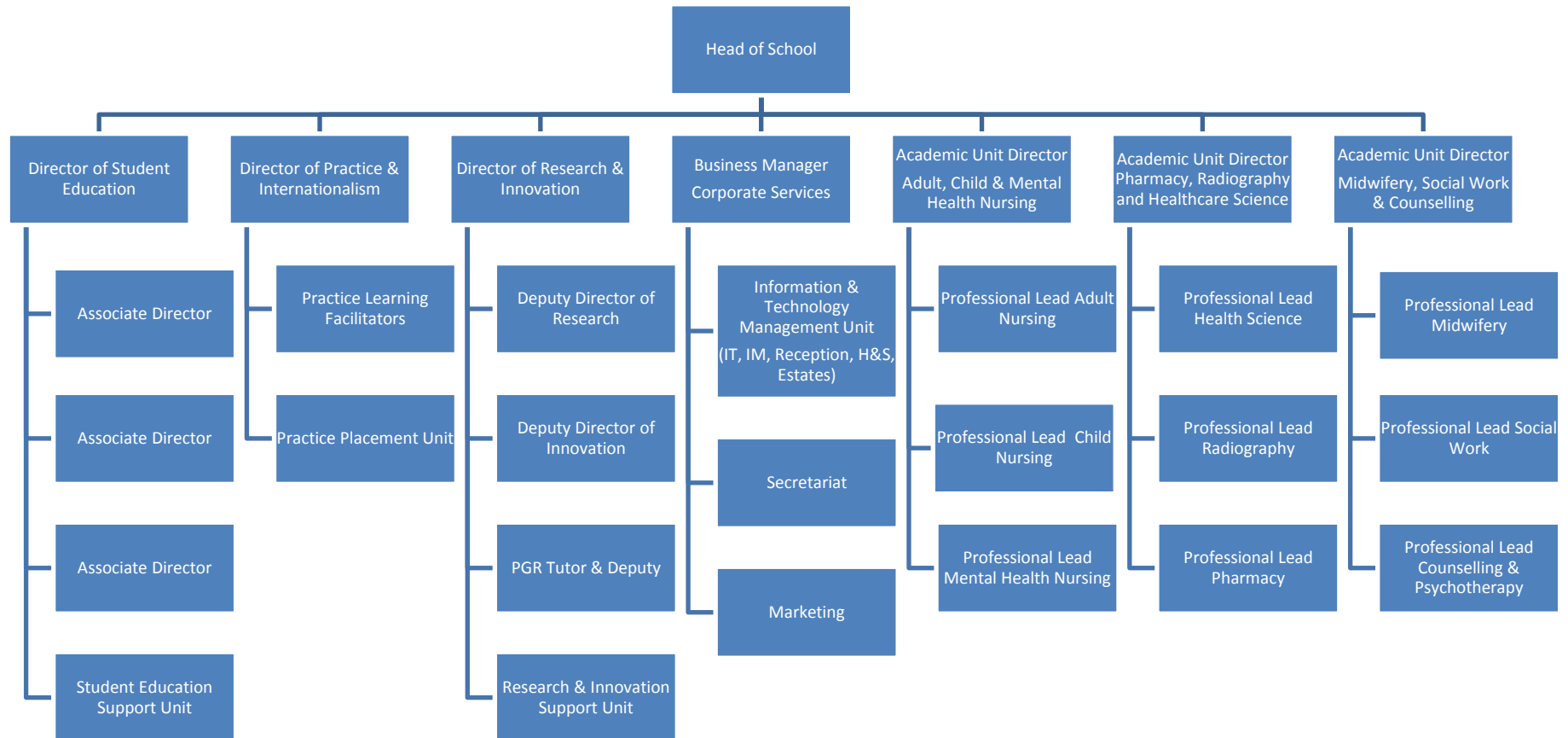
Focus of the School

The School of Healthcare is a large multi-disciplinary School within the Faculty of Medicine and Health undertaking research and education in health and social work. We have programmes in nursing (adult, child & mental health), midwifery, audiology, cardiac physiology, radiography, social work, pharmacy and counselling & psychotherapy. Nursing accounts for 55% of academic staff. The proportion of female staff and students varies across disciplines (<1% student midwives are male cf 26% student audiologists). 80% of our education is validated by professional bodies who define content and qualifications and standing of staff (e.g. some programme leaders must be a registrant with a teaching qualification).

Structure of the School

The School has approximately 2,100 students, and 155 fte staff (academic and support). The six Directors, a Business Manager and the Head of School form the senior management team of the School (87.5% female).

School of Healthcare Organisational Chart



- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

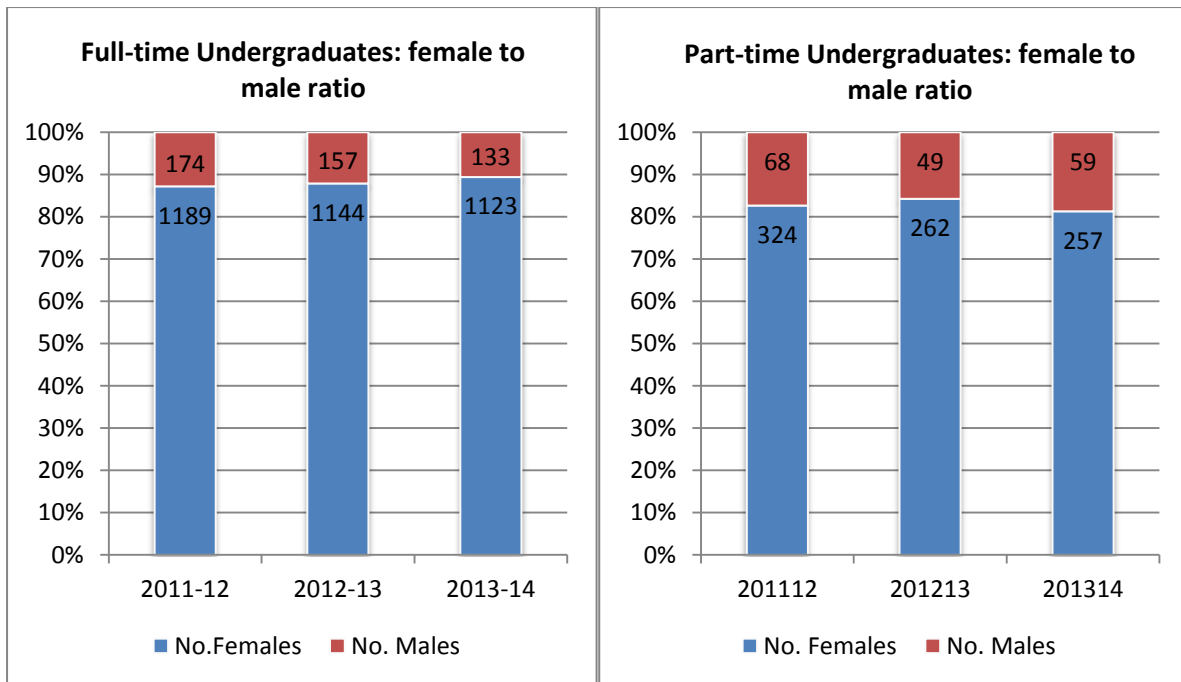
- (i) Numbers of males and females on access or foundation courses – comment on the data and describe any initiatives taken to attract women to the courses.

The School does not run access or foundation courses but has CertHe programmes: assistant healthcare practitioner, diagnostic imaging studies, counselling skills and theory; addiction studies; community treatment of substance misuse. These courses prepare staff for clinical roles and also help with confidence and study skills development issues. Over the period 94 women and 27 men have attended these courses (77% female).

- (ii) Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Total Undergraduate male and female numbers: full and part-time

		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	1182	173	87%	1140	157	88%	1117	132	89%
	O/S	7	1	88%	4	0	100%	6	1	86%
	Total	1189	174	87%	1144	157	88%	1123	133	89%
Part-time	Home/EU	324	68	83%	262	49	84%	257	59	81%
	O/S	0	0		0	0		0	0	
	Total	324	68	83%	262	49	84%	257	59	81%



The figures inside the bar is the number of students

Over the period, 87% of our students were female.

Full-time Undergraduates

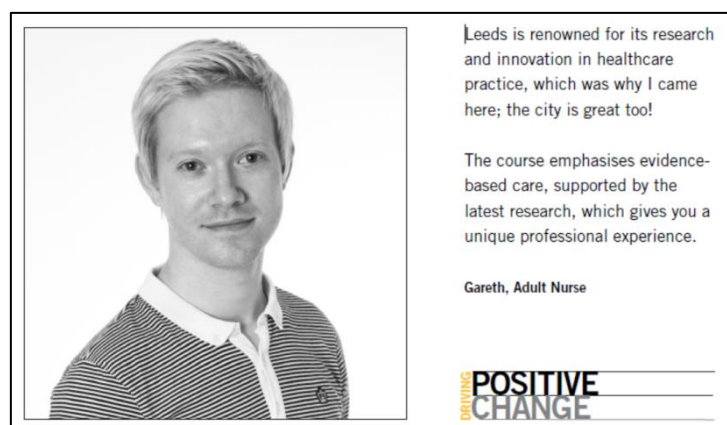
In 2014 females comprised 68% (69%) radiography, 74% (74%) audiology / cardiac physiology, 93% (85%) social work, 94% (90%) nursing, and 99% (99.5%) of midwifery students (the numbers in brackets are the national average %F for 2012/13 (HESA)).

We are working to address the imbalance in female proportion compared to the national picture. We promote health and social care education to males and females by having male and female lecturers engage in School outreach (see 4.3 b v).

Our recruitment includes a variety of strategies including group work exercises, maths test (nursing and midwifery) (5.3 bronze action plan). We aim to have 20% male student ambassadors and staff. Where there are few male students, ambassador recruitment is more difficult.

We have male and female case study posters around our building and on the web. In our 2013 STEMM staff culture survey 88% of staff agreed that women and men were used as visible role models.

Action 1.1: Examine over representation of females in Social Work and Nursing programmes.



2: Wall Poster Example, School of Healthcare, Baines Wing

Part-time Undergraduates

The School's undergraduate part-time portfolio is changing. Because our programmes have been at degree level since 2010, a strategic decision has been made to only offer continuing professional development (CPD) courses at postgraduate level. We provide no further narrative or actions on PT UG programmes.

(iii) Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

PGT FT Starters*			2011-12			2012-13			2013-14		
			F	M	% F	F	M	% F	F	M	% F
Full-time		Home/EU	27	2	93%	20	5	80%	38	5	88%
PGT FT Completers*			2011-12			2012-13			2013-14		
			F	M	% F	F	M	% F	F	M	% F
Full-time		Home/EU	17	3	85%	31	7	82%	30	5	86%

PGT PT Starters*			2011-12			2012-13			2013-14		
			F	M	% F	F	M	% F	F	M	% F
Part-time		Home/EU	389	104	79%	339	89	79%	325	78	81%
PGT PT Completers*			2011-12			2012-13			2013-14		
			F	M	% F	F	M	% F	F	M	% F
Part-time		Home/EU	107	27	80%	117	38	75%	61**	22	73%

*The numbers for overseas students are very small due to the NHS funding criteria for our courses and are therefore not included in the above figures.

** Note this figure does not represent all PT students numbers as 2013/14 PGT completions are still being processed.

Around 90% of our PGT is part-time and 81% starters were female in 2013-14 (PT and FT). Most students work while studying, which may account for a slightly lower PT female completer rate trend identified in 2011-12 and 2012-13 data (2013-14 data is not complete). Full-time PGT is small and completion is broadly in line with starter data. The average of 79.2% females across both PT and FT routes (2012-13) is above the national benchmark of 76% for 12/13¹.

The drop in absolute numbers over the three year period for part-time PGT courses was strategic as we concentrate on fewer programmes.

Action 1.2: Embed PG students into School activity through invitation to School research and student education lunch-time seminars.

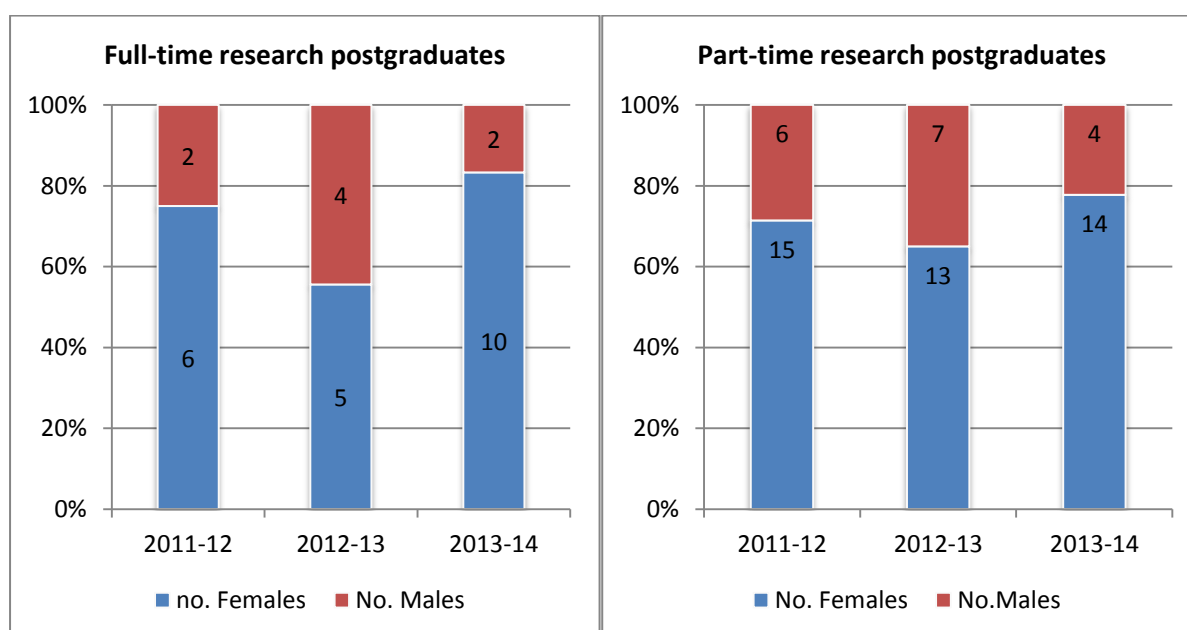
Action: 1.3: Increase proportion of females undertaking and completing PG study

¹ HESA https://www.hesa.ac.uk/dox/pressOffice/sfr197/280607_student_sfr197_1213_table_10.xlsx

(iv) Postgraduate male and female numbers on research degrees – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Research Postgraduate Male and Female numbers full-time and part-time

			2011-12			2012-13			2013-14		
			F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU		3	0	100%	3	0	100%	7	0	100%
	O/S		3	2	60%	2	4	33%	3	2	60%
	Total		6	2	75%	5	4	56%	10	2	83%
Part-time	Home/EU		14	6	70%	11	7	61%	12	4	75%
	O/S		1	0	100%	2	0	100%	2	0	100%
	Total		15	6	71%	13	7	65%	14	4	78%



The figures inside the bar is the number of students

The School has small numbers of research postgraduates (PGR), at 30 per year, hence inferences are difficult. Over the period there was a strategic increase in the proportion studying full-time, from 28% to 40%, and female % PGR has increased slightly over the period (72% to 80%). The average age of our PhD cohort is 42.5 years indicating that students will face significant barriers to returning to education (e.g. financial and family commitments). There are also associated funding issues: University bursaries are more suited to early career rather than mid-career students. The School has an effective system to find the best funding options for students (LTH Foundation Charitable Trust Bursaries; and NIHR PhD fellowships) which will include full salary provision. Currently 8 of the 38 PhD

students are on full salary School scholarships; 6 have bursaries from external funders, and 6 are members of staff supported by the School.

We do not expect large numbers of students to progress from UG to PGT and PGR, given that students choose health and social care programmes as preparation for practice, however the proportions of females and males should be stable (at > 80% female). There is a decline in the % female from UG (87%) to PGT (83%) to PGR (72%) – three year averages. This reflects national benchmarking data (e.g. in 2012-13 Nursing drops from 90% female UG to 78% female PT PGR (HESA).

