



**Department Application  
University of Surrey  
School of Health Sciences  
Bronze Award**



Department application	This application	
<b>Word limit</b>	<b>9446</b>	<b>10,500</b>
<i>Recommended word count</i>		
1. Letter of endorsement	426	500
2. Description of the department	512	500
3. Self-assessment process	756	1,000
4. Picture of the department	1899	2,000
5. Supporting and advancing women's careers	5681	6,000
6. Case studies		N/A
7. Further information	172	500

<b>Name of institution</b>	University of Surrey	
<b>Department</b>	School of Health Sciences	
<b>Focus of department</b>	<b>STEMM</b>	<b>AHSSBL</b>
<b>Date of application</b>	April 2018	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2012</b>	<b>Level: Bronze</b>
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## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



Sarah Dickinson  
Athena SWAN Manager  
Equality Challenge Unit  
First Floor, Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

8<sup>th</sup> May 2018

Dear Ms Dickinson

Having taken the position of Head of School in 2016, I am proud of our School's achievements since being awarded a Bronze award in November 2014. Implementing our action plan has had a significant impact and we have made substantial progress delivering the actions we set out at that time. This is inclusive of addressing the challenges identified in the time by enhancing the career development opportunities available to women, introducing core hours and improving our recruitment processes to address any unintentional gender bias.

Increased quality of research outputs has been as a direct result of our 2014 Athena SWAN bronze actions. We have introduced staff writing weeks, a research officer to support research activity as well as targeted research training and investment to meet staff needs. A key focus of this is in providing a vibrant, sustained and supported research culture and environment for both women and men.

Nevertheless, I realise we need to go further to deliver gender equality. We acknowledge that we need to adapt our Athena Swan delivery strategies and priorities to reflect a number of changes the School has undergone since 2014. Inclusive of changes in the School's management and research structure and to move to new facilities in 2019.

As such, we have taken the decision to submit a Bronze Award Application to enable us to: (i) strengthen Senior Team strategic oversight of Athena Swan; (ii) increase the recruitment of men onto UG programmes; (iii) increase the number of men applying for academic positions in the School; and (iv) improve the progression pipeline of women from UG to PGT/PGR programmes. This will ensure that the School's Athena Swan Implementation Committee has the strategic support and structure needed to successfully deliver our Athena Swan plan over the next 4 years. These actions include me taking the role of Athena

Swan Lead over the next 4 years to reflect my personal commitment to the Athena Swan and ensure senior level representation across all activities.

I am proud of our achievements and consider this application provides an honest and true reflection of our practice. I am committed to ensuring that the School is an environment that promotes, and is true to, Athena SWAN initiatives. The information presented in our application (including qualitative and quantitative data) is an honest, accurate and true representation of the School of Health Sciences.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Melaine Coward'.

Dr Melaine Coward

Head of School of Health Sciences

**[Word count 426]**

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## List of Abbreviations used within this document

AP	Action Plan
ASIC	Action SWAN Implementation Committee
AS	Athena SWAN
ASL	Athena Swan Lead
BAP	Bronze Action Plan
CAC	Clinical Academic Careers
DC	Doctoral College
ECR	Early Careers Researchers
FHMS	Faculty of Health and Medical Sciences
FT	Full time
HEA	Higher Education Academy
HoS	Head of School
HR	Human Resources
IntPhD	Integrated Doctor of Philosophy (part taught)
MRes	Masters of Research
NIHR	National Institute of Health Research
NHS	National Health Service
NSS	National Student Survey
PPP	Professional Preparation Programmes
PGT	Postgraduate (taught programmes)
PGR	Postgraduate Research
PhD	Doctor of Philosophy
PT	Part time
REF	Research Excellence Framework
SAT	Self-Assessment Team
SHS	School of Health Sciences
SMT	Senior Management Team
TF	Teaching fellow
UG	Undergraduate
NMC	Nursing and Midwifery Council
HCPC	Health and Care Professions Council



## 2. DESCRIPTION OF THE DEPARTMENT

[Word count: 512]

The **School of Health Sciences (SHS)** sits within the Faculty of Health and Medical Sciences (FHMS), and is one of the largest schools in the University. It is currently ranked 2<sup>nd</sup> in England for Nursing (*Complete University Guide, 2018*).

SHS delivers undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) programmes for over 1500 students per year. We are a leading provider of education for UG Professional Preparation Programmes in Nursing, Midwifery, Paramedic and Operating Department Practice, as well as UG and PGT Continuing Professional Development modules and programmes. In addition to this we deliver research in: Cancer Care: Long-term Conditions and Ageing; and Family and Maternal health.

In 2017 the School had 94 staff (W81, M13), 56 (W48; M8) Foundation Degree registered students, 1576 (W1363; M213) UG registered students, 447 (W376; M71) PGT students and 30 PGR students (W22; M8).

*Staff:* 86% of academic staff in the School are women, which reflects the proportion of women in the work force<sup>1</sup>. A key focus in future planning for the School is to address this over-representation of women across all academic roles. Implementing our action plan has begun to have a positive impact as the gender balance of staff appointments (W76%; M25%: 2016/17) now reflects the sector average and we anticipate that this will have a continuous positive impact on the gender balance of the School over the next 4 years. In addition to this, 6 administrative and technical staff (W5; M1) are employed across the School to support academic activities.

*Students:* As per the healthcare workforce there is a high representation of women. The proportions of women (W86%) on the Foundation Degree are in line with sector averages and the NHS workforce where 80% of staff are women. The gender balance of the cohorts (W87%; 13%M: 2016/17) remains reflective of the sector (W88%; M12%). *PGR* student numbers (W73%; M27%: 2016/17) are also in line with this.

In 2014, SHS underwent a restructure to address the relatively limited research capacity. During this time the School opened a satellite office in Glasgow. Many of the staff in the Glasgow office were research-only. Unfortunately, the lead academic relocated to a Scottish University in 2016/17 which affected staff ratios as described below. In 2016 with the appointment of the current Head of School (HoS) (W), the Directorial and research structure was amended to enhance strategic oversight.

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<sup>1</sup> An Uncertain Future: The UK nursing Labour market review (2014) Royal College of Nursing, London

As a result, the School's Senior Team (SMT) in 2016 (W100%) was comprised of: the Head of School, Directors of Health Sciences Education and Health Sciences Research; Head of Professional Preparation within Integrated Care and Head of Continuing Professional Development (CPD) and Post Graduate Education within Integrated Programmes; Research Theme leads (x4), Athena SWAN Lead (ASL) and Business Development Manager (figure 1).

SHS activities are linked through 4 'Clusters' of research: cancer care; long term conditions and ageing; acute and emergency care; and child and maternal health. Cutting across these 4 areas are 4 'Themes' of expertise, which strengthen the School's USPs (figure 2).

*Figure 1. School Senior Management Team Structure 2017*

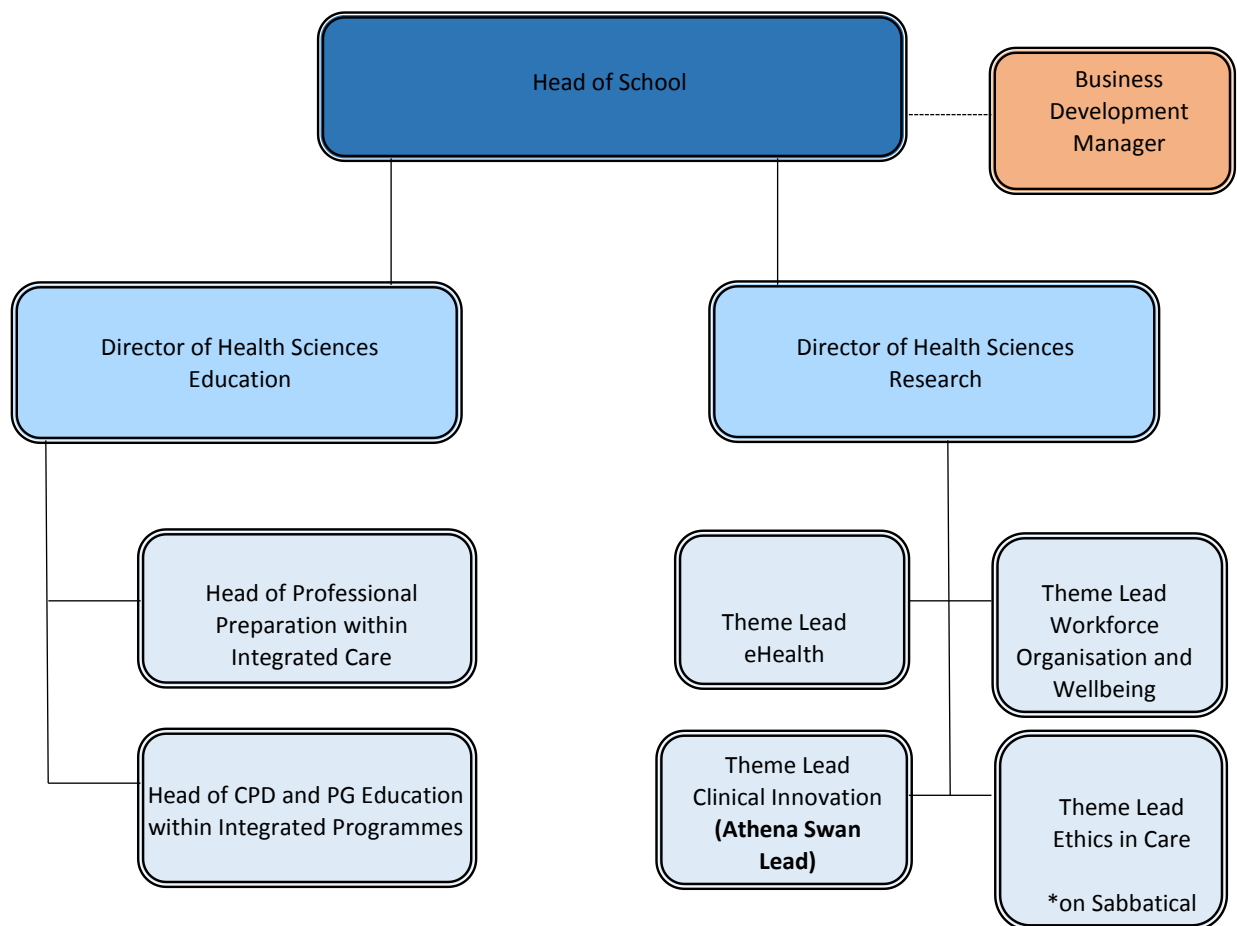
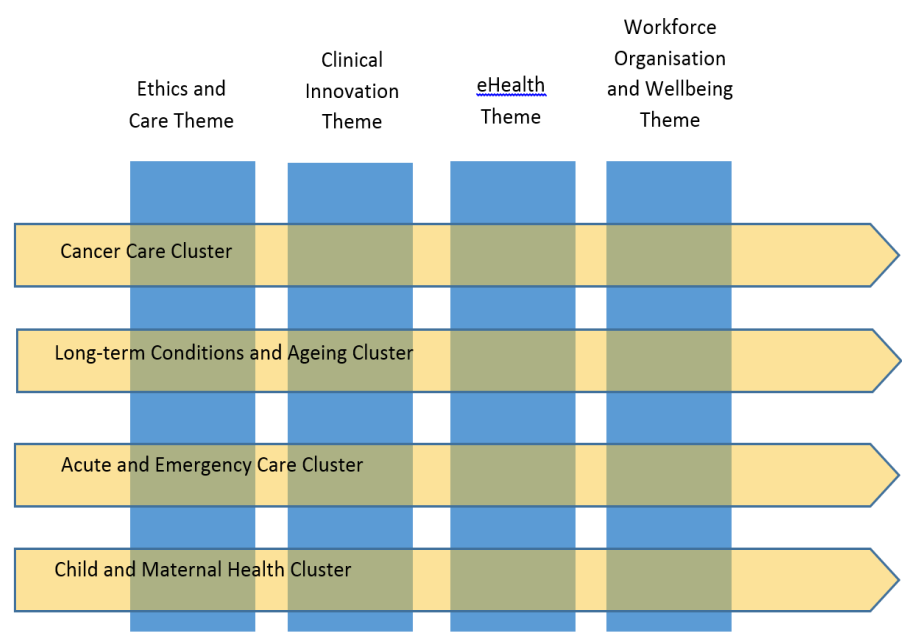


Figure 2. School of Health Sciences Themes and Cluster Structure



### **3. THE SELF-ASSESSMENT PROCESS**

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#### **3.1 A description of the Self-assessment team**

The Athena SWAN Implementation Committee (ASIC) was put in place and has met on a quarterly basis from 2014. ASIC implemented the action plan (2014) and provided support the self-assessment team (SAT).

Membership (W67%, Table 1) has a better representation of men in comparison to the gender bias in the profession and is inclusive of the student, professional services and support staff within the School to maximise diversity.

SAT comprises a sub group of 10 individuals from ASIC (Table 1). SAT members were selected based on their professional skill set and to ensure a diverse range of backgrounds were represented. The Athena Swan Lead (ASL) Chairs SAT, ASIC and reports to Senior Management Team (SMT) on a monthly basis and attend the quarterly University AS forum.

*Table 1 Athena SWAN ASIC and SAT Members*

<b>Name &amp; Role in Department</b>	<b>Role in Department</b>	<b>Role in Athena SWAN ASIC</b>	<b>Work Life Balance</b>
Prof Sara Faithfull	Theme Lead for Clinical Innovation AS School Lead Member of Senior Management Team	Chair of ASIC <b>SAT Lead &amp; School AS Lead</b>	Married 1 grown up son works full-time
Johusa Bostock	Foundation degree student [Years 2016/17]	Student representative UG 2016/18)	Full-time Student Previously worked in local trust in Theatres as full time support worker
Dr Nicola Carey	Reader & Lead for Long Term Conditions and Ageing Cluster	<b>SAT staff development</b>	Works full time Flexible working
Dr Melaine Coward	Head of School	<b>ASIC and new SAT member Head of School Senior Management representative</b>	Works full time Flexible working
Dr Theopisti Chrysanthaki	Senior Lecturer	<b>SAT focus group</b>	Works full time Married
Louise Davies,	Lead Midwife for Education	<b>SAT Staff clinical lead</b>	Works full time Has 2 children
Monica Gluhak	HR representative	<b>SAT Staff data monitoring</b>	Works part-time Flexible working Married with 2 young children
Kinga Halliday	Undergraduate	Student representative PG [September 2015/16 cohort]	Married Student Has 2 children
Karen Hughes	Senior Teaching Fellow	<b>SAT Leadership &amp; training</b>	Works part time Has 2 grown up sons
Fernanda Haswell	Faculty Business Development Manager; Member of Senior Management Team	<b>ASIC and SAT member (2017) AS Project Manager</b>	Works full-time Lives with partner Warden for students at the University
Dr Mark Joy	Senior Lecturer in Medical Statistics	<b>ASIC and SAT member Data analysis</b>	Works full time
Alicja Zmuda	School Administrator	<b>SAT Support staff</b> and secretarial support to ASC	
Andi Sambrook	Director of Studies for HCPC programmes	<b>ASC Member and SAT member Summer school and UG activity</b>	Works full time No children
Dr Karen Stenner	Lecturer in integrated care	<b>SAT Staff Survey</b>	Works full time Married
Dr Katriina Whitaker	Senior Lecturer and Lead in Cancer Care Cluster	<b>SAT ECR development</b>	Works part-time Married Has 2 children, 1 with complex health needs

*Acknowledgement of members of staff who have left during the SAT process: Dr Mary Raleigh (Chair), Dr Lisa McCann, Richard Sandiford, Nikki Legg, Sam Hillage and students who contributed to the process.*

### **3.2 An account of the Self-assessment process**

In September 2016 the ASL set up the SAT process for this award submission and reviewed progress against our 2014 Bronze Award actions.

SAT put in place bi-weekly meetings and frequent email correspondence in-between to discuss AS related issues. The development of the Staff Culture Survey (SCS: 2016 and 2018) and application were delivered through these meetings.

At the start of the process student representatives were put in place but due to factors such as clinical placements student attendance was not consistent. We aim to explore ways to improve student engagement with ASIC (see **AP50**).

Data was collected via SCSs and Focus Groups. SAT has had significant success in improving staff engagement with the SCS (78% in 2018 vs. 34% in 2014). The SCS 2018 identified:

Positive staff perceptions in relation to:

- Core Hours - 76% staff (W77%; M60%) felt meetings were held during core hours, although this leaves 24% of staff who neither agreed nor disagreed and disagreed (see **AP55**) this is important to note that this is a substantial improvement in comparison to the 52% of women staff who felt this was the case in 2014.
- Career Development - 72% (W71%; M80%) staff felt that staff with caring responsibilities are offered the same career development opportunities as those who do not. We will continue to focus on improving the percentage of women who agree with this statement to be in line with men (see **AP37; AP38**).
- Working Hours - 82% of staff (W82%; M80%) felt that working hour policies were adequate for staff with personal constraints.
- Role models: 94% of staff (W95%; M80%) felt women as well as men were visible role models
- Workload – 85% of staff (W85%; M80%) agreed that work is allocated in a clear and fair basis irrespective of gender

Areas for future consideration and action:

- Promotion process -24% (W26%; M20%) of staff felt that they did not understand the promotion process or criteria (see **AP32**).
- Communication – 66% (W66%; M60%) of staff felt that they were kept informed by the School regarding equality matters that affect them (see **AP30; AP43**).

There has been two way communication between the SAT, Faculty Equality and Diversity Implementation Committee and University Equality and Diversity Team during the completion of this submission. Best practice used in other successful departmental submissions were also shared with the School during the SAT process.

The draft submission was reviewed by the University's Equality and Diversity Team and the lead academic for Equality and Diversity. The Action Plan has been reviewed by the Head of Human Resources and the Vice-Chancellor.

### **3.3 Plans for the future of the Self-Assessment Team**

We recognise that achieving equality will require SMT to demonstrate commitment to ASIC and SAT. To achieve this we will be prioritising the delivery of **AP1** to extend the strategic support available to ASIC and reflect the School's and HoS' professional and personal commitment to the AS Charter.

An AS Project Manager will be put in place to support the delivery of the action plan and roll out £3K on an annual basis to fund activities and continue to allocate dedicated administrative support to ASIC and SAT (**AP2**).

ASIC membership will be reviewed annually by putting out a call for volunteers and ICT solutions will be integrated to allow members to join meetings remotely (**AP3**).

We will continue to hold SCS (**AP4**) and showcase AS activities (**AP5**). ASIC will meet 4 times per year and we will increase the frequency of communication to staff regarding AS (**AP6**). AS Lead will also report on progress to the Faculty Executive Board, the newly established Faculty Equality, Diversity and Inclusion Committee and the University AS SAT.

**Action Point 1:** Ensure ASIC and SAT have senior managerial support and oversight by:

- *HoS taking ASL role*
- *All SMT members to join ASIC*
- *Co-ASL to be appointed*

**Action Point 2:** Project Manager to be appointed to lead delivery of Action Plan and integrate outcomes in SHS Work Plan (strategy document)  
Provide £3000 annually and dedicated administrative support to ASIC and SAT.

**Action Point 3:** Ensure ASIC membership is annually reviewed and updated as required and ensure all members can flexibly access meetings:

- *Annually review non-SMT membership and confirm if these members would like to continue for a second year*
- *Annually invite SHS staff to express interest in membership to enable ASIC to have representation of other protected characteristics*
- *Use ICT solutions to enable students and staff to join remotely*

**Action Point 4:** Hold staff culture survey every other year from 2018.

**Action Point 5:** Showcase AS activities and Charter on SHS display screens, webpages and all school external engagement events. AS logo will be integrated into all School communication, e.g. email signatures and leaflets.

**Action Point 6:** Increase frequency of communication to staff regarding AS:

- *Summary of ASIC meetings to be made available to all staff*
- *Have AS or AS updates added as a standing item on all SHS SMT Away Days, School Monthly SMT meetings, School Away Days and Research Executive meetings*

*Picture of paramedic practice UG students engaging in outside learning with Surrey Fire and Rescue team showing the good gender mix we now have on some of our programmes*





## 4. A PICTURE OF THE DEPARTMENT

[Word count 1899]

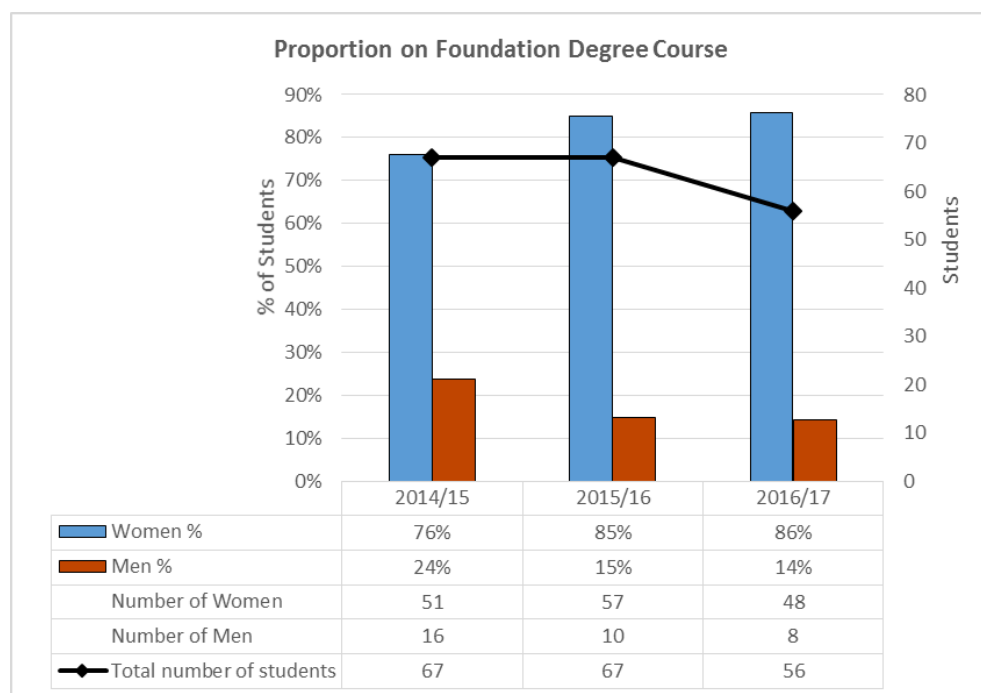
### 4.1 Student Data

Data is provided for 2014/15, 2015/16 and 2016/17. We consider it most appropriate to compare our data with HESA figures (16/17) for Nursing and Allied Health Professions.

#### 4.1 (i) Numbers of men and women on foundation courses

Summary: Gender balance reflective of sector, but male student numbers disproportionately impacted by overall decline in student numbers.

