



Department Application Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver	CSPPS allocation
Word limit	10,500	12,000	11,986
<i>Recommended word count</i>			
1. Letter of endorsement	500	500	699
<i>Glossary of Terms</i>			149
2. Description of the department	500	500	518
3. Self-assessment process	1,000	1,000	472
4. Picture of the department	2,000	2,000	2,279
5. Supporting and advancing women's careers	6,000	6,500	6,572
6. Case studies	n/a	1,000	1,098
7. Further information	500	500	199

Name of institution	Cardiff University	
Department	School of Pharmacy and Pharmaceutical Sciences	
Focus of department	STEMM	AHSSBL
Date of application	28 April 2016	
Award Level	Bronze	Silver
Institution Athena SWAN award	Date: May 2014	Level: Bronze
Contact for application <small>Must be based in the department</small>	Lizanne Duckworth, School Manager	
Email	DuckworthL@cardiff.ac.uk	
Telephone	029 2087 6147	
Departmental website	http://www.cardiff.ac.uk/pharmacy-pharmaceutical-sciences	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

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.

28 April 2016

Dear Ms Gilligan

I am privileged to endorse the Cardiff School of Pharmacy and Pharmaceutical Sciences' (CSPPS) application for our Athena SWAN Silver award renewal. Athena SWAN recognition in 2013 was a milestone on our path to developing an inclusive, supportive and enabling work culture for all staff and students. The 2013 Action Plan proved to be a constant point of reference and focus for us during a period of reorganisation and re-articulation of priorities across the University. I believe that CSPPS is a more resilient, successful department as a result of Athena SWAN.

The application is the result of the SAT's work, which I chaired, focussing the on-going work of the Equality and Diversity Committee. We demonstrate how our shared commitment to Athena SWAN principles is enhancing the potential of all staff. I am personally committed to Athena SWAN values and establishing a humane working environment at a time of extraordinary pressures on university departments and their staff. I am especially responsive to the challenges and difficulties that affect women in managing workload and building their careers. Through membership of the University's Athena SWAN Steering Group, the College of Biomedical and Life Sciences Board, and as Chair of our School Board I strive to ensure that the Athena SWAN agenda is embedded in strategy, policies and operations. I want CSPPS to be recognised widely as an outstanding environment in which to work and study.

I hope our application conveys a strong sense of CSPPS' workplace culture and ethos. A number of practices, policies and analyses are having real impact in CSPPS:

- securing women's influence in all aspects of School activity including all major committees, appointments panels and the research seminar series;
- supporting the transfer of two senior women to permanent academic contracts after completion of externally funded research fellowships;
- enhanced support for staff before, during and after parental leave, resulting in a 100% return rate;
- high staff retention and workplace satisfaction rates, with 9/10 staff reporting they are treated with respect;
- a primarily person-centred approach to flexible working pattern requests, supporting adjustments for five women since 2013;
- a firmly embedded core hours policy which allows all staff to plan for and manage caring commitments;
- generous budgets for staff development, training, promotion and parental leave

I recognise however that we face major challenges and have more to achieve. Two key priorities that we are addressing are the under-representation of women in senior academic positions and the management and development of colleagues in professional services roles. Difficulties in recruiting senior academic staff in the pharmacy discipline are experienced nationwide, but our strategy for developing, mentoring and coaching talented staff to maximise their promotion success is already having impact. Since 2013, two women have been promoted to Reader, another has been promoted to senior lecturer and three further applications for senior lectureship are currently under University Committee consideration. The strategic recruitment of a School Manager in 2015 (a newly created CSPPS post) to provide leadership and a figurehead supports our focus on professional services staff.

The dedication, contributions and successes of my women colleagues can be held up as examples to all. They include external recognition of professional achievement (Ms Margaret Allan and Dr Karen Hodson elected to Fellowship of the Royal Pharmaceutical Society); University recognition of exceptional contribution (Dr Louise Hughes received an Enriching Student Life Award); the nomination of Dr Julia Gee for the Frances Hogan Medal of the Learned Society of Wales; and Dr Jenna Bowen's technology transfer and public engagement work. These achievements were celebrated at our International Women's Day events in 2015 and 2016.



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Our Action Plan reflects consultation across the School with co-ownership an essential feature. It is part of my leadership toolkit for developing and prosecuting our broader values-based School strategy, which will be developed in 2016/17. The Action Plan sets a challenging but realistic set of goals for the period ahead. The genuine commitment and enthusiasm of all our staff to embrace the equality agenda has been striking since our previous Athena SWAN award; I am confident that the renewal of this commitment to action will bring continued benefit to all in CSPPS.

Yours sincerely

Professor Gary F. Baxter
Head of School

[699]

GLOSSARY

Acronym/ Abbreviation	Explanation
ACD	Associate Course Director
CSPSS	Cardiff School of Pharmacy & Pharmaceutical Sciences
CU	Cardiff University
CU SET	Cardiff University Science, Engineering and Technology (comparator set)
FXD	Fixed Salary, a salary rate defined by funders and normally associated with research staff, e.g. Marie Curie Early Stage Researchers and/or Knowledge Transfer Partnership (KTP) Associates
GPhC	General Pharmaceutical Council, the professional, statutory body responsible for regulating pharmacist initial education and training programmes.
HESA	Higher Education Statistics Agency
JCQ	Joint Council for Qualifications
MPharm	Master of Pharmacy (undergraduate degree)
MPSS	Managerial, Professional and Specialist Services (career pathway)
PDR	Personal Development Review
PDRA	Post-Doctoral Research Associate
PGR	Postgraduate Research
PGT	Postgraduate Taught
STEMM	Science, Technology, Engineering, Maths & Medicine (benchmarking comparator group)
TP	Teaching Practitioner
T&R	Teaching and Research (career pathway)
T&S	Teaching and Scholarship (career pathway)
UCAS	Universities and Colleges Admissions Service
WCPPE	Wales Centre for Pharmacy Professional Education

[149]

2. DESCRIPTION OF THE DEPARTMENT

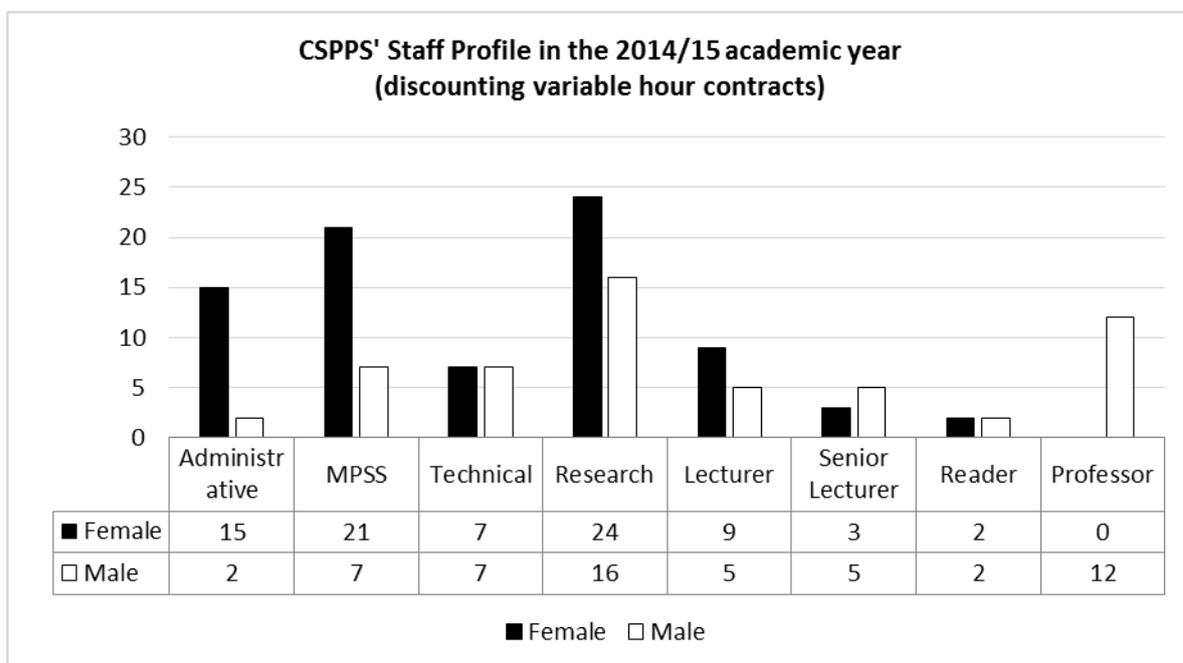
Recommended word count: Bronze: 500 words | Silver: 500 words

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.

Founded in 1919 as the Welsh College of Pharmacy, the Cardiff School of Pharmacy and Pharmaceutical Sciences (CSPPS) is one of eight schools constituting Cardiff University's College of Biomedical and Life Sciences. CSPPS is one of 30 established or nascent UK schools of pharmacy and the only one in Wales, consistently rated by external measures and league tables as a leading provider of pharmacy education and research.

CSPPS offers a single 4-year undergraduate Master of Pharmacy (MPharm) degree, a varied portfolio of taught postgraduate courses providing advanced professional education and postgraduate research (PhD) programmes. The Wales Centre for Pharmacy Professional Education (WCPPE), a division of CSPPS, also plays a prominent role in supporting and facilitating the continuing professional development of pharmacists and pharmacy technicians in Wales.

CSPPS has approximately 140 employed staff, including 37 permanent academic staff; 16 staff in WCPPE; 15 research associates; 45 professional services and ancillary staff (Figure 1). CSPPS also has associate/honorary staff members, including teacher-practitioners and associate tutors who contribute to teaching, and emeriti professors who contribute to research activities.



CSPPS's staff and facilities are substantially housed within the Redwood Building, which accommodates the majority of CSPPS's teaching and hosts specialised facilities and technology platforms for laboratory-based physiology and pharmacology, medicinal chemistry, drug delivery and applied microbiology research. WCPPE's activities are coordinated in adjacent premises, supplemented

by premises for off-site teaching at Bodelwyddan, North Wales. Significant investment in CSPPS's teaching and research facilities and infrastructure has enhanced CSPPS's ability to provide an excellent research-led learning experience for its students.

Between 2010/11 and 2014/5, CSPPS attracted >£17M in new external research funding and is the coordinating centre for the Welsh Government's Life Sciences Network, worth £15M. Through engagement with patients, the health professions, service providers, industrial partners and policy makers, CSPPS is driven to translate its research – whether fundamental or applied – to support improvements in treatments and practice for the benefit of patients and society. Postgraduate research training is a major activity but, critically, students at all levels experience tuition by active scholars, within an academic environment characterised by enquiry and knowledge creation.

CSPPS' aspires to be a world-leading institute of pharmaceutical sciences research and an international leader in pharmacy education, advancing knowledge that has impact and influence. CSPPS submitted three highly rated impact cases in REF2014. CSPPS's outreach and engagement are global, maintaining strong international collaborative links with many key research groups, industrial partners and other engagement partners around the world.

Notable achievements

- Ranked top UK school of pharmacy in the Complete University Guide 2016; ranked 3rd in the Guardian Guide 2016;
- Joint 1st school of pharmacy for overall research quality in the 2014 Research Excellence Framework (REF) and ranked 2nd for Impact: 87% of CSPPS' eligible staff were returned including 100% of its eligible female staff;
- 97% student satisfaction (NSS 2015);
- Top 100 for Pharmacy & Pharmacology in the 2015 QS World University Subject Rankings
- 100% graduate employment (2015 Graduate Destination Survey)
- An exceptionally successful General Pharmaceutical Council (GPhC) accreditation visit in April 2015: CSPPS was commended for its collegiate approach and awarded the full 6 years' accreditation without conditions or recommendations.

[518]

Figure 1: Cardiff School of Pharmacy and Pharmaceutical Sciences - Academic Staff Reporting Structure 2015/16

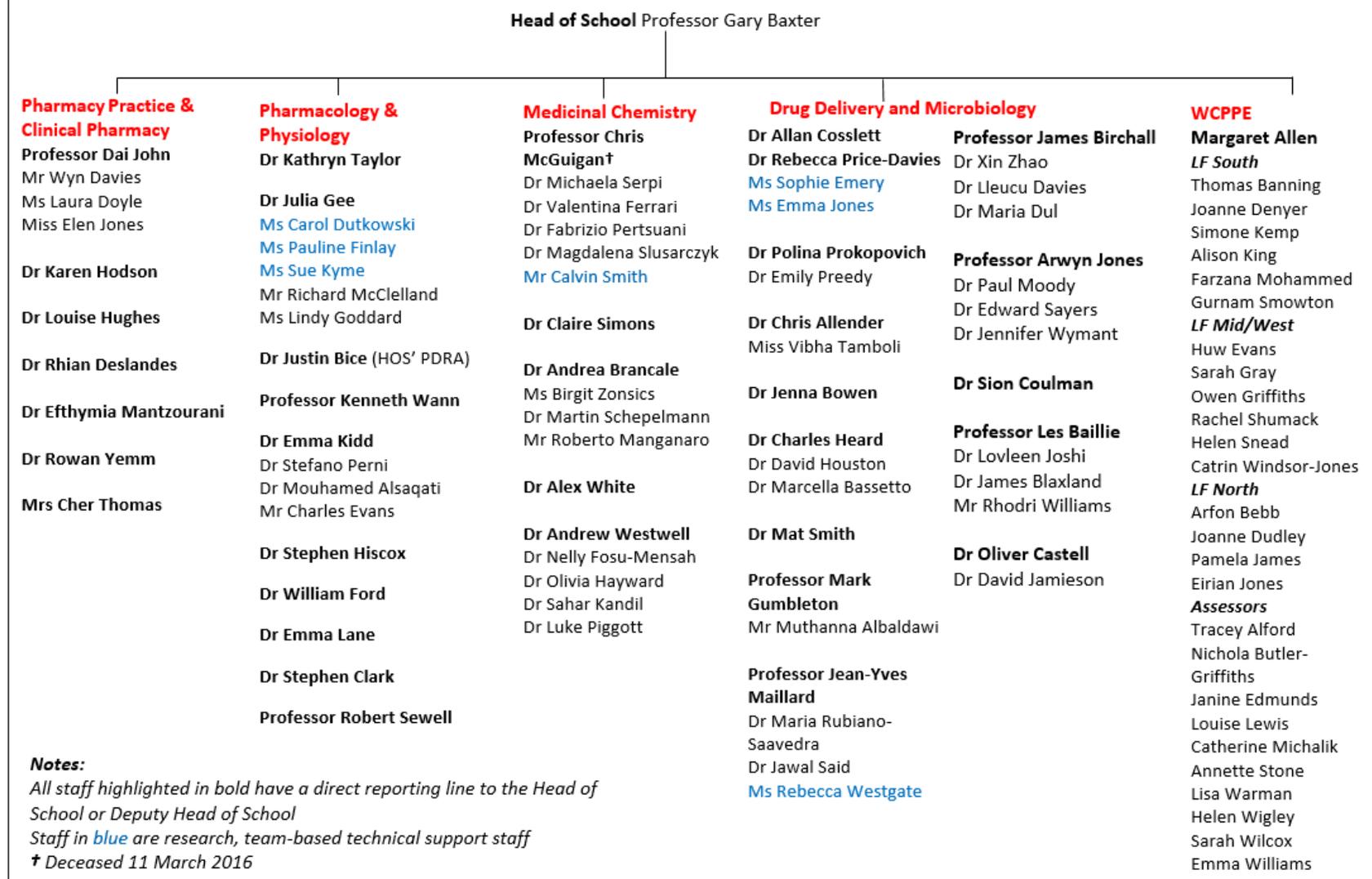
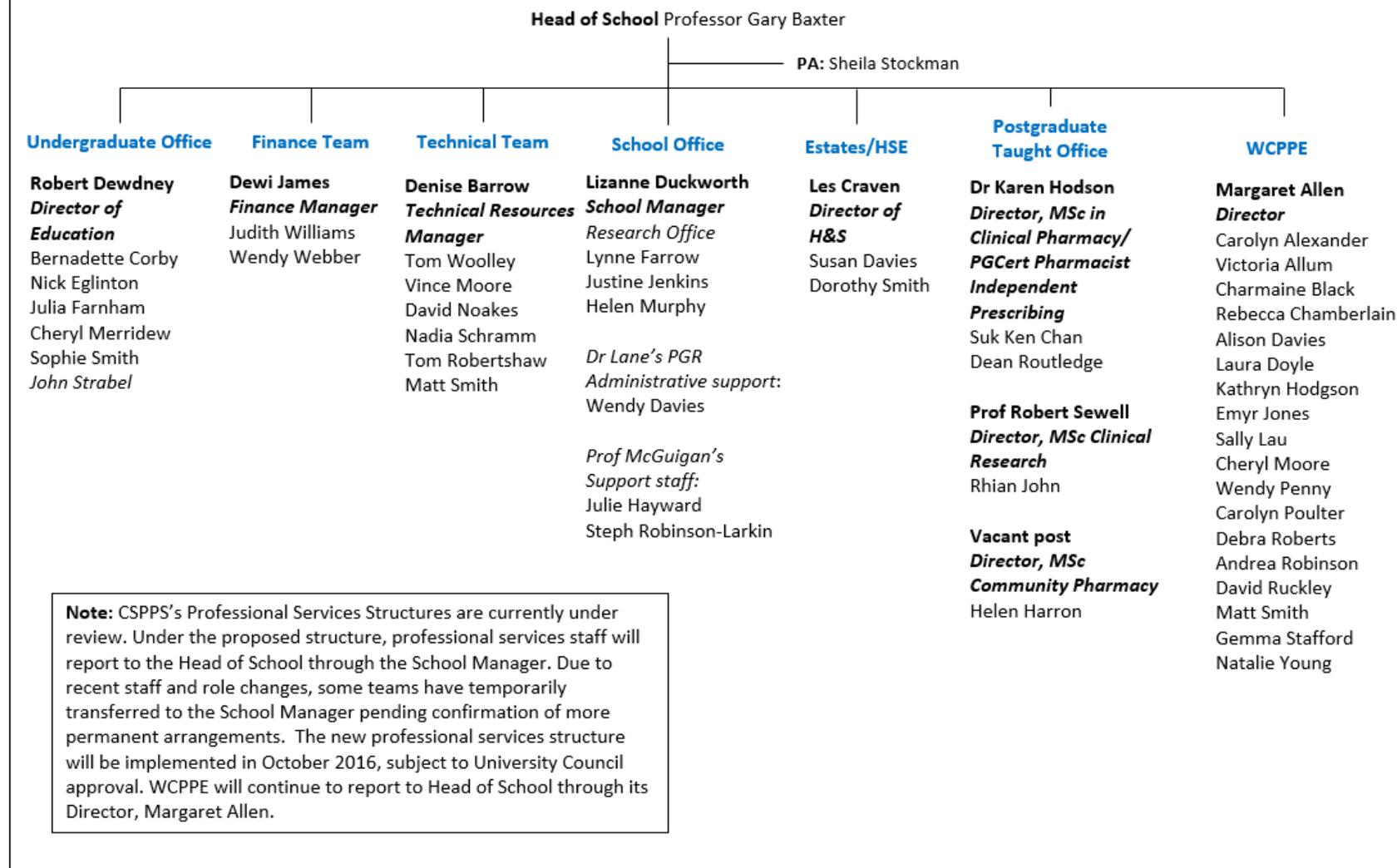
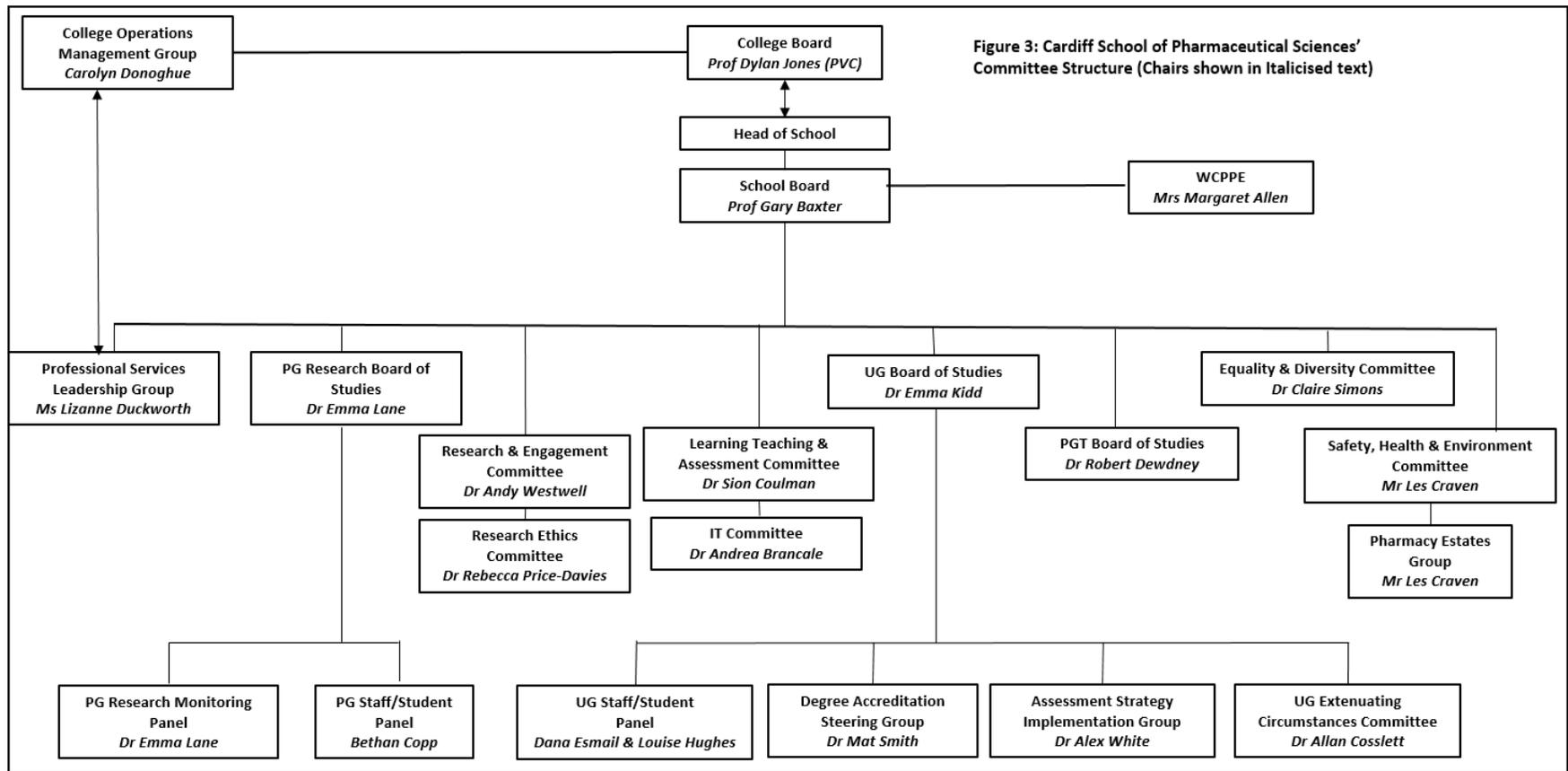


Figure 2: Cardiff School of Pharmacy and Pharmaceutical Sciences - Professional Services Staff Reporting Structure 2015/16





3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

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



Name	Gender	School Role <i>Committee roles:</i> *School Board ∞ E&D Committee	Career pathway	Work-Life Balance & SAT Role
Prof Gary Baxter (Chair)	Male	Head of School*∞	Academic (T&R)	Works full-time, dual career couple with caring responsibilities. Significant contribution to all aspects of application.
Denise Barrow	Female	Technical Services Manager	Professional Services (MPSS/ Technical)	Works full-time, dual career household. Provided input on technical career pathways.

