

## Athena SWAN School of Medicine Action Plan

### SAP2019:001

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:001</b></p> <p><b>Governance</b></p> <p>Ensure effective committee structures and methods of working to achieve School and Faculty wide change by:</p> <ul style="list-style-type: none"> <li>- review of governance and configuration of self-assessment team (SAT)</li> <li>- review of membership of the APM/TS action plan group</li> </ul> <p>Section: 3(iii) , 5.4(iii), 5.6(iii)</p>	Highest Priority	<p>Current SAT has been primarily focused on gender equality but need to incorporate representation and actions for other protected characteristics and intersectionality (race and disability currently represented).</p>	<p>A full governance review of all School Committees in Summer 2019, to ensure team works effectively to deliver actions. This review will inform how we reconfigure our SAT.</p>	<p>Governance review completed and new SAT in place.</p> <p>Current SAT committee survey of perceptions of effectiveness of EDI governance arrangements to deliver change before, and after, review.</p>	<p>Review: Summer 2019</p> <p>New SAT in place: January 2020</p>	<p><i>Lead responsibility:</i></p> <p><b>Dean of the School of Medicine</b></p> <p><i>with support from:</i></p> <p>School Executive Committee</p> <p>School Management Committee</p> <p><i>with input from:</i></p> <p>Athena SWAN Lead and EDI Lead</p>
		<p>Institutional review and development of a new Equality, Diversity and Inclusion strategic plan started in 2018.</p>	<p>Ensure SAT is fully representative of all protected characteristics and SAT structure is in line with University governance changes for EDI initiated by the PVC for EDI.</p>	<p>Membership is fully representative of all protected characteristics.</p>		
		<p>SAT currently 79% female with representation from each of the job families and students.</p>	<p>Increase SAT membership of males.</p>	<p>Gender balance of new SAT is a minimum of 30% male.</p>	<p>Renewed membership by January 2020</p>	
		<p>Annual review of membership demonstrates declining numbers of males on the SAT.</p>	<p>Increase UG and PG student engagement by promoting Athena SWAN and EDI at inductions, welcome and Personal, Professional, Development (PPD) events.</p> <p>UG students engaged through our Learning Community Forums.</p>	<p>Proactive participation from postdoctoral researchers.</p> <p>10% increase in numbers of relevant issues raised by UG students at Learning Community Forums.</p>	<p>Over the lifetime of this action plan</p>	
		<p>Variable commitment from students.</p>	<p>Increase APM/TS action plan group membership to include more males.</p>	<p>Gender balance of APM/TS action plan group is a minimum of 30% male.</p>	<p>Renewed membership by Summer 2020</p>	
		<p>Membership of the APM/TS action plan group is female dominated (2018: Females: 17; Males: 1)</p>				

**SAP2019:002**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:002</b></p> <p><b>Undergraduates</b></p> <p>Assess admissions, progression and academic outcomes of gender and BME on:</p> <p>(i) Foundation in Medicine course compared with direct entrants</p> <p>(ii) BSc Medical Physiology and Therapeutics (MPT)</p> <p>(iii) Medicine 5 year course</p> <p>Sections: 4.1(i), 4.1(ii), 7</p>	<p><b>Highest Priority</b></p>	<p>Data on student numbers and application success rates collated, analysed and reviewed across all undergraduate courses for gender, BME, disability and intersectionality.</p> <p>More women apply for the BSc and acceptances by males of offered places fell in 2018.</p> <p>Foundation in Medicine course for students from less advantaged backgrounds has high proportions from BME backgrounds. More women apply and more are granted places.</p> <p>More women apply for Medicine courses and more are granted places.</p>	<p>Undertake review of marketing and recruitment materials (including web pages) and refresh to use more male role models in publicity material and videos.</p>	<p>Using 2019 data as a baseline increase (by 10-20%) visibility of:</p> <ul style="list-style-type: none"> <li>• males in promotional materials for BSc and 5-year Medicine courses</li> <li>• BME students in promotional materials for the 5-year Medicine and GEM courses.</li> </ul>	<p>For 2021 entrants</p>	<p><i>Lead responsibility:</i></p> <p><b>Dean of Medical Education</b></p> <p><i>with support from:</i></p> <p>Teaching Committees and Director of Undergraduate Studies</p>
		<p>Work with engagement managers to visit secondary schools/academies and Widening Participation teams to promote course to males and attract more male applications to our undergraduate courses.</p>	<p>An overall improved gender balance of ratio offers: acceptances for all UG courses towards national benchmarks.</p>	<p>Each annual admission cycle</p>		
		<p>Appoint BME Champions for Medicine courses to work with students.</p> <p>In partnership, develop initiatives and interventions to understand lower differential attainment in degree results.</p> <p>Invite experts working on attainment gaps from other HEIs to give talks to raise awareness and help inform appropriate actions.</p>	<p>Action plan developed in partnership with students.</p> <p><i>(Note: due to degree lengths, we do not anticipate measuring success in degree outcomes within time frame of action plan.)</i></p>	<p>Champions in place: December 2019</p> <p>Action plan devised: January 2021</p>		

