Athena SWAN: Bronze and Silver department applications

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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.

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	De Montfort University
Department	The Leicester School of Nursing and Midwifery
Focus of department	STEMM
Date of application	May 2021
Award Level	**Bronze**
Institution Athena SWAN award	**Date:** April 2018 **Level:** Bronze
Contact for application Must be based in the department	Professor Kay de Vries The Leicester School of Nursing and Midwifery De Montfort University The Gateway Leicester LE1 9BH
Email	kay.devries@dmu.ac.uk
Telephone	0116 207 8148
Departmental website	https://www.dmu.ac.uk/about-dmu/schools-and-departments/the-leicester-school-of-nursing-and-midwifery/the-leicester-school-of-nursing-and-midwifery.aspx https://www.dmu.ac.uk/about-dmu/professional-services/equality-and-diversity/equality-charters/athena-swan.aspx

Table of Abbreviations

ACP	Advanced Clinical Practice
AHoS	Associate Head of School
AP	Associate Professor
AS	Athena SWAN
BAME	Black, Asian and Minority Ethnic
CPD	Continuing Professional Development
CPE	Continuing Professional Education
DMU	De Montfort University
DTP	Doctoral Training Programme
E&D	Equality and Diversity
ECAF	Early Career Academic Fellow
ECR	Early Career Researcher
EDC	Equality and Diversity Committee
EDI	Equality, diversity and inclusion
F	Female
FD	Foundation Degree
FDO	Faculty Director of Operations
FT	Full time
GDPR	General Data Protection Regulation
GU	Gender Undisclosed
HCPC	Health and Care Professions Council
HESA	Higher Education Statistics Agency
HLS	Faculty of Health and Life Sciences
HoD	Head of Division
HoS	Head of School
LBR	Learning Beyond Registration
LSNM	Leicester School of Nursing and Midwifery
LTG	Learning and Teaching Group
M	Male
MRes	Masters by Research
MSc	Master of Sciences
NM	Nursing and Midwifery
NMC	Nursing and Midwifery Council
PDP	Personal development plan
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PL	Programme Leader
PLC	Practice Learning Committee
PS	Professional Services
PT	Part time
RCN	Royal College of Nursing
RIA	Research and Innovation Allowance
RIT	Researcher in Training
SASCS	School Athena SWAN Student Culture Survey
SHWG	School Health and wellbeing group
SMT	Senior Management Team
SPQ	Specialist practice qualification

SSCS	**School Staff Culture Survey**
TL	**Teaching and Learning**
TR	**Teaching and Research**
UG	**Undergraduate**
VC	**Vice Chancellor**

University Grading Structure – Academic Staff

Grade	Role
Grade E	Research Assistant
Grade F	Lecturer, Research Fellow
Grade G	Senior Lecturer, Senior Research Fellow
Grade H/I	Reader, Principal Lecturer, Associate Professor
Professor	Professor

Data Notes

Staff Data Benchmark: HESA Nursing and Allied Health Professions
Student Data Benchmark: HESA Nursing

Staff and student data time period

As a result of University reporting systems census points the time period presented differs for staff and student data. Three years' worth of student data is presented spanning 2016/17 to 2018/19 academic years, with 2018/19 being the most up-to-date year presented that was reasonable to obtain in time for submission based largely on HESA data returns. Staff data presented spans 2017/18 to 2019/20 with the reporting systems census point being July of each year. Staff data covering 2016/17 and before was not available as a result of the implementation of a new staff records reporting system at that point.

Undergraduate student recruitment data

The detailed nature of the analysis of recruitment data for nursing and midwifery in relation to our departmental Athena Swan submissions highlighted some data anomalies of which we were previously unaware. DMU have recently implemented a new student records system, for which student recruitment was the final element to go live - recruitment data for the 2019/20 session onwards sits within this new system. As a result, analysis of student recruitment which would support the Athena Swan process is currently in its scoping and development stages.

1. Letter of endorsement from the head of department

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

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

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

Advance HE
First floor
Napier House 24 High Holburn
London
WC1V 6AZ

I am pleased to endorse the Leicester School of Nursing and Midwifery Athena SWAN (AS) Bronze application; the second School at De Montfort University to make a submission.

Since joining six years ago, I have fully supported embedding and operationalising principles of equality, diversity and inclusion, endorsing and developing a culture where all staff can realise their potential. I have placed a strong emphasis on developing the research culture, most notably, the School's research leadership. The Professoriate has a strong female presence; as of 2020/21 four of the five Professors are female and the research lead is female. The Professoriate includes both a Black male and a Black female Professor, one of only 35 in the UK.

Although the School draws significant numbers of staff from clinical professions with predominantly female staff populations, we clearly see an imbalance in the School as men still progress disproportionately better than women to senior/management roles. So, whilst we hasten to get more men into nursing at the UG level – and we have staff who passionately research on this very subject - I am firmly committed to addressing this imbalance and ensuring women progress in greater numbers.

The School student population is predominantly female, in line with nursing and midwifery departments across the UK. However, I am encouraged by an improving trend in the number of PG male students, but not at all complacent; our actions aim to further grow our undergraduate male student population. Our student ambassadors are ever more inclusive of men, and we have developed case studies and imagery promoting male role models in nursing and midwifery that have been showcased at a National NHS conference.

The School participates in the University's community outreach programme, #DMULocal where students lead on vital positive change programmes such as breast-feeding clinics and CPR training. We nurture future leaders, for example a female student was the Royal College of Nursing 2018 student of the year after setting up the now national programme Sepsis Champions in partnership with local hospitals. This community action embodies our principles and attitudes, putting words into action and yielding students, academics and practitioners that deliver equality to all areas of the School.

Our rigorous adoption of the AS self-assessment framework to progress the School's culture is testament to our ongoing strategy of operationalising the principles of Athena SWAN. From our investment in supporting staff progression that has helped more women enter senior roles, to our research on increasing men in nursing, equality and diversity are key values that guide our strategic direction. This work is further endorsed by targeted funding and additional time allocated to staff to develop their careers through expanding PhD, research and networking opportunities. Introducing monthly staff meetings and an annual away day highlights my commitment to bringing the whole School together to celebrate activities that encourages and promotes achievement of staff careers.

I place high value on workplace equity, but soberly recognise the work to be done. I believe implementing our action plan will further progress our culture in key, evidence-based areas, moving the School towards greater equality and inclusivity for all staff to have opportunities to achieve their career aspirations.

I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours sincerely,

Dr Christine Whitney-Cooper
Head of the Leicester School of Nursing and Midwifery

WORD COUNT: 549

2. Description of the department

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

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

The School of Nursing and Midwifery emerged from the merger of DMU with the Charles Frears College of Nursing and Midwifery. The School moved into DMU Gateway campus with the closure of Charles Frears campus in 2011. The School became the Leicester School of Nursing and Midwifery (LSNM) to distinguish it from the newly established nursing and midwifery provision at the University of Leicester in 2018. The LSNM is part of the Faculty of Health and Life Sciences (HLS), the largest of the Faculty's four Schools (Figure 1).

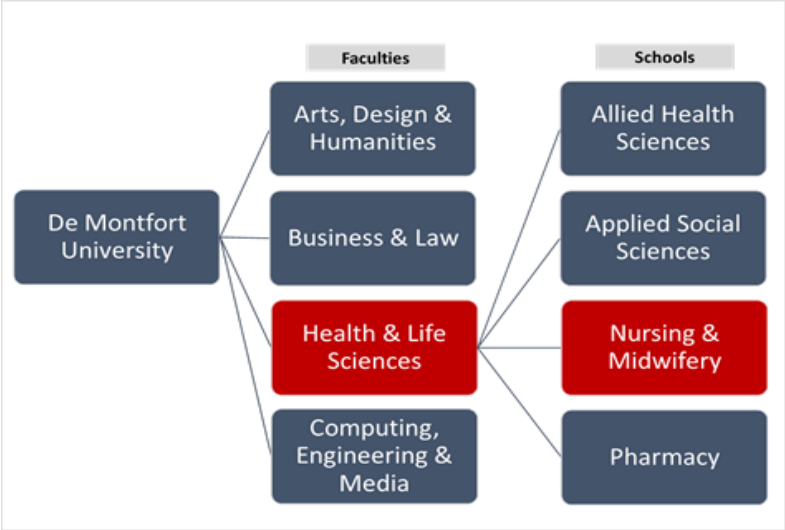
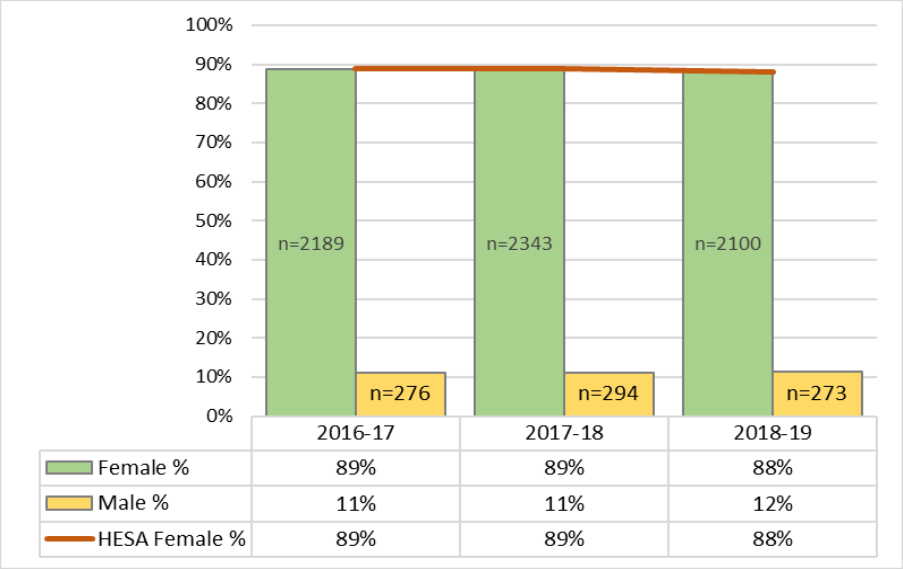


Figure 1. University Faculty structure

The School's student population of over 2300 students (Figure 2) has a gender profile in line with the national benchmark (88%F:12%M). The School portfolio spans foundation, UG and PGT courses organised within four academic subject areas:

- Nursing;
- Midwifery;
- Paramedicine;
- Continuing Professional Education (CPE) with Undergraduate (UG) and Postgraduate (PG) pathways

UG programmes prepare students for registration with the NMC or the HCPC. PGT programmes include clinical and professional pathways with some professional body accreditation (NMC and HCPC). An extensive portfolio of CPE provision includes clinical and research modules and courses. PGR training is aligned to Faculty wide research institutes (MRes/PhD), supported by the University's Doctoral College which provides central administrative and educational/training.



	2016-17	2017-18	2018-19
Female %	89%	89%	88%
Male %	11%	11%	12%
HESA Female %	89%	89%	88%

Figure 2. Total student population

Table 1 depicts the School staff population of 99 staff that are located on the DMU campus in the city centre of Leicester. The gender profile of 75%F:25%M is close to the national benchmark with little fluctuation observed over the period analysed.

Table 1 Staff population

	2017/18	2018/19	2019/20
Female	71	67	74
Male	25	26	25
Total	**96**	**93**	**99**
Female %	*74%*	*72%*	*75%*
Male %	*26%*	*28%*	*25%*
HESA Female %	*74%*	*74%*	*N/A*

Research in the School is supported by five Professors in Nursing (4F:1M) and research active staff are aligned with a number of Faculty wide Research Institutes (Figure 3); the Mary Seacole Research Centre, the Institute of Health, Health Policy and Social Care Research and the Centre for Reproductive Research.

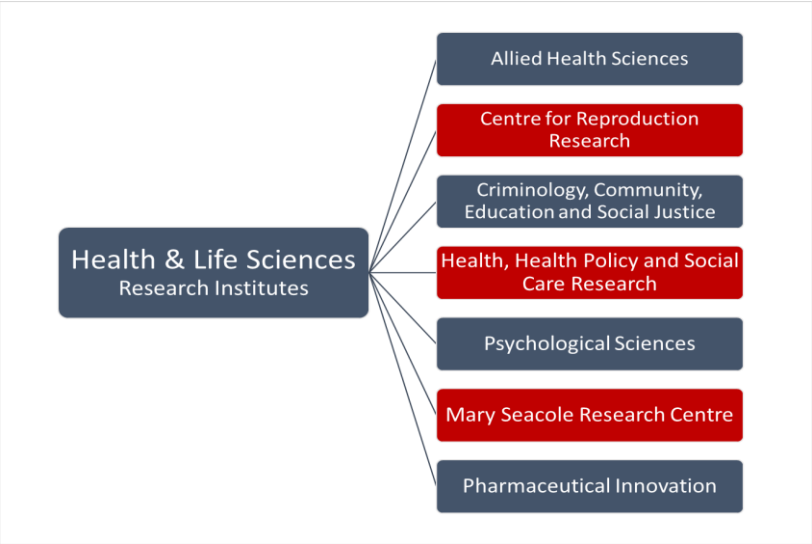


Figure 3. Faculty Research Institutes

The LSNM management structure (Figure 4) has a Head of School (HoS) (f), and two Associate Heads of School (AHoS) (1f:1m), each with designated areas of responsibility. AHoS roles were introduced in 2014 following a School re-organisation as Associate Professor (AP) Teaching and Learning. In addition, an AP Commercial and Enterprise (1m) was created in 2014 to address the growing CPE sector.

The School comprises three staffing Divisions (Figure 4); Child and Maternal Health; Adult and Learning Disability; and Mental health. Although staff are each aligned to one Division and managed by the Head of Division (HoD) (3f), the management and teaching of taught programmes span the three Divisions.

The School's Senior Management Team (SMT) (6f:2m) comprises of the HoS, AHoS, Heads of Division (HoD), AP Commercial and Enterprise and the School Research Lead. This ensures that School actions, planning and monitoring are embedded across broader School processes and structures.

Administrative and technical support sits outside of the School structure, coming from Faculty-based Professional Services (PS) and Technical staff who in turn support each of the four Faculty based Schools.

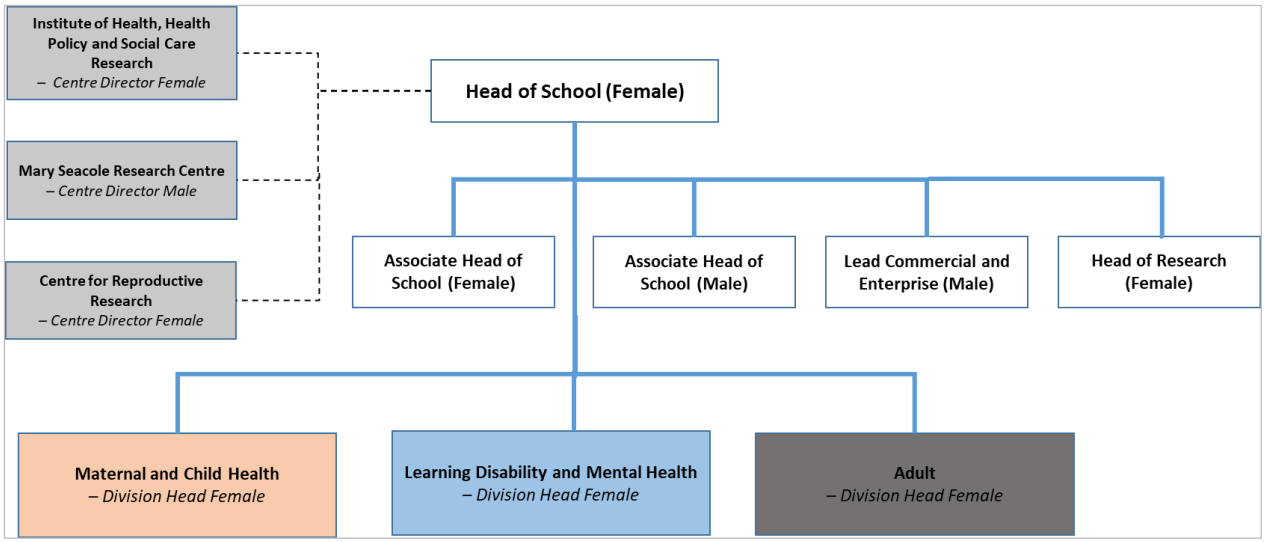


Figure 4. The LSNM staff reporting structure

Word count: 471

3. The self-assessment process

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

Describe the self-assessment process. This should include:

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

The Self-Assessment Team (SAT) membership (8F:3M) represents the School in terms of staff roles/grades, ranging from PhD/Early Career to HoS. The 73%F:27%M gender split is close to the Schools staff gender profile (75%F:25%M). Each School Division is represented. There is Faculty representation, including senior academic and PS staff, establishing School/Faculty communication channels and Faculty support for School Athena SWAN activity. We recognise the importance of student voices on the SAT and will introduce UG and PGT student representation.

Action 1: Introduce UG and PGT student representation to the SAT via the Student Voice committee who will circulate an open call to all students.

The Chair and SAT members receive 150 and 30 workload hours respectively. The Faculty's AS Project Officer supports the self-assessment process undertaking primary research, data collection/analysis and administrative tasks. Members are section/co-section leads based on the application themes.

SAT membership (Table 2) is determined both by staff role and staff interest; some volunteered following an open call whilst others were directly approached, ensuring diverse representation.

Table 2: SAT membership profiles

Name	Position	Gender	SAT Role	Work-Life Balance Experience	PT/FT
Rachael Carroll	**School Role:** PhD student in health care, Senior Lecturer	Female	Organisation and Culture	[redacted]	FT
Daniel Carter	**Faculty Role:** Faculty Athena SWAN Project Officer, Faculty of Health and Life Sciences	Male	The Self-Assessment Process; data collection & primary research; application co-editor	Daniel currently works from home; with a new-born son, 6-year-old daughter and working partner, this affords flexibility and facilitates a healthy work-life balance.	FT
Kay De Vries	**School Role:** Professor of Older People's Health	Female	SAT Lead; Application co-editor	Kay has worked full time up until January 2021, now working PT hours. With a lengthy commute, Kay has the flexibility to work from home aiding a work-life balance	PT
Bernadette Gregory	**School Role:** Senior Lecturer in Midwifery	Female	Career development: academic staff	Bernadette has the flexibility to work from home.	FT
Ed Griffin	**School Role:** Lecturer in Health and Social Care	Male	Picture of the Department: Staff Data	[redacted]	FT
Lucian Milasan	**School Role:** Lecturer (Mental Health and Learning Disabilities)	Male	Picture of the Department: Student Data	Lucian has the flexibility to work from home.	FT
Bertha Ochieng	**School Role:** Professor of integrated health and social care	Female	Career development: academic staff	[redacted]	FT
Jane Rutty	**Faculty Role:** Associate Professor in Research and Innovation; Faculty Athena Swan Champion	Female	Qualitative data analysis, (iv) Department submissions to the Research Excellence Framework	Jane has the flexibility to work from home.	FT
Penny Tremayne	**School Role:** Senior Lecturer - Adult Nursing	Female	Organisation and culture	Through an honorarium, the School supports Penny with her role as a COVID-19 vaccinator. She is also afforded study leave to run a Pulmonary Fibrosis Support group.	FT
Chris Whitney-Cooper	**School Role:** Head of School	Female	Description of the department	With a lengthy commute, Chris has the flexibility to work from home which aids a work-life.	FT

(ii) an account of the self-assessment process;

Meetings

Formed in July 2019, SAT meetings are held monthly. Meetings currently take place exclusively online as a result of the pandemic, however feedback from SAT members shows that this is a more inclusive and accessible meeting format; virtual meeting attendance will continue to be a valued option moving forward. Meeting times vary by time and day to accommodate for all staff working patterns. Meeting agenda items discussed leading to submission include:

- SAT membership recruitment
- Staff consultation
- Embedding AS principles in the School
- Action planning and embedding actions in the School
- Collectively discussing staff and student data

Consultation

The Schools first AS themed staff culture survey was conducted in August-September 2020. The HoS regularly promoted the survey through announcements at all staff meetings and via email. The response rate was 54% (70%f, 19%m, 11%a/gu) (Table 3). The gender profile of respondents is close to that of the School staff population (75%f:25%m).

Table 3: School staff survey response rates

	Respondents by gender	Overall Staff response rate
Female	70% (37n)	50%
Male	19% (10n)	40%
Gender undisclosed	11% (6n)	-
Total	53n	54%

An all student survey was conducted in November 2020. This was promoted to students via programme leaders who utilised email and blackboard programme shells to publicise the survey. The absolute response rate was 4% (89%f, 10%m, 1% another/GU) (Table 4). The gender profile of respondents reflects that of the wider School student population. This low response rate may in part be a result of the pandemic which has resulted in fewer opportunities to promote the survey e.g. physical poster campaign, and the possibility the pandemics ensuing restrictions have negatively influenced student engagement with consultations. Survey fatigue is also being recognised as an issue across the sector.

Table 4: School student survey response rates

	Respondents by gender	Overall student response rate
Female	89% (78n)	4%
Male	10% (9n)	3%
Another/Gender undisclosed	1% (1n)	-
Total	88n	4%

It is possible that increased workloads and fatigue for both staff and students as a result of COVID-19 have adversely impacted survey response rates, however we recognise that these rates are low. Action

2 will be implemented to improve this. The School will continue to consult staff and students on a biennial basis to measure the impact of the action plan and identify issues.

Action 2: Conduct Athena SWAN themed School staff and School student consultation on a biennial basis targeting a response rate of 70% and 10% for School academic staff and School students respectively by holding AS principles themed events and sessions, highlighting awareness of the initiatives importance for all staff and students.

Critical Reviews

External consultation has proved valuable with a critical friendship being formed with University of Leicester, who reviewed our application. The ASPO has been an AS panellist and represented DMU at regional AS meetings, feeding back to the SAT experience and best practice. Internal review was conducted by DMU EDI leads and the University AS SAT Chair.

SAT Communication Flow

Figure 5 shows the clear information flow between the SAT and University Executive Board, via the School and Faculty Executive Committees, and the Faculty and University Equality & Diversity Committees. The Faculty AS Champion is also a SAT member and regularly updates the Faculty Dean (who is also the PVC for EDI at DMU) on AS activities. The HoS, AS Project Officer, and AS Lead regularly email or present AS updates at the monthly all staff meeting where AS is a standing agenda item. An AS themed presentation and group discussion (present survey results, action planning, consultation etc.) takes place regularly (a minimum of quarterly) at School all staff meetings.

