

Cardiff School of Optometry and Vision Sciences Action Plan

Please attach your action plan for the next three years which summarises **actions identified** from the data and commentary above, naming the **person responsible** and **time scale**.

Overall Responsible Head of School & task specific responsibilities.

1. Monitor and improve the ways in which we deliver our activities. Mainstream gender equality as a core value of School.

	Action	Overall Responsibility	Responsibility	Timescale	Success indicators
1.1	Analyse E&D data and report annually to Equality and Diversity/Staff Development Committee	Head of School	School Manager	Annually	Reports presented to Equality and Diversity/Staff Development Committee. Develop actions where needed to address areas for improvement
1.2	To ensure that admissions tutors attend Equality and Diversity training, which includes gender equality and Equality Impact Assessment, on a regular basis	Head of School	School Manager, E&D Manager, HR and School Admissions Tutors	2011 and biennially thereafter	Admission Tutors will be fully trained in Equality and Diversity, gender equality and equality impact assessment
1.3	Undertake equality impact assessment of the School's personal tutor allocation system	Head of School	School Manager and Director of Learning and Teaching	June 2011	Fair personal tutor allocation system which meets the needs of all students.

1.4	Review School-level induction to ensure that policies are communicated clearly and provides support to all staff	Head of School	School Manager	September 2011	Induction includes information and awareness about University and School policies, staff support networks, staff web pages, Positive Working Environment and other support available to staff.
1.5	Raise awareness of the University's Work-Life Balance and Flexible Working schemes	Head of School	Chair of Equality and Diversity Committee	June 2010	Staff are aware of the Work Life Balance and Flexible Working schemes available throughout the University.
1.6	Provide Training to line managers of the Work Life Balance and Flexible Working Schemes	Head of School	School Manager and HR	December 2010	Line managers feel empowered to deal confidently with issues related to work-life balance and flexible working. Staff would feel confident in utilising the schemes and feel more supported.
1.7	Work load model to be used as an instrument to prevent over-burdening of senior female staff and allow for the recognition of gender equality work and outreach activities, whilst maintaining the gender balance on committees	Head of School	Head of School and School Manager	December 2011	Fair distribution of activities amongst all staff in the School.

1.8	When possible, ensure that all interview panels are gender balanced	Head of School	Interview panels	To be implemented at next available opportunity	Interview panels are balanced and gender-representative, whenever possible.
1.9	Further utilise our networks with other Athena Swan engaged Schools beyond Cardiff University, particularly those holding the Gold award	Head of School	Head of School and School Manager	Summer 2011	A meeting with Bristol University's Biochemistry Department took place on 15 th April 2010. We plan to meet with York University as a holder of the gold award as a means of sharing good practice.

2. Ensure that support mechanisms are implemented to enable career progression of females in the School

	Action	Overall Responsibility	Responsibility	Timescale	Success Indicators
2.1	Provide promotion training for female staff in the School as a positive action measure	Head of School	School Manager and HR, with Pro Vice Chancellor for Staff and Diversity	Annually	Female staff are cognisant of the promotion scheme of assessment.
2.2	Encourage female staff who have the required	Head of School	All line	To be implemented	Females will be successfully encouraged

	profile for promotion to apply. This will be identified during appraisal and mentoring.		managers	within the next 3 years	to apply for promotion.
2.3	Encourage mentoring for those considering submitting an application for promotion.	Head of School	School Senior Mentor	To be implemented within the next 3 years	Increased uptake of mentoring opportunities by women applying for promotion.
2.4	Encourage all staff to undertake leadership and management training	Head of School	All line managers in the School	Annually	Increased uptake of management and leadership training from School staff.
2.5	Raise awareness of the Women in Universities Mentoring Scheme and the Women Professors Forum and encourage staff to utilise	Head of School	All line managers in the School	Ongoing	Awareness of WUMS and other development opportunities will be raised during staff induction and E&D training. More women utilising the schemes.
2.6	To schedule a series of presentations from senior members of staff to postgraduate students, giving insight into career progression and creating role models	Head of School	School Manager	Annually	Good attendance at presentations and lessons learnt.

2.7	Identify and address, wherever possible, the needs of staff returning from maternity leave	Head of School	Head of School and School Manager	December 2010	Focus group to be held to collect feedback from staff that have returned from maternity leave and set up a task and finish group to identify actions needed.
2.8	Increase advanced notification of social events and ensure that meetings end within the core working day	Head of School	All staff	2010/11 academic year	Calendar of events drawn up for the upcoming academic year. Meeting invitations to have a finish time attached to them.
2.9	Provide a supportive environment for postdoctoral staff, including preparing them for transition to academic careers if desired as well as including their profiles on the School's website. This can be achieved by regular meetings with mentors, centrally-held training and increase their experience in School activities through attending staff meetings and committee meetings and ensuring effective	Head of School	Director of Research and the School's Postdoctoral Co-ordinator, School Athena Swan Steering group, Careers Advice, Training and Development Manager – Research Staff (HR)	Implementation commences 2010/11 academic year.	Supportive environment that provides careers advice and centrally provided support and training for early stage researchers. Participation in activities within the School will also ensure that researchers gain a wide range of experience.

	communication of opportunities available within the University.				
2.10	Give positive, constructive, and detailed feedback to unsuccessful postdoctoral applicants for lecturer positions to assist them with future applications.	Head of School	Interview panel Chairs	To be implemented at next available opportunity	
2.11	Ensure, where possible, that the School committee system is gender-balanced.	Head of School	Head of School and Deputy Head of School	Within the next 3 years	The male to female ratio on all School committees will be even and stereotypical memberships deconstructed.

3. Ensure provision of a positive and supportive environment for all students, providing courses that meet the needs of a diverse student community.

	Action	Overall Responsibility	Responsibility	Timescale	Success Indicators
3.1	Attend careers fairs in local secondary schools to communicate the availability of the foundation course and to	Head of School	School Careers Officer and Undergraduate Admissions	Annually	Increased numbers of female applications from all backgrounds. In addition, it aims to increase application numbers in general.

	encourage females from all backgrounds to apply		Tutor		
3.2	To develop a suite of postgraduate taught courses, which would include a Masters course. This will enable the School to provide courses that are attractive to both females and males, particularly as the courses will include distance learning components and can be undertaken on a modular basis.	Head of School	The School's postgraduate centre	September 2011	Postgraduate taught courses will be available and utilised by students that require flexibility in their mode of study.
3.3	Monitor Postgraduate Taught and Postgraduate Research student numbers post 2011 for gender implications	Head of School	School's Postgraduate Centre and Director of Postgraduate Research	End of 2012	Gender Equality Impact Assessment conducted utilising the data collected.
3.4	Collect evidence for 2 academic years from postgraduate research students regarding what support they require from	Head of School	Director of Postgraduate Research	End of 2012	Views obtained through staff/student panels and anonymous survey and actions formulated to address areas for improvement, including tackling gender-

	the School to improve their experience and whether there are any gender-related issues.				related issues.
--	---	--	--	--	-----------------