

Athena SWAN Bronze Department award renewal application



Name of institution: Cardiff University **Date of application:** April 2016

Department: School of Medicine

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Date of previous award: November 2012 (Bronze)

Date of university Bronze and/or Silver SWAN award: 2014 (Bronze)

Level of award applied for: Bronze

List of abbreviations

AS	Athena SWAN
AUA	Association of University Administrators
BME	Black, Minority, Ethnic
C21	Undergraduate Medical Curriculum
C4ME	Centre for Medical Education
C&G	Division of Cancer and Genetics
CTR	Centre for Trials Research
CWG	Core Working Group
EDHR	Equality, Diversity and Human Rights
E&D	Equality and Diversity
F	Female
FT	Full-time
GW4	Great Western Four – four universities based in the south west – Cardiff, Bristol, Bath, Exeter
HR	Human Resources
I&I	Division of Infection and Immunity
LGBT+	Lesbian, Gay, Bisexual, Trans* - the plus is inclusive of all other gender and sexuality designations that people may choose for themselves (asterisk is used as an umbrella to be inclusive of all non-cisgender people)
M	Male
MPAS	Maternity, Paternity, Adoption, Surrogacy
MPSS	Managerial Professional and Support Services Staff (managerial pathway)
OE	Open-Ended Contract
PDR	Personal Development Review (formerly appraisal)
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PM	Division of Population Medicine
PMCN	Division of Psychological Medicine and Clinical Neurosciences
PT	Part-time
PRES	Postgraduate Research Experience Survey
PSS	Professional and Support Services Staff (administrative pathway)
PTES	Postgraduate Taught Experience Survey
REF	Research Excellence Framework
SAT	Self-Assessment Team
SET	Science, Engineering and Technology
SIMS	Student Information Management System
STEMM	Science, Technology, Engineering, Maths, Medicine
T&R	Teaching and Research
T&S	Teaching and Scholarship
UG	Undergraduate

Statement of additional words

As the School has undergone a significant restructure since the last application, a request was made for additional words in order to cover the details of the restructure in the application. Please see Appendix 3 for a copy of the email confirming that 1000 additional words were granted.

Word counts

Section 1	541/500	41 additional words used in this section
Section 2	949/1000	N/A
Section 3	2578/2000	578 additional words used in this section
Sections 4-7	4734/5000	N/A
Section 8	485/500	N/A
TOTAL	9,287	572 additional words used in total

- 1. Letter of endorsement from the Head of Department – maximum 500 words**

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11 February 2016

Dear Ms Gilligan,

RE: Application for Athena SWAN Bronze Award

I am delighted on behalf of our students and staff to endorse our application for an Athena SWAN Bronze Award. Success in achieving the award acknowledges the considerable work that has been invested to provide an environment that promotes careers that are attractive for all. Our application represents the culmination of sustained effort by all members of our School, driven by our SAT – the size and diversity which was fully intentional, encapsulating the spirit of Athena SWAN.

The restructure of the School has allowed me to examine our fundamental principles, providing unrivalled opportunities to embed the Athena SWAN principles in all we do. I am determined to ensure opportunities and support for all, regardless of gender and circumstances. Indeed, at our recent Away Day there was a unanimous agreement that our School's core values include fairness, openness, and opportunity. Our application exemplifies our dedication to addressing gender inequalities that have previously had a clear impact on the degree to which female academics have been enabled to develop their career. There remains a marked gender imbalance in senior and leadership roles across the School, as a result of the "leaky pipeline" (in particular from lecturer to senior lecturer) – whilst I recognise that redressing that balance represents a long journey, it is imperative that we continue to address the underlying questions around why this occurs and develop an environment that enables us to meet these challenges. We have launched a number of programmes to correct this including a mentorship scheme, support and training for promotion applications, and confidence-building workshops.

Although we successfully applied for Bronze in 2012 we recognise that we have not made sufficiently evidenced impact to enable us to currently apply for Silver, largely due to significant transformational changes in structure and leadership over recent years. I believe these changes will benefit us in the long term, and we have worked hard to re-balance gender representation in the composition of the senior leadership team - I will ensure we continue to improve this. Our students have been supported in developing a sub-committee, and sub-groups will be launched in Divisions within the School. Athena SWAN is now a standing item on the agenda of all key meetings across the School.

A major achievement, of which I am very proud, was the Athena SWAN Lecture Series launched in 2014. Attended by students and staff, bi-monthly seminars with guest speakers (senior academics and professional support services staff) provide an opportunity to network and obtain career insights from successful colleagues.

I am determined to maintain an environment for our students and staff to achieve their full potential and I fully endorse the priorities for further development detailed in our Action Plan. I was delighted to appoint an individual whose role includes the coordination of the Athena SWAN Action Plan – whilst it is a responsibility of us all to ensure these are implemented, a central coordinated approach to this ensures drive and consistency across the School. I look forward to unveiling details around an Athena SWAN Bursary that I will launch in 2016, providing support to students and staff in achieving success. As we continue embedding our principles and successfully implementing the Action Plan, I confidently anticipate submitting our application for a Silver Award in 2017/18.

Yours sincerely,

Professor John Bligh
Dean of Medicine and Head of School

Section 1 word count: 541/500 (41 additional words used)

2. The self-assessment process – maximum 1000 words

a) A description of the self assessment team

The self-assessment team (SAT) comprises 12 women and 5 men (Tables 1 and 2) at different stages of their careers and with different experiences of work-life balance. Members represent the newly constituted Divisions/Centres within the School of Medicine and report back to their Division/Centre to help drive forward the Action Plan. As appointments, job roles and School structures have changed, membership of the SAT has changed to include new representatives from across the School including HR representatives and the School Manager. MBBCh undergraduate (UG) students are represented on the SAT by a sub-group made up of 12 students (1 male, 11 female) (Table 3), who rotate attendance at the SAT meetings. There are no fixed terms of office, however, which means that each position is flexible.

Table 1. Core Working Group

Member and Gender	Initial	Career/Study Path	Campus	Title	Charter Role	Comments
Susan Wong (F)	FSW	Teaching and Research	University Hospital of Wales (UHW) and University Hospital Llandough (UHL)	Professor (FT) Division of Infection and Immunity Honorary Consultant Physician	SAT Chair	Previous care responsibilities.
Paul Brennan (M)	PB	Teaching and Research	UHW	Reader (FT) Division of Cancer and Genetics	SAT Deputy Chair Data Lead	Parent and experience of parental leave. Dual career family.
Anna Hurley (F)	AH	Professional Services	UHW	School Manager (FT)	School representative / reporting to the Senior Management Team	Working flexibly. Parent and experience of parental leave. Participated in Aurora Leadership Development Programme.
Ruth Williams (F)	RMW	Professional Services	Two locations at UHW	Athena SWAN Executive Officer (PT), 2 days per week Postgraduate Courses Coordinator (PT), 3 days per week	SAT Support	Experience of working flexibly in order to stand for public office. Participated in Springboard Women's Development Programme. Two days per week workload allocation for Athena SWAN

Table 1. Description of the Core Working Group which is part of and reports to the SAT

Table 2. Full self-assessment team (SAT)

Member and Gender	Initial	Career/Study Path	Campus	Title	Charter Role - representing	Comments
John Bligh (M)	JB	Dean	UHW	Professor (FT)	Dean and Head of School of Medicine (<i>Ex Officio</i>)	Dual career family.
Stephan Collishaw (M)	SC	Teaching and Research	Haydn Ellis Building, Maindy Road Site	Senior Lecturer (FT)	Division of Psychological Medicine and Clinical Neurosciences	Parent and experience of parental leave.
Ruth Coomber (F)	RC	Professional Services Staff	UHW	Division Manager (FT)	Division of Population Medicine	Parent and experience of working part-time.
Bronwen Evans (F)	BE	Teaching and Research	UHW	Reader (FT)	Division of Cancer and Genetics	Experience of informal flexible working.
Kerry Hood (F)	KH	Teaching and Research	UHW	Professor (FT)	Centre for Trials Research	Parent and experience of parental leave. Has had other caring responsibilities and used dependent's leave. Dual career family.
Kristin Ladell (F)	KL	Teaching and Research	UHW	Clinical Senior Lecturer (FT)	Division of Infection & Immunity Clinical Academic	Parent and experience of parental leave. Has benefitted from the University Academic Promotion scheme.
Robert Pickering (M)	RP	Postgraduate Research Student	UHW	Postgraduate Research Student (FT)	Postgraduate research and early career research	

Kathryn-Ann Slade (F)	KAS	Professional Services Staff	UHW	HR Manager, Clinical Services (FT)	College of Biomedical and Life Sciences HR	Experience of working flexibly.
Helen Sweetland (F)	HS	Teaching and Scholarship	UHW and UHL	Professor (FT) Personal Chair Honorary Consultant Surgeon	Centre for Medical Education	Has benefitted from the University Academic Promotion Scheme.
Ann Taylor (F)	AMT	Teaching and Scholarship	UHW	Reader (PT)	Centre for Medical Education Postgraduate Taught Students' Representative	Experience of working flexibly. Has benefitted from the University Academic Promotion Scheme.
Jason Twohig (M)	JT	Post-doctoral Research	UHW	Post-doctoral Research (FT)	Post-doctoral Research Division of Infection and Immunity	Experience of working flexibly. Parent and experience of parental leave.
Anwen Williams (F)	ASW	Teaching and Research	UHW	Reader (FT)	Research Staff and Students Division of Infection and Immunity	Experience of informal flexible working. Has benefitted from the University Academic Promotion Scheme.
Sherrie Witts (F)	SW	Professional Services Staff	UHW	Senior Administrator (FT)	Professional Services Staff Division of Cancer and Genetics	Experience of working flexibly Participated in Aurora Leadership Development programme.

Table 2. Description of the full self-assessment team, correct at time of application submission

Table 3. Undergraduate student subgroup

Member and Gender	Year of Study	Curriculum	Comments
Megan Allenby (F)	MBBCh Medicine Year: 2	C21	Has an academic mentor who is seen annually. Assisted in organising International Women's Day event.
Natasha Chilambo (F)	MBBCh Medicine Year: 3	C21	Has an academic mentor who is seen annually.
Shivali Fulchand (F)	MBBCh Medicine Year: 5 BSc Medical Genetics (Intercalated) Year: 1	Pre-C21	Has an academic mentor who is seen annually.
Ritty George (F)	MBBCh Medicine Year: 4 BSc Psychology and Medicine (Intercalated) Year: 1	Pre-C21	Has an academic mentor who is seen annually.
Faris Hussain (M)	MBBCh Medicine Year: 2	C21	Has an academic mentor who is seen annually.
Alice Pennington (F)	MBBCh Medicine Year: 3	C21	Has an academic mentor who is seen annually.
Pakinee Pooprasert (F)	MBBCh Medicine Year: 2	C21	Has an academic mentor who is seen annually.
Claire Smith (F)	MBBCh Medicine Year: 2	C21	Has an academic mentor who is seen annually. Assisted in organising International Women's Day event.
Amelia Tee (F)	MBBCh Medicine Year: 2	C21	Has an academic mentor who is seen annually.
Molly Townson (F)	MBBCh Medicine Year: 1	C21	Has an academic mentor who is seen annually.

			Has been involved in Feminist Society ('Women's Association').
Emma Watson-Jones (F)	MBBCh Medicine Year: 2	C21	Has an academic mentor who is seen annually. Assisted in organising International Women's Day event.
Stephanie Wentzel (F)	MBBCh Medicine Year: 3	C21	Has an academic mentor who is seen annually.

Table 3. Description of the undergraduate student subgroup, correct at time of application submission

b) An account of the self assessment process

A Core Working Group (CWG, Table 1) meets monthly. The CWG reports to the SAT, which has met quarterly, and reviews and coordinates the Action Plan, analyses data, and refines the application.

The goals of the SAT are to:

- assess the current situation by obtaining details of the gender balance of students and staff across the School of Medicine, compared with the University and to SET;
- identify and transfer good practice across the School;
- identify challenging areas that require change and movement towards better practice:
- prepare the application, plan for the future, advise and aid implementation of the Action Plan.

Selected activities since the last application include:

- Appointment of an Executive Officer with responsibility for co-ordinating the SAT activities, supporting implementation of the Action Plan and related AS activities
- Staff surveys performed, data analysed (2012, 2015) and results disseminated to staff
- Launch of School of Medicine AS Celebration Lecture Series (2014-16)
- Advice to senior management and staff support provided during MEDIC Forward transitional change (2015)
- Senior Management AS Workshop (2015)
- Reviewing AS applications and sharing of good practice at University and national level (FSW, PB, KAS)
- Publicising AS through School structure via Divisions/Centres Representatives (2012-16)
- Running a mock AS panel for the College of Biomedical and Life Sciences (PB, FSW, RMW, 2016)
- Reviewing procedures for PGR students (ASW; 2014-16)
- Creation of undergraduate student AS group (FSW, RMW; 2016)

- Formation of PSS network (RC; 2016)
- Review and comment on staff and student numbers (2015, 2016)
- Documents publicising AS (PB, RMW).

Other key work ongoing in the School:

- Development of a Workload Model for the University that will be adopted by the School during the next two years (led by the Dean of Research)
- Development of a bursary to provide support for training opportunities across the School (led by the Dean and School Manager).

Support provided by SAT members outside of the School

- Participation and contributions to University AS SAT (FSW, PB)
- Support and advice to the AS Network for the College of Physical and Life Sciences and to Cardiff Metropolitan University (PB).

Events attended by SAT members:

- Chair (FSW): GW4 Chairs' meeting hosted by Bath University, for sharing best practice and expansion of initiatives (such as the mentoring pilot) across the University Colleges and beyond (2015).
- Executive Officer (RMW): ECU workshop, hosted by Cardiff Metropolitan University (2015), included expansion of the AS initiative and has helped us structure our Action Plan appropriately. For example encouraging staff to update CVs during the PDR cycle to identify training needs and career progression.
- Chair and Deputy Chair (FSW, PB): Gender Equality Network event in London (2015).

Preparation of current application

As part of the previous Action Plan and in preparation for the current application, a survey within the School of Medicine was conducted in 2012 and in 2015. This survey aimed to help determine priorities and strategies to improve gender balance in both the short- and long-term. For the 2015 survey, 33% of staff responded

(66.9% female, 31.6% male and 1.6% preferred not to say) and their views have been used to inform this application.

Action 2.b.i: Review questions and update staff survey.

The application was written between September 2015 and April 2016. A collaborative Dropbox folder was used by the SAT to facilitate communication and ensure all had equitable access and ability to contribute to the document.

The application was reviewed by Cardiff University staff from outside the School and external equality experts from outside Cardiff University, including Ailsa McGregor who headed up AS applications at University of Exeter and Christine O'Byrne at Chwarae Teg, a charity that aims to deliver 'A Wales where women achieve and prosper'. Applications from Schools within the College of Biomedical and Life Sciences were reviewed by a mock Review Panel.

The Executive Officer (RMW) consulted with the University Communications and Information Services Team, and with the central HR team on sharing best practice across Schools. The Executive Officer (RMW) has set-up and leads a University-wide AS group on the Microsoft Yammer platform (a professional version of social media) which allows staff to communicate and share best practice.

c) Plans for the future of the self-assessment team.

The SAT will continue to meet quarterly with ongoing monthly meetings of the CWG to guide Actions. The team will remain a subsidiary group of the School Equality, Diversity and Human Rights (EDHR) Committee which reports to School Executive, through to the College, and central University committees. In addition, the School Manager (AH) reports directly to School Executive.

Each Division/Centre will have an AS sub-group introduced devolving the responsibility of the Action Plan to these Divisions/Centres (Figure 1), following an initial pilot. This will increase awareness and create ownership, encouraging Divisions/Centres to take responsibility for and address the Actions that are pertinent to them. Progress reports will be sent to the SAT for consideration in the quarterly meetings. Each sub-group will identify a 'champion' who then joins the SAT. The SAT and the sub-groups will work collaboratively to ensure implementation of the Action Plan.

