



University of Bradford
Faculty of Health Studies
Department Application
Bronze Award



Department application	Bronze	Current
Word limit	10,500	11,164
<i>Recommended word count</i>		
1. Letter of endorsement	500	685
2. Description of the department	500	674
3. Self-assessment process	1,000	900
4. Picture of the department	2,000	3069
5. Supporting and advancing women's careers	6,000	5836
6. Case studies	n/a	n/a
7. Further information	500	108

*Agreed 1,000-word extension – please see email at the back of the submission.

Name of institution	University of Bradford	
Department	Faculty of Health Studies	
Focus of department	STEMM	
Date of application	November 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: November 2015	Level: Bronze
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1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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



James Greenwood-Lush,
Head of Athena SWAN
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dr Pam Bagley
Dean of Faculty of Health Studies
University of Bradford
Richmond Road
Bradford BD7 1DP
14th November 2019

Dear Mr Greenwood-Lush,

As Dean of Faculty and member of our Self-Assessment Team I am delighted to present this application for the Bronze Athena SWAN Award. The University of Bradford's long tradition of inclusivity is widely recognised; recently, we were named by The Times and Sunday Times as the UK's University of the Year for Social Inclusion, 2020. A key objective of our University Strategy (2015– 2025) is equality and diversity, and this is reinforced by the fact that provision of 'equal opportunities for all staff and students to achieve their full potential' is one of our five Stated Values. We can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

We are submitting a combined faculty application for three main reasons:

- Our faculty is relatively small and focused towards education for current and future staff of health and social care environments and; applied research that impacts on health and care policy and practice.
- Health professionals share common values that bond them together, fundamentally focused on care and compassion, and valuing equality, diversity and inclusion. Formal investigations into settings where these values have been lost have concluded that health professionals must learn with and from one another to foster effective interdisciplinary work, understanding of roles, and to develop the confidence to challenge colleagues for the ultimate safety of patients and those in their care.
- We must role model the interdisciplinary working we require of our students, working together as a cohesive faculty to understand our culture and the different challenges across professional boundaries, learning and drawing support from one another.

We recognise there are challenges that need to be addressed. As a Faculty of Health Studies, we have high levels of female staff and students – including a female to male academic ratio of almost 3:1. This is reflective of the students entering our programmes. We need to work actively to promote the life changing careers our programmes can offer,

to attract a more diverse audience. More needs to be done to address underrepresentation of BME and White Working-Class males and this is a particular issue within our pipeline, requiring us to consider student recruitment interventions that can shift the balance.

Within the Faculty of Health Studies, we have implemented a range of measures to help create a positive environment in which the full potential of all staff is valued and developed. Budget has been set aside for appropriate leadership and coaching programs, including Aurora; time has been allocated for research development; Early Career Researchers have dedicated research and teaching mentors; and following a successful pilot, we will be implementing the opportunity for all PGR students to develop teaching skills, supported by skilled lecturers - a learning partnership that works both ways allowing the PGR students to learn from lecturers but also to expose lecturers to the learning from the students' research.

Attaining the Bronze Athena SWAN Award is a critical part of our long-term vision, as we strive to continually improve the experience and life opportunities of our staff, students and colleagues from our Service User and Carer Involvement Group. With this in mind, several actions have recently been implemented that include opening a dedicated breastfeeding room and adopting Menopause and Hormonal Changes guidance across the Faculty.

I am personally committed to ensuring equality of opportunity for the staff within my Faculty, and to ensuring individuals have the opportunity to thrive irrespective of gender, background or belief. I have built Athena SWAN objectives into the performance development reviews of my leadership team and professoriate to ensure we drive our ambition for equality of opportunity. In addition, the SAT is being transformed into our Athena SWAN implementation group, with allocated protected time for delivering our plan. As a cohesive Faculty we will work across all our teams to learn from each other's good practice; and as a group member working alongside our teams, I will champion our efforts to ensure gender equality within our Faculty, while seeking to influence the agenda across the University of Bradford.

Yours sincerely,

Dr Pamela Bagley

Dean

Words: 685 words

Abbreviations

ADI	Associate Dean International
ADLT	Associate Dean Learning and Teaching
ADTKT	Associate Dean Research and Knowledge Transfer
AP	Action Point
AS	Athena SWAN
ASIG	Athena SWAN Implementation Group
BME	Black and Minority Ethnic
CADS	Centre for Applied Dementia Studies
CES	Career and Employability Service
CfID	Centre for Inclusion and Diversity
DVC	Deputy Vice Chancellor
EDC	Equality and Diversity Committee
F	Female
FHS	Faculty of Health Studies
Fig.	Figure
FMT	Faculty Management Team
FT	Full time
HCPC	Health and Care Professions Council
HEE	Health Education England
HERA	Higher Education Role Analysis
HoS	Head of School
HR	Human Resources
ISAT	Institutional Self-Assessment Team
KIT	Keep in touch days
LTQE	Learning, Teaching and Quality Enhancement
M	Male
NA	Nurse Associate
NHS	National Health Service
NMC	Nursing and Midwifery Council
PAT	Personal Academic Tutor
PDP	Personal Development Plan
PDR	Performance Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
POD	People and Organisational Development
PRS	Performance Recognition Scheme
PT	Part Time
RAE	Research Assessment Exercise
RAF	Research Activity Framework
RaIS	Research and Innovation Services
REF	Research Excellence Framework
RKT	Research Knowledge Transfer
SAT	Self-Assessment Team
SAHP&M	School of Allied Health Professions & Midwifery
SL	Senior Lecturer
SNHL	School of Nursing and Healthcare Leadership
SUCG	Service User and Carer Group
UEDA	University Equality and Diversity Advisor
UG	Undergraduate
UoB	University of Bradford
VC	Vice Chancellor
WLM	Work Load Model

2. DESCRIPTION OF THE DEPARTMENT

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

The Faculty of Health Studies (FHS) was reconfigured in 2016/17 when four academic schools consolidated into two: School of Allied Health Professions & Midwifery (SAHP&M) and the School of Nursing and Healthcare Leadership (SNHL) (Figure 2.1). Staff were consulted during the Portfolio Review and based in either school. The FHS is located in one building on the University of Bradford (UoB) city campus, with state-of-the-art facilities that include replica clinical and home environments (Fig. 2.2). The Faculty works closely with local National Health Service (NHS) Trusts and has a dedicated teaching facility at Dewsbury District Hospital.

Figure 2.2: Faculty of Health Studies Building



A diverse range of health and social care practitioners and students work and study in the FHS. We work hard at fostering an inclusive ‘family’ ethos across the Faculty as a whole, with the schools and centres working closely together in an inter-professional and inter-disciplinary way, sharing resources and staff and role modelling the interdisciplinary working expected of staff and students in the health and care sectors. Across the Faculty we promote compassionate caring as an important ethos that unites all professions and underpins our values. As a result, it felt natural and important that we apply for Athena SWAN (AS) as a Faculty so we can develop a cohesive FHS wide strategy that focuses on delivering an equality agenda for students and staff. This approach enables us to be inclusive and address both Faculty and wider issues affecting health care. Capitalising on close links with the NHS, the Faculty has developed a strong inter-disciplinary teaching and research ethos. It has two research centres, both of which generate income while producing world-class publications.

- The Centre for Inclusion and Diversity (CfiD). Led by a female (F) professor, this is an internationally recognised cross-institutional Centre of Excellence. It provides an evidence base for Equality, Diversity and Inclusion interventions in public, private and third sector organisations.
- The Centre for Applied Dementia Studies (CADS). Led by a F professor, this is a leading centre for psychosocial research into living well with and caring for, people with dementia and their families.

We are fortunate to have an active Service User and Carer Group (SUCG) (33 staff 60%F, 40%M; honorary contracts) who have experience of using NHS services, through illness or caring for relatives. SUCG members participate in teaching, assessments, curriculum

development, research and committees bringing their rich experience to our students and staff.

The senior Faculty Management Team (FMT) is comprised the Dean (F), (accountable to the Vice Chancellor, F), Associate Dean in Learning and Teaching (ADLT) (F), Associate Dean in Research and Knowledge Transfer (ADRKT) male (M) and Associate Dean in International (ADI) (vacancy), Head of School (HoS) (F) for SNHL, Head of School (F) for SAHP&M and the Business School Manager (M). These posts do not to rotate. Below the HoS' are line managers (5F 2M) who also manage academic staff.

Figure 2.1: The Structure of the Faculty of Health Studies

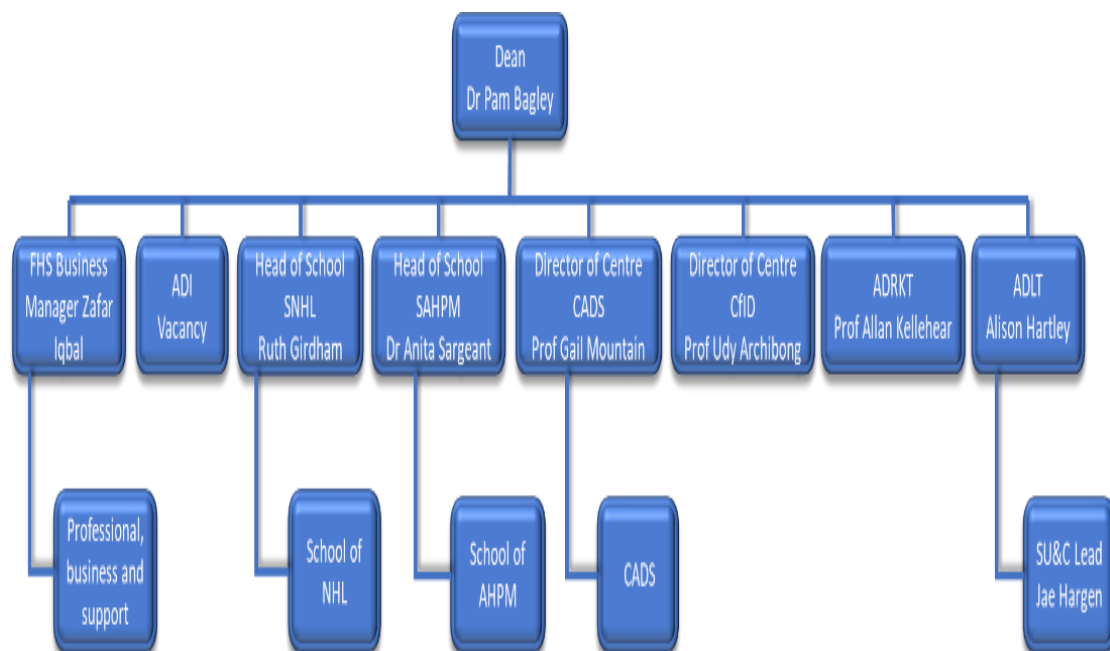


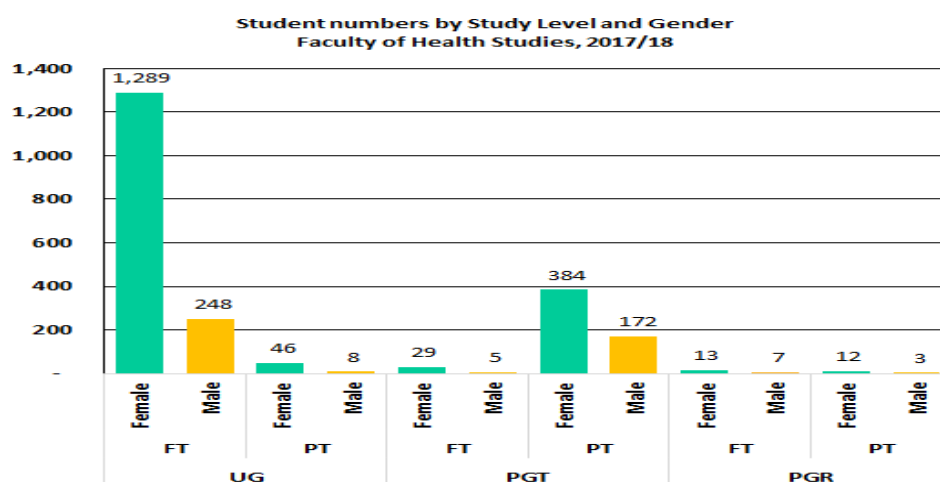
Table 2.1: Faculty members by role (Staff Headcounts), 2017/18

Schools and Centres	Professional and Business Support staff			Lecturer			Senior Lecturer			Researcher			Reader			professional		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
*BETU	0	0	0%	0	0	0%	0	0	0%	1	1	50%	0	0	0%	0	1	0%
CADS	4	3	43%	2	0	100%	1	0	100%	5	0	100%	0	0	0%	3	0	100%
CIFD	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	100%
SAHP	0	1	0%	23	9	72%	4	3	57%	0	0	0%	0	0	100%	1	0	100%
SNHL	0	1	0%	34	12	74%	5	0	100%	0	0	0%	0	1	0%	0	0	0%
*Additional	9	3	75%	0	0	0%	0	0	0%	2	1	33%	0	0	0%	2	2	50%
Total	13	8	70%	59	21	74%	10	3	77%	8	2	80%	0	1	100%	7	3	70%

* Bradford and Evaluation and Trials Unit (BETU) is included in the statistics but this unit was disbanded in 2018. These staff belong to an external research group.

The Faculty is a 75% female workforce (Table 2.1) with a total in 2017/18, of 84 women (69 academics, 8 researchers and 7 professors) and 30 males (24 academics, 2 researchers, 1 reader, 3 professors). Benchmarking shows this gender mix broadly reflects that of the health and social care sector (Office for National Statistics, 2017). Professional and Business Support staff comprise of 70%F:30%M and are managed by the FHS business manager. They provide business administration services, support committees and the HoS' and the research centres. Three technical support staff (1F, 2M) work in the Faculty, but have a wider University remit.

Figure 2.3: Student numbers by study level and gender



80% of FHS students are female, full-time (FT) undergraduates (UG) on health professional programmes (Fig.2.3). Postgraduate taught (PGT) comprises of 69%, part time (PT) female. There are small numbers of postgraduate research (PGR) and international students.

Words: 674 (excluding tables)

3. THE SELF-ASSESSMENT PROCESS

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

(i) a description of the self-assessment team

The Self-Assessment team (SAT) consists of 21 members (17F, 4M) (Table 3.1). While this reflects the diversity of the FHS in terms of gender, ethnicity, different professions and caring responsibilities (Fig.3.1), we acknowledge males are slightly underrepresented: rectifying this imbalance is a priority. SAT representation is from across pay grades and includes: grade 11 (4F); grade 10 (3F); grade 9 (5F, 4M); grade 8 (1F); grade 4 (3F) and one SUCG (F) member (honorary contract). Despite numerous attempts, the SAT was unable to recruit a PGR student. To address this, a SAT member will attend a PGR meeting with this aim **(AP 3.1.1)**.

SAT members are either nominated by their line manager or responded to an email from the Dean encouraging involvement in Athena SWAN. Academic SAT members receive 30 hours under the Work Load Model (WLM) for fulfilling their role (additional hours can be allocated by the line manager in response to need. For example, the Chair has been allocated 150 hours to coordinate the collation of the final document). This equates to a Faculty investment of the equivalent to at least 0.5FTE to drive our Athena SWAN ambitions. Non-academic participants require the agreement of their manager as they are not covered by the WLM.

Figure 3.1: Part of the SAT Team in the main University atrium
IMAGE REMOVED DUE TO GDPR

Table 3.1: SAT Membership Role and Responsibility

Area of SAT responsibility	FT/ PT	Work/life/caring
Undertook student focus groups/ collected/analysed data	PT	Carer of brother with learning disability, lesbian and dyslexic.
Feedback to CADS and commented on submission drafts	FT	Worked with people living with dementia and their families for over 10 years.
Part of small writing team drafting submission	FT	Mother of three grown up children. FT lecturer and PT PhD student.
Part of small writing team drafting submission	FT	Joined the University in 2017. British Indian by background. Currently living in Manchester.
Undertook staff focus groups, analysed data and part of small writing team	FT	Divorced, currently expecting her first child.
Contributed to SAT committees	FT	Fellow of the West African College of Nursing and Royal College of Nursing. Supports mum living with Dementia since 2012 Supports mum living with Dementia since 2012
Provided advice and proof read submission.	FT	Widow after being married for 36 years, two adult daughters, supporting mother-in-law with dementia.
Contributed to writing sections of the submission	FT	Over the last 6 years provided care for both parents until they died.
Contributed to writing the submission and proof read	FT	Married with no children. Transitioning role from carer back to daughter, as mother settles into residential dementia care.
Provided HR advice and part of small writing team drafting submission	FT	FT working mother of 3 school age children, peri-menopausal and puberty household, partner works away half the week, supports blind father/ cousin with learning disability.
Chair of SAT (2019- Contributed to writing sections of the submission and part of small writing team drafting submission.	FT	Married with, one son at university, shares palliative care for her dad with sisters.
Set up and managed SharePoint and provided admin support.	PT	Married, 1 son aged 2.
Provided mental health data from students for submission	FT	Two children, studying a PhD and restores grandfather clocks.

Area of SAT responsibility	FT/ PT	Work/life/caring
Contributed to writing sections of the submission	FT	Married academic, three children. Late diagnosis of dyspraxia. Trying to study for a PhD.
Contributed to writing sections of the submission	FT	Married, 3 daughters and a very large extended family of African origin.
Coordinated data management for submission. Contributed to writing draft submission	FT	Joined SNHL in 2018. Nursing background. Divorced. Single parent with two school-age children.
Coordinated the data management and analysis for submission.	FT	The oldest of 5 siblings; born and raised in Ethiopia.
Set up and managed SharePoint and provided admin support.	PT	Divorced, mother of 2 children aged 7 and 9.
Contributed to writing sections of the submission and part of small team drafting submission.		Gay woman living with disabling long term conditions. Partner and supporter of a woman recently undergoing breast cancer treatment. Pharmacy background.
Provided advice and support to SAT	FT	Married with no children.
Provided statistical advice to the SAT and wrote sections of the submission	FT	Married, Father of 2 children aged 1 and 4.

