Department Application
Bronze and Silver Award

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	Total	**10,500**	**10,346**

List of abbreviations

Abbreviation	Full term
AM	Academic Manager
AP	Action point
BAES	BA Education Studies
BOS	Bristol Online Surveys
CPAD	Continuing Professional and Academic Development course
ECE	BA Early Childhood Education
ECU	Equality Challenge Unit
EdD	Educational Doctorate
HE	Higher Education
HESA	Higher Education Statistics Agency
HR	Human Resources department
ITE	Initial Teacher Education
JNCC	Joint Negotiating Consultative Committee
KIT	Keeping in touch
LTIC	University of Hertfordshire Learning, Teaching and Innovation Centre
MFQ	Module Feedback Questionnaire
PLF	Professional Learning Framework
RAE	Research Assessment Exercise
REF	Research Excellence Framework
REG	Research Engagement Group
SAC	School Academic Committee
SAT	Self-Assessment Team
SEG	School Executive Group
SLT	Senior Leadership Team
SoE	School of Education
STEM	Science, Technology, Engineering and Mathematics
UH	University of Hertfordshire
IAP	Institutional Action Plan
VLs	Visiting Lecturers

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Name of institution	**University of Hertfordshire**
Department	**Education**
Focus of department	**AHSSBL**
Date of application	**27.11.16**
Award Level	**Bronze**
Institution Athena SWAN award	**Date: November 2014** **Level: Bronze**
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23th November 2016

Letter from current Dean of School of Education

Dear Dr Gilligan,

I am happy to provide this letter of endorsement for the application by the University of Hertfordshire School of Education for the Athena SWAN Bronze Award. As a School we are committed to eliminating gender bias and to continuing to develop an organisational culture which values all staff and students.

The leadership of the School has recently changed. Sal Jarvis, the former Dean of School and SAT Chair, has been promoted within the university. Previously the School's Associate Dean UK and International Collaboration, I have currently taken over as Dean of School and express my full commitment, not only to this submission but to support the objectives detailed in the action plan. The Governors will seek a continuing commitment from the substantive Dean, when appointed.

The School of Education sits within a university which has been awarded the Athena SWAN institutional Bronze award. The School's application has therefore been supported and guided by expertise within the university and the organisation's enactment of its own action plan. In addition to this institution-wide focus on gender equality issues, the School of Education is seeking to address challenges particular to us, for example, to consider the current gender balance of our staff and student population, and the implications of national and local changes in the education landscape.

The Athena SWAN process has been driven by regular School Assessment Team (SAT) meetings, chaired by myself and my predecessor. These meetings have been supplemented by consultation with the whole staff body, and with students. This consultation has given us the opportunity to explore and assess gender equality within the School through qualitative and quantitative data and has provided a strong evidence-base for debate and for the identification of strengths, weaknesses, challenges and opportunities. This process has resulted in the development of a four-

year plan which builds on this assessment exercise and on what we have learned from actions already taken. The SAT will now focus on driving the implementation of the action plan, supported by other School structures such as the Senior Leadership Team (SLT) and various staff-student working groups.

I am committed to continuing to find ways to ensure that the voices and perspectives of all are heard and taken account of in the School. We wish to remain a friendly, energetic School and also develop our ability to engage in honest and productive debate. This will be achieved through a surfacing of prejudice, bias and an open acknowledgement of difference. In the long term, we seek to become a more ethnically diverse community in both the staff and student body. I will ensure my continued and direct involvement in implementing the action plan which is designed to help us to achieve this wider aim.

Yours faithfully,

Dr Lyn Trodd
Dean of School

Letter from previous Dean of School of Education

Dear Dr Gilligan,

As the previous Dean of School in the School of Education I chaired SAT meetings and was a core member of our Athena SWAN team. Education is a discipline in which the values and actions of staff and students impact, not only on the culture and reputation of the University, but also on the generations of children and young people that our students will go on to teach and support. It is therefore vitally important that the School of Education takes this opportunity for analysis and reflection in order to develop a robust action plan for the short, medium and long term to eliminate gender bias.

I have been impressed by the high level of engagement of staff in the School of Education and I am very confident that this work will be the catalyst for significant developments in the School.

Yours sincerely,

Sal Jarvis
Pro Vice Chancellor (Education and Student Experience)
University of Hertfordshire

(Words: 670)

2. DESCRIPTION OF THE DEPARTMENT

The School of Education's (SoE) teacher training history began in 1945 when it opened as Wall Hall, the first Women's Emergency Teacher Training College. Our current portfolio comprises pre and post-qualification teacher education and multi-professional education, supporting ongoing professional learning in a variety of contexts. With courses accredited from Levels 4 to 8, we work with 800 schools supporting teacher education and with a range of other UK and international commercial organisations. Our three Educational Centres and our Primary Science Quality Mark programme reflect our collaborative, capacity-building approach to partnership. Our growing expertise in research focuses on leadership and educational practice.

A set of shared values underpins the work of the School. We believe in the importance of scholarship, research and critical reflection, respect and challenge for all learners, including ourselves, and in the significance of personal and professional development. These values enable us to challenge and support the academic and professional growth of everyone within the SoE community.

Academic and professional staff

In 2015/16 the School had 88 salaried staff: 60 academic and 28 professional. Visiting Lecturers (VLs) (61 in 2015-16), who supplement academic activity by supporting students in schools, are not included in figures for academic staff but are considered in section 4.2(ii).

We are a predominantly female School. Graphs 1 and 2 give a striking visual impression of our staff gender make-up, with Table 1 giving student details.

Graph 1: Academic (including research) staff by gender
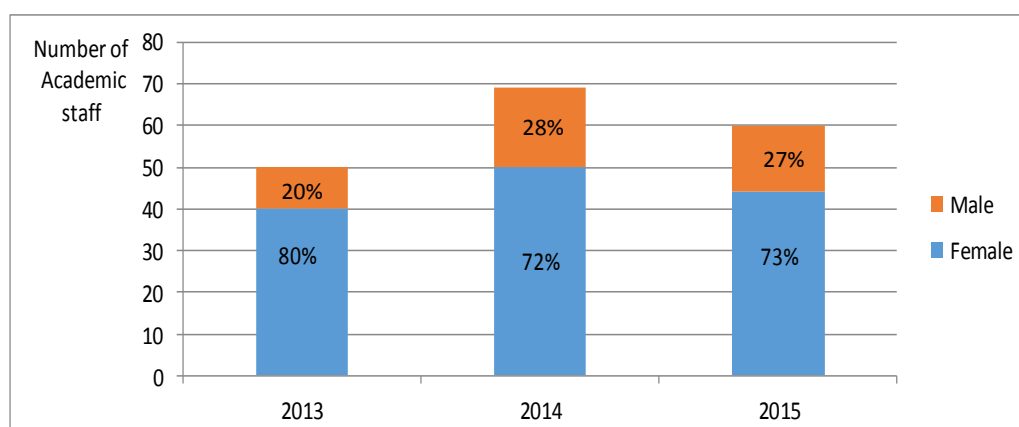
*Staff from an additional SoE campus are included in these figures for the first time in 2014/15

Despite the predominance of females, we are encouraged that the proportion of male academic staff is greater than that of males in our student cohorts, thus assuring the vital provision of male role models.

Graph 2: Professional staff by gender
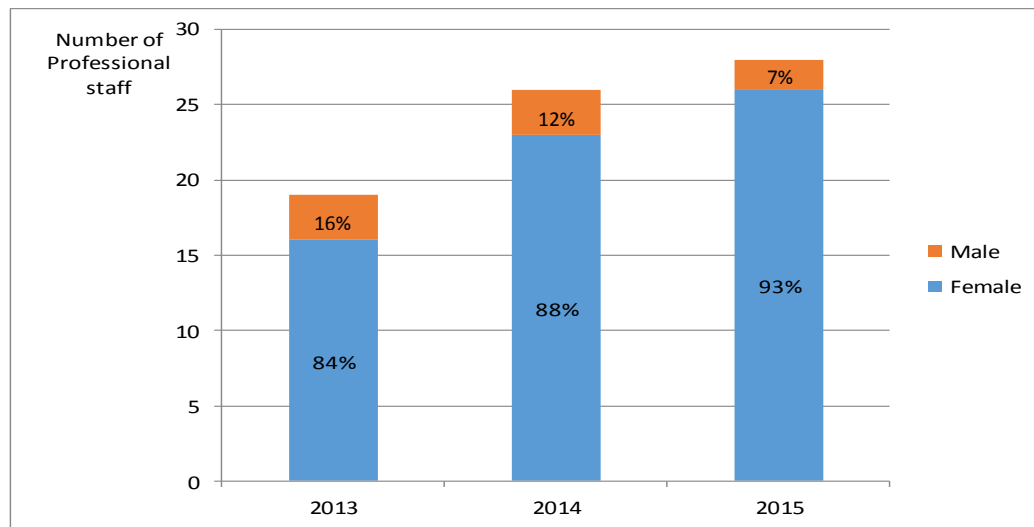
For professional staff, the gender differential is increasing, with 93% women employed in 2015-16, compared with 62.7% nationally (ECU data tables – all subjects). Although large percentage fluctuations stem from the small number of male employees, we seek to understand if a gendering of professional roles in recruitment and selection processes is having a particularly adverse impact on our gender balance (AP2.1).

Students

Table 1 shows significantly more female undergraduate students (90% and over) than male (10% and under), a higher figure than in Schools of Education nationally (76% female: 2014-15 - HESA). This is a three year trend and matches the profile of student applications (Table 7).

Table 1: Undergraduate and postgraduate students by gender

Undergraduate students					
Year	Female	% Female	Male	% Male	Total
2012-13	715	94%	49	6%	764
2013-14	626	93%	45	7%	671
2014-15	823	92%	73	8%	896
Postgraduate students					
Year	Female	% Female	Male	% Male	Total
2012-13	656	81%	155	19%	811
2013-14	551	82%	120	18%	671
2014-15	450	76%	141	24%	591

Women have historically dominated the educational workforce, from its beginnings in the Dame Schools through to the current under-representation of men, particularly in the early years and primary sectors (Mistry and Sood, 2012). SoE initiatives such as a *Men into primary* outreach programme (2008-2014) and trainee mentoring (ongoing)

have sought to disrupt this trend. The year on year increase in the percentage of males points to the potential success of these projects. We are developing more robust approaches to measuring the impact of all such interventions to support future strategic planning (AP2.2).

There is a notable increase in male students at postgraduate level, where we draw students from a wide range of disciplines onto our practice-based programmes. Following a comprehensive revision of marketing material, 2014-15 figures are in line with the 76% female students (both undergraduate and postgraduate) recorded in Schools of Education nationally (HESA). We will now apply lessons learned to our undergraduate recruitment practice (AP2.3).

We have made some progress in attracting males into a traditionally female-dominated profession. However, we aspire to become sector leaders in attracting, training and developing male students and staff. We are using this application process, highlighting our successes, issues and our commitment to change, as a catalyst for action.

Reference
Mistry, M. & Sood, K. (2015) Why are there still so few men within Early Years in primary schools: views from male trainee teachers and male leaders? *Education 3-13*, 43(2), 115-127

Summary of action points from Section 2: Description of the department	
2.1	Develop an understanding of whether a gendering of professional roles is having an impact on recruitment.
2.2	Develop robust approaches to evaluating the impact of interventions on the SoE gender balance.
2.3	Review undergraduate marketing material to ensure that programmes are equally attractive to male and female prospective students.

(Words: 555)

3. THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team (SAT)

An initial meeting in October 2015 of the previous Dean of School, Sal Jarvis, and Amanda Roberts, Athena SWAN Champion, established the School's approach to building the SAT, with terms of reference established in November 2015. We wished to have a diverse body, representative of students and staff, programmes, roles, working patterns and individual life experiences to support a deep, critical analysis of issues raised through data and to support targeted action planning.

Staff volunteers were sought through an email to all staff and personal conversation, with students recruited through an approach by their tutors. The culture and ways of working of the SAT were explicitly discussed to ensure all members feel comfortable expressing authentic views. Of the 20 SAT members, 80% are female and 20% male. We seek to raise this into line with overall staff figures and to ensure an even more diverse SAT make-up by taking intersectionality into consideration (AP3.1). We similarly seek to secure a male alternate for our female Athena SWAN Champion (AP3.2).

Table 2: The self-assessment team (SAT)

Name	Job title	Athena SWAN Role	Relevant area of life/work experience
Haleema Ahmed (f)	Executive Assistant to Dean of SoE	Clerk to SAT	In dual career household. Works part-time (0.8). Mother of twins in secondary school.
Dan Allerton (m)	Project Officer - Centre for STEM Education	Co-led on data analysis	Part-time (0.5) fixed term contract; single income household; two teenage children.
Bushra Connors (f)	Senior Lecturer- EdD programme	Member of the data gathering, analysis, interpretation and action planning team	Full-time with two grown up children. Born in Pakistan and grew up in Sudan. Has a PhD.
Julia Hodgkinson (f)	Member of technical team	Member of the data gathering, analysis, interpretation and action planning team	Full time professional.
Sal Jarvis (f)	Dean of School	Chair of SAT to August 2016 – replaced by Lyn Trodd	Dual career household, both working full time. Currently completing doctorate.
Sonia Meneses (f)	Commercial Activity & Short Course Administrator	Professional staff representative	Full time professional; single income household.
John Mower (f)	Senior Lecturer – ITE programme	Member of the data gathering, analysis, interpretation and action planning team	Full time academic.