Felicity Brooks	Female	HR Advisor [∞]	Professional Services (MPSS)	Works full-time. Experienced CIPD Associate. Prepared and analysed staff data.
Bethan Copp	Female	PGR; Chair of PGR Student Staff Panel [∞]	Student (PGR)	Full-time postgraduate student; married. Consulted PGR SSP; provided PGR content.
Dr Allan Cosslett	Male	Lecturer/Senior Tutor [∞]	Academic (T&S)	Work full-time; Dual career family; caring responsibilities. CSPPS disability contact since 2004. Analysed applicant and student data.
Lizanne Duckworth	Female	School Manager* [∞]	Professional Services	2 children, works full-time; dual career family. SAT secretary, prepared student data and co-ordinated application.
Dr Nelly Fosu-Mensah	Female	Post-doctoral Research Assistant	Research	Works full-time; dual career family. Provided PDRA input.
Dr Julia Gee	Female	Senior Lecturer [∞]	Academic (T&R)	1 child, works full-time; dual career family. Analysed PDRA data and provided research career content.
Professor Claire Gorrara	Female	Head of School, School of Modern Languages	External	2 children, works full-time; primary source of family income. Provided external perspective; critical friend.
Justine Jenkins	Female	Research Associate	Research	Works full-time. Analysed PDRA data; provided research careers content; produced organograms; proof reader.

Prof Dai John	Male	Deputy Head of School* [∞]	Academic (T&S)	Works full-time. Academic staff content; reviewed draft versions.
Jack Lewis	Male	MPharm student	Student (UG)	Full-time final year MPharm student; part-time paid work. Provided student support section content.
Dr Emma Kidd	Female	Reader/Director of UG Board of Studies*	Academic (T&R)	1 child, works full time; dual career family. Analysed staff data; led on case study interviews and preparation.
Dr Polina Prokopovich	Female	Lecturer	Academic (T&R)	Works full-time, 2 children, dual career family. Reviewed research career support and culture.
David Ruckley	Male	Learning Technologist, WCPPE	Professional Service (MPSS)	Works full-time, dual career couple. Provided WCPPE and professional services input.
Dr Claire Simons	Female	Reader/Chair of E&D Committee* [∞]	Academic (T&R)	Works full-time; 1 child. Collated and analysed staff data. Reviewed drafts.
Dr Kathryn Taylor	Female	Senior Lecturer	Academic (T&R)	Works full-time; dual career family; caring commitments. Analysed staff survey data; research input; proof reader/editor.

[25 words over 20 allowed per SAT member]

(ii) an account of the self-assessment process

A self-assessment team (SAT) was formally established in 2012 for CSPPS's previous Athena SWAN application. Following CSPPS's successful Athena SWAN application in 2013 (silver award), CSPPS's Equality and Diversity (E&D) Committee continued to review student and staff data and progress against the action plan, advising the Head of School and School Board about required action. The E&D Committee is chaired by and includes previous Athena SWAN SAT members.

A School-wide invitation was issued in summer 2015 to form a new SAT for this application, attracting new and experienced volunteers. Additional staff and students were then approached directly to ensure balanced representation of staff, students, career pathway, gender and external members, including those with the seniority to effect change. The SAT has 29% male membership and, of the School Board members represented, 2 of 5 are male. There are also eight E&D Committee members represented.

Since November 2015, the SAT has met frequently to develop the application collaboratively, with specific tasks allocated as identified above. The SAT also commissioned qualitative research to explore T&S lecturers' concerns, as identified during analysis of staff data and staff survey results. The action plan reflects the findings of this research. E&D Committee and SAT members have also attended University, ECU and sector events to identify and reflect on others' good practice, including the Wales & West ECU regional event in October 2015.

An internal College mock Athena SWAN Panel critically reviewed the application, comprising experienced ECU Athena SWAN panellists and applicants from other Schools. The draft application was revised in light of panel feedback and the updated version was then circulated to all staff in April 2016, inviting comments on the SAT's analysis and action plan. The Postgraduate Research and Undergraduate Staff-Student Panels (SSPs) also reviewed the revised application. The final application, co-ordinated by the School Manager, Deputy Head of School and Head of School, incorporates numerous comments and suggestions from staff and postgraduate researchers.

[319]

(iii) [plans for the future of the self-assessment team](#)

The Athena SWAN process continues to drive CSPPS to consider and address the workplace culture in a very positive and informed way. Given the E&D Committee's broader remit, Athena SWAN will continue to be a standing item of business at E&D Committee's bimonthly meetings, with the SAT constituted as a working group of the E&D Committee. The E&D Committee will implement 'rolling' Athena SWAN data analysis so that progress against the action plan can be meaningfully evaluated annually and corrective action taken, as required **[Action 1.1]**. Links to other School committees will be strengthened to ensure the E&D Committee can identify contextual factors affecting progress against the action plan **[Action 1.2]**. E&D Committee's Chair will advise the Head of School and School Board of required action **[Action 1.3]**.

[128]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: **Bronze: 2000 words** | **Silver: 2000 words**

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

Historically, small numbers of students entered via the foundation course (B231) run by the School of Biosciences, with six students (83% female) recruited to the MPharm degree. Intake was set to zero in 2011/2 due to low application quality and volumes. CSPPS has reviewed this decision and intends to reopen the programme for 2017/8 entry. CSPPS will analyse foundation year application and conversion trends **[Action 3.1]**.

[66]

(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.

CSPPS has one undergraduate degree, the full-time MPharm. This programme is accredited and regulated by the GPhC which requires all students to complete registration within eight years of commencing the MPharm; hence part-time study is not offered in the UK. CSPPS' programme attracts a higher proportion (>60%) of female applications and new entrants, consistent with national application and registration trends (Table 1, Figure 4). Recognising this gender bias, CSPPS' current recruitment materials are gender balanced to include images of men undertaking Pharmacy roles. However, CSPPS will review its undergraduate recruitment and outreach activities to provide male role models **[Action 3.2]**.

All suitably qualified applicants are interviewed prior to offer by academic staff who have completed equality and diversity training. The interviewee gender split (63%, 66%, 61% and 65% female in 2011/2, 2012/3, 2013/4 and 2014/5 respectively) reflects that of applications. CSPPS is currently reviewing its MPharm selection process to address strengthened GPhC and NHS values-based recruitment requirements; any changes to current selection processes will be impact assessed. CSPPS will also ensure all selectors have completed unconscious bias training **[Action 4.1]**.

The higher relative female conversion rate from application to confirmed place may be explained by national published (JCQ) A level performance data which show higher percentages of female candidates achieving grades A*-B in CSPPS's required A-level subjects over the last five years. Analysis of CSPPS' admissions data show small positive differences in female candidates' prior academic attainment in their three strongest A- level subjects (or equivalent) and >20 UCAS Tariff points difference in average global Tariff. Prior attainment may also account for the higher percentage of female students achieving better degree outcomes, which is consistent with the national trend (Figure 5).

[281]

Table 1: Recruitment to CSPPS' full-time undergraduate MPharm Programme								
		Cardiff University MPharm (B230)					UCAS JACS B2*	
		Female n.	Male n.	Total n.	% Female	% Male	% Female	% Male
2011/2	Applications	494	288	782	63%	37%	58%	42%
	Offers Made	287	127	414	69%	31%		
	Offers Accepted	137	66	203	67%	33%		
	Confirmed Places	83	37	120	69%	31%	60%	40%
2012/3	Applications	540	326	866	62%	38%	58%	43%
	Offers Made	345	154	499	69%	31%		
	Offers Accepted	181	87	268	68%	32%		
	Confirmed Places	98	48	146	67%	33%	61%	40%
2013/4	Applications	579	347	926	63%	37%	58%	42%
	Offers Made	361	172	533	68%	32%		
	Offers Accepted	202	96	298	68%	32%		
	Confirmed Places	106	41	147	72%	28%	59%	41%
2014/5	Applications	570	310	880	65%	35%	61%	39%
	Offers Made	346	164	510	68%	32%		
	Offers Accepted	182	93	275	66%	34%		
	Confirmed Places	84	40	124	68%	32%	63%	37%

* Source: UCAS Statistical Releases (2015) DR3_019_03 (Applications) & DR3_019_01 (Acceptances)

Figure 4: National Benchmarking data with Cardiff and Sector Comparison for CSPPS' Undergraduate Student Profile

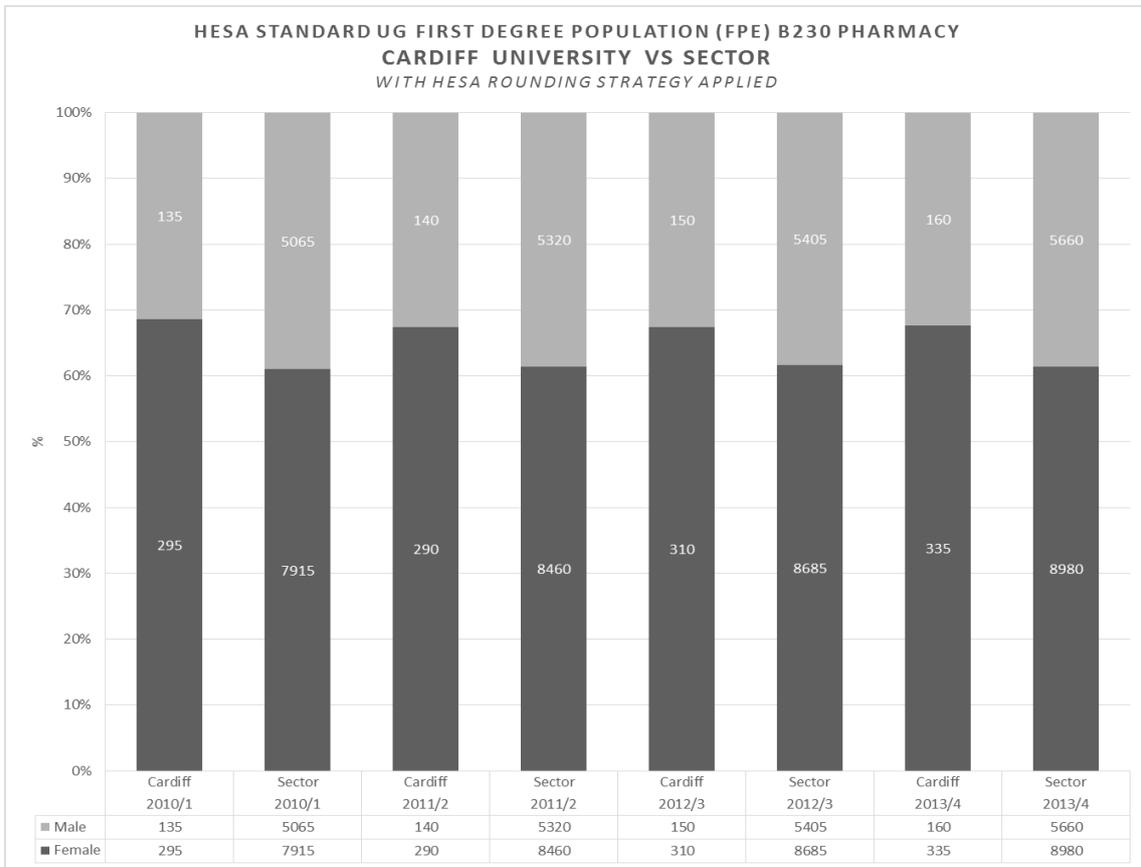
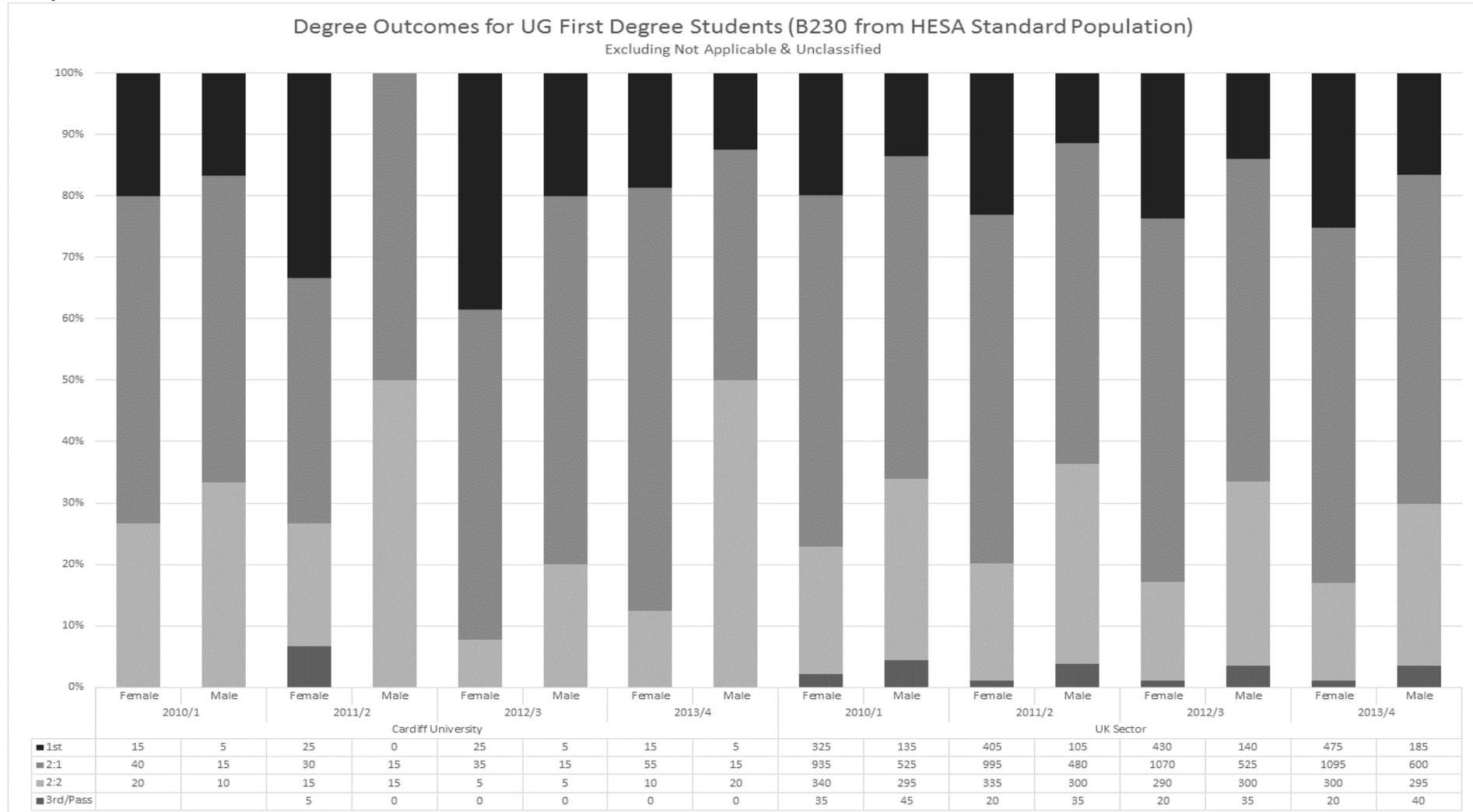


Figure 5: HESA Standard Population First Degree Outcomes for B230 (Pharmacy) at Cardiff School of Pharmacy & Pharmaceutical Sciences with Sector Comparison



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

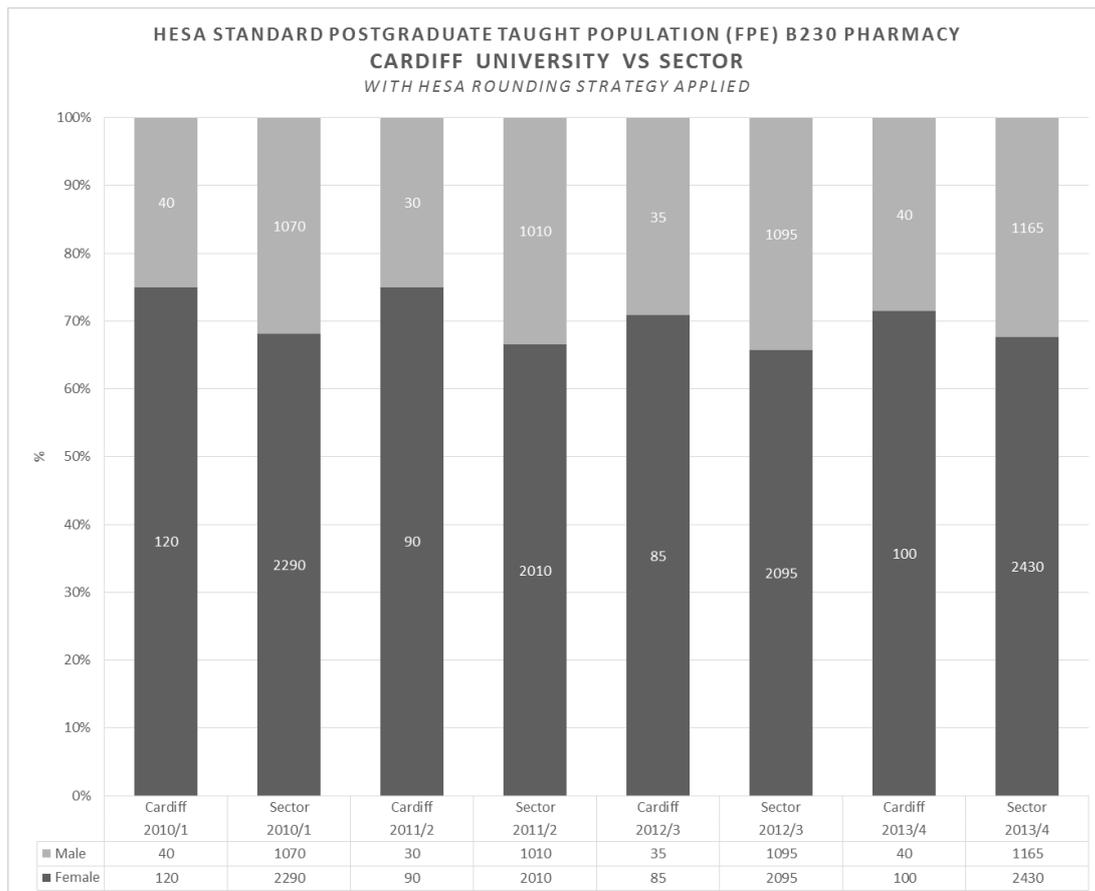
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

CSPPS currently has four part-time postgraduate taught (PGT) courses: MSc in Clinical Pharmacy, MSc in Pharmacy Clinical Practice (Community & Primary Care), MSc in Clinical Research and MSc in International Pharmacoeconomics & Health Economics, most with PG Cert/PG Dip exit award options. A new full-time MSc in Cancer Biology and Therapeutics is recruiting for 2016 entry. Additionally, CSPPS offers a 40 credit Pharmacist Independent Prescribing programme and 10 credit part-time PGT modules in Research Methods and Education and Training. CSPPS recruits a higher proportion of female PGT students (Table 2): our registered student profile is in line with sector norms (Figure 6). PGT gender ratios are reviewed annually.

