



Department Application
Bronze Award
University of Bradford
School of Optometry &
Vision Science



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Current
Word limit	10,500	10,187
<i>Recommended word count</i>		
1.Letter of endorsement	500	492
2.Description of the department	500	555
3. Self-assessment process	1,000	1304
4. Picture of the department	2,000	2065
5. Supporting and advancing women's careers	6,000	5771
6. Case studies	n/a	
7. Further information	500	0

Name of institution	University of Bradford	
Department	School of Optometry and Vision Science	
Focus of department	STEMM	
Date of application	November 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: November 2015	Level: Bronze
Contact for application Must be based in the department	Ms Catherine Viner	
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ABBREVIATIONS

AP	Action Plan	HR	Human Resources
APR	Annual Performance Review	M	Male
AS	Athena SWAN	N/A	Not applicable
BScOpt	BSc (Hons) Optometry three-year full time programme	OPP-r	Optometry Progression to Pre-registration
BScCP	BSc (Hons) Optometry – Accelerated Route (Career Progression)	PDRA	Post-Doctoral Research Assistant
CP	Career progression	PDR	Performance Development Review
DHoS	Deputy Head of School	PG	Postgraduate
DHEZ	Digital Health Enterprise Zone	PGR	Postgraduate research (PhD)
D&R	Dignity and Respect	PGCHEP	Postgraduate Certificate in Higher Education Practice
E&D	Equality and Diversity	ProfCert	Professional Certificate in Glaucoma
F	Female	PT	Part time
FT	Full time	PTHP	Part time hourly paid
FTE	Full time equivalent	SAT	Self-assessment team
GOC	General Optical Council	SOVS	School of Optometry and Vision Science
HoS	Head of School	UG	Undergraduate
HProfCert	Higher Professional Certificate in Glaucoma	UoB	University of Bradford

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

10th December 2019

It is with great pleasure that we present the School of Optometry and Vision Science submission to the Athena SWAN committee. Optometry is a growing allied health profession, with increasing demands in terms of patient care, multi-disciplinary working, and the development of the teaching and research infrastructure that underpins this work; a diverse workforce that is representative of wider society is crucial in this endeavour.

The self-assessment team have worked hard to produce a realistic picture of the staffing profile within the School, together with a set of achievable action points that can be worked on in the short- and medium-term. Each point in the action plan has been developed with me, and I will commit the necessary resources to ensure that the plan has a positive impact upon the School.

The profile of staff within the School has undergone a degree of change during my period as Head, with an increase in the number of staff with teaching-focussed roles. However, an under-representation of women and people from BAME background within research-active staff is clearly evident. The University of Bradford and the School have also recognised that the progression of staff in teaching-only roles to higher grades is unclear. The new "Bradford Academic" programme is being designed to address this.

A significant capacity issue within the field of optometry and vision science in the UK is in the area of postgraduate research. The School has a small postgraduate research population, when compared to other disciplines at the University. Addressing the engagement of graduates and newly-qualified practitioners to aspire to postgraduate research work is a vital step in producing a diverse academic workforce. In the coming academic year, we will commence a recruitment drive to involve undergraduate students in research projects within the School. It is proposed that up to four undergraduate students will be funded to work in our research laboratories over the summer period. It is hoped that this will fuel a desire to undertake postgraduate research study, following qualification as an optometrist. We will use our data in the demographic distribution of the staff cohort to address imbalances, and encourage those from under-represented groups to apply for a summer research posting.

The staff survey (Dec 2018) has revealed a number of shortcomings in my communications on matters around flexible working, performance review and regrading, access to career breaks, and paternity leave; our action plan addresses these points.

The Athena SWAN initiative is vital to the success of our School, and ultimately the success of patient care that is delivered by our graduates and the quality of the research that we undertake.



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I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the school. The implementation of the action plan that has resulted from our work will receive my full backing as Head of School.

Edward Mallen, Head of Optometry and Vision Science, University of Bradford

Word Count 492

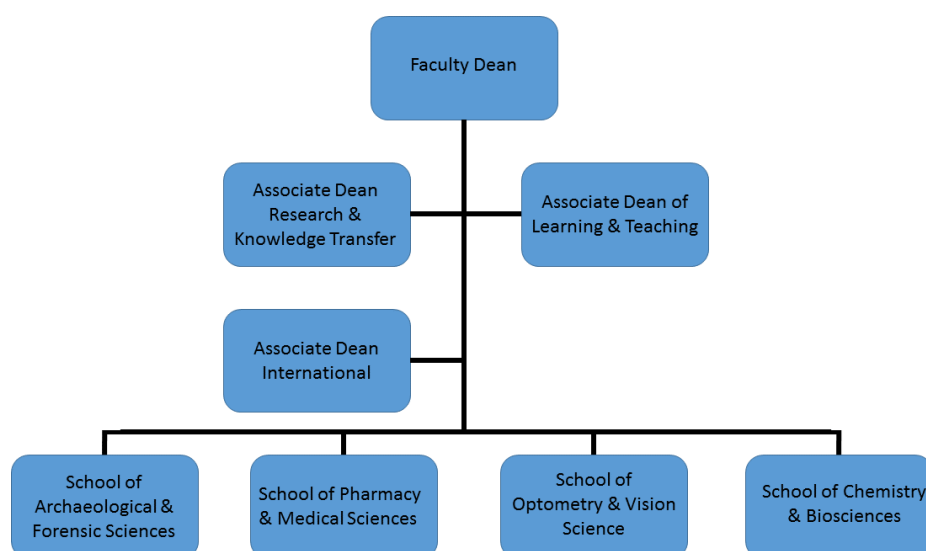
2. DESCRIPTION OF THE DEPARTMENT

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

The School of Optometry & Vision Science (SOVS) at the University of Bradford (UoB) is home to one of the longest established optometry training courses in the UK. SOVS has been a major contributor to the optometry profession for almost fifty years, with contributions to professional education and the advancement of basic and applied vision research. Our staff are central to the development of the optometry profession, offering guidance for Objective Structured Clinical Examinations and a key textbook used in the delivery of optometry training (authored by Professor David Elliott). Staff sit on external committees at local and national level e.g. Registration Committee of the General Optical Council (GOC), HoS is current President of the College of Optometrists.

SOVS is a small school, situated in the Faculty of Life Sciences (Fig.1) at UoB. It also forms part of the UoB led Digital Health Enterprise Zone (DHEZ), a £13 million partnership initiative that includes City of Bradford Metropolitan District Council and the Department of Business, Energy and Industrial Strategy. Since September 2017, SOVS has been located in the DHEZ Phoenix South West Building, which functions as a hub of digital health knowledge and innovation.

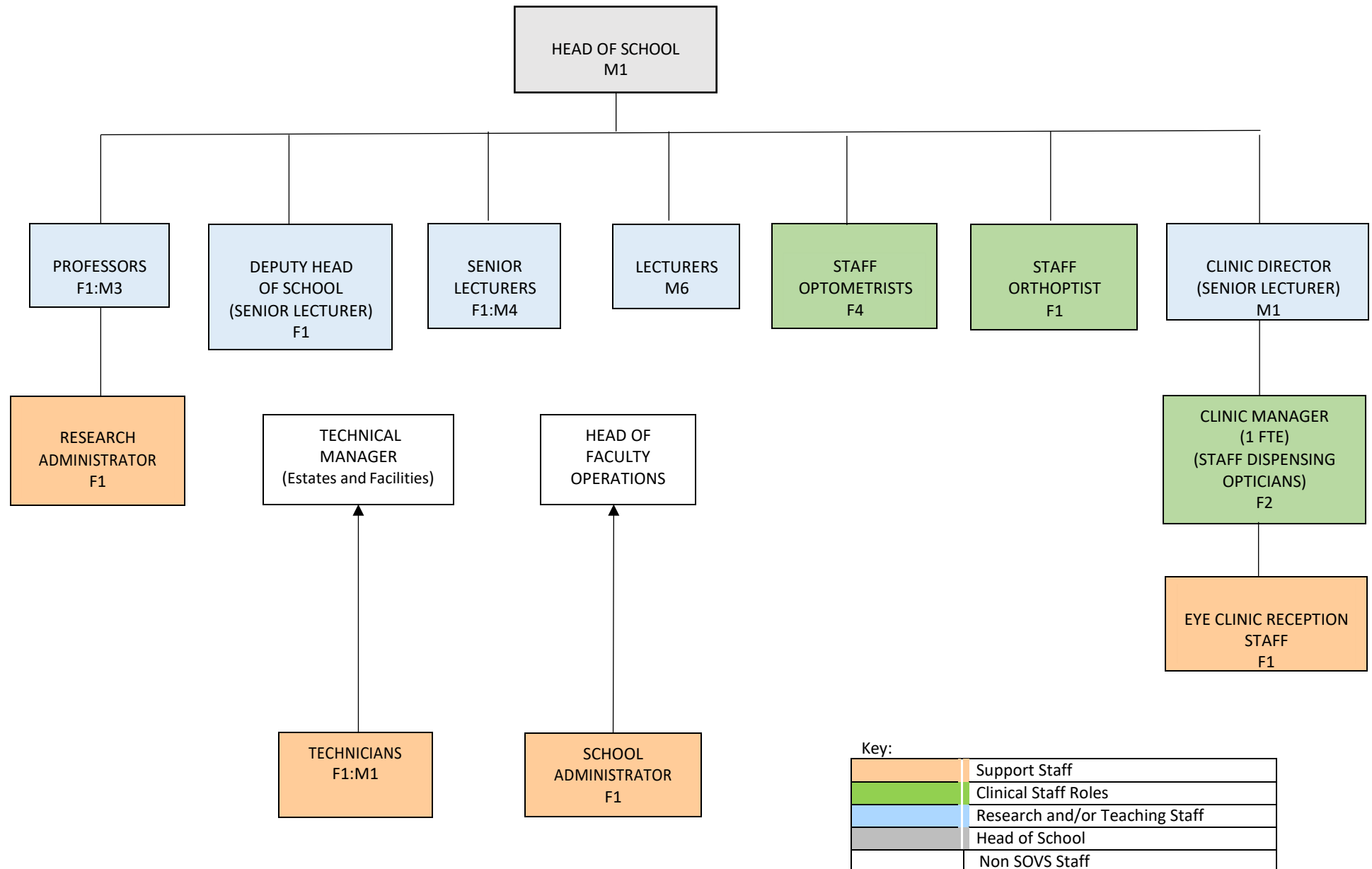
Fig.1 Faculty of Life Sciences structure



On **1st August 2019**, SOVS had a total of 27 staff (F13:M14). Of these 22 held academic/teaching roles (F9:M13), including 15 research and/or teaching staff (F2:M13); 4 staff optometrists (F4:M0); 2 staff dispensing opticians (F2:M0); 1 staff orthoptist (F1:M0), with 5 administrative and technical staff (F4:M1) supporting the teaching and research.

The Head of School has line management responsibility for all academic and clinical teaching staff, except the Dispensing Opticians who, as Clinic Manager (1 FTE), report to the Clinic Director. Management of the Clinic Reception Staff is undertaken by the Clinic Manager. The Research Administrator reports to one of the Professors, the School Administrator reports to the Head of Faculty Operations and the Technicians report to the Technical Manager (Estates and Facilities). (Fig. 2)

Fig.2: SOVS Structure on 1st August 2019



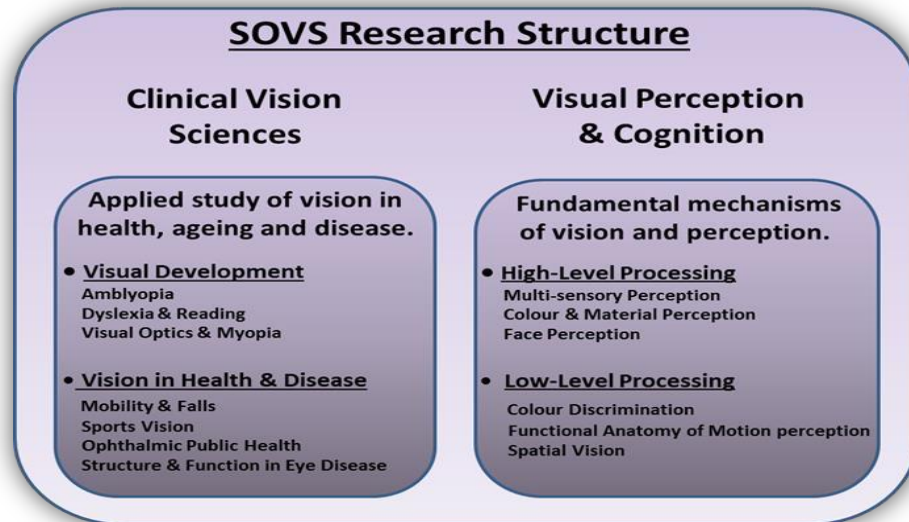
Focusing on **2017/18**, the most recent year for which we have full data, SOVS delivered two undergraduate (UG) programmes accredited by the GOC: BSc (Hons) Optometry (BScOpt) and BSc (Hons) Accelerated Route (Career Progression) Programme (BScCP), to a total of 452 students. It offered a postgraduate (PG) certificate in Optometry Progression to Pre-registration (OPP-r), and a Professional and Higher Professional Certificate in Glaucoma (ProfCert; HProfCert), to 191 students. SOVS provides PG research opportunities through its well established Research Group, supported by funding from a variety of UK Research Councils and charitable sources including College of Optometrists and Dunhill Medical Trust. Research undertaken by SOVS is interdisciplinary and collaborative across a range of disciplines, from ophthalmology to bio-mechanical engineering. In 2017/18, SOVS had 9 postgraduate research (PGR) students (F5:M4). Table 1 provides an overall picture of the department at 2017/18.

Table 1: Members of the School by Position (Substantive Staff and Students) **2017/2018**

Position in the School	Female	Male	% Female
Academic Staff (Teaching & Research)	1	13	8%
Academic Staff (Teaching-only)	2	1	67%
Clinical/Teaching Staff	7	0	100%
Research-only	1	1	50%
Total Academic Staff	11	15	42%
Professional and Support Staff	5	1	80%
Postgraduate Research (full-time)	3	3	50%
Postgraduate Research (part-time)	2	1	67%
Undergraduate	206	175	54%

12 of the School's academic staff form the SOVS Research Group (Fig.3) (F1:M11), which supports PGR, with 3 new appointments starting in 2019/20 (F2:M1). The underrepresentation of female staff in research posts is recognised and will be addressed. (AP 1) This is possibly due to these positions having traditionally been advertised as full time only posts.

Fig.3: Overview of Research in SOVS



UG clinical teaching is augmented by part-time hourly paid (PTHP) external optometrists and contact lens opticians from a range of professional settings, for example independent practices and hospital ophthalmology departments. Numbers fluctuate throughout the semester but are staff are predominantly female.

555 words

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

The self-assessment team (SAT) was established in August 2018. Membership was recruited by open email to all staff, followed by presentation and discussion of the AS award at an all staff meeting. 11 members of staff volunteered (F8:M3), representing 38% of the staff body.

The AS lead was approached to take on the role by the Head of School (HoS) due to her particular interest in and on-going involvement with equality work, through learning and teaching and as Dignity and Respect (D&R) contact for SOVS. The AS lead co-chairs the SAT with the Deputy Head of School (DHoS).

