

Name of Institution	University of Hertfordshire
Department	School of Health and Social Work
Focus of Department	STEMM
Date of Application	30 April 2018
Award Level	Silver
Institution Athena SWAN award	Bronze, 2015
Contact for application	Professor Kathryn Almack
Email	hswathenaswan@herts.ac.uk
Telephone	01707 281200
Departmental website	https://www.herts.ac.uk/apply/schools-of-study/health-and-social-work

	Silver Department Application	Words Used in This Application
Word limit	12,000	12,000 + 1,000 extra allowance
<i>Recommended word count</i>		
1.Letter of endorsement	500	490
2.Description of the department	500	500 + 165
3. Self-assessment process	1,000	1,000 + 40
4. Picture of the department	2,000	2,000 + 500
5. Supporting and advancing women's careers	6,500	6,500 + 876
6. Case studies	1,000	905
7. Further information	500	0
Total		12,976

Glossary of Acronyms Used in This Application

AAD	Assistant Associate Dean
ADR	Associate Dean, Research
AHP	Allied Health Profession
AHPM	Allied Health Professions and Midwifery
AMER	Annual Monitoring and Evaluation Report
ANPC	Adult Nursing and Primary Care
AIG	Attainment and Inclusivity Group
AM	Academic Management
ARC	Annual Research Conference
AQA	Academic Quality Assurance
AS	Athena SWAN
ASA	Academic Support Advice
BME	Black and Minority Ethnic
CEG	Chief Executive Group
CLAHR	Collaboration for Leadership in Applied Health Research
CRIPACC	Centre for Research in Public Health and Community Care
CSF	Carers' Staff Development Fund
DA	Domestic Abuse
DHRes	Doctorate in Health Research
DL	Department Liaison

ECR	Early Career Researcher
EWIC	Equality, Wellbeing and Inclusivity Committee
FT	Full-time
FTE	Full-time equivalent
G&D	Grievance and Disciplinary
GIRES	Gender Identity Research and Education Society
HE	Higher Education
HEI	Higher Education Institution
HoD	Head of Department
HSK	School of Health and Social Work
HR	Human Resources
HRBP	Human Resources Business Partner
IMD	International Men's Day
IWD	International Women's Day
KIT	Keeping in Touch
L&T	Learning and Teaching
LGBT	Lesbian, gay, bisexual, and transgender
LMS	School of Life and Medical Sciences
NA	National Average
NHS	National Health Service
NIHR	National Institute for Health Research
NSS	National Student Survey
NSW	Nursing and Social Work
PD	People Development
PGT	Postgraduate taught
PGR	Postgraduate research
PRES	Postgraduate Research Experience Survey
PT	Part-time
RAE	Research Assessment Exercise
RAG	Red Amber Green
RDF	Researcher Development Forum (CRIPACC)
REG	Research Executive Group
REF	Research Excellence Framework
RF	Research Fellow
SAC	School Academic Committee
SAT	Self-Assessment Team
SEG	Senior Executive Group (HSK)
Skill Up! Fund	UH fund to support the personal, professional and career development of all staff who do research – part of the University's commitment to the <i>Concordat for the Career Development of Researchers</i> .
SMF	School Managers' Forum
SMSA	Self-managed scholarly activity
StaffNet	UH staff intranet system
STEMM	Science, Technology, Engineering, Mathematics and Medicine

SUPI	Service User and Public Involvement
UB	Unconscious Bias
UG	Undergraduate
UH	University of Hertfordshire

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Silver: 500 words



University of Hertfordshire
Higher Education Corporation
Hatfield, Hertfordshire
AL10 9AB

Telephone +44 (0) 1707 284000
Fax +44 (0) 1707 284115

Website www.herts.ac.uk

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

18th April 2018

Dear Ms Gilligan

RE: Application for consideration of the Athena SWAN silver award, University of Hertfordshire School of Health and Social Work

I fully endorse this application for the Athena SWAN (AS) silver award. As Dean and Chair of the Senior Executive Group (SEG), I ensure that the principles of AS are embedded in our strategy and governance. I continue to commit an annual budget of £5,000 to support the AS agenda.

I am firmly committed to considerations of a positive work-life balance while valuing individual skills and expertise and enabling the growth and development of our staff and students. I have personally benefited from the AS commitments. Flexible working, for example, has enabled me to develop my career and be supported as a working mother with considerable family commitments.

We aspire to be the first School at UH to achieve a Silver Award. This application represents our commitment to further embed the principles and values of the AS initiatives in the culture of all areas of our business and working practices. Despite busy work schedules, colleagues in diverse roles have committed to devise, support and engage in AS initiatives that have made a tangible impact across the School. Our approach to AS is used as a model of good practice across the University, and many initiatives started in our School have been centralised.

The outstanding work achieved since our AS Bronze Award (2015) has embedded the AS principles within the School. Highlights include:

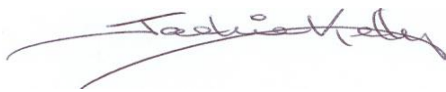
- Increasing the number of women taking up senior positions and roles (see S4.2)
- Addressing the needs of staff and students with caring responsibilities; opportunities for flexible working stand out as a supportive and empowering strategy and the launch of a Carers' Staff Development Fund (CSF) (see S5.3)

- Establishing a School Managers' Forum (SMF) to support and educate managers to deliver an equitable and consistent approach to developing staff and students across the School of Health and Social Work (HSK) (see S5.3 and S5.6)
- Providing excellent early career support, especially for our research staff (who are mainly women) (see S5.3)
- Engaging in a work shadowing scheme (Outside Insight) as part of our commitment to actively help shape and support the professional staff sector (see S5.2 and 5.4)
- Launch of a new Research Strategy to improve research opportunities and collaboration across the School (see S5.1 and S5.3)

There is much to celebrate, but we continually strive to address ongoing challenges to further embed the principles and values of AS across HSK. This includes investigating and taking action in areas where women could be disadvantaged but also areas where studying or working in health and social work could disadvantage male students or staff. In our ambitions for future development in equality and diversity, we have begun to address intersectionality. We have established a group specifically to address attainment and inclusivity to improve outcomes for all students most especially those from Black and Minority Ethnic (BME) communities.

I can confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely



Mrs Jackie Kelly
Dean of School of Health and Social Work
University of Hertfordshire
Direct Line: 01707 286490
Email: J.2.Kelly@herts.ac.uk

490 words

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: SILVER: 500 WORDS

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

The University of Hertfordshire (UH) HSK was established in 2012. HSK is one of the country's largest providers of health and social work education and one of the largest UH Schools. HSK is led by a female Dean and has three departments and a research centre, each led by a female academic (see Figure 2.2). The most recent gender mean pay gap figure is 13% for UH and 5.8% for HSK.

HSK was the first UK University to offer paramedic degrees. We are the country's largest provider of radiography education. We work closely with the National Health Service (NHS) commissioners, local authorities and statutory and voluntary agencies to support students' practical placements, a key component on many of our courses.

We have 4781 students and 285 staff; see Tables 2.1 and 2.2 for gender profiles. Forty-two percent of our students are BME students, up from 37% in 2015-16, while 13.5% of our staff are from BME backgrounds.

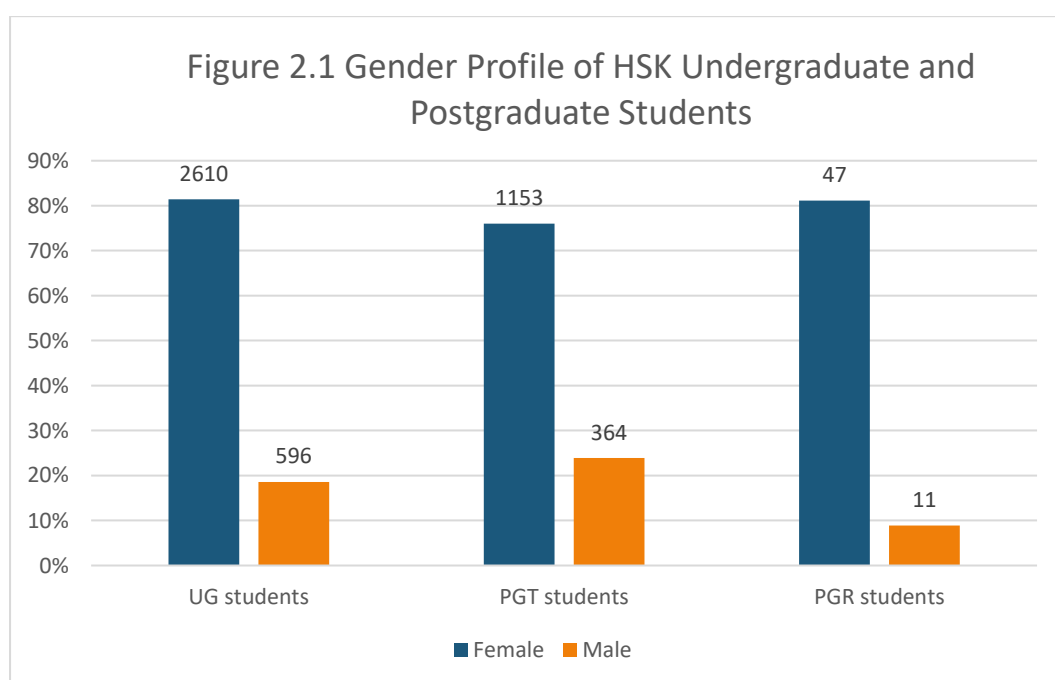
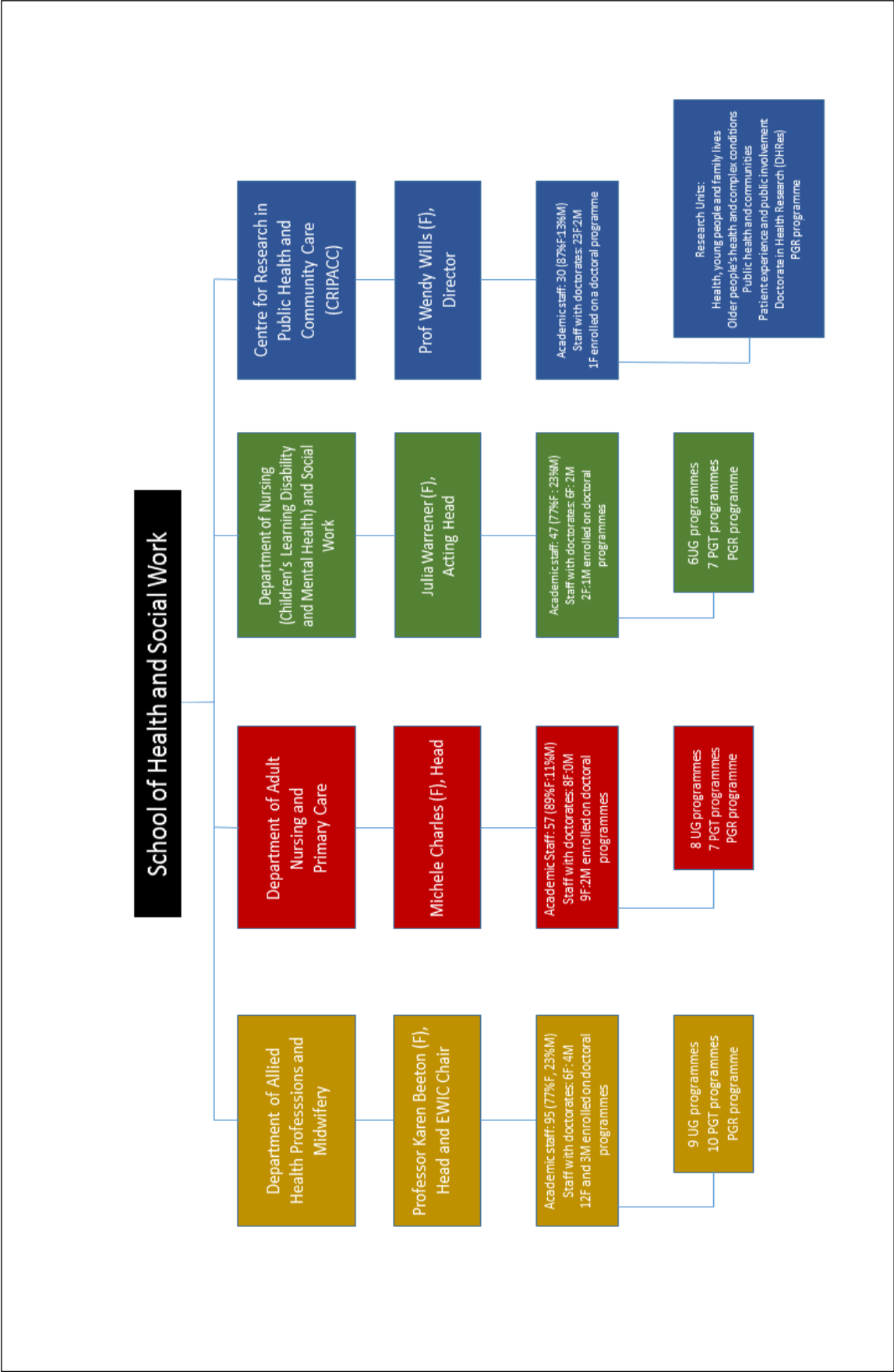


Table 2.1 Gender Profile of HSK Undergraduate (UG) and Postgraduate Students

	Total	Female	Male
UG students	3206	81% (2610)	19% (596)
Postgraduate taught (PGT) students	1517	76% (1153)	24% (364)
Postgraduate research (PGR) students	58	81% (47)	19% (11)

Figure 2.2 HSK Departmental Structure



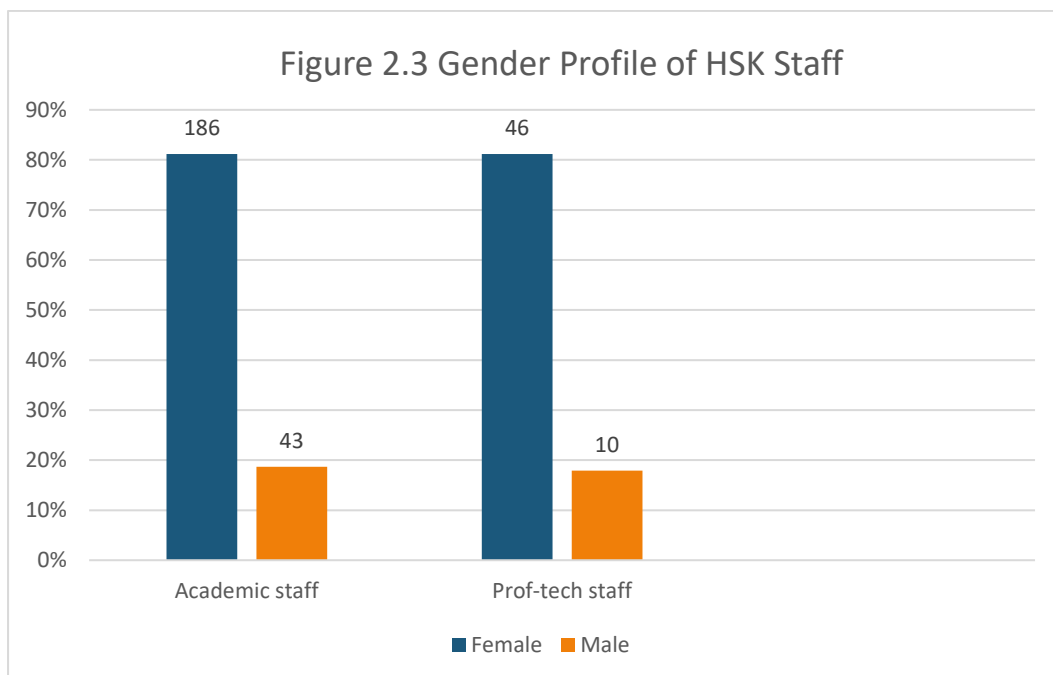


Table 2.2 Gender Profile of HSK Staff

	Total	Female	Male
Academic staff	229	81.2% (186)	18.8% (43)
Professional and technical staff	56	81.2% (46)	17.8% (10)
Total staff	285	81.4% (232)	18.6% (53)

HSK supports staff to maintain clinical or other professional roles alongside a considerable investment in staff undertaking PGR degrees. Fifty-one (22.2%) academic staff members have a doctorate (43/84.3% F, 8/15.6% M) and 30 (13.1%) are enrolled in doctoral programmes (24/80.0% F, 6/20% M). This investment produces a motivated and enthusiastic staff group, which facilitates an exceptional student experience. National Student Survey (NSS) results consistently highlight a positive response from our undergraduate (UG) population, in terms of support to prepare them for working in health care or social work.

National gender profiles for HSK professions are similar to HSK's 80:20 staff and student profile. Whilst we address areas in HSK where women could be disadvantaged, we also seek to make what are perceived as feminised professional areas more attractive to men. This is reflected in our actions and narrative.

HSK is active internationally, with programmes in Cyprus, Singapore, and Malaysia. We are a member of the European Community Action Scheme for the Mobility of University Students (ERASMUS) and have agreements with 10 EEA countries. HSK hosts secondments for early career researchers (ECRs) from other EU countries as a second-level partner in the Interdisciplinary Network for Dementia Using Current Technology (INDUCT).

Figure 2.4 HSK Graduation Ceremony in Singapore



Figure 2.5 Health Research Building



We are proud of having a supportive and inclusive workplace. Since our AS Bronze award (2015), we have worked to embed gender equality and diversity across HSK. **Our AS work is having a positive effect on the culture of the School.** 44% agreed with this statement in the 2016 AS survey, increasing to 56% in 2017. 86% were aware of AS events and only 2.8% were unaware of any information or activities relating to AS in HSK (see Action 2.1 below).

Many of our models of good practice, such as a Working Parents' Network (S5.5), have been taken up as University-wide initiatives and are detailed throughout this application. Other initiatives and highlights:

- A successful mentoring pilot scheme, to be rolled out more widely (S5.3)
- A well-established menopause group (taken up at University level) (S5.6)
- The only School to date at UH to make Unconscious Bias (UB) training mandatory for all new staff (since Autumn 2016) and all existing staff (October 2017) (S5.3)
- A marked improvement in the representation of women chairing key committees (S5.6)
- Establishing a CSF (launched 01/04/18) to help staff who incur additional costs for caring responsibilities, e.g. to attend Keeping in Touch (KIT) days or training events and conferences outside usual working hours (S5.3)
- Establishing an Attainment and Inclusivity Group (AIG) to address intersectionality (S4)
- Achieving success in our commitment to apply for ECR five-year fellowship. The University committed to funding 6/year and HSK was awarded 2 of 6 for both 2016 and 2017. All appointments have been female ECRs (S5.3)
- Appointing ten Department Liaisons (DLs) (7F:3M) across HSK to widen participation in equality, wellbeing and inclusivity activities.

We recognise we have more to do. In this application we seek to demonstrate the impact of our Bronze award, identify challenges ahead, and demonstrate the drive to promote and embed further change through our Silver action plan.

Action 2.1 Mainstream Athena SWAN throughout School business

665 words

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: **SILVER: 1000 WORDS**

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

(i) A description of the self-assessment team


The HSK AS Self-Assessment Team (SAT) was established with 18 members (13F:5M) in 2014. In 2017, it became the Equality, Wellbeing and Inclusivity Committee (EWIC), to reflect the broader AS agenda, expanding to 22 members (17F:5M, reflecting the HSK 80/20 gender balance). Members include staff and students and cover a wide range of work, study and life experiences (Table 3.1). We have a wider network of self-selected AS DLs across HSK (7F:3M) who help promote awareness of AS activities. The Champions seek additional UG and PGT input through liaison with student representatives; this works well and we find it more meaningful than a token student attending committee meetings.

Our Terms of Reference address a **Bronze action** to rotate Chair and Champion roles (every 3 years, but staggered to aid succession planning). In 2017 Champion (F) Professor Wendy Wills duly stood down, and all HSK staff were invited to apply for a Champion role-share. Two co-Champions were appointed (see Table 3.1). The current EWIC Chair (F) has been in place since our Bronze award; she will step down once the outcome of our Silver submission is known with replacement in line to step into the role.

Other members have joined EWIC through self-selection following School-wide email announcements or invitation due to their specific role or work/life experiences. EWIC reviews its membership annually to ensure that the committee reflects the School's work, life, study, ethnicity and gender balances. **Annual workload allocation:** Champions (0.1FTE each), EWIC members (28 hours) and DLs (7 hours).






Table 3.1 HSK Equality, Wellbeing and Inclusivity Committee (EWIC) Members

* Indicates people involved in establishing the SAT, prior to Bronze award.

Photo	Name (gender)	School/UH Role	AS role/tasks	Work-life balance
	Christopher Ademuwagun (M)	BME Student Advocate	Representation of BME students	Two children (17, 14), FT student, flexible forensic mental health consultancy

	Jeneva Allison (F)	Human Resources Business Partner (HRBP)	Staff data; Human Resources (HR) policy	Three children (two school age). Works FT, flexibility working from home 1 day/week
	Kathryn Almack (F)	Professor	AS Co-Champion. Responsible for Silver submission	Works FT, informal flexibility. Cares for daughter (chronic health condition) and elderly parent
	Sandra-Eve Bamigbade (F)	PhD Student	Representing post-graduates	FT student. Studies from home 3 days/week to reduce travel and care for disabled mother
	Karen Beeton* (Chair) (F)	Head of Department (HoD)	Staff survey; contributing to Sections 2,3,5.5,5.6, chairing EWIC	Works FT; can work flexibly at home if required
	Anne-Marie Burn (F)	Research Fellow	Contributing to Section 5.3	Three children (19, 16, 12). Works PT (fixed-term), can work from home if required
	Mindy Cairns (F)	Post-Doctoral Research Fellow	Contributing to Section 4.2	Dual-career household, 2 children (14, 9, one with ASD). UH work 0.6 full-time equivalent (FTE) and clinically 0.4 FTE. Option of working from home

	Angela Dickinson (F)	Senior Research Fellow	Staff survey	Partner works away from home. Family commitments Yorkshire/Lancashire. Works flexibly FT including from home
	Sarah Goler Solecki (F)	AS Officer	Application support, data analysis	Dual-career household; works FT flexibly. Son (pre-school age). Pregnant with second child
	Maleka Harcharran	Adult Lecturer in Nursing	Represents adult nursing staff	Works FT, one son (10)
	Julia Jones (F)	Reader	Section 5.1	One daughter (3). Works FT, can work from home when required
	Jackie Kelly (F)	Dean	Strategic overview, interface with University CEG	Four children (20,18,15,12). Works FT, flexibly. Child with intellectual disabilities, ageing parents
	Binoy Kumaran* (M)	Research Fellow	Represent ECRs	Dual career household. One child (8). Works FT. Can work from home when needed

	Brian Littlechild* (M)	Professor of Social Work	Section 5.1. Department Liaison	Works FT. Ability to work from home helps manage distance from work and care for partner
	Michele O'Grady (F)	Senior Lecturer	Staff survey, contributing to Section 5.5	Works FT. Compressed-hours contract to enable frequent visits to elderly mother in Ireland
	Gelvinder Rhodes (F)	Administration Manager	Sections 5.2, 5.4	Dual-career household; works FT. Public Guardian Deputy for family member in palliative care
	Mandy Roche (F)	Administrator to HoDs	Clerk	Dual-career household, 1 step-daughter (31)
	Ewelina Roberts (F)	Senior Student Administrator	Sections 5.2, 5.4	Works FT, some flexibility to allow for partial caring responsibilities for a step-son (13)
	Hubert van Griensven (M)	Senior Lecturer	AS Co-Champion. Responsible for Silver submission	Works 0.8 FTE at UH, private practice, teaching clinical courses




	Julie Vuolo (F)	Associate Dean for Learning and Teaching	Student Section Lead	Works FT, 2 children
	Wendy Wills* (Previous AS champion) (F)	Professor, Director of Centre for Research in Public Health and Community Care (CRIPACC)	Sections 5.2, 5.4 and 6	Dual-career household; works FT including from home. Parents/in-laws have care needs
	Jon Woollard (M)	Technical Team Leader	Staff survey; Department Liaison	Two young children, works FT flexibly

Figure 3.1 EWIC Members attending the January 2018 Meeting



(ii) An account of the self-assessment process

Since the Bronze award we have built on a range of activities to embed AS principles within the School, to ensure progress and evaluate the impact of our activities. Our self-assessment has included the work of EWIC and our DLs, staff surveys in 2016 and 2017, staff and student focus groups and interviews, and staff drop-in sessions. EWIC members sit on other committees and report on AS; the SEG has a standing AS agenda item, our AS Chair reports on this.

Table 3.2 Committee Activities

Activities	Participants	Number of meetings	Key points
AS SAT meetings	SAT members	26 total, from AS Bronze award: 2015 (5) 2016 (8) 2017 (4:Jan-Apr)	<ul style="list-style-type: none"> ✓ Actions and progress reviewed ✓ Working/sub-groups ✓ Name of group changed to EWIC
EWIC meetings	EWIC members	2017 (4:May-Dec) 2018 (4:Jan-Apr)	<ul style="list-style-type: none"> ✓ As above plus working groups for each application section
Away day	EWIC members	October 2017	<ul style="list-style-type: none"> ✓ Planning for Silver submission ✓ Presentation by AS Champion from a Silver-rated Department (Leicester)

Our consultation and engagement with staff and students comprises several strands:

Annual AS survey

- 2016 - 175 responses (134 (109F:24M¹) academic, a 56% response rate; 41 (31F:9M²) professional/technical staff, a 75% response rate).
- 2017 - 154 responses (122 (105F:17M) academic -53% response rate; 32 (28F:4M) professional and technical staff (57% response rate). The 2017 survey ran close to the Christmas break and closely followed a University-wide survey. An HSK social statistician advised a 60% response rate would offer more reliability to interpret the data.

3.1 ACTION Revise Athena SWAN staff survey

Staff and student interviews and focus groups

- 2018: Interviews with 5 male students (what might influence choices when applying for HSK professions) (see S4.1ii)
- 2017: Targeted focus groups (four professional/technical (3F:1M); five academic staff (2F:3M) on areas arising from the surveys such as work/life balance, career development opportunities and promotion, appraisal (issues addressed throughout the application)
- 2016: Interviews with 6 women returning from maternity leave on use of KIT days (Actions and impact - S5.5)
- 2016: Focus group with 9 ECR/PGR students (8F:1M) (Actions and impact – S5.3)
- 2016: Focus groups were held with male staff and with UG students but low participation. To revisit e.g. 2018 interviews with male students (S4.1ii)

¹ 1 'prefer not to say'

² 1 did not answer

School-wide engagement with all staff and students

- 2016-17: Two drop-in sessions for staff and students (17 and 28 attended – gender not recorded) to inform staff about the staff survey findings and actions taken or under development
- December 2018: Going for Silver lunch-time event (approx. 60 attended – gender not recorded) to facilitate staff commenting specifically on the AS application and action plan
- Quarterly newsletter sent out by email; DLs print and display hard copies around the School



Figure 3.2 Going for Silver Drop-in Event

Initiatives developed in response to staff/student engagement and feedback include (in addition to those listed above):

- Revisions to HSK Equality webpages to have a clearer focus on equality issues. Includes information about AS resources and achievements and AS contact points (Champions and DLs)
- Poster campaigns (illustrations below) to raise awareness of AS initiatives in the School; refreshed on a rotating basis to maintain awareness. These have been shared with other Schools who are impressed by the visibility of AS in HSK
- Trans Awareness workshop (in collaboration with School of Life and Medical Sciences (LMS), in response to staff who reported little awareness or knowledge about trans issues. Evaluation indicated staff became more aware of the obligations and legislation around these issues and more mindful of specific issues that trans colleagues and students may encounter.
- School Managers' Forum (SMF) (S5.3 and S5.6)
- Menopause Network (S5.6)
- Work/life balance activities (S5.6)

I'll include diverse cases in teaching, can also offer pastoral support/ guidance to students

I'm more aware of my responsibilities. I'll be more inclusive, ask questions rather than assuming anything

Anonymous evaluation feedback

HSK is recognised by the Equality Office and across the University as being a beacon of good practice in terms of our AS structure and practices, awareness-raising activities and other initiatives.

ACTION 3.2 Embed inclusion of trans awareness

Figure 3.3 Examples of Posters Displayed across HSK



(iii) Plans for the future of the EWIC

The Dean, SEG and EWIC are committed, over the next four years (2018-22), to continue to enhance, promote, improve, and engage with staff and students on equality issues. Intersectionality, particularly in relation to ethnicity and disability, will also inform the annual review of the EWIC membership.

Following the development of our Silver Action Plan we will form EWIC Subgroups to take responsibility for Actions. The EWIC Subgroups are:

- Survey
- Careers
- Training
- Wellbeing.

EWIC Meetings

- All members of EWIC will meet quarterly to review progress and identify further actions after submission for the Silver award; one meeting each year will be dedicated to our Action Plan through analysis of the Annual Reports requested from SEG, AIG, HoDs and Committee Chairs.
- Subgroups will meet every two months or as needed to ensure progress continues, and feed into EWIC.

3.3 ACTION Ask for annual reports from SEG, AIG, HoDs and Committee Chairs

Consultations

- Assess staff views through biennial AS staff surveys (May 2019, 2021 and then ongoing)
- Organise at least two 'drop-in' sessions/year to give wider opportunities to input into actions and their progress
- Organise similar sessions for students across programme areas to improve consultation and impact on student experience.

Long-term vision

HSK's long-term goal is to reapply to retain its Silver award in 2022 and show an increasing number of sustained impacts before considering a Gold application in 2025.

1040 words

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

HSK student numbers reflect the global and UK healthcare workforce, which has historically been dominated by women^{3,4}. This is particularly true in midwifery and nursing, perhaps because these professions are socio-culturally understood as more suited for women⁵. Allied health professions such as physiotherapy tend to attract higher numbers of men⁶.

We want all our programmes to appeal to male as well as female applicants and to ensure no student is disadvantaged during recruitment. As part of our AS work we interrogated the impartiality of our UG admissions processes, in view of the requirement of face-to-face, values-based interviews by Health Education England and professional bodies. The HSK AIG did so by interviewing admissions tutors, reviewing marketing materials, and scrutinising admissions processes. We created a gender-balanced and ethnically diverse recruitment and admissions process, revised marketing materials and produced guidance for writing inclusive admissions tests.