*Graph 1: Number and percentage of male and female students on Foundation Degree Course*

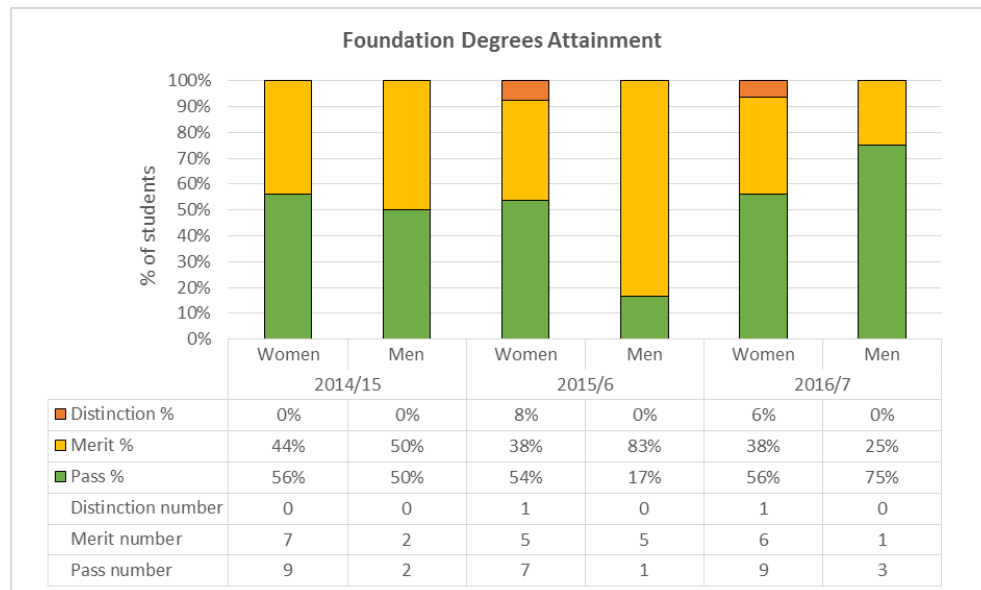


The gender balance is (6:1) female reflecting national averages (80% W<sup>2</sup>). Student numbers have dropped by 16% since 2014/15. We note a disproportionate drop of men (50%) since 2014/15. We will take action to understand this decline (**AP7**) and review recruitment to ensure men are not disproportionately affected (**AP8**).

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<sup>2</sup>An Uncertain Future: The UK nursing Labour market review (2014) Royal College of Nursing, London 004740

*Graph 2: Number of Foundation Students attaining merit, distinction grades in Foundation degree by gender (no HESA data available)*



Total student numbers are small (Graph 2: 2016/17, W16; M4). Attainment of higher degrees (distinction and merit) on average for the 3 years shows no significant gender bias (W45%; M53%).

**Action Point 7:** Hold focus group with men studying on the Foundation Degree to help understand how to increase popularity of the courses to men. We will feedback to NHS providers and develop actions for NHS recruitment and education teams.

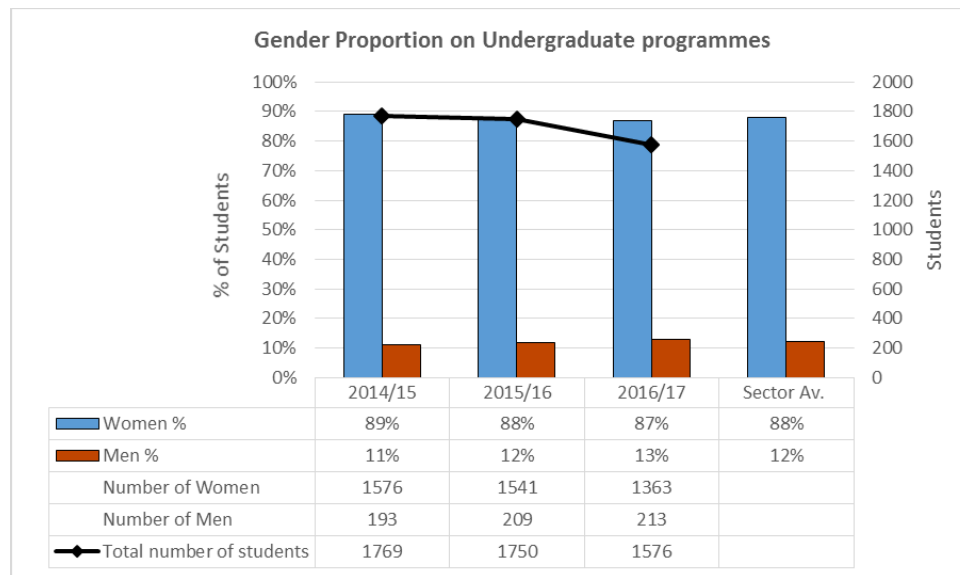
**Action Point 8:** Review and update recruitment strategies for the Foundation Degree and Nursing Associate programme to promote gender parity and increase the number of applications received by men.

- *Review and increase the number of recruitment events*
- *Review Nursing Associate marketing materials to ensure they use gender neutral language, gender diversity and intersectionality in imagery*

#### 4.1 (ii) Numbers of undergraduate students by gender

Summary: The over-representation of women is in line with the sector. Increase in number of men.

*Graph 3: Number of Enrolled Undergraduate Students by Gender (inclusive of CPD programmes and casual CPD students)*



The percentage of women on UG programmes is consistently high (89%, 88%, 87%), and in line with the sector (W88%, graph 3). We are pleased to see an increase of 10% in the number of men, which has improved the gender balance. We attribute this to the actions taken since our previous application.

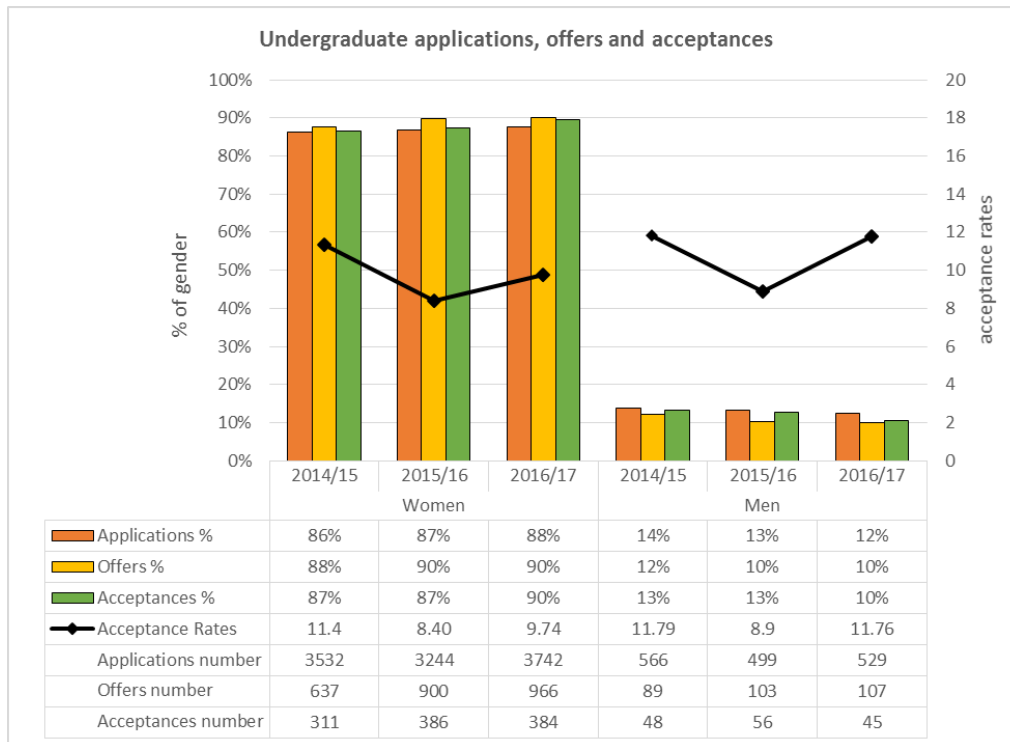
We have identified that Continuing Professional Development (CPD) students are included UG data collection. CPD students often take standalone modules before transferring onto programmes. Tracking these student pipelines is challenging due to their ad-hoc nature and it distorts our ability to analyse UG student data by PT and FT programmes. To resolve this we are putting in place a project group to work with the student Admission Team to amend future data collection (**AP9**). However, our UG Professional Preparation Programmes for Nursing, Midwifery, Paramedic and Operating Department Practice only recruit full time students.

**Action Point 9:** Work with Student Admissions Teams to remove CPD students from UG programme enrolment data and track separately.

#### **4.1 (ii) Undergraduate application, offer and acceptance rates**

Summary: Increasing overall applications, decrease in number of applications from men.

*Graph 4: Undergraduate Application Stages by Gender \*not inclusive of CPD programmes and casual CPD students*



Total number of UG enrolled students show an improved gender balance in line with the sector (Graph 3: 2016/17, W87%; M13%). However, application data (Graph 4) has not reflected this. Although applications have increased by 4%, this increase is only reflected in women applicants (W+6%), as men applicants decreased by 7%. We have reviewed our marketing materials to ensure there is no bias, but have not seen the gender representation of men applying increase as intended. The acceptance rate of men is high (W9.74; M11.76: 2016/17), and we will take action to increase the number of men applying to UG courses (**AP10**, **AP11** and **AP12**).



*Nursing UG students learning how to use hoists*

**Action Point 10:** Hold focus group with men studying UG Professional Preparation Programmes to help understand how to increase popularity of the courses to men. We will feedback to NHS providers and develop actions for NHS recruitment and education teams.

**Action Point 11:** Review UG recruitment strategies to ensure they use gender neutral language, gender diversity and intersectionality in imagery

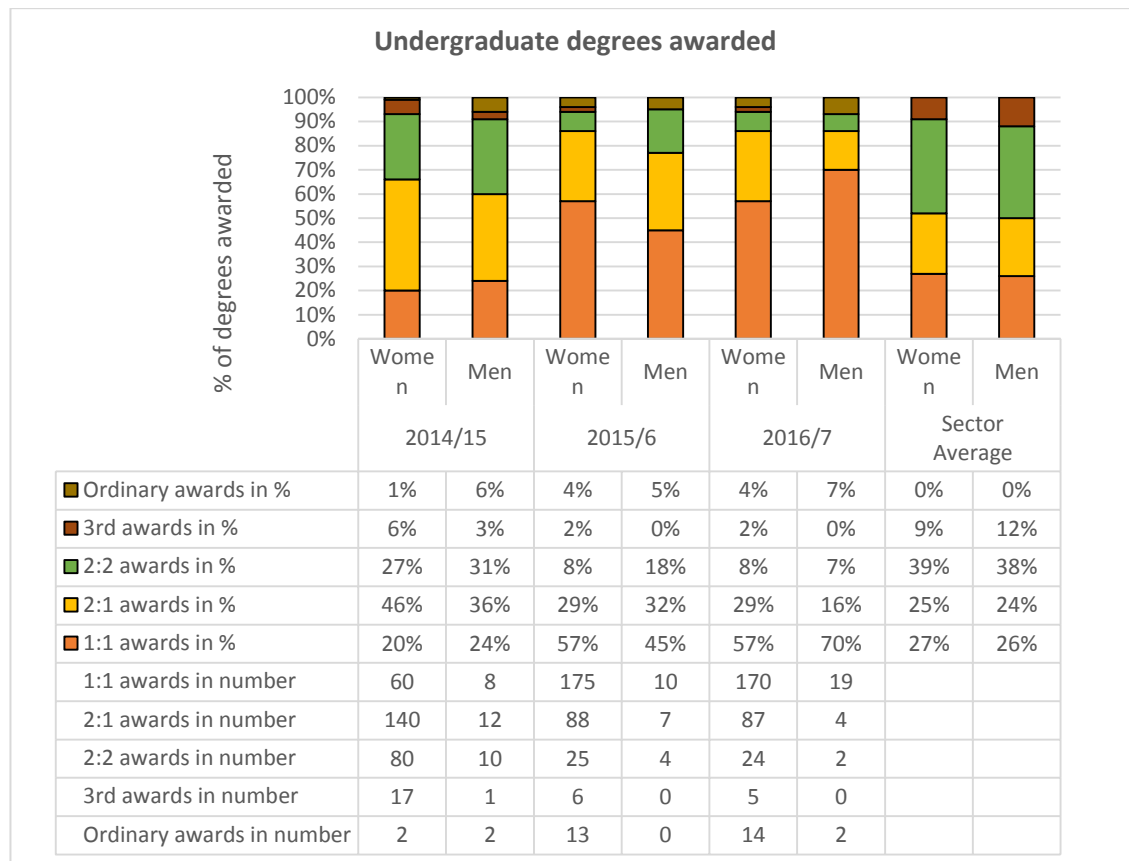
- *Ensure gender representation in the recruitment of student ambassadors for open days, summer schools and outreach activities*
- *Integrate previous students as ambassadors for applicant days, ensuring equal representation of gender and diversity*

**Action Point 12:** Member of SMT to attend site visit to partner University to discuss recruitment best practices in health sciences.

#### 4.1 (ii) Undergraduate Degree attainment rates

Summary: There are no differences in attainment between men and women for good degrees.

Graph 5: Number and gender balance of student UG attainment



There is no gender bias in the proportion of men and women gaining higher awards (W86%; M86% in 16/17).

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

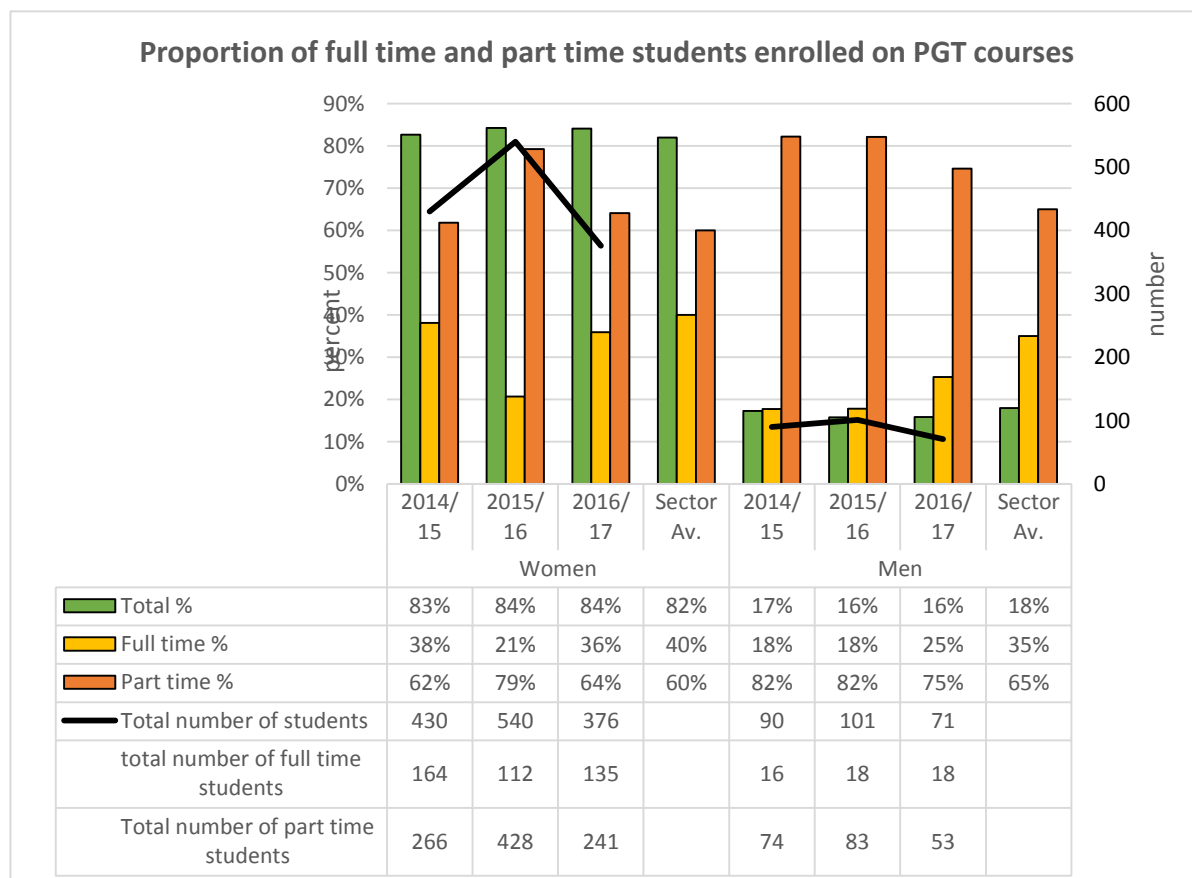
Summary: Changes in course offerings over time have not negatively impacted on the gender balance, or success of women.

Table 2: PGT Programmes Offered by SHS in the Period 2014/15-2016/17

Programme	Award
Delivering Quality Healthcare	MSc
Education for Professional Practice	PG Cert
Nursing Studies (Adult Nursing)	PG Dip
Nursing Studies (Mental Health Nursing)	PG Dip
Primary and Community Care (Community Children's Nursing)	MSc
Primary and Community Care (District Nursing)	MSc

Primary and Community Care (General Practice Nursing)	MSc
Public Health Practice with SCPHN (Health Visiting)	MSc
Public Health Practice with SCPHN (School Nursing)	MSc

Graph 6: Proportion of full time and part time students enrolled on PGT courses

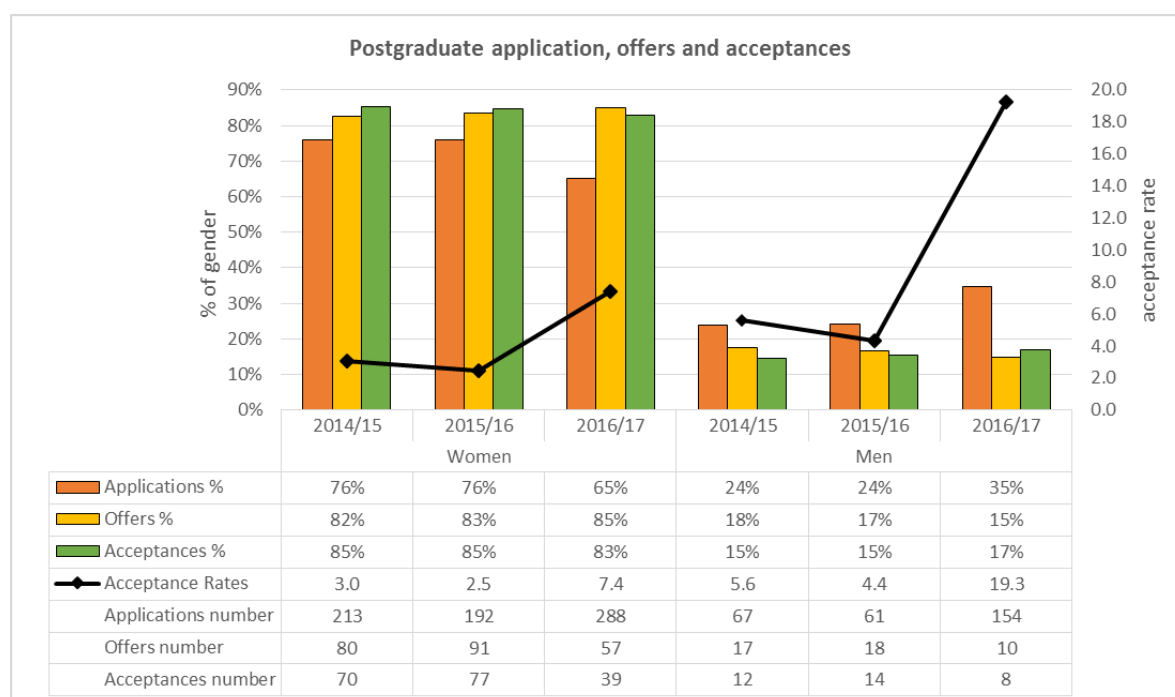


Recruitment numbers for PGT programmes peaked in 2015/16. There is a decline in total number of students in 2016/17. There is an overrepresentation of women (84%) in line with the sector (82%).

The percentage of FT women decreased by 2% (from 38% to 36%), while the number of FT men increased to represent 25% of the cohort. These changes have created a better gender balance on PGT programmes. Although, gender balance has improved we aim to understand why SHS is below the average for proportion of FT PGT men (**AP13**).

#### 4.1 (iii) PGT Student applications, offers and acceptance

Graph 7: PGT Application, Offers and Acceptances



PT and FT application numbers have increased for 2016/17 and demonstrated an improved gender balance (W65%; M35%). The proportion of women accepting places (W85%; 85%; 83% 2016/17 graph 7) is in line with the national picture (82% graph 6). Due to a rise in applications by male applicants, the acceptance rate has significantly risen for men (5.6-19.3). Therefore this suggests that we could enhance male representation by increasing the total number of applications received by men (**AP14**).

**Action Point 13:** Hold focus group with PGT FT men to assess if there are gender specific barriers impacting recruitment of this cohort. We will feedback to NHS providers and develop actions for NHS recruitment and education teams.

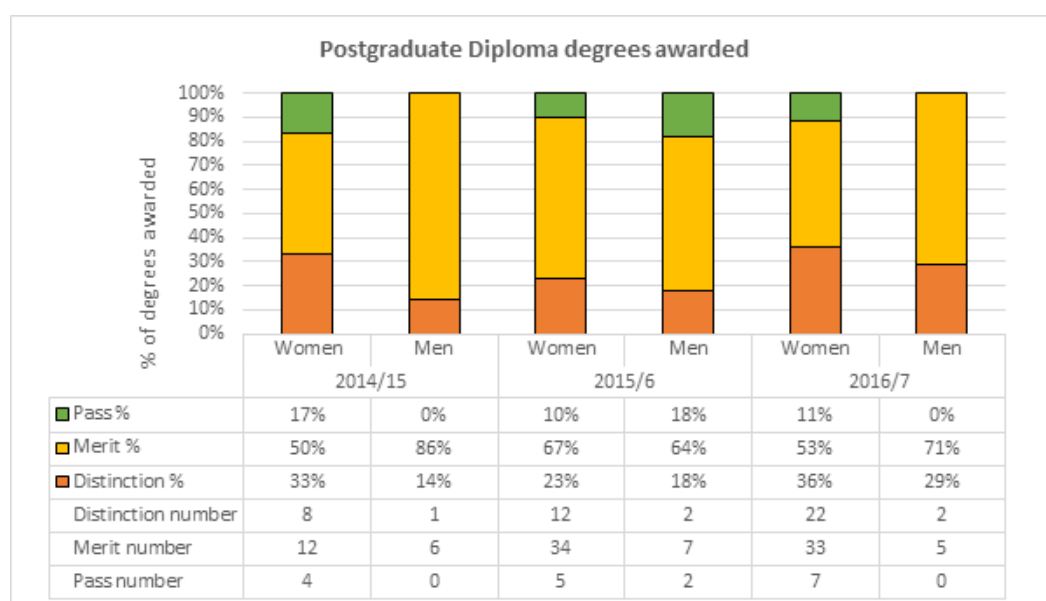
**Action Point 14:** Review PGT recruitment strategies to promote gender parity and increase the number of men applying:

- Increase the number of PGT recruitment events taking place per annum, ensuring there is adequate representation of role model men at these events (e.g. speakers and student ambassadors)
- Review and update PGT marketing materials to ensure they use gender neutral language, gender diversity and intersectionality in imagery

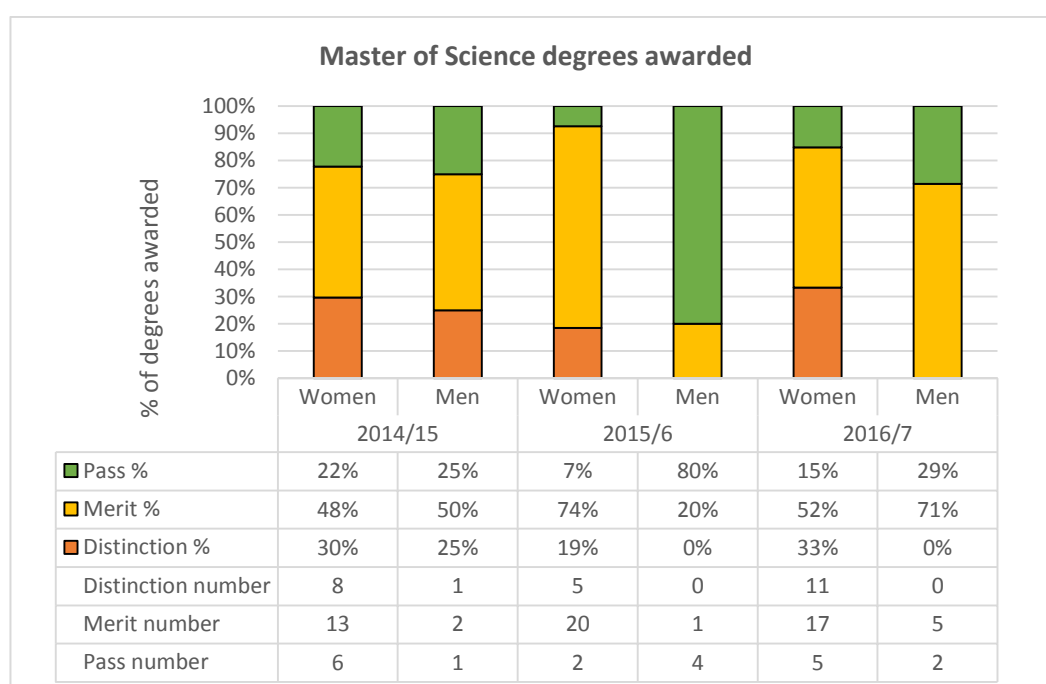


#### – 4.1 (iii) PGT Degree completion and award classification

*Graph 8: Postgraduate Diploma Degree Completion and Award Classification by gender*



*Graph 9: Postgraduate MSc Degree Completion and Award Classification by gender*



The small cohort size of men (n=7) in 2016/17 does not make meaningful analysis by gender possible. Women are consistently represented in the highest achievement PGT categories (Graphs 8 and 9). We will review the support given to PGT students by gender (**AP15**).

