



Department Application Bronze and Silver Award

School of Dentistry
Cardiff University



Name of institution	Cardiff University
Department	School of Dentistry (DENTL)
Focus of department	STEMM
Date of application	November 2020
Award Level	Silver
Institution Athena SWAN award	Date: 2015 Level: Bronze
Contact for application Must be based in the department	Professor Rachel Waddington
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ABBREVIATIONS

ACRPH - Applied Clinical Research and Public Health Research Theme
 AS action 2015 – action from our 2015 application
 AS action 2020 - intended action in our 2020 action
 AS action impact – outcome from implementation of 2015 application
 BDS – Bachelor Dental Surgery
 BSc DTH – BSc Dental Therapy and Hygiene
 DENTL – University 5 letter acronym used for School of Dentistry
 DESI - Dental Education and Scholarship Innovation Theme
 DipHE – Diploma of Higher Education in Dental Hygiene
 DSC -Dental Schools Council
 ECR - Early Career Researcher
 EDI – Equality, Diversity and Inclusivity
 HoS – Head of School
 MMI – Multiple Mini Interview
 OBS – Oral and Biomedical Science Research Theme
 PDR – Personal Development Review (Appraisal)
 PGR – Postgraduate Research
 PGT – Postgraduate Taught T&S - Teaching and Scholarship
 PS - Professional Services
 REF – Research Excellence Framework
 SMART - Specific, Measurable, Agreed, Attainable and Achievable, Realistic and Resourced, Time-bound
 SWOT – Strengths, Weaknesses, Opportunities and Threats
 T&R - Teaching and Research

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



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10th November 2020

Ref: Athena Swan Silver Award submission

Dear Athena SWAN Members

The School of Dentistry was awarded the Athena SWAN Bronze Award in 2010, successfully renewing it in 2015. As the recently appointed Head of School, I am proud to give strong support to our application now for a Silver Award. I confirm the quantitative and qualitative data presented in this application is an honest and true representation of the School.

Although I only came to Cardiff University and stepped into post in August 2020, I have already witnessed first-hand the hugely positive effects of the Action Plan and feedback from the previous awards. The School has a receptive environment and we are putting plans around structures and policy into place that build on the good practices established by my predecessors. The action plan we have built and report here provide us with many of the steps to further realise the continued transformation in our culture. Having read the action points from our 2015 submission to renew Bronze I can see just how far we have come to embed those actions into our day-to-day activities and one of our headline achievements is that Dentistry at Cardiff University entered top 50 in the QS World University Rankings in 2019 and 2020

As Head of School of Dentistry, I serve as a leader to a team of Researchers, Clinicians, Educationalists, Professional Service Staff as well as clinical and non-clinical Students. These highly skilled individuals deserve to be in an equitable and happy environment for their wellbeing and my priority areas focus on pursuing a culture of equality, inclusivity and support to allow all of our staff and students to thrive and reach their potential.

One of these priority areas is addressing concerns of students around BAME issues, submitted in a letter stimulated by the terrible death of George Floyd. I have formed a group comprising volunteer Staff and Students to draw together, suggest and discuss actions we can take in the Dental School and Hospital to help us grow a culture that recognises our diversity positively with regard to race. The formation of this group plays a vital role in helping establish new norms and a fearless organisation that can look at itself critically. The previous AS Award and our ongoing activities in relation to females in academic environments have

helped us pave the way for much wider and bolder steps in ensuring that “racism has no place on our campuses” and has opened the door to us looking at fairness around other protected characteristics. This is in line with the future aspirations of AS.

I will personally be leading the School to deliver our AS Silver Award Action Plan. It is at the heart of our new School structure and processes. This will ensure that we progress towards achieving a culture and environment that has equal opportunities for all (Staff and Students) and where embracing diversity becomes core to our behaviours and inclusivity a natural part of our activities.

The award would endorse our progress and support us making bold moves forward.

Yours Sincerely,



Nicola P T Innes

PhD, BDS(Hons), BMSc, BSc, MFDS(RCS Eng), MFGDP(RCS Eng)
Head of School of Dentistry
Professor and Honorary Consultant, Paediatric Dentistry,
College of Biomedical and Life Sciences,
Cardiff University



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2. DESCRIPTION OF THE DEPARTMENT



AS ACTION IMPACT

Dentistry at Cardiff University entered top 50 in the QS World University Rankings in 2019 and 2020



- The School of Dentistry (DENTL) is one of seven academic schools within the College of Biomedical and Life Sciences, Cardiff University (**Figure 1**). Located on the University Hospital of Wales site, the estate provides for clinical teaching, social areas for students and staff and research laboratories.
- DENTL is the only Dental School in Wales, providing teaching excellence for ~450 clinical undergraduate students, to produce academically-minded dentists, dental hygienists and therapists (General Dental Council accredited) and postgraduate clinical speciality courses (~40 students) and non-clinical research-focused MSc and PhD courses (~28 students; census data 2019).

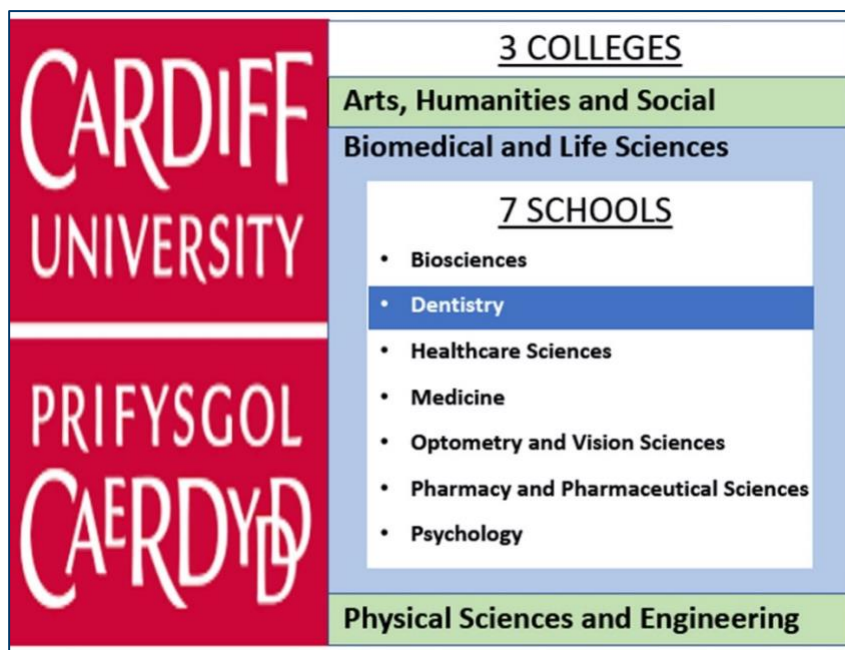


Figure 1: Integration of the School of Dentistry into the Cardiff University organisational structure.

Our Vision

The School vision, published in 2018 (**Figure 2**), placed Athena SWAN principles at its heart. The School made a commitment to “provide a supportive environment for all staff to achieve their potential, recognising the role they play in the School and support them in taking ownership of their career.”

Figure 2: Extracted pages taken from the School vision statement 2018-2021, prepared by the Senior Management Committee and circulated to all staff.



School of Dentistry
Ysgol Deintyddiaeth

Our Mission

Our mission is to provide an environment for students, scientists, clinicians and professionals to excel in world-class research, education and clinical care.

Our Vision

Focussing on excellence, we will deliver a high quality innovative curriculum to develop reflective health care professionals for the multi-disciplinary dental team and engage in high quality, translational and impactful research underpinned by fundamental sciences. We will deliver high quality patient care in a professional, friendly and supportive environment and continually engage with the NHS, local communities, government and industry to advance innovation in research and clinical education.

Our Ambition

- To be consistently in the top 5 Dental Schools in the UK for education and research as measured by the Times and Guardian Good University Guides
- Deliver world leading impactful research in oral and translational clinical sciences, as measured by the publication of internationally excellent research outputs and research impact cases

- Deliver innovative and inspirational educational programmes for all our students
- Produce outstanding clinicians and researchers to improve the oral health of the people of Cardiff, Wales, the UK and globally
- Provide a supportive and dynamic environment for all our staff to realise their potential.




Vision | 2018 - 2021

Our Research



AS ACTION IMPACT

We rank 4th in REF (UoA Allied Health Professions); 94% of research papers judged 3/4*; DENTL impact was deemed 'outstanding' for reach and significance.*

- DENTL'S organisational structure (**Figure 3**), contains 2 research-focused divisional themes for Applied Clinical Research & Public Health and Oral and Biomedical Sciences, with further research groupings within these. The REF acknowledged our research as impactful and internationally recognised. Research aims to improve patient outcomes, community safety and health; recognising global societal inequalities and quality-of-life issues for an ageing population.

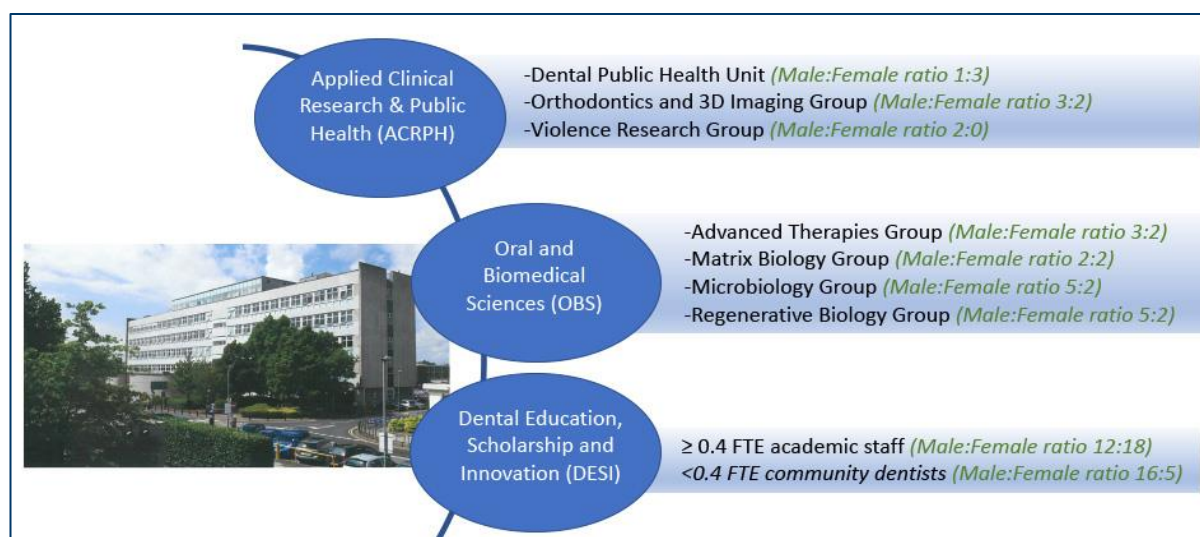


Figure 3: Divisional structure for the School of Dentistry. Research Themes of ACRPH and OBS are divided into further research groups. Also provided are staff numbers and Male:Female ratios as of October 2019.

Education

- Dental Education, Scholarship and Innovation represents a divisional theme (**Figure 3**) that shapes our educational programmes, embedding principles of professionalism, equality and teamwork, whilst training students to deliver the highest possible patient care. DESI includes local community practice dentists who also deliver a 0.1-0.4FTE academic contract within the School.

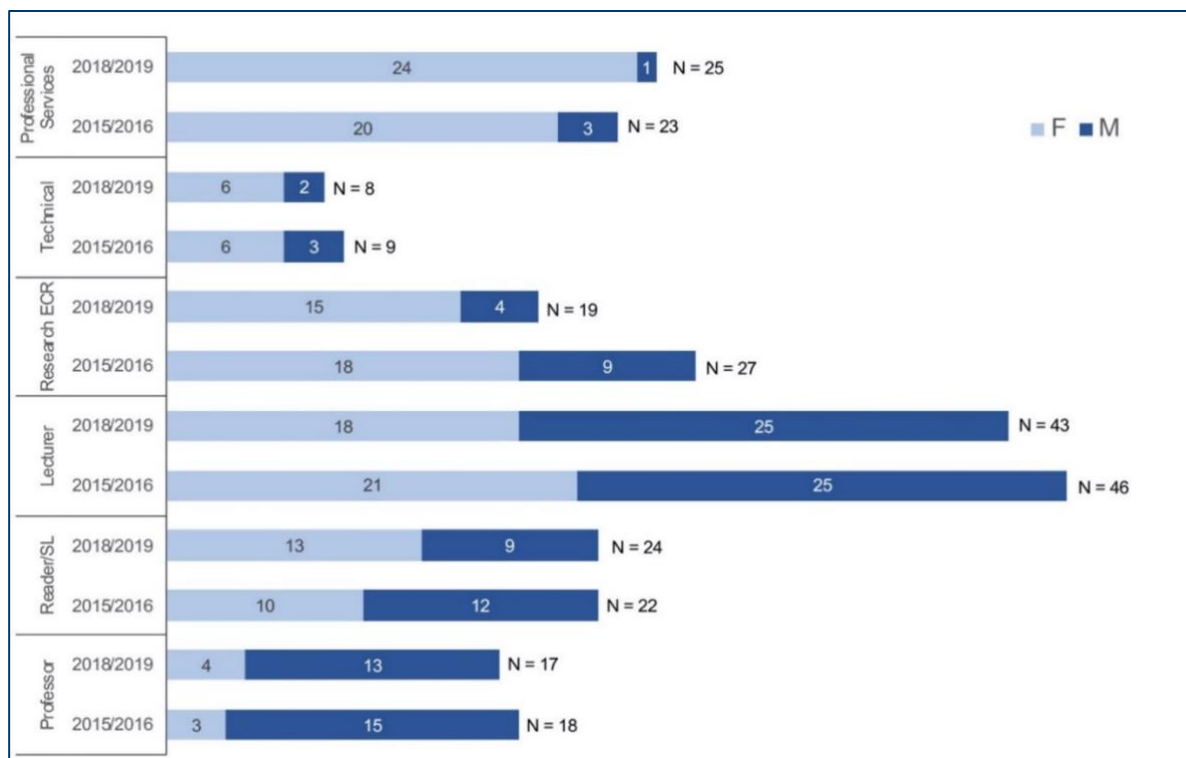


AS ACTION IMPACT

Cardiff was placed number one UK Dental School in the Times 2016 Good University Guide and has achieved a top 5 position in university guides for 4 of the past 6 years

Staff profile

- DENTL currently has 84 academic staff (77% with clinical contracts), 27 research-only staff, 9 technical and 25 professional services (PS) staff (**Figure 4**).



	Professor		Reader / SL		Lecturer		Research		Technician		PS Staff	
	M	F	M	F	M	F	M	F	M	F	M	F
2018/19	76%	24%	46%	54%	58%	42%	21%	79%	25%	75%	4%	96%
2015/16	83%	17%	55%	45%	54%	46%	33%	67%	33%	67%	13%	87%

Figure 4: Changes in staff headcount between academic years 2015/16 and 2018/2019.

- A School priority has been to address under-representation of females at higher academic grades, with some successes noted in increasing female applications for recruitment and promotion which we partially attribute to Athena SWAN actions 2015 (see thematic workstream 3 for action details).



AS ACTION IMPACT

Since 2015/2016 we have increased the proportion of female Senior Lecturer / Readers from 45% to 55% and female Professors from 17% to 24%.

Our Organisation

- The School Management Committee (**Figure 5**) defines school strategy, with 15 additional School decision-making committees managing research and education. Committee membership is gender-balanced and provides inclusivity and representation for all staff and students. Females chair 38% of all DENTL committees (see section 5.4(iii)).

Senior Executive Committee			
Head of School	Deputy Head of School	Clinical Director	School Manager
Prof Alastair Sloan	Prof Barbara Chadwick	Prof Ivor Chestnutt	Ms Riah-Jayne Jones
Director for Education and Students Prof Barbara Chadwick		Director for Research Prof Daniel Aeschlimann	
Director for Undergraduate Studies Dr Robert McAndrew		Director for International Prof Bing Song	
Director for Assessment Dr Charlotte Emanuel		Lead for Research Impact Dr Elaine Fergusson	
Director for Postgraduate Studies Prof Ivor Chestnutt		Lead for Health and Safety Dr M Wilson	
Research Theme leads Prof David Williams, Prof Simon Moore, Dr Robert McAndrew			
Dental Clinical Board Members Cardiff and Vale NHS Trust Prof Ivor Chestnutt (Clinical Director) Ms Hayley Dixon (Dir. Clinical Operations)			
Male:Female ratio 7:7			
Figure 5: Senior management committee structure for the School of Dentistry. Within this committee, the Senior Executive Committee sits as the lead team and meets weekly. Professor Alastair Sloan was Head of School at our Census date October 2019. He left in January 2020 and Professors Barbara Chadwick and Ivor Chestnutt became Joint acting Heads of School until the external appointment of Professor Nicola Innes, August 2020. (Note in calculating Male:Female ratios staff members with multiple roles on the committee are counted once)			

- New line-management structures have been implemented for academic (**Figure 6**) and PS staff (**Figure 7**). Staff line-manage fewer staff, providing better 1:1 support for all staff.

AS ACTION IMPACT



Reorganising committee and line-management structures has resulted in more personalised support, increasing leadership opportunities for female staff, supporting an upward trajectory in developing career pathways. The reorganisation has also allowed more female staff to assume management / leadership roles.

Senior Management Group	
Head of School	Prof Alastair Sloan
Oral and Biomedical Sciences (OBS)	
Lead	Prof David Williams
Advance Therapies Group	Prof David Thomas
Matrix Biology and Tissue Repair	Prof Daniel Aeschlimann
Microbial Diseases	Prof David Williams
Oral Medicine, Surgery, Pathology	Prof Michael Lewis
Regenerative Biology	Prof Rachel Waddington
Applied Clinical Research & Public Health (ACRPH)	
Lead	Prof Simon Moore
Violence Research Group	Prof Simon Moore
Public Health research Group	Prof Ivor Chestnutt
Orthodontics and 3D Imaging Group	Prof Stephen Richmond
Dental Education, Scholarship & Innovation (DESI)	
Lead	Dr Robert McAndrew
Orthodontics / Paediatrics	Ms Shannu Bhatia
Educational Innovation	Dr Ilona Johnson
Restorative and primary Care 1	Ms Grace Kelly
Restorative and primary Care 2	Dr Leili Sadaghiani
Restorative and primary Care 3	Mr Richard Jones
Restorative and primary Care 4	Ms Carolann Beck
Restorative and primary Care 5	Dr Matthew Locke
Restorative and primary Care 6	Prof Morgana Vianna
Restorative and primary Care 7	Mr Paul Milward
Dental Therapy and Hygiene	Ms Jane Davies
Figure 6: Academic line management structure. 18 line-management groups fall within each of the divisional themes of OBS, ACRPH or DESI.	
Male:Female ratio 12:8	

Dental Professional Services Lead	Ms Riah-Jayne Jones
Senior Management Support Team	Ms Cath Roberts
Educational Support team	Ms Fiona Kiely
Finance and Research Team	Ms Amanda Smith
Technical Services Team	Dr Fiona Gagg
Clinical Photography	Mr Sam Evans
Figure 7: Professional Services line-management structure in DENTL.	
Male:Female ratio 1:5	

3. THE SELF-ASSESSMENT PROCESS

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

- Following our AS 2015 submission, the SAT was reconfigured to become the EDI committee, with a membership selecting individuals who provided roles within the School that would contribute to the delivery of our action plan. The committee met bimonthly, chaired by the HoS, Professor Mike Lewis. Implementation of our action plan was complete in 2017, which coincided with the tenure completion of Professor Lewis as HoS to be succeeded by Professor Alastair Sloan. The EDI committee re-evolved into the SAT, in preparation for 2019 submission (later delayed 12 months due to Advance HE AS charter review) and met bimonthly with meetings focused around a specific thematic area within our 2015 action plan; providing for a more in-depth discussion to identify strengths and necessary changes to achieve the desired action outcome.
- Membership was revised to reflect change in function. A female senior member of staff was appointed Chair, with the HoS appointing himself as deputy chair and a committee was identified with a reaffirmed strong remit commitment to:-
 - ✓ promote and encourage all staff development opportunities (celebrating excellence, academic promotion, staff training and mentoring) and to advance gender parity in career development;
 - ✓ develop and promote a culture of dignity, courtesy and respect;
 - ✓ promote a sustainable work-life balance within the School;
 - ✓ support and promote equality diversity and inclusivity and eliminate all forms of discrimination.
- Representation included all School divisional leads and academic staff whose role related to recruitment, assessment, teaching across the pre-clinical and clinical courses, disability and wellbeing. 50% committee membership came from PS staff (contributing to school management, policy discussion and practice), and ECRs and PG and UG students.
- While the SAT may appear large for a small School, our approach was to garner views and ideas from a diverse staff group with respect to staff grade, age and experience. 5 members of the committee were also members of the SAT for the AS 2015 submission, providing continuity.
- The SAT reported to the School Board, (which involves representation of all School committee chairs) and presented progress updates to Senior Management Committee; providing further feedback and discussion.

