



Athena SWAN Bronze department award application

Name of university: UNIVERSITY OF HERTFORDSHIRE

Department: SCHOOL OF HEALTH AND SOCIAL WORK (HSW)

Date of application: NOVEMBER 2014 (N)

Date of university Bronze and/or Silver SWAN award:

UNDER CONSIDERATION - SUBMITTED NOVEMBER 2014

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<http://www.herts.ac.uk/apply/schools-of-study/health-and-social-work/about-the-school>

Glossary of Acronyms used in this application

ADR	Associate Dean, Research
CLAHRC	Collaboration for Leadership in Applied Health Research
CRIPACC	Centre for Research in Primary and Community Care
CPD	Continuing Professional Development
DHRes	Doctorate in Health Research
ECR	Early Career Researcher
HCPC	Health and Care Professions Council
HE	Higher Education
HSW	School of Health and Social Work
HR	Human Resources
KIT	Keeping In Touch days
MCLinRes	Masters in Clinical Research
NHS	National Health Service
NIHR	National Institute for Health Research
NIHR RfPB	NIHR Research for Patient Benefit
NMC	Nursing and Midwifery Council
PVC	Pro Vice-Chancellor
RAE	Research Assessment Exercise
RDT	Research Degrees Tutor
REF	Research Excellence Framework
SAT	Self-Assessment Team
SEG	Senior Executive Group (HSW)
StaffNet	UH staff intranet system
UH	University of Hertfordshire
WHO	World Health Organisation

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

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

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

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November 2014

Dear Ms Dickinson

RE: Application for Athena SWAN Bronze Award

I am very pleased to support this application for an Athena SWAN Bronze Award from the School of Health and Social Work at the University of Hertfordshire.

Considerable work has been initiated across the School to enhance working in the allied health professions, nursing, midwifery and social work as a means of promoting attractive career options for women.

This application marks a significant landmark in the School's journey in addressing the development of academic careers and to encourage further progress to senior positions in the School. We recognise fully the extent of the challenges, especially for early career academics and researchers, in providing opportunities at a formative stage of their development in higher education. Key to this strategy is embedding the cultural and attitudinal change throughout the School that will be essential in recognising the different pressures on individuals, which can be barriers to advancement. We have already made considerable strides, especially at senior level where our three Heads of Department are women and, of the seven Associate Deans, five are female.

Participation in the Athena SWAN process has had a number of benefits for the School. Focus groups have taken place to increase awareness and reflect on how we manage issues such as promotion; moving from fixed term to permanent contracts; undertaking improving work/life balance; taking maternity/paternity/adoption leave and flexible working.

Mentorship is an important component of our strategy the overall aim of which is to establish a mentorship scheme within the School, fully integrated with a University-wide mentorship scheme, to advance gender and support gender equality.

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A Charity Exempt from Registration under the
Second Schedule of the Charities Act 1993

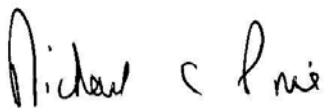
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The sharing of good practice is paramount in supporting career advancement; we have robust policies to support flexible working that allow staff to manage their workload against a number of competing personal and/or family commitments. Staff taking maternity, paternity or adoption leave are actively supported through our *Keeping In Touch* days, and on return processes are in place to continue their professional development. A staff development budget that supports postgraduate and research study for academics at all levels is in place and actively accessed.

Our commitment to securing recognition through the Bronze Award scheme has sent a strong message to everyone associated with the School. We are committed to maintaining an environment where each staff member and student is able to maximise their potential.

As chair of the School Self-Assessment Team, I endorse fully the priorities for on-going development as set out in the action plan that forms part of this submission.

Yours sincerely



Professor Richard Price, PhD, MSc, FCR
Dean of the School of Health and Social Work

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Section 1 word count 454 words

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Section 2a)

The School of Health and Social Work (HSW) Self-Assessment Team (SAT) was set up by the Dean in March 2014 and consists of individuals who, as a collective, achieve a diverse set of academic, research, career and life experiences and who reflect the range of staff and research students in the School. The Team includes 13 members of staff from across job grades (including two early career researchers), two of whom are working towards their doctorate. The SAT also includes a relatively new female staff member (Sydor), a full time male PhD student, the University's Head of Equality and Athena SWAN Officer, an HR representative plus a member of the HSW administration team. The SAT consists of fourteen females and four males. Three members of the HSW SAT are also members of the University SAT; these are Sally Kendall, Faith Ikioda and Katerina Finnis. Sally Kendall is also the HSW Athena SWAN Champion, supported in this role by Geraldine Byrne, Fiona Brooks and Wendy Wills.

Table 1 below describes the members of the SAT, their academic roles and their life/work experience.

Table 1. SAT members		
Name	Role	Life/Work experience
Richard Price	Dean, Chair of HSW SAT	Works full time, active in professional and community work, which is supported by the University
Thomas Beary	Senior Lecturer, Mental Health Nursing (studying towards DHRes)	Works full time with the flexibility of working at home (if required)
Karen Beeton	Head of Department, Allied Health Professions and Midwifery	Works full time with the flexibility of working at home (if required)
Fiona Brooks	Professor of Health Services Research	In dual career household. Two dependants. Works full time, flexibly
Geraldine Byrne Deceased 15th October 2014	Principal Lecturer, Nursing	Worked full time, single, mother of one dependent
Mindy Cairns	Post-Doctoral Research Fellow	Works three days, flexibly, combined with two in clinical practice. Young, school age family
Kayleigh Chester	Research Assistant / PhD Student (ECR *)	Works part-time (0.6fte), which is flexible around part-time studies. Works from home occasionally
Katerina Finnis	UH Athena SWAN Officer	In dual career household. Mother of two young boys. Works part-time and flexibly
Faith Ikioda	Post-Doctoral Research Fellow (ECR)	Works full time with option to work at home when appropriate

Table 1 (contd)		
Name	Role	Life/Work experience
Binoy Kumaran	Full time PhD student, Physiotherapy	Studying full time with option to be on/off campus as appropriate
Sally Kendall	Professor of Nursing, Associate Dean (Research)	In dual career household with two children. Works full time with occasional working from home
Jeremy Lewis	Reader in Physiotherapy	Works part-time at UH, combined with clinical practice in NHS. Married with three children
Brian Littlechild	Professor of Social Work	Works full time and flexibly, including days working at home some weeks
Min Rodriguez	UH Head of Equality	Overseeing school submissions. Dual career household; no children. Works flexibly and currently completing a doctorate part-time.
Fran Shaw	HR representative	Mother of two teenaged children. Works full time with some flexibility to work from home occasionally
Anna Sydor	Senior Lecturer, Adult Nursing	Married, mother of young child and pregnant with second. Works full time
Wendy Wills	Reader in Food and Public Health, School PhD tutor	In dual career household. Works full time and flexibly (including days working at home each week)
Tina Gibbons	Administrator	Dual career household. Works full time with occasional days working from home if required
* ECR – early career researcher		

In terms of roles on the SAT, all members were expected to participate at meetings and to comment and input into all sections of the application during and in between meetings. Drafting sections of the application, data collection and other activities were shared between key SAT members. Details are provided in Table 2:

Table 2 Working Groups	
Section / task	SAT members involved
Section 1	Richard Price
Section 2	Wendy Wills with input from Fiona Brooks and Katerina Finnis
Section 3	Karen Beeton, Richard Price and Fran Shaw
Section 4	Sally Kendall and Fiona Brooks with input from Karen Beeton (workload model)
Section 5	Fiona Brooks and Sally Kendall
Appendix 1	Sally Kendall
Focus groups and interviews with staff and students	Wendy Wills, Fiona Brooks, Geraldine Byrne, Kayleigh Chester and Faith Ikioda

Table 2 (contd)	
Section / task	SAT members involved
Staff/student survey	Kayleigh Chester, Fiona Brooks and Wendy Wills
Plans for Mentoring Scheme	Geraldine Byrne, Fiona Brooks and Wendy Wills
Marketing/publicity activities	Wendy Wills, Faith Ikioda and Kayleigh Chester
Collation of draft sections	Tina Gibbons

2b) *an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.*

Section 2b)

Seven SAT Meetings lasting two to three hours each were held from April to November 2014 to develop the Athena SWAN application and plan for the future to ensure that our Athena SWAN activities constitute an on-going process. Standing items on the SAT meeting agenda included:

- feedback from the UH SAT
- staff/student consultations
- collation and monitoring of data
- web development/publicity mentoring

The action plan was developed through discussion of each agenda item. Notes from each meeting and a spreadsheet of updated action points were circulated to all members of the SAT after each meeting. Early meetings led to working groups being formed to develop subsections of the application form.

We complemented the collation of centrally collected quantitative staff and student data with focus groups, interviews and an online questionnaire, all involving staff and students. Eight focus groups, each consisting of two to seven participants, were held in September and October 2014 and the following were invited to attend to discuss areas of relevance to Athena SWAN:

- Research Students
- Research Assistants
- Post-doctoral Research Fellows
- Senior Research Fellows
- Readers
- Professors
- Associate Deans and Heads of Department
- Lecturers/Senior Lecturers from each department in HSW
- and a general focus group that any member of staff could attend.

Four individual interviews were conducted with women when they expressed an interest to participate but were not able to attend a focus group. The Dean sent emails to everyone in HSW and posters were also displayed across the School's buildings on campus to encourage participation. Focus groups and interviews were digitally recorded and subsequently transcribed. A thematic analysis was then conducted of the data, which was checked/anonymised to prevent sensitive information/colleagues' names being revealed.

To further elicit the views of staff and research students, an online questionnaire was developed and administered in October 2014 to which 80 out of 224 responded (response rate 36% of whom 71 were female). Six research students (five female) also responded. The focus groups and questionnaire concentrated on:

- experiences of applying to work in HSW in the last three years
- career transitions and promotion
- career development, mentoring and appraisal
- flexible working and contracts
- the culture of work/study in HSW

Whilst we expected an overall greater response from women (given that HSW is a female-dominated School), we feel it is important to engage more male staff and students in the on-going Athena SWAN process. **(Action 2.1)**

Further SAT-relevant processes

Staff and students in HSW were also invited to give their views at one of the Athena SWAN UH-wide focus groups, held on 29th July 2014. This was a valuable experience for the SAT as it highlighted experiences taken for granted in HSW (such as flexible working) and allowed SAT members the opportunity to reflect more broadly on good practice and staff/student experience. This meeting also further consolidated links between HSW and the main UH SAT.