*Table 3: PGT Certificate Awards by Gender*

PGT Cert all degrees. All were awarded as PASS, no Merit or Distinction awards.				
	Women		Men	
	no	%	no	%
2014/15	58	77%	17	23%
2015/16	52	84%	10	16%
2016/17	60	81%	14	19%

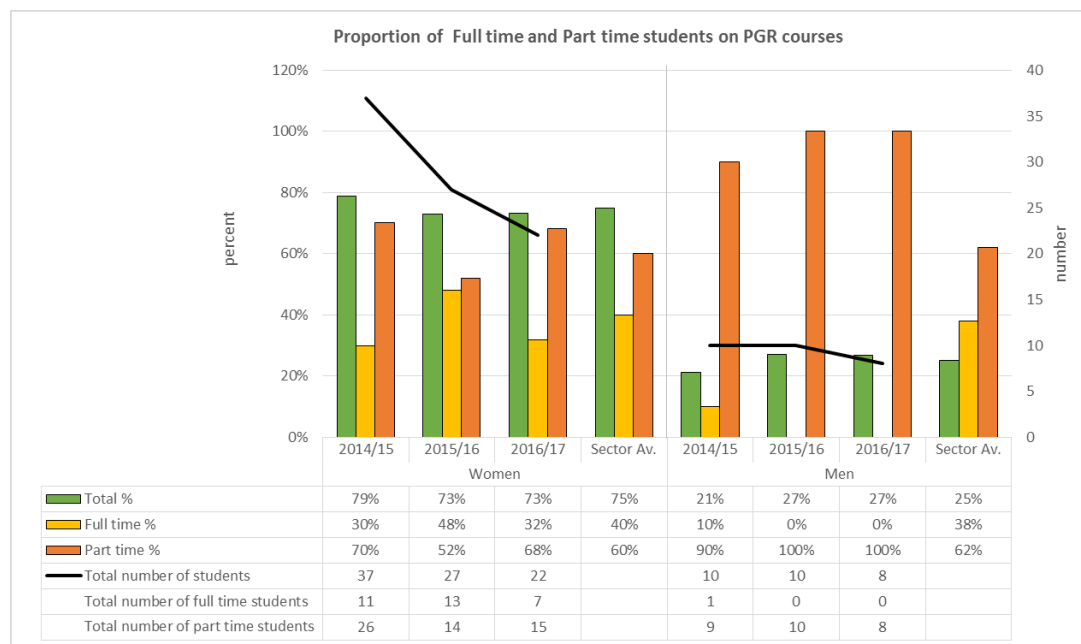
The gender balance of PGT Certificate Awards shows no gender bias (Table 3).

**Action Point 15:** Review study support available for PGT students and their uptake of this according to gender.

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

Summary: The proportion of female PGR students is in line with sector norms. However the number of women entering programmes has disproportionately reduced in comparison to men.

*Graph 10: Number and percentage of gender balance of students on Postgraduate Research Programmes (Full and Part time)*



The proportion of female PGR students is in line with the sector. We note a decline in total number of PGR students (47, 14/15 to 30, 16/17, Graph 10). Women appear to be disproportionately impacted by the decline (W -42%; M - 11%). Our FT female PGR student population (30%) remains below the sector average (40%). We will take action to understand potential barriers faced by women and take action to address these (**AP16**) and will enhance recruitment of PGRs by promoting opportunities more widely (**AP17**).

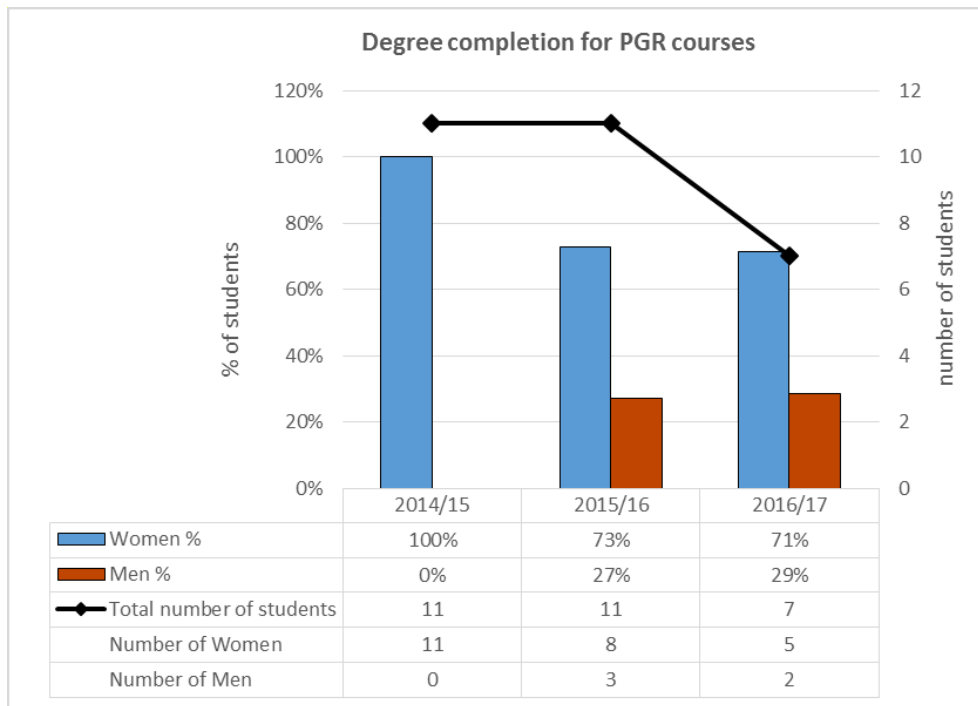
**Action Point 16:** Conduct focus group female PGRs (FT and PT) to understand what barriers they may have faced to accessing PGR opportunities and realising their career ambitions.

**Action Point 17:** Advertise PhD studentships internally and externally and put in place outreach network with clinical centres to share opportunities externally. Provide PGR scholarship for University of Surrey Students.

#### 4.1 (iv) PGR Degree completion “attainment by gender”

Summary: Women as successful as men in PhD attainment.

*Graph 11: Number and gender balance of PhD Awards*

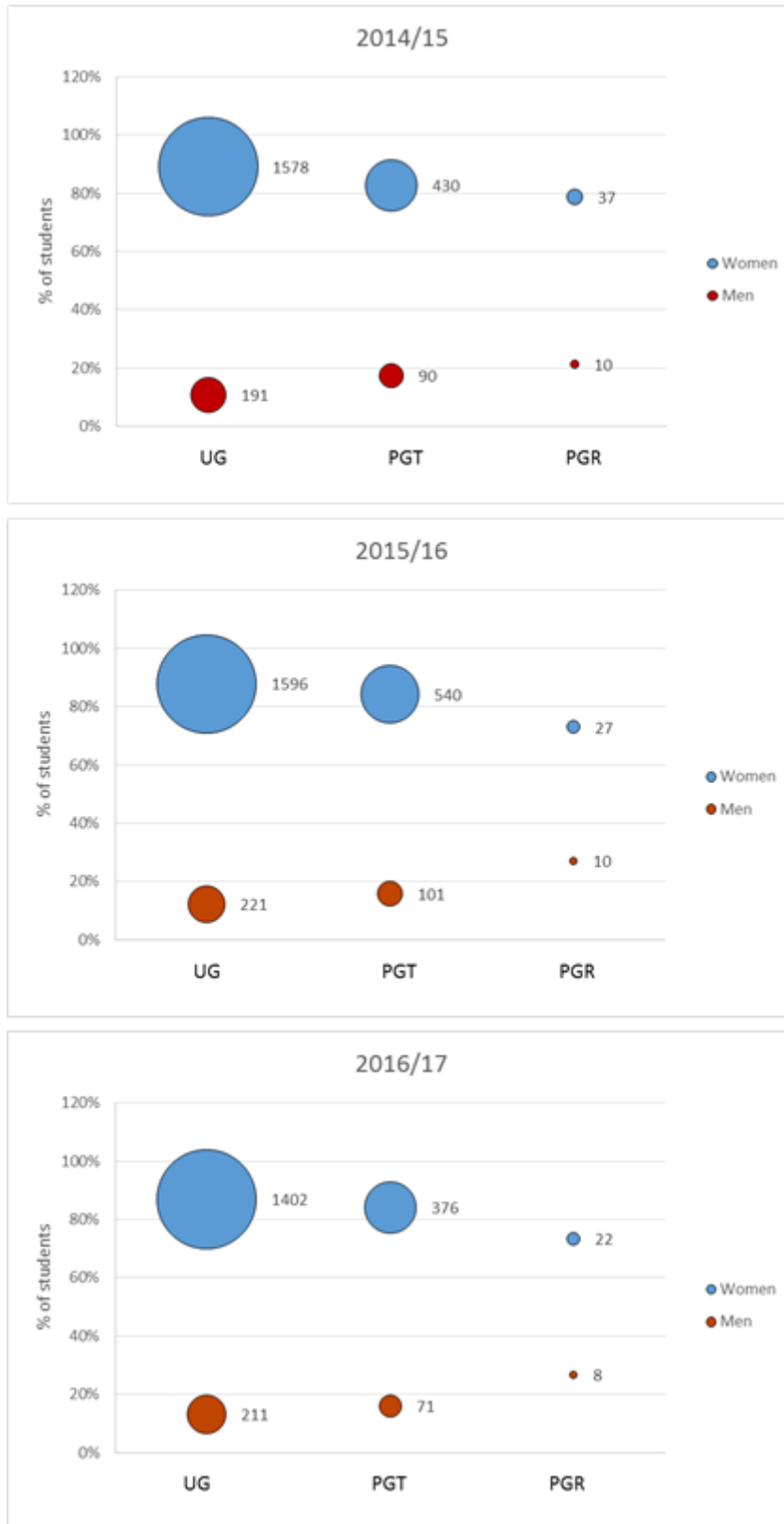


PGR completion rates have been static. The awards match the gender balance of the total population of PGR students.

#### **4.1(v) Progression pipeline between undergraduate and postgraduate student levels**

Summary: Decline in progression to PGT and PGR. Progression pipeline issue for women.

Graph 12: Bubble plot of the student progression pipeline between UG, PGT and PGR (bubble plot represents total population of men and women at each level). The size of the bubble is proportional to the number of students at each level



Size of circles represents absolute numbers.

We do not track University of Surrey SHS student progression pipelines and will address this gap of information (**AP18**). Student numbers for UG, PGR and PGT cohorts from 2014/15 to 2016/17 (Graph 12) suggest that there is a “pipeline” issue in the proportion of female students going on to PGT and PGR.

We need to further understand why fewer women than men (**AP19**) are progressing and will implement activities to support the progression of women (**AP20**).

**Action Point 18:** Collect, review and analyse University of Surrey SHS UG to PG student progression.

**Action Point 19:** Hold focus group with UG and relevant PG students to investigate why fewer women than men are progressing to PGT and PGR courses. Run women only sessions.

**Action Point 20:** Implement student activities and opportunities to enhance student progression:

- *Hold PGT workshops to discuss PGR careers, funding streams and opportunities.*
- *Appoint PGR role models (1W; 1M) and host student workshop annually to discuss how to become a PGR.*
- *Provide research electives for UG and PG students to experience potential research careers in health sciences.*

## 4.2 ACADEMIC AND RESEARCH STAFF DATA

The term academic staff is used to refer to: research and teaching; teaching only and; research only staff.

We plan to consider intersectionality across data collection in the future (AP21).

**Action Point 21:** Include all protected characteristics in all future staff data collection exercises, including staff recruitment data to highlight intersectional biases.

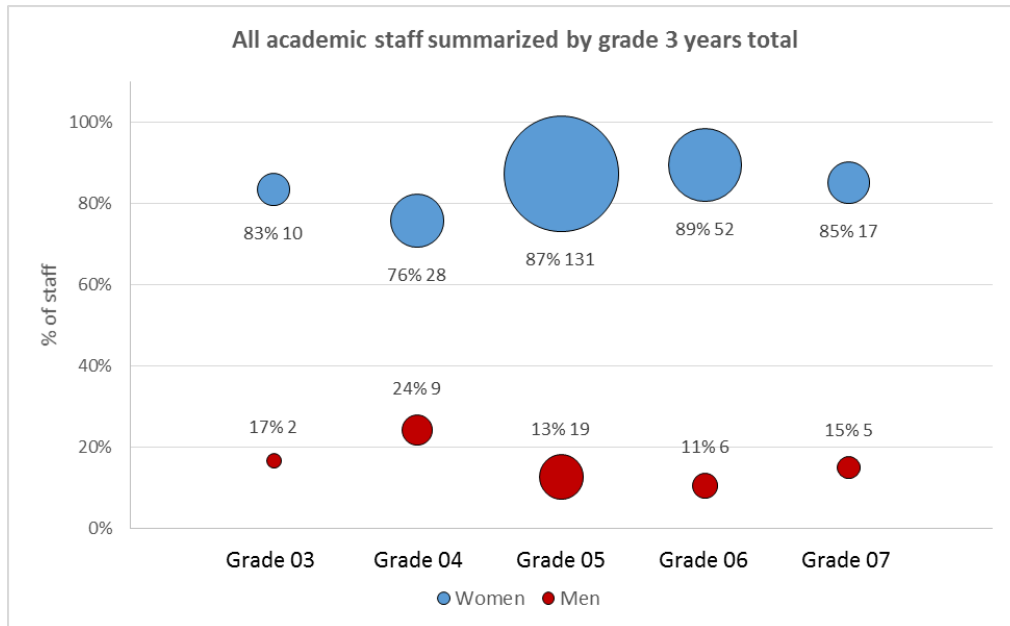
### 4.2 (i) Academic staff by grade, contract function and gender: Research-only, Teaching and Research or Teaching only

Summary: No gender bias in pay grades for academic staff, part time or temporary contracts

*Table 4: Academic Grade Structure*

Academic grade structure	
Grade 3	Research Officer
Grade 4	Research Fellows, Lecturers, Teaching Fellows
Grade 5	Research Fellows, Lecturers, Teaching Fellows
Grade 6	Readers, Senior Lecturers, Senior Teaching Fellows, Senior Research Fellows
Grade 7	Professors

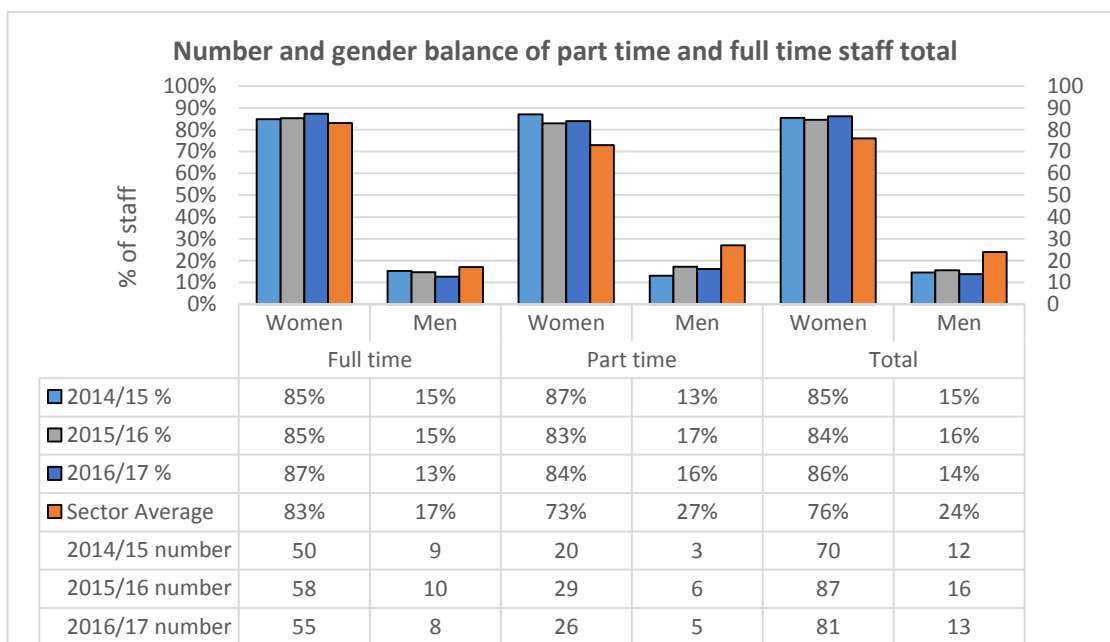
**Graph 14: All Academic Staff by Grade and Gender** \*includes all academic staff inclusive of those that may have resigned or left their post during the 3 year period



Size of circle represents absolute numbers.

There is a predominance of women in line with the sector. There is no evidence of gender bias across pay grades (Graph 14). The majority of staff (131W 55%/19M 46%) are at grade 5, due to the volume of teaching fellows in the School. Of the total numbers of male and female academic staff, there are similar proportions of men (27%) and women (29%) within the higher pay grades (6 and 7).

**Graph 15: Number and gender balance of Part Time and Full Time Academic Staff**



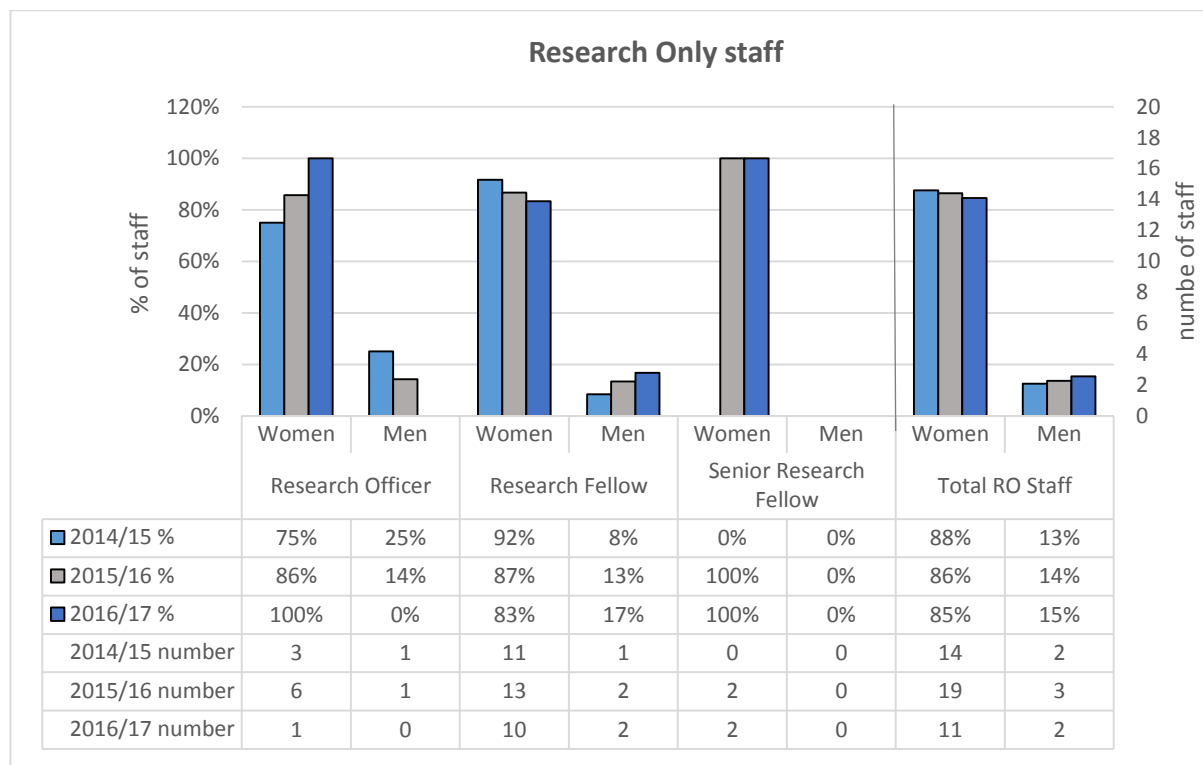


The proportion of women and men on FT contracts is comparable with sector norms. The proportion of women on PT contracts is consistently above average, whereas the corresponding proportion for men is below the sector average. Of their totals, the proportion of men and women on PT contracts (32% of total women; 38% of total men) are very similar.

