

Athena Swan renewal form for universities

Applicant information

Name of university	Edge Hill University
Date of current application	September 2023
Level of previous award	Bronze
Date of previous award	2018
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An evaluation of the university's progress and issues	3733
Future action plan*	
Appendix 1: Data tables*	
Appendix 2: Glossary*	
Overall word count	5500

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 5500 words

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Section 1: An overview of the university and its approach to gender equality

1. Letter of endorsement from the head of the University



Dear Head of Athena Swan

I am delighted to endorse this Athena Swan Bronze resubmission.

Edge Hill University was founded in 1885 as the first non-denominational teacher training college for women. The principles of fairness, accessibility and inclusion continue to underpin our mission and purpose. Our People Strategy promotes a positive culture where staff feel engaged, recognised, valued, encouraged, and where they experience fairness and equity and see that their views count. We believe that a positive, inclusive culture enables competitive advantage and makes us an excellent place to work and study. This approach has been endorsed by several accolades:

- Modern University of the Year 2022 (Times and Sunday Times' Good University Guide)
- University of the Year 2020-21 (Educate North Awards)
- Top 4 in the North-West (Complete University Guide)
- More than half of our research has been classed as 'world-leading' or 'internationally excellent' in the Research Excellence Framework (REF) 2021.
- 95.6% of our students are employed or in further study within 15 months of graduation.

When we launched our Equality, Diversity, and Inclusion (EDI) Strategy 2021-25 we made a commitment to deliver EDI in the University ambitiously and as a beacon of example to the sector. Since then, we have worked hard to realise this ambition and Athena Swan accreditation is one of our guiding principles.

Our profile has meant that, in contrast to the wider sector, female managers are well-represented in both academic and professional support services. This application articulates some key areas of progress we're making to ensure gender equality through meaningful actions. Since the University retained bronze accreditation in 2020 there have been several positive developments.


- Progress against the People Strategy and strategic EDI Action Plan is reported directly to the Board of Governors annually.
- The composition of the Board of Governors is 50:50 male : female
- We have appointed a Lead Governor for EDI and the wider Board of Governors are working through the Advance HE's Board Diversity and Inclusion Toolkit

- We have appointed an External Charters Manager (to support the growing volume of Athena Swan applications across the institution)
- We have achieved a 0% Gender Bonus Gap for 4 consecutive years.
- We have improved our Family Friendly Policies (including enhancing the Maternity, Shared Parental and Adoption Leave entitlements)
- We continue our work to develop and implement local Work Allocation Models that encourage transparency and fairness in the distribution of contractual responsibilities across our academic community.

Our approach to the management and collation of business intelligence is central to understanding where our challenges lie. I am committed to providing meaningful opportunities to listen to staff feedback and tailoring long term initiatives and resources that support the wellbeing of women of all ages and at all stages of their career.

I enthusiastically endorse the initiatives and the commendable progress we've made against our commitments thus far, whilst acknowledging there is more to do. I am delighted to forward this submission and can confirm that both qualitative and quantitative information provided, is an honest and true representation of Edge Hill University.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J. Cater', with a stylized flourish at the end.

Dr John Cater CBE DL
Vice-Chancellor
Edge Hill University

2. Description of the university and its context

Our mission is to create opportunity from knowledge and the principles of fairness, accessibility and inclusion continue to underpin our mission and purpose. Edge Hill has a long tradition of widening access to education and is committed to creating an inclusive work environment, removing barriers to all forms of inequity and providing all staff with equal opportunities. This commitment is not only central to our values, but also critical to the continued success of the University.

Academic subjects are organised within three Faculties, based mostly on our main campus in Ormskirk, which deliver UG/PG programmes and undertake research/knowledge exchange, and a Graduate School that manages and coordinates PGRs.

The VC is supported by a DVC (Resources), 2 PVCs (Student Experience and External Relations) and the 3 Deans/PVCs (each responsible for one of the faculties). Faculties have significant autonomy.

Our vision is to provide an intellectually stimulating, creative and inclusive environment for our community. We articulate this vision through open communication, which has created a culture that recognises, and rewards excellent teaching underpinned by well-regarded research.

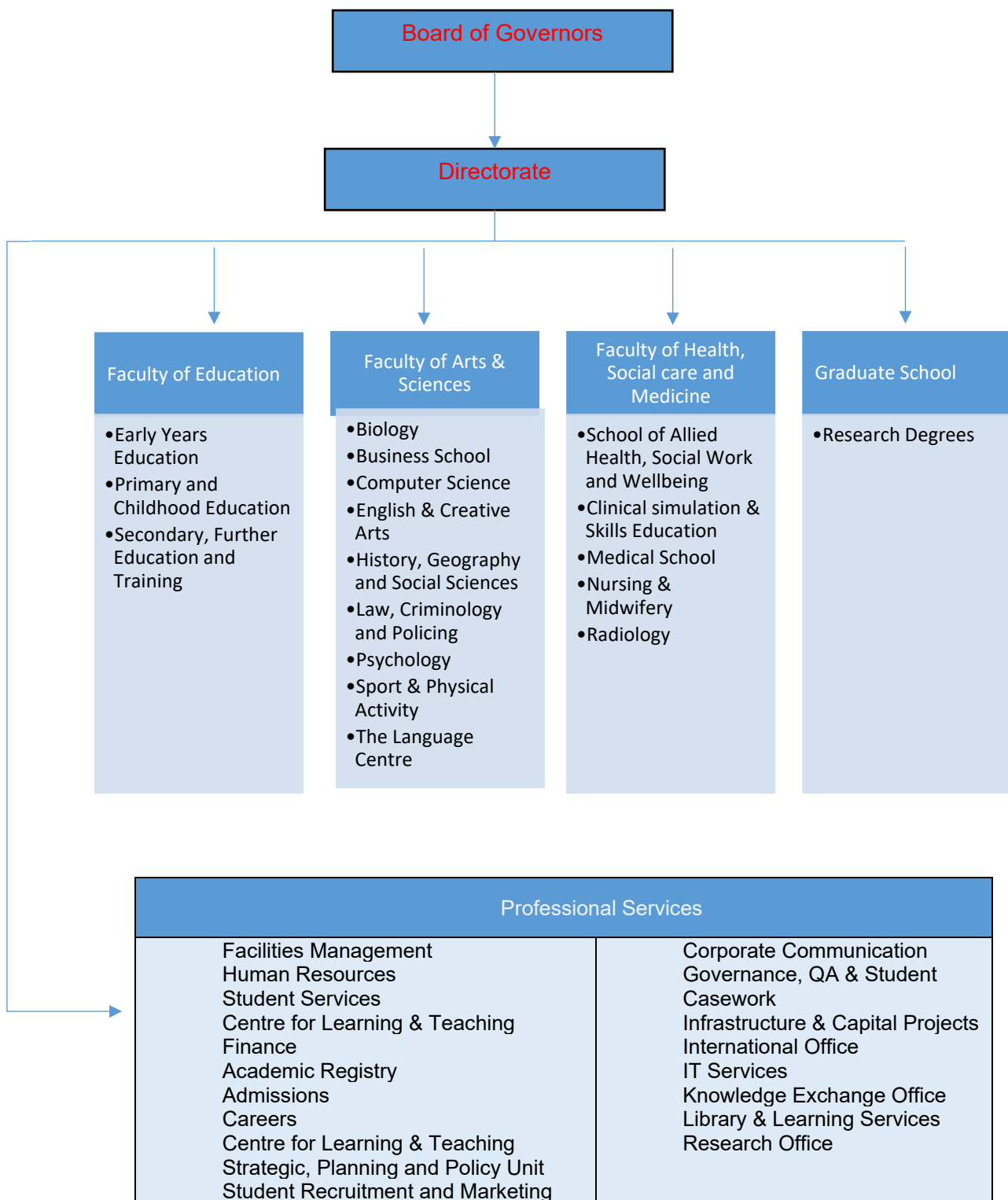
This distinctive culture grows out of a rigorous but supportive model of distributed leadership which gives Deans and Heads of Department the authority to implement University strategy whilst meeting the specific needs of their disciplines, supported by our Professional Services which include Student Services, the Library & Learning Services, IT and Facilities Management.

Over the last five years, improvements in teaching and support for research have enhanced our reputation so that we are now present in main World university rankings. We have seen improvement in our student continuation, completion, attainment, and graduate outcomes. We have significantly improved our research power and quality in REF 2021, with more than half of our research classed world-leading or internationally excellent, while simultaneously improving inclusion by increasing the proportion of staff with significant responsibility for research from 27% (2014) to 47% (2021).

Of note is the recognition of research focusing on topics that are most relevant in addressing inequalities and diversity, such as the high-profile work of using sports interventions to tackle mental health, informing policies designed to prevent child sexual abuse in sport and influencing policymakers around EU sports law. The internationally renowned Centre for Sports Law Research and Centre for Child Protection and Safeguarding have established themselves as experts in their fields.

In 2019, we established the Institute for Social Responsibility (ISR), which was officially launched by Jane Brophy MEP, as Edge Hill University's cross-disciplinary research and knowledge exchange initiative. The institute was set up specifically to influence policy to tackle inequalities and raise awareness of Black History Month, International Women's Day, and Windrush events. The Research Centre for Arts and Wellbeing and the ethos of the Centre for Human Animal Studies have also made essential and unique contributions. Other impact areas highlighted include education, with research focusing on how inclusive learning and teaching can improve student equity and learning outcomes.

Figure 1: EHU structure



Students studying for taught degrees are registered in one of the three academic Faculties and for research degrees in the Graduate School. In addition to local departmental administrative and technical support, each Faculty has a central administration office that offers cross-departmental support.

During the review period, we have expanded our provision of STEM programmes through the establishment of the Medical School and introduction of Engineering programmes with a view to have a standalone Department of Engineering by 2025, and we are currently building a new £17.4m state-of-the-art Life sciences building to support teaching and research. As part of our work to raise awareness of STEM programme we have linked with Primary Engineer (www.primaryengineer.com), a national initiative to promote careers in Engineering, especially for girls. In July 2023, we welcomed Dawn Airy as our new Chancellor; a woman with the confidence to challenge inequality and break down gender stereotypes. She has been recognised with a Lifetime Achievement Award at the European Diversity Awards for her work to advance women's football.

University demographics

The University has 14,000+ students and 662 staff (Table M1) across three academic faculties and the Graduate School and professional services. Since our previous submission, our staffing has increased by 7.6%.

Staff demographics

Staff can now declare if they identify with a gender other than the one assigned at birth, but for consistency of reporting, data is currently presented only as male and female. Student records include the category 'Other'; however, numbers are currently too small to be reported separately.

For the purposes of data analysis, evaluation, and actions, we will use the terms male/female throughout this submission for both students and staff.

Our gender split for academic and PTO staff remain significantly weighted towards females (63.51%), in contrast to the sector average (54.2%) which is sympathetic of the high female representation in FoE, FHSC&M, and FM.

However, when we look at the Faculty of Arts & Sciences, which encompasses a more diverse range of subjects we can observe an overall balanced gender profile (49.9% females vs 50.1% males). Notably the gender split of Deans is also 50/50.

Table 1: Table: Gender Split (staff) – across all institution (June 2022)

	Female		Male		Total (by category)	
	Count	Percentage	Count	Percentage		
Academic and Research	688	66.67	344	33.33	1032	
Support Staff)	464	59.34	318	40.66	782	
Total (by gender)	1152	63.51	662	36.49	1814	

Table 2: Table: Gender Split (staff) – UK sector (June 2022)^{1 2}

	Female (%)		Male (%)			
All staff	54.2		45.8			
Academic and Research	47		53			
Support Staff)	62.6		37.4			

In terms of ethnicity, 7% of our staff are Black, Asian, and Minority Ethnic (BAME), which is lower than the UK sector average (11.4%) and the NW population (13.8%) (2021 census data).

¹ Source: Advance HE (2022) Equality in higher education statistical reports.

² The above cited source has been used for all sector data referred in analysis throughout this submission.

The number of employees formally recording their disability (6.3%) has increased by 0.8% and is now higher than the sector average (6%). We continue to edge towards the local benchmark of 8.5% for the West Lancashire area (ONS). This indicates that we (along with the sector) still have a way to go to achieve diversity that reflects local demographics.

Student demographics

The gender gap in our student population (63.67%F-36.33% M) is larger than the sector average (57.2%F-42.8% M). This gap is also reflected in other cross-sectional statistics: 8% of our students are BAME (25.9% across the UK) and 13% have declared a disability (15.2% across the UK).

We aim to achieve a more balanced gender representation and increase diversity of other underrepresented groups (Theme 1 and Theme 3).

Figure: Gender Balance - Faculties

	Faculty of Arts and Sciences		Faculty of Education		Faculty of Health, Social Care and Medicine		Graduate School	
Staff FTE	49.90% female	50.10% male	72.45% female	27.55% male	76.22% female	23.78% male	55% female	45% male
Students	57% female	43% male	81% female	19% male	79% female	21% male	57% female	43% male

Key: **Male Dean** / **Female Dean**

Figure: Gender balance – for staff groups

	Faculty of Arts and Sciences		Faculty of Education		Faculty of Health, Social Care and Medicine		Graduate School	
Academic & Research	39.27% female	60.73% male	68.89% female	31.11% male	74.10% female	25.90% male		
PTO	64.49% female	35.51% male	80.33% female	19.67% male	81.63% female	18.37% male	66.67% female	33.33% male

We know that across most contexts women are more likely to be precariously employed than men; they are more likely to work casually with fewer benefits and protections and with lower overall remuneration. To address this an AT review undertaken in 2022 reduced hourly paid employees by a further 4% compared to 2020/21 reporting period. The sector average for part-time staff is 25% of the overall workforce. For the third consecutive year, we sit below this at 22%. This indicates a reasonably flexible workforce profile supportive of the many staff who

wish to embrace part-time employment arrangements after having children because it enables them to re-enter the labour force with the flexibility to manage caring responsibilities – 78.9% of Flexible Working Requests were submitted by women in the last year. The small 1% increase to the FTE of part time staff is reflective of a steady increase in successful Flexible Working Requests year on year (success rate 89.4%). We also observed an increase in the number of students who work part-time on campus. In the future, it would be beneficial to include in our reporting and analysis the group of students working as casual staff on campus.

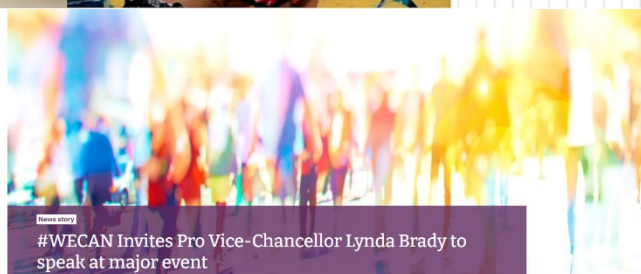
Governance and recognition of equality, diversity, and inclusion work

Edge Hill university joined the Athena SWAN (AS) Charter in 2013, maintaining institutional bronze accreditation since then.

Institutionally, we have established the Equality and Diversity Inclusion Steering Group (EDISG) chaired by a PVC, which has a broader equalities remit. For the first time, we have appointed a Lead governor for EDI, thus raising the profile of our AS work to the highest institutional level.



support Tackling the Blues this



April 8, 2022

Pro Vice-Chancellor Lynda Brady has been invited by #WECAN (Women Empowered through Coaching and Networking) to share the enlightening story of her career journey as part of a new series.

The chair of the SAT is also a member of the EDISG, thus ensuring that regular reports and updates are communicated with a broader stakeholder group within our institution and up to the Board of Governors. Notably, as part of its ongoing development work, the Board has been working on a Diversity and Inclusion Statement to outline its commitment to EDI and to better articulate the diverse skills and experiences of its membership. Our Marketing and Communications team are actively encouraging the widening

of inclusion by promoting the impact of our staff's work. This may vary from inspirational guest speakers to dissemination of research findings and hosting events and workshops with the local community to raise awareness beyond the boundaries of the EHU community. For example, highlights of our £1.7 worth #WECAN project (part funded by ESF) dedicated to improving career prospects for women.

Figure 1: EDI and AS Governance

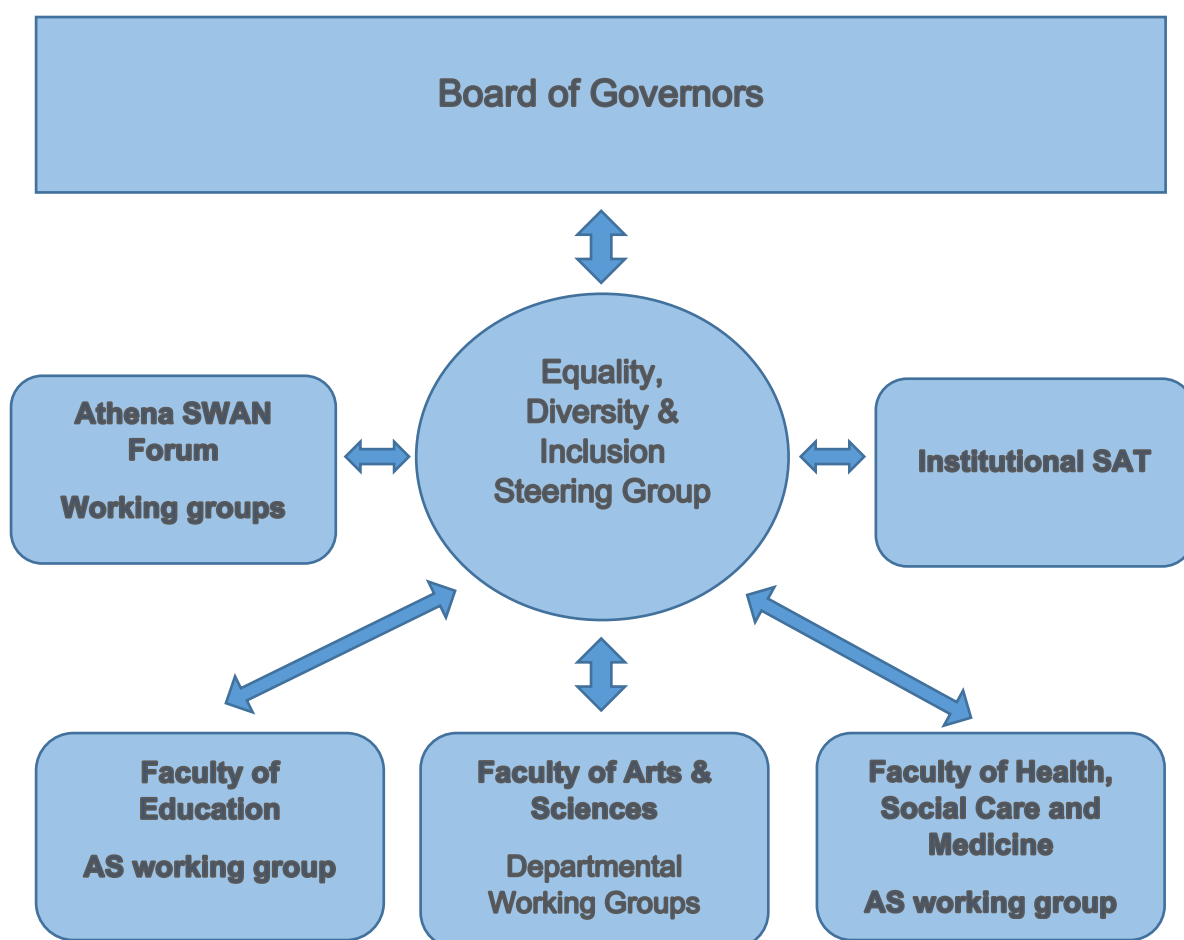


Table 3: List of EHU Athena Swan Awards

Faculty/Department	Current Award	Renewal
Department of Computer Science	Bronze	May 2028
Faculty of Health Social Care and Medicine	Bronze	July 2023
Department of Psychology	Bronze	January 2024
Department of Sport and Physical Activity	Bronze	May 2026
Faculty of Education	Bronze	December 2026

Table 4: EDISG membership

	Directorate Sponsor for EDI and Dean of FoE
	Director of Human Resources / Deputy Chair of SAT
	Faculty of Health, Social Care and Medicine Representative
	Faculty of Arts & Sciences Representative / Chair of SAT
	Director of the Research Office
	Faculty of Arts and Sciences Representative
	Director of Strategic Planning and Policy Unit
	Head of Corporate Communications
	Director of Student Services
	Director of Student Recruitment
	Head of Access and Participation
	Director of Facilities Management
	Chief Executive, Student Union
	Learner Support Manager, Library & Learning Services
	Director of Governance & Assurance and Clerk to Governors
	Dean of Teaching and Learning Development
<i>The group's membership comprises of senior Faculty, representatives, and all PSS Directors, testament to our institutional commitments to AS values and culture. The group has led the development and publication of our EDI strategy (2021-25), its associated live strategic action plan, and the implementation of an EDI Hub</i>	

3. Athena Swan self-assessment process

The institutional SAT comprises 17 members with a range of personal and professional characteristics (Table 5:) reflecting the EHU community. It includes academics, professional, technical staff, at a range of grades, part-time and full-time staff and a GTA student.