Two members of the HSW SAT (Fiona Brooks and Wendy Wills) were invited to talk about their career trajectories at the UH Women in STEMM Network launch on 20th May 2014. The event was attended by other SAT members and generally served to further promote awareness of the Athena SWAN mission to staff and students and to create excitement and enthusiasm about the possibilities that lie ahead for the gender equality agenda.

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

Section 2c)

The HSW SAT plans to meet four times a year beyond November 2014, when the Athena SWAN application is submitted. The Team will continue to be chaired by the Dean until the outcome of the application is known; after which, rotation of the chair to other members of the SAT will be discussed, to reduce/share the workload and to provide opportunities to others. **Action 2.2**

The meetings will continue to be clerked by an administrator and notes made available to staff and students via the HSW website. Storage of SAT notes and updated versions of our action plan will be available via a general UH Athena SWAN share-point to facilitate the sharing of good practice and ideas between the STEMM schools at UH. The action plan will be revisited at each meeting of the SAT to monitor progress and any action points arising will be circulated and made available on the HSW website as a point of good practice. Points on the action plan will be ordered into short, medium and long term goals to ensure that they continue to be considered in a timely manner and new actions will be introduced if appropriate. The Athena SWAN section of the HSW website will continue to be developed linked to the University Athena SWAN web page.

Table 3. Actions arising from Section 2	
Action point	Description
2.1	Engage more male staff and students in the ongoing HSW Athena SWAN Process
2.2	Nomination of rotating chair of HSW SAT after Athena SWAN Bronze application outcome is known

Section 2 word count 992

3. A picture of the department: maximum 2000 words

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

Section 3a)

The School of Health and Social Work was established in 2012 following the merger of the Schools of Health and Emergency Professions and Nursing, Midwifery and Social Work. HSW has built upon the strong reputation established by the two former schools in learning, teaching and research. Facilities include an extensive range of simulation laboratories, practical facilities and a Research Centre across two campuses.

We have 5,278 undergraduate and postgraduate and 59 doctoral students. HSW is one of the country's largest providers of health and social work education with a demand for places on undergraduate programmes that exceeds capacity. HSW is also one of the largest in the University with over 224 members of academic staff, the majority of whom are qualified in a professional discipline and registered with either the Nursing and Midwifery Council (NMC) or the Health and Care Professions Council (HCPC).

HSW comprises a departmental structure with three departments and a research centre, offering a wide range of academic programmes:

Table 3a) HSW Departmental structure		
Department	Programmes	Departmental Head
The Department of Allied Health and Midwifery	<ul style="list-style-type: none"> BSc (Hons) Diagnostic Radiography and Imaging BSc (Hons) Midwifery BSc (Hons) Paramedic Science BSc (Hons) Physiotherapy BSc (Hons) Radiotherapy and Oncology 	Dr Karen Beeton
The Department of Adult Nursing and Primary Care	<ul style="list-style-type: none"> BSc (Hons)/MSc in Pre-Registration Adult Nursing BSc (Hons)/MSc Specialist Community Public Health Nursing MSc Contemporary Nursing 	Michele Charles
The Department of Nursing (Children's, Learning Disability and Mental Health) and Social Work	<ul style="list-style-type: none"> BSc (Hons) Mental Health, Children's Nursing and Learning Disabilities BSc (Hons) and MSc Social Work 	Jackie Kelly
Centre for Research in Primary and Community Care (CRIPACC)	Research units: <ul style="list-style-type: none"> Adolescent and child health Older people's health Food and public health Patient experience and public involvement Evidence based practice Masters in Clinical Research Doctorate in Health Research (DHRes) PhD 	Prof Sally Kendall, Director

To ensure that our curricula remain relevant and contemporary we work closely with service users, regulators and professional bodies. Undergraduate programmes are approved by professional bodies and the appropriate regulator (NMC or HCPC).

We work closely with the NHS commissioners within our geographical region and in social work we interface with local authorities and statutory and voluntary agencies. The School works closely with the NHS and social work providers to support practical placements for students who spend approximately 50% of their time in practice, an essential learning environment for the achievement of learning outcomes.

In 20 years of educating health professionals, we were the first UK University to offer paramedic degrees and the first physiotherapy programme to be endorsed by Skills Active, and are the country's largest provider of radiography education. Our provision for learning disabilities nursing is one of the largest in the UK, with centres in Hatfield, Oxford, Reading and Southampton.

At post-qualification levels we offer courses in all disciplines plus dietetics, sport and exercise rehabilitation, image interpretation and ultrasound. In addition, we have an extensive range of CPD courses designed to support practitioners in all of our disciplines and many short courses are customised for the needs of individuals.

There are 59 research students (including staff) studying either for a PhD or a professional doctorate (DHRes). Nursing was ranked sixth highest out of 35 submissions across the UK in the last RAE 2008. A strong submission was made to the 2014 REF; the outcome is awaited.

The School is active internationally with programmes in physiotherapy in Cyprus and Greece, diagnostic radiography in Cyprus and Singapore and nursing in Malaysia. International research is carried out in collaboration with 35 EU countries in Adolescent Health, with six other EU countries through ERASMUS agreements for PhD students, and Australia, Canada, Korea and Japan through international research grants and community nursing research conferences.

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

Section 3b) Student data

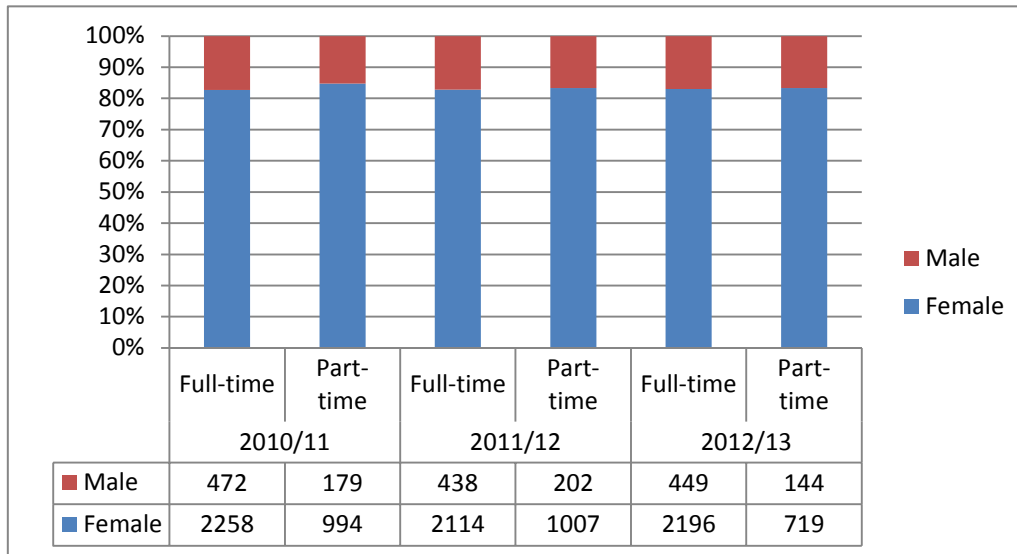
3b) (i) Numbers of males and females on access or foundation courses – *comment on the data and describe any initiatives taken to attract women to the courses.*

This section is not applicable to HSW.

3b) (ii) Undergraduate male and female numbers – *full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.*

Whilst over recent decades it has been recognised that traditional caring roles such as nursing and midwifery offer good career opportunities to males as well as females, Figure 1 illustrates the HSW ratio by gender, demonstrating that the number of women on undergraduate programmes is still higher than men; this reflects the national picture for health programmes in the United Kingdom. These ratios have remained relatively stable over the last few years.

Fig. 1 HSW - Student ratio by gender – undergraduate

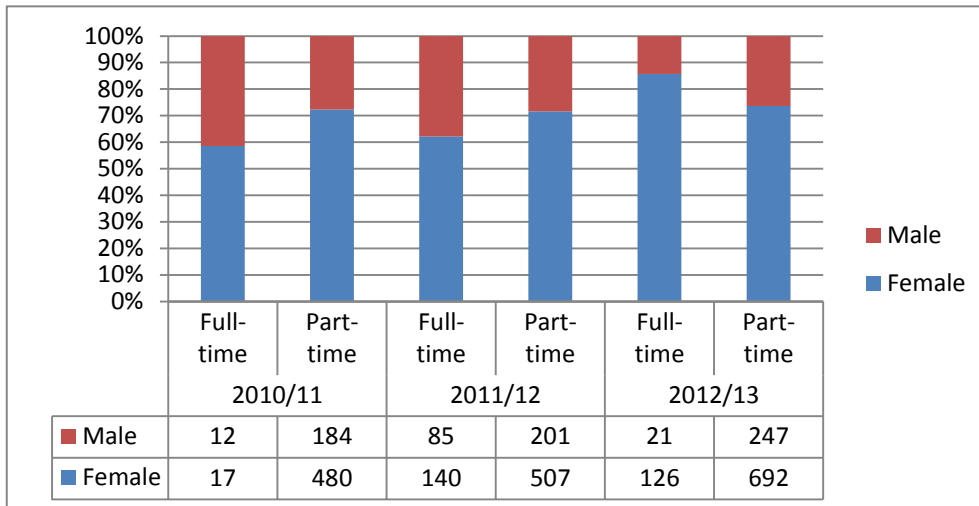


3b) (iii) Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Postgraduate programmes include pre-registration Master's as well as taught post-registration programmes. It could be expected that the ratio of males completing taught postgraduate programmes would remain similar to undergraduate ratios on health programmes if career trajectories were similar for both genders. Figure 2 illustrates that the percentage of postgraduate males completing taught courses is higher (28% over three years) than the percentage of male students on undergraduate programmes (18% over the three years). It is important to acknowledge that numbers are smaller and females still predominate.