**SAP2019:003**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>Graduate Entry Medicine</b></p> <p>Continue to evaluate and maintain progression of female applications through to offers.</p> <p>Sections: 4.1(ii), 7</p>	<p><b>Medium Priority</b></p>	<p>Higher numbers of females applying to GEM relative to offers made identified.</p> <p>GAMSAT compared with other aptitude tests.</p> <p>Stakeholder involvement (Medical Schools' Council, a UK Widening Participation Working Group, applicants, and current students) aptitude test reviews.</p> <p>Review of characteristics of applicants (subject of first degree, first degree class attainment, and GAMSAT scores) by gender.</p> <p>Decliners' survey for the 2018 admissions cycle.</p> <p>Mandatory EDI and UB training for interviewers.</p> <p>Analysis of decliners' profile highlighted other universities scheduling interviews and offers earlier.</p> <p>In 2018, more females registered for GEM than males for the first time.</p>	<p>Continue to conduct decliners' survey annually.</p> <p>Continue analysis during admissions cycle into trends related to gender balance.</p> <p>Continue ensuring completion of mandatory EDI training for all interviewers.</p> <p>Assess impact of advancing interview timetable on acceptances by gender to inform timing of future interview dates.</p> <p>Increase conversion activity with offer holders.</p>	<p>Equal (50:50%) applicant success rates.</p>	<p>Annually as Business as Usual</p>	<p><i>Lead responsibility:</i></p> <p><b>GEM Admissions Lead</b></p> <p><i>with support from:</i></p> <p>Director of Undergraduate Studies</p> <p>Dean for Medical Education</p>

**SAP2019:004**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<b>Postgraduate Taught Courses (PGT)</b>  Recruitment, mode of study, outcomes  Section: 4.1(iii)	<b>Medium Priority</b>	More female students are attracted to our PGT courses and numbers of male applicants are declining.  Review shows that many of our courses (e.g. Applied Psychology) have expanded numbers to meet the market but appeal more to women.	Review and refresh diversity (gender/ BME) in images and quotes in promotional materials.  Review language in promotional activity using a gender-decoder.  Implement the School's review of PGT Courses including appraisal of offering new courses.	Good diversity of refreshed images/quotes maintained.  ≥ 15% increase in male applicants over lifetime of action plan to national benchmarks.	2020  Over the lifetime of this action plan	<i>Lead responsibility:</i>  <b>Director of Post-graduate Teaching Committee</b>
		Proportions of students studying part-time lower than national averages: - 65% of the School's PGT courses already offer part-time study - focus groups of part-time students held resulting in change in timetabling to consolidate scheduling to facilitate those who travel - part-time study option clearly visible on website Full time study often selected due to financial constraints or Visa requirements.	Continue biannual challenge to all PGT Course Directors to offer part-time study.  All new PGT courses to: - offer part-time in addition to full-time study options - consolidate days part-time students need to attend - send timetable information to those who enquire about the course, applicants and offer holders before registration, as well as existing registrants.	All new courses and ≥85% existing courses offering part-time study  PGT survey to explore why students chose to study full time/part time and what barriers and facilitators influence choice of full or part-time study.	Over the lifetime of this action plan  2019-20	<i>with support from:</i>  PGT Course directors
		Larger proportion of part-time males than part-time females are awarded distinctions/merits: - blind marking, access to reasonable adjustments already in place.	Collect data at registration on first degree (subject and degree class). Determine if first degree related to outcome. Determine if equal treatment is disadvantaging one group: undertake single-sex, mode of study stratified focus groups of students' preferences for teaching/learning/assessment modalities to understand facilitators and barriers of degree attainment. Use to inform actions.	Data collected and utilised to inform support for students with lower first degree class/ less aligned first degree subject. New actions devised following student focus groups. New actions implemented and degree outcomes improved.	Collect data: Sept 2019 onwards  Focus groups: Spring 2020 New actions devised and commenced for September 2020 cohort	

**SAP2019:005**

Topic/ Objective SAP No.	Action Plan	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<b>SAP2019:005</b>  <b>Post-Graduate Research Courses (PGR):</b>  Recruitment, Career options, Supervisor training  Sections: 4.1(iv-v)	<b>Highest Priority</b>	Increasing numbers of applications from women and declining numbers from men.  Male applicant success rates are lower than for female PGR applicants (issue noted within Faculty).	Engage with Faculty level EDI (FEDIG) to develop strategy on recruitment processes for PGR and work with Admissions, External Relations and Student Services to action.  Ensure visible male participation in marketing materials and School events.  Supervisor training to incorporate selection processes, highlighting lower male success rates, thereby increasing awareness of gender imbalance.	Increase in number of applications from male students for PGR programmes to achieve gender balance in line with national benchmarks.  Success rates equal between men and women.	2021	<i>Lead responsibility:</i>  <b>Director, Doctoral Programme Committee</b>
		PGR student feedback indicates they want more information on post-PhD career options.	Organise future careers events, focusing on non-medical careers and highlighting the facilities provided by School Careers Service; three/year rotated across sites (Derby, Nottingham City Hospital, and Queen's Medical Centre).  Raise awareness of career paths via annual PGR student surveys.  Work with Student Services at Faculty level to promote and advertise their services including Career and Employability Service.	Increased awareness (>80%) of career paths on PGR survey.  Increased interest in careers events through attendance numbers.  Increased engagement (30%) with the School Careers Service measured through PGR survey.	2021	<i>With support from:</i>  Careers Service, Graduate School Research Manager and members of the DPC.
		PGR pipeline shows reduced numbers of females progressing from PGT to PGR.  Current PGR pipeline only assesses students staying within the School for further studies.	Develop exit questionnaire for PGT students to ascertain their career plans as career progression may be to PGR in other institutions.  Prepare and publicise case studies on female PhD students.  PGR opportunities better publicised to PGT students.  PGR survey/focus groups to explore what barriers and facilitators influence choice of progression to PGR studies.	10% increase in numbers of female PGT students in the School progressing to PGR over lifetime of action plan.	Questionnaire: summer 2019 and annually thereafter  Case studies by 2020  PGR annual survey 2020 and if barriers identified focus groups thereafter	
		Although female PGR student conference attendance is not lower than males they report more barriers to attending international conferences in PGR survey.	Increase awareness of University's Conference and Training Care Fund through inclusion in supervisor training and publicising to students.  Explore other barriers to attendance through questions in the PGR student survey.	Increased awareness (30%) of Conference and Training Care Fund and reduction in students reporting this as barrier to conference attendance in PGR survey.	Annually through PGR survey	

