Department Application
Bronze and Silver Award

**Cardiff University
School of Medicine**

ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

LIST OF ABBREVIATIONS

Acronym	
AUA	Association of University Administrators
C21	Undergraduate medical curriculum
C4ME	Centre for Medical Education
CA	Clinical Academic
College	College of Biomedical and Life Sciences
CTR	Centre for Trials Research
DCG	Division of Cancer and Genetics
DII	Division of Infection and Immunity
DPM	Division of Population Medicine
DPMCN	Division of Psychological Medicine and Clinical Neurosciences
ECR	Early Career Researchers
EDHR	Equality, Diversity and Human Rights
EIA	Equality Impact Assessment
F	Female
FT	Fixed-term
FTE	Full-time Equivalent
HR	Human Resources
iMPReSS	PSS support network
M	Male
MBBCh	Bachelor of Medicine, Bachelor of Surgery
MEDIC	School of Medicine, Cardiff University
MMI	Multiple Mini Interview
MPAS	Maternity, Paternity, Adoption and Surrogacy
OE	Open-ended contract
OF	Open-ended contract with relevant factors which relates to posts that arise due to business opportunities
PDR	Personal Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator (Research)
PSS	Professional Support Services
REF	Research Excellence Framework
SAT	Self-Assessment Team
School	School of Medicine, Cardiff University
SSC	Student Selected Component in MBBCh
T&R	Teaching and Research
T&S	Teaching and Scholarship
UG	Undergraduate
WAM	Workload Allocation Model

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	Cardiff University
Department	School of Medicine
Focus of department	STEMM
Date of application	30th November 2017
Award Level	**Bronze**
Institution Athena SWAN award	Date: November 2012 · **Level:** Bronze
Contact for application Must be based in the department	Janet Richardson
Email	RichardsonJ11@cardiff.ac.uk
Telephone	029 21844237
Departmental website	http://www.cardiff.ac.uk/medicine

Application Word Count		
	Actual	**Recommended**
Letter of endorsement	651	500
Description of the department	542	500
Self-assessment process	1241	1000
Picture of the department	2165	2000
Supporting and advancing women's careers	6461	6000
Case studies	n/a	n/a
Further information	427	500
Extra word count granted	n/a	1000
TOTAL	11487	11500

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter immediately after this cover page.

School of Medicine
Ysgol Meddygaeth

Cardiff University
Main Building
Heath Park
Cardiff CF14 4XN
Wales UK

Prifysgol Caerdydd
Prif Adeilad
Parc Mynydd Bychan
Caerdydd CF14 4XN
Cymru, Y Deyrnas Unedig

Ruth Gilligan,
Athena SWAN Manager,
Equality Challenge Unit,
First Floor, Westminster Tower,
3 Albert Embankment,
London, SE1 7SP.

21st November 2017

Dear Ruth,

As Head of School and member of the Athena SWAN Self-Assessment Team (SAT), I take personal pride and responsibility in embedding the principles of the Athena SWAN Charter, and am delighted to submit our bronze award application. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I am enormously proud of my staff and all we have achieved since the School restructure (MEDIC Forward, 2016). A change project (MEDIC21) was subsequently launched, aimed at improving the School as a place where all 1057 staff and 3136 students work/study in an environment of dignity, courtesy and respect.

The School faced significant challenges during 2016-17. The well-documented student-related breach in equality and diversity (2016) shocked and disappointed us enormously, however the resulting independent review (chaired by Professor Dinesh Bhugra) provided an opportunity for me to endorse a range of positive actions (see Section 7).

Our unsuccessful Athena SWAN Bronze renewal (2016) stimulated a refocus on how an environment underpinned by a culture of opportunity and equity is developed and promoted. The School of Medicine is large and complex, so to ensure **all** staff have a voice I endorsed local committees to take ownership for implementing tailored action plans.

This School-wide Equality, Diversity and Human Rights (EDHR) structure provides embedded responsibility for developing and promoting a culture of fairness and equality, led by a Sub-Dean and supporting team which includes a dedicated Data Analyst and Project Manager.
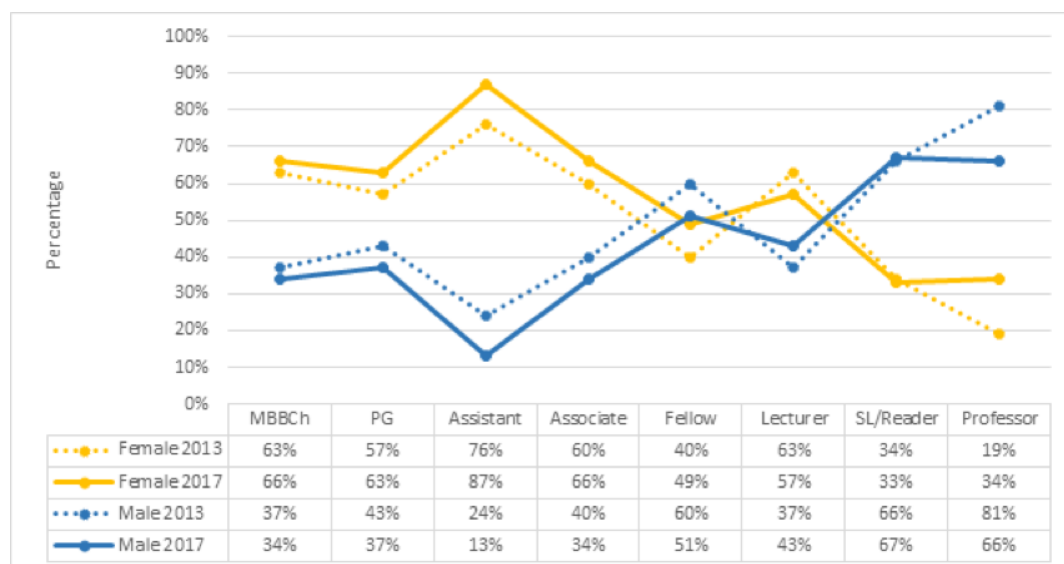
An all-staff EDHR Survey was prioritised and resources provided to fund external facilitation of 18 focus groups providing an open and inclusive forum for 85 staff (academic and Professional Support Services (PSS) staff) to discuss their views. Alongside three all-School Away days and regular whole-school meetings, critical time was spent listening to staff's views and opinion, enabling us to identify needs and existing areas of best practice – including a pilot aimed at promoting recruitment from under-represented groups. Some areas are progressing faster than others and addressing this is a priority for me.

Several key policies/initiatives implemented (2013-17) have significantly enriched the experiences of staff, including:
- Supporting Early Career (ECR) and Postgraduate Researchers (PGR): with the introduction of the College of Experts scheme which matched individuals with a senior staff member to guide grant applications.
- Supporting the Promotions Process: implementation of "Mentoring Circles".
- The iMPReSS Network: providing career development for our 453 PSS staff.

Impact: We analysed recruitment and promotion in relation to the "leaky pipeline" (Figure 1). We see a noticeable increase in females appointed at Fellow level, rising from 40% to 49% since 2013, coupled with a significant increase in open-ended contracts (Table 6b), due to increased governance around the use of fixed-term contracts. We continue to review fixed-term contracts and convert to open-ended in cases where the role is not of a time-limited nature.

Figure 1. Gender Profile in Academic Career Pipeline (2013-17).

	MBBCh	PG	Assistant	Associate	Fellow	Lecturer	SL/Reader	Professor
Female 2013	63%	57%	76%	60%	40%	63%	34%	19%
Female 2017	66%	63%	87%	66%	49%	57%	33%	34%
Male 2013	37%	43%	24%	40%	60%	37%	66%	81%
Male 2017	34%	37%	13%	34%	51%	43%	67%	66%

The "scissoring effect" in the career pipeline remains clear, however we see a narrowing of this effect at Fellow level and above. A proportional increase in female professors (19% to 34% since 2013) is attributed to a combination of factors including improved support and natural "churn". It concerns me, however, to see little increase in female *Clinical*

Professors – I am attempting to understand this further through our Clinical Academics working group established this year.

It is gratifying to see these improvements, and I am confident that our action plan will continue to address historic imbalances in senior level posts.

It is critical that responsibility for actions is equally driven by local teams as well as active leadership by the Senior Team – I believe we are achieving this through our "root and branch" approach. I will lead the School in implementing our plan to ensure that **all** our staff (academic and PSS) and students are fully supported to achieve their full potential.

Thank you for considering our application.

Yours sincerely,

Professor Ian Weeks
Head of School of Medicine

2. DESCRIPTION OF THE DEPARTMENT

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

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

The School of Medicine ("School") is one of six academic schools and one academic unit within the College of Biomedical and Life Sciences ("College"), and the largest School in Cardiff University (Figure 2). Our vision is excellence in all that we do. A positive working environment for our staff and students is essential, with a culture based on dignity, courtesy and respect. We strongly promote Equality, Diversity, and Inclusivity, with a true commitment to the advancement of women's careers. Our recent School Away Day was themed '**Realising our Potential'** promoting performance and wellbeing (Images 1 and 2).

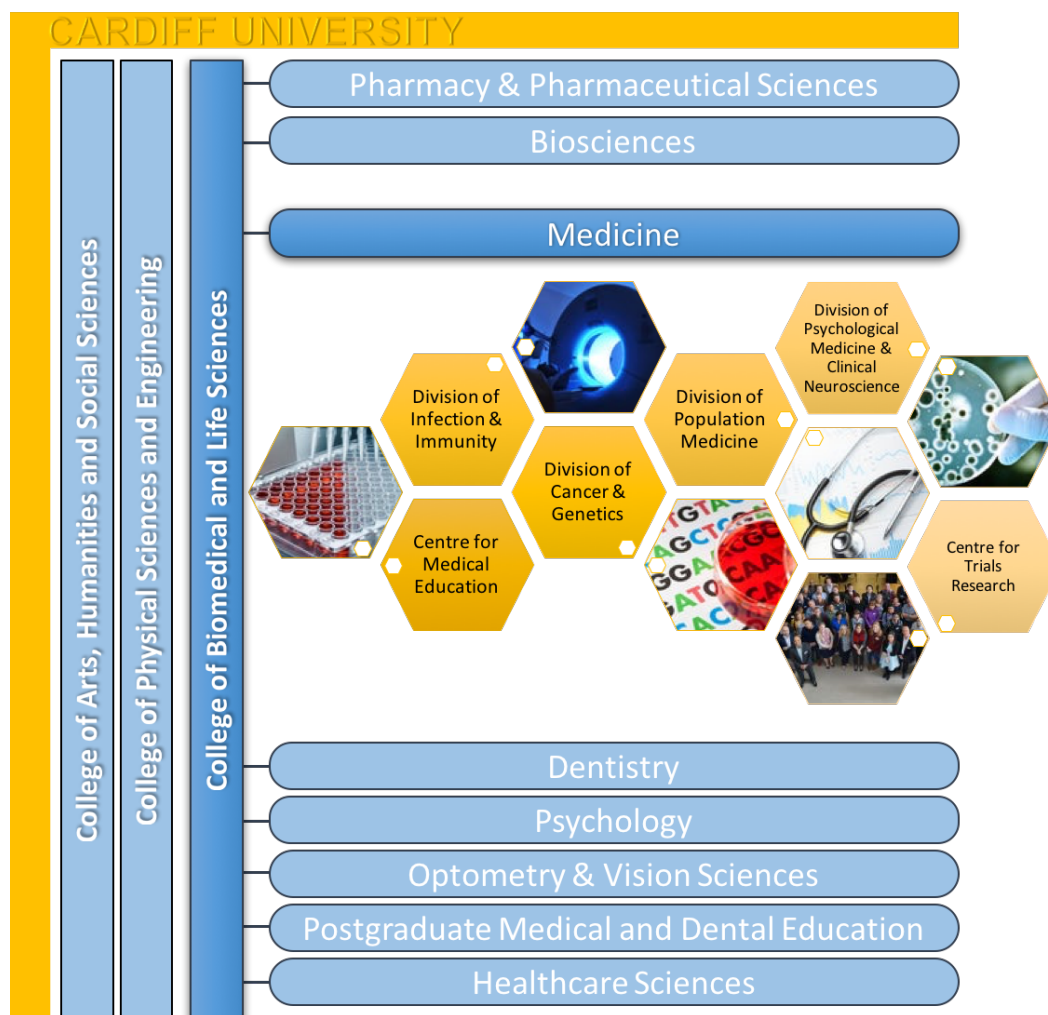*Figure 2. Overview of Cardiff University wide structure.*

Image 1. Staff in School of Medicine, Cardiff University, Away Day 2016-17.

Image 2. Staff in School of Medicine, Cardiff University Away Day 2017-18.

Our research is internationally leading and driven by aspiration to scientific excellence and real-world impact (as recognised in the Research Excellence Framework (REF[1])). Our educational programmes are designed to inspire our students. Our research, teaching and innovation is patient and people focussed.

Research in the School is conducted within four interdisciplinary Divisions:
- Cancer and Genetics (DCG);
- Infection and Immunity (DII);
- Population Medicine (DPM);
- Psychological Medicine and Clinical Neurosciences (DPMCN).

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[1] UoA Clin Med 8th overall, 87% research 3* or 4*, 100% impact 3* or 4*; UoA public health 20th 71%, 73%; UoA Allied health disciplines 4th, 90%, 100%; UoA Psychology/Psychiatry/Neuroscience 2nd, 92%, 90%
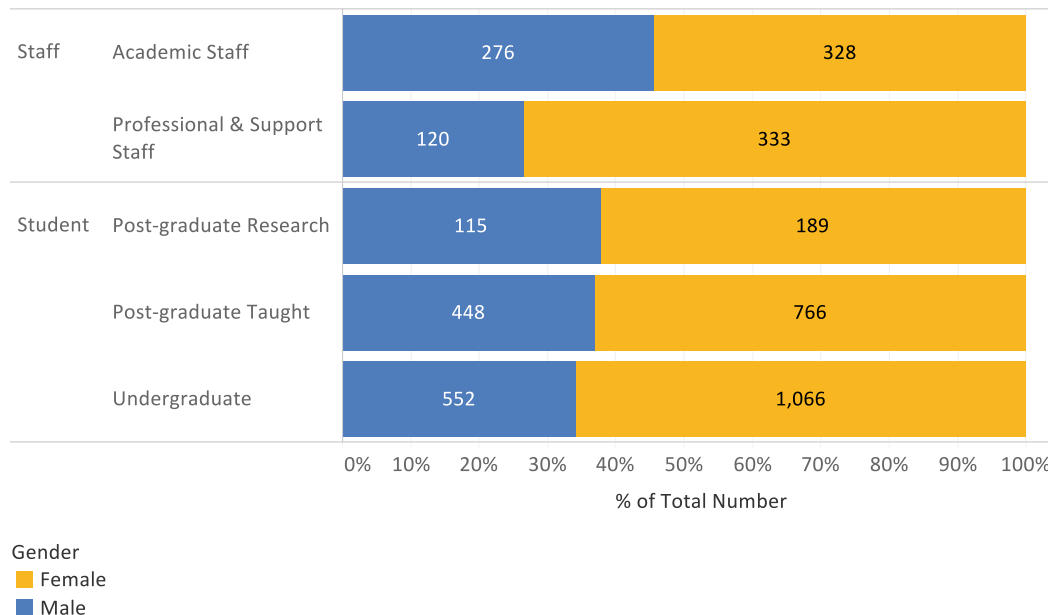
Divisions deliver cutting-edge research and world class clinical trials from laboratory investigation to clinical practice. The Centre for Trials Research (CTR) tackles chronic diseases and health concerns of our time through clinical trials. Its research focus aligns with the NHS healthcare priorities. Our aim is 'translation' of fundamental knowledge to patient benefit.

The Centre for Medical Education (C4ME) supports undergraduate full-time teaching for >1,500 students within two programmes of study – Medicine (MBBCh) and Medical Pharmacology (BSc) – with 97% and 100% overall satisfaction in the National Student Survey (NSS 2016) and 14th in the Complete University Medical School rankings.

The School Central Services houses Professional Support Services (PSS) staff including finance, health and safety, human resources, information technology and project management. PSS staff have developed a network entitled "iMPReSS" (implemented in 2016) which provides opportunity for peer support, career development and professional and social networking.

Figure 3 illustrates our staff/student gender profile at the end of the 2016-17 academic year (30/06/2017). Total staff employed was 1057 (604 academic (54% female); 453 PSS (74% female)). We have more female academic staff and PSS compared to UK HEI averages (45% and 62.7% respectively[2]). When comparing our gender profile to Russell Group universities (HESA 2016) we have an equivalent number of female academics (54%).

Figure 3. Gender profile of staff (n=1057) and students (n=3136) in our School.

		Male	Female
Staff	Academic Staff	276	328
	Professional & Support Staff	120	333
Student	Post-graduate Research	115	189
	Post-graduate Taught	448	766
	Undergraduate	552	1,066

% of Total Number

Gender
🟧 Female
🟦 Male

Our staff collaborate to promote research, innovation, teaching, administration, and management. 1618 undergraduate (66% female), 1214 postgraduate taught (PGT) (63% female) and 304 postgraduate research (PGR) (62% female) students were registered on a programme of study in 2016-17. This is consistent with Russell Group universities (HESA 2016) that report 63% female (PGT) and 58% female (PGR).

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[2] Equality in Higher Education: staff statistical report 2016, ECU

Table 1 highlights the School staff gender profile, illustrating more male than female Clinical Academics in all areas except DPMCN. In contrast, we have typically higher numbers of female Scientific Academics. Most PSS staff are female with highest numbers in C4ME and DPMCN.

Table 1. Gender profile according to career path and Division or Centre.

	CLINICAL STAFF			SCIENTIFIC STAFF			SUPPORT STAFF			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
DIVISION OF PSYCH MED AND CLIN NEUROSCI	17	17	34	43	31	74	60	20	80	188
DIVISION OF INFECTION AND IMMUNITY	11	21	32	57	56	113	31	10	41	186
DIVISION OF CANCER AND GENETICS	9	18	27	36	43	79	45	5	50	156
DIVISION OF POPULATION MEDICINE	8	17	25	36	10	46	40	9	49	120
CENTRE FOR MEDICAL EDUCATION	18	19	37	38	24	62	77	23	100	199
CENTRE FOR TRIALS RESEARCH		1	1	53	12	65	49	33	82	148
SCHOOL CENTRAL SERVICES		4	4	2	1	3	31	22	53	60
Grand Total	63	97	160	265	177	442	333	122	455	1,057

Number of Staff

1 [gradient bar] 77

Equality and diversity is carefully considered within:
- Student recruitment;
- Curriculum design;
- Staff recruitment, retention and promotion;
- Staff development;
- Public outreach and impact activities.

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

## i. A description of the self-assessment team

The School recognizes the importance of the SAT composition. Our Athena SWAN Bronze Department renewal application (2016) was commended for successful piloting of a devolved EDHR committee in DPMCN, and advised us to adopt this approach across the School. Following a serious equality and diversity breach (2016), an independent review into issues of racial equality (Bhugra Report, 2017), provided 13 recommendations as a framework for significant change.

The new SAT structure involved active commitment from senior management due to the complexity of the School and a core team was established:

- Sub-Dean (EDHR);
- Four deputies, responsible for:
  - Wider participation;
  - Hosted services engagement;
  - PSS engagement;
  - Academic engagement;
- Project manager and data analyst;
- Project officer (driving actions in response to the Bhugra Report, 2017).

Local EDHR and Athena SWAN SAT committees were embedded in Divisions/Centres, feeding into the School EDHR and Athena SWAN SAT (Figure 4). This ensured greater engagement of staff, with a bottom-up process of consultation and ownership of actions to lead measurable change and cultural impact in parallel to top-down coordinated management (Figure 5a).

Figure 4. Overview of School EDHR and Athena SWAN SAT Structure.
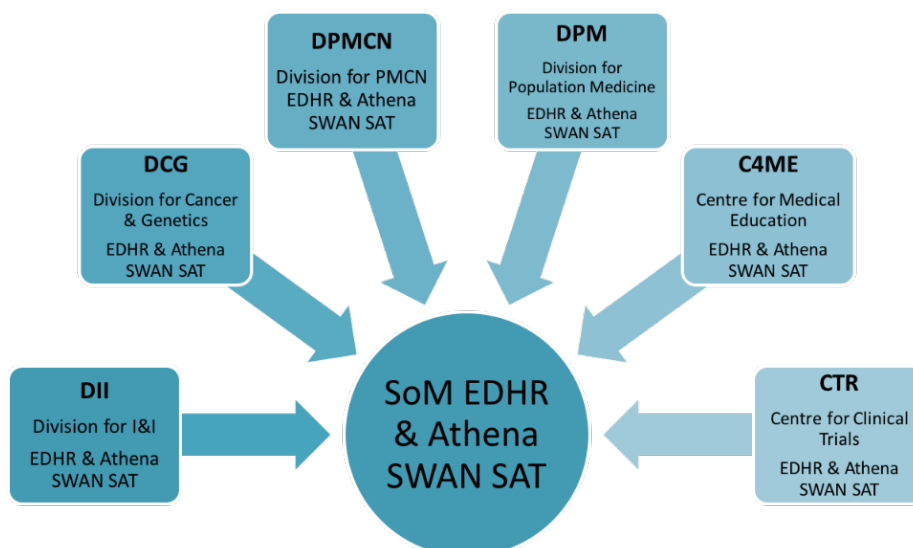
This enabled a coordinated approach to address four key aims:
1. To advance gender parity in career development.
2. To support, develop and promote equality, diversity and inclusivity in practice.
3. To eliminate all forms of discrimination, harassment and victimisation.
4. To develop a sustainable positive working environment and culture based upon dignity, courtesy and respect.

In total, 6 students and 78 staff (56 female; 28 male) serve as members of the Divisional/Centre committees, with representation across career pathways (PSS, academic staff and students). Table 2a highlights members of the central team. Table 2b summarises membership of the local EDHR committees.

Local committees meet monthly and have developed aligned programmes of review and agreed actions to inform the development of the School's Athena SWAN action plan. Outputs feed into Divisional/Centre executive meetings (standing agenda item), ensuring actions are implemented and whole School engagement. This cultural shift of change management was reflected in the School response rates to the University Staff Survey, increasing from 42% (2015) to 68% (2017).

The work of the EDHR and Athena SWAN SAT committees is promoted via local and School-wide talks, through the Athena SWAN lecture series and regular email/newsletter updates and annual away days.

A School graphic capturing staff and student's fingerprints was designed to represent our inclusive approach to EDHR (Image 3). In addition, staff and students worked together to produce an active bystander video that highlights our central message: ***"This is our School, our responsibility. Make your mark, do not stand by"*** (https://youtu.be/X27EN2QN8mA). The graphic and the video is used to promote the School's commitment to the EDHR agenda.

Image 3. Make your Mark. School of Medicine Graphic. *School briefing May 2017. Staff invited to create a promotional graphic 'make your mark' and sign up to an environment of dignity and respect.*

Table 2a. Staff composition of School EDHR and Athena SWAN SAT core committee.

Name	Job Title	Profile
Sian Ballard Part-time	Manager, Quality and Enhancement	Mum-of-two, working and studying for an MBA. Interested in ensuring all students are given equal opportunities.
Dr Katherine Brain	Senior Lecturer	Health psychologist interested in reducing inequalities, and mother of two children (one with special needs) in a dual career family.
Dr Paul Brennan	Reader	Father from dual career family. Educator, C4ME EDHR Committee Chair. Member of ECU Athena SWAN Working group and AS panellist.
Jane Breeze Part-time	Change Officer	A part-time worker and previously a carer who has a particular interest in harassment and stress management issues.
Barbara Cole	Manager, Clinical Innovation Hub	A single, full-time working mum-of-two, interested in enhancing the career options and flexible working for parents.
Dr Stephan Collishaw	Senior Lecturer	Working father, researching child mental health, and passionate about Athena SWAN making a practical difference to everyone in the School.
Ruth Coomber	Division Manager	Mum-of-two working full-time. Committed to promoting the professional recognition and development for PSS staff.
Iris Egner Deputy EDHR Chair	Research Manager	Single professional and driven to promote equality and diversity in the workforce, encouraged through international work experiences.
Dr Bronwen Evans	Reader	A full-time scientist who is also a 'carer' at home. Ardent about equal opportunities and fair play to all.
Damian Evans	Division Manager	Background in HIV research, travelling throughout Africa/Asia, experiencing the cultural/demographic issues which raised awareness of EDHR.
Dr Sam Hibbitts Sub-Dean EDHR	Senior Lecturer	Working mum. Passion for EDHR that stems back to studies into genetics and the impacts of environmental/behavioural interactions on individuals.
Professor Kerry Hood	Director	Demonstrates a keen interest in creating cultures, systems and processes to support everyone to achieve their potential.
Dr Anna Hurley	School Manager	Working mum-of-two, dual-career family. Strong advocate of flexible working and passionate about equality, fairness, and maximising opportunities for all.
Faris Hussain	Student	Intercalating student and Medsoc committee member, brings a student view to the actions and plans of the committee.
Claire Johnson Part-time	Head of Quality Assurance	Mother and carer for son who has autism and particularly interested in raising awareness of hidden disabilities.
Dr Michael Lang	Data Analyst	Enjoys supporting outreach events, STEM activities, Athena SWAN, and wider EDHR activities, including on-going support of LGBT initiatives.

