

School of Philosophy, Psychology & Language Sciences - Athena SWAN Bronze Award (April 2017)

	Objective	Rationale	Action to date	Further action planned	Timescale Q1:Oct-Dec Q2:Jan-Mar Q3:Apr-Jun Q4:Jul-Sep	Person responsible	Target outcome
<b>1 Developing a culture of support, inclusion and respect; with principles of Athena SWAN made central</b>							
1.1	<b>EMBED EQUALITY &amp; DIVERSITY (E&amp;D; including Athena SWAN, AS) IN PPLS POLICY &amp; PRACTICE</b>	To develop a supportive, inclusive & respectful culture, the AS principles must be embedded & maintained at the highest strategic decision-making level.	AS is a standing item on the School Management Committee (SMC) agenda (3 meetings to date) & is considered in the PPLS strategic Plan.  HoS & DoPS are ex-officio members of the AS SAT; AS SAT Convener is ex-officio member of PPLS SMC.	<i>The role of AS SAT Convener will transfer to the Director of E&amp;D (DoED), who will convene SAT meetings on all issues of E&amp;D (including AS). DoED to become an ex-officio member of SMC and PPLS Promotions Committee.</i>  E&D will become a permanent standing item in the review of the PPLS Strategic Plan, which then gets embedded in planning at the College level.	<i>To take effect, Q1, 2017</i>  Q1-Q4, annually	DoED  DoED	<i>DoED recorded as full member of SMC (E&amp;D is an agenda item &amp; minuted for 100% of meetings) &amp; PPLS Promotions Committee.</i>  <i>Annual AS progress report presented to SMC.</i>  E&D to be written into the PPLS strategic School Plan, annually.

			Philosophy's Gender Climate Committee inform AS AP.				
1.2	Maintain the <b>PROCESS OF RIGOROUS GENDER EQUALITY SELF-ASSESSMENT</b> within PPLS and promote AS.	A dedicated team is needed to lead and monitor E&D initiatives, and to champion gender equality within PPLS & the wider University, & externally.	<p>Psychology AS SAT began November 2012, successful AS Bronze application, Nov 2013.</p> <p>PPLS E&amp;D committee, separate from AS team, began 2013.</p> <p>Psychology SAT expanded across School, Dec 2015.</p> <p>0.6 HR administrator hired 2017; specific role to support E&amp;D activity.</p>	<p><i>Open appointment of DoED (3-year rotational role) by formal application. Role ensures PPLS operations are subject to E&amp;D review/input (0.1FTE WAM allowance, to review after 2yrs). DoED to convene the E&amp;D Committee &amp; lead AS.</i></p> <p>AS SAT to merge with the PPLS E&amp;D Committee, with an intersectional remit covering all 9 protected characteristics, in preparation for AS Silver.</p> <p>Schedule quarterly SAT meetings, to map progress against the AP, measure impact, &amp; plan future activity.</p>	<p>To take effect, Q3, 2017</p> <p>Q1-Q4, annually</p>	<p>HoS; DoED</p> <p>HRA; College AS Project Officer</p>	<p><i>DoED role advertised by HoS, &amp; DoED appointed by formal process; 0.1 FTE workload allocation written into PPLS' WAM.</i></p> <p>Meetings take place (min) 4 times per year.</p> <p>Annual AS report published on E&amp;D intranet &amp; a summary of results presented at the PPLS Forum.</p>
1.3	Provide a PPLS <b>WEB PORTAL DEDICATED TO E&amp;D (INCLUDING AS) INITIATIVES</b> , to promote user-friendly access	To promote career development & work-life balance for all staff, PPLS must address a perceived lack of	November 2012, 'AS--Psychology' Wiki created for Psychology SAT; survey results & AS staff/student data set available to Psychology staff.	<i>Create a PPLS E&amp;D web &amp; intranet pages. To include training &amp; career development opportunities; policies on family leave, flexible working, Dignity and Respect, &amp; Trans Equality; &amp; E&amp;D/AS news. UoE LGBT+ &amp; Women's Group, CAHSS Trans</i>	Q2, 2018	DoED; PPLS Web Developer	<p><i>E&amp;D public webpage &amp; intranet created &amp; signposted from PPLS homepage.</i></p> <p><i>80% of female &amp; male staff 'Agree' 'PPLS gives me clear information on</i></p>

	to relevant University & School policies & news articles, & champion AS.	transparency & understanding of policies & opportunities.	December 2015, 'AS-Steering Group' intranet created; AS staff/student data set available to PPLS staff.  2016 gender culture survey results emailed to all staff to promote transparency & raise profile of AS.	<i>Forum, UoE creche &amp; childcare voucher scheme, PPLS Parents group, local nursery webpages clearly signposted.</i>  AS submission & branded logos published on School & Subject Area webpages to champion AS.  PPLS e-mail signatures will include AS logo & a statement not to expect email replies in the evening/week-end (where outside core hours).	Q1, 2018	DoED; PPLS Web Developer	<i>matters relating to gender equality'. [2016, 49% academic (41%F; 48%M) &amp; 55% PSS (54%F; 68%M) Agreed]</i>  AS submission & branded logos appear on PPLS E&D website.  Branded AS logo & statement regarding out-of-hours work policy features in all PPLS e-mail signatures
1.4	Create a PPLS <b>BROWN-BAG LUNCH DISCUSSION SERIES</b> for academic & PSS focussed on working culture & work-life balance issues.	To improve awareness of equal opportunity for all genders in PPLS, a forum to discuss work culture issues is needed and can inform policy development.	A 'Brown Bag' lunch (BBL) discussion series has run each semester in Psychology since AS Bronze, 2012/13. They have raised staff awareness of work-life balance issues & discussions feed back to the SMC to inform School policy (e.g., changing AR process	<i>Introduce School-wide BBL AS-related discussions. Priority topics will be 1) why academic staff do not feel encouraged to take up training (see <b>AP2.5</b>), 2) Committee membership (transparency &amp; overload issues), 3) Value of Diversity of Skills for AR &amp; Promotion.</i>  To recognise the distinct career trajectory of PSS, we will	Q1-Q4, annually  Q1-Q4, annually	DoED;  DoED	<i>4 School-wide BBLs p.a.</i>  <i>80% female &amp; male staff 'Agree' 'I am kept informed...about career advancement &amp; work-life balance issues'. [2016, 47% of academic (41%F; 50%M), 55% of PSS (54%F; 68%M) agreement]</i>  ≥1 BBL specifically for PSS per year.

