



Athena SWAN Bronze department award application

Name of university: University of the West of England

Department: Departments of Allied Health Professions (DAHP) and Nursing & Midwifery (DNM)

Date of application: 30th April 2014

Date of university Bronze and/or Silver SWAN award: April 2013

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A Bronze Award was achieved in the announcements following April 2014 submissions

Personal details have been removed from this version of the submission document.

No individuals will be identified without their consent or unless the relevant information is already publicly available (for example, senior management).

Where tables or graphs show data arising from fewer than 5 people, data has been removed.

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

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

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

28th of April 2014

Sarah Dickinson
Athena SWAN Manager
Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

Re: Application for Athena SWAN Bronze award

As Heads of Department for Nursing and Midwifery (DNM) and the Allied Health Professions (DAHP), we are unanimously proud to endorse this application for the Athena SWAN Bronze award. Both Departments have a tradition of close working and have also established a healthy supportive environment and culture for all staff. This is evident in many areas of activity but it is notable in the recruitment, development and promotion of women. Examples of good practice are evident in the documentation prepared for this submission. Nevertheless the preparation of the Athena SWAN application has identified specific areas for action. We are jointly committed to implementing the action plan to ensure that, in line with University policies and Athena SWAN ambitions, there are neither barriers nor obstacles for our female students and staff progressing their careers and aspirations.

In terms of departmental activity, both have a variety of posts ranging from, lecturers, professors, researchers and senior managers. We support substantial NHS contracts for undergraduate programmes with a comprehensive post graduate and research portfolio in the South West of England. This helps create a vibrant culture that supports innovation with professional practice and improving care at the heart of our activity.

Both departments actively promote staff development, as evidenced by number of staff achieving doctoral status. For example, forty five academics in DNM have a higher degree, and of the fifteen who have completed since 2012, fourteen are women. Within DAHP, there are currently fourteen doctoral staff and of the five that have completed over the past twelve months, two are women. In addition, since 2011 there have been eight professorial appointments, five of which are women and five associate professor posts of which four are women.

Staff in both departments were entered into respective units of the 2008 Research Assessment Exercise. While both performed above the University national average in volume of 3* (internationally recognised papers), the DAHP submission was identified as producing more internationally excellent research than any other HEI in the UK for this unit of assessment. For the 2014 Research Excellence Framework, we are delighted that a total of 25 full and part time staff from both departments have been returned, of which twenty are women.

Women are also highly represented in senior management. Within DNM, of the eight senior leads five are women. In DAHP, three of the five senior management roles are led by women. This is further reflected at faculty executive, as of the four heads of department, three are women.

Despite this strong profile of supporting women and ensuring their representation in key posts, we are not complacent and very committed to implementing the action plan through allocating workload resources for related SWAN activities and by embedding this in our departmental business plans. Achieving the action plan will further develop the creation of a positive culture that promotes and supports the visibility of women and of under-represented groups.

We are proud of this application and in the positive direction of travel within our departments.

Sarah Green



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WORD COUNT: 498

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The University of the West of England (UWE, Bristol) joined Athena SWAN (AS) in March 2012 and achieved a University Bronze award in 2013. Within the Faculty of Health and Applied Science, the Department of Applied Science (now known as the Department of Biological, Biomedical and Analytical Science) achieved a Bronze award in 2013 also. There is University and Faculty commitment to expand AS activities. Following discussion at Faculty and Departmental executive level, the Department of Nursing and Midwifery (DNM) and the Department of Allied Health Professions (DAHP) committed to a joint submission for AS Bronze award on the basis that the departments are co-located on one campus, share many common characteristics in relation to student and staff profiles and share teaching and research programmes (described in section 3). The core constituency for the SAT was appointed in July 2013 and comprised John Albarran (JA), DNM Associate Head, Research and Knowledge Exchange, Mary Cramp (MC) DAHP Associate Head, Research and Knowledge Exchange and Vicky Swinerd (VS), the University AS officer. JA has been on staff since 1994 and in his current role since 2011; MC was appointed as a new member of staff to UWE in June 2013 and VS has supported University and Department applications since her appointment in October 2012.

An email request to form the SAT was sent to staff in both departments and within technical support services at the start of the academic year 2013-2014. The SAT was established from respondents to provide broad representation of the people affiliated to the departments. The SAT comprises 12 females (86%) and 2 males (14%) which is representative of the gender profile of the department. It includes individuals across grading levels, new staff, recently promoted and established staff, clinical and institutional based staff, and those with a range of personal work-life experience including caring and parenting responsibilities. Table 1 provides description of SAT roles and experiences of work-life balance.

Table 1: DNM/DAHP Self Assessment Team

SAT member	Job title	Dept	FT/PT	Time at UWE	SAT perspective
Dr John Albarran (Core)	Associate Head of Department for Research and Knowledge Exchange	DNM	FT	20 years	Academic Leadership role through internal promotion, Parental responsibilities
Dr Heather Brant	Research Fellow	DNM	PT	1 year	Clinical research experience, Part-time fixed term contract
Dr Mary Cramp (Core)	Associate Head of Department for Research and Knowledge Exchange	DAHP	FT	10 months	Academic career, Dual career household, Recently recruited staff
Dr Sally Dowling	Senior Lecturer	DNM	PT	5 years	Experienced clinician, Parental responsibilities, Partner also part time
Rachel Hadland	Senior Lecturer	DNM	PT	2 years	Completed teaching qualifications alongside academic role
Dr Alison Hughes	Senior Lecturer	DNM	FT	4 years	UWE women's forum member, Parental and caring responsibilities
Jacqueline Mullen	Associate Head of Department	DAHP	FT	5 years	Subject area leadership role, Parental responsibilities
Gillian Ottley	Midwifery Lecturer	DNM	FT	20 months	Experienced clinician, Recently recruited staff, Completing teaching qualifications
Professor Shea Palmer	Professor	DAHP	FT	9 years	Research Leadership role through promotion, Parental responsibilities
Teresa Shalofsky	Associate Head of Department	DNM	FT	9 months	Split role: leadership and teaching, Parental responsibilities, Recently recruited staff
Vicky Swinerd (Core)	Awards Administrator		FT	19 months	Works on Athena SWAN and other Equality and Diversity projects, UWE Women's Forum member
Jane Wathen	Senior Skills Technician	DNM	FT	18 years	Works at Gloucester site following redeployment after restructure, Partakes

					in Flexi-time scheme
Dr Julie Woodley	Senior Lecturer and chair of Faculty Ethics Committee	DAHP	FT	20 years	Teaching and cross faculty role (healthcare ethics), Parental responsibilities

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

The SAT has met on five occasions since October 2013 and the core sub-team has met monthly to progress the application and action plan. Electronic communication has been used to support the activities of the SAT and documents shared on a UWE SharePoint site. One original SAT member, a Research Assistant, took up new employment at another University in January and was replaced by a Research Fellow.

Prior to establishment of the core team, JA attended the University AS action planning workshop in May 2013 and the 'Gender Leadership & STEMM' conference in July 2013. These meetings were helpful to networking, establishing contacts and learning about examples of good practice. JA and MC consulted with leads of the University SAT and Department of Applied Science SAT who shared their experiences and highlighted key considerations for progressing this application. Along with use of AS website resources, the core team attended regional AS network meetings in Bristol and Plymouth. These meetings were valuable in gaining information about innovative initiatives, examples of good practice from other institutions and discussing specific challenges.

The core team led data collection and collation for discussion at SAT meetings. VS established processes for collection of required data from University services such as Corporate and Academic Services (CAS), UWE Graduate School (GS), Human Resources (HR), Learning Development Centre (LDC) and Equality and Diversity Unit (EDU). These processes will continue to provide data for annual monitoring by the SAT. The SAT agreed that more information about staff perceptions within DNM and DAHP was required to inform our application. The SAT reviewed questionnaires based on the National ASSETT survey and used by other UWE departments for AS applications. A modified online survey was developed, independently reviewed and was made available to staff in both departments and related technical services in January 2014. Of 262 staff contacted, 103 (39%) responded with 92 (35%) fully completing the survey. Key findings from this survey are included in this submission and actions identified in the relevant sections.

Writing our application and action plan has been led by the core team and developed with SAT discussion. We have also consulted with Faculty staff with particular expertise, for example with the Widening Participation lead to ensure that relevant information has been considered and included in the submission. There have been 3 meetings between the AS leads and the Heads of Department to discuss the application. The final draft document has been reviewed by departmental staff independent of the SAT, other UWE SAT leads and by an experienced AS external reviewer.

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

The SAT team have discussed future plans and agreed that it would be beneficial to constitute the SAT with agreed terms of reference to define the role of the SAT and provide mechanisms for refreshing SAT membership (Action 1.1). UWE uses a workload allocation model; the departments (DNM and DAHP) will resource the SAT for continuation of activities and implementation of the action plan. The annual workload allocation for the SAT currently is being considered by Heads of Department (Action 1.2).

The SAT plans to meet quarterly. Key objectives will be to ensure implementation and monitoring of the action plan, monitor gender equality through scheduled review of updated data and promote awareness of gender equality in all Departmental and Faculty activities. We will communicate with staff via staff forums and newsletters. The team will keep in regular contact with similar teams across the Faculty and University and within higher education in the region. Members will attend AS regional events to learn and share good practice.

The SAT reports to departmental and faculty management and to the University Athena SWAN SAT (Figure 1). The University Athena SWAN SAT reports to the Vice Chancellors Executive, the Equality and Diversity Forum and to the Equality Management Group. The Heads of Department are supportive to having regular reporting meetings to ensure a cohesive and consistent response in progressing the action plan. We have identified a need to strengthen reporting mechanisms to Faculty Research and Knowledge Exchange Committee (RKE) and the University SAT (Action 1.3).

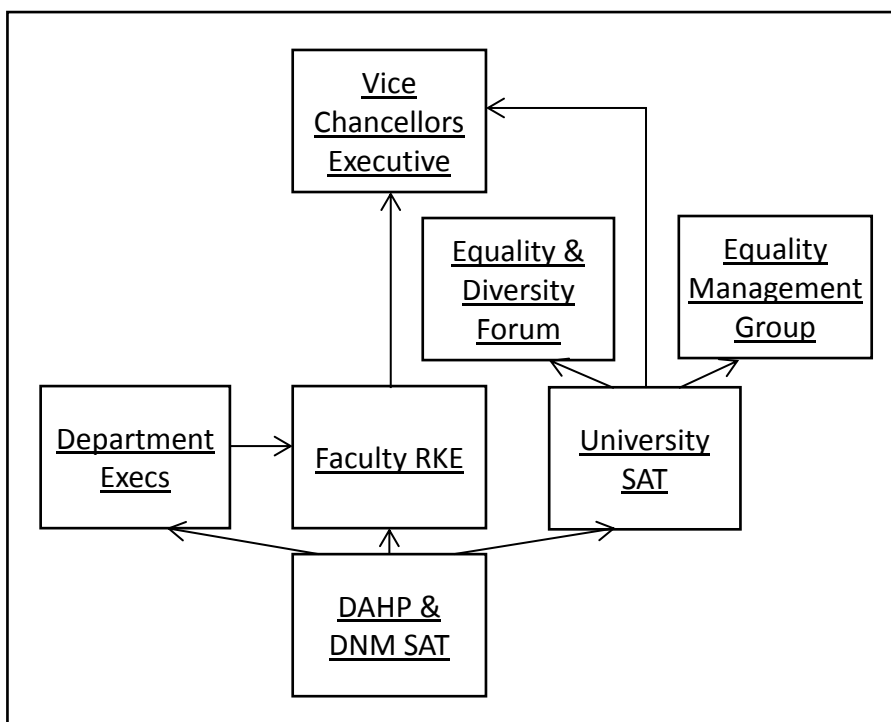


Figure 1: Reporting lines of the DAHP & DNM SAT

SECTION WORD COUNT: 993

3. A picture of the department: maximum 2000 words

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

The Departments of Nursing and Midwifery (DNM) and Allied Health Professions (DAHP) sit within the Faculty of Health and Applied Sciences, UWE, Bristol. We are making a joint submission because of the commonality of our healthcare focus and our long-standing history of interdisciplinary and cross-departmental working in many areas (Figure 2). Our combined departments occupy one of the largest educational workforce groupings within UWE and are leading providers of healthcare education in the Southwest of England with approximately 3300 full- and part-time students, 212 academics and 35 research staff.

