



Athena SWAN Silver department award application

Name of university: CARDIFF UNIVERSITY

Department: School of Dentistry

Focus of department: STEMM

Award level: Bronze

Institutional award level: **Date:** April 2014 **Level:** Bronze

Date of application: 30 November, 2015

Contact for application: Miss Riah-Jayne Jones

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Abbreviations and References

| | |
|-------|---|
| BDS | Bachelor in Dental Surgery |
| BAAP | Bronze Award Action Plan |
| CBD | Clinical Board for Dentistry |
| CBLS | College of Biomedical and Life Sciences |
| CVUHB | Cardiff & Vale University Health Board |
| DSC | Dental Schools Council |
| DTH | Dental Therapy and Hygiene |
| E&D | Equality and Diversity |
| EU | European Union |
| FT | Full-time |
| GDC | General Dental Council |
| GDP | General Dental Practitioner |
| HESA | Higher Education Statistical Agency |
| HR | Human Resources |
| MMI | Multiple-Mini Interview |
| NHS | National Health Service |
| OSCE | Objective Structured Clinical Exam |
| PG | Postgraduate |
| PGT | Postgraduate Taught |
| PGR | Postgraduate Research |
| PDR | Personal Development Review |
| PS | Professional Services |
| PT | Part-time |
| RAE | Research Assessment Exercise |
| REF | Research Excellence Framework |
| SB | School Board |
| SMC | Senior Management Committee |
| STEMM | Science, Technology, Engineering Medicine and Maths |
| UG | Undergraduate |
| UGC | University Graduate College |
| WLM | Workload Model |
| WUMS | Women in Universities Mentoring Scheme |

Data Sources

Unless otherwise indicated the data presented in this application has been sourced via the School of Dentistry /Cardiff University.

1. Letter of Endorsement from the Head of Department

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head. Note: Please insert the endorsement letter immediately after this cover page.



Equality Charters Manager

Equality Challenge Unit

7th Floor, Queens House

55/56 Lincoln's Inn Fields

London

WC2A 3LJ

30th November 2015

Dear Ms Dickinson

I have worked in the School of Dentistry in Cardiff for 23 years, from the time of my appointment as a lecturer in 1992 to the present day as Professor of Oral Medicine and Head of School. Throughout my academic career, I have strived to provide a working environment, for those individuals that I have held line management responsibility for, that delivers the highest quality of support for men and women equally. It is from this basis that it gives me great pleasure to fully endorse this application for an Athena SWAN Silver Award. I can confirm that all the information and data presented are a true representation of the activity within the School of Dentistry.

In addition to providing appropriate professional support to staff, the School of Dentistry has throughout my period of leadership continued to secure funding for capital investment to ensure that the workplace and surroundings provide an appropriate and enjoyable setting for employment. The fabric of the University Dental Hospital & School has been maintained at a high level through funding from not only from the University but also from Cardiff & Vale University Health Board. The School of Dentistry, like the majority of Schools of Dentistry in

the United Kingdom, is physically located within an NHS Dental Hospital building. Such a relationship requires a close working collaboration from both organisations. In Cardiff, I hold not only the Head of the School but also the Head of the NHS Clinical Board for Dentistry, which facilitates a seamless approach to the day-to-day activities within the University Dental Hospital & School. This arrangement also allows me to ensure that the principles of Athena SWAN are applied to all staff within both organisations, which is essential since the University and NHS staff are working closely together. I certainly believe that there is a “good feel” within the School, which is reflected in aspects of the Staff Survey.

I am conscious that one aspect of the data presented in this application could be viewed in different ways. The rate of staff turn-over is low, which may be seen by some as a negative feature. However, it has been my personal experience in the last 20 years, especially during the last six years that I have been Head of School, that individuals have remained long-term employees because they have been supported and promoted appropriately and have been appreciative of this.

I believe that the information presented in this application clearly demonstrates that the School of Dentistry provides an environment that supports women working in SET. Furthermore, I hope that the panel will be able to see from the application that, as Head of School, I am fully committed to the values of Athena SWAN and have personally directed gender equality from the top and through all levels of the University and NHS management.

Yours faithfully



Professor Mike Lewis
Dean and Head of School

2. Description of the Department

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Cardiff University School of Dentistry is the only dental school in Wales and as a centre of clinical and academic excellence, is central to the training and function of the dental workforce in the Principality. The School has been training Dental Surgeons for over 50 years and Dental Care Professionals since 1996. The School admits around 100 undergraduate students per academic year and has 86 academic staff (36% whom are female).

The School also has an established postgraduate training provision, delivering an MScD in Orthodontics for over 40 years, and more recently introducing programmes in Implantology and Clinical Dentistry. Building on the research expertise in the School, a non-clinical MSc in Tissue Engineering programme was introduced in 2006. Graduates of this programme have a consistent record of progressing to complete doctoral research studies in the School. The School's strong reputation for postgraduate taught study accounts for the high percentage of international students (74% (35 Full Time Equivalents (FTE))).

Figure 2.A

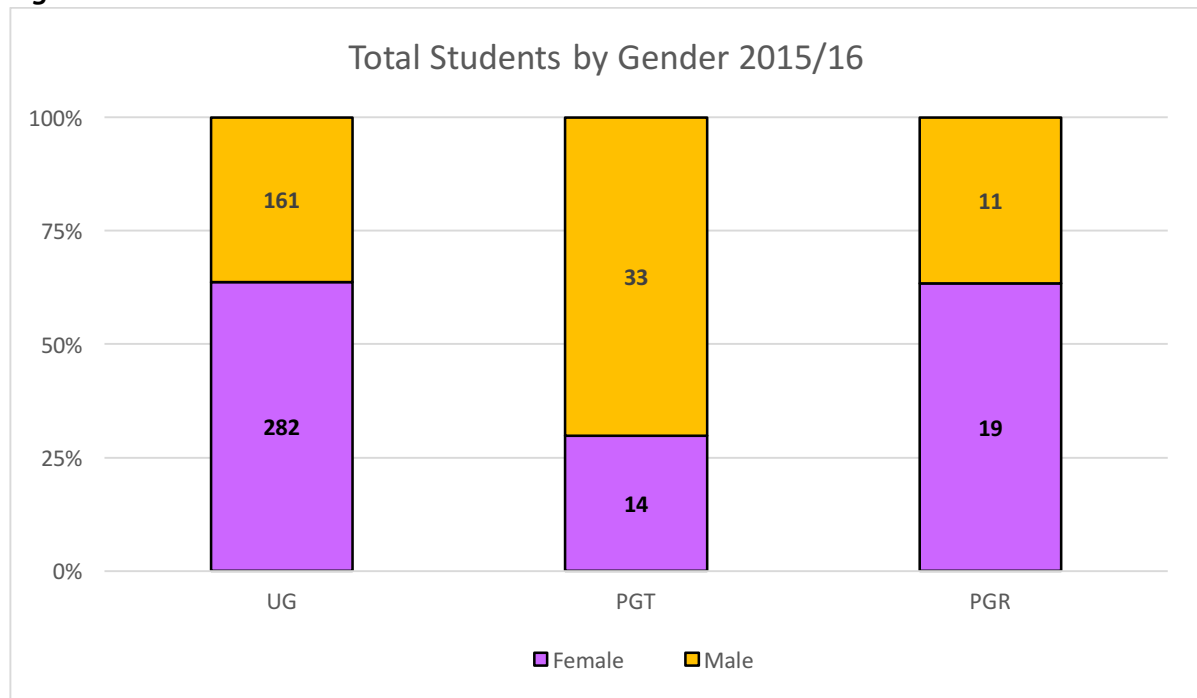
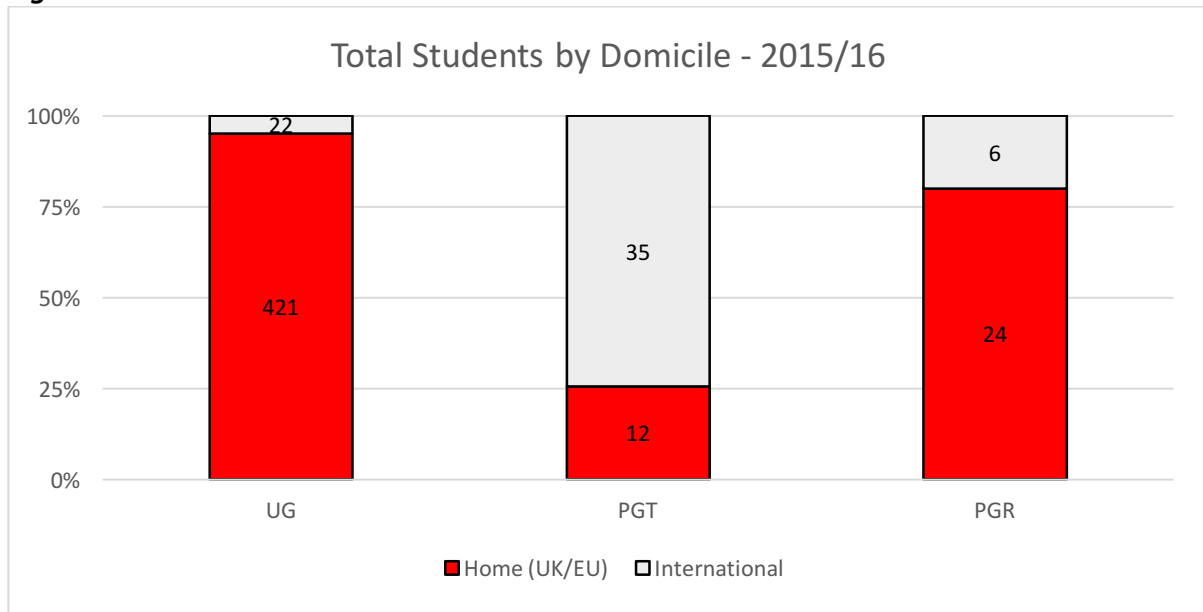
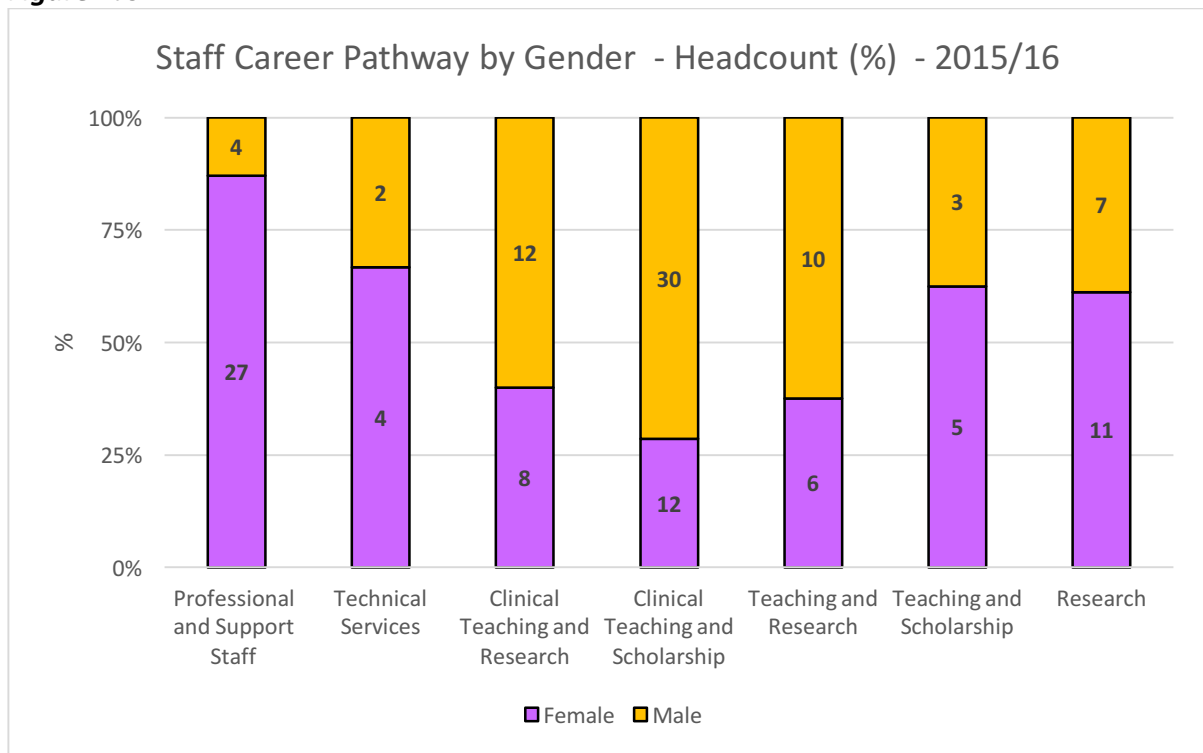


Figure 2.B



Despite the recent increase in student numbers, the School is still relatively modest in size (in terms of staffing) in comparison to other dental schools in the UK which facilitates a friendly and supportive environment. The number of academic staff in any one particular dental specialty is small and can in some instances be just one or two individuals.

Figure 2.C



The School operates a seamless management structure with the Clinical Board for Dentistry (CBD) of the Cardiff and Vale University Health Board (CVUHB), with joint membership on senior committees. The Dean of the School is also the Director of the CBD with responsibility for service delivery and patient care. The School is co-located within the University Dental Hospital, which is part of the

CVUHB. Clinical academics in the School provide specialist clinical dental services for the local population in addition to their teaching and research roles.

In 2012/13 the University implemented a College structure. The School of Dentistry is a member of the College of Biomedical and Life Sciences (CBLS).

The School in partnership with the CBD has invested heavily in recent years to modernise its educational, clinical and research facilities, and to recruit and retain high-calibre staff. Investment highlights include:

1. **£6M capital investment** to modernise and expand the research accommodation and equipment portfolio. As a result the School's Research Environment was ranked 3rd in its Unit of Assessment in the REF (Research Excellence Framework) 2014.
2. **£12M capital investment** in the development of a Primary Care outreach teaching centre in the Welsh Valleys. Cardiff's outreach programme is being replicated by other Dental Schools in the UK as it is recognised to be best practice.

This investment has helped achieve unprecedented levels of success. The School was ranked Number 1 in the Guardian 2016 Good University Guide and The Times Complete University Guide for dentistry in the UK. The School also performed strongly in the 2014 Research Excellence Framework, ranking as the best performing dental school in its Unit of Assessment. In 2015/16 a £2.2M refurbishment of the School's pre-clinical training labs and a £1.5M redevelopment of student teaching and social areas will further enhance the staff and student experience.

Word Count: 524/500

(3) The self-assessment process

3 (i) a description of the self-assessment team

Self-Assessment Team

The School's self-assessment team is known as the Athena SWAN Sub-group, formed from members of the Equality and Diversity (E&D) Committee and self-nominated staff and students identified via an expressions of interest exercise. Chaired by the Dean, the Sub-group represents a broad spectrum of staff and students and provides an effective working party. The Sub-group fully engages with the broader input from the E&D Committee and has representation of staff responsible for admissions, disability, professionalism training, diverse ethnic backgrounds, as well as representation across a range of career-pathways, grades and disciplines including undergraduate and postgraduate student representatives who played a key role in consulting with the School's student representative structures and Cardiff Dental Student Society (CDSS). Eight members of this committee have completed institutional leadership training and have participated in mentoring activities such as the Leadership Foundation's Aurora programme.