			to align better with promotions criteria).	schedule PSS BBLs on career development ( <b>AP2.6</b> ).			
1.5	<p>Make <b>E&amp;D AND UNCONSCIOUS BIAS (UB) TRAINING</b> compulsory for all staff involved in promotion, recruitment, PG admissions, workload allocation; &amp; for all new staff.</p>	<p>Awareness of UB is essential to a fair process of selecting students &amp; staff, &amp; in examination processes.</p> <p>2016, 28%(F)/31%(M) of academic &amp; 17%(F)/25%(M) of PSS reported completing UB training.</p>	<p>All line managers are required to undertake UB training (1-day programme).</p> <p>2015/16, UB training became mandatory for all UoE promotions panellists.</p> <p>Since 2016, Philosophy offer an UB awareness session for all teaching &amp; marking staff.</p>	<p><i>PPLS will make 'e-Diversity in the Workplace' &amp; 'UB' training mandatory for all staff involved in recruitment panels, PG admissions, workload allocators &amp; all new staff.</i></p> <p>All remaining academic staff &amp; PSS will be encouraged to undertake 'e-Diversity in the Workplace' &amp; 'UB' training via annual email reminders.</p> <p><i>Philosophy UB awareness session to be extended to Psychology &amp; LEL teaching staff, &amp; especially encouraged for staff marking PG theses which are not anonymous.</i></p>	<p>Q1-Q4, annually</p> <p>Q1, 2018-2022</p> <p>Q4, annually</p>	<p>DoPS</p> <p>DoPS</p> <p>DoUGS; DoPGS</p>	<p><i>100% of promotion &amp; recruitment panellists, &amp; PG admissions staff have completed both modules, as recorded in PPLS HR training database. (AP6.3)</i></p> <p>≥65% of staff 'Agree' 'I have completed UB training'.</p> <p>≥65% of academic staff and tutors 'Agree' 'I have completed UB training'.</p>
1.6	<p>Incorporate AS-related activities to the <b>WORKLOAD ALLOCATION MODEL (WAM)</b>.</p>	<p>By factoring AS-related activity in the WAM, staff will be able to manage &amp; thus take on such tasks.</p>	<p>WAM allocation of outreach/KE, teaching on return from leave, mentoring, AS &amp; E&amp;D roles is considered on a case-by-case basis.</p>	<p><i>Establish a WAM pilot project to scope out potential School-wide WAMs that would ensure AS-related activities are optimally supported.</i></p>	<p>Q1, 2018 – Q1, 2019</p>	<p>HoS; DoPS</p>	<p><i>By 2020, School-wide modelling tools will be used to support HoSAs when considering workload allocation.</i></p>

1.7	Promote a <b>TRANS-INCLUSIVE CULTURE</b> .	An accepting work culture supports our Trans staff.	Gender neutral toilets at both sites.	<i>PPLS to join recently formed CAHSS Trans Forum.</i>	Q1, 2017	DoED	<i>PPLS staff &amp; student representation at CAHSS Forum.</i>
<b>2 Improve opportunities for career development and progression within PPLS; prioritising gender equality.</b>							
2.1	All academic & PSS (OEC/FTC/GHC >300 hours) to complete an <b>ANNUAL REVIEW (AR)</b> , with appropriate focus on professional development, career planning, and work-life balance.	AR can facilitate career development; it allows staff to outline support needed to achieve career goals and work-life balance.  2016, 58% (64%F: 50%M) of academic staff & 74% (71%F: 75%M) of PSS 'Agree' 'PPLS provides a helpful AR'.	PPLS introduced AR in 2012/13, in-line with CAHSS.  2015/16, 100% AR completion rate for OEC academic staff and PSS.  GHCs are given feedback on teaching & offered support with teaching development needs, each semester.	<i>PPLS will extend mandatory AR to all academic and PSS OEC/FTC/GHC staff (&gt;300 hours).</i>  PPLS to ensure GHC staff (<300 hours) have 2 optional AR (group reviews) per year. Feedback system for GHC tutors to develop into an online Portfolio documenting their progress. Centralised information useful for staff writing references for tutors.	Q3, annually  Q1, Q3, annually	HoS; DoPS  DoPS	<i>100% AR completion rate for OEC/FTC/GHC &gt;300 hours, as reported in annual AR return to CAHSS.</i>  <i>≥80% of female &amp; male staff 'Agree' 'PPLS provides a useful AR'.</i>  At least 2 group ARs for GHC staff (<300 hours) held per year. Online portfolio of tutors progress, feedback, & teaching certificate is created & accessed by tutors.
2.2	Improve standardisation and fairness of <b>ANNUAL REVIEW</b> process.	AR must be equally beneficial to all staff members to facilitate	2015/16, review & redevelopment of School AR process. Redesign of process (online centralised	<i>As quality assurance, PPLS will extend 'AR Discussion Mandate' to training, outreach &amp; mentoring, less salient topics in the AR forms.</i>	Q3, annually	DoPS	<i>100% of ARs follow 'Discussion Mandate', as recorded in AR form.</i>



		with mentoring opportunities.	<p>2014, Philosophy Reader appointed PPLS “MC Champion”.</p> <p>UoE MC scheme: PPLS has 7 (4F:3M) academic mentors &amp; 5 (4F:1M) mentees; no PSS mentors/mentees.</p> <p>4 (1F: 3M) PSS mentors in Aurora/ informal PSS cross-campus network.</p>	<p>plasma screens; information in Staff Handbook &amp; PPLS intranet (all Subject Areas).</p> <p><i>PPLS will ensure Mentoring Opportunities, as mentor or mentee (including within MC) is explicitly addressed in academic staff &amp; PSS AR, through revised AR (AP2.2).</i></p>	Q3, annually	Annual Reviewer	<p><i>100% of ARs include ‘Mentoring Opportunities’ discussion, recorded on AR form. Increased mentoring uptake.</i></p>
2.4	Promote <b>TRAINING</b> & career development opportunities to academic & PSS staff to increase their uptake.	<p>Training is essential to improve staff skills &amp; knowledge base &amp; thus potential for career development.</p> <p>2016, only 58% of academic staff (59%F; 60%M); but 82% of PSS (88%F; 100%M)</p>	<p>Various workshops (research, management and leadership skills, teaching skills, supervisor training) open to staff and students are held by UoE’s Institute for Academic Development (IAD).</p> <p>An online video training resource</p>	<p><i>AR (AP2.2), BBL (AP1.4), the Staff Handbook, intranet, e-mail, School plasma screens to advertise training courses/ workshops. Develop a PPLS relevant Lynda.com hub.</i></p> <p><i>School Forum will include an IAD session for all staff, outlining upcoming courses &amp; training opportunities.</i></p> <p><i>UoE ‘Ingenious Women’ (3 week-ends) &amp; ‘Enterprising</i></p>	Q1-Q4, annually	HoS; DoPS;	<p><i>≥80% of academic &amp; 90% of PSS agree ‘I am encouraged to take up career development &amp; training opportunities’ (all genders).</i></p> <p><i>&gt;20 staff attend the annual IAD training &amp; development School Forum.</i></p> <p><i>≥1 staff member/PG student attends</i></p>