*Located outside the FHS

(ii) an account of the self-assessment process

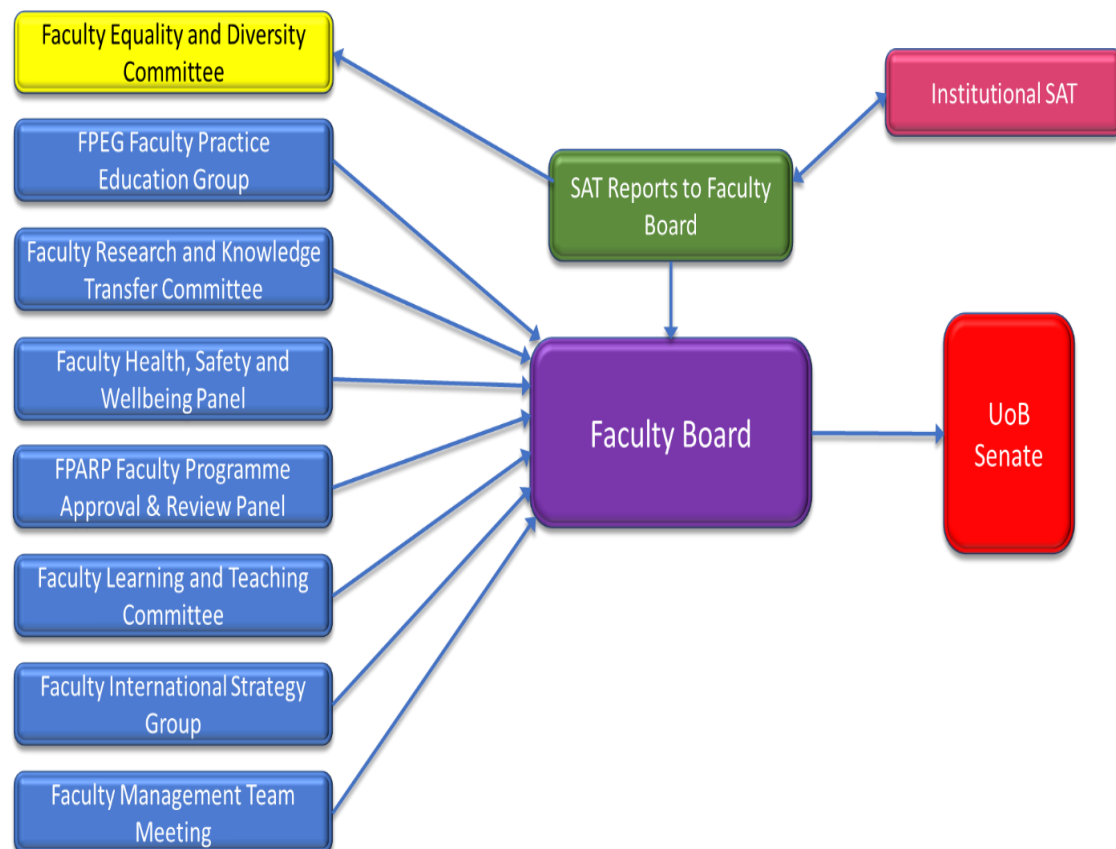
Formed in 2017, the FHS SAT enlarged its membership in 2019 to ensure wider representation from across the Faculty. This includes volunteers from both schools, the two research centres, professional and business support staff, the FHS Human Resource business partner, the SUCG lead, a SUCG representative, the Dean, both HoS and the Equality and Diversity Advisor.

The SAT initially met monthly, but the frequency was increased to prepare this application. Meetings have an agenda and action tracker that are reviewed, together with reports on work stream activities. An important focus of the meetings is the in-depth discussion of issues arising from Athena SWAN activities, and how these can be addressed and incorporated into the action plan. Most SAT members regularly attend meetings which are arranged 4 months in advance. Contact is also maintained by email and a bespoke Athena SWAN SharePoint site for SAT members only. This contains all the documents, links and action tracker, so helping to project manage this application and the action plan.

Work is distributed across the SAT. Small groups work together on specific activities, gathering data, writing sections of the submission and implementing actions; all SAT members review the work produced.

The SAT Chair reports monthly to the Institutional Self-Assessment Team (ISAT) and quarterly to Faculty Board and the Equality and Diversity Committee (EDC) and the FHS as whole at away days (Fig. 3.2). The SAT intends to continue this communication with FHS staff and establish a bespoke Athena SWAN website on the FHS web page (**AP. 3.3.1**).

Figure 3.2: FHS Committee Structure



The FHS submission was independently examined by an external reviewer and the ISAT. The Dean and HoS' are members of the SAT and reviewed and contributed to the FHS application as it developed. The final application and action plan were reviewed by the Dean and the AS Steering Committee chaired by the Vice Chancellor.

The SAT undertook the following key actions to consult with staff and students to keep them informed of activities (Table 3.2). SAT members volunteered to take responsibility for work streams.

Table 3.2: Key SAT work activities

Date	Activity
January 2017	Athena SWAN SAT formed
June 2017 onwards	Started data collection and analysis
July 2017	Conducted AS survey of FHS staff. 69% response rate, 78% F
February 2017, refreshed January 2018	We disseminated Athena SWAN principles by ensuring that the Charter is displayed in all areas throughout the Faculty
June 2018 room	SAT identified the need for breast-feeding room 2017-2018 – temporary room identified.
November 2019	Room moved to more accessible location and opening shortly
January 2019	New chair appointed, and SAT membership widened
April and May 2019	Focus Groups conducted with FHS staff (N=100) across all Schools, research centres and with programme support teams to establish their views on AS issues. Results analysed and informed actions.
April 2019	Short survey undertaken with UG and PGT students (N=66)
Started March 2019; ongoing	Athena SWAN suggestion boxes distributed throughout the FHS and comments analysed monthly and incorporated into Action Plan
April 2019	Review of Faculty committee representation undertaken, and Athena SWAN is now a standing item on committee agenda, with regular updates provided by SAT members
June 2019	Presentation at Faculty Away Day of Athena SWAN activity and headlines from Focus Group data.
June 2019 ongoing	University revising its web pages – SAT members working with FHS business manager to include bespoke AS site
July 2019	Launch of the Menopause and Hormonal Changes guidance and workshops across the University; members of FHS SAT key to the guidance development.
February -November 2019	Small team writing and editing the Athena SWAN submission

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

After submitting this Bronze application, the SAT intends to reform and continue as the 'Athena SWAN Implementation Group' (ASIG) **(AP 3.3.2)**. ASIG will meet monthly and report to the FHS Equality and Diversity Committee who report to the Faculty Board. To maintain momentum, ASIG will establish an annual business cycle which includes monitoring the action plan, reviewing updated datasets, new reports and recommendations for action and a formal annual review of the action plan. Completed actions will be signed off, ongoing actions updated, and, as appropriate, new actions added. The new edition of the action plan will be published on the ASIG website. The action plan will be monitored by assessing its performance against the success criteria and the AISG chair reporting to the EDC and Faculty Board. Any active issues will be taken to Faculty Management Team meetings for action.

The SAT keeps staff/ students updated about AS activities using the following measures:

- FHS Web page is currently being redesigned and SAT members are working to include a dedicated Athena SWAN site on it;
- FHS away days include Athena SWAN activities;
- Athena SWAN is an agenda item on Assembly, EDC, School team meetings and Faculty board

SAT members sit on various UoB committees and forums that contribute to the ISAT. These include: Equality and Diversity Committee, Learning and Teaching committee, Gender Staff Committee, Staff Committees (Lesbian, Gay, Bisexual and Trans-sexual) and the Research and Knowledge Transfer Committee. Going forward these committees provide opportunities for ASIG members to disseminate good practice and keep informed of changes.

To take Athena SWAN forward, and ensure colleagues participation, ASIG membership will be rotated every 2 years and new volunteers invited from across the FHS **(AP 3.3.3)**. Membership of ASIG will be factored into staff's WLM. We intend to consolidate our work using the action plan and investigate issues associated with intersectionality and diversity the implications for staff and students and work toward a Silver Athena SWAN application within 3 years **(AP 3.3.4)**.

Words: 900 (excluding tables)

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

The Faculty offers one Foundation Degree; the Nursing Associate Apprenticeship that commenced in 2017/18 in response to demand for the Nursing Associate (NA) role in the NHS.

Table 4.1: Nursing Associates by gender

Cohort year	Gender			Female %
	Female	Male	Total	
2017/18	29	8	37	78%
2018/19	29	3	32	91%
2019/20	16	7	23	70%

Local NHS Trusts employ the NA and determine the number and gender of staff they sponsor to train. There have been 3 intakes, with over 78%F in 2019/20 (Table 4.1). On successful completion of the course all students are guaranteed a job. The reduction in F, NAs in 2019/20 is likely due to the sponsoring Trusts being unable to release more staff to undertake the programme due to work pressures.

(ii) Numbers of undergraduate students by gender

The Faculty offers a range of UG programmes that include; physiotherapy, sport rehabilitation, radiography, occupational therapy, paramedic science, midwifery and nursing. All these programmes are accredited by professional bodies leading to recognised qualifications and are FT. The only professional PT, UG students are those required to make up study time due to illness/ absence from their studies (Table 4.2).

We also offer a Public Health and Community Wellbeing programme, top-up courses and PT, distance learning dementia programme. The FHS has a small number of UG international students. During the review period we introduced some new programmes and discontinued others as shown below.

Table 4.2: Full and Part time UG students by gender, mode of study, home or international

UG			2015/6	2016/7	2017/8
F	Home	Full-time	1,101	1218	1282
		Part-time	126	115	52
	International	Full-time	14	20	32
		Part-time	0	0	0
	%PT home		10%	9%	4%
	Total FT and PT		1241	1354	1366
M	Home	Full-time	189	204	224
		Part-time	17	21	10
	International	Full-time	9	13	28
		Part-time	2	4	0
	%PT home		8%	9%	4%
	Total FT and PT		217	242	262
Overall Female %			85%	85%	84%

The proportion of full-time, UG female and male students reflects the wider NHS workforce of 77%F, 23%M (NHS Digital, 2018 digital.nhs.uk). Over 80% of students are female (Table 4.2). We are fortunate to have a vibrant student body on all programmes; for 2017/18.

UG 43%F BME 57%F White

PGT 23%F BME 75%F White

PGR 24%F BME 75%F White

To provide a clear picture of the Faculty, UG student profile data is presented for SNHL and SAHP&M by programme and organised using JACS codes (Table 4.3).

Table 4.3: Principal JACS Codes mapped to UG programmes

Principal JACS	Subject
B1	Physiotherapy
B7	Midwifery and Nursing
B8	Radiography
B9	Dementia, Health Studies, Occupational Therapy, Paramedic Science
C6	Sport Rehabilitation

Table 4.4: NHS Digital (2018) Nursing and Midwifery Benchmarking

Profession	Female	Male	FHS UG female % comparison
Nursing (adult)	89%	10%	93%
Mental health nursing	72%	27%	86%
Midwifery	99.6%	0.4%	100%

Data from NHS Digital (2018 digital.nhs.uk) was used for benchmarking purposes and shows the gender composition of the NHS workforce for Nursing and Midwifery, compared to FHS students (Table 4.4).

Table 4.5: *HCPC National Benchmarking for subjects allied to medicine

Profession	Male	Female	% F	FHS UG female % comparison
Radiography	8,480	26,059	75%	75%
Occupational Therapy	2,942	35,291	92%	84%
Physiotherapy	13,038	42,099	76%	55%
Paramedic Science	13,809	7,376	35%	65%

*HCPC (2018) website (www.hcpc-uk.org).

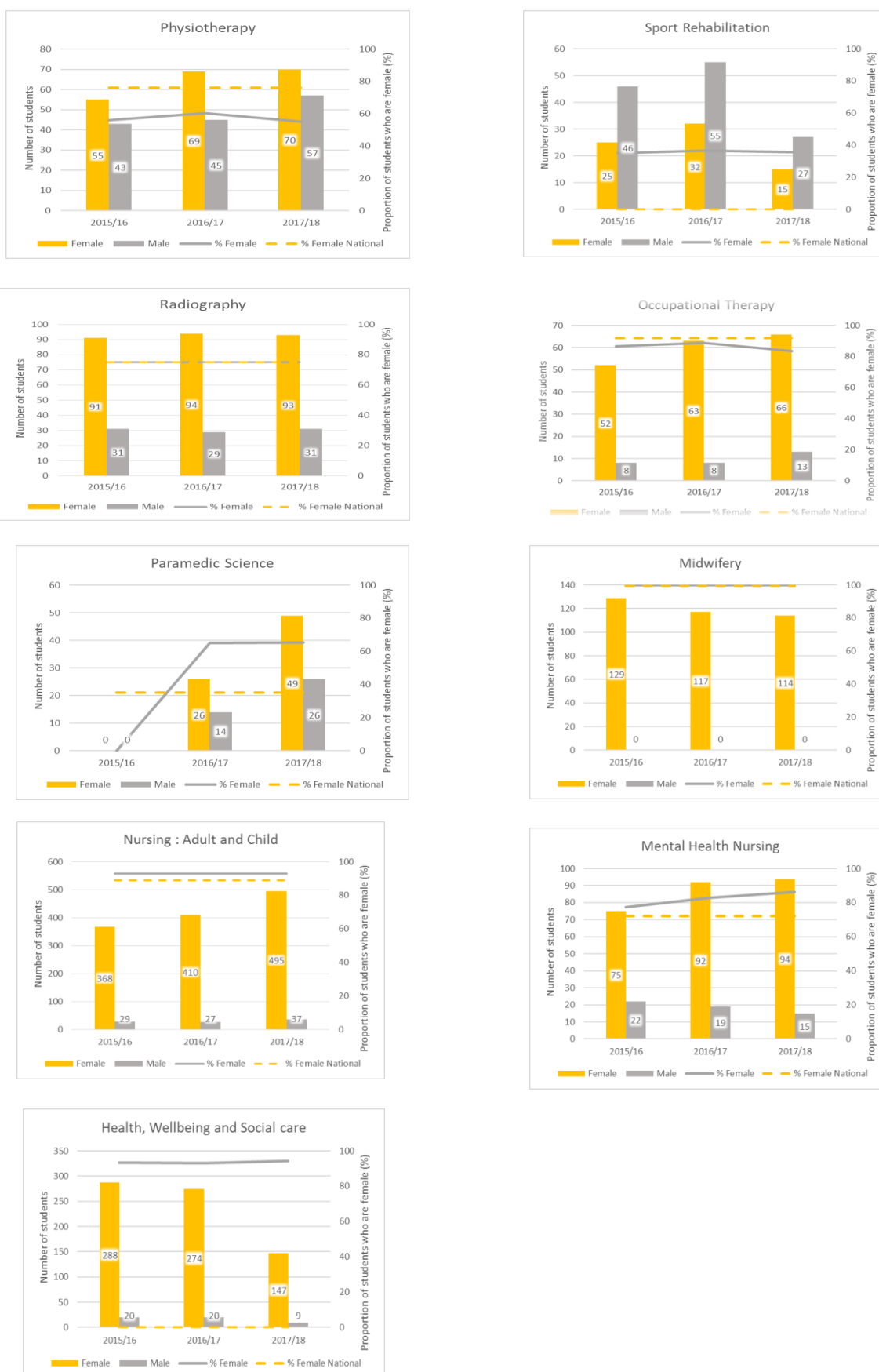
The Health and Care Professions Council (HCPC) provides national rates for different allied health professions (Table 4.5). Benchmarking the FHS allied health programmes with HCPC national data (2018, www.hcpc-uk.org) shows that the proportion of females is comparable, although physiotherapy is 55%F, compared to 76% nationally. Paramedic science is 65%M nationally; whilst in the FHS 65% of students are female.

Table 4.6: Overview of UG Programmes by gender

UG Programme	Gender	2015/16	2016/17	2017/18
Physiotherapy	Female	55	69	70
	Male	43	45	57
	% Female	56%	61%	55%
Sport rehabilitation	Female	25	32	15
	Male	46	55	27
	% Female	35%	37%	36%
Radiography	Female	91	94	93
	Male	31	29	31
	% Female	75%	76%	75%
Occupational Therapy	Female	52	63	66
	Male	8	8	13
	% Female	87%	89%	84%
Paramedic Science	Female	0	26	49
	Male	0	14	26
	% Female	0	65%	65%
Midwifery	Female	129	117	114
	Male	0	0	0
	% Female	100%	100%	100%
Nursing, Adult & Child	Female	368	410	495
	Male	29	27	37
	% Female	92%	94%	93%
Mental Health Nursing	Female	75	92	94
	Male	22	19	15
	% Female	77%	83%	86%
Health, Wellbeing and Social care	Female	288	274	147
	Male	20	20	9
	% Female	94%	93%	94%

Across all 3 years of the review for all the UG programmes (Table 4.6) except for Sport Rehabilitation and Physiotherapy, over 75% of students are female.

Figure 4.1: UG Students by Gender, Programme and Year



Data in Figure 4.1 shows:

Physiotherapy: The number of physiotherapy students increased slightly, however the proportion of females is lower than the HCPC Benchmark of 76%F, although females are still the majority. There are a higher proportion of male physiotherapists, 45% compared to the national average of 24% (HCPC, 2018).