SAT volunteers were sought via calls for participation in our staff newsletter and selection was made considering gender balance, roles and areas of the University and by identifying colleagues who had diverse experiences as outlined in the AS handbook and inviting them to participate. Chairs of departmental SATs are invited onto the institutional SAT. Deans of faculty/heads of service were involved in appointing SAT members to ensure the careful consideration of associated workload. We have aimed to be representative of the workforce (with accommodation of staffing changes).

For the 12 months prior to the submission, the SAT Chair, Director of HR and External Charters Manager have worked closely with the EDISG group to ensure progress and developments with wider EDI work were reflected in our action plan where appropriate.

For the 6 months prior to the submission, the SAT worked flexibly in small group discussions, online collaboration space and a combination of hybrid and in-person fortnightly meetings, to maximise opportunities for inclusion and participation, providing space to consolidate progress updates within our action plan, reflect and evaluate on progress and drive forward the new action plan.

The SAT also hosted external speakers to guide our work, held discussions on all aspects of gender equality at EHU and provided valuable critique and guidance on the process.

At institution level, the progress of the work directed by EDISG is formally reported directly to the Board of Governors. At a strategic level, membership of the EDISG will widen to include all strategic leads with responsibility for driving Athena Swan. The schedule of monthly meetings for EDISG will be set for a rolling 12-month period with agendas alternating between wider EDI and specific Athena Swan matters. This will ensure alignment of strategic action plans, further strengthen collaboration, and maintain the institutions positive trajectory. The annual Board report on the progress made against the strategic EDI action plan will include an Athena Swan specific section. Termly updates will be shared with all staff to both encourage community engagement and to publicly celebrate the progress we are making in addressing gender inequality and further our inclusion agenda.

Table 5: SAT Membership

SAT Member	Institutional Role	Gender	Ethnicity	Grade	Characteristics and lived experiences	Role on SAT
	Associate Dean Learning & Teaching (Faculty of Arts & Sciences)	F	White other	Senior Management	First in family into HE Neurodivergent Lived experience – cancer patient	Chair of the SAT
	Director of HR	F	White British	Senior Management	Young Family Experience as a registered carer Lived experience – early perimenopause	Institutional Lead for People and Culture
	External Charters Lead	F	White Irish	7	Mother to two school age children	Part-time staff Liaising between EDISG and AS SAT
	Professor/Associate Head of Dept (English & creative Arts)	F	White	Senior Management	Disabled	Member
	Senior Lecturer (Psychology)	F	White British	10 FT	Single parent LGBTQ/Lesbian	Member
	School Administration Manager	F	White British	7	None	Member
	Student Rep	Non-binary	White British	NA	None	Representing student body
	Reader in Media & Communication, (English & Creative Arts)	F	White other	11	Caring responsibilities for an elderly parent and two children Neurodivergent	Member
	Professor of Marketing, Director of the Business School	F	White British	Professoriate	LGBTQ/Lesbian	Member
	Associate Head of School (Law Criminology and Policing)	F	White British	11	First in family into HE	Member
	Lecturer (Computer Science)	M	Black	8	Father of two school-aged children	Member

	Senior Lecturer (Business School)	F	White British	10	Caring responsibilities for elderly parents and family and academic career	Member
	Associate Dean Research and Innovation (FHSCM)	F	White British	Professoriate	One teenager	Member
	Reader ((FoE)	F	White British	11	Parent of two school-aged children	Member
	Widening Access Manager, Widening Access and Participation	F	White British	7	First in family into HE Disabled	Member
	Customer Service Manager (Facilities Management)	M	White British	9	Active Foster Carer, with 2 children of my own	Member
	Senior Lecturer in Learning & Teaching Development	F	White British	10	None	Member

Section 2: An evaluation of the university's progress and issues

2.1. Evaluating progress against the previous action plan

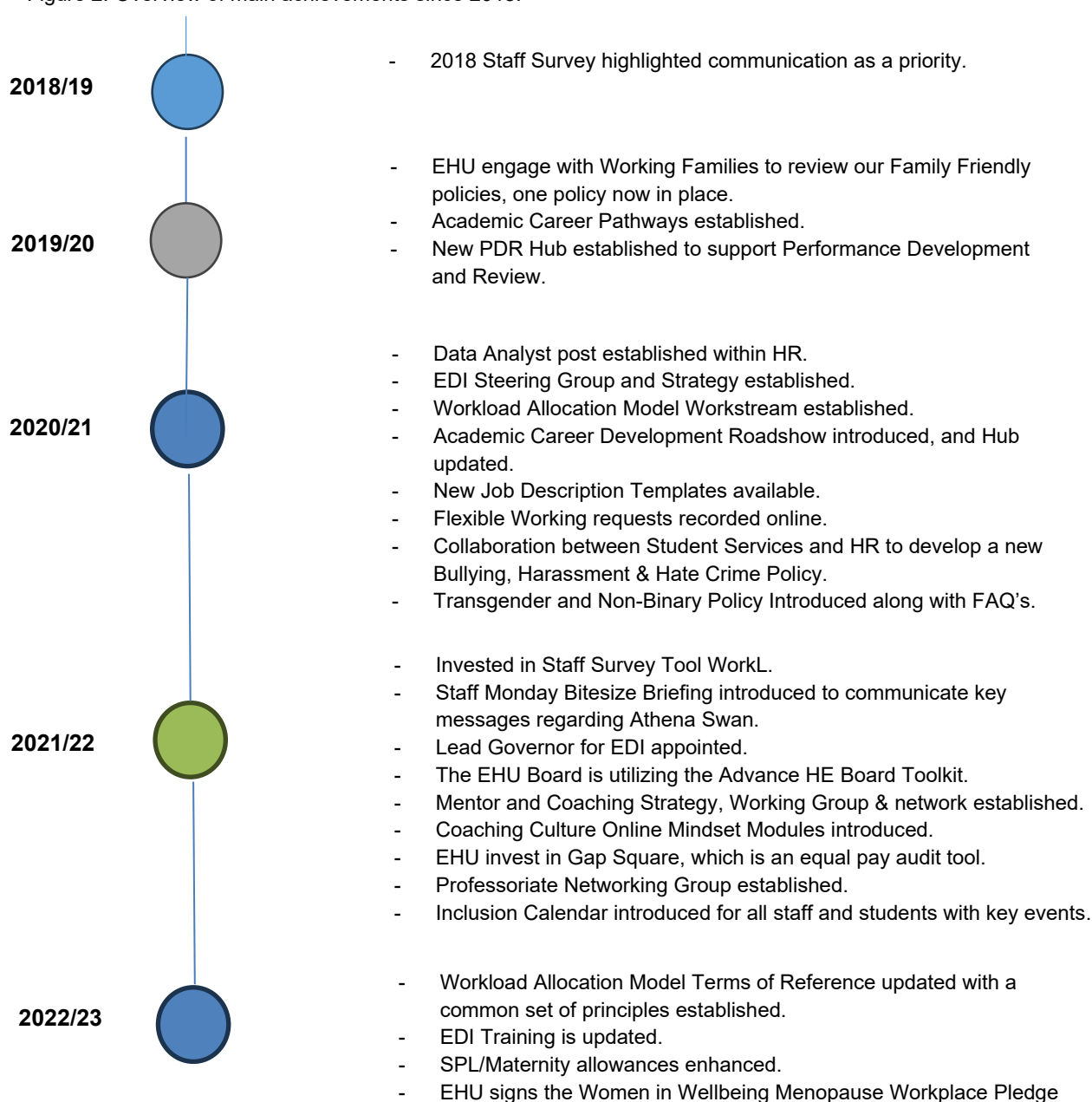
Progress overview of 2018 action plan

The 2018 action plan included actions and initiatives (total n=65) covering the following broad yet interlinked thematic areas: organisation and culture (policies, processes, and committees), reporting, enhancing recruitment, promotion and progression, training development and support. In our RAG-rated review we rated 41 actions as green (63%), 22 actions as amber (34%) and 2 actions as red (3%).

'Green'-rated actions

The 41 actions we rated as green, have been progressed and embedded in our practice.

Figure 2: Overview of main achievements since 2018.



'Amber'-rated actions

We rated 22 actions as amber, reflecting evidence-based progress, whilst acknowledging the lack of opportunity for full evaluation and/or integration within the 5-year review cycle. Progress was impacted by the pandemic (lack of resource and collaborative working), uncertainties caused by the external AS review, overly ambitious timescales, and the difficulties of balancing AS with other priorities, including the Research Excellence Framework (REF).

Barriers to success for 'Red'-rated actions

Although there has been some positive progress, our assessment period fully overlapped with the global pandemic. The impact of Covid 19 significantly slowed momentum in preparing an institutional and a departmental application for a silver award. However, this is still our aspiration, and these two actions have been rolled over to our forward-facing action plan (Theme 2). At the time of this submission, two out of three faculties and three out of eight departments within the third, largest, faculty, have achieved bronze awards; and one department is currently working towards its application for silver award, signalling that we have made 60% progress towards our 100% goal.

Overall reflection

We have achieved significant progress over the last five years. Solid cultural groundwork has been undertaken, serious reflection upon and adjustment of our action plan to suit the changing needs of our employees, particularly women, and mandatory external drivers (such as the Gender pay gap reporting), the establishment of sustainable governance around the EDI and AS agendas with Board participation, ambitious objectives achieved despite the distance we had to travel at the time. In addition to Covid-19, the turnover of staff among teams with key institutional knowledge and expertise impacted progress significantly. This learning will help us to manage expectation, especially around realistic timescales in the new action plan (Theme 2).

Preparing for the next 5 years, we aim to:

- Ensure that actions continue to be SMART, meaningful, developed and delivered participatorily.
- Ensure gender equality is prioritised and responsibility for it shared throughout the management structure via Performance Development and Review (PDR) objectives.
- Standardise intersectional gender datasets to ensure uniformity of analysis across all departmental AS applications.
- Improve access to Data Dashboards that triangulate student, staff and business intelligence – to enable fully informed, meaningful interventions to improve gender equality.
- Develop plans to mitigate delays to AS progress, caused by turnover (e.g., through confirmed second points of contact, or small project teams to pursue each action)
- Proactively shift strategies when priorities change and/or resource is diverted to other work.

2.2 Evaluating success against the previous action plan.

We recognise that some of the strongest forces behind persistent inequity are harmful social norms and stereotypes that limit expectations of what women can and should do. Women still face many barriers to access, and they are too often prevented from fulfilling their potential. The Gender pay-gap is one example of how such barriers can manifest. That is why we aim to continue a holistic approach that actively addresses issues of discrimination and promotes inclusion and wellbeing for all and made them the supporting pillars for our People Strategy (2021-2026) (*Theme 1*).

In our EDI strategy, we defined EDI ambassadors' roles and responsibilities and recruited 25 ambassadors across the institution to form the EDI ambassadors' forum. We established a communication plan which is more inclusive of non-academic staff (EHU bitesize, termly people forums e.g., PA network).

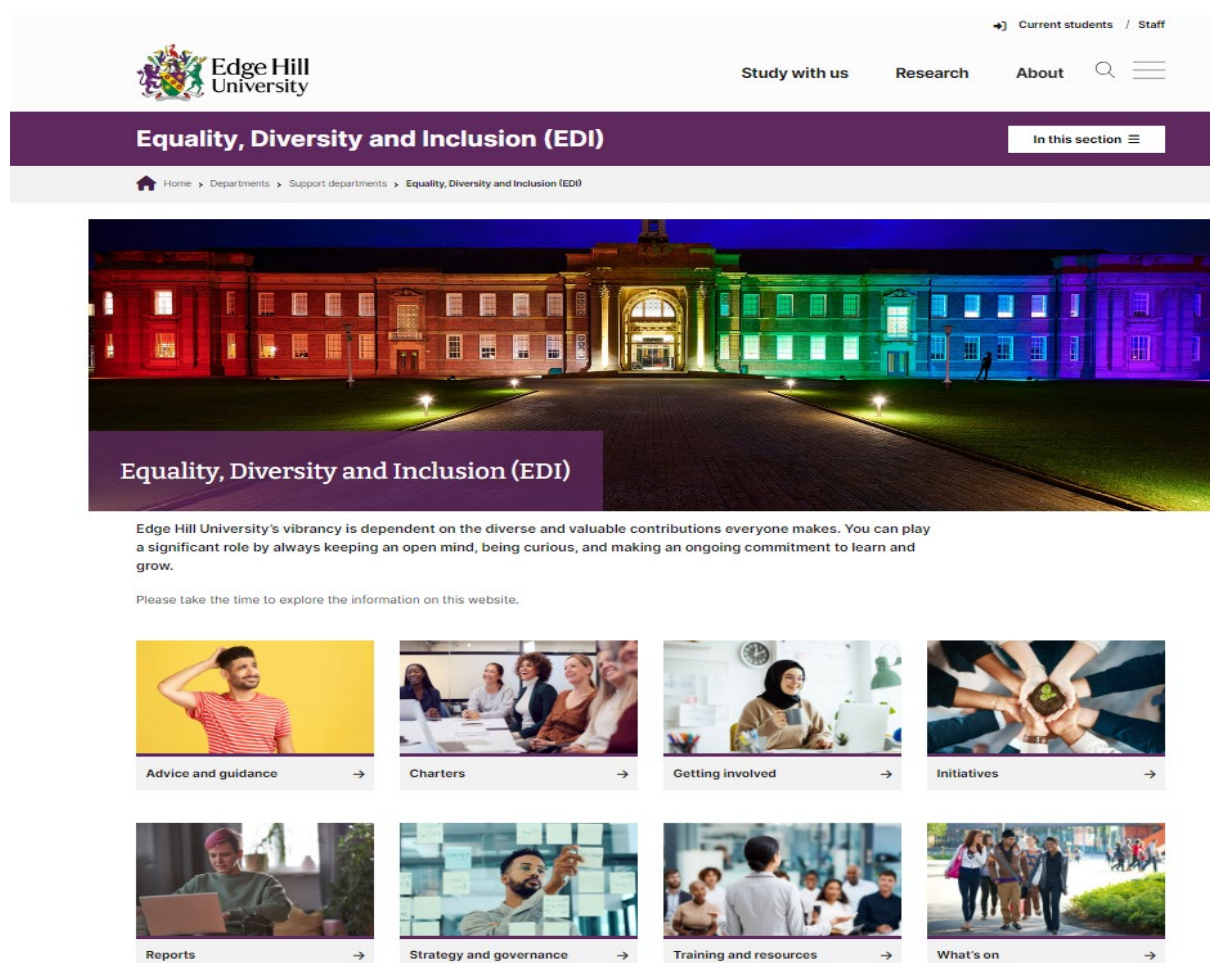


Image 1: EDI Hub.

We have continued to raise the profile of AS across the institution. We established an External Charters Manager and an External Charters Working Group. Previous initiatives such as AS annual lecture, AS as a standing item on key committees and annual information workshops are now firmly embedded in our operational activities. A Key objective is to establish regular lines of communication to disseminate progress against the institutional and departmental AS action plans, e.g., the weekly Bitesize Briefing, dedicated “Charters” page and the online inclusion calendar: [What's on - Edge Hill University](#).

AS gender equality principles are well embedded within staff and student facing events e.g., inviting inspirational female role models to deliver an interactive panel on IWD or

Merseyside Police's first female Chief Constable, will discuss her fascinating career, which spans almost three decades, and offer her insights and advice on the future of policing.



Merseyside Police Chief Constable Serena Kennedy

Her lecture *A personal journey through policing, and the role of prevention in modern day policing* will take place from 2pm-4pm on Wednesday 16 February and is open to all Edge Hill students and staff.

to share their experiences of successfully navigating male dominated careers.



Figure: To celebrate International Women's Day this year, we hosted Agents of Change. This special panel brought together three inspirational women activists and campaigners for real change.

Smaller working groups supported the review of institutional policies and procedures (e.g., the Flexible Working and Family Friendly Policies) to ensure any barriers to equality were removed. We invested in staff expertise in organisational well-being, with a

specific focus on women's health, and allocated a specific portion (Strand 1) of our Research Investment Fund (RIF) to support academics to quick start their research after they return from career breaks such as parental leave or sick leave. Between 2018 and 2022, there were 43 applications to the RIF (Strand 1) of which 26 were approved, 9 were invited to resubmit and 8 were unsuccessful. In 2022/23, we received 16 flexible working requests compared to 40 in 2021/22. Of these, 9 were from academic staff and 7 from support staff. 14 applications were successful (87.5%) and 2 were declined for legitimate business reasons. The first 'Supporting Transgender and Non-Binary staff and students' policy was published alongside a variety of resources accessed through the EDI Hub.

To make our offer more attractive, we increased our relocation allowance and clearly promoted our Visa Assistance Policy. Candidates with declared disabilities made up 8.4 % of all offered appointments (+0.66% on previous year) indicating low bias and improved staff diversity.

Our commitment to the recruitment of diverse talent and nurturing our own talent, has resulted in the University's near doubling the number of academic staff who were returned in REF 2021 demonstrating the University's commitment in supporting the work of both new and established researchers.

Table M6 and Table M7 show the number of posts and applications to positions for professional support staff. For Grades 1 to 6 there is on average 50% more women applying for each position compared to men - this is consistent with the number of women and men shortlisted and job offers made. As the salary grade increases to Grades 7 to 8 the gap between women and men who apply and are shortlisted reduces and from Grades 9 to Management there is a higher percentage of applications from men compared to women although this is not reflected in the resulting offers made, which remain equal between the genders, it is an area we wish to improve and this will be absorbed into the terms of reference for the Support Staff Career Pathways Working Group (Theme 3).

The low numbers applying for career progression in the previous round make it very difficult to make a meaningful comparison of trends between the two periods. However, in the current period we experienced an increased number of applications for the annual promotions round and female applications, for the first time, outweighed male applications. Perhaps testament to improvements to pre-application support and communication.

Compared to the average number of females in HEI's across the sector we reverse the trend as we have more female in academic posts than men (61%f, 39%m) (Table M2). This is

congruent of our subject profile including Nursing and Education, which are traditionally female dominated professions.

In 2017-18, for the first time, we moved away from a devolved model and considered progression applications from all faculties at the same time, using one panel of senior experts, to ensure consistency. Detailed Equality Impact Assessments are now produced annually and results along with panel and applicant feedback inform improvements made to the following year's roadshow events and to the resources available on the PDR Hub.

We recognised that the traditional HE model of career progression based on research outputs did not allow us to embrace and celebrate the strengths of all our academic staff. Designed to stimulate and support improved career progression opportunities, particularly for academics based in densely female populated faculties of Health, Social Care, Medicine, and Education we developed and rolled-out career pathways with clear progression routes from lecturer to professor for those whose primary strengths lay in excellent and innovative teaching, or for those whose research is underpinned by enterprise and external engagement.

Prior to 2020, Reader positions were reviewed on a triannual basis. In the new structure, Reader positions are awarded on a permanent basis, and staff can apply for promotion to Grade 11 via research (Reader), external engagement (Senior External Engagement Fellow), or teaching and learning (Senior Learning and Teaching Fellow) route. This positive action allowed us to further demonstrate our commitment to reducing the use of precarious contract arrangements which impact females disproportionately. Data shows the number of applications from men and women is broadly similar and numbers of successful applications are comparable. It is notable that while the numbers progressing to Senior Fellow (External Engagement) thus far are small, all of them have been women, a demonstrable success story.