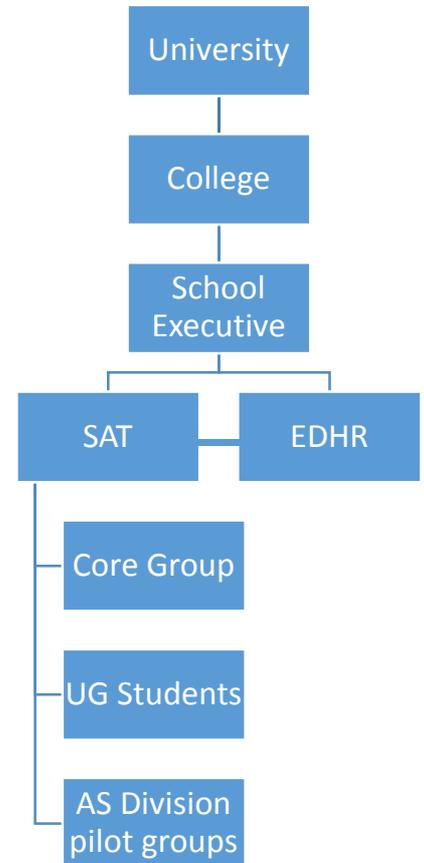


Figure 1. AS reporting mechanisms

PRIORITY ACTION 2.c.i: Pilot two Divisional Athena SWAN sub-groups.

Section 2 word count: 949/1000

3. A picture of the department – maximum 2000 words

a) Provide a pen-picture of the department.

The School of Medicine is based within the College of Biomedical and Life Sciences. As of August 2015, the School employed 1,113 members of staff (58% female) who coordinate research and the teaching of over 3,000 undergraduate and postgraduate students (56% female) (Figure 2). The School is located on five campuses: University Hospital of Wales, Velindre Cancer Hospital, University Hospital Llandough, Cardiff Royal Infirmary (all based in Cardiff) and Keir Hardie in Merthyr Tydfil.

Since the last AS application, the School and Cardiff University have undergone substantial changes. These include a new Dean of Medicine, School Board, and changes to the internal structures. The restructuring of the School of Medicine (MEDIC Forward) in 2015/16 has led to the creation of five new entities: the Centre for Medical Education, four research Divisions: Cancer & Genetics; Infection & Immunity; Population Medicine; and Psychological Medicine & Clinical Neurosciences (Figure 3). The School also hosts the Centre for Trials Research (CTR) for the College. The College incorporates Medicine and eight other Schools.

A full Equality Impact Assessment was undertaken for the restructuring. Trade Unions and the School MEDIC Forward Team worked collaboratively to promote good practice and to resolve issues of uncertainty and improve clarity of the process. This was supported by regular meetings and written communication.

The School mission is 'to create and share knowledge and to educate and train individuals to become exemplary clinicians, scientists, teachers and innovators. It has a record of world-class research and innovation.

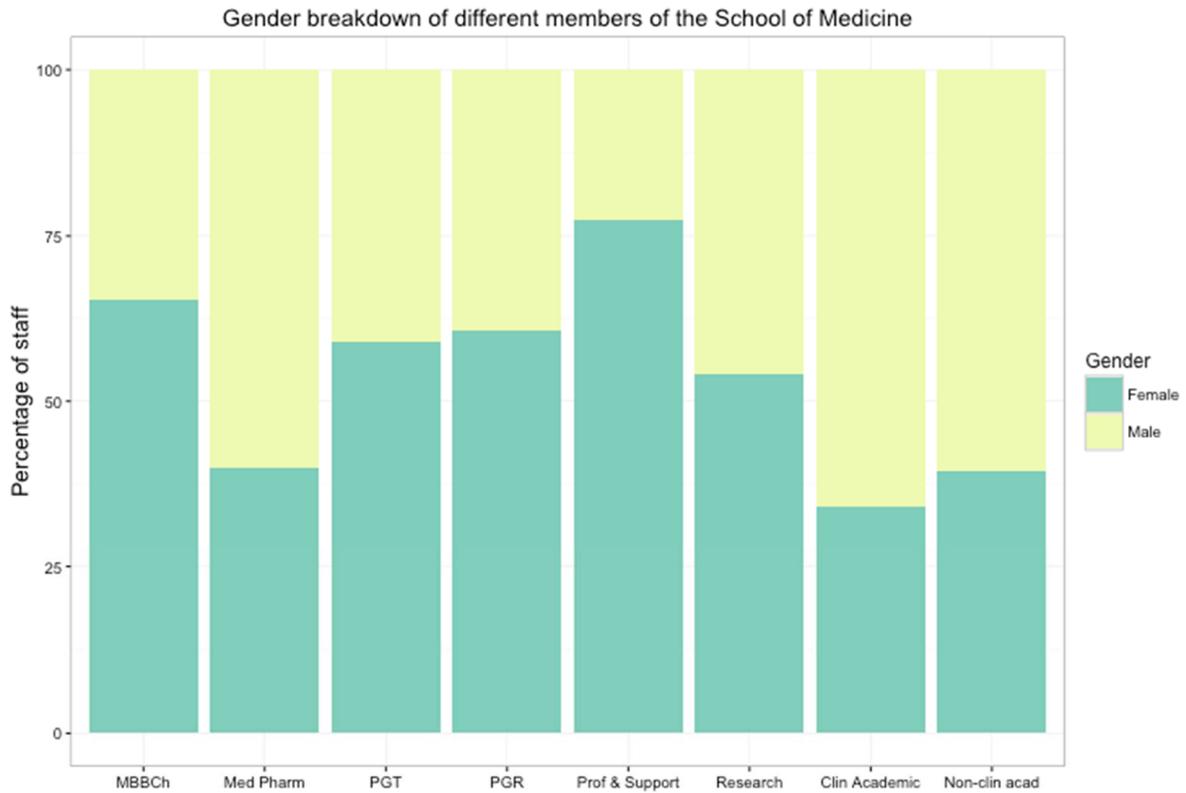


Figure 2 Overview of gender across member of the School of Medicine

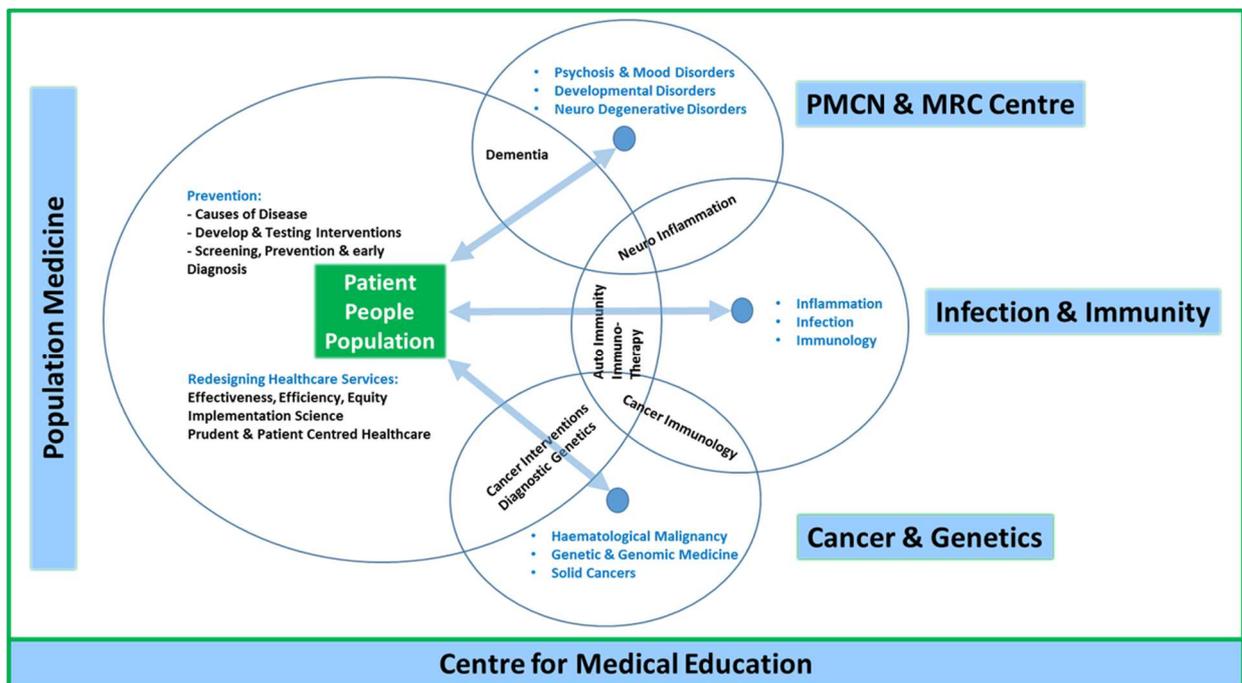


Figure 3. The School of Medicine “paw print” structure

Academic staff on teaching and research (T&R) contracts work collaboratively within one of the four Academic Divisions. The paw print strategy encourages all staff to work collaboratively across the School, promoting sustainability and enhancing resilience as teams are closely aligned with key targets reflecting their research roles. The School of Medicine returned across five different Units of Assessment in REF2014.

The Centre for Medical Education (C4ME) will ensure that staff (Academic, Professional and Support) predominantly involved in teaching, work collaboratively across undergraduate and postgraduate programmes. Previously, academic Teaching and Scholarship (T&S) staff were divided across research institutes. Now, centralised as part of the Centre, educational expertise will be better recognised and more support and mentorship available to encourage staff development. The Centre encourages exposure to different teaching methods/styles, sharing good practice and improved communication. Peer review of teaching and the importance now given to recognised teaching qualifications and awards will ensure that both undergraduate and postgraduate students are exposed to academics who excel within their educational roles.

A new medical curriculum (C21) was introduced in order to modernise and revitalise undergraduate medical teaching. Clinical cases are a key element of student learning during the first two years of study. Of the 17 cases studied by the medical students, seven focus specifically on the needs of female patients. Gender balance and diversity will be reviewed on an ongoing basis by the Curriculum group to ensure reflection of the patient demographics of Wales. Specific E&D training days will be introduced into the C21 Curriculum.

Action 3.a.1: Improve gender balance of Case-Based Learning cases.

PRIORITY ACTION 3.a.2: Introduce specific E&D training days, review and improve.

The undergraduate Medical Degree was ranked 3rd in the Complete University Guide and scored 92% overall satisfaction in the National Student Survey. Our undergraduate Pharmacology Degree was ranked 2nd in the UK.

The postgraduate educational provision is one of the largest in the UK and uses a range of educational approaches and levels to ensure that the health care professionals attending courses have innovative and fulfilling experiences. Having a range of educational methods means that the postgraduate provision can accommodate health care professionals with a range of needs. The postgraduate programmes scored over 80% satisfaction in the PTES survey.

The PGR Degrees Office provides central administrative support for current and prospective students and supervisors. The School offers MD, MPhil and PhD programmes.

Across the School of Medicine, the Professional and Support Services teams have been restructured and some activities have been centralised to improve services and ensure team resilience and HR and student support is now organised centrally through the College structure rather than at a School level. The majority of professional support staff are female and the restructuring will offer opportunities that have not previously been available (see iMPReSS network in Section 5) as staff will be exposed to different processes and procedures which will help in their development.

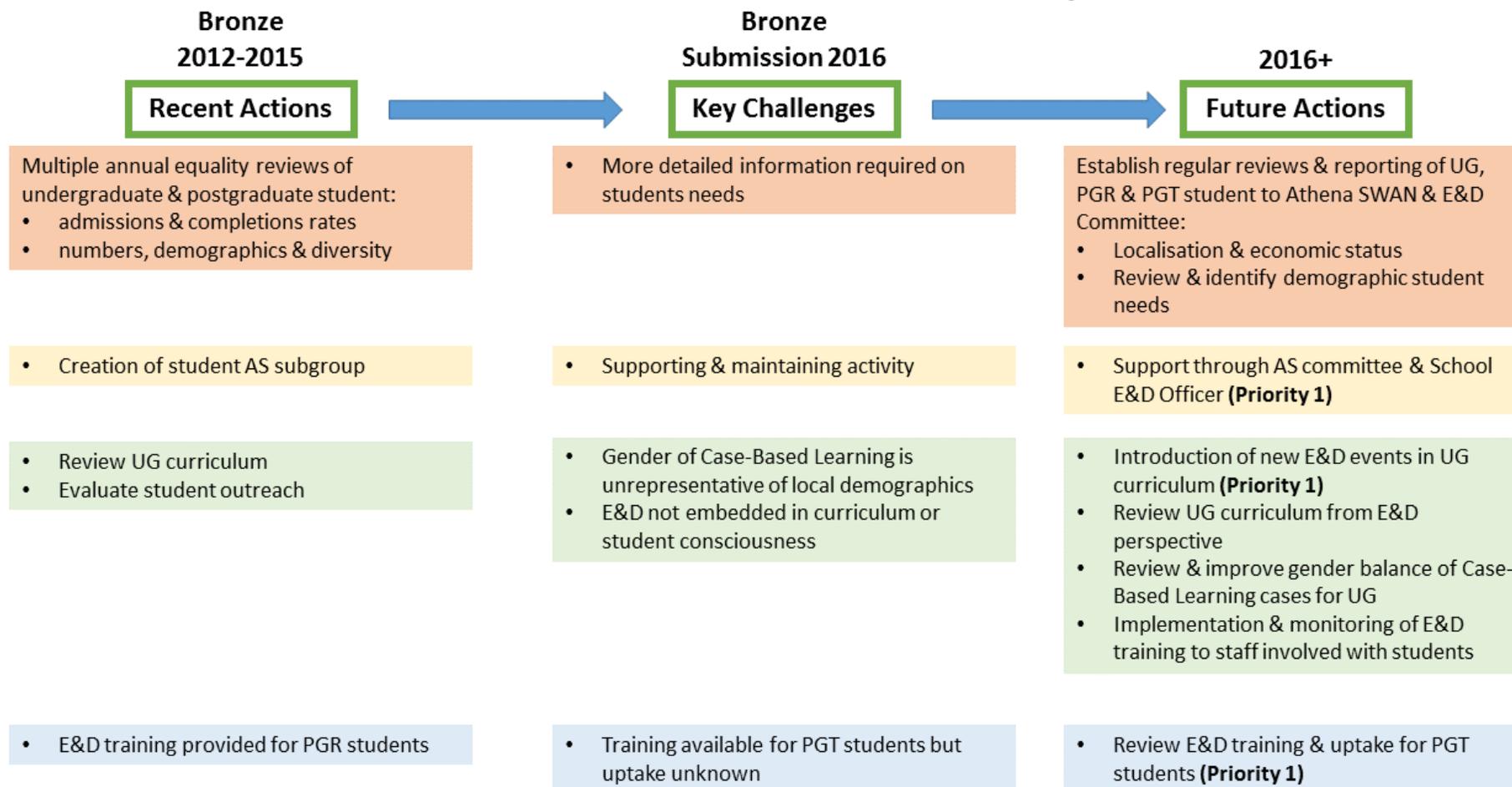
The MEDIC Forward project thus resulted in a complete restructure of the School, and importantly created greater awareness of issues including gender balance, personal development and internal promotions. More work is required to enable us to achieve a Silver AS award. Further significant changes in leadership and management of the School are planned. In April, the first School of Medicine Away Day was held initiating a process of consult-engage-feedback. 200 members of staff attended. Given the ongoing changes within the School, a renewal of the Bronze Award is being sought. Key priorities and actions have been identified that will improve the development of senior female staff, will improve the culture of the School and will enable all of our staff to thrive.

Notable successes over the last three years (2012-15):

- Improvement of PGR monitoring and success rates
- Development of post-doctoral training and mentoring
- Early Career Researcher Fellowship application success – 5 have been awarded to women and 1 is pending
- Eight new female professors of 18 total (44% Female)
- Planning for implementation of a workload agreement.

b) Provide data and a short analysis for at least the last three years.

School of Medicine Student Athena SWAN Summary



(i) **Access and foundation male and female numbers**

The BSc in Medical Pharmacology can be both a stand-alone course and a feeder course for the MBBCh, allowing selected entry to Year 2. The School recognises three other feeder courses run by other institutions aiming to broaden access and facilitate the entry of graduates. Over the last 5 years, 55% of the students were female (Table 4). Over the past five years, 24 students (12 female; 12 male) have entered the MBBCh from BSc Medical Pharmacology (Table 5).

Action 3.b.ii.1: Annual review of BSc medical pharmacology student numbers and feeder scheme entry to MBBCh.

Table 4. BSc medical pharmacology student numbers

	F	M	%F	TOTAL
2011/12	9	7	56	16
2012/13	13	3	81	16
2013/14	13	11	54	24
2014/15	12	12	50	24
2015/16	8	12	40	20
Total	55	45	55	100

Table 4. Undergraduate BSc medical pharmacology student numbers by gender, 2011-16 (F = Female; M = Male).