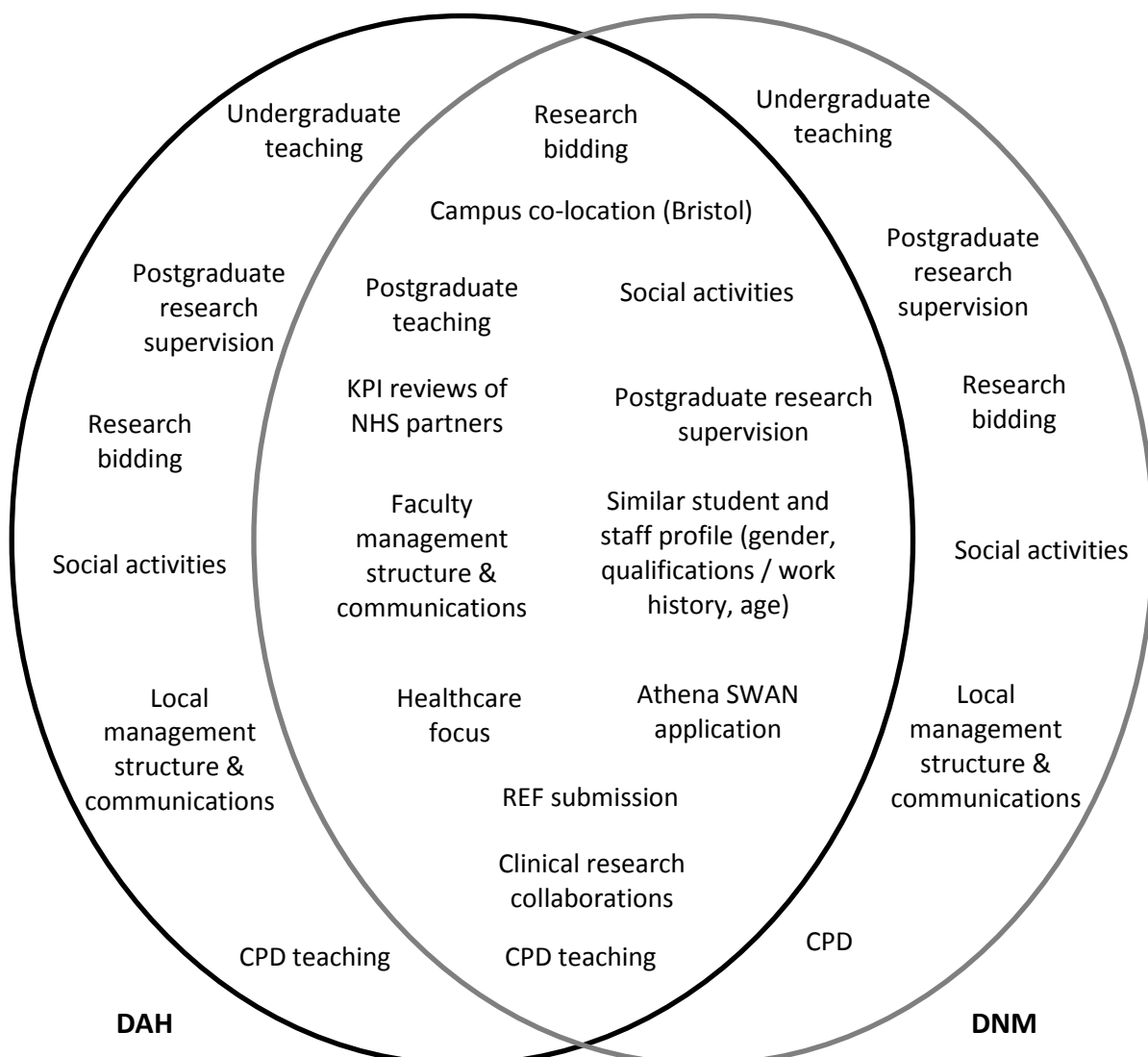


Figure 2: Outline of department activities showing areas of shared activity NB. Some activities are both shared and carried out separately by both departments and appear in the Venn in three places, e.g. 'Research bidding'.

Historically, a number of healthcare disciplines amalgamated from hospital-based schools and established the Avon and Gloucestershire College of Health which, in 1996, merged with UWE. Since joining UWE, the departments have continued to evolve alongside the academic development of existing and new healthcare professions. DNM staff are located at Bristol and Gloucester campuses; DAHP staff are Bristol based. Additionally, some staff are mainly clinically based. Cognisant of the challenges of multi-site provision, strategies have been established to ensure a consistent quality student experience, promote staff unity, equality of opportunity and engagement in all aspects of work, and support in career developments.

The departments share similar staff profiles and management structures. The majority of academics in both departments often enter HE mid-point in their working life and as a second career, bringing a wealth of clinical expertise helping ensure that curricula remain stimulating, contemporary and grounded in the realities of professional practice. In comparison to other SET departments, the staff age profile is older (Figure 3) and 76% of the 247 academics in post are women (see section vii). Similarities in staff profile, in key areas of education and research activity, explain the rationale for this joint submission which is endorsed by our Pro-Vice Chancellor, Executive Dean and Heads of Department.

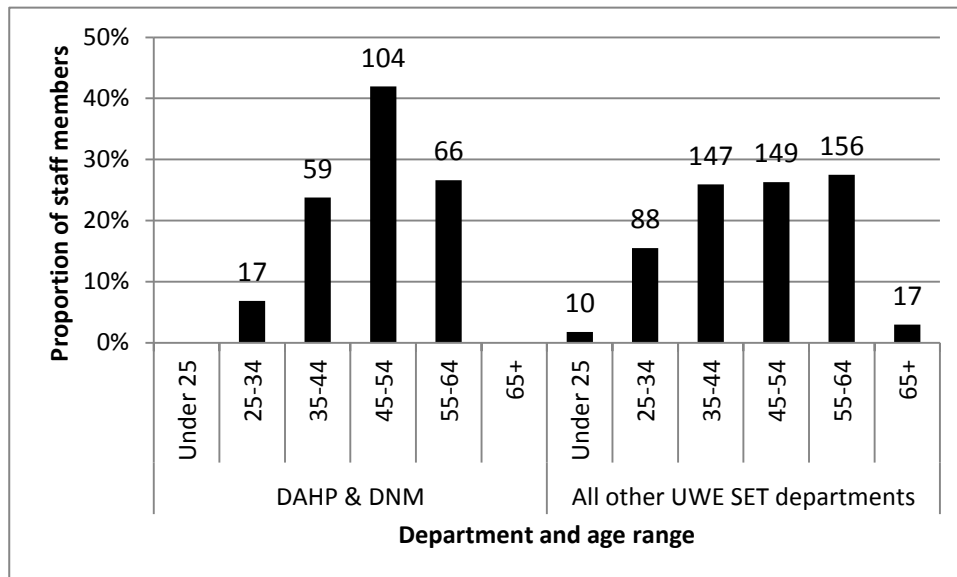


Figure 3: Age profile for DNM & DAHP staff in comparison to other UWE SET departments, 2012
[Some data removed]

Our core business is providing high quality undergraduate and postgraduate education. While most academics are employed to deliver programmes, they are encouraged to develop portfolio of scholarship activities within their academic roles. Additionally, staff are supported to join strategic city and regional research initiatives with the aim of strengthening partnerships, identifying opportunities for collaborative research, exploring continuous professional development prospects, and exploiting other avenues for collaboration. Both departments have clinically-based

research appointments in strategic areas and academic staff are supported in maintaining their clinical links and networks. Academic programmes are developed in conjunction with local NHS partners, students, and other stake-holders and these are regulated by professional and statutory bodies e.g. the Nursing and Midwifery Council and Health and Care Professions Council.

In terms of the academic workforce, professions such as physiotherapy, which became a graduate profession in 1994, have evolved a cadre of academics with higher degrees. This has not been the case for other departmental professions such as nursing which only became a full graduate profession recently. DNM hosts the Centre for Health and Clinical Research whose membership spans a wide range of disciplines and is critical to shaping the research culture. The Centre is organised around key themes of research excellence and all staff are invited to attend meetings, seminar series and workshops.

Like many other Universities, the Faculty and Departments have experienced a period of changes including internal restructuring, centralisation of administrative services, and review of senior roles and the introduction of a workload model. These developments have impacted on many aspects of staff work, including maximising and prioritising the effective use of resources and opportunities for career development.

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

Student data

Student data, for the combined and individual departments and individual professions is presented to provide a clear understanding of student profiles. Analysis by professional areas is presented only where actions are required. DNM and DAHP are benchmarked against 2012-13 HESA data for JACS code B7: Nursing and JACS code B9: Others in subjects allied to medicine respectively. Where combined departments data is presented, the benchmark percentage has been calculated by weighting the 2 relevant JACS codes according to the number of students in each area.

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

Our foundation student numbers are small (Figure 4); the gender balance is below the sector norm and noted for routine monitoring (Action 2.1). In DAHP, 70-90% of students were registered on a Paramedical Science course. The profile of paramedics has been male-dominated: work is ongoing locally and nationally to change this. The foundation course is being phased out and replaced by a degree programme in 2013-14; female student entry is expected to increase. We will track the proportion of student gender for the replacement programme and encourage targeted initiatives for female recruitment (Action 2.2).

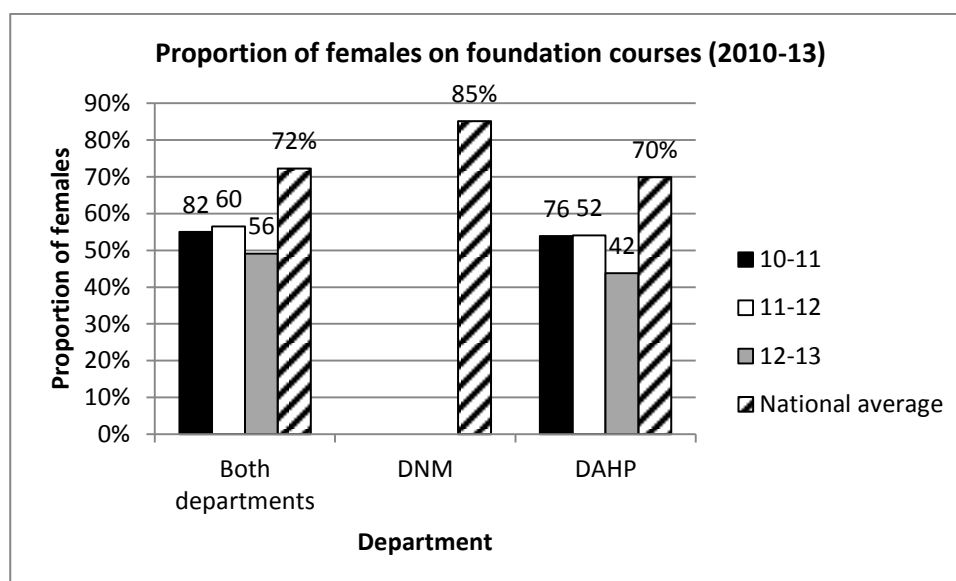


Figure 4: Proportion of females on foundation courses, 2010-13 (Headcounts are indicated on the bars)

[some data removed]

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

Female representation on DNM programmes is consistent with national averages (Figure 5). In DAHP, female representation is lower than the national average with a decrease of 73% in 2010-11 to 69% in 2012-13. There is marked variation in the proportion of females on DAHP programmes, with physiotherapy and sports therapy programmes being about 60% and Occupational Therapy programmes being about 87% female. We debated about the comparison of data to national HESA averages in light of widening participation. In several female dominated professions, under-representation of males and ethnic minorities is considered a high priority and as part of widening participation activity, and there have been deliberate efforts to address this in healthcare professional courses. We are committed to annually reviewing and monitoring trends (Action 2.1).