		<p>'Agree' 'I am encouraged to take up career development and training opportunities'.</p>	<p>(Lynda.com) is free to staff (&amp; students) &amp; enables flexible training (e.g., for PT staff who might be unable to attend in-person workshops). 3% staff uptake.</p> <p>2015/16, PPLS funded 1 Aurora place for an academic staff member (UE08).</p>	<p><i>Women' (3 days) leadership training will be promoted to female reviewees at AR; on E&amp;D webpage &amp; Sharepoint.</i></p> <p>IAD teaching accreditation (e.g., Edinburgh Teaching Award &amp; PGCert Academic Practice) to be promoted to Teaching Fellows &amp; early-career staff at AR.</p> <p><i>PPLS to fund any successful Aurora places PPLS (£1250/ place; academic or PSS).</i></p>	<p>Q3, annually</p> <p>Q1-Q4, annually</p>	<p>Annual Reviewers</p> <p>HoS; DoPS</p>	<p><i>'Ingenious Women'/ 'Enterprising Women', annually.</i></p> <p>≥1 Teaching Fellow/early-career staff complete IAD teaching accreditation, annually.</p> <p>≥1 female academic or PSS registers for Aurora, annually.</p>
2.5	<p>Increase the visibility of female <b>ROLE MODELS</b> to encourage female staff &amp; students to search &amp; apply for academic jobs/ promotion.</p>	<p>Female role models are needed to instil a respectful gender culture &amp; can encourage women to pursue careers in academia.</p> <p>2016, 79.3% of academic staff (74.4%F; 81.2%M) &amp; 78% of PGRs (73%F;</p>	<p>A 'New Enlightenment Lecture' series (initiated 2012) features a high-profile female philosopher leading a roundtable with PG students &amp; faculty on gender issues, followed by a keynote lecture.</p>	<p><i>High-profile speaker Seminar series organisers will be required to invite an equal number of female &amp; male speakers. Gender to be monitored annually by DoED.</i></p> <p>Introduce a PPLS 'International Women's Day lecture' featuring a high-profile speaker (alternating each year by Subject Area) who will then be</p>	<p>Q1-Q4, annually</p> <p>Q1, 2018</p>	<p>DoED</p> <p>DoED</p>	<p><i>Gender parity of high-profile speakers.</i></p> <p>≥95% academic staff &amp; PGR students 'Agree both men &amp; women are visible role models' (all genders).</p> <p>Annual 'International Women's Day' high-profile seminar.</p>

		88.9%M) 'Agree' that 'both men & women role models are visible' suggesting gender disparity in this perception.		available for a small group meeting with PG students  <i>If the LiberaEd bid for a Psychology non-Western speaker seminar series fails, PPLS will fund a 2018/19 PPLS series (~£10,000), with a view to maintain annually.</i>  PPLS will schedule a 'Women in the Workplace' workshop given by an expert in women's careers/employability.	Q1-Q3, 2018-2019  Q2, 2018	DoED; HoS  DoED	1 Non-Western culture research seminar series in 2018/19, to be continued annually if well-attended (≥50).  1 'Women in the Workplace' workshop scheduled in PPLS calendar.
2.6	Increased support for <b>PSS CAREER DEVELOPMENT.</b>	PSS need to be made aware of their career progression opportunities, which are often less obvious than the routes for academic staff.	Themed Cross-School PSS Forum began 2016 (1/semester; ~90% attendance).  Career planning/development review performed by line manager, overseen by DoPS for all staff. To reflect & evaluate career development needs.	<i>Increase frequency of cross-Professional Services Forum to increase communication &amp; awareness of cross School/University activities &amp; opportunities for development.</i>  Engage in cross-UK Ambitious Futures–New Graduate Programme for University Leadership.  Promote cross-University Reward & Recognition Programme at a PSS BBL.	Q1-Q4, annually  Q1-Q4, annually	DoPS  DoPS	>90% attendance at Quarterly Professional Services Forum.  ≥1 Successful traineeship as part of UK Ambitious Futures Programme.

2.7	Ensure gender balance in <b>COMMITTEE MEMBERSHIP</b> so that a fuller range of perspectives can contribute to decision-making; & to progress the careers of women.	Diversity of committee members is related to many positive outcomes for decision-making & individuals gain skills to benefit career progression.  2015/16, 4 of 6 committees had ≥40% female representation; 2 female conveners.	HoSA advertise committee roles (including duration) to staff members at staff meetings & via email circulars.  Since Psychology's AS Bronze, PPLS has published committee structures & membership on the PPLS intranet, to promote transparency.	<i>Committee membership will be monitored for a female profile reflecting the School. Early-mid-career women to deputise &amp; shadow.</i>  <i>Ensure at least 1 female &amp; 1 male on School Promotions Committee.</i>  Hold a PPLS BBL on Committee Membership.  <i>PPLS will appoint School roles (ex-officio committee members) via an open process; job roles advertised to all staff &amp; applications reviewed by the HoS with HoSA support.</i>	Q4, annually    Q2, 2018   Q1-Q4, annually	DoED HoS   DoED   HoS	≥40% female & male representation on all decision-making committees. [40% of academic staff (UE06-UE10) are women]  At least 1 female & 1 male on SPC.  1 'Committee membership'-related BBL held.  80% of female & male staff 'Agree' that they 'are equally likely to be chosen for significant activities/opportunities'
<b>3. Staff recruitment, induction, promotion, mentoring, and research support; prioritising gender equality</b>							
3.1	Ensure marketing materials contain information on UoE family friendly policies & <b>commitment to E&amp;D</b> to	To address any gender imbalance of men/women, PPLS must present an inclusive outward-facing image.	PPLS's external recruitment materials include a statement that UoE is as an equal opportunities employer.  Psychology's AS Bronze Award is	<i>Job description templates to be updated to include a declaration of PPLS's commitment to equal opportunities; part-time &amp; flexible working options; signposting to family-friendly policies, nursery provision, &amp; PPLS E&amp;D webpage.</i>	Q1-Q4, annually	DoPS	100% of job adverts to contain new wording to highlight PPLS's commitment to E&D support.