Name	Job title	Athena SWAN Role	Relevant area of life/work experience
Lisa Nash (f)	Postgraduate student	Student representative	Works full time. Carer for young child with additional needs.
Sue Nimmo (f)	Lecturer – BAES and ECE programmes	Member of the data gathering, analysis, interpretation and action planning team	Full time academic, early career researcher.
Helen Payne (f)	Professor of Psychotherapy	Member of the data gathering, analysis, interpretation and action planning team	Works part-time (0.8), flexibly; single income household; sole parent (two children); combines caring responsibilities, clinical practice, leading UH spinout pathways2wellbeing
LizAnn Petch (f)	Postgraduate student	Co-led on data analysis	Retired deputy headteacher; works part-time as self-employed tutor; various volunteering roles; caring responsibilities.
Amanda Roberts (f)	Principal Lecturer	Athena SWAN Champion; data analysis team member	Works part-time (0.5); caring responsibilities.
Min Rodriguez (f)	Head of Equality	Overseeing School submission	Works flexibly; dual career household; no children. Currently completing a doctorate part-time.
Catherine Rooney (f)	Ex - postgraduate student	Member of the data gathering, analysis, interpretation and action planning team	Ex-full time student; graduated 2016.
Sue Sissling (f)	Director, Centre for STEM Education	Member of the data gathering, analysis, interpretation and action planning team	Works part time (0.8).
Karen Smith (f)	Principal Lecturer – Collaborative Research and Development	Member of the data gathering, analysis, interpretation and action planning team	Works part-time (0.8); dual career, mixed-race household; two young children.

Name	Job title	Athena SWAN Role	Relevant area of life/work experience
Mike Stevens (m)	Senior Lecturer – ITE programme	Member of the data gathering, analysis, interpretation and action planning team	Works part-time (0.6).
Lyn Trodd (f)	Dean of School	Chair of SAT from September 2016 – replaced Sal Jarvis	Full time work with some caring responsibilities.
Karen Withers (f)	HR Manager (Business Partner)	Member of the data gathering, analysis, interpretation and action planning team	Works full-time. Dual career household, both at the University. One young child in University nursery.
Philip Woods (m)	Professor of Educational Policy, Democracy and Leadership, and Director, Centre for Educational Leadership	Member of the data gathering, analysis, interpretation and action planning team	Works full-time; academic work focuses on democracy and social justice. Married with two adult children.

(ii) An account of the self-assessment process

The SAT first met on 21 December 2015, with regular meetings thereafter (Table 3). Discussions between individual Working Pairs took place as required outside of main meetings to complete agreed tasks. 'Learning through the Athena SWAN process' formed a standing agenda item on the School's two key strategic planning and decision-making committees: SLT and the School's Senior Executive Group (SEG), which has cross-university membership. Progress was also reported to the UH institutional SAT at quarterly meetings and to all SoE members at quarterly School meetings.

Table 3: An outline of main agenda items at SAT meetings

Date	Main agenda items	Main decisions: to action
21 December 2015	• Introduction to the Athena SWAN Bronze Charter and to its principles and processes; • Discussion of SAT membership • Application form familiarisation	• Athena SWAN page to be set up on SoE VLE • Dan Allerton to lead on initial data analysis • Initial analysis to be used to clarify questions to be asked to generate data

Date	Main agenda items	Main decisions: to action
1 February 2016	• Presentation of UH-generated staff data to stimulate discussion and raise questions • Discussion of local data collection methods	3 stage process of data collection agreed: 1. Qualitative data – virtual 'wall' set up to gain initial responses to open questions 2. Analysis of qualitative data and UH-generated quantitative data to inform the development of a whole-staff survey 3. Analysis of survey data to inform follow-up areas for individual staff interviews
21 March 2016	• Working Pairs set up to examine data relating to specific application sections • Discussion of the use of application form section 3(i) to indicate SAT inclusivity	• Working Pairs to analyse data/propose arising questions • SAT members to contribute their personal statement for section 3(i)
23 May 2016	• Question and answer session with Athena SWAN Champion from a UH Bronze Award School • Discussion of learning from 'wall' data;	• Working Pairs to engage with data for their section and propose answers to 'What else do we need to know? What are we unsure/unclear about'? • Answers to inform staff survey • Survey to be developed, circulated and analysed
27 June 2016	• Presentation of survey analysis at whole-school conference	• Staff suggested interview areas and actions to be included in action plan
28 June 2016	• Review of survey data and whole staff suggestions for follow up • Agree interview areas	• Begin to draft application • Develop postgraduate student survey
20 July 2016	• Review draft application	• Refine draft application • Begin to draft action plan
12 September 2016	• Discussion of draft application	• Individual staff interviews take place and data analysed • Postgraduate student survey developed, distributed and results analysed • Re-draft application and action plan

Date	Main agenda items	Main decisions: to action
12 October 2016	• Discussion of draft application/action plan and new data from individual staff interviews and student survey	• New data added to draft application • Draft application sent to critical readers for final commentary
26 October 2016	• SAT writing group meeting - final version of application including action plan agreed	• Application presented to and approved by SoE SEG (8.11.16)
November 2016	• SEG critical feedback informs final changes • Individual meetings of Athena SWAN Champion and critical readers	• Application sent to UH SAT for approval • Application submitted to ECU

Other key SAT activities:

27 April 2016 - 4 SAT members (Helen Payne, LizAnn Petch, Amanda Roberts and Karen Smith) attended a lecture at UH by Professor Averil MacDonald OBE on *Gender Equality in HE - Top Ten tips for success.*

11 May 2016 - Amanda Roberts completed online Athena SWAN panellist training

May/June 2016 - 4 SAT members (Haleema Ahmed, Bushra Connors, LizAnn Petch and Amanda Roberts) attended an Introduction to Trans Awareness workshop, facilitated by Gendered Intelligence, at UH.

19 October 2016 – Amanda Roberts attended *Dignity and respect on campus: a workshop for ECU subscribers,* London.

27 October 2016 - Amanda Roberts gained a position as a voluntary *Dignity at work advisor* across UH.

The majority of the SAT attended UH training on Unconscious Bias in 2014-16, with 1 member booked onto training in 2016-17.

Amanda Roberts attended the regular UH Athena SWAN Champions Network, to collaborate with Athena SWAN Champions from other Schools.

Approach to data collection, analysis and interpretation

The SAT took a stepped approach to data collection, assessment and interpretation (Table 4) to best support our understanding of gender equality and our action planning to eliminate bias. Where possible the Team has benchmarked against national data and good practice both from the ECU and the Athena SWAN Network.

Table 4: Approach to data collection, analysis and interpretation

	Data type	Data source	Analysis and interpretation undertaken by	Led to generation of
Step 1	Quantitative	UH Human Resources and Academic Registry	*Analysis:* 2 SAT Team members *Interpretation:* SAT	Questions for **Step 2**: walls; questions for staff survey
Step 2	Qualitative	Athena SWAN walls for staff 	*Analysis:* Athena SWAN Champion *Interpretation:* Working pairs within SAT	Questions for **Step 3**: staff survey
Step 3	Quantitative and qualitative	Staff survey sent electronically to all academic and professional staff – 48% response rate	*Analysis:* BOS system *Interpretation:* Whole staff at staff conference	Areas of discussion for **Step 4**: individual staff interviews; targeted actions for action plan and **Step 5**: postgraduate student survey
Step 4	Qualitative	Individual staff interviews	*Analysis:* Athena SWAN Champion *Interpretation:* SAT	Development of actions for action plan
Step 5	Quantitative and qualitative	Postgraduate student survey	*Analysis:* BOS system *Interpretation:* SAT	Development of actions for action plan

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

Implementation and impact of the action plan will be monitored through the:

- Continuance of the Action Plan as a regular agenda item at SLT meetings
- Continuation of the SoE SAT (4 meetings per annum) to monitor and evaluate the action plan's implementation and impact (AP3.3)
- Integration of action points arising from the SAT into the whole- School action planning process (AP3.4)
- Monitoring of actions and their impact will be monitored by SEG, ensuring staff awareness and appropriate progress according to action plan timescales (AP3.5)

The results of evaluation of progress and impact will be reported to:

- UH SAT, through meeting minutes and SoE Athena SWAN Champion reports, ensuring the maintenance of a mutually supportive connection between school and university-level policy and practice
- All SoE staff, through regularly updating the Athena SWAN internal School webpage with SAT minutes, opportunities and resources and the embedding of reference to Athena SWAN at staff training and induction events, in line with the university's guidance (UH Institutional Action Plan (IAP) 4) (AP3.6)
- SoE partners, via the Link Tutor system, to raise broader awareness of equality issues (AP3.7)

Summary of action points from Section 3: Plans for the future of the SAT	
3.1	Enhance the diverse make-up of the SAT by raising the percentage of male SAT members and taking intersectionality into consideration.
3.2	Secure a male alternate for our female Athena SWAN Champion.
3.3	Monitor and evaluate the implementation and impact of the action plan at regular SAT meetings.
3.4	Ensure action points arising from the SAT are integrated within the whole-School action planning process.
3.5	Monitor actions and their impact at SEG, to ensure staff awareness and appropriate progress according to action plan timescales.
3.6	Regularly update the SoE Athena SWAN webpage with SAT minutes, development opportunities and resources and embedding of reference to Athena SWAN at staff training and induction events.
3.7	Share results of evaluation and impact with SoE partners.

(Words: 1,224)

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

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

Table 5: Numbers of female and male students on part-time Foundation courses

Year	Female	% Female	Male	% Male	Total
2012-13	48	94%	3	6%	51
2013-14	37	90%	4	10%	41
2014-15	32	89%	4	11%	36

This Foundation degree in Early Years is taught in our partner colleges. It is good to see that the proportion of male students has almost doubled in a three year period. We are now working with partner colleges to ensure clarity of understanding of the reasons for this rise (AP4.1). Although reflecting sector norms, we seek to build on current successes and address the continuing gender imbalance indicated in Table 5, together with the acknowledged need (Mistry and Sood, 2016) for male role models in early childhood settings.

Students' choices at GCSE level can often determine their future disciplinary study paths. We are developing interventions alongside partner schools and colleges to combat early gender stereotyping (AP4.2).

(ii)   Numbers of undergraduate students by gender

Undergraduate student numbers

Table 6: Full-time and part-time undergraduate students by gender

Full-time undergraduate students					
Year	Female	% Female	Male	% Male	Total
2012-13	509	93%	41	7%	550
2013-14	521	93%	40	7%	561
2014-15	513	96%	40	4%	553
Part-time undergraduate students					
Year	Female	% Female	Male	% Male	Total
2012-13	206	96%	8	4%	214
2013-14	105	95%	5	5%	110
2014-15	310	90%	33	10%	343

Undergraduate applications, offers and acceptances

Table 7: Ratio of applications, offers and acceptances onto undergraduate courses

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2012	FEMALE	1444	663	370	46%	56%	26%
	MALE	144	37	14	26%	38%	10%
2013	FEMALE	1326	614	296	46%	48%	22%
	MALE	173	43	24	25%	56%	14%
2014	FEMALE	1137	573	269	50%	47%	24%
	MALE	124	51	20	41%	39%	16%

Values and tacit norms promoted by compulsory education cultures and practices are cited as key reasons for low male participation rates in HE (Higher Education Academy, 2011). This seems relevant to understanding low male participation rates in SoE programmes.

We are pleased with a narrowing male (2014:41%) to female (2014:50%) application to offer ratio. Anecdotally, young men can present less well at interview, in terms of professional characteristics and reflexivity, than women. We need to review interview procedures to ensure that latent male potential is acknowledged (AP4.3). There may also be bias at application and interview. To begin to address this, 26% of staff members have attended unconscious bias training. This will now become mandatory for all interviewers (AP4.4). Monitoring of interview panels' offers will allow us to collect more reliable data on offer patterns (AP4.5).

Staff survey comments raised the issue of a lack of ethnic diversity amongst students on Initial Teacher Education programmes. This impression needs to be investigated through the collection of reliable data on ethnicity and other protected characteristics in order to allow us to consider the impact of intersectionality on the School population (AP4.6).

We have taken positive steps to address the four year trend of low conversion rates from application to acceptance for both men (2014:16%) and women (2014:24%), introducing a *Students in waiting personal contact scheme* in 2015. Interviewing current students and those rejecting a place will enable us to evaluate this scheme and plan successive interventions (AP4.7).

Undergraduate degree attainment by gender

Table 8: Undergraduate degree attainment by gender

Year	Gender	First	% First	Upper second	% US	Lower second	% LS	Third	% Third	Pass	% Pass	Total
2012-13	Fem.	73	29%	111	44%	62	24%	5	2%	3	1%	254
	Male	3	17%	5	29%	8	47%	1	6%	0	0%	17
2013-14	Fem.	66	26%	102	41%	74	29%	8	3%	1	0.5%	251
	Male	0	0%	8	53%	6	40%	1	7%	0	0%	15
2014-15	Fem.	50	21%	123	51%	57	24%	9	4%	0	0%	239
	Male	1	11%	4	44%	2	22%	1	11%	1	11%	9

Nationally, 21.7% of women gained a first class honours degree in 2014-15, compared with 22.4% of men (HESA – all subjects). We are pleased that women in the SoE achieve in line with this figure (2014-15:21%). However, men perform less well (2014-15:11%). At Upper Second level, men's achievement (2014-15:44%) aligns more closely with national averages (46.6% HESA – all subjects). In summary, however, there is a 17% gap between men (55%) and women (72%) gaining a good degree. We are exploring the reasons for this gap and how we can close it. We are particularly interested in men's experience of the pedagogy of classroom learning, the efficacy of current support systems and men's access to student leadership opportunities, such as acting as peer mentors (AP4.8).

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

Table 9: Postgraduate taught degree students by gender *

Year	Full-time postgraduate taught					Part-time postgraduate taught				
	Female	% Female	Male	% Male	Total	Female	% Female	Male	% Male	Total
2012-13	203	76%	63	37%	266	429	86%	71	14%	500
2013-14	232	75%	76	25%	308	720	88%	100	12%	820
2014-15	180	61%	50	39%	230	871	87%	129	13%	1000

* This includes students taught on 2 and 3 year courses, hence the differential between this table and Table 13.

We are gratified that the percentage of SoE female postgraduate students is consistently above national averages (2014-15, 59.5% part-time postgraduate, 53.8%, full-time postgraduate - HESA). Student feedback indicates that women appreciate the high levels of academic support offered by the SoE and the flexibility of study patterns across postgraduate programmes.

Men also comment favourably on the support structures for professional learning. Despite being below national benchmarks (2014: full-time 46.2%, part-time 40.5% - HESA) the percentage of men on full (2014:39%) and part-time (2014:13%) postgraduate courses is rising and is considerably higher than that on undergraduate

courses (2014:8%). Many of our postgraduate male students are mature and seeking a shift to a career with a strong moral purpose. Education is an appealing option in these cases.