PG students were invited to participate through personal approach by the AS lead. However, recruitment of PG students was unsuccessful. (AP 2) It is recognised that this is a gap and action will be undertaken to encourage PG involvement in the SAT, for example raising the profile of the Athena SWAN initiative to PG students through their monthly journal club. (AP 3)

In order to protect individuals' privacy, the SAT came to a difficult decision to exclude personal information from this document. However, we can confirm that membership of the SAT is representative of academic and support staff across a range of grades and career stages, and a variety of family circumstances. (Table 2) Several SAT members have young families and caring responsibilities. One SAT member has child with a long term health condition.

Since its formation, one male and two female SAT members have left UoB. One female member has resigned from the SAT due to a reduction in working hours and one female has joined the SAT. Its composition therefore now stands at F6:M2. Of these, only the male SAT members work full time (FT) with all six female members, including the AS lead, working part time (PT). It is recognised that this has implications for workload, particularly given the high staff:student teaching ratio SOVS requires (1:8 for first and second year practical sessions; 1:4 final year). This has been compounded by a shortage of 3 FT staff during 2018/19, though these posts have been recruited to and will be filled in 2019/20. Finding time in the workload model for AS has therefore been problematic.

The SAT acknowledge that membership needs to be reviewed to take account of F:M representation and workload, particularly for PT members. Workload model allocation will be investigated and additional members of staff, particularly males, will be encouraged to become involved. (AP 2).

Table 2: Membership of SAT

SOVS Role	SAT Role	M/F
0.8 FTE Staff Optometrist (Employed since 2014)	Reporting on UG data (BScOpt); writing and review of document	F
1.0 FTE Lecturer & Researcher (Employed since 2011)	Reporting on UG data (BScOpt)	M
0.6 FTE Staff Optometrist (Employed since 2014)	Development of staff survey	F
1.0 FTE Administrator (Employed 2014-2019)	HR data	F
1.0 FTE Lecturer & Researcher (Employed 2014 -2019)	Development/analysis of staff survey	M
1.0 FTE Professor (Employed since 2000)	Reporting on PG data; compiling picture of SOVS	M
0.8 FTE Deputy Head of School/Senior Lecturer (Employed since 2003)	SAT Co-chair; reporting on UG data (BScCP); review of document	F
1.0 FTE PGRA (Employed 2016-2019)	Development/analysis of staff survey	F
0.5 FTE Clinic Manager (Employed since 2011)	Compiling details of SAT team	F
0.6 FTE Senior Lecturer / SOVS Dignity and Respect Contact; SOVS E&D Contact (Employed since 2003)	SOVS Athena Swan Lead; Co- chair of SAT; compiling details of SAT process; writing and review of document	F
1.0 FTE Administrator (Employed since July 2019)	HR data	F
0.6 FTE Staff Optometrist (Employed since 2014)	Development of staff survey; review of document	F

(ii) an account of the self-assessment process

The SAT is co-chaired by two female PT members of academic staff. Six full SAT meetings took place between August 2018 and October 2019. We used expertise within the group to undertake data gathering and analytical tasks. Subsequently, working groups met as necessary to progress specific areas: staff survey; student data; report writing. Between meetings, members of the SAT communicated by face-to-face discussions, email and used a dedicated OneDrive area for material for comment. Between June and October 2019 the AS Lead and one SAT team member met fortnightly to compile and review the submission. Other SAT members contributed as needed.

The SAT worked with the Faculty AS project assistant to develop the application after initial review. The AS lead met regularly with the Faculty Equality and Diversity (E&D) Lead, remaining in email contact throughout the process, and also worked with AS Lead from another department, bringing learnings back to SOVS. UoB's E&D Adviser also provided advice and attended SAT meetings. The AS lead consulted with a successful AS lead at another university with a similar sized school of Optometry who was able to provide advice on reviewing current situation and developing action points.

Both co-chairs were in regular communication with the HoS by face-to-face discussion and email. As a small School, SOVS lends itself to regular informal discussion. In this way regular updates were provided to staff who were unable to attend meetings.

The self-assessment process has been carried out as follows:

i) Data

The SAT agreed the use of the following data in the self assessment process, and confirmed with the E&D lead for the Faculty:

- Student data for three year period, academic years 2015/16; 2016/17; and 2017/18
- Staff data for three year period, academic years 2015/16; 2016/17; and 2017/18
- Census point for staff data included in narrative at 1 August 2019.
- Survey analysis as staff data at 1 December 2018 at the point of survey

ii) Staff survey

The survey was undertaken in **December 2018**. It was circulated to all current substantive members of staff (33) (F17:M16) and 15 PTHP (F10:M5) staff who provided teaching input in the first semester.

25 responses were received, representing an overall 52% response rate. 21 were from substantive staff (F11, M10), a 64% response rate. 4 were from PTHP staff (F2:M2), a 27% response rate.

Although six staff have left since the survey (2 academic, 2 PDRA, 2 Admin support), after discussion with the Faculty Lead, it was agreed that their views remained valid and should be included. We feel the gender split in responses from the substantive staff group mirrors the actual gender split. We therefore consider the responses to be representative of this staff group.

As the survey was carried out in the most recent full academic year and within the last 12 months, it will be re-run in the academic year 2019/20. (AP 2).

The low level of responses received from the PTHP group could be attributed to a feeling that the questions in the survey did not apply to them (one email received indicated this), or the complexities of accessing the survey from a non-university email address (three emails received indicated this). The next survey will therefore be better promoted and made more accessible. (AP 2).

It is recognised it is difficult to draw firm conclusions from a small data set. However, the survey results have provided a benchmark, which indicates areas for development and action.

iii) Consultation with staff and students

AS was recently introduced in August 2019 as a standing item at staff meetings and a regular meeting with PTHP staff established to ensure that the voice of all staff has been included in the assessment. Moving forward, these meetings will be used to raise awareness of and encourage participation in the survey to be undertaken the academic year 2019/20 and test findings. (AP 2) The SAT has consulted individually/with small groups of staff, UG and PG students about their experiences in SOVS and will continue to engage with students by incorporating Athena SWAN information in to relevant modules. (AP 3).

iv) Review of submission

The SOVS took part in UoB mock AS assessments in February and September 2019. Feedback was helpful in enabling the SAT to better reflect on processes and actions in respect of gender equality. The outcome of these reviews informed further development of the submission. The SAT worked closely with the Faculty AS Project Assistant to incorporate mock assessment feedback into the submission. Sign off of submission was given by both the HoS and DHoS.

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

The SAT will become the SOVS E&D Committee to drive the implementation of the Action Plan. The new committee will report into the E&D Committee of the Faculty of Life

Sciences via the SOVS E&D Chair. Revised terms of reference will be drawn up as soon as the SOVS AS submission has taken place. (AP 2) Membership will be reviewed on an annual basis, or as required, to ensure that it is representative of SOVS and that there are no negative workload implications for members. Gaps in membership of the SAT will be addressed, for example, the recruitment of PG students. (AP 2)

The team will meet twice per semester to review progress against AS actions, and address issues which arise. (AP 2).

The second staff survey will be run later during the academic year 2019/20 to be followed up by focus groups to discuss issues raised, engaging staff and UG and PG students. (AP 2)

Word count 1304 Words

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

SOVS offers two UG programmes: BScOpt, a 3 year FT programme; and BScCP, an 18 month programme for dispensing opticians who have a minimum of two years post-qualification experience.

BScOpt

The gender profile overall across these programmes moved to an improved F:M balance between 2015/16 and 2017/18, although female students still slightly outnumbered male. Analysis by ethnicity shows that the largest percentage group of students in SOVS are BAME female (Table 3).

Table 3: SOVS BScOpt students by gender, ethnicity and year

Gender	Ethnicity	2015/16	2016/17	2017/18
Female	White	17	17	16
	BAME	201	190	174
	%BAME	92%	92%	92%
Male	White	14	14	13
	BAME	132	158	148
	%BAME	90%	92%	92%
% Female Overall		60%	55%	54%
% Female White Overall		5%	4%	5%
% Female BAME Overall		55%	50%	50%

Between 2015/16-2017/18 92.5% of UG students enrolled on BScOpt. Although BScOpt female students consistently outnumber male, the % difference has decreased from 20% in 2015/16 to 8% in 2017/18. The high percentage of BAME students is recognised. Recruitment to this programme is largely local, from along the M62 corridor. It therefore attracts high numbers of BAME students from areas with significant Asian/Asian British communities with a predominantly Pakistani background. These figures will be formally monitored (AP 4) alongside new activity to increase male and white students' participation on BScOpt developed as part of a review of marketing approach and outreach activities. (AP 4).

Whilst the under-representation of male students is recognised, it is also acknowledged that, as overall student numbers are capped due to the required staff:student ratio referred to in Section 3(i), a tension exists between increasing male participation and ensuring the number of female students remains buoyant to ensure that the academic pipeline for female students into academic careers is augmented.

BScCP

SOVS attracts a smaller number (maximum 24) of students to its BScCP programme, which recruits nationally (Table 4), attracting mature students aged 24+ due to qualification and practice requirements. Gender and ethnic profiles are variable. It is therefore difficult to identify trends and draw conclusions. However, profiles will be monitored to identify any changes in representation. (AP 4)

Table 4: SOVS BScCP students by ethnicity, gender and year

Gender	Ethnicity	2015/16	2016/17	2017/18
Female	White	6	8	10
	BAME	6	4	6
	%BAME	50%	33%	38%
Male	White	6	5	8
	BAME	12	11	6
	%BAME	67%	69%	43%
% Female Overall		40%	43%	53%
% Female White Overall		20%	29%	33%
% Female BAME Overall		20%	14%	20%

Data for 2017/18 has been benchmarked against national F:M data at December 2018: Optometrists & Student Optometrists registered with the GOC (Table 5). This benchmark was chosen rather than HESA data, as the GOC information provides the most complete national picture of student optometrist numbers.

Table 5: Benchmark: SOVS with the GOC December 2018

GOC Optometrists		GOC Student Optometrists		SOVS Students 2017/18	
Female	Male	Female	Male	Female	Male
9,387 (59%)	6,468 (41%)	2,604 (67%)	1,292 (33%)	209 (54%)	179 (46%)

Although female students outnumber male, SOVS has a more balanced F:M profile compared with the GOC benchmark.

UG student application, offer and enrolment: Table 6 shows the gender breakdown for applications, offers and enrolments for BScOpt. The trend across F:M students is generally stable, with the exception of enrolments in 2016/17 where a lower number of female students enrolled than males. This has impacted on the offer to enrolment % conversion rate.

Table 6: Applications, offers and enrolments for BScOpt 2015/16-2017/18

Year	Gender	Applications	Offers	Enrolment	Offers: Applications	Enrolment: Offers	Enrolment: Applications
2015/16	Female	308	204	58	66%	28%	18%
	Male	208	127	44	61.1%	34.6%	21.2%
	% Female	60%	62%	57%			
2016/17	Female	321	216	50	67%	23%	16%
	Male	247	166	59	67%	36%	24%
	% Female	57%	57%	46%			
2017/18	Female	344	239	69	70%	29%	20%
	Male	238	149	48	63%	32%	20%
	% Female	60%	62%	60%			
Overall	Female	973	659	177	68%	27%	18%
	Male	693	442	151	64%	34%	22%
	% Female	58%	60%	54%			

Between 2015/16-2017/18 overall applications were F58% (973):M42% (693). During this period 66% of applicants received offers, F:68% (659) M:64% (442). The higher % difference between F:M applications at 16%, highlights the need for action to achieve a higher application rate for male students. (AP 5). However, the gap reduced to 4% at offer stage. The SAT have investigated the reasons for the significant drop in % difference in offers between F:M applicants to ensure there is no gender bias in the offer process. Discussions with admissions tutors for the course reassured the SAT there is no gender bias in the offer giving process as offers are made solely on academic admissions criteria.

Over the same period, conversion rate from offer to enrolment was 31%: F27%:M34%. Although more females applied and received offers, a lower proportion enrolled. UCAS tariff data suggests that, on average, females enrol with 9 points more than males (Table 7). It may be those who do not enrol have not met entry tariff requirements. Conversely, high achievers may be less likely to choose UoB, opting for Russell Group institutions. Further inquiry will be undertaken to (i) understand patterns of conversion and (ii), identify actions to move to parity (AP 6).

Table 7: F:M UCAS Points on Enrolment

	Female	Male
2015/16	145	139
2016/17	140	132
2017/18	147	133

Table 8 shows gender breakdown across applications, offers and enrolments for the BScCP programme. Numbers are relatively stable across the period although % representation F:M students varies. The gender breakdown of applications is contrary to BScOpt, being F42%:M58%.

Table 8 : Applications, offers and enrolments for BScCP 2015/16-2017/18

Year	Gender	Applications	Offers	Enrolment	Offers: Applications	Enrolment: Offers	Enrolment: Applications
2015/16	Female	10	9	9	90%	100%	90%
	Male	12	10	10	83%	100%	83%
	% Female	46%	47%	47%			
2016/17	Female	10	6	5	60%	83%	50%
	Male	16	6	6	38%	100%	38%
	% Female	39%	50%	46%			
2017/18	Female	17	10	10	59%	100%	59%
	Male	24	9	9	38%	100%	38%
	% Female	42%	53%	53%			
Overall	Female	37	25	24	68%	96%	69%
	Male	52	25	25	48%	100%	48%
	% Female	42%	50%	49%			

Between 2015/16-2017/18 56% of applicants received offers: F68%(25):M48%(25). Conversion to enrolment is 98% with a 4% difference in F:M conversion at F96%:M100%. As the programme is aimed at practising dispensing opticians, these differences may be explained by life circumstances of the potential student pool – mature students who often have family/caring responsibilities. To encourage higher female application, marketing strategies will be reviewed and a higher profile given to more mature female applicants. (AP 5).

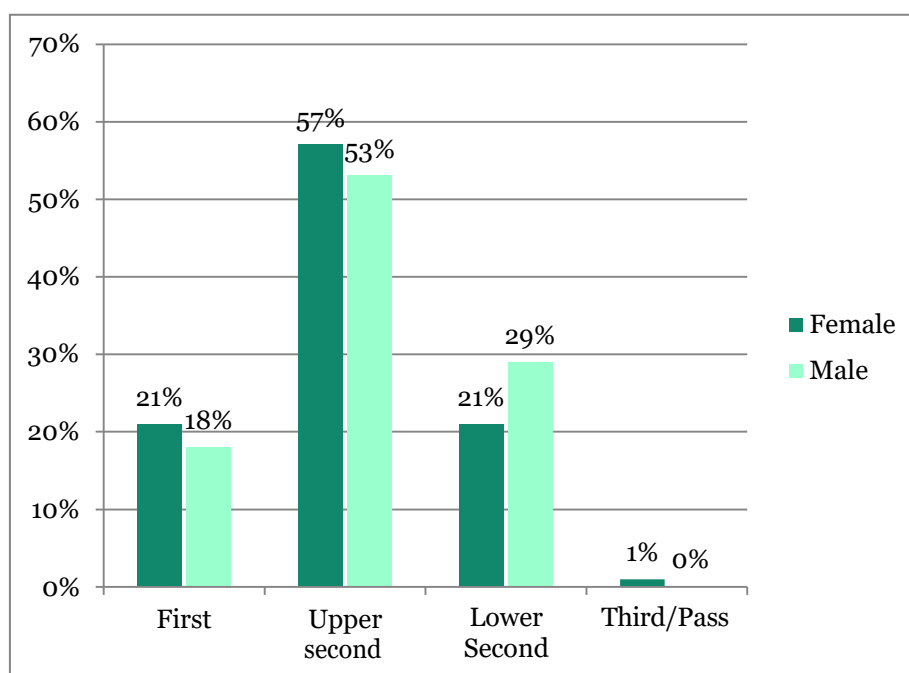
Degree attainment by gender: Table 9 and Fig. 4 show a trend of high UG female achievement in the BScOpt UG programme with 21% of the female cohort gaining a 1st and 57% gaining a 2:1 between 2015/16-2017/18, compared to 18% and 53% of the male cohort. (Table 9)

Graduates can only commence their pre-registration period if they achieve a minimum of a 2:2 degree. Therefore in the period discussed, we note that all except two female students were able to progress to their pre-registration period. As this number is small, no meaningful trend can be identified, however personal academic tutors should continue to be mindful of any additional challenges (e.g. caring responsibilities), which may adversely affect female students so support may be offered.