#### – 4.2 (i) Research Only Staff

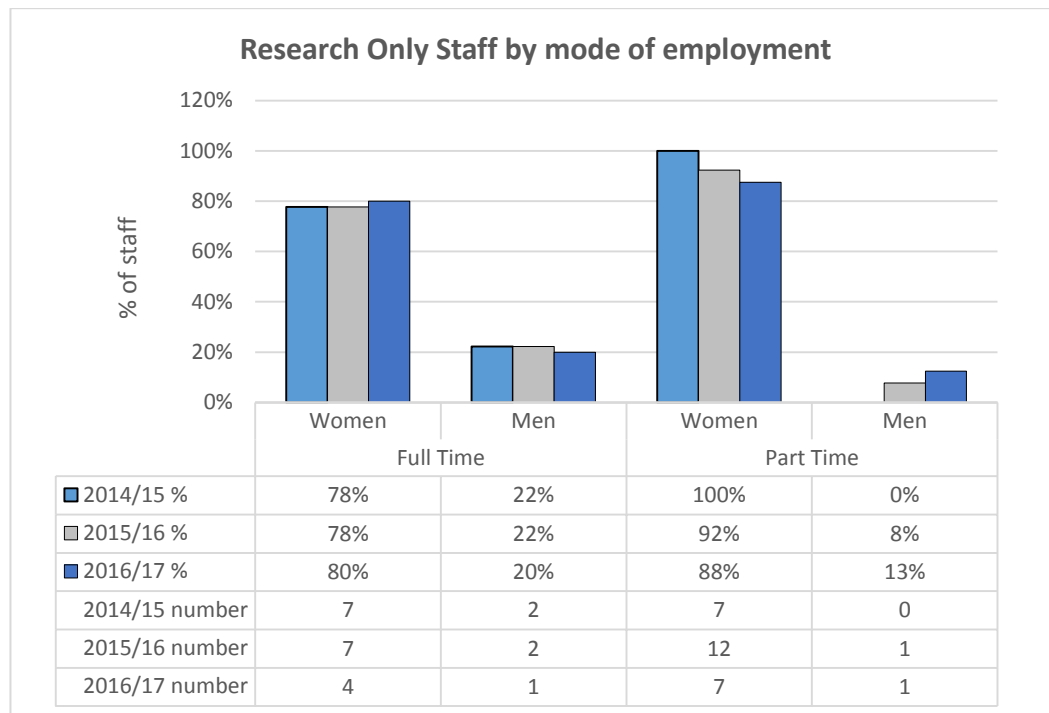
Summary: Closure of Glasgow office reduced overall staff numbers. No evidence of gender bias in pay scales.

*Graph 16: Research Only Staff by Role and Gender*



This graph shows a fluctuation in numbers of research only staff due to the closure of the Glasgow office. This did not greatly influence the gender balance.

*Graph 17: Research Only Staff by Full Time and Part Time and Gender*

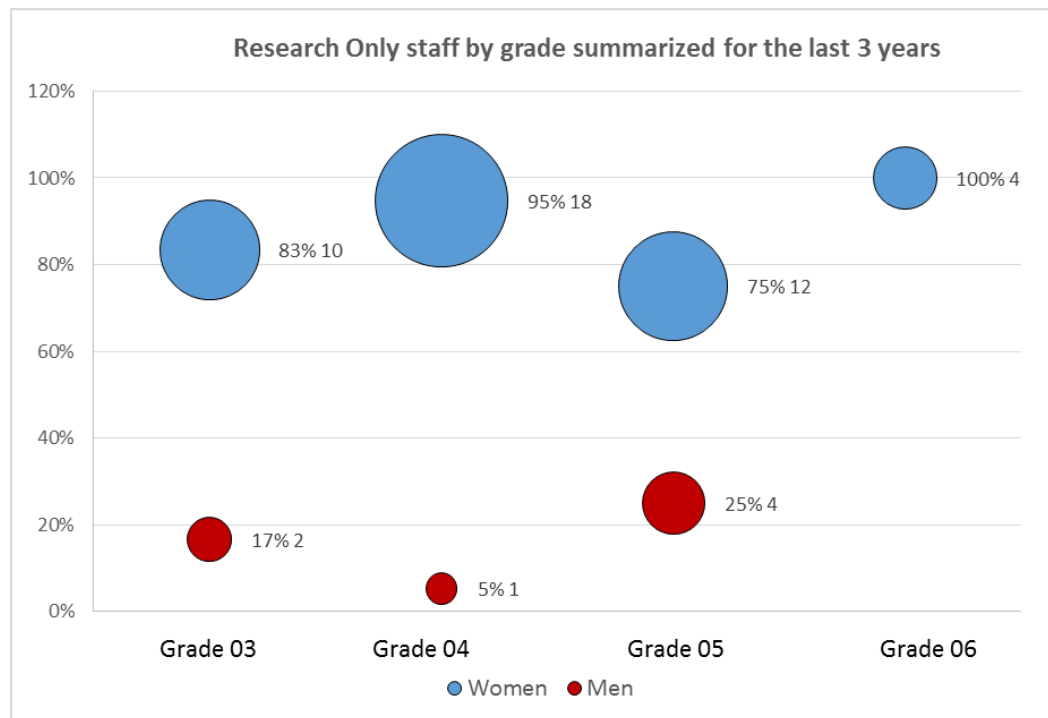


There has been an increased number of women and men working PT (Graph 17). Small numbers preclude conclusive interpretation.

We aim to address the overrepresentation of women by increasing the number of applications received from men by improving how opportunities are the disseminated (**AP22**).

We appreciate the importance of providing early career researchers with opportunities to build the skills set to move on to leadership posts, healthcare setting or other senior research projects and will explore with research staff how we can better promote opportunities (**AP23**).

Graph 18: Research Only Staff by Grade and Gender



Size of circle represents absolute numbers.

Total numbers of research only staff are too small to meaningfully analyse gender balance. Data (graph 18) may indicate that there is a higher representation of men at higher grades with 57% of men at grade 5 compared with 36% of women at grades 5-6 (**AP24**).

**Action Point 22:** Review and update recruitment strategies to ensure that they appeal to all genders:

- Review and extend job advertisement routes for all posts.
- Review and update staff recruitment materials to ensure they use gender neutral language and gender diverse imagery.
- Review and update SHS website content to ensure neutral language, gender neutral language, gender diverse imagery.

**Action Point 23:** Hold research-staff focus group to consider and implement new ways to share professional development opportunities.

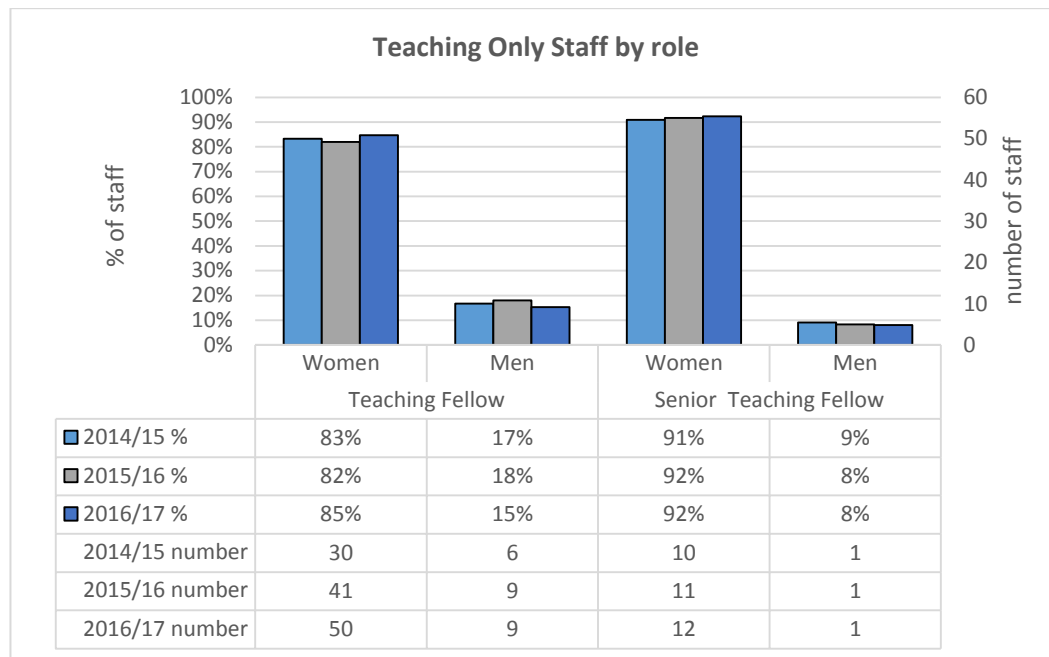
**Action Point 24:** Extend equality and diversity training and support provided to interview panels:

- Provide HR guidance to the Senior Management Team regarding salary negotiation procedures to ensure fairness and pay parity.
- Include statement of equality and diversity as well as commitment to AS in all Job descriptors and interview panels

#### – 4.2 (i) Teaching Only Staff

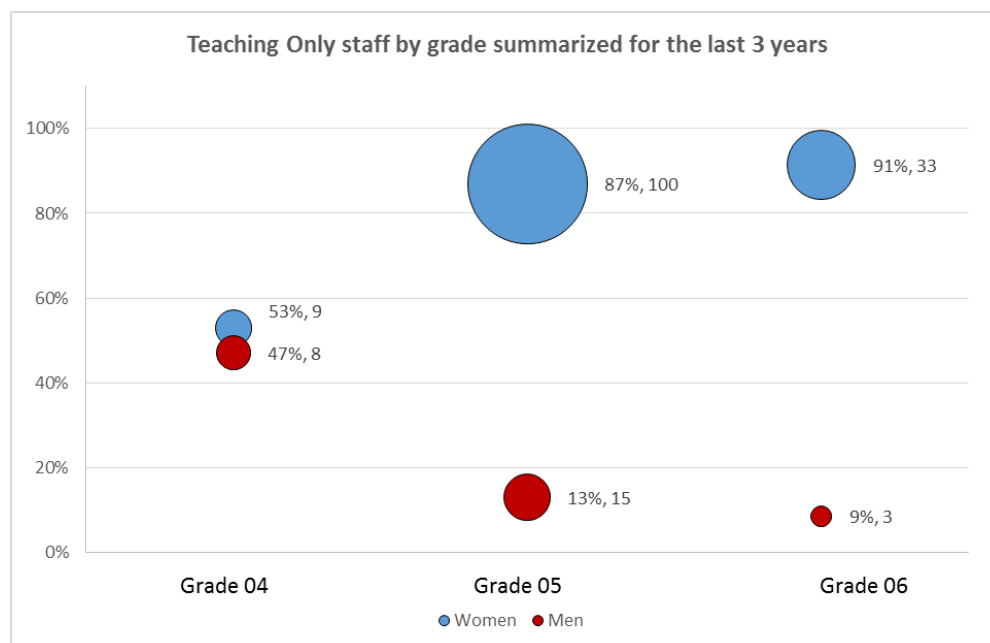
Summary: There is over-representation of women, in particular at Senior Teaching Fellow level.

Graph 19: Teaching Only Staff by role



Women have over representation (83%; 82%; 85%), most notably for senior teaching fellow (91%; 92%; 92%) roles, putting these roles above sector average (86%). We will address this by ensuring our job opportunities appeal to all genders (**see AP22**) and put in place activities and processes to clarify promotion criteria, opportunities and procedures to staff (**see AP32**).

Graph 20: Teaching Only Staff by Grade over the past 3 years

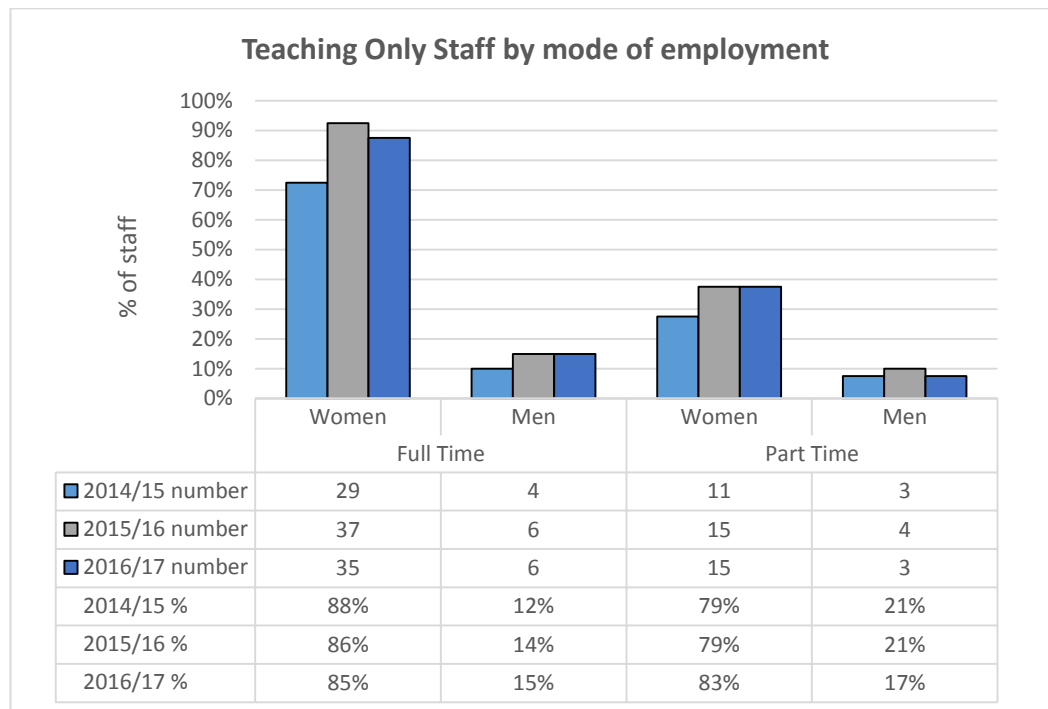


Size of circle represents absolute numbers.

Women have higher representation at higher grades (graph 20: 23% of women are at Grade 6 compared with 12% of men), while 31% of men in comparison to

6% of women are at grade 4. The data sample here is too small to conclusively determine if there is a gender imbalance.

*Graph 21: Teaching Only Staff by Full Time Part Time Contract*



There is no gender bias in the proportion of men and women working FT versus PT (2016/17 PT: W30%; M33%, FT: W70%; M67%).

#### — 4.2 (i) Research and Teaching Staff

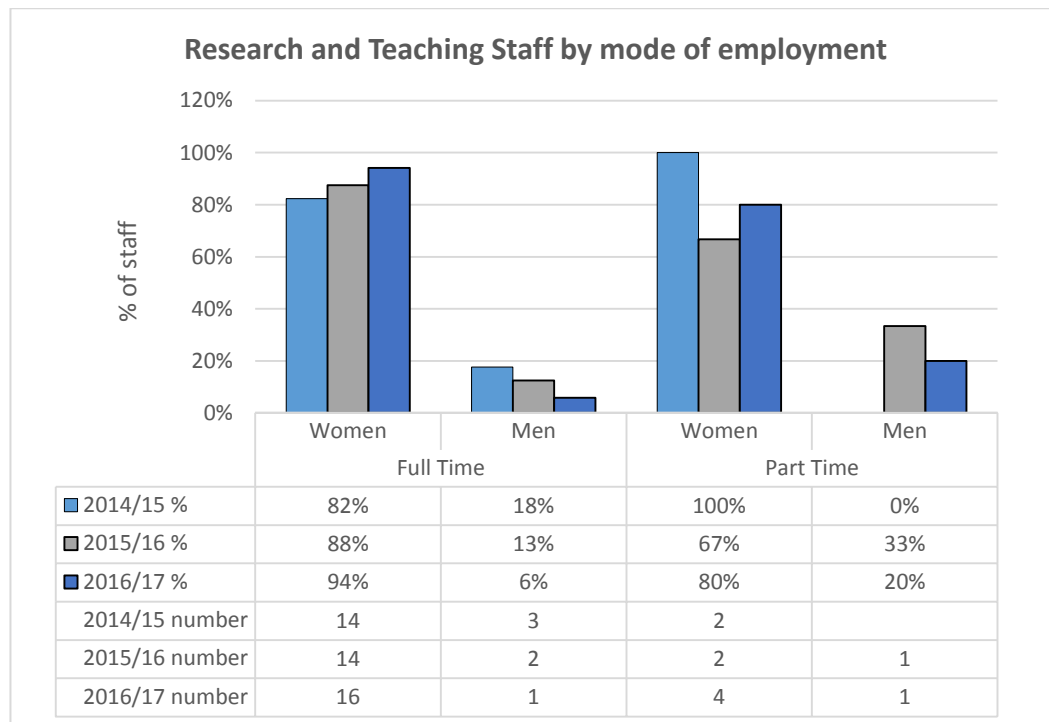
Summary: Small number of staff and over representation of women in line with the total workforce.

Research and Teaching staff make up 23% of staff as recorded in 2016/17 with a ratio of 10:1 women to men.

*Table 7: Number and gender balance of Research and Teaching Staff from 2014/5-2016/7*

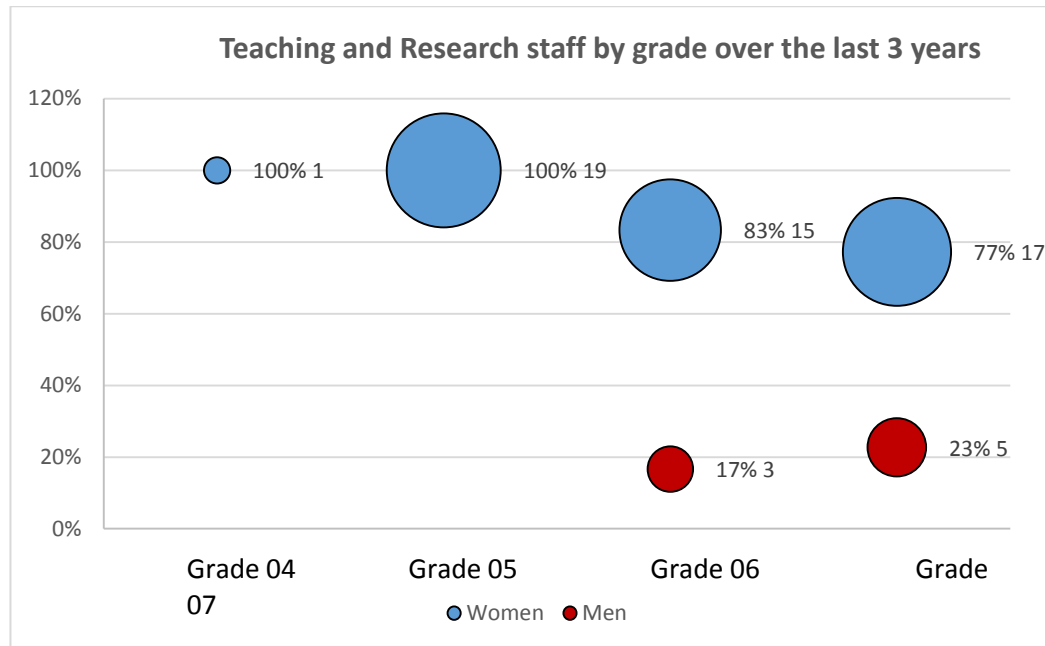
	2014/15				2015/16				2016/17			
	Women		Men		Women		Men		Women		Men	
	no	%	no	%	no	%	no	%	no	%	no	%
Lecturer	5	100%	0	0%	5	100%	0	0%	10	100%	0	0%
Senior Lecturer	5	83%	1	17%	5	83%	1	17%	4	80%	1	20%
Reader	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
Professor	6	75%	2	25%	6	75%	2	25%	5	83%	1	17%
<b>Grand Total</b>	<b>16</b>	<b>84%</b>	<b>3</b>	<b>16%</b>	<b>16</b>	<b>84%</b>	<b>3</b>	<b>16%</b>	<b>20</b>	<b>91%</b>	<b>2</b>	<b>9%</b>

*Graph 22: Research and Teaching Staff by Full Time and Part Time and Gender*



77% of staff (80% of W and 50% of M) were on full time contracts in 2016/17 (Graph 22). The low numbers of men makes it difficult to assess if there is gender disparity between FT and PT. Based on the sector average (Graph 15) women on full time contracts is as expected (Sector Average: W 83%). As shown in 4.2 (iii) there is no gender bias apparent in academic staff leavers. As such we are planning to address low numbers of men by disseminating our job opportunities more widely and ensuring and they appeal to all genders (**see AP22**).

**Graph 23: Total Number of Research and Teaching Staff Recruited by Grade over the Past 3 Years**



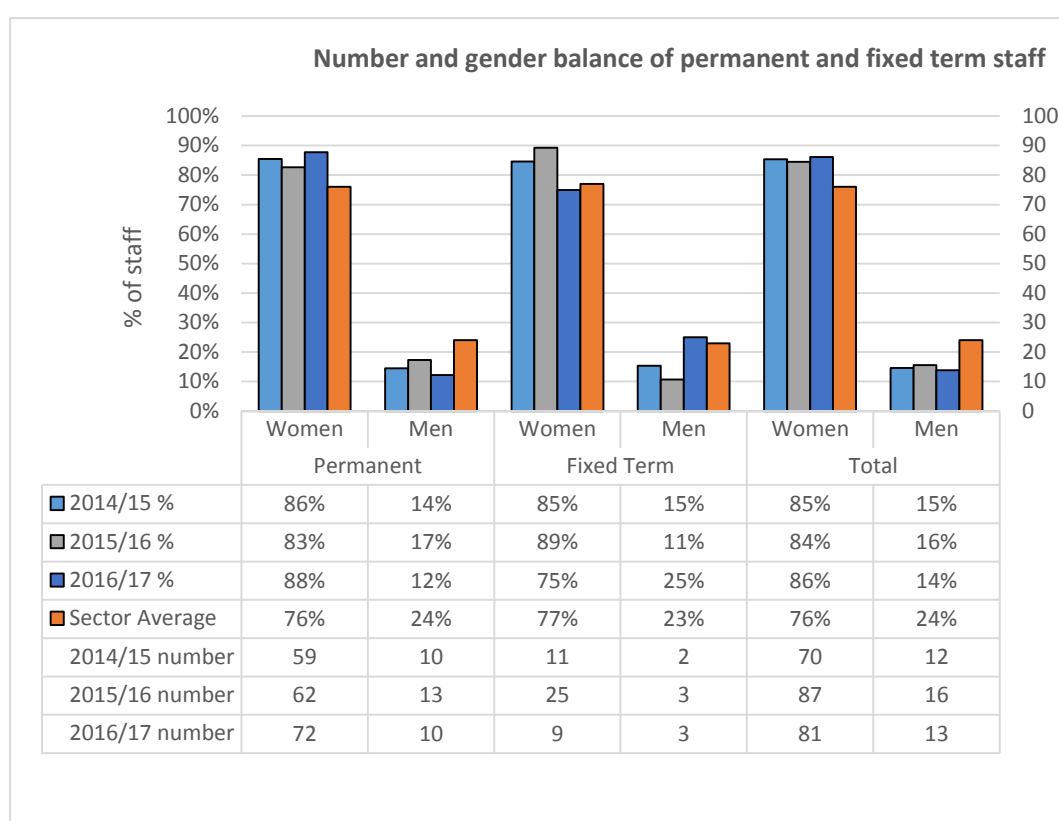
*Size of circle represents absolute numbers.*

Small numbers (n=8 men) preclude significant interpretation. Women are well represented across different grades, except Grade 4. Men have disproportionate representation at senior grades (M 100% at grades 6-7) (**AP24**).

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

Summary: Majority of staff on permanent contracts, no gender bias evident.

*Graph 24: Number and Gender Balance of Permanent and Fixed Term Staff*



The University policy is to have no zero hours contracts. In SHS 89% of staff are on permanent contracts, comparing favourably to the sector. There is no gender bias between the proportion of men and women according to contract (graph 24).