Dr Catherine Naseriyan\n\nDeputy EDHR Chair	Flow Technologist	A full-time working mum, passionate about EDHR and believes that difference within individuals should be celebrated, embraced, and encouraged.
Joshna Patel\n\nDeputy EDHR Chair	Manager C21	Full-time worker with an ethnic background. Personal passion to support work-life balance, equality, and fairness to PSS staff.
Gareth Pugh	Division Manager	As a new father, has been able to experience flexible working and shared parental leave. Keen to promote equality.
Dr Frances Rice	Reader	A working mum in a dual career family interested in gender parity in academia and workplace culture.
Janet Richardson	Project Manager	Mum of two. First in family to attend University as a mature student. Passionate about supporting career progression for females.
Dr Robert Steadman	Senior Lecturer	A father with three grown-up children and two grandchildren. Believes strongly in equality, fairness, and maximal opportunity for everyone.
Andrew Thomas\n\nDeputy EDHR Chair	Research Technician	Busy father-of-two who passionately believes that the School can benefit from contributions from all sections of society.
David Thomson	Administration Coordinator	Administrator with 15 years' experience in Higher Education, particular area of interest includes promoting equality and diversity in the workplace.
Professor Ian Weeks	Acting Head of School	Committed to all colleagues having a voice, developing the School as a great place to work, and improving patient care.
Professor Anwen Williams	Director of Postgraduate Research	A full-time working mum who champions the empowerment of learning, nurturing talent and accessibility to education by EDHR mindfulness.
Professor Susan Wong	Clinical Professor	A clinical academic with caring responsibilities who is committed to encouraging and providing opportunities for all to achieve their potential.

Table 2b. Staff composition of School EDHR and Athena SWAN Committees by gender.

Area	Committee	Female	Male	Total
DCG	Divisional EDHR Committee	10	6	16
DII	Divisional EDHR Committee	9	4	13
DPM	Divisional EDHR Committee	13	6	19
DPMCN	Divisional EDHR Committee	7	2	9
C4ME	Centre EDHR Committee	9	5	14
CTR	Centre EDHR Committee	4	3	7
PSS	PSS EDHR Committee	4	2	6
School	School EDHR Committee	17	9	26
Total		73	37	110

ii. An account of the self-assessment process

The self-assessment process included an all staff engagement process led by individual Divisions/Centre EDHR and Athena SWAN SAT Committees to:

- Consult with staff and students to provide an inclusive review of practice and create a shared vision for change.
- Better understanding of staff and student:
  - Recruitment/admissions;
  - Induction;
  - Career progression/development;
  - Wellbeing;
  - Leaving.
- Develop local action plans to promote key aims.
- Shared commitment to implementing the action plan.
- Ensure input from School Senior Leadership Team.

Six methods were prioritised to better understand specific needs:

1. Local staff and student mini surveys (response rates 44-97% (Figure 5b)).
2. Local student, academic staff, and PSS focus groups (18 in total) to discuss survey outcomes and capture suggestions for change.
3. Analysis of School-wide 2017 staff satisfaction survey (68% (2017) response rate compared to 42% (2015)) to inform change in wider policies and practice, and to identify progress from previous years.
4. Open discussion around the EDHR agenda at two 'all staff' briefings led by Head of School during 2017.
5. Focused 'all staff' discussions at School away days, defined as 'Connecting and Communicating with your School and Colleagues' in 2016 and **'Realising our Potential'** in 2017.
6. Analysis of staff and student data, quality checks and benchmarking against Russell Group universities using HESA 2016 data; Equality in Higher Education: staff statistical report 2016, ECU; Equality Challenge Unit Response to Lord Stern's review of the Research Excellence Framework, 2016.

The core EDHR and Athena SWAN SAT team provide support via central management, administration, data analyses and resource as needed. The core School committee meets monthly with a set agenda to drive the wider implementation of the SAT process. Committee meetings open using a 'check in' technique based on restorative approaches that allows members to state how they are feeling and what they hope to gain from each meeting. This was adopted based on staff training implemented in response to the Bhugra Report. To enable effective communication, there is collective access to a Microsoft OneDrive folder, and a MEDIC EDHR email account.

Work focussed on developing local action plans including consultation, disseminating plans, feedback and revision, implementation and monitoring via Divisional/Centre executive and local EDHR Athena SWAN SATs. Divisional/Centre specific action plans were collated into the overarching School action plan (Figure 5a).

At the outset, it was acknowledged that there was disparity across the School around engagement levels in support of EDHR and Athena SWAN activities. One challenge around staff engagement was flagged by DCG with staff distributed across multiple locations and steps to address this included hosting an EDHR day entitled *'Let's make DCG a better place'*. 45 staff attended (23 female; 22 male) which facilitated networking

opportunities. By sharing a collaborative approach to the new structure, buy-in has been achieved in all Divisions/Centres and the central forum provides the infrastructure to share good practice, assess effectiveness and to enable inclusive decisions on next steps.

Figure 5a. Overview of the self-assessment process within the School.

TOP DOWN ORGANISATION: CORE EDHR AND ATHENA SWAN SAT COMMITTEE

Design, implementation and monitoring of local action plan

Project management
Policy review; data analyses; risk assessment

Good Practice
Share pilot projects that show SMART outputs

School-wide role out
local pilot initiatives

Consultation
Staff and student surveys/ focus groups

Collaborative approach
whole-School coordinated Athena SWAN action plan

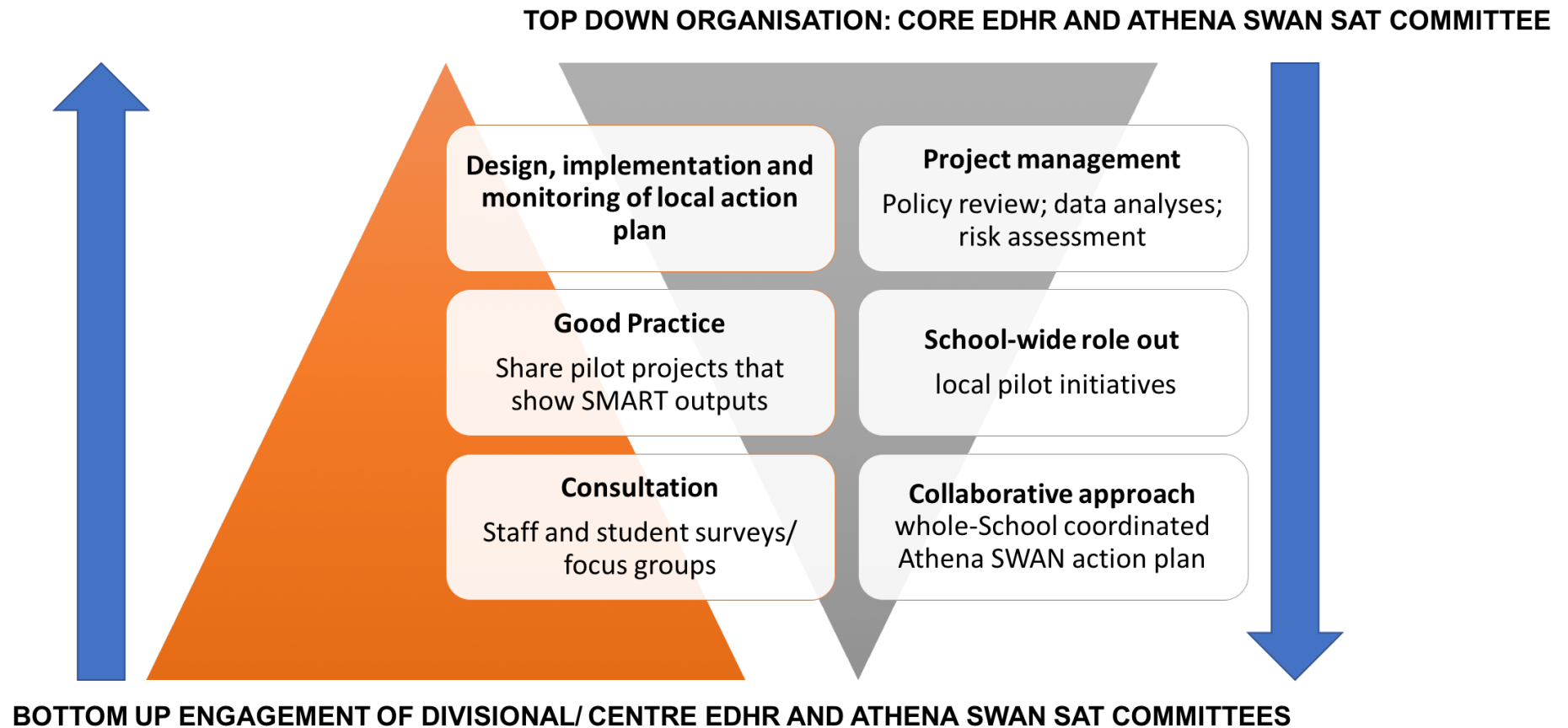**BOTTOM UP ENGAGEMENT OF DIVISIONAL/ CENTRE EDHR AND ATHENA SWAN SAT COMMITTEES**

Figure 5b. Local Divisional/Centre staff and student mini surveys with results differentiated by gender where 1=strongly disagree and 5=strongly agree.

		C4ME (58%)	DPMCN (97%)	DII (61%)	DCG (66%)	CTR (77%)	DPM (77%)	Central (81%)	Grand Total
Avg. Adequately recognizes and supports the need for flexible working hours.	Male	3.69	3.99	3.94	3.58	4.47	4.29	3.88	4.04
	Female	3.75	4.12	3.90	3.73	4.30	4.21	3.79	4.01
	Total	3.72	4.05	3.92	3.65	4.39	4.25	3.83	4.02
Avg. I am satisfied that colleagues treat each other with respect.	Male	3.80	4.35	4.17	3.79	3.52	4.33	3.92	3.92
	Female	4.03	4.17	4.18	3.81	3.78	4.00	4.21	3.99
	Total	3.91	4.26	4.17	3.80	3.65	4.17	4.06	3.96
Avg. Overall, the Division (divisions), School (central), Centre (CTR), C4ME is a congenial place in which to work.	Male	3.69	4.42	4.00	3.48	3.83	4.29	4.21	3.97
	Female	3.78	4.17	3.95	3.59	3.98	3.94	3.88	3.91
	Total	3.73	4.29	3.98	3.54	3.91	4.11	4.04	3.94
Avg. My line manager helps me to set and review clear objectives.	Male	3.94	4.14	4.04	3.70	3.64	4.24	4.38	3.96
	Female	4.04	3.76	4.08	3.66	3.85	3.99	3.91	3.89
	Total	3.99	3.95	4.06	3.68	3.74	4.11	4.14	3.93
Avg. Men and women are treated equally at work.	Male	3.66	4.14	4.09	3.88	3.74	4.00	4.00	3.90
	Female	3.83	3.63	3.56	3.18	3.79	3.45	3.42	3.58
	Total	3.74	3.89	3.82	3.53	3.76	3.72	3.71	3.74
Avg. When it comes to recruitment, the process used by the Division (divisions), School (central), Centre (CTR), C4ME is one that gives qualified applicants an equal opportunity.	Male	3.40	4.04	3.83	3.76	3.70	4.05	3.78	3.78
	Female	3.68	3.78	3.58	3.24	3.60	3.68	3.82	3.62
	Total	3.54	3.91	3.71	3.50	3.65	3.86	3.80	3.70
Avg. I am satisfied with my work - life balance.	Male	3.68	3.67	3.46	3.36	3.54	4.05	3.38	3.58
	Female	3.37	3.58	3.63	3.64	3.42	3.66	3.82	3.57
	Total	3.52	3.63	3.54	3.50	3.48	3.85	3.60	3.58
Avg. Everyone has an opportunity to voice opinions on key issues affecting the Division (divisions), School (central), Centre (CTR), C4ME.	Male	3.29	3.88	3.21	3.18	3.36	4.24	3.96	3.56
	Female	3.30	3.73	3.10	3.18	3.44	3.59	3.61	3.42
	Total	3.29	3.81	3.15	3.18	3.40	3.91	3.78	3.49
Avg. I have the opportunity for career development.	Male	3.46	4.03	3.62	2.94	3.16	3.95	3.88	3.52
	Female	3.61	3.72	3.13	2.80	3.34	3.46	3.36	3.35
	Total	3.53	3.88	3.37	2.87	3.25	3.70	3.62	3.43
Avg. I am satisfied with how important information is communicated.	Male	3.06	3.72	3.31	3.09	3.21	3.45	3.71	3.34
	Female	3.20	3.53	3.15	3.19	2.98	3.41	3.61	3.25
	Total	3.13	3.62	3.23	3.14	3.09	3.43	3.66	3.30
Avg. The way in which promotions are handled is fair.	Male	2.57	3.52	3.10	3.03	3.41	3.29	3.38	3.21
	Female	2.96	3.22	2.95	2.69	3.00	2.85	3.24	2.99
	Total	2.77	3.37	3.03	2.86	3.20	3.07	3.31	3.10
Avg. It is difficult to cope with the pressures placed on me at work.	Male	2.60	2.56	2.81	2.91	3.18	2.24	2.79	2.78
	Female	2.84	2.57	2.56	2.69	3.33	2.79	2.55	2.83
	Total	2.72	2.56	2.69	2.80	3.25	2.51	2.67	2.81

Average Response (1-5)

2.24 ▭ 4.47

iii. Plans for the future of the self-assessment team

During the SAT process, the School financially invested in the external facilitation of staff focus groups. This professional and impartial process highlighted common themes which have helped us identify our key priorities (Figure 6). Outputs from the staff surveys (Figure 5b) indicated that females score lower on "I am satisfied with my work life balance" than males and men scored higher on "men and women are treated equally at work". Meta-analyses of staff data indicated that line manager support and defining objectives correlated with higher scores in other categories mentioned above. The focus groups highlighted a requirement to further support academic promotion, career development for PSS and enhance wellbeing initiatives. Responses are set out in our action plan, with SMART solutions targeted to the specific needs of our staff and students.

To embed all feedback and develop the four key aims of the EDHR and Athena SWAN agenda further, devolved committees will continue to meet monthly. Progress will be measured by continued staff consultation via further surveys and focus groups. Divisions/Centres will take responsibility for ensuring local actions are met and the School will monitor and support overall progress. Any arising risks and issues will be prioritised.
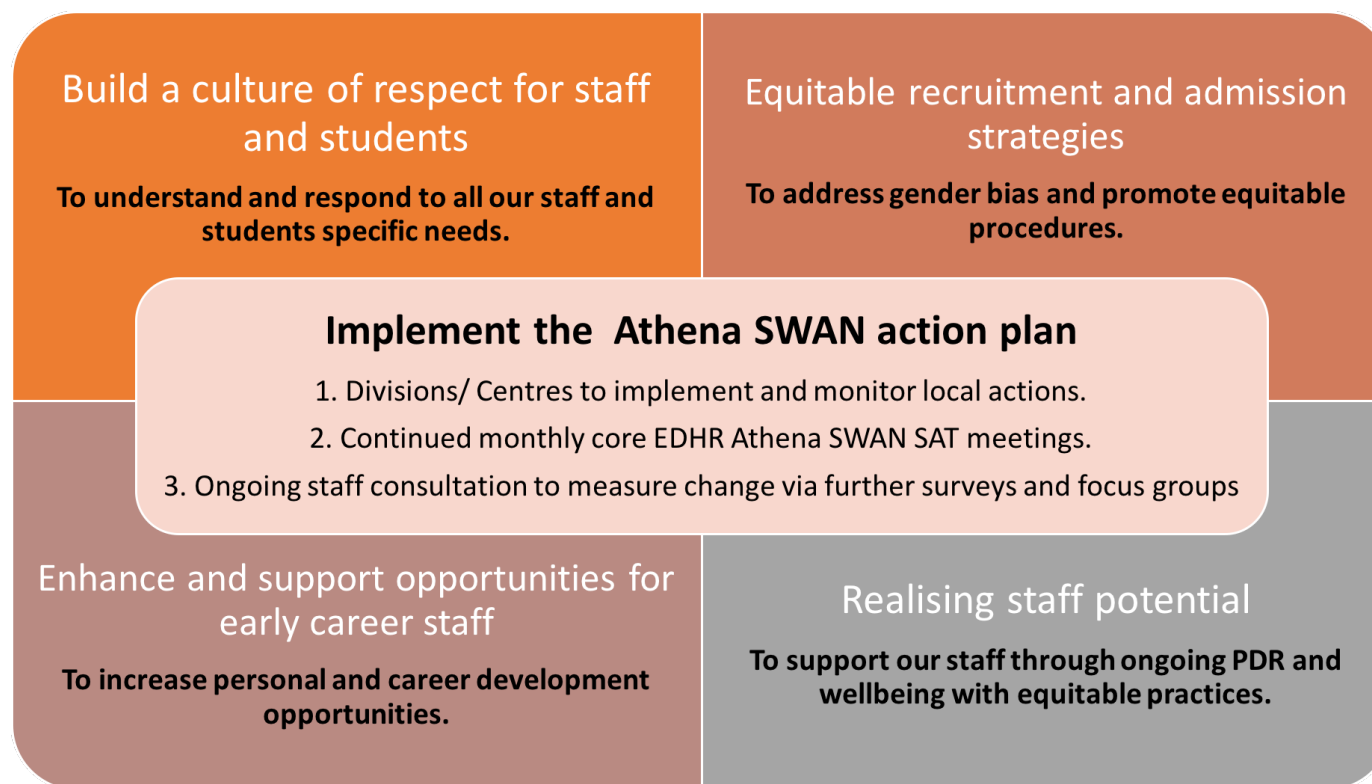
The overarching School committee will meet monthly to guide progress and inform next steps working towards a Silver application. The data analyst will support the continuing EDHR agenda, providing Divisional/Centre data reports and performing annual benchmarking of School core data.

Information will continue to be circulated to all staff via:
- The School e-newsletter (PULSE);
- Division/Centre newsletters;
- Staff briefings.

The School management team has committed to an annual schedule of 3 'all School' events, encouraging colleagues to collaborate on how we continue to **realise our potential**. The EDHR pages of the School intranet will be updated, and include university EDHR information (Actions 6.1 and 7.7). This approach represents positive action to foster an inclusive, collaborative culture.

Figure 6[3]. Cardiff University School of Medicine Athena SWAN Priorities 2017-21.

Build a culture of respect for staff and students

To understand and respond to all our staff and students specific needs.

Equitable recruitment and admission strategies

To address gender bias and promote equitable procedures.

Implement the Athena SWAN action plan

1. Divisions/ Centres to implement and monitor local actions.
2. Continued monthly core EDHR Athena SWAN SAT meetings.
3. Ongoing staff consultation to measure change via further surveys and focus groups

Enhance and support opportunities for early career staff

To increase personal and career development opportunities.

Realising staff potential

To support our staff through ongoing PDR and wellbeing with equitable practices.

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[3] The School priorities were formed from data analysis of our staff and student profile, results of the staff survey, Divisional/Centre actions (surveys and focus groups) and away day feedback.

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

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

i. Numbers of men and women on access or foundation courses
The School does not offer any access/foundation courses. Medical Pharmacology (BSc) is offered as a standalone course or a feeder course for the MBBCh (selected entry to Year 2). Since 2012, 55% of the standalone course students are female, with 24 students (12 female; 12 male) entering MBBCh from BSc Medical Pharmacology.

To broaden access and wider graduate entry, the School recognises three other feeder courses:
1. MedSci Degree (University of Bangor);
2. Medical Sciences Degree (University of South Wales);
3. Biomedical Sciences Degree (School of Biosciences, Cardiff University).

ii. Numbers of undergraduate students by gender
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.
Table 3 and Figure 7 illustrate the number of undergraduate MBBCh students by gender. Since 2012, we consistently experience higher percentages of female applicants, reaching 63% in 2016-17. This is reflected in the offers made and accepted (consistently >62% across the 5 years). There is a small but narrowing discrepancy in offers made as illustrated below, with offers accepted remaining consistently between 50-60%.

Table 3. Summary of undergraduate MBBCh applications and offers.

| Year	Applications received (F:M)	Offers Made (F:M)	% Offers Made (F:M)	% Offers Accepted (F:M)
2012-13	1414:1008	366:184	26%:18%	54%:55%
2016-17	2285:1319	402:193	18%:15%	50%:51%

National benchmarking illustrates women are more likely to be registered on Medicine courses sector-wide (57% nationwide[4]) however, the gender gap is greater in Cardiff (66%[5] female, 2016-17). Analysis of application/offer/acceptance data suggest this is largely attributed to factors affecting initial applications to our course, increasing from 58% female (2012-13) to 63% (2016-17) compared to a stable 55% nationwide[6]. The 2012 MBBCh curriculum change (increased small group teaching, earlier patient contact and earlier finals) could be a contributing factor. Admissions moved from panel interviews to multiple mini-interviews (MMIs) in 2016-17 (for 2017-18 entry). The MBBCh programme has a very high completion rate with only 3 students (0 female; 3 male) failing to complete in 2016-17.

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[4] 37,420 out of 65,540 total students (Nationwide), HESA
[5] 986 out of 1474 total students (Cardiff)
[6] GMC (State of medical Education and practice in the UK, 2016)

Figure 7. Gender profile of students enrolled on MBBCh 2012-2017. Data presented on course applications, offers, acceptance rates and registered. *Panels defined as application, offer and acceptance indicate one academic year's intake and the final panel reflects all five years of registered students on MBBCh (commissioned and quota funded).*
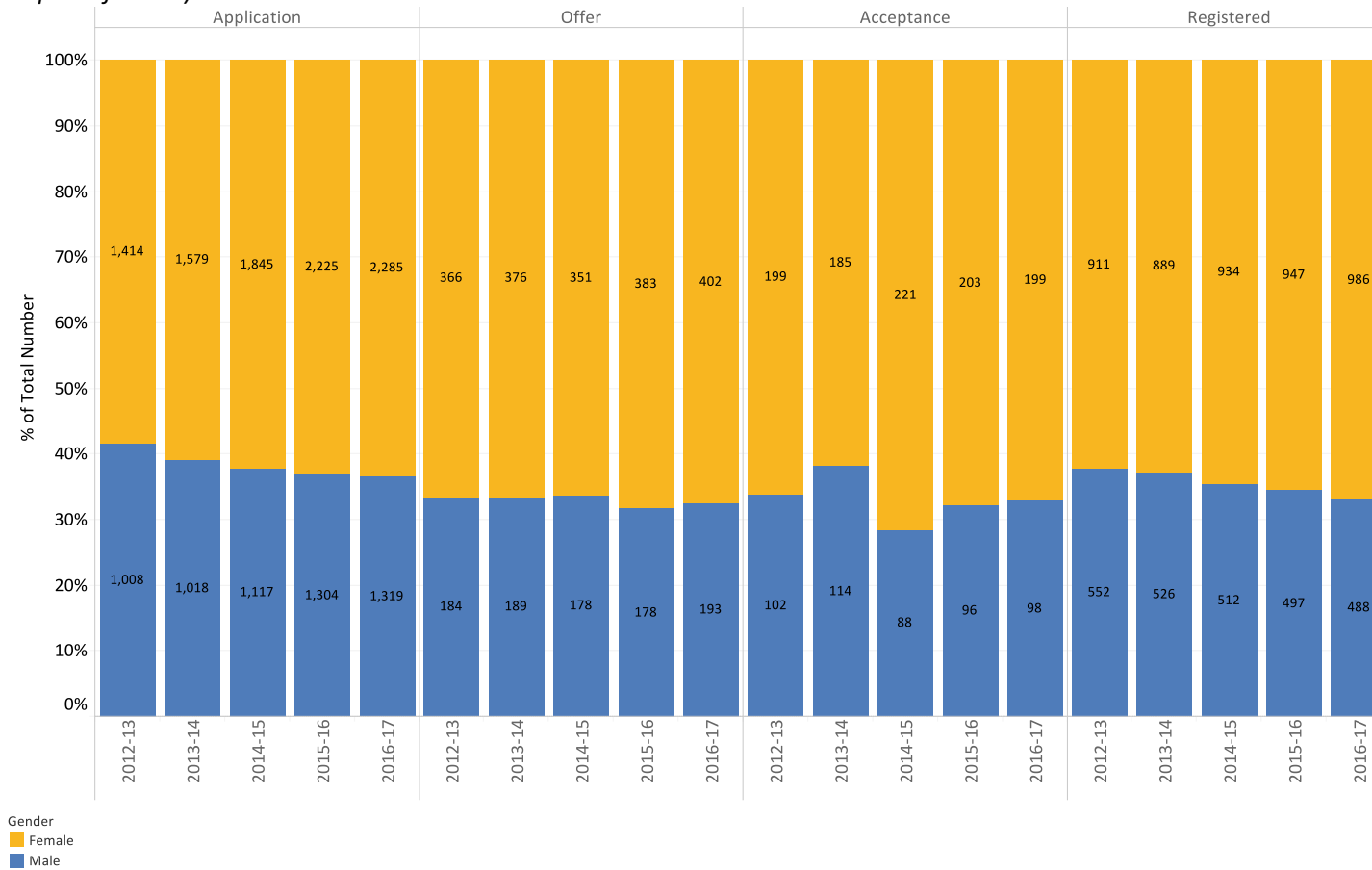
Numbers of men and women on postgraduate taught degrees

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

We are one of the UK's largest providers of medically-focused PGT courses, offering 20 programmes aimed predominantly at health professionals wishing to attain mastery in specific clinical areas. Our delivery modes include full-time, part-time, face-to-face, blended and e-Learning, providing a variety of options to support students who have challenges committing to full-time/face-to-face delivery.