Action 1.4: Investigate barriers to PGR with UG and PGT students

- (v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Full-time and part-time Undergraduate Male and Female UCAS Applications, Offers and Acceptances

Applications

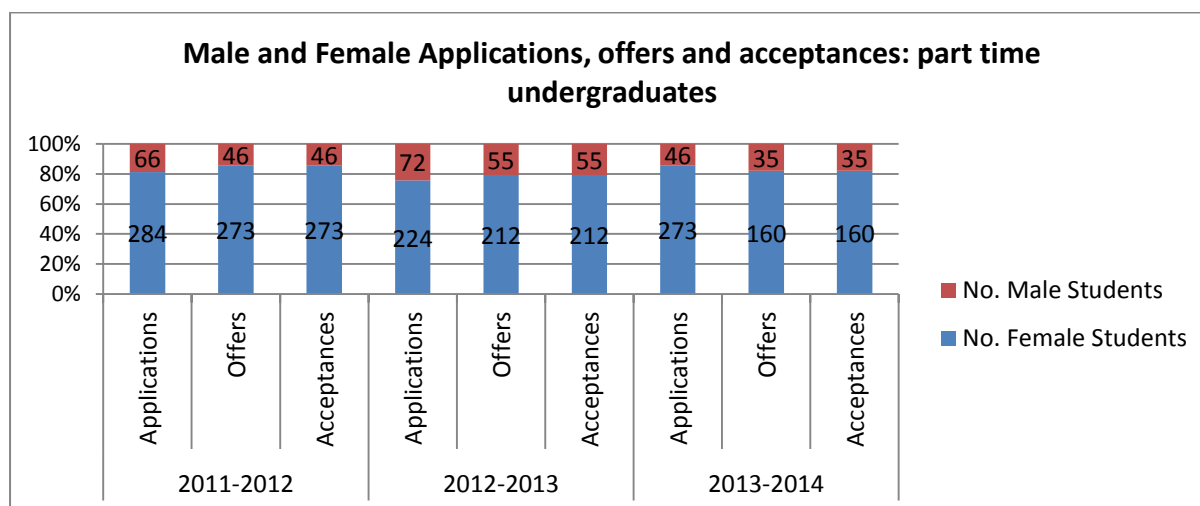
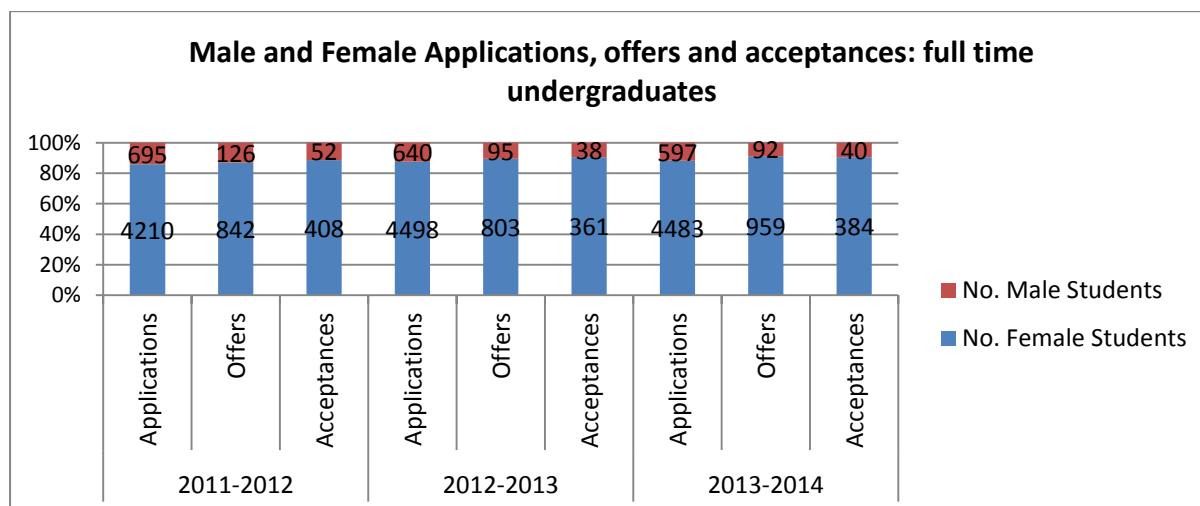
		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	415								
	O/S	6	673	86%	4435	620	88%	4434	575	89%
		54	22	71%	63	20	76%	49	22	69%
	Total	421								88
		0	695	86%	4498	640	88%	4483	597	%
Part-time	Home/EU	275	47	85%	213	58	79%	164	43	79%
	O/S	9	19	32%	11	14	44%	10	15	40%
	Total									75
		284	66	81%	224	72	76%	174	58	%

Offers

		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	842	126	87%	803	95	89%	957	90	91%
	O/S	0	0		0	0		2	2	50%
	Total	842	126	87%	803	95	89%	959	92	%
Part-time	Home/EU	273	46	86%	212	55	79%	160	35	82%
	O/S	0	0		0	0		0	0	
	Total									82
		273	46	86%	212	55	79%	160	35	%

Acceptances

		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	408	52	89%	361	38	90%	384	40	91%
	O/S	0	0		0	0		0	0	
Total		408	52	89%	361	38	90%	384	40	91%
Part-time	Home/EU	273	46	86%	212	55	79%	160	35	82%
	O/S	0	0		0	0		0	0	
Total		273	46	86%	212	55	79%	160	35	82%



The School has some of the most over-subscribed courses in the University. The proportion of female applicants for FT UG study was 88% (of 5235 students) in 13/14, with 90% receiving and 91% accepting a Leeds offer. This indicates that females receive offers and acceptances at a rate slightly higher than expected if gender was not related to offer and acceptance.

Over the period 8.8% of female applicants and 6.7% of male applicants progressed from application to accepting our offer.

We will not be investigating the UG PT portfolio as it is being taught out.

Note that Overseas numbers are low because most programmes have residence requirements imposed by the NHS.

Full-time and part-time postgraduate taught applications, offers and acceptances per academic session

Applications

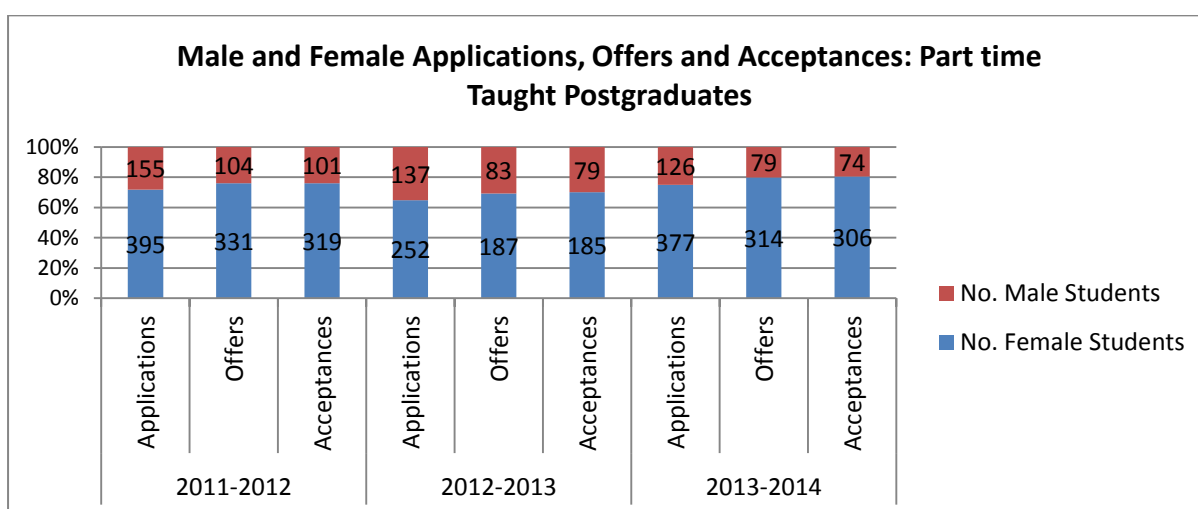
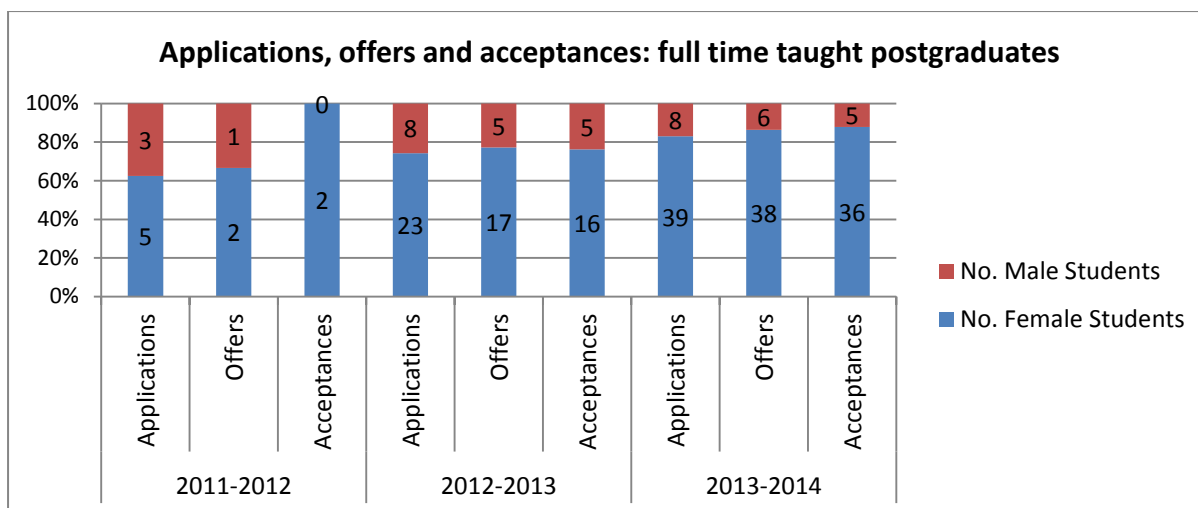
		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	5	3	63%	23	8	74%	39	8	83%
	O/S	26	34	43%	27	27	50%	31	32	49%
Total		31	37	46%	50	35	59%	70	40	64%
Part-time	Home/EU	358	109	77%	222	96	70%	342	93	79%
	O/S	37	46	45%	30	41	42%	35	33	51%
Total		395	155	72%	252	137	65%	377	126	75%

Offers

		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	2	1	67%	17	5	77%	38	6	86%
	O/S	2	0	100%	1	0	100%	3	3	50%
Total		4	1	80%	18	5	78%	41	9	82%
Part-time	Home/Eu	330	101	77%	185	83	69%	310	77	80%
	O/S	1	3	25%	2	0	100%	4	2	67%
Total		331	104	76%	187	83	69%	314	79	80%

Acceptances

		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	2	0	100%	16	5	76%	36	5	88%
	O/S	1	0	100%	0	0		1	1	50%
Total		3	0	100%	16	5	76%	37	6	86%
Part-time	Home/Eu	318	99	76%	183	79	70%	306	74	81%
	O/S	1	2	33%	2	0	100%	0	0	
Total		319	101	76%	185	79	70%	306	74	81%



Overall, in 2013/14 73% of applicants for PGT study were female (up 4% on 2011/12). For FT study the % of female applicants increased from 46% to 64%, and for PT study it increased from 72% to 75% over the period. The proportion of female applicants for PG study remains lower than the UG School profile, but the gap is narrowing. Importantly, female acceptances are also up from 76% to 81%.

Although numbers are small for FT PGT, there is a small increase in the proportion of females given offers (over application rate) and subsequent acceptance.

The percentage of female PT PGT offers and acceptances are higher than the percentage of applications received. Over the period the conversion rate from applications to acceptances was 78 % for females and 61% for males.

We note that, for example, benchmark data 2012-13 for Nursing (HESA) indicate that 12% of PT PGT males are from overseas

Action 1.5: Analyse the reasons for non-offer for both male and female PG applications

Full-time and part-time postgraduate research applications, offers and acceptances

Applications

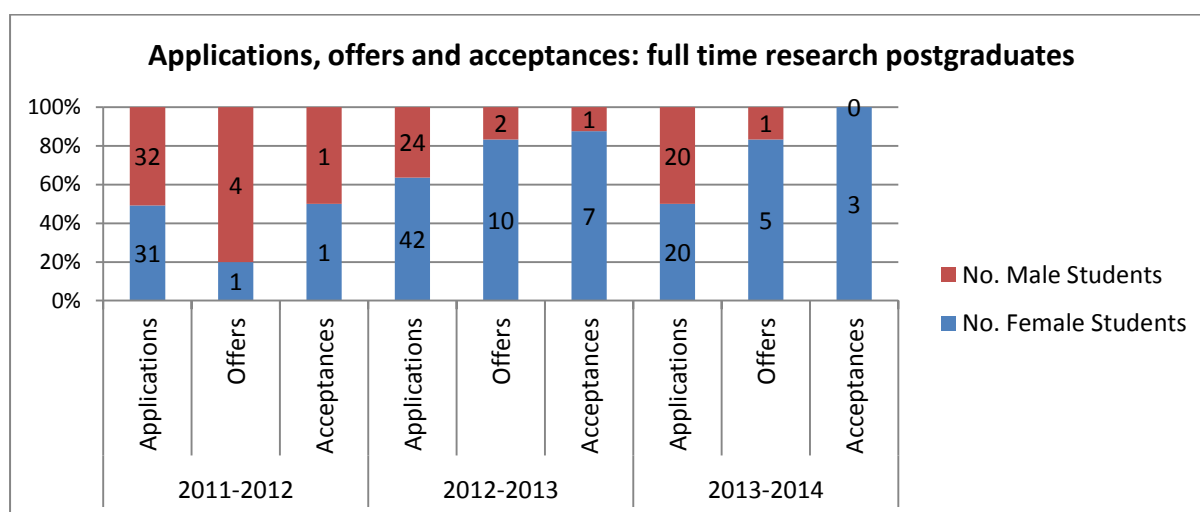
		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	5	3	63%	19	4	83%	9	4	69%
	O/S	26	29	47%	23	20	53%	11	16	41%
Total		31	32	49%	42	24	64%	20	20	50%
Part-time	Home/Eu	4	4	50%	2	4	33%	6	0	100%
	O/S	2	4	33%	1	1	50%	2	2	50%
Total		6	8	43%	3	5	38%	8	2	80%

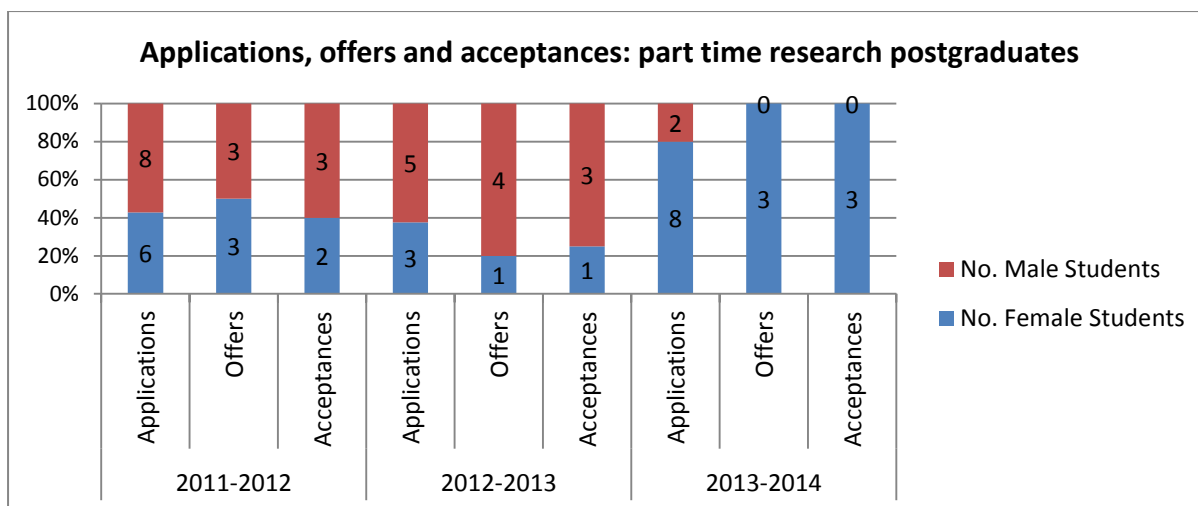
Offers

		2011-12			2012-13			2013-14		
		F	M	% F	F	M	% F	F	M	% F
Full-time	Home/EU	1	2	33%	4	0	100%	4	0	100%
	O/S	0	2	0%	6	2	75%	1	1	50%
Total		1	4	20%	10	2	83%	5	1	83%
Part-time	Home/EU	3	3	50%	1	4	20%	3	0	100%
	O/S	0	0		0	0		0	0	
Total		3	3	50%	1	4	20%	3	0	100%

Acceptances

		2011-12			2012-13			2013-14		
		F	M	%F	F	M	%F	F	M	%F
Full-time	Home/EU	1	0	100%	4	0	100%	3	0	100%
	O/S	0	1	0%	3	1	75%	0	0	
Total		1	1	50%	7	1	88%	3	0	100%
Part-time	Home/EU	2	3	40%	1	3	25%	3	0	100%
	O/S	0	0		0	0		0	0	
Total		2	3	40%	1	3	25%	3	0	100%





Student numbers are small in this group so our analysis is tentative. Overall the proportion of female applicants is lower than the UG and PGT profiles, with 56% of applicants female (in 13/14, cf 48% in 2011/12 and 61% in 2012/13).