The greater ratio of males at postgraduate level may reflect career trajectories, with more men developing their postgraduate skills in order to move up the career ladder and/or that females are combining study with other commitments. It is possible that men are more proactive in seeking funding support for postgraduate study; this needs to be explored further. **Action point 3.1**

Fig. 2 HSW - Student ratio by gender - postgraduate taught

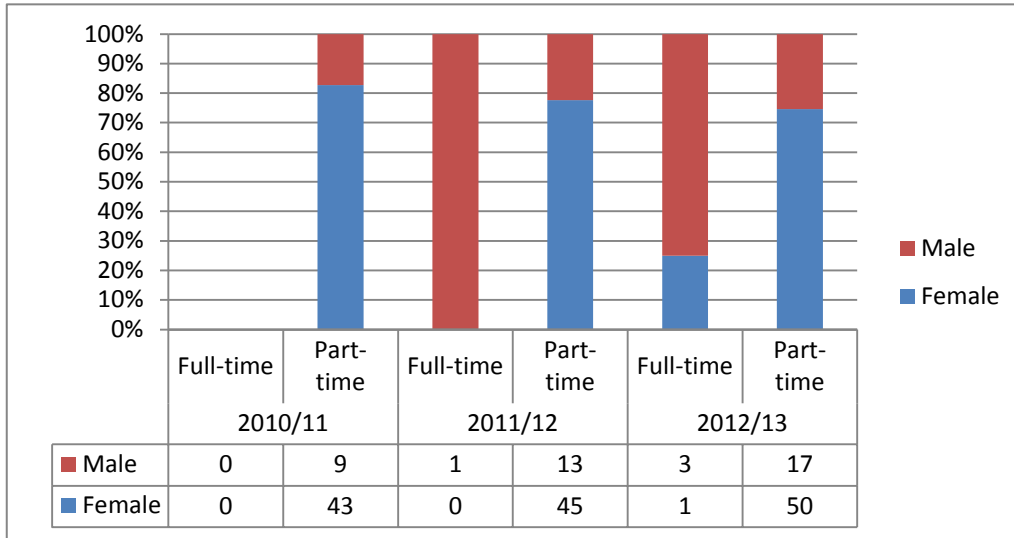


3b) (iv) Postgraduate male and female numbers on research degrees full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

As expected, the numbers of students undertaking research degrees is lower than those undertaking taught courses, although Figure 3 demonstrates that these numbers are increasing year on year. Due to the maturity and professional experience of research students we would not expect many to study full time. The part-time number fluctuates from year to year; however, the trend is for a gradual increase in part-time research students. Taking all three years together, 43 men (23.7%) and 138 (76.3%) women are undertaking research degrees. Research students recognised that this bolstered the theoretical basis for their clinical and outreach work:

I'd say for the Doctorate in Health Research which I'm on, because we have set guided learning areas each year that's been incredibly good because it's given me the structure that I need, it's given me the opportunity to say, "I'm not available on these days because I'm going away to study". It gives me goals but it's also given me a new group of colleagues who feed off each other very well so the peer support in the sort of eight, nine of us that are in our cohorts have been excellent ... I realise actually it's helping me with my (teaching) work. (DHRes student)

Fig. 3 HSW - Student ratio by gender - postgraduate research

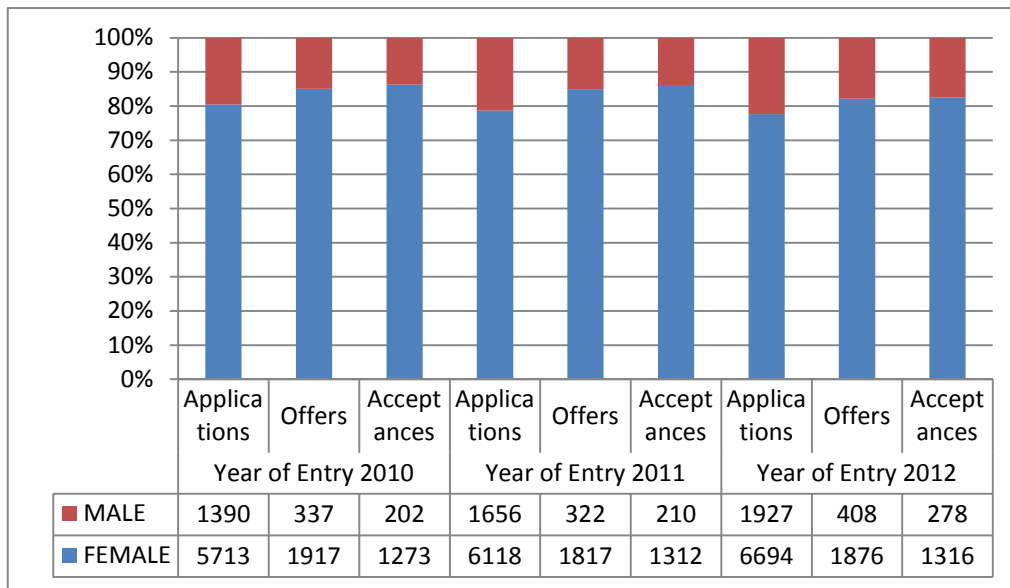


3b) (v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future

Undergraduate ratios

Figure 4 indicates that females are slightly more likely to be made an offer and slightly more likely to accept, but overall the undergraduate population broadly reflects the male:female application numbers.

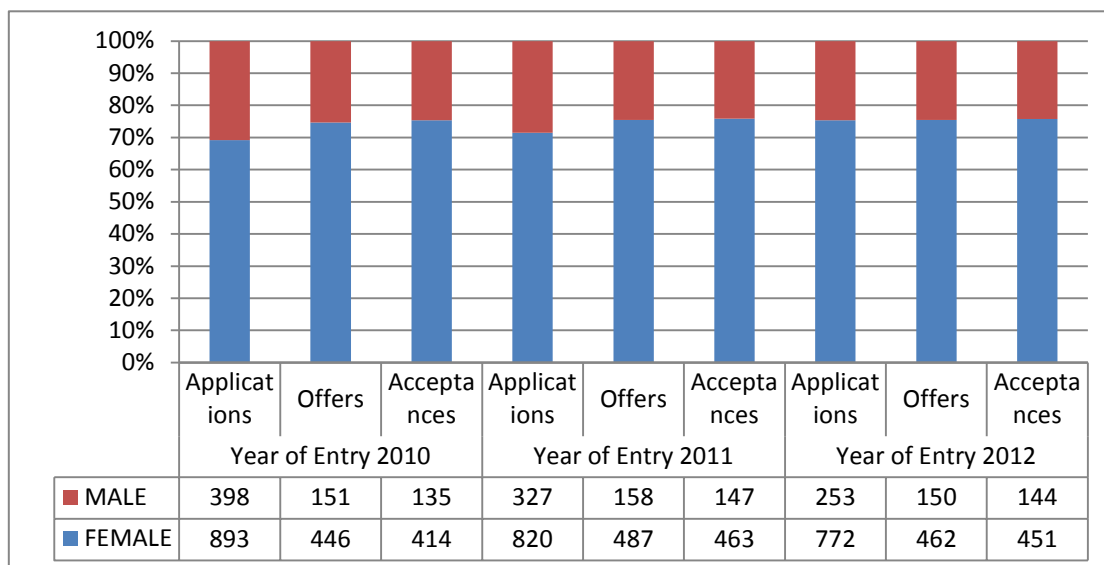
Fig. 4 HSW Student ratios by gender in terms of course applications, offers and acceptances - Undergraduate



Postgraduate taught ratios

The postgraduate taught student numbers includes pre-registration master's programmes as well as taught post-registration programmes. Overall a similar pattern to undergraduate ratios is apparent in the taught postgraduate ratios with females slightly more likely to be made an offer and slightly more likely to accept. The subsequent postgraduate taught population reflects the greater proportion (circa 28%) of males undertaking postgraduate study compared to the undergraduate proportion of male applicants (circa 20%) as outlined above.

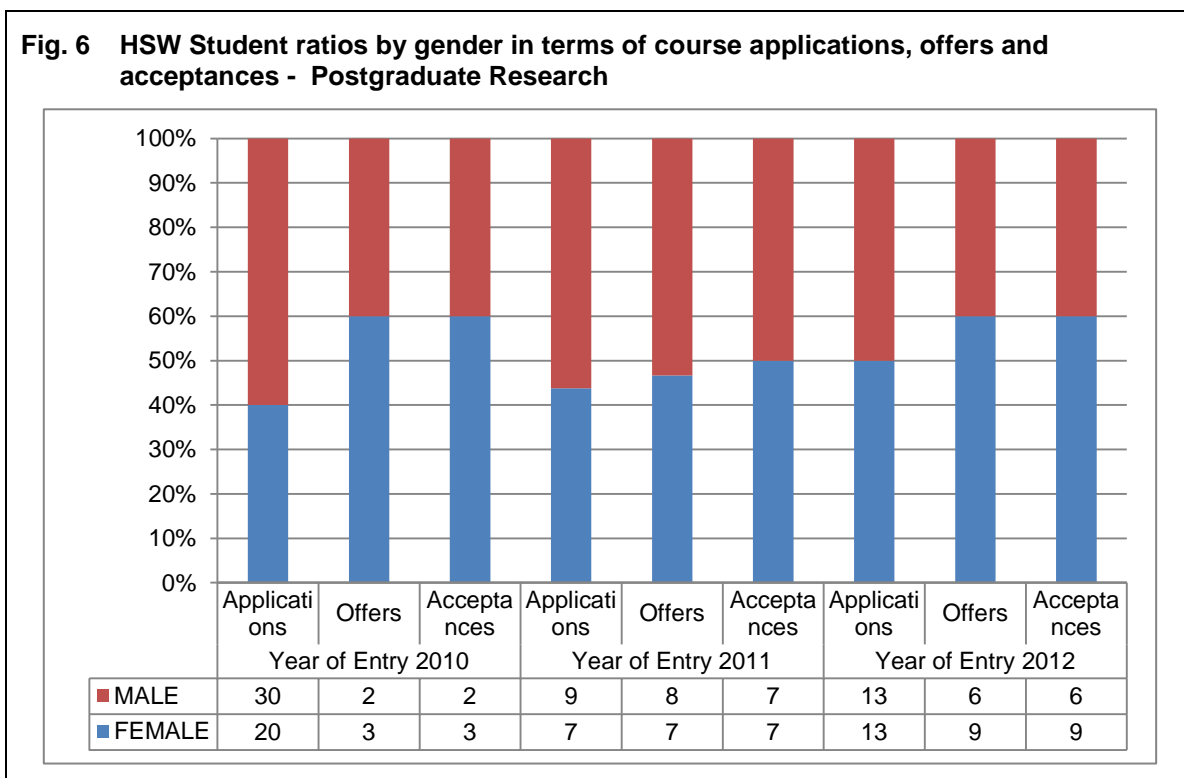
Fig. 5 HSW Student ratios by gender in terms of course applications, offers and acceptances - Postgraduate Taught



Postgraduate research ratios

In Figure 6, the numbers are low and therefore it is not possible to draw conclusions from the data. The appointment of a Research Degree Tutor (RDT) in 2012 has led to steps being taken to prepare more doctoral-level staff to become PhD supervisors and to engage supervisors more fully in the research degree process; procedures are being developed to ensure we have a robust application process in order to identify high quality applicants that we wish to attract to study in HSW. As part of our development of academic clinical career pathways, we are also revising and developing the MSc in Clinical Research.

