

Athena Swan renewal application form for departments

Applicant information

Name of institution	University of Hertfordshire
Name of department	School of Health and Social Work
Date of current application	31 st July 2024
Level of previous award	Silver
Date of previous award	May 2018
Contact name	Kate Morrow
Contact email	k.morrow2@herts.ac.uk

Section		Words used
An overview of the department and its approach to gender equality		1,977
An evaluation of the department's progress and issues	5,759	Extra words - 1000 Faculty application - 750 Organisational restructure - 500 Covid-19 pandemic
Future action plan*		
Appendix 1: Culture survey data*		
Appendix 2: Data tables*		
Appendix 3: Glossary*		
Overall word count		7,736

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

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Evidence of agreed extension to the word limit

From: [Athena Swan](#)
To: [Kate Morrow](#); [Athena Swan](#)
Cc: [Victoria Gibbs](#)
Subject: RE: Subject: Athena Swan intention to submit received – University of Hertfordshire, School of Health and Social Work
Date: 21 June 2024 13:22:04

Dear Kate

Many thanks for your email.

I can confirm that the forthcoming application from University of Hertfordshire, School of Health and Social Work has been granted a 750 word extension for its forthcoming application in respect of the organisational restructure. The additional words are to reflect on the impact of the restructure to your gender equality work (e.g. arising from changes to the departments staff/student demographic profile, policies or context).

I can also confirm that as a Faculty application (ie. an applying unit which is made up of component sub-units, often departments) you can avail of a 1000-word extension to the application word limit to allow analysis and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.

Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.

Kind Regards,

Tom Smith
Equality Charters Team

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

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the department

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

AS Charter

Advance HE

19 July 2024

Dear Colleagues

It is my pleasure to endorse this Athena Swan Silver renewal application on behalf of the School of Health & Social Work (HSK). As Deputy Dean, Chair of our EWIC committee, and Interim Dean since January 2024, I have a clear understanding of the principles of the Athena Swan Charter. I am deeply committed to fostering a positive work-life balance and supporting the growth and development of our staff and students.

The Athena Swan commitments have had a meaningful impact across the organisation. For example, flexible location principles have supported staff in balancing professional responsibilities with personal commitments, such as caregiving. These initiatives reflect our dedication to fostering an inclusive and supportive environment where everyone has the opportunity to thrive.

The Covid-19 pandemic halted some of the ambitions detailed in our previous action plan. As a School, we swiftly adapted to deliver remote online learning and facilitate staff home working. Many of our students continued with clinical placements, supporting the NHS workforce during the pandemic, with our staff providing regular debriefing and drop-in sessions. Due to a re-prioritisation, the planned culture survey for 2021 was not conducted. However, we re-launched the survey in 2023, allowing us to review feedback in time to support this application.

Key areas of success since previous application:

- School Athena Swan relaunch event, focusing on supporting and enabling widening participation students, addressing the impact of disabilities on women's progression, and overcoming career barriers for women in academia.
- Improving Trans awareness across the School and our work in adult nursing to promote a more equal and inclusive community for our LGBTQ+ students, including those with non-binary identities.
- Increased the ratio of male to female applications by 5% across all levels of study.
- Enhanced support for our mature and/or widening participation students and introduced initiatives such as the Black Student Empowerment Group.
- Continue to offer a range of support for our academic staff and our staff feel that their career development is supported by their line manager (73.8% F: 100% M).

Key priorities for the next 5 years:

- While we address areas in HSK where women could be disadvantaged, we also aim to make traditionally feminised professional areas more attractive to men. This commitment is evident in our actions and narrative. We need to enhance male representation in senior roles and understand the lower promotion success rate for men. Additionally, increasing the representation of male post-graduate research students.
- Support for career development for our professional staff was postponed due to the reorganisation of our administrative team, but we have included this as new action.
- We also recognise the need to promote a more inclusive culture within placement settings for our students.

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



Dr Julia Warrener

Interim Dean of School
School of Health and Social Work
University of Hertfordshire

2. Description of the department and its context

Please provide an introduction to the department.

HSK is one of six academic Schools within UH and has established a reputation as a leading education provider for the allied health professions, nursing, midwifery, and social work. Our students benefit from first-class facilities, including specialist simulation laboratories at College Lane Campus and the Clinical Simulation Centre dedicated to nursing and midwifery education in Meridian House. Since our last award (2018), we have expanded our offerings to include a wide range of degree apprenticeship programmes ensuring greater inclusivity.

We have 5,222 students, an increase from 4,802 students at our last award. Most students are female, and the gender profile remains similar (Table 1). Of our students, 45.3% are from BME backgrounds, 69.53% are mature students, and 12.8% have a declared disability.

Table 1: Number of students in HSK at UG, PGT and PGR levels by gender in 2017-18 and 2022-23.

Year	Gender	UG	PGT	PGR
2022-23	Female	2088 (80.6%)	1938 (75.4%)	49 (79%)
	Male	503 (19.4%)	631 (24.6%)	13 (21%)
	Total	2591 (100%)	2569 (100%)	62 (100%)
2017-18	Female	2583 (78.4%)	1095 (75.8%)	47 (75.8%)
	Male	713 (21.6%)	349 (24.2%)	15 (24.2%)
	Total	3296 (100%)	1444 (100%)	62 (100%)

In 2018, the School had four Departments including a Research Department (CRIPACC). Significant restructures have taken place, three Departments merging into two, alongside the Research Department (Figure 1). The newly formed Department for Allied Health Professions, Midwifery and Social Work (AMS) incorporated the social work team. All four fields of nursing transitioned to one Department, Nursing Health and Wellbeing (NHW). A new Deputy Dean of School post was created, to lead on academic and EDI management of the school. No changes were made to CRIPACC, which continues to be internationally recognised. A second research centre (CACHE) was launched in December 2023. CACHE and CRIPACC are partners on a recent NIHR Insight Programme award, led by the University of Essex. Since our last submission, the School has adopted a more flexible approach to home working, as a response to the Covid-19 pandemic.

Most School employees are female, which remains unchanged since our last submission (Table 2). The FTE count of substantive academic and research staff has increased. Few academic staff are on fixed-term contracts, mainly affecting research staff (Appendix 2, Figures 4.1 – 4.7).

Since 2020, most of our School administration staff are centrally based. This has altered the professional staff profile; the FTE count of professional staff has decreased. Almost all professional staff are on permanent contracts (Appendix 2, Figures 6.1 – 6.2).

Table 2: Substantive staff in HSK (FTE count) by gender in 2017-18 and 2022-23.

Year	Gender	Academic and Research Staff	Professional and Technical Staff
2022-23	Female	175.9 (80.2%)	13.11 (62.1%)
	Male	42.5 (19.4%)	8 (37.9%)
	Other	1 (0.5%)	
	Total	219.4 (100%)	21.11 (100%)
2017-18	Female	153.5 (79.2%)	33.1 (72.4%)
	Male	40.2 (20.8%)	12.6 (27.6%)
	Total	193.7 (100%)	45.7 (100%)

The School continues to support staff to maintain clinical or other professional roles alongside investment in staff undertaking PGR degrees. Currently, 62 (24%) academic staff members have a doctorate (50 F: 12 M) and 17 (7%) are enrolled in doctoral programmes (15 F: 2 M).

The School is managed by the Interim Dean, who reports to the Deputy Vice Chancellor and the Chief Executive's Group. The Dean is supported by two Heads of Department, Director of CRIPACC and the Associate Deans, who have cross-school responsibilities in academic quality assurance, learning and teaching, practice enhancement, research, and NHS engagement. The School SLT is 85% female, reflecting the gender profile of both the School and Health and Social Care sector. In January 2024, the (female) Dean of the School left her role, for an external position as Pro-Vice Chancellor. At the time of making this application the former Deputy Dean has been promoted to Interim Dean.

Chaired by the Interim Dean, the main decision-making committee is the SEG, which is aligned with the SAC. The role of the EWIC is to raise awareness and advise on, initiate and facilitate changes to culture, environment and working practices within the School, with a strong focus on gender equality. Student input to the management of each department is via Programme Committee meetings for each taught programme through student representatives.

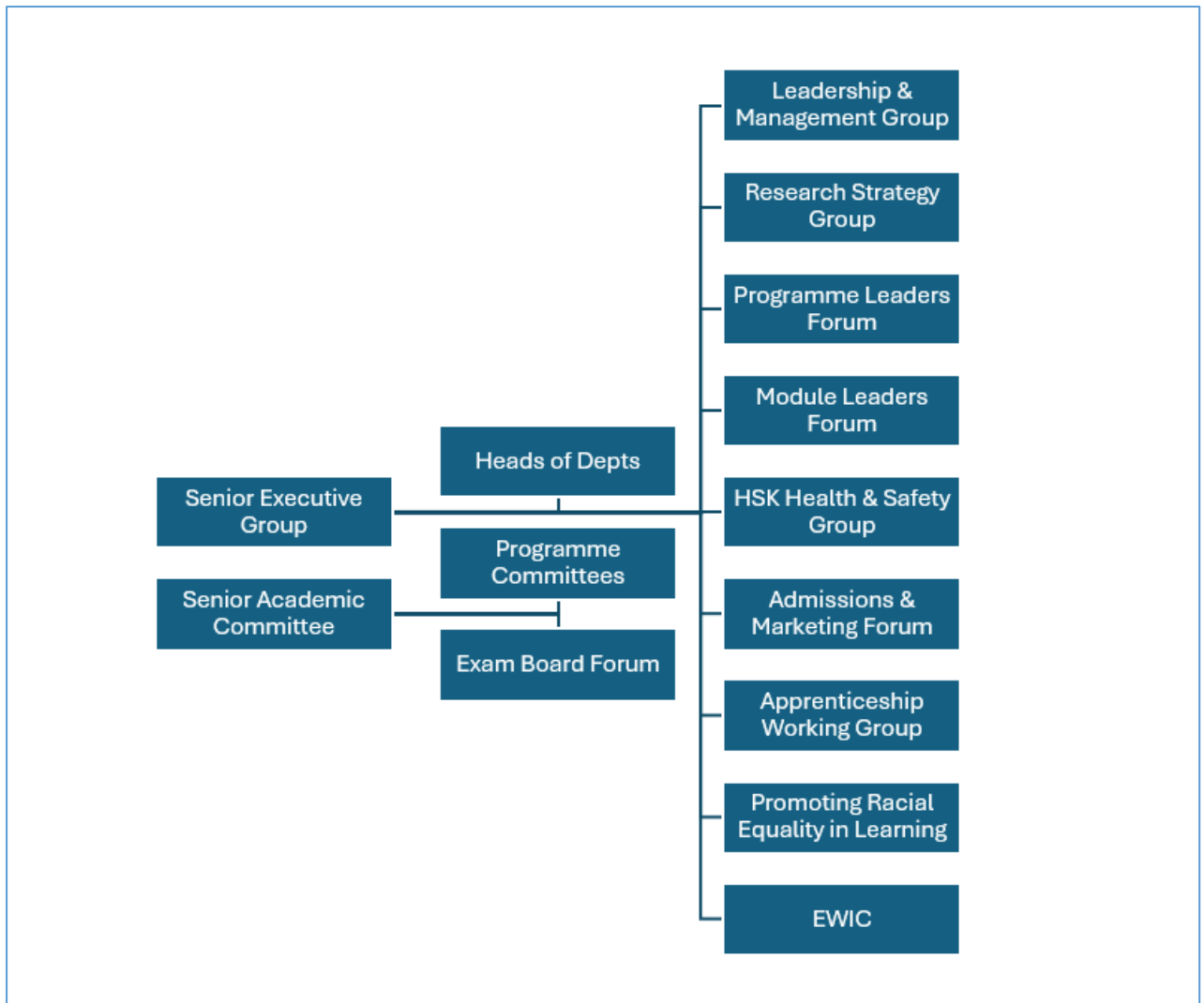


Figure 2: Committee Organisational Structure

3. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

The Self-Assessment Team

The HSK SAT was established in 2014 and evolved into EWIC in 2017. EWIC continues to fulfil the responsibilities of the SAT concerning gender equality. Membership (Table 3) reflects representation from each department, predominantly academic staff (70%), complemented by professional staff (30%). Compared to the School profile, academic and research staff are underrepresented, while professional staff are overrepresented. The overall membership is predominantly female (87%), slightly higher than the School's gender profile. Reviewing EWIC membership is a new action (1.11).

Chaired by the Deputy Dean, EWIC membership is diverse in terms of age and ethnicity, 65% identify as White and 35% as BME. Intersectional inequalities are acknowledged, with representation from LGBT staff. The committee includes both full-time and part-time workers, including those engaged in clinical roles part-time. A majority of members are primary carers.

Meetings are held four times a year and membership is reviewed annually ensuring appropriate representation. The Chair and AS Champions rotate on a three-year cycle with succession planning in place to ensure continuity and organisational memory. Academic and research staff members receive a workload allocation of 28 hours; AS Champions receive 0.1 WTE, ensuring their contributions are appropriately recognised and rewarded.

Currently, there is no Well-being Champion in post (New Action 1.11). Due to graduation of previous student members, there are currently none on the committee. Student input is provided through the Associate Dean for Learning, Teaching and Student Experience who liaises with student representatives and Programme Committees. We will continue to invite student members (New Action 1.11). To support EWIC with the self-assessment, particularly around data analysis, additional members were co-opted to the SAT.

Name	Job Title	Athena Swan Role
Chairs		
Julia Warrener	Interim Dean of School	Chair, strategic overview, interface with University CEG.
Vida Douglas	Strategic Support for Interim Dean & Professional Lead, Social Work	Chair of EWIC from July 2024.
Athena Swan Champions		

Kate Morrow	Senior Lecturer, Adult Nursing & Interim Programme Leader Student Nurse Associate / FdSc in Health Care Practice	AS Champion & Bid Writer, member of Institutional SAT
Julia Petty	Associate Professor (learning and teaching) / Senior Lecturer, Child Nursing	AS Champion, member of Institutional SAT & AS Task and Finish UH wide group
Other members		
Kathryn Almack	Professor of Family Lives and Care, CRIPACC	Representing CRIPACC
Carys Armstrong-Griffiths	Principal Lecturer, Leadership Development /Senior Lecturer Adult Nursing	Representing adult nursing staff and academic staff teaching post-graduate provision across HSK.
Karen Beeton	Head of Department, AMS	Representing the Department of AMS but also wider Department issues as a HoD on EWIC. Chair of HSK Leadership and Management Group which links to EWIC, previous chair of EWIC.
Laura Bignell	HR Business Partner	Representing all staff within SBU.
Amandip Bisel	Academic Skills and Student Success Lead	Representing academic staff and work around our awarding gap.
Louca-Mai Brady	Senior Research Fellow, CRIPACC	Representing CRIPACC and the public involvement team
Melinda (Mindy) Cairns	Associate Professor (Research) & Assistant Programme Lead MSc Advanced Physiotherapy	Representing physiotherapy & research staff
Angela Dickinson	Senior Research Fellow Older People's Health and Wellbeing, CRIPACC	Representing CRIPACC
Victoria Gibbs	Executive Assistant to the Deputy Dean	Clerk
Laura Lowe	Associate Dean for Learning, Teaching and Student Experience	Ensure our work includes the student voice and student representation.
Richard Matovu	Educational Technologist	Representing staff from other ethnic backgrounds. Representing the views of staff and students on their experiences with

		teaching and learning technologies in the school.
Gelvinder Rhodes	School Business Manager	Representing professional staff in the School.
Claire Thompson	Senior Research Fellow, CRIPACC	.
Daksha Trivedi	Professor of Applied Health Research, CRIPACC	
Julia Ratcliffe	Herts EDI Charters Manager, EDI Office	Lead on University Charters work
Vacant	Well-being Champion	
Co-opted Members of Self-Assessment Team (SAT)		
Saima Arif	Administrator	Support for submission writing
Anthony Herbland	Educational Technologist & Senior Lecturer	Data analysis & submission writing
Nima Jokar	Graduate Data Analyst	Data analysis
Karen Sumpter	Visiting Lecturer – Adult Nursing	Submission writing
Overall SAT: Women 20 (87%) – Men 3 (13%) Academic/Research Staff: 16 (70%) Professional Staff: 7 (30%) Student representation: 0% Minority ethnic: 8 (35%) Note, individual characteristics are not specified in this table to maintain privacy.		

Table 3: EWIC and SAT membership 2024

The self-assessment process

To inform the self-assessment, the SAT considered results of the staff culture survey (Appendix 1), student data provided by Academic Registry and staff data provided by HRIS (Appendix 2). Staff culture surveys were undertaken in 2019 and 2023. There was no survey in 2021 due to Covid-19, as staff resources were focused on transitioning to online learning and supporting students in practice during the pandemic.

The survey includes the core AS questions, along with additional questions exploring a range of EDI issues. Other surveys that have informed our self-assessment include

the University Staff Opinion Survey and the Pulse Survey. Additionally, feedback was gathered from staff who attended drop-in sessions held by the AS Champions.

Student consultation included a review of the NSS, PTES, and PRES, and an anonymous survey circulated to HSK students via student representatives.

Survey data that has informed the self-assessment is summarised in Table 11.0 (Appendix 2). Response rates reflect the staff and student profiles.