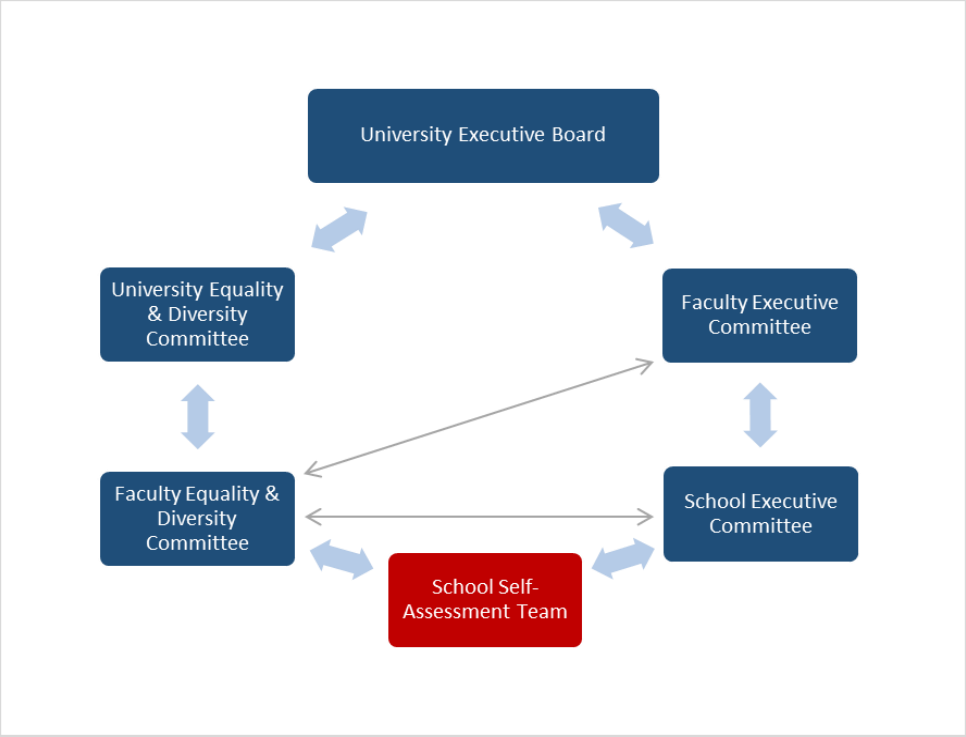


Figure 5: SAT information flow

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

The SAT will meet bi-monthly, monitoring the action-plan implementation, reporting to the SEC, and the Faculty EDC via SAT representation (HoS and Faculty AS Champion). Newsletters, email circulations, staff meetings, and webinars will be utilised to disseminate activity and progress to the School and Faculty. Membership rotation, including chair, will be considered annually and openly in collaboration with current membership ensuring consideration of current roles is given.

Action 3: Manage post submission SAT membership including role rotation and chair succession planning. Ensure a substantial shadowing period is undertaken by the incoming chair.

WORD COUNT: 695

4. A picture of the department

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

A. 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;

Introduced in 2017/18, the two-year Nursing Associates FD prepares students for roles across a range of acute, primary, and community health and social care settings. Although predominantly female, the programme's male proportion is 5% higher than the national average (Figure 6); actions 4 and 5 apply here.

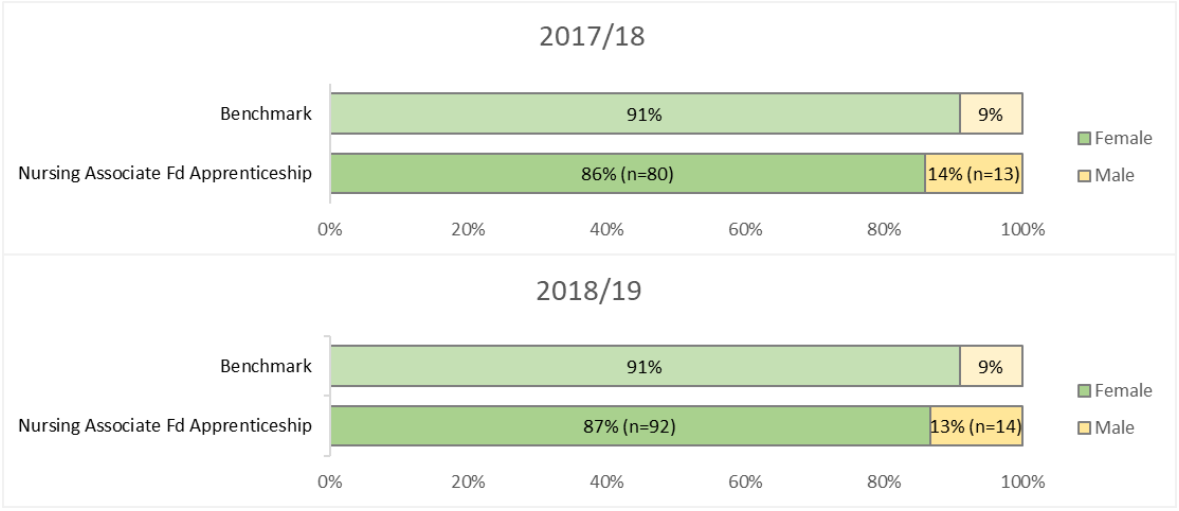
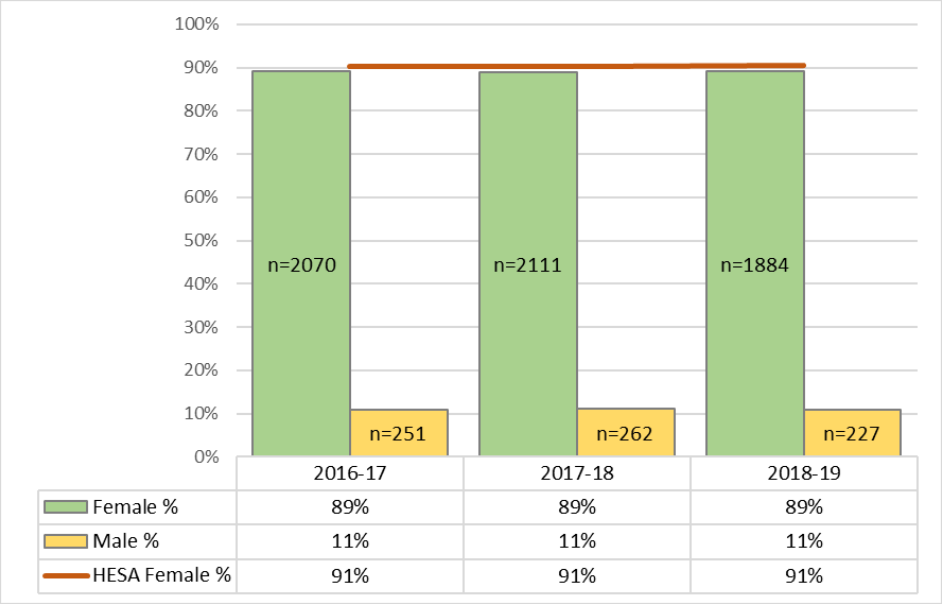


Figure 6: FD student population

(ii) Numbers of undergraduate students by gender.

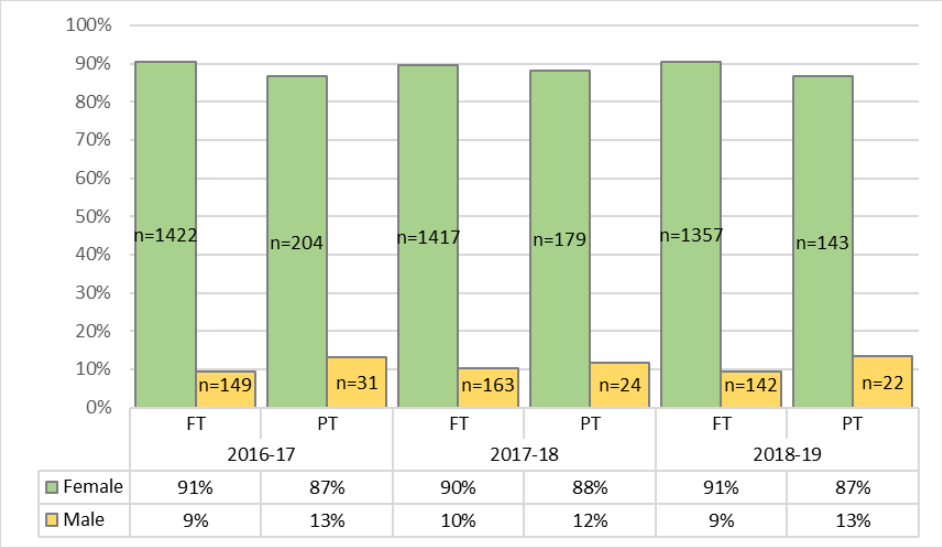
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Comprising 94% of the School's student population, UG programmes prepare students for NMC and HCPC registration. An 89%F:11%M gender profile conforms to the benchmark (Figure 7). The vast majority of students study FT (Figure 8). All PT students are enrolled on learning beyond registration (LBR) programmes. The slightly higher proportion of male PT students may indicate that men pursue professional development opportunities at a higher rate than women once registered. This hypothesis is supported by School PGT CPD programmes rates where men constitute 20% of the population, compared to 10% of the registered UK nursing population.



	2016-17	2017-18	2018-19
Female %	89%	89%	89%
Male %	11%	11%	11%
HESA Female %	91%	91%	91%

Figure 7: UG student population



	2016-17		2017-18		2018-19	
Female	91%	87%	90%	88%	91%	87%
Male	9%	13%	10%	12%	9%	13%

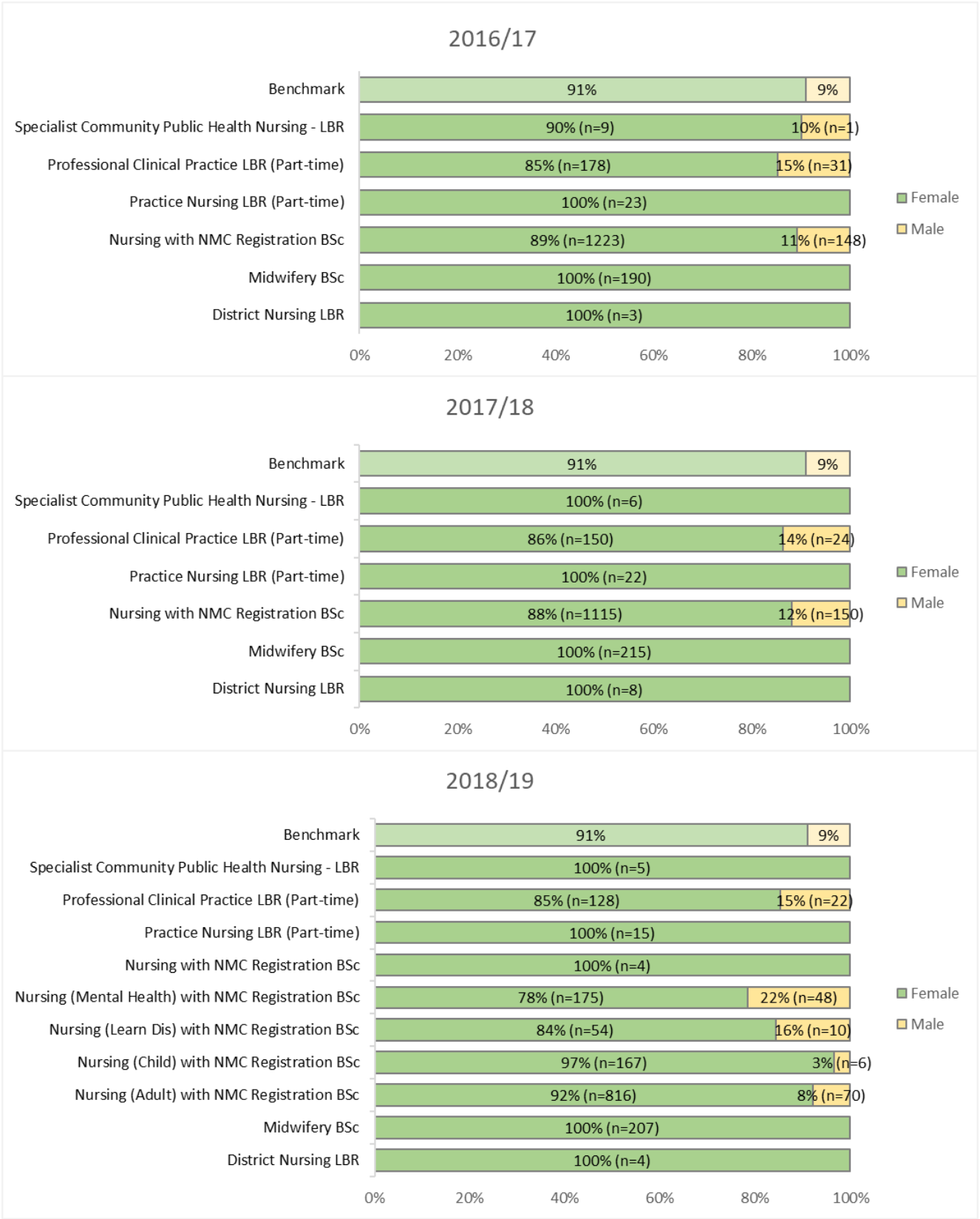
Figure 8 Undergraduate student population by study mode

Despite a consistent gender gap observed across the student population, men are better represented, and above the 9% HESA benchmark, in both Mental Health (22%m) and Learning Disabilities (16%m) programmes (Figure 9). These two areas of nursing have historically been more popular amongst men, who were recruited for their 'force and assertiveness', before a therapeutic dimension was added to mental health nursing, resulting in an increase of women in these areas of the profession (Nolan, 1998).

With the exception of Adult Nursing (8%m) and Professional Clinical Practice LBR (15%m), all programmes have populations almost entirely comprised of women, adhering to profession traditions and societal stereotypes, a conformity particularly evident for the Midwifery BSc; under 1/200 (0.4%) of registered midwives in the UK are men. Male under-representation requires further exploration and although favourable compared with the national benchmark, we continue to strive for a more balanced gender representation across our cohorts. Indeed, Actions 4 and 5 are informed by research conducted in our School by Dr Andrew Clifton whose work explores the recruitment of men into the nursing profession in the UK. Progress on this action recently took place in the form of a novel student survey, exploring correlations between gender and the values students hold (e.g. security, self-direction, achievement, benevolence, power, etc.) in relation to their degree programme choice. The aim is for these data to inform UG programme widening participation strategies.

Action 4: Collect data (e.g. literature review, focus groups, survey) on students' and public opinion on the impact of gender and culture on pursuing a career in nursing and identify ways to translate these data into recruitment initiatives developed in collaboration with our marketing department.

Action 5: Work with Widening Participation lead to identify further opportunities to engage with male primary/secondary school children to promote men in nursing for future generations.



*Programmes are full-time unless specified

Figure 9: Undergraduate student population by programme

UG recruitment data issue

UG recruitment data was not obtainable due to University level reporting issues (see *data notes* for a detailed explanation). Moving forward this data will be available for the SAT to analyse (Action 6).

Action 6: Collect and monitor full 3 years' worth of student UG recruitment data once data reliability issues are rectified.

The number of female students achieving a 1st has consistently increased from 15% in 2016/17 to 27% in 2018/19, bringing this indicator in line with the benchmark (Table 5). Men achieving a 1st has been variable. Male students achieving a 2:1 rose from 15% in 2016/17 to 24% in 2018/19, a positive trend in male academic performance, accompanied by a sharp decrease in fails (30% in 2016/17 to 2% in 2018/19). This improved student performance may be a result of the DMU wide introduction of Universal Design for Leaning (UDL), which has been rigorously championed and included as a key theme in the School Learning and Teaching Group (LTG). UDL provides an individual learning experience, and personalised teaching and support for students. However, the 2:1 attainment rate falls short of the benchmark for all students. The development of additional academic student support and a variety of resources (e.g. one-to-one academic support, online tutorials, workshops, academic support for students with a disability, etc.) by DMU's Centre for Learning and Study Support (CLaSS), particularly in the context of COVID-19, and reliance on online learning and support is a relevant example of current purposeful implementation of action.

Table 5 UG student degree attainment

	2016/17				2017/18				2018/19				Benchmark 2018/19	
	Female		Male		Female		Male		Female		Male		Female	Male
1st	56	*15%*	6	*18%*	101	*25%*	9	*24%*	93	*27%*	8	*20%*	*25%*	*18%*
2.1	114	*31%*	5	*15%*	120	*30%*	6	*16%*	98	*29%*	10	*24%*	*49%*	*43%*
2.2	101	*27%*	10	*30%*	94	*23%*	9	*24%*	84	*25%*	14	*34%*	*20%*	*29%*
3rd	67	*18%*	2	*6%*	64	*16%*	8	*21%*	33	*10%*	8	*20%*	*4%*	*8%*
Unclass/Fail	33	*9%*	10	*30%*	24	*6%*	6	*16%*	32	*9%*	1	*2%*	*3%*	*3%*
Total	**371**	***100%***	**33**	***100%***	**403**	***100%***	**38**	***100%***	**340**	***100%***	**41**	***100%***	***100%***	***100%***

The majority of thirds and fails are observed in post-registration students (Table 7), undertaking LBR programmes for CPD purposes. This group tend to be less focussed on degree classifications, which may explain this discrepancy when compared with pre-registration students (Table 6). The vast majority of post-registration students study PT (95% in 2018/19) whilst all pre-registration students study FT (Tables 8, 9).

However, it is concerning that whilst the proportion of male post-registration students in the unclassified/fail degree outcome category has fallen from 71% to 14%, their female counterparts continue to remain high in this category (41% in 2018/19) (Table 7). Additionally, the discrepancy between the degree attainment of FT and PT students remains accentuated; given that a significant number of School students are mature students, caring responsibilities may significantly impact academic progression for students on specific modes of study (e.g. increased caring responsibilities in PT female students). Furthermore, addressing wellbeing issues, particularly mental wellbeing as highlighted by research conducted by SAT members Lucian Milasan and Ed Griffin (2020) in the context of COVID-19 and online learning (particularly challenging for "hands-on" programmes), may contribute

to preventing psychologically detrimental academic stress that can consequently result in students withdrawing from their programme. For these purposes, we aim to reduce the rates of non-retention in this cohort by better promoting and embedding holistic student wellbeing support (Action 7).

Action 7: Better promote HealthyDMU (holistic, proactive DMU student health and wellbeing programme), and work with the Embedding Mental Wellbeing DMU project to better support mature students, and students with caring responsibilities - this project embeds holistic wellbeing initiatives into course structures, teaching and learning.

Table 6: Undergraduate pre-registration student degree attainment

	2016/17				2017/18				2018/19			
	Female		Male		Female		Male		Female		Male	
1st	53	19%	6	32%	94	30%	9	35%	88	34%	6	18%
2.1	105	38%	4	21%	112	36%	6	23%	88	34%	10	29%
2.2	84	30%	8	42%	82	26%	8	31%	72	28%	13	38%
3rd	37	13%	1	5%	23	7%	3	12%	13	5%	5	15%
Unclass/Fail		0%		0%		0%		0%		0%		0%
Total	**279**	**100%**	**19**	**100%**	**311**	**100%**	**26**	**100%**	**261**	**100%**	**34**	**100%**

Table 7: Undergraduate post-registration degree attainment

	2016/17				2017/18				2018/19			
	Female		Male		Female		Male		Female		Male	
1st	3	3%		0%	7	8%		0%	5	6%	2	29%
2.1	9	10%	1	7%	8	9%		0%	10	13%		0%
2.2	17	18%	2	14%	12	13%	1	8%	12	15%	1	14%
3rd	30	33%	1	7%	41	45%	5	42%	20	25%	3	43%
Unclass/Fail	33	36%	10	71%	24	26%	6	50%	32	41%	1	14%
Total	**92**	**100%**	**14**	**100%**	**92**	**100%**	**12**	**100%**	**79**	**100%**	**7**	**100%**

Table 8: Part-time undergraduate student degree attainment

	2016/17				2017/18				2018/19			
	Female		Male		Female		Male		Female		Male	
1st	2	3%		0%	7	8%		0%	4	6%	2	29%
2.1	7	9%		0%	7	8%		0%	5	8%		0%
2.2	7	9%	2	15%	10	11%	1	8%	4	6%	1	14%
3rd	29	37%	1	8%	39	45%	5	42%	20	31%	3	43%
Unclass/Fail	33	42%	10	77%	24	28%	6	50%	32	49%	1	14%
Total	**78**	**100%**	**13**	**100%**	**87**	**100%**	**12**	**100%**	**65**	**100%**	**7**	**100%**

Table 9: Full-time UG student degree attainment

	2016/17				2017/18				2018/19			
	Female		Male		Female		Male		Female		Male	
1st	54	18%	6	30%	94	30%	9	35%	89	32%	6	18%
2.1	107	37%	5	25%	113	36%	6	23%	93	34%	10	29%
2.2	94	32%	8	40%	84	27%	8	31%	80	29%	13	38%
3rd	38	13%	1	5%	25	8%	3	12%	13	5%	5	15%
Unclass/Fail		0%		0%		0%		0%		0%		0%
Total	293	100%	20	100%	316	100%	26	100%	275	100%	34	100%

(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.

CPD programmes, designed for registered healthcare professionals wishing to advance their career, include:

- clinical and professional pathways with NMC and HCPC accreditation
- research
- adult, child, mental health nursing
- midwifery and paramedicine

Figure 10 illustrates a static gender profile of around 80%f:20%m for PGT programmes, slightly more balanced than the benchmark. The majority of PGT students study PT alongside professional roles; 79% are PT (2018/19) (Figure 11). About 10% more men are recorded at PGT level than at UG level, which may reflect the NHS where men disproportionately occupy senior posts. It is important to recognise here that the School's aim is to improve male access to UG nursing programmes, challenging the stereotype that nursing is a female profession for the next generation of nurses (actions 4 and 5), whilst also addressing the disproportionately low level of women in senior academic roles.