ACTION 4.1.1 Ensure that our programmes appeal to male and female applicants and that no student is disadvantaged during recruitment

(i) Numbers of men and women on access or foundation courses: n/a

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Full-time (FT) UG Students by Gender, Number and Percentage

Gender ratios across the HSK UG population have remained consistent over the last four years and are in line with national statistics of 80:20⁷ (but see further detail and Action 4.1.2 below)

³ http://www.who.int/hrh/statistics/spotlight_2.pdf

⁴ <http://www.health.org.uk/sites/health/files/SMFCProfileTrends.pdf>

⁵ <https://www.nursingtimes.net/why-are-there-so-few-men-in-nursing/849269.article>

⁶ <http://eprints.kingston.ac.uk/27739/1/Hammond-J-27739.pdf>

⁷ <https://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017>

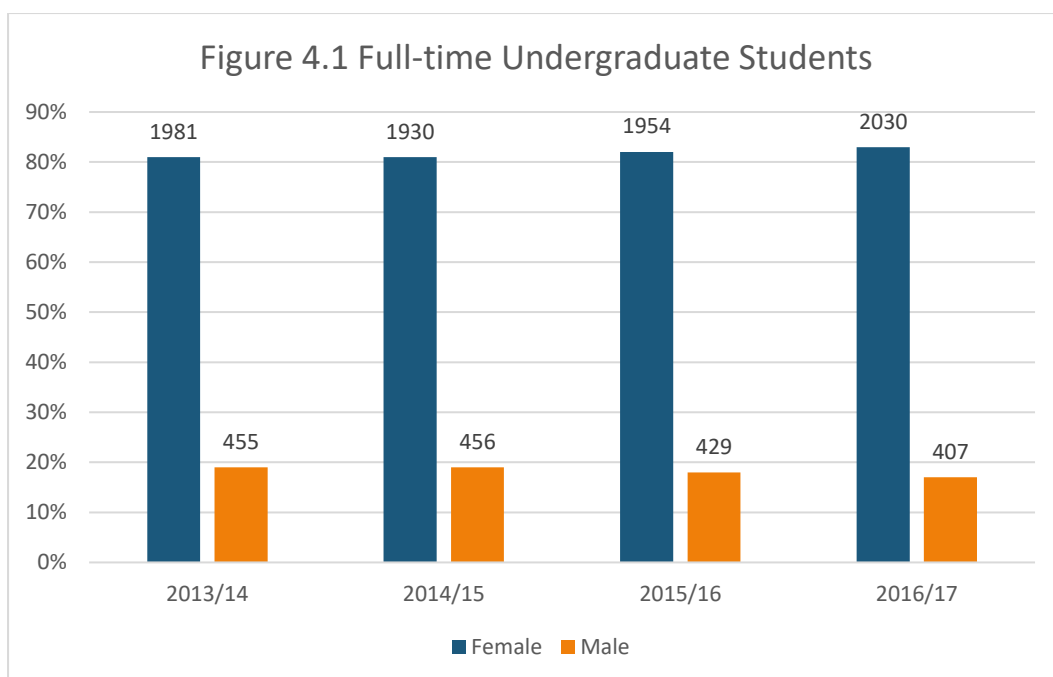


Table 4.1 Full-time Undergraduate Students

Academic Year	Undergraduate	
	Female	Male
2013-14	81% (1981)	19% (455)
2014-15	81% (1930)	19% (456)
2015-16	82% (1954)	18% (429)
2016-17	83% (2030)	17% (407)

Part-time UG Students by Gender, Number and Percentage

Most HSK UG programmes are FT, with some PT provision for qualified practitioners undertaking continuing professional development modules or ‘topping-up’ their diploma level qualifications to degree level. PT numbers also include FT students re-taking failed modules and fulfilling outstanding placement hours.

Female-male ratios were consistent over 2013-16 but have evened recently. **This suggests that our revised recruitment process is having a positive effect.**

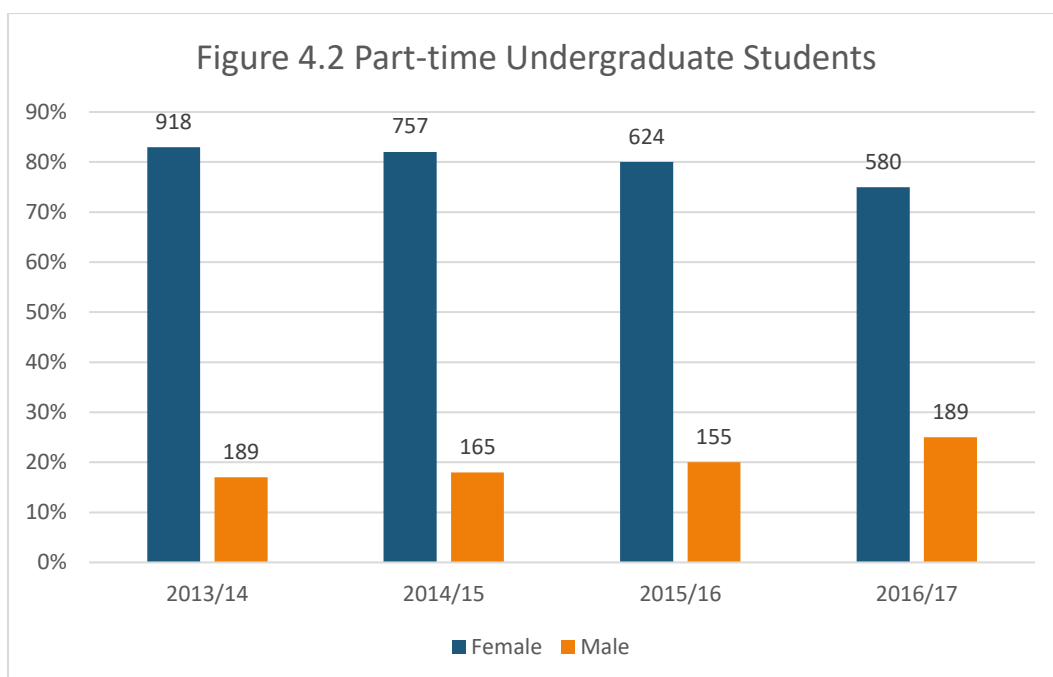


Table 4.2 Part-time Undergraduate Students

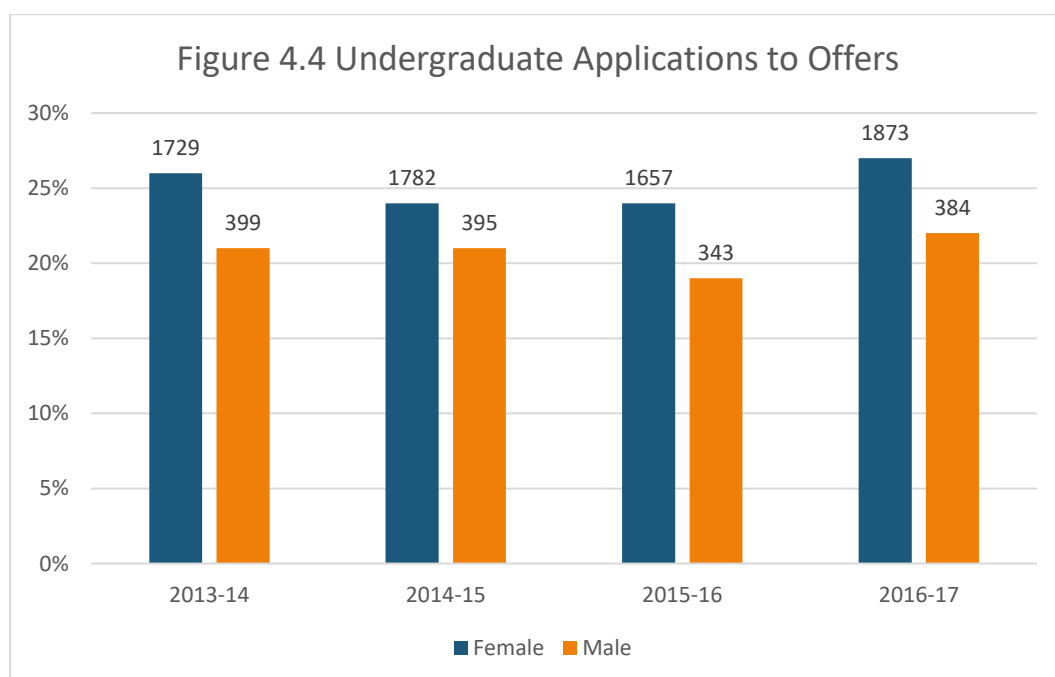
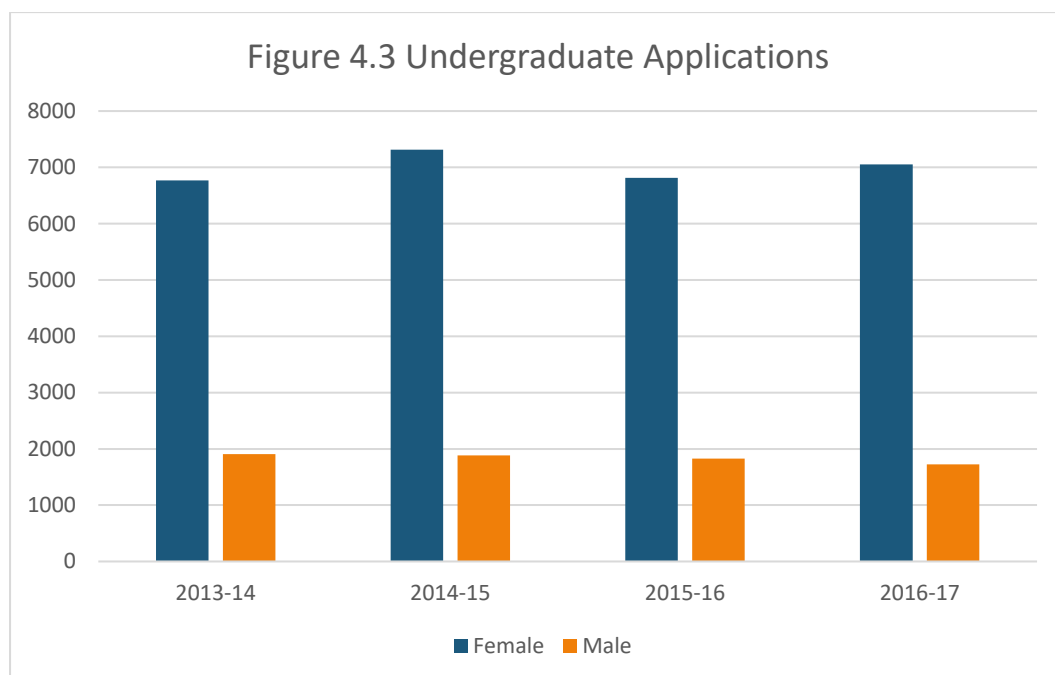
Academic Year	Undergraduate	
	Female	Male
2013-14	83% (918)	17% (189)
2014-15	82% (757)	18% (165)
2015-16	80% (624)	20% (155)
2016-17	75% (580)	25% (189)

⁵ Department for Education (2017) Education and training statistics for the UK: 2017. Accessed 5th Feb 2018 <https://www.gov.uk/government/statistics/education-and-training-statistics-for-the-uk-2017>

UG Applications, Offers and Acceptances by Gender

HSK consistently has more female than male applications; offers and acceptances have consistently been slightly higher for female applicants.

Male applications have declined steadily since 2013-14 while female applications have not shown a consistent trend. We don't have clear answers for this. However, we traditionally attract mature students planning a second career. Potentially, given gender pay gaps, men may be giving up higher salaries, which may be harder to do in times of austerity. Possibly, public perceptions of health professions are not as attractive as they once were (see Action 4.1.2).



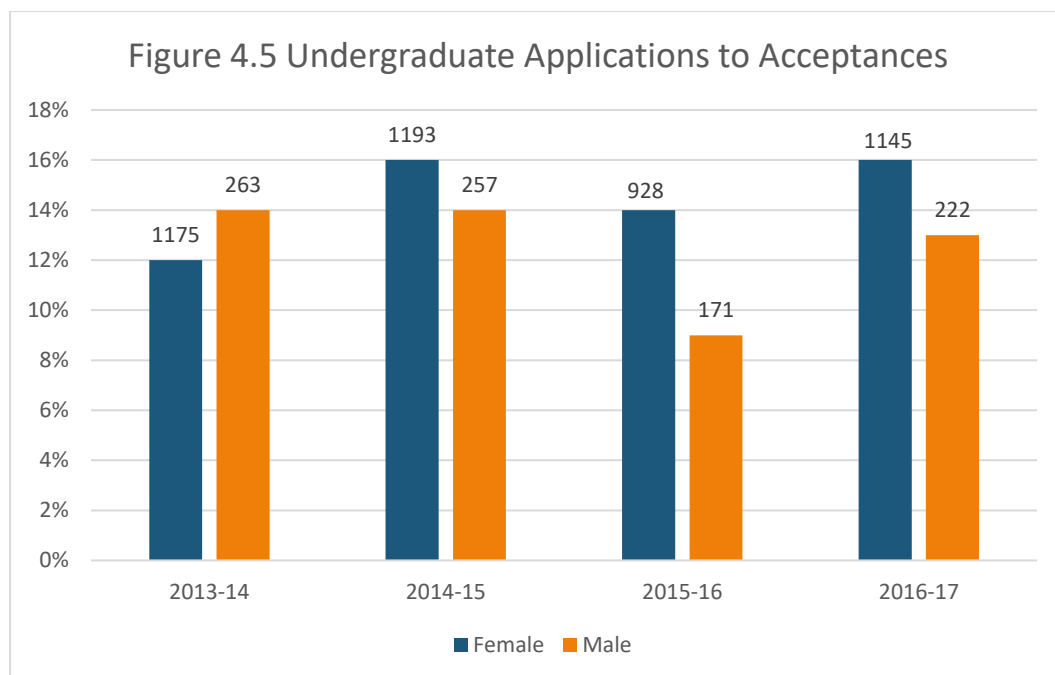


Table 4.3 Undergraduate Applications, Offers and Acceptances across All Programmes

Year	Gender	Applications	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2013-14	Female	6767	26% (1729)	68% (1175)	17% (1175)
2013-14	Male	1904	21% (399)	66% (263)	14% (263)
2014-15	Female	7315	24% (1782)	67% (1193)	16% (1193)
2014-15	Male	1885	21% (395)	65% (257)	14% (257)
2015-16	Female	6814	24% (1657)	56% (928)	14% (928)
2015-16	Male	1827	19% (343)	50% (171)	9% (171)
2016-17	Female	7055	27% (1873)	61% (1145)	16% (1145)
2016-17	Male	1724	22% (384)	58% (222)	13% (222)

UG Applications by Gender and Programme

There is considerable gender variation in applications at the programme level. In Physiotherapy and Paramedics, the ratio of F:M applicants is approximately 55:45, Radiography is approximately 60:40 and Mental Health Nursing and Radiotherapy are approximately 70:30. Children's Nursing and Midwifery applicants are almost exclusively female, reflecting historical traditions of women's roles in supporting pregnancy, childbirth and childcare. Applications show a more equal gender balance in AHPs than in nursing and midwifery.

Table 4.4 Undergraduate Applications by Gender and Programme

	2013-14	2014-15	2015-16	2016-17
Adult Nursing				
Female	90% (1722)	92% (2318)	91% (2303)	91% (2296)
Male	10% (182)	8% (208)	9% (224)	9% (219)
Mental Health Nursing				
Female	64% (416)	65% (438)	66% (482)	65% (517)
Male	36% (233)	35% (233)	35% (248)	35% (276)
Learning Disability Nursing				
Female	87% (256)	84% (283)	88% (283)	84% (298)
Male	13% (38)	16% (53)	12% (38)	16% (57)
Child Nursing				
Female	97% (614)	98% (723)	97% (615)	98% (667)
Male	3% (18)	2% (17)	3% (19)	2% (12)
Pre-Registration Midwifery				
Female	99.9% (837)	99.9% (831)	99.9% (811)	99.8% (837)
Male	0.1% (1)	0.1% (1)	0.1% (1)	0.2% (2)
Social Work				
Female	88% (539)	85% (521)	86% (408)	89% (404)
Male	12% (72)	15% (94)	14% (67)	11% (51)
Diagnostic Radiography				
Female	61% (587)	64% (561)	63% (660)	62% (657)
Male	39% (380)	36% (321)	37% (382)	38% (408)
Radiotherapy				
Female	67% (193)	69% (216)	66% (195)	67% (216)
Male	33% (94)	31% (95)	34% (100)	33% (105)
Physiotherapy				
Female	56% (373)	57% (369)	53% (399)	57% (386)
Male	44% (299)	43% (273)	47% (356)	43% (289)
Paramedic Science				
Female	52% (196)	48% (211)	53% (347)	55% (272)
Male	48% (183)	52% (232)	47% (307)	45% (224)

UG Applications to Offers by Gender and Programme

HSK consistently makes a higher percentage of offers to female applicants than male. However, there is variation among programmes: for example, Learning Disability Nursing consistently has a lower differential than Social Work. Promisingly, the 2016-17 figures for some programmes, e.g. Radiotherapy and Radiography, show a marked decrease in differential from previous years.

These figures show that whilst some programmes (e.g. Adult Nursing) attract few applications from men, the percentage who receive an offer is reasonably close to the percentage of females.

Table 4.5 Undergraduate Offers Compared with Applications by Gender and Programme

	2013-14	2014-15	2015-16	2016-17
Adult Nursing				
Female	22% (379)	21% (487)	23% (530)	23% (528)
Male	15% (27)	19% (40)	17% (38)	18% (39)
Mental Health Nursing				
Female	17% (71)	21% (92)	22% (106)	19% (96)
Male	12% (28)	13% (30)	12% (30)	13% (37)
Learning Disability Nursing				
Female	39% (100)	41% (116)	45% (127)	40% (119)
Male	26% (10)	32% (17)	39% (15)	39% (22)
Child Nursing				
Female	12% (74)	8% (58)	11% (68)	15% (97)
Male	6% (1)	12% (2)	21% (4)	0
Pre-Registration Midwifery				
Female	11% (92)	12% (100)	14% (114)	15% (128)
Male	0	0	0	0
Social Work				
Female	18% (97)	17% (89)	25% (102)	24% (96)
Male	10% (7)	16% (15)	12% (8)	10% (5)
Diagnostic Radiography				
Female	25% (147)	24% (135)	28% (185)	27% (179)
Male	19% (72)	27% (87)	18% (69)	23% (94)
Radiotherapy				
Female	33% (64)	31% (67)	34% (66)	30% (64)
Male	31% (29)	22% (21)	20% (20)	31% (33)
Physiotherapy				
Female	24% (90)	18% (66)	18% (72)	19% (73)
Male	15% (45)	11% (30)	15% (53)	9% (27)
Paramedic Science				
Female	13% (26)	18% (40)	24% (83)	41% (111)
Male	14% (26)	19% (44)	25% (77)	30% (67)

Table 4.6 Undergraduate Acceptances Compared with Offers by Gender and Programme
[N/A = not applicable, 0/0]

	2013-14	2014-15	2015-16	2016-17
Adult Nursing				
Female	59% (219)	55% (273)	49% (256)	51% (271)
Male	54% (15)	53% (21)	53% (20)	54% (21)
Mental Health Nursing				
Female	58% (41)	48% (44)	54% (56)	55% (53)
Male	75% (21)	73% (22)	43% (13)	49% (18)
Learning Disability Nursing				
Female	59% (60)	59% (68)	53% (67)	58% (69)
Male	50% (5)	47% (8)	47% (7)	55% (12)
Child Nursing				
Female	61% (45)	64% (37)	60% (42)	51% (49)
Male	0% (0)	100% (2)	25% (1)	N/A
Pre-Registration Midwifery				
Female	68% (64)	65% (64)	59% (65)	64% (82)
Male	N/A	N/A	N/A	N/A
Social Work				
Female	48% (46)	48% (43)	52% (54)	58% (56)
Male	29% (2)	60% (9)	50% (4)	80% (4)
Diagnostic Radiography				
Female	52% (77)	57% (77)	52% (96)	46% (83)
Male	55% (40)	55% (43)	54% (38)	56% (53)
Radiotherapy				
Female	38% (24)	48% (32)	44% (29)	45% (29)
Male	52% (15)	57% (12)	35% (7)	55% (18)
Physiotherapy				
Female	38% (35)	40% (27)	39% (28)	41% (30)
Male	31% (14)	58% (18)	49% (26)	48% (13)
Paramedic Science				
Female	69% (18)	63% (25)	39% (33)	40% (44)
Male	62% (16)	49% (21)	39% (30)	34% (23)

Table 4.7 Undergraduate Acceptances Compared with Applications by Gender and Programme

	2013-14	2014-15	2015-16	2016-17
Adult Nursing				
Female	13% (219)	12% (273)	11% (256)	12% (271)
Male	8% (15)	10% (21)	9% (20)	10% (21)
Mental Health Nursing				
Female	10% (41)	10% (44)	12% (56)	10% (53)
Male	9% (21)	9% (22)	5% (13)	7% (18)
Learning Disability Nursing				
Female	23% (60)	24% (68)	24% (67)	23% (69)
Male	13% (5)	15% (8)	18% (7)	21% (12)
Child Nursing				
Female	7% (45)	5% (37)	7% (42)	7% (49)
Male	0% (0)	12% (2)	5% (1)	0% (0)
Pre-Registration Midwifery				
Female	8% (64)	8% (64)	8% (65)	10% (82)
Male	0 (0)	0 (0)	0% (0)	0% (0)
Social Work				
Female	9% (46)	8% (43)	13% (54)	14% (56)
Male	3% (2)	10% (9)	6% (4)	8% (4)
Diagnostic Radiography				
Female	13% (77)	14% (77)	15% (96)	13% (83)
Male	11% (40)	13% (43)	10% (38)	13% (53)
Radiotherapy				
Female	12% (24)	15% (32)	15% (29)	13% (29)
Male	16% (15)	13% (12)	7% (7)	17% (18)
Physiotherapy				
Female	9% (35)	7% (27)	7% (28)	8% (30)
Male	5% (14)	7% (18)	7% (26)	4% (13)
Paramedic Science				
Female	9% (18)	12% (25)	10% (33)	16% (44)
Male	9% (16)	9% (21)	10% (30)	10% (23)

ACTION 4.1.2 Seek to attract and increase numbers of male UG applicants in HSK

UG Degree Classifications by Gender

Across four years of data, degree classification attainment was similar between males and females with no trends or significant differences evident.

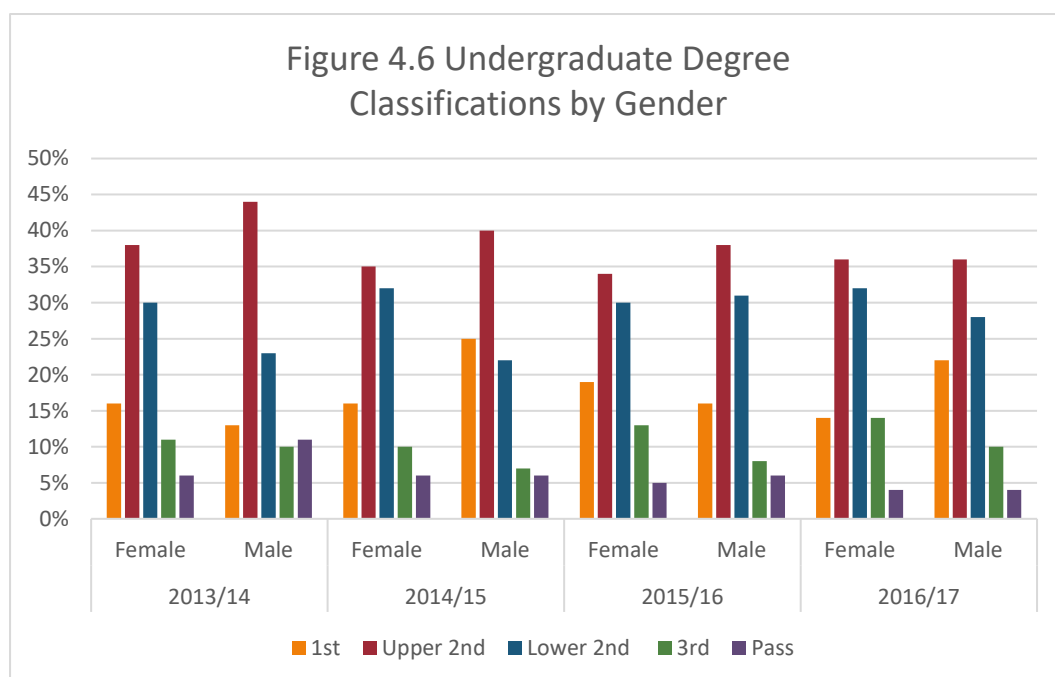


Table 4.8 Undergraduate Degree Classifications by Gender

Year/Gender With row totals	1 st	Upper 2 nd	Lower 2 nd	3 rd	Pass
2013-14					
Female 476	16% (78)	38% (179)	30% (142)	11% (50)	6% (27)
Male 104	13% (13)	44% (46)	23% (24)	10% (10)	11% (11)
2014-15					
Female 513	16% (80)	35% (182)	32% (166)	10% (52)	6% (33)
Male 125	25% (31)	40% (50)	22% (28)	7% (9)	6% (7)
2015-16					
Female 574	19% (109)	34% (193)	30% (171)	13% (73)	5% (28)
Male 118	16% (19)	38% (45)	31% (37)	8% (10)	6% (7)
2016-17					
Female 563	14% (79)	36% (200)	32% (182)	14% (79)	4% (23)
Male 118	22% (26)	36% (42)	28% (33)	10% (12)	4% (5)

An analysis of programme level data was carried out to identify programmes where the numbers of good degrees was lower than average, e.g. Adult and Learning Disability Nursing. Low numbers of good degrees in Adult Nursing have a substantial impact on the school data because of the large cohorts. Analysis identified several issues:

- A high assessment burden on students who are also undertaking placements for long periods of time.
Action taken: Assignment timing was revised where possible.
- Failure of markers to use the full extent of marks available.
Action taken: Marking workshops and pre-marking meetings have been implemented for all modules.
- High first-time fail rate on some modules leading to capped marks for resubmitted work and impacting on classification.
Action taken: Module outcomes and assessment strategies have been revised.
- Applicants coming through routes such as Business and Technology Education Council or other Further Education programmes often finding it harder to adjust to HE.
Action taken: Design of a new Academic Skills website and additional academic skills tutor hours allocated.
- HSK has many mature and/or widening participation students with commuting, financial and childcare challenges.

ACTION 4.1.3 Improve the number of good degrees for programmes where these are below average

ACTION 4.1.4 Support mature and/or widening participation students coming into HE

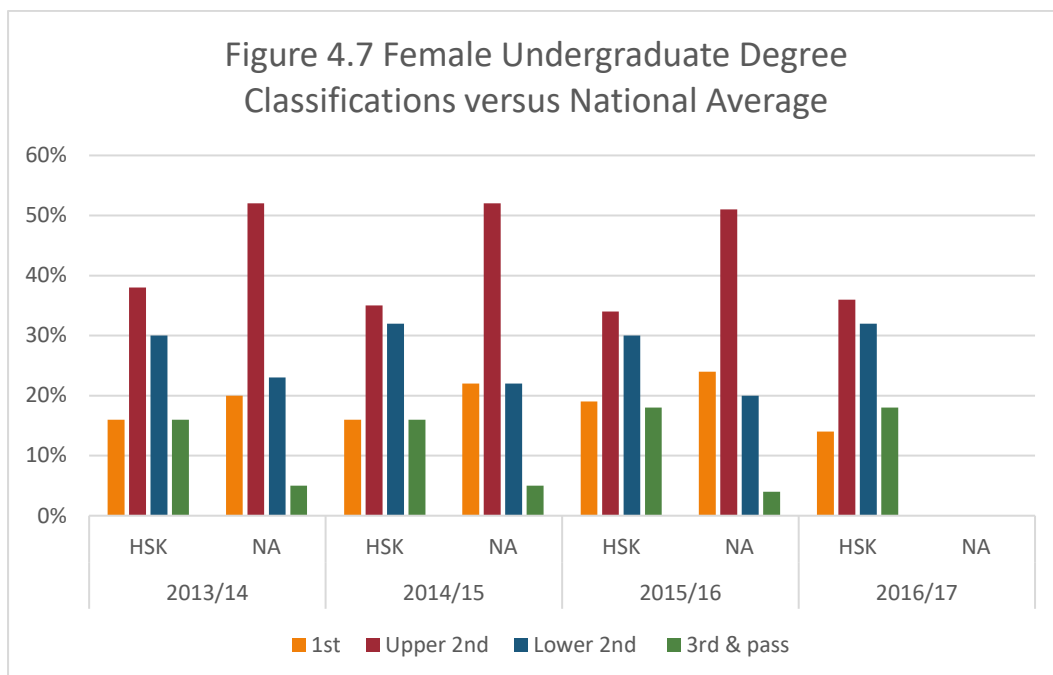


Table 4.9 Female Undergraduate Degree Classifications versus National Average (Percentages)
[National data for 2016-17 are not yet available]

	2013-14		2014-15		2015-16		2016-17	
	HSK	NA	HSK	NA	HSK	NA	HSK	NA
1st	16	20	16	22	19	24	14	
Upper 2nd	38	52	35	52	34	51	36	
Lower 2nd	30	23	32	22	30	20	32	
3rd & pass	16	5	16	5	18	4	18	

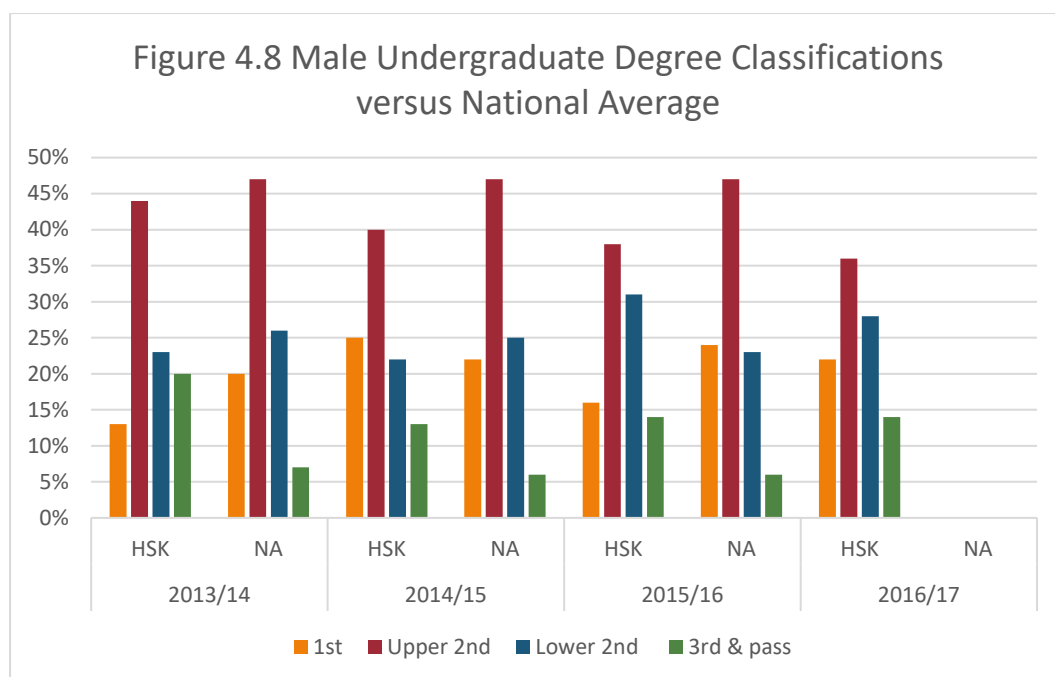


Table 4.10 Male Undergraduate Degree Classifications versus National Average (Percentages)

	2013-14		2014-15		2015-16		2016-17	
	HSK	NA	HSK	NA	HSK	NA	HSK	NA
1st	13	20	25	22	16	24	22	
Upper 2nd	44	47	40	47	38	47	36	
Lower 2nd	23	26	22	25	31	23	28	
3rd & pass	20	7	13	6	14	6	14	

Each year, the numbers of 1st and Upper 2nd Class degrees for female and male students are lower than the national average (NA). The percentage of students gaining a good degree in HSK is 51% (fallen from 53% in previous year). This doesn't compare well with other schools in UH and national figures of 71%⁸, so we are addressing this through the AIG and a targeted action plan:

Actions being taken (and see Action 4.1.3):

- Ongoing review of assessment practices to remove barriers to attainment e.g. excess assessment burden, submission timing and assessment type
- Produce bite-sized videos to help students to understand feedback terminology.