[108]

		School of Pharmacy PGT Admissions				
		Female n.	Male n.	Total n.	% Female	% Male
2011/2	Applicants	83	66	149	56%	44%
	Offers Made	70	39	109	64%	36%
	Offers Accepted	60	28	88	68%	32%
	Places confirmed	56	24	80	70%	30%
2012/3	Applicants	81	60	141	57%	43%
	Offers Made	71	44	115	62%	38%
	Offers Accepted	57	39	96	59%	41%
	Places confirmed	56	33	89	63%	37%
2013/4	Applicants	99	101	200	50%	50%
	Offers Made	82	77	159	52%	48%
	Offers Accepted	70	63	133	53%	47%
	Places confirmed	66	53	119	55%	45%
2014/5	Applicants	89	114	203	44%	56%
	Offers Made	48	67	115	42%	58%
	Offers Accepted	85	50	135	63%	37%
	Places confirmed	80	41	121	66%	34%

Figure 6: National Benchmarking data with Cardiff and Sector Comparison for CSPPS' Postgraduate Taught Student Profile



(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.

CSPPS's small postgraduate research (PGR) student cohort results in considerable variability in the percentage of female applicants and registrations from year to year, particularly in the part-time numbers. Small numbers of PGR students study part-time with two registrations respectively in 2011/12, 2012/13 and 2013/4 and no registrations in 2014/5. Table 3 and Figure 7 show that female candidates are relatively more successful in CSPPS' selection process. There are more applicants than places and CSPPS selects on academic merit and suitability for projects. Two staff interview as a minimum: CSPPS does not gender balance PGR interview panels, as this is determined by the gender of the proposed supervisors. PGR selectors' feedback indicates that CSPPS receives fewer speculative applications from women and that their applications are more targeted. CSPPS will strengthen PGR rejection reason data capture and analyse outcomes in more detail **[Action 3.3.1]**. CSPPS will also improve information about supervisors' research interests to encourage more targeted applications **[Action 3.3.2]**.

CSPPS' PGR registered student gender split is in line with sector norms (Figure 8) and improving.

CSPPS' female Director of PGR Studies, Dr Kidd, has provided visible leadership, which has been of benefit; Dr Kidd has been succeeded by Dr Emma Lane following an open recruitment and appointment process.

[207]

		School of Pharmacy PGR				
		Female	Male	Total	% Female	% Male
2011/2	Applicants	43.5	41	84.5	51%	49%
	Offers Made	23	18	41	56%	44%
	Offers Accepted	13	7	20	65%	35%
	Places confirmed	13	7	20	65%	35%
2012/3	Applicants	45	60	105	43%	57%
	Offers Made	7	11	18	39%	61%
	Offers Accepted	5	4	9	56%	44%
	Places confirmed	3.5	4	7.5	47%	53%
2013/4	Applicants	64	115	179	36%	64%
	Offers Made	13	18	31	42%	58%
	Offers Accepted	12	13	25	48%	52%
	Places confirmed	9	10	19	47%	53%
2014/5	Applicants	92.5	101.5	194	48%	52%
	Offers Made	14	7.5	21.5	65%	35%
	Offers Accepted	9	5	14	64%	36%
	Places confirmed	7.5	1.5	9	83%	17%

Figure 7: CSPPS' PGR Application and Conversion rates by gender, 2011/2 to 2014/5

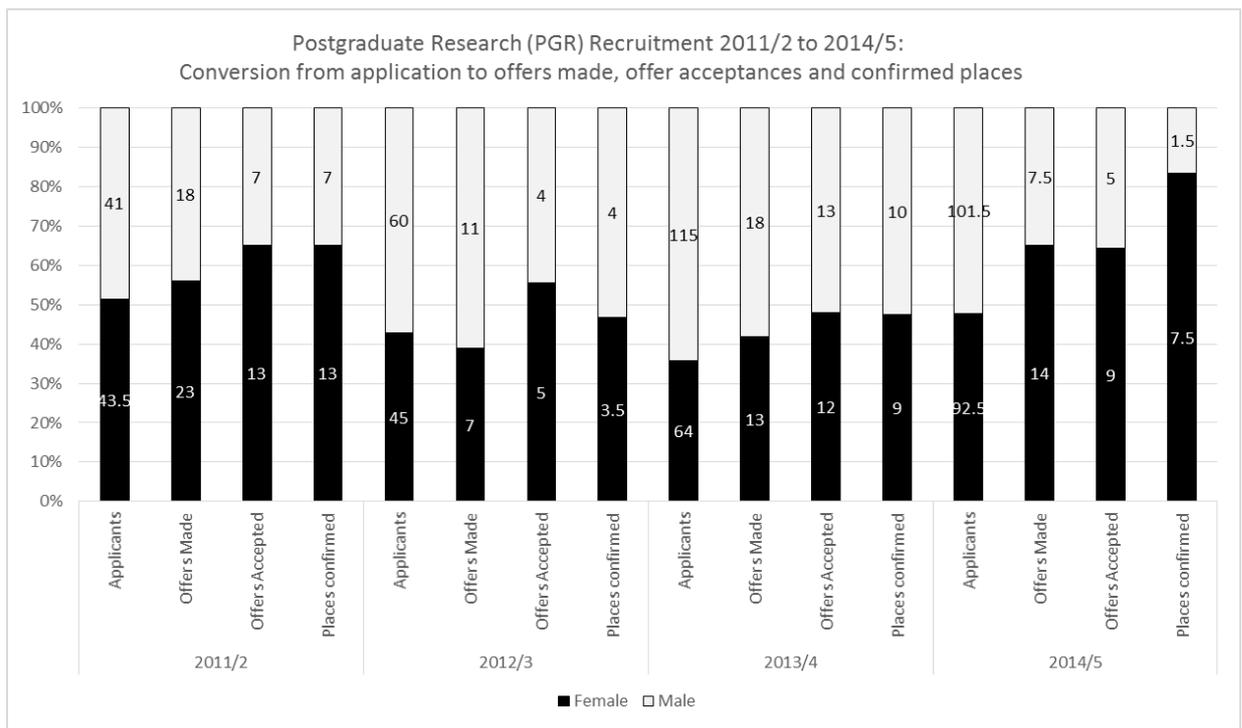
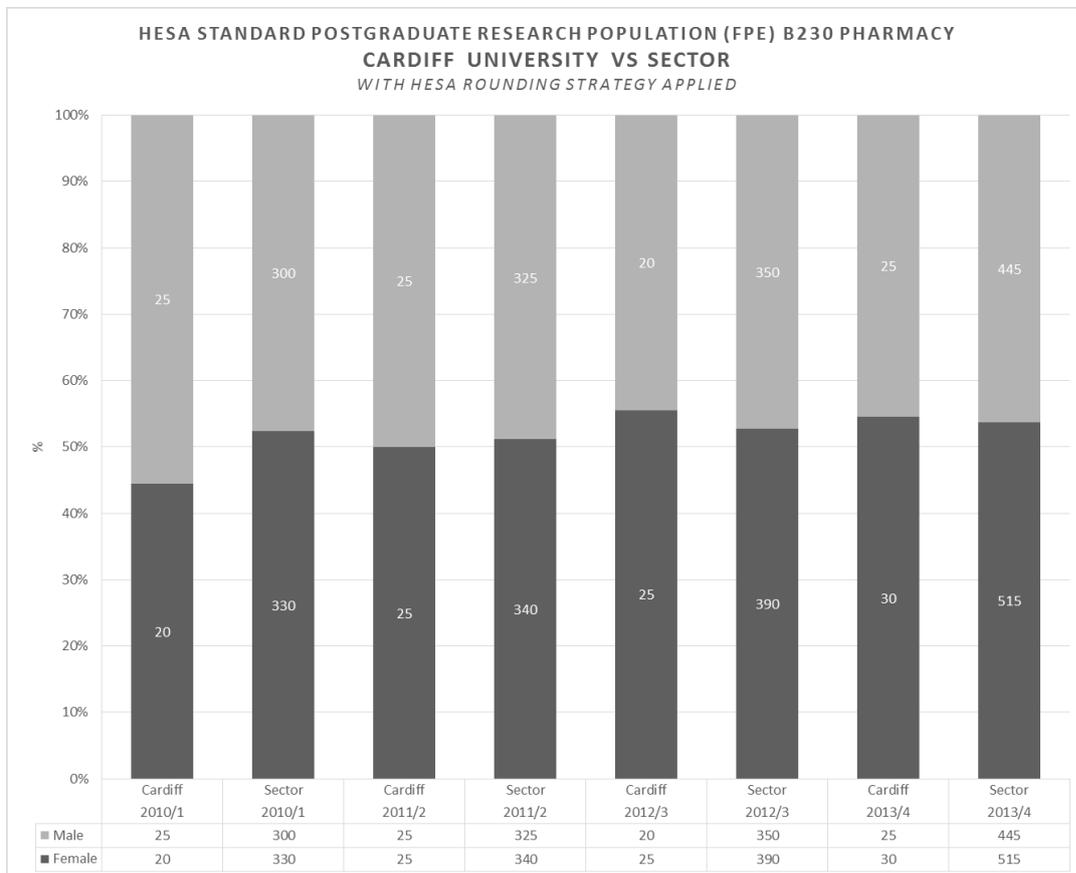


Figure 8: National Benchmarking data with Cardiff and Sector Comparison for CSPPS' Postgraduate Research Student Profile



(v) Progression pipeline between undergraduate and postgraduate student levels

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

The MPharm is a professional, vocational integrated undergraduate Masters-level degree. Graduates undertake a pre-registration year in practice following graduation, leading to professional body registration examinations. CSPPS' MSc in Clinical Pharmacy students are recruited by the NHS to hospital training posts, which require enrolment on the programme. CSPPS' part-time MSc programmes in Clinical Research and Pharmacy Clinical Practice (Community & Primary Care) are aimed at those in employment with relevant post-graduation experience. Similarly, pharmacist applicants to CSPPS' PGR programmes will have completed a pre-registration year and normally have relevant professional experience. As such, there is not the same direct undergraduate to postgraduate progression pathway as in other disciplines.

[107]

4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

CSPPS' staff data were validated to ensure they accurately reflect CSPPS's profile (Figures 9 and 10). Cardiff University has two career pathways for teaching staff: Teaching & Research (T&R) and Teaching & Scholarship (T&S). T&S pathway roles vary and include teaching staff with profession-specific expertise: not all are eligible for promotion, or expected to contribute to engagement, research and scholarship. For example, CSPPS' three *Y Coleg Cymraeg Cenedlaethol*-funded Teachers are recorded as T&S, but work wholly on the development of CSPPS' Welsh language resources and are not expected to fulfil all T&S requirements. 'FXD' are fixed salary staff (see glossary).

Sector benchmarking data comprise HESA cost centre 107 (Pharmacy and Pharmacology) staff data, with Joint National Council for Higher Education Staff (JNCHES) salary bands used as the best available HESA proxy for grade/seniority of post, as HESA provides only Professorial/non-Professorial split for academic posts (Table 4).

[146]

Band	Salary Range	JNCHES Spinal Points
1	<£17,329	1-10
2	≥£17,329 and <£23,121	11-20
3	≥£23,121 to <£31,020	21-30
4	≥£31,020 to <£41,639	31-40
5	≥£41,639 to <£55,908	41-49
6	≥ £55,908	50-51, Professorial

Figure 9: CSPPS' academic staff profile by gender, grade and career pathway (exc. variable hours staff) for academic year 2014/5 (1 August 14 - 31 July 2015)

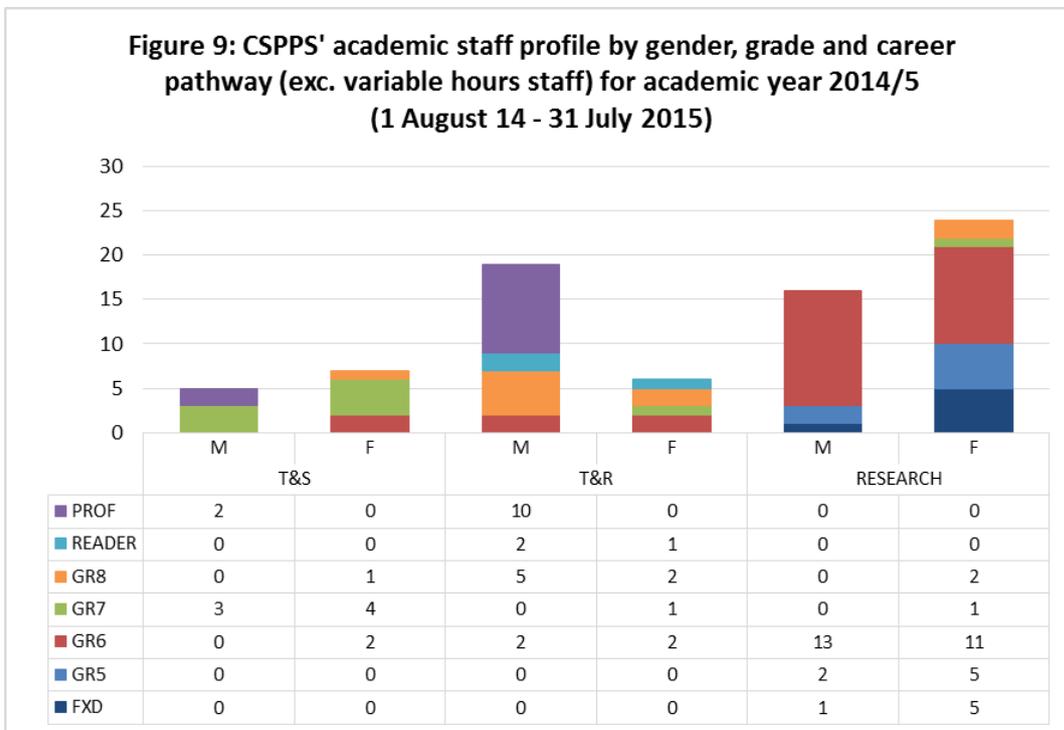
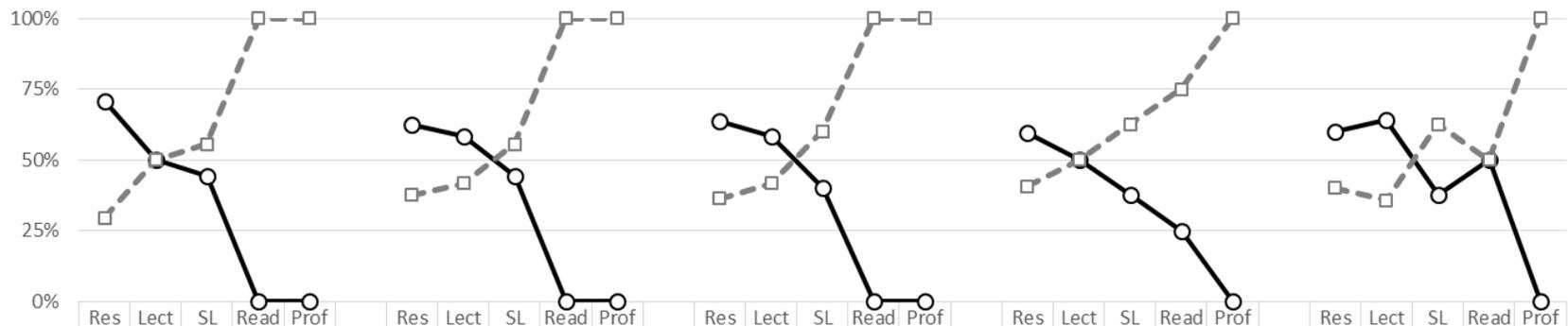
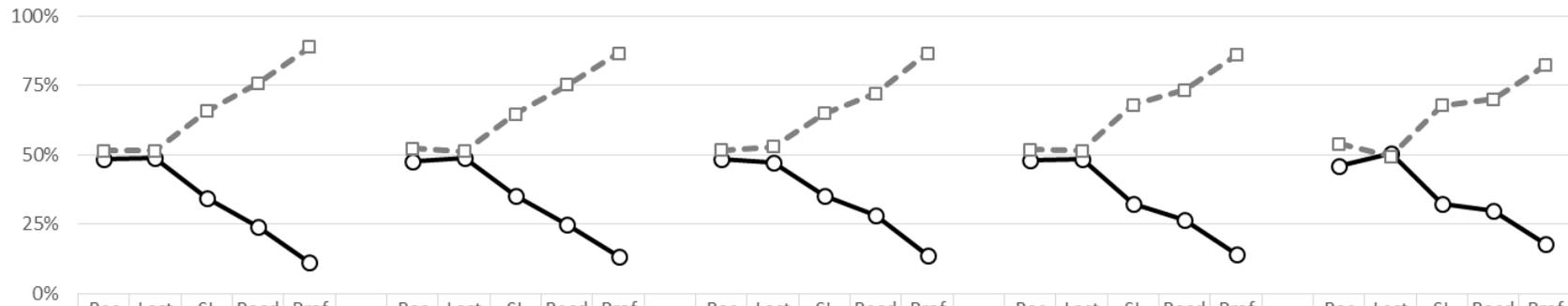


Figure 10: CSPPS' Academic Staff Profile Showing Distribution by Grade and Sex, 2010/11-2014/15



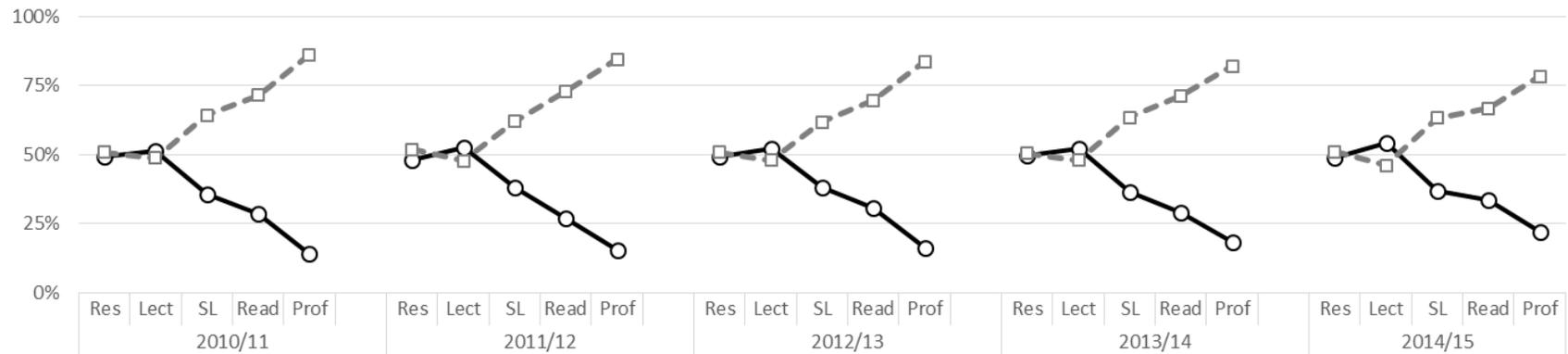
	2010/11					2011/12					2012/13					2013/14					2014/15				
	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof
Female %	71%	50%	44%	0%	0%	63%	58%	44%	0%	0%	64%	58%	40%	0%	0%	59%	50%	38%	25%	0%	60%	64%	38%	50%	0%
Male %	29%	50%	56%	100%	100%	38%	42%	56%	100%	100%	36%	42%	60%	100%	100%	41%	50%	63%	75%	100%	40%	36%	63%	50%	100%
Female	12	5	4	0	0	15	7	4	0	0	21	7	4	0	0	22	6	3	1	0	24	9	3	2	0
Male	5	5	5	6	10	9	5	5	6	10	12	5	6	6	11	15	6	5	3	13	16	5	5	2	12

Figure 11: Cardiff University's SET Academic Staff Profile Showing Distribution by Grade and Gender, 2010/11-2014/15



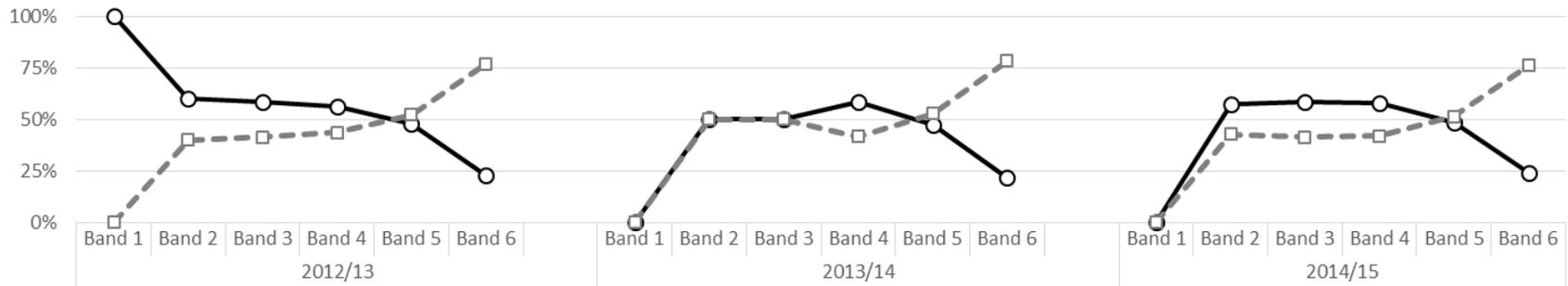
	2010/11					2011/12					2012/13					2013/14					2014/15				
	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof
Female %	49%	49%	34%	24%	11%	48%	49%	35%	25%	13%	48%	47%	35%	28%	14%	48%	49%	32%	27%	14%	46%	51%	32%	30%	18%
Male %	51%	51%	66%	76%	89%	52%	51%	65%	75%	87%	52%	53%	65%	72%	86%	52%	51%	68%	73%	86%	54%	49%	68%	70%	82%
Female	431	369	88	22	35	438	368	90	25	40	436	338	86	28	42	465	378	110	29	38	430	429	122	35	51
Male	457	390	169	69	280	480	386	165	76	259	464	379	159	72	268	500	400	232	80	230	504	419	255	82	235

Figure 12: Cardiff University's Total Academic Staff Profile Showing Distribution by Grade and Gender, 2010/11-2014/15



	2010/11					2011/12					2012/13					2013/14					2014/15				
	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof	Res	Lect	SL	Read	Prof
Female %	49%	51%	36%	28%	14%	48%	52%	38%	27%	15%	49%	52%	38%	30%	16%	50%	52%	37%	29%	18%	49%	54%	37%	33%	22%
Male %	51%	49%	64%	72%	86%	52%	48%	62%	73%	85%	51%	48%	62%	70%	84%	50%	48%	63%	71%	82%	51%	46%	63%	67%	78%
Female	496	701	127	43	69	496	745	137	43	75	494	686	138	46	84	540	763	171	49	89	541	843	193	63	111
Male	512	665	228	108	426	534	676	222	116	410	510	629	223	105	432	549	698	297	121	404	563	718	331	126	398

Figure 13: Sector Comparison of Academic Staff Profile in HESA Cost Centre 107 showing distribution by JNCHES/HESA Salary Band and Gender, 2012/13-2014/15



Female	5	15	170	375	345	75	0	20	105	390	345	80	0	20	155	420	375	90
Male	0	10	120	290	375	250	0	20	105	280	385	290	0	15	110	305	395	285

CSPPS currently has no female professors and is atypical in this respect compared with the sector (Figure 13), Cardiff University SET (Figure 11) and CU (Figure 12), although WCPPE, CSPPS' CPD unit, is headed by a female Director at senior staff level (professorial equivalent). Regrettably, CSPPS has only ever had one female professor (2003-2008), a situation the School is anxious to address.

