Department Application
Bronze and Silver Award

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

Name of institution	
Department	Psychology and Clinical Language Sciences
Focus of department	**STEMM**
Date of application	
Award Level	**Silver**
Institution Athena SWAN award	**Date: April 2017** **Level: Bronze**
Contact for application Must be based in the department	Professor Patricia Riddell
Email	p.m.riddell@reading.ac.uk
Telephone	0118 378 6699
Departmental website	www.reading.ac.uk/pcls

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 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.

University of Reading

27th November 2020

Dear Panel,

We are delighted to write in support of our Silver Athena SWAN application, which we can confirm provides an honest and accurate representation of our School.

The School of Psychology and Clinical Language Sciences has a long tradition of recruiting, developing and promoting female academic staff, and of providing outstanding education and professional training to our predominantly female student body. We have long had majority representation of women in all leadership structures.

Since our appointment as Heads of School (April 2019), we have consciously advanced the good work of the preceding four years described throughout our Department Application. Unusually for the university, we chose to job share, to give our best in the role whilst contributing our fair share of teaching and research. Such role-sharing models the collaborative mutually respectful working style we expect of all staff. Our approach is underpinned by a focus on fairness and transparency: staff and students are treated equally, regardless of seniority, ethnicity, sexuality, or gender.

We have led a series of projects to address areas of real or perceived unfairness in the School. We have reviewed staff contract types, ensuring that all colleagues have access to development and promotion opportunities. Current efforts focus on colleagues in Grade 6 roles, mostly female, for whom no progression route is available. We have overhauled the School's workload allocation model to ensure no individual is required to unreasonable hours. We instituted an effective line management/mentoring structure, to ensure every colleague is properly supported. Additional initiatives contributing to fairness and collegiality include reviewing how School funds and administrative support are allocated to support individuals, and establishing a new sabbatical scheme with transparent eligibility criteria.

The self-assessment process has provided us with another welcome opportunity to reflect on the WIDE Committee's efforts since 2015, and the progress made in how we approach new student recruitment and supporting current students. Our School Outreach Lead has led the development of the university's Reading Scholars programme to promote recruitment of under-represented and/or disadvantaged groups. Our Student Community team has worked hard to hear and respond to the student voice; current students edit our School newsletter and lead focus groups gathering views of BAME staff and students on diversity and equality. Our newly-appointed School Employment Lead is helping students access employment opportunities, and we continue to run a SPRINT professional career development programme for female students.

Although great progress has been made in recent years and we are proud of the collegiate and respectful culture in our School, there is still much to do. We must work harder to support male and female students to achieve their full academic potential and must continue to work with HR to ensure all colleagues are provided with suitable progression opportunities, and that promotions criteria do not disadvantage those in non-traditional or part-time roles. We remain utterly committed to these outcomes.

Yours sincerely,

Carmel Houston-Price & Graham Schafer,
Joint Heads of School

486 words

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Silver: 500 words

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

People	Total	Female	Male	%Female	Sector Ave
Clinical Tutors	27	25	2	93%	62%
Teaching Fellows	15	10	5	67%	
Lecturers	15	11	4	73%	
Associate Professors	23	15	8	65%	
Professor	18	12	6	67%	35%
PDRA and Research Assistants	37	24	13	65%	
Professional & Support Staff	21	18	3	86%	70%
Technical Staff	7	5	2	86%	
PGr students	108	78	30	72%	78%
PGt students	458	376	82	82%	85%
UG students	891	793	98	89%	82%

Table 1: *Gender distribution by level within the School. At most levels, we employ proportionately more women than the sector average.*

We are a medium-to-large School bringing together academics, students, trainees, trainers, professional service and technical staff in Psychology, Clinical Psychology, Neuroscience, Speech and Language Therapy and Language Science. We employ 163 academic, clinical, research and professional technical/administrative staff and have 1,461 enrolled students.

Table 1 shows the current gender composition of the School. For our UG student body, the percentage of women is above the sector average. We are slightly below sector average for PGt and PGr female representation; this is addressed later. Gender ratios for academic staff are higher than sector norms and in recent times better reflect our student body. The gender ratio for professorships has been above the sector average for 14 years.

In 2019, our HoS left for a position as Dean in another University triggering the joint appointment of Professor Carmel Houston-Price and Dr Graham Schafer as HoS. Since this period, there have been significant changes made in policies especially for staff, many of which are driven by the WIDE committee. These have been outlined in the HoS letter of endorsement and are driven by a belief that healthy, happy staff are more likely to engage the student community. Much of the impact that we have made since our previous application is therefore evidenced through changes reported in Section 5: Supporting and advancing women's careers.

Leadership is distributed and non-hierarchical with authority devolved to appropriate roles. 80% of our Senior Management positions are held by women, in line with the gender balance of female of staff in the School. The culture within the School is highly collegiate, with everyone working

together to create a climate of excellence in teaching and research. This was noted in recent staff interviews:

"It's a friendly and collaborative School."

"Staff are supportive in all areas. There is no sense of competition and we are all in it together".
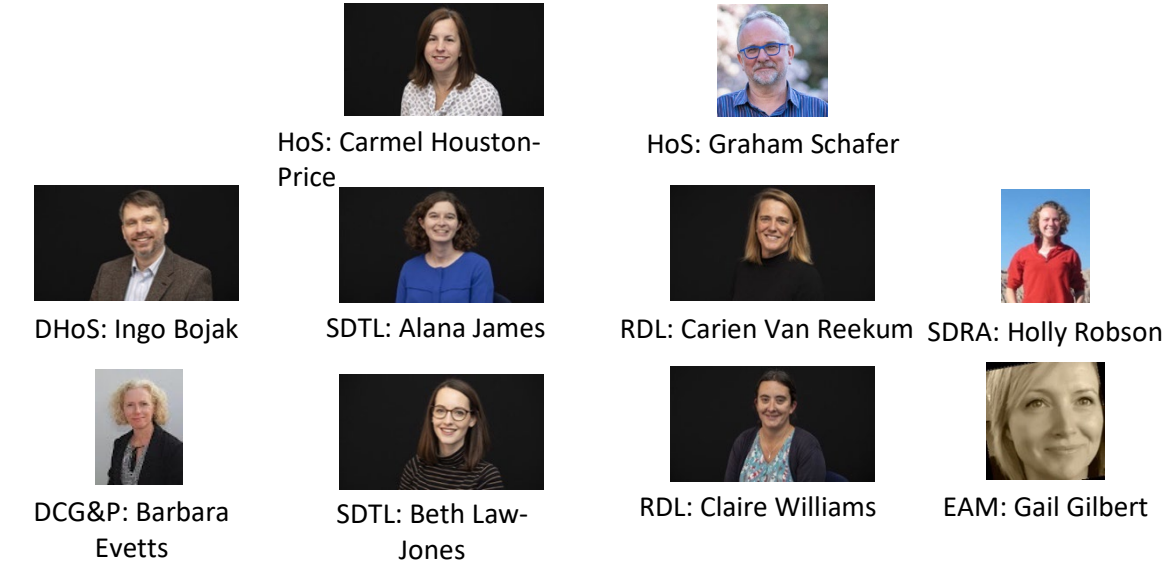

HoS: Carmel Houston-Price

HoS: Graham Schafer

DHoS: Ingo Bojak

SDTL: Alana James

RDL: Carien Van Reekum

SDRA: Holly Robson

DCG&P: Barbara Evetts

SDTL: Beth Law-Jones

RDL: Claire Williams

EAM: Gail Gilbert

Figure 1 Leadership structure in PCLS. There are two Heads of School (HoS) with overall responsibility. Leadership positions below this are non-hierarchical. Key: DHoS: Deputy Head of School; RDL: Research Division Lead; SDTL: School Director of Teaching and Learning; SDRA: School Director of Admissions and Recruitment; SDCG&P: School Director of Clinical Governance and Partnerships; EAM: Executive Administration Manager.

Table 2 provides a summary of the data from our 2020 Staff survey by gender for all staff who completed the survey (first two columns) and then broken down by role and gender (Professional and Support staff, PDRAs, Clinical Tutors and Teaching Fellow, and academic staff). The first page shows all the statements in with which more than 80% of all staff agreed indicating areas of strength (green squares). Areas in which between 70-80% of staff agreed with statements are coded in yellow. The second page shows statements in which less that 70% of staff agreed with statements coded in red indicating areas of relative weakness. This data gives a snapshot of the current gender challenges within the School. We address these within the body of the application.

415 words

	Total F=62, M=28		PSS F=7, M=2		PDRA F=4, M=6		CT/TF F=18	Academic F=28, M=17	
	Female	Male	Female	Male	Female	Male	Female	Female	Male
1) In my School, staff are treated on their individual merits	94%	89%	100%	100%	100%	100%	100%	92%	88%
2) In my School, I feel that work is allocated fairly, irrespective of individual differences in protected characteristics	89%	80%	100%	100%	100%	67%	100%	77%	82%
3) In my School, I trust that applications for staff promotions are considered on a fair and equal basis	84%	86%	71%	75%	75%	83%	75%	96%	94%
4) I have the opportunity to engage with career development opportunities.	82%	82%	85%	50%	75%	67%	81%	85%	94%
5) The culture of the School is such that unsupportive language and behaviour are not acceptable.	87%	93%	86%	100%	75%	83%	94%	88%	100%
6) I understand why positive action may be required to promote gender equality.	98%	100%	100%	100%	100%	100%	100%	96%	100%
7) I feel that my School is a great place to work with respect to equality, diversity and inclusion.	92%	100%	86%	100%	100%	100%	94%	88%	100%
8) I believe that I would be supported by the School through the complete process of parental leave	77%	93%	57%	100%	50%	83%	75%	85%	100%
9) I can request flexible or part- time working and expect a reasoned decision on the basis of my case.	77%	86%	57%	100%	50%	83%	75%	81%	88%
10) Within my School there are diverse visible role models	77%	80%	71%	100%	75%	83%	75%	81%	81%
11) I am kept informed by my School and/or University about equality, diversity and inclusion matters that affect me	81%	75%	57%	100%	75%	83%	81%	92%	69%

	Total F=62, M=28		PSS F=7, M=2		PDRA F=4, M=6		CT/TF F=18	Academic F=28, M=17	
	Female	Male	Female	Male	Female	Male	Female	Female	Male
12) During the last 3 years, I have not experienced a situation(s) where I have felt uncomfortable because of any protected characteristic or particular status.	70%	70%	71%	0	75%	67%	81%	65%	81%
13) Activities of the D&I, Healthy Work Team and/or Well-being, Inclusion, Diversity and Equality committees have had a positive impact in the last 3 years	70%	61%	71%	100%	75%	17%	69%	70%	75%
14) For Academics Only: There has been significant improvement in the School level of support for academic promotions in the last 3 years	70% N=33	56% N=22	N/A	N/A	N/A	N/A	20%	88%	56%
15) I understand the promotion process and criteria in my University.	63%	61%	28%	0%	0%	0%	31%	92%	82%
16) For staff who work part-time or flexible hours only: In my School, I have not been unreasonably limited from having the same career development opportunities as those who work full-time.	57% N=35	33% N=3	14%	0	N/A	N/A	50%	56%	50%
17) I am encouraged and given opportunities to represent my School externally and/or internally	60%	64%	43%	50%	75%	50%	75%	62%	69%
18) My School offers me useful opportunities to be mentored	63%	61%	28%	50%	100%	83%	81%	62%	50%
19) My School positively encourages members of staff from minority groups or with other protected characteristics to apply for posts in which they are under-represented.	44%	29%	14%	0%	50%	17%	56%	38%	31%

Table 2: Responses to the 2020 staff survey. Percentage agreement with each statement is provided first for everyone who completed the survey by gender and then for specific groups (Professional and Support Staff: PSS), PDRAs, Clinical Tutors and Teaching Fellows (CT/TF) and Academic Staff.

3.   THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words

Describe the self-assessment process. This should include:

(i)   a description of the self-assessment team

Self-assessment of our Athena SWAN action plan is the responsibility of the WIDE (Well-being, Inclusion, Diversity and Equality) Committee, chaired by Professor Riddell with 19 members (14 female: 74%) representing all levels of the School from undergraduate to professor (Table 1). We have representation from School Management Board (Houston-Price), colleagues on TI, T&R and RI contracts and ECR staff; executive support (White); part-time and full-time, and open-ended and fixed contracts; recent experience of promotion to AP and Professor; experience of child care, family leave and those with no children; and UG student representation.

Our current WIDE committee includes several members who were responsible for our previous submissions (ASSAT 2012 and 2015, 2016) in order to assure continuity, while others have chosen to join the committee as individuals stepped down. All staff are informed when we need a new member and new members are selected on the basis of commitment, diversity and experience. A representative of WIDE sits on all School committees with decision-making responsibility.

Name	Profile	Contribution to Application
Dr Katie Barfoot **Female, Psychology** **PT TF**	Katie completed her UG in 2013 and PhD in 2018 at UoR. She combines work as a TF with child care duties for her young family.	PGr number analysis
Prof Phil Beaman **Male, Psychology** **Perm, FT, T&R Professor**	Phil is married with 2 primary aged children, one child with autism and special educational needs. He is the sole income-generator.	Focus Groups
Mrs Allie Biddle **Female (CLS)** **Perm, FT, Clinical Tutor**	Allie is a SLT who manages the onsite clinic, coordinates clinical placements, teaches on clinical modules; married with grown-up children	Analysis of SLT student numbers
Dr Amanda Branson **Female, Psychology** **Perm, FT, TI Lecturer**	Amanda teaches organisational psychology and promotes student employability. Until her recent marriage, she was a single mother and sole breadwinner.	SPRINT co-ordinator, Health & Well-being questionnaires.
Dr David Field **Male (Psych)** **Perm, FT, T&R AP**	Joined UoR in 2002 as a PDRA, then independent research fellow 2004-2007. Successfully applied for Lectureship in 2007. Promoted to AP in 2015.	REF and research data and analysis
Dr Lily FitzGibbon **Female, Psychology** **Fixed, FT, PDRA**	Lily is a PDRA with interests in neuroscience and education. She is co-chair of the ECR group which supports ECRs in career progression.	PDRA and ECR data & analysis
Dr Juliane Honisch **Female, Psychology** **Perm, FT, T&R Lecturer**	Juliane researches exercise interventions and nonverbal behaviours, is the UG Director of T&L and is mother of a young son.	Family leave
Professor Carmel **Houston-Price Psychology** **Perm, FT, T&R Professor**	Employed from Lecturer (2002) to Professor (2017) Carmel was Head of Section at the UoR Malaysia (2014-17) and now job shares as Head of School.	Staff data analysis
Dr Paul Jenkins **Male, CWI** **Perm, FT, T&R AP**	Paul researches disordered eating, teaches clinical psychology and coordinates clinical placements. Is the main breadwinner with a young family	Application for clinical MSci studentship for BAME/male students
Dr Fiona Knott **Female, Psychology** **Perm, PT TI AP & CP**	Fiona is a Clinical Psychologist who teaches on Clinical Programmes. She works part-time supporting children with autism.	School culture
Dr Allán Laville **Male, CWI** **Perm, PT TI Lecturer,** **PT Dean of D&I**	Programme Director for MSci Applied Psychology (Clinical) and lecturer in Clinical Psychology in 2019. Promoted to Dean for Diversity and Inclusion in January 2020.	Reviewed application as Dean for Diversity and Inclusion
Dr Beth Law **Female, Psychology** **Perm, FT, TI Lecturer**	Beth is a School Director of Teaching and Learning and teaches developmental psychology. She is married with a young daughter.	Analysis of UG numbers Case Study
Renée Lee **UG student & Intern**	Started studying Psychology in 2019 and is volunteering with WIDE as a black woman to help improve the BAME experience.	UG analysis; BAME focus groups
Dr Ciara McCabe **Female, CINN** **Perm, FT, T&R AP**	Director of Outreach for the School (2014-present). Ciara works full time and is married with no children.	Outreach data and analysis
Dr Emma Pape **Female, Psychology** **Perm, FT, TI Lecturer**	Emma teaches social psychology and researches the effects of media in social contexts. She is a single mother and sole income-generator.	Foundation Programme data and analysis
Prof Patricia Riddell **Female, Psychology** **Perm, PT, T&R Professor**	Employed as lecturer (1995) to Professor and Head of Psychology (2011-2016). Main breadwinner with adult step-children and two grandchildren.	Chair of WIDE committee
Dr Peter Scarfe **Male, Psychology** **Perm, FT, T&R Lecturer**	Researches applied applications of virtual reality and robotics. He is passionate about LGBTQ+ outreach and the impact of the workplace on mental health	LGBTQ+ Conference Organisation Degree award analysis
Prof Carien van Reekum **Female, CINN** **Perm, FT, T&R Professor**	Carien joined SPCLS in 2008, teaches Psychology and Neuroscience and supervises PGrs and PDRAs. Used to be in a dual academic career couple.	Time to promotion analysis
Liz White **Female, School** **Perm, PT,**	Liz is married with grown up children. She was the main earner but following a family bereavement roles were reversed.	Professional Support data and analysis
Table 3: *Information about the people on the WIDE committee with responsibilities*		

(ii) an account of the self-assessment process

The WIDE committee meet twice termly to review progress on the self-assessment action plan. Members took responsibility for particular aspects (Table 3), and smaller groups met as required to review data and decide on appropriate actions. Surveys, interviews and discussions in School meetings were used to provide qualitative data related to impact. Quantitative data is compiled by the University on Tableau. Sector and comparator data were obtained from HESA. In all cases, we reviewed against comparator data from the S10 group of Universities of which UoR is a member (Brunel, Essex, City, Goldsmiths, UAE, Royal Holloway, Southampton, Surrey, Sussex).

The committee compiled data to assess the impact we have had since our first submission (Table 2). We are pleased with the progress we have made to date and the benefits this has brought to students and staff. This application describes these successes and demonstrates our commitment by outlining further steps we propose to take to improve well-being, inclusion, diversity and equality in our School.

The WIDE committee constructed the action plan to address areas for improvement. Proposed actions were reported to key decision making committees within the School on all of which WIDE matters are a standing agenda item. The Chair of the WIDE committee delivers a monthly report to the School Management Group meetings.