An increase in student numbers (2015/16) resulted in an increase in teaching-only staff on a fixed-term basis being recruited (particularly women). The University is aiming to move fixed term teaching fellows to permanent contracts and the number of women on fixed term contracts has dropped to its lowest level since pre 2014/15 in SHS.

#### – 4.2 (ii) Teaching-only staff

92% of women and 89% of men were on permanent contracts in 2016/17. There was a slight spike in fixed-term contracts for both females (25%) and males (20%) in 2015/16, due to an increase of student numbers. There is no evidence of gender disparity in likelihood of being on permanent or fixed-term contracts.

#### – 4.2 (ii) Research-only staff

Research fellow positions are usually fixed-term reflecting project funding. Gender balance of these posts improved, however this was due to a proportion reduction of women from 65% to 55% (AP25).



**Action Point 25:** Hold focus group with female Research Staff, including those on permanent and fixed term contracts, to ask what factors determine their career choices and how we can help them realise their ambitions.

#### – 4.2 (ii) Research and Teaching staff

There is no gender bias as 100% of research and teaching staff are on permanent contracts.

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

Summary: Large number of leavers in 2014/15 due to restructure, no evidence of gender bias in the process.

*Table 5: Academic staff leavers by contract function and gender*

			2014/15		2015/16		2016/17	
			Number	% of total staff in each group	Number	% of total staff in each group	Number	% of total staff in each group
Research Only	Research Officer	Women	0	0%	1	17%	4	80%
		Men	2	50%	0	0%	1	100%
	Research Fellow	Women	5	45%	3	23%	4	40%
		Men	2	67%	0	0%	2	100%
	Total		9	56%	4	18%	11	85%
Teaching Only	Teaching Fellow	Women	9	30%	1	2%	6	12%
		Men	4	67%	0	0%	3	33%
	Senior Teaching Fellow	Women	4	40%	1	9%	0	0
		Men	0	0%	0	0%	0	0
	Total		17	36%	2	3%	9	15%
Teaching and Research	Lecturer	Women	4	80%	1	20%	1	10%
		Men	0	0	0	0	0	0%
	Senior Lecturer	Women	4	80%	0	0%	1	25%
		Men	0	0%	0	0%	0	0
	Reader	Women	0	0	1	0	0	0%
		Men	0	0	0	0	0	0
	Professor	Women	1	17%	1	17%	1	20%
		Men	0	0%	1	50%	1	100%
	Total		9	47%	4	21%	3	14%
Grand Total			35	43%	10	10%	23	24%

There are minimal differences in gender balance of leavers. There is no evidence of gender bias in this process.

Staff are invited to undertake an optional exit interview (via online questionnaire or face-to-face HR meeting) prior to departure. The University has improved its processes and is actively aiming to increase the percentage of exit interviews. From these any gender or equality and diversity issues are referred to the Faculty Equality, Diversity and Inclusion Committees. SHS has a small proportion of leaving staff take up the offer of exit interviews (AP26).

**Action Point 26:** Increase the number of exit interviews undertaken in line with University Athena Swan action, so that we can understand reasons for staff leaving.

## 5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

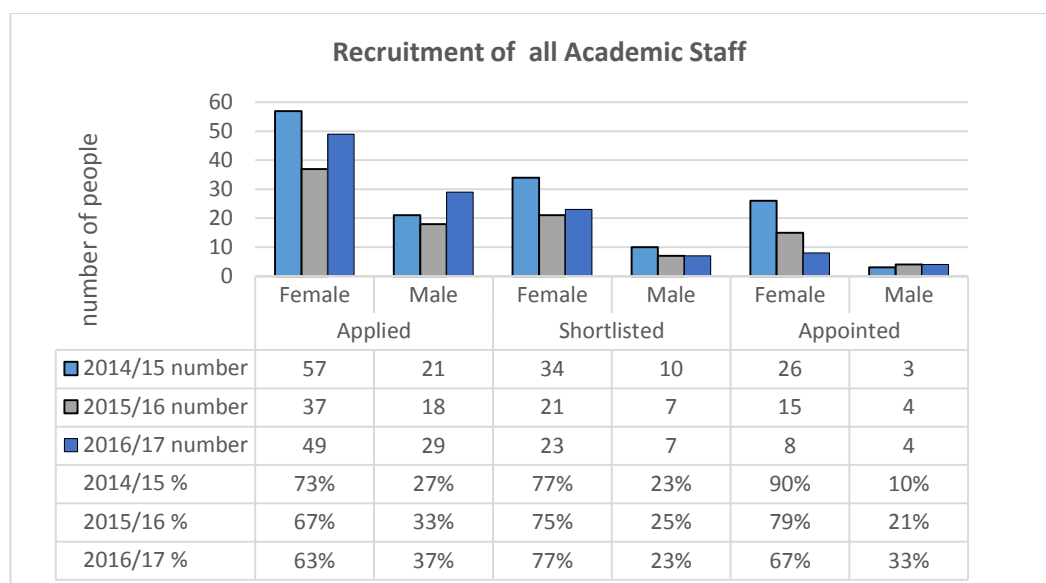
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### 5.1 Key career transition points: academic staff

#### 5.1 (i) Recruitment

Summary: Improved gender balance of appointments in line with sector. No evidence of gender bias in success rates between men and women.

*Graph 25: Number and Gender Balance for Recruitment of All Academic Staff*



There has been improvement in the gender balance of new appointments, with annual increases in the proportion of men appointed.

There is evidence of a changing pattern of likelihood of appointment following shortlisting for men. From those shortlisted, men's chances of appointment have improved from 30% in 2014/15 to 57% in 2016/17.

This improved gender parity at appointment level is a result of our gender neutral policies, including ensuring male representation on interview panels and unconscious bias training being undertaken by staff (97%). This high completion rate is attributed to the School-led training provision initiative. Face-to-face Unconscious Bias training is mandatory for all staff involved in recruitment, selection and promotions at the University. All staff must complete the online unconscious bias training. We expect by submission of our application that 100% of SHS staff will have attended Unconscious Bias training.

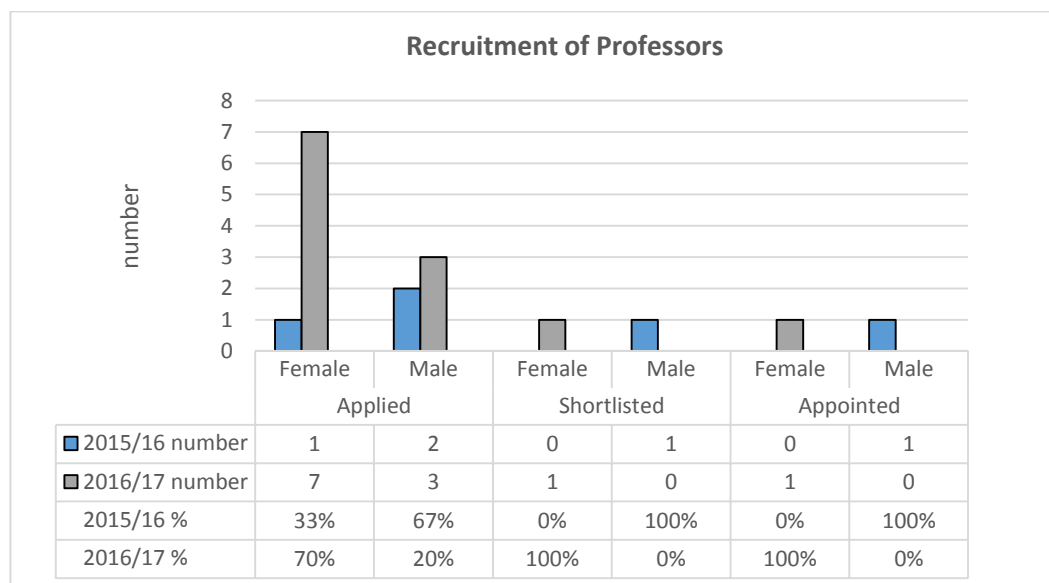
Academic posts are advertised worldwide via a range of appropriate websites. Advertising policies have been updated to ensure that there is no gender bias. This includes the use of a gendered language decoder tool and use of gender neutral language for all adverts.

In 2013/14 the University implemented an improved HR system, SurreyRecruit that enables the analysis of posts by gender. We have identified this as an opportunity for SMT to plan recruitment and assess if there are any gender issues emerging (AP27).

**Action Point 27:** Analysis of staff recruitment by gender to be sent to SMT on a monthly basis. Review of applicant transitions to appointment, ensuring no gender biases emerge in the success rate of applicants.

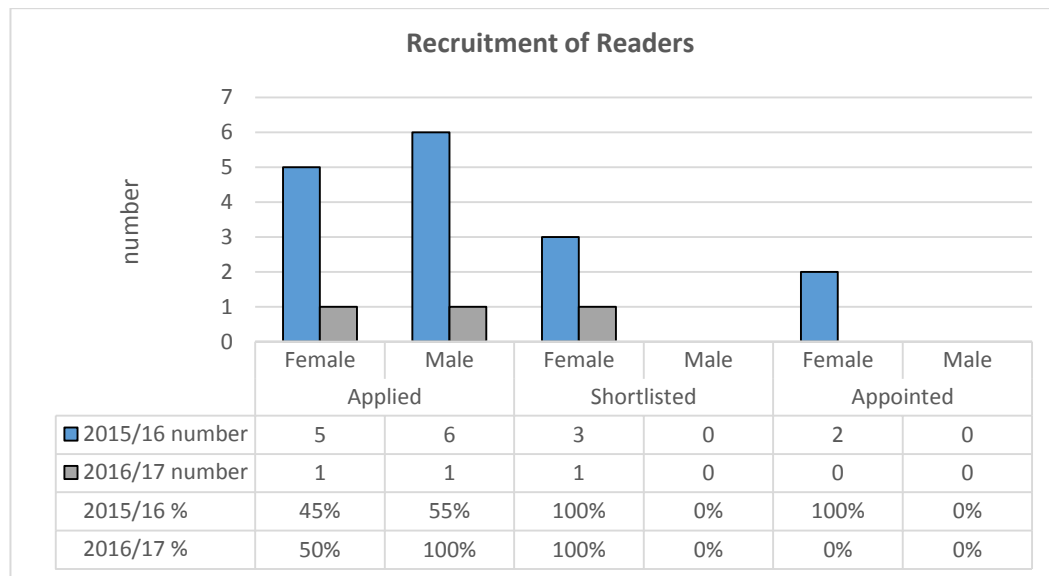
#### – (i) Research and teaching staff

*Graph 26: Number and Gender Balance for Recruitment of All Professors*



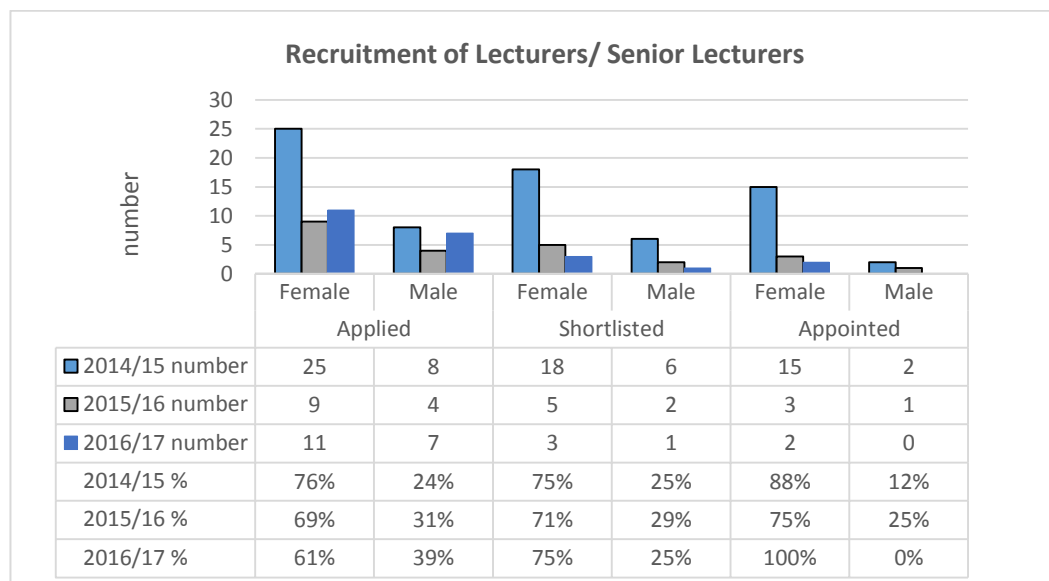
One female and one male Professor were appointed in the last three years. Low numbers preclude meaningful comparison by gender of Reader appointments.

*Graph 27: Number and Gender Balance for Recruitment of Readers*



There was no recruitment of Readers in 2014/15. Low numbers preclude meaningful comparison by gender of Reader appointments.

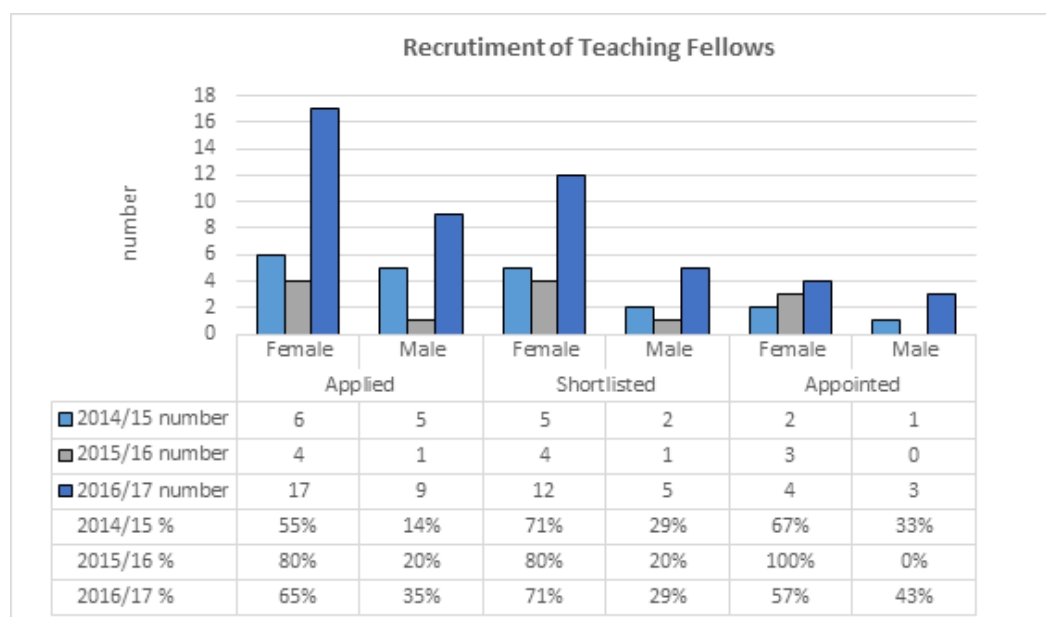
*Graph 28: Number and Gender Balance for Recruitment of Lecturers and Senior Lecturers*



There is an increase in the proportion of men applying for lecturing roles, indicating the appeal of job adverts to men. The low numbers of appointments in 2016/17 means understanding a trend is difficult, although there appears to be a gender imbalance in transition from shortlist to appointment, with women experiencing greater success. However we will continue to monitor this data (see AP27).

– (i)Teaching only staff

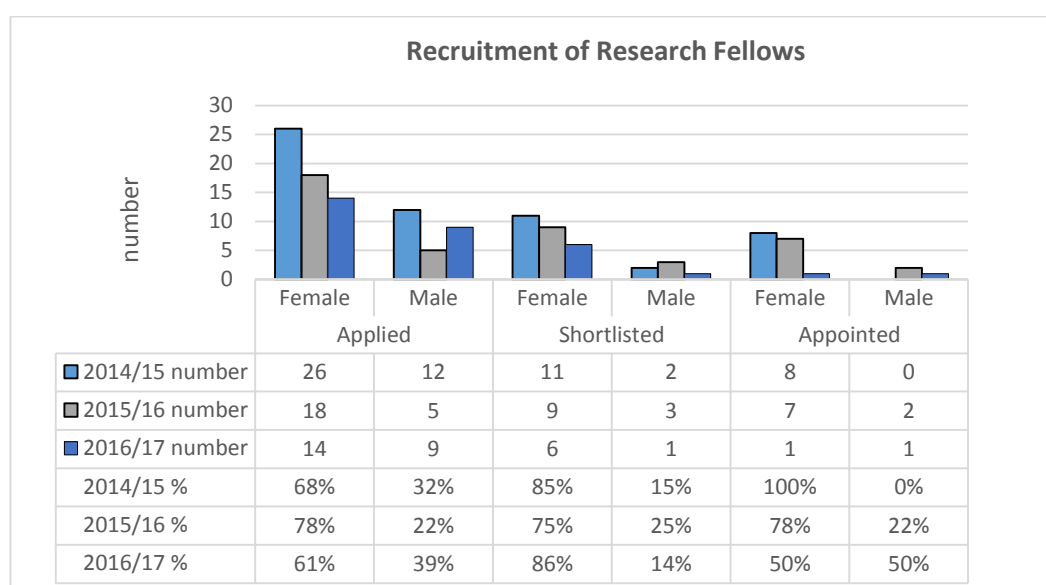
Graph 29: Number and Gender Balance for Recruitment of Teaching Fellows



There were no Senior Teaching Fellows recruited during this period. The gender balance of Teaching Fellow applications and appointments has improved due to increases in the proportion of male applications and appointments.

– (i) Research only staff

Graph 30: Number and Gender Balance for Recruitment of Research Fellows



There are low numbers of research fellow posts and appointments. The proportion of men being appointed into research fellow positions has increased from 0% to 50% in 2016/17.

– **i) Description of policies ensuring fairness in selection and interviews**

Recruitment objectivity is ensured through the use of Surrey Recruit which has features to ensure neutrality and non-bias. All recruitment is undertaken using this system, unless a specific researcher is named for appointment as part of a grant application that is funding the position. Essential and desirable criteria are listed with applicant responses to allow panel members to independently and fairly score applications. At interview pre-agreed competency based questions are used by the panel to independently score candidates against criteria.

The University published a code of practice in June 2015 that all interview panels will be at least 25% of each gender, we have achieved this by inviting men from outside SHS to sit on panels (**AP28**). We will continue to ensure that all panel members have attended unconscious bias training (**AP29**).

**Action Point 28:** Create a data base of men who are academics from other Schools/Departments willing and suitable to be on interview panels.

**Action Point 29:** 100% of interview panel members to receive unconscious bias training.

### **5.1 (ii) Induction**

Summary: New standardised induction processes provide research mentor, 'buddy' and senior colleagues to support new staff.

SHS ensures that all new staff receive an induction package which is standardised but tailored to their individual needs by their line managers and HR prior to arrival. This includes attending a University Induction session, and receiving details of Diversity Awareness, Data Protection and H&S.

The Staff Handbook is available for all new staff and is distributed along with a timetable for their induction. We have identified that this could be developed further to better highlight gender and equality policies. 69% (W69%; M60%) of the responded to the SCS, 2018 felt that adequate attention was given to gender and equality opportunities matters in induction (**AP30**).

All new staff are greeted by a member of the HR team, who introduces them to the handbook and provides information on generic induction matters. The HR Staff member escorts the new staff member to meet with their line manager. All new staff are allocated a Senior Colleague and research active staff are allocated a mentor. In addition, a "buddy" provides links into the cultural environment of the School and to advise on general matters.

Staff in the focus group identified that research mentors provided inconsistent advice and are addressing this by providing more formal mentor training (**AP31**).

**Action Point 30:** Update staff handbook to better showcase gender and equality opportunity matters

- *Create e-handbook version*
- *Make available on new faculty intranet page*
- *Review and update annually*
- *Circulate ehandbook to all staff*

**Action Point 31:** Improve mentoring opportunities available to research staff:

- *Actively promote career mentoring*
- *Provide research mentors with guidance on how they can best support mentees*
- *Integrate mentoring opportunities into 'Staff Professional Opportunities leaflet'*

### 5.1 (iii) Promotion

Summary: Low number of applicants. No evidence of gender bias.

Staff have the opportunity to apply for promotion annually in line with University Policy. The process for applying and relevant forms are accessible to staff via the University Intranet. Staff are encouraged to attend promotion workshops which are organised by the University.

All staff receive an annual appraisal where staff are encouraged to discuss promotion. The HoS presents the case for promotion for all staff at a Faculty promotions panel who can then agree promotions below the grade of Senior Teaching Fellow / Senior Lecturer. All applications for Reader / Principal Teaching Fellow or Professor / Professorial Teaching Fellow, if supported by the Faculty Executive Board are then sent to the central University promotions panel.

*"I can actually say that I was encouraged to seek promotion. So, that did happen."*

*"I've been really encouraged by my line manager she is very supportive. She offers me mentorship, she's actually taken a mentor attitude towards me, which is really fantastic"*

*– Member of SHS AS focus group*

*Table 6: Promotion to higher grades of Research only, Research and Teaching and Teaching only staff*

	2014/15		2015/16		2016/17	
	Applications	Promoted	Applications	Promoted	Applications	Promoted
Lecturer	0	0	1 (W)	0	0	0
Sn Lecturer	0	0	1 (W)	0	0	0
Reader	0	0	0	0	0	0
Professor	0	0	0	0	0	0
Teaching Fellow	0	0	0	0	2 (1 W, 1 M)	0
Sn Teaching Fellow	0	0	0	0	0	0

The number of staff applying for promotion over the 2014/15-2015/16 period was low, with a total of 4 applications received over this time of which none were successful. These numbers are too small for meaningful gender analysis. However, following this SHS implementing additional support to previously unsuccessful applicants leading to promotion for that member of staff.

In our previous application, it was recognised that staff did not always understand the promotion criteria. We provided clear descriptions and guidelines, introduced a School newsletter to advertise opportunities and Development Workshops for all academic staff.

However, due to 43% (W45%; M20%, SCS 2018) of staff not understanding the promotion criteria. We therefore need to provide clearer guidance regarding promotion procedures and opportunities to staff (**AP32**). This will enable promotion to be considered a few years ahead for staff enabling them to plan their progression.

**Action Point 32:** Put in place new activities and process to showcase promotion opportunities and procedures.

- *Deliver 'Demystifying promotions' workshop for staff*
- *Provide training for line managers on criteria for promotion and how to support staff through the promotions process*
- *Ensure promotion is discussed at every appraisal*

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

Summary: More eligible female staff in 2014 than 2008 but fewer submitted proportionally than men in 2014. Impact case study submissions showed no gender bias.



Table 7: Numbers and gender balance of staff submitted to REF

	Eligible Pool			Submitted		
	Women	Men	Total	Women	Men	Total
RAE2008 Numbers	11	1	12	7	1	8
Percentage of eligible gender submitted RAE2008				64%	100%	67%
REF2014 Numbers	18	1	19	7	1	8
Percentage of eligible gender submitted REF2014				39%	100%	42%

The number of staff eligible for submission to the REF increased from RAE 2008 (W11; M1) to REF 2014 (W18; M1) (Table 5). This increase related to greater numbers of eligible female staff. However, whilst numbers of eligible female staff increased the number submitted over this time was static (n=7). As a proportion there was a fall in relation to female staff submitted (from 64% in RAE 2008 to 39% in REF 2014).