There is also a HSK attainment gap between white and BME students. We are addressing this – examples include:

2015-16

- AIG group established May 2016 (direct link to UH BME Attainment group)
- BME session at Programme Leaders' Away Day

⁸ <https://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017>

2016-17

- Positive feedback message posters around the school showing students from a range of ethnic backgrounds
- Nursing Mentorship module asked to include inclusive teaching practices in curricula
- Mandatory anonymous marking fully implemented by September 2016
- Attainment and inclusivity included in annual school action plan, items at SEG and programme leader away day.
- UG admissions processes reviewed for inclusive practice (marketing, student ambassador training, equality and diversity training for panel members including service users)

However, we recognise that the goal of improving BME attainment is a long-term one⁹.

ACTION 4.1.5 Continue to address the attainment gap between white and BME students

UG Degree Classifications by Gender and Programme

In Adult Nursing, most awards (F and M) are Lower 2nd Class and 3rd Class/Pass. This is being addressed - see above analysis.

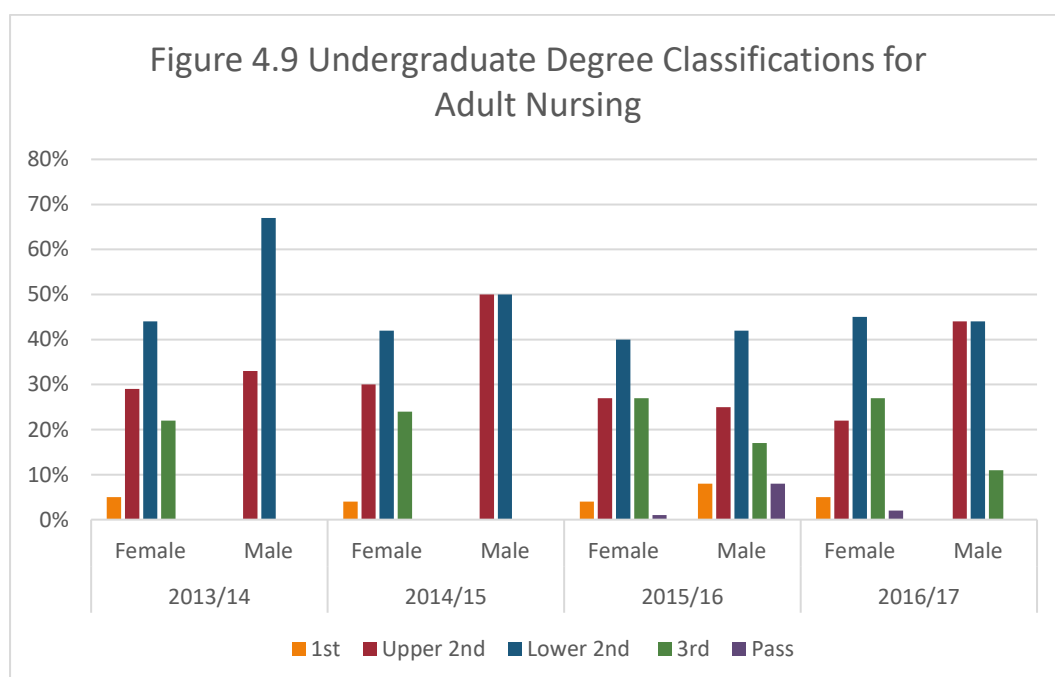


Table 4.11 Undergraduate Degree Classifications for Adult Nursing

	1 st	Upper 2nd	Lower 2nd	3 rd	Pass
Female 2013-14	5% (3)	29% (18)	44% (28)	22% (14)	0
Male 2013-14	0	33% (1)	67% (2)	0	0

⁹ Berry, J and Loke, G (2011) Improving the degree attainment of Black and minority ethnic students. Higher Education Academy and Equality Challenge Unit

Females 2014-15	4% (4)	30% (32)	42% (44)	24% (25)	0
Male 2014-15	0	50% (2)	50% (2)	0	0
Female 2015-16	4% (8)	27% (50)	40% (74)	27% (50)	1% (2)
Male 2015-16	8% (1)	25% (3)	42% (5)	17% (2)	8% (1)
Female 2016-17	5% (9)	22% (41)	45% (83)	27% (50)	2% (3)
Male 2016-17	0	44% (4)	44% (4)	11% (1)	0

In Mental Health Nursing, the number of 1st Class degrees for both male and female students rose in 2016-17, with males performing particularly well and improving overall since 2013-14. The upward trend in good degrees is in keeping with the increase in entry tariff in the last 5 years.

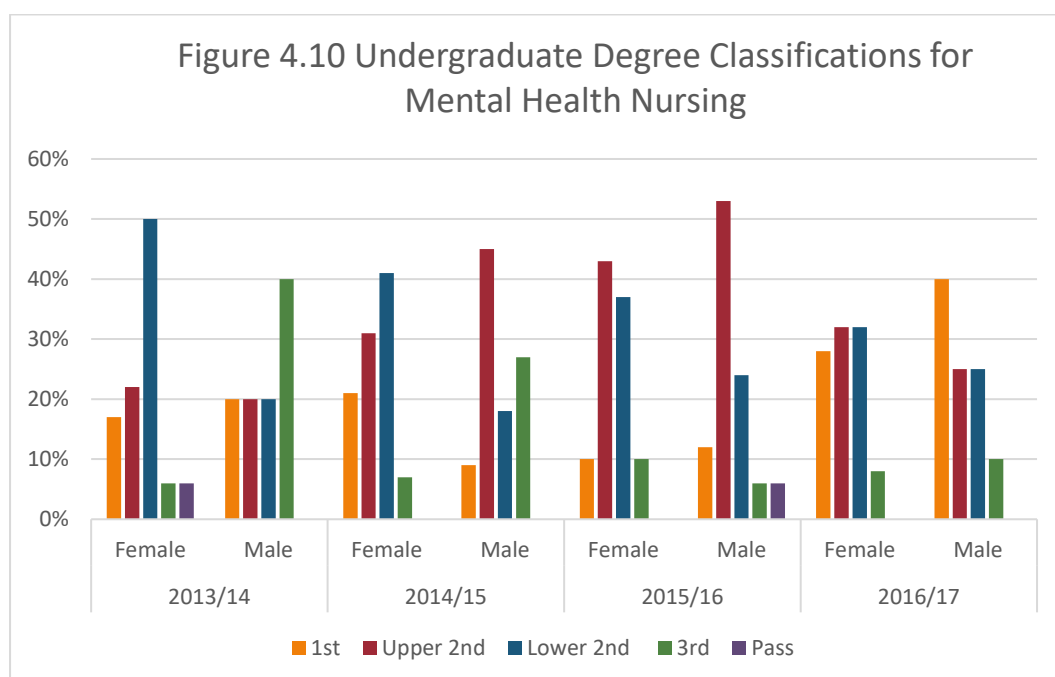


Table 4.12 Undergraduate Degree Classifications for Mental Health Nursing

	1st	Upper 2nd	Lower 2nd	3rd	Pass
Females 2013-14	17% (3)	22% (4)	50% (9)	6% (1)	6% (1)
Males 2013-14	20% (1)	20% (1)	20% (1)	40% (2)	0
Females 2014-15	21% (6)	31% (9)	41% (12)	7% (2)	0
Males 2014-15	9% (1)	45% (5)	18% (2)	27% (3)	0
Females 2015-16	10% (3)	43% (13)	37% (11)	10% (3)	0
Males 2015-16	12% (2)	53% (9)	24% (4)	6% (1)	6% (1)
Females 2016-17	28% (7)	32% (8)	32% (8)	8% (2)	0
Males 2016-17	40% (8)	25% (5)	25% (5)	10% (2)	0

In Learning Disability Nursing, the small cohorts and the small numbers of males make it difficult to spot differences or trends. However, most awards tend to be in the Upper and Lower 2nd Class band.

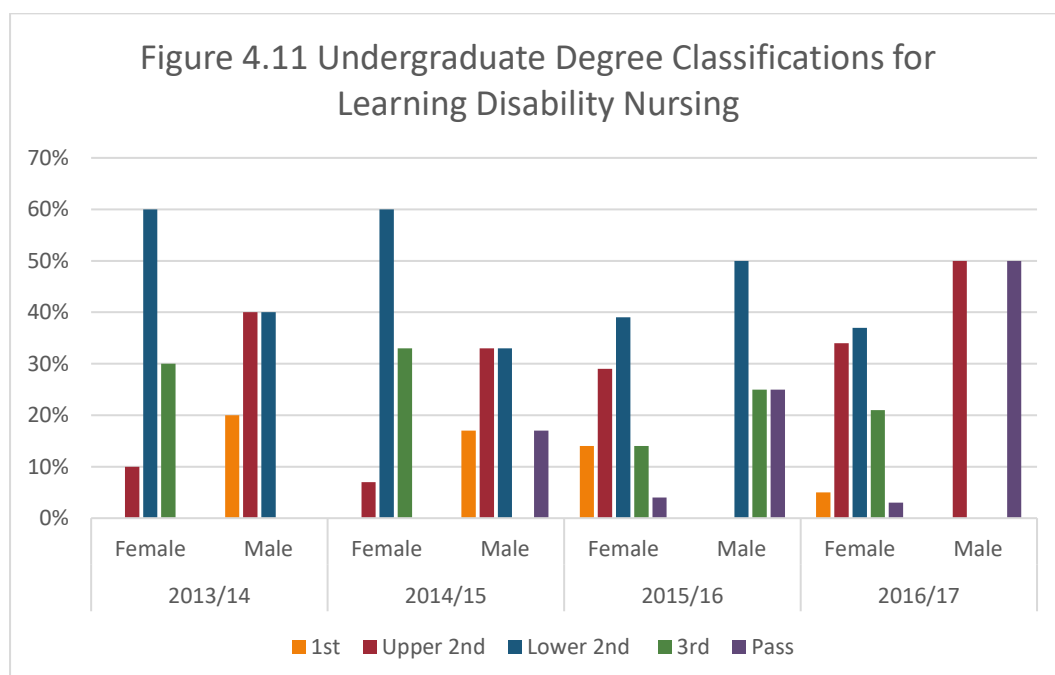


Table 4.13 Undergraduate Degree Classifications for Learning Disability Nursing

	1st	Upper 2nd	Lower 2nd	3rd	Pass
Females 2013-14	0	10% (1)	60% (6)	30% (3)	0
Males 2013-14	20% (1)	40% (2)	40% (2)	0	0
Females 2014-15	0	7% (1)	60% (9)	33% (5)	0
Males 2014-15	17% (1)	33% (2)	33% (2)	0	17% (1)
Females 2015-16	14% (4)	29% (8)	39% (11)	14% (4)	4% (1)
Males 2015-16	0	0	50% (2)	25% (1)	25% (1)
Females 2016-17	5% (2)	34% (13)	37% (14)	21% (8)	3% (1)
Males 2016-17	0	50% (1)	0	0	50% (1)

Small cohorts overall make it difficult to spot differences or trends and male numbers have been very low. In Children's Nursing, degree outcomes for female students have improved over the last two years with most degrees being 1st and Upper 2nd Class. This is the result of changes such as the revision of the entry tariff (UCAS and GCSEs), providing tutorials for subjects such as medicines and calculations, and developing the delivery and content of year 3 modules.

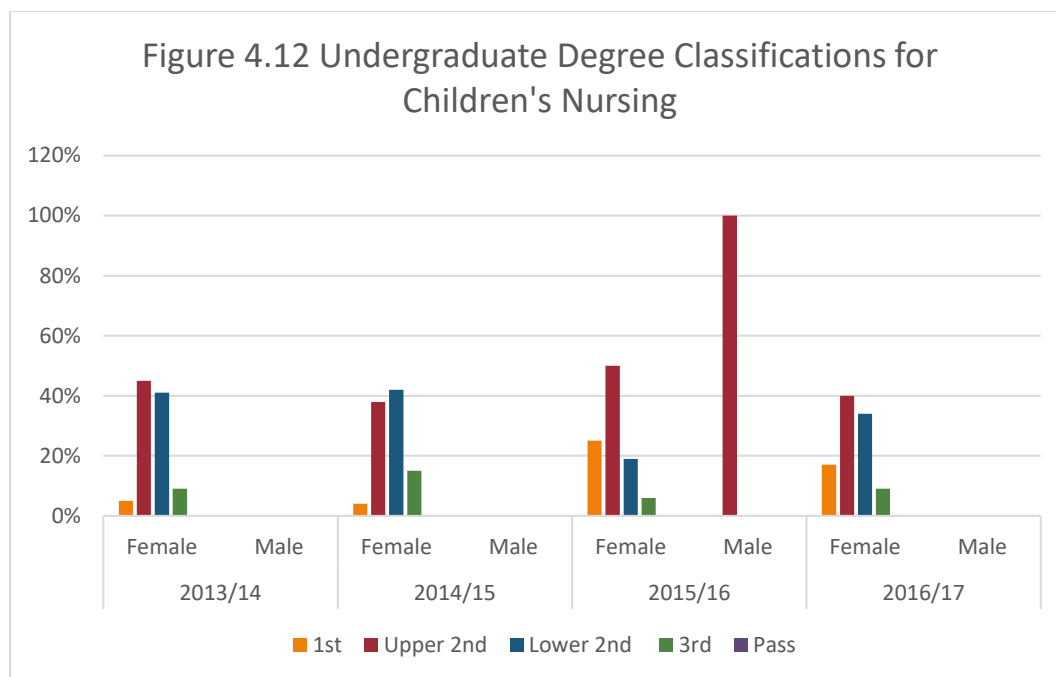


Table 4.14 Undergraduate Degree Classifications for Children's Nursing

	1 st	Upper 2nd	Lower 2nd	3 rd	Pass
Females 2013-14	5% (1)	45% (10)	41% (9)	9% (2)	0
Males 2013-14	0	0	0	0	0
Females 2014-15	4% (1)	38% (10)	42% (11)	15% (4)	0
Males 2014-15	0	0	0	0	0
Females 2015-16	25% (8)	50% (16)	19% (6)	6% (2)	0
Males 2015-16	0	100% (1)	0	0	0
Females 2016-17	17% (6)	40% (14)	34% (12)	9% (3)	0
Males 2016-17	0	0	0	0	0

Most degrees among Midwifery students are in the 1st and Upper 2nd Class bands. There are no male students. 1st degrees have been variable, so it is not possible to suggest a trend. The fall in first degrees in 2016-17 may be explained by an altered assessment strategy in which students did significantly less well than in previous years. The strategy was revised the following year and outcomes improved, so a rise in first degrees is anticipated.

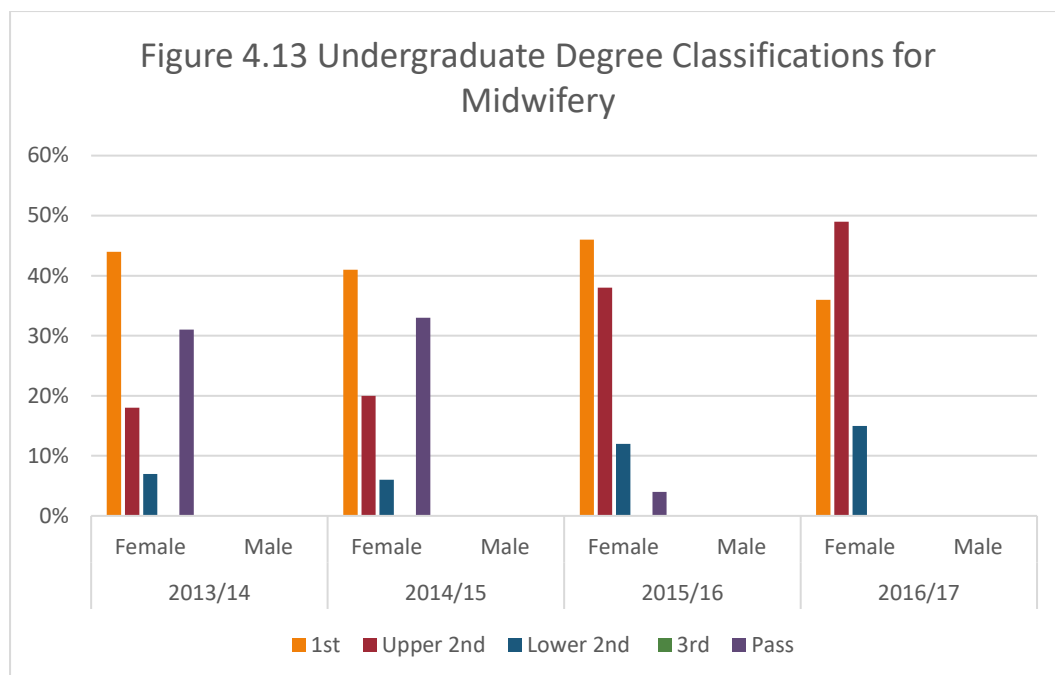


Table 4.15 Undergraduate Degree Classifications for Midwifery

	1 st	Upper 2 nd	Lower 2 nd	3 rd	Pass
Females 2013-14	44% (20)	18% (8)	7% (3)	0	31% (14)
Males 2013-14	0	0	0	0	0
Females 2014-15	41% (20)	20% (10)	6% (3)	0	33% (16)
Males 2014-15	0	0	0	0	0
Females 2015-16	46% (23)	38% (19)	12% (6)	0	4% (2)
Males 2015-16	0	0	0	0	0
Females 2016-17	36% (21)	49% (29)	15% (9)	0	0
Males 2016-17	0	0	0	0	0

Most degrees in Social Work are in the 1st and Upper 2nd Class bands. Low numbers of male students make it difficult to compare performance between the genders across the four years but in 2016-17. 1st and Upper 2nd Class awards were proportionally almost identical for males and females.

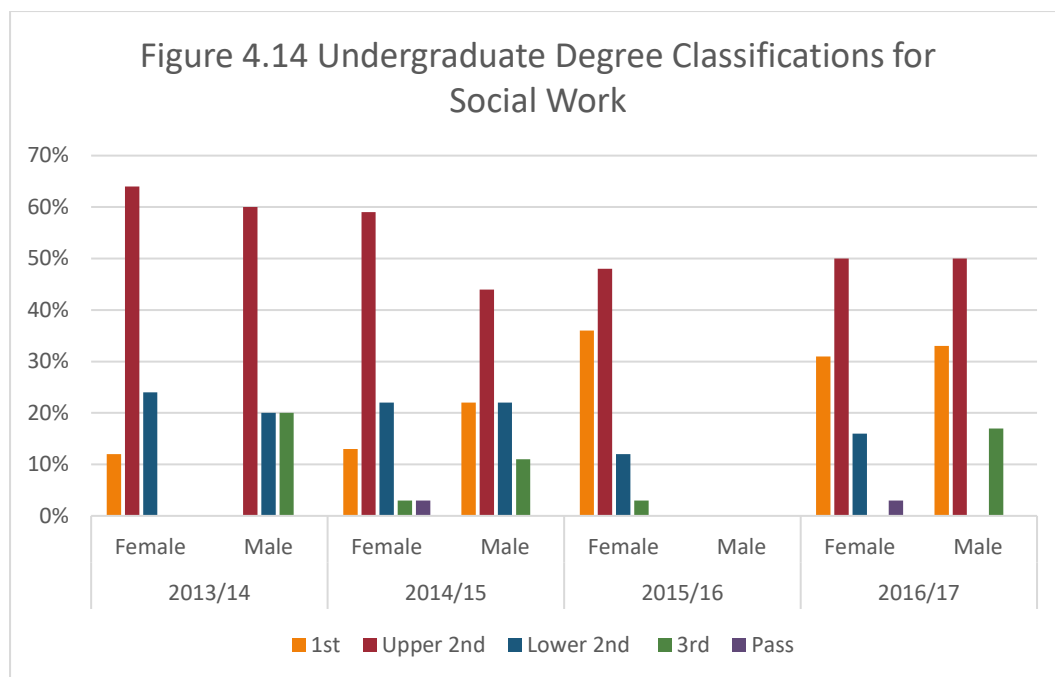


Table 4.16 Undergraduate Degree Classifications for Social Work

	1 st	Upper 2nd	Lower 2nd	3rd	Pass
Females 2013-14	12% (4)	64% (21)	24% (8)	0	0
Males 2013-14	0	60% (3)	20% (1)	20% (1)	0
Females 2014-15	13% (4)	59% (19)	22% (7)	3% (1)	3% (1)
Males 2014-15	22% (2)	44% (4)	22% (2)	11% (1)	0
Females 2015-16	36% (12)	48% (16)	12% (4)	3% (1)	0
Males 2015-16	0	0	0	0	0
Females 2016-17	31% (10)	50% (16)	16% (5)	0	3% (1)
Males 2016-17	33% (2)	50% (3)	0	17% (1)	0

In Radiography, women achieved more 1st and Upper 2nd Class degrees than men. Overall, numbers are too small for meaningful analysis.

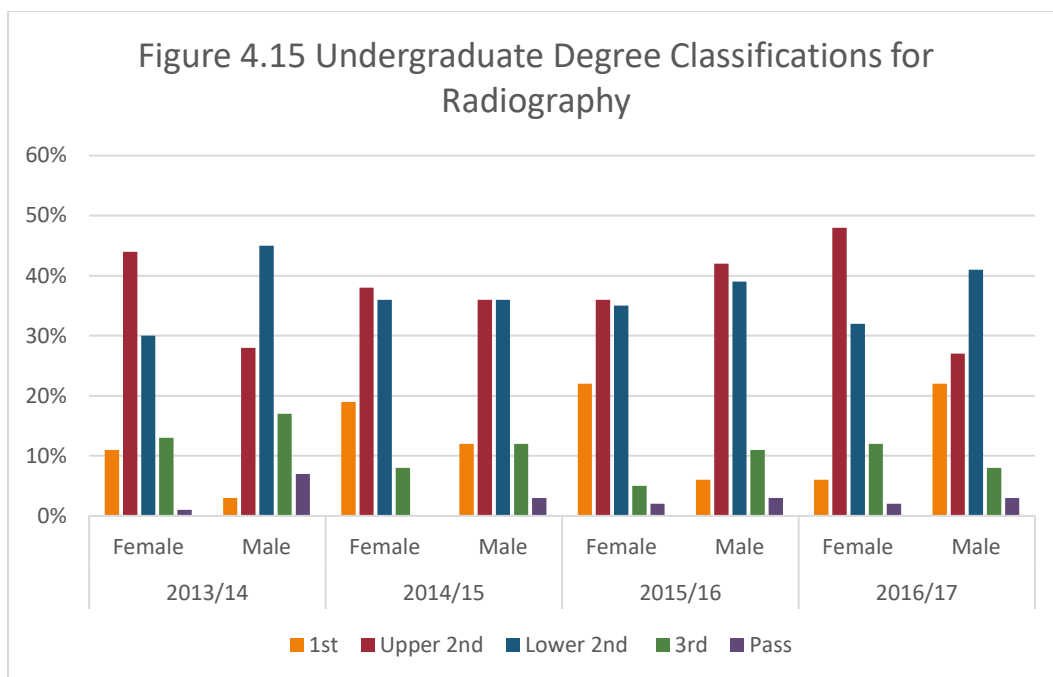


Table 4.17 Undergraduate Degree Classifications for Radiography

	1 st	Upper 2nd	Lower 2nd	3rd	Pass
Females 2013-14	11% (9)	44% (35)	30% (24)	13% (10)	1% (1)
Males 2013-14	3% (1)	28% (8)	45% (13)	17% (5)	7% (2)
Females 2014-15	19% (12)	38% (24)	36% (23)	8% (5)	0
Males 2014-15	12% (4)	36% (12)	36% (12)	12% (4)	3% (1)
Females 2015-16	22% (18)	36% (29)	35% (28)	5% (4)	2% (2)
Males 2015-16	6% (2)	42% (15)	39% (14)	11% (4)	3% (1)
Females 2016-17	6% (4)	48% (31)	32% (21)	12% (8)	2% (1)
Males 2016-17	22% (8)	27% (10)	41% (15)	8% (3)	3% (1)

In Radiotherapy, most female students received 1st or Upper 2nd Class degrees in the last three years (improving since 2012-13) but student numbers are too small for meaningful analysis.

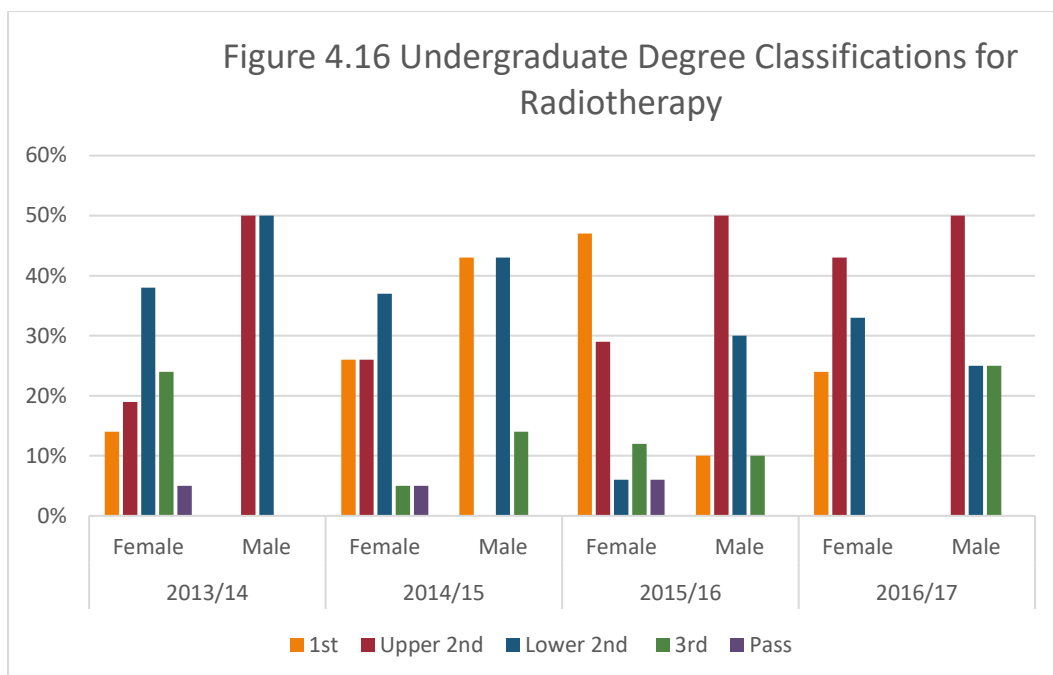


Table 4.18 Undergraduate Degree Classifications for Radiotherapy

	1st	Upper 2nd	Lower 2nd	3rd	Pass
Females 2013-14	14% (3)	19% (4)	38% (8)	24% (5)	5% (1)
Males 2013-14	0	50% (2)	50% (2)	0	0
Females 2014-15	26% (5)	26% (5)	37% (7)	5% (1)	5% (1)
Males 2014-15	43% (3)	0	43% (3)	14% (1)	0
Females 2015-16	47% (8)	29% (5)	6% (1)	12% (2)	6% (1)
Males 2015-16	10% (1)	50% (5)	30% (3)	10% (1)	0
Females 2016-17	24% (5)	43% (9)	33% (7)	0	0
Males 2016-17	0	50% (4)	25% (2)	25% (2)	0

Most Physiotherapy and Paramedic Science students receive 1st and Upper 2nd Class degrees, with performance between males and females varying from year to year.

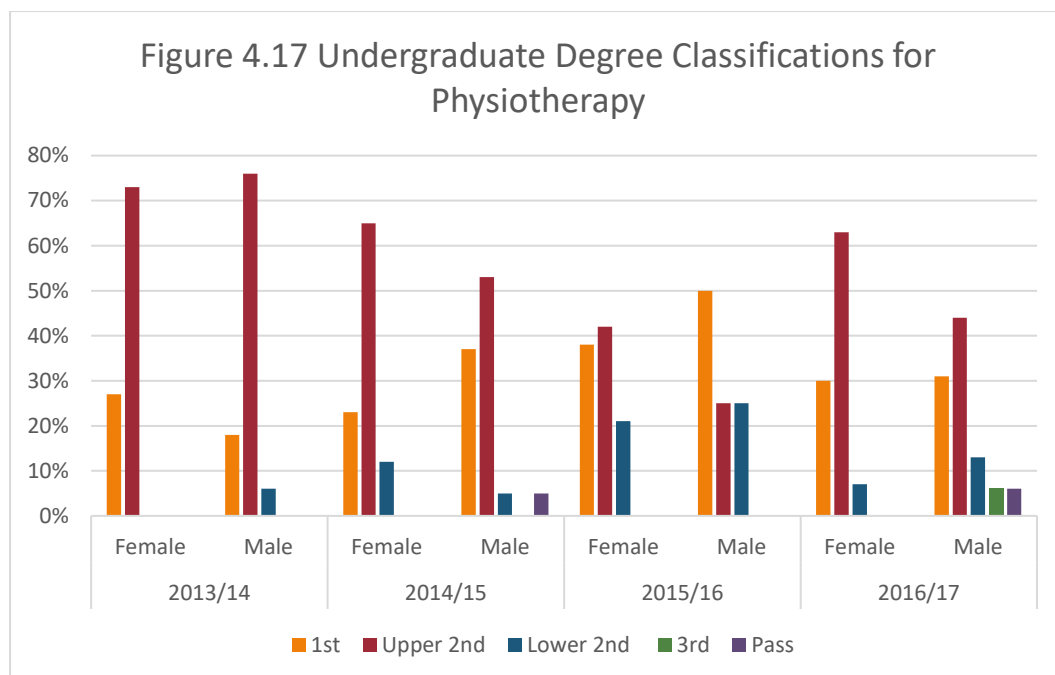


Table 4.19 Undergraduate Degree Classifications for Physiotherapy

	1st	Upper 2nd	Lower 2nd	3 rd	Pass
Females 2013-14	27% (6)	73% (16)	0	0	0
Males 2013-14	18% (3)	76% (13)	6% (1)	0	0
Females 2014-15	23% (6)	65% (17)	12% (3)	0	0
Males 2014-15	37% (7)	53% (10)	5% (1)	0	5% (1)
Females 2015-16	38% (9)	42% (10)	21% (5)	0	0
Males 2015-16	50% (8)	25% (4)	25% (4)	0	0
Females 2016-17	30% (8)	63% (17)	7% (2)	0	0
Males 2016-17	31% (5)	44% (7)	13% (2)	6% (1)	6% (1)

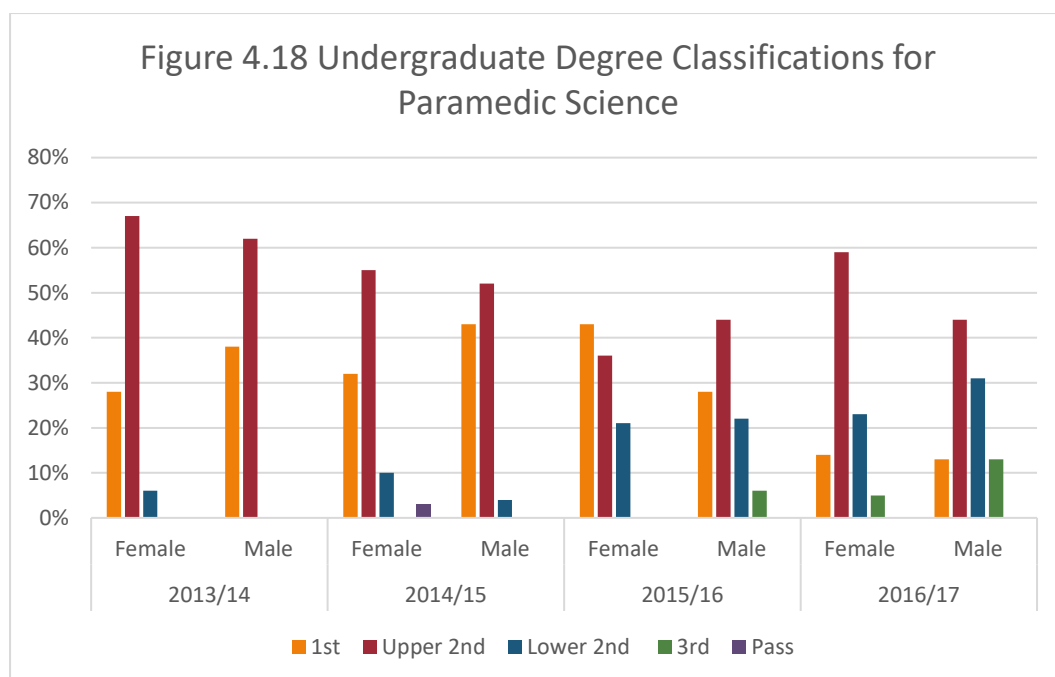


Table 4.20 Undergraduate Degree Classifications for Paramedic Science

	1st	Upper 2nd	Lower 2nd	3 rd	Pass
Females 2013-14	28% (5)	67% (12)	6% (1)	0	0
Males 2013-14	38% (5)	62% (8)	0	0	0
Females 2014-15	32% (10)	55% (17)	10% (3)	0	3% (1)
Males 2014-15	43% (10)	52% (12)	4% (1)	0	0
Females 2015-16	43% (6)	36% (5)	21% (3)	0	0
Males 2015-16	28% (5)	44% (8)	22% (4)	6% (1)	0
Females 2016-17	14% (3)	59% (13)	23% (5)	5% (1)	0
Males 2016-17	13% (2)	44% (7)	31% (5)	13% (2)	0

There was a fall in 'good degrees' in 2016-17, possibly due in part to an assessment change in the final year curriculum. This has now been replaced with an objective examination in consultation with students and external examiners.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Postgraduate Taught Students by Gender

Our postgraduate students are predominantly female in line with UG figures, but PT studies have greater F-M balance.

