Athena SWAN Bronze department award application

Name of university: University of Edinburgh

Department: School of Health in Social Sciences

Date of application: 30th November 2013

Date of university Bronze and/or Silver SWAN award: November 2012 (renewal)

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Glossary of Abbreviations

CHSS: College of Humanities and Social Science

HSS: School of Health in Social Sciences

FT: Full-time

PT: Part-time

PGR: Postgraduate Research

PGT: Postgraduate Taught

SMC: Senior Management Committee

UG: Undergraduate

Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

Athena Swan Bronze Award Application

1. Letter of endorsement from the Head of School

SCHOOL *of* HEALTH *in* SOCIAL SCIENCE

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29th November 2013

Dear Athena SWAN Assessment Team

As Head of the School of Health in Social Science, I am fully committed to developing increasingly inclusive processes and practices in the School. We are taking this opportunity to ensure that the learning from this process is applied across the whole School, irrespective of eligible to apply for recognition with Athena SWAN. Commitment to achieving this is more than skin-deep, and I have a personal 'life mission statement' which is *to amplify the voice and potential of people vulnerable to exclusion, and to work with others to achieve this*. Tackling gender inequality, and Athena SWAN as a process to achieve this, is a critical aspect of this personal mission.

We are a School with a majority of women in academic roles, drawn from professions in which the majority are women. However, this can often mask a disproportionate presence of men in the more senior roles of the professions. As a result, our analysis within the School, in preparation for establishing our Athena SWAN action plan, has sought to understand the position of gender equality at quite a granular level.

We welcome broader moves within the HEI sector and within the University of Edinburgh to promote inclusion. Nationally, for example, the reduced emphasis on 'esteem' in REF in comparison with the RAE is helpful as is tended to disadvantage those with caring responsibilities). There is much further work to be done of course nationally and strategically to optimise inclusion, with many academic activities still predicated on the ability to travel and be away from home.

Within the School, we have sought to introduce inclusive processes and practices. One example is in routinely advertising posts with a message saying the post can be available on a part-time / flexible basis so that we benefit from the widest range of talent. We have sought to embed other aspects of inclusivity too, for example providing office accommodation on the ground floor,

hearing loop systems into our refurbished meeting space, and inclusive teaching methodologies. In other regards though we have been frustrated by the physical limitations of the historic building in which we are located which poses challenges to us in accommodating those with physical access / egress needs in the whole building.

The energy and commitment of the diverse Athena SWAN self-assessment panel in the School has been remarkable, and this is extremely encouraging as we move into the next phase of implementing the ensuing action plan. The commitment is present though at all levels of the School, not just within individuals but within our planning and organisation.

Our annual School plan and linked action plans (signed off by the College on behalf of the University) includes the mandate to develop (and sustain) inclusivity for the benefit of all staff and all students, and most importantly for us to attract the strongest skilled academic staff and students, irrespective of background, to prepare the future workforce and knowledge needed for policy and practice in our fields.

Yours sincerely

Professor Charlotte Clarke
Head, School of Health in Social Science

(499 words)

2. The self-assessment process

Describe the self-assessment process. This should include:

a) **A description of the self-assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance.**

Lindy Barbour

Ms Lindy Barbour is a Teaching Fellow in Counselling and Psychotherapy in the School of Health in Social Science. A graduate in English Language and literature from the University of Oxford, she worked for many years as an academic librarian subject specialist in Russian and Slavonic languages before retraining as a psychodynamic counsellor at the age of fifty.

Sarah Bond

Sarah Bond is currently the School HR and Finance Administrator. She advises and supports academics in all aspects of the recruitment. Sarah is currently on secondment from the University's Research Grants Section where over the course of 6 years she was twice promoted, most recently to Research Liaison Manager for SHSS and SM&VM. She is recently married and has a 10 year old son, who she cared for as a single parent until he was 7 whilst progressing her career at the University.

Professor Charlotte Clarke

Professor Charlotte Clarke joined the University of Edinburgh as Head of the School of Health in Social Science in August 2011. She moved into an academic career after several years in practice as a nurse. Charlotte has had children throughout her adulthood, the youngest (of 3) being still at school, and has been a lone parent for the last 10 years. She brings this personal experience to the group as well as considerable experience and commitment of supporting the career development of all staff.

Rhona Feist

Rhona Feist was appointed Athena SWAN Project Officer for the College of Humanities and Social Science in October 2012. She is a member of every CHSS self-assessment team, supporting eleven Schools through the Athena SWAN/GEM application process and promoting 'best practice' across the College. Having worked as a Research Assistant at the University of Dundee, before moving into university administration, she is familiar with the challenges faced by early-career academics. She is currently employed on a fixed term contract and is single with no children.

Sabahat Haqqani

Sabahat Haqqani is a lecturer at Fatima Jinnah Women University, in Pakistan. She is currently in the last year of her PhD studying clinical psychology at the University of Edinburgh. She has interned as a psychologist at a military hospital back home, and has also worked extensively in the researching of old age dementia and marital relations in Pakistan. Sabahat being recently married has been acquainting herself with the responsibilities of being able to create a balance between married life and being an academic. Sabahat is currently on maternity leave.

Dr Aisha Holloway

Dr Aisha Holloway is a Lecturer in Nursing Studies. She is a programme Director for the Masters in Advancing Nursing Practice, contributes to the undergraduate nursing programme and supervises postgraduate students. Her career progression has been strongly influenced by her dual career marriage and she has recently returned to full-time work following 2 periods of maternity leave and a 5 year period of part-time work whilst caring for her 3 young children.

Dr Nicholas Jenkins

Dr Nicholas Jenkins holds a 5-year Chancellor's Fellowship within Interdisciplinary Social Science & Health (ISSH). The Chancellors Fellowship is a highly prestigious and highly competitive scheme, designed to develop the careers of internationally promising early-stage academics. Dr Jenkins is currently developing a portfolio of research management and post-graduate supervision. Dr Jenkins balances his academic commitments with his dual-career marriage and his role a carer for a family member with chronic health difficulties. His first child was born in the summer 2013.

Sarah Moffatt

Sarah Moffat is an undergraduate student in the School of Social and Political Science. She sits on the self-assessment team in her capacity as Convener of the Edinburgh University Student Association's (EUSA) Women's Group. Her role is to act as liaison between the Women's Group and Athena SWAN self-assessment team. She also brings a valuable undergraduate perspective.

Dr Sarah Rhynas

Dr Sarah Rhynas is a Teaching Fellow in Nursing Studies. She teaches on the undergraduate nursing programme, contributes to postgraduate supervision within the School and collaborates with colleagues at Queen Margaret and Edinburgh Napier Universities to prepare practising nurses for mentorship roles with student nurses. She currently works in the school part time and spends the remainder of her week looking after her three young children.

Prof Matthias Schwannauer

Prof Matthias Schwannauer started his career as a clinical psychologist in the NHS and joined the University of Edinburgh as a Clinical Research Fellow in 2000. He then became a lecturer and senior lecturer at the same institution whilst maintaining a part time consultant clinical psychology appointment in NHS Lothian. In 2010 he became full time at the University and in 2012 he was promoted to Chair in Clinical Psychology. As he has two daughters aged 3 and 6, and lives in a dual career partnership, he has some understanding of the complexities of combining an active family life and shared child care responsibilities with two very demanding careers.

Lyn Straker

Mrs Lyn Straker was the School's Senior Human Resources Advisor until August 2013. Lyn had been employed in College HR since 2006 and has worked in an HR environment for over 13 years. She supported and advised employees in all aspects of HR policies, including employee relations, grievance, disciplinary, promotions, recruitment, redundancy and career development.

b) **An account of the self-assessment process: details of the self-assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.**

Self-Assessment Team

The School of Health in Social Sciences (HSS) has supported a gender equality self-assessment team since October 2012. The team has met on a monthly basis since this date, with additional meetings and regular e-mail correspondence between members. Gender equality news articles and training opportunities are circulated regularly and a public 'Athena SWAN – Health' Wiki enables staff to access the Athena SWAN statistical analysis and survey results. HSS acknowledges Athena SWAN's STEMM remit, but is committed to promoting gender equality in every quarter. As such, volunteers were invited to come forward from across the School and

STEMM academics from Clinical Psychology, Counselling and Psychotherapy, and Nursing, are joined by representatives from Interdisciplinary Social Sciences in Health (ISSH). Support staff are also integral, while Edinburgh University Students' Association (EUSA) Women's Campaign provides an undergraduate female perspective. The College has appointed an Athena SWAN Project Officer, who sits on every self-assessment team to encourage collaboration and flow of ideas. Members act as ambassadors for Athena SWAN and champions for the gender equality initiative. Responsibility for compiling the report was shared and meetings provided a forum for the group to discuss subsection drafts and action points. Commitment to planning and progress has been demonstrated at the highest level and Charlotte Clarke endeavours to attend every team meeting, while also representing the committee at School Management Committee (SMC) with Matthias Schwannauer. Aisha Holloway has also attended SMC on two occasions to discuss Athena Swan and support the process of embedding the action plan strategically within the School Plan **(Action 2.1c)**.

Self-Assessment Process

The self-assessment process reflected HSS's commitment to promoting gender equality across the School, and commenced with a survey of academic and support staff. Postgraduate and undergraduate students were surveyed separately. The School collaborated with the College of Science and Engineering to modify the QuickCAT culture tool; recognising the department's unique characteristics and challenges faced. The staff survey generated an academic response rate of 45.6% and identified as primary concerns transparency and understanding of practices and processes related to gender equality; such as academic promotions, positive action and family leave issues **(Action 2.1b-c; 4.1a-e; 4.5a; 4.8a)**. The response rate for students was 1.9% (Action 2.1b (iii)). To facilitate a comparative analysis of the project's impact upon staff and student satisfaction and gender culture, the Head of School has resolved to run the surveys on an annual basis **(Action 2.1a)**. Regarding quantitative self-assessment, each subject was assessed independently, to separate SET and non-SET data and identify strengths and weaknesses which are specific to each discipline. For the purposes of the Athena SWAN submission, the statistical analysis for HSS does not include non-SET ISSH data.

Internal/External Collaboration

The team has participated in a number of events aimed at promoting gender equality and Athena SWAN. Members attend Athena SWAN Network meetings within the University (chaired by the Vice Principle for Equality and Diversity), providing an insight into activity across the institution. In December 2012, Yvonne Galligan (Queen's University Belfast) and Averil MacDonald (University of Reading) were invited to lead an Athena SWAN/GEM Seminar. The event illustrated the challenges faced and obstacles overcome by other institutions and

enabled representatives from each of CHSS's eleven Athena SWAN/ECU self-assessment teams to network. HSS was also represented at the RSE 'Revisiting Tapping our Talents' conference in April 2013 and official Athena SWAN Workshops in December 2012 and June 2013. The team also attended an on-campus Athena SWAN Workshop in September 2013. In July, Rhona Feist attended the University of Nottingham's WinSET debate 'Academia does not provide equal opportunities for females and males to obtain professorial posts in STEMM subjects'. The event provided a valuable opportunity to meet Laila Tata from the School of Community Health Sciences self-assessment team and discuss challenges specific to Health related disciplines, such as female gender bias.

c) **Plans for the future of the self-assessment team, such as how often the team will continue to meet, any reporting mechanisms, and how the team will engage with SET departments to encourage them to apply for awards.**

The self-assessment team will continue to meet quarterly to monitor progress on the action plan, promote the Athena SWAN agenda and identify new initiatives **(Action 2.1c)**. Responsibility for each aspect of the process will be delegated to individual team members, who will report back to the Convener and Head of School. Staff and student surveys will be circulated on an annual basis and a report of the survey results will be circulated to promote transparency and encourage feedback **(Action 2.1a)**. An annual statistical analysis of the full Athena SWAN data set will allow the team to measure progress and will be published **(Action 2.1d)**, with an annual progress report, on the department's Athena SWAN Wiki **(Action Point 2.1c)**. As Athena SWAN has been written into the School Plan **(Action 2.1c)**, it will become a quarterly item on the SMC agenda **(Action 2.1c)** and the Convener/Project Officer will produce an annual progress report on behalf of the team **(Action 2.1c)**. Senior Management commitment to Athena SWAN and the wider gender equality initiative is demonstrated by this intention to embed related practices and procedures in the School's strategic planning. **(Action 2.1c)**.

(Total – 791)

3. A picture of the department (2000 words max)

a) **Pen picture of the department to set the context for the application , outlining in particular any significant and relevant features**

The School of Health in Social Science (HSS) is located within the College of Humanities and Social Science. The School has four subject areas; Clinical Psychology, Counselling and Psychotherapy,

Nursing Studies and Interdisciplinary Social Science and Health (ISSH). The Head of School is a female professor; with 2 female and 2 male Subject Heads (Nursing Studies/ISSH and Clinical Psychology/Counselling and Psychotherapy respectively). The School Management Committee oversees strategic planning and includes the Head of School, Heads of Subject Area, Director of Learning and Teaching, Director of Research and Knowledge Exchange and Director of Professional Services. An annual forward planning cycle projects activity on a rolling 3 year basis.

The School offers a range of Postgraduate taught and Post graduate research degrees at Masters and PhD level and the Bachelor of Nursing (BNHons) is the only undergraduate programme.

Nursing Studies was the first academic nursing department in Europe. For the eighth consecutive year, the BNHons achieved top place in the *Guardian*'s 2013 UK league tables.

Nursing Studies forges strong links with external environments. Honorary appointments enable staff to engage strategically with policy and practice in the NHS, NHS Education for Scotland (NES) and the Scottish government. In 2012 the undergraduate curriculum was re-validated by the NMC and commended for the highly innovative and theoretically and clinically integrated programme. The introduction of an e-portfolio to record clinical experience, mentor input and learning was described as 'leading edge'. Postgraduate provision includes a *Masters of Science in Advancing Nursing Practice* and a *Masters of Nursing in Clinical Research*. The Clinical Academic Research Careers scheme collaborates with Edinburgh Napier and Queen Margaret Universities, NHS Education for Scotland and NHS Lothian.

Clinical Psychology has a high number of part-time staff, with some also holding significant appointments in the health service. The department provides solely postgraduate training, with programmes linked to professional practice qualifications, allowing graduates to work in the NHS and other health related services. Clinical psychology works in close collaboration with the NHS, where over 60% of the department's students are on clinical practice placements. The main areas of taught study are the professional training programmes in Clinical Psychology (*DClinPsychol*) and in *Applied Psychology for Children and Young People* (MSc). Continuous Professional Development for graduates and professionals working in mental health and related services is also available.

Counselling and Psychotherapy offers a wide range of postgraduate courses and programmes, from specialist continuing professional development, to professional doctorates and PhD/MPhil. A majority of students are local part-time mature students, studying and training as a second career. Some are taking higher-level degrees after a professional qualification elsewhere. Programmes can be taken full-time or part-time, with particular flexibility built in to support mature students with caring responsibilities, jobs and other commitments. The department is a growing and thriving centre of professional education and research, with strong links to practice fields.