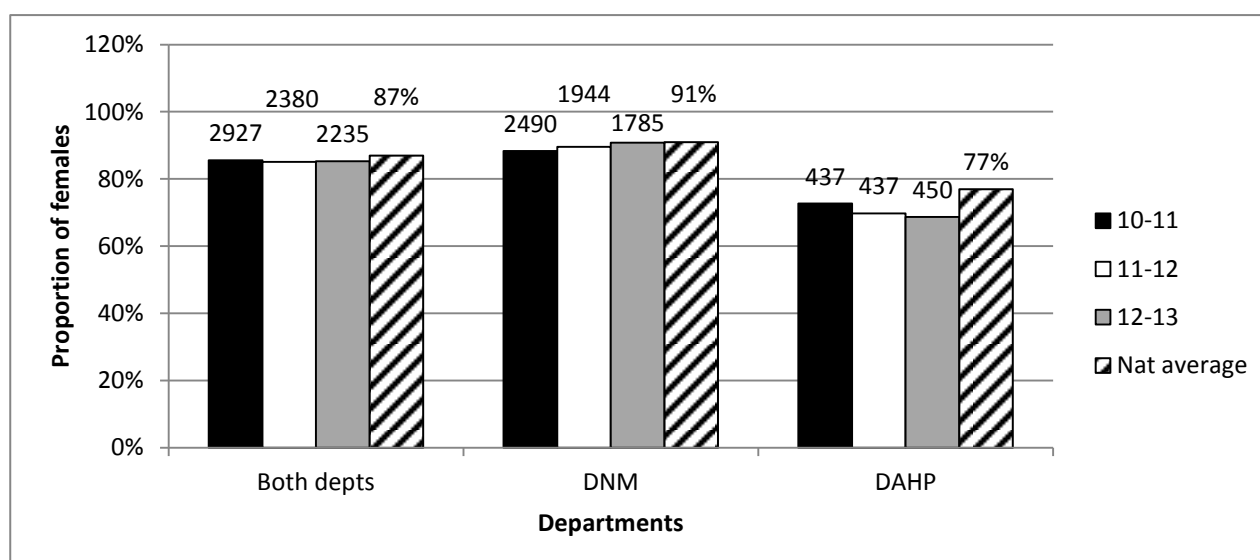


Figure 5: Proportion of females on undergraduate courses, 2010-13 (Headcounts are indicated on the bars)

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

Several postgraduate (PG) programmes and modules integrate cross department teaching and therefore PG data is combined. Flexible pathways and timetabling allows students to choose individual courses/modules from a wide menu to meet their professional development needs and large numbers of students do not follow a prescribed PG programme leading to a Masters qualification. We have separated our data to consider students on prescribed programmes and CPD/notional programmes and benchmarked to national data (Table 2). The proportion of females on both prescribed and notional programmes is similar and exceeds the national average. We will explore the reasons for this by gathering additional student feedback and undertaking focus group interviews to inform future actions (Action: 2.3).

Table 2: Proportion of females on taught postgraduate courses, 2010-13

Section	Year	Female numbers	Total numbers	% Female	National % Female
Prescribed programmes e.g. MSc Advanced Practice/ MSc Medical Ultrasound - Both departments	11-12	65	70	93%	78%
	12-13	60	67	90%	
	13-14	66	73	91%	
CPD/notional Programmes - Both departments	11-12	419	461	91%	N/A
	12-13	662	722	92%	
	13-14	514	583	88%	

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

The proportion of women undertaking postgraduate research degrees (PGRD) has increased to 77% in the past three years exceeding the national average (Table 3). Similar percentages of females are studying on a full-time (FT) and part-time (PT) basis which we consider a positive indicator. National trends show that 71% of PGRD students are FT students (HEFCE 2013); in DNM/DAHP, the proportion of females in FT study was 36% in 2010-11, 43% in 2011-12 and 53% in 2012-13. This change has resulted from both an increase in FT and a decrease in PT female student numbers. HEFCE data above is not sector matched and female representation is in line with student and staff profiles. No action is planned.

Table 3: Proportion of females on postgraduate research degrees, 2010-13

Section	Year	Full time			Part time			Total % Female	National % Female
		Female no.	Total no.	% Female	Female no.	Total no.	% Female		
Postgraduate Research Degrees - Both departments	10-11	10	15	67%	18	25	72%	70%	66%
	11-12	14	19	74%	18	24	73%	73%	
	12-13	16	21	76%	[Data removed]			77%	

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

Both departments show excellent conversion of UG applications from female candidates to offers and acceptances (Table 4 & Figure 6). Females tended to have a higher success rate in DAHP except in 2011-12 when there was a drop in acceptance rates. Further analysis identified that the major cause was a decrease in female percentage from offer (71%) to acceptance (61%) in radiography. This compares to values of 67% and 65% for applicants, 75% and 68% for offers, and 76% and 70% for acceptances in 2010-11 and 2012-3 respectively. No change in recruitment processes accounted for this change. Therefore, we will monitor application conversion rates to ensure that performance is maintained across all programmes (Action 2.4).

Table 4: Recruitment of students to undergraduate degrees, 2010-13 (Headcounts are shown in brackets.)

Section	Year	Applicants		Offers		Acceptances	
		Female	Male	Female	Male	Female	Male
Both departments	10-11	82% (4885)	18% (1037)	83% (1418)	17% (283)	86% (597)	14% (97)
	11-12	83% (4858)	17% (1013)	83% (1244)	17% (246)	83% (587)	17% (119)
	12-13	83% (4956)	17% (1039)	84% (1166)	16% (220)	85% (587)	15% (106)
DNM	10-11	91% (3593)	9% (350)	90% (970)	10% (106)	91% (445)	9% (45)
	11-12	91% (3511)	9% (328)	92% (841)	8% (72)	90% (454)	10% (49)
	12-13	91% (3691)	9% (377)	90% (820)	10% (87)	91% (437)	9% (43)
DAHP	10-11	65% (1292)	35% (687)	72% (448)	28% (177)	75% (152)	25% (52)
	11-12	66% (1347)	34% (685)	70% (403)	30% (174)	66% (133)	34% (70)
	12-13	66% (1265)	34% (662)	72% (346)	28% (133)	70% (150)	30% (63)

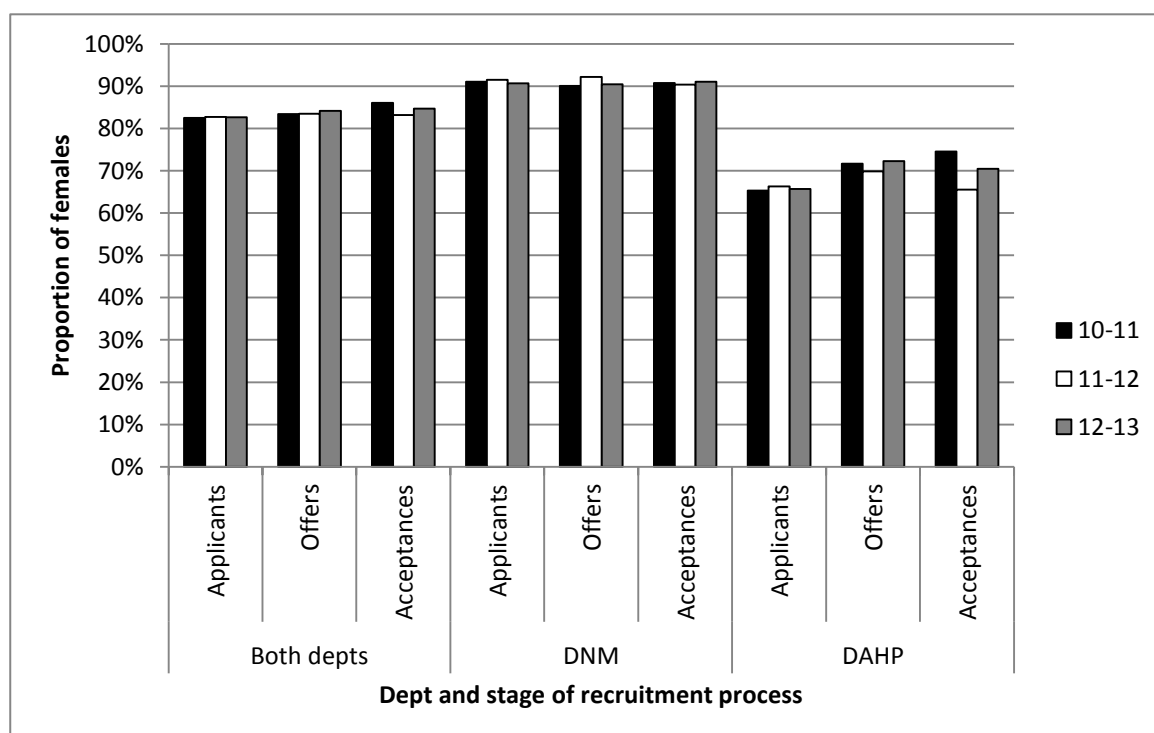


Figure 6: Proportion of females at different stages of the recruitment process for undergraduate degrees, 2010-13

Taught PG courses include both prescribed and notional courses (see section iii). The headcount of applicants shown in Figure 7, is artificially inflated as many students will have applied for and been admitted to more than one module/course. The ratio of females for applications, offers and acceptances is within an acceptable 3% (min: 87%, max: 90%).

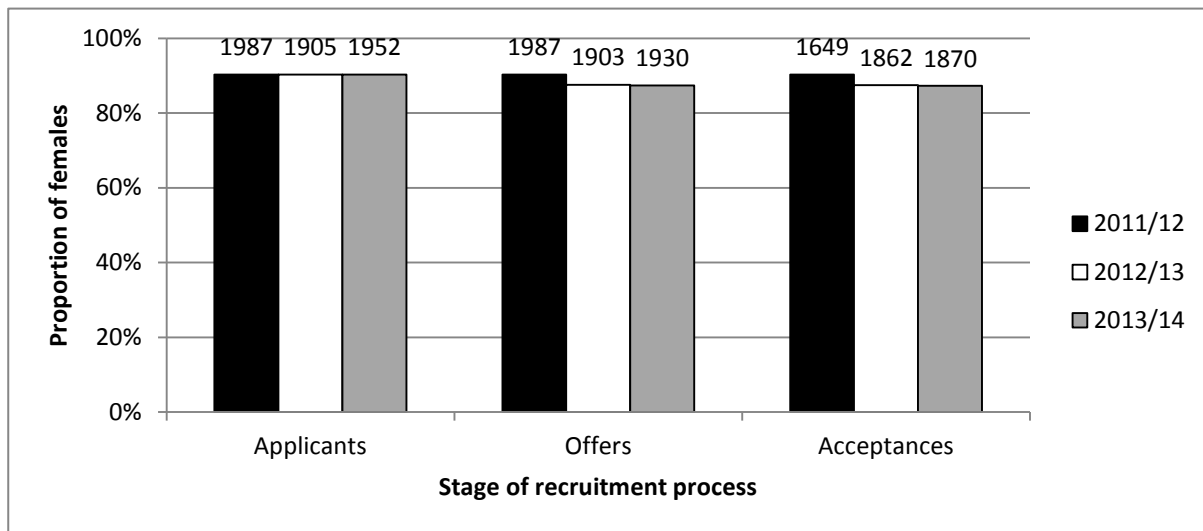


Figure 7: Proportion of females at different stages of the recruitment process for postgraduate taught modules, 2011-14

Reliable information about PGRD applications is available for 2011-12 and 2012-13. This will be added to for the next submission. The proportion of women applying for admission and their success rate is high (Figure 8). While the data does not indicate a specific need to improve female PGRD student recruitment, we are aware of a growing international context for PGRD study at UWE. We will work proactively to promote women role models for recruitment in the international context (Action 2.5).

[Data removed]

Figure 8: Proportion of females at different stages of the recruitment process for postgraduate research degrees, 2011-13

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

Degree attainment for males and females is variable (Figure 9). The numbers attaining a 1st or 2:1 classification increased over the assessment period with females out-performing males in 2009-10 and 2011-12 and males out-performing females in 2010-11. The proportion of 1st classification increased, most notably in males in 2011-12 while the proportion of females obtaining 3rd classification fell steadily and was lower than males. Degree attainment is likely to be multi-

faceted. Ethnicity and pre-entry academic qualifications are possible influencing factors. We will conduct an initial programme level analysis of degree attainment by various factors (Action 2.6).

Through the self-assessment process, we have identified gaps in data. Degree attainments for postgraduate studies are not tracked through centralised systems. Methods to extract and interpret markers for attainment for postgraduate studies are being developed (Action 2.7).