Full-time research postgraduates

There is fluctuation in this data due to small numbers. The percentage of offers made to females, and of acceptances exceeds the percentage of applications made by females in 2012-13 and 2013-14. However in 2012-12 the percentage of offers made to females was 20% - partly explained by low numbers of home/EU students and the larger numbers of overseas applicants applying.

Part-time research postgraduates

Numbers are small and fluctuate. Again, there is a poor conversion rate amongst overseas applicants which affects the conversion rates for females and males.

The conversion rate from application to acceptance is similar for females and males: in 2011/12 it was 8% for females and 10% for males; in 2012/13 it was 18% for females and 14% for males; in 2013 it was 11% for females and 0% for males).

Action 1.3d: Increase proportion of females undertaking PG study: develop clinical academic pathway for people to undertake PhD whilst retaining clinical / practise placements.

Action 1.3e: Increase proportion of females undertaking PG study: develop case studies illustrating the value of a PhD and use these across the School multi-media

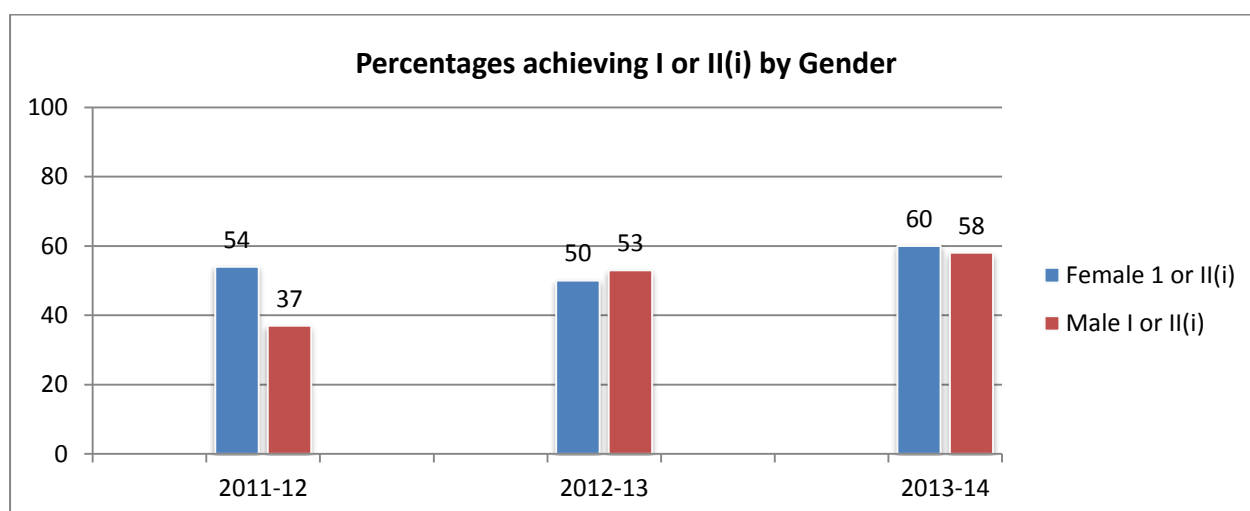
Action 1.5: Analyse the reasons for non-offer for both male and female PG applications

- (vi) Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.**

Degree classifications in the School of Healthcare

	2011-2012					2012-2013					2013-2014				
	F	F % ¹	M	M %	Ttl	F	F % ¹	M	M %	Ttl	F	F % ¹	M	M %	Ttl
1st	25	9	1	3	26	43	15	4	8	47	11	9	3	16	14
2i	12	45	10	34	130	107	36	23	45	130	60	51	8	42	68
2ii	94	35	13	45	107	115	38	18	35	133	27	23	7	37	34
3rd/ Pass	29	11	5	17	34	36	12	6	12	42	7	17	1	5	8
Total	268	100	29	99	297	301	101	51	100	352	105	100	19	100	124

1 All percentages reported in this table are 'within group' percentages



This data is incomplete as it does not yet include those students who completed in late summer 2014 (Nurses and midwives).

The % female students achieving a first class degree was 9% in 2011, 15% in 2012 and 9% in 2013/14: no clear pattern. For male students the chances of being awarded a first class degree increased over the period from 3% in 2011/12, to 8% in 2012/13 and 16% (data thus far) for 2013/14.

An increasing percentage of students achieved a first or upper second degree over the period, often a requirement for progression to PGT and PGR study. Again, males are increasingly likely to be awarded a first or upper second degree whilst for female students there is no clear trend (the potential underachievement of males was highlighted in feedback from the 2011 submission). National benchmarked data averaged over the last 3 years available shows 38% of female students and 28% of male students achieve a first or 2(i).

Recent School actions that have improved the student learning experience and degree classifications overall include:

- Workshops on assessment including advice on how to move up a category
- Provision of online assessment feedback
- Leeds for Life resources including provision of online records of attainment and feedback on academic progress and personal tutor webforms

PhD Completion Time

There are very few PhD students completing during this period and no clear pattern is seen.

Full-time PhD Students

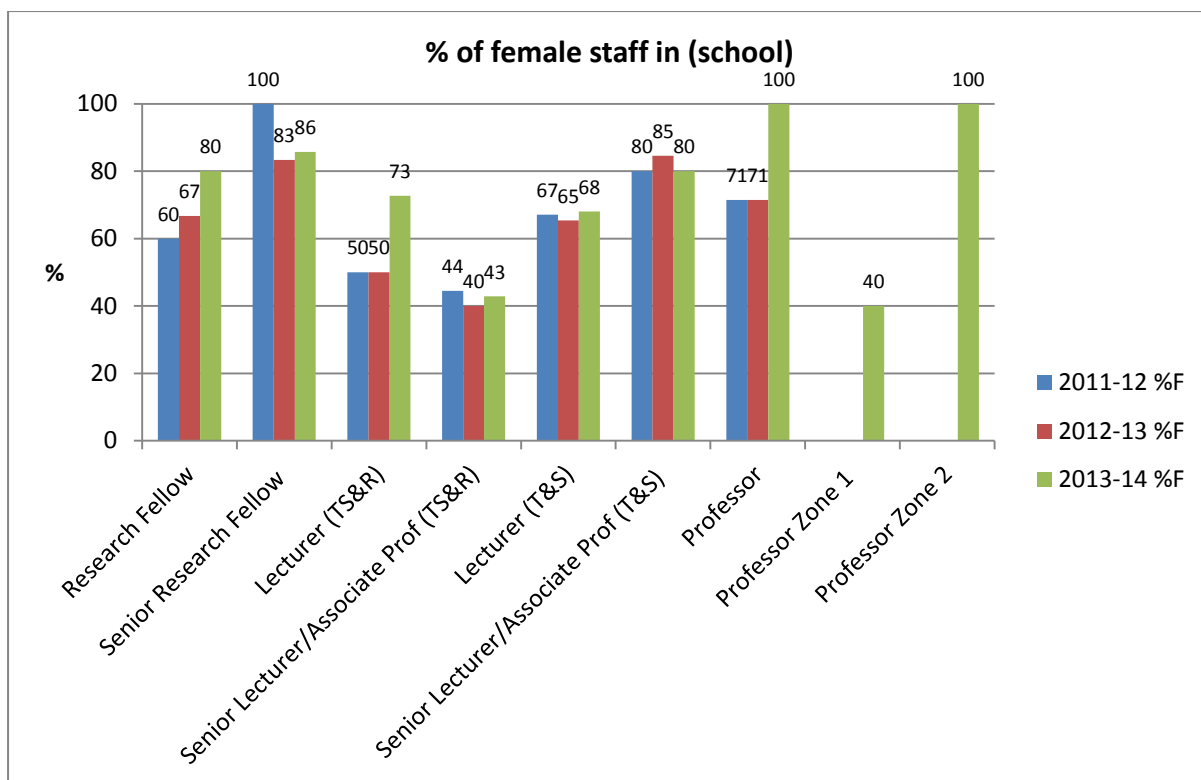
	2011-12				2012-13				2013-14			
	F		M		F		M		F		M	
	avg year		avg year		avg year		avg year		avg year		avg year	
	No.	s	No.	s	No.	s	No.	s	No.	s	No.	s
Home/EU	1	3.9	0	0.0	3	4.9	0	0.0	0	0.0	0	0.0
O/S	0	0.0	1	3.7	3	3.7	0	0.0	0	0.0	2	3.5
Total	1	3.9	1	3.7	6	4.3	0	-	0	-	2	3.5

Part-time PhD Students

	2011-12				2012-13				2013-14			
	F		M		F		M		F		M	
	avg year		avg year		avg year		avg year		avg year		avg year	
	No.	s	No.	s	No.	s	No.	s	No.	s	No.	s
Home/EU	2	5.4	0	0.0	2	5.9	1	8.7	1	7.2	2	6.3
O/S	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	2	5.4	0	-	2	5.9	1	8.7	1	7.2	2	6.3

- (vii) Staff data Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

Staff Category	2011-12			2012-13			2013-14			
	F	M	% F	F	M	% F	F	M	% F	
Research Fellow	3	2	60	2	1	67	4	1	80	
Senior Research Fellow (Leeds Grade 8)	5	0	100	5	1	83	6	1	86	
Lecturer (TS&R) Grade 8	3	3	50	3	3	50	8	3	73	
Senior Lecturer/Associate Prof (TS&R) Grade 9	4	5	44	4	6	40	3	4	43	
Lecturer (TS) Grade 8	53	26	67	49	26	65	49	23	68	
Senior Lecturer/Associate Prof (TS) Grade 9	12	3	80	11	2	85	12	3	80	
Professor Grade 10		5	2	71	5	2	71	1	0	50
	Zone 1							2	3	40
	Zone 2							1	0	100
TOTAL	85	41		79	41		86	38		



In the table we summarise staff by group and grade: research staff, lecturers with teaching, scholarship and research roles, and lecturers with teaching and scholarship roles, and finally professors. In 2013 a system of professorial ‘zoning’ was introduced to provide structured pay progression through zones 1 (entry level), through 2, to 3 (most senior).

Overall, the proportion of staff in the School who are female has increased from 67% in 2011/12 to 69%, still a lower % of female staff than our student base.

The majority of researcher positions are held by women and over the period there has been an increase in the proportion of female research fellows. There has been an increase in the % of female academic (TS&R) staff from 47% to 61%.

Compared with the overall staff base (69% female in 13/14) in the TS&R group there is a smaller proportion of females at senior Grades (SL / Associate Prof) and a higher proportion of females at grade 8 (83% and 43%). In the T&S group the proportion of females at grade 9 (SL / Associate Prof) is higher than the overall staff base, (80%) but there is a similar proportion at the less senior grade (68% vs 69% of all staff). Taking these together there may be a bias towards females reaching senior roles with a T&S (rather than a TS&R role). This is important for career progression as moving from a senior T&S role to Chair is probably less straightforward than for a TS&R academic, as research activity is part of the promotion application to Professor in Leeds.

There is greater disparity at Chair, with only 57% of the professoriate female. The data indicate a ‘bottle neck’ at the senior lecturer/associate professor level. This key transition point is an area for further action and links with the strategic context of the review in terms of ensuring the School sustains research and educational excellence. Existing and future

initiatives (see Career Development, 4ai) aim to remove any known obstacles to promotion, and women are successfully identified for promotion readiness and supported through the process by means of 'demystifying promotion workshops' and structured discussions within the Staff Review and Development Scheme and the introduction of new fully trained promotions advisors.

- (viii) **Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.**

2011 to 2012	Headcount			Leavers			%Turnover		
	F	M	Ttl	F	M	Ttl	F	M	Ttl
Research Fellow	3	2	5	0	0	0	0	0	0
Senior Research Fellow	5	0	5	0	0	0	0	0	0
Lecturer (TS&R)	3	3	6	1	0	1	33	0	17
Senior Lecturer/Assoc Prof (TS&R)	4	5	9	0	0	0	0	0	0
Lecturer (T&S)	53	26	79	0	1	1	0	4	1
Senior Lecturer/ Associate Prof (T&S)	12	3	15	1	0	1	8	0	7
Professor	5	2	7	0	1	1	0	50	14
Total	85	41	126	2	2	4			

2012 to 2013	Headcount			Leavers			%Turnover		
	F	M	Ttl	F	M	Ttl	F	M	Ttl
Research Fellow	2	1	3	2	0	2	100	0	67
Senior Research Fellow	5	1	6	2	0	2	40	0	33
Lecturer (TS&R)	3	3	6	0	0	0	0	0	0
Senior Lecturer/Assoc Prof (TS&R)	4	6	10	0	0	0	0	0	0
Lecturer (T&S)	49	26	75	5	1	6	10	4	8
Senior Lecturer/Associate Prof (T&S)	11	2	13	1	0	1	9	0	8
Professor	5	2	7	0	0	0	0	0	0
Total	79	41	120	10	1	11			

2013 to 2014	Headcount			Leavers			%Turnover		
	F	M	Ttl	F	M	Ttl	F	M	Ttl
Research Fellow	4	1	5	0	0	0	0	0	0
Senior Research Fellow	6	1	7	0	0	0	0	0	0
Lecturer (TS&R)	8	3	11	0	0	0	0	0	0
Senior Lecturer/Assoc Prof (TS&R)	3	4	7	0	1	1	0	25	14
Lecturer (T&S)	49	23	72	1	3	4	2	13	6
Senior Lecturer/Associate Prof (T&S)	12	3	15	0	0	0	0	0	0
Professor		1	0	1	0	1	100	0	100
	Zone 1	2	3	1	1	1	50	0	20
	Zone 2	1	0	0	0	0	0	0	0
Total	86	38	124	3	4	7			

Staff turnover is around 5% per annum hence numbers are small.

The majority of turnover in researcher categories is due to expiry of fixed term contracts and associated funds. The majority of these positions are held by females. Leavers have been redeployed elsewhere in the University.

Some of the turnover is explained by staff achieving promotion elsewhere, for example the two senior research fellows in 2012-13 took Chair positions. One female professor left to take up a position at an Ivy League University (USA) and one male professor returned to a Chair position in Canada.

In 2012 the University introduced a new policy to support employment security of staff on fixed term funding/fixed term contracts. Members of staff at risk of redundancy are entitled to join the redeployment register and can access support from HR during their notice period.