Our WIDE committee has benefitted from meetings with staff from other Schools who are currently submitting bids (Diversity and Inclusion community of practice). In addition, Riddell was part of the University Self-Assessment Team, and University AS Implementation Team (2016-2019). We therefore contribute to, and benefit from, knowledge of change at the university level. Laville has recently reduced his time as a Lecturer in the School in order to take on the position of Dean of Diversity and Inclusion for the university and reviewed our submission in this capacity.

Action from 2016	Change Made	Impact
Low percentage of males enrolling on our UG programmes both in Psychology (<20%) and SLT (<10%)	New Psychology with Neuroscience programme Male staff approaching male applicants at Open Days	20% enrolment of males to Psychology and 10% enrolment to SLT programmes
Lower application rate of males to PGt programmes	Overhaul of traditional MSc programmes implemented for 2019-20 intake.	Increase in male enrolment in 2019-20. Need evidence of sustained change.
Reduction in females enrolling on PGr degree courses	Changes to application process to increase contact with applicants	Enrolment now in line with sector norms
Male UG students underperforming compared to female students in final degree results	Curriculum review undertaken resulting in new programme and assessment regime implemented in 2020. Reduced number of assessments.	No time yet for impact. Monitor results at each year level for evidence of sustained change
Decrease in percentage of female professors.	Changes to School and University promotion process to increase transparency and clarity	Percentage of females increased and now substantially above sector norms.
Lower percentage of female recruitment to PDRAs in comparison to student body	Improvements to recruitment for PDRAs	Percentage of females increased and in line with student body.
Lower success rates for female academics in the promotions process and lack of satisfaction with the promotion process for females.	Changes to School and University promotion process to increase transparency and clarity of process	Percentage of females increased and now in line with sector norms.
Lack of a consistent statement about flexible working on academic job adverts	Now included in all adverts	Several recent female appointments with flexible working arrangements
No data on gender balance of PGrs taking Graduate School courses	Data now available	No evidence of gender imbalance
Perception that work is not assigned fairly	Overhaul of the workload model implemented in 2019-20	Analysis suggests work is fairly assigned.
Insufficient evaluation of KIT days	Promotion of these now included in pre-leave Family Leave meetings	All recent staff on maternity, split or adoption leave have used KiT days
Too little evaluation of effect of reduced load on return to work	Now included in family leave interviews on return to work	Evidence that staff appreciate this and are using it flexibly
Too few staff with Unconscious Bias training	Ran in house unconscious bias training	Improvement in percentage of staff who have been trained

Table 2: Summary of actions from the 2016 submission describing the challenge, actions taken and impact.

407 words in table

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

Post-submission, the WIDE committee will continue to report progress against Athena SWAN action plan to SMG, via Riddell. Senior Management Group (SMG) will monitor implementation

against initiatives (Table 1). WIDE meetings will be held twice per term to review Action Plan progress , and revise the plan as required. Actions must become embedded throughout the School, and members responsible for each action will report updates to the School Meeting (attended by all members of staff). Riddell will continue to make strategic recommendations to SMG.

The University Athena SWAN database is updated annually. An extended meeting of the WIDE committee will be held each February to analyse changes and determine strategy. Data on other protected characteristics will also be monitored so we can base future strategy on several years' comprehensive data. The WIDE committee will support HoS in preparing comments on strategy for enhancing wellbeing, inclusion, diversity and equality in the annual 5-year plan/report to the University, ensuring cohesion with other aspects of strategy.

(Total for this section: 1,063 words)

4.   A PICTURE OF THE DEPARTMENT

Recommended word count: 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

	Application	Offer	Firm accept	Enrol
BSc Psychology with Foundation	**37**	**34**	**31**	**17**
Female	23 (62%)	22 (65%)	21 (67%)	11 (65%)
Male	14 (38%)	12 (35%)	10 (33%)	6 (35%)

Table 3: Recruitment to Foundation programme for 2019-20.

In 2019-20, we introduced a foundation course in Psychology (Table 3) and enrolled 35% males. By providing access to males with lower entrance qualifications, this programme has the potential to radically increase the percentage of Psychology UG males. We will maintain strong male enrolment by developing case studies of males who have successfully completed the programme (*Action 4.1)* and encouraging males to accept offers through contact with male members of academic staff at open days (*Action 4.2*).

77 words

Action 4.1: Develop multi-media case studies of males who have successfully completed the Foundation year for our web site. Aim to have 35% male enrolment on this programme through 2024.

(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.

Part-Time UG Programmes

N/A

Psychology UG Programmes

Despite fluctuations in the number of students applying for Psychology degrees (Figure 2), the gender balance across all of the admissions process has remained at about 80% female (sector average: 79-81%: Figures 2 & 3). We have been successful in recruiting larger numbers of male students, a challenge because across the sector Psychology attracts a high proportion of female applicants.

Evidence of Impact: In our 2016 Athena SWAN submission, we noted that our enrolment of male students was below 15%. Our objective was to raise this to 20%.

We added a Psychology with Neuroscience degree programme which we believed would attract men interested in a strong science degree. Figure 3 demonstrates that more male students have enrolled on this degree as planned.

We also ensured that male applicants were approached by a male member of staff at all open days to provide a suitable role model. The increase in the number of males accepting firm offers and then enrolling on our programmes shows that this has been successful (Figure 3).

We intend to keep in place actions that have contributed to our success (*Action 4.2*) while focussing on further diversity challenges in this population. For instance, ethnic and gender diversity in Clinical Psychologists is low (10% BAME: ONS, 2018: Male: 80% BPS) and this is mirrored by low BAME recruitment to our clinical MSci programme. In order to increase the diversity on this programme, we are planning funding for a studentship which will be advertised with an emphasis on recruiting male and/or BAME students (ideally both) (*Action 4.3)*.

256 words

Action 4.2: Ensure that all open days are staffed by both male and female academics and that male academics speak to as many male applicants as possible to provide role models and a sense of belonging. Our objective is to maintain 35% recruitment to the foundation programme, at least 20% male recruitment across Psychology programmes and 10% recruitment across SLT and language science programmes.

Action 4.3: Seek funding for a studentship which we will advertise with an emphasis on BAME and/or male applicants in order to attract a wider diversity of students to our clinical MSci programme. This is particularly important since these characteristics are currently under-represented in the Clinical Psychology profession. Having clinicians that understand the needs of particular communities is vital to ensure appropriate and fair treatment. We aim to increase enrolment on this programme by male students to above 20% and BAME students above 15%.
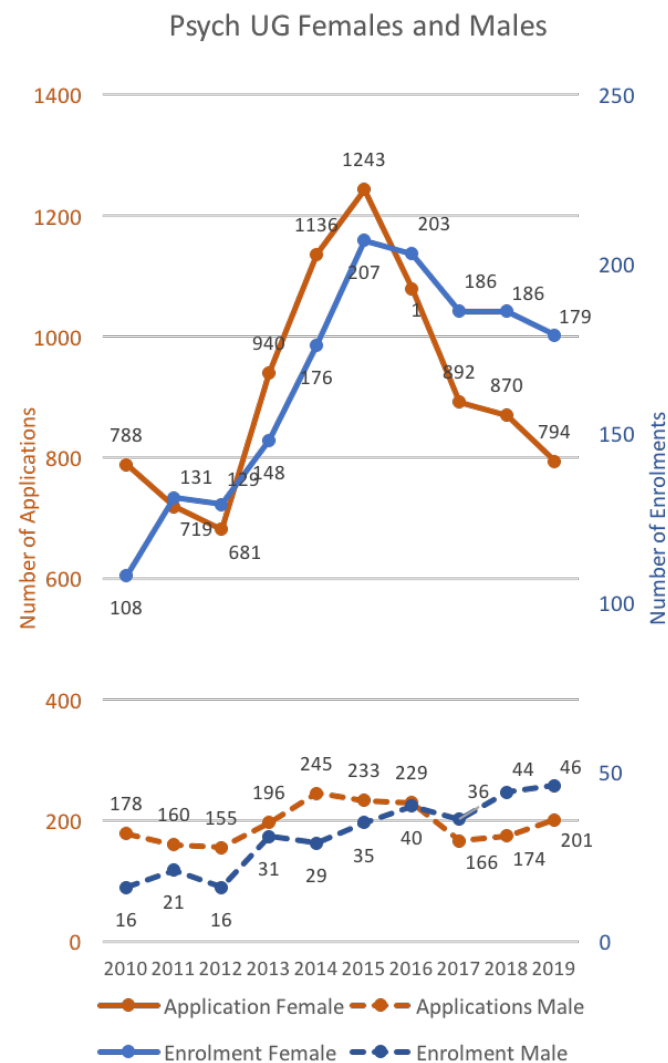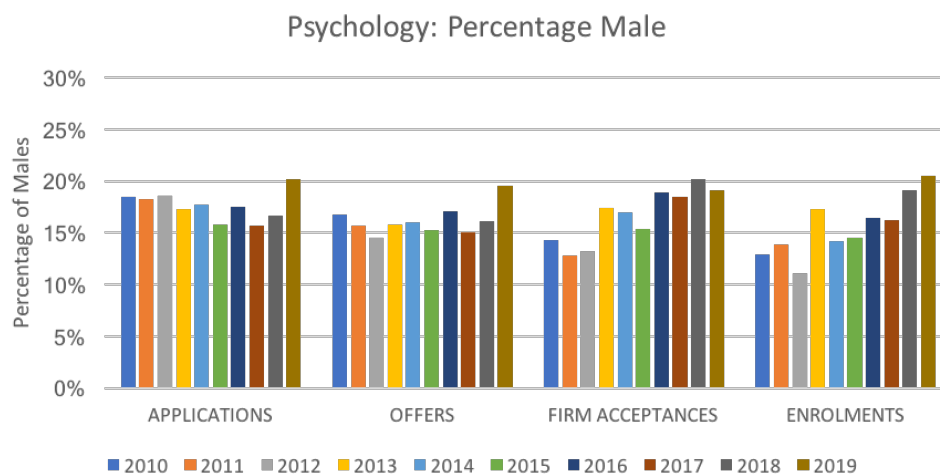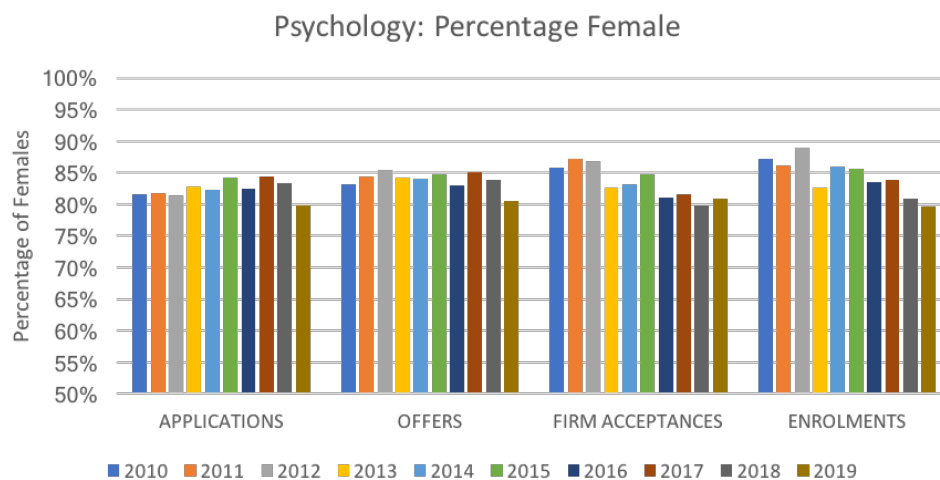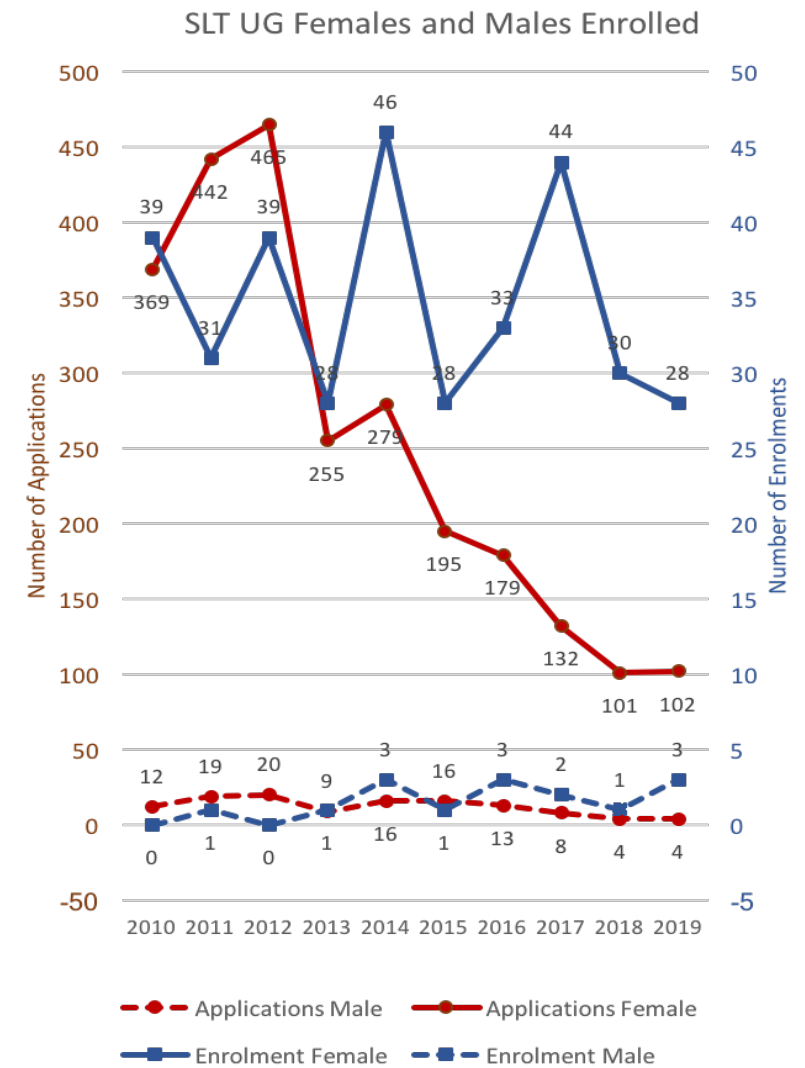
Figure 2 Percentage of female and male applicants (left) and number of Psychology Applicants and Enrolments (right) from 2010 to 2019.

Figure 3 Percentage of female and male students by Psychology degree course from 2015-2019. Left panel: percentage applications to offers; Centre panel: percentage offers to firm acceptance; Right panel: percentage firm acceptance to enrolment.

CLS UG Programmes

Despite a substantial decrease in applications, partly as a result of the change to the grant structure for all clinical courses (Figure 4), enrolment on our Speech and Language Therapy UG degree has remained relatively consistently at about 90:10 mainly because small numbers of males apply (Figure 4). This is reflected in the proportion of Speech and Language Therapists in the profession (90%: Source: RCSLT).

In 2014 we created a Language Science and Psychology course, partly to provide unsuccessful applicants to our SLT UG degree with an alternative way to study language science. This course also attracts predominantly female applicants and so enrolment is also predominantly female (Figure 5).
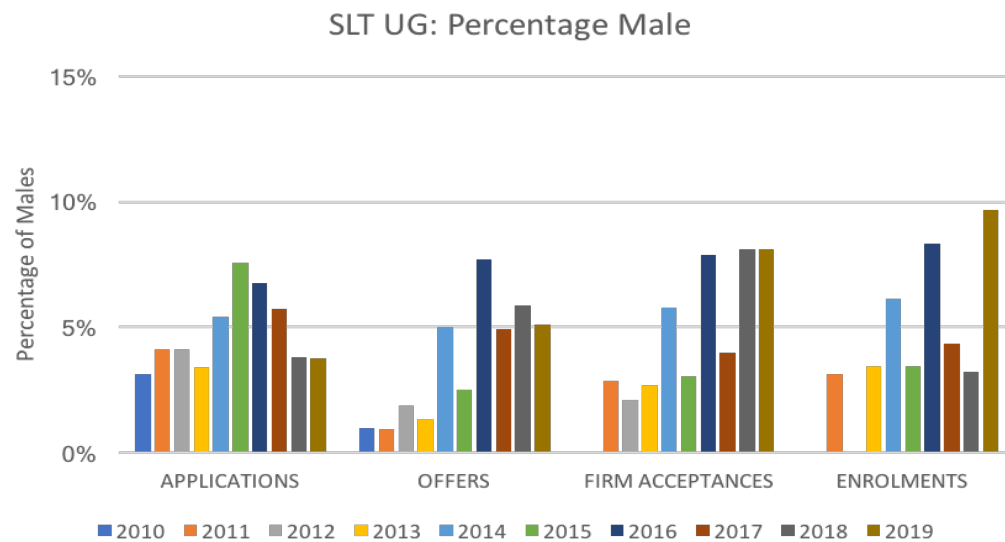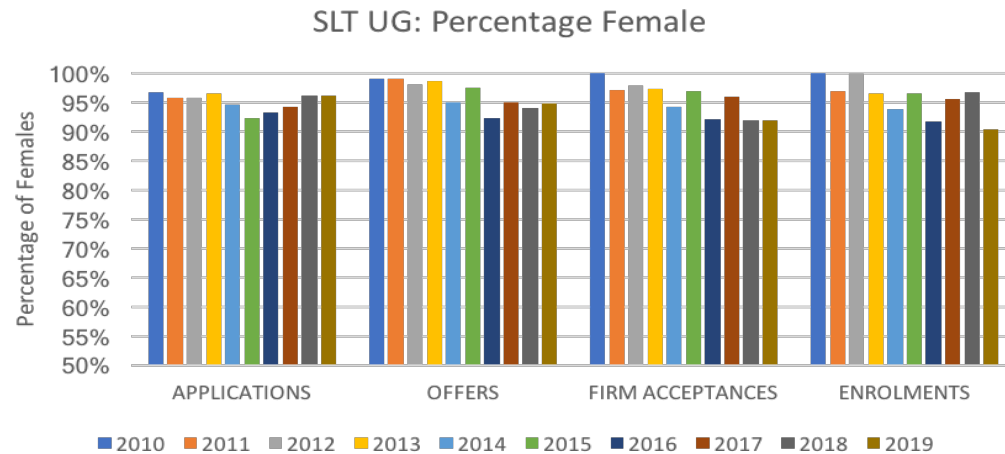
107 words