Figure 3.A: Athena SWAN Sub-Group

| Name and Grade | University, Department & Panel Role |
|--|--|
| Professor Mike Lewis, Dean | <ul style="list-style-type: none">• <i>Director, Clinical Board for Dentistry</i>• <i>Chair of School E&D Committee</i> |
| Riah-Jayne Jones, School Manager | <ul style="list-style-type: none">• <i>Member of Senior Management Team and Athena SWAN lead</i> |
| Robert McAndrew, Senior Admissions Tutor | <ul style="list-style-type: none">• <i>Member of School Board and E&D Committee</i> |
| Ivor Chestnutt, Associate Dean of Postgraduate Studies | <ul style="list-style-type: none">• <i>Member of School Board and Senior Management Team</i> |
| Carole Harris, Clinical Dental Tutor | <ul style="list-style-type: none">• <i>Student Disability contact</i>• <i>Member of School E&D Committee</i> |
| Daniel Morse, PGR Representative | <ul style="list-style-type: none">• <i>PGR Forum representative</i> |
| Dawn Bell, Quality & Standards Manager | <ul style="list-style-type: none">• <i>Member of School E&D Committee</i> |
| Ilona Johnson, Senior Clinical Lecturer Honorary Consultant | <ul style="list-style-type: none">• <i>Member of School E&D Committee and University E&D Contacts Group</i> |
| James Powell, UG Representative | <ul style="list-style-type: none">• <i>UG Student President</i> |

| | |
|---|---|
| Lydia Powell Research Associate | <ul style="list-style-type: none"> • <i>Member of School of E&D Committee</i> • <i>Junior Research Staff Representative</i> |
| Adam Jones, Consultant | <ul style="list-style-type: none"> • <i>School Disability Co-ordinator</i> |
| Madhan Natarajan, Clinical Lecturer/ Part-time PhD student | <ul style="list-style-type: none"> • <i>Staff PGR Representative</i> • <i>Member of the School E&D Committee</i> |
| Rachel Waddington, Associate Dean for Engagement and Enterprise | <ul style="list-style-type: none"> • <i>Member of School Board; Senior Management Committee, and School E&D Committee</i> |

An important part of the School's self-assessment process since the Bronze Award in 2012 has been the ongoing consultation with staff. The organisational structure of the School has enabled all staff to have direct access to a member of the School's Senior Management Committee (SMC), ensuring that staff opinion and ideas are heard and acted upon. These interactions are facilitated via a culture that promotes open-discussions and on-going consultation via frequent team meetings, one-to-one meetings, staff development days, team away days and staff student consultative committees. This communication has allowed the E&D Committee to incorporate their views into the evolving School Action Plan. Initiatives implemented as a result of this feedback include:

- Introduction of dedicated part-time clinical lecturer training and development days (held twice a year) (*commenced 2014/15*)
- Introduction of a "Women's Career Development Day" to provide additional support and information to staff on promotion, mentoring and career development training opportunities (*held October 2014*);

In 2015, the University repeated the institutional Staff Survey (the full report arising from this exercise is available on-line at www.cardiff.ac.uk). Focusing on staff experience, the results of the survey have helped the School evaluate the success and impact of the actions it has implemented since 2012 when the School's E&D Committee was established. Reference to the survey will be made as part of this Athena SWAN review process.

3(ii) an account of the self-assessment process

The School self-assessment team for its Bronze Award submission evolved to become the School's first E&D Committee. Chaired by the Dean, this Committee has been responsible for ensuring the implementation of the activities outlined in the Bronze Award Action Plan and the ongoing delivery of Athena SWAN (and other E&D) activities. Athena SWAN remains a standing item on the SMC and School Board (SB) agenda to maintain ongoing consultation and staff engagement in the activities of the Committee.

A Sub-group of this Committee was established to oversee the School's Silver Award submission. Continuity of membership for four original Committee members, combined with the introduction of newly elected members via expressions of interest has ensured that the School takes a fresh view of

its submission activities and E&D ambitions. The Athena SWAN Sub-group met monthly prior to this submission and took the following approach:

Stage 1 – Reviewing best practice and School feedback

- assessed progress against Bronze Award Action Plan;
- identified staff case studies;
- reviewed committee minutes from 2012-2015;
- evaluated the results of the Staff Surveys (2011 and 2015);

Stage 2 – Collection of data & external consultation

- collation of gender specific data, training and development statistics, student and staff experiences, expressed in quotes and surveys;
- participation in the College Athena SWAN network;
- consultation with the Dental Schools Council;
- reviewed other healthcare-focused, university department awards;

Stage 3 – Data review, reflection and development of action plan

- reviewed data sets, reflecting on trends;
- consulted with staff via anonymous email address; drop-box and Dean’s Briefings;
- identification of areas for improvement to develop action plan;
- peer-review of application by representatives from College Network;

3(iii) plans for the future of the self-assessment team

On completion of the School’s Athena SWAN Silver Award submission, the Athena SWAN Sub-group will formally disband. Responsibility for the implementation of the School’s Action Plan will be returned to the main E&D Committee. Following a formal review of the Committee’s activity and impact in 2014/15, the School is proud to note that since receiving a Bronze Award in 2012, the E&D Committee has successfully delivered in full, or as an on-going initiative on, all actions identified in the submission.

The School believes that this ongoing commitment to improving the staff experience at Cardiff has directly contributed to the higher number of positive responses received in the 2015 Staff Survey (see *Figure 3.B*). Where comparative data is available the School is proud to note improvements in areas that help confirm that staff consider the School a nice place to work. This trend is reflected later in this application via the presentation of limited staff recruitment, the direct result of low academic staff turnover.

Figure 3.B

| Question | % Positive (2015 Staff Survey) | Variance to 2011 Staff Survey |
|---|--------------------------------|-------------------------------|
| I am proud to work for the University | 83% | N/A |
| I have received the right training and development I need to do my work | 71% | +9% |
| My line manager/Academic Leader treats me fairly and with respect | 80% | N/A |
| I would recommend the University as a great place to work | 71% | N/A |
| I am treated with respect by my colleagues | 89% | +7% |

| | | |
|---|------------|------------|
| I have received the right training and development I need to do my work | 71% | +9% |
|---|------------|------------|

Nine members of the Athena SWAN Sub-group have agreed to sit on the E&D Committee from 2015/16. The School is confident that the commitment to the promotion of the Athena SWAN ethos and delivery of the Silver Action Plan will be driven forward via this membership. Thereafter, membership of the E&D Committee will be reviewed on a two-year cycle to ensure that a broad range of staff and students have the opportunity to engage via an expressions of interest exercise

Recognising that the work of the Committee has increasingly focused on staff development opportunities, mentoring, access to training and promotion over the last three years, the SMC have agreed that the remit and title of the group should be expanded from 2015/16 to include 'People'. Renaming the Committee the "People, Equality and Diversity Committee" will highlight the School's ongoing focus and commitment to staff development and experience, further facilitating the Athena SWAN principles of representation, progression and success for all in the School.

The frequency of meetings will increase from quarterly to bi-monthly to review and revise the Action Plan to achieve milestones. Progress will be reported monthly via SMC and quarterly via SB and will be supplemented via the introduction of an Athena SWAN staff and student communication strategy.

The Committee will also gather quantitative and qualitative feedback on progress against the Action Plan via staff culture surveys at 12 and 24 months intervals, complementing the University's Staff Survey activity. This will allow the School to tailor survey questions to evaluate ongoing progress and identify areas for further development.

| | |
|------------------|--|
| ACTION 3A | <i>The School's Equality and Diversity Committee will be renamed the School's People, Equality and Diversity Committee from November 2015 and will meet on a bi-monthly basis.</i> |
| ACTION 3B | <i>The School's People, Equality and Diversity Committee will oversee the implementation of the ongoing School Athena SWAN Action Plan.</i> |
| ACTION 3C | <i>The School's People, Equality and Diversity Committee will conduct School Culture Surveys in 2016 and 2017 – to complement the University's Staff Survey activity – to ensure that the School is aware of, and able to respond to, any issues and successes relating to the culture of the School, equality and diversity.</i> |
| ACTION 3D | <i>The School's People, Equality and Diversity Committee will oversee the staff engagement activity to ensure that staff continue to feed directly into the ongoing work of the Committee and School.</i> |
| ACTION 3E | <i>The School will implement an Athena SWAN Staff Communication Strategy to ensure that staff are aware of the ongoing work of the People, Equality and Diversity Committee. This will be achieved via a dedicated section in the School's quarterly Staff Newsletter 'Newsbite'; updates via the bi-monthly Dean's Staff Briefings; email updates from the Dean, as Chair of the Committee and visual promotional material in the School.</i> |

ACTION 3F

The School will work closely with the student representatives on the People, Equality and Diversity Committee to identify the optimum means to publicise the work of the Committee to the School's student body (UG; PGT, PGR).

Word Count: 1150/1000

4. Student Section: A picture of the Department

4.1. Student data

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

The School delivers a “Year 0” on the Bachelors in Dental Surgery (BDS) programme. This entry route provides applicants who have not achieved in the more traditional entry routes another opportunity to enter the profession for example those with a background in the Arts.

In the past five years, 19 students (15 female) have enrolled onto Year 0. This route of entry is offering females who traditionally have not completed STEM subjects at A-Level a correction route enabling entry.

4.1 (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

The School delivers three full-time undergraduate (UG) programmes: Bachelor in Dental Surgery (BDS); BSc in Dental Therapy and Hygiene and a Diploma in Dental Hygiene. For the purpose of this analysis, the BDS application process has been separated from the other UG programmes to enable sector level comparison.

(BDS)

Figure 4.A

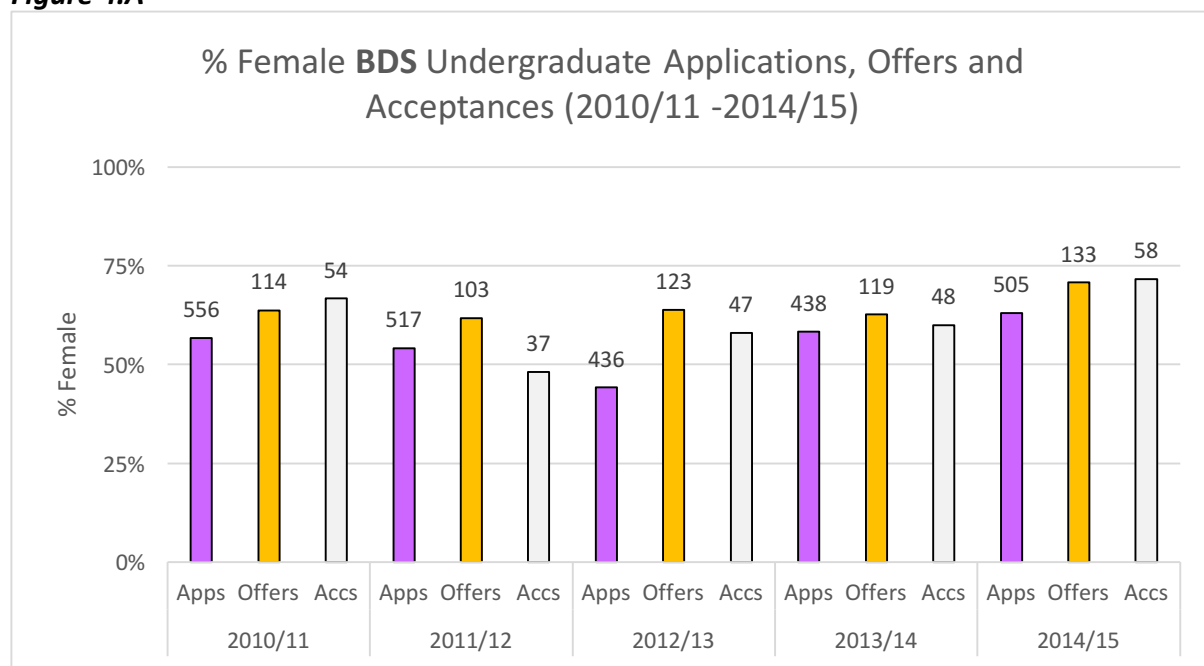
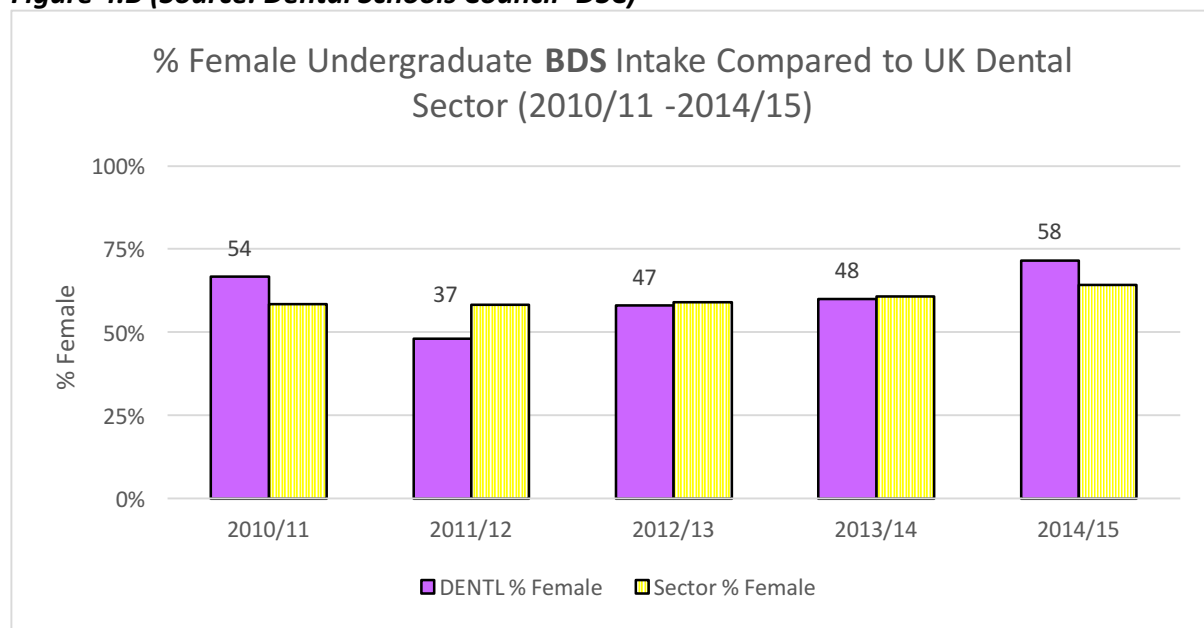


Figure 4.A shows that the BDS programme has in four of the past five years attracted a higher percentage of female than male applicants. The School’s E&D Committee has been responsible for reviewing the School’s application trends by gender and domicile since 2012. While the relative stability of BDS applications has not required the escalation of concern to the School’s Senior Committees, the reporting mechanism will continue to ensure quick action should adverse gender or other balances be observed.

The School's offer to acceptance ratio remains constant at around 33% reflecting the high entry levels required at A-level confirmation. While it is not possible to benchmark BDS application–offer data with the sector, as data remains confidential, **Figure 4.B** illustrates how the School's female BDS enrolment data compare with the UK dental schools' average. With the exception of 2011/12 (47%), over half of the School's BDS intake was female. This trend is in line with the UK dental schools' sector average.

Figure 4.B (Source: Dental Schools Council -DSC)



| | |
|------------------|--|
| ACTION 4A | <i>The School will continue to monitor and report on UG application data by gender and other protected characteristics via the School's People, Equality and Diversity Committee.</i> |
| ACTION 4B | <i>The School will continue to ensure that there is a gender balance on all UG Open Day events, to ensure that applicants are provided with appropriate male and female role models.</i> |

In 2010, the School changed its BDS admissions process from the traditional interview to an anonymised Multiple-Mini Interview (MMI) format involving a series of stations on aspects of the profession, such as communication, reasoning, and manual dexterity. This change was introduced to ensure a fair assessment process, irrespective of demographic background. In 2013/14 the School extended the use of the admissions process to all UG programmes.

Pioneering the implementation of the new admissions process, the Cardiff model has become regarded as best practice in the UK dental sector. The School's Senior Admissions Lead acts in an advisory role on the Dental Schools Council UK Admissions Group and had published a number of research papers.

Figure 4.B confirms that the introduction of the MMI process has not had a detrimental or favourable impact on female success in the BDS application process. School analysis also confirms that there has been no impact on the domicile of entrants.

The first graduating cohort of the MMI entrance procedure will be in 2015/16. From this academic session, the School will be in a position to assess the impact the MMI process has had on the quality of students via degree attainment.

While anecdotal evidence suggests that student progression has deteriorated in recent years this is likely the effect of closer monitoring and not MMI entry activity. The introduction of a new monitoring system has enabled additional support to those students who are underperforming, either due to academic reasons or more commonly, factors out with the course.