We have provided training on writing systematic reviews and ‘Ways of doing better in the REF’. Internal training has also been provided on self-appraising and enhancing the quality of one’s own output. SHS has a writing week each semester where meetings are kept to a minimum to allow concentrated time for writing and funds an annual writing retreat.

Staff are encouraged to appraise the quality of their own papers and then compare these with appraisals provided by internal and external reviewers. This enables SHS to provide support to members of staff who may need it in the lead up to REF.

In 2014, SHS provided 3 out of the 7 impact case studies submitted in the unit of assessment for the faculty. We are proud that 2 of these were by women staff and that overall submissions showed no gender bias.

Staff engage in a formal process of peer reviewing all grant prior to submission. Recently, a bid clinic has been introduced (AP34). This runs monthly and is facilitated by Senior School research staff; it provides support to staff working up a bid or revising one that has been unsuccessful in gaining funding. We will consider gender balance of all bid clinic attendance (AP33).

**Action Point 33:** Conduct quarterly review of bid clinic panels and attendance by gender, ensuring no gender disparity emergences in staff accessing this support.

**Action Point 34:** Strengthen bid development within “bid clinics” for researchers to reflect on unsuccessful bids with research leaders and peers with the objective of improving bid success.

## 5.2 Key career transition points: professional and support staff

N/A

### 5.2 (i) Induction

N/A

## 5.2 (ii) Promotion

N/A

## 5.3 Career development: Academic staff

### 5.3(i) Training

Summary: Significant career development and training opportunities have been developed increasing leadership and management opportunities for staff.

Table 8: Number of women who took up SHS training opportunities

	2014/15	2015/16	2016/17
Aurora Women's Leadership	0	5	2
Springboard 1-Getting Started	0	4	0
Grand Total	0	9	2

		2014/15	2015/16	2016/17
Unconscious Bias	Women	9	50	13
	Men	0	7	2
Academic Leadership	Women	0	1	0
Appraisal training	Women	2	11	3
	Men	0	1	0
RCUK Bid Writing	Women	4	0	0
	Men	2	0	0

The University has a range of development and networking opportunities that staff can consider and register for via the Staff Intranet system. We actively encourage staff to undertake leadership training and research development (2014 AP10) and this has increased uptake (Table 11). Both internal and external training is supported for all staff by the School. Identification of priorities is done through the annual appraisal process.

Staff at the SHS AS focus group stated that they felt supported in regards to these opportunities:

*"There are definitely opportunities for education and further training and actually the Staff Development section has got a really quite extensive range of opportunities that people can take"* – Member of SHA AS Focus Group

Training applications are reviewed by a study leave committee where support to attend external workshops, programmes and conferences is considered and funded.

In 2015, the school undertook a training needs analysis and from this a series of training events were provided over 2016/2017.

SHS cluster groups and themes are encouraged and funded to deliver training for their groups. The cluster and theme groups are an excellent way for staff to hear about training which may be relevant to their own area of expertise, thus broadening the information available to staff.

Training programmes for *research active staff* have been extensively developed as actioned in our 2014 AP10. An Early Career Researcher Network has been established (July 2016) and this links closely with the University's newly established Doctoral College. The School based ECR group is a self-directed forum that provides peer-support for ECRs facilitated as required by the Director of Research. We recognise that we need to go further monitor staff uptake of these opportunities (**AP35**).

**Action Point 35:** Annually review staff uptake of training sessions and analyse by gender, taking action to address any gender bias.

### 5.3 (ii) Appraisal/development review

Summary: Majority of staff find appraisal process helpful.

Staff have an annual appraisal with their line manager, at which SMART objectives are set and career ambitions are discussed. The appraisal prompts discussion of last year (objectives and learning) and planning for the future (objectives, learning, career, and potential). A midpoint review is held six months after the appraisal objectives are set with staff by their line managers. All appraisals are moderated to ensure the assessment process is fair and consistent. SHS also provide revalidation leads for staff validating their NMC registration.

The University runs a Performance Related Payment (PRP) scheme designed to reward exceptional contribution and performance and candidates for PRP are identified by their line manager at appraisal. All staff undertaking appraisals are required to attend an appraisal workshop which is a core programme within the university.

Appraisal forms include sections to address collegiality, administration and Athena Swan. The majority of staff felt that the full range of individual's expertise was valued at appraisals (W77%; M80%, SCS 2018) and 78% (W77%; M80%) agreed that SHS provided them with a helpful annual appraisal. Staff training on conducting appraisals is mandatory. We will improve the support provided to appraisers (**AP36**).

**Action Point 36:** Implement additional SHS appraisal process to improve support provided by appraisers:

- *Put in place an anonymous reporting procedure for appraisers to report any concerns regarding career development opportunities to SMT*
- *All line managers to complete appraising effectively training*
- *Conduct focus group to understand how we can make the appraisal process more helpful to staff.*

### 5.3 (iii) Support given to academic staff for career progression

Summary: Increasing wide range support for all academics; pilot of supported "track change" approach to assist teaching only staff transition to Lecturer

Teaching staff are all supported to complete their postgraduate certificate in education within 2 years of starting in the School. The school as part of its 2014 AP14 introduced leadership support for academic staff seeking senior positions and increased its 1:1 leadership coaching. All internal roles such as programme lead roles are advertised internally and provide a transparent process of promotion and job extension.

78% of staff (W77%; M80%, SCS 2018) agreed that the School provides them with useful mentoring opportunities. However, we have identified that part-time staff may not feel they receive the same level of career development opportunities. 51% (W52%; M40%) of staff agreed that staff who work part time or flexibly receive are offered the same career development opportunities as those who work full time. We seek to address this by understanding barriers PT staff face in accessing training opportunities available in SHS (**AP37**). We will also make it easier for staff to understand what development support is available (**AP38; AP40**).

*Research-only staff:* We have identified limited progression and promotion opportunities available for research only staff. A pilot new entry route for post doctorate research active staff has been established with entry level lecturer posts (aligned to a Professor). During the he first three years of employment, research only staff are given the opportunity to take a post graduate certificate in teaching and learning and mentorship to develop as a PI during their first 3 years' probation.

We have also provided a 9-month sabbatical for one member of senior staff (woman) to build International collaborations and develop new research.

*"I would say that my experience of training and development that I've received within my role so far have been far more comprehensive, extensive even than what was provided by my previous university. Once I finished my PhD, I had very little in the way of further support to enhance or develop my research skills at that point. Whereas at this new institution, I've been booked on to an interviewing training course and I've received multiple staff emails for grant opportunities."*

*-Member of SHS AS Focus Group*

**Teaching-only staff:** To enable a career pathway from teaching fellow to researcher a novel supported "track change" approach was piloted. In 2014, 18 teaching fellows took up this challenge, however, in 2017, 3 of the participants attained the required elements or wanted to move "tracks" to lecturer. We recognise that success had not been as widespread as we envisaged. However, all staff involved have benefited through the intensive education, research insights and team working with research active staff. Many staff have been supported through this experience to remain on a teaching contract as the exposure to research has clarified their career aspirations.

Courses are provided as part of our training schemes and a £1000 faculty grant can be applied for educational conferences as well as senior teaching fellow and advisory roles within Faculty or the University. The university has now introduced a further level of teaching fellow, 'principal' which is equivalent to a Reader grade. We will ensure all relevant staff are made aware of this new opportunity (AP39).

**Action Point 37:** Conduct focus group with part time staff to understand their career development needs.

**Action Point 38:** Promote training and funding schemes to staff:

- *List opportunities on staff intranet site and add to 'Staff Development Support booklet' and staff e-handbook*
- *Annually review staff uptake of training and funding schemes and consider gender*
- *Take action to address any instances of gender bias or disparity*

**Action Point 39:** Conduct annual workshop for teaching-only staff to discuss routes to Principal Teaching Fellow posts.

**Action Point 40:** Develop "Career Development Support" leaflet:

- *Integrate into ehandbook*
- *Integrate into intranet site*

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

Summary: Comprehensive support for UG students in place. New Doctoral college providing improved PGR support.

*UG* students are offered the opportunity to take part in an elective where they can choose to go anywhere to learn about their subject in a different environment, hospital or global healthcare provider. This opportunity allows them to learn about different working environments, enhancing their career development. We also provide an “Inspiring day” in their third year. This is an opportunity for networking and career development with workforce providers. We provide advice for individuals interested in research fellowships, electives and studentships and will consider the gender balance of student uptake of this (AP41).

Erasmus is an exchange programme available to nursing students to complete part of their degree abroad. We also welcome undergraduate students from abroad to do their hospital placements in our teaching hospitals. This gives our students an opportunity to meet and learn about different healthcare systems. Development of students in the School is facilitated by our tutorial system.

*Postgraduate taught students* -SHS offers students the opportunity to be a mentee in the first year, and then from there onwards to be a mentor/buddy to other students.

*Postgraduate Research* students have support from the Doctoral College who provide a dedicated staff co-ordinating PGR activity. It aims to increase the consistency in supervisor support, research culture and improve PGR student admission, induction, monitoring, training and career advice. There is a PGR director who co-ordinates support at a School level.

We have as part of 2014 application AP12 provided remote access to training, through digital capture of talks and PGR events. The school also has a journal club, PGR talks, PGR writing group and encourages PGR students to be part of research clusters and attend School seminars.

**Action Point 41:** Review support and guidance given to individuals interested in research fellowships and electives. Improve processes as required. Track student uptake of research fellowships and electives by gender, taking action where required.

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

Summary: Significant support provided for research grant applications.

We have developed a clear framework for research grant applications and invested in a research support officer and an external peer reviewer which has led to grant success for staff. A round-up of current grant opportunities is

circulated by email to staff on a weekly basis at the Faculty level. The process for working up and applying for grants was reviewed in 2017 to facilitate timely development of proposals. The process includes: (i) sharing and development of ideas within Cluster groups, (ii) internal peer-review, (iii) enhancing the impact statements within bids, gaining support of the NIHR funded Research Design Service (**see AP34**). Research active staff are also provided with 1:1 research mentoring which was successfully introduced as part of our 2014 AP10.

Research staff can apply for Faculty research support funds (currently £8000) to provide start-up funding for pilot work needed prior to grant applications. Impact funding (£4000) is also available from the University to assist in accelerating research impact. Staff within the School have received 2 grants to build impact case studies.

Financial support of £70,000 was allocated during 2015/6 and 2016/7 across the cluster and themes to provide strategic support for bids, impact and publication outputs. Staff apply for this funding on a competitive basis. All successful grants are celebrated and circulated to staff as part of the Schools newsletter.

#### **5.4 Career development: professional and support staff**

##### **5.4 (i) Training**

N/A

##### **5.4 (ii) Appraisal/development review**

N/A

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

N/A

#### **5.5 Flexible working and managing career breaks**

Summary: Excellent policies in place at a University level.
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##### **5.5 (i) Cover and support for maternity and adoption leave: before leave**

*Table 9: Maternity Leave and uptake of KIT days (not percentages as numbers are below 10) \* please note 'tbc' is noted where staff remain on leave and thus data is pending*

Year	Title	KIT Days	6 months in post after returning	12 months in post after returning	18 months in post after returning	Reason for leaving	Part Time within 6 months of returning?
2014/15	Teaching Fellow	1	Yes	Yes	Yes	N/A	N/A
2015/16	Teaching Fellow	1	Yes	Yes	tbc	tbc	N/A
2015/16	Senior Teaching Fellow	0	Yes	tbc	tbc	tbc	N/A
2016/17	Research Fellow	tbc	tbc	tbc	tbc	tbc	tbc
2016/17	Teaching Fellow	tbc	tbc	tbc	tbc	tbc	tbc

5 staff have applied for maternity leave between 2014/15-2016/17 and 2 of those staff remain on maternity leave. As part our 2014 AP20 we have promoted maternity leave and return opportunities. Staff are provided with detailed information on what to expect and steps forward before embarking on their maternity leave. All staff who are pregnant, wishing to adopt or have a surrogate baby are entitled to 52 weeks' maternity leave (independent of length of service or contract type). Having notified the School (via their line manager) at least 15 weeks before the due date, there is discussion with their line manager and an HR representative. The discussion includes arrangements for cover of duties, maternity sabbatical, annual leave, right to apply for flexible working on their return (including teaching constraints) and keeping in touch (KIT) days (**AP42**).

**Action Point 42:** Improve staff understanding and access to maternity, paternity, shared parental leave and adoption policies:

- *Create checklist/ flowchart regarding processes and integrate into staff e-handbook*
- *Increase training uptake for line managers regarding gender awareness issues (maternity/ paternity leave and better understanding of use of KIT days etc.)*

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

Summary: Keeping in Touch (KIT) days available.



Employees are encouraged to use their KIT days for their own professional development during maternity leave, e.g. to keep up to date with what has been happening in the workplace while they have been on leave; to attend training courses to complete a project or to help them settle back into work gradually at the end of their maternity, adoption or shared parental leave. Despite the support for KIT days, staff uptake appears low with a total of 2 days having been taken by staff on maternity leave. The School will encourage staff on maternity and paternity leave to fully use opportunities such as KIT days to provide continuity of employment (see **AP42; AP43**).

**Action Point 43:** Develop a family friendly page on the faculty Intranet with links to equality and diversity policies, opportunities and updates.

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

Summary: Support for returning to work includes compressed hours; use of annual leave; childcare vouchers and campus nursery.

Temporary staff to cover teaching and research commitments are provided while staff are on maternity and paternity leave. SHS supports employees who are returning to work (and those with young children) with the opportunity to do '*compressed hours*', meaning they have the option to work longer but less days, to cover and reduce child care costs. We currently do not monitor the number of staff taking up compressed hours (**AP44**). As per University policy research active staff are given a reduction in leadership and administrative responsibilities following their return from maternity/ shared parental leave.

We also support staff to take accrued annual leave to shorten their initial working weeks (2014 AP21) and reduce teaching and administration workload on their return. We propose reduced teaching hours for research active academics returning from maternity leave to support publication outputs and grant activity.

The University has its own nursery on campus who provide a childcare voucher scheme (salary saving), where childcare can be paid pre-tax deduction.

**Action Point 44:** Annually collect and analyse data of staff uptake of compressed hours.

### 5.5 (iv) Maternity return rate

Summary: All staff who have taken maternity leave have remained in post for 18 months following their return to work.

Over the last three years, 5 members of staff (1 Senior Teaching Fellow, 3 Teaching Fellows and 1 Research Fellow) have gone on maternity leave. 2 of these staff remain on maternity leave. Of the 3 staff who have returned 100% remain in post. Recruiting new staff while pregnant and allowing flexible start dates is evidence of exemplary practice reflecting the supportive nature of SHS as evidenced in the Reader below:

*"I applied and interviewed for a permanent Research Fellow position within Health Sciences in early 2016. I was pregnant at the time and was open with the recruiting team about the pregnancy. I was offered and encouraged to apply for a more senior permanent role (Senior Lecturer or Reader), for which I was interviewed towards the end of my pregnancy. I was offered the Reader position and given the opportunity to complete my maternity leave and notice period at UCL before joining Surrey whenever I felt ready and on a part-time basis to accommodate my family life."*

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

Summary: Low levels of paternity leave taken reflecting small numbers of men within the school

The University has agreed to provide 2 weeks full pay for paternity leave. Shared parental leave is available to couples regardless of sexuality and recently the University has had 2 fathers take shared leave. In the last three years, there were two instances of paternity leave within the School's staff. 80% of men (SCS, 2018) agreed that staff with caring responsibilities are offered the same career development opportunities as those who do not have caring responsibilities. We will ensure that paternity/ shared parental leave policies and guidance are easily accessible for staff (see **AP42; AP43**).

### 5.5 (vi) Flexible working

Summary: The School has a well-established policy for flexible working, available to academic staff regardless of gender

82% (W82%; M80%, 2017 survey) of staff felt that the University's flexible working policy was adequate for staff with personal constraints and responsibilities.

Lectures are scheduled between 9:00 and 18:00 to maximise the use of rooms across the institution. However, there is a successful "*Flexible Working Application for Annual Teaching Constraints*" policy within the School (2014 AP15). The impact of this was that in 2015/16 period, 14 applications (12 female and 2 male staff) for teaching constraints were successful. This allows staff to request that their teaching not be scheduled before 10am or after 5pm or requesting a "research day" without classroom teaching. The guidance on this policy is circulated to staff annually and requests are considered by the faculty.

Staff are also able to submit "*Flexible Working Requests*" (Table 10), which once approved apply permanently. Between 2014/15 and 2016/17, 11 staff (91% of which were women) successfully submitted Flexible Working applications. We note a small number of number of staff applying for this scheme in 2016/17. We will promote flexible working opportunities on the new staff intranet pages (**see AP43**).

*Table 10: "Flexible Working Request" Applications 2014-2017*

All Flexible Working applications were accepted.		2014/15	2015/15	2016/17
Lecturer/Teaching Fellow	Men	0	0	0
	Women	5	2	0
Professor	Men	0	1	0
	Women	0	1	0
Senior Lecturer	Men	0	0	0
	Women	0	1	0
Reader	Men	0	0	0
	Women	0	0	1

*Professional and technical staff:* we are unable to provide specific figures for these staff.

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

University policy is being developed for this area. SHS line managers undertake a return to work interview and provide on-going support to returning staff members after a career break. The School is very supportive of staff reducing their hours to accommodate life responsibilities as they occur. Staff can have a reduced teaching load on their return to work from family leave.

Managers are encouraged to assess the workload and modify, so employees can readjust to their work environment. SMT acknowledges that any reduction in working hours may mean that staff cannot automatically increase their hours once they have personal capacity to do so, unless there is a relevant vacancy factor in the School's staffing.

## 5.6 ORGANISATION AND CULTURE

### 5.6 (i) Culture

Summary: A diverse, inclusive and friendly organisational culture

SHS offers a diverse and inclusive environment and several positive developments have been made since our 2014 Bronze Award. SMT have been mindful of AS principles through all activities for example, staff are invited to submit ideas to committee agendas (2014 AP8). Initiatives such as these have been helpful in widening inclusivity in the School.

78% (W77%; M100%, SCS 2018) agreed that SHS makes it clear that unsupportive language and behaviour are not acceptable. We note a lower number of women in agreement with this statement and will address this by conducting staff workshops on collegiate culture (**AP45**).

Staff agreed that the School has a friendly and collegiate culture as evidenced in the AS focus group:

*"I think I work with some really lovely people, who are really supportive and maybe it's because we are from a health care background, people generally notice when somebody looks stressed and they take you to coffee and it wouldn't just be me being taken, cos I might take somebody else as well. I think there's a really strong support mechanism within the school, which I think we should be credited with".*

*-Member of SHS AS Focus Group*

We are mindful that in a sector defined by the over-representation of women, that men feel as equally valued and comfortable. 88% (90%W; 60%M) of staff reported that they had never experienced situations where they felt uncomfortable because of their gender. This result shows a notable percentage difference between men and women. As such, we will be taking additional action to address this (**AP45**).

We will continue to promote and support AS awareness raising activities by working with the Faculty Equality and Diversity Committee to plan and showcase School and Faculty level activities on a new diversity and equality intranet page (see **AP43**) and will include all SHS professional services teams in this (**AP46**).

SHS uses a monthly newsletter to celebrate staff achievements and activate. This has been successful in celebrating success but also raising staff profiles of research and teaching activities.



*Pictures of school events promoting an inclusive culture: top staff increasing their physical activity as part of a global challenge*

**Action Point 45:** Deliver work shop for all staff on collegiate culture and Athena Swan.

**Action Point 46:** Ensure all SHS professional services staff are included in SHS email lists to ensure they receive AS related information and updates.

## 5.6 (ii) HR policies

Summary: There are excellent HR policies in place which are understood by staff. These policies need to be better and more regularly communicated.

HR monitor several areas and work in partnership with the School to ensure the AS principles are considered. A member of the HR team is also a permanent member of ASIC to ensure HR expertise is represented in the group. As a result ensuring equality and diversity is a key element in HR operating systems and policy. The *SurreyRecruit* system contains a field which requires that the Panel Chair confirms that gender balance of the panel has been considered. Additionally in Performance Related Pay requests HR review recommendations to ensure there is no gender bias, inclusive of ensuring family leave is taken into account when reviewing staff performance. Appraisals are also closely monitored to ensure all staff receive appraisals and midpoint reviews annually.

The University has a Dignity at Work and Study Policy that covers all protected characteristics including gender. Training via an online module on Diversity in the Workplace is compulsory for all staff during probation. We require all

members of appointments/ promotion panels to undergo unconscious bias training and require all recruitment and promotion panels to be mixed gender.

We seek to improve staff understand of the policies as 76% (W77%; M80%, SCS 2018) of staff agreed that SHS has made clear what policies are in relation to gender equality. We will do this by supporting the Faculty to launch an equality and diversity intranet page (see **AP43**) and add AS as a standing item on all School Staff Away Days (see **AP6**).

### 5.6 (iii) Representation of men and women on committees

Summary: Women are well represented in both School and Faculty committees, however underrepresentation of men at School level reflective of proportion of men staff.

In 2018, 78% (W74%; M80%) of staff agreed that they were encouraged and given the opportunity to represent the School internally and externally. Gender representation on Faculty committees is good with an average 54% of committee membership being women (Table 14) (2014 AP13). However, School committee membership has an under-representation of men reflective of the proportions of men in the School.

*Table 11: Gender breakdown of School and Faculty committee membership 2015/2016*

	Women	Men	Total	%W	Chair
<b>School</b>					
Senior Management Team	10	1	11	91	F
Athena Swan Implementation Committee	21	3	24	88	F
Research Executive	23	2	25	92	F
Board of Studies CPD	48	5	52	92	F
Board of Studies PPP	30	4	34	89	F
Directors of Studies PPP	33	4	37	88	F
<b>Faculty</b>					
Faculty Executive Board	8	5	13	62	F
Faculty Research Committee	6	5	11	55	M
Faculty Learning & Teaching Committee	11	10	21	52	F
Faculty research Degrees Committee	11	3	14	79	F
Faculty International Relations Committee	9	13	22	41	M
FHMS Promotions Panel	4	5	9	44	M
Health and Safety Committee	7	9	16	44	M

School Committee membership is organised by the HoS and SMT together with the Director of Research and Education. Committee membership for educational programmes is by role and module leadership. Wider committee membership such as strategy working groups are advertised and have open membership. SHS encourages a system of rotating Chairs at various School meetings (**AP47**).

Faculty and University networking opportunities enable female staff to be influential beyond the School and maximise the impact of the School, for example, on University policy and areas of priority for our students and staff.

**Action Point 47:** Develop opportunities to enable all genders to have committee leadership roles.

- Introduce SHS committee co-chairs and recruit to posts.
- Annually review and analyse SHS committee memberships (internal and external) by gender.
- Raise awareness of committee membership vacancies to staff.

#### 5.6 (iv) Participation on influential external committees

Summary: Limited data available on staff participation on external committees.