Action point 3.2. Action point 3.3

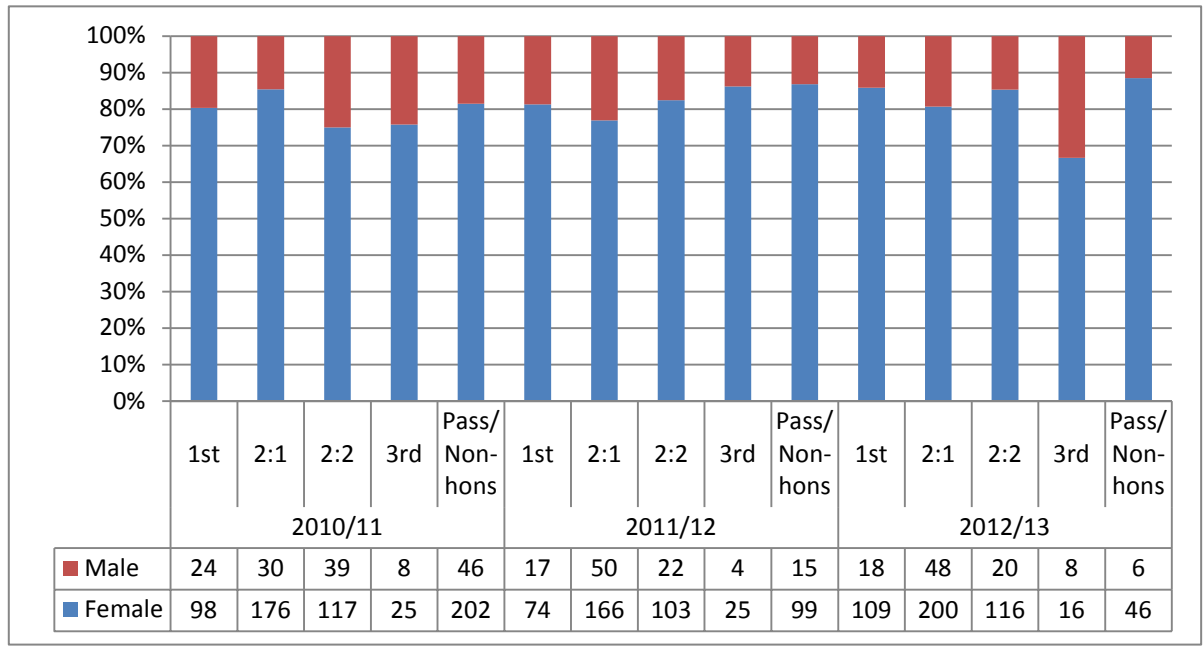


3b) (vi) Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Undergraduate degrees

The degree classification for students undertaking a first degree is broadly similar between males and females. Taking the total percentages of 1st and 2.1s for this period, 54.6% of males obtained a good degree compared to 53.0% of females over the three-year period.

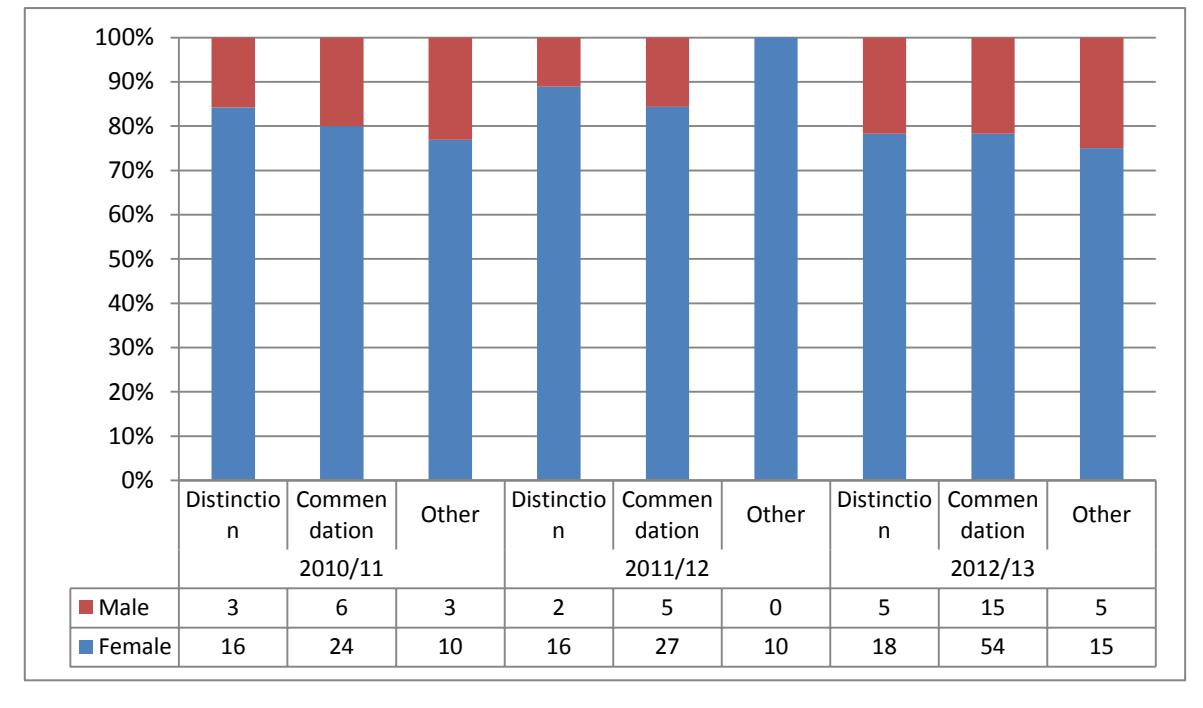
Fig. 7 HSW Degree classification by gender - First Degree



Postgraduate taught awards

At postgraduate level, the findings are similar to undergraduate attainment with similar outcomes for males and females.

Fig. 8 HSW Degree classification by gender - Masters awards



Postgraduate research degree attainment

Over the three-year period, nine males and 17 females received awards. This included PhD, Doctorate in Health Research and MSc by Research, 34.6% males and 65.3% female, (see Table 4). As indicated, the relative proportions of males and females studying were 23.7% and 76.3% respectively. This may suggest that a higher proportion of males are completing postgraduate research degrees, which needs to be monitored **Action point 3.4.**

All students complete the annual student monitoring exercise, which helps to identify problems early so that they can be addressed and students provided with appropriate support. The RDT (female) organises regular PhD tutorials and is in regular contact with PhD students, which helps identify any student who is struggling. The DHRes director (female) also builds close relationships with DHRes students, which helps to address any student issues early. In focus groups, students commented on how they were able to combine jobs (sometimes full time) with studying and noted the help and support received concerning funding, study days and writing breaks with support from managers and supervisors. Students were happy with the supervision arrangements, support to undertake relevant modules to develop their careers, opportunities to attend and present at conferences and overall peer support.

Table 4 Postgraduate research awards		
	Male	Female
2010-11	2	1
2011-12	3	5
2012-13	4	11

Staff data

Section 3b) Staff data

3b) (vii) Female: male ratio of academic and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent). *comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels*

HSW employs 224* members of academic and research staff across all grades. The vast majority, 79%, are women. (* Staff numbers in Figure 9 below add to 223 in total as there is one male member of staff on an ad hoc arrangement.)

UH has a staff grading structure in common with other Post '92 Universities. Academic and research grades range through Research Assistant, Lecturer/Research Fellow, Senior Lecturer/Senior Research Fellow, Principal Lecturer/Reader to Academic Manager/Professor. The majority of staff sit within the Senior Lecturer/Senior Research Fellow grade which is also representative of the entry grade in HSW. This recognises that the majority of staff are recruited from the NHS where the Senior Lecturer grade tends to be commensurate with the expertise, skills and salary attained within a clinical environment. This position is attractive to prospective staff without the disincentive of having to begin their HE career at a grade and salary that does not recognise their clinical expertise.

Fig. 9 HSW staff numbers split by female, male and by grade 2012/13/14



Figure 9 shows that HSW is successful in attracting and recruiting female staff to both academic and research posts. The School has a policy of advertising both job and development opportunities, so that all interested candidates can apply. Comments made by staff focus group meetings endorse HSW successful recruitment exercises:

I have had interviews before in the past, in other places, where you go in and it's quite a cold atmosphere and its very sort of like a clinical interview, it's not very nice and the people are not very friendly and they don't smile at you and you don't have all the niceties at the beginning but there was all that friendliness, being interviewed in our department. (Research Assistant)

However it is also apparent (Figure 9) that the percentage of women is disproportionate at Academic Manager and Professor levels relative to lower grades. Whilst women are still well represented, the overall percentage drops from 79% at lower grades to close to 50% between men and women. A possible explanation for this could be the perception or the reality that it is more difficult to work as an Academic Manager/Professor on a flexible basis. Although many HSW staff are able to work on a flexible basis and we do have a senior position within the School (Associate Dean, Research) which is job-shared by two female staff, such flexible arrangements are less common at the higher grades.

It may also be that progression from Principal Lecturer to more senior levels may come at a time when women in particular are managing both career and significant personal commitments.

Action Points 3.5, 3.6 and 3.7

3b) (viii) Turnover by Grade and Gender - comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Turnover of staff is low to moderate, as shown by Table 5. The percentage turnover for women has consistently been lower than that for men. HSW has for a number of years ensured that all staff on Fixed Term Contracts are offered permanent contracts after four years' continuous service. In addition, all staff are consulted three months before the end of their contracts and are guaranteed an interview for positions for which they meet the essential criteria.

Table 5 Percentage of female and male turnover for HSW 2012/13/14

HSW		Number of staff	Number of Leavers (all)	Number of Leavers due to end of Fixed Term contract	Turnover rate (all)	Turnover rate of Fixed Term	Turnover rate excluding Fixed Term
2012	female	167	5	1	3.0%	0.6%	2.4%
	male	49	4	0	8.2%	0.0%	8.2%
2013	female	173	6	1	3.5%	0.6%	2.9%
	male	47	3	0	6.4%	0.0%	6.4%
2014	female	178	11	0	6.2%	0.0%	6.2%
	male	46	4	0	8.7%	0.0%	8.7%

It is possible that the greater ability or willingness of male staff to move employer may result in proportionately faster progression to Academic Management grades than their female counterparts and may explain the proportional over-representation of men at these levels.

I mean, I think five years is pretty much okay 'cos you're ready to move on after three or four years anyway so yeah I'm on a three year contract initially with the expectation that bring enough grant income in then they'll make that a permanent contract, so that didn't put me off applying 'cos I thought three years is a pretty good length of contract. (Reader, male)

It is also apparent from the data that the percentage of women leaving has increased over the last three years; it is important to explore the reasons behind that. Anecdotal evidence related to leavers shows that the major reason for female staff leaving the University in the last three years has been to take up new opportunities or retirement. For men, the main reason for leaving has been retirement followed by taking up a new job or opportunity.