Table 4 and Figure 8a illustrates the number of full-time/part-time PGT student applications, offers and acceptance rates. There are consistently more female applicants, reaching 59% (2016-17), which is reflected in the offer and acceptance rates, noting a small discrepancy as illustrated below:

Table 4. Summary of postgraduate taught applications and offers.

Year	Applications received (F:M)	Offers Made (F:M)	% Offers Made (F:M)	% Offers Accepted (F:M)
2012-13	1001:950	690:632	69%:67%	73%:71%
2016-17	844:579	544:333	64%:58%	71%:66%

Figure 8a. Gender profile of students enrolled on postgraduate taught degrees 2012-2017. Data presented on course applications, offers, acceptance rates and registered.
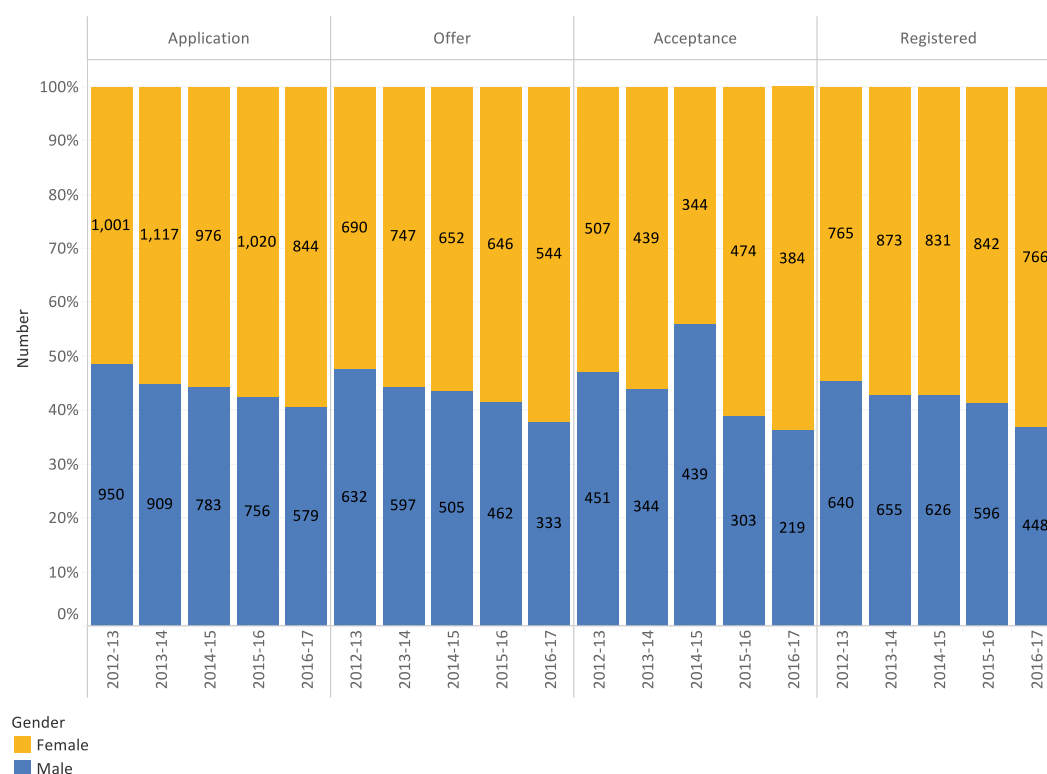

Figure 8b illustrates registered PGT full-time/part-time student numbers, along with benchmarking data for Russell Group University medical courses. Registered proportions of female students are comparable to National data for both full-time and part-time PGT

programmes across the review period. Full-time PGT students represent the minority of our total PGT students.

Figure 8b. Gender profile of students enrolled on postgraduate taught degrees 2012-2017. Data presented on part-time or full-time status. Benchmarking against Russell Group Universities filtered for medical courses.
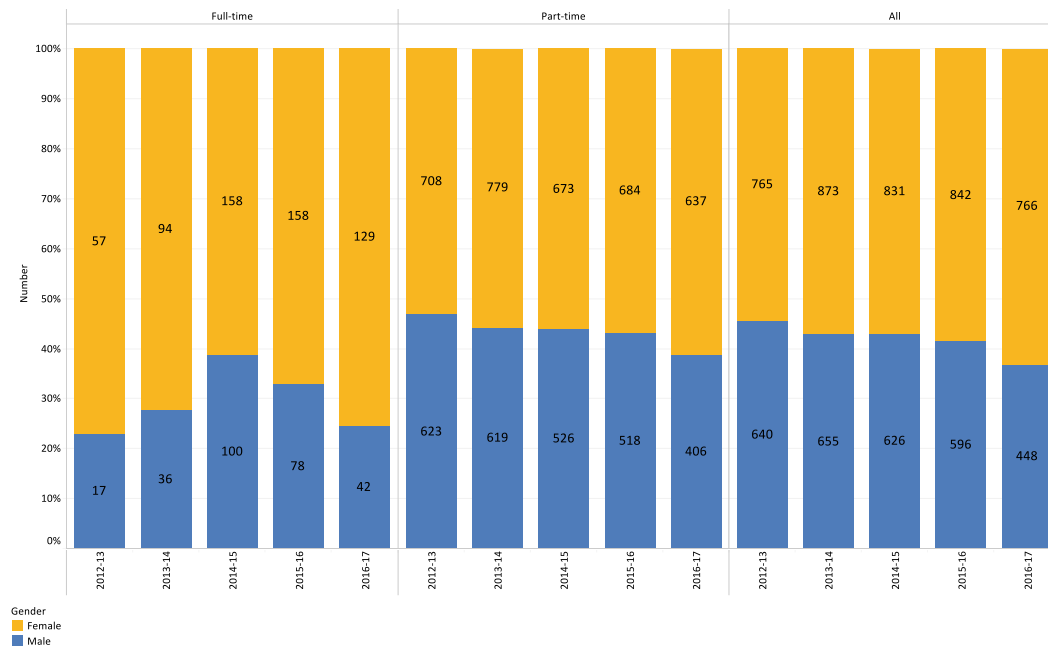
	Full-Time (%)					Part-Time (%)				
	2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
Female	77.03	72.31	61.24	66.95	75.44	53.19	55.72	56.13	56.91	61.07
Female Russell Group	67.60	68.41	65.79	66.68		57.86	58 .09	59.06	60.51	
Male	22.97	27.69	38.76	33.05	24.56	46.81	44.28	43.87	43.09	38.93
Male Russell Group	32.40	31.59	34.21	33.32		42.14	41.89	40.92	39.47	

Females employed in the NHS are predominantly employed on bands 1-9. In contrast, more males are at Clinical consultant level[7]. Females remain under-represented in NHS leadership roles, and we believe our PGT programmes offer important career development opportunities across the clinical career pipeline, reflected in the higher numbers of female applicants. We see a reduction in overall PGT student numbers in 2016-17 (this is sector-wide), reflecting several issues including work pressures, lack of


7

http://www.nhsemployers.org/~/media/Employers/Publications/Gender%20in%20the%20NHS.pdf

study leave and financial constraints leading to lack of sponsorship, all reported as reasons for not undertaking PGT study[8]. To improve equitable admissions and increase uptake, flexible approaches to course delivery and discounted fees are being prioritised (Actions 1.5 to 1.7).

Figure 8c shows student outcomes for those undertaking Level-7 PGT programmes (includes Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip) and Master's programmes). Across the review period, females achieved higher outcomes overall, with 35% female and 28% male achieving a distinction across the 2016-17 academic year group.

Several programmes offer PgCert, PgDip and MSc enrolment as separate pathways, providing more flexible options for those unable to undertake a full Masters. Recent data has shown that the reasons for exiting programmes are largely due to extenuating circumstances[9]. To address this, and dependent on circumstances, options are available to support these students, including extensions and/or interruption of study.

Figure 8c. Gender profile of degree outcomes for students enrolled on postgraduate taught degrees 2012-2017. *Data presented based on degree classification.*
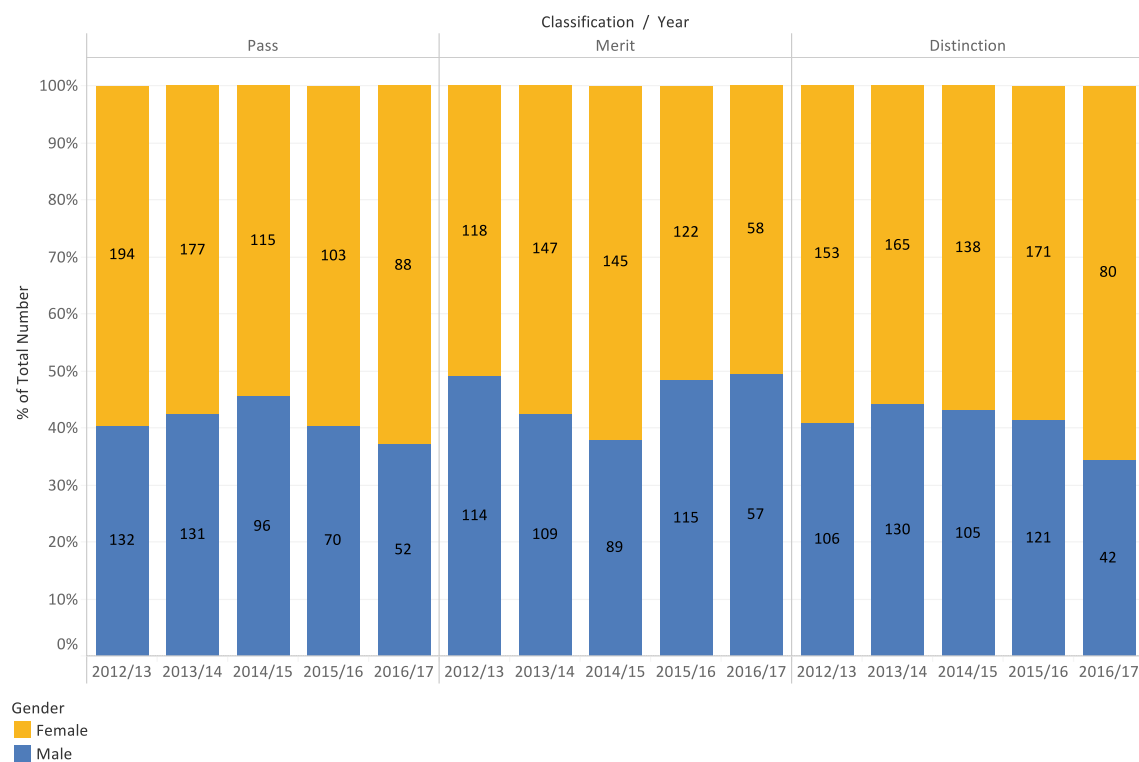
[8] Next steps for PGT education - funding, teaching quality and student experience, St Martin-in-the-Fields, Trafalgar Square, London WC2N 4JJ
[9] PGT Cardiff University ARE working group report 2016-17

iv. Numbers of men and women on postgraduate research degrees

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

Most PhD studentships are sponsored by external funders and advertised widely via national press and relevant websites. A highly competitive application process involves applicants being assessed on academic record, motivation and experience, followed by interview of shortlisted candidates. Other possible routes for PGR degree study include:

- Government/employer funded studentships;
- Fully self-funded;
- NHS-employed MD students (funding covers study costs but not fees).

Figure 9a highlights the gender breakdown of applicants for PGR study, offers made and accepted. We see a slightly higher number of female applicants overall, 57% (2012) down to 52% (2017). Around 20-30% of PGR applicants were made an offer with little gender disparity in offers made except in 2016-17 where 23% of female applicants receive an offer, compared to 12% of male applicants. Most candidates accept offers with 95% of offers (male and female) being accepted in 2016-17. The data suggest that a combination of factors has led to a widening gender gap in overall PGR registrations (currently 62% female), primarily the increased number of female applicants.

Figure 9a. Gender profile of students enrolled on PGR degrees 2012 – 2017. Panels defined as application, offer and acceptance indicate one academic year's intake and the final panel reflects all registered students in that academic year.
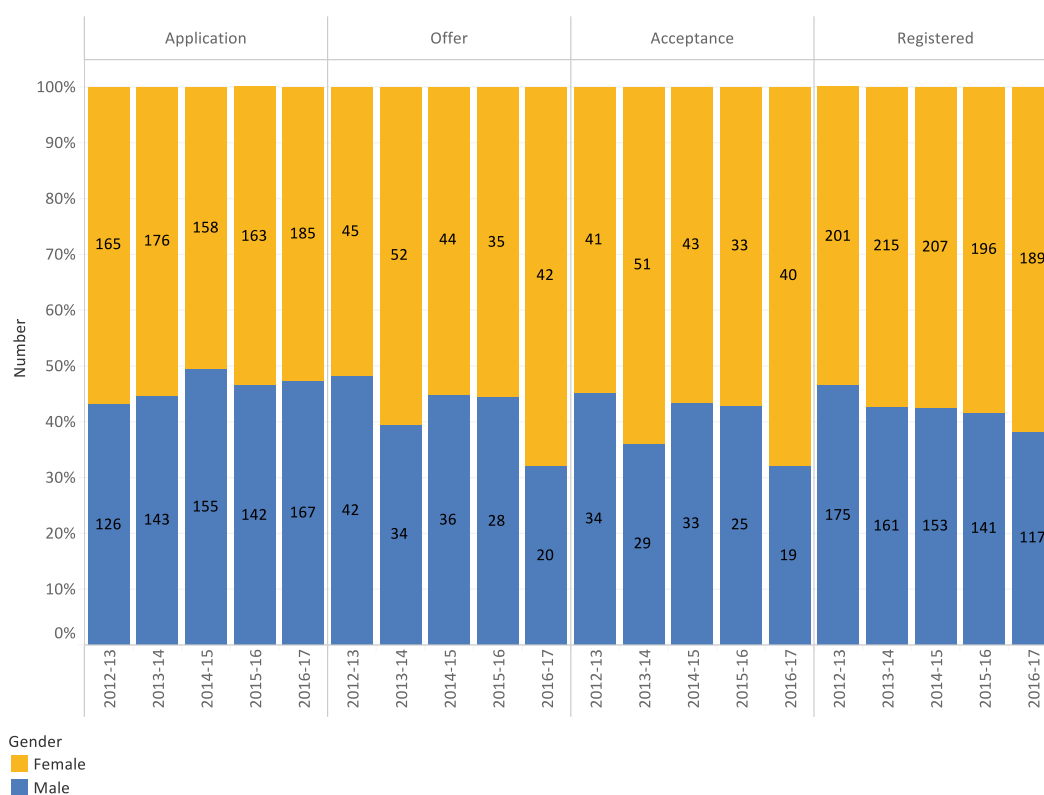

Figure 9b details the gender profile of PGR student numbers, illustrating a consistently higher proportion of females registered for full-time courses since 2012 (58% in 2012-13 up to 62% in 2016-17).

The number of part-time PGR students are low with the majority being staff candidates or clinicians who have protected academic time. Our data indicates a shift in male and female uptake of part-time study over the last 5 years:

- 2012-13 - 18% female; 33% male.
- 2016-17 - 13% female; 14% male.

Benchmarking against the Russell Group Universities (HESA 2016) for the review period indicated there are marginal gender differences in full-time students compared to the National picture (2015-16 female students 59% Cardiff; 58% Russell Group) and a comparable gender profile for part-time students (2015-16 female students 53% Cardiff; 54% Russell Group).

Figure 9b. Gender profile of students enrolled on PGR degrees 2012-2017. *Data presented on part-time or full-time status and benchmarking against Russell Group Universities.*
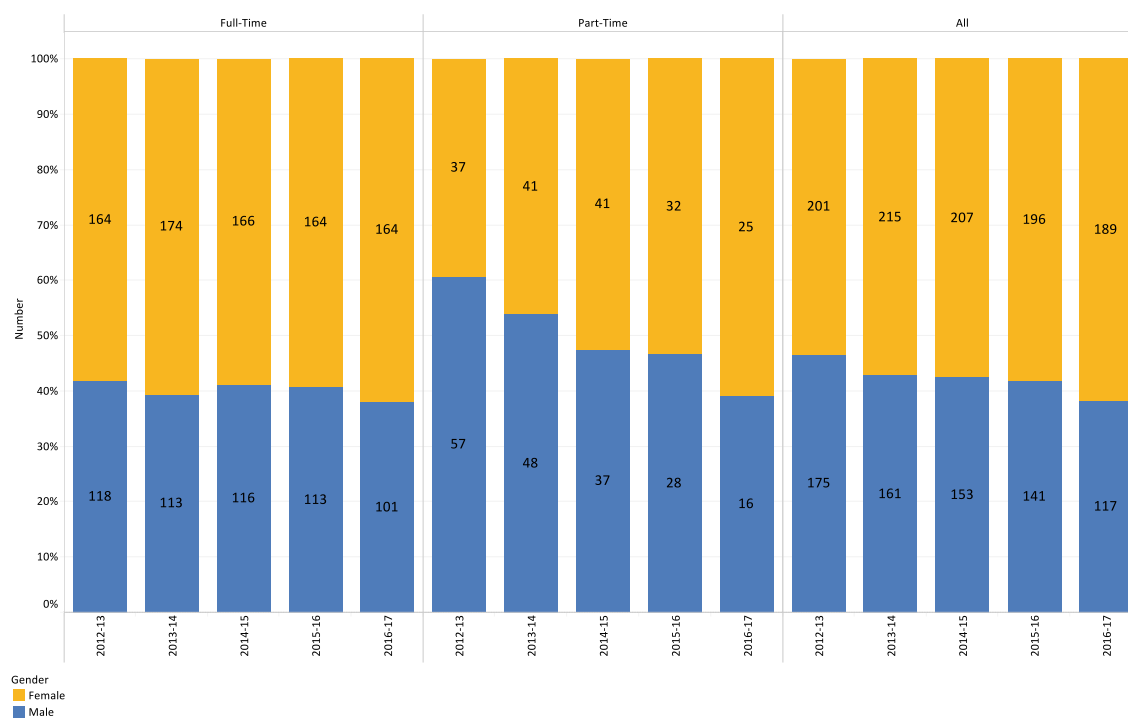
	Full-Time (%)					Part-Time (%)				
	2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
Female	58.16	60.63	58.87	59.21	61.89	39.36	46.07	52.56	53.33	60.98
Female Russell Group	58.84	58.92	58.91	58.44		49.69	50.50	52.68	53.72	
Male	41.84	39.37	41.13	40.79	38.11	60.64	53.93	47.44	46.67	39.02
Male Russell Group	41.16	41.08	41.09	41.56		50.31	49.50	47.32	46.22	

Table 5 demonstrates good completion rates for male and female PGR full-time students, with very few failing to complete within 5 years of registering for a PGR project. Over the review period, 97% of students completed within 5 years, and 90% submitted their thesis within 4 years. Gender did not impact degree outcome.

Table 5. Gender profile of degree outcomes/completion rates for students enrolled full-time on PGR degrees 2012-2017.

Cohort starting year[10]		Submitted within 4 years		Submitted 4+ years		Not Completed (Awaiting Viva/Re-viva)		Completed		Total Numbers	
		Percentage of that gender registered in each cohort starting year								Percentage of students overall	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2010-11	Number	21	12	2	3	0	0	23	15	23	15
	Percentage	91	80	9	20	0	0	100	100	61	39
2011-12	Number	19	12	3	0	1	0	21	12	22	12
	Percentage	86	100	14	0	5	0	95	100	65	35
2012-13	Number	23	11	1	1	1	1	23	11	24	12
	Percentage	88	92	4	8	4	8	96	92	67	33
Total	**Number**	**63**	**35**	**6**	**4**	**2**	**1**	**67**	**38**	**69**	**39**
	Percentage	**91**	**90**	**9**	**10**	**3**	**3**	**97**	**97**	**64**	**36**

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[10] The cohort starting year indicates when students first registered onto a PGR project and then links to if they submitted their thesis within 4 years, 4+ years and whether they went on to complete their viva or not

v. Progression pipeline between undergraduate and postgraduate student levels

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

There is limited progression from undergraduate to postgraduate study amongst our students since our programme trains doctors/pharmacologists. It is uncommon for newly qualified NHS staff to embark on postgraduate study since clinical/professional training is completed through foundation years 1 and 2 (F1/F2) posts. The normal intake in Wales is 339 F1 and 339 F2 per year. PGR study following foundation phase training is an optional route. Several competitive schemes are available locally, aimed at enabling doctors to pursue a Clinical Academic career. These include the Wales Clinical Academic Track fellowship (WCAT, which includes a 3-year PhD studentship) and a mentorship scheme, which identifies a Clinical Academic mentor at an early stage of developing a research proposal.

The WCAT scheme was launched in 2009 with 31 trainees (18 female; 13 male) appointed by 2017. In addition to the all Wales WCAT scheme, a similar Clinical Academic scheme exists for the GW4[11] universities.

4.2 ACADEMIC AND RESEARCH STAFF DATA

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

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

Possible career pipelines for academic staff within the School are diverse, dependent on several factors including:

- The individual's career stage when joining the School.
- Clinical or Scientific pathway.

A simplified flow diagram of potential career routes is given in Figure 10. The figure also links Cardiff University grades with job title.

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[11] Consortium of four research intensive universities in South West England and Wales (Cardiff, Bath, Bristol and Exeter Universities)

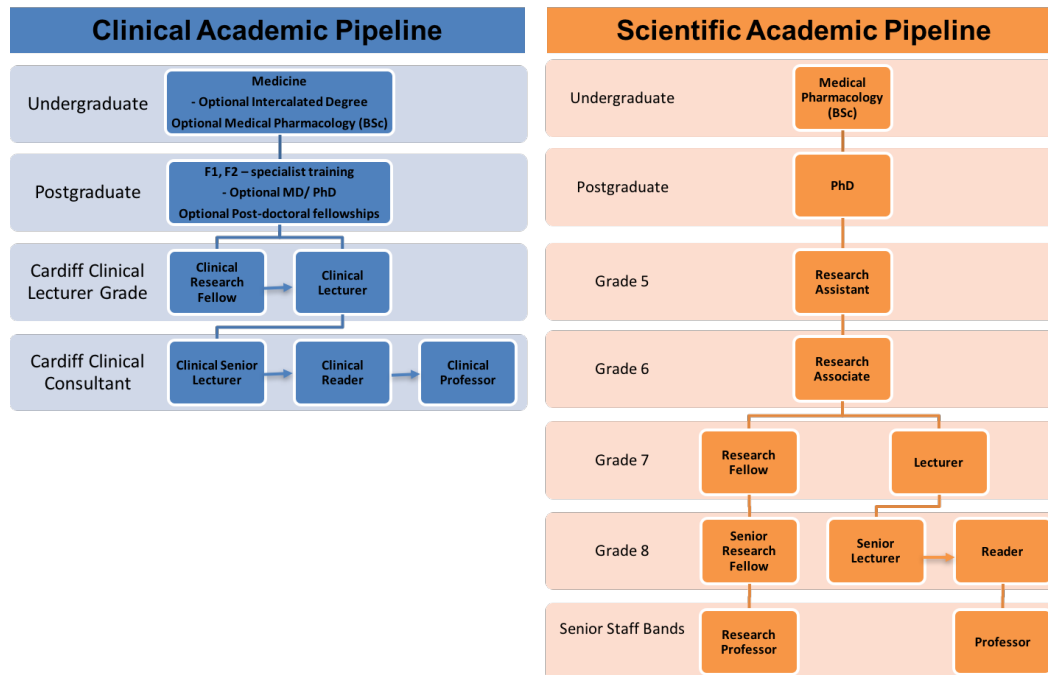*Figure 10. Flow diagram of the career pipeline within School for clinical and scientific academic staff.*

Figure 1 (repeated from Section 1) illustrates the gender profile across the Clinical and Scientific Academic pipelines (2013-17), highlighting several points:

- Stable high female:male ratio of undergraduate and postgraduate students.
- Narrowing balance at Research Fellow/Lecturer levels - this is important progress, and we anticipate it will lead to a narrowing gender gap at subsequent career pipeline stages over coming years.
- The marked transition point at Research Fellow/Lecturer level (beyond which gender proportions flip from female to male excess). This stage is often consistent with first lectureship or winning independent funding. Actions enabling early career researchers are a priority for the School (Actions 2.4 to 2.5).
- Small proportional increase in total number of female Professors, specific to Scientists. No change for those on the Clinical Academic career pathway (Table 6a).