Massive expansion of the UK pharmacy higher education sector in the last decade, from 17 fully accredited schools in 2005 to 26 in 2015, with a further four currently unaccredited schools recruiting this year, has placed exceptional strain on academic recruitment at all levels in the sector, but especially recruitment to professorial positions. CSPPS last recruited externally to professorial posts in 2007. Subsequent advertisements to recruit professors have yielded few applications of sufficient standard, a difficulty common in other established pharmacy schools seeking to draw from a small and increasingly stretched talent pool (Figure 13).

Since 2010, the School's strategic response to this difficult recruitment situation has been to focus effort on developing robust mentorship and coaching to support academic staff at lecturer, senior lecturer and reader levels through the promotions process. At appointment, early career academics are mentored closely, with a specific focus during the probationary period on University benchmarks for promotion to senior lecturer and beyond. For more established staff, promotion criteria and individuals' aspirations and plans for career development are discussed at least once a year in the annual performance development review and with Head of School or Deputy Head at any time. CSPPS' promotion support is discussed in more detail in section 5.1(iii). CSPPS recognises that the speed of progress is limited by the annual nature of the University's promotions cycle. Nevertheless, CSPPS recognises the inherent value in growing talent and senior capacity from within, consistent with the recommendations of the House of Commons 'Women in Scientific Careers' report [HC701, 2014], which recommended that the sector should reduce emphasis on mobility for progression and increase the stability and permanence of post-doctoral positions. CSPPS' developmental approach has elicited a high number of successful applications from CSPPS in recent promotions rounds.

CSPPS will develop a process for strategic recruitment to the professoriate. For the 2016/17 budgeting period, the School awaits funding confirmation for a senior appointment (senior lecturer, reader or chair) but also anticipates retirement by senior colleagues in the next 3-5 years. CSPPS will establish a search committee to identify appropriate candidates in the sector, ensuring that the School encourages applications from suitably qualified women [**Action 2.1.1**].

CSPPS recognises the absence of female professorial role models in CSPPS as a challenge. Although women professors from the wider University act as mentors and "buddies" for female colleagues, CSPPS will establish formal mechanisms for coaching and mentoring specific to pharmacy from women professors in other UK pharmacy schools [**Action 2.1.2**].

Since 2013 the proportion of female lecturers has increased by ~20% with 3 (2 female) new permanent and 8 (6 female) fixed-term lecturer appointments. CSPPS' relatively high lecturer levels, against sector comparators, reflects CSPPS' current recruitment strategy of balancing coverage across its academic disciplines through recruitment of early career academics at lecturer level to maintain balance across grades and provide a talent pool which can be developed. In 2014-15 the majority of the academic women on permanent contracts were lecturers (58%) with 25% as senior lecturer (SL) and 17% as readers. At the lecturer level, 71% of these women are on T&S contracts.

Proactive mentoring of all staff has already resulted in two women achieving promotion to reader in 2013 and 2015 and one senior lecturer in 2015. Three applications by women for senior lectureship are at an advanced stage of consideration by the University Promotions Committee. CSPPS anticipates higher proportions of women, at higher academic grades, including the professorial grade, in the next 2-3 years. The SAT commissioned qualitative interviews with CSPPS' lecturers to explore whether there were any unidentified barriers to this group's progression and promotion: the research highlighted appetite for external role models and mentoring [**Action 2.1.2**] and further clarification of the University's scholarship promotion criteria [**Action 2.1.3**].

CSPPS's 7 (5 female) MPharm teacher-practitioners (TPs) and 4 (2 female) PGT Associate Course Directors (ACDs) are not university employees, but teach 1-2 days a week. CSPPS is committed to providing academic and developmental support for these teachers and includes them in staff development activities, including PDR.

Women are well represented at Researcher level with a higher percentage compared with all Cardiff University schools across all five years (Figures 10-12). CSPPS's research staff data are discussed in more detail at 4.2(ii) below.

[766]

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

No technical staff have transferred to academic roles during the last 5 years. Two technical staff, both female, are currently registered within CSPPS for higher degrees. Another (male) is pursuing a part-time MSc externally, supported through highly flexible working to accommodate course attendance. [43]

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

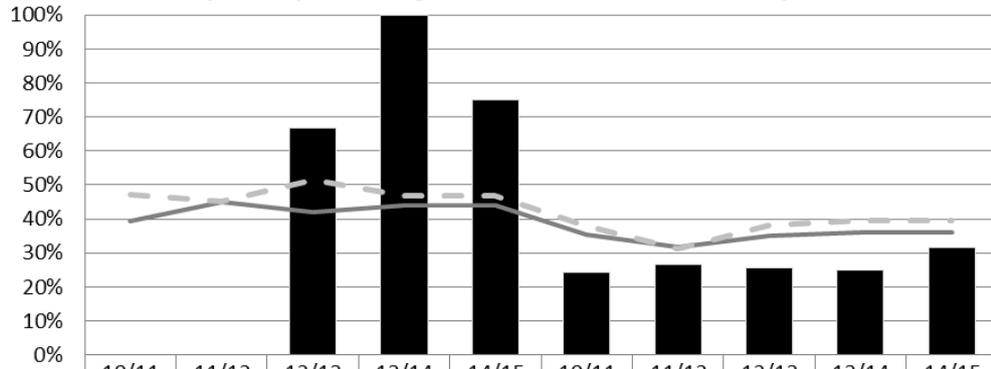
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

In accordance with UK fixed-term employee regulations, Cardiff University's policy is normally to transfer fixed-term staff to regular open-ended contracts after four years' employment, though posts related to specific funding are defined 'open ended with a relevant factor'. In CSPPS' data below, staff with relevant factors are grouped with fixed term staff to reflect the relative insecurity of these posts compared with standard 'open ended' (permanent) contracts. Use of these contracts is proactively monitored by the University's Redundancy Committee. University staff at risk of redundancy are eligible for redeployment to vacant posts in the University.

Cardiff University does not offer zero-hour contracts, but CSPPS has variable hour teaching posts (expected FTE between 5%-19% per annum) supporting workshops run by WCPPE (26 in 2014-15) and teaching in CSPPS (1 in 2014-15). In 2013, 26 (22 female, 4 male) of CSPPS' previously contracted workers were transferred to variable hour contracts. Initially fixed-term, these are now being converted to permanent status.

Figures 14 and 15 show data from 1st August to 31st July annually. [171]

Figure 14: Gender Split of CSPPS' Academic Staff (excluding Research) on Fixed-term and Permanent contracts over the past 5 academic years with CU and CU SET average comparison (discounting staff on variable hours contracts)

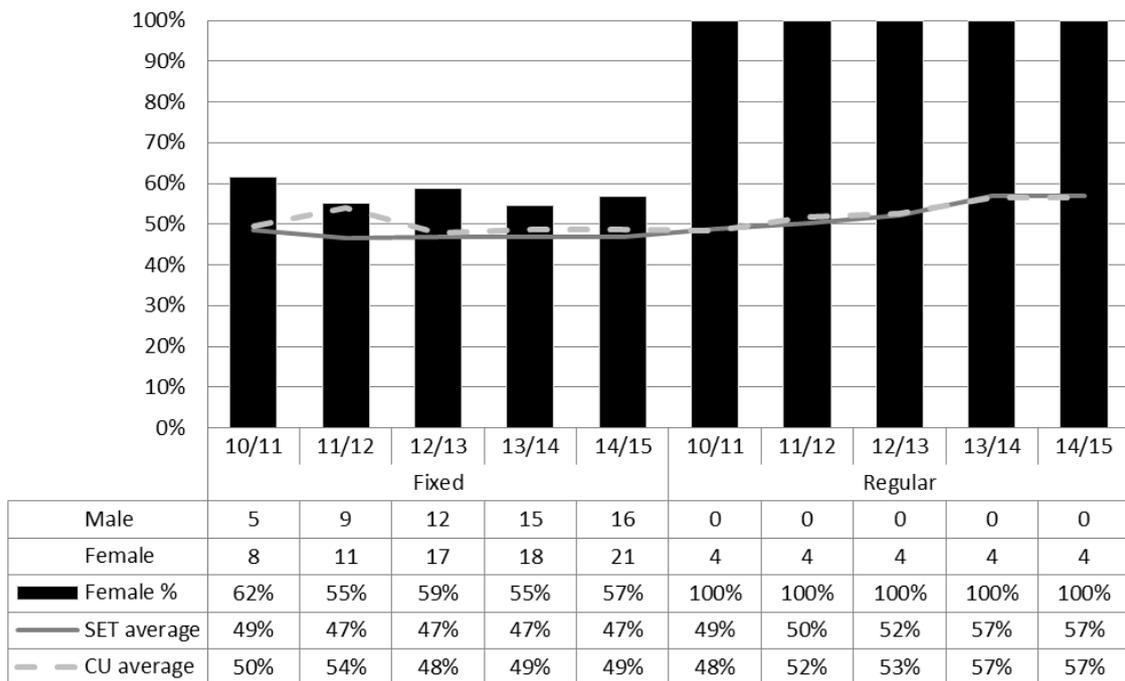


	10/11	11/12	12/13	13/14	14/15	10/11	11/12	12/13	13/14	14/15
	Fixed					Regular				
Male	2	1	1	0	1	25	25	26	27	26
Female	0	0	2	1	3	8	9	9	9	12
Female %	0%	0%	67%	100%	75%	24%	26%	26%	25%	32%
SET average	39%	45%	42%	44%	44%	36%	32%	35%	36%	36%
CU average	47%	45%	52%	47%	47%	38%	31%	38%	40%	40%

Most of CSPPS' T&R and T&S staff have permanent contracts. Four (2 female) academic staff are on probation. There are 4 fixed-term contracts: 3 T&S (2 female, 1 male) externally-funded Welsh medium teaching posts and 1 T&R (female) to cover long-term staff sickness absence.

[44]

Figure 15: Gender split of CSPPS' Research Staff on Fixed-term and Permanent contracts over the past 5 academic years with CU and CU SET average comparison



In 2014-15, 90% of CSPPS' Research Staff were fixed term (57% female: 43% male) and 10% were permanent (100% female). Many fixed-term researchers are funded by research grants, limiting possibilities for continuity of employment. The percentage of female researchers on fixed term contracts has remained fairly constant over the past 5 years and is consistently higher than the percentage of male researchers. The reasons for the variance from CU SET and CU trends are unclear, so CSPPS has commissioned qualitative research with Research pathway staff to explore the reasons for this gender imbalance **[Action 4.2]**.

In 2015, three female Research staff on permanent contracts moved to permanent T&R lecturer (1) and senior lecturer (2) posts thus bringing them fully into all the activities of CSPPS.

[125]

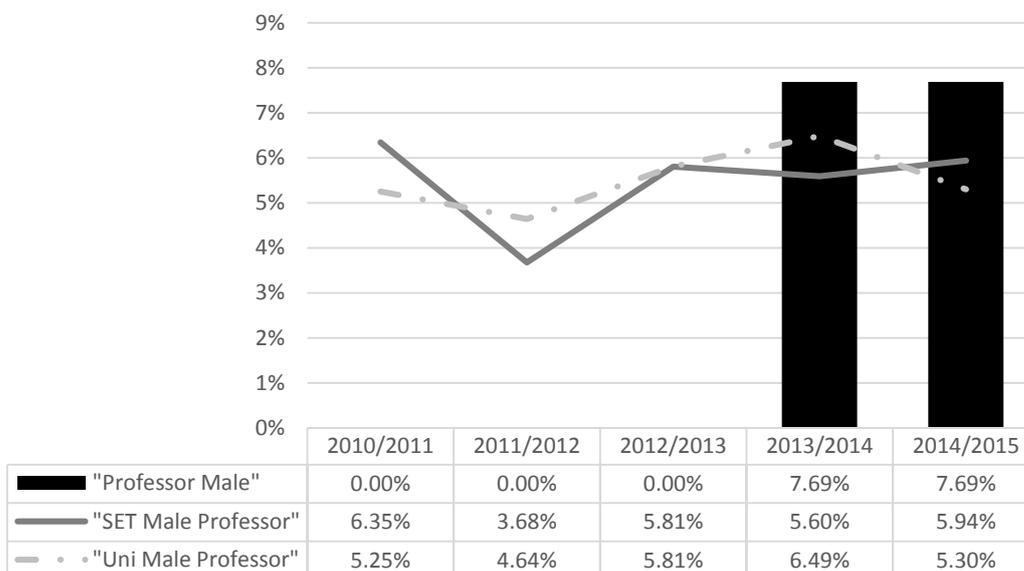
(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

A University Voluntary Severance Scheme in 2012 explains atypical institutional turnover in session 2012/3. Only a small number of academic staff have left CSPPS over the period shown. One male professor retired (Figure 16), returning after one month on a post-retirement contract.

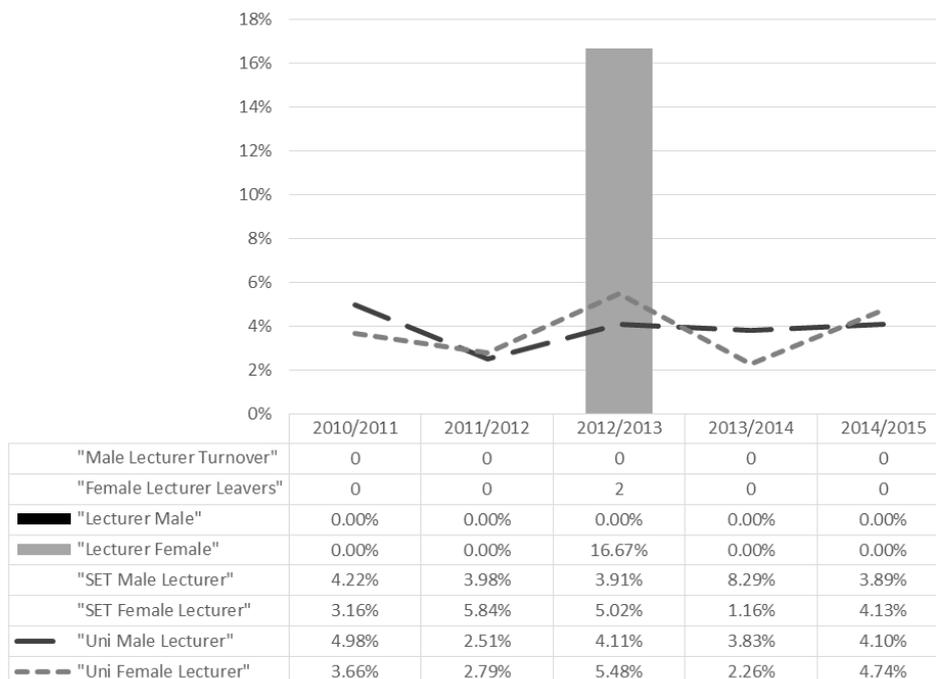
[42]

Figure 16: CSPPS' % Professorial Academic Turnover by Gender with CU and CU SET comparison



Two female lecturers left in 2012/3 (Figure 17). One leaver was providing temporary maternity cover. The reasons for the second's departure are not recorded. Another female lecturer, not shown below, left in late 2015 to take up a post at another HEI more closely aligned to her research interests. [49]

Figure 17: CSPPS' % Lecturer Turnover by Gender with CU & CU SET comparison



CSPPS' Researchers typically leave due to discontinuation of external commercial, research council or charity funding. Employment is for specific projects with limited funding, leading to termination of the post on project completion. Several of CSPPS' non-UK researchers, male and female, have also returned to their home countries to take up posts there. CSPPS supports its researchers by returning a proportion of research grant overheads and other awards to grant holders, which has permitted the bridging of contracts for some staff between grants (no data available), giving continuous employment and securing the retention of research expertise. Reasons for the lower relative turnover of CSPPS' female (Figure 18) vs. male (Figure 19) research staff will be explored through the commissioned qualitative research [Action 4.2].

[122]

Figure 18: Percentage of CSPPS' Female Research Leavers over the past 5 years, compared to CU and CU SET

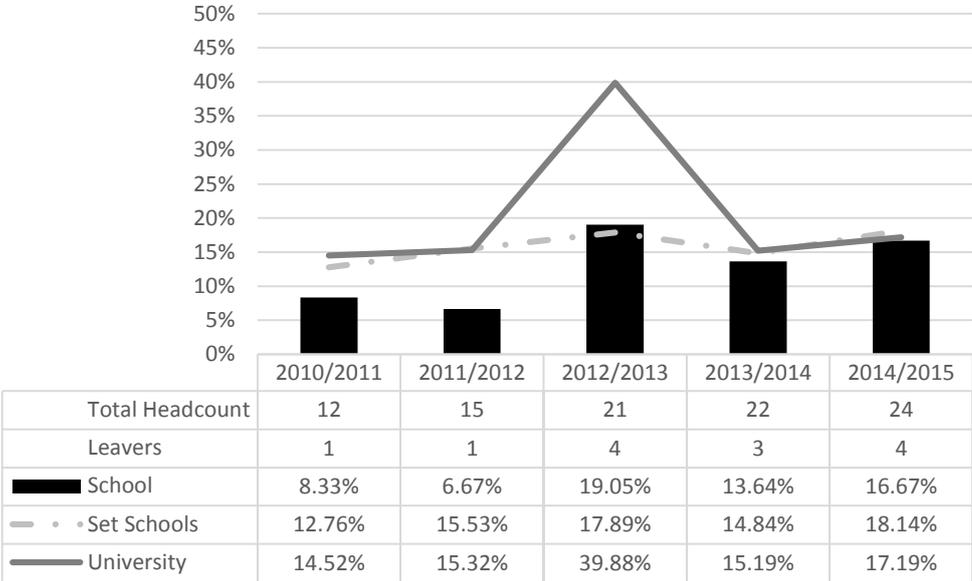
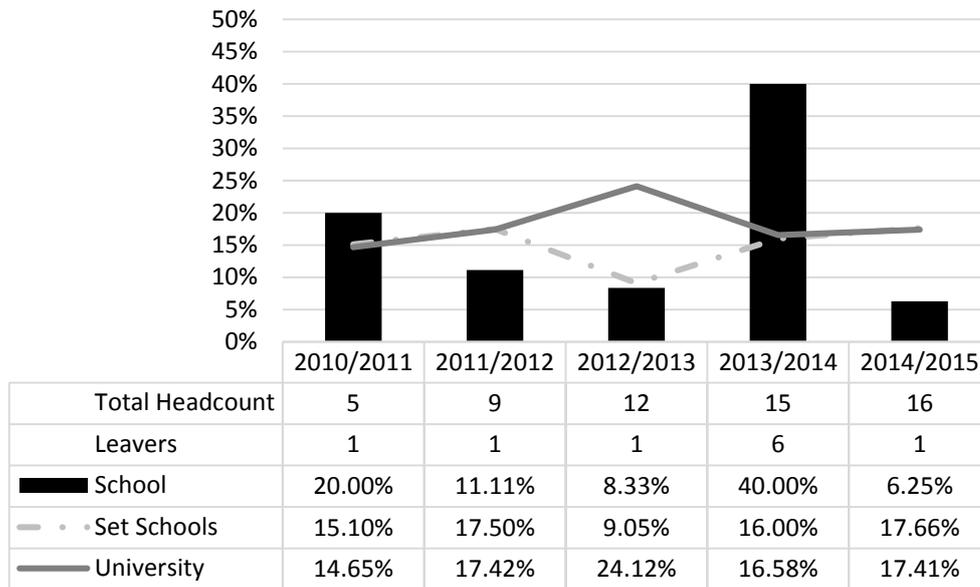


Figure 19: Percentage of CSPPS' Male Research Leavers over the past 5 years, compared to CU and CU SET



5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(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.