Table 6 HSW Turnover by Grade and Gender 2012/13/14

Year	Gender	Research Assistant	Research Fellow	Lecturer/ Research Fellow	Senior Lecturer / Senior Research Fellow	Principal Lecturer/ Reader	Academic Manager / Professor
2012	female	1	1		3		
	male				4		
2013	female				4	1	1
	male				1	2	
2014	female	2		2	4	2	1
	male				4		

Table 6 shows that turnover is highest for female staff at Senior Lecturer/ Senior Research Fellow level, this could be at a point where for some women career and personal choices may cause some difficulties. The focus group data suggests that colleagues at Senior Lecturer level often feel that there are fewer promotion opportunities. Work needs to be done to explore this through appraisal and exit interviews. The university HR department also plans to offer promotion workshops and to collate promotion stories on the website.

Action points 3.8, 3.9 and 3.10

Table 7 Actions arising from Section 3

Action point	Description
3.1	An annual audit of postgraduate students who have completed their programmes will be undertaken to establish their funding stream and the outcomes will be shared with commissioners and students.
3.2	Procedures will continue to be developed via the Research Degrees Tutor to ensure we attract high quality students with the commitment and funding necessary to study for a doctorate. A video promoting research degree options is planned.
3.3	Staff will continue to be supported through their workload allocation and through training to enable them to supervise doctoral students.
3.4	The completion of research degrees by males and females will be monitored on an annual basis.
3.5	The School is committed to understanding the reason behind the drop in the percentage of women progressing from Principal Lecturer level to Academic Manager and Professor status.
3.6	Work is already well under way to develop a formal HSW mentoring system and further work will be undertaken in the coming months.
3.7	Consider how HSW staff with caring responsibilities could be better supported. The University has a Carers Network but this needs to be publicised more widely within the School.

Table 7 (contd)	
Action point	Description
3.8	Establish a robust exit interview process and capture outcomes within the School. Use data to inform possible actions to address work/life conflicts, barriers to progression.
3.9	Explore further with staff the challenges presented by the conflict between work demands and personal commitments.
3.10	Work on Career Pathways for academic and research staff is being undertaken at University level and the School is committed to using this to support HSW staff.

Section 3 word count 2,102

4 Supporting and advancing women's careers: maximum 5000 words

The School is predominantly female, as previously discussed and shown in the graph in Figure 9, section 3b). Gender inequalities in promotion prospects within predominantly female professions such as health-care occupations have been documented for some time. Consequently, although the situation within our School may not be untypical of a national picture, we need to address the ways in which women are enabled to develop their academic careers to a senior level.

Action point 4.1

Key career transition points

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

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

Section 4a)

(i) Job applications by gender and grade

Table 8 HSW staff applications and appointments by gender 2013

HSW	Number applied	% applied M/F	Number shortlisted	% shortlisted M/F	Number successful	% successful M/F
	151		64		23	
Female	95	63%	37	58%	18	78%
Male	56	37%	27	42%	5	22%

Table 9 HSW staff applications and appointments by gender 2014

HSW	Number applied	% applied M/F	Number shortlisted	% shortlisted M/F	Number successful	% successful M/F
	56		24		5	
Female	35	63%	18	75%	5	100%
Male	21	38%	6	25%	0	0%

In 2013 there was a total of 151 job applications to HSW compared with 56 in 2014. This reduction in new job opportunities may be accounted for by the limitation imposed on student numbers in 2013/14 that led to reduced revenue and subsequent reduced new recruitment.

The proportion of men and women applying to HSW in both years was very similar, although a higher proportion of women in both years was shortlisted and appointed (Table 10). It is notable

that there is a significant proportion of applications for whom gender is unknown; this is explained by the UH application form that does not force applicants to state their gender and can therefore be skipped. In 2014, of the five new appointments all were women. This could be regarded as a positive outcome for women transitioning into jobs in HSW; however, although the majority of successful applications were at Senior Lecturer/Senior Research Fellow grade, there is a small trend towards more women applying for and being appointed to lower grade jobs, such as Research Assistant.

Table 10 HSW Appointments by grade and gender 2013

	Female			Male			Unknown	
HSW	Applied	Short-listed	Successful	Applied	Short-listed	Successful	Applied	Short-listed
Research Assistant	33	4	3	15			9	
Senior Research Assistant	4			3	1	1	4	2
Research Fellow/Lecturer	4	4	1	1	1		1	1
Senior Research Fellow/Senior Lecturer	54	29	14	35	23	3	26	9
Reader/Principal Lecturer				2	2	1	1	1
Professor/ Academic Manager							9	9
Grand Total	95	37	18	56	27	5	50	22
	Female			Male			Unknown	
HSW	Applied	Short-listed	Successful	Applied	Short-listed	Successful	Applied	Short-listed
Research Assistant	34.7%	10.8%	16.7%	26.8%	0.0%	0.0%	18.0%	0.0%
Senior Research Assistant	4.2%	0.0%	0.0%	5.4%	3.7%	20.0%	8.0%	9.1%
Research Fellow/Lecturer	4.2%	10.8%	5.6%	1.8%	3.7%	0.0%	2.0%	4.5%
Senior Research Fellow/Senior Lecturer	56.8%	78.4%	77.8%	62.5%	85.2%	60.0%	52.0%	40.9%
Reader/ Principal Lecturer	0.0%	0.0%	0.0%	3.6%	7.4%	20.0%	2.0%	4.5%
Professor/ Academic Manager	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	18.0%	40.9%
Grand Total	100.01%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 11 HSW Appointments by grade and gender 2014

	Female			Male			Unknown		
HSW	Applied	Short-listed	Successful	Applied	Short-listed	Successful	Applied	Short-listed	Successful
Research Fellow/ Lecturer	5	2		1	1		2		
Senior Research Fellow/ Senior Lecturer	28	15	5	20	5		15	10	4
Reader/ Principal Lecturer	2	1					3	3	1
Professor/ Academic Manager							3	3	1
(blank)							2	2	
Grand Total	35	18	5	21	6		25	18	6
	Female			Male			Unknown		
HSW	Applied	Short-listed	Successful	Applied	Short-listed	Successful	Applied	Short-listed	Successful
Research Fellow/ Lecturer	14.3%	11.1%	0.0%	4.8%	16.7%		8.0%	0.0%	0.0%
Senior Research Fellow/ Senior Lecturer	80.0%	83.3%	100.0%	95.2%	83.3%		60.0%	55.6%	66.7%
Reader/ Principal Lecturer	5.7%	5.8%	0.0%	0.0%	0.0%		12.0%	16.7%	16.7%
Professor/ Academic Manager	0.0%	0.0%	0.0%	0.0%	0.0%		12.0%	16.7%	16.7%
(blank)	0.0%	0.0%	0.0%	0.0%	0.0%		8.0%	11.1%	0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

It is also important to consider appointments in the light of turnover (Table 6, p.18). Whilst overall numbers of women in post are higher than men, the turnover rate for men is slightly higher than for women. This may be indicative of more men leaving UH and HSW for promotion in other institutions. Exit data would provide a better analysis of why men and women leave HSW and what would enhance their experience of development and promotion whilst in post.

Action Point 4.2

Section 4b) (i) Recruitment of staff –

4b) (i) Recruitment of staff - comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

In line with the University-wide equal opportunities and recruitment policy, all posts are advertised internally as well as externally. Posts are advertised in the health-related press as well as on www.jobs.ac.uk, to ensure wide coverage and uptake by women across the sector. New vacancies are posted on the StaffNet website and the HR Staff portal. There is a minimum period of two weeks between advertisement and the application closing date.

Participants in the School-wide survey tended to apply to work at UH because of its location (ie, it is convenient to where they live; avoids the need to commute into London) and also because they know of its reputation as a highly ranked Post '92 University and/or that this is a supportive place to work. This is either through working part-time or on a visiting contract in HSW *before* applying for other posts; through working with HSW staff when they were at other Institutions, or because of knowledge of other nearby universities and feeling that HSW fared well in comparison in terms of environment and academic/education specialisms.

Opportunities for new roles are available to all staff via the intranet. These may be available as development opportunities: for example, the Associate Dean roles were opportunities for staff to progress towards promotion into academic management. In HSW, this resulted in the Associate Dean for Research role being allocated as a job share to two female academics in the School, thereby reducing their administrative burden and enabling them to continue with their research portfolio.

Recruitment and selection training is mandatory for all managers and chairs of panels and for all staff in the probation period; successful transition during probation depends on completion of mandatory equal opportunities training. In the short-listing and selection process, gender balance on all panels is considered. Applicants are reviewed in terms of equality relating to gender, grade, disability and ethnicity. The nationally known gendered nature of the health and social work professions does mean that the majority of our applicants and shortlisted interviewees are usually female but male applicants are considered on equal merit with females using the same criteria against the job specification. Interviewees are offered a date and time to attend, usually two weeks in advance, and, where appropriate, we are flexible on times where, for example, an applicant has a school-age child or other dependents. This is usually managed locally by the chair of the panel, within reasonable parameters that will not prejudice other applicants. In our survey, the majority of staff expressed a very positive opinion of our recruitment process compared with other institutions and their own expectations:

The recruitment process in itself was an enjoyable experience. Very warm and friendly process. (Senior Lecturer)

... the interview process, I'm sure with every interview is quite daunting but I didn't find it. I have had interviews before in the past, in other places, where you go in and it's quite a cold atmosphere and it's very sort of like a clinical interview, it's not very nice and the people aren't very friendly and they don't smile at you and you don't have all the niceties at the beginning; but there was all that friendliness, being interviewed in our department so. (Research Assistant)

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

Moving to permanent contracts from fixed-term contracts (in line with EU regulation) is a commitment of UH and HSW; managers are always provided with advance notice from HR about each member of staff, three months ahead of a contract ending. Managers work closely with such

staff to ensure where possible that new contracts can be offered in a similar area or to identify other opportunities within the University. As part of the Researcher Development Framework, fixed term contract researchers are offered opportunities, through their appraisals and within their day to day contact with line managers, to extend their role outside of individual projects to enable them to work towards a permanent academic contract. For example, researchers are encouraged to take a lead role in publishing papers and to take part in internal and external committees such as the Ethics Committee, the Patient and Public Involvement Group and leading on seminar programmes. A Research Fellow on a two-year project has been invited to be part of the University Athena SWAN SAT; another is a representative on the Researcher Development Programme. Two female staff members have been accepted for the Aurora Programme in 2014 in recognition of their potential for leadership in their chosen fields.