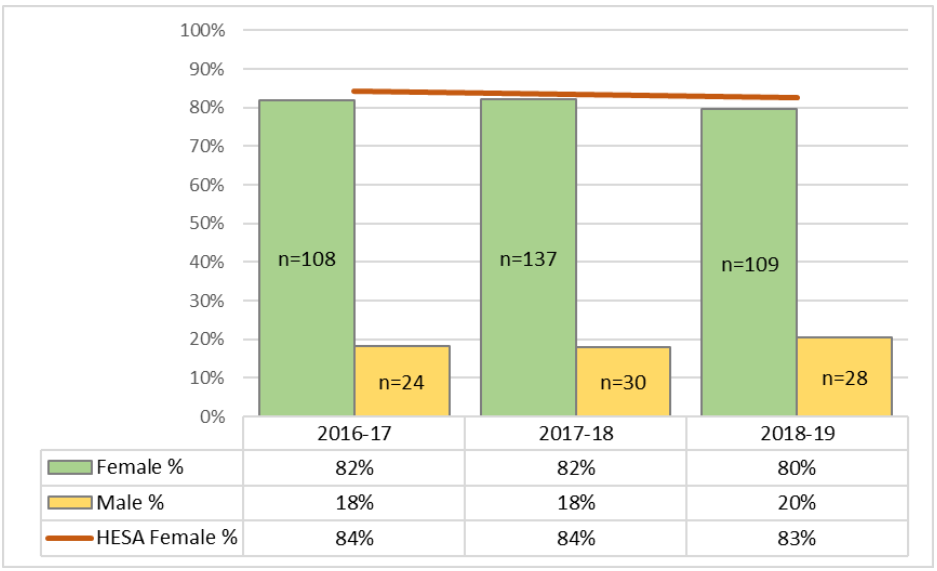


Figure 10: PGT student population

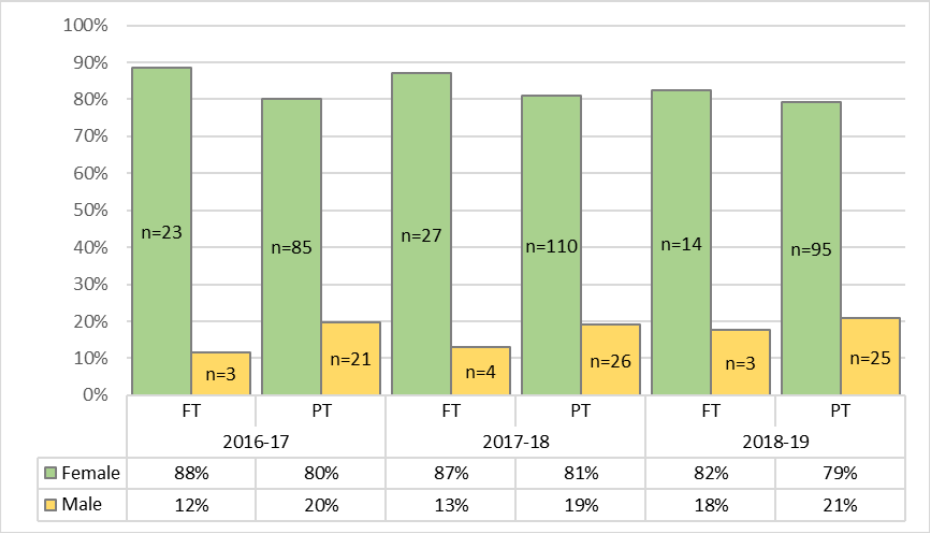
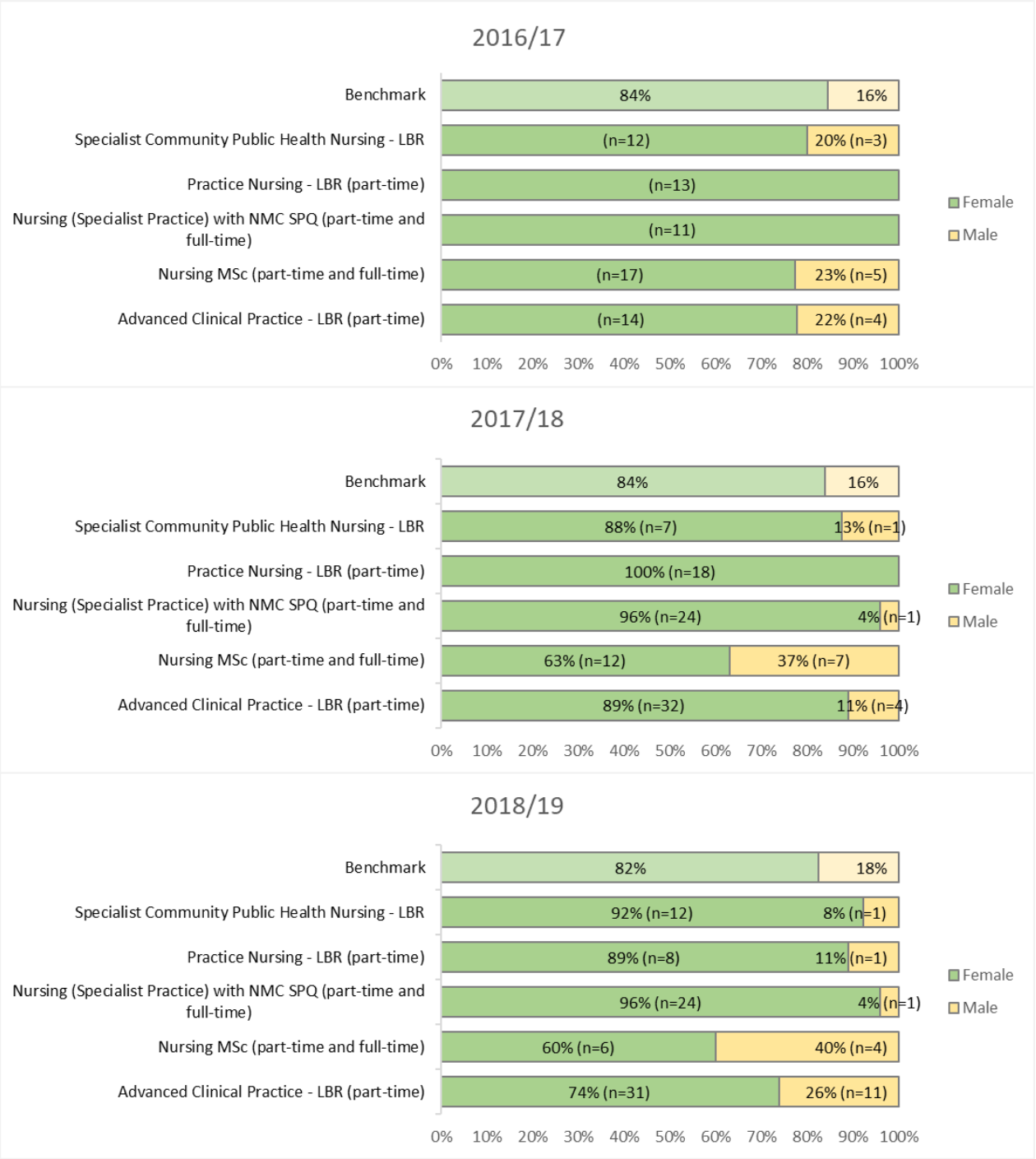


Figure 11: Postgraduate student population by study mode

The PGT student gender profile at programme level (Figure 12) shows variability; Nursing MSc and Advanced Clinical Practice LBR (ACP) exhibit a higher proportion of male students than Practice Nursing LBR and Nursing (Specialist Practice). With men more likely to occupy ITU and A&E clinical roles, possibly due to the technological aspect of such roles, this may explain why ACP has male representation comfortably above the benchmark in both 2016/17 and 2018/19. That said, any proportional male population increases must not be considered significant given low absolute numbers and a relatively short period of analysis.



*Programmes are full-time unless specified

Figure 12: PGT student population by programme

Applications from prospective PGT students have declined, particularly from men where the share has dropped from 34% to 22% between 2016/17 and 2018/19 (Figure 13). This significant decrease correlates with student funding sources changing from the Workforce Development Fund (WDF) to self-funding. Despite this decline, the F:M acceptances ratio has remained consistent at around 4:1.

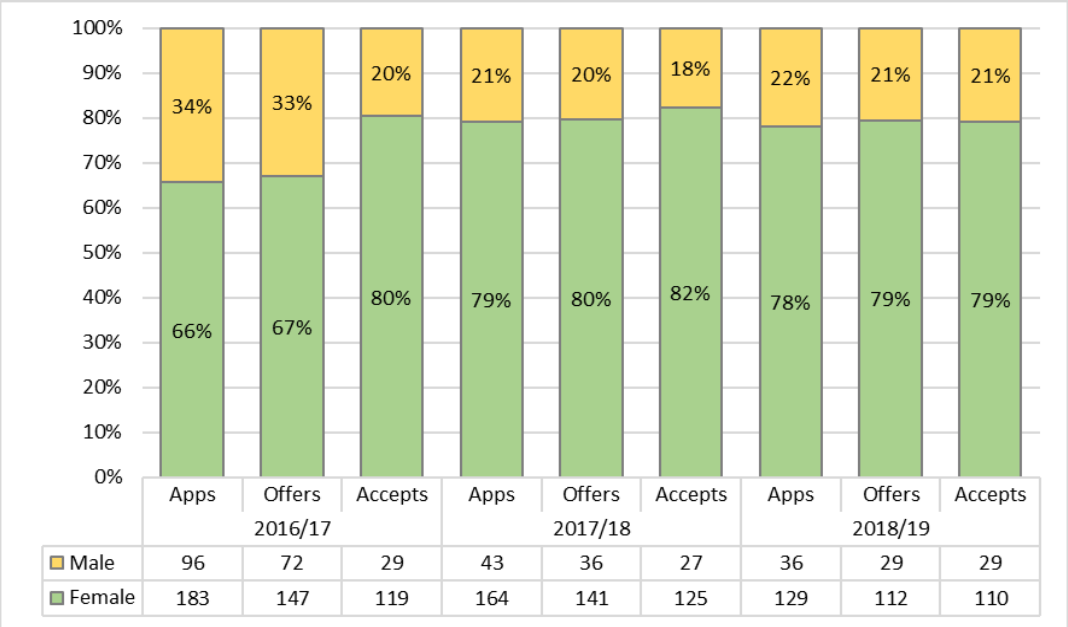
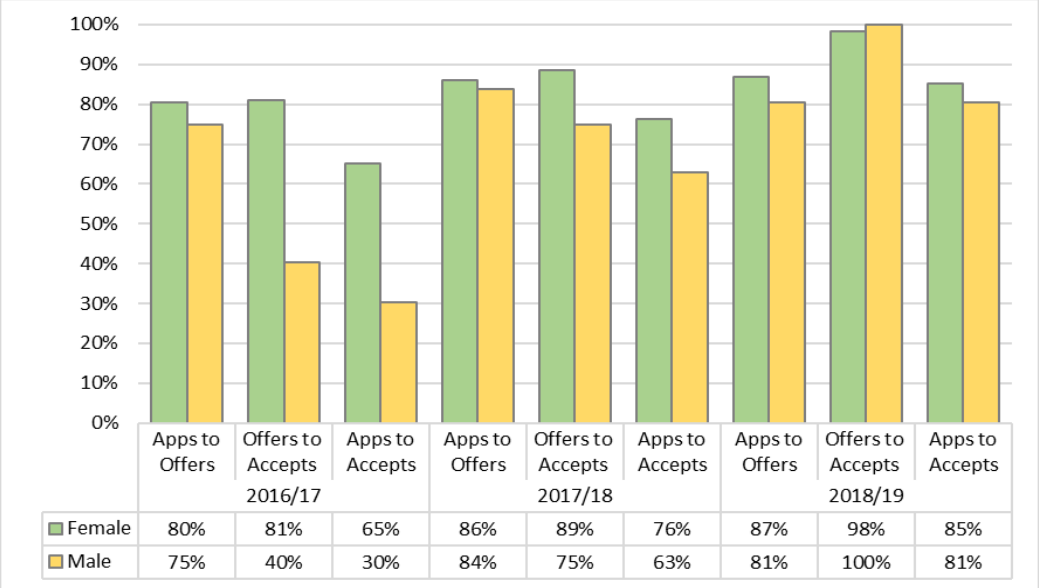


Figure 13: PGT student applications, offers, and acceptances

PGT applications converting to acceptances has increased proportionately for all students between 2016/17 and 2018/19, rising from 65% to 85% and 30% to 81% for women and men respectively, moving away from a considerable bias towards women (Figure 14).



**Absolute numbers not provided as graph intended to show relative proportions*

Figure 14: PGT Conversion rates of applications, offers, and acceptances

At PGT programme level, recruitment data (Table 10) show a high level of successful conversions for men applying to *ACP* with absolute numbers doubling at each recruitment stage. For women, the largest increase at each recruitment stage is seen for *Practice Nursing*, which draws from a predominantly female population employed part-time in GP surgeries affording flexibility to manage caring commitments. The *Nursing MSc* shows the largest absolute decrease for both men and women, correlating with funding sources changing from the Workforce Development Fund (WDF) to self-funding.

Table 10: PGT recruitment by programme - absolute numbers by gender

		Application		Offers		Accepts	
		Female	Male	Female	Male	Female	Male
2016/17	*Advanced Clinical Practice - LBR*	15	3	14	3	14	3
	Nursing (Specialist Practice) with NMC SPQ	10	4	8	3	8	3
	Nursing MSc	58	65	41	46	14	3
	Practice Nursing - LBR	17		16		16	
	Specialist Community Public Health Nursing - LBR	13		12		12	
2017/18	*Advanced Clinical Practice - LBR*	37	6	33	6	33	6
	Nursing (Specialist Practice) with NMC SPQ	8	1	7	1	7	1
	Nursing MSc	26	13	18	11	3	2
	Practice Nursing - LBR	27	1	26	1	26	1
	Specialist Community Public Health Nursing - LBR	9	1	9	0	9	
2018/19	*Advanced Clinical Practice - LBR*	37	12	33	11	33	11
	Nursing (Specialist Practice) with NMC SPQ	11	2	9	1	9	1
	Nursing MSc	4	1	3	0	2	
	Practice Nursing - LBR	32	1	28	1	28	1
	Specialist Community Public Health Nursing - LBR	5	1	4	1	4	1

PGT attainment figures are presented at School level due to small absolute numbers (Figure 15). Gender comparisons here are not possible due to low absolute male student numbers and considerable data variation. A slight proportional increase is observed for women obtaining a distinction. Similar to UG post-registration students, PGT students tend to undertake programmes for CPD purposes, with students less focused on degree classifications.

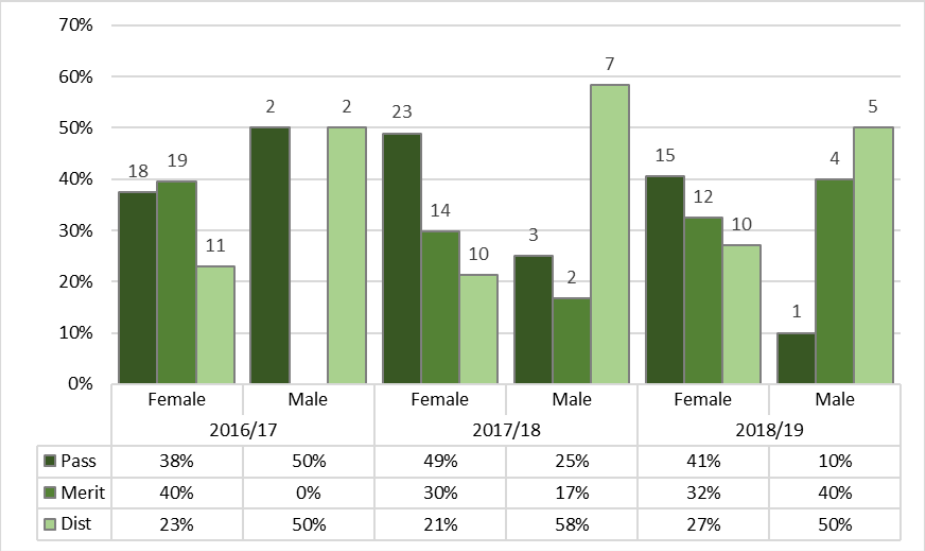


Figure 15: PGT student attainment - pass, merit, distinction proportions by gender. Columns total 100%.

For students less focussed on degree classifications, monitoring completion/retention rates is helpful (Table 11). These rates are positive for all students with no incidences of academic failure recorded in 2018/19. Higher incidences of women not being retained in 2016/17 and 2017/18 is explicable considering women form the significant majority at programme level. Completion/retention rates at programme level are too small and variable to draw statistical data (Table 12).

Table 11: PGT Student completed/retained

		Completed or retained	Not retained
2016/17	**Total**	**76 (96%)**	**3 (4%)**
	Female	64 (96%)	3 (4%)
	Male	12 (100%)	0 (0%)
2017/18	**Total**	**100 (94%)**	**6 (6%)**
	Female	89 (96%)	4 (4%)
	Male	11 (85%)	2 (15%)
2018/19	**Total**	**99 (100%)**	**0 (0%)**
	Female	81 (100%)	0 (0%)
	Male	18 (100%)	0 (0%)

Table 12: PGT Student completed/retained by programme

		Completed or retained		Not retained	
		Female	Male	Female	Male
2016/17	*Nursing (Specialist Practice) with NMC SPQ - LBR*	12	3		
	Practice Nursing - LBR	11		0	
	Specialist Community Public Health Nursing - LBR	11		2	
	Advanced Clinical Practice - LBR	14	4		
	Nursing MSc	16	5	1	0
2017/18	*Nursing (Specialist Practice) with NMC SPQ - LBR*	7	1		
	Practice Nursing - LBR	23	1	1	
	Specialist Community Public Health Nursing - LBR	18			
	Nursing MSc	11	6	1	1
	Advanced Clinical Practice - LBR	30	3	2	1
2018/19	*Nursing (Specialist Practice) with NMC SPQ - LBR*	12	1		
	Practice Nursing - LBR	24	1		
	Specialist Community Public Health Nursing - LBR	8	1		
	Nursing MSc	6	4	0	
	Advanced Clinical Practice - LBR	31	11		

(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.

PhD students are not recorded by School, but by subject/Research Institutes (Section 2) resulting in PhD student data that may not be entirely accurate, nonetheless research activity is a key area of School growth and as such we have included data, sense checked to the best of our ability.

PGR training in the School is supported by the University's Doctoral College, which provides central administrative and educational training/support.

With women and men increasing from 11n and 1n in 2016/17 to 15n and 4n respectively in 2018/19, PGR student growth is visible, although with small absolute numbers identifying this as a trend is done with caution (Figure 16).

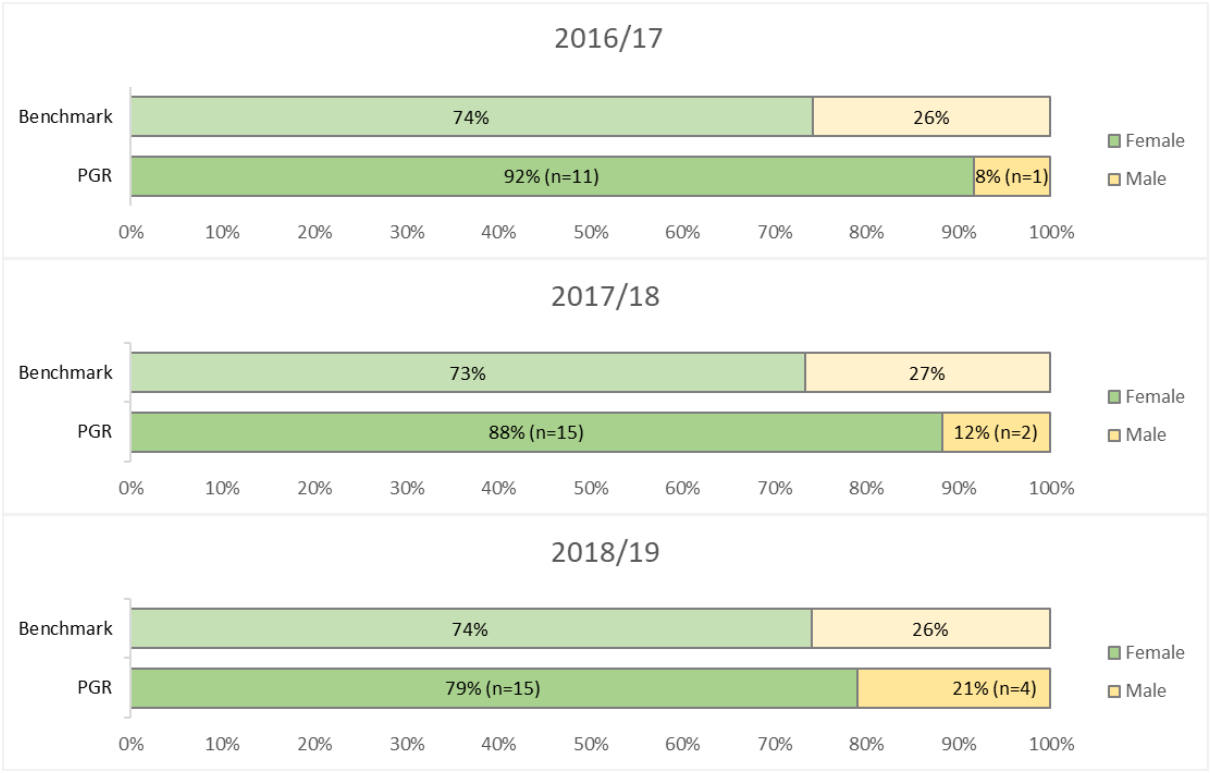


Figure 16: PGR student population

Although absolute numbers are small, offers are transitioning from being made exclusively to women in 2016/17, to a more balanced picture in 2018/19 when a third of offers went to men (Figure 17). Although proportions are comparable to national figures (Figure 16), PGR student numbers remain low, with evidence discussed in section 4.a.(v) suggesting the need to build confidence in UG students (Action 8) to improve their prospects of becoming future PGR students. All recruitment is coordinated through the Doctoral College.

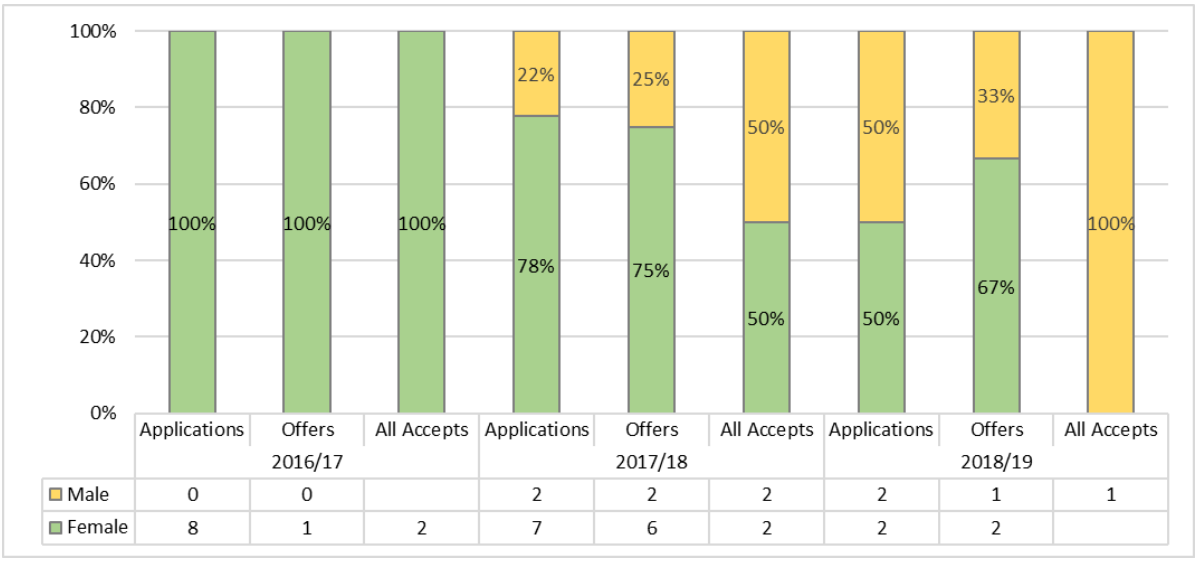


Figure 17 PGR student applications, offers, and acceptances

PGR student attainment data (Table 13) shows 2n men and 7n women completed a PhD degree between 2014-2018. There were no PGR qualifiers in 2015/16 or 2018/19.

Table 13 PGR student attainment

Qualification	Gender	Mode	2014/15	2016/17	2017/18
PhD	Female	Full-time	2	1	2
	Female	Part-time	1	1	
	Male	Part-time	1		1
Mres	Female	Part-time		1	

(v) Progression pipeline between undergraduate and postgraduate student levels.

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

The student progression pipeline shows male representation increasing from FD/UG to PGT, with gender proportions at each level remaining fairly static between 2016/17-2018/19 (Figure 18). This picture reflects the recruitment pool; male practitioners increase proportionally moving up the grading scale into roles/grades where PGT programmes are pursued by healthcare practitioners. Indeed, UG students do not progress directly to PGT study after graduation, instead they enter clinical practice and undertake PGT programmes as they progress in their career. Relative to FD, UG and PGT, the population of PGR students is small, particularly for men, although it has grown over the three years analysed.