Numbers of applications for promotion to professor remain relatively small to draw any significant trends in applications/success rates. Yet, our population of women Professors is 35.7%, which is 7.2% higher than the sector average. Nevertheless, we strive for 50% by 2026 (AP24).

The numbers for part-time staff (in any group category) or those who have applied through the new routes for academic promotion are too low to draw any meaningful conclusions at this stage. Whilst we monitor process for gender inequalities, the low count of applications for certain grades does not allow analysis based on other characteristics.

Looking at how our gender pay gap is impacted by each quartile is also helpful. Female managers are well represented in both academic and professional support services reversing the sector trend in the middle and upper quartiles where we employ up to 66.3% female staff against sector averages of around 40%. A significantly skewing factor is that our two most senior leaders are male with exceptionally long service in post (with 30 years' service our VC is the longest serving VC in the sector) – understandably this is reflected in their remuneration. So, whilst our two lower quartiles offer a negative contribution to the overall mean pay gap (as a significant volume of females earn more than men in the lowest paid roles), the upper quartiles present a positive contribution where the most senior leadership posts are occupied by long-serving males. This trend is currently reflected across both the HE sectors and in the general economy and is a product of those deeply ingrained, socially constructed gendered norms.

Our analysis of the average Gender bonus pay gap helps us to identify any bias in relation to the issuing of annual, non-consolidated, performance related bonuses to senior managers and professors. We are pleased not to have identified any significant bonus pay differentiation for four consecutive years.

Available data for PTO staff is limited to reporting numbers per grade and contract function (Table M4, Table M5) and in terms of recruitment the number of applications and offers for each post (Table M7).

The data on job application, shortlisting and positions held (Table M7) demonstrates that there are significantly more females holding positions in the salary grades 1 to 6 than. Whilst there is expectation that managers work with staff to identify their development needs (as part of the PDR) to achieve progression, there is no structured or clear University career progression path for PTO staff. Currently the options available are by applying for different positions within the University at a higher grade or by requesting a regrade. The process for requesting a regrade is not widely understood by PTO staff and their managers and research informs us that females are statistically less likely to negotiate higher salaries. 59.3% of all PTO staff at EHU are female. We therefore need to remove mystic, promote our guidance, and enable females to use the framework to gain recognition where an increase in their responsibilities outgrows their current pay grade.

Current reporting does not include unsuccessful regrades applications and data does not currently include support staff who have applied for other internal positions.

These interlinked issues will be addressed as part of the Employee Experience Project (EEx) under the Support Staff Career Pathways workstream. Our ambition is to mirror the success of our academic career pathways. A cross-university steering group focussed on the career development and reward offer for PTO staff has been assembled with a remit to improve retention, develop support staff career prospects, drive workforce agility and support sustainable succession/workforce planning. A key objective of this group will be to establish the type of data and level of granularity that will be meaningful to inform discussion and future actions; and improve opportunities for both self and supported development, e.g., coaching and mentoring.

The Board of Governors are working through The HE Board Diversity and Inclusion Toolkit (Advance HE) which is designed to help improve the diversity and inclusivity of their governing bodies and tackle under-representation at Board level in the HE sectors. Our Board has a 50:50 male: female split currently although the external governor appointments they make are 60:40 in favour of men. By the annual review of Board composition in November 2025 we aim to achieve a 50:50 ratio.

We have refreshed and extended our in-house staff training courses. Our refreshed offer broadly fit the following categories:

- EDI & Wellbeing: Builds individual resilience and provides staff with tools to look after their personal wellbeing and that of others,
- Professional Excellence: Grows personal skills and supports staff with their career development aspirations.
- Leadership and Management enables staff to achieve their individual and departmental ambitions with a focus on inclusive and resilient leadership, mental toughness and managing change.
- Externally facilitated training: such as the Aurora Leadership Programme, specifically designed to support aspiring female leaders, and the Senior Leadership Programme delivered by First Ascent. These programmes run in alternating years.

Our new PDR Hub offers a range of tools to guide staff and managers, including a dedicated space to support aspirational career goals.

All academic staff receive significant responsibility for research letters annually. These are logged with their PDR and ensure fairness and equity in relation to the allocation of other contractual, timetabled activity. This is particularly supportive for females, given the career progression for women academics to higher levels is not currently in proportion within the profession.

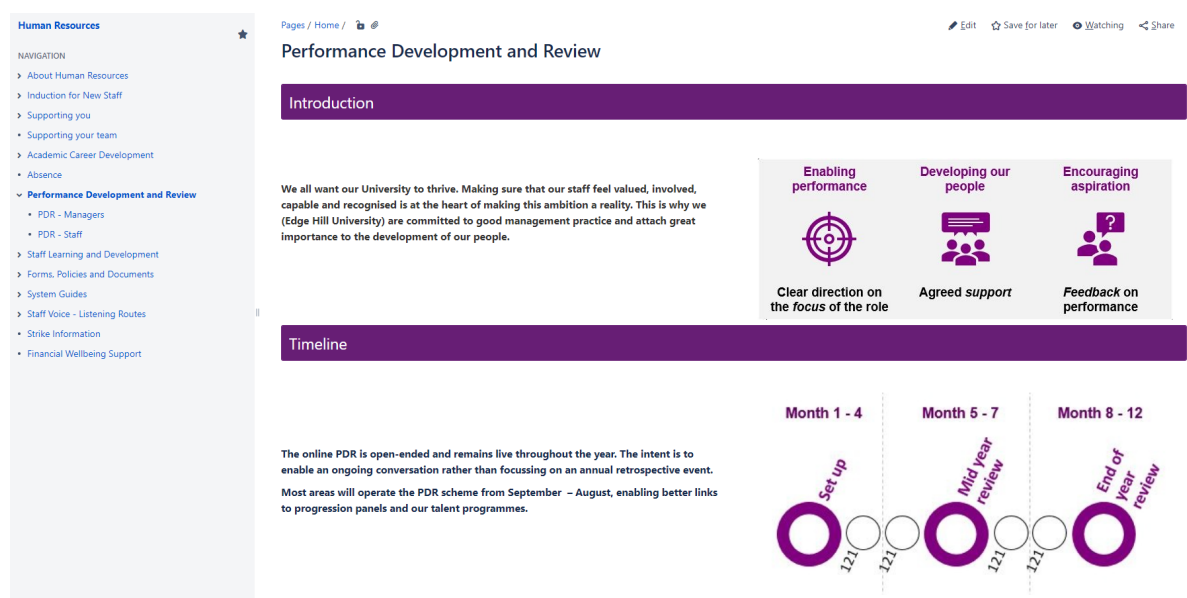


Image: Performance Development and Review - Human Resources - Edge Hill University Wiki

In October 2022, we launched the first intake for our Senior Leadership programme with First Ascent. The full programme will run between 2023-25 with 12 delegates per year and is offered to all staff groups. In the years where Aurora does not run, priority places on this programme will be allocated to at least 60% females.

We have launched a new Coaching and Mentoring Strategy, which is owned by our newly establish Coaching Steering Group. The Coaching Culture platform houses 24 mindset modules, which are short interactive sessions covering a range of personal development topics. Over the last 12 months, nearly 1000 staff and students have accessed the modules - 76% of which were female. Two of the most popular modules (Imposter Syndrome and Confidence Building) are embedded into all formal change programmes to support staff to embrace change.

Covid-19 created additional or augmented existing barriers with potentially intersectional impact on our community. We recognise that people from some gender identities face increased barriers to getting help and accessing specialist support services. In response, we have introduced a Domestic Abuse Policy and Manager's Toolkit to ensure that all victims feel able to disclose and access appropriate support, whatever their gender identity and Managers have the support they require to signpost those in need appropriately. We also established a Relationship Policy, delivered training in Trauma Risk in Management (TRiM) and established routes for post-TRiM assessment support.

100% of support requests since the establishment of these mechanisms were made by women. Having such support in place helps us tackle barriers that may be preventing optimal wellbeing and career progression for females.

The establishment of the staff assistance fund was our quick response to a fast-moving external environment and the cost-of-living crisis. It gave staff the opportunity to ask for financial help for unexpected costs whilst we continued to contribute to the failed national pay bargaining. Notably, 72% of applications for support came from women and just 28% from men, potentially evidence of the wider mental load experienced by women and a stigma existing for men around asking for help.

During the review period, there has been significant progress in updating our systems and tools for more consistent and robust monitoring and reporting. We have established a Data Analyst role within HR to support providing departmental and institutional AS datasets. The impact strengthened central oversight and support for datasets and standardisation of statistics and reporting against KPIs arising from institutional strategic objectives. All the above inform an evidence-based narrative and action plan.

Some highlight examples include:

- A fully integrated, online, PDR process that is used by all academic staff to capture their learning and skills needs analysis through individually tailored development plans to help them thrive.
- Online training modules supporting strategic aims with built-in analytics to monitor engagement and completion.
- Contracted WorkL to create staff survey and anonymous feedback capture.
- In 2022 we invested and using an equal pay tool (XpertHR's Gap Squared platform). This allows us to run real-time data that can drill down into specific pay gaps and inform appropriate action plans to be put in place.
- Improvements in reporting enabled us to monitor uptake of new or revised policies, and initiatives. The next step is to refine reporting to compare uptake to the total number of eligible staff.

2018 Action Plan	Objective	Action	Rationale	Key Outputs and Milestones	Start date	Finish date	Person responsible	Accountability	Success Criteria and Outcome	Progress updates	
Self-assessment process										Completed (G) 63%	
										In Progress (A) 34%	
										Not Actioned (R) 3%	
1.1	All departments to make an Athena SWAN submission within five years.		AS applications encourage good practice and reflexivity.	Plan for a three-year submission process with at least two applications per round.	Nov 18	Nov 21	HoD	PVC Research / Chair EDISG / HRD	All depts. Submitted. All/majority successful	3 Departments have been awarded bronze within FAS 2 Faculties have been awarded bronze – FoHSCM & FoE Medium Term (25-27) All academic departments within FAS will have made submissions for the Athena Swan award.	A
1.2	At least one department to make a silver Athena SWAN application.		To encourage leadership in AS and to permit the possibility of an institutional silver application.	Identify suitable departments. Put in place suitable support for the additional work for a silver application. Ensure that data requirements are in hand (identify required data and format).	July 19 Sept 19	July 19 April 21 Nov 20	EDISG chair with heads Researcher Development Support Manager (RDSM) HR Management Information (MI) team; SPPU; RDSM	PVC Research / Chair EDISG / HRD	Silver application submitted	Will form part of the new action plan	R
1.3	Prepare silver institutional Athena SWAN submission.		Promotes a more holistic approach to E&D across the institution	Achievement of dept silver Establish data requirements	Difficult to predict. Sept 19	 Nov 21	EDISG chair, relevant head.	PVC Research / Chair EDISG / HRD	Institutional silver submission	Will form part of the new action plan	R
1.4	Review resources needed to support the increased AS activity, particularly a review of data required to make informed analysis with a view to establishing more integrated processes wherever possible.		Making good applications requires significant resources, particularly regarding data analysis and embedding actions. For small departments, central support is essential.	New structure was established with clearer lines of responsibility. Closer working between HR, SPPU and RO to generate a data bank. More examples of successful applications.	Jan 19	April 19	EDISG Chair with Researcher Development Support Manager (RDSM)	VC	High-quality resources made available to dept SATs.	A Data Analyst role has been established within HR to support with the providing of dataset to AS leads. Having central oversight of all departmental and institutional datasets helps us to provide standardization across statistics and supporting narrative. This also reduces the administrative burden in local areas and helps to compare progress against KPIs arising from institutional strategic objectives.	G
1.5	Establish Equality and Diversity Steering Group (EDISG) with broader equalities remit and revised membership underpinned by a delegated structure to promote greater		To encourage broader and deeper engagement with AS principles and action plan. To manage workload associated with AS applications, particularly for small departments as more departments make their own	New EDISG structure in place. Annual review of membership. Central support clearly identified and communicated to local SAT chairs.	Jan 19 May 19	Aug 22 Aug 22	Chair of EDISG, Deans RDSM, HoDs	VC Deans	More people engaged with AS process. Manageable workload, especially for those engaged in departmental submissions.	EDI Steering Group established in 20/21 A Work Allocation Model (WAM) workstream was established in 21/22 and work is progressing at pace. In 2023 the terms of reference were revised to include recognition for citizenship duties such as contribution to AS SAT	G A

2018 Action Plan	Objective	Action	Rationale	Key Outputs and Milestones	Start date	Finish date	Person responsible	Accountability	Success Criteria and Outcome	Progress updates	
	engagement and improve workload.		submissions.							and Institutional submission working groups. We have established the guiding principles and the next step is to work on the implementation across the institution.	
1.6	Review staff survey considering action plan and University's interest in race charter to suggest additions to enhance staff consultation		The staff survey has been enhanced to add questions relevant to AS but there remain areas which could benefit from additional consultation.	Review of current structure well in advance of the next survey date.	April 19	Dec 19	Chair, EDISG	PVC Research / Chair EDISG / HRD	A new questionnaire was implemented for the 2021 survey.	<p>The 2018 survey highlighted Workload and Communications as priority areas for improvement.</p> <ul style="list-style-type: none"> A working group was established to progress Workload Allocation Model principles. A new all staff communication mechanism (Bite-sized Briefing) was introduced in 2019. <p>The University invested with WorkL (market leading in employee experience surveys and insights) for the 2021 staff survey, Highlights from the resulting survey included</p> <ul style="list-style-type: none"> That employees felt a sense of community There was a clear sense of togetherness between colleagues (with the phrase 'feeling supported' appearing 65 times). <p>Example anonymous extract:</p> <p><i>"I find the community atmosphere brilliant and [I] feel proud to be part of that community. I am set very clear objectives and tasks by my line manager, which makes it easy for me to plan my work and projects. I also feel supported with my work life balance"</i></p> <p>A gap analysis to establish readiness for the Race Equality Charter (REC) was undertaken. A decision was taken to postpone a submission due to the immaturity of data and lack of diversity in the staff body (making any potential results statistically invalid)</p>	G
1.7	Devise a communication plan to disseminate information beyond annual reports and to promote AS principles and to promote 'what has Athena SWAN done		To ensure that all staff and managers are aware of the activities and benefits of engaging with AS.	New promotional materials developed (what AS has done for you).	Jan 21	Aug 22	Chair EDISG	PVC Research / Chair EDISG / HRD	<p>Greater support from across the institution for the AS principles and a greater understanding of the benefits.</p> <p>More people can benefit from the change encouraged by AS.</p>	<p>A Bitesize Briefing has been established to communicate key messages and celebrate success with all staff on a weekly basis.</p> <p>AS updates are provided at team meetings, and termly updates are provided to EDISG, giving greater oversight to leaders within the University.</p>	G

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	for you' by highlighting positive changes because of both submissions.									<p>All Staff Inductions include an introduction to Athena Swan and new employees are encouraged to explore the action plan and / or volunteer to contribute to related local/institutional workstreams.</p> <p>An MS Teams page has been established for all AS leads to promote collaboration / real-time communication and minimise duplication of effort as we work towards our goals.</p> <p>A dedicated 'Charters' web page was developed to highlight the work of the AS charter and information regarding departmental awards status.</p> <p>Establishment through staff survey feedback of social networks in creating a sense of safety and belonging, has led us to pump prime specific support networks for example, Caring for Carers and LGBTQIA+ - the latter stimulating a staff and student annual PRIDE contingent.</p>	
1.8	<p>Establish a communication plan for PSS heads to promote knowledge and understanding of AS and how they might engage in anticipation of a silver application and as a matter of good practice.</p> <p>Ensure this includes PSS staff in faculties and departments.</p>		<p>To embed AS principles and actions, everyone must understand them.</p> <p>In addition, the silver application requires greater analysis of PSS areas and students which needs to be planned for.</p>	<p>PSS heads have a greater understanding and appreciation of AS principles and actions.</p> <p>Data needs are identified to include PSS and students into analysis.</p>	Jan 19	Dec 21	Chair EDISG	PVC Research / Chair EDISG	We are prepared for both departmental and institutional silver applications.	<p>As well as the above;</p> <p>PSS Directors are members of the EDISG therefore directions, progress and potential areas for improvement have input from a non-academic perspective, which are cascaded via respective departmental meetings and where appropriate into individual Appraisal objectives.</p> <p>Termly People Forums and a PA Network have been established – these offer an opportunity for PSS staff to gather, share best practice, cascade updates (such as progress through formal cross-institutional committees and working groups such as SAT teams)</p> <p>25 EDI Ambassadors have been appointed to support the dissemination of information around the equality and inclusion agenda across the institution.</p>	A

2018 Action Plan	Objective	Action	Rationale	Key Outputs and Milestones	Start date	Finish date	Person responsible	Accountability	Success Criteria and Outcome	Progress updates	
1.9	Embedded AS activity and principles across the organisation led via the EDISG chaired by a senior manager in Directorate.		To help raise the profile of AS principles throughout the organisation with the leadership of one of the organisation's most senior managers.	EDISG chair meets with each area (including PSS) to promote AS principles. All areas consider how to embed those principles into their areas.	Jan 19	March 20	Chair EDISG (PVC Dean of Education)	Chair EDISG	Higher visibility and understanding of AS principles. Each area can point to actions to embed AS principles in their area.	<p>A Lead Governor for EDI has been appointed. This is the first appointment of its kind at the University, and it is helping to raise the profile of our development in this area to the highest institutional level.</p> <p>The Board of Governors are working through The HE Board Diversity and Inclusion Toolkit (Advance HE) which is designed to help improve the diversity and inclusivity of their governing bodies and the tackling of under-representation at Board level in the HE sector. This ongoing work has naturally created interest in the progress the University is making to this end and continues to stimulate EDI-related questions and probing at all Board meetings.</p> <p>Responsibility for the annual institutional EDI Report was passed from the Strategic Planning Unit to HR in 2023 and provides a direct and formal means to update the Board on progress against the University's strategic EDI plan (which includes all external charters).</p> <p>An ongoing dialogue between the lead governor and the PVC (EDI) and HR Director also helps to relay in-year updates against the institutional EDI Action Plan.</p> <p>The Lead EDI Governor attends one EDISG per year to observe in person discussions and strategy related to the University's strategic progress against the action plan and feeds back to the Board.</p> <p>The Associate Dean (Learning & Teaching) Chairs the AS Institutional SAT Team and brings a depth of credible, STEMM experience alongside senior leadership experience across both academic and support areas.</p>	G

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
Reporting											
2.1	Monitor progression / promotion of BAME staff to ensure no bias or discrimination		Our BAME community is growing, and we need to ensure that no bias, unconscious or otherwise, impedes their progression.	<p>Ensure that data is collected is in an easy-to-use format and is available for decision-makers.</p> <p>Provide targeted training and development if required, including mentors.</p> <p>Initiate work on the race charter mark.</p>	<p>March 19</p> <p>Oct 19</p> <p>April 19</p>	<p>Ongoing</p> <p>Ongoing</p> <p>April 21</p>	<p>HR MI manager</p> <p>Senior Employee Development Advisor (HR)</p> <p>PVC/Dean of Education</p>	HRD	<p>Good quality data is available for progression and promotion decision-making meetings.</p> <p>Development needs to be identified and addressed.</p> <p>Submission on race charter mark application.</p>	<p>An Equality Impact Assessment (EqIA) is undertaken following the annual Progression and Promotion rounds. Data is analyzed and this helps to inform appropriate interventions for the following year i.e., the content of Academic Roadshow events, what support is added to the university's learning and development offer, how coaching / mentoring is tailored, what support resources are added to the Academic Career Development Hub.</p> <p>An EDI training suite (six modules including Unconscious Bias) is mandatory for all progression panel members.</p> <p>Mentor and Coaching networks are in place to provide appropriate and tailored support for the career development of all staff.</p> <p>Coaching Culture 'learning mindset' modules are available to all staff to pump-prime self-awareness and self-development.</p> <p>Gap analysis completed on REC. Progress postponed as described above.</p>	G
2.2	Establish more fine-grained analysis of Associate Tutors (e.g., by STEM/AHSSBL).		<p>To enable us to better understand patterns of recruitment for this group of staff.</p> <p>To have a better understanding of the gender profile by subject area.</p>	Annual HESA return.	Nov 19	Aug 22	HR MI Manager	HRD / FD	To have improved information on AT contracts	We are currently sector-leading for our continued progress in the reduction of our reliance on precarious contractual arrangements. The use of short-term / fixed term contractual arrangements (for example, with Associate Tutors) was further reduced by 24% 21/22 and continues to fall. This provides (females especially) a more secure working environment in comparison to most other HEIs in the sector.	G
2.3	Identify new ways of encouraging enhanced information on reasons for leaving to allow for a greater understanding of		At present, we have insufficient qualitative information on why people choose to leave, which impedes implementing appropriate action.	Better quality information is shared with relevant decision-makers.	April 19	Ongoing	HR Advisor – Projects	HRD	A more holistic picture of leavers' reasons and higher retention of excellent staff.	At 9.27% Staff turnover linked to voluntary resignations was significantly below Labour Turnover benchmark figure of 12.4%* for public sector	A