	encourage <b>RECRUITMENT</b> from under-represented genders; & highlight PPLS's inclusive culture.	2013-16, average % of female job applicants drops with grade, e.g., UE06, 62%; UE08, 35%; UE10, 14%.	profiled in its recruitment materials.	AS logo to appear on recruitment materials & job adverts if award is successful.  <i>Recruitment material to include welcoming statement for underrepresented gender; &amp; Partner Career Transition Policy link for UE10.</i>  <i>Invitations to apply for UE10 posts sent to suitable women. Balanced gender shortlisting when external recruiters used.</i>	Q1-Q4, annually  Q1-Q4, annually	DoPS  DoPS; HoSA	100% recruitment materials, job adverts & website include AS logo.  <i>≥10% increase in the proportion of applications from women at UE10.</i>
3.2	Ensure that the <b>RECRUITMENT</b> process for all staff in PPLS is <b>fair &amp; transparent</b> , free from gender bias.	UB can potentially influence recruitment processes; e.g., gendered stereotypes of specific roles can perpetuate gender bias (2015/16, 65% of PSS are female, yet all IT staff are male).	Candidate score sheets (with respect to selection criteria) are issued as requested as standard practice in PPLS for all recruitment panels.  PPLS aim to have at least 1 female & 1 male recruitment panellist.  It is mandatory for panel chairs to	<i>PPLS will seek at least 40% female representation on all recruitment panels.</i>  <i>Early-mid career staff will be invited to join recruitment panels to promote career development &amp; to reduce senior panellist overload.</i>  All panel members & chair to complete UoE 'Recruitment, Selection & the Law' AND 'E&D' & 'UB' e-modules.	Q1-Q4, annually  Q1-Q4, annually	HoS; DoPS;  DoPS	<i>≥40% female and male representation on 100% of recruitment panels.</i>  100% of panel members complete recruitment training, checked in HR training database ( <b>AP6.3</b> )

		A clear understanding of recruitment policies is essential to ensure legality and gender equality.	complete UoE <i>'Recruitment, Selection &amp; the Law'</i> e-modules.  PPLS conducted a review of recruitment practice, 2015/16.	Panel Chairs & line managers (typically member of recruitment panels) to attend a 1-day 'Recruiting for Excellence' workshop.  <i>An unbiassing hiring checklist will be emailed to all panel members prior to interviews.</i>	Q1-Q4, annually	DoPS	100% of line managers complete 'Recruiting for Excellence' workshop, recorded in HR training database ( <b>AP6.3</b> ).  <i>100% panellists complete unbiassing hiring checklist.</i>
3.3	Improve the staff <b>INDUCTION</b> experience, so that all new staff are fully aware of E&D and work-life balance policies, & career development within PPLS & UoE.	A thorough staff induction will increase transparency & knowledge of PPLS processes for all staff.  2016, 47% of academic staff (41%F:50%M) & 55% of PSS (54%F:67%M) 'Agree' 'I am kept informed by PPLS about career development and work-life balance issues'.	New staff given welcome letter, 'Induction Pack', Staff Handbook by PPLS Office. PSS assigned an 'Induction Buddy'.  PPLS encourages staff to attend annual 'CAHSS Induction' events.  From 2017, new staff are introduced in PPLS newsletter.  Tutoring resources, Tutors Handbook on the PPLS intranet & include guidance on tutoring, career	<i>An annual PPLS induction event will be introduced for all academic staff and PSS.</i>  All staff to have a tailored induction programme during their first week (meetings with Subject area staff, UG, PG, Research, HR, Health and Safety, and IT) & assigned an 'Induction Buddy'. Induction to commence earlier for overseas staff using skype.  <i>Create PPLS Induction intranet page for promotion/re-grading; training; family-friendly policies (nursery provision, UoE Childcare Voucher Scheme, PPLS Parents' group); flexible</i>	Q2, annually  Q1-Q4, annually  Q1-Q4, annually	HoS; DoPs  HoS; DoPS  DoED; DoPS	<i>1 PPLS-wide Induction event scheduled, annually.</i>  ≥80% of new academic staff & PSS 'Agree' that 'PPLS Induction' is beneficial to adjustment, in 'Induction Feedback' (for all genders).  ≥80% of academic & PS staff 'Agree' 'I am kept informed by PPLS about career development & work-life balance matters'.

			development, key contacts, & FAQs.	<i>working arrangements (AP1.3). Also included in Staff handbook.</i>			
3.4	Increase <b>awareness &amp; transparency</b> of, & <b>support</b> for the <b>PROMOTION</b> process by featuring relevant case studies on our intranet, & improving feedback on promotions applications.	A clear understanding of career development opportunities & the promotions process aids promotion success.  2016, greater understanding of promotion process by male (73%) vs female (51%) academic staff.	Academic staff emailed UoE reward process details.  CAHSS & PPLS annual promotions workshops.  2016, CAHSS PPLS Promotions Rep (F) & HoS led PPLS workshop. Female Reader gave a talk.  1:1 meeting with HoS for application feedback.	<i>School website, social media, internal newsletters &amp; continued use of email to circulate details of reward processes. Specific case studies of promoted women to feature on Promotions intranet site &amp; to lead a BBL on the topic.</i>  To support future applications, all unsupported promotion applicants will be provided with written feedback & personal encouragement to seek a 1:1 session with HoS. Written feedback ensures that all receive minimum feedback.	Q1-Q4, annually    Q4, annually	HoS DoPS   HoS	≥85% of female & male academic staff 'Agree' 'I understand the promotions process in PPLS'.  1 'Promotions' BBL led by a promoted female.  100% uptake of 1:1 feedback sessions with HoS for unsupported promotion applicants.
3.5	Support career development & <b>PROMOTION</b> of <b>Part-time (PT) staff</b> .	A lack of understanding of career development opportunities is a barrier to success in promotion.	PPLS Promotion workshop supplements information given at College workshops.	<i>Use the School website &amp; annual PPLS promotions workshop to clarify how skills and experience are considered with respect to promotions, particularly the implications of contract status e.g. PT, FTC.</i>  <i>Publicise promotion success stories (case studies) of PT staff on School Promotions Intranet.</i>	Q1-Q4, annually	HoS	≥80% agree that PT/flexible staff are offered the same career development opportunities as FT staff. [2016, 65.9% could not judge this, answered 'do not know']