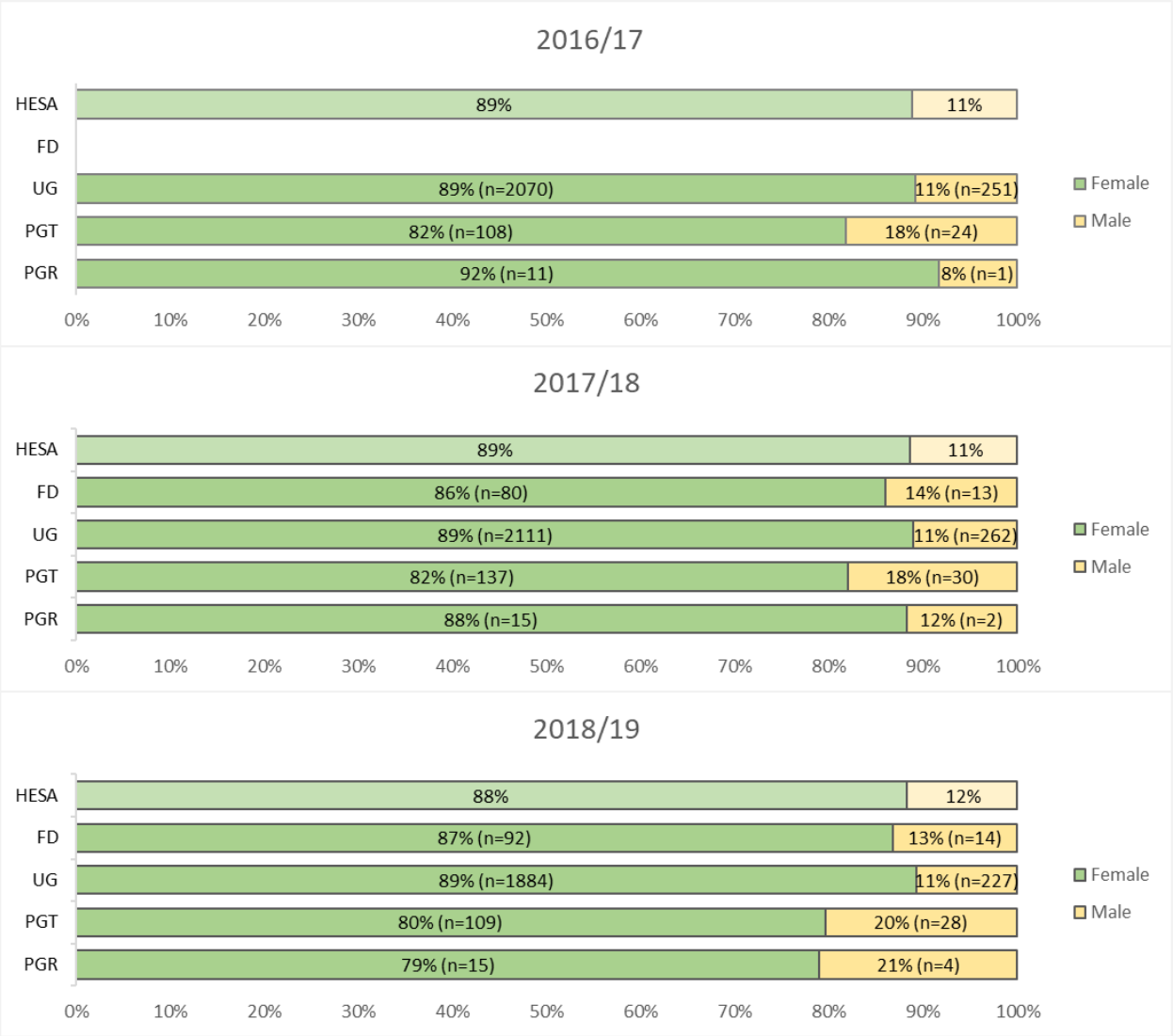


Figure 18: Student population pipeline

Although UG School students predominately aim to, or currently occupy clinical roles, results from our 2020 School student culture survey suggest our students lack confidence in their ability to study for a more advanced degree even if they are not planning to do so; only 53% (f=77n, m=9n) of respondents (Figure 19) indicate confidence in their ability to do so, compared with 68% (f=76n, m=25n) of students from other HLS Schools (Figure 20), where higher proportions of UG students are male. The predominance of women in the School and wider nursing and midwifery professions make these findings all the more pertinent. Our survey results also suggest that, not only is confidence lacking but, compared to students from other HLS School, NM students are less likely to see themselves pursuing a more advanced degree in the future; only 46% of NM students (Figure 21), compared with 63% from other Schools (Figure 22), indicated they are likely to do so. Furthermore, results from the survey suggested that NM students lack the confidence to pursue a career in teaching and research (see section 5.b.4), highlighting how important it is for the School to build the confidence of our students in their ability to pursue opportunities available to them.

Indeed, DMU's mission is to "create a supportive environment which supplies a diverse set of research students" that are "an integral part of DMU's research environment, making a strong contribution to our research and impact". In line with this, we aim to encourage and inspire our students to pursue higher research-focused degrees. The numbers of PGT and PGR students have varied in recent years, potentially indicating a need to stabilise and reinforce a research-oriented culture from the early stages of UG courses. An example to support this is the inclusion of a research proposal, instead of a traditional dissertation for UG students in the new curriculum (2020/2021), and the introduction of a wide range of research workshops and resources by the Library and Learning Services (LLS) and Centre for Academic Innovation (CAI) that are actively promoted in the School; we will closely monitor the impact of these initiatives (Action 8) on confidence levels amongst students with regards to pursuing a higher degree.

Action 8: Nurture students to develop an interest in research through the research modules of year 2 and 3 in the UG programmes. Students will be identified in year 2 and again targeted in year 3 for potential progression to Masters and PhD programmes.

	Disagree	Neutral	Agree	Total
Male N	0	5	4	**9**
Male %	*0.0%*	*55.6%*	*44.4%*	***100.0%***
Female N	19	17	41	**77**
Female %	*24.7%*	*22.1%*	*53.2%*	***100.0%***
Total N	**19**	**22**	**46**	**87**
Total %	***21.8%***	***25.3%***	***52.9%***	***100.0%***

Figure 19: "I feel confident in my ability to study for a more advanced degree (e.g. Masters or PhD), even if I am not planning to do so" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) – SASCS 2020

	Disagree	Neutral	Agree	Total
Male N	4	8	25	**37**
Male %	*10.8%*	*21.6%*	*67.6%*	***100.0%***
Female N	11	23	76	**110**
Female %	*10.0%*	*20.9%*	*69.1%*	***100.0%***
Total N	**17**	**32**	**104**	**153**
Total %	***11.1%***	***20.9%***	***68.0%***	***100.0%***

Figure 20: "I feel confident in my ability to study for a more advanced degree (e.g. Masters or PhD), even if I am not planning to do so" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) – 2020 School culture survey, HLS School of Applied Social Sciences and School of Pharmacy aggregated scores

	Disagree	Neutral	Agree	Total
Male N	1	3	5	**9**
Male %	*11.1%*	*33.3%*	*55.6%*	***100.0%***
Female N	20	20	34	**74**
Female %	*27.0%*	*27.0%*	*45.9%*	***100.0%***
Total N	**22**	**23**	**39**	**84**
Total %	***26.2%***	***27.4%***	***46.4%***	***100.0%***

Figure 21: "In the future it is likely that I will study for a more advanced degree (e.g. Masters or PhD)" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) – SASCS 2020

	Disagree	Neutral	Agree	Total
Male N	5	9	23	**37**
Male %	*13.5%*	*24.3%*	*62.2%*	***100.0%***
Female N	20	16	71	**107**
Female %	*18.7%*	*15.0%*	*66.4%*	***100.0%***
Total N	**28**	**27**	**95**	**150**
Total %	***18.7%***	***18.0%***	***63.3%***	***100.0%***

Figure 22: "In the future it is likely that I will study for a more advanced degree (e.g. Masters or PhD)" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) – 2020 School culture survey, HLS School of Applied Social Sciences and School of Pharmacy aggregated scores

WORD COUNT: 2044

B. 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.

The majority of staff (78%) occupy TR contracts (Figure 23). All teaching-only (19%) contracts are occupied by HPLs, popular options for retirees returning for temporary, part-time work, and PGT/PGR students who are not current School staff members. The use of teaching-only contracts has declined both proportionately and in absolute terms since 2017/18, falling from 23% to 19% of all staff, however Action 9 will put support in place for HPL's seeking a permanent role. Research only contracts (3%) are all RA roles tied to specific projects subject to grant funding, and insecure as a result; Action 10 will support RA's with the opportunity to develop skills that help procure a permanent post.

Action 9: Increase the awareness amongst staff on HPL contracts of opportunities in training, research, school committees and involvement in school strategies to improve employability.

Action 10: Whilst the nature of research roles can be time-limited due to project specific funding, such staff will be provided with opportunities to enhance their skillset and employability. For example; teaching experience and training, roles on School committees, training in research skills and engagement in research networking opportunities. Options to extend research roles and create new opportunities will be identified.

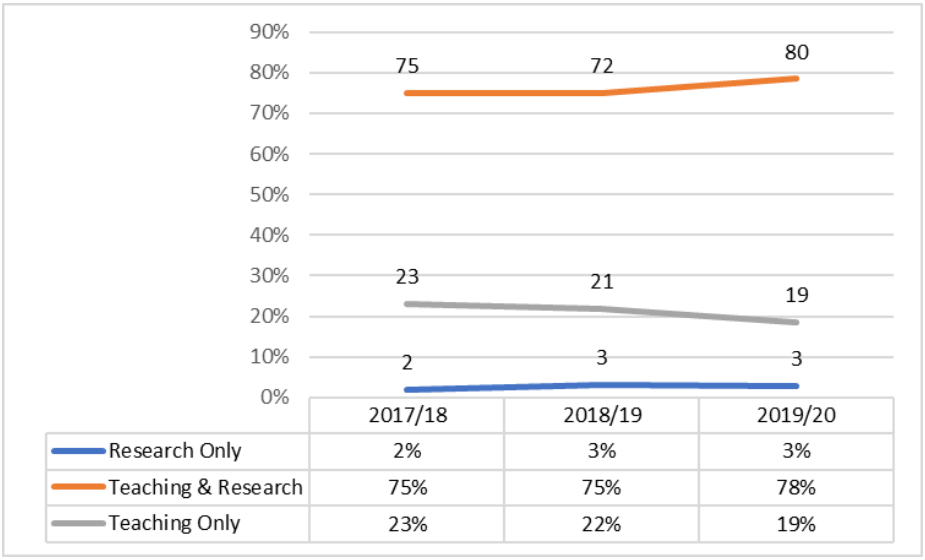


Figure 23: Staff by contract type – columns total 100%

Across all three contract types, from 2017/18 to 2019/20 women constitute the majority, with the exception of 2018/19 where men held 2/3 of research only roles (Table 14). The nursing profession is largely female, resulting in a female dominant staff profile and a limited male recruitment pool; in the UK just 10% of registered nurses are men, a proportion that we consistently exceed for both Teaching and TR staff groups, with 26% and 21% respectively being men (2019/20). We recognise our ongoing responsibility to challenge the stereotype of nursing being a female profession and endeavour to increase the future pool of male staff (Actions 4, 5, 8).

Table 14: Staff by contract type and gender

	Research Only				**Teaching & Research**				**Teaching Only**			
	Female		***Male***		***Female***		***Male***		***Female***		***Male***	
2017/18	*100%*	*2*	*0%*	*0*	*75%*	*56*	*25%*	*19*	*74%*	*17*	*26%*	*6*
2018/19	*33%*	*1*	*67%*	*2*	*75%*	*54*	*25%*	*18*	*71%*	*15*	*29%*	*6*
2019/20	*100%*	*3*	*0%*	*0*	*74%*	*59*	*26%*	*21*	*79%*	*15*	*21%*	*4*

Women form the comfortable majority at grades F and G (Figure 24), occupying between 70%-80% of posts, with the exception of grades E and F posts in 2018/19. The majority of non-managerial/senior TR staff occupy F and G posts in the grading structure. All grade E roles are grant related RA roles, small in number and variable from year to year. Moving up the grading structure to senior academic/managerial posts (grades G, H/I), male representation increases disproportionately compared to the number of male students, registered nurses, and non-senior/managerial staff in the grading structure. Although the gender profile returns to being representative of the Schools wider staff gender profile for professorial staff (75%f:25%), men still progress to this role disproportionately compared to male students and registered nurses. Career pathways for management and senior academic/professorial

roles do differ, however we recognise that barriers to the progression of women clearly exist and need addressing (Action 11).

Action 11: Create development opportunities for all staff who wish to progress through 1:1 bespoke career planning, ensuring women are well encouraged to participate.

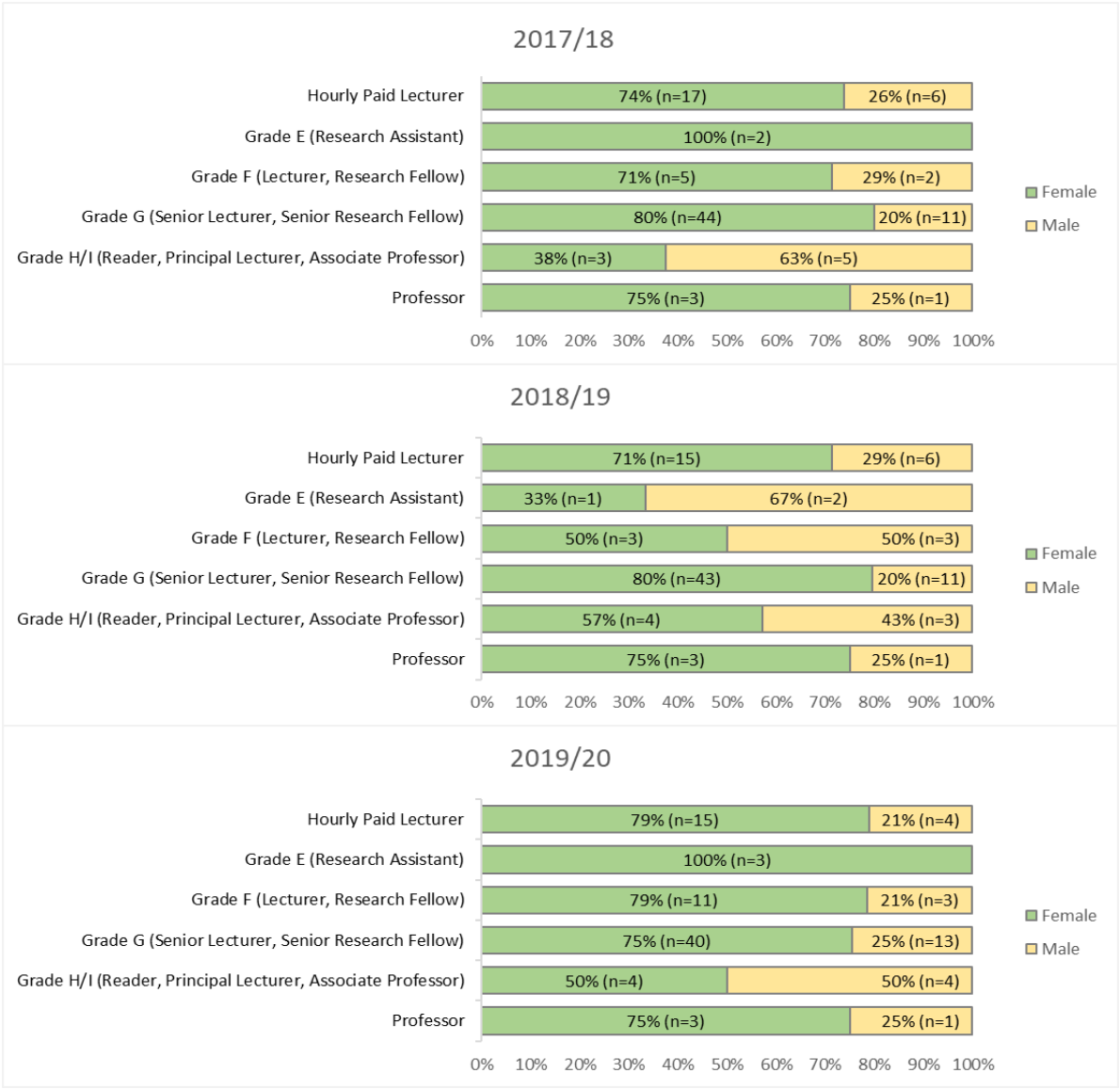


Figure 24: Proportion of males and females working at the various grades ranging from hourly paid Lecturer to Professor, including pay grades E, F and G.

(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.

Around 5% of all staff occupied fixed-term contracts from 2017/18 to 2019/20 (Table 15), with no clear gender bias identified; any disparity varies by no more than 5% over the period analysed. This is favourable compared with the national benchmark; in 2018/19 fixed-term contracts accounted for 18% (17%f:18%m) of nursing academic staff contracts in the UK. School-based fixed-term contracts are used primarily to increase teaching and assessment resources, with such staff largely drawn from retired or former School staff now employed by the NHS or other HEI's. This mutually beneficial arrangement affords both flexibility and forward planning; staff can agree the number of hours and when they are included in programme delivery. Fixed-term contracts are also utilised for time limited projects dependent on finite funding, with staff on such contracts encouraged to apply for open-ended positions. The University redeployment scheme is accessible to all staff, regardless of contract type, and has enabled fixed-term research staff within the School to be redeployed to other research projects. Zero-hour contracts are strictly prohibited in the University.

Table 15: Staff by grade and contract type

	2017/18		2018/19		2019/20		HESA 2018/19	
	Fixed-term	Open-ended	Fixed-term	Open-ended	Fixed-term	Open-ended	Fixed-term	Open-ended
Female	**7 (5%)**	**68 (95%)**	**8 (6%)**	**64 (94%)**	**7 (5%)**	**70 (95%)**	**17%**	**83%**
HPL	1	16		15		15		
E (RA)		2		1	1	2		
F (Lecturer, RF)	1	4		3	3	8		
G (SL, SRF)	1	43	3	40		40		
H/I (Reader, AP)	1	2	1	3		4		
Professor		3		3		3		
Male	**1 (4%)**	**24 (96%)**	**2 (8%)**	**24 (92%)**	**0 (0%)**	**25 (100%)**	**18%**	**82%**
HPL		6		6		4		
E (RA)			1	1				
F (Lecturer, RF)	1	1	1	2		3		
G (SL, SRF)		11		11		13		
H/I (Reader, AP)		5		3		4		
Professor		1		1		1		
Total	**5 (5%)**	**94 (95%)**	**6 (6%)**	**89 (94%)**	**4 (4%)**	**97 (96%)**	**18%**	**82%**

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

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

An increase in staff leaving is observed, rising from 5n in 2017/18 to 10n in 2018/19, before falling to 7n in 2019/20. No significant gender bias detected in School staff leavers data (Table 16). An identified trend is that women occupying grade G roles are the highest absolute number of leavers each year (12n in total) by a comfortable margin. This may suggest that they are leaving for personal progression reasons, a hypothesis supported by data in Table 17 which shows that between 2018/19-2019/20, 7n women and 0n men left to pursue a new role. Section 5a.3 details measures in place and actions being taken to improve promotion opportunities. Other reasons for staff leaving include lifestyle change, retirement or voluntary severance. Exit interviews are conducted by HR and fed back to the School.

Table 16: Staff leavers by grade: % = proportion of staff by gender

	Female	Male	Total
2017/18	**4 (6%)**	**1 (4%)**	**5 (5%)**
Grade F (Lecturer, Research Fellow)	1	1	2
Grade G (Senior Lecturer, Senior Research Fellow)	3		3
2018/19	**7 (10%)**	**3 (12%)**	**10 (11%)**
Grade F (Lecturer, Research Fellow)	1		1
Grade G (Senior Lecturer, Senior Research Fellow)	5		5
Grade H/I (Reader, Principal Lecturer, Associate Professor)	1	3	4
2019/20	**6 (8%)**	**1 (4%)**	**7 (7%)**
Grade E (Research Assistant)		1	1
Grade F (Lecturer, Research Fellow)	2		2
Grade G (Senior Lecturer, Senior Research Fellow)	4		4
Total	**17**	**5**	**22**

Table 17: Staff leavers by reason

	Female	Male	Total
2017/18	**4 (6%)**	**1 (4%)**	**5 (5%)**
Death in Service			
Resignation - Lifestyle change			
2018/19	**7 (10%)**	**3 (12%)**	**10 (11%)**
Resignation - Lifestyle change			
Resignation - New Job			
Retirement			
Voluntary severance			
2019/20	**6 (8%)**	**1 (4%)**	**7 (7%)**
Resignation - Lifestyle change			
Resignation - New Job			
Retirement			
Total	**17**	**5**	**22**

Table 18 details the number of staff leaving posts by part-time and full-time contract type. In 2017-18 and 2019-20, a larger proportion of those who left were in FT employment. Conversely, 80% of those leaving their role in 2018-19 were in PT roles. Relative to the distribution of staff in FT and PT roles, PT

staff tend to leave in higher proportions. This may be due to the nature of part-time employment and the balance it might have with other aspects of an individual's life, a view that is supported by data (Figure 25) showing that between 2017/18-2019/20, 6n PT staff left the School for a 'lifestyle change', a significantly higher figure than any other reason given (section 5d.vi details flexible working survey data and actions developed).

Table 18: Staff leavers by part-time/full-time

	Female	Male	Total
2017/18	**4 (6%)**	**1 (4%)**	**5 (5%)**
Part-time	1		1
Full-time	3	1	4
2018/19	**7 (10%)**	**3 (12%)**	**10 (11%)**
Part-time	6	2	8
Full-time	1	1	2
2019/20	**6 (8%)**	**1 (4%)**	**7 (7%)**
Part-time	3		3
Full-time	3	1	4
Total	**17**	**5**	**22**

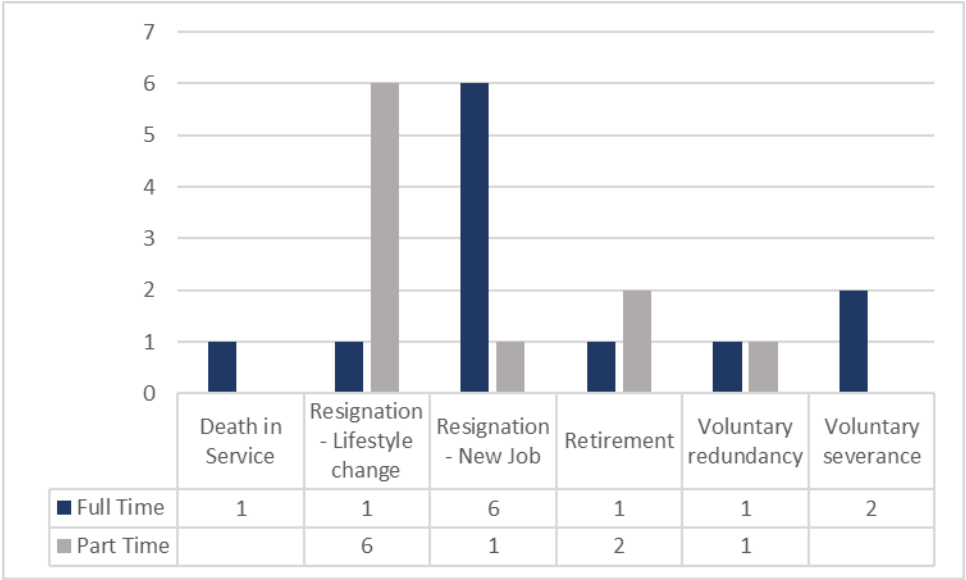


Figure 25: Staff leavers by reasons and PT/FT 2017/18 to 2019/20 aggregated

Word count: 805

5. Supporting and advancing women's careers

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

A. 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.

The HoS, HoDs and line managers identify recruitment needs. Subject to Faculty and University approval, person specifications and advertisements are constructed avoiding gendered language use, and placed on sites such as Jobs.ac.uk, and the Council of Deans for health-related roles. All candidates declaring a disability who meet the essential criteria are shortlisted for interview. Interview panels consist of; chair (HoS or SMT nominee), subject specialist, line manager, service user, an external clinical practitioner. Research roles require a professor on the panel. All panel chairs are regularly updated on the importance of balanced interview panels and receive mandatory recruitment and selection (including unconscious bias), and EDI training. We aim for gender-balanced panels, ideally including diversity in terms of race/ethnicity, however a small BAME staff pool means this is not always achievable (Action 12). Since 2019 the School's SMT has annually monitored the gender and ethnicity profile data of interview panels.