Figure 4.C

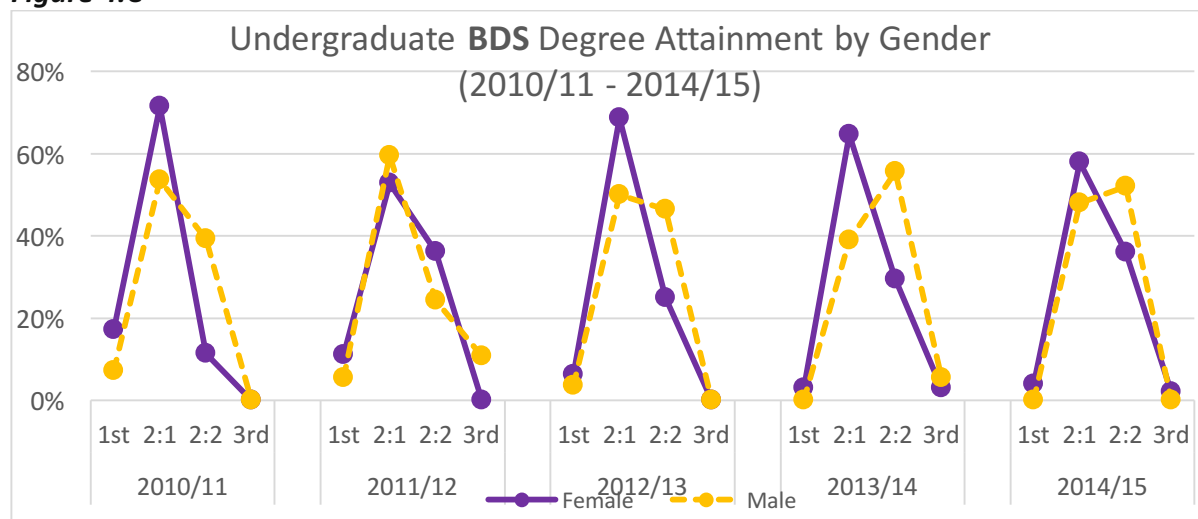


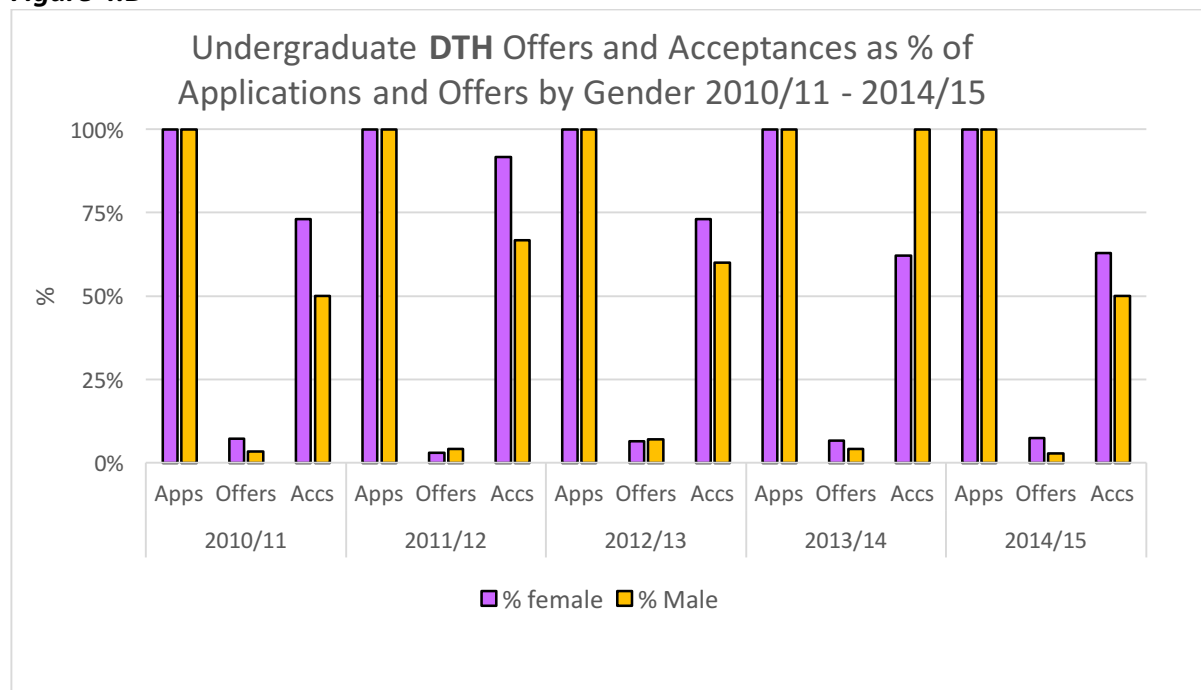
Figure 4.C illustrates the attainment of the BDS graduating cohorts over the past five years. If the traditional Good Honours indicator (the total proportion of students achieving either a 1st or 2.1) is employed, the chart above confirms that female students outperform their male counterparts. It is important to note that the School’s BDS degree is the only classified dental degree in the UK, with all other dental schools adopting a Pass/Fail approach – making it impossible to benchmark against the sector. We believe our classified degree gives high achieving students (of both genders) appropriate recognition for their efforts.

| | |
|------------------|---|
| ACTION 4C | <i>From 2015/16 the School will monitor the attainment of graduating cohorts to determine whether the introduction of the MMI process has impacted on the quality of dental graduate by gender.</i> |
| ACTION 4D | <i>The School will monitor Degree Classifications and Progression Data to ensure consistency in assessment processes and equality of opportunity and support for all UG students.</i> |

BSc in Dental Therapy & Hygiene / UG Diploma in Dental Hygiene

The School delivers two programmes in Dental Therapy and Hygiene (DTH). The annual intake for both has varied from 7FTEs to 12 FTEs. Both programmes attract a disproportionate number of female applications as they provide training in traditionally female vocations. A large percentage of entrants’ progress from a dental nursing background that results in a mature student base. Whilst there is a disproportionate percentage of female applicants, as can be seen from *Figure 4.E*, the percentage of offers and acceptances by gender is more balanced.

Figure 4.D



| AY | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | | 2014/15 | | |
|--------|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|-----|
| Gender | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Acc |
| Male | 58 | 2 | 1 | 73 | 3 | 2 | 71 | 5 | 3 | 49 | 2 | 2 | 69 | 2 | 1 |
| Female | 362 | 26 | 19 | 401 | 12 | 11 | 399 | 26 | 19 | 440 | 29 | 18 | 467 | 35 | 22 |

Figure 4.D illustrates by gender, the percentage of applicants who were made offers and the percentage of those offered a place who subsequently accepted, again by gender. By way of explanation, in this figure (and subsequent similar figures in this section of the report), the number of male and female applicants each year are shown in the first column of the table and expressed as 100% of male and female applicants in the graph. The second column shows the number (in table) and percentage of applicants by gender (in graph) that were offered a place. The third column, shows the number of those offered a place who accepted, and the percentage of those offered who accepted a place. Thus in 2010/11 of the 362 female applicants 26 (7.2%) were made an offer of whom 19 (73%) accepted a place.

The consistency in gender split pre and post MMI entry confirms that the introduction of the process has not impacted on admissions trends. While the number of male applications has remained constant over the period (16% of total applications), in 2014/15, the E&D Committee escalated their concern to the SMC that current marketing practices are not having an impact on the conversion of male applicants. In response, the SMC assigned a budget in 2015/16 to enhance all marketing, recruitment and outreach initiatives to ensure that the programmes are portrayed to be an appropriate career choice irrespective of gender.

Comparative sector data for both programmes must be derived from the HESA cost centre 'subjects allied to medicine'. It is a challenge to disaggregate this information to provide any meaningful comparison due to the array of courses that return to this code, hence no benchmarking data are available. Indicative feedback confirms the trends noted above.

| | |
|------------------|---|
| ACTION 4E | <i>The School will undertake a review the marketing and advertising materials of both the BSc in Dental Therapy and Hygiene and UG Diploma in Dental Hygiene to ensure applicants are aware that men and women are welcome to apply.</i> |
| ACTION 4F | <i>The School will collate and utilise both male and female case studies for marketing the BSc in Dental Therapy and Hygiene and UG Diploma in Dental Hygiene (web and print) and select unbiased, representative images where possible to demonstrate that cultivating a diverse student-body enriches the student experience.</i> |

Figure 4.E - BSc Degree Attainment

| Grade | 2013/14 | | | | 2014/15 | | | |
|----------|---------|-----|-----|-----|---------|-----|-----|-----|
| | 1st | 2.1 | 2.2 | 3rd | 1st | 2.1 | 2.2 | 3rd |
| Female | 3 | 1 | 0 | 0 | 2 | 7 | 0 | 0 |
| Male | | 1 | 1 | | 0 | 0 | 0 | 0 |
| Female % | 75% | 25% | 0% | 0% | 22% | 78% | 0% | 0% |
| Male % | 0% | 50% | 50% | 0% | 0% | 0% | 0% | 0% |

The School introduced the BSc in Dental Therapy and Hygiene in 2011/12, and the first output from the programme was in 2013/14. As this programme remains almost exclusively female it is impossible to draw gender comparisons. Overall, female attainment on this programme remains exceptionally high, with 100% of females attaining a 1st or 2.1.

Figure 4.F –Diploma Attainment

| Academic Year | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|-----------------------|---------|---------|---------|---------|---------|
| Total Female Students | 7 | 8 | 7 | 8 | 8 |
| Total Male Students | 1 | 1 | 0 | 1 | 2 |
| Female Pass % | 100% | 100% | 100% | 100% | 100% |
| Male Pass % | 100% | 100% | NA | 100% | 100% |

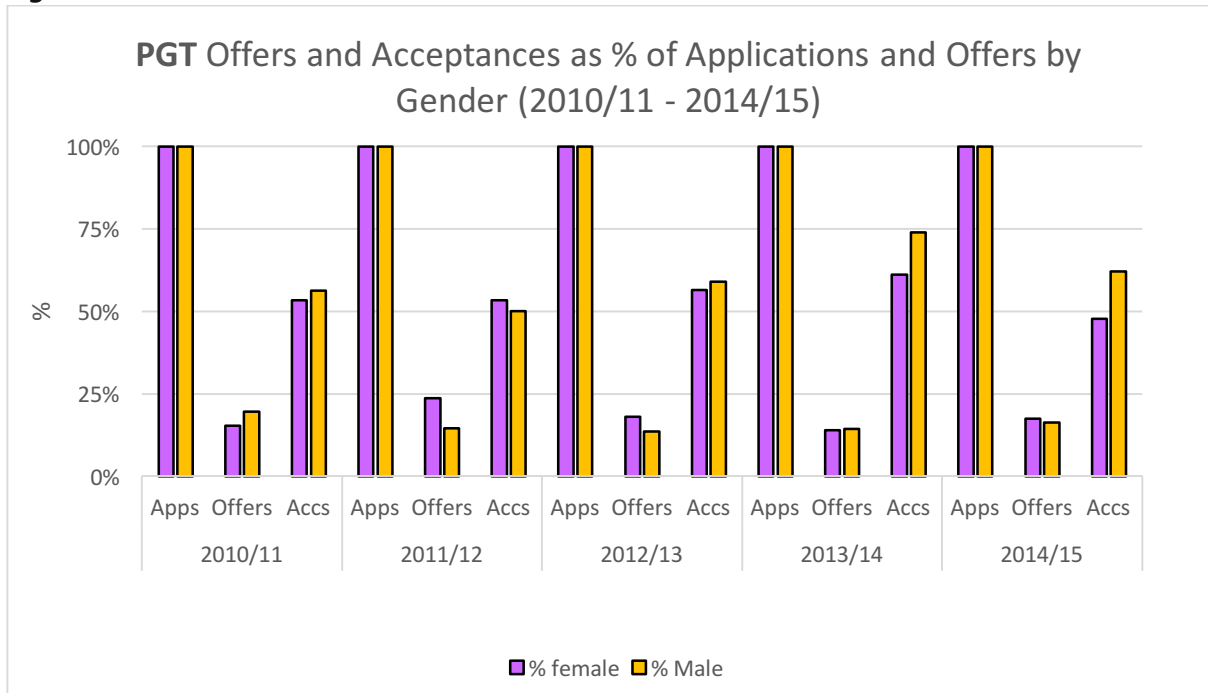
The School is pleased to confirm a 100% pass rate for both male and female students graduating from the Diploma programme.

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

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Figure 4.G shows the application-to-offer activity by gender across the School’s four full-time PGT programmes (Master’s in Implantology; Masters in Clinical Dentistry; MScD in Orthodontics and MSc in Tissue Engineering).

Figure 4.G



| AY | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | | 2014/15 | | |
|--------|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|-----|
| Gender | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Acc |
| Male | 82 | 16 | 9 | 164 | 24 | 12 | 161 | 22 | 13 | 160 | 23 | 17 | 178 | 29 | 18 |
| Female | 98 | 15 | 8 | 127 | 30 | 16 | 127 | 23 | 13 | 128 | 18 | 11 | 132 | 23 | 11 |

On average, over the period, 9% of female applications resulted in an enrolment which is directly comparable with the 9.3% male conversion rate.

Figure 4.H (Source: HESA)

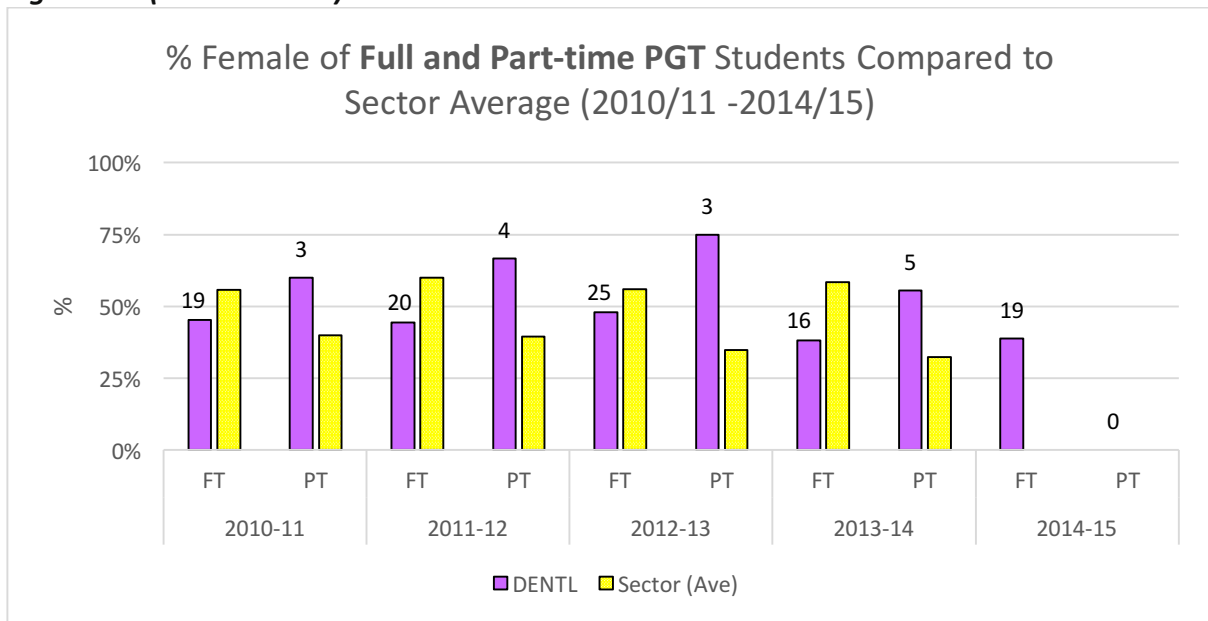


Figure 4.H confirms that the School's percentage of full-time female PGT students remains below the sector average. Due to the high clinical tuition fees, the majority of students undertaking clinical

programmes are from overseas and sponsored by their Government. The School's key recruitment markets are based in the Middle East, nations that rely on established training providers to upskill their local workforce. Cultural barriers remain in place limiting the ability of female applicants to secure funding in such nations. The School is not able to influence this behaviour.

The School's efforts to increase the availability of programme publicity in a broader range of international markets has not been successful and has failed to influence the make-up of the School's PGT population. The School will work closely with the University's International Office to undertake a more targeted approach to marketing activity, identifying international markets that remain gender neutral when allocating studentships.