Future plans for the SAT

Over the next five years, EWIC will continue to meet quarterly to drive the EDI strategy and oversee the implementation of actions. Small task-and-finish groups will be established to work on specific aspects of the new action plan.

Succession planning will be managed by advertising vacancies and addressing challenges to participation where possible, such as offering an honorarium to part-time staff, who cannot accommodate the hours within their usual commitment.

The SEG will continue to include EDI on their agenda, with AS reported on separately within this. The School's gender targets and actions are regularly reviewed and actioned at monthly SEG meetings. With the Chair of EWIC reporting directly to SEG, there will be regular reviews of progress. Ensuring that action plans are sufficiently resourced to drive meaningful change, will be a priority.

Consideration of previous panel feedback

Feedback from the panel on our previous submission, recommended that the impact of actions undertaken is evaluated by comparing baseline data to the most recent data. Where possible, we have strived to do this. The panel suggested some actions be reviewed and made more proactive. For action 5.1.3, we initiated regular workshops run by the AS Champions to enhance understanding and uptake of promotion opportunities for academic staff.

The panel noted that leadership programmes alone were insufficient to achieve the goal of increasing the number of women in senior management positions. They recommended the success measure for action 4.2.1 be revised to include a target for increased representation of women. At the time of our last submission, women were under-represented at AM / Professor grades (71%) and a target of achieving 80% representation of women at AM grades by 2020-21 has been achieved (Appendix 2, Figure 3.6).

The panel recommended the SAT consider how outreach efforts could be utilised to address the lower representation of male PGR students and highlighted low male success rate in PGT applications to offers. These actions are addressed in Section 2 (Actions 4.1.1 and 4.1.2).

The panel observed that no full-time PGR students completed their studies during the assessment period. This was primarily due to suspensions of study due to ill health or maternity leave. Additionally, the number of full-time PGR students is small, as most of our students are part-time (Appendix 2, Figures 1.8 and 1.9). The data on

completions by gender for all PGR students over the assessment period (Appendix 2, Figure 2.20) shows high variability due to small numbers and for this reason has not been disaggregated by mode of study (full-time or part-time).

Section 2: An evaluation of the department's progress and issues

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Methodology of action plan implementation

Implementation of the action plan is a standing EWIC agenda item. Actions are assigned to sub-groups or individuals, who report back to the AS Champions, ensuring the action plan is updated. Success was assessed by checking evaluation measures against staff and student data and responses to culture surveys.

The pie chart (Figure 3) illustrates progress of the 2018 RAG rated action plan. Of the initial 33 actions, 15 (46%) are rated green, indicating successful progress, 12 (36%) are rated amber, suggesting partial progress, 3 (9%) are rated red, indicating no progress and 3 actions (9%) were removed. A commentary on progress is included in the final column.

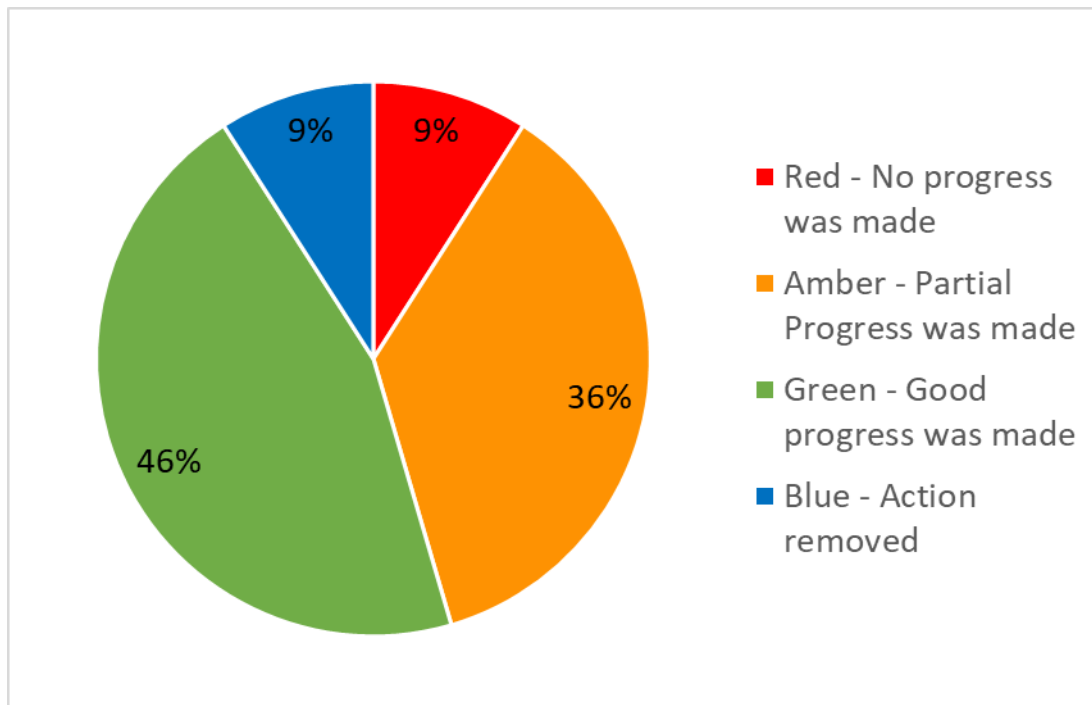


Figure 3: Status of previous actions

HSK Previous Action Plan 2018-2024

No.	Description of Action	Further Action Required	Owner	Timescale	Evaluation	Action Taken	RAG Rating
2	Description of the Department						
2.1	Continue to mainstream AS throughout HSK business	<p>Update HSK AS web pages</p> <p>AS champions to attend range of staff fora (SMF; programme leads' meetings to raise AS profile)</p> <p>AS is on all key meeting agendas as a standard item</p> <p>HODs annual reports on staff and students AS engagement</p>	<p>AS Champions</p> <p>AS Champions</p> <p>Committee Chairs</p> <p>HODs</p>	<p>Annually</p> <p>2-3 meetings / year</p> <p>Ongoing</p> <p>Annual report from HODs to EWIC (October each year)</p>	<p>Annual check to ensure content remains current</p> <p>70% awareness of AS (2019 survey) 90% awareness (Feb 2021 survey)</p> <p>100% AS appearing as standard item - to be assessed via annual reports from Committee Chairs to EWIC (and see Action 5.6.4).</p> <p>Analyse data in annual report to EWIC from HODs</p>	<p>HSK AS web pages checked and updated annually.</p> <p>70% awareness of AS (2019 survey), no survey in 2021 due to Covid. AS included in staff induction, regular newsletters and drop-in sessions for staff and social media updates.</p> <p>AS is standard agenda item on all professional and SEG monthly meetings. EDI is a regular feature on Leadership and Management Group agenda and EWIC.</p> <p>Verbal report from HODs to EWIC. Ongoing analysis of data, for example Pulse survey, NSS.</p>	
3	The Self-Assessment Process						

3.1	Revise AS staff survey	<p>Act on staff feedback with aim to enhance response rate e.g. shorten survey; change timing of future surveys</p> <p>Create baseline from new survey going forward</p>	EWIC Survey Subgroup	Revise by March 2019 to roll out on a biennial basis (May 2019, 2021)	<p>Increase survey completion rate to at least 60% in 2019 and 70% 2021</p> <p>Compare responses with previous years where possible</p>	<p>2019 – 26% response rate 2021- No survey due to Covid 2023 - 24% response rate Only complete responses counted. The timing of the survey was changed but followed institutional surveys. The survey link was shared to all staff by email and promoted in the AS newsletter. The length of the survey was reduced but still 50 questions in 2023. This action has been carried forward.</p> <p>2023 survey questions were created from the 2019 baseline. However, due to no longer subscribing to the survey tool used in 2019, all but the first 40 responses to the 2019 survey were lost, making detailed comparisons difficult.</p>	
3.2	Embed inclusion of trans awareness	<p>Hold training session on trans awareness at the SMF</p> <p>Workshops organised with Gender Identity Research & Education Society (GIREs) - open to all staff</p>	EWIC Training Subgroup	<p>SMF session March 2019</p> <p>Biennial courses commissioned from GIREs to run in Oct/Nov 2019/2021</p>	<p>Session to be held and evaluated by March 2019</p> <p>Courses run in 2019 and 2021 Target attendance: 10-15 staff/course</p>	<p>Training sessions delivered and participants found them very useful.</p> <p>Workshops were delivered and target attendance was achieved. There are now UH wide sessions available and a staff LGBTQ+ Network and mentoring scheme to empower and support staff and students. The Dean of School is part of the LGBTQ+ network and acts as a mentor, within the scheme.</p>	
3.3	Annual reports from SEG, AIG, HODs and Committee Chairs to EWIC addressing relevant Action Points	<p>Request annual reports</p> <p>Following report analysis; identify future targets as relevant, provide feedback to</p>	<p>AS Champions</p> <p>EWIC</p>	Annually, October	<p>Analysis of reports alongside our Action Plan timescales and targets</p>	<p>Action points discussed at EWIC meetings.</p> <p>Future priorities have been identified through this forum, an example of this is staff wellbeing.</p>	

		SEG, AIG, HoDs and Committee Chairs					
4	Student Data						
4.1.1	Ensure our programmes appeal to male and female applicants and ensure no student is disadvantaged during recruitment	Assess the impact of these changes	ADLT	2018-2021, annual analysis	Examine changes in cohort and programme level demographic data; compare to previous years. Intended impact is improved balance of gender and ethnic diversity in programmes where one or both are poorly represented; compare to data from previous years	<p>The gender balance of male and female students has remained consistent at UG and PGT levels over the past five years, aligning closely with the latest benchmark data. Key to success is inclusive recruitment processes – interview panels are composed of members from diverse backgrounds, reflecting our applicants and include a range of different roles; academic, student and service users. Panel members complete UB training and applicants are given opportunity to prepare in advance for interviews with guidance, preparatory materials and relevant weblinks. Interview styles are adaptive, for example, using videos and scenarios, which have been well received by applicants.</p> <p>However, at the PGR level, identifying clear trends in gender balance is challenging due to the relatively small number of PGR students. The proportion of male PGR students is 19%, which is below the latest benchmark data of 32% (Appendix 2, Figure 1.1). A new action (3.1) has been carried forward to increase the representation of male PGR students.</p>	
4.1.2	Increase applications from male UG and PGT/PGR students <i>Due to the lower representation of male students at</i>	Analyse data from April 2018 focus group with male students and seek further opinions from other groups of male students and men attending applicant days	ADLT	June 2019	Complete investigation	Due to staff changes, the focus group was delayed and then did not take place due to Covid. This action has been rated green as the admissions teams seek opinions from our male students and men attending applicant and open days and this informs our outreach and social media strategy.	

	<i>PGR level, the AS panel suggested that the SAT consider how outreach efforts could be utilized to address this issue.</i>	Develop targeted marketing online campaigns aimed at male students – to include profiles of male students	ADLT to liaise with marketing services	2019-20	> one targeted recruitment campaign featuring male students	<p>For UG and PGT - Posters featuring male students included in the marketing campaign and social media. We have both male and female admission leads that attend outreach events. The School's admission lead for midwifery is a male midwife, students and applicants are currently under-represented in this field. Where possible, we also recruit male and female student ambassadors for every programme.</p> <p>For PGR through leaflets, videos and promotion through the University website and Doctoral College. We reviewed feedback from AS panel that we consider outreach to attract male PGR students. Following the introduction of a Doctorate in Public Health covering many of the disciplines that tend to attract more men, for example paramedic practice, this was not necessary.</p> <p>There were no full-time male PGR students from 2014-19. This increased to 36.4% in 2020-21 and 41.7% in 2022-23 (Appendix 2, Figure 1.8). The proportion of part-time male PGR students also increased from 21% at the time of our last submission (2016-17) to 27.1% in 2018-19 (Appendix 2, Figure 1.9). In the last four years, this has decreased to 16% and we will continue to monitor this and consider outreach to our local Trusts (New Action 3.1).</p>
		Ongoing monitoring of student applications by gender	ADLT	Ongoing	Increase applications from male UG and PGT/PGR students by at least 5%	<p>The ratio of male to female applications has increased by more than 5% for all levels of study (Appendix 2, Table 11.1 and Figure 11.1). The ratio of UG and PGT male to female applications has steadily risen from 2017 to 2022. Applications by gender for PGR students exhibit high variability but the ratio of male to female applications have increased by more than 5% comparing 2017 to 2022.</p>

4.1.3	Improve the number of good degrees for programmes where these are below average	<p>Ongoing review of assessment practices to remove unnecessary or unfair barriers to attainment e.g. excess assessment burden, submission timing and assessment type</p> <p>Production of bite-sized videos to help students to understand feedback terminology</p>	<p>ADLT and AADLT</p> <p>Ed Tech</p>	<p>Ongoing</p> <p>March 2020</p>	<p>Evaluate the impact of new measures implemented on numbers of good degrees, with specific reference to adult nursing</p> <p>Production of 2 videos</p>	<p>Ongoing review of assessment practices is now part of the CEP. Most of our programs have a high number of good degrees (Appendix 2, Figure 2.1). Adult nursing exceeded the UH good degree threshold of 62% in 2020/21, with 76.7% of female and 80% of male students achieving good degrees. In 2021/22, these figures were 87.1% for female and 71.4% for male students. However, in 2022/23, the percentage slightly fell below the threshold, with 58.1% of female and 58.3% of male students achieving good degrees (Appendix 2, Figure 2.3).</p> <p>We have three programmes below the UH good degree threshold (Learning Disability Nursing, Radiography, Radiotherapy – improved from last year) (Appendix 2, Tables 2.2 and 2.7).</p> <p>Videos produced and shared on academic skills website and canvas module sites.</p>	
4.1.4	Support mature and/or widening participation students coming into HE	<p>Focus group with mature and/or widening participation students</p> <p>Assessment page being added to ASA website to ensure</p>	<p>EWIC Survey Subgroup</p> <p>ADLT</p>	<p>Jan 2019 & ongoing</p> <p>Oct 2018</p>	<p>Evaluate focus group data to analyse impact of measures taken to address barriers to attainment. Further actions may be identified from focus group to implement</p> <p>Assessment page added to ASA website</p>	<p>This focus group did not take place due to Covid. Student feedback to Programme Committees was used to inform further actions which have been implemented. These include, daily 1:1 appointments and drop-in sessions and workshops offered by the SSAS team. A widening participation tutor engages with this group and offers support and coaching. International student socials and support for students with English as an additional language. In addition, the SSAS team run Overseas Students, Returning to Study and Student-Parent Networks. A PG return to study zero credit Canvas module has been developed to support those returning to study after a break.</p> <p>Assessment page added. We also developed an academic skills Canvas site to ensure students have access to all</p>	

		assessment-related information is readily available to all students				academic and assessment related information. There are links to this on all module sites.	
4.1.5	Address the awarding gap between white and BME students	Review of personal tutor provision (in progress) to include how 'Red, Amber, Green' (RAG) rating systems are used	ADLT	July 2018	Analysis of semi-structured one-to-one interviews are being conducted with professional leads and key programme team members	The analysis of these interviews was in progress at the time of our last review. The analysis informed the review of the personal tutor provision, and this was tailored to the needs of each programme. A RAG rating system is in use.	
		Staff development workshops to develop skills in 'coaching for personal tutoring' planned for June 2018 (realising potential, building confidence, goal setting etc.)	ADLT	June 2018	Two workshops completed – target of 15 staff at each workshop	Coaching for personal tutoring ran over several workshops which were well attended, meeting the target of 30 staff. An additional coaching service is now offered to students in HSK via the SSAS team. Since then, we identified further areas of need and delivered staff workshops on power and privilege, supporting neurodiverse students and being trauma aware in our work with students. In addition, a personal tutor support group was set up and ran for 18 months to support staff around personal tutoring.	
		Resilience project (one-year project exploring how to support students to adapt & cope with academic/personal stress. To dovetail with AIG work)	ADLT	First stage completed July 2018	Funded through a UH L&T Award. Separate evaluation using an existing validated tool to assess students' perceptions of enhanced resilience – report back to EWIC	This project was completed and the evaluation informed initiatives which are now included in our programmes. Examples of these include: Talking Café – All Nursing fields Resilience workshop – Therapeutic Radiotherapy Compassion in the classroom - Midwifery Review of the personal tutoring role – School-wide Developing Professional Resilience – Interprofessional Education module Resilience workshops in intersessional week 2019 Production of resilience group work resources and poster for student area.	