Action 12: Utilise the University's now established pool of trained panel members to ensure all panels for interviewing have a wide gender and ethnic/race representation.

Interviews are held within core hours with consideration given to travel time. For those unable to travel to campus, virtual interviews are available. All School staff are invited to attend interviewee's presentations, promoting both a welcoming and transparent environment for current staff and potential recruits; attendees presentation feedback, using a scored system, informs the decision-making process, broadening the recruitment process beyond the panel. All unsuccessful candidates are offered feedback.

Encouraging evidence suggests that men are being attracted to the School; 1/5 applicants are male (Table 19) at the application stage compared with men constituting just 1/10 UK registered nurses and UG nursing students being male, and under 1/200 (0.4%) of registered midwives.

Table 19: School staff recruitment by grade - applications, interviews and offers by gender

	Applications		Interview		Offer	
	Female	Male	Female	Male	Female	Male
2017/18	**38 (69%)**	**17 (31%)**	**18 (62%)**	**11 (38%)**	**6 (60%)**	**4 (40%)**
Grade E						
Grade F	23	13	13	8	4	2
Grade G	12	3	3	2	1	1
Grade H	3	1	2	1	1	1
2018/19	**88 (66%)**	**45 (34%)**	**24 (62%)**	**15 (38%)**	**10 (67%)**	**5 (33%)**
Grade E	28	14	3	3	0	2
Grade F	49	27	19	10	9	2
Grade G	3	1	0	1	0	1
Grade H	8	3	2	1	1	0
2017/18	**63 (68%)**	**30 (32%)**	**28 (72%)**	**11 (28%)**	**10 (67%)**	**5 (33%)**
Grade E	14	8	2	0	1	0
Grade F	40	14	23	7	8	4
Grade G	9	8	3	4	1	1
Grade H						
Total	**189 (67%)**	**92 (33%)**	**70 (65%)**	**37 (35%)**	**26 (65%)**	**14 (35%)**

With figures fluctuating from year to year, Figure 26 does not suggest any gender bias with regards to the proportions of men and women who progress at each staff of the interview process i.e. application to interview, application to offer, application to offer.

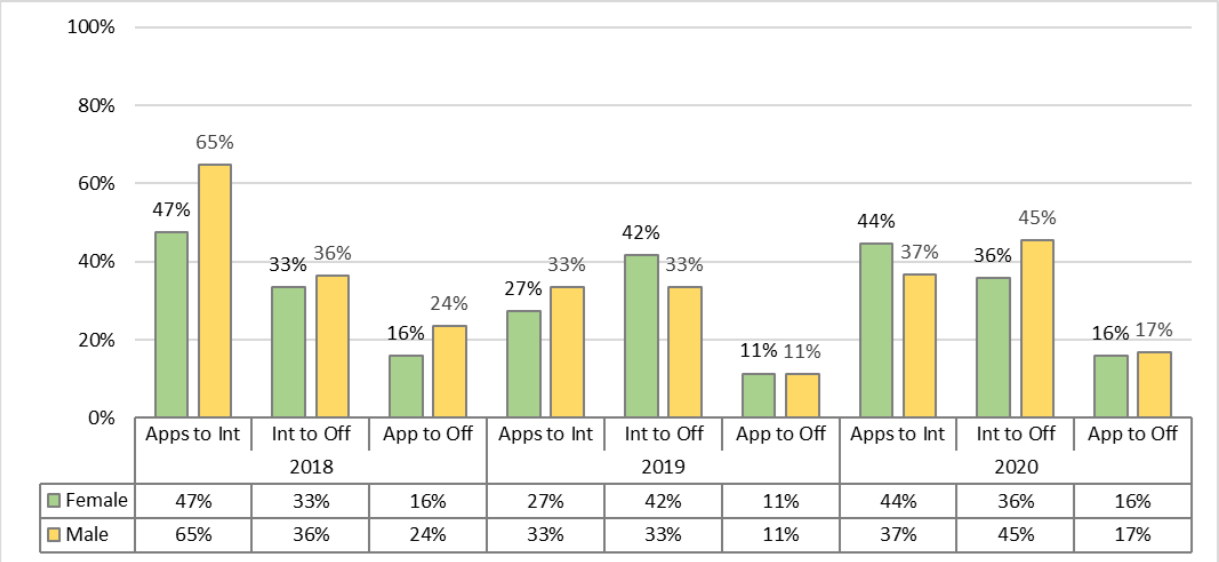


Figure 26: School staff recruitment - application to interview, interview to offer, application to offer proportional conversion rates by gender

(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.

A DMU wide standard induction process exists for all new starters alongside a local School induction, supported by School documentation. The induction includes mandatory EDI and bias training, information highlighting DMU's commitment to EDI, initiatives (including AS), and staff networks (BAME, Disabled, Faith, LGBT, Women's).

DMU induction:

- 'On your marks' - staff benefits, development and appraisals, policies, procedures and guidelines.
- 'Get set' - introduction to the VC and/or Executive Board member.
- 'Go' - opportunities including trade union membership, staff social activities, sports centre membership, and the Employee Assistance Programme.
- A formal introduction to the School by email and at the monthly School staff meeting.
- Assigned a mentor - a more senior member of staff to offer support and guidance.
- Welcome meeting with the SMT where the School vision is highlighted and a direct platform to raise issues/questions is provided.

As a way to help staff better orientate to the School, the Adult Division Head produced a bespoke staff induction pack, focussing on School processes and key staff members. This good practice was recognised and rolled out in January 2021 to the whole School. Comments from the SSCS (School Staff Culture Survey), conducted in June 2020, suggest this welcome induction addition will simplify the process. An analysis of School based induction material, and SSCS comments also suggest that more information promoting the Schools culture, activity, and career pathways related to research and enterprise would be beneficial for new starters (Action 13).

"*I found the School induction helpful as it focussed on the School and who to go to if you need help…the University induction was very general*" **– recently inducted School staff member**

Action 13: Revise the School induction pack to include additional information on the Schools culture of research and enterprise, and related career pathways. Gather feedback from newly recruited staff regarding the benefits and relevance of the induction pack.

Induction uptake data was not available from HR, however SSCS data indicates that uptake levels are high; 96% of all respondents completed an induction (Figure 26), with 89% finding that induction met their expectations either to a certain extent (66%) or very much so (23%) (Figure 27). With the promotion and uptake of flexible and remote working accelerating as a result of the pandemic, creating diverse approaches to enable staff to fully integrate and socialise is essential, particularly for new starters; introducing such activity is supported by SSCS comments (Action 14).

Action 14: Introduce an ongoing series of social events and sessions for all staff, particularly new starters, with virtual options for those working flexibly and/or remotely. Improve the promotion of activities of the School Health and wellbeing Group; simplify and promote and the reporting process.

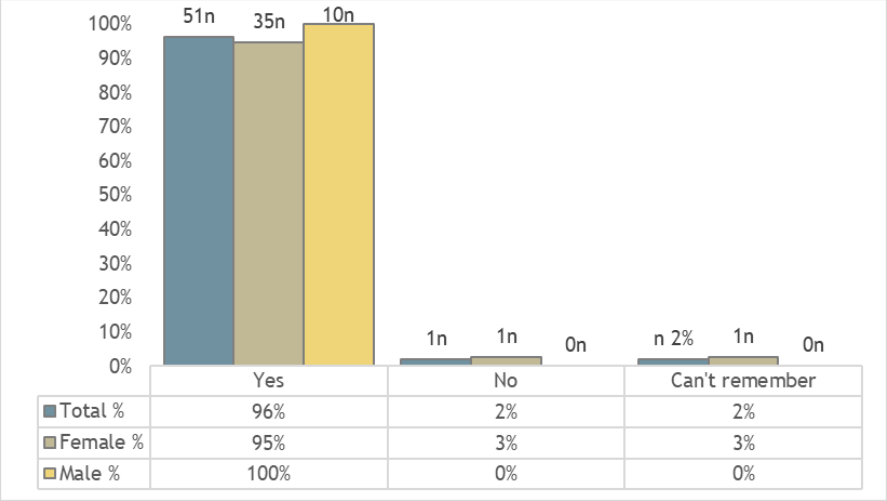


***Figure 27: School Staff Culture Survey staff induction uptake* - SSCS 2020**

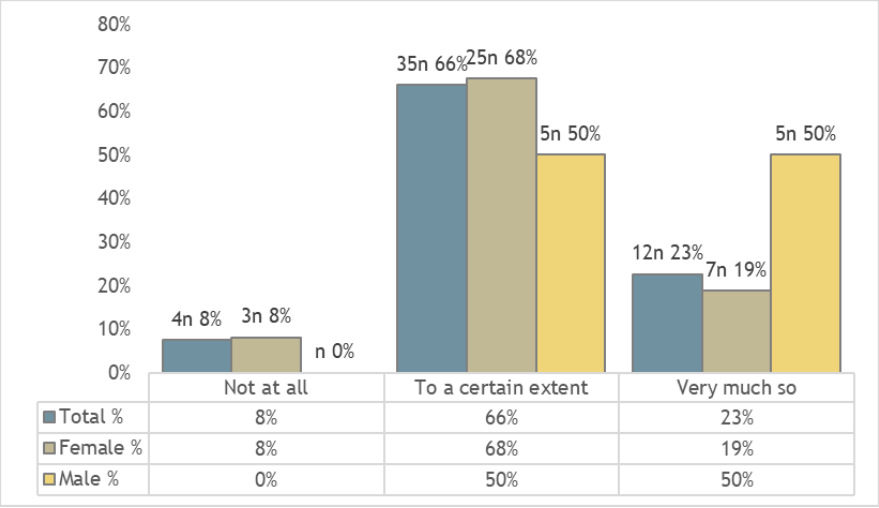


***Figure 28: "Did your induction meet your needs and expectations?"* - SSCS 2020**

(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.

Applications for salary progression and accelerated increments open once annually, awarding staff that demonstrate success, effectiveness and merit. Responding to a University wide trend of low application levels, an HLS Faculty wide action was introduced in 2017 to encourage higher application rates; each year well-publicised briefing and application coaching sessions are held with all staff being encouraged to attend. Within the School, the HoS and HoDs make a concerted effort to better publicise the Faculty wide sessions utilising email, all staff meetings and individual staff appraisals. Applications from School staff have gradually increased from 0n in 2017 to 4n (all female) in 2019, although none-to-date have been successful (Table 20). The School will increase support for staff to prepare and apply, and working with appraisers to better support appraisees with application preparation (Action 15).

Action 15: Widely publicise annual salary progression, accelerated increments and promotions round well in advance of submission deadline, offering staff one to one support with application drafting. Support both appraiser and appraisee to better prepare for annual application rounds.

Table 20: School staff pay progression applications and success rate

		Female	Male	Total
2017	Applied	0	0	0
	Successful	0	0	0
2018	Applied	1	1	2
	Successful	0	0	0
2019	Applied	4	0	4
	Successful	0	0	0

Lecturers and Research Fellows (RF) automatically move up the pay spine into Senior Lecturer (SL) or Senior Research Fellow (SRF) roles. In 2017 DMU introduced the leadership Associate Professor (AP) role, replacing the roles of Principal Lecturer and Reader; some staff retain the title of Reader historically. AP establishes a clearer promotion pathway that, importantly, staff at any level can apply for enabling merit driven career progression. AP promotion routes are: research; teaching and learning (TL); a hybrid of both; commercial and enterprise.

Table 21 presents application and success rates for School promotions to AP. The AP application rate average from 2017 to 2019 by gender has been proportionate (75%f:25%m) to the Schools gender profile (75%f:25%m, 2019/20), however, on average, male applications were more successful (55%f:45%m) during this period.

Table 21: School staff promotion applications and success rate

	Applications		Success	
	Female	**Male**	**Female**	**Male**
2017	**5**	**2**	**3**	**2**
2018	**4**	**2**	**1**	**2**
2019	**6**	**1**	**2**	**1**
Total	**15 (75%)**	**5 (25%)**	**6 (55%)**	**5 (45%)**

We have fully recognised that our application rate is low compared to other schools in the Faculty; in 2019, the proportion of School staff applying for promotion was 7% (7n), compared to a Faculty rate of 15% (12n). As a result, we implemented programmes to support staff promotion.

Good practice: In 2018 the School introduced 1-year staff developmental roles, with 2F taking up the opportunity in 2018/19, and 2F:1M in 2019/20. Other measures to improve promotion success rates include all unsuccessful promotion applicants, or any future applicants, given some abeyance from teaching workload to work alongside a researcher or manager to gain insight and improve their future applications as part of their appraisal promotion plan. As a result of this project 5n members of staff have secured research promotional AP roles.

To further enhance AP promotion rates we actively encourage staff to apply and participate in leadership and management training. In 2018 1m and 2f staff members completed the nationally recognised programme PRINCE2, one of whom is now AP AHOS. The School also recently begun actively promoting the Aurora programme and as a result in 2019 the first 2 applications from a School staff member were made; we eagerly look forward to our first successful Aurora graduate.

The School has traditionally placed high value on academic TL and continues to be the main focus for most staff, nevertheless, research culture has strategically been a particular cultivation focus in recent years, in turn broadening career progression opportunities for School staff. This growth in research is reflected in the data which shows AP research promotions have outnumbered AP TL promotions by 6n (3f:3m) to 5n (3f:2m) from 2017 to 2019.

Because research careers only recently became a strategic area of growth in the School, no applications to Professor were made during this period, however we are currently supporting staff who have been promoted to AP Research with developing a Professor portfolio, preparing them to apply for promotion to Professor in the next 3-5 years.

Sector wide evidence which is supported by comments from the 2020 SSCS, suggests that women are more likely to engage in TL activity, often to the detriment of their careers, due to reduced time for research activity. As a result, Action 16 has been developed to facilitate a fairer and more transparent distribution of TL activity.

Action 16: Analyse the school workload model annually, identifying any gender disparities for engagement with teaching and learning activity, publicising the results on an annual basis to the School.

There is also a need for the School to ensure all staff feel supported to progress, and understand the criteria they need to meet in order to do so (Action 17): according to the 2020 SSCS, on average, 38% (42%f:33%m) of participants did not feel supported by their line manager to apply for promotion (Figure 29); 45% (44%f:50%m) respondents perceived a lack of transparency regarding the criteria against which promotion applications are assessed (Figure 30).

ACTION 17: Implement pre-promotion workshops that boost staff confidence and ability to prepare including workshops that develop understanding on progression criteria and how it is met.

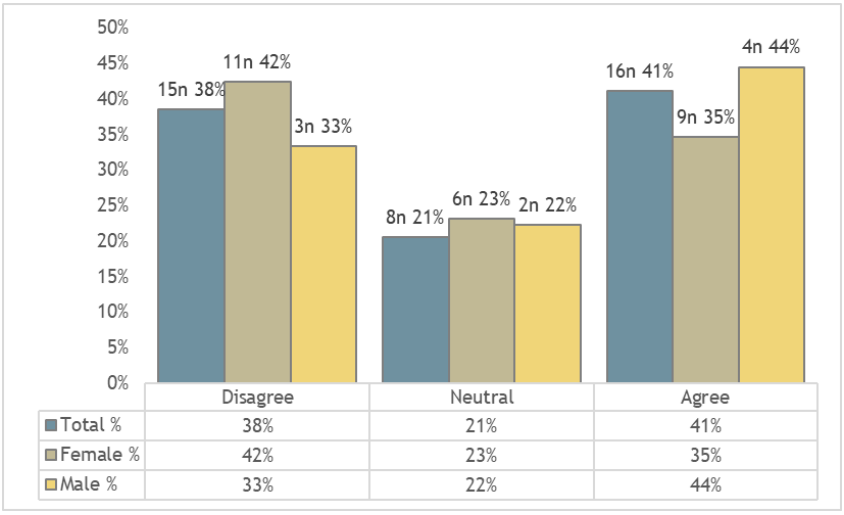


Figure 29 "I feel supported to apply for promotion by my line manager" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

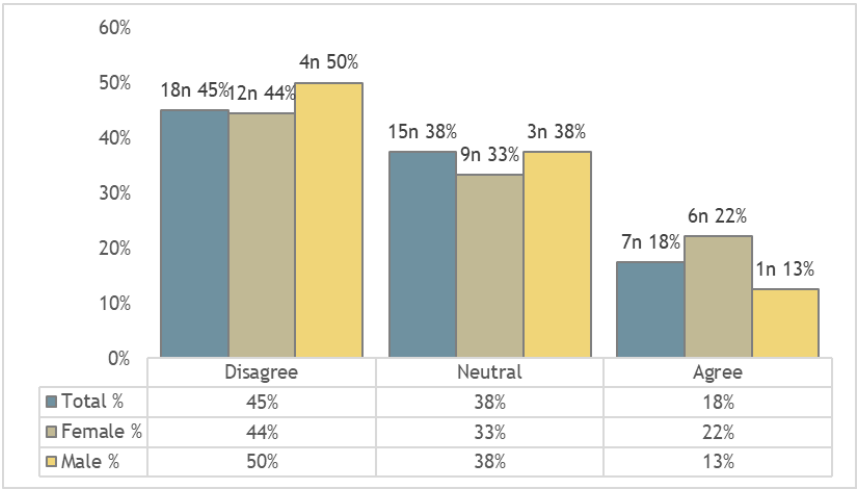


Figure 30 "The criteria against which promotion applications are assessed are transparent" respondents' respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

Only a small proportion (15%) of SSCS respondents agreed academic citizenship contributions help meet career progression criteria (Figure 31) with women more likely to disagree (63%) than men (43%). The School will work to incorporate such activity into promotion criteria (Action 18).

ACTION 18: Introduce academic citizenship to essential promotion criteria, utilising appraisals as an effective mechanism for staff to hold a mandatory discussion regarding recognition of, and engagement with, academic citizenship activity for staff.

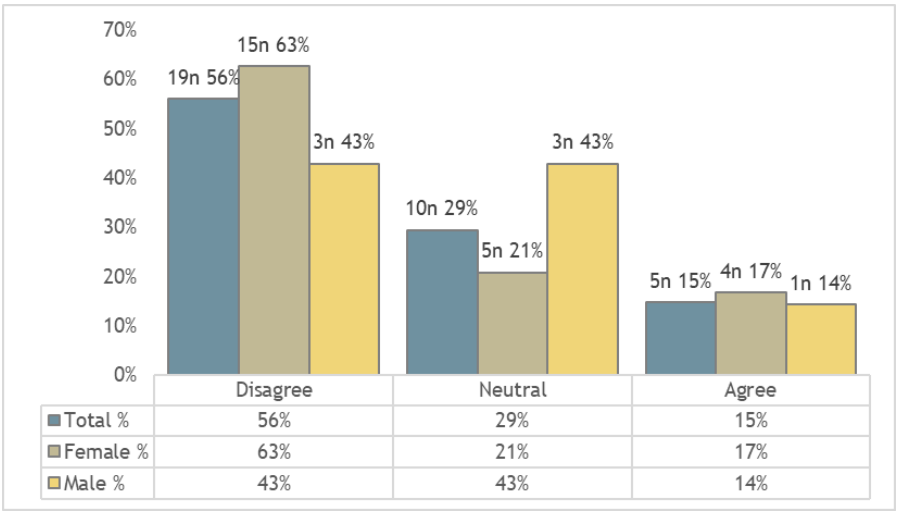


Figure 31 "My academic citizenship contributions within the School have helped me address the criteria for career progression" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

(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.

Since joining the School in 2015, the HoS has led a strategic increase in research activity, resulting in a 60% increase of staff with research responsibility since 2014, and who are now eligible for submission to REF2021. This is reflected in an increased accumulation of over £3.5 million in School grant income since 2014 compared to a UoA3 income that included three schools within the Faculty of £276,411 in 2014. It is also noteworthy that 80% of such staff are female.

10 staff (8% of staff total) are eligible, and therefore being submitted to REF2021 (Figure 32). Eligibility is defined as staff with a RIA (section 5.3.3) of 320 hours or more on the REF census date. With 11%f (8n) and 8%m (2n) eligible for REF2021, low absolute numbers make any proportionate disparity insignificant. The absolute number of women submitting to the REF/RAE has grown at each census point; due to low absolute numbers and no staff population data available from 2008 and 2014, proportionate gender comparisons from one REF/RAE to the next cannot be made. Comparisons are further hindered by changes to the eligibility criteria for 2014 and 2020 REF submissions.

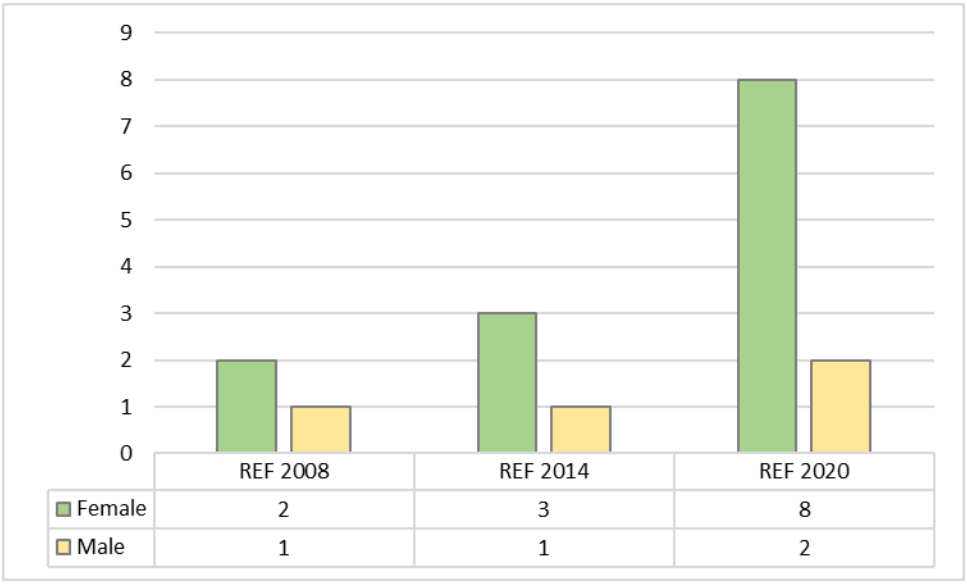


Figure 32. RAE 2008, REF 2014 and REF 2021 - School eligible staff submission rate by gender

Word count: 1632

b. Career development: academic staff

(i) Training.

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

Training needs are identified at School induction and appraisals. Training opportunities are: disseminated on the University intranet; discussed at one-to-ones with line managers; promoted at monthly all staff School meetings and regular HoS emails. Bespoke sessions can be arranged to fit individual schedules. Mandatory training uptake and effectiveness is monitored at Faculty level. Updates and feedback are disseminated to Schools quarterly. A database rollout in 2021/22 will see all DMU HoSs gain direct access to training review data.

Aggregated uptake of academic development training (Table 22) from 2017-2020 shows women, as a proportion of the wider School population (75%f:25%m), are attending courses at higher rates than men. Mandatory EDI training has been undertaken by 82% and 88% of female and male staff respectively (Table 23). The School will aim for 100% EDI training completion rate (Action 19).

Action 19: Notify academic support and line managers of staff who have not completed mandatory training, particularly with regards to EDI.