Figure 1. Gender Profile in Academic Career Pipeline (2013-17) (Repeated from Section 1).
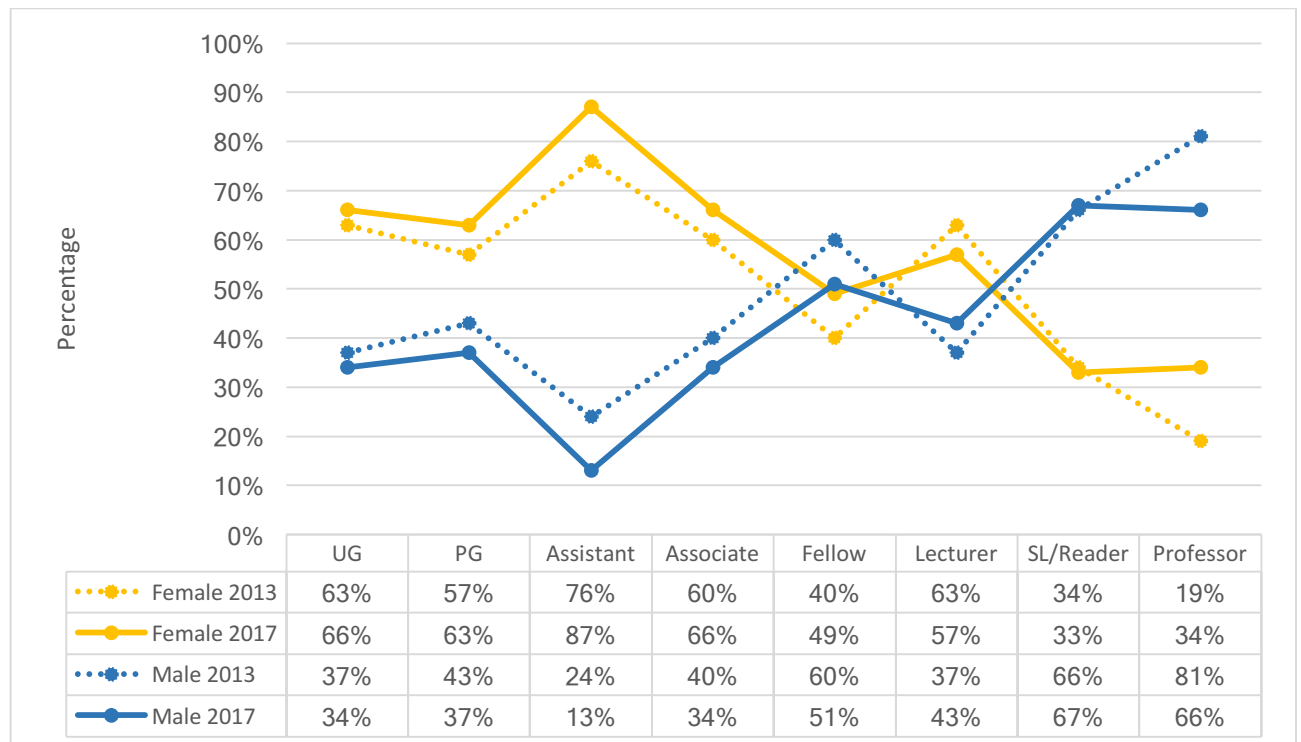

	UG	PG	Assistant	Associate	Fellow	Lecturer	SL/Reader	Professor
Female 2013	63%	57%	76%	60%	40%	63%	34%	19%
Female 2017	66%	63%	87%	66%	49%	57%	33%	34%
Male 2013	37%	43%	24%	40%	60%	37%	66%	81%
Male 2017	34%	37%	13%	34%	51%	43%	67%	66%

Figure 11 depicts our 2017 gender staff profile, benchmarked against HEI data[12]. The School has more female academic and PSS staff employed on fixed-term contracts compared to males overall (>61%). There is more equitable practice for academic staff employed on open-ended contracts (47% female; 53% male) compared to HEI statistics (33% female; 67% male). However, for PSS staff we see >20% increase in female staff on open-ended contracts compared to National averages (71% School compared to 50% HEI). Further review of recruitment practices, grading review and re-deployment practice is required to ensure equitable practice.

Figure 11. Gender Profile of Academic and Support Staff according to contract type.
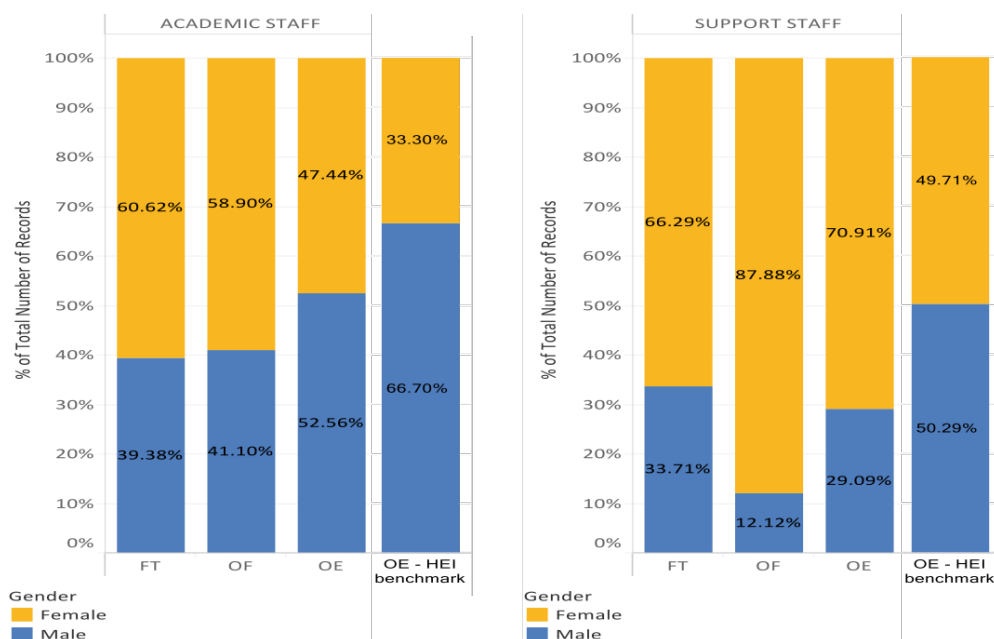FT=fixed-term, OF=open-ended with relevant factor, OE=open-ended

Table 6a highlights a significant issue in gender parity in the Clinical Academic pipeline. At Cardiff Clinical Lecturer grade, most staff are employed on fixed-term contracts (78% female; 90% male). The biggest disparity occurs at the Cardiff Clinical Consultant level, where a total of 68 male; 24 female are employed, mainly on open-ended contract.

Table 6a[13]. Overview of Clinical research, teaching and research and teaching and scholarship staff in School differentiated by gender, appointment grade and contract type[14].

| Appointment Grade..	Gender	OE 2013	2014	2015	2016	2017	FT 2013	2014	2015	2016	2017	OF 2013	2014	2015	2016	2017
CARDIFF CLINICAL CONSULTANT	Female	24	23	22	17	19	1	1	2	4	5	1	1			
	Male	74	75	73	66	64	1	5	4	5	3	3	2	1	1	1
	Total	98	98	95	83	83	2	6	6	9	8	4	3	1	1	1
CARDIFF CLINICAL LECTURER	Female	7	10	9	9	6	21	25	30	30	28	3	2	2	2	2
	Male	3	2	2	2	1	28	29	28	28	28				1	2
	Total	10	12	11	11	7	49	54	58	58	56	3	2	2	3	4
Grand Total		108	110	106	94	90	51	60	64	67	64	7	5	3	4	5

Staff Number
1 [   ] 75

Here, we focus on the top end of the academic pipeline, i.e. the Professorial gender profile. Figure 12 illustrates our changing gender profile, demonstrating a decrease in male Professors over time due to contract termination, ill health, redundancy, retirement, resignation and voluntary severance.

[13] Table 6a does not include 2 male members of staff on grade 7; 5 members of staff on Cardiff fixed salary (4 female)
[14] FT=fixed-term, OF=open-ended with relevant factor, OE=open-ended

Fewer female Professors left during the period, and reported reasons for leaving were redundancy, voluntary severance and resignation.

Figure 12. Gender profile of Professors within School (total numbers). *R=Research; T&R=Teaching and Research; T&S=Teaching and Scholarship.*
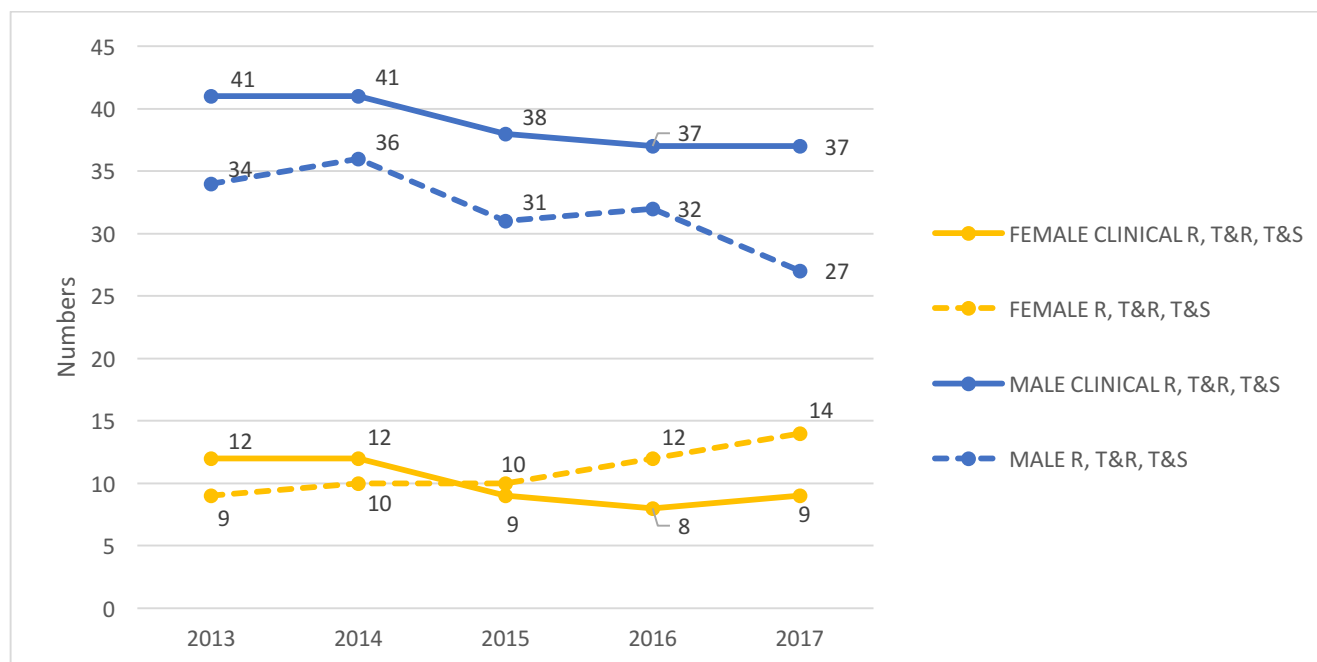
In 2017, 34% of our academic professors are female, compared to 19% of clinical professors. Analysis of sector benchmark data indicates:

- *Russell Group Clinical Medicine 2015-16*: Cardiff falls below the reported average 27% female clinical professors.
- *2017 Survey of Medical Clinical Academic Levels*: Cardiff is in line with the reported average 18% female clinical professors.

To understand this further, a Clinical Academics working group was implemented in 2017 and actions are detailed below.

	ACTION PLAN
4.17 (i)	The use of a working group to promote and highlight actions to avoid retention issues with staff attracted to return to clinical roles in the NHS.
4.17 (ii)	Utilisation of the Workload Allocation Model (WAM), ensuring that only academic commitment (and not Clinical duties) are reflected.
4.17 (iii)	Proposal to support senior salary review benchmarks are modified for Clinical Academics to ensure that their Clinical responsibilities are recognised.

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

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

Table 6a and 6b depicts the Clinical and Scientific staff data respectively.

Table 6b[15]. Overview of Scientific staff in School differentiated by gender, appointment grade and contract type on grades 5 and above.

Appointment Grade..	Gender	OE					FT					OF				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
PROFESSORIAL SALARY	Female	9	10	10	12	14										
	Male	27	27	26	26	24	7	8	3	4	3		1	2	2	
	Total	36	37	36	38	38	7	8	3	4	3		1	2	2	
GRADE 8 PT 44-49	Female	18	16	16	21	20	4	1	1		1		1	3	1	
	Male	37	36	39	39	35		1	1			2	1	2	4	3
	Total	55	52	55	60	55	4	2	2		1	2	2	5	5	3
GRADE 7 PT 38-43	Female	15	19	11	22	25	13	15	9	9	8	7	3	5	6	6
	Male	17	19	17	17	15	10	10	8	12	11	6	6	12	12	10
	Total	32	38	28	39	40	23	25	17	21	19	13	9	17	18	16
GRADE 6 PT 30-36	Female	14	35	35	41	44	66	60	59	71	63	29	22	23	22	26
	Male	6	11	7	11	13	44	44	45	40	39	19	20	18	18	12
	Total	20	46	42	52	57	110	104	104	111	102	48	42	41	40	38
GRADE 5 PT 23-28	Female	1	7	1	11	14	28	20	19	36	33	15	13	9	13	9
	Male	1	3	1	3	2	9	9	15	8	6	5	4	3	3	2
	Total	2	10	2	14	16	37	29	34	44	39	20	17	12	16	11
Grand Total		145	183	163	203	206	181	168	160	180	164	83	71	77	81	68

Staff Number

1 ▬▬▬ 71

Fixed-term contracts

As shown in Table 6b, most fixed-term scientific staff are employed at grade 5/6. In 2017, 141 out of 164 fixed-term staff were employed at grades 5/6 (96 female; 45 male). The proportion of fixed-term grade 5/6 female staff compared to open-ended is lower than for men (51% female; 61% male). Table 6b indicates an overall increase in open-ended staff at grades 5/6 over the review period (from 38%, 2013 to 46%, 2017).

Most staff on fixed-term contracts are early careers researchers (ECRs) employed via time-limited external grant project funding. We recognise the many challenges faced by ECRs in establishing their academic careers, with this stage often coinciding with major

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[15] Table 6b does not include 5 members of staff defined as grade 4 (5 female) and 17 on Cardiff fixed salary (13 female)

life events such as starting a family. Investment in the School has been prioritised (action plan section 2) to support ECRs establish independent research careers.

Contractually, fixed-term contracts are used for a maximum of 4 years, following which staff are employed on open-ended (permanent) contracts. Termination of a fixed-term contract on expiry is managed under redundancy legislation. Staff with >12 months service whose posts are at risk of redundancy are eligible for redeployment. We are currently reviewing all School fixed-term contract holders, and converting to open-ended where the role is not of a time-limited nature, which aims to positively enhance retention and progression of female staff in academic and PSS roles (Action 4.3).

Open-ended contracts
Most staff employed on open-ended contracts are at grade 7 or above (in 2017, 133/206 staff are grade 7+). Men remain over-represented at grade 8 and above. Table 6b indicates that **below** grade 8, female staff are more likely to be employed on open-ended contracts.

Open-ended with relevant factors
Open-ended with relevant factors relates to posts linked to business uncertainties. Most staff in the School employed on his basis are female and at appointment grade 6. In 2017, the female:male ratio for these contracts was >2.

Zero-hour contracts
The School does not employ staff on zero-hour contracts, however 27 people are on variable-hour contracts (stipulating a minimum number of hours), with 6 female and 21 male staff in supervisor and tutor roles.

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

Comment on the reasons Academic staff leave the department, any differences by gender and the mechanisms for collecting this data.
Table 7 details academic staff who have left the School since 2012. Overall, the highest proportion is Scientific Academics at grade 6, mostly due to fixed-term external grants ending. Data analysis of this group demonstrates some variability over time, but there is no clear trend across the review period. Not all staff leaving provide details of the reasons why and comprehensive information is therefore not available. Of the information held, the common reasons for leaving include: contract expiration; retirement; resignation; redundancy; voluntary severance and ill health.

We recognise the importance of recording exit data through the implementation of exit interviews (online and face-to-face) to understand the reasons why academic staff leave, and highlight any difference in gender (Action 3.8).

Table 7. Summary of Academic leavers by grade and gender and full/part-time status.

			Appointment End Date / Gender									
			2013		2014		2015		2016		2017	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Clinical Staff	Full-Time	CARDIFF CLINICAL CONSULTANT		5		3	2	1	2	5		1
		CARDIFF CLINICAL LECTURER	2	4		5	1	4	3	4	1	3
	Part-Time	CARDIFF CLINICAL CONSULTANT	2			1	2	4	1	1		
		CARDIFF CLINICAL LECTURER	1	2			1	2	3	1	1	1
Scientific Staff	Full-Time	CARDIFF PROFESSORIAL		1				4		2		2
		CARDIFF LECTURER				1	1					
		GRADE 8 PT 44-49	2	1	1		2	1		5	1	
		GRADE 7 PT 38-43	4	1	2	1	1		1	3	1	3
		GRADE 6 PT 30-36	3	9	16	10	13	18	13	13	8	5
		GRADE 5 PT 23-28	2	1	6	4	10	2	6	4	2	2
	Part-Time	CARDIFF PROFESSORIAL		1		1		2	1	3		1
		CARDIFF LECTURER					1					
		GRADE 8 PT 44-49			2				1			1
		GRADE 7 PT 38-43	1	2	4		2	1	1			1
		GRADE 6 PT 30-36	2	2	2		3		5	1	1	
		GRADE 5 PT 23-28	1	1	2				5	1	1	
Grand Total			20	30	35	26	39	39	42	43	16	20

Staff Number

1 ▭ 18

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

i. Recruitment

Break down data by gender and grade for applications to Academic posts including shortlisted candidates, offer and acceptance rates.

Figure 13 shows the gender profile of hired and unsuccessful applications for academic posts (2014-17). At grades 5/6, we have a high number of applicants per post, and most hired applicants are female (72% grade 5, 64% grade 6). At grade 7 a roughly equal gender balance of applications and appointments is seen (2015-16), with an increase in the proportion of female appointments (76%) in 2017. At grade 8, there is a small trend towards male applicants and appointments. The small number of posts available makes it difficult to draw firm conclusions on the gender patterns observed, however it does highlight potential biases in recruitment processes for men and women at the different grades. This is one of our priority areas to address under 'equitable recruitment strategies'.

Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Job advertisements are quality checked and approved by the School's HR Department. The Athena SWAN Bronze logo, and the University's Equality and Diversity and work-life balance policies appear on all recruitment documentation. The School adheres to the Cardiff University policy on recruitment processes. All job adverts state '*Cardiff University is committed to supporting and promoting equality and diversity and to creating an inclusive working environment. We believe this can be achieved through attracting, developing, and retaining a diverse range of staff from many different backgrounds who have the ambition to create a University which seeks to fulfil our social, cultural and economic obligation to Cardiff, Wales, and the world. In supporting our employees to achieve a balance between their work and their personal lives, we will also consider proposals for flexible working or job share arrangements.*'

Recruitment applications follow standard online application processes, involving a unique applicant login and option of consideration for future posts. Monitoring information is captured and applicants are informed of equal opportunity in our employment practices. Alternative arrangements are available to candidates unable to attend interview due to other responsibilities.

Recruitment panel chairs must undertake mandatory University training covering equality and diversity (Action 3.2). Each recruitment panel has a HR coordinator to ensure fair process, and panels are gender balanced across all pathways (other than in exceptional circumstances).

Figure 13. Gender profile of Academic recruitment data (Grade 5-8) based on proportion of hired or unsuccessful candidates.
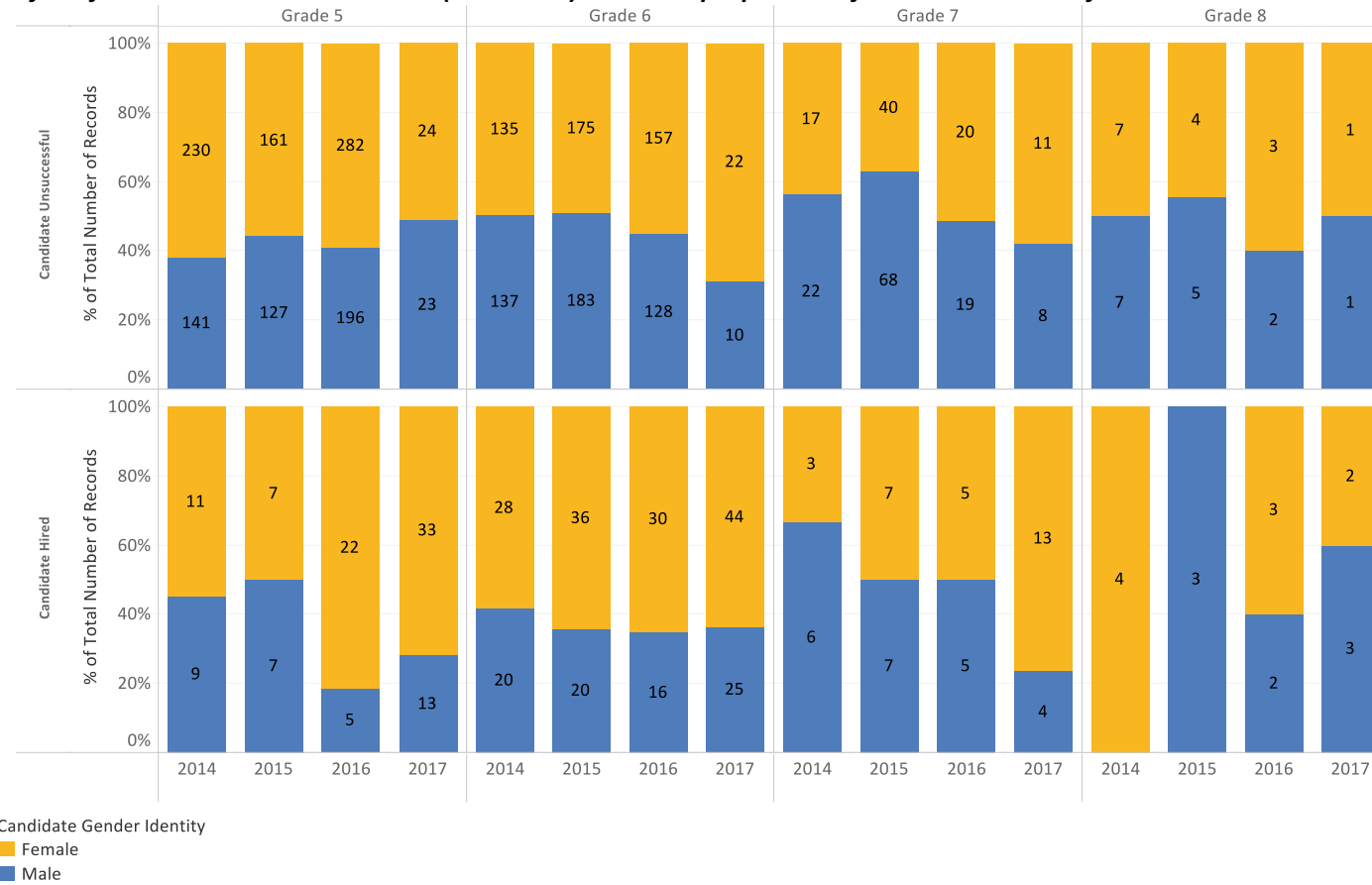
DPM piloted a recruitment strategy whereby the Division worked with HR and an external consultancy agency ("Diversity by Design") to promote the engagement of applicants with diverse backgrounds, approaches, identities and experiences.

The revised process aimed to remove bias by:
1. Defining explicit criteria for each post.
2. Developing revised advert wording and person specification.
3. Developing appropriate templates and application forms.
4. Guided shortlist scoring.
5. Directed interview process.

Emphasis is placed on the job advert wording, signposting the School's commitment to diversity. The campaign generated 43 candidates for 7 posts:
- 51% female; 44% male; 5% prefer not to say.
- 45.5% BME, 7% Unknown; 46.5% White candidates.

The pilot highlighted several key requirements moving forward including:

- A review of the current recruitment process.
- Analysis of the usefulness of CVs.

Next steps will extend the pilot to a wider range of staff posts.

ACTION PLAN	
3.1	Expand the recruitment strategy pilot (Diversity by Design) to increase number of female academic and research staff at pay scales 8 and above.
3.2	Ensure all recruitment panel members complete unconscious bias training modules to enable fair and equitable recruitment process is applied.

ii. Induction

Describe the induction and support provided to all new Academic staff at all levels.
Corporate induction provides new staff with an overview of key information about the University and an opportunity to hear from members of the Senior Leadership Team. We have recently introduced a 2.5 day 'Academic Orientation' programme that gives support and guidance on the key features of academic practice at the University.

Table 8 reflects staff data on uptake of services available and demonstrates low participation. The self-assessment process highlighted a need for promotion of local induction to encourage an inclusive culture where staff feel part of the whole School.

Following a review of the induction process, the University introduced a 'Cardiff University Joining Pack – Your first 90 Days', providing information in a detailed workbook to facilitate a partnership approach between the new employee and line manager.

Table 8. Staff uptake of induction offered by the University.