1918 WORDS

4. Supporting and advancing women’s careers: maximum 5000 words

4.1 Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Job application and success rates by gender and grade – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Job application success rate by gender

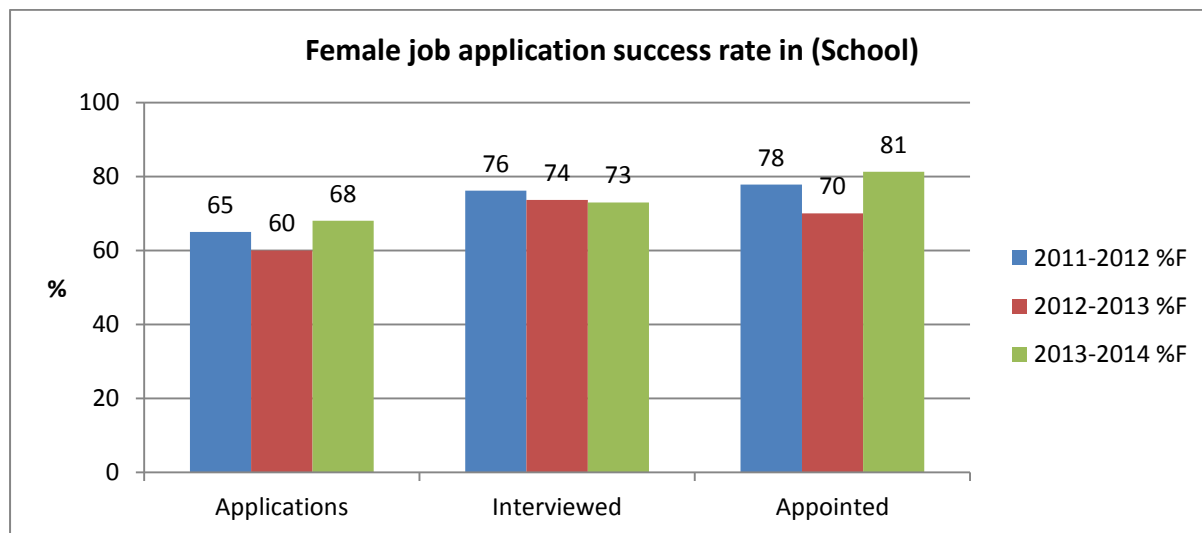
Appointed applicants by grade

Grade	Feb 11- Jul 11		2011- 2012		2012- 2013		2013- 2014	
	M	F	M	F	M	F	M	F
6 (Researchers)					1		0	1
7 (Lecturers (T&S and TS&R), Research Fellows))			1	1		2	2	2
8 (Lecturers (T&S and TS&R), Snr Research Fellows))		1		3	1	3	0	3
10 (Professor)						1	0	1
KTP Associate (non-standard grade)							1	
NHS Secondees								3
Total	0	2	2	7	3	7	3	13

Applications, Interviewed and Appointed averaged across all grades

	2011-2012					2012-2013					2013-2014				
	M	F	ND ²	Ttl	%F ³	M	F	N D	Total	%F	M	F	ND	Ttl	%F
Applications	19	35	8	54	65%	53	79	44	132	60%	27	58	37	85	68%
Interviewed	5	16	0	21	76%	10	28	0	38	74%	9	24	2	33	73%
Appointed	2	7	0	9	78%	3	7	0	10	70%	3	13	0	16	81%

M – Number Male, F – Number Female, ND – Number not disclosed



There was a rise in numbers of applicants over the period as more posts advertised. Two-thirds of applicants were female with 76% females appointed, increasing the % of the female academic workforce.

Since 2011 improvements have been made to recruitment procedures in terms of equality and inclusion (*bronze action 2.10*) – (section 4bi): this data shows that women are not disadvantaged during recruitment.

Action 2.1: Investigate the reasons for gender differences in applicant / appointment / conversion rates.

- (ii) **Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.**

² Application form does not require applicant to state gender

³ In calculating percentages unknowns are removed from the denominator

University promotion process requires the member of staff to be working at the higher level, and an ongoing need for that position. Over the reporting period there have been four applications for promotion to associate professor (three females, one male): two of which were successful (both female) (*bronze action 3.1*). The successful applicants were identified as 'promotion ready' through the Staff Review Development Scheme (SRDS) and had undertaken School leadership roles. Both attended the Tomorrow's Leaders programme (*bronze action 3.2*), and used the Schools promotions advisors to refine their application. They were supported by internal (female professor) and external (female PVC) mentors. Both successful candidates prepared their application over 6-12 months with frequent meetings with mentor to review and identify gaps. One has left the University to a Chair and one is an Academic Unit Director.

There was one application for promotion to Professor (grade 10) by a female which was unsuccessful. When an application is unsuccessful feedback is given to the applicant and an action plan developed for addressing gaps identified by the promotion panel. There was one, successful, application for professorial rezoning in the period (female). She subsequently supported a female colleague in applying for professorial re-zoning - this was successful (and takes effect in 2014).

Action 2.2: Increase the number of female staff aspiring for promotion.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
- (i) Recruitment of staff – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies**

Staff recruitment is managed by the Faculty HR team and Equality and Inclusion principles are integral to their recruitment practice.

All job descriptions, person specifications and job advertisements are checked by the recruitment team to ensure that they do not unfairly discriminate. Shortlisting is conducted independently using objective criteria and a shortlisting proforma built around the role specification. Appointment panels are gender balanced – with effect from July 2013 single gender appointment panels are allowed only with the express approval of the Head of Faculty HR, there have been no single gender panels in the School since that date. Each appointment panel has a Chair who ensures that equality and inclusion considerations are applied and rule out any inappropriate questions on the grounds of gender and ensure that deliberations do not take into account factors outside the defined questions or are biased by any other external agenda. Over the reporting period 72 members of staff have completed the on-line E&I training.

Improvements to the recruitment process since 2011 include (*bronze action 2.10*):

- All those on appointment panels required to undertake online E&I training
- Recruitment documentation includes a statement on our commitment to Athena SWAN, the University Athena SWAN logo, a link to family friendly policies and a statement on flexible working
- Direct link from the SoH home page to Athena SWAN web page

The recruitment figures above show appropriate % of female applicants and acceptable conversion rate from application to appointment.

- (ii) **Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.**

Key transition points in SoH are: gaining a PhD (as most staff came from practice), getting first role in University, gaining first TS&R role, gaining leadership experience, promotion to grade 9 or Chair, and return to work after a period of leave (maternity/ paternity/ adoption/ sickness).

We have supported staff to undertake PhD within the School, and in the last 3 years this has been taken up by 5 females (one via external fellowship; 4 with School support or fees and workload remission). The Post-graduate research tutor and Director of Research organise these School PhD scholarship awards annually.

The School has excellent links with practice partners and we offer academic opportunities for practitioners e.g. Professional doctorate / PhD. Our appointment of seconded lecturer practitioners offers another pathway to academia with experienced practitioners contributing to teaching. Examples include a nurse undertaking her PhD who moved into a research career pathway through School talent recognition, and a nurse lecturer practitioner who now holds a substantive post within the School. In future we will offer a clinical academic role: 50% practice and 50% academic (discussions are at an advanced stage with NHS).

Action 2.3: Pilot clinical academic contracts with local Trust for healthcare professionals (50/50 practice/academic), to support development of and transition to academic career pathways.

Furthermore, we support PhD prepared staff to transition to TS&R roles by opening research opportunities, e.g. ensuring all School PhD scholarships include an inexperienced member (to build capacity) and having open research theme meetings (usually at lunchtime) with invitations to all who wish to join in research activity. This has led to T&S staff contributing to research projects and manuscripts. In 2014/15 we will offer T&S academics a structured mentorship programme to move to a TS&R role. School funding for career development and research pump priming is available to all.

Action 2.4a: Improve mentorship scheme: Offer T&S academics a structured mentorship programme to move to a TS&R role

We encourage PhD students and research fellows to gain teaching experience and qualifications so they are able to compete for academic TS&R roles. We circulate roles around the School to ensure staff are aware of opportunities and recently appointed two School research fellows and one PhD graduate from the School as TS&R lecturers.

We support equality in gaining leadership opportunities by advertising 'expressions of interest' for all School roles and make the criteria clear, use gender-balanced panels to consider applications – to avoid a 'tap on the shoulder' culture. Appointment to Directors roles requires an external Chair to reinforce the commitment to fairness.

The University has extensive leadership development programmes for academics, according to seniority and role. This includes: Springboard (taken up by 5 female members of academic staff) and 'Tomorrow's leaders' for senior academics taking on a strategic role. Tomorrow's Leaders nomination process is by SEC members: examples of outcomes are given in table below. Leadership forms part of individuals' SRDS meetings.

We support staff in identifying an appropriate mentor, within the School / University and beyond. A professor has set up a mentorship framework to support research. A Task and Finish Group has been set up to develop a vision for scholarship for the School, to refresh scholarship benchmarks and is considering the role of mentorship.

Tomorrow's Leaders Programme - Outcome

Dr Margaret Lascelles	Senior Nursing Lecturer	Became Academic Unit Head and then Unit Director
Prof Francine Cheater	Professor	Left the University for Glasgow Caledonian
Dr Paul Marshall	Senior Nursing Lecturer and Head of Institute within Healthcare	Became Acting Head of School, Institute Director and is now Post-Graduate Research Tutor
Dr Joan Maclean	Immediate previous Director of L&T	Became Director of Student Education
Mrs Marian Hinds	Senior Lecturer	Was Head of Midwifery & Women's Health Group
Prof Andrea Nelson	Reader at the time of the TL course	Promoted to Chair and then Head of School
Dr Kuldip Bharj	Senior Lecturer	Lead Midwife for Education
Mrs Lynne Veal	Nursing Lecturer;	Academic Lead for Admissions, Access & Marketing
Dr Nick Thyer	Senior Lecturer; Lead for Audiology	Became Academic Unit Head, Director of Research and then Academic Unit Director
Dr Janet Hirst	Lecturer	Became Academic Unit Head and then Academic Unit Director
Dr Cath Jackson	Senior Research Fellow; Deputy Research Lead for Institute of Health and Social Care.	Left the University – moved to Univ of York
Dr Felicity Astin	Senior Research Fellow	Director of Research and Innovation, then Chair at University of Salford
Dr Barry Strickland-Hodge	Senior Pharmacy Lecturer	Became Academic Unit Head and then Academic Unit Director
Dr Michelle Briggs	Senior Research Fellow	Academic Unit Head and then Chair at Leeds Beckett University
Mr Ian Goulden	Lecturer	School Deputy Director of Student Education

The previous and current Heads of School have been supported by the University to take up external mentorship. This mentorship played an important role in the upward career trajectory of the previous Head - promoted to Pro-Vice Chancellor for Staff and Organisational Effectiveness. Both Heads ensured that the Director of Student Education and the Director of Research & Innovation, both female academics, received external mentorship in a Russell Group University, the latter with a PVC with responsibility for Equality.

While leadership roles are mostly targeted at senior staff, junior staff are encouraged to undertake such roles as a development opportunity and are given structured support,

coaching and further development opportunities. We will make this more explicit in the expression of interest notification.

Action 2.5: Support female academic staff to access key leadership development opportunities.

Provision of effective mentoring was a key issue emerging from the 2013 staff STEMM survey and a focus group was held in 2014 to explore what type of mentoring network was best fitting. Since January 2014 the mentoring framework developed in the School for research staff will be further improved by:

- Providing training for mentors and mentees to make it clearer how the process worked and what was expected from both parties.
- Providing readily accessible links to resources for staff clarifying mentorship role.
- Setting up buddy mentoring scheme for all new staff (distinct from career mentoring)
- Linking mentorship to promotion and leadership criteria
- Organise a Mentor Network Day – to share experiences and discuss projects

Action 2.4 b-g: Improve mentorships scheme

4.2 Career development

- a) **For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**
- (i) **Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?**

One issue is the low number of applications for promotion. Since the last submission, we have focussed on the career development of our staff through the annual staff review and development scheme (SRDS). The Faculty provides promotion guidance for line managers and the School has developed local guidance (*bronze action 2.1*) to support reviewees and reviewers in undertaking a successful SRDS, including research and scholarship benchmarks at grades 8 and 9. Effectiveness monitoring of the SRDS process is undertaken annually, including the HoS allocating 'reviewers' each year to ensure that reviewers have appropriate line management authority to review and amend workloads, discuss performance and career development (*bronze action plan 2.2*). The School offers annual SRDS training for reviewers and reviewees (*bronze action 2.8*), with 100% staff successfully completing SRDS in 13/14 (*bronze action 3.1*).

Focussed career development discussions are held with staff and support is offered to those who are ready for or aspiring to be promoted. Head of School review of all SRDS ensures identification of people who need support or to prompt discussion of promotion. Identifying

promotion ready candidates through the SRDS system is an integral part of the School's proactive approach. For those not yet ready for promotion, a development plan is agreed.

All academic staff are encouraged to focus on producing a high quality research outputs rather than volume (we changed the local research benchmark during this period to reinforce this). Faculty and School benchmarks have been made explicit in promotion criteria and these are used in SRDS to help all academic staff understand appropriate research output and research income generation targets.

The University promotions procedures are disseminated via workshops, seminars and promotions advisors. We have explicit School criteria for promotion for both T&S and TS&R staff against which career planning and promotion planning is easier.

There is work to do in terms of females who are aspiring to progress into more senior leadership positions (e.g. associate professor) and/or develop their research. Importantly staff are encouraged through the University's promotion routes to apply for Senior Lectureships in the Teaching and Scholarship criteria, this is a particular issue for a School which is heavily reliant on high quality scholarship and teaching. This ensures teaching and scholarship are valued and have a recognised promotion route. Another key development factor for progression is raising the profile of staff both within and outwith the University. We will support female academics to confidently take advantage of these opportunities when they arise.

Action 3.1: Encourage and support staff to apply for membership of School, Faculty, University and National committees

The School currently has few staff who hold TS&R roles (25/112 = 22%, excluding research fellows), and over the next 5 years we will move to having 50% TS&R staff. A progression route is required to enable T&S staff to move to a teaching and research profile. The statistics in section 3b (vii) denote that there are more female staff on teaching and scholarship profiles; the School will encourage and support the development of all staff who wish to change pathways. We will monitor the gender balance of the uptake of support to TS&R.

Action 2.2d: Increase the number of female staff aspiring for promotion: enhance promotion workshops with presentations by successful candidates putting criteria into SoH context and how to write successful applications – led by those who have successfully been promoted.

Action 2.2e: Increase the number of female staff aspiring for promotion: through open career development conversations encourage SoH staff to apply for new posts that are advertised externally

Action 3.2: Where appropriate support staff in changing pathways from a teaching only profile to a teaching and research profile

Action 3.3 Review scholarship in terms of role description and promotions criteria

- (ii) **Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?**

An important part of induction is gaining an understanding of any new staff members and any external pressures that may need to be accommodated e.g. caring commitments. In their early weeks of employment staff are made aware of the University's extensive range of support mechanisms and policies by attending a University course for newly appointed staff. A local induction process is held for all newly appointed staff including meetings with relevant members of staff. This includes an induction checklist, part of which requires line managers to make new staff aware of University policy on equality and inclusion which makes explicit that the University will not tolerate discrimination against individuals on the basis of gender and that the University treats all individuals fairly, with dignity and respect; that the opportunities provided are open to all; and that the University is a safe, supportive and welcoming environment. Awareness of equality and inclusion is also promoted at School meetings. These are scheduled on different days of the week (so part-time staff not excluded systematically) and we negotiated to have the University requirement for a 40% quorum removed because the high % of Part-time staff means this is rarely achieved.

All new staff are allocated a probation adviser who works with them to identify work objectives and a personal development plan appropriate to their level of entry and personal career aspirations. This forms the basis of future SRDS meetings. Female staff (identified systematically with HR) are invited to join the University of Leeds' Women in Science, Engineering and Technology (WiSET) by the University Athena SWAN administrative support officer. The WiSET group holds monthly network meetings with female colleagues from across disciplines and includes invited inspirational speakers to offer advice, support and share their experiences a career as a woman in science, engineering and technology (SET). It has action learning sets, and an e-mail network to circulate information on forthcoming meetings, and other information of interest or value to network members. The networks are open to any female academic, research and technical staff and postgraduate students in SET. It has been identified that there is a low attendance rate of SoH staff attending WiSET events so we propose an action to increase attendance rates.

Action 3.4: Promote women's networks widely

The University Leadership & Management Standard (LMS) establishes a set of values and behaviours for leadership and management. The embedding of this Standard for new staff starts at the induction checklist stage and is followed through SRDS reviews to promotion applications. Equality and diversity knowledge, awareness and practice is a key component and embedded through a blended learning training approach through course attendance (People Management Practices - Equality and Diversity Management, People Management Practices – Wellbeing) and by an online equality and diversity e-learning package.

Action 3.5: Audit LMS course take-up and E&D e-learning package, taking remedial action if need identified.

(iii) **Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.**

The School recognises that transition from postgraduate to an academic career can be difficult. The School developed a Graduate Research Assistant (GRASS) awards, to capture and develop the potential of students, providing opportunities for exceptional final year Doctoral students to contribute to the School’s research activities, thereby supporting a programmatic approach to career development. Visa issues reduced the effectiveness of the GRASS scheme and we are currently reviewing alternative approaches.

Action 3.6: Review approach to PhD teaching schemes

All post-graduates students that have completed at least one year are given the opportunity to register an interest in teaching for example: small group teaching, lab demonstrating, lectures (dependent on experience) and to experience module planning/assessment organisation. The University PGR Teaching Engagement Framework ensures that postgraduate research students engaged in teaching are managed fairly. The implications of taking on teaching are discussed with the student and supervisor both in terms of workload and impact on research and career trajectory.