Postgraduate taught applications, offers and acceptances

Table 10: Ratio of applications, offers and acceptances onto postgraduate taught degrees

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2012	FEMALE	1086	451	437	42%	97%	40%
	MALE	342	113	108	33%	96%	32%
2013	FEMALE	959	367	343	38%	93%	36%
	MALE	314	139	129	44%	93%	41%
2014	FEMALE	1172	379	313	32%	83%	27%
	MALE	549	127	110	23%	87%	20%

Despite this positive male application trend, there remain more women applying for postgraduate courses in the past three years. Research suggests that women habitually share their experience of postgraduate study, passing on recommendations to colleagues, an unusual activity for men. The development of male case studies in marketing literature is therefore a priority (AP4.9).

Women are generally also more likely to be offered a place on a postgraduate course after interview. As with undergraduate degrees, further research is needed into why this may be the case (AP4.10).

Postgraduate taught degree attainment by gender

Table 11: Postgraduate taught degree attainment by gender

Year of entry	Gender	Dist.	Comm.	Other	Total	Attainment by gender			Proportion Female/Male by classification		
						% Dist.	% Comm.	% Other	% Dist.	% Comm.	% Other
2012	FEMALE	62	93	97	252	25%	37%	38%	83%	85%	76%
	MALE	13	17	30	60	22%	28%	50%	17%	15%	24%
2013	FEMALE	66	100	79	245	27%	41%	32%	74%	77%	77%
	MALE	23	30	23	76	30%	39%	30%	37%	23%	23%
2014	FEMALE	39	58	68	165	24%	35%	41%	85%	65%	85%
	MALE	7	31	12	50	14%	62%	24%	15%	35%	15%

The strong performance of men at postgraduate level is noteworthy. Unlike undergraduates, men outperform women in attaining a good degree. Male graduates

suggest that this may be due to the age profile of their cohorts, many of whom are already working in the education or related sectors and who have therefore developed the skills, confidence, perceptiveness and self-awareness to support their learning. We will use this understanding to better support our male undergraduates' achievement (AP4.11). Women postgraduate students suggest that a lack of self-belief in meeting academic demands can hamper their achievement. We are introducing a co-curricular programme in January 2017 to support the development of both academic skills and confidence for all students (AP4.12).

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

Table 12: Postgraduate research degree students by gender

Full-time postgraduate research					Part-time postgraduate research				
Year	Female	% Female	Male	% Male	Total	Female	% Female	Male	% Male	Total
2012-13	1	50%	1	50%	2	23	53%	20	47%	43
2013-14	1	100%	0	0%	0	25	66%	13	34%	38
2014-15	0	0%	0	0%	0	28	70%	12	30%	40

We have had considerable success as a School in attracting men onto postgraduate doctoral research degrees, which attract students from across numerous professions, including those with a more equal gender balance. We will continue to make visible both male and female students in this cohort to act as academic role models (AP4.13).

Postgraduate research applications, offers and acceptances

Table 13: Ratio of applications, offers and acceptances onto postgraduate research degrees

Year of entry	Gender	Applications	Offers	Acceptances	Applications to Offers	Offer to Acceptances	Applications to Acceptances
2012	FEMALE	1	0	0	0%	0%	0%
	MALE	1	1	1	100%	100%	100%
2013	FEMALE	13	9	9	69%	100%	69%
	MALE	2	1	1	50%	100%	50%
2014	FEMALE	7	6	6	86%	100%	86%
	MALE	5	3	3	60%	100%	60%

More women apply for postgraduate research courses than men, are more likely to be offered a place and to accept that place. However, in 2014 the gap narrowed, with the overall percentage from application to acceptance rising for both genders. There are two (female) full-time students currently in the School of Education and one (female) part-time student currently studying for PhDs in the School of Education. This is in line with previous years' trends. It is difficult to draw any robust conclusions however due to the small cohorts involved although a review of recruitment processes may prove

illuminating. Such a review should include an investigation of the reason for a higher acceptance rate amongst women (AP4.14).

Postgraduate research degree attainment by gender

Table 14: Postgraduate research degree attainment by gender - successful completions

Year	Gender	Number	% Female/Male
2012	FEMALE	3	75%
	MALE	1	25%
2013	FEMALE	1	33%
	MALE	2	67%
2014	FEMALE	1	50%
	MALE	1	50%

The rate of successful completions by gender is variable. The collection of further information on the number of non-completions and reasons for them would therefore be valuable (AP4.15).

(v)   Progression pipeline between undergraduate and postgraduate student levels

We are pleased to report that we have a strong progression pipeline between undergraduate and postgraduate student levels in the SoE. The proportion of women who study at postgraduate level (2014: 85%) compares favourably with the female undergraduate figure of 91% (2014). The proportion of men is even more impressive with 15% (2014) of men studying at postgraduate level, compared with the male undergraduate figure of 8% (2014).

The practice-based nature of our postgraduate programmes often necessitates a period of practice prior to postgraduate study. We should therefore adopt curriculum and pastoral measures to ensure that all interested and well-suited undergraduate students are encouraged to undertake higher level study, acknowledging that this may be after such a study gap and potential pipeline break (AP4.16). However, a significant percentage of postgraduate students are not recent education graduates but educational professionals from a wide range of undergraduate disciplines, attracted by the practice-based, personalised nature of our postgraduate degrees. For example, although it is not unusual for a teacher who has an undergraduate BEd degree to progress onto masters level study after a number of years of classroom practice, it is equally common for such a returning student to be a health professional, organisational trainer or self-employed. This goes some way towards explaining the strength of our pipeline figures.

Summary of action points from Section 4.1: Student data	
4.1	Work with partner colleges to clarify the reasons for the rise in the proportion of male students on the Foundation degree in Early Years.
4.2	Develop interventions alongside partner schools and colleges and UH careers service to combat early gender stereotyping.
4.3	Review interview procedures to ensure that latent male potential is acknowledged.
4.4	Ensure all SoE staff, and visiting school staff taking part in interviewing, have undertaken training in unconscious bias.
4.5	Review the pattern of offers made by interview panels for undergraduate degrees.
4.6	Ensure the collection of reliable data on ethnicity and other protected characteristics in order to allow us to consider the impact of intersectionality on recruitment patterns.
4.7	Develop greater understanding of the reasons for a low conversion rate from application to acceptance for men and women.
4.8	Close the gap between men and women gaining a good degree.
4.9	Review postgraduate marketing material to ensure that programmes are equally attractive to male and female prospective students.
4.10	Research reasons for proportionally lower numbers of men than women on postgraduate programmes.
4.11	Draw upon an understanding of what supports male postgraduate students' success to support the attainment of male undergraduates.
4.12	Support the development of students' academic skills and confidence.
4.13	Make visible both male and female doctoral students to act as academic role models.
4.14	Review recruitment processes for postgraduate research degrees including an investigation of acceptance rates.
4.15	Develop a greater understanding of what supports and challenges successful completion at doctoral level.
4.16	Develop curriculum and pastoral measures to ensure that all interested and well-suited undergraduate students progress to postgraduate study and to doctoral completion.

References

Higher Education Academy (2011) *Male access and success in Higher Education: A discussion paper.*

Mistry, M. & Sood, K. (2016) Busting the myth of gender bias: views from men and women primary school trainees and teachers, *Education 3-13*, 44(3), 283-296

4.2. Academic and research staff data

(i)   Academic staff by grade, contract function and gender

Table 15: Pay and grading structure for salaried staff at UH

Grade	Academic posts	Research posts
Academic Manager/ Professor	Academic Managers including Deans of School/ Heads of Department, Associate Deans	Professor
UH9	Principal Lecturer	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6	N/A	
UH5	N/A	Research Assistant
UH4	N/A	

Table 16: Teaching and research staff by gender and grade

Year	Gender	UH7	UH7%	UH8	UH8%	UH9	UH9%	Academic manager/ professor	Academic manager/ Professor %
2013	FEMALE	1	2%	27	66%	4	10%	9	22%
	MALE	0	0%	7	70%	1	10%	2	20%
2014	FEMALE	1	2%	31	63%	9	18%	8	16%
	MALE	1	5%	14	74%	2	11%	2	11%
2015	FEMALE	2	5%	26	59%	8	18%	8	18%
	MALE	0	0%	12	75%	2	13%	2	13%

With the exception of one research fellow (female) in 2015, 100% of academic staff in the SoE were on combined teaching and research contracts. This compares with 59.5% of full-time and 59.9% of all staff nationally (HESA – all subjects). The percentage of staff on each UH grade is broadly similar for men and women. However, there is a much higher percentage of women on part-time contracts than men at all grades. Staff survey data indicated that, in the majority of cases, staff had requested to move from full to part-time working to allow additional time for caring responsibilities and the development of a better work/life balance. Despite being offered equal opportunity for such a reduction in working hours, less men have pursued this, due perhaps to a potential gendering of caring responsibilities. We will continue to monitor both this trend and the reasons for it through staff surveys (AP4.17).

The percentage of men and women at the highest grades is broadly comparable and has remained fairly static at UH9 and AM grades over 3 years. We would see this as a successful outcome of the School's distributed leadership agenda, where all have the opportunity to pursue leadership activity which provides the experience to support an application for a substantive leadership role.

Table 17: Teaching and research staff by full-time/part-time contract

Year	Grade	Female		Male	
		Full-time	**Part-time**	**Full-time**	**Part-time**
2013	Ac. Manager/Professor	5 (66%)	4 (44%)	2 (100%)	0 (0%)
	UH9	2 (50%)	2 (50%)	1 (100%)	0 (0%)
	UH8	18 (67%)	9 (33%)	6 (86%)	1 (14%)
	UH7	1 (100%)	0 (0%)	0 (0%)	0 (0%)
2014	Ac. Manager/Professor	4 (50%)	4 (50%)	2 (100%)	0 (0%)
	UH9	4 (44%)	5 (56%)	2 (100%)	0 (0%)
	UH8	14 (44%)	18 (56%)	7 (50%)	7 (50%)
	UH7	1 (100%)	0 (0%)	1 (100%)	0 (0%)
2015	Ac. Manager/Professor	5 (62%)	3 (38%)	2 (100%)	0 (0%)
	UH9	4 (50%)	4 (50%)	2 (100%)	0 (0%)
	UH8	12 (46%)	14 (54%)	8 (67%)	4 (33%)
	UH7	2 (100%)	0 (0%)	0 (0%)	0 (0%)

The full/part-time working patterns of female and male staff are interesting, particularly when compared with sector averages. In 2014-15, 54% of female academics worked part-time, compared with a national average of 58.4% (ECU – all subjects, 2014-15). The SoE figure fell to 48% in 2015-16. 50% of male academics worked part-time in 2014-15, compared with a national average of 27.9% (ECU – all subjects, 2014-15), which may indicate equality of choice of working pattern, despite small numbers.

The number of males working part-time in the SoE fell in 2015-16, as a result of voluntary retirement and re-structuring within the School. It is interesting to note that the percentage of females working part-time increases as they reach the higher grades, whereas no males work part-time above UH8. This may be due to the lack of availability of part-time posts for men or to cultural norms rendering male part-time working contentious and would merit further investigation (AP4.17).

A number of part-time workers feel that they are doing a full-time job for part-time pay (staff survey). Some put this down to their own attitude – '*I am a finisher so philosophically I am committed to a task no matter what the time boundaries are* ' – whereas for others institutional demands make this inevitable – *'UH work is often done in my own time to keep on top of things'*. Further exploration of the experience of part-time workers will support appropriate action to ensure that colleagues' experience of this choice of working pattern is positive (AP4.18).

Teaching-only staff

There are no staff employed on teaching-only contracts in the SoE.

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

We are delighted to report that we have now achieved a higher percentage of both men (2014-15:86%) and women (2014-15:83%) on permanent contracts than the national average (2014-15:66.5% HESA - all subjects). In 2015-16 the percentage rose to 92% female and 100% male. We are particularly encouraged that there are no staff employed on zero-hours contracts. Visiting Lecturers (VLs) are on permanent, flexible hours contracts. They mainly support ITE programmes, acting as university tutors for students on work-based experience. Their hours are re-negotiated annually, depending on the amount of work available and the hours individual VLs wish to commit to.

Table 18: Contractual agreements by gender and grade

Year	Grade	Female			Male		
		Fixed	Permanent	% Perm.	Fixed	Permanent	% Perm.
2013	Ac. Manager/Professor	1	8	89%	0	2	100%
	UH9	0	4	100%	0	1	100%
	UH8	2	25	93%	1	7	88%
	UH7	0	0	0%	0	0	0%
2014	Ac. Manager/Professor	1	8	89%	0	2	100%
	UH9	1	8	89%	0	1	100%
	UH8	5	26	84%	3	11	79%
	UH7	0	1	100%	0	1	100%
2015	Ac. Manager/Professor	1	8	89%	0	2	100%
	UH9	0	4	100%	0	1	100%
	UH8	2	25	93%	0	7	88%
	UH7	0	1	0%	0	0	0%

Table 19: Gender balance of VLs

Year	2013-14		2014-15		2015-16	
VLs	Female	Male	Female	Male	Female	Male
Number	40	21	39	20	39	15
Percentage	66%	34%	66%	34%	74%	26%

VLs are key to the success of the SoE's ITE programmes, often bringing their experience of senior positions in school to support the development of aspiring teachers. VLs are not always in a position to have their voice heard within the SoE, however, due to their fractional contracts and their work taking place predominantly in local schools rather than the university. Despite a dip in diversity in 2015-16, there are proportionally more

male VLs compared to the substantive academic staff. This may be explained by the fact that many VLs are retired headteachers, where men are over-represented (Guardian, 2015). However, we intend to use a revised staff survey with VLs to explore their reasons for taking on a role and give them the opportunity to share their views on equality issues (AP4.19).