The School has a modest number of part-time (PT) students on PGT programmes. To widen access, the School does enable local general dental practitioners to enrol on individual MSc Implantology modules. Due to the intense clinical nature of three of the School's programmes, PT study is not a feasible option (two of the School's training programmes are three-year full time)

ACTION 4G *The School will work closely with the University's International Office to implement a targeted international marketing strategy with a view to enrolling a higher number of female entrants to clinical PGT programmes.*

Figure 4.1

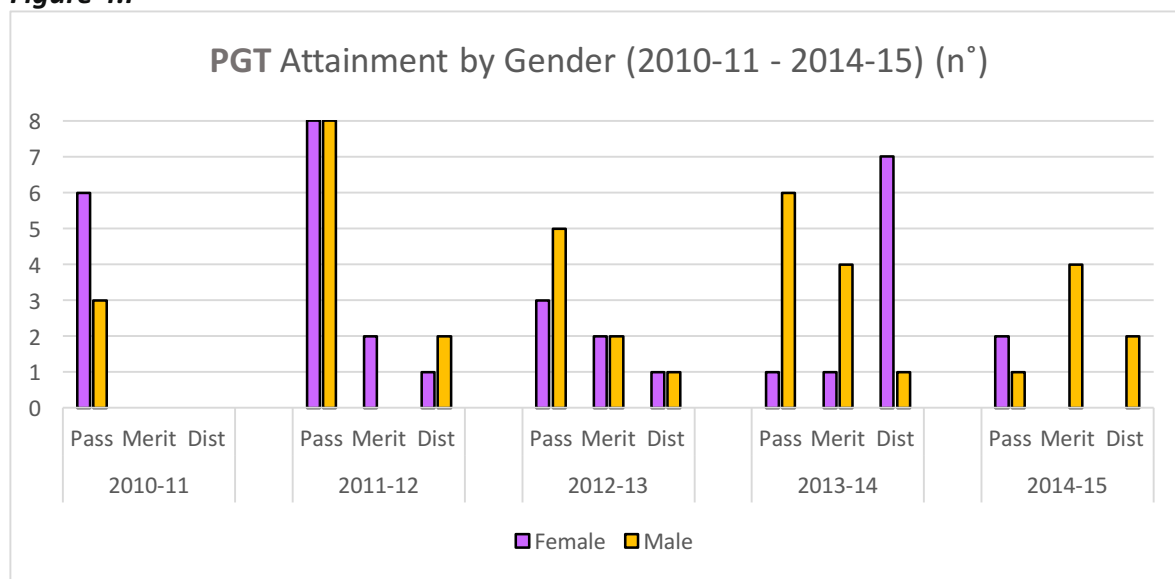
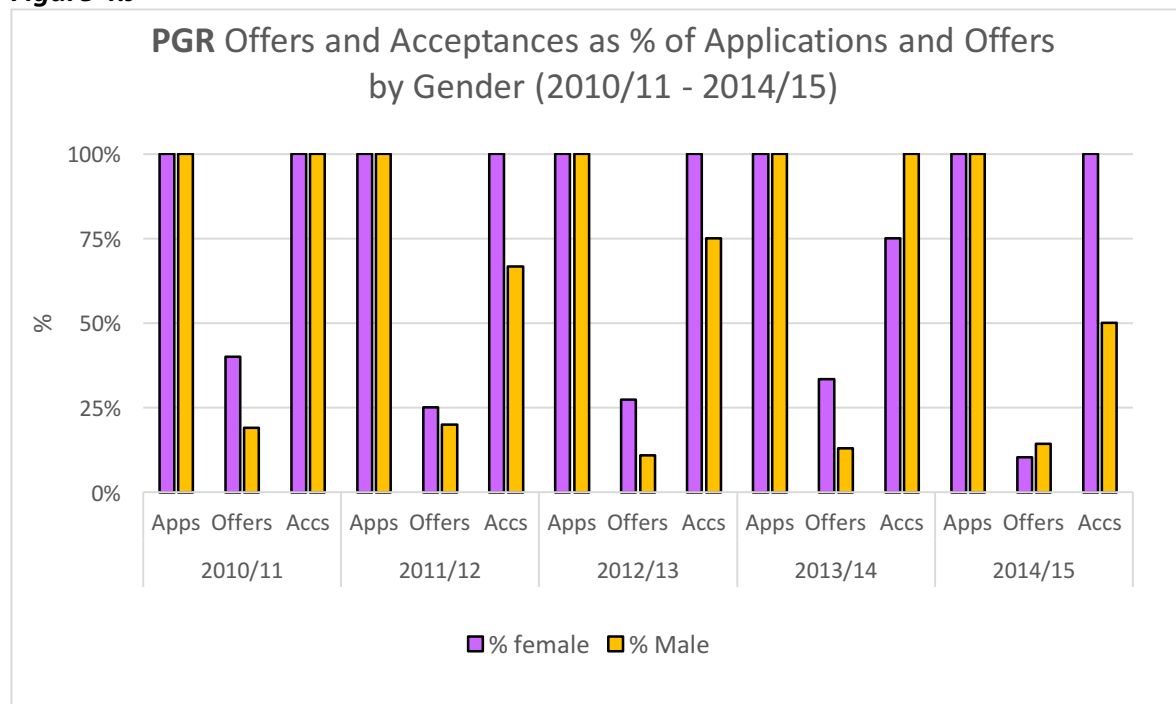


Figure 4.1 confirms that there is no clear trends evident when assessing performance by gender over the period in question.

4.1 (iv) Numbers of men and women on postgraduate research degrees
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Figure 4.J



| AY | 2010/11 | | | 2011/12 | | | 2012/13 | | | 2013/14 | | | 2014/15 | | |
|--------|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|------|---------|-----|-----|
| Gender | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Accs | Apps | Off | Acc |
| Male | 21 | 4 | 4 | 15 | 3 | 2 | 37 | 4 | 3 | 23 | 3 | 3 | 28 | 4 | 2 |
| Female | 10 | 4 | 4 | 12 | 3 | 3 | 22 | 6 | 6 | 12 | 4 | 3 | 29 | 3 | 3 |

The number of female students on the School’s research degrees has remained relatively consistent at 50%, with the exception of 2012/13, when the School enrolled double the number of female PGR students to male. The position of Director of PGR Studies has been held by a senior female academics for the past twenty years. Leading the interview process for PGR, this early interaction with a female role models is envisaged to encourage and inspire applicants.

Admissions monitoring conducted via the E&D Committee recognised that the conversion rate from application-to-offer has continued to remain low. As a result, in 2013/14 the PG Admissions Group was requested to evaluate the reasons for poor conversion and to draft an action plan. The primarily reasons for poor conversion were confirmed to be:

- Inadequate applicant qualifications to include English proficiency
- Poor personal statements that failed to demonstrate a potential to develop as an independent researcher
- Projects proposed not aligning to the research expertise of the School

In 2014/15 the School established a Web Editorial Board responsible for developing the School’s student webpages to maximise recruitment. This Board is responsible for revising the content of the PGR webpages in line with the actions identified by the PG Admissions Group.

| | |
|------------------|---|
| ACTION 4H | <i>The School’s People, Equality and Diversity committee will work closely with the School’s Web Editorial Board to ensure that PGR marketing pages maximise the number of applicants with appropriate skills and research interests.</i> |
|------------------|---|

Figure 4.K (Source: HESA)

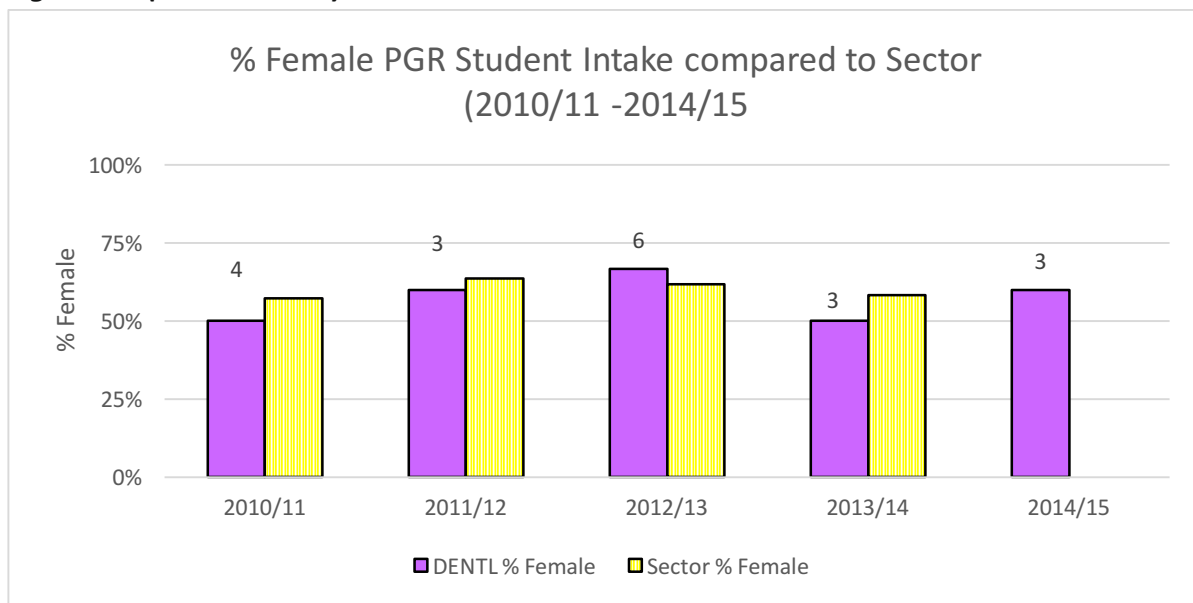


Figure 4.K confirms that the number of full-time PGR candidates in the School is comparable with the sector. It should be noted that the University classifies staff PGR candidates as full-time, allowing a seven year period for submission. Therefore while the School did not have any registered PT PGR students in the period in question, **Figure 4.M** highlights the percentage of staff candidates that contribute towards the School’s overall PGR completion rates.

Figure 4.L - PGR Staff candidates (as percentage of total completions)

| | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|---------------------------------|------------|------------|------------|------------|------------|
| PGR - % Staff Candidates | 87% | 45% | 25% | 26% | 28% |

Figure 4.M – PGR Attainment

| | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 | |
|-----------------------|-------------|---|-------------|---|-------------|---|-------------|---|-------------|---|
| | M | F | M | F | M | F | M | F | M | F |
| Attainment | P | F | P | F | P | F | P | F | P | F |
| Total Students | 5 | 0 | 4 | 0 | 4 | 0 | 2 | 0 | 4 | 0 |
| % Pass Rate | 100% | | 100% | | 100% | | 100% | | 100% | |

Figure 4.M confirms that the School has a 100% PGR completion success rate in the period in question and there was no variance in gender performance.

4.1 (v) Progression pipeline between UG and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees

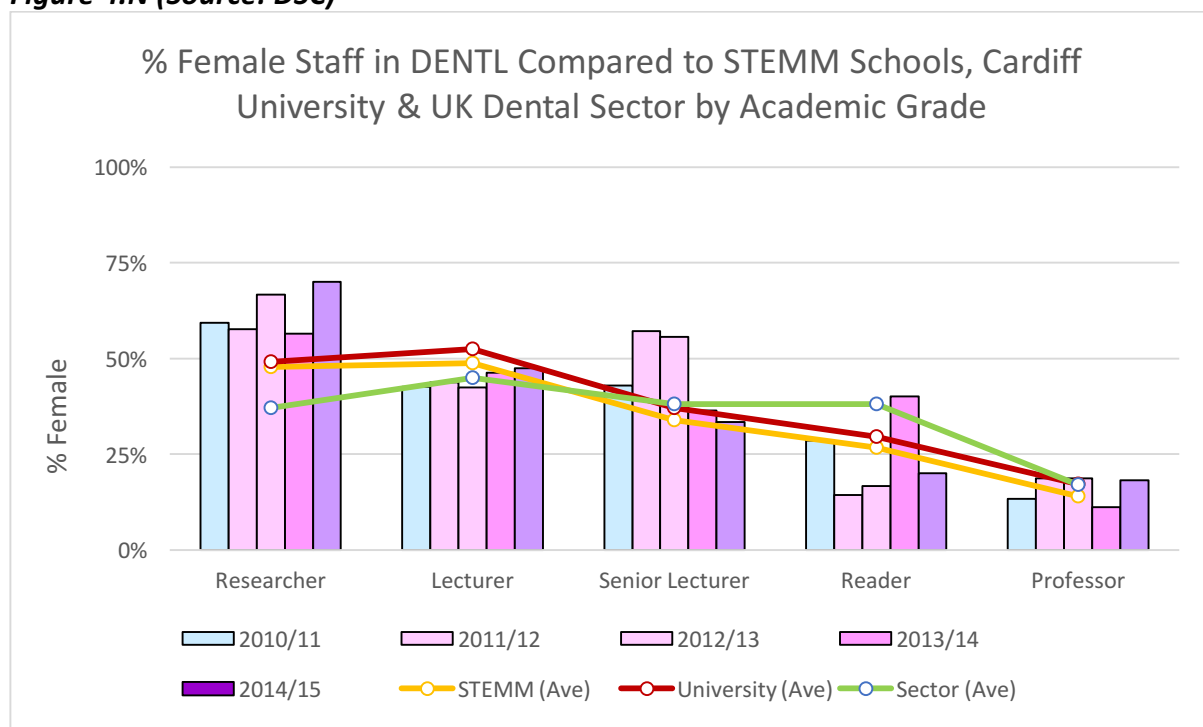
As detailed in *Section 5.3 (iv)* the School provides extensive and successful training provision for Final Year BDS students to ensure that they have the necessary skills and confidence when competing in the National Dental Foundation recruitment process. 100% of the School’s dentistry graduates enter general dental practice to complete their training. Similarly, students completing the DTH

qualifications enter general dental practice. The vocational nature of our programmes limits student ability to pursue postgraduate qualifications as they lack the experience and final qualifications required for immediate entry.

4.2 Academic and Research Staff Data

4.2 (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching only.

Figure 4.N (Source: DSC)



The School's staff profile remains broadly comparable with the trends presented by the benchmarking data. As the seniority of academic grade increases, the number of female's in post declines, a trend particularly evident in the sector comparator data collated via the DSC as presented in **Figure 4.O**.

The School's low staff turnover accounts for the relative stability across staff grades. The School recognises the need to ensure that the academic pipeline from Senior Lecturer to Professor is supported to ensure the future translation of the current high female percentage in junior posts into senior posts. While the number of Readers declined in 2013/14, this was the result of one promotion to Professor and one member of staff relocating.

ACTION 4I

The School will monitor and encourage promotion opportunities from Senior Lecturer to Reader and Professor to ensure the sustainability of the senior female academic posts in the School.

Figure 4.0 (Source: DSC)

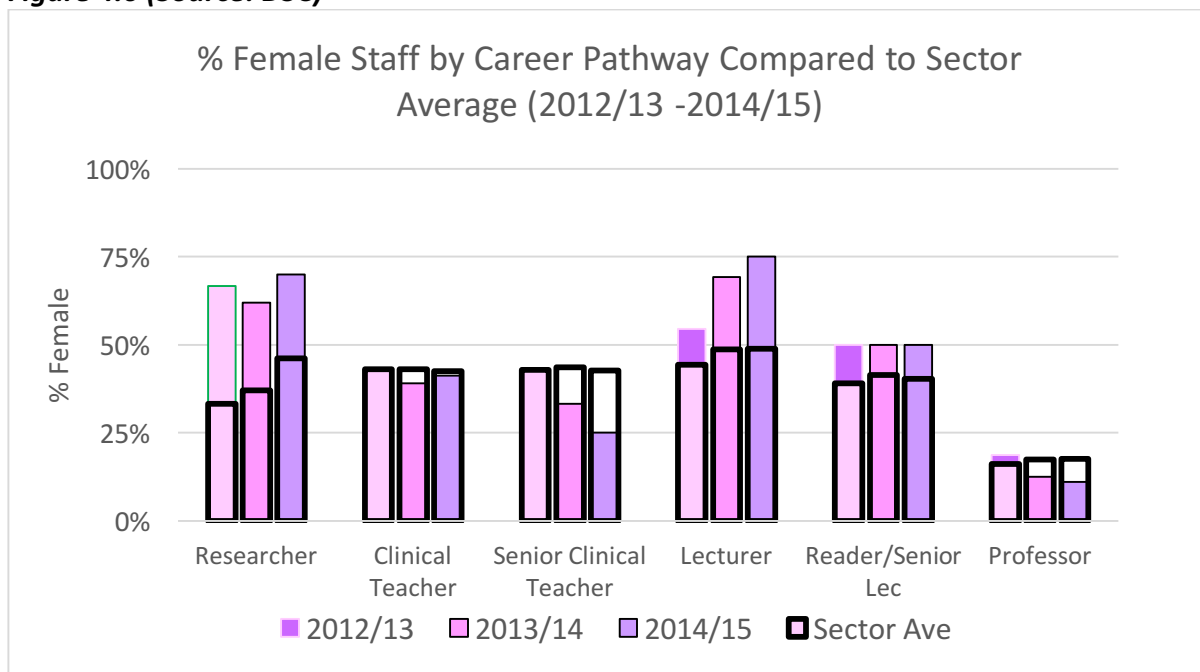
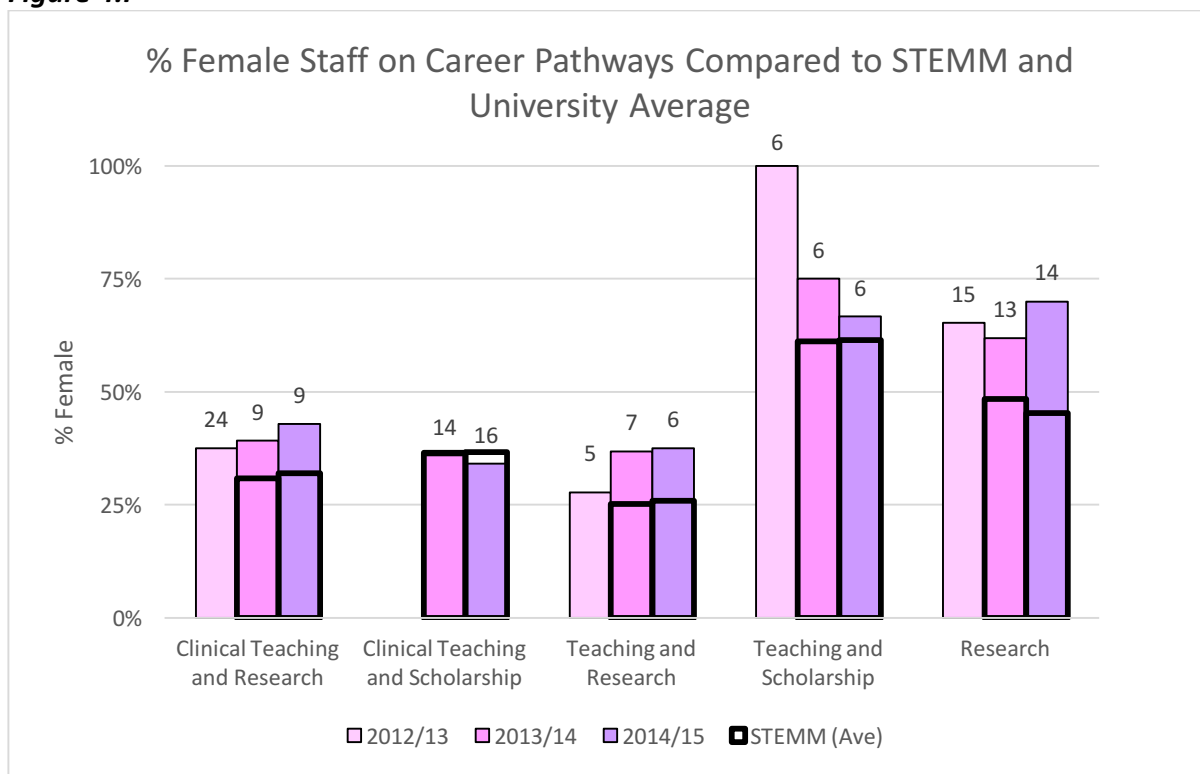