		Student at risk monitoring system using learner analytics	AQA	Pilot semester A 2018-19	Learner analytic system being built at present for pilot in September 2018	The Data for Learning Dashboard is used across UH to identify students who are struggling academically and with engagement. In addition, Midwifery is trialling a student attrition tool to help early identification of students who might be more at risk of attrition (if successful, aim to share good practice across School).	
4.2	Academic and Research Staff Data						
4.2.1	Encourage women to take up senior management positions	Identify and encourage women to attend Aurora and other leadership programmes	Line Managers EWIC Survey Subgroup	Ongoing 2019-21	Two women per annum (academic and professional) to attend Aurora. <i>Increase proportion of women at AM grades from 71% (2017-18) to 80% by 2020-21.</i> Track career development of women who have completed Aurora	Two women per annum since 2019 (did not run in 2020 due to Covid) have completed Aurora. In addition, staff have attended Diversifying Leadership programmes. The proportion of women at AM / Professor grades was 81.5% in 2020-21. Women are now over-represented at AM / Professor grades, 93.8% in 2022-23 We have included a New Action (2.1) to ensure that men are represented at these grades. Since 2022-23 diversity at AM grades has also improved (FTE - 6.2% BME compared to 0% 2017-2021). HSK SLT is 85% female. In the 2023 culture survey 89% of respondents felt that there are strong female role models in the School. Across UH, of the 40 Alumnae who are still employed since they undertook the Aurora programme, 63% have taken up a more senior role.	
5.1	Key Career Transition Points: Academic Staff						
5.1.1	Produce gender neutral adverts	Use gender decoder for all adverts	HODs	Annual reports (Oct) from HODs to EWIC	Analyse gender balance of applicants	We continue to analyse gender balance of applicants. The School in 2022/23 was 79% female to 21% male (FTE count) and applicant data suggests that we still have majority female applications but more male applicants since our last award. Due to concern that use of the gender decoder would have prevented use of words like 'Midwifery Lead' it was not used. However, the University promotes gender	

						neutral language and the use of positive action statements in job adverts for areas with underrepresentation. Central guidance is developed.	
5.1.2	Ensure that, where possible, jobs are available to those who can only work part-time, for example because of caring responsibilities	Ensure that jobs are advertised as available on a job-share or part-time basis where possible. Consistently offer fractional appointments for FT posts across HSK.	Line managers and SMF	Ongoing	Annual evaluation of job adverts – 100% compliance (or explanations why a post is not available as a job-share e.g. already a P/T post)	Since Jan 2022, 100% of job adverts in HSK have welcomed applicants wishing to work part time. The school is also supportive of applicants who may wish to job share and/or work part time.	
5.1.3	Enhance understanding and uptake of promotion	<p>Lobby HR to revise and clarify processes and criteria for promotion (this is also reviewed at university level as an Action for the Institutional AS Award.</p> <p>Integrate recognition of a broader range of contributions and monitor the impact of the changes.</p>	<p>EWIC Careers Subgroup in liaison with University SAT</p> <p>EWIC Careers Subgroup in liaison with University SAT</p>	<p>In place by 2021</p> <p>In place by 2021</p>	<p>Clear and transparent criteria and template for promotion in place</p> <p>Evaluate promotion applications and success data; identify any future actions at School and University levels</p>	<p>The process has been updated since 2018. Central guidance is clear and easy to follow. NW+P offer mentoring for women who are interested in applying for promotion. Emails sent to all staff, with clear guidance on promotion process and criteria, including timescales. UH workshops widely advertised for all staff and HSK workshops run by the AS Champion. 58% of academic staff who responded feel the career development processes in the School are clear and transparent in the 2023 culture survey (Appendix 1, Q23). Increase from 40% (of all staff including professional staff) in 2019 culture survey.</p> <p>Since 2018 we have had 25 applications (24 female, 1 male) for promotion and 16 (64%) have been successful (15 female, 1 male), (Appendix 2, Table 9.1). At University level. guidance introduced on the composition of the panels to ensure that they are diverse and as representative as possible so that applicants can be confident that they are being assessed fairly on the merits of their application. The panel ensures transparency, consistency and criteria-based evaluation against the criteria stated in the Professorship and Readership/Associate Professorship UPRs.</p>	

		Promote and encourage development to increase applications for Associate Professorships (2018/19 Business plan - related to the ambitions of the UH strategic plan).	SEG	Annual from Autumn 2019	Achieve 3 Associate Professorships per annum (1 Learning and Teaching; 1 Research; 1 Enterprise)	We have not achieved 3 Associate Professorships each year. Since 2017-18 we have achieved between 1 and 2 Associate Professorships each year (Appendix 2, Table 9.1). These have mostly been in Research, and none have been in Enterprise. We have carried forward an action (4.6) to promote and encourage applications for Associate Professorships particularly in Learning and Teaching and Enterprise.	
5.1.4	Evaluate the impact of the REG and new research strategy	Nominated Professor or Reader to meet with the relevant Professional Lead, or team, as appropriate to discuss strategy and support research activity.	ADR	Jan 2019 and Aug 2019 evaluation	<p>Evaluate at 12 months and 18 months post-implementation, in terms of staff satisfaction and confidence plus research activity (e.g. outputs, impact, collaboration, research funding applications). Full evaluation plan to be confirmed at second REG meeting Autumn 2018</p> <p>Increased research activity by the 18-month evaluation (increase of 30% in terms of outputs and/or funding applications from academics in the three HSK departments)</p>	The REG no longer exists but the REF 2021 results show increased research activity. All staff members with significant research responsibilities participated in REF 2021 (Appendix 2, Figure 12.1). Compared to REF 2014, the number of staff submitting to REF 2021 increased from 17 (15 female, 2 male) to 30 (24 female, 6 male). This increase was observed among both male and female staff, suggesting fair opportunities for research engagement irrespective of gender. The overall rise in REF 2021 participation reflects successful efforts to enhance the research environment and contributions within HSK.	
5.2	Key Career Transition Points: Professional and Technical Staff						

5.2.1	Facilitate progression to higher grades by providing opportunities for all professional staff to gain experience of management and leadership responsibilities	<p>Pilot a scheme for colleagues to act as a point of contact during a manager's absence and to pick up specific projects as appropriate (rotational).</p> <p>Continue to promote opportunities for professional and technical staff to lead/manage developments, task forces or projects.</p>	School Administration Manager and EWIC Careers Subgroup	<p>Pilot end date Jan 2020</p> <p>2018 and ongoing</p>	<p>School Administration Manager to analyse information on the pilot and report back to EWIC for future action</p> <p>≥15% of professional staff to have taken up new opportunities by 2021</p>	<p>The pilot did not take place because of the move of HSK administrative staff to a central hub. While there are opportunities for development and acting-up for the professional staff who remain in the School, only 36% of female professional staff who responded to the 2023 staff culture survey feel there are adequate opportunities to take on new roles within their current position.</p> <p>Opportunities are emailed to all staff within school. Although there have been several opportunities to be involved in projects, only 46% of female professional staff feel their manager encourages them to take on new roles that enable them to develop in their career and only 18% of female professional staff who responded to the 2023 culture survey feel there are opportunities in the School for career development for someone at their grade. Carried forward as new action (4.5).</p> <p>Progress has been made within the technical team with promotions highlighting skill development.</p>	
5.3	Career Development: Academic Staff						
5.3.1	Ensure that unconscious bias training is embedded in HSK	Work with PD to arrange unconscious bias refresher courses	EWIC Training Subgroup	Spring 2019 and annual	Continue monitoring take-up and impact of this training: 95% staff to have undertaken training (allowing for new staff to complete courses in their first year)	Unconscious bias training is mandatory for all new staff within the first six months of employment and for all staff every two years. By 2018/19, 64.3% of substantive staff had completed the training, increasing to 80.5% by 2022/23 (Appendix 2, Tables 12.3a and 12.3b). Most of the staff who have not completed the training by 2022-23 are academic staff (78%) or staff who were hired before 2019 (56.4%). We are committed to ensuring that all staff employed before and up to 2019 complete the training and have carried this forward as new action 4.7.	

5.3.2	Routinely collect and improve records of training uptake by gender and have a more detailed breakdown of short and long courses	Liaise with PD and University SAT to improve data collection	AS Champions with PD and University SAT committee	2019-20	Improved data records for more detailed analysis of training uptake by type of course and by gender	Data collection has improved and training uptake for 12 course categories by gender, ethnicity, job families, contract type and grade are collected and available for SAT analysis business purposes only. Training is also recorded in annual appraisal documentation and at the end of probation.	
5.3.3	Help staff, particularly PT staff, to balance training with managing their workload	<p>Pilot CSF May 2018-March 2019.</p> <p>Monitor the take-up, value and impact of CSF</p> <p>Work with PD to identify different ways to deliver training: e.g. repeating courses on different weekdays; making recorded training sessions available online; condensing/splitting courses to enable completing training over a period of time</p>	<p>CSF Panel</p> <p>CSF Panel</p> <p>EWIC Training Subgroup with PD</p>	<p>March 2019</p> <p>2018-19; report back to EWIC annually.</p> <p>Complete by Autumn 2021</p>	<p>Analyse take-up of CSF and purposes it is used for.</p> <p>Up to 10 staff per year utilising the scheme; seek feedback on value of scheme. Refine as required and set new targets for uptake Apr 2019 onwards</p> <p>Availability of alternative ways of delivering courses to increase</p>	<p>The pilot was completed, and early take-up was analysed.</p> <p>There has been no uptake of CSF in the last 4 years. This may have been due to Covid and then subsequently lack of awareness.</p> <p>We have carried forward an action (4.8) to promote the CSF.</p> <p>We have adopted a hybrid approach to delivering training. In person and online training is now delivered as routine. Training data (Appendix 2, Figure 12.2) does not show any clear trends for part time staff since 2017/18 but uptake of training for part-time male staff was low (38.9%) compared to full-time male staff (80.5%) and part-time female staff (75%) in 2022/23. We will continue to monitor this and have carried forward as a new action (4.8).</p>	
5.3.4	Improve appraisals and ensure that career	Develop short questionnaire for CRIPACC staff.	EWIC Survey Subgroup	July 2018	Analyse data on how useful the piloted checklist was (for	The checklist was found to be useful but was not rolled out across HSK as the University wide appraisal form was updated. This is more user friendly, focuses on development	

	development, training, promotion criteria, and mentoring requirements are uniformly addressed as part of appraisals	<p>Make any revisions to checklist for appraisers and roll out across HSK</p> <p>Encourage staff to attend 'Make the most of your appraisal' course.</p>	<p>EWIC Careers Subgroup</p> <p>HSK line managers</p>	<p>Appraisals autumn 2018 ongoing</p> <p>Autumn 2019 and ongoing</p>	<p>appraisers & appraisees) - with a future aim to roll it out across HSK</p> <p>Evaluate staff satisfaction around appraisals, through 2019 AS Survey. Increase number of staff who found the appraisal process useful from 56% to 65%</p> <p>Evaluate via a) attendance (F/M) on course and b) qualitative feedback at appraisal how useful the course has been</p>	<p>and career aspirations and captures training, this includes EDI, Health & Safety, Unconscious Bias and GDPR. All managers complete appraisal training before they undertake appraisals.</p> <p>In the 2019 staff culture survey, 66% of respondents found the appraisal process useful. By 2023, this figure had risen to 74%, with respondents finding the appraisal process useful or partly useful (Appendix 1, Q27).</p> <p>Attendance data shows an increase in participation in appraisal training courses since 2017/18. Over this period, 26 staff members (25 female, 1 male) have completed the training. In 2023/24, participants rated their experience as excellent (43%) or good (57%).</p>	
5.3.5	Roll out the mentoring scheme to all HSK staff	<p>Build mentor capacity by running a recruitment and training programme</p> <p>Create an HSK StudyNet page to incorporate FAQs about mentoring, mentor profiles and case studies.</p>	<p>Professional Leadership and Development Coach</p> <p>Professional Leadership and Development Coach with IT</p>	<p>Recruit Jan and train March 2019</p> <p>Nov 2018</p>	<p>Monitor and evaluate take-up via questionnaire to mentors and mentees. To include monitoring how many mentees either apply for promotion or other roles within three years of the mentorship</p>	<p>The recruitment and training programme was run and presented at a LMG meeting but interest in mentorship was low and therefore we were not able to evaluate take-up via a questionnaire.</p> <p>We decided not to create a HSK site for mentoring as interest was low. However, the NW+P established a mentoring scheme to support women+ aspiring for Reader, Associate Professor and Professor levels and provide personalised mentoring support. There are details for this on their SharePoint site.</p>	

		Match mentors with mentees on an annual rolling programme	Professional Leadership and Development Coach	June/July 2019 (ready for new academic year) and then on an annual basis	Increase capacity by 10 mentors/year – each to take on 2 mentees.	Due to lack of interest, we did not manage to increase capacity of mentors in HSK by 10 each year. Instead, we have promoted the NW+P mentoring scheme in the AS newsletter and on the HSK AS SharePoint site. The AS Champion has also been acting as a critical friend to HSK staff to support development. We also promote coaching, which is open to all UH staff. Feedback at AS drop-in sessions from new staff has been enthusiastic about a School wide mentoring scheme and we have carried this forward (New Action 4.9).	
5.3.6	Ensure all ECRs and those wishing to undertake research have better access to information and resources	To support submission of research funding applications – see section 5.3v for addressing this Continue to support applications to the UH Skill Up! fund	CRIPACC SMT (who have line management responsibilities for most HSK ECRs) and REG CRIPACC line managers	Summer 2021 Ongoing	≥5 small grant or fellowship submissions led by ECRs Submission of two Skill Up! Applications/year	We met the evaluation measure and continue to exceed this with several bids submitted by ECRs. UH Researcher development resources updated for ECRs. UH biennial Researcher Development conference, has held the HR Excellence in Research Award since December 2010 (renewed in 2023), and has been recognised with the Race Equality Charter Bronze Award. New role introduced - UH Director of Research Culture and Environment - to facilitate the development of a strong research community that values and invests in staff. The Skill Up! initiative continues and was last offered in November 2023 - there were 40 applications from across UH, 5 were received from HSK with 4 being successful (£1743.50).	
5.3.7	Improve support for PGR students	Significant actions recently implemented – to be evaluated	Post Graduate Research Tutor (PhD) and Programme Director (DHRes)	Annually from 2019	Analyse responses to PGR post-award questionnaire	Responses to PGR post-award questionnaire have been analysed annually but number of responses each year has been low. The 2023 PRES results were excellent for student support (90%) and overall satisfaction (93%), both higher than all benchmark groups. Support offered includes monthly evening seminars enabling as many students as possible to attend; fully funded writing retreats (and will continue this year) and research proposal writing workshops.	

			EWIC Survey Subgroup	September 2019	Evaluate use of PGR student/staff hub by inviting comments on the Hub writing wall	<p>Comments on the hub writing wall are no longer invited as post Covid, the hub is not used as much as it was. A range of other initiatives have been developed - such as residential writing retreats, writing of research proposal study days, coaching and online research focussed events. In addition, we run an annual HSK Research Conference, a biennial University-wide Researcher Development conference and offer a wide variety of seminars and workshops.</p> <p>The PRES report is shared with the student body, and informal feedback is invited at evening seminars. More formal feedback is collected through the student representative, who reports to a university student representative group, which then provides feedback directly to the Doctoral College.</p>	
5.3.8	Increase the capacity and improving the capability of HSK staff to conduct research	Provide support for teaching staff to undertake research	ADR	2020	See Action 5.1.4	<p>More staff are now actively involved in research. There is an increased number of applications for internal funding and members of staff have had roles in research projects. Mentorship opportunities exist (NW+P). Monthly HSK Research Connect session is open to all staff and is an opportunity to share experiences, knowledge and initiatives. Academic staff have 22 days per year (FTE) for scholarly activity; those on a research contract have 10 days of CPD.</p>	
5.4	Career Development: Professional and Support Staff						
5.4.1	Provide and improve training and development opportunities for professional staff	Continue to identify 1-2 professional staff each year to take part in Outside Insight and Aurora (in addition to other training opportunities)	School Administration Manager and HR	2019 and annual	Meet target of 1-2 professional staff per annum to take part in Outside Insight and Aurora.	<p>This action was paused during the restructure of administrative services in the School. Some of our School administrative staff who moved to central hubs would have been included in UH-level data for training and development opportunities. This action will be carried forward with a new, realistic target now that the composition of our professional staff has changed (New Action 4.5).</p>	

		Discussion with staff participants on value of these placements/courses	EWIC Career Subgroup	Within 3 months of courses ending	Analysis of reports alongside Action Plan targets		
5.4.2	Provide further support regarding career progression to professional and technical staff	Hold an annual coaching information/drop-in session for professional staff.	School Administration Manager in liaison with Professional Leadership and Development Coach	Jan 2019	Impact of further support to be evaluated through the AS 2019 survey	This action was paused during the restructure of administrative services in the School. The coaching session did not take place after the restructure due to Covid and a change in priorities for the School. This action will be carried forward as a new action (4.5).	
5.5	Flexible Working and Managing Career Breaks						
5.5.1	Increase HSK support for staff undertaking maternity/adoption leave and for maternity support leave (paternity and shared parental leave)	Set up a peer support system for staff members planning maternity / adoption / maternity support leave where they will be paired with a recent returner for support and guidance before, during and after their period of leave	Equality and Diversity Officer in liaison with HSK member of Working Parents Network	Spring 2020	Maintain current maternity return rate >90% satisfaction with School support from maternity/adoption and maternity support returners	Due to Covid the peer support system was not established. However, the UH Working Parents Network supports expectant parents and parents of children of all ages and several HSK staff are members. It was not possible to quantify satisfaction with School support, but this is discussed in returning to work meetings with line managers. We continue to promote KIT/SPLIT days and have good uptake of these. We have successfully maintained our maternity return rate. In 2022/23 the HSK maternity retention rate was 75% with 6 of 8 women returning compared to 71% (5 of 7 women returning) in 2017/18.	
5.6	Organizational Culture						
5.6.1	Revise HSK email etiquette and monitor impact	Revise the guidance – increase emphasis on not having to respond to email out of hours and on measures to	EWIC Wellbeing Subgroup	Revise by May 2019	Evaluate via AS staff survey (May 2021) Increase agreement with being able to switch off from looking at emails in	The guidance was revised and has recently been refreshed. Staff are aware of this guidance, and in the 2019 culture survey, 85% of respondents reported that they follow the School email guidance. There was no culture survey in 2021 due to Covid, and this question was not included in the 2023	

		<p>reduce volume of email Produce poster advertising the email etiquette</p> <p>Selection of senior staff to implement a 6-week trial to role-model not sending/forwarding messages unless strictly necessary; limiting messages' recipients and choosing other forms of communication that would most efficiently accomplish the task at hand*. Senior staff to monitor volume of email being sent each week of trial</p>	EWIC & senior staff	Oct-Nov 2018	<p>the evenings and weekends (from 58% 2017 to 70% 2021 Increase agreement that the email etiquette policy has a positive effect on email culture – from 40% 2017 to 60% 2021)</p> <p>Evaluate impact on volume of email and subjective impact for senior staff involved in the trial</p>	<p>survey, which was shortened to encourage a higher response rate.</p> <p>Reviewing the results from the 2019 staff culture survey, we have made progress but have not fully met our evaluation measures. In 2019, 65% of staff felt they could switch off from emails in the evenings and on weekends, and 48% felt the policy had a positive effect on email culture.</p> <p>The trial was implemented but no formal evaluation was available for review. The School's email guidance has recently been updated and is currently being launched and will be evaluated before the close of the calendar year.</p>	
5.6.2	Improve work-life balance satisfaction amongst staff	Further investigation of this finding via short questionnaire handed out at School Forum and our AS post-boxes around the School with specific question on work-life balance	EWIC Wellbeing Subgroup	Nov 2018	<p>Analyse findings as to why staff feel scored low in work-life balance (from the analysis may identify further actions)</p> <p>Aim for response to question about work-life balance in UH staff</p>	We have not achieved our evaluation measure, as the School's response to the question about work-life balance in the UH staff survey was not in line with the UH average. In the UH staff opinion survey 2022, only 40% of HSK staff agreed that they have a good work-life balance, compared to the UH average of 55%. This action is being carried forward (New Action 7.2), with a budget allocated for wellbeing and team development activities.	