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

Table 20: Academic/research staff leavers – full time

Year	2012-13		2013-14		2014-15		2015-16	
Grade	Female	Male	Female	Male	Female	Male	Female	Male
Academic Manager/ Professor	0	0	1	0	0	0	1	0
UH9	0	1	0	0	0	0	0	1
UH8	1	0	1	0	0	0	0	0
UH7	0	0	0	0	0	0	0	0
UH6	0	0	0	0	0	0	0	0
Total	1	1	2	0	0	0	1	1

Table 21: Academic/research staff leavers – part-time

Year	2012-13		2013-14		2014-15		2015-16	
Grade	Female	Male	Female	Male	Female	Male	Female	Male
Academic Manager/ Professor	0	0	0	0	1	0	0	0
UH9	0	0	0	0	1	0	3	0
UH8	1	0	1	0	2	0	3	1
UH7	0	0	0	0	0	0	0	0
UH6	0	0	0	0	0	0	0	0
Total	1	0	1	0	3	0	0	0

The turnover rate in the SoE is very low. This may be due to the high percentage of staff who have the job security of being on a permanent contract. Moreover, the staff survey indicated that the vast majority (95%) of staff are generally happy at work. We aspire to raise this to 100% through the enactment of this action plan (AP4.20).
For many academic staff, their UH role is a second career, following a successful career as a school teacher or leader. The collegiality offered by the SoE, together with the recognition of strengths and opportunities for skill development, means that many do not seek employment elsewhere prior to retirement – '*I have never been more busy, challenged and valued than I am at UH. The autonomy I have shows that I am valued and respected. My work colleagues use my specialist knowledge well and I am able to use my expertise to support them'.* The introduction of formal exit interviews (in line with UH policy, UH IAP7), for the minority of colleagues who do move on would allow us to learn more about how leavers see the positive and negative aspects of working within the School (AP4.21).

References

Guardian, The (2015) *Where are all the female headteachers?* Available at: https://www.theguardian.com/women-in-leadership/2015/feb/11/lack-of-female-headteachers-gender-diversity-education Accessed: 24.11.16

Summary of action points from Section 4.2: Academic and research staff data	
4.17	Develop greater understanding of male working pattern choices.
4.18	Engage a sample of part-time staff in individual interviews to learn more about their experience of work.
4.19	Introduce more formal mechanisms for hearing the views of VLs on whole-School issues.
4.20	Develop working practices which enhance staff happiness at work.
4.21	Introduce exit interviews, with an annual review of findings.

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5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1.   Key career transition points: academic staff

(i)   Recruitment

The main entrance points for an academic post to the School are at UH 7 and 8. Some direct appointments to UH 9 take place although these posts are also gained through promotion. The School follows UH recruitment procedures including advertising external posts, with advertisements circulated to School networks to extend reach. Family-friendly information and policies could be further highlighted (AP5.1). Interview panels reflect UH gender diversity policy.

Internal positions are advertised across the staff body, in an open application process. An application, shortlisting and interview process is required for all positions of responsibility, regardless of whether these attract additional remuneration.

The School's recruitment processes encourage both female and male applicants through ensuring that person specification requirements are non-gender specific, that required experience is couched in terms which will encourage a wide range of applicants and that the Chair of each interview panel ensures judgements based on the circulated criteria.

We are aware that unconscious bias remains a possibility however in all interview processes. We wish to ameliorate such potential bias in order to attract and retain the highest quality staff. We are happy to note that 26% of staff have already undertaken unconscious bias training. However, in line with the UH IAP (14), we will mandate 100%

of SoE staff and VLs to undertake unconscious bias training, making this a requirement for the induction of new staff (see AP4.4).

Application, shortlisting and appointment trends

Table 22: Academic applications, shortlisted and offers by gender – 2014-15

Grade	Applications					Shortlisted					Offers				
	Fem.	Male	Un-known	% Fem.	% Male	Fem.	Male	Un-known	% Fem.	% Male	Fem.	Male	Un-known	% Fem.	% Male
Academic Manager/ Professor	9	10	1	47%	53%	3	4	0	33%	40%	1	2	0	11%	20%
UH9	22	7	4	76%	24%	5	3	2	23%	43%	1	1	0	5%	14%
UH8	6	3	1	65%	35%	4	0	0	67%	0%	1	0	0	17%	0%
UH7	4	1	0	80%	20%	3	0	0	75%	0%	1	0	0	25%	0%
UH6	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%

Table 23: Academic applications, shortlisted and offers by gender – 2015-16

Grade	Applications					Shortlisted					Offers				
	Fem.	Male	Un-known	% Fem.	% Male	Fem.	Male	Un-known	% Fem.	% Male	Fem.	Male	Un-known	% Fem.	% Male
Academic Manager/ Professor	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
UH9	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
UH8	4	6	0	40%	60%	1	3	0	25%	50%	1	0	0	25%	0%
UH7	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%
UH6	0	0	0	0%	0%	0	0	0	0%	0%	0	0	0	0%	0%

Only recorded since 2014-15, the small numbers involved make it difficult to draw any firm conclusions about recruitment processes. Despite this, patterns of recruitment at UH8 are interesting. In 2014-15, a higher percentage of women than men applied (65% women; 35% men) with no males shortlisted, in contrast to 67% of shortlisted women applicants. However, in 2015-16 more men than women applied (60% men; 40% women) and more men were shortlisted (50% men; 25% women). Ultimately, and interestingly, the one offer made was to a female candidate.

There was no recruitment at UH9 and above for 2015-16. In general however it is noteworthy that men achieve proportionally better at grades UH9 and above, despite generally having a lower application rate. This is an interesting contrast with student

recruitment, where women are more likely to be successful than men. We seek to address this potential gender stereotyping in staff leadership roles through a support package for applicants to leadership roles and through the ongoing monitoring of application success rates (AP5.2).

(ii)   Induction

A multi-faceted approach is used to induct new staff members, made up of a combination of UH-wide and in-School elements, illustrated in Table 24 below.

Table 24: Induction activity for new staff

Activity	Provided by	Provided when
Introduction to the SoE	In-School induction programme, tailored to individual need, co-ordinated by Dean's Executive Assistant	On starting at UH
Health and Safety training	UH Central Induction Team	During Central Induction on starting at UH
Equality and Diversity training	UH Central Induction Team	During Central Induction on starting at UH
Information Hertfordshire familiarisation	UH Central Induction Team	During Central Induction on starting at UH
Work practices, policies, procedures familiarisation	In-School induction: Line Manager and mentor, guided by HR checklist	During first 12 months in post
UH Research Information System (RIS) training	In-School induction: SoE Research Engagement Group (REG) and central UH training events	During first 12 months in post
UH ethics procedures training	In-School induction: Associate Dean , Research and central UH training team	During first 12 months in post
Continuing Professional and Academic development (CPAD) course	UH Learning, Teaching and Innovation Centre (LTIC) - accredited course (60 masters level credits)	During first 1 -2 years in post – length of programme depends on staff's previous teaching experience

100% of new staff undertake this induction programme, personalised to suit their current skill-set. Up to 2011, a New Staff Group supplemented this programme. It provided a monthly opportunity to explore issues including the development of a professional identity in an HEI. Informal feedback indicates such support would be welcomed (AP5.3).

70% of staff were happy with their induction (staff survey). However, areas needing further improvement included procedural knowledge - '*There are aspects of UH*

procedures which, if I had more information on, would greatly increase the efficiency of my work' and assumptions about levels of knowledge – *'I didn't know what I didn't know'.* Elements of the induction process are reviewed on an ongoing basis at UH level (e.g. CPAD, through the Module Feedback Questionnaire (MFQ) process; in-School induction through the staff probation reporting process). However, more formal review processes at School level is required to determine how to raise satisfaction levels (AP5.4).

(iii)   Promotion

All academic posts within the School are advertised to all staff by email from the Dean of School and advertised on CORE, the central UH HR system.

Staff can also undergo a job evaluation process (EQUATE). Individuals, with the support of their line manager, prepare a portfolio of evidence to demonstrate how they meet the criteria for a promoted grade. This is assessed by HR and discussed with the line manager before being approved by the appropriate Pro-Vice-Chancellor to ensure organisational equity.

Table 25: Internal applicants for promotion and success rate – full and part-time academic staff

Year and post	Applications				Shortlisted				Offers			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
2012-13 Head of Multi-professional education	1	0	100%	0%	1	0	100%	0%	1	0	100%	0%
2013-14 Associate Dean Academic Quality	3	0	100%	0%	3	0	100%	0%	1	0	100%	0%
2014-15 Head of ITE	0	1	0%	100%	0	1	0%	100%	0	1	0%	100%
Deputy Head of ITE (Primary)	1	0	100%	0%	1	0	100%	0%	1	0	100%	0%
Deputy Head of ITE (Secondary)	1	0	100%	0%	1	0	100%	0%	1	0	100%	0%
2015-16 Associate Dean Academic Quality	3	0	100%	0%	3	0	100%	0%	1	0	100%	0%

The number of both male and female internal applicants for promoted posts remains modest and therefore renders robust data interpretation problematic. Developing line managers' expertise in discussing promotion opportunities with staff (UH IAP 20) would enable individuals to be more proactive in seeking development opportunities (AP5.5).

Unsuccessful candidates for all posts are offered a de-brief with a member of the interview team, which includes the offer of contributing to or leading an in-School project which utilises their current strengths whilst providing opportunities for further development.

We are pleased to have supported three academic members of SoE staff to participate in the nationwide Aurora Programme for Women into Leadership, designed to address the under-representation of women in senior HE positions. We will evaluate the career momentum of women who have taken part in this programme and draw on their learning to support other interventions within the School (AP5.6).

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

Table 26: Submissions to RAE 2008 by gender (eligibility: any academic over 0.4 contract)

REF 2008	Female		Male		Total	
Submitted	3	7%	6	66%	9	18%
Not submitted	38	93%	3	33%	41	82%

Table 27: Submissions to mock REF 2014 by gender (eligibility: any academic over 0.4 contract)

REF 2014	Female		Male		Total	
Submitted	10	21%	3	30%	13	27%
Not submitted	37	79%	7	70%	44	77%

As in many Schools of Educational nationally, publication activity in the SoE is lower than in other Schools across UH. This is primarily due to the career trajectory of academics within the School. Entering HE as a second career, they have neither the experience in academic writing nor the publication record which might be expected in other disciplines.

18% of SoE academic staff was submitted to the 2008 RAE. This figure puts us below national averages, where one third of academics in Schools of Education are classed as research active (Mills, 2006). For the 2014 REF, the institutional submission strategy was to submit only research which had the likelihood of being classified as 3 or 4 star. The School of Education was not one of these units, as we currently do not have sufficient research at the higher star levels.

The gender division in REF submissions is significant. In 2008, twice as many men as women were submitted, a pattern reversed in 2014. However, the proportion of women remained significantly lower than for men (21% women; 30% men). Despite being in line with national trends (HEFCE, 2009; 2015), we seek to encourage more women to become active in research and publication. As Christie et al. (2012) point out, the current instability of Schools of Education due to policy changes, the ageing profile of staff and the growing competition from school-led providers of ITE and CPD provides an obstacle to the development of research capacity. The interconnection of age with gender in explaining the relatively low levels of publication in the SoE has been noted and has informed the development of initiatives within the School to support research productivity.

The School is taking a proactive approach to preparing for REF 2020. A new Research Engagement Group (REG) has been set up which seeks to promote SoE understanding of and engagement with research. Personal research conversations are offered to all members of staff, to support the development of individual publication plans as part of the appraisal process. An academic mentoring programme has been introduced within the School of Education to support the development of research activity. We are also seeking to re-define the understanding of what constitutes research and to address the time and space available for reading, writing and research, identified as a key issues in the staff survey (AP5.7).

We actively encourage all members of staff to submit articles and Thought-pieces to LINK, the SoE online journal (LINK, 2016). The journal supports new writers and develops the SoE capacity to be entered in future research assessment exercises. In the first 3 issues of LINK, 16 females and 7 males contributed, demonstrating equitable access to publication opportunities.

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Summary of action points from Section 5.1 Key transition points – academic staff	
5.1	Clarify the support available for applicants with families.
5.2	Develop a support package for those applying for leadership roles.
5.3	Further develop/enhance and implement local induction procedures.
5.4	Monitor and evaluate attendance at and value of all induction processes, local and central.
5.5	Develop line managers' expertise in discussing promotion with staff.
5.6	Evaluate the career momentum of women who have taken part in the Aurora Programme for Women into Leadership.
5.7	Develop and evaluate the SoE culture and processes to support an entry into the 2020 REF.

5.2. Career development: academic staff

(i)   Training

UH-provided training opportunities (booked on a central online portal) are made available to staff through a dedicated section of the university website and regular email communication from HR and other areas of the university that offer bespoke learning opportunities.

Table 28: Uptake of UH-provided training opportunities by gender

	2013-14		2014-15		2015-16	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
Number attending	27	8	37	10	30	10
Percentage of SoE academics of that gender	68%	80%	74%	53%	68%	62%

In 2015-16, the percentage of men and women attending UH-provided training opportunities was broadly similar. This contrasted with 2014-15, when 21% more women undertook such opportunities, and with 2013-14 where the percentage of men attending outstripped women by 12%. We need to monitor this changing pattern to ensure that the current level of uptake continues (AP5.8).

Centrally-provided training is supplemented by informal development opportunities within the School. These include *Open Space*, a seminar series with sessions led by School staff, a lecture series with external speakers and two annual staff conferences focusing on the development of research, scholarship and practice.

78% of respondents to the staff survey reported that they had attended at least one internal development activity during the last year, whilst 72% had attended at least one external opportunity. Overall, 73% of respondents felt that there were adequate opportunities to support their career development. Comments cited the support and encouragement given for staff development. We will now explore more deeply the impact of staff development activities (AP5.9), in order to raise engagement levels. While most staff members recognise and appreciate the opportunities available to them, some report that their teaching commitment means they do not have the time to benefit. We need to explore time allocation issues further in order to ameliorate this situation (AP5.10).