Interdisciplinary Social Sciences in Health (ISSH) brings together social scientists from a range of academic disciplines, including sociology, geography, social anthropology and health care studies. ISSH does not qualify as a STEMM discipline and has not been included in this application.

a) **Provide data for the past 3 years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning**

Student data

(i) **Numbers of males and females on access or foundation courses – comment on the data and describe any initiatives taken to attract women to the courses**

Foundation courses are not available in HSS. The UG Nursing programme recruited 2 students (1 in 2010 and 1 in 2011) via the Scottish Wider Access Programme (SWAP). SWAP unites Scottish colleges and universities developing access courses for mature students from backgrounds previously under-represented in higher education. In addition, 3 students were recruited via Access to HE courses in North West Yorkshire (2010), Lowestoft College and Worcester College (2012). All were female (the HESA benchmark for female Foundation/Access entrants is 74.9%).
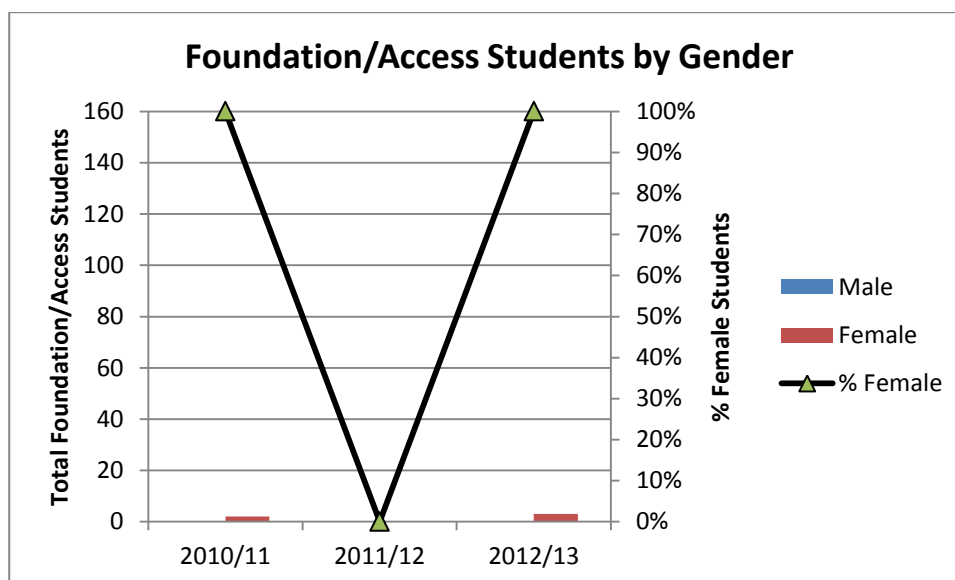
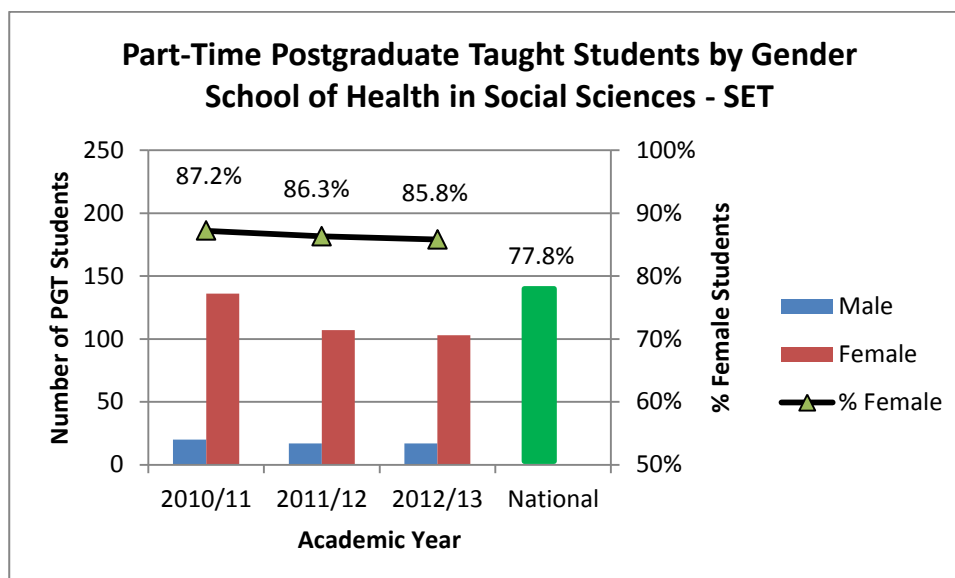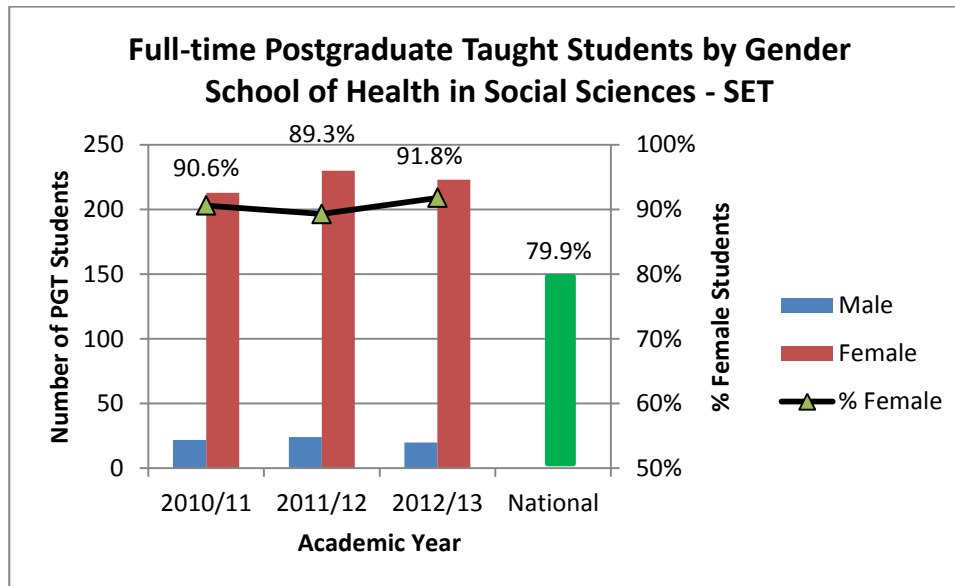Nursing Studies works closely with the College Widening Participation Liaison Officer and participates in the Pathways to the Professions project. This includes an annual workshop for S5 and S6 school pupils considering a career in nursing, "So you want to be a nurse?" Nursing Studies will continue to work with the Widening Participation Liaison Officer **(Action 2.1.d; 3.1a)**.

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ii) **Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future**

The BNHons is offered on a full-time (FT) basis only. Representation of female undergraduate (UG) students has remained above 90% since 2010/11, rising year on year. The HESA national average is lower at 80%, and the Russell Group benchmark is 75.4%. Overall, the figures are comparable with the national picture of registered male nurses on the Nursing & Midwifery Council (NMC) being 10%. (NMC, 2007) *Statistical analysis of the register 1 April 2006 to 31 March 2007).* **(Action 2.1.d; 3.1a)**.

Undergraduate Students by Gender Nursing
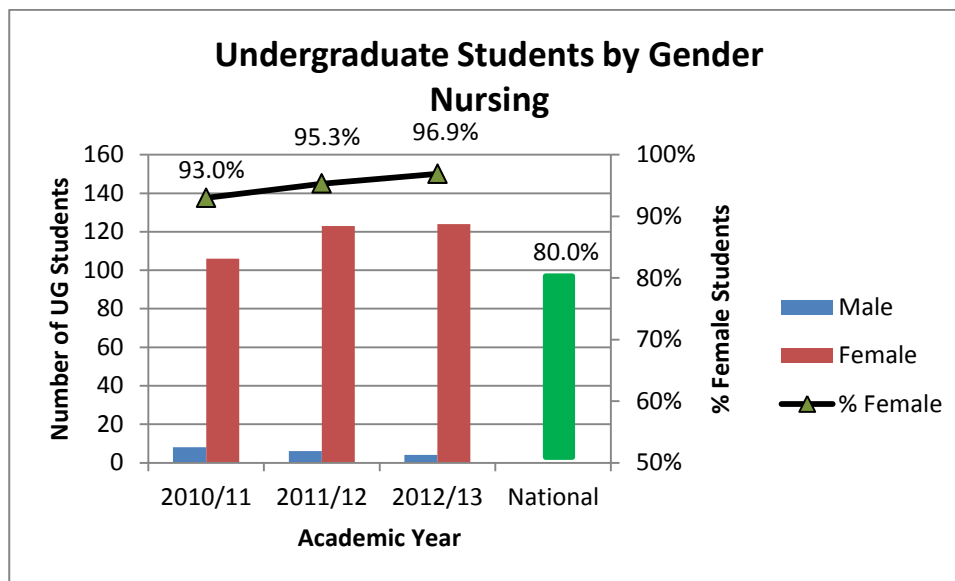
iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.
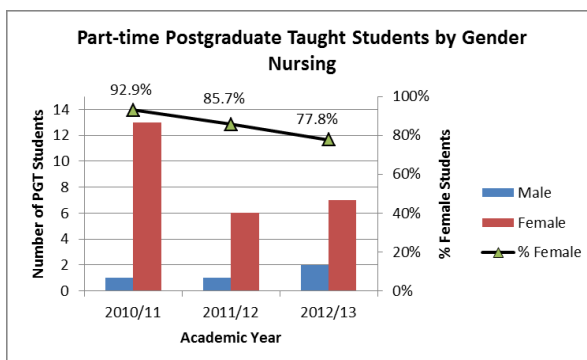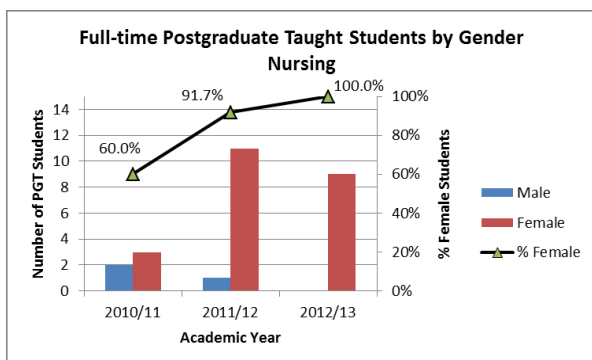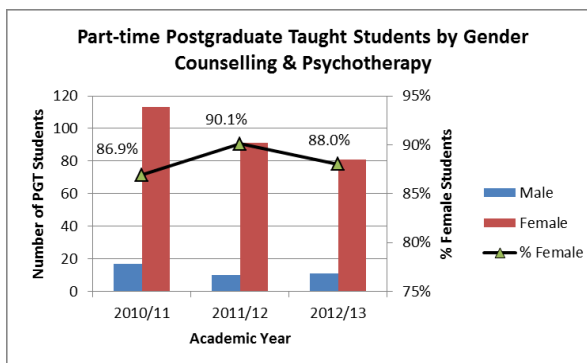

**Full-time Postgraduate Taught Students by Gender
School of Health in Social Sciences - SET**

**Part-Time Postgraduate Taught Students by Gender
School of Health in Social Sciences - SET**

Across FT and PT PGT programmes, the proportion of female students has been over 85% since 2010/11, and above the national averages of 79.9% and 77.8%, respectively. The ratio of FT to PT postgraduate taught (PGT) students is different between subject areas. In Clinical Psychology, 91.8% of students studying FT in 2012/13 were female. Female student numbers for PT study was lower (78.9%), but remain above the national benchmark.

**Full-time Postgraduate Taught Students by Gender
Clinical Psychology**

92.4% 92.0% 91.8%

**Part-time Postgraduate Taught Students by Gender
Clinical Psychology**

83.3% 62.5% 78.9%

**Full-time Postgraduate Taught Students by Gender
Counselling & Psychotherapy**

84.8% 80.0% 89.7%

**Part-time Postgraduate Taught Students by Gender
Counselling & Psychotherapy**

86.9% 90.1% 88.0%

**Full-time Postgraduate Taught Students by Gender
Nursing**

60.0% 91.7% 100.0%

**Part-time Postgraduate Taught Students by Gender
Nursing**

92.9% 85.7% 77.8%

Counselling & Psychotherapy have a larger number of students studying PT, due to existing jobs in related areas. The proportion of females is higher for both FT (89.7%) and PT (88.0%), and above the HESA benchmark (77.8%). However PT PGT female numbers for Counselling & Psychotherapy have fallen over the last 3 years so we will continue to monitor this trend **(Action 3.3e)**. The smallest group of PGT students are in Nursing Studies. The Russell Group benchmarks for female students in Nursing are 65.8% (FT/PGT) and 71.1% (PT/PGT). The data shows an increase in female FT PGT students since 2010/11 (3-9) and a drop in female PT PGT students (13-7). This decrease can be attributed to a decline in the number of students taking up NHS Education Scotland funded Early Clinical Career Fellowships (ECCF) and withdrawal of this funding in 2012/2013. These Fellowships funded nurses in Scotland undertaking PT Masters programmes.

In 2012/13, HSS enhanced its portfolio of Continuing Professional Development (CPD) courses, as part of its on-going commitment to support career development, new learning and knowledge exchange. 33 CPD students have been recruited (31 female; 2 male), with 6 on a pathway to registration for a taught Masters degree (5 female and 1 male). In 2012/13 Nursing carried out 2

market research surveys to establish what students want from a PGT programme (full-time versus part-time; distance learning versus face to face). Nursing is using this information to inform PGT strategy and develop a suite of 'mix and match' CPD courses that provide a flexible opportunity to achieve a Certificate/Diploma or Masters qualification. We will continue to evaluate this new initiative and respond to the results **(Action 2.1.d; 3.2a)**.

As there are different PGT profiles for each subject area, we will undertake a fact finding exercise **(Action 3.3a-d)**.

iv) **Postgraduate male and female numbers on research degrees –** full-time and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describes any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.
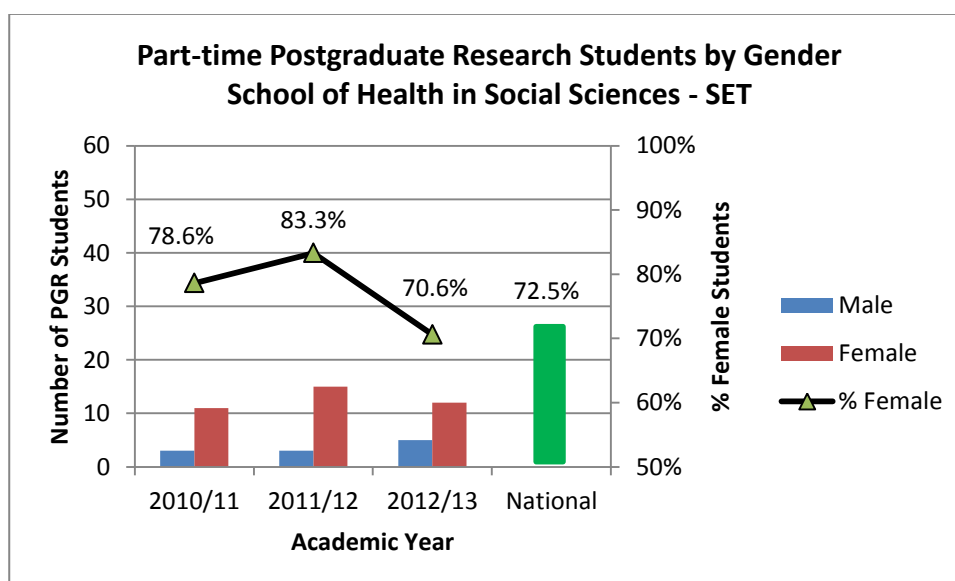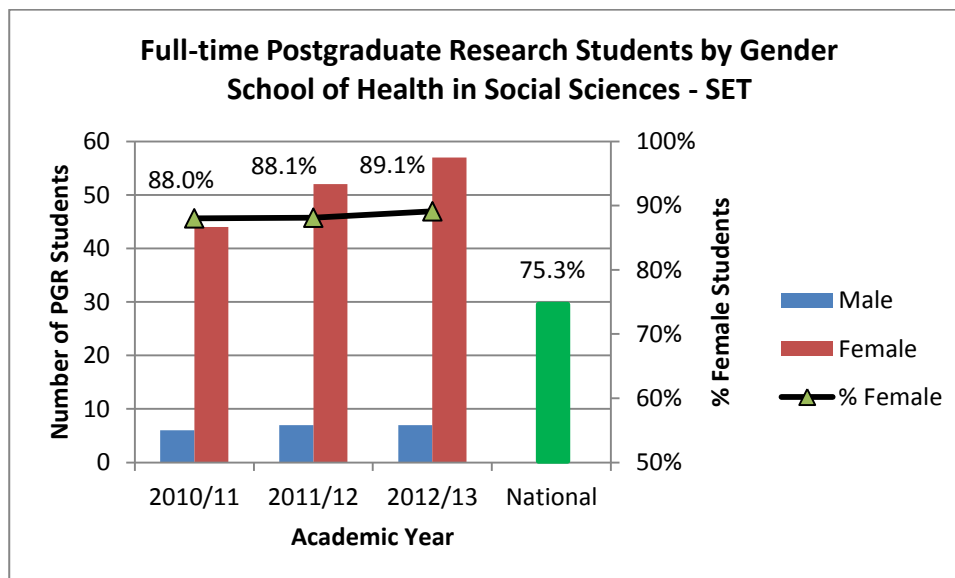
The proportion of female students studying FT at PGR level has increased over the past 3 years, from 88% to 89.1% (higher than the national average of 75.3%). The smaller number of PT PGR students has a larger proportion of female PT PGR students than male. In 2010-2011 and 2011-2012 the percentage of part-time females was higher than the HESA national average of 72.5%. In 2012-2013, an increase in the number of males and a decrease in females led to a fall in female representation (-12.7%) to below the benchmark. This may be a transient change, rather than a trend, but we will monitor headcount closely **(Action 2.1.d; 3.3d)**.

Full-time Postgraduate Research Students by Gender Clinical Psychology

Part-time Postgraduate Research Students by Gender Clinical Psychology

Full-time Postgraduate Research Students by Gender Counselling & Psychotherapy

Part-time Postgraduate Research Students by Gender Counselling & Psychotherapy

Full-time Postgraduate Research Students by Gender Nursing

Part-time Postgraduate Research Students by Gender Nursing

A higher number of female students study FT and PT across all 3 subjects, with the proportion of female students highest in the FT cohort. With the exception of Clinical Psychology, which has shown a marked increase in the number of FT female students since 2010/11 (12-24), Counselling & Psychotherapy and Nursing numbers have remained relatively constant. As the number of male students in these subject areas has increased, the proportion of PT PGR students has decreased to 75.0% in both instances. This decline will be monitored and action taken if it continues **(Action 2.1.d; 3.3d)**.