Figure 4 Percentage of female and male applicants (left) and number of Speech and Language Therapy UG Applicants and Enrolments (right) from 2010 to 2019.
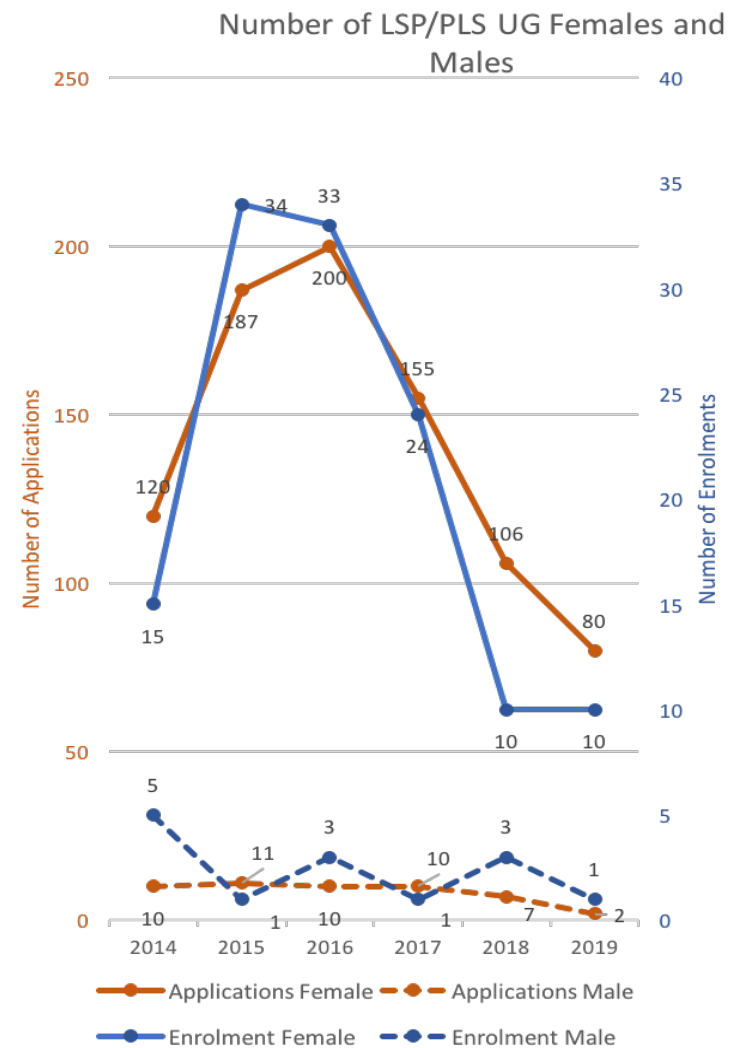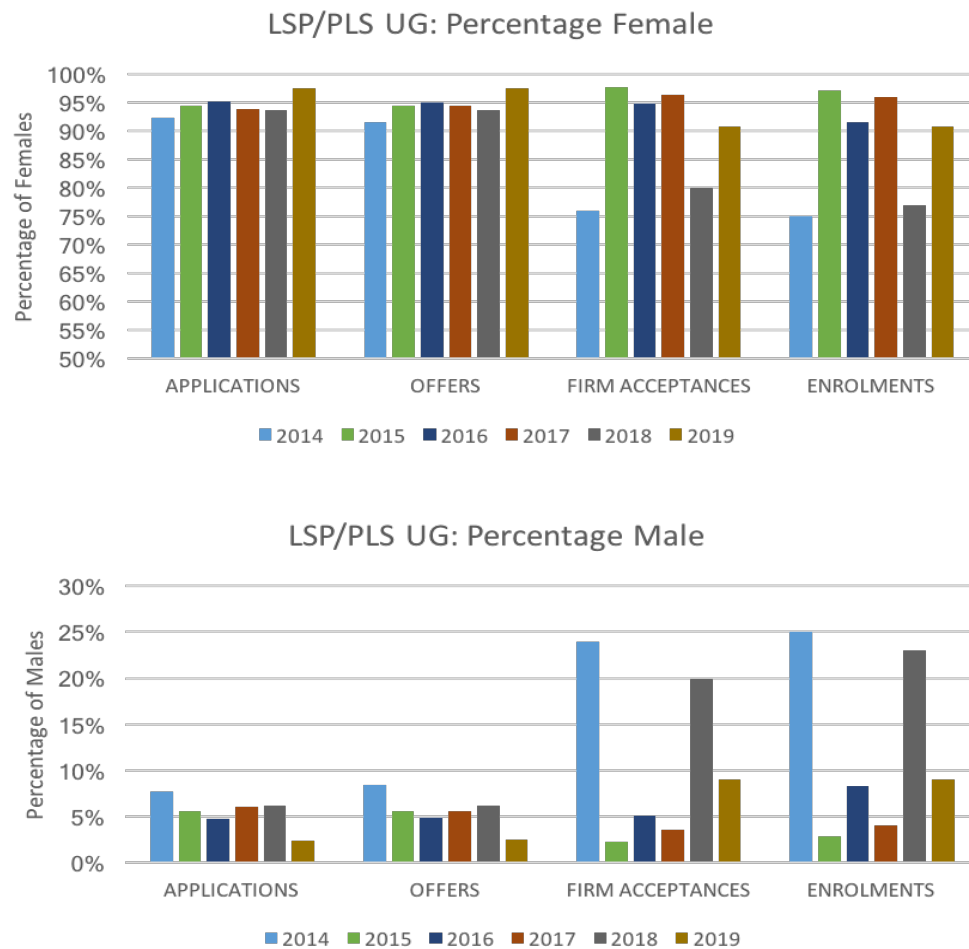
LSP/PLS UG: Percentage Female

LSP/PLS UG: Percentage Male

Number of LSP/PLS UG Females and Males

Figure 5 Percentage of female and male applicants (left) and number of Language Science and Psychology UG Applicants and Enrolments (right) from 2014 to 2019.

21

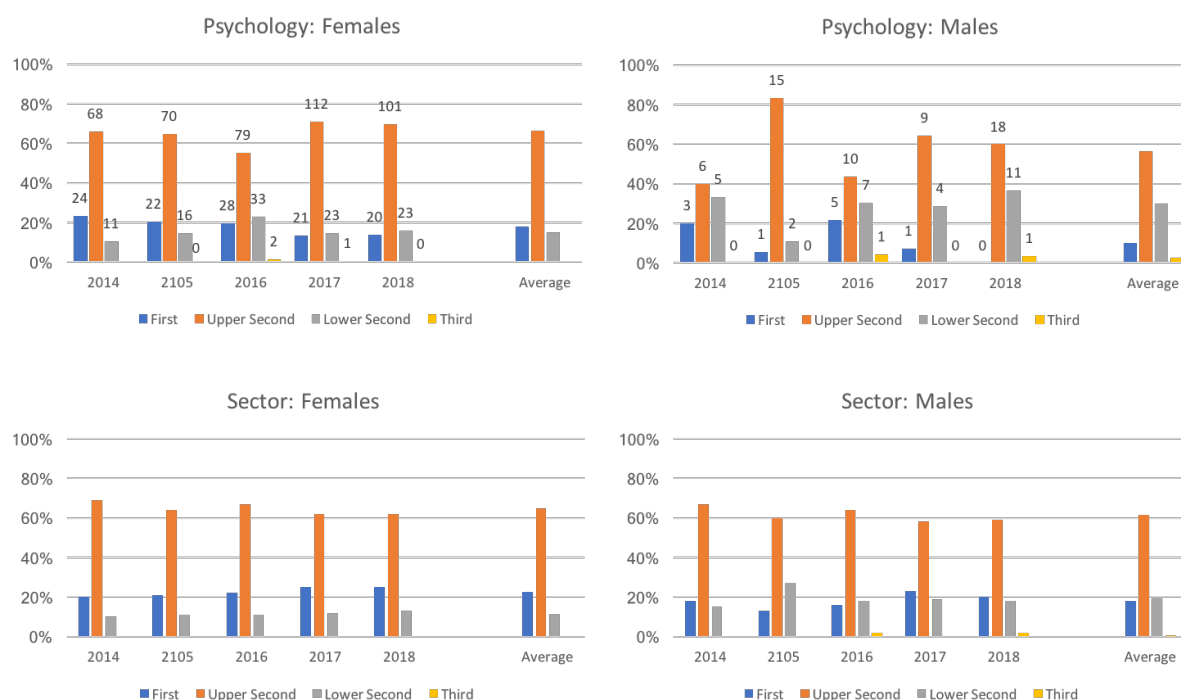**Degree Attainment by Gender for Psychology UG Degrees**

Figure 6 Profile of Degrees Awarded to Female (left) and Male (right) Psychology UG students at UoR (top) and Sector Comparators (Bottom).

We awarded similar proportions of first, upper second and lower second class degrees to female students as our comparators, with no evidence of grade inflation (Figure 6: upper panels). In contrast, there is an increase in first class awards by our comparators over this period (Figure 6: lower panels).

Our male Psychology UG students perform less well in comparison to females and comparators with fewer first and upper second-class degrees (Figure 6). To explore this, we consulted a group of male students (11 males representing all UG programmes) recruited through our Student Advisory Panel. Male students perceived that there was more support for women (Women in Science events) and asked for events that appeal to men. We will introduce such events starting in the Celebration of our 100th year in 2021 (*Action 4.4*).

Academic tutors now monitor assessment results for individual students with their tutees using an assessment grid. This is used to determine whether any underperformance is a result of low grades or failure to submit assignments and to address underperformance appropriately. We will assess the impact of this action particularly for our male students (*Action 4.5*).

We introduced a revised Psychology UG curriculum to the first year in 2020-21. One objective was to reduce what our students perceived as an excessive assessment load. We are confident that this will have a positive impact on all students, particularly those who are currently underperforming, since it will allow them to focus more on fewer assignments. Our objective is to bring degree outcome for male Psychology students to at least the sector average by 2024 (*Action 4.6*).

270 words

Action 4.4: Arrange events that are attractive to both men and women in Science and encourage our male students to attend as part of our 100th year Celebrations in 2021. Assess the success of these through post-event surveys and male only focus groups. We aim to have high male event satisfaction (90% agreement that events were engaging and informative) and agreement in focus groups that they are engaging for both male and female students.

Action 4.5: Students who are currently underperforming will continue to be identified and given additional assistance by academic tutors. This will differentiate between low marks in assessments and late or failed submission of assessments. We aim to see an improvement in outcomes for our male students so that the percentage of males receiving lower second-class degrees or below is at parity with our female students by 2024.

Action 4.6: Monitor achievement by year of students on the redesigned programmes to determine whether the change in assessment has resulted in a reduction in the difference in grade profile between female and male students. If male performance does not increase, review which assessments are contributing to this difference to determine how we can support our male students to perform better on these. The objective is to reach parity of performance between female and male students by 2024.

Degree Attainment by Gender for Language Science and Psychology UG Degree
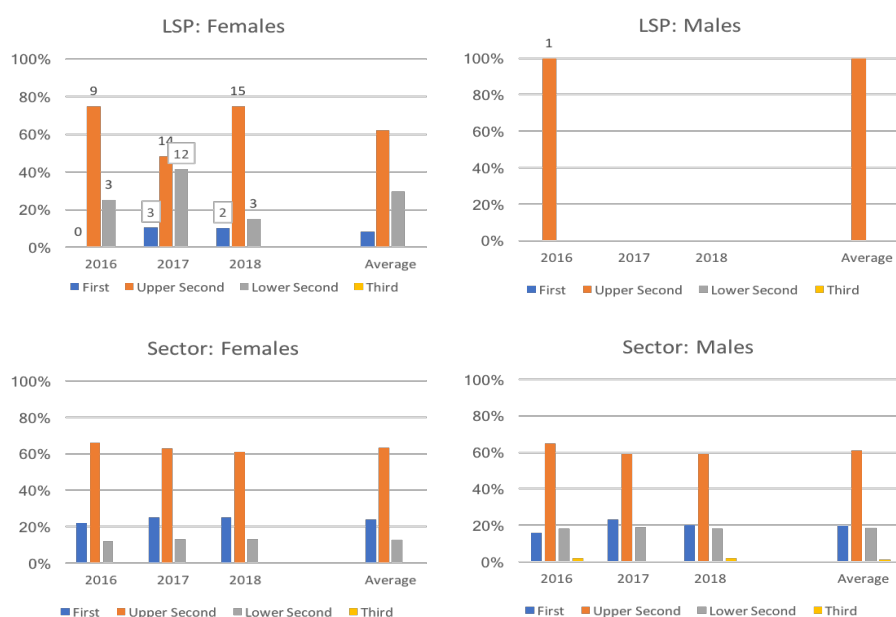

Figure 7 Profile of Degrees Awarded to Female (left) and Male (right) LSP UG students at UoR (top) and Sector Comparators (Bottom).

Figure 7 shows that we award a greater percentage of lower second-class degrees and fewer first class degrees to LSP UG students than the sector average. This programme will benefit from the recent revision of content and assessment. We aim for the profile of degrees awarded to be in line with the sector averages by 2024 (*Action 4.7*).

59 words

Action 4.7: Track the effect of changes to assessment in the Psychology and Language Science curriculum on student grades as they progress through this programme. If performance does not increase, review which assessments are contributing to this difference to determine how we can

support students to perform better on these. We aim to improve the degree outcomes for students so that these are in line with sector averages by 2024.

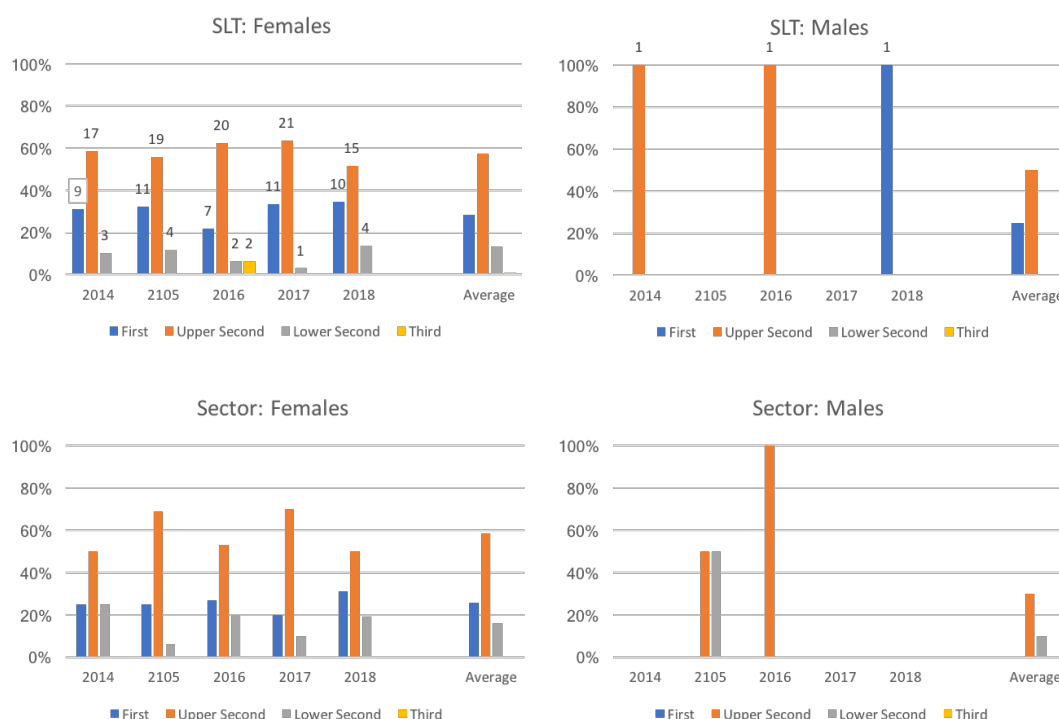**Degree Attainment by Gender for SLT UG Degree**

Figure 8 Profile of Degrees Awarded to Female (left) and Male (right) SLT UG students at UoR (top) and Sector Comparators (Bottom).

For SLT UG students we have consistently awarded more 1st class and fewer lower second-class degrees to female students than the sector average (Figure 8). This attests to the quality of our degree course. There are too few male students to make a meaningful comment on finals results.

48 words

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

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

We teach a suite of MSc programmes including MSc in Theory and Practice in Clinical Psychology with Clinical/Research Placement; Research Methods in Psychology; Cognitive Neuroscience; and Language Sciences, a Master's Psychology Conversion course and PG Certificate and PG Diploma level courses in Improving Access to Psychological Treatments (Clinical Psychology).

Since the majority of our part-time students are enrolled on IAPT courses, we have chosen to consider data separately for the IAPT courses, more traditional Masters programmes, and Psychology Conversion course.

Since the majority of our part-time students are enrolled on IAPT courses, we have chosen to consider data separately for the IAPT courses, more traditional Masters programmes, and Psychology Conversion course.