Staff participate on influential external committees as reviewers, external examiners, NHS committee members or are on grant awarding panels. However we currently do not formally monitor staff membership on external committees (**See AP47**). This information is essential for SHS to continue to nurture strong female role models and to encourage staff to put themselves forward for external committee membership. We will introduce a nominations panel as part of our staff development group to monitor and encourage external Committee memberships and deliver gender equality in this process (**AP548**).

**Action Point 48:** Introduce Nominations Panel for external committee membership.

#### 5.6 (v) Workload model

Summary: a workload model is used to allocate teaching and school responsibilities.

SHS uses a workload model to allocate teaching and school responsibilities that consider flexible working and teaching constraints (2014 AP15). 85% (W85%; M80%, 2018 survey) agreed that work was allocated on a clear and fair basis. Teaching and research activity as well as clinical and academic scholarship are reviewed as part of this process. Nevertheless, 63% (W61%; M80%) agreed and



21% (W21%; M20%) neither agreed nor disagreed that workload adequately accounted for personal constraints. To address this we are planning to support the completion of the University's Workload Model and regularly communicate progress to staff (AP49).

**Action Point 49:** Provide staff quarterly updates regarding progress made on workload model.

#### **5.6 (vi) Timing of departmental meetings and social gatherings**

Summary: Core hours of working have been fully put in place, continued staff communication regarding core working hours is required.

We have had significant success in this area, as 91% (W90%; M80%, 2018 survey) of staff agree that work related activities in SHS are likely to be welcoming to both women and men. We have ensured that meetings and social activities within SHS are arranged between core hours (10:00-16:00).

Staff meetings have a set agenda where information is shared and we promote openness by providing bulletin style correspondence to all staff with updates of senior management meetings (2014 AP11). We have successfully simplified departmental processes and structures to include a strategy of activities with open engagement of staff (2014 AP11).

Meetings at Faculty level, inclusive of the Research festival take place at core hours but may extend outside the core hours. However, more than a month's notice is given for these events.

We are pleased with the improvements and incentives implemented since 2014, however we recognise that we need to continue to reinforce and support the uptake of core hours. 76% (W77%; M60%, 2018 survey) of staff agreed that SHS meetings are completed in core hours. We will continue to communicate to staff regarding core working hours (AP50).

**Action Point 50:** Circulate staff (inclusive of professional services teams) reminder regarding core hours.

#### **5.6 (vii) Visibility of role models**

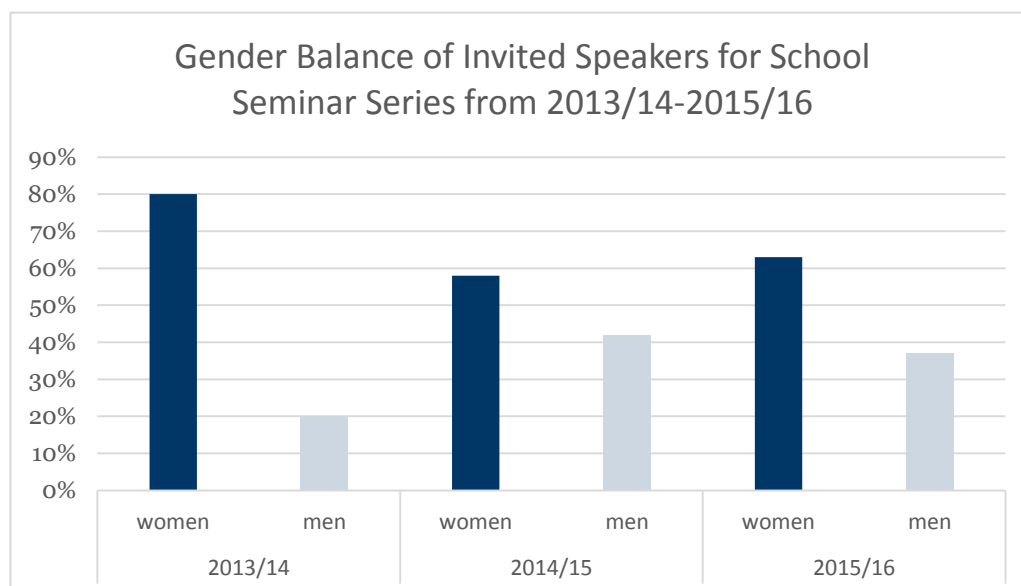
Summary: We have highly visible male and female role models. Good representation of men and women.



*Panel Members of World Mental Health Day 2017: combating stigma. Left to right: Rotimi Akinsete (Director of Centre for Wellbeing, University of Surrey), Ruby Wax (Visiting Professor, University of Surrey), Dr Melaine Coward (HoS), Mr Rhashan Stone (Campaigner, Director and Actor) and Mary John (Programme Director PsychD Clinical Psychology, University of Surrey).*

94% (W95%; M80%, 2018 survey) of staff agreed that SHS uses women and men as visible role models. The school has external experts who visit annually and provide role models for women in science and international public health policy. Staff in the School who organise meetings and seminars consider the gender balance of speakers when organising events. With the School and engagement activities growing we will ensure the gender balance of speakers continues to be considered (**AP51**).

*Graph 31: Gender Balance of Invited Speakers at School Seminar Series 2013/14-2015/16*



The gender balance of external speakers in the School has improved significantly since 2014 (Table 15) and women continue to be well represented.

A recent example of an established female member of staff providing an example of an innovative role model is Anne Gallagher, Professor of Ethics and Care (pictured below), who was recently awarded a Fulbright scholarship and is currently on sabbatical and is Scholar in Residence at Tuskegee University USA. We are aware that continuing to ensure a gender balance in School role models will require continued effort.



*Picture of Professor Anne Gallagher:  
Research theme lead for Ethics in care*

**Action Point 51:** Monitor and annually analyse external and internal speakers by gender taking action to ensure no unconscious bias emerges.

### 5.6 (viii) Outreach activities

Summary: More male gender role models are needed in outreach activity.

SHS has several partner schools and Further Education Colleges within the South-East area. Staff regularly attend career evenings at these partner organisations to give talks about careers in Health Sciences and host outreach initiatives on campus. The University annually run Young Persons' University (YPU) residential summer school programmes for widening participation students from across the UK. Most recently a total of 266 students participated in 12 programmes, an increase of 14% from 2014/15. All students who attended the programmes met one or more widening participation criteria and 41% met three or more criteria.

Students have the opportunity to attend lectures, seminars and develop transferable skills in team work, communication, presentation and research skills. All students who attended are part of a mentoring programme that pairs

them up with a student ambassador to support them through to their UCAS application.

We recognise that collating better School level data on outreach activities would better enable us to assess and develop gender equality within outreach activities. We will implement data collection and provide male role models to promote the role of men in the health care (**AP52**).

Several female members of staff have promoted outreach activities for Health Sciences in China and USA as well as providing media information, assisting patient support groups, giving talks, writing blogs and newspaper articles.

**Action Point 52:** Collect and analyse data on gender balance of outreach activity delegates and provide more male role models at outreach events to promote the role of men in healthcare professions.

## 6 CASE STUDIES

N/A

## 7 FURTHER INFORMATION

[Word count 172]

**‘Track Change’ pilot 2014/15.** To meet our growing research agenda and ambition, we piloted an initiative called ‘track change’ to support career transition from teaching fellow to lecturer over 2 years. This was embraced by 18 members of staff (17 women, 1 man) who had supported PhD education, career mentoring and additional research support. This novel approach led to 3 staff (all women) transitioning to a lecturer contract. The remaining staff were able to decide that the research track was not for them, yet they had experienced a beneficial period of exploring this avenue of academia.

The staff who remained on the teaching track have been fully supported to continue with their doctoral studies and also remain involved in research and publications. In part this pilot proved stressful for many who continued to carry a full teaching load yet their commitment was positive. Our goal is to continue to support all staff to be able to evaluate their career pathways and consider the alternatives that may be available to them (**see AP39**).

The School has identified 52 actions which it will implement between 2018 and 2022. A proportion of these actions are reworked continuing action points from our 2014 Award, which have been updated to ensure they effectively address the equality and diversity issues the School aims to address.

The action points are listed according to application sections. Additionally, actions points have been colour coded according to 'type of activity', as outlined in the key below. Each type of activity has been allocated a 'theme lead' who will hold responsibility at senior management level to ensure delivery of their themes.

Type of Activity Colour Key with Corresponding Lead:

Theme (type of activity)	Theme Lead
Ensuring strategic oversight	Athena Swan Lead
Data Collection	Data Collection Lead
Communication	Communication Lead
Focus Group	Focus Group Lead
Student Recruitment	Student Recruitment Lead
Enabling Student Progression	Enabling Student Progression Lead
Staff Recruitment	Student Recruitment Lead
Providing Staff with Career Development Opportunities	Providing Staff with career Development Opportunities Lead
Induction	Induction Lead
Appraisal	Appraisal lead

Promoting Gender and Equality Policies	Promoting Gender and Equality policies Lead
Training	Training Lead

AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
<b>3(iii) Plans for the future of the self-assessment team</b>							
1	<p>Ensure ASIC and SAT have senior managerial support and oversight by:</p> <ul style="list-style-type: none"> <li><i>HoS taking ASL role</i></li> <li><i>All SMT members to join ASIC</i></li> <li><i>Co-ASL to be appointed</i></li> </ul>	Ensuring strategic oversight	SHS has undergone a series of managerial and operational changes since 2014. To ensure Athena Sawn activities, objectives and ethos are reflected in new School structures it is essential for SMT to have full participation in SAT and ASIC. To support this work we will also appoint a non-SMT staff member to lead and support ASIC by appointing a co-Chair. This will also enable staff to gain leadership and Chair experience.	<p>Athena Swan Lead handover to be formally announced.</p> <p>Co-Chair to be appointed.</p> <p>SMT members to be included in ASIC</p> <p>SMT members to be appointed as Athena Swan 'Type of Activity' Leads</p> <p>Recruit non-SMT staff members via an email call</p>	<p>June 2018</p> <p>June 2018</p> <p>August 2018</p> <p>August 2018</p> <p>June 2018, June 2019, June 2020, June 2021</p>	Athena Swan Lead	<p>HoS to act as AS lead for 4 years.</p> <p>All SMT members be members of ASIC and SAT for 4 years</p>

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				to all staff annually			
2	Project Manager to be appointed to lead delivery of Action Plan and integrate outcomes in SHS Work Plan (strategy document) Provide £3000 annually and dedicated administrative support to ASIC and SAT.	Ensuring strategic oversight	To ensure the delivery plan is effectively managed and delivered a Project Manager will be put in place and integrated into SHS Work Plan (strategy document)	Project Manager in post.  AS action plan to be integrated into SHS work plan (strategy document).  SHS staff informed that SHS Work Plan has been updated to include Athena Swan.	June 2018  August 2018  August 2018	AS Lead	Project Manager to be in place.  100% of staff aware that SHS Work plan includes AS activities  Financially support a minimum of 3 AS activities annually.
			This plan outlines a variety of actions which will need to be financially supported by the School. Annually providing financial funding will enable AS activities to be adequately resourced.	Annual budget assigned at the start of each financial year	August 2018, August 2019, August 2020, August 2021		Collate all data and store in shared drive successfully.

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			Putting in place dedicated administrative support will enable ASIC to function effectively and enable the effective management of AS files.	SHS administrator to be in place.  ASIC team will be enabled to access the Athena Swan shared folder by administrator.	August 2018  August 2018		
3	Ensure ASIC membership is annually reviewed and updated as required and ensure all members can flexibly access meetings: <ul style="list-style-type: none"> <li>Annually review non-SMT membership and confirm if these members would like to continue for a second year</li> <li>Annually invite SHS staff to express interest</li> </ul>	Ensuring strategic oversight	SHS has undergone a series of managerial and operational changes since 2014. We want to ensure that ASIC operates effectively and is reflective of recent SHS managerial, operational and staff changes.	All ASIC meetings to have video conferencing facilities available.  Call for new members to be sent.  Annually review membership.	March 2019  July 2018  July 2018, July 2019, July 2020, July 2021	Athena Swan Lead	Student representatives to contribute to every ASIC meeting



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	<i>in membership to enable ASIC to have representation of other protected characteristics</i> <ul style="list-style-type: none"> <li>• <i>Use ICT solutions to enable students and staff to join remotely</i></li> </ul>							
4	Hold staff culture survey every other year from 2018.	Data Collection	Ensuring strategic oversight	We need to continue to assess the impact of our actions via the staff culture survey.	Staff Culture Surveys to take place.	May 202, May 2021	Athena Swan Lead	90% of staff to complete Staff Culture Survey by 2019.  Survey delivered in 2020.  Survey delivered 2022.

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5	Showcase AS activities and Charter on SHS display screens, webpages and all school external engagement events. AS logo will be integrated into all School communication, e.g. email signatures and leaflets.	Communication	Ensuring strategic oversight	<p>We will develop and implement new ways to visibly showcase AS to staff, students, external partner and visitors. 4% of staff are not aware of Athena Swan.</p> <p>We also want to showcase our commitment to Athena Swan to all external partners, collaborators and members of the community. The School holds a number of large scale external engagements events per annum.</p>	<p>Showcase plans to be created and implemented.</p> <p>SHS website to be updated and refreshed quarterly</p> <p>Quarterly review of AS displays</p> <p>Event and Marketing materials to be updated with Athena Swan logo display</p> <p>All SHS staff and research groups to be sent information AS logo and events by</p> <p>AS logo email signature template to be sent to all staff and integrated onto signatures.</p>	<p>February 2019</p> <p>February 2019-November 2021</p> <p>February 2019, June 2019, September 2019, December 2019 - February 2021, June 2021, September 2021, December 2021</p> <p>February 2019</p> <p>August 2018</p> <p>August 2018</p>	AS Administrator	<p>90% of staff agree that the school adopts and works within AS culture in 202 Staff Survey.</p> <p>All external SHS events to showcase commitment to AS from September 2018.</p> <p>All School leaflets to showcase AS logo from September 2018.</p> <p>100% of staff aware of AS by 2020 Staff Culture Survey.</p>

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					<p>Induction pack for new staff to include Athena Swan log and Athena Swan information.</p> <p>Annual reminder sent to all staff regarding integrating Athena Swan email logo into their University staff email signature banner.</p> <p>All academic staff to be sent AS logo to integrate into external engagement event leaflets annually</p>	<p>February 2019</p> <p>February 2019</p> <p>February 2019</p>		

6	<p>Increase frequency of communication to staff regarding AS:</p> <ul style="list-style-type: none"> <li>• <i>Summary of ASIC meetings to be made available to all staff</i></li> <li>• <i>Have AS or AS updates added as a standing item on all SHS SMT Away Days, School Monthly SMT meetings, School Away Days and Research Executive meetings</i></li> </ul>	Communication	Ensuring strategic oversight	<p>28% of staff neither agree nor disagree and 6% of staff disagree that they are kept informed by the School regarding gender and equality matters that affect them.</p> <p>To ensure AS updates are regularly and effectively communicated to working and strategic groups, the agendas of these meetings will all now include AS as a standing item.</p>	<p>Ensure Chairs for key meetings have updated their agendas to include Athena Swan updates as a standing item.</p>	August 2018	AS Lead	<p>90% of staff feel that the School keeps them informed regarding gender and equality matters that affect them by 2020 Staff Culture Survey.</p>
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AP	Planned action objective	Type of Activity		Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
<b>4.1(i) Student data: Numbers of men and women on access or foundation courses</b>								
<b>7</b>	Hold focus group with men studying on the Foundation Degree to help understand how to increase popularity of the courses to men. We will feedback to NHS providers and develop actions for NHS recruitment and education teams.	Focus Group		SHS aims to increase the number of male applicants onto the NA programme to be in line with the sector. We need to actively monitor this and report trends to ASIC for action to ensure gender imbalance is addressed. We need to have more in-depth information regarding what may be contributing to the low numbers of men on the course.	Workshops to take place (Nursing Associate and Foundation Degree Programmes).  Findings and recommendations sent to ASIC for review and action.	April 2019  June 2019-September 2019	SMT AS Lead for Focus Groups	Proportion of men on Foundation Programme to increase from 14% to 20% by 2022.
<b>8</b>	Review and update recruitment strategies for the Foundation Degree and Nursing Associate programme to promote gender parity and increase the number of	Student Recruitment		SHS aims to increase the number of male applicants onto the NA programme to be in line with the sector.	Review of recruitment strategies to take place.  Recommendations sent to ASIC for review and action.	December 2018  February 2019-June 2019	SMT AS Lead for Recruitment	Proportion of men on Foundation Programme to increase from 14% to 20% by 2022.

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	applications received by men. <ul style="list-style-type: none"> <li>Review and increase the number of recruitment events</li> <li>Review Nursing Associate marketing materials to ensure they use gender neutral language, gender diversity and intersectionality in imagery</li> </ul>						
9	Work with Student Admissions Teams to remove CPD students from UG programme enrolment data and track separately.	Data Collection	CPD casual students are impacting UG student figures. To improve data collection we will track these student numbers separately.	Scoping of how to separate CPD student data to take place.  Changes to be implemented by September 2019.	January-August 2019  September 2019.	AS Lead	UG student data will correctly reflect SHS activities in this area by 2019.

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<b>4.1 (ii) Student data: Numbers of undergraduate students by gender</b>							
10	Hold focus group with men studying UG Professional Preparation Programmes to help understand how to increase popularity of the courses to men. We will feedback to NHS providers and develop actions for NHS recruitment and education teams	Focus Group	In line with the national picture, we have a very high proportion of women on our UG programmes. We are keen to promote gender equality and develop new actions to increase the number of men where possible.	A focus group with men studying in our UG Professional Preparation programmes.  Outcomes of focus groups to be submitted to ASIC (UG Professional Preparation programmes) for review and action.	April 2019  June 2019-September 2019	SMT AS lead for Focus Group	Proportion of men UG applicants to exceed sector norms by 2022.
11	Review UG recruitment strategies to ensure they use gender neutral language, gender diversity and intersectionality in imagery <ul style="list-style-type: none"> <li>Ensure gender representation in the recruitment of student ambassadors for open days,</li> </ul>	Student Recruitment	SHS needs to increase the number of male applicants onto the UG programme. The acceptance rate of men suggests that we can increase male representation on programmes by increasing the number of applications received by men.  We already have student ambassadors available at open days, summer schools and outreach activities. However, we would like to	Review of recruitment strategies to take place.  Recommendations sent to ASIC for review and action.  Invite Faculty Marketing Manager to attend Spring ASIC meeting to discuss recruitment annually	December 2018  February 2019-June 2019  February 2019, February 2020, February 2021	Recruitment Lead	Proportion of men UG applicants to exceed sector norms by 2022.

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	<i>summer schools and outreach activities</i> <ul style="list-style-type: none"> <li>• <i>Integrate previous students as ambassadors for applicant days, ensuring equal representation of gender and diversity</i></li> </ul>		ensure we are representative of student perspectives, backgrounds and gender.	<p>Student ambassadors to be recruited annually.</p> <p>Diversity within student ambassador cohort.</p>	<p>October 2018, October 2019, October 2020, October 2021</p> <p>October 2018</p>		
12	Member of SMT to attend site visit to partner University to discuss recruitment best practices in health sciences.	Student Recruitment	<p>We have not seen the increase of male applicants we had hoped for in our 2014 Athena Swan Bronze application.</p> <p>The potential impact of the Comprehensive Spending review on student numbers is yet unknown and will need to be carefully monitored to ensure there is no disproportionate impact on men or women.</p> <p>SHS is aware that there is an opportunity to share best practices across the discipline</p>	<p>Site visit to take place.</p> <p>ASIC to review recommendations and implement actions.</p>	<p>December 2018</p> <p>February 2019-June 2019</p>	As Lead	Proportion of men UG applicants to exceed sector norms by 2022.



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			and will conduct a site visit to other universities to explore new initiatives.				
<b>4.1(iii) Student data: Numbers of men and women on postgraduate taught degrees</b>							
<b>13</b>	Hold focus group with PGT FT men to assess if there are gender specific barriers impacting recruitment of this cohort. We will feedback to NHS providers and develop actions for NHS recruitment and education teams.	Focus group	Number of PGT FT men are below sector average.	Focus group to take Findings to be sent to ASIC and SMT for review and action.	May 2018  June 2019-Septemebr 2019	Data Collection Lead	Number of PGT FT men to exceed sector norms by 2022
<b>14</b>	Review PGT recruitment strategies to promote gender parity and increase the number of men applying: <ul style="list-style-type: none"> <li>• <i>Increase the number of PGT recruitment events taking</i></li> </ul>	Student Recruitment	The acceptance rate of men suggests that we can increase male representation on programmes by increasing the number of applications received by men.	Review of recruitment strategies to take place.  Recruitment plan for PGT to be reviewed and actioned by ASIC.	December 2019  February 2019-June 2019	Recruitment Lead	Number of PGT men to exceed sector norms by 2022

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	<p><i>place per annum, ensuring there is adequate representation of role model men at these events (e.g. speakers and student ambassadors)</i></p> <ul style="list-style-type: none"> <li><i>Review and update PGT marketing materials to ensure they use gender neutral language, gender diversity and intersectionality in imagery</i></li> </ul>						

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15	Review study support available for PGT students and their uptake of this according to gender.	Data collection	Enabling Student Progression	Student numbers on PGT student progression are too small to conclusively analyse for gender bias. SHS wants to ensure that there is no gender bias in student success.	<p>Review of support and student uptake to be completed.</p> <p>Track student uptake of support annually.</p> <p>ASIC to review recommendations and action.</p>	<p>December 2018</p> <p>December 2019, December 2020, December 2021</p> <p>February 2019-March 2019</p>	Data Collection Lead	<p>No gender bias in PGT student progression by 2022.</p> <p>No gender bias in the proportion of students increasing or decreasing by intake by 2022.</p> <p>Increase proportion of women progressing to PGT/ PGR by 10% by 2022.</p>

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4.1 (iv) Student data: Numbers of men and women on postgraduate research degrees								
16	Conduct focus group female PGRs (FT and PT) to understand what barriers they may have faced to accessing PGR opportunities and realising their career ambitions.	Focus Group	Enabling Student Progression	Disproportionate decrease in number of women.  Number of FT women below sector average.	Focus group to take place.  Recommendations submitted to ASIC for review and action.	May 2019  June 2019-September 2019	Recruitment Lead	No gender bias in decreasing or increasing PhD student numbers by 2022.  Number of female PGR students to increase to 20 students by 2022.

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17	Advertise PhD studentships internally and externally and put in place outreach network with clinical centres to share opportunities externally. Provide PGR scholarship for University of Surrey Students.	Student Recruitment	Enabling Student Progression	Decreasing number of applications and disproportionate decrease in number of women.	Recruitment Lead to meet with marketing and HoS to discuss new advertisement techniques for PGR opportunities.  Advertisement to begin and continue annually.  Scholarship in place.	November 2018  January 2019-January 2022  March 2019	Recruitment Lead	No gender bias in decreasing or increasing PhD student numbers by 2022.  Number of female PGR students to increase to 20 students by 2022.
<b>4.1 (v) Student data: progression pipeline between undergraduate and postgraduate student levels</b>								
18	Collect, review and analyse University of Surrey SHS UG to PG student progression.	Data collection	Enabling Student Progression	SHS currently does not collect data on University of Surrey student progression from UG to PGR within the school.	Annual data collection and review to take place.  Report Sent to ASIC for analysis. Action to be taken to address any new emerging issues.	June 2018, June 2019, June, 2020, June 2021  September-December 2018 September-December 2019 September-December 2021 September-December 2022	Data Collection Lead	University of Surrey UG and PG student progression data available for 4 year period.