(ii)   Appraisal/development review

SoE appraisal provides an opportunity for all staff to discuss their performance over the previous year, celebrating successes and setting targets for the following year. Support for the achievement of these targets, and individuals' longer term career plans, is then identified and captured in an Action Plan. Appraisal is undertaken by 100% of staff. 72% of respondents to the staff survey viewed appraisal as a development opportunity. The diverse nature of comments is helpful in illuminating the range of views – '*There is*

a paper structure to the appraisal process but no real talent management to help you to link up opportunities'; the SoE is unusually supportive of opportunities identified by staff. We now need to ensure that all appraisers are adequately trained (AP5.11) whilst reviewing appraisal policy and practice to raise its developmental potential (AP5.12).

In addition, the SoE has a highly regarded peer review process. 100% of staff undertake peer review and positively evaluate its impact on their professional knowledge and understanding. The peer review process is predicated on the UH values of a student-focused organisation which promotes friendliness, ambition, collegiality and entrepreneurship. Peer review is undertaken in this spirit and adds value to the appraisal process through a personalised, developmental review process focusing on a specific staff activity.

(iii)   Support given to academic staff for career progression

Support for career development is provided on a whole-School and individual basis. 4 annual School meetings and 2 annual conferences, attended by all staff, provide the opportunity to develop colleagues' skills, knowledge and understanding on pedagogical issues and HEI policy and practice. Colleagues are kept up to date with sector issues and are enabled to seek further development opportunities in areas of interest/weakness.

Support for individual career development takes places through the annual appraisal process discussed above. Individuals identify the support they need to reach their developmental targets. Support for the achievement of research targets is provided by their appraiser and an allocated member of the REG.

The SoE *Professional Learning Framework* (PLF) supports academics in analysing the elements which make up their work. The PLF promotes an understanding of academic practice as comprising integrated activities which share the aim of supporting learning: Learning and teaching, Research and scholarship, Innovation and enterprise and Leadership. It invites individuals to: consider the balance of their work across these domains; explore areas for development; develop a sound rationale for applications for professional learning funding and plan for the use of self-managed time, appraisal and peer review.

The School survey indicates that there are staff, many of whom have joined the university after a first career as a school teacher, who struggle to prioritise research. 77% of respondents reported that there were opportunities to support development as a researcher. Commentary suggests, however, that some do not feel that they have enough time to carry out research: *I don't think I would have time to do research at the moment; research opportunities are growing, but my role is so far reaching it's difficult to fully engage*; or even see themselves as researchers: *I am not a researcher.* We seek to address this through further research into time-related issues (AP5.13), and through the targeted use of the Personal Learning Framework, personal research conversations and the appraisal process (AP5.14).

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

The majority of programmes offered within the SoE are applied in nature and are targeted to support students in developing the skills, knowledge and attributes needed for a career in the education field, in its broadest sense. The interrelationship between theory and practice underpins all programmes through the development of critical and inquiring capability, seen to underpin both academic and vocational success. Work placement opportunities are built-into all undergraduate courses to support student understanding of the breadth of their chosen profession. Many of our students have clear career aspirations or are already working, seeing their course as a means of professional and career development.

Support for undergraduate students

Support includes talks from the UH Careers and Placements team, focusing on the development of networking skills, CV development and the writing of letters of application. Regularly updated programme sites provide relevant careers information such as careers fairs, volunteering and job opportunities. All undergraduate students are allocated a personal tutor to support their academic and professional development. The School also operates a peer mentoring programme, one of a number of support activities organised by a dedicated Student Experience & Peer Mentoring Co-ordinator. This support will be enhanced by the introduction of the co-curricular programme in January 2017. Monitoring of the uptake and effect of this programme will help us to determine its efficacy in impacting on the disparate student outcomes identified in section 4.1 above (AP5.15).

Support for postgraduate students

The majority of masters and doctoral students are part-time students using academic study to develop their understanding and practice. Masters students are allocated a supervisor in their final year of study, with doctoral students accessing supervisory support through their whole programme.

Evaluations confirm that the experience and new knowledge gained from postgraduate study can act as a catalyst for personal, professional and sometimes organisational change. Students report that they feel well-supported and valued as individuals: *I feel that the School is hugely supportive of all students regardless of gender and actively promotes the university values* (Student survey – female respondent); *It's been very inclusive of people and their ideas* (Student survey – male respondent).

Additional support includes help with applications for grants and awards and mentoring in developing conference presentations and writing for publication.

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

The central UH research team advise on all aspects of research grant applications including financial and impact planning. Support is also available from professors within the School, both in identifying bidding opportunities and in developing thinking based

on feedback from unsuccessful bids. We seek to increase the proportion of staff involved in research grant applications (AP 5.16).

Summary of action points from Section 5.3: Career development – academic staff	
5.8	Monitor attendance at UH-provided training opportunities to ensure that the current level of uptake continues.
5.9	Evaluate the impact of centrally-provided development opportunities on practice.
5.10	Explore time allocation issues which staff perceive do not allow them to benefit from development opportunities.
5.11	Ensure appraisers are adequately trained.
5.12	Review appraisal policy and practice to raise its developmental potential.
5.13	Research further time-related issues within the School.
5.14	Provide support for staff to develop a wider understanding of the academic role, to include developing as active researchers, through the PLF.
5.15	Monitor the uptake and effect of the co-curricular programme on disparate student attainment outcomes.
5.16	Increase the number of staff involved in grant applications.

5.5 Flexible working and managing career breaks

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

The SoE is an older workforce; in the three year period of analysis very small numbers of staff have taken up maternity and paternity leave. There have been no applications for adoption leave within this period. Despite this, we are committed to having appropriate policies and practices in place in the event of an increase in demand, to enable us to retain the talents of all staff. The differing needs of the SoE workforce merit consideration however. Following the example of the School of Health and Social Work at UH we intend to set up a menopause network and to encourage carers to join the UH Carers' network (5.17).

As a School, we adhere to the comprehensive guidance on StaffNet, the UH intranet for staff, relating to maternity, adoption, parental leave and the support available to men and women to combine work and family life on return to work. Both academic and professional staff are encouraged to discuss their particular circumstances with their line manager and to contact HR for advice on legal and contractual issues before maternity and adoption leave begins.

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

Staff who apply for maternity and adoption leave are supported by HR through the provision of detailed information regarding legal entitlement, pay etc. Within the School, line managers provide support for securing appropriate cover whilst staff are on

maternity or adoption leave and discuss the potential for flexible working for those with parental responsibility on return to work.

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

The UH policy for Keeping in Touch (KIT) days is followed in the SoE. This allows women on maternity leave to come to work to be involved in developments, updates etc. without impacting on their status. Staff returning to work are offered a series of regular discussions with their line manager to ensure their smooth return. Line managers would benefit from additional training on how to provide appropriate support (AP5.18). UH has 7 First Aid rooms across campus which can be used for breastfeeding/expressing, all of which contain fridges. Cover for maternity and adoption leave and support for returning staff is funded through the School staff budget.

(iv)   Maternity return rate

The one member of the academic staff who took maternity leave in 2014-15 chose not to return to work. 2 members of the professional staff took maternity leave in the past four years. Both have now returned to work, one on a flexible work pattern agreed with line managers. Statistically the numbers are too small to draw any robust conclusions. However, line managers are continuing to monitor the needs of individuals as part of the regular line management one-to-one meeting schedule (AP5.18).

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

No member of academic/research or professional staff took paternity leave in the last three years. This is primarily due to the relatively mature age of the academic staff. The School promotes and encourages take-up of paternity leave and shared parental leave where appropriate through discussion with line managers.

(vi)   Flexible working

In line with UH culture, the SoE operates a system of informal flexible working. This is open to men and women, academic and professional staff. Where possible, as long as it fits with business needs, a local arrangement is made to support the member of staff in adjusting their working hours. These adjustments may be to allow the compression of hours, part-time working from home or working total hours over more than a week.

We are aware that, as a mature workforce, many staff have parental care responsibilities and we are committed to embracing the opportunity to retain the talents of these staff through flexible working arrangements. UH has a policy of 'anytime, anywhere, any device', operationalised through our Virtual Private Network (VPN) allowing staff to access email, shared and personal folders remotely. We support SoE staff in working remotely when appropriate. Staff well-being is further supported through a 'Family friendly and wellbeing' space on the UH intranet which highlights a wide range of policies, guidance and benefits which support complex lives. These include arrangements for flexible working, maternity, adoption, parental leave, childcare, day nursery and time off for emergency care of a dependent, job sharing, etc.

Central HR monitors only formal requests for flexible working.   Since 2011, there have been no formal requests made to HR resulting in a permanent change of contract.   It may be beneficial for staff to have informal flexible working arrangements captured formally within the SoE (AP 5.19) and to investigate the perceived impact of flexible working on career development (AP 5.20).

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

The SoE is committed to supporting divergent career patterns, where possible within its resources. Individuals discuss informally with their line manager any request to an adjustment to their working pattern, then may move on to more formalised discussions involving HR. Requests are considered on an individual basis, in line with SoE policy.

Transition from part-time to full-time working is rare. This is generally due to budgetary constraints including the back-filling of hours remitted by staff wishing to become part-time. However, additional hours are offered to part-time staff where a gap they could fill arises. Not all staff are aware of these processes: *'Apparently there are no systems for moving from part-time work to full-time which I think is rather unfair as I would like a full-time position now as childcare is less of an issue'* (staff survey). This lack of awareness needs to be addressed (AP5.21). The more frequent practice is from full-time to part time, where members of staff may reduce their working hours due to caring responsibilities, combining work in the SoE with other personal or professional interests, phased retirement arrangements and well-being issues.

Summary of action points from Section 5.5: Flexible working and managing career breaks	
5.17	Consider and provide for the differing needs of a mature workforce.
5.18	Provide additional training for line managers on appropriate support for staff returning from maternity and adoption leave.
5.19	Formalise the recording system for monitoring informal requests for flexible working arrangements within the School.
5.20	Investigate the impact of flexible working on career development.
5.21	Ensure all staff are aware of the process for changing hours.

5.4   Organisation and culture

(i)   Culture

The SoE is committed to inclusive policy and practice for both students and staff, a pledge evidenced through reflection of the Athena SWAN principles in our policies, practice, action plans and culture. Positive responses from our staff survey verify the translation of this commitment to action. Our approach to this application process exemplifies our belief that quality activity benefits from the involvement of all (*AS Principle 1*). An open invitation to join the SAT received a positive response. Regular updates in staff meetings and in a dedicated Athena SWAN area on the SoE internal

website ensured that all colleagues could contribute to the debate which supported this application process. A staff development day was used to ensure that all staff contributed to the interpretation of the staff survey data and proposed arising actions.

Our aspiration to become sector leaders in attracting, training and developing male students and staff is supported by our intention to address any loss of talent through the career pipeline *(AS Principle 2),* whilst attaining gender parity in senior roles *(AS Principle 3).* This will support our commitment to maintaining gender pay equality *(AS Principle 4).*   All of our staff are on permanent contracts (*AS Principle 6*), evidencing our commitment to providing job security and encouraging the creativity and productivity which such security can bring.

The fostering of potential is central to the School's philosophy and practice. A SoE Student Engagement Co-ordinator has been appointed to support students with developing their skills, abilities and confidence as successful learners. The success of this initiative has led to its adoption in other Schools. We promote an explicit distributed leadership culture which allows both male and female staff to adopt diverse leadership roles building on their areas of interest and expertise *(AS Principle 5).* Individuals are able to bid for SoE awards which provide financial and mentoring support for research and development activity.

We understand that many social justice issues, such as gender and race, often overlap, creating multiple levels of social injustice. We are committed to developing further understanding of such intersectionality, to support our growth as a truly inclusive School *(AS Principle 10).* We recognise the impact of co-existing factors on the shaping of people's identities within the SoE and are dedicated to improving the collection and analysis of diversity data for staff and students (AP5.22). Such data will be used to deepen understanding of the intersecting characteristics that impact on career progression and allow us to address inequalities (AP5.23).

We are currently developing our understanding of the discrimination often experienced by trans people *(AS Principle 7)* through encouraging more staff to undertake training (AP 5.24) and, drawing on ECU guidance (2016), increasing our expertise in supporting the flourishing of all colleagues.

Our action plan is the driver of sustainable structural and cultural change *(AS Principle 9)* to advance gender equality in the SoE. The diversity of personnel with responsibility for actions within this plan testifies to our commitment to drive such equality forward through the understanding and active participation of all *(AS Principle 8).* We will continue to monitor our progress in achieving gender equality through the promotion of representation, progression and success for all through the regular monitoring of the implementation and impact of our action plan (AP 5.25).

(ii)   HR policies

The SoE is active in ensuring that we follow developing UH policy and practice. Three members of the School have volunteered to be Dignity at Work advisors and are undergoing training. We support our partners in developing consistency in policy application, through Link Tutors visits and robust Quality Assurance policy and practice. This support is welcomed by partners who often access UH and SoE training. Recently, for example, a number of partners have undertaken unconscious bias training.

Consistency in the monitoring of HR policies is assured through the following system:

- Pre and post appraisal meetings with all line managers set expectations for targets for staff and standardise the ways in which these expectations are implemented.

- Changes to University Policies and Regulations, including those focusing on equality, are discussed at the School Academic Committee and School Executive Group (SEG).

- Dean of School meets HR Business Partner to discuss policy implementation.

- Line managers consult HR Business Partner for advice before implementing policy or meeting staff to discuss issues to ensure parity. HR Business partner provides support and advice for these processes and updates staff at SEG on any policy updates.

The Equality Office is represented on our SAT which supports our understanding of the implications of policy for the staff body and individuals within it.