F-M ratios have remained constant for PT and FT students although actual numbers of PT students (F and M) have risen steadily. This may be due to the change to graduate-only professions, e.g. nursing, which has led to an increased demand for post-qualifying study at postgraduate rather than UG level. Another factor may be that more PT postgraduate level courses are offered now than in 2013-14.

PT study allows students to continue their clinical practice, maintain caring or other responsibilities, and study with a lower financial burden (comparatively to FT study).

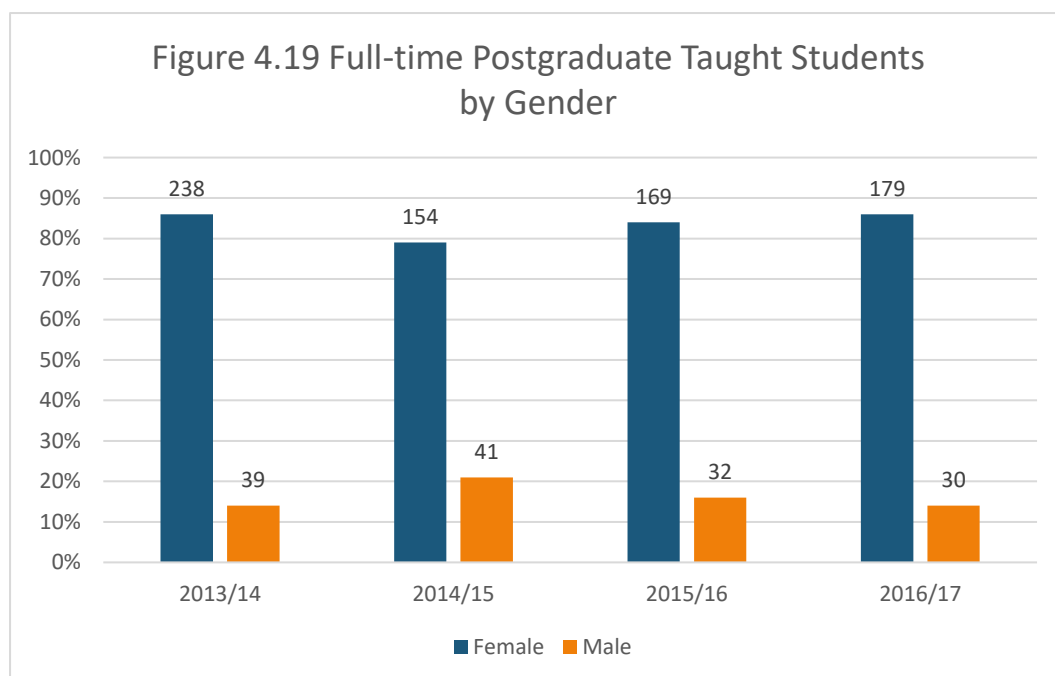


Table 4.21 Full-time Postgraduate Taught Students by Gender

	2013-14	2014-15	2015-16	2016-17
Female	86% (238)	79% (154)	84% (169)	86% (179)
Male	14% (39)	21% (41)	16% (32)	14% (30)

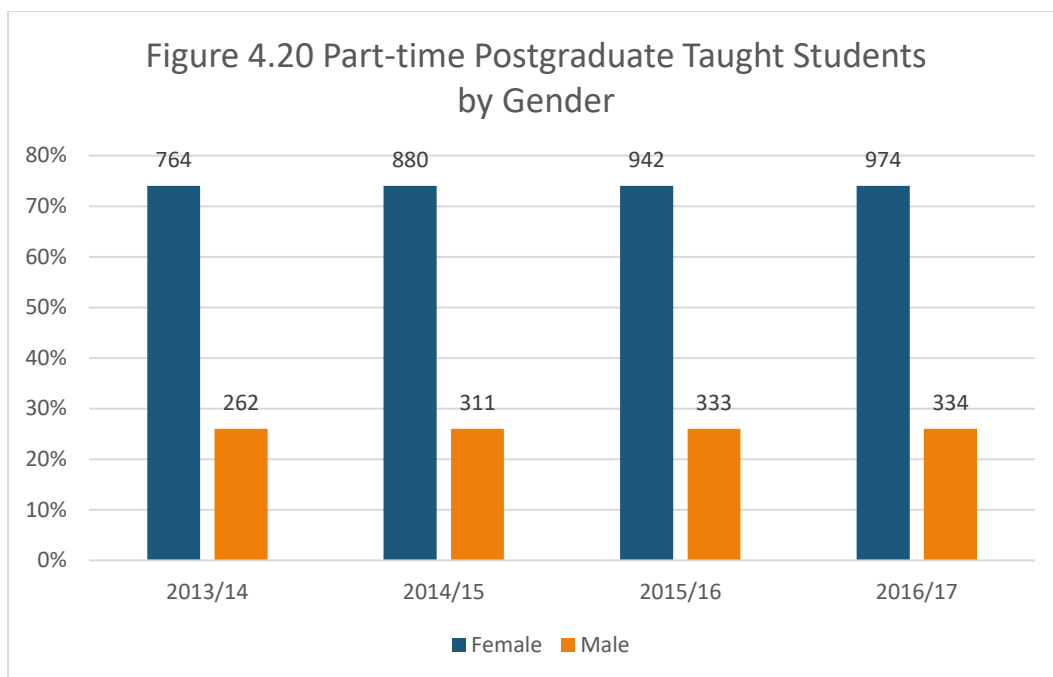
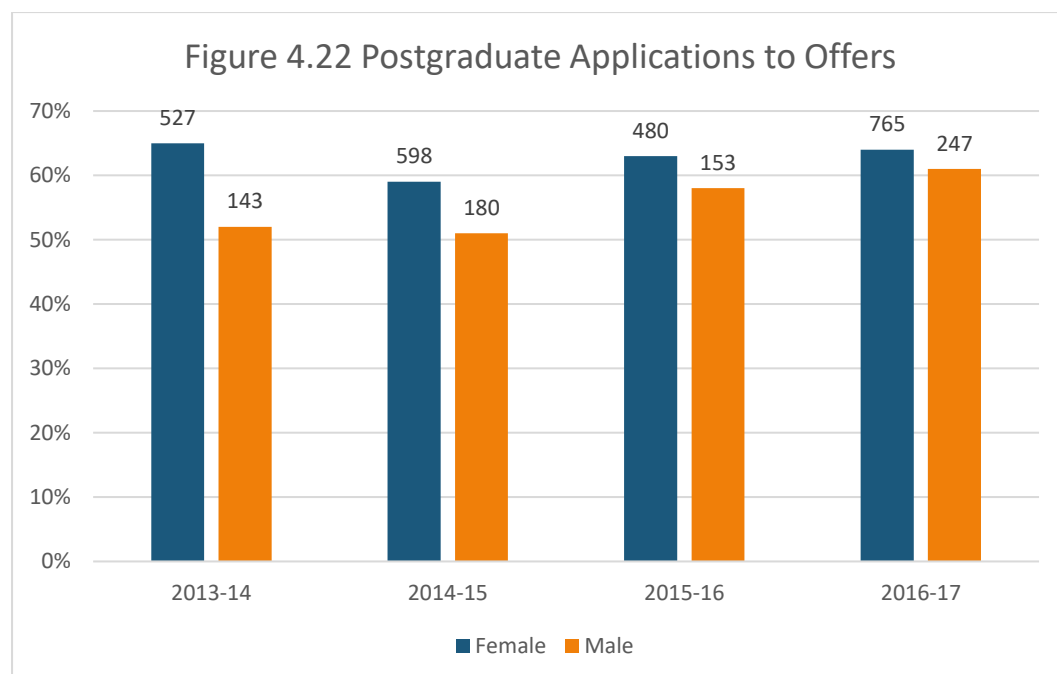
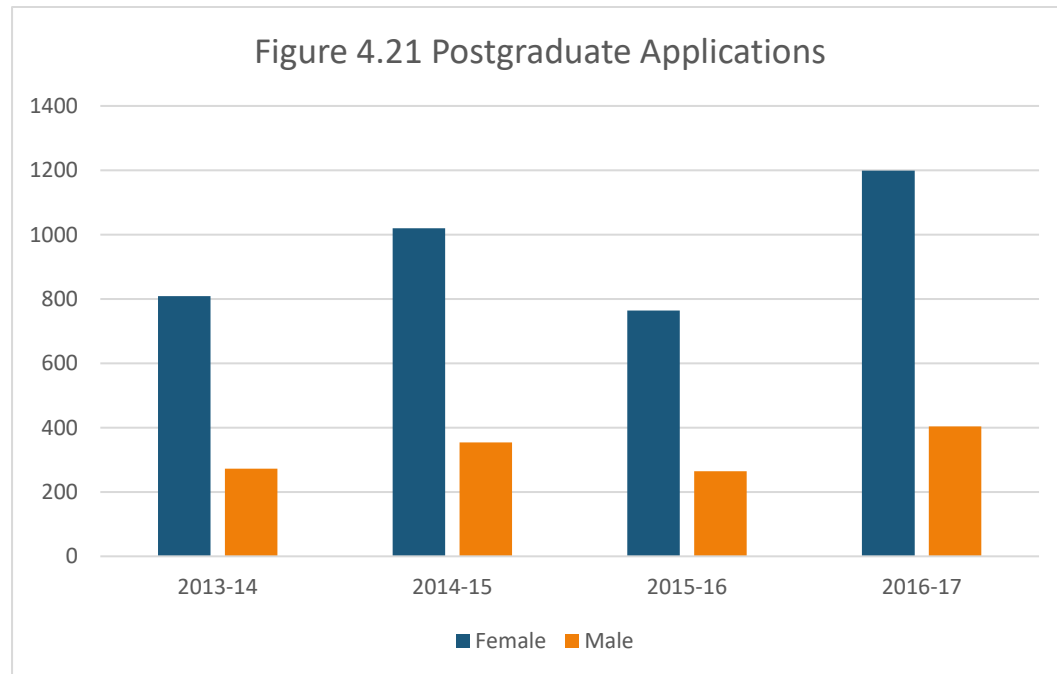


Table 4.22 Part-time Postgraduate Taught Students by Gender

	2013-14	2014-15	2015-16	2016-17
Female	74% (764)	74% (880)	74% (942)	74% (974)
Male	26% (262)	26% (311)	26% (333)	26% (334)

Postgraduate Taught Applications, Offers and Acceptances by Gender

PGT application numbers have fluctuated over the years but F-M ratios have remained consistent. As with UG applicants, female PGT applicants receive slightly more offers than their male counterparts, although this gap has narrowed over time. Female PGT applicants are slightly, but consistently, more likely to accept offers.



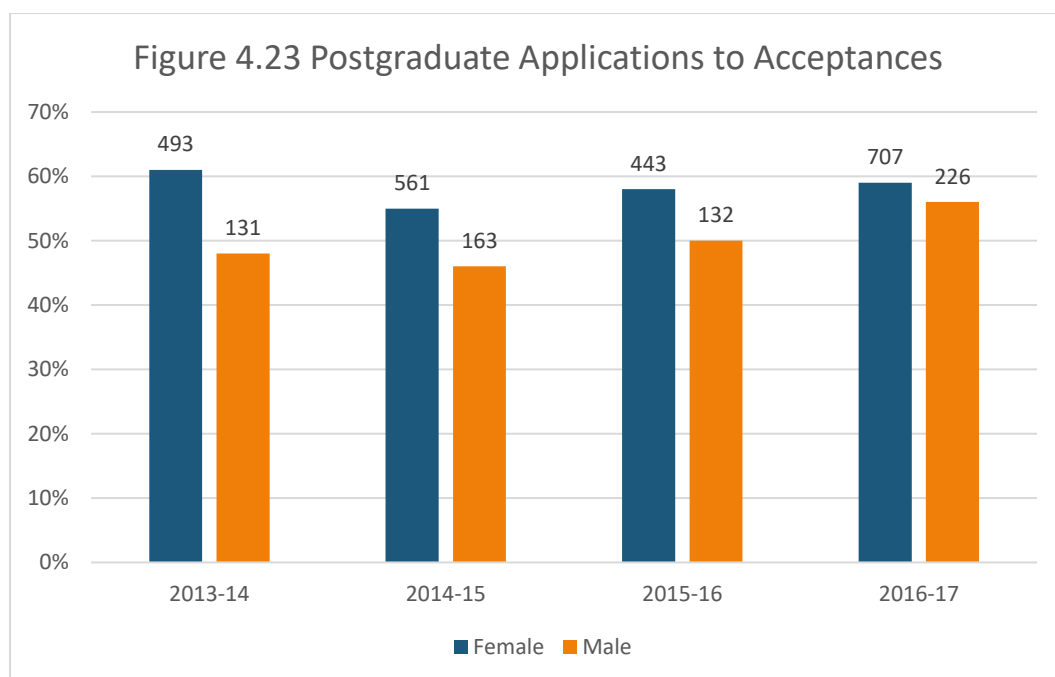


Table 4.23 Postgraduate Applications, Offers and Acceptances by Gender

Year	Gender	Applications	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2013-14	Female	809	65% (527)	94% (495)	61%
	Male	273	52% (143)	92% (131)	48%
2014-15	Female	1020	59% (598)	94% (562)	55%
	Male	354	51% (180)	91% (164)	46%
2015-16	Female	764	63% (480)	93% (446)	58%
	Male	265	58% (153)	87% (133)	50%
2016-17	Female	1199	64% (765)	93% (709)	59%
	Male	404	61% (247)	91% (226)	56%

Postgraduate Taught Degree Classifications by Percentage, Number and Gender

The degree classification data show variations across years, with female PGT students generally obtaining more distinctions than males. More men used to achieve commendations compared with women, but this has reversed in the last two years.

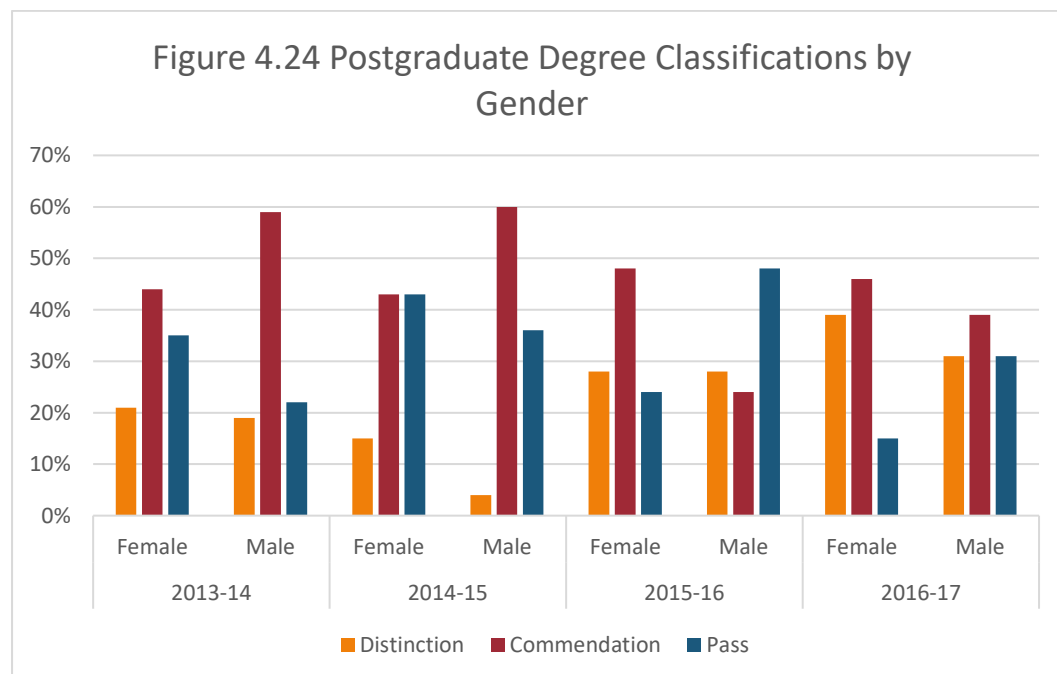


Table 4.24 Postgraduate Degree Classifications by Gender (Percentage and Number)

Year	Gender	Distinction	Comm.	Pass
2013-14	Female	21% (21)	44% (43)	35% (34)
	Male	19% (5)	59% (16)	22% (6)
2014-15	Female	15% (11)	43% (32)	43% (32)
	Male	4% (1)	60% (15)	36% (9)
2015-16	Female	28% (35)	48% (60)	24% (31)
	Male	28% (7)	24% (6)	48% (12)
2016-17	Female	39% (54)	46% (64)	15% (21)
	Male	31% (11)	39% (14)	31% (11)

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Full and Part-Time PGRs by Gender

The majority of HSK PGR students study PT. Our PGRs tend to be mature students who want to maintain a career and income while studying. To increase the number of FT students, we applied for funding for FT studentships, which were widely advertised. In 2017 CRIPACC offered two FT UH funded studentships. In addition, two funded/co-funded studentships were provided by the CLAHR. All awarded to female students.

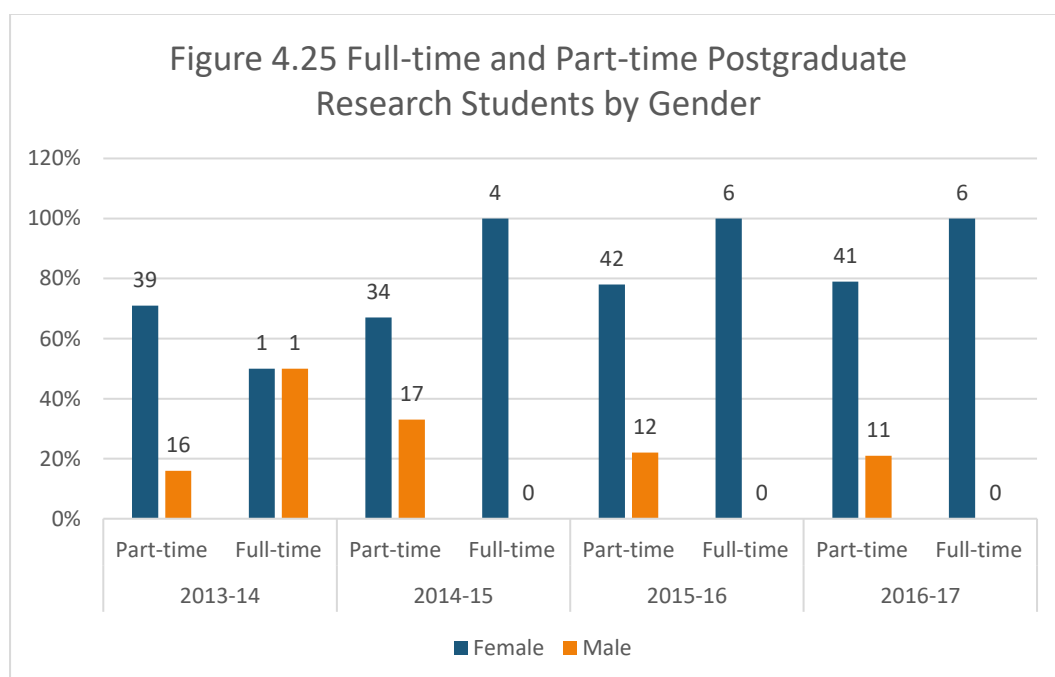


Table 4.25 Full-time and Part-time Postgraduate Research Students by Gender

	2013-14		2014-15		2015-16		2016-17	
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
Female	71% (39)	50% (1)	67% (34)	100% (4)	78% (42)	100% (6)	79% (41)	100% (6)
Male	29% (16)	50% (1)	33% (17)	0	22% (12)	0	21% (11)	0

HESA benchmarking data shows that overall the number of FT male PGR entrants has been consistently higher than female entrants. In PT PGR courses, the number of male and female entrants has been almost the same across the past ten years. While the number of female PGR students in HSK exceeds the number of male students, this reflects the UG and PGT as well as staff gender balance in HSK. Most of our PGR students are PT. We reflected above (page 23) on reasons why we may have fewer male students; reasons which may also apply here (but see Action 4.1.2)

Postgraduate Research Degree Applications by Percentage and Gender

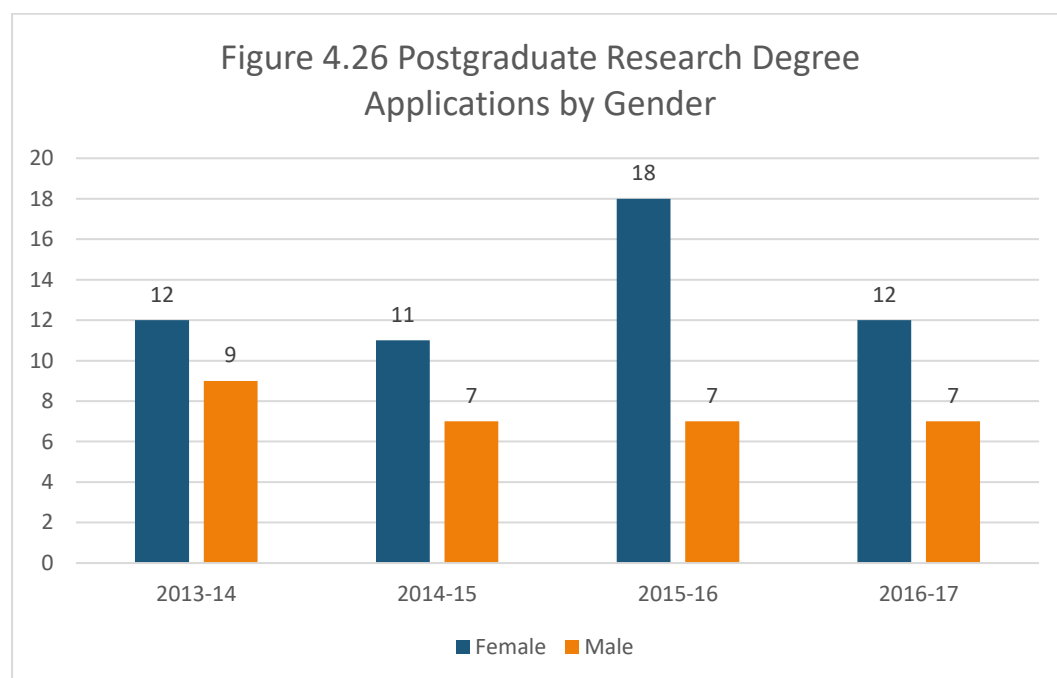


Table 4.26 Postgraduate Research Degree Applications by Gender

	2013-14	2014-15	2015-16	2016-17
Female	57% (12)	61% (11)	72% (18)	63% (12)
Male	43% (9)	39% (7)	28% (7)	37% (7)

Postgraduate Research Degrees Applications to Offers by Gender

The numbers reflect the gender balance in the previous tables but are too small for analysis.

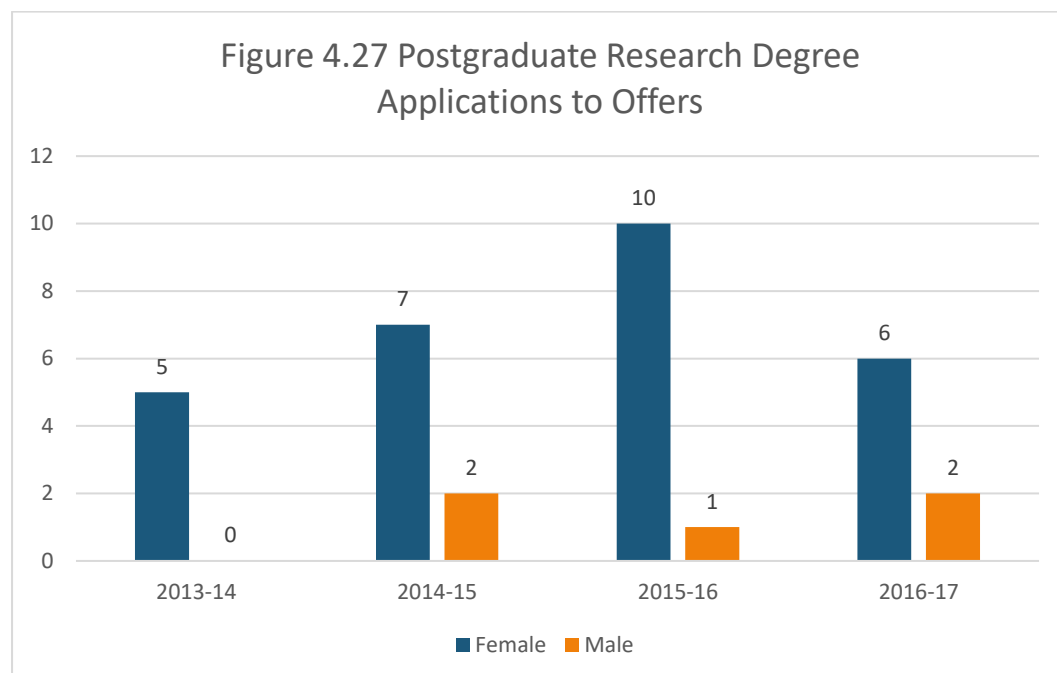


Table 4.27 Postgraduate Research Degree Applications to Offers

	2013-14	2014-15	2015-16	2016-17
Female	42% (5)	64% (7)	56% (10)	50% (6)
Male	0% (0)	29% (2)	14% (1)	29% (2)

Table 4.28 Postgraduate Research Applications, Offers and Acceptances

Year	Gender	Applications	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2013-14	Female	12	42% (5)	100% (5)	42% (5)
	Male	10	0% (0)	N/A	0% (0)
2014-15	Female	11	64% (7)	100% (7)	64% (7)
	Male	7	29% (2)	100% (2)	29% (2)
2015-16	Female	18	56% (10)	100% (10)	56% (10)
	Male	7	14% (1)	100% (1)	14% (1)
2016-17	Female	12	50% (6)	100% (6)	50% (6)
	Male	7	29% (2)	100% (2)	29% (2)

Full-time PGR Completions

No FT PGRs completed their studies from 2013 – 2017 (due to suspensions from study e.g. ill-health, maternity leave).

Part-time PGR Completions

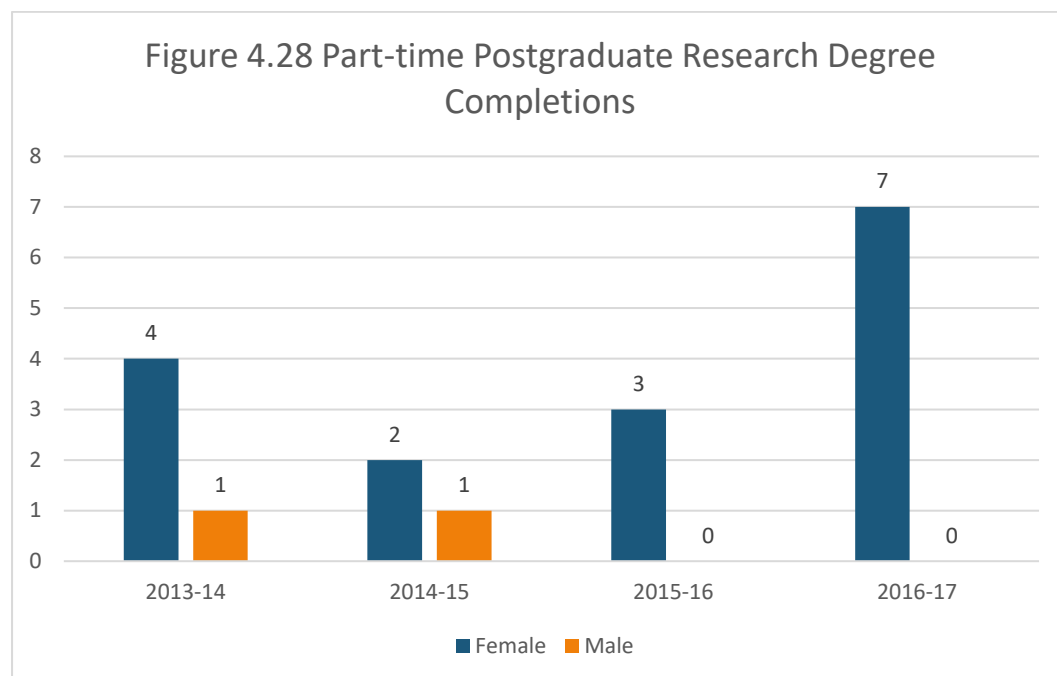


Table 4.29 Part-time Postgraduate Research Degree Completions

	Female	Male
2013-14	80% (4)	20% (1)
2014-15	67% (2)	33% (1)
2015-16	100% (3)	0
2016-17	100% (7)	0

The number of completions reflects the gender balance in previous tables. Small numbers represent students who commenced doctoral studies before HSK was established in 2012.