The School has had successes in transitioning healthcare professional from practice, to education and then onto an academic career ladder (see section 4.1.a(ii) (**Key Transition Points: promotions**)). It is recognised that exposure to different career role models and pathways is beneficial and we plan to encourage members of staff to include a summary of their career pathway in their staff profiles as part of facilitating role models across the School.

Action 3.7: Showcase academic career pathways



3: PG Promotional Wall Poster, School of Healthcare, Baines Wing

Additionally the School continues to implement a number of key strategic initiatives to strengthen overseas female applications via our internationalisation strategy. This seeks to build collaborative international networks which will showcase our facilities and opportunities for postgraduate research studies. We have excellent female role models in

education, research and scholarship leadership within the School e.g. Head of School, Professoriate, Director of Student Education / Research.

There has been an increase of 23% to 91% of students that agree that good advice is available for making career choices and an increase of 17% to 78% of students that agree that good advice is available for further studies (2013/14 NSS).

4.3 Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
 - (i) Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.**

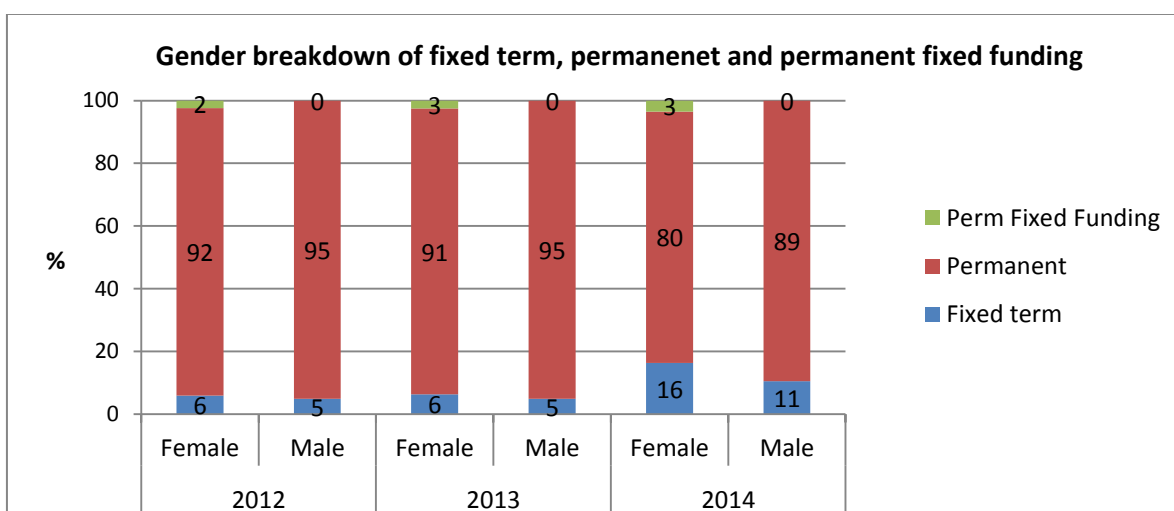
The School has three key committees: School Executive Committee (SEC), School Research Committee (SRC) and School Taught Student Education Committee (STSEC). The representation on these committees is reflective of the School's gender mix. The membership of these committees is predominantly determined by role and where there are elected members this is managed through an open and transparent election process. The School ensures that there is sufficient time for both full-time and part-time (predominantly female) staff to engage with the process. Committees start at 10:00 or later, and finish by 16:00. Data on the male and female representation on committees is broken down by committee and provided over three years and is broadly in line with population expectations and shows an increase in female representation (*bronze action 2.13*).

School Committee	Function of Committee	2012			2013			2014		
		Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
School Executive Committee (SEC)	The Head of School (HoS) has personal responsibility for the overall organisation, management and staffing of the School in financial and all other matters. SEC supports the HoS in fulfilling those duties and to meet her responsibilities to establish and oversee the corporate governance arrangements of the School, providing a mechanism to support the delivery of the School's strategic objectives	3	8	73%	2	7	78%	1	7	88%
Research and Innovation Committee (SRIC)	SHRCs role is to formulate, monitor and review the Schools research strategy and the processes for developing and supporting staff and students in research and to encourage excellence in research across the School.	5	12	71%	6	16	73%	4	13	76%
Taught Student Education Committee (TSEC)	To ensure the quality and standards of the School's learning and teaching provision	13	25	66%	12	23	66%	10	27	73%
Reward and Recognition Committee (SRR)	The role of SRR is to review contribution pay applications of members of staff on University grades 2-9 for consideration against local priorities and general criteria.	3	12	80%	2	13	87%	2	13	87%
School Health and Safety Committee (SHSC)	SHSC is a forum for co-operation, communication and consultation between the University, its staff and the trade unions. SHSC gives information, whilst listening and taking account of staff views, before making health & safety decisions. SHSC also helps to make staff aware of health and safety with the ultimate aim of reducing numbers of workplace accidents and work-related illnesses.	5	6	55%	4	8	67%	6	12	67%

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.**

In this section fixed term= FT, permanent = P, and permanent fixed funding = PFF

Year	Total Females	% Females on FT	% Females on P	% Females PFF	Total Males	% Males on FT	% Males on P	% Males on PFF
2011/12	85	6	92	2	41	5	95	0
2012/13	79	6	91	3	41	5	95	0
2013/14	86	16	80	3	38	11	89	0



The proportion of staff on FT contracts increased in 2013/14 to 16% (F) and 11% (M) while the school was in Review. All staff appointed to academic posts during the review have now been made permanent. Prior to 2013/14 there was equal representation and few people on FT or PFF contracts.

The University introduced (in April 2012) a Procedure to Support the Employment Security of Staff on Fixed Funding or Fixed Term Contracts. Staff with more than 3 years' service are moved from Fixed Term to an open-ended contract (Permanent Fixed Funding). Fixed term contracts over 3 years are only offered in exceptional circumstances. All of the staff on PFF contracts are female. Most staff are successfully re-deployed at end of contract.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there**

that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

The majority of staff on School committees are ex-officio so membership is via taking up particular roles, as such we encourage all academic staff to consider management roles as part of annual SRDS (*bronze action 2.13*). All senior roles such as Director of Research and Innovation, Director of Student Education, Director of Practice, Academic Unit Directors are appointed through open internal recruitment against specific job specifications. These roles are rotated every three years to ensure equity of opportunity and have deputy / associate roles to aid succession planning. There is a flexible approach to part-time female staff interested in such roles, for example, two associate Directors (both female and PT) had a temporary increase in FTE to allow them to take up the role (see also Case Study 1).

Interviews with staff returning to work after a period of absence and focus groups on career development have identified that it should be made more explicit that staff on part-time or fixed term contracts are eligible to apply for such roles.

Action 2.5d: Support female academic staff to access key leadership development opportunities: where the School role permits, include a statement on development opportunities for career development for junior staff, and eligibility of all roles to staff including PT/fixed term

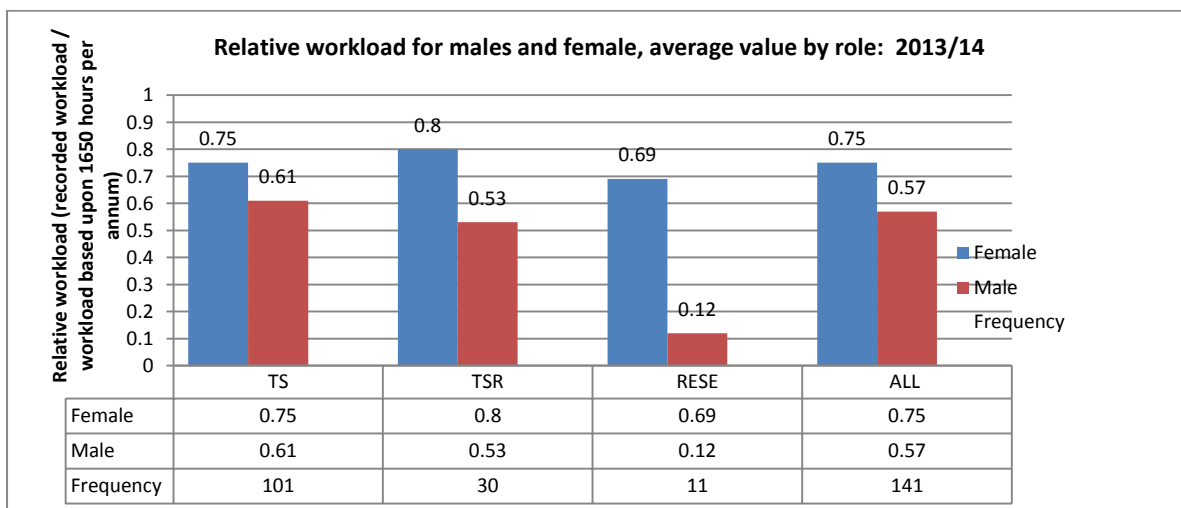
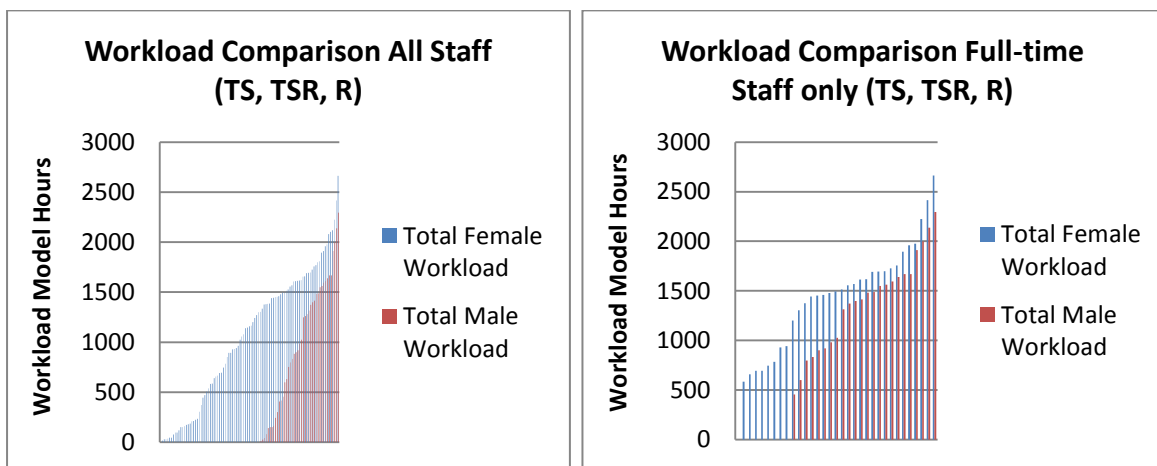
Outside the School, we have 7 representatives on Senate, of whom 6 are female. We encourage all academics to consider being nominated to Senate. The HoS was the elected Senate representative on University Research Board (2011-2014). Each of the University committee roles have a negotiated workload remission tariff. The School started monitoring University service as part of the AS bronze action plan.

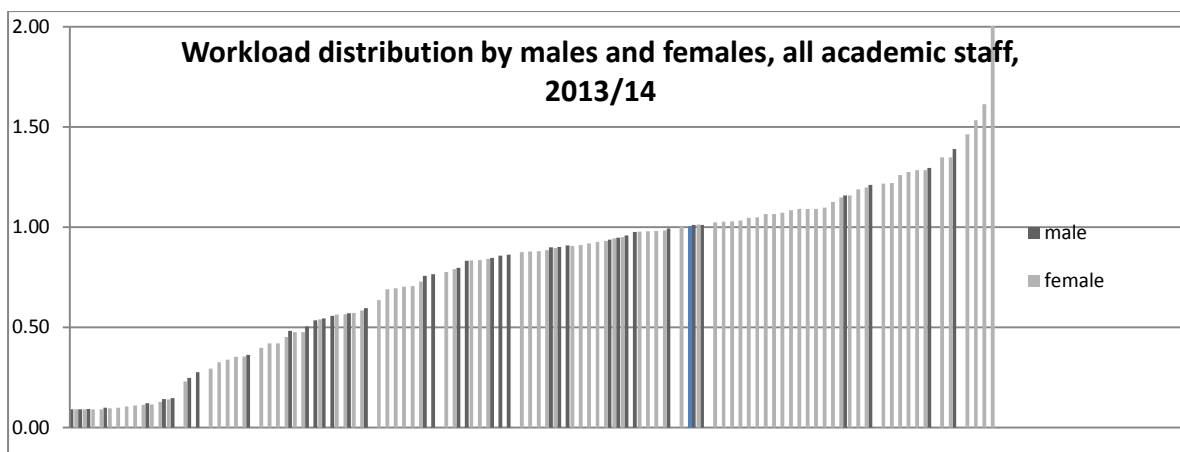
- (ii) **Workload model – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.**

The School of Healthcare has an established, systematic and effective workload model (WLM) model, developed in-house and showcased both within and without the organisation. This was developed by the School Workload Model Group (SWMG) through staff consultation and is fully operational, comprehensively populated and applies to all academic staff. A WLM Group (Chaired by HoS) meets quarterly to refine any changes in WLM or consider requests for changes in allocation (e.g. increasing the load attached to assessment to reflect School strategy to increase quality of student feedback). We have made major steps in moving from a partial approach (capturing only easily defined activity) to a more comprehensive one, where actual or agreed estimate data relating to the various academic activities carried out are captured. This ensures a fair, transparent and accurate

representation of academic workload. Staff receive support to actively engage with the WLM via a WLM manual, e-learning guide, e-mail support and one-to-one assistance. WLM reports are generated by individual academic staff for verification and discussion at SRDS meetings. WLM data is available to designated senior academic leaders/SEC (*bronze action 2.3*) for analysis at individual, group, institution or school levels providing regular review periods and proactive detection and management of variances, ensuring both a fair distribution of work across the School and strategic allocation of roles and responsibilities to enable the School to conduct its business efficiently.

The staff surveys undertaken in 2011 and 2012 captured information on the WLM. The proportion of staff who agreed that 'Work is distributed fairly amongst colleagues' increased by 5%, and the proportion agreeing with 'I am able to complete my job within my scheduled working week' went up marginally by 4%. However, on analysing the workload model data (below), there appears to be some disparity in workload between female and male members of staff, with females carrying a higher workload, and this will be investigated further.





1.5 equates to 2475 hours per year (1.0 FTE = 1650 hours in University of Leeds workload models)

Feedback from staff regarding workload indicates that an area of concern is where a team member is absent and there is an increase in workloads over an extended period. It is clear we need to have a plan to manage such workloads which can otherwise become excessive.

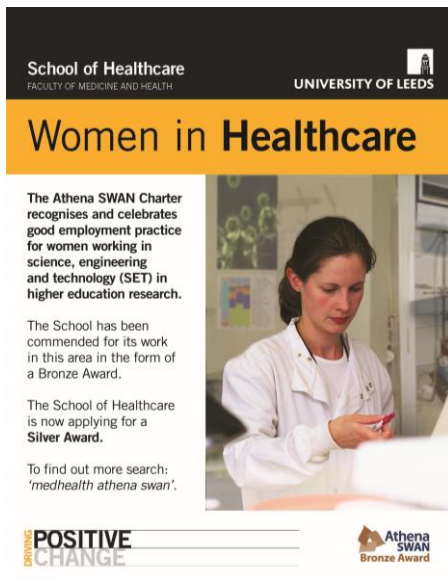
Action 4.1: Use the Workload Model to identify and address work balance issues

- (iii) **Timing of departmental meetings and social gatherings – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.**

The School has always considered carefully the appropriate timing of social gatherings and departmental meetings. This is particularly important due to the number of part-time staff and to include those with childcare and other caring responsibilities. All business and core committees the School uses the “core hours” of 10.00 to 16.00.

Working on Open days and other weekend events is voluntary: no-one with child care and/or other caring responsibilities is obliged to attend. The University award winning Bright Beginnings Childcare centre is used (at University cost) on open weekends to provide childcare facilities to enable staff with children to attend if they wish. Care is taken to consider colleagues who may not be able to attend evening events such as Christmas party / Summer celebration. These events are scheduled with plenty of notice given to enable staff to organise cover for caring responsibilities. School social gatherings generally commence at 3.30pm to enable as many staff as possible to attend them.

- (iv) **Culture –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.**



4: Athena Swan School Building Poster

The majority of staff are female and do not face some of the cultural and language issues more prominent in male dominated disciplines. Nevertheless, care is taken to ensure that all colleagues are aware of and adhere to the University's policy of "Mutual Dignity and Respect" and that ethical and fair minded practice underpins all working practices within the School. In our STEM Culture survey, 85% of staff were confident that their line manager would deal effectively with complaints; and 64% staff agreed with the statement that the SoH made policies on equality clear to them. We propose to improve communication of E&I policies.