Sport Rehabilitation: The proportion of females on this programme averages at 36% over 3 years. Although student numbers have declined the M:F ratio has remained the same. There is no national data for comparison.

Radiography: 75% of radiography students are female and compares with national benchmarking data of 75%F (HCPC, 2018).

Occupational Therapy: The proportion of male occupational therapy students for FHS is 16% compared to 8% nationally.

Paramedic Science: Recruitment is increasing, with over 65%F contrasting with nationally 35%F (HCPC, 2018).

Midwifery: Midwifery continues to be female dominated with 100%F midwives; this is comparable to national NHS workforce statistics of 0.4%M midwives (NHS Digital, 2018).

Nursing: Adult & Child: 93% of nurses are female, slightly higher than the national average of 89%F (NHS Digital, 2018). Males are under 7%.

Mental Health Nursing: 86% of mental health nurses are female, compared to national figures of 72%F (NHS Digital, 2018). 14%M students compared to nationally 27%M.

Health Wellbeing and Social Care: 94% of students are female.

Generally, male students remain underrepresented across all our programmes except for Sport Rehabilitation and Physiotherapy. As part of addressing this the 'Faculty Workforce Needs Group' has been established and is working with regional NHS partners and local authorities to develop a pipeline of young people and students encouraged to choose NHS careers. The FHS is also establishing a work group to examine the gender gap and improve male student recruitment (**AP 4.1.1.1**).

Figure 4.2: Overview of proportion of female students by programme

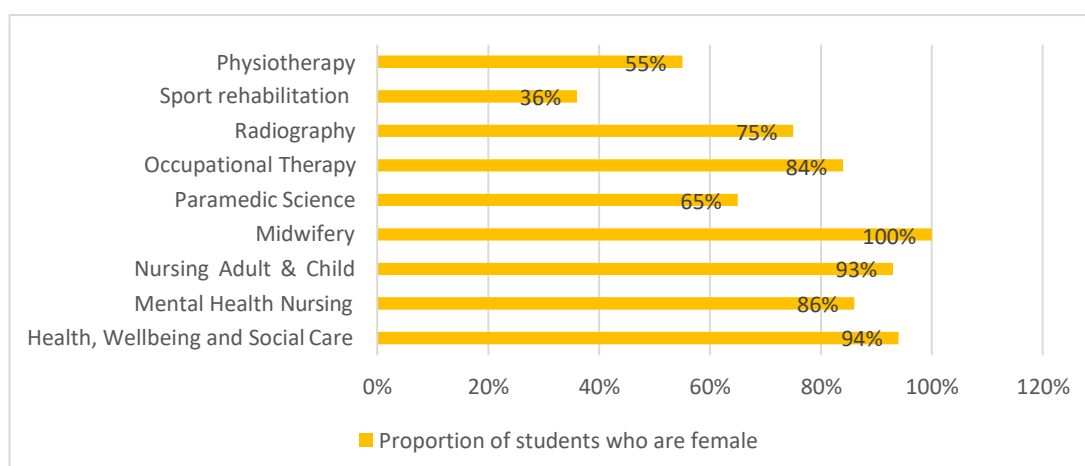


Figure 4.2 provides a snapshot of females on all UG programmes and illustrates that the majority are female, but proportions vary by programme. For example, Sport Rehabilitation is only 36%F.

Provide data on course applications, offers, and acceptance rates

Tables 4.7-4.15 present the different UG programme applications, offers and acceptance rates by gender. The PT dementia programme is omitted as between 2015/18 only a total of 36 students applied (81%F).

Table 4.7: UG Physiotherapy: course applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	214	34	15	16%	44%	7%
	Male	223	36	14	16%	40%	6%
	% Female	49%	49%	52%			
2016/17	Female	89	62	30	70%	48%	33%
	Male	162	32	18	20%	56%	11%
	% Female	36%	66%	63%			
2017/18	Female	160	59	24	37%	40%	15%
	Male	160	42	25	26%	59%	16%
	% Female	50%	58%	50%			
Overall	Female	463	154	69	33%	45%	15%
	Male	545	110	57	20%	52%	10%
	% Female	46%	58%	55%			

Physiotherapy acceptances overall is 55%F and 45%M. Acceptances to applications for males increased from averages of 6% 2015/16 to 16% in 2017/18 (Table 4.7). Applications are similar for females and males, but male acceptances:to offer of places increased to nearly 60%, compared to 40%F in the same period. This is likely to be due to a new programme MPhysio (Sport and Exercise Medicine) coming on stream.

Table 4.8: UG Sport Rehabilitation: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	106	86	11	81%	13%	10%
	Male	205	152	22	74%	15%	11%
	% Female	34%	36%	33%			
2016/17*	Female	74	59	12	80%	20%	16%
	Male	155	119	26	77%	22%	17%
	% Female	32%	33%	32%			
2017/18 * Programme discontinued							
Overall	Female	180	145	23	77%	16%	12%
	Male	360	271	48	72%	18%	13%
	% Female	33%	35%	32%			

*New programme came on stream

Overall, females are more likely to receive offers than men for Sport Rehabilitation, but both males and females are equally likely to accept those offers and acceptances:applications are comparable 12%F:13%M (Table 4.8). Overall, acceptance rates are low for all students, underpinning the decision to discontinue the programme and introduce the MPhysiotherapy (Sport and Exercise Medicine) programme.

Table: 4.9: UG Radiography: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	156	55	32	35%	58%	21%
	Male	89	22	8	25%	36%	9%
	% Female	64%	71%	80%			
2016/17	Female	186	54	31	29%	57%	17%
	Male	98	13	6	13%	46%	6%
	% Female	65%	81%	84%			
2017/18	Female	225	48	26	21%	54%	12%
	Male	112	26	14	23%	54%	13%
	% Female	67%	65%	65%			
Overall	Female	567	157	89	28%	57%	16%
	Male	299	61	28	20%	46%	9%
	% Female	65%	72%	76%			

Acceptance rates on the Radiography programme are 76%F and 24%M (Table 4.9). Women are more likely to be offered a place than men (28%F:20%M). For 2017/18, there is an increase in male acceptances:to offers, equivalent to female acceptance of offers.

Table: 4.10: Occupational Therapy: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	164	36	19	22%	53%	12%
	Male	23	2	0	9%	0%	0%
	% Female	88%	95%	100%			
2016/17	Female	187	48	21	26%	44%	11%
	Male	31	7	5	23%	71%	16%
	% Female	86%	87%	81%			
2017/18	Female	144	53	28	37%	53%	19%
	Male	34	15	8	44%	53%	24%
	% Female	81%	78%	78%			
Overall	Female	495	137	68	28%	50%	14%
	Male	88	24	13	27%	54%	15%
	% Female	85%	85%	84%			

For Occupational Therapy, women are more likely to be offered places with averages of over 80%F applications since 2015, with a small increase in male enrolment. Ratios of F:M applications:acceptance rates increased, but the ratio of female applicants to male is 4:1. Male acceptances and offers are increasing since 2016/17 and ratios of male (20%) acceptances improving, with acceptance:offers similar for males and females (Table 4.10).

Table 4.11: Paramedic Science: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2016/17	Female	60	32	26	53%	81%	43%
	Male	60	24	13	40%	54%	22%
	% Female	50%	57%	67%			
2017/18	Female	180	48	27	27%	56%	15%
	Male	91	21	12	23%	57%	13%
	% Female	66%	70%	69%			
Overall	Female	240	80	53	33%	66%	22%
	Male	151	45	25	30%	56%	17%
	% Female	61%	64%	68%			

*programme started in 2016/17

Enrolments for Paramedic Science are 69%F, with conversion rates of 50% for both males and females (Table 4.11). Overall, women are more likely to be offered places than men.

Table 4.12: UG Midwifery: course applications, offers and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	243	63	44	26%	70%	18%
	Male	1	0	0	0%	0%	0%
	% Female	96%	100%	100%			
2016/17	Female	206	62	36	30%	58%	17%
	Male	1	0	0	0%	0%	0%
	% Female	96%	100%	100%			
2017/18	Female	228	56	39	25%	70%	17%
	Male	1	0	0	0%	0%	0%
	% Female	96%	100%	100%			
Overall	Female	677	181	119	27%	66%	17%
	Male	3	0	0	0%	0%	0%
	% Female	100%	100%	100%			

Midwifery UG students (Table 4.12) are 100%F and reflect the national benchmark of 99.6%F (NHS Digital, 2018).

Table 4.13: UG Students on Nursing; Adult and Children: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	966	274	133	28%	49%	14%
	Male	67	16	9	24%	56%	13%
	% Female	94%	94%	94%			
2016/17	Female	864	285	195	33%	68%	22%
	Male	78	27	10	35%	37%	13%
	% Female	92%	91%	93%			
2017/18	Female	983	371	193	38%	52%	20%
	Male	95	31	19	33%	61%	20%
	% Female	91%	92%	91%			
Overall	Female	2813	930	521	33%	50%	16%
	Male	240	74	38	31%	51%	16%
	% Female	92%	93%	93%			

Adult and Children's Nursing is the largest UG programme (Table 4:13) with over 90%F applications and enrolments. Male applications are overall 8%, while acceptances:applications are comparable for females and males.

Table: 4.14: UG Students Mental Health Nursing: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	270	74	28	27%	38%	10%
	Male	85	14	8	16%	57%	9%
	% Female	76%	84%	78%			
2016/17	Female	256	75	38	29%	51%	15%
	Male	91	11	5	12%	45%	5%
	% Female	74%	87%	88%			
2017/18	Female	186	66	27	35%	41%	15%
	Male	60	6	3	10%	50%	5%
	% Female	76%	92%	90%			
Overall	Female	712	215	93	30%	43%	13%
	Male	236	31	16	13%	52%	7%
	% Female	75%	87%	85%			

Over 85% of mental health nursing acceptances are female (Table 4.14). The ratio of male offers:applications declined by 6%, accompanied by reduced ratios for acceptances:offers and acceptances:application of a 3rd compared to female applicants. To address this, changes were made to the interview and selection process for all nursing programmes, with multiple mini interviews introduced, consisting of three five-minute discussions with an academic, clinician and service user. Assessment of any impact of these changes on the gender balance of UG students will be reviewed by examining the 2019/20 student recruitment data.

Table 4.15: UG *Health, Wellbeing and Social Care: applications, offers, and acceptance rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	1278	1166	98	91%	8%	8%
	Male	99	84	4	85%	5%	4%
	% Female	93%	93%	96%			
2016/17	Female	1013	950	96	94%	10%	9%
	Male	165	150	10	91%	7%	6%
	% Female	86%	86%	91%			
2017/18	Female	1022	694	72	68%	10%	7%
	Male	223	175	4	78%	2%	2%
	% Female	82%	80%	95%			
Overall	Female	3313	2810	266	85%	9%	8%
	Male	487	409	18	84%	4%	4%
	% Female	87%	87%	94%			

*New programme Public Health and Community Wellbeing programme came on stream.

Acceptances for the Health and Wellbeing programme are over 90%F. Both applications and acceptance rates are significantly lower for males, despite offers to 80%; this translates into only 4%M enrolled (Table 4.15). It is worth noting that the majority of applications to this programme are cascaded candidates from unsuccessful applications to health professional programmes.

Data analysis for the UG provision indicates there are some recurrent issues identified that have implications for all programmes and require action. There is a need to interrogate and review the data for applications, offers, and acceptance rates and identify the reasons for gender differences (**AP 4.1.1**); establish why males are less likely to secure an offer of a place on programmes, at all stages of the recruitment process. To address these issues, we will establish project teams to examine and monitor student recruitment data and the reasons for low male conversion rates (**AP 4.1.2**).

Table 4.16: Snapshot of degree classifications for UG programmes 2017/18

Programme	Gender	1 st	2i	2ii	3 rd /Pass	Ordinary	Foundation	Fail	Total Students
Physiotherapy	F	(13) 54%	(3) 50%	0%	0%	0%	0%	0%	16
	M	(11) 46%	(3) 50%	(1) 100%	0%	0%	0%	0%	15
Sport Rehabilitation	F	(7) 78%	(1) 11%	(1) 17%	0%	0%	0%	0%	9
	M	(2) 22%	(8) 89%	(5) 83%	0%	0%	0%	0%	15
Radiography	F	(9) 100%	(14) 88%	(10) 71%	(1) 100%	(1) 100%	0%	0%	35
	M	0%	(2) 13%	(4) 29%	0%	0%	0%	0%	6
Occupational Therapy	F	(13) 100%	(5) 100%	(1) 100%	0%	0%	0%	0%	19
	M	0%	0%	0%	0%	0%	0%	0%	0
Midwifery	F	(23) 100%	(12) 100%	(2) 100%	0%	0%	0%	(1) 100%	38
	M	0%	0%	0%	0%	0%	0%	0%	0
Nursing Adult and Child	F	(68) 96%	(41) 93%	(8) 78%	(1) 100%	1 100%	0%	(2) 100%	121
	M	(3) 5%	(3) 9%	0%	0%	0%	0%	0%	6
Mental Health Nursing	F	(15) 100%	(9) 60%	(2) 67%	0%	0%	0%	0%	63
	M	0%	(6) 40%	(1) 33%	0%	0%	0%	0%	7
Health, Wellbeing and Social Care	F	(19) 95%	(23) 96%	(19) 90%	(7) 100%	0%	0%	(4) 100%	68
	M	(1) 5%	(1) 4%	(2) 10%	0%	0%	0%	0%	4

*Paramedic science students not graduated yet

We scrutinised the data for all the UG programmes for gender patterns, the majority of students obtain a 1st or upper 2nd degree classification (Table 4.16). Male students studying Sport Rehabilitation, Radiography and Mental Health Nursing do proportionally less well than females. There are no discernible differences for other programmes or male student numbers are too small to be conclusive. To address issues of attainment, the FHS is establishing a project group to analyse student attainment by gender, disability and intersections of cultural background (**AP 4.1.3**). This work aims to ensure that the UoB Access and Participation Plan, which contains targets for achievement of students from low socio-economic (particularly white male), students with disability, mental health issues and Black and Minority Ethnic (BME) backgrounds, is delivered in the FHS.

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

Our PGT students are 73%F and typically professionals working in the Health and Social Care sectors, studying PT as part of their professional or leadership development. A range of PGT programmes are offered: physiotherapy, occupational therapy, radiography, midwifery, nursing, public health and leadership.

Programmes are offered at Certificate, Diploma and Master's level to meet the needs of student's professional requirements. These can be completed FT in one year, PT over 2-4 years, or as single modules as part of continuing professional development. Historically, many PGT students accessed programmes funded by HEE. Over the last two years, funding for final stage has not been available and student numbers reduced, unless they self-fund.

We also offer bespoke PGT standalone modules mainly to qualified nurses and pharmacists who need these qualifications to practice. Support for Learning in Practice module (2017/18: 150 students: 55%F, 45%M) and Prescribing for Healthcare module (2017/18: 116 students: 60%F, 40%M).

Table 4.17: PGT Students by Gender and mode of Study

PGT		Mode	2015/6	2016/7	2017/8
F	Home	Full-time	3	19	17
		Part-time	241	443	387
	International	Full-time	9	7	10
		Part-time	0	2	3
	% PT home		95%	94%	93%
	Total FT and PT		253	471	417
M	Home	Full-time	2	0	4
		Part-time	91	183	178
	International	Full-time	5	8	1
		Part-time	0	3	2
	% PT home		92%	94%	96%
	Total FT and PT		98	194	185
Overall Female %			72%	71%	69%

Over 93% of PGT students are female and PT (Table 4.17). Given the low numbers of FT students it is difficult to establish gender differences for FT/PT students. Consequently, we carefully reviewed all the PGT provision at individual programme level for gender patterns, some have very small male and female student numbers or are being withdrawn; it is therefore difficult to draw any firm conclusions and we have not included data for them. It is, however, important to distinguish between FT/PT students as the latter form the largest PGT student group in the FHS and data is presented to reflect this. Table 4.18 presents PGT students by programme and shows the majority are female.

Table 4.18: PGT students by programmes and gender

Programme	Mode of study	Gender	2015/16	2016/17	2017/18	Total % female
Physiotherapy	F/T	F	1	0	0	100%
		M	0	0	0	
		Female %	100%	0	0	
	P/T	F	19	17	40	70%
		M	6	13	14	
		Female %	76%	57%	74%	
Radiography	F/T	F	1	0	1	100%
		M	2	0	0	
		Female %	33%	0	100%	
	P/T	F	38	61	64	63%
		M	16	42	39	
		Female %	70%	59%	62%	
Nursing	F/T	F	3	11	0	82%
		M	1	2	0	
		Female %	75%	85%	0	
	P/T	F	62	132	102	64%
		M	30	70	68	
		Female %	67%	65%	60%	
Midwifery	F/T	F	0	7	5	100%
		M	0	0	0	
		Female %	0	100%	100%	
	P/T	F	25	47	29	100%
		M	0	0	0	
		Female %	100%	100%	97%	
Public Health, Wellbeing and Social care	F/T	F	8	7	13	72%
		M	4	2	5	
		Female %	67%	78%	72%	
	P/T	F	11	17	10	90%
		M	0	2	1	
		Female %	100%	89%	91%	
Healthcare Leadership	F/T	F	0	0	7	100%
		M	0	0	0	
		Female %	0	0	1	
	P/T	F	48	135	111	68%
		M	32	58	46	
		Female %	60%	70%	71%	
Dementia Studies	P/T	F	28	34	26	88%
		M	3	6	2	
			90%	85%	93%	

Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Due to the small student numbers on some of the programmes we are only presenting Physiotherapy, Radiography and Leadership as they have sufficient numbers to draw some conclusions.