Table 5. Number of students who have progressed from BSc medical pharmacology to MBBCh

	F	M	%F	TOTAL
2011/12	2	5	40	7
2012/13	3	3	50	6
2013/14	1	3	25	4
2014/15	1	1	50	2
2015/16	5	0	100	5
Total	12	12	50	24

Table 5. Number of students who have progressed from BSc medical pharmacology to MBBCh by gender, 2011-16 (F = Female; M = Male)

(ii) **Undergraduate male and female numbers**

The MBBCh C21 curriculum is interprofessional with students being taught by a range of healthcare professionals. The number of female medical students at Cardiff is above the sector average of 55%¹ being a popular choice for female students. Although the number of students has varied, the percentage of female students has remained a consistent 62-65% over eight years (Table 6). Monitoring of student numbers was part of the previous Action Plan and will continue to be reviewed annually. One ongoing School objective is to improve outreach provision.

“For me, gender equality has never been an issue at Cardiff in terms of the curriculum. I feel we are all treated as medical students first before considering our gender.” - Female MBBCh undergraduate

Action 3.b.ii.2: Annual review of undergraduate numbers and diversity including outreach provision, student location and economic status.

Table 6. MBBCh student numbers

	F	M	%F	TOTAL	HESA %F
2008/09	1045	595	64	1,640	-
2009/10	1010	605	63	1,615	-
2010/11	940	508	65	1,448	57
2011/12	872	529	62	1,401	56
2012/13	1017	616	62	1,633	55
2013/14	976	561	63	1,517	55
2014/15	1046	573	64	1,619	-
2015/16	995	532	65	1,527	-

Table 6. MBBCh student numbers by gender, 2008-16 (F = Female; M = Male)

¹ <http://www.medschools.ac.uk/AboutUs/Projects/Athena-SWAN/Pages/Women-in-Clinical-Academic-Medicine.aspx>

(iii) **Postgraduate male and female numbers on and completing taught courses**

The 24 programmes (majority level 7) provide varied educational opportunities and typically, more women than men take these courses although it varies across courses. PGT brings an average of 1400 students to the School each year (Table 7). The gender distribution in clinical specialities strongly influence gender breakdown. For example, in the MSc Clinical Dermatology programme 2015/16, 16 of 18 students are female.

The lower student numbers in 2015/16 is partly attributed to a rise in PGT tuition fees and the availability of study leave. From 2016/17, PGT will have a centralised admissions and marketing team who will collect and collate data, mapping trends of applicant and students across PGT programmes, and will report this data to the SAT. In order to increase awareness of E&D across PGT, students will be required to complete an online E&D module during induction week.

Action 3.b.iii.1: Annual analysis of PGT student admissions and completion by programme.

PRIORITY ACTION 3.b.iii.2: Introduce E&D to PGT programmes induction week.

Table 7. Total Postgraduate Taught student numbers

	F	M	TOTAL	%F	HESA %F (FTE)
2012/13	832	683	1515	55	62
2013/14	919	705	1624	57	62
2014/15	843	626	1469	57	-
2015/16	468	326	794	59	-

Table 7. Postgraduate Taught student numbers by gender, 2012-16 (F = Female; M = Male) Due to the high number of PGT programmes courses are not defined individually.

(iv) **Postgraduate male and female numbers on research degrees and completion times**

Postgraduate research intake averaged 63 students each year over three years. More female students registered on research degrees (Table 8). Fewer female students are part-time. This option is available to all students but can be dependent on funding. There are an equal number of male and female MD students. Numbers are regularly reviewed and reported to the SAT.

Action 3.b.iv.1: Annual analysis of PGR student numbers and completion rates.

Table 8. Postgraduate research student numbers

	Full-time			Part-time			Total			HESA
	F	M	%F	F	M	%F	F	M	%F	%F
2012/13	34	25	58	2	3	20	36	28	56	57
2013/14	37	20	65	3	5	37	40	25	62	57
2014/15	34	21	62	3	3	50	37	24	61	-

	MD			MPhil			PhD			Overseas			Staff			Total		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2012/13	4	5	44	0	0	0	32	23	58	3	2	60	6	9	40	36	28	56
2013/14	5	6	45	3	2	60	32	18	64	0	2	0	8	3	73	40	25	61
2014/15	4	3	57	1	0	100	32	21	60	4	2	67	8	4	67	37	24	61

Table 8. Postgraduate research students on all School research degree programmes. Numbers shown as the total number in each year (F = Female; M = Male)

The PGR Office used the results from the Postgraduate Research Experience Survey (PRES) in 2013 and two internal PGR student surveys (2012 and 2014) to audit PGR provision. . The PGR Office implemented strategies to improve provision and student experience and continues to track and respond to student feedback through Annual Reviews, Periodic Reviews and surveys. There was no gender bias in the issues

Action 3.b.iv.2: Continue bi-annual PGR mentor survey.

The School attributes its high submission rate (Table 9) to the introduction of supervisor training, recruitment of high-calibre students, Progress Monitoring and identifying/resolving issues that may impact upon the student experience.

Table 9. Postgraduate research thesis completion rates

Year PhD started	Completed on time		Not completed on time	
	F	M	F	M
2008/09	15	9	3	0
2009/10	23	13	3	2
2010/11	20	13	3	3

Table 9. Successful completion rate of study for full-time fee paying PhD (non-staff students). Students that fell out of the data range by 1 week were included (F = Female; M = Male)

The PGR office is creating greater awareness of student wellbeing by providing information about student services available. All PGR students now have access to MEDIC Support, a confidential service for students who may have performance or health issues impacting on their wellbeing, previously only available to medical students.

(v) **Ratio of course applications to offers and acceptances**

The application process for the undergraduate MBBCh includes an interview with a mixed gender panel. Interviewers complete the compulsory University Equality and Diversity Training and some have completed Unconscious Bias Training (not yet mandatory). The percentage of female undergraduate applicants has averaged 58% over the three-year period from 2013.

In 2015, a new Admissions team was established which is extensively reviewing the admission process and entry requirements. Internal and external review (visiting other medical schools) will ensure that the process is transparent, fair and equitable. The admissions process will be updated to provide an enhanced interview process. This review and update may impact on the gender mix of the successful applicants. Progress will be reported in the next AS application.

“As a member of the C21 curriculum I have never felt discriminated against because of my gender. However, as a female, I am in a majority within my year, which raises the question whether the entry process is biased towards women, or whether this is just the way medicine is moving currently, as there are more female than male applicants.” - Female MBBCh undergraduate

“A feeling of some of my colleagues and I, is that at 18 years of age, boys do lack the same maturity displayed by girls. Having been a part of an interview panel, there are clear differences visible between boys and girls, which could explain the unequal ratios of girls to boys. With this consideration, maybe an updated system of interviewing is required to account for these differences.” - Female MBBCh undergraduate

Action 3.b.v.1: Evaluate undergraduate admission methods for gender bias.

Applications to Cardiff have risen from approximately 2,400 (2012) to over 3,500 (Table 10). Nationally, there is increasing competition for places, at around ten applications per medical school place. The number of female candidates is higher during the application and offer stages (Table 5).

Table 10. MBBCh applicant numbers

	Applications			Offers			Acceptances		
	F	M	%F	F	M	%F	F	M	%F
2013/14	1392	891	61	359	178	67	188	107	64
2014/15	1625	954	63	353	160	69	222	81	73
2015/16	1974	1139	63	370	181	67	208	99	68

Table 10. Undergraduate MBBCh – (F = Female; M = Male; Apps = applications; Acc = Applications Accepted)

The number of female applicants has exceeded the number of male applicants for the Undergraduate Medical Pharmacology course over the last few years but the ratio of accepted to applications has been comparable and have not given concern (Table 11).

Table 11. Medical pharmacology applicant numbers

	Applications			Offers			Acceptances		
	F	M	%F	F	M	%F	F	M	%F
2013/14	106	97	52				13	3	81
2014/15	105	84	55	Unknown			13	11	54
2015/16	112	93	52				12	12	50

Table 11. Undergraduate Medical Pharmacology, ratio of applications to accepted by gender, 2012-15 (F = Female; M = Male; Apps = applications; Acc = Applications Accepted)

Medical students have the option to apply to take a year out of the MBBCh course to pursue an Intercolated BSc in a scientific discipline. Places on the programme are allocated based on student ranked position and a personal statement. A marginally higher proportion of females apply and a similar proportion of females are offered Intercolated Degree places (Table 12).

Table 12. Intercolated applicant numbers

	Applications			Offers			Acceptances		
	F	M	%F	F	M	%F	F	M	%F
2013/14	60	54	53				46	36	56
2014/15	62	49	56	Unknown			49	40	55
2015/16	58	52	53				49	39	56

Table 12. Intercolated, ratio of applications to accepted by gender, 2013-16 (F = Female; M = Male; Apps = applications; Acc = Applications Accepted)

For PGT programmes, the majority of places are allocated on a first come, first served basis. Applicants must meet set criteria in order to be eligible for an offer and the process is fair and transparent. The gender balance for applications to these programmes has remained consistent, with a slightly higher application rate from females (Table 13).

Table 13. Postgraduate taught applicant numbers

	Applications			Offers			Acceptances		
	F	M	%F	F	M	%F	F	M	%F
2013/14	919	705	57				591	505	54
2014/15	843	626	57	Unknown			534	462	54
2015/16	990	750	57				468	326	59

Table 13. Postgraduate taught programmes, ratio of applications to accepted by gender, 2013-16 (F = Female; M = Male). Head count, not FTE.

Application processes for PGR are handled by Divisions and individual investigators. Interviewers are expected to have completed the compulsory University E&D training. Typically, candidates will meet a range of staff during the process. Applications are evenly spread between male and female candidates (Table 14).

Table 14. Postgraduate research student numbers

	Applications			Offers			Acceptances		
	F	M	%F	F	M	%F	F	M	%F
2013/14	65	58					36	28	
2014/15	80	86		Unknown			40	25	
2015/16	61	68					37	24	

Table 14. Postgraduate research, ratio of applications to accepted by gender, 2012-15 (F = Female; M = Male)

The School intends to deepen the analysis of student data, including an understanding of the impact of external factors on this distribution – a dedicated Data Analyst will be appointed within the next six months to facilitate this.

Action 3.b.v.2: School to employ a Data Analyst.

School of Medicine

Bronze
2012-2015

Recent Actions

Data review:

- Numbers, demographics & diversity
- Gender impact admissions assessment
- Outreach provision & support
- Staff surveys

- Identified lecturer promotion as a key hurdle for staff

- Identified limited data on clinical staff

- Review

Staff Athena SWAN Summary

Bronze
Submission 2016

Key Challenges

- Imbalanced gender ratio of senior staff levels above lecturer grade
- Factors affecting relationship between gender ratio changes with key career transition points unknown

- Low staff promotion application rate

- Limited support & understanding of needs of clinical staff

- Lack of understanding of why staff leave

2016+

Future Actions

- Continuation of staff equality reviews by surveys & focus groups
- Set up focus group discussions on key staff promotion issues
- Promote staff mentor & mentee system

- Focus groups with non-clinical lecturers **(Priority 4)**
- Implement & review staff promotion 'Buddy System' (College-wide scheme) **(Priority 4)**
- Organise promotion application workshops

- Focus groups with female clinical staff **(Priority 5)**
- Establish clinical staff AS liaison subgroup to investigate, report & make recommendations

- Review & formalise staff exit interview process
- Introduce 'Staff Exit' survey/interview

(vi) **Female:male ratio of academic staff and research staff**

Overall Staff Numbers

The School of Medicine employed 1,113 staff (head count, Table 15) at the end of the 2015 academic year. The end of the academic year was chosen as the annual census date. Data acquisition from the central University teams revealed challenges, including an inability to obtain detailed information about staff grade for Research and Professional Services staff, which will be addressed in the next period. Using the staff numbers and information from staff, Career routes in the School of Medicine have been mapped (Figure 4).

Action 3.b.vi.1: Annual data generation and analysis.

Table 15. Breakdown of School staff across the four pathways

STAFF TOTALS	MPSS			Research			Clinical Academic			Non-clinical Academic			Total			
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	Total	%F
2010/11	348	99	78	177	118	60	55	121	31	56	84	40	636	422	1058	60
2011/12	352	112	76	188	120	61	59	122	33	56	82	41	655	436	1091	60
2012/13	342	95	78	178	127	58	57	110	34	51	89	36	628	421	1049	60
2013/14	354	110	76	214	153	58	52	103	34	65	102	39	685	468	1153	59
2014/15	343	100	77	191	163	54	50	96	34	67	103	39	651	462	1113	58

Table 15. Breakdown of School staff across the four pathways (F = Female; M = Male)

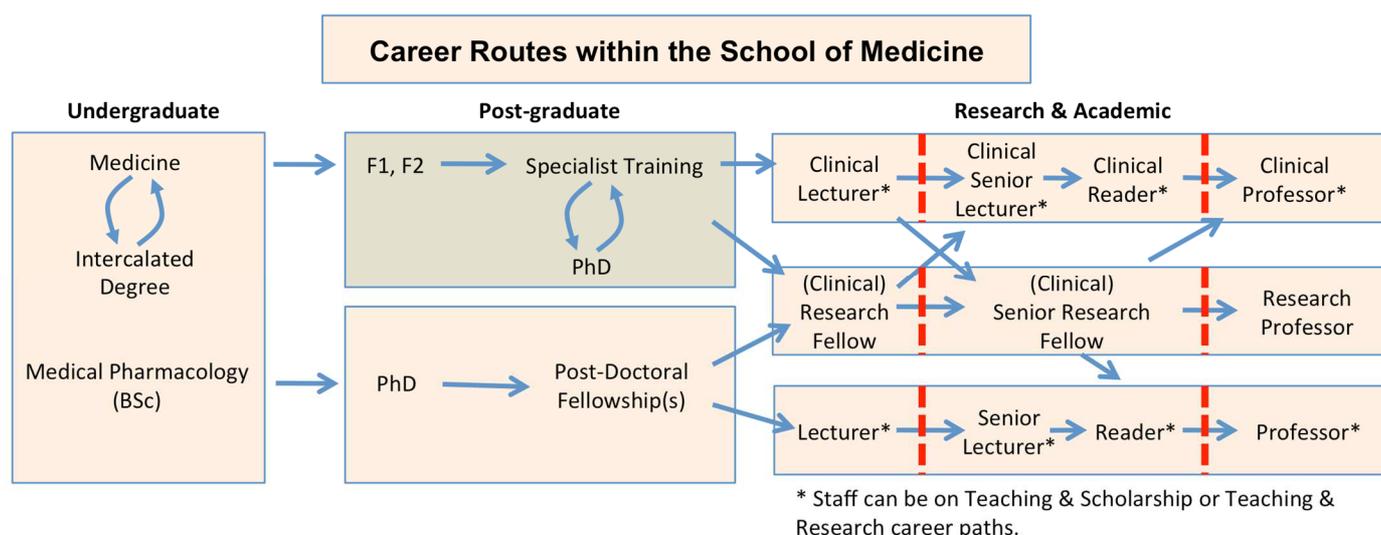


Figure 4: Map of possible career routes in the School of Medicine. Red lines indicate points where the percentage female staff drops more than 15 points.

Academic Staff Data: Analysis of Clinical Academic Data

Figure 5 (and Table 16) shows a comparison of the clinical academic data with national benchmarks. The School of Medicine (red lines) has a higher percentage of female lecturers (solid line) and female professors (dotted line) than the national average (black lines). However, this reflects a decrease in male number rather than an increase in females at these positions. The School has changed the designation of clinical staff doing PhDs since the last application. Historically they were called lecturers but most were pursuing research degrees so this was changed to a research designation, accounting for some of the increase in clinical research staff and a reduction in clinical lecturers.

The Schools needs to identify the factors affecting clinical lecturers and clinical senior lecturers, both male and female staff. The career pathway and contract type need to be examined and strategies for career development better identified.

PRIORITY ACTION 3.b.vi.2: Analyse these staff by contract type: fixed term and career path.

PRIORITY ACTION 3.b.vi.3: Focus groups with clinical lecturers and senior lecturers.