(ii) an account of the self-assessment process

- Our self-assessment process takes into account much prior work by the DENTL EDI committee, evaluating quantitative monitoring data collected over 2015-2019 and debating feedback from culture surveys and SWOT analyses from focus group discussions, to ascertain our success measures, identify challenges and lay the foundations of the 2020 AS actions; all in supporting our School mission for promoting a working culture where all staff, regardless of grade can achieve their maximum potential.
- In November 2019, Prof Sloan announced that he was leaving the School in January 2020. Professors Barbara Chadwick and Ivor Chesnutt (SAT member) became joint acting HoS. Professor Nicola Innes (previously Dundee Dental School) was appointed April 2020, to be the second female HoS in the School's history and immediately engaged with DENTL AS activities, officially starting in August 2020.
- Despite Covid-19 disruptions, a small working party group (denoted * in **Table 1** and including Professor Innes from July 2020) was formed by Professor Waddington and through regular virtual meetings critically discussed and evaluated the application, and engaged constructive decision making to finalise our 2020 action plan.

Collection of baseline data

- Quantitative staff data has been collected from Central University HR data and confirmed against our own School held data (census date October 2019). Dentistry is a specialised and small discipline, where UK demographic data indicate significant changes in the role of the Clinical Academic towards a greater focus on teaching. A report published in 2018 by the Dental Schools Council (DSC) has produced survey data of dental clinical academic staffing levels in the UK. Recognising that over 70% of our academic staff are clinical academics, we have benchmarked our academic staff data against national trends emerging from the DSC data.
- Student data was obtained from HESA and UCAS annual reports collected by the University and aligned against Russell group average data for STEM subjects.
- Links are maintained with the University via Karen Harvey-Cooke (responsible for staff EDI), the College via Kathryn Davies (responsible for College EDI).

Staff and student experience data

- Cardiff University conducts annual staff surveys from which DENTL receive data for its staff (2017-2019 response rates 80-54%). To obtain a comprehensive picture across the School DENTL conducted simultaneous culture surveys which asked questions to facilitate monitoring of HR operations and wellbeing of DENTL staff. Actions from this were implemented, complementing our 2015 actions and we present findings from this work in section 5.4(i). We also considered it important to place the survey information into context and held a series of focus group discussions with staff around the themes of staff training and ECR support and the HoS held monthly “open door” mornings.
- Student experience data is derived from our NSS, PRES and PTES surveys, module evaluations and reports from student-staff consultative committees, supported by student representation of the SAT committee.

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

- Our DENTL SAT is transforming into the EDI committee and will continue to meet bi-monthly. Membership will be reviewed to recruit individuals best placed to facilitate our 2020 AS action plan. Professor Innes, as new HoS, is currently developing new senior management roles and reporting structures in consultation with staff. Role descriptions indicate that staff and student wellbeing and staff development for career development are core criteria.

AS ACTION 2020



*In October 2019 DENTL made a new appointment for a senior management role of **Director of Staff and Student Matters (DoSSM)**, a School level role that sits on the Senior Management Committee and School Executive Group to advance a strategy for staff and student support and wellbeing (action 5.1).*

- From our 2020 AS actions the equality assessments for student recruitment, workload modelling, teaching and research, and decision-making committees will allow us to monitor the male/female balance across the School's areas of activity.
- We will continue to work with the College EDI team to implement initiative arising through work being undertaken at University and College level.

4. A PICTURE OF THE DEPARTMENT

4.1. Student data

The School offers three undergraduate courses:-

- Bachelor in Dental Surgery (BDS); 5 year or 6 year including foundation year
- Dental Therapy and Hygiene (DTH BSc); 3 years
- Dental Hygiene (DipHE); 2 years

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

- o Cardiff is one of only six UK Dental Schools to offer a foundation-entry course (BDS 6Yr). As overall dental student numbers are capped, the BDS 6Yr course admits 1-2 students per annum, thus preventing accurate analysis of data for bias.
- o Reflecting high applicant numbers for few places nationally, only 2% of BDS 6Yr applicants receive offers (**Figure 9**). Since 2015/2016, 3 female students have enrolled and received BDS awards via this route.

(ii) Numbers of undergraduate students by gender

UG Course Applications

AS COMPLETED ACTION 2015

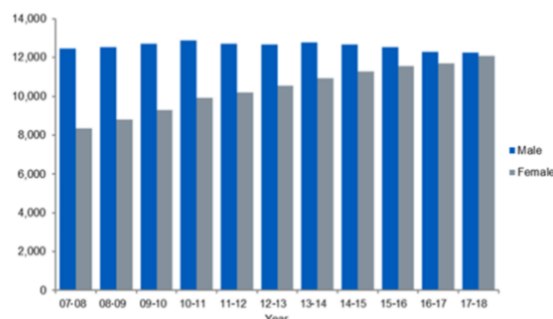


School web pages and marketing brochures were considerably revised and are now gender-balanced for images and quotations. We ensure a balance of male and female staff and UG students attending open days.

- o Our actions support national concerted efforts of the Dental profession in promoting the attractiveness of dentistry for women, including flexible working options. The number of women in dentistry has increased nationally (**Figure 8**), improving the visibility of female role models.
- o DENTL data shows steady increases in female applicants for the BDS course (**Figure 9**). The Undergraduate BDS programme currently attracts ~63% female applicants, aligning to the Russell Group norm (65% female for BDS courses).

What's the picture of dentistry today?

The number of women working in NHS dentistry is steadily rising - in England, females now make up nearly half of the NHS dentist workforce:



Source: NHS Digital - NHS Dental Statistics for England 2017-18 (Figure 8c)

Figure 8: Upwardly changing profile of females entering dentistry as a career. Data published on British Dental Association website <https://bda.org/womenindentistry> indicate that almost 50% of practicing dentists are female in 2017-18, which compares with 39% in 2007-08.

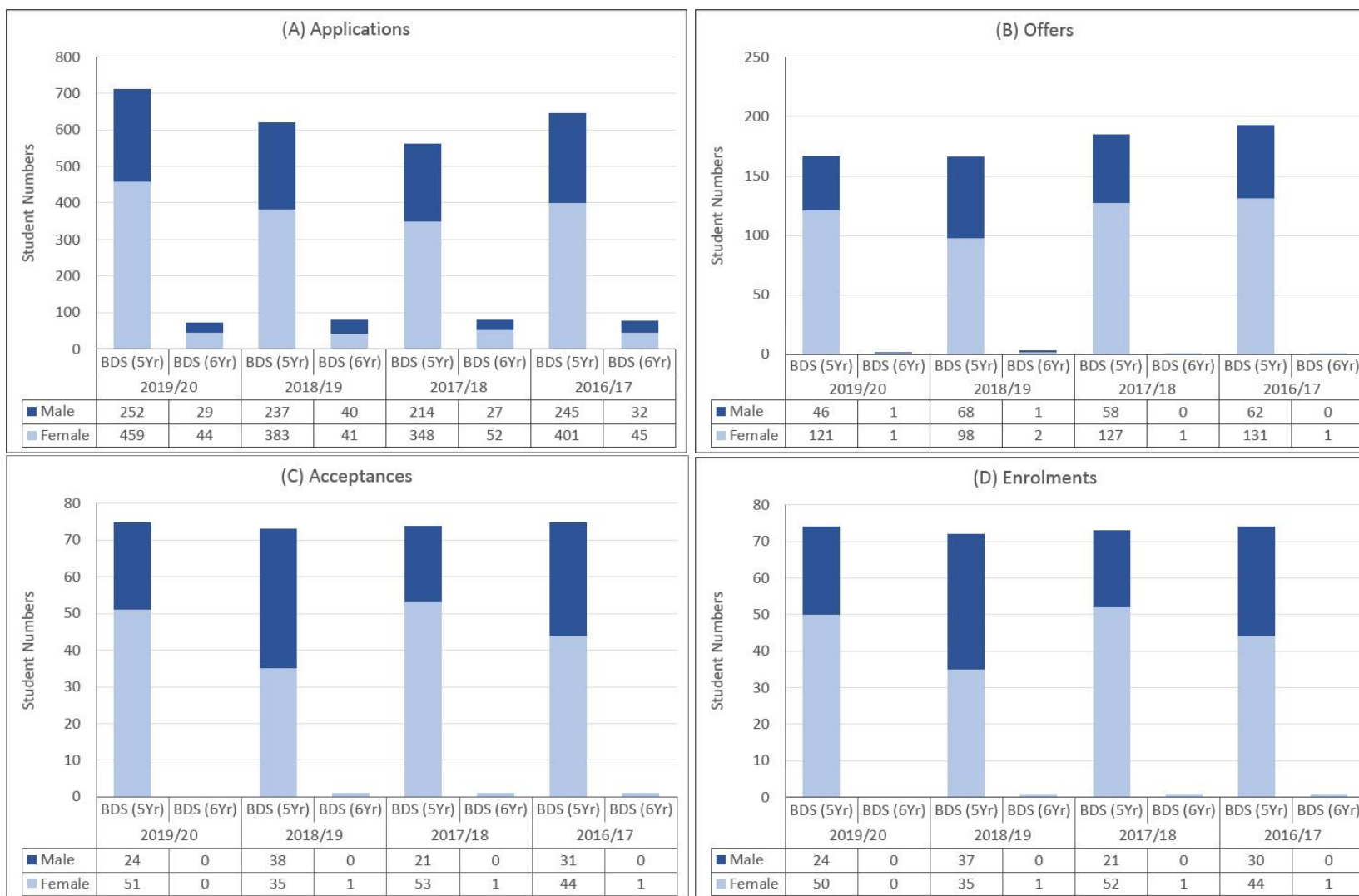


Figure 9: Gender distribution for applications, offers made, firm acceptances and enrolment onto Dentistry BDS Course. Data is separated for students applying for the traditional 5-year and the 6-year BDS course with foundation year (to improve access to those from less traditional backgrounds).

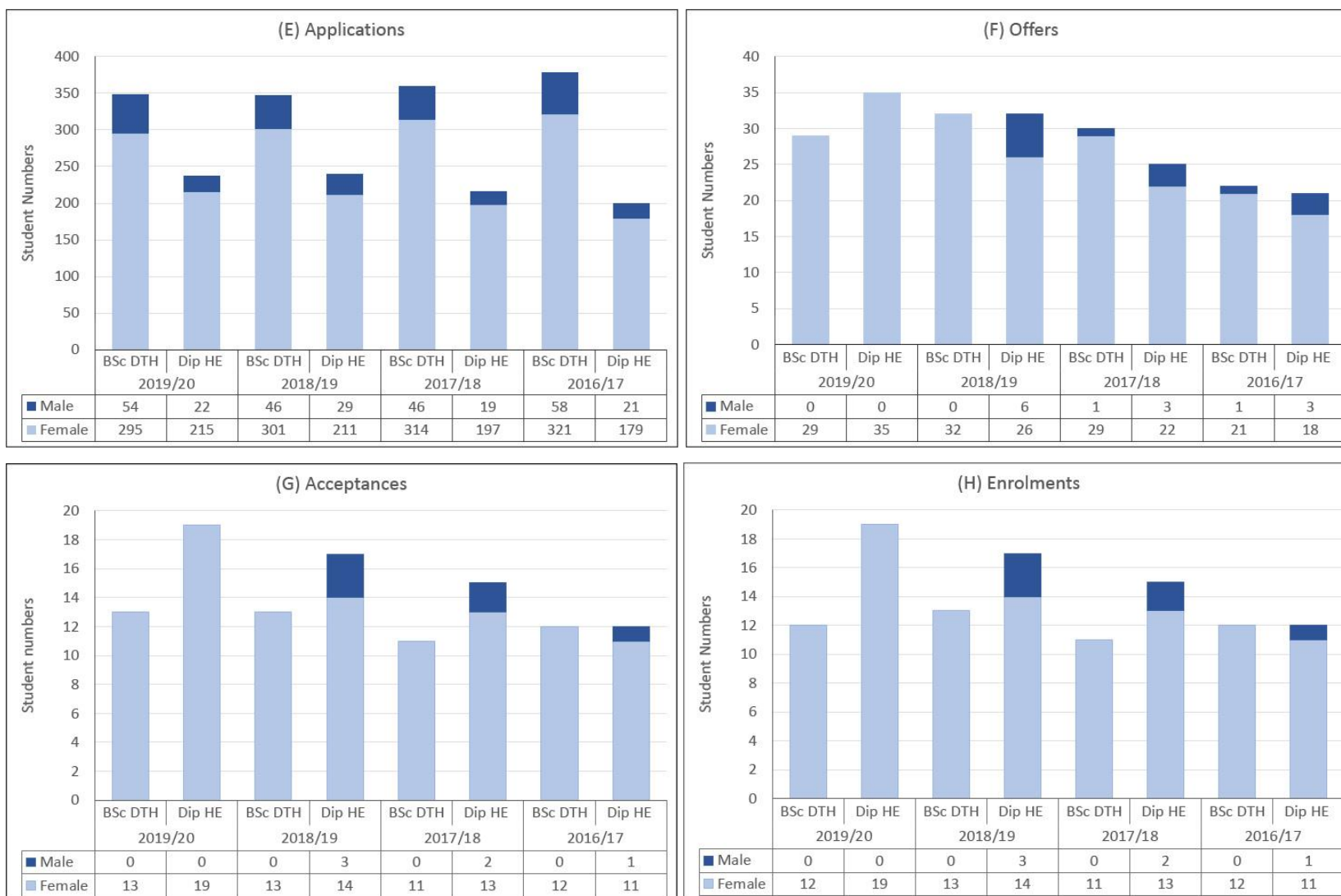


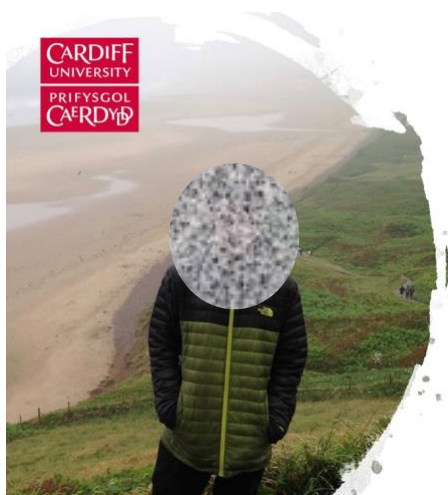
Figure 10: Gender distribution for applications, offers made, firm acceptances and enrolment onto the BSc Dental Therapy and Hygiene and DipHE Dental Hygiene courses.

- Historically conceived to provide career progression opportunities for Dental Nurses and Hygienists (predominantly female workforce), the BSc DTH degree programme still attracts disproportionate numbers of female applications (**Figure 10**). This is in line with the sector norm, although it is our aspiration to reduce this imbalance.



AS COMPLETED ACTION 2015

The School has collated male and female case studies for marketing of BSc DTH and DipHE courses to demonstrate that cultivating a diverse student-body enriches the student experience. We continue to promote male role models to achieve an impact for this action.



"Coming to Cardiff University to study Dental Therapy & Hygiene has been an amazing experience. The city itself is big and has loads to do but still manages to maintain a homely feel.

Starting clinics early in the course and working independently under the supervision of a clinical tutor really enabled my confidence to grow quickly and something that I am continually thankful for."

Cardiff University.
Dental Therapy & Hygiene Student

UG Applications Process



AS COMPLETED ACTION 2015

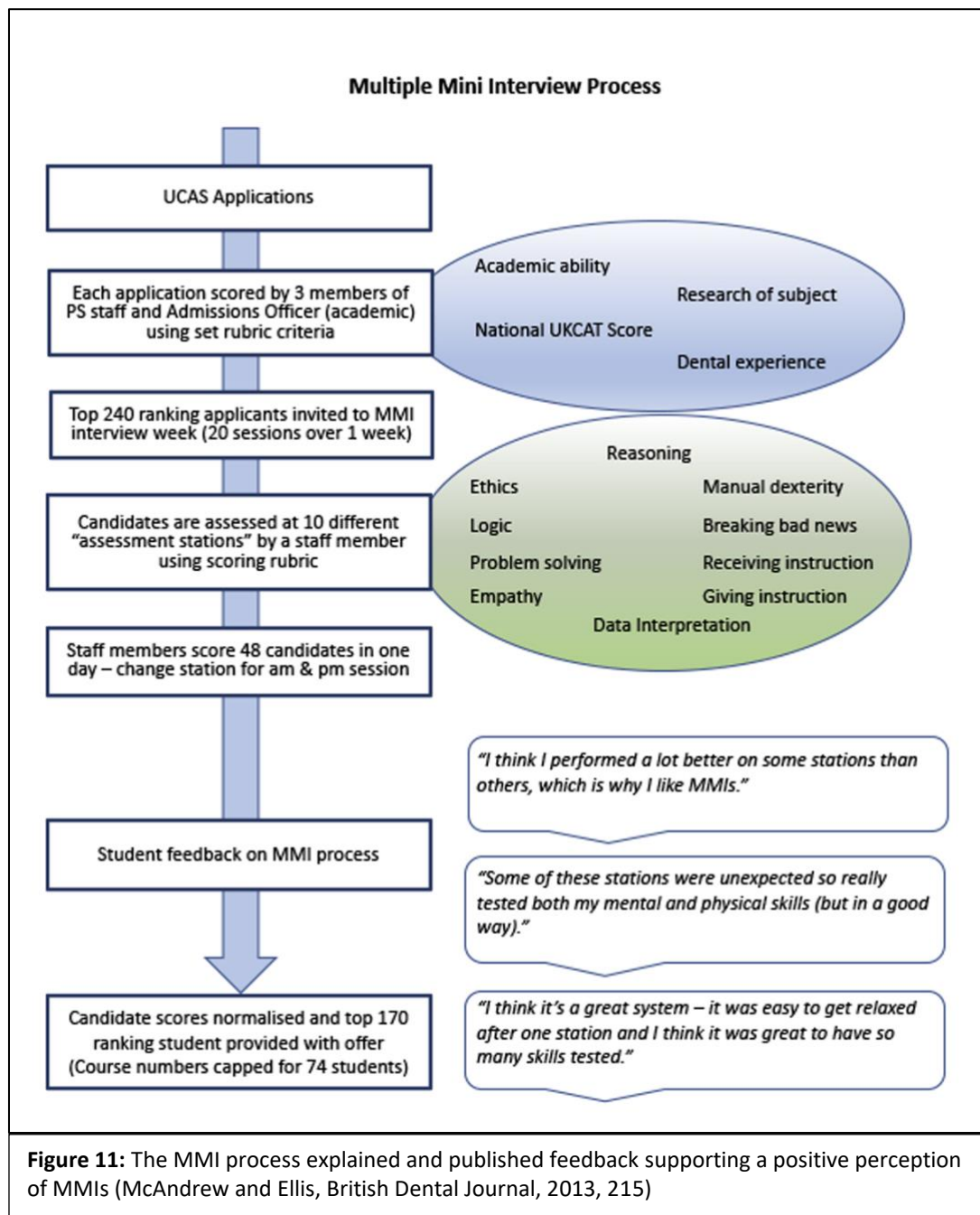
DENTL continues to analyse and develop its Multiple Mini Interviews (MMIs) interview process. Best practice has been disseminated to other Schools via publications and national / international conferences.