**SAP2019:006**

Topic/ Objective SAP No.	Action Plan	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>Support for Early Career Staff (Researchers and Teaching Assistants)</b></p> <p>Consolidate and improve current career development programmes</p> <p>Provide new opportunities and alternative career options for Level 4 non-clinical females</p> <p>Sections: 4.2(i), 4.2(ii), 5.1(i), 5.3(iii) 5.3 (v)</p>	<p><b>Highest Priority</b></p>	<p>Attracting females into early career roles and supporting career progression is key to ensuring more females in senior academic roles.</p>	<p>To support career development protected time included within role profile/job descriptions to access training or teaching opportunities. Where opportunities exist to deliver teaching and or lab-based supervision of BMedSci and PGR students ensure that it is formally recognised in PDPR/appraisal portfolios/CVs.</p>	<p>10% increase in proportion of staff reporting that they are able to access training opportunities in biennial staff survey.</p> <p>Higher proportion of staff report that opportunities formally recognised by supervisors.</p>	<p>Biennial staff surveys 2020 and 2022</p>	<p><i>Lead responsibility:</i> <b>Directors of Research</b></p>
		<p>Females represent a much higher proportion of staff at Level 4 and have low satisfaction rates (in surveys and focus groups) with career pathways and levels of support provided.</p>	<p>Develop a new 1-day 'Focus on Fellowship' Workshop to run alongside the grant-training programme for early career researchers. Aim to recognise, support needs, raise awareness of available resources, support career choices and create cohesive learning groups to continue to work together on ongoing basis. Aim to run one fellowship workshop per year; 10 – 15 delegates per session.</p>	<p>'Focus on Fellowship' Workshop established and delivered.</p>	<p>Course in place 2021</p>	<p><i>with support from:</i>  The People Committee Research Executive committee</p>
		<p>Level 4 researchers are generally employed on time-limited grant-funded research projects.</p>	<p>Development of Action Learning Sets for early stage and contract researchers to provide peer support in navigating the challenges of career progression.</p> <p>Publicise access to Careers' &amp; Employability Service.</p>	<p>Action Learning Sets established and &gt;60% of attendees report positive feedback/impact on future career development.</p> <p>10% year-on-year increase in access made to Careers' &amp; Employability Service</p>	<p>January 2021</p> <p>Over the lifetime of this action plan</p>	
		<p>However, for researchers on fixed-term contracts accessing training is difficult due to prioritisation of project goals and lack of formal recognition of protected time by PIs.</p>	<p>Publicise teaching opportunities for early career researchers to gain experience in teaching and attend teaching courses (SAP2019:011).</p> <p>Publicise opportunities for research supervision including for the BMedSci and PhDs giving proper credit for co-supervision and co-examining by being included in supervisory teams.</p> <p>Supported to act as internal BMedSci examiners alongside experienced academic staff.</p> <p>Encourage ECRs to act as examiners in mock PhD vivas to prepare candidates for examination.</p>	<p>More ECR report recognition of participation with teaching in staff survey.</p> <p>Staff surveys show increase in ECR who are co-supervisors by 20% by lifetime of action plan.</p>	<p>Biennial staff survey 2020</p>	
		<p>We currently support early career researches in the following ways:</p>	<p>Co-host biennial early-career academics' gala and career's event with other Schools within the Faculty and support from University's Professional Development team.</p>	<p>60% satisfaction with event and increased knowledge of options available compared with before and after attendance.</p>	<p>2021</p>	
		<p>a) run a 6-session grant-writing training course twice per year, which supports early career researchers to transition into writing their own grants and provides dedicated time for writing. This course also includes six protected places for junior clinical academics</p> <p>b) established an early career network and organised annual events</p> <p>c) travel awards available for all staff and students to allow attendance at conferences and training events</p> <p>d) attendance on leadership courses promoted and encouraged</p> <p>e) mentoring and shadowing opportunities provided</p> <p>f) PI Toolkit developed to signpost to appropriate resources and contacts when developing their grant applications.</p>				

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		Take-up of mentoring by early career postdoctoral staff is low although equally accessed by gender.	Establish networking opportunities and specific training / support for those who secure prestigious external personal fellowships, to ensure that these successful researchers are nurtured and supported, whilst also providing opportunities for peer support.	Survey feedback shows an increased satisfaction from early career researchers with opportunities and working within the School.	2022	
			Revitalise mentoring scheme to: - support staff (and PGR students) to find optimal mentor matches - improve the number of postdoctoral researchers accessing mentoring.	10% increase each year in numbers of postdoctoral researchers accessing mentoring.	Over the lifetime of this action plan	
		The proportion of female teaching assistants has decreased although there are only small numbers of staff within this group.	Scrutinise proportion of female staff in this group and explore reasons for this through a focus group. An action will then be devised.  Publicise training opportunities in teaching on the Nottingham Recognition Scheme.	Action plan in place if necessary.  Gender balance in teaching assistants staff group.  Increased uptake (10% per year) of Nottingham Recognition Scheme.	Action plan if needed 2021  Over the lifetime of this action plan	Director of Infrastructure and Personnel