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	gender, discipline and grade differences; focus of developing enhances qualitative data.									<p>staff.</p> <p>At 7.36% Academic resignations were also below benchmark of 8.1%* for voluntary resignations. Again, an evidence-based indication that the University provides a relatively more stable working environment compared to other organisations in the public sector.</p> <p>*XpertHR Labour Market Survey 2021</p> <p>HR continues to monitor turnover statistics and act upon Stay & Exit questionnaire feedback to ensure we're doing all we can to retain high-performing staff, particularly in hard to fill, technical areas such as ITS, and in areas where women are leaving our employment in greater volume than male counterparts.</p> <p>HR are leading a workstream to improve the career development and pathways for professional support staff in 2023 as part of the strategic Employee Experience Project.</p>	
2.4	Education SAT to regularly review faculty gender balance to identify and address any significant equality impact created by shifts in recruitment trends driven by government policy		There has been a considerable turnover of staff in FoE as the Faculty responds to changes in government policy.	Management Dashboard shared with Dean of Faculty monthly so demographics can be monitored and local recruitment strategies fully informed.	April 19	July 19	FoE SAT chair	Dean FoE	<p>Equality Impact Assessment undertaken locally on any changes to government policy.</p> <p>Appropriate action is taken to redress any identified gender imbalance or wider underrepresentation e.g., Targeted recruitment campaigns</p>	<p>Management Dashboard shared monthly with Dean of Faculty.</p> <p>Equality Impact Assessment Training is planned for targeted roll out from September 2023 – this will help to build confidence around this important activity and will be supported by real time evidence provided by management Dashboard.</p>	A
2.5	Explore the possibility of enhancing the equal pay audit to academic managers and professors and be presented by AHSSBL		To have a more comprehensive analysis of pay by gender.	<p>HR working group to assess the feasibility.</p> <p>First data set</p>	<p>March 19</p> <p>March 20</p>	<p>Nov 19</p> <p>Ongoing</p>	Director HR	HRD / FD	Greater transparency with respect to the gender pay gap	<p>Now available online see Gender pay report action plan</p> <p>In 2022 The University made an investment in an</p>	

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
	and STEMM.									equal pay audit tool (XpertHR's Gap Squared Platform). This enables us to run real time data that can drill down into specific pay gaps (i.e., by gender, ethnicity, job type, contract type and/or by department). This will enable detailed analysis at a local and institutional level moving forward and appropriate action plans to be put in place to address any areas of concern.	G
2.6	Explore reasons for different feelings/perceptions around fair pay, looking at gender, grade and ethnicity.		Given that there are different perceptions of fair pay, this needs to be monitored as new processes are put in place to ensure that this is not exacerbated.	Conduct regular PULSE surveys between biennial staff surveys to identify perceptions earlier.	March 19	Jan 20	HR (using WorkL platform)	HRD	Higher 'happiness scores' reflected in staff surveys.	HR are set to lead a 'Staff Experience' project from September 2023 which will have workstreams focused on Reward and Recognition. Objectives supporting this workstream will include <ul style="list-style-type: none"> HERA introduction and refresher training standardisation of generic job roles Wider use of developmental roles in response to a hostile recruitment market as a retention strategy (home grown talent and successful HR / RO pilots). The embedding of a Moderation Framework for Senior Pay Review - to standardise assessment criteria for performance related pay / bonus awards improvements with PDR system (including work around competencies) 	A
2.7	Monitor the growth of the professoriate and readers and senior fellows to identify any trends based on gender, and other characteristics.		To ensure that as our professoriate grows and the changes to the readership / fellowship roles bed in, that this does not discriminate on gender (or other) grounds.	Annual report on promotions, progression and appointments for Academic Board to consider gender, and other protected, characteristics.	Oct 19	Annually	HRD / PVC Research	HRD / PVC Research	Good quality data to inform decisions. Gender balance in professorial appointments over a 3–5-year period relative to workforce	In 21/22 there were 8 applications for promotion to Professor, 63% of these were successful, a pleasing improvement compared to a 0% success rate in the previous year. 9 applications for	A

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									profile with reasonable annual fluctuations.	<p>promotion to Reader, 33% of these were successful, compared to a 50% success rate in 2020/21</p> <p>3 applications for Senior External Engagement Fellow 1 of these was successful and only 1 application for Senior Learning and Teaching Fellow was unsuccessful. Although numbers are still low coming through these newly established pathways, we are delighted we're off the starters block compared to 0% in the previous two cycles.</p> <p>This has shaped the way we scaffold support and mentoring to encourage the successful diversification of our senior academic career pathways.</p> <p>This information is currently reported in the HR Annual Report (The People Report) but will be transferred across to an EDI Board Report from 2023-24</p>	
2.8	Monitor whether academic women continue to be less satisfied with their roles and responsibilities and act if required.		Where there is a noticeable discrepancy, this needs to be investigated, particularly to review the impact of new processes and procedures.	Review responses of each all-staff survey	May 21	Dec 21	HR Partners	HRD	Women register greater satisfaction with roles and responsibilities.	<p>68% of women, compared to 65% of men completed the survey in 2021 with 70% of all staff reporting staff satisfaction with their roles – a balanced position.</p> <p>Action plans were / will continue to be put in place in particularly low scoring areas and may include focused interventions such as focus groups, promotion of training and development targeted at women / men depending on significant evidence.</p>	G
2.9	Monitor satisfaction levels in relation to the equality and diversity of outcomes following the progression / promotion window as new processes and		This is the area that scored relatively lower on E&D grounds (but still high / 80% satisfaction):	Continue to build on the resources available on the Career Development Hub, strengthen academic support via the PDR process & induction & undertake annual EqIA	March 19	Jan 20	ACDIG	Chair ACDIG / HRD	Improved level of satisfaction reflected in staff survey in relation to the Progression / Promotion opportunities and outcomes.	In the last 18 months these issues have been overseen and driven by the Academic Career Development Implementation Group (ACDIG). Improvements have been made to the Career Development Hub, to how we deliver Career	G

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
	support mechanisms embed into practice.			after each Progression / Promotion round.						Development 'Roadshows' ahead of the annual Promotion and Progression rounds. Further developments will be welcomed in the Academic year 2023/24 as we ensure research active / research aspiring staff have specific support with their career trajectories in the form of a research specialists alongside their usual line manager discussion. A specific research development program will also be launched.	
2.10	To carry out and review EQIAs, to identify trends in gender balance for REF 2021.		To ensure that there is no bias in identifying staff for REF 2021 based on gender, or other, identity.	Development of REF code of practice, a Communications plan. and establish a best practice EQIA process for future REF exercises.	Sept 18 Jan 19 Feb 18	June 19 July 20 Dec 20	REF Manager (Director, Research Office); PVC Research; HRD	HRD / PVC Research	An inclusive approach to the REF with all staff correctly identified. Few/no appeals against REF process.	Successful implementation of REF Code of Practice. Successful collaboration between HR and RO on EQIA and establishment of special circumstances process. Lessons learnt will roll forward to support the REF 2028 exercise.	G
2.11	Promote uptake of shared parental leave and review impact when there is sufficient data.		Shared parental leave is still a relatively recent phenomenon, and we currently have insufficient data to draw any informed conclusions.	Increased knowledge of parental leave for both staff and managers and better information about its benefits to staff and the organisation.	April 19		Staff Wellbeing Lead (HR) Policy Development Lead (HR)	HRD	Staff able to find useful information on SPL Managers express confidence in facilitating SPL. Greater uptake of SPL.	We engaged with Working families to review our policies. One Family Friendly policy is now in place for staff, and it includes information on SPL. In 2023 we revised the SPL / Maternity allowances to better compare to sector averages and aligned SPL and Mat/Adopt leave entitlements - previously there was no incentive to take SPL as the entitlement was lower than Mat leave. We will monitor the impact of this change on the number of SPL taken by men / women.	G
2.12	Explore the faculty differences on work-life balance issues to identify where the differences may lie and how to support staff to address work-life balance and support managers to support their staff.		There are significantly different opinions on work-life balance issues; we hope that a WAM will have a positive impact on this.	The gap in perception diminishes and more people report better work-life balance. Time is needed to allow the development of a WAM and for its impact to be felt.	Feb 19	May 22	Chair, ACDIG	PVC Research / HRD	More staff report satisfaction in relation to their work-life balance.	As described above, the PVC (Research) & Dean of Arts and Sciences leads a working group exploring workload allocation models across the University with the objective of implementing agreed principles across all academic areas. This in turn will enable equitable distribution of workload, safeguard staff wellbeing,	A

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										and enable detailed analysis of the distribution of our academic workforce activities. WAM to be in place for 2024.	
2.13	In consultation with staff, review the possibility of adding 'other' as a category in the staff survey to provide an opportunity for those who don't identify with a particular gender to express their views.		At present our gender identification in the staff survey is a little blunt; however, we need to ensure that any change will not lead to some people feeling exposed.	More nuanced reporting is available which will enhance the evidence base on which we are making decisions.	April 19	Dec 19	EDI Manager/Employee experience Manager	HRD	People feel confident that their gender is being appropriately represented in surveys.	A new question was added to the 2021 staff survey. Q.33 What is your sexual orientation? LGBTQIA+, Heterosexual / Straight, Prefer not to say, Other BPS Sexualities section have provided guidance on this, and this has been shared and integrated into Psychology depts working practice in terms of staff surveys and research ethics	G
2.14	To establish a confidential process to encourage staff who are not satisfied with their roles to disclose more, particularly for those who identify as 'prefer-not-to-say' (PNTS).		To better understand and provide relevant support/systems to staff who are dissatisfied with their roles Targeted communication of the annual progression and promotion rounds, and support available to females and those at the top of grades	A new confidential process and feedback mechanism Focus group for PNTS staff to explore high levels of discontent using external providers if required to ensure confidentiality	June 19	Jan 20	EDI Manager / Employee Experience Manager Reward & Resourcing Advisor	HRD	Higher numbers of promotional applications from a diverse staff profile, increased staff engagement and reduced turnover. Fewer people identify as PNTS.	Contracted with WorkL to create the staff survey and capture anonymous feedback. A confidential Staff Advisory service is now available to advise and guide all staff.	G
2.15	Explore the potential of using our online recruitment process for management requests for move to full-time from part-time working		At present we are not able to track this and there is a possibility that the online recruitment process may offer a solution.	We establish a rigorous and efficient way of identifying shifts in working hours/requests for flexible working.	Feb 19	Feb 20	HR MI Manager	HRD / FD	Better data on changes in contract to enhance the evidence base on which decisions are made	Part time working/flexible working requests now recorded via our employment lifecycle data base (stonefish) 202 requests approved since 2018	G
Enhancing recruitment											
3.1	To monitor any increase in the recruitment of RAs, particularly in STEMM, and review for gender and ethnicity to identify any trends which might suggest bias		As we grow STEMM areas, it is quite likely that the number of post-doctoral research assistants will increase; we need to monitor this development for diversity in recruitment process.	As numbers grow sufficiently for meaningful analysis, we can track developments.	Oct 19	Ongoing	Head of recruitment	FD	To have excellent diversity among the PDRA community – at least reflective of the local demographics for the west Lancashire area. Improved proactivity in relation to workforce planning in STEMM areas evidenced through the annual Spring Plan submissions.	Most Research Assistants are appointed as 'direct appointments' from the specific department rather than through the usual external advertisement campaigns. We identify this as a potential blind spot in terms of future diversification and will encourage Heads of	A

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
										Department to factor this into their proactive workforce planning.	
3.2	Identify ways of reaching under-represented groups to encourage more applications from appropriately qualified individuals identifying targeted ways to support departments and faculties with gender imbalances.		Need a greater understanding of the barriers to applying and an understanding of approaches that may increase participation	Identify under-representation and identify barriers and positive action/measures to improve the current position	Jan 19	June 19	EDI Manager	HRD	Tools and initiatives identified to increase diverse participation	Indeed, recruitment consultancy is now the recruitment provider New recruitment web pages are now live that include supporting statement guidance and FAQ's Increase in relocation allowance introduced. A new staff recruitment wiki page was developed that includes quick guides, draft templates and promotes the relocation and Visa Assistance Policy.	A
3.3	Review how we recruit to senior posts considering the language of job descriptions for senior leadership positions is gender neutral and highlights flexible working policies, family friendly policies, potential for job share etc. and where posts are advertised.		To ensure that we are reaching a diverse audience of suitably qualified people for our senior positions	A Standard Operating Procedure developed to include the planned objectives. Awareness raised with the HR Business Partners and via Recruitment & Selection training	Nov 19	Ongoing	EDI Manager/HR Operations manager /Head of HR Business Partnering / Employee Experience Manager	HRD	Greater diversity in applications for senior posts across the range of protected characteristics	New job description templates are now available to promote senior positions, and there are also tips for writing a job description and guidance relating to academic and research-related roles and professional support and non-academic management roles.	G
3.4	Identify and invite suitably qualified women to apply for governor roles.		We have a long-term under-representation of women and, while advertisements will now encourage applications from under-represented groups, actively inviting women to apply may also increase applications.	At next opportunity, identify appropriately qualified women in the locality.	When vacancy available	Ongoing	Clerk to the Governors	Director of Governance	The Board of Governors has a better gender balance (between 40-60% of one group).	43:57 split currently in favor of men. There is a recruitment drive during summer 23 to recruit three further governors. A lead Governor for EDI has been appointed. The EDISG Chair has regular communication with the lead EDI Governor.	A
Promotion and progression											
4.1	To review the new three-faculty approach to the progression process to identify any gender-based or other, trends and act where appropriate.		To analyse data to ensure gender equality and ensure consistency across the organisation. Review data annually and report to Teaching Staff Consultation and Negotiation Committee, and Resources Committee	Collation of data Annual reports	Jan 20	March 20 and yearly after	HR Director / Chair of Promotion Panel	HRD	That data indicates that people are not discriminated against on grounds of gender (or other characteristics). That there is greater consistency across the whole institution, with the same factors being recognised and rewarded.	EqIA is produced annually, and results are discussed with Promotion and Progression Panels, and this informs support plans for the next 12-month period. One policy is available for all staff that all faculties use. The process is centrally managed by HR.	G

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
										<p>A Diverse panel is put in place to consider each application.</p> <p>Any feedback regarding the process is fed into roadshow events ahead of the next round.</p> <p>One panel for all three faculties enables consistent practice.</p> <p>The director of HR is a member of the panel</p>	
4.2	Monitor new promotions process for gender, ethnicity and contract type to identify any imbalances within normal annual fluctuations.		To ensure that the new promotions process does not have hidden gender (or other) biases and to ensure that all staff understand the processes.	Review new process annually for five years to ensure no major gender biases	May 20	May 25	EDI Manager	HRD	<p>Good levels of applications from suitably qualified staff reflecting the characteristics of the workforce in general.</p> <p>Improved promotions process recognised in staff surveys.</p>	As above	G
4.3	Review the resources and information on promotion/ progression and establish a comprehensive communication plan to ensure that staff are fully aware and feel confident to engage with the changes.		To ensure that all staff are fully aware of processes and can plan their careers accordingly.	<p>Develop new guidance materials.</p> <p>Establish communications plans for dissemination.</p>	<p>Jan 19</p> <p>March 19</p>	<p>March 19</p> <p>Oct 19</p>	HR Advisor (Projects) / EDI Manager	HRD	<p>High levels of satisfaction expressed in the staff survey.</p>	<p>Driven by Academic Career Implementation Group a recruitment site has been launched for all types of honorary posts. This provides visitors with a clear understanding of the different levels of honorary posts and the expectations associated, ensuring we have quality honorary academics. We have created a clear process and contract for these colleagues, which is being used across all the faculties.</p> <p>Lessons learned are evaluated and fed into the next application round if applicable.</p> <p>Reduced number of appeals because staff understand the process and the support that is provided.</p> <p>Communication of the promotion and progression is sent to all staff via the Bitesize Briefing, roadshows are held, and HR Business Partners speak with staff and managers in each of the faculties.</p> <p>63% of total applicants who were successful during the progression (8-10) & promotion window (Prof,</p>	G

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										Reader, Senior Fellow, Stage 1) this year (2023) accessed the roadshow sessions in March.	
4.4	Ensure that the new staff progression/ promotion criteria appropriately capture the full range of activities outside of teaching, research and enterprise, such as outreach, AS leadership, committee membership, REF/research lead etc.		People do not always know what elements are being considered: a clearer statement identifying what panels consider would help support staff with career progression.	Review the guidance as part of the implementation of new promotions process (see above).	July 19	Aug 20	Senior HR Advisor / ACDIG subgroup / EDI Manager	HRD	A clearer set of guidelines of how activities are being taken into consideration for career progression.	New career pathways developed. Parity of esteem between teaching and learning, external engagement Teaching and learning Research Citizenship Pastoral – progression and promotion policy	G
Training, Development and Support											
5.1	Establish a mentoring process to support staff with applications for chairs and readerships, paying particular attention to mid-career women in STEMM where the pipeline is weakest.		To support women in planning career progression, particularly in areas where they are under-represented	Establish short-term group to decide how best to provide mentoring. Establish a promotion system for non-research-intensive staff	June 19 June 20	April 19 Ongoing Annually	HR	HRD	A good pipeline of suitably qualified women across all posts. Increasing number of women able to act as role models for those coming behind them, including students. Improved career development opportunities for academics	Career pathways for Senior Fellows in Teaching and Learning and External Engagement / Knowledge Exchange established in April 2020. A coaching and mentoring strategy was created and published in 2021 to provide an effective approach to developing our staff. The university has an internal academic coaching and mentoring bank, this sits alongside an external list of coaches and mentors. FoHSCM established a local mentoring scheme to support early and mid-career researchers. FOE established a local scheme to support colleagues at all careers stages in their progression Coaching Culture learning mindset modules are available to all staff to support self-aware development. A coaching network has been established.	G
5.2	Develop and deliver unconscious bias training for all staff required to chair and support interview/shortlisting panels (including		To ensure that recruitment, promotion and progression are as fair and equitable as possible.	Recently been launched as part of the revised core Learning & Development programme.	Oct 18	Oct 19	Employee Development Advisor / EDI Manager	HRD	Everyone involved in recruitment and promotion are aware of implicit bias that this training is updated regularly.	A suite of six new online EDI training modules will be available to all staff from September 2023 including unconscious bias training.	G