Figure 4.P



The School reviewed career pathways as part of the 2012/13 PDR process. This confirmed that a number of clinical staff were assigned to the incorrect pathway of teaching and research, impacting on their ability to apply for promotion. As a result the School supported the transfer of staff to the correct pathway of teaching and scholarship, as evident in **Figure 4.P** (Clinical T&S increased from 0 to 16 FTE in 2014/15). Academic promotion benchmarking criteria specifically for teaching and scholarship will allow the School to better support future promotion aspirations.

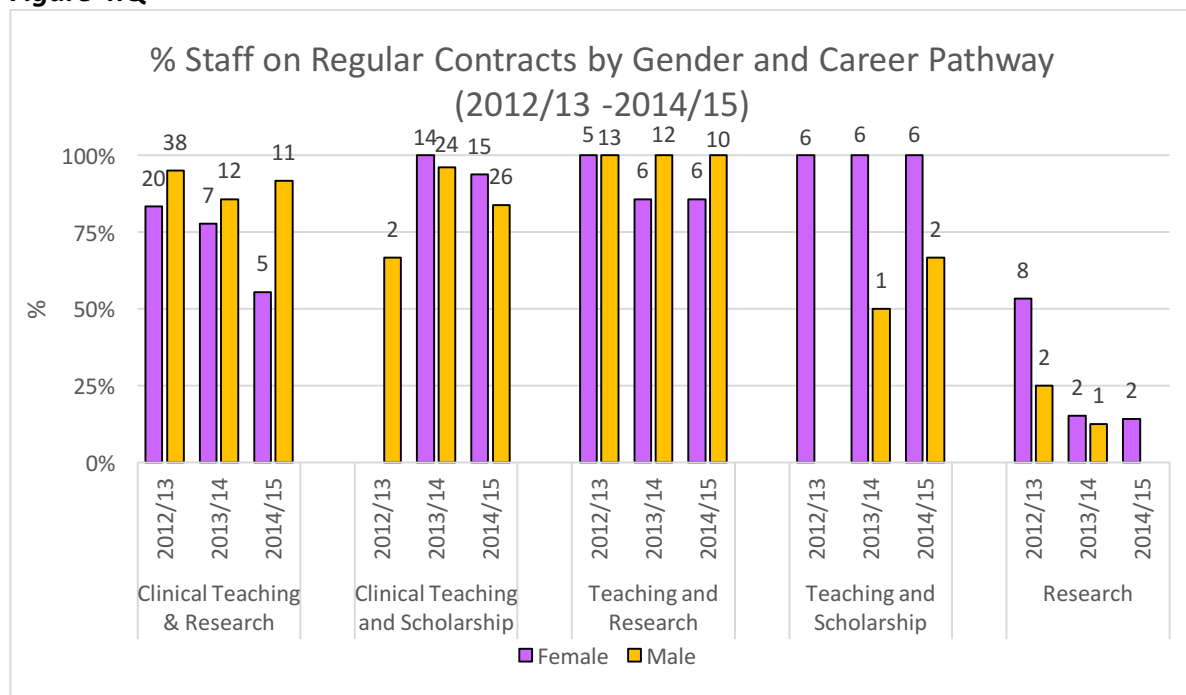
Within this category of staff the School has a number of part-time staff that are General Dental Practitioners. Appointed as Lecturers, few have aspirations to pursue an academic career enabled via promotion.

While the School’s six technical staff have research degrees, conversations have confirmed that they have no aspirations to pursue an academic career. Development is supported via secondment opportunities and training and their desire to manage technical direction /data interpretation of research projects. Two technical staff have been awarded an Outstanding Contribution Award administered by the University in 2015.

ACTION 4J *The School will provide dedicated support and training and development to help ensure that staff on new career pathways are familiar with the promotion benchmarking criteria and have the support to devise an action plan to enable the acquisition of skills and activity to support their application.*

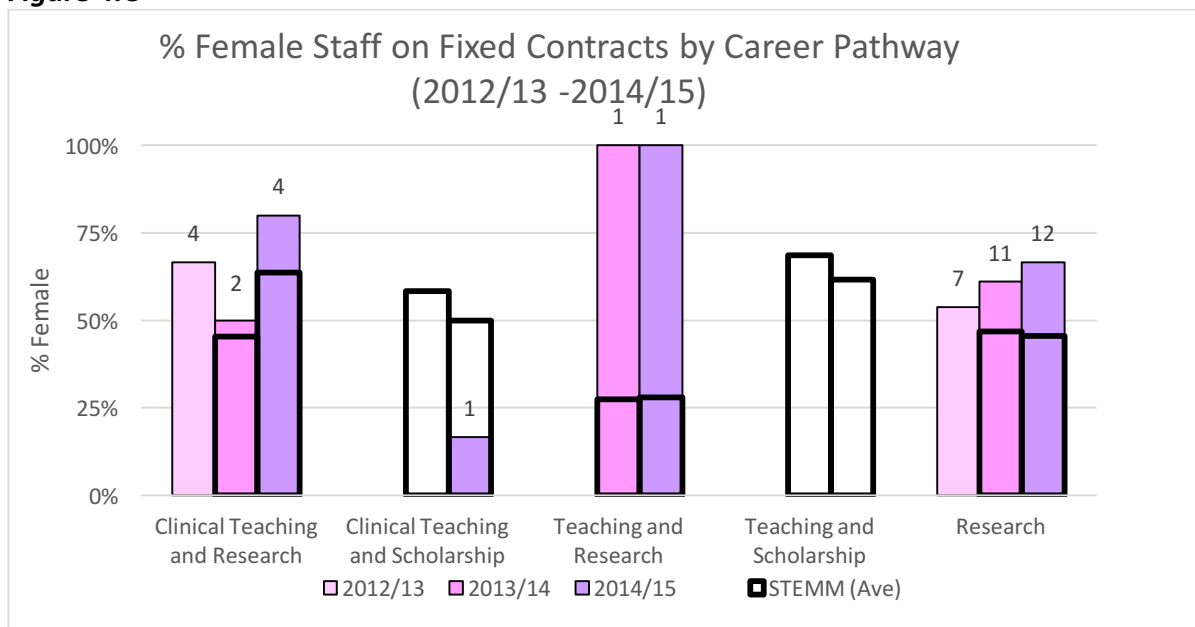
4.2 (ii) Academic and research staff by grade on fixed-term, open-ended /permanent and zero-hours contracts by gender

Figure 4.Q



The number of staff on regular contracts has remained constant, this is the result of limited staff turnover. The School has no zero-hours contracts.

Figure 4.U

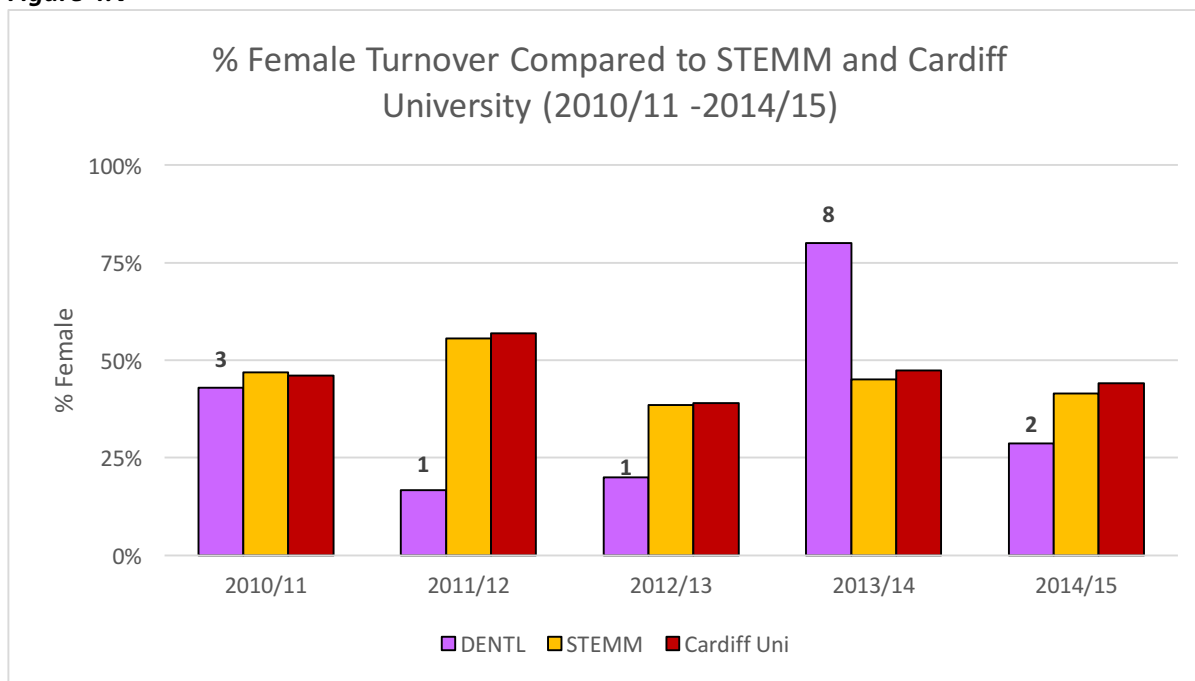


The School adopts an inclusive approach to contracts. The CTR fixed-term contracts are held by GDPs whose preference is to have short-term contracts as they are unsure of clinical commitments in their own practices. The remaining post account for externally funded posts – refer to Action 4L.

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

Figure 4.V highlights the School’s low staff turnover.

Figure 4.V



| Academic Year | Research | | Lecturer | | Senior Lecturer | | Reader | | Professor | |
|---------------|----------|---|----------|---|-----------------|---|--------|---|-----------|---|
| | F | M | F | M | F | M | F | M | F | M |
| | | | | | | | | | | |

| | | | | | | | | | | |
|--------------------------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|
| 2010/11 | 1 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2011/12 | 0 | 1 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2012/13 | 0 | 3 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2013/14 | 1 | 0 | 6 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2014/15 | 0 | 4 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| TOTAL | 2 | 10 | 10 | 8 | 0 | 0 | 3 | 0 | 0 | 2 |
| % of Total Staff | | | | | | | | | | |
| STEMM (Ave) | 78 | 83 | 29 | 30 | 5 | 7 | 1 | 3 | 1 | 15 |
| Cardiff Uni (Ave) | 112 | 107 | 68 | 66 | 7 | 9 | 2 | 4 | 4 | 28 |

The primary reasons accounting for staff departure are summarised in Figure 4.W. This information is collated as part of the employees exit interview, where reasons for departure are explored.

Figure 4.W

| Reason for Leaving | Total | % of Total Leavers |
|----------------------------|-----------|--------------------|
| Retirement | 8 | 23% |
| Relocation | 1 | 3% |
| Research Funded Contracts | 21 | 60% |
| Return to Education | 1 | 3% |
| Return to Private Practice | 4 | 11% |
| TOTAL | 35 | 100% |

The E&D Committee have continued to closely monitor staff on fixed-term research grants. Due to the School's low staff turnover, external recruitment opportunities to join the School on an open-ended basis are infrequent. As a result the School has implemented the following four actions to support fixed-term research staff secure future employment:

- Promotion of funding opportunities (to include Fellowship applications)
- Financial bridging arrangements agreed via the SMC in absence of grant application outcome
- Promotion of the University's re-deployment scheme
- Interview coaching and career advice from senior academic staff

Assessing the impact of the additional support provided, the School is pleased to note that 70% of fixed-term contract leavers in the period in question secured employment either within or out with the School prior to their contract termination. This has included 6 research staff entering permanent lectureship in other HEIs. Not shown in the data, two research associates have transferred into open-ended lectureship contracts as part of successional planning.

ACTION 4L

The School will deliver additional training sessions for staff line managing fixed-term research staff to ensure that they are aware of the funding opportunities available via Fellowships and CU redeployment.

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5. Supporting and advancing women's careers

5.1 Key career transition points:academicstaff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

As part of the School's Bronze Award Action Plan five policies have been implemented by the E&D Committee to help encourage female applications as detailed below:-

Action 1: Female academic membership on the School's SMC has increased from one in 2010 to three in 2015 (12 members in total) a rise enabled by the successful promotion of two female staff to senior roles. This increase has enabled the School to introduce a policy that requires a senior female academic to be present on all academic appointments panels.

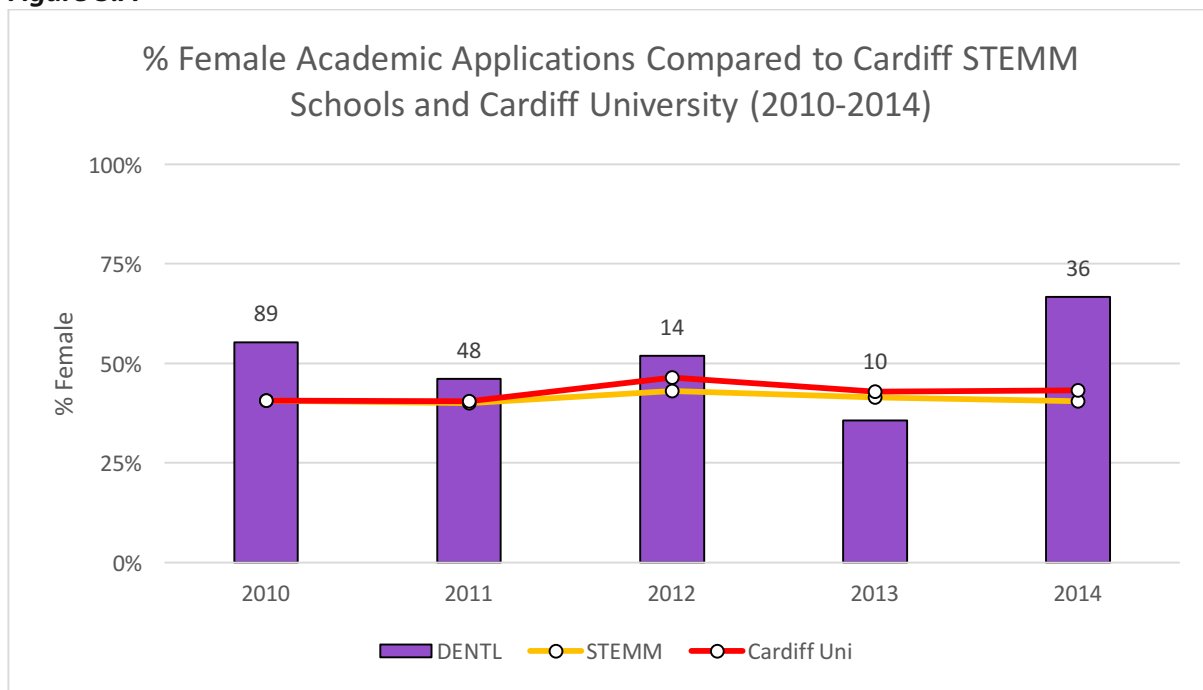
Action 2: All shortlisting activity and panel composition nominations have been authorised independently by the CBLS HR Clinical team since August 2013 to ensure compliance with institutional policies. A representative from this team is also invited to attend all interviews.