CSPSS applies gender equality and equality of opportunity principles across the whole recruitment, shortlisting and selection process. CSPSS' vacancy information is prepared to strict guidelines by the HR Officer with the recruiter prior to University approval and advertisement. Applicants are shortlisted entirely on merit, assessed against the specified essential criteria. Vacancies may be advertised in specific publications but all are posted on the University jobs page, for redeployment applicants initially and then open competition. It is now established CSPSS practice to ensure there is an additional female point of contact if the recruiter is male. If there are candidate presentations during interview, CSPSS invites all School staff to attend to ensure a wide audience. Since 2013, all (100%) interview panels have included female representation. All interview panel members have received specific training, with additional training required in order to Chair the panel. CSPSS' staff recruiters are also expected to complete unconscious bias training [Action 4.1].

CSPPS has a comparatively stable academic staff but has seen the recent retirement or departure of several senior staff. Recognising the steady stream of successful academic promotion cases since 2013, recent recruitment strategy has focussed on recruitment of early career academics at lecturer level (Figures 20 and 21) to maintain stable balance of academics at the different career grades. These appointments have been predominantly women, reflecting the strong female bias in initial pharmacy training. CSPPS anticipates more women in senior academic positions through internal promotion as a result of the specific mentoring and support initiatives outlined at 4.2(i), with three cases pending in the current (2015/16) promotions round. [263]

Figure 20: CSPPS' Recruitment of Lecturers 2013/14

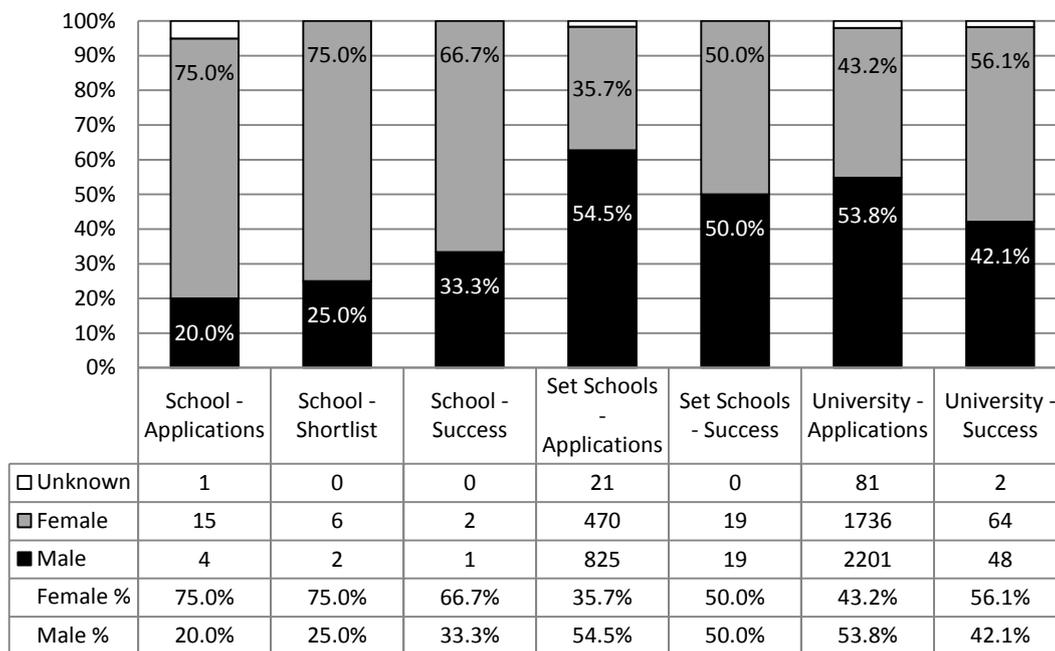
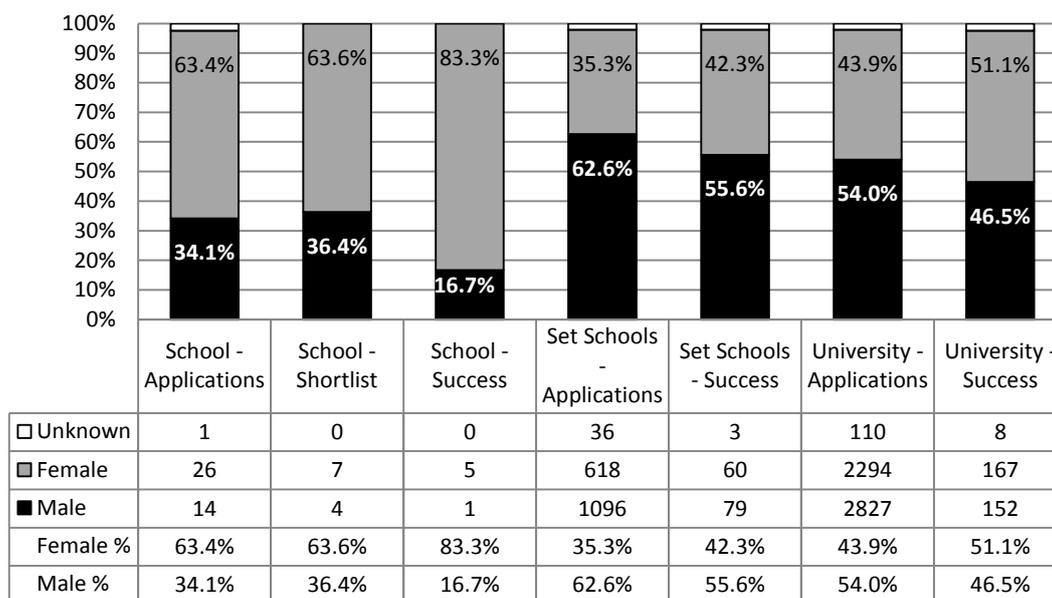


Figure 21: CSPSS' Recruitment of Lecturers 2014/15



Women’s success rates for CSPSS’ Research posts are more variable, though women are shortlisted in equal or higher proportions to those at application and at higher rates than University and University SET (Figures 22 and 23). The highly specialised criteria for these posts are relevant to the final selection decisions, but more detailed investigation and analysis of the variability of outcomes is required [Action 2.2]. [65]

Figure 22: CSPSS' Recruitment of Researchers 2013/14

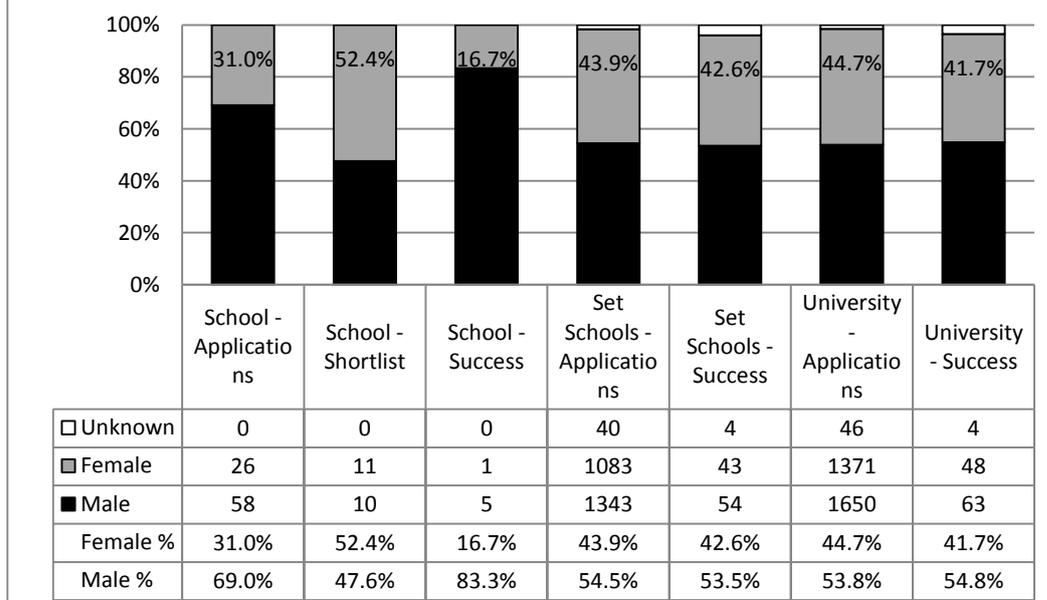
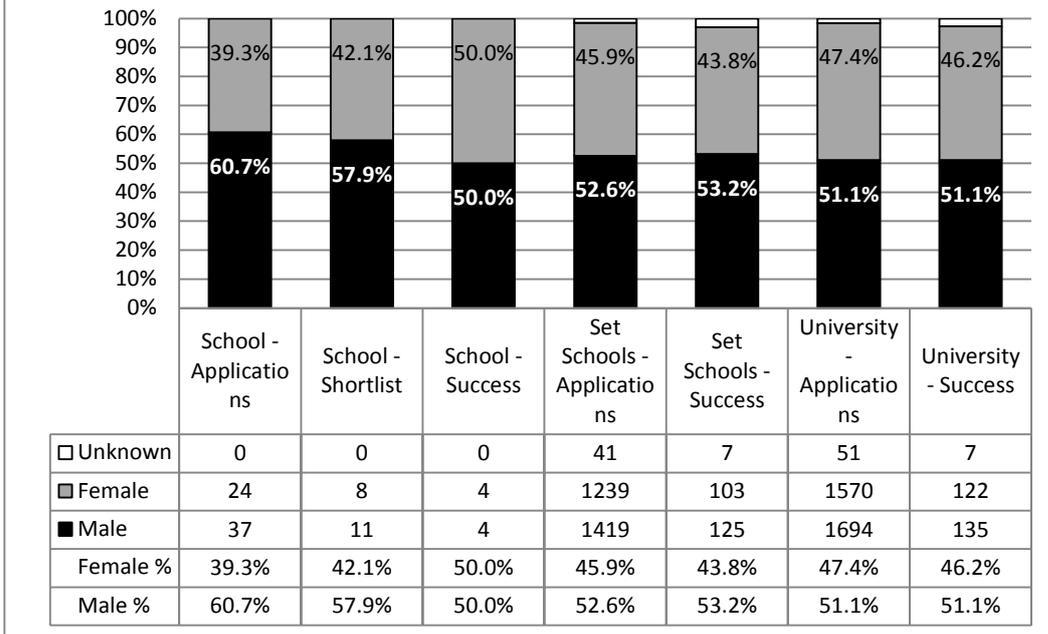


Figure 23: CSPPS' Recruitment of Researchers 2014/15



(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 University holds regular induction days for new staff covering a wide range of topics including university structure, university finance, equality and diversity and work-life balance policies, annual leave, sickness and staff benefits. The University's 'first 90 days' induction checklist ensures consistent induction experience which complements CSPPS' existing induction process and checklist, updated in August 2015 to address recent joiners' feedback. CSPPS' electronic Staff Handbook is available on Learning Central (our online learning environment), providing School-specific content and hyperlinks to relevant university resources and web pages. The School HR Officer advises joiners of University training opportunities and staff are encouraged to discuss their development needs with their line manager at any time.

CSPPS regards it as a duty and in its best interest to invest in staff development and training. Newly recruited staff attend developmental programmes as part of the probationary scheme, some of which are compulsory e.g. the Postgraduate Certificate in University Teaching & Learning (PCUTL) is required for newly appointed lecturers. Staff at all levels and roles are encouraged and supported to attend conferences, workshops and other external events to gain further experience and enhance networking. Against a scenario of a relatively flat-line core budget, CSPPS has continued to commit £25K p.a. to its Staff Development budget. This funding has supported 24 attendances in total at 5 national and 2 international academic conferences in the past 3 years, 54% of which were female staff. CSPPS also supports informal networks internally, e.g. discussions relating to research or teaching issues. A group of female staff has set up an

action learning set which they find helpful in supporting and mentoring each other, for example, towards promotion.

[276]

(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.

The University's annual promotion round, which considers staff on T&R and T&S pathways and the conferment of higher titles (Reader and Chair) on Research pathway staff, begins in October. There are explicit benchmarks and criteria for each career pathway. Applicants must satisfy the criteria for excellence in one field (e.g. research, teaching, innovation and engagement) and evidence ability and effectiveness against the other benchmarks to be eligible for promotion. CSPPS' academic line managers discuss these criteria with staff in probationary meetings and Personal Development Reviews (PDR). CSPPS staff have also attended University-run academic promotions workshops, introduced in 2013.

Senior staff, including the Head of School, Deputy Head of School and Director of Research, work intensively with prospective promotion applicants for up to 18 months ahead of submission, to reflect on their scholarly activity and profile with specific regard to promotion criteria and perceived obstacles to achieving these benchmarks. Prior to submission, applicants are encouraged and supported by senior colleagues who provide critical advice and interpretation and support in developing and refining the application. The applicant will discuss iterative drafts with their senior promotion mentor over the summer, prior to October submission. Through commissioned qualitative research, the SAT identified the need for further clarification of the University's scholarship (T&S) promotion criteria in a pharmacy context [**Action 2.1.3**].

Submitted applications are referred to a School Promotions Panel, chaired by the Head of School and comprising broad CSPPS discipline expertise and female representation, for prima facie consideration. CSPPS places emphasis on quality of activities rather than quantitative measures, reflecting REF mitigation policies. CSPPS' Panel may refine and clarify the application with the candidate prior to soliciting the view of an independent external assessor. If the School Panel determines that a formal submission to the University committee is premature, the Head of School always advises the candidate privately of the School Panel's view so that s/he has the opportunity to withdraw the application, if they wish. Some candidates withdraw at this stage, but continue to receive support for the next promotions round. For applications progressing to University Promotions Committee, the School drafts a statement providing detailed commentary on the application and referencing the external assessor's report. The application encourages candidates to provide additional information on personal circumstances, such as a career break or parental leave that may have caused, or

may be perceived to have caused, restrictions on career trajectory. Where CSPPS is aware of relevant undisclosed circumstances, the Panel will encourage disclosure. Relevant circumstances are noted in CSPPS' Statement. For cases unsuccessful at the University Committee stage, candidates are offered a private feedback meeting with the College Pro-vice chancellor and Head of School.

The number of cases presented by women is increasing as a result of improved support, mentoring and career development in the School (Figure 24), although the number of cases submitted for University-level consideration is small (1-3 p.a., Table 5). However, success rates for University-submitted applications are high, in part because of the continued mentoring following the School Panel: applicants are guided about areas that need strengthening and, conversely, informed. CSPPS anticipates increased promotion application and success rates for its women academics in future rounds. [524]

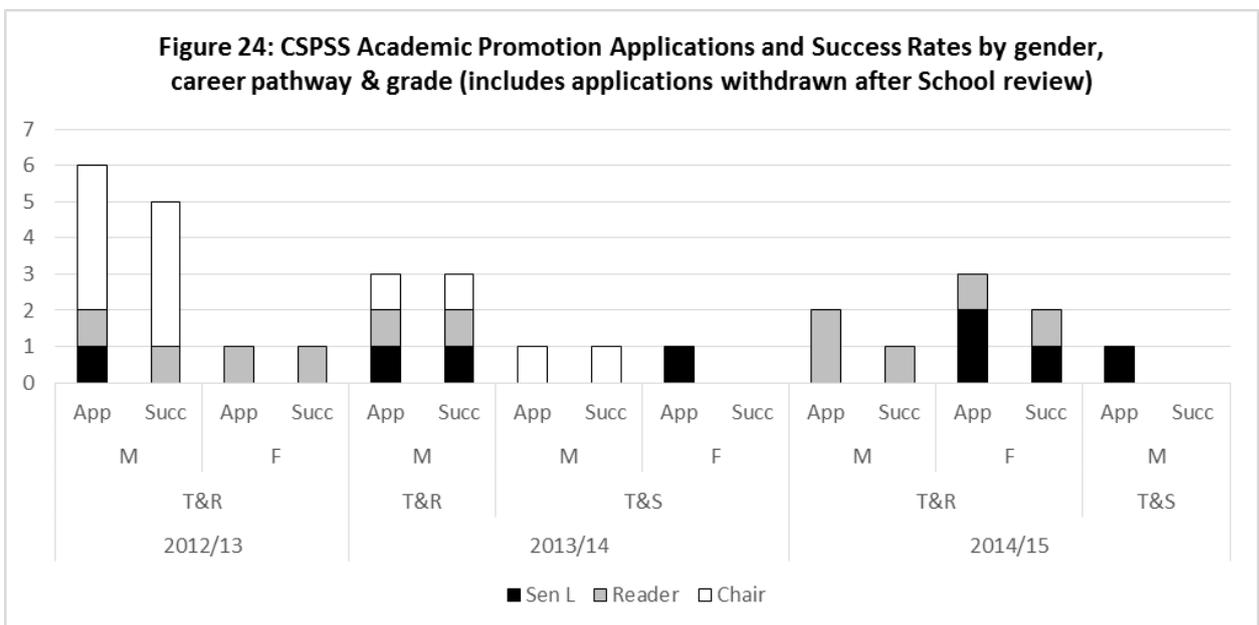


Table 5: CSPPS' Promotions Cases Presented to University Promotions Committee with % success rate, 2012/3 to 2014/5

		T&R		T&S	
		M	F	M	F
2012/13	Prof	3(100%)	0	1(100%)	0
	Reader	1(100%)	1(100%)	0	0
	SL	0	0	0	0
2013/14	Prof	1(100%)	0	1(100%)	0
	Reader	1(100%)	0	0	0
	SL	1(100%)	0	0	0
2014/15	Prof	0	0	0	0
	Reader	2(50%)	1(100%)	0	0
	SL	0	2(50%)	1(0%)	0

Research career pathway staff at grades 5-8 (research assistant, research associate, research fellow, senior research fellow) may apply for re-grading through a separate process. Staff seeking re-grading normally work closely with their academic line manager to prepare the application, though staff may apply for re-grading directly without the line manager's support. Prior attendance at a University re-grading workshop is required as part of the process. In all cases, the Head of School is required to comment and usually meets with the applicant to discuss the application. Since 2012, 5 Research pathway staff and 1 research technician have progressed to higher graded posts (3 female, 3 male). In 3 cases, the line-manager increased responsibilities and named the individuals at a higher grade on a grant application. The remaining 3 cases were submitted as re-grading cases with line managers' support.

[138]

(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.

CSPPS returned 26/30 (87%) eligible staff in REF2014. All 7 (100%) eligible female staff were returned. CSPPS submitted three Impact cases in REF 2014, one of which, Prof McGuigan's Protide team, included a female (0.2FTE) Research-only academic. Based on current research activity, CSPPS anticipates that two of its REF2020 Impact cases will be led by female academic staff. No data are available for RAE2008.

[64]

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(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 CSPPS induction process described at 5.1(ii) is common to all staff. It is standard practice in the University's central professional services to assign a mentor for new joiners: this will be implemented in CSPPS **[Action 2.3]**. [37]

(ii) 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.

Cardiff University does not have a formal professional services promotion route. Rather, staff progress by applying for a substantive post at a higher grade or, if role requirements change substantially, re-grading of their existing post. Cardiff University is developing an enhanced professional services staff development programme, the 'Cardiff Professional', to strengthen career pathways and facilitate career progression through recognised secondment and development opportunities.

CSPPS has very low professional services staff turnover and professional services staff progression has historically been achieved through re-grading. In July 2015, CSPPS appointed its first School Manager (female) to provide leadership for CSPPS's professional services and academic support activities. The School Manager is currently reviewing CSPPS' professional services structures: a key driver for the review is developing support structures which facilitate professional development and career progression. The School Manager will develop the leadership potential of the wider professional services team through appropriate training, support and mentoring. Development needs will be identified through PDR **[Action 2.7.1]**. CSPPS will track progression to more senior posts within CSPPS, the University or sector through exit interviews with leavers **[Action 2.4]**.

[181]

5.3. Career development: academic staff

(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?

As detailed at 5.2(ii), CSPPS recognises the importance of staff development and commits significant resource to its annual staff development budget. Line managers identify individuals' training and development through annual PDR meetings, captured in an individual development plan. The University has a comprehensive internal training and development programme and all staff are encouraged to attend development courses to further their careers, both within and outside the PDR system.

Where a specific School-wide need is identified, CSPPS will commission training with appropriate providers, such as the Unconscious Bias training held in February 2016. Unconscious bias training is a recurrent CSPSS objective for all recruiters **[Action 4.1]**.