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We would wish to have a more granular understanding of the factors that might attract potential students to PGR programmes within HSS. We will therefore undertake a fact finding exercise **(Action 3.3a-c)**.

v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.
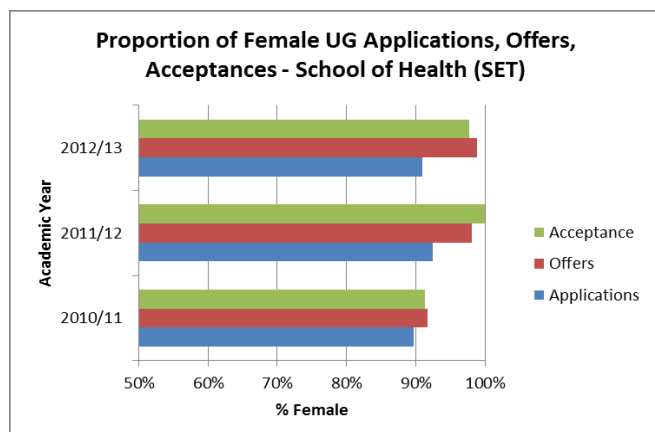

Table 1: UG application success rate by gender (HSS)

UG	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2012/13	843	87	**10.3%**	83	1	**1.2%**
2011/12	794	103	**13.0%**	64	2	**3.1%**
2010/11	852	88	**10.3%**	98	8	**8.2%**

Female applications are consistently higher than males in HSS. There were 852 applications in 2010/11, 794 in 2011/12 and 843 in 2012/13. The success rate of applications to offers for females is higher than for males, at an average of 11.2% over the 3 year period **(Action.2.1.d; 3.4a)**.
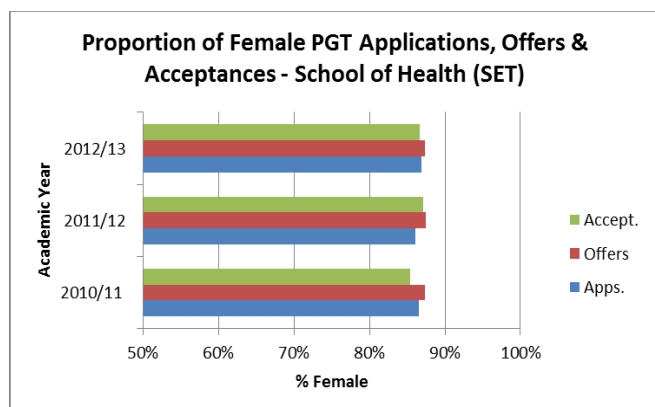
Table 2: PGT application success rate by gender (HSS)

PGT	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2012/13	385	235	**61.0%**	58	34	**58.6%**
2011/12	347	244	**70.3%**	56	35	**62.5%**
2010/11	314	236	**75.2%**	49	34	**69.4%**

Since 2010/11, we have seen an increase in the numbers of female applications for PGT programmes of +22.6%. This trend is also apparent in male applications, which rose from 49 in 2010/11 to 58 in 2012/13 (+16.0%). The female success rate from application to offer (75.2% in 2012/13) is higher than for men (69.4%), but the difference between male and female success rates has reduced (-4%) since 2010/11 and will be monitored **(Action 2.1.d; 3.4a)**.

Proportion of Female PGR Applicants, Offers & Acceptances - School of Health (SET)
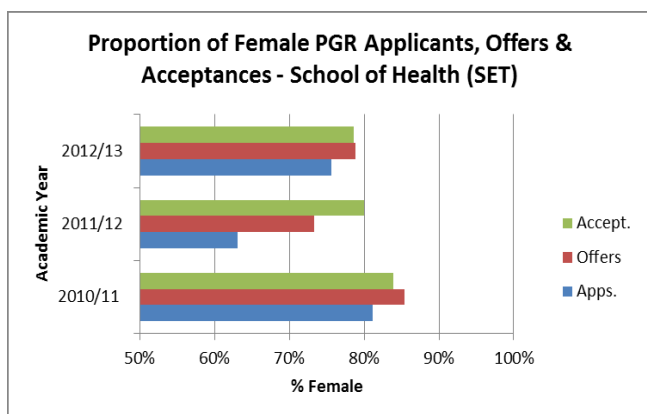
Table 3: PGR application success rate by gender (HSS)

PGR	Female			Male		
	Apps.	Offers	% Success	Apps.	Offers	% Success
2012/13	93	30	**32.3%**	30	8	**26.7%**
2011/12	41	22	**53.7%**	24	8	**33.3%**
2010/11	60	41	**68.3%**	14	7	**50.0%**

Female PGR applications rose by 55% between 2010/11 and 2012/13, despite a decline in 2011/12 to 41 applications from 60 in the previous year. Despite the increase in applications during this period, fewer offers were made and female success rate declined from 63.8% in 2010/11 to 32.3% in 2012/13. While male applications have more than doubled during this period (14-30), offers have remained constant and male success rate also declined from 50.0% to 26.7% in 2012/13.

To determine whether this trend is transient, we will monitor PGR recruitment **(Action 2.1.d; 3.3d)**. We will also modify the student survey to include questions relating to the admissions process **(Action Point 3.3c)**.

vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance

Table 4: Male and female students by Degree classification (HSS)

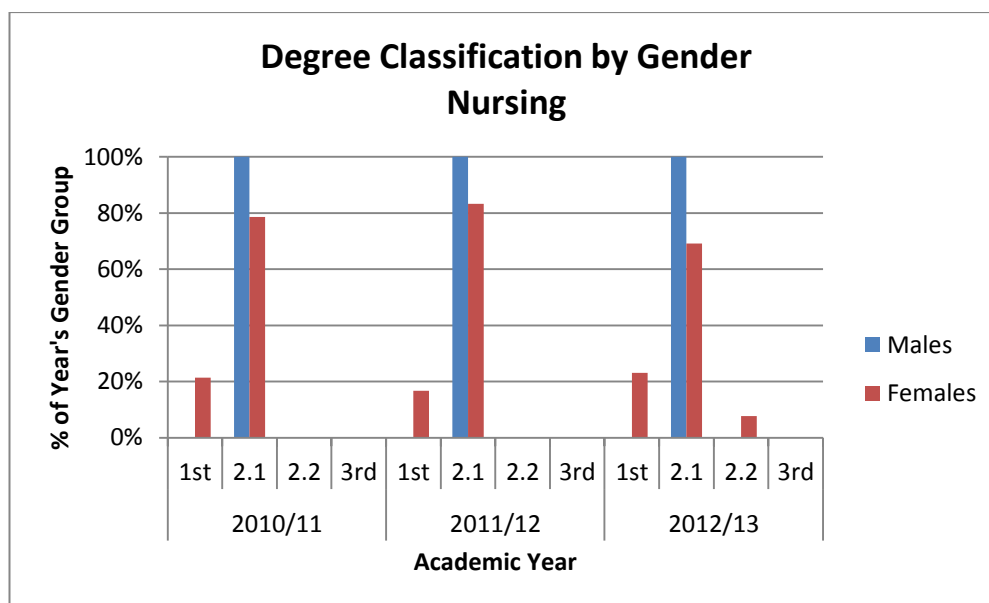| Degree	2010/11				2011/12				2012/13			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
1st	3	100.0%	0	0.0%	5	100.0%	0	0.0%	6	100.0%	0	0.0%
2:1	11	78.6%	3	21.4%	25	96.2%	1	3.8%	18	90.0%	2	10.0%
2:2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%
3rd	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
N/A	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

A majority of BN(Hons) Nursing students graduate with a 2:1. No students have achieved a 3rd class degree in the past 3 years. There is an exit option in Year 3 for students who do not achieve an academic standard suitable for Honours level of study, or cannot continue for personal reasons. The numbers who take this option are very small (none in the last 3 years). The table above enables us to benchmark the number of females graduating in each band against the HESA average **(Action 2.1.d)**.

Table 5: Comparison of HSS UG degree classification against HESA national benchmark (2011/12)

2011/12	1st	2:1	2:2	3rd
HESA	81.0%	80.2%	79.5%	79.9%
HSS	100.0%	96.2%	0.0%	0.0%

Staff data

vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

Staff by Gender
School of Health in Social Sciences - SET

Staff by Gender
Clinical Psychology

Staff by Gender
Counselling & Psychotherapy

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Staff by Gender
Nursing Studies
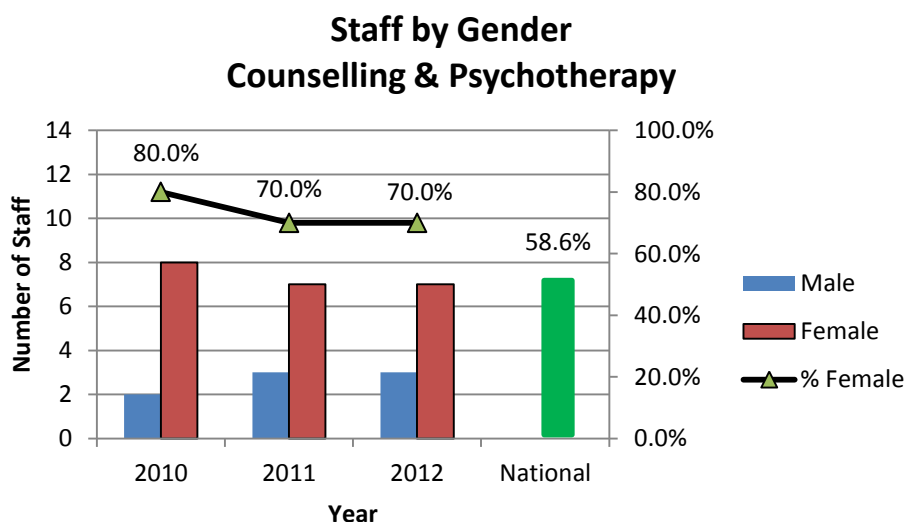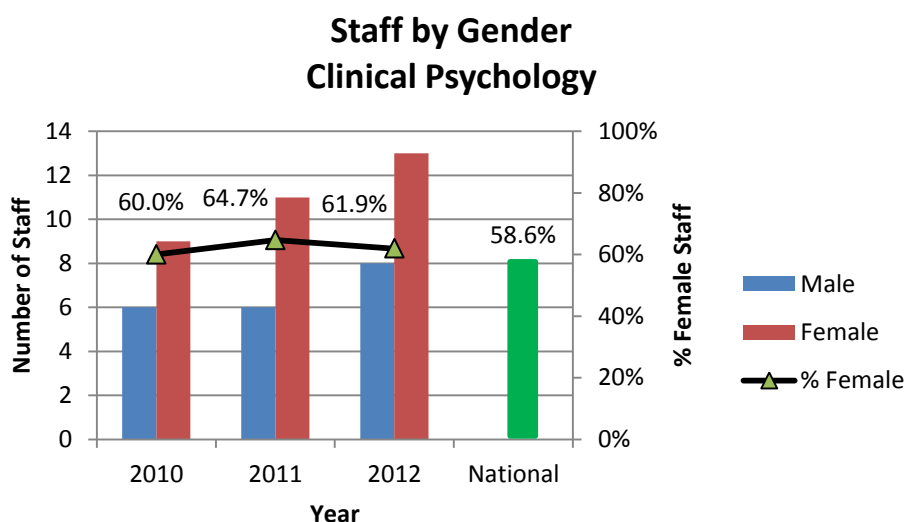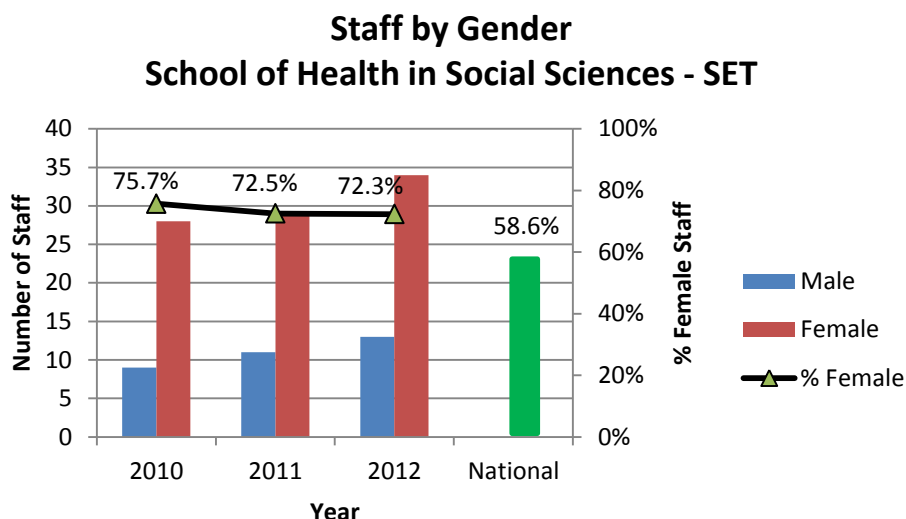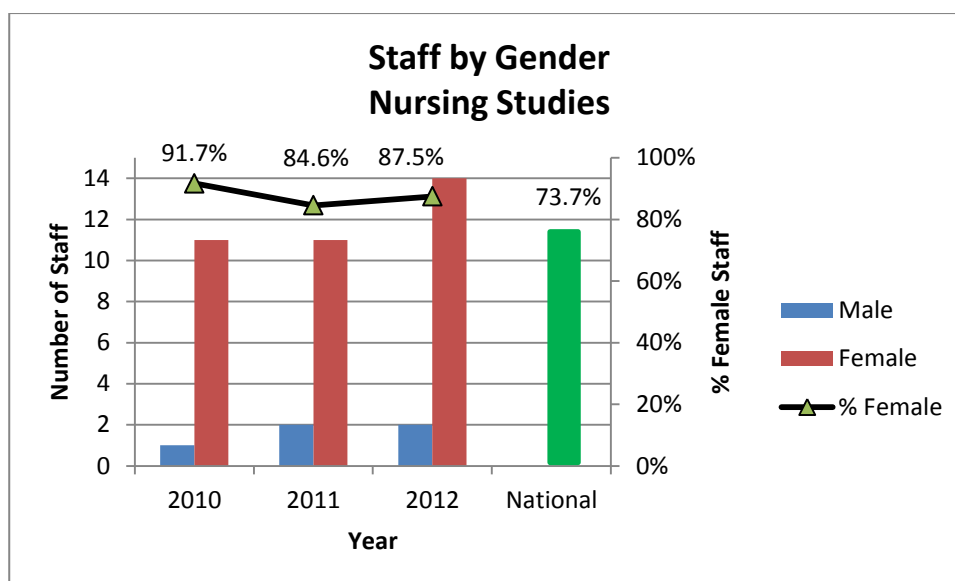
HSS has a higher proportion of female than male staff in all subject areas, exceeding the national benchmarks of 58.6% (Clinical Psychology and Counselling) and 73.7% (Nursing). Clinical Psychology has a lower male to female ratio (1:1.6) than Counselling (1:2.3) or Nursing (1:7). To maintain this, we will monitor staff trends **(Action 2.1.d; 3.5a)**.