Table 9: BScOpt Degree attainment by gender 2015/16-2017/18

Gender	Degree Class	2015/16	2016/17	2017/18	Overall	Distribution
Female	First	12	13	18	43	21%
	Upper second	34	46	39	119	57%
	Lower second	18	19	7	44	21%
	Third /Pass	0	2	0	2	1%
Female Total		64	80	64	208	
Male	First	5	6	13	24	18%
	Upper second	14	37	22	73	53%
	Lower second	16	15	9	40	29%
	Third /Pass	0	0	0	0	0%
Male Total		35	58	44	137	

Fig. 4: BScOpt Overall % degree attainment by gender 2015/16 -2017/18

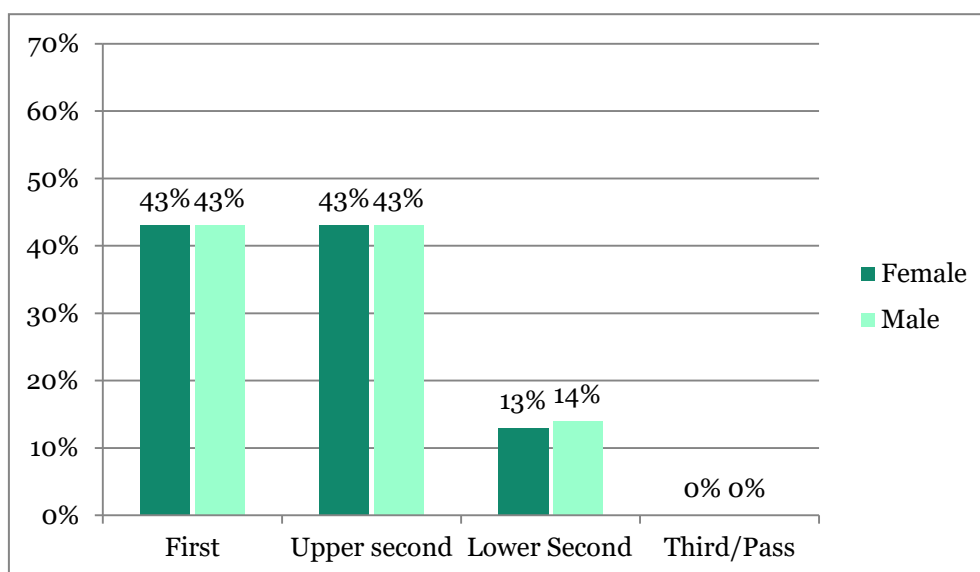


There is little overall difference in performance between female and male students in the BScCP cohort. (Table 10 and Fig. 5)

Table 10: BScCP Degree attainment by gender 2015/16-2017/18

Gender	Degree Class	2015/16	2016/17	2017/18	Overall	Distribution
Female	First	3	1	2	6	43%
	Upper second	1	1	4	6	43%
	Lower second	1	0	1	2	14%
	Third /Pass	0	0	0	0	0%
Female Total		5	2	7	14	
Male	First	1	2	6	9	43%
	Upper second	3	3	3	9	43%
	Lower second	1	1	1	3	14%
	Third /Pass	0	0	0	0	0%
Male Total		5	6	10	21	

Fig. 5: BScCP Overall % degree attainment by gender 2015/16-2017/18



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

N/A

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

Absolute PGR numbers are small with all enrolled on a PhD programme of study (Table 11). As numbers disaggregated by F:M are ≤ 5 meaningful analysis is problematic. BAME numbers are < 5 and have not been included. We have slightly more female students than male, which is encouraging for the academic pipeline. Female students appear more likely to study PT, a route which is open to all students, regardless of gender. This will be promoted as a viable route to PGR to encourage more applications (AP 7).

Table 11: F:M SOVS FT/PT PGR Students 2015/16-2017/18

Gender	Mode of Study	2015/16	2016/17	2017/18
Female	Full time	2	2	3
	Part time	2	3	3
Male	Full time	3	2	2
	Part time	0	0	1

PGR application, offer and enrolment: All applicants to SOVS are UK/EU based. As numbers disaggregated for each year by F:M are ≤ 3 they are not included, rather data is presented as total numbers 2015/16-2017/18 (Table 12). BAME numbers are < 5 and have not been included.

Although during this period three times more males have applied for PGR places than females, the offer rate is much higher for females, being F50%:M25%. Small enrolment numbers mean no meaningful conclusion can be drawn.

Table 12: F:M SOVS PGR Total Applications and Enrolments 2015/16 – 2017/18

	Applicants	Offers	Enrolment
F	4	2	1
M	12	3	3
Total	16	5	4

To improve the academic pipeline SOVS will work at UG level to encourage more applications to PGR and locally to promote research opportunities to UoB graduate optometrists. (AP 7)

PhD Awards: The total number of PhDs awarded 2012/13-2017/18 was 17 (F9:M8). As numbers disaggregated for each year by F:M are ≤ 4 they are not included. Again, it is not possible to identify meaningful trends. However, it would appear that there is general parity of achievement.

There have been 3 withdrawals since 2012 (F1:M2), 2 of which (F1:M1) were due to the student finding research was not an area they wished to pursue and 1 student (F0:M1) did not meet the academic progression requirements.

(v) Progression pipeline between undergraduate and postgraduate student levels

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

Progression to PGR study is from UG or following completion of the pre-registration period and practice as a qualified optometrist. The main reason students study on either BScOpt or BScCP course is to allow them to enter the pre-registration period. Internal UoB destinations data indicates that the percentage of UK SOVS undergraduates in professional employment or further study in 2015/6 and 2016/7 was 100.0% (male and female). 2017/18 data will not be available until 2020.

SOVS does not currently offer an MSc. Postgraduate study at degree level is only offered as a PGR PhD.

Returning to PGR post-registration can be problematic as graduates often move away from the area to gain a pre-registration position. As mature students it may then be difficult to accommodate new life circumstances, for example a new family, in order to return to UoB. This could have a greater impact on potential female students. (See AP 7).

Additionally, once registered, although PhD success can facilitate academic and some hospital career pathways, in purely clinical settings additional professional qualifications e.g. ProfCert and HProfCert (or e.g. in paediatrics, glaucoma, medical retina, low vision), awarded by the College of Optometrists, are seen as more relevant. Qualified practitioners may therefore prefer to study for these qualifications instead.

During the period 2015/16-2017/18 4 students enrolled as PGR students (F1, M3). All were UoB graduates. SOVS provided opportunities for UG students to undertake a summer project and recently an externally funded research scholarship, raising the aspirations of female students to progress to an academic career.

'This is something I would highly recommend' (MI - UG Female Student)

'This has given me a great insight into a career in academia' (E - UG Female Student)

SOVS will build on this approach, providing more such opportunities promoted to under-represented groups (AP 7)

During the same period, 2 students progressed from PGR to PDRA within the school (1M, 1F). This was as a result of an opportunity afforded by an extension to research funding post-graduation. Both left UoB when their grant funding expired.

During period 2015/16-2017/18, 4 PGR students (F4:M0) temporarily suspended their studies due to maternity leave or family circumstances. 3 students have returned to studies while 1 student, who is also a permanent member of staff, has temporarily taken on additional responsibilities, which preclude returning to studies at this point. One student who took maternity leave reported that the information regarding the maternity process was difficult to find but understandable once located. She spoke positively about the combination of support from her supervisors, which has helped to make a very difficult 2 years easier.

4.2 Academic and research staff data

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

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

SILVER APPLICATIONS ONLY

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

SOVS gender representation for academic/teaching staff in 2017/18 is F11:M15. As BAME staff numbers are ≤ 1 they have not been disaggregated in the analysis. However this significant under-representation is recognised. Job advertising will be reviewed and positive action taken to encourage more BAME applications. (AP 1). Work to address the academic pipeline will also support this work. (AP 7).

The role profile between 2015/16-2017/18 is shown in Table 13 and Fig.6.

Table 13: SOVS F:M academic staff by grade and role 2015/16-2017/18

		FEMALE	MALE	% Female	TOTAL
Researcher Grade 7	2015 / 16	2	1	67%	3
	2016 / 17	2	1	67%	3
	2017 / 18	1	1	50%	2
Clinical/Teaching Grade 8	2015 / 16	2	0	100%	2
	2016 / 17	2	0	100%	2
	2017 / 18	2	0	100%	2
Clinical/Teaching Grade 9	2015 / 16	5	0	100%	5
	2016 / 17	5	0	100%	5
	2017 / 18	5	0	100%	5
Lecturer Research/Teaching Grade 9	2015 / 16	0	5	0%	5
	2016 / 17	0	6	0%	6
	2017 / 18	0	6	0%	6
Senior Lecturer Research/Teaching Grade 10	2015 / 16	0	3	0%	3
	2016 / 17	0	3	0%	3
	2017 / 18	0	3	0%	3
Senior Lecturer Clinical/Teaching Grade 10	2015 / 16	2	1	67%	3
	2016 / 17	2	1	67%	3
	2017 / 18	2	1	67%	3
Professor Research/Teaching Grade 11	2015 / 16	1	4	20%	5
	2016 / 17	1	4	20%	5
	2017 / 18	1	4	20%	5

Fig. 6a: % of F:M academic staff by role 2015/16-2017/18

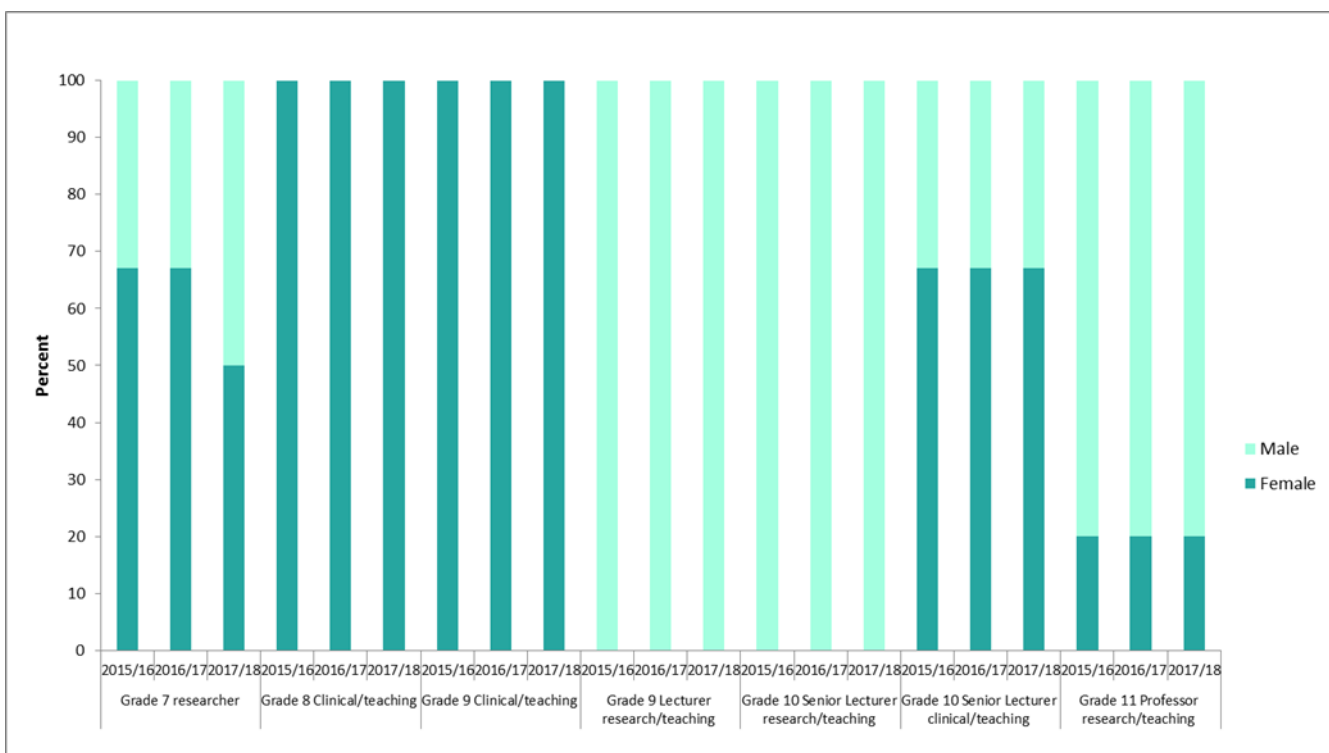
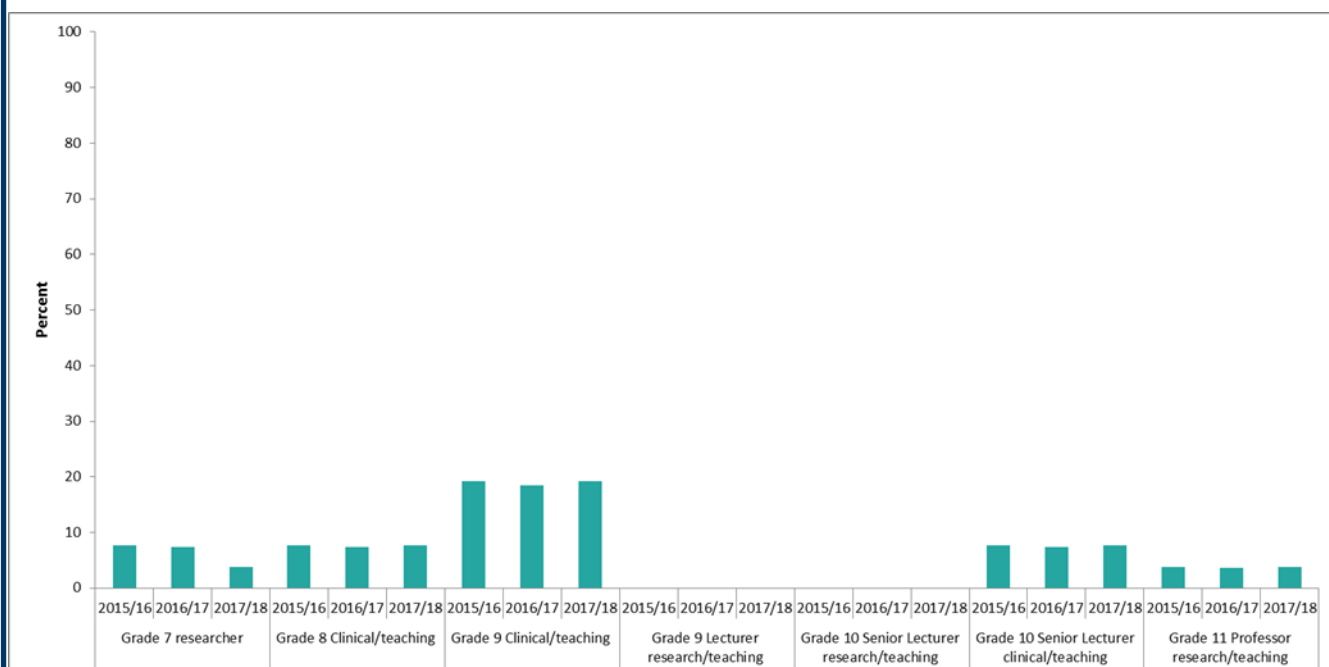


Fig. 6b: Female academic staff as a % of the whole 2015/16-2017/18



There is an under-representation of female staff in senior roles and at higher grades. Female staff are consistently under-represented at grade 10 and above (Table 14).