**SAP2019:007**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:007</b></p> <p><b>Career progression/promotion and recruitment of non-clinical academic staff</b></p> <p>Maintain numbers of non-clinical females at Level 6 and Level 7</p> <p>Increase number of T&amp;L females at Level 6 and Level 7</p> <p>Section 4.2(i), 5.1(i), 5.1(iii)</p>	<p><b>Highest Priority</b></p>	<p>The proportion of female staff falls for research-active non-clinical academics along the career pipeline into more senior grades</p> <p>Increasing proportion (c.20%) of females at R5, levels.</p> <p>Encouraging trend to increased Research-active females at R6.</p> <p>Previously stable proportions of females at R&amp;T7 (c.50%) fell during 2016-18 associated with an increase in L7 men who had been in grade below for longer.</p> <p>The proportion of women in non-clinical academic job families compares favourably to benchmarks.</p>	<p>Change the focus of promotions in the School from a passive view of “staff will apply when ready” to a proactive “encouragement of application” through School promotions materials, PDPR/appraisals, newsletters and visibility of promoted staff.</p> <p>Continue to provide promotion masterclasses but review where focus/support is needed to improve applications.</p> <p>PDPR/appraisal discussions around promotion-readiness to cover areas needed to improve to achieve success supported by amended PDPR checklist.</p>	<p>Maintain number of research-active females at Level 6, indicative of success with external grant/fellowships and successful promotion from Level 5 including uptake of teaching opportunities.</p>	<p>Over the lifetime of this action plan</p>	<p><i>Lead responsibility:</i></p> <p><b>Director of Infrastructure and Personnel and Head of Operations</b></p> <p><i>with support from:</i></p> <p>Research Committee</p> <p>T&amp;L Committee</p> <p>Research Executive Fellowships Lead</p> <p><i>with input from:</i></p> <p>Leadership and Management Academy</p>
		<p>Fewer part-time staff, regardless of gender, apply for promotion overall but part-time female staff who apply are more likely to be successful.</p> <p>More female staff perceive gender influences promotions success (Females: 53%; Males: 40%).</p>	<p>Shadowing scheme launched in 2017 to men and women working in all staff groups with more than 20 roles offered to potential shadows initially. Publicise with case studies to encourage further uptake.</p>	<p>Numbers of staff participating in shadowing increased by 10% every year.</p>		
		<p>‘Diversity and Design’ project set up by University to recruit diverse candidates using an external consultancy and an innovative, sector-leading, recruitment approach.</p>	<p>To improve transparency and perception of staff regarding promotion, particularly around female and part-time staff, by highlighting promotions results:</p> <ul style="list-style-type: none"> <li>- career optimisation workshop and promotions masterclass to include information on success rates and staff perception of these</li> <li>- reinforce success by gender and working practices in School workspace/ intranet pages for Promotion</li> <li>- feature successful male and female promotion applicants in School newsletters and feature success rates.</li> </ul>	<p>Information on success rates more visible to staff (workshops, workspace/ intranet pages, newsletter).</p> <p>Gender balance in staff perceptions of promotion on School Staff Survey.</p> <p>Increase in number of part-time staff applying for promotion.</p>	<p>2020</p> <p>2022</p> <p>2019, 2020, 2021</p>	
			<p>Improve recruitment practices to ensure advertised posts appeal to and attract applicants from, all groups and there is gender balance in success rates of applicants - through engagement with the University’s ‘Diversity by design’ project.</p>	<p>University’s ‘Diversity by design’ project initiated in the School.</p> <p>Gender balance through improved recruitment practices.</p>	<p>Autumn 2019</p> <p>2022</p>	
						<p>Training and leadership opportunities: See SAP2019:011</p>