Recognition of staff and researchers is also reflected in the annual Vice-Chancellor's Awards for Excellence, including a category for Excellence in Research. HSW has received two Excellence In Research awards (2013 and 2014) reflecting the collaborative and collegial research culture in the School – these were team awards and involved 15 School research staff, reflecting all grades of research staff (14 women and one man).

The University provides a wide range of development opportunities that are promoted via email and the StaffNet, ranging from short study sessions on use of software through to leadership programmes at masters level. HSW staff are facilitated to take up opportunities through their appraisals and informal discussions with line managers. For example, research staff have been supported through Action Learning Sets led by more experienced researchers across HSW; we have organised a pilot coaching programme for one research team in CRIPACC to enable early- and mid-career researchers to plan their career development. These developments not only support the individuals in their career progression but are already being utilised to promote personal and professional development amongst other staff. For example, the Action Learning Sets provide a cascade model of research support. The development of individuals thus has a cumulative and positive effect on everyone working in the School.

There is a wide range of networking opportunities both within the School, across the University and externally that enables both men and women to develop their careers in research and teaching. For example, CRIPACC organises a seminar programme for all staff and research students on a monthly basis where individuals can both present and learn from others; specialist research groups such as the Weight and Obesity Research Group, (WORG), Research in Adolescent and Child Health group (REACH), the Older Peoples' Health Research Network (AGENet), Food and Public Health Network (FoodNet) and the Allied Health Professions Research Network all provide networking opportunities across all grades and gender to connect with scientists from other disciplines and universities. Externally, for example, four women and one male from HSW are involved with the Public Health Forum with Hertfordshire County Council and the Collaboration for Leadership in Applied Health Research (CLARHC) for East of England and, as can be seen from Table 12 on committee structures, many women at all grades are members of decision-making committees.

Most recently, the University *Women in STEMM Network* was formed and launched with a conference in May 2014 that brought together good practice from across all STEMM subjects, enabling women in health-care science to both present and share with other disciplines. Female staff from HSW took part in the conference and this has been shared through the University website where case studies of women from HSW have been used as examples of best practice.

Staff are also actively encouraged to take up external opportunities that may support their career and personal development: these include membership of NIHR Research Funding panels, membership of EU and other international funding committees. These opportunities also extend to early-career researchers; for example, a Research Assistant was recently supported to become a member of a World Health Organisation (WHO) group developing gender attitudinal questions for future WHO health surveys.

Culture within HSW

I love it [in this department], I mean it's fantastic ... I mean everything about the place is good, it's laid back, it's friendly, great place to work, good office, I mean it's a fantastic building to work in, staff are all approachable, good admin support. I mean I've worked in universities before but I think this, I mean the university gives the impression that it's on the up and there's lots of building work going on, it's an ambitious place to be I think. (Reader, male)

Career development

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

Career development

- a) (i) **Promotion and career development** - *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

Appraisal is annual and is based on a range of factors that include teaching, administration, research activity (publications, grants, research students) and outreach activity beyond the School. In our survey, 80% responded that they had had an appraisal within the last 12 months and 63% said the appraisal process was helpful in their career progression. Through a standard template that is shared with the line manager, the appraisee is required to discuss their achievements over the previous year. This includes discussion about expectations for the coming year, and to identify challenges and opportunities that are then built in to an action plan for the year ahead. On the basis of achievement, staff can apply for promotion, which must be made on a case-by-case basis with managerial support. The individual's role and duties are then assessed against the EQUATE model which is an HR algorithm for generating equitable grades against role and duties. Where achievements and additional work identify that a person is working above their EQUATE status there is a case for promotion. This ensures an equitable process for both men and women and is not based on personal preference or bias.

UH upholds the principles of the European Charter of Researchers and the Code of Conduct for the Recruitment of Researchers and has been awarded the European Commission's HR Excellence in Research Badge. This is reflected in a positive culture for researchers within the School.

Our focus groups revealed that early- and mid-career researchers find being in HSW to be a supportive environment for career development, not only from the more process driven factors such as appraisal but also from the wider cultural effects of role models and relationships:

I'm really pleased that the head of department's a woman and deep respect and I think that's a big pull for me as well, is the fact that what you've got throughout the department is examples of women doing really well and you don't usually get that in any other academic department I've ever worked for ... it works really well and it shows you that you can have a friendly atmosphere, a supportive flexible atmosphere and you can still do really well. You know, we've got a very excellent research standard ... and there's a reason for that, I think one of the reasons is that, you know, people are very supportive ... (Research Fellow)

In encouraging people, I think it is terribly important that you make sure little things like saying 'hello' to people in the corridor happen because I have certainly worked in other places where people don't speak to you at all. Where, you know, the high and mighty don't notice you at all; and I do think as a Professor it is really important to value the contribution that everyone is making within the unit. I am certainly not more important than junior researchers, I have more experience and skill in certain things but then there are things they can teach us and that is important. (Professor)

Mentorship

Whilst UH has introduced an organised mentorship scheme for ECRs, the School is currently developing a revised mentorship programme for staff that will operate at all levels, but will provide a particular focus for health and clinically-related academics and researchers who are early- or mid-career. The School already provides such a programme on a funded basis within the NIHR Fellowship Scheme (<http://www.healthresearchmentor.org.uk>). The model has been positively evaluated by mentors and mentees in this scheme; therefore the expertise that is being developed for the external programme will be utilised in the next 12 months to ensure that School staff will themselves benefit from a well organised mentorship programme, that includes training and updates for mentors. A pilot of this programme has already taken place with one all-female research team in the School – with positive feedback from participants. As with the NIHR programme, it will focus on the relational aspects of mentorship to support staff in health related and clinical fields to develop their careers.

Action Point 4.3

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

On arrival in the School, all staff have an induction through their line managers and/or informal mentor. Formal probationary reviews take place at two months, four months and eight months of being in post. During this time, new staff can expect to be introduced to their work space and colleagues, be set up with office and IT equipment as necessary for the role, find out about the wider University provisions for staff and students including occupational health, HR, research office, social opportunities, library and IT facilities. Development opportunities are also part of the induction and include mandatory equal opportunities training and a central/University induction session. Staff may also be introduced to key personnel or groups across the university and externally as relevant to their role.

The School has a strong culture towards flexible working hours and staff may, either during their induction or at any time in their career, request for their working hours to be flexible around their duties and responsibilities. Staff are often made aware of the flexible working arrangements during their interview. In our recent survey, 65% of survey respondents (N=20) who had joined the School in the last three years reported that flexibility was promoted at interview. Such arrangements can be formally or informally put in place depending on staff circumstances. For example, a member of staff with regular child-care responsibilities may be offered a condensed working day to enable them to collect their child from school; or a staff member with caring duties may work certain days or times within the week. Flexibility is important in times of crisis or difficulty for a staff member and this is available with strong support of managers and other staff.

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

The overall nature of the health professions outside of medicine means that the vast majority of students in nursing, midwifery and the allied health professions is female, with the exception of paramedic science. Therefore, as a student body, all students are supported to move into their chosen health-care profession at the end of their under-graduate programme. Employability at UH for these professions is very high for both female and male students - between 79% and 98%.

Funding was secured from the Pro Vice-Chancellors' Office to evaluate the impact of accessing post-graduate study programmes by staff on their career development: data collection included an online survey distributed to Allied Health Professions students who had completed a postgraduate award since 2008, and selected individual interviews. Analysis indicated that completion of the courses had enhanced self-development, service delivery and clinical reasoning. For some students, it had also influenced career progression. We plan to continue the project with students as they exit from their relevant programme of study with a named MSc or interim award.

The aim of our wider research strategy is that post-grads and post-docs develop careers where their research can be applied and developed within health-care settings, with the opportunity to maximise their academic potential through employment or links with the School. Our masters programmes, PhD and professional doctorate programme were developed within this strategy. In addition to the University Researcher Development Programme that is organised by the Doctoral College, support to develop research careers in the School includes a regular PhD tutorial group tailored to the needs of the current cohort, for example referencing software training and NVivo software training drop-in sessions for both PhD and DHRes students; a seminar programme to which all post-graduates are welcome to attend and/or present; an annual School Research Student Conference at which students can present and receive constructive feedback; a dedicated Research Degree Tutor (Dr Wendy Wills) to whom any research student can go with academic or pastoral concerns. A similar role is offered by the Director of the Doctorate in Health Research (DHRes) programme. This programme provides four residential blocks to students per year during which students (female and male) are offered supportive learning opportunities in all aspects of research, including career guidance and pastoral support. The DHRes model has provided evidence of how research students working as peers on a programme can enhance their own development through peer to peer support, for example by presenting a conference paper as a small group or by acting as role models.

Students also benefit from UH-wide programmes, including a comprehensive Researcher Development Programme designed to meet the Research Councils' Joint Skill Statement. This offers over 60 sessions in the following:

- research skills
- research environment, and management
- personal effectiveness
- communication skills
- networking / team working
- career management.

Organisation and culture

- a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*
- b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

Organisation and culture

- a) (i) **Male and female representation on committees** – *provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.*
- b) (ii) **Representation on decision-making committees** – *comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?*

As can be seen from Table 12, all HSW and UH committees have fair representation between men and women. A number of committees are chaired by the Dean (Prof Richard Price) who is also the School representative on a number of UH committees. This imbalance is to some extent determined by UH corporate governance procedures which require the Dean to chair certain committees, such as the School Academic Committee. Where appropriate, other academic staff have been nominated to chair committees such as the Research Strategy Group (Prof Sally Kendall) and the Public Health Liaison Group (Prof Fiona Brooks), both female. Selection to committees is both by nomination by line managers and selection by the Dean. Thus, where possible, early- and mid-career staff are offered opportunity to serve on committees such as the School Athena SWAN SAT (Kayleigh Chester), UH Athena SWAN SAT (Dr Faith Ikioda) and the Research Development Working Group (Dr Andrea Mayerhofer).