IAPT PGt Courses
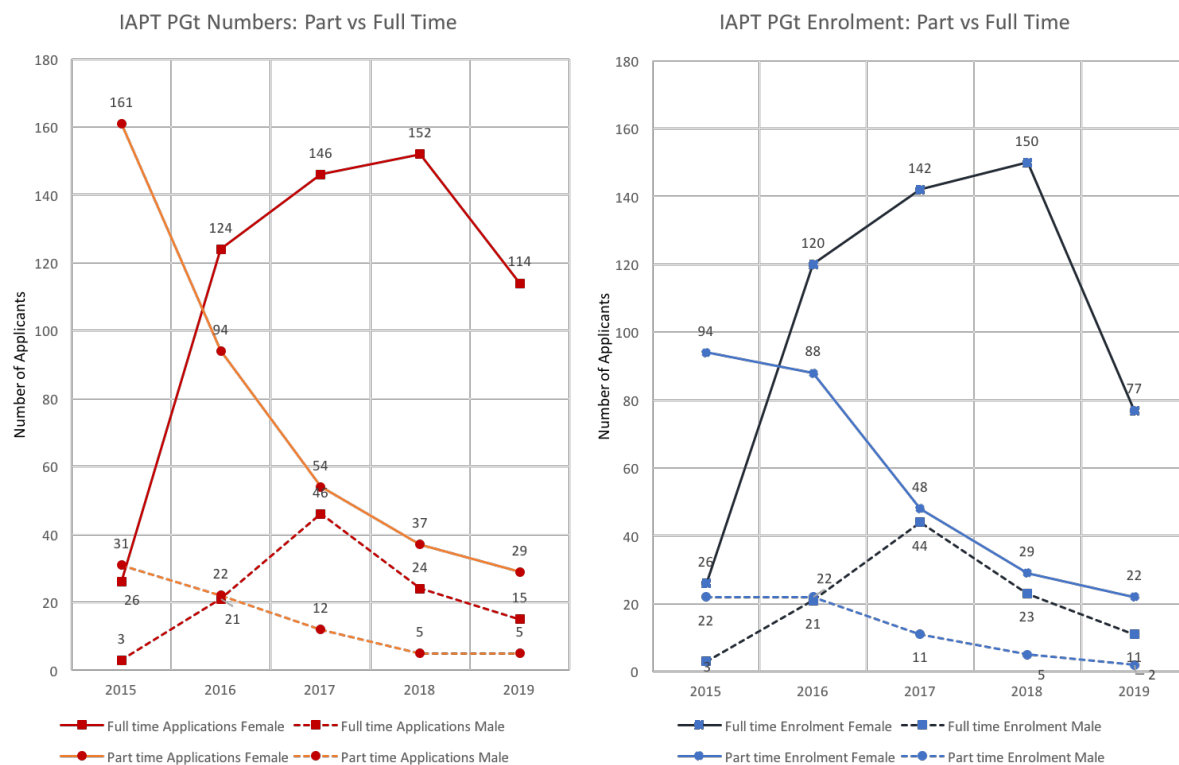
Figure 9 Numbers of female and male, full and part-time students who apply (left) and enrol (right) on IAPT PGt courses between 2015 to 2019.

The number of both male and female full-time students who applied for (Figure 9 left panel), and enrolled on (Figure 9 right panel) these courses, has increased between 2015 and 2019, while the number of female and male part-time students reduced. This is in response to the courses commissioned by Health Education England (HEE).

51 words

IAPT Full vs Part Time: PGt Percentage Female
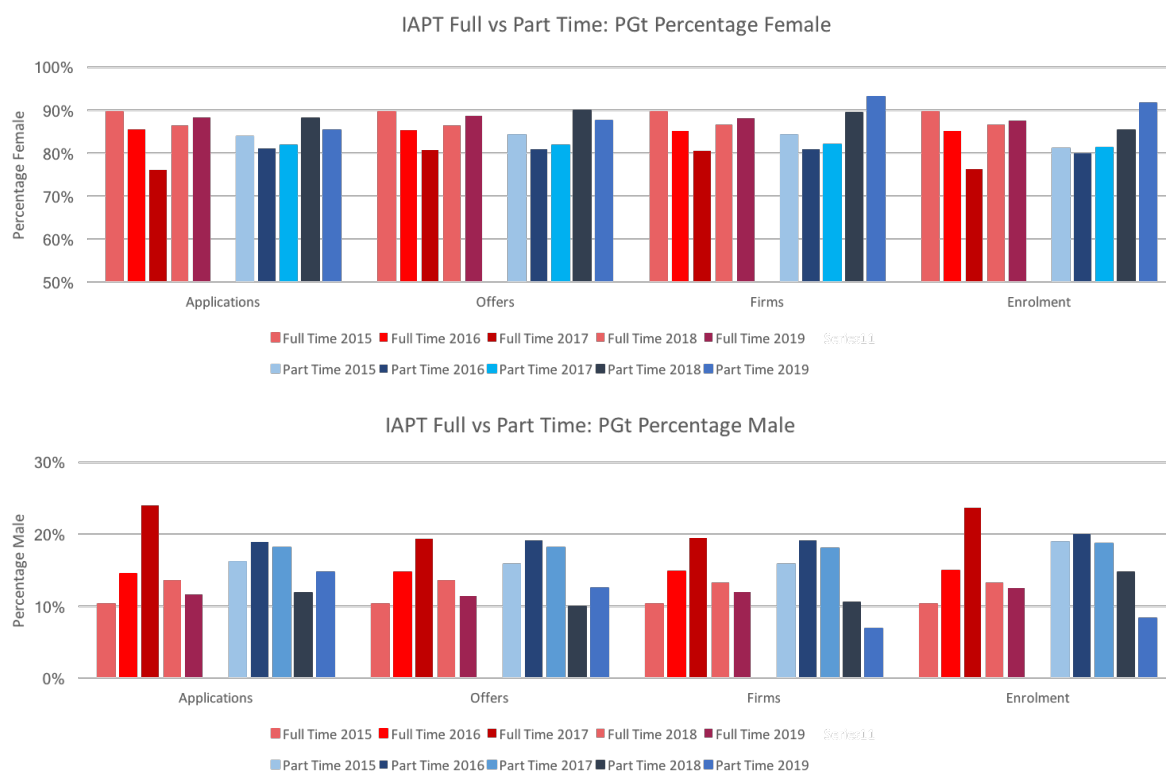
IAPT Full vs Part Time: PGt Percentage Male

Figure 10 Percentage of female and male full and part-time PGt students on IAPT courses from 2014-2019.

Despite the difference in numbers of applicants to our IAPT PGt courses, similar percentages of offers, firm acceptances and enrolments were made to females (Figure 10) with more variation for male students (smaller numbers). Enrolments are the responsibility of the NHS and Mind since these organisations employ our students and therefore interview them before they are accepted to our programmes.

In these courses, 1 female student in 2017, 2 females and 1 male in 2018 and 2 females and 1 male in 2019 failed to complete (no data for previous years). There is no evidence of gender bias in these data.

98 words

Psychology and Language Sciences PGt Courses
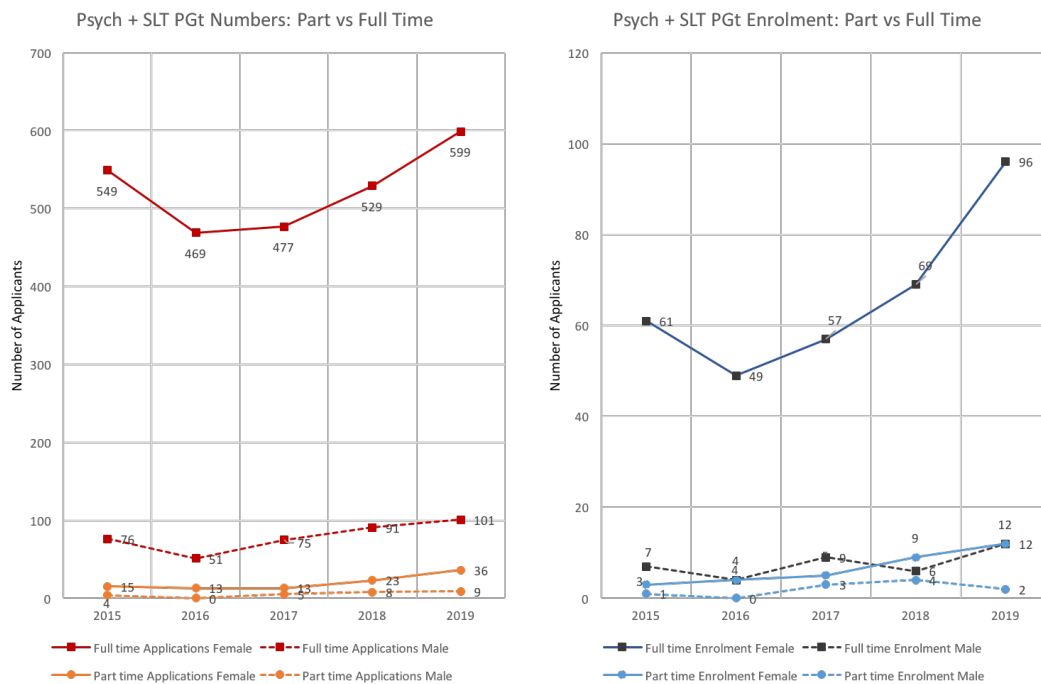
Figure 6 Number of female and male Psychology and SLT PGt Applicants (right) enrolments (left) from 2015 to 2019.
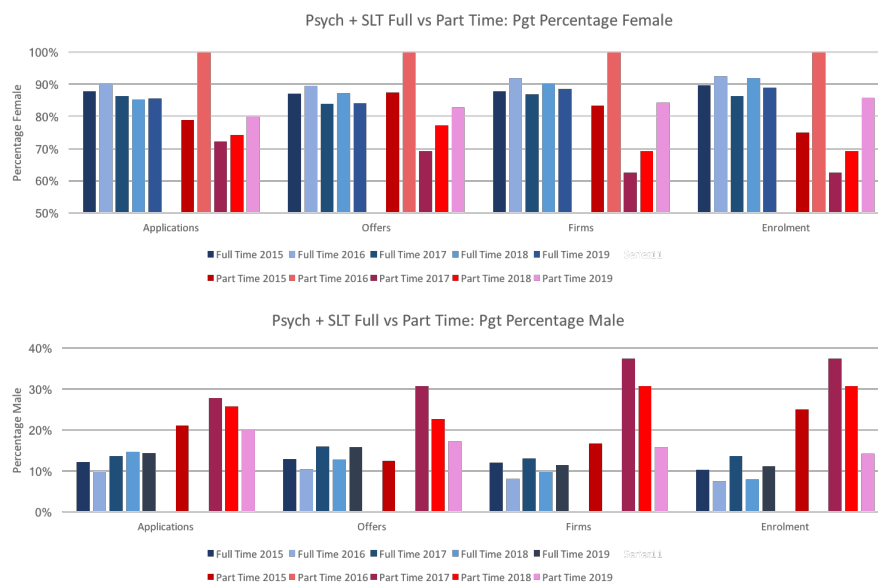

Figure 5 Proportion of female and male Psychology and SLT PGt Applicants, Offers, Firm Choices and Enrolments from 2015 to 2019.

Figures 11 and 12 show the changes from applications to enrolment for our traditional Master's programmes. In our 2016 submission, we noted that number of males applying was decreasing and set actions to reverse this.

Evidence of Impact: To reverse the decrease in number of male PGt applications, we increased the advertising of our open days to UGs, in our School and more widely, and ensured that male applicants were approached by a male member of staff at open days to provide role models. We also undertook a full curriculum review of our MSc portfolio to both reduce the number of programmes and make clear the division between clinical and science-based offers which focus groups suggested are more appealing to men.

Between 2016 to 2019, the number of male students who applied for, and enrolled on, our traditional Masters courses increased more than the number of female students (Figure 11).

In these courses, 1 female student in 2015, 1 female in 2016, 1 female and 1 male in 2017, 5 females and 2 males in 2018 and 5 females in 2019 failed to complete, in line with the percentage of females and males on these courses.

241 words

Psychology Conversion Course

	Psych Conversion Females							Psych Conversion Males						
	A	O	FC	E	A:O	O:FC	FC:E	A	O	FC	E	A:O	O:FC	FC:E
2018	83	47	18	12	57%	38%	67%	25	9	2	2	36%	22%	100%
	77%	84%	90%	86%				23%	16%	10%	14%			
2019	144	88	26	20	61%	30%	77%	39	20	3	2	51%	15%	67%
	79%	81%	89%	91%				21%	19%	11%	9%			

Table 3 Table showing numbers and proportion of females and males who applied, were offered, converted to firm choice and enrolled on the Psychology Conversion MSc from 2018-2019. Key: A – applications; O – offers; FC – firm choice; E – enrolment.

In 2018, we introduced a Psychology Conversion degree which has attracted a high percentage of female applicants (Table 3). To increase the percentage of males, we will promote the programme more widely, and review procedures for engaging with applicants to ensure that all male applicants are contacted by a male member of staff to provide a role model to increase conversion of applicants to firm acceptances for male applicants (*Action 4.8)*.

No student failed to complete the course in its first year.

82 words

Action 4.8: Promote the MSc Psychology Conversion programme more widely and review procedures for engaging with applicants to ensure that all male applicants are contacted by a male member of staff. We aim to have equality in the conversion of applicants to firm acceptances between our female and male applicants (~30% for both) by 2022.

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.
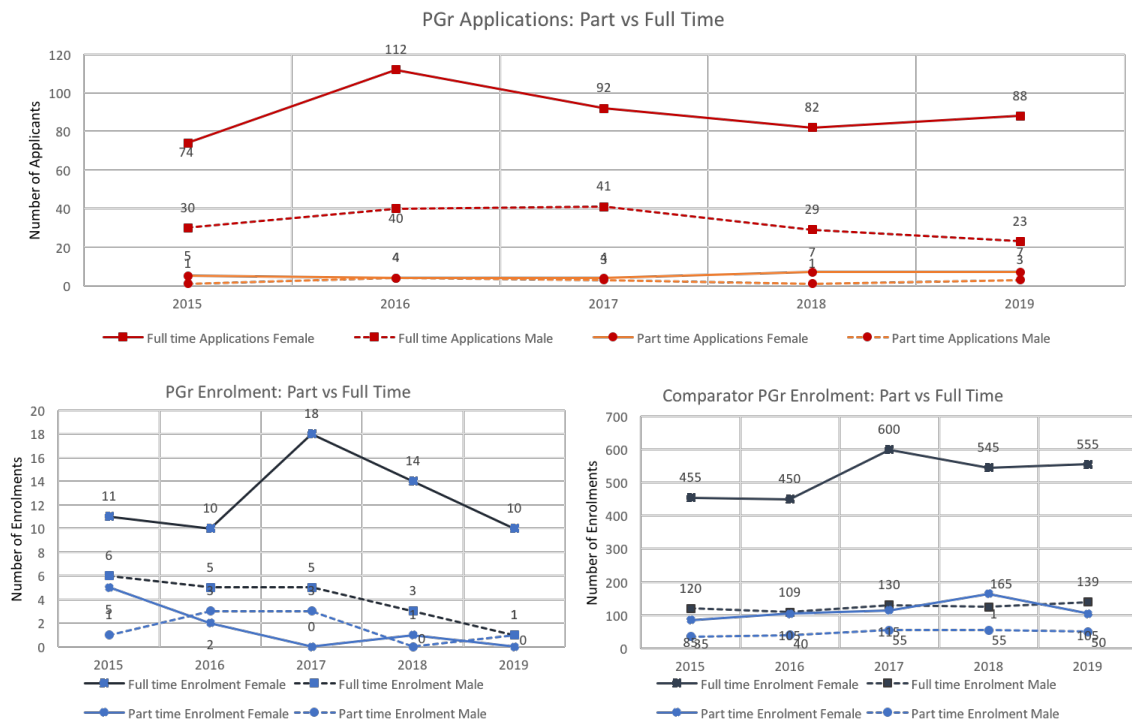
Figure 7 Number of part-time and full-time female and male PPGr Applicants (top) enrolments (bottom left) with comparator data for enrolments (bottom right) from 2015 to 2019.

Figure 13 shows that we recruit significantly more female than male students, and more full-time than part-time PGr students. Our female-to-male ratio for full-time applications is consistently 80:20. This is in line with the proportion of applicants for our UG and PGt programmes suggesting that there is no loss of females at higher levels of study.

Figure 14 Percentage of female and male PGr Applicants, Offers, Firm Choices and Enrolments from 2015 to 2019 with data from comparator universities for enrolment.

We have seen an increase in the percentage of females enrolling on our PGr programmes (68% in 2015 to 91% in 2019: Figure 14) reversing a downward trend in enrolment before this.

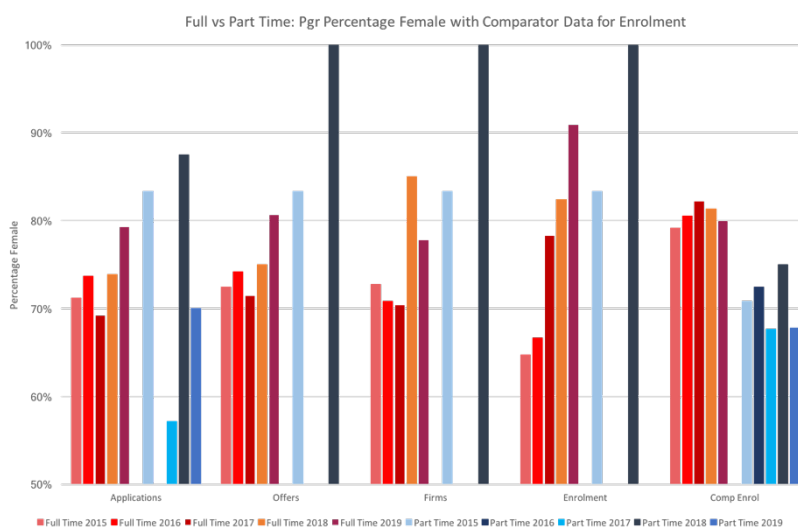Evidence of Impact: In our 2016 AS submission, we set an objective to reverse a decrease in enrolment of female PGr students through greater contact and continued support during the application period. We also introduced the Magdalen Vernon Scholarships which particularly encouraged in female applicants in their advertisements.

Over the period from 2015-2019, we substantially increased female PGr representation at all stages of recruitment and female enrolment is now in line with our comparator universities (Figure 14).

For students starting the programme in 2010, 1 male withdrew, no 2011 entry students withdrew, 1 female and 1 male 2012 entry student withdrew, 3 female 2013 entry students withdrew, and no 2014 entry student withdrew.

205 words

(v)   Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.
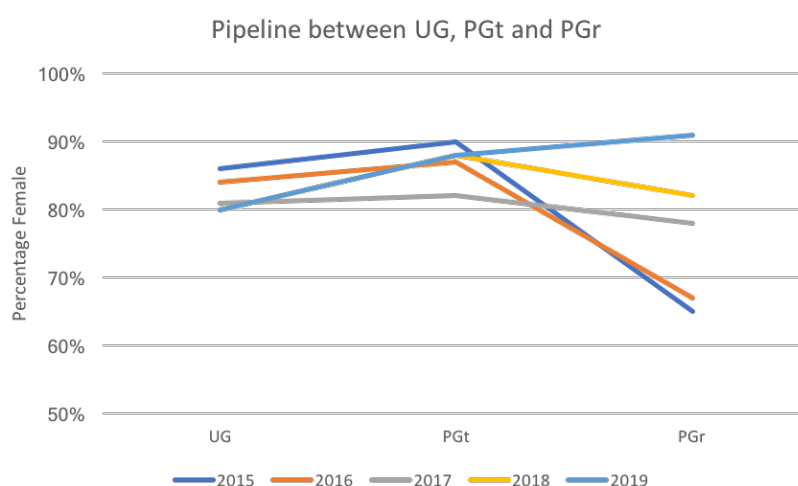
Figure 15 Percentage of female students enrolled at each level of study between 2015 and 2019.