	Timeline	Female	Male	Total
Academic Orientation	2016-17	13	8	21
University (Corporate) Induction – all staff	2013-16	95	48	143

	ACTION PLAN
3.3	Promote awareness of the 90-day induction pack as a tool for line managers to support new starters into the School and ensure they feel welcome and engaged
4.4 (i)	Support staff performance and wellbeing by ensuring all staff and line managers complete mandatory on line modules and Cardiff University training sessions highlighted through the PDR and Induction process.
4.4 (ii)	Signpost managers to a specific section on the staff intranet (introduced in 2017) to highlight relevant policies and procedures which may have changed since the line manager has been appointed in post.

iii. Promotion

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

Academic promotion enables career advancement for staff on the teaching and research and teaching and scholarship pathways as follows:
- Senior Lecturer: demonstrating a national reputation in respect of their contribution to the benchmark criteria included in the guidelines.
- Reader: demonstrating an emerging international reputation.
- Personal Chair (Professor): demonstrating an established international reputation.

Guidelines for the process 2017-18 have been revised and updated, allowing enhanced preparation time.

Academic promotion information is held on the University intranet pages, and support is offered through information sessions. The 2017 staff survey indicated that 42% of all staff (PSS/academic) feel that there is opportunity for career development (with an equal positive response from both males and females).

During 2017, the School launched the "Mentoring Circles" pilot (group mentoring) for academic and PSS staff. There are six circles in place across all career pathways. The academic promotions circle links six mentees with a recently promoted mentor. We intend to run two mentoring circle schemes for staff each academic year to reach more staff and enhance uptake.

Table 9 shows the gender profile of staff applying for promotion to Senior Lecturer, Reader and Personal Chair. Over recent years (2012-17), twice as many males applied for

promotion (34 female; 69 males), however females demonstrated a higher success rate (74% female; 68% male) possibly reflecting a tendency of females to delay applying for promotion until they feel confident of a successful outcome. The School recognises that encouraging timely promotions amongst eligible staff is an important priority.

Ensuring eligible candidates are identified is a priority for the DPMCN Athena SWAN SAT. A Divisional pilot introducing a promotions committee that meets annually during the PDR/promotions cycle will be launched in 2018, proactively identifying academic staff who have not applied for promotion in a 3-year window. The impact of the scheme on promotion outcome and staff perception will be assessed and if successful the scheme will be considered for roll-out across the School from 2019.

Line managers are advised to review promotion pathways during PDR discussions, highlighting the importance of skill development and experiences to fulfil promotion criteria. The School supports a fair and equitable promotions process, actively encouraging staff to engage in workshops aimed at clarifying the promotion application process.

The grading review process is another promotion mechanism available to research, PSS, technical services and operational services staff. This process applies when roles have developed significantly since they were allocated a grade in the University's pay structure. The University provides grading review workshops to assist staff in understanding the process prior to applying which is based around HERA (Higher Education Role Analysis) job evaluation methodology.

Table 9. Gender profile of staff applying for promotion and success rates from 2012-17. Position entered for and full-time or part-time status indicated.

Position Entered For	Year	Full-time/Part-time	Final outcome / Gender					
			Successful		Unsuccessful		Withdrawn	
			Female	Male	Female	Male	Female	Male
Senior Lecturer	2012-13	FT	1	4			1	
	2013-14	FT	2	1	1			
	2014-15	FT	1	2		1	1	
		PT	1					
	2015-16	FT		3		1		
	2016-17	FT	1		1	3		1
Reader	2012-13	FT	2	6		2		
	2013-14	FT	3	3	1	2		2
	2014-15	FT		4		2		1
	2015-16	FT		5			1	
	2016-17	FT	2	2	1	2		2
		PT	1					
Personal Chair	2012-13	FT	4	5				
	2013-14	FT	2	3		1		
	2014-15	FT		1	2			
		PT	1	1				
	2015-16	FT	2	5				
	2016-17	FT	2	2		2		
Grand Total			25	47	6	16	3	6

Number of Staff

1 ▢▢▢▢▢ 6

ACTION PLAN	
3.4	Assist lecturers, senior lecturers and readers in preparing themselves for promotion by signposting the significant range of support available at University and School level.
3.5	Proactively identify staff who are ready for promotion by introducing a trial of a promotions committee that meets annually during the PDR/promotions cycle. If successful, the scheme will be considered for wider roll-out across the School from 2019.
3.6	Support academic promotion through the implementation of Mentoring Circles utilising a senior manager as mentor and the benefit of peer mentoring within the group
4.2	Ensure that all staff in leadership roles with responsibility for promotions, recruitment, line management etc are undertaking all relevant and mandatory training to ensure they adopt active leadership through equitable and inclusive practices and remain aware of key policies, e.g. Dignity at Work
4.1	**CTR Local Pilot:** Identify PSS career development by referencing the grading review process and signposting access to jobs outside of the School, e.g. at College and University level

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

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

Table 10a shows the gender profile of submissions noting:
- Increased eligible female submissions from 35% (2008) to 45% (2014).
  - Proportional increase = 28.6%.
- Increased eligible male submissions from 66% (2008) to 82% (2014).
  - Proportional increase = 24.2%.

A major change between the 2008 and 2014 was that all staff outputs required external peer review in 2014. The cut-off for returns was determined algorithmically by the University REF committee and was independent of gender, and individual outputs and impact cases were anonymised. We therefore have no reason to believe the School's REF return process is the main problem, rather we consider the imbalance to reflect underlying issues around staff development, progression and workload allocation.

Table 10a. Gender profile of department submissions to REF for 2014 compared to 2008.

		Gender	
Status	**Year**	**Female**	**Male**
Eligible	2008	92	192
	2014	69	143
Submitted	2008	32	127
	2014	31	117

To address this, the School will foster increased female representation within the academic workforce by ensuring a transparent academic promotions process, early career development, clearer guidelines and increased awareness of flexible working and career breaks.

In preparation for 100% submission of eligible staff for REF 2021, an annual University-wide "Rolling REF" exercise has been implemented to assess outputs and aid early identification of staff who's returnability may require support. The School is working with College HR on a case-by-case basis to review staff profiles and develop complementary support strategies i.e. support/mentoring. This approach will ensure that staff remain continuously engaged and prepared, achieving greater inclusiveness, and ensuring that the environment is conducive to the pursuance of excellent research.

This process will be harmonised with equality and impact assessments achieved from workload modelling to assure equity parity of workload within career pathways between genders (and considering FTE and personal circumstances where considerable absences might limit outputs).

Table 10b illustrates the rolling REF data for 2017 with return of 100% of eligible male and female staff. When the percentage of REF-eligible papers[16] was reviewed as a percentage of total published, females had a higher proportion of REF-eligible papers compared to males. Further comparisons with national benchmarking would be required to explore this observation more fully.

Table 10b. Gender profile of department rolling REF 2017 preparation for REF 2021.

Gender	Number of staff	Percentage of staff	Average age	Sum of REF-eligible papers	Sum of papers in ORCA	REF-eligible papers divided by total papers in ORCA for gender (%)
Male	127	63.50%	49	394	2908	13.5%
Female	73	36.50%	46	155	950	16%

	ACTION PLAN
3.7 (i)	Provide guidance to research staff via Rolling REF action planning to review the research activity of eligible staff and identify any individual support required.
3.7 (ii)	College Team to complete a full EIA of Rolling REF activity to provide analysis and identify actions.

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[16] Cardiff University threshold defined as 3* or 4*

5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

i. Training

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

Training is offered to all staff across the School including PSS, ECRs, PGRs, career transitions, management and senior roles. The "Cardiff Academic" and "Cardiff Professional" documents create clarity on expectations of academic and PSS roles, supporting career development by providing a framework for agreeing objectives with the line manager and identifying specific training and development needs.

Training available to PSS and academic staff can be divided into informal training offered locally and formal courses. Links to available courses are advertised through our weekly School e-newsletter "Pulse", and to PSS staff through the dedicated iMPReSS network. Training options are wide ranging and include:

- Publication writing;
- Fellowship applications: mock interviews and peer review;
- Impact activities;
- Building an external collaborative network beyond the University;
- Grant/paper reviewing;
- CV writing.

Formal Cardiff University training includes mandatory training for all staff e.g. EDHR; Unconscious Bias; Information Security.

New implemented School initiatives in support of the EDHR agenda include:

- Restorative Approaches: principles and practice.
- Everyday Lives: Cross Cultural Communication.

Table 11 highlights staff uptake of training courses, illustrating a higher participation of females on courses focusing on Equality and Diversity, Health and Safety, Communication Skills, Leadership and Management, and research-related development. Proportional uptake of training using complete data available for staff from 2015-16 indicates:

- Clinical: 42% female; 48% male.
- Scientific: 91% female; 81% male.
- PSS: 95% female; 73% male.

This data reflects the challenges for Clinical Academics with commitments to academic **and** clinical practice making engagement with training courses more difficult. Steps to make training options more flexible and available online may help promote wider engagement and will be explored within the Clinical Academics Network.

A priority is to ensure that all staff in leadership roles undertake relevant and mandatory training, ensuring they adopt equitable and inclusive practice. Focus groups highlighted the need to improve communication and information sharing around training and courses both for new and existing staff. To achieve this several specific actions have been identified (see below).

Table 11[17]. Gender profile of staff undertaking available training within School between 2012-17, Cardiff University.

	Career Pathway (group) / Gender									
	CLINICAL STAFF			SCIENTIFIC STAFF			PROFESSIONAL SUPPORT STAFF			Grand Total
Course Category	Female	Male	Total	Female	Male	Total	Female	Male	Total	
COLLEGE/ SCHOOL / DEPARTMENT EVENTS	7	10	17	87	30	117	140	31	171	305
COMMUNICATION SKILLS				11	5	16	78	26	104	120
EQUALITY AND DIVERSITY	31	45	76	123	84	207	151	42	193	476
HEALTH AND SAFETY	1	1	2	16	13	29	68	26	94	125
INDUCTION	7	6	13	57	29	86	63	31	94	193
INFORMATION TECHNOLOGY	4	3	7	22	13	35	130	29	159	201
LEADERSHIP AND MANAGEMENT	15	50	65	97	85	182	169	57	226	473
ORGANISATIONAL DEVELOPMENT	5	7	12	3	7	10	9	3	12	34
PERSONAL DEVELOPMENT	8	11	19	59	27	86	167	43	210	315
POLICY, PROCEDURE, GOVERNANCE AND LEGAL	11	10	21	33	20	53	162	40	202	276
PROJECT MANAGEMENT				1	1	2	4		4	6
RESEARCH RELATED DEVELOPMENT	7	9	16	330	125	455	51	16	67	538
TEACHING, LEARNING AND ASSESSMENT	16	38	54	111	106	217	2	4	6	277
Grand Total	112	190	302	950	545	1,495	1,194	348	1,542	3,339

Staff Number

1 [ ] 330

ACTION PLAN	
4.6	Support a culture of dignity and respect by ensuring all staff complete EDHR Unconscious Bias on line training modules.
4.7	Increase confidence and ability to maintain Athena SWAN principles by ensuring that the Senior Leadership Team and EDHR Core teams complete group training sessions entitled 'Everyday Lives – Cross Cultural Communication' to explore issues such as personal identity and cultural difference.
4.8	**C4ME Local Pilot:** Introduce INSET (in service training) days for teaching staff in order to provide protected time for reflection and support.
4.9 (i)	Introduce Communities of practice as part of the continued promotion of the PSS staff network known as iMPReSS.
4.9 (ii)	Implement the University's project plan to achieve the AUA (Association of University Administrators) Mark of Excellence by 2019.

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[17] This data reflects all information reported on our central staff CORE database, however it is likely to be an under representation of all training undertaken due to not all training being recorded or reported centrally and not full staff engagement. Central HR is working on new strategies to enhance recording of this information.

ii. Appraisal/development review

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

All staff are invited to an annual performance development review (PDR) with their line manager, focussing on reflective conversations about current performance, and consideration of future career potential and work-life needs. This facilitates discussion around the individual's role, with agreement to setting clear SMART objectives. The staff survey 2017 results indicate that staff agreed (average 4.0/5.0 from 696 responses) "*my line manager helps me to set and review clear objectives*" (67% female; 69% male positive responses).

In 2017, 957 out of 961 (99.6%) eligible staff members completed/commenced their PDRs. Ineligible staff include those on long term absence and under probation. Only 4 staff members (3 female; 1 male) have yet to initiate their PDR. This demonstrates a significant increase in engagement (2016 completion rate = 63%). Twenty-six briefing sessions were held for managers and staff (147 female; 41 male attended) and we believe this contributed to this significant improvement.

The School facilitates joint appraisal for 107 Clinical Academics (39 female; 68 male) aligning with the General Medical Council's (GMC) revalidation requirement for 'whole practice appraisal' for medically licensed doctors. To support this dual process there is dedicated intranet content as well as specific guidance in School briefing sessions to assist Clinical Academics in structuring their appraisal evidence.

College Board have agreed to concentrate efforts over the next two years on supporting performance, with "staff well-being" and "decision making" being captured under the theme *Realising Potential*. The action plan acknowledges that alongside improved PDR completion rates, we must seek to ensure quality through launching a new line management training programme to enhance active equitable practice by streamlining procedures.

ACTION PLAN	
4.5	Ensure new line managers are supported during early months of their tenure by completing relevant training modules in addition to being paired with an experienced line manager in Division/Centre to act as mentor.
4.11	Provide training and guidance to line managers to ensure their continued professional development and increase confidence and ability to fully support their teams using the PDR process as an effective tool.
4.12	Provide dedicated support (intranet information and briefing sessions) to Clinical Academic staff who are required to undertake a joint PDR/appraisal (University and NHS) to meet the General Medical Council's revalidation requirement for 'whole practice appraisal' for medically licensed doctors.
4.13	Ensure equitable training and career progression opportunities for all staff by ensuring that the Senior Leadership Team sample PDR/probation paperwork.

iii. Support given to Academic staff for career progression

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

An important aim of the PDR process is to help staff develop the skills and experiences needed to fulfil the promotion criteria and address the leaky pipeline. Mentoring of early stage scientists/fellows is given high priority, ensuring appropriate support for career progression. This includes:

- Access to internal grant review procedures.
- Support and mentorship from recognized experts in their field.
- Consideration of alternate career pathways.

Specific local examples of support available to ECRs include:

- Internal seed-corn funding schemes where ECRs are eligible to apply as PI.
- Mock fellowship interviews.
- ECR/PGR student committee where a representative attends the Divisional Senior Management Committee.

Cardiff University Future Leaders in Cancer Research (FLiCR) funds clinical/non-clincal cancer-specific ECRs to advance their independent research careers. In 2017, there were 33 applicants (23 female:10 male), four of whom were successful (2 female: 2 male). Further initiatives are planned for 2018 including an Aspiring Fellows Fast-Track Initiative.

We have identified several areas of good practice and, through the core EDHR and Athena SWAN SAT committee, we aim to support local monitoring of impact. Where practice shows measurable change and sustainability, wider implementation will be supported by the core team with roll out across the School.

Local pilots currently under review:

1. DPM: Appointment of ECR leads (2 female; 2 male) who attend Divisional management meetings and raise issues relating to ECR career development. Quarterly ECR forums clarify career progression pathways. PGR students are also encouraged to participate to enable early career planning.

2. CTR: Addressing career progression from a broad staff base where a significant number of staff's primary advancement route is through regrading. Staff are encouraged to apply for regrading and to apply for higher roles when such roles are available.

3. DII: Annual Infection and Immunity meeting through British Immunology Seminar Programme (currently 230 delegates) has invited journal editors from *Nature Immunology* and *Nature Reviews Immunology*; grant coordinators from the *Medical Research Council*, and researchers from industry to talk about their careers and career decision-making.

4. DCG: Appointment of ECR representatives and lead to Divisional management team. Academic career guidance sessions included in Divisional research days.

A University career development manager for academics is notified four months in advance of research staff's leaving date and offer career consultations regardless of individual circumstances. We recognise the need to better promote this service and evaluate effectiveness.

It is recognized that not all ECRs intend to become independent academic researchers. Some wish to explore teaching, scientific journalism, industry placements, administration

or other profession and the School showcases these alternate career paths. One theme in our mentoring circles has been career development, both for PSS and academic staff. Feedback highlighted: "*It has clarified for me what bits of my job I enjoy and what I don't and has made me think there might be other roles I could do*".

ACTION PLAN	
4.10	(i) Complete a review of the academic mentoring scheme. (ii) Review and promote 'Mentoring Circles' for academic, research and PSS staff to ensure equitable access to a mentor and effectiveness of the schemes.
2.2	**DPM Local Pilot:** Appointment of ECR leads (2 female; 2 male) to attend Divisional/Centre management meetings to raise issues relating to ECR/PGR career development.
2.5	Provide information and raise awareness of internal funding opportunities including the 'Seedcorn Fund' and the Research Leave Scheme.
2.6	Provide proactive dissemination of information on ECR Fellowships and Prizes to identify opportunities relevant to ECR and PGR students.
2.8	Promote the services of the Career Development Manager for Research who will contact staff up to four months prior to the ending of a fixed-term contract to provide career consultation.
2.9	**DPM Local Pilot:** Develop a training needs analysis module for ECR and PGR students to aid further their further understanding of the value of personal and professional development in terms of career progression.

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

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

Support begins at our earliest contact with prospective students. Our admission process, marketing materials and outreach programmes carefully consider how best to encourage applications from students from diverse backgrounds. Student induction packs and a new personal tutoring system offers well-developed systems of support.

Career progression from graduate MBBCh to F1 doctors is provided through the Senior Student Assistance programme and is an integral part of the curriculum. To support this transition, clinical examinations are completed during Year 4, allowing Year 5 students to concentrate solely on consolidating their clinical skills and preparing for their first junior doctor position.

PGR students receive information on careers via formal and informal channels including:
- Supervisors;
- Postdoctoral fellows;
- Specific programmes (University/School level);
- Specific funding routes e.g. Cancer Research Wales, CRUK, RCUK, GW4;
- Professional and subject specific societies (e.g. BSI).

School PGR students attend a University Induction Event – 'Starting Out' - orientating students to the requirements of their degree programme and providing information on support and development programmes available for their future careers. The Doctoral Academy Development Programme is mapped to the Vitae Researcher Development Framework and is accompanied by an online tool, allowing students to gather evidence of training and personal effectiveness, and analyse their learning needs.

The School provides an annual series of workshops covering a variety of topics including:
- Academic careers;
- Clinicians and scientists – collaborative learning;
- Research Fellowship applications;
- Industry led recruitment event.

Students keen to develop their teaching skills can contribute to the undergraduate MBBCh, through design and delivery of student selected component (SSC) projects, or work as laboratory demonstrators for undergraduate science programmes. We provide mentorship to students seeking professional recognition through the Higher Education Academy. The School supports this scheme through financial assistance under the Dean's Prize for PGR students.

Our most recent data indicates that 100% of our PGR graduates found employment or were undertaking further training/education within 6 months of completion as follows:
- 58% - University research or teaching;
- 16% - Pharmaceutical industry;
- 21% - Healthcare/medicine;
- 2% - Government agencies;
- 3% - Further training/education (including medicine).

Future developments
The employment landscape PGR graduates enter has shifted significantly over recent years. The training and discourse in which the School engages with PGRs needs to reflect this, promoting careers inside and outside of academia. Sessions planned for the upcoming year include:
- Teaching opportunities for PGR students;
- Gaining professional recognition;
- Working overseas;
- Potential of internships to open doors and demonstrate employability skills; beyond research.

ACTION PLAN
2.7 Deliver PGR information sessions on a range of topics to demonstrate employability skills beyond research and therefore aid career progression: • Teaching Opportunities • Working overseas • Internships

v. Support offered to those applying for research grant applications

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

Successful grant applications and staff career development is intrinsically linked. To ensure ECRs are provided with the necessary support, fellows and new lecturers are aligned to one or more academic grouping which reflects the specific needs of the individual. Applicants seeking external funding are assigned a member of our College of Experts. This panel (established in 2012) consists of senior members of staff who sit on external grant funding committees or currently hold large initiative/programme grant funding. They provide internal peer review, and offer advice on the structural organization of grant applications.

"I found the college of experts review process very useful, […]receiving feedback from experienced and successful peers was particularly useful in ensuring that the application addressed the 'big picture' and potential impact." **Dr Kathryn Peall,** MRC Clinician-Scientist Fellow and Honorary Consultant Neurologist

We have identified several areas of good practice and the core EDHR and Athena SWAN SAT committee will support local monitoring of impact. Where practice shows measurable change and sustainability (SMART), implementation across the School will be supported.

Local pilots under review:

1. DPM: Research Development Fora, where informally reviewed proposals are examined by a broad range of staff. This can include referral to the Division's Research Management Group, with assessment of strategic research goals. Peer review of the full application is conducted by one senior research staff member and one ECR, providing an opportunity for ECRs to gain experience in grant reviewing. For unsuccessful applications, workshops are available to provide constructive feedback.
2. DPMCN: Support programme covering the complete grant preparation, review, submission and management life cycle. At an early stage, staff considering making a grant application are encouraged to discuss ideas with an experienced grant holder. The Divisional Director of Research provides feedback and signposts relevant funding agencies. Divisional meetings discuss grant applications, with applications undergoing detailed internal peer review. A PSS staff member manages the process, allowing the researcher to focus on research duties. When a grant/fellowship application requires an interview, mock interview panels are provided. Unsuccessful applications are supported via feedback, advice and/or mentoring to guide the application through revision stages.

The DPMCN initiatives have contributed to an excellent rate of capture of both clinical and scientific fellowships and grants. Data shows an improving trend in application success rates and greater equality by gender:
- August 2012 – July 2014: 36% female and 53% male.
- August 2014 – July 2016, 49% female and 53% male.

In addition, data from August 2014-July 2016 indicates that:
- Submission rates are equally distributed between female and male staff (156 total applications; 51% female; 49% male).

- Female staff on average submit a greater number of applications (female: 1.76; male: 1.54).

The University offers a Research Leave Scheme - a fellowship scheme intended to enhance the research environment by providing up to £15,000 worth of funding to successful applicants. Funding may be utilized to cover the costs of replacement teaching with £3,000 to be used in any way that will support the delivery of research objectives. Applicants are required to have 5 years' service and be contractually eligible for submission to REF 2021.

ACTION PLAN	
2.1	Implement a Division/Centre grants review process that provides feedback to senior staff who are supporting ECR and PGR students through the grant application process.
2.3	Enhance support for research grant applications by identifying opportunities for a co-PI model, where ECRs are paired with an experienced PI for larger grant applications.
2.4	Active support of early stage career researchers covering the complete grant preparation, review, submission and management life cycle. This is an area of best practice which has resulted in significant success and proven sustainability within DPMCN and we plan to take the initiative into other Divisions/Centres.

SILVER APPLICATIONS ONLY

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i)   Training

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

(vi)   Appraisal/development review

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

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

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

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

i. Cover and support for maternity and adoption leave: before leave

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

The School has in place a "Maternity, Paternity, Adoption and Surrogacy" (MPAS) scheme, which provides pay and/or back-fill funding for employees on MPAS leave (including handover periods). The School has ring-fenced funding to enable cover to be provided when external funders do not. If a grant funder does not pay MPAS costs, the School covers the costs for all staff (PSS and academic). The School embraces the Cardiff University Work-Life Balance policies, e.g. 'flexible working' by accommodating later start times to allow staff to drop children off at School. In addition, the School ensures wellbeing events take place on the School campus rather than communal University areas ensuring ease of access for our staff.

ACTION PLAN	
5.2 (i)	Joint project management between College and School to produce a guidance document highlighting support available before, during and returning from maternity, paternity, adoption and surrogacy leave.
5.2 (ii)	Develop points of contact within the School to deliver the information and signpost the range of support available.

ii. Cover and support for maternity and adoption leave: during leave

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

The School provides HR support and advice to individuals wishing to take Shared Parental Leave, ensuring staff maximise their entitlements to leave and pay. Optional "keeping in touch" days are available to help staff stay informed of developments in the workplace to enable them to return to work more prepared.

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

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

Following maternity/adoption leave, re-integration to the workplace is arranged by the line manager. Updates, identification of training needs, workload issues and review of performance objectives are considered and discussed.

Staff are encouraged to discuss any specific requirements, e.g. to express milk. Whilst it is recognised that support for breastfeeding has been variable to date, the self-assessment team have highlighted this as an important corrective action. A healthy and safe environment will be made available to store and express milk, ensuring staff take suitable breaks to express milk, along with the provision of local facilities to enable rest.

ACTION PLAN	
5.4	Increase support for breastfeeding/lactating mothers by providing guidance and relevant information as well as a physical space for their comfort and wellbeing

iv. Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

The University offers enhanced maternity leave beyond statutory entitlement and most women take up to 12 months' leave. Table 12 illustrates the number of women in the School who have taken maternity leave from 2012-16, alongside the return to work data. Return-to-work rates are steady:

- 100% Clinical Academics.
- 90% (average) of PSS and Scientific Academics (including Research Assistants).

Maternity provision for students is managed through the interruption of studies process with the School providing support prior to the birth along with re-integration into the programme on return to study. A dedicated breastfeeding room is available in the student centre and modular study placements may be arranged for the student to be local to childcare arrangements.

Table 12. Maternity Return Rate 2012-16.