Table 4.19: PGT Physiotherapy students by Gender: course applications, offers, and acceptance rates

Year	Full Time/ Part Time	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Full Time	Female	15	4	1	27%	25%	7%
		Male	14	2	0	14%	0%	0%
		% Female	52%	67%	100%			
	Part Time	Female	31	26	15	84%	58%	48%
		Male	5	2	2	40%	100%	40%
		% Female	86%	93%	79%			
2016/17	Full Time	Female	17	0	0	0%	-	0%
		Male	19	0	0	0%	-	0%
		% Female	47%	-	-			
	Part Time	Female	16	7	5	44%	71%	31%
		Male	6	2	2	33%	100%	33%
		% Female	73%	78%	71%			
2017/18	Full Time	Female	1	0	0	0%	0%	0%
		Male	3	0	0	0%	0%	0%
		% Female	25%	0%	0%			
	Part Time	Female	48	33	28	69%	85%	58%
		Male	5	2	2	40%	100%	40%
		% Female	91%	94%	93%			
Overall	Full Time	Female	33	4	1	12%	25%	3%
		Male	36	2	0	5%	0%	0%
		% Female	48%	68%	100%			
	Part Time	Female	95	66	48	69%	73%	51%
		Male	16	6	6	38%	100%	38%
		% Female	86%	85%	89%			
	All	Female	168	71	49	42%	69%	29%
		Male	52	8	7	15%	88%	13%
		% Female	71%	90%	88%			

The trends for PGT provision (Table 4.19) show over 71% of all physiotherapy applications are females and increasing. 90% of offers are to females and 69%F accept. Only 15%M receive offers, but 88% accept their offer. The reasons for this will to be scrutinised by the PG Physiotherapy admissions lead reviewing applications to identify any learning points from rejected applications and whether gender difference is leading to these rejections.

Table 4.20: PGT Radiography students by Gender: course applications, offers, and acceptance rates

Year	Full Time/ Part Time	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Full Time	Female	23	5	1	22%	20%	4%
		Male	44	11	2	25%	18%	5%
		% Female	34%	31%	33%			
	Part Time	Female	50	47	8	94%	17%	16%
		Male	26	17	12	65%	71%	46%
		% Female	66%	73%	40%			
2016/17	Full Time	Female	30	4	1	13%	25%	3%
		Male	61	12	4	20%	33%	7%
		% Female	33%	25%	20%			
	Part Time	Female	57	48	37	84%	77%	65%
		Male	47	31	23	66%	74%	49%
		% Female	55%	61%	62%			
2017/18	Full Time	Female	22	2	1	9%	50%	5%
		Male	37	4	0	11%	0%	0%
		% Female	37%	33%	100%			
	Part Time	Female	57	50	45	88%	90%	79%
		Male	33	28	27	85%	96%	82%
		% Female	63%	64%	63%			
Overall	Full Time	Female	75	11	3	15%	27%	4%
		Male	142	27	6	19%	22%	4%
		% Female	35%	29%	33%			
	Part Time	Female	154	145	90	94%	62%	58%
		Male	106	73	62	69%	85%	58%
		% Female	59%	67%	59%			
	All	Female	229	156	93	68%	60%	41%
		Male	248	100	68	40%	68%	27%
		% Female	48%	61%	58%			

There is an increase in radiography in male offers to 85% in 2017/18 (Table 4.20). However, of all offers that are accepted, 58% are female compared to the registered population of 75%F radiographers (HCPC, 2018, Table 4.5).

Table 4.21: PGT Leadership students by Gender: course applications, offers, and acceptance rates

Year	Full Time/ Part Time	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Full Time	Female	65	31	6	48%	19%	9%
		Male	60	36	3	60%	8%	5%
		% Female	52%	46%	67%			
	Part Time	Female	64	47	28	73%	60%	44%
		Male	41	18	14	44%	78%	34%
		% Female	61%	72%	89%			
2016/17	Full Time	Female	87	53	8	61%	15%	9%
		Male	69	47	1	68%	2%	1%
		% Female	56%	53%	89%			
	Part Time	Female	67	44	28	66%	64%	42%
		Male	27	16	12	59%	75%	44%
		% Female	71%	73%	70%			
2017/18	Full Time	Female	70	32	6	46%	19%	9%
		Male	61	26	0	43%	0%	0%
		% Female	53%	55%	100%			
	Part Time	Female	60	36	9	60%	25%	15%
		Male	25	15	4	60%	27%	16%
		% Female	71%	71%	69%			
Overall	Full Time	Female	222	116	20	52%	17%	9%
		Male	190	109	4	57%	4%	2%
		% Female	54%	52%	83%			
	Part Time	Female	191	127	65	66%	51%	34%
		Male	93	49	30	53%	61%	32%
		% Female	67%	72%	68%			
	All	Female	413	243	85	59%	35%	21%
		Male	283	158	34	56%	22%	12%
		% Female	59%	61%	71%			

The ratio of PT leadership applications is 67%F:33%M, with a spread of FT applications (Table 4.21). Male offer:application are comparable 59%F and 56%M, acceptances:to applications 21%F compared to 12%M.

Overall, given the population these students are drawn from, the gender proportions for PGT students can be expected, and ratios are in line with this. However, PGT application to acceptances of offer are low and the number of male applicants for PGT study relative to female is disproportionately low on some programmes. To address this, we are establishing a process for reviewing the PGT offer and analysing the reasons for rejection of applications (AP 4.1.4).

Table 4.22: PGT completion and non-completion by gender

Academic year				
		2015/6	2016/7	2017/18
Female	Completion	205	250	198
	Non-comp.	28	18	5
	Total	233	268	203
	Non completion rate	12.0%	6.7%	2.5%
Male	Completion	63	70	77
	Non-comp.	4	4	4
	Total	67	74	81
	Non completion rate	6.3%	5.7%	5.2%

Completion rates for PGT students are very good and generally over 90% (Table 4.22). There are no significant differences in the completion rates for F and M.

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

Table 4.23: Full and part time registered PGR students by mode of study

PGR			2015/6	2016/7	2017/8
Female	Home	Full-time	4	7	7
		Part-time	12	14	13
	International	Full-time	3	3	5
		Part-time	1	0	0
	% PT home and EU		65%	67%	52%
	Total FT and PT		20	24	25
Male	Home	Full-time	2	3	3
		Part-time	3	3	4
	International	Full-time	3	4	4
		Part-time	0	0	0
	% PT home and EU		37%	30%	36%
	Total FT and PT		8	10	11
Overall Female %			71%	71%	69%

We have a small number of PGR students who tend to study health related topics. Since 2015/16, the proportion of females registered on PGR degrees has remained stable, with the majority of student's PT and working (Table 4.23). Male PGR numbers are small and mainly FT. The proportion of F:M is 2:1.

Table 4.24: PGR student, applications, offers and acceptances rates

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2015/16	Female	19	11	10	58%	91%	53%
	Male	22	7	4	32%	57%	18%
	% Female	46%	61%	71%			
2016/17	Female	23	8	6	35%	75%	26%
	Male	21	4	2	19%	50%	10%
	% Female	52%	66%	75%			
2017/18	Female	28	2	2	7%	100%	7%
	Male	18	2	2	11%	100%	11%
	% Female	61%	50%	50%			
Overall	Female	70	21	18	31%	86%	26%
	Male	60	13	8	21%	62%	13%
	% Female	53%	62%	69%			

Due to the small numbers of PGR students it is difficult to draw any firm conclusions. 53% of applications are female. Acceptances: to offers shows 86%F: 62%M, or a 2F:1M ratio (Table 4.24).

Table 4.25: PGR degree completions by gender

	Academic year	2015/16	2016/17	2017/18
Female	Completion	1	4	3
	Obtained fall-back awards			1
	Withdrawn	2	2	1
	Total*	3	6	5
Male	Completion	1	0	1
	Obtained fall-back awards	0	0	0
	Withdrawn	0	1	1
	Total*	1	1	1

*Analysis excludes those students who left the institution within the first year of study.

The number of PGR students completing increased marginally over the last 3 years and broadly mirrors the proportion of 70%F and 30%M students (Table 4.25). However, due to the small PGR student numbers it is difficult to draw conclusions. Student withdrawals of 70%F: 30%M mirrors PGR gender proportions.

(v) Progression pipeline between undergraduate and postgraduate student levels

Figure 4.3: Student Academic Pipeline

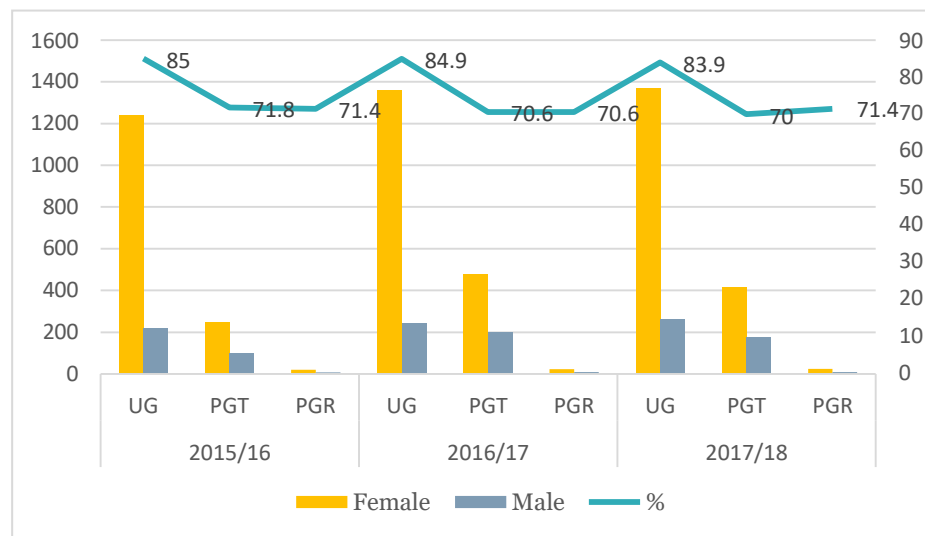
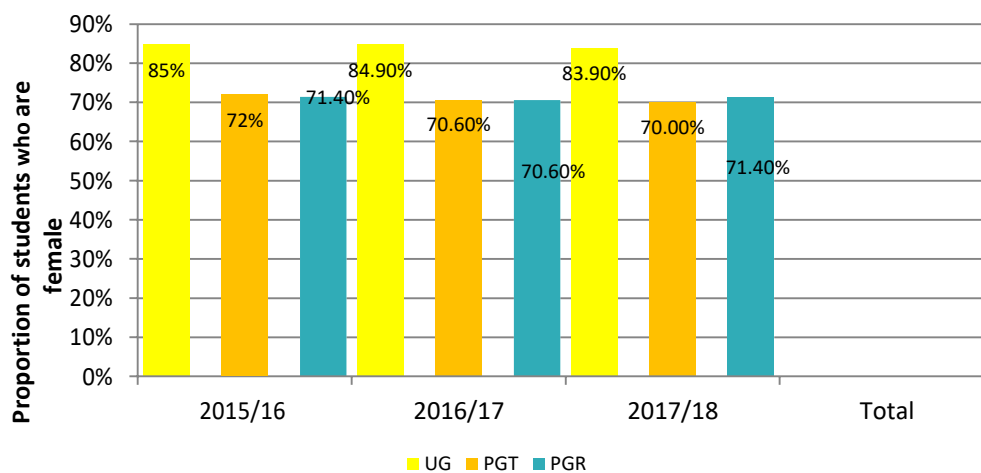


Figure 4.3 shows the pipeline of students for UG, PGT and PGR. The data mirrors the fact that many UG students after graduation often go directly into clinical practice or are required to gain experience before progressing to PGT study and accounts for the small progression from UG to PGT. In order to improve the academic pipeline, we will establish a working group to examine measures to increase PGR recruitment (**AP 4.1.5**).

Figure 4.4: Proportion of Female Students



Across UG, PGT and PGR the proportion of females is over 70% and stable for the 3 years in review. It is worth noting that the proportion of females progressing on to PGT and PGR routes is lower than the proportion of females onto UG programmes (Fig.4.4).

4.2. Academic and research staff data

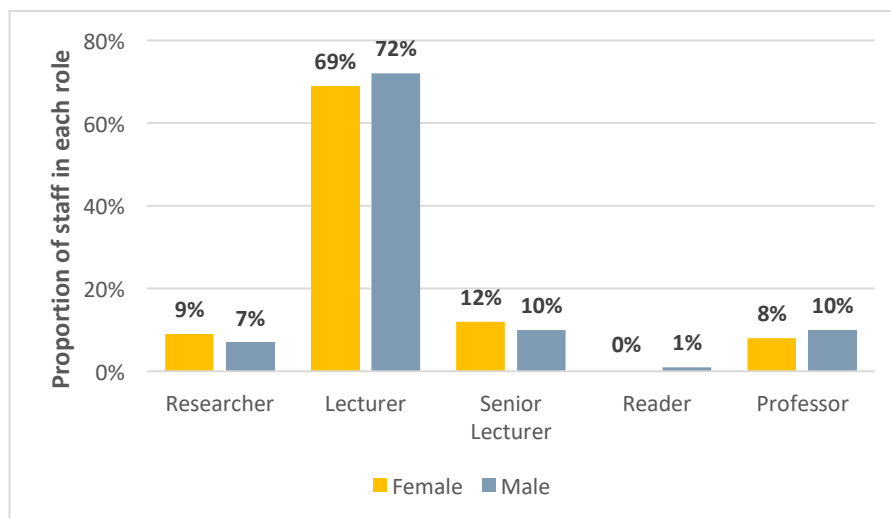
- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Table 4.26: Academic staff by gender and role

Year	Gender	Lecturer	Senior Lecturer	Researcher	Reader	Professor	Total
2015/16	Female	58	12	10	0	7	88
	Male	23	2	2	1	4	32
	% Female	72%	86%	83%	0%	64%	73%
2016/17	Female	57	11	7	0	7	83
	Male	22	2	2	1	3	30
	% Female	72%	85%	78%	0%	70%	73%
2017/18	Female	59	10	8	0	7	85
	Male	21	3	2	1	3	29
	% Female	74%	77%	80%	0%	70%	75%

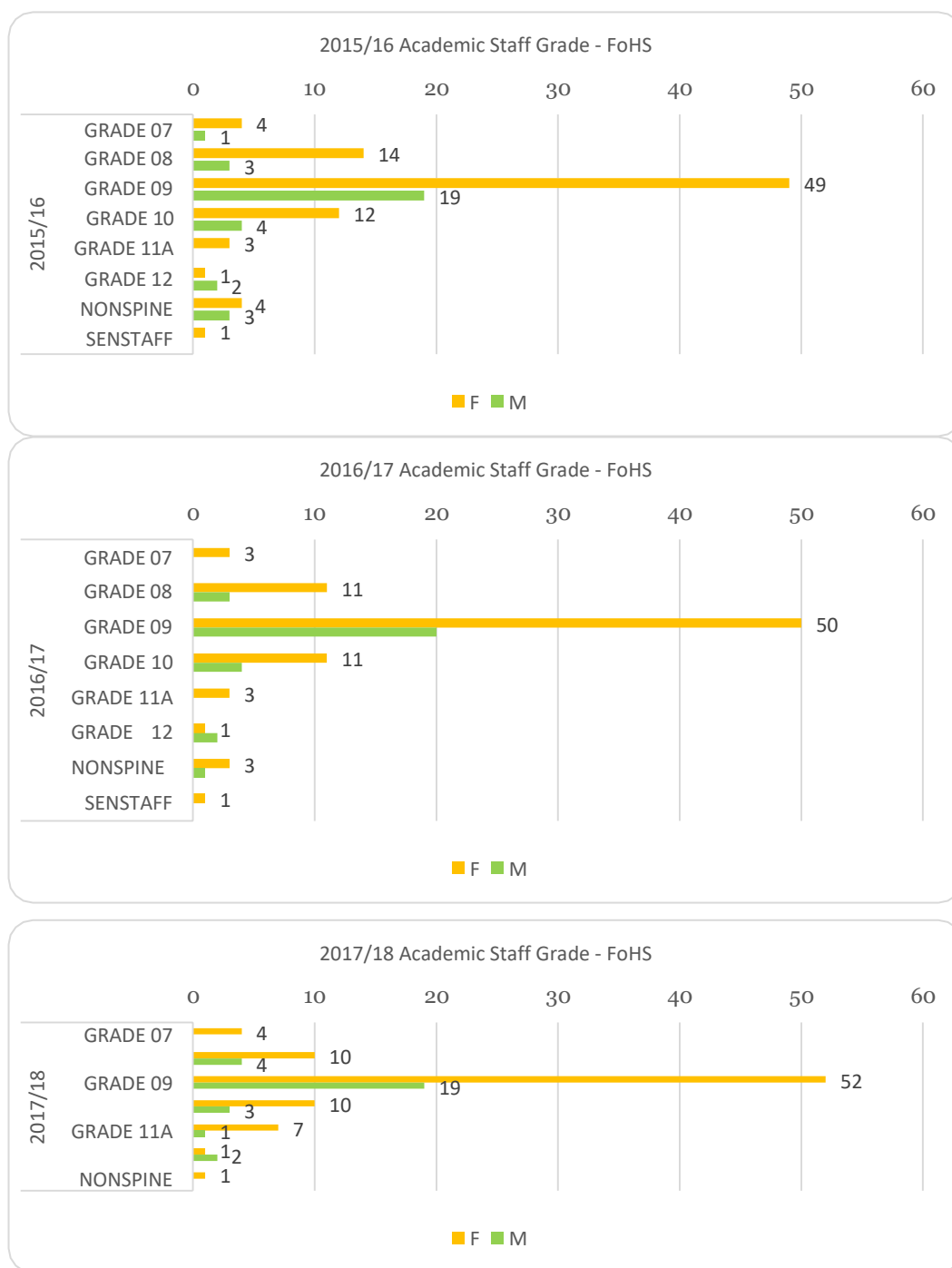
In 2017/18 the FHS has 114 academic and research staff with 75% female (Table 4.26). Most lecturers undertake both teaching and research and are employed as grades 8, 9, and above. Researchers are mainly employed on project contracts, tied in with funding on similar grades.