(iii)   Representation of men and women on committees

Figure 1: The committee structure of the **School of Education** within **UH committee structure**
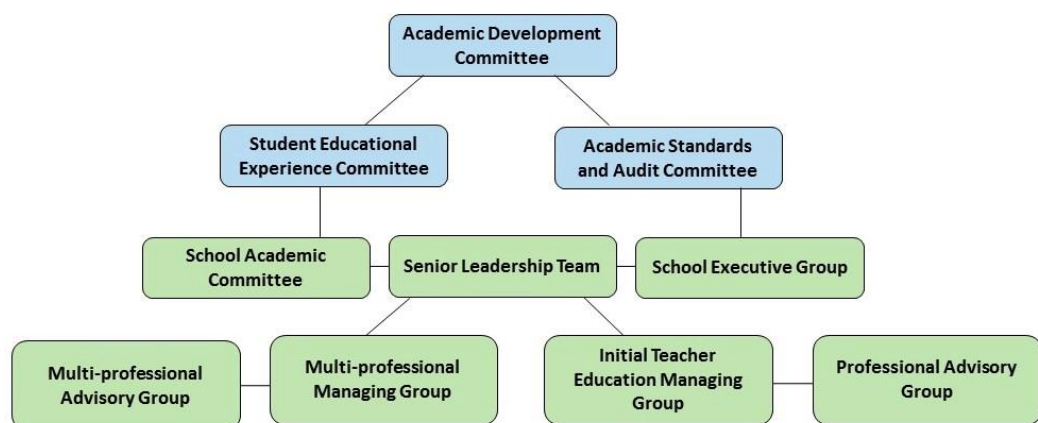
Table 29: Membership of key school committees by gender

Committee	2013-14				2014-15				2015-16			
	Fem.	Male	% Fem.	% Male	Fem.	Male	% Fem.	% Male	Fem.	Male	% Fem.	% Male
ITE Managing Group	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5	1	83%	17%
Multi-Professional Education Managing Group	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	2	75%	25%
Professional Advisory Group	23	3	88%	12%	23	3	88%	12%	21	5	81%	19%
School Academic Group	14	4	78%	22%	15	4	79%	21%	15	4	79%	21%
School Executive Group	17	1	94%	6%	17	1	94%	6%	16	2	89%	11%
Senior Leadership Team	10	2	83%	17%	8	1	83%	17%	6	2	83%	17%
Research Engagement Group	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6	1	86%	14%

Table 30: Chair of key school committees by gender

Committee	2013-14		2014-15		2015-16	
	Female	Male	Female	Male	Female	Male
ITE Managing Group	N/A	N/A	N/A	N/A		✓
Multi-Professional Education Managing Group	N/A	N/A	N/A	N/A	✓	
Professional Advisory Group *	✓	✓	✓	✓	✓	✓
School Academic Group	✓		✓		✓	
School Executive Group	✓		✓		✓	
Senior Leadership Team	✓		✓		✓	
Research Engagement Group	N/A	N/A	N/A	N/A	✓	

*Shared leadership

Membership of formal committees, for example, the School Academic Committee, is set centrally by UH Governance Services. Such membership is often role-driven, although they may be opportunities for staff representatives to serve. Where this is the case, opportunities are advertised to all staff via email.

There is a healthy proportion of men involved in committees compared with the total proportion of men within the School. Tokenism is avoided through targeting men for specific committees where they have already declared an interest.

The majority of committees are chaired by women. For the most part this reflects their role in relation to the focus of the committee, and is in line with the proportion of women occupying roles of responsibility. An analysis of committee membership by grade and gender profile has not been routinely undertaken in the SoE. This is something we now commit to (AP5.26).

(iv)   Participation on influential external committees

Academic staff generally participate in external committees as part of their substantive role within the School. This work can lead to the introduction of School-level committees, which can then have a wider membership and offer the opportunity to contribute to university-level policy-making to a broader spectrum of staff. Invitations to become members of external committees are sometimes circulated to all staff within the university. SoE are encouraged to respond positively to such invitations.

Professional staff are also offered the opportunity to contribute to external working groups where appropriate. The School Administrative Manager routinely represents the School on a range of committees and working groups.

The School encourages staff to become active in a range of external societies and institutions, resulting in some productive development opportunities.

(v)   Workload model

The SoE seeks to have a transparent workload model for academic staff which allocates 'value', expressed as hours, to individual tasks. This model is reported annually to the UH Joint Negotiating Consultative Committee (JNCC). However, this transparency is understood by only 48% of staff survey respondents. We are currently revising this model, (AP5.27), in line with the university's guidance on workload management (UH IAP 24) including reviewing it for gender bias.

An adjunct system for easily calculating personal teaching and marking hours by module was developed by a member of staff in 2013. Hours are recorded by a member of staff on a personal Ready Reckoner and discussed with line managers during the appraisal process. Although differentiated, the system essentially calculates total hours worked. This is not always beneficial for career development. The PLF was therefore designed to supplement the personal Ready Reckoner, although it would benefit from being used more consistently across the School (AP5.28).

The staff survey indicated that time was an issue for many staff within the School. 61% of respondents felt that they had inadequate time to complete their work to the standard they would wish. 39% of respondents felt these time pressures to peak in the first semester, whereas 46% felt this pressure across all semesters. A small proportion of respondents felt time pressures more acutely in the second semester (12%) or the final semester (2%). We will monitor and review time commitments and resulting pressures, seeking to reduce pressure and increase staff satisfaction (AP5.13).

(vi)   Timing of departmental meetings and social gatherings

The scheduling of School meetings attempts to take account of individual working patterns. However, this can prove difficult due to timetabling constraints and the number of part-time workers within the School. A calendar of core meetings is published at the start of the academic year to allow individuals to plan attendance. For some staff this includes putting in place childcare and caring arrangements. Minutes are published of meetings for information. Arrangements for non-core meetings are usually made in consultation with participants (e.g. by Doodle poll).

We attempt to make work-related social events attractive to and convenient for men and women. These are generally held in the working day (lunchtime or late afternoon). Internal seminars are generally scheduled to start at 4.00pm. The Flagship Lecture and external seminar series takes place from 5.00pm to enable staff in partner schools to attend.

Staff survey responses indicate that 80% of staff feel that due consideration is given to part-time working caring responsibilities etc. when planning events. We seek to raise this figure so that more staff feel included in the wider life of the School (AP5.29).

(vii)   Visibility of role models

In many cases, the gender balance of events, publicity materials etc. within the SoE is a result of what has pragmatically emerged, rather than of a gender equality strategy. We will now put in place systematic approaches to ensuring that any gender imbalance is revealed, acknowledged and rectified where appropriate. Presenters at SoE events are predominantly female. During 2015-16, for example, women made up the significant majority of speakers in the flagship and seminar series. Where this is not the case, the gender often supports traditional stereotypes. In the flagship lectures in 2015-16, for example, the lecture on '*How to be a brilliant parent'* was delivered by a woman whilst that on '*Ten unanswered questions in science education*' was delivered by a man. We are now developing a strategic approach to our external speaker programme which challenges such gender stereotyping and provides role models for both men and women (AP5.30). Records of participation in events by gender will now be accurately maintained (AP5.31).

The School displays a number of photographs and images of students at work. These displays feature more female than male students in the primary age phase. This trend is reversed in images of students in the secondary age phase, which are more likely to be male. There are broadly similar numbers of images of male and female mature students. Images on the landing page of the School website are predominantly of white females. This lack of diversity is continued across other web pages. There are very few images of children in school and a restricted age range is represented for those studying within the SoE.

The School generally relies on the UH bank of photographs, rather than including images we have produced ourselves. We intend to work with students through a photo-competition to develop authentic images of the diversity of life within the School (AP5.32).

(viii) Outreach activities

The homepage of the SoE Centre for Educational Leadership (Figure 2) gives a clear indication of the School's commitment to the development of social justice. This commitment goes beyond an intention to ensure that students from all academic and social backgrounds are given the support to succeed. Instead, we wish to develop teachers and other educationalists who are committed to supporting social mobility and enhanced life chances for all. Our belief in the power of education to support such social mobility underpins our outreach strategy.

Figure 2: Homepage of the SoE Centre for Educational Leadership - http://www.herts.ac.uk/cel/centre-for-educational-leadership
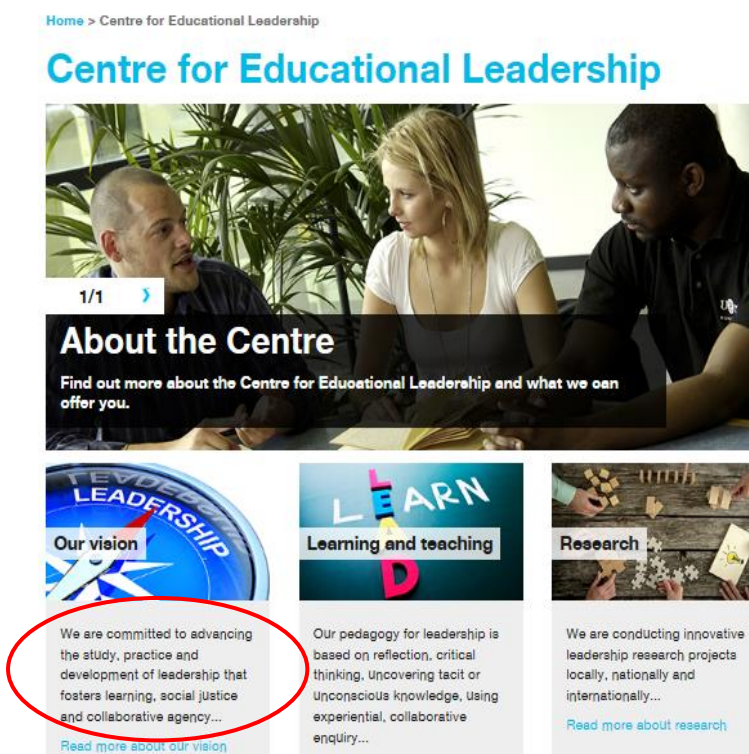
In 2015-16, staff made targeted visits to secondary schools to work collaboratively with practitioners in a process of mutual development. Primary and secondary school students were invited to participate in activities held at UH such as *The Big Draw*. The Centre for STEM education, until March 2016, worked with an extended field force who supported schools and ran CPD. Our flagship lecture series seeks to encourage members of the wider community of Hatfield to access the university. We will continue to develop this outreach programme in 2016-17 and beyond (AP5.33).

For academic staff, contributions to outreach activities are recognised within the hours planning mechanism of the SoE Ready Reckoner. For professional staff, the system is more informal and would benefit from reconsideration (AP5.34).

References

ECU (2016) *Trans staff and students in HE and colleges: Improving experiences.* London: ECU.

Summary of action points from Section 5.6: Organisation and culture	
5.22	Improve the collection and analysis of diversity data for staff and students.
5.23	Deepen understanding of the intersecting characteristics that impact on career progression to allow us to address inequalities.
5.24	Develop our understanding of the discrimination against trans people and take action to counter this.
5.25	Ensure the continuing development of gender equality policy and practice through the systematic monitoring and evaluation of the impact of the Athena SWAN action plan.
5.26	Undertake regular monitoring of internal and external committee membership by grade and gender profile.
5.27	Review the transparency and gender neutrality of the current workload model and ensure all staff understand rationale and formulae.
5.28	Ensure that the PLF is used consistently across the School to support career development.
5.29	Review the timings of School meetings and social gatherings.
5.30	Develop a strategic approach to our external speaker programme which challenges gender stereotyping and provides role models for both men and women.
5.31	Keep accurate records of participation in SoE events by gender.
5.32	Initiate a photo-competition for students to produce authentic images which represent what being in the SoE means to them.
5.33	Continue to develop the SoE outreach programme to encourage members of the wider community to access the university.
5.34	Reconsider the recognition system for professional staff contribution to outreach activities.

(Words: 5,560)

6.   CASE STUDIES – N/A

7.   FURTHER INFORMATION

The process of developing this application has been instructive. The high levels of collaboration involved in developing both a picture of what is and a vision for what should be has led to a raised awareness of equality issues and has begun to influence the discourse within the School. In many cases, our current policy and practice has emerged over time, rather than being the result of the application and monitoring of a reflective, gender equality strategy. We will continue to use the Athena SWAN process

to develop such a strategy and use it to guide a more thoughtful, deliberate approach to assuring equality within the School. We will re-name the SAT the *Equality, Diversity and Inclusion Group*, to better represent our extended focus on equality going forward (AP6.1). This group will have a remit to maintain and review progress on the Action Plan (AP3.3).

In line with our UH institutional action plan, we will continue to monitor staff numbers by gender, ethnicity and grade, benchmark with more recent data when available and analyse and address emergent findings. This will enable us to achieve our ambition of becoming sector leaders in attracting, training and developing male students and staff and ensuring a working environment in which all members of the SoE community can flourish.