**SAP2019:008**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:008</b></p> <p><b>Clinical academic career progression</b></p> <p>Sections: 4.2(i), 5.1(i), 5.1(iii)</p>	<p><b>Highest Priority</b></p>	<p>Increase in the number and proportion of female clinical academics (2014:23%; 2018:28%).</p> <p>The proportion of Level 5 and Level 7 females similar to national benchmarks (Females: CA5: School: 44%; MSC: 44%; CA7: School: 17%; MSC: 17%).</p> <p>The proportion of Level 6 female clinical academics remain below national benchmarks (CA6: School: 29%; MSC Similar Specialities: 38%).</p> <p>HEE-local indicates support for applying Nottingham's 'Academic Career Track' i.e. CATP processes to Clinical Lectureships it funds.</p> <p>Women in Medicine and Science (WiMS) Network established and focus on supporting the career development of women with three well-received events per year.</p>	<p>Evaluate barriers and facilitators to career progression to Level 6 through surveys and focus groups in NHS colleagues eligible for recruitment to Level 6 posts (i.e. those who are not entering the academic pathways).</p>	<p>Focus group/survey undertaken (survey uptake at least 40%).</p> <p>Action plan developed</p>	<p>Focus group/ survey complete September 2020</p> <p>Action plan developed mid-2021</p>	<p><i>Lead responsibility:</i></p> <p><b>Director of Infrastructure and Personnel</b></p> <p><i>with support from:</i></p> <p>Director and Deputy Directors of the Clinical Academic Training Programme</p>
		<p>The proportion of Level 6 female clinical academics remain below national benchmarks (CA6: School: 29%; MSC Similar Specialities: 38%).</p> <p>HEE-local indicates support for applying Nottingham's 'Academic Career Track' i.e. CATP processes to Clinical Lectureships it funds.</p> <p>Women in Medicine and Science (WiMS) Network established and focus on supporting the career development of women with three well-received events per year.</p>	<p>Increase support for NHS staff to transition to University role at Level 6. Facilitated by:</p> <ul style="list-style-type: none"> <li>- offer broader access to University support e.g. grant-writing course, Research Business Manager support for new MRC/ NIHR grants, senior academic 'buddy'</li> <li>- inspire and support clinical academics in training to apply for intermediate senior fellowships through promoting opportunities and highlighting successful applications</li> <li>- offer and promote honorary contracts to research active NHS staff.</li> </ul>	<p>Increase in number of:</p> <ul style="list-style-type: none"> <li>- clinical academics in training accessing University support by 25%</li> <li>- senior fellowship applications from females by 15%</li> <li>- honorary contracts to NHS staff (from 1 currently to 10).</li> </ul>	2022	
		<p>Whilst the career pipeline has improved for female clinical academics, we recognise that a large disparity still exists between proportions at L6 and L7.</p> <p>Female clinical academics report feeling most pressured from the complex demands of academia, clinical responsibilities and life-outside-work.</p> <p>Fewer women apply to our clinical academic posts but female applicants are more successful.</p>	<p>Extend CATP's successful 'Nottingham Academic Career Track' to Clinical Lectureships funded by HEE.</p>	<p>'Nottingham Academic Career Track' extended and first participants recruited.</p>	September 2021	
			<p>Increase support for clinical academic Level 6 staff in post:</p> <ul style="list-style-type: none"> <li>- review induction processes for clinical academics (see SAP2019:009)</li> <li>- resource pump-priming grants utilising Nottingham Research / Anne McLaren Fellowships' criteria acknowledging impact of career-breaks</li> <li>- resource 3 months protected academic time after medium-long term leave including career-breaks.</li> <li>- resource admin. support for CA leadership roles to release time for research</li> <li>- protect academic time</li> <li>- work together with NHS Medical Directors to embed protected research time for clinical academics by joint job planning</li> <li>- conduct 1-to-1 interviews with a proportion of female clinical academics to understand challenges around career advancement and appraisal satisfaction.</li> </ul>	<p>Pump priming grants awarded.</p> <p>Utilisation of the protected academic time after medium-long term leave with survey of those utilising on impact.</p> <p>Improved survey responses on excessive workload.</p> <p>Interviews completed and proposed actions developed and implemented.</p> <p>Higher (&gt;75%) satisfaction with appraisal process in female clinical academics assessed through biennial staff survey.</p>	Biennial staff surveys 2020 and 2022	
			<p>Improve recruitment practices to ensure advertised posts appeal to and attract applicants from, all groups and there is gender balance in success rates of applicants - through engagement with the University's 'Diversity by design' project.</p>	<p>University's 'Diversity by design' project initiated in the School.</p> <p>Gender balance through improved recruitment practices.</p>	Autumn 2019	

**SAP2019:009**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:009</b></p> <p><b>Induction</b></p> <p>Improve efficacy of induction and satisfaction scores for Divisional Induction.</p> <p>Tailor induction to academic role</p> <p>Sections: 5.1(ii), 5.2(i)</p>	<p><b>Highest Priority</b></p>	<p>Increased satisfaction with induction however Divisional induction scores slightly lower than anticipated (SAP2015:017).</p> <p>Survey feedback identified need to focus on key aspects of induction for further improvement.</p> <p>Divisional Induction template devised following a review by a task and finish group (SAP2015:007).</p> <p>Additional targeted information requested by Clinical Academics.</p> <p>EDI/UB training has peaked at 98%. However, maintaining uptake in new starters and recording courses undertaken by our clinical staff through other providers could be improved</p>	<p>Each Division to identify an Induction Champion to take responsibility for maintaining their Divisional Handbook and ensuring each new member of staff receives a copy in their first week.</p> <p>Including initiating a 30-day post-induction check-in, to check new colleagues are settled and to get additional feedback on induction and to receive the signed-off/completed induction checklist where all areas completed, including EDI/UB training (or certificates provided for CA staff).</p> <p>Modify induction checklist to include key aspects on induction re 'on the job' training.</p> <p>Audit uptake and satisfaction with Divisional induction.</p> <p>Develop clinical academic induction to give guidance on expectations and competing demands of academic and NHS roles and to promote joint academic and clinical job planning.</p>	<p>90% of staff report they received a Divisional handbook in a timely manner at post-induction check-in.</p> <p>75% of post-induction check-in completed.</p> <p>Divisional induction checklist revised.</p> <p>75% of staff (new starters) report they are satisfied with Divisional Induction measured biennially in the School Staff Survey.</p> <p>Clinical academic induction developed and embedded with 75% of new starters reporting satisfaction measured biennially in the School Staff Survey.</p>	<p>February 2019</p> <p>September 2019</p> <p>Biennial staff survey 2020</p> <p>Biennial staff surveys 2020 and 2022</p>	<p><i>Lead responsibility:</i></p> <p><b>Athena SWAN lead</b></p> <p><i>with support from:</i></p> <p>HoDs, Operations Managers, Staffing Team</p>