Returned		2012	2013	2014	2015	2016
No	PSS	0	1	0	1	1
	Clinical Academics	0	0	0	0	0
	Scientific Academics	0	1	0	1	2
Not renewed[18]	PSS	0	2	1	1	0
	Clinical Academics	0	0	0	0	0
	Scientific Academics	0	0	1	0	0
Yes	PSS	4	15	10	12	16
	Clinical Academics	2	3	3	2	3
	Scientific Academics	1	13	16	13	10
Return rate (%)	MPSS	100	83	91	86	94
	Clinical Academics	100	100	100	100	100
	Scientific Academics	100	93	94	93	83

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[18] Those on a fixed-term contract (or open-ended with a relevant factor) whose contracts were not extended or ended as scheduled

v. Paternity, shared parental, adoption, and parental leave uptake

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

Paternity leave is available to all new parents (Table 13) with an enhancement on statutory of 2 weeks' paid leave, first week at full pay and the second week at statutory maternity/paternity pay (SMPP) regardless of service. We promote the statutory right of new parents to take shared parental leave. There have been a small number of applications (6 in total), likely due to the complexities of statutory requirements. A dedicated member of the HR team has been identified to work with parents to better understand how to access Shared Parental Leave by understanding the leave/pay elements.

Table 13. Five-year Paternity, shared paternal leave uptake 2013-17.

Absence Start Date	2013	2014	2015	2016	2017
MPSS	2	4	7	6	1
Clinical Academics	1	1	3	1	3
Scientific Academics	3	6	4	7	5

ACTION PLAN: Building a culture of respect for staff and students	
5.3 (i)	Raise awareness of and increase the opportunity to take up Shared Parental Leave
5.3 (ii)	Enhance the recording and reporting of Shared Parental Leave

vi. Flexible working

Provide information on the flexible working arrangements available.

Various flexible working options exist:
- Career breaks;
- Part-time working;
- Semester/term-time working;
- Staggered/compressed hours;
- Annualised hours;
- Job share.

For flexible working requests, the HR Team produced helpful flow charts to assist staff in understanding the processes. A recent recommendation (where possible) is a 12-week trial period prior to any type of contract variation to ensure the flexible working arrangement is suitable for the member of staff and the department. The process

includes a formal appeal stage where it has not been possible to accommodate the request.

ACTION PLAN	
5.1 (i)	Raise awareness of and increase the opportunity to take up flexible working
5.1 (ii)	Enhance the recording and reporting of flexible working arrangements across the School with central IT systems in order to identify trends and remove any perceived or actual barriers
6.2	Support carers with flexible working arrangements and where possible, arrange meetings/events between core hours of 10:00am to 3:00pm

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

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

The university offers a career break scheme, providing an unpaid break (6 months-3 years) with the right-to-return to a post on the same grade/salary. The scheme is applicable to employees with >26 weeks' service and is not restricted to breaks for caring responsibilities. Approximately six months before the member of staff is due to return, the career development support is offered, including CV planning and interview preparation to support their transition back to full-time or part-time working.

ACTION PLAN	
5.5	**DPMCN Pilot:** Develop a volunteer wellbeing advisor scheme to support and signpost staff and students with information in relation to dignity at work and health and wellbeing including the pathway from maternity/paternity leave and return to work following maternity/paternity leave
5.6	Promote greater inclusivity and information sharing for part-time staff, those working flexibly or those on leave by recording lectures, seminars and meetings

5.6 ORGANISATION AND CULTURE

i. Culture

Demonstrate how the department actively considers gender Equality and Inclusivity.

Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Several significant events in the School have had significant impact on our equality, diversity and inclusivity considerations:

- Unsuccessful Athena SWAN bronze renewal (2016).
- School restructure (MEDIC Forward) leading to MEDIC21 – cultural change programme.
- Serious student related equality and diversity breach (2016).

Recommendations from our Athena SWAN Bronze Department renewal application (2016) highlighted significant structural changes required to address equality and diversity across the School. Change was driven by the Head of School, School Manager

and Senior Leadership Team and was facilitated by implementation of a radically different EDHR and Athena SWAN SAT structure (highlighted in Section 3). Our approach to improving the culture has been based on listening, enabling a better understanding of staff and student needs. At the heart of this 'listening' approach has been interrogation of the Athena SWAN principles and ensuring we are doing all we can to advance gender equality. Our aim is to create a sustainable, structural and cultural change that will advance gender equality and recognise the talents of **all** our staff.

The staff survey completion rate increased from 42% (2015) to 68% (2017) with improved positive scores in almost all survey areas, reflecting an improvement in engagement across the School. Highlights around engagement and inclusivity are:

- "*I feel a strong sense of belonging to the University*" Positive response rates +6% since 2015 (51% male positive and 51% female positive).
- "*I feel trusted to make decisions*" Positive response rates +6% since 2015 (76% male positive and 80% female).

The complex transformational change project ("MEDIC Forward", 2014-16) saw the School restructure into 4 Research Divisions and two Centres with the aim to deliver professional excellence and concentrate resources in areas of strength. The final stage of MEDIC Forward was the cultural change phase, "MEDIC21", aimed to build an inclusive culture where colleagues are empowered to contribute to the change agenda and deliver sustainable changes to the workplace. A staff-led approach was adopted, where 225 colleagues (151 female; 74 male) collaborated[19] to define 8 priority areas facilitated through network groups. Several proposals were subsequently presented and implemented by the School including a structured decision-making process and a dedicated EDHR task-and-finish group.

The serious equality and diversity breach in the School (February 2016) resulted in an independent review panel being commissioned by the Vice-Chancellor to examine the student and staff experience in relation to racial equality in the School (Bhugra Report, 2017). Several recommendations resulted, some of which have University-wide implications and have provided a framework to make significant cultural changes. Section 7 highlights a range of key changes that we have implemented within the School for both staff and students.

In line with the Athena SWAN Charter principle 4, the School is committed to addressing the gender pay gap across all grades but specifically at Professorial level where we see a significant pay gap. We are supported here by University initiatives including:

- Implementation of a promotions development programme targeted at women and BME staff who are currently at Reader level.
- Formal career development for female academics aimed at Lecturer/Senior Lecturer.

We are addressing Athena SWAN Charter principle 6 by reducing the use of fixed-term contracts for the retention of staff by reviewing all School fixed-term contract holders and converting to open-ended where roles are not of a time-limited nature.

The School is challenging stereotypes about scientists via public engagement activities including:

- Soapbox Science.

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[19] School Away Day 2016

- Working with staff to reduce gender discrimination through training (e.g. unconscious bias training and restorative approaches) 40 staff (30 female; 10 male) attended cross cultural awareness training in 2017.
- Promoting the Athena SWAN lecture series with an annual programme of diverse speakers and role models (Table 14).

Table 14. Athena SWAN Lecture Series Speakers 2015-18.

		Female	Male
2015-16	Scientific	4	2
	Clinical	2	0
	PSS	1	0
2016-17	Scientific	2	2
	Clinical	1	0
	PSS	2	0
2017-18	Scientific	3	1
	Clinical	0	2
	PSS	2	1
Total		17	8

ACTION PLAN	
6.1	Provide an annual schedule of 'all School' events to improve communication and engagement and ensure that all staff feel able to contribute to a working environment based on dignity and respect
6.5	To further endorse a culture of dignity and respect, embrace opportunities to promote staff and students involved in speaking out against any inequality or disrespectful behaviour, e.g. Active Bystander video.
7.2	Development of a mini EDHR Survey (10 questions) to ensure all staff have a voice in order to develop a culture of equity and fairness
7.3	Provision of externally facilitated focus groups to further interrogate survey data and use to develop targeted actions by way of best practice initiatives that promote an environment of equity and fairness.
7.4	Provide opportunities for staff to have their say by piloting the introduction of a 'Suggestion Scheme' for staff to put forward ideas or raise issues anonymously that go towards improving the environment and staff wellbeing.
7.5	Chair and Deputy EDHR Chairs to liaise with other internal and external organisations of a similar size and complexity to exchange best practice ideas
7.6	In order to provide a more inclusive working environment, recruit delegates to attend the Stonewall Leadership and Young Leaders programme in order to reflect on the relationship between LGBT+ identities and leadership performance in the workplace.

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

The University HR Department collates data across the University re: employee relations cases falling under the scope of our employment policies and procedures. This allows the monitoring of cases by subject area, School (and Division/Centre within Medicine), gender, age and disability, ensuring that any trends or concerns can be identified.

Highlighted differences between policy and implementation in practice will be addressed through discussion and appropriate further communication and training. Serious matters (e.g. a flagrant disregard for policy) would be escalated to Head of School to determine what action may be appropriate; including disciplinary action.

Changes to University policy are communicated University-wide through several different channels, including the weekly "Blas" newsletter, communications to senior staff for cascading, and via local HR teams. Where new policies are being introduced, a structured communication plan is adopted, including targeted briefing sessions.

There is a separate section containing information for "line managers" on the staff intranet, containing relevant updated policy and procedure information; similar information is also provided for employees on the Intranet and both sections are updated regularly.

Within the School, the College HR team issues a monthly email newsletter highlighting key changes to policy and procedures.

ACTION PLAN
7.7   Develop a School EDHR staff facing intranet page signposting resources and any changes to the external EDI University website

iii. Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender Equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Table 15 details committees across the School, broken down by gender. Divisional executive boards are chaired by the Director, and overall membership is determined by role, irrespective of gender. Many senior positions are held by male staff and therefore executive boards have a higher proportion of male membership however, since 2017, 50% of Divisions/Centres have a female Director and this representation is reflected in the leadership of the committees. It is likely that the only way to achieve gender parity in executive boards will be at the point of role appointment.

Non-executive committees comprise volunteers through calls of interest. Gender balance on committees is now recorded across the School. It was noted that non-executive committees often have more female representatives, which often reflects the higher proportions of females employed in these areas.

Three reasons were identified that prevent Divisions/Centres from achieving gender balance in committees:
1. Gender distribution in the workforce: where a gender is under-represented and representation is sought, there is additional burden on those staff members.
2. Meeting times/frequency: may discourage staff with high workload, carer commitments or part-time contracts.
3. Process for appointing volunteers: attracts predominantly confident/highly motivated individuals.

To overcome gender imbalance in non-executive committees, several strategies will be piloted locally:
- DPMCN: refreshing committee membership annually to encourage varied input from the Division.
- CTR: promotes flexible work time, partial committee attendance and committee duty sharing to allow staff with a high workload/other commitment to contribute.
- C4ME: aims to promote inclusivity and understanding of the working of different committees by inviting staff from across the School to attend appropriate meetings in an observer capacity.

Table 15. Influential departmental committees broken down by gender.

Area	Committee	Female	Male	Total
School	School Senior Leadership Team	11	12	23
School	Bioinformatics and Statistics Committee	3	14	17
School	Research Degrees Committee	6	4	10
School	Research Ethics Committee	5	4	9
School	Innovation and Impact Committee	9	14	23
School	Research Management Group	2	9	11
School	EDHR Committee	17	9	26
DCG	Executive Strategy Team	1	5	6
DCG	Safety Group	1	3	4
DCG	Executive Operations Team	6	9	15
DCG	Seminar Series Team	1	3	4
DCG	Wales Gene Park Management Group	5	3	10
DCG	EDHR Committee	14	6	20
DPMCN	Executive Board	6	12	18
DPMCN	Public Engagement	9	6	15
DPMCN	Infrastructure and Facilities	2	3	5
DPMCN	EDHR Committee	7	2	9

DPMCN	Staff and Student Committee	6	4	10
DPMCN	NMHRI Management Committee	8	9	17
DPMCN	NMHRI Operational Meeting	2	5	7
DPMCN	DEFINE Executive	4	5	9
DII	EDHR Committee	12	6	18
DII	Executive Committee	4	8	12
DII	Health and Safety	6	6	12
DII	REF Committee	1	3	4
DII	Finance Committee	1	3	4
C4ME	EDHR Committee	9	5	14
C4ME	Senior Leadership Team	6	5	11
C4ME	UG Board of Studies	14	10	24
C4ME	PGT Board of Studies	22	20	42
C4ME	Quality and Governance	9	6	15
CTR	EDHR Committee	4	3	7
CTR	Centre Executive Team	3	7	10
CTR	Health and Care Research Wales	7	4	11
CTR	Research, Design and Conduct Service Management Group	5	3	8
CTR	Cancer Research UK Board	6	5	11
DPM	Senior Leadership Team	15	11	26
DPM	Research Management Team	5	5	10
DPM	Education Management Team	6	3	9
DPM	EDHR Committee	13	6	19
PSS	EDHR Committee	4	2	6

ACTION PLAN
6.3   Introduce the opportunity for staff to attend as observers in internal committee meetings in order to promote inclusivity and an understanding of the work of committees

iv. Participation on influential external committees

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

Participation on external committees is not recorded centrally and strategies going forward include:

- Enhanced communication of committees currently recruiting participants.
- Time for external committee participation built into workload model.
- Line manager encouragement for participation in external committees.
- Central recording of membership on external committees.

As an example of influential external committee participation, we reviewed current School membership on MRC and Wellcome Trust grant-funding/strategic panels and found a good gender balance with 3 females: 3 males.

We have many female role models who are influential in a range of external committees and procedures and are nationally/internationally recognised, including:

- Professor Julie Williams: former Chief Scientific Officer for Wales; commissioned a report on women in STEM during her leadership "Talented Women for a Successful Wales". Head of the Dementia Research Institute.
- Professor Meena Upadhyaya OBE: Internationally renowned geneticist awarded an OBE for services to medical genetics and the Welsh Asian Community.
- Professor Debbie Cohen OBE: Director of the Centre for Psychosocial Research Occupational and Physician Health; Director of Student Support, School of Medicine. Awarded an OBE for her services to occupational medicine.
- Professor Valerie O'Donnell: Successful stewardship of University Research Institute; Director of DII; Member, Population and Systems Medicine Board, MRC.
- Professor Shantini Paranjothy: Professor of Preventive Medicine; Co-Director of DPM; Population Health Research Theme Lead, College of Biomedical and Life Sciences; Non-Executive Director Public Health Wales NHS Trust.
- Professor Judith Hall OBE: Professor of Anaesthetics, Intensive Care and Pain Medicine. Phoenix Project Lead, major international collaborative project with the University of Namibia.
- Professor Kerry Hood: Director, CTR. Cardiff University Outstanding Contribution to Leadership Award 2017.
- Ruth Coomber: Division Manager, DPM. Involvement in and promotion of Association of University Administrators in Cardiff and the School of Medicine.

ACTION PLAN	
4.16	Provide increased support and awareness for individuals to take part in external committee work:
(i)	Enhanced communication of which committees are recruiting
(ii)	Time for participation in external committees reflected in workload model
(iii)	Line manager encouragement for staff to participate
(iv)	Central recording of membership on influential external committees

v. Workload model

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

The School is in its first year of implementing a workload model based on the University framework. It is a key component in delivering the University's supporting excellence programme, ensuring academics have time provision in a breadth of activities to support development for career progression.

Several categories of activities are included with a view to providing a systematic approach to workload allocation providing parity, consistency and fairness of treatment

in the allocation of work to all academic staff, taking account of discipline specific characteristics. Staff time dedicated to actively supporting our EDHR agenda and Athena SWAN principles is recorded, with a substantial time commitment to ensure gender equality within the School.

An Equality Impact Assessment (EIA) is scheduled for the 2016-17 academic year (late 2017). We acknowledge this initiative was initially viewed as a performance management tool by staff, so we made great efforts to engage with staff (individual and group basis). As a result, it is now generally viewed as a positive, transparent system that will enable the School to proactively monitor equity in the workplace. We aligned roll-out with the PDR cycle, during which academic staff were actively encouraged to discuss allocations with their line manager. We are open to the model being used to support the academic promotions process but we have not yet had the opportunity to do this because the model was launched after the latest School Promotions Panel.

ACTION PLAN	
7.1	Identify any imbalances of workloads by undertaking an EIA of activities held in the Workload Allocation Model under the academic year 2016-17

vi. Timing of departmental meetings and social gatherings

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

A range of mechanisms across the School are utilised to address the timings of departmental meetings and social gatherings, promoting inclusivity for staff with caring responsibilities/flexible working/part-time hours. These include:

- Departmental meetings organised between 10-3pm (school hours) to encompass as many staff as possible.
- Rotate meetings around different days of the week.
- Planning around committee member diaries (facilitated by outlook scheduling assistant and doodle polls).
- Meetings organised in advance for the academic year.
- Avoiding meetings in school/religious holidays.
- Planning academic meetings at lunchtime and providing food.

In addition, we observed some local evidence of best practice, e.g. CTR provide meeting updates/communications in a monthly newsletter and DPM circulates meeting updates and saves information on a shared drive for all staff access.

ACTION PLAN	
6.2	Support carers with flexible working arrangements and where possible, arrange meetings/events between core hours of 10:00am to 3:00pm

vii. Visibility of role models

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

TOP PANEL LEFT TO RIGHT

1. Professor Anwen Williams [2017 promotion]
2. Professor Aled Clayton [2017 promotion]
3. Professor Ann Taylor [2017 promotion]
4. Professor John Staffurth [2017 promotion]
5. Professor Anita Thapar CBE award 2017

BOTTOM PANEL LEFT TO RIGHT

1. Professor Malcolm Mason OBE award
2. Professor Pamela Taylor CBE award
3. Mrs Sara Whittam and Miss Awen Iorwerth Welsh Education Award 2017
4. Professor Jamie Rossjohn elected fellow of the Academy of Medical Sciences 2017
5. Professor Wen Jiang awarded MBE.

Image. 4. Role models in School.
Divisions/Centres now record and monitor gender distribution in leadership positions and seminar speakers, ensuring role models and gender balance is promoted. This will be monitored and coordinated centrally to ensure equitable practice (Action 6.7). It was noted by DII and DCG that in some academic settings male representatives are more visible both in leadership positions and as speakers. In 2017, the School recognised several male and female role models who have been successful through the promotions cycle. In addition, two female Professors received a CBE award, one male Professor received an MBE and one received an OBE award. Work on Welsh education was recognised (Image 4).

New initiatives and areas of best practice were identified by DPMCN and CTR using various web tools. DPMCN launched a gender balanced public engagement team to ensure their website is relevant and engaging. Staff success stories including awards, prizes and personal celebrations are promoted on visible screens in reception areas. CTR use their website to present their commitment to gender equality and diversity. They celebrated female chief investigators on International Women's day via Facebook and Twitter, and plan to showcase male employees working in positions that are largely considered "female-dominated" during International Men's (November). CTR encourages staff to write blogs, and 5 female and 5 male staff members have created blogs.

ACTION PLAN	
3.9	Introduce a 'Women in Leadership and Management' series of events to promote career development and assist staff to reach their full potential.
4.15	Introduce 'Do Something Different Day' to provide an opportunity for all staff to proactively undertake work or work shadowing in a different Division/Centre or career pathway.
6.4	Provide an annual programme of diverse speakers from within the School for the Athena SWAN lecture series in order to illustrate successful careers at all levels and career pathways.
6.6	Raise awareness of the importance of reviewing/auditing/examining web content in order to demonstrate fair and equitable representation of male and female staff contributing to teaching and research across the School
6.7	Divisions/Centres to record and monitor gender distribution in positions such as leadership or seminar speakers to ensure role models and gender balance is promoted. This will be monitored and coordinated centrally moving forward to ensure equitable practice

viii. Outreach activities

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

Public engagement activity is supported by an engagement and communications team that sits centrally in the School. To date, various initiatives have been developed to try and capture all School engagement activity but these have not been 100% successful. Engagement opportunities feature regularly in our all staff e-newsletter. Additionally, via our recently launched MEDIC Ambassadors scheme, opportunities are promoted, communicated and logged. An action moving forward is to ensure the effective monitoring and capture of all engagement activity across the School.

Contribution to outreach activities is recognised through a variety of mechanisms:
- PDR discussions.
- Workload Model.
- Academic promotions process.
- Senior salary review and Professorial banding acknowledges individual contributions to the wider University mission.
- University schemes such as the Outstanding Contribution Awards Scheme and Celebrating Excellence Awards recognizes outstanding achievements in this area
- The School STAR Awards has a category for innovation and engagement.
- Student contributions to outreach activities are recognised formally through project assessments, and achievements are celebrated at the annual SURGAM awards.

We describe examples of our outreach work below:
- A community engagement undergraduate SSC project involves 3rd year medical students visiting primary schools and introducing pupils to the human body and healthy living. In total 56 schools (~1700 pupils) have been visited by 19 students

(45% female; 55% male) since 2015. Involvement in projects enriches the student learning experience, developing skills and sowing the seeds to inspire the next generation of talent. This work has been showcased to the public and Welsh Government (Image 5).

Image 5. Academic lead Dr Steve Man and students presented at a Showcase event, Nov 2016.

- Science in Health Live! is an annual event aimed to encourage Welsh Year 12 students to consider a career in the Life Sciences. 80 staff members (41 female; 39 male) at different levels of seniority contributed to the 2017 event. Positive feedback was received from students, teachers and our own staff e.g. *"The event has inspired me to realise that a medical course potentially allows me to continue to be curious about the science subjects that I'm interested in."* and *"Thanks for a great day. The students were buzzing. The staff enjoyed it too!"*

- DII: engages a lay faculty comprising public volunteers (1 female; 4 male) who review research priorities, help disseminate research findings and foster a close dialogue between scientists and the public. Since March 2016 the group have been involved in 31 activities, including reviewing/commenting on 18 grant proposals, helping with press releases, ethics applications and participate in events. We acknowledge work needs to be undertaken to ensure equal gender representation on lay faculties.

- DPMCN: outreach activities have clear aims and involve an extensive range of activities with different public group, involving staff at all career stages and pathways (DPMCN Public Engagement Committee: 6 female: 5 male members). A range of outreach activities focused on addressing stigma around mental illness include:
  - Brain Games;
  - Wales Brain Bee;

- ESRC Social Science Festival;
- Pint of Science.

- DCG: leads an array of engagement activities involving staff from all areas, levels and career pathways. Opportunities for involvement are promoted through PDR discussions and management/research groups. Wales Gene Park and Wales Cancer Research Centre won University awards for Engagement in 2016 and 2017 respectively. Specific activities include:
  - Wales Gene Park School's Roadshow (2016-17) visited 54 schools involving >3600 year 12/13 students in STEM promotion activities
  - 6th form conference (2015-16) attracted >2000 pupils.

ACTION PLAN
6.8 (i) Increase interest in medical research amongst primary and secondary school students by actively demystifying science for young people, with the aim of encouraging careers in the field(s) and reducing stigma.
(ii) Promote role models of female scientists working in the field to raise awareness inside the School and via external events

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words
Two individuals working in the department should describe how the department's activities have benefitted them.
The subject of one of these case studies should be a member of the self-assessment team.
The second case study should be related to Someone else in the department.
More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

Following the external independent review into issues of race equality (Bhugra Report, 2017), in June 2017, a comprehensive action plan was prepared and approved by the Cardiff University equality, diversity and inclusion committee listing a set of key actions to address the 13 recommendations.

The School is working with an external restorative organisation (Wales Restorative Approaches Partnership) to develop a programme supporting the process of restoration communications.

The C4ME EDHR Athena SWAN SAT committee, alongside teaching staff, students and other partners led a review into activity and provision related to values, equality and diversity across the undergraduate MBBCh curriculum. All aspects of teaching were considered, with the aim to have EDHR as a more overt consideration in all aspects of the curriculum through a mix of dedicated sessions and highlighting the integrated elements to students.

- Early years: the focus is on the students themselves and their interactions with peers ensuring appropriate personal development within a value-based environment. Students are encouraged to look beyond legal definitions and consider behaviour in broader society as well as its application to medical practitioners.
- Year 1: students receive training in professionalism as part of the platform for clinical sciences (will be reviewed further during 2017-18).
- Year 2: reviewed and honed the overt equality and diversity sessions. New scenarios introduced into the case-based learning elements of the course and staff training held to discuss the activity. We also introduced extra sessions delivered as part of our year 2 student conference, including consideration of personal behaviours towards social media and gender transition as examples.
- Year 3: NHS training portal now used by students on clinical placement, ensuring they comply with the minimum requirement expected of their NHS peers.
- Year 4: introduced an equality and diversity training day. The 2017 session received very positive evaluations by the students e.g. "*A really inspiring and informative session. Thank you so much to the speakers for their honesty and bravery at talking about these topics - really good to be able to ask questions*" and "*Amazing insight into personal experiences*".
- Ongoing initiatives include the delivery of a one day "race in medicine" conference (2018) and the development of online equality and diversity training for undergraduate/postgraduate students.
- Equality and diversity training for staff has been improved and prioritised, including:
  - Training in Trans* awareness entitled: Exploring Transgender Identity and Gender Transition;
  - Introduction to Restorative Approaches
  - Everyday Lives - Cross Cultural Communications;
- The School is running a pilot reporting and handling scheme for professionalism issues and attendance. This is currently being rolled out for years 2 and 3.