We refer to staff grades according to the University-wide scale:

Table 6: UE Grade and equivalent job description (University of Edinburgh)

Grade	Equivalent Job Description
UE06	Research Assistant, Research Associate
UE07	Teaching Fellow, Research Associate
UE08	Lecturer, Research Fellow, Research Investigator
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Professorial Research Fellow

Female:Male Ratio of Academic & Research Staff by Grade - Health in Social Sciences - SET
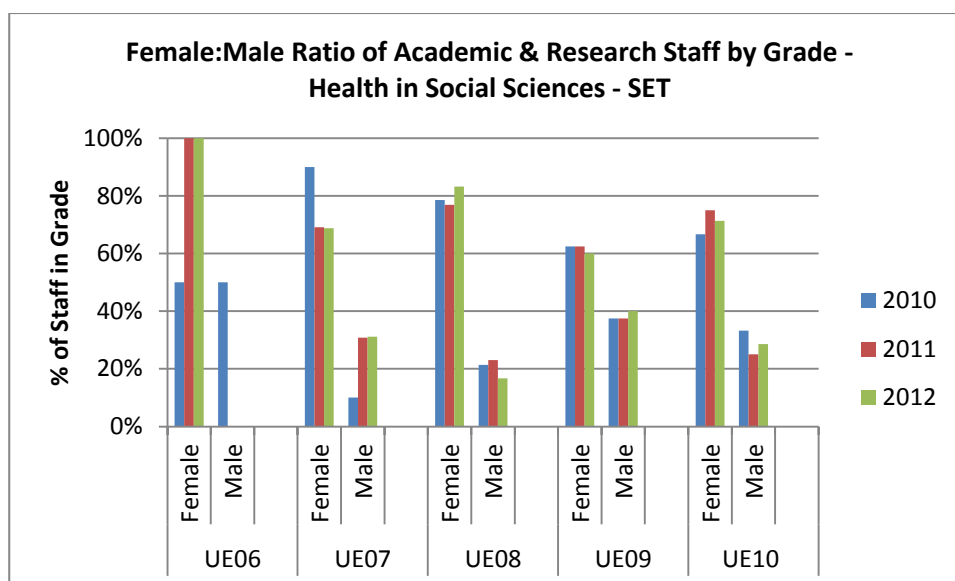
Table 7: Academic and Research staff by UE Grade (HSS)

Academic Research		UE06	UE07	UE08	UE09	UE10
	Male	1	1	3	3	1
	Female	1	9	11	5	2
2010	% Female	50.0%	90.0%	78.6%	62.5%	66.7%
	Male	0	4	3	3	1
	Female	3	9	10	5	3
2011	% Female	100.0%	69.2%	76.9%	62.5%	75.0%
	Male	0	5	2	4	2
	Female	2	11	10	6	5
2012	% Female	100.0%	68.8%	83.3%	60.0%	71.4%

HSS has a higher number of female than male staff at all grades. The percentage of females is highest in bands UE06-UE08, lessening in bands UE09-UE10. Female representation at grade UE10 has increased (+4.7%). In 2012, there were 11 women in the UE9-10 band, compared to 7 in 2010. Arguably, a disproportionate number of women at lower grades and men at higher grades suggests that men have a better chance of reaching UE10. As small numbers make it difficult to test this hypothesis, female:male ratio, plus the number of promotion applications for females and males and the success of these applications will monitored for each subject **(Action 2.1.d; 3.5a; 5.1b)**.
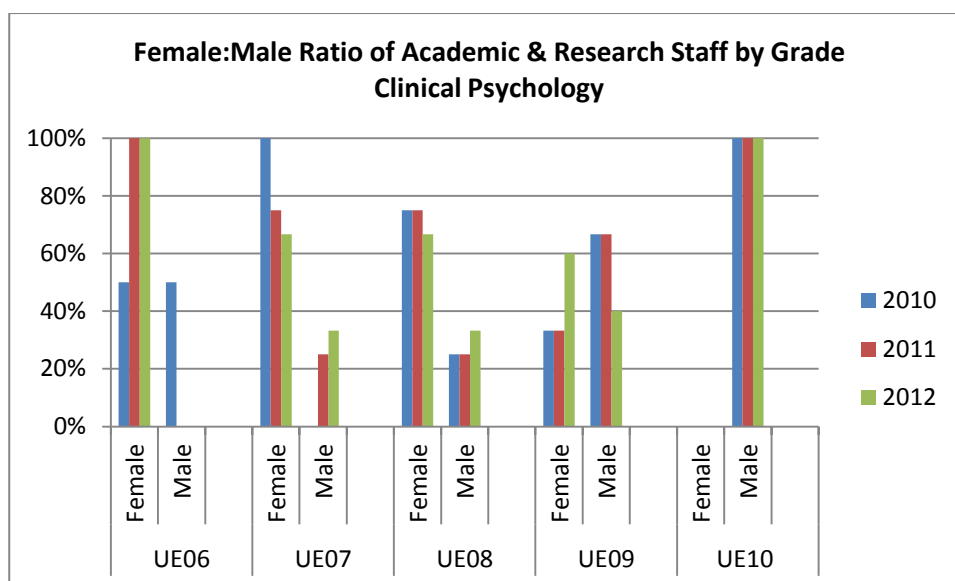
Table 8: Academic and Research staff by UE Grade (Clinical Psychology)

Academic & Research		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	Male	1	0	2	2	1
	Female	1	1	6	1	0
2010	% Female	50.0%	100.0%	75.0%	33.3%	0.0%
	Male	0	1	2	2	1
	Female	1	3	6	1	0
2011	% Female	100.0%	75.0%	75.0%	33.3%	0.0%
	Male	0	2	2	2	2
	Female	2	4	4	3	0
2012	% Female	100.0%	66.7%	66.7%	60.0%	0.0%

The Russell Group benchmark for female professorial staff in Clinical Psychology is 26.7% and the benchmark for non-professorial staff is 44.7%. In HSS, 0% of UE10 staff and 71.4% of non-professorial staff in this subject area are female **(Action 2.1.d; 4.4a; 4.4.b)**.

Female:Male Ratio of Academic & Research Staff by Grade Counselling & Psychotherapy
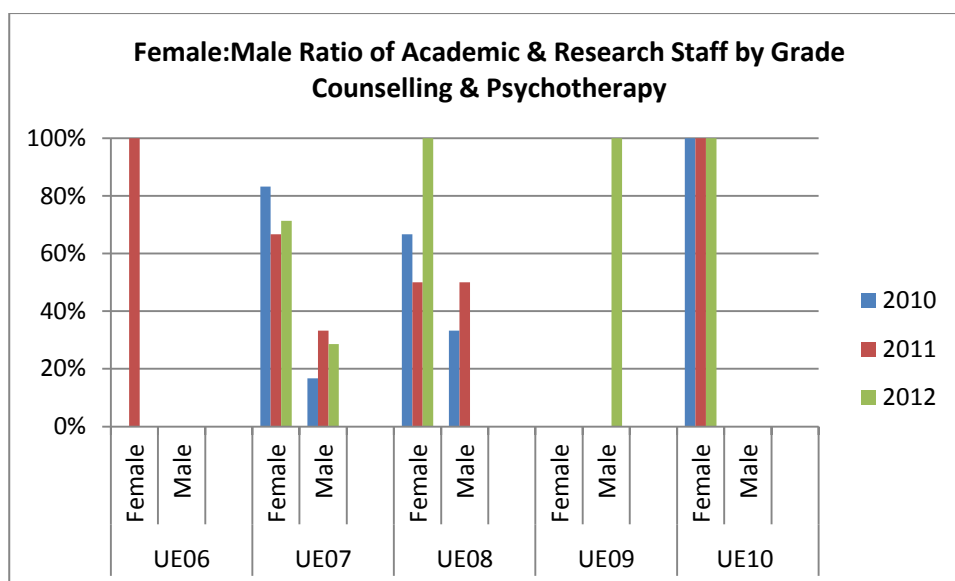
Table 9: Academic and Research staff by UE Grade (Counselling and Psychotherapy)

Academic & Research		UE06	UE07	UE08	UE09	UE10
	Male	0	1	1	0	0
	Female	0	5	2	0	1
2010	% Female	0.0%	83.3%	66.7%	0.0%	100.0%
	Male	0	2	1	0	0
	Female	2	4	1	0	1
2011	% Female	100.0%	66.7%	50.0%	0.0%	100.0%
	Male	0	2	0	1	0
	Female	0	5	1	0	1
2012	% Female	0.0%	71.4%	100.0%	0.0%	100.0%

There are a higher percentage of women at all grades in Counselling & Psychotherapy, with the exception of grade UE09 in 2012 which is held by a male. The only Professor (UE10) in this subject is a female **(Action 2.1.d)**.

Female:Male Ratio of Academic & Research Staff by Grade Nursing
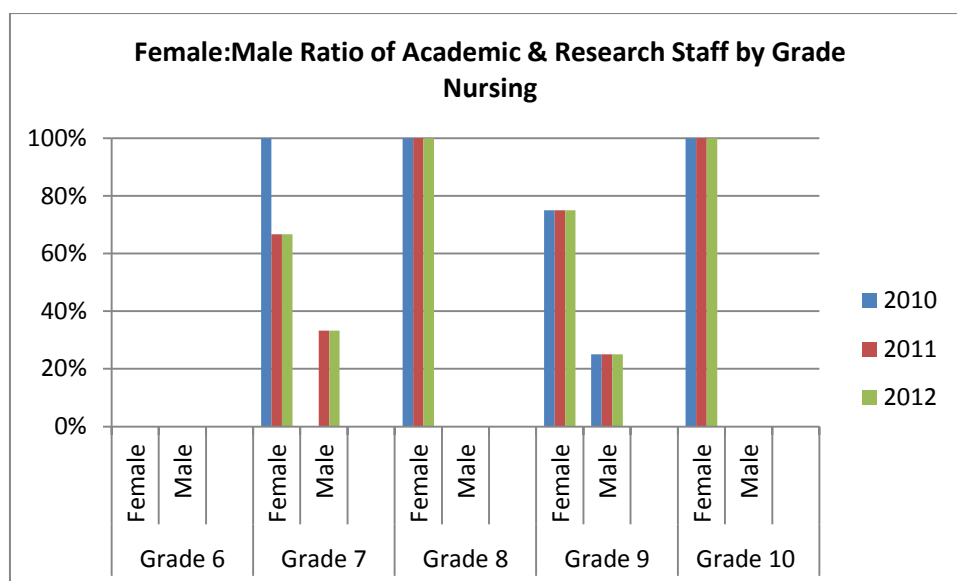
Table 10: Academic and Research staff by UE Grade (Nursing Studies)

Academic & Research		UE06	UE07	UE08	UE09	UE10
	Male	0	0	0	1	0
	Female	0	3	3	4	1
2010	% Female	0.0%	100.0%	100.0%	75.0%	100.0%
	Male	0	1	0	1	0
	Female	0	2	3	4	2
2011	% Female	0.0%	66.7%	100.0%	75.0%	100.0%
	Male	0	1	0	1	0
	Female	0	2	5	3	4
2012	% Female	0.0%	66.7%	100.0%	75.0%	100.0%

In Nursing Studies, the number of female staff is higher than the number of male staff. The number of female staff at grade UE10 has also increased by 400% (1-4), which is encouraging. This exceeds the Russell Group benchmark for female professorial staff in Nursing (61.1%). On average the percentage of females in non-professorial positions is also higher than the Russell Group benchmark (77.1%) at 85.3%. **(Action 2.1.d)**.

viii) Turnover by grade and gender – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

**2010 Turnover of Staff by Gender
School of Health in Social Sciences (SET)**
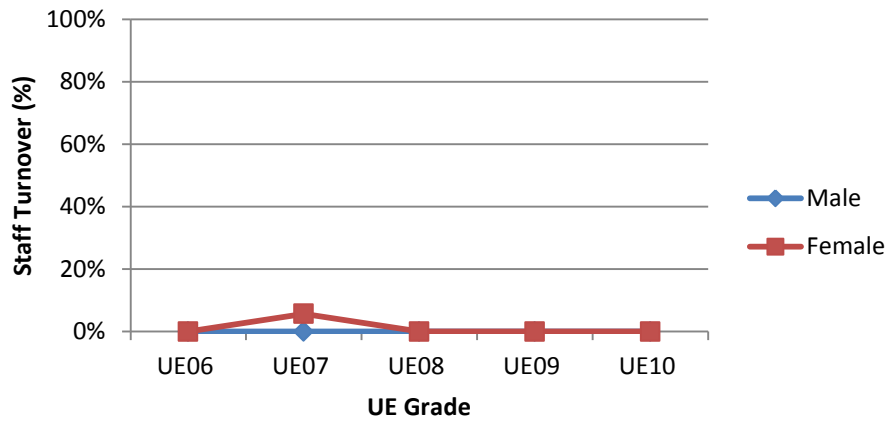
**2011 Turnover of Staff by Gender
School of Health in Social Sciences (SET)**

**2012 Turnover of Staff by Gender
School of Health in Social Sciences (SET)**

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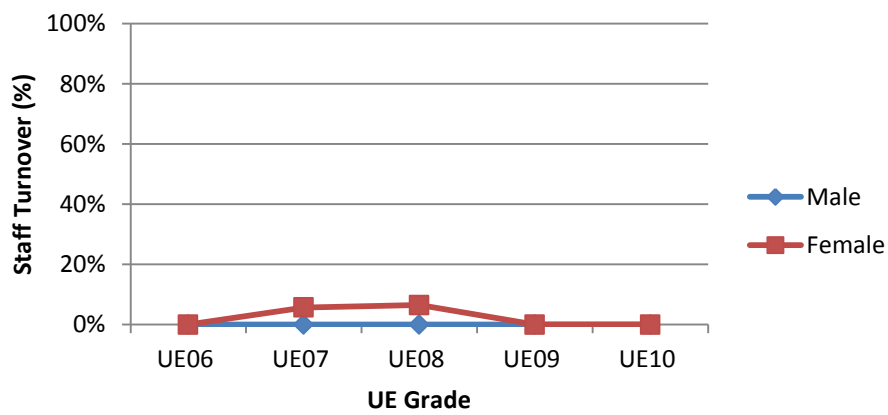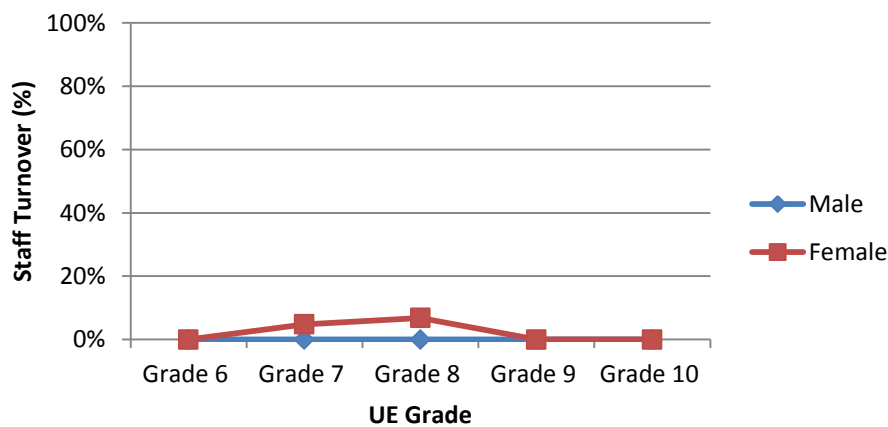
Table 11: Male and female leavers (HSS)

Year	2010		2011		2012	
Grade	Male	Female	Male	Female	Male	Female
UE06	0	0	0	0	0	0
UE07	0	1 (Nursing Studies)	0	1 (Clinical Psychology)	0	1 (Clinical Psychology)
UE08	0	0	0	1 (Nursing Studies)	0	1 (Clinical Psychology)
UE09	0	0	0	0	0	0
UE10	0	0	0	0	0	0
Total	0	1	0	2	0	2

Turnover of staff has been low since 2010/11 (n=5). All leavers in the past 3 years have been female and within bands UE07 and UE08.

Table 12: Leavers by gender and reason for leaving (HSS)

UE Grade	Reason for Leaving	Gender
UE08	Retired	Female
UE07	Permanent job elsewhere	Female
UE08	Left to another academic post	Female
UE07	Resigned higher grade position elsewhere	Female
UE07	Left to another academic post	Female

As the 2010/11 HESA benchmarks for female academic leavers are lower, at 64.7% (Clinical Psychology & Counselling) and 73.6% (Nursing), we will monitor staff turnover **(Action 2.1.d; 3.5b)**.