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The pipeline from UG to PG programmes is consistent.

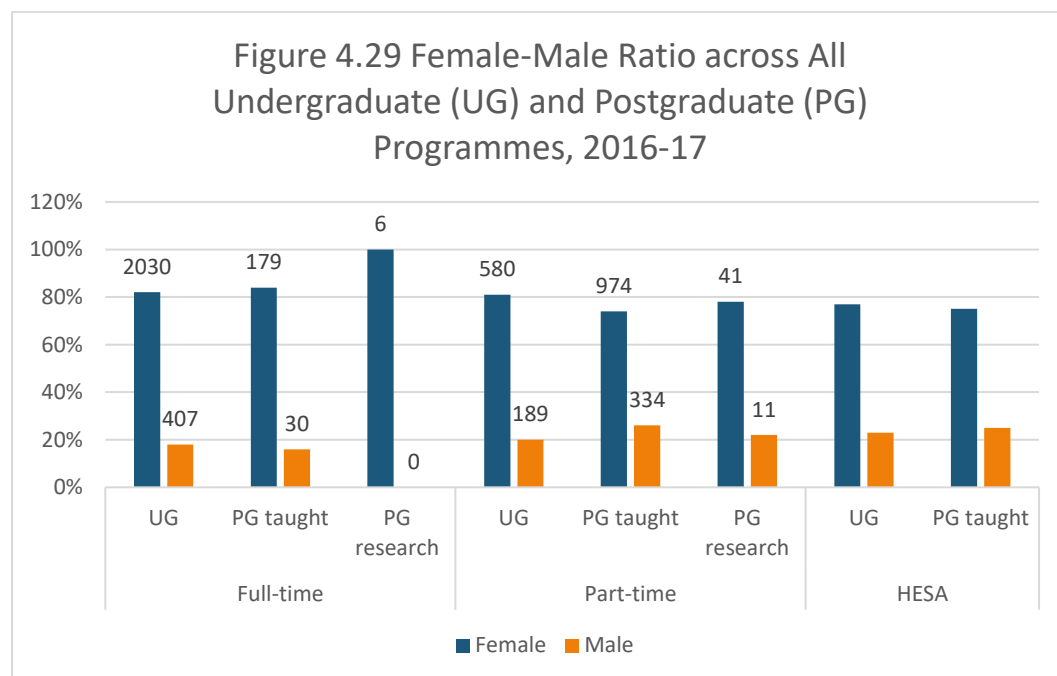


Table 4.30 Female-Male Ratio across all Undergraduate (UG) and Postgraduate (PGT, PGR) Programmes, 2016-17

	Full-time			Part-time			HESA	
	UG	PGT	PGR	UG	PGT	PGR	UG	PGT
Female	83% (2030)	86% (179)	100% (6)	75% (580)	74% (974)	79% (41)	77%	75%
Male	17% (407)	14% (30)	0% (0)	25% (189)	26% (334)	21% (11)	23%	25%

4.2. Academic and research staff data

Most HSK employees are female. The proportion of female academics reflects student numbers and national staffing data, and has remained constant at 74-75% FT, 87-88% PT (Figure 4.30 and 4.31). Reasons for PT employment are explored in 5.5.

We have no teaching only contracts. We have small numbers of research only staff – all based in CRIPACC. For these reasons we had combined data for academic and research staff below. We do however consider specific issues for ECRs in S5.3

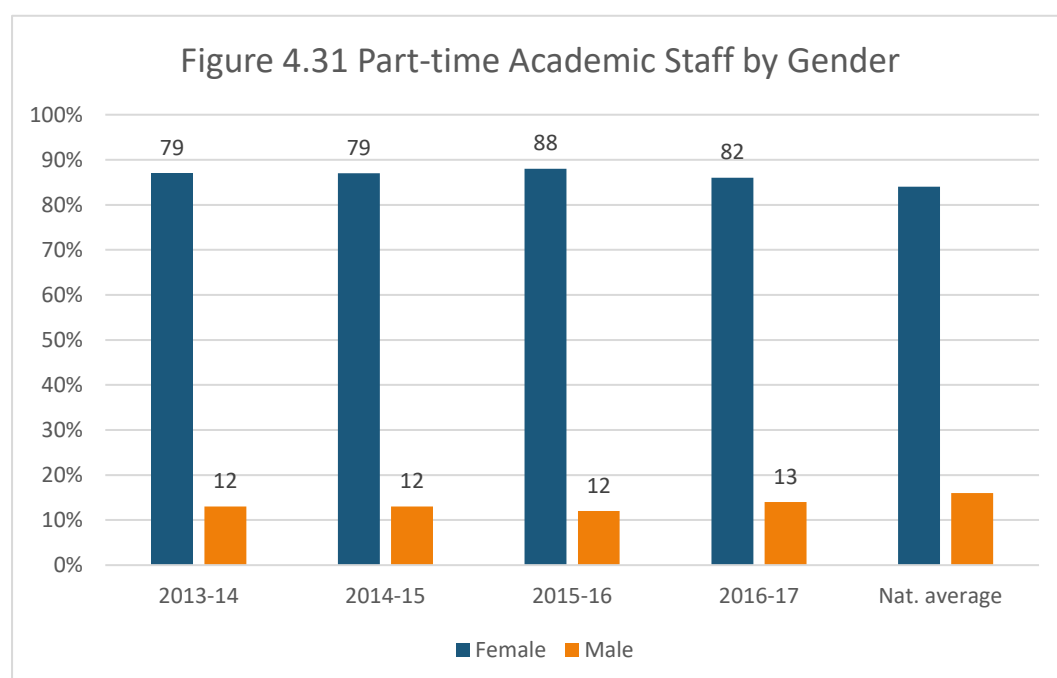
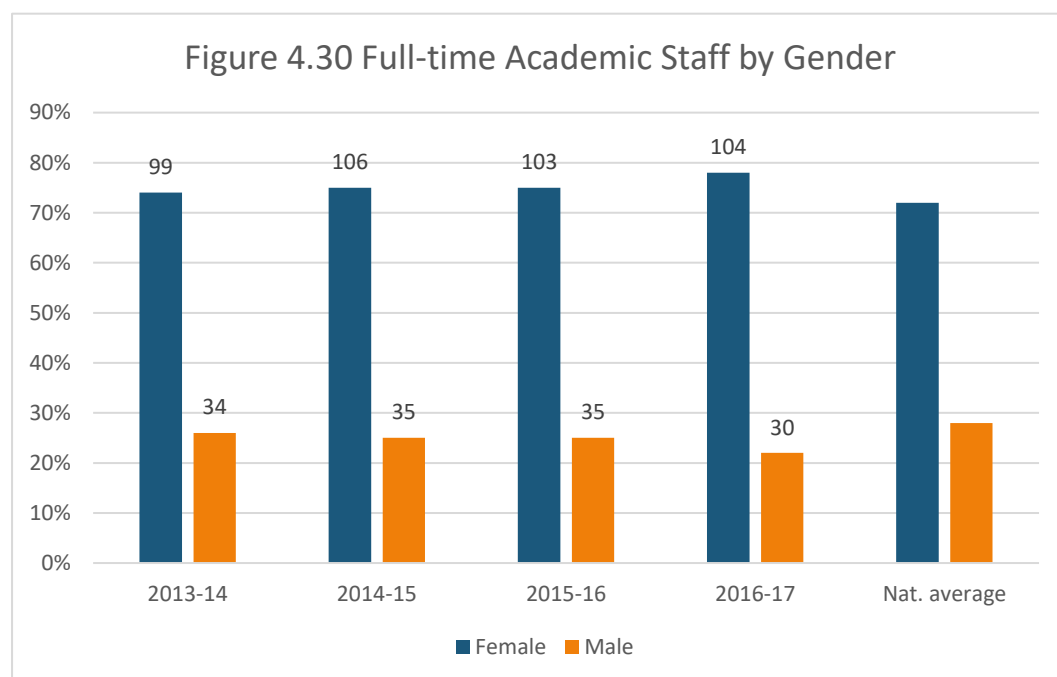


Table 4.31 Full-time and Part-time Academic Staff by Gender

	Full-time					Part-time				
	2013-14	2014-15	2015-16	2016-17	Nat. avg.	2013-14	2014-15	2015-16	2016-17	Nat. avg.
Female	74% (99)	75% (106)	75% (103)	78% (104)	72%	87% (79)	87% (79)	88% (88)	86% (82)	84%
Male	26% (34)	25% (35)	25% (35)	22% (30)	28%	13% (12)	13% (12)	12% (12)	14% (13)	16%
Total	133	141	138	134		91	91	100	95	

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

SILVER APPLICATIONS ONLY

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

Table 4.32 UH Pay and Grading Structure for Salaried Academic and Research Staff

Grade	Academic posts	Research only posts
Academic Manager/ Professor	Academic Managers including Deans of School/Heads of Department, Associate Deans, Professor	Professor
UH9	Principal Lecturer/Associate Professor	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6	N/A	Senior Research Assistant
UH5	N/A	Research Assistant

Figure 4.32 Academic and Research Staff by Grade, 2013-14

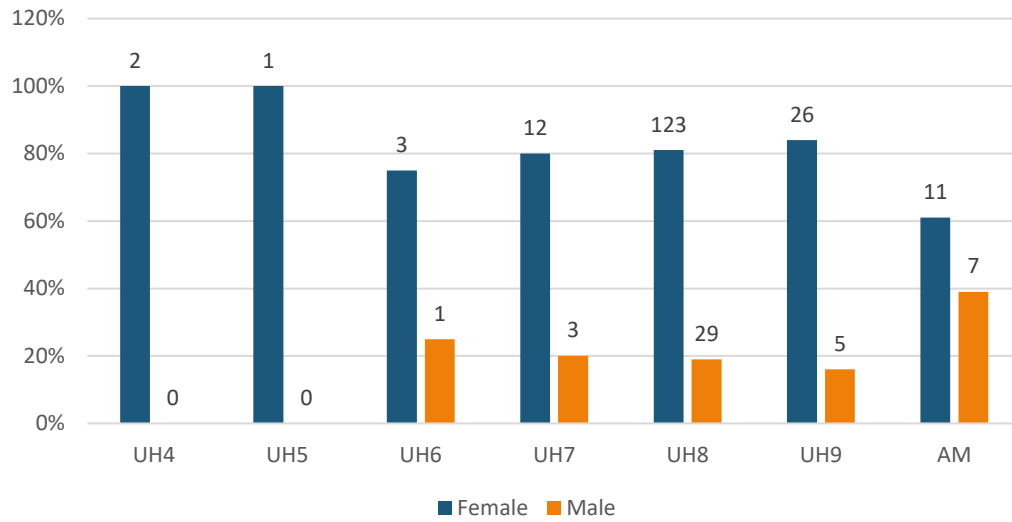


Figure 4.33 Academic and Research Staff by Grade, 2014-15

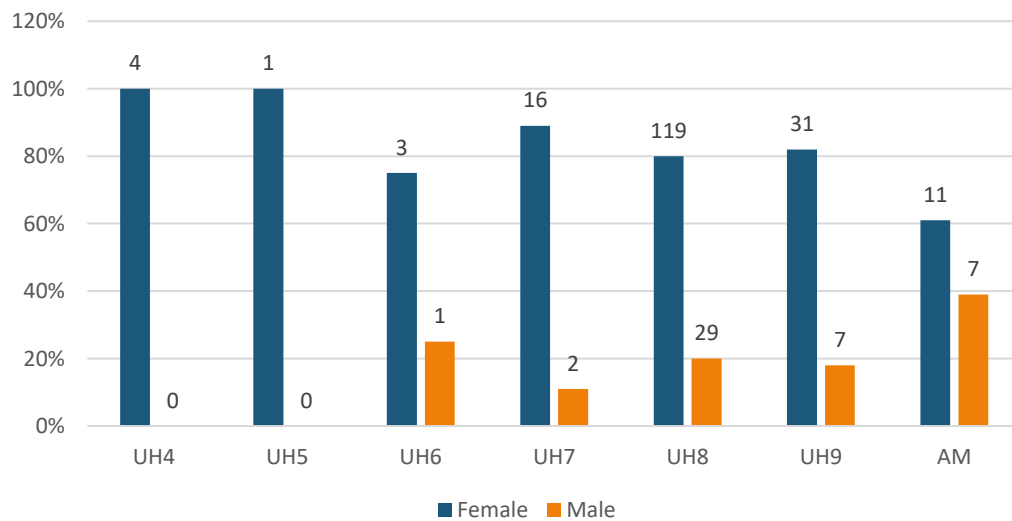


Figure 4.34 Academic and Research Staff by Grade, 2015-16

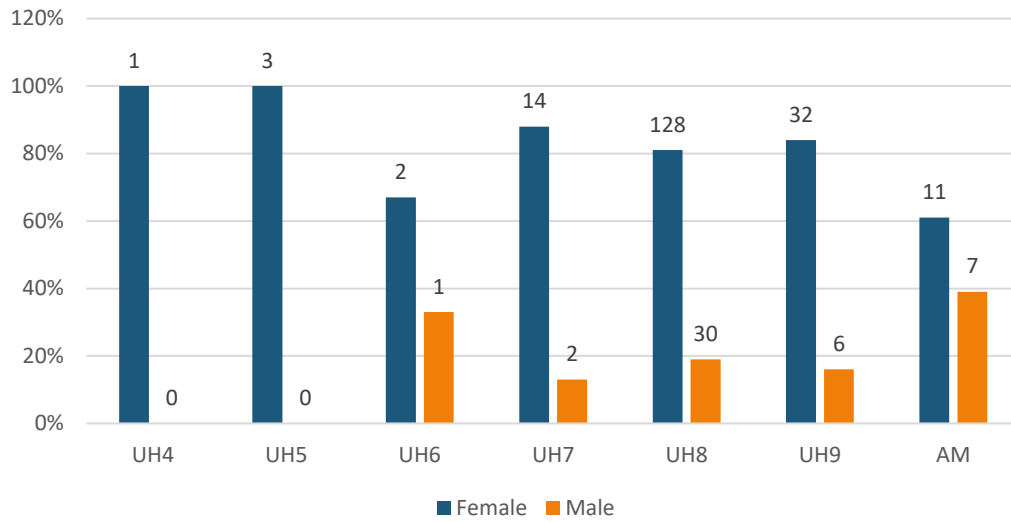
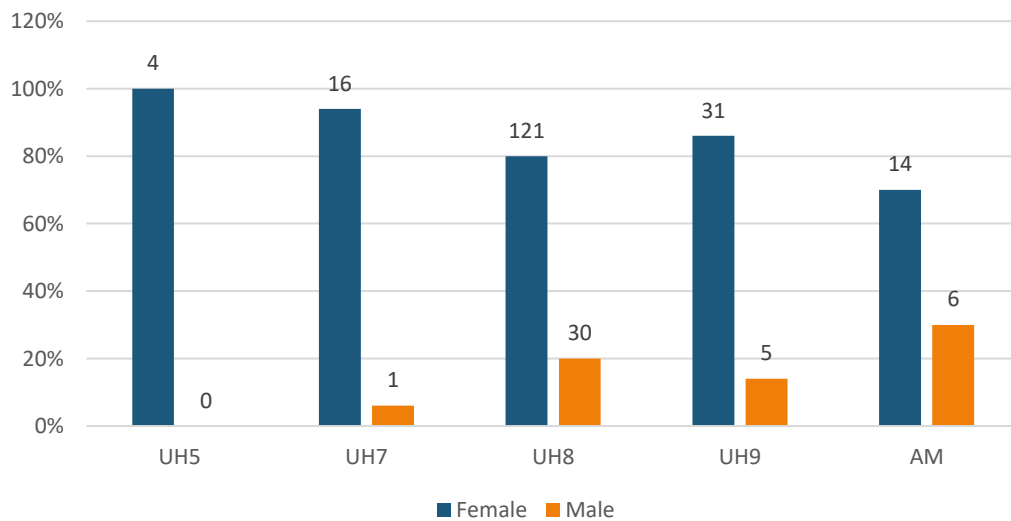


Figure 4.35 Academic and Research Staff by Grade, 2016-17



Tables 4.33-36 show that most staff are employed at UH8 (mostly female).

Table 4.33 Academic and Research Staff by Grade, 2013-14

Grade	UH4	UH5	UH6	UH7	UH8	UH9	AM
Female	100% (2)	100% (1)	75% (3)	80% (12)	81% (123)	84% (26)	61% (11)
Male	0% (0)	0% (0)	25% (1)	20% (3)	19% (29)	16% (5)	39% (7)
Total	2	1	4	15	152	31	18

Table 4.34 Academic and Research Staff by Grade, 2014-15

Grade	UH4	UH5	UH6	UH7	UH8	UH9	AM
Female	100% (4)	100% (1)	75% (3)	89% (16)	80% (119)	82% (31)	61% (11)
Male	0% (0)	0% (0)	25% (1)	11% (2)	20% (29)	18% (7)	39% (7)
Total	4	1	4	18	148	38	18

Table 4.35 Academic and Research Staff by Grade, 2015-16

Grade	UH4	UH5	UH6	UH7	UH8	UH9	AM
Female	100% (1)	100% (3)	67% (2)	88% (14)	81% (128)	84% (32)	61% (11)
Male	0% (0)	0% (0)	33% (1)	13% (2)	19% (30)	16% (6)	39% (7)
Total	1	3	3	16	158	38	18

Table 4.36 Academic and Research Staff by Grade, 2016-2017

Grade	UH5	UH7	UH8	UH9	AM
Female	100% (4)	94% (16)	80% (121)	86% (31)	71% (15)
Male	0% (0)	6% (1)	20% (30)	14% (5)	29% (6)
Total	4	17	151	36	21

UH grades 6 to 9 have been consistently around F:M 80:20. Academic Management (AM) grades show a move from F:M 61:39 to F:M 71:29 gender split. Several AM roles staffed by men in 2015-16 are now held by women, including the Dean, two Associate Deans and three professors. Staff changes have opened more opportunities for women at the higher levels. It has also enabled us to make changes in terms of deputising and heading of committees, which provides more women with leadership experience.

Figure 4.36 shows that across HSK, there is a consistent proportional representation between genders except for AM (see comments, above).

4.2.1 ACTION: Encourage women to take up senior management positions

Table 4.37 Academic and Research Staff by Department and Gender

	2013-14				2014-15			
	ANPC	AHPM	NSW	CRIPACC	ANPC	AHPM	NSW	CRIPACC
Female	46	69	33	25	52	69	31	28
Male	7	18	11	6	8	18	10	7
Total	53	87	44	31	60	87	41	35
Female	87%	79%	75%	81%	87%	79%	76%	80%
Male	13%	21%	25%	19%	13%	21%	24%	20%

Table 4.38 Academic and Research Staff by Department and Gender

	2015-16				2016-17			
	ANPC	AHPM	NSW	CRIPACC	ANPC	AHPM	NSW	CRIPACC
Female	50	76	33	28	51	73	36	26
Male	7	18	12	6	6	22	11	4
Total	57	94	45	34	57	95	47	30
Female	88%	81%	73%	82%	89%	77%	77%	87%
Male	12%	19%	27%	18%	11%	23%	23%	13%

The number of technical staff is small (1 F: 3 M). They work as a team to support teaching, research and education in HSK. Although feedback from these staff members indicates they do not wish to move to an academic/research role, this is still discussed at their annual appraisal. HSK considers technical staff as part of the professional staff, so analysis of/commentary about technical staff is included within professional staff sections.

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

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

In 2016-17, 9.6% (22/229) of academic and research staff were on fixed-term contracts. Staff report fixed-term roles as a 'way in' to research or teaching roles. This can be helpful as long as it doesn't become a long-term arrangement, as the following quote from a female pre-doctorate researcher shows:

I am fully assured I DO wish to continue my career in research in relation to health and promoting quality of life. Without CRIPACC's support – I would not have been able to gain experience and got my foot in the door! I do wish to continue working as a research assistant and gain more experience and hopefully complete a PhD when the time is ready (F)

HSK does not have staff on zero-hours contracts, but employs research assistants on casual-hours contracts for a specific period or short-term research projects.

These researchers (usually Masters' graduates) often report during staff consultations that they find such contracts beneficial (similar to above), as they often lead to other research collaborations and contracts (also see 5.3iii).

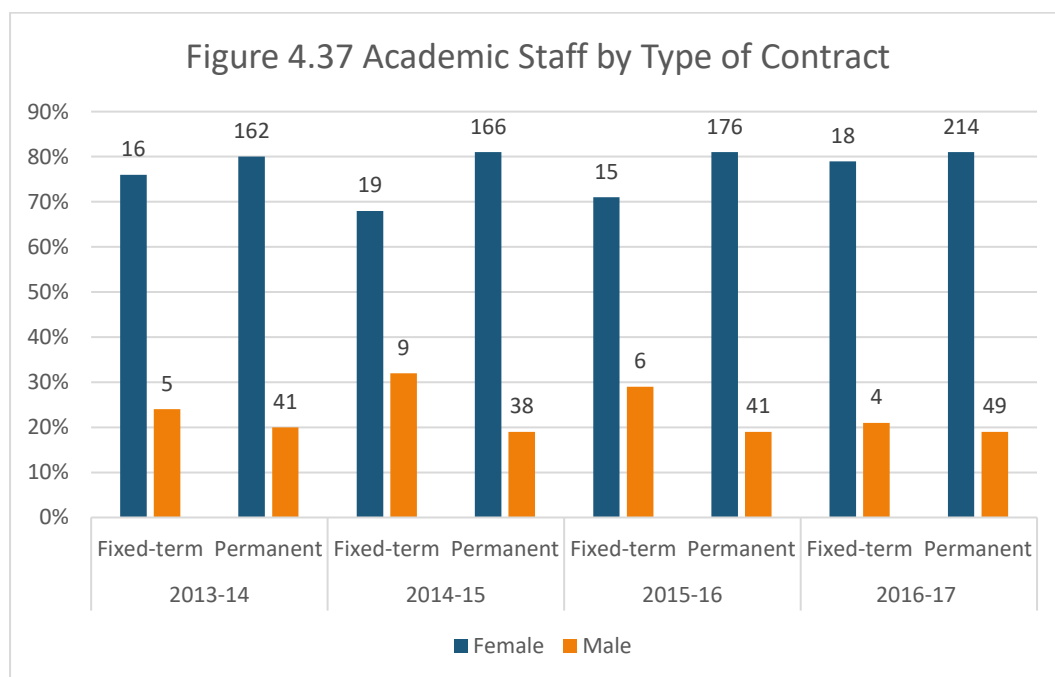


Table 4.39 Academic Staff by Type of Contract

	2013-14		2014-15		2015-16		2016-17	
	F	M	F	M	F	M	F	M
Fixed-term	76% (16)	24% (5)	68% (19)	32% (9)	71% (15)	29% (6)	79% (15)	21% (4)
Permanent	80% (162)	20% (41)	81% (166)	19% (38)	81% (176)	19% (41)	81% (171)	19% (39)

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

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

Overall the number of people leaving HSK each year is small, ranging from 12 to 19 individuals over the period analysed. More women leave than men, consistent with the relative employment rates. On average, 65% of FT and 80% of PT academic leavers were female, which differs slightly from the national figures at 72% and 84%. We planned to develop a robust exit interview process as part of our Bronze Action Plan, but instead a university-level process with centrally-conducted interviews and feedback to each School is being developed.

Demographic data are routinely collected by HR but do not include reasons for leaving, so we conducted our own review via HoDs. Of the 31 leavers in 2014-16¹⁰:

- 39% (8F: 4M) retired
- 23% (5F: 2M) left for health or other reasons
- 13% (2F: 2M) left to look for new challenge
- 16% (3F: 2M) moved out of HE sector, e.g. to take up clinical role
- 10% unaccounted for.

2500 words

¹⁰ Names of staff who left in 2013-14 were not available from HR at the time of analysis.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

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

Tables 5.1 to 5.6 provide application data per grade. No number means no vacancies were advertised.

Table 5.1 Applications for Grade UH5 vacancies

Year	Gender	Applied	Shortlisted	Successful	Success/Applied
2013-14	Female	33	12% (4)	75% (3)	9% (3/33)
	Male	15	0% (0)	N/A	0% (0/15)
2014-15	Female	-	-	-	-
	Male	-	-	-	-
2015-16	Female	-	-	-	-
	Male	-	-	-	-
2016-17	Female	-	-	-	-
	Male	-	-	-	-

Table 5.2 Applications for Grade UH6 vacancies

Year	Gender	Applied	Shortlisted	Successful	Success/Applied
2013-14	Female	4	0% (0)	N/A (0)	0% (0/4)
	Male	3	33% (1)	100% (1)	33% (1/3)
2014-15	Female	-	-	-	-
	Male	-	-	-	-
2015-16	Female	-	-	-	-
	Male	-	-	-	-
2016-17	Female	-	-	-	-
	Male	-	-	-	-

Table 5.3 Applications for Grade UH7 vacancies

Year	Gender	Applied	Shortlisted	Successful	Success/Applied
2013-14	Female	4	100% (4)	25% (1)	25% (1/4)
	Male	1	100% (1)	0% (0)	0% (0/1)
2014-15	Female	5	40% (2)	0% (0)	0% (0/5)
	Male	1	100% (1)	0% (0)	0% (0/1)
2015-16	Female	23	13% (3)	33% (1)	4% (1/23)
	Male	4	0% (0)	N/A	0% (0/4)
2016-17	Female	28	54% (15)	53% (8)	29% (8/28)
	Male	13	15% (2)	0% (0)	0% (0/13)

Table 5.4 Applications for Grade UH8 vacancies

Year	Gender	Applied	Shortlisted	Successful	Success/Applied
2013-14	Female	54	54% (29)	48% (14)	26% (14/54)
	Male	35	66% (23)	13% (3)	9% (3/35)
2014-15	Female	28	54% (15)	33% (5)	18% (5/28)
	Male	20	25% (5)	0% (0)	0% (0/20)
2015-16	Female	59	56% (33)	42% (14)	24% (14/59)
	Male	38	50% (19)	26% (5)	13% (5/38)
2016-17	Female	62	61% (38)	39% (15)	24% (15/62)
	Male	31	55% (17)	53% (9)	29% (9/31)

Table 5.5 Applications for Grade UH9 vacancies

Year	Gender	Applied	Shortlisted	Successful	Success/Applied
2013-14	Female	-	-	-	-
	Male	2	100% (2)	50% (1)	50% (1/2)
2014-15	Female	2	50% (1)	0% (0)	0% (0/2)
	Male	-	-	-	-
2015-16	Female	2	100% (2)	50% (1)	50% (1/2)
	Male	6	83% (5)	20% (1)	17% (1/6)
2016-17	Female	7	43% (3)	67% (2)	29% (2/7)
	Male	4	25% (1)	0% (0)	0% (0/4)

Table 5.6 Applications for Grade AM vacancies

Year	Gender	Applied	Shortlisted	Successful	Success/Applied
2013-14	Female	-	-	-	-
	Male	-	-	-	-
2014-15	Female	-	-	-	-
	Male	-	-	-	-
2015-16	Female	4	75% (3)	0% (0)	0% (0/4)
	Male	4	25% (1)	0% (0)	0% (0/4)
2016-17	Female	7	71% (5)	60% (3)	43% (3/7)
	Male	1	0% (0)	N/A	0% (0/1)

A cap was placed on new appointments in 2014-15 because of fluctuating student numbers. The F:M proportion of applicants in all four years is similar (37-39% male). With the exception of UH9 posts in 2015-16, a higher proportion of women are being shortlisted and appointed (analysed as a percentage of the total applicant pool at each grade).

All adverts prominently feature the HSK AS Bronze award and describe UH as an equal opportunities employer, encouraging applicants from diverse backgrounds to apply.

ACTION 5.1.1 Produce gender neutral adverts

ACTION 5.1.2 Ensure that, where possible, jobs are available to those who can only work PT, for example because of caring responsibilities

All panel chairs have undertaken UB training (and see Action 2.1). This is in addition to compulsory interview training for chairs which many panel members also attend. Where possible, panels are mixed gender.

(ii) Induction

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

All new staff attend an HR welcome on their first day, providing an overview of UH and checking qualifications and Right to Work. UH's Central Induction session is mandatory and held centrally three times each year – a great way to meet other new starters and hear about staff services, benefits, and the strategic direction of UH. UH provides presentations about key principles including health and safety, equality and diversity, and health and wellbeing. In 2017 feedback from staff about Central Induction was positive, with 89% of responders rating it as good or excellent.

Local induction is arranged by line managers to introduce new staff members to the team and senior staff, make them aware of local health and safety information, and tell them how to access training etc. Line managers use a checklist to ensure they cover key induction activities.

Bronze action achieved: All 4 departments have developed local induction packs. In CRIPACC, for example, this was informed by discussions at AS SAT with a decision to task one academic and one professional staff member to develop the induction pack to ensure relevance for all staff.

All new staff are allocated or offered a mentor/buddy, which has proved invaluable:

A very thorough and well supported induction was provided (F, AM1)

Having a mentor from day 1 helped me to get to know colleagues, the campus and departmental processes. He made me feel welcome and was a point of contact during my initial months at UH (M, UH8)

(iii) Promotion

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

There is an internal promotion process for academic staff grades UH4-UH9 (academic posts). This takes the form of job evaluation, enabling staff to apply to be regraded to the next level. There are specific templates for academic, research and professional staff. All applications are submitted to HoDs and discussed at regular HoDs and Dean meetings. This provides consistency across HSK and aims to ensure that applications meet the criteria and are successful. Promotion to Reader or Professor is guided by the University Policies and Regulations. It entails writing an application against a set of criteria and validation through external peer review. From 2013 to 2017, 3-7% of all staff were promoted per annum. Successful promotions are congratulated by email with all staff copied in.