[Data removed]

Figure 9: Undergraduate degree classifications as a percentage of the cohort 2009-12

(Headcounts are indicated on the bars)

Staff data

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

Staff are employed on a unitary grade scale (Table 5). Total staff numbers were 256 (2011), 229 (2012) and 247 (2013); these fluctuations reflect faculty restructuring and a University enhanced voluntary severance scheme. The proportion of female staff remained stable at 76-77%. In DNM, 79% of 175 staff is female compared to 67% of 72 staff in DAHP. The difference is thought to reflect the professional groups constituting each department. Both departments provide NHS funded healthcare programmes and recruit experienced clinicians to deliver appropriate professional training. Because of the relative staff remuneration in the NHS and HEIs, experienced clinicians join at Grade H (senior lecturer). About 46% of staff are employed at Grade H. Similarly, research staff may be employed at higher grades. In our staff survey outlined on page 6, 81% of staff had worked in healthcare (53% for more than 16 years) prior to appointment, predominately in the NHS.

Table 5: Staff grades on the unitary scale

Grade	Learning and teaching	Research	Leadership
S2			Head of Department
J (J+)	Professor	Professor	
I	Associate Professor	Associate Professor	Associate Head of Department
H	Senior Lecturer	Senior Research Fellow	Senior Lecturer
G	Lecturer	Research Fellow	Lecturer

Figures 10 and 11 show how well females are represented across the academic pipeline. The trend is influenced by the small staff numbers at grades F (research associate) and S2 (head of department). At Grade J (professoriate), changes in 2013 are attributable to staff retirements (n=2), staff resuming regular roles after acting up (n=4) and female promotions (n=2). Our analysis of staff profile considered gender and grade. In future, we also want to examine full-time/part-time equivalency given our staff profile (Action: 3.1).

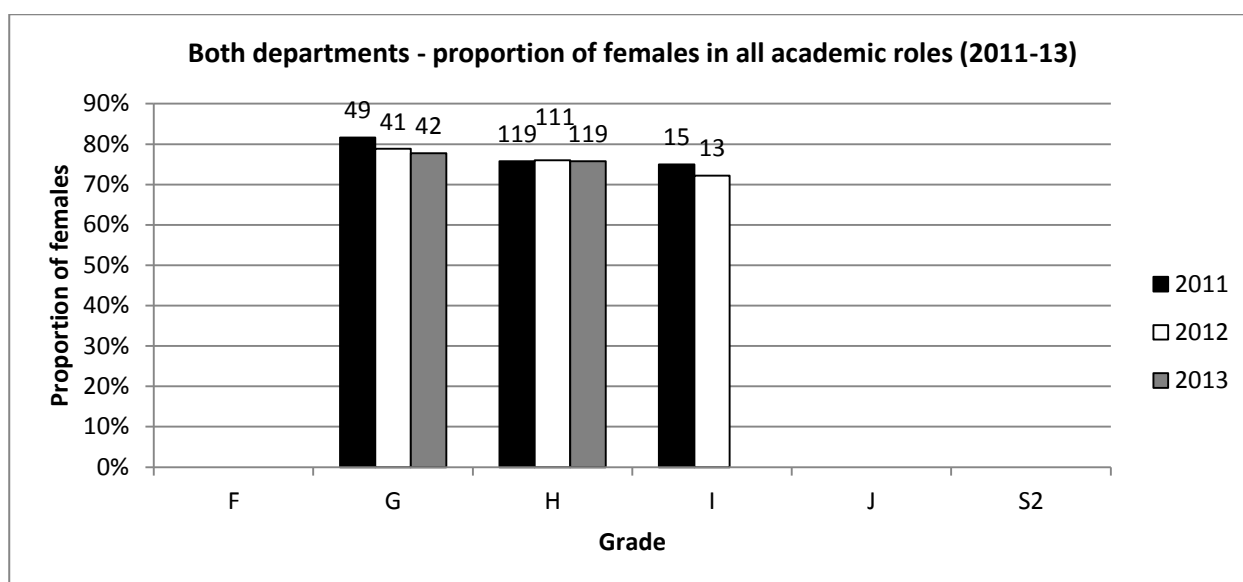


Figure 10: Academic staff by grade and gender for both departments, 2011-13

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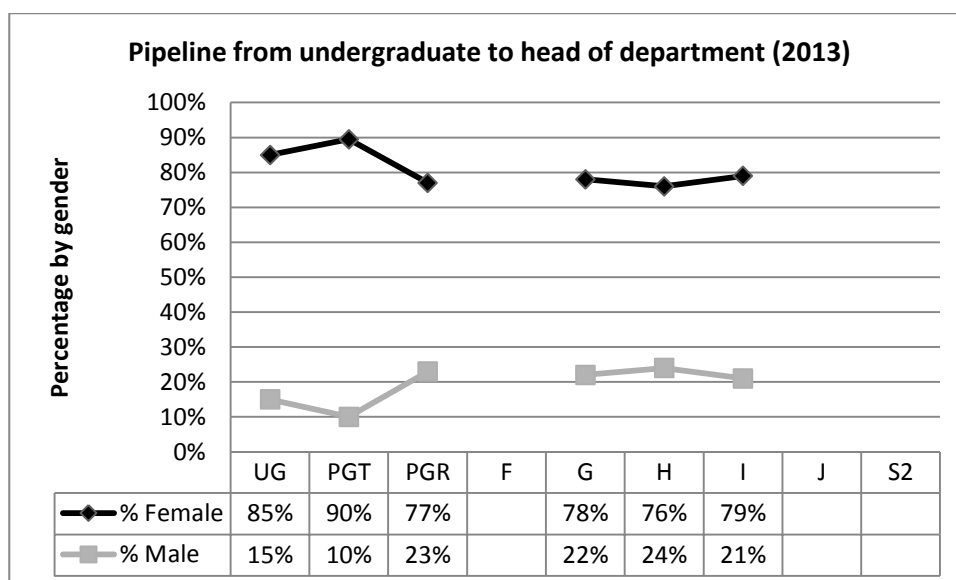


Figure 11: Pipeline from undergraduate to head of department, 2013

[some data removed]

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

Turnover was 5.5% in 2010, 10% in 2011 and 4% in 2012 (Table 6). The increase in 2011 corresponds with Faculty restructuring and enhanced voluntary severance availability. More females (10%) than males (7%), mainly at Grade H, left voluntarily in 2011. The aging profile of our departments (Figure 3) may contribute to turnover, but other UWE SET departments revealed similar rates of about 14% in 2011 and of 5-7% in other years.

Table 6: Turnover for both departments Headcount are noted in brackets. ‘Voluntary’ includes Resignation, Early Retirement and Voluntary Severance. ‘Non Voluntary’ includes End of Contract, Dismissal, Redundancy, Normal Retirement, Ill Health or Death in Service. a ‘End of contract’ is a subset of ‘Non Voluntary’ turnover b UWE has a redeployment scheme for staff reaching the end of fixed term contracts. ‘Redeployed’ is a subset of the ‘End of contract’ data. There was no turnover in grade G during this three year period. [Some data removed]

	Academic – all grades		F		H		I		J	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2010										
Voluntary			0 % (0)	0 % (0)	6 % (7)					
Non Voluntary			0 % (0)	0 % (0)	0 % (0)					
End of contract ^a			0 % (0)	0 % (0)	0 % (0)					
Redeployed ^b			0 % (0)	0 % (0)	0 % (0)					
Total Turnover	4%	9%	0%	0%	6%	11%				

2011										
Voluntary			0 % (0)	0 % (0)	15 % (18)					
Non Voluntary			0 % (0)	0 % (0)	0 % (0)					
End of contract ^a			0 % (0)	0 % (0)	0 % (0)					
<i>Redeployed</i> ^b			0 % (0)	0 % (0)	0 % (0)					
Total Turnover	11%	7%	0%	0%	15%					
2012										
Voluntary						9 % (5)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
Non Voluntary						0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
End of contract ^a						0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
<i>Redeployed</i> ^b						0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
Total Turnover	4%					9%	0%	0%	0%	0%

Available information about reasons for leaving has been limited. HR implemented an online exit questionnaire in 2012, increasing response rates from 7% to 25%. The University AS SAT is continuing actions to improve response rates. Seven DNM/DAHP staff (13%) completed exit questionnaires; [Data removed]; table 7 shows comments made by leavers. Our staff survey asked whether individuals anticipated continuing their career in higher education. Eight staff (9%) [Data removed] answered 'No'. Six staff provided textual feedback. [Data removed]. Other staff provided comments about career progression, reflective of leavers' comments. These are addressed in section 4.

Table 7: UWE HR exit questionnaire - comments from staff leaving

[Data removed]

SECTION WORD COUNT: 1916

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

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Consistent data for job applications and success rates is available from August 2012 onwards. Jobs for Lecturer/Senior Lecturer grades (G/H) are the key recruitment areas (Table 8). The proportion of female applicants for G/H positions is lower than other grade positions and female constituency of both departments (76%). Most positions were available in DNM, with a small number of positions advertised in DAHP (Figures 12 & 13). The profile of applicants in DNM closely reflected the overall staff profile. In DAHP, 33% of applicants were female. Three of the advertised positions were in Paramedical Science which accounts in part for this profile. DAHP has recognised the need to attract more females [Data removed]. As well as recruitment of female staff in specific areas, there is under-representation of other groups such as Black and Minority Ethnic (BMEs). Positive action is planned (Action 3.2).

Table 8: Staff recruitment by grade and gender for both departments, 2012-13 (Headcounts are shown in brackets. There was no recruitment to professorial grade J)

Both departments						
	Applied		Shortlisted		Appointed	
Grade	Female	Male	Female	Male	Female	Male
F	81% (26)	19% (6)	[Data removed]			
G	[Data removed]					
G/H	64% (58)	36% (40)	58% (32)	42% (23)	63% (15)	38% (9)
H	[Data removed]					
I						

[Data removed]

Figure 12: DNM: proportions of females at the different stages of external recruitment by grade, August 2012 - July 2013

[Data removed]

Figure 13: DAHP: proportions of females and males at the different stages of external recruitment by grade, August 2012 - July 2013

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

The process for promotions follows HR guidance. Since 2011, there are no longer annual rounds for internal promotions; promotion may occur by various mechanisms. When opportunities arise, criteria are published detailing the responsibilities of post-holders. Potential candidates are encouraged to meet with heads of department or others to address any queries about the role and to obtain guidance on how to apply. Further details are included below on recruitment of staff and in the 'promotion and career development' section (page 26).

Data is available from August 2012; 3 years of data will be presented in future. Overall, the number of appointments is low (n=5). Lower grade positions attracted female applicants only, whereas higher grade positions attracted female and male candidates. [Data removed]. To better gauge promotion and success rates, we need to track success rates for longer (Action 3.3).

Table 9: Staff promotion and success rate by grade and gender for both departments, August 2012- July 2013

[Data removed]

Includes promotion through grading bars, business cases for professoriate promotion and both internal and externally advertised appointment. Where there are applicants but no appointment (i.e. 0%), the panel may not have appointed or an external candidate was appointed.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

Recruitment to departmental positions complies with UWE HR policies. UWE has an online process for recruitment to academic and research positions. A business case is prepared for both new/replacement positions. All advertisement are approved by HR before publishing on the University webpages and other national outlets. HR is responsible for the advertisement’s compliance with the University’s job descriptors and equal opportunities policy. The Athena SWAN logo is included on University recruitment site. Audio-visual material produced by marketing to profile our faculty and departments employs gender appropriate role models/images.

Application packs include details about the University, Department, position, person specification staff benefits and family life information. To be eligible to interview staff, panel members must have completed HR in-house training with an equality component. Compliance with this standard is 100%. Within the departments, there is also 100% compliance with having a female on interview panels. These processes help to ensure that there is no bias. Depending on the job grade, short-listed candidates may be required to deliver a short oral presentation to departmental staff. All departmental staff are invited to attend presentations and contribute to feedback and scoring performance. This provides junior staff an indication of expectations of more senior posts.

Positive action is required to promote female recruitment to specific areas such as paramedical science. It may also be appropriate to improve recruitment to other under-represented groups such as BMEs (Action 3.2).

SAT members discussed female recruitment and particularly the advertisement time of internal positions/roles. HR advises that all posts are advertised for a minimum of 10 days with 30 days recommended for external advertisement of academic posts. Action will be that, unless there is a critical business need, a minimum of 10 days will be allowed for internal opportunities (Action 3.4).