Figure 15 shows the percentage of female students who enrolled at each level of study between 2015 and 2019. While we have maintained approximately 80% female enrolment across our UG and PGt degree courses during this period, between 2017-2019 we recruited a progressively higher percentage of female PGr students , and now recruit similar proportions of females at all levels of study.

62 words

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.

(i) underrepresentation at particular grades/levels
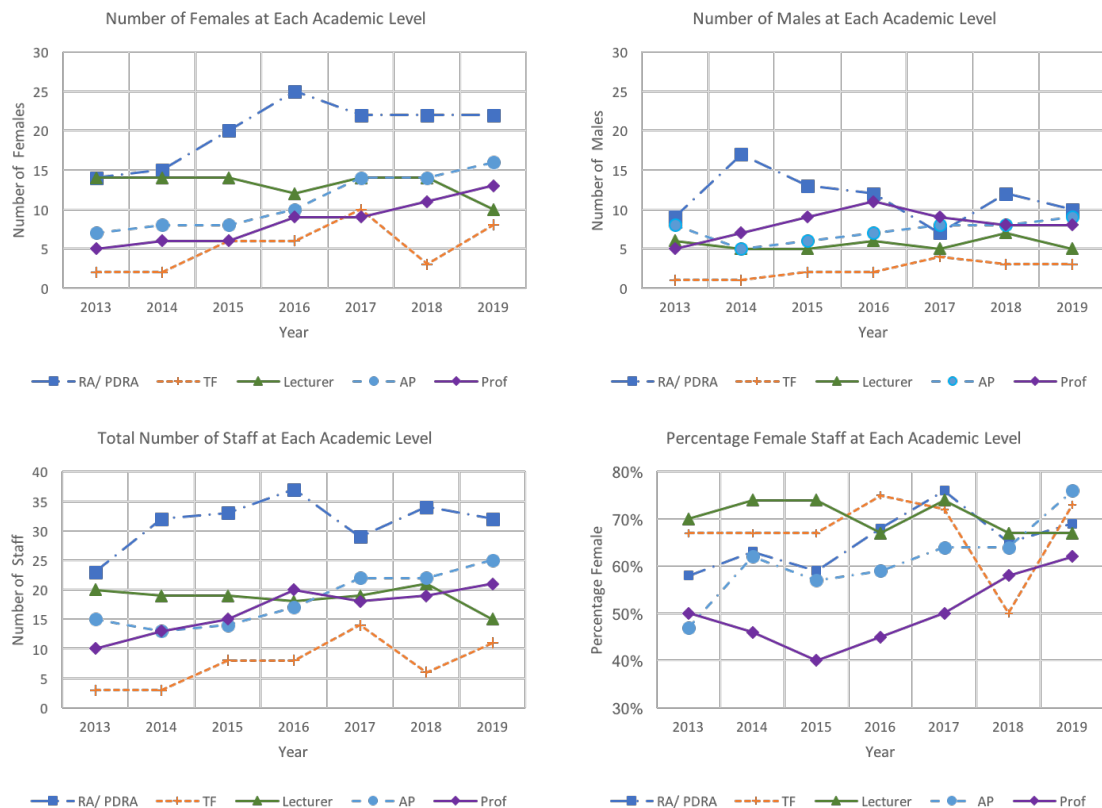
Figure 16 Number of female academic staff at each level (top left); Number of male academic staff at each level (top right); Total number of staff at each level (bottom left); and percentage female staff at each level (bottom right) from 2013-2019.

The total number of academic staff in the School has increased from 73 in 2013 to 104 in 2019 (Figure 16, bottom left).

We have increased the percentage of female PDRA/RAs from 47% in 2013 to 76% in 2019 (Figure 16, bottom right). This is similar to the proportion of female UG, PGt and PGr students demonstrating retention of females at this transition point. This success reflects the growing proportion of senior female academics in the School who are major grant holders and mentor our junior academic staff (discussed in section 5.1i).

The percentage of female staff employed as TFs and lecturers has remained relatively constant from 2013-2019, suggesting we successfully recruit female academics to replace those who leave or are promoted. Both number and percentage of female staff at AP and professorial level increased substantially from 2013-2019 as our interventions to improve the promotion process took effect and females who had been recruited in previous years were promoted (discussed in 5.1iii).

Figure 17 Number of full-time female (top left), full-time male (top right) and part-time female (middle left) and part-time male (middle right), and percentage of female full-time (bottom left) and part-time (bottom-right) female academics by grade employed between 2012 and 2019

Uptake of part-time contracts is greater for women (~70%) than men across all levels of employment (Figures 17). This is line with comparators (70%). In comparison, uptake of full-time academic contracts is 60% female which is higher than comparators (50%).

41 words

Number of Female Academic Staff by Type of Contract: Full vs Part Time 2015-2020

Number of Male Academic Staff by Type of Contract: Full vs Part Time 2015-2020

Percentage Female Academic by Job Type
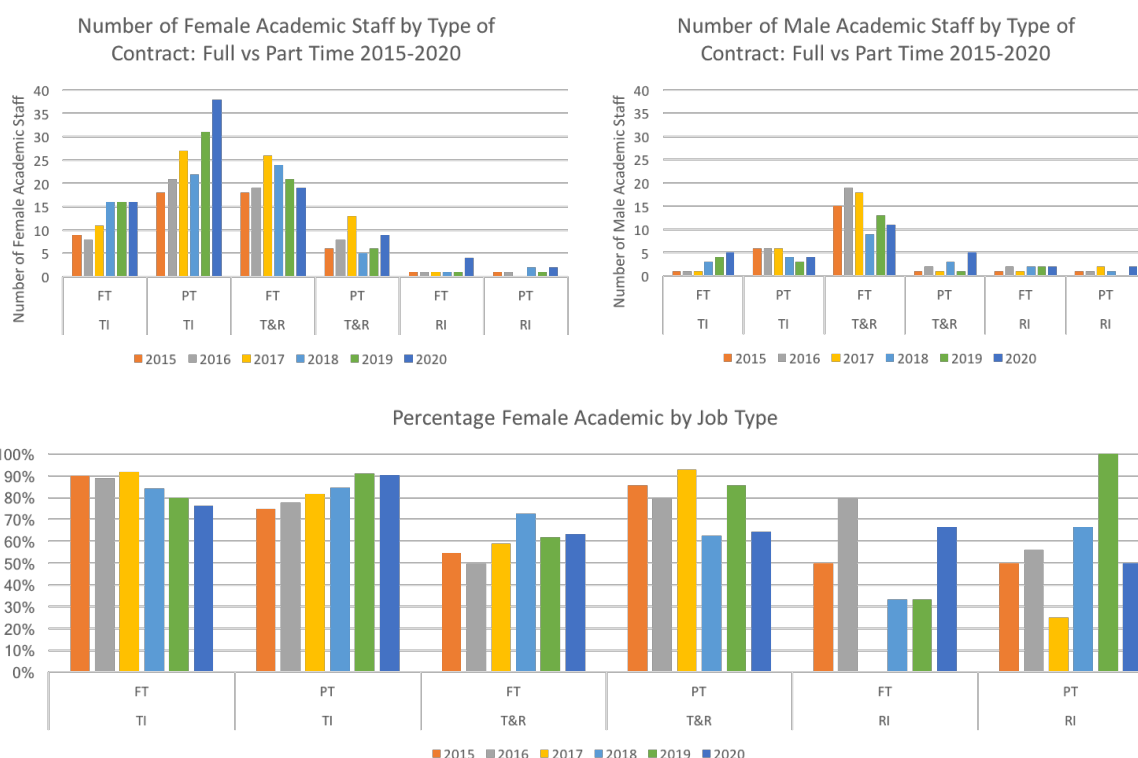
Figure 18 Number of Female academics (top left) and male academics (top right) and percentage of females by job type (bottom panel) by job type and full- vs part-time contract from 2015-2020.

Over the last five years, the number and percentage of females on full time and part time TI contracts has increased (80-90%: Figure 18) to a level higher than our comparators (70%). This is driven by our SLT and IAPT courses which are predominantly taught by part-time clinical staff who are also contracted to work in the NHS.

The percentage of women with full-time T&R contracts increased from 50 to 60% between 2015-2020, which is higher than our comparators (50%).

On average, between 50-60% of RI contracts are held by females. This is slightly below our comparators (65-70%). Apparent under-representation of females on RI contracts is difficult to interpret due to very small numbers.

118 words

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

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

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

Number of Permanent Female Academics at Each Level

Number of Permanent Male Academics at Each Level

Number of Fixed Term Female Academics at Each Level
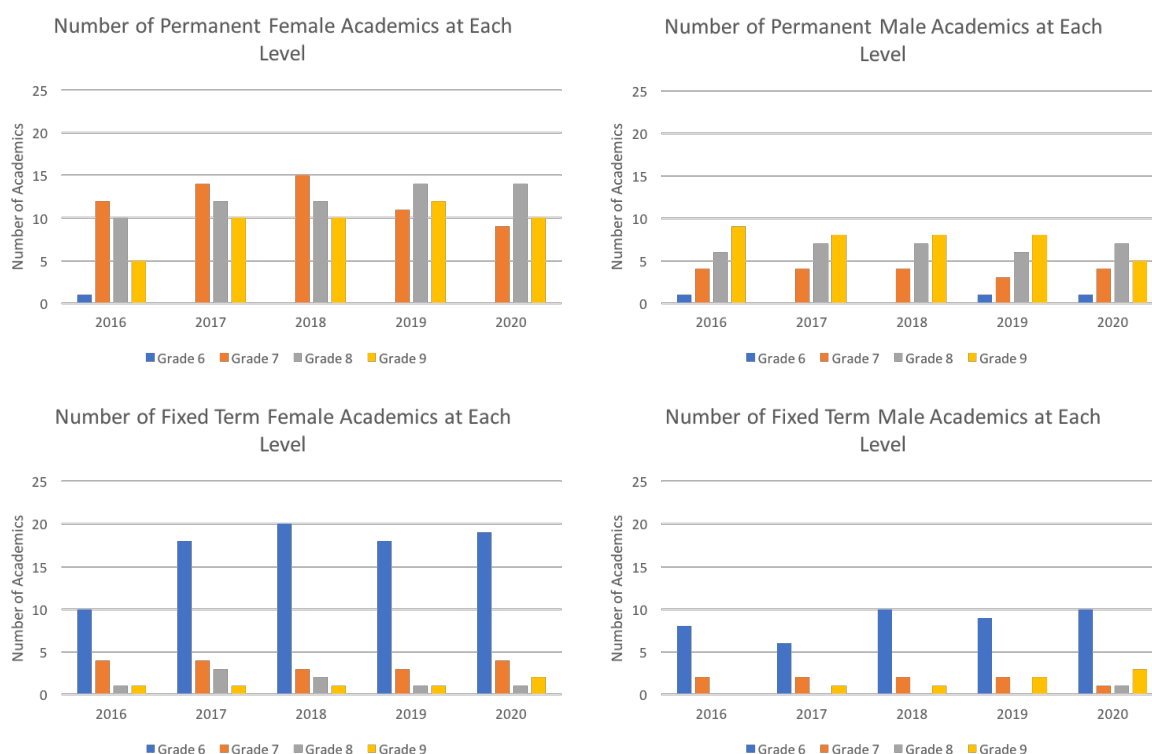
Number of Fixed Term Male Academics at Each Level

Figure 19 Number of Female (left) and Male (right) Academics on Fixed Term (top) and Permanent (bottom) Contracts by Grade from 2016-2020

Between 2016-2020, most female and male academics at grade 7 and above were on permanent contracts (Figure 19: top). Most of our fixed term contracts are, therefore, held by Grade 6 staff (Figure 19: Bottom). There are more females than males on these contracts in line with the higher percentage of females who are PDRAs or TFs in the School.

We use fixed-term grade 6 teaching fellow posts to provided opportunities for PhD students writing up their dissertations and part-time PDRAs who want teaching experience. In the last four years, 5 teaching fellows (3 female) have been appointed to permanent lectureships in PCLS and 4 TFs (1 female) have found lectureships in other universities.

One challenge that we face is that many of our clinical academic and TF staff are employed at Grade 6 with duties that would be expected for a Grade 7 contract. We have been working hard with the University to create a route for promotion for these colleagues. Recently, the University has proposed a pathway for promotion from Grade 6 to 7, which has been agreed by the union; we expect to see this implemented by early 2021. If this pathway is not enabled, the School will create Grade 7 positions to which these members of staff can apply, honouring our commitment to provide progression opportunities for all colleagues (*Action 4.9*).

222 words

Action 4.9: Monitor the University response to the creation of a route from Grade 6 (Teaching Fellow and Clinical Tutor) to grade 7 academic positions. If this is not forthcoming by Spring 2021, work with HR to create and advertise Grade 7 positions and encourage these colleagues to apply where appropriate. We aim to have all members of staff whose roles currently involve activities that are appropriate for a Grade 7 contract promoted by August 2021.

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

	Full-Time Females					Full-Time Males				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Lecturer	0	0	0	0	0	0	0	0	0	0
AP	0	0	0	0	0	0	0	0	1	0
Prof	0	0	0	2	1	0	0	1	1	0
TF	0	0	1	0	0	0	0	0	0	0
Clinical	4	0	3	0	0	0	0	1	0	0
Research	2	6	3	4	5	2	5	0	4	3
	Part –Time Females					Part-Time Males				
Lecturer	0	0	0	0	0	0	0	0	0	0
AP	0	0	2	0	0	0	0	0	0	0
Prof	0	0	0	1	0	0	0	1	1	1
TF	0	1	6	0	0	0	1	1	0	0
Clinical	2	3	3	1	1	1	1	2	0	0
Research	1	9	3	3	5	4	5	0	2	2

Table 4: Number of full and part-time female and male academic staff leavers at different levels of employment from 2015-2019.

We have low turnover at lecturer, AP and professorial level with equally good retention for both females and males (Table 4). In 2018, two members of professorial staff chose to take early retirement and 2 took voluntary redundancy when the university sought to reduce staff numbers. Low turnover, even at this point, is a testament to the collegiate environment in the School.

Whenever funding makes this possible, we offer TFs/Clinical Tutors who have taught for 3 or more years, and who wish to continue in this position, permanent contracts. This has resulted in greater permanence of contract at this grade and fewer leavers in 2018-2019 than previously.

There is the expected turnover of fixed-term positions for Research staff during this period. In 2018, of 11 leavers, 3 moved from RA positions to start doctoral degrees (2 female), 3 are employed as PDRAs or research scientists (3 female), 5 moved to clinical positions (3 female) and 2 to lecturerships in other institutions (0 female). In 2019, from 12 leavers, 2 moved from RA positions to start doctoral degrees (2 female), 3 are employed as PDRAs or research scientists (3 female) and 2 are lecturers in other institutions (1 female). We have recently created more ways to support PDRAs in their career progression (see section 5.3). We will monitor turnover and destinations to determine whether these have been effective (*Action 4.10*) and are appreciated by our PDRAs (*Action 4.11).*

241 words

Action 4.10: Monitor the destinations for PDRA and RA leavers to determine whether there is an improvement in the proportion of females successfully applying for fellowships, lectureships and other non-academic positions as a result of changes in support for this community. If there is no improvement, further increase the support we provide for career progression. We aim to increase the proportion of females applying to PI roles in academia to at least 50% by 2023.

Action 4.11: Continue to assess the needs of this community to ensure that we are providing excellent support for career progression, grant and fellowship applications, and for progression to careers outside academia. We aim to have 90% approval of the support for PDRAs and RAs in our PDRA/RA survey by 2023.

2,408 Words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: 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.

	2016		2017		2018		2019	
Applications	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Grade 6	178 (71%)	74 (29%)	169 (69%)	77 (31%)	212 (74%)	76 (26%)	150 (66%)	76 (34%)
Grade 7	44 (49%)	46 (51%)	48 (73%)	18 (27%)	11 (92%)	1 (8%)	10 (77%)	3 (23%)
Grade 8	0	0	0	0	2 (100%)	0	0	0
Grade 9	0	0	0	0	0	0	3 (100%)	0
Short listing	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Grade 6	26 (58%)	19 (42%)	29 (63%)	17 (37%)	24 (67%)	12 (33%)	33 (80%)	8 (20%)
Grade 7	9 (60%)	6 (40%)	9 (90%)	1 (10%)	4 (100%)	0	4 (80%)	1 (20%)
Grade 8	0	0	0	0	1 (100%)	0	0	0
Grade 9	0	0	0	0	0	0	1 (100%)	0
Offered	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Grade 6	15 (68%)	7 (32%)	15 (75%)	5 (25%)	12 (67%)	6 (33%)	14 (78%)	4 (22%)
Grade 7	3 (75%)	1 (25%)	5 (83%)	1 (17%)	1 (100%)	0	2 (67%)	1 (33%)
Grade 8	0	0	0	0	1 (100%)	0	0	0
Grade 9	0	0	1	0	0	0	1 (100%)	0
Accepted	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Grade 6	13 (68%)	6 (32%)	14 (74%)	5 (26%)	12 (70%)	5 (30%)	12 (75%)	4 (25%)
Grade 7	3 (75%)	1 (25%)	5 (83%)	1 (17%)	1 (100%)	0	2 (67%)	1 (33%)
Grade 8	0	0	0	0	1 (100%)	0	0	0
Grade 9	0	0	1 (100%)	0	0	0	1 (100%)	0

Table 5: Number and percentage of females and males that applied for, were shortlisted, were offered and accepted academic positions at different grade levels from 2016-2019.

Our application process has led to the appointment of 62 (73%) females and 23 males in the last 4 years (Table 5). It is to be expected that the percentage of females appointed is higher than males since the student body that feeds into academic staff appointment is between 80 and 90% female.

When posts become available, these are advertised using jobs.ac.uk and via the university's jobs website. Academic staff are also encouraged to post adverts on professional email distribution lists and alert people that they think might be suitable candidates.