Figure 4.5: Distribution of staff between roles by gender 2017/18



Distribution of staff between roles by gender shows that 69%F and 72%M are in lecturer posts (Figure 4.5).

Figure 4.6: Academic staff grade by gender 2015/16, 2016/7, 2017/18



Overall there is no evidence of a leaky pipeline for women (Fig 4.6). A breakdown of staff by gender and grade for the last 3 years shows that females are mainly at grades 8-10, with the majority in grade 9 lecturer posts. There is a clear reduction, for both genders, as the level of seniority increases from grade 10 and above, reflecting the relatively few posts. Actions to address this are centred on monitoring the career progress of established female and male academics through the annual Performance and Development Review (PDR) process, more regular formalised mentoring, and providing support and advice on professional development wherever needed in order to enhance staff's opportunity for meritorious promotion. The University is also due to implement a new promotions structure; the

Bradford Academic. This will provide a clearer indication of the activities and achievements that underpin career progression. The FHS will seek to promote this framework and ensure that all staff are aware of opportunities across the institution that will contribute towards future career progression. The FHS intends to create development opportunities for new academics to be guided towards a combined research and teaching career, whilst investing in experienced staff at grade 10/11 who can be role models and mentor staff across the career cycle to achieve their ambitions (AP 4.2.1).

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

Table 4.27: Academic staff contracts by gender and role

	Gender	Research			Teaching and research			Total Staff		
Year	Gender	Temp	Perm	% Temp	Temp	Perm	% Temp	Temp	Perm	% Temp
2015/16	Female	6	0	100%	7	73	8.8%	13	73	15%
	Male	1	0	100%	0	30	0.0%	1	30	3.3%
2016/17	Female	5	2	71%	2	74	2.6%	7	76	8.4%
	Male	2	0	100%	0	28	0.0%	2	28	6.7%
2017/18	Female	6	2	75%	2	75	2.6%	8	77	9.4%
	Male	1	1	50%	0	27	0.0%	1	28	3.4%

Over the 3 years in scope, most temporary contracts are for research staff. These are small numbers, but 80%F (Table 4.27). The use of temporary contracts in teaching and research is limited and mainly used to cover staff absence such as maternity leave. Zero hours contracts are not used.

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

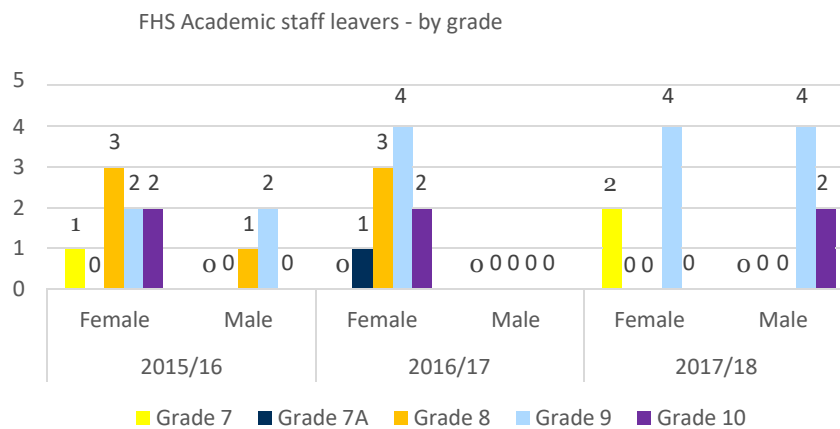
Table 4.28: Academic leavers by gender and role

	Gender		2015/16	2016/17	2017/18
Research Only	Female	Staff	6	5	6
		Leavers	1	1	1
		Leaving Rate	16.7%	20.0%	16.7%
	Male	Staff	1	1	1
		Leavers	0	0	1
		Leaving Rate	0.0%	0.0%	100.0%
Teaching & Research	Female	Staff	88	83	85
		Leavers	7	9	5
		Leaving Rate	8%	11%	6%
	Male	Staff	32	30	29
		Leavers	3	0	5
		Leaving Rate	9.4%	0.0%	17.2%

Overall, the proportions of academic staff leaving are low. Since 2015/16, 33 staff have left, 16%-20%F from research and 6%-11%F teaching and research posts. Male rates are overall

lower. The reasons are retirement (many are former NHS staff and can retire at 55) or taking up posts at other universities (Table 4.28).

Figure 4.7: Academic leavers by grade and gender



Data for leavers by grade and gender shows that over the last three years, 73% of leavers are female and 27% male, reflecting FHS gender proportions. There are no discernible differences or gender effects on leaving rates (Fig.4.7), but the numbers are small. The main group of leavers are grade 9 due to retirements or moving to another University. Reasons for staff leaving the Faculty are not routinely gathered or made available. The FHS is working with the HR business partner to develop a robust, consistent approach (**AP 4.2.2**).

Words: 3069 (excluding tables)

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

To ensure gender equality in the recruitment process, the UoB has clear policies and procedures accessible on the University HR ServiceNow webpage. Once a vacancy is identified, a job specification and advert are written that complies with the University Equality policy. The job is graded using Higher Education Role Analysis (HERA) criteria. Jobs are advertised on the university web site 'jobs.bradford.ac.uk', Jobcentre Plus, Indeed.co.uk, and Jobs.ac.uk, with an internal link to the HR webpage. Staff involved in recruitment undertake recruitment and selection training and refresher courses every 3 years; this is monitored by HR who send reminders to staff and the Dean. Completed training is displayed on MyView that all staff have personal access to. HR guidance stipulates any shortlisting panel must be a minimum of two people 'to avoid any possibility of bias'. FHS shortlisting entails recruiters individually reviewing applications online and using a scoring criterion (0-5) to assess against up to seven criteria in line with the job description and person specification. Shortlisting is done using the Stonefish recruitment system which is managed by HR.

Table 5.1.1: Gender of Interview Panel Members

FoHS 2015/16 Interview panel data.						
Posts	33		Gender		Gender %	
Panel members			Panel Roles	Female	Male	Female
Female	113	80.7%	Assistant	26	0	18.6%
Male	27	19.3%	Chair	30	3	21.4%
Total	140		Panel	57	24	40.7%
						17.1%
FoHS 2016/17 Interview panel data.						
Posts	31		Gender		Gender %	
Panel members			Panel Roles	Female	Male	Female
Female	97	83.6%	Assistant	15	0	12.9%
Male	19	16.4%	Chair	30	1	25.9%
Total	116		Panel	52	18	44.8%
						15.5%
FoHS 2017/18 Interview panel data.						
Posts	26		Gender		Gender %	
Panel members			Panel Roles	Female	Male	Female
Female	67	71.3%	Assistant	7	0	7.4%
Male	27	28.7%	Chair	23	3	24.5%
Total	94		Panel	37	24	39.4%
						25.5%

The Faculty endeavours to follow UoB recruitment policy and ensure gender representation on recruitment panels. All panels have a female on them however, the panels are generally 80%F:20%M (Table 5.1.1). Feedback from AS staff focus groups indicates that not every panel has had a male panel member due to insufficient male colleagues being available for recruitment panels. The FHS is working towards agreeing a standard for panels and seeking help from male colleagues from the wider university in reciprocal arrangements (AP 5.1.1).

Table 5.1.2: Gender of Academic: applicants, shortlisted, interviewed and appointed

Year	Gender	Applications	Shortlisted	Interviewed	Appointed	% Proportion of applicants shortlisted	% Proportion of those shortlisted interviewed	% Proportion of those interviewed appointed	% Proportion of applicants: appointed
2015/16	Female	97	40	31	9	41	78	29	9
	Male	57	20	18	6	35	90	33	11
	% Female	63%	67%	63%	60%				
2016/17	Female	98	41	36	11	42	88	31	11
	Male	73	27	19	5	37	70	26	7
	% Female	57%	60%	65%	68%				
2017/18	Female	106	40	36	12	38	90	33	11
	Male	47	13	10	1	28	77	10	2
	% Female	69%	75%	78%	92%				
Overall	Female	301	121	103	32	40	85	31	11
	Male	177	60	47	12	34	78	26	7
	% Female	63%	67%	69%	73%				

The proportion of applicants, shortlisted, interviewed and appointed for the FHS is stratified by gender (Table 5.1.2). Since 2015/16, there have been 44 academic appointments; over 70%F appointees. The proportion of applicants to appointees slightly favours female appointments (11%F:7%M). To increase diversity of applicants, the FHS is advertising internationally and reviewing the content of job adverts (**AP 5.1.2**).

Table 5.1.3: Academic Recruitment by Gender and Role 2015- 2018

Role	Gender	Applications	Shortlisted	Interviewed	Appointed	Proportion of applicants	Proportion of those shortlisted interviewed	Proportion of those interviewed appointed	Proportion of applicants appointed
Professor	Female	1	1	1	1	100%	100 %	100%	100 %
	Male	3	1	1	0	33%	100%	0	0
	% Female	25%	50%	50%	100%				
Senior Lecturer	Female	2	1	1	1	50%	100%	100%	50%
	Male	0	0	0	0	0	0	0	0
	% Female	100%	100%	100%	100%				
Lecturer	Female	184	86	71	22	47%	83%	31%	12%
	Male	133	48	39	9	36 %	81%	23%	7%
	% Female	58%	64%	64%	71%				
Researcher	Female	114	33	30	8	29%	91%	27%	7%
	Male	52	10	7	3	19%	70%	43%	6%
	% Female	68%	76%	81%	72%				
Reader	Female	0	0	0	0	0	0	0	0
	Male	1	1	1	1	100%	100%	100%	100%
	% Female	0%	0%	0%	0%				

Table 5.1.3 shows academic appointments over the 3-year review period stratified by gender and role. Professorial and senior lecturer appointments are few and 100%F. There was one reader, (M), appointment over the period. Data for lecturer and research roles indicates more female applicants than male. Taking account of the difference in numbers, the proportion of males shortlisted, interviewed and appointed for all roles is still lower than for females. This is similar for research roles, with a slight disadvantage for men. For lecturer roles, there is an almost twofold advantage for female appointees. Overall, appointments of female staff average around 70% and reflects the pipeline of graduates in the health professions and the NHS workforce (NHS Digital, 2018). Of particular note is the lack of Readership applications throughout the three-year period. To address this the FHS is promoting the Bradford Academic and encouraging the development of staff towards a career that includes research and the subsequent promotion routes (**AP 5.1.3**).

(ii) Induction

New staff receive a local and corporate induction organised by People and Organisational Development (POD). Senior staff are encouraged to meet with the Head of POD and complete the '*Senior Leader on Boarding checklist*'.

The FHS local induction is organised by line managers and mentors. New staff are assigned a mentor who supports them throughout their probationary period. A New Employee Welcome Pack is emailed to new starters which includes an induction checklist covering key university staff, mentoring and probation arrangements, and health and safety training. This is completed with their mentor and line manager in the first 2 weeks and returned to HR. The FHS also have their own checklist of key people for new starters to meet (e.g. Dean, HoS, Programme leaders). Details about health and safety, university policies, probation and training opportunities are discussed by the mentor and line manager. Within the first 3 months, new staff and mentors develop and submit an initial Personal Development Plan (PDP) to the University Academic Probation Panel; meeting dates are shown on HR ServiceNow. Training for mandatory or development needs are available either online or organised by POD. The effectiveness of induction is measured during Personal Development Reviews (PDR)/mentor discussions, but the Faculty is working towards a more consistent approach (**AP 5.1.4**). To help adjust to their role, all new staff are allocated 20% less workload through the WLM during their probation; this is organised and monitored by line managers. The Academic Probation panel also review new staff's PDPs and hours.

(iii) Promotion

Titled the 'regrade procedure', the UoB promotions policy for all academic staff is available on the HR ServiceNow webpage, together with guidance, forms and the HERA criteria used for job evaluation guidance. Decisions about staff promotions are reviewed and determined by the University Regrade (promotions) Panel, which sits twice a year. This consists of cross university membership and is chaired by the Deputy Vice Chancellor (DVC). During their PDRs, staff discuss with their line manager whether they are ready/eligible for promotion and how they can work and be supported towards it. Line managers complete a regrading form, outlining changes in an individual's duties and roles. Together with an applicant's CV, this is submitted to the Faculty Promotion's Panel, which has to support the application.

In addition to the above, the process for applying for a reader or professorial post includes a supplementary form in which research, leadership roles and future strategy are outlined by applicants. This is independently reviewed by 4 external assessors. Professorial grades are interviewed by senior managers, professors and the VC. If any application is unsuccessful, the panel share feedback on areas of improvement and staff can request to meet with the chair for further information and advice.

The AS staff survey showed that only 44% of respondents are aware of the university regrading process (53% F (N=39) 62%M (N=13)). While Focus Groups (2019) also indicate staff are unclear about the regrading process. The UoB is revising the promotions framework and launching Bradford Academic in early 2020, this provides new career pathways and routes to promotion that recognise research and teaching excellence. The FHS intends to implement these measures in 2020 but is awaiting further guidance.

Table 5.1 4: Academic staff applications for promotion

2015/16	FHS	Staff	Application rates		% Applied		Promoted		% Promotions	
	Grade	Applied	Female	Male	Female %	Male %	Female	Male	Female %	Male %
	8	0	0	0	0%	0%	0	0	0%	0%
	9	2	2	0	33%	0%	2	0	33%	0%
	10	3	1	2	17%	33%	0	1	0%	17%
	12	1	1	0	17%	0%	1	0	17%	0%
	Total	6	4	2	67%	33%	3	1	50%	17%
2016/17	FHS	Staff	Applied		% Applied		Promoted		% Promotions	
	Grade	Applied	Female	Male	Female %	Male %	Female	Male	Female %	Male %
	8	3	3	0	60%	0%	2	0	40%	0%
	9	2	1	1	20%	20%	1	1	20%	20%
	Total	5	4	1	80%	20%	3	1	60%	20%
2017/18	FHS	Staff	Applied		% Applied		Promoted		% Promotions	
	Grade	Applied	Female	Male	Female %	Male %	Female	Male	Female %	Male %
	8	1	1	0	33%	0%	1	0	33%	0%
	9	1	1	0	33%	0%	1	0	33%	0%
	10	1	1	0	33%	0%	1	0	33%	0%
	Total	3	3	0	100%	0%	3	0	100%	0%

Over the period of review (Table 5.1.4) there were 14 applications for promotion 13%F and 10%M. Of these 82%F and 67%M applicants were successful, mainly into grade 8/9 posts. To assist staff in the regrading process the Faculty is seeking to appoint new professors who will provide enhanced opportunities for staff mentorship. As the Bradford Academic is introduced line managers will actively encourage staff in annual PDRs to engage with the framework and identify opportunities to develop their skills and contribution to meet promotion criteria **(AP 5.1.5)**.

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

Table 5.1.5: REF 2014/ RAE 2008 submissions

	Gender	Staff Eligible	Staff submitted	% Staff submitted
REF 2014	Male	8	7	87.5%
	Female	12	10	83%
	Total	20	17	85%
RAE 2008	Male	5	5	100%
	Female	9	8	88%
	Total	14	13	92%

Faculty research is centred on applied research that has a direct impact on the quality of client/patient care and improving and leading services. For REF2014, 92% of submissions were classified as excellent, nationally and internationally. The gender split for REF 2014 was 60%F and 40%M with 85% submitted (Table 5.1.5).

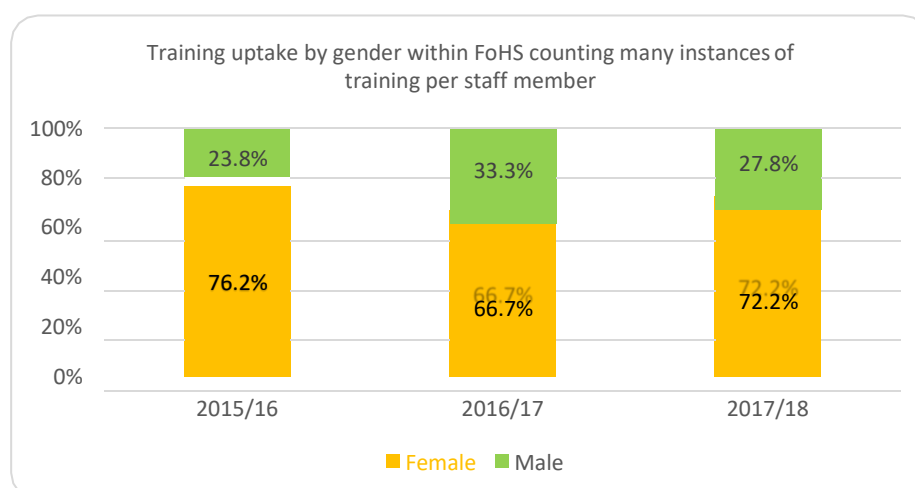
Compared to the size of the Faculty research active staff numbers are low. The FHS acknowledges the need to develop staffs' research skills and is currently reviewing the research strategy to greater reflect the interests of academic staff and develop their research skills **(AP 5.1.6)**. The Faculty has introduced protected time every third Wednesday (1:00-3:00pm) for staff to participate in research activities and is implementing measures to support staff to increase confidence in writing for publication **(AP 5.1.7)**.