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

Overall retention rates and female staff retention were considered acceptable. The majority of academic and research staff have worked in clinical roles prior to their academic appointment. Of staff surveyed, 41% of males and 35% of women held doctorate qualifications; 33% of males and 42% of women held Masters Degree qualifications and the remainder profession entrant qualifications. This distinctive staff profile means that there are particular support needs to address the transition from clinical to academic career.

UWE ensures that newly recruited teaching staff access teaching qualifications through the Academic Development Programme (ADP) with ring-fenced time allocated for completion of ADP. ADP leads to a Postgraduate Certificate in Teaching and Learning in Higher Education and provides opportunity for new staff to network across the university. In addition, a 'Mini ADP' is available to staff on < 0.5FTE, research staff with teaching responsibilities and appointed Hourly Paid Lecturers (HPL). In the past 3 years, 12 DNM and DAHP academics have completed their ADP; [Data removed]. New staff are also appointed an academic staff mentor for their first year and post-probation to support them through their initial career transition.

To further aid transition and become effective in their role, newly appointed staff are encouraged to attend relevant workshops or events that will enhance their skills and expertise in specific areas around assessment of student work, using simulation to develop learning and application of Technology Enhanced Learning. Staff can also undertake short courses such as the personal tutor role, employment law, equality and diversity and work-related stress awareness. The Faculty hosts regular events around innovations in teaching and learning, research etc; this provides dissemination and networking opportunities. This combination of activities, mentoring programmes and our growing success of staff completing doctoral programmes signals both departments' commitment to supporting staff with transition from NHS into HE and in supporting career development.

The departments are equally committed to supporting staff careers at all levels and stages. In 2013, [Data removed] both departments undertook the Aurora 5 day leadership programme organised by the Leadership Foundation in Higher Education. Leadership in teaching and learning innovation is also valued by the Departments through supporting individuals in applying for University Teaching Fellowships. In 2013, [Data removed] were awarded a fellowship, [Data removed]. Successful award holders are acting as role models by mentoring and guiding other female colleagues for the 2014 round. These successes are celebrated at departmental level through newsletters and by announcements made through Associate Deans responsible for key areas.

There are several University and Faculty initiatives and programmes that support development. Academics are allocated 25 days of scholarly time yearly to support activities relevant to individuals. This may include keeping clinically updated, knowledge engagement activity, journal peer-reviewing, doctoral studies, drafting a grant application, and drafting manuscripts. Staff can

apply for additional time resource in an annual competitive process. For 2013-2014, 28 female and 7 male academic staff in DNM and DAHP were awarded additional workload allocations.

UWE also offers annual Early Career Researchers Grants from the Strategic Research Development Fund to support early career academics to undertake preliminary research with a view to preparing external grant applications. The scheme is advertised by email and briefing meetings are held to clarify the criteria and application process. Table 10 shows departmental success; [Data removed]. The Faculty runs a Quality Research (QR) competition to help advance key strategic areas of research. Staff can apply for up to £30,000 to complete a project within a 12 month period. In 2012, [Data removed] academics from the departments were lead or co-applicants for successful awards. In 2013, [Data removed] academics were successful.

Table 10: Successes in Early Career Researchers Grants 2010-14

[Data removed]

The UWE Women in Research Mentoring Scheme commenced as a pilot in December 2011 and supported 23 active mentoring pairs, exceeding its target of 10-20 pairs. Male and female mentors work with female mentees and receive in-house training. Mentors and mentees are allocated 15 hours per year for this activity. In DNM/DAHP, [Data removed]. Interim evaluation results were very positive: 100% of participants would continue in the scheme and recommend it to colleagues. 84% of mentees met agreed targets. When applications opened for the second wave in January 2013, departments' participation increased: [Data removed].

Research staff attend the Researchers' Forum twice a year. Content alternates between suggestions for staff development and information from senior management on key issues (e.g. the REF and appraisal process). The Forum has initiated training courses for early career researchers on a diverse range of topics. The Forum is advertised by the Associate Dean for Research in each faculty, on University website, and by e-mail to all researchers. [Data removed].

While the above programmes have been successful for a number of staff in both departments, there are areas to address to support staff more widely in the departments based on the staff survey.

- 68% of staff reported difficulty using their scholarly time entitlement; (72% women, 50% men). The current University workload allocation system has been operating for two years. It continues to be developed and staff are learning how to manage their workload with this system.
- 35-37% of staff thought that not being involved in research and/or insufficient research experience was detrimental to their career. As there is a notable proportion of staff without higher academic qualifications, staff may lack experience and confidence in research and development routes are required.
- Many staff transferring from clinical positions enter at G/H grades. 45% of respondents had remained at their current grade for 6 or more years and lacked career progression. The next grade is Associate Professor/Management roles where promotion opportunities are more limited.

The latter two points are not specific to women and highlights needs across all staff. Actions 3.5 to 3.7 are planned to address these issues.

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

During the probationary year, new academics have a scheduled review of progress at one month, six months and one year. Thereafter, staff have an annual performance development review (PDR) with at least one interim meeting. In its definition of academic roles, UWE recognises the value of all academic endeavours including teaching, research, knowledge exchange, professional practice, academic leadership and management. The departments aim to support staff to develop their career across the established streams of Learning and Teaching, Research and Leadership.

In the staff survey, 100% of male and 86% of female academics reported being appraised regularly in the past 3 years (excluding new staff). The SAT reviewed workload allocation from the University system for 2012-13 (Figure 14) and identified that a greater proportion of women were either over-allocated (25% female vs 11% male) or under-allocated (31% female vs 18% male). Management procedures for monitoring workload have improved in 2013-14; it is anticipated that these figures change (Action 3.8) and both departments are committed to 100% completion of PDRs (Action 3.9).

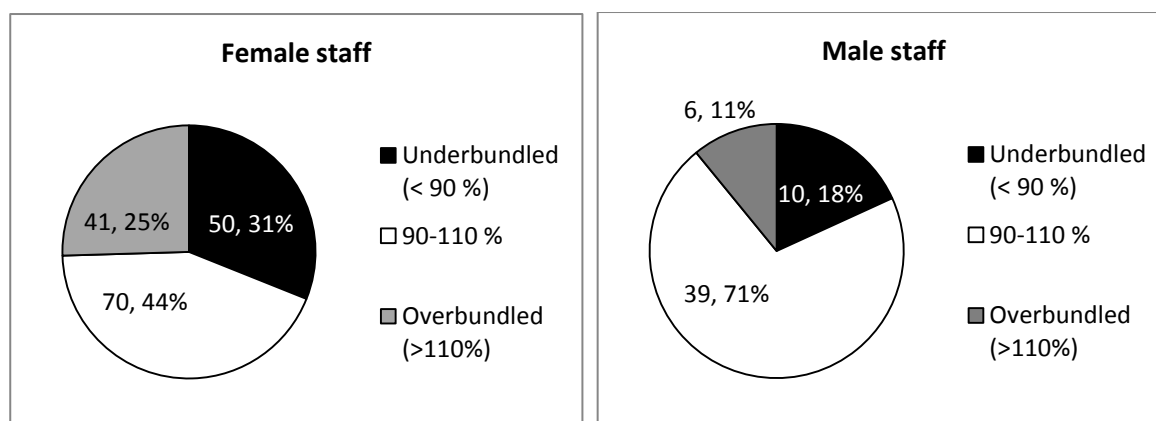


Figure 14: Workload allocation in DAHP & DNM, 2012-13

Considering 550 bundles, with thresholds: <90 % = under-bundled, > 110 % = over-bundled.

Staff development is supported and individuals are encouraged to keep abreast of learning and teaching, research and professional practice. Staff agreed that value was placed on teaching and pedagogy activity (60%), KE activities (47%), research (35%), and administrative work (32%). Several staff commented about an unreasonable administrative load which may be, in part, attributed to a change in University administration from a faculty based service to a central service in 2011. This issue extends beyond the scope of this organisational unit.

Survey data indicates that there are issues around staff promotion. 33% of men and 19% of women aspire to be senior managers. Moreover, 75% of men reported having good (17%) or some (58%) knowledge of promotion processes, whereas 62% of women had good (18%) or some (44%)

knowledge. For research staff, the University has a 'Research Review Progression Panel' with a well-established annual procedure for grading reviews of research associates/fellows based on the National Academic Role Profiles. [Data removed] successful in the last round. The development and dissemination of University webpages on career pathways, instigated as a recommendation of the UWE SAT, may provide transparency and appreciation of promotional career processes (Action 3.7).

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

Induction is considered to be a key activity that provides a basis for success in post. Extended activities at University, Faculty and Departmental level are designed to support staff during the early employment phase. From appointment, the HR website provides information to support transition to the organisation including information about travelling to UWE and staff benefits. New staff members can attend a University Welcome Fair prior to or after starting. Induction materials include a managers' planning guide and an induction pack and checklist for new staff that includes information about health & safety, IT facilities, access, probation etc. Equality and Diversity Training is compulsory for all staff; training is completed on-line at a convenient time and completion is monitored emphasising its importance. All staff are appointed a mentor; female staff can request a female mentor (Action 3.10).

Professional and personal development is promoted from the outset through induction and probation processes. New staff are signposted to explore learning and development opportunities such as ADP, IT training, management courses and PhD supervisors training courses. Existing staff also benefit from learning and development support. In the staff survey, the majority of staff (90%) reported they were kept up-to-date with training opportunities. 73% of women and 66% of men reported receiving support to undertake further training. Awareness of training opportunities was high and most staff who participated found it useful. Data from the University Learning and Development Centre (Table 11 & Figure 15) showed that the percentage of women participating in training was similar to the departmental staff profile with the exception of 2 courses.

Table 11: Sample of attendance at UWE LDC training 2013

Course	Females	Males	Percentage of Females
Welcome Fair	19	5	80%
Managers course	[Data removed]		
Mentoring workshops			
Development days	34	14	70%
Workload management system training	6	6	50%
Associate Head of Dept training	27	7	79%
Retirement workshop	5	5	50%
Academic Induction	[Data removed]		

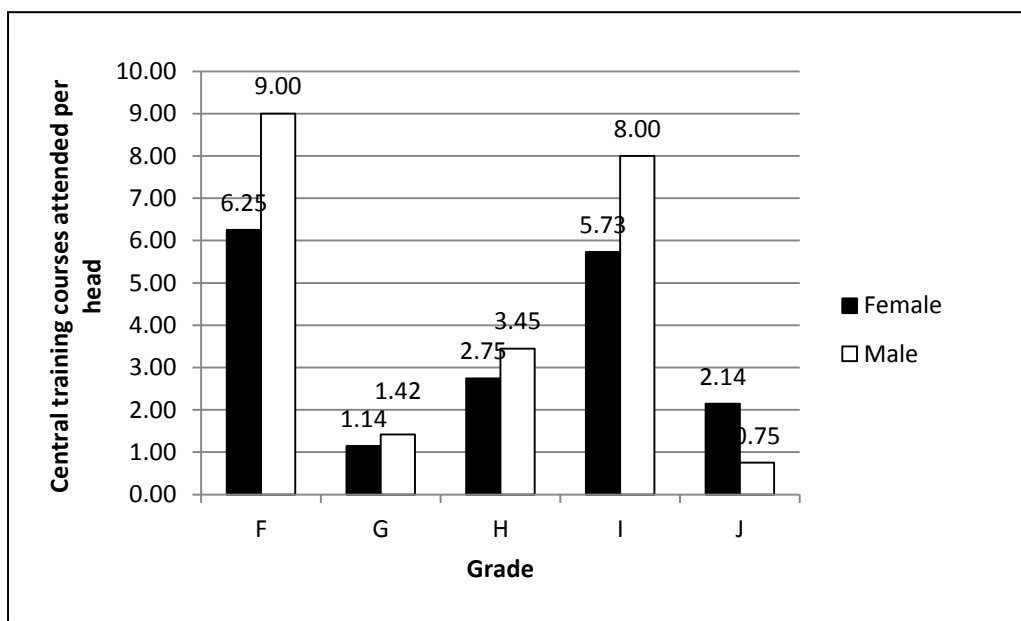


Figure 15: Centrally provided courses: courses attended per head, 2013

In each academic department, staff can apply for financial assistance to attend external conferences and training opportunities. Figure 16 shows training funded per head. In 2012/13, the departments allocated funds to support 73 academics travel and present papers at conferences or attend as delegates (55 females (73%) and 18 males).