- In 2011, DENTL pioneered MMIs which are used to select BDS and DTH students, assessing generic suitability to become an excellent healthcare professional (**Figure11**).
- Ten assessment stations generate scoring data by 10 different staff members. The School has recruited a psychometrician who quantifies differences between staff assessors and normalises scoring data; finalising a process designed to significantly reduce selection bias.
- We ensure a gender-balanced profile for staff perform assessments. All undertake unconscious bias training. Interviewers include non-clinical academics and PS staff who provide semi-lay assessments, enhancing selection processes. Staff see no applicant information, including socio-economic background.
- Qualitative and quantitative feedback indicates that candidates perceive a fair process (**Figure 11**).



AS ACTION IMPACT

MMIs are now established in 14/16 Dental Schools and many Medical Schools in UK



- Analysis of the admission pipeline (**Table 2**) indicates:-
 - no gender bias for applicants subsequently receiving offers;
 - for applicants receiving an offer, more males convert to a firm conditional offer.
We are gathering applicant feedback at MMI interview days to identify reasons.
 - ~62% of students enrolling are female.

Table 2: Progression of female and male applicants between entry years 2016/2017 and 2019/2020.

		BDS	BSc DTH	DipHE
% Applications received	Male	38±1.6%	14±1.2%	10±1.4%
	Female	62±1.6%	86±1.2%	90±1.4%
% Applications receiving an offer	Male	22±4.4%	0.75±1.0%	8±8.2%
	Female	27±3.6%	8.5±1.7%	12±2.6%
% Offers accepted by student	Male	48±3.9%	0	36±29.6%
	Female	38±3.9%	45±8%	57±3.6%
% Offers enrolling	Male	99±1.2%	0	100
	Female	99±1.2%	98±4%	100

Student Mentoring During Enrolment

- Undergraduate DENTL students enjoy volunteering as student mentors (**Figure 12**), with their success recognised via University student life awards.

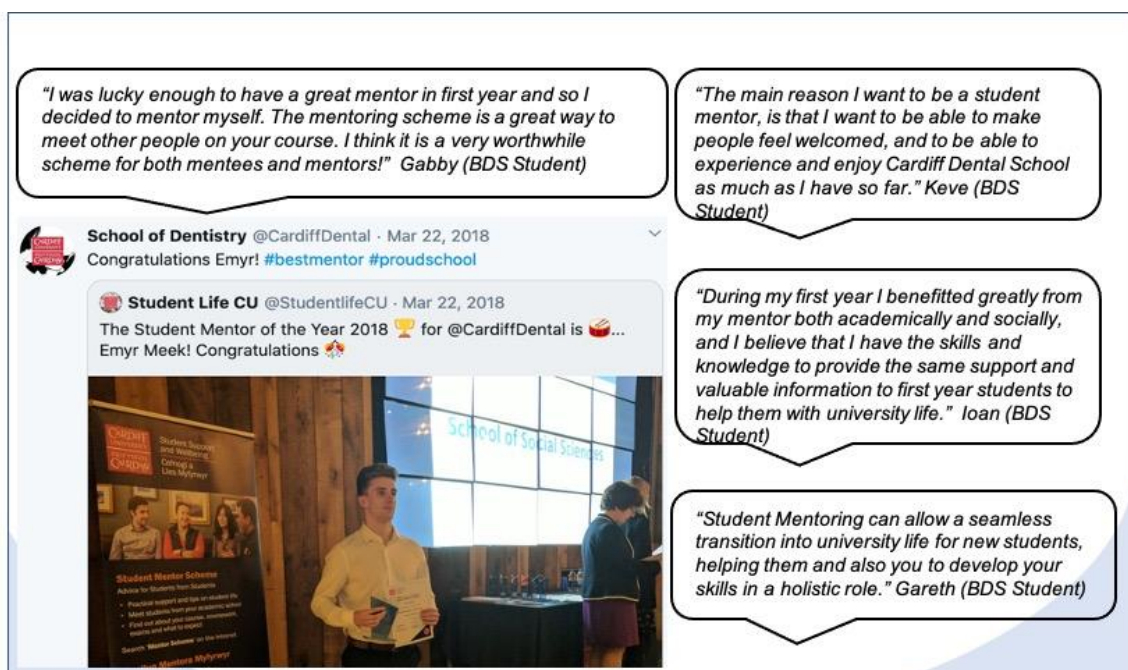


Figure 12: Successes for the student mentor experiences, supporting 1st year students

Degree Attainment by Gender

- Our BDS degrees are classified through the 1st-3rd class honours scheme; thus data is benchmarked against Russell Group averages for STEM subjects and not with other dental schools who use different degree classification scales.
- When employing traditional good honours indicators, 80% female BDS and BSc DTH students consistently achieve either a 1st or 2(i), performing better than the RG average of 67% (**Table 3; Figures 13 & 14**).
- 59% of male students achieve good honours grades (RG average of 55%).



AS COMPLETED Action 2015

DENTL has recruited a psychometrician who analyses all assessment data, including standard setting data, aspects relating to gender imbalance and suitability of questions for providing discrimination.

- Psychometric analysis of assessment data has ensured there is no gender discrimination in marking, particularly for assessments that cannot be submitted anonymously.

Table 3: Percentage degree classification for female and male graduates at DENTL compared to Russell Group average (RG AV) for STEM subjects

	Gender	18/19 BDS	17/18 BDS	16/17 BDS	15/16 BDS	18/19 DTH	17/18 DTH	16/17 DTH	15/16 DTH	4-year Av (BDS & DTH)	RG Av
1st	Male	0%	22%	0%	7.5%	-	0%	0%	0%	7%	23%
	Female	12%	35%	7.5%	6%	55%	44%	62.5%	20%	21%	27%
2(i)	Male	40%	59%	68%	40%	-	0%	100%	100%	51%	37%
	Female	65%	51%	70%	64%	18%	56%	37.5%	80%	60%	40%
2(ii)	Male	56%	19%	29%	50%	-	100%	0%	0%	39%	39%
	Female	23%	14%	20%	25%	27%	0%	0%	0%	19%	28%
3rd	Male	4%	0%	3%	2.5%	-	0%	0%	0%	2%	0%
	Female	0%	0%	2.5%	6%	0%	0%	0%	0%	1%	5%
Year cohort (N)	Male	35	27	34	40	0	1	1	1	139	-
	Female	52	49	40	36	11	9	8	5	210	-

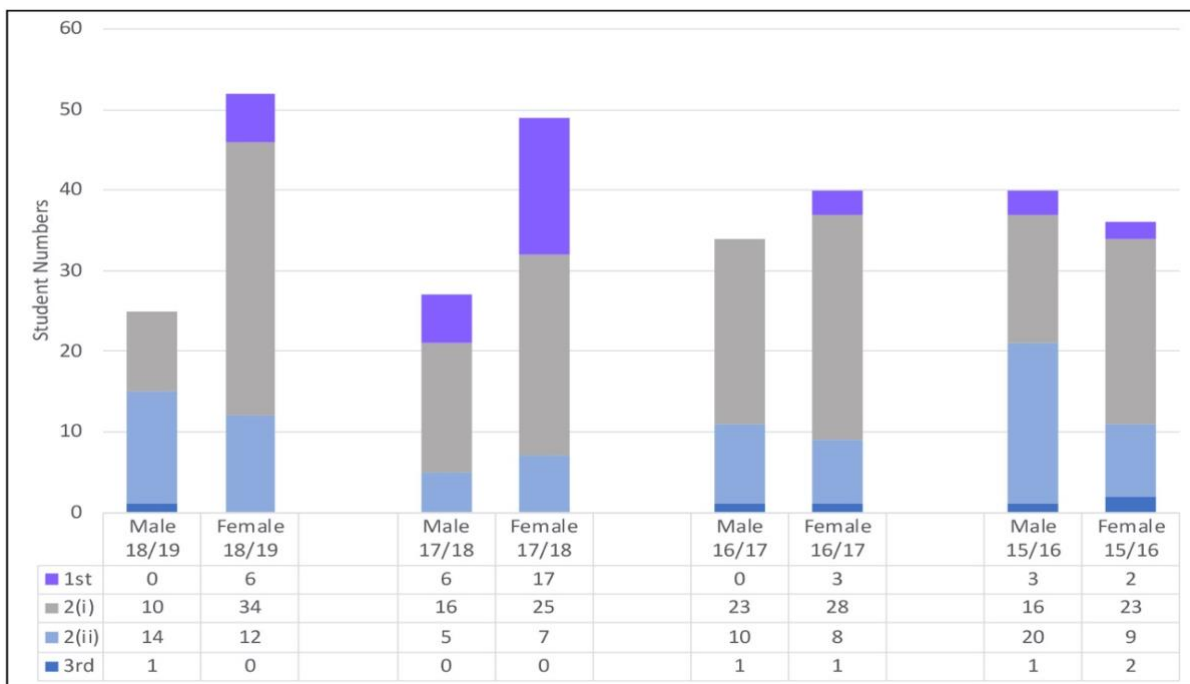


Figure 13: Degree classification data by gender for students graduating with BDS Dental Surgery.

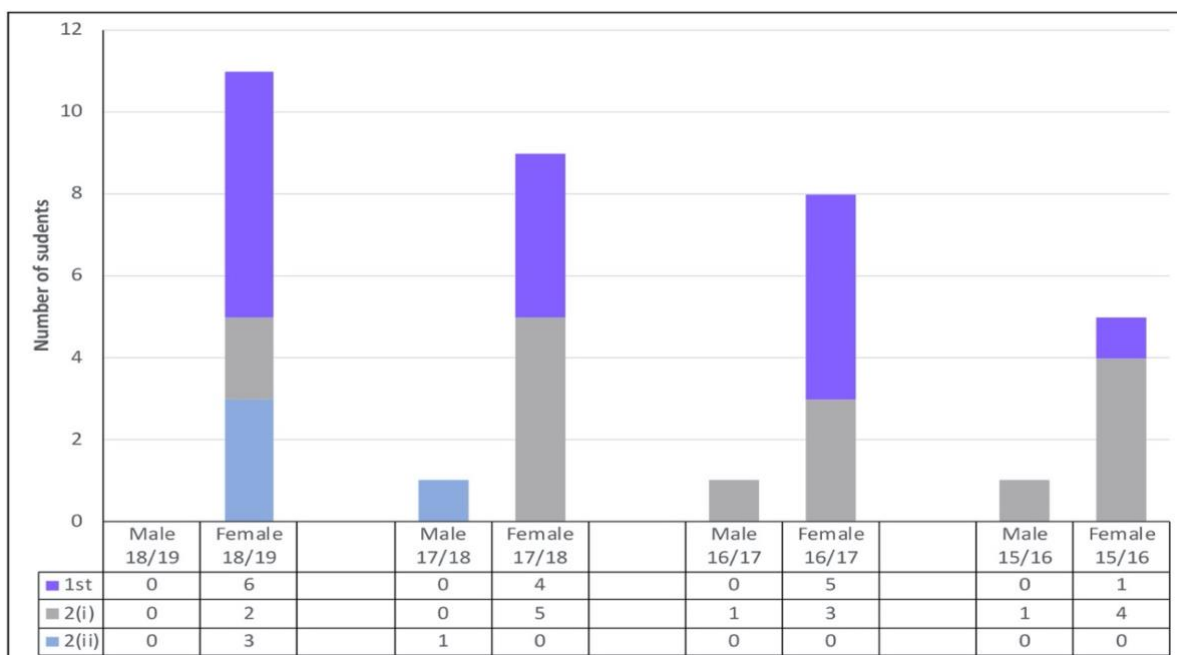


Figure 14: Degree classification awards by gender for students graduating with BSc Dental Therapy and Hygiene. Note the small student cohort.

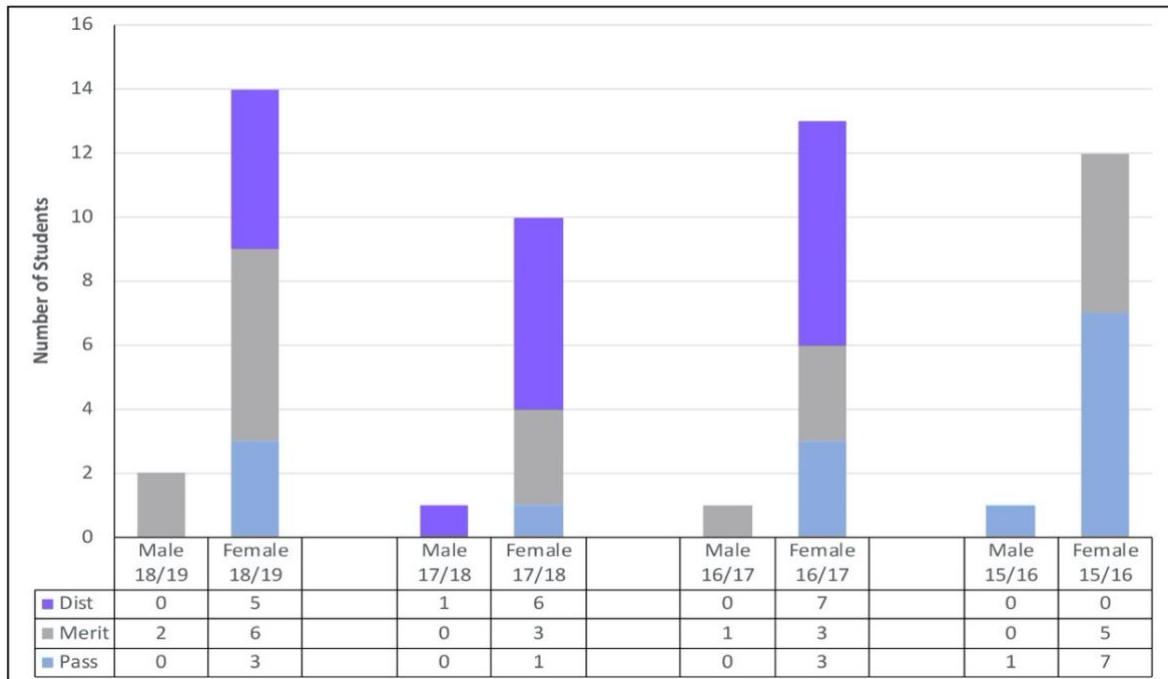


Figure 15: Award classification by gender for students graduating with Diploma in Dental Hygiene. Note the small student cohort.

- We note that, with the exception of 17/18, students achieving first-class honours degree is significantly below the RG average. Performance of male students is also highly variable. This may be because our degree award assesses both academic ability and core clinical competencies. Anecdotal evidence from teaching staff has suggested that students who excel academically do not always excel in clinical competencies and *vice versa*.

AS ACTION 2020



We will perform psychometric analyses on students' performance across the individual assessment components of the programme to test the assumption that the need to achieve core clinical skills development can impact on students' ability to achieve the highest degree classifications. We will then introduce supportive actions to help all student achieve their full potential (action 3.2).

Student Prizes

- We celebrate outstanding academic and clinical achievement by awarding various undergraduate prizes. Despite more females achieving good honours degrees, there is no apparent bias in the award of prizes.

Table 4: Distribution of prizes awards to undergraduate students made between 2015/2016 and 2018/2019. Prizes can be shared between equally deserving students.

Prize name	Male	Female
ABAOMS Dental Undergraduate Essay Prize	2	-
Alumni Prize	1	-
Andrew Gerard Memorial clinical Prize	-	4
Arshad Ali Prize in Restorative Dentistry	2	1
Pitt Ford Prize in Endodontology	2	2
Bruce Hunter Prize in Paediatric Dentistry	-	4
Cardiff Outreach Prize for Dentistry	3	-
Cecil Berg Prize in Prosthodontics	2	1
Coltene Whaledent Prize in Restorative Dentistry	2	2
Franklyn Williams Final Year Project Prize	4	-
Freda Berg Prize for Oral Biology	1	3
Janetta Cohen Prize for Physiology	2	2
John Miller Prize for conservative Dentistry	2	3
Louis Cohen Prize for Anatomy	1	1
Margaret Probert Final Year Project Prize	-	4
Percival Probert Prize for best finals performance	2	3
Rita Cohen Prize for Biochemistry	-	4
Trevor Tranter Prize for Dental Materials	1	3
University Undergraduate Scholarships	1	1
Wystan Peach Prize in Restorative Dentistry	1	1
Y Geg Prize in Oral surgery	3	-
Total awards	32	39



Student graduate celebrations (top).

Staff attending graduation ceremony to help in the celebrations (bottom).

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

- DENTL provides 5 clinical and 2 non-clinical PGT courses, that attract predominantly international students (**Table 5**).
- Our 2015/2016 application data reported only 28% female applications. At the time we attributed this to international cultural differences presenting dentistry as a male dominated subject.



AS COMPLETED ACTION 2015

In 2017, DENTL completely reviewed its publicity material, depicting both male and female students in images and gender-neutral language.



- Following revision of marketing material for non-clinical courses, we observe a significant increase in females (now 79% and predominantly International students) which we have attributed to the production of videos promoting these courses.
- A modest rise in females (40%) undertaking clinical courses is noted, but not an increase in female applications. Working with the University International office, we have received feedback that female students also find it harder to be approved for International government sponsorship for clinical courses.



AS ACTION 2020

Encouraged by successes for advertising non-clinical PGT courses, DENTL will continue to produce promotional videos for our clinical courses that support career progression of both male and female students. We will continue to work with the University International office to disseminate this information and attempt to achieve a mind-set change.

We will review the interview process for all PGT courses to confirm a non-biased interview process and investigate the potential of an application mentoring service (action 3.2).

Table 5: Applications, registrations and degree awards by gender to PGT courses. N/A – confident information not available. Dark grey coloured squares – degrees not completed. Note that over 96% of our students are successful in achieving a degree award.

		2018/2019		2017/2018		2016/2017		2016/2015	
		Male	Female	Male	Female	Male	Female	Male	Female
MClin Dent (Endodontics) 3 year clinical	Applications	35	17	20	19	29	18	N/A	N/A
	Recruited	2	1	1	3	2	2	4	1
	Awarded					2	2	4	1
MClin Dent (Prosthodontics) 3 year clinical	Applications	41	17	18	9	30	16	N/A	N/A
	Recruited	0	4	3	1	2	2	3	1
	Awarded					1	2	3	1
MScD Orthodontics 3 year clinical	Applications	20	21	20	23	32	26	N/A	N/A
	Recruited	0	3	2	1	0	3	2	2
	Awarded					0	3	2	2
MSc Implantology 2 year clinical	Applications	24	17	17	17	16	13	N/A	N/A
	Recruited	3	1	2	2	5	1	1	0
	Awarded			2	2	5	1	1	0
PG Diploma Implantology 1 year clinical	Applications	5	1	5	3	4	1	N/A	N/A
	Recruited	1	1	4	0	0	0	4	0
	Awarded			Transfer to MSc		0	0	4	0
MSc Tissue Engineering 1 year pre-clinical	Applications	18	34	18	20	23	18	N/A	N/A
	Recruited	1	8	4	8	6	6	5	2
	Awarded	0	8	3	8	6	6	4	1
MSc Oral Biology 1 year pre-clinical	Applications	12	28	15	19	Course not available			
	Recruited	1	5	0	1				
	Awarded	1	4	0	1				
Total	Applications	155	135	113	110	139	97	N/A	N/A
	Recruited	12	19	16	16	15	14	19	6
	Awarded					14	14	18	5

(iv) Numbers of men and women on postgraduate research degrees

- ~50% of PGRs are clinically-qualified international students undertaking biologically-focused projects, reflecting our research base.
- We noted that international dentists applied for the MSc Tissue Engineering as a 1+3 PhD entry route, but were challenged by the course when learning alongside students from other STEM subjects. In 2017, we launched the MSc Oral Biology, to provide a course tailoring STEM teaching from a BDS degree foundation.
- We have revised all marketing literature to promote a gender-balance and inclusive research environment.
- There is a balance of male and female applications, but a disproportionate number of females recruited, reflecting the UK-wide picture for a higher proportion of females undertaking PhDs.
- As a commitment for fairness and equality in our admission process, we now require all applicants at interview to make a presentation entitled “Why would I be a good research student?” to assess emergent researcher skills. The interview panel contains at least one experienced academic researcher outside the proposed supervisory team and at least one female.