(Words: 214)

ACTION PLAN

This plan is envisaged as a live document which will be annotated and amended on a regular basis. Milestones are noted within the plan, together with final completion dates. The plan's monitoring and evaluation by the SAT (see AP3.3) will be supplemented by regular monitoring by the SLT, SEG and SAC, facilitated by its inclusion in the whole-School Student Experience Action Plan and Business Plan. The SAT will produce a summary review of progress, based on the monitoring of progress towards desired outcomes.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
Section 2: A description of the department						
2.1	Develop an understanding of whether a gendering of professional roles is having an impact on recruitment.	The professional staff of the SoE is 93% female, as compared with 62.7% nationally.	Review job descriptions and appointments information for professional posts; Hold a focus group with male members of the professional team to gain their view on a gendering of professional roles; Training on unconscious bias to be provided for all staff (see AP4.4).	July 2017 July 2018 February 2017 for – internal School staff;	School Administrative Manager	A clearer understanding of issues allows for improved recruitment and job allocation practices, resulting in a rise in levels of male professional staffing to national levels by July 2020.
2.2	Develop robust approaches to evaluating the impact of interventions on the SoE gender balance.	The impact of previous interventions was not sufficiently evaluated, leading to a lack of understanding of which initiatives had the most positive impact.	Develop an effective monitoring and evaluation system which provides detailed information to allow for future planning.	February 2017 and ongoing as new initiatives are introduced.	Head of ITE and Head of Multi-professional education	Detailed evaluative information is produced which is used as evidence to support initiative introduction, continuance or discontinuance in future annual whole-School action plans.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
2.3	Review undergraduate marketing material to ensure that programmes are equally attractive to male and female prospective students.	The proportion of men on postgraduate programmes rose after a revision of marketing material. We seek to effect the same growth on undergraduate programmes.	Review and revise marketing material for undergraduate programmes to ensure it is attractive to males as well as females and positively promotes education as an appropriate male career choice.	Ongoing – to be completed February 2017	Head of Admissions	The proportion of men on undergraduate programmes rises by 20% in 2018 – 19 and then by 10% annually.
Section 3: The self-assessment process						
3 (i) The self-assessment team						
3.1	Enhance the diverse make-up of the SAT by raising the percentage of male SAT members and taking intersectionality into consideration.	Of the 22 SAT members, 80% are female and 20% male. We have not yet adequately considered the unique perspective which can be offered by those who identities have been influenced by several intersecting factors.	Re-advertise opportunity to join SAT. Encourage members of under-represented groups to give us the opportunity to hear their views.	January 2017	Dean of School	The percentage of male members on the SAT rises to 27% by Jan. 2017, in line with staff figures. The SAT team is enriched by different perspectives.
3.2	Secure a male alternate for our female Athena SWAN Champion.	We seek to develop opportunities for male leadership of gender equality issues within the School.	Advertise opportunity to male members of staff.	January 2017	Dean of School	Male alternate to Athena SWAN Champion secured by Jan. 2017, raising male contribution to the leadership of gender equality within the School.
3.3	Monitor and evaluate the implementation and impact of the action plan at regular SAT meetings.	The School requires a mechanism to ensure that gender equality issues are being appropriately addressed through the implementation of this action plan.	Calendar SAT meetings to take place four times a year.	January 2017 – 2020	Athena SWAN Champion	Early publication of SAT meeting dates ensures 100% attendance of members, with the exception of those teaching.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
			Develop and action effective monitoring and evaluation processes.	January 2017 – Oct. 2020		Monitoring and evaluation processes provide data to support quarterly revisions to action plan where necessary to achieve planned and new objectives.
3.4	Ensure action points arising from the SAT are integrated into the whole-School action planning process.	Actions to address any equality issues within the School need to be central to the plans which guide School strategy and activity - the Academic Standards and Student Experience Action Plan and the ITE School Development Plan and School improvement plan.	Review structure of whole-School action planning to ensure the appropriate inclusion of actions arising from the SAT.	February 2017 and annually	Dean of School	Equality issues are central to whole-school strategy, as evidenced through School policy and practice and evaluated through 2017 staff survey.
3.5	Monitor actions and their impact at SEG, to ensure staff awareness and appropriate progress according to action plan timescales.	All staff need to be involved in, and aware of progress towards, equality within the School.	Establish Athena SWAN action plan as a standing SEG agenda item	November 2016 – **completed**	Athena SWAN Champion	Impact of actions shared in accordance with meeting schedules, resulting in raised levels of staff awareness of progress towards equality in the School.
3.6	Regularly update the SoE Athena SWAN webpage with SAT minutes, development opportunities and resources.		Ensure clerk to SAT is empowered to access SoE Athena SWAN webpage and has adequate time allowed for the task.	November 2015 – **completed** - and ongoing in line with SAT meetings	Clerk to SAT	100% of staff are aware of progress towards equality in the School, with the result that they make further suggestions as to how full equality might be achieved, through 2017 staff survey.
3.7	Share results of evaluation of progress	The SoE works with a broad range of partners to deliver our programmes. We seek to	Include regular updates on Athena SWAN in Link Tutor meetings, to allow	January 2018-2020, reporting	Athena SWAN Champion	By 2020, 100% of partners report that they take active account of equality issues in

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	and impact with SoE partners.	encourage partners to be involved in evaluating and addressing where necessary the equality of UH partnership programmes.	link staff to have informed and evaluative discussions with their partner organisations around equality issues.	through Link Tutor meetings		relation to UH students studying with them. Link Tutor reports stipulate that students in partner organisations report fair treatment in all aspects of their educational experience.
Section 4: A picture of the department						
4.1 Student data						
4.1	Work with partner colleges to clarify reasons for the rise in the proportion of male students on the Foundation degree in Early Years.	An investigation of reasons for the rise in male students would allow us to build on this success in this and other programmes.	Review with partner colleagues any changes in marketing material, curriculum, support systems etc. Draw upon local knowledge to support a deeper understanding of changing recruitment patterns	March 2017	Link Tutor for partner colleges	Enhanced understanding used in this and other programmes to support a 20% rise in male students by 2019.
4.2	Develop interventions alongside partner schools and colleges and UH careers service to combat early gender stereotyping.	We seek to address the gender imbalance in Foundation degrees and the acknowledged need for male role models in early childhood settings.	Work collaboratively to develop and deliver interventions which challenge early gender stereotyping of curriculum and career choices e.g. contribution to school careers booklets, podcasting by male early years' practitioners.	May 2017 – plans developed; Actions initiated by Sept. 2017, reviewed and revised by Sept. 2018	Head of ITE; Programme Leader for Early Childhood Education; Programme leaders in partner colleges	The percentage of males on Foundation degrees rises by 25% in 2018-19 and by 50% in 2019-20.
4.3	Review interview procedures to ensure that latent male	The application to offer ratio is lower for men than for women, which does not support the SoE	Review and revise interview procedures and interviewers' training.	June 2017 - 2020	Head of Admissions	By 2020, there is an equivalent application to offer ratio for men and women.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	potential is acknowledged.	widening participation agenda and sector needs.				
4.4	Ensure all SoE staff, and visiting school staff taking part in interviewing, have undertaken training in unconscious bias.		Arrange for unconscious bias session in School meeting, using information from the UCAS name-blind admission process pilot (2016-17) to support the development of reflective practice.

Follow up effectiveness of training through appraisal discussions for internal staff.

Include unconscious bias training in annual updates for VLs. | February 2017 for – internal School staff; September 2018 for VLs

December 2017

Jan. 2017 and annually | Dean of School

Line Managers

Head of ITE | 100% of staff attending unconscious bias training results in raised staff awareness; this contributes to a rise in the interview to offer ratio for men of 20% by 2020. |
| 4.5 | Review the pattern of offers made by interview panels for undergraduate degrees. | There is no data on the pattern of offers made. | Introduce a review system for interview panels' offer patterns. | June 2017 for introduction of new system; impact reviewed annually | Head of Admissions | Reliable data on offer patterns supports the review of the make-up of and training for interview panels, leading to a fully robust system. |
| 4.6 | Ensure the collection of reliable data on ethnicity and other protected characteristics to allow us to consider the impact of | There is no reliable data currently available on the protected characteristics of applicants. | Develop systems to collect data on protected characteristics at point of application. | Jan. 2018 | Head of Admissions; Academic Registry | Reliable data on protected characteristics allows for a targeted marketing and recruitment programme and for clearer monitoring of application to acceptance trends. |

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	intersectionality on recruitment patterns.					
4.7	Develop greater understanding of the reasons for a low conversion rate from application to acceptance for men and women.	There is a four year trend of low conversion rates from application to acceptance for both men (2014:16%) and women (2014: 24%).	Interview members of male and female cohorts and those who rejected a place in order to understand more fully the reasons for this pattern.	June 2017	Head of ITE; Head of Multi-Professional Education	Greater understanding of the reasons for low conversion rate leads to changes in practice which support 20% rise in conversion rates in 2018 and beyond.
4.8	Close the gap between men and women gaining a good degree.	We seek to understand the reasons for the gap between men and women who gain good degrees, to enable us to take appropriate action to close it.	Conduct focus groups to explore men's experience of the pedagogy of classroom learning and take appropriate action based on findings;	June 2017 for focus groups; Jan. 2018 for changes to practice;	Associate Dean Learning and Teaching	Targeted action leads to revised classroom practice; percentage of men gaining good undergraduate degrees rises to above national averages.
			Explore men's views of the efficacy of current support systems and revise if necessary;	June 2017 for exploration; Jan. 2018 for revised practice	Student Representatives; Student Experience & Peer Mentoring Co-ordinator	Men report that support system fit their needs;
			Take positive action to encourage men to apply for peer mentor roles.	Jan. 2018		30% rise of men in peer mentoring roles in 2018-19 and ongoing rising trajectory.
4.9	Review postgraduate marketing material to ensure that programmes are equally attractive to	The proportion of men on postgraduate programmes remains less than women.	Review and revise marketing material to include male case studies.	June 2017 and ongoing	Head of Admissions	Equal proportions of men and women apply to postgraduate programmes by September 2020.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	male and female prospective students.					
4.10	Research reasons for proportionally lower numbers of men than women on postgraduate programmes.		Set up research group to investigate reasons for current gender imbalance on postgraduate programmes.	June 2018	Head of ITE + Head of Multi-professional Education	Enhanced understanding leads to action planning to support growth in male postgraduate applications to equivalent to female applications.
4.11	Draw upon an understanding of what supports male postgraduate students' success to support the attainment of male undergraduates.	The percentage of undergraduate men achieving first class honours degrees is below the national average.	Encourage postgraduate males to act as mentors to undergraduate males. Introduce a co-curricular programme which includes study skills, developing confidence as a learner etc.	September 2018 January 2017 and ongoing	Student Experience & Peer Mentoring Co-ordinator Associate Dean Learning and Teaching	Percentage of men gaining good undergraduate degrees rises to above national averages by 2020.
4.12	Support the development of students' academic skills and confidence.	Women postgraduate students suggest that a lack of self-belief in meeting academic demands can hamper their achievement.	Introduce a co-curricular programme, with 2 strands focused on academic skills and confidence development.	January 2017 and ongoing	Student Experience & Peer Mentoring Co-ordinator Associate Dean Learning and Teaching	The skills and confidence of all participating students rises, with a positive impact on academic achievement by 2020.
4.13	Make visible both male and female doctoral students to act as academic role models.	The proportion of male students within the SoE is below national averages.	Promote articles written by doctoral students in LINK, the SoE journal. Encourage undergraduate students to attend *Open Space*, a SoE seminar series, when doctoral students are presenting.	September 2018 and ongoing in line with publication and seminar series schedules	Student Experience & Peer Mentoring Co-ordinator; Associate Dean Learning and Teaching	The progression pipeline between undergraduate and postgraduate students becomes proportionate, with a rise in numbers of undergraduate students by 2020.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
4.14	Review recruitment processes for postgraduate research degrees including an investigation of acceptance rates.	More women apply for postgraduate research courses than men, are more likely to be offered a place and to accept that place.	Undertake a review of recruitment processes including an evaluation of content and reach of marketing materials and focus groups with current students.	September 2018	Doctoral Programme Leader; Associate Dean Research	Greater understanding of the impact of recruitment processes on acceptance rates leads to a rise in overall applications and a proportionally equal number of male and female offers and acceptances by 2020.
4.15	Develop a greater understanding of what supports and challenges successful completion at doctoral level.	The rate of successful completions by gender is variable.	Collect further information on the number of non-completions and reasons for them through conducting student focus groups to learn more about what supports the learning of men and women at doctoral level.	September 2018	Doctoral Programme Leader; Associate Dean Research	Greater understanding of the reasons for successful completions leads to changes to curriculum and support structures where necessary and raises the numbers of successful completions by 20% by 2025.
4.16	Develop curriculum and pastoral measures to ensure that all interested and well-suited undergraduate students progress to postgraduate study and to doctoral completion.	The pipeline from undergraduate to postgraduate study is complex due to the prevalence of study gaps for education students.	Investigate the collection of reliable data on the UG to PG pipeline. Review our current suite of masters programmes to strengthen progression routes from undergraduate study. Include discussion of progression routes in the personal tutorial programme for undergraduate students.	September 2017 October 2016 - **completed** September 2017	Associate Dean Learning and Teaching Year Leads	Accurate data allows for the annual monitoring of the impact of initiatives on the UG to PG pipeline.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
4.2 Academic and Research staff data						
4.17	Develop greater understanding of male working pattern choices.	Less men than women have pursued a reduction in working hours.	Explore through focus groups the reasons for male part-time working; Continue to monitor trends and the reasons for them through staff surveys.	June 2017 and ongoing	Athena SWAN Champion	Ongoing data collection allows for a deeper understanding of the trends in male part-time working patterns and for appropriate action to be taken to continue to ensure equality of opportunity by 2020.
4.18	Engage a sample of part-time staff in individual interviews to learn more about their experience of work.	The SoE 2016 staff survey indicated some part-time staff feel that they work full-time hours for part-time pay.	Set up interviews with a selection of part-time staff; act on the results of these interviews.	June 2017	Athena SWAN Champion	Part-time staff record more positive qualitative comments in the SoE staff survey 2017.
4.19	Introduce more formal mechanisms for hearing the views of VLs on whole-School issues.	VLs are a significant feature of the SoE workforce who do not always have the opportunity to have their voice heard.	Survey VLs on equality issues, using a revised version of the staff survey.	July 2017	Head of ITE	A greater understanding of the experience of VLs leads to a more inclusive School culture, as indicated in SoE staff survey 2017.
4.20	Develop working practices which enhance staff happiness at work.	95% of staff are generally happy at work in the SoE.	Continue to seek and respond to staff views where possible in developing working practices.	Ongoing	Dean of School	100% of staff indicate that they are generally happy at work in SoE staff survey 2017.
4.21	Introduce exit interviews, with an annual review of findings.	We seek to learn about the impact of actions taken to improve the experience of working within the SoE and reasons behind a choice to leave.	Develop exit interview schedule. Conduct exit interviews with all leaving staff. Report results of interviews annually to SAC.	January 2017 As appropriate. June, annually	HR Business partner; Dean of School	Information from exit interviews leads to actions to improve staff experience of working in the SoE, as indicated in SoE staff survey 2017.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
Section 5.1: Key transition points: academic staff						
5.1(i) Recruitment						
5.1	Clarify the support available for applicants with families.	Family-friendly information and policies could be further highlighted on the website.	Review signposting to family friendly information and policies on website.	January 2017	Heads of MPE/ITE	100% of applicants are aware of family-friendly information and policies.
5.2	Develop a support package for those applying for leadership roles.	Men achieve proportionally better at grades UH9 and above. This may indicate gender stereotyping in leadership roles.	Line managers to support potential applicants in a self-reflective inventory, in application-writing and in preparation for interview; Carry out ongoing monitoring of application success rates.	September 2018 Ongoing	Line Managers Dean of School	All potential applicants for leadership roles are well-prepared, resulting in a higher number of applicants of both sexes and a rise of women in leadership roles at UH 9 and above, to proportionate to men by 2020.
5.1(ii) Induction						
5.3	Further develop/enhance and implement local induction procedures.	Informal feedback from new staff indicates a need for an ongoing, collegial induction programme.	Set up a New Staff Group with a developing agenda arising from members' perceived needs.	Sept. 2017 and ongoing as new staff are recruited	Heads of MPE/ITE to set up; staff volunteer to lead	100% of new staff indicate that their transition to the SoE was appropriately supported and feel confident in all aspects of their new role as an HEI educator, as indicated in annual SoE staff survey.
5.4	Monitor and evaluate attendance at and value of all induction processes, local and central.	30% of staff were not wholly satisfied with their induction - SoE 2016 staff survey.	Develop an induction review procedure, in consultation with staff new to the SoE in 2015/16.	December 2017	Senior Leadership Team– Dean and Line Managers	Induction review procedure provides data which leads to improvements to the induction system, resulting in effective, ongoing support for 100% of new staff, as reported in annual SoE staff survey.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
5.1(iii) Promotion						
5.5	Develop line managers' expertise in discussing promotion with staff.	Line managers have varying levels of expertise in supporting individuals to be pro-active in seeking development opportunities.	Ensure that line managers access centrally-provided training on supporting staff development.	December 2017	Dean of School	100% of line managers have attended training resulting in resulting in a higher number of applicants for promoted posts and a rise of women in leadership roles at UH 9 and above to proportionate to men by 2020.
5.6	Evaluate the career momentum of women who have taken part in the Aurora Programme for Women into Leadership.	We are interested in the impact of this programme on women's leadership journeys.	Monitor the leadership journey of women who have taken part in the Aurora programme;

Draw on their learning to inform other support interventions within the School. | Ongoing | Line Managers

Athena SWAN Champion | An understanding of the impact of and learning from the Aurora programme informs future actions to support women's career development, with a rise in momentum recorded by 2020. |
| 5.7 | Develop and evaluate the SoE culture and processes to support entry into the 2020 REF. | The SoE was not entered into the 2014 REF. | Promote the understanding of and engagement with research through the Research Engagement Group.