		Plan HSK activities annually for National Work Life Week (October) e.g. initiate corridor coffee and cake breaks; email-free Friday	EWIC Wellbeing Subgroup	Annually starting October 2019	<p>survey to be in line with university average, 2020</p> <p>Activities planned and advertised. Short evaluation to assess impact</p> <p>Response to question about work-life balance in UH staff survey to be in line with university average</p>	<p>Media Light Fridays was trialled in 2020. Informal feedback was mixed. A range of other activities were planned and advertised prior to Covid.</p> <p>There is now a budget for staff wellbeing and team development activities. The Wellbeing Plan has recently been updated and is currently being launched. This is now a key focus of the School's 2024/25 business plan.</p>	
5.6.3	Maintain and further develop lunchtime activities	Launching a knitting and crafts lunchtime group – with additional encouragement that this is for F&M staff	Activity organisers; EWIC Wellbeing Subgroup and UH Equality and Diversity (E&D) Officer	Ongoing	Activity organisers to monitor attendance by gender and feedback to EWIC Wellbeing Subgroup	The craft group was not organised due to Covid but since then there are several lunchtime activities available across the University including Active Staff activities and craft groups organised by the Chaplain. These activities are not organised by the School and therefore we do not have access to attendance data.	

		<p>Promote or organise events to mark International Women's and Men's Days, Black History and LGBT History months. HSK to host 'Why we still need feminism' seminar</p> <p>Develop and use evaluation sheet for all events</p>	<p>AS Champions in collaboration with another School AS Champions & E&D Officer</p> <p>EWIC Wellbeing Subgroup</p>	<p>Annual</p> <p>Nov 2018</p>	<p>EWIC subgroup to evaluate events on annual basis</p> <p>Analyse evaluations to inform ongoing programme of at least 2 HSK events and 2 collaborative events/year from 2019</p>	<p>Staff Networks and various events are promoted in the AS newsletter and HSK AS SharePoint site, for example the Women on the Rise conference. In the 2019 staff culture survey 74% of respondents agreed they were aware of AS events.</p> <p>A formal evaluation sheet was not developed due to staff changes. Informal feedback from staff attending AS drop-in sessions has been used to inform the ongoing programme.</p>	
5.6.4	Maintain committee gender balance	Request annual report from committee chairs to EWIC	Committee chairs and EWIC	Annually - Oct	Analyse monitoring data provided from annual reports from Committee Chairs to EWIC	Apart from EWIC and SAC, gender balance has been maintained across School committees, with female representation ranging from 64% to 95%. Currently, EWIC is 95% female, and SAC is 91% female. We have carried forward an action (2.5) to actively encourage more male staff to join these committees. Increasing male representation in SAC is particularly challenging as membership is dependent on specific roles, but this effort is linked to New Action 2.1, which aims to increase the representation of male staff in senior roles.	
5.6.5	Evaluate the new HSK workload model	Impact of the new model will be evaluated formally in the next AS staff survey	Line managers	May 2019/2021 surveys	<p>Evaluate satisfaction levels via AS staff survey</p> <p>Improve satisfaction and view of equitable distribution of work (from 36% to 50% 2019; to 60% by 2021)</p>	<p>Staff culture survey results indicate that the HSK workload model has not improved staff perception of equitable work distribution, which decreased from 36% in 2017 to 30% in 2023 (Appendix 1, Q15.3). We no longer have access to the results of this question from the 2019 staff culture survey.</p> <p>Work is ongoing to develop an institution-wide workload model, with implementation planned for January 2025. This has been carried forward as a new action (7.1).</p>	

5.6.6	Revise online staff profiles for HSK AS web pages to reflect female and male role models	Produce further staff profiles with clear rationale for selection of profiles with relevance to AS principles	AS Champions	July 2020	Assess as part of overall awareness of AS pages through AS 2021 staff survey (as part of overall awareness rates, see Action 2.1)	This action was not progressed due to the introduction of university restrictions on marketing and communications. The School now has a dedicated AS SharePoint site, and this action will be amended to share the profiles on the SharePoint site (New Action 2.1).	
5.6.7	Continue to enhance gender balance in range of activities	Continue to ensure gender balance and role models in posters and other publicity materials Enhance visibility of men in female-dominated professions e.g. proportional balance of male and female speakers.	AIG	Ongoing	Analyse data from AIG annual report to EWIC (to include report on awareness and impact of publicity materials; diversity and gender balance of seminar speakers)	We have continued to enhance the visibility of men in posters, other publicity materials, and as speakers at events where possible. However, only 33% of respondents in the 2023 culture survey felt there were strong male role models in the School (Appendix 1, Q13.7). We have carried forward a new action (2.1) to create a series of profiles showcasing male role models from various disciplines within the School. These profiles will highlight their achievements, contributions, and personal stories, and will be featured in newsletters, the School's AS SharePoint site, and social media channels.	

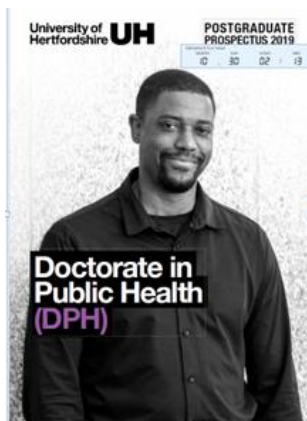
Green actions

We have incorporated many actions into our business through:

Demonstration of our commitment to embedding AS principles (Action 2.1) We held a two-week AS relaunch event (2021), with sessions on supporting and enabling widening participation students, the impact of disabilities on women's progression, and overcoming career barriers for women in academia. The programme was well evaluated, sessions recorded for access via SharePoint site.

Improving Trans awareness (Action 3.2) An example of further positive actions in this area is our work in designing and delivering simulation in adult nursing. All scenarios now include preferred pronouns for patients as standard practice. This initiative was inspired by feedback from one of our students, who has been instrumental in helping us design sessions that challenge assumptions about single-sex relationships, avoiding heteronormative assumptions with names. Their influence is transforming our practice and promoting a more equal and inclusive community for our LGBTQ+ students, including those with non-binary identities. We recognised the achievements of this student with a Dean's Award this year, and they have since been invited to join the Curriculum Review Group for Nursing.

Increased the ratio of male to female applications by 5% (Appendix 2, Table & Figure 11.1) (Action 4.1.2) For UG and PGT, implementation of targeted online marketing campaigns (examples below). Both male and female admission leads attend outreach events, appointed a male admissions lead for midwifery (underrepresented area for men), and recruit male and female ambassadors for every programme.



For PGR through leaflets, videos and promotion through the University website and Doctoral College (example shown left). We reviewed feedback from AS panel that we consider outreach to attract male PGR students. Following the introduction of a Doctorate in Public Health covering many of the disciplines that tend to attract more men, for example paramedic practice, this was not necessary.

There were no full-time male PGR students from 2014-19. This increased to 36.4% in 2020-21 and 41.7% in 2022-23

(Appendix 2, Figure 1.8). The proportion of part-time male PGR students also increased from 21% at the time of our last submission (2016-17) to 27.1% in 2018-19 (Appendix 2, Figure 1.9). In the last four years, this has decreased to 16% and we will continue to monitor this and consider outreach to our local Trusts (New Action 3.1).

We identified lower representation of BME applications for PGR studies and introduced two ring-fenced PhD places aimed at increasing BME representation. We currently do not have this data disaggregated by gender but recognise the importance of monitoring intersectional inequalities and include a new action (3.9) to disaggregate BME application data by gender to ensure that women are not experiencing intersectional inequalities.

Support for students (Action 4.1.4) We established the SASS team who support all students, particularly mature and/or widening participation students through 1:1 appointments, drop-in sessions and workshops, tutor led support and coaching. Networks established for overseas students, returning students, student parents and carers and neurodiversity. A zero-credit Canvas module supports PG students returning to study and social events are organised for international students. Midwifery sessions do not start before 09:30 to recognise childcare needs. There has been an increase in the percentage of students aged 40 or over on year of entry getting good degrees, from 67% in 2020/21 to 77% in 2022/23 (Appendix 2, Table 11.2).

Key Learning:

A clear owner and regular review of embedding AS actions enabled success (2.1).

Importance of working in partnership with students and being responsive to feedback (3.2).

Significance of targeted initiatives (4.1.2).

Aligning actions to School business plan allowed for appropriate resource. A further learning was that this action did not include a measure of impact (4.1.4).

Other green actions

Awarding gap (Action 4.1.5) Successful initiatives include the formation of the Black Student Empowerment Group (BSEG) in 2021, providing a platform for addressing issues affecting Black social work students; 93 students (86 F: 4 M) attended nine forums and gave positive feedback. Plans to extend the group to all HSK students in 2024 are in place. We also delivered workshops for staff on power and privilege. Indicator of success is a reduction in the awarding gap between White and BME students in the School from 25% in 2019/20 to 15% in 2021-22 (Table 11.3a). However, in 2022/23 the gap has increased and is greater in male students (39%) than female students (23%) (Appendix 2, Table 11.3b, Figure 11.3). Responsive actions include a keynote address to explore issues and potential solutions known in

the sector and specific challenges within the School. Actions to address this are included in the School business plan.

Academic staff development (Action 5.3) Support for academic staff is in place, with a dedicated group to assist staff transitioning from expert clinicians to novice academics. Workshops are provided to support learning and teaching practices, the L&T conference showcases excellence, staff development activities and workshops are funded, and staff are encouraged to use SMSA leave for writing publications or shadowing practice. External roles, such as examiners, assessors for professional bodies and involvement in committees and validation events, are also encouraged. 73.8% female academic staff and 100% males agreed their line manager was supportive of their career development (Staff culture survey 2023, Appendix 1, Q2.1), an improvement from 58.2% (2019, not disaggregated by sex or professional / academic staff but most respondents held academic positions).

Key Learning:

Being responsive to emerging needs – initiatives were developed in response to specific challenges that were not anticipated in the original action plan (5.3).

Actions removed or superseded

Due to restructure of administrative services, professional staff numbers radically changed, and the following could not progress, training and development opportunities (Action 5.4.1), and professional staff coaching sessions (Action 5.4.2).

We removed action 5.6.6 as a new marketing strategy superseded the School marketing plan. Instead, the school has a dedicated AS SharePoint site (see Action 5.6.7).

Red actions

Staff culture survey response rate (Action 3.1) In our previous action plan, we set target response rates at 60% in 2019 and 70% in 2021, based on historical response rates. However, we now recognize that these targets were not realistic because the previous response rates did not account for casual staff and visiting lecturers who were also invited to participate in the survey. Previous staff responses in HSK are summarised in Table 1.0 (Appendix 1).

Since 2016, the number of responses to the staff culture survey has declined, despite our actions to increase response rates, promoting the survey through email and the AS newsletter, reducing the length of the survey and reviewing the timing.

Barriers to completion include the length and timing, which coincided with other institutional surveys, possibly leading to fatigue among participants. Additionally, the survey tool only captured complete responses, contributing to the lower response rate. We will prioritise promotion of the staff culture survey and work with HODs to enhance response rate (New Action 1.12).

In 2021, the staff culture survey was not conducted due to Covid-19 and a reprioritisation of our activities. This affected many of our success measures that relied on survey results. Comparing the 2023 survey responses to those from 2019 was challenging because we stopped subscribing to the 2019 survey tool, leading to the loss of most responses beyond the initial 40. While we have retained access to a summary of most of the responses, disaggregating the data is not possible. To prevent similar issues in the future, survey data is now securely stored on a SharePoint site to ensure enhanced resilience and accessibility.

Supporting professional staff progression (Action 5.2.1) Promotions within the technical team, highlighting skill development, but further progress has been challenging due to reorganisation of our administrative staff. Staff culture survey (2023) highlights supporting professional staff progression is a priority area for the School. Among female professional staff respondents, only 36% feel there are adequate opportunities to take on new roles within their current position (Appendix 1, Q21.3), 46% feel their manager encourages them to take on new roles that enable career development (Appendix 1, Q21.4), and only 18% feel there are opportunities in the School for career development at their grade (Appendix 1, Q22). We have carried forward as new action (4.5).

New workload model (Action 5.6.5) At the time of our last submission, the School introduced a new workload database to provide a more nuanced allocation of activities. The staff culture survey results indicate this has not improved staff perception of equitable work distribution, which decreased from 36% in 2017 to 30% in 2023. Unfortunately, we no longer have access to the response to this question for the 2019 staff culture survey. Work is ongoing to develop an institution-wide workload model (New Action 7.1).

Amber actions

Although we have made progress, several actions are ongoing:

Gender balance – male PGR students (Action 4.1.1) Despite an increase in the ratio of male to female applications at PGR level, the proportion of male PGR students in 2021-22 was 19%. Although this mirrors applicant and staff profiles, this is below benchmark data of 32% (Appendix 2, Figure 1.1). Increasing the representation of male PGR students carried forward (New Action 3.1).

The AS panel (2018) noted a lower success rate for men than women in PGR applications to offers data (2013-2018: male success rate less than 30%, female success rate exceeding 50%). Male success rates have improved and surpassed women in 2017-18 and 2020-21 (Appendix 2, Table 11.4, Figure 11.4).

Good degrees (Action 4.1.3) Most of our programmes have a high number of good degrees (Appendix 2, Figure 2.1). Adult nursing exceeded the UH good degree threshold of 62% in 2022-23, with 68.4% of students getting good degrees (Appendix 2, Table 2.2). Despite an ongoing review of assessment practices as part of UH Continuous Enhancement Planning and production of bite-sized videos to help

students understand feedback terminology, we have three undergraduate BSc (Hons) programmes below the UH good degree threshold of 62%: Learning Disability Nursing (58.3%) (Appendix 2, Table 2.2), Radiotherapy and Oncology (58.5%), and Diagnostic Radiography and Imaging (54.3%) (Appendix 2, Table 2.7). We have included a new action (3.2) for targeted interventions.

In relation to previous actions around improving the criteria and process for academic promotion (5.1.3), mandatory UB training for new staff (5.3.1), supporting workload management for part-time staff (5.3.3), mentorship (5.3.5) and maternity support (5.5.1), we have made substantial improvements but will take forward into the new action plan, as follows:

Academic promotion

Action 5.1.3 - Developed clear criteria, templates and new guidance for academic promotion processes. 58% of academic staff feel that career development processes in the School are clear and transparent (Appendix 1, Q23), an increase from 40% (all staff) in 2019. New action (4.6) to promote applications for Associate Professorships, particularly in L&T and Enterprise, as target of three Associate Professorships each year was not achieved (Appendix 2, Table 9.1).

Action 5.3.5 – Mentoring uptake was low, and the scheme not run since the last AS application, as staff attended academic promotion workshops instead. However, in response to feedback from new staff attending drop-in sessions, the mentoring scheme will be re-ignited (New Action 4.9).