AS ACTION 2020



We will monitor the effect of a more defined interview process through examiners' comments at degree outcome to ensure we are selecting the better suited student. However, we have noted that fewer students leave the programme after 1 year of study. We will also monitor to see if this action helps improve male success rates at interview (action 3.3).

- Students complete an exit survey that tracks next-destination and gathers feedback to improve student experience. Over 90% of international students return home and to academic careers. ~80% of UK/EU student's progress to postdoctoral positions in DENTL.

Table 6: Applications, registrations and awards by gender to PhD programmes of study.
N/A – confident information not available. Dark grey coloured squares - degrees not completed.
Numbers reflect funding availability. All students complete their degree within 4 years of study.

		2018/2019		2017/2018		2016/2017		2015/2016	
		Male	Female	Male	Female	Male	Female	Male	Female
PhD	Applications	22	22	N/A	N/A	25	28	N/A	N/A
	Recruited	1	4	1	2	0	4	4	5
	Awarded					0	4	4	5

(v) Progression pipeline between undergraduate and postgraduate student levels

- As a vocational course, BDS graduates register with the GDC, but are required to complete a National Dental Foundation Training (DFT) year in a primary or secondary care setting, prior to practicing independently. Placements are appointed centrally by the NHS.
- To increase competitiveness of our students, we have:-
 - ✓ introduced careers talks by external representatives (**Figure 16**)
 - ✓ mock interviews
 - ✓ implemented a reflective e-portfolio, collating evidence to support DFT applications;
 - ✓ funded students to present their final year projects for UK conference prizes or as journal publications.



Figure 16: Foundation training activities offered to students both within DENTL and externally.

- 100% of our BDS graduates gain DFT training placements.
- Two BDS graduates (2015-2019) have returned for PGT or PGR courses for clinical specialisation and researcher training, laying the foundation for academic career.

4.2. Academic and research staff data

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

AS COMPLETED ACTION 2015



DENTL has completed the actions aimed at encouraging female recruitment through advertising using gender-neutral language and promoting family friendly policies; ensuring gender-balanced recruitment panels; supporting staff career development from induction and mentoring for promotion (detailed section 5).

- 77% of academic staff have clinical contracts, commensurate with high levels of clinical teaching/patient supervision required. We therefore benchmark our data against the Dental Schools Council “Survey of Dental Clinical Academic Staffing Levels”, 2018 (<https://www.dentalschoolscouncil.ac.uk/wp-content/uploads/2018/08/clinical-academic-survey-dental-2018.pdf>) (DSC survey).

Academic Pipeline

AS ACTION IMPACT



Enacting our action plan has helped increase the proportion of females in senior academic positions with proportion of female professors increasing from 17% to 24% and Senior Lecturer/Reader from 45% to 54%.

- Our staff profile still highlights gender imbalances at Professorial level; mirroring the UK academic sector. Encouragingly, DENTL female Professors has increased, reflecting 1 female Professor leaving (Professor Treasure) and promotion of two female Clinical Professors (**Figure 17**).

AS COMPLETED Action 2015



As a priority, DENTL implemented a large number of actions to increase support for staff training, career development and promotion - extending from newly appointed lecturers and throughout the academic career pathway (Thematic workstream 1).

- During 2006-2009, DENTL recruited 12(8F:4M) clinical academics with 50:50 contracts to provided UG teaching and pursue PhD study (7 via Walport clinical research fellowship scheme) (see case study B). Eight (7F) are still with the School and 2 (1F:1M) have achieved promotion to Reader.

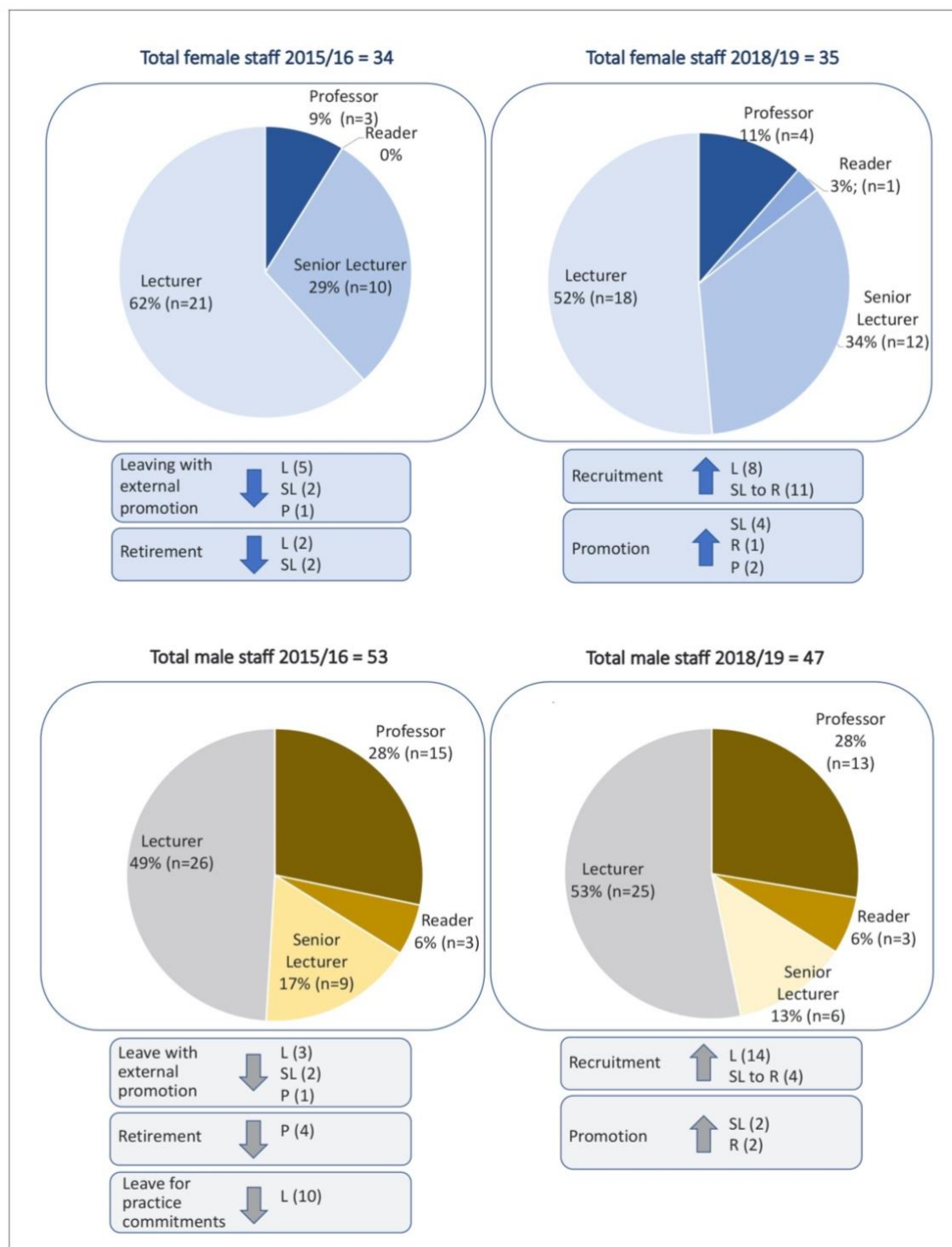


Figure 17: Graphical representation of staff pipeline data demonstrating a rise in the numbers of female academics moving to senior academic grades of Professor and Reader. The academic profile for male staff has remained fairly static. Also provided is the movement of staff “in and out” of the academic grades (Note: Data include 3 male Professors who retired during 2018/2019 but are also included in staff headcount. Following 2019/2020 promotions 1 male Reader is now promoted to professor and 1 female SL is now promoted to Reader. This data is not included as all promotion not yet announced for this academic year).

Professorial Academic Staff

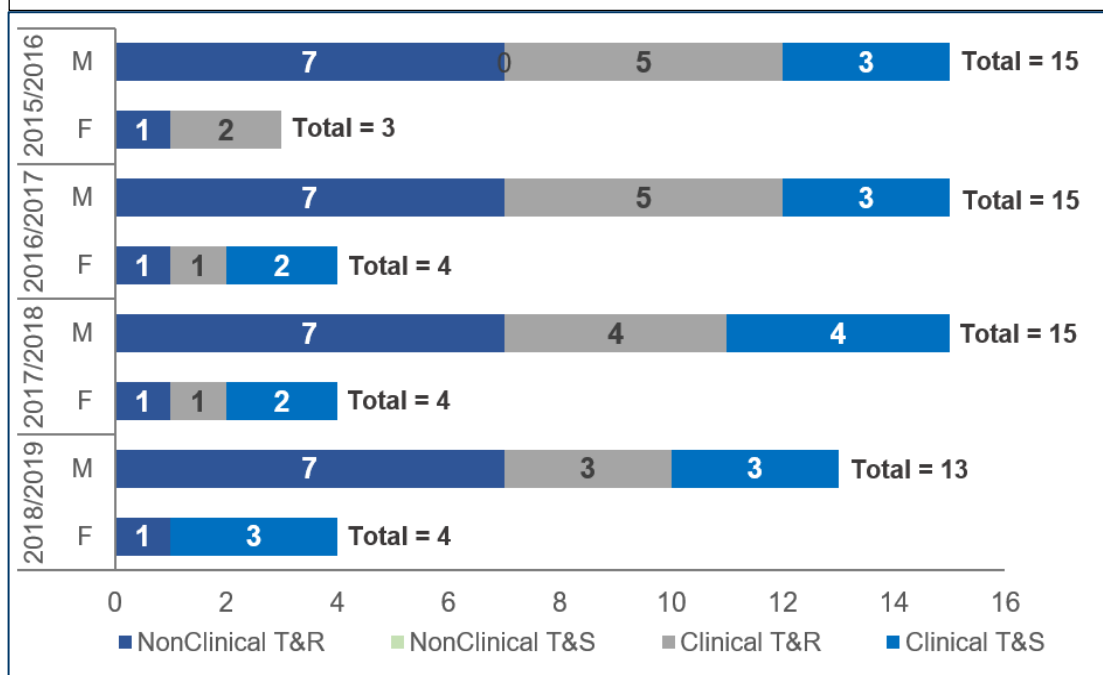
- The percentage of female Professors in DENTL has increased to 21%. The DSC survey also reports National increases in female Professors (22% in 2017) (**Figure 18**).
- Five male Professors have retired over the last 18 months. Representing a small pool of global talent presents challenges for recruitment of clinical academics with specialist training (also reported in the DSC survey). Thus, each position is advertised to enable appointments from SL to Professor, depending on experience; with a view that DENTL is able to support subsequent career progression. DENTL also implemented successional planning to provide support and mentoring/shadowing opportunities for staff to develop necessary skills and experience to apply for these vacated positions.



AS ACTION IMPACT

Our career support has enabled appointment of 2 females clinical academics to professorial grade as internal candidates for externally advertised posts.

Figure 18: Headcount for Professor by career contract type and gender.



Professor								
	2018/2019		2017/2018		2016/2017		2015/2016	
	M	F	M	F	M	F	M	F
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Non-clinical T&R	7	1	7	1	7	1	7	1
Non-clinical T&S	-	-	-	-	-	-	-	-
Clinical T&R	3	-	4	1	5	1	5	2
Clinical T&S	3	3	4	2	3	2	3	-
Total	15 (79%)	4 (21%)	15 (79%)	4 (21%)	15 (79%)	4 (21%)	15 (83%)	3 (17%)

Mid-Career Academic Staff

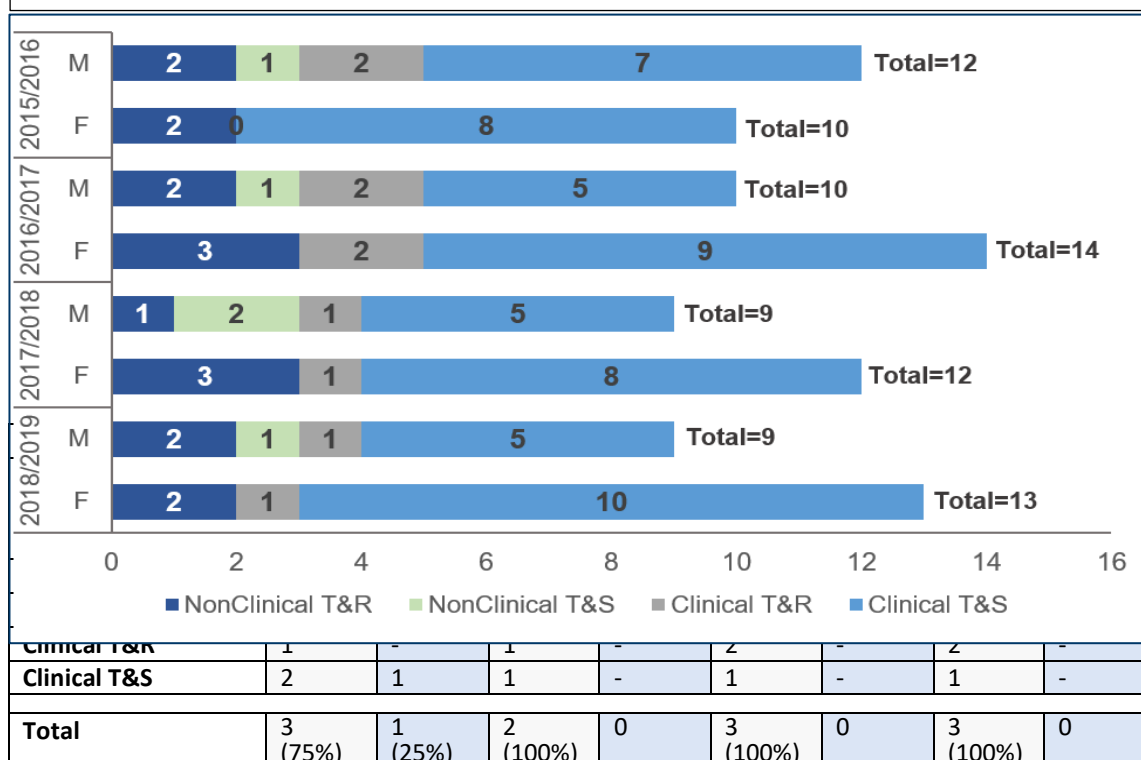
- The proportions of female Senior Lecturers have increased; now representing 67% of staff at this grade. This net value accounts for 1 female and 2 male promoted to Reader and 4 females promoted from Lecturer (**Figure 19**).
- The DSC survey reports a national average of 42% females at this grade.



AS ACTION IMPACT

Our increase in female SL demonstrates effectiveness for the implementation of AS 2015 actions to increase attractiveness of academic positions for women and supporting promotion opportunities.

Figure 19: Head count for Reader and Senior Lecturer by career contract type and gender

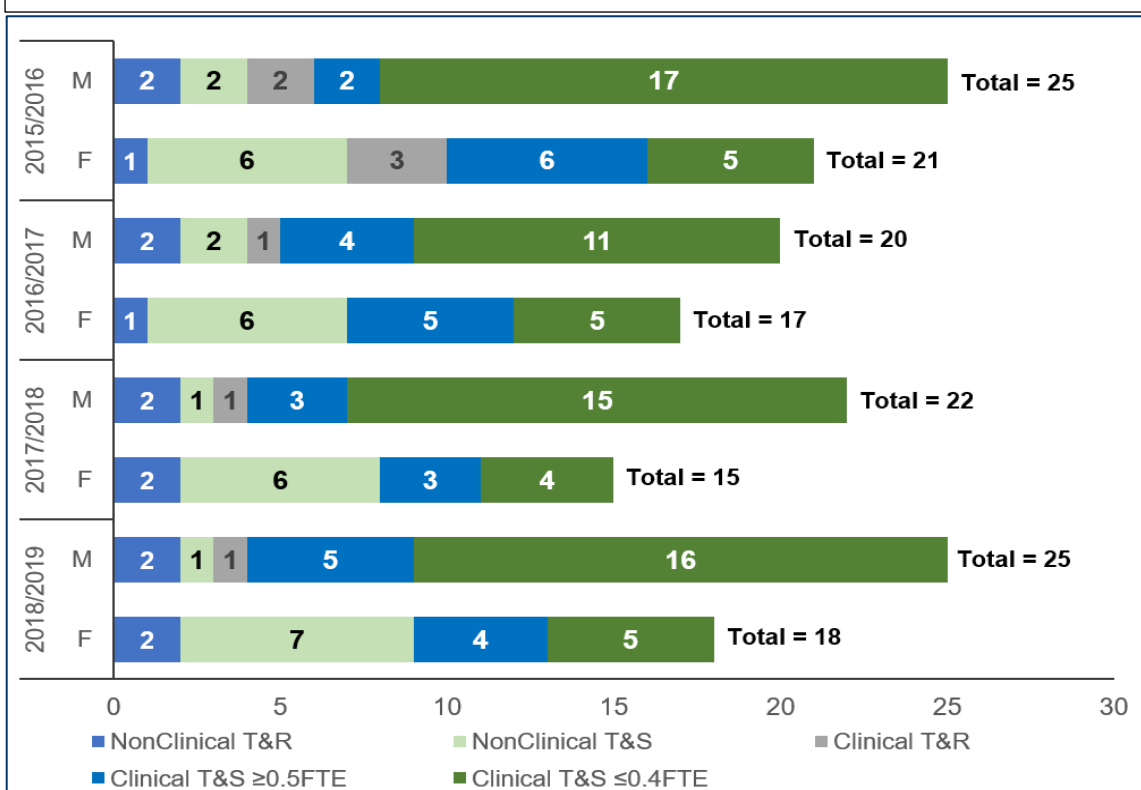


Senior Lecturer								
	2018/2019		2017/2018		2016/2017		2015/2015	
	M	F	M	F	M	F	M	F
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Non-clinical T&R	2	2	1	3	2	3	2	2
Non-clinical T&S	1	-	2	-	1	-	1	-
Clinical T&R	-	1	-	1	-	2	-	-
Clinical T&S	3	9	4	8	4	9	6	8
Total	6 (33%)	12 (67%)	7 (37%)	12 (63%)	7 (33%)	14 (67%)	9 (47%)	10 (53%)

Lecturers

- Lecturers currently include 21 clinical staff holding 0.1-0.4FTE contracts, who also work in general dental practice or community dental practice, and are important for transitioning clinical teaching into dental practice, where most graduates are employed (cumulative staff group 4FTE; **Figure 20**). 75% are male, but 60% are longstanding staff members with open-ended contracts and former Cardiff graduates.
- A decrease in female clinical Lecturers contracted ≥ 0.5 FTE is noted (9F 2015/2016 to 4F 2018/2019). This is due to 4 female Lecturers achieving promotion. Two females moved to new institutions, and our exit surveys reports this is to positions providing career grade promotion and/or includes an institutional allocated NHS clinical training post (limited number available per institution) to continue specialist training.

Figure 20: Headcount for Lecturer by career contract and gender



Lecturer								
	2018/2019		2017/2018		2016/2017		2015/2015	
	M	F	M	F	M	F	M	F
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Non-clinical T&R	2	2	2	2	2	1	2	1
Non-clinical T&S	1	7	1	6	2	6	2	6
Clinical T&R	1	-	1	-	1	-	2	3
Clinical T&S ≥ 0.5 FTE	5	4	3	3	4	5	2	6
Clinical T&S ≤ 0.4 FTE	16	5	15	4	11	5	17	5
Total	25 (58%)	18 (42%)	22 (59%)	15 (41%)	20 (54%)	17 (46%)	25 (54%)	21 (46%)

- DENTL has 12 Lecturers on non-clinical grades (75% female). This includes 6 females responsible for BSc DTH and DipHE teaching; reflecting that recruitment is against a historical female vocational background. This is difficult to address until greater numbers of appropriately qualified males move into the workforce.