5.3 Career development: academic staff

(i) Training

To enable staff to fulfil statutory and other training requirements, they have access to a suite of flexible e-learning modules available via the POD online portal. Training and development opportunities are also advertised via the POD site and the fortnightly emailed UoB, 'TeamTalk' Bulletin. There are six mandatory elearning modules: General Data Protection Regulation; Health and Safety; Diversity in the Workplace; Personal Resilience and Unconscious Bias and Recruitment and Selection. These have to be completed by new staff in the first 3 months of appointment and by all other staff every 3 years. This is monitored by HoS, line managers and POD. After completing and passing the e-learning modules, staff can view their training history in MyView. Other training needs are identified by the individual as they arise or during PDRs when training needs must be discussed. POD offer a range of internal courses and access to external opportunities that include personal, manager, research and teaching development.

Figure 5.1: Training uptake by gender within FHS



Over the past 3 years the proportions of 71%F and 30%M undertaking training has been fairly consistent (Figure 5.1).

Table 5.1.6: Mandatory training for 3 years combined from 2015- 2018

E-Learning course	Female	Male	Overall F%
Diversity in The Workplace	147	48	75.38%
General Data Protection Regulation	160	59	73.06%
Health and Safety	141	45	75.81%
Personal Resilience	141	46	75.40%
Recruitment & Selection	32	12	72.73%
Unconscious Bias -	160	58	73.39%
Total	781	268	74.45%

Data for mandatory training shows completions for the last 3 years are above 75%F (Table 5.1.6). Training effectiveness is evaluated by staff surveys and discussions with line managers. However, monitoring the effectiveness of training is not routinely considered. The FHS intends to include questions about training in the annual AS staff survey and line managers will discuss this in PDRs (**AP 5.3.1**).

Academic staff are supported with funding and time is allocated in their WLM to undertake other training such as the Postgraduate Certificate in Higher Education Practice and/or apply for the Higher Education Academy Fellowship.

The Faculty is currently supporting 8 members of staff 5F, 3M to undertake PhDs. They have access to the UoB Postgraduate Research Framework; this provides a flexible and institutional wide approach to training and development enabling PGR students to access modules across disciplines.

Many academic staff are registered with a professional and regulatory body, which requires evidence of continued professional development for re-validation. Professional and development needs are discussed in PDRs by staff and line managers and opportunities, such as training workshops, short courses or attending international or national conferences are made available.

(ii) Appraisal/development review

The university PDR forms and advice are available on the HR ServiceNow site. PDRs are aligned to the university's strategy and reflect the vision, plans and objectives of the FHS. There is an annual PDR process for all staff (including postdoctoral) that reviews progress, objectives, training and development needs and the WLM; in 2017/18 90% of staff had a PDR. PDRs are also used to identify staff eligible to apply for the Performance Recognition Scheme (PRS) on the basis of exceptional contribution or performance. Staff are nominated by the Faculty and approved by a Central Approval Panel; details of the award process are available on HR ServiceNow areas.

Throughout the year, POD offers in-house training for appraiser and appraisee; information is accessible on HR ServiceNow. Line managers have to complete a half day appraisal training course, with a refresher 3 yearly. HoS' and PODs send reminders about updates and monitor this. As part of PDRs, regular "conversations" take place throughout the year, the date of these are entered into Resource Link by line managers and completion rates sent by POD to the Faculty Management Team. Line managers conduct annual PDRs with staff and objectives are set and agreed; these are recorded on HR ServiceNow so that progress can be regularly

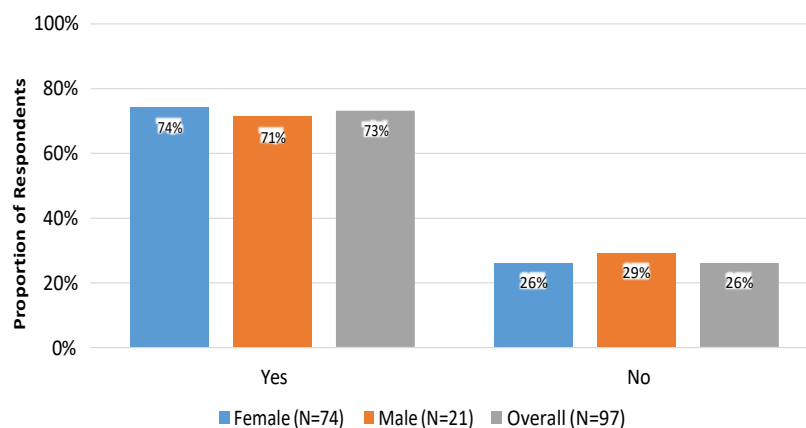
reviewed. Since July 2019 this process has been refined so that all staff who are recorded as having a PDR meeting are sent a survey from HR to appraise their PDR experience. The information from these surveys is shared with the FMT. The aim is to look at the quantity and quality of PDRs throughout the university. Feedback from POD has yet to be received, but we will address any issues raised (**AP 5.3.2**).

(iii) Support given to academic staff for career progression

Alongside access to online training and development offered by the UoB, all staff can discuss specific training needs with their mentor or in PDRs with their line manager. The UoB has recently introduced Bradford:Fellowships, this scheme offers a coherent, whole career framework to support the development of those involved in teaching and/or learning support, and where appropriate professional recognition aligned with the UKPSF (UK Professional Standards Framework). This framework offers support for all staff grades with graduate, taught and experiential pathways. The Bradford:Fellowships is delivered by the Learning, Teaching and Quality Enhancement (LTQE) team. Staff on a framework pathway have a Bradford:Fellowships mentor to support their progression through the framework. These mentors are trained and supported by LTQE.

Within the Faculty early career researchers, post-doctoral and newly appointed lecturers are assigned a research mentor, an experienced researcher, to support and work with them. Opportunities for all FHS staff to participate in research is advertised by email. For example, the ADRKT is currently working intensively with small groups of staff to support their publishing (5F 6M).

Figure 5. 2: Staff attitudes to support offered for career progression



The AS staff survey (2017) shows that, 74%F felt supported in their career progression over the previous 12 months, but 26%F did not (Fig 5.2). Staff focus groups also highlighted that respondents would value a research/teaching mentor. To address this, we are looking at the role of the mentors in the FHS (**AP 5.3.3**).

During PDRs, all staff are encouraged to identify development opportunities such as national and international conferences. Funding is available for this, although staff would normally be expected to present. As an example, an FHS member successfully secured funding from the British Council to support staff to attend international workshops for novice and experienced researchers to publish (in 2018, 54%F, 46%M and 2019, 62%F, 38% M). As part of probation

and identifying opportunities, staff and line managers discuss undertaking Faculty, university management and committee roles and joining professional societies.

Another measure for developing staff into senior management and research positions is the Advanced Higher Education Aurora Leadership initiative for women/those who identify as a woman. This is advertised across the FHS with access open to all F academics. In 2019, (1F) and 2018 (5F) attended and subsequently formed an Aurora Alumni group that offers networking, mentoring and opportunities to support ongoing leadership development in the Faculty and across the university. The Faculty intends to continue investing in the careers of women and those who identify as a woman by supporting them onto the Aurora programme and with the associated mentorship.

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

Employment rates for UG professional programmes are excellent at 95-100% for 2017/18. While undertaking placements as part of their professional training, many UG students are exposed to a range of career opportunities. This is supported by specific advice from programme leaders and UoB Career Employability Service (CES) and NHS professional bodies.

UG students not studying on professional programmes undertake two voluntary placements to gain work experience e.g. with asylum seekers and refugees; vulnerable young people; women's groups and carer's groups. Data for the BSc Public Health and Community Wellbeing programme shows 62% employed and 33% entered PGT study within 6 months of completing the programme. The majority of PGT students are working.

A close partnership between the FHS and CES supports students in securing placements. Bespoke sessions are delivered by CES to all students on preparing CVs, interviewing skills, career-planning and career fairs. Regular meetings are held with academics and CES to review leavers' destinations.

Both UG and PGT students have a Personal Academic Tutor (PAT) who provides pastoral and programme support. Meetings are scheduled every semester, although PATs will meet students whenever needed. Students can request a change of PAT if they do not want a F/M. This is organised by the programme leader.

Doctoral students have a principal and associate supervisor to work with them; both regularly meet the student and record this on Pebblepad. Associate supervisors support the student, whilst gaining experience themselves of supervising PhD students. The Director of PGR manages the doctoral programme, organising talks from experienced researchers and holding monthly research meetings and seminars with doctoral students.

The UoB bespoke Postgraduate Research Framework provides a flexible and institutional wide approach to training and development for research students. The site provides links to *Vitae* and details research opportunities, funding and training which students can access. Ongoing advice and support about careers/publishing is also provided by students' supervisors. As part of a regular PDR, PGR students undertake a training needs analysis to review their progress. This is audited by the University Research office.

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

A number of support measures are available for staff applying for funding. The University Research and Innovation Services (RaIS) provides support and guidance for all staff and PGT/R students including: grant writing, bid applications, EU funding, Knowledge Transfer Partnerships, publications workshops and preparing for REF 21. All grant applications are internally reviewed and need to be signed off by two Faculty academics before submission. Individual advice and support are provided by RaIS at all stages. Over the last 3 years, the FHS has been awarded grants ranging from £1,200 to £1.5 million (2015/16, 72%F, 28%M; 2016/17 82%F, 18%M; 2017/18, 83%F, 17%M).

The FHS buddies less experienced staff with experienced colleagues and research mentors so they can be part of grant applications or publications. School and FHS away days are dedicated to research topics e.g. celebrating research and how to get started. The ADRKT provides analysis and advice to unsuccessful bid applicants, and informal support is also available from colleagues across the Faculty.

5.5 Flexible working and managing career breaks

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

University maternity, paternity, adoption and shared parental leave policies are applicable to all staff and available on the online HR ServiceNow. Line managers are responsible for disseminating the policies and undertaking a robust risk assessment in conjunction with the employee of their work, work environment and other factors throughout the pregnancy/adoption. Line managers and staff meet regularly to review the situation, undertake ongoing risk assessment, discuss leave and return arrangements, all of which is logged with HR ServiceNow.

Any specific requirements are assessed by staff in Health, Safety and Wellbeing. Line managers, HR and the employee work together to decide leave/return dates. Any outstanding annual leave entitlement continues to accrue throughout the period, but line managers and staff discuss prior to maternity/adoption leave when it will be taken. Provision is made for staff to attend antenatal appointments or assisted fertility treatment, but employees need 12 weeks' continuous service to be eligible. If staff experience a miscarriage on or after 24 weeks of pregnancy, they are entitled to maternity pay and leave entitlements.

With regard to covering work prior to and during leave; initially staff and line managers meet to discuss work-cover and when it is required. HoS and line managers then allocate the work to other staff based on the WLM or temporary staff may be used for cover.

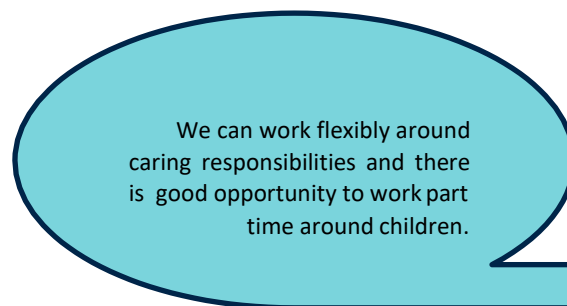
(ii) Cover and support for maternity and adoption leave: during leave

During maternity/adoption leave staff can choose to use the UoB, *Keep in Touch* (KIT) scheme. Staff can work (fully paid) up to ten KIT days; these are decided prior to maternity/adoption leave and can be flexible. KIT days can be work, social or university events. For example, one

member of staff used a KIT day to come to a SNHL away day on relaxation and mindfulness with her baby. In 2017/18, one staff member had maternity leave and took 10 KIT days. Prior to leave, line managers and staff establish whether contact will be maintained, and this is normally via email.

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

UoB policy outlines the flexible process for staff returning to work. For example, staff can inform their line manager and HR in advance of any changes e.g. if they want to move to PT either permanently or for a trial period. There is an FHS breastfeeding room for staff and students. An issue raised in staff focus groups was that some staff did not know about the breastfeeding room and access was difficult. We are now moving to a more accessible room **(AP 5.5.1)**. The University has a nursery that caters for children aged between 6 months and 5 years and runs holiday schemes. A focus group respondent noted:



(iv) Maternity return rate

Nine members of staff took maternity leave over the last three years and all were academics. Since 2015, all staff returned to work following maternity leave. One member of staff was already PT, three changed to PT after maternity leave and 5 remained FT. All academics had their contracts retained following maternity leave. No professional and support staff took maternity leave.

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

In the event of becoming a parent, staff are fully supported by the Faculty. Since 2015/16, three members of staff, all academics, have taken adoption leave (1F, 2M all grade 9) and 2 returned to work FT and one PT. Ten members of staff (8 M, mix of grade 8 and 9) took paternity leave of up to two weeks. An AS focus group interviewee noted they had a positive experience of the adoption policy, but that the university normally requires a 28-day notice period for adoption leave to be requested and approved. However, the interviewee was only given 2 days' notice of the adoption. To manage this, he took four weeks annual leave before beginning a 6-week adoption leave period. He specifically stated, "Everyone did their absolute best" to support him and his family. Where he feels improvements could have been made is with greater awareness of different types of adoption and how administration processes need to give greater flexibility. HR are currently reviewing HR policies and launching an awareness campaign.

(vi) Flexible working

Focus group (2019) data suggest that, generally, staff felt the Faculty supports flexible working, and that the culture enables working from home. All employees have the right to request flexible or PT working; guidance is available on HR ServiceNow. Different forms of flexible working are available: job-sharing, annualised hours, compressed hours and re-arrangement of working patterns. Staff returning from maternity leave submit a request for flexible working 12 weeks prior to returning to work. This is to ensure full and proper consideration is given to requests received.

Between 2015 and 2018, 10 staff submitted requests for flexible working. Of these staff, 80%F and 20%M; 4 staff held professional support roles; 3 academic roles (grades 7,8,9); 2 professorial (grade 12); and 1 member of staff has a management/specialist/ professional role. All 10 requests were approved.

Arrangements for professional and support staff are the same as for academics. Staff need their line manager's agreement and can occasionally work from home. All the professional and support staff that are working PT are female (N =7).

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

Initially there is a meeting with the line manager and staff to discuss a phased transition from PT to FT (dependent on available funding). However, there have been no requests for career breaks in the FHS from 2015-2018, potentially reflecting our workforce profile. For future requests, we will ensure that the option to change hours following a career break is added to the PDR discussions and staff provided with mentoring/coaching to help with adjustment.

5.6 Organisation and culture

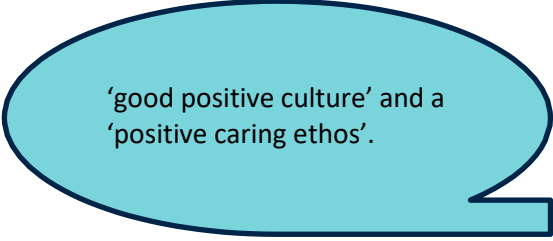
(i) Culture

The UoB is recognised for its inclusivity and is proud to be named, University of the Year for Social Inclusion (The Times Good University Guide, 2020) (Fig. 5.3) .

Figure 5.3: UoB Webpage



Data from the AS staff survey and focus groups shows that most staff think the FHS has a:

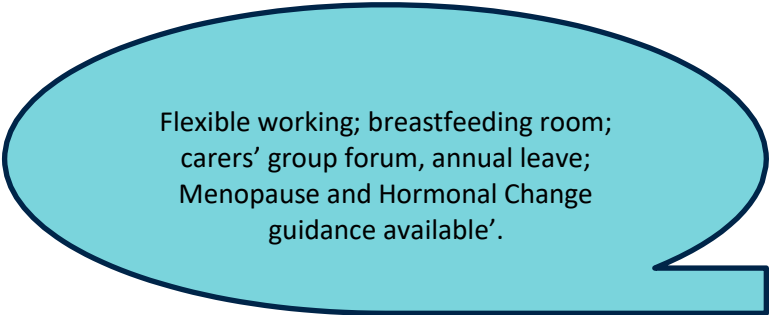


'good positive culture' and a
'positive caring ethos'.

Actively supporting and maintaining this culture are a range of policies – each designed to shape the professional practice and values of our staff and students. These policies include: Dignity and Respect; Policy and Procedures, Standards of behaviour are covered with new staff during induction and in meetings with mentors and line managers; this is underpinned by mandatory Equality and Diversity training for all academic, support and professional staff. PGR students who teach are also required to complete mandatory training. Staff and students are required to sign up to Team Bradford Charter which exemplifies these values.

CfiD takes an active role in shaping and promoting equality and inclusivity throughout the FHS and wider University by organising and advertising events (e.g. Women's International Day; Rosa Parks Symposium). The FHS has Equality and Inclusivity champions who advertise and promote these activities to staff by email.

Staff comments in the AS staff survey (2017), cited the following as working well:



Flexible working; breastfeeding room;
carers' group forum, annual leave;
Menopause and Hormonal Change
guidance available'.

Individual successes and contributions are recognised and celebrated in the Dean's staff emails. The Faculty produces a monthly *Good Newsletter* and uses this to share and celebrate student and staff teaching, research and good news. The FHS holds themed away days yearly for all staff that are planned in advance to not clash with other cultural/religious events. These combine social and Faculty activities (e.g. a Christmas quiz or staff wellbeing topics). An issue identified in the focus groups was the lack of social space available for staff to meet; we have just completed refurbishment of the foyer area and converted it to a social space.