Table 22: School staff academic development training courses attended 2017-2020

Training	Female	Male	Total
Aspiring Female Academics	2		2
Becoming a DMU Teacher Fellow	1		1
Curriculum Modifications	2		2
Dealing with Disruption- Strategies	4	2	6
DMU Teaching and Learning Ethos (UDL)	5	3	8
Effective Learning and Teaching in HE	10	2	12
Gaining HEA Recognition	4	3	7
Golden Ideas for Innovative Assessment	11		11
Golden Ideas for Innovative Feedback	8		8
Golden Ideas for Innovative Teaching	13	1	14
HEA Fellowship Week	2		2
HEA Principle Fellowship Workshop	1	1	2
HEA Professional Recognition Preparation	3		3
Learning and Teaching Conference	18	1	19
Open Educational Resources	2		2
Student Engagement: What works?	1		1
Values & Education for Sustainable Development	1		1
Virtual Teaching Best Practice	4	1	5
Total	**92**	**14**	**106**
Total %	***87%***	***13%***	

Table 23: School staff equality and diversity training

	Female	Male	Total
Count	61	22	**83**
Proportion of staff	*82%*	*88%*	***75%***

(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.

DMU's annual mandatory "MyAppraisal" process consists of:

- MyObjectives – objectives that define outputs for the appraisal period
- MyDevelopment – personal development plan (PDP) to support needs of current and future roles
- MyProgress – mid-year review that identifies progress, realigning objectives where necessary
- MyYear – end-of-year discussion identifying achievements and contributions made during that period

An online system/checklist guides the appraiser and appraisee through the conversations, and holds a record of discussions in relation to review of performance, annual objectives, development requirements and career aspirations. It contains prompts to discuss wellbeing and work-life balance. Completed appraisals are signed off by either the HoS or Faculty Deputy Dean.
Appraisals are conducted by:

- HoD for grade E-G staff
- HoS for Professor/AP staff

Appraisees and appraiser support includes:

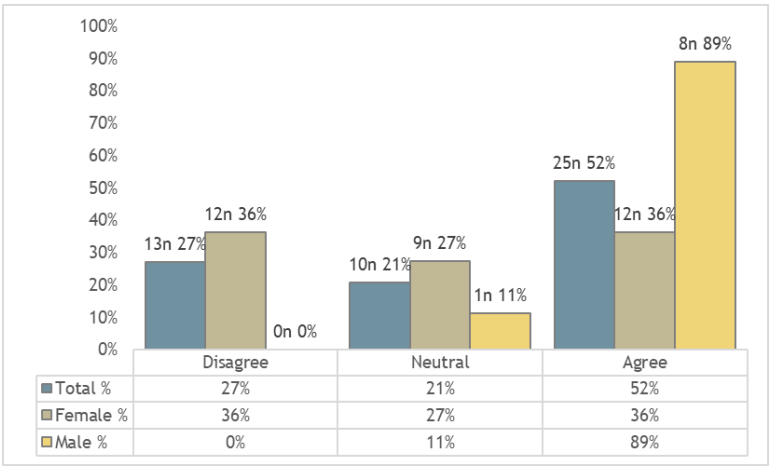
- Five e-learning modules for MyAppraisal conversations
- A diagnostic test for appraisees to use as a starting point for exploring the e-learning modules, with feedback directing the learner to relevant e-learning modules
- On-line FAQs area and a summary guidance document
- Mandatory facilitated training sessions for appraisers
- Periodic briefings from the Faculty/School HR Partner on relevant topics

The completion rate for appraisals in 2018/19 was 96%; the 4% outstanding were staff who had left. Data beyond 2018/19 is not yet available from HR.

Discussing career aspirations is a mandatory part of the appraisees PDP, however according to the SSCS 89% of male respondents, compared to just 36% of female respondents indicated having such discussions as part of their appraisal (Figure 33). We also found that 78% of male respondents compared to just 45% of female respondents, rate the career progression advice they received at their last appraisal positively (Figure 34). Open text comments from the SSCS also indicate that some staff are

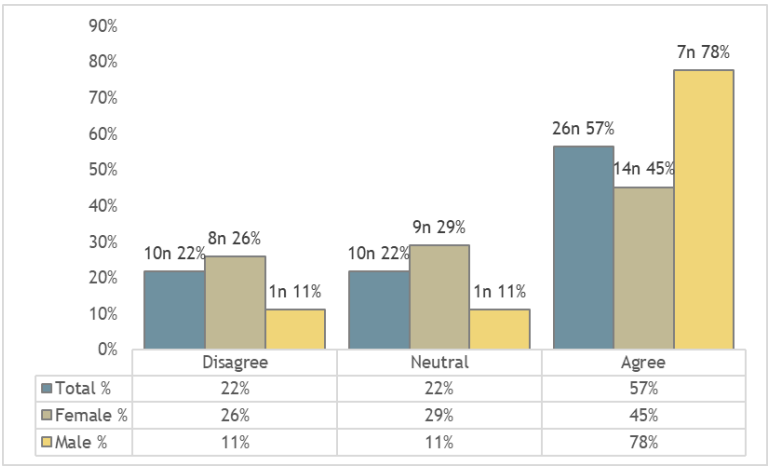
not having PDP discussions, with appraisal discussions not moving beyond workload and task allocation. This is further supported by 38% (45%f:22%m) reporting low satisfaction with the balance reached between personal development aims and the aims of the School at their last appraisal (Figure 35). The School will work with appraisers to ensure all appraisees have quality PDP discussions and positive career progression advice is access equally by men and women in the School (Action 20).

ACTION 20: Support appraisers with delivering quality PDP discussions for all staff, collating feedback from appraisees to monitor equality of access to positive career progression advice.



	Disagree	Neutral	Agree
Total %	27%	21%	52%
Female %	36%	27%	36%
Male %	0%	11%	89%

Figure 33: "I have had career progression discussions as part of my appraisal" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020



	Disagree	Neutral	Agree
Total %	22%	22%	57%
Female %	26%	29%	45%
Male %	11%	11%	78%

Figure 34: "I am satisfied with the advice I received with regards to my career progression at my last appraisal" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

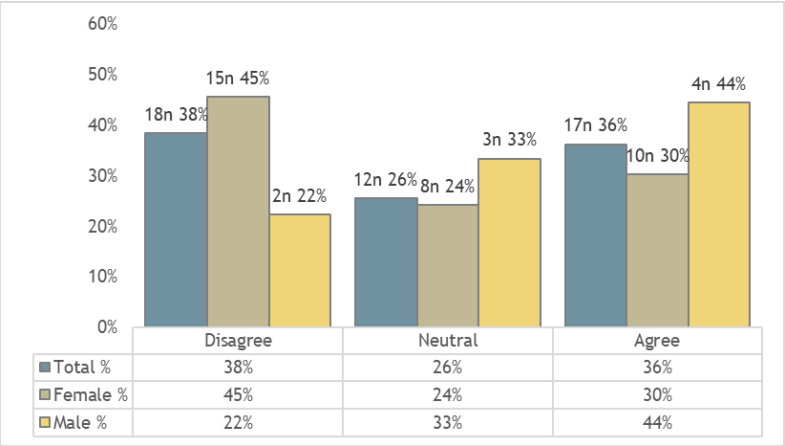


Figure 35: "I am satisfied with the balance reached between my personal development aims and the aims of the School at my last appraisal" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

(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.

In their previous role at Coventry University, the HoS led an increase in departmental research activity from 11% to 25%. Since joining DMU in 2015, this has been mirrored with the HoS strategically increasing research support for staff through the university's Research and Innovation Allowance (RIA) facilitating a sense of direction, collaboration and access to research mentors for staff. This increased research activity is reflected in the rise of staff eligible for REF2021 submission compared with 2008 and 2014 (see 5.a (iv)).

10% of School staff have been allocated a RIA (Table 24) during the two most recent allocation rounds (previous data is not available). This rate is expected based on the School's growth in research activity being relatively recent; continued growth here is a strategic focus.

Any academic staff member can apply annually (biennially prior to 2020/21) for a RIA, which allocates protected time to develop research careers, in addition to the basic 10% research/scholarship time available to all staff on TR contracts, (TR staff constitute 78% of all School staff – see section 4b (i)). RIA allocations are 320 hours, 480 hours or 640 hours per annum. No significant gender discrepancies are observed in RIA allocation when analysed in proportion of the Schools staff gender profile (Table 25).

Table 24: School Research and Innovation Allowance allocation count and average hours allocated

		Average RIA hours per person with allocation	Staff with RIA count	Proportion of School staff with RIA
2018-20	**Female**	560	8	12%
	Male	560	2	8%
	Total	**560**	**10**	11%
2020-21	**Female**	560	8	11%
	Male	560	2	8%
	Total	**560**	**10**	10%

Table 25: School staff RIA allocation by hours

		320 hours staff count	320 hours staff proportion	480 hours staff count	480 hours staff proportion	640 hours staff count	640 hours staff proportion
2018-20	**Female**	1	*1%*	2	*2%*	5	*5%*
	Male	0	*0%*	1	*2%*	1	*2%*
	Total	**1**	***0%***	**3**	***2%***	**6**	***3%***
2020-21	**Female**	1	*1%*	2	*2%*	5	*5%*
	Male	0	*0%*	1	*2%*	1	*2%*
	Total	**1**	***0%***	**3**	***2%***	**6**	***3%***

Early career staff are encouraged to apply to become a "Researcher-in-Training" (RIT), receiving a 320-hour RIA allocation. This 12-month programme supports staff to consolidate their research career and includes:

- Programme of activities to support research career development;
- Structured mentorship programme with a designated mentor who is a (research) professor, with a research plan and key intended outcomes, with meetings at least once every 6 weeks;
- Access to a research training bursary to support research development activities.

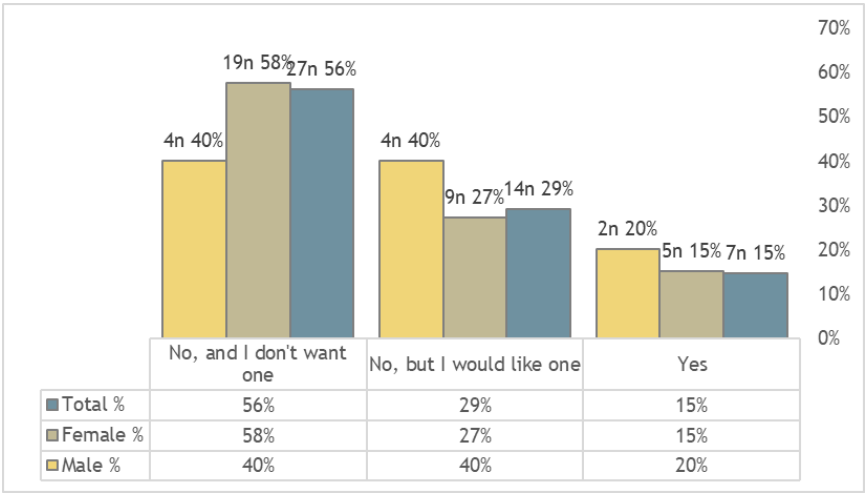
In 2020 four staff (3f:1m) became a RIT (Table 26), increasing from two (1f:1m) in 2018, with the increase observed exclusively in women.

Table 26: School staff RIT allocation

	Female	Male
2018-20	1	1
2020-21	3	1

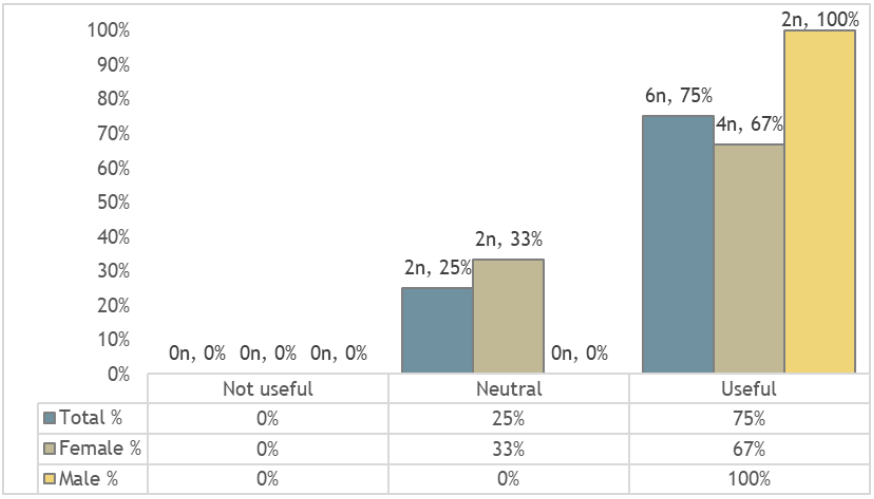
The majority of SSCS respondents do not currently have a research mentor (85%), and although 56% do not want one (Figure 36), there is evidence that the value of having such a mentor may not be understood by staff; of the small number (6n, 4f:2m) of respondents who do have a research mentor, 75% find this useful (Figure 37). The School will offer and better promote the utility of research mentorship to all staff (Action 21).

ACTION 21: Add research mentoring as a discussion point at all staff inductions and appraisals. Use all staff meetings to share case studies showcasing the utility gained from having a research mentor.



	No, and I don't want one	No, but I would like one	Yes
Total %	56%	29%	15%
Female %	58%	27%	15%
Male %	40%	40%	20%

***Figure 36: "Do you have a mentor specifically to help you develop your research?"* - SSCS 2020**



	Not useful	Neutral	Useful
Total %	0%	25%	75%
Female %	0%	33%	67%
Male %	0%	0%	100%

Figure 37: "To what extent do you find meetings with your research mentor useful?" staff rating of utility – SSCS 2020

Figure 38 evidences the Schools commitment to staff development through the opportunity of undertaking a postgraduate degree; 1/3 of all SSCS respondents have undertaken a masters and/or a PhD since becoming a School staff member.

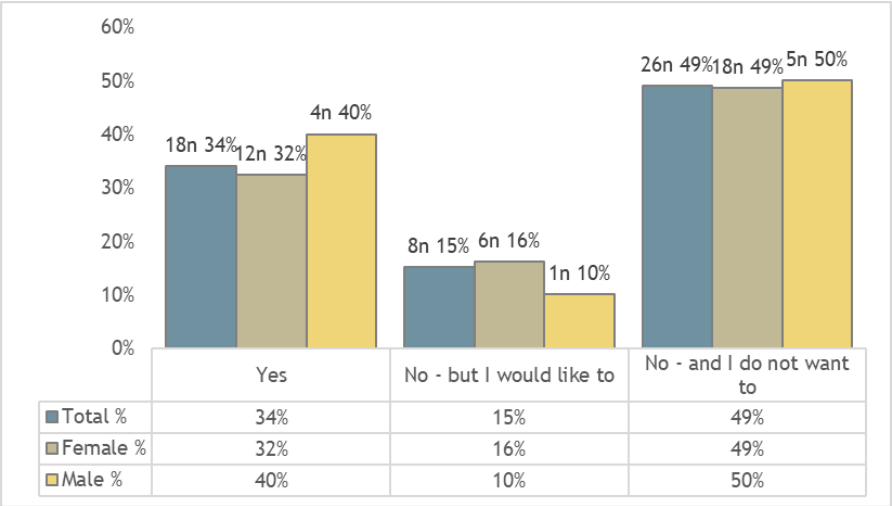


Figure 38: "Has the School provided you with the opportunity to undertake a postgraduate degree e.g. PhD, MA?" – SSCS 2020

(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).

Employment rates for UG graduates are 99% as of 2020, with 80% of students remaining locally within 6 months of qualifying. UG and PGT students are supported through the personal tutoring system where they are invited to complete a PDP which is circulated by the University admissions at selection, and followed up at School level. The School gives students a three-year training plan which identifies periods of study, placement (50% of most courses are placement based) and annual leave, with personal tutors supporting students to a develop work-life balance. The School supports students with gaining employment through portfolio and CV development sessions, interview technique workshops, and joint NHS recruitment fairs. Due to midwifery statutory status, student midwives participate in annual supervisory reviews throughout the course in preparation for independent practitioner status. Students are actively encouraged to participate in a number of community outreach activities to support their professional profile and development for a future academic career.

#DMUGlobal is an outreach programme which establishes international level links between Universities for students; UG, PGT and PGR students from the School recently went to New York (1M), Helsinki, and Japan (24F:5M). The School is a key participant in the annual Faculty PAVE student conference, which aims to:

- motivate students to engage in early career planning
- increase the sector knowledge of health and life science students
- inspire students to participate in relevant work experience including voluntary, summer and sandwich placements in order to develop their confidence and employability skills

PGR students are supported through the MyResearch progression management tool. This includes an initial Training Needs Analysis and PDP. All PGR students can access training courses to develop skills such as writing and presenting. In addition, each PGR student is aligned with a discipline specific DTP.

DMU grants are available to PhD students for national and international conference attendance. PhD supervisors encourage students to apply, with information widely circulated by email. Two students (1f:1m) from the School have accessed this grant between 2017-2019.

Although UG School students are predominately aiming towards, or currently occupy a clinical role, results from the SASCS suggest that LSNM female students lack confidence with regards to pursuing a career in teaching and research, compared to male School students, and both male and female students from other Schools in the Faculty. Only 44% of female LSNM students (Figure 39) indicate that they feel confidence in their ability to pursue such a career, compared with 67% of LSNM students, and 58% (57%f:65%m) of students from other HLS Schools (Figure 40). These results suggest that it is important that the School supports its students in building confidence in the opportunities that are available to them (see Actions 7-8).

	Disagree	Neutral	Agree	Total
Male N	0	3	6	**9**
Male %	*0.0%*	*33.3%*	*66.7%*	***100.0%***
Female N	24	18	33	**75**
Female %	*32.0%*	*24.0%*	*44.0%*	***100.0%***
Total N	**25**	**21**	**39**	**85**
Total %	***29.4%***	***24.7%***	***45.9%***	***100.0%***

Figure 39: "I feel confident in my ability to pursue a career in academia, even if I am not planning to do so" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) – SASCS 2020

	Disagree	Neutral	Agree	Total
Male N	4	9	24	**37**
Male %	*10.8%*	*24.3%*	*64.9%*	***100.0%***
Female N	15	32	62	**109**
Female %	*13.8%*	*29.4%*	*56.9%*	***100.0%***
Total N	**19**	**45**	**88**	**152**
Total %	***12.5%***	***29.6%***	***57.9%***	***100.0%***

Figure 40: "I feel confident in my ability to pursue a career in academia, even if I am not planning to do so" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) – Other Faculty Schools (School Applied Social Sciences, and School of Pharmacy) aggregated results 2020 student culture survey

(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.

DMU's Research Services Directorate (RSD) provides specialist, professional and grant writing support for School researchers. The RSD contains funding (research councils, charities, international etc.) and bid writing experts and supports the management and delivery of projects. Support is tailored to the specific project and needs of the individual academic, through an allocated RSD staff member. The School's strong research mentorship programme, supported through the Research Institutes, includes support for developing applications and feedback for those unsuccessful.

Research funding data is not recorded within the School, with activities managed through the Institutes, which are not School specific. School research staff are members of Faculty institutes (section 2).

Word count: 1462

c. 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.

A formal review of role, working pattern and conditions is offered to all staff. A maternity pack includes DMU's maternity policy and other useful information. Staff who wish to be are referred to occupational health, who undertake a comprehensive risk assessment in collaboration with line managers, with recommended changes to working conditions supported by the School. Once staff are happy for their news to be shared more widely, appropriate cover is arranged by the School. Encouraged by the HoS, line managers promote flexibility, demonstrated by adopting changes to working patterns and tasks for pregnant staff, taking each staff member's circumstances into consideration.

Colleagues on maternity/adoption leave are informed of promotion opportunities via their line manager. Information/policies regarding maternity/adoption leave is publicised on the staff intranet and induction packs, alongside details of well supported flexible working.

Prior to returning to work, discussions between the colleague and line manager establishes any need for training, flexible working or a phased return to work. A salary sacrifice child-care voucher scheme is available. Breastfeeding rooms are available should a mother wish to use a private space to express milk.

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

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

Maternity/ adoption leave pay is higher than the statutory obligation; staff receive 6-weeks full pay, 12-weeks half pay, and statutory sick pay. HR contact staff once A MATB1 form is received, detailing a full breakdown of entitled pay and other entitlements and benefits. Staff on maternity leave can use up to 10 'Keeping in Touch Days' (KITD) of which they are informed about before they go on leave. KITD's have taken place via MS Teams during pandemic restrictions. These give staff an opportunity to attend meetings, training, courses, continue with grant submissions, and PhD supervision, etc. These days are paid and must be agreed between staff and their manager.

(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.

Prior to return to work discussions between the colleague and line manager establishes any need for training, flexible working or a phased return to work**.** A salary sacrifice child care voucher scheme is also available. Breastfeeding is welcomed on campus and breastfeeding rooms are available should a mother wish to use a private space to express milk. Whilst these facilities are available they have had limited use during the pandemic restrictions as staff and students with infants are strongly encouraged to remain off campus.

(iv) Maternity return rate.

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

The Schools maternity leave return and retention rate is excellent with 100% of staff returning and still in post 5 months after returning from leave. Table 27 shows all three staff members who took maternity leave between 2017-2020 were still in post 5 months after returning. All staff who have taken maternity leave are on open-ended contracts.

Table 27: School staff maternity uptake rate 2017-2020

Maternity leave uptake	In post 5 months after returning
3	3

(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.

Two members of staff have taken paternity leave between 2017-2020 with no shared parental leave taken (Table 28). These figures reflect the low proportion of male staff; however, we recognise the need to promote a culture where taking paternity and shared parental leave is normalised (Action 22).

ACTION 22: Introduce clear signposting and promotion of paternity leave and shared parental leave policies at induction (via School induction pack) and by line managers for male staff.

Table 28: School staff paternity and shared parental leave uptake rate 2017-2020

Paternity leave uptake	Shared parental leave	Adoption leave
2	0	0

(vi) Flexible working.

Provide information on the flexible working arrangements available.

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.

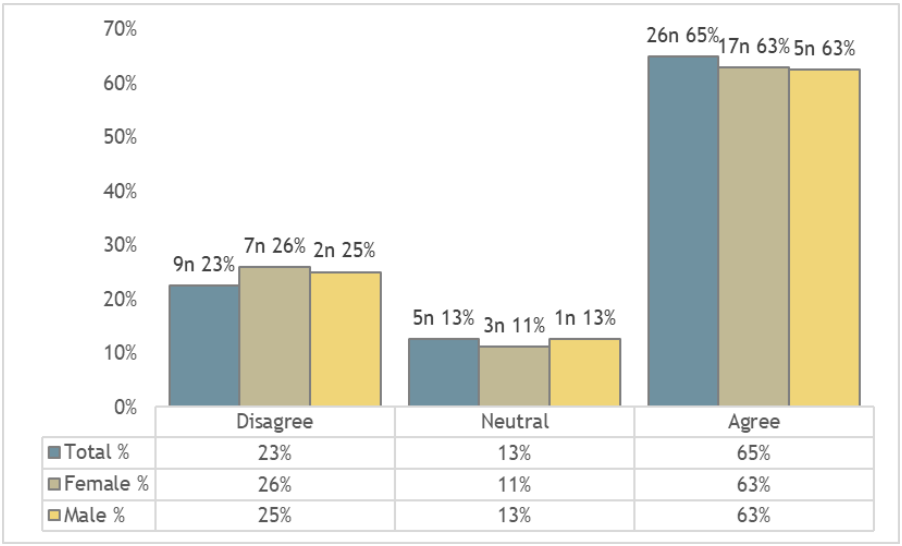
Pre-pandemic, School staff had flexible hours, working around home commitments providing up to date information about working through a shared diary, staff could work from home once a week, or more often through negotiation with their line manager. In 2019/20 the School supported 2 staff members to increase their working hours from 0.4 to 0.6FTE and 0.6 to 0.8FTE respectively. Following the pandemic, School staff have risen to the challenge of working remotely and virtually very effectively. Discussion with the HoS has indicated that even greater flexibility will be offered to staff based on their individual needs in the future. Line managers are compassionate and responsive to team members' pastoral and social needs and do all they can to support and enable staff to fulfil their responsibilities.