(Total – 1,997 words)

4. Supporting and advancing women's careers: maximum 5000 words
Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Job Applications and success rates

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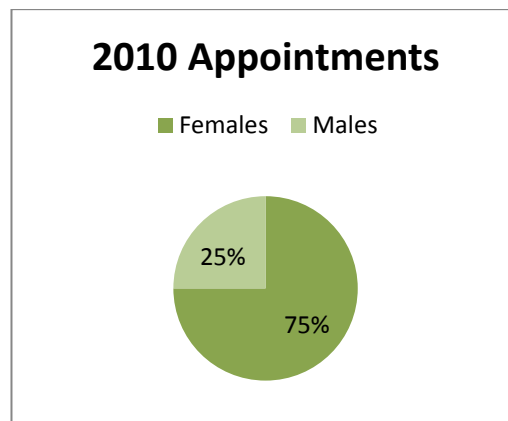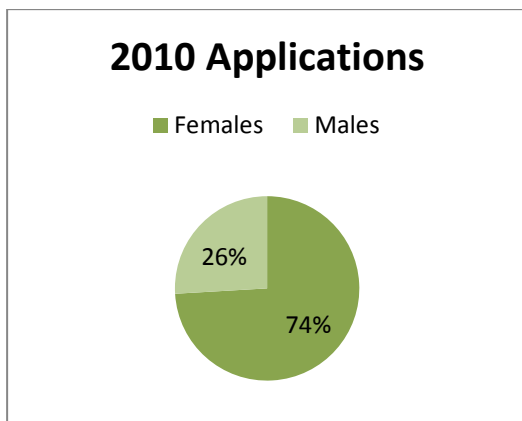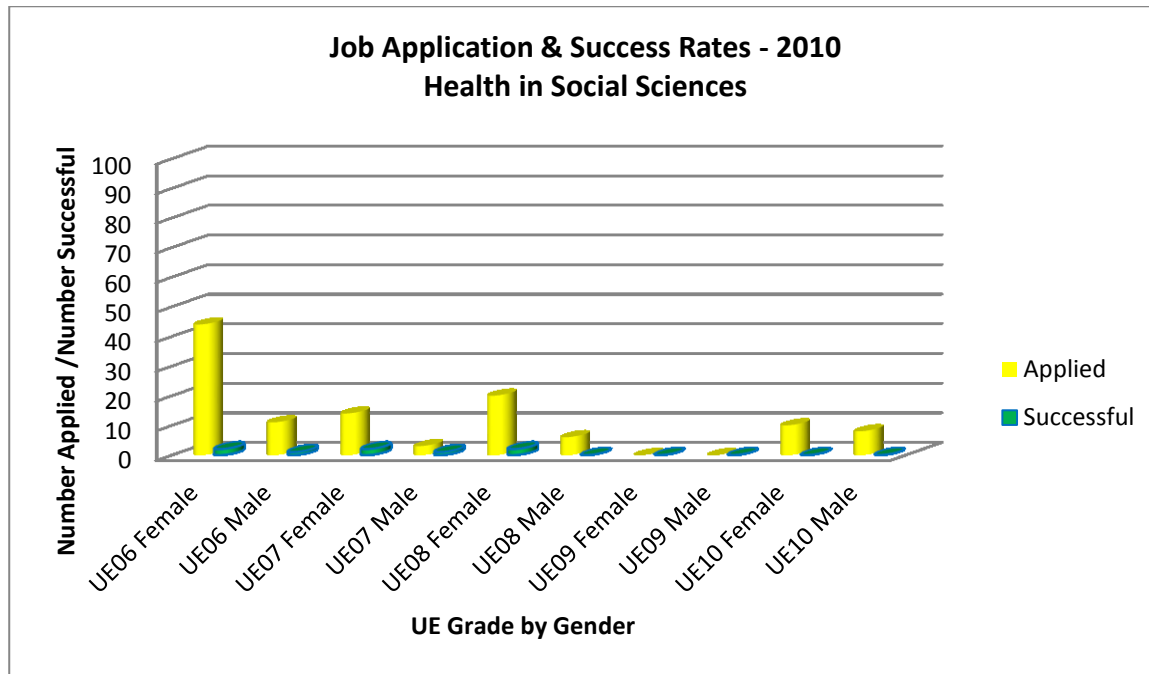
Job Application and Success Rates - 2011
Health in Social Sciences
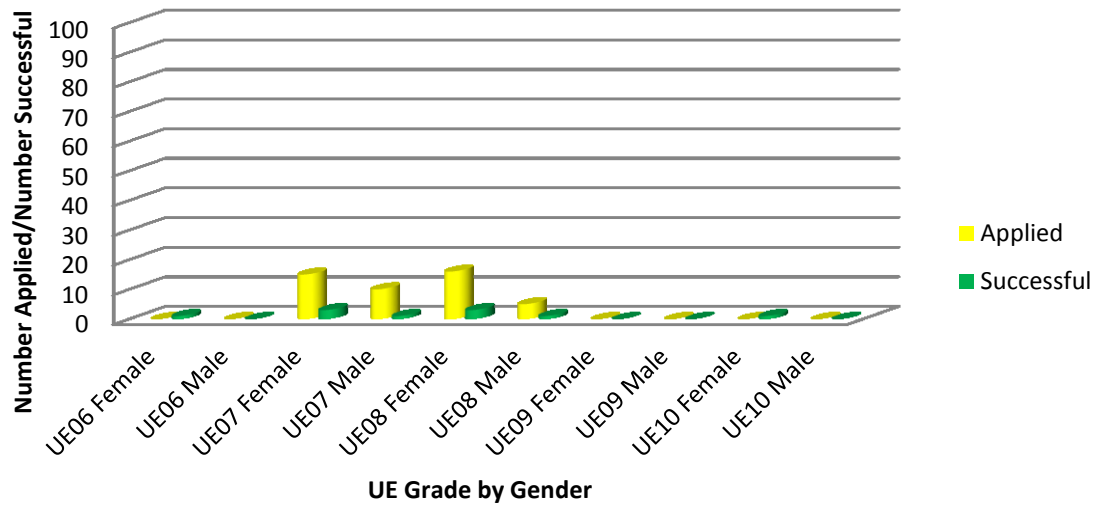
2011 Applications

■ Females ■ Males

33%

67%
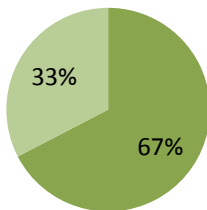
2011 Appointments

■ Females ■ Males

20%

80%

Job Application and Success Rates - 2012
Health in Social Sciences

2012 Applications

2012 Appointments
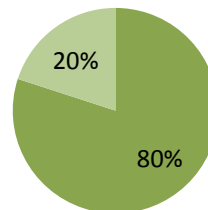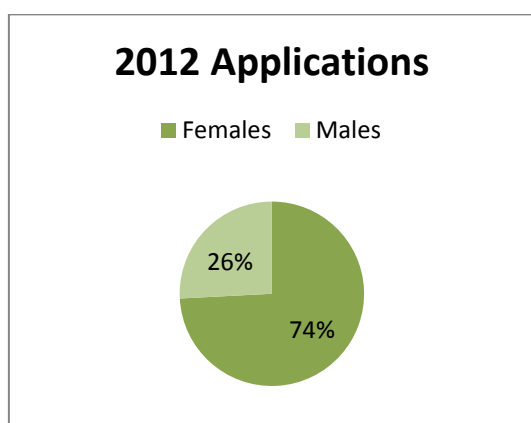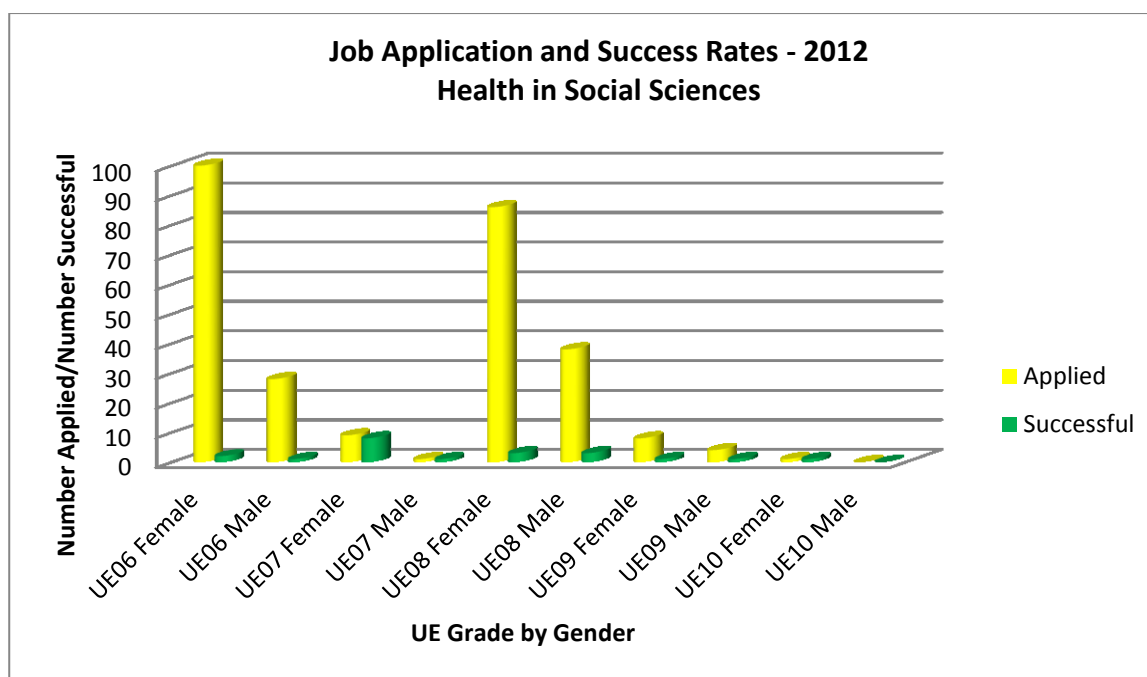
The number of women applicants is considerably higher than males at all grades. This is consistent with figures from the Nursing and Midwifery Council [1] showing that of the 676,547 registered nurses, 89.29% are female and 10.69% are male. Nationally, around 85% of Clinical Psychology appointments are female with a slightly smaller proportion within the profession as a whole (Prospects[2]) (British Psychological Society (BPS), 2011). 2011/12 HESA benchmark for academic starters in Psychology (covering Clinical Psychology and Counselling) is 67.5% female and for Nursing is 72.1% female.

All advertised posts have to follow strict College profiles that ensure there is no bias either way in the characteristics listed in the person specifications. Interview panels are always represented by a mix of men and women and the Chair is always someone who has undergone gender awareness training **(Action point 4.3a-b).**

[1] Statistical Analysis of the Register   1 April 2007 to 31 March 2008

[2] http://www.prospects.ac.uk/clinical_psychologist_salary.htm

(ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Applications for promotion and success rates by gender and grade

N.B. The grade reflects the grade the person was on when they applied for promotion.

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**Applications for Promotion & Success Rate by Gender 2012/13
Health in Social Sciences**
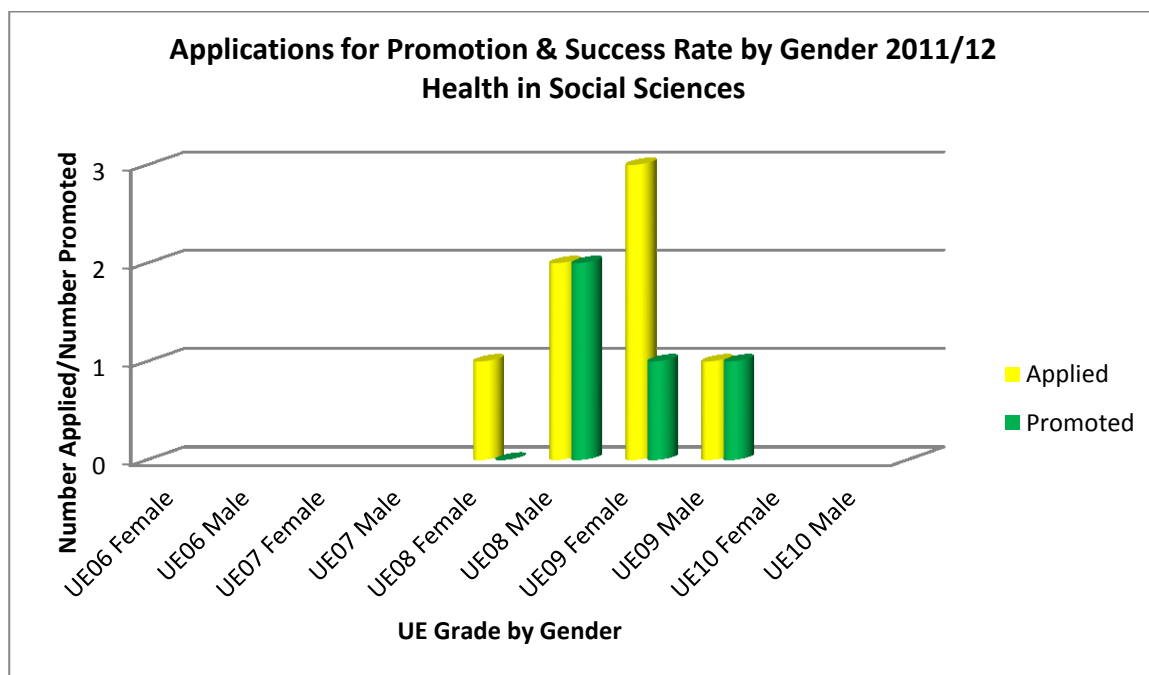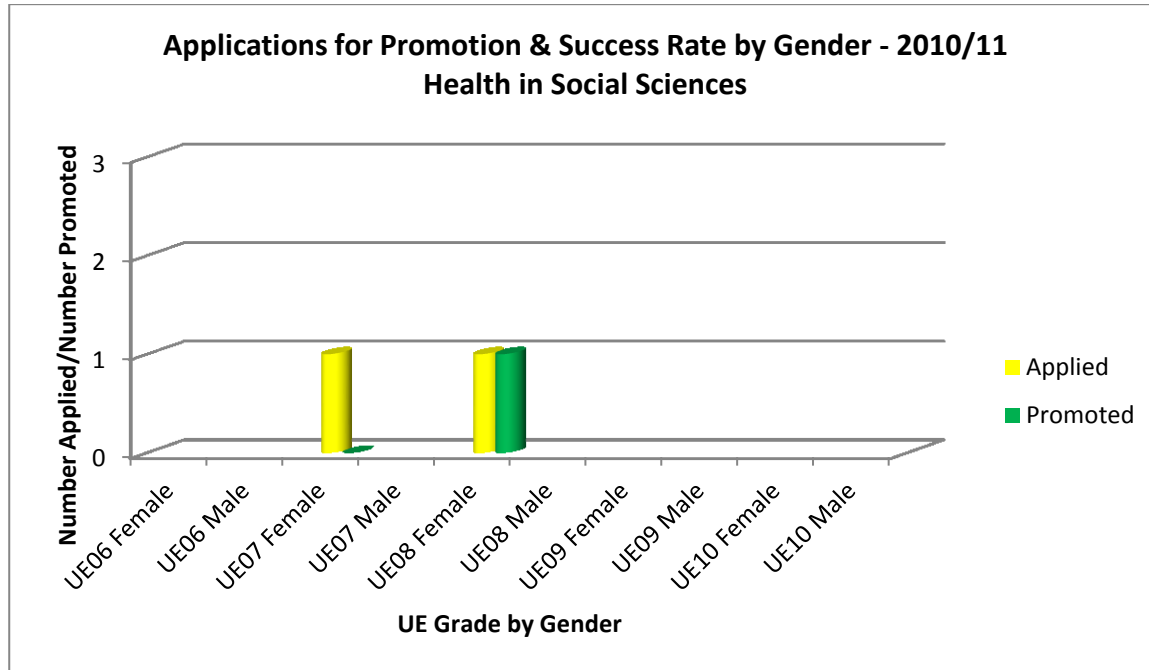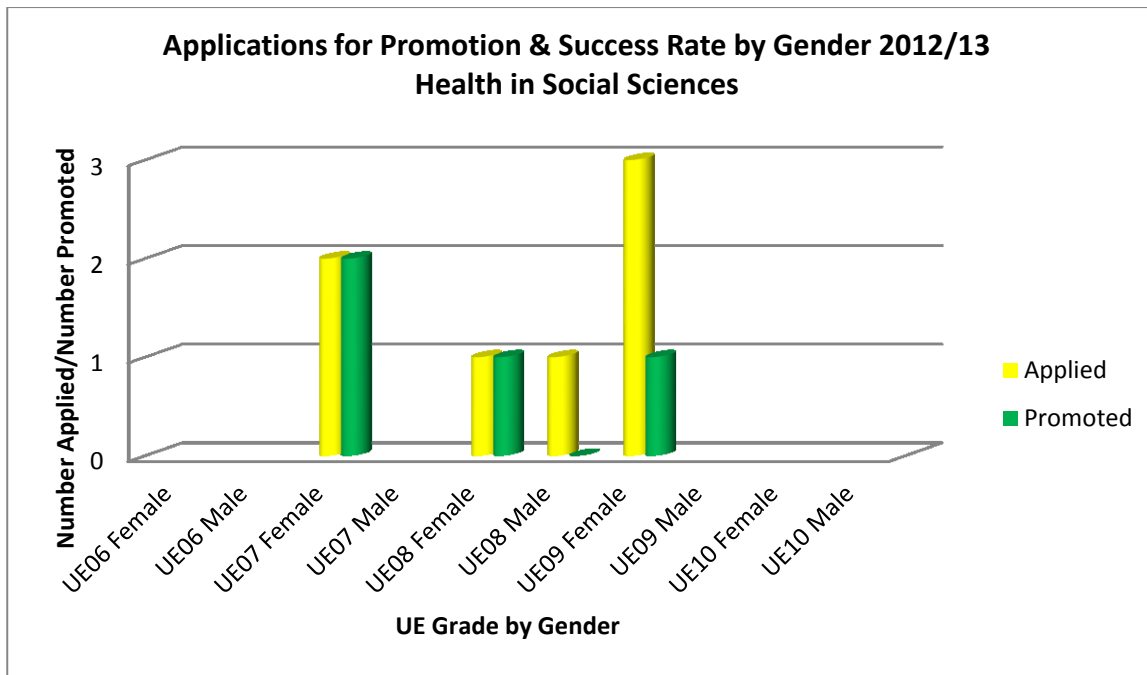
50% (n=6) of female applicants were successful in promotion application compared to 75% of males (n=3). The charts below highlight the numbers of staff applying for promotions based on the number in the pool **(Action 4.1a-e).**

**Proportion of Staff Applying for Promotion 2010/11
Health in Social Sciences**

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**Proportion of Staff Applying for Promotion 2011/12
Health in Social Sciences**

Number in Grade/Number Applied (y-axis)

UE Grade by Gender (x-axis): UE6 Female, UE6 Male, UE7 Female, UE7 Male, UE8 Female, UE8 Male, UE9 Female, UE9 Male, UE10 Female, UE10 Male

Legend: Total in Pool, Applied for promotion

**Proportion of Staff Applying for Promotion 2012/13
Health in Social Sciences**

Number in Grade/Number Applied (y-axis)

UE Grade by Gender (x-axis): UE06 Female, UE06 Male, UE07 Female, UE07 Male, UE08 Female, UE08 Male, UE09 Female, UE09 Male, UE10 Female, UE10 Male

Legend: Total in Pool, Applied for promotion

In 2010 only 5% of staff in the available pool applied for promotion. This increased to 15% the following year and reduced slightly in 2012 to 13%. The percentage of males compared to females in the pool who applied for promotions shows no discernible pattern.