The Athena SWAN Charter and philosophy is promoted through presentations from the Athena SWAN working group to key meetings such as school staff meetings.

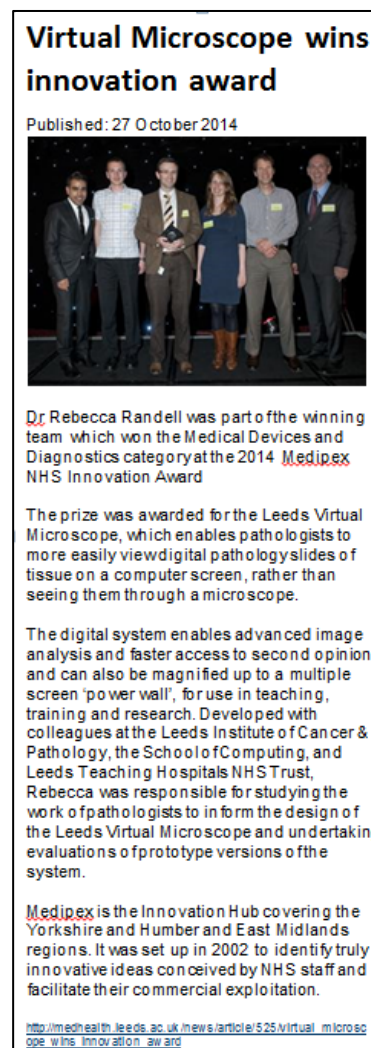
There have also been sponsored seminars and events e.g. 'Women of Courage in Nursing' May 2011, and we have an Equality and Inclusion launch event planned for December 2014.

As the School moves forward with its E&I work (where Athena SWAN is a defined stream) news items and information are being embedded in School communications, such as in the 'Baines Wing Briefing', Faculty Newsletter and the School intranet. In the STEM staff survey which showed that over 80% of staff were aware of and support Athena SWAN initiatives within the School. In addition the School is planning to implement mandatory E&I training for its leaders and managers.

Action 4.2: Improve awareness of equality and inclusion

All individual and team awards, achievements and distinctions are acknowledged and celebrated. The School web page promotes these via a news banner, promoting a culture in which activity is overtly valued. Recent achievements of colleagues include a Lifetime Achievement Award and a Fellowship from the Royal Pharmaceutical Society. External research funding is also celebrated in the Baines Wing Briefing.

The School Athena SWAN web pages have recently been updated to disseminate our current Athena SWAN initiatives and include links to a range of Athena SWAN resources and the University's Women in Science Engineering and Technology Network (WiSET). Our refreshed poster



5: Celebrating Success School Web Pages

campaign includes images of females working across a range of roles in the School and disseminates and promotes the aims of the Athena SWAN charter to all.

Publicity and marketing materials

(website, materials used for open days, advertisements) include a range of female and male role models and gender neutral language.

In our STEM culture survey 95% of staff agreed that work related social activities are welcoming to both men and women.

(v) Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

The School undertakes a variety of outreach and widening participation activities to promote pathways into health and social care careers. A female Widening Participation officer is based in Healthcare and promotes the University's Widening Participation Strategy (Changing Futures) to raise aspirations and achievement, fair access and admissions and inspire students to develop their full potential. This includes generic schools liaison programmes in state schools with high numbers of disadvantaged students, to extensive and sustained individual support for schools with a high percentage of students from low socio-economic backgrounds. This outreach necessarily changes according to individuals' level of study and readiness for higher education. The outreach programme, Changing Futures Schools Partnership has been established with schools across West Yorkshire with the aim of providing a sustained programme of intervention from Year 7 upwards. Outreach activity is acknowledged in the work load model.

The School promotes females in science through its Open Day and selection event activities. At our recent Open Day in September 4 September 2014 75% of the staff involved from the School were female and 75% of students involved were female, promoting the women in science agenda. Females and males from the academic leadership team are involved in each selection event (approx. 60 sessions per year) providing excellent role models to students for a science career pathway.

An example of our public engagement activity is the Wellcome Trust funded 'You and Your...' seminar series which aimed to demystify health science and promote breaking through the glass wall around the medicine and healthcare science career pathways.



6: Wall Poster Celebrating Student Success - Positive Role Modelling, displayed around School building.

These were attended by a diverse public group including mothers and daughters.

4.4 Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.**
- (i) Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.**

Over the data reporting period, 4 female staff took maternity / adoption leave and all returned. The School maternity rate is not exceptional. One staff member was part-time before and returned on a part-time contract; the other two staff were full-time and returned on part-time contracts.

As an additional mechanism to support career flexibility (including maternity leave returners), the University has implemented a scheme to buy out additional annual leave. This allows staff returning from maternity leave additional flexibility if they require it and is in addition to the flexible working policies. Since introduction¹³ academic staff have taken this up to support their work life balance, of which 100% were female (though not maternity related at this juncture).

- (ii) Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.**

Over the data reporting period, two members of male staff took paternity leave and one member of female staff took adoption leave. The numbers are small and are similar to the previous period.

- (iii) Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.**

There were 22 applications for formal flexible working in the period. All were approved. In addition, informal flexible working has been supported by School managers, when necessary for short-or medium term family issues (such as need to care for family members).

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**

- (i) **Flexible working – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.**

The School has a flexible working policy in place and this is implemented through both formal and informal routes within the SoH academic units. Examples of flexible working policy include

- 1) Supporting return from periods of prolonged sickness via keep in touch mechanisms, orientation meeting prior to return, option of phased return to work;
- 2) Provision of carers' leave for short periods and/or flexible working from home;
- 3) Buying additional leave for two weeks to support work-life balance.

The flexible working policy is provided on SharePoint and a direct link to flexible working and family friendly policies will be added to the Athena SWAN web pages.

Applications for flexible working are always considered sympathetically. Since the last submission the School has implemented a system for recording and managing requests for flexible working, including requests to alter working hours as well as requests to alter working patterns to accommodate external commitments. All of the School's Leaders, Managers and Staff Reviewers have attended a briefing on Equality and Diversity for Managers as part of the University's programme of People Management Framework briefings (PMF). This places a strong emphasis on the need for flexibility to accommodate the needs of a diverse workforce. However, the School can do more and plans to pilot an enhanced flexible working policy, which will allow for a temporary reduction in fte for a defined period with review, this may for example be required for caring responsibilities, with the guarantee of a return to original fte. This approach will aid management of work life balance.

Staff are encouraged to make use of the University family friendly policies. These policies are highlighted as part of the staff induction.

Action 5.1: Pilot enhanced flexible working policy

- (ii) **Cover for maternity and adoption leave and support on return – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.**

Maternity cover is provided during the maternity leave period. We make contingency within the School budget to ensure that any staff replacement needed can be arranged – this means academics know their workload is being managed. Members of staff on maternity leave are kept informed of opportunities, restructuring or other information relating to her

post that she would be aware of if she were working. There is also Faculty guidance on managing return from long term absence.

Staff interviewed about their experiences of taking extended leave were very positive about the support they had received from the School at all stages of their leave. Before going on leave, staff have access to sessions with HR and or management to discuss options on how to manage their absence and working patterns on return. Support went beyond statutory rights and staff were given as much time as they needed for the process. They received ongoing support during their absence in the form of emails, news letters and good relationships with their group, plus ten days keeping in touch. Some staff chose to continue with some involvement in their work during the absence but this was not expected or required.

Staff valued the opportunity to discuss options of flexible working patterns or different roles on return at different stages of their absence. They particularly appreciated the flexibility to work part-time for a trial period followed by a review (see Case Study 1).

Staff were able to access the information they needed on their legal rights by a range of means but would like clearer idea of what this means in practise.

Work was reallocated among the team, particularly for specialised teaching. There is a culture of strong support amongst team members when they need to take time for family reasons.

Staff were concerned that taking time off and working part-time might impact on work outputs and were unsure how it was taken in to account in promotion

Action 2.2c: Increase the number of female staff aspiring for promotion: develop local information and guidance on promotion process with exemplar answers from successful applications, including applying promotions criteria for staff who have leave of absence and/or work part-time

Action 4.1: Use the Workload Model to identify and address work balance issues

Action 5.2: Dissemination of good managerial practice in managing leave of absence

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Strategic Review of the School 2013-2014

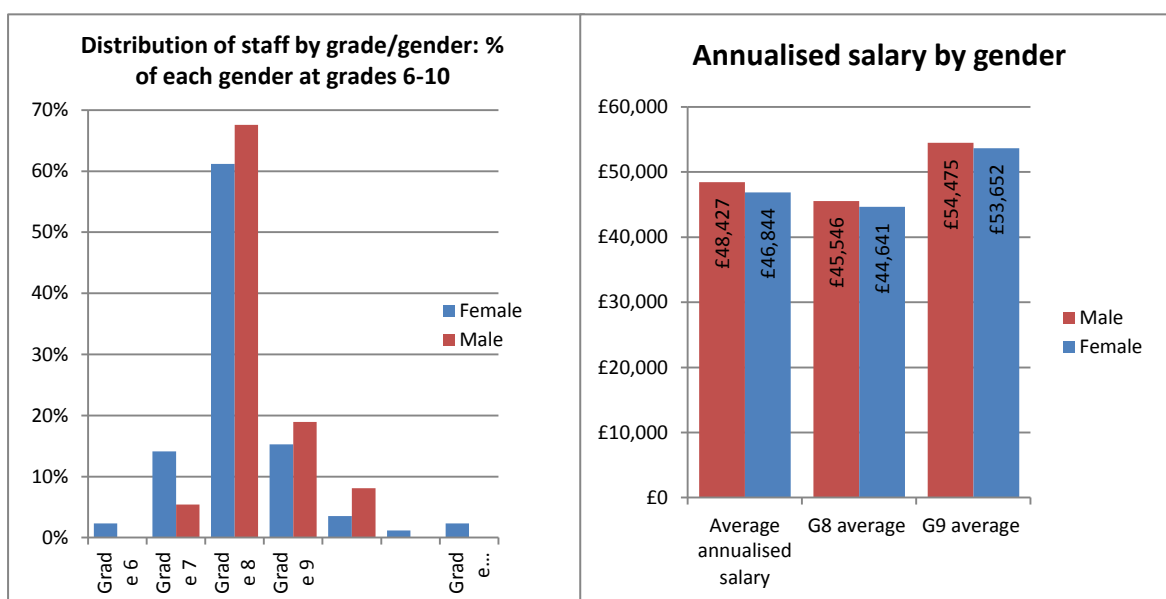
In 2012 as part of the Five year Planning process we identified that the School was below our peer group in terms of the proportion of research active staff, the number of staff with

PhDs, PhD studentships, and Research Grant income. To respond to the changing higher education environment, i.e. increased marketization of education and competition for research funds (including the Research Excellence Framework (REF)), we therefore initiated a strategic review of the School to develop plans for academic and financial sustainability with wide consultation with staff throughout. This review was completed in Autumn 2014 and we are now making significant investments in staff (within the School and new appointments) to work towards have sustainable research groups and an academic base where at least 50% of staff are research active (TS&R). We have made 5 Professorial appointments in the review period, 5 of whom are starting between Dec14 and April15, as well as 2 associate professors and 4 lecturers (TS&R), with further 1 chair, 1 associate professor and 6 Lecturers in the recruitment process. Of the 12 appointments made, 5 are male and 7 female. The strategic review is important as it has influenced the appointment process: while the review was ongoing we were not permitted to make permanent academic appointments and hence there is a higher than usual proportion of staff on fixed terms contracts for the years 2012/13 and 2013/14.

Salary by Gender

To identify whether salaries differed for male and female staff we have compared ‘average annualised salary’ (which adjusts for part-time staff) in three analyses: all academic staff, grade 8 staff, and grade 9 staff (grades 6, 7 and 10 each have small numbers so sub-group analyses would be more tentative). This is because an ‘all staff comparison’ would likely have higher salaries for males given the distribution of females across grades (more females at grades 6 and 7; more males at grades 8 and 9).

Salary by gender				
	Female	Male	Difference	% Difference
Average annualised salary	£46,844	£48,427	-1583	-3.4%
G8 average	£44,641	£45,546	-905	-2.0%
G9 average	£53,652	£54,475	-823	-1.5%



Our analysis shows male staff have a higher salary than female staff, with the average difference being £1,583 pa. The difference is accounted for by females being both more likely to be at grade 6 or 7 than males, and less likely to be on a discretionary pay point: 6 of 32 males, compared with 6 of 65 females in Grades 8 and 9 are on a discretionary pay point. The difference therefore remains within grades (57 Grade 8, and 14 Grade 9).

Action 6.1 This salary data suggests that we need to prompt managers to propose females for discretionary increments once they reach top of scale rather than self-nomination.

407 WORDS

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.

SEE ATTACHED

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance

Dr Clare Harley, moved from Leeds Institute of Molecular Medicine (research fellow) to be a Senior Translational Research Fellow (STRF) in the School of Healthcare in October 2011. She was transferred to a permanent lectureship position in 2014. She is a psychologist specialising in psychosocial oncology. Clare says:

I applied to be a STRF with the School of Healthcare to develop more independence in my research. The STRF was also offered the opportunity to tenure track to a lectureship after a three year probationary period. At the time of my application I had been on temporary research contracts for 12 years and I had a three-year old son in nursery. A few days before the interview I found out I was pregnant. I was offered the post and accepted, and once I had my 12 week scan, I contacted Andrea Nelson, the Head of the School of Healthcare, and told her about my pregnancy. The response I received was kind and supportive.

By the time I started in Healthcare I had just four months before the baby was due. I was allocated a mentor in Healthcare who advised that I spent the time settling in, focusing on writing papers and developing grant applications. I took 6 months maternity leave. I could have taken longer, but I felt the need to get back to work after such a disruptive start.

Before I returned to work, I made use of the keeping in touch days to meet with my mentor in the School of Healthcare, I visited collaborators about developing grant applications, and I attended supervision meetings with my PhD student.

On my return to work, I requested part-time hours of 3 days a week. I wasn't sure whether I wanted to remain part-time for the longer-term. I wanted some flexibility for a few months for things to settle down; my son had just turned four and was starting school and my daughter was still adjusting to being in nursery. I spoke with Andrea about my concerns and we meet with Judith Bell from HR to discuss my options. Judith recommended a nine-month temporary variation in contract from full to part-time hours. This allowed me to work part-time for nine months whilst retaining the option of increasing my hours afterwards. After the nine-months review, I decided to remain working three days a week. I was grateful for the opportunity to try out the hours for a few months.

For the final year of my STRF I was required to take on a role within in the School. I was interested in applying for the post of Deputy Director of Research, but had concerns that I wouldn't be eligible, given that the role required a large time commitment, equivalent to 50% of my working hours. I applied for the role and was interviewed. I was expecting the interview panel to challenge my ability to do the role given that I was part-time, but they focussed on asking questions about my vision for research in the school. I was offered the role and managed to negotiate an element of job-share with a colleague who was interested in running the research Pump Priming scheme.



Despite the disruptions to my work over the past few years, I feel that I make valuable contributions to the School and that those contributions are recognised. I feel positive about my role in the school and feel that I am progressing well with my career: I have been nominated by the school to attend the Tomorrow's Leaders Programme; and I have been encouraged to apply for promotion to Associate Professor. I enjoy my job but I also value the time that I have at home with my family, I feel

that we've managed to find just the right balance between work and home-life.

Dr Stephanie Steels joined the School of Healthcare in February 2014 as a Lecturer in Social Work. She was previously a consultant for the World Health Organisation (WHO) Kobe Centre, Japan. She is a researcher specialising in urban populations and global public health.

Stephanie says:

This was my first faculty position. The support and assistance offered by the School made a difference to me not only as a new member of staff, but prior to me starting my employment at the University of Leeds. I had already been offered and accepted the role when my father was diagnosed with terminal cancer. I spent a significant amount of time worrying about how caring for my father would affect my work; whether I would be able to

spend time with him in hospital; whether the University would withdraw their offer of employment. On top of this were the usual anxieties that new starters experience.

Meeting with my new manager in January 2014, it was with some trepidation that I told her about my father and was incredibly encouraged by her positive and supportive response. When I started in February 2014, I benefitted from a light teaching and administrative load. I was assigned a research mentor and was encouraged to apply for research funding and to write up papers from my doctorate research that I had completed the previous year. Most importantly, I was never made to feel that I had to choose between work and my father. As a result, I felt I was able to settle into my new role.