All School staff can access flexible working arrangements, including part-time hours, job shares, staggered hours, compressed hours, working from home and flexible time. Formal flexible working requests are dealt with by line managers, who adhere to University policy for formally requesting flexible working. Formal decisions are made using a pragmatic and transparent approach, considering diverse cultural and personal needs. Ad-hoc requirements (teaching around parental responsibilities) are sympathetically dealt with on an informal basis. Data are not collected regarding informal inflexible

working patterns. To better enable flexible arrangements, active support and encouragement with the use of mobile and digital technology is given to staff.

As part of the consultation process, we investigated some initial impacts of COVID-19 on caring responsibilities and flexible working:

- Figure 41 from the SSCS shows that 65% of respondents have seen their caring responsibilities increase since the COVID-19 pandemic, with no variation seen between genders.
- When caring responsibilities have increased, men indicate feeling more supported by the School than women; 71% of men, compared with 39% of women, agreed that the School is supportive of additional caring responsibilities (figure 42).
- Open text comments report a positive effect of COVID-19 on flexible working; prior to the pandemic, staff felt that unless they were physically at work they were considered not to be working, however since the pandemic, the perception now is that working from home can be done successfully, providing greater flexibility in working arrangements rather than the need to be physical present at work. Staff report home working has led to higher productivity, improved personal wellbeing i.e. they are less tired and enjoy their work more.



	Disagree	Neutral	Agree
Total %	23%	13%	65%
Female %	26%	11%	63%
Male %	25%	13%	63%

***Figure 41: "my caring responsibilities have increased since the COVID-19 pandemic"* respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020**

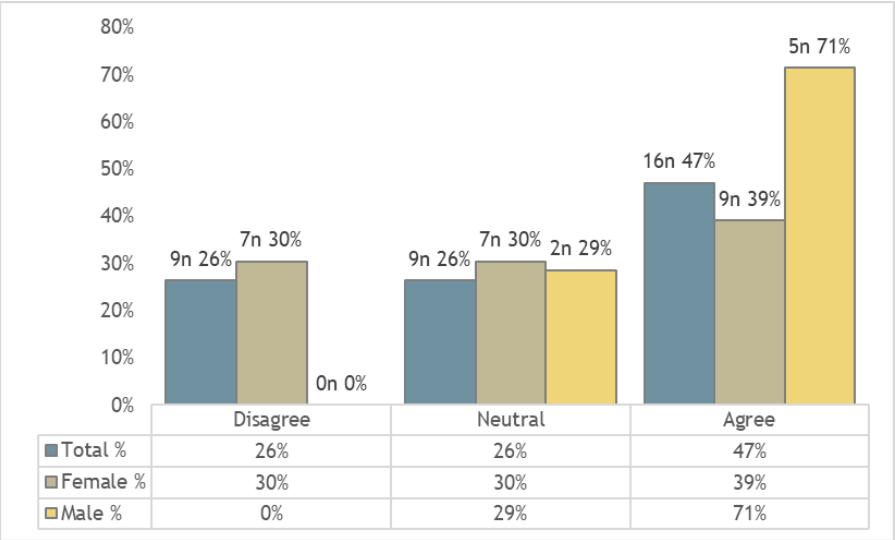


***Figure 42: "the School is supportive of any additional caring responsibilities I have"* respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020**

SSCS comments suggest staff would benefit from more transparency regarding flexible working definitions e.g. is working 9am-5pm at home considered flexible? It is also suggested that flexible working should be a cultural norm, promoted by management.

ACTION 23: Utilise staff induction, appraisals, and all staff meetings as promotion avenues, facilitating a culture where all staff feel supported to work flexibly.

ACTION 24: Capture school staff experiences to deliver online case studies, showcasing senior women and men, support they've accessed (flexible working, maternity leave advice etc.), and their career pathways.

Word count: 912

d. 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.

AS is a standing item on the Schools SMT meeting agenda, ensuring principles and actions are strategically embedded. AS is a standing item at the monthly all-staff meeting with the SAT lead promoting AS activity, findings and actions.

A number of factors influence the culture and organisation of the School: the academic calendar for undergraduate programmes consists of 45 weeks, unlike the traditional 30-week academic calendar; in addition to undergraduate teaching responsibilities, School staff support a variety of post-registration

and post-graduate courses resulting in a year-round teaching workload. The majority of staff are professionally registered nurses, midwives and paramedics, which helps create a collegiate and supportive environment, which has been acknowledged by new staff.

> ***"LSNM is the most friendly and collegiate place…senior managers are really supportive"*** – School Senior Lecturer who recently joined

> ***"I'll never ever forget this kindness"*** – female staff member regarding support received from peers and managers following a situation of personal adversity

Comments from the SSCS indicate that School culture has improved immeasurably, becoming more positive in recent years following changes in both University and School leadership, evidenced in the formation of supportive networks; in 2018 the School Health and wellbeing Group (SHWG) was created in response to consultation with School staff who reported that outlets were needed for staff to engage the University/School management with local level wellbeing needs. Meeting quarterly, the SHWG is comprised of representatives from each Division and Research group, and the HoS. Group members elicit opinion from whom they represent, and report to the group. The forum for staff facilitates the implementation of practical solutions for locally identified issues/concerns. For example, a School Division raised issues via the SHWG regarding the office space and set-up not being conducive to collaborative and collegiate working; the School responded by undertaking a building project with estates, creating a working environment tailored to the requirements of this particular group.

Whilst it is encouraging that the majority of SSCS respondents (69%, Figure 43) feel part of a supportive School community, particularly given the challenges posed by the pandemic, the School must ensure that all staff feel supported and have a clear outlet for raising health and wellbeing issues, especially given the challenges resulting from the pandemic (see 5.a(ii), Action 14).

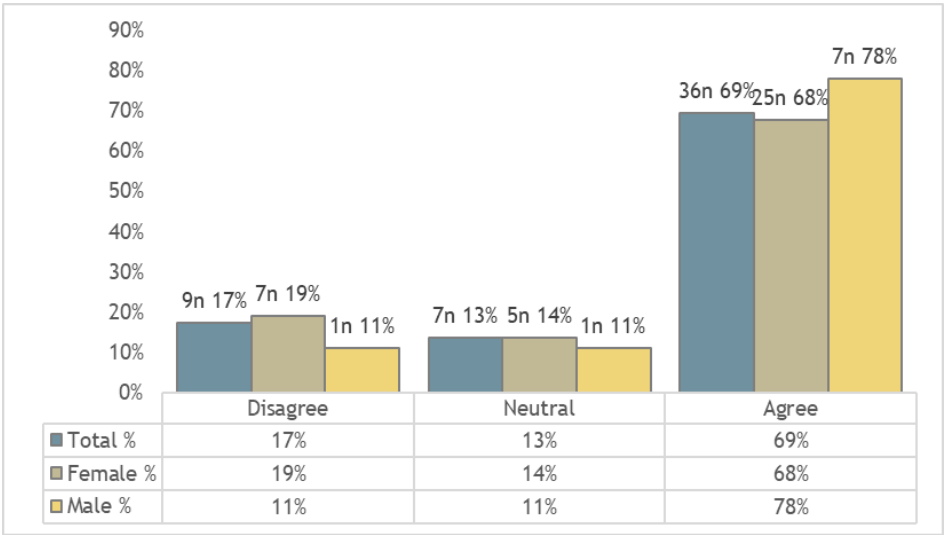


Figure 43: "I feel part of a supportive/collegiate community in the School" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

Indeed, since the pandemic staff have adapted to a number of significant changes, particularly remote working, blended learning delivery, and providing online distance learning with some limited face-to-

face campus-based teaching of clinical skills. All staff have been risk assessed and appropriate mitigations in line with government guidelines rigorously implemented. Staff have proactively maintained social networks, remaining cohesive and supportive despite the challenges and increased workload of moving to an online platform.

(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.

All staff undertake training in relation to HR policies, ensuring all staff maintain contemporaneous knowledge and skills to enable a consistent approach. HR provides a list of all staff who have completed mandatory training and line managers monitor completion rates. Central policies are disseminated via a weekly Faculty Cascade, line managers, HoS/AHoS emails, monthly all-staff meeting, senior faculty team, the staff portal 'news'.

The School has swiftly responded to evidence from the SSCS that some staff members have witnessed or experienced harassment within the School/University, that they were unable to speak someone, and that they were not clear about what procedures to follow in these incidences (Figures 44-46). As a response the SAT chair presented these serious findings to the School at an all-staff meeting and led a discussion on the issue of harassment and bullying in the School. The HoS then presented what procedures staff should follow, which included clear signposting to the University's dignity at work policy. This action will be an annual feature, with related information added to the induction checklist for all new starters (Action 25).

ACTION 25: AS SAT chair to lead an annual discussion regarding harassment and bullying at the School all staff meeting, with HoS presenting what procedures to follow should staff experience of witness any forms of harassment and bullying. Add point to new starter induction checklist covering the correct procedures to follow.

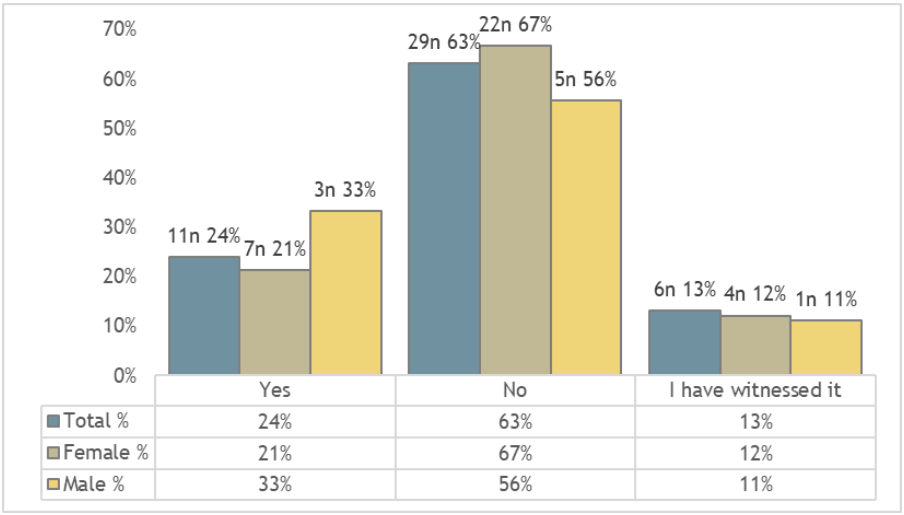


Figure 44: Have you experienced any forms of harassment within the School and/or University in the past five years? – SSCS 2020

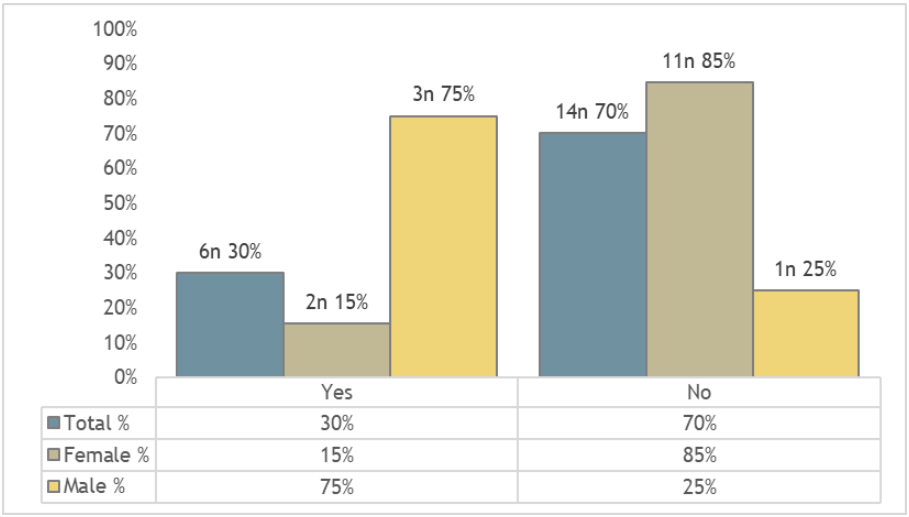


Figure 45: If you have experienced any forms of harassment within the School in the past five years, were you able to speak to someone within the School to seek support? – SSCS 2020

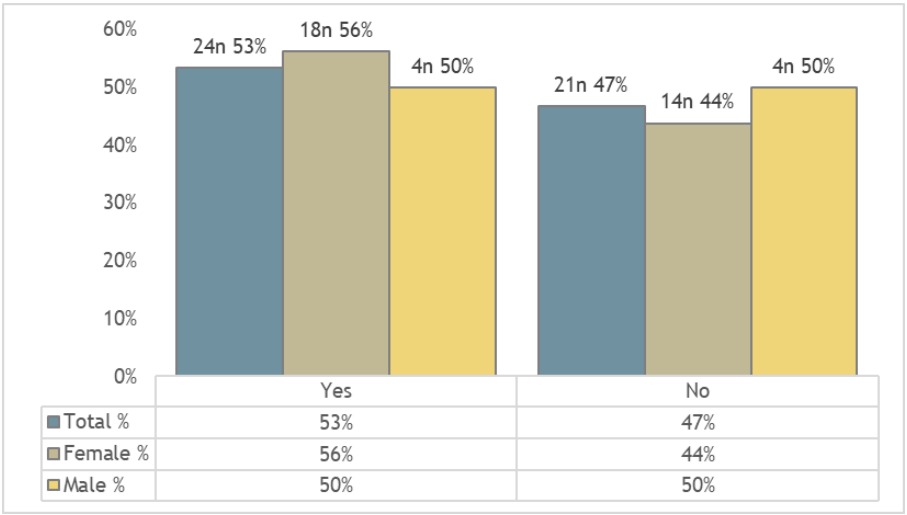


Figure 46: If you or a colleague experience harassment, bullying or discrimination within the School, do you know what procedures to follow? – SSCS 2020

(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 members are identified through an open and transparent call for expressions of interest going to all staff. All eligible candidates are interviewed with appointees serving a 3-year term.

SMT comprises the HoS (female), AHoS (1f, 1m), Division heads (3f), Research lead (1f), and Commercial and Enterprise Lead (1m) (Table 29). Staff in interim or development roles can shadow members and attend the meetings as part of their development.

Table 29: Senior Management Team gender profile

	Female	Male	*Female %*
2017/18	4	3	*57%*
2018/19	5	2	*71%*
2019/20	5	2	*71%*

Broadly in line with the School gender profile, the Practice Learning Committee (PLC) is 78%f:22%m (Table 30) and is composed of staff with a practice learning element to their job role, and practice representatives from our stakeholder Trusts.

Table 30: Practice Learning Committee gender profile

	Female	Male	*Female %*
2017/18	21	7	*75%*
2018/19	22	7	*76%*
2019/20	14	4	*78%*

The Programme Leader (PL) forum meets every 3 months, with current and aspiring PL's able to attend. Shadowing opportunities are available to staff prior to taking on certain roles as well as deputy roles e.g. PL, serving as a helpful induction and transition to a role.

Although committee membership is often merit or role based, we recognise that creating opportunity to junior staff is important, particularly for women given the lower progression rates of women to senior/managerial School roles (see Actions 9, 10, 11).

(iv) Participation on influential external committees.

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

The HoS via all staff emails and announcements at the monthly all staff meetings, and line managers via one-to-ones/appraisals, encourage staff to express interest in calls for participation in both Faculty/DMU and external-to-the-University committees. Where role or subject expertise is a determining factor e.g. academic journal related roles, all eligible staff, regardless of grade, are encouraged to apply.

The School's broad healthcare registerable disciplines generates a rich variety of links to external organisations, including:

- Council of Deans
- Health Education England
- The Association of Perioperative Practice
- Royal College of Anaesthetists
- Royal College of Surgeons (Edinburgh)
- Lead Midwife for Education (NMC and HEI linked)
- Registrant QA NMC Visitor
- Child and young people mental health first aid instructor
- Nursing Standard advisory panel member

(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 uses the Staff Workload Planner (SWP) to plan and model staff workloads. DMU Workload Guidance steers hours for roles and teaching, with some local flexibility afforded for School based roles. This transparent workload allocation accounts for teaching, preparation, assessment, research/scholarship/commercial, leadership and management, international, student recruitment, student support (pastoral and employability), academic citizenship (AS, outreach). Consideration for work-life balance (caring responsibilities, commuting, etc.) is accounted for, with negotiations made locally between staff and line managers, and as a discussion point at staff appraisals. All staff can access their workload allocation on SWP and plan/discuss their personal allocation with their line manager.

Results from the SSCS did however suggest that the School staff do not perceive the current system to be fair; only 16% of respondents indicated so (Figure 47). Comments from the survey also cited pressures from juggling home responsibilities and large administrative burdens. The School has recognised high workload issues and sought to increase staffing following a high staff vacancy rate in

2018, appointing 3.0WTE, with a further 4.0WTE being recently approved. A review will take place at the close of the 2020/21 academic year to analyse the impact of both the staffing increase and the pandemic restrictions on staff workloads.

ACTION 26: Analyse the impact of both the recent staffing increase and the pandemic restrictions on staff workloads at the close of the 2020/21 academic year. Redistribute workloads accordingly in a transparent and fair manner informed by staff consultation.

ACTION 27: School to seek out funding opportunities within the School for administrative support.

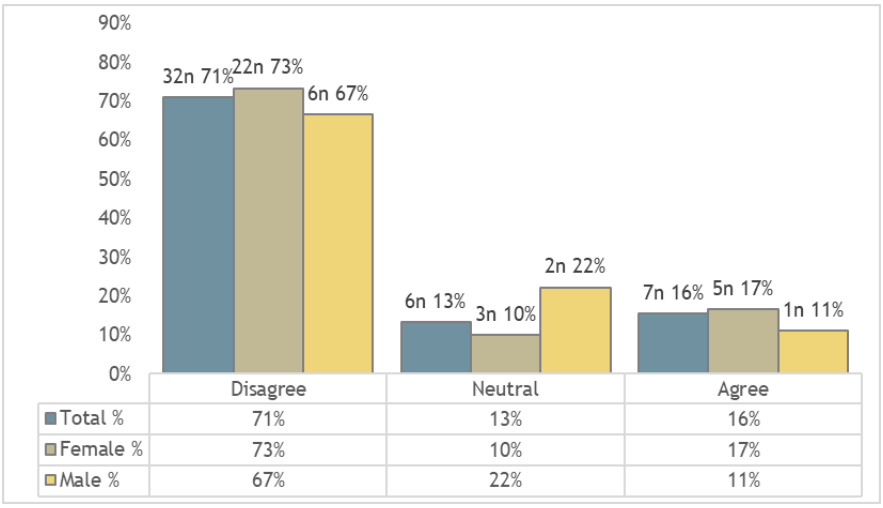


Figure 47: "The allocation of teaching and administration workloads is fair" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

(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.

School meetings are scheduled between 9.30-1600, varying days to accommodate staff working patterns. Key School meetings are scheduled up to a year in advance, facilitating staff planning. Not all staff feel that they have a voice within the School (SSCS); only 42% felt confident in this regard (Figure 48). We have however found that as a result of the pandemic, the increased use of technology, such as Teams as a meeting platform, promotes a more open and participatory meeting experience e.g. staff feel more at ease raising concerns via the chat function than they did in a large lecture theatre. As a result, we will offer and promote both online and face to face attendance and participation opportunities at School meetings moving forward (Action 28).

ACTION 28: Offer and actively promote online and face to face meeting opportunities for staff meeting participation including digital chat functions for virtual attendees.

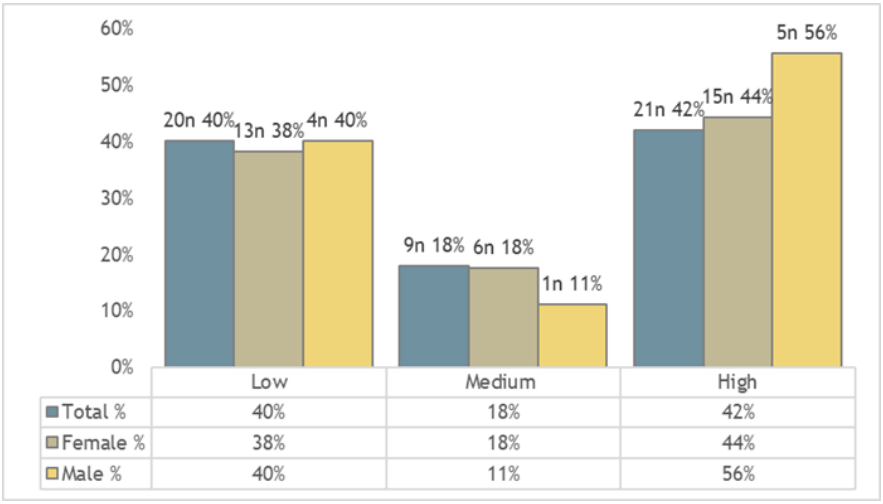


Figure 48: "My voice is heard within the School" respondents' level of agreement on a scale of 1 to 5 (disagree=1,2; neutral=3; agree=4,5) - SSCS 2020

Generally, the School's size restricts more frequent whole School social gatherings, although Divisional group activities are a regular occurrence, with team level social events providing more opportunity to be flexible in the times and activities that suit that group, accounting for PT working and with caring responsibilities. Examples are the children's team taking a trip to the Good Food Show, and the Mental Health and Learning Disability team coordinating a virtual farewell during COVID-19 for a departing team member. Care is taken not to exclude people for cultural or religious reasons, so outings which centre around alcohol are avoided. Efforts have been made to recreate inclusive social interactions during times where face to face contact is restricted through the establishment of WhatsApp groups and virtual gatherings at Division/Team level.

(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.

Roles models are celebrated in the Faculty cascade, and at Division and School meetings, with regular all staff emails from senior School staff circulated detailing achievements. These avenues provide a real-time sharing of success, and engages colleagues from both the School and the wider Faculty. Career achievement presentations are a regular feature at all staff School meetings. To date, four staff (2F:2M) have won the VC Teaching Award (2011-2020).

In 2020 School member Dr Wendy Norton received a prestigious award for her work in the Royal College of Nursing (RCN) Women's Health Forum, gaining recognition as a Fellow of the RCN. Dr Norton lead a working group on menstrual awareness, developing a national skills and knowledge framework for nurses specialising in endometriosis, influencing national policy and practice.

For IWD 2019, the School held a poster event showcasing outstanding female UG, PGT, and PGR student role models (Figure 48).