				Introduce job-sharing options of administrative leadership roles to suit PT staff.	Q1-Q4, annually	HoS;	≥1 Subject Area/School administrative roles are job-shared by PT staff.
3.6	Ensure <b>PROMOTION</b> practices (including around pay) are <b>fair &amp; transparent</b> , to increase the number of female promotions at UE10.	Only 26% of professorial staff in PPLS are women.  UoE has noted a salary disparity between genders: professors in 2016: mean 10%; median 9% UoE-wide.	University-wide mentoring scheme; PPLS Promotion workshop supplements information given at College workshops.  Gender balance on PPLS Promotions Panel is currently 3F:6M.  UE10 receive link to 2016 pay gap audit.	<i>Ensure that the PPLS Promotions Panel comprises a minimum of 40% women.</i>  UE10 reviews will discuss the appropriateness of applications for additional pay increments. Informed by School pay gap data & performance data, HoS will contact individuals who should go forward.	Q1-Q4, annually  Q3, annually	HoS  HoS	≥40% female & male representation on the PPLS Promotions Committee.  The gender pay gap reduces by 15%.
3.7	Strongly encourage PPLS <b>PROMOTION MENTORING</b> for UE09 female academics, to address UE10 gender imbalance.	Mentoring by professorial staff can inspire & help prepare women to progress to these positions.  26% of UE10 are female.	UoE Mentoring Connections is open to UE09 academic staff (0 UE09 currently mentored).  Psychology mentoring scheme (0 UE09 mentored).	<i>UE09 female staff who are on course for promotion will be encouraged by the HoS to seek mentoring support.</i>  <i>Subject Area Mentoring schemes to be introduced to Philosophy &amp; LEL with available mentoring by UE10 staff.</i>	Q1-Q4	HoS	<i>100% of female UE09 staff desiring mentoring are engaged with this process.</i>

3.8	Ensure that all staff receive equal <b>RESEARCH GRANT APPLICATION</b> support; extra support available for unsuccessful applications to optimise future success rate.	2013/14-2015/16, Grant success rate for women is 21%; success rate for men is 32%. 20% of total grant value is secured by women (£3,359,296).	<p>CAHSS offers relevant grant workshops that are advertised by our research office to PPLS staff.</p> <p>Our research office forwards successful application exemplars to staff preparing grant submissions (available for all major funding schemes).</p> <p>PPLS have an internal grant review process that provides feedback on proposals prior to submission.</p> <p>Research Director holds weekly open-office hours.</p>	<p><i>New guidance to be given to annual Reviewers to action reviewee meetings with the Research Director where future goals involve funding bids; encourage PPLS Pilot grant scheme use.</i></p> <p><i>Introduce meetings with the Research Director for all unsuccessful funding bids where funder feedback is provided; evaluation will feed into future grant writing.</i></p> <p><i>Compare funder feedback on failed grants to compare weaknesses across genders.</i></p> <p><i>Particular attention to failed grant proposals from early-career researchers (&amp; commitment to gender equality in extent of attention)</i></p> <p><i>Monitor sex bias in quantity &amp; quality of feedback across genders &amp; correct imbalances.</i></p> <p><i>Monitor grant writing workshop uptake by gender &amp; grade;</i></p>	Q1-Q4, annually	PPLS Research Director	<p><i>A new gender culture survey question shows ≥80% of academic staff 'Agree' 'I have access to useful research grant application support' (for all genders).</i></p> <p><i>Research grant applications case studies feature on PPLS webpages; with 50% female &amp; male representation.</i></p> <p><i>Increased gender parity in grant application success rate (to within 5%).</i></p> <p><i>An increase (to at least 30%) of total grant value secured by women.</i></p>
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				<i>target staff to attend if there is imbalance.</i>			
3.9	Establish a 'PPLS Academic Staff Member Fund' (ASMF) to promote <b>CAREER DEVELOPMENT</b> and successful <b>RESEARCH GRANT APPLICATIONS</b> .	Funding applications are stronger where preliminary work is available; PPLS will financially support researchers in pilot work/career development.	PPLS has a 'Pilot Fund Scheme' (£3000/individual).  'CAHSS Knowledge Exchange (KE) & Impact Grant Scheme' (£5000) & 'PPLS KE' Fund (£1000).  2013/14, Psychology introduced an ASMF; £300 p.a.	<i>PPLS will seek to extend Psychology's 'ASMF' to develop an open, non-competitive fund to support research, teaching and career development.</i>  <i>PPLS Research Committee will monitor &amp; encourage staff to utilise the ASMF &amp; apply for PPLS Pilot Funding. To be publicised at AR, in Staff Handbook, &amp; on PPLS intranet.</i>	Q1, 2017	HoS; Research Director	80% uptake & spend of 'ASMF', annually. (2015/16, 7 (4F:3M) of 23 eligible Psychology staff used these funds).  5% increase in success rate of grant applications (for all genders).
3.10	Ensure there is no gender bias in the return of staff for <b>RESEARCH EXCELLENCE FRAMEWORK</b> (REF 2021) submissions.	A supportive research environment ensures all eligible staff have requisite number of REF-compliant outputs for submission.	Academic staff ≥UE08 with ≥3 years' service are entitled to research leave on full pay & pension contribution to foster research. 2015/16, 21 PPLS staff took research leave (10F: 11M).	<i>AR will be used to highlight staff whose responsibilities outside work may result in difficulties in producing required number &amp; quality of REF outputs. The Research Director will provide guidance &amp; support towards becoming eligible.</i>	Q1-Q4	Research Director	100% submission of eligible female & male staff in REF 2021 [ <b>Note: likely to be a REF requirement for REF2021</b> ].  [2014, 86% of female and 94% of male staff submitted to REF2014.]