Table 16. Clinical/Non-Clinical Academic staff breakdown

Clinical	Research			Lecturer			Sen Lec			Reader			Professor		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2010/11	2	10	17	27	23	54	13	47	22	3	6	33	12	45	21
2011/12	2	10	17	33	28	54	13	44	23	3	7	30	10	43	19
2012/13	3	8	27	32	27	54	12	35	26	3	7	30	10	41	20
2013/14	17	25	40	23	15	61	13	45	22	3	8	27	13	35	27
2014/15	22	31	42	23	9	72	12	46	21	3	8	27	12	33	27

Non-clin	Research			Lecturer			Sen Lec			Reader			Professor		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2010/11	175	108	62	27	18	60	16	23	41	8	11	42	5	32	14
2011/12	186	110	63	25	16	61	17	25	40	8	11	42	6	30	17
2012/13	175	119	60	22	17	56	13	27	33	8	10	44	8	35	19
2013/14	197	128	61	36	22	62	12	26	32	7	10	41	10	44	19
2014/15	169	132	56	35	20	64	15	31	33	8	10	44	9	42	18

Table 16. Percentages of women at each grade related to total number for that grade divided by clinical and non-clinical posts (F = Female; M = Male)

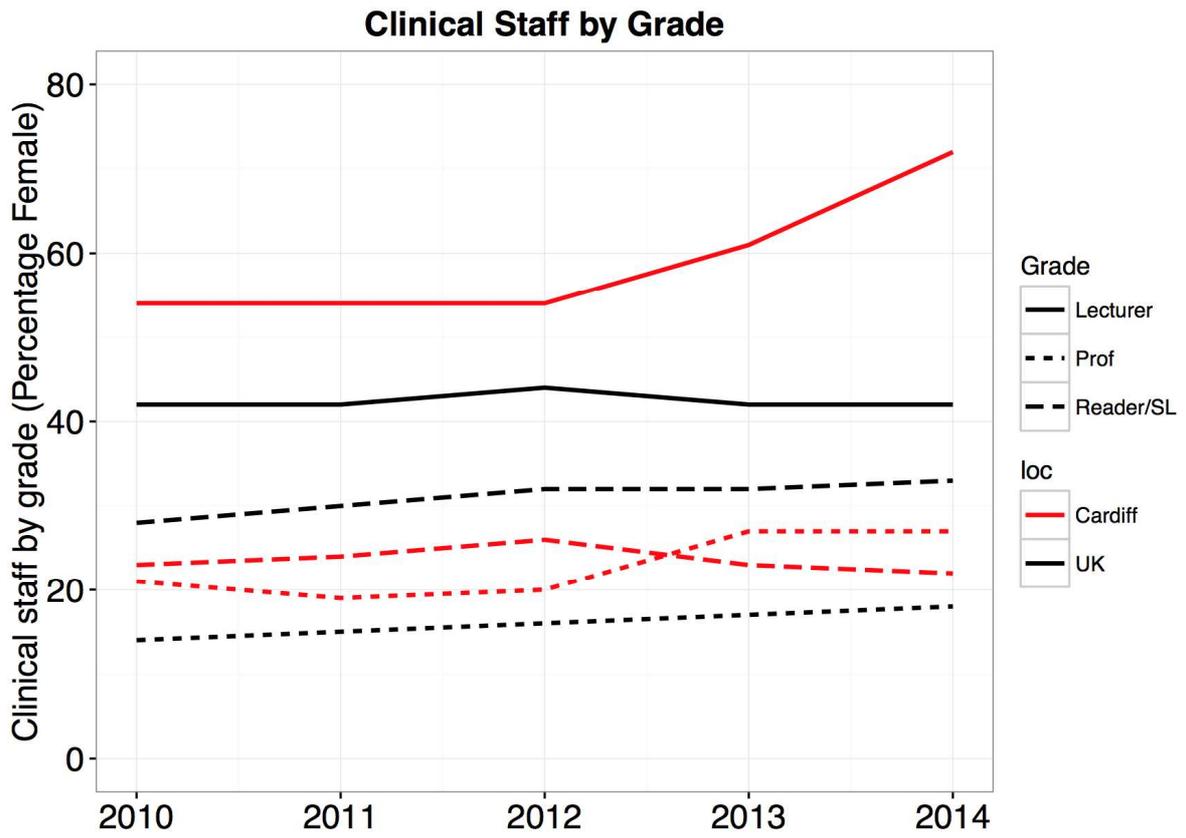


Figure 5. Analysis of clinical academic staff using the Medical Schools Council Benchmarking data.

Academic Staff Data: Analysis of Non-clinical Data

The SAT has made the following observations on the non-clinical academic staff data:

- Decrease in the percentage female research staff due to the recruitment of more male staff.
- Lecturer and Reader numbers have stayed relatively constant.
- Increase in male Senior Lecturers
- Increase in the number of female and male professors over the last five years.

Data on non-clinical academic staff in Schools of Medicine in the UK is not gathered nationally in any systematic way. In order to assess the situation at Cardiff, the AS applications from the School of Medicine at the University of Leeds² and the Medical School at Imperial College London³ were compared. For Lecturer grade and Reader grade, the percentage female staff in Cardiff is comparable to both of these. However, for Senior Lecturer grade and Professor grade, the percentage female staff in Cardiff is lower than both that of Leeds and Imperial (Figure 6).

PRIORITY ACTION 3.b.vi.4: Analyse non-clinical staff by contract type: fixed term and career path with a focus on lecturer grade.

PRIORITY ACTION 3.b.vi.5: Focus groups with non-clinical lecturers.

² http://medhealth.leeds.ac.uk/info/302/athena_swan/2015/applications

³ https://www1.imperial.ac.uk/departmentofmedicine/new_dom_life/dom_athena_swan/

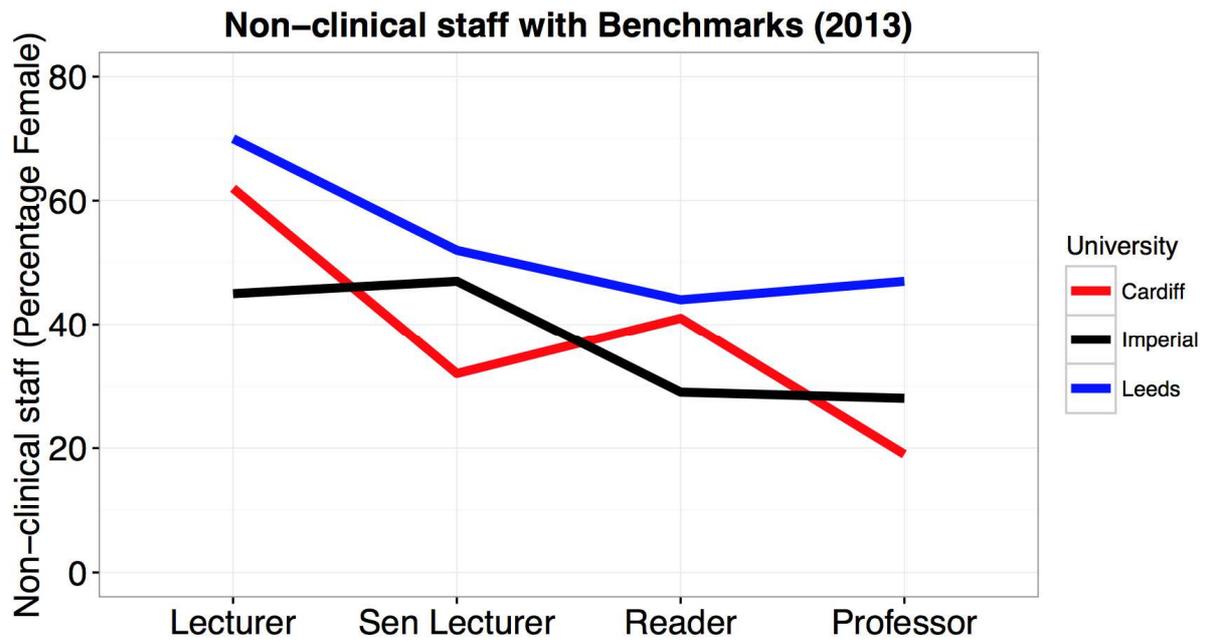


Figure 6: Non-clinical staff data from 2013 graphed with the Schools of Medicine from Imperial College, London and from University of Leeds

(vii) **Turnover by grade and gender**

Staff leaving from within the School is outlined in Table 17. The higher percentage of staff turnover amongst Research and Professional Services staff continues and is consistent across genders. It is mainly due to staff being employed on project-specific tasks or fixed term contracts. University policy dictates fixed term review meetings are held six months prior to the leaving date. Staff can benefit from the redeployment opportunities across the University. Standardised job profiles are now used to maximise continued opportunities for research and non-academic staff to work on alternative projects across the University. The collection and analysis of some data has challenging due to differences in reporting at central University and local School levels, as well as recent IT issues. This will be addressed with annual reporting, and appointment of a School data analyst (see Action 3.b.v.ii).

Table 17. Staff turnover by grade and gender

	MPSS			Research			Lecturer			Sen Lec			Reader			Professor		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2010/11	41	8	84	14	11	56	7	3	70	1	2	33	0	0	0	0	5	0
2011/12	35	13	73	33	17	66	9	2	82	3	4	43	0	1	0	0	5	0
2012/13	38	12	76	27	20	57	10	7	59	1	2	33	0	0	0	1	5	17
2013/14	21	14	60	19	9	68	4	9	31	1	1	50	0	0	0	1	6	14
2014/15	35	7	83	26	22	54	5	4	56	0	5	0	1	1	50	3	7	30

Table 17. Staff leaving the School of Medicine, 2010-15 (F = Female; M = Male)

An Exit Interview pilot scheme was introduced in the Centre for Trials Research in September 2015. All exiting staff have the option of attending a confidential meeting with the Centre Director. The outcome may form part of general feedback in order to inform areas of policy and work within the Centre. So far, 3 out of the 4 eligible staff have taken part. This pilot scheme will provide opportunity to identify if further actions are required.

Action 3.vii.1: Review and formalise pilot exit interview process.

Section 3 word count: 2578/2000 (578 additional words used)

Supporting and advancing women's careers – maximum 5000 words (sections 4-7)

4. Key career transition points

See Appendix 2 for the Action Plan from our last application with the level of progress achieved.

(i) **Job application and success rates by gender and grade**

The applications and appointment data for clinical and non-clinical staff are shown in Table 18. The gender ratio varies quite dramatically from year to year. Totals indicate more females than males appointed to Non-Clinical Research posts and to Clinical Lecturer posts. However, more men were appointed to Clinical Research posts and to Non-Clinical Lecturer posts. The numbers are small but merit addressing.

The numbers presented for Senior Lecturers and Professors are small. Appointments are one area where data collection requires standardisation. We have identified that there have been 12 new Professors appointed, 11 of which are male, an imbalance that must be addressed.

Action 4.i.1: More systematic collection of appointment data.

Action 4.i.2: Create and implement processes to ensure gender balance in recruitment.

Table 18. Job applications and appointments by grade

Clinical Applic's	Research				Lecturer				Sen Lec				Professor			
	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F
2010/11	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
2011/12	0	2	0	-	5	13	0	-	0	0	2	-	0	0	0	-
2012/13	15	19	0	-	13	10	0	-	0	0	0	-	0	0	0	-
2013/14	4	9	0	-	7	9	0	-	0	0	0	-	0	0	0	-
2014/15	21	15	0	-	4	6	0	-	0	0	0	-	0	8	1	-
Total	40	45	0	47	29	38	0	43	0	0	2	-	0	8	1	0

Clinical Appoint's	Research				Lecturer				Sen Lec				Professor			
	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F
2010/11	0	0	0	-	0	0	0	-	0	0	0	-	0	0	0	-
2011/12	0	1	0	-	2	5	0	-	0	0	1	-	0	0	0	-
2012/13	2	2	0	-	4	1	0	-	0	0	0	-	0	0	0	-
2013/14	0	3	0	-	2	1	0	-	0	0	0	-	0	0	0	-
2014/15	5	4	0	-	2	1	0	-	0	0	0	-	0	1	1	-
Total	7	10	0	41	10	8	0	56	0	0	1	-	0	1	1	0

Non-clin Applic's	Research				Lecturer				Sen Lec				Professor			
	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F
2010/11	49	55	10	-	5	4	1	-	0	0	0	-	0	0	1	-
2011/12	259	200	11	-	15	12	0	-	1	1	0	-	0	7	0	-
2012/13	481	366	4	-	38	25	2	-	4	9	1	-	4	7	0	-
2013/14	507	378	4	-	32	27	0	-	5	5	0	-	4	4	0	-
2014/15	532	406	11	-	30	53	4	-	2	13	0	-	1	4	0	-
Total	1828	1405	40	57	120	121	7	50	12	28	1	30	9	22	1	29

Non-Clin Appoint's	Research				Lecturer				Sen Lec				Professor			
	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F	F	M	Ukn	%F
2010/11	5	6	0	-	1	0	0	-	0	0	0	-	0	0	0	-
2011/12	19	10	0	-	1	1	0	-	0	0	0	-	0	1	0	-
2012/13	27	22	3	-	7	3	0	-	0	0	0	-	0	0	0	-
2013/14	11	3	0	-	1	2	0	-	0	0	0	-	0	0	0	-
2014/15	45	31	3	-	2	7	2	-	1	2	0	-	1	0	0	-
Total	107	72	6	60	12	13	2	48	1	2	0	33	1	1	0	50

Table 18. Job applications and appointments by grade for the last 5 years divided by clinical and non-clinical applications and appointments (F = Female; M = Male)

Applications for promotion and success rates by gender and grade

Over the past five years, 70 members of staff have been promoted (23 F; 43 M) (Table 19). Two areas reveal large gender differences:

- Promotion of clinical readers and professors (6 F; 22 M)
- Promotion of non-clinical senior lecturers (4 F; 11 M).

This suggests two different actions points:

Action 4.ii.1: Assist non-clinical lecturers in developing themselves for promotion.

Action 4.ii.2: Assist senior lecturers in developing themselves for promotion.

Information regarding the promotion process is available on the University's Staff Intranet pages, and when applications open, this is advertised University wide using Blas, the University's fortnightly e-newsletter. During the last three years, a series of promotions workshops, outlining the promotions process and benchmarks applicable for each Career Pathway, was run each summer led by the University's Director of Human Resources. Whilst these workshops are held across the University and at different times to maximise attendance, one workshop is always held in the School of Medicine, actively encouraging attendance from employees.

Action 4.ii.3: Review readiness for promotion of all individuals at the time of PDR.

The School will be participating in a new cross-College 'Promotion Buddy System' which will help demystify the promotions process for applicants and will be widely advertised through College newsletter. The process will facilitate mentoring of those thinking of applying for promotion by someone Staff who has recently been through the process. Mentors are identified based on subject area, grade, and career pathway.

Action 4.ii.4: Link to promotions 'Buddy' system.

The SAT recognises challenges that staff face when thinking about applying for promotion from Lecturer to Senior Lecturer to Reader to Professor. Staff applying for

promotion will be profiled through surveys and focus groups to identify perceptions or challenges that act as barriers to applications for promotions. The School has held “confidence-building workshops” and these were attended by 15 women to date. Assessment of those undertaking the workshop will be undertaken with the provision of further sessions.

Action 4.ii.5: Better understand the ‘leaky pipeline’ from lecturer to senior lecturer for female staff.

Action 4.ii.6: Confidence-building workshops.