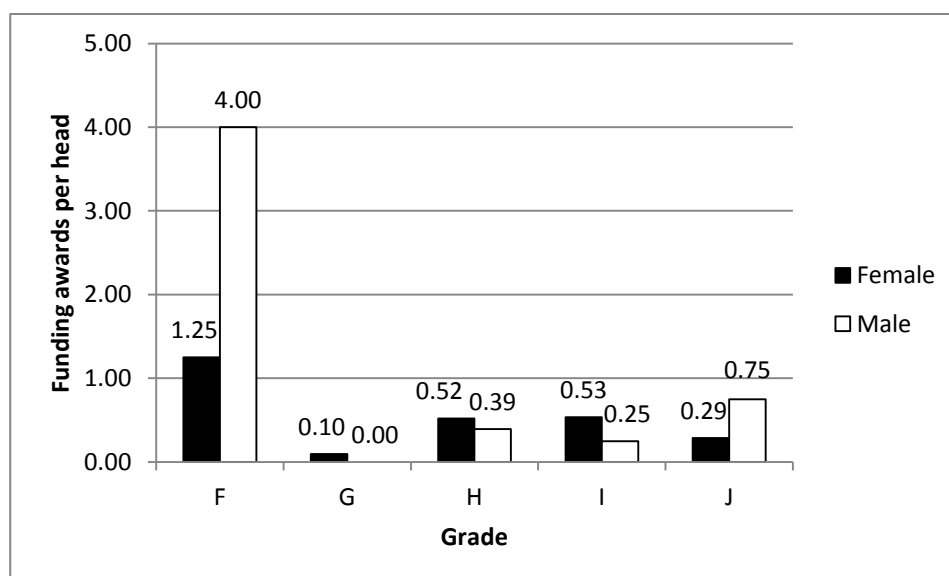


Figure 16: Departmental training funds: Training opportunities funded per head, by grade and gender, 2013

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

Due to the age profile of our students, there is a high proportion with family/carer responsibilities. Timetables for undergraduate and post-graduate programmes are published in advance (August) to support students to arrange family and childcare needs. University breaks are also scheduled, where feasible, to coincide with term breaks to support students with family commitments. Support programmes for students to develop their academic skills and employability are well established and widely advertised. For example, 'Espresso Maths' and 'Study skills' workshops aim to increase skills, knowledge and confidence of students to meet key programme learning outcomes. The Departments have also invested in Peer-Assisted Learning (PAL), a free scheme whereby second year students help facilitate the transition of new students into HE with organisational skill sets, assistance in utilising academic resources, and sharing experiences and knowledge. The scheme is well-regarded by students as evidenced by evaluation and comments on webpages. In 2013, DNM funded an internship to further strengthen PAL activity. Students are assigned a personal tutor for the life-time of their programme for which there is workload allocation, for which the gender split is based on the proportion of departments' female staff. Students can be reassigned on request. Personal tutors meet with students formally twice a year to provide academic support, review and feedback on achievements and advice on academic and pastoral issues. Informal meetings can also be arranged. Personal tutors are a valuable source of career advice and this support is critical in building confidence and esteem. DNM have Academics in Practice (AiPs), lecturing staff that assist students with practice transition in the clinical setting. It is recognised that first year students are most vulnerable and at risk of withdrawal. Consequently, as from September 2014, students will have contact with an AiP within the first two weeks of placement to discuss any issues/concerns (Action 4.1).

PGRD students are members of the Graduate School. They are hosted in departments and receive formal and informal support from both. Each doctoral student has a supervisory team that conforms to UWE requirements and provides support for students' research, career and pastoral needs. The Graduate School offers Skills Development Workshops incorporating many of the themes contained in Vitae's Researcher Development Framework (uptake shown in table 12). Students may also attend university research training on grant writing, developing bid costs, building strategic research partners and targeting appropriate funders. Informal Research Student Training days are organised every five weeks by the Director of Post-graduate Research [Data removed] and these meetings include workshops around transferable skills, PhD progression, post-doctoral career planning with peer-support sessions facilitated by an experienced female member of staff..

The Centre for Health and Clinical Research provides an active research environment for the departments' students, running a research seminar series open to all students and staff and involving students alongside emerging and leading female and male academics. Students also have opportunity to present at an annual Faculty student conference. PGRD student involvement in department and faculty activities is important. Students may attend biannual Department away-days. [Data removed].

Table 12: Graduate School Workshop attendance by DAHP and DNM students and staff in the last 3 years:

	Female	Male	Total
Students	80 % (90)	20 % (23)	113
Staff	[Data removed]		7

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

With exception of the Faculty Research Degrees committee, females are well represented on committees at Faculty level (Figures 17 and 18). Membership of the Faculty Research Degrees Committee is linked to specific Faculty and Departmental positions: [Data removed]. We will raise the issue of gender balance for this committee to determine whether there is opportunity to include more women in the committee (Action 5.1). Female representation on departmental committees is reflective of the staff profile of the respective departments (67% female DAHP and 79% female DNM). Mental Health/learning Disabilities student staff liaison group has lower female representation; this is reflective of the gender balance of this nursing field. There are no documented requirements about committees ensuring balanced representation and observer opportunities for staff development (Action 5.2).

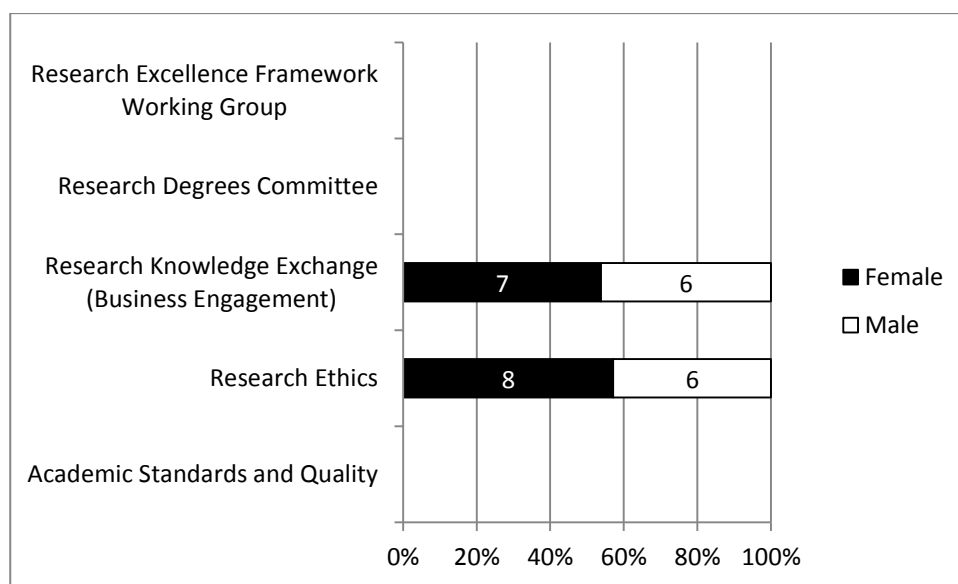


Figure 17: Proportion of females sitting on faculty committees/boards, 2011-12
 [Some data removed]

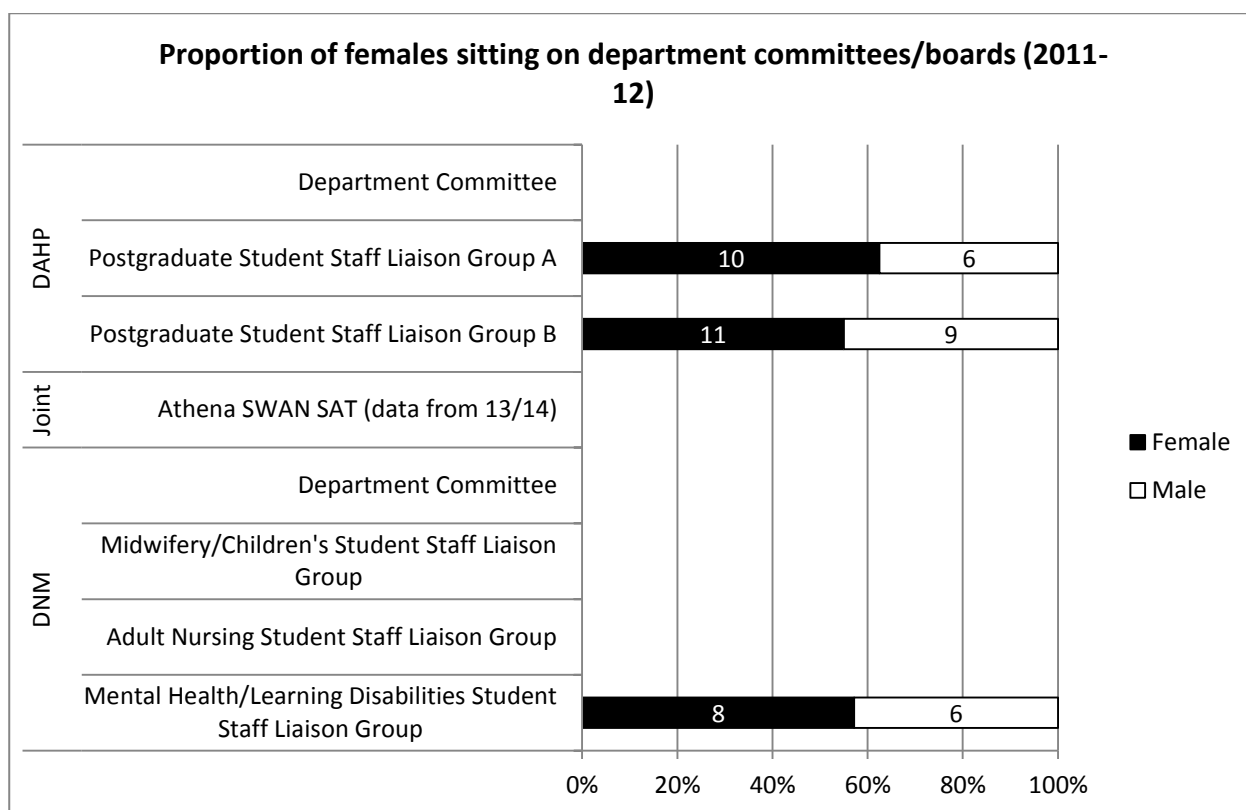


Figure 18: Proportion of females sitting on department committees/ boards, 2011-12

[Some data removed]

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

The number of staff on fixed term contracts as a percentage of those on permanent contract is shown in Figure 19 with details of the positions and staff grades shown in Table 13. Associate Lecturers form the largest number of fixed term appointments. The proportion of staff on fixed term contracts is increasing. This pattern has been observed in other departments; it may be reflective of temporary replacement for staff who took early severance, of uncertainty in the University sector or more flexibility in work arrangements to suit individual circumstances. In DNM, there was a higher proportion of females on fixed term contracts, but the difference between females and males reduced in 2013. More information will be gathered to examine departmental use of fixed term contracts and gender differences (Action 5.3).

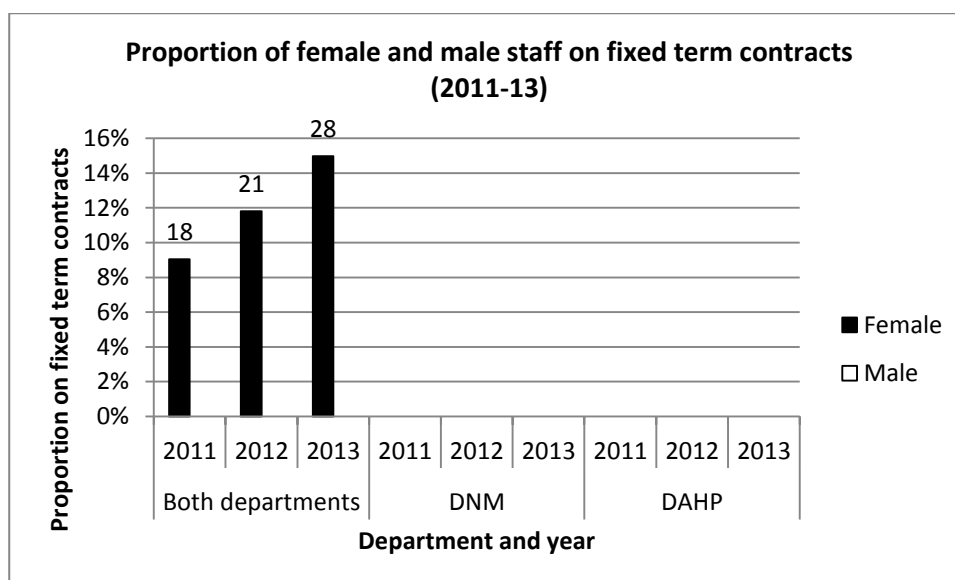


Figure 19: Proportion of female and male staff on fixed term contracts, 2011-13
[Some data removed]

Table 13: Female and male staff on fixed term contracts by position and grade, 2011-13

[Data removed]

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

In general, the membership of decision-making committees is determined by virtue of positions within the department and faculty. For example, Departmental Executives committees include the Head of Department, Associate Heads of Department as well as representatives from University services. A notable exception is the Faculty board which was recently constituted and includes elected representatives across the Faculty. Of the 23 available places, 12 are female. Membership of other committees, not determined by role, is decided by Executive Teams on the basis of workload capacity and expertise of individuals. Through the PDR progress, interests and expertise of staff are ascertained which contributes to the decision making process. With exception of the Faculty Research Degrees committee (Action 5.1), gender equality is usually achieved.