Action 3: In 2015 the School introduced a new policy of advertising all academic posts on the WISE website, a website committed to the promotion of females in the fields of science, technology and engineering (www.wisecampaign.org.uk). The first post is scheduled to be advertised on the site in December 2015.

Action 4: All staff involved in recruitment selection have attended interview skills training. This training provision is now included as part of induction to ensure that all new starters enrol on the training within the first 6-months of being in post.

Action 5: The School has ensured that 100% of staff have completed mandatory E&D training (or NHS equivalent).

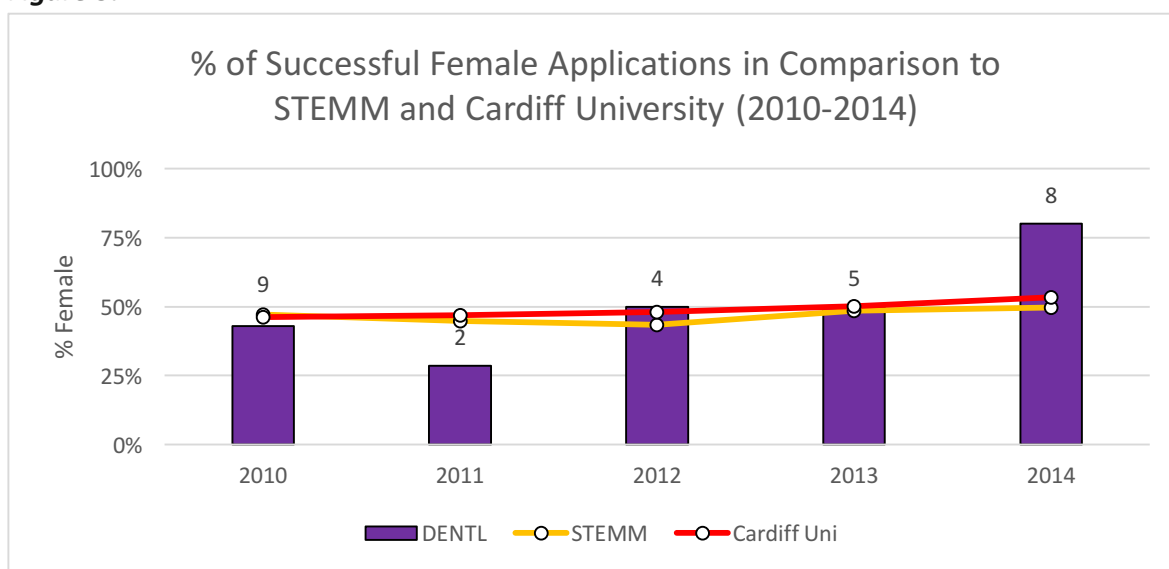
Figure 5.A



In the past five years, the School has attracted on average a 50% application and appointment rate for females, and while there was some variation in this in 2011 and 2014, this likely reflects the relatively small number of academic posts advertised annually.

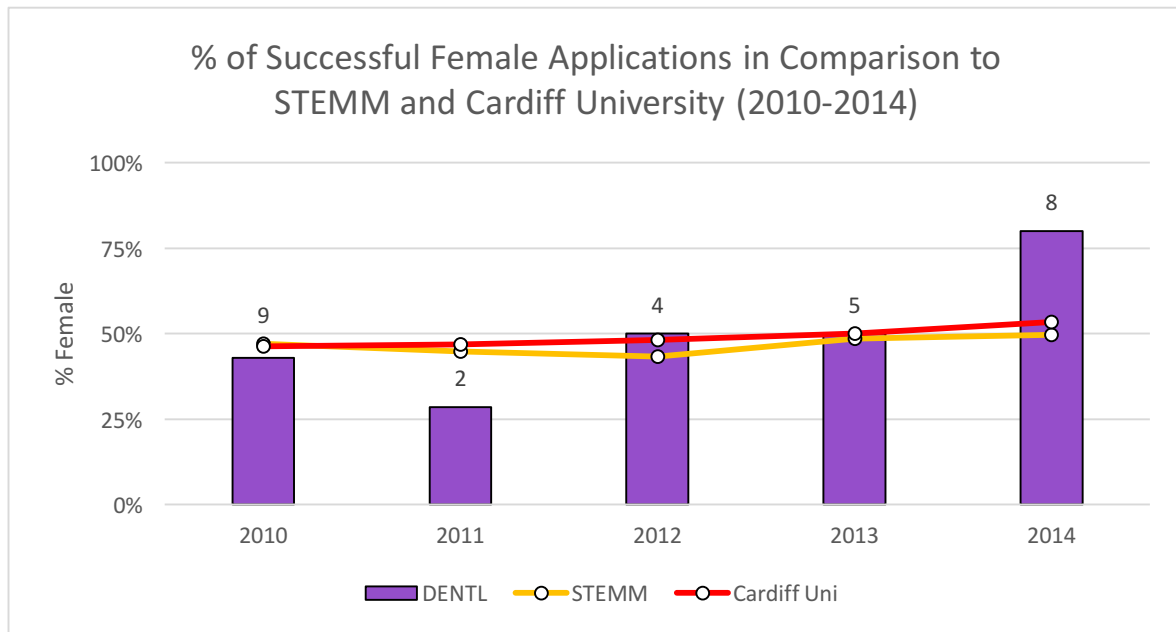
The School recruits a small number (10 or less) of academic posts each academic year, the result of limited staff turnover, and so a degree of year to year variation in the gender balance of applicants is inevitable. For the purpose of evaluation, due to these low numbers, the School has not segregated the data further by grade. Graphical data on employment offer-acceptance rates is not provided as the School is pleased to confirm that 100% of applicants offered a position in the School have accepted the post.

Figure 5.B



Since the School's Bronze Award, the success rate by gender levelled in 2012 and 2013, with 50% of posts being offered to female applicants. This trend remains in line with both Cardiff University STEM schools and Cardiff University (all schools). It is particularly noteworthy that 80% of the School's academic posts were offered to female applicants in 2014, exceeding both Cardiff University and Cardiff STEM school performance.

Figure 5.C



At the time of the School's Bronze Award the percentage success rate for both male and female applicants was similar (~30%). Subsequent years have seen a significant increase in the percentage of successful female applications compared with male success rates. The School will need to closely monitor this trend in future years to determine whether the steps that have been introduced since 2011 are having a sustained impact or whether the trends shown are just part of annual variation, particularly the relative low number of posts being recruited to each year.

While the School has actively implemented recruitment policy change, the School has not as yet assessed the impact of the changes introduced. This absence of data will be addressed via the introduction of an interviewee questionnaire.

The School is aware that there is a need to promote female appointments, but also ensure gender equality. The School has trialed two new training programmes for staff – “Unconscious Bias” and “Inclusive Curriculum”. While only a handful of staff have completed the training, feedback has indicated that there are benefits to be derived from making this training mandatory for all staff involved in either staff or student selection.

| | |
|------------------|--|
| ACTION 5A | <i>The School will ask all applicants attending a job interview to complete a brief survey prior to their interview. This will enable the School to determine whether recruitment and marketing practices are having an impact on the recruitment of female staff. The results of these surveys will be reviewed quarterly by the People, Equality and Diversity Committee to determine whether additional actions are required.</i> |
|------------------|--|

| | |
|------------------|--|
| ACTION 5B | <i>The School will arrange Unconscious Bias training sessions for all staff involved in student or staff selection processes to build their awareness of, and confidence in, valuing diversity and promoting equality of opportunity in all practices and activities so that it becomes an inherent part of the School's culture. The School will ensure that by 2017/18 all staff involved in these processes will have completed the training.</i> |
| ACTION 5C | <i>The School will arrange Inclusive Curriculum training for a core selection of staff in the 15/16 academic year.</i> |
| ACTION 5D | <i>The School will ensure that E&D Training; Interview Skills Training and Chairing University Appointment Panel training is added to academic induction paperwork to ensure that all new staff engage with the mandatory School training. * NHS equivalent training will be accepted for E&D training purposes.</i> |

5.1 (ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The School provides new staff, Academic and Professional Services (PS) with the following as part of their induction:

- An induction checklist to include a 'meet and greet' schedule with key staff
- The Staff Handbook
- An informal mentor (located outside of the School)
- Enrolment onto the University's mandatory corporate induction programme, within three months of appointment.

Responding to new staff feedback the School created an online Staff Handbook in 2013. This interactive document loads automatically onto all desktops and provides electronic links to University policies and staff information. Staff, new and old have positively commented on the document, which now acts as a one-stop shop, providing access to information on staff training opportunities, academic promotion and so forth.

While local induction is mandatory and is monitored via the SMC, the School recognises that more can be done to provide support to new staff. This has become evident from direct staff feedback and discussion with line managers. The E&D Committee is overseeing the development of an induction framework which will commence before newly appointed staff take up their post. It will end with an interview 6-8 weeks after their start date. The interview will survey their experiences in relation to information and support provision. The framework will also include a re-induction component for staff returning from maternity /adoption /family-leave, research leave or an extended period of sick leave, (see section 5.5).

| | |
|------------------|--|
| ACTION 5E | <i>The School will introduce a consistent approach to staff induction and re-induction for parity and quality control, and implement 6-week post start interviews to identify what further support a new starter, returner, or their line manager requires. Due to the low turnover of staff, the feedback from this exercise will be reviewed on a quarterly basis by the People, Equality and Diversity Committee to enable the formulation of additional actions and initiatives in response to the information provided.</i> |
|------------------|--|

5.1 (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Figure 5.D illustrates the small number, yet high success rate of academic promotion applications. The support network implemented by the School helps ensure that unsuccessful applicants are supported through the re-application process. For example the male member of staff that failed to obtain his Readership in 2010/11 was successful in 2012/13, subsequently obtaining his Personal Chair in 2014/15.

Figure 5.D

| Academic Year | Personal Chair | | | Reader | | | Senior Lecturer | | |
|---------------|----------------|---|-----------|--------|---|-----------|-----------------|---|-----------|
| | F | M | Success % | F | M | Success % | F | M | Success % |
| 2010/11 | 1 | 0 | 100% | 0 | 2 | 50% | 1* | 0 | 100% |
| 2011/12 | 0 | 1 | 100% | 0 | 0 | - | 2 | 1 | 100% |
| 2012/13 | 0 | 3 | 100% | 0 | 1 | 100% | 0 | 1 | 100% |
| 2013/14 | 1 | 0 | 0% | 0 | 0 | - | 0 | 1 | 100% |
| 2014/15 | 0 | 1 | 100% | 1* | 0 | - | 0 | 0 | - |

*Part-time

The E&D Committee has been responsible for raising staff awareness of the Academic Promotions process. Evidence from the Staff Survey administered in 2011 confirmed that staff were unaware of the academic counselling and support available. The Dean has proactively driven this action as Chair of the Committee, implementing the following actions:

- Updates via Bi-monthly Dean School briefings
- Emails from the Dean with details on additional support and training
- Implementation of promotion masterclass sessions (ensuring staff are released from clinical and teaching duties to attend).
- Women's Career Development Day – featured workshops on barriers to promotion

Staff are also encouraged to use their performance development review (previously annual appraisal) to discuss with their line manager promotion prospects and developmental training needs towards achieving a successful application.

Due to the small number of promotion applications, the Dean meets with unsuccessful applicants to discuss the actions required to enable a successful application in future. Action plans are devised and are overseen by a member of the senior academic team, who is identified to be an academic mentor for the individual.

When staff were asked about barriers to promotion at staff training and development events, it became apparent that it is the absence of dedicated one-to-one academic mentorship that is impacting on staff confidence to apply. This finding is supplemented by the data provided via the Staff Survey 2015 where only 46% responded positively that they had the opportunity for career development in the University.

The School made a commitment in its Bronze Award Action Plan to implement a formal mentoring network for staff. Following the formation of the College structure in 2012/13, the School has worked closely with the College, actively contributing to the design of the College Mentoring Network,

launched in September 2015. This will enable staff and line managers in several schools to formally match individuals to mentors both internally and with external commercial partners. While the formal College network is being established, the School has continued to take a proactive approach, implementing mentoring provision for staff through University and National initiatives, for example the WUMS network.

The School has already begun to actively promote and encourage staff of all grades to engage with this opportunity, to include being a mentor and being a mentee on the scheme.

| | |
|------------------|---|
| ACTION 5F | <i>The School will provide additional support for all Line Managers in how to recognise the practical barriers which inhibit the progress of female academics applying for promotion – “glass ceiling” debate – and equip them to mentor staff as part of mainstream management activity, and in particular during the annual Performance Development Review meeting.</i> |
| ACTION 5G | <i>The School will arrange an annual “Career Development Day” for both women and men – in line with promotion timelines to build a sense of momentum and encouragement.</i> |
| ACTION 5H | <i>The School will actively promote and encourage staff to engage with the College of Biomedical and Lifesciences Mentoring Scheme.</i> |

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In the RAE 2008, the School returned 27 staff (8 (30%) of whom were female). 100% of eligible female staff were returned.

In the Research Exercise Framework (REF) the School had 40 eligible staff for return (13 female). In total the School returned 18 staff, six of whom were female. 46% of eligible female staff were returned, this is directly comparable to the 44% of male staff returned.

5.2 Key career transition points: professional and support staff

5.2 (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The School’s induction process does not differentiate between Academic and PS staff. Please refer to Section 5.1 (ii) for further information.

5.2 (ii) Promotion

Provide data on staff applying for promotion, and comments on applications and success rates by gender, grade and full-and part-time status. Comment on how staff are encouraged and supported through the process.

While there is no formal promotion process for PS staff, the School Manager actively promotes the following opportunities to enable career progression and development:

- **Promotion and support of secondment opportunities (internal and external)** – three PS staff (10% of total PS staff) have undertaken external secondments > 6 months in the past three-year period.
- **Promotion of “Acting-up” opportunities to broaden experience and skill development** – six PS staff (19% of total PS staff) have acted-up for <12 months in the past three-year period.
- **Financial support available to enable staff training**– allocation of an annual ring-fenced PS training budget to support staff e.g. four PS are currently being supported to complete nationally recognised qualifications in their fields.
- **Support for post re-grade opportunities** – one PS staff re-graded in past three-year period to reflect the development of their role.

The School has a strong record of supporting career development that has resulted in a number of staff progressing to senior roles both within the School and University as highlighted in *Figure 5.G*.

Figure 5.E

| School Post | AY | New Post (Promotion) |
|-----------------------------------|---------|---|
| School Manager | 2012/13 | Registrar – College of Physical Science and Engineering |
| School IT and Development Manager | 2013/14 | College IT Business Partner |
| IT Officer | 2013/14 | School ICT Manager |
| Project Officer | 2013/14 | Academic Administration Manager |
| Finance & Research Officer | 2013/14 | School Finance and Research Manager |
| Finance & Research Manager | 2013/14 | College Financial Accountant |

Three of the School’s five PS team leaders have been appointed from within existing teams. All vacant posts are advertised externally in line with the institutions policies. It is testament to the training and career development of the individuals in question that they have been successful in the competitive process.

PS staff are also encouraged to attend University training sessions to build confidence when attending interviews and completing application forms. Staff have confirmed that they believe this support has helped them achieve secondment placements and opportunities.

5.3 Career development: academic staff

5.3 (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The Staff Handbook provides employees with links to the training provision of the University. This is supplemented by a School training matrix that is included in Performance Development Review (PDR) paperwork. Listing training programmes by career pathway, employees and line managers are required to review this list alongside the training requirements of professional registering bodies (e.g.

General Dental Council) and of both mandatory and statutory health and safety and NHS training. Staff are also encouraged to identify training opportunities provided by external providers to enable career progression.