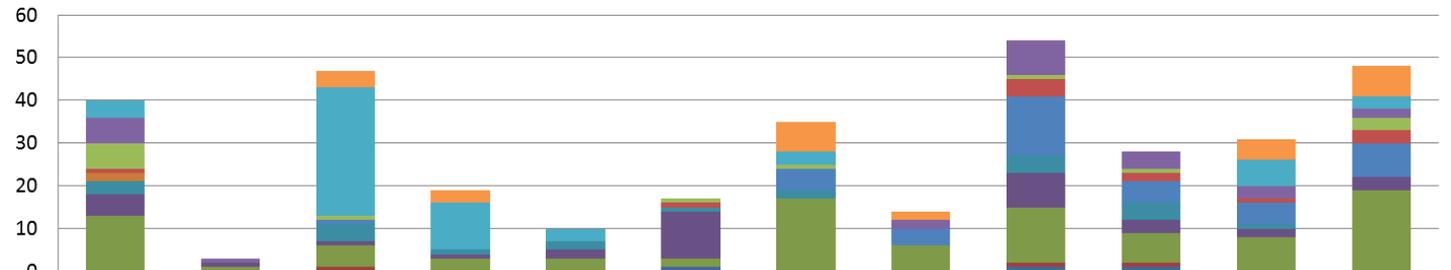
CSPPS encourages attendance at the University's Leadership and Management programmes including the University's ILM-accredited Practical Leadership for University Managers, teaching leadership and research group leadership courses. Two of CSPPS' academic staff (1 male, 1 female) have completed the Vice-Chancellor's highly competitive leadership programme for early career researchers, 'Cardiff Futures', with another (female) academic in the 2015/6 cohort. Dr Jenna Bowen undertook Welsh Crucible in 2015, a Welsh Government-funded leadership programme for early career researchers. All new academic members of staff are supported through workload adjustment to complete the PCUTL (Postgraduate Certificate in Teaching and Lecturing) programme: on completion of the required modules, early career staff are eligible to progress to grade 7.

As well as conference attendance (see 5.2(ii)), CSPPS also encourages individual development through attendance and participation at external seminars, CPD events, workshops, talks and research network events. Event evaluation is typically provided through recommendations to colleagues and direct feedback to line managers. CSPPS' academic staff have attended 49 different internal training programmes in the last 5 years (Figure 25).

Despite significant investment in staff development, in the 2015 University Staff Survey, only 43% of staff agreed with the statement "*I have the opportunity for career development in the University*" and satisfaction was particularly low in the Research pathway: CSPPS has commissioned qualitative research with this group to explore their needs and perceived barriers **[Action 2.6]**. Time series analysis of training uptake (Figures 26 and 27) also indicates that, whilst female staff have benefitted from more targeted development, renewed effort is needed to increase male staff members' uptake of with training **[Action 2.5]**.

[369]

Figure 25: Training undertaken over past 5 years by CSPPS staff, broken down by gender, career pathway and training category



	ADMIN		RESEARCH		TECH SERV		T&S		MPSS		T&R	
	F	M	F	M	F	M	F	M	F	M	F	M
TEACHING, LEARNING AND ASSESSMENT	0	0	4	3	0	0	7	2	0	0	5	7
RESEARCH RELATED DEVELOPMENT	4	0	30	11	3	0	3	0	0	0	6	3
POLICY, PROCEDURE, GOVERNANCE AND LEGAL	6	1	0	0	0	0	0	2	8	4	3	2
PERSONAL DEVELOPMENT	6	0	1	0	0	1	1	0	1	1	0	3
ORGANISATIONAL DEVELOPMENT	1	0	0	0	0	1	0	0	4	2	1	3
LEADERSHIP AND MANAGEMENT	0	0	1	0	0	0	5	4	14	5	5	8
INFORMATION TECHNOLOGY	2	0	0	0	0	0	0	0	0	0	0	0
INDUCTION	3	0	4	1	2	1	2	0	4	4	1	0
HEALTH AND SAFETY	5	1	1	1	2	11	0	0	8	3	2	3
EQUALITY AND DIVERSITY	13	1	5	3	3	2	17	6	13	7	8	19
COMMUNICATION SKILLS	0	0	1	0	0	0	0	0	1	1	0	0
COLLEGE/ SCHOOL / DEPARTMENT EVENTS	0	0	0	0	0	1	0	0	1	1	0	0

Figure 26: Number of female CSPPS staff who have attended training in past 5 academic years by Career Pathway

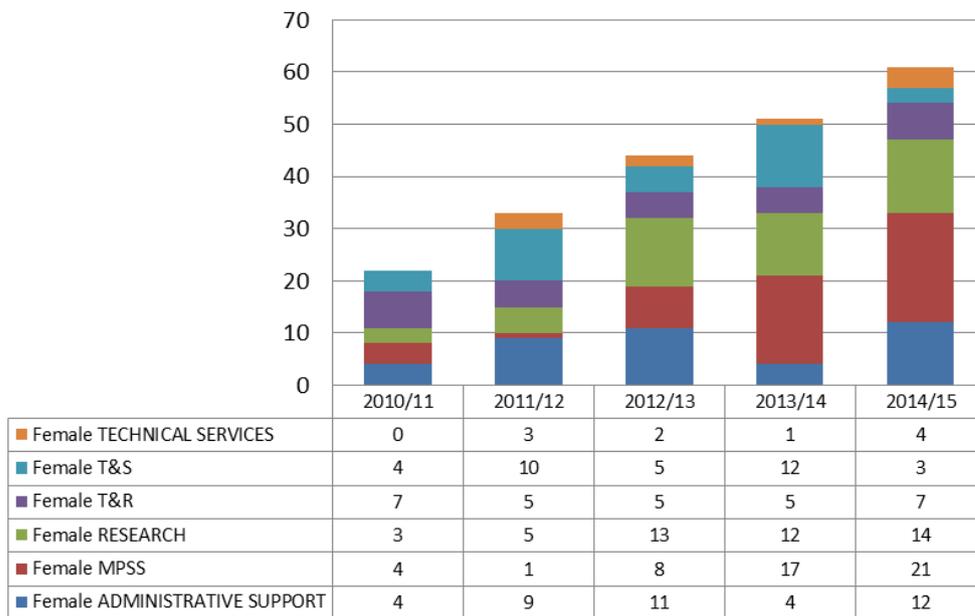
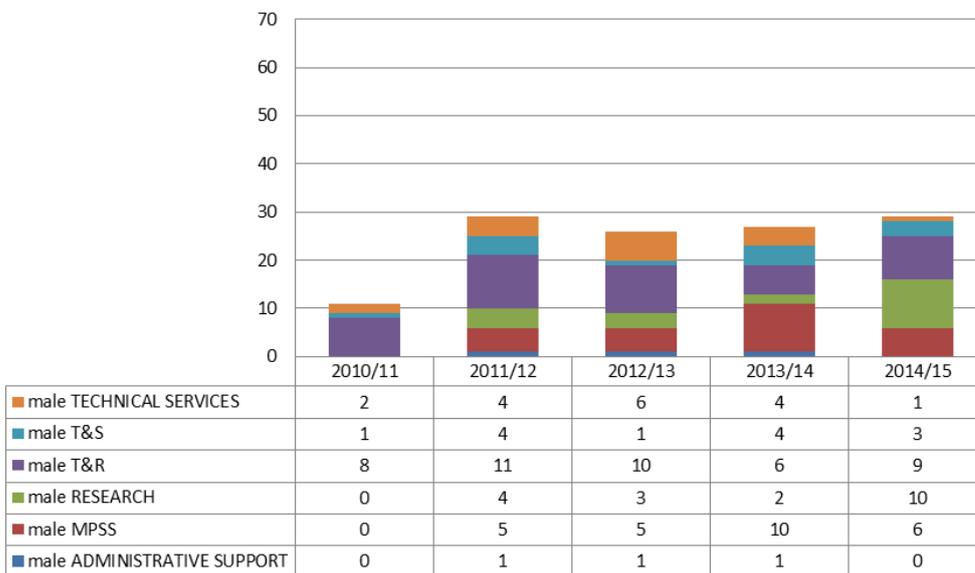


Figure 27: Number of Male CSPPS staff who have attended training in past 5 academic years by Career Pathway

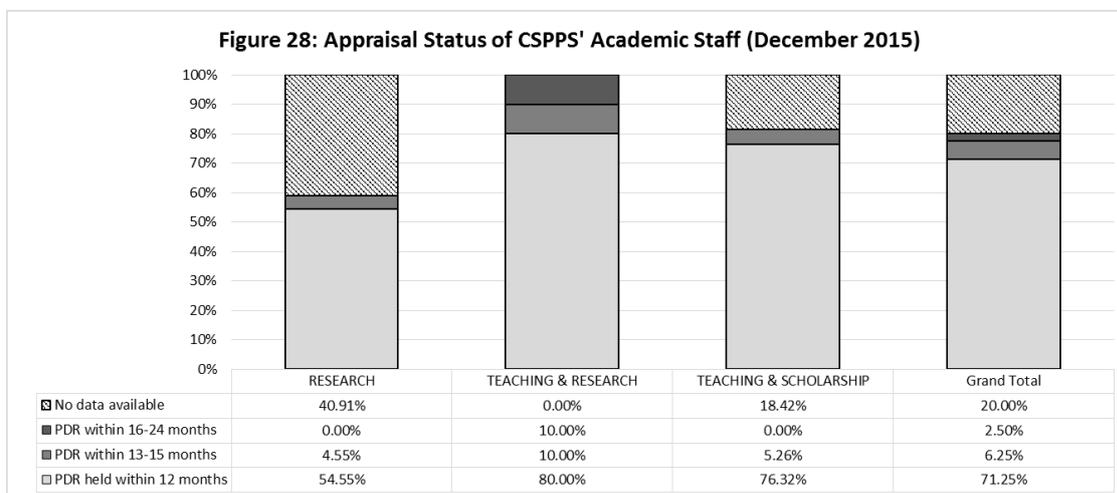


(ii) Appraisal/development review

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.

Cardiff University has adopted an institutionally-defined annual performance development review (PDR) cycle: all PDRs must be held in the same 3-month period. Previously, a 15-month interval was permitted. CSPPS historically has high PDR compliance rates for its T&R and T&S pathways (Figure 25): slippage (>15 months) relates to an institutional ‘hold’ on PDRs in advance of the harmonised PDR cycle, whilst the T&S ‘no data’ category wholly comprises WCPPE remote workers, who should have received PDRs. Low PDR rates for T&S and research staff were addressed in the current PDR round: CSPPS will achieve 100% PDR completion for **all** eligible staff (i.e. those not on probation or extended parental/sick leave) by end April 2016. Nonetheless, CSPPS has identified continued PDR compliance as a high priority action. **[Action 2.7.1]** Eighty-five per cent of CSPPS’ line managers have completed PDR training; the target is 100% for the 2017 round **[Action 2.7.3]**.

In addition to annual PDR, all CSPPS T&R staff are offered a supportive annual research review with the Director or Deputy Director of Research and Engagement to discuss their current research, future research objectives and alignment of their research with CSPPS’ research strategy. **[192]**



(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.

Research staff

CSPPS has a Postdoctoral Research College, which is currently chaired by a woman. The previous (inaugural) chair was a female senior researcher who now sits on CSPPS's Research Committee. During their time at CSPPS, researchers are encouraged and mentored by academic staff and senior researchers to secure independent research fellowships.

Researchers are encouraged to raise their research profile externally e.g. at conferences, and professional society activities, contributing to departmental seminars and presenting to research sponsors. Senior CSPPS postdoctoral researchers' ability to act as principal investigators (PIs) and secure senior authorship of publications provides an indicator of their responsibility and success, which supports their career progression. Given the limited opportunities for direct progression from researcher to lecturer within CSPPS due to the relatively small number of posts available, the more experience researchers can gain, the greater their employment prospects. From a financial perspective, the return of a large proportion of research overheads directly to PIs aids expansion and continuity of research funding within research teams in a difficult financial climate, permitting extension of support to early career researchers and research technicians.

Invited speakers from academia and industry present a variety of research in weekly research seminars, which are compulsory for research students. These are now held during core hours as a direct result of feedback from staff with childcare commitments during the previous Athena SWAN data collection exercise to ensure equity of opportunity for participation and networking between researchers and academic staff across different disciplines. Core hours timing has increased participation.

CSPPS is supportive of engagement events and press releases which allow both male and female staff to promote their research and achievements and raise the profile of CSPPS. CSPPS' website includes individual pages for academic staff, research groups and researchers, as well as highlighting key publications, to further increase research dissemination and independent "visibility" for individual research staff.

Research to Academic staff

Post-doctoral researchers contribute to teaching through supervision of the undergraduate MPharm year 4 projects and through judging research posters and talks at the MPharm year 4 poster day and the PGR research day.

In recent years, CSPPS supported the transfer of a number of fixed-term research staff to T&R academic appointments. CSPPS committed to offering permanent academic contracts to four externally-funded researchers as part of their applications for independent research fellowships. One man transferred to senior lectureship in 2011; one woman transferred to lectureship in 2014 and two women transferred to senior lectureship in 2015. In addition, three research staff

have been appointed to T&R academic posts through competitive open selection: one man was appointed in 2012 and two women in 2015. [436]

(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).

Both undergraduate and postgraduate taught students in CSPPS have higher female:male ratios, with postgraduate research now also starting to follow that trend. Students who are assigned a Personal Tutor can request a change and/or a female tutor at any time, and some do.

Undergraduates must develop a reflective personal development portfolio, demonstrating competencies and building employability skills. Final year undergraduates also receive interview practice and CV writing advice for pre-registration placements from teaching practitioners. All CSPPS' academic staff guide and mentor students as a matter of course.

All final year undergraduates are placed with academic staff and their respective research staff to undertake a research project. While primarily benefitting students, secondary benefits are (i) improved staff research portfolios and (ii) increased responsibility and teaching experience for research staff. A number of students identify the final year research projects as the prompt for them to consider postgraduate study and/or a research career:

"When I embarked on the MPharm degree my intention was to pursue a career in either hospital or community pharmacy. My interest in research was sparked from early in the programme as we gained exposure to the interesting work being undertaken within the school. As the programme progressed, and even post-graduation, I felt encouraged and supported to pursue postgraduate research and I'm thoroughly enjoying my experience in the School so far." Bethan Copp, PhD student

The final year projects are presented at a year 4 poster day. Undergraduate student research opportunities are also available through Cardiff University's Research Opportunity Programme (CUROP) vacation research placement scheme and Wellcome and Nuffield vacation scholarships.

The University's Graduate School provides employability/skills courses so PhD students are equipped to compete for research positions post-PhD, supplemented by CSPPS's postgraduate research student development programme, which runs for first year PhD students on Wednesday afternoons. CSPPS' active research seminar series creates an environment for networking and interaction with staff and external speakers. PGR student involvement in proposing speakers and planning seminars is encouraged by the series organiser.

Academic mentors with HE teaching qualifications within CSPPS actively support PGRs in preparing applications for associate fellowship of the Higher Education

Academy (HEA). The SAT's PGR member gained associate fellowship in November 2015, supported by her staff mentor.

CSPPS's annual research day provides PhD students with the opportunity to present their findings, showcasing their research, and gaining experience in presentation skills (poster and oral presentations). CSPPS requires all first year PGRs to submit an abstract to one of two conferences organised by the University's Graduate College ("Speaking of Science" and "Breaking Boundaries"), allowing students to share their work with others from different schools/Colleges within the University. CSPPS has robust PhD student monitoring systems to ensure acceptable progress, assisting in students' development as independent researchers by the end of their PhD. Students' written self-reflection reports and supervisor evaluations are jointly signed off every six months. At 8 months, students give a presentation and are asked questions on their research and there is a progression viva with the PGR advisor (an individual outside the research team) at 21 months.

CSPPS has experience of supporting taught and research students through pregnancy, maternity and return to study and re-evaluates risk assessments for lab working and placements, making adjustments as required. Tutors work with students to obtain an Interruption of Study and schedule return to study meeting around childcare commitments. Whilst undertaking the MPharm, one of our undergraduate students became pregnant recently. The MPharm team and CSPPS supported her during her pregnancy:

"Falling pregnant with my son during my third year of studies was a very difficult time, but I was provided with great support from staff at Cardiff University. They provided alternative arrangements for me to sit my exams due to morning sickness which eased the stress during pregnancy. The support I received allowed me to return to complete my degree and I will be graduating in the summer so I am very grateful!" Bethan Chesterman, MPharm student

Following an Interruption of Study, Bethan returned from maternity leave into the final year project block, where she was assigned to a lab-based project which afforded more flexibility in her hours and attendance. CSPPS has identified further measures to improve support upon return to study in the action plan **[Actions 3.4.1-3.4.3]**

[705]

(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.

CSPPS' grant review system maximises all grants' chances of succeeding and provides a form of mentorship. CSPPS's research office provides administrative support for research grant processes, citations and REF data and impact case

preparation. Applications for external funding >£100K are internally peer-reviewed by established CSPPS researchers prior to submission. CSPPS supports opportunities via its research seminars and a small grants scheme if there are clear deliverables. There are also competitive University travel awards and University-wide encouragement to network with other disciplines e.g. Cardiff Institute of Tissue Engineering and Repair (CITER).

All academic and research staff can apply to CSPPS's Research Development Fund, administered by the Research Committee, which is highlighted in the School induction. The fund supports small equipment bids, study visits, conference travel and seed-corn funding for projects. The criteria are scientific excellence and demonstrable benefit to the School. Research Committee members work closely with applicants to refine applications and provide feedback for future applications.

Academic staff and independent researchers are also eligible to bid for a limited number of CSPPS-funded 50:50 PhD studentships, offering fees plus stipend. Inexperienced staff wishing to apply are paired with more experienced staff by the Research Committee to maximise success rates and ensure appropriate supervision.

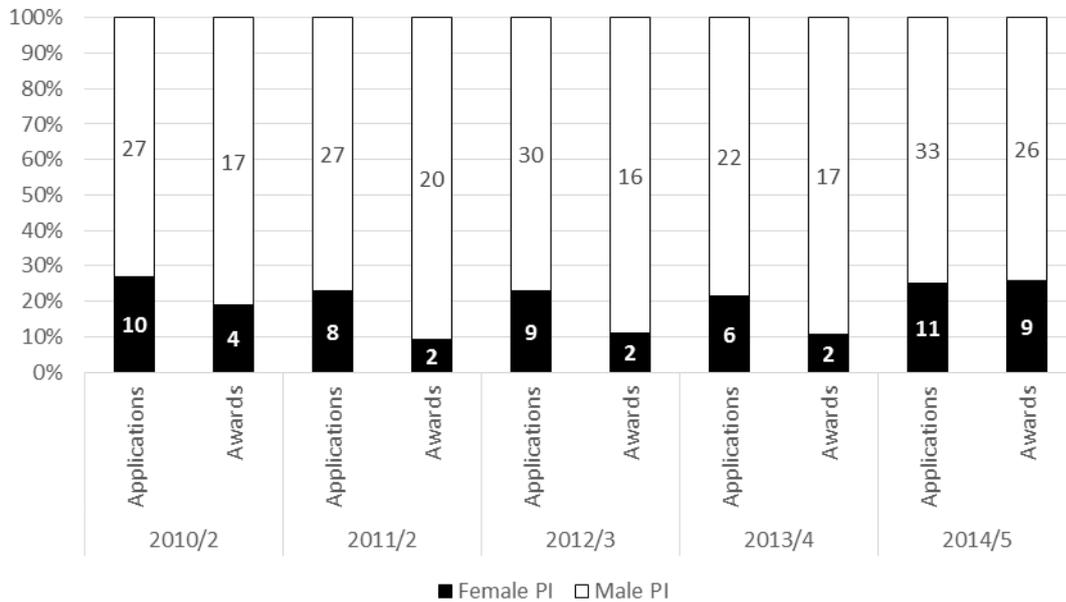
CSPPS encourages the hosting of international workshops/scientific meetings to enhance collaboration with charities and industry. Researchers are routinely invited to CSPPS away-days and other School meetings.

CSPPS has successful Principal Investigators (PIs) of both genders (Figure 29), though success rates fluctuate from year to year. Dr Julia Gee recently applied for a Cancer Research Wales £1M programme grant award and was mentored by the Head of School through construction of the application and preparation for interview. She was further supported by a School commitment to match-fund with an additional PhD studentship and, in response to the referee rebuttal, to offset Dr Gee's teaching load (0.2FTE), had the bid succeeded.

CSPPS also supports spin out and knowledge transfer. Dr Jenna Bowen, a former CSPPS MPharm and PhD student and now a lecturer, is a Director of Cotton Mouton Diagnostics (CMD), a Cardiff University and Exeter University spin out company providing medical diagnostic tests for sepsis. Jenna cites CSPPS' enabling environment and supportive line managers as a factor in CMD's success, including the Head of School's support for Jenna to undertake activities within the University's framework for outside work.

[389]

Figure 29: CSPPS Principal Investigator-led Research Applications and Awards for the last 5 years by gender



SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(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?

Professional and support staff have the same access to the School’s staff development fund as academic colleagues. Training and development needs are identified in PDRs and line managers are responsible for facilitating uptake. One MPSS staff member (male) is currently being supported to undertake a part-time MBA. Figure 26 (above) indicates that male staff engagement with training and development, particularly technical staff, requires increased focus to improve uptake. **[Action 2.5].**
[70]

(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.