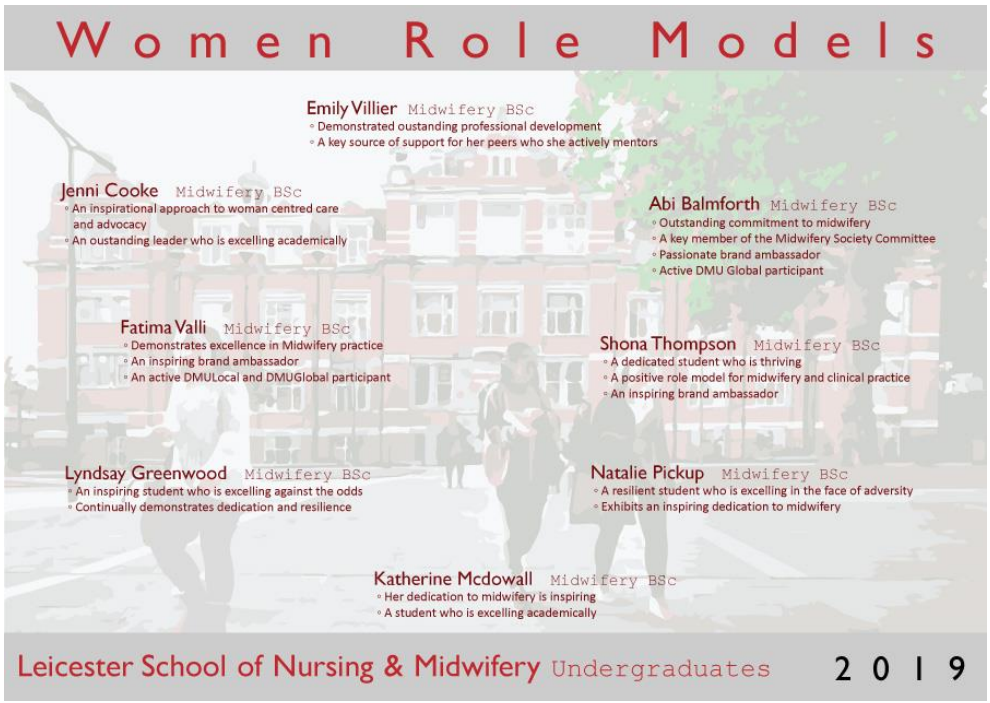


Figure 49: IWD 2019 School student women role model's poster example

Central to the Schools culture is the relationships with nursing, midwifery, and paramedicine practice partners. An annual celebration funded by the School in the form of a conference is provided for the collaborative Associate Nursing programme, with stakeholders acknowledging the joint contribution towards the provision of the future workforce.

Marketing is managed at a University level in collaboration with the School; admissions tutors work with the Marketing department to ensure that marketing material promotes those in the field from underrepresented groups. In 2018 the NHS "Men in Nursing and Midwifery" national conference was hosted by DMU with a male nursing student from the School featuring prominently in promotional material (Figure 49). Similar images feature prominently in School prospectuses. Such activity builds on active and ongoing School based research exploring men in nursing (section 4a.2).

Figure 50: Marketing image promoting men in Nursing and Midwifery

(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.

The School co-runs the Junior Emergency Medicine day, taking place at DMU since 2015, a joint initiative with the University of Leicester, funded through Pathways Partnership. This connects people from underrepresented groups in Leicester with higher education, providing insight and skills in health-related careers. The event is supported by nursing, midwifery and medical students. Between 2017-20 4m:1f staff from the School participated.

The School takes part in the "Year 10 Gifted & Talented" annual outreach event. Pupils from local Schools spend four days following a virtual patient through the Faculty, one day with each school. 3f:1m staff from the School participated between 2017-20.

The School ensures men are well represented at DMU student recruitment open days; the average gender balance of staff representatives at open days (79%f:21%m) (Table 31) has been close to the gender profile of the School (75%f:25%) over the past three years and is monitored on an ongoing basis.

Table 31: School staff open day participation

	Female	Female %	Male	Male %
2017/18	31	*76%*	10	*24%*
2018/19	31	*79%*	8	*21%*
2019/20	25	*81%*	6	*19%*

WORD COUNT: 1835

6. Further information

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

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

School staff are encouraged to support the Universities ambitious projects of increasing BAME representation in academia and closing the well documented BAME attainment gap. School staff and SAT member Bernadette Gregory was the Faculty Fair Outcomes Champion, an OFS funded project reviewing the BAME attainment gap between 2017-2019. Bernadette is now a key member of the Decolonising DMU team comprising of Institutional, Staff, Student and Research workstreams working towards creating resources and space for courageous conversations to help academics and professional services embed an anti-racist philosophy across the School, Faculty and University.

WORD COUNT: 92

TOTAL WORD COUNT: 10,497

7. 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.

No.	Application Section	Person/Committee responsible and key contact	Action	Objective	Rationale	Timeframe	Success Measure
1	**3.2 THE SELF-ASSESSMENT PROCESS**	**Responsible:** SAT Chair **Key Contact:** Student Voice School Leads	**Introduce UG and PGT student representation to the SAT via the Student Voice committee who will circulate an open call to all students.**	Establish SAT representation for all student levels of study.	Currently only PhD students have SAT representation.	UG and PGT reps established by end of 2021.	UG, PGT, PGR students all have a voice/input in the SAT process.
2	**3.2 THE SELF-ASSESSMENT PROCESS**	**Responsible:** SAT Chair Key **Contact:** HLS AS Project Officer	**Conduct Athena SWAN themed School staff and School student consultation on a biennial basis and improve engagement by holding themed events and sessions highlighting gender equality issues and AS principles, and raising awareness of the initiative's importance for all staff and students.**	Improve SAT understanding of staff and student experiences and perceptions of gender equality by increasing staff and student consolation engagement.	Although these were the first School culture surveys conducted, the response rates were low. 2020 school staff response rate only 54%; (50%f:40%m proportionate response rate by gender). The 2020 school student response rate was only 4% (4%f:3%m proportionate response rate by gender)	Conduct follow up staff survey in 2022.	Increase survey response rates by 10% for students, and 20% for staff.
3	**3.2 THE SELF-ASSESSMENT PROCESS**	**Responsible:** SAT Chair	**Manage post submission SAT membership including role rotation and chair succession planning. Ensure a substantial shadowing period is undertaken by the incoming chair.**	Maintain a living aims and objectives document for the SAT, allowing for continued development and growth to encompass new areas of equality, diversity and equality.	The nature of the SAT role will change with time, and it is vital that the nature, membership and organisation of the committee reflect this	Ongoing	Annual review in January of committee aims, objectives, and membership undertaken.
4	**4.a PICTURE OF THE DEPARTMENT** Student Data	**Responsible:** [redacted] (School Researcher) **Key Contact:** HLS AS Project Officer	**Collect data (e.g. literature review, focus groups, survey) on students' and public opinion on the impact of gender and culture on pursuing a career in nursing and identify ways to translate these data into recruitment initiatives developed in collaboration with our marketing department.**	Increase male representation in FD, UG and PGT cohorts.	Although the proportion of male and female UG (89% F; 11% M) and PGT (80% F; 20% M) students are in line with the national benchmark for nursing (UG: 91% F; 9% M; PGT: 83% F; 17% M for PGT), there is potential to achieve a more balanced gender representation on our courses. Enhanced understanding of the student and public perception of the role of	First report produced and initiatives operationalised by 2023/24 session	Report consisting of qualitative and quantitative data on the impact of gender on pursuing a career in nursing, and joint initiatives with the marketing team and widening participation lead to embed these data in

5	**4.a PICTURE OF THE DEPARTMENT** Student Data	**Responsible:** [redacted] (School Widening Participation lead)	**Work with Widening Participation lead to identify further opportunities to engage with male primary/secondary school children to promote men in nursing for future generations.**		nurses in relation to gender and culture may inform marketing initiatives that could target appropriate groups for recruitment and design marketing materials that could potentially address any preconceptions and stereotypes around the role of nurses. Such initiatives may also strengthen the links between our Widening Participation lead and our marketing department.		recruitment strategies aimed at attracting more male students on our nursing courses. Increase male representation by 2%.
6	**4.a PICTURE OF THE DEPARTMENT** Student Data	**Responsible:** HLS AS Project Officer **Key Contact:** Planning Lead - University Strategic Planning Services	**Collect and monitor full 3 years' worth of student UG recruitment data once data reliability issues are rectified.**	Identify any gender-based bias in the School's UG recruitment process.	It has not been possible to obtain UG recruitment data due to systems issues at a University level (see application data notes for detailed explanation).	Collect and monitor data for 2020/21 UG cohort when this becomes available in 2022.	Data collected, analysed, with AS action plan updated accordingly with appropriate actions developed should any gender bias be detected in the data.
7	**4.a PICTURE OF THE DEPARTMENT** Student Data	**Responsible:** School Programme Leads **Key Contact:** [redacted] (University Course Specific Initiatives Officer - Student and Academic Services)	**Better promote HealthyDMU (holistic, proactive DMU student health and wellbeing programme), and work with the Embedding Mental Wellbeing DMU project to better support mature students, and students with caring responsibilities - this project embeds holistic wellbeing initiatives into course structures, teaching and learning.**	Increase retention in UG and PG students.	Whilst the proportion of male post-registration students in the unclassified/fail degree outcome category has fallen from 71% to 14%, their female counterparts continue to remain high in this outcome category (41% in 2018/19). Additionally, the discrepancy between the degree attainment of FT and PT students remains accentuated indicating factors that may be specific to various modes of study (e.g. increased caring responsibilities in PT female students). Addressing student wellbeing issues, particularly related to mental wellbeing as highlighted by research conducted by SAT	Review data in 2022/23 for effectiveness with female retention rates falling in line with male retention rates.	Any increase in retention will be considered a positive and thus is our aim.

					members Lucian Milasan and Ed Griffin (2020) in the context of COVID-19 and online learning (particularly challenging for a "hands-on" course), may further contribute to preventing academic stress that may be detrimental to students' psychological wellbeing, and consequently, cause their withdrawing from our courses.		
8	**4.a PICTURE OF THE DEPARTMENT** Student Data	**Responsible** [redacted] (School research module leaders)	**Nurture students to develop an interest in research through the research modules of year 2 and 3 in the UG programmes. Students will be identified in year 2 and again targeted in year 3 for potential progression to Masters and PhD programmes.**	Increase the level of confidence in UG and Post-registration students with regard to pursuing a higher degree. Build confidence and understanding of the options available to LSNM students with regards to pursuing an academic career.	2020 student culture survey suggests that NM students lack confidence in their ability to study for a more advanced degree, compared with students from other HLS schools – the high proportion of female nursing students make these results particularly pertinent. Only 53% (f=77n, m=9n) of NM students indicate that they are confident in their ability to study for a more advanced degree, compared with 68% (f=76n, m=25n) of students from other HLS Schools (Schools where a higher proportion of UG students are male). Our survey results also suggest that, not only do NM students lack confidence, but they are also less likely than other HLS School students to see themselves pursuing a more advanced degree in the future; only 46% of NM students (figure 21), compared with 63% from other Schools (figure 22), indicating they are likely to do so.	Conduct follow up staff survey in 2023/24 session.	Report an increase in confidence by 10% and numbers of students planning to apply for post graduate programmes of students and numbers pursuing higher study by 5% at follow up survey in 2023/24 session.

9	**4.b PICTURE OF THE DEPARTMENT** Staff Data	**Responsible:** [redacted] (School Lead for HPL's)	**Increase the awareness amongst staff on HPL contracts of opportunities in training, research, school committees and involvement in school strategies to improve employability.**	Support those HPLs who want more permanent employment.	Whilst HPL contracts can provide convenient short-term work for those seeking such opportunities, the potential irregularity of such roles can be problematic for those more dependent on the revenue provided. The School will aim to assess the requirements of staff on such role and endeavour to provide greater stability to those more reliant on regular income.	Review data and HPL staff experience in 2023.	Qualitative and quantitative data evidences staff on PTHP contracts have progressed to more stable roles.
10	**4.b PICTURE OF THE DEPARTMENT** Staff Data	**Responsible:** [redacted] (Research Institute Lead)	**Whilst the nature of research roles can be time-limited due to project specific funding, such staff will be provided with opportunities to enhance their skillset and employability. For example; teaching experience and training, roles on School committees, training in research skills and engagement in research networking opportunities. Options to extend research roles and create new opportunities will be identified.**	Research-only staff to be provided with opportunities to support progression to permanent posts.	Research only posts to date have all been fixed-term posts, tied to specific project grant funding and as such are insecure.	Review data and fixed-term research staff experience in 2023.	Quantitative and qualitative data indicates research staff on fixed-term contracts have had opportunities for engagement with development opportunities with records showing staff progressing into other roles.
11	**4.b PICTURE OF THE DEPARTMENT** Staff Data	**Responsible** [redacted] (HoS) & Division Heads	**Create development opportunities for all staff who wish to progress through 1:1 bespoke career planning, ensuring women are well encouraged to participate.**	Promote clearer pathways for women to progress to senior/managerial roles within the School.	Moving up the grading structure to senior academic and managerial posts (grade G, H/I), we see male representation increase disproportionately compared to the number, registered nurses, and non-senior/managerial male staff in the grading structure.	See successes reflected in 2024 promotion data and survey results in 2022/23.	Survey data shows staff have been provided opportunities for development with evidence of an increase in progression into senior roles seen in promotion data for women.

12	**5.a Key career transition points**	**Responsible:** [redacted] (HoS) **Key Contact:** DMU Recruitment Team (HR)	**Utilise the University's now established pool of trained panel members to ensure all panels for interviewing have a wide gender and ethnic/race representation.**	All interview panels have a diverse from a gender and ethnicity/race representation.	Although the School aims for balanced panels, will diversity in terms of race/ethic representation, this is not always possible due to the pool of panel members that is drawn from at a local level being limited in terms of gender and race/ethnicity a use of University trained personal will be drawn on.	Annual review	Annual review of panel composition is diverse including gender and ethnicity representation where possible.
13	**5.a Key career transition points**	**Responsible:** [redacted] (Professional Development Lead) / [redacted] (Deputy Research Institute Lead)	**Revise the School induction pack to include additional information on the Schools culture of research and enterprise, and related career pathways. Gather feedback from newly recruited staff regarding the benefits and relevance of the induction pack.**	Promote diverse career pathways, including research, commercial and enterprise culture to all new staff in the School.	An analysis of School based induction material, and comments from the SSCS suggest more information promoting local School culture, activity, and career pathways would be beneficial to all new starters.	Conduct follow up staff survey in 2022/23 session.	Survey feedback indicates staff are aware of the alternative pathways for career development, reporting usefulness of information and opportunities presented.
14	**5.a Key career transition points**	**Responsible:** [redacted] (School Lead for Adult health and wellbeing)	**Introduce an ongoing series of social events and sessions for all staff, particularly new starters, with virtual options for those working flexibly and/or remotely. Improve the promotion of activities of the School Health and wellbeing Group; simplify and promote and the reporting process.**	Implement creative and diverse approaches that enables flexible and remote workers, particularly those new to the School, to integrate and socially interact with colleagues. Ensure all staff feel well supported and have a clear outlet for raising health and wellbeing issues and concerns, particularly given the challenges presented as a result of the pandemic.	With the promotion and uptake of flexible and remote working accelerating as a result of the pandemic, creating diverse approaches to enable staff to fully integrate and socialise is essential, particularly for new starters. This is supported by comments in the SSCS 2020. Whilst it is encouraging that the majority of SSCS respondents (69%) feel part of a supportive School community, particularly given the challenges to this posed by the pandemic, the School must ensure all staff feel well supported and engaged in a wider School community, with staff wellbeing a key consideration when School policy and process is both designed and implemented.	Conduct discussion at all staff meeting annually, recording ongoing progress.	Evidence of social events for new starters. Activities of Health and Wellbeing highlighted at the School Meeting with positive feedback from staff collated as evidence.

15	**5.a Key career transition points**	**Responsible: Head of School** [redacted] (HoS)	**Widely publicise annual salary progression, accelerated increments and promotions round well in advance of submission deadline, offering staff one to one support with application drafting. Support both appraiser and appraisee to better prepare for annual application rounds.**	Increase the number of applications and the quality of applications for annual salary progression and accelerated increments round, and improve the quality of applications submitted.	Applications from School staff have gradually increased from 0n in 2017 to 4n (all female) in 2019, although none to date have been successful.	See successes reflected in promotion and salary progression/increments during 2024 data review.	A consistent increase of numbers of staff annually successfully achieving salary or grade promotion (at least 5% annually).
16	**5.a Key career transition points**	**Responsible:** School Senior Management Team	**Analyse the school workload model annually, identifying any gender disparities for engagement with teaching and learning activity, publicising the results on an annual basis to the School.**	Develop a fairer and more transparent distribution of TL activity.	Sector wide evidence which is supported by comments from the 2020 SSCS, suggests that women are more likely to engage in TL activity, often to the detriment of their careers, due to reduced time for research activity.	Conduct annual workload review with results publicised to all staff beginning in 2021/22	An annual review of the School workload allowances receiving feedback from School staff operationalised. Publication of amendments
17	**5.a Key career transition points**	**Responsible:** [redacted] (HoS)	**Implement pre-promotion workshops that boost staff confidence and ability to prepare including workshops that develop understanding on progression criteria and how it is met.**	Increase staff promotion application numbers, and successful outcomes.	SSCS 2020 data show there is a need for staff to ensure they are both supported with promotion applications, and understand the criteria they need to meet; on average, 38% (42%f:33%m) of participants did not feel supported by their line manager to apply for promotion and 45% (44%f:50%m) respondents perceived a lack of transparency regarding the criteria against which promotion applications are assessed.	See successes reflected in application and success rates recorded in 2024 data review.	Biennial review of pre-promotion workshops with School staff operationalised with a consistent annual increase of applications and success rates recorded (at least 5% annually).
18	**5.a Key career transition points**	**Responsible:** [redacted] (HoS) and Heads of Division	**Introduce academic citizenship to essential promotion criteria, utilising appraisals as an effective mechanism for staff to hold a mandatory discussion regarding recognition of, and engagement with, academic citizenship activity for staff.**	Ensure academic citizenship contributions from staff are fully recognised and rewarded with regards to promotion.	Only a small proportion (15%) of SSCS respondents agree that academic citizenship contributions within the School help meet career progression criteria; women are considerably more likely to disagree (63%) than men (43%).	Conduct follow up staff survey in 2022/23 session.	Survey shows an increase or 20% in the proportion of staff recognising the importance and relevance of citizenship with no gender disparities recorded.

19	**5.b Career development**	**Responsible** [redacted] (HoS)	**Notify academic support and line managers of staff who have not completed mandatory training, particularly with regards to EDI.**	Aim for 100% completion rate for staff EDI training.	Mandatory EDI training has been undertaken by 82% and 88% of female and male staff respectively.	Achieve by close of 2020/21 session.	100% of staff completion rates recorded.
20	**5.b Career development**	**Responsible:** [redacted] (HoS)	**Support appraisers with delivering quality PDP discussions for all staff, collating feedback from appraisees to monitor equality of access to positive career progression advice.**	Ensure all staff gain access to quality PDP discussions, with positive career progression advice being accessed equally by men and women in the School.	2020 SSCS results: 89% of male respondents, compared to 36% of female respondents indicated having career progression discussions as part of their appraisal. 78% of Male respondents compared to 45% of female respondents rate the career progression advice they received at their last appraisal positively. Open text comments from the SSCS indicate that some staff are not having PDP discussions, with appraisal discussions not moving beyond workload and task allocation. This is further supported by 38% of respondents (45%f:22%m) reporting low satisfaction with the balance reached between personal development aims and the aims of the School at their last appraisal.	Conduct follow up staff survey in 2022/23 session.	School staff culture survey reports high levels (at least 80% of all staff) of satisfaction with PDP discussions and career progression advice accessed via appraisals, with no gender disparities seen in the data.
21	**5.b Career development**	**Responsible:** [redacted] (Research Institute Lead)	**Add research mentoring to as discussion points at all staff inductions and appraisals. Use all staff meetings to share case studies showcasing the utility gained from having a research mentor.**	Better promote access to and utility of research mentors, ensuring that all staff who want access to one get it.	The majority of SSCS respondents do not currently have a research mentor (85%), and although 56% do not want one, there is evidence that the value of having such a mentor may not be understood by staff; of the small number (6n, 4f:2m) of respondents who do have a research mentor, 77% find this useful.	Conduct follow up staff survey in 2022/23 session.	School staff survey reports staff accessing research mentoring amongst those who want access.

22	**5.d Flexible working and managing career breaks**	**Responsible:** Heads of Division	**Introduce clear signposting and promotion of paternity leave and shared parental leave policies at induction (via School induction pack) and by line managers for male staff.**	Promote a culture where taking paternity and shared parental leave is normalised.	Two members of staff have taken paternity leave between 2017-2020 with no shared parental leave taken. These figures reflect the low proportion of male staff; however, we recognise the need to promote a culture where taking paternity and shared parental leave is normalised.	Conduct follow up staff survey in 2022/23 session.	Staff survey SCSS shows positive awareness from male staff of paternity and shared parental leave options and policy, and that they perceive a culture in the School exists where they would feel supported to pursue these leave options.
23	**5.d Flexible working and managing career breaks**	**Responsible:** Heads of Division	**Utilise staff induction, appraisals, and all staff meetings as promotion avenues, facilitating a culture where all staff feel supported to work flexibly.**	Promote a culture where flexible working is normalised, with both transparent and consistent definitions widely shared.	Staff survey open text comments suggest that staff would benefit from more transparency regarding flexible working definitions Flexible working should be a cultural norm, promoted by management.	2022/2023 staff survey	staff survey indicates staff understand and access flexible work options
24			**Capture school staff experiences to deliver case studies, showcasing senior women, support they've accessed (flexible working, maternity leave advice etc.), and their career pathways.**			2022/2023 staff survey	Case studies derived from staff experience indicate staff access to flexible working opportunities; changed working hours, maternity or paternity leave etc
25	**5e. Organisation and culture**	**Responsible:** SAT Chair	**AS SAT chair to lead an annual discussion regarding harassment and bullying at the School all staff meeting, with HoS presenting what procedures to follow should staff experience of witness any forms of harassment and bullying. Add point to new starter induction checklist covering the correct procedures to follow.**	Create a culture where harassment and bullying are not tolerated and staff are clear on what procedures to follow should an incident occur.	The staff survey evidenced that some staff members have witnessed or experienced harassment within the School/University, were unable to speak someone, and that they were not clear about what procedures to follow in these incidences. School meeting indicated that over 60% staff were not aware of where the bullying and harassment policy could be	Conduct follow up staff survey in 2022/23 session.	School meeting has more than 90% of staff aware of where the policy for bullying and harassment can be accessed. School staff survey reports high levels of policy and process awareness both quantitatively with qualitative data

					accessed. One challenge was it is imbedded in the Dignity at Work policy.		indicating a positive culture in this regard.
26	**5e. Organisation and culture**	**Responsible** [redacted] (HoS) **Key contact:** Faculty Director of Operations	**Analyse the impact of both the recent staffing increase and the pandemic restrictions on staff workloads at the close of the 2020/21 academic year. Redistribute workloads accordingly in a transparent and fair manner informed by staff consultation.**	Ease administrative and bureaucratic burdens and high workloads on staff, particularly those with additional caring responsibilities.	Comments from the SSCS cited pressures of juggling home responsibilities and large administrative burdens. The School has recognised high workload issues and sought to increase staffing following a high staff vacancy rate in 2018, appointing 3.0WTE, with a further 4.0WTE being recently approved.	Conduct annual workload review with results publicised to all staff beginning in 2021/22	Review staff workload annually to ensure workload is equitably distributed with staff survey indicating workload is fairly and transparently distributed.
27	**5e. Organisation and culture**		**School to seek out funding opportunities within the School for administrative support.**			Support in place with impact reflected in staff survey results in 2022/23	Admin support in place to address the increased admin burden during the pandemic and beyond with SSCS reflecting burden ease for staff.
28	**5e. Organisation and culture**	**Responsible:** [redacted] (HoS)	**Offer and actively promote online and face to face meeting opportunities for staff meeting participation including digital chat functions for virtual attendees.**	Increase the ability and confidence of staff to participate in all staff meetings.	The 2020 SSCS indicate issues regarding staff feeling that they have a voice within the School; only 42% felt confident in this regard. However, as a result of the pandemic, the increased use of technology such as Microsoft Teams as a meeting platform has promoted a more open and participatory meeting experience in the School; staff are raising concerns more easily, e.g. via the chat function, than they did in a large lecture theatre.	Conduct follow up staff survey in 2022/23 session.	Increased confidence in using online facilities with at least 75% of staff reporting that their voice is heard. All meetings reviewed reveals both online and face-to-face opportunities are operationalised.