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
	promotion); monitor its implementation and effectiveness.										
5.3	Providing specialist Diversity in the Workplace training to all staff with refresher training every 3 years as a mandatory requirement.		To enhance participants cultural awareness, knowledge, and communication and prevent active or passive discrimination	Recently launched as part of the revised core Learning & Development programme, available through an online learning platform.	Oct 18	Oct 19	Employee Development Advisor / EDI Manager	HRD	High levels of bias awareness among appointment panels.	100% engagement New members of staff are asked to complete as part of induction. In partnership with Coaching Culture, we are preparing to rollout a suite of 6 EDI online training modules to support the strategic aims of the university's people plan	G
5.4	To identify why there is low attendance at Academic Induction and why men in particular choose not to attend; consider factors such as seniority.		Induction is an essential part of ensuring that an individual feels a sense of belonging to the organisation and an understanding of its goals and ambitions, as well as its ethos and mission.	Establish focus group for newly appointed staff. Review grades of those who attend/do not attend over three-year period to help determine whether we need a more role-focused approach to induction.	April 19 June 19	July 19 June 22	L&D Coordinator L&D Coordinator	HRD	Better take up of induction by all staff (grades, gender, ethnicity etc.) Potentially the enhancement of the induction offers to be more attractive to all staff.	A working group has been established to seek ways to improve engagement and more closely align the detail and quality of Corporate and Academic Induction.	A
5.5	Monitor uptake of E&D training particularly with the view to determining whether e-learning is more appealing to staff.		To improve the overall knowledge and understanding of E&D issues and to encourage an inclusive culture for all	Development of suitable session. Roll out for all new staff via induction. Programme of training for existing staff and monitor uptake.	Feb 19 Sept 19 Sept 19	May 219 Ongoing Ongoing	Senior Employee Development Advisor / EDI Manager	HRD	High levels of understanding of E&D issues across the institution and grades. A positive work environment for all reflected in positive responses in staff surveys.	In partnership with Coaching Culture, we are preparing to rollout a suite of 6 EDI online training modules* to support the strategic aims of the university's people plan, including Pronouns training, Menopause in the Workplace and Being an Active Bystander <i>*New D&I package include:</i> Part one: Introduction to Diversity and Inclusion Part two: Creating a psychologically safe environment. Part three: Unconscious bias Part four: Inclusive leadership Part five: Coaching for belonging. Part six: Scenarios	G
5.6	Briefings for managers and mentors supporting potential promotion/ progression applicants and help them to be aware of potential gender, and		To ensure that managers also understand the changes in promotion and progression processes and how they affect the staff in their teams so that they can support them to make	Develop training sessions for managers regarding new processes to ensure that no one is impeded from applying for promotion. Provide	Sept 19	Feb 20 With regular training on an ongoing basis	Senior HR Advisor / EDI manager	HRD	That the staff survey indicates high levels of satisfaction with support received from managers in the promotions process.	Bespoke Roadshows, both in person and online, are available prior to Promotion and Progression rounds. The sessions are facilitated by the Dean/PVC Research, Dean of Teaching & Learning and	A

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	other, issues that might affect the process.		appropriate applications for promotion.	guidance around the options for accelerated progression.					Greater satisfaction is expressed regarding transparency of progression and promotion process.	senior HR Partners. Additional content is added each year as a direct result of participant feedback (including via the appeals process and from supporting managers).	
5.7	To ensure that PDR process encourages women to identify their development needs and support them in being identified as 'category A submitted' for the REF.		There is a gender gap (in favour of men) with respect to engagement with the REF which we need to ensure is because an individual's choice rather than a result of bias or unfair work allocation	Revised performance and development review process encourages more open conversations about REF. Regular EqIAs on REF process until Nov 2020 submission.	Sept 19 Feb 21	Sept 20 Dec 20	Deans/ Employee Experience Manager REF Manager	HRD / Deans	Closing of the gender gap of people who are identified as category A staff. Few/no appeals against the REF process.	Significant responsibility for research letters are now issued on an annual basis, stored on Resourcelink and noted on PDR documentation. We continue to monitor EQIA following Promotion / Progression and senior pay review rounds and implement interventions as required.	G
5.8	Review the implementation of the new PDR process to ensure it encourages engagement and benefits staff and managers		A new process has been developed to make it more meaningful for both staff members and managers.	Introduction of new process. Communication plan Training for staff and managers Review new system after two years.	Feb 19	June 21	ACDIG	PVC Research / HRD	Levels of engagement with PDR process. (+85%) High levels of satisfaction are expressed in staff surveys (+70%).	A new PDR Hub is available that has a range of tools to guide staff and managers. The pages include a timeline, a dedicated space for staff and managers, along with FAQ's and system guides. The process is now fully embedded online. Engagement up +2.1 in academic year 21/22 (89.7%) Process is now led by conversations around career progression and producing a personal development plan which acknowledges the full range of activities undertaken by the individual (e.g., outreach work, committee membership, AS SAT membership, REF lead)	G
5.9	Review revised and updated T&D offer for effectiveness and fitness-for-purpose over three years to ensure that they benefit all staff regardless of gender, ethnicity, contract type or other characteristics.		To ensure that 'hidden' work is recognised and rewarded appropriately	Guidance updated and provided as an e-booklet. New e-booklet guidance is disseminated to staff and managers via the various communication mechanisms identified in the implementation plan for the changes to promotion and progression	Jan 19	Feb 20	Chair of ACDWIG/ HR	HRD	Guidance is revised and updated. Such activities are identified in applications for career progression	ACDIG Hub	G

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				processes							
5.10	Review training and dissemination of anti-bullying and harassment policy and process. .		<p>OfS statement of expectations support universities to develop and implement effective systems, policies and processes to prevent and respond to incidents of harassment and sexual misconduct is driving work in this area.</p> <p>While our institution has comprehensive policies and processes, the staff survey suggests that not everyone is aware of and/or has confidence in applying them.</p>	Targeted training sessions are delivered reaching more staff and alternative forms of dissemination explored.	Jan 19	Dec 19	HR	HRD	<p>Greater knowledge and confidence reported in the next staff survey in relation to the University's Bullying & Harassment Policy and Procedures.</p> <p>High engagement and positive feedback related to our Supporting Staff to Support Students and Supporting Managers to Support Staff Toolkits.</p>	<p>A new policy was developed in collaboration with HR and Student Services and is available on the web pages</p> <p>The new policy was communicated to staff via the bitesize briefing.</p> <p>To reassure ourselves that the introduction of clearer processes around bullying and harassment and sexual misconduct is having a positive impact on our culture, we are monitoring the impact on the number of casework / reports being generated.</p>	G
Organisation and culture: policies and processes											
6.1	Formal establishment of professoriate to encourage academic leadership and mentoring capacity.		<p>Expansion of professoriate but expectations of role not always clear.</p> <p>Enhance mentoring capacity for more junior staff.</p>	<p>Inaugural meeting.</p> <p>Identification of any training needs.</p>	<p>Oct 19</p> <p>June 19</p>	<p>April 19</p> <p>Ongoing</p>	<p>PVC Research</p> <p>PVC Research, Dean of L&T, and Staff development lead</p>	PVC Research	<p>Group established with clear role and remit.</p> <p>Appropriate training to support professors.</p> <p>Enhanced mentoring is available for academic staff (to complement HR mentoring offer).</p>	<p>A Professoriate Group has been established with good engagement. One large meeting is held within the year with smaller focus sessions also.</p>	G
6.2	Review all reward and recognition policies so that discussions on pay are transparent and demonstrably equitable.		To ensure that everyone, including managers, has access to clear information about how reward and recognition is determined.	<p>Review of guidance to staff and managers with roll out of new promotions criteria.</p> <p>Communications plans to disseminate information and guidance for managers and staff.</p>	<p>Nov 18</p> <p>Jan 19</p>	<p>Jan 19</p> <p>March 19 and yearly</p>	HR MI Manager	HRD	<p>The staff survey indicates a higher percentage of staff stating that they are paid fairly.</p>	The progression policy has been updated and lessons learned from the process each year are reviewed.	G

2018 Action Plan	Objective	Action	Rationale	Key Outputs and milestones	Start date	Finish date	Person responsible	Accountability	Success criteria and outcome	Progress updates	
6.3	Academic Career Implementation Working Group (ACIWG) to review gender pay gap and recommend appropriate action.		More women are represented at the lower incremental grades of academic appointments.	Report for senior managers produced annually to break down the number of staff at each point in the 8-10 salary bands so they can support career development prospects from an informed perspective.	June 19	June 20	Chair ACIWG, Director HR	HRD / Chair ACDIG	Clear information available in relation to horizontal and vertical segregation.	The University invested in the XpertHR Gap Square platform to help us to critically dissect our Gender Pay Gap and to develop meaningful, evidence-based action plans. The impact of this platform has been positive, and a significant action plan is published on our externally facing EDI web page. The action plan includes actions at all stages of an employee's life cycle and is fully integrated with other supporting strategies / action plans.	A
6.4	Monitor and review applications and awards to the RIF and promote awareness of criteria for priority access (e.g., return from extended period of leave including maternity).		Create a system to monitor and review uptake of support and any alternative measures provided	Report and recommendations for further development available re support provided for maternity and adoption leave: during leave	May 19	June 20	RO	RO / HRD	A clear understanding of the impact of current processes along with recommendations for further developments to overcome barriers to career development	Strand 1 of the RIF is support for early career researchers and returners from extended period of leave, secondment to a non-academic roles or time outside the HE sector An intranet page is dedicated to the RIF with case studies along with RIF Guidance and a timeline for application	G
6.5	Flexible Working Steering Group (FWSG) to be established to review policy, procedure and practice to promote consistent practice, and monitor both applications for flexible working and outcomes (including return from maternity leave and engagement with paternity/shared parental leave).		Feedback from staff indicates confusion over policy and practice which needs addressing.	Establishment of a clear policy accompanied by communications plan to ensure that staff and managers are confident in its application.	Nov 18	Sept 19	Chair, Flexible Working Steering Group	EDISG Chair	Staff have a greater understanding of flexible working policy and are confident in engaging with it for their own circumstances.	All flexible working requests are now recorded via MyView [the MI system for the University]. See 6.6	G

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6.6	FWSG sub-group to be established to review the particular needs of staff returning from significant periods of leave, including maternity leave, to develop support mechanisms with the emphasis on flexibility		An institutional, consistent approach to an overarching and contemporary Flexible Working Policy and Practice that begins to address some of the barriers caused to career development because of caring responsibilities	Utilise data gathered in 5.5 (iv), (v) to review current approaches to flexible working and identify good practice and areas Supported by management training and awareness raising	Sept 19	June 20	Deputy Chair EDISG	HRD	Greater assurance of a consistent and institutional wide approach. Appropriate flexible working practices were introduced to support those with a range of personal circumstances and preferences.	The university has invested in a new staff wellbeing lead. Alongside this, the role holder will study a master's in Workplace Health and wellbeing; the dissertation specialist subject is around women's health / maternity returners, commissioned specifically to support issues arising from Athena Swan. Recommendations arising from this work will impact policy, procedure, guidance and support. 6.4.	A
6.7	HR to create the process, policy and systems to enable monitoring of equality issues and monitor implementation by managers through their personal PDR meetings		Equality data collated, monitored and reported on. Managers to have sight and take responsibility of arising equality issues	Talent Management Systems implemented, monitored and reporting mechanisms agreed and developed.	Sept 19	June 21	EDI Manager /MI & S Specialist	HRD	As a result of monitoring and escalation, continuous improvement in the success of developing a diverse workforce and development opportunities across all under-represented groups	Equality Impact Assessment Online Training Module commissioned and will be rolled out in June 2023. Employee comments are monitored via PDR and staff survey	A
6.8	Develop a process to deal with differences between policy and practice and ensure that managers' practice is consistent across the organisation.		Staff survey reports concern related to the interpretation of information available and the uneven application of practice between departments / Head of Department.	A process developed to understand where differences between policy and practice arise.	Sept 20	June 21	EDI Manager / HR Advisor (Projects)	HRD	Understanding of where and how differences arise between policy and practice and a process designed to deal with them	All new policies do allow for formal and informal scenarios. There is a sequence of steps within the policy the manager can follow.	G
6.9	Reinvigorate the use of EqlAs for all policies and ensure systematic application and legal compliance.		To identify and address existing or potential inequalities, resulting from policy and practice development.	Systematic process in place to ensure new or revised policies are assessed at point of need and existing policies are assessed in line with usual biannual policy review schedule	June 19	June 19	EDI Manager	HRD	All EqlA published on wiki alongside appropriate policy	See 7.3	G
6.10	Establish a common set of principles that can be used to inform workload allocation model which will be monitored annually by faculties.		We need to establish principles to promote greater fairness and transparency.	Workload allocation approach identified and working group established. A communication plan has been developed to ensure that staff and managers are aware of	Feb 19	Oct 21	Chair, ACDIG Director, HR	PVC Research HRD	Staff report a greater understanding of how their workload is allocated. Staff report that their workload allocation is fair.	See 2.12 We have established a common set of principles. Working towards full implementation in 2024.	G

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				the principles and how to operationalise the new approach.							
6.11	ACDIG to collate and review the workload allocation models currently employed across EHU to identify common approaches and best practice		At present there is not a consistent workload approach across the institution resulting in differential experiences that are not based on clear business reasons.	Greater understanding of current approaches employed across the institution with the view to identifying best practice.	Oct 18	Feb 19	Chair, ACDIG Director, HR	Research PVC HRD	Good practice identified. Clearer understanding how local needs impact WAM priorities and how these can be accommodated.	See 2.12 We have established a common set of principles. On track for full implementation in 2024.	G
6.12	Workload allocation models that recognise work outside of teaching and learning, research and enterprise and employability (such as outreach, Athena SWAN SAT work, committee membership, REF/research lead etc.), and link effectively with PDR and promotions processes.		We are currently reviewing the kind of WAM that might best work for the University. This is an opportunity to ensure that the whole role of the modern academic is considered appropriately.	Production of pilot WAM for implementation and review	Oct 18	May 19	Chair, ACDIG	PVC Research	WAM introduced and accepted to be fair and transparent by staff and managers, which is reflected in staff surveys.	See 2.12	A
6.13	Review the timing of institutional events to facilitate the engagement of part-time staff attending.		Part-time staff have varying working patterns and to facilitate their attendance at least some of the events, we need to vary the days and times of those events, which generally happen at similar times each year.	Production of a shared calendar of cross-institutional events to aid collaborative working on similar and complimentary events	Feb 19	March 19	Reward and Resourcing Advisor	HRD	Shared calendar of cross-institutional events	An inclusion calendar was introduced for all staff and students to enable greater collaboration on events, reduce duplication of effort and maximise focused staff-student resources where appropriate. The calendar can be embedded via Outlook calendar, or a PDF version is also available to download. Key events are scheduled at different days and times of the year e.g., The Staff BBQ took place on Wednesday in 2022 and will take place on Friday in 2023. The date is advertised well in advance so that staff can make or change	G

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										arrangements to get involved if necessary.	
6.14	To have distinct guidance in relation to trans awareness and to address trans issues in relation to curricula and equality on campus. To be aimed at managers, HR, colleagues and the trans staff members/students themselves.		To provide a supportive, inclusive environment for our staff who identify as trans. Promote better knowledge and understanding of key issues among managers	Following the outcomes of the review of the GRA provide updated guidance to ensure support to colleagues and clarity of understanding to managers	Sept 19	Aug 20	EDI Manager	HRD	Guidance has been endorsed by external organisations that are experts in supporting trans people.	Supporting Transgender and Non-Binary staff and students' policy available along with a support plan template, FAQ and inclusive language guide Our Supporting Staff to Support Students (SSSS) toolkits help staff to support non-binary, trans and transitioning students. As a single reference point the toolkits help to increase understanding and confidence in dealing with LGBTQIA+ issues. More widely we also have guides on supporting staff and students with disabilities (including content related to hidden disabilities), a Toolkit covering Race, Religion and Family Origin. Following a successful pilot, we have permanently established an EDI innovation fund - so grass roots projects can support the growing and embedding of EDI within the institution	G
6.15	Establish a wiki resource for LGBTQIA+ staff group to facilitate communication and provide a space to archive activities including photographs on participation in events such as Pride.		This is a new group which is an important source of support for staff and students across the organisation and good resources are essential to its effectiveness.	Resources established, explore how to share effectively but securely with students.	Nov 19	May 19	Coordinator of LGBTQIA+ Group	EDISG Chair	All LGBTQIA+ staff (and students) can access resources and support as required.	LGBTQI+ resources for staff and students can be accessed through the EDI Hub (e.g., guides, training, video resources, dates for your diary, get involved etc.) An MS Team page is available for the LGBTQIA+ Network Group to enable them to collaborate in real time.	G

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6.16	Every three years, review our trans policy and guidance in consultation with external organisation and stakeholders to ensure our policies and guidance documents incorporate best practice. Reviews may also be triggered by internal process developments or legal changes, such as the review of the Gender Recognition Act (2004).		To ensure that any support we offer is best practice and is legally compliant.	Identify specific areas that require monitoring and identify key reporting requirements.	Sept 19	Aug 20	EDI Manager	HRD	That our guidance is reviewed regularly and compliant with legislation	Our Supporting Trans and Non-Binary Staff and Students policy will be reviewed in line with legislative changes or in line with Policy Review Schedule (whichever is the soonest)	G
6.17	Implement and monitor changes in our information recording systems that would recognise a new preferred first name.		To ensure that once there is a definitive statement from GRA, that we can respond in a timely manner.	Review existing provision Make changes aligned to requirements of amended GRA Provide revised systems	Sept 19	Aug 20	SRPS Manager	HRD	That our policy and practice demonstrate best practice and complies with all legal requirements.	Consider and develop institutional position on legal and preferred name changes – Action from Regulation and Review Sub Committee	A
6.18	Monitor the impact of the changes in PDR, workload allocation model and the new promotions process on staff satisfaction.		We note that there are considerable changes taking place, and we need to monitor the impact on staff.	All new policies and processes are accompanied by clear guidance and appropriate training is delivered to ensure that staff are fully aware of developments.	Nov 19	Dec 20	Chair ACDIG	PVC Research	Staff report enhanced understanding of policy and process. Staff report higher levels of satisfaction in the staff survey against this indicator.	EHU is partaking in the 2023 Culture, Employment and Development in Academic Research Survey 2023. This survey feedback will cut across both HREIR and AS Action Plans	G
6.19	Ensure that the implementation of the new promotion process, WAM and PDR are consciously aligned with appropriate training for staff and managers to maximise synergies and ensure that these complementary processes work together to enhance transparency and consistency.		We note that several complementary changes are occurring in a similar timeframe; to maximise the benefits, we need to ensure that these are consciously aligned and integrated.	There is alignment and transparency in how these complementary processes work.	Nov 19	Dec 20	ACDIG / HRD	PVC Research / HRD	Staff report high levels of satisfaction and no longer report on inconsistent practice.	Communication and collaboration between strategic groups and supporting workstreams has improved greatly over the last 18 months. For example, the work undertaken by ACDIG around work allocation modelling is feeding directly into a workstream driving positive changes in relation to a new research development program launching in 2023/24 and the building of an improved PDR system (that also supports academic career development). The tight collaboration has	G

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										minimised duplication of work and has maximised effectiveness.	
Organisation and culture: committees											
7.1	Establish a process for monitoring the gender composition of AB committees and to delegate this to chairs/secretaries of faculty/ department/ working groups to improve our understanding of workload.		At present, we do not have an easy way of collecting data on the broad membership of committees and other deliberative groups.	Way of collecting data efficiently identified and used by secretaries of committees and other boards so to enhance reporting.	Jan 19	Jan 20	University Secretary	University Secretary	Annual reports on committee membership to monitor committee make-up and diversity and that this looks beyond Academic Board committees to capture more comprehensive workload.	Effectiveness review to take place in 23/24. EDI to be included in the scoping piece.	A
7.2	Review the impact of the coversheets on practice for AB committee papers.		We state that we review all policy documents for E&D issues, but these are not systematically monitored. Help to improve analysis of impact of policies.	Provide report on all policies developed or reviewed in 2018-19 to consider impact on E&D principles. Provide training on EqlAs for managers who 'own' policies.	Oct 19 April 20	Feb 20 Ongoing	Chair of the relevant committee EDI Manager	University Secretary HRD	An annual report that reflects on committee activity which includes reflection on the impact of policy changes on different groups of staff. Managers feel comfortable with conducting EqlAs.	Effectiveness review to take place in 23/24. EDI to be included in the scoping piece. Online learning module specifically on EIA will be available for staff and managers from September 23	A
7.3	Establish an appendix on all policies confirming the date of the EqlA and a signature of both the policyholder and E&D manager.		To be more systematic in the review of policy impacts from an E&D perspective	Review existing EqlA documents and identify review date.	Dec 19	July 20	EDI Manager /Chair of relevant Committee	University Secretary	An EqlA for each policy using the same EqlA template to ensure consistency.	A Policy Development section is available on the Governance intranet pages for staff with EIA Guidance and the EIA template, along with a list of FAQs. A policy review tracker is in place and is reviewed by the Policy Review Group (led by HR). An online EIA training module will be available to all staff from September 23.	G
7.4	AQDU to lead a review of the effectiveness of committees and to consider whether there is an appropriate diversity of members on committees and to consider workload issues of current structure to mitigate against over-burdening individuals.		Our review of committees has identified some potential issues re workload and gender balance which need to be reviewed.	Review of current structure and identification of possible actions. Further work is required to determine alternatives structures if required.	Jan 19	Jan 20	University Secretary	University Secretary	Better reporting on committee workload and gender representation with a view to committees with good diversity of representation.	Effectiveness review to take place in 2023-24. EDI to be included in the scoping piece.	A

2. Key priorities for future action

We have organised our future action plan under the following themes.