(ii) HR policies

All HR policies are available online at HR ServiceNow. The Faculty monitors that HR policies are consistently applied for equality, dignity at work, bullying, harassment, grievance and disciplinary processes through Equality and Diversity Representatives who are invited to review and comment on recent and relevant policies that are being drafted. For example, the UoB Menopause and Hormonal Changes guidance was issued in August 2019 and instigated by FHS staff. Policy implementation is monitored by HoS', line managers and the HR business partner using formal UoB procedures, if required. There are clear procedures to follow, if any differences arise between policy and practice.

FHS staff who are members of university-wide staff networks (Gender Staff Forum; The Disability Network n-able; Race Equality Staff Forum, LGBT Forum) provide comments on policies being developed and report to the EDC. The AS staff survey (2017) showed that over half of staff were aware of key HR policies and knew where to find them.

Staff with management responsibilities are kept informed and updated on HR policies through HR notifications generated when policy updates are made and by the HR business partner who attends FMT meetings. The HoS'/Centre Directors email line managers and provide updates for discussion during team meetings.

(iii) Representation of men and women on committees

Table 5.1.7: Representation of women and men on FHS committees

Name of Committee	2015/16				2016/17				2017/18			
	Male	Female	Chair	%F	Male	Female	Chair	%F	Male	Female	Chair	%F
Faculty Board	2	22	F	91%	4	20	F	83%	3	17	F	85%
Faculty Management Team	3	11	F	79%	3	11	F	79%	3	9	F	75%
EDC	4	14	F	78%	4	14	F	78%	5	14	F	74%
Learning and Teaching Committee	3	26	F	90%	3	28	F	90%	3	23	F	88%
Programme Approval/Review Panel	6	18	F	75%	5	16	F	76%	5	16	F	76%
RKT	4	14	F	78%	4	9	F	69%	3	9	F	75%
Practice Education Group	5	28	F	85%	5	30	F	86%	8	23	F	74%
International Strategy Panel	2	11	M	85%	1	10	M	91%	1	4	M	80%
Health, Safety and Wellbeing Panel	8	8	F	50%	5	9	F	64%	10	7	F	41%

Membership of committees is sometimes determined by job role and participants are selected on this basis (Table 5.1.7). The Faculty has 9 committees, and 8 of these have over

75%F members, with the exception of Health, Safety and Wellbeing which averages 51%F. 8 committees have female Chairs.

HoS' advertise committee posts via email and staff volunteer; this activity is reflected in the WLM. Terms of Membership are in place for each of the committees and office is normally for 3 years. Professional support staff are represented on the committees in line with the Terms of Membership and relevant job roles. The committees are supported by the Faculty's Business Support teams (6 staff; 100%F). As part of ASIG we aim to monitor FHS committee membership to ensure gender parity and to promote opportunities for staff involvement (**AP 5.6.1**).

(iv) Participation on influential external committees

Faculty staff are engaged in a range of influential national and international external committees; some of these opportunities are advertised via the FHS or University web pages, other posts are related to staff's professional and academic interests. Opportunities for participation on external committees are disseminated by HoS', or staff may use their own external networks. Staff interested in participating in external committees agree this with their line managers in PDRs; time is then allocated within the WLM.

Responses from staff to an email sent from SAT in May 2019 asking about membership of external committees (77%F, 23%M) showed diverse activities. These range from giving evidence to the Low Pay Commission, external examiner roles and an equality and diversity champion for the Independent Football Ombudsman. To help develop staff and provide career opportunities, we intend to promote participation on external committees in PDRs and will do this through the FHS away days and email (**AP 5.6.2**).

(v) Workload model

To promote fairer working practices and improve the working environment and culture of the university, the UoB WLM was implemented in 2017/18 for all academic staff.

The WLM comprises of four main categories with subdivisions of activity within them. 1. Teaching and Learning Related Activities, 2. Individual, Citizenship and Scholarship, 3. Research and Knowledge Transfer, 4. Academic Leadership, Management and Administration. The *WLM handbook* details specific activities (based on the 4 categories), with designated hours or percentage weightings; an individual's final workload contains all the information and provides an indication of overall workload. Workload activity and the associated hourly allowances are revised by a cross university working group on an annual basis, and in-year as feedback is received from academic managers and staff.

Responsibility for setting staff workload rests with HoS' and line managers, in collaboration with staff using the *WLM Handbook (2018)* to determine staff members' individual workloads and activities. The content of the workload plan is agreed with the line manager and staff member at the annual PDR and updated throughout the year if circumstances change at any point.

All academic staff can see their individual workload plan at an online site. To ensure transparency, the university is planning that, long term; all staff will be able to view the workload allocations of all academics in their subject area and Faculty. In April 2019, there

were 125 staff, and all had their workload model completed for 2018/19. Focus group data shows staff are unsure if the WLM helps to ensure transparency or encourage micromanaging. We are going to work with line managers and use PDRs to help clarify the WLM **(AP 5.6.3)**.

(vi) Timing of departmental meetings and social gatherings

Consideration is given to those with caring responsibilities and PT staff around the timing of meetings and social gatherings. School meetings are held on a Wednesday afternoon (1-3pm) which is when most staff can attend. The research centres have department meetings once a month and endeavour to ensure their trainers who work across the country are able to attend or Skype in; 10:00 am – 12:00pm. Other committee meetings are scheduled 10:00 – 12:00 or 1:00- 3:00.

Once a month, on a Wednesday afternoon, 1-4pm, staff members are encouraged to attend or plan for a Research and Scholarship Afternoon. They can either join a 'Shut up and write' session or 'Open-to-all' that has invited speakers. This is protected time which is blocked in Outlook calendars to enable participation.

The Faculty regularly supports charity events such as 'Children in Need' 2019 by selling cakes from 10:00 – 2:00 PM. This is used as an opportunity to generate funds for charity and socialise. The schools and centres have their own informal social events and the FHS holds informal gatherings if people leave or retire.

Figure 5.3 shows the December 2019 cake sale in aid of raising awareness and money for the charity; 'Andys Man Club' which is dedicated to reducing male suicide. Staff from across the FHS baked for this.

Figure 5.3 Cake sale in aid of Andys Man Club
IMAGE REMOVED DUE TO GDPR

The UoB holds an annual Team Bradford Tournament; teams of students and staff compete in a day of sports, puzzles, food and games with one aim: to be crowned Team Bradford Champions. Previously, FHS students who have been on placement have missed the opportunity to take part in this event; to avoid this and ensure that teaching does not clash with the day students and staff are now notified 9 months in advance of the event, which is scheduled 10:00 – 16:00pm. We also ensure that placement providers are aware of the date to enable students to enjoy the day on campus with their peers and academic teams.

(vii) Visibility of role models

The Faculty builds gender equality into the organisation of events and the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities is regularly reviewed by EDC. For instance, the annual Making Diversity Interventions Count Conference run by CfiD ensures there is an equal divide between male and female speakers.

Publicity materials, including the institution's website and images show the diverse setting of the University, staff and student base. However, some promotional materials need to be more inclusive and demonstrate a less one-dimensional view. This is in the process of being addressed by ISAT, FHS programme leaders and marketing.

The FHS website is designed to be inclusive and uses a range of media (visual, oral and written) to assist this. We are currently updating the website and SAT members are involved to ensure inclusivity. Focus groups noted that academic staff could be more diverse to better reflect the student base and provide more effective role models. This will be an action across the University but will be particularly important for the FHS, where diversity amongst the staff team is limited. A Role Model work stream, part of the University Access and Participation Plan 2020-25, will be led by the Faculty Dean who will seek to ensure that the Faculty significantly increases exposure of students to inspirational role models who 'look like them'. This will include mechanisms to diversify the pool of candidates applying to FHS and University positions, measures to encourage practitioners from diverse backgrounds to consider academic careers and creating opportunities for them to engage with our students as visiting speakers **(AP 5.6.4)**.

(viii) Outreach activities

Faculty staff and students engage in a range of outreach activities which, for staff, is included in the WLM as citizenship. Students who participate (sometimes paid, such as ambassadors on recruitment days) can add this to their CV and it will be cited in their references. Examples of outreach:

- Our SUCG attend open days, recruitment and interviews for staff and students.
- A week-long summer school was held in July 2019 for school children from across West Yorkshire to experience the university and encourage wider participation and access.
- A health awareness campaign was run across the university by BSc Public Health and Community Wellbeing students.
- In 2017, an application by staff in the FHS (3F, 2M), with colleagues from Social Sciences, led to the UoB becoming the first in the UK to be awarded 'University of Sanctuary' status. This acknowledges our welcoming and inclusive culture for asylum seekers and refugees and demonstrates our commitment to them.
- The dementia team participated in Dementia Action Week (3F, 1M) selling cakes for Pathways (a charity which supports people living with young onset dementia and their families in Bradford).
- Physiotherapy staff helped with a locally run Special Olympics (4M 4W).
- All staff raised money and awareness of Centrepoin Bradford through our grotto appeal (Fig 5.4).

Fig 5.4 : FHS 2019 Christmas grotto appeal for Centrepont Bradford



Words: 5,836 without tables

7. FURTHER INFORMATION

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

The FHS is working hard to deliver diversity and equality for staff and students. Embarking on the Athena SWAN journey is providing us with the opportunity to reflect on our activities and identify some real progress and areas for further action. We are keen that all our students, and staff are given the best possible opportunity and experience in all aspects and using Athena SWAN principles assists with achieving this. Collecting and analysing the data is challenging, but the information is invaluable in helping us determine our priorities, ensuring our FHS values are upheld and opportunities taken to promote gender and diversity both now and for the future.

Words 108

Email granting additional words

Dear Julie,

Thanks for your email. We are happy to grant the Faculty of Health Studies an additional 1,000 for their November 2019 submission according to our guidance

(<https://www.ecu.ac.uk/equality-charters/athena-swan/apply-award/word-count-guidance/> - and pasted below). 1,000 additional words is the maximum additional words we can approve. Please include this email in your submission as confirmation.

Best wishes,

Annie

Clinical and non-clinical staff

Departmental and research institute applicants with both non-clinical and clinical staff are automatically eligible for an additional word allowance of 1000 words. These applicants must present data for clinical and non-clinical staff separately, and the additional word allowance is granted to allow them to analyse and reflect on any differences between the two staff groups.

Faculty applications

Faculty applicants (i.e. an applying unit which is made up of component departments) are eligible for an additional word allowance of up to 1000 words. These applicants must present data for their component departments separately, and the additional word allowance is granted to allow them to analyse and reflect on any departmental or discipline-specific differences, and to demonstrate how Athena SWAN principles (and impact for Silver applications) are embedded in each constituent unit.

Annie Ruddlesden

Equality Charters Adviser

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From: Julie Prowse <J.Prowse@bradford.ac.uk>

Sent: 01 October 2019 11:28

To: Athena Swan <Athena.Swan@advance-he.ac.uk>; Julie Prowse <J.Prowse@bradford.ac.uk>

Cc: Udy Archibong <U.E.Archibong@bradford.ac.uk>

Subject: Request for extension to words for Athena SWAN (department) Bronze submission

Dear Sir/Madam

I am the SAT chair for the Faculty of Health Studies, University of Bradford, Bronze (department) submission. We are submitting our application in November 2019.

I am emailing to request an additional 1,000 words for our application for a number of reasons. We reconfigured over 18 months ago and the Faculty now comprises of two schools and 2 research centres. We have a large number of courses and academics from different professional health care backgrounds. In order to present the submission coherently we need to separate these out and consider the impact of Athena SWAN; the additional words will be used throughout the submission to help with the clarity of the explanation, provide a coherent description of the department and the actions taken to embrace and harmonise Athena SWAN across the Faculty of Health Studies.

Thank you for your consideration and if you require any more details please do not hesitate to contact me.

Yours faithfully

Dr. Julie Prowse

8. ACTION PLAN

The action plan sets out the activities the FHS which will address issues raised by the Bronze award self-assessment submission. Implementation will be monitored by the ASIG.



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Athena Swan Action Plan: Faculty of Health Studies

This action plan sets out activities to address issues identified by the Bronze award self-assessment submission.

Section 3: The Self-Assessment Process

Item	Objective	Rationale	Specific Actions and Implementation	Timescale		Responsibility	Success Criteria/Outcome Measures
3.1.1	Recruit PGR student to ASIG	No PGR student representation on ASIG	1. Establish a process for regularly reviewing ASIG PGR membership.	May 2020	May 2021	ASIG member Director PGR	1. PGR student recruited to ASIG by June 2020 and mechanism established for annual review and recruitment of PGR student. 2. PGR student attending 60% of ASIG meetings over academic year 2020/21 3. PGR student issues incorporated into ASIG action plan by Sept 2020
			2. ASIG member to attend PGR meeting and encourage student to become PGR representative on ASIG.	May 2020	May 2021	ASIG member	
			3. Promote ASIG as a development opportunity for PGR students.	May 2020	May 2021	ASIG chair EDC Chair	
3.3.1	Establish enhanced communication mechanisms between ASIG and Faculty staff	Need for ASIG to maintain communication with FHS and disseminate action plan	1. ASIG team to work with business manager to establish a bespoke ASIG area as FHS website is renewed.	Nov 2019	June 2020	FHS Business manager ASIG team member	1. All staff can access Faculty ASIG website by June 2020. 2. Evidence of updates on AS activities provided through the monthly FHS Newsletter by May 2020 3. Quarterly review of ASIG webpage content.
			2. ASIG specific pages included on the FHS website and Newsletter	Feb 2020	June 2020	FHS IT ASIG team member	

			3. ASIG Action Plan circulated to staff and students via email and available on ASIG site.	April 2020	Sept. 2020	ASIG Chair ASIG members	
3.3.2	Form and establish the 'Athena SWAN Implementation Group' (ASIG)	SAT work completed and reforming to ASIG to implement action plan	1. Establish ASIG following submission of Bronze application.	March 2020	Sept 2020	ASIG Chair Dean	1. ASIG formed with terms of reference and reporting to EDC and Faculty board by September 2020. 2. First review held of ASIG planning cycle by March 2021 and feeding into FHS business plan. 3. Evidence of active progress and effective monitoring in place and established as business as usual within 18 months (by July 2021) 4. National benchmarking data reviewed annually against FHS data.
			2. Establish ASIG business cycle to monitor action plan and ongoing activities	June 2020	June 2021	ASIG Chair ASIG members	
			3. ASIG to report quarterly to the EDC and Faculty Board.	April 2020	July 2021	ASIG Chair	
			4. ASIG meet monthly to monitor implementation of action plan, collect and review University and national benchmarking data and identify issues.	March 2020	March 2021	ASIG Chair ASIG members	
			5. Take active issues to the FHS Management Team meeting	June 2020	Sept 2023	ASIG Chair FMT	

3.3.3	Review ASIG membership	Need to rotate ASIG membership and ensure representation across FHS professional and personal characteristics. Rolling rotation of members to ensure continuity of expertise and mentorship for new members	1. Establish an annual review of ASIG membership to ensure it includes a cross section of staff in terms of grades, gender, roles, ethnicity & disability.	Sept 2020	Sept 2023	ASIG chair FMT Dean	- Annual review of membership undertaken and part of ASIG planning cycle. - Membership demonstrates balance of gender, disability, ethnicity, sexuality, roles and grade. - Members of ASIG attend at least 75% of meetings.
			2. Recruit under-represented membership through staff meetings, emails, website and FHS newsletter.	June 2020	June 2021	ASIG chair	
			3. Proactive monitoring of engagement of ASIG members so that line managers ensure ASIG members are facilitated with time in the WLM to engage.	June 2020	June 2023	ASIG chair	

3.3.4	Ambition for Silver Athena SWAN accreditation.	Build on Bronze application, deliver action plan and work towards Silver Athena SWAN	1. ASIG to focus on specific issue of diversity and intersectionality across the FHS. Small sub-groups established to review topics, collect data, develop actions and review implementation of Bronze action plan	May 2020	Sept 2023	ASIG chair ASIG members	1. ASIG staff surveys annually held and 80% response rate achieved. Findings feed into ASIG action plan and reported to FMT and EDC 2. Evidence of all survey data integrated as part of ASIG planning cycle. Updated plan ready for Sept 2020 implementation 3. Evidence of senior staff delivering on ASIG objectives by PDR round in August 2021 4. Silver Athena SWAN application submitted in 3 years.
			2. ASIG review FHS data from UoB Staff Survey (2019) for findings relevant to Athena SWAN activity and actions	June 2020	Sept 2023	ASIG Team HR partner Dean FMT	
			3. Senior staff have ASIG objectives as part of their PDR	August 2020	August 2021	Dean	
			4. Establish FHS staff and student survey/focus groups as regular process and feed into action plan.	Sept 2020	Sept 2023	ASIG chair ASIG Members HR partner Dean	

			5. Silver submission application developed	June 2020	Sept 2023	FMT ASIG chair ASIG members HR partner	
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Section 4: A Picture of the Department

Item	Objective	Rationale	Specific Actions and Implementation	Timescale From To		Responsibility	Success Criteria/Outcome Measures
4.1.1	Address gender gap with under representation of males on UG programmes	Variation in gender ratio on UG programmes with majority of student's female.	1. Establish a working group to examine UG student recruitment data and determine the reasons for students' declining offers	June 2020	Sept 2022	Marketing Admissions Tutors Recruitment project group	1. 10% increase in male students by Sept 2022 2. 10% increase in students from BME backgrounds by Sept 2022. 3. 10% increase in males from low socio-economic backgrounds by Sept 2023. 4. 100% of recruitment material to visually and linguistically represent a diverse community by Sept 2020
			2. Establish a system to evaluate introduction of new interview and selection process to determine if it improves students' gender balance.	June 2020	Sept 2022	Recruitment project group	