Staff are encouraged to represent the departments on a range of external decision making committees e.g. hospital boards/committees. A lead for the Collaboration for Leadership in Applied Health Research and Care SW is a member of DNM, and three female staff are directors or co-directors of strategic city wide Health Integration Teams. Participation on decision making board and committees may be linked to role, however workload allocation may be given to staff for activities. Because both departments have higher proportions of female staff, committee overload is generally associated with particular roles. The University and department leads are ensuring that academics work within their contracted workload.

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

UWE developed an online workload model which was implemented in 2012-13. It was based on the national academic role profiles and takes account of most teaching and learning, research, administrative and leadership activities of staff. The model is enabling management and distribution of workload of staff commensurate with individual's positions. Where required, the information is used to support business cases for staff recruitment. Implementation of the model has been challenging for staff with issues related to non-standard academic roles, underestimation of workload for activities (for example supervision of MSc students) and the challenge of representing the range of activities of staff in a workload model. It continues to be refined in response to staff feedback and reviewed for fitness for purpose. Core team members have been allocated workload for Athena SWAN activities in preparation of this application and formalisation of workload allocation for the SAT will occur in the coming academic year (Action 1.2).

Staff workload is managed by HODs and AHODs and periodically reviewed during the academic year. Rotation of some responsibilities is decided at programme/subject area level and some at departmental level. PDR is used to support individual staff to review their responsibilities and profile to determine activities that will contribute to career development (Action 3.8).

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

Faculty and Departmental meetings are organised between the hours of 09:30 and 16:00 but flexible working is supported to allow staff to fulfil their work and other responsibilities (see section b(i)). In general, the days and timings of departmental meetings are varied throughout the academic year to allow staff to engage with meetings as their schedules allow. This practice supports participation of part-time staff. Minutes of meetings are circulated or made available to staff on shared sites. Both departments also run a series of open forums for discussion of key and current issues. There is also a Faculty Calendar which provides advanced information on dates and times for upcoming committees. Research seminars, theme research groupings and workshops are all organised between 12:30 and 14:00 to maximise attendance. Fortnightly research seminars and monthly staff fora are made accessible to Gloucester colleagues using teleconference facilities. There is a nursery available for student and staff at the main campus and this open all year round between 08:00 and 17:30. These activities and facilities reflect how families with responsibilities are considered in enabling them to attend formal and informal staff gatherings.

Both departments are mindful of staff responsibilities outside work and most social gatherings for staff occur over coffee or lunch. Several events such as the Christmas party and annual Barbeque are shared events between the two departments to which all staff are invited. Other social

opportunities are scheduled to occur before or after the monthly departmental forums where refreshments and pastries are provided. Apart from discussing business issues and developments, these meetings also used to celebrate staff achievements in learning and teaching, in research and other areas. Use of Blackboard platform is used to communicate some aspects, for example a pdf of Staff publications for 2013 was disseminated to staff and students. Social media is being used to engage students with educational endeavours. In addition to departmental gatherings, programme/ subject areas teams arrange informal gatherings and there are also areas across the campus for staff and student use.

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

The gender profile of both departments is predominantly female and their visibility and representation at senior level also promotes an inclusive and female-friendly culture. Most female and male staff at senior level have children and some are PT; this provides positive role models for both staff and students. With the focus on healthcare in both departments, there is awareness about the use of appropriate language and behaviour in professional situations and departments promote an inclusive approach in all activities.

Although a visual audit of images and signage has not been purposefully conducted, the existing materials displayed on boards and in corridors reflect the nature and scope of healthcare profession roles as well as being gender neutral. This also applies to departmental website, where student stories and programme promotional videos reflect inclusivity, appropriate gender mix of the individual health professions. During open days, members of the professoriate of both genders are present to highlight their role in supporting the delivery of quality care provision, stress the value of research in curricula and to highlight opportunities for career advancement. These activities provide students, staff and potential recruits with positive role models.

In the survey, staff responded positively about the friendliness of the working environment (80% agreed), the support provided by colleagues (70%) and the support provided by line managers (74%). 10% disagreed about the friendliness of the working environment. This is higher than we would like. The geographical organisation within Glenside Campus and at Gloucester means that staff are located widely over a large region with small clusters of staff in some locations (Action 5.4).

Postgraduate research degree student and fixed term research employees are co-located in office accommodation across Glenside. Their buildings are separate to the main areas which limits socialising with academic staff. As part of our commitment to the Research Concordat, all sites are invited to departmental social gatherings and an annual departmental meeting to discuss their personal career development, availability of training opportunities, engagement with life-long learning and to explore issues of concern. Informal meetings are also facilitated as part of the induction process (Action 5.5).

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe

who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

DNM and DAHP outreach activities form part of the Faculty of Health and Applied Sciences (HAS) Widening Participation strategy, [Data removed] accountable for addressing targets and identifying areas for improvement. These events include mock nursing interviews which have been running since 2010 and are open to access students. Each year we have offered this experience to nearly 200 local college students. The use of female role models helps students to positively identify with the area.

A children's nursing project ran from 2010-2013. This engaged a local school in offering 20 of their students opportunities to be on the university interviewing panel for children's nursing. *Leap into health* summer schools have been running for 10 years and became residential in 2010. Students experience a range of health and allied health events to stimulate their interest in the professions.

We offer 2 annual Taster days where we accommodate 80 young people completing vocational courses, to attend the campus and learn more about university life and the range of programmes we offer. Careers events are supported throughout the year related to specific health and DAHP programmes.

In order to support these events the departments have identified eight female and four male academics who all have dedicated time and workload within their role in order to be involved in these events. During PDR processes and induction of new staff the opportunity to be involved in widening participation events is discussed and actively encouraged.

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

With the current staff age profile, the number of staff taking parental leave is low (Table 14). Between 2010 and 2012, 15 female staff took parental leave in both departments and there was a 100% return rate. The departments support 'Keep in touch days' for staff, these are negotiated on an individual basis and used flexibly. [Data removed]. Eleven females who took maternity leave completed the staff survey. [Data removed] (Action 6.1).

Table 14: Summary of maternity/paternity/parental leave, 2010-12

[Data removed]

'Staff returning with decreased hours' and 'Staff returning with increased hours' are both subsets of 'Staff returning afterwards'.

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

The number of staff taking paternity leave is also low. Between 2010 and 2012, six academic males took parental leave in both departments and all returned to their current role. Five male staff who had taken paternity leave completed the staff survey. No further support needs were identified. In the assessment period, there were no requests for adoption leave.

Table 15 indicates uptake of child vouchers across the department. In light of the number of staff taking parental leave, it is evident that they are aware of and take up the childcare voucher scheme.

Table 15: Uptake of childcare vouchers among academics, 2010-12

	2010			2011			2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Allied Health Professions			(10)	62 % (8)	38 % (5)	(13)	57 % (8)	43 % (6)	(14)
Nursing and Midwifery			(13)			(15)			(13)

[Some data removed]

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

As part of its 'work life balance' commitment, UWE supports flexible working and a variety of work arrangements. HR has been recording formal requests for flexible working since 2012. During this period, no staff from either department has made a formal request for flexible working. The small amount of data collected on formal requests at UWE suggests the following general principles: requests come in from a range of faculties and services, predominantly from female staff. Nearly all requests are approved and where these are not approved, an attempt is made to negotiate with the relevant line manager for alternative solution to accommodate the staff member need. This formal system sits alongside an informal system, where contractual changes may be agreed informally between manager and employee with no formal record of the reason for the contractual change kept by HR.

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

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

The University has policies for flexible working and for home working. Opportunities for flexible working are well established as a means of supporting individuals achieve work-life balance, strengthening recruitment and staff retention. UWE policies guidelines encourage managers to respond flexibly to formal staff requests for flexible/part-time work emphasising that policies must

be consistent and fair in their application and aim to enable individuals with their work-life balance. Survey data indicates 66% of staff take the opportunity to work flexibly in their hours, days or work patterns and 89% report that they use home/remote working. Staff were also asked whether they had the option of being able ask for time off at short notice within leave allocation without need to give reasons. 27% did not know whether this facility was available to them.

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

The University has established policies for maternity and adoption leave that are supported by the departments. Staff taking either maternity or adoption leave are supported by their AHoD or HoD. Consultations are provided prior to leave, to discuss arrangements for cover of work, preferred contact during leave and how they would like to use accrued annual leave to suit their circumstances. Line managers take responsibility for arranging short term (secondment) cover required for staff activities during leave, rather than redistribute workload. After leave, ongoing support is provided by the HOD/AHOD. In both departments, requests for changes in working arrangements to suit individual circumstances are considered at any stage in the journey to ensure a suitable work-life balance.

SECTION WORD COUNT: 4995

5. Any other comments: maximum 500 words

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

The University has a range of facilities to support students and staff. These include a state-of-the-art sport complex provides fantastic facilities, services, activities and classes for students, staff and the wider community to enjoy. 'Wellbeing and support' provides a number of services and facilities for staff experiencing health related issues, including sick benefit entitlements and occupational health advice. DNM provides a counselling/coaching service for all staff, which is well subscribed. There is also a University 24 hour helpline service that offers information and advice on a whole range of personal, emotional, family, legal and financial questions that we all have to deal with from time to time and can affect us at both home and at work

The University is also committed to equal pay. The Equality and Diversity Unit provides professional support and advice on equality and diversity for both staff and students. The Unit leads on equality projects and policy initiatives, and takes a proactive role in ensuring people are treated fairly regardless of age, disability, race, ethnicity, gender, religion, sexual orientation, trans status or maternity status. Equal pay audits are conducted centrally every 3 years with the next review due in 2014-15.

The staff survey was an important tool informing SAT team discussion. The overall response rate was 35% and similar from both departments. 85% of respondents were female (compared to 75% of female staff). The survey confirmed the distinctive profile of staff in DNM and DAHP i.e. that many staff have had professional careers prior to joining academia. In addition to the information included above, several other areas were highlighted. Staff were asked about caring responsibilities for partners or other adults. 14% are providing care currently (33% of males and 11% of females) and 35% have provided care in the last 3 years (42% of males and 30% of women). SAT members were surprised by the gender differentiated responses; other SET departments have reported that a larger proportion of women than men provide care. We discussed whether it could be related to professional backgrounds or perceptions of care and would like to explore this issue (Action 6.2).

41% of staff reported that they had not taken full allocation of annual leave (43% of women and 33% of males). The median number of untaken leave was 5 days (range: 0.5 to 15 days). This is similar to staff reports of using scholarly time (section 4a (ii)) and needs to be addressed (Action 3.5 & 6.3). There was a lack of awareness of initiatives to promote women in science (63 – 69% of respondents were not aware or engaged with department initiatives) and 90% said they did not personally benefit from initiatives in the department or at UWE. There are individual examples of staff benefitting from the initiatives in the department and further promotion of initiatives is required (Action 5.6).

SECTION WORD COUNT: 471

6. Action plan

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

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

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

In preparation of this Bronze application, the departments have taken the opportunity to assess the current position in relation to supporting women in academic and promoting inclusive practices across the breadth of departmental activities. There are many existing good practices within each department and also within the faculty and the university, some of which are highlighted in the information given above. In drawing up the Action Plan, the focus of the SAT team has been to build on current activity and to move forwards over the coming 3 years rather than on achievements to date. This is reflected in the Action Plan in the details provided for actions planned from April 2014 and the timescale of actions which is weighted towards implementation of actions within the first 18 months of the 3 year period.