**Table 19A. Numbers of women and men applying for promotion at each grade
Clinical academics**

Clinical Promotions	Apps		WD		Unsucc		Successful	
	F	M	F	M	F	M	F	M
2010-11								
Personal Chair	0	4	0	0	0	0	0	4
Reader	2	4	1	2	1	0	0	2
Senior Lecturer	1	0	1	0	0	0	0	0
2011-12								
Personal Chair	1	2	0	0	0	1	1	1
Reader	0	1	0	0	0	0	0	1
Senior Lecturer	2	0	1	0	0	0	1	0
2012-13								
Personal Chair	1	3	0	0	0	0	1	3
Reader	1	2	0	0	0	0	1	2
Senior Lecturer	0	1	0	0	0	0	0	1
2013-14								
Personal Chair	1	1	0	0	0	0	1	1
Reader	2	4	0	0	1	1	1	3
Senior Lecturer	1	0	0	0	0	0	1	0
2014-15								
Personal Chair	1	2	0	0	0	0	1	2
Reader	0	5	0	1	0	1	0	3
Senior Lecturer	0	1	0	0	0	0	0	1
Professor (5 Year Tot)	4	12	0	0	0	1	4	11
Reader (5 Year Tot)	5	16	1	3	2	2	2	11
Sen Lec (5 Year Tot)	4	2	2	0	0	0	2	2
Total	13	30	3	3	2	3	8	24

Percentage Success Female Clinical Academics 62 %

Percentage Success Male Clinical Academics 80 %

**Table 19B. Numbers of women and men applying for promotion at each grade
Non-clinical academics**

Non-clinical Promotions	Apps		WD		Unsucc		Successful	
	F	M	F	M	F	M	F	M
2010-11								
Personal Chair	2	2	0	0	1	2	1	0
Reader	2	1	1	0	0	0	1	1
Senior Lecturer	0	3	0	0	0	0	0	3
2011-12								
Personal Chair	1	4	0	2	0	1	1	1
Reader	1	3	0	2	0	0	1	1
Senior Lecturer	0	3	0	0	0	0	0	3
2012-13								
Personal Chair	3	2	0	0	0	0	3	2
Reader	1	6	0	0	0	2	1	4
Senior Lecturer	2	3	1	0	0	0	1	3
2013-14								
Personal Chair	1	3	0	0	0	1	1	2
Reader	2	3	0	2	0	1	2	0
Senior Lecturer	2	1	0	0	1	0	1	1
2014-15								
Personal Chair	2	0	0	0	2	0	0	0
Reader	0	2	0	0	0	1	0	1
Senior Lecturer	3	2	1	0	0	1	2	1
Professor (5 Year Tot)	9	11	0	2	3	4	6	5
Reader (5 Year Tot)	6	15	1	4	0	4	5	7
Sen Lec (5 Year Tot)	7	12	2	0	1	1	4	11
Total	22	38	3	6	4	9	15	23

Percentage Success Female Non-clinical Academics 68 %
Percentage Success Male Non-clinical Academics 61 %

Table 19. Numbers of women and men applying for promotion at each grade (F = Female; M = Male; Apps = Applications; WD = Withdrawn; Unsucc = unsuccessful; Succ = Successful). The 5 Year totals are shown for each as the numbers for each individual year are small.

(iii) **Impact of activities to support the recruitment of staff**

All vacancies are advertised on the University's redeployment pages for one week and redeployment candidates are given priority for vacancies where they meet the essential criteria for the post. Following this, all advertisements are placed externally on the University's "Jobs" pages (where the AS logo is present) and on the national University recruitment portal, jobs.ac.uk, together with other relevant publications. In order to increase the number of women applying for posts within the STEMM sector, vacancies for academics and researchers are advertised on the Women in Science and Engineering website.

To ensure fairness and equality, candidates for interview are selected solely on the basis of the application (gender is not included) and how they meet the person specification for the post; this requirement is emphasised in the job advertisement.

The Chairs of recruitment panels must attend the University's "Chair of Panel" training and complete E&D training. Some have completed Unconscious Bias training but this is not mandatory. The Clinical Services HR team check the training and gender mix of all recruitment panels. If the panel training or composition is not appropriate, a rationale is requested. A HR representative can attend to advise over roles and responsibilities. Interview candidates are asked the same set of questions, and staff are encouraged to include a wider range of selection methods in their processes, including presentations, group exercises, and written analysis. This approach was successfully used for the recent appointment of the School Manager. All appointments to posts are made solely on performance in the selection process.

The School actively encourages job applications from candidates who may wish to work working patterns which are outside of the standard 35-hour week e.g. part-time, job-share, flexible working. These options are available to all candidates, subject to the needs of the School, and not only for those with family or caring responsibilities. Information on the options for prospective employees are found on the University's job pages and these are highlighted to prospective employees.

(iv) **Impact of activities to support staff at key career transition points**

The School offers a range of activities to support staff at key transition points in their careers. Staff induction, staff PDR, and mentoring programmes are all now comprehensively implemented across the School to identify training needs, career objectives, and planning of next steps for future careers transitions. All line managers receive formal training to ensure such activities maximise support for career development. Support is provided by line managers for promotion, and writing Fellowship applications for research staff by principal investigators and potential sponsors. The annual staff PDR process is critical but training for line managers (Table 20) emphasises that ongoing support for career development is required throughout the year, including regular discussion of training needs and future career development.

Table 20. Line managers from MEDIC attending PDR training since 2014

	Headcount
Attended 1 day session	144
Scheduled to attend 1 day session	6
Attended 1hr session	14
Neither attended nor scheduled to attend	55
TOTAL NUMBER OF LINE MANAGERS WHO ATTENDED TRAINING	164

Table 20. Number of Line Managers in the School who have attended PDR training since 2014.

Action 4.iv.1: Annual audit of PDR completion.

As of January 2016, eight members of staff (6F, 2M) have taken part in the College mentoring scheme, introduced in late 2015. Uptake on the scheme will be monitored and further promotion will be done to improve the numbers of mentors and mentees taking part. There are a wide range of regular informal (e.g. laboratory talks and seminars) and formal opportunities for training and development (e.g. career development, research skills, and promotions workshops) that are well advertised, for members of staff at all grades. The University also organises a 'career development programme for female academics'. The School is looking to host similar training on a more regular basis.

PRIORITY ACTION 4.iv.2: Encourage staff to become mentors and be mentored.

Action 4.iv.3: Career development programme for female academics.

The School recognises the importance of supporting staff (particularly new joiners and early careers researchers) in successful career transition by attracting postgraduate students, achieving success in competitive funding proposals, and publication of papers in high impact papers. Support includes 'seed corn' funding schemes to support research grant development; training and support for developing external project grant funding (e.g. internal peer review and mock interviews); dissemination of external funding opportunities via bulletins from the research office and of studentships available within the School's doctoral training programmes. Over the past three years, there has been an intake of 40 (26F, 14M) externally funded studentships in psychological medicine. Other examples of success of these initiatives include nine Early Career Fellowship applications (Table 21).

Table 21. Early Career Fellowship applications

	Successful			Pending		
	F	M	%F	F	M	%F
C&G	2	0	100	0	0	N/A
I&I	3	1	75	0	0	N/A
PMCN	2	0	100	1	0	100

Table 21. Numbers of Early Career Fellowship applications across three of the Divisions (F = Female; M = Male)

Whilst there is a lot of encouragement to consider research at undergraduate level for the medical students, there is potentially a gap in activities to promote academic careers after this. After graduation at Foundation level, as well as early career researchers who are undertaking a higher degree, we will initiate focus groups to consider opportunities and barriers. We will explore what activities may be helpful in raising awareness of academic careers as an action.

Action 4.iv.4: Promote academic careers to UG students.

5. Career development

(i) Impact of activities to support promotion and career development

The School undertakes PDR (Performance Development Review) during the first quarter of the year and this is organised by the Divisions/Centres, in conjunction with HR. All staff are supported by appropriate training and the Review should be done in line with the University's E&D policies. PDR enables staff to develop their role in line with the aims of the University through the discussion, review, and setting of clear, relevant and measurable objectives. Staff development is key and this is an annual opportunity to review career aspirations and the readiness for promotion and/or an application for an Outstanding Contribution Award. Our staff survey indicated that 82% of respondents had had an appraisal within the previous 12-24 months. PDR completion rates will be reported to School Board and action taken to increase completion if necessary.

Academic Promotions Workshops have been run over the last 3 years (section 4.ii), although we are uncertain as to how many have attended from MEDIC. Our staff survey indicated that they did not feel sufficiently advised regarding promotion. We anticipate that the Promotions Buddy system (section 4.ii) and the focus groups (Actions 3.b.vi3, 3.b.vi5) will raise awareness of promotions and development opportunities.

Action 5.i.1: Collect and analyse uptake on promotions workshops.

The pilot mentoring scheme, which was part of our 2012 Action Plan, had good uptake (Table 22), and allowed individuals to seek and obtain greater understanding of the promotions process. The mentoring scheme has now been implemented across the College and the impact on applications for and in gaining promotion will be gathered and made available over the next 2 years.

Career development courses are now fully recorded online and all the University-aligned developmental courses viewed. All Divisions have been requested to record developmental opportunities that have been suggested and monitored for uptake. Even more can be done to improve on staff development and preparation for

promotion and this is linked to the Action Plan (previously mentioned in Actions 2.b.i, 4.ii.1, 4.ii.2, 4.ii.3).

“My mentor reviewed my CV objectively and through honest discussion helped me to decide whether I was indeed ‘good enough’ to apply for promotion. My mentor was supportive throughout the process. I value(d) her measured, professional approach to sensitive issues raised during our discussions. She steadied my nerve in challenging times. For me the mentor/mentee programme has been invaluable.” – Female member of staff

Table 22. Mentors and mentees in MEDIC pilot mentoring programme

	Mentors			Mentees		
	F	M	%F	F	M	%F
2014/15 Pilot	19	21	47	33	11	75

Table 22. Number of staff from the School of Medicine who volunteered to take part in the pilot mentoring scheme (F = Female; M = Male)

(ii) Impact of activities to support induction and training

New staff are given an induction pack providing an overview of the School structure, key contacts, School and University procedures, and staff development information. Each Division/Centre organises a local induction and line managers are required to conduct probation reviews including development and professional opportunities. The Clinical Services HR team provide advice and support where there are concerns about an employee’s ability to successfully pass their probation. To improve the School’s E&D completion rate (65%) new starters will undertake training during induction which will be reported to the new Equality and Diversity Executive Officer (Action 8.1).

Action 5.ii.1: Increase completion rate of E&D training for staff.

Lecturers are required to undertake the Postgraduate Certificate in University Teaching and Learning (PCUTL) unless they hold an equivalent qualification. This forms part of the probation process. C4ME provides additional support and training for medical educators and peer review of teaching is actively promoted. All PhD supervisors must undergo compulsory supervisor training.

Research staff attend regular seminars and meetings with internal and external speakers which provide opportunities for transfer of knowledge and scientific exchange. This actively promotes peer review, which benefits individual researchers through sharing best practice and receiving feedback within a safe environment from more experienced colleagues. Research staff are actively encouraged by their line managers to attend training. There is a large portfolio of developmental activities supported through the Cardiff Researcher Programme (which prepares postgraduates going into employment). The School of Medicine appointed a member of senior academic staff into a role entitled Director of Post-Doctoral Studies and created a committee entitled the Post-Doctoral Development Committee. Through line managers, these roles and the Cardiff University Research Staff Association, the School actively provides mentorship, support and guidance to researchers on areas such as grant writing, publishing papers and career guidance. This links closely with central support provided by the University.

Staff at the School of Medicine benefit from an extensive number of support networks, organised through the University but some of these have local contacts or groups (Table 23). A new network for Professional Support Services Staff (PSS), particularly useful for female staff as more than 60% of PSS staff are female, has launched in 2016 with the inaugural meeting and aims to provide a forum for updates, discussion, support, and training opportunities. In addition, following a successful International Women's day event, a new "Women in Health" network group that is broadly inclusive to encourage development of women in their careers, their professional priorities in health and science (local, national and international) has been formed at the Medical School Heath Park site in 2016.

PRIORITY ACTION 5.ii.2: Develop the PSS network.

Table 23. University networks with local contacts

<u>NETWORK</u>	<u>STAFF GROUP</u>
The Association of University Administrators Union	PSS staff
Cardiff Women in Science	For researchers – focused on women but not exclusive
Carers Network	For people with all different types of caring responsibilities
Disabled Staff Network	For staff who have a disability (registered or otherwise)
Enfys	For staff who define as lesbian, gay, bisexual and/or transgender (LGBT+), as well as their allies
Global Diversity	For staff who define as black and minority ethnic (BME) or who are employed by the University from outside the UK

Staff are informed about the available networks during induction and through the staff intranet. For example, the AS Executive Officer is Vice-Chair of Enfys and is given the opportunity to work flexibly to attend training, organise events, and represent Enfys at external events. Enfys allies place an Enfys poster on their office door and the Executive Officer has been active in distributing these across the campus, visibly demonstrating that the staff are open and inclusive of LGBT+ staff, students, patients, and the public.

(iii) Impact of activities that support female students

All undergraduate (UG) students are allocated an academic mentor at the start of their degree. To date, the UG team have not received requests for students to be allocated to a mentor of a specific gender and students are allowed to request a change of mentor. We conduct Periodic Review (PR) every five years of all teaching programmes. We will ensure diversity on review board and in student representatives.

Action 5.iii.1: Periodic Review (PR) – ensure diversity on review board and in student representatives.
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Action 5.iii.2: Annual analysis of undergraduate mentoring scheme.

There are many opportunities for encouraging students to consider an academic career. Year 2 and Final year students have timetabled sessions from researchers about their work and career. Clinical speciality student-led societies are open to all students, e.g. GP Society, Psychiatric Society, and Surgical Interest Society. Research is actively promoted for undergraduate students to take part in a “taster” research day (INSPIRE programme). In 2015/16, 20 women and 15 men took part in this programme from a total of 135 students from the four Medical Schools (Cardiff, Bristol, Exeter and Plymouth). There are funds available, both from within the University (the Cardiff Undergraduate Research Opportunities Programme – CUROP) as well as external support for summer studentships to do research and opportunities with supervisors to do this (Cardiff University Research Society - CUREs). Of the 12 applicants from Cardiff (4 female and 8 male), eight were awarded studentships for a summer research project (3 female and 5 male).

In January 2014, the School fully implemented the new system and refreshed the Code of Practice for PGR. The use of Student Information Management System (SIMS) has improved the transparency of the process and engagement with monitoring procedures has increased, personal tutor allocation is also facilitated. Students, supervisors and review panel reports can be viewed by all parties. Issues are now identified much earlier, allowing the School to support and quickly resolve them. The timing of PDR panels for students completing their studies are negotiated and agreed between examiners and the student, allowing for considerable flexibility to accommodate students and staff who work part-time, or flexibly.

A traffic light system (Figure 8) has been developed, trialled and implemented as a School strategy to accelerate the timely resolution of student related issues, removing obstacles faced by students during their studies. No issues related specifically to female students have been highlighted.

Traffic Light System Overview

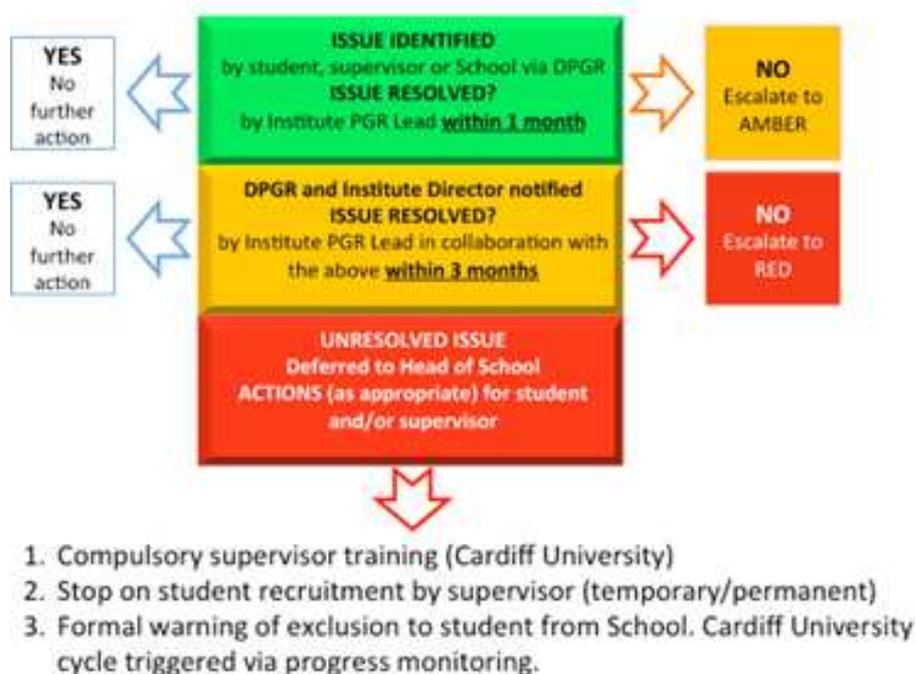


Figure 8. Traffic light system overview

The School aims to maximise the number of PhD completions by encouraging PGR students to participate in the School Mentoring Scheme and the appraisal system. The initiative was launched in 2013, detailed guidance is included in the School PGR handbook. 50% of our students now have a mentor and 60% of students with a mentor are female (Table 24). Supervisors are encouraged to assign mentors at application stage. The PGR team also help identify mentors for students that opt in to the scheme and ensure follow up meetings take place. There are plans to review the effectiveness of the programme in June 2016 (Action 3.b.iv.2). 55% of mentors are females, which is greater than the percentage of female supervisors, showing that female mentors have a higher workload.