			3. Working group to review recruitment material to ensure it includes diverse images and language for ethnicity, disability and gender	June 2020	June 2021	Recruitment project group	
			4. Target white working-class males and BME to increase recruitment and their life chances by open days, recruitment campaigns and summer schools	June 2020	June 2023	Marketing & Recruitment Admission tutors linked with Health and Care ICE	
			5. Establish a process to review data on outcome of interventions	Sept 2020	Sept 2023	Marketing & Recruitment EDC	
4.1.2	Increase UG student acceptance of offers with particular emphasis on achieving enhanced gender balance.	Low conversion of applications to enrolments for UG students, with male students less likely to receive offers.	1. Working group and admission tutors monitoring recruitment data monthly for applications, offers and acceptance rates for individual programme and gender differences.	April 2020	Sept 2021	Working group Admissions tutors ADLT	1. At least a 10% increase in UG student applications converted to enrolments with associated improvement in gender balance for Sept 2021 2. At least a 10% increase in male students offered places for Sept 2021 3. At least a 10% increase in students

			2. Plan and deliver outreach activities and summer schools to encourage UG applications from students with diverse backgrounds.	May 2020	Sept, 2021	Admissions tutors Programme teams HoS	4. Summer schools delivered and evaluated for impact on student behaviour in relation to applications to health and care programmes (aim for Oct 2022 to have longitudinal data)
			3. Revise recruitment material to ensure it includes diverse images (informed by 4.1.1 action 3)	March 2020	April 2021	Admissions tutors Programme teams ASIG members Marketing team	
4.1.3	Monitor UG student attainment rates to ensure inclusivity across programmes	Male UG students' attainment lower in comparison to female, UG	1. Establish attainment project group examining differential student attainment.	Nov 2019	March 2021	ADLT Attainment Project lead	1. Staff training programme in place to understand differential attainment across intersections of disadvantage and broader themes as identified by the analysis - at least 50% having attended by Dec 2020 2. Close the gap in attainment by 10% for male UG students by Sept 2021 3. Parity of student attainment across all characteristics by Sept 2024.
			2. Attainment project group to analyse student attainment by gender and intersections of cultural background and disability groups.	Nov 2019	Aug 2020	FMT ADLT Attainment Project lead	
			3. Attainment project findings used to inform student activities and staff training.	Sept 2020	Sept 2021	Attainment Project Lead	

			4. Attainment project group routinely reports to Faculty Board, Faculty Learning and Teaching committee and ASIG.	Jan 2020	Dec 2020	Attainment Project Lead Faculty Board FLTC ASIG	
			5. Establish a process so that programme teams understand the attainment profile for students on programme by gender, ethnicity, and disability with insight into intersections of disadvantage.	Feb 2020	Sept 2020	Attainment Project Lead ADLT Programme leaders	
4.1.4	Increase PGT student acceptance of offers with particular emphasis on achieving enhanced gender balance.	Low conversion of applications to enrolments for PGT students, with male students less likely to receive offers.	1. Establish a working group to examine PGT data and determine the reasons for low student conversion rates.	June 2020	June 2021	Admissions tutors Programme leaders Chair ASIG ADLT	1. 20% increase in PGT student applications converted to enrolments with associated improvement in gender balance by June 2023
			2. Establish a process of monitoring PGT recruitment data monthly for applications, offers and acceptance rates for gender differences.	June 2020	June 2021	Admissions tutors	2. 10% increase in male PGT students offered places by June 2023 3. Marketing material specific to PG students is representative of a diverse community by December 2020

			3. Plan and deliver employee-based recruitment drives to encourage applications (e.g. hospital based).	April 2020	April 2023	Marketing & Recruitment Admission tutors	
			4. Revise PGT recruitment material to ensure it includes diverse images.	April 2020	Dec 2020	Marketing & Recruitment Admission tutors	
4.1.5	Increase PGR student numbers to grow the academic pipeline	Proportion of male and female PGR applications low, reducing the pipeline for future research active academic staff and opportunities to build research teams	1. Survey to UG and PGT students to establish barriers and factors affecting applications to PGR courses.	July 2020	May 2022	Director of PGR	1. At least a 20% increase in PGR student applications by Sept 2022 2. At least a 10% increase in number of PhD students enrolled (by Sept 2022 and completing by Dec 2025)
			2. Increase number of PhD supervisors in FHS to widen potential pool of PGR student applicants.	Sept 2020	Sept 2022	Dean Professoriate FMT	
4.2.1	Academic staff have the opportunity to progress their career	FHS relatively flat structure with limited number of Grade 10 and 11 posts and small proportion of staff successfully submitting for meritorious promotion.	1. Appoint new Profs to add to pool of senior academics able to mentor and develop staff.	June 2020	Dec. 2020	Dean	1. At least a 25% increase in the number of applications for re-grade by Dec 2021 2. 10% increase in staff grades 10/11 that reflect research and teaching expertise across the Facility, by Dec 2021. 3. By Dec 2021 at least a 20% increase in FHS staff engaged with University level projects
			2. PDPs and ongoing 'conversations' used to encourage staff to work towards /apply for regrading.	July 2020	Sept 2021	Line managers HoS	

			3. FHS implementing the Bradford Academic and will promote this using the internet, school and centre meetings, FHS assembly and PDRs	June 2020	May 2022	Dean Line managers HoS'/Centre Dir's HR Partner	
			4. Establish a process that provides opportunities for staff to engage with university wide projects and establish baseline of current involvement.	Sept 2020	Sept 2021	Dean FMT	
4.2.2	Establish reasons staff leave FHS	Reasons for staff leaving FHS not routinely recorded.	1. Establish a process for monitoring the reasons for staff leaving	Sept 2020	Oct 2021	HR Partner Dean HoS' Centre Dir's	1. 80% of leavers have an exit interview by Oct 2021 2. Quarterly data reports provided by April 2020 from HR to FMT for review and action 3. Destination of leavers established for at least 60% of cases by October 2021
			2. Exit interviews conducted by line managers and lodge on HR ServiceNow.	Sept 2020	Sept 2021	Line Managers	
			3. HR collect data as staff leave via exit interviews and review trends.	Sept 2020	Feb 2023	HR Partner	

Section 5 : Supporting and Advancing Women's Careers

Item	Objective	Rationale	Specific Actions and Implementation	Timescale From To		Responsibility	Success Criteria/Outcome Measures
5.1.1	Achieve a proportionate gender balance on recruitment panels	Composition of recruitment panels does not always ensure proportionate gender balance is achieved.	1. Faculty agree a standard for the constitution of recruitment panels that ensures diversity of gender, ethnicity and audit against it.	May 2020	May 2023	HR Partner Chair EDC FMT ASIG chair	- All recruitment panels contain a mix of M and F from May 2020 at the latest. - All recruitment panels include a mix of ethnic diversity from May 2020 at the latest. - Panel constitution audited and reported annually via ASIG to EDC from Jan 2021.
			2. Establish a process for monitoring the composition of interview panels.	April 2020	April 2022	Chair of EDC	
			3. Establish a process for collaborating with other faculties to cover recruitment panels and ensure a gender and ethnicity balance	Sept 2020	Sept 2021	Dean ASIG Chair HR Partner	
5.1.2	Increase diversity of applicants and appointments.	Proportion of academic male and BME applications and appointments low in comparison to women.	1. Establish a process for reviewing FHS domestic and international recruitment and advertising strategy	Sept 2020	Sept 2023	Dean HR Partner HoS' Centre Dir's	20% increase in applications from males and people from BME backgrounds by Sept 2021 10% increase in male staff over next 3 years (Dec 2022).

			2. Revise job adverts to emphasise Athena SWAN principles; include logo and revise wording.	August 2020	August 2023		3. At least 10% increase in BME staff over the next 2 years (Dec 2021) 4. At least 20% increase in diversity of hourly paid specialist lecturers evident from HR data by Sept 2021
			3. Advertise jobs nationally and internationally to widen academic pool.	Sept 2020	Sept 2021		
			4. Establish forums to discuss the issues and encourage staff to act as advocates for academic career, encouraging colleagues from diverse backgrounds to consider an academic career.	Sept 2020	May 2023		
			5. Establish a process so potential academic staff have the opportunity to experience academic career by delivering specialist lectures/seminars	Sept 2020	Sept 2021		
5.1.3	Development of staff towards a career that includes	The Faculty is heavily teaching focused with low numbers of staff eligible for inclusion in	1. Establish a system to identify potential research mentors /learning partners for staff.	Oct 2020	Oct 2021	ADRKT Professoriate HoS' Centre Dir's	1. 20% increase in applications for grant funding by Dec 2021 2. 20% increase in grant income by Dec 2021

	research	the REF. This restricts the direction of individuals careers.	2. Review FHS research clusters to provide supportive research environments and Bradford Academic	June 2020	April 2023	ADRKT Professoriate Dean	3. 20% increase in percentage of academic staff publishing primary research by Dec 2023
			3. Implement revised research strategy for FHS	May 2020	June 2021	ADRKT Professoriate Dean	
5.1.4	Consistent FHS induction package supplementary to University induction.	Consistent approach to Induction across FHS	1. Faculty agree a standard approach for local induction that follows University policy.	April 2020	April 2021	HR Partner HoS' Centre Dir's	1. From April 2020, line managers to follow new agreed induction process for all new staff and monitor quarterly, for satisfaction, additional support required and ensure that all mandatory training is complete. 2. ASIG Survey held and 80% response rate achieved. Results incorporated into ASIG and FHS planning cycle and induction related questions to evaluate effectiveness of induction process and inform revisions.
			2. Questions included in ASIG staff survey about new appointments experiences of induction	June 2020	June 2021	ASIG Chair ASIG members	
5.1.5	Staff encouraged and supported through the regrading process.	Staff unclear about the regrading/ progression process	1. Review engagement with the conversation around Bradford Academic in PDRs	August 2020	August 2021	Dean Line Managers	1. All line managers regularly attend PDR training (annual data provided from HR Partner). 2. At least a 25% increase in the number of applications for re-grade by Dec 2021 3. By Dec 2021 at least a 20%
			2. Review line managers attending PDRs update.	August 2020	August 2021	HoS HR Partner	

			3. Implement Bradford Academic pathways and routes to promotion that recognise research and teaching excellence	August 2020	August 2022	HR partner Line managers	increase in FHS staff engaged with University level projects that will facilitate career development, recognised through Bradford Academic.
			4. Regularly monitor that line managers and staff discuss Bradford Academic in PDRs and log in HRService Now.	August 2020	August 2021	HoS'	
5.1.6	All staff research active	Proportion of staff returned for REF or research active is low.	1. Introduce PhD studentships that combine teaching with research.	Sept 2020	Sept 2021	ADTKT Director of PGR HoS' Centre Dir's	1. 10% increase in staff with PhDs over next 3 years. 2. 20% increase in number of staff commencing PhD over the next 3 years. 3. Workload model shows enhanced balance between teaching, research and administration by commencement of Sept 2021 academic year. 4. 20% increase in PhD students experiencing teaching opportunity from Sept 2020. 5. 20% increase in applications for grant funding by Dec 2021 6. 20% increase in grant income by Dec 2021
			2. Introduce opportunities for current PhD students to teach within FHS programmes, with an allocated skilled lecturer as a learning partner/mentor.	Sept 2020	Sept 2023	Director of PGR HoS' PhD Supervisors Programme leaders	
			3. Establish a process of regular review of work activities to reduce burden and release time for academics to engage in research related	Sept 2020	Sept 2022	HoS' Faculty Business Manager	

			activities.				
			4. Develop and disseminate a clear pathway of support for novice and experienced researchers in grant writing and application processes.	Sept 2020	Sept 2021	ADRKT Director of PGR	
5.1.7	Staff writing for publications	Staff lack research experience and confidence in writing for publication.	1. ADRKT to regularly run workshops to coach staff to write	June 2020	June 2022	ADRKT	1. 20% increase in percentage of academic staff publishing primary research by Dec 2023 2. 50% of failed publications reviewed and resubmitted (audited annually through Personal Research & Innovation Planning process)
			2. Professoriate and experienced researchers to mentor staff in writing for publication.	June 2020	June 2021	Professoriate Research Mentors	
			3. Establish a process for reviewing unsuccessful research bids or publications and provide staff support.	June 2020	June 2021	ADRKT	
5.3.1	Effectiveness of staff training measured	Staff training not regularly evaluated	1. Line manager and staff discuss training in PDRs and regularly reviewed.	July 2020	August 2021	HoS Line managers	1. Audit of training benefits through uptake of training and participant evaluation 2. Evidence of revisions to training in

			2. POD provides data to HoS on staff training uptake and monitor for effectiveness.	June 2020	June 2021	POD HR partner	3. response to feedback ASIG Survey held and 80% response rate achieved. Results incorporated into ASIG and FHS planning cycle.
			3. Questions about training included in ASIG staff survey.	June 2020	June 2022	ASIG	
5.3.2	To establish quality and quantity of PDRs in FHS.	Audit of PDR process introduced by HR in July 2019 to ensure quality and quantity.	1. All PDRs are uploaded by line managers	August 2020	April 2021	Line managers HR Partner FMT	1. At least 80% of all PDR's uploaded onto HR website following summer 2020 PDR round. Establish as an annual process with enhancements as required. 2. 60% PDRs reviewed by named HR partner with feedback provided to line managers following the 2020 PDR round. Establish as annual process with enhancements as required.
			2. PDR objectives regularly reviewed by HR for equity and consistency.	Sept 2020	April 2021		
			3. Feedback provided to HoS and line managers by HR	October 2020	April 2021		
5.3.3	Staff assigned a research/teaching mentor	Focus groups and the AS staff survey identified some staff want a mentor.	1. Appointment of new professors 2020/21 to add to the senior research leadership.	Sept 2020	Dec 2021	Dean HoS Professoriate	1. All staff who require/wish to have a mentor are assigned a mentor. Confirm through PDR process and staff survey. 2. All mentorship reviewed annually in PDRs and auditable via HR partner. To commence in Summer 2020 PDR round
			2. Establish a process to review research and teaching mentors assigned to academic staff.	March 2020	Dec 2021	HR partner	

5.5.1	Relocate breast-feeding room to improve access and inclusion	Breast-feeding room not appropriately accessible for staff and students	1. Signs put up in in foyer and breast-feeding room added to University maps and announcement in Staff newsletter	Feb 2020	June 2020	Business manager	1. Audit breast-feeding room for use annually commencing summer 2020 2. ASIG Survey held and 80% response rate achieved. Results incorporated into ASIG and FHS planning cycle. 3. Evidence of continual enhancements as highlighted through feedback from users of the breast-feeding room
			2. Regular review of comments boxes used to gather any suggestions about breast-feeding room.	April 2020	June 2020	ASIG members	
			3. Include question about breast-feeding rooms in ASIG staff survey (2020)	June 2020	June 2021	ASIG	

5.6 Organisation and Culture

Item	Objective	Rationale	Specific Actions and Implementation	Timescale		Responsibility	Success Criteria/Outcome Measures
5.6.1	Gender balance of committee members.	Unequal gender balance on committees	1. Establish a process to review gender representation on committees and to identify a mechanism to include the male voice where no	Sept 2020	Sept 2021	ASIG chair Faculty Board EDC Chair FMT	1. By academic year commencing September 2021 at the latest, to gain a 20% increase in male representation on all committees to balance with proportions of male staff eligible for the committee. 2. Evidence of male and female

			males are eligible for membership of a given committee.				voices on all committees by December 2020.
			2. Review committee membership quarterly for gender and diversity parity – gender representation to balance with proportions of M/F staff eligible for the committee	Sept 2020	Sept 2021	ASIG	
			3. Advertise opportunities for committee membership by FHS email and portal.	March 2020	March 2021	Chair of committees	
			4. Staff encouraged in PDPs and PDR's to apply for committee membership	August 2020	August 2021	Line Managers	
5.6.2	Increase number of academics staff on external	Enhance career development opportunities for staff	1. Introduce a system that promotes external opportunities and networking through internal FHS web page	Sept 2020	Sept 2022	ASIG Chair ADRKT ADLT	1. At least a 10% increase in staff on influential external committees by Sept 2021

	committees		2. Discuss external committee opportunities and membership in PDRs	August 2020	August 2023	Line managers	
			3. Establish a process to regularly audit external committee membership	Sept 2020	Sept 2023	Chair ASIG FMT HR Partner	
			4. Mentor and support staff to work towards development of external indicators of esteem	June 2021	August 2023	Professoriate Research and Teaching mentors	
5.6.3	WLM clearly understood	Focus group data shows staff are unsure about WLM	1. Line managers and staff to discuss WLM in PDRs and ongoing conversations.	August 2020	August 2021	Line managers HR Partner HoS	1. All WLM available for staff to view for the 2020/21 academic year. 2. ASIG Survey completed by 80% of staff and results indicate staff greater understanding of WLM.
			2. Include a question in ASIG staff survey to capture views on WLM transparency and equity.	June 2020	Jan 2021	ASIG Chair	
			3. Staff workloads accessible to all staff to promote transparency.	August 2022	August 2023	HR Partner	

5.6.4	Diverse pool of role models represented within the Faculty of Health Studies staff	Diversification of our student body requires the students to see a diverse staff body role modelling their profession. Student attainment research demonstrates that students need to see that they can achieve, and role models are a key part of that message.	1. Establish mechanisms to attract and diversify the pool of candidates applying and subsequently appointed to FHS positions	April 2020	April 2023	Dean ASIG chair EDC chair	1. At least a 10% increase in BME and male role models in FHS staff by December 2021
			2. Outcomes of UoB Access and Participation Plan workstream on role modelling feeds into FHS strategy.	October 2020	October 2023	HoS Dean	



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