AS ACTION 2020

We will continue to address gender imbalance in the academic staff by supporting career development to enable staff to achieve their full potential as per our commitment in our School vision statement (focus of thematic action workstream 1).

SILVER APPLICATIONS ONLY

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

- We have no staff on zero hours contracts.
- We have no academic staff on fixed-term contracts.

Research-only Staff

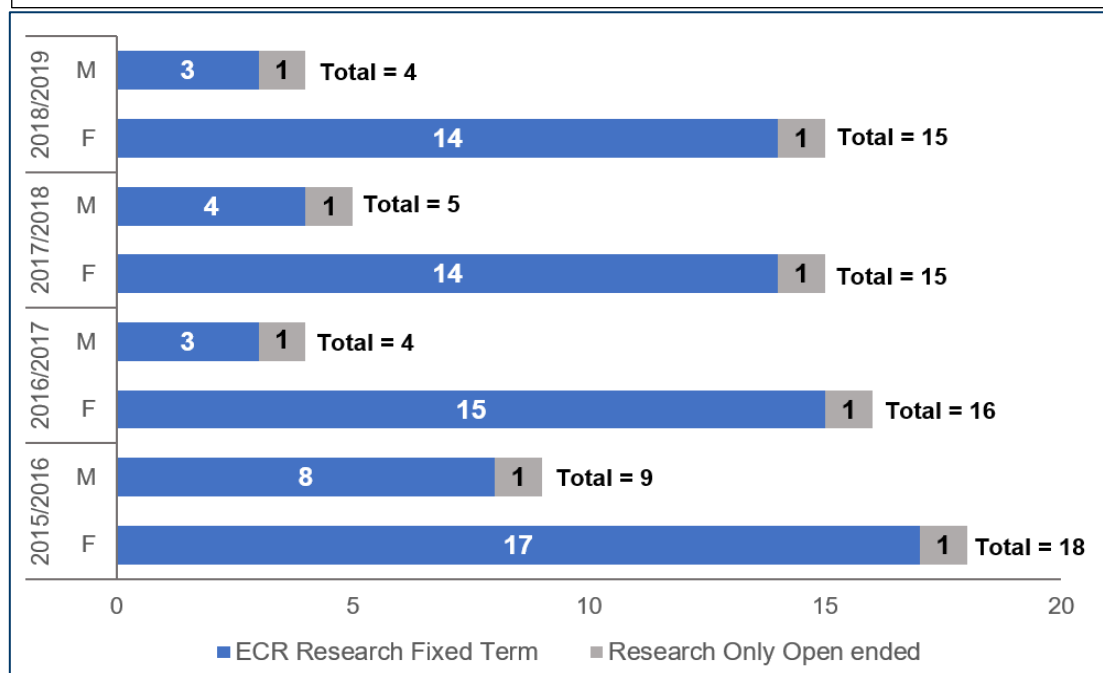
- ECR research-only staff are predominantly employed on DENTL grant awards, which are always externally advertised unless the ECR has been a named applicant on the grant seeking their own funding. Females consistently outnumber males (79% female 2018/2019) (**Figure 21**); this is considerably higher than equivalent data for Cardiff University (58%) and RG Universities (48%). This is attributable to high numbers of PhD students staying or returning for postdoctoral positions; reflecting a supportive and inclusive training pathway that transitions PhD students towards researcher independence. Our graduating PhDs frequently fulfil essential criteria for academic knowledge and researcher skills to achieve high success in securing these posts.



AS ACTION 2020

We consider the opportunity to recruit our PhD students as a positive for enabling continued development as researchers. We will therefore address the imbalance of males through development of actions to improve the success rate for male applicants for PhD recruitment (action 3.2e, 3.3a).

Figure 21: Headcount for Early Career Researcher and Research only contract



Early Career Researchers								
	2018/2019		2017/2018		2016/2017		2015/2016	
	M	F	M	F	M	F	M	F
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
ECR Research Fixed Term	3	14	4	14	3	15	8	17
ECR Research Open-ended	1	1	1	1	1	1	1	1
Total	4 (21%)	15 (79%)	5 (25%)	15 (75%)	4 (20%)	16 (80%)	9 (33%)	18 (67%)

- ~30% of ECRs undertake at least two contracts within DENTL. Fixed-term contracts convert to open-ended status, with relevant factors, following 4 years' continuous service with the University. In total, 3 ECRs have moved to such contracts; 1 subsequently moved to an academic position in DENTL.
- Future employment opportunities are formally discussed during a review meeting with the researcher 6-months prior to end of contract (reported to HR). The University redeployment scheme allows staff with over one-year employment to apply for suitable posts prior to external advertisement.

AS ACTION 2020



DENTL recognises that job insecurity remains a key issue for research staff and we have recently implemented actions to enhance employability of our young ECR (see section 5) (focus of thematic action workstream 2).

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



AS COMPLETED ACTION 2015

DENTL has introduced exit surveys to determine the main reason why staff leave and capture next destination data.

- Staff turnover is relatively low (**Figure 21**), which we view positively towards achieving SWAN principles for supporting staff in their career roles. Reasons for leaving are monitored (**Table 7**).

Figure 22: Turnover data for School staff by grade. Due to the small numbers, information is presented for leavers over the census period of Aug 2015-Aug 2019.

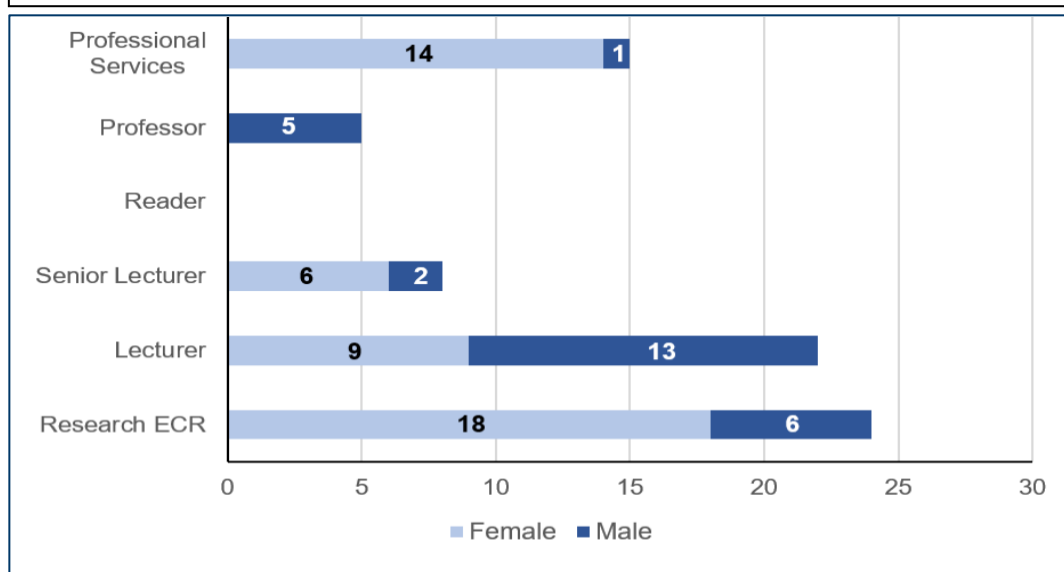


Table 7: Data presenting the reason(s) of staff leaving open ended or fixed term contracts.

	Lecturer		Senior Lecturer		Reader		Professor		PS staff	
Reason for leaving	M	F	M	F	M	F	M	F	M	F
Retirement		2		2			4		1	
Promotion opportunity other University	2	2	1							2
Relocation to other School Cardiff University				1						
Relocate to new position with promotion	1	2	1	2			1			2
Practice commitments	10									

Non return maternity leave		1							1
Return to study									1
Career break		1							
Personal circumstances		1							4
End of fixed term contract maternity cover									2

- Lecturers and Senior Lecturers represent the largest group of leavers; 80% of leaving Clinical Lecturers have a <0.4FTE contract and leave due to increased demands of their dental practice (which as a personal business is also their primary salary income). Others leave for promotion opportunities (discussed above).
- **PS staff** predominantly leave to move to new positions offering higher grade promotions; recognising the limitation for achieving internal promotion due to overall low staff turnover.
- **Research staff on fixed-term contracts** represent the highest staff leavers (**Table 8**). Many progress to new positions, commensurate with sector trends for consolidating researcher development through several postdoctoral positions prior to permanent employment.

Table 8: Leavers' survey data presenting the next destination step for ECR research staff employed on fixed term contracts underpinned by research grant (2015-2019)

Reason for leaving	M	F
Take up new contract in School of Dentistry	-	5
Take up new contract elsewhere	3	12
Unemployed / next step unknown	1	2

AS ACTION 2020



DENTL will continue to provide a range of opportunities to support the career development of its academic, PS and ECR staff where career progression within the School is limited for providing promotion and career progression (see section 5) (continuation of thematic workstream 2).

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

AS COMPLETED ACTION 2015



The School has implemented mandatory Unconscious Bias training for all staff involved in student and staff selection processes, to build awareness of, and confidence in, valuing diversity and promoting equality of opportunity in all practices and activities so that it becomes an inherent part of the School's culture. Unconscious bias training is now part of mandatory training during induction of new staff.

- Implementation of our AS actions 2015 has laid a foundation for embedding a recruitment process that promotes equal opportunity and encourages diversity in new staff appointments.
- During recruitment, DENTL works in partnership with a College-based HR team, guiding the individual responsible for making the final appointment (recruiting chair). The HR team review all adverts to ensure transparency and accuracy in job description and ensure no male-biasing language. Statements declaring DENTL's commitment to EDI and work-life balance are included.
- Interview selection is the responsibility of the recruiting chair and confirmed by another staff member on the interview panel. Selection is reviewed for fairness by Central HR. Interview dates provide a minimum 14-day notice to allow arrangements to be made around childcare or diary commitments and preparation for any necessary presentation requests. Frequently, we honour requests for video conference interviews, where the applicant is unable to attend in person. Interview panels are gender-balanced and we now incorporate one question at interview evaluating the candidate's behaviours and values related to EDI.
- The recruiting chair contacts all unsuccessful applicants providing feedback.
- Currently, ~75% of academic staff members involved in recruitment have completed College-based on-line training for EDI and unconscious bias training; although this may be higher as we cannot confirm those who have received similar training via NHS training provision.
- In 2018/2019, the BLS College has established workshop-style training for "Chairing an Interview Panel" which discusses legal compliance, pre-interview preparations and best practice for candidate selection without bias. The cross-college nature of these workshops facilitates discussion of innovative practice in other Schools. This training was released one year ago and of the 43 staff members identified to undertake this training (for 60% representing refresher training), 14 have successfully completed. Due to Covid restriction, this training is currently on hold. However, "sign-posting" information had been included in College "Line-manager" bespoke training arranged for all DENTL line-managers September 2019 (90% compliance).



AS ACTION 2020

DENTL will ensure that "Chairing an Interview Panel" training continues to be provided to all staff involved in recruitment of staff (building upon AS action 2015; action 3.2b)

- As a small School with low staff turnover, DENTL only average 7.4 appointments/annum across all academic grades and 3.6 appointments/annum to grant funded research-only posts. Data is thus collated to provide an overall picture (see **Tables 9 & 10**). Recognising that clinical posts may be filled by a small pool of applicants meeting both academic and clinical post requirements, these are advertised indicating recruitment is available from SL to Professor grade, with appointment made according to experience, for which clear benchmarking statements are available. Clinical positions also require NHS approval.
- Applications are made on-line, which includes an equal-opportunities monitoring form, from which our data is calculated (100% return rate).

Table 9: Applications to all academic and research posts available in the school over years 2015 to 2019. Due to the smaller number of academic positions available, these have been collated into one grade. Data indicates improved success rates for female compared to male applicants.

	Applications (% received by gender)		Shortlisting (% success rate of applicants by gender)		Appointed (% success rate of shortlisted applicants by gender)		Gender balance for all appointments made	
	M	F	M	F	M	F	M	F
2018 /2019	48 (55%)	39 (45%)	18 (37%)	15 (38%)	3 (17%)	7 (47%)	30%	70%
2017 /2018	30 (55%)	25 (45%)	11 (36%)	12 (48%)	4 (36%)	9 (75%)	31%	69%
2016 /2017	37 (49%)	39 (51%)	15 (40%)	11 (28%)	8 (53%)	4 (36%)	67%	33%
2015 /2016	49 (40%)	72 (60%)	18 (37%)	32 (44%)	5 (28%)	15 (47%)	25%	75%

Table 10: Applications to academic and ECR research-only posts analysed according to gender and grade. Data is presented across the census period 2015-2019.

	Applications (% received by gender)		Shortlisting (% success rate of applicants by gender)		Appointed (% success rate of shortlisted applicants by gender)		Gender balance for all appointments made	
	M	F	M	F	M	F	M	F
ECR Research Associate	164 (61%)	117 (39%)	19 (12%)	38 (32%)	2 (11%)	16 (42%)	11%	89%
Non-clinical Lecturer / Senior Lecturer	8 (35%)	15 (65%)	3 (37%)	2 (13%)	1 (33%)	1 (50%)	50%	50%

Clinical Lecturer	40 (63%)	23 (37%)	24 (60%)	14 (61%)	13 (54%)	7 (50%)	65%	35%
Clinical Senior Lecturer /Reader/Professor	29 (59%)	20 (41%)	16 (55%)	15 (75%)	4 (25%)	11 (73%)	27%	73%

- We note that our actions have not increased female applications for clinical academic positions (41% female). The DSC survey reports that nationally, 45% of clinical academics are female, suggesting we have no gender imbalance in attracting applications.
- Low appointment numbers prevent accurate comment on gender-bias in shortlisting.
- With the exception of 2016/2017, we note that females were more successful at interview and appointment. This reflects the high number of females applying as internal candidates for these positions, who will likely have greater understanding and, through staff development and having worked alongside the predecessor, match the job criteria. Our actions have helped us start to redress the gender imbalance of staff in the School.
- A high success rate is noted for females applying for ECR research positions. This higher success rate arises as many appointments are former PhD students/ECR students who have worked in the research field, meeting expertise requirements. For some grants, the recruited ECR has been actively involved in writing the grant and thus named as a co-applicant requesting their own salary or has been awarded a fellowship as principle investigator. This is particularly true of the consolidation grants offered by Wellcome ISSF, which actively encourage ECR applicant involvement as an opportunity to develop academic researcher skills, and for which DENTL has been successful in securing.

AS ACTION 2020



The School will ask all successful applicants to complete a survey to determine whether recruitment and marketing practices had an influence on why they applied. At the same time, we will seek their views on the induction process. Issues identified will be addressed, particularly where there is now a bias in female recruitment (action 4.1).

(ii) Induction

AS COMPLETED ACTIONS 2015



The School has introduced a consistent approach to all staff inductions (academic, research only and PS staff) and re-induction (ECRs) and implement a 1-month post start probation meeting to identify what further support a new starter of their line-manager requires. Feedback from this exercise will enable formulation of additional actions and initiatives.

- Our induction aims to familiarise new staff with their new working team, the School and the University. The process is the same for all new staff members. The appointed line-manager assumes responsibility for facilitating an effective induction process. Communication between the new staff and their line-manager starts from appointment. IT provision and network access are organised prior to the start date.

- DENTL has renovated its induction process to ensure new staff members quickly feel welcome and engaged in supporting DENTL activities. Three years ago, we prepared a guide, sent to all line-managers with new staff, detailing their responsibilities from day 1 of the induction period. This includes introducing new staff to their immediate working team and key PS staff, such as IT; providing information regarding expectations and understanding of team objectives, identifying developmental needs, down to 'where to get a cup of coffee'. A checklist has been produced which is returned to the School office to confirm satisfactory completion.



AS COMPLETED ACTION 2105

Through implementation of our induction process, DENTL has ensured that all new staff complete all mandatory on-line training requirements, for EDI, unconscious bias, health and safety, fire and information security training.

- Induction also includes a DSE assessment so that reasonable adjustments to working equipment/environment can be made.
- Nominated PS staff responsible for induction/probation are in constant communication with line-managers, which has allowed our processes to be constantly reviewed and amended so that issues can quickly be identify and resolved.
- DENTL has also developed its own staff intranet pages to include a small web-based "news" item introducing new staff to the wider School.
- Recognising that reorganisation of DENTL line-management structure over the past 12 months created line-managers new to the role, bespoke in-school training has been provided by the College for all line-managers (experienced and novices) to provide information on procedures and provide a collaborative environment to discuss ideas for best practice. The formation of smaller line-managing groups should have a positive effect as new-staff embed into a team.
- Within the first month, new staff attend University induction sessions which covers the University structure and processes, staff expectations, payroll advice.
- Line-managers are responsible for leading the University's 1-year probation process (where applicable), involving formal meetings at 1, 5 and 9 months to discuss progress, support and training needs. SMART objectives are agreed and written into reports that are reviewed by the HoS. Staff move to annual appraisals on completion of probation.
- Probation documentation requires that new staff are assigned a mentor. However, we recognise that the role of this person is not fully defined and can be made more effective as we move towards improving mentoring provision for all staff.



AS ACTION 2020

DENTL will produce further guidance for the expected roles of the induction mentor We will monitor experiences in new staff surveys to identify further initiatives for improvement (action 4.1b).

We will continue to make a training needs analysis for career development central to all probation meeting discussions and the University Mentorship Scheme will be actively promoted (action 4.1c).

(iii) Promotion

- Providing opportunities for academic promotion has been fundamental to addressing gender imbalances at senior levels. The University runs an annual Senior Academic promotions process where applications are assessed against clear benchmarking criteria.

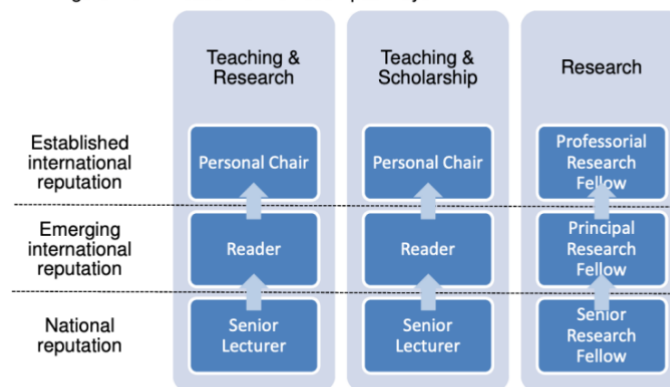
AS COMPLETED ACTION 2015



Monitoring and encouraging engagement with promotion opportunities from Lecturer to Professor is helping to sustain the number of senior female academics in the School.

The School has put in place dedicated support and training and development to help that staff are familiar with the promotion benchmarking criteria and have the support to devise an action plan to enable the acquisition of skills and activity to support their application.

Figure 1.0 Academic Promotion pathways



⁴ Applicants should provide evidence of international reputation which is appropriate to the area of excellence claimed.

- As part of the University promotions process, the School's role is to provide the University Senior Academic promotions committee with assessments of applications, based on an external evaluations. Our School Promotion Panel (SPP) consists of 6 Professorial academic staff (50% female) who consider applications on quality (not quantity), so as not to disadvantage staff declaring extenuating circumstances, which includes part-time or clinical staff (with integrated NHS contracts) or leave taken due to sickness or maternity.
- DENTL has taken a number of actions in preparing staff for promotion.
 - ✓ Details of promotions are advertised via emails and monthly HoS briefings open for all staff.
 - ✓ Staff are encouraged to discuss preparedness for promotion with their line-managers (can be as part of the annual performance development review (PDR), but not restrictive to these discussion) and the HoS.
 - ✓ Potential applicants attend University academic staff promotion workshops.
 - ✓ DENTL has representation on the University Senior Academic Promotion committee (1 female Professor) who provides advice relating to University benchmarking and preparing applications to clearly evidence achievements. (Note conflict of interest is identified preventing a member of the University Promotion Committee from contributing to meeting discussions for applicants from own School).