Action	Description of action	Action taken already and outcome at April 2014	Further action planned at April 2014	Responsibility	Timescale	Success Measure
Ongoing self assessment process						
1.1	Develop Terms of Reference (ToR) for the DNM & DAHP SAT to ensure appropriate and refreshed membership	Preliminary discussion with SAT and HoDs about setting ToR for SAT	Draft, approve and adhere to ToR	SAT leads, SAT members	Develop ToR: April 2014 – Oct 2014. Adherence: ongoing.	ToR established and adhered to.
1.2	Workload bundles allocation for SAT in place to implement action plan	Workload allocation to SAT leads for development of Athena SWAN bronze application	Agreed ongoing allocation of workload bundles for SAT	DAHP and DNM HoD, Faculty AD (RKE)	August 2014	SAT team has annual workload bundles allocation to monitor and implement action plan
1.3	Confirm communication links between the departmental SAT and faculty/university committees	Incidental and periodic discussions with University and Faculty AS lead and Faculty AD (RKE)	Discuss communication methods with relevant parties and establish a communication plan	Athena SWAN SAT leads for depts., Faculty and University, Faculty AD (RKE)	April 2014 - August 2014	Communication plan and its implementation established and circulated
Student recruitment and achievement						
2.1	Monitor student data on an annual basis	Data for 2011-2013 reviewed and discussed by SAT	Annual monitoring of appropriate student data	AS officer and SAT team	January 2015 and ongoing	Update of action plan in light of emerging trends; data available for AS resubmission
2.2	Assess the proportion of female students on undergraduate paramedic science programme which replaced foundation programme	Schools engagement activities to promote profession to both males and females; Programme team awareness of gender balance in student selection	Monitor FTE student data on paramedic science courses Formulate further actions if percentage of females < 45%	SAT members, Paramedic programme team	November 2014 and ongoing	Data monitored, analysed and any trends used to inform action Percentage of females maintained at > 45% over review period

2.3	Explore factors influencing the high uptake of PG provision by females	SAT team discussion has identified several potential factors including promotional prospects, programme flexibility, programme pedagogy that may influence the proportion of females on PG courses	(a) Review and amend student feedback for PG courses to capture further information (b) Conduct focus groups with PG students in light of student feedback	SAT members, PG programme managers	(a) Academic year 2014-15 (b) Academic year 2015-16	Report of outcomes from student feedback and focus groups Disseminate good practice from the report to: Departmental Executives and Staff forums, Faculty Teaching and Learning Forum, University AS SAT
2.4	Monitor progress of students through the UG recruitment process by gender	Review and discussion of data 2010-2013	Annual review of student recruitment process for subject area, department and combined unit	AS officer, SAT members	January 2015 and ongoing	Trends identified and actions formulated & acted upon if appropriate.
2.5	Review and revise recruitment literature/ audio-visual materials to promote an inclusive PGR population, particularly to international markets.	The departments are expanding international PGR recruits and SAT team recognised that marketing materials needed to be cognisant of international students	Review recruitment materials, noting both proportions of males and females and the role they appear in, e.g. student, teacher etc.	SAT members, Faculty DPRS, Faculty Director of International & Research	April 2015	SAT audit of marketing materials embracing diversity and balance of genders and international communities Work with marketing to make any necessary updates of materials.
2.6	Examine degree attainment by factors including gender, ethnicity and entry level of study		Obtain student data analysis for review by programme teams. Actions formulated and implemented by programme teams where appropriate.	AS officer & Business Intelligence Unit, Dept Executives, Programme Managers, SAT	August 2015	Evidence of consideration of student degree attainment by gender and other factors in annual programme reports and/or subject area award boards

2.7	Collect PG degree attainment data		Agree markers for attainment for postgraduate studies. Monitor and analyse data. Formulate actions as appropriate.	AS officer & Business Intelligence Unit, SAT members, Programme managers	April 2015	Data collection developed and monitored. Data analysed and actions formulated.
Staff appointment, promotion and development						
3.1	Analyse staff data by FTE, grade & gender	Staff data 2011-2013 reviewed by grade and gender	Analyse staff data by FTE, grade & gender. Review and formulate additional actions to address any concerning aspects.	AS officer, SAT members	November 2014	Data analysed and reviewed. Any additional actions complete or in progress.
3.2	Positive recruitment for under-represented groups (females and BME where applicable) to new staff appointments		(a) Inclusion of positive action statements to encourage applications from under-represented groups (where applicable) to advertised positions in DNM & DAHP (b) periodic review of DNM and DAHP advertisements	(a) HODs, HR, (b) HR, SAT members	(a) July 2014 (b) annual review	Inclusion of positive action statements in DNM and DAHP advertisements (over and above current diversity statement on UWE advertisements)
3.3	Examine promotion and success rate of existing staff by gender for internal and externally advertised opportunities	Staff data reviewed for August 2012- July 2013	Annual review of staff promotion processes within departments. Review and formulate additional actions to address any concerning aspects.	AS officer, SAT members, HR	February 2015	Data analysed and reviewed annually Any additional actions complete or in progress.

3.4	Minimum notification period for internal advertisement of roles and positions (temporary or permanent) to staff		Internal opportunities will be advertised for a minimum of 10 working days unless there is a critical business need for a shorter period	Department Exec, SAT members	April 2014	Record of internal opportunities
3.5	Use of PDR to coach staff about use of scholarly time and workload management		(a) PDR reviewers to meet and be updated about PDR process (b) Implementation in PDR 2014 (c) Review and formulate additional actions	(a & b) HODs PDR reviewers, (c) SAT, HODs, PDR reviewers	(a) April 2014 (b) May-July 2014 (c) August - October 2014	Summary notes from Departmental PDR reviewer team meetings
3.6	Development of routes for academic staff transitioning from clinical careers to gain further academic qualifications	Annual university competition for completion of short academic programmes; Annual faculty competition for research and scholarly workload bundles which can be used to support doctorate level study	(a) review academic development routes and revise departmental processes to support staff undertake further study (b) promote academic development routes to staff	HODs, Faculty Executive, Dept Executive, PDR reviewers	(a) February 2015 (b) April 2015 and ongoing	Articulated academic development routes for departmental staff Increased awareness of staff of development routes and support

3.7	Advice and support for staff about internal promotion processes	HR web pages in development as part of University AS action plan	(a) Communicate presence of new HR web pages on progression and promotion when they become available. (b) Discuss production of case studies of those who have progressed via teaching & learning, practice, research and leadership routes with HR.	(a) HODs, SAT leads in addition to other University promotion (b) SAT members, HR resources	(a) When available (b) May 2014 and ongoing	New HR web materials communicated to all academic staff in the departments. Staff better informed about promotions process (measured by repeat staff survey)
3.8	Continue to monitor workload allocation by gender	Workload allocation reviewed for academic year 2012-2013	Monitor workload allocation by gender for 2013-2014 Review and formulate additional actions to address any concerning aspects.	AS Officer, SAT members	November 2014	Data analysed and reviewed. Any additional actions complete or in progress.
3.9	Completion rates for PDR in departments	100% completion target set for departments for 2014	100% completion of PDRs in 2014 and maintenance of completion rate	HODs	August 2014 and ongoing	100% completion rate of PDRs
3.10	Female mentorship for new female staff	Currently new starters may request a female mentor, as opposed to being actively offered a female mentor.	Modify induction pack to ensure that it is checked that new female staff are offered a female mentor	HoDs, AHODs, RCDs	June 2014	Modification of induction material Spot check with new staff
Support of female students						
4.1	Support undergraduate nursing students in first and further clinical placements	First year students contact AiP if problems occur in first placement, rather than being contacted proactively	Academics in Practice will contact undergraduate students within two weeks of placements	Academics in Practice (AiPs), Helen Cox	January 2015	Monitor with AiP target has been achieved

Organisation and Culture						
5.1	Ask Research Degree Committee to review ToR and consider additional members.	Review of female representation on committees	Additional members may include new doctoral supervisors, representatives of doctoral supervision community.	Faculty AD (RKE), Faculty DPRS.	September 2014	Lobbied for improved female representation of FRDC as a result of additional members
5.2	Use of a committee checklist document to facilitate balanced representation, inclusive practices and staff development opportunities within Faculty and departmental committees		Lobby for development and adoption of a checklist for committees	SAT members, Department and Faculty executives University AS SAT	September 2015	Lobbied for development and adoption of a committee checklist
5.3	Analysis of fixed term contract data in particular Associate Lecturer contracts	Review of information from 2011-2013	Conduct more detailed analysis of fixed term contract data to ascertain trends in relation to length of contracts etc and conversions to permanent positions	HR, AS Officer, SAT members	November 2014	Data analysed and reviewed. Any additional actions complete or in progress.
5.4	Awareness and promotion of organised and informal departmental meetings and social gatherings		Gather further information about informal staff support at subject area/programme level Promote departmental social opportunities for staff networking in staff notifications	SAT members, HoDs and AHoDs	September 2014	Information available for new and existing staff about social activities Social networking opportunities highlighted in notifications about departmental meetings

5.5	Increase PGRD and clinically based research staff involvement in departmental social gatherings	PGRD and clinically based staff are included in generic invites to departmental events	Promote attendance at departmental social gatherings via personal invitation from AHoDs, or research supervisors; identify barriers for attendance/participation	AHoDs (RIKE), Research supervisors	July 2014	Increased uptake of invitation to departmental social gatherings
5.6	Promote women in science initiatives	Staff survey showed lack of awareness or engagement in initiatives	<ul style="list-style-type: none"> • Use of email circulars, departmental newsletters, departmental events to promote initiatives • Joint departmental deliberative meeting for AS promotion • Guest speakers 	SAT members, HODs and departmental and Faculty executives	July 2015	Develop strategy to increase awareness and involvement in women in science initiatives
Staff support & flexible working						
6.1	Improve support for staff taking maternity leave in the departments	Staff who had taken maternity leave and completed the survey indicated that they would appreciate support from role models	Raise awareness of University Maternity Group staff network; explore interest in departmental maternity support group	SAT members, HODs	July 2014	Increased awareness of support groups (university and/or departmental) for staff taking maternity leave

6.2	Explore how staff view 'caring' duties and what flexible working or support might be appropriate.	Staff survey revealed that more male staff in the departments are or have cared for other adults in their home life than equivalent data from other UWE departments.	Focus groups for staff with caring duties to provide deeper data on this topic.	SAT members	Summer 2016	Report of outcomes from student feedback and focus groups Development of Action Plan if required
6.3	Address issue /perceived issue around staff working hours and inability to take full annual leave allocation.	Staff survey which indicates that a number do not take their full leave allocation; staff leave is recorded and monitored	Address issues in the following ways: <ul style="list-style-type: none"> • Encourage completion of annual leave cards by staff • Proactive monitoring of staff annual leave by HODs, AHODs & other AL card signatories 	HODs, AHODs & signatories of annual leave cards	February 2015 and ongoing	Reduction in proportion of staff who have not taken full leave allocation and reduction in the maximum number of days not taken

Key to Action Plan Abbreviations

AD	Associate Dean
AHoD	Associate Head of Department
AiP	Academics in Practice
AL	Annual Leave
AS	Athena SWAN
BME	Black and Minority Ethnic
DAHP	Department of Allied Health Professions
DNM	Department of Nursing and Midwifery
DPRS	Director of Postgraduate Research Studies
Exec	Executive
FRDC	Faculty Research and Development Committee

HoD	Head of Department
HR	Human Resources
PDR	Performance and Development Review
PG	Postgraduate
PGRD	Postgraduate Research Degrees
PGR	Postgraduate Research
RCD	Research Centre Director
RKE	Research & Knowledge Exchange
SAT	Self Assessment Team
ToR	Terms of Reference
UG	Undergraduate

FTE	Full Time Equivalent
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UWE	University of the West of England, Bristol
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Gantt Chart of Action Delivery

Action	2014			2015				2016			
	Apr-Jun	July-Sept	Oct-Dec	Jan-Mar	Apr-Jun	July-Sept	Oct-Dec	Jan-Mar	Apr-Jun	July-Sept	Oct-Dec
1.1											
1.3											
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