Table 14: F:M grade representation at SOVS UoB

Grade	2015-2016			2016-2017			2017-2018			Overall % Female
	F	M	% Female	F	M	% Female	F	M	% Female	
Grade 7	2	1	67%	2	1	67%	1	1	50%	61%
Grade 8	2	0	100%	2	0	100%	2	0	100%	100%
Grade 9	5	5	50%	5	6	46%	5	6	46%	47%
Grade 10	2	4	33%	2	4	33%	2	4	33%	33%
Grade 11	1	4	20%	1	4	20%	1	4	20%	20%

Comparison has been made to the School of Optometry at Aston University; a similar sized optometry school (Table 15). Comparing Tables 14 and 15, there is a noticeably higher percentage of females in Grades 7 (61% and 90%) and 8 (100% and 65%) compared to males at both SOVS and the School of Optometry at Aston University. However, at Grade 9 females and males are more evenly represented (47% and 56%). Whilst this position is maintained at the School of Optometry at Aston University at Grade 10 (52%), females become under represented at SOVS (33%). At Grade 11, females continue to be under represented at SOVS (20%). However, they are not represented at all at the School of Optometry at Aston University.

Table 15: F:M grade representation at the School of Optometry, Aston University.

Grade	2015-2016			2016-2017			2017-2018			Overall % Female
	F	M	% Female	F	M	% Female	F	M	% Female	
Grade 7	7	1	86%	5	1	83%	3	0	100%	90%
Grade 8	13	6	68%	9	6	60%	14	7	67%	65%
Grade 9	4	2	67%	2	2	50%	2	2	50%	56%
Grade 10	4	6	40%	5	5	50%	6	3	67%	52%
Grade 11	0	5	0%	0	5	0%	0	7	0%	0%

At SOVS academic staff are split between research; research and teaching; and teaching only contracts (Table 16).

Table 16: Breakdown of F:M Full-time vs Part-time academic/teaching staff

		FEMALE		MALE		TOTAL
		FT	PT	FT	PT	
Researcher Grade 7	2015 / 16	1	1	1	0	3
	2016 / 17	1	1	1	0	3
	2017 / 18	1	0	1	0	2
Clinical/Teaching Grade 8	2015 / 16	0	2	0	0	2
	2016 / 17	0	2	0	0	2
	2017 / 18	0	2	0	0	2
Clinical/Teaching Grade 9	2015 / 16	0	5	0	0	5
	2016 / 17	0	5	0	0	5
	2017 / 18	0	5	0	0	5
Lecturer Research/Teaching Grade 9	2015 / 16	0	0	5	0	5
	2016 / 17	0	0	6	0	6
	2017 / 18	0	0	6	0	6
Senior Lecturer Research/Teaching Grade 10	2015 / 16	0	0	3	0	3
	2016 / 17	0	0	3	0	3
	2017 / 18	0	0	3	0	3
Senior Lecturer Clinical/Teaching Grade 10	2015 / 16	0	2	1	0	3
	2016 / 17	0	2	1	0	3
	2017 / 18	0	2	1	0	3
Professor Grade 11	2015 / 16	1	0	4	0	5
	2016 / 17	1	0	4	0	5
	2017 / 18	1	0	4	0	5

All bar one of the teaching only contracts are held by females who work PT. Career progression opportunities for these staff is an issue as promotion to Professorial level is based on research output. As research is not undertaken by teaching only staff, no clear career path exists for these staff and as such careers can stall. This is identified as a UoB issue in relation to how type of contract impacts on career progression opportunities. Solutions will be explored at Faculty and UoB level under the banner of “The Bradford Academic” Programme. (AP 8).

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

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

All academic/teaching staff are on permanent contracts. Research only staff are on fixed term contracts, with the length of contract being dependent on funding. Between 2015/16-2017/18, although numbers were small, the majority of research only staff were female (F2:M1). Where possible (e.g. funds allow, upcoming vacancies), continuity of employment will be encouraged through the APR process (AP 9).

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

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

SOVS staff turnover is low, with only 1 FT (F0:M1) researcher and 1 PT (F1:M0) researcher leaving during the reporting period due to reaching the end of a fixed term contract. One researcher (F0:M1) and 1 lecturer (F0:M1) were recruited during this period. Three new lecturers have now been appointed (F2:M1) and will start during the academic year 2019/20.

The lack of staff turnover impacts on career progression opportunities and the opportunity to address the issue of female under-representation in research roles.

Exit questionnaires are sent to all employees who are leaving. Given the small number of responses no meaningful analysis is possible.

Word count: 2065 words

5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1 Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Recruitment and selection in SOVS follow UoB procedures in respect of person specifications and job advertisements, which include reference to equality and diversity. The UoB's Athena Swan Bronze Award is also promoted widely.

For 2015/16-2017/18 the two interview panels convened included 50% female representation.

SOVS takes a flexible approach to interview to accommodate all candidate needs. Skype interviews are available, which was taken up in 2016, and childcare can be accessed by interviewees through the UoB nursery provision. Feedback from candidates about their experience is not currently systematically gathered at SOVS level. For future appointments SOVS will gather feedback from candidates about their experience to inform practice (AP1).

All staff who shortlist and sit on interview panels are required to undertake UoB recruitment and selection, and unconscious bias training, monitored at institution level. Staff are made aware of the demographic of candidates at shortlisting stage and a rationale for shortlisting candidates must be given.

Between 2015/16-2017/18 two positions only were appointed to: Lecturer (L) and Researcher (R); both full time (Table 17).

Table 17: SOVS recruitment 2015/16-2017/18

	Applied	Shortlisted	Appointed
Female	2 (L)	1 (L)	0
Male	4 (3L,1R)	4 (3L,1R)	2

As numbers are so small, meaningful analysis is problematic so conclusions are difficult to draw. However, although SOVS is a small school with low staff turnover, it is recognised

that more needs to be done at School level to address F:M gender balance, particularly at higher grades. Action will be taken to increase female and BAME applications through promoting opportunities directly to potential female and BAME female and male candidates and encouraging engagement through visits to SOVS (AP 1)

Systematic monitoring of the diversity of shortlisted candidates against applications will be undertaken to confirm efficacy of SOVS's implementation of shortlisting to ensure a lack of bias and fair process (AP 1), and SOVS local policy will also provide for sole female or BAME applicants to be included in a shortlist (AP 1).

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All newly appointed staff undertake UoB's compulsory induction which includes central events and training, eg diversity and inclusion. A checklist is completed at the end of induction, signed by new starter and manager and returned to HR.

At SOVS level induction is informal rather than a formal process. Whilst it generally includes familiarisation with the work environment and introduction to policies and procedures, including information about career breaks and parental leave, the informal nature of the process may lead to inconsistency in experience and information provided. Therefore a formal SOVS induction will be constituted to include introductions to key people in the School; probation arrangements; information on flexible working, PDR and promotions; training requirements; and a checklist to confirm completion (AP 10).

Currently SOVS does not collect information about experience of induction. In future this will be monitored through the annual staff survey to ensure there is no negative equality impact in induction (AP 10).

As part of induction new academic lecturers, but not clinical teaching staff are appointed a mentor. This has been raised as an issue through the survey for career development and progression for female staff and is discussed and actions identified at 5.3(i).(AP 10)

(iii) Promotion

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

There is a University wide annual call for applications for promotion, with applications being considered by a UoB Committee comprising representation from Faculties, and a Faculty level promotion panel that decides on whether an application should go forward to the University panel. Promotion criteria are not set out explicitly, but grading criteria are available to all staff through the UoB “Service Now” portal. Promotions criteria are currently being reviewed as part of the “Bradford Academic” programme. The Faculty and University Committees provide feedback to all candidates.

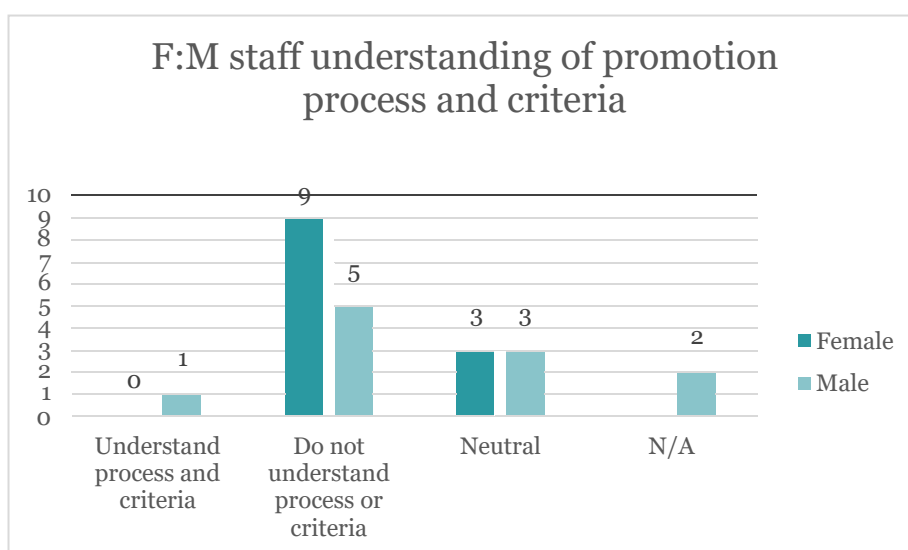
Academic staff are identified for promotion/re-grading as part of discussions at PDR. PDR action plans are formulated to align short- and medium-term objectives with career progression points on the academic career ladder. Two way discussions during this process allows the HoS to focus staff aspirations. Although staff are not prevented from applying for promotion without the support of the school, their application would still need to be approved by the Faculty level promotion panel before going further.

Early career Research/Teaching staff are supported in their career development, including towards promotion, by their mentor. The UoB Early Career Committee can also be accessed for further support.

During 2015/16-2017/18 no staff applied for promotion. This is due mainly to lack of staff turnover and current distribution of grades within SOVS: a significant number of staff are either senior and at the top of their scales, or in the early stages of their careers, not yet in a position to apply for promotion. This impacts particularly on female staff, who are largely situated at lower grades. In addition, as indicated at 4.2.i, career progression for staff on teaching only contracts is an issue as progression is based on research output and there is no non-research career path to Professorial level at present. This particularly impacts on female staff, all bar one of whom have teaching only contracts and work PT. University level action is in progress to address this under the banner of the “Bradford Academic”. (AP 11)

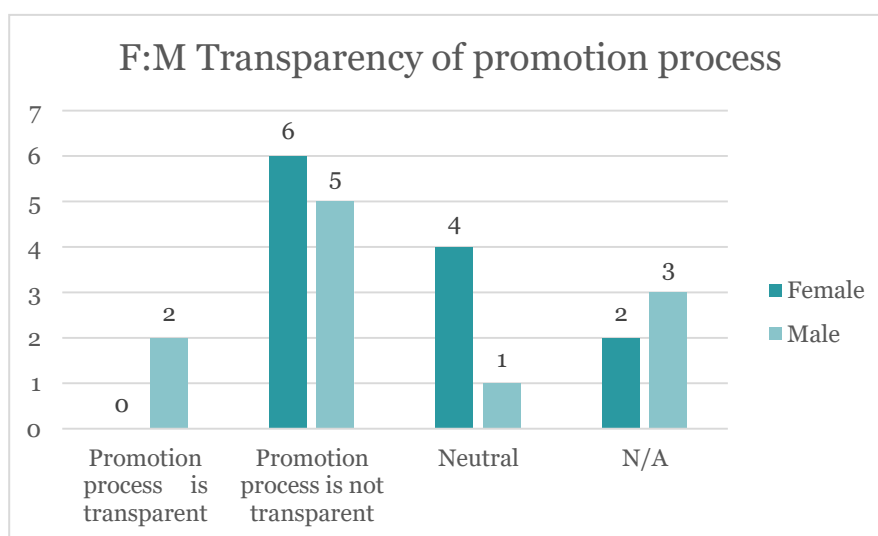
A lack of understanding of the promotion process and criteria, and a lack of transparency may also be contributing to a lack of applications. The survey revealed more than 61% respondents (14), FT and PT, did not understand promotion process and criteria (F9:M5) (Fig.7). Staff who indicate N/A are either PTHP or have reached the top of the grading structure.

Fig.7 F:M staff understanding of promotion process and criteria in SOVS



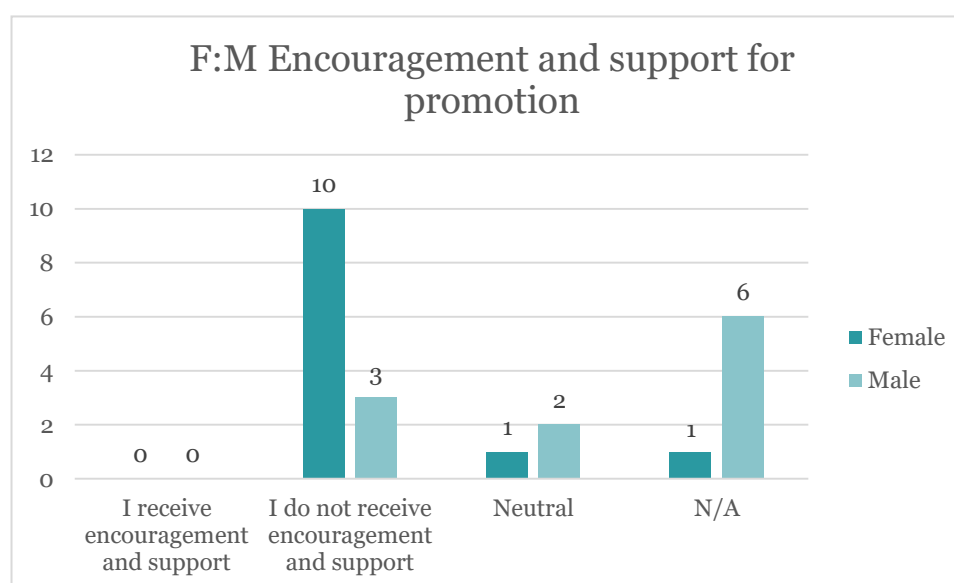
A similar trend is observed in respect of transparency of the promotion process. F:6 and M:5 staff indicating the promotion process is not transparent (Fig.8).

Fig.8: F:M Transparency of promotion process in SOVS



We also asked staff whether they felt encouraged to apply for promotion (Fig.9). Of note is that 10 out of 12 female respondents indicated they do not receive encouragement and support for promotion compared to only 3 of 11 male respondents.

Fig.9: F:M Encouragement and support for promotion in SOVS



Whilst it is recognised that numbers are small, these trends suggest that a lack of understanding, transparency and encouragement for promotion are areas for action.

To increase understanding and transparency, and ensure opportunities for promotion are not overlooked, particularly for female staff on lower grades, information sessions will be run in advance of the annual progression call to highlight the potential for promotion to all staff (AP 12), and training will be provided for all staff on PDR to ensure promotion discussions are given greater priority (AP 12).

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

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

All research active staff have an annual research meeting, prior to PDR, to review and support research progress. Staff are also able to access support through an active Research and Knowledge Transfer Support department, including workshops for REF submission and writing retreats.