Training

Action 5.3.1 - By 2018-19, 64.3% of substantive staff had completed UB training, increasing to 80.5% by 2022-23 (Appendix 2, Tables 12.3a, 12.3b). Most of the staff who have not completed the training by 2022-23 are academic staff (78%) or staff who were hired before 2019 (56.4%). We are committed to ensuring that all staff employed before and up to 2019 complete the training (New Action 4.7).

Action 5.3.3 – Adopted hybrid approach to delivering training to offer in-person and online sessions as routine practice. Training data (Appendix 2, Figure 12.2) shows a low uptake for part-time male staff (38.9%) in 2022-23, compared to full-time male staff (80.5%) and part-time female staff (75%). We will continue to monitor this (New Action 4.8).

Support

Action 5.3.3 - Carers' Staff Development Fund (CSF) introduced to help staff attend training. Despite a successful pilot, no uptake in last four years, due to Covid-19 and lack of awareness. New action (4.8) to relaunch the CSF, ensuring that staff with caring responsibilities receive support to attend training. A priority for the School, as 100% of male and 94.4% of female staff reported having caring responsibilities for children and/or other adults (Appendix 1, Q44).

Action 5.5.1 – In 2022-23 maternity retention rate was 75% (6 out of 8 returning), improved from 71% in 2017-18. We have carried forward an action (5.3) to

systematically collect data from staff returning from maternity, paternity or adoption leave on their satisfaction with school support. Due to Covid-19, the peer support system was not established. We will consider this as a new action based on feedback from returning staff.

Culture

Progress was hampered by Covid-19 for actions relating to improving culture, but new actions are designed to evaluate email etiquette (5.6.1), monitoring of work-life balance (5.6.2) and wellbeing activities (5.6.3).

Worth noting is:

Action 5.6.1 – We revised email etiquette policies but did not meet the target of staff switching off emails in the evenings and weekends (58% in 2017 to 70% in 2021). No culture survey took place in 2021 and the question was omitted from 2023 survey. Partial progress has been made (2019 survey shows 65% respondents felt they could switch off). Additionally, there was an increase in agreement that the email etiquette policy positively affects email culture, from 40% in 2017 to 48% in 2023, although this remains significantly below our 60% target for 2021. The HSK email guidance was recently updated and re-launched (New Action 7.3).

Action 5.6.2 – The HSK Wellbeing Champions previously ran regular activities, which continued online throughout Covid. However, due to retirements, there are currently no Wellbeing Champions in post (New Action 1.11). Similarly, lunchtime activities (Action 5.6.3) will be reviewed to monitor attendance and feedback. Informal feedback has been positive but regular review is required (New Action 1.7).

In 2022, less HSK staff agreed (40%) they have a good work-life balance, compared to the UH average of 55% (Staff opinion survey). Improving work-life balance is in the HSK 2024-25 business plan, with a budget for wellbeing and team development activities (New Action 7.2)

Representation

Action 5.6.4 - Gender balance at committee level, closely reflects school profile (80% female, 20% male) except for EWIC (95% female), and SAC (91% female). Active encouragement for men to join EWIC will take place (New Action 2.5). Increasing male representation on SAC is challenging as membership is dependent on specific roles. Linked to this is new action (2.1) to increase the representation of male staff in senior roles. These targeted actions aim to achieve a more balanced gender representation across all School committees.

Action 5.6.7 - Enhancing the visibility of men in promotion materials and as speakers at key events continues with a showcasing of male role models from various disciplines within the School. We will address the 33% response to the question that there were strong male role models in the School (2023 culture survey) with (New Action 2.1).

Key Learning:

Some actions required an evaluation that we did not carry out, partly due to reprioritisation during Covid (5.5.1, 5.6.1, 5.6.3).

Many actions were assigned to committees and sub-groups, making tracking progress challenging (3.1, 5.1.3, 5.3.1, 5.3.3).

Monitoring of the action plan over its course was not as effective as needed (5.3.1, 5.6.2, 5.6.4), and we need to be more responsive when an action is not working (4.1.1, 4.1.3, 5.1.3).

Succession planning was not in place (5.6.2), and progress lost momentum due to staff changes (5.5.1, 5.6.3). Clear ownership of each action will ensure continuity and accountability.

Some actions should have been reviewed to ensure success measures are based on the expected impact from the action (as highlighted by the AS panel, 2018), (5.1.3).

We have improved our new action plan accordingly. We now have clear ownership for each action and a more robust monitoring system to ensure regular reviews and adjustments. This will help us be more responsive and ensure actions are not only completed but also lead to the desired outcomes.

2. Key priorities for future action plan

Please describe the department's key issues relating to gender equality and explain the key priorities for action.

Priority 1: Build a more inclusive and supportive culture for our staff and students.

"I am very happy and proud to work for UH."

(Female, Academic and Research Staff)

Overall, 60.4% of respondents feel that people care about them (Q39.5, Staff Culture survey), and 54.7% believe their contributions are valued within the School (Q15.9). However, less female academic and research respondents feel their contributions were valued (55.5% F: 66.6% M). Additionally, a lower percentage of female academic staff feel comfortable speaking up and expressing their opinions (Q19.6) compared to male staff (57.6% F: 77.8% M). We need to ensure equitable

recognition of contributions and create a supportive environment where all staff, regardless of gender, feel comfortable and encouraged to express their opinions.

New Action 1.1 – Investigate the specific factors contributing to the lower sense of value for female academic staff and the barriers to expressing their opinions.

In 2023, 35% of female staff with a disability (n=22) in HSK felt valued and recognised (Pulse survey) compared to 65% (66% F: 59% M) of all School respondents (n=185). In response, we will provide targeted support for female disabled staff.

New Action 1.2 – Provide targeted support and for female disabled staff, such as accessible CPD and mentorship.

In 2022, (Staff Opinion Survey) more females (90%) in the School agree they understand and support the University's values, compared to males (69%), suggesting female staff members are more aligned with and supportive of the University's values compared to male counterparts.

New Action 1.3 – Focus group to find out what support male staff in the school may need.

“The school lacks a true democratic style in its leadership. Many decisions are top down and often staff who are most affected by the decisions have little or no say in them.”

(Prefer not to say, Academic and Research Staff)

Qualitative feedback (Staff Culture survey) indicates leadership and decision-making processes need to be addressed, including communication, transparency, and consultation. Overall, 51.9% of staff agree (53.3% F: 60% M) School communications are clear and timely (Q15.8, Staff Culture survey). We need to explore why nearly half of the staff feel communication is not clear or timely.

New Action 1.4 – Improve the frequency and clarity of updates, ensuring that information is disseminated through multiple channels to reach all staff effectively.

Among academic and research staff, 66.7% of males believe decision-making in the School is transparent, compared to 34.6% of females (Q15.6). Additionally, more males (66.6%) than females (33.3%) report being consulted on key decisions in the School (Q15.7). We need to ensure that both male and female staff feel equally involved and informed.

New Action 1.5 – Implementing more inclusive consultation processes.

Females are less likely to view changes positively compared to males (Pulse survey, 2023). More males (38%) agree that when changes are made, they are usually for the better, compared to females (22%).

New Action 1.6 – Enhance gender inclusivity and equity within decision-making processes and communication practices, to increase positive female experience.

“Much more social time needed in HSK. Collegiality and sense of community needed”.

(Female, Academic and Research Staff)

Qualitative feedback indicates staff miss regular social events. Since the pandemic, there have been fewer social and networking events. Only 40.5% of staff agree events are held regularly (Q15.11). Additionally, 59.8% of women reported current or previous part-time working (Q9) and 13.9% felt this had impacted on their inclusion in school events (Q10).

New Action 1.7 – Organise regular social and networking events, incorporating hybrid or virtual options to accommodate all staff. Engage staff in the planning process to ensure these events meet their needs and preferences. Address inclusion challenges for part-time staff.

“Conversations about menopause have not really happened for me.”

(Female, Academic and Research Staff)

There are several networks available for staff; 46.7% received support to attend networking events (Q35) and 67% agreed these were beneficial (Q36). However, only 31.5% of females believe the School supports employees going through menopause (Q39.6), and just 23.9% agree the School provides adequate reasonable adjustments to effectively perform their jobs (Q39.7).

New Action 1.8 – Raise awareness of menopause support and provision of reasonable adjustments.

The AS Champion and UNICEF Baby Friendly Initiative endorsed representative audited breastfeeding facilities across the University and developed a plan to upgrade these amenities within the School. We aim to better support staff and student parents who require a private, safe, and comfortable space for breastfeeding, expressing, and storing breast milk.

New Action 1.9 – Upgrade breast feeding facilities in the School.

“I'm happy to express myself within my cohort and lecturers, but I'm hesitant to express myself within placement clinical settings regarding patients.”

(Female, UG Student)

“I have not faced these challenges at university; I have, however, experienced challenges while on placement.”

(Female, UG Student)

No staff or students identified as non-binary or transgender. However, qualitative feedback from the student survey indicates that students are hesitant to express their sexual orientation or identity whilst on placement. Our School has implemented a new reporting process to address student concerns, including potential bullying or discrimination on placement. Additionally, we have created a short video encouraging students to voice their concerns and providing guidance on accessing support and advice resources.

New Action 1.10 – Promote an inclusive culture within placement settings.

Given that we currently do not have any student members on EWIC, we conducted a short survey distributed to students through Representatives and promoted on social

media. The response rate was less than 1%, only 27 students (23 F: 4 M) participated. At the conclusion of the survey, we invited students to indicate their interest in joining EWIC but have not receive any expressions of interest. Instead, we will work closely with Representatives to advocate membership on EWIC and/or capture the student voice.

New Action 1.11 – Work closely with Representatives to advocate membership on EWIC and/or capture the student voice.

Our staff culture survey had a response rate of 24%. The lower-than-expected participation may be attributed to survey fatigue. Female academic staff contributed the highest number of responses: professional staff and male academic staff responses were comparatively low, reflecting the School's staff profile (Appendix 1, Table 1.1). Issues experienced were the low response rate, uneven distribution of responses and inability to analyse data by department to capture staff perspectives, making it difficult to assess staff perspectives. To help address some of these challenges, we utilised the Pulse survey (2023) data as it had a higher response rate.

New Action 1.12 – Increase response rate to School staff culture survey.

Priority 2: Enhance gender equality among staff.

In 2023, the School's gender mean pay gap is 4.7% (UH is 7.6%), the median is 0% (UH is 8.3%). The pay gap is influenced by the high number of female employees mirroring overall gender distribution in the health and social work sectors. Most School employees are female. Specifically, 79.6% of HSK academic staff are female, compared to the benchmark of 74.9% with the proportion slightly above the latest [HESA data](#) 2021-22 (Appendix 2, Figure 3.1).

“HSK need to attract more male staff in general and to senior positions.”

(Female, Academic and Research Staff)

In 2022-23, academic staff -

- Have a 20:80 gender split, favouring female staff.
- SL roles - proportion of men is slightly higher with a mean of 24.1% (ranging from 22.3% to 25.4%) over six years (Appendix 2, Figure 3.4).
- PL roles - lower proportion of men, with a mean of 14.5% (ranging from 10.6% to 22.4%) over the same period, (Appendix 2, Figure 3.5).
- AM level - notable decrease in the proportion of men due to retirements, dropping from 21.8% to 6.2% over the last six years (Appendix 2, Figure 3.6).

New Action 2.1 - To enhance male representation in PL positions and ensure a diverse pipeline for AM roles.

While there is recognition of the School's commitment to gender equality, a significant gendered perception gap regarding the visibility of male role models and representation in senior leadership roles remains.

In 2023 -

- 50% of males disagreed there are strong male role models within the School compared to 30.8% of females (Q13.7, staff culture survey).
- 77.7% of academic and research males agreed there are not enough men in senior roles compared to 29.6% of females (Q13.8).
- 57.5% of respondents recognise the School is committed to achieving gender balance in leadership positions (Q13.2)
- 65.7% of respondents agree School leadership actively supports gender equality (Q31.1).

New Action 2.2 – Encourage senior male staff members to mentor junior colleagues, providing guidance and support in career development.

“As nursing is a predominantly female-orientated profession, at times males are overlooked for managerial positions.”

(Male, Academic and Research Staff)

Over the past three years, the success rates for males applying for academic and research posts at UH Grades 06 - 08 show improvement across the School (UH06: 12% to 25.9%, UH07: 33.3% to 43.2%, UH08: 28.8% to 51.8%, Appendix 2, Figures 7.3 - 7.5). Despite positive trends, recruitment data from the same period reveals males are less likely to be appointed across almost all academic levels compared to females. This discrepancy is evident in application rates and successful recruitment rates data (variation ranges UH06 from -0.9% to -39.3%, UH07 from -21% to +9.5%, UH08 from -1.7% to -9.6%), highlighting the ongoing challenges in achieving academic gender balance despite the improved success rates for male applicants.

New Action 2.3 – Promote job openings through diverse channels and networks that appeal to male academics.

While the application pool is reasonably balanced, men are less likely to be shortlisted for AM positions (Appendix 2, Figure 7.2). We need to explore this issue and understand the barriers. Starting from July 2024, mandatory diverse interview panels will be in place at Herts, and panels required to complete unconscious bias training.

New Action 2.4 – Review the shortlisting process to assess male applications and understand why they are not shortlisted.

We encourage more male staff to join School committees, specifically SAC and EWIC, whilst recognising that this may be challenging due to low male interest in being more active on committees (academic staff, F 22.2%: M 0%. Q11). Lack of committee membership may be a factor impacting on shortlisting male staff for AM roles.

New Action 2.5 – Engage male staff in discussions around committee membership and barriers that may discourage participation.

Priority 3: Enhance gender equality among students.

The pipeline from UG to postgraduate programmes shows a consistent trend (Appendix 2, Figure 1.1). The proportion of male students in HSK is similar to recent [HESA data](#) at UG and PGT levels. Among UG students, 18.6% are male in HSK, which is 1.4% lower than the benchmark. The proportion of male PGT students in HSK is 23.4%, slightly above the benchmark by 1.4%. The most significant disparity is observed among PGR students, with 19.3% being male in HSK, compared to the benchmark of 34.2%.

New Action 3.1 – Increase representation of male PGR students.

In 2021-22, HSK UG students achieved a higher proportion of good degree qualifications (First or 2:1) compared to the latest [HESA data](#) for both genders (Appendix 2, Figure 2.1). Specifically, 83% of female students attained good degrees, compared to 75.9% nationally; 78.9% of male students, compared to 74.1% nationally. Herts considers the range for the proportion of good degrees to be between 62% and 85% (as indicated by the trend lines in Figures 2.1 – 2.12).

In 2022-23, AMS observed gender-based disparities in the awarding of good degrees (Appendix 2, Figure 2.7), largely attributed to a significant gender gap of 24% favouring female students, with 61.8% of female students achieving a 'good degree' compared to 38% of male students in the BSc (Hons) Diagnostic

Radiography and Imaging programme (Appendix 2, Figure 2.8). Over the last six years, this data has shown high variability, but this gap has increased since 2021-22.

New Action 3.2 – Achieve parity in the percentage of good degrees awarded to male UG students with that of female students in the BSc (Hons) Diagnostic Radiography and Imaging programme.

HSK scored above the sector average in all seven categories of the NSS and at or above the subject sector top quartile for six categories (2022-23). However, the BSc (Hons) Paramedic Science programme scored below the sector average in three categories: Assessment and Feedback, Learning Resources, and Student Voice. Similarly, the BSc (Hons) Diagnostic Radiography and Imaging programme scored below the sector average in three categories: Academic Support, Learning Resources, and Student Voice. Responsive actions introduced include using terminology with students that is consistent with NSS terms and providing administrative support on the Paramedic Science programme to enhance consistency across module sites.

New Action 3.3 – Review 2024 NSS results to identify impact of interventions in these programmes.

In HSK 2022-23:

- The overall UG non-continuation rates were better than the overall rates for UH (Appendix 2, Table 11.5a).
- The UG non-continuation rate for year 1 to 2 is higher for female students (17%), compared to male students (14%), and is even lower for Black male students (12%).
- From year 2 to 3, the non-continuation rate is lower for female students (8%), compared to male students (11%) and for Black male students (12%).

We need to explore why non-continuation is higher for female students transitioning from year 1 to 2 (Appendix 2, Table 11.5b).

New Action 3.4 - Investigate trends and issues for first year female students' non-continuation rates.

HSK has mature and/or widening participation students (67% of UG) with commuting, financial and childcare challenges. Withdrawal reasons (Appendix 2, Tables 11.6a and 11.6b) among home UG students:

- Transitioning from year 1 to 2 were predominantly personal (39%), followed by failure (26%).
- Progressing from year 2 to 3, failure (42%) was the primary reason, followed by personal reasons (26.7%).

Qualitative feedback (NSS, 2023) offers some insight into issues that students struggle with. In response to placement challenges around shift working and travel requirements, targeted recruitment of Radiography students residing closer to placement providers and Trusts piloting flexible working options for Nursing students, are in place. Feedback also indicates that a five-day timetable on campus presents challenges to students due to travel and childcare. A three-day timetable is being trialled in NHW.

New Action 3.5 – Targeted support for students to reduce withdrawals and improve continuation.

Unfortunately, adverse placement issues have been experienced by Black and Asian students and the School continues to build a community where students feel able to report issues and issues are escalated to the Trust.