In the School Gender Culture Survey 2013, when asked to confirm whether "My School values and rewards the full range of skills and experience including pastoral work, outreach work, teaching and administration: In considering promotions" only 15% of responders agreed with the statement, although 45% of responders confirmed they understood the promotion process and criteria **(Action 4.1a-e)**.

However, the School must ensure that all staff are aware not only of the benefits of promotion but also the procedures in place **(Action 4.1a-e)**.

The University runs an annual promotions process which is very well coordinated by College HR and information and deadlines are communicated to all academic staff. The School has an Academic Promotions Panel comprised of The Head of School, the Director of Professional

Services and a School representative from the College promotions panel. Heads of Subject area systematically review all members of staff. Applications are considered by the Panel. The Head of School then meets with each candidate to give feedback, and where necessary revised paperwork is re-submitted, together with statements from the Head of School, to a second meeting of the Panel. All applications are submitted to the College by their deadline. An applicant has the right to apply for promotion irrespective of positive support from the Head of School. Any updates to an individual's profile are taken verbally to the College Committee by the School promotions representative.

The University Human Resources website has full details of the Promotions procedure and timetable, but there is no specific link from the School website to the HR site available. New staff members are given the Academic Staff Handbook which contains a section on the Professional Development and Review Scheme and they are also directed to the Institute of Academic Development when they join the School. We feel that the School is proactive in responding to the promotions procedures. However, due to the low number of staff who agreed that promotion was valued (15% see page 33) we will undertake a programme of activities designed to establish why there is this perception and then respond accordingly to the findings. For example, hold promotions workshops, publish information on the school web (**Action4.1a-e**).

The Staff Scholarships Scheme is a University funded initiative that provides a scholarship for members of staff to undertake part-time postgraduate or professional study for career enhancement within the University. Generally, scholarships awarded will cover the full cost of tuition fees for full-time staff members, with part-awards being offered to part-time staff.   We intend to include full details of the Scheme and testimonies from members of staff who currently have a scholarship on the website and in the Staff Handbook **(Action 4.2a-b)**.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies.

Since 2012/13, all full-time posts have been advertised as available also as part-time and job-share. Interview panels are compiled according to the University's guidelines (see table below) and the Chair of any interview panel will have had gender awareness training. Currently, gender equality and unconscious bias training is not a pre-requisite of being an interview panel member in the School. However, we aim to ensure that in future all panel members have undergone training **(Action 4.3a-b).** The HR website has an online learning module called "e-Diversity in the Workplace" and staff will complete this as part of the induction process for new staff within 6 months of their start date **(Action 4.7a-b)**. **(112)**

Table 13: Composition of Interview panels (HSS)

Interview Panels Summary	
Position	**Composition**
Temporary posts at all grades up to and including 12months	• Head of School or nominee (Principal Investigator) • Head of Subject Area • One Senior Colleague from within School
Grade 6 or 7 (open ended)	• Head of School or nominee • Two Subject Area Reps
Grade 8 (Lecturer, Senior Teaching Fellow, Research Fellow)	• Head of College or nominee (Senior Academic external to School) • Head of School • Three academic colleagues from the Subject Area • (NB: If Head of School is member of same Subject Area, then another academic member external to Subject Area is required
Grade 9 (Senior Lecturer, Senior Research Fellow, Reader)	• Head of College or nominee (Professorial level external to School) • Head of School • Two academic colleagues from the Subject Area (unless the Head of School is a member of the same Subject Area – see bullet point below) • NB: If Head of School is member of same Subject Area, then another academic colleague external to subject area is required • One External Assessor (normally Professorial level) from another University or suitable external body e.g. NHS

There is scope to improve the recruitment of strong female applicants. We intend that future job adverts shall draw attention to female/family friendly policies and practices within the School and University and that the relevant policies are visible externally on the website for potential applicants to see **(Action 4.4a-b)**.

Job sharing has been offered routinely in the last year but we will review the impact of this in conjunction with College HR **(Action 4.5a)**.

(ii) Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

There is no significant attrition of female staff. Personal development and training for all staff at all levels is actively encouraged. The staff handbook contains a section dedicated to the Professional Development and Review Scheme - it describes the scheme and how to get started, contains links to further information and the registration and other relevant forms. The handbook is emailed to every

new member of staff and is updated annually and sent to the whole school. As well as in house information and help available on the web and in the staff handbook, all new staff are directed to the Institute of Academic Development (IAD) as part of the induction process. This a department of the University that is dedicated to helping staff succeed in their current roles and in their future career by providing support for teaching, learning and researcher development e.g. for women specifically, Ingenious Women. Currently we do not officially record who contacts IAD and what support they have received, so we intend in future to monitor interactions with IAD and send out reminders of what IAD can offer **(Action4.6a-c)**.

The School survey (2012) however, demonstrates that a significant proportion of staff either disagree or feel they are not being provided with useful opportunities regarding networking, mentoring or regarding annual review. We therefore need to increase awareness of useful networking, mentoring and annual review opportunities in an attempt to decrease the number of 'Don't know' or 'Disagree' responses **(Action 5.1c)**.

Table 14: Staff responses to Question 7 of the Staff Gender Equality Culture Survey 2013 (HSS)

Question	Responses
My School provides me with useful networking opportunities	63.6% Agree (66.7% females/62.5% males) 6.1% Don't know
My School provides me with useful mentoring opportunities	45.5% Disagree (52.4% females/25.0% males) 15.2% Don't know
My School provides me with a useful annual review	63.7% Agree (57.1% females/62.5% males) 18.2% Don't know

Career development

a) **For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.**

 (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

The University of Edinburgh's Annual Review Policy sets out the core principles for promotion and career development within the School. Annual Review is designed to ensure staff realise their full potential and is available to all employees of 3 months standing or more. During the 2012/13 academic year, 90 annual/interim reviews were conducted within the School. The School is

currently working towards 100% of staff within the School undertaking at least one review per year and achieved 98.7% in 2012/13.

Promotion of academic staff is in accordance with transparent and freely available University criteria. These take into account a variety of research and teaching-related activity; including course development, publication, securing research funding, academic citations and speaker invitations. Excellence in teaching, knowledge exchange and outreach work are specifically recognised within the promotion criteria, including professorial appointments. Applications for promotion/re-grading review are submitted annually, during the month of October.

Whilst the framework for promotion is both standardised and transparent, the recent gender equality survey highlighted limited awareness of the promotions process within the School (see also Section 4ii). Of the 33 staff who participated, just over a third (n=12) disagreed that they understood the promotions process. This indicates a need for targeted intervention to raise awareness of promotions and to support staff to develop high quality applications for re-grading **(Action 4.1a-e)**. The College of Humanities and Social Sciences is currently piloting a practical workshop aimed at staff currently considering promotion, to better support them through this process. The School will publicise these events and seek feedback from the College regarding participation and feedback. Through these discussions the School will develop an in-house promotions workshop and targeted to staff in the top quarter of spinal points for their respective grades **(Action 5.1a)**. Whilst we are keen to raise awareness of the promotions process and encourage application, we are aware that this requires careful handling. For example, we wish to avoid giving staff the (false) impression that staff are expected to achieve promotion, in order to make a positive contribution to the School. This could lead to anxiety for staff who, for a variety of reasons, may not wish to seek promotion at particular points in time.

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Induction & Training

The School has recently revised its staff induction programme. Each new member of staff receives a personalised induction instigated and coordinated by School HR, ensuring both the line managers and newly appointed staff members participate actively in the process. In order to ensure new members of staff feel welcome and valued, each new appointee receives a letter of welcome signed by a senior line manager or the Head of School/Support Service, with their contract of employment. Prior to arrival, a personalised induction programme is prepared, detailing meetings with various key people within the first two weeks of starting, but with sufficient flexibility to facilitate meetings requested by the new staff member. We are aware that

the induction period can potentially be an anxiety provoking time for new staff. Following examples of good practice from across the University, we will introduce a buddy system for new appointments to provide informal support during the first month of appointment such as practical day to day help with orientation (e.g. using the printers and library, finding rooms) as well as introducing new staff to colleagues **(Action 4.7a)**. New members of staff are also encouraged to attend the University-wide 'Welcome Event for New Staff', which runs at set points throughout the academic calendar **(Action 4.7c)**.

We are working towards strengthening effective mentoring support. In the School's gender equality survey, 15/33 respondents disagreed that the School provides useful mentoring opportunities. Whist mentoring is widely practiced within the School, it is not formalised. Edinburgh University's Institute for Academic Development are piloting a new scheme to provide mentoring to academic staff (including post docs, research assistants and research fellows) in the 2013/14 academic year (www.ed.ac.uk/schools-departments/institute-academic-development/research-roles/research-only-staff/career-management/advice/mentor (updated: 04/09/2013). We shall encourage all staff on grades UE07-UE08 within the School to sign up to the mentoring scheme, details of which will be provided during staff induction and have already been circulated to existing staff. We will also aim to ensure at least one person from each Section of the School signs-up to be a mentor **(Action 5.1d)**.

Individual training needs are identified through Annual Review. The University provides a wide range of development opportunities, including the Post Graduate Certificate in Academic Practice which offers cross-disciplinary CPD training and is available to staff from across the University. Developed in accordance with Vitae's Researcher Development Framework, completion of the certificate leads to full accreditation with the Higher Education Academy. Academic staff are encouraged to attend the 2-day orientation and to discuss the suitability for the certificate programme with their line manager. We do not currently monitor participation in these courses and will be taking steps to address this over the coming year **(Action 5.1e)**.

    (iii)   **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

In line with University policies, taught students are assigned a Personal Tutor and each PhD student is assigned two supervisors. Supervisors are assigned on the basis of their expertise in the student's area of research and each supervisor is required to attend PGR training every three years. To facilitate effective support, we have introduced a regular Forum alongside our customary seminars and annual conference; through which male and female students can access peer support and develop core academic skills in a supportive environment. Our portfolio of skills

development workshops continues to increase and we are also developing the use of on-line learning environments in order to increase flexible access to research methods courses. The School is committed to embedding inclusive learning and teaching methodologies (such as prioritised reading lists and advanced access to teaching materials) in-and-across the full range of taught courses (see School plan for further details).

Students are encouraged to explore opportunities for support through Edinburgh University Student Association (EUSA) which is highlighted as part of students' induction. EUSA hosts a Women's group which provides support for female post-graduate students, post-doctoral researchers and their families. The group offers regular meetings, information, social activities and crèche facilities. EUSA also host a variety of social and campaigning organisations that seek to promote gender equality and facilitate recreational activities for female students (e.g. The Female Voice Choir; The Feminist Society). A member of the EUSA Women's Campaign sits on the School's Athena Swan self-assessment team.

Edinburgh University Women's Campaign is an inclusive and intersectional movement for women's liberation at the University of Edinburgh. The aim of the Women's Campaign is to tackle gender inequality and discrimination on campus, and to support women students during their time at university. The group run campaigns and events throughout the year, as well as being active participants in the National Union of Students' Women's Campaigns. While most of the group's campaigns focus around issues facing women students, they are also proud to be part of a global feminist movement fighting for women's rights in communities across the world

Across the global university system, women tend to be relatively well represented at post-graduate and early post-doctoral levels, yet far fewer women than men go on to occupy principal investigator positions. We will use our flagship annual PGR conference as an opportunity to showcase and promote women's careers in academic teaching and research; drawing on the wealth of experience that exists within the School. To do this, we will develop a practical workshop ('Promoting Women's Careers in STEM') which will be delivered as a plenary session during the annual PGR conference. The workshop will involve, amongst other activities, senior academics talking about their own career experiences **(Action 5.1f)**.

Organisation and culture

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

  (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The School of Health reviews committee membership once a year, or when a committee member leaves a role. Key committees for the operational and strategic management of the school are:

- School Management Committee (SMC), involving Head of School, Heads of Subject Area, Director of Teaching and Learning, Director of Research and Knowledge Exchange, and Director of Professional Services.
- Board of Studies, involving all members of academic staff.
- Learning and Teaching Committee, involving Director of Teaching and Learning and subject area representatives.
- Research and Knowledge Exchange Committee, involving Director of Research and Knowledge Exchange and subject area representatives.

Senior roles such as Head of School, Heads of Subject, Directors of Learning and Teaching and Research and Knowledge Exchange and others such as postgraduate co-ordinator are advertised internally. Operational roles such as Library committee membership are usually managed by nomination within each subject area. The School is taking steps to ensure that such opportunities are available equitably to part-time and full-time staff **(Action 6.2a-b)**.

Committee membership is dominated by female staff but this is in keeping with the overall profile of the staff group within the School. Over the period since 2010, the membership of committees has remained broadly static in terms of gender profile. However, since 2012 there has been at least 1 male and 1 female on every committee - this will be embedded to guarantee equal gender representation **(Action 2.1.d; 6.2a)**.

The key decision making committees in the School of Health are:

Table 15: Decision making committees in HSS (membership and frequency of meetings)

Committee	Frequency	Membership	
		Male	Female (%)
School management committee (SMC)	Monthly	2	7 (78%)
Learning and Teaching Committee (LTC)	Once per semester	1	8 (89%)
Board of Studies (SBS)	Monthly	12	27 (69%)
Research and Knowledge Exchange (RKEC)	Monthly	2	9 (82%)

(i) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

**Open-Ended Contracts - Academic & Research Staff
Health in Social Sciences - SET**

(Bar chart: % of Gender Group with OEC by Year, Male and Female, 2010–2012)
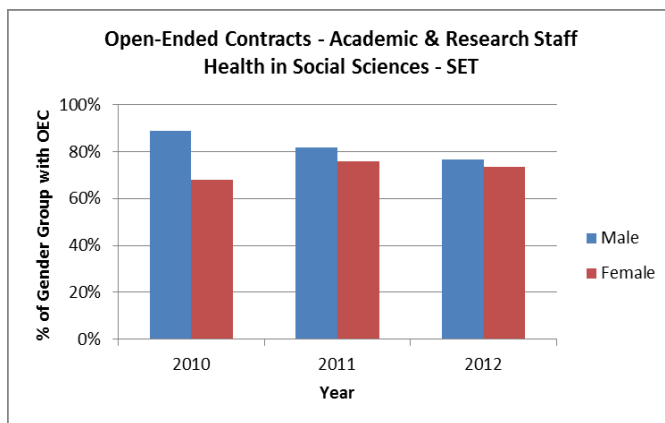
Table 16: Academic and Research staff with OEC (HSS)

	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
2010	9	19	**67.9%**	1	8	**88.9%**
2011	7	22	**75.9%**	2	9	**81.8%**
2012	9	25	**73.5%**	3	10	**76.9%**

**Open-Ended Contracts by Grade -2010
Health in Social Sciences - SET**

(Bar chart: % of Gender Group with OEC by UE Grade, Male and Female, UE06–UE10)
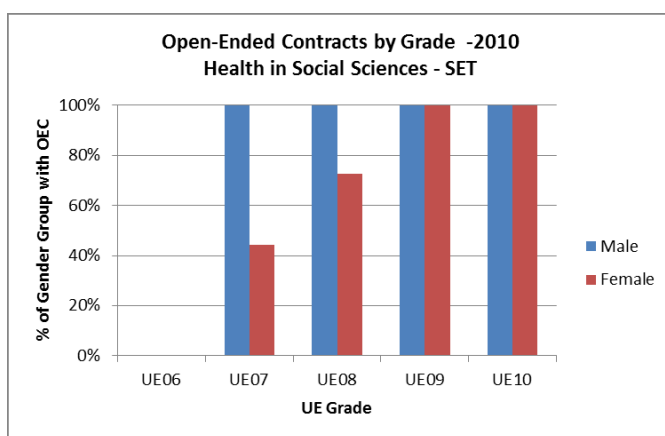
Table 17: Open-ended contracts by UE Grade 2010 (HSS)