Professional and support staff are subject to the University PDR process detailed at 5.3(ii). There have historically been significantly lower levels of adherence with University good practice in CSPPS' professional services pathways (Figure 30). Data is not currently available by gender **[Action 2.7.2]**. The School Manager will set expectations and provide leadership for professional services line managers. All (100%) of CSPPS' professional services staff have received a PDR this year, but CSPPS has identified continued PDR compliance as a high priority action. **[Action 2.7.1]**. CSPPS has also set a 100% completion target for managers' PDR training **[Action 2.7.3]**.

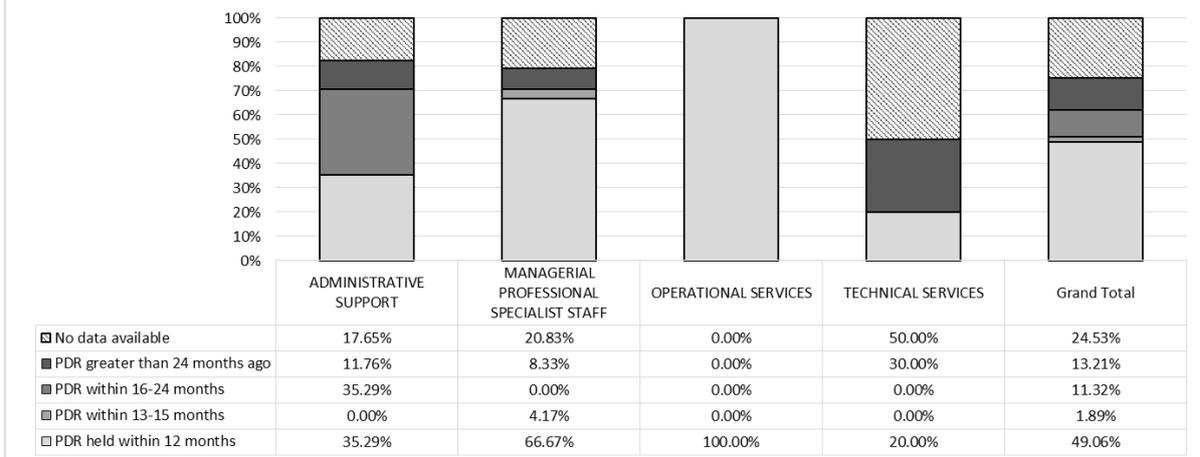
[98]

- (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.

CSPPS has long been supportive of professional services' staff development, but has now begun to address the management and development of female colleagues in non-academic or non-research roles in earnest, viewing this as an opportunity to augment the reach and impact of the Athena SWAN ethos. The strategic recruitment of a School Manager in 2015 (a post new to the School) to provide a leadership role and figurehead for the School's professional services staff anticipated this important new focus. The School Manager is currently reviewing CSPPS' professional services structures: one of the drivers for the review is the need to strengthen and formalise progression routes in each of the School's functional areas and provide opportunities for staff to improve their career prospects. Opportunities for secondment, work shadowing and cross-team working will be considered within the new structure **[Action 2.9]**. **[139]**

Figure 30: PDR status for Professional Services and Support Staff (December 2015)



5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(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. **[See combined narrative below]**

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

Explain what support the department offers to staff during maternity and adoption leave. **[See combined narrative below]**

(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.

Five academic staff have taken maternity or adoption leave since 2013. CSPPS works with the individual to identify a workable plan to support their absence. School policy is to arrange maternity cover for academic staff which, wherever possible, commences before maternity leave begins to permit efficient transfer of teaching and administrative tasks. In some cases, high level leadership or administrative roles are reassigned to other staff e.g. programme director, committee chair. During maternity leave, staff may use “keeping in touch days” to sustain engagement with the School’s activities. In our experience, this is used for essential research and external engagement activities unique to the individual that cannot be reassigned. Towards the end of the leave, CSPPS liaises with the individual to discuss any changes in working pattern or contracted hours that may be needed. These working arrangements are reviewed following their return and, if necessary, further adjustments can be made. Research staff can complete their research with extended contract/project end dates to accommodate the period of maternity leave. When the external funder does not pay salary during maternity leave, CSPPS bears this cost.

CSPPS routinely reminds staff of the University’s work-life balance policies and sources of specialist HR advice and staff wellbeing support. The website

summarises the arrangements for work-life balance for staff, including schemes for Maternity, Adoption and Paternity Leave. Staff are directed to the School's HR Officer and colleagues who can signpost information, as appropriate. The email further reminds staff of sources of information outside CSPPS, recognising that, at the early stage in such life events, some individuals wanting information may not want to discuss the matter with immediate colleagues.

[272]

(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.

CSPPS' maternity (and adoption) return rate since its previous Athena SWAN submission in 2013, and in keeping with historic patterns, remains at 100% (Table 6). [25]

	Maternity/Adoption leave take	Maternity/Adoption leave returners	Return rate
Senior Lecturer/Reader	2	2	100%
Lecturer	3	3	100%

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

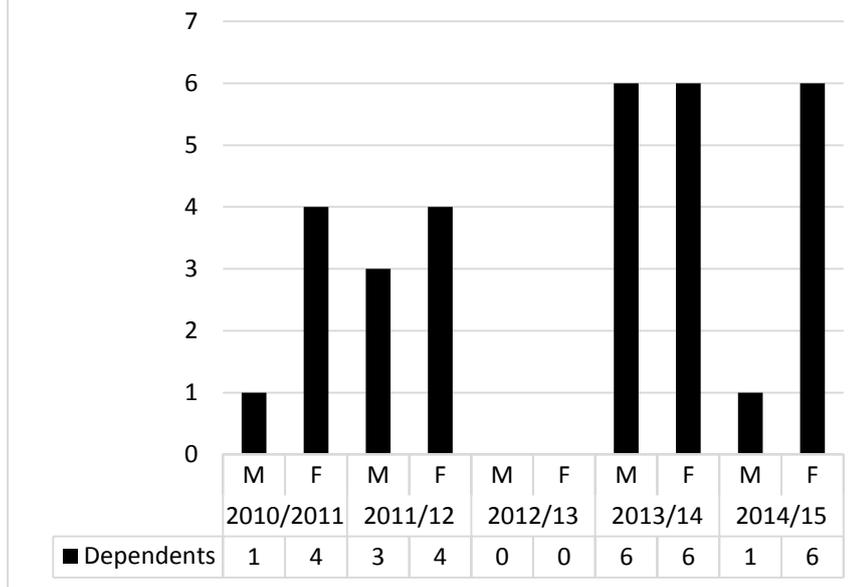
All 4 staff who have taken maternity leave since 2013 have remained in post following return from maternity leave, though in 2 cases the full 18 months has not yet elapsed. [31]

(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.

There has been no shared parental leave since 2013 and, until 2015/6, no paternity leave. Two staff took paternity leave in early 2016. One member of staff took adoption leave in 2013, returning to work in 2014. Emergency dependents' leave is used by male and female staff (Figure 31). [49]

Figure 31: Uptake of emergency dependents' leave (instances) by CSPPS staff over the past 5 years



(vi) Flexible working

Provide information on the flexible working arrangements available.

Cardiff University's Work-Life Balance scheme includes a policy on flexible working. Requests for flexible working arrangements are always viewed sensitively with the benefits to the individual a paramount consideration.

Academic staff are, in general, able to exercise a high degree of flexibility within their working week. While formal applications can be made and recorded within the university's central HR division, the School operates an informal approach successfully for academic staff. Academic staff with varying commitments therefore have the flexibility to modify their hours by informal arrangement during the working week if the need arises. Both female and male staff, have informal arrangements which have been discussed in full and agreed with both the Line Manager and Head of School, enabling them to work flexibly to manage caring responsibilities. Where the nature of work permits, and in line with the University's policy for off-site working which requires appropriate notification, many staff have the ability to work from home on an occasional ad hoc basis.

Staff may formally request more permanent arrangements, including compressed hours and reduced hours arrangements. These are considered sympathetically by the Head of School and HR officer.

Female CSPPS staff reported higher levels of satisfaction on work-life balance measures in the University's 2015 Staff Survey, most likely reflecting the higher proportion of female staff with flexible working arrangements. CSPPS intends to explore the reasons for this observed gender imbalance and related pathway differences through a follow-up staff survey in 2017 **[Action 4.3]**.

[244]

(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.

Only one (female) part-time academic has returned to full-time employment since 2013, which was discussed at the individual's request. When part-time arrangements are agreed, the Head of School includes an agreement to periodically review part-time working arrangements when confirming the reduced hours adjustment. Subject to budgetary considerations, CSPPS supports part-time staff returning to full-time or increased hours. [57]

5.6. Organisation and culture

(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.

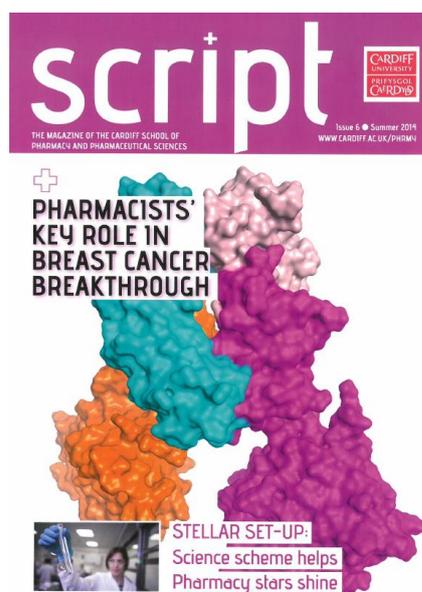
CSPPS embraces numerous specific initiatives, analyses, policies and strategic actions that embed Athena SWAN principles and values to secure women's representation and influence in all aspects of School activity, with examples highlighted above. These play out in more practical aspects of the School's operation and culture, as detailed below.

The Redwood Building is open from Monday to Friday from 08:00 to 18:15. CSPPS believes these hours are sufficient to permit flexible working, yet do not lead to the general expectation that longer working hours are expected of individuals. There is explicitly no expectation of a long working hours culture in the School: the expectation is that the majority of contracted work should be managed within the working day, defined by the building's opening times. Occasionally staff need access to the building out-of-hours for particular reasons e.g. scheduling of experiments, School-hosted weekend courses or conferences (infrequent). This is not encouraged and the register for out-of-hours access suggests that the majority of staff do not need to access the building outside of normal hours. CSPPS will ask about working outside of hours at home in its internal staff survey [Action 4.3].

General School staff assembly meetings are held at 6-8 week intervals with all school staff invited, covering anything from clarification of new policy to staff news/congratulations for achievement. Staff assemblies are usually scheduled during the middle of the day so as many staff can attend as possible, with refreshments provided. Staff are encouraged to participate actively in these meetings. Further meetings are arranged for specific staff groups as the need arises. The Head of School also emails all staff at the time of any significant achievements or announcements. Recent feedback on communication within

CSPPS is broadly positive, but the School is not complacent and is considering additional measures to enhance internal and external communication, including potentially investing in a specialist communications post.

An annual departmental magazine, SCRIPT, has been produced since December 2011. It is distributed to staff, students, alumni and external stakeholders. This promotes staff achievements, School developments, current research, awards within the School and is also used as promotional material for recruitment.



Social interaction between staff and students throughout the year is excellent. A number of scheduled occasions and events provide the opportunity for staff and students to relax and socialise. The undergraduate students hold an annual Ball in February, to which all staff and postgraduate research students are invited: there is always good staff and PhD student attendance. In early summer, following the examination board (and weather permitting), CSPPS organises an informal picnic and games afternoon for staff and postgraduate research students in Bute Park, adjacent to the Redwood Building. The annual graduation reception in July is a festive highlight in the academic calendar and all staff, postgraduate research students and visiting researchers are invited to take a break from their work to enjoy the celebrations and refreshments. In December, CSPPS staff and postgraduate research students gather for the School Christmas party. This is held away from the Redwood Building during normal working hours and all are invited to finish work early to attend. While attendance at any of these social occasions is not compulsory, the School pays for these events, or subsidises their cost, since they are viewed as an investment in team building to enhance the spirit of common purpose which underpins the School's existence.

[559]

(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.

Since January 2014, CSPPS has received direct support from a CIPD-qualified HR Advisor who receives regular updates from the University's employment law firm, Eversheds; attends local CIPD events and is part of a University-wide HR Network, which meets monthly to discuss changes to legislation or recent case-law. Most HR processes and policies are created and updated at institutional level by the HR Policy Team: appropriate training updates are cascaded the School's Advisor. The School executive team and line managers are advised of changes that affect CSPPS' staff directly and action is planned accordingly. [93]

(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.

CSPPS has 11 formal committees, some long-established and some created as needed e.g. the Degree Accreditation Steering Group established in 2015 (7 male, 3 female academic members). Committees include the senior management/strategic decision-making groups (e.g. School Board, Research Committee, Learning Teaching & Assessment Committee 'LTAC') and operational/monitoring committees (e.g. UG, PGT and PGR Boards of Study). Membership is generally linked to representative roles within the School, with smaller groups for senior management/strategic committees. Operational committees involve broader staff representation.

CSPPS implemented periodic (12-18 monthly) review of committee membership following the previous Athena SWAN submission: there is now a transparent process for inviting expressions of interest to serve on committees, including for Chair appointments and School roles with linked committee responsibilities. The following roles have recently been openly advertised: Director of Research & Engagement, E&D Committee Chair, LTAC Chair and Research Ethics Committee vacancies. Appointments are made on expertise, experience and workload capacity. These measures have improved women's representation on School committees (Tables 7 and 8) and in visible roles.

The student-led PGR Student Staff Panel has 7 female and 6 male members; the current Chair is female. [187]

Decision-making group	Academic		Non-academic*		Students		Gender Split	
	Male	Female	Male	Female	Male	Female	% Female	% Male
Degree Accreditation Steering Group [Chair: Dr Robert Dewdney]	6	4	1	0	1	0	33%	67%
Equality & Diversity Committee [Chair: Dr Claire Simons]	4	5	0	2	1	2	64%	36%
Learning, Teaching & Assessment Committee [Chair: Dr Sion Coulman]	6	2	1	3	0	1	46%	54%
Research & Engagement Committee [Chair: Dr Mark Gumbleton]	9	2	0	0	0	0	18%	82%
Research Ethics Committee [Chair: Dr Rebecca Price-Davies]	5	5	0	1	0	0	55%	45%
Safety, Health & Environment Committee [Chair: Mr Les Craven]	5	2	1	1	0	0	33%	67%
School Board [Chair: Prof Gary Baxter]	4	2	2	1	0	0	33%	67%

* Includes staff of Professional Services, Technical & Administrative pathways and lay members.

Table 8: CSPPS' 2015/6 decision-making committee membership								
Decision-making group	Academic		Non-academic*		Students		Gender Split	
	Male	Female	Male	Female	Male	Female	% Female	% Male
Degree Accreditation Steering Group [Chair: Dr Robert Dewdney]	5	4	1	0	0	0	40%	60%
Equality & Diversity Committee [Chair: Dr Claire Simons]	4	5	0	2	0	3	71%	29%
Learning, Teaching & Assessment Committee [Chair: Dr Sion Coulman]	6	2	0	2	0	1	45%	55%
Research & Engagement Committee [Chair: Dr Mark Gumbleton]	9	1	0	3	0	0	31%	69%
Research Ethics Committee [Chair: Dr Rebecca Price-Davies]	3	8	1	0	0	0	67%	33%
Safety, Health & Environment Committee [Chair: Mr Les Craven]	6	3	1	4	0	0	50%	50%
School Board [Chair: Prof Gary Baxter]	6	2	1	2	0	0	36%	64%

* Includes staff of Professional Services, Technical & Administrative pathways and lay members.

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?

CSPPS fully supports staff in applying for or taking up roles external to the School, providing letters of recommendation or references where required. Recent appointments include:

- Dr Karen Hodson and Ms Margaret Allen, elected as fellows of the Royal Pharmaceutical Society
- Dr Karen Hodson as Chair of NHS Wales' Chief Pharmacist's Workforce Working Group
- Dr Louise Hughes to the Wales Centre for Primary and Emergency Care Research
- Dr Emma Kidd, College Dean for PGR Studies
- Professor Mark Gumbleton, College Associate Dean for Impact

[83]

(iv) **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.

CSPPS's current workload model has five domains: general citizenship; teaching; research/scholarship; management/administration and engagement/outreach. Individuals are credited with the number of hours spent on such activities (including preparation) according to an agreed tariff. Workload model data are shared in an anonymised form among academic staff. Individual data are discussed in academic PDRs and used (positively) to inform workload adjustment when flexible working arrangements are agreed or staff secure significant grants or external roles.

The University is currently implementing an institution-wide workload model (WLM) and tariff for introduction in 2016/17. Improved data capture will improve transparency and may allow benchmarking with other Schools and related disciplines. CSPPS will use implementation of the University WLM to improve internal review of allocations and benchmarking to ensure staff workloads are allocated equitably **[Action 2.8]**.

[130]

(v) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

CSPPS operates a core hours policy for committees, all-School gatherings, seminars and events of a social or celebratory nature, such as promotion or retirement celebrations. Events and, wherever possible, ad hoc meetings are scheduled between 10 am and 3 pm so that staff who need to work flexibly to manage childcare or caring responsibilities can attend. Staff are periodically re-surveyed about core hour preferences, as in 2015, to ensure they are still fit for purpose. When core hours scheduling is not possible, advance notice is provided through a School calendar of events, circulated at the beginning of each academic session. Scheduling enhancements are planned to increase the notice staff receive [**Action 4.4**].

[112]

(vi) 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.

Cardiff University has highly visible senior academic and professional services female role models, with the Deputy Vice-chancellor (Professor Elizabeth Treasure), the Chief Operating Officer (Ms Jayne Dowden), three female Pro vice-chancellors, the Director of Marketing and Communications and the Director of Alumni relations all sitting on the University Executive Board.

A number of CSPPS' female staff hold responsible leadership positions and exert influence on strategy, policies and practice in the School and beyond:

- Lizanne Duckworth, School Manager;
- Dr Emma Kidd, until recently Director of Postgraduate Research (PGR) Studies, is now Chair of the Undergraduate Examination Board and College Dean for Postgraduate Studies;
- Dr Emma Lane, Director of PGR Studies;
- Dr Claire Simons, Chair of the Schools Equality and Diversity Committee;
- Dr Karen Hodson, Diploma/MSc in Clinical Pharmacy Programme Director;
- Margaret Allan, Director of WCPPE.

CSPPS's 2013 action plan set an objective of increasing the number and proportion of female speakers at invited research seminar series. Female speaker rates have improved (Table 9) but not sufficiently. CSPPS has also

endeavoured to improve the proportion of events chaired by female staff, with mixed results. Core hours scheduling facilitates attendance by School staff with caring commitments and allows working hours travel time, mitigating impact for visiting speakers. CSPPS will increase the proportion of female seminar hosts and speakers to 40% [Action 4.5].

[219]

Academic Session	Male Chair	Female Chair	% Male Chair	% Female Chair	Male Speaker	Female Speaker	% Male Speaker	% Female Speaker
2012/13	19	6	76%	24%	21	4	84%	16%
2013/14	23	4	85%	15%	20	7	74%	26%
2014/15	15	7	68%	32%	17	5	77%	23%
2015/16 (bookings to date)	18	5	78%	22%	18	5	78%	22%

(vii) 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.

CSPPS engages the public at many levels through promotion of its 'Science of Medicines' initiative. Staff maintain and develop school pupil and lay public interactions through the STEM ambassador scheme, which directly assists staff in arranging activities with primary and secondary schoolchildren. Eleven (7 men, 5 women) academic staff, including two PDRAs undertake school engagement activities under CSPPS' 'Science of Medicines' theme.

Dr Rebecca Price-Davies, Dr Jenna Bowen, Dr Emma Lane, Dr Polina Propokovich and PDRA Dr Tina Joshi participate in Soapbox Science, a novel public outreach platform for promoting women scientists and their research to the public using the Hyde Park Speaker's Corner format.

CSPPS' engagement with the Welsh language and culture agenda is led by Prof Arwyn Jones, CSPPS' Public Engagement Co-ordinator, with support academic staff, PDRAs, postgraduate and undergraduate students. His team engage with the public at the National Eisteddfod of Wales annually, hosting high profile exhibitions in the Science Pavilion. In 2015, a jointly led CSPPS/Cardiff Medical School, EPSRC-funded 'Science of Polymers' exhibition was opened by First Minister Carwyn Jones, attracting >21,000 visitors and widespread media coverage. CSPPS' 2014 'Science of Pollination' exhibition attracted similar interest and coverage. CSPPS Eisteddfod representation is gender-balanced and students supporting it receive engagement training beforehand.

CSPPS researchers, led by Prof Les Baillie, are working with the National Botanic Garden of Wales to identify plant-derived drugs which could treat antibiotic resistant hospital pathogens. The 'PharmaBees' are generating significant public interest in the School's research. Ticketed tours of CSPPS' rooftop hives, open to University staff and external visitors, are frequently over-subscribed. In 2014, Prof Arwyn Jones worked with Julian Rees from Pollen8 Cymru to expand the project's reach, inviting Welsh beekeepers to bring honey samples from around Wales to the Science and Technology Pavilion at the National Eisteddfod. CSPPS is now working with local businesses to increase the number of rooftop bee colonies and, with student enterprise, to market PharmaBees products.