New Action 3.6 - Appoint freedom to Speak up Guardian to help students feel more able to report issues.

Student Well-being Services offer support for students with disabilities, mental health and long-term health conditions, and access to a 24/7 helpline. In 2022-23 there were 203 (171 F: 16 M: 16 not-disclosed) HSK student self-referrals to counselling and mental health services (Appendix 2, Figure 11.7). The proportion of male students accessing support (7.9%) compared to females (84%) does not reflect the school gender profile suggesting that our male students are not accessing support.

New Action 3.7 – Establish male peer support initiatives and improve access to wellbeing Services.

In 2023:

A significant increase in the proportion of PGT commendations and distinctions combined from 2017-18 to 2022-23, rising from 79.8% to 95.1% for females and from 63.2% to 95.9% for males. A marked improvement in the overall quality of degrees awarded and demonstrates significant progress in closing the gender gap.

- In NHW (Appendix 2, Figure 2.15) the proportion of PGT male students achieving a distinction (72.6%) was greater compared to females (54.8%). At programme level (Appendix 2, Figures 2.16 - 2.17), the distinction awards gap

is 14% in MSc Adult Nursing, (69% M: 54.7% F) and 12% in MSc Mental Health Nursing (83.9% M: 71.7% F).

- In AMS (Appendix 2, Figure 2.18) the proportion of PGT female students achieving a distinction (45.8%) was greater compared to males (36%). At programme level, (Appendix 2, Figure 2.19), the distinction awards gap is 17.9% in MSc Social Work (47.9% F: 30% M).
- Many programmes across the School have small cohort sizes (fewer than 20 students), which makes it difficult to identify clear patterns.

New Action 3.9 – Reduce gender awarding gap for male and female students in PGT programmes where this is identified.

Priority 4: Enhance career development and progression opportunities.

34 respondents reported joining the School in the last 3 years (Q2) and 47% of these had discussions about career development opportunities during the recruitment and induction process. Half of these discussions were initiated by the line manager; and half were initiated by the new staff members themselves (Q4).

New Action 4.1 – Strengthen career development discussions during recruitment and induction.

“I think there are many opportunities for people to consider taking on in the school”.

(Female, Academic and Research Staff)

Overall, 71.4% of respondents agree their line manager is supportive of their career development (Q21.1). However, fewer females feel supported (70.4%) compared to males (100%). Agreement that useful feedback on career development is received through the appraisal process (Q27) has improved from 45% (2019) to 50%. Among academic and research staff, agreement was lower for females (55.6%) than for males (62.5%).

New Action 4.2 – Support managers to provide consistent, effective career development support and feedback to all staff, regardless of gender.

Promotion data (measured by grade change, Appendix 2, Figure 9.1) shows no men were promoted in 2020 and in other years, the proportion of male promotion is significantly smaller compared to female promotions. Among academic and research staff, men also perceive the process (Q21.2) as being less fair (44.4%) compared to women (53.8%).

New Action 4.3 – Investigate lower success rate for men to understand the reasons for this.

More male academic staff agree (77.7%) they receive support from their manager to apply for promotion (Q30.3), compared to females (40.7%). Additionally, more men agree (66.6%) they received useful feedback when applying for promotion (Q30.4) compared to women (28.4%). Despite this, agreement that all genders have equal opportunities for career advancement within the School (Q13.4) is lower for men (60%) compared to women (76.1%).

New Action 4.4 - Improve promotion support and feedback for all genders.

Priority 5: Improve work-life balance.

“My compressed hours have helped to manage my work life balance more effectively.”

(Female, Academic and Research Staff)

“Flexibility helps to allow me time to develop when things are less busy.”

(Female, Academic and Research Staff)

“Working flexibly has enabled me to fulfil my external QA reviewer role.”

(Female, Academic and Research Staff)

“I work away from the office 2 days a week and on campus 3 days under flexible location principles.”

(Female, Academic and Research Staff)

Herts offers a range of flexible working options and has benefited both male and female staff:

- 83.1% (81.6% F: 90% M) agree the School supports flexible working arrangements (Q15.2)

- 78.6% (79.8% F: 80% M) have a formal or informal arrangement for home working (Q16.8)
- 64.4% (65.9% F: 50% M) indicated flexibility had a positive effect on their work/life balance (Q18).

However, only 58% of respondents reported that flexible working was discussed during their induction, suggesting a need for improvement in this area (Q5).

New Action 5.1 – Ensure all new staff are aware of flexible working policy and flexible location principles.

In 2023,

- 100% male and 94.4% female respondents reported having caring responsibilities (Q44).
- Moderate agreement (49.1% agree, 11.3% disagree, 39.6% neutral or unsure) that the School supports all types of carer's leave (Q15.5).
- Slightly lower agreement (44.4% agree, 17.9% disagree, 37.7% neutral or unsure) that timing of School or Department meetings considers those with caring responsibilities (Q15.4).
- Various flexible working arrangements were reported (Q16): 10.5% have agreements for reduced hours, 8.4% job-share, 6.4% compressed hours, 2.2% term-time only, 25% flexitime, 78.6% home-working, and 12.7% staggered hours.

These findings illustrate the varied support and arrangements available to staff balancing work and caring responsibilities within the School.

New Action 5.2 – To improve support for staff with caring responsibilities, with specific consideration of gender, to understand barriers and support needs.

Priority 6 - Improve the management of bullying and harassment.

“I have been aware and a victim of bullying many years ago and did not feel comfortable speaking out. The culture of the department has changed thanks to new management, and I do now feel quite comfortable that I could report it. I also feel it is less likely to happen now.”

(Male, Academic and Research Staff)

Over five years, there have been no formal cases of bullying and harassment, with only one informal case managed during this period. However, the culture survey (2023) identified 14.6% of respondents experiencing bullying or harassment (Q19.1), and 19.2% witnessing it (Q19.2). There are no significant differences for men or women, but it is critical to build a culture where it is safe to speak-up.

New Action 6.1 - Build a culture where it is safe to speak-up.

Survey results indicate a low level of agreement among staff regarding satisfaction with how bullying and harassment are addressed in the School (Q19.5). Specifically, 29.6% agree, 17.1% disagree, 51.4% are neutral or unsure, and 1.9% prefer not to say. There is a need for further improvement in addressing issues related to bullying and harassment.

New Action 6.2 - Promote a safe, inclusive, and supportive environment within the School.

Active Bystander training was introduced in 2021 and participation has increased this year (Appendix 2, Table 12.4). The Interim Dean regularly hosts forums where staff are encouraged to raise issues. Additionally, Herts has Dignity & Respect advisors available for impartial advice and HR conducted a session clarifying bullying and harassment processes and how to seek support.

These initiatives positively impacted the overall awareness and confidence levels observed in the culture survey (2023). Specifically, 71.4% of respondents (68.1% F: 100% M) know how to report bullying and harassment (Q19.3), and 63.8% (61.6% F: 90% M) are confident in reporting bullying or harassment (Q19.4).

New Action 6.3 - Enhance support mechanisms and address barriers that could affect willingness to report incidents, particularly for female staff.

Priority 7: Enhance workload manageability, reduce disparities in workload satisfaction and support staff well-being.

In 2023,

- 41.5% of respondents agree their current workload is manageable (Q39.1).
- Among academic and research staff:
 - Agreement is lower among females (35.8%) compared to males (55.6%),
 - Disagreement was higher among females (46.9%) compared to males (33.3%).
 - Only 30.8% of females and 22.2% males agree that workloads in the School are allocated fairly (Q15.3).

Work is ongoing to develop an institution-wide workload model, with implementation planned for January 2025.

New Action 7.1 - Ensure equitable workload allocation practices that consider diverse roles and responsibilities.

"I have amazing colleagues who look out for each other and regularly check in with me. We have supported each other through difficult days and celebrated together on great days."

(Female, Academic and Research Staff)

"My line manager is really supportive of my wellbeing."

(Female, Academic and Research Staff)

Most respondents feel that their mental health and/or wellbeing are supported in the School (Q39.2, Staff culture survey).

- 46.7% agree, 34.9% are neutral or unsure, and only 18.1% disagreed.
- 80.2% know where to seek support for mental health and/or wellbeing at work (Q39.3), with high agreement among both male and female staff.
- Females feel less confident (56.5%) asking for support (Q39.4) than males (80%).

There is now a budget for staff wellbeing and team development activities. The Wellbeing Plan has recently been updated and is currently being launched. This is now a key focus of the School's 2024-25 business plan.

New Action 7.2 - Enhance mental health and wellbeing support across the School.

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

HSK Future Action Plan 2024-2029

Priority	Action Point	Objective and Rationale	Actions	Timescale	Accountable Individual(s) Responsible Individual(s)	Measure(s) of Success
	1	Build a more inclusive and supportive culture for our staff and students.				
Medium-term goal	1.1	Investigate the specific factors contributing to the lower sense of value for female academic and research staff (55.5% F: 66.6% M) and the barriers to expressing their opinions (57.6% F: 77.8% M).	<p>Conduct focus groups with female academic staff.</p> <p>Develop an action plan based on focus group findings to provide targeted support.</p>	<p>March 25 – Sep 25</p> <p>Sep 25 – Sep 26</p>	<p>HODs HR Business Partner</p> <p>HODs HR Business Partner</p>	Increase agreement among female academic staff in feeling valued to 65% and feeling comfortable expressing opinions to 75% by 2027 (Staff Culture Survey, 2027).
Short-term goal	1.2	Provide targeted support for female disabled staff as only 35% of female staff with a disability (n=22) feel valued and recognised compared to all School respondents (66% F: 59% M).	<p>Offer CPD such as leadership training and mentorship specifically for female disabled staff.</p> <p>Encourage managers to attend training – disability awareness / disability confident managers – annually through appraisal, one to one conversations and promotion of training at bi-monthly departmental meetings.</p>	<p>Jan 25 – Sep 25</p> <p>Jan 25 - Sep 25</p>	<p>Professional Leads / Line Managers</p> <p>HODs HR Business Partner</p>	Increase agreement among female disabled staff with feeling valued and recognised to 50% (Pulse Survey 2025) and 60% (2027).
Medium-term goal	1.3	Find out what support male staff in the school may need, as understanding and support of UH values is lower for male staff (69%) than female staff (90%) in HSK (Staff Opinion Survey, 2022).	<p>Conduct focus groups with male staff to identify barriers to alignment with UH values.</p> <p>Develop an action plan based on focus group findings to provide targeted support.</p> <p>Promote the Men's Health and Well-being Network to engage male staff further.</p>	<p>March 25 – July 25</p> <p>July 25 – Dec 25</p> <p>Jan 25 – July 25</p>	<p>HODs HR Business Partner</p> <p>Professional Leads / Line Managers</p> <p>AS Champions</p>	Increase agreement in male staff with understanding and supporting the UH values to 80% by Dec 26 (Staff Opinion Survey 2026).

Short-term goal	1.4	Improve the frequency and clarity of updates, ensuring that information is disseminated through multiple channels to reach all staff effectively as nearly half of respondents (51.9%) feel that communication is not clear or timely (53.3% F: 60% M, Staff Culture survey 2023).	Continue School-wide updates with monthly newsletter from Dean of School. Improve clarity and timeliness of communication by running regular staff Q&A sessions with the Dean and staff forums every semester. Ensure HODs and Professional Leads hold regular staff meetings/ forums/ updates in which to disseminate information.	Jan 25 and then monthly Jan 25 and then bi-monthly Jan 25	Dean of School Dean of School HODs Professional Leads / Line Managers	Increase agreement that communication is timely and clear to 60% (Staff Culture Survey, 2025) and 70% (2027).
	1.5	Implementation of more inclusive consultation processes across the school. We need to ensure that both male and female staff feel equally involved and informed. Less female (34.6%) academic and research staff believe decision-making in the School is transparent compared to males (66.7%, Staff culture survey, 2023) Less female (33.3%) academic and research staff report being consulted on key decisions in the School compared to males (66.6%).	Ensure consultation discussions with staff are held in a timely way with opportunity for discussion and questions. Recording of consultation meetings to be mandatory, so staff unable to attend can listen to discussions to ensure women who work part-time are not excluded.	Jan 25 – Dec 25 Jan 25 – Dec 25	Dean of School HODs Professional Leads / Line Managers Dean of School	Increase agreement in female academic and research staff that decision making in the School is transparent to 50% (Staff culture survey 2025) and 65% (2027). Increase agreement in female academic and research staff that they are consulted on key decisions in the School to 50% (Staff culture survey 2025) and 65% (2027).
	1.6	Enhance gender inclusivity and equity within decision-making processes and communication practices, to increase positive female experience as low agreement that when changes are	Include staff feedback as a standing item on departmental and leadership meeting agendas. Highlight key themes or recurring issues that need addressing at a strategic level.	Jan 25 – July 25	HODs Professional Leads / Line Managers	Increase agreement that when changes are made, they are usually for the better to 40% (Pulse survey, 2025)

		made, they are usually for the better (F 22%, M 38%, Pulse survey, 2023).				and 50% (2027) and 60% (2029).
Medium-term goal	1.7	<p>Organise regular social and networking events, incorporating hybrid or virtual options to accommodate all staff. Engage staff in the planning process to ensure these events meet their needs and preferences. Only 40.5% of staff agree events are held regularly (Staff culture survey, 2023)</p> <p>Address inclusion challenges for part-time staff, 13.9% of women who work part-time felt this had impacted on their inclusion in school events (Staff culture survey, 2023)</p> <p>Monitor attendance and feedback. Informal feedback has been positive but regular review is required (carried forward from previous action plan: 5.6.3)</p>	<p>Encourage each team to have a social lead to coordinate department-specific events.</p> <p>Engage staff in planning events to ensure they meet diverse needs.</p> <p>Organise a School-wide social event every semester to encourage cross department networking.</p> <p>Monitor attendance and collect feedback. Review feedback / evaluation from staff attending events and adapt future events based on the insights.</p>	<p>Jan 25 – July 25</p> <p>July 25 – Dec 25</p> <p>Sep 25 – Dec 26</p> <p>Sep 25 – Dec 26</p>	<p>HODs</p> <p>Professional Leads / Line Managers</p> <p>Dean of School Professional Leads / Line Managers</p> <p>SMT</p>	<p>Increase agreement that events are held regularly to 50% (staff culture survey, 2027) and 60% (2029).</p> <p>Ensure equal participation of part-time and full-time staff by Dec 26</p>
Medium-term goal	1.8	Raise awareness of menopause support and provision of reasonable adjustments. Few female staff (31.5%) feel supported going through the menopause and that the School provides adequate reasonable adjustments (23.9%).	<p>Invite Menopause Network to talk to the school to ensure all female staff are aware of this supportive group. Monitor attendance and record the session to make it accessible to those unable to attend.</p> <p>Ensure all Line Managers engage with the session to improve understanding and enable greater level of support to female staff (menopause age). Monitor attendance</p>	<p>July 25 – Dec 25</p> <p>July 25 – Dec 25</p>	<p>AS Champions</p> <p>HODs</p>	<p>Increase agreement that female staff feel supported to 45% (Staff culture survey, 2027) and 55% (2029).</p> <p>Increase agreement that the School provides reasonable adjustments to 35% (Staff</p>

			and record the session to make it accessible to those unable to attend. Ensure line managers are aware of any reasonable adjustments that might be necessary.	July 25 – Dec 25	HODs HR Business Partner	culture survey, 2027) and 45% (2029)
Long-term goal	1.9	Upgrade breast feeding facilities in the school, demonstrating support to staff returning from maternity leave, as well as any breast-feeding students. This will provide an equitable experience for staff and students.	Provision of upgraded facilities for breast-feeding for staff and students.	July 26 – Dec 26	Baby Friendly Initiative endorsed representative	Feedback from staff and students using the facilities shows staff are satisfied with the upgraded facilities (>80%) and this has improved their return to work / study by Dec-27. An increase in the percentage of staff returning to work post-maternity leave, compared to pre-upgrade rates, by Dec 27.
			Collect feedback from staff and students using the facilities on their experience and how this has improved their return to work / study.	Dec 26 – July 27	AS Champions	
			Monitor number of staff returning to work following maternity leave to identify any positive impact of these upgraded facilities.	Jan 25 – July 27	HR Business Partner	
Short-term goal	1.10	Promote an inclusive culture within placement settings. Students are hesitant to express their sexual orientation or identity whilst on placement (Student survey, 2024 – qualitative feedback).	Review guidance provided.	March 25 – Sep 25	ADQAPE	Increased positive inclusivity in all HSK placement areas (Student survey, 2026 and 2028).
			Promote the video encouraging students to voice their concerns and providing guidance on accessing support and advice resources.	March 25 – Sep 25	Programme Leaders	
			Evaluate new reporting process for placement concerns.	Sep 25 – Dec 25	ADQAPE	
			Promote the use of pronouns on email Signatures.	Jan 25 - on-going	Practice Placement Lead	
			Raise staff awareness of Allies workshops by circulating opportunities across the	Jan 25 – March 25	AS Champions	

			<p>School in the AS newsletter and email reminders.</p> <p>Evaluate & collate student feedback from individual placements and ensure timely discussion with practice partners in relation to any raised concerns.</p>	Sep 25 - Dec 26	Practice Placement Teams	
Short-term goal	1.11	Review EWIC Membership as we have no student members, no Wellbeing Champion in post and academic & research staff and men are under-represented.	<p>Work closely with representatives to advocate student membership on EWIC and explore other opportunities that would enable students to feed into EWIC with their views.</p> <p>Recruit School Wellbeing Champion and invite them to join EWIC.</p> <p>Invite expressions of interest from academic & research staff / male staff to join EWIC.</p>	<p>Jan 25 – March 25</p> <p>Jan 25 – March 25</p> <p>Jan 25 – March 25</p>	<p>ADLTSE</p> <p>Chair EWIC</p> <p>Chair EWIC</p>	Achieve diverse EWIC membership reflecting School demographics by July 25.
Short-term goal	1.12	Increase response rate to School staff culture survey to assess perspectives of all staff as response rate was low (24%) in 2023.	<p>Work with HODs to promote AS staff culture survey 2025 and 2027. Request that the survey is promoted in team meetings / away days.</p> <p>Encourage VLs who work 50 or more hours annually to, to complete survey.</p> <p>Adopt the AS culture survey questions for future surveys, reducing the length of the survey but ensuring that we can evaluate actions.</p>	<p>March 25 – Sep 25</p> <p>Sep 25 – Dec 25</p> <p>March 25 – Sep 25</p>	<p>Chair EWIC HR Business Partner</p> <p>Professional Leads / Line Managers</p> <p>Chair EWIC AS Champions</p>	Increased response rate to 50% in 2025 and 70% in 2027.