2010	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	1	0	**0.0%**	1	0	**0.0%**
UE07	5	4	**44.4%**	0	1	**100.0%**
UE08	3	8	**72.7%**	0	3	**100.0%**
UE09	0	5	**100.0%**	0	3	**100.0%**
UE10	0	2	**100.0%**	0	1	**100.0%**

**Open-Ended Contracts by Grade -2011
Health in Social Sciences - SET**

(Bar chart: % of Gender Pool with OEC by UE Grade, Male and Female, UE06–UE10)
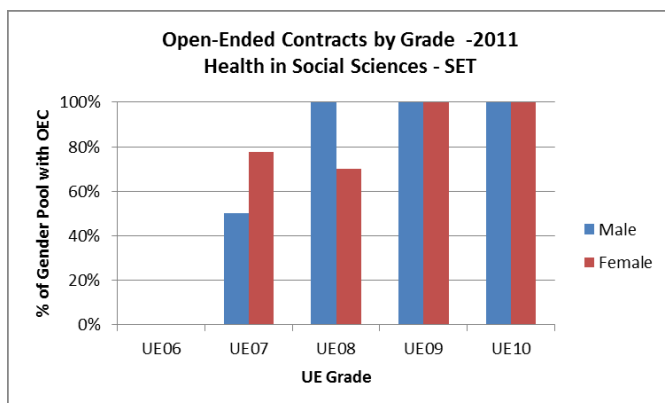
Table 18: Open-ended contracts by UE Grade 2011 (HSS)

2011	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	2	0	**0.0%**	0	0	**0.0%**
UE07	2	7	**77.8%**	2	2	**100.0%**
UE08	3	7	**70.0%**	0	3	**100.0%**
UE09	0	5	**100.0%**	0	3	**100.0%**
UE10	0	3	**100.0%**	0	1	**100.0%**

Open-Ended Contracts by Grade - 2012
Health in Social Sciences - SET
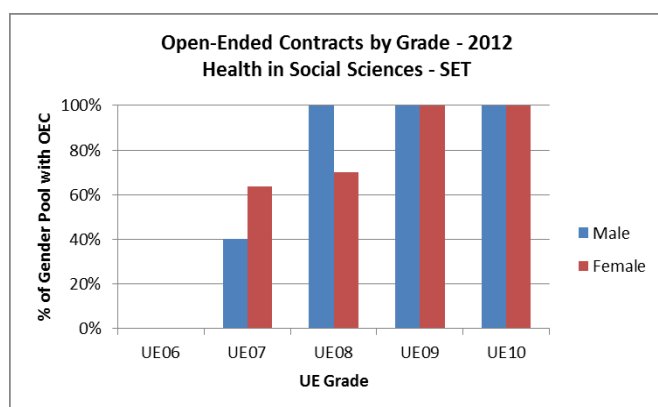
Table 19: Open-ended contracts by UE Grade 2012 (HSS)

2012	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	2	0	0.0%	0	0	0.0%
UE07	4	7	63.6%	3	2	40.0%
UE08	3	7	70.0%	0	2	100.0%
UE09	0	6	100.0%	0	4	100.0%
UE10	0	5	100.0%	0	2	100.0%

Over the past 3 years the number of fixed term contracts has been relatively stable, with 37% in 2010 to 29% in 2011 and 34% in 2012. The proportion of female members of staff on academic and research only fixed term contracts of 32% in 2010, 24% in 2011 and 26% in 2012 is not significantly higher than male members of staff on fixed term contracts when considering the overall proportion of female members of staff (Chi square 0.29 p< 0.39). These figures reflect the higher proportion of fixed term contracts at lower grades, compared to more senior grades, but female member of staff are not overrepresented in fixed term contracts when considering the overall gender distribution within the school.

The role of fixed term contracts within the school is under review but most fixed term research contracts are linked to specific externally funded research projects. The progression of research and academic staff on fixed term contracts is supported by their full integration in the appraisal system and mentoring support within the school. With the establishment of more stable research groupings, the school is striving to establish more open ended research positions at these grades which can be supported within programmes of research **(Action 2.1.d; 6.1a; 6.1.b; 6.1.c)**.

(i)   **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

There is an over proportionate representation of female members of staff across academic grades on all decision making committees, which is in line with the overall staff profile in the school (as is evident in the table above). All senior roles in the School are held on a rotational basis (of normally 3 year periods) and any such opportunities are advertised internally as well as individual members of staff being encouraged by Head of School and Head of Subject areas to apply. This is influenced by the individual appraisal system, which highlights individuals' development goals. The School has not applied a proportionate representational system in light of gender, or any other individual characteristic. Some part-time staff have felt that they are less able to absorb a School-level role and attention has been given to managing their workload to accommodate this and on occasions to increase their employed hours for the period of time they hold the role **(Action 6.3c)**. The most recent example of this is the PGR Co-ordinator (a part-time male member of staff who

increased his part-time hours a little to accommodate the role). The rotational nature of such roles, and likewise Committee membership, is intended to allow individual staff to maintain their academic work over their career rather than it be compromised unduly by taking on permanent academic management responsibilities **(Action 6.2b)**.

For some Committees, representation is sought from each subject area and this is an opportunity for less experienced staff to engage in decision-making groups and increase their level of influence. One example is of a newly-formed Marketing and Communications group in which level of seniority is not a determinant of membership – consequently influence and decision making is more distributed among the staff group and becomes less vulnerable to gender orientation.

Membership of external decision-making bodies is determined largely by individual academic endeavour but is strongly supported by the School. Examples include a female member of staff's role as an Honorary Nurse Consultant on alcohol policy with the Scottish Government and a female member of staff's role as a REF 2014 sub-panel member.

> (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

When asked whether the School values and rewards the full range of skills and experience in considering promotions and at annual review, 60.6% and 45.5% of respondents disagreed that this was the case, respectively **(Action 4.1a-e)**. Transparency and understanding of workload allocation were also highlighted as potential concerns, as only 51.5% agreed that work is allocated on a clear and fair basis irrespective of gender, with 18.2% responding with 'Don't know'. Workload management is a significant focus of development within the School at present as we recognise that between 2010 and 2012 there was variable practices between subject areas - there was no school wide workload model and no clear school wide expectation of workload for full time or part time members of staff in terms of teaching and PGR supervision load. The lack of a school wide workload model and clear expectation of teaching and supervision across different grades may have contributed to a sense of inequity that was expressed in the staff survey. In Clinical Psychology a transparent and proportionate workload model has been used to ensure equitable allocation of workload across the staff team irrespective of gender or academic grade. This model is now being used as a template for development across all Subject areas within the School **(Action 6.3a-c)**.

The appraisal system in the School is well-established and in 2012/13 the School had 98.7% completion of appraisals. Consequently, attention is given to everyone individually with regard to balancing their individual needs for professional and academic development and the needs of the School to deliver its educational and research commitments. One aspect of this concerns the use of sabbaticals to protect time for individual professional and academic development (2 female staff have planned sabbaticals in 2013/14). We are moving to an increasingly managed process of

sabbaticals in which these are planned several years ahead so that staff know when their next sabbatical is. It is undoubtedly hard for the School to protect such times in comparison with some other university departments because of the professional nature of some of the educational provision and the expectation and wish that for many staff it is important to maintain a profile as an active practitioner.

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Where possible all key decision making committees meet during core hours (9.30 and 4.00) to take into consideration child and other care and flexible travel arrangements for individuals. Notably, the majority of staff in the survey (72.7%) felt that meetings were completed in core hours (or they did not know). Periodic school wide meetings and seminars are also aimed to take place within core hours but have also been scheduled for 4 to 5 p.m. to accommodate the requests and requirements of the non-academic partners with whom we work. For example, a recent ESRC Festival of Social Science event was scheduled for a Saturday afternoon because we wanted to engage with members of the public. We also aim to create 'meeting-free' periods each month in order to allow staff some periods to focus in research and learning and teaching without the interruption of School business **(Action 6.4a)**.

(iv) **Culture** –demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Female students and female members of staff across the school are in the majority. The school generally has a friendly and open atmosphere, with 87.9% of staff in the survey agreeing that social activities are welcoming to both women and men (with the remainder not knowing). The Head of School regularly meets with Directors and Heads of subject and there are regular School development days around teaching and learning, research and knowledge exchange, School planning etc., which are open to all academic and administrative staff and provide a transparent platform for the inclusive discussion of wider school activities and developments. All members of staff are integrated in regular team meetings on programme and section level as well as in relevant research groupings.

63.7% of staff in the survey replied that it is clear that unsupportive language and behaviour are not acceptable. The University policy on dignity is available and promoted, and the school has taken action when language and behaviours have been considered to be unacceptable. That 21.2% of staff did not know that unacceptable language and behaviour are not supported, and that 39.4% did not know that inappropriate images that stereotype women or men are not allowed in the School, suggests that we have further work to do to make this clear to all staff **(Action 6.5a-d)**.

The school implemented a clear and functioning appraisal system in which staff are supported in their careers, nomination for external awards are encouraged and promotion goals and opportunities are part of the personal development goals and appraisals. In the School, there is an informal mentorship system in place in that all members of staff are encouraged to seek mentors within the school or the wider University. The informal nature of the current mentorship system and a lack of monitoring may contribute to the opinions expressed in the staff survey that not all members of staff feel equally well supported in their careers. A more formal and is structured mentorship system across grades may therefore be desirable **(Action 5.1d)**.

> (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

As part of regular teaching and dissemination in the subject areas, the School routinely works with a number of stakeholders and communities in the NHS, voluntary sector organisations and wider service user groups. Many of the staff hold part-time contracts with the University and have part-time employment with the NHS, in private practice or other service provider organisations. In Nursing Studies, several staff (all women) have honorary contracts with the NHS which allow them to work alongside clinical colleagues.

Engagement with service users and related organisations is wide-spread and well-established. Indeed, in many areas, it is a key aspect of professional accreditation of our programmes (with the Nursing and Midwifery Council and the Health Care Professions Council for example). Clinical Psychology established a mental health service user committee that comments and consults on teaching and research developments in the school. Public engagement events and opportunities are advertised across the school and wide participation is encouraged. Similarly, Nursing Studies engage widely with service users e.g. one female part-time member of staff works with the Scottish Ombudsmen, bringing to the School a high level of awareness of patient care and quality management. A female member of staff has also recently been awarded a prestigious Florence Nightingale Leadership Scholarship. This award required the explicit support of the Head of School for the members of staff as part of the application process in the form of time and contribution of 10% towards the scholarship funding. This level of support may be reflected in a positive number of staff (87.9%) agreeing in the survey that 'My School uses senior women as well as senior men as visible role models'.

Flexibility and managing career breaks

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Table 20: Maternity leave uptake and return (HSS)

Year	2010/11	2011/12	2012/13
Number of maternity leavers	3	1	0
Returners	3	1	0

100% of women who took Maternity Leave have returned to work, 3 returning to the same working hours and one returning to reduced hours at her request. One woman was employed on a research grant that would not cover her maternity leave costs. However, the School arranged to suspend the grant and covered the costs to allow her to return to employment.

(ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Table 21: Adoption and paternity leave uptake and return (HSS)

Year	2010/11	2011/12	2012/13
Adoption Leave (Female) UE08			1
Paternity Leave UE08			1
Paternity Leave UE09	1		

We are not aware of any staff who were eligible for paternity or adoption leave not taking it. However, this is not something that has been recorded in the School previously. Since February 2013, we have a database recording paternity and adoption leave. The results of The School Gender Culture Survey 2013 showed that only 45% of responders agreed that they were "kept informed by my School about gender equality matters that affect me (e.g. changes to maternity/paternity leave entitlements, gender equality legislation and institutional policies)" so the School needs to focus on raising awareness of the policies and procedures **(Action 2.1.d; 4.8a)**.

(iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

In the last 3 years only 1 female UE08 has formally applied and been granted flexible working arrangements **(Action 2.1.d)**.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting

and managing flexible working arrangements, and how the department raises awareness of the options available.

All Heads of Subject are aware of the benefits of allowing flexible working arrangements and actively encourage staff to avail themselves of the facility. There is always an agreement that, regardless of how informal an arrangement is, it is completely transparent and is reviewed annually to ensure that the employee and the School are continuing to benefit from the arrangement, and to make any necessary changes. The School fully supports flexible arrangements, for example, made to allow someone who has a lengthy commute to work 'out of hours' by ensuring that the secured building is accessible 24/7. There is also a very robust and secure 'remote' log in facility allowing people full access to the University's network from home.

Table 22: Comments from current members of staff (HSS)

Testimony of Current Staff
" I have always felt that this is one of the particular advantages of our work and I have availed of it in different ways throughout my time as an academic"
"I work in a subject area in which all staff are expected to be in practice and, with this in mind, and because my home is 40 miles from the university(in rural Fife) I have negotiated an arrangement which I think suits me, my head of subject area, my colleagues including the support staff and students."
"I have recently negotiated not to be in the university on Fridays in the academic year just starting, apart from attending specific planned meetings, to allow colleagues to use my room for small group teaching and also to allow me the head space to work on two research projects and a film….."
"in the last 18 months I also negotiated flexibility to allow me to have Fridays away from the university on a regular basis (maybe once every 3-4 weeks) as my sister was terminally ill and I wished and needed to spend as much time as possible with her and her young family. My colleagues could not have been more supportive in this emotionally and physically challenging time. I trust that I did not abuse the flexibility and support that this gave me and, in turn, my sister in her last months."
"Since commencing at the University 3 years ago I have been supported by the school to work flexibly as I commute. By having flexibility I commute at a time prior to or after heavy traffic times. As a result I am able to ensure my travel time is reduced while continuing to meet the needs of students and my academic commitments."
"One of the basic ways the organisation supports this is by having secured buildings that are accessible 24/7 by swipe card and IT VPN links that supports staff to access work information from home. This allows a flexibility of hours and supports work life balance e.g. if I have to leave to avoid traffic or collect children I can continue to work at home when children are in bed to complete work tasks."

Currently 4 female (2 UE8 and 2 UE9) and 1 male (UE9) staff have flexible working arrangements. Standard contracts for academic staff do not specify fixed terms of work and therefore assume a flexible working pattern. However, for planning and insurance reasons, a record of any arrangements is sought and we wish to ensure that any new members of staff are aware of the policy **(Action 4.8a)**.

Table 23: Academic staff by contractual agreement (HSS)

PT Academic & Research Staff		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
	Grade 6	1	0	0.0%	0	1	0.0%
	Grade 7	1	8	87.5%	1	0	0.0%
	Grade 8	3	8	72.7%	2	1	33.3%
	Grade 9	3	2	40.0%	2	1	33.3%
2010	Grade 10	2	0	0.0%	1	0	0.0%
	Grade 6	0	2	0.0%	0	0	0.0%
	Grade 7	1	8	88.9%	1	3	75.0%
	Grade 8	3	7	62.5%	2	1	33.3%
	Grade 9	3	2	40.0%	2	1	33.3%
2011	Grade 10	3	0	0.0%	1	0	0.0%
	Grade 6	2	0	0.0%	0	0	0.0%
	Grade 7	5	6	60.0%	2	3	60.0%
	Grade 8	5	5	44.4%	1	1	50.0%
	Grade 9	3	3	50.0%	3	1	25.0%
2012	Grade 10	5	0	0.0%	2	0	0.0%

(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The University of Edinburgh offers several maternity/adoption leave policies, all of which are generous than Statutory Maternity Pay. They apply to full time, part time and hours to be notified contracts. In addition to meeting with their individual line manager, staff applying for maternity or adoption leave are encouraged to have a face to face meeting with the School's HR Advisor to get the best possible advice. Once the School has been made aware of a pregnancy, the Director of Professional Services does a risk and work station assessment. Roughly two months before going on maternity leave there is handover discussion with the line manager and in the last week before leave starts a report is submitted to the line manager. At the Line Manager's discretion any unused annual leave is carried forward and added on to maternity leave if requested.

Usually the Department will make its own arrangements internally to cover the work of the person on leave at its own cost. The School will cover any maternity costs not covered by a research grant, and if possible will seek to have the grant 'suspended' so that the employee can continue with the research on her return to work.

Such is the culture and relationships in the School that people on maternity and paternity leave keep in touch whilst they are away and nearer the time of their return they discuss their intended

plans with their line manager. As was seen in the table above, the School has been able to accommodate the requested return arrangements.