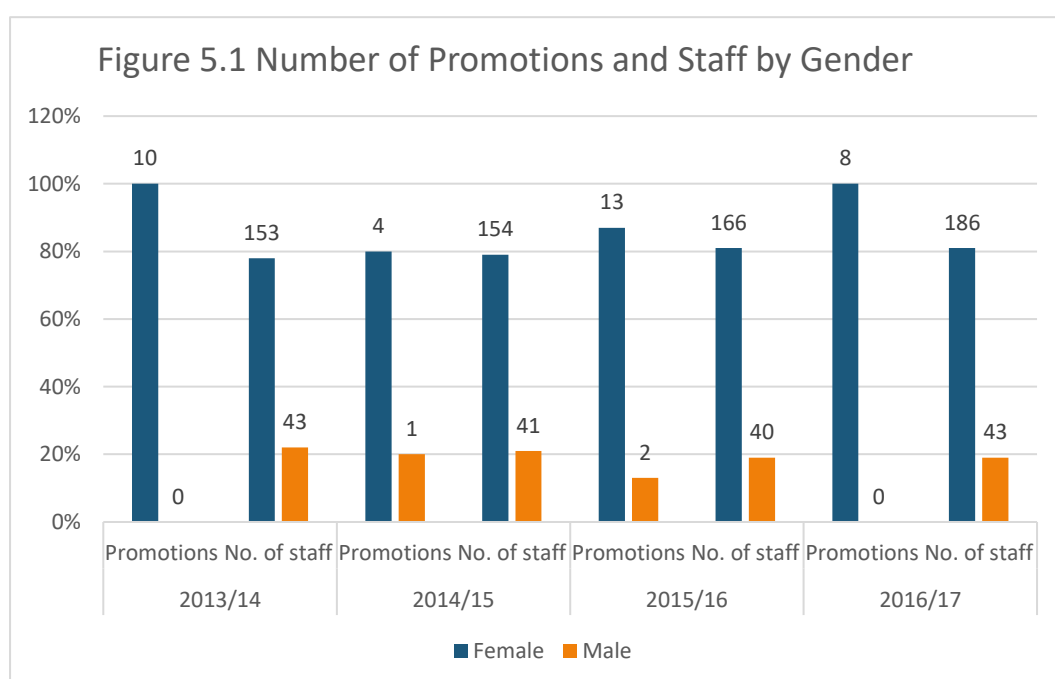


Table 5.7 Number of Promotions and Staff by Gender

	2013-14				2014-15			
	Promotions		Total no. of staff		Promotions		Total no. of staff	
Female	100%	(10)	78%	(153)	80%	(4)	79%	(154)
Male	0%	(0)	22%	(43)	20%	(1)	21%	(41)
Total	100%	(10)	100%	(196)	100%	(5)	100%	(195)

	2015-16				2016-17			
	Promotions		Total no. of staff		Promotions		Total no. of staff	
Female	87%	(13)	81%	(166)	100%	(8)	81%	(186)
Male	13%	(2)	19%	(40)	0%	(0)	19%	(43)
Total	100%	(15)	100%	(206)	100%	(8)	100%	(229)

Table 5.7 shows that promotion was in proportion to the staff gender breakdown, apart from 2013-14 and 2016-17 when no men were promoted. Most promotions over four years were from UH8-9 (i.e. to Reader or Principal Lecturer), because most HSK academics are employed at UH8. While numbers are small, all those promoted to UH9 or AM grade were female.

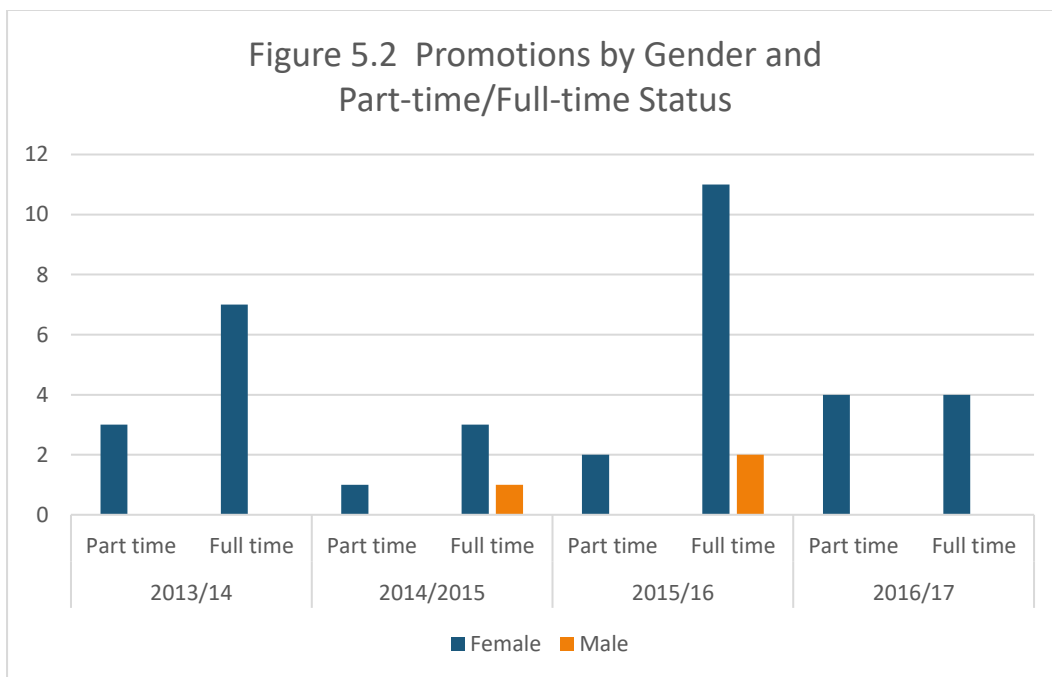


Table 5.8 Promotions by Gender and Part-time/Full-time Status

Status		2013-14		2014-2015		2015-16		2016-17	
Part-time	Female	100%	(3)	100%	(1)	100%	(2)	100%	(4)
	Male	0%	(0)	0%	(0)	0%	(0)	0%	(0)
	Total	100%	(3)	100%	(1)	100%	(2)	100%	(4)
Full-time	Female	100%	(7)	75%	(3)	85%	(11)	100%	(4)
	Male	0%	(0)	25%	(1)	15%	(2)	0%	(0)
	Total	100%	(7)	100%	(4)	100%	(13)	100%	(4)

Table 5.8 shows that between 2013 and 2016 there were more promotions among FT staff compared with PT, but they were equal among FT and PT staff in 2016-17. **This is an encouraging development** that may in part be attributed to the establishment of the SMF, which aims to support managers with the development of staff they manage (see 5.3ii).

We have identified that promotion from UH8 to UH9 is challenging because it requires experience of line management, budgetary responsibilities or management of large programmes of study. There are relatively few opportunities at UH8 to gain this experience. This has been improved by new University-wide Associate Professor positions (UH9). The criteria for these posts are not reliant on experience of line management or budget responsibility. The first appointments will be announced in August 2018 and the impact on promotions in the School will be monitored.

In addition, HSK has introduced:

- Assistant Associate Dean (AAD) roles (3-year term) - provide staff with development opportunities to work towards more senior roles. Three were advertised; all appointments are female.
- Rotating responsibility for senior lecturer activities every 2-3 years (e.g. clinical lead or admissions tutor) to let more staff broaden their experience and skills with a view to promotion.

Despite these positive developments, data from our recent AS staff survey indicates that not all staff find the processes for promotion (via job evaluation) clear and transparent. HSK, as with the other Schools, follow University promotion processes.

Agreement to the question that career development processes are clear			
38% F	32/84 total responses	47% M	8/17 total responses

Feedback at the Going for Silver event further confirmed this finding, which we will address (see 5.3). However, most academic staff agreed that there are opportunities for career development activities and training at their grade.

ACTION 5.1.3 Enhance understanding and uptake of promotion

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

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

HSK made a strong submission to the 2014 Research Excellence Framework (REF) (Unit of Assessment 3), with 82% 3-4* publications and 100% impact at 3 and 4*. In the 2014 REF, staff submitted was 89%F:11%M, which comes closer to reflecting our staff ratio.

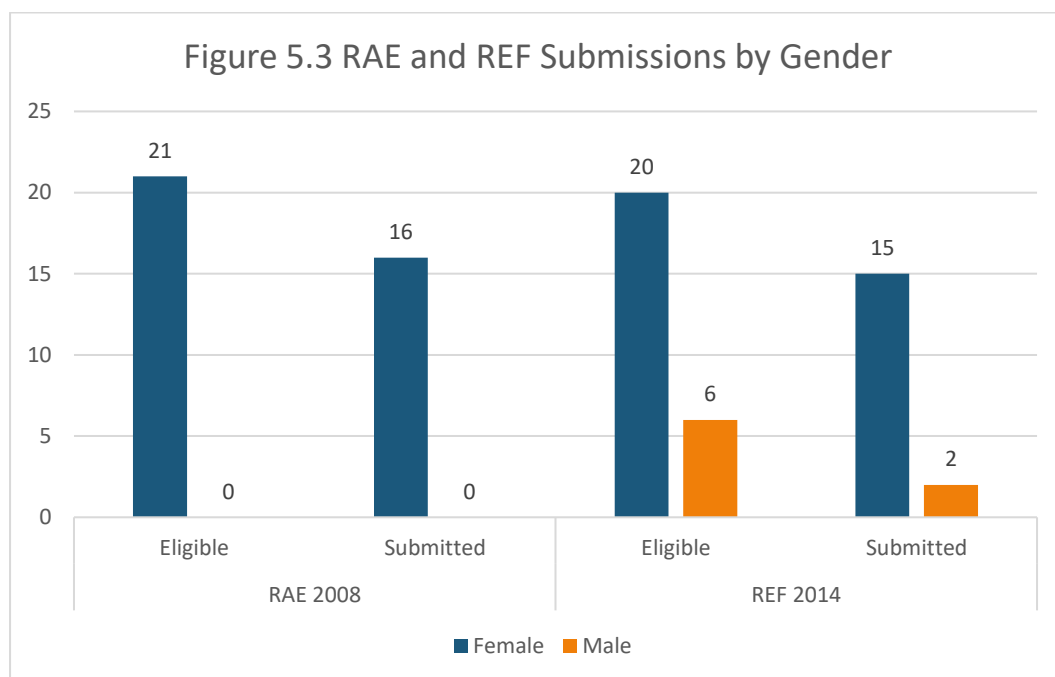


Table 5.9 RAE and REF Submissions by Gender

	RAE 2008		REF 2014	
	Eligible	Submitted	Eligible	Submitted
Female	21	16	20	15
Male	0	0	6	2
Total	21	16	26	17

For both the RAE 2008 and REF 2014, all HSK professors were eligible, as were all academic staff in CRIPACC. Research staff (Research Assistants and some Research Fellows) were ineligible as they do not work independently on their own programme of research. HSK is a teaching-intensive School (in line with other Alliance Groups HEIs), so only a small number of staff (F & M) outside of CRIPACC were

sufficiently research active to be eligible. The School's new Research Strategy and Research Executive Group (REG) aims to address this for REF 2021 and beyond.

ACTION 5.1.4 Evaluate the impact of the REG and new Research Strategy

In preparation for REF 2021, each eligible or potentially eligible staff member has met with an Associate Dean, Research (ADR) to discuss publication strategies. HSK held a REF 2021 publications workshop in 2017. The 30 attendees evaluated the workshop positively.

ADRs will have further meetings with all academics with outputs assessed in the mock review stages for REF2021 to discuss a development plan, as appropriate to their needs.

Excellent for someone new to REF (F)

Excellent discussions with colleagues; enhanced my confidence (F)

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

Induction for professional staff follows the process described in 5.1 (ii), although there is a specific application template for professional and technical staff.

During the first 4-6 weeks, the line manager meets with the new starter weekly to review objectives and workload, providing context for upcoming tasks. The new starter is also assigned to a 'link' colleague who mentors them until they feel confident with the role and the work.

(ii) Promotion

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

Professional staff can apply for promotion through the job evaluation process, described in 5.1. Numbers are small so percentages must be interpreted cautiously. Overall, 8 women (82%) and 3 men (18%) have been promoted, reflecting the overall profile of the staff ratio. One female member of staff has been promoted twice in the last three years, so 12 promotions in total.

Table 5.10 Professional Staff Promotions by Gender

	2013-14	2014-15	2015-16	2016-17
Female	9% (3)	5% (2)	5% (2)	5% (2)
Male	29% (2)	14% (1)	0% (0)	0% (0)

Table 5.11 Professional Staff Promotions by Grade

	2013-14	2014-15	2015-16	2016-17
Female				
UH05	3% (1)	5% (2)	5% (2)	3% (1)
UH06	3% (1)	0% (0)	0% (0)	3% (1)
UH07	3% (1)	0% (0)	0% (0)	0% (0)
Male				
UH05	14% (1)	14% (1)	0% (0)	0% (0)
UH07	14% (1)	0% (0)	0% (0)	0% (0)

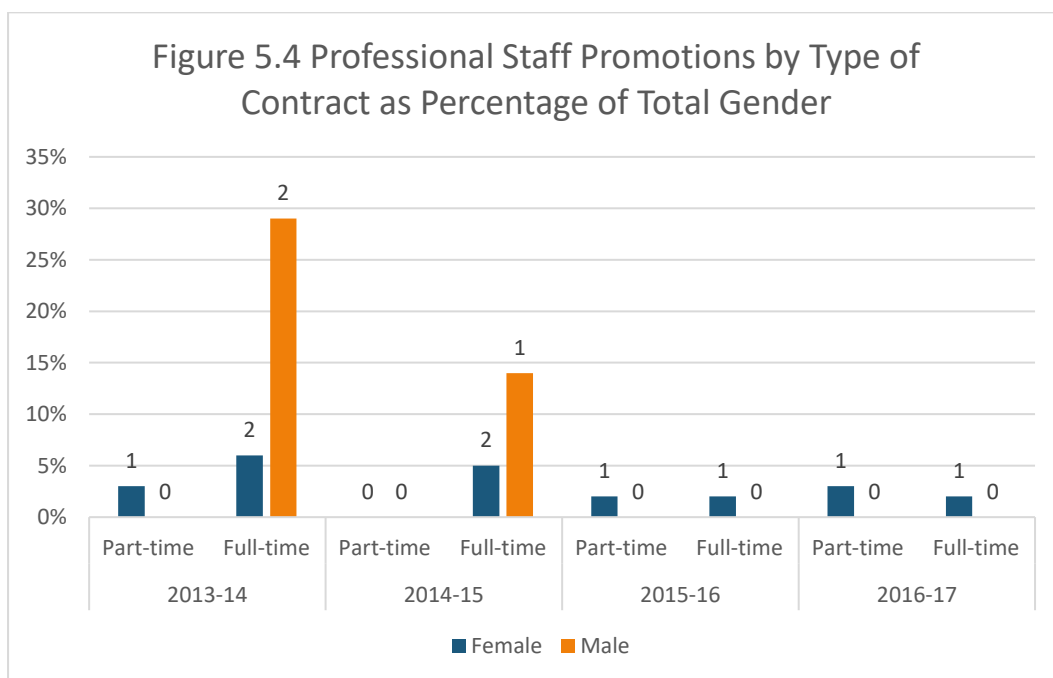


Table 5.12 Professional Staff Promotions by Type of Contract as Percentage of Total Gender

	2013-14	2014-15	2015-16	2016-17
Female				
Full-time	6% (2)	5% (2)	2% (1)	2% (1)
Part-time	3% (1)	0% (0)	2% (1)	3% (1)
Male				
Full-time	29% (2)	14% (1)	0% (0)	0% (0)
Part-time	0% (0)	0% (0)	0% (0)	0% (0)

Total number of professional staff promoted is very small, so meaningful analysis is difficult.

We are taking action to ensure awareness of development opportunities for professional and technical staff. Also see S5.4.

In addition, interviews with professional staff suggest that awareness and opportunities for progression is limited.

Progression for all professional staff to higher grades often means assuming management responsibilities, but there are limited jobs with management responsibilities and thus opportunities to gain relevant experience. However, HSK provides opportunities to lead/manage particular developments, task forces or projects, which contribute to staff development.

ACTION 5.2.1 Facilitate progression to higher grades by providing opportunities for all professional staff to gain experience of management and leadership responsibilities

Interviews also suggest that line managers are key to ensuring professional staff are aware of opportunities for promotion and encouraged to apply. We have addressed this through the SMF and its away day, both organised because of our successful application for funding from the Leadership Foundation. SMF and away day have included training to give managers the skills and confidence to have appropriate conversations with staff about readiness for progression.

Some of those interviewed commented that many professional staff are happy working in HSK and do not wish to progress. We ensure that managers are equipped to support all their staff. This summer (2018) the SMF will include an away day on motivation; professional staff who manage others feel this will assist them in supporting all staff to remain motivated/engaged, regardless of their career trajectory.

5.3. Career development: academic staff

(i) Training

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

Staff receive monthly emails at University level listing internal training opportunities. All academic staff with teaching responsibilities are allocated self-managed scholarly activity (SMSA) of 22 days p.a. (pro rata for PT staff). SMSA includes time for outward-facing activities, conference attendance, further study, producing publications and presentations.

CRIPACC has developed a written policy to ensure that fixed term contract research staff working on specific projects are supported in their own development and allocated 5 days p.a. for personal development.

HoDs review all training needs identified within staff appraisal action plans and report to SEG on an annual basis. This informs staff development activities within the School and/or budgets for external activities.

HSK is the only UH School to make UB training mandatory for all new staff (since Autumn 2016) and all staff (October 2017). 60% of HSK staff have completed with a further 13% booked within the next 2 months.

[UB training] made me think and continue to challenge myself and assumptions I make.... It also made me proud to work within the School. We are a community that are always ready to look at ourselves and adjust and address changes to the benefit of our students and our colleagues.

Anonymous quote from AS 2017 survey

ACTION 5.3.1 Ensure that UB training is embedded in HSK

Staff with management responsibilities are strongly encouraged to take leadership courses such as the Making Sense of Leading course available to all academic staff UH7 upwards. Courses in Leadership and Management, and Personal Skills (Communication, Customer Skills, Challenging Customers), show a steady increase in uptake since 2013. In 2016-17, eight PT staff (all F) and 21 FT staff (18F, including 2 on fixed term contracts; 3M) completed a range of leadership and management courses.

We discovered that training data are not collected by gender or specific course, limiting our analysis for AS submissions.

ACTION: 5.3.2 Routinely collect and improve records of training uptake by gender and have a more detailed breakdown of short and long courses

As a Bronze action, the SMF was set up in 2016 to provide a training environment for HSK managers to assist delivery of equitable and consistent approaches to developing staff across HSK. It also provides a forum for managers to discuss challenges of staff management and share good practice. The impact of this Forum is noted in relevant places.

In the AS staff survey, staff commented on balancing the desire or need to undertake training with managing their workload, particularly PT staff.

ACTION 5.3.3 Help staff, particularly PT staff, to balance training with managing their workload

CSF has been established as an AS initiative. The purpose of the fund is to cover some costs of caring responsibilities when staff attend KIT days, training events, conferences and other staff development activities. The fund was launched 1st April 2018.

(ii) Appraisal/development review

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

Annual appraisals are mandatory for all staff working more than 110 hours per academic year. Appraisals are an opportunity to reflect on successes and include addressing current and future career development.

We have implemented **Bronze actions** and subsequently developed further actions in response to the 2016 AS staff survey to improve appraisals:

- A funding application to the Leadership Foundation for a Small Development Project 2016-17 was successful to support an SMF away day. This focused on Enhancing the Appraisal Process
- Advertised the internal course, 'Making the most of your appraisal', to all staff
- Piloted a checklist for appraisers in CRIPACC (2017) to ensure career development, training, promotion criteria, and mentoring requirements are uniformly addressed as part of appraisals

IMPACT: In 2017, 56.4% (58.3%F:68.4%M) found the appraisal process useful, an increase from 48.5% (47.4%F:51.7%M) in the 2016 survey. We attribute this in part to the raised awareness of managers following their away day.

ACTION: 5.3.4 Further improve appraisals and ensure that career development, training, promotion criteria, and mentoring requirements are uniformly addressed as part of appraisals

(iii) Support given to academic staff for career progression

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

Our 2017 AS survey shows:

Table 5.13 Career Development Responses in Athena SWAN Staff Survey 2017

Do you feel there are opportunities for career development at your grade? Agreements			
84%F	69/82 responses	82%M	14/17 responses
Have you accessed internal courses in the past year? 'Yes' responses			
81%F	67/83 responses	71%M	12/17 responses
Have you accessed external training/development opportunities/conferences in the past year. 'Yes' responses			
83%F	67/84 responses	88%M	15/17 responses

IMPACT: These figures are about 10% higher than our 2016 figures for the same questions, suggesting impact in the significant number of staff engaging in career development activities. We attribute this in part to training managers (via the SMF) to encourage engagement in career development.

Our 2017 AS survey shows:

Table 5.14 Further Career Development Responses in Athena SWAN Staff Survey 2017

'I avoid taking on new roles'. Agreements

18%F	16/81 responses	14%M	2/14 responses
'I am happy in my current role'. Agreements			
56%F	27/61 responses	55%M	6/13 responses

A similar average of respondents in the 2016 and 2017 surveys indicated no interest in career development opportunities –this may be related to phased retirement, staff choosing to stay at the same grade, enjoyment of current role and other reasons.

In 2017, there has been a **significant increase in staff who said their manager encouraged them to take on roles to further career development.** 67.5% staff (65% F:70% M) reported this in the AS survey – up from 56% (60% F:43% M) in 2016.

The initial training was excellent and very appropriate ... taking on the role I feel that I have learnt a tremendous amount and I think that this will positively impact on my future mentoring. We've had informal mentor support meetings and it's been great to share experiences with others and appreciate that there are no 'rights and wrongs' (as such) (F, Mentor)

The feedback that I received has been very positive and a number of the opportunities that we discussed in our meetings have come to fruition – it is good to see tangible outcomes (F, Mentee)

Since our Bronze award we have instigated several new roles to facilitate staff gaining experience to assist career progression and promotion (see 5.1-5.2).

Mentorship Scheme:

Bronze Action achieved: As an AS initiative, we launched a mentoring scheme in 2015 aimed at women undertaking doctorates or self-defining as ECRs.

We provided a full training day for mentors. Six ECRs were provided with mentors.

IMPACT:

- The pilot scheme evaluated well.
- Our mentor lead (F) has provided guidance to other UH Schools on setting up their own mentoring schemes.
- Our mentor lead **presented our scheme to the University-wide AS group as an example of best practice.**
- She has also provided training for colleagues at the University of Kent and assisted their development of a mentoring scheme.

In the 2017 survey, 20.5% (22% F:19%M) of staff said they didn't have a mentor but would find this useful for career development. In response, we are planning to roll out the mentoring scheme further.

5.3.5 ACTION Roll out the mentoring scheme to all HSK staff

HSK staff are also encouraged to access the UH coaching scheme. Feedback from staff who accessed UH coaching was very positive.

Early Career development for research staff

UH funded 12 ECR 5-year fellowships 2016/17. HSK gained 4 of these across 2016 and 2017, all appointments have been females. The 2016 fellows have already been successful in grant applications including a highly competitive National Institute for Health Research (NIHR) Knowledge Mobilisation Research Fellowship (£190k, funding the ECR's salary and research activity for 2 years). In 2015-16 the University introduced awards of up to £4,000 for ECRs and staff returning from career breaks and two academic staff (1M:1F) received funding to develop their research. In 2016-17, two ECRs (one from HSK) made a successful application. One of those awarded funding (F) said:

The coach was instrumental in making me explore/recognise what the issues were related to work and facilitated me to make my own decision about one particular aspect of work. Ultimately the process resulted in a re-evaluation of life work balance and now I am in a much better position as a result of that. I would recommend the process (F, Academic)

I became interested in the area of domestic abuse (DA) after attending the AS Workshop on this topic in October 2016. I decided to apply for the Early Career & Returning to Research grant as it would give me allocated time to explore the DA literature, carry out pilot work and develop a research proposal. The grant has given me that opportunity and I am very grateful to the university for supporting me in this (F, ECR)

Bronze Actions are now embedded:

- A protocol that identifies 5 development days for CRIPACC ECRs, separate from duties connected to their research projects.
- Set up a Researcher Development Forum (RDF) to provide opportunities to discuss and share information about career progression, particularly for post-doctoral researchers. This is now well-established and well-attended with 3 sessions per year facilitated by senior staff. Challenges and support needs for career progression are fed back to CRIPACC's Senior Management Team for action.

IMPACT: The ECRs report that their needs are now well supported.

This Forum has led to **further new initiatives:**

- ECRs lead writing workshops with input from senior staff as requested.
- ECRs have identified and organised workshops such as using social media for promoting one's research and developing skills to peer-review journal articles – facilitated by senior staff. Research staff have been supported in successful applications to the UH Skill Up! Fund (see glossary). Examples from 2015 and 2016

The Forum makes the research feel more like a collaborative experience. I think senior colleagues in the department support the Forum well. It is a great opportunity to share information and learn from colleagues in the department (F, ECR)

include a group application for advanced NVIVO training (qualitative software) and advanced statistical training. A 2017 award will facilitate the practice orientated training course in using co-production, for up to 8 ECRs.

- The ECRs have set up a WhatsApp group to maintain links established through Forum meetings.

One outstanding issue identified through the CRIPACC RDF is that research staff want to learn more about developing research proposals.

ACTION 5.3.6 Ensure all ECRs and those wishing to undertake research have better access to information and resources

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

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

NSS results for 2016 highlight a wide range of positive comments from UG students across our programmes, in terms of support from tutors to prepare them for working in the NHS or within social work. Overall satisfaction increased from 80% in 2016 to 85% in 2017.

Great teaching staff who allow the right amount of supervision and independent working. Placement variety was fantastic. I felt fully prepared for my career
(M, Physiotherapy student)

IMPACT: Increased satisfaction is the result of focussed actions informed by our AS agenda, which include:

- Experienced L&T mentors in place for Programme Leads who need more support
- Listening to and working with students, e.g. introduction of a Dean's drop-in each semester for student representatives, student representative programme committee attendance and participation in periodic review teams
- Focussing on student attainment, e.g. AIG and Deans awards

Further Study and Career Development:

HSK is supported by a Careers, Employment & Enterprise team with expertise in supporting health and social work students, e.g. with applications to work within the NHS or elsewhere. Their support includes:

- Profession-specific recruitment events, e.g. Nursing Careers Day.
- CV drop-in service, skills workshops and webinars to offer students ways of accessing support (helpful to PT students, or those with non-standard working hours or caring commitments).

Student Recognition:

HSK introduced Dean's Awards in 2016 to recognise UH graduate attributes such as professionalism, employability and enterprise; respect for others; and social responsibility.

Table 5.15 HSK Dean's Awards 2016 and 2017

Award		Gender of student	Programme that the students are attached to
Professionalism, employability and enterprise	2016 Winner	F	PhD Programmes, CRIPACC
	2016 Highly Commended	F	BSc (Hons) Nursing (Mental Health)
	2017 Winner	F	BSc (Hons) Nursing (Child)
	2017 Highly Commended	F	BSc (Hons) Degree in Midwifery (Shortened)
Respect for others	2016 Winner	F	BSc (Hons) Pre-Registration Midwifery with Reg Midwifery
	2016 Highly Commended	M	Bsc (Hons) Paramedic Science
	2017 Winner	F	PhD
	2017 Highly Commended	M	PG Dip Cognitive Behavioural Therapy
Social responsibility	2016 Winner	F	BSc (Hons) Nursing (Learning Disabilities)
	2016 Highly Commended	F	BSc (Hons) Nursing (Child)
	2017 Winner	F	BSc (Hons) Nursing (Adult)
	2017 Highly Commended	F	BSc (Hons) Nursing (Adult)
2016 Special Award: Implementation and innovation in practice	2016 Winner	F	BSc (Hons) Nursing Child
Attainment and success (2017)	2017 Winner	F	BSc (Hons) Radiotherapy and Oncology
	2017 Highly Commended	F	BSc (Hons) Learning Disability Nursing

Figure 5.5 HSK Dean's Award Winners, 2015-16



Figure 5.6 Dean's Award (Winners and Highly Commended) 2017



Inspiring the next generation:

CRIPACC and the AHPM Department have hosted Nuffield Foundation placement students since 2013/14. The Scheme targets students in their first year of post-16 education, particularly those with no family history of HE and from schools in less well-off areas. CRIPACC has hosted 10 students to date (9F:1M). Nine have gone on to secure university places in their chosen STEM subject. One student chose to study art instead but cited the placement as a positive influence in making her decision.

Supporting PGR students:

The Postgraduate Research Experience Survey (PRES) shows that our PGR students feel their studies equip them with strong professional skills (81% 2015; 83% 2017) and research skills (88% 2015; 92% 2017). The PGR focus group (see S3) identified supervision and PGR Tutor support as particular strengths within HSK. In the 2017 HSK PRES, 88% of respondents were positive about studying in HSK – an increase from 78% in 2015.

IMPACT: In 2014 we set up regular supervisor support meetings allowing supervisors to meet, discuss challenges and share good practice. We believe this has improved student experience.

HSK Annual Research Conferences (ARCs, begun in 2013) enable PGR students to present their research to academic colleagues across UH and our NHS stakeholder organisations. All students are expected to attend and to submit abstracts twice within their period of studying. New international PhD students are offered an orientation 'buddy' on arrival in the UK and we liaise closely with the International Office.

Bronze action achieved: Introduction of an exit questionnaire sent out to research degree students one year after completion of their studies; introduced 2016/17 academic year. This asks students to reflect back on the positive aspects of their experience and to ask if there is anything they feel could be done differently to enhance and support career goals. We will use information collated to help inform future provision.

Recent improvements to HSK PGR study facilities include a combined computer room, printing facility (financially supported by HSK), and coffee/rest area. Students regard this as a good place to study and network. **In 2017 the Pro Vice Chancellor for Student Experience funded a 'research hub' for PGRs and staff** (Figure 5.7).

Figure 5.7 The PGR Research Hub



ACTION 5.3.7 Further improve support for PGR students

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

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

Half of staff surveyed in 2016 reported inadequate support to apply for research grants. In 2017, we added a 'not applicable' option to the question. In 2017, 37% (39%F:33%M) were happy with their support; 34% (35%F:29%M) said they didn't have enough support, and 29% (26%F:38%M) said it was not applicable to their role.

Going forward support will be underpinned by our **newly launched Research Strategy** (January 2018), which will facilitate research activity more broadly across HSK. Professors and Readers, all of whom have substantial research expertise, have been allocated to HSK professions/teams to develop research capacity across the School.

IMPACT: This development is directly informed by our AS work enabling staff to undertake research. We recognised we needed a framework to ensure research experience benefits the whole School to ensure equity of access to information about research careers, funding etc.

As a result of actions identified in our Bronze application, we have developed a number of initiatives:

- We give early career staff in CRIPACC the opportunity to be part of funding application teams alongside more senior colleagues.

- We list bids under development in our Research Hub, encouraging research staff who wish to see how an application progresses to approach the Principal Investigator. This has led to increased involvement in junior staff in bid development.
- We offer informal peer review for funding applications and mock interviews for fellowship applications.

IMPACT: In the last year analysed (2016-17) five of the 14 successful applications were developed specifically to provide opportunities for researchers to lead their first grant or to provide a career opportunity to someone on a fixed term contract.

Over the last three academic years 112 grant applications were submitted, 97 (87%) by women as PI and 15 (13%) by men. Fifty-five (57%) of the applications from women were successful and 7 (47%) from men. Of the awards to women, 10% were led by research staff (in CRIPACC) and 90% by academics.

ACTION 5.3.8 Increase the capacity and improve the capability of HSK staff to conduct research

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

Staff learn about training via the same routes as academic staff but may take up different opportunities. HSK encourages professional and technical staff to attend internal courses, but also to apply for external training and networking opportunities. HSK recently funded two members of professional staff to attend the Leadership Foundation Higher Education Aurora female-only leadership programme. Both participants found the programme extremely beneficial.