			Extend survey window to 4 weeks to ensure staff have enough time to complete the survey.	Dec 25 – March 26	Chair EWIC AS Champions	
Short-term goal	1.13	Recognise and reward staff and students who uphold the charter principles.	Introduce an Athena SWAN category for staff and students in the HSK Dean's Awards.	Jan 25 – March 25	Dean of School AS Champions	Launch the award by the 24/25 academic year and maintain annual participation.
	2	Enhance gender equality among staff.				
Short-term goal	2.1	<p>Enhance male representation in PL positions and ensure a diverse pipeline for AM roles.</p> <p>PL roles - lower proportion of men, with a mean of 14.5% (ranging from 10.6% to 22.4%) over the last six years.</p> <p>AM level - notable decrease in the proportion of men due to retirements, dropping from 21.8% to 6.2% over the last six years.</p>	<p>Highlight achievements of male role models in newsletters and on social media.</p> <p>Provide tailored professional development, leadership training and mentoring programs, to support male staff in their career progression.</p> <p>Include positive action statements in Job Adverts.</p>	<p>Jan 25 – July 27</p> <p>Jan 25 – July 27</p> <p>Jan 25 – July 27</p>	<p>AS Champions HODs Professional Leads / Line Managers</p> <p>HODs Professional Leads / Line Managers Male staff</p> <p>HODs Professional Leads / Line Managers HR Business Partner</p>	<p>Increase in the proportion of male staff in PL roles from 14.5% to 20% by end of 2026-27.</p> <p>Review data and set new targets for males in PL roles and if pipeline has improved also AM roles, by end of 2026-27.</p>
Medium-term goal	2.2	<p>Encourage senior male staff members to mentor junior colleagues, providing guidance and support in career development.</p> <p>More men disagree (50%) there are strong male role models within the School compared to females (30.8%, Staff culture survey, 2023)</p>	<p>Pair junior male staff with senior male mentors as part of the School mentorship scheme</p> <p>Ensure line managers discuss mentoring opportunities during appraisals.</p>	<p>March 25 - ongoing</p> <p>March 25 – ongoing</p>	<p>AS Champions</p> <p>HODs Line Managers</p>	<p>In male staff reduce disagreement that there are strong role male models in the School to 30% (Staff culture survey 2027)</p> <p>In male staff, reduce agreement that there are not enough men in senior roles</p>

		More academic and research males (77.7%) agreed there are not enough men in senior roles compared to females (29.6%, Staff culture survey, 2023)				to 60% (Staff culture survey 2027) and 50% (2029)
Short-term goal	2.3	Promote external job openings through diverse channels and networks that appeal to male academics, to encourage application.	Review advertising mediums to ensure job postings reach diverse channels.	Jan 25 – Dec 25	HR Business Partner HODs Line Managers	Increase male applications for academic posts by 15% by Sep 26.
		Despite positive trends, recruitment data reveals males are less likely to be appointed across almost all academic levels compared to females.	Include targeted language in job adverts to attract male candidates.	Jan 25 – Dec 25	HR Business Partner HODs Line Managers	
Short-term goal	2.4	Review the shortlisting process to assess if applications from male candidates not shortlisted meet the role specifications.	Collect and analyse data on shortlisting outcomes for male candidates.	Jan 25 – June 25	HR Business Partner Line Managers	Ensure male applicants meeting role specifications are shortlisted at equal rates as females by Jan 26.
		While the application pool is reasonably balanced, men are less likely to be shortlisted for AM positions	Provide guidance for recruiting managers on conducting anonymous and objective shortlisting.	July 25 – Dec 2025	HR Business Partner Line Managers	
			Audit shortlisting and recruitment panels to ensure diversity.	July 25 – Dec 2025	HR Business Partner	
Medium-term goal	2.5	Engage with male staff members, to discuss the value of their perspectives and contributions on committees.	Organise focus groups with male staff members to understand the barriers to committee participation.	March 25 – July 25	AS Champions	Increase male representation on committees to reflect School gender profile (80/20) by 2026.
		Address any concerns or barriers that may discourage participation. Low male interest in being more active on committees (academic staff, F	Promote the Men's Health and Well-being Network in newsletters, induction and School forums to encourage male engagement.	Jan 25 – Dec 25	AS Champions	

		22.2%: M 0%, Staff culture survey, 2023). Currently, EWIC is 95% female, and SAC is 91% female.	Discussions with male staff linked to Appraisals & Action Plans.		Line Managers	
	3	Enhance gender equality among students.				
Short-term goal	3.1	Increase representation of male PGR students which is 19.3% in HSK compared to the national benchmark of 34.2% in 2021-22. (carried forward from previous action plan: 4.1.1)	Promote PGR programmes to PGT male students. Highlight male student success stories on social media and in marketing materials. Market to male senior managers within the NHS and private sector, highlighting the opportunity to research within chosen field.	March 25 – June 26 March 25 – June 26 March 25 – June 26	Programme Leaders ADTLSE Admissions teams AD research/Dir & Asst Dir CRIPACC	Increase the proportion of male students enrolled in PGR programmes to 30% by the 2028/2029 academic year, aiming to recruit an additional 10 male research students.
Medium-term goal	3.2	Targeted interventions in BSc (Hons) programmes below the UH good degree threshold of 62%: Learning Disability Nursing (58.3%), Radiotherapy and Oncology (58.5%), and Diagnostic Radiography and Imaging (54.3%). Achieve parity in the percentage of good degrees awarded to male UG students with that of female students in the BSc (Hons) Diagnostic Radiography and Imaging programme where there is a 24% gap favouring female students, (61.8% F: 38% M achieve a good degree).	Improve consistency of personal tutoring across all programmes, using RAG system to highlight those students who need increased support. Provide targeted academic skills support to students on programmes below the threshold. Share best practices from other programmes. Short questionnaire to explore what support male BSc (Hons) Diagnostic Radiography and Imaging students need.	Jan 25 – Dec 26 Jan 25 – Dec 26 March 25 – Dec 25 March 25 – Dec 25	ADTLSE SSAS Programme leaders Programme Leaders	BSc (Hons) programmes Learning Disability Nursing, Radiotherapy and Oncology and Diagnostic Radiography and Imaging to be within the UH good degree threshold by Dec 26 BSc (Hons) Diagnostic Radiography and Imaging – improvement of good degrees for male students in line with the university average by Dec 26

Medium-term goal	3.3	<p>Evaluate success of responsive actions in programmes where score was below the sector average (NSS, 2024): BSc (Hons) Paramedic Science programme (Assessment and Feedback, Learning Resources, and Student Voice).</p> <p>BSc (Hons) Diagnostic Radiography and Imaging (Academic Support, Learning Resources, and Student Voice)</p>	Responsive actions introduced include using terminology with students that is consistent with NSS terms and continuing to provide administrative support on the Paramedic Science programme to enhance consistency across module sites.	March 25 – Dec 25	<p>Programme leaders Field Tutors Professional Leads</p>	<p>Review 2024-25 NSS results to identify impact of interventions in these programmes. Score to be above sector average in these categories.</p> <p>Identify future actions for on-going development.</p>
Medium-term goal	3.4	<p>Investigate trends and issues for first year female students' non-continuation rates.</p> <p>In 2022-23 non-continuation rates in HSK are better than the overall rates for UH but we need to explore why non-continuation is slightly higher for female students transitioning from year 1 to 2 in HSK.</p> <p>The UG non-continuation rate for year 1 to 2 is higher for female students (17%), compared to male students (14%), and is even lower for Black male students (12%).</p>	<p>Review annual non-continuation data to identify gender disparities and trends.</p> <p>Develop interventions based on identified barriers (linked to Action 3.5).</p>	<p>March 25 then annually</p> <p>Sep 25 – Dec 26</p>	<p>ADLTSE</p> <p>Programme Leaders Clinical Placement Teams Year Tutors Personal Tutors</p>	<p>Maintain non-continuation rates below UH average with minimal gap for students with intersecting identities by Dec 27.</p>
Medium-term goal	3.5	<p>Targeted support for students to reduce withdrawals and improve continuation.</p> <p>Linked to action 3.4</p>	<p>Trial a three-day timetable for NHW students to support work-life balance.</p> <p>Pilot an attrition tool in Midwifery</p>	<p>Jan 25 – Sep 25</p> <p>Jan 25 – Sep 25</p>	<p>HSK Timetablers</p> <p>Midwifery Professional Lead</p>	<p>Maintain non-continuation rates below UH average with minimal gap for students with</p>

			Expand the Black Student Empowerment Group (BSEG) across the School.	Jan 25 – Sep 25	BSEG Lead	intersecting identities by Dec 27.
			Pilot the Blute App with second year Midwifery, Adult Nursing and Therapeutic Radiography students to enable students to report placement issues promptly in real time, rather than at the end of a placement.	Jan 25 – Sep 25	ADAQPE Professional Leads Programme Leaders Placement teams	
Short-term goal	3.6	Appoint freedom to Speak up Guardian to help students feel more able to report issues, as BME students are reporting more adverse experiences on placement.	Appointment of 0.5WTE Freedom to Speak Up Guardian.	Jan-25 – Dec 25	Dean of School	Reduce placement issues for BME students by agreed reduction target by Dec 27.
			Collect baseline data on placement-related issues by gender and ethnicity.	Jan 25 – Dec 25	ADQAPE	
			Set appropriate reduction targets for female BME and male BME students based on baseline data.	Jan 26 – Dec 26	ADQAPE	
Medium-term goal	3.7	Establish male peer support initiatives and improve access to wellbeing services. The proportion of male students accessing support (7.9%) compared to females (84%) does not reflect the school gender profile suggesting that our male students are not accessing support.	Establish male peer support group to support students.	Jan 25 – Dec 26	ADLTSE	The proportion of male students accessing support to reflect the UG gender profile (20%) by Dec 26
			Organise male student socials as part of induction.	Jan 25 – Dec 26	ADLTSE	
			Focus group to explore why male students are not accessing well-being services.	Jan 25 – Dec 25	HODs Office of Dean of Students	
			Trial of ShinyMinds app to support Students' well-being in Nursing.	Jan 25 – Dec 25	ADLTSE	
Medium-term goal	3.8		Improve consistency of personal tutoring across all programmes, using RAG system	Jan 25 – Dec 26	ADTLSE	MSc Adult / Mental Health Nursing - Increase the

		<p>Reduce gender awarding gap for male and female students in PGT programmes where this is identified.</p> <p>Distinction awards gap is 14% in MSc Adult Nursing, (69% M: 54.7% F) and 12% in MSc Mental Health Nursing (83.9% M: 71.7% F).</p> <p>The distinction awards gap is 17.9% in MSc Social Work (47.9% F: 30% M).</p>	<p>to highlight those students who need increased support.</p> <p>Provide targeted academic skills workshops for female Nursing and male Social Work students.</p> <p>Share best practices from successful programmes.</p> <p>Short questionnaire to explore what support female students in nursing and Male Social Works students need.</p>	<p>Jan 25 – Dec 26</p> <p>March 25 – Dec 25</p> <p>March 25 – Dec 25</p>	<p>SSAS</p> <p>Programme leaders</p> <p>Programme Leaders</p>	<p>number of distinction awards for female students aiming to achieve a gender distinction award gap of less than 5% by Dec 26.</p> <p>MSc Social Work - Increase the number of distinction awards for male students aiming to achieve a gender distinction award gap of less than 5% by Dec 26.</p>
Long-term goal	3.9	<p>Identify intersectional inequalities in BME applications for PGR students.</p> <p>We identified lower representation of BME applications for PGR studies and introduced two ring-fenced PhD places aimed at increasing BME representation. We currently do not have this data disaggregated by gender.</p>	<p>At PGR level, collect and analyse BME application data by gender to identify intersectional inequalities.</p> <p>Develop action plans based on findings to address inequalities.</p>	<p>Jan 25 – Dec 26</p> <p>Jan 27 – Dec 28</p>	<p>AD research /Dir & Asst Dir CRIPACC Programme Leaders Admissions teams</p> <p>AD research /Dir & Asst Dir CRIPACC Programme Leaders Admissions teams</p>	<p>Achieve measurable increases in BME PGR applications by Dec 29, using baseline data as a benchmark.</p>
	4	Enhance career development and progression opportunities.				
Medium-term goal	4.1	<p>Strengthen career development discussions during recruitment and induction.</p> <p>47% of staff had discussions about career development opportunities during</p>	<p>Implement career development discussions during recruitment and induction.</p> <p>Introduce skill development needs analysis during appraisals and probation reviews.</p>	<p>Jan 25 – Dec 26</p> <p>Jan 25 – Dec 26</p>	<p>HR Business Partner HODs Line Managers</p> <p>HR Business Partner HODs Line Managers</p>	<p>Increase staff satisfaction with career development opportunities in induction to 70% (Staff culture survey 2027).</p>

		the recruitment and induction process (Staff culture survey 2023). Half of these discussions were initiated by the line manager; and half were initiated by the new staff members themselves.				
Medium-term goal	4.2	Support managers to provide consistent, effective career development support and feedback to all staff, regardless of gender. Less females agree their line manager is supportive of their career development (70.4%) compared to males (100%, Staff culture survey 2023). 50% staff agree that useful feedback on career development is received through the appraisal process. Among academic and research staff, agreement was lower for females (55.6%) than for males (62.5%).	Promote central training for line managers on career development and effective appraisals. Monitor the use of appraisal forms to ensure career aspirations are discussed and recorded.	Sep 25 – May 26 Jan 26 - ongoing	HR Business Partner Line Managers	Increase agreement in females that line manager supports career development to 80% (Staff culture survey, 2027) Increase agreement in academic and research females that useful feedback on career development is received through the appraisal process to 65% (Staff culture survey, 2027)
Medium-term goal	4.3	Investigate lower success rate for men to understand the reasons for this. Promotion data reveals that male staff have a lower success rate compared to females. Measured by grade change, in 2020, no men were promoted, and in	Pair male staff with mentors who have successfully navigated the promotion process to provide guidance and support. Analyse promotion data annually to identify patterns and barriers.	Jan 25 – ongoing Dec 25 then annually	AS Champions HR Business Partner HODs	Increase male promotion success rate in men who are eligible to apply and meet the person specification to match that of females by Dec 27.