Theme 1: Organisational culture and structures that make EHU a place of choice and (inclusive) belonging.

Priority 1: Our forward action plan is fully aligned with our overarching institutional strategy, EDI Strategic plan, People Plan and Gender Pay Gap action plans.

Gender equity is a key part of our commitment to developing an inclusive culture that respects and values the contribution of all employees regardless of protected or other characteristics.

AP1 - AP9 will ensure that our AS actions remain aligned with the overarching institutional strategy, EDI Strategic Plan, People Plan and Gender Pay Gap action plan.

Theme 2: Recognising Citizenship and EDI Leadership

Priority 2: Recognise, value, and capture positive contributions to EDI activity.

We are committed to continue strengthening structures and networks that will encourage and nurture staff involvement to EDI (Priority 1). **AP10** will ensure that the momentum gained from recent submissions is maintained. Our objective on the implementation of a WAM (**AP11**) will offer explicit recognition and value of colleagues' contributions to EDI. **AP13** (which links to **AP1 & AP2**) will also ensure that agreed EDI activities will contribute to Priorities 1 & 3.

Priority 3: Strengthen faculties and professional services engagement and coordination of EDI work.

Our self-assessment recognised that although most academic areas are holding an AS award, there have been no plans for professional services to prepare for an AS award submission. Notably, groups of staff from professional services were on furlough during pandemic period and therefore communication about and engagement with EDI agenda would have been heavily impacted. **AP12–AP16** will ensure that all areas are supported to engage. **AP17-AP18** will coordinate the sharing of learning and evaluation, thus driving towards a more holistic approach to EDI across the institution.

Theme 3: Proactive approaches to recruitment, succession and progression for staff and students

Priority 3: We will improve how we recruit, promote, and retain staff from underrepresented groups.

We recognise that certain groups are not well-represented in community and aim to transform our advertising and marketing campaigns to be more inclusive. **AP19-AP25** encompass a suite of actions targeted to improve staff experiences and remove barriers from the point of job application to retirement. They will be operationalised as part of the overarching *Employee Experience Project* and will interlink with actions from the other three themes (e.g., improved support for parents, and wider use of EqIA to all new and refreshed policies).

Priority 4: Support the career progression of professional and support staff.

During the review period our focus has been on supporting career progression for female academic and research staff.

Our action plan aims to shift focus of institutional learning to identifying and removing barriers for PTO staff. **AP26** aims to cascade this approach through all layers of the University's structure.

Theme 4: Staff development and well-being

Priority 5: Staff development offer that is underpinned by data and needs analysis and informed by sector best-practice approaches.

Via expanding and refreshing our offer, we want to achieve more uniform levels of awareness of and engagement with AS values within the EHU community. Better understanding of the uptake across different groups (**AP27**), will enable us to have an evidence-based evaluation and intervention (**AP28**). For example, we may identify that more targeted support is needed for women in the middle/tier of progression (from Senior Lecturer to Reader and then Professor).

Priority 6: Address the gendered specific factors that may negatively impact on well-being.

Research evidence has documented a decline in mental-health post Covid-19, and that this decline is twice as large for women as for men³. Related to this, we already knew before the onset of Covid-19 that female staff act disproportionately as carers for older adults in the UK (65% of sole carers are female); and almost one in four females are forced to leave work because of menopause symptoms⁴. These issues are across the sector and not unique to EHU.

AP29 aims to enhance understanding of the differences in work-life balance for different groups. This line of work will be directly linked with the implementation of the WAM (link with **AP20**) and career progression (link with **AP23**). In evaluating the uptake, we would also aspire to devise ways of tracking the career trajectory of participants (promotions, internal leadership initiatives, high visibility roles/projects beyond their own area) and its link to uptake of leadership development programmes (link with **AP24**).

³ Etheridge, B and Spantig L. (2020) 'The gender gap in mental well-being during the Covid-19 outbreak: Evidence from the UK' ISER Working Paper series Available online at: <http://hdl.handle.net/10419/227789>.

⁴ <https://www.bitc.org.uk/wp-content/uploads/2022/03/bitc-gender-report-whocares-march2022.pdf>

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

1. Action plan

Please provide an action plan covering the five-year award period.

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
	Theme: Organisational culture and structures that make EHU a place of choice and (inclusive) belonging							
	Priority 1: Ensuring our forward action plan is fully aligned with our overarching institutional strategy, EDI Strategic plan, People Plan and Gender Pay Gap action plans.							
AP1.	Strengthen governance and structures to support raising the profile of our EDI work.	<p>Recurring themes resulting from staff focus group feedback was that the University's EDI work was invisible and a perception of disengagement with it from the most senior leaders.</p> <p>As a result, staff wished to see genuine engagement from senior leaders and the cascading of shared responsibility throughout the organisation.</p>	<p>Get EDI explicitly onto the BoG - standard agenda.</p> <p>Include EDI objectives in the VC, DVC, and all PVCs performance appraisals.</p> <p>Planning to commence during Remuneration Committee meeting scheduled for 16 October 2023.</p>	<p>Revised committee schedule of business agreed upon.</p> <p>Standard Agenda agreed.</p> <p>EDI objectives for VC and DVC agreed with the Board.</p>	<p>Schedule of business in place.</p> <p>Standard agenda in place.</p> <p>Annual EDI objective delegated to VC and DVC via their annual appraisals for the 2024-25 performance review cycle.</p>	Oct 23	1 year	Chair of the Board / Board of Governors
AP2.	Monitor staff diversity at key institutional committees.	<p>We have a long-term under-representation of women, and while advertisements will now encourage applications from under-represented groups, actively inviting women to apply may also increase applications.</p>	<p>At the next opportunity, identify appropriately qualified women in the locality and invite applications for governor roles.</p>	<p>Annual review of Board membership composition to take account of the gender balance.</p>	<p>Gender split of Board members to remain at least at its current 50:50 male: female composition.</p> <p>External members (those appointed by the Board) to improve from 60:40 split in favour of males to at least a 50:50 gender balance following the annual review in November 2024.</p>	Nov 2024	1 year	Clerk to the Governors
		<p>We do not have an easy way of collecting data on the membership of committees and other deliberative groups.</p> <p>Establishing collective portfolios for all committees would enable us to explore both the diversity mix and any disproportionate citizenship burdens on departments across the institution.</p>	<p>Establish a central process for monitoring the composition of institutional committees and delegate this to chairs/secretaries of faculty/ department/ working groups to improve our understanding of workload.</p>	<p>Provide updates to PVCs on the participation level of committee members in their line to support their strategic resource planning.</p>	<p>Central record of the composition of institutional committees established.</p> <p>PVC updated on participation of staff within their portfolios in time for this to be incorporated in their resource planning (Spring Planning round Spring 2024)</p>	Jan 2024	1 year	Chair EDISG
		<p>We state that we review all policy documents for E&D issues, but this is not systematically monitored.</p>	<p>Ensure all policy documents for E&D issues undergo an EqIA.</p>	<p>Establish a central record of EqIA undertaken to support Policy reviews/implementation.</p> <p>Insights presented with annual EDI Report to Board of Governors each May.</p>	<p>Evidence-based analysis and evaluation of the impact of policies included in the annual EDI Report to the Board.</p> <p>An annual report established to provide insights on the impact of policy changes on different staff groups to inform supporting interventions.</p>	May 2024	1 year	Chair EDISG
AP3.	Consistent and visible leadership and communication on AS priorities and progress against actions (internal).	<p>Building on our strengths and successes to date, continue promoting an organisational culture of equality and opportunity and stimulate further engagement with ongoing and future workstreams.</p>	<p>VC termly updates to all staff.</p>	<p>The explicit message of welcome and belonging.</p>	<p>Enhanced visibility and engagement with the AS agenda by celebrating progress against the action plan in VC termly addresses.</p>	Jan 24	1 year	VC

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
			Embed in the annual spring planning round section to address departmental plans for AS. accreditation or renewal applications.	All depts committing to making applications. Establish a set of milestones.	100% achievement of Bronze AS status by all 10 academic departments with at least 1 example of silver status to demonstrate our continuing commitment to gender equality.	Sept 26	3 years	PVCs, Deans, Directors of Professional Services
			EDISG quarterly update message for Faculty Boards dissemination.	A standard EDI agenda item to be added to all formal committees.	Ensure all formal committees include an EDI agenda item as standard – to embed exposure to and engagement with EDI issues across campus so this becomes 'business as usual'.	Sept 24	3 years	Deans
			Annual agenda item on DMG agenda (progress and priorities for the year)	Get EDI explicitly on the agenda of senior staff, mostly in Professional Services.	At least one Professional Services department initiates the AS accreditation process to Increase awareness of and engagement with AS from a PTO perspective.	Sept 24	3 years	Directorate
AP4.	(HR led) Policy Review Group to ensure an Equality Impact Assessment is undertaken for all new and revised policies.	Build a confident and consistent approach to EqIA across the University.	Equality data is collated, monitored, and reported for each policy as appropriate.	Additional support is identified before policies 'go live' and action is taken to mitigate any negative impact. Toolkit produced to support Managers to undertake EqIA confidently.	100% of new and revised policies undergo an EqIA. Matters arising from EqIA cascaded to leaders with the ability to enact change.	Feb 2024	3 years	HR
AP5.	Improve data collection about staff experiences & perceptions of EDI matters.	To ensure that the strategic inclusion work being undertaken is both being communicated effectively and having a positive impact on our culture.	Include questions pertaining to belonging with each staff survey. Conduct regular PULSE surveys between biennial staff surveys to identify perceptions earlier. Implement regular 'Stay Survey' practice. Review the 'non-mandatory' approach to 'Exit Surveys.'	Analysis of available staff surveys reported to EDISG	Questions related to perceptions of belonging achieve 80% satisfaction in Spring Staff Survey in April 2024 Mandatory Exit Questionnaires are implemented with 100% completion rates from November 2023.	Nov 2023	2 years	HR
AP6.	Academic Career Development Implementation Group (ACDIG) to review the gender pay gap and recommend appropriate action.	More women are represented at the lower incremental grades of academic appointments.	XpertHR Gap Square platform to help us to dissect our Gender Pay Gap critically and to develop meaningful, evidence-based action plans.	Report for senior managers produced annually to break down the number of staff at each point in the 8-10 salary bands so they can support career development prospects from an informed perspective.	Clear information is available in relation to horizontal and vertical segregation via the annual Gender Pay Gap Report and this is available for staff to access via the EDI Hub, by 31 March each year.	March 24	2 years	Chair ACDIG, HRD
AP7.	Raise the profile of our work around the EDI agenda and its future trajectory (for an external audience).	Enhance and promote flexible working options to attract and retain staff.	Create a video using genuine staff and students from the EHU community to promote our inclusive culture.	'EH You' video used in advertisement campaigns	Incrementally improve the appointment rate and retention of Black, Asian, and Ethnic Minority staff (currently 10.1%) so it is closer to the NW (BAME) population of 13.8% (Lancashire Census 2021)	Sept 2027	5 years	HR and Marketing, Performing Arts

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
AP8.	Continue to monitor existing and new practices and ensure they are inclusive.	Ensuring we embed EqIA in the strategic plans of the University is crucial. This sets the tone, leads from the top and allows the organisation to prioritise the E&D agenda through, for example, the University's People Plan and other corporate strategies.	Establish a timetable for a refresh / full review of all corporate strategies.	Schedule EqIA to be undertaken simultaneously.	EqIA is in place for 100% of Corporate Strategies.	Sept 2025	3 years	HRD
		Ensuring equality impact assessments are embedded into day-to-day delivery is equally important in achieving an authentic and inclusive culture. Examples of where EqIA would naturally be undertaken would be; in the planning of significant change programmes or reorganisation exercises, in the wellbeing support we offer staff of all ages and genders at each stage of their career, in significant engagement programmes such as Feel-Good February, in the Inclusion Calendar we share with staff and students.	Establish a register of all staff responsible Policy Owners.	EIA training for all staff who write/ update policies and procedures is undertaken on a triannual basis.	100% of Policy owners have undertaken EqIA training	Sept 2024	2 years	HRD
			Establish reporting/monitoring of students on casual staff contacts and monitor their experience.	Make use of exit survey tools to establish satisfaction trends.	Establish a compulsory Exit Questionnaire (via MyView) to enable 100% leaver feedback to be captured and acted upon.	Dec 2024	2 years	HR
		Ensure staff wellbeing support offer is adding value.	We are committed to continuously reviewing the wellbeing offer for staff, removing anything that has little to no engagement and investing in areas with high take-up/penetration levels and feedback is positive. This support would include a vast array of mechanisms such as family-friendly entitlements (flexible working requests / shared-parental leave), EAP support, Feel Good February offer, menopause cafes, and online self-development tools.	Review up-take of well-being support annually, take note of trends and adjust accordingly.	Staff feedback, absence statistics and engagement analytics used as an evidence base to build the right support for staff at all stages of their career and life.	Oct 23	2 years	Organisational Wellbeing Manager
AP9.	Launch a 'Stay' questionnaire to evaluate why staff continue working with us.	Leavers are below the sector average, and our non-mandatory approach to 'Exit Questionnaires' does not provide us with sufficient or regular data to draw out meaningful themes. Instead, we would like to focus on the reasons that staff choose to stay with EHU and build on those positive experiences.	Design and roll out 'Stay' questionnaires at various milestones in staff's service with us.	Identify new ways of encouraging enhanced information on reasons for not leaving/ staying to allow for a greater understanding of gender, discipline, and grade differences; focus on developing enhanced qualitative data.	'Stay Questionnaire' undertaken 12 months, 3 years, five years and ten years after confirmation in the post. To monitor retention perceptions and help shape appropriate interventions. Collection and analysis of the first set of data presented with the annual EDI Board Report in May 2024.	May 2024	2 years	Chair EDISG / HRD

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
	Theme 2: Athena Swan focus							
	Priority 2: Recognise, value, and capture positive contributions to EDI activity.							
AP10.	Continue the work on embedding AS principles across the University.	Integrating the ongoing work of AS beyond submission to maintain and build momentum is important. The Action Plan cuts across all areas of the EDI agenda and will be governed strategically by the EDISG. This approach has several benefits, including continuous engagement of the University Senior Management team and currency of updates for the EDI annual Board Report. Continue to encourage more diversity on EDISG to ensure strategic decisions are informed from lived experience wherever possible.	EDISG agenda to alternate between AS and broader EDI remit to ensure regular opportunities for updates and strategic alignment and contribute to all ongoing programmes of inclusion work.	Schedule of meetings published at the beginning of each academic year. EDISG member's profiles are updated regularly so the EDISG Chair can review and monitor progress.	EDISG meetings to be set 12 months in advance to ensure maximum attendance of all participants. Ensure, where possible, lived experience of 80% of all protected characteristics exists within the composition of EDISG members so decisions and discussions are as inclusive and diverse as they can be.	Oct 2023	5 years	External Charters Manager / EDISG Chair
AP11.	Through the implementation of a Work Allocation Model (WAM) improve equity in workload allocation. Ensure recognition of citizenship (such as AS-related contributions) within individual annual allocations.	A Work Allocation Model (WAM) workstream was established in 21/22, and work is progressing at pace. In 2023 the terms of reference were revised to include recognition for citizenship duties such as contribution to AS SAT and Institutional submission working groups.	Implementation of WAMs across the institution.	Review and evaluation one-year post implementation.	At least a 10% reduction in work-related stress sickness absence one year post implementation of WAM within all Faculties.	Dec 2026	3 years	Chair of EDISG, Deans RDSM, HoDs
	Priority 3: Strengthen faculties and professional services engagement and coordination of EDI work.							
AP12.	Establish a 'Go for Silver' group to start preparations for silver institutional Athena Swan submission.	Promotes a more holistic approach to E&D across the institution. Improve engagement with and collaboration between AS of PSS and academic leaders.	All PSS and Academic leaders	Established data sets. Established 'narrative' of key areas of AS work. Achievement of departmental silver.	Establish agreed data sets and Overview Dashboards to be available to SATs to ensure consistency of benchmarking. Institutional silver submission achieved.	Sept 2026	5 years	All PVCs
AP13.	Remaining departments are to make an Athena Swan submission within five years.	AS applications encourage good practice and reflexivity.	Plan for a three-year universal submission process with at least two applications per round.	All depts. Submitted. All/majority successful.	All 8 academic departments within FAS to have made a submission for the Athena Swan Bronze Award	Sept 2026	5 years	PVC Research
AP14.	At least one department to make a silver Athena SWAN application.	At least one of our departments would have to be successful in their silver submission.	Include 'silver application' in the three-year universal project plan.	Identify suitable departments. Establish suitable support for the additional work for a silver application.	At least 2 departmental successful silver awards achieved.	Sept 2026	3 years	EDISG Chair

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
AP15.	SAT to support departments with existing AS status through the renewal process. EDISG / SAT to consider new applications		Establish an AS Forum for Chairs of departmental awards to have regular meetings to review actions and support across the university.	Monthly meetings scheduled for Institutional SAT and departmental chairs	Termly meetings for Institutional SAT and Department Chairs are evidenced.	Dec 2023	3 years	External Charters Manager
AP16.	Support departments monitor progress against their action plans.	Given the limited resources in place to support AS activity across the University, it is somewhat understandable that momentum may be lost post-accreditation (at institutional and departmental levels). We must protect the sustainability of our genuine effort to affect positive gender equality.	Establish a baseline for providing accessible, tailored information and advice for all departmental AS work.	Explore the creation of AS Management Dashboard for each SAT - to provide staff equalities information in a consistent format so our benchmarking and narrative align through all submissions,	A SAT Dashboard is published to provide consistent benchmarking and narrative through all departmental submissions.	Feb 2024	2 years	HRD
			Monitoring reports to include all staff categories for greater analysis.	All staff categories established in Monitoring Report	There is evidence that greater functionality / granularity of data within the monitoring report has been used to inform local strategy.	Jan 2024	2 years	HRD / FD
			Enriched reporting functionality would support statistical and increase the granularity of data reported.	Upgraded reporting functionality implemented.				
AP17.	Further, enhance the communication plan for PSS Heads to promote knowledge and understanding of AS and how they might engage in anticipation of a silver application and as a matter of good practice.	To embed AS principles and actions, everyone must understand them and understand the part they can / should play to enable an inclusive, progressive culture. In addition, the silver application requires greater analysis of PSS areas and student dynamics, which we'll need to plan carefully for.	Establish a communication plan for PSS Heads to promote knowledge and understanding of AS and how they might engage.	PSS Management Briefing delivered to DMG.	At least one PSS area to undertake Athena Swan's bronze process.	Sept 2024	3 years	HRD / AS Chair
AP18.	At least one area within Professional services to make a bronze Athena Swan application.	As we work toward universal engagement with Athena SWAN, we shall establish a SAT team in a pilot PSS area and build upon lessons learned before we roll out AS support to all other PSS areas. As the AS remit grows, there is a reasonable assumption that additional 'external charters' support and structures will be required.	Create a pilot SAT in one PSS area (preferably a student facing area). Establish a growth plan to support the positive AS trajectory the University is facilitating.	Pilot PSS area identified.	One PSS Bronze award achieved	Sept 2026	3 years	HRD / Directorate