**SAP2019:010**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<b>SAP2019:010</b>  <b>Appraisal scheme</b>  Sections: 5.3(i-ii)	<b>Medium Priority</b>	Annual PDPR/appraisals are held for all staff.	New appraisal (Appraisal & Development Conversation (ADC)) processes for all P&S-Staff and non-clinical academics to be implemented in May/June 2019.	New Appraisal & Development Conversation implemented.	May/June 2019	<i>Lead responsibility:</i> <b>Director of Infrastructure and Personnel</b>
		Non-clinical staff have a PDPR meeting. Satisfaction is high: compliance with goals against PDP Females: 93%; Males: 91% (2018).	Produce School-relevant guidance.	School-relevant guidance produced and cascaded to all staff.	October 2019	<i>with support from:</i>
		New University-wide revised PDPR/appraisal process to appropriately acknowledge good performance from 2019.	In partnership with University's Professional Development team, deliver training in Appraisal & Development Conversation for line manager appraisers and staff appraises.	Training in Appraisal & Development Conversation delivered and uptake 40% in first year.	January 2020	Divisional Operations Managers
		Clinical academics have joint appraisal by academic and clinical reviewers. SAPSilver2015 reviewed, and appraisal process, amended. Since then high levels of satisfaction:  -100% had both clinical and academic reviewer - 87% had joint meetings - Satisfaction levels: Females:75%; Males:94%	Equality Analysis of Appraisal & Development Conversation outcomes by gender, BME and full-time/part-time working annually to detect any effects of the new process and act if there is any inequity in outcomes.	Equitable outcomes in appraisal reviews and high uptake of PDPR.  Action plan devised if audit shows inequity.	By June 2020  Annually starting April 2020 when appraisal round closes	
			1-to-1 interviews conducted with a proportion of clinical academics to understand challenges around career advancement and appraisal satisfaction (see SAP2019:008).	Maintain high levels joint appraisals (>85%).  Improvement in satisfaction with appraisal process from current levels in female clinical academics.	April 2020	
	<b>Highest Priority</b>		Raise awareness of training opportunities with line managers and HoDs to facilitate nominations, targeting senior decision-makers and male staff.	More senior decision-makers and males accessing Leadership training assessed and attendance figures and surveys.	Annual assessment of attendees	
			Staff may access training outside the University with inadequate recording of such training on our Systems. Improvement of system planned by linking to PDPR/appraisal information.	Increased records of training courses accessed outside University including EDI/UB training records for 90% of CAs.	2020, 2021, 2022	
			Raise awareness and promote applications to our Conference and Training fund to encourage take-up of conference attendance and training particularly to part-time staff.	Increased awareness and applications for Staff Conference and Training Fund as evidenced by 10% increase in applications and 20% increase in awareness of scheme in Staff survey.	2020, 2021, 2022	

**SAP2019:011**

Topic/ Objective SAP No.	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:011</b></p> <p><b>Training Opportunities: Leadership and management</b></p> <p>Sections: 5.3(i), 5.3(iii),</p>	<p>School actively supports staff to attend training courses evidenced by attendance data.</p> <p>“In-house” bespoke training developed and delivered.</p> <p>University Leadership and Management Academy (e.g. Institutional Research Leadership Course, Future Leaders, VC Mentoring) programmes launched and leaders resourced to provide bespoke programmes. Female attendance higher with a proportionally greater number from T&amp;L job family.</p> <p>Proportions of males attending training courses much lower than females across the board.</p> <p>Given males are in many key senior decision-making and leadership roles need to further promote this training to senior male staff.</p> <p>Fewer part-time female academics feel they receive same opportunities to attend training courses than male colleagues.</p> <p>PDPR/appraisal checklist supports discussions around training and personal development.</p>	<p>Survey staff for possible barriers to participation.</p> <p>Work with University’s Leadership and Management Academy to deliver programmes with a more accessible format for our staff particularly clinical academic and part-time staff.</p>	<p>Survey completed and Faculty lobbied (via School and FEDIG) to adapt programme delivery for maximal access.</p>	<p>2020</p>	<p><i>Lead responsibility:</i></p> <p><b>EDI Lead and Athena SWAN Lead</b></p> <p><i>with support from:</i></p> <p>HoD</p> <p>Line Managers</p> <p>Mentoring team</p>