Shortlisting/interview panels always include both female and male members, and staff are required to take interview panel training (which includes training for diversity and inclusion and Unconscious Bias) before chairing these. Candidates are rated independently by panel members against a transparent set of shortlisting criteria. A short-listing meeting is held to discuss panelists' ratings and agree the candidates to be invited to interview. On completion of the interview, a chair's report indicating choice of candidate (and reserve) is completed and returned to HR.

Evidence of Impact: In our previous submission, we planned to address the recruitment process for PDRA/RA positions to bring this in line with that used for other academic posts. This included ensuring that there were females and males on each panel and that Chairs of panels had completed Diversity and Inclusion training. We aimed to exceed the sector average of 77% female PDRAs by 2020.

Despite the high turnover of staff at PDRA/RA level, we have increased both the number and proportion of females between 2013 and 2019. This has been achieved partly through the successful changes to our recruitment processes, and also the visibility of female research grant holders as role models and their work as mentors. In a survey of PDRAs, comments on recruitment included:

> "When I came for an interview, I perceived the people I met at the school as very approachable, friendly and open. The combination of a cool research focus and a warm and friendly people I met at the school as very

342 Words

(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.

Induction Uptake	2016	2017	2018	2019	2020
Female	10	10	6	4	11
Male	1	1	2	0	3

Table 6: Number female and male academic staff who attended the University induction course from 2016-2019.

On arrival, staff attend a compulsory school-level health and safety induction and receive a handbook which provides useful information about procedures and policies in the School. Line managers meet with individuals to provide an introduction to local processes. They are also encouraged to attend a UoR induction. Table 6 shows the uptake by academic staff starters from 2016 to 2020. In each year, between 85% and 100% of female and male starters completed this induction course. In addition, a new member of staff noted:

> "Thursday morning coffee was a great place to meet people and to ask questions about teaching and research".

(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.

Full-Time Academic Staff

Year	Applications for Promotion				Successful Promotion			
	Assoc Prof		Professor		Assoc Prof		Professor	
	F	M	F	M	F	M	F	M
2014	1	0	1	2	1 100%	0	1 100%	2 100%
2015	1	1	1	1	1 100%	1 100%	1 100%	1 100%
2016	1	2	1	1	1 100%	2 100%	0 0%	1 100%
2017	4	1	5	2	4 100%	0 0%	2 40%	1 50%
2018	4	2	2	3	4 100%	1 50%	2 100%	2 67%
2019	3	1	2	0	2 67%	1 100%	2 100%	0
2020	2	3	3	1	2 100%	2 67%	1 33%	0 0%
	16	10	15	10	15 93%	7 70%	9 60%	7 70%

Table 7: Data on the number of applications for promotion and successful promotions to associate professor and professor for full-time academic staff from 2014-2020.

Part-Time Academic Staff

Year	Applications for Promotion				Successful Promotion			
	Assoc Prof		Professor		Assoc Prof		Professor	
	F	M	F	M	F	M	F	M
2014	1	0	0	0	0 0%	0	0	0
2015	1	0	0	0	1 100%	0	0	0
2016	1	0	0	0	1 100%	0	0	0
2017	0	1	0	0	0	0 0%	0	0
2018	0	1	0	0	0	1 100%	0	0
2019	1	0	0	0	0 0%	0	0	0
2020	1	0	1	0	1 100%	0	0 0%	0
Total	5	2	1	0	3 60%	1 50%	0 0%	0

Table 8: Data on the number of applications for promotion and successful promotions to associate professor and professor for part-time academic staff from 2014-2020.

Tables 7 and 8 provide the data on the number of full and part-time female and male staff applying for and successfully promoted from 2014 to 2020. In our previous application, we noted that we had

proportionately fewer female academics applying for promotion and that females were less satisfied with the promotion process. From 2017 onwards, we have successfully increased the numbers of female academics applying for promotion, and being promoted. We ascribe this increase to several factors.

Promotion is a standing item during yearly Performance & Development Reviews so that staff can consider action that they might take in order to build a suitable CV. Members of academic staff who have been recently promoted have provided case studies which are available to staff considering promotion.

Since our previous AS application, we have set up a School Personal Titles Committee that considers who might need particular encouragement to apply for promotion in the next round or in future rounds. Mentors are assigned for all these staff. At this time, staff are also reminded about the availability of University courses on how to prepare for promotion, and additional School workshops are run to provide staff with time during working hours to complete their application.

In 2017, the University introduced a new promotions procedure with much clearer criteria for promotion to AP and Professor, including separate expectations for individuals on TI, T&R and RI contracts. Promotion mentors are required to attend training where they are introduced to the University promotions criteria. Mentors discuss the criteria for promotion with the individuals they support, provide advice on how to complete the application form and give feedback on how to use evidence to build a case. Where an individual has expressed an interest in submitting an application for promotion, but does not have sufficient evidence to meet criteria, they are given feedback on areas that require improvement. However, while guidance is given about whether to apply, no-one is prevented from applying, and mentoring is given to everyone who chooses to apply.

Members of the School Personal Titles Committee are sent all applications in advance of the promotions board meeting. Each member scores every application against the set criteria individually, and these scores are pooled and presented at the promotions board. Here, discrepancies between individual scorers are resolved through discussion and the average score for each candidate is used to determine whether they should be considered at the University Personal Titles Committee.
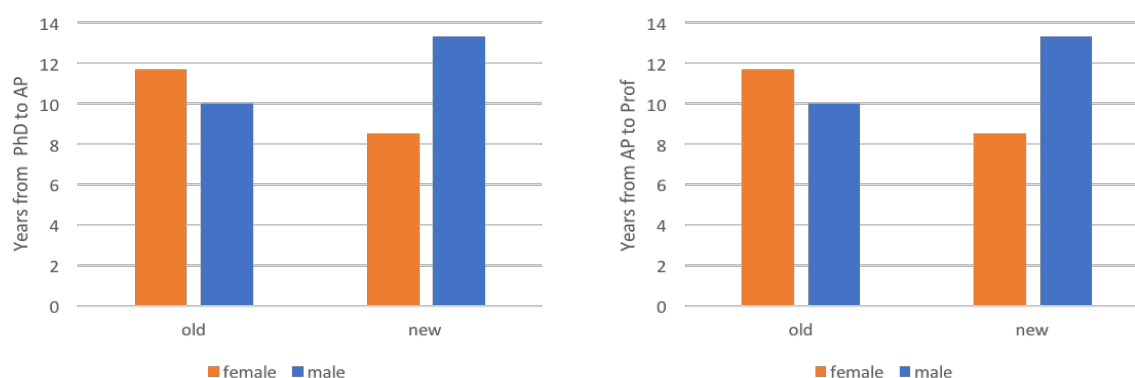

Figure 8 Time for PhD to promotion to Associate Professor (left) and from Associate Professor to Professor for females and males under the old and new promotion process

Evidence of Impact: In our 2012 survey, only 46% of females and 64% of males agreed that they understood the criteria for promotion. This increased to 80% of females and 76% of males agreeing with the statement in the 2020 survey. Figure 20 demonstrates that, when the rules for promotion changed, the number of years between PhD and promotion to AP and from AP to professor decreased for females.

Changes to the promotions process both in the School and across the university have made this process clearer and improved the route to promotion for our female academics.

498 Words

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

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

Our commitment to collegiality and fairness within the School drives our policy for REF submission. For REF 2008, we submitted 18 out of 23 females (78%) and 13 out of 17 males (76%). For REF 2014, we submitted 19/19 male and 23/24 female members of eligible academic staff. Similarly, for the upcoming REF 2021 submission, we intend to submit 100% of eligible staff. Thus, there is no gender imbalance in any of our REF submissions.

73 Words

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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.

Induction Uptake	2016	2017	2018	2019	2020
Female	4	10	12	5	5
Male	0	4	2	1	0
Table 9: Uptake of UoR induction courses by new professional support staff from 2016 to 2020.					

All professional support staff receive a local induction and are asked to attend the University induction. Table 9 shows the uptake of Central Induction courses by support staff starters from 2016 to 2020. In each year 100% of both female and male starters completed the Central Induction course.

Depending on their role, each member of support staff is assigned one or two mentors, usually one member of the team plus a member of staff from elsewhere in the University. This approach strengthens the new employee's knowledge of the University beyond PCLS. The usefulness of

induction and mentoring is reviewed as part of the probation process, and staff have commented favourably upon it.

<div align="right">106 words</div>

(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.

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 no formal promotion route for professional and support staff which is reflected in the percentage of staff (mostly non-academic) who indicated that they did not understand the promotion system in the Staff Survey (63% Female, 61% male). Since the University review of Professional and Admissions Services in 2015, when this service was mostly centralised, PSS staff can apply for roles in other parts of the university when these become available, providing a route to promotion. In addition, the PSS staff line manager regularly reviews the duties performed by each member of staff to determine whether individuals have a case for incremental pay awards and promotion. Since 2015, one female (Grade 4 full-time) applied for, and was successful, in promotion to a grade 5 post. A second female (grade 4, part-time) is currently applying for regrading, and a third female (grade 5, full time) has successfully applied for a merit-based increase in salary.

<div align="right">127 words</div>

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?

		2016	2017	2018	2019	2020	Total
Aurora, Springboard, W@R	Female	17 (100%)	1 (100%)	1 (100%)	3 (100%)	7 (100%)	28 (100%)
	Male	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Flair	Female	17 (44%)	37 (88%)	14 (30%)	12 (43%)	4 (80%)	73 (59%)
	Male	22 (54%)	5 (12%)	29 (70%)	16 (57%)	1 (20%)	51 (41%)
Teaching Related	Female	67 (91%)	153 (76%)	35 (66%)	54 (62%)	43 (77%)	352 (75%)
	Male	7 (9%)	48 (24%)	18 (34%)	33 (38%)	13 (23%)	119 (25%)
Research Related	Female	14 (35%)	38 (76%)	13 (33%)	30 (93%)	16 (80%)	99 (68%)
	Male	26 (65%)	12 (24%)	26 (67%)	2 (7%)	4 (20%)	46 (32%)
Admin Related	Female	48 (87%)	9 (35%)	30 (60%)	11 (65%)	36 (72%)	107 (70%)
	Male	7 (13%)	17 (65%)	20 (40%)	6 (35%)	14 (28%)	46 (30%)
Table 10: Number and percentage of female and male staff that have taken University run CPD courses in the period from 2016-2020							

The University runs courses for research and academic staff and all staff are encouraged to make use of these. Skills gaps are identified in PDR conversations and suitable courses suggested. Effectiveness of training is reviewed in subsequent PDRs. Table 10 shows that uptake is balanced across gender. We are especially pleased with the number of female staff who have taken leadership courses (Aurora, Springboard) in this time. This is reflected in the number of female staff who have been promoted.

<div align="right">80 words</div>

(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 members of the School have a yearly Performance & Development Review with an interim session between and opportunities to meet with line managers informally as required. A staff consultation revealed that academic staff wanted PDRs be completed by trained professorial staff and for these to coincide with personal research plan preparation. This was implemented when the School line management process was reviewed in 2019.

PDR forms for all staff are reviewed by the HoS (CHP) to identify common themes or matters to be addressed, and to ensure appropriate training opportunities (e.g. leadership courses) are made available to individuals for whom this is recommended.

PDRAs have an annual Personal Development Review (PDR) that focusses on what has gone well the previous year, goals for the following year, promotion and training. In a survey of PDRAs, they reported finding the PDR process useful for setting goals and managing expectations.

<div align="right">145 words</div>

(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.

		2016	2017	2018	2019	2020	Total
APP	Female	70 (80%)	61 (54%)	36 (67%)	41 (35%)	24 (73%)	232 (57%)
	Male	17 (20%)	52 (46%)	18 (33%)	77 (65%)	9 (27%)	173 (43%)

Table 11: Number and percentage of eligible female and male academic staff who attended the University Academic Practice Programme from 2016-2020.

All new lecturing staff (including TFs) are enrolled on the Academic Practice Programme (APP: Table 11). This is designed to provide practical training in teaching and learning activities, and includes peer observation by a School-assigned mentor, who is often the individual's line manager. Successful completion of the programme qualifies individuals for Fellowship of the Higher Education Academy.

New members of staff are given a reduced teaching and administration load when they first arrive. In past years, this has been a full year free of teaching and administration. We found that whilst this approach provided an opportunity to establish research, it reduced opportunity for networking and

professional development. We therefore changed the policy. New staff are given two years of reduced load with a 0.33 load in the first year and 0.66 load in the second year.

In September 2019, the School appointed a mentor for early career staff to provide support for career development in addition to that offered by their line manager (effective line management itself being an innovation from late 2019). The ECR community is also supported to create their own training opportunities, with funding from the Research Division to invite external speakers and hold colloquia. Topics for these highly successful sessions have included 'public engagement' and 'engaging with the media'; 'what the REF means for ECRs'; and 'applying for lectureships'. In a survey of ECRs, one individual commented that:

> "This scheme is brilliant and provides ECRs with the opportunity to discuss any concerns, problems etc."

UoR is at the forefront of the Open Research movement in the UK. Researchers in the School are supported to organise activities to promote and facilitate open science including journal clubs, coding clubs, community of practice meetings, and colloquia. Many of these projects are spearheaded by early career staff with support from RDLs and the University Committee for Open Research and Research Integrity (CORRI).

The School runs 'Neuromethods' meetings which provide an opportunity for early career researchers (ECRs) to develop new research skills and discuss ongoing and prospective projects related to neuroimaging. There is also an Academic Writing Group which facilitates ECRs to set reasonable writing goals, and provides a supportive community in which to share the challenges and triumphs of the academic writing process. These groups were commented on as:

> "I find them very helpful";

> "…very well organised and online resources have been easily accessible."

Many ECRs were impressed by the transparency of the lectureship application process. They reported being pleased to have the opportunity to attend job talks, and to be part of the subsequent discussion about the candidates. The Heads of School have since hosted a special session for the Early Career Community to share more information about the lecturer recruitment process, and what skills or characteristics stood out in those who were appointed.

453 words

(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).

Career progression is embedded at all levels of instruction. At second year UG level, we include a module on Careers in Psychology and a compulsory 100-hour placement. We introduced a 4-year degree course in 2013 with a year's placement. Enrolment on this course has increased since its inception with a high percentage of female students (Table 12).

Year of entry	Female	Male
2013	6 (86%)	1 (14%)

2014	6 (75%)	2 (25%)
2015	37 (82%)	6 (18%)
2016	103 (92%)	13 (8%)
2017	133 (86%)	21 (14%)
2018	163 (87%)	23 (13%)

Table 12: *Number and percentage of females in each year of our new psychology degree with placement year. This compares with between 85-89% of females on our BSc in Psychology.*

We participate in schemes to provide six-week paid research internships over the vacation for UGs at the end of their second year (UROP). Funding provided by the central university to support UROP placements is boosted by additional funds from the School – in 2020, 14 students (11 female) were able to take part.

We offer the SPRINT women's development programme for undergraduate students (7, 12, 14 students in 2017, 2018 and 2019) with a member of staff supported by the School to gain this qualification and remain accredited. The programme is designed to address the study and career issues faced by women at university, and we are one of few schools in the sector to have adopted it. 90% of students attending the programme agreed that "I now feel better able to speak up and voice my opinions" and "I have clear personal goals".

Our MSc courses include a 160-hour placement for all students in a suitable clinic or research lab. In addition, we run courses on academic practice including writing, presenting and public engagement.

At PhD level, the graduate school run training in academic practice for PhD students and all students have to complete 4 courses per year as part of their registration. This includes training in small and large group teaching, scientific writing, presentation skills, impact and other aspects of academia.

	2016	2017	2018	2019	2020
Female	155 (64%)	143 (69%)	165 (68%)	193 (65%)	94 (67%)
Male	86	65	77	105	47

Table 13: Number and percentage of female and male PhD students who attended PGr courses run by UoR Graduate School between 2016-2020.

In our last submission (2016), we noted that we had not collected data to determine whether there were any gender differences in uptake of courses. Table 13 gives data for male and female uptake of PGr courses from 2016-2020, demonstrating that the proportion of females attending courses is in line with the proportion of students enrolled on these programmes.

341 words

(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.

Regular (currently monthly during the pandemic) research meetings are held to encourage collaboration and networking both within and outside the School. These multi-format meetings include research updates by individuals to spark new collaborations, sessions with external speakers aimed at keeping abreast with recent methodological and statistical debates (including conducting research online), sessions focusing on funding opportunities, and an opportunity to pitch grant proposal ideas for feedback from colleagues.

We use annual personal research plans to support staff in making the strategic decisions that shape research careers through reflection on their aims and ambitions and feedback from RDLs. All staff writing grants, but particularly ECR's, are guaranteed access to grant mentoring with the Research Division Leads (RDL) assigning mentors.

An RDL follows up with individuals who have been unsuccessful in a funding application to discuss how to turn this around where possible, considering options (e.g. revise and submit elsewhere after addressing reviewer feedback), or discussing which parts of the proposed work can be performed without a grant (e.g. by working with PhD or MSc students in combination with pump priming or small grant funding).

<div align="right">182 words</div>

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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?

	2016	2017	2018	2019
Female	221 (83%)	261 (73%)	201 (85%)	193 (67%)
Male	44	98	36	94

Table 14: Number and percentage of personal development training sessions attended by female and male Professional and Support Staff from 2016-2019.

Staff are encouraged to attend training courses delivered by UoR. Table 14 demonstrates that there is no gender imbalance in uptake of training courses.

As part of the PDR process, the line manager identifies particular training relevant to individuals. If a staff member has a particular development need such as IT, HR etc., the line manager contacts the service area to request the required training. Subsequent PDRs are used to assess the effectiveness of training.

One member of staff who attended the Institute of Leadership and Management leadership course commented:

> "The training really felt like the University were invested in individual growth and the benefits of the course were immense in my role. I was newly promoted, with a large team to manage and the course provided insights to develop skills that would be needed."

150 words

(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.

The University provides training on appraisal, and performance and development reviews that all line managers are required to complete. All members of the PSS team meet with their line manager for a 1:1 review every six months and can contact her for a catch up whenever this is needed. In our survey, a member of PSS commented that PDR and line manager reviews were useful because:

> "It can sometimes be a very busy office and we all take on work that has not always gone through the correct channels, therefore my line manager might not always be aware of the work we are doing. The meetings allow us a chance to be recognised for the work we have done."