Table 24: Comments from current members of staff (HSS)

Comments from current members of staff
"For both my periods of mat leave the HR office was very good at answering any questions I had in relation maternity benefits etc. and on both occasions met with me and kept in contact with me during my mat leave". *"Due to extreme sickness at the beginning of both pregnancies I was off on sick leave and on both occasions I felt well supported and on my return discussions around health and safety were undertaken. Due to on-going sickness throughout both pregnancies I was supported in changing my working pattern to start later or work from home to manage the nausea and vomiting."* *"After my first child was born I was able to reduce my working days from full-time to 0.6FTE allowing me to balance home and work life. This has continued after the birth of my second child."* *"I told my mentor that I was pregnant after my 12 week scan. She put me in touch with the relevant person at human resources. I arranged a meeting with HR to speak about the different options available in relation to pay and leave. They were very nice and helpful; and told me to get in touch with them after my 20 week scan with a maternity certificate, and the pay and annual leave plan. Both my mentor and HR were flexible in letting me carry over my holidays, which I much appreciated."* *"Most information is available on the website, but everyone was approachable in person and got back to queries promptly. I also had a work station assessment done and discussed handover activities with my mentor about 2 months before my leave. I'm due to go on leave in two days and have just submitted a report to my mentor outlining any handover activities relating to ongoing projects"*

The University does have two Nurseries - one that is located in the central area and the other closer to two of the remote campuses. The website also has a direct link to the City Council approved nurseries. The University offers Childcare vouchers via a salary sacrifice scheme. This is the sort of information that is passed on during the initial meeting with HR.

(Total: 4971 words)

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The following tables summarise the results of the 2013 gender equality surveys for staff and students. Questions are shown in abbreviated form.

Staff Gender Equality Survey Results 2013 - Health in Social Sciences

■ Female ■ Male

	% of Gender Group Agreeing
Staff are treated on merit irrespective of gender	
Work is allocated on a clear and fair basis	
The School values the full range of skills…	
In annual review	
In considering promotions	
I understand the promotions process and criteria	
I am encouraged to take up development…	
I am encouraged to represent the School	
The School provides me with…	
Useful mentoring opportunities (mentor/mentee)	
Useful networking opportunities	
A helpful annual review	
Part-time/flexible staff have the same opportunities	
Meetings take place between 10am and 4pm	
Men and women are paid an equal amount	
Positive action to is used to encourage women to…	
Unsupportive language is unacceptable	
Inappropriate images are not allowed	
Work related social activities are inclusive	
I have undertaken training in…	
Gender equality	
Understanding unconscious bias	
The School has made its gender equality policies clear	
I understand the reasons for gender equality	
I understand why positive action may be required	
My manager supports requests for flexible working	
My manager would deal effectively with complaints	
Senior women act as visible role models	
I am kept informed about gender equality matters	
I feel that the School is a great place to work…	
for women	
for men	

0%   20%   40%   60%   80%   100%

% of Gender Group Agreeing

The staff survey ran between December 10th 2012 and January 20th 2013, with 33 responses. A request was sent to 68 academic staff and 15 support staff, generating a 39.8% response rate overall. Participants included 3 Professors, 7 Senior Lecturer/Researcher, 5 Lectures, 1 holder of a Research Fellowship, 4 Teaching Fellows and 2 members of support staff. 11 members of staff

opted not disclose their role, to maintain anonymity. 21 females and 8 males opted to take part, and 4 chose not disclose their gender. It highlighted transparency and understanding of practices and processes related to gender equality; such as academic promotions, positive action and family leave issues as principle concerns **(Action 2.1a)**.

Student Gender Equality Survey Results 2013 - Health in Social Sciences

■ Female ■ Male

In my School, male and female students have…
equal opportunities to contribute in tutorials
equal opportunities to lead in practical classes
equal opportunities to lead in group activities
Academic staff are equally helpful to all students
There are equal opportunities to represent the School
I am less confident now that I will get a good degree
There is support to progress to an academic career
I intend to pursue an academic career/qualification
Male and female students are equally good
Males and females are equally likely to succeed
Positive action is used to encourage women to apply
Unsupportive language is unacceptable
I am treated with respect by the opposite sex
Inappropriate images are not allowed
Social activities are welcoming to all students
Information shows the contribution of women and…
Issues affecting the profession are dealt with…
Academic staff treat all students with equal respect
I have felt uncomfortable because of my gender
My superviser would deal effectively with complaints
I understand the reasons for equal opportunities
I am kept informed about gender equality matters
I have access to role models I can identify with
This School is a great place to study…
for women
for men

% of Gender Group Agreeing

The student survey ran throughout the same period, with 11 responses. A request was sent to all undergraduate, postgraduate taught and postgraduate research students, generating a 1.9% response rate overall. Participants included 1 undergraduate, 3 taught Masters and 7 PhD students. As 10 females and only 1 male opted to take part on this occasion, the results were less

50

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statistically meaningful on this occasion and the team will endeavour to repeat the survey and expand the response pool in 2014 **(Action 2.1a)**.

(Total 217 words)

4. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

Section	Description of Action	Actions taken/planned	By	Timescale	Success measure	Page
2						
	Self-assessment process and self-assessment team					
2.1	Continue to promote and review progress of the School's ongoing commitment to its Athena Swan agenda and initiatives	a) Conduct staff and student survey on an annual basis	AS Convenor	Annually, from December 2013	Assess impact through repeat of School survey. Targeting: increasing transparency and understanding of processes and practices related to gender equality, academic promotions, positive action and family leave issues.	7,8
		b) Quantify Athena Swan's impact upon staff and student satisfaction	AS Convenor and Team Members	Annually, from December 2013	Evidenced by: (i) a 50% decrease in "Don't know responses" by 2015 (ii) a staff response rate of over 60% by 2015 (iii) a student response rate of over 25% (iv) a minimum of 75% of both female and male staff agreeing to perception questions	7
		c) Continue to monitor progress on the Action Plan, identify new initiatives and disseminate across the School	AS Convenor and Team Members	Quarterly, from December 2013	The AS team will meet quarterly. The School Athena Swan Wiki will include the full Athena SWAN statistical analysis, survey results and annual progress report. Athena	7,8

					Swan will become a quarterly item on the SMC agenda and evidenced within School's strategic plan	
		d) Conduct an annual statistical analysis of the full Athena SWAN dataset, to identify any gender inequalities in staff and student data for action.	AS Team and HR	Annually	Staff data set analysed by calendar year, from December 31st. Student data set analysed by academic year, from July 31st. All staff data to be available for review within 3 months of publication date. Report produced and published on School Wiki	

3   A picture of the department

3.1	Continue to promote the School's Commitment to: • Widening Participation and • Promotion of nursing as a career option for males and females	a)Continue to work with Widening Participation Liaison Officer to organise events within the School and collect feedback	UG Admissions Officer	Ongoing, from 2008	Continue to monitor UG Access/SWAP admissions for males and females. Target: maintain current level of recruitment to the UG programme	11
3.2	Increase the proportion of CPD places taken by male and female students	a)Focus Groups with CPD students to identify which aspects of recruitment and undertaking of CPD were	CPD Director and Course organisers	Ongoing, from January 2013	Continue to monitor admissions. Use information to improve CPD recruitment. Target: increase number of	14

		effective			female CPD students recruited	
3.3	Increase understanding of PGT and PGR full-time and part-time course/programme marketing and recruitment across the School	a)Undertake online market research surveys	PGT and PGR Directors and Teams	Ongoing, from January 2013	Revise marketing and promotional material to promote full-time and part-time study for male and female students	14
		b)Focus groups with full-time and part-time PGT and PGR male and female students to explore barriers and facilitators to engaging in study	PGT and PGR Directors and Teams	May-July 2014	Use this information to inform PGT and PGR courses/programme development and delivery. Utilise findings from this to develop a recruitment strategy and set appropriate gender targets.	14,16
		c)Modify questions in the survey for PGR students to include those relating to the admissions process	PGR Directors and Athena Swan convenor	January 2014	Identify any issues relating to admissions process and use this information to identify appropriate action plan which ensures women are treated equitably	14,16,17
		d)Monitor the proportion of female to male PT and FT PGR students (particular focus on Nursing and Counselling)			Data will be collected and monitored, if current trend continues an appropriate action plan will be developed to address falling proportion of female students and or/numbers in general	14,15,16,17
		e)Monitor the number of PT students in Counselling				13
3.4	Continue to maintain a high success rate of applications to offers	a)Monitor female application to offer success rate	UG Admissions Officer and PGT Directors	Annually from Aug 2014	No decline in female application to offer success rate (UG and PGT)	16,17

	for females (UG and PGT)				
3.5	Maintain the proportion of women staff members	a)Annual monitoring of female staff ratios b)Monitor staff turnover	School HR Lead	January 2014	Proportion of females do not fall and current levels maintained. Respond appropriately if levels fall	16,17,20,21 26

4   Supporting and advancing women's careers

4.1	To ensure that all staff are aware of the benefits of promotion and the process within the School and the University	a) The College held 3 promotions workshop Aug/Sept 2013 that were attended by members of School staff	HoS, HoSAs and School web manager working with HoSAs	Commenced Summer 13	The Annual School Gender Culture Survey shall show if staff are more aware of the policies. A higher percentage of staff agreeing that promotion is a valued path. Target is 50% next year.	7,31,32,33,36,43
		b) Minimum of 3 promotions workshops a year.		By end of September 14		
		c) Publish information on the school web		By end of Feb 14		
		d) Identify female members of staff who have been successful in achieving promotion to act as role models and to run Q&A sessions in the lead up to promotion round		Commence Spring 2014		

		e) All women and men who have taken career breaks or work part-time to be supported in developing a potential timeline for promotion		By end of December 2014		
4.2	Provide information to staff regarding The Staff Scholarships Scheme	a) School website will provide information relating to The Staff Scholarship Scheme	HoSAs and School web manager working with HoSAs	By end of Jan 14	A repository of successful applications	33
		b) Include details of the SSS in the staff handbook	Finance and HR Officer	By end of April 14	The staff handbook will have a section about the SSS.	33
4.3	All interview panel members to have undergone gender equality training	a) Establish who has received the training and who needs it	HR Officer and College HR	By end of Dec 13	Over the course of the next 3 years all eligible staff will complete training. All new staff to have completed the module within 6 months of their start date	29
		b) Direct staff to the online eDiversity module		With immediate effect		34
4.4	Ensure that we are continuing to attract high numbers of quality applications from females, particularly at higher grades (Particularly relevant to Clinical Psychology).	a) Highlight policies that are female and family friendly in job adverts and on the website	HR Office and School web manager	With immediate effect	All relevant policies are easily visible on the internet and not just the staff intranet. No drop off in numbers of female's applying.	22,34
		b) Revised advert templates are currently being developed				
4.5	To ensure that job sharing, part time and flexible options are offered for every post	a) Monitor all posts to ensure that existing policy which offers job sharing, part time and flexible	HOSAs and College HR	Ongoing	All posts advertised continue to have job sharing, part-time and flexible option	7

		options is maintained				
4.6	To create and maintain a database of staff utilising IAD	a) To contact new starts since Feb 13 and ask about any interaction they have had with IAD	HOSAs and HR Officer	By end of Summer 2014	A database showing that all new and existing staff are keeping regular contact with IAD and identifying the outcomes of interactions	35
		b) Annual appraisals will identify staff who are (or not) utilising the services offered by IAD		From Summer 2014 onwards		
		c) Monitor database to ensure equitable uptake and proportion of female staff (part-time and full-time) of IAD courses/opportunities		Annually from Summer 2014		
4.7	To ensure that new staff are welcomed to the School with a personally tailored induction programme	a) Induction Checklist in place	HR Officer	In progress	100% completed Induction Checklist for all new starters within 6 months of starting.	34,37
		b) Buddy system implemented		By end of July 14	100% of all new starters allocated a Buddy	
		c) Encourage new staff to attend University "Welcome Event"				

4.8	Raise awareness of current policies and how staff can utilise these
	    i) paternity and adoption policies
	    ii) flexible working
		a) HOSAs have already passed details of staff who currently have flexible arrangements to the HR Officer
		The HR Officer has started a database
			HR Officer and School web manager	In progress	A 25% increase in the number of survey respondents who are aware of and understand the policies available
					A database of staff currently utilising flexible working options
						7,47,48

		arrangements				

5 Career development

5.1		a) Deliver a tailored workshop about the promotions process aimed particularly at staff within the top quarter of spinal points UE07-UE08 salary structure	School Promotions Representative	By the end of Dec 2015	A 20% or greater reduction in number of gender equality survey respondents reporting that they do not fully understand the promotions process	36
		b) Monitor the number of promotion applications for males and females and the success of these	HR Rep		Equitable proportion of successful applications from males and females	21
		c) School newsletter to include details of networking and annual review opportunities	*Admin Head*	From Dec 2014	20% or greater reduction in the number of staff responding 'Don't know' or 'Disagree' when asked about networking or annual review opportunities	*35*
		d) Support participation in the new Edinburgh University Mentorship Scheme by at least one member of staff from each section volunteering to be a mentor	A nominated 'Mentoring Champion' from within the School	By Dec 2016	20% or greater reduction in the number of gender equality survey respondents disagreeing that the school provides useful mentorship opportunities	37,45
		e) Monitor uptake of the 2-day orientation course to the Post Graduate Certificate in Academic	HoS, Admin Head	From Dec 2014	10% or greater reduction of gender survey respondents disagreeing the school provides appropriate career development	38

		Practice			opportunities	
		f) Develop an annual workshop ('Promoting Women's Careers in STEM) to be delivered during the School's Annual PGR Conference	Post-Graduate Director	Annually from Jan 2014	10% increase in the number of students agreeing that the School offers support, to help students progress from study to a graduate career.	39

6 Organisation and culture

6.1	Promote an environment that supports career development of fixed term contract staff	a) To annually monitor gender balance with staff on fixed term and permanent contracts		Annually from Jan 2014	Data on gender balance of staff on fixed term and permanent contracts is recorded and used to inform appropriate action.	42
		b) Fixed term contract staff part of appraisal and mentoring system in School		Ongoing	100% of fixed-term contract staff continue to take part in annual review and mentoring system. Workshop evaluations completed and results used to inform future action.	
		c) Develop an annual career development workshop for Fixed term contract staff		Annually from Jun 2014		
6.2	Continue to promote equal gender representation and opportunities to sit on School committees	a)Monitor profiles of School committees with regards: gender, full-time/part-time/grade	Admin Head	Annually from Jan 2014	Complete profile data for School committees obtained and used to inform Action plan	39,40
		b) Include questions in the School survey to explore wish for opportunities to sit on School committees	AS Convenor	Annually from Dec 2013	Action plan identified from survey results and implementation timescale set	39,42

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6.3	Promote equitable allocation of workload and transparency of this process	a) Workload model implemented across the School	HoS, HoSAs	By Dec 2016	Assess impact through School survey. Evidenced by: i) increase to 70% agreement that work is allocated on a clear and fair basis irrespective of gender, particularly for part-time staff ii) 10% reduction in "Don't know response"	43
		b) Tasks allocated to women are those recognised as advancing their careers		By Dec 2016		
		c) Transparency of work allocation, particularly for those with heavy or specialised load		By Dec 2016		42,43
6.4	Promote considerate environment and flexible systems with regards departmental meeting	a) Continue to monitor the timings of departmental meetings and social gatherings	HoS, Admin Head, HoSAs	Ongoing	Maintain a minimum of 70% agreement from staff that meetings are completed within core time	44
6.5	Continue to promote the University Dignity & Respect Policy	a) Circulate the University Dignity & Respect Policy on an annual basis to staff and students	HR	Annually from Jan 2014	Staff awareness of the University Dignity & Respect Policy is raised. Evidenced by: (i) 10% increase in number of staff agreeing unsupportive language and behaviours are not acceptable (ii) 10% reduction in the number of staff responding "Don't know" (iii) 20% reduction in the number	44
		b) Ensure all new starters receive a copy of the University Dignity & Respect Policy		With immediate effect		

| | | c) Dignity & Respect Advisors to provide a workshop for staff and students | | By Dec 2014 | of staff responding "Don't know" that inappropriate images that stereotype women or men are not allowed in the School | |
| | | d) School website indicates how to report/complain about incidents of unacceptable behaviour, unsupportive language and or inappropriate images | | By Feb 2014 | (iv) Staff awareness of what to do if unacceptable behaviour, unsupportive language and or inappropriate images occurs | |

Acronym	Position
AS	Athena Swan
CPD	Continuing Professional Development
HoS	Head of School
HoSA	Head of Subject Area
HR	Human Resources
PGR	Post Graduate Research
PGT	Post Graduate Taught
UG	Undergraduate

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