**SAP2019: 012**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019: 012</b></p> <p><b>Career development for professional and support staff</b></p> <p>Sections: 4.2(i), 5.2(ii), 5.3(i), 5.4(i), 5.4(iii), 7</p>	<p><b>Highest Priority</b></p>	<p>APM/TS action plan group formed; staff survey data analysed, interpreted and action plan developed and delivered (24 actions delivered).</p>	<p>Delivery of 2020 P&amp;S-Staff conference developed using staff feedback and anticipated needs from School strategy. Bespoke training sessions offered.</p>	<p>Satisfaction rates ≥70%</p>	<p>September 2020</p>	<p><i>Lead responsibility:</i></p> <p><b>Head of Operations ; EDI Lead; Athena SWAN Lead and Director of Infrastructure and Personnel</b></p> <p><i>with support from:</i></p> <p>School Operations Manager and The People Committee</p> <p>Professional Development</p>
		<p>Actions delivered include: intranet resources for P&amp;S-Staff; bespoke time management training; biennial Conference.</p>	<p>Delivery of a bespoke School readiness for re-grading course to raise awareness of process and requirements. This will increase central support for the process and give parity with R&amp;T staff (re the readiness for promotion scheme).</p>	<p>75% of workshop attendees report an increased understanding and awareness of the process.</p>	<p>May 2020</p>	
		<p>Internal re-grading process revised 2016 &amp; 2018 to provide improved support. Re-grading workshop delivered 2018. Requests for clarity on re-grading process.</p>	<p>Undertake focus groups with TS1-3 staff to identify key reasons for their staff survey responses and develop an action plan to address key priorities. Focus groups with TS4-5 staff to identify where the key differences lie.</p>	<p>60% of L1-3 TS staff to attend the focus groups to increase engagement. 40% of L4-5 TS staff.</p>	<p>Focus groups December 2019 Action Plan to be developed April 2020</p>	
		<p>Increased visibility of P&amp;S-Staff Development Officers reinforcing messages on training, development, leadership and secondment opportunities.</p>	<p>Implementation/Promotion of relevant aspects of the new UoN Technical Strategy (professional registration, research excellence, teaching and student experience, people, committee membership, conference attendance and partnerships for growth).</p>	<p>Implementation of the strategy to show an increase of 25% in satisfaction rates across all TS L1-3 responses in the 2022 school staff survey.</p>	<p>Over the 3 years of the action plan to align with the University TS Strategy</p>	
		<p>Staff survey shows low levels of engagement amongst Technical Services Staff L1-3 (satisfaction, feeling part of a team, communication, workload, development opportunities for part-time staff) and respondents indicating a lack of time/cover to attend training.</p>	<p>Develop network of local SSDO deputies within Divisions to improve communication of opportunities.</p>	<p>Network in place</p>	<p>December 2019</p>	
		<p>Poor engagement with School shadowing scheme despite 38% of TS and 48% of APM staff indicating they would like this opportunity.</p>	<p>Regular communication and promotion of existing UoN development opportunities e.g. career development hub, work learn and qualify apprenticeship opportunities, courses; Individual development fund). Produce case studies of successful secondments and mentoring relationships to promote as career development opportunities.</p>	<p>50% increased awareness of development opportunities measured through school staff survey. Podcasts produced</p>	<p>Spring 2019 Biennial staff survey 2020 2019; 2020; 2021</p>	
		<p>Low uptake of mentoring.</p>	<p>Explore reasons why the role shadowing scheme is not being utilised, via focus groups and surveys (TS Focus Groups mentioned above will explore, survey of APM staff).</p>	<p>Focus Groups and survey held/completed, action plan devised.</p>	<p>Completed April 2020</p>	
		<p>Low take up of the Individual Development Fund.</p>	<p>Raise with FEDIG the lack of rotation of University led training opportunities for part-time staff.</p>	<p>FEDIG to raise with University AS SAT for action.</p>	<p>Spring 2019</p>	
		<p>University's Professional Development Course dates not rotated to enable part-time staff to attend.</p>	<p>Improve recruitment practices to ensure advertised posts appeal to and attract applicants from under-represented groups through engagement with the university's 'Diversity by Design' project. School bespoke recruitment workshop delivered by Summer 2020.</p>	<p>Increase number of applications from under-represented groups matching population profile.</p>	<p>2021</p>	
		<p>Lower proportions of BME APM staff than local population.</p> <p>White female APM applicants have highest success rates and BME males are least successful.</p>				

**SAP2019:013**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:013</b></p> <p><b>Flexible working</b></p> <p>Raise awareness of flexible working opportunities for APM/TS staff and CA staff</p> <p>Section: 5.5(vi)</p>	<p><b>Highest Priority</b></p>	<p>All formal requests approved where meet University HR criteria.</p> <p>Many staff work flexibly through informal arrangements.</p> <p>Survey findings showed:</p> <ul style="list-style-type: none"> <li>• overall, females more likely to work flexibly than males.</li> <li>• different patterns of flexible working are seen by staff group; Male CA, male APM and female technicians less likely to work flexibly.</li> </ul>	<p>Promote flexible working policies to these staff groups directly.</p>	<p>Awareness of flexible working amongst the different staff groups to have gender balance.</p>	<p>Biennial staff survey 2020</p>	<p><i>Lead responsibility:</i></p> <p><b>The People Committee</b></p>
			<p>Raise awareness of flexible working to HoDs, OMs for cascading to Divisional line managers.</p>	<p>Awareness of flexible working amongst line managers to be &gt;75%</p>	<p>Biennial staff survey 2022</p>	<p><i>with support from:</i></p> <p>HoDs and Operational Managers</p>