In the last two weeks of my father's life, I was encouraged to make use of the flexible working arrangements on offer and work from home so that I could spend more time with him. After his death, I took three weeks of compassionate leave. My period of leave did not coincide with many teaching commitments, but cover was provided for my tutor group and administrative duties which made me less anxious about returning to work. On returning to work I was able to continue working in a flexible way and slowly take on my full academic workload.

990 WORDS

School of Healthcare
Faculty of Medicine and Health

Athena SWAN Silver Award Submission

Appendix B

ACTION PLAN 2014 – 2017

This Action Plan has been drawn up following the development of the Award Submission, with advice and guidance from the School's Athena Swan Working Group (ASWG) (Self-assessment Team). The development of the submission was, in itself, a very valuable process, helping the School to draw together much good work already undertaken and to identify opportunities for further improvement. The ASWG will continue to collect and analyse the monitoring actions from the Bronze plan, as these are now part of the normal work programme of the School. The new action plan lists new initiatives and developments.

KEY TO ACTION PLAN

ADoSE = Associate Director of Student Education
ASWG = Athena Swan Working Group
AUD = Academic Unit Director
BM = Business Manager
DoRI = Director of Research & Innovation
DoSE = Director of Student Education
E&I = Equality and Inclusion
E&D = Equality and Diversity

HoS = Head of School
HRM = Faculty Human Resource Manager
LMS = Leadership & Management Standard
PGRT = Postgraduate Research Tutor
SEC = School Executive Committee
SRDS = Staff Review and Development Scheme
W/P = Widening Participation
WLM = Workload Model
WiSET - = Women in Science Engineering and Technology

	Action	Theme	Details	Responsibility	Success Measure and Timescale
1	Supporting students through the pipeline (application section 3b)				
1.1	Examine over representation of females in Social Work and Nursing programmes. <i>Section 3 (ii), page 10</i>	Fairness	<ul style="list-style-type: none"> a) Benchmark recruitment by gender within UG programmes against other programmes at Research-intensive/competitor universities. b) Examine recruitment processes for gender bias and take remedial action as required. 	DoSE	<ul style="list-style-type: none"> i) Gender profile within +/- 5% of national benchmarks <p>By 2017</p>
1.2	Embed PG students into School activity through invitation to School research and student education lunch-time seminars. <i>Section 3 (iii), page 11</i>	Opportunity	<ul style="list-style-type: none"> a) Invites for all seminars b) Attendance monitored by discipline c) Review with regard to timing and location d) Option for lecturer capture/remote access, live stream 	ADoSE PGT / PGRT	<ul style="list-style-type: none"> i) Move from zero attendance to attendance every seminar by at least one PGT students <p>By 2015</p>
1.3	Increase proportion of females undertaking and completing PG study <i>Section 3 (iii), pages 11 & 19</i>	Opportunity	<ul style="list-style-type: none"> a) Monitoring the number of our UG students moving to PGT and PGR b) Talent spotting of final year UG students to progress through to PG study c) Provide information to registered students and graduates in the workplace on how best to manage re-entry into academia following time in practice. d) Develop clinical academic pathway for people to undertake PhD whilst retaining clinical / practise placements. e) University website for alumni students f) Develop case studies illustrating the value of a PhD and use these across the School multi-media (podcasts, web, in School, during lecture sessions on career planning in UG and PGT programmes) 	DoSE / DoRI	<ul style="list-style-type: none"> i) Increased uptake year-on-year of females undertaking PG study ii) Access numbers to Podcasts iii) Increased NSS satisfaction with careers information.

	Action	Theme	Details	Responsibility	Success Measure and Timescale
1.4	Investigate barriers to PGR with UG and PGT students. <i>Section 3 (iii), page 13</i>	Opportunity Fairness	a) Investigate the reason for lack of men registering for full-time research degrees, as an indicator to barriers for primary earners returning to education (this would apply to female primary earners, but this is difficult to determine from the current data). b) Produce a report with recommendations. c) Advertise pathways from UG to post grad study.	DoRI	i) Report on barriers and facilitators By 2016
1.5	Analyse the reasons for non-offer for both male and female PG applications <i>Section 3 (iv), pages 16 & 18</i>	Fairness	a) Audit conversion rate from application to acceptance in order to identify reasons for non-offer / acceptance to identify if any systematic differences between male and female applicants. b) Data on non-offer criteria c) Improved feedback to non- successful students d) Improved guidance for applicants including clearer criteria for overseas students e) Review short list	ADoSE / PGRT	i) Reduced imbalance in M/F application to acceptance ratios across student groups year-on-year. By 2016
2.	Key career transition points (application section 4.1)				
2.1	Investigate the reasons for gender differences in applicant / appointment / conversion rates. <i>Section 4.1a (i), page 24</i>	Fairness	a) Use HR reports to investigate differential success rates in meeting essential post criteria, to understand reasons for non- short listing b) Design remedial action plans if indicated.	HRM	i) Produce report for review at ASWG and E&I Committee. By 2016
2.2	Increase the number of female staff aspiring for promotion <i>Section 4.1a (ii), page 25, 30 & 43</i>	Advancement	a) Ensure individual annual SRDS meetings are carried out in a consistent and transparent way to focus on promotion and career development with appropriately determined line manager b) Increased and targeted usage of SRDS training and development plans and applications for School Funding for Investing in Excellence (FFIE) training and development monies. c) Develop local information and guidance on promotion process with exemplar answers from successful applications, including	HoS / AUDs	i) Increase applications for promotion year-on-year. ii) Gender balance in promotional applications and success rates matching gender balance in eligible population by 2017

	Action	Theme	Details	Responsibility	Success Measure and Timescale
			<p>applying promotions criteria for staff who have leave of absence and/or work part-time</p> <p>d) Enhance promotion workshops with presentations by successful candidates putting criteria into SoH context and how to write successful applications – led by those who have successfully been promoted.</p> <p>e) Through open career development conversations encourage SoH staff to apply for new posts that are advertised externally</p>		iii) Increased satisfaction of SRDS measured through the staff survey year-on-year.
2.3	Pilot clinical academic contracts with local Trust for healthcare professionals (50/50 practice/academic), to support development of and transition to academic career pathways. <i>Section 4.1b (ii), page 26</i>	Opportunity	<p>a) Clinical academic contract pilot agreed with Trust</p> <p>b) Clinical academics recruited into post</p> <p>c) Work plan and academic objectives agreed with clinical academic, School and Trust</p>	HoS / AUD	<p>i) Agreed clinical academic pilot with local trust by 2015</p> <p>ii) Clinical academics recruited successfully by 2016</p>
2.4	Improve mentorships scheme <i>Section 4.1b (ii), page 27 & 29</i>	Opportunity	<p>a) Offer T&S academics a structured mentorship programme to move to a TS&R role</p> <p>b) Develop skills and resources for mentoring at all levels with readily accessible links to resources for staff clarifying mentorship role.</p> <p>c) Provide training for mentors and mentees to make it clearer how the process worked and what was expected from both parties.</p> <p>d) Organise an annual Mentor Network Day – to share experiences and discuss projects</p> <p>e) Develop mentorship database for recording and matching of</p>	Mentorship Lead	<p>i) 20% increase of mentors and mentees engaged in mentoring by 2017</p> <p>ii) Positive feedback from participants measured through annual staff survey.</p>

	Action	Theme	Details	Responsibility	Success Measure and Timescale
			<ul style="list-style-type: none"> mentors and mentees f) Link mentorship to promotion and leadership criteria g) Set up buddy (informal) mentoring scheme for all new staff (distinguished from career mentoring) 		
2.5	Support female academic staff to access key leadership development opportunities <i>Section 4.1b (ii), pages 29 & 36</i>	Opportunity	<ul style="list-style-type: none"> a) Monitor uptake of leadership training e.g. Tomorrow's Leaders and Action Learning Sets b) Map out career transition points for progression in SoH and link to leadership development and career enhancement opportunities e.g. PhD to post doc to lecturer (Grades 6 to 7, 7 to 8, 8 to 9), lecturer to Prof and embed within SRDS discussions. c) Strategic inclusion of leadership development opportunities with work load management (e.g. remaining within the workload envelope (1650 hrs)) d) Where the School role permits, include a statement on development opportunities for career development for junior staff, and eligibility of all roles to staff including PT/fixed term e) Advertises for identified internal School roles to include agreed statement on eligibility. f) Example of job sharing roles in the School promoted. 	HoS / AUDs	<ul style="list-style-type: none"> i. Increased expressions of interest applications for School roles at all levels by 2016. ii. Roles suitable for career development for junior staff identified by 2015.
3.	Career development (application section 4.2)				
3.1	Encourage and support staff to apply for membership of School, Faculty, University and National committees <i>Section 4.2a (i), page 30</i>	Advancement	<ul style="list-style-type: none"> a) Increase external profile of female academic staff through engagement with external equality networks/forums that will benefit their career progression b) Committee chairs to consider opportunities for committee members to participate in Faculty or University committees/groups – making the processes and pathways to these positions clear. c) Discussions regarding committee opportunities taking place at individual academic meetings and evidenced at SRDS d) Capturing in the WL model staff involvement in regional and national committees with associated workload management. 	AUDs SRDS reviewers Committee Chairs	<ul style="list-style-type: none"> i) Evidence of greater Healthcare female committee representation by 2017 across all committees held at University, School and Faculty and external levels ii) Increased number of staff undertaking committee Chair training year-on-year.

	Action	Theme	Details	Responsibility	Success Measure and Timescale
			e) Encouraging staff to undertake training on chairing committees.		
3.2	Where appropriate support staff in changing pathways from a teaching only profile to a teaching and research profile <i>Section 4.2a (i), page30</i>	Advancement	a) Develop career pathway progression routes to enable movement from T&S to TS&R. b) Clear progression pathways identified for individuals through SRDS and noted in development plans. c) Workload and adjust accordingly to support development d) Monitor the gender balance of the uptake of support to TS&R. Links to action 2.4h	HoS SRDS reviewers AUDs	i) 25% increase in female staff on TS&R profile evident by 2017.
3.3	Review scholarship in terms of role description and promotions criteria <i>Section 4.2a (i), page 31</i>	Advancement	a) Task Group to consider: <ul style="list-style-type: none"> • role of scholarship. • Vision for scholarship for the School, • Refresh scholarship benchmarks • Considering the role of mentorship in developing Scholarship 	Scholarship Lead	i) Task group reports to SEC by 2015. ii) Actions agreed and implemented by 2016
3.4	Promote women's networks widely <i>Section 4.2a (ii), page 31</i>	Opportunity	a) Introduce a WISSET buddy scheme to encourage those who have not attended a WiSET to participate b) Consult female staff on interest for a School women's network	E&I Co-ordinator	i) Increased attendance at women's network meetings as evidenced through annual staff survey.
3.5	Audit LMS course take-up and E&D e-learning package <i>Section 4.2a (ii), page 32</i>	Fairness	a) Audit LMS and E&D training take-up b) Take remedial action if need identified.	E&I Co-ordinator	i) Increased uptake in training as evidenced through annual staff survey.
3.6	Review approaches to PhD teaching	Opportunity	a) Undertake post-project review of GRASS scheme. b) Explore improved alternative schemes for PhD progression to	PGRT	i) Report to ASWG by 2016

	Action	Theme	Details	Responsibility	Success Measure and Timescale
	schemes <i>Section 4.2a (iii), page 32</i>		academic career.		
3.7	Showcase academic career pathways <i>Section 4.2a (iii), page 32</i>	Opportunity	a) Include career pathways in staff profiles on the website b) Encourage seminar speakers to share career path experiences.	All staff Link lecturers	i) Improved satisfaction on career advice on PG surveys. ii) Include question on career advice in annual staff survey by 2015.
4.	Organisation and culture (application section 4.3)				
4.1	Use the Workload Model to identify and address work balance issues <i>Section 4.3b (ii), pages 38 & 43</i>	Fairness	a) Investigate if there is gender bias in workload allocation b) Review workload distribution by gender at E&I Committee. c) Develop workload plan for managing long-term sickness/absence	HoS WLM Group ASWG and E&I Committee	i) Reduce variance in WL between men and women ii) Increase satisfaction of workload distribution in annual staff survey.
4.2	Improve awareness of equality and inclusion <i>Section 4.3b (iii), page 39</i>	Fairness	a) All leaders and managers to undertake online equality and inclusion training b) Improve communication of E&I policies and practice through seminars, direct links from Athena Swan web pages.	E&I Committee	i) Increased awareness of E&I as measured through annual staff survey. ii) 10 % increase of leaders and managers who have completed E&I training by 2016, 30% by 2017.
5.	Flexibility and managing career breaks (application section 4.4)				
5.1	Pilot enhanced flexible working policy <i>Section 4.b (i), page 42</i>	Work/life balance	a) Implement new flexible working policy where staff can reduce their hours and retain the option to increase them at a later date. b) Monitor uptake of new flexible working policy. c) Provide a link to family friendly and flexible working policies from the SoH Athena Swan web pages	AUDs HoS Office	i) Agreed by SEC Nov 2014 ii) Increase in number of people who work flexibly, annual monitoring through E&I Committee.

	Action	Theme	Details	Responsibility	Success Measure and Timescale
5.2	Dissemination of good managerial practice in managing leaves of absence <i>Section 4.b (ii), page 43</i>	Work/life balance	<ul style="list-style-type: none"> a) Ensure formal cover of maternity leave when need identified. b) Develop local enhanced guidance for staff for leaves of absence, including maternity/paternity/adoption leave information with examples of how this has worked for individuals in the School. c) Develop mini case studies on the School's SharePoint site, highlighting how the School's policies have worked in practice. d) Include appropriate staff questions in annual staff survey. 	BM HRM E&I Co-ordinator	<ul style="list-style-type: none"> i) Cover for maternity leave always discussed with staff member and team lead. ii) Increased satisfaction with line management, evidenced through annual staff survey.
6.	Additional Actions (application section 5)				
6.1	Prompt managers to propose females for discretionary increments once they reach top of scale rather than self-nomination <i>Section 5, page 45</i>	Fairness	<ul style="list-style-type: none"> a) Monitor salaries and discretionary points b) Investigate reasons for non-submission of Discretionary increment awards by staff at top of scale. 	HoS AUDs	<ul style="list-style-type: none"> i) Decrease in salary gap ii) Decrease in discretionary point imbalance

School of Healthcare

Faculty of Medicine and Health

Athena SWAN Bronze

UPDATED ACTION PLAN 2011 – 2014

This Action Plan has been drawn up following the development of the Award Submission, with advice and guidance from the Athena SWAN Self Assessment Team. The development of the submission was, in itself, a very valuable process, helping the School to draw together much good work already undertaken and to identify opportunities for further improvement.