Action Point 4.4

Action Point 4.5

Table 12 HSW Representation on decision-making committees					
	Chair	Number of members	Composition of Committee (%)	Number of meetings per year	School Representative (where appropriate)
School Committees/Groups					
School Academic Committee	Prof Richard Price	23	Female 19 (83%) Male 4 (17%)	3	N/A School wide
School Executive Group	Prof Richard Price	16	Female 12 (75%) Male 4 (25%)	12	N/A School wide
Head of Department Meetings	Prof Richard Price	6	Female 5 (83%) Male 1 (17%)	12	N/A School wide
Admissions and Marketing Forum	Prof Richard Price	23	Female 16 (70%) Male 7 (30%)	3	N/A School wide
Line Managers Forum	Prof Richard Price	29	Female 24 (83%) Male 5 (17%)	2/3	N/A School wide
CRIPACC Strategic Management Team	Prof Sally Kendall	9	Female 7 (78%) Male 2 (22%)	11	N/A School wide
Public Involvement in Research Group	Dr Jane Smiddy	13	Female 8 (61%) Male 5 (39%)	4	N/A School wide
Research Strategy Group	Prof Sally Kendall	21	Female 14 (67%) Male 7 (33%)	3	N/A School wide
School Health and Safety committee	Michele Charles	12+	Female 7 (58%) Male 5 (42%)	3	N/A School wide
Health and Human Sciences Research Institute Management Group	Dr John Done	11	Female 4 (36%) Male 7 (64%)	4	Prof Sally Kendall Prof Julia Williams
Ethics (Research Institute)	Dr Richard Southern	10	Female 4 (40%) Male 6 (60%)	3	Prof Fiona Brooks
Research Degrees Board	Dr Susan Grey	22	Female 8 (37%) Male 14 (63%)	6	Prof Fiona Brooks, Prof Hilary Thomas and Prof Julia Williams
Research Committee	Prof John Senior	29	Female 14 (48%) Male 15 (52%)	3	Prof Sally Kendall
Chief Executive's Group	Prof Quintin McKellar	22	Female 7 (32%) Male 15 (68%)	21	Prof Richard Price
Dean Group	Prof Ian Campbell	10	Female 3 (30%) Male 7 (70%)	12	Prof Richard Price
Radiation Safety Committee	Prof Richard Price	12	Female 6 (50%) Male 6 (50%)	1	Prof Richard Price
PV-C Research Management Group	Prof John Senior	9	Female 4 (44%) Male 5 (56%)	7	Prof Sally Kendall and Prof Julia Williams
Outreach Committees					
UH / Herts County Council Public Health Liaison Group	Prof Fiona Brooks	20	Female 11 (55%) Male 9 (45%)	3	Dr Wendy Wills
Research Development Working Group	Dr Grace Lees-Maffei	17	Female 15 (88%) Male 2 (12%)	3	Dr Andrea Mayerhofer

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

As can be observed from Table 13 below, across the three academic departments in the School the vast majority of staff are female on open-ended (permanent) contracts. Where fixed-term contracts are in place, these are usually to cover short-term projects. By contrast, in CRIPACC there is a higher proportion of both men and women on fixed-term rather than open-ended contracts across all years. This is not untypical of a research-led department where Research Assistants and Fellows are appointed to work on specific funding-limited projects. To mitigate this as far as possible, researchers are encouraged to undertake researcher development activities as previously described, to be considered for new contracts and promotions and, at appropriate points in their research careers, many are changed to permanent contracts.

Table 13 HSW Female:Male ratio of academic and research staff on fixed-term contracts vs permanent contracts

HSW	Adult Nursing and Primary Care		Allied Health Professions and Midwifery		CRIPACC		Nursing and Social Work		Grand Total
	Female	Male	Female	Male	Female	Male	Female	Male	
2012									
Fixed Term Contract	2%	0%	6%	5%	56%	67%	12%	0%	12%
Open-ended	98%	100%	94%	95%	44%	33%	88%	100%	88%
2013									
Fixed Term Contract	2%	0%	4%	5%	56%	75%	10%	0%	13%
Open-ended	98%	100%	96%	95%	44%	25%	90%	100%	87%
2014									
Fixed Term Contract	0%	0%	5%	0%	48%	80%	3%	8%	9%
Open-ended	100%	100%	95%	100%	52%	20%	97%	92%	97%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

The School has adopted a workload planning model in order to ensure a fair and equitable workload allocation for all academic staff. Workload allocation is operationalised by the line managers of each of the academic groups and reviewed by the relevant Head of Department, according to an agreed algorithm.

Staff workload is discussed during appraisals and staff are invited to express their interest in the various roles and teaching activities available for the following year. Some staff may wish to broaden their portfolio to enhance their experience and in order to prepare for more senior roles.

Each staff member has their own page on the access database. It is expected that there should be some 'unallocated hours' at the start of the year to allow for additional activities that cannot be predicted at the start of the year and for non-scheduled activities. The access database has two main components:

- Role allocations

The list of roles with agreed hours for the forthcoming year is available to line managers. This includes all roles, eg Head of Department, Associate Dean, Programme Tutor, Module Lead, supervision of research, visiting students on placement, Ethics chair, Admissions Tutor, timetabler or research lead. Allowances for activities that fall outside of the norm are negotiable.

- Module activities

Each staff member allocated to a module is allocated a percentage of the total hours depending on the extent of their involvement.

Consideration is given to staff for additional duties such as extraordinary committees or special projects, externally funded research, University-wide responsibilities or external work, such as advising government or the NHS.

For research staff, the workload model is not driven by the algorithm as their time is determined by the needs of specific projects and related duties. The work-load of a researcher is therefore discussed locally with the line manager and with the Director of the Research Centre if appropriate. This would equally include annual leave and bank holiday allowances, development opportunities and time to attend conferences and symposia. All staff can openly discuss their workload at any time with their line manager or through the appraisal process and reasonable adjustments are considered throughout the year especially where staff are expected to cover for sick or maternity leave.

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

All School meetings are held during the working day at a time when the majority of staff can attend, well within school hours; for example, with meetings starting from 9:30 onwards and finishing by mid-afternoon as far as possible. A total of 88% of survey respondents reported they felt School social events were open to them (n= 65).

There is no history or culture of evening meetings apart from one event organised by the School on behalf of the University, the Health Care Forum. This is held twice a year and is aimed at external stakeholders, commencing at 18:15 for their convenience. There is no expectation on staff to attend this event but it does provide a further opportunity for many to engage with external organisations.

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

The culture of the School is driven by the health-care sector. The survey undertaken to support this application showed that throughout the School there is a strong culture of team-work, of staff supporting students and supporting each other in their day to day activities and in their interactions with each other. In an intensively busy School that is answerable to the NHS as well as the University, there is recognition between staff of the work pressures and requirements for academic and research staff to engage with a wide range of external stakeholders, which makes additional demands on their daily activities. For example, academic staff are representatives on NHS Boards, Local Education and Training Boards and Research Committees. Managers and staff encourage this necessary activity but also ensure the work is fairly evenly spread between male and female as well as different academic groups.

There is a strong sense of awareness that staff - men and women - have family as well as work responsibilities and this is conveyed through our illustrations from recent focus groups.

‘I think the School is, I have to say it’s been very good to me. I mean I’ve got young children and it’s, you know, if I’ve had to, they’re sick and I’ve had to, you know, take a day off that’s been fine, it’s not ever been an issue. I’ve had some compassionate leave recently in the last two weeks and you know, it was fine. I do think as a School we look after each other in that respect, you know, I’ve not heard of cases where, of anybody saying “they weren’t very good to me”. (Senior Lecturer)

I think there has been an enormous battle around flexibility for parents and now there is recognition of the need for flexibility around other kinds of events. The university as a whole was excellent when it got its Carers Network going and that was really helpful. (Professor)

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

The School supports outreach activities that include membership and Chairing of key NHS and government committees by women in HSW. For example, Prof Claire Goodman is Deputy Director of the East of England CLAHRC, Prof Julia Williams chairs the Allied Health Professions Research Network, Prof Fiona Brooks is an adviser to the Cabinet Office on Children and Young People, Prof Sally Kendall is a Trustee of the Institute of Health Visiting and Dr Wendy Wills and Dr Angela Dickinson are expert advisors to the EU Horizon 2020 programme. Dr Frances Bunn and Dr Wendy Wills sit on the NIHR RfPB panel; Prof Hilary Thomas is Trustee of the Foundation for the Sociology of Health and Illness, and Dr Tricia Scott is an Ethics Panel member.

The School has had particular success in supporting young people to consider research and academic careers through the Nuffield internship scheme. This draws on young people with exceptional ability studying for STEMM-related A Levels to spend time over the summer vacation

working on a research project in the School. It is a competitive scheme to which HSW successfully hosted four such young people (three female) in 2013-2014.

A further aspect of our outreach work is through public involvement and engagement with research and user involvement in the student experience. There is a well established Patient and Public Involvement in Research group from which representatives work with researchers on projects and through whom researchers at all grades are able to enhance their research activity and their networks with the wider public. This work links with the UH Public Engagement strategy and researchers from HSW have been invited to sit on the UH Public Engagement Steering Group.

Flexibility and managing career breaks

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

Flexibility and managing career breaks

- a) (i) **Maternity return rate** – *comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

The return rate for maternity leave is 100% but note that numbers are very small.

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

See Table 14 below:

Table 14 Maternity and paternity leave for UH

		No. staff paid maternity	No. staff paid KIT	No. staff paid paternity
01 Aug 2011 – 31 Jul 2012	All STEMM academic	13	3	3
	Computer Science	2	0	0
	Engineering and Technology	1	0	1
	Health and Social Work	3	1	1
	Life and Medical Science	6	2	1
	Physics Astronomy and Maths	1	0	0
01 Aug 2012 – 31 Jul 2013	All STEMM academic	13	5	3
	Computer Science	0	0	0
	Engineering and Technology	0	0	1
	Health and Social Work	5	2	0
	Life and Medical Science	6	2	1
	Physics Astronomy and Maths	1	0	0
01 Aug 2013 – 31 Jul 2014	All STEMM academic	13	4	1
	Computer Science	1	0	0
	Engineering and Technology	1	0	0
	Health and Social Work	4	0	0
	Life and Medical Science	7	4	1
	Physics Astronomy and Maths	0	0	0

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

There is no documented data for this as it usually arranged informally between staff and line managers within departments.