Table 24. PGR Students with or without mentors

	Mentored			No Mentor			Total		% mentored	
	F	M	%F	F	M	%F	F	M	%F	%M
2012/13	28	21	57	6	6	50	34	27	82	78
2013/14	32	17	65	8	6	57	40	23	80	74
2014/15	18	12	60	18	12	60	36	24	50	50

Table 24. Postgraduate students with mentors (F = Female; M = Male)

Guidance is specifically given in the Division of Psychological Medicine and Clinical Neurosciences on the composition of assessment panels including for PhD appraisal meetings and for PhD vivas. In each case, the expectation is that such panels should include both men and women wherever possible (e.g. PhD appraisal panels 2015 - 12F/24M). The aim is to incorporate Divisional good practice to be applicable across the School.

6. Organisation and culture

School of Medicine

Bronze
2012-2015

Recent Actions

- Developed strategies & implement action plan for change on key issues.
 - Appointment of AS Executive Officer
 - Establish AS seminar series
 - Division Director & Manager AS Information Event
- Identification of key cultural issues which require change within the School (within restructuring exercise)
- First School of Medicine Away Day
- Bringing together School data from a variety of sources
- Agreement of School & Division meeting times to occur within hours that allow for caring of dependents

Culture Athena SWAN Summary

Bronze
Submission 2016

Key Challenges

- Variation in knowledge & enthusiasm for AS & E&D events.
- School of Medicine lacks broad culture of staff development
 - Limited & variable training opportunities
- Communication through the School
- Detailed AS data difficult to gather & analyse
- Absence of clear School workload model

2016+

Future Actions

- Pilot Division AS/E&D subgroups (**Priority 2**)
 - Continue to communicate & promote AS principles within the School by means of website, reports, seminars & regular meetings with Division Directors
- Regular report on development activities undertaken by all staff to School Executive (**Priority 3**)
 - Develop, sponsor & advertise development opportunities (**Priority 3**)
- Look at local communication strategies & learn from Division best practices (**Priority 2**)
- Appointment of Data Analyst & development of data plan
- Negotiate & implement new balanced School Workload Model

(i) **Male and female representation on committees**

The School Board was restructured in January 2016, and now reflects appropriate roles within the new organisational structure. Membership is determined by roles in the School, with representation from Senior Management, and each of the Divisions/Centres (Academic and Professional Services). As such, the gender balance of the committee is 12 male to 7 female.

This pattern is seen across the Divisions/Centres, with roles on committees often being determined by the roles people hold. Table 25 shows the current make-up of the School committees. Data for previous years has not been recorded accurately and so has not been included. The senior leadership is dominated by men and therefore there is more work to be done in redressing the balance. A first step towards this will be to ensure that gender equality/AS and E&D is a standing agenda item for all committees within the School, as stated in Section 1.

Action 6.i.1: Introduce gender equality/Athena SWAN as permanent agenda item at all committees.

Action 6.i.2: Improve data collection of committee membership.

Table 25. Representation on School of Medicine committees

	F	M	%F	Gender of Chair
School of Medicine				
School Executive	8	12	40	M
Athena SWAN Self-Assessment Team	12	5	71	F
Athena SWAN Student Subgroup	11	1	92	N/A
Equality, Diversity & Human Rights	10	2	83	F
Ethics Committee	7	2	77	M
Postgraduate Research Board of Studies	6	11	35	M
Postgraduate Research Student Representatives	6	4	60	N/A
Promotions Committee	1	5	16	M
Research Degrees Committee	3	6	33	F
Research Management Group	1	11	8	M
Wellcome Trust-funded GW4 Clinical Academic	0	4	0	M
Training Award Committee				
Centre for Medical Education				
Senior Management Team	5	6	45	M
Curriculum Management Group	4	5	44	M
Education Committee	6	8	42	M
Postgraduate Taught Board of Studies	5	12	29	M
Undergraduate Board of Medical Studies	18	18	50	M
Clinical Trials Research Centre				
Executive Group	2	4	33	F
College Strategy Board	5	3	62	M
Professional Services Group	3	4	42	M
Quality Assurance Group	6	1	85	F
Division of Cancer & Genetics				
Executive Operations Group	3	9	25	M
Executive Strategy Group	1	7	12.5	M
Division of Infection and Immunity				
Executive	4	8	33	M
Research Committee	4	12	25	M
Division of Population Medicine				
Senior Management Team	2	1	66	Alternate
Academic Management Group	4	3	58	F
Operation Team	8	0	100	F
Senior Leadership Team	7	10	41	Alternate
Division of Psychological Medicine and Clinical Neurosciences				
Executive	6	14	30	M
Research Group	2	6	25	M

Table 25. Representation on School of Medicine and Division/Centre committees (F = Female; M = Male), correct at time of submission

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**

Table 26 (made up of 3 tables) shows the number of staff on fixed term contracts at the School of Medicine. Over the last five years, the number of staff on fixed term contracts has risen slightly. Of the fixed term staff, approximately two thirds are female. The percentage of females on fixed terms is decreasing but this reflects that more men are on fixed term contracts rather than a change in the situation of many women. As of 2015 almost half (48%) of the men working at the School of Medicine were on fixed-term contracts, with major change here in Research staff.

Table 26. Proportion of female research and academic staff on fixed term (FT) and open-ended (OE) contracts (3 tables)

	FT total			OE total			% FT vs OE	
	F	M	%F	F	M	%F	F	M
2010/11	339	165	67	297	257	54	53	39
2011/12	320	168	66	335	268	56	49	39
2012/13	297	151	66	331	270	55	47	36
2013/14	341	208	62	344	260	57	50	44
2014/15	364	221	62	287	241	54	56	48

Staff on Fixed Term (FT) Contracts 2010-15

Head count	MPSS			Research			Lecturer			Sen Lec			Reader			Professor		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2010/11	171	47	78	127	81	61	35	25	58	5	4	56	0	2	0	1	6	14
2011/12	157	49	76	128	76	63	33	30	52	2	5	29	0	1	0	0	7	0
2012/13	148	36	80	115	79	59	31	27	53	2	0	100	0	0	0	1	9	10
2013/14	143	41	78	174	129	57	20	18	53	4	5	44	0	2	0	0	13	0
2014/15	164	47	78	177	146	55	17	12	59	5	5	50	1	0	100	0	11	0

Staff on Open-Ended (OE) Contracts 2010-15

Head count	MPSS			Research			Lecturer			Sen Lec			Reader			Professor		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2010/11	177	52	77	50	37	57	19	16	54	24	66	27	11	15	42	16	71	18
2011/12	195	63	76	60	44	58	25	14	64	28	64	30	11	17	39	16	66	20
2012/13	194	59	77	63	48	57	23	17	58	23	62	27	11	17	39	17	67	20
2013/14	211	69	75	40	24	63	39	19	67	21	66	24	10	16	38	23	66	26
2014/15	179	53	77	14	17	45	41	17	71	22	72	23	10	18	36	21	64	25

Table 26. Proportion of female research and academic staff on fixed term and open-ended contracts (F = Female; M = Male)

(iii) Representation on decision-making committees

Staff are selected onto decision-making committees based on their area of expertise and knowledge. However, we actively support and encourage female academics to volunteer for any open roles through all-staff emails. We also support all our Academics in taking on roles both internally within the University, and externally. We have female academics and MPSS staff who are members of professional societies or have an active role in providing support and advice to external organisations (such as Professor Julie Williams who is Chief Scientist for the Welsh Government) and funding bodies. This will continue to be examined and imbalances addressed where possible by providing opportunities for prospective members to shadow incumbents. Women will be specifically encouraged by line managers and senior staff.

Action 6.iii.1: Improve gender balance on committees.

(iv) Workload model

The School of Medicine has been involved in the development of the University Workload Model. This includes tariffs for School and University Committee work, personal tutoring and pastoral care. This will be applied in the School of Medicine in the academic Year 2016/17.

Action 6.iv.1: Negotiate and implement new balanced School Workload Model.

The new PDR process for the 2015/16 academic year, has expectations for University citizenship embedded within it. Performance will be measured against a set of quantifiable and objective benchmarks which should have a positive impact on recognising the contribution of all staff, but particularly those who are less inclined to highlight their own achievements. Historically, this has been an obvious weakness of our PDR processes and has sub-consciously biased against more modest, less confident, staff of which a disproportionate number are females.

Similarly, the School of Medicine has introduced a more objective assessment of promotion applications with the aim of ensuring that all applications are evaluated

robustly. This was instigated in 2014 and was recognised as good practice by the Cardiff University Promotions Panel. Depending on the career pathway of applicants, the internal School evaluation is made against a set of benchmarks drawn from the University promotion criteria. Initially, each application is evaluated by a Division/Centre Director and then the forms are cross-checked by a member of the School's promotions panel and discussed at a meeting. Senior female representation on this panel is now a School pre-requisite.

Within the Division of Population Medicine, all staff are encouraged to keep their own personal development plans, one based on AUA behaviours framework and one based on the Researcher Development Framework. This will be evaluated by perceived value to the members of the Division, and if successful, will be rolled out across all Divisions/Centres.

Action 6.iv.2: Pilot PM Division Personal Development Portfolio plan.

(v) Timing of departmental meetings and social

The School of Medicine School Board has historically met early in the morning (currently at 7:45am) on a weekly basis – this is due to a proportion of the board being clinical academic with subsequent clinical responsibilities later in the day. From 2016, these meetings will continue on a monthly basis, with a start time of 9am, which will be reviewed periodically and amended if required.

Core office hours tend to be between 10am and 3pm and the majority of meetings within the School are held within this time. Lunchtime seminars (with refreshments) are also arranged so that all members of staff have the opportunity to attend. The School also operates a flexible system for those members of staff who have other commitments and will take that into consideration when scheduling meetings and planning School events.

(vi) Culture

The School runs a series of AS celebration lectures, held at 1pm, with lunch provided, to illustrate successful careers and to provide role models. Six take place each year. The speakers are from a variety of backgrounds and career pathways. This series has been a success in that increasingly more men as well as women are attending and this series will continue. Since commencing this initiative in 2014, our speakers have included 4 senior non-clinical women and 2 men, 2 senior clinical women and the School Manager.

Action 6.vi.1: Continue Athena SWAN Celebration Lecture series.

April 2016 saw the first School of Medicine Away Day as previously discussed and was a very positive experience. Social events are also organised involving scientific and social aspects (e.g. Division of Infection and Immunity Away Day for all staff) which help build a sense of common purpose and have benefitted a number of charities (e.g. fundraising for British Heart Foundation, Bloodwise, and Diabetes UK).

The University initiated an Outstanding Contribution Awards Scheme two years ago where line managers nominate individuals worthy of particular recognition. More women than men have been recognised by these awards (Table 27).

Table 27. Successful Outstanding Contribution Awards

	F	M	%F	Total
2014	18	6	75	24
2015	18	13	58	31

Table 27. Successful Outstanding Contribution Awards. Numbers of awards made over the last 2 years.

The School of Medicine runs at least five different seminar programmes that reflect our broad research interests. Table 28 shows the data which is very varied in terms of gender equality.

Action 6.vi.2: Improve gender balance of internal and external speakers.

Table 28. Seminar programmes with external speakers.

	F	M	% F
British Society for Immunology	7	21	25
C&G External Speakers	1	2	33
PMCN Speakers	4	16	20
Medical Education Research Seminars	2	2	50
Science Seminars	9	12	43
Total	23	53	30

Table 28. Seminar programmes with external speakers (F = Female; M = Male)

In order to encourage, at an early stage, a change of culture within the student body and promotion of AS principles and Equality & Diversity Student Working Group has been formed. Planning to meet twice per semester the group will encourage more student involvement through student-led events. The first event, attended by more than 60 male and female students, was a celebration of International Womens' Day involving presentations from both a senior female clinical and a non-clinical academic and a charity collection for "Mothers for Africa".

PRIORITY ACTION 6.vi.3: Support Equality & Diversity Student Working Group.

Generally, the School communicates via email and six monthly All-School briefings. Emails include letters from the Dean, advertisements about new School roles and notifications of important training and deadlines. During All School briefings, senior staff present on the key mission areas of the School. Regular staff meetings are held within each Division/Centre to ensure that all staff members are kept informed about events both within the School and Division/Centre. We note however that improvements could and should be made with regards to communication. This relates to the size and multiple locations of the School. The first School Away Day has helped and will be built upon going forward.

PRIORITY ACTION 6.vi.4: Include Athena SWAN at School Away Day's and Briefings.

PRIORITY ACTION 6.vi.5: Include Athena SWAN at Centre/Division Away Days.

Action 6.vi.6: Develop AS reporting from Divisions/Centres.

Childcare facilities are available on site, or close to the main University (Cathays). Places in these facilities are open to all staff and students regardless of gender. Fees for the childcare facilities can be deducted before paying tax through a salary sacrifice scheme, making it more cost effective for staff. The School recognises the importance of a culture of inclusivity and equality, and where issues that contravene this are reported, the School ensures that they are dealt with promptly to ensure that they are not repeated.

“On one occasion, my friend was taken to one side and told she was inappropriately dressed during Clinical Skills. She was dressed smartly, with work trousers and shoes, but her top ended where her high-waisted trousers begun, meaning you could sometimes see a couple of millimetres of midriff when she moved. This, we both felt, was very unfair as a number of male and female students had disregarded the dress code completely and intentionally, and were in extremely muddy sports gear. They were not singled out. My friend reported the incident to Head of Year 1, as she identified that this was due to the sexualisation of her body. The matter was dealt with very well and I believe the member of staff who singled her out was informed that their behaviour was unfair.” - Female MBBCh undergraduate

(vii) Outreach activities

A significant number of staff members contribute to outreach activities, recognised in the PDR process and for promotion. Initiatives include ‘Science in Health-Live!’, an annual open day for Year 12 students run over the last 20 years; work experience placements for Year 12 students in I&I, C&G and the old Institute of Molecular and Experimental Medicine; Anaesthetics open days; ‘Life Sciences Challenge’, a quiz for Year 10 students; World Diabetes Day. All activities are run by mixed gender groups. A series of Public Lectures to open up areas of concern in health care and to present new research on health issues to the public is also organised. Details of gender breakdown relating to some of these events in 2015 are shown in Table 29.

Table 29. Selected School events in 2015

	F	M	%F
Speakers			
Public Understanding of Science in Health Lectures	3	4	43
National Centre for Mental Health public engagement Education	16	6	73
Staff participants			
Science in Health-Live! (Staff involved in tours and exhibits)	48	55	43
Work experience scheme	11	30	27
National Centre for Mental Health - Mental Health Awareness Week Screening	3	1	75
National Centre for Mental Health - Men’s Health Event	5	2	71
National Centre for Mental Health - Movember Event	5	3	63
National Centre for Mental Health - Public Health lecture	5	3	63
Press appearances	5	7	42
World Diabetes Day	2	3	40
Bloodwise Research Event	2	4	33
Student Participants			
Work experience scheme	31	26	54
Life Sciences Challenge (finals)	8	8	50
World Diabetes Day	2	0	100
Totals	146	152	49

Table 29. List of some 2015 events and participants by gender (F = Female; M = Male)

Some of the outreach activities involving schoolchildren in 2015 include

- In October 2015, Professor John Bligh and Professor Dave Wilson visited Tredegarville Church in Wales Primary School along with Year 3 student, Shaffi Batchelor, to launch the 'Who's in health' campaign with the CMO Wales, which included some teaching.
- MRC Centre for Neuropsychiatric Genetics and Genomics PhD student Hayley Moulding won a £500 prize in "I'm a Scientist, Get Me Out of Here", a public engagement competition judged by schoolchildren.

7. Flexibility and managing career breaks

(i) Maternity return rate

The University offers a generous maternity leave scheme that is greater than the statutory entitlement, and many women have taken advantage of the scheme by taking up to 12 months leave. The figures in Table 30 show the number of women in the School who have taken maternity leave during the past 5 years, together with the numbers who have returned to work. These figures are an improvement on those reported in the School's previous Bronze application.