KEY TO ACTION PLAN

ASWG = Athena SWAN Working Group

BM = Business Manager

DoRI = Director of Research & Innovation

DoSE = Director of Student Education

E&D = Equality and Diversity

FEC = Faculty Executive Committee

FED = Faculty Equality & Diversity Lead

FHRM = Faculty Human Resources Manager

FM = Finance Manager

FMH = Faculty of Medicine and Health

HoS = Head of School

HRM = Faculty Human Resource Manager

ID = Institute Director

PDRA = Post Doctorial Research Assistant

SAT = Self Assessment Team

SDDU = Staff and Departmental Development Unit

SEC = School Executive Committee

SoH = School of Healthcare

SRDS = Staff Review and Development Scheme

W/P = Widening Participation

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
1. GENERAL ISSUES							
1.1 Formation of Athena SWAN Working Group (ASWG) to replace SAT to undertake and progress identified actions.	ASWG Lead	April 2012			Working group created formally and recognised within School's governance structure with Terms of Reference ratified through SEC	Met	Athena SWAN Working Group established in 2011 and working towards Silver Submission in 2014
1.2 Embed the Athena SWAN Charter and culture through regular quarterly meetings of the Athena SWAN Working Group (ASWG)	ASWG Lead	May 2012			Co-creation of ASWG terms of reference. ASWG meetings planned for academic cycle. Semesterly reports submitted to SEC. Successful School and locally supported event 'Women of Courage' (see appendix 1)	Partially met	<ul style="list-style-type: none"> • ToR being developed • Working group meeting monthly in preparation for 2014 submission and to plan and monitor AS embedding activity. • Progress reports submitted to SEC quarterly since 2012 • Healthcare event planned for 2014 to promote E&I, including Athena SWAN
1.3 Formal reports to SEC each semester detailing progress against action plan and updating of action plan to ensure a living document.	ASWG Lead	June 2012	Dec 2012 June 2013	Dec 2013 June 2014	Report detailing progress against action plan received twice yearly at SEC. Action plan updated and further actions supported by SEC for implementation	Partially met	SEC regularly updated on AS progress and action plan submitted.
1.4 Increase visibility and raise profile of Athena SWAN through School	ASWG Lead		Sept 2012 onward		Athena SWAN actions integrated into School culture, through at least quarterly representation in School communication	Ongoing	Communication plan in place to raise profile of AS including: poster campaign, Baines Wing

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
communication media.			s		media, such as School internet and intranet pages, School newsletters and in School meetings.		Briefing, School meeting updates, website presence, Increased visibility and comms with PGR
1.5 Develop local level action plans within School Institutes to address specific disciplinary issues where appropriate.	ID		Sept 2012 onward s		Athena SWAN actions embedded into strategic and operational planning at Institute level, demonstrated through Institute Management Group (IMG) minutes and resultant actions.	Not met	Due to changes in the organisational structure of the School since the last submission, this action has now been taken forward at School level.
1.6 Annually evaluate School progress against Athena SWAN action plan.	SEC		Dec 2012 & then annually	Dec 2013	50% of actions contained within the AS action plan completed or ongoing.	Met	Progress against the AS action plan is evaluated annually through the School Executive Committee and monitored quarterly.
2. SCHOOL POLICIES AND PROCEDURES							
2.1 Develop SRDS academic staff support document to aid comparison and allow benchmarking of academic workload against School norms.	HoS	Jan 2012	Jan 2013		Document approved by SEC and disseminated to improve management and engagement over 11/12 SRDS cycle Measured through improved staff survey ratings in regards to workload.	Met Met	Support document developed for academic and non-academic staff and disseminated in 2011. Document updated in 2013. 73.8% staff agreed they were provided with a helpful annual SRDS review (staff survey 2013)
2.2 Review analysis of SRDS reviewers to ensure appropriate line management authority to review and amend workloads.	HoS		Sept 2012	Sept 2013	Improved staff survey ratings in regards to workload spread across academic staff team year on year.	Met	SRDS reviewers are allocated / revised annually by HoS to ensure best fit. Annual staff surveys ask about workload. 76% of staff agreed that work is allocated on a clear and fair basis irrespective of gender

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
							(staff survey 2013)
2.3 Analysis of academic workload data	HoS		Sept 2012	Sept 2013	Guidance is submitted to SEC and ratified.	Met	Workload model and data is reviewed annually through the workload model group. Workload data is regularly reviewed and recommendations for change ratified by SEC.
2.4 Develop local guidance to support females back into work after long term absence (through maternity and/or sickness)	FHRM		Sept 2012		Guidance is submitted to SEC and ratified.	Partially met	One to one interviews held with staff who have been on long term absence and findings reports to ASWG October 2014. Findings will feed into development of guidance in next action plan, see silver action 5.2.
2.5 Embed developed guidance for school in supporting females returning from long term absence	FHRM		Jan 2013		Guidance is available on School SharePoint site. SEC members disseminated information via line management structure. HoS disseminates re direct email news update	Not met	See bronze action 2.4
2.6 Evaluate success of developed guidance through survey and/or focus groups	FHRM			Jan 2014	100% of females planning to go or returning from maternity leave were/are aware of the local guidance. 100% of academic line managers are aware of the local guidance.	Not met see above	See bronze action 2.4

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
2.7 Ensure electronic HR data is accurate and collected uniformly	FHRM	Dec 2011	Dec 2012	Dec 2013	Electronic SAP HR records are 100% accurate and reflect on the ground activity.	Met	SAP records are consistently monitored and checked by BM for accuracy and consistency. Issues are addressed when identified
2.8 Promote, monitor and analyse uptake of initiatives and activities that promote a positive working culture.	HoS		Dec 2013	Dec 2014	Increased uptake and completion rates of: - University Equality and Diversity Training - People Management Framework briefings (PMF) for leaders and managers - SRDS reviewer training - SDDU leadership and management training - Staff report positively on confidence in the application of the University's Flexible Working Policy Applications for flexible working regularly received and approved Staff report positively on female friendly culture	Met Met Met Met Partially met	<ul style="list-style-type: none"> • 66% of staff have undertaken EDZ training. • 35% of staff have undertaken training in understanding unconscious bias. • In Nov 2014 SEC endorsed E&D training for all staff in management and leadership roles and for all recruitment panels across all levels. • All leaders and managers attended PMF training sessions. • SRDS reviewer training delivered. • Increased uptake of flexible working options with positive outcomes. SEC considering a flexible working + policy.
2.9 Annually undertake a staff survey to capture staff views and experiences of people management	HoS SEC	Jan 2012 April 2012	Jan 2013 April 2013	Jan 2014 April 2014	<ul style="list-style-type: none"> • Survey developed and disseminated to staff • 50% + respondees • Feedback analysed, action plans created and implemented and fed back to staff 	Partially met	Annual staff survey undertaken 2012 and fed back to staff. Action plan presented to SEC STEMM culture survey undertaken in 2013 Staff survey not conducted in 2013 due to School review.

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
2.10 Review recruitment and selection processes to ensure that they are female friendly and meeting espoused Athena SWAN values	FHRM		Sept 2012		<ul style="list-style-type: none"> All interview panels are mixed gender and members are appropriately trained on equality and diversity considerations. Positive messages and female images consistently visible in recruitment literature and on web sites. Promotion of membership of the Athena SWAN Charter. 	Met	<p>No single gender panels since July 2013.</p> <p>All interview panel members have undertaken E&D training since 2012</p> <p>Recruitment literature updated 2013 to include AS</p>
2.11 Routine monitoring and annual analysis of (female) recruitment data, via the University's e-recruitment system	FHRM		Sept 2012	Sept 2013	<ul style="list-style-type: none"> Consistent positive trends in female recruitment Identification of identified negative trends and actions plans to address 	Met	Forms part of on-going ASWG activity
2.12 Analyse the on-going exit interview responses of men and women to establish the main reasons staff leave and whether there are differences between men's and women's reasons.	FHRM		Dec 2012	Dec 2013	ASWG submits report and recommendations to SEC as part of the annual report against AS action plan and agrees actions.	Partially met	Exit interviews are not mandatory within the University and are anonymous. When information is available and attributable to Healthcare (2 since inception of process), then reasons for leaving are evaluated to inform future working and areas for improvement. This continues to be a work on progress with HR. Work in progress with HR as part of our business as usual activity.

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
2.13 Monitor membership of School, Faculty and University committees to ensure a fair and transparent process for deciding committee membership and selection of members for all committees	SEC FEC IDs	 11/12 SRDS cycle Aug 2012	Dec 2012 Dec 2012 12/13 SRDS cycle Aug 2013	Dec 2013 Dec 2013 13/14 SRDS cycle Aug 2014	<ul style="list-style-type: none"> Female representation on School committees is in line with population expectations. Through membership of FEC ensure local action plans across Faculty prioritise analysis of female representation on committees where appropriate Discussions regarding committee opportunities taking place at individual academic meetings and evidenced at SRDS Evidence of greater Healthcare female committee representation in future academic years across all committees held at University, School and Faculty levels 	Partially met	<p>Committee membership is mostly in line with the general population and is influenced by role take-up.</p> <p>Committee opportunities are discussed at individual academic meetings evidenced through SRDS paperwork.</p> <p>4 out of 5 School committees have increased female representation over the planning period, the other remaining static.</p>
3. SUPPORTING AND ADVANCING WOMEN'S CAREERS							
3.1 Ensure individual annual academic and SRDS meetings are carried out in a consistent and transparent way to focus on promotion and career development with appropriately determined line manager	HoS	11/12 SRDS cycle	12/13 SRDS cycle		<ul style="list-style-type: none"> 100% completion rates for individual academic meetings. Increase in training and development funding requests identified from SRDS discussions, evidenced through increased and targeted usage of SRDS training and development plans and applications for School Funding for Investing in Excellence (FFIE) training and development monies. Impact to be evidenced through the discussion on performance and career development Gender balance in promotional applications matching gender balance in 	Met Met	<p>Met 13/14.</p> <p>The School has invested heavily in a Funding for Investing in Excellence Scheme (FFIE), allowing staff to have access to training and development monies to support their career development. Since inception in 2012, 40 applications have been made with 62% being female.</p> <p>Numbers of promotions are small, but more women than</p>

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
				13/14 SRDS cycle	eligible population and success rates of females match or exceed those of males.	Ongoing	men apply.
3.2 Improve visibility and awareness of University positive action initiatives such as Spring Board and WiSET.	HoS	March 2012	August 2013		<ul style="list-style-type: none"> Dissemination of information to all School staff re positive action initiatives. Regular participation by School female academics taking part in Spring Board and WiSET initiatives 	Progress TBC Progress TBC	Increase in females being put forward for Tomorrow's Leaders programme, with all female shortlists for 12/13 and 13/14 rounds. Successful nominations for all females 2014.
3.3 Support female academic staff at key transition points, to access key leadership development opportunities e.g. Tomorrow's Leaders and Action Learning Sets	HoS		Aug 2013	Aug 2014	<ul style="list-style-type: none"> Dissemination of information to all School staff re University leadership initiatives. Consistent increase in School female academics applying for and taking part in Tomorrow's Leaders and action learning set opportunities Gender balance in promotional applications matching gender balance in eligible population and success rates of females match or exceed those of males. 	Met Met	Information disseminated through Directors, used in SRDS and one to one meetings. Increase in females being put forward for Tomorrow's Leaders programme, with females in leadership roles increasing, evidenced by increased female population on School committees. Numbers of promotions are small, but more women than men apply.
3.4 Increase external profile of female academic staff through engagement with external equality	ASWG Lead	Aug 2012	Aug		<ul style="list-style-type: none"> Baseline data of current external involvement collected and analysed. Opportunities disseminated through School and University networks. 	Ongoing	See silver action 3.1

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
networks/forums that will benefit their career progression			2013	Aug 2014	<ul style="list-style-type: none"> Increase in uptake of (or involvement in) external opportunities noted through SRDS development plans External activity evidenced in promotional applications for female academic staff by end of 13/14 academic year. 	Ongoing Ongoing	
3.5 Understand and evaluate real or perceived barriers to female career progression and gender career parity via collection and analysis of data.	ASWG FHRM	Aug 2012	Dec 2012		<ul style="list-style-type: none"> Hold separate focus groups for males and females held to collect baseline information and identify key themes. Exit interview data analysed to establish where females are not progressing to permanent positions and report through Faculty E&D Committee to University E&D Committee for further action 	Met Partially met	Undertaken via STEMM culture survey instead of focus groups See bronze action 2.12
3.6 Develop career pathway progression routes to enable movement from TEAC to ACAD	DoRI		Sept 2012	Sept 2013 Aug 2014	<ul style="list-style-type: none"> Career pathway guidelines created and ratified by SEC for implementation in 12/13 SRDS cycle Clear progression pathways identified through SRDS and noted in development plans. Increase in fte/headcount of female staff on ACAD profile evident 	Partially met	See silver action 2.2
3.7 Scope the introduction of the STAR system or similar to support transition back into work from maternity leave (in addition to action points 2.4 – 2.6)	FHRM		Dec 2012	Dec 2013 Aug	<ul style="list-style-type: none"> Terms of reference set and scoping exercise complete. STAR awards or similar implemented and awards granted. Evaluate success of STAR schemes in supporting female academics in 	Ongoing	A pilot scheme is currently being undertaken at Faculty level and has taken longer than expected to progress. However we make contingency within the School budget to ensure

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
				2014	returning to work successfully.		that any staff replacement needed can be arranged – this means academics know their workload is being managed. Work however continues, see silver action 5.2 a & b.
3.8 Identify, plan and implement maternity contingency fund within School budget	FM	Aug 2012	Annually	Annually	School budget plan including maternity contingency fund approved through IPE process.	Met	See bronze action 3.7
4. ORGANISATION AND CULTURE							
4.1 Produce a data pack (recruitment, promotion, development and reward and recognition) for SoH on an annual basis to inspire and structure discussions of gender equality priorities	FHRM and Strategy Project Manager		Sept 2012	Monitor annually	Submit to SEC and Faculty E&D Committee with identified actions and dissemination plan.	Met	Annual evaluation of data part of E&I Committee work plan. See silver application section 2c.
4.2 Promote and role model female academic successes by celebrating the achievements of females across all media	ASWG	Monitor annually	Monitor annually	Monitor annually	Increased number of images and features on University and School web sites, in newsletters and in the media celebrating female academic achievements	Met	Positive images of female academic staff around School, on website and in newsletters. See example images in silver submission.
4.3 Increase proportion of external female academics contributing to School, Faculty & University activity, especially those relating to research	E & D Committee			Sept 2013	10% increase in numbers of females from external organisations visiting the University to give specialised and high profile input e.g. WiSET speakers, Research Colloquium presenters and Honorary Visitors	Ongoing	Small number of external speakers over the period (during period of organisational change)
4.4 Ensure all managers promote the University values	HoS	11/12 SRDS	12/13 SRDS	13/14 SRDS	<ul style="list-style-type: none"> SRDS guidance published to all SRDS reviewers and reviewed and 	Met	64% of staff agree that the school has made it clear to

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
of integrity, professionalism, integrity, inclusiveness community and academic freedom in their every day working practice, and that all staff are aware of the University's flexible working policy to support discussion at SRDS	FHRM	cycle 11/12 SRDS cycle	cycle 12/13 SRDS cycle	cycle 13/14 SRDS cycle	<p>disseminated annually.</p> <ul style="list-style-type: none"> SRDS reviewer updates scheduled to ensure uniformity of experience across the School. Increased engagement with flexible working policy resulting in increase in flexible working discussions at SRDS and flexible working application as one method of managing work life balance for female academic staff members. 	Met Met	them what its policies are in relation to gender equality (staff survey 2013) See bronze action 2.8
5. STUDENTS							
5.1 Further improve data collection /monitoring and its analysis at key transition points	DoRI/DoSE	Aug 2012			Submit to SEC and Faculty E&D Committee with identified actions and dissemination plan.	Met	See bronze action 4.1
5.2 To provide pathways and increase opportunities for exceptional students through the introduction of a Graduate Research Assistant Scheme (GRASS)	DoRI	Aug 2012	Jan 2013	Sept 2013	<ul style="list-style-type: none"> GRASS proposal endorsed at SEC GRASS opportunities advertised to students GRASS awards made and work starts 	Met Met Met	1 student took up this transitional opportunity. Visa issues reduced the effectiveness of the GRASS scheme and we are currently reviewing alternative approaches. See silver action 3.6
5.3 Audit School outreach / WP data in relation to student recruitment trends across all areas of School business	Academic Lead for Admissions ASWG Academic		Dec 2012	Monitor and analyse annually	<ul style="list-style-type: none"> Gender data routinely collected, analysed and reported. Overall data is considered annually by the ASWG and reported at SEC with onwards transmission to E&D Committee Gender parity is monitored and achieved through the different levels of UG 	Met Met	See bronze action 4.1

Action	Responsible Person / Function	Timescale			How will we know we have succeeded?	Status	Progress
		Year 1 11/12	Year 2 12/13	Year 3 13/14			
	Lead for Students Graduate School				<p>programmes (based on the gender split on initial registrations in Year 1), taking account of natural fluctuations year by year.</p> <ul style="list-style-type: none"> Annual consideration of data and review of activities with changes to the latter (if necessary) recommended by SoH. Discussed and, if necessary, actioned via SoH Graduate School 	Met	
5.4 Identify female students at risk of leaving education due to work life balance issues	DoSE	Jan 2012	April 2012 Sept 2012	July 2013	<ul style="list-style-type: none"> Participate in the development of an attrition risk projection tool to identify students at risk. Analyse outcomes to data collected and identify actions to reduce female attrition. Implement actions and monitor outcomes of student groups Evaluate actions implemented, analyse findings against benchmark data collected in 11/12 and revise measures as appropriate. 	Met Met Met Met	<p>Attrition project undertaken.</p> <p>Attrition prediction tool now part of personal tutoring within School.</p> <p>Attrition reduced over period across all UG Programmes</p>
5.5 Review male applicant data to healthcare courses and make recommendations for change where need is identified	Academic Lead for Admissions		Aug 2012		Analyse data and report submitted to SEC for discussion.	Met	See bronze action 4.1 and silver action 1.5