I have found the contact with inspirational women leaders in HE very valuable, as well as the opportunity to meet peers from other universities and sharing experience and expertise. The support from within UH for the Aurora programme has also been extremely good, with in-house follow-up sessions where I have had the opportunity to share thoughts with other UH colleagues on the programme

Other recent examples include a bespoke Advanced Access Course delivered at UH by an external company and a Project Management Course at Imperial College London. We also support professional staff interested in further study and are currently funding one staff member's UG degree. HSK select one professional member of staff each year (2015-16 and 2016-17) to take part in the Outside Insight Programme, which provides opportunities to enhance career progression. UH is one of 12 partners in this London inter-institution work-shadowing scheme. For example, participants can spend time with a manager at a higher level to gain understanding of the skills, knowledge and experience required for that role. The scheme involves two-way hosting as a reciprocal agreement. This demonstrates our commitment to help shape and support the HEI professional staff sector.

ACTION 5.4.1 Provide further support regarding career progression to professional and technical staff

All HSK professional and technical line managers have completed the Making Sense of Leading Programme. Qualitative feedback (2016-17) indicates this is valuable.

In 2015-16, 36 staff undertook a total of 189 internal courses, compared with 42 staff undertaking 158 courses in 2016-17. The number of staff attending courses is similar to 2014-15 figures although staff attend fewer courses. An explanation for the lower figures of staff undertaking training could be linked to our higher staff retention rates - thus fewer staff need to undertake mandatory staff training and other short courses now at UH.

I attended the Making Sense of Leading and had the opportunity to go on Future Leaders.... both programmes have been very good and useful for me (2016-17 anonymous feedback)

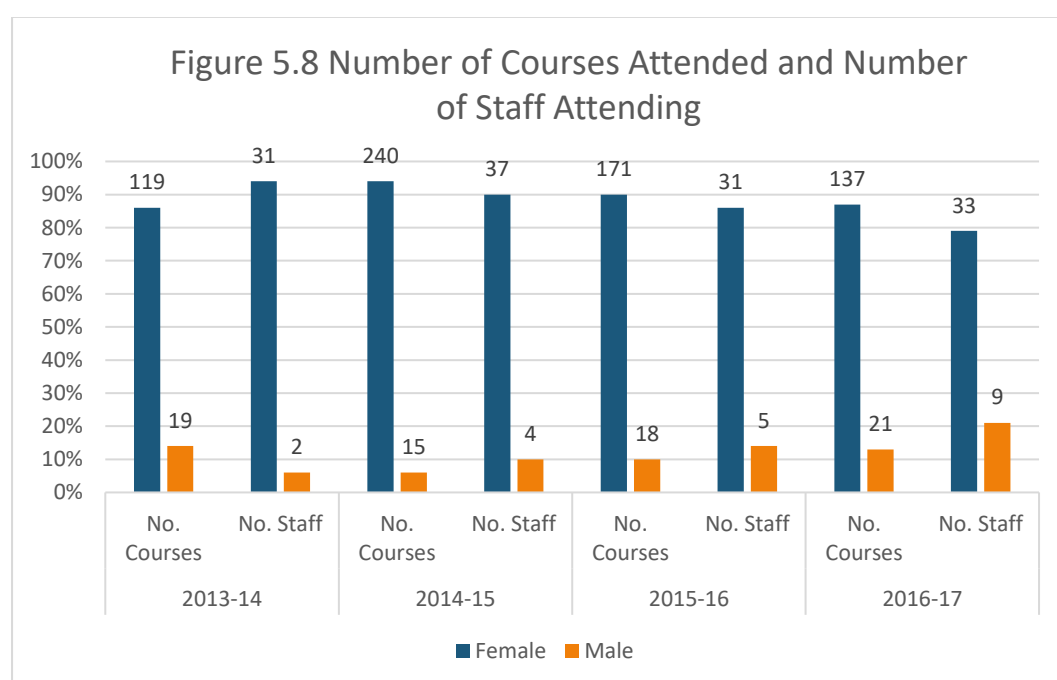


Table 5.16 Number of Courses Attended and Number of Staff Attending¹¹

	2013-14		2014-15		2015-16		2016-17	
	No. Courses attended	No. Staff attending courses	No. Courses attended	No. Staff attending courses	No. Courses attended	No. Staff attending courses	No. Courses attended	No. Staff attending courses
Female	86% (119)	94% (31)	94% (240)	90% (37)	90% (171)	86% (31)	87% (137)	79% (33)
Male	14% (19)	6% (2)	6% (15)	10% (4)	10% (18)	14% (5)	13% (21)	21% (9)
Total	138	33	255	41	189	36	158	42

¹¹ NB: as noted in S5.3, we discovered that training data are not collected by gender or specific course (see ACTION: 5.3.2). However, given smaller staff numbers it was possible to track back staff training manually for professional and technical staff to provide a more detailed analysis.

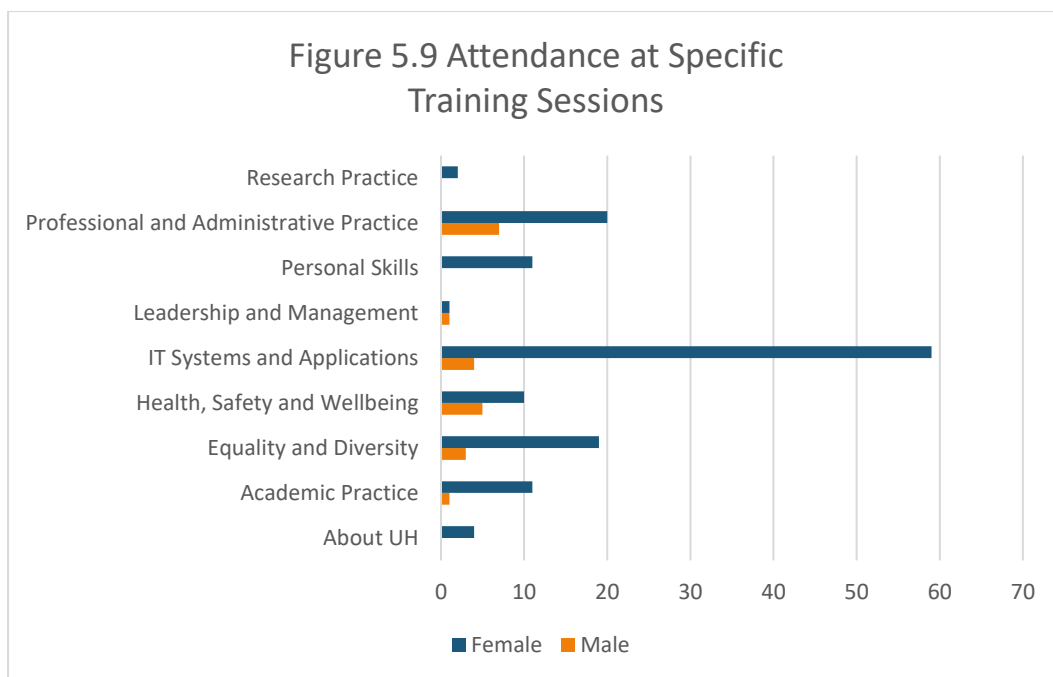


Table 5.17 Attendance at Specific Training Sessions

	About UH	Academic Practice	Equality and Diversity	Health, Safety and Wellbeing	IT Systems and Applications
Female	100% (4)	92% (11)	86% (19)	67% (10)	94% (59)
Male	0	8% (1)	14% (3)	33% (5)	6% (4)
Total	4	12	22	15	63

	Leadership and Management	Personal Skills	Professional and Administrative Practice	Research Practice
Female	50% (1)	100% (11)	74% (20)	100% (2)
Male	50% (1)	0	26% (7)	0
Total	2	11	27	2

NB: We noted in S5.1 that numbers attending different courses may be small, so percentages should be treated with caution (e.g. 50% F and 50% M attending leadership and management courses represents only two people). Training in IT Systems & Applications and Professional & Administrative Practice is likely to enhance staff skills in their posts. Professional and technical staff are notably also engaging in equality and diversity training including UB.

(ii) Appraisal/development review

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

See details of the procedure in the academic staff section on appraisal/development review (S5.3ii).

Some staff have been in post for a long time and are happy to work at their current level.

However, we recognise the importance of support for them to work to a high standard and keep up-to-date.

It is important to encourage all professional staff to consider their personal development needs via annual appraisal. Professional staff interviewed felt appraisals offered beneficial time with managers:

Professional staff have provided feedback to EWIC that coaching rather than mentoring matches their needs.

ACTION 5.4.2 Provide support and information regarding career progression to professional and technical staff

I like the contact with students I have as a Student Administrator; developing my career on to a next stage - if one did exist - would mean I lose this contact and interaction, so I am happy to stay where I am (F)

Good opportunity to discuss progression and career aspirations/ development issues (F)

A positive experience, it made me feel valued as my line manager is very supportive of my career aspirations (M)

I like having time with your manager where they can give you feedback (F)

Comments from the 2016 and 2017 AS staff surveys

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

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

Line managers support professional staff and encourage them to develop their career, both within HSK or elsewhere at the University. This includes opportunities to shadow a colleague from a different HSK team, being seconded to another UH department, or participating in University-wide projects.

65% of staff (63%(12) F; 66%(2) M) reported in the 2017 staff survey that their manager encourages them to take on new roles to develop in their career. 100% all staff (F+M total of 23 responses) said they were aware of how to find information on internal courses. 11 F and 2 M had attended internal training; 5F-1M had attended external training.

Several HSK staff members have secured promotion through secondment to another UH department:

- In 2013-14 one member of staff (UH6, F) was seconded to a UH7 role in a central UH department. This created a secondment opportunity in HSK – one female member of staff (UH5) was promoted to take up this secondment.
- In 2015-16 one member of staff (UH4, M) was seconded to a Research Assistant role (UH5) outside HSK.

- In 2016-17 one member of staff (UH5, F) was seconded to a UH6 role in a central UH department. This created a UH5 secondment opportunity in HSK – one member of staff (F) was appointed.

These secondments have also enabled more junior staff to 'step up' to roles.

Staff have found secondment opportunities to be very beneficial in terms of learning new skills, increasing knowledge and boosting confidence:

HSK has created job-sharing roles to increase opportunities for professional PT staff. In 2016-17 three members of staff (F) took up job-sharing roles. For example, one member of staff in the student placements team requested to reduce her working hours and was enabled to do so by job-sharing her role with a colleague.

I can say that the opportunity has shown me a different way of thinking about progression and promotion at UH and has motivated me to embrace other opportunities which...add to my skills, knowledge and wider exposure (F)

There have been many discussions about the feasibility and barriers for flexible working for professional and technical staff. To move discussions forward we have agreed to identify one Outside Insight placement in 2018-19 through appraisals, to investigate how flexible working across professional staff teams works at other HEIs.

5.5. Flexible working and managing career breaks

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

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

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

HSK managers follow clear maternity and adoption leave guidance from HR. Staff are strongly encouraged to discuss their situation with their line manager or HoD. Managers and staff can also seek advice from the HRBP. Once dates of leave are known, managers begin to reallocate work to cover funded research projects or teaching commitments.

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

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

Line managers inform employees on leave of HSK developments and opportunities via their preferred method of communication (staff or personal email address, or other method of choice).

Staff can take up to 10 days of paid work known as KIT days during maternity leave. The aim is to help maintain engagement with their Department and HSK, and to facilitate return to work. In 2016 we interviewed six women who had been on maternity leave. Analysis revealed that not all the women were aware of their entitlement to KIT days or received advice and support on what activities they could undertake during KIT days. A drawback to using KIT days was additional childcare costs incurred.

Bronze Actions and further actions achieved:

- To enhance transparency and consistency, we developed a maternity checklist for managers to discuss with staff prior to maternity leave

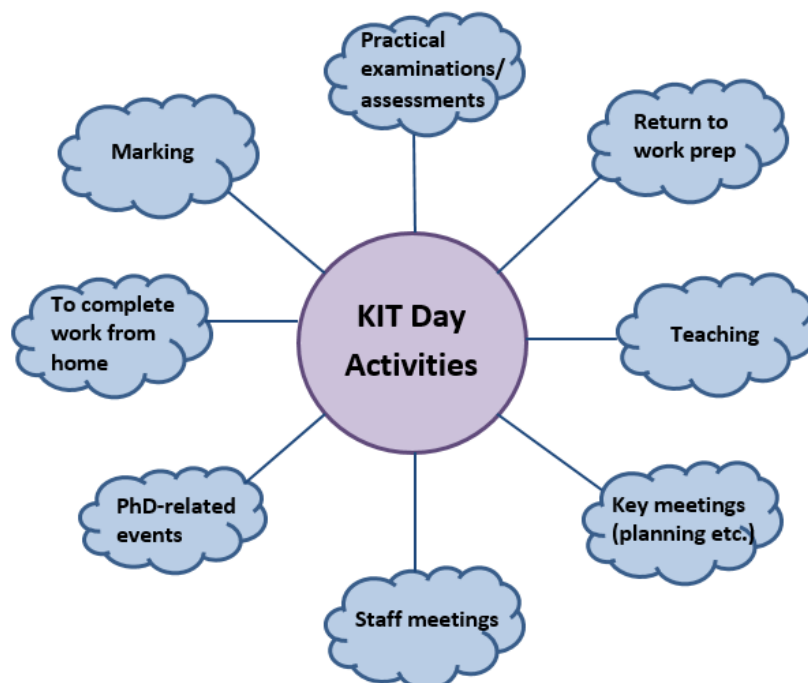
- Guidance has been produced to raise awareness of KIT days before maternity leave commenced
- A poster campaign launched to raise awareness of KIT day entitlement A poster campaign launched to raise awareness of KIT day entitlement
- Staff can apply to the newly launched CSF to cover childcare costs when using KIT days.

IMPACT:

- Guidance developed by HSK now adopted at central level
- We can demonstrate good uptake of KIT days. In interviews (see page 16), five out of six women returning from maternity leave had used KIT days.

Feedback from staff has indicated that staff value KIT days to maintain connections with students and colleagues, keep abreast of new developments, be paid for work undertaken and facilitate return to work - See Figure 5.10.

Figure 5.10 Staff KIT Day Activities Reported by Women Interviewed

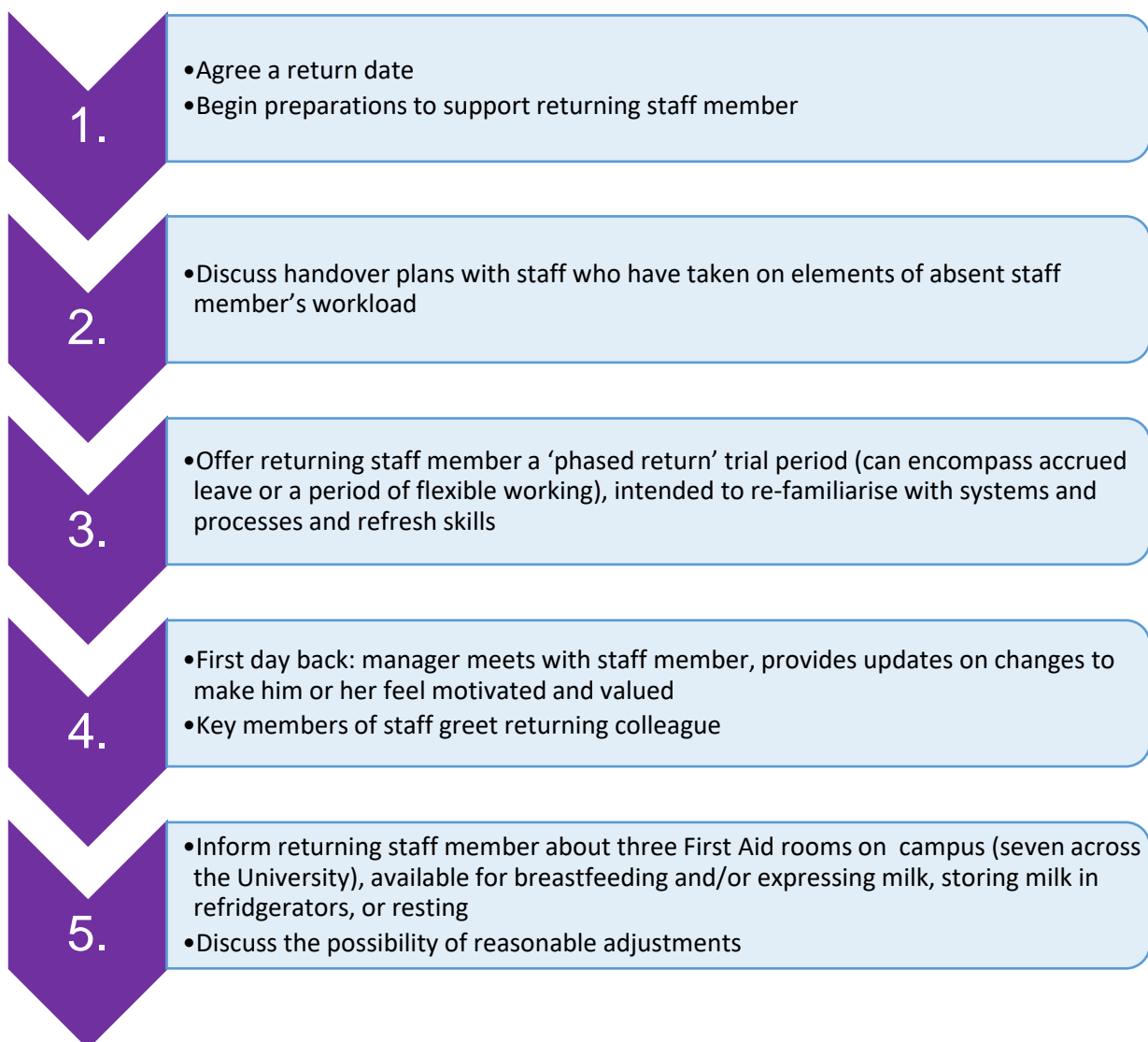


(iii) Cover and support for maternity and adoption leave: returning to work

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

HSK takes the following steps to support staff members returning to work:

Figure 5.11 Pathway to Support Staff Members Returning to Work from Maternity or Adoption Leave



One member of staff provided feedback about the support she had received. She accepted her post at UH, unaware that she was pregnant. Her manager was very accommodating and agreed a working time reduction on return from maternity leave, even though the post had been advertised as FT. Her manager dealt with any issues in a warm and supportive way, rather than simply stating the policy. The member of staff was made aware of support options such as locations for breastfeeding, the Nursery and the Parents Network.

In May 2016 we launched the Working Parents Network to provide working or prospective parents (F/M) with a friendly network to share ideas and experiences. **This has proved so popular that it has been adopted as a UH-wide initiative.**

(iv) Maternity return rate

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

SILVER APPLICATIONS ONLY

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

Table 5.18 Maternity Return Rate

	Numbers of staff taking maternity leave	No returned from leave and still working in HSK after 6 months	No returned from leave and still working in HSK after 12 months	No returned from leave and still working in HSK after 18 months	Still on maternity leave	Did not return
2014-15	12 4 professional 8 academic	-	-	9 3 professional 6 academic	2 1 professional 1 academic	1 1 academic did not return as family relocated to another part of the UK
2015-16	7 2 professional 5 academic	-	-	5 1 professional 4 academic	-	2 1 professional moved out of the area 1 academic left for personal issues
2016-17	8 3 professional 5 academic	4 2 professional 2 academic	Don't have these data yet	Don't have these data yet	3 1 professional 2 academic	1 1 academic did not return as contract ended

The number of staff on maternity leave is low but the return rate is very positive; the majority of staff are still in post at 18 months. Most who left cited family and personal reasons.

ACTION 5.5.1 Increase HSK support for staff undertaking maternity/adoption leave and for maternity support leave (paternity and shared parental leave)

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

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

The maternity support leave policy (includes paternity) provides information for fathers and partners planning to take leave as with maternity leave.

Table 5.19 Paternity Leave and Adoption Leave

	Numbers of staff on paternity leave	Numbers of staff on adoption leave
2014-15	-	-
2015-16	1 academic (M)	1 academic (F)
2016-17	2 academic (M) 1 professional (M)	1 academic (F)

Due to low numbers, it is not possible to identify grade as this may breach confidentiality

(vi) Flexible working

Provide information on the flexible working arrangements available.

Bronze actions have included better publication of flexible working in HSK through job adverts, at interviews and during induction and this provides managers with a platform to discuss this option with staff.

IMPACT: There has been an increase in academic staff reporting flexible working over the last three years in HSK staff surveys; 34F/3M in 2014, 68F/18M in 2016 and 76F/15M in 2017. The proportion of academic males reporting flexible working tripled from 2014 to 2016. In part we attribute this increase to better communication of the acceptability of flexible working.

In staff surveys in 2016 and 2017, 12F/2M professional staff reported flexible working in 2016 with 5F/1M in 2017. Informal flexible working is lower than for academic staff because of frontline business-facing roles, but requests are explored on an individual basis.

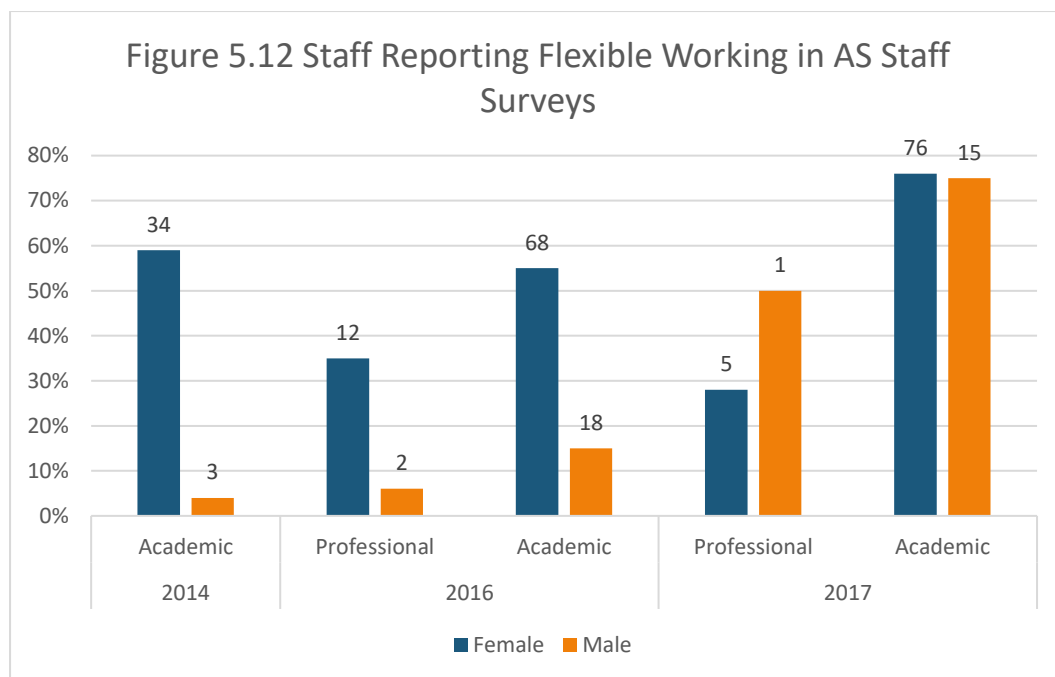


Table 5.20 Staff Reporting Flexible Working in AS Staff Surveys (Including % of All Respondents)

	2014		2016		2016		2017		2017	
	Academic staff	%	Academic staff	%	Professional staff	%	Academic staff	%	Professional staff	%
Female	34	59	68	55	12	35	76	76	5	28
Male	3	4	18	15	2	6	15	75	1	50

Staff consistently cite access to flexible working arrangements as a key benefit to working in HSK:

Any member of staff may request flexible working (flexitime) informally via line managers or formally via the University Flexible Working Policy. Staff use informal arrangements to establish flexible start and finish times or occasional working at home. This is overseen by managers as would be expected in an academic institution.

Home working is so valuable for parents. I come to the office most of the time but its knowing I can work from home if needed, that is of huge value to me (F, academic)

When I needed to care for my partner, I found my manager and team were very understanding and supportive in my having to be flexible in my working arrangements, often at very short notice (M, academic)

My manager is happy for me to change hours/days when necessary for childcare problems (F, professional)

AS 2017 Survey

Staff use the formal application policy if they wish to reduce their hours e.g. FT to PT, reduction of PT hours or working compressed hours, e.g. 9 days/fortnight. Data is recorded by HR. If the request fits business needs, a local arrangement can support the member of staff in adjusting working hours.

I applied for compressed hours to help me visit my elderly mother (some distance away). The policy was very clear, the form easy to complete, my manager was fantastic and it was processed within forty-eight hours. So grateful for the flexibility! (F academic)

UH has a policy of allowing remote access to email, and shared/personal folders - 'anytime, anywhere, any device' through the

Virtual Private Network. This supports staff to work remotely when appropriate. However, the 2016 staff survey raised concerns regarding the constant demands of emails, despite managers informing staff that there was no expectation to respond to emails outside working hours (see Bronze Action 5.6i).

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

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

PT staff are invited to increase their hours when vacancies arise or in response to additional commercial or research income. This is discussed at appraisal and managers' meetings.

5.6. Organisation and culture

(i) Culture

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

Equality, wellbeing, inclusivity and diversity are at the forefront of our strategy and governance. We ensure that the principles are embedded in our everyday practice and demonstrated through our behaviours to and with one another.

Bronze Action: To help address work/life balance, HSK introduced an email etiquette policy. This responded to concerns about emails being received by staff at all hours. The policy includes guidance such as discouraging routine email being sent between 7pm and 7am weekdays and at weekends. Staff are also encouraged to speak directly to colleagues where possible rather than send emails

I was very concerned about expectations of me concerning responding to e-mails out of normal working hours – my manager made clear that I was not expected to do this, but to respond as soon as I could within those working hours
Anonymous AS survey comment

IMPACT: 74% staff said they conform with the email policy. 58% overall reported that they feel able to switch off from looking at email in the evenings and weekends but 56% also said they wanted to be able to send email when convenient to them. Qualitative comments overwhelmingly suggest staff felt the ability to work evenings assisted their pattern of flexible working.

5.6.1 ACTION Revise the HSK email etiquette and monitor impact

In the UH staff survey, HSK scored low in work-life balance (42% agreed they have a good work-life balance compared to an average University percentage of 56%). We will seek to address this.

5.6.2 ACTION Improve work-life balance satisfaction amongst staff

We run several groups and one-off AS Initiatives, developed to support equality, inclusivity and well-being. In collaboration with other Schools (such as LMS) we promote International Women's and Men's Days (IWD/IMD) with events such as lunch-time walks and talks. We promote central events hosted for IWD/IMD, LGBT History Month and Black History month.

HSK has focused on raising awareness of Domestic Abuse (DA) and consolidated links with local DA agencies. Herts DA helpline held an event at the University and a recent bake sale raised over £500 for the local Women's Refuge. Our DA work has directly influenced the Equality Office developing more guidance on this issue on StaffNet.

We have introduced a range of activities/promotions to signify that HSK takes work/life balance seriously including:

- Lunch-time walks
- Weekly lunch-time Tai Chi sessions
- Promotion of the University WorkPlace Challenge
- Coaching sessions run by a member of staff who has also been commissioned by other Schools and central UH
- Regular cake and coffee mornings in CRIPACC to raise funds for local charities
- Christmas and Easter collections of food and presents for the homeless shelter and local Foodbank
- We are launching a knitting and crafts lunchtime group.

Figure 5.13 Christmas and Easter Food Collections in the Research Hub



5.6.3 ACTION Maintain and further develop lunchtime activities

HSK was the first School in UH to establish a Menopause Network (launched 2016), which has led to collaboration with other Schools developing this initiative. The initiative led to an enquiry from the Dept. of Work and Pensions, researching examples of support for those going through menopause within Higher Education (HE), to inform their Fuller Working Lives initiative.

Information has helped me control my symptoms better which helps me at work (F, academic)

Enjoyable, supportive, informative network (F, professional)

(ii) HR policies

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

HSK is supported by an HRBP, who is a member of the SEG and EWIC. She oversees the consistent application of HR policies and procedures across HSK. The HRBP updates SEG on policy changes, which are cascaded down to line managers through HoDs, SMF and Departmental Managers' meetings.

The HRBP works with managers to ensure that correct procedures are followed. The HRBP records all HSK G&D cases and provides information to the HoD or Dean as required, with robust mechanisms for raising and addressing issues.

UH's Dignity and Respect Policy ensures that everyone can work and study free from bullying and harassment. We publicise the Policy through induction and staff development. Posters throughout HSK draw attention to The University network of fully trained Dignity and Respect Advisors, with support available from the Equality Office. We also promote awareness and share new or amended policies through updates at Department and School Forums.

All staff have access to StaffNet, which provides information on all UH policies and procedures. All line managers are encouraged to attend the University's update sessions on People Management in Practice, held three times per year.

(iii) Representation of men and women on committees

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

Data for HSK committees are provided below. SEG and School Academic Committee (SAC) have a gender split close to the 80:20 F:M split that reflects HSK in general. Chairs of HSK committees are selected following UH academic governance procedures or job/role within HSK. Committee membership is time limited. Where vacancies arise, staff are encouraged to discuss their interest with their manager and explore the role with the lead responsible or the current post holder. Membership of committees is reviewed annually to ensure that committees represent the diversity and experience within HSK.

Table 5.21 Representation on Committees

	2013-2014		2014-2015		2015-2016		2016-2017	
	Chair	Nos M (%)	Chair	Nos M (%)	Chair	Nos M (%)	Chair	Nos M (%)
		Nos F (%)		Nos F (%)		Nos F (%)		Nos F (%)
School Academic Committee	M	F 19 (86%) M 3 (14%)	M	F 19 (83%) M 4 (17%)	M	F 20 (87%) M 3 (13%)	F	F 18 (82%) M 4 (18%)
School Executive Group	M	F 12 (75%) M 4 (25%)	M	F 12 (75%) M 4 (25%)	F	F 13 (81%) M 3 (19%)	F	F 13 (81%) M 3 (19%)
HoD/Dean Meetings	M	F 5 (83%) M 1 (17%)	M	F 5 (83%) M 1 (17%)	M	F 5 (83%) M 1 (17%)	F	F 6 (100%) M 0 (0%)
Admissions and Marketing Forum	N/A	N/A	M	F 16 (70%) M 7 (30%)	M	F 18 (67%) M 9 (33%)	F	F 17 (65%) M 9 (35%)
School Health and Safety Committee	F	F 9 (64%) M 5 (36%)	F	F 7 (58%) M 5 (42%)	F	F 13 (76%) M 4 (24%)	F	F 9 (64%) M 5 (36%)
SAT/EWIC	M	F 12 (70%) M 5 (30%)	M/F	F 12 (70%) M 5 (30%)	F	F 20 (80%) M 5 (20%)	F	F 18 (81%) M 4 (19%)
AIG	N/A	N/A		N/A		N/A	F	F 17 (81%) M 4 (19%)

We have moved from most committees being chaired by men in 2013-14 to all committees being chaired by women in 2016-17. In part this reflects that a number of committees are chaired by the Dean (M in 2013, now F). While more female chairs are potentially positive, there is also a risk of women taking on 'good citizen' roles more than men. Overall, we also seek to have a proportional balance of women and men on committees.