From: Athena Swan [mailto:AthenaSwan@ecu.ac.uk]
Sent: 07 September 2017 17:24
 To: Janet Richardson <RichardsonJ11@cardiff.ac.uk>; Athena Swan <AthenaSwan@ecu.ac.uk>
 Cc: Samantha Hibbitts <HibbittsSJ@cardiff.ac.uk>
 Subject: RE: Athena SWAN: Intention to Submit November 2017

Dear Janet,
I can confirm that Cardiff University, School of Medicine may have additional word allowance of 1000 words. This is to allow the school present data for Clinical and Scientific staff separately, and to allow you to analyse and reflect on any differences between the two staff groups. The additional words can be used throughout the application, but it should be made clear where they have been used in the word count at the end of each section
Please include a copy of this email when submitting your application to confirm this word extension.
Best regards,
Eleanor
Eleanor McDavis
 Equality Charters Officer
 T: +44 (0)20 3870 6014
 E: Eleanor.McDavis@ecu.ac.uk

BRONZE APPLICATION ACTION PLAN							
Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Mid-term priority							
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA

8. ACTION PLAN

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

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

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

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

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii)	
Mid-term priority		Enhance and support opportunities for early career researchers; (iv) Realising staff potential	
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.	

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA

(1) UNDERGRADUATE AND POSTGRADUATE STUDENTS

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
1.1 **Equitable recruitment and admission strategies**	Appointment of a dedicated EDHR Project Officer to ensure all recommendations of the Bhugra Report are accepted and implemented	To respond to the external Race Equality report 13 recommendations.	Project Officer appointed in May 2017. Detailed action plan developed to support staff and student recommendations in School of Medicine and Central University	(i) Continue with action plan to carry out defined actions in response to the Bhugra Report recommendations (ii) Project Officer continues to update School EDHR Committee with progress and updates of recommendations as they are implemented	**Begin** May 2017 **Complete** September 2019	(i) Project Officer	Evidence of compliance with all 13 of the recommendations in the Bhugra Report, with a specific focus on those directly relevant to School of Medicine by September 2019
1.2 **Build a culture of respect for staff and students**	Review and test MBBCh material regarding EDHR content for Year 2, 3 and 4	In response to Bhugra Report recommendation (9) "*The university will undertake a review of the Medical School's curriculum to address E&D, unconscious bias and stereotyping*", resulting in improved understanding of EDHR among UG students	Training sessions delivered to staff in restorative approaches and new teaching sessions to student.	(i) Review from staff delivering sessions. (ii) Monitor outputs from implementation of the Bhugra Report action plan.	**Begin** December 2017 **Complete** November 2021	(i) C4ME EDHR Athena SWAN SAT Team (ii) Senior Lecturer MBBCh delivery	Positive student feedback of 90% in NSS scores. Positive staff feedback with engagement scores of 65%+ in 2019 staff survey

BRONZE APPLICATION ACTION PLAN

Long term priority	(green)	
Mid-term priority	(orange)	
Immediate	(red)	

Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential

Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
1.3 **Build a culture of respect for staff and students**	Create a task and finish group to review current provision and develop content for standalone EDHR module for BSc Medical Pharmacology students	Improved understanding of EDHR knowledge among students	Highlighted training need	(i) Create a task and finish group to review current provision and develop content for delivery	**Begin** January 2018 **Complete** July 2019	(i) Lecturer MBBCh delivery	90% students complete the training during 2019-20
1.4 **Build a culture of respect for staff and students**	Create a task and finish group to review current provision and develop content for standalone EDHR module for PGT students	Improved understanding and knowledge of EDHR among students	Restructure of PGT academic and PSS undertaken during 2016. Formal review of PGT activities in 2017 and appointment of PGT Director in July 2017	(i) Create the task and finish group	**Begin** January 2018 **Complete** December 2020	(i) PGT Director	Delivery of EDHR training as a pilot during 2019-20 Review of pilot and delivery of training during 2020-21
1.5 **Equitable recruitment and admission strategies**	Build flexibility in approaches to PGT study modules to support equitable opportunities that best reflect the student's needs	A College review has provided an opportunity to consider more flexible approaches to study.	College review undertaken.	(i) Choose modules that best reflect the student's needs outside a programme that could be combined into a bespoke programme (ii) EIA of options	**Begin** 2018 **Ongoing**	(i) PGT Director	Equitable gender increase in admissions by 5% to PGT programmes using flexible study options

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Long term priority	
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
1.6 **Equitable recruitment and admission strategies**	Increase uptake to PGT programmes considering the role of non-credit bearing and credit bearing CPD to support equitable opportunities	To support upskilling within Health and Social Care through more flexible awards which would potentially attract more interest from potential students	College review undertaken.	(i)Review the non-credit bearing and credit bearing CPD options	**Begin** January 2018 **Ongoing**	(i) PGT Director	Equitable gender increase in admissions to PGT programmes year-on-year, through non-credit and credit bearing continuous professional development (CPD)
1.7 **Equitable recruitment and admission strategies**	Offer a discount in PGT fees to all our undergraduate alumni to increase student numbers	To support the progression pipeline	Initial negotiations with College	(i)Review of PGT fees in all our undergraduate alumni (ii) Incentivise PGT activity by gaining approval from College early 2018 to	**Begin** January 2018 **Ongoing**	(i) PGT Director	Discounted PGT fees for academic year 2018-19 Increase in PGT student numbers by 5% for 2018-19 intake
(2) EARLY STAGE CAREER RESEARCHERS							
2.1 **Enhance and support opportunities for early career research staff**	Implement a Division/Centre grants review process that provides feedback to senior staff who are supporting ECR and PGR students through the grant application process	Increase personal and career development opportunities for ECR/PGRs	Existing performance development review (PDR) process continues to focus on opportunities to ensure ECR and PGR staff receive the correct	(i) Collect and analyse quantitative data on application success rates (ii) Review feedback on an ongoing basis and annually at senior staff event (iii) Implementation of a new annual event to provide support for	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) Research Management Team	Over 90% of peer reviews discussed between senior and ECR/PGR reviewers Over 90% of funding outcomes fed back to ECR/PGR reviewers Increased number of ECR/PGR staff on influential committees

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Mid-term priority							
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
REF	**ACTION**	**RATIONALE**	**PROGRESS TO DATE**	**NEXT STEPS**	**TIMEFRAME**	**RESPONSIBILITY**	**SUCCESS CRITERIA**
			guidance and support. Clearer signposting of opportunities Promoting via Yammer and at Divisional meetings	fellowship and other applications, comprising talks from both internal and external speakers.			
2.2 **Enhance and support opportunities for early career research staff**	**DPM Local Pilot:** Appointment of ECR leads (2 male and 2 female) to attend Divisional/Centre management meetings to raise issues relating to ECR/PGR career development.	Provide support for ECR and PGR students to clarify career progression pathways and to begin early career planning.	ECR Forum has been in place for one year PGR students are now part of the group and the ECR leaders will ensure that the sessions include content relevant for PhD students and ECRs Forum content has included information on career development and applying for research funding	(i) The next planned session for the group will focus on supporting ECRs to apply for research funding to progress to becoming independent researchers. (ii) Quarterly ECR forums to clarify career progression pathways and enable PGR students to begin early career planning.	**Begin** **October 2017** **Ongoing sessions throughout 2018 and 2019**	(i)Research Management Team	Quarterly forums are held each academic year Increased number of grant applications submitted by ECRs identified during annual reporting cycle Parity of grant submission by gender identified during annual reporting cycle

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Long term priority	
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
2.3 **Enhance and support opportunities for early career research staff**	Enhance support for research grant applications by identifying opportunities for a co-PI model, where ECRs are paired with an experienced PI for larger grant applications	Develop and support staff (especially ECR/PGRs) applying for grant applications In response to Bhugra Report recommendation (12) *"An effective Mentoring Scheme should be established which is available to all new staff and to staff who are at a later stage in their careers to focus on career progression."*	Group Mentoring introduced in 2017 with 2 x early career research circles established	(i) Allocate staff who are applying for grants a mentor within the Division/Centre who is an experienced grant holder (ii) Research Management Team are available to provide feedback on grant ideas at the initial stage, and on unsuccessful applications. Division/Centre peer review process is used to spot opportunities for ECRs to join as co-PIs or co-investigators	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) Research Management Team	Over 90% of ECR grant applications are mentored Over 90% of unsuccessful grant applications are reviewed by the Research Management Team Increased number of grant applications submitted by ECRs identified during annual reporting cycle Parity of grant submission by gender identified during annual reporting cycle
2.4 **Enhance and support opportunities for early career research staff**	Active support of early stage career researchers covering the complete grant preparation, review, submission and management	Increase career progression opportunities for research staff	(I)Action plan developed by the Dean of Research during August 2017 in response to previous feedback	(i)The appointment of representatives affiliated with four research Divisions, Centre for Medical Education and the Centre for Trials Research	**Begin** Jan 2018 **Review** Annually **Ongoing**	(i) EDHR Planning Team (ii) Dean of Research (iii) PGR lead	Reduction of 5% in number of academic staff who spend more than 3 years in any given grade identified through annual reporting Point of contact identified for early stage career researchers in each of the

BRONZE APPLICATION ACTION PLAN

Long term priority (green)		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Mid-term priority (orange)							
Immediate (red)		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
REF	**ACTION**	**RATIONALE**	**PROGRESS TO DATE**	**NEXT STEPS**	**TIMEFRAME**	**RESPONSIBILITY**	**SUCCESS CRITERIA**
Equitable recruitment and admission strategies	life cycle. This is an area of best practice which has resulted in significant success and proven sustainability within DPMCN and we plan to take the initiative into other Divisions/Centres						Divisions/Centres by end of 2017 Increase in fellowship application success rates during each reporting phase Uptake on mentoring programmes during each reporting phase
2.5 **Enhance and support opportunities for early career research staff**	Provide information and raise awareness of internal funding opportunities including the 'Seedcorn Fund' and the Research Leave Scheme	Increase career progression opportunities for research staff	Responded to need highlighted through focus group outputs in August 2017	(i)Divisions/Centres communicate information on internal funding opportunities	Introduce in February 2018 and ongoing thereafter	(i) Line Managers	An additional 3 members of each Division/Centre supported in applying for internal research funding opportunity during 2018 and ongoing
2.6 **Enhance and support opportunities for early**	Provide proactive dissemination of information on ECR Fellowships and Prizes to identify opportunities	Support the development and progression of early career researchers and fellows	Communication to staff to highlight nominations for Fellowships and Prizes	(i) To increase the number of staff applying or nominated for Fellowship and Prizes, with an emphasis on: Women in Science	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) EDHR Planning Team (ii) Division/Centre Managers	Increased participation and success rate in Fellowship/Prize applications during each annual cycle

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential **Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.
	Mid-term priority	
	Immediate	

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
career research staff **Equitable recruitment and admission strategies**	relevant to ECR and PGR students		Line Managers and theme leads advised to nominate staff	ECR/PGR staff Returners following a career break (ii) Weekly School "digest" of all funding opportunities available, including specific section for ECRs.		(iii) School Communications Team (iv) PGR lead	
2.7 **Enhance and support opportunities for early career research staff**	Deliver PGR information sessions on a range of topics to demonstrate employability skills beyond research and therefore aid career progression: • Teaching Opportunities • Working overseas • Internships	Provide information and support to highlight a range of opportunities that assists academic staff and postdoctoral researchers to access career progression	Identified the need to provide additional support for individuals to consider broadening employability skills	(i)Develop material and content to deliver the sessions.	**Begin January 2018** **Evaluate in 2019**	(i)PGR Lead	A range of information sessions are held during the academic year 2017-18 and ongoing Monitoring highlights that the sessions have resulted in additional offers of teaching, overseas opportunities and internships during each annual reporting cycle
2.8	Promote the services of the Career	Provide information and support to highlight a range of opportunities	This service is offered via the University intranet	(i)Promotion of the career development service through	**Begin in December 2017**	(i) EDHR Planning Team	Increased number of School of Medicine staff taking up career consultations with the

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Mid-term priority							
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Enhance and support opportunities for early career research staff	Development Manager for Research who will contact staff up to four months prior to the ending of a fixed-term contract to provide career consultation	that assists academic staff and postdoctoral researchers to access career progression	and uptake is minimal Service has been referred through the School EDHR Committee	School, Divisional and Centre communications. (ii) Link to other initiatives such as dedicated ECR point of contacts		(ii) Division/Centre Managers	University's Career Development Manager for research staff, data provided through annual reporting cycle
2.9 **Enhance and support opportunities for early career research staff**	**DPM Local Pilot:** Develop a training needs analysis module for ECR and PGR students to aid further their further understanding of the value of personal and professional development in terms of career progression	Career development opportunities that requires students to complete a training needs analysis module to enhance their personal and professional skills.	Identified through focus groups and will operate as a pilot within DPM for potential roll out across the School	(i)Develop the training needs analysis (ii) Pilot during 2018 (iii) Evaluate and consider whether to roll out across the School	**Begin in January 2018**	(i) EDHR Planning Team (ii) Division/Centre Managers	ECR and PGR students recognise the value of training needs analysis as a tool for personal and professional development
(3) KEY TRANSITION POINTS: ACADEMIC STAFF							

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential **Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
Mid-term priority							
Immediate							
REF	**ACTION**	**RATIONALE**	**PROGRESS TO DATE**	**NEXT STEPS**	**TIMEFRAME**	**RESPONSIBILITY**	**SUCCESS CRITERIA**
3.1 **Equitable recruitment and admission strategies** **Realising staff potential**	Expand the recruitment strategy pilot (Diversity by Design) to increase number of female academic and research staff at pay scales 8 and above.	A commitment to address unequal gender representation across academic disciplines, at senior level.	The School engaged with a professional Diversity and inclusion consultancy in January 2017 known as 'Diversity by Design'	(i) To consider the recommendations of the consultancy report (ii) Division/Centre staff and HR teams are trained in the process for a second trial especially shortlisting and interviewing (iii) Extension of the phase 1 trial to other targeted recruitment campaigns during 2018 (iv) Adaptation of existing recruitment guidelines	**Begin** Jan 2018 **Review** Annually **Ongoing**	(i) College HR Business Partner and HR Manager and Team (ii) Division/Centre Managers	Increase the number of recruitment candidates from under-represented groups by 10% Increase the number of female academic and research staff at pay scales 8 and above by 10% in 2019 and ongoing
3.2 **Equitable recruitment and admission strategies**	Ensure all recruitment panel members complete unconscious bias training modules	A commitment to equal gender representation across all grades	Ongoing monitoring of current recruitment data for all staff	(i)To ensure all recruitment panel members complete unconscious bias training	**Begin** Oct 2017 **Review** Annually	(i) Data analyst (ii) Core EDHR committee	100% of recruitment panel members complete unconscious bias training by end 2018 and ongoing

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
Long term priority (green)		
Mid-term priority (orange)		Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.
Immediate (red)		

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Realising staff potential	to enable fair and equitable recruitment process is applied			(ii)Monitor and ensure equitable salary/grade offered at appointment stage regardless of gender.	**Ongoing**		
3.3 **Build a culture of respect for staff and students** **Realising staff potential**	Promote awareness of the 90 day induction pack as a tool for line managers to support new starters into the School and ensure they feel welcome and engaged	To ensure new employees feel welcome and engaged from the beginning of their employment with the School of Medicine	In February 2017 - The introduction of a 90-day joining pack which reviews staff at 30, 60 and 90 day intervals Highlighted as an action during 2016 to introduce completion of training in staff induction to capture new staff.	(i) To promote awareness of the 90-day induction pack (ii) To include induction in the line manager training programme (iii) To develop a brief questionnaire to evaluate the effectiveness 90 day induction pack (iv) The inclusion of formal local based induction plans to include all areas of the School campus so that the new employee gains an inclusive view of the School	**Begin** Jan 2018 **Review** Annually **Ongoing**	(i) EDHR Planning Team (ii) Division Managers	Increase in positive response to Staff Survey Q14 "*My School induction gave me the knowledge and information I needed to do my work effectively.*" currently 43%, to rise to >50% in 2019 survey To achieve a 60% positive score on respondents to the new starter questionnaire

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
3.4 **Equitable recruitment and admission strategies** **Realising staff potential**	Assist lecturers, senior lecturers and readers in preparing themselves for promotion by signposting the significant range of support available at University and School level	(i) Assist lecturers, senior lecturers and readers in preparing themselves for promotion (ii) Promote the representation of female and BME staff in senior academic roles in accordance with the Strategic Equality Plan (iii) Build female confidence to apply for promotion earlier than self-expectation	There has been a University wide review of promotion process. One procedure replaces the four procedures previously in operation. Introduction of an application form to enable evidence to be presented more concisely. A 13-week reduction in the length of process. Introduction of a positive EDHR statement stating applications are particularly welcome from applicants who identify as female and/or BME	(i)Monitor and evaluate the key stages of the process, submission rates and outcomes.	**Begin** Aug 2017 for submissions by January 2018 **Review** Via annual promotion cycle **Ongoing**	(i) Academic Promotions Team at University level	Increase of 5% in applicants who identify as female and or BME The composition of the Academic Promotions Committee and School Promotion Panel will, wherever practicable be representative of the wider academic community in respect of gender and ethnicity for all panels 2018 and ongoing
3.5	Proactively identify staff who are ready for	A commitment to address unequal gender representation across	Identified the need to introduce a	(i) Promotions Review Panel established early 2018, proactively	**Begin** August 2017	(i) Divisional/Centre Managers	10% increase in number of promotion applications submitted during each cycle

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Equitable recruitment and admission strategies **Realising staff potential**	promotion by introducing a trial of a promotions committee that meets annually during the PDR/promotions cycle. If successful, the scheme will be considered for wider roll-out across the School from 2019.	academic disciplines, at senior level.	promotions committee	identifying academic staff who have not applied for promotion in a 3-year window (ii) Line manager training modules to include PDR and support for staff to understand promotion pathways (iii) Examine effectiveness of scheme on promotions and whether staff view is similar for male and female academic staff	**Evaluate at end of promotion cycle** September 2018 **Ongoing**		Parity of promotion application submission by gender during each cycle
3.6 Equitable recruitment and admission strategies **Realising staff potential**	Support academic Promotion through the implementation of Mentoring Circles utilising a senior manager as mentor and the benefit of peer	Assist lecturers, senior lecturers and readers in preparing themselves for promotion	The School has established an initial Mentoring Circle to support academic promotion	(i) Evaluate the effectiveness of the Mentoring Circle, make any changes or recommendations for launch of Phase 2	Phase 1 launched in May 2017 Phase 2 to be launched November 2017 and annually to 2020	(i) Senior Leadership Team (ii) Divisional/Centre Managers	80% of mentees take positive actions to develop their potential Implementation of further academic promotion circles on an annual basis

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
Mid-term priority		
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	mentoring within the group						
3.7 **Realising staff potential**	Provide guidance to research staff via Rolling REF action planning to review the research activity of eligible staff and identify any individual support required College Team to complete a full EIA of Rolling REF activity to provide analysis and identify actions	Rolling REF allows the University to monitor its improvement in the quality and international standing of research including an Equality and Diversity analysis REF 2021 preparations (rolling REF) has involved the early identification of staff where there is cause for concern about REF return ability based upon outputs and impact cases. Where required line managers to provide support, and mentoring	Commenced the Rolling REF process Gathered initial monitoring data (June 2017) to support Rolling REF to explore reasons for under representation of staff groups amongst our research community	(i)Reflect on monitoring outcomes to enable the School to identify tailored interventions and put in place the appropriate level of support. (ii) Action plan to provide tailored interventions to ensure optimum support for eligible staff (iii) Assess the outcomes of Rolling REF EIA and consider what actions can be put in place to address issues identified.	Ongoing university wide review leading to submissions of REF2021	(i) Research Management Team	The proportion of female staff considered REF eligible increases from 52% for REF2014 to >60% for REF2021
3.8 **Equitable recruitment and**	Enhance the recording of exit data through the implementation of exit interviews	To gain valuable insight through data and feedback on the employment experience	During 2017, all leavers are sent a link to an online exit questionnaire and more recently	(i)Increase engagement of line managers to support staff to complete exit	**Begin** May 2017 **Ongoing**	(i) School Planning Team	The online response rate to exit survey completion is equal to 40% of all resignations annually

BRONZE APPLICATION ACTION PLAN

	Long term priority	Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential						
	Mid-term priority							
	Immediate	Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.						
REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
admission strategies	(both online and face to face) to understand the reasons why academic staff leave the School and highlight any difference in gender	within the School of Medicine	(September 2017) we have offered the opportunity for a face to face interview	interviews either online or face to face (ii) Increase staff response rate of online exit survey			5% of all resignations take part in a face to face exit interview
3.9 Staff career development	Introduce a 'Women in Leadership and Management' series of events to promote career development and assist staff to reach their full potential	Provide 20 places for academics/clinicians who are considering applications to more senior roles	Practitioner identified to host the event	(i)Business case to secure funding (ii) Ongoing dialogue to develop and promote the series	First event to take place in February 2018	(i) Director of PGR	Event takes place in February 2018 Positive evaluation of event to ensure learning objectives were met
(4) STAFF CAREER DEVELOPMENT								
4.1 Build a culture of respect for staff and students	Maintain staff engagement at >65% as recorded in the University Staff Survey for 2017 to ensure our staff feel connected and	Staff engagement scores are a good indicator of how connected staff are to the School and in helping it to achieve its goals	Staff Survey 2015 delivered a response rate of 42% and engagement score of 25%	(i) Identified three priority areas from the Staff Survey to focus attention over the next 12-18 months under the overall theme of 'Realising Potential' these are	**Begin** May 2017 **Complete** May 2019	(i) School Planning Team	Staff engagement score increases >65% in the 2019 survey

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii)
	Long term priority	
	Mid-term priority	Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Immediate	Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	supported in a successful and productive environment	Priority areas of overall Staff Survey are on the theme of 'Realising Potential'	The 2017 Staff Survey achieved 68% response rate and 65% engagement score. Staff Survey action plan has identified 'Realising Staff Potential' as a theme for priority areas to support staff wellbeing and personal development	Supporting staff performance Wellbeing Understanding how decisions are made (ii) Continued engagement and consultation with staff regarding actions required.			
4.2 **Build a culture of respect for staff and students** **Realising staff potential**	Ensure that all staff in leadership roles with responsibility for promotions, recruitment, line management etc are undertaking all relevant and mandatory training to ensure they adopt active leadership through	To ensure equitable and fair practice across the School	Attendance on external Senior Leadership Programmes Compliance with mandatory in-house courses	(i)Develop a working group to identify the minimum training requirements at Senior Leadership level (ii) Review training undertaken and highlight the gaps to be addressed via the PDR process	Prepare during 2018 for the start of PDR cycle in January 2019	EDHR Core Team	All senior managers have attended all mandatory and minimum training modules by end of 2019

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	equitable and inclusive practices and remain aware of key policies, e.g. Dignity at Work			(iii) Liaise with central Learning & Development team to ensure availability of resource for training to take place in 2019			
4.3 **Equitable recruitment and admission strategies**	Address the negative consequences of using short term contracts by increasing the governance around the use of fixed-term (FT) contracts and continue to review and convert to open-ended based particularly on whether the role is not of a time-limited nature	Address the negative consequences of using short term contracts for the retention and progression of academic, research and PSS staff	Formal review of FT contracts	Ongoing review of FT contracts	Begin in May 2017 Ongoing	(i)School Manager (ii) HR Team	A reduction in the number of FT contracts
4.4 **Realising staff potential**	(i)Support staff performance and wellbeing by ensuring all staff and line managers complete	Increase staff engagement with University and School HR and EDHR relevant policies	On line modules are developed and available for mandatory topics.	(i) Checklist to be included in PDR/probation paperwork	**Begin** Feb 2017 **Review Uptake** Annually	EDHR Planning Team	Over 90% completion rate for CU mandatory modules for line manager training by end 2020 Increase in positive response to Staff Survey Q20 "*My Line*

89

BRONZE APPLICATION ACTION PLAN

🟩	**Long term priority**	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
🟧	**Mid-term priority**	
🟥	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Build a culture of respect for staff and students	mandatory on line modules and Cardiff University training sessions highlighted through the PDR and Induction process. (ii) Signpost managers to a specific section on the staff intranet (introduced in 2017) to highlight relevant policies and procedures which may have changed since the line manager has been appointed in post.	All existing and new line managers to complete mandatory and minimum training modules to support staff performance and wellbeing during employment and signpost redeployment opportunities in the event of contracts ending	Cardiff University sessions must be booked via the HR Core system to enable completion rates to be monitored The 90-day induction pack highlights requirements for mandatory training	(ii) Line Managers advised to use 90-day induction pack to monitor progress of new employees (iii) Line Managers to attend line manager training programme developed at University level	**Ongoing** February 2017 and ongoing Line manager modules rolled out from 2018 and ongoing to 2021		*Manager helps me to set and review clear objectives"* currently 67% in 2017 staff survey, to rise to 70% in 2019 survey Increase in positive response to Staff Survey Q23 "*My Line Manager provides me with help and support when needed*" currently 78% in 2017 staff survey, to rise to 80% in 2019 survey
4.5 **Build a culture of respect for staff and students**	Ensure new line managers are supported during early months of their tenure by completing relevant training	Increase staff engagement with University and School HR and EDHR relevant policies All existing and new line managers to complete	New line managers highlighted as requiring support and guidance during early months of their tenure	(i)New line managers paired with an experienced line manager in Division/Centre	**Begin** Jan 2018 **Review Uptake** Annually	(i) EDHR Planning Team (ii) Division/Centre manager	90% new line managers take up CU line manager training 15% of all newly appointment line managers have a mentor by 2019