Table 18 shows consistency in F submission rate for RAE2008 and REF2014 (100% for both), whilst M submission rate has fallen by 45%.

Table 18 RAE/REF F:M Eligibility and Submission Rates

	Females			Males		
	Eligible Staff	Staff Submitted	Submission Rate	Eligible Staff	Staff Submitted	Submission Rate
RAE2008		2			14	
REF2014	2	2	100%	13	7	54%

Whilst the F submission rate is celebrated, the significantly lower number of F eligible staff compared to M eligibility is of concern. This is likely to be a reflection of the earlier highlighted issue for staff on teaching only contracts who are not eligible to submit, the need to strengthen the academic pipeline through encouraging more women to undertake PhD study (AP 7) and to increase the number of F staff at higher grades (AP3;5;8;10).

SILVER APPLICATIONS ONLY

5.2 Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

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

5.3 Career development: academic staff

(i) Training

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

Training opportunities for staff are advertised regularly in the UoB bulletin. Training needs are identified at PDR and access to and benefits of training are monitored through the PDR process. School-wide feedback on whether training needs are met has not been collected systematically and this will be included in the next annual staff survey (AP 13).

New academic teaching staff are required to undertake the Postgraduate Certificate in Higher Education Practice (PGCHEP) as part of professional development, unless they are a current Fellow of Advance HE. Although clinical teaching staff are not required to undertake the PGCHEP as part of their contract participation is supported by the School.

Although taught elements of the PGCHEP are currently limited to Wednesday afternoons which can be problematic for PT staff, a distance learning option is also provided to improve access. However, feedback from staff required to achieve the PGCHEP indicates that protecting time to access both options can be problematic. Mechanism to ensure timetables are adjusted to reserve time for attendance will therefore be put in place (AP 13).

All staff are required to undertake equality and diversity training (100% completion) and 23 staff (F14:M9) recently completed unconscious bias training. Staff are also required to undertake data protection and display screen equipment regulations training. This is co-ordinated and monitored at UoB level. Information is not available regarding take up of this training.

(ii) Appraisal/development review

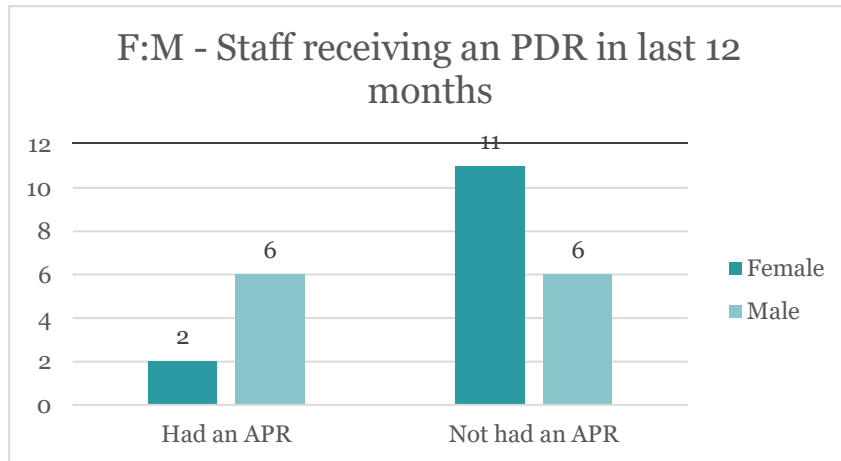
Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff (including PDRAs) are required to engage with the PDR process, which recently changed from an annual to six monthly cycle. Staff complete PDR paperwork which forms the basis for discussion with line manager. Completion of PDRs and associated paperwork is monitored by the Dean of Faculty. Paperwork is retained by members of staff and HoS to monitor objectives for evaluation at the following PDR.

Where issues come to light outside the PDR process (e.g. training needs or opportunities) the HoS meets with the staff member to discuss the situation, and an action plan is put in place.

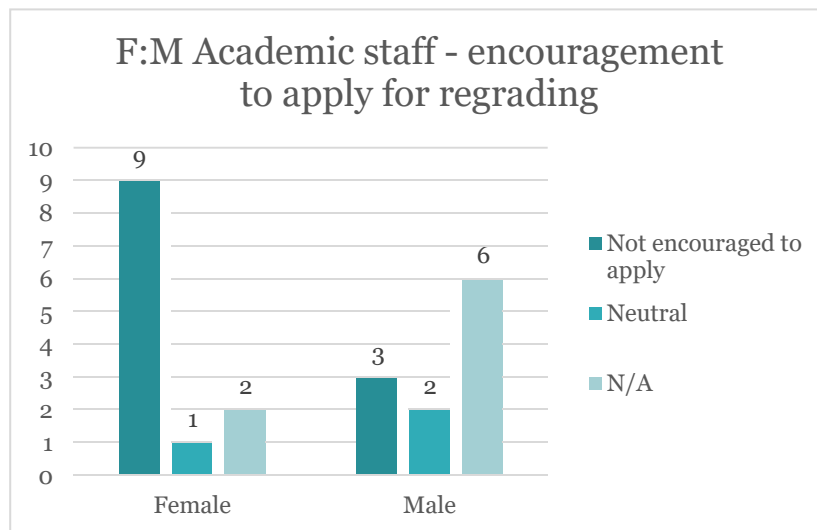
During the twelve months to December 2018, 8 survey respondents (32%) received a PDR, of these only 2 were female (Fig.10).

Fig.10: F:M - Staff receiving an PDR in last 12 months



Although some male staff have not had an PDR, there was an identifiable gender imbalance in numbers of staff both receiving (F15%:M50%) and not receiving (F85%:M50%) a PDR. More female staff (75%) than male (55%) indicated that they had not been encouraged to apply for a re-grading (Fig.11).

Fig.11: F:M Academic staff – Re-grading



Low number accessing PDR and a lack of encouragement to apply for a re-grading (part of the PDR process) may relate to the predominance of PT working among female staff. Further consultation highlights that it is often difficult for these staff to timetable slots for PDR. This could be exacerbated by the move to the six monthly cycle.

It is recognised that this should not be the case and SOVS will implement a process to ensure all staff are afforded time to access the PDR process (AP 14).

Currently SOVS do not systematically collect feedback from staff on their experience of PDR process, or the range of issues covered in order to identify good practice and make improvements where necessary. This will now be collected as part of the annual staff survey (AP 14).

(iii) Support given to academic staff for career progression

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

SOVS regards this support as central to supporting career progression.

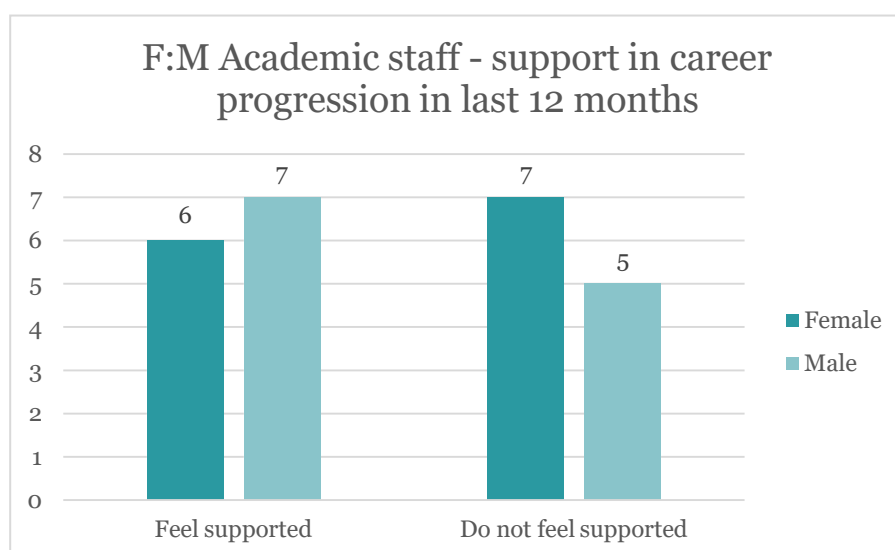
As reported in Section 5.1 (iii), early career Research/Teaching staff are supported in their career development, including towards promotion, by their mentor. The UoB Early Career Forum can also be accessed for further support.

New lecturers are paired with experienced staff in module leadership allocations and are given protected time to establish their research. Onerous administrative duties are avoided when assigning workload.

Staff who wish to enhance their clinical skills are encouraged to study for a PGCert, with financial contributions towards fees being made. To date, 2 female Clinical/Teaching members of staff have taken this opportunity. A further female Clinical/Teaching member of staff commenced PGR study.

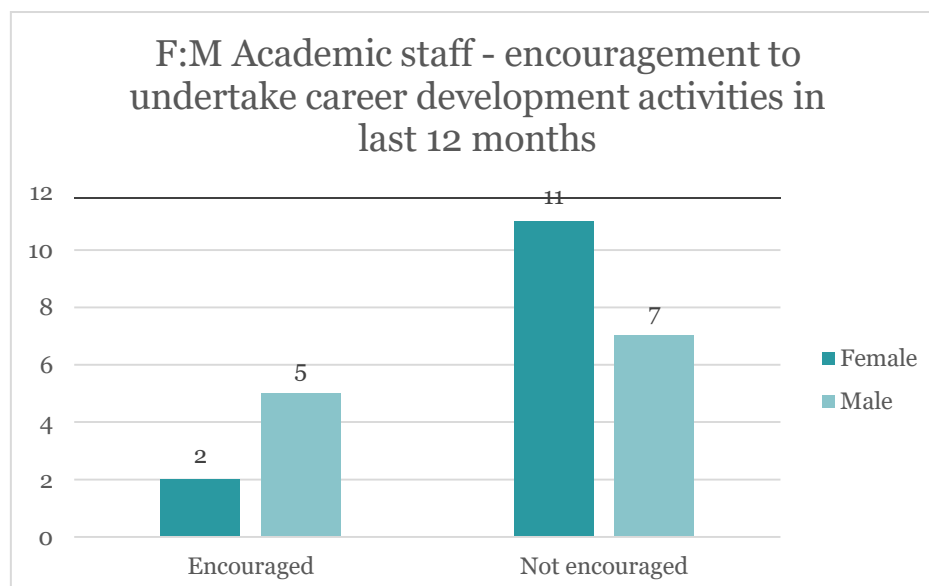
Survey responses indicated that female and male staff felt equally supported and unsupported in their career progression during the last 12 months (Fig.12). This will be explored further through small discussion groups to understand what additional support is required and whether needs differ between female and male staff (AP 12).

Fig.12: F:M Academic staff – support in career progression



By contrast, 72% of respondents (18 staff) indicated that they had not been encouraged to undertake career development activities in the year to December 2018 (Fig.13).

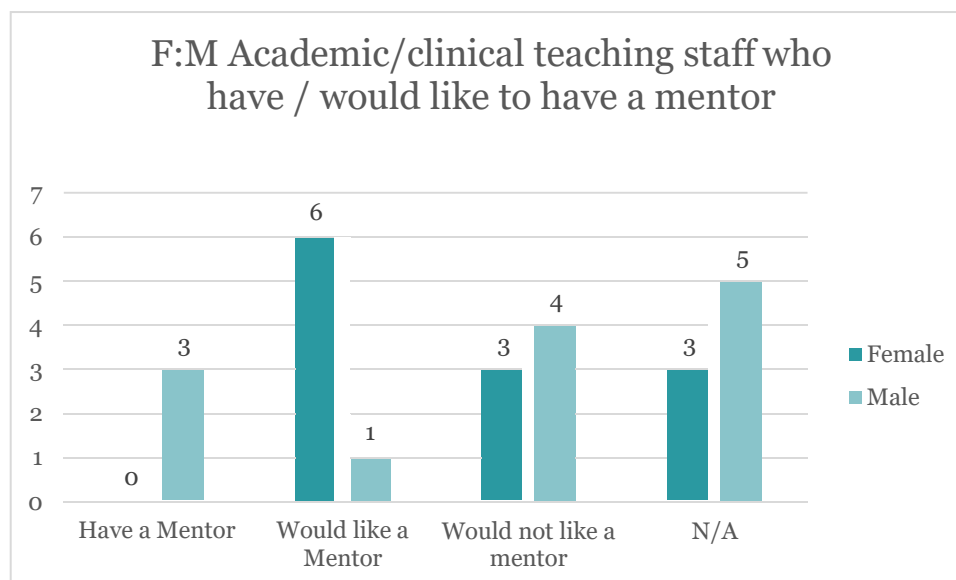
Fig.13: F:M Academic staff - encouragement to undertake career development activities



A gender imbalance can be seen here with more females (85%) than males (58%) not feeling encouraged. This may be related to low numbers accessing the PDR process and PT working – see 5.3iii above. This will be explored further through discussion groups to inform practice in PDR process (AP 12).

Mentors are appointed at induction for new lecturers, but not clinical teaching staff. 3 survey respondents indicated that they have a mentor, with 7 indicating that they would like one Fig.14.

Fig.14: Breakdown of staff who have/would like to have a mentor



All the staff who have a mentor are male FT. No female staff currently have a mentor. Whilst Fig.14 suggests the picture is mixed, 6 female staff indicate that they would like a mentor, highlighting a potential gap in support for female staff. SOVS will therefore explore this issue, as a priority action, through discussion groups as part of identifying additional support which will enhance career progression (AP 12).

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

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

Undergraduate students are offered bespoke support in relation to seeking pre-registration posts in primary care optometry, facilitated by a SOVS pre-registration tutor and UoB Careers service. They are also invited to attend information sessions on postgraduate research opportunities. Future UG summer research project and scholarship opportunities will include advice on transition to academic careers. (See AP 7)

All UG students are assigned a personal academic tutor (PAT). The PAT process aims to support students in their pastoral care needs, and for the process of signposting to services that maybe required (e.g. counselling support). Occasionally, a female UG

assigned with male PAT, requests to speak to a female member of staff. This request has always been facilitated, via a discussion with the HoS.

PGRs engage in Faculty level training offered throughout their studies, including induction, postgraduate research days, as well as UoB level training (eg: thesis submission and viva voce preparation). Supervision responsibilities usually lie with the member of staff obtaining the grant funding for the project, or by discussion with a range of potential supervisors for School funded projects, with the student making the final choice. Research students are normally assigned an associate supervisor as an additional point of contact for support and development. The gender profile of the SOVS Research Group (F1:M11), as referred to in section 2, means that it is difficult to provide gender parity with supervision.

Research students are normally given access to School funds to support attendance and presentation at a conference. Some students (e.g. those funded by the College of Optometrists) have opportunity to apply for conference travel funding.

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

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

Staff have access to expert support in grant writing and research bid costing through UoB's Research and Knowledge Exchange Support team. Research staff are also appointed a mentor to assist with scoping and development of research projects and funding bids. The gender profile of the SOVS Research Group (F1:M11), as referred to in section 2, means that it is difficult to provide gender parity when allocating mentors.

SOVS also holds a series of research seminars, with internal and external speakers to encourage development of research collaboration. The Research Grant Pipeline Framework has encouraged staff to discuss potential research bids earlier and seek advice from more experienced colleagues. The Research Grant Pipeline is reported to the University, so that a measure of the likely submission of research bids is known in advance of the deadline; this allows research support services to be made available in a timely manner.

SILVER APPLICATIONS ONLY

5.4 Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5 Flexible working and managing career breaks

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

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

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

All staff are able to access policies, information and relevant forms for maternity and adoption leave via UoB's electronic HR portal 'ServiceNow'. SOVS HR adviser liaises with staff to ensure they are aware of length of leave, pay/pension arrangements, annual leave and return to work. Regular contact is maintained between staff and line manager who will ensure appropriate risk assessments and adjustments are undertaken and arrangements for cover made.