5.6.4 ACTION Maintain committee gender balance

(iv) Participation on influential external committees

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

HSK values participation on external committees, particularly for staff progressing to senior grades. It is seen as a marker of esteem and enables staff to contribute to the wider community. Managers encourage staff to join funding committees, NICE advisory groups, other committees and activities of professional bodies. During appraisals and individual meetings, managers discuss external roles and encourage staff to apply. Staff responding to the 2016 staff survey said that external roles impacted on them positively.

Through the UH Women in STEMM network, UH has developed an 'External Roles' series of talks in which female and male colleagues discuss their external roles and how they have influenced their UH work and career. The talks are open to all staff and are available online. Three professors (2F:1M) and an HSK ECR (F) have presented at these events. Many HSK staff have attended and have been inspired by the speakers.

(v) Workload model

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

Managers review work allocations annually, based on changing demands and feedback from staff. These changes are approved by SEG and ensure consistency across HSK. Line managers allocate workloads, which are monitored by HoDs for fairness and equity.

Staff are invited to express their interest in available roles and teaching activities. Staff are encouraged to broaden their portfolios as part of their career development.

HSK uses a workload planning model/algorithm for all academic staff who have a teaching focus. The model includes SMSA (22 days; see S5.3). In the 2017 staff survey, 34% of academic staff (33/75F; 5/17M, 4 prefer not to say) felt that the workload model did not distribute work equitably. In response we have implemented a new web-based workload database that will provide a more nuanced allocation of activities.

5.6.5 ACTION Evaluate the new workload model

(vi) Timing of departmental meetings and social gatherings

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

HSK meetings are held during working days, within school hours. In the 2016 staff survey, 80% of female academics and 95% of male academic staff were happy with the timing of meetings and social gatherings.

There is no history of HSK evening meetings. Occasional evening events such as the UH Christmas party or public evening lectures are open to all staff but there is no expectation for them to attend.

(vii) Visibility of role models

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

The 2017 staff survey revealed that 85% (70/84F, 15/17M academic; 10/20F, 2/3M professional) felt HSK provided strong female role models (79% of all staff in 2016). However only 40% thought HSK provided strong male role models (39/84F, 8/17M academic; 6/20 F, 1/3M professional). These findings probably reflect the gender balance in leadership across HSK.

5.6.6 ACTION Revise online staff profiles for HSK AS web pages to reflect female and male role models

The committee for the School's ARC, where PGR students can present their work, considers gender balance when choosing presenters, speakers and session chairs. At the 2015 and 2016 HSK ARC, renowned external female academics gave keynote lectures, so a male keynote speaker was selected for 2017. Gender balance of speakers and chairs is also considered for AHPM conferences, which are held regularly.

Since 2014 we have paid close attention to gender balance and visible role models in our publicity materials. Posters promoting our programmes are balanced across gender and ethnicity, and leaflets and banners include images of male practitioners and students in female-dominated professions. HSK admissions teams encourage student ambassadors to reflect the diversity of the student population.

5.6.7 ACTION Continue to enhance gender balance in range of activities

(viii) Outreach activities

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

Under the University's Widening Participation agenda, all pre-registration programmes include outreach activities to engage under-represented groups. Outreach is considered part of allocated work activity (e.g. representing HSK at career fairs) or undertaken in staff's own time depending on the focus of the activity (e.g. school governor role). Admissions teams work with our Further Education colleges, attend careers fairs and other regional school events to promote health and care careers. This work will be extended to a primary school in 2018. Informal discussions with current students suggest this engagement may be critical in addressing the current gender bias in the health and care professions (see Action 4.1.2).

7391 words

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them. The subject of one of these case studies should be a member of the self-assessment team. The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case study 1

Professor Wendy Wills, Director, CRIPACC and Associate Dean Research, member of EWIC

My career progression provides a good example of how HSK's engagement with AS and the Charter has focused and improved its support for female staff.

I was appointed to a Research Council UK 5-year post-doctoral fellowship in CRIPACC/HSK in 2005. I was quickly promoted to Senior Research Fellow, began supervising PGR students and applied for my own research funding.

During my annual appraisal, a process I have always found worthwhile for career development, I was encouraged to apply for promotion to Reader. Other colleagues were asked to make their own successful Readership applications available to me, which provided a solid basis for developing my own case. I was promoted to Reader in 2012.

Professor Sally Kendall, director of CRIPACC at that time, has always been a role model. She encouraged me to apply to become the HSK Post-Graduate Research Tutor, a role which raised my profile and engagement with the School and the University.

As the School's first AS Champion, Prof Kendall also urged me and others to join the SAT and contribute to the AS process ahead of our submission for a Bronze award. We very much felt that a collegiate team approach was needed to succeed. I became HSK's AS Champion following our successful Bronze submission in November 2014. This role was important to me because it helped me encourage people to aspire toward greater success (however each person defines that) for the good of everyone in HSK. In May 2017 I stepped down as AS Champion, partly to allow others the opportunity to undertake the role and partly to apply for the role of ADR, which I now share with another female professor in HSK.

I feel that our AS actions should support women like me who are going through the menopause at a busy time in their careers, so I set up a workshop to discuss this. We now have a Menopause Network where staff share ideas for coping with the menopause and support each other.

After due process I was awarded my Chair early in 2016, which gave me the confidence to apply for the role of Director; I succeeded Prof Kendall as Director in April 2016. My role involves regular travel to attend policy-relevant meetings, sit on NIHR and other advisory panels, and present at conferences. HSK is committed to the AS Charter, so I have support for flexible working and I work from home 1-2 days each week. This allows me to manage my academic activities, lead 30 academic and 5 professional staff, and maintain a healthy work-life balance. It also lets me support my father and father-in-law, both of whom have worsening Alzheimer's disease.



Professor Wendy Wills (right) with Dr Lisa Whiting (left, PGR Tutor) and Dr Josefine Magnusson (middle, CRIPACC RF, awarded her doctorate in 2016) at HSK graduation ceremony September

Case study 2

Dr Lisa Whiting, Professional Lead, Children's Nursing; Post Graduate Research Tutor [PGRT] (PhDs)

I have worked in HSK for almost 25 years. Throughout that time, I have been supported in both my professional development and my desire to maintain an appropriate work-life balance.

In 1994, I was appointed to the HSK Children's Nursing faculty as a PT lecturer following my maternity leave. My line manager encouraged me to undertake an MSc (completed in 2000) and in 2005 I enrolled with the first cohort of students on the Doctorate in Health Research, with my fees paid by the School. I completed my doctorate in 2012. Throughout my academic studies, I have been inspired by several HSK colleagues – as a result, when HSK established a research-focussed mentoring scheme, I was delighted to be able to offer professional mentoring to others, a role that I continue to enjoy.

Throughout my HSK employment, I have been encouraged to undertake a range of career-expanding opportunities, including teaching and assessing UG and postgraduate students, serving as Admissions Tutor, and leading on key educational projects, such as curricular development. These experiences in turn gave me the knowledge and expertise to advance to the post of Professional Lead, Children's Nursing (Principal Lecturer/UH09 grade) in 2007.



Lisa (centre) with Children's Nursing colleagues at the UH graduation ceremony, December 2017

As Professional Lead, I realised that the Children's Nursing team's engagement in research was limited and I felt this needed addressing, especially if we were to facilitate research-informed teaching, inspire students and enable staff to develop professionally. Since receiving my doctorate, I have been able to support the team in research activities, and most team members have now been involved in at least one project. This experience developed my confidence so much that I applied for and was appointed as Postgraduate Research Tutor in May 2016. This has proved to be an exciting role, enabling me to work with both highly experienced research colleagues and

developing research students. Building links with others has led me to submit research bids with colleagues with whom I may not otherwise have worked. In addition, I have participated in HSK events organised as part of our Equality/Inclusivity agenda, such as an advanced writing for publication workshop. All this has meant that I now feel confident to think about other research career possibilities over the next five years.

Since working in HSK I have remained on a fractional contract that has gradually increased from 0.5 to 0.9 whole time equivalent; this has allowed me to balance my work commitments, home life and academic studies. Recently, I requested and was granted compressed working hours to allow me to work a 4-day week (rather than 4.5 days); this enables me to support my step-father in the care of my mother, who has a chronic illness.

I am enormously grateful to have been able to build a rewarding career at HSK without sacrificing a healthy work-life balance.

905 words

7. FURTHER INFORMATION

Recommended word count: Silver: 500 words

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

0 words

8. ACTION PLAN

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

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

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

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

Action Plan 2018-2022

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
2.	Description of the Department					
2.1	Continue to mainstream Athena SWAN throughout HSK business	<p>Revision of HSK AS web pages</p> <p>We have worked hard to embed AS as a central component of School business and strategic planning with many initiatives as described in S2&3.</p> <p>44% (2016) to 56% (2017) increased awareness of the AS agenda; 86% were aware of AS events (2017 survey)</p>	<p>Update HSK AS web pages</p> <p>AS champions to attend range of staff fora (SMF; programme leads' meetings to raise AS profile)</p> <p>AS is on all key meeting agendas as a standard item</p>	<p>AS Champions</p> <p>AS Champions</p> <p>Committee Chairs</p> <p>HoDs</p>	<p>Annually</p> <p>2-3 meetings/year</p> <p>Ongoing</p> <p>Annual report from HoDs to</p>	<p>Annual check to ensure content remains current</p> <p>70% awareness of AS (2019 survey) 90% awareness (Feb 2021 survey)</p> <p>100% AS appearing as standard item - to be assessed via annual reports from Committee Chairs to EWIC (and see Action 5.6.4).</p>

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
			HoDs annual report on staff and student AS engagement		EWIC (October each year)	Analyse data in annual report to EWIC from HoDs
3.	The Self-Assessment Process					
3.1	Revise Athena SWAN staff survey	AS staff surveys held Oct 2016 and December 2017. Feedback to SAT/EWIC and relevant parties. Actions form part of the current action plan	Act on staff feedback with aim to enhance response rate e.g. shorten survey; change timing of future surveys Create baseline from new survey going forward	EWIC Survey Subgroup	Revise by March 2019 to roll out on a biennial basis (May 2019, 2021)	Increase survey completion rate to at least 60% in 2019 and 70% 2021 Compare responses with previous years where possible
3.2	Embed inclusion of trans awareness	Held a Trans Awareness workshop in collaboration with LMS, in response to staff who reported little awareness or knowledge about trans issues Evaluation indicated raised awareness: staff more aware of relevant obligations and legislation; increased awareness of specific issues encountered by trans colleagues and students	Hold training session on trans awareness at the SMF Workshops organised with Gender Identity Research & Education Society (GIREs) - open to all staff	EWIC Training Subgroup	SMF session March 2019 Biennial courses commissioned from GIREs to run in Oct/Nov 2019/2021	Session to be held and evaluated by March 2019 Courses run in 2019 and 2021 Target attendance: 10-15 staff/course
3.3	Annual reports from SEG, AIG, HoDs and Committee Chairs to EWIC addressing relevant Action Points	New action to help monitor progress on Action Plan	Request annual reports Following report analysis; identify future targets as relevant, provide feedback	AS Champions EWIC	Annually, October	Analysis of reports alongside our Action Plan timescales and targets

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
			to SEG, AIG, HoDs and Committee Chairs			
4.1	Student Data					
4.1.1	Ensure our programmes appeal to male and female applicants and ensure no student is disadvantaged during recruitment	Created gender-balanced and ethnically diverse recruitment and admissions processes, revised our marketing materials and produced guidance for writing inclusive admissions tests	Assess the impact of these changes	ADLT	2018-2021, annual analysis	Examine changes in cohort and programme level demographic data; compare to previous years. Intended impact is improved balance of gender and ethnic diversity in programmes where one or both are poorly represented; compare to data from previous years
4.1.2	Increase applications from male UG and PGT/PGR students	Male applications have declined steadily since 2013-14 and we don't have clear answers for this Need to explore further to seek to implement appropriate actions to address this	Analyse data from April 2018 focus group with male students and seek further opinions from other groups of male students and men attending applicant days Develop targeted marketing online campaigns aimed at male students – to include profiles of male students Ongoing monitoring of student applications by gender	ADLT ADLT to liaise with marketing services ADLT	June 2019 2019-20 Ongoing	Complete investigation > one targeted recruitment campaign featuring male students Increase applications from male UG and

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
						PGT/PGR students by at least 5%
4.1.3	Improve the number of good degrees for programmes where these are below average	<p>Programme level scrutiny has taken place. It identified several factors which may explain the problem:</p> <ol style="list-style-type: none"> 1. There is a high assessment burden on students who are also undertaking placement experiences for long periods of time <p>Action taken: Assignment timing was revised where possible</p> <ol style="list-style-type: none"> 2. Failure of markers to use the full extent of marks available <p>Action taken: Marking workshops and pre-marking meetings have been implemented for all modules</p> <ol style="list-style-type: none"> 3. High first time fail rate on some modules led to capped marks for resubmitted work and impacted on classification <p>Action taken: Module outcomes and assessment strategies have been revised.</p> <ol style="list-style-type: none"> 4. Applicants coming through routes such as BTEC or other FE programmes often find it harder to adjust to HE <p>Action taken: A new</p>	<p>Ongoing review of assessment practices to remove unnecessary or unfair barriers to attainment e.g. excess assessment burden, submission timing and assessment type</p> <p>Production of bite-sized videos to help students to understand feedback terminology</p>	<p>ADLT and AADLT</p> <p>Ed Tech</p>	<p>Ongoing</p> <p>March 2020</p>	<p>Evaluate the impact of new measures implemented on numbers of good degrees, with specific reference to adult nursing</p> <p>Production of 2 videos</p>

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
		Academic Skills website was designed and additional academic skills tutor hours were added				
4.1.4	Support mature and/or widening participation students coming into HE	To support those with challenges relating to e.g. finances and commuting distances, have provided access to financial advice and support, and limited hours of study to 9.30 – 17.00 wherever possible	<p>Focus group with mature and/or widening participation students</p> <p>Assessment page being added to ASA website to ensure assessment-related information is readily available to all students</p> <p>Produce bite-sized videos to help students to understand feedback terminology</p>	<p>EWIC Survey Subgroup</p> <p>ADLT</p> <p>Ed Tech</p>	<p>Jan 2019 & ongoing</p> <p>Oct 2018</p> <p>March 2020</p>	<p>Evaluate focus group data to analyse impact of measures taken to address barriers to attainment Further actions may be identified from focus group to implement</p> <p>Production of 2 videos</p>
4.1.5	Address the attainment gap between white and BME students	<p>2015-16</p> <ul style="list-style-type: none"> • AIG group established May 2016 (direct link to UH BME Attainment group) • BME session at Programme Leaders' Away Day <p>2016-17</p> <ul style="list-style-type: none"> • Positive feedback message posters around the school 	<p>Review of personal tutor provision (in progress) to include how 'Red, Amber, Green' (RAG) rating systems are used</p> <p>Staff development workshops to develop skills</p>	<p>ADLT</p> <p>ADLT</p>	<p>July 2018</p> <p>June 2018</p>	<p>Analysis of semi-structured one-to-one interviews are being conducted with professional leads and key programme team members</p> <p>Two workshops completed – target of</p>

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
		<p>showing students from a range of ethnic backgrounds</p> <ul style="list-style-type: none"> • Nursing Mentorship module asked to include inclusive teaching practices in curricula • Mandatory anonymous marking fully implemented by September 2016 • Attainment and inclusivity included in annual school action plan, items at SEG and programme leader away day • UG admissions processes reviewed for inclusive practice (marketing, student ambassador training, equality and diversity training for panel members including service users) <p>20017-18</p> <ul style="list-style-type: none"> • BME attainment put in annual school action plan and the AIG action plan • BME attainment actions in Annual Monitoring and Evaluation Report (AMER) for all programmes where data indicates need 	<p>in 'coaching for personal tutoring' planned for June 2018 (realising potential, building confidence, goal setting etc.)</p> <p>Resilience project (one-year project exploring how to support students to adapt & cope with academic/personal stress. To dovetail with AIG work)</p> <p>Student at risk monitoring system using learner analytics</p>	<p>ADLT</p> <p>AQA</p>	<p>First stage completed July 2018</p> <p>Pilot semester A 2018-19</p>	<p>15 staff at each workshop</p> <p>Funded through a UH L&T Award. Separate evaluation using an existing validated tool to assess students' perceptions of enhanced resilience. – report back to EWIC</p> <p>Learner analytic system being built at present for pilot in September 2018</p>
4.2	Academic and Research Staff Data					
4.2.1	Encourage women to take up senior	We have had success in increasing the number of	Identify and encourage women to attend Aurora and	Line Managers	Ongoing 2019-21	Two women per annum (academic and

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
	management positions	women professors. Several AM roles staffed by men in 2015-16 are now held by women, including the Dean, two Associate Deans and three professors.	other leadership programmes	EWIC Survey Subgroup		professional) to attend Aurora. Track career development of women who have completed Aurora
5.1	Key Career Transition Points: Academic Staff					
5.1.1	Produce gender neutral adverts	We have attracted and employed more women at the senior levels of Academic Manager and Professor	Use the Gender Decoder for all job advertisements	HoDs	Annual reports (Oct) from HoDs to EWIC	Analyse gender balance of applicants
5.1.2	Ensure that, where possible, jobs are available to those who can only work part-time, for example because of caring responsibilities	AS staff surveys suggest that the number of staff with responsibilities for children, elderly parents and others, may be increasing	Ensure that jobs are advertised as available on a job-share or part-time basis where possible. Consistently offer fractional appointments for FT posts across HSK	Line managers and SMF	Ongoing	Annual evaluation of job adverts – 100% compliance (or explanations why a post is not available as a job-share e.g. already a P/T post)
5.1.3	Enhance understanding and uptake of promotion	Implemented fixed-term rotations for all administrative roles taken on by senior staff (for example, timetabling or AS champion) to enable more staff to broaden their experience and skills with a view to promotion. Introduction of Assistant Associate Dean (AAD) roles (3-year term), which provide staff with opportunities to work	Lobby HR to revise and clarify processes and criteria for promotion (this is also reviewed at University level as an Action for the Institutional Athena SWAN Award. Integrate recognition of a broader range of contributions and monitor the impact of the changes.	EWIC Careers Subgroup in liaison with University SAT EWIC Careers Subgroup in liaison with University SAT	In place by 2021 In place by 2021	Clear and transparent criteria and template for promotion in place Evaluate promotion applications and success data; identify any future actions at School and University levels

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
		<p>towards more senior roles. Three have been advertised and appointments are all female.</p> <p>Introduced rotating responsibility for specific senior lecturer activities every 2-3 years (e.g. clinical lead or admissions tutor), to enable more staff to broaden their experience and skills with a view to promotion.</p> <p>UH has introduced new University-wide Associate Professor positions (UH9), the criteria for which are not reliant on experience of line management or budget responsibility.</p>	Promote and encourage development to increase applications for Associate Professorships (2018/19 Business plan - related to the ambitions of the UH strategic plan).	SEG	Annual from Autumn 2019	Achieve 3 Associate Professorships per annum (1 Learning and Teaching; 1 Research; 1 Enterprise)
5.1.4	Evaluate the impact of the REG and new research strategy	Informed by AS work	Nominated Professor or Reader to meet with the relevant Professional Lead, or team, as appropriate to discuss strategy and support research activity	ADR	Jan 2019 and Aug 2019 evaluation	Evaluate at 12 months and 18 months post-implementation, in terms of staff satisfaction and confidence plus research activity (e.g. outputs, impact, collaboration, research funding applications).

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
						Full evaluation plan to be confirmed at second REG meeting Autumn 2018 Increased research activity by the 18 month evaluation (increase of 30% in terms of outputs and/or funding applications from academics in the three HSK departments)
5.2	Key Career Transition Points: Professional and Technical Staff					
5.2.1	Facilitate progression to higher grades by providing opportunities for all professional staff to gain experience of management and leadership responsibilities	HSK provides opportunities to lead/manage particular developments, task forces or projects, which contribute to staff development	Pilot a scheme for colleagues to act as a point of contact during a manager's absence and to pick up specific projects as appropriate (rotational). Continue to promote opportunities for professional and technical staff to lead/manage particular developments, task forces or projects	School Administration Manager and EWIC Careers Subgroup	Pilot end date Jan 2020 2018 and ongoing	School Administration Manager to analyse information on the pilot and report back to EWIC for future action ≥15% of professional staff to have taken up new opportunities by 2021
5.3	Career Development: Academic Staff					
5.3.1	Ensure that UB training is embedded in HSK	We are the only UH School to date to make UB training mandatory for all new staff	Work with PD to arrange UB refresher courses	EWIC Training Subgroup	Spring 2019 and annual	Continue monitoring take-up and impact of this training: 95% staff to have undertaken

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
		(since Autumn 2016) and all staff (October 2017). We have arranged sessions to be run specifically for HSK				training (allowing for new staff to complete courses in their first year)
5.3.2	Routinely collect and improve records of training uptake by gender and have a more detailed breakdown of short and long courses	Identified as an action as existing records don't collect data in a form we can analyse (see FN 11, page 80)	Liaise with PD and University SAT to improve data collection	AS Champions with PD and University SAT committee	2019-20	Improved data records for more detailed analysis of training uptake by type of course and by gender
5.3.3	Help staff, particularly PT staff, to balance training with managing their workload	Introduction of a Carers' Support Fund (CSF); funding and process agreed	<p>Pilot CSF May 2018- March 2019.</p> <p>Monitor the take-up, value and impact of CSF</p> <p>Work with PD to identify different ways to deliver training: e.g. repeating courses on different week days; making recorded training sessions available</p>	<p>CSF Panel</p> <p>CSF Panel</p> <p>EWIC Training Subgroup with PD</p>	<p>March 2019</p> <p>2018-19; report back to EWIC annually.</p> <p>Complete by Autumn 2021</p>	<p>Analyse take up of CSF and purposes it is used for.</p> <p>Up to 10 staff per year utilising the scheme; seek feedback on value of scheme. Refine as required and set new targets for uptake Apr 2019 onwards</p> <p>Availability of alternative ways of delivering courses to increase</p>

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
		full training day for mentors. Six ECRs were provided with mentors – these partnerships evaluated well.	<p>Create an HSK StudyNet page to incorporate FAQs about mentoring, mentor profiles and case studies.</p> <p>Match mentors with mentees on an annual rolling programme</p>	<p>Development Coach</p> <p>Professional Leadership and Development Coach with IT</p> <p>Professional Leadership and Development Coach</p>	<p>Nov 2018</p> <p>June/July 2019 (ready for new academic year) and then on an annual basis</p>	<p>To include monitoring how many mentees either apply for promotion or other roles within three years of the mentorship</p> <p>Increase capacity by 10 mentors/year – each to take on 2 mentees.</p>
5.3.6	Ensure all ECRs and those wishing to undertake research have better access to information and resources	<ul style="list-style-type: none"> • A protocol that identifies 5 development days for CRIPACC ECRs, separate from duties connected to their research projects. • The RSF is well-established and well-attended with 3 sessions per year facilitated by senior staff. • ECRs now lead writing workshops with input from senior staff as requested. 	To support submission of research funding applications – see section 5.3v for addressing this	CRIPACC SMT (who have line management responsibilities for most HSK ECRs) and REG	Summer 2021	≥5 small grant or fellowship submissions led by ECRs

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
		<ul style="list-style-type: none"> ECRs have identified and organised workshops facilitated by senior staff. For example: use of social media for promoting one's research; developing skills to peer-review journal articles. <p>Successful applications to the UH Skill Up! fund</p>	Continue to support applications to the UH Skill Up! fund	CRIPACC line managers	Ongoing	Submission of two Skill Up! Applications/year
5.3.7	Improve support for PGR students	<p>Introduction of a combined computer room, printing facility (financially supported by HSK), and coffee/rest area.</p> <p>One year after completion, all research degree students receive a questionnaire regarding their subsequent career. Responses show close alignment between HSK research degrees and career development</p>	Significant actions recently implemented – to be evaluated	<p>Post Graduate Research Tutor (PhD) and Programme Director (DHRes)</p> <p>EWIC Survey Subgroup</p>	<p>Annually from 2019</p> <p>Annually from 2019</p> <p>September 2019</p>	<p>Analyse responses to PGR post-award questionnaire</p> <p>Evaluate use of PGR student/staff hub by inviting comments on the Hub writing wall</p>
5.3.8	Increase the capacity and improving the capability of HSK staff to conduct research	This action is directly informed by our AS activities enabling staff to undertake research.	Provide support for teaching staff to undertake research	ADR	2020	See Action 5.1.4
5.4	Career Development: Professional and Support Staff					

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
5.4.1	Provide and improve training and development opportunities for professional staff	Identification of one or two professional staff each year to take part in Outside Insight Programme. Two members of professional staff have attended Aurora, arranged a bespoke Advanced Access Course delivered at UH, and arranged attendance at a Project Management Course at Imperial College London. All HSK professional and technical line managers have completed the Making Sense of Leading Programme	Continue to identify 1-2 professional staff each year to take part in Outside Insight and Aurora (in addition to other training opportunities) Discussion with staff participants on value of these placements/courses	School Administration Manager and HR EWIC Career Subgroup	2019 and annual Within 3 months of courses ending	Meet target of 1-2 professional staff per annum to take part in Outside Insight and Aurora. Analysis of reports alongside Action Plan targets
5.4.2	Provide further support regarding career progression to professional and technical staff	Promotion of the UH coaching scheme that works across professional/technical/academic staff	Hold an annual coaching information/drop in session for professional staff.	School Administration Manager in liaison with Professional Leadership and Development Coach	Jan 2019	Impact of further support to be evaluated through the AS 2019 survey
5.5	Flexible Working and Managing Career Breaks					
5.5.1	Increase HSK support for staff undertaking maternity/adoption leave and for maternity support leave (paternity and	Developed a maternity checklist for managers Produced guidance and a poster campaign to raise awareness of KIT days	Set up a peer support system for staff members planning maternity / adoption / maternity support leave where they will be paired with a recent returner for support and guidance	Equality and Diversity Officer in liaison with HSK member of Working	Spring 2020	Maintain current maternity return rate >90% satisfaction with School support from maternity/adoption and

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
	shared parental leave)	Launched CSF to cover childcare costs when using KIT days (see Action 5.3.1) Set up a Working Parents Network	before, during and after their period of leave	Parents Network		maternity support returners
5.6	Organizational Culture					
5.6.1	Revise HSK email etiquette and monitor impact	Email etiquette was introduced to address concerns raised by staff. It discourages routine emails being sent weekdays 7pm-7am and at weekends. 2017 AS survey findings however suggest staff views regarding email etiquette vary (see page 91).	Revise the guidance – increase emphasis on not having to respond to email out of hours and on measures to reduce volume of email Produce poster advertising the email etiquette Selection of senior staff to implement a 6-week trial to role-model not sending/forwarding messages unless strictly necessary; limiting	EWIC Wellbeing Subgroup EWIC & senior staff	Revise by May 2019 Oct-Nov 2018	Evaluate via AS staff survey (May 2021) Increase agreement with being able to switch off from looking at emails in the evenings and weekends (from 58% 2017 to 70% 2021 - allowing for flexibility where preferred, see point on this in the application, page 91) Increase agreement that the email etiquette policy has a positive effect on email culture – from 40% 2017 to 60% 2021) Evaluate impact on volume of email and subjective impact for senior staff involved in the trial

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
			messages' recipients and choosing other forms of communication that would most efficiently accomplish the task at hand ¹² . Senior staff to monitor volume of email being sent each week of trial			
5.6.2	Improve work-life balance satisfaction amongst staff	In the UH staff survey, HSK scored low in work-life balance (42% agreed they have a good work-life balance compared to an average University percentage of 56%)	Further investigation of this finding via short questionnaire handed out at School Forum and our AS postboxes around the School with specific question on work-life balance Plan HSK activities annually for National Work Life Week (October) e.g. initiate corridor coffee and cake breaks; email-free Friday	EWIC Wellbeing Subgroup	Nov 2018 Annually starting October 2019	Analyse findings as to why staff feel scored low in work-life balance (from the analysis may identify further actions) Aim for response to question about work-life balance in UH staff survey to be in line with University average, 2020 Activities planned and advertised. Short evaluation to assess impact Response to question about work-life balance in UH staff survey to be in line with University average

¹² <https://hbr.org/2013/09/to-reduce-e-mail-start-at-the-top>

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
5.6.3	Maintain and further develop lunchtime activities	<p>Introduced a range of activities/promotions to signify that HSK takes work-life balance seriously including:</p> <ul style="list-style-type: none"> - Lunch-time walks - Weekly lunch-time Tai Chi sessions - Promotion of the University WorkPlace Challenge - Coaching sessions run by a member of staff who has also been commissioned by other Schools and to deliver these centrally - Regular cake and coffee mornings in CRIPACC to raise funds for nominated local charities - Christmas and Easter collections of food and presents for the homeless shelter and local Foodbank 	<p>Launching a knitting and crafts lunchtime group – with additional encouragement that this is for F&M staff</p> <p>Promote or organise events to mark International Women's and Men's Days; Black History and LGBT History months. HSK to host 'Why we still need feminism' seminar</p> <p>Develop and use evaluation sheet for all events</p>	<p>Activity organisers; EWIC Wellbeing Subgroup and UH Equality and Diversity (E&D) Officer</p> <p>AS Champions in collaboration with other School AS Champions & E&D Officer</p> <p>EWIC Wellbeing Subgroup</p>	<p>Ongoing</p> <p>Annual</p> <p>Nov 2018</p>	<p>Activity organisers to monitor attendance by gender and feedback to EWIC Wellbeing Subgroup</p> <p>EWIC subgroup to evaluate events on annual basis</p> <p>Analyse evaluations to inform ongoing programme of at least 2 HSK events and 2 collaborative events/year from 2019</p>
5.6.4	Maintain committee gender balance	We currently have committee gender balance in line with staff ratios	Request annual report from committee chairs to EWIC	Committee chairs and EWIC	Annually - Oct	Analyse monitoring data provided from annual reports from Committee Chairs to EWIC
5.6.5	Evaluate the new workload model	Implemented a new web-based workload database in 2018 that will provide a more nuanced allocation of activities	Impact of the new model will be evaluated formally in the next AS staff survey	Line managers	May 2019/2021 surveys	Evaluate satisfaction levels via AS staff survey

No.	Description of Action	Action Already Taken	Further Action Required	Responsibility	Timescale	Evaluation
						Improve satisfaction and view of equitable distribution of work (from 36% to 50% 2019; to 60% by 2021)
5.6.6	Revise online staff profiles for HSK AS web pages to reflect female and male role models	Achieved Bronze action: interviews with six members of staff completed and initial profiles drawn up	Produce further staff profiles with clear rationale for selection of profiles with relevance to AS principles	AS Champions	July 2020	Assess as part of overall awareness of AS pages through AS 2021 staff survey (as part of overall awareness rates, see Action 2.1)
5.6.7	Continue to enhance gender balance in range of activities	Posters promoting our programmes are balanced across gender and ethnicity, and leaflets and banners include images of male practitioners and students in female-dominated professions. HSK admissions teams encourage student ambassadors to reflect the diversity of the student population	Continue to ensure gender balance and role models in posters and other publicity materials Enhance visibility of men in female-dominated professions e.g. proportional balance of male and female speakers.	AIG	Ongoing	Analyse data from AIG annual report to EWIC (to include report on awareness and impact of publicity materials; diversity and gender balance of seminar speakers)