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
	Theme 3: Proactive approaches to (recruitment), success and progression for staff							
	Priority 3: We will improve how we recruit, promote, and retain staff from underrepresented groups.							
AP19.	Achieve gender balance in professoriate and readers.	Ensure that as our professoriate grows and the changes to the readership/fellowship roles bed in, this does not discriminate on gender (or other) grounds.	Monitor the growth of professors and readers, the professoriate to identify any trends based on gender and other characteristics. Annual report to University Research & Innovation Committee.	Annual report on promotions, progression, and appointments for Academic Board to consider gender and other protected characteristics.	Gender balance in professorial appointments over a 3–5-year period relative to workforce profile with reasonable annual fluctuations.	Sept 23	Annually	HRD/ PVC(Research)
AP20.	Eliminate inequitable gendered workload allocations.	WAM are designed to create a level platform for all genders in relation to the responsibilities they are allocated on an annual basis. They should not be informed by factors such as recently returning from an extended leave period.	Monitor uptake of graduated adjustments to the workload of colleagues returning from a leave of absence (e.g., long-term sick or maternity) against the eligible number.	Analyse trend data around support taken up upon return to work. Interrogate value using the 'Stay' questionnaire format.	To enable the implementation of evidence-informed improvement strategies establish mandatory stay questionnaires for parental leave returners and monitor trends for a three-year period.	Jan 2024	2 years	ACDIG / EDISG
		Agree on the EDI activities which contribute to our strategic EDI work and embed them into WAM.	Agree on the EDI activities which contribute to our strategic EDI work and embed them into WAM.	Agreed EDI activities embedded in the WAM	EDI citizenship responsibilities are embedded into individual work allocations.	Sept 2024	3 years	ACDIG / HRD
AP21.	Through the 'Employee Experience' project, launch a workstream to explore staff Reward and Recognition specifically.	In such a complex organisation, balancing expectations and perceptions around fair reward and recognition is crucial in both PSS and academic staffing groups. Perceptions of inequity, even if confined to small pockets of the University, can be damaging to collective engagement / corporate wellbeing.	Explore perceptions around fair pay broken down into gender, grade, and ethnicity categories for each faculty and service area.	Agree and establish a question set that explores perceptions regarding reward and recognition.	Evidence-informed actions in place to address any negative perceptions around reward and recognition.	Feb 2024	3 years	HR / Directorate
			Continue the focus group's work seeking ways to improve engagement with induction and more closely align the detail and quality of Corporate and Academic Induction to be more attractive to all.	Through the Employee Experience Project, establish a workstream to lead on a review of Corporate Induction practice and process.	At least 75% of new staff attend corporate induction	Sept 2024	2 years	HRD

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
			Following successful HR / Research Office pilots, wider use of developmental roles that span multiple grades to improve retention of 'homegrown' talent and to attract/compete for external talent.	Developmental roles established initially in all 'hard to recruit' areas to enable successful local retention and attraction strategies. Pilot to be reviewed and if successful scaled up across the institution via a Support Staff Career Pathways project stream (EEx).	Improve staff perception of their total reward package from 86% to 90% Reduce the number of non-appointments made for hard to recruit to roles from 24% to 10% by August 2024.	Aug 2024	3 years	HR / Deans / Directors
			The embedding of a Moderation Framework for Senior Pay Review - to standardise assessment criteria for performance-related pay/bonus awards would aid the transparency of Senior Pay decisions.	Feedback from DMG colleagues indicates a lack of clarity around the process used to award annual, non-consolidated performance bonuses.	Agreed Moderation Framework guidance published on SharePoint. Moderation Framework assessment criteria and descriptors embedded in the PDR system.	Sept 2023	3 years	HRD
AP22.	Identify and address systemic or perceived barriers to help boost the career progression of females into senior leadership roles.	There are opportunities we're not yet maximising to better understand what more we can do to support the career progression of females. We can explore what the data is telling us in relation to the types of coaching mindset modules females engage with in greatest numbers. Is it; overcoming imposter syndrome, fear of success / failure, confidence, people pleasing, self-sabotage. This insight could ensure we have additional support or networks to help reduce any associated barriers.	Continue efforts to encourage career progression for women at the same rate as male counterparts.	Continue providing leadership training for aspiring leaders, prioritising places to underrepresented staff groups and long-term absence returners.	50% of all protected characteristics exists within the composition of Leadership programme cohort each year. In the alternate year Aurora does not run that the ratio of delegates has at least a 60:40 gender split in favour of women.	Sept 2025	5 years	HRD / Directorate
			Develop and undertake a tracking exercise on the impact of taking extended periods of leave on career/promotion readiness.	Establish a support package for long-term absence returners that supports them to progress with their career at the same rate as other colleagues.	Feedback and analytics from the initial pilot are available and shows a 10% improvement to career progression following career breaks (such as maternity leave).	Jan 2025	5 years	HRD
AP23.	Review the specific needs of staff returning from significant periods of leave, including maternity leave, to develop support mechanisms with an emphasis on flexibility.	An institutional, consistent approach to an overarching and contemporary Flexible Working Policy and Practice that begins to address some of the barriers caused to career development because of caring responsibilities.	Establishing a report that clearly indicates the uptake of support available post maternity / SPL / Adoption etc, will help us inform recommendations and make improvements to procedure, practice, guidance, and support.	Greater assurance of a consistent and institutional-wide approach. Data-based evaluation of policy effectiveness Comparisons to local competitors undertaken regularly and recommendations reported to Directorate.	Equal Pay Audits are undertaken annually. Gender Pay Gap analysis is undertaken annually, and robust action plans are published to address the gap by 31st March each year.	March 2023	2 years	HRD
		Ensure our policies are at least aligned with the sector averages or best them – to secure our position as an employer of choice for women / working families.	Annual review of maternity/SPL policies and pay.		Policies are consistent and aligned with Northwest HEI best practices or better.	May 2024	Ongoing	HRD
AP24.	Raise awareness and uptake of the newer academic career pathways	Until 2018 male-dominated, research presented the only route for progression for academic staff at EHU. Great strides to expand opportunities for progression for female-dominated staff involved in practice-based disciplines such as education and nursing have been achieved. These pathways include	Showcase success stories of home-grown female leaders in talking head style videos throughout the Career Development Roadshow season.	More female applications made for the newer career pathways.	50% gender balance to our Female Professor split and evidence of an incremental increase to the number of applications received for the newer pathways year on-year (2023-2026) with an overall 10% improvement realised by 2026.	April 2024	5 years	HRD

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
		'Teaching and Learning' and 'External Engagement and Enterprise'.						
AP25.	Monitor recruitment in STEMM (including RAs), to identify any changing trends which might suggest bias.	As we actively grow our STEMM areas, we need to monitor the diversity in our application pools including post-doctoral research assistants and support departments to make consistent, incremental improvements.	Through the annual Spring plan cycles, monitor the impact of recruitment upon the diversity of the staffing base for each department and include bespoke plans to make improvements.	Annual reporting on gender balance within academic subjects feeds into spring plan cycle.	Workforce planning in STEMM areas is informed using recommendations from EqIA-related intelligence which feeds into the annual Spring Plan submission.	Feb 2024	5 years	Associate Dean FAS / HRD
Priority 4: Support the career progression of professional and support staff.								
AP26.	Career development and reward offer for professional support staff.	In reviewing exit survey data captured between May 2022 – July 2023 – 377 staff members left our employment via voluntary resignation. Just 94 of them fully or partially completed an exit questionnaire. 74 of them provided feedback on the main reason for their departure. Of the 74, the top four most common reasons for leaving were career progression (21.6%), better base salary in the role (20.2%), retirement (14.8%) and career change (9.4%)	Agree on career pathways for PSS roles, prioritising hard to fill technical roles, and produce supporting career maps.	Career Pathways and career maps for hard-to-fill PSS Roles published.	Reduce the percentage of staff who declare 'lack of career progression' from 21.6% to 15% over the next 3-year period.	Sept 2025	3 years	Directorate / HRD
			Establish resources and opportunities for job shadowing and mentorship to expand horizons, promote internal networks and alternative career paths. Communicate the opportunities available to support the career trajectories of PSS through Coaching and mentoring and engagement with Coaching Culture modules.	Evaluate the impact of coaching mindset modules.	Via bespoke pulse surveys, monitor the impact on medium/long-term career aspirations for those females who have engaged with the coaching mindset modules over a 3-year period.	Dec 2023	3 years	HR Coaching Lead
			Explore data around internal career progression for PSS staff.	Establish relative trends around career progression for PSS staff.	Evidence-based actions are in place to address any negative impact and encourage positive trends to continue.	Sept 2025	3 years	HRD

	Objective	Rationale	Action(s)	Key Outputs and Milestones	Success Criteria and Outcome	Start date	Timeline	Accountability
			Review the transparency and equity of internal opportunities, whether redeployment, secondment, or vacancies.	Improve the transparency of internal opportunities and the effectiveness of any supporting appeal processes.	70%+ satisfaction with recruitment transparency reported in the staff survey.	Sept 2024	3 years	HRD
	Theme 4: Staff development and well-being							
	Priority 5: Staff development offer that is underpinned by data and needs analysis and informed by sector best-practice approaches.							
AP27.	Regularly evaluate the staff development offer.	Informed by changing internal and external environment and the skills profile of the organisation, we must ensure that our staff development offer is current, evidence-led and curated to enable high performance and engagement.	Review the uptake of training opportunities.	Investment is only made in staff development areas that add value to the business and/or delegate career / personal development.	Staff development is fresh, fit for purpose and has a positive impact / ROI.	Sept 2023	3 years	HRD
			Monitor the quality of training via delegate feedback.	Helpful intersectional information supports the creation of staff development offers that add value and maximise inclusion.	Evidence-based staff development offers in place that support the self and career development.	Oct 2023	3 years	HRD
AP28.	An inclusive approach to our staff development offer	Achieve more uniform levels of awareness and engagement with AS values within the EHU community.	Expand EDI training available to staff. Extend online E&D training to the student community.	Roll out a new EDI training package.	100% of new staff undertake all EDI modules and refresh Tri-annually. Sept 2023 - 2026	Sept 2023	2 years	HRD
	Priority 6: Address the gendered specific factors that may negatively impact on well-being.							
AP29.	Improved understanding of the effectiveness of supporting work-life balance across the University. Effective support is in place for managers that enables them to get the very best performance and engagement from their staff.	There are significantly different opinions when it comes to work-life balance issues; we hope that new WAMs will have a positive impact on this. All individuals are unique. All faculties have their unique quirks. Finding a balance that supports both in each area can be challenging. However, monitoring trends, particularly successful trends and mirroring effective interventions will have a positive impact holistically. 84 leavers (out of 377) responded to the question 'how did you feel about your work-life balance whilst working for the University / Department?' 33% reported that they found their work-life balance 'extremely reasonable', at the opposite end of the spectrum, 11.11% reported that they found it 'extremely unreasonable' whilst 35.8% reported that they found it neither reasonable nor unreasonable.	Implementation of WAM principles across all academic areas agreed. Detailed analysis of the distribution of our academic workforce activities. Monitor/evaluate effectiveness.	WAM principles are established and consistently in use in all three faculties.	Through exit survey analysis and responsive intervention significantly increase the number of leavers that report feeling their work-life balance is extremely reasonable from 33% to at least 50% over the next 3-year period.	Sept 2025	3 years	Deans

Appendix 1: Data tables

Mandatory Tables

Table M1 Students at Foundation, UG, PGT and PGR Level

Level of Study	ACADEMIC SESSION			
	2018/19	2019/20	2020/21	2021/22
FD	163	149	185	170
UG (excl.FD)	10,247	9,873	10,518	10,560
PGR	170	176	187	206
PGT	3,254	3,361	3,678	3,754
Grand Total	13,834	13,559	14,568	14,690
<i>* info provided by SPPU</i>				

Table M2 Academic staff by grade and contract function

Contract Function	Job Type	31/07/2019		31/07/2020		31/07/2021		31/07/2022	
		F	M	F	M	F	M	F	M
Research Only	Research	7	4	6	4	7	2	10	4
	Research Assistant	9	8	11	6	12	6	14	9
	Sub Total	16	12	17	10	19	8	24	13
	% Breakdown	57.14%	42.86%	62.96%	37.04%	70.37%	29.63%	64.86%	35.14%
Research & Teaching	Academic Managers	27	20	25	20	27	25	27	32
	Professors	17	27	17	25	16	28	15	27
	Reader	19	20	19	19	20	17	20	17
	Senior Lecturer	249	172	233	156	231	157	234	151
	Lecturer	60	24	58	24	77	28	92	43
	Sub Total	372	263	352	244	371	255	388	270
	% Breakdown	58.58%	41.42%	59.06%	40.94%	59.27%	40.73%	58.97%	41.03%
Teaching Only	GTA	58	39	55	36	53	35	52	35
	Sub Total	58	39	55	36	53	35	52	35
	% Breakdown	59.79%	40.21%	60.44%	39.56%	60.23%	39.77%	59.77%	40.23%
Total		446	314	424	290	443	298	464	318
% Total Staff		58.68%	41.32%	59.38%	40.62%	59.78%	40.22%	59.34%	40.66%

Contract Function	Grade	31/07/2019		31/07/2020		31/07/2021		31/07/2022	
		F	M	F	M	F	M	F	M
Research Only	GD05	3	6	5	3	4	1	2	2
	GD06	2	0	3	1	5	3	8	5
	GD07	7	2	5	2	5	4	7	3
	GD08	4	4	4	4	5	0	4	0
	GD09	0	0	0	0	0	0	1	1
	GD10	0	0	0	0	0	0	1	1
	GD11	0	0	0	0	0	0	1	1

	GTA	0	0	0	0	0	0	0	0
	Management	0	0	0	0	0	0	0	0
	Professor	0	0	0	0	0	0	0	0
	Sub Total	16	12	17	10	19	8	24	13
	GD05 % Breakdown	33.33%	66.67%	62.50%	37.50%	80.00%	20.00%	50.00%	50.00%
	GD06 % Breakdown	100.00%	0.00%	75.00%	25.00%	62.50%	37.50%	61.54%	38.46%
	GD07 % Breakdown	77.78%	22.22%	71.43%	28.57%	55.56%	44.44%	70.00%	30.00%
	GD08 % Breakdown	50.00%	50.00%	50.00%	50.00%	100.00%	0.00%	100.00%	0.00%
	GD09 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	50.00%	50.00%
	GD10 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	50.00%	50.00%
	GD11 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	50.00%	50.00%
	GTA % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Management % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Professor % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Research & Teaching	GD07	10	4	3	1	3	2	5	2
	GD08	85	40	77	36	90	36	96	41
	GD09	80	65	80	64	82	67	95	69
	GD10	126	82	126	76	125	71	121	75
	GD11	26	24	23	22	28	26	29	23
	GTA	0	0	0	0	0	0	0	0
	Management	27	23	25	20	26	25	27	31
	Professor	18	25	18	25	17	28	15	29
	Sub Total	372	263	352	244	371	255	388	270
	GD07 % Breakdown	71.43%	28.57%	75.00%	25.00%	60.00%	40.00%	71.43%	28.57%
	GD08 % Breakdown	71.43%	28.57%	75.00%	25.00%	60.00%	40.00%	71.43%	28.57%
	GD09 % Breakdown	55.17%	44.83%	55.56%	44.44%	55.03%	44.97%	57.93%	42.07%
	GD10 % Breakdown	60.58%	39.42%	62.38%	37.62%	63.78%	36.22%	61.73%	38.27%
	GD11 % Breakdown	52.00%	48.00%	51.11%	48.89%	51.85%	48.15%	55.77%	44.23%
	GTA % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Management % Breakdown	54.00%	46.00%	55.56%	44.44%	50.98%	49.02%	46.55%	53.45%

	Professor % Breakdown	41.86%	58.14%	41.86%	58.14%	37.78%	62.22%	34.09%	65.91%
Teaching Only	GD08	0	0	0	0	0	0	0	0
	GD09	0	0	0	0	0	0	0	0
	GD10	0	0	0	0	0	0	0	0
	GD11	0	0	0	0	0	0	0	0
	GTA	58	39	55	36	53	35	52	35
	Management	0	0	0	0	0	0	0	0
	Professor	0	0	0	0	0	0	0	0
	Sub Total	58	39	55	36	53	35	52	35
	GD08 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	GD09 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	GD10 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	GD11 % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	GTA % Breakdown	59.79%	40.21%	60.44%	39.56%	60.23%	39.77%	59.77%	40.23%
	Management % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Professor % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total		446	314	424	290	443	298	464	318
% Total Staff		58.68%	41.32%	59.38%	40.62%	59.78%	40.22%	59.34%	40.66%

Table M3 Academic Staff by grade and contract type

Contract Function	Job Type	31/07/2019		31/07/2020		31/07/2021		31/07/2022	
		F	M	F	M	F	M	F	M
Research Only	Permanent Full Time	0	1	0	2	0	3	2	2
	Permanent Part Time	2	0	2	0	1	0	1	3
	Fixed Term Full Time	6	6	6	6	6	3	6	1
	Fixed Term Part Time	8	5	9	2	12	2	15	7
	Sub Total	16	12	17	10	19	8	24	13
	Permanent Full Time % Breakdown	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	50.00%	50.00%
	Permanent Part Time % Breakdown	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	25.00%	75.00%
	Fixed Term Full Time % Breakdown	50.00%	50.00%	50.00%	50.00%	66.67%	33.33%	85.71%	14.29%
	Fixed Term Part Time % Breakdown	61.54%	38.46%	81.82%	18.18%	85.71%	14.29%	68.18%	31.82%
Research & Teaching	Permanent Full Time	290	227	285	215	301	229	314	237
	Permanent Part Time	49	13	45	8	43	9	53	15
	Fixed Term Full Time	12	10	10	11	11	10	5	11
	Fixed Term Part Time	21	13	12	10	16	7	16	7
	Sub Total	372	263	352	244	371	255	388	270
	Permanent Full Time % Breakdown	56.09%	43.91%	57.00%	43.00%	56.79%	43.21%	56.99%	43.01%
	Permanent Part Time % Breakdown	79.03%	20.97%	84.91%	15.09%	82.69%	17.31%	77.94%	22.06%
	Fixed Term Full Time % Breakdown	54.55%	45.45%	47.62%	52.38%	52.38%	47.62%	31.25%	68.75%
	Fixed Term Part Time % Breakdown	61.76%	38.24%	54.55%	45.45%	69.57%	30.43%	69.57%	30.43%
Teaching Only	Permanent Full Time	0	0	0	0	0	0	0	0
	Permanent Part Time	0	0	0	0	0	0	0	0
	Fixed Term Full Time	0	0	0	0	0	0	0	0
	Fixed Term Part Time	58	39	55	36	53	35	52	35
	Sub Total	58	39	55	36	53	35	52	35
	Permanent Full Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Permanent Part Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Fixed Term Full Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Fixed Term Part Time % Breakdown	59.79%	40.21%	60.44%	39.56%	60.23%	39.77%	59.77%	40.23%
Total		446	314	424	290	443	298	464	318
% Total Staff		58.68%	41.32%	59.38%	40.62%	59.78%	40.22%	59.34%	40.66%

Table M4 Professional, technical, and operational (PTO) staff by grade and job family

Contract Function	Grade	31/07/2018		31/07/2019		31/07/2020		31/07/2021		31/07/2022	
		F	M	F	M	F	M	F	M	F	M
Support	GD01	150	43	152	34	154	35	147	30	144	49
	GD02	44	23	39	25	31	24	30	26	21	25
	GD03	134	54	132	59	112	55	99	45	92	46
	GD04	85	54	94	52	84	46	87	46	94	35
	GD05	114	43	118	43	116	48	117	54	115	54
	GD06	59	42	73	40	69	45	63	44	70	40
	GD07	42	26	48	32	52	38	55	43	68	33
	GD08	38	23	46	23	42	24	38	24	38	24
	GD09	15	9	16	13	16	11	21	12	21	15
	GD10	2	0	2	0	4	1	5	1	4	7
	Management	22	18	21	16	18	15	18	13	21	16
	Sub Total	705	335	741	337	698	342	680	338	688	344
	GD01 % Breakdown	77.72%	22.28%	81.72%	18.28%	81.48%	18.52%	83.05%	16.95%	74.61%	25.39%
	GD02 % Breakdown	65.67%	34.33%	60.94%	39.06%	56.36%	43.64%	53.57%	46.43%	45.65%	54.35%
	GD03 % Breakdown	71.28%	28.72%	69.11%	30.89%	67.07%	32.93%	68.75%	31.25%	66.67%	33.33%
	GD04 % Breakdown	61.15%	38.85%	64.38%	35.62%	64.62%	35.38%	65.41%	34.59%	72.87%	27.13%
	GD05 % Breakdown	72.61%	27.39%	73.29%	26.71%	70.73%	29.27%	68.42%	31.58%	68.05%	31.95%
	GD06 % Breakdown	58.42%	41.58%	64.60%	35.40%	60.53%	39.47%	58.88%	41.12%	63.64%	36.36%
	GD07 % Breakdown	61.76%	38.24%	60.00%	40.00%	57.78%	42.22%	56.12%	43.88%	67.33%	32.67%
	GD08 % Breakdown	62.30%	37.70%	66.67%	33.33%	63.64%	36.36%	61.29%	38.71%	61.29%	38.71%
	GD09 % Breakdown	62.50%	37.50%	55.17%	44.83%	59.26%	40.74%	63.64%	36.36%	58.33%	41.67%
	GD10 % Breakdown	100.00%	0.00%	100.00%	0.00%	80.00%	20.00%	83.33%	16.67%	36.36%	63.64%
	Management % Breakdown	55.00%	45.00%	56.76%	43.24%	54.55%	45.45%	58.06%	41.94%	56.76%	43.24%
Total		705	335	741	337	698	342	680	338	688	344
% Total Staff		67.79%	32.21%	68.74%	31.26%	67.12%	32.88%	66.80%	33.20%	66.67%	33.33%