#### 4. Career breaks, workloads, supporting colleagues with caring responsibilities

4.1	Ensure <b>awareness</b> of & <b>accessibility to information</b> & support around <b>FAMILY LEAVE</b> & work-life balance policies; include in induction pack & Intranet update.	Healthy work-life balance cannot be achieved without knowledge of the policies surrounding this.  2016, 48% of academic, 55% of PS staff, 52.5% PGR students 'Agree' that 'PPLS gives me clear information on matters relating to gender equality'	All family leave policies & documentation are made available on the PPLS intranet; & accessible to all staff.  Students taking maternity leave are directed to the PG Office for support.  Mandatory use of the 'Maternity Check List for Managers', 'Work Planning Template', & 'Maternity Risk Assessment', before staff start leave.	<i>PPLS will promote the UoE 'Maternity Leave Toolkit' on our E&amp;D webpage &amp; intranet (including links to UoE policies on family leave, <b>AP1.3, AP3.3</b>).</i>  <i>Student handbooks &amp; PG webpages will signpost maternity &amp; family leave policies &amp; HR information (for those who tutor) to increase their accessibility.</i>  Line manager to clarify implications of maternity/ adoption leave to FTC staff; & confirm non-cost extension to the funder (for PIs) & School bridging funds (e.g., for RAs) prior to starting leave.	Q1, 2017 – Q2, 2018       Q1-Q4, annually	DoPS; DoED;      HoS	85% of staff & PGR students 'Agree' 'PPLS gives me clear information on matters relating to gender equality' & 'I am kept informed by the School about matters that affect me in relation to work-life balance' (all genders)      Extension of grants across maternity leave period for all FTC staff.
4.2	Improve <b>support for staff returning</b> from <b>FAMILY LEAVE</b> , to aid career progression & ensure a smooth & manageable transition back to work.	Embedding AS principles in arrangements & supporting a good work-life balance is beneficial for staff with childcare responsibilities.	If needed, PPLS buys in cover for staff on maternity/ adoption leave; preventing overload of other staff & ensuring a manageable workload on return. PPLS adjusts teaching load in the WAM to	<i>PPLS will prioritise PPLS Pilot Grant &amp; Conference Travel funding applications from those recently returning to work.</i>  PPLS Parents' Group (co-ordinated through a Facebook group) will be promoted in Induction, Staff & Student Handbooks, Intranet & by Line	Q1-Q4, annually      Q1-Q4, annually	Research Director      HR Administrator; DoPS	All returners to work successfully apply for PPLS Pilot & Conference funding within their 1 <sup>st</sup> year back.      Two-fold increase in membership of PPLS Parents' Facebook Group.

			<p>levels of new staff (.5 load) for staff returning start of semester.</p> <p>PPLS Parents' group formed 2016 for staff &amp; students (UG &amp; PG) with children (20 members).</p>	managers, Senior Tutor & PG Office.			
4.3	Protect staff entitlement to privacy & enable career development opportunities for those on <b>FAMILY LEAVE</b> .	Difficulties in accessing career development opportunities (conferences & training) are greater for staff during a period of leave.	UoE promotes paid voluntary Keeping in Touch (KIT) days on UoE website; & they are promoted by line managers. KIT days can be used for career development (conferences; promotions workshop; training).	<p><i>A 'Family Leave Agreement', outlining staff member's preferred level of contact during leave to be instituted; endorsed by line-manager.</i></p> <p>Access to 10 voluntary paid KIT days will be contained in 'Family Leave Agreement' &amp; signposted in Staff Handbook, intranet, E&amp;D webpage.</p>	Q1, 2017	HoS; DoPS;	<i>100% of staff taking family leave have pre-arranged 'Family Leave Agreement' filed with the PPLS Office.</i>
					Q1, 2017	DoPS	Of those choosing to use KIT days, ≥80% elect to use them for career development activities.
4.4	To assist staff with caring/other obligations maintain a healthy work-life balance, formal <b>FLEXIBLE WORKING</b>	2016, 61% of academic staff and 92% of PSS 'Agree' that 'PPLS is supportive in seeking solutions when work and	<p>FWA is UoE policy for all staff; requests are supported based on business needs.</p> <p>PPLS has a flexible working culture; informal &amp; formal requests approved.</p>	<p><i>To ensure FWA terms are safeguarded, all requests for FWA will be made formally.</i></p> <p><i>PPLS will promote formal flexible working for staff at AR; in Staff Handbook; on the PPLS E&amp;D webpage &amp; intranet.</i></p>	Q1-Q4, annually	DoPS DoED	<p><i>100% of FWA agreed formally.</i></p> <p><i>85% of academic &amp; PS staff 'Agree' 'PPLS is supportive in seeking solutions when work &amp; life obligations conflict' (all genders).</i></p>

	agreements (FWA) will be promoted.	life obligations conflict’.	2012-16, 3 (2F:1M) academic & 11 (7F:4M) PSS request & granted formal FWA.	PPLS will host a biennial ‘CAHSS HR - Family Leave & Flexible Working Opportunities’ talk.	Q3, 2018, then biennially	PPLS HR Administrator	>20 staff members attend ‘Family Leave & Flexible Working Opportunities’ talk.
4.5	Social event venues & times to be <b>FAMILY FRIENDLY</b> so inclusive for those with caring roles.	Inclusive social gatherings are necessary to foster positive collegiate relations.	Psychology schedules all social events in family-friendly venues at suitable times.	<i>Social Events in Philosophy &amp; LEL will follow Psychology’s commitment of family-friendly venues &amp; timings that fit in with School holidays/hours.</i>	Q1-Q4, annually	HoSA	≥80% in all Subject Areas agree that work-related social activities welcome both women & men. [2016, ~67% in Philosophy & LEL; 80% in Psychology]