Table 30. Maternity leave numbers

Clinical	2010/11	2011/12	2012/13	2013/14	2014/15
Leaver - End of Contract	0	0	0	0	0
Leaver - Maternity	0	0	0	0	0
Leaver - Other	0	0	0	0	0
Returned	2	3	1	3	3
Currently on Maternity	0	1	0	0	2
Total	2	4	1	3	5

Non-clinical	2010/11	2011/12	2012/13	2013/14	2014/15
Leaver - End of Contract	1	2	0	0	0
Leaver - Maternity	0	0	1	0	0
Leaver - Other	1	0	1	4	3
Returned	16	16	22	24	18
Currently on Maternity	3	3	5	14	14
Total	21	21	29	42	35

Table 30. Maternity leave numbers within the School, 2010-15

(ii) Paternity, adoption and parental leave uptake

Paternity leave is available to all new parents employed within the School (Table 31), including the statutory right of new parents to share maternity leave as shared Parental Leave (from April 2015). Thus far, only been a small number of applications for Shared Parental Leave have been made, but the first application received and approved within the University was from a female academic within the School of Medicine. All applications for paternity leave (for male members of staff) have been approved, 2010-15. There were no applications for Adoption Leave during the period October 2011-September 2015.

Table 31. Paternity leave numbers

	MPSS	Research	Clin Acad	Non-clin Acad
2010/11	3	6	1	3
2011/12	5	6	5	6
2012/13	0	4	0	1
2013/14	4	3	0	1
2014/15	2	5	1	0
Total	14	24	7	11

Table 31. Number of staff applying for paternity or shared parental leave across the University/School

(iii) Numbers of applications and success rates for flexible working by gender and grade

The number of applications for flexible working is shown in Table 32. We do not currently have data on success rates or a breakdown by grade. Our staff survey showed that only 42% of flexible working is formally arranged.

Action 7.iii.1: Improve data gathering on flexible working.

Table 32. Applications for formal flexible working arrangements

	F	M
2012	16	1
2013	15	1
2014	13	5
2015	26	2

Table 32. Number of staff successful in applying for formal flexible arrangement (F = Female; M = Male)

(iv) Flexible working

Our staff survey indicated that only 35% of staff believed they had the opportunity to work flexible hours. Anecdotal evidence is more positive with data from the Divisions/Centres:

- PM: requests have been agreed for compressed hours following return from maternity including term time working.
- I&I: two senior administrative staff work compressed hours to aid family life.
- C4ME: 43 staff members (8 male and 35 female) have formal flexible working arrangements including compressed hours, part-time, and variable hours' contracts (Table 33).

The aim is that successful Divisional strategies will be incorporated in general School policy that applies to all staff.

Table 33. Number of staff who work flexibly in Centre for Medical Education

Career Pathway	F	M
Professional Services (Grades 1-4)	6	0
Clinical Teaching & Research	0	1
Clinical Teaching & Scholarship	6	4
MPSS (Senior administrators)	4	0
Teaching & Research	1	0
Teaching & Scholarship	18	3
Total	35	8

Table 33. Staff who work flexibly, by career pathway, in C4ME (F = Female; M = Male)

Action 7.iv.1: Develop publicity about flexible working.

The School also supports staff in using dependent's leave and a large number of staff, both men and women, have continued to make use of this scheme over the last four years (Table 34).

Table 34. Dependents leave numbers

	MPSS		Research		Clin Acad		Non-clin Acad	
	F	M	F	M	F	M	F	M
2010/11	54	15	21	4	0	2	7	2
2011/12	53	4	26	2	3	3	2	3
2012/13	15	2	6	1	2	1	2	3
2013/14	53	1	10	1	1	0	2	1
2014/15	43	1	8	0	1	1	0	2

Table 34. Number of staff applying for dependents leave

“This is a very flexible scheme that has allowed me to take emergency leave if necessary.” - member of staff

(v) Cover for maternity and adoption leave and support on return

The School of Medicine launched its Maternity, Paternity, Adoption and Surrogacy (MPAS) paper in February 2014 which sets out the School of Medicine’s scheme in terms of the provision of MPAS pay and/or back-fill funding for MPAS leave cover (including handover periods at the start and end of the leave). In developing this paper, the School established a ring-fenced fund to enable cover to be provided where external funders do not allow. In every case, if any grant funder does not pay maternity costs, then the School covers the costs in all instances. It fully supports the Cardiff University Work-Life Balance Policies, including the MPAS Scheme.

The School is committed to assisting returners back into the workforce and will be working closely with the Divisions/Centres to develop a formal scheme aimed to support staff returning to work, thereby benefitting all members of staff. Training will be provided to ensure line managers are aware of this transition.

Action 7.v.1: Manager training for MPAS return to work scheme.

Sections 4-7 word count: 4734/5000

8. Any other comments – maximum 500 words

The geographic spread and size of our School provides challenges in ensuring communication, understanding and engagement with Athena SWAN principles. The School has made a clear commitment to these principles by employing an Executive Officer whose role is to support the SAT and to facilitate the application and Action Plan. This post will be converted to a full-time position as an Equality and Diversity Executive Officer in 2016. The post holder has been an invaluable support to the Self-Assessment Team and the ongoing full-time appointment will ensure that this commitment is maintained.

Action 8.1: Appoint Equality and Diversity Executive Officer.

Increasing management buy-in at all levels will be reviewed. This will include producing annual staff data reports to and from Divisions/Centres and delegating the action on this to those teams.

Action 8.2: Continue to increase management buy-in at all levels. Produce annual staff data reports to Divisions.

We will encourage staff to update their CVs on an annual basis, to be produced at the PDR. This will help managers to be more aware of the potential for staff promotions and allow earlier intervention. Staff will be supported in this by being encouraged to attend the University's CV writing training course.

Action 8.3: Staff to include up-to-date CVs at PDR.

We recognise the importance of providing development opportunities for all members of staff across the School. The Centre for Trials Research has recently supported one of its female research assistants to take part in the Women in Public Life mentoring scheme, organised by the Presiding Officer of the Welsh Assembly mentored 14 women from across Wales to become more engaged with public life. The staff member had flexibility in working and support from senior staff to engage in this programme. The School has also supported a young, LBT, female member of

PSS staff to take part in the Diversity in Democracy mentoring scheme organised by the Welsh Government. The scheme was formed to encourage young, disabled, BME, LGBT+ people, and women, to stand for election to local Councils.

“The School, and particularly the School Manager, has been really supportive in allowing me informal flexible working. This has meant I’ve been able to attend training days, media opportunities, political events, and campaign for office, and still maintain an excellent standard of work. The opportunities I’ve been given at work gave me the confidence to apply for the scheme, and since taking part I’ve become even more passionate about my work!” - Female member of staff

We will strive to continue to develop initiatives and adopt and share good practice both from within the University as well as successful strategies elsewhere. Having attended several networking events at other institutions, we are looking to host a networking event for the GW4 (Bath, Bristol, Cardiff, Exeter) and/or the South Wales and West region. Sharing best practice is beneficial to all involved.

Action 8.4: Host GW4 event.

Finally, we will continue to engage with all staff, using our planned staff surveys and focus groups to inform ongoing actions and initiatives that will improve the School culture and environment for our students and all staff to achieve their full potential.

Section 8 word count: 485/500

9. Action plan

Overview of Action Plan

The Athena SWAN Self Assessment Team (SAT) have identified the following five priority actions that it believes have the potential to improve gender equality in the School of Medicine.

Cardiff University School of Medicine Athena SWAN Priorities

Priority 1: E&D activities in undergraduate and postgraduate curriculum

- Support the undergraduate student Athena SWAN subgroup.
- Review E&D training and uptake for PGT students.
- Introduce more E&D activity to UG C21 Curriculum, review and improve.

Priority 2: Sharing best practice and data collection with Centres/Divisions

- Formation of pilot Division E&D/Athena SWAN committees.
- E&D on agenda at all meetings – sharing E&D activity through whole School.

Priority 3: Make Staff Development available to all

- Regular report on development activities undertaken by all staff to School Board.
- Develop, sponsor and advertise development opportunities (e.g. IMPReSS network).

Priority 4: Focus on recruitment and promotion of non-clinical lecturers

- Focus groups with non-clinical lecturers to identify factors affecting development.
- Appointment of mentors and support for promotion applications.

Priority 5: The appointment, mentoring, and promotion of female clinical staff

- Focus groups with clinical academics to identify factors affecting development.
- Appointment of mentors and support for promotion applications.

Appendix 1: School of Medicine Athena SWAN Action Plan 2016-19

Application Area	Action	Description	Further details	Responsibility	Timeline	Success Measures (SMART)
2. Self-Assessment Process	2.b.i	Review questions and update staff survey to include specific questions addressing Athena SWAN principles	<p>Target smaller staff groups at any one time but encompass all staff over a 2-year period</p> <p>Include Professional Services Staff</p> <p>Provide live updates on responses to encourage participation</p>	<p>Centre/Division managers</p> <p>Divisional Athena SWAN Champions</p> <p>SAT</p>	<p>Focus group to explore specific questions to include by October 2016</p> <p>Commence revised self assessment process from July 2016 onwards</p>	<p>A revised survey</p> <p>Improve response rate of Staff Survey, aiming for at least 50% (up from 33% in 2014/5), including interim reports</p> <p>Obtain data that can inform Athena SWAN action plans.</p>
2. Self-Assessment Process PRIORITY ACTION	2.c.i	Pilot two Athena SWAN sub-groups	<p>To include Centre/Division action plans</p> <p>Roll out to all Divisions if successful</p>	C4ME, PMCN	<p>Pilot June 2016-May 2017</p> <p>Rollout June 2017</p>	<p>Increase in survey completion from these pilot groups</p> <p>Quarterly report with statistics from Divisional Groups</p>
3. Picture of the department	3.a.1	Improve gender balance of Case-Based Learning cases	When gender is not relevant to the medical condition, ensure that cases the students study/discuss have a gender balance	<p>UG Curriculum group</p> <p>C21 Director</p>	<p>Review in 2016/17</p> <p>Implement in 2017/18</p>	More diverse range of patient scenarios, reflective of patient demographics in Wales

3. Picture of the department PRIORITY ACTION	3.a.2	Introduce specific E&D training days, review and improve	E&D to be embedded into C21 E&D sessions specifically timetabled, mandatory attendance Completion of online module	SSC Director	First sessions scheduled for May 2016, ongoing review	Student attendance at sessions Completion of online module
3. Picture of the department	3.b.ii.1	Annual review of BSc medical pharmacology student numbers and feeder scheme entry to MBBCh	Review trends in applicant and student data in order to address early signs of inequalities in intake ratios	UG Admissions Team to produce report for action by Director C4ME	Annually in October	Delivery of report on trajectory of student numbers – to review the data and make recommendations for appropriate action to the School/College/ University
3. Picture of the department	3.b.ii.2	Annual review of UG numbers and diversity	Include outreach provision, student location, economic status Survey student cohort to investigate possible reasons why C21 is more attractive to female students Critically review marketing material and course advertisement to check for gender bias in student cohort	UG Admissions Team UG Marketing Team UG Athena SWAN group	Review to be undertaken annually in October	Delivery of report on trajectory of student numbers – to review the data and make recommendations for appropriate action to the School/College/ University

3. Picture of the department	3.b.iii.1	Annual analysis of PGT student admissions and completion by programme	Review trends in applicant and student data	PGT Admissions Team to produce report for action by Programme directors	Annually in October	Delivery of report on trajectory of student numbers – to review the data and make recommendations for appropriate action to the School/College/ University
3. Picture of the department PRIORITY ACTION	3.b.iii.2	Introduce E&D to PGT programmes induction week	PGT students to complete online E&D module during induction week as a 'contact point' on SIMS record.	PGT programme/ module leads PGT Director	To be introduced in September 2017	100% completion
3. Picture of the department	3.b.iv.1	Annual analysis of PGR student numbers and completion rates	Review trends in applicant and student data	PGR Admissions & Marketing Team to produce report for action by Programme directors	Annually in October	Delivery of report on trajectory of student numbers – to review the data and make recommendations for appropriate action to the School/College/ University
3. Picture of the department	3.b.iv.2	Continue bi-annual PGR mentor survey	To rate effectiveness of programme and enrich teaching and learning environment	PGR Degrees Office	Next survey in June 2016	Survey responses bi-annually to rate effectiveness of programme and enrich teaching and learning environment.

3. Picture of the department	3.b.v.1	Evaluate undergraduate admission methods for gender bias	Complete Equality Impact Assessment Consider if Case Based Learning attracts a different gender split, evaluate our outreach	UG Admissions Team & UG Assessments Team	2016-18	Development and implementation of new admissions procedure Review of any effect on gender
3. Picture of the department	3.b.v.2	School to employ a Data Analyst	The School intends to deepen our analysis of student data, including an understanding of the impact of external factors on this distribution	Deputy School Manager and HR	July 2016	Data Analyst to be in post
3. Picture of the department	3.b.vi.1	Annual data generation and analysis	Current data is not always complete and should be maintained in fully accessible form annually	PB and School Data Analyst see 3.b.v.2	September 2016 and Annual reports from October 2017	Annual report produced for SAT and School Board
3. Picture of the department PRIORITY ACTION	3.b.vi.2	Analyse clinical staff by contract type: fixed term and career path	In order to fully understand hurdles experienced by clinical academic staff, knowledge of contract type and projected career path is required	PB and School Analyst see 3.b.v.2 SAT	September 2016 and Annual reports from October 2017	Annual report produced for SAT and School Board
3. Picture of the department PRIORITY ACTION	3.b.vi.3	Focus groups with clinical lecturers and senior lecturers	To identify and gain an understanding of systematic individual hurdles to progression	FSW	September 2017	Report for SAT and School Board

3. Picture of the department PRIORITY ACTION	3.b.vi.4	Analyse non-clinical staff by contract type: fixed term and career path with a focus on lecturer grade	In order to fully understand hurdles experienced by non-clinical academic staff, knowledge of contract type and projected career path is required	PB and School Data Analyst (see 3.b.v.2) SAT	September 2016 and Annual reports from October 2017	Annual report produced for SAT and School Board
3. Picture of the department PRIORITY ACTION	3.b.vi.5	Focus groups with non-clinical lecturers	To identify and gain an understanding of systematic individual hurdles to progression	PB	September 2017	Report for SAT and School Board
3. Picture of the department	3.vii.1	Review and formalise staff exit interview process	To explore reasons people leave College HR to review with central HR the University's intentions going forward	Formal pilot scheme in CTR College HR	Pilot scheme May 2016 – May 2017 To potentially launch School-wide in 2017	Launch of scheme
4. Key career transition points	4.i.1	More systematic collection of appointment data	Create data capture plan Collect data on grades to map progression	College HR Data Analyst	Quarterly reports from October 2017	Quarterly report to SAT with accurate data

4. Key career transition points	4.i.2	Create and implement processes to ensure gender balance in recruitment	<p>Review wording in advertisements for senior staff appointments</p> <p>All senior appointments above grade 8 advertised on WISE</p> <p>All male shortlists avoided and will require school board review before proceeding with interviews</p> <p>Investigate creation of women's champion role</p>	CWG with School Manager, HR, School Board	May 2016	More gender-balanced professorial appointments
4. Key career transition points	4.ii.1	Assist non-clinical lecturers in developing themselves for promotion	<p>35 members of staff</p> <p>Use information from focus group as above</p>	PB and SAT	September 2018	More gender balanced promotions
4. Key career transition points	4.ii.2	Assist clinical senior lecturers in developing themselves for promotion	<p>13 members of staff</p> <p>Use information from focus group as above</p>	FSW and SAT	September 2018	More gender balanced promotions

4. Key career transition points	4.ii.3	Review readiness for promotion of all individuals at the time of PDR	School to organise preparatory application promotions workshops Encourage staff to attend promotions workshops run by central HR	School Manager to liaise with College and central HR Senior individuals involved in conducting PDRs	Annually at the time of PDR (January-April)	Increased numbers of applicants for promotion with less delay
4. Key career transition points	4.ii.4	Link to promotions 'Buddy' system (College-wide scheme)	To link staff who want to apply for promotion with staff who have successfully gone through the process	College HR	Launching January 2016	Review uptake of scheme and link to success rate Increased numbers of applicants and increased success rate in applications
4. Key career transition points	4.ii.5	Better understand the 'leaky pipeline' from lecturer to senior lecturer for female staff	Create bespoke survey or focus groups for lecturers and managers – questions/discussion will address why lecturers don't apply for promotion etc. Include T&R and T&S staff	SAT to create survey, Centre/Division Managers responsible for ensuring staff participation	2016-18	Production of report which analyses survey results