When maternity cover is needed, an appointment to cover maternity leave is made. If time away from the University is necessary, e.g. to attend ante-natal appointments, cover is provided by PTHP staff.

Looking at current staff, no maternity/adoption leave has been taken for the last 15 years. It is therefore not possible to comment on staff experience. However, all survey respondents indicated that they are aware of information and policies on maternity/adoption leave but 19 (83%) (F9:M10) did not know what they are.

A proactive approach will be taken to communication to ensure that all staff are aware of how to access key information and policies through the 'ServiceNow' portal. This will include briefings at all staff meetings (AP 15) and inclusion in SOVS local induction (AP 10). Increase in awareness and understanding, and staff experience will be monitored through the annual staff survey (AP 10).

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

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

SOVS staff are able to access up to 10 paid keeping-in-touch days as part of UoB policy. Use is up to the discretion of the parent, agreed with line management, for example to attend relevant conferences. UoB travel policy enables mothers to travel with their infants to facilitate this. UoB nursery is able to offer regular or ad hoc care for infants aged from 12 weeks.

Whilst on leave staff are able to access UoB vacancies and are kept up to date with School news and any changes through meeting notes available on the SOVS Sharepoint to maintain contact and a sense of belonging. Staff on parental leave are welcome to visit socially. Where necessary advice is taken from HR on extension to contract or probationary period. Prior to return staff are invited to attend a return to work meeting to discuss working patterns and any support requirements.

As no current staff have taken maternity/adoption leave for the last 15 years it is not possible to comment on staff experience.

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

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

SOVS adheres to UoB policy to support staff returning from maternity/adoption leave. This provides for a return to work meeting, prior to return, to discuss working pattern/workload, highlighting UoB's flexible working policy and the carers' leave policy. Staff are also made aware of UoB nursery and holiday club provision. UoB supports a salary sacrifice scheme for nursery funding. Nappy changing facilities and a breastfeeding room are available in our building.

As no staff have taken maternity or adoption leave for 15 years comment cannot be made on current staff experience. It was noted that the survey indicated 72% (F12:M6) are aware of the carers' leave policy. Awareness of the policy will be increased so all staff who are eligible to benefit are able to do so (AP 15).

On return to work, the workload allocation will be discussed with the member of staff. Where additional teaching cover is required (e.g. during a phased return to work) PTHP staff will be allocated to fill gaps.

(iv) Maternity return rate

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

No staff took maternity leave during the reporting period.

SILVER APPLICATIONS ONLY

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

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

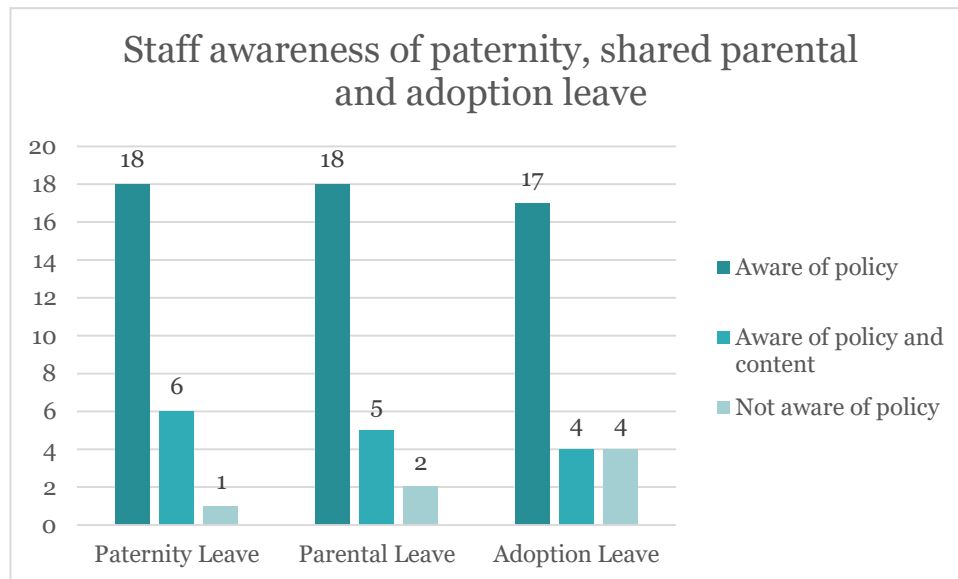
Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Since 2016 one member of SOVS staff has taken two weeks' paternity leave. He reports that this was a positive experience but applying for leave was not straight forward. He found it difficult to locate the policy and information regarding the process through 'ServiceNow' and it is not clear how to deal with dates as these cannot be known in advance of the birth of the baby. Clarification had to be sought from HR which facilitated the process. Clear information will be communicated to staff through annual briefings (AP 15) and SOVS induction to address issues of access to policy and information (AP 10). The points raised will also be addressed by the HoS to identify potential solutions (AP 15).

This member of staff also reported that he went ahead and took responsibility for ensuring all his teaching was covered. This was problematic as he could not anticipate exactly when cover would be needed. In future this will be addressed through a formal process, with staff being made aware that they do not have to take on this responsibility themselves, to ensure that appropriate support is provided to those taking career break leave (AP 15).

Although the experience of this member of staff has highlighted some issues, more positively the survey indicates that a large majority of staff across all grades are aware of UoB paternity, parental and adoption leave policies (Fig.15). Efforts will be made to ensure all staff are aware of them and their contents (AP 15).

Fig.15: Staff awareness of paternity, parental and adoption leave



(vi) Flexible working

Provide information on the flexible working arrangements available.

UoB has a flexible working policy which enables staff to work flexibly where possible, with the potential for staff to move from a FT to PT contract for up to 2 years.

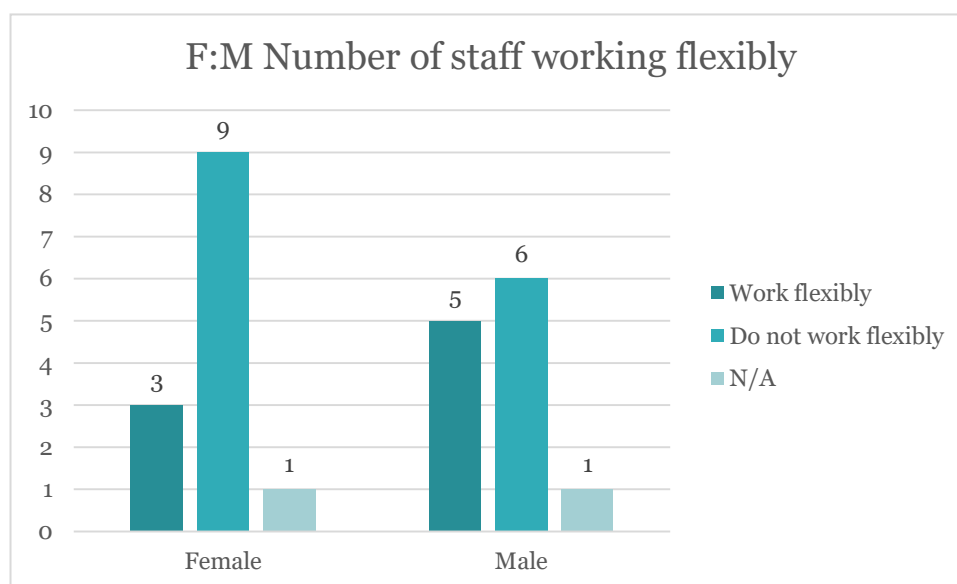
None of the SOVS staff have formal flexible working arrangements and 60% of SOVS survey respondents (F9:M6) do not work flexibly and are not aware of the policy (F6:M9). Awareness of the policy will be raised through induction and staff briefings in 2020. (AP 15).

However, our survey showed that staff do work flexibly on an informal basis, with more male staff (42%) than female staff (23%) working in this way (Fig.16). This may be due to the fact that more female staff work PT. One female respondent highlighted the positive benefit of SOVS's support for informal flexible working:

"I have been very grateful to be able to work flexibly since my daughter started school"

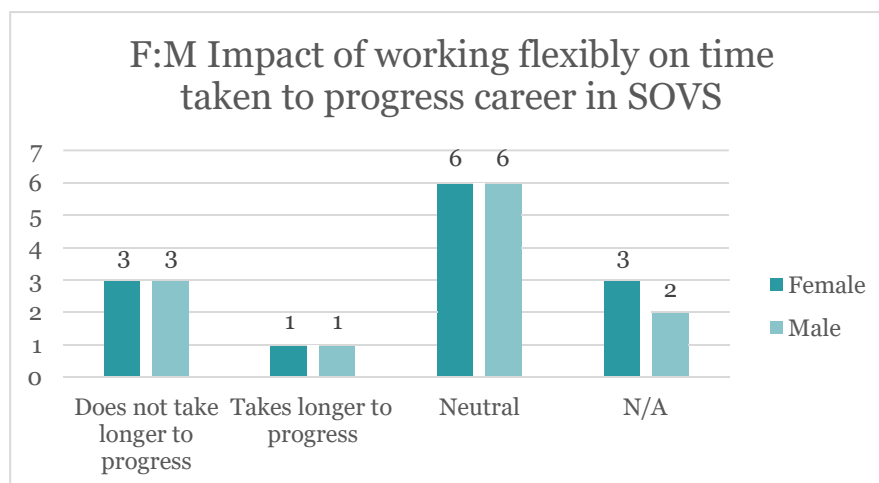
Only one respondent indicated flexible working is not supported.

Fig.16: F:M Number of staff working flexibly



Analysis of survey responses indicates that staff do not generally feel that it takes longer to progress their career if working flexibly (Fig.17), suggesting that this is not a barrier for either female or male staff.

Fig.17: F:M Impact of PT working on time taken to progress career in SOVS



By contrast 11 staff (F6:M5) (44%) felt that working PT would negatively impact their career (Fig.18) and 12 (F7:M5) (48%) that it takes longer to progress if you work PT (Fig.19). Slightly more females (46%) than males (42%) identify negative impact and, although numbers are small, it is recognised that a negative perception of PT working potentially has a greater impact on female staff who are more likely to work PT (see Table 9).

Fig.18: F:M Staff perceived impact of PT working on career progression in SOVS

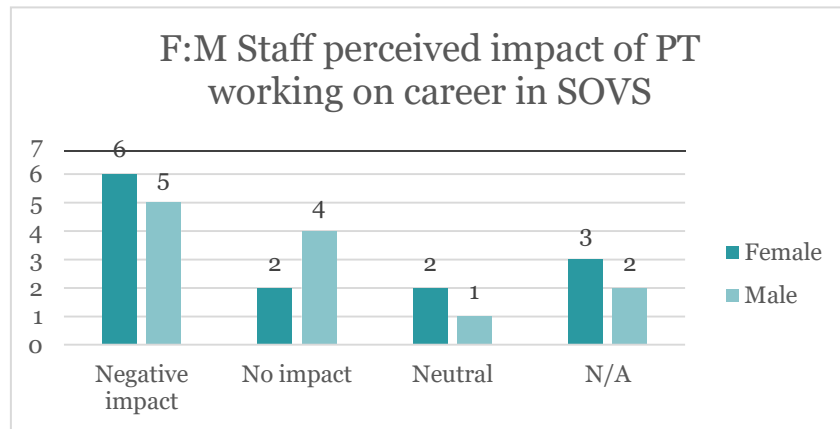
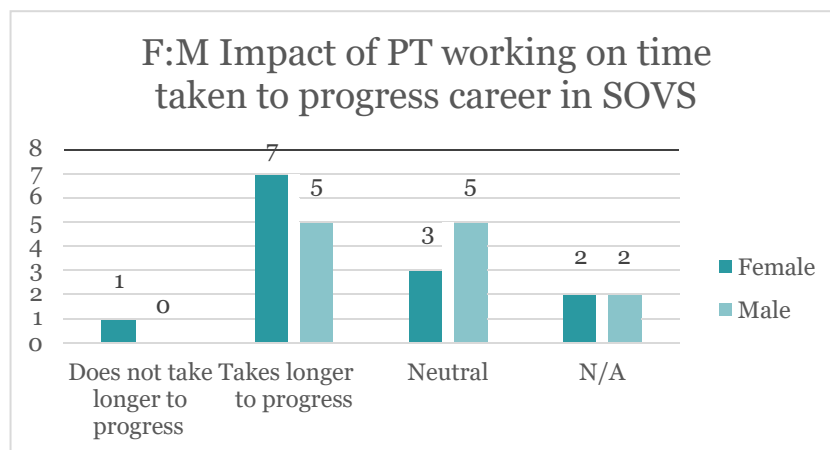


Fig.19: F:M Impact of PT working on time taken to progress career in SOVS



SOVS is committed to ensuring that staff who work PT are supported to progress their careers through the PDR process (AP 14). We are also committed to continuing to support informal flexible working and to ensure that staff are able to apply for formal flexible working arrangements as appropriate through increasing awareness of formal flexible working arrangements (AP 15).

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

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

Whilst working PT after a career break staff are still able to use their keeping-in-touch days to ensure they do not miss any key developments in the School. Staff are offered a phased return from PT to FT for a defined period agreed with HoS. They can also request a longer period of PT working for up to 2 years through UoB's flexible working policy.

Both staff (F1:M1) who recently took a career break reported that they felt supported on returning to work and PT/flexible working was available.

5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

All staff (including PGRAs) are required to undertake on-line equality and diversity, and unconscious bias training (see 5.3.i), monitored by HR. Staff are also encouraged to undertake further optional training which is delivered and recorded centrally.

Moving forward the SOVS SAT will become the E&D Committee to take forward AS actions and embed AS principles across the School. AS will remain a standing item on all staff meetings and on-going consultation with staff will continue.

SOVS promotes expected standards of behaviour through its D&R contact who is the point of contact for staff who have concerns about the behaviour of others or the way they are treated. The D&R contact is a PT member of staff and a second D&R contact will be recruited in 2019/20 (AP 16).

To ensure that standards of behaviour and the process for raising concerns are embedded, they will be included in SOVS new staff induction (AP 10).

Survey results indicate that 68% of respondents (F44%(11):M(28%)(7)) regard SOVS a good place to work from a gender equality perspective. Consultation with staff indicates that staff remain in employment with SOVS due to a family friendly, supportive and flexible environment.

A kitchen/staff room area is located within SOVS. PGR and staff use this room for coffee/lunch breaks and informal networking.

It's good to be able to have a catch up
with what colleagues are up to whilst
waiting for my tea to brew!

SOVS member of staff

76% (F10:M9) of respondents were aware of AS, and 12% (F2:M1) had attended an event featuring gender equality in the last year, albeit outside of UoB. All staff meetings have been used as a forum to raise awareness of AS and a place to discuss gender equality. A recent practical outcome has been action to address the absence of female toilets on the top floor of Phoenix South-West building following its refurbishment.

Understanding equality has been incorporated into third year UG curriculum. Students are taught about the Equality Act 2010 and how this relates to clinical and professional practice. They also have the opportunity to explore reference materials relating to gender profiles in academic science and understand the concept of the 'glass ceiling'.