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Long term priority	(green)						
Mid-term priority	(orange)						
Immediate	(red)	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Realising staff potential	modules in addition to being paired with an experienced line manager in Division/Centre to act as mentor	mandatory and minimum training modules to support staff performance and wellbeing during employment and signpost redeployment opportunities in the event of contracts ending		(ii) New managers to follow 90-day induction pack guidance	**Ongoing**		
4.6 **Build a culture of respect for staff and students**	Support a culture of dignity and respect by ensuring all staff complete EDHR Unconscious Bias on line training modules	In response to *Bhugra Report recommendation (11) *"The School will roll out unconscious bias training with particular focus on encouraging those taking part in the recruitment process"*	Online training modules available at university level	(i) Further promotion and monitoring of the online EDHR modules (ii) Education of line managers to ensure completion of mandatory training is assessed during PDR	**Begin** Jan 2018 **Review Uptake** Annually **Ongoing**	(i)EDHR Planning Team (ii) HR Team to support monitoring of staff to ensure training has been completed	95% of staff completed unconscious bias training by end of 2019 Only those staff who have completed unconscious bias training to take part in recruitment panels
4.7 **Realising staff potential**	Increase confidence and ability to maintain Athena SWAN principles by ensuring that the Senior leadership team and EDHR	In response to *Bhugra Report recommendation (11) *"Staff should receive regular training in diversity including race, gender and sexual orientation"*	Four half day sessions delivered during September 2017 with 40 staff attending	(i)Evaluation of material to enable continuous improvement	Further sessions planned in 2018	(i) EDHR Planning Team	Senior Leadership Team and EDHR Core Teams to complete the group sessions by end 2018

BRONZE APPLICATION ACTION PLAN

🟩	**Long term priority**	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
🟧	**Mid-term priority**	
🟥	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	Core teams complete group training sessions entitled 'Everyday Lives – Cross Cultural Communication' to explore issues such as personal identity and cultural difference						
4.8 **Realising staff potential**	**C4ME Local Pilot:** Introduce INSET (in service training) days for teaching staff in order to provide protected time for reflection and support	Operate as a pilot scheme to provide protected time and an environment for staff to discuss solutions and innovative approaches	Allocate 3 days for staff training within the Centre for Medical Education	(i)Pilot during 2018/2019 Vary days (Tue, Wed and Thu) (ii) Communicate and publicise well in advance, ensuring any Clinical staff receive more than 6 weeks' notice	**Begin** Sept 2018 **Review** Annually **Ongoing**	(i) Senior Leadership Team	Level of participation by September 2019 is 50% of all teaching staff
4.9 **Realising staff potential**	(i) Introduce Communities of practice as part of the continued promotion of the PSS staff network known as	Increase personal and career development opportunities for PSS staff	Launch of the 'Cardiff Professional' at university level. This is a professional development	(i) PSS to engage with School iMPReSS network (ii) PSS to engage with SoM Communities of Practice	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) EDHR Planning team (ii) PSS Line Managers	Over 60 (of our 330) PSS staff engaged in Communities of Practice by October 2018 Increase in PSS satisfaction score question in Divisional/Centre survey: **'opportunity for career**

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential **Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.
	Mid-term priority	
	Immediate	

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	iMPReSS (ii) Implement the University's project plan to achieve the AUA (Association of University Administrators) Mark of Excellence by 2019		framework using the AUA (Association of University Administrators) behavioural framework Launch of iMPReSS at School level	(iii) Opportunities using AUA Behaviours and Values Framework			**development'** to move from 3.5 for male and 3.3 for female to 3.7 out of 5.0 for both gender Achievement of the AUA's mark of excellence in 2019
4.10 **Realising staff potential**	(i) Complete a review of the academic mentoring scheme. (ii) Review and promote 'Mentoring Circles' for academic, research and PSS staff to ensure equitable access to a mentor and effectiveness of the schemes	Increase performance and development support for staff	Academic mentoring in place. Phase 1 of Mentoring Circles for academic and research staff and professional support staff launched in June 2017.	(i) Ensure mentoring scheme for staff is effective (ii) Ensure mentoring is available for academic, research and PSS staff	Phase 2 Mentoring Circles launched in October 2017 Ongoing phases will launch annually 2018-21	(i) Division/Centre Manager (ii) EDHR Planning Team	Up to 15% of staff have experienced mentoring by March 2019 Assess the quality of the mentoring based on effective feedback from 60% of all mentors and mentees Action plan to maintain continuous quality improvement 2017-21 Increase in positive response to Staff Survey Q19 "*I have the opportunity for career development*" currently 42%, to rise to 52% in 2019 survey

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.
	Immediate	

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
4.11 **Realising staff potential**	Provide training and guidance to line managers to ensure their continued professional development and increase confidence and ability to fully support their teams using the PDR process as an effective tool	Developing our managers/academic leaders in this way will ensure their continued professional development and increase confidence and ability to fully support their teams	PDR completion rates are currently 90% Pilot scheme of line manger training modules completed during 2017 PDR Training material reviewed and evaluated for launch in 2018	(i)Introduction of line manager training modules to include: Managing Performance Overview of PDR Process Managing difficult conversations Encouraging and motivating staff (ii) In addition, quality sampling of 10% of PDR paperwork is reviewed by the Senior Leadership Team	Line Manager training module is available from January 2018	(i) HR and Learning Development Team (ii) EDHR Planning Team	Maintain PDR completion rates at .90% Ensure 95% of line managers attend PDR training modules by 2021 Increase in positive response to Staff Survey Q13 "*My performance development review or probation review meeting has been helpful in guiding me in my work*" currently 59% positive, to rise to 65% in 2019 survey Quality sampling reveals consistency of School and Division/Centre performance objectives
4.12 **Realising staff potential**	Provide dedicated support to Clinical Academic staff who are required to undertake a joint appraisal (University and NHS) and meet the General Medical Council's	Assist Clinical Academics with their career progression and professional revalidation	Briefing sessions and Intranet pages dedicated to the support of the Medical Appraisal Revalidation System (MARS). Information provides prompts to assist Clinical	Continue to recognise that Clinical Academics require additional specialist support to complete the dual process of joint clinical appraisal	Next PDR cycle commences January 2018 Ongoing thereafter	EDHR Core Team HR Team	Clinical academics achieve GMC revalidation

BRONZE APPLICATION ACTION PLAN

🟩	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
🟧	Mid-term priority	
🟥	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	revalidation requirement for 'whole practice appraisal' for medically licensed doctors.		Academics in structuring their appraisal evidence for the domain in MARS on 'teaching, research, innovation and leadership'.				
4.13 **Realising staff potential** **Equitable recruitment and admission strategies**	Ensure equitable training and career progression opportunities for all staff by ensuring that the Senior Leadership Team sample PDR/probation paperwork	Ensure equal training opportunities for all staff	Responded to need highlighted through focus group outputs in August 2017	(i)Raise awareness and greater promotion of training and development opportunities for all staff	(i)August 2017 and annual review thereafter	(i) Senior Leadership Team	95% of sampled PDRs include training and development plans for each annual PDR cycle
4.14 **Realising staff potential**	**CTR Local Pilot:** Identify PSS career development by referencing the grading review process and signposting access to jobs outside of the School, e.g. at	Addressing career progression from a broad staff base where a significant number of staff's primary advancement route is through regrading. Staff are encouraged to apply for regrading and to apply for higher roles	Identified through focus groups and will operate as a pilot within CTR for potential roll out across the School Information sessions are delivered	(i)Develop career development information sessions that includes support and guidance in how to apply for a grading review (ii) Pilot during 2018	**Begin in January 2018**	(i) EDHR Planning Team (ii) Division/Centre Managers	CTR can evidence PSS career development routes which have resulted from successful appointment to posts outside of the School as well as being influenced by the grading review process

BRONZE APPLICATION ACTION PLAN

	Long term priority	Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	College and University level	where when such roles are available.	throughout CTR that includes guidance on the grading review process are developed and piloted during 2018	(iii) Evaluate and consider whether to roll out across the School			
4.15 **Build a culture of respect for staff and students**	Introduce 'Do Something Different Day' to provide an opportunity for all staff to proactively undertake work or work shadowing in a different Division/Centre or career pathway	Broaden knowledge and overview of the School	Consulted with line managers and communicated key messages of the scheme to all staff during Aug and Sept.	(i)First 'Do Something Different Day' to take place on 28th Nov 2017	Ensure two dates take place each year in March and November	(i) EDHR Planning Team (ii) Line Managers	Take up of the Scheme to include 30 members of staff in 2018, rising by 5% year on year to 2021
4.16 **Realising staff potential**	Provide increased support and awareness for individuals to take part in external committee work: (i)Enhanced communication of which committees are recruiting	To increase personal and career development opportunities To proactively identify staff who are at the right stage to sit on grant awarding panels and encourage applications to external committees	New initiative	(i) Information about external committee membership to be circulated as appropriate (ii) Review and record opportunities annually at PDR meetings and training needs to achieve these	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) Division Head/Division manager/senior academic staff	An increased number of staff take up external committee membership by April 2018

BRONZE APPLICATION ACTION PLAN

🟩	**Long term priority**	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
🟧	**Mid-term priority**	
🟥	**Immediate**	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	(ii) Time for participation in external committees reflected in workload model (iii) Line manager encouragement for staff to participate (iv) Central recording of membership on influential external committees			(iii) Include data monitoring of external committee membership			
4.17 **Realising staff potential** **Equitable recruitment and admission strategies**	Address the inequitable gender balance of Clinical Academics (CAs) through: (i) The use of a working group to promote and highlight actions to avoid retention issues with staff attracted to return		Clinical Academic working group implemented in 2016 Two workshops held during 2017 to encourage feedback and input to the Clinical Academic agenda and ensure a representative	(i) The group will prepare an options paper based on the outputs and feedback from the two workshops held earlier in the year to set out proposed solutions (ii) In addition to the Welsh scheme, continue the recruitment process with the GW4-CAT	**Begin** December 2017	(i)Chair of Clinical Academic Working Group (ii) EDHR Planning Team	Improve Clinical Academic retention by 5% to improve the gender balance Working group recommendations are implemented by end 2018 At least one trainee Clinical Academic is recruited year on year

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	to clinical roles in the NHS (ii) Utilisation of the Workload Allocation Model (WAM), ensuring that only academic commitment (and not clinical duties) are reflected (iii) Proposal to support senior salary review benchmarks are modified for Clinical Academics to ensure that their Clinical responsibilities are recognised		voice throughout the School	scheme, a similar Clinical Academic scheme for the GW4 Universities of Bath, Bristol, Cardiff and Exeter.			

(5) FLEXIBLE WORKING AND MANAGING CAREER BREAKS

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Mid-term priority							
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
REF	**ACTION**	**RATIONALE**	**PROGRESS TO DATE**	**NEXT STEPS**	**TIMEFRAME**	**RESPONSIBILITY**	**SUCCESS CRITERIA**
5.1 **Realising staff potential** **Build a culture of respect for staff and students**	(i) Raise awareness of and increase the opportunity to take up flexible working arrangements (ii) Enhance the recording and reporting of flexible working arrangements across the School with central IT systems in order to understand trends and remove any perceived or actual barriers	Commitment to work life balance through flexible working arrangements that suit the needs of the employee as well as the department and recognising the advantages of such arrangements	Established flexible working policy and flow charts are already in place to assist staff in making applications Carers Network able to support staff in making an application	(i)Better recording and reporting of flexible working arrangements	Begin in 2018 and create ongoing mechanism to collate the data	(i)EDHR Core Team (ii) HR Team (ii) Central IT	Quality Data to support take up of flexible working arrangements All staff have the opportunity to submit a request for flexible working and are comfortable and confident with the application process
5.2 **Realising staff potential** **Build a culture of respect for staff and students**	(i) Joint project management between College and School to produce a guidance document highlighting support available before, during and		Identified relevant action because of focus group outputs	(i) Staff who will be going on maternity or adoption leave to be offered a 'buddy' who can signpost them through the process (ii) Monitor staff returning to work to	Begin in 2017 and ongoing	(i) EDHR Planning Team	100% of relevant staff are offered support prior to, during and returning from maternity, paternity, adoption, and surrogacy leave

BRONZE APPLICATION ACTION PLAN

	Long term priority	Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	returning from maternity, paternity, adoption and surrogacy leave (ii) Develop points of contact within the School to deliver the information and signpost the range of support available			ensure adequate handover period (iii) Regular dissemination of family friendly information through various Divisional/Centre communication			
5.3 **Build a culture of respect for staff and students**	Raise awareness of and increase the opportunity to take up Shared Parental Leave (SPL) (ii) Enhance the recording and reporting of shared parental leave	Identify shared parental leave as a further aspect of flexible working providing support to working parents	Research completed and staff identified	(i) Identify staff member as a role model to share experience of SPL (ii) Appoint subject matter expert (SME) within the HR Team to explain the process and procedure relating to SPL (leave and pay)	Appointment to be made during 2018	(i)HR Team (ii) EDHR Planning Team	100% of relevant staff to be provided with information about shared parental leave

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential					
Mid-term priority							
Immediate		**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.					
REF	**ACTION**	**RATIONALE**	**PROGRESS TO DATE**	**NEXT STEPS**	**TIMEFRAME**	**RESPONSIBILITY**	**SUCCESS CRITERIA**
5.4 **Building a culture of respect for staff and students**	Increase support for breastfeeding/lactating mothers by providing guidance and relevant information as well as a physical space for their comfort and wellbeing	Proactive support for breastfeeding/lactating mothers	Identified several areas for use as a facility Guidance document has been prepared and requires increased communication	(i) Establish more breastfeeding/lactation rooms to provide a healthy safe environment for staff and students	2017 and ongoing	(i) Estates Team (ii) EDHR Planning Team	100% of relevant staff and students have access to a quality facility
5.5 **Building a culture of respect for staff and students**	**DPMCN Local Pilot:** Develop a volunteer wellbeing advisor scheme to support and signpost staff and students with information in relation to dignity at work and health and wellbeing including the pathway from maternity/paternity leave and return to work following	Enhance existing levels of signposting and support for both staff and students	Identified the need with a view to a pilot scheme initially within one Division	(i)Development of a volunteer wellbeing advisor scheme (ii) Development and implementation of a training plan to support volunteers	Pilot during 2018	(i) EDHR Planning Team	A team of 4-8 volunteer advisors recruited and trained by July 2018

BRONZE APPLICATION ACTION PLAN

	Long term priority	Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	maternity/paternity leave						
5.6 **Realising staff potential**	Promote greater inclusivity and information sharing for part-time staff, those working flexibly or those on leave by recording lectures, seminars and meetings	Create an inclusive environment for all work/leave patterns	Talks will be made available to staff via our YouTube channel (if applicable) or via the intranet or shared drive if more appropriate	(i)Divisional seminar and lab talks will be recorded as a matter of course, subject to the agreement of the presenter	2017 and ongoing	(i) Divisional Teams	Number of hits/downloads against any recordings
-8: **(6) ORGANISATION AND CULTURE**
6.1 **Building a culture of respect for staff and students**	Provide an annual schedule of 'all School' events to improve communication and engagement and ensure that all staff feel able to contribute to a working environment based on dignity and respect	Promote the ethos that working collaboratively we can all benefit from our diverse experience.	Previous staff engagement score in 2015 was 61%, increased to 65% in 2017. Our most recent School Away Day was arranged around the theme 'Realising our Potential' with a focus on wellbeing supporting performance and	(i)The School management team will hold an annual schedule of 3 'all School' events per year, with a minimum prescribed attendance required from each Division/Centre with recordings of presentation(s) available on the intranet	Three events per year (i) Annually: 2018, 2019, 2020 and 2021	(i) EDHR Planning Team	Overall engagement score in staff survey 2017 was 65%, increase to 68% in 2019 (previously 25% in 2015) Increase participation in all School events from 20% to 25%, with a further 10% accessing information via recordings by December 2018

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
			how decisions are made	(ii) The School will use a ticket allocation approach to the Divisions/Centres to ensure proportional representation from all areas			
6.2 **Build a culture of respect for staff and students**	Support carers with flexible working arrangements and where possible, arrange meetings/events between core hours of 10:00am to 3:00pm	Carers feel engaged and supported in an environment that recognises the value of flexible working arrangements	Tracker document held by EDHR team	(i)Re-emphasise and raise awareness	Ongoing	(i) EDHR team	90% meetings/events to start no earlier than 10:00am and close no later than 3:00pm
6.3 **Equitable recruitment and admission strategies**	Introduce the opportunity for staff to attend as observers in internal committee meetings in order to promote inclusivity and an understanding of the work of committees.	Allow openness and understanding of the work of committees	Publish a list of committees and facilitators	(i) Staff advised to contact the facilitator to arrange to observe meeting (ii) Send quarterly reminders to staff by email	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) EDHR team	20% of committees utilise a facilitating observer by end of 2018 Committee terms of reference documents are amended to reflect the above

103

BRONZE APPLICATION ACTION PLAN

	Long term priority		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority		
	Immediate		Note: Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
6.4 **Build a culture of respect for staff and students** **Realising staff potential**	Provide an annual programme of diverse speakers from within the School for the Athena SWAN lecture series in order to illustrate successful careers at all levels and career pathways.	Highlight career development opportunities	The 2016-2017 programme included professional support staff for the first time. The 2017-18 programme will include a total of 9 speakers, 3 x academic, 3 x research and 3 x PSS staff	(i)Finalise all speakers for the 2017-18 programme	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) EDHR Planning Team	Attendance of 50+ staff for each lecture
6.5 **Build a culture of respect for staff and students**	To further endorse a culture of dignity and respect, embrace opportunities to promote staff and students involved in speaking out against any inequality or disrespectful behaviour, e.g. Active Bystander video	Athena SWAN Principle (9) *"Commitment to making and mainstreaming sustainable structural and cultural changes to advance gender Equality…….."*	Production of a short video entitled 'Active Bystander' with a key message of empowering staff and students to speak out against any inequality or disrespectful behaviour	(i)Communicate and promote the video to all Areas of the School	Film completed in July 2017 2017-18	(i) EDHR Planning Team	100% of staff, UG, PGR and PGT students sent link to the video

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
6.6 **Build a culture of respect for staff and students**	Raise awareness of the importance of reviewing/auditing /examining web content in order to demonstrate fair and equitable representation of male and female staff contributing to teaching and research across the School	Equitable representation of gender	Highlighted as an action through focus group output	(i)Promotional material to be 'customer' tested with staff and students prior to release (ii) Raise awareness of the importance of acceptable web content	2017 and ongoing	(i) Divisional/Centre Teams	100% of reviewed literature and web content to demonstrate correct gender balance
6.7 **Build a culture of respect for staff and students6**	Divisions/Centres to record and monitor gender distribution in positions such as leadership or seminar speakers to ensure role models and gender balance is promoted. This will be monitored and coordinated centrally moving	Equitable representation of gender	Highlighted as an action through focus group output	Develop the monitoring process for regular review and action	Equitable representation of gender	Highlighted as an action through focus group output	Gender balance is achieved

BRONZE APPLICATION ACTION PLAN

Long term priority		**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
Mid-term priority		
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REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	forward to ensure equitable practice						
6.8 **Build a culture of respect for staff and students** **Enhance and support opportunities for early career research**	(i) Increase interest in medical research amongst primary and secondary school students by actively demystifying science for young people, with the aim of encouraging careers in the field(s) and reducing stigma (ii) Promote role models of female scientists working in the field to raise awareness inside the School and via external events	Promoting and advancing gender equality	Highlighted as an action through focus group output	(i) Increased attendance at events compared to previous years (ii) Staff and students delivering events to have gender balance representative of the Division	2017 and ongoing	(i) Divisional Teams	At least 2 events held annually (e.g. in schools, University and museums) Positive response to post-event evaluation >80%
(7) RAISING AWARENESS EDHR and ATHENA SWAN							
7.1	Identify any imbalances of	The WAMs ePlatform can be used to identify	Having launched in January 2016 the	(i)Continue to work towards maximum	EIAt for 2016-17 academic	The School Planning Team has co-	EIA identifies any imbalances of workloads to be

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential **Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.						
	Long term priority							
	Mid-term priority							
	Immediate							

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Equitable recruitment and admission strategies	workloads by undertaking an EIA of activities held in the Workload Allocation Model under the academic year 2016/17	individuals with over or under allocated work in specific areas according to specific thresholds (i.e. 10% of maximum annual FTE)	School has co-ordinated a process by which academics refine and accept their individual allocations as an accurate reflection of their workload within the academic year stipulated	acceptance rate of workload allocations (ii) College Data Analyst to undertake EIA and notify the School of any issues in workload distribution and/or gender imbalances across activities	year to be carried out in Nov 2017. Workload modelling to roll into business continuity for ongoing surveillance	ordinated the development and pilot year roll out. EIA to be carried out at College Level. Significant outliers to be addressed by School and Division/Centre Management.	addressed by School and Division/Centre management
7.2 **Build a culture of respect for staff and students**	Development of a mini EDHR Survey (10 questions) to ensure all staff have a voice in order to develop a culture of equity and fairness	All staff contribute their views on the working environment including equality, diversity and inclusion	The mini survey was issued and completed during May 2017	(i)Reflective analysis of the data and further interrogation of data through focus groups (ii) Mini survey to be repeated in 2019	2017 and every 2 years thereafter	(i) EDHR Planning Team	Division/Centre response rates of 65%+ From a scale of 5.0, scoring responses >3.5% in all ten areas in 2019
7.3 **Build a culture of respect for staff and students**	Provision of externally facilitated focus groups to further interrogate survey data and use to develop targeted actions by way of best practice	Recognising that we have quantitative data regarding the School profile and engage with groups of staff across the School to better understand their experience. Facilitate actions that address their	(i) Engaged with an external professional focus group provider (ii) A total of 18 focus groups took place during July 2017.	(i) Reflective reports have been compiled (ii) Divisional action plans completed (iii) School wide Athena SWAN action plan completed	Divisional action plans completed in September 2017 based on the outputs of the focus groups	(i) EDHR Planning Team	Divisional/Centre action plans incorporated into the Athena SWAN action plan for bronze renewal

BRONZE APPLICATION ACTION PLAN

		Priority Areas: (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Long term priority	
	Mid-term priority	
	Immediate	

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REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	initiatives that promote an environment of equity and fairness	feedback via this action plan.					
7.4 **Build a culture of respect for staff and students**	Provide opportunities for staff to have their say by piloting the introduction of a 'Suggestion Scheme' for staff to put forward ideas or raise issues anonymously that go towards improving the environment and staff wellbeing	Staff are able to contribute to actions and ideas to improve the environment and wellbeing	Highlighted through feedback from focus groups	(i)Suggestion Scheme implemented and actioned. Feed into executive committees	**Begin** Oct 2017 **Review** Annually **Ongoing**	(i) EDHR Planning Team	Sustained evidence of suggestions contributed and acted upon
7.5 **Realising staff potential**	Chair and Deputy EDHR Chairs to liaise with other internal and external organisations of a similar size and complexity to	Ensure sharing of best practice	Attended Equality Diversity UK training courses to look at areas of best practice in curriculum and organisation.	(i)Procedures and processes relating to Athena SWAN principles and EDHR form part of the business cycle of review of continuous improvement	**Begin** January 2018 onwards	(i) EDHR Planning Team (ii) Divisional admin teams	Meetings to be arranged with at least 1 x internal and 1 x external organisations Attendance at a meeting of the Equality Challenge Unit assessment panel with a view to sharing best practice

BRONZE APPLICATION ACTION PLAN

	Long term priority	**Priority Areas:** (i) Build a culture of respect for staff and students; (ii) Equitable recruitment and admission strategies; (iii) Enhance and support opportunities for early career researchers; (iv) Realising staff potential
	Mid-term priority	
	Immediate	**Note:** Implementing the Athena SWAN action plan: applies to all actions and is the responsibility of the lead identified.

REF	ACTION	RATIONALE	PROGRESS TO DATE	NEXT STEPS	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
	exchange best practice ideas						
7.6 **Realising staff potential**	In order to provide a more inclusive working environment, recruit delegates to attend the Stonewall Leadership and Young Leaders programme in order to reflect on the relationship between LGBT+ identities and leadership performance in the workplace.	Develop cultural change in the workplace to provide a more inclusive working environment. Provide space for young leaders to explore how sexual orientation and/or gender identity relates to who they are at work. Develop visible LGBT role models as they move up through the organisation.	Identified the need in line with Athena SWAN Principles (10) *"All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible."*	(i)Review candidates to attend the programmes	**Begin** January 2018 onwards	(i) EDHR Planning Team (ii) Divisional admin teams	At least 1-2 delegates attend each of the two programmes annually through to 2020
7.7 **Build a culture of respect for staff and students**	Develop a School EDHR staff facing intranet page signposting resources and any changes to the external EDI University website	To signpost all EDHR activities at University, College and School activities	Highlighted as an action through focus groups	(i)Work with College and School communication teams to establish a School EDHR intranet page	**Launch in 2018**	(i)EDHR Planning Team	School EDHR intranet page accessible to all staff