### 5 Supporting students, embedding AS principles in learning and teaching and balancing student gender profile

5.1	Improve gender balance in UG, PGT & PGR <b>STUDENT POPULATIONS</b> via communications & marketing that showcase diversity.	Gender imbalance can be partly addressed by displaying gender-balanced images to prospective students.  2015/16, more female students at UG (71%), PGT (64%) & PGR (54%) than males,	PPLS Web Team & Marketing & Communications Officer strive to project a diverse, inclusive visual representation of PPLS’s student body in all recruitment materials.  Psychology’s re-vamped pre-honours curriculum includes a heavy focus on statistics; prospectus	<i>Annual reviews of online &amp; hardcopy publicity materials (e.g., prospectus &amp; PG funding leaflets) to ensure gender-balanced images &amp; content. Use podcasts of under-represented student gender on UG &amp; PG webpages. Report to SMC; where needed changes made to increase salience of under-represented gender.</i>	Q3, 2018	DoED; CAM office	10% improvement in gender parity within UG student population. [2015/16 Psychology & LEL have more female than male UG (~80% vs 54% in Philosophy)]  5% improvement in gender parity within PGT/PGR student population. [2015/16, Psychology & LEL have more female than male PG (~70%/60% vs 26% in Philosophy).
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		suggesting UG-PG decline.	was updated to highlight this quantitative focus. [Potentially counteracting its lay perception as a helping profession discipline].	AS logo placed in all marketing materials: website, prospectus & e-mail signatures.	Q1, 2017	DoED; PPLS Web Developer	AS logo appears on all PPLS marketing material, website, prospectus & email signatures.
5.2	Encourage gender-balanced UG, PGT & PGR student recruitment through <b>OUTREACH/ KNOWLEDGE EXCHANGE.</b>	Outreach/KE is crucial to attracting applications from under-represented groups.	<p>FT PSS KE Officer (F) &amp; Academic Director of KE (M), .40 FTE.</p> <p>Bilingualism Matters Centre staff visit nurseries, primary &amp; secondary schools for educators &amp; carers.</p> <p>Philosophy currently engaged in Widening Participation (WP) Schemes (Sutton Trust Summer Schools, Social Mobility Foundation Univ. Taster Day).</p> <p>Staff record KE/ Outreach in PURE.</p>	<p><i>PPLS will aim for gender balance of staff &amp; students involved in WP, on-campus UG/PG Open Days &amp; off-campus recruitment events.</i></p> <p><i>Psychology &amp; LEL to work with UoE WP (Sutton, Social Mobility) to attract under-represented group applicants. WP promoted at a PPLS Forum &amp; thereafter by Subject Area WP reps.</i></p> <p><i>Staff will be advised at the start of each semester to organise School outreach through the KE Office to increase presence in state Schools.</i></p> <p>PPLS will recognise 'Outreach' &amp; KE in the WAM to promote staff</p>	<p>Q1-Q4, annually</p> <p>Q1-Q4, annually</p>	<p>KE Officer</p> <p>HoSA</p>	<p><i>≥40% representation of female &amp; male staff (speakers/at desks) at UG/PG Open Days, across all Subjects.</i></p> <p><i>Gender composition of staff participating in outreach mirrors gender composition of staff.</i></p> <p><i>1 PPLS Forum held on WP.</i></p> <p><i>All Subject Areas to be actively engaged in UoE WP Schemes.</i></p> <p><i>≥10% increase in staff members undertaking Outreach.</i></p>

				engagement in outreach & prevent overload ( <b>AP1.6</b> ).			
5.3	Increase flexible studying options by introducing new <b>ONLINE-DISTANCE LEARNING (ODL)</b> courses.	Flexible modes of study increase the opportunities for women (and ethnic minorities) to gain qualifications.	2015/16, PPLS offered 1 MSc programme (29.3%F) & 1 PgCert (20%F) in Philosophy on an ODL basis. Philosophy run 5 massive open online courses (30%-40%F)	<i>Increase the number of ODL programmes &amp; courses offered by the School, including more massive open online courses.</i>	Q1, 2019-2022	HoS; DoPGS;	<i>New ODL courses in Psychology &amp; LEL will be introduced within the next 5 years.</i>  <i>Philosophy to offer a further 4 massive open online courses within the next 5 years.</i>
5.4	Provide improved support to facilitate equal <b>ACADEMIC PROGRESSION</b> of female and male students to PGT and PGR programmes.	PGR students need to be aware of the routes into the academic profession if they are to progress to these posts.  A 'leaky pipeline' in female progression UG-PG is evident: up to 18% fewer female PG students in Psychology, 17%	A Personal Tutor (PT) is allocated to 1 <sup>st</sup> -year students for the entirety of their UG studies. The PT offers advice on courses, work experience, applications, funding & academic careers.  In Psychology, an UG career seminars series began in 2017 & includes a seminar on 'Applying for PG study' LEL hold 3 Career information	<i>PPLS will ensure that Semester 1 PT meetings with 4<sup>th</sup> year UGs include an embedded discussion, specifically relating to progression pathways, funding &amp; support.</i>  <i>Promote funding opportunities &amp; IAD activities through E&amp;D website, Virtual Learning Environment pages, &amp; programme handbooks.</i>  <i>Introduce annual talks on 'Applying for PG study' to Philosophy (+ careers seminar) &amp; LEL UG students, advertised to all UG students &amp; utilising</i>	Q1-Q4, annually	DoUGS; DoPGS	<i>≥5% increase in proportion of male applications &amp; acceptances to Psychology &amp; LEL PG courses.</i>  <i>≥5% increase in proportion of female applications &amp; acceptances to Philosophy PG courses.</i>  <i>Career seminars held in all Subject Areas are well-attended (≥40 students).</i>

		in LEL & 29.9% in Philosophy.	sessions/year (1 for each UG year 2-4).  PPLS fund £260K in PG scholarships p.a.	<i>strong female role-models in Philosophy sessions.</i>			
5.5	Develop a <b>MENTORING SCHEME FOR PG STUDENTS</b> to enable them to transition to academic staff posts, where desired.	Mentoring of students is important in increasing their awareness of the pathway to an academic career.  2016, 79.5% of PGR students 'Agree' that 'Mentoring and/or other support is given to help progression from study to an academic career'	Mentoring of PG students is informally by their supervisor (PGR) or Personal Tutor (PGT).  Subject area PhD induction event contains information on career development opportunities.  PhD supervisors informally advise students of academic post opportunities.	<i>PPLS will develop a PG mentoring scheme, open to all PGR students: MSc Research students will be mentored by volunteer PhD students &amp; PhD students by post-docs. The PG Office will manage the mentor list, &amp; pair interested mentees with those of the nominated gender.</i>  <i>PPLS to suggest an amendment to the University-wide annual PhD review form to include a question in the 'Action to date' section on post-PhD plans for final-year students.</i>  <i>DoED will draft (&amp; circulate) guidance to staff for writing references that avoid gender bias, to improve their student's shortlisting success for academic posts.</i>	Q1, 2018	DoPGS; DoED	≥80% uptake of the new PG mentoring scheme.  90% of PGR students 'Agree' that 'Mentoring &/or other support is given to help progression from study to an academic career'  Agreement across Colleges to amend the University PhD Annual Review form to track post-PhD plans for final-year students.  All staff use guidelines for writing an unbiased reference for their students.