The School has a dedicated ring-fenced training budget for staff that is allocated to Theme Leads for local allocation. This ensures that training needs in various functional areas are enabled. In the last three year period, the total Staff Training budget has been utilised. Staff requests that cannot be financially supported by the Theme budget are submitted to the SMC. This ensures that all training requests are considered by the senior team. In 2014/15, the SMC authorised an additional £15K, supporting 95% of the requests submitted.

Staff supported to attend external training programmes are required to summarise the training provision at the School's Learning and Scholarship training days and Research Theme meetings to ensure that the learning is shared across the School.

Feedback received via the Staff Survey confirmed that 71% of respondents agreed with the statement "I have received the right training and development I need to do my work".

Regular updates on new training provision are promoted via emails from the School Manager and via the Dean's bi-monthly staff briefing.

Historically the School has recorded staff training via the annual appraisal process and this information has not been logged in a central database. In 2014/15 the University introduced a new HR system that requires that training requests are registered on the system. This system is too new to derive reliable data to inform this application. The School will ensure that all training is formally logged on this system from 2015/16 to enable a School level evaluation of training completed across career pathways.

ACTION 51

The School will ensure that all training requests are logged on the central HR system allowing the People, Equality and Diversity Committee to monitor and evaluate the training activity completed by staff on an annual basis.

5.3 (ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff (to include postdoctoral researchers) are required to attend a mandatory annual Performance Development Review (PDR) meeting, in which they actively contribute to a reflective and developmental conversation with their line manager. The aim is to agree objectives and provide support and development opportunities to enable development. Staff are also encouraged to complete the School's Workload Model to supplement the work-life balance discussions with their line manager.

The School's clinical staff attend a mandatory clinical appraisal meeting, the details of which are recorded centrally via the NHS. As a result, the data on clinical appraisal has not historically been recorded on University systems. Inclusive of NHS appraisal data, the School is able to record high PDR completion rates across all career pathways. Maternity leave, leave of absence, long-term sickness and failure to engage account for the absent data.

Figure 5F - % of PDR's completed in last 15 month period

| Career Pathway | Female Completion Rate | Male Completion Rate | Total Completion Rate |
|---------------------------------|------------------------|----------------------|-----------------------|
| Professional & Support Staff | 100% | 100% | 100% |
| Technical Services | 100% | 100% | 100% |
| Clinical Teaching & Research | 85% | 100% | 94% |
| Clinical Teaching & Scholarship | 100% | 100% | 100% |
| Teaching & Research | 100% | 90% | 94% |
| Teaching & Scholarship | 100% | 92% | 95% |
| Research | 50% | 100% | 83% |

The 2015 Staff Survey has provided some valuable feedback on staff perception of the PDR process:

- 63% of respondents answered positively to the statement *“My appraisal or probation review meeting has been helpful in guiding me in my work”*.
- 66% of respondents answered positively to the statement *“My line manager/Academic Leader helps me to set and review clear objectives.*

The School believes that the current appraisal system in operation for clinical staff (44% of the total School staff) has directly influenced the results. Driven by NHS and regulatory authority requirements for clinical revalidation, these meetings are often facilitated by non-University staff, limiting their ability to engage in discussions in relation to teaching and research. From 2015/16, the School will be introducing a policy that will require School representation at NHS clinical staff appraisal to ensure that all aspects of their role are discussed.

In 2014/15, twenty five members of academic staff were nominated by the Dean to attend the University’s *“Progressing the Skills of Line Managers”* trial training programme. This training provision has proven to be highly successful in raising line manager confidence and understanding. All managers with direct reports will be required to attend this supplementary training from 2015/16. The School’s 12 and 24 month culture surveys (*Action 3C*) will enable the School to assess whether this training is having a direct impact on staff experience.

| | |
|------------------|--|
| ACTION 5J | <i>All line managers to attend University’s “Progressing the Skills of Line Managers” training programme in 2015/16.</i> |
| ACTION 5K | <i>School to review Clinical staff appraisal process with a view to introducing a mandatory Clinical University process that will ensure that educational and research elements of an individual’s job plan are discussed in detail.</i> |
| ACTION 5L | <i>School to ensure that Clinical University PDR process is formally recorded on the University’s HR system to enable the School to monitor overall PDR activity in the School.</i> |

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

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Support for career progression is currently provided to all staff as described in Section 5.3 (i) and Section 5.1 (iii), and looks to introduce improved mentoring schemes during 2016. Due to the fixed term nature of postdoctoral researchers, career progression is considered with their line manager as

part of probation and PDR process. Postdoctoral researchers have access to the Vitae Researcher Development tools available on-line to help consider skills analysis and developmental needs. University staff development courses are also available for research leadership and personal development.

Staff are also actively encouraged and nominated to engage in University and national development schemes as detailed in Figure I.

Figure 5.G

| Scheme | Scheme Description |
|--|--|
| Women in Universities Mentoring | <i>Promoting and facilitating professional development for women working in Welsh universities via mentoring partnerships.</i> |
| Cardiff Women Programme | <i>A series of seminars bringing prestigious female speakers to the University to discuss their career development.</i> |
| Leadership Foundation Aurora Programme | <i>An initiative to “encourage a wide range of women in academic and professional roles to think of themselves as leaders, to develop leadership skills, and to help institutions maximise the potential of these women”</i> |
| Springboard Women’s Development Programme | <i>The programme seeks to develop leadership and management skills and capabilities, to build confidence and aspiration.</i> |

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Undergraduate

The School made a commitment, as part of its Bronze Award Action Plan, to review the support provided to undergraduates to better prepare them for the UK-wide Dental Foundation interviews. In the first year of implementation (2012), 20 dental students failed to secure a training placement. Following the implementation of an extensive interview preparation programme, only one student failed to be placed in 2014 and 2015, placing the School 2nd in the UK for BDS employability, an exceptional improvement in performance. The student’s value these sessions – they consider themselves privileged to have this additional support. The programme includes:

- Group and one-to-one training with professional actors
- Mock selection days with simulated scenarios
- Amendments to curricula in Year 4 and 5 to increase OSCE activity and situational judgement testing.

Postgraduate

The University Graduate College (UGC) makes available to PG students a wide range of courses to enable them to develop their skills. The UGC (<http://www.cardiff.ac.uk/ugc>) fosters career development support and an integrated approach to research and professional skills training.

The relatively small, highly specialised and discipline/speciality specific nature of the postgraduate training offered by the School means that the School can also offer one-to-one advice to postgraduate students. School staff have the experience and contacts to direct students to employment opportunities locally, nationally and internationally.

The School also actively promotes and offers networking opportunities through University centres such as the Cardiff Institute of Tissue Engineering and Repair and to attend conferences, all financially supported by the School through endowments and bursaries.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful

As an Athena SWAN Bronze Award commitment, the School implemented an internal peer review process in 2012/13 to ensure that research staff have the required support and guidance when applying for external research funding.

Monitoring and evaluating the success of this initiative has helped the School identify the added value to be gained from peer review. Since 2013/14, the School has expanded its review processes, inviting colleagues in the Schools of Medicine, Pharmacy and Engineering to act as mentors on external funding applications. This has provided staff access to experts and supportive mentors in aligned disciplines.

Following the implementation of the above process the School's application success rate has increased from 36% in 2011/12 to 56% in 2012/13, and 46% in the successive two years. What is notable is that the number of applications has doubled in the last three year period. Anecdotal evidence suggests that staff feel far more supported in the process and as a result are more confident to submit draft applications.

Recognising the need for "expert" School mentors to support funding calls, a Research Impact and European Grant Application Champion were appointed in 2014/15. An in-house expert evaluator for EU grants is also available to provide dedicated research application support.

While the School has implemented support and peer-review networks to support application, there is a notable absence of support subsequent to an unsuccessful application. Following the appointment of the new Vice Dean for Research in 2014, a Research Pipeline Project will be implemented in 2015/16 which will refresh the School's approach to peer review. This process will capture details of unsuccessful grants (scores, referees comments, feedback) and will feed directly into an individual's PDR. This will provide the individual with an opportunity to evaluate their unsuccessful application with a supportive peer.

70% of the School's research applications are submitted by male Principal Investigators in comparison to 30% female. The School has a larger number of senior male staff with established research careers helping to explain the variance. The School is confident that the new supportive process will provide early career female researchers with the support required to submit grant proposals.

ACTION 5M

School to implement research pipeline project to ensure that research application scores and external feedback are discussed at annual PDR meetings, with additional support and guidance provided to facilitate future applications.

5.4 Career development: professional and support staff

5.4 (i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is the effectiveness monitored and developed in response to levels of uptake and evaluation?

As detailed in Section 5.4 (ii) all PS staff are required and encouraged to review training as part of their annual PDR. Due to the small size of the PS team, the School Manager actively promotes development and training opportunities via quarterly staff briefings; team leader meetings emails and one-to-one meetings with staff.

Core and mandatory training programmes are identified for PS staff with leadership roles and the School has a 100% completion rate for the following programmes:

- Practical Leadership for University Managers
- Managing and Leading Teams
- Fundamentals of Health and Safety for Managers
- E&D Training for Managers

In 2014/15, the School restructured its PS staff into a centralised team. A centralised structure will enable the introduction of two PS Development Days to be held annually. Driven by the School Manager, these sessions will be used to provide refresher training; new training provision and development training for staff.

ACTION 5N

The School is to schedule two professional services conferences per academic session to provide training and development opportunities for staff.

5.4 (ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

PS staff are required to attend a mandatory annual PDR meeting with their line manager to establish objectives, to discuss training needs for the academic year and to discuss work-life balance. Since 2014/15 staff Action Plans align directly to the School strategic plan to ensure that the PS team understand how they contribute to the achievement of the School's key performance indicators. As at November 2015, the School had a 100% completion rate for PS staff. The School has four male FTEs in a complement of 31 FTEs.

Following the annual PDR meeting, weekly or monthly (depending on the area of work) meetings are held between staff and line managers to review progress and to provide an ongoing opportunity to discuss training needs. Staff appreciate the ability to identify how their area of work directly impacts on the achievement of the school strategic plan, with many noting this to be a motivating factor, both within their own role and when driving the performance and engagement of their teams. This has led many to identify additional training opportunities. This enthusiasm has been actively supported via a dedicated PS training budget.

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

The School has a dedicated PS budget to fund training schemes delivered in-house and by national providers. For example two members of the School's professional services staff are currently being financially supported to complete their Association of Chartered Accountant (ACCA) examinations. The School's previous Finance Manager was also financially supported to undertake this accountancy

qualification via a compressed hour's flexible working agreement. This enabled the individual to progress to the post of Management Accountant for one of the University's Colleges in 2013/14. It is acknowledged that staff do need dedicated time with their line managers to discuss ongoing development. From 2015/16, in addition to the annual PDR meeting, all PS staff will have a six-month PDR meeting to ensure that the dialogue remains open throughout the year.

While a good number of PS staff have worked in the School for many years, bringing core stability to the functioning of the School, we are keen to encourage a degree of turnover to refresh teams, to give staff the opportunity to achieve promotion and progress and to ensure that core stability is counterbalanced by innovation and by rejuvenation of teams. The School envisages the PS Development Days to help encourage staff to have dedicated time to facilitate career development discussions.

5.5 Flexible working and managing career breaks

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

Staff (academic and professional services) are asked to meet with their line managers to discuss their application for maternity, adoption or family leave. During the meeting intended plans for duration of leave, support required in preparation, and options for return are discussed. The line manager has the responsibility for initiating the arrangements for cover; it is never the responsibility of the staff member, although their views are actively sought. A proportion of the School's budget is set aside to provide contingency for leave of this nature.

ACTION 5E

Please refer to Action 5E (reference to re-induction programme plans)

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

Explain what support the department offers to staff during maternity and adoption leave.

Staff are not removed from email distribution lists while they are on maternity /adoption /family leave, allowing them to keep up-to-date with the business of the School. They are also invited to attend social gatherings. However it is up to them whether they wish to check their emails and engage whilst they are on planned leave.

Staff on maternity and adoption leave are given the option to work up to 10 days during their leave of absence, without losing their entitlement to maternity / adoption pay. These are called "keeping in touch days". Although they are optional, they provide an ideal opportunity for activities such as training or departmental meetings.

Line Managers also ensure that staff on leave are kept up-to-date on any job or promotion opportunities available in the School that may be of interest. "Keeping in touch" days are sometimes used to arrange meetings with staff to provide an opportunity to discuss these options in more detail.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

When returning to work from a period of maternity or adoption leave, staff are invited to attend a meeting with their line manager to make arrangements for their return. The School has facilitated a number of options including using accrued annual leave for a phased return to work. Leave may be extended with 8 weeks' notice confirmed with the line manager. Information on University policies for planned leave are accessible via the Staff Handbook and staff on leave are provided with a named contact within the HR department.

Following return (or prior to return) staff are able to request flexible working hours including part-time working, staggered hours, compressed hours, annualised hours, job share, semester /term-time working career break. Requests can be made for adjustments to be made for a specified period of time; to return to original working hours at a later time point.

The School is able to offer options to allow new mothers to continue breastfeeding and express milk. The School provides a healthy and safe environment to enable the expression and storage of milk, to include appropriate private areas, and agreed pattern of breaks to facilitate this activity. The University also provides subsidized childcare facilities for employees on campus as well as childcare vouchers through Computershare Vouchers. Vouchers are deducted from salary, free of tax and National Insurance.

5.5 (iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary. SILVER: Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Between 2010/11 to 2014/15, the School supported 15 instances of maternity leave involving 11 members of staff. This number is broken down into six academic (9% of total academic staff) and five professional services (PS) staff (16% of total PS staff). Four members of staff have had two periods of maternity leave during the period (3 PS staff). The School has a 100% return rate which we believe reflects the School's positive employment of the University's flexible working policy that enables variations in patterns to work. The University's additional five-day dependency leave policy also helps ensure that staff are permitted additional leave in cases of emergency care. Of the 11 members concerned, nine have remained in post 18 months since their period of first maternity leave. Two members of staff no longer work at the School as their role was aligned to research grant activity that terminated in line with the length of the research award.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

During the period in question, the School has supported eight paternity leaves of absence involving six members of staff. This number is broken down into two Senior Clinical Lecturers /Honorary Consultants (full-time); two Clinical Lecturers (part-time) and two professional services staff (full-time).

The School proactively advertises paternity leave polices in the School Handbook, and staff are actively encouraged to discuss shared parental leave options with impartial HR advisors in the University. To date the School has not received any requests for shared parental leave but would be supportive OF any requests.

5.5 (vi) Flexible working

Provide information on the flexible working arrangements available.

The School provides a range of options (staggered hours, compressed hours, annualised hours, etc.) to formalise hours for flexible working. The School has 16 formal flexible working agreements in place (aggregate 2010-2015) and a 100% application success rate. With 80% of cases relating to professional services staff, this would imply that they are more aware of the policy. However, as the traditional approach for academic staff in most universities has seen performance measured outputs, this has led to a degree of informal, flexibility with working patterns that are not formally recorded. All flexible working arrangements are discussed with their line manager to ensure that performance and career progression can be managed within agreed expectations.

Flexible working hours have been and continue to be provided for male staff to help with childcare and we have one example for a senior academic member of staff.

The Athena SWAN sub-group did comment that the majority of line managers within the School may not be conversant with the University policy and processes and that their direct reports could be disadvantaged as a result.

While the formal number of flexible working arrangements may appear low, the School's flexible approach to this policy allows staff to confirm short-term flexible working arrangements with their line managers that are not formally recorded. This limits the School's ability to truly assess how many staff benefit from the policies. This is an area of interest that will be explored further in the 12 and 24 month culture surveys that the School will be introducing as part of its Action Plan.

| | |
|------------------|--|
| ACTION 50 | <i>School to provide academic Line Managers with a one-page document outlining the flexible working policies and options available for staff, to include instructions on how to make an application and access sites for further information. This will increase staff awareness of the opportunities available.</i> |
| ACTION 5P | <i>School to include questions on the uptake of flexible working arrangements and practices as part of the 12 and 24 month culture surveys to determine the true uptake of these polices (formal and informal arrangements).</i> |

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Career Breaks are part of the University's Work Life Balance Policy. The scheme guarantees staff the right to come back to a post on the same salary and grade. Due to the small number that have been requested (two academic in the period in question) the School has been able to ensure that both posts have been kept open and filled on a "cover" basis. The School does not have any experience of staff requesting to return on a part-time basis before transitioning to a full-time post.