119 words

(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.

As part of the development process, areas of strength and weakness are evaluated, to help identify where PSS staff can be supported in their roles. Wherever possible, suitable training is provided. Opportunities to develop and use new skills in the workplace are provided by changing the responsibilities of members of PSS staff as new roles emerge or staff leave, and by regrading to reflect an individual's willingness to take on more senior roles.

Examples of this include providing training for a new male member of the School finance team on University finance policy and procedures to help bring School policies more in line, and encouraging a female Grade 3 member of staff to expand their knowledge of the University by volunteering for the Staff Forum.

109 words

5.4.1.   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.

We have a School policy for Family Leave which is available from the Equality and Diversity area of the School website and on our Blackboard site. Changes were made to this policy by the new HoS. In interviews with returning mothers preceding this, it was evident that we had failed to ensure that all members of staff who line managed staff on family leave were aware of University and School

policies and procedures. For instance, while some parts of maternity leave were noted to have been "a really good experience", one women remarked that:

> "Male leadership team were less approachable and less aware of the process. It was great that I could talk to our Athena SWAN chair to raise the issue".

We therefore changed our line management system, distributing this function to a larger number of professorial staff who are all trained on, and are kept up to date with, aspects of maternity, paternity and adoption policy. One more recent mother commented in her interview that:

> "Change of leadership has changed the process. I am now more confident and comfortable with this."

Since these changes were made, the School Family Leave policy has been circulated to all staff. In our 2020 survey, staff were asked if the agreed with the statement: "I believe that I would be supported by the School through the complete process of parental leave". 75% of female and 92% of male staff agreed and 0% of female and 4% of male staff disagreed with this statement. We aim to increase this to over 95% of staff agreeing and 0% disagreeing with the statement by 2022 (*Action 5.1)*.

Expectant mothers complete and return a Maternity Leave Notification Form which they submit to their line manager and the relevant HR Partner/Advisor at least 15 weeks before the baby is due. A Risk Assessment form is then completed with the line manager. This is reviewed, at least every three months and once again, upon return. Since this change, another woman commented:

> "The process worked really well and the HoS and my line manager were very supportive."

We provide a quiet, relaxing space for expectant mothers to rest and lie down. Expectant mothers are entitled to take reasonable time off without loss of pay, to attend antenatal care appointments made on the advice of a medical practitioner, registered health visitor or registered midwife.

397 words

Action 5.1: We aim to increase the proportion of staff that agree that they would be supported through the full process of family leave to >95% agree and 0% disagree by 2022. We will signpost the Family leave policy at the start of year School Meetings each year to ensure that staff know about this. We will also prepare multi-media case studies of people who have taken different forms of parental leave and share these on the School website.

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

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

During maternity and adoption leave, the University provides funds to replace all teaching. Staff members who are entitled to Keeping in Touch (KIT) days are encouraged to, but not required, to take them (maximum of 10 days). These can be taken as separate days or a single block, by agreement with the line manager. Individuals who are going on shared parental leave can attend work for up to 20 days during their leave period (either separate or single block) without losing any Shared Parental Pay (ShPP) or triggering the end of the leave. The type of work undertaken on KIT/SPLIT days is a matter of agreement between the individual and their line manager.

113 words

(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.

To assess their individual needs, a risk assessment is completed for new mothers when they return to work. The School provides a lactation room with a fridge to store expressed milk for returning mothers. Since the last submission, we have implemented a system in which academic staff returning from a significant period of absence for Family Leave are given a lighter workload for one year to facilitate their transition back to work. Full-time members of staff have hours reduced to 0.66 FTE (prorated for part-time staff). It is up to the individual member of staff how they use the time to prepare for teaching, research, reduced admin load etc. The School policy is to retain a proportion of the funds released by the maternity leave period to continue to employ cover for the individual's teaching/other responsibilities during the early months of their return to work, to support their transition.

153 words

(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.

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

In the last 3 years, 15 women have taken maternity leave and all but one (TF) were still in post 6, 12 and 18 months after their maternity leave. This attests to our commitment to support all individuals taking family leave.

41 words

(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.

In the last three years, 6 men (2 grade 6, 2 grade 7, 1 grade 8, 1 grade 9) have taken paternity leave and 3 members of staff (2 female grade 8 and 1 male grade 7) have taken shared parental leave. We have 1 member of staff (female, Grade 6) currently on adoption leave.

We have a School family leave policy which encourages all staff to take leave and discusses the options for shared parental leave. Interviews with staff who have taken leave in the last three years suggest that they were made aware of it through University channels: we will do more to promote the School-specific policy by reminding staff at School Meetings, putting information in induction packs, and creating multimedia profiles describing the experiences of staff who have benefitted

from this leave on our website (*Action 5.1)*. Interviews revealed that parental leave has been a positive experience:

> "Shared parental leave was a good experience and I would recommend it. It created a sense of equality in our relationship."

> "My experience with paternal leave was very positive. I was supported by the School to take time off and there was no expectation on me during this time".

213 words

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working arrangements are made in consultation with the HoS and are granted whenever there is no business case that would prevent these from working (e.g. teaching commitments). Table 15 shows the total number of staff at each grade that have arranged flexible working from 2016-2020.

Grade	4	5	6	7	8	9
Female	2	1	4	9	4	4
Male	0	0	1	2	0	1
Table 15: Numbers of female and male staff with flexible working arrangements from 2016-2020.						

Our commitment to flexible working is now explicitly stated in all adverts for new posts.

Evidence of Impact: In our previous action plan, we noted that there was no consistent statement about flexible working on job adverts. We have updated this statement to make explicit our commitment to flexible working and diversity. All adverts now contain the following statement:

The University is committed to having a diverse and inclusive workforce, supports the gender equality Athena SWAN Charter and the Race Equality Charter, and is a Diversity Champion for Stonewall, the leading LGBT+ rights organisation. Applications for job-share, part-time and flexible working arrangements are welcomed and will be considered in line with business needs.

As a result, 2 new appointments have flexible working agreements in place prior to starting work.

168 words

(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.

Staff who have reduced their hours after a career break are able to choose to return to full-time working. This is reviewed by their line manager who approves the change in hours. All requests to return to full-time working in the last 5 years have been approved.

42 words

5.5.   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.

Overall responsibility for gender equality and inclusivity rests with the senior management of the School, supported by the WIDE committee. These principles are fundamental to the culture of the School and are supported by a strong commitment from our Joint HoS and SMG. Since our previous Bronze Athena SWAN award, there has been continual work to embed principles of diversity and inclusion within the School. For instance, the Healthy Work team have examined ways to improve the work-life balance of staff and students by both reducing workloads (e.g. reducing the number of assessments for students, ending some of our programmes with low student numbers) and implementing health-promoting activities (weekly yoga and meditation classes in the School, staff led walks around our campus). We have an International committee to promote cultural diversity of staff and students. This group has run a seminar series showcasing life and research in different cultures, and have built a world map to show where staff and students in the School are from. Another group ran a conference for academics and students from the LGBTQ+ community to present their research. Feedback from this event was highly positive with several attendees noting that they particularly appreciated researchers talking both about their research and experience as an LBTQ+ researcher. Members of staff approach members of the committee with issues related to any aspect of D&I and are supported to resolve these. Examples include challenges with arrangement of family leave, gender pay disputes, and students requesting a School response to the Black Lives Matter challenge.

Unusually for a STEM school, we recruit more women at all levels of the School than men, and are conscious of the important role we play in promoting female participation in Science. From UG to Professor, we promote and celebrate the work of female students and academics from showcasing the research of our 11 female UROP students to celebrating the success of a female professor winning the Sir James Black award for Drug Discovery. Each success is communicated to the whole School through our School Newsletter and, where appropriate, more widely in the national media.

331 words

(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 polices.

One HoS has responsibility for all staffing and HR matters in the School. A new line management structure was implemented in her first year in post (2019), whereby a number of senior professors in the School were assigned to academic line manager roles. On their appointment, all line managers were required to undertake training on university HR practices, provided by the School's HR partner, this included training on wellbeing, harassment, equality and diversity, and grievance and disciplinary processes. Line managers were also trained by the HoS on the School's approach to HR matters, including our expectations of line managers. The HoS herself line manages all of the line

managers to help ensure consistency in the approach to line management taken across the School, and to make it easy for line managers to raise queries and harmonise policy. New HR guidance is regularly circulated among line managers; line managers are required to undertake periodic training in mentoring towards promotion, unconscious bias training, conducting Performance Development Reviews, etc. Since these new policies have only recently been implemented, they are not reflected in the most recent staff survey. We expect that there will be greater satisfaction with flexible working arrangements, promotion, and mentoring as a result of these changes and will assess this in a staff survey in 2021 when line management has had a chance to embed.

<div align="right">181 words</div>

(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.

Committee	TI		T&R		RI		PSS		Total	
	F	M	F	M	F	M	F	M	F	M
Senior Management Group	2	0	5	2	0	0	1	0	80%	20%
WIDE committee	5	1	4	6	2	0	1	0	63%	37%
Board of Studies and Student Experience (BoSSE)	7	2	4	5	0	0	7	4	62%	38%
Research Committee	0	0	4	3	1	0	0	1	55%	45%
Ethics Committee	0	0	1	2	1	1	1	1	43%	57%
Healthy & Safety Committee	1	0	3	0	0	1	2	3	60%	40%
Recruitment Group	0	1	5	7	0	0	4	2	47%	53%
Personal Titles Committee	2	0	4	3	0	1	0	1	55%	45%

Table 16: Membership of PCLS decision-making committees in 2020 by role type and gender

Table 16 provides a breakdown of committee membership by role type and gender. Membership is distributed across both role type and gender of staff with more females represented on most committees (as would be expected from our staff gender balance). Decision making is devolved to the appropriate committee reporting back to SMG where strategy and direction are decided. Athena SWAN is a standing item on all decision-making committees.

Membership of committees changes as administrative roles are rotated around staff. The WIDE committee is responsible for maintaining an appropriate balance and do this through representation on all committees. We identify individuals at less senior levels whose career advancement would

benefit from exposure to higher level committee work and provide opportunities for committee membership whenever possible.

<div align="right">123 words</div>

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?

	Female	Male	% Female	% Male
University Committee	16	8	67%	33%
University Community of Practice	14	3	82%	18%
Cross University Committee	2	0	100%	0%
Professional Body	9	2	78%	22%
Journal Editorial Board	3	0	100%	
Charity committee	5	0	100%	
Total	43	12	78%	22%

Table 17: Number and percentage of females and males on influential external committees

Both male and female staff contribute to committee work at University level, for their professional bodies, the academic community and more broadly in the community. This engagement with University committees is the result of both active encouragement for staff to sit on these committees through acknowledgement of citizenship in promotion applications, and the range of senior posts held by both females and males within the School that requires membership of committees. Committee overload is not a specific issue for our school since we have reasonable numbers of female and male staff.

Membership of University committees contributes to the workload as part of the administrative and management category. Membership of other committees is accounted for as part of the discretionary time that staff with contracts over 0.5 FTE are given for CPD and Scholarship (see Section 5.5v which describes our workload model).

141 words

(v) Workload model

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

The School has had a workload model since 2007. From 2007-2019, this was assembled by calculating individual hours spent in teaching, administration and research activities (1 point = 1 hour per week). Part-time staff were proportionately weighted according to hours worked. New roles were allocated on the basis of this model and additional seminar or practical teaching and marking, outreach and other ad lib work (flexiteach) was distributed after allocation of lecturing, research and administrative roles. Thus, people who contribute most to the department were

rewarded by a reduced load of additional work. Our 2016 staff survey indicated that 13% of academic staff perceived the model to be unfair.

This model was reviewed in 2018 and a new model was implemented in 2019 in which the hours available for each member of staff are broken into blocks representing 0.5 days per week (10 blocks for a full-time contract), and then filled with teaching and administration before the start of each academic year. This has enabled consolidation of teaching so that individual staff contribute to fewer courses.

There are 7 categories that are used to assign blocks of work: Time for CPD and Scholarship (1 block automatically assigned to all academics with contracts over 0.5 FTE); Time for unfunded research (1 block automatically assigned for academics with TR contracts and no grant buy out); Time bought out for research (grant funded hours); Time for PGR/placement supervision; Time for teaching and UG project supervision; Time for academic tutees and student drop-in hours; and Time for School Management, Leadership and Administrative roles. Each individual member of staff has a unique combination of blocks allocated depending on their roles within the School, but in all cases the workload sums to no more than a full load.

This is a considerable improvement on the previous system, not only because each member of staff is assigned the same number of hours of work and so loads are equal, but also because staff know well in advance of term what lecturing, seminars and lab classes they will be giving, along with the marking and administration load and when this will occur. This enables staff to better organise their time to balance teaching and research. Members of staff remarked that:

"The added clarity in how the week is segregated has helped me to organise my time better. Less variety in teaching has resulted in me being able to be more efficient".

"I have never before been able to spend time bought out by a grant on my grant, during working hours. Now I can".
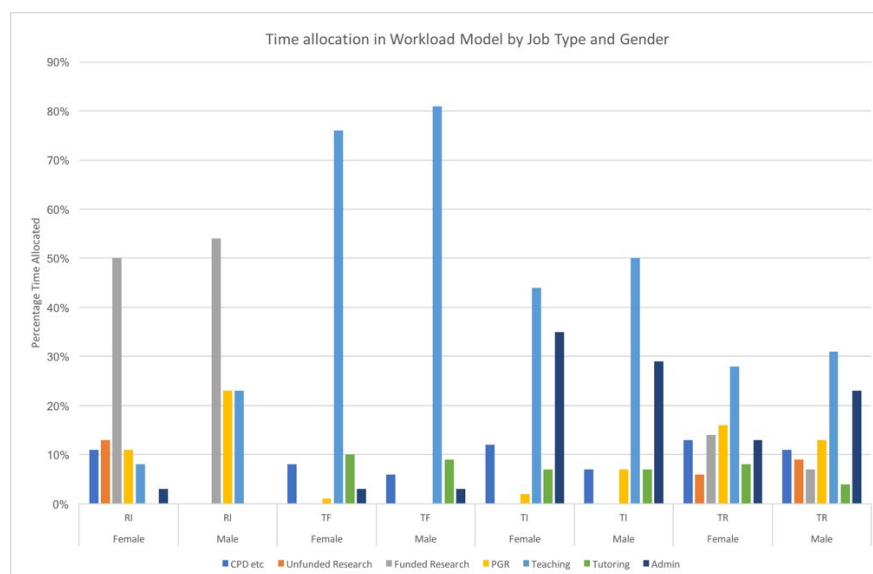

Figure 21: Percentage allocation of time by Gender and Role Type from the 2020-21 workload model.

Preliminary analysis of the new WLM confirmed that, when staff are split by role (RI, TF, TI and T&R), patterns of work vary, but there is no substantial difference in allocation of work to male and female staff (Figure 21).

In our 2020 survey, 75% of both female and male staff agreed and only 1% of female and 4% of male staff disagreed that work was allocated fairly irrespective of individual differences in protected characteristics suggesting that the new model is perceived as fairer. Of those that disagreed, the most common characteristics that were seen as being treated less fairly were gender (women treated less well than men: 7 respondents) and pregnancy and maternity (2 respondents). We will investigate the causes of these specific perceptions and determine actions to address them. Our aim is to increase the percentage of staff that agree that work is fairly allocated to greater than 95% and to decrease the percentage of staff who disagree that work is not fairly allocated to less than 3% by 2022 (*Action 5.2*).

While we plan to assess the impact of the new model this year, overall workloads of many staff have been significantly affected by C-19 and the need to move courses on-line while still providing face-to-face teaching. We will therefore both assess the impact of the new model at the end of the academic year but also continue to assess this as we return to normal teaching (we hope in the 2021-2 session).

665 words

Action 5.2: Assess the impact of the new workload model on a yearly basis. We will run focus groups to determine why gender and maternity and pregnancy are perceived as characteristics that adversely impact workload allocation and will use the findings to create actions to prevent this. These will be reported back to staff to ensure that there is awareness of how staff concerns are addressed. Our objective is to increase the percentage of staff that agree that work is fairly allocated to greater than 95% and decrease the percentage of staff who perceive that work is not fairly allocated to less than 3% by 2022.

(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.

In 2015, we opened a campus in Malaysia and some committees involve staff from both campuses. As a result, meetings have to be scheduled early in the working day to enable staff in Malaysia to contribute. Our policy is that all meetings that do not include staff from Malaysia are conducted between 10 am and 3 pm (core hours) while UoRM meetings start at 9.30 am.

In all our staff surveys, more than 90% of females and males agreed with the statement "Work related social activities in my School are likely to be welcoming to both women and men". We therefore believe that we have a supportive and flexible working environment for all staff. This has been partly fostered by a concerted effort to make the School a friendly place through organisation of social events for staff and students (Figure 22). This year, we introduced a School newsletter which is sent out to everyone in the School (staff and students) monthly. This is organised jointly between staff and students with a staff and a student editor. It contains both information useful to staff and students and articles about individuals in the School.

Since the start of the pandemic, we have continued to find opportunities for virtual events for and by both staff and students such as online quizzes, an escape room event, a virtual School pantomime, virtual graduation celebrations. The ECRs have also organised games nights that have

helped to retain a sense of community in the group and allowed new staff to be integrated into the community.

Figure 22: Photos from social events held in the School. From Top left: School graduation awards ceremony, Graduation party, finalists party, Welcome party and School pantomime.

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Social gatherings are held at a range of times (morning, lunch time, afternoon, evening) to suit those with and without caring duties. Our post-Covid virtual Thursday Staff coffee mornings are attended by staff from all areas of the School and have been seen as important in providing a channel to discuss the effects of covid-19 on our community beyond implications for work life. For instance, in our staff survey, one member of staff noted:

"The staff coffee mornings have been a source of support in difficult times".

We set up a PCLS Coronavirus Support WhatsApp group in March to provide a forum in which members of our academic staff share news and can reach out for support. This continues to run even though many staff are no longer working from home.

411 words

(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.

We take great care with the gender balance of our internal and external speaker series, asking staff each year to suggest speakers with a particular request for female speakers and speakers that

represent the BAME community. This year, we have 7 female (one BAME, 4 White) and 3 (3 White) male speakers.