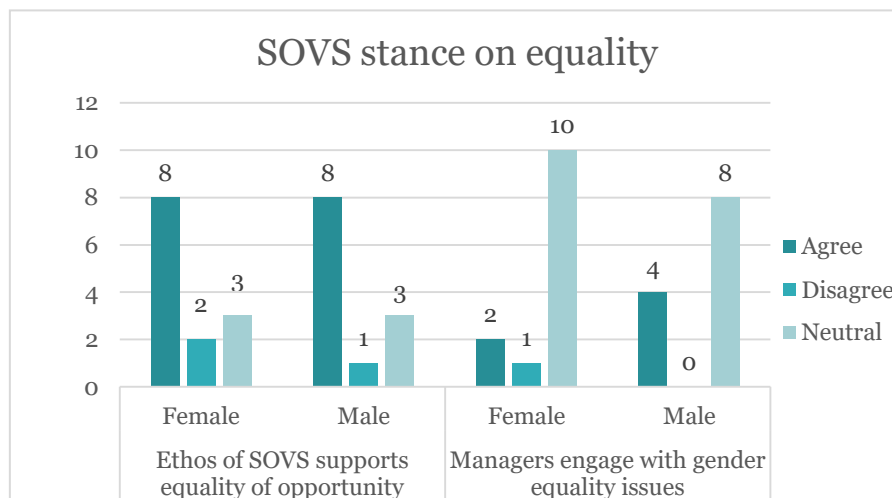
We asked staff how they felt they are treated in SOVS (Table 19). A small number (F4) (16%) felt they were not always treated fairly and that 7 (F5:M2) (28%) felt that others were not always treated fairly. Note is taken of the N/A responses. The reason why some respondents felt that these questions were N/A may be explained by a comment made: "...none of the protected characteristics apply in a way that would be expected to see me discriminated against." This may indicate a lack of understanding of equality and diversity. We will address this through a series of staff discussion groups and all staff equality and inclusion training to increase staff knowledge, understanding and confidence in working with difference (AP 17).

Table 19: SOVS staff perception of fair treatment

Staff survey question	Always	Sometimes	N/A
I feel I am treated fairly irrespective of my gender	20 (F9:M11)	4 (F4)	1 (M1)
Others in my School are treated fairly irrespective of their gender	16 (F7:M9)	7 (F5:M2)	2 (F1:M1)
I feel I am treated fairly, irrespective of protected characteristic as defined by the Equality Act 2010	17 (F7:M9)	4 (F4)	4 (F1:M3)
Others in my School are treated fairly, irrespective of protected characteristic as defined by the Equality Act 2010	15 (F7:M8)	7 (F5:M2)	3 (F1:M2)

We also asked staff about SOVS's stance on equality (Fig.20).

Fig.20: SOVS stance on equality and diversity



Whilst the majority of respondents (F8:M8) (64%) agreed that SOVS supports an ethos of equality of opportunity, 72% (F10:M8) neither agreed or disagreed that managers engage with gender equality issues. This could be a reflection of the fact that 67% of respondents (F9:M7) do not think SOVS diversity and inclusion activity is visible. This will be addressed through the work of the new E&D Committee, delivering the AS Action Plan, through regular bulletins as part of all staff newsletters, with AS remaining a standing item on all staff meetings (AP 2).

It is recognised that work needs to be done to promote a culture of equality and inclusivity in SOVS and there needs to be visible leadership from senior management in the School. This work will be led by the Chair of the new E&D Committee in conjunction with the HoS.

(ii) HR policies

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

All HR policies are accessible through 'ServiceNow' and staff are made aware of these through UoB induction. SOVS works with HR through a designated HR Faculty Business Partner. Any changes or updates are provided via UoB all staff briefings and Faculty briefings. Application of HR policies is monitored by HR Faculty Business Partner to ensure consistency.

SOVS takes the wellbeing of its staff and students seriously. The D&R contact provides a point of contact for all grievance issues and a second D&R Contact will be appointed in 2019/20. There have been no grievances between 2015/16-2017/18.

80% of survey respondents (F10:M10) indicated they would be comfortable in reporting unfair treatment. 64% (F7:M9) indicated they would do so if they witnessed it happening to others; 5 staff (F3:M2) did not know how to report.

To ensure that all staff understand equality, dignity at work, bullying, harassment, grievance and disciplinary policies and processes and feel supported in reporting any issues the role of the D&R Contact will be promoted through SOVS induction (AP 10). The D&R Contacts will also deliver regular presentation at all staff meetings and provide regular communications and updates through staff newsletters (AP 16).

(iii) Representation of men and women on committees

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

Up to 2018/19 SOVS had two committees covering Extenuating Circumstances (ECC) and Staff-Student Liaison (S-SLC). Table 20 gives details of their members.

Table 20: SOVS Committee Staff

Committee	F:M Staff		
	2015/16	2016/17	2017/18
ECC	F1:M4	F1:M4	F1:M4
S-SLC (Heads of Year / CP groups)	F1:M3	F1:M3	F1:M3

In 2014 a female member was co-opted to the ECC as there was no female representation. However a gender imbalance on both committees remains. Having only one female on a committee is problematic if she is unavailable or declares an interest in discussions. This will be addressed by encouraging female staff to sit on committees at both SOVS and Faculty levels through the PDR process

Learning and Teaching, Health and Safety, Research, E&D are all at Faculty level. Committee membership is decided, following a call for expressions of interest, by the Faculty Leadership Team. Staff are given credit in the workload model for participation in School and Faculty committees.

(iv) Participation on influential external committees

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

Staff who wish to participate in external committees are encouraged to and supported in doing so through PDR and discussion with the HoS. As a result, at December 2018, 13 (F7:M6) (54%) members of academic staff were members and/or trustees of external committees. These include Local Optical Committees, the College of Optometrists and the GOC (optometric profession), and Colour Group UK, Applied Vision Association and DyViTo (wider scientific field).

SOVS recognises the benefit to staff of participation in external committees and will continue to ensure that staff have the opportunity to do so. Participation in external activities that are supported by the School are built into the workload model.

(v) Workload model

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

Since 2017/18 SOVS has used UoB's Workload Model (WLM) allocating workload in line with UoB policy. The WLM takes account of work commitments of staff outside of UoB teaching and research, for example external examining; membership of committees when teaching and significant administrative loads are allocated. It has been identified that there are university level issues to be resolved and these will improve as the system is further developed. These improvements include electronic access for individual staff to view their own workload model. HoS oversees the implementation of the WLM in SOVS.

Although the survey indicated that the majority of staff were happy with their work-life balance (F77:M75%), only 54% of female and 33% of male staff agreed that staff were recognised for their contributions. Consultation with staff revealed that the current system of workload allocation is not transparent. Staff are not able to see their own workload allocation and there has been no systematic process of feedback for staff on their actual workload in respect of proportionate responsibility for administration, outreach, teaching, research or other activities, eg AS. It is therefore not possible for

staff to judge whether work is distributed fairly or whether a full range of contributions to SOVS are recognised. Although institution-wide improvements in the WLM will help to address this, the HoS will share the process for workload allocation at all staff meetings and provide WLM information for individual staff on their own workloads (AP 18).

The fair and transparent operation of the WLM will be monitored annually through the staff survey. Allocation of hours to specific tasks (e.g. admissions tutor, programme leader, etc) will be discussed by the Heads of School within the Faculty to arrive at a consistent approach between Schools (AP 18).

(vi) Timing of departmental meetings and social gatherings

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

SOVS meetings are arranged to ensure, where practicable, that timings do not exclude staff. Staff meetings are arranged on rotating days to ensure access by PT staff, and early morning/late evening meeting times avoided.

64% of survey respondents agreed that key meetings should be held between core hours 10am-4pm. However 20% (F3:M2) disagreed that meetings were held at times when it is possible for them to attend. We will therefore consult with staff about timing of meetings as part of a review of the scheduling of key meetings (AP 19). Minutes of meetings will be made available on SOVS Sharepoint so staff who are not able to attend are able to keep up to date with School business (AP 19).

The School organises social events informally and infrequently. The date for the annual Christmas meal is chosen each year after staff are given the opportunity to indicate which date, from a selection, they prefer.

(vii) Visibility of role models

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

SOVS hosts an annual research seminar series which was re-launched in April 2018. Seminars are held approximately monthly during semesters one and two. Gender balance has been a key consideration in identifying contributors who are drawn from members of SOVS academic, research staff (including PGR students) and staff from other Universities. To date 14 (F6:M8) contributors have delivered a lecture or are scheduled to do so.

The seminars are publicised via email to all staff. Undergraduate students are welcome to attend the seminars. The seminar format is usually around the presentation of original

research findings, although on occasion a presentation on a e.g. new research facility may be given.

Access to seminars for staff has been a key consideration and different options were tested. Seminars held during Friday lunchtimes (April – July 2018) and then held on rotating weekdays (September – December 2018). Attendance was greatest when seminars were held on Fridays and Friday scheduling was resumed in January 2019. Attendance will be monitored across future programmes to identify any equality impact, particularly for PT staff (AP 20)

SOVS also holds an annual Professor David Pickwell research lecture. This is open to UG and PG students, staff, the colleagues from the profession and local community. Since its inception in 2010, only 2 out of 9 eminent researchers invited to deliver the lecture have been female (F2:M7). To address this significant gender imbalance SOVS is proactively identifying female researchers to participate. As a result Professor Shahina Pardhan has accepted the invitation to speak this year. The gender profile of speakers for all SOVS seminars and lectures will be monitored annually and reported to the E&D Forum (AP 21).

UoB promotes female professorial role models via a large picture board in the university atrium.

SOVS website images are signed off by External Affairs colleagues before use. Currently website images show female BAME students. Consideration of increasing the diversity of these images will be made as part of the action to address disparities in gender and ethnic balance of BScOpt course (AP 5).

(viii) Outreach activities

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

SOVS UG programmes receive high levels of applications and as such are selecting courses rather than recruiting. We therefore do not undertake extensive outreach. However, in order to address the under-representation of male and white students, we will review our approach to outreach, particularly in respect of gender and ethnicity balance for staffing events (AP 22).

SOVS runs up to 8 Applicant Experience Days (AEDs) a year, managed by Admissions Tutors (F1:M1). Staffing includes HoS (M) or DHoS (F) and 5 additional staff. All academic staff who work on a Wednesday and not teaching are required for 3 events per year. The staffing profile from 2015/16-2018/19 shows a consistent gender imbalance (Table 21).

The potential to address this imbalance without overloading female staff who work on a Wednesday and are not teaching, will be explored through the WLM and clinical teaching allocations (AP 22).

Table 21: F:M Staff attending AEDs

ACADEMIC YEAR	Number (%) F:M
2016/17	F14 (29%):M35 (71%)
2017/18	F20 (31%):M44 (69%)
2018/19	F19 (30%):M44 (70%)

4 members of SOVS staff support UoB Open Days which take place on a Friday and/or Saturday. There has been a gender balance in staffing for all events between 2015/16-2018/19 (F2:M2) and has included staff at different grades as well as UG student ambassadors.

	2015/16	2016/17	2017/18
Professor	M1	M1	M1
Senior Lecturer	F1	F1	F1
Admissions Tutor/Lecturer	F1:M1	F1:M1	F1:M1

SOVS undertakes regular outreach with a local sixth form college. An Admissions Tutor attends their annual careers event and SOVS hosts taster days for pupils. Between 2016-2019 the gender balance at these events was balanced (F11:M11) (Tables 23 & 24)

Table 23: staffing at sixth form careers event

Date	Staffing
July 2016	M
June 2017	M
June 2018	F
June 2019	M

Table 24: Staffing at sixth form taster days

Date	Staffing
July 2016	F1:M1
March 2017	F1:M1
July 2017	F3:M4; F1 student ambassador
March 2018	F2:M1; F1 student ambassador
March 2019	F1:M1

SOVS also hosted local students studying BTEC Medical Sciences in October 2018. This visit was equally staffed F1:M1.

A review of the SOVS WLM will ensure that outreach activities are recognised in staff workloads. Student Ambassadors receive credit towards their Higher Education Achievement Record (HEAR) for their contribution to outreach activities.

Word Count 5,771

SILVER APPLICATIONS ONLY

6 CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

7 FURTHER INFORMATION

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

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

8 ACTION PLAN

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

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

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

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

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
1	2 4.2(i) 5.1(i)	Address under-representation of females in Teaching & Research roles and BAME staff in all academic/teaching roles.	Currently only 8% of Teaching & Research roles held by females. Currently ≤ 1 academic/teaching staff declare as BAME.	a) Consult with HR to discuss appropriate wording of job advertisements to promote diversity of applicants.	HoS / HR Business Partner	By June 2020 for all future recruitment	Policies implemented and monitoring process established. Increase of at least 10% in female and 10% in BAME recruited staff .
				b) Establish process of monitoring diversity of shortlisted candidates against applications at School level.	HoS / HR Business Partner	By September 2020 for all future recruitment	
				c) Establish process of gathering feedback from candidates about their experience of recruitment process to inform practice.	HoS / HR Business Partner	By September 2020 for all future recruitment	

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				d) Broaden criteria to include more under represented candidates when selecting for interview.	HoS / HR Business Partner	By September 2020 for all future recruitment	
				e) Establish annual point in calendar to gather data from HR.	E&D Chair	By September 2020 for all future recruitment	
2	3(i) 3(ii) 3(iii) 5.6(i)	Monitoring and oversight of Equality, Diversity and Inclusion (EDI) issues in SOVS through transition of SAT to new SOVS E&D Committee.	To maintain the momentum of SAT and to ensure oversight of AS action points, in addition to other matters arising relating to EDI.	a) Transition of SAT - Formally constitute SOVS E&D Committee to analyse annual staff and PGR surveys, plan for change relating to EDI and implementation of AS action points.	Athena Swan SAT Chair (becomes E&D Chair as E&D Committee formed)	By March 2020	SOVS E&D Committee established.
				b) The SOVS E&D Committee will report to Staff meetings and feed into Faculty E&D and Institutional E&D Committee meetings.	E&D Chair / HoS	By March 2020	Reporting line to School Staff and Faculty E&D Committee established. Accountability for the delivery of EDI in SOVS embedded

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
							in SOVS governance.
			Review membership of SAT (to address lack of PGR representation and under representation (25%) of males) as it becomes E&D Committee.	c) A 6 monthly review of membership will take place (unless needed more regularly, such as due to staff changes).	E&D Chair / HoS	By November 2020	At least 1 PGR student on SOVS E&D Committee Increase representation of males to 50%.
				d) Establishment of annual staff survey, raising awareness and accessibility of survey and increasing response rates from current 64% (substantive) and 27% (PTHP) staff	E&D Chair	By end of academic year 2019/20	Survey takes place annually, increasing response rates to 75% (substantive) and 50% (PTHP) staff.
3	3(i) 3(ii)	Engage PGR & UG students to raise awareness of EDI issues.	PGR and UG student awareness and participation in EDI matters low (e.g. no student representation on SAT)	a) Establish student E&D group via Staff-Student Liaison Committee.	Course Director (for UG students) Research Lead for SOVS (for PGR students)	During academic year 2020/21	Student E&D group established. At least 1 PGR student on SOVS E&D Committee.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				b) Review UGR course content to identify opportunities to incorporate EDI perspectives. Incorporate future reviews into annual planning cycle.	Director of Studies/ Relevant Module Leaders	During academic year 2020/21	Review complete. Module content revised and review process incorporated into annual planning cycle
				c) Review opportunities to incorporate EDI perspectives into PGR Journal Club meetings.	Journal Club leader	During academic year 2020/21	Review complete.
4	4.1(ii)	Establish a formal process for annual EDI review of SOVS UG programmes to monitor gender, ethnicity and other protected characteristic group representation and identify areas for action.	Lack of systematic process for gathering EDI monitoring data.	a) Process to be included in Terms of Reference for SOVS E&D Committee.	E&D Chair/ Admissions Tutors	By November 2020	Process established.
				b) SOVS E&D Committee to agree timetable for review and establish working groups.	E&D Chair/ Admissions Tutors	By November 2020	Annual reviews undertaken; working groups established.
				c) Working groups	E&D Chair	Annually	Areas for action