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19	Hold focus group with UG and relevant PG students to investigate why fewer women than men are progressing to PGT and PGR courses. Run women only sessions.	Focus Group	Enabling Student Progression	Progression rate is lower for women than men.	Focus group to take place.  Findings to be sent to ASIC and SMT for review and action.	December 2018  February 2019-June 2019	Focus group Lead	Number of female PGR students to increase to 20 students by 2022.
20	Implement student activities and opportunities to enhance student progression: <ul style="list-style-type: none"> <li>Hold PGT workshops to discuss PGR careers, funding streams and opportunities.</li> <li>Appoint PGR role models (1W;1M) and host student workshop annually to discuss how to become a PGR.</li> <li>Provide research electives for UG and PG students to experience</li> </ul>	Enabling student progression		Declining number of students at PGR level. Women do not progress as well as men.  We wish to increase this by providing student with opportunities to experience areas of research earlier on in their academic careers.	Workshops to take place.  Recommendations reviewed and actioned by ASIC.  Student role models to be appointed re-established annually.  Electives to be in place.  Annually review student uptake, by gender, onto research electives.	January 2019  February 2019-June 2019  December 2018, December 2019, December 2020, December 2021  September 2018  July 2019, July 2020, July 2021	Student progression Lead	Increase proportion of women progressing to PGT/ PGR by 10% by 2022.  No gender bias in the student uptake of research elective or workshops

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	<i>potential research careers in health sciences.</i>							
4.2 (i) Academic and research Staff Data: Academic staff by grade, contract function and gender: research-only, teaching and research or teaching only								
21	Include all protected characteristics in all future staff data collection exercises, including staff recruitment data to highlight intersectional biases.	Data collection	Ensuring Strategic Oversight	<p>We currently do not track all protected characteristics as part of our Athena Swan activities.</p> <p>Although SHS SMT meetings discuss recruitment updates the protected characteristics data is not considered. We will change this format to show recruitment updates by protected characteristics to enable SMT to consider this at strategic level on a regular basis.</p>	All protected characteristics to be included in all data collection reviews.	September 2018-September 2022.	Data Collection Lead	Data on workforce by protected characteristic available for 4 years of reporting.
22	Review and update recruitment strategies to ensure that they appeal to all genders:	Staff recruitment		Low number of men in research posts. SHS needs to showcase staffing opportunities more widely and effectively to increase the number of applications received by men.	<p>Review to take place.</p> <p>Recommendations reviewed and actioned by ASIC.</p>	<p>September 2018</p> <p>December 2018-February 2019</p>	Staff Recruitment Lead	Number of men in research only posts to increase by 2 by 2020.

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	<ul style="list-style-type: none"> <li>Review and extend job advertisement routes for all posts.</li> <li>Review and update staff recruitment materials to ensure they use gender neutral language and gender diverse imagery.</li> <li>Review and update SHS website content to ensure neutral language, gender neutral language, and gender diverse imagery.</li> </ul>			Website amendments completed.	March 2019		



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23	Hold research-staff focus group to consider and implement new ways to share professional development opportunities.	Focus Group	Providing Staff with career Development Opportunities	We appreciate the importance of providing early career researchers with opportunities to build the skills set to move on to leadership posts, healthcare setting or other senior research projects and will explore with research staff how we can better promote opportunities.	Research Staff focus groups to commence.  Recommendations submitted to ASIC for review and action.	May 2019  June 2019-December 2019	Staff Career Development Lead	Gender balance of research-only to exceed sector averages by 2022.
24	Extend equality and diversity training and support provided to interview panels:  <ul style="list-style-type: none"> <li>Provide HR guidance to the Senior Management Team regarding salary negotiation procedures to</li> </ul>	Staff recruitment	Promoting Gender and Equality Policies	Low number of men are too small to meaningfully analyse gender bias. As we work to increase the number of male staff we want to ensure no unintentional gender bias occurs.	HR staff training to be provided.  Annual re-refresher training to be provided to all new line managers.	September 2018  September 2019, September 2020, September 2021	Staff Recruitment Lead	No gender bias in staff salaries by 2020.

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	<p><i>ensure fairness and pay parity.</i></p> <ul style="list-style-type: none"> <li><i>Include statement of equality and diversity as well as commitment to AS in all job descriptors and interview panels</i></li> </ul>				<p>Equality and diversity statement to be finalised and submitted to ASIC.</p> <p>All interview panel to include this statement.</p>	<p>December 2018</p> <p>January 2019</p>		
4.2 (ii) Academic and research Staff Data: Academic and research staff by grade on fixed-term. Open-ended/permanent and zero-hour contracts by gender								
25	Hold focus group with female Research Staff, including those on permanent and fixed term contracts, to ask what factors determine their career choices and how we can help them realise their ambitions.	Providing staff career development opportunities	Focus group	Proportions of women in research-only posts is lower than the sector. We would like to understand what gender specific factors women may face in these roles to effectively address this.	<p>Research Staff focus groups to commence.</p> <p>Recommendations submitted to ASIC for review and action.</p>	<p>October 2018</p> <p>December 2018-December 2019</p>	Staff Career Development Lead	Gender balance of research-only to exceed sector averages by 2022.

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4.2 (iii) Academic and research Staff Data: Academic leavers by grade and gender full/part-time status							
26	Increase the number of exit interviews undertaken in line with University Athena Swan action, so that we can understand reasons for staff leaving.	Staff recruitment	Only a small proportion of staff use the exit interviews. We will work with HR teams to improve the process with an aim to increase the number of exit interviews undertaken.	AS Lead to meet with HR to review and assist in improving take up of exit interviews.  Exit interview take up reviewed annually by AISC.  ASIC to implement any necessary actions following annual reviews.	December 2018  January 2019, January 2020, January 2021  February-December 2019 February-December 2020 February-December 2021	Staff Recruitment Lead	25% increase in exit interviews by 2022
5.1 (i) Key career transition points: academic staff: recruitment							
27	Analysis of staff recruitment by gender to be sent to SMT on a monthly basis. Review of applicant transitions to appointment, ensuring no gender biases emerge in the	Data collection	Although SHS SMT meetings discuss recruitment updates, the gender data is not considered. We will change this format to show recruitment updates by gender to enable SMT to consider this at strategic level on a regular basis. Although small numbers make understanding recruitment trends by gender	Gender and other protected characteristics to be included in all data.  SMT agenda to include recruitment updates by gender.  Report to be sent to ASIC every 6 months starting regrading staff recruitment.	September 2018  September 2018  February, September, 2019- February, September 2021	Human Resources	Data on workforce intersectionality and other protected characteristic available for 4 years of reporting.  Proportion of male applicants

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	success rate of applicants.		difficult, data may indicate women experience greater success.				increase by 10% by 2022.  No gender bias in the success of applicants by 2020.
28	Create a data base of men who are academics from other Schools/Departments willing and suitable to be on interview panels.	Staff recruitment	SHS male staff are currently overloaded with requests for them to join interview panels. This is not always appropriate for staff. We would like to increase our diversity by having a wider representative panel from the wider University available to the School for interviews.	List of cross-disciplinary male panel members to be finalised.  Review and update of list will take place on an annual basis	August 2018  September 2018, September 2019, September 2020, September 2021	Staff Recruitment Lead	100% of all interview panels will include male representation.
29	100% of interview panel members to receive unconscious bias training.	Staff recruitment	We want to continue to ensure that there is no unconscious bias during interviews. To achieve this we will ensure that all staff on interview panels have received unconscious bias training.	Deliver 3 training sessions during 2019.  Deliver annual top up sessions thereafter.	May, July, October 2019  May 2020, May 2021	Staff Recruitment Lead	No gender bias in the recruitment of staff.

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5.1 (ii) Supporting and advancing women’s careers: Induction								
30	Update staff handbook to better showcase gender and equality opportunity matters <ul style="list-style-type: none"><li>Create e-handbook version</li><li>Make available on new faculty intranet page</li><li>Review and update annually</li><li>Circulate ehandbook to all staff</li></ul>	Induction	Communication	31% of staff do not feel that the School pays enough attention to gender and equality matters in staff induction.	Induction handbook updated and circulated to all Staff.  Handbook to be integrated into New Starters induction packs by.  Handbook made available online	March 2019  March 2019  July 2019	Staff Induction Lead	80% of staff feel that the School pays enough attention to gender and equality matters during staff induction in 2020 Staff Culture Survey.

AP	Planned action objective	Type of Activity		Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
31	Improve mentoring opportunities available to research staff: <ul style="list-style-type: none"> <li>Actively promote career mentoring</li> <li>Provide research mentors with guidance on how they can best support mentees</li> <li>Integrate mentoring opportunities into 'Staff Professional Opportunities leaflet'</li> </ul>	Induction	Providing staff career development opportunities	Staff in focus groups identified that research mentors provided inconsistent advice.	Mentor workshop to be provided.  The opportunities to mentor will be discussed at the SHS All Staff meetings.  Information on mentoring to be included in staff professional progression hand-out.	January 2019  December 2018, December 2019, December 2020, December 2021  March 2019	Staff Induction Lead	100% of mentors to attend workshop  10% increase in the number of SHS staff mentors.

AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
<b>5.1 (iii) Supporting and advancing women's careers: Promotion</b>							
32	Put in place new activities and process to showcase promotion opportunities and procedures. <ul style="list-style-type: none"> <li>• <i>Deliver 'Demystifying promotions' workshop for staff</i></li> <li>• <i>Provide training for line managers on criteria for promotion and how to support staff through the promotions process</i></li> <li>• <i>Ensure promotion is discussed at every appraisal</i></li> </ul>	Providing staff career development opportunities	48% of staff remain unclear regarding promotion criteria.	Annual delivery of Demystifying Promotions Workshops.	April- September 2019 April- September 2020 April- September 2021	Staff Career Development Lead	90% of staff clear regarding promotion criteria by 2020.
				All line managers to receive annual training on promotion process.  All new line managers appointed after December 2018 to receive annual training on promotion process by attending annual workshop.	December 2018  June 2019, June 2020, June 2021		

AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
<b>5.1 (iv) Supporting and advancing women's careers: Department submissions to the Research Excellence Framework (REF)</b>							
<b>33</b>	Conduct quarterly review of bid clinic panels and attendance by gender, ensuring no gender disparity emergences in staff accessing this support.	Data Collection	We currently do not track the uptake of bid clinic panels according to gender. We will implement this to inform strategic decision making and ensure no unconscious bias takes place.	Data collected in annually.  Data submitted to ASIC for review and action annually.	August 2019, August 2020, August 2021  September 2019, September 2020, September 22021	Data Collection Lead	No gender bias in staff accessing bid clinic sessions.
<b>34</b>	Strengthen bid development within "bid clinics" for researchers to reflect on unsuccessful bids	Providing staff career development opportunities	Staff identified in the training needs analysis more help was needed in understanding how to maximise bids.	Review of bid clinics to take place.  Recommendations for amendments to be	December 2018  February 2019 – June 2019	Director of Health Sciences Research	No gender bias in staff accessing bid clinic sessions.



AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
	with research leaders and peers with the objective of improving bid success.			submitted to ASIC for review and action.			
<b>5.3 (i) Career development: academic staff: training</b>							
35	Annually review staff uptake of training sessions and analyse by gender, taking action to address any gender bias.	Data Collection	We currently do not track the uptake of training sessions funded through the SHS Staff Development Group. We will implement this to inform strategic decision making ensuring no unconscious gender bias takes place.	Data collected annually.  ASIC to review and take appropriate action on data in annually.	August 2019, August 2020, August February 2021  September-December 2019, September-December 2020, September-December 2021	Data Collection Lead	No gender bias in staff accessing training.

AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
<b>5.3 (ii) Career development: academic staff: Appraisal/ development</b>							
36	Implement additional SHS appraisal process to improve support provided by appraisers: <ul style="list-style-type: none"> <li><i>Put in place an anonymous reporting procedure for appraisers to report any concerns regarding career development opportunities to SMT</i></li> <li><i>All line managers to complete appraising effectively training</i></li> </ul>	Appraisal	We have identified an opportunity to further strengthen the appraisal process by putting in place a reporting system for appraisers to report any concerns regarding career development opportunities.  78% of staff agreed that SHS provides staff with a useful appraisal.	Reporting process to be finalised.  ASIC to inform appraisers.  100% Line managers to attend training appraising effectively training.  Incoming managers will be required to attend training session on taking post from January 2019 onwards.	August 2018  August 2018  December 2018  January 2019-January 2022	Appraisal Lead	90% of staff agree that School provides staff with useful appraisal by 2020 staff survey.

AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
	<ul style="list-style-type: none"> <li>Conduct focus group to understand how we can make the appraisal process more helpful to staff.</li> </ul>			<p>Focus groups to take place.</p> <p>Findings and recommendations to be sent to ASIC for consideration.</p> <p>HR sent recommendations.</p>	<p>February 2019</p> <p>June 2019</p> <p>June 2019</p>		
<b>5.3 (iii) Career development: academic staff Support given to academic staff for career progression</b>							
37	Conduct focus group with part time staff to understand their career development needs.	Focus Group	51% of staff agreed that staff who work part time are offered the same career development opportunities as full time staff.	<p>Focus group to take place.</p> <p>Feedback and recommendations of staff development needs of staff to be sent to ASIC for review and action.</p>	<p>September 2018</p> <p>December 2018-February 2019</p>	Focus group Lead	80% of staff feel that staff who work part time are offered the same career development opportunities as full time staff by the Staff Culture Survey in 2020.

AP	Planned action objective	Type of Activity		Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
38	Promote training and funding schemes to staff:  <ul style="list-style-type: none"><li>List opportunities on staff intranet site and add to ‘Staff Development Support booklet’ and staff e-handbook</li><li>Annually review staff uptake of training and funding schemes and consider gender</li><li>Take action to address any instances of gender bias or disparity</li></ul>	Data Collection	Providing staff career development opportunities	51% of staff agreed that staff who work part time are offered the same career development opportunities as full time staff.	Staff Development Support booklet to list training sessions available	March 2019	Data Collection Lead	No gender bias in staff accessing training and bid clinic sessions.  

AP	Planned action objective	Type of Activity		Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
	Principal Teaching Fellow posts.			fellow route. We will conduct annual workshops to provide staff with guidance regarding this.				
40	Develop "Career Development Support" leaflet: <ul style="list-style-type: none"> <li>Integrate into ehandbook</li> <li>Integrate into intranet site</li> </ul>	Providing staff career development opportunities	Communication	51% of staff agreed that staff who work part time are offered the same career development opportunities as full time staff.	Develop leaflet and submit to ASIC for review.  Circulate to all staff.  Integrate leaflet into e-handbook.  Integrate leaflet onto new internet site.	November 2018-February 2019  March 2019  March 2019  August 2019	Staff Career Development Lead	80% of part time staff feel that staff who work part time are offered the same career development opportunities as full time staff by the Staff Culture Survey in 2020.

5.3 (iv) Career development: academic staff: Support given to students (at any level) for academic career progression

AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
41	Review support and guidance given to individuals interested in research fellowships and electives. Improve processes as required. Track student uptake of research fellowships and electives by gender, taking action where required.	Enabling student progression	Numbers of PGT and PGR students are low and women do not appear to progress as well as men.	Review of support and guidance to take place.  Feedback and recommendations of staff development needs of staff to be sent to ASIC for review and action.	November 2018 - March 2019  June 2019	Student progression Lead	No gender bias in the student uptake of research electives by 2020.  Female PGR registration to increase by 10% by 2022.
			We currently do not track the uptake of training and career developing opportunities. We will implement this to inform strategic decision making. This is in particular regards to addressing an issue in the progression of women from UG to PGR.	Training session amendments from this to be put in place by March 2019.  Annually review student uptake, by gender, onto research electives.  ASIC to review and take appropriate action on data annually.	November 2018 November 2019, November 2020, November 2021  August 2018 August 2019 August 2020 August 2021  December 2018, December 2019, December 2020, December 2021		
5.5 (i) Flexible working and managing career breaks: Cover and support for maternity and adoption leave: before leave							

42	<p>Improve staff understanding and access to maternity, paternity, shared parental leave and adoption policies:</p> <ul style="list-style-type: none"> <li>• <i>Create checklist/ flowchart regarding processes and integrate into staff e-handbook</i></li> <li>• <i>Increase training uptake for line managers regarding gender awareness issues (maternity/ paternity leave and better understanding of use of KIT days etc.)</i></li> </ul>	Promoting gender and equality policies	<p>15% of staff neither agreed nor disagreed and 7% of staff disagreed that the School made gender related policies clear to them.</p> <p>Low numbers of staff on maternity leave taking KIT days.</p>	<p>Flow chart to be submitted to ASIC for review and approval.</p> <p>Flow chart to be included in staff e-handbook and circulated to line managers.</p> <p>Line manager's workshops to take place.</p>	<p>December 2018</p> <p>March 2019 November 2018-March 2019.</p>	Gender and equality policies Lead	<p>90% of staff in 2020 staff culture survey agree that the School makes gender related policies clear to them.</p> <p>100% of staff on maternity leave to be offered kit days by their line managers.</p>
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AP	Planned action objective	Type of Activity		Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
5.5 (ii) Cover and support for maternity and adoption leave: during leave								
43	Develop a family friendly page on the faculty Intranet with links to equality and diversity policies, opportunities and updates.	Promoting gender and equality policies	Communication	15% of staff neither agreed nor disagreed and 7% of staff disagreed that the School made gender related policies clear to them.	Intranet site to be made available to staff.	August 2018-August 2019.	Gender and equality policies Lead	90% of staff in 2021 staff culture survey agree that the School makes gender related policies clear to them.
5.5 (iii) Flexible working and managing career breaks: Cover and support for maternity and adoption leave: returning to work								
44	Annually collect and analyse data of staff uptake of compressed hours.	Data Collection		We currently do not track staff uptake of compressed hours by gender. We have identified this is a gap in knowledge and will actively track this annually to inform decision making and to ensure no unconscious bias takes place.	Data collected annually.  ASIC to review and take appropriate action on data annually.	August 2018, August 2019, August 2020, August 2021  December 2018, September 2019, September 2020, September 2021	Data Collection Lead	Data on staff uptake of compressed hours available for 4 year period.  No gender bias in staff uptake of compressed hour by 2020.



[illegible]

47	<p>Develop opportunities to enable all genders to have committee leadership roles.</p> <ul style="list-style-type: none"> <li>• Introduce SHS committee co-chairs and recruit to posts.</li> <li>• Annually review and analyse SHS committee memberships (internal and external) by gender.</li> <li>• Raise awareness of committee membership vacancies to staff.</li> </ul>	Providing staff career development opportunities	<p>Low number of men as SHS Chairs. It has been identified that we can enable staff to build Chair experience and increase the number of Chair opportunities available to staff by introducing co-Chairs. SHS currently does not actively promote committee membership opportunities to staff. It has been identified that collecting and sharing opportunities will positively impact staff professional development.</p>	<p>Finalise and Integrate process to appoint deputy co-chairs.</p> <p>Update Committee terms of reference to reflect Co-Chair integration Scoping of external committee vacancies to take place 3 times per year.</p> <p>External and Internal committee vacancies to be circulated to all staff 3 times per year.</p>	<p>December 2018</p> <p>January, June, November 2019 - January, June, November 2021</p> <p>January, June, November 2019 - January, June, November 2021</p>	Staff Career Development Lead	<p>All SHS committees to have co-Chairs appointed by April 2018</p> <p>No gender bias in the number of staff on internal committees.</p> <p>Annual data available on committee staff (April each year).</p> <p>Number of staff in committees to increase by 5% from 2019 -2022.</p>
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AP	Planned action objective	Type of Activity	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Time-frame (Start and finish date)	Person Responsible (Name and title)	Success criteria and outcomes (SMART objectives)
<b>5.6 (iv) Participation on influential external committees</b>							
48	Introduce Nominations Panel for external committee membership.	Providing staff career development opportunities	We currently have limited activity taking place to support staff to pursue prestigious external committee memberships.	<p>Panel to be in place.</p> <p>Announcement regarding launch of panel to be circulated to all staff.</p> <p>The work of the Panel to be included in new staff 'Professional Development Support' leaflet, e-handbook and on the new equality and diversity intranet page.</p>	<p>September 2018</p> <p>September 2018</p> <p>October 2019</p>	Staff Career Development Lead	No gender bias in the number of staff on prestigious external committees.
<b>5.6 (v) Organisation and culture: Workload mode</b>							
49	Provide staff quarterly updates regarding progress made on workload model.	Communication	63% of staff agreed that workload adequately accounted for their workload. It has also been noted that staff raise queries regarding the workload model at all staff away days. As such SHS will integrate information on workload model progress during these meeting, to ensure staff uncertainty regarding process and	Provide updates at SHS staff Away days.	January, June, November 2019 - January, June, November 2021	Head of School	80% of staff agree that workload adequately accounted for their workload by 2020.

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			progress are actively addressed.				
<b>5.6 (vi) Organisation and culture: Timing of departmental meetings and social gatherings</b>							
50	Circulate staff (inclusive of professional services teams) reminder regarding core hours.	Promoting gender and equality policies	Communication	76% of staff agree that SHS meetings happen in core hours.  Reminder circulated to all staff mail list.  Reminder of Core Working hours to be discussed at Staff Away Days.	July 2018  November 2018, November 2019, November 2020, November 2021	Lead for Promoting gender and equality policies	90% of staff agree that SHS meetings happen in core hours in 2020 staff culture survey.
<b>5.6 (vii) Organisation and culture: Visibility of role models</b>							
51	Monitor and annually analyse external and internal speakers by gender taking action to ensure no unconscious bias emerges.	Data Collection	We currently do not track speaker attendance by gender. We will implement this to inform strategic decision making and also ensure there is fair representation of men and women speakers.	Data collecting to begin (Internal and external speakers)  Annual data submitted to ASIC for review and action.	July 2018-December 2018  December 2018, December 2019, December 2020, December 2021	Data Collection Lead	No gender bias in speaker selection and representation.

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<b>5.6 (viii) Organisation and culture: Outreach activities</b>							
52	Collect and analyse data on gender balance of outreach activity delegates and provide more male role models at outreach events to promote the role of men in healthcare professions.	Student Recruitment	We currently do not track delegate attendance or analyse by gender. We will implement this to inform strategic decision making regarding outreach activity event to ensure to unconscious bias emerges.	Lead to meet with Department of Widening Participation and Outreach to confirm data collection.  Data collection to take place for all outreach events annually.  Annual report sent ASIC for review and action.	September 2018  December 2018, December 2019, December 2020, December 2021  February 2019 February 2020 February 2021	Student Recruitment Lead	Improved representation of men.  Number of UG male applicants to exceed sector norms by 2022.
			There is an underrepresentation of men across the sector. We plan to promote male role models during our outreach events to encourage more men to apply to programmes and consider entering health science professions.	Male role models from professions to be appointed annually  Male role models to attend all Widening Participation Events Annually	October 2018, October 2019, October 2020, October 2021		