4. Key career transition points	4.ii.6	Confidence-building workshop	The School runs these on an annual basis	College HR Line managers	Ongoing	Increased attendance at workshops Positive feedback on post-course surveys
4. Key career transition points	4.iv.1	Annual audit of PDR completion	PDR reports are run regularly by the College during the PDR cycle College identifies gaps and feeds this down to the School to follow-up	College HR, fed down to School Manager and Divisions/Centres Line managers to capture data locally	Annually during PDR cycle (January-March)	Annual report to School Board and take action where numbers are low
4. Key career transition points PRIORITY ACTION	4.iv.2	Encourage staff to become mentors and be mentored (through different schemes)	Encourage staff to register for College specific scheme Provide support to existing mentors through refresher training and informal meet-ups Gender report on mentor/mentee numbers	College HR for College scheme Line managers for new starters and at PDRs Individuals	Ongoing Develop mentor conference/ support by 2018	Awareness: 100% Engagement: 25% Measure uptake/awareness through staff survey
4. Key career transition points	4.iv.3	Career development programme for female academics	Currently a University training course Develop bespoke (possibly online) training for the School	University Organisational Development Team School Manager	Course in place by 2017 Review after 1 year	Bespoke course developed Monitor update, survey success

4. Key career transition points	4.iv.4	Promote academic careers to UG students	Focus groups to consider opportunities and barriers to an academic career	C4ME to liaise with Divisions	September 2016 onwards	Student engagement
5. Career Development	5.i.1	Annual analysis of uptake on promotions workshops	Monitor uptake – currently this is not measured effectively	Line managers School Manager College	Annual	Annual report to Athena SWAN SAT – action to then be developed further
5. Career Development	5.ii.1	Increase completion rate of E&D training for staff	Introduce completion of training in staff inductions to capture new staff. Monthly reports from University HR on completion, to be - line managers to ensure completion by annual PDRs	Line managers	On a rolling basis for new staff Annually at PDR	100% completion
5. Career Development PRIORITY ACTION	5.ii.2	Develop PSS network	PSS network (iMPReSS) will support the development of PSS staff	Centre/Division managers and Network committee	Quarterly meetings	Engagement in network, attendance at events, increased staff morale, positive feedback on surveys

5. Career Development	5.iii.1	Periodic Review (PR) – ensure diversity on review board and in student representatives	Broad review of all programmes, evaluate strategic direction and reflect upon students experiences As part of this process 5 PGR Student Representatives will attend interviews E&D officer to review the reports	Quality Team to liaise with SAT	Review due in 2016 (every 5 years)	Investigate whether gender is considered in development of strategic direction and if not raise this with Equality and Diversity committee of the University.
5. Career Development	5.iii.2	Annual analysis of UG mentoring scheme	Students are allocated at random and can request a change without reason – currently this is not measured effectively	C4ME	Following allocation of mentors in Term 1 (annually Oct/Nov)	Annual report on numbers and changes to Athena SWAN SAT – action to then be developed further
6. Organisation and culture	6.i.1	Introduce gender equality/Athena SWAN as permanent agenda item at all committees	All committees, including student/staff panels should include Equality & Diversity/Gender Equality/Athena SWAN as a standing item on agendas	Committee Chairs All committee members	To be in place by 1 May 2016	All committees to send quarterly reports on AS minutes to AS team and/or E&D reports to EDHR committee
6. Organisation and culture	6.i.2	Improve data collection of committee membership	Committees to report membership to SAT annually.	Committee Chairs & secretary's	From September 2016, review annually	Annual report on membership to SAT

6. Organisation and culture	6.iii.1	Improve gender balance on committees	Each committee to be tasked with a review of their membership and terms of reference. Where possible introduce terms of office, deputies, shadowing, and observer positions. Committees to report membership to SAT annually (Action 6.i.2).	Committee Chairs All committee members	From June 2016, review annually	Gender balanced committees
6. Organisation and culture	6.iv.1	Negotiate and implement new balanced School Workload Model	Includes tariffs for School and University Committee work, personal tutoring and pastoral care	Dean of Research	Rollout in 2016/17 Implemented by September 2017	Successful rollout
6. Organisation and culture	6.iv.2	Pilot PM Division Personal Development Portfolio plan	Support pilot plan and review the uptake levels Carry out a survey/focus group If successful, roll out to other Divisions	PM Division Manager	Pilot June 2016 – May 2017 Roll-out June 2017 if successful	Pilot is completed, evaluated and advice for the next step is generated
6. Organisation and culture	6.vi.1	Continue Celebration Lecture series	Aim for six per year Monitor attendance and gender balance of speakers	Athena SWAN Executive Officer / Chair of SAT	Ongoing	Continued good rate of attendance and even gender balance of speakers

6. Organisation and culture	6.vi.2	Improve and maintain gender balance of internal and external speakers	Gender balance of invited speakers across School for all events including medicine, science and education	All staff who arrange events	Ongoing	An average of 50/50 balance of speakers at internal and external events
6. Organisation and culture PRIORITY ACTION	6.vi.3	Support Equality & Diversity Student Working Group	Talks/debates Create opportunities for women Events organised on specific days e.g. International Women's Day 08 March	SAT Chair	To meet twice per semester	Student led E&D events – 2 per annum Attendance at events
6. Organisation and culture PRIORITY ACTION	6.vi.4	Include Athena SWAN at annual School Away Day's and Briefings	Include a workshop or presentation on the importance of Athena SWAN	School Manger	Dates of briefings and away days TBC	Inclusion on programme of events
6. Organisation and culture PRIORITY ACTION	6.vi.5	Include Athena SWAN at Centre/Division Away Day's	Include a workshop or presentation on the importance of Athena SWAN	Centre/ Division managers	C4ME - January 2017 Dates TBA for Divisions	Inclusion on programme of events
6. Organisation and culture	6.vi.6	Develop AS reporting from Divisions/Centres	Introduce clear workflows and channels of communication to improve reporting. Create report templates.	Centre/Division Managers AS Executive Officer	From May 2016, reviewed quarterly at SAT meetings	Annual report produced by Divisions/Centres

7. Flexibility and managing career breaks	7.iii.1	Improve data gathering on flexible working	Collect data on applications, successful and unsuccessful, by gender and grade Include questions on this in staff survey	College HR Line Managers	From July 2016 onwards, review after each staff survey	100% awareness in response to question in staff survey
7. Flexibility and managing career breaks	7.iv.1	Develop publicity for flexible working	Raise awareness of flexible working options to all staff Include questions on this in staff survey	College HR Line Managers	From July 2016 onwards	100% awareness in response to question in staff survey
7. Flexibility and managing career breaks	7.v.1	Manager training for MPAS return to work scheme	School-run scheme	School Manger Centre/Division Managers Line Managers	Training to be rolled out from April 2016 onwards	All managers to have attended training
8. Other	8.1	Appoint Equality and Diversity Executive Officer	The post holder will support Athena SWAN and other E&D activities, and will work closely with the Data Analyst	School Manager College HR	August 2016	Executive Officer to be in post
8. Other	8.2	Continue to increase management buy-in at all levels	Athena SWAN sub-reports from Divisions/Centres to SAT and then to School Board Create pro-forma for reporting	Devolve responsibility to Divisions Division reports to SAT then to School Board	June 2016 onwards	Production of annual report to School Board

8. Other	8.3	Staff to include up-to-date CVs at PDR	At annual academic staff PDRs, encourage each staff member to also include their full CV- provide examples of a successful CV because this could be helpful to anyone who might consider applying for promotion Earlier intervention for promotion. This can also include training on how to write a CV.	Managers and individuals	From 2017 PDR cycle	100% PDR completion by eligible staff
8. Other	8.4	Host GW4 event	School or College to host a GW4 or South Wales and West networking event to share best practice	School Manager/ College HR/ University HR	During 2017	Meeting occurs

Appendix 2: School of Medicine Athena SWAN Action Plan 2012-15

Action	Description of Action	Action already taken at November 2012	Further Action Planned from November 2012	Responsibility	Timescale	Start date	Success measures	Progress achieved
1. Student Data								
1.1	Monitor undergraduate and postgraduate student data by gender and report each year to Equality and Diversity Committee	Data collected for 2009 to 2011	Maintain current process.	School Equality and Diversity Committee Athena SWAN Working group/ Committee	01/12/12 - ongoing	01/12/12	Meeting or exceeding national average for gender balance	Completed for 2009-2011 together with data in following years with ongoing plan for annual collection
1.2	To continue to monitor the E&D training provided to staff involved in student admissions.	All staff in the School involved in admissions and teaching students have undertaken mandatory Equality and Diversity training	Training sessions to be arranged.	School Equality and Diversity Committee	01/04/2013 - ongoing	01/04/13	All staff involved in the admissions process completed E&D training by the end of the Academic year 2012/13.	Completed – all staff did undertake training by the end of 2012/13
2. Staff Data								
2.1	To continue to monitor and review staff data/	Data collected for 2009 -2011	Develop strategies to address the barriers that	Athena SWAN	01/01/13 – 01/01/15	01/01/13	Increased number of women recruited,	Limited – therefore new actions in

	recruitment/ promotion rates and identify issues /areas of concern that need addressing	A review of clinical and non- clinical staff data was undertaken	are preventing women from applying for posts within the School or being promoted to more senior roles	Working group/ Committee School Executive Medic HR			applying for promotion and promoted within the School	section 4 new Action Plan
2.2	Review the results of the staff survey and focus groups	Staff survey and focus groups were conducted	Undertake full analysis of results of both survey and focus groups	Athena SWAN Working group/ Committee	01/01/13- 01/04/13	01/01/ 13	Strategies developed to address the issues identified in both staff survey and focus group	Completed
2.3	To introduce exit surveys to explore further why people are leaving	Research has been undertaken into other schemes used in similar organisations	Develop and implement an electronic survey Review the data to identify problem areas	Medic HR Athena SWAN Working group/ Committee	01/09/13 - ongoing	01/09/ 13	Areas of concern/proble ms identified to inform strategies for change if appropriate	Zero – therefore new action to introduce pilot see 3.vii.1 new Action Plan
3. Supporting careers								
3.1	Formal mentoring scheme to be implemented.	A business case has been developed and	Conduct staff survey	Medic HR Athena SWAN	01/01/13 – 01/02/13	01/01/ 13	Interest from staff for mentoring process.	Completed

	A pilot will be run in the first instance before being launched across all staff groups within the School	approved by School Executive. Resources have been identified in terms of funding and admin support to facilitate the new scheme.	Develop full programme details Launch pilot scheme and train mentors Review pilot after 12 months	Working group	01/02/13 – 01/04/13 01/09/13 – 01/10/13 01/09/14 - ongoing	01/04/13– 30/05/13 01/09/13 01/09/14	Mentoring programme launched to all staff within the School. Engagement by staff to become mentors and mentees. Positive feedback from both mentees and mentors on the pilot scheme.	
3.2	Review how individuals are considered for promotion and develop specific training for line managers so they provide the specific help and guidance for	Training course has been developed for line managers, which focuses on coaching and mentoring staff. This has been piloted with our School Executive	Training course to be launched to all senior managers within the School	Medic HR/Central HR School Executive	01/12/12 – 31/12/13	01/12/12	Positive feedback from staff following training of managers.	Limited – therefore new action see 4.ii

	promotion application.							
3.3	Repeat seminars about the Academic and Non Academic Promotions procedures. Information on promotion also to be included in the new starter welcome pack and online induction	In house promotion seminars have been run within the School over the last 2 years	Arrange further training sessions on an annual basis and encourage all Academic staff to attend.	Medic HR/Central HR	01/04/13 and ongoing	01/04/13	Increased percentage of applications from female staff for Academic promotions for Academic session 2012/13.	Completed
3.4	Implement and monitor joint clinical appraisals and job plans with the NHS.	Developed joint protocols for clinical appraisals and job planning with local NHS Heath Boards	New clinical appraisal system to be rolled out electronically in Jan 2013	Joint staffing sub group Medic HR School Executive	01/01/13 and annual reviews thereafter	01/01/13	Formal job planning that includes protected academic time for clinical academics	Completed - this has been superseded by the new appraisal system (called PDR) for revalidation

								requiring annual appraisal including academic and clinical appraisal for all clinical academics
4. School profile								
4.1	To introduce a returner's scheme for all staff taking long term breaks from the work place.	Reviewed other policies implemented in similar organisations.	To be developed and implemented within the School	Medic HR Athena Swan Working Group/Committee	01/09/13 – 31/12/13	01/09/13	Increase in the number of staff returning back to the School after taking long term breaks from the workplace.	Limited
4.2	Develop communication strategy to raise awareness of work-life balance policies, new posts and committee membership	Updated online induction to include all relevant policies and procedures Athena SWAN webpage created which includes information regarding new initiatives and projects	Develop School HR webpages and advertise all School posts Include all information on work-life balance policies in the	Medic HR School Executive/Institute Directors	01/03/13 – ongoing	01/03/13	Positive feedback from staff in the staff survey	Completed

			<p>new starter packs</p> <p>Improve communication within the School/Institutes to ensure that staff are aware of committee discussions and decisions</p> <p>Advertise roles and committee membership within the School</p>					
4.3	To continue to monitor gender balance on recruitment panels and ensure that staff are appropriately trained	<p>All recruiters have undertaken Chair of Panel training</p> <p>Medic HR ensure that there is appropriate gender balance on interview panels</p>	<p>Medic HR to arrange Chair of Panel training and provide specific guidance to new recruiters.</p> <p>Medic HR to continue to</p>	Medic HR	01/12/12 - ongoing	01/12/12	All panels constituted appropriately and records available of training	Excellent

			assist recruiters in setting up interview panel					
5. Culture								
5.1	Implement a School Workload Model in conjunction with the University Workload Model currently piloted in other schools.	Data is being collated for research and teaching activities	The school to implement a workload model once the University has piloted the new scheme	School Executive	01/01/14 - 01/01/15	01/01/14	Successful workload model implemented in the School.	Limited – this is ongoing at University Level and will be implemented in accordance with University guidelines when available in the next 3 years
5.2	School/Institutes to review all meeting times to ensure that all those with families and caring responsibilities can attend	A review has already been undertaken on some of the School/Institute committees. Times of meetings and committee memberships	A further review to be undertaken	Institute Managers/ Directors Athena SWAN Working group/ Committee	01/05/13 – 31/12/13	01/05/13	Staff with caring responsibilities or other commitments are able to attend School/Institute meetings	Agreement for annual review.

		have changed as a result						
5.3	Conduct annual School staff survey and run focus groups	School survey and focus groups was conducted in May 2012 and results communicated on website	Annual survey to be conducted. A detailed report to be compiled from the results of the survey Focus groups to be run once we have identified key themes/issues from the results	Medic HR Athena SWAN Working group/ Committee	01/06/13	31/12/13	Identification of areas of concern and development of strategies to address these	Completed – this however is a continuing endeavour that will be addressed in our current plan
6. Promoting E&D								
6.1	Continue to communicate and promote Athena SWAN principles within the School by means of dedicated website and	Athena SWAN posters displayed around the School. Athena SWAN webpage created. Athena SWAN representatives	Maintain regular communication throughout the School on Athena SWAN initiatives and projects	Athena SWAN Working group/ Committee School Executive/Institute Directors	01.12.12 – ongoing	01.12.12	Positive feedback from staff and raised awareness reported in the next School staff survey	Excellent

	regular meetings with Institute Directors.	nominated for each Institute and standing item on Institute agendas Athena SWAN updates included in the School's general staff briefings						
6.2	Include online E&D training to be completed within first 2 weeks of appointment. To be included as part of the induction	Over 300 staff have attended Equality and Diversity training in 2012	Inclusion of training as part of the induction checklist which is managed and monitored by Medic HR	Equality and Diversity Sub-committee Medic HR	01.04.13 – ongoing	01.04.13	100% completion of training recorded	Limited – this will be addressed in our current plan

Appendix 3 – request for additional words

From: Athena Swan [mailto:AthenaSwan@ecu.ac.uk]

Sent: 04 February 2016 09:53

To: athena swan medic; Athena Swan

Subject: RE: Request for additional words in Bronze renewal application

Dear Ruth,

I can confirm that you have been granted an additional 1000 words. When you submit your application, can you please include a copy of this email. These words can be used in any section in the application, but can you indicate where these words have been used, in the word counts at the end of each section.

With best wishes,
Jess

Jessica Cockell

Equality Charters Adviser

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E: Jessica.Cockell@ecu.ac.uk

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