- ✓ Staff are strongly encouraged to apply to the University mentoring scheme for an external source of advice.

- In 2019 the University established a new Academic Promotions Development Programme for Readers preparing for promotion to Personal Chair, with particular emphasis on supporting female and BAME staff. One male staff member attended this course, which also required support from DENTL for application feedback, and saw immediate success in 2019/2020 promotions (see mini case study).

Table 11: Applications and outcomes for promotions for academic staff. Also included are staff who obtained promotion when applying for new posts as they become available in the School. Note application process for 2019/2020 was delayed due to Covid-19 and is still on-going.

Year	Grade of Application	Promotions via University senior academic process						Promotions via appointment as Internal applicant	
		Applications		Promotion		Success Rate			
		M	F	M	F	M	F	M	F
2018/2019	SL	1	1	1	1	100%	100%	-	-
	Reader	1	1	0	1	0%	100%	1	-
	Professor	-	-	-	-	-	-	-	1
2017/2018	SL	-	-	-	-	-	-	-	-
	Reader	-	-	-	-	-	-	-	-
	Professor	-	-	-	-	-	-	-	-
2016/2017	SL	1	2	1	1	100%	50%	-	-
	Reader	1	2	1	0	100%	0%	-	-
	Professor	1	-	-	-	-	0%	-	1
2015/2016	SL	-	-	-	-	-	-	-	2
	Reader	-	1	-	0	-	0%	-	-
	Professor	-	-	-	-	-	-	-	-
Total 2015-2019	SL T&S	2	2	2	0	100%	0%	-	2
	SL T&R	-	2	-	2	-	100%	-	-
	Reader T&S	1	3	0	1	0%	33%	1	-
	Reader T&R	1	-	1	-	50%	-	-	-
	Professor T&S	-	-	-	-	-	-	-	2
	Professor T&R	1	-	0	-	0%	-	-	-

- Our actions have increased applications for Academic Promotions, which in 2018/2019 was received from 12% of total eligible DENTL staff (also in 2019/2020). A greater number of females have applied, although low numbers prohibit an assessment for gender bias in success rates (**Table 11 & Figure 23**).
- Unsuccessful applicants attend a feedback meeting with the College Pro Vice Chancellor (member of University Senior Academic Committee), attended by the HoS. Some applications are made recognising that they may be borderline and thus this feedback is invaluable for re-submitting applications in 1-2 years.



AS ACTION 2020

We will continue to use a bespoke constructive feedback approach with unsuccessful applicants to provide career development support through discussions with line managers, HoS and School mentors (action 1.4).

- Viewing data by career pathway indicates a 37.5% success rate for those applying for promotion on T&S, compared to a 75% success rate by staff on T&R. In 2018, the University clarified the criteria for demonstrating Teaching and Scholarship excellence. This has placed DENTL in a better position to be proactive in providing leadership and teaching innovation opportunities that allow staff to develop necessary evidence in teaching excellence. It is noted that in 2019/2020 University promotions all applicants on T&S pathways successfully achieve promotion (1F, 1M).
- To achieve promotion as a clinical academic also requires pre-requisite Consultant qualification and registration on National Specialty Registers. Training pathways are issued and registered by the NHS, with numbers restricted. Nationally, this has increased staff mobility within academic dentistry (identified in the DSC survey) and offers staff an opportunity for promotion through applying for vacant positions within Cardiff or elsewhere. Appointments are scrutinised and approved by the University as meeting benchmarking criteria commensurate with academic grade. Two female Clinical Professors have been successfully promoted as internal candidates to externally advertised T&S posts.

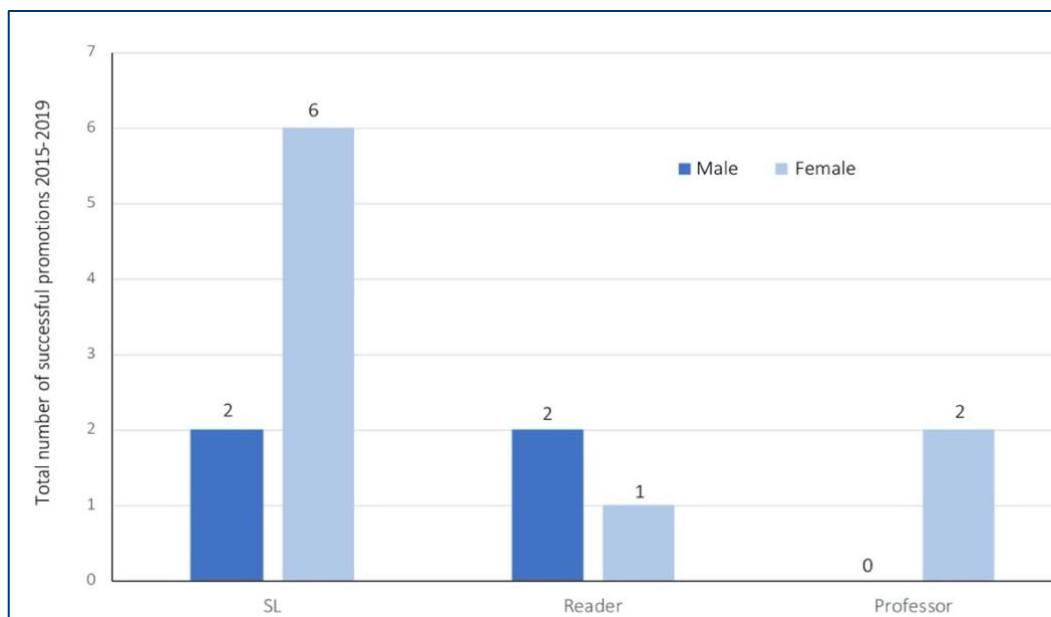


Figure 23: Academic promotions applications and success rate by gender and grade. Includes staff who achieve promotion when applying for new posts as they become available.



AS ACTION 2020

DENTL will provide mentoring and training and developmental opportunities to help encourage and support academic grade promotion of staff, with particular emphasis on Teaching and Scholarship pathways, including identifying support for applying for Senior Fellowship of HEA (action 1.4).

DENTL will continue to encourage academic staff at the Reader to Professor transition point to attend the newly established Academic Promotion Development programme (with School mentoring participation), which is targeted at colleagues who identify as BAME and /or are female (action 1.4).

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

- Since 2014, the profile of DENTL staff by academic career pathway has changed, with a 55% reduction of T&R staff. This has been carefully managed through meaningful discussions with staff, evaluating relative contributions for excellence in teaching or research; predominantly amongst clinical staff, who also fulfil an integrated NHS contract and found it difficult to produce REF returnable papers. It also reflects some senior clinical academics taking on more managerial roles. Vacant clinical posts are advertised on T&S pathways to increase the eligible applicant pool. T&S staff can, and are encouraged to be research-active, or produce scholarship through research to support evidence-based teaching, their teaching speciality and by supervising student research projects. Similar shifts in staff profiles are reported in the UK DSC Survey, where this change is not viewed negatively, but an evolution of a clinical academic team with a sharper focus on clinical teaching excellence. Options to move from T&S to T&R are possible (1 male SL has done this).
- We still note only 22% of T&R REF returnable staff are female which reflects the almost negligible number of staff leaving on these non-clinical contracts.

Table 12: School submission to the Research Excellence Framework presented as eligible staff returned as a headcount and percentage according to gender. It is expected that 100% of staff will be returned for REF2021.

	Male T&R staff		Female T&R staff	
	Headcount	Returned (%)	Headcount	Returned (%)
REF 2014	27	12 (44%)	13	6 (46%)
REF 2021	14	14 (100%)	4	4 (100%)

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

- The induction process of PS staff follows the same processes described above; recognising that PS staff are integral to the activities of DENTL.

SILVER APPLICATIONS ONLY

5.3. Key career transition points: professional and support staff

(ii) Promotion

- Internal promotion regrading opportunities for PS staff are recognised as limited (due to low turnover of staff at higher grades) and usually achieved by staff moving to new positions within the University and across the Sector.
- However, to support staff who are applying for promotion regrading, DENTL has arranged training sessions with the HR team covering topics such as CV development, understanding the grading system and the application process. PS staff are assigned an internal and external mentor to provide specific advice in relation to the role and career development opportunities, both at University and at sector level.

- The School's Senior Management PS team monitor that all work is in keeping with post grading; those deemed to deliver a role above their substantive post encouraged to apply for regrading considered by the University.



AS ACTION IMPACT

Since 2015 the School has been able to support Professional Services staff who have developed their role by successful in regrading 2 full-time posts from grade 3 to 4 and 1 part-time post from grade 4 to 5.

5.2. Career development: academic staff

(i) Training

- DENTL considers training important for supporting our School mission where all staff can achieve their maximum potential (all career pathways).
- The Senior Management Executive team regularly review training uptake, including mandatory courses such as EDI, Unconscious Bias, Information Security, (available on-line so that staff can complete around diarised commitments). Line-managers are updated on the compliance of mandatory training for their staff.
- DENTL has worked to make training for career development an integral part of the PDR discussion. In the lead up to the PDR period emails direct staff to reflect on their training and development needs and where to find information on the staff intranet sites (**Figure 19**). The PDR form includes a section to confirm that training needs have been met/identified.
- Throughout the year, DENTL advertises (via email) a range of staff development courses offered by the University. DENTL has been proactive for prioritising training in areas such as line-management (bespoke in-house), managing performance reviews, chairing interview panels, and a number of policy procedure, governance and legal courses, which a large number of staff have attended.
- All early career lecturing academic staff attend University courses on academic practice, helping staff obtain fellowship status with Advance HE.
- For all teaching staff, DENTL arranges in-house Education Study days, kept free from teaching activities to allow staff members to attend (3 per year).
- Clinical staff also undertake pre-requisite NHS mandatory training (11 courses on 1-3 year cycles) and GDC CPD training (100hrs per 5-year cycle).
- DENTL has good uptake on University leadership courses. We have funded all 3 of our newly appointed female lectures on T&R contracts to attend the Cardiff Futures course (2 continued to achieve promotion) and Leadership and Development Programme for Research Team Leaders (1 male continued to achieve promotion). To supplement this, in 2018, DENTL initiated group mentoring sessions for developing leadership skills in junior staff. Sessions identified shadowing opportunities, mentoring and training opportunities. Four female clinical academic staff members have subsequently taken line-management/ academic director roles.



AS ACTION IMPACT

Dental staff data extracted from the 2019 University staff survey identified that 86% of staff have taken part in a training, learning or staff development event in the past 12 months. 56% of staff indicate that it was highly effective in helping them perform their job role.

AS ACTION 2020



In continuing our commitment to staff training for maximising staff potential, DENTL will interrogate staff training data to ensure equitable provision to all staff, regardless of career pathway and grade and address issues arising involving staff focus groups (action 1.5).

Training and development

Staff courses and programmes

Courses and programmes for all staff

Academic Practice for Early Career Staff Programme

A programme of development designed around three core themes that represent the key areas of Academic Practice at Cardiff University.

Cardiff Futures

An opportunity for academic staff to develop their career paths and to discover and explore how they might contribute to shaping the future of our University.

Communication skills

Communication skills including assertiveness, report writing, speaking, presenting, engagement, media relations and Welsh language.

Courses run by Continuing and Professional Education

You're entitled to a staff discount on your part-time course and will pay the concessionary fee.

Equality and diversity training

Skills related to equality and diversity, including diversity in teaching, disability awareness, equality impact assessments and mental health.

Finance

Finance training for staff, including sessions on Oracle e-Business Suite.

First aid

Courses include Level 3 Award in Emergency First Aid at Work; Level 3 Award in First Aid at Work (including the re-qualifier course); Safe Use of an Automated Defibrillator; First Aid at Work Annual Refresher.

Health and safety

List of courses, how to book.

IT training and certification

Booking and attending IT training courses.

Leadership and management

Leadership and management development for academic and professional services staff at all career stages.

Web

Upcoming dates for Squiz Edit+ and writing for the web training courses.

Related links

[Courses and programmes for researchers](#)
[The Cardiff Academic](#)
[The Cardiff Professional](#)

Learn Welsh

Join a class, useful vocabulary and websites for learners.

Personal development

Coaching and mentoring, customer service, handling conflict and difficult behaviour, facilitation, pensions, preparing for retirement, CV writing, job interviews, managing meetings, memory, negotiation, problem solving and creative thinking, rapid reading and time management.

Professorial Leadership Programme

A programme designed to refine and develop the leadership attributes of professors in their current role.

Resource management

Courses include chairing appointing panels, eligibility to work in the UK, financial management, risk management, data protection and records management.

Teaching, learning and assessment

Staff Development Programme courses available in the area of teaching, learning and assessment.

Mandatory training

A guide to mandatory and other strongly recommended training and development.

Policy, procedure, governance and legal

An introduction to the Prevent strategy and an individual's role in safeguarding vulnerable people.

Project management

Find out more about project management training courses and how to book.

Safeguarding children and adults at risk

Courses for staff and researchers who come into contact with children, young people and vulnerable adults in their roles.

Violence and abuse training

Free training courses to help you recognise the signs of violence and abuse and knowing how to safely help victims.

Figure 24: Training for all staff is available on the Staff Intranet pages, booked via HRCore which all staff have access to. Completion of courses are registered on staffs personal HRCore pages, visible to the nominated line manager, with HR providing monthly updates to the Head of School. Training is an important element of the Performance Development Review.

(ii) Appraisal/development review

- The current University PDR process was introduced in 2016 for all staff (including ECRs, but not those on a probation scheme) and runs annually from February-April.



AS COMPLETED ACTION 2015

DENTL's commitment to providing and optimising a personal development review (PDR) has been implemented.

- Throughout the year, and especially in the lead-up to the PDR cycle, HoS emails remind staff of opportunities to review workload, analyse training needs and acknowledge achievements, which are discussed at a one-to-one meeting with their line-manager. Priorities for the next year are agreed as SMART objectives and considered against workload allocations. The line-manager informally monitors progress of objectives over the year.
- 80% of staff have attended University sessions "Getting the best out of PDR – for reviewees" which is also part of University induction sessions. PDR submission rates are reviewed by the Senior Management Executive, confirming 96% completion each year since introduction in 2016.
- School staff surveys identified that some staff still felt the PDR process was a "tick box exercise." It was partially against this feedback that the line-management structure was re-organised in 2019, to give a higher reviewer to reviewee ratio. This means that some staff have fewer PDRs to perform and this enhances opportunities for follow-up conversations. The School is currently working to ensure 100% of all newly appointed line-managers receive training for undertaking PDR reviews. This was recently included in in-house line-management training. As well as reducing the burden on individual staff reviewers, and allowing more personalised meetings, an additional benefit of this change has been that more staff have had the opportunity to act in a mentoring/ leadership type of role that they otherwise wouldn't have been able to.



AS ACTION IMPACT

DENTL data derived from the 2019 University staff survey indicated that 94% of staff felt that clear objectives had been set as part of their PDR



AS ACTION 2020

Continues monitoring of the effectiveness of the new-line management structure on the effectiveness of the PDR process will be carried out through discussion and consultation with staff and through the staff surveys.

We will continue to direct reviewees and reviewers to discuss promotion as part of the appraisal process and set objectives to help realise at least two of the benchmarking criteria (focus of thematic action workstream 1).

(iii) Support given to academic staff for career progression

- Review of staff training, 2018, identified that ECR staff, particularly females, were not taking full advantage of University training offered for managing and developing their research career. Consequently, DENTL has worked towards publicising and creating opportunities for researcher development and grant funding.

- Enabling practice of a range of researcher development skills, ECRs have acquired funding and produced Public Engagement activities (**Figure 25**).

AS COMPLETED ACTIONS 2015



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



Figure 25: Publicity images from engagement activities organised by DENTL ECRs. In preparing events, staff attended appropriate training offered by the BLS College and successfully applied for funding through Wellcome ISSF awards. The activity fostered researcher skills development including grant writing skills, leadership and team working assets; project management; consideration of equality and diversity in science when working with the public.

- To increase the success rate for ECRs writing their own fellowship grants, DENTL has encouraged attendance of College fellowship workshops and opportunities to observe College grant review panels. ECRs have also successfully obtained small grants funding for summer placement students and personal travel awards.
- Our ECRs become involved in pre-clinical teaching, assessment and committee membership, providing valued experience for those with ambition for academic careers.

AS ACTION IMPACT



Since 2018, 1 female and 1 male ECR have been awarded Wellcome ISSF consolidator awards, and 1 female has been awarded a Ser Cymru fellowship and 1 female a Wellcome career break fellowship

- Our current actions have laid foundations that we can build upon in delivering DENTL's commitment to the revised 2020 Vitae UK Concordat to Support Career Development of Researchers.

AS ACTION 2020



DENTL has committed to implementation of the 2020 Vitae UK Concordat through a number of actions including; training researchers and research supervisors around the principles of the Concordat for supporting an inclusive environment and culture, employability and career development of our ECRs, including the delivery of structured Career Development Portfolios (CDP), peer group mentoring, career talks as part of our research seminar series.

We are inviting applications for a new ECR Champion post to work with our ECRs and the University in identifying effective ways for providing up to 10 days per annum professional development (pro rata), gap analyses and contributing to and identifying best practice (focus of thematic action workstream 2).

- DENTL has initiated information sessions for staff through our Research seminar series. We have also started focus group discussions to identify barriers for accessing career development opportunities. These have highlighted issues with objective setting for career planning in PDRs and accessing mentoring, due to the short-term nature of contracts.



School of Dentistry Research Seminars

Location – Large Lecture Theatre, School of Dentistry
Date – 29/04/20 Time – 11:30-12:30

Supporting an Inclusive Research Environment and Culture at Cardiff



This presentation will provide an overview of actions being taken to support a more inclusive research environment at Cardiff university. It will focus on the University's recent signing of the San Francisco Declaration on Responsible Research Assessment (DORA) and associated action plan and the work of the Researcher Pathways Working Group. This group is dedicated to improving the professional and personal development of research-only and early career researchers at Cardiff. There will be an opportunity for questions and discussion. The presenters would welcome feedback and input into University strategy and institutional priorities.

Branded advertising for external speaker series. Talks are given by leading scientists in their field, returning ECRs and staff within Cardiff University for bespoke researcher training activities.

ADDITIONAL AS ACTION



Stimulated by changes in the University finance structure, DENTL has created a ring-fenced £90K budget dedicated for staff development activities. This will prove beneficial for staff who change career pathways as not all academics have access to personal funds for supporting career development.

- All academic staff, from Professors to Lecturers (N=80) are invited to apply for funding to attend courses with cost implications and relevant research and scholarship-based conferences. Requests are considered by the Senior Management Committee, with 90% of requests accepted. For conference attendance a criterion is made that the attendee must make a presentation at the conference to support career development.
- Funding has been made available for cohorts of 5 staff or more to attend International conferences such as Association for Dental Education in Europe (ADEE) and the International Association for Dental Research (IADR), increasing the visibility of DENTL and supporting networking opportunities for younger staff members.
- These activities have enabled academics to develop and evidence national and international reputation on which promotion criteria are based (Figure 26).