In 2015, we founded the Albert Wolters Visiting Distinguished Visiting Professorship award. The first award was given to Professor Ellen Bialystock, and we have since awarded 1 woman (Professor Elizabeth Loftus) and 3 men (Professors Noam Chomsky, Steven Pinker and Daniel Dennett) this professorship. As part of the award, the Professor gives a public lecture, discusses research with postgraduate and post-doctoral researchers in their area and provides research workshops for staff and researchers in the School. It is therefore an excellent forum in which to make visible female and male role models who are at the very top of their academic career.

Our website features photographs taken around our school that show a range of individuals across gender and ethnicity taking part in research and teaching activities. We also feature our approach to Equality and Diversity on the website. This includes links to our flexible work, parental leave and other policies so that these are easily accessible by all staff. These pages provide case studies to show how people in the School have benefitted from these policies and there are actions in place to increase these case studies (*Actions 4.1, 5.1)*.

In our 2020 staff survey, 79% of females and 68% of males agreed with the statement "Within my School there are diverse visible role models". When asked which role models were missing, the most common answers were individuals of diverse ethnicity and people with disabilities. Our adverts for new posts make it clear that we are committed to having a diverse and inclusive workforce.

<div align="right">308 words</div>

(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.

Staff regularly participate in a wide range of outreach activities including charities (DownsEd International, Williams Syndrome Foundation, Speci@kidz, the Stroke Association, Bracknell Aphasia Self-Help group); museums (Museum of Rural Life); collaborate with NHS/DoH, private companies such as Ella's Kitchen, Pepsico; and Schools including Farnborough Sixth Form College, Queen Anne's School and Eton College. We also are active participants in the Reading Scholars Programme which aims to provide an experience of University for pupils who are otherwise less likely to attend University. This chaired by a member of the School. There are many examples of staff-student collaborations in outreach with our students contributing through placement activities, internships and charity events.

Staff also give public lectures, talk on radio and TV, at café scientifique events, to parents and professionals and we organise and speak at conferences. We work with organisations such as the National Autistic Society, West Berkshire Council for Foster Carers, OASIS (Oxfordshire). Activities also include talks to local secondary schools and sixth form colleges about careers in psychology and speech and language therapy. Over the last 4 years, 36 staff (17 Females) took part in outreach activities. These form part of the administration and management load of individuals in the workload model.

We currently do not collect accurate data to determine the gender balance for this work or the time that it takes. Neither do we have precise information on the gender balance of beneficiaries of our

outreach. We plan to address this by taking an audit of all outreach activities in the School and creating a form for people who are participating in these to record who is involved (staff and students), who the activity is for, time taken to prepare the activity and information about beneficiaries including gender balance. This will allow us to consider how to acknowledge this work appropriately in our workload model.

<div align="right">353 words</div>

<div align="right">6455 words</div>

Action 5.3: We will audit all examples of outreach for our academic and PSS staff to determine both an accurate gender balance of who performs and benefits from these activities and to understand whether there are fully recognised through our workload model. Our aim is to collect this data by July 2021 and to use this to create an action plan which addresses any imbalance. If appropriate, we will develop a process through which this data can be recognised by in the workload model. This will be completed by January 2022.

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.

Case Study 1 (member of the self-assessment team)
Beth has worked in the School for over 10 years, first as a Graduate Teaching Assistant (2009-2012), then as a Teaching Fellow (2012-2015) and then at the University of Reading Malaysia campus as a lecturer from 2015-2017. She returned to the UK campus as a lecturer in July 2017 and became pregnant with her first child in April 2018. Beth was appointed to a more senior role of School Director of Teaching and Learning in August 2018 and was supported to undertake this role during the last few months of her pregnancy.

Beth and her husband (also an academic in PCLS) knew from the outset that they wanted to explore the possibility of taking Shared Parental Leave (SPL) and the former HoS was very supportive of this. She had several meetings with the School's HR adviser and was given help with working out what could be requested within the University's SPL policy. Beth's proposal for SPL was approved by HoS, and was tailored to suit her and her family's specific needs. Beth also applied for promotion at this time, her successful appointment to AP coinciding with her return from maternity leave.

Beth wanted to be able to return to work fairly quickly but on a part-time basis, and so after going on maternity leave at the end of December 2018, she began using two KIT days per week from June

2019 onwards, during which time her husband used annual leave in order to look after their daughter.

In October 2019, Beth returned from SPL on her full-time contract but was given permission to take two days of annual leave per week to enable her to work only 3 days per week until the end of 2019. She was given a further reduced workload (in addition to the maternity leave return allowance) to account for her part-time return. During this time, her husband took SPL and worked two KIT days per week. This meant that between them, Beth and her husband were able to look after their daughter full time without needing to reduce their contracted FTEs. During 2019, Beth requested several adjustments to the initial SPL plans due to changes in family circumstances and all of these requests were supported and approved by the School. She was given the flexibility to choose her working pattern which also helped to transition her daughter into childcare.

After initially returning to work on her full-time contract, Beth requested a flexible working arrangement to temporarily reduce her FTE to 0.7FTE from January 2020 and this has since increased to 0.9FTE from July 2020. She finds it reassuring that she is able to reduce her contracted hours on a temporary basis (for up to 12 months) and that she has the option of increasing her hours again if she needs to. Additionally, her flexible working arrangement enables her to work compressed hours meaning that she is able to care for her daughter on Fridays. Beth's husband also has a flexible working arrangement, enabling both parents to spend more time with their daughter and also reduce their childcare fees.

<div align="right">512 words</div>

Case Study 2 (not a member of the self-assessment team)
Helen Dodd first approached the department in August 2012, meeting with Laurie Butler (HoS) regarding a lecturer vacancy. At this time Helen was 8 months pregnant and about to go on maternity leave from her job at UEA. When Helen expressed an interest in applying for the lectureship, HoS enthusiastically encouraged her to apply, assuring her that her application would not be affected. Helen commented 'I didn't think there was any point in applying as I knew I wouldn't be able to start for a year but HoS was very encouraging and left me with no doubt that my application wouldn't be affected by my pregnancy'. Helen's attendance at the interview was supported by providing overnight accommodation, a flexible schedule and comfortable space for her to breastfeed her 2-week old baby. Helen's application was successful and she started work in September 2013. On her first day Helen met with Patricia Riddell (then HoD) to discuss returning to full-time work and ensuring a good work-life balance. Helen requested that she work flexibly, starting relatively early and leaving by 15:45 each day so that she could collect her son and spend time with him. This request was wholeheartedly supported and Helen was also encouraged to work from home when appropriate. To ensure Helen was able to continue the success she had achieved early in her career, she was provided with extensive support by colleagues in the department and centrally at the University, to submit grant applications in the first six months at UoR; two of these were successful.

Helen became pregnant with her second child in January 2015. UoR research and enterprise services team supported Helen in applying to the ESRC for her Future Research Leader's Fellowship to be paused whilst she was on maternity leave. Helen took all her KiT days during her maternity leave and returned to work part-time in June 2016. In September 2017, Helen applied to return to work full time, but with a very flexible working pattern. She was supported by the University to apply for a

UKRI Future Leaders Fellowship in 2018, which was successful. Helen was promoted to AP in 2016 and Professor in 2019.

Helen received mentoring from Professor Cathy Creswell, who has an extremely successful research career as well as being mother. Helen commented 'It was such a great comfort and resource to be able to go to Cathy to discuss and work through the challenges of managing to have the time I want with my children and to achieve my goals at work."

Helen now mentors other women including 3 PhD students who are mothers. 'It is my pleasure to mentor women earlier in their careers to offer the same support'.

Regarding her flexible working arrangements, Helen commented 'I feel so fortunate to have managers that trust me to manage my own time and fulfil my role. This allows me to be flexible and support my family when I need to. I don't think I could have returned to work full-time without this support'.

497 words

Total: 1009 words

7. FURTHER INFORMATION
Recommended word count: Silver: 500 words

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

After the death of George Floyd, some of our UG students approached us to ask what we were doing to support the Black Lives Matter campaign. We are working with a number of these students to build a greater understanding of these issues into both our culture and our curriculum. To do this, a working group has been tasked to consider the challenges of teaching a white, western-focused research base and to what extent we are already presenting evidence from multicultural research in our lectures. Preliminary findings suggest that this issue is addressed in our Social Psychology lectures and is a key theme in Clinical Psychology. However, we recognise that more work is required to decolonize our curriculum more widely. We have recruited a placement student with an interest in this area to help us to run focus groups for BAME staff and students to discuss their current experience, and how we can improve this (*Action 7.1*).

Action 7.1: Work to decolonise the curriculum by adding and highlighting examples of research both by and for people with different protected characteristics, but especially ethnicity. This will be assessed by surveying our student populations, by gender and ethnicity, to determine whether they agree that the curriculum contains information that is applicable to both males and females and to individuals from different ethnicities. We aim to have over 80% agreement with this statement, by 2022.

Evidence of Impact: In our 2016 survey, 50% of academic staff had received Unconscious Bias training. To increase this, we ran "Unconscious Bias and Values for Working Together" workshops in 2018 and 2019 and invited all School staff to attend. The course was popular because it brought staff from different parts of the School together to discuss ways of working together and common values.

We have now increased the proportion of all staff who have attended UB training to 71% of females and 82% of males. We will run this course again in 2021 with the aim of increasing the proportion of staff that have taken this training to greater than 90% (*Action 7.2*). We have fed the data on values for working together back to HoS for incorporation into our School strategy.

Action 7.2: Run Unconscious Bias workshops for the School with the aim of increasing the proportion of staff that have taken this training to greater than 90%. Feed data on values for working together into School Strategy.

318 words

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 Number	Who will Benefit	Action	Rationale	Data to be Collected or Monitored	Time Frame		Owner (WIDE & by role)	Objective
					Start	End		
Action 4.1 Section 4.1i	Male UG students	Develop multi-media case studies for males that have successfully completed the Foundation year for website	Continue to recruit 35% males to this programme	35% males enrolled on foundation programme for next 4 years	Jan 2021	Oct 2024	EP (WIDE & Foundation Degree coordinator)	To maintain current rates of enrolment on this programme in order to increase percentage male UG students across our Psychology UG portfolio
Action 4.2 Section 4.1ii	Male UG students	Ensure that all open days are staffed by both male and female academics and that male academics speak to as many male applicants as possible to provide role models and a sense of belonging.	Maintain current levels of male recruitment to foundation programme, and UG degrees	35% males enrolled on foundation programme for next 4 years 80% males enrolled on UG Psychology, and 90% males on SLT and Language Science programmes for next 4 years	Jan 2021	Oct 2024	BL (WIDE) and Director of Admissions (TBA)	To maintain at least 35% male recruitment on our Foudnation programme, 20% male recruitment across our Psychology UG portfolio and 10% recruitment on our SLT and Language Science programmes.
Action 4.3 Section 4.1ii	Male UG students	Seek funding for a studentship in order to attract a wider diversity of students to our clinical MSci programme.	BAME and male students are under-represented on our Clinical MSci programme	20% male and 15% BAME enrolment on our MSci programme by 2023	Jan 2021	Oct 2023	AL (WIDE) and Director of Admissions (TBA)	To recruit at least 20% male and 15% BAME students to our MSci clinical programme.
Action 4.4 Section 4.1ii	Male UG	Arrange events that are attractive to male and female students to attend.	Engage male UG students who perceive that there are more female events	Post-event surveys and focus groups	Jan 2021	Dec 2023	LL (WiDE) and Student Satisfaction Coordinator (CP)	High male event satisfaction (90% agreement that events were engaging and informative) for new events and agreement in focus groups that there are engaging events for both male and female UG students.

Action Number	Who will Benefit	Action	Rationale	Data to be Collected or Monitored	Time Frame		Owner (WIDE & by role)	Objective
					Start	End		
Action 4.5 Section 4.1ii	Male UG	Identify students who are performing below expectations and provide support through Academic Tutors. Differentiate between weak performance (low marks in assessments) and failure to engage (late or failed submission of assessments).	Degree attainment is lower for our male students (fewer 1st class and more, lower second-class degrees). We want to reach equity between male and female students.	Results and late and missing submissions for assessments, end of year averages for male and female students	Jan 2021	Dec 2024	BL (WIDE) and PS (exams officer)	Improvement in outcomes for our male students so that the percentage of males receiving lower second-class degrees or below is at parity with our female students by 2024.
Action 4.6 Section 4.1ii	Male UG	Determine whether assessment changes have improved outcomes for male UG students. Redesign if necessary	Degree attainment is lower for our male students. We want to reach equity between male and female students.	Results for assessments and end of year averages for male and female students	Jan 2021	Dec 2024	BL (WIDE) and PS (exams officer)	Improvement in outcomes for our male students so that the percentage of males receiving lower second-class degrees or below is at parity with our female students by 2024.
Action 4.7 Section 4.1ii	UG students of LS&P	Track the effect of changes to Psychology and Language Science programme on assessment as our student progress through the new programme.	Degree results on this relatively new programme are currently below the sector average and we want to bring them in line.	Results for assessments and end of year averages for male and female LS&P students	Jan 2021	Jun 2025	BL (WIDE) and PS (exams officer)	Improve the degree outcomes for students so that these are in line with sector averages by 2025 when the full programme will have been running for 5 years.

Action Number	Who will Benefit	Action	Rationale	Data to be Collected or Monitored	Time Frame		Owner (WIDE & by role)	Objective
					Start	End		
Action 4.8 Section 4.1iii	Psych Conv MSc students	Promote the Psychology Conversion programme more widely and review procedures for engaging with applicants to ensure that all male applicants are contacted by a male member of staff	Lower application to and enrolment of male students applying to this programme	Application, offer, firm choice and enrolment data for students on this programme	Jan 2021	Oct 2022	PB (WIDE) and KG (Conv MSc Coordinator)	Equality in the conversion of applicants to firm acceptances between our female and male applicants (~30% for both) by 2022.
Action 4.9 Section 4.2ii	Grade 6 academics	Monitor creation of a route from Grade 6 to 7 academic. If not in place at University level by 2021, create Grade 7 positions for colleagues at Grade 6	We have Clinical Tutors and Teaching Fellows that are fulfilling Grade 7 work on Grade 6 contracts	University policy for moving Grade 6 academic staff on to Grade 7 contracts where appropriate.	May 2021	Dec 2021	CHP (WIDE and HoS)	Have all members of staff whose roles currently involve activities that are appropriate for a Grade 7 contract promoted by the end of 2021.
Action 4.10 Section 4.2ii	PDRA/RA research staff	Monitor the destinations for PDRA and RA leavers to look for improvement in the female success for fellowships, lectureships, etc. as a result of changes in support. If there is no improvement, increase support for career progression (Action 4.10).	We have more male PDRAs moving to lectureships and research positions and therefore want to improve female success in this	Destinations for PDRA and RA leavers, satisfaction with support for career progression through surveys and focus groups.	Jan 2020	Dec 2023	LF (WIDE) and EMcS (PGr Tutor)	Increase the proportion of females applying to senior positions in academia to at least 50% by 2023.

Action Number	Who will Benefit	Action	Rationale	Data to be Collected or Monitored	Time Frame		Owner (WIDE & by role)	Objective
					Start	End		
Action 4.11 Section 4.2ii	PDRA/RA research staff	Assess needs in order to provide excellent support for career progression, grant and fellowship applications, and for progression to careers outside academia.	Having recognised that we are not providing excellent support in career progression to this community, we aim to improve this.	Destinations for PDRA and RA leavers, satisfaction with support for career progression through surveys and focus groups.	Jan 2020	Dec 2023	LF (WIDE) and EMcS (PGr Tutor)	Have 90% strong agreement that we provide excellent career progression support for PDRAs and RAs in our PDRA/RA survey by 2023.
Action 5.1 Section 5.4.1i	Staff on family leave	Signpost the Family leave policy at the start of year Staff Meetings each year to ensure that staff know about this. We will also prepare multi-media case studies of people who have taken different forms of parental leave and share these on the School website	75% of female and 92% of male staff agreed with the statement "I believe that I would be supported by the School through the complete process of parental leave". We want to increase this to >95% for either gender	Staff survey data	Jan 2021	Dec 2022	JH and PR (WIDE)	Have 95% strong agreement and no disagreement that staff believe they would be supported by the School through the complete process of parental leave.
Action 5.2 Section 5.5v	Staff on the workload model	Assess the impact of the new workload model on a yearly basis and investigate perception that work is not fairly allocated by gender and pregnancy and maternity.	It is important that work is allocated fairly and that staff perceive this to be fair.	Focus groups and workload data to assess reasons for perception of unfair allocation on the basis of gender and pregnancy and maternity.	Nov 2020	Dec 2022	JH & BL (WIDE)	Increase the percentage of staff that agree that work is fairly allocated to greater than 95% and to decrease the percentage of staff who disagree that work is not fairly allocated to less than 1% by 2022.

Action Number	Who will Benefit	Action	Rationale	Data to be Collected or Monitored	Time Frame		Owner (WIDE & by role)	Objective
					Start	End		
Action 5.3 Section 5.5viii	Staff responsible for outreach	Audit all examples of outreach for our academic and PSS staff to determine both an accurate gender balance of these activities and to understand whether there are fully recognised through our workload model	We currently do not have a complete register of all outreach activity	Audit of outreach work	Jan 2021	Jan 2022	PR (WIDE) and CHP	Collect this data by July 2021 and to use this to create an action plan which addresses any imbalance. Develop a process through which this data can be recognised by in the workload model.
Action 7.1	Students on taught progs.	Work to decolonise the curriculum by adding and highlighting examples of research and scholarship both by and for different protected characteristics, but especially ethnicity	Our students have requested that we decolonise the curriculum in Psychology and we are keen to do this.	Student surveys and focus groups	Oct 2021	Jun 2022	RL and PR (WIDE)	Have over 80% agreement with statements that the curriculum contains information that is applicable to males and females, and individuals from different ethnicities, by 2022.
Action 7.2	All staff who have not attended Unconscious Bias Training	Run Unconscious Bias workshops for the School	We aim to increase uptake of Unconscious Bias training beyond academic staff.	Workshop attendance and data on values for working together	Oct 2018	Jun 2022	PR and CHP (WIDE)	Increase the proportion of staff that have taken this training to greater than 90%. Incorporate information about values for working together into School strategy.