**SAP2019:014**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:014</b></p> <p><b>Cover and support for maternity/paternity/adoption/parental leave</b></p> <p>Section: 5.5(i)</p>	<p><b>Medium Priority</b></p>	<p>School Maternity/ adoption/ Shared parental leave planner introduced.</p> <p>School staffing team send planner to line manager/staff member to use to inform discussions (Business as usual).</p> <p>Upon notification of maternity/adoption leave, staff are offered a meeting with trained University HR team members to provide 1-to-1 support/advice.</p> <p>Focus group with maternity returnees and staff survey feedback highlighted that the School's planner was very useful.</p> <p>Breastfeeding/expression rooms available across the School.</p> <p>Increased recording of paternity leave (2018: up 230%) plus three shared parental leave. However, modest increases for a School of our size.</p>	<p>Increase usage of School planner to support before/during/return from planned leave</p> <p>Audit School-funded maternity extensions.</p> <p>Raise awareness of paternity and shared parental leave amongst staff and line managers and encourage uptake.</p>	<p>&gt;75% of eligible staff are aware of the planner, are using it and find it useful.</p> <p>Audit shows extensions where requested are always approved.</p> <p>≥ 75% of staff and line managers are aware of these options and 75% of eligible staff feel encouraged to take paternity leave, even if they subsequently choose not to.</p>	<p>2022</p> <p>2022</p> <p>Biennial staff survey 2022</p>	<p><i>Lead responsibility:</i></p> <p><b>Athena SWAN Lead</b></p>

**SAP2019:015**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:015</b></p> <p><b>Organisation and Culture</b></p> <p>Improve communications to increase staff engagement</p> <p>Sections: 5.4(i), 5.6(i)</p>	<p><b>Highest Priority</b></p>	<p>Leads for Media &amp; Communications recruited (January 2019, role-share).</p> <p>Staff survey indicates satisfaction with cross-School communication at 40-75% leading to missed opportunities in reaching staff across our multiple sites and hinders those not able to travel across sites.</p> <p>Quarterly Open meetings held but attendance has fallen.</p> <p>Weekly School e-Bulletin to all staff, including Athena SWAN activities but a lower proportion of male P&amp;S-Staff report reading the e-Bulletin.</p> <p>Athena SWAN aide memoir developed for HoDs to support them with implementing Athena SWAN initiatives.</p> <p>CDEC members embedded within Divisions to support dissemination of AS information.</p>	<p>Phase 1. Media &amp; Communications leads are reviewing School annual event and quarterly open meetings.</p> <p>Staff consultation on communication underway.</p> <p>Phase 2: To review effectiveness of written communications.</p> <p>(Governance review SAP2019:001 will include planned actions to improve communications through our revised Governance structure).</p> <p>Communications plan in place to include regular dissemination of Athena SWAN/EDI information.</p>	<p>Report from the Review received by School Exec and recommendations, as appropriate, implemented.</p> <p>School Communication plan developed and embedded.</p> <p>Staff survey reports a 10% increase across the School in staff attending events/reading communications/ satisfaction with School communication and maintained.</p>	<p>Completed May 2019; Implement recommendations 2019/20 academic year</p> <p>Phase 2: Completed January 2020; Recommendations implemented 2019/20 academic year</p> <p>Biennial staff surveys 2020 and 2022</p>	<p><i>Lead responsibility:</i></p> <p><b>Dean of the School of Medicine</b></p> <p><i>with support from:</i></p> <p>School Management Committee; School Projects Officer WEB Team</p>



**SAP2019:016**

Topic/ Objective SAP No.	Action Level	Rationale/Activity to date	Planned actions	Measurable outcomes of success	Timeline	Responsibility
<p><b>SAP2019:016</b></p> <p><b>Effective data capture to inform operational practices</b></p> <p>Implement new and strengthen existing processes for data collection and retention relating to Athena SWAN activities</p> <p>Section: 5.4(i)</p>	<p><b>Highest Priority</b></p>	<p>School has invested in Data Analyst.</p> <p>Individual committees collect data for their particular domains.</p> <p>Research fellowship, grant submission data dispersed across committees complicated by staff changes. Conclusions on protected characteristics trends more difficult to draw.</p> <p>For several events, data on gender, ethnicity and level not collected and therefore problems with tracking directionality and impact of associated action.</p>	<p>Develop and implement effective action plan review process as part of governance evaluation ensuring that committees all have strategies in place for data capture particularly with widening of AS remit to include ethnicity etc.</p>	<p>Relevant committees have strategies in place for data capture and strategies reviewed and approved by SAT.</p>	<p>Action plan review process complete by early 2021</p>	<p><i>Lead responsibility:</i></p> <p><b>The People Committee</b></p>
		<p>School staff survey to continue on a biennial basis.</p>	<p>Surveys taken place. Staff survey response rate increased to 65-70%. Recommendations developed, and delivered, in light of survey responses.</p>	<p>Biennial staff surveys 2020 and 2022.</p>	<p><i>with support from:</i></p> <p>all relevant committees</p>	
		<p>All attendees register for events but often key data on gender, ethnicity and level has been omitted or not collected.</p>	<p>Undertake pulse surveys to assess impact of work undertaken through AS action plan and gain further insight to inform next phases of development. SAT committee to have oversight on content and wording of surveys.</p>	<p>Summary of findings disseminated for each relevant survey within 6 months of completing.</p>	<p>Pulse surveys as required over the lifetime of this action plan</p>	
		<p>Need for effective systems to measure progress against all action plans and review data. Data capture needs widening in some areas to include more protected characteristics.</p>	<p>Use School-specific, School-wide 'RIS' system more effectively to capture data on applications, fellowships etc.</p>	<p>10% reduction in missing data across categories.</p>	<p>Over the lifetime of this action plan</p>	
		<p>Good survey response rates at 61%. Surveys are a key way of understanding staff and student experience, opinion or concerns.</p>	<p>Data analyst to:</p> <ul style="list-style-type: none"> <li>- devise re-useable data processes for committees and event organisers</li> <li>- follow-up missing data, track and record data outcomes.</li> </ul>			