Action point 4.6

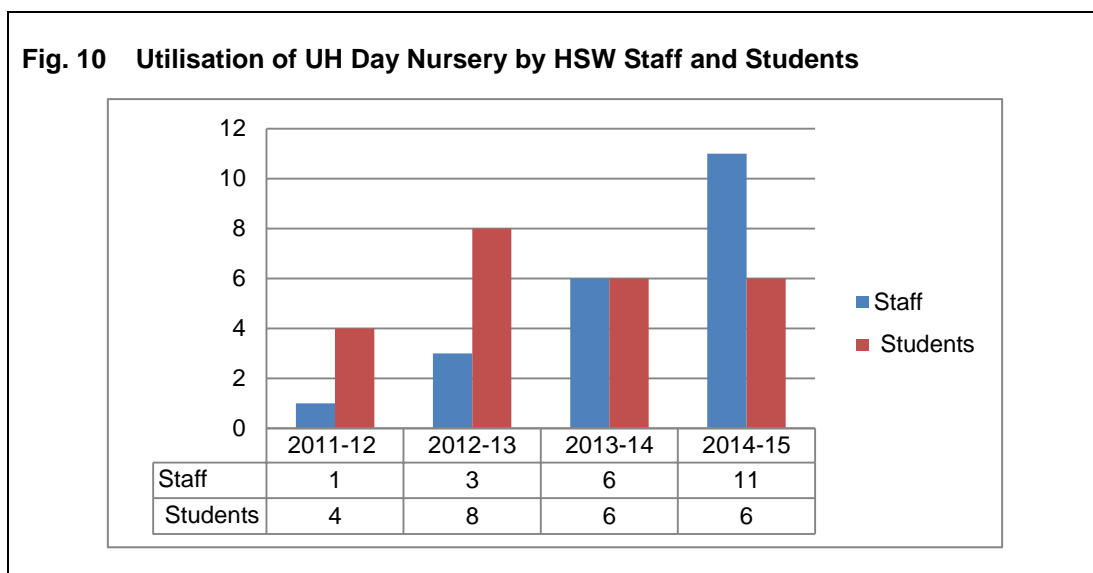
- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

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

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

The data above shows that in HSW we have had a relatively small number of parents on maternity or paternity leave in the last three years. Any staff member who requests maternity, paternity or adoption leave is supported by the University Maternity Guidance for Employees which covers all statutory requirements from pregnancy through to return to work. Staff who are on maternity or paternity leave are entitled to up to 10 Keep in Touch days (KIT days) on full pay, which provides the opportunity to come in to work at times that are selected by and convenient for the new parent. This means that they can undertake agreed duties, feel reconnected with the workplace and the workload that will be expected of them on return. The University also plans to introduce drop-in days for staff on maternity/paternity leave to support their return.

Whilst staff are on maternity or paternity leave, cover for their work will depend on available capacity and expertise within HSW or, in some circumstances, by bringing in additional maternity leave cover. On return to work, staff are supported by their line managers to arrange their work flexibly to support child-care arrangements and infant feeding. The University provides a day nursery for children of staff and students, which is open 8am - 6pm and has facilities for infant feeding and the expression and storage of breast milk. The University also offers a child-care voucher scheme. Of those few staff in HSW in the past three years who have taken advantage of the flexible return to work following maternity leave, there has been positive feedback with at least one member of staff being promoted from Senior Lecturer to Principal Lecturer during her period of leave.



I think the School has been very flexible because [child] was very young when I started and even though I was only working the one day, it was good to be able to have that flexibility and it always has been with kids I think that if I've needed to swap my days around, I can do that and make up time and that's completely acceptable, and it's not frowned upon and it's very accepted. (Research Fellow)

Across the University there are additional facilities for pregnant women and those with small children located in First Aid and Occupational Centres to rest or breastfeed for example.

Table 15 Actions arising from Section 4	
Action point	Description
4.1	To ensure that early career female researchers are accessing the same recruitment, development and promotion opportunities as our male counterparts in higher grades.
4.2	The School should introduce exit interviews into the system when staff decide to leave the University. This could be conducted by line managers and passed to senior management and HR for analysis. The results would enable a better understanding of staff experience at UH, and how to improve recruitment and retention.
4.3	Mentorship - This is a key objective for the School and the finer operationalisation of it will form part of our action plan.
4.4	We will support and encourage early career academics to take active roles in HSW and UH committees
4.5	At the current time the School does not operate a rotational system for senior responsibilities but this is also being considered as an action point.
4.6	We will work with HR to establish a more formalised and better documented system of applying for and approving flexible working arrangements.

Section 4 word count 4924

5. Any other comments: maximum 500 words

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

Section 5. Any other comments

The University supports the UNICEF UK Baby Friendly Initiative and is working towards becoming an accredited Baby Friendly organisation by 2016:

The University of Hertfordshire has made a commitment to work towards the UNICEF UK Baby Friendly standards, led by midwifery lecturers in HSW

The UNICEF UK Baby Friendly Initiative is based on a global accreditation programme of UNICEF and the World Health Organization. It is designed to support breastfeeding and parent-infant relationships by working with public services to improve standards of care.

All midwifery and health visiting teaching staff have now been trained and a strategic group is in place to take the project forward.

A time line has been put in place to achieve the assessment process:

- September 2014 - Register of Intent;
- January 2015 - Certificate of Commitment;
- September 2015 - Stage 1;
- July 2016 - Stage 2 assessment (Health Visiting and 18 month Midwifery);
- July 2017 - Stage 2 assessment (3 year Midwifery)

The School is keen to put the Action Plan in place ahead of the outcome of the Athena Swan application as the process has enabled us to identify some key areas for improvement.

In so doing, we are aware that our Action Plan is relatively front-loaded but we feel this is appropriate in the light of the School's need to make these changes and, if successful with the Bronze Award, to develop our strategy towards the Silver Award within two years.

Section 5 word count 238

6. Action plan

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

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

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Appendix 1 Action plan

Ref	Action	Responsibility	Timescale and progress		Success measure
			Date (to be) implemented	Recurrent date (if required)	
2	The self-assessment process				
2.1	Engage more male staff and students in the ongoing HSW Athena Swan Process	Heads of Department	March 2015	Every 6 months	An increase in proportion of male staff and students engaged in the Athena Swan process of 15% by November 2015
2.2	Discuss the Chair of HSW SAT after Athena SWAN Bronze application outcome is known	SAT team	May 2015	Annually	A process established for nomination and appointment of a rotating Chair of the SAT
3	A picture of the School				
3.1	An annual audit of postgraduate and research students who have completed their programmes will be undertaken to establish their funding stream and the outcomes will be shared with commissioners and students	<ul style="list-style-type: none"> Associate Dean Teaching and Learning Research Degrees Tutor 	July 2015	Annual monitoring	<ul style="list-style-type: none"> An audit tool will be available or added to annual monitoring and data will be collected from all postgraduate and research students by October 2015 Report to the SAT
3.2	Procedures will continue to be developed via the Research Degrees Tutor to ensure we attract high quality students with the commitment and funding necessary to study for a doctorate. A video promoting research degree options is planned	Research Degrees Tutor	February 2015	On-going and Annual review	A promotional video will be in place on the HSW website by February 2015
3.3	Staff will continue to be supported through their workload allocation and through training to enable them to supervise doctoral students	<ul style="list-style-type: none"> Doctoral College Heads of Department Line Managers 	On-going	Annual monitoring	<ul style="list-style-type: none"> An auditable increase in staff undertaking supervision training will be observable through appraisal and research student monitoring Report to the SAT
3.4	The completion of research degrees by males and females will be monitored on an annual basis	<ul style="list-style-type: none"> Doctoral College Research Degrees Tutor 	September 2015	Annual monitoring	<ul style="list-style-type: none"> Research degree completions will be recorded by HSW by gender Report to the SAT

Ref	Action	Responsibility	Timescale and progress		Success measure
			Date (to be) implemented	Recurrent date (if required)	
3.5	The School is committed to understanding the reason behind this drop in the percentage of women progressing from Principal Lecturer level to Academic Manager and Professor Status.	<ul style="list-style-type: none"> School HR officer Heads of Department Dean 	March 2015	Annual review and monitoring	<ul style="list-style-type: none"> A small task and finish group led by HR will analyse the promotions data further and establish a transparent process that can be monitored annually Evidence of working with UH HR department on promotions workshops and stories on the website Report to the SAT
3.6	The School has commenced work to develop a formal HSW mentoring system and further work will be undertaken in the coming months	Research leads within CRIPACC and HSW with current expertise	Commence March 2015	Annual review	<ul style="list-style-type: none"> The mentorship scheme will be set up and staff made aware of the process. A minimum of 6six mentor/mentee days will be established each year. Report to the SAT
3.7	Consider how HSW staff with caring responsibilities could be better supported. Establish what has happened to raise awareness of the University Carers Forum. Is this something HSW staff are aware of and could benefit from?	<ul style="list-style-type: none"> HR Heads of Department Line managers 	January 2015	On-going	Staff will be aware of the Carers Forum and through their line managers will be able to access it. An additional question in the annual staff survey will enable monitoring.
3.8	Establish a robust exit interview process and capture outcomes within HSW. Use data to inform possible actions to address work/life conflicts, barriers to progression	<ul style="list-style-type: none"> HR Heads of Department Dean 	September 2015	Annual review and monitoring	A database of exit interviews will be available to all line managers and HR Officers of all staff leaving HSW during each academic year. The data to be maintained for at least three years.
3.9	Explore further with staff the challenges presented by the conflict between work demands and personal commitments	<ul style="list-style-type: none"> UH HSW Heads of Department 	January 2016	Annual in line with staff survey process	There will be additional questions in the staff survey that explore the work-life balance experience of staff
3.10	Work on Career Pathways for academic and research staff	Associate Deans Research	January 2016	Annual Review	<ul style="list-style-type: none"> In association with the mentorship scheme and the RDP there will be a documented career pathway process. Report to the SAT

Ref	Action	Responsibility	Timescale and progress		Success measure
			Date (to be) implemented	Recurrent date (if required)	
4	Supporting and advancing women's careers				
4.1	To ensure that our early career female researchers are accessing the same recruitment, development and promotion opportunities as our male counterparts in higher grades through awareness raising and appraisal	<ul style="list-style-type: none"> Associate Deans Research Research Leads HR 	October 2015	Annual review, appraisal	The proportion of early career female researchers accessing recruitment, development and promotion opportunities will be representative of their population, as reflected in HR data.
4.2	Establish exit interviews process ref Action point 3.8	As 3.8			
4.3	Mentorship - This is a key objective for the School and the finer operationalisation of it will form part of our action plan. Ref Action point 3.6	As 3.6			
4.4	We will support and encourage early career academics to take active roles in HSW and UH committees	<ul style="list-style-type: none"> Line managers Research leads 	On-going	Annual appraisal	<ul style="list-style-type: none"> A nomination process will be agreed by SEG so that key committees within HSW and UH will have representation from early career academics as shown through membership and terms of reference. Report to the SAT
4.5	Review the process by which Chairs of decision-making committees in HSW are appointed, and consider rotation	<ul style="list-style-type: none"> Dean Heads of Department Line managers 	November 2015	Annual Review	<ul style="list-style-type: none"> The School Executive committee (SEG) and School Academic Committee (SAC) will develop and agree a process for nomination and appointment of Chairs of committees. Report to SAT
4.6	We will work with HR to establish a more formalised and better documented system of applying for and approving flexible working arrangements.	<ul style="list-style-type: none"> HR Heads of Department Line managers 	November 2015	Annual review	<ul style="list-style-type: none"> The SEG will agree a process with HR that will be shared across HSW for documenting flexible working requests. Report to SAT