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				advise SOVS on areas for action			incorporated into AS/E&D Action Plan and delivered.
5	4.1(ii) 5.6(vii)	Address disparities in representation of males (BAME and white) and white females on SOVS BScOpt course.	Current disparities in applications to representation of BAME (40%) and white (4%) males and white (5%) females on SOVS BScOpt course.	a) Work with UoB Marketing Team to identify best strategies to attract greater numbers of applications from male (BAME and white) and white female students to BScOpt course. Advice gathered from Marketing used to develop UGR recruitment strategy. To include Institutional Access and Participation Action Plan. b) Equality impact assessment of recruitment strategy carried out.	E&D Chair/ Admissions Tutors	By December 2020	UGR recruitment strategy developed and endorsed by HoS.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				c) Implement recruitment strategy.	Admissions Tutors/Head of UoB External Affairs and Marketing	During recruitment cycle September 2021- September 2022	Rise in recruitment of males (BAME and white) to 48% and white females to 10% on SOVS BScOpt course
				d) Analyse recruitment figures to determine if actions have been successful.	E&D Chair/ Admissions Tutors/Head of UoB External Affairs and Marketing	By November 2022	
				e) Take appropriate revision steps if shortfall still seen.	Admissions Tutors/Head of UoB External Affairs and Marketing	By September 2023	
6	4.1(ii)	Improve conversion rate from offer to	Current conversion rate for female	a) Establish post offer communications with	E&D Chair/ Admissions	During September	Post offer communications

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
		enrolment for female applicants.	applicants is 27% compared to male 34%.	applicants who have been made an offer to establish where conversion may fail.	Tutors	2020 – September 2021 recruitment cycle.	take place and data gathered.
				b) Undertake analysis to identify potential reasons for non-enrolment, identifying critical points for communication post offer. Consider use of student ambassadors/mentors for applicants.	E&D Chair/ Admissions Tutors	By November 2021	Identification of reasons for non-conversion.
				c) Develop post offer communication strategy based on findings.	E&D Chair/ Admissions Tutors	By December 2021	Post offer communication strategy established.
				d) Implement strategy.	Admissions Tutors	January – August 2021	Implementation of post offer communication strategy.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				e) Review recruitment figures to determine if plan has been successful.	E&D Chair/ Admissions Tutors	By November 2021	5% conversion rate rise for female applicants.
7	4.1(iv) 4.1(v) 4.2(i) 5.1(iv) 5.3(iv)	Increase progression to PGR study to enhance academic pipeline.	PGR enrolment numbers are low and do not address gender imbalance higher up academic pipeline.	a) Develop and implement marketing strategy to increase profile of PT study as a viable route to PGR study.	Research Lead for SOVS	By beginning of academic year 2020/21	Strategy developed and implemented.
				b) Promote PGR opportunities to UoB graduates practising locally as optometrists. Use Local Optical Committee events, raising awareness amongst PTHP staff.	Research Lead for SOVS	By beginning of academic year 2020/21	50% increase in inquiries for PGR study.
				c) Formalise SOVS annual programme of funded UG research placements/scholarships.	Research Lead for SOVS	By June 2020	Formalised programme established.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				d) Publicise opportunities to UG students via presentations during Evidence Based Professional Practice module (1 st year) and to student society (1 st /2 nd /3 rd year) and via email.	Research Lead for SOVS	Throughout academic year 2020/21	All placements filled. Placements proportionally reflect gender balance of student body.
				e) Review PhD information event to improve access and uptake.	Research Lead for SOVS	By December 2020	At least 20 undergraduate students/graduates attend our PhD information event.
				f) Review actions a)-e) above to establish if actions have been successful. Take appropriate revision steps if there is still a shortfall.	Research Lead for SOVS/ E&D Chair	September 2021	Increase PGR recruitment by 20%

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
8	4.2(i)	Identify routes of progression for staff on teaching-only and clinical/teaching contracts to increase development opportunities of these predominantly female staff	Staff on teaching-only and clinical/teaching contracts have no clear progression route to Professorial level.	a) Liaise with Faculty E&D Lead to push forward “Bradford Academic” programme and discuss implications for SOVS staff.	HoS /SOVS E&D Chair	By March 2020	Faculty level approach agreed.
			SOVS and the University have recognised the lack of promotion opportunities beyond grade 10 for staff who are not research active. This is currently being addressed centrally by the “Bradford Academic” programme but update details have not yet been circulated or	b) Consider next steps following discussions. Further actions agreed.	HoS /SOVS E&D Chair / Faculty E&D Lead	By June 2020	Action plan agreed and embedded in AS Action Plan at SOVS and Faculty level.
				c) Establish communication strategy, involving HR Business Partner, to disseminate the “Bradford Academic” programme to staff. Follow up on a one-to-one basis at key career transition points, e.g. include discussion in PDRs.	HoS / HR Business Partner	By December 2020	Annual staff survey reports that 85% of staff are aware of “Bradford Academic” programme.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
			published.	d) Establish success of “Bradford Academic” programme for SOVS staff and determine action accordingly.	HoS /SOVS E&D Chair	Nov 2022	Increase by 20% in female promotions above grade 9/10.
9	4.2(ii)	Identify opportunities to support continuity/retention of research staff on fixed term contracts.	Lack of continuity/retentions of research staff on fixed term contracts. Contracts for research staff limited by funding provision.	a) Consult with HR Business Partner on best practice.	Research Lead for SOVS	By June 2021	Advice gathered from HR Business Partner.
				b) Develop an SOVS strategy to retain research staff.	Research Lead for SOVS	By December 2021	Strategy developed.
				c) Deliver strategy, engaging academic staff as part of delivery process.	Research Lead for SOVS	By December 2022	Staff on fixed term contracts access appropriate opportunities. At least 25% of staff on fixed term contracts are retained.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
10	5.1(ii) 5.5(i) 5.5(v) 5.6(i) 5.6(ii)	Formalise the induction process for new staff at all levels	Currently there is no formal SOVS induction. There is a need to understand the experience of induction within SOVS.	a) An induction process and checklist of associated tasks to be written and implemented into the School operating procedures, to include the role of D&R contact and E&D Committee.	HoS in collaboration with Deputy HoS	By December 2020.	SOVS induction procedure for new staff developed and implemented consistently across school.
				b) Establish process to monitor effectiveness and staff experience of new SOVS induction for new starters by including question in the annual staff survey.	HoS	June 2021	Positive experience of induction reported by at least 80% of new staff in the annual staff survey.
11	4.2(i) 5.1(iii)	Increase career development opportunities for female clinical staff.	Identified barrier to progression for staff on teaching only contracts as academic promotion is based on	University level action is in progress under the banner of "The Bradford Academic".	Senior management in Faculty and University.	June 2021.	Clear evidence of a promotion pathway for staff on teaching only contracts.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
			research output. SOVS and the University have recognised the lack of promotion opportunities beyond grade 10 for staff who are not research active.				
12	5.1(iii) 5.3(iii)	All staff are able to access appropriate information and support in their career development.	Lack encouragement and support for promotion; lack of discussion of promotion at PDR Staff survey indicates: 56% (F36%:M 20%) of staff do not	a) Facilitate small discussion groups on support and encouragement for career progression to understand F:M experiences and support needs.	HoS /E&D School lead / E&D Faculty lead /HR Business Partner.	By September 2020	Discussions held, thoughts captured.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
			understand promotion process and criteria, 44% (F24%:M20%) of staff do not feel that the promotion process is transparent,	b) Use feedback to inform SOVS practice, particularly in PDR; training; communication of opportunities.	HoS	By March 2021	Feedback embedded in SOVS practice.
			48% (F58%:M42%) of staff do not feel supported in their career development, 52% (F40%:M12%) of staff feel that they do not receive	c) Deliver training to all staff on PDR process and disseminate information on upcoming promotion and regrading rounds to all staff to facilitate understanding and discussion of promotion.	HoS	By March 2021	Annual staff survey reports 75% of staff understand promotion process and criteria and that the promotion process is transparent.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
			encouragement and support for promotion.	d) Discuss promotion at all PDRs.	HoS	By March 2021	75% of staff report increased support for career development. 50% increase in number of staff accessing career development opportunities, e.g. training, applications for re-grading/promotions.
13	5.3(i)	Ensure that all staff receive the training they require, and that the training is accessible.	Currently no systematic collection of this data on access and efficacy of available training Difficulty for PT staff (predominantly female) in accessing PGCHP taught and	a) Develop a set of questions for inclusion in the annual staff survey to monitor training access and effectivity.	E&D Chair / E&D Committee	By end of academic year 2019/20	Collection and analysis of data on the uptake and accessibility to University training and PGC HEP via annual staff survey.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
			on-line provision due to lack of protected timetabled time.	b) Collect data on staff training requirements at PDR, identifying any data gaps.	HoS	By December 2020	Collection and analysis of data on the training requirements of staff via PDR process.
				c) New University process for PGC HEP will be more flexible. Action to publicise the new process to staff to increase engagement.	Directorate of Quality and Teaching Enhancement. HoS responsible for dissemination of information on PGCHPEP to staff.	By December 2022	All FT/PT staff engage with the PGCHPEP and gain the qualification. All FT/PT staff gain Higher Education Academy Fellowship.
14	5.3(ii) 5.5 (vi)	Ensure that all staff receive appraisal, review and development opportunities.	Significant numbers of staff are not accessing PDR (F85%:M50%); Significant gender imbalance in staff accessing PDR (F15%:M50%)	a) Include a question on access to the PDR process in the annual staff survey.	E&D Chair	By end of academic year 2019/20	Collection of data on the accessibility to the PDR process via annual staff survey.
				b) Develop strategy to Identify non-teaching time for PDR for clinical teaching staff.	HoS/Clinic Director	By July 2020	Strategy developed.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				c) Implement strategy	HoS/Clinic Director	During academic year 2020/21	Strategy implemented
				d) Ensure adherence to 6 monthly PDR cycle, in line with Faculty policy	HoS	By March 2021	85% of all staff access a PDR in 2020/21 evidenced in the Faculty PDR monitoring data and the staff survey
15	5.5(i) 5.5(iii) 5.5(v) 5.5(vi)	Ensure all staff are aware of and able to access policies and procedures for maternity/adoption leave, carer's leave, flexible working, paternity/parental leave.	Lack of staff awareness of how to access information and policies on maternity/adoption leave, carer's leave, flexible working, paternity/parental leave.	a) Include briefing at SOVS induction.	HoS/ HR Business Partner.	By December 2020	Awareness of career break and flexible working policies across 95% of staff, evidenced by the staff survey.
				b) In conjunction with HR Business Partner, deliver annual briefing on "Family Flexible" policies.	HoS		

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				c) Develop and implement specific SOVS strategy for arranging cover for teaching, research and administrative responsibilities	HoS/ Director of Studies/ Clinic Director		
				d) In response to potential uncertainty around the dates of paternity leave, produce a specific plan for arranging cover for teaching, research and administrative responsibilities.	HoS		
16	5.6(i) 5.6(ii)	Increase the access to and visibility of Dignity and Respect (D&R) contacts within the School.	As the only D&R contact is PT there is an identified need for a minimum of a second contact.	a) HoS to advertise the role of D&R contact, and to arrange a training package for the appointee(s).	HoS/ HR Business Partner, Faculty E&D lead,	Recruit by April 2020	Additional D&R contact(s) in place, and contact details disseminated to staff and students by May 2020.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				b) Raise awareness for students of D&R contacts via personal academic tutor meetings.	Personal Academic Tutors	By May 2020	
17	5.6(i)	Increase awareness of EDI perspectives within SOVS	Staff survey indicates that there may be a lack of understanding of EDI perspectives.	a) Include standards of behaviour expectations, and process for raising concerns around Dignity and Respect into SOVS induction process.	HoS	By December 2020	80% of staff aware of reporting processes for grievances, evidenced via staff survey.
				b) Dignity and Respect awareness to be a standing item on staff meeting agendas.	HoS/ E&D Chair	By June 2020	Staff meeting minutes report matters discussed.
				c) Ensure all staff have completed E&D training.	HoS	By December 2020	100% staff to have completed E&D training.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
18	5.6(v)	Review process for workload allocation to ensure it recognises full range of staff contributions, increasing the transparency of the allocation process.	Staff report that the process for workload allocation is not transparent and they are unable to see their own workload.	a) Process for workload allocation to be shared with staff; all staff to be provided with their own WLM allocation data.	HoS	By December 2020.	75% of staff report via the annual survey that they are aware of their workload allocation, and the processes for distributing workload and that workload is distributed fairly.
				b) Allocation of workload to be discussed at staff meetings.	HoS	By June 2021	
				c) Write question elements for the staff survey on WLM.	E&D Chair	By June 2021	
19	5.6(vi)	All staff have an opportunity to attend and engage with key School meetings. All staff who are not able to attend	Staff survey indicated that 20% (F3:M2) of staff felt that SOVS meetings were held at times that were difficult for them to	a) Rotate meetings through these times to mitigate against the exclusion of staff from meetings.	HoS/ School Administrator	By December 2020	90% attendance at meetings achieved.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
		meetings are kept up to date with SOVS business.	attend.	b) Plan School meeting schedule for full academic year, in advance. Ensure meetings held between core hours of 10am-4pm.	HoS/ School Administrator	By September 2020	
				c) Make minutes of SOVS meetings available electronically, via email and on School Sharepoint site.	HoS/ School Administrator	By December 2020	
20	5.6(vii)	Broaden the research ethos amongst all staff.	Ensure that PT staff are enabled to attend research seminar series.	a) Discuss with research seminar leaders the plan for seminar scheduling, and how this relates to staff workpatterns.	HoS/ Research seminar.leaders.	By June 2020.	Discussions held.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				b) Develop a strategy for monitoring attendance at seminar series to identify any potential equality issues. Use feedback questionnaire distributed each semester to measure accessibility and attendance and invite suggestions for future speakers (See AP 24 below).	Research seminar leaders	By September 2020	Strategy developed
				c) Implement strategy and review findings. Take appropriate revision steps if shortfall still seen.	Research seminar leaders.	Throughout academic year 2020/21	Findings reported to E&D chair. Increase of 20% in research seminar attendance.
21	5.6(vii)	Ensure a gender balanced profile of seminar presenters and guest lecturers	Gender imbalance (F30%:M70%) in the speakers/presenters of David Pickwell lecture series.	a) Increase % of female speakers/presenters of David Pickwell lecture series.	HoS	By December 2023	50% of contributors to David Pickwell lecture series are female.

Action No.	Section	Objective	Rationale	Action	Responsibility	Timescale	Success Criteria/Outcome Measures
				b) Monitor the gender profile of monthly research seminar speakers.	E&D Chair/ Research seminar leaders	Annually, at end of each cycle (matches academic year)	Research seminar gender profile continues to maintain an even split (currently 40% female)
22	5.6(viii)	Ensure that staff input to AEDs is representative of the overall gender balance of the workforce.	Gender imbalance in staffing for AEDs – currently predominantly (70%) male.	Review clinical teaching timetable to enable a more balanced staffing representation at AEDs and open days.	HoS/ Clinic Director/ Admissions Tutors.	By April 2021.	Staffing at AEDs mirrors the overall gender balance of the workforce (42% female)



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