5.6 Organisation and culture

5.6 (i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The Dean actively drives the School’s culture of inclusivity and equality through his leadership of the E&D Committee and bi-monthly all staff briefings. E&D also remains a standing item on the SMC agendas, ensuring that an E&D impact assessment is completed for strategic decisions. The successful promotion and appointment of senior female academic posts in the period in question has enabled the School to increase its female membership on key strategic decision-making committees. This is contributing to the ongoing promotion of the School’s Athena SWAN ethos.

The School Manager, who is female, is very proactive in ensuring that the commitments made in relation to our greater adoption of Athena Swan principles are enacted and delivered.

The SMC is responsible for reviewing all fixed-term contracts. While it is not often financially possible for the School to intervene with research grant funded posts, when centrally funded fixed-term posts are reviewed, the SMC ensures that a gender assessment is completed. If a compelling case for an open-ended extension is presented, the SMC provides its financial authorisation.

Changes to the School’s recruitment policies and practices (referenced in section 5.1) ensure that the School actively encourages female applications to academic posts. While new appointment salaries are based on the expertise and experience of the successful applicants, the presence of an independent HR Advisor in the appointment process ensures that an equitable process is followed to ensure pay parity.

5.6 (ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

In August 2014, the School’s HR operational team was centralised into a College HR team. Working across several Schools, this structure ensures that consistent advice and support is provided to the School and its managers. The School’s dedicated HR Manager meets monthly with the Dean and School Manager to discuss key issues, to include changes to policies and procedures. To ensure that a consistent service and implementation of policy is achieved, the University’s internal audit teams remit will be expanded from 2015/16 to include the HR function.

While the senior management team have frequent engagement with the HR senior team, the School recognises that there is an opportunity to hold learning exchanges and sessions with middle management in the School, who are often required to discuss and implement the processes of the University.

ACTION 5Q

School to work closely with the College HR Team to run dedicated HR learning exchanges / sessions with managers in the School to increase local knowledge of HR policies and procedures.

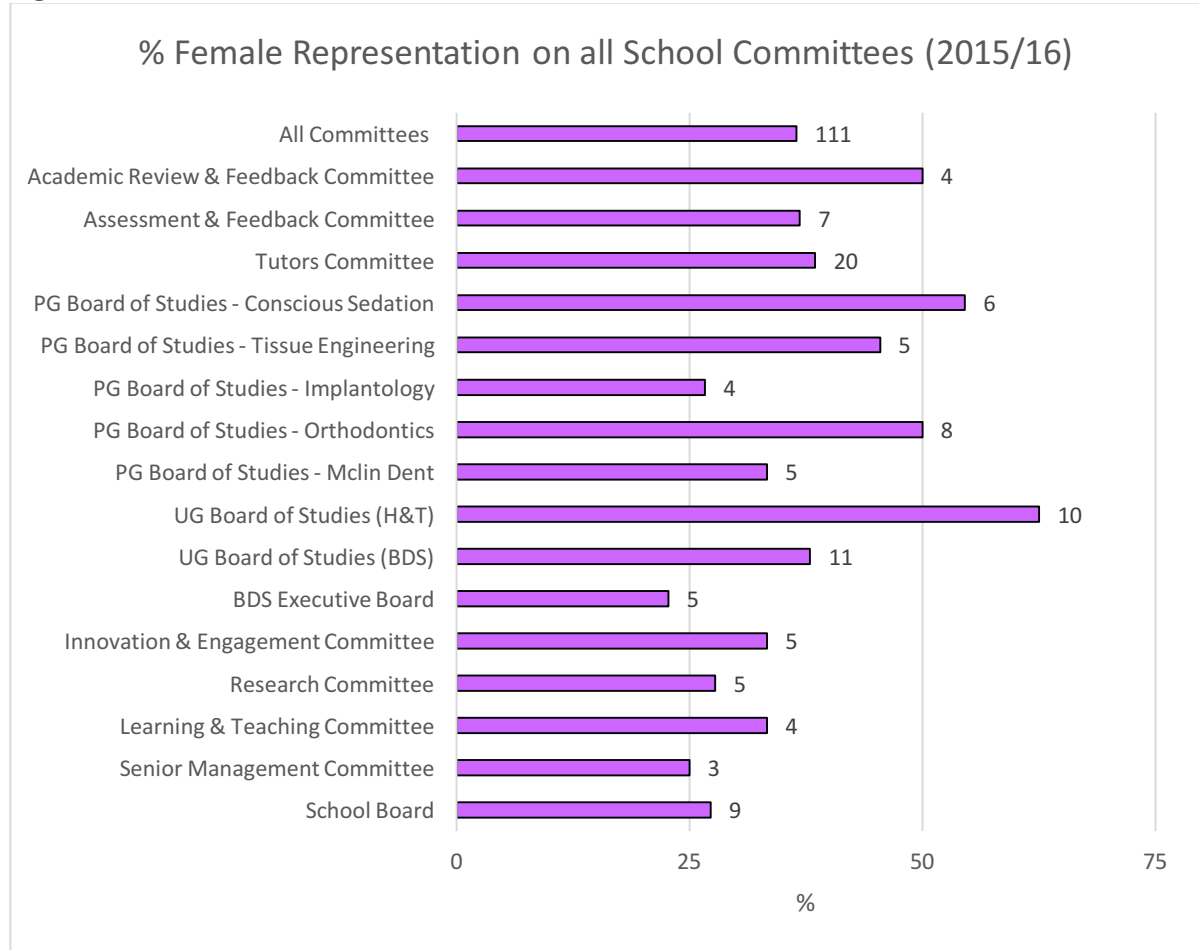
5.6 (iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender

imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

The School runs 17 committees to govern the School’s strategic and operational activity. Figure 5.H provides a summary of female membership on each committee.

Figure 5.H



The majority of committees consist of representatives of specific leadership roles (Vice-Deans, Associate Deans, and Programme Directors etc.). The School engages other staff as broadly as possible as an essential element in their own development. It is therefore disappointing to note that only 49% of staff that completed the 2015 Staff Survey felt that they understood how decisions are made in the School. In response to this concern we will implement changes as outlined in Action 5Q.

ACTION 5R

School to ensure that committee membership and remits are available for staff review in the Staff Handbook. The School will also review the publication of committee minutes on the School intranet.

Figure 5.I – School’s five most influential committees

| Committee | Female Membership | Male Membership |
|-----------------------------|-------------------|-----------------|
| School Board | 9 (27%) | 24 (73%) |
| Senior Management Committee | 3 (25%) | 9 (75%) |

| | | |
|-----------------------------------|---------|----------|
| Learning & Teaching Committee | 4 (33%) | 8 (67%) |
| Research Committee | 5 (27%) | 13 (73%) |
| Innovation & Engagement Committee | 5 (33%) | 10 (67%) |

The five committees have a higher proportion of male membership, which reflects the smaller number of senior female academic staff in the School. Whilst the School needs to improve the gender balance on nearly all committees, we are also mindful that we do not overload female staff with administrative responsibilities at the expense of other aspects critical to their academic success. This is of particular concern in committees relating to clinical teaching/research where the clinical academic staff, though changing, will remain predominately male for some time. All committees will be asked to consider their gender balance and draw up a short tailored plan to address their specific circumstances and set targets, which will be sent to the School's People, Equality and Diversity Committee to check on progress.

ACTION 5S

All School committees to submit an action plan to the School's People, Equality and Diversity Committee to address their current gender balance.

5.6 (iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

The School's female academic staff participate in a range of influential committees outside of the School including at College level as well as for Professional Bodies, International Scientific Committees/ working groups, and Journal Editorial Boards. Female School staff are representatives on the following:

- British Society of Oral Dental Research (Management Team)
- Editors of UK Dental Journals e.g. Editor of the Journal of Disability and Oral Health
- President of British Association for the Study of Community Dentistry
- Membership of Higher Education Academy
- Membership of Welsh Government Advisory Committees

5.6 (v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

In 2012/13 the School introduced a points-based administrative and teaching workload model, a commitment made in the School's Bronze Athena SWAN application, to assess volume of work, not the quality of performance. Following considerable staff consultation in 2012/13 the School piloted its Workload Model (WLM) in 2013/14.

On an annual basis, academic staff are encouraged to complete the workload model template as part of the PDR process. This approach gives staff ownership of the exercise and a dedicated time to discuss and review their allocation with the line manager.

As the School has a considerable amount of experience in the development of a WLM, we have been identified as one of five 'Champion' schools to help develop and implement the new institutional WLM in 2015/16, a model that is based on a number of the guiding principles and tariffs of the

School's in-house model. The full implementation of this model from 2016 will help ensure a work-life balance is achieved for all.

5.6 (vi) Timing of departmental meetings and social gatherings

The School calendar of meetings is publicised in May for the following academic year. This ensures that staff have advance notice of meeting times and dates. It is evident that almost all committee meetings take place at lunchtimes. This is due to the clinical nature of the School and the fact that many staff work on clinics between 09.00 -12.30 and 14.00-17.00. Following the School's Bronze award in 2012, the School made the commitment to, and has ensured that, all committee meetings are scheduled to commence between 09.30 and finish by 15.30 hours. More informal meetings may take place outside of these hours upon occasion, but this will always be at the agreement or request of the participants.

The School formally confirmed that its core business hours are 08.00 -17.00 in August 2015. This ensures service provision before and after students' "working day", and front-facing support services are staffed between these times. A rota system was introduced in August 2015 to provide skeleton cover for early morning and late afternoon service-delivery to ensure that no staff were detrimentally effected by the change. Agreed flexible working arrangements are honoured and often help contribute to this cover where staff request to work early or late patterns to facilitate caring commitments.

Academic staff members can manage their time according to business needs and can work from home, where appropriate, in negotiation with their line manager.

5.6 (vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

The School held an inaugural "Women's Career Development Day" for School staff in October 2014. Sessions were delivered by inspirational senior female academic and non-academic staff and included the Deputy Vice-Chancellor; Deputy Director of Cardiff University HR; HR Business Partners and other senior female staff within the School. Intended to empower staff (academic, clinical and professional services) to reach their career potential, the sessions also promoted the work-life balance opportunities of the University and the support available for training and development.

While the sessions focused on the promotion of female staff in the HE sector, male staff were actively encouraged to attend to increase their understanding of both the challenges and opportunities available to assist career progression. The day was attended by 75 staff (to include colleagues from the School of Medicine), of whom two were male. The School believes that the promotion of the event and the use of the word "female" in the advertisement material may have deterred male colleagues from attending. To ensure a culture of inclusivity in future, the School will rebrand these events as "Career Development Days".

The School has made a recent new senior management appointment of a female professor as Associate Dean for Engagement and Enterprise (April 2015). The remit of the role covers a range of activities within the School to include promotion of our female knowledge / talent base within the

School for sharing with external institutes, organisations and industry. The School website has been reviewed to include promotion of Athena Swan principles and School activities for career development and promotion.

ACTION 5T

The School will continue to review its publicity materials (online and print). A dedicated Athena SWAN page will be created on the School's webpages to promote the work of the School and to improve the visibility of female role models.

5.6 (viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

As a clinical school responsible for training the next generation of dental professionals we have extensive contact with the public and take patient and public involvement seriously.

In all of our recruitment activities: open days, talks to schools and careers fairs where we have the opportunity to talk with those interested in a career in dentistry we ensure that gender balance is displayed equitably in how we portray the work of the school and the opportunities available in the courses we offer. We actively promote dentistry as a profession which is particularly suited to females post-graduation, with the endless opportunities it allows for a varied and flexible career and work pattern. The degree to which we are successful in this object can be seen from the gender balance of our application statistics (50% female application rate for all academic posts).

Our students undertake an annual trip overseas to provide voluntary dental care in a developing nation. We take all steps necessary to ensure that this opportunity to travel is open to all students and take particular care to risk-assess and ensure the safety of female students whilst undertaking this third sector mission.

Word count: 6416/6500

6. CASE STUDIES: IMPACT ON INDIVIDUALS

CASE STUDY 1: Dr Sharon Dewitt-Parr – Lecturer

Dr Sharon Dewitt is a non-clinical lecturer, and is on a structured teaching and research career path within the School of Dentistry. Her career development has been facilitated by the Athena SWAN principles that are upheld within the School, which ensure gender equality and promote the retention of women in science.

In 2010, Dr Dewitt was appointed as one of four academic fellowship positions with the Arthritis Research UK Centre of Excellence in Cardiff, to be based, with financial commitment and professional support, within the School of Dentistry. These highly competitive positions provided a structured career pathway for early career researchers to develop their research excellence over a four year period. The Fellowship permitted Sharon's teaching responsibilities to be redesigned to enable her to concentrate on research activities, thereby allowing entry to a permanent lecture position on a Teaching and Research contract. Dr Dewitt's appointment was made against criteria of emerging research excellence, highly regarded publications and successful grants, including a Wellcome Trust VIP award. Between 2010 and 2015 she has developed her field of research, established new collaborations, successfully co-supervised several PhD studentships, continued to publish her work and attract additional grant funding with support of fellow research staff within the School (including Tenovus, EPSRC, AR UK, MRC CiC). During this time, Dr Dewitt took two periods of maternity leave: 2012-2013 (10 months) and 2014 (9 months).

"I am convinced that the schools policies and processes relating to maternity leave and work-life balance have been crucial to ensuring my continued productivity during this period, enabling me to successfully balance my professional career with my personal life. This has included 'Keeping in touch' days, which enabled me to stay in contact with the School during my maternity leave so that I was kept up-to-date with any important changes and events and contribute when appropriate. I was also able to maintain communication with my postgraduate students and provide advice/opinions when required. Following my return from two periods of maternity leave, I took advantage of the 'phased return' procedures to ensure a smooth reacclimatization, and have also utilized flexible working patterns (working four days for an agreed period before returning to full time status)"

On her return from maternity leave in January 2015, Dr Dewitt took up a lectureship position in the School of Dentistry. This is a structured career path with defined roles, expectations and guidelines on how to progress through different grades through to a personal chair. Appropriate and focused training (eg PgCUTL) is provided, teaching and administrative workloads are managed to ensure there is still time to pursue an active research career, and various avenues of support and mentoring are in place. Dr Dewitt feels she has been strongly supported by the School, and her progress and has not been disadvantaged in any way by gender, periods of maternity leave or life balance choices. She is optimistic about her future academic and career prospects, and is confident about her future role in the School.

Word Count: 495/500

**CASE STUDY 2: Dr Ilona Johnson – Senior Clinical Lecturer /Hon Consultant
(Member of School Athena SWAN Assessment Panel)**

Dr Ilona Johnson is a Senior Clinical Lecturer and honorary consultant in Dental Public Health. She joined the School of Dentistry in 2008 on the Walport scheme as a Clinical Lecturer undertaking a PhD and specialist training concurrently. Completing consultant training in 2012, Ilona was successfully appointed, following a competitive recruitment process, to her current position, completing her PhD in 2013.

“I moved to Cardiff in 2008 with a four-year-old and an 18-month-old to take up a full time post as a Specialist Trainee. My husband’s job did not move with us, so he works away during the week. As such, I have been a single working parent with no local family support for most of my time in post.

University policies have enabled me to work flexibly as required in order to be a parent. Despite this, work-life balance has not always been easy, the children have inevitably become unwell without warning, and family life events happen at the most inconvenient moments. I have found that these are the times where support at work has really counted. It has been possible to arrange leave quickly when they have been ill or unexpected events have occurred.

During my training, I undertook a PhD, which enabled me to fully re-enter and progress in an academic career in my late 30’s. The arrangements for this were important for me. The Dean of the School at the time, Professor Treasure, acted as my primary supervisor. She supported my development and helped me to balance my time in relation to family and working commitments. I am aware that others in my position have received similar support from supervisors and senior staff.

I, like many others, felt like an imposter when I began my post as a SCL and consultant. Staff in the School and University have actively helped me to develop my inner confidence in a senior position. Senior females in the dental school and in the wider University have acted as role models and mentors, developing staff in the School. This supportive working culture and the team around me have helped me to develop my skills as a working mother and academic.

Staff and students have nominated me for awards for the work I have done, and to have my name read out at the University Awards ceremony as a winner was a fantastic experience. I, like others who are developing have been put forward to represent the School at meetings at a College and University level. I was also chosen to attend an educational senior leadership training course to develop further my skills, in preparation for more senior roles. This has provided me with opportunities to meet other senior members of staff in different Schools, share ideas and develop my professional networks.

I will soon be applying for promotion. I have attended promotions training in the School and have discussed my application with the School Dean. Despite being a late entrant to academia and a working mother, I have felt fully supported in my journey to achieve my ambition of becoming a Professor”.

Word Count: 511/500

7. Further Information

Note: The School has incorporated the word count assigned to this section into the body of the previous sections.

Total Application Word Count: 11,924