Table M5 PTO staff by contract type

Contract Function	Job Type	31/07/2018		31/07/2019		31/07/2020		31/07/2021		31/07/2022	
		F	M	F	M	F	M	F	M	F	M
Support	Permanent Full Time	319	245	347	256	332	268	330	259	350	238
	Permanent Part Time	321	56	320	53	317	51	310	51	287	60
	Fixed Term Full Time	33	19	37	14	29	13	26	15	24	16
	Fixed Term Part Time	32	15	37	14	20	10	14	13	27	30
	Sub Total	705	335	741	337	698	342	680	338	688	344
	Permanent Full Time % Breakdown	56.56%	43.44%	57.55%	42.45%	55.33%	44.67%	56.03%	43.97%	59.52%	40.48%
	Permanent Part Time % Breakdown	85.15%	14.85%	85.79%	14.21%	86.14%	13.86%	85.87%	14.13%	82.71%	17.29%
	Fixed Term Full Time % Breakdown	63.46%	36.54%	72.55%	27.45%	69.05%	30.95%	63.41%	36.59%	60.00%	40.00%
	Fixed Term Part Time % Breakdown	68.09%	31.91%	72.55%	27.45%	66.67%	33.33%	51.85%	48.15%	47.37%	52.63%
Total		705	335	741	337	698	342	680	338	688	344
% Total Staff		67.79%	32.21%	68.74%	31.26%	67.12%	32.88%	66.80%	33.20%	66.67%	33.33%

Grade	Job Type	31/07/2018		31/07/2019		31/07/2020		31/07/2021		31/07/2022	
		F	M	F	M	F	M	F	M	F	M
GD01	Permanent Full Time	3	4	5	1	4	2	4	2	5	2
	Permanent Part Time	147	31	146	28	150	28	143	21	128	25
	Fixed Term Full Time	0	2	1	1	0	1	0	1	0	0
	Fixed Term Part Time	0	6	0	4	0	4	0	6	11	22
	Permanent Full Time % Breakdown	42.86%	57.14%	83.33%	16.67%	66.67%	33.33%	66.67%	33.33%	71.43%	28.57%
	Permanent Part Time % Breakdown	82.58%	17.42%	83.91%	16.09%	84.27%	15.73%	87.20%	12.80%	83.66%	16.34%

	Fixed Term Full Time % Breakdown	0.00%	100.00%	50.00%	50.00%	0.00%	100.00%	0.00%	100.00%	n/a	n/a
	Fixed Term Part Time % Breakdown	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	33.33%	66.67%
GD02	Permanent Full Time	13	16	13	15	10	18	10	15	8	11
	Permanent Part Time	24	6	24	9	21	6	18	10	12	14
	Fixed Term Full Time	1	0	2	1	0	0	2	1	0	0
	Fixed Term Part Time	6	1	0	0	0	0	0	0	1	0
	Permanent Full Time % Breakdown	44.83%	55.17%	46.43%	53.57%	35.71%	64.29%	40.00%	60.00%	42.11%	57.89%
	Permanent Part Time % Breakdown	80.00%	20.00%	72.73%	27.27%	77.78%	22.22%	64.29%	35.71%	46.15%	53.85%
	Fixed Term Full Time % Breakdown	100.00%	0.00%	66.67%	33.33%	n/a	n/a	66.67%	33.33%	n/a	n/a
	Fixed Term Part Time % Breakdown	85.71%	14.29%	n/a	n/a	n/a	n/a	n/a	n/a	100.00%	0.00%
GD03	Permanent Full Time	57	44	57	48	51	45	46	38	38	38
	Permanent Part Time	57	6	51	6	48	6	46	6	44	5
	Fixed Term Full Time	15	4	14	3	10	4	3	1	7	2
	Fixed Term Part Time	5	0	10	2	3	0	4	0	3	1
	Permanent Full Time % Breakdown	56.44%	43.56%	54.29%	45.71%	53.13%	46.88%	54.76%	45.24%	50.00%	50.00%
	Permanent Part Time % Breakdown	90.48%	9.52%	89.47%	10.53%	88.89%	11.11%	88.46%	11.54%	89.80%	10.20%
	Fixed Term Full Time % Breakdown	78.95%	21.05%	82.35%	17.65%	71.43%	28.57%	75.00%	25.00%	77.78%	22.22%
	Fixed Term Part Time % Breakdown	100.00%	0.00%	83.33%	16.67%	100.00%	0.00%	100.00%	0.00%	75.00%	25.00%
GD04	Permanent Full Time	49	46	54	45	50	42	54	42	60	31
	Permanent Part Time	33	4	35	3	30	2	28	4	30	4
	Fixed Term Full Time	2	3	4	3	4	2	4	0	2	0
	Fixed Term Part Time	1	1	1	1	0	0	1	0	2	0

	Permanent Full Time % Breakdown	51.58%	48.42%	54.55%	45.45%	54.35%	45.65%	56.25%	43.75%	65.93%	34.07%
	Permanent Part Time % Breakdown	89.19%	10.81%	92.11%	7.89%	93.75%	6.25%	87.50%	12.50%	88.24%	11.76%
	Fixed Term Full Time % Breakdown	40.00%	60.00%	57.14%	42.86%	66.67%	33.33%	100.00%	0.00%	100.00%	0.00%
	Fixed Term Part Time % Breakdown	50.00%	50.00%	50.00%	50.00%	n/a	n/a	100.00%	0.00%	100.00%	0.00%
GD05	Permanent Full Time	65	33	66	34	68	39	69	42	74	41
	Permanent Part Time	33	5	36	4	35	6	38	5	32	5
	Fixed Term Full Time	5	2	3	2	2	1	5	4	3	4
	Fixed Term Part Time	11	3	13	3	11	2	5	3	6	4
	Permanent Full Time % Breakdown	66.33%	33.67%	66.00%	34.00%	63.55%	36.45%	62.16%	37.84%	64.35%	35.65%
	Permanent Part Time % Breakdown	86.84%	13.16%	90.00%	10.00%	85.37%	14.63%	88.37%	11.63%	86.49%	13.51%
	Fixed Term Full Time % Breakdown	71.43%	28.57%	60.00%	40.00%	66.67%	33.33%	55.56%	44.44%	42.86%	57.14%
	Fixed Term Part Time % Breakdown	78.57%	21.43%	81.25%	18.75%	84.62%	15.38%	62.50%	37.50%	60.00%	40.00%
GD06	Permanent Full Time	34	33	43	33	43	39	39	36	43	33
	Permanent Part Time	15	2	15	2	19	2	21	4	21	2
	Fixed Term Full Time	3	3	5	1	2	0	0	1	3	3
	Fixed Term Part Time	7	4	10	4	5	4	3	3	3	2
	Permanent Full Time % Breakdown	50.75%	49.25%	56.58%	43.42%	52.44%	47.56%	52.00%	48.00%	56.58%	43.42%
	Permanent Part Time % Breakdown	88.24%	11.76%	88.24%	11.76%	90.48%	9.52%	84.00%	16.00%	91.30%	8.70%
	Fixed Term Full Time % Breakdown	50.00%	50.00%	83.33%	16.67%	100.00%	0.00%	0.00%	100.00%	50.00%	50.00%
	Fixed Term Part Time % Breakdown	63.64%	36.36%	71.43%	28.57%	55.56%	44.44%	50.00%	50.00%	60.00%	40.00%

GD07	Permanent Full Time	30	23	36	28	35	32	34	34	51	23
	Permanent Part Time	6	1	6	1	5	1	9	1	10	3
	Fixed Term Full Time	6	2	5	3	11	5	11	7	7	6
	Fixed Term Part Time	0	0	1	0	1	0	1	1	0	1
	Permanent Full Time % Breakdown	56.60%	43.40%	56.25%	43.75%	52.24%	47.76%	50.00%	50.00%	68.92%	31.08%
	Permanent Part Time % Breakdown	85.71%	14.29%	85.71%	14.29%	83.33%	16.67%	90.00%	10.00%	76.92%	23.08%
	Fixed Term Full Time % Breakdown	75.00%	25.00%	62.50%	37.50%	68.75%	31.25%	61.11%	38.89%	53.85%	46.15%
	Fixed Term Part Time % Breakdown	n/a	n/a	100.00%	0.00%	100.00%	0.00%	50.00%	50.00%	0.00%	100.00%
GD08	Permanent Full Time	30	21	36	23	34	24	31	24	29	23
	Permanent Part Time	6	1	6	0	8	0	7	0	7	1
	Fixed Term Full Time	1	1	3	0	0	0	0	0	1	0
	Fixed Term Part Time	1	0	1	0	0	0	0	0	1	0
	Permanent Full Time % Breakdown	58.82%	41.18%	61.02%	38.98%	58.62%	41.38%	56.36%	43.64%	55.77%	44.23%
	Permanent Part Time % Breakdown	85.71%	14.29%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	87.50%	12.50%
	Fixed Term Full Time % Breakdown	50.00%	50.00%	100.00%	0.00%	n/a	n/a	n/a	n/a	100.00%	0.00%
	Fixed Term Part Time % Breakdown	100.00%	0.00%	100.00%	0.00%	n/a	n/a	n/a	n/a	100.00%	0.00%
GD09	Permanent Full Time	15	8	16	13	16	11	21	12	20	13
	Permanent Part Time	0	0	0	0	0	0	0	0	1	1
	Fixed Term Full Time	0	1	0	0	0	0	0	0	0	1
	Fixed Term Part Time	0	0	0	0	0	0	0	0	0	0
	Permanent Full Time % Breakdown	65.22%	34.78%	55.17%	44.83%	59.26%	40.74%	63.64%	36.36%	60.61%	39.39%

	Permanent Part Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50.00%	50.00%
	Fixed Term Full Time % Breakdown	0.00%	100.00%	n/a	n/a	n/a	n/a	n/a	n/a	0.00%	100.00%
	Fixed Term Part Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
GD10	Permanent Full Time	2	0	2	0	4	1	5	1	4	7
	Permanent Part Time	0	0	0	0	0	0	0	0	0	0
	Fixed Term Full Time	0	0	0	0	0	0	0	0	0	0
	Fixed Term Part Time	0	0	0	0	0	0	0	0	0	0
	Permanent Full Time % Breakdown	100.00%	0.00%	100.00%	0.00%	80.00%	20.00%	83.33%	16.67%	36.36%	63.64%
	Permanent Part Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Fixed Term Full Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Fixed Term Part Time % Breakdown	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Management	Permanent Full Time	21	17	19	16	17	15	17	13	18	16
	Permanent Part Time	0	0	1	0	1	0	0	0	2	0
	Fixed Term Full Time	0	1	0	0	0	0	1	0	1	0
	Fixed Term Part Time	1	0	1	0	0	0	0	0	0	0
	Permanent Full Time % Breakdown	55.26%	44.74%	54.29%	45.71%	53.13%	46.88%	56.67%	43.33%	52.94%	47.06%
	Permanent Part Time % Breakdown	n/a	n/a	100.00%	0.00%	100.00%	0.00%	n/a	n/a	100.00%	0.00%
	Fixed Term Full Time % Breakdown	0.00%	100.00%	n/a	n/a	n/a	n/a	100.00%	0.00%	100.00%	0.00%
	Fixed Term Part Time % Breakdown	100.00%	0.00%	100.00%	0.00%	n/a	n/a	n/a	n/a	n/a	n/a
Total		705	335	741	337	698	342	680	338	688	344
% Total Staff		67.79%	32.21%	68.74%	31.26%	67.12%	32.88%	66.80%	33.20%	66.67%	33.33%

Table M6 Application, shortlist, and appointments made in recruitment to academic posts by grade

Grade	Recruitment Details	01/08/19 - 31/07/20		01/08/19 - 31/07/20		01/08/20 - 31/07/21		01/08/21 - 31/07/22	
		F	M	F	M	F	M	F	M
GD07	No. of posts advertised	4		2		3		3	
	No. Application received	51	24	9	12	24	6	14	22
	No. Shortlisted	17	5	4	4	9	2	6	6
	No. Offers	4	1	1	1	4	1	2	1
	No. Accepted	4	1	0	1	3	1	2	1
GD08	No. of posts advertised	30		56		71		74	
	No. Application received	236	276	457	510	591	731	419	515
	No. Shortlisted	76	61	147	102	197	143	178	134
	No. Offers	19	23	42	27	69	45	58	40
	No. Accepted	19	22	39	26	62	43	43	28
GD09	No. of posts advertised	5		6		14		12	
	No. Application received	27	43	20	13	29	43	25	26
	No. Shortlisted	8	11	13	4	16	18	9	11
	No. Offers	5	1	4	2	9	6	5	6
	No. Accepted	5	1	3	2	6	3	5	3
GD10	No. of posts advertised	4		0		2		4	
	No. Application received	21	14	0	0	16	26	10	11
	No. Shortlisted	11	5	0	0	5	5	8	4
	No. Offers	3	1	0	0	0	1	3	0
	No. Accepted	3	1	0	0	0	1	2	0
GD11	No. of posts advertised	4		2		0		6	
	No. Application received	16	9	11	15	0	0	15	28
	No. Shortlisted	9	7	3	6	0	0	6	6

Grade	Recruitment Details	01/08/19 - 31/07/20		01/08/19 - 31/07/20		01/08/20 - 31/07/21		01/08/21 - 31/07/22	
		F	M	F	M	F	M	F	M
	No. Offers	2	1	0	2	0	0	3	1
	No. Accepted	2	1	0	2	0	0	3	1
GTA	No. of posts advertised	17		14		15		19	
	No. Application received	208	227	320	280	230	229	168	153
	No. Shortlisted	51	30	31	28	51	27	32	27
	No. Offers	21	12	14	15	27	10	16	15
	No. Accepted	20	12	14	14	25	10	16	15
Management	No. of posts advertised	8		4		14		18	
	No. Application received	36	41	22	18	58	87	43	58
	No. Shortlisted	15	6	7	7	16	23	22	20
	No. Offers	2	2	0	4	5	7	10	7
	No. Accepted	2	2	0	4	3	7	4	4
Professor	No. of posts advertised	1		0		2		5	
	No. Application received	4	1	0	0	5	10	8	12
	No. Shortlisted	3	0	0	0	2	6	1	1
	No. Offers	1	0	0	0	1	2	1	0
	No. Accepted	1	0	0	0	0	2	1	0
Associate Tutor	No. of posts advertised	14		9		20		18	
	No. Application received	70	48	59	21	86	54	97	47
	No. Shortlisted	30	20	26	5	53	27	73	35
	No. Offers	20	12	17	4	32	15	49	22
	No. Accepted	19	12	17	4	31	14	48	20

Table M7 Application, shortlist, and appointments made to PTO posts by grade

Grade	Recruitment Details	01/08/18 - 31/07/19		01/08/19 - 31/07/20		01/08/20 - 31/07/21		01/08/21 - 31/07/22	
		F	M	F	M	F	M	F	M
GD01	No. of posts advertised	11		7		3		9	
	No. Application received	235	107	179	54	39	19	150	40
	No. Shortlisted	106	44	99	24	23	10	50	7
	No. Offers	32	12	23	7	9	1	18	5
	No. Accepted	28	11	22	7	9	1	17	5
GD02	No. of posts advertised	7		8		12		28	
	No. Application received	78	53	124	58	162	186	226	168
	No. Shortlisted	16	13	26	12	27	44	63	51
	No. Offers	3	4	4	2	7	9	18	13
	No. Accepted	3	4	3	2	7	8	14	11
GD03	No. of posts advertised	45		25		43		56	
	No. Application received	834	440	661	249	1062	425	443	237
	No. Shortlisted	178	104	97	28	184	64	159	83
	No. Offers	38	16	18	8	40	15	45	17
	No. Accepted	38	15	18	8	39	14	33	13
GD04	No. of posts advertised	33		19		32		52	
	No. Application received	411	232	232	109	370	195	350	210
	No. Shortlisted	92	52	57	25	119	51	156	71
	No. Offers	21	15	12	5	29	9	35	8
	No. Accepted	18	14	12	4	29	8	25	6
GD05	No. of posts advertised	48		26		32		61	
	No. Application received	646	426	233	175	412	204	246	174
	No. Shortlisted	159	82	57	53	88	45	124	65
	No. Offers	35	18	14	12	25	7	41	17

Grade	Recruitment Details	01/08/18 - 31/07/19		01/08/19 - 31/07/20		01/08/20 - 31/07/21		01/08/21 - 31/07/22	
		F	M	F	M	F	M	F	M
	No. Accepted	33	17	14	11	21	7	24	10
GD06	No. of posts advertised	33		24		26		40	
	No. Application received	365	175	415	213	208	109	223	139
	No. Shortlisted	95	48	95	41	67	40	103	46
	No. Offers	22	10	14	16	10	11	31	5
	No. Accepted	21	9	13	15	10	10	17	3
GD07	No. of posts advertised	15		19		12		33	
	No. Application received	130	77	95	106	56	35	139	92
	No. Shortlisted	54	27	38	38	30	13	67	33
	No. Offers	7	6	10	7	8	5	20	9
	No. Accepted	7	6	10	7	7	5	10	8
GD08	No. of posts advertised	14		6		4		15	
	No. Application received	69	83	56	26	43	20	42	43
	No. Shortlisted	25	21	19	3	14	3	24	16
	No. Offers	7	6	5	2	4	0	8	4
	No. Accepted	7	5	5	2	4	0	3	4
GD09	No. of posts advertised	4		4		4		8	
	No. Application received	30	18	14	44	30	32	24	57
	No. Shortlisted	8	11	7	10	11	10	14	20
	No. Offers	2	2	1	2	1	1	3	4
	No. Accepted	2	2	1	2	1	1	2	4
GD10	No. of posts advertised	0		0		0		4	
	No. Application received	0	0	0	0	0	0	5	3
	No. Shortlisted	0	0	0	0	0	0	4	3
	No. Offers	0	0	0	0	0	0	3	3

Grade	Recruitment Details	01/08/18 - 31/07/19		01/08/19 - 31/07/20		01/08/20 - 31/07/21		01/08/21 - 31/07/22	
		F	M	F	M	F	M	F	M
	No. Accepted	0	0	0	0	0	0	0	0
Management	No. of posts advertised	5		1		3		5	
	No. Application received	36	58	8	15	31	44	23	33
	No. Shortlisted	15	10	3	2	9	7	5	13
	No. Offers	3	1	1	0	3	0	2	3
	No. Accepted	2	1	1	0	2	0	1	2

Table M8 Application and success rates for academic promotion by grade

Outcome	2018		2019		2020		2021		2022	
	F	M	F	M	F	M	F	M	F	M
GD08										
Full time										
Successful	0	0	5	3	16	8	8	11	15	4
Unsuccessful	0	0	3	0	6	1	7	1	3	3
Part time										
Successful	0	0	0	0	0	0	1	0	3	0
Unsuccessful	0	0	0	0	2	0	1	0	0	0
GD09										
Full time										
Successful	2	1	11	10	12	7