Professor Anthony Campbell, CSPPS academic and pioneering bioluminescence researcher, created the Darwin Centre in Pembrokeshire to promote the public understanding of science. The Centre's current female director, Dr Valerie Morris, is a former CSPPS PhD student. The Centre's facilities include laboratory suites, seminar rooms and a library, and are used for hands-on public engagement with the research process, hosting 150 events each year. The Centre receives public and private grant income to support its activities, including a £32K Wellcome Trust grant.

CSPPS is an active contributor to Cardiff University's 'Step up to Science' widening access initiative, which supports pupils in schools with low HE progression rates. CSPPS' (Table 10).

The School's breast cancer research team promote public understanding of their work at science fairs and events run in partnership with cancer charities annually, including the University's Cancer Research Day and its 6th Form STEM day.

Two female academics lead on public engagement events in Neuroscience. Dr Emma Lane leads the 'Brain Games' (with the Schools of Psychology and Biosciences), now an annual event attracting >3,000 visitors, and member of the Neurosciences and Mental Health Research Institute's and Cardiff Institute of Tissue Engineering Research's public engagement committees.

Dr Jenna Bowen recently showcased Cotton Mouton Diagnostics, a spin-out company, in the Cardiff University Innovation Zone at BioWales 2016 and at VentureFest, a UK business/NHS collaboration, with BBC Wales TV and radio coverage of her CMD work.

Engagement and outreach activities are recognised within the School's and University's workload models.

[566]

Table 10: Cardiff University 'Step Up to Science' Scheme data for CSPPS - Participants' Undergraduate Study Intentions and Applications, 2010/1 to 2013/4

Cardiff University 'Step Up' Start Year (year 11)	Declared interest in Pharmacy as a degree subject	Male/ Female split	% Male	% Female	Declared interest in Pharmacy as a career	Male/ Female split	% Male	% Female	Applied to CSPPS via UCAS in year 13	Male/ Female split	% Male	% Female
2010-11 (2013 entry cohort)	186	59 / 127	31.72 %	68.28 %	50	19 / 31	38.00%	62.00%	20	9/11	45.00 %	55.00%
2011-12 (2014 entry cohort)	163	43 / 120	26.38 %	73.62 %	37	14 / 23	37.84%	62.16%	25	11/14	44.00 %	56.00%
2012-13 (2015 entry cohort)	178	59 / 119	33.15 %	66.85 %	38	19 / 19	50.00%	50.00%	12	6/6	50.00 %	50.00%
2013-14 (2016 entry cohort)	152	36 / 116	23.68 %	76.32 %	31	6/25	19.35%	80.65%	13	3/10	23.08 %	76.92%
2014-15 (2017 entry cohort)	No suitable data available (collection method changed)											

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case Study 1: Dr Emma Lane – Senior Lecturer



I was appointed to Lecturer position in August 2009 on an open-ended contract. I took 6 months maternity leave in December 2012 with a month of accrued annual leave, through into June 2013. I gave birth to my daughter in November 2015, returning to work after 8 months maternity leave and accrued annual leave in August 2016. Prior to both periods of maternity leave I was given permission to carry over additional unused annual leave from the preceding academic year (10 days instead of the normal 5) to enable me to take additional leave prior to my maternity leave. Maternity cover was put in place 1-2 months ahead of my departure onto maternity leave in both cases, with my teaching load passed fully to the cover. I retained responsibility for my research student but had support from a colleague to manage their day-to-day requirements.

I returned to work full-time, as did my husband and with no local family support our children are in paid child care full-time. After both periods of maternity leave I had return to work meetings with the Head or Deputy Head of School to discuss my working arrangements. I requested no concessions after my first return to work but after my second period of maternity leave I requested, and was given, 1 day a week working from home for 2 months to allow me time to concentrate on rebuilding my research activities.

With only my son at home I was able to work full-time sharing collection and drop-

off responsibilities with my husband. However, during my second period of maternity leave he took a job located in Bristol, therefore all childcare responsibilities have fallen to me. The School have allowed me to set my working hours as 08.30 to 16.00 which is within the working hours established within the school but allows me time to collect my children from nursery each day. My teaching timetable has been amended to accommodate this and late running assessments have back-ups to cover for my absence. I was also allocated 3 (instead of 4) final year project students as a concession to my return to work. The rescheduling of research seminars and setting of core hours has allowed me to manage my time effectively and still participate fully in the school.

Over this time I was also promoted to Senior Lecturer. This had been discussed at appraisals for the 2 preceding years and I was supported and mentored through the process by the current Head of School and former Director of Research. This was successful and I was promoted upon my return to work in August 2015. I contribute fully to school life and I have been supported in taking on the role of Director of Postgraduate Research Studies and am currently in a shadowing phase (due to take over in April 2016), am academic lead of the 3rd year of the MPharm programme and participate in the Programme Management Group, PDP development group and Assessment Steering Group.

[505 words]

Case Study 2: Dr Julia M. W. Gee – Senior Lecturer



I was first employed full-time by the School of Pharmacy in 2000, as part of the breast cancer research team funded by the Tenovus Charity, on a grade 8 research position. My daughter Olivia was 4 at the time, and a balance of family life and career sometimes meant that flexible working needed to be in place so that childcare could be arranged. My line manager encouraged me to make full use of the flexible working and I felt reassured that I could arrange my working timetable if needed so that I could keep this balance. Several years later, a series of life events meant that I was mainly responsible for devoting time to Olivia. Throughout this time, the School and my colleagues were supportive in me working more flexible hours, including working from home as necessary, and this was greatly appreciated.

When the Tenovus Charity core research programme funding ended in 2010, one of the funding options for more senior researchers like myself was applying for an

independent research fellowship. Breast Cancer Campaign's Fellowship programme was appropriate, but at that time, funding for such fellowship applications normally encompassed salary and consumables for the applicant and for a full-time technician to support the proposed research. Since I had already reached a more senior grade 8 level, the grant budget was such that my application required technical help to be secured through an additional funding stream. In support of my application, the Head of School agreed to pay for a 5-year contract for a technical member of staff from School funds to support my proposed research for the Fellowship's duration. Along with the leader of the research group, he also provided me with mentoring and valuable guidance. This meant that I was able to apply for, and was awarded, following competition, the externally-funded Fellowship. The School recognised my research capability and trajectory and my job title was changed to senior post-doctoral fellow and I also had a permanent contract. Importantly, my teaching responsibilities were kept to a minimum and were complementary to my research to maximise success of my Fellowship (including research student supervision).

Now the Fellowship has ended, the School has appointed me onto a standard academic contract (Teaching & Research) at Senior Lecturer level. The current Head of School is working with me to maximise my chances for promotional success to Reader. Areas in my CV for further strengthening are being identified, including through appraisal, and opportunities to achieve this are being identified. Thus, to more fully-embrace the teaching dimension of my post, I am being given opportunities to build relevant skills through training sessions (including for MPharm OSCE writing and examining). I am also being assigned teaching-associated tasks that are highly complementary to my research interests and skills, including as the Pharmacology discipline lead for final year MPharm undergraduate research projects and as part of the School's development team for a new cancer-related MSc course. I have also been able to attend courses helpful towards managing my research team, and am achieving further School responsibility through membership of a number of key School decision-making committees, notably the Athena SWAN Self-Assessment Team and the Equality & Diversity Committee, and as the School's Human Tissue Act Officer. I have also been able to contribute to School interview panels and was recently assigned as a mentor for a female postdoctoral researcher. I continue to feel supported both by my colleagues and the School to continue my career progression and achieve a healthy work-life balance.

[593]

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

The invigoration of equality and diversity activity following our 2013 Athena SWAN award has, relatively quickly, impacted on many spheres of School activity. We will now consolidate actions already in-hand and initiate new actions to extend our equality and diversity agenda's reach and impact.

We invested funding and effort in surveying staff and conducting focus groups to help us better understand CSPPS' challenges. This research informed prioritisation and highlighted areas for concentrated effort in our Action Plan:

- Notwithstanding the demographic challenge that affects academic pharmacy UK-wide, addressing CSPPS' shortage of senior women academics, notably at professorial level;
- Implementation of the University's new tariff-based workload model in 2016/17 will advance the equitable management of academic workload;
- Articulating discipline-sensitive and appropriate definitions of scholarship for T&S career pathways. Alongside equitable and transparent workload distribution, this will mitigate recognised barriers to career advancement; and
- Developing the School's professional service staff through management structures that provide leadership and an enabling framework for individual development and career progression.

We are proud of CSPPS' inclusive and supportive culture and ambitious to be recognised as an outstanding School in which to study or work, irrespective of gender, race, age, disability, marital status, sexual orientation or religion.

[199]

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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CSPPS' 2016 ATHENA SWAN ACTION PLAN

Action	Issue Identified	Action taken against 2013 Athena SWAN Plan & outcomes at April 2016	Actions required to address the issue	What success will look like	Person/team responsible for taking action	Timescale	Success measure	Priority
1. ATHENA SWAN PROCESS								
1.1	Need to strengthen annual review of Athena SWAN data	New	.1 Implement rolling School Athena SWAN process	Production and analysis of annual datasets which mirror Athena SWAN requirements for annual review.	School Manager, HR Advisor.	2016/7 Academic Session; recurrent	Data available for annual review by E&D Committee.	High
1.2		New	.2 Strengthen input from other School Committees by including Athena SWAN data review as a standing item.	Improved contextual information for identified trends.	Chairs of linked School Committees	2016/7 Academic Session; recurrent	Commentary submitted to E&D Committee in advance of rolling Athena SWAN reviews.	High
1.3		New	.3 Chair of E&D Committee to advise School Board and Head of School of progress and any actions required.	The School is evaluating its position regularly and taking corrective action in a timely way	Chair of E&D Committee, Head of School	2016/7 Academic Session; recurrent.	Report provided to School Board annually. Required actions are taken.	High

Action	Issue Identified	Action taken against 2013 Athena SWAN Plan & outcomes at April 2016	Actions required to address the issue	What success will look like	Person/team responsible for taking action	Timescale	Success measure	Priority
2. SUPPORT FOR STAFF								
2.1	CSPPS has no female professors, which is atypical for the sector and problematic for role modelling success to junior female colleagues. CSPPS needs to identify and attract suitable external candidates and to further develop the School's existing talent pool. Qualitative research with T&S Lecturers highlighted the need for further promotion mentoring and support. The SAT determined	New for 2016 plan	.1 Establish a search committee to identify appropriate external female professorial candidates and encourage applications.	CSPPS increases the number of professorial applications from suitably qualified women and is able to recruit women to available senior posts.	Head of School	Implement: August 2016 Impact evident: April 2020	<ul style="list-style-type: none"> The School has female staff in its professoriate. CSPPS' staff profile develops in line with sector norms. 	High
			.2 Match staff to pharmacy-specific role models, coaches and mentors, particularly women professors in other UK pharmacy schools.	Staff seeking promotion will have appropriate role models, mentoring and support.	Line Managers	December 2017	<ul style="list-style-type: none"> All staff who have expressed interest in mentoring have a suitable mentor. Increased academic promotion application rates/successes. 	High
			.3 Clarify the University's scholarship	Staff seeking promotion are clear about the	Head of School, Deputy Head of School	October 2017	Increased T&S promotion applications;	High

	this would be of benefit to all academic staff.		promotion criteria in a Pharmacy context.	activities which evidence the scholarship requirement.			improved success rates.	
2.2	Research pathway recruitment success rates are highly variable.	New for 2016 plan	.1 Aggregate data on the reasons why unsuccessful Research pathway job applications do not progress.	CSPPS has a clear understanding of why Research pathway recruitment decisions are made and whether its recruitment practices affect or bias outcomes.	Recruiters/ HR advisor	Implement by December 2016; evaluate annually.	Variability in the male/female success rates for Research pathway vacancies has been eliminated OR the reasons are understood and can be objectively justified.	Medium
			.2 Analyse Research pathway rejection data to identify the reasons for variable success rates.		Athena SWAN working group; Chair of E&D Committee	Implement by December 2016; evaluate annually.		Medium
2.3	CSPPS' Professional Services new joiners do not have a mentor to orient them to the University/role.	New for 2016 plan	.1 Assign a mentor for all new Professional Services joiners	New joiners are able to benefit from the experience and institutional knowledge of an appropriate, trained mentor.	Line Managers	December 2016	100% of new joiners have a mentor.	Medium

2.4	CSPPS does not collect data about leavers' destinations to determine whether career development is effective	New for 2016 plan	.1 Where possible, conduct exit interviews with leavers to track progression to more senior posts.	Comprehensive data for subsequent Athena Swan applications and areas of concern identified for school action.	Line Managers/ HR Advisor	December 2016	100% of leavers have been invited to undertake an exit interview with their line manager or the HR Advisor	Low
2.5	There is low uptake of staff development training by male staff generally and on particular pathways.	New for 2016 plan	.1 Ensure that male staff are taking up training that has been identified as necessary in their PDR plans.	Equitable and timely uptake of staff training and development by staff of both genders.	Line Managers/ Head of School/School Manager	April 2018 (for training identified in 2017 PDR round)	Male and female staff are undertaking training at similar rates and completing training identified in their PDR plans.	Medium
2.6	In response to the 2015 University staff survey only 43% agreed with 'I have the opportunity for career development within the University.' Satisfaction was particularly low in Research staff.	[AS2013: 4.5] This did not improve between 2011 and 2015, despite School efforts to reinforce appraisal/development reviews and promote staff development through an increased budget.	.1 Undertake qualitative research with Research staff to identify reasons for low satisfaction.	Action planning to address the issues of concern identified.	Head of School/ Deputy Head of School (academic staff) School Manager (Professional Services staff) Director of Research (research staff)	April 2017	Improved staff satisfaction (>50%) for this measure in the next University staff survey.	Medium

2.7	Some categories of academic and professional staff have historically not received PDRs within the University's recommended timescales.	New for 2016 plan	.1 Ensure that all CSPPS-employed staff receive an annual PDR to agreed timescales.	All staff are receiving an annual PDR with an appropriately trained manager and are clear about their objectives and training needs.	Line Managers/ Head of School/ School Manager.	April 2016; and recurrent.	100% of eligible staff have received PDR within agreed timescales and have been set clear (SMART) objectives.	High
			.2 Ensure PDR data and related performance-related award data are available by gender for analysis.		HR Advisor	July 2016	PDR data are provided in a format which allows for improved analysis.	Medium
			3. Improve line managers' attendance at PDR training.		Head of School/School Manager	December 2016	100% of line managers have undertaken appropriate PDR training.	High
2.8	The School workload tariff, developed for initial trial in 2011/12, will be superseded in 2016/7 by a new University workload model (WLM) and Tariff.	A School workload tariff was developed for initial trial in 2011/12, and has been used annually in PDRs to inform academic workload allocations since.	.1 CSPPS will implement the new University workload model (WLM) to ensure equitable allocation of work.	All academic staff activities are captured in WLM and used to inform equitable workload distribution, which is appropriate to career pathway, career stage and promotion criteria.	Line Managers/ Head of School/Deputy Head of School	October 2016	Visibility of staff contribution and equitable allocation of academic activity, evidenced through workload model data.	Medium
			.2 E&D Committee uses WLM		Chair of E&D Committee	July 2017	Workload allocations are analysed by	Medium

			data to evaluate equity of workload distribution				gender and, if possible, benchmarked against other CU Schools, to inform future allocations.	
2.9	The School needs to better support the career development needs of Professional Services staff.	New for 2016 plan	. 1 Develop a professional services structure for CSPPS which strengthens career progression routes and staff development.	CSPPS' professional services and support staff have clear progression pathways and opportunities to gain career-enhancing experience.	School Manager	New structure in place: October 2016 Evaluate progress: October 2018	Evidence of career development for CSPPS' professional services and support staff (secondment uptake, promotions).	High

Action	Issue Identified	Action taken against 2013 Athena SWAN Plan & outcomes at April 2016	Actions required to address the issue	What success will look like	Person/team responsible for taking action	Timescale	Success measure	Priority
3. SUPPORT FOR STUDENTS								
3.1	The foundation year programme is intended to widen access to the Pharmacy profession.	New for 2016 plan	.1 Review application trends for the foundation year programme once reinstated.	The foundation year programme is attracting a non-traditional cohort.	Senior Admissions Tutor	September 2017 & recurrent	Increased diversity in MPharm applications and conversions.	Medium
3.2	Pharmacy as a discipline has a significant female bias in its applications at undergraduate level.	New for 2016 plan	.1 Review undergraduate recruitment, school liaison and outreach activities to ensure male role models are utilised to address the underrepresentation of male applicants.	The School is actively promoting pharmacy careers to male candidates.	Senior Admissions Tutor	Initial review: September 2016 Improvement by: September 2018	Increase number of male staff & students participating in recruitment, schools liaison and outreach.	Medium
3.3	Male PGR applications are more likely to be speculative & poorly targeted, leading to gender disparity in registrations vs applications.	New for 2016 plan	.1 Strengthen data capture for PGR rejection reasons.	The School will have better data to inform future actions.	Director of PGR, PGR Administrator	September 2016, recurrent.	The gender profile of PGR registrations will reflect the profile of appropriately qualified applications.	Medium
			.2 Improve published information about research supervisors' research interests and availability.	The School will receive more appropriately targeted PGR applications.	Director of PGR/ Director of Research & Engagement.	December 2016		High

3.4	Continue to enhance support for students returning from an interruption of study related to parental leave and more on individual basis about individual needs	New for 2016 plan	.1 Offer a work-life mentor (staff or more senior student) to assist the student with adjustment to balancing study with family responsibilities.	All students returning from parental leave report high levels of satisfaction with support for return to study.	Personal Tutor	September 2017	High return, retention and programme completion levels for students returning from parental leave.	Medium
			.2 Ensure a student returning to a new study cohort has opportunities to meet with new peer group.		Programme leads	September 2017		Medium
			.3 Ensure a student returning to a new study cohort is put in touch with returning peers from same cohort, where applicable.		Personal Tutor	September 2017		Medium

Action	Issue Identified	Action taken against 2013 Athena SWAN Plan & outcomes at April 2016	Actions required to address the issue	What success will look like	Person/team responsible for taking action	Timescale	Success measure	Priority
4. SCHOOL CULTURE								
4.1	Not all of CSPPS' staff in recruiting roles (staff or students) have received unconscious bias training yet.	Ten staff have completed unconscious bias training (February 2016), but separate event needs to be convened for recruiters on the waiting list.	.1 Provide further unconscious bias training for student and staff recruiters	All Admissions Tutors and staff recruiters will have undertaken training	Head of School & Chair, Equality and Diversity Committee	December 2016, recurrent.	100% of recruiters will have received unconscious bias training, evidenced by a complete HR record	High
4.2	The percentage of female researchers on fixed term contracts is consistently higher than males when compared to CU and CU SET. The reasons for this are unclear.	New for 2016 plan	.1 Prepare an action plan based on findings of the qualitative research with Research pathway staff commissioned by CSPPS.	The reasons for CSPPS's unusual Research pathway gender split are understood; actions are planned to address the disparity.	Head of School, Chair, Equality and Diversity Committee & School Manager	July 2017	CSPPS's Research pathway gender split is consistent with, or moving towards, CU, CU SET and sector norms.	Medium
4.3	The 2015 University Staff Survey identified some career pathway and gender differences in satisfaction with	[AS2013: 5.8] The 2013 action plan recommended undertaking a School survey on work/life balance, though this was not progressed.	.1 Survey School staff about work/life balance and prevailing School culture.	Improved identification of those areas for future action. Action plan to address problem areas	Head of School Chair, Equality and Diversity Committee School Manager HR Advisor	University follow-up staff survey scheduled for March 2017. School Survey:	Scores for the work/life balance questions in the next University Staff Survey have improved since 2015 survey.	Medium

	work/life balance.	This action was superseded by the 2015 University staff survey, which identified improved satisfaction. We have not yet explored the reasons for this.		identified in the survey by July/September 2017		September 2017		
4.4	Improve timeliness of timetabling and departmental meeting scheduling to benefit all, but particularly to enable those with caring commitments to plan appropriate cover effectively.	[AS2013: 5.6] The School introduced core hours in 2013, which are used to schedule departmental meetings. The School also avoids scheduling departmental and key meetings in school holidays, wherever possible.	.1 Publish provisional timetable by end June annually.	Early notice of teaching commitments. Reduction in late adjustments to timetables.	Programme Leaders & School Manager	June 2016 and annually thereafter	Provisional timetable published by 30 June 2016	High
			.2 Publish schedule of School committee meetings by end July annually	Early notice of meeting commitments. Fewer meetings rescheduled.	Chairs of Committees & School Manager	July 2016 and annually thereafter	Provisional timetable of meetings published by 31 July 2016	High
4.5	There are still too few female Chairs and invited speakers for CSPPS' research seminar series.	New for 2016 plan	. 1 Increase the proportion of female speakers and Chairs for the research seminar series.	The School provides visible female role models for research staff.	Director of Research and Engagement/ School Engagement lead	Implement 2016/7; Evaluate 2017/8 Target met: July 2019	40% of research seminar series speakers and chairs are female	Medium
END OF ACTION PLAN/ATHENA SWAN SUBMISSION								