		<p>other years, the proportion of male promotion is significantly smaller compared to females.</p> <p>Male academic and research staff, also perceive the process as being less fair (44.4%) compared to women (53.8%, Staff culture survey 2023).</p>	Provide targeted promotion training for male academic staff.	Jan 25 – Dec 26	HR Business Partner	
Medium-term goal	4.4	<p>Improve promotion support and feedback for all genders.</p> <p>More male academic staff agree they receive support from their manager to apply for promotion (M 77.7%: F 40.7%) and useful feedback when applying for promotion (M 66.6%: F 28.4%).</p>	<p>Focus groups to explore why women feel they are not receiving enough support and if this is linked to being part-time.</p> <p>Develop workshops to help staff prepare strong promotion applications.</p> <p>Provide feedback sessions for unsuccessful applicants.</p> <p>Ensure promotion opportunities are widely shared using a variety of mediums with adequate time for staff to have informal discussions prior to applications.</p>	<p>March 25 – Sep 25</p> <p>Sep 25 – Sep 26</p> <p>March 25 - ongoing</p> <p>Jan 25 – ongoing</p>	<p>HR Business Partner HODs Line Managers</p> <p>HR Business Partner HODs Line Managers</p> <p>HODs Line Managers HR Business Partner</p> <p>HODs Line Managers HR Business Partner</p>	<p>Increase agreement in female academic staff that they receive support to apply for promotion to 75% (Staff culture survey, 2027).</p> <p>Increase agreement in female academic staff that they receive useful feedback when applying for promotion to 65% (Staff culture survey, 2027).</p>
Long-term goal	4.5	<p>Support the development of Professional and Technical Staff.</p> <p>Staff culture survey (2023) highlights supporting professional staff</p>	<p>Promote “acting up” opportunities for professional staff.</p> <p>Include career development discussion in appraisals.</p>		<p>HODs Line Managers HR Business Partner</p> <p>HR Business Partner HODs</p>	<p>Increase agreement in female professional staff – (Staff culture survey, 2027)</p> <p>There are adequate opportunities to take on new</p>

		<p>progression is a priority area for the School.</p> <p>Female professional staff respondents (Staff culture survey, 2023) -</p> <p>36% feel there are adequate opportunities to take on new roles within their current position</p> <p>46% feel their manager encourages them to take on new roles that enable career development</p> <p>18% feel there are opportunities in the School for career development at their grade</p> <p>(carried forward from previous action plan: 5.2.1, 5.4.1, 5.4.2)</p>	<p>Provide training on leadership and management skills.</p> <p>Review alignment of structures, and development within the HSK Administration team.</p>		<p>Line Managers</p> <p>HR Business Partner HODs Line Managers</p> <p>HR Business Partner HODs</p>	<p>roles within their current position to 50%</p> <p>Their manager encourages them to take on new roles that enable career development to 60%</p> <p>There are opportunities in the School for career development at their grade to 30%</p>
Short-term goal	4.6	<p>Promote and encourage applications for Associate Professorships particularly in Learning and Teaching and Enterprise.</p> <p>(carried forward from previous action plan: 5.1.3)</p>	<p>Action learning set training for academic staff.</p> <p>Enhance understanding and uptake of promotion with regular workshops.</p> <p>Engage in the Women's Higher Education Network (WHEN), supporting UH participation in their 100 Black Women Professors NOW programme in 2025.</p>	<p>Jan 25 – Dec 26</p> <p>Jan 25 – Dec 26</p> <p>Jan 25 – Dec 26</p>	<p>Principal Lecturer Leadership Development</p> <p>HR Business Partner</p> <p>Leadership and Management Group SEG</p>	<p>Achieve 3 Associate Professorships per annum (1 Learning and Teaching; 1 Research; 1 Enterprise) by Dec 27.</p>

Short-term goal	4.7	Ensure that unconscious bias training is embedded in HSK. Most of the staff who have not completed the training by 2022-23 are academic staff (78%) or staff who were hired before 2019 (56.4%). (carried forward from previous action plan: 5.3.1)	Identify and notify staff who have not completed training. Include training as a key discussion point in appraisals. Monitor completion rates and report annually	Jan 25 – Dec 25 Jan 25 – Dec 25 Dec 25 – annually	Line Managers HR Business Partner Line Managers Line Managers	95% staff to have undertaken training (allowing for new staff to complete courses in their first year) by Dec 26.
	4.8	Help staff, particularly PT staff, to balance training with managing their workload. There has been no uptake of Carers Support Fund (CSF) in the last 4 years. Uptake of training for part-time male staff was low (38.9%) compared to full-time male staff (80.5%) and part-time female staff (75%) in 2022/23. (carried forward from previous action plan: 5.3.3)	Promote the Carers Support Fund. Ensure flexible scheduling for training sessions. Monitor and address barriers to training through staff feedback.	Jan 25 – Dec 26 Jan 25 – Dec 26 Dec 26 then annually	HODs Line Managers HODs Line Managers HR Business Partner Line Managers	Achieve 50% uptake in training by part-time male staff by Dec 27.
	4.9	Feedback at AS drop-in sessions from new staff has been enthusiastic about a School wide mentoring scheme and we have carried this forward as a new action.	Create a database of mentors with details of their experience and skills. Match mentors with staff who request mentoring, ensuring alignment of goals and expertise.	Jan 25 – June 25 July 25 – ongoing	AS Champions AS Champions	Achieve 75% satisfaction rate among mentees by Dec 26.

		(carried forward from previous action plan: 5.3.5)	Evaluate the scheme annually through feedback from mentors and mentees and refine based on findings.	Dec 26 then annually	AS Champions	
	5	Improve work-life balance.				
Short-term goal	5.1	Ensure all new staff are aware of flexible working & flexible location policy.	Incorporate flexible working and location policies into central and local inductions.	Jan 25 – Dec 25	HODs HR Business Partner Line Managers	Increase agreement that flexible working was discussed during induction to 65% in 2027 and 75% in 2029 (Staff culture survey).
		58% of staff reported that flexible working was discussed during their induction, suggesting a need for improvement in this area (Staff culture survey, 2023).	Add flexible working discussion to the probation review process.	Jan 25 – Dec 25	HODs HR Business Partner Line Managers	
Medium-term goal	5.2	Improve support for staff with caring responsibilities, with specific consideration of gender, to understand barriers and support needs.	Collaborate with the Carer Support Network to share resources and experiences raising awareness of the types of leave and support available to those with caring responsibilities.	Jan 25 - ongoing	AS Champions	Increase agreement that the School supports all types of carer's leave to 60% (Staff culture survey, 2027). Increase agreement that the timing of School or Department meetings considers those with caring responsibilities to 55% (Staff culture survey, 2027).
		Moderate agreement (49.1% agree, 11.3% disagree, 39.6% neutral or unsure) that the School supports all types of carer's leave.	Promote flexible meeting timings (using a hybrid approach), ensuring adequate notice to allow for planning of additional support if needed to accommodate carers.	Jan 25 – ongoing	HODs Professional Leads / Line Managers	
		Lower agreement (44.4% agree, 17.9% disagree, 37.7% neutral or unsure) that timing of School or Department meetings considers those with caring responsibilities.	Ensure key meetings are recorded so part-time staff have access if unable to attend.	Jan 25 - ongoing	HODs Professional Leads / Line Managers	

Long-term goal	5.3	Ensure that staff returning from maternity, paternity or adoption leave are supported. There is currently no systematic data collection on the experience of staff returning from leave, nor established peer support mechanisms. (carried forward from previous action plan: 5.5.1)	Collect feedback from staff returning from leave to evaluate satisfaction with School support. Develop a peer support system based on feedback from returners. Promote awareness of policies and support systems during pre-leave discussions.	Jan 25 – Dec 25 Jan 26 – Dec 27 Jan 25 - ongoing	HODs Professional Leads / Line Managers HR Business Partners HODs Professional Leads / Line Managers	Establish peer support by 2026, with 80% satisfaction among returning staff by 2027.
	6	Improve the management of bullying and harassment.				
	6.1	Build a culture where it is safe to speak-up, to ensure staff feel they can and raise issues easily with their line manager or with HR. In the last 5 years, no formal cases of bullying and harassment; one informal case managed, but 14.6% of respondents report experiencing bullying or harassment and 19.2% witnessing it (Staff culture survey, 2023)	Recommunicate the process for reporting bullying and harassment via newsletters, workshops, and forums ensuring staff know who the HR Business partner is. Promote the role of Dignity and Respect Advisors (DRA) in newsletters, staff forums and at AS Champion drop-ins. Continue offering active bystander training to staff.	Jan 25 – Dec 25 Jan 25 – Dec 25 Jan 25 – Dec 27	HR Business Partner HR Business Partner AS Champions Professional Leads / Line Managers	Decrease in the number of instances of / or witnessing of bullying or harassment to below 10% (Staff culture survey, 2027).
Medium-term goal	6.2	Promote a safe, inclusive, and supportive environment within the School. Low level of satisfaction with how bullying and harassment are addressed in the School (29.6% agree, 17.1% disagree, 51.4% are neutral or unsure,	Establish regular Q&A forums with the Dean to encourage open dialogue on workplace culture. Organise School-wide networking events to build collegiality and trust among staff.	Jan 25 and then bi-monthly April 25 then every Semester	Dean of School HODs Professional Leads	Increase satisfaction with how bullying and harassment are addressed to 50% by 2027 (Staff culture survey, 2027). Higher attendance at School events, School Forums,

		and 1.9% prefer not to say, Staff culture survey, 2023)	Work with the EDI office to promote the DRA role and encourage academic staff to volunteer.	Jan 25 – Dec 25	HODs EDI office	uptake of team building/wellbeing budget (monitored by HODs). Uptake of DRA role by Dec 25.
Short-term goal	6.3	Increase confidence in female staff reporting bullying or harassment. 71.4% of respondents (68.1% F: 100% M) know how to report bullying and harassment and 63.8% (61.6% F: 90% M) are confident in reporting bullying or harassment (Staff culture survey, 2023).	Linked to action 6.1 Provide targeted sessions to increase confidence among female staff in reporting harassment.	Jan 25 – June 26	HR Business Partner HODs Line Managers	Increase confidence in female staff reporting bullying or harassment to 80% by 2027 (Staff culture survey, 2027).
			Regularly review and update reporting processes based on staff feedback.	Dec 25 then annually	HR Business Partner	Achieve 90% staff awareness of reporting processes by 2027 (Staff culture survey, 2027).
	7	Enhance workload manageability, reduce disparities in workload satisfaction and support staff well-being.				
Short-term goal	7.1	Ensure equitable workload allocation practices that consider diverse roles and responsibilities. 41.5% of respondents agree their current workload is manageable. Agreement is lower among academic and research females (35.8%) compared to males (55.6%) Only 30.8% of females and 22.2% males agree that workloads in the	Implementation of institution-wide workload model. Introduction Jan-25 – Effective from Sep-25.	Jan 25 – Sept 25	Dean of School HODs	Monitor impact of new workload model compared to our existing model.
			Run focus groups to explore why fewer female staff feel their workload is manageable compared to males; and why fewer male staff agree workloads are allocated fairly compared to females.	Feb 25 – June 25	HODs Professional Leads / Line Managers	Increase female academic and research staff agreement that current workload is manageable to 55% (Staff culture survey, 2027).
			Run school-wide workshops on the new workload model to ensure staff understand	Sept 25 – Dec 25	Dean of School HODs	Increase agreement that workloads are allocated fairly

		School are allocated fairly (Staff culture survey, 2023) (carried forward from previous action plan: 5.6.5)	how workload is allocated and managed across the school.			to 50% (staff culture survey, 2027).
Medium-term goal	7.2	Enhance mental health and wellbeing support across the school to increase staff awareness and confidence in seeking mental health support. Females feel less confident (56.5%) asking for support than males (80%, Staff culture survey, 2023).	Launch a revised Well-being Plan, ensuring visibility of resources and support systems. Deliver workshops addressing barriers to support for women. Promote emotional well-being training and create peer support groups.	Jan 25 Jan 25 – Dec 26 Jan 25 – Dec 26	HODs Professional Leads / Line Managers HR Business Partner Professional Leads / Line Managers	Increase confidence in females, asking for support to 80% (Staff culture survey, 2027).
Short-term goal	7.3	Implement revised email etiquette policy 65% staff feel they can switch off emails in the evenings and weekends (Staff culture survey, 2019) 48% agreement that the email etiquette policy positively affects email culture (Staff culture survey, 2023) (carried forward from previous action plan: 5.6.1)	Update the email etiquette policy to address common concerns Promote the revised policy in staff newsletters, team meetings, and inductions. Ensure senior staff model adherence to the policy, with monitoring and feedback mechanisms in place.	Jan 25 – March 25 March 25 – Dec 25 Jan 25 – ongoing	HODs HODs Professional Leads / Line Managers Dean of School HODs	Increase agreement with being able to switch off from looking at emails in the evenings and weekends to 75% (Staff culture survey, 2027). Increase agreement that the email etiquette policy has a positive effect on email culture to 60% (Staff culture survey, 2027).

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

1. Additional student data

Table 11.0 Survey Data that has informed the Self-Assessment

Survey	Year	Responses
UH Pulse Survey	2023	<p>63.6% (185 of 291) response rate in HSK</p> <ul style="list-style-type: none"> • 143 (77.3%) females • 29 (15.7%) males • 1 (0.5%) identified as other • 12 (6.5%) chose not to answer the question about sex
UH Staff Opinion Survey	2022	<p>70.1% (197 of 281) response rate in HSK</p> <ul style="list-style-type: none"> • 157 (79.7%) females • 29 (14.7%) males • 3 (1.5%) identified as other • 8 (4%) chose not to answer the question about sex
HSK Staff Culture Survey	2019	<p>26% (105 complete responses of 409) response rate in HSK</p> <ul style="list-style-type: none"> • 85 (70.2%) Academic and Research Staff • 31 (24.8%) Professional and Technical Staff • 7 (5.8%) unknown <p>Unable to disaggregate by sex</p>
	2023	<p>24% (105 complete responses of 437) response rate in HSK</p> <p>93 (88.5%) Academic and Research Staff</p> <ul style="list-style-type: none"> • 81 (87.1%) females • 9 (9.7%) males • 3 (3.2%) prefer not to say <p>12 (11.4%) Professional and Technical Staff</p> <ul style="list-style-type: none"> • 11 (91.7%) females • 1 (8.3%) male
NSS	2023	<p>77.6% (847 of 1091) response rate in HSK</p> <p>Unable to disaggregate by sex</p>
PTES	2023	<p>13.8% (288 of 2090) response rate in HSK</p> <p>Unable to disaggregate by sex</p>

PRES	2023	<p>52.8% of eligible students in UH completed the survey, with more than 400 students sharing their views.</p> <p>Number of responses by School is not available.</p> <p>Unable to disaggregate by sex</p>
HSK AS Student Survey	2024	<p>0.51% (27 of 5,222) response rate in HSK</p> <ul style="list-style-type: none"> • 23 female (85.2%) • 4 male (14.8%)

Appendix 3: Glossary

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

AAD	Assistant Associate Dean
AD	Associate Dean
ADQAPE	Associate Dean, Academic Quality Assurance Practice Enhancement
ADR	Associate Dean, Research
ADLT	Associate Dean for Learning & Teaching
AADLT	Associate Assistant Dean for Learning & Teaching
ADLTSE	Associate Dean for Learning, Teaching and Student Experience
AHP	Allied Health Profession
AHPM	Allied Health Professions and Midwifery
AIG	Attainment and Inclusivity Group
AM	Academic Manager
AMER	Annual Monitoring and Evaluation Report
AMS	Department of Allied Health Professions, Midwifery and Social Work
AQA	Academic Quality Assurance
ARC	Annual Research Conference
AS	Athena SWAN
ASA	Academic Support Advice
BAME	Black, Asian, and Minority Ethnic
BME	Black and Minority Ethnic
BSEG	Black Student Empowerment Group
CACHE	Centre for Applied Clinical, Health and Care Research
CEG	Chief Executive Group
CEP	Continuous Enhancement Planning

CLAHR	Collaboration for Leadership in Applied Health Research
CPD	Continuing Professional Development
CRIPACC	Centre for Research in Public Health and Community Care
CSF	Carers' Staff Development Fund
DLD	Data for Learning Dashboard
ECR	Early Career Researcher
EDI	Equality, Diversity & Inclusion
EWIC	Equality, Wellbeing and Inclusivity Committee
FT	Full-time
FTE	Full-time equivalent
G&D	Grievance and Disciplinary
GIRES	Gender Identity Research and Education Society
H&S	Health and Safety
HE	Higher Education
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HoD	Head of Department
HSK	School of Health and Social Work
HR	Human Resources
HRIS	Human Resources Information Systems
HRBP	Human Resources Business Partner
ICB	Integrated Care Board
IMD	International Men's Day
IWD	International Women's Day

KIT	Keeping in Touch
L&OD	Learning and Organizational Development
L&T	Learning and Teaching
LGBTQ+	Lesbian, gay, bisexual, and transgender queer, plus other sexual orientations and gender identities
LMG	Leadership and Management Group
LMS	School of Life and Medical Sciences
MRes	Master of Research
NA	National Average
NHS	National Health Service
NHW	Department of Nursing Health and Wellbeing
NIHR	National Institute for Health Research
NSS	National Student Survey
NSW	Nursing and Social Work
NW+P	Network of Women + Professors
PD	People Development
PG	Postgraduate
PGT	Postgraduate taught
PGR	Postgraduate research
PL	Principal Lecturer
PREL	Promoting Racial Equality in Learning
PRES	Postgraduate Research Experience Survey
PT/(P/T)	Part-time
PTES	Postgraduate Taught Experience Survey
RAE	Research Assessment Exercise
RAG	Red Amber Green

RDF	Researcher Development Forum (CRIPACC)
REG	Research Executive Group
REF	Research Excellence Framework
RF	Research Fellow
SAC	School Academic Committee
SAT	Self-Assessment Team
SBU	Strategic Business Unit
SEG	Senior Executive Group (HSK)
SET	School Engagement Team
Skill Up! Fund	UH fund to support the personal, professional and career development of all staff who do research – part of the University's commitment to the Concordat for the Career Development of Researchers.
SL	Senior Lecturer
SLT	Senior Leadership Team
SMF	School Managers' Forum
SMT	Senior Management Team
SMSA	Self-managed scholarly activity
SSAS	Student Success and Academic Skills Team
SSID	Strategic Support for Interim Dean
StaffNet	UH staff intranet system
StAR	Student Administration Review
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SUPI	Service User and Public Involvement
UB	Unconscious Bias
UG	Undergraduate
UH	University of Hertfordshire

VL	Visiting Lecturer
WTE	Whole Time Equivalent