Re-define the meaning of practice-based research.

Address the time and space available for reading, writing and research. | September 2017

September 2017

September 2018 | Principal Lecturer Educational Research; Associate Dean Research | Evaluation demonstrates the positive impact of initiatives, resulting in the SoE being entered into the 2020 REF, with a broad representation of male and female staff from across the School. |

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
			Encourage new contributors to LINK.	September 2017	LINK editors	
			Evaluate the impact of new initiatives introduced to support research activity.	Annually	Associate Dean Research	
Section 5.3: Career development: academic staff						
5.3(i) Training						
5.8	Monitor attendance at UH-provided training opportunities to ensure that the current level of uptake continues.	In 2015-16, the percentage of men and women attending UH-provided training opportunities was broadly similar.	Use the current development opportunity request form system to provide accurate records of attendance.	June 2017 and ongoing	Administrator to collate records of staff engagement with development activities to support monitoring;	Clear records allow for remedial action to be taken where necessary.
5.9	Evaluate the impact of centrally-provided development opportunities on practice.	Many staff are not engaging with centrally-provided development opportunities and the evaluation of the impact of such opportunities is weak.	Revise the current development request form (P1A) to better evaluate the impact of development activity on their practice.	Jan. 2018	Dean; Heads of MPE/ITE	Impact evaluation allows for more targeted ongoing guidance for staff on appropriate development opportunities.
			Collate impact evaluations and report annually to SAC on overall impact of development undertaken.	June 2018 and then annually	Dean; Heads of MPE/ITE	
5.10	Explore time allocation issues which staff perceive do not allow them to benefit from	Some staff members report that they do not have the time to benefit from internal development opportunities.	Set up focus groups to explore issues of time within the School.	April 2017	Staff-led – volunteer to be sought	95% of staff report that they feel they have the time to benefit from development

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	development opportunities.		Take appropriate action based on focus group findings.	October 2017	Staff leader and Senior Leadership Team	opportunities - SoE staff survey 2018.
5.3(ii) Appraisal/development review						
5.11	Ensure appraisers are adequately trained.	72% of SoE 2016 staff survey respondents felt that appraisal was an opportunity.	Ensure SoE appraisers have undertaken central UH appraisal training.	June 2017	Dean of School	95% of staff survey respondents feel that appraisal is a positive opportunity - SoE staff survey 2018.
5.12	Review appraisal policy and practice to raise its developmental potential.	72% of SoE 2016 staff survey respondents felt that appraisal was an opportunity.	Set up focus groups to explore issues of appraisal within the School. Review appraisal policy and practice based on results of focus groups.	March 2017 May 2017	Dean of School Dean of School	Percentage of staff reporting positively on appraisal as an opportunity rises to 90% - 2018 SoE staff survey and 100% - 2019 SoE staff survey.
5.3(iii) Support given to academic staff for career progression						
5.13	Research further time-related issues within the School.	23% of SoE 2016 staff survey respondents believe they lack time to benefit from opportunities to support their development as a researcher.	Set up focus groups to explore issues of time within the School, including a review of the spread of teaching time across semesters.	September 2017	Dean of School	Percentage of staff reporting that they are able to benefit from research development opportunities rises to 90% - 2018 SoE staff survey and 100% - 2019 SoE staff survey; number of negative comments on the spread of teaching time reduced by 60% - SoE 2018 staff survey.
5.14	Provide support for staff to develop a wider understanding of the academic role, to include developing as	Many staff do not see the role of researcher as aligning with their professional self-view - 2016 SoE staff survey.	Continue to develop a holistic view of the academic role through targeted use of the Personal Learning Framework, the use of	February 2017 -2020	Research Engagement Group members; Line Managers	PLF used in 6 month review discussions in the 2016-17 appraisal round, and in target-setting in the 2017-18 appraisal round; 75% of staff indicate that they see active research

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	active researchers through use of the PLF.		personal research conversations and the appraisal process.			and scholarship as part of their professional persona - 2017 SoE staff survey – rising to 95% in 2018 and 100% in 2019.
5.15	Monitor the uptake and effect of the co-curricular programme on disparate student attainment outcomes.	We seek to understand the reasons for the gap between men and women who gain good degrees, to enable us to close it.	Conduct focus groups with students to gauge their view of the impact of the co-curricular programme on their academic outcomes.	July 2017 and annually	Associate Dean Learning and Teaching	80% of participating students feel the co-curricular programme has impacted positively on their academic attainment by 2018. The gap between men and women gaining good degrees shows a year on year decease.
5.16	Increase the number of staff involved in grant applications.	A small team in the SoE are currently involved in grant applications, which is no longer appropriate for our business model.	Strengthen the grant application team through providing workshops and mentoring for staff new to the process.	September 2018	Associate Dean Research	The number of successful grant applications rises by 10% in 2019 and 15% in 2020.
5.5(iii) Cover and support for maternity and adoption leave: returning to work						
5.17	Consider and provide for the differing needs of a mature workforce.	The SoE workforce is mature and has particular needs which should be addressed.	Set up a menopause network; Encourage carers to join the UH carers' network.	July 2017 January 2017	Athena SWAN Champion	Staff report that they are supported in continuing to work productively and happily at the later stages of their career – SoE staff survey 2017 and subsequent surveys.
5.18	Provide additional training for line managers on appropriate support for staff returning from maternity and adoption leave.	Line managers would benefit from being updated on support available.	HR to be invited to a Senior Leadership Team meeting to give an update.	June 2019	Dean of School	Support for 100% of staff returning from maternity and adoption leave is reported as timely and appropriate – annual staff surveys.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
5.5(vi) Flexible working						
5.19	Formalise the recording system for monitoring informal requests for flexible working arrangements within the School.	There is currently a gap in our record system.	Set up in-School system for monitoring informal requests for flexible working.	February 2017 and ongoing mainten-ance	Dean; Dean's EA to monitor	Reliable records of staff wishing to work flexibly are used to monitor trends over time and to inform policy decisions.
5.20	Investigate the impact of flexible working on career development.	Information required to support a developing understanding of patterns of career development within the School.	Interrogate available data on flexible working and career development; supplement with staff interviews.	June 2019	Research Fellow, through a research project	Issues relating to flexible working and career development are surfaced and addressed by June 2020.
5.5(viii) Transition from part-time back to full-time working after career breaks						
5.21	Ensure all staff are aware of the process for changing hours.	There is a lack of awareness of the current system – 2016 SoE staff survey.	Formally advertise all additional hours when available in order to make hours adjustment system transparent.	January 2017	School Administration Manager	SoE staff survey 2017 indicates 100% of staff aware of system for part-time staff gaining additional hours of work.
Section 5.6: Organisation and culture						
5.6(i) Culture						
5.22	Improve the collection and analysis of diversity data for staff and students.	We need to develop further understanding of intersectionality to support our growth as a truly inclusive School.	Improve the collection and analysis of diversity data for staff and students through improved systems.	September 2017 and ongoing	School Administration Manager	Robust data allows us to address any arising inequalities through targeted action by 2020.
5.23	Deepen understanding of the intersecting characteristics that impact on career progression to allow us to address inequalities.		Conduct focus groups with members of various protected groups, with a particular focus on intersectionality.	September 2017 and ongoing	Athena SWAN Champion	A deeper understand of a wide range of perspectives and experiences allows us to address inequalities through targeted action by 2020.
5.24	Develop our understanding of the discrimination against	Trans people often experience discrimination in the workplace.	Encourage more staff to undertake training in trans awareness.	March 2017 and ongoing	Athena SWAN Champion	Deeper understanding supports inclusive practice; all colleagues are happy at work

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
	trans people and take action to counter this					and are enabled to give of their best as reported in annual staff surveys.
5.25	Ensure the continuing development of gender equality policy and practice through the systematic monitoring and evaluation of the impact of the Athena SWAN action plan.	We need to ensure that the action plan is enacted in practice and that the actions proposed are appropriate in securing gender equality policy and practice.	Systematically monitor gender equality issues through an evaluation of the impact of this action plan.	Ongoing	SAT, SLT, SEG and SAC	Evaluation of the action plan demonstrates its positive impact on securing gender equality policy and practice, evidenced through annual staff surveys and centrally-provided data by 2020.
5.6(iii) Representation of men and women on committees						
5.26	Undertake regular monitoring of internal and external committee membership by grade and gender profile.	This will add to our equality information set.	Monitor internal and external committee membership by grade and gender profile on an annual basis.	September 2017 and ongoing	Dean's Executive Assistant	Monitoring allows for targeted membership where necessary. 100% of committees have appropriately diverse membership by 2020.
5.6(v) Workload model						
5.27	Review the transparency and gender neutrality of the current workload model and ensure all staff understand rationale and formulae.	SoE 2016 staff survey indicates 48% of respondents see the current workload model as transparent. This needs to be increased.	Develop a more transparent workload model. Evaluate efficacy of new model and make improvements where necessary.	November 2016 - **completed** July 2017	Dean of School Dean of School	95% of staff seeing the workload model as fair and transparent in 2018 staff survey.
5.28	Ensure that the PLF is used consistently across the School to support career development.	Line Mangers report patchy use of the PLF in the appraisal process.	Develop a consistent approach to using the PLF in the appraisal process.	September 2018	Line Managers	PLF used to support target setting in the 2018-19 appraisal round.

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
5.6(vi) Timings of departmental meetings and social gatherings						
5.29	Review the timings of School meetings and social gatherings.	20% of staff feel that due consideration is not given to part-time working caring responsibilities etc. when planning events – SoE staff survey.	Whole staff consultation on timings of School meetings and social gatherings with all staff.	February 2017	Senior Leadership Team	90% of staff feel that due consideration is given to part-time working caring responsibilities etc. when planning events - SoE 2018 staff survey.
5.6(vii) Visibility of role models						
5.30	Develop a strategic approach to our external speaker programme which challenges gender stereotyping.	A significant majority of speakers in the flagship and seminar series were female (2015-16). Lecture topics tended towards stereotypical gender-based subjects.	Advertise more widely for speakers for SoE events, in order to increase the diversity of those presenting.	Sept. 2017 and ongoing	Senior Leadership Team	Analysis of speakers at SoE events indicates a diverse range of speakers, including equal representation of men and women by 2020.
5.31	Keep accurate records of participation in SoE events by gender.	We are not fully aware of the impact of the timing of events on staff with families/caring commitments etc.	Administrative staff to collect accurate records on an event-by-event basis.	July 2017	School Administration Manager to allocate staffing	Events are timed to offer opportunities to all sections of the School staff – SoE staff survey 2018.
5.32	Initiate a photo-competition for students to produce authentic images which represent what being in the SoE means to them.	Displays are not always fully representative of the diversity of the School population.	Use new photographs to produce an authentic picture of the diversity within the School.	Sept. 2017 for compet.; Jan. 2018 for diverse displays	Senior Technician	Ongoing monitoring indicates that displays appropriately represent the diverse School population.
5.6(viii) Outreach activities						
5.33	Continue to develop the SoE outreach programme to encourage members of the wider community to access the university.	The SoE is committed to using education to support social mobility and enhanced life chances for all.	Ensure that university outreach opportunities are well-advertised and appeal to those which no previous experience of higher education.	Ongoing to 2020	Senior Leadership Team	Increased engagement with the university supports personal growth and enhanced life chances as evidenced through participant feedback.
5.34	Review the recognition system for professional staff contributions to outreach activities.	This system is currently informal.	Develop a system to recognise the involvement of	June 2017	School Administration Manager	Professional staff feel appropriately recognised for their work, leading to further

Reference	Objective	What evidence/impetus led to this objective?	Action to be taken to achieve objective	Timescale - to be completed by	Responsibility	Desired outcome and impact
			professional staff in outreach activity.			development – SoE staff survey 2017.
Section 6: Further information						
6.1	Re-name the SAT to the *Equality, Diversity and Inclusion Group.*	The focus on developing equality in the School of Education has extended during application process.	Re-name SAT to the *Equality, Diversity and Inclusion Group.*	January 2017	Athena SWAN Champion	The group's name better represents our extended focus on equality and supports staff and student understanding of the remit and purpose of the group.