5.6	<b>PROMOTE VISIBILITY</b> and support career progression of <b>PG STUDENTS.</b>	Publicising our PG students' achievements will boost their career profile.	Responsibility of student to send information to KE Officer.	<i>PGR students' successes (e.g., outreach, publications) will be routinely solicited &amp; publicised via social media &amp; PPLS newsletter.</i>	Q1-Q4, annually	KE Officer; PG Office	>5 PG student achievements communicated in each PPLS newsletter & tweeted.
5.7	Ensure gender parity in the appointment of UG & PGT <b>EXTERNAL EXAMINERS (EE).</b>	Gender parity of EE helps to ensure there is no gender bias in examination procedures.	There are presently 4 female & 5 male UG EEs.  There are presently 5 female & 14 male PGT EE.	<i>The appointment of more female EE for PGT programmes to ensure parity of gender.</i>	Q1-Q4, as required	DoPS; HoSAs	<i>For each available EE position an equal number of invitations to women &amp; men will be made, but prioritised to women for PGT EEs until there is gender parity.</i>

### 6. Improving Data Monitoring and exploring data in depth

6.1	Monitor gender-balance of students & staff in PPLS, compare with National & Russell Group benchmarks (HESA-HEIDI) to <b>CHART PROGRESS OF ATHENA SWAN PROCESS.</b>	Accurate & comprehensive data are required to track AS progress across the School.	AS staff & student data analysis completed in Psychology for Nov 2013 Bronze Award submission, & then monitored annually.  Nov 2015, the annual statistical analysis in Psychology expanded to other Subject Areas, & adapted to meet requirements of post-2015 AHSSBL	<i>Annual full review of AS dataset: <u>Staff data:</u> Male/female ratio, turnover, recruitment, promotions, committee membership, contracts, family leave uptake/return, research grant applications, &amp; outreach activities, WAM. <u>Student data:</u> UG, PG numbers, Access entrants, Degree classification, applications, offers, acceptances, reasons for declining PGR. [A reporting mechanism for PGR success rates to be developed with CAHSS].</i>	Q1-Q4, annually	School HRA, College AS Project Officer	<i>Full AS data set &amp; annual statistical report available on PPLS AS intranet for comparative analysis (UG/PGT/PGR students; academic &amp; PSS).  Annual statistical report (including impact as mapped by ORP Good Practice Checklist) published on E&amp;D intranet &amp; presented at SMC (minuted) &amp; School</i>
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			<p>application template (2012/13-2015/16).</p> <p>Preliminary analysis of gender pay gap for PPLS appointments at UE06-UE10 started in October 2016.</p>	<p><i>Produce an annual statistical report for publication and presentation to School.</i></p> <p><i>Use the 'Oxford Research &amp; Policy (ORP) Non-STEMM Good Practice Checklist' to benchmark strengths/ weaknesses in AS progress.</i></p>			<p><i>Forum, as part of annual AS progress review.</i></p>
6.2	<p>Establish a regular programme of <b>GENDER CULTURE SURVEYING</b> within PPLS; to allow comparative analysis of results year on year &amp; appropriate action.</p>	<p>Quantitative &amp; qualitative data are needed to measure gender balance &amp; identify issues relating to gender equality actions. These PPLS specific data will inform AS actions.</p>	<p>Psychology AS academic staff surveys in 2012 (62% response; 57%F; 68%M); 2014 (60.0% response; 67.9%F; 51.9%M); &amp; 2016 (57% response; 57%F; 52%M).</p> <p>March 2016, PPLS survey to academic staff (82% response; 95%F; 63%M); PSS (69% response; 83%F; 46%M); &amp; PGR students (27.4% response; 33.3%F; 17.3%M); published on PPLS intranet.</p>	<p><i>PPLS-wide academic staff, PSS, and PGR gender culture surveys to run biennially.</i></p> <p><i>Use an online Gender Culture Survey advertising campaign &amp; offer £20 prize draw vouchers to PGR students to increase responses.</i></p> <p>Survey report prepared by DoED &amp; presented/discussed at SMC.</p> <p>Survey summaries uploaded to PPLS E&amp;D website &amp; intranet, including comparisons with previous surveys to evaluate AS progress.</p>	<p>Q2, 2018, 2020, 2022</p> <p>Q3, 2018, 2020, 2022</p>	<p>DoED; College AS Project Officer</p> <p>DoED</p>	<p><i>Separate academic staff, PSS, PGR surveys conducted biennially.</i></p> <p><i>≥75% response rate for academic staff &amp; PSS (all genders). ≥60% response rate for PGR students (all genders).</i></p> <p>Dedicated gender culture survey report discussed &amp; minuted at SMC, biennially.</p> <p>Survey summaries available on PPLS intranet &amp; E&amp;D webpage.</p>

6.3	Monitor <b>UPTAKE OF TRAINING OPPORTUNITIES</b> which are important for career development.	Teaching, research & professional development training is valuable for career progression.	Information on training attendance is held by IAD & College HR.	<i>Monitor uptake of training &amp; gender differences in the number &amp; type of training by establishing a PPLS training database fed from data held by IAD &amp; College HR.</i>	Q4, annually	DoPS; HRA	<i>1 annual report on the frequency &amp; type of training, &amp; gender distributions of these.</i>
6.4	Investigate academic & PSS <b>REASONS FOR LEAVING</b> , to ensure that working culture is not impacting negatively upon turnover.	Leaving posts can reflect negative aspects of employment.	University exit survey began Nov 2014 emailed to staff at point of resignation/end of FTC. 2015-16, 30% response rate. In-person exit interview is offered to all PSS.	<i>PPLS will extend the optional 1:1 exit interview given to PSS leaving the School to academic staff.</i>  <i>Signpost the University exit survey on the PPLS intranet.</i>  <i>Results will be collated &amp; included in the annual AS statistical review.</i>	Q1-Q4, annually	School HRA	<i>Response to exit survey increases to 50%.</i>  <i>100% staff are offered an in-person exit interview.</i>

#### Action Plan Abbreviation Key

CAM:	Communications and Marketing
DoED:	Director of Equality and Diversity
DoPS:	Director of Professional Services
DoPGS:	Director of Postgraduate Studies
DoUGS:	Director of Undergraduate Studies

EE:	External Examiner
HoS:	Head of School
HoSA:	Head of Subject Area
HRA:	Human Resources Advisor
IT:	Information Technology
KE:	Knowledge Exchange
ODL:	Online Distance Learning
PG:	Postgraduate
PSS:	Professional Services Staff
SPC:	School Promotions Committee
UG:	Undergraduate