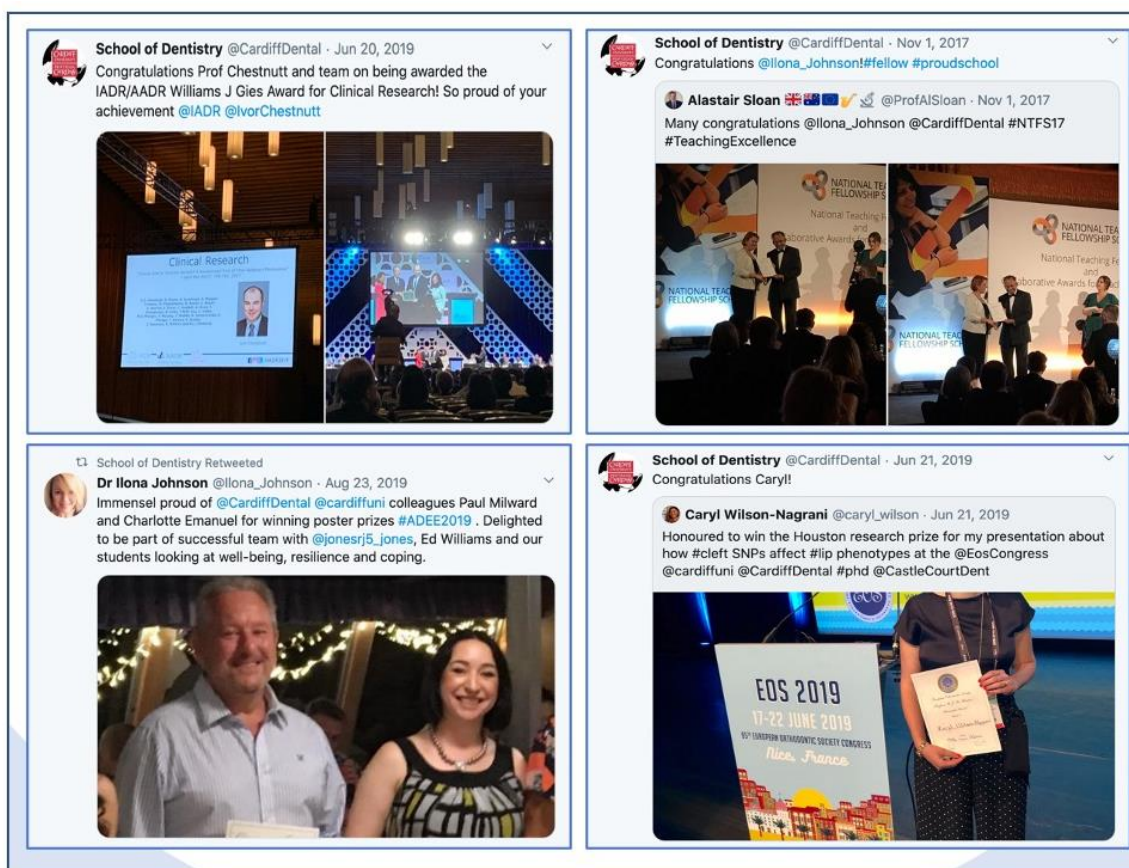


Figure 26: DENTL Twitter “tweets” promoting staff attending conferences and celebrating awards of conference and society prizes. Prize awards provide good evidence for promotion criteria.

- DENTL has implemented a mandatory peer review for grant applications above £10K and provided funding support to establish new avenues of research (see section 5.2(v)) which has increased research income opportunities for academic staff.
- We have been proactive in encouraging staff to “sign-up” for the University mentoring scheme, with 2-3 academic staff across all grades engaging per annum.



AS ACTION IMPACT

Two recently appointed T&R Lecturers have been successful in obtaining New Investigator Awards from the MRC (1 F) and EPSRC (1 M) helping them build their research teams for the future.

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

- We are committed to supporting the personal and professional development and employability of our PGR students. Our monitoring processes have been carefully structured to signpost opportunities and all students prepare a developmental needs analysis (adapted from the Vitae Researcher Development Framework) which is revisited every 6 months when students submit a reflection of their progress and training activity. Annually, students submit a substantial piece of work which assesses different forms of scientific communication. Overall researcher development (including generic and transferable skills) is assessed by a panel of 3 academic staff (independent of the supervisory team), that includes at least one female.
- To better understand learning objectives for a PhD programme of study, over 90% of our students have attended the University course “Seven Secrets of a Researcher” during their first year.
- All PhD students present their data to other researchers in the School through our monthly research meetings. This provides vital preparation and practice for our students who are also required, during their PhD registration period, to present at University conferences and at a minimum of 2 National/International conferences. It is mandatory for all PGR students to attend the external speaker series in the School. These talks are also open to PGT students.
- Students are encouraged to attend University career fairs and discuss career ambitions with the University Career Development Manager. Since 2002, our two Directors of Postgraduate Research studies have both been female, providing role models for female PGRs.

AS ACTION 2020



We are extending implementation of the 2020 Concordat, designed primarily to support Researcher development to encompass our PGR students. We will survey our ECRs who were past PhD students to identify why the practice for analysing their researcher development needs does not feature in their future careers.

We have identified a need to increase delivery for career advice beyond a PhD, particularly helping those who choose not to go into academia (focus of thematic action workstream 2).

- All our clinical PGT courses are specialist training courses, which can provide eligibility to sit relevant national clinical specialist examinations, further enhancing careers.

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

AS COMPLETED ACTION 2015



All grant submissions over £10,000 are peer-reviewed by a rotating panel of 3 academics (6-month service period) before submission to the School for (AS 2015 action).

- The spirit of DENTL’s research environment is one of collaboration in supporting all funding applications. Seven senior academic staff are members of National and European grant review panels, giving valuable insight into the funding process. Line-managers are responsible for discussing and supporting colleagues whose applications are unsuccessful and providing advice for resubmission elsewhere.



AS ACTION IMPACT

Success rates of research grant applications to UK research councils, charities and governmental organisations have risen from 51% (16 applications made) in 2015 to 63% (34 applications made) by 2019. Research income from these funding bodies also rose from £600K to £1.8M.

- As a small school, the research budget is strategically utilised to support career development. In 2016, DENTL 50% matched-funded six PhD studentships with awards made to supervisors identifying new collaborative funding partner and the University established Biomechanics and Bioengineering Research Centre funded by Versus Arthritis. DENTL has also supported consumables for University Vice Chancellor studentships and China partnership awards.



AS ACTION IMPACT

Our actions have led to academic research staff forming new collaborations with industry and successful increase in bids for industry-academia grant funding (Innovate UK, Welsh Government Knowledge Economy Skills Scholarship, KESS funding) and increased industrial funded projects. Research income from these funding bodies rose from £160K in 2015 to £1.35M in 2019.

Table 13: Gender profile for the number of research grants awards secured as principle and co-investigator during 2019. Section 5.1(iv) REF data reports that 14 males and 4 females were research active, fulfilling T&R contracts, although data includes grant awards to 1 M and 1 F on T&S contracts. Note 2015 data is not included since this was a transitional period for staff migrating to T&S contracts.

	Male PI N (% total PI)	Female PI N (% total PI)	Male Co-I N (% total Co-I)	Female Co-I N (% total Co-I)
UK RC / Charity / government	15 (75%)	5 (25%)	3 (33%)	6 (67%)
Industry	13 (92%)	1 (8%)	5 (62.5%)	3 (37.5%)

- Providing institution support, seven members of the academic research staff (5M:2F) have been successful in securing funding from ISSF Wellcome and MRC kick-start consolidator awards through College awarded grants. We will monitor to see if these awards and involvement as Co-I will improve success rates for females in securing industrial grants as PI.
- A nominated research officer within the technical staff team is registered on several databases to disseminate grant funding opportunities to all research active staff (including ECRs).

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

- Our 2018 review of staff training reported particularly high uptake by PS staff. Training opportunities are identified during the PDR process (but not restricted to these discussion). Bespoke away day training

sessions are organised every 6 months by the School manager / line-managers against identified needs for all PS staff with post-event feedback gathered.

Table 14: Review of University delivered training for PS staff 2016-2018. Due to the low number of male PS staff it is not possible to identify gender bias in training provision. However, data would indicate that working part-time does not appear to influence training uptake. (Note similar review for academic staff was not possible since NHS training data is not available for review).

		Full time - Male	Full-Time Female	Part-Time Female
Managerial Professional Specialist Staff	N staff	1	7	-
	N Training events	2	42	-
Administrative Assistants	N staff	-	6	8
	N Training events	-	33	27
Technicians	N staff	2	-	4
	N Training events	3	-	13

- DENTL has provided financial support and rearranged working patterns to give study days, allowing staff to undertake ACCA qualification and part-time NVQ in Business.
- In May 2017, DENTL became a founding signatory to becoming an Employer Champion as part of the Science Council's initiative for development of technical staff. The charter seeks to support technical staff achieve professional registration as Registered Science Technician (RSciTech), Registered Scientist (RSci) or Chartered Scientist (CSci). Two of our Technical staff were successful in obtaining CSci through this scheme.



In May 2017, , School of Dentistry, and Liese Ganderton, School of Biosciences, organised the first one-day Technical Staff Conference. This was attended by around 100 staff members from 11 of our academic schools, as well as staff from other universities, and was supported by the Science Council, HEaTED, the Institute of Science and Technology, and the Royal Society of Biology.

SILVER APPLICATIONS ONLY

5.5. Career development: professional and support staff

(ii) Appraisal/development review

- The PDR process is identical for all staff in DENTL regardless of job role.
- Completion of PDR is registered by HR and demonstrates 100% return for PS staff. The School Manager works alongside team line-managers to review training needs to support career objectives and issues arising.

Staff feed back for the new PDR process

“The PDR process has now taken on a more professional and measurable status for Professional services staff following the Cardiff Professional Framework which provides guidance on preparing for the PDR and expected standards whilst promoting personal and professional development.”

SILVER APPLICATIONS ONLY

5.6. Career development: professional and support staff

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

- Where staff indicate career ambition such as promotion, opportunities have been put in place via:-
 - ✓ Staff shadowing
 - ✓ Secondment opportunities
 - ✓ Staff engagement with external partners to aid career progression



AS ACTION IMPACT

Since 2015, 6 members of the Professional Services team have successfully obtained promotion by applying for new positions; 4 within the University, 2 within other Universities.

5.3. Flexible working and managing career breaks

- Information on University policies for planned leave and entitlements are accessible via the Staff Intranet, supported by a named contact within College HR. To strengthen discussions supporting flexible working and career breaks, our recent line-manager training provided signposting for University policies and entitlements. There is no policy variation between academic and PS staff.
- (i) **Cover and support for maternity and adoption leave: before leave**
 - Supportive discussions are initiated between the staff requesting leave and their line-manager; identifying intended plans for duration of leave, support required in preparation (entitlement to antenatal appointments, adjustment to working environments, special health and safety considerations) and options for return.
 - Discussions are then taken to the HoS, School Manager and the College HR advisor to help ensure maximal support is provided both to the needs of the employee and the line-manager who will necessarily need to identify options for providing cover. Organising arrangements for cover is never the responsibility of staff requesting leave, although their views are actively sought. A proportion of DENTL's budget is set aside to provide contingency for leave of this nature.

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

- DENTL takes a view that it is important that staff on career breaks do not feel ignored or forgotten. Staff remain on email distribution lists allowing them to keep informed of School activities and invitations to attend social gatherings. They also have access to all Cardiff University on-line facilities, such as libraries. Staff do not have to engage if they do not wish to, whilst on planned leave.
- Staff are given the option to work up to 10 “keeping-in-touch” days during their leave of absence, without losing their entitlement to maternity/adoption pay. These provide an opportunity for training activities or departmental meetings without the pressure of an expectation to attend. Line-managers ensure that staff on leave are informed of any major changes in DENTL that will affect re-integration on return or promotion opportunities and these “keeping-in-touch” days can be used to meet to discuss such options.
- The University provides enhanced maternity and adoption pay. Benchmarking against Russell Group Universities based on salary paid above statutory requirements, shows that Cardiff is in the upper levels.

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

- When returning to work from a period of leave, staff are invited to attend a meeting with their line-manager to make arrangements for actively supporting their return. Leave may be extended with 8-weeks’ notice.
- A number of options are facilitated by DENTL for staff return to work (detailed in **Tables 15&16**). Adjustments to working hours can be made for a specified time period and many returning from maternity leave take these options, where recovery from sleep deprivation is amongst the driving factors.
- Feedback, primarily from academic staff, who have returned from maternity leave has identified that they have been unable to disconnect from work while on leave (for example project supervision of personal grant awards, unable to fully hand over a senior management role they have “made their own” in the School). Moreover, it has proven difficult to realistically reduce hours; particularly where the returning staff member works in several team environments which can result in many staff members competing for limited time (Case study B). This is not a DENTL problem but a National problem and is one that DENTL looks to prioritise for better supporting career advancement of women in academia.

AS ACTION 2020



DENTL will Implement a clearer structure and monitoring of a re-induction to work programme to ensure returning staff are properly welcomed back, work activities and objectives during phased return are formally agreed (e.g. 6 month release from administration duties) and transitional issues are quickly addressed (action 1.3a).

We will also identify School champions for supporting staff on maternity leave and their return (action 1.3b).

- Returning staff can now access private facilities on campus, allowing new mothers to express milk. DENTL supports agreed pattern of breaks to facilitate this activity and safe storage of milk.
- The University provides a salary sacrifice childcare voucher scheme to support subsidised childcare cost.

Family rooms on Heath Park campus

SCHOOL OF DENTISTRY NEWS >



(iv) Maternity return rate

- Since 2015, 9 maternity leaves, ranging from 6-12 months, were taken by 8 members of academic staff.

Table 15: Patterns of return by academic staff following maternity leave.	
	Number of staff opting for pattern of return
Return using annual leave to phase return; still in post	4
Return reducing hours; still in post	3
Returned for 6 months; took career break for 36 months	1
Did not return due to end of fixed term contract	1
Adoption leave for 12 months	1

- Since 2015, 5 maternity leaves, all 12 months, were taken by 5 members of PS staff.

Table 16: Patterns of return by PS staff following maternity leave.	
	Number of staff opting for pattern of return
Return to same PT hours; still in post	3
Return to same PT hours but left after 18 months	1
Reduced hours during pregnancy, currently on maternity leave	1
Did not return	0

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.

- 85% of staff have remained in post 18 months following return from maternity leave. One clinical staff member left 6 months after return from maternity leave to undertake a career break. One clinical staff member who was on a 0.1FTE contract left 12 months after returning from adoption leave due to practice commitments balanced against child-care needs.

Table 17: Number of staff who have returned from maternity leave and length of time they have remained in post following return.			
	6 months	12 months	18 months
PS staff	4	4	3
Non-clinical and research staff	3	3	3
Clinical staff	6	5	4

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

- Paternity leave is available to all staff, regardless of service. Since 2015, four male staff members have taken 10 days paternity leave entitlement, including one who used accrued annual leave to extend the leave period.
- Staff are entitled to Ordinary Statutory Paternity Leave if they have parental responsibilities for the baby and have 26 weeks continuous service at the end of the 15th week before the expected due date. Information to guide potential applicants are provided on staff intranet pages, who view these when making paternity leave arrangements. We have had no requests for this type of leave. For one female staff member, her partner successfully applied for Statutory paternity leave with their respective employer, which was then incorporated as part of her phased return to work.

(vi) Flexible working

- Formalised through HR, the School has facilitated various flexible working arrangements which include part-time working, staggered hours, compressed hours, annualised hours, job share arrangements, and semester/term-time working.
- Requests for flexible working are considered by a panel involving the line-manager and representation from relevant staff, who are able to provide an impartial decision based on consideration of the impact of the request on activities provided within the job role, balanced against the improved work-life balance the requestor seeks to achieve. Requests are thus considered sympathetically and over 85% of requests are granted. One female staff member was refused their request and the reason for the decision on the grounds of impact on School activities were explained and other ways to manage work-life balance identified; although staff are advised they are able to appeal the decision, this staff member has not and remains in post. Three members of professorial staff (2M, 1F) have used a phased reduction of hours towards retirement.

- The School has adopted a policy of reducing clinical teaching during half-term to accommodate leave requests by academic staff

"I have been able to adopt a working pattern that enables me to undertake my role and manage my home life. I work four days and although for continuity I maintain the same working pattern, the School has enabled me to be flexible with changing days if I require and in return, I am flexible if required to attend a particular meeting or event."

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

- The University's "Work Life Balance Policy" guarantees all staff the right to come back to a post on the same salary and grade. Reduction in working hours or flexible working can be temporary in the first instance and is reviewed on an annual basis, (initially with the line-manager and then with HoS and School Manager), so that individuals can modify or increase their hours as individual circumstances change.

5.4 Organisation and culture

(i) Culture

- Staff were invited to complete University surveys in 2017 (response rate 80%) and 2019 (response rate 54%) from which DENTL received data pertinent to its staff only. Highlights indicated that 87% of staff understood their role; 88% indicated that their work interested them; 88% felt their line-manager treats fairly and with respect; 81% indicated they were provided with help and support when needed.
- Coinciding with University surveys, DENTL held its own cultural survey which asked questions to facilitate monitoring of HR operations and wellbeing of DENTL (**Figure 27**).

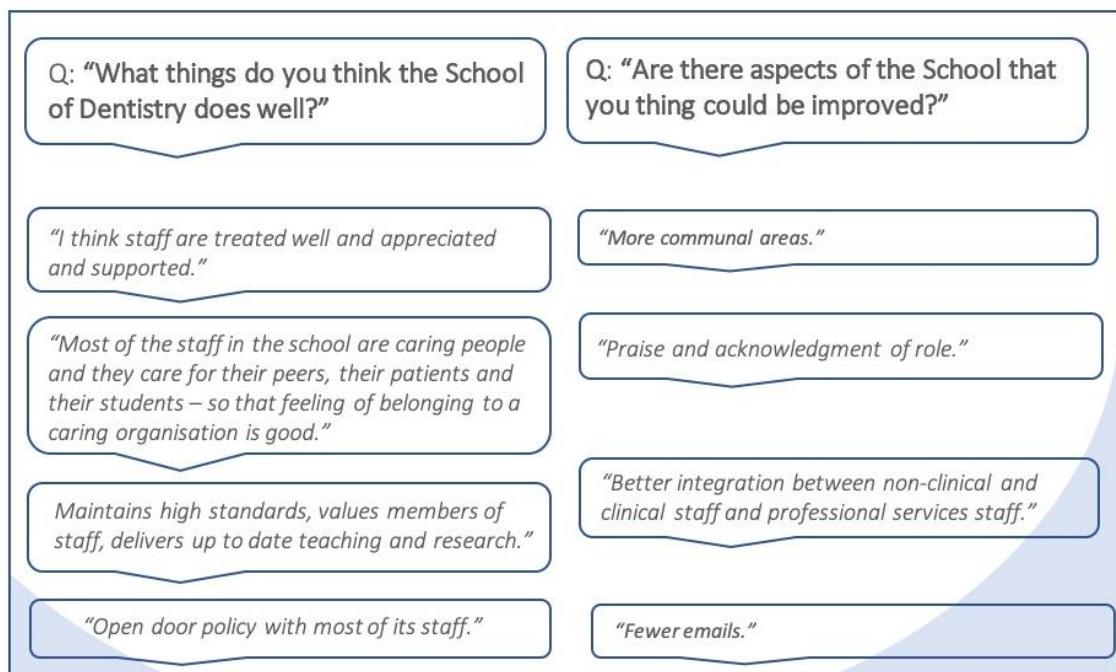


Figure 27: "Five minutes of your time" - Free text comments from DENTL staff surveys used to develop a culture action plan.

- Surveys have also identified “room for improvement” around the broad themes of (i) effective communication, (ii) increasing School cohesiveness between themes and academic and professional staff, (iii) praise and acknowledgement of roles and (iv) need for more communal areas. These shaped a 2017-2019 action plan (**Table 18**).
- A notable action was the creation of the “Dental Hwb (Hub),” as a centre for promoting SWAN principles (**Table 18**). Challenges have been identified in its development (most notably attributed to staff workload) which is “work-in-progress,” and features strongly in our ongoing action plan.

Table 18: 2017-2019 actions arising in response to University and DENTL Staff surveys	
Theme area	Actions
Communication and transparency To improve effectiveness of information distribution; improve collegiality.	<ul style="list-style-type: none"> ○ Monthly Staff briefings inviting all Staff. ○ Send all emails relevant to all staff via a central “Dental Head of School” or an EDI email account for communications ○ Develop internal newsletters for distribution on staff and student intranet pages and via email.
Increase cohesiveness between staff of all grades Enhance team working relationships; empower staff to contribute to enhancing School activities	<ul style="list-style-type: none"> ○ Increase non-professorial membership on the Senior management committee. Increase ECR membership on decision making committee. ○ Organise joint training workshops between academic and PS staff ○ Monthly “Head of School Open-Door” half days where Staff are invited to “pop-in” to discuss issues and ideas.
Praise and acknowledgement of roles	<ul style="list-style-type: none"> ○ Encourage staff to make nominations of staff who “go the extra mile” for University Celebrating Excellence awards or for Outstanding Contribution Awards. ○ Encourage students to nominate staff for teaching excellence awards.
Work-life balance and wellbeing Improve staff mental and physical wellbeing, particularly when working in the digital age.	<ul style="list-style-type: none"> ○ Creation of the Dental “Hwb”. ○ Encouraging staff to add to their emails <i>“I aspire to a sensible work life balance. Please be assured that there is no expectation for you to reply to this email outside of normal working hours.”</i> ○ Reminded staff regularly of their annual leave entitlement. ○ Use the Hwb as a centre for staff training and wellbeing events

- A communication strategy was initiated, where placement of information through only a limited number of channels has increased visibility; reducing cross-posting of information. DENTL now shares with MEDIC a Communications and Marketing officer (also a member of DENTL EDI committee), who has helped deliver this forward strategy. Staff briefings and HoS open door mornings empower staff to be heard on matters of importance.
- Since 2015, DENTL have nominated 4 female staff and 1 male staff for the University Celebrating excellence awards (across a range of categories). With winners selected by a University committee, in 2018, Dr Sarah Youde won the award for her contribution as a University technician.



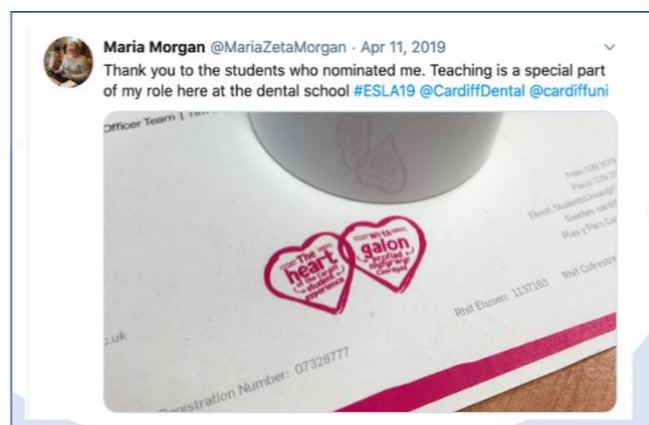
, School of Dentistry (top right) won the William O'Grady prize as part of the 2018 University Celebrating excellence Awards; awarded to a University technician who has demonstrated outstanding achievement in their training and development for their role.

- Line-managers can also nominate any non-professorial staff for Outstanding Contribution Awards. With supporting statements provided by the School, 20 out of 23 applications by female PS staff have been successful in obtaining these financial awards, where their contribution to the University has been appraised as exceptional and worthy of particular recognition.
- Our students also nominate staff for Enriching Student Life awards. Since 2015, 7 female and 7 male staff have been nominated. Students' reasons for their nomination are fed back to nominated staff.

AS ACTION 2020



These awards provide a good opportunity for rewarding full potential of staff; formally acknowledging work well done. DENTL therefore aims to increase the nominations for these awards in its future actions, including initiating our own celebrating excellence event incorporated into a social event (action 5.2).



(ii) HR policies

- All formal complaints fall within a strict University policy framework, that are confidentially escalated to College HR, involving the HoS. Consistency in application of HR policies is ensured by the University through Equality Impact Assessments, that are shared and acted upon by relevant parties within DENTL, according to confidentiality grading of the data.



AS COMPLETED Action 2015

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

- This training has now been carried out by 85% of all line-managers, including newly appointed line-managers. We will complete this action to ensure training is delivered to all line-managers and use School specific staff survey data to monitor effectiveness and address issues arising.
- Supporting our commitment to achieving utmost dignity, equality, diversity, inclusion and wellbeing for all staff, DENTL has appointed 2 staff members as Dignity and Welfare University liaison contacts. Having received formal training via the University, these contacts can signpost colleagues to the appropriate professional support within the University, including how to informally or formally deal with bullying and harassment claims. As new appointments, their roles and guidance they provide have been advertised on the DENTL staff intranet and one has given a presentation on their role at an "All Staff" training afternoon.

(iii) Representation of men and women on committees



AS COMPLETED Action 2015

To ensure better gender equality, DENTL increased the number of females on decision-making committees

- All committees were reorganised by the HoS and Senior Management committee during 2016. EDI was a key consideration for reducing committee overload, achieving broader representation from academic and PS staff and providing career progression opportunities.
- DENTL is now served by 3 overarching strategy implementation committees and 15 decision-committees influencing research and teaching within the School (**Figure 28**). 80 staff and student members serve on 1-4 of these central committees; only 12 staff members serve on >6 central committees, which includes HoS and members of the Senior Management committee. We have achieved a gender-balance on committees that aligns to the overall gender-profile of DENTL. For 14 committees, female membership is >40% and 38% of committees are chaired by females. Committee membership and remit is decided by the Chair of the committee, approved by the Senior Management Committee.
- 69% of committees have student and/or ECR representation.



AS ACTION 2020

The EDI committee will ask each decision-making committee to perform an equality review their membership and provide assurances that the ways they carry out their functions do what they are intended to do and for everybody (action 5.2f). Through developing this action, EDI will become embedded as a standing item on all committee agendas.

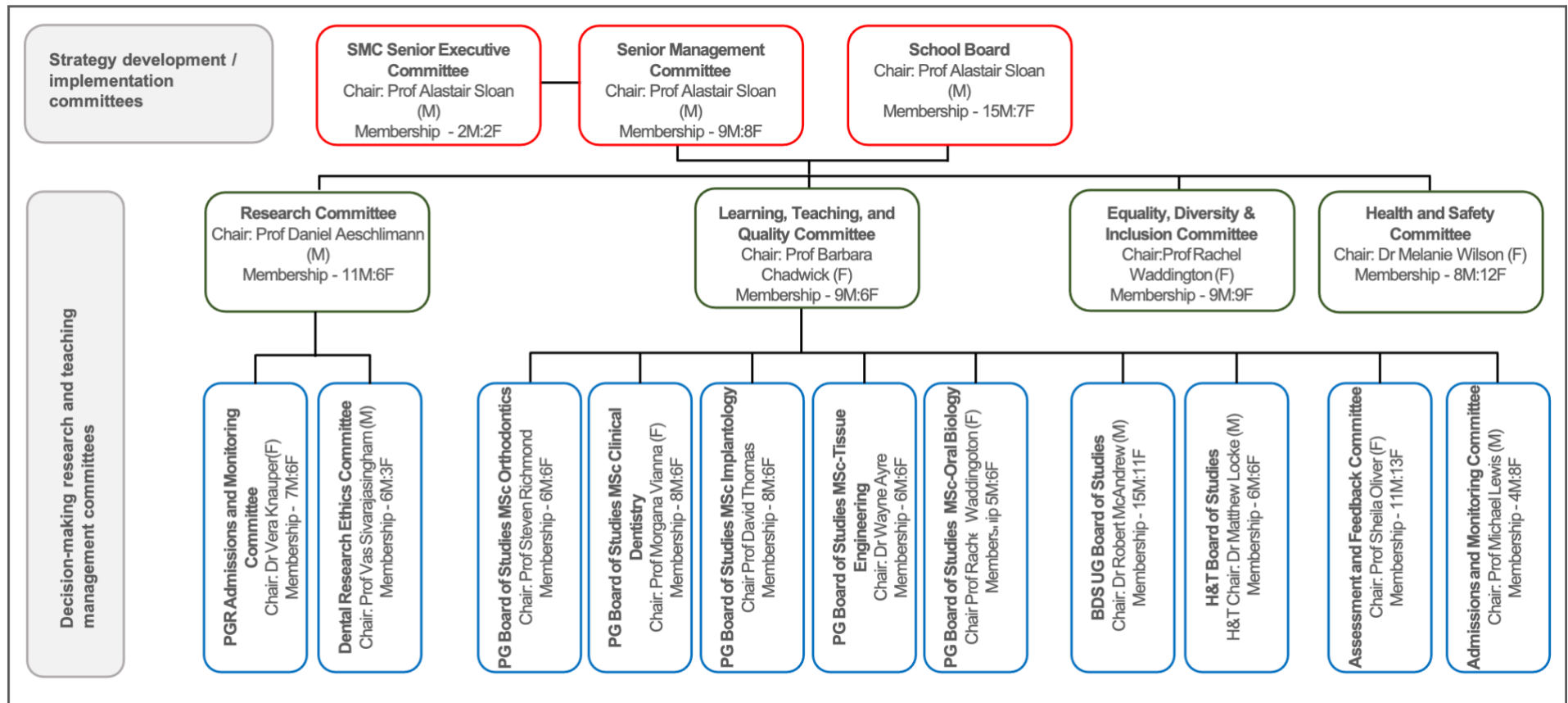


Figure 28: Organisational structure of DENTL decision-making influential committees (effective April 2017 to June 2020). Detailed are chairs and male female numbers for committee membership.

(iv) Participation on influential external committees

- DENTL encourages representation on external committees, advertising opportunities to serve on College and University committees such as Senate, and applications for key appointments within the College and University. The School does acknowledge a low number of staff overall take these opportunities, which it attributes to concerns for workload. 2 male staff have served as College Deans (Pro Vice Chancellor appointments) and 1 female sits on the University Senior Academic promotions committee (Senate elected appointment).
- Our female academic staff are active members of external GDC decision making committees, Society Management Committees (BSODR, BASCD, BDA Welsh council, ABAOMS), editorial boards (Science Reports, Frontiers in Dentistry), and are proactive for providing grant reviews, as well as sitting on College grant decision-making award panels for (Wellcome ISSF and MRC funding). Senior academics have opened opportunities for junior staff, particularly females in finding these roles.

AS ACTION 2020



DENTL will survey staff to examine female contribution on external committees and other external boards to confirm equality for females to access these opportunities supporting career progression (action 5.2g).



Dear BSODR,

Following the call for nominations below, I am delighted to announce that:

Professor Rachel Waddington is President-Elect of the British Society of Oral and Dental Research, with immediate effect.

She will become President of BSODR after the BSODR 2021 meeting.

Prof. Paul Anderson
Hon. Secretary BSODR

Recent success for female DENTL staff members in Presidential elections for prominent National societies of the British Association for the Study of Community Dentistry and the British Society for Oral and Dental Research.

School of Dentistry Retweeted

BASCD @bascd_uk · Nov 16, 2018

President Elect 2019-2020 announced yesterday, congratulations to @MariaZetaMorgan @CardiffDental Will Designed to Smile Dewi be making an appearance at your conference? :)



(v) Workload model

Cardiff University has implemented an on-line workload modelling framework/platform, which is intended to report on the full range of activities required of a Cardiff academic. Staff view their modelling profile on-line and have opportunity to comment on it whether it is a reasonable representation of personal assigned activities.

- Workload profiles for each academic staff member have been produced for the past three years. Staff comments highlight issues for a model that currently only provides an approximate workload representation; capturing only centrally-held information (e.g. grant awards, supervisions, teaching timetables, allocations for specific roles). Individual workload models inform PDR discussions with line-managers, which can identify how “unallocated time” is being utilised to fulfil role expectations, career development analysis and extenuating circumstances.
- DENTL recognises the importance of achieving appropriate balance between teaching, research/ scholarship and administration for all academic staff to provide for equitable promotion outcomes. Workload modelling can be an effective tool in providing meaningful support which we will continue to address.

AS ACTION 2020



We will establish a working group to further develop the workload modelling to fit the DENTL academic; to identify time allocation to better support career development support opportunities and support PDR discussions.

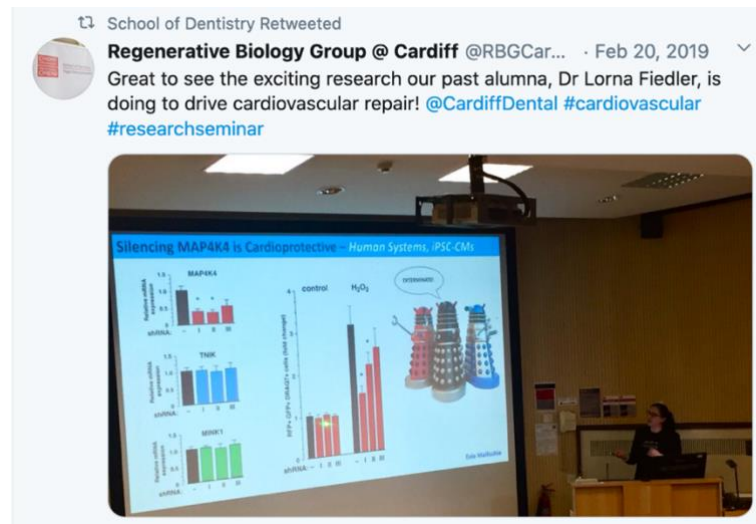
We will analyse Workload model to assess for gender equality in role allocation and staff development opportunities (focus for thematic action workstream 1).

(vi) Timing of departmental meetings and social gatherings

- DENTL has maintained its commitment to ensure that all central committee meetings are scheduled between 09.30am and 3.30pm. Other meetings may take place outside of these hours (e.g. supervisory meetings), but always at the agreement of the participants. Whilst it was an intention not to hold meetings at lunchtime, this has proved difficult for the many academics with clinical sessions which extend 9am-12.30pm and 2-5pm.
- A calendar of committee meetings is produced yearly to provide advanced notice of all meetings. Approximately half of committees are rotated around the days of the working week, so that part-time staff are able to attend as many as possible.
- We host a variety of social gatherings ranging from welcoming new undergraduate and postgraduate students, to celebrating retirements and hosting cake bake sales / coffee mornings. In timing day-time events our aim is to reach maximum availability of staff. Many are organised for a lunchtime period with food provided to help foster a collegial atmosphere.

(vii) Visibility of role models

- Gender equality and identifying speakers across the academic grades is an important consideration when organising our monthly external speaker seminars in DENTL. All talks are advertised in a standout branded format, which includes a picture of the speaker and talk synopsis. We also advertise our talks to colleagues in neighbouring Schools, and likewise, we advertise and are welcomed to talks in these Schools.
- Since 2016 we have welcomed over 50 external speakers (18 female) from across the world, all of whom present as a role model in their field and are always keen to talk to our ECRs and PGR students during their visit. This has included Dr Lorna Fiedler (University of Oxford) and Dr Matt Caley (Queen Mary University of London) who are past students of DENTL and now hold senior fellowships within their institutions.



AS COMPLETED ACTION 2015



In 2016 we arranged a “Women’s Career Development Day” for both men and women to highlight the practical barriers which inhibit career progression of female academics – addressing the “glass ceiling” debate.

- Our Women’s career development day invited females in senior academic and PS positions (including our previous HoS, then Deputy Vice Chancellor, Professor Elizabeth Treasure and the University Head of HR) to give presentation about their career challenges. Subsequent workshop discussions identified challenges and potential solutions for career development, with outcomes feedback to College HR.
- In keeping with our AS 2015 actions, we have worked to improve the equality and diversity of imagery for all of our web pages and course marketing brochures (**Figure 29**). High female representation is also achieved at our MMIs and open days.



Figure 29: Images from open days. These days invariably attract a high representation from female staff, enabling us to promote dentistry as a career for women. A balance of male and female students show prospective students around the Dental hospital during these days. We also ensure a balance of male and female assessors at MMIs.

(viii) Outreach activities

Undergraduate Students

- We strongly support students in their organisation of annual trips overseas to provide voluntary dental care in a developing nation, which also involves volunteering from our clinical staff. We take all steps necessary to ensure that this opportunity to travel is open to all students and take particular care to risk-assess and ensure their safety.



Figure 30: Undergraduate students volunteering in Namibia (left) and providing Dental health education in Honduras (top right). Enjoying student exchange programmes to China (bottom right).

Academic Staff and Postgraduate Research students

- The HoS has asked all staff to commit to at least one outreach activity on behalf of the School, although many participate in several activities. Activities are monitored as part of PDRs and also support promotions applications, which must identify an individual's commitment to University citizenship. For all of our activities, we see outreach as an opportunity to raise the profile and contribution of women to the life and success of the School.

Table 19: Examples of the many outreach activities available for staff and students within DENTL to become involved in.

Talking to prospective students at University Open days and during visiting days
Participating in DENTL work experience events at DENTL
Secondary school visits and career fairs
Public engagement activities (those created in-house and organised through Cardiff Institute for Tissue Engineering and Repair) within Schools, Cardiff City Centre and festivals.
Organising activities for sixth form students during Science in Health Week.
Organising activities for sixth form students during Science in Health Week.
Visiting developing nations to provide dental care
Representing the activities of Cardiff Dental School stand at major International conferences
Contributing talks to summer schools to encourage further study in young scientists



Figure 31: Images promoting the varied outreach activities undertaken by staff including promoting public health activities (top left) hosting A level students in our research labs (middle row) and outreach activities with public and conference delegates. Our research students, ECR and research staff (laboratory based) are also members of the Cardiff Institute for Tissue Engineering and Repair (CITER) which widens opportunities for outreach activities with other Schools in the University.

6. FURTHER INFORMATION

Covid-19 Pandemic – DENTL’s responses to managing Staff and Student wellbeing

DENTL has:-

- been mindful of the evidence that enforced working and learning at home has a greater impact on females who generally take on disproportionate additional caring responsibilities. We have tried to be proactive in detecting issues through discussion and provide flexibility to overcome disadvantage.
- introduced weekly All Staff Meetings with the Head of School as information sharing events and a “voice for all” forum as our staff have expressed loneliness from lack of work colleague contact. Each department/theme holds regular virtual social “coffee morning” meetings;
- worked closely with the Student President to ensure COVID-safe student activities have been put in place;
- targeted essential learning for student progression as the delivery of Dentistry has been severely impacted by social distancing measures and cross-infection risks associated with aerosol generating procedures during the use of dental drills and ultrasonic scalers. Impact on undergraduate and postgraduate clinical students cannot be over-emphasised as they were unable to see patients preventing competency achievement.

- worked to achieve safe research working practices for research students and staff who were unable to work in research laboratories or access participants.
- ensured fairness in access to assessments across the student body, whilst maintaining standards and ensuring patient safety and satisfying the requirements of the General Dental Council.
- prepared students and communicated with them to allow with practice examinations to familiarise them with new processes, managing their wellbeing and anxiety in unfamiliar circumstances. Placing assessments online has necessitated close working at a distance between academic and PS staff.
- Used staff need, not seniority, as an equitable approach to addressing increased IT resource requirements.
- introduced learning sessions for staff and promoted University ones to help staff adapt to new communication challenges with emails and video conferencing bringing their own issues for fostering collaboration, team working, and raising anxiety for achieving work-life balance.
- promoted University wellbeing days; where staff are encouraged to not arrange calls or video conferencing meetings, engage in email communication and deliver reactive work outputs – allowing staff to step away from the immediacy generated by digital communications.
- arranged for a Mind coach, David Rahman, to give a webinar (with Q&A) on “how to manage your emotions and build resilience during this difficult and challenging time” to staff and student cohorts.
- dedicated our July 2020 EDI committee meeting to staff wellbeing considerations and actions.
- held virtual staff development days to deliver training on blended learning for students and sought staff opportunities for staff to put forward their ideas for innovative ways for delivering interactive and engaging teaching; and
- organised drop-in teaching sessions to discuss the practicalities for using “Teams” (our selected platform for delivering teaching) and other on-line teaching aids. For clinical patient-facing teaching
- Provided training on use of full PPE all patient-facing staff and students and at the same time manage expectations, fears and anxiety this teaching environment presents.

AS ACTION 2020



During 2021 we will survey staff to identify perceived changes in working practice over the past 10 years and the impact of the digital age in preventing staff from disconnecting with work issues and effects on wellbeing and formulate actions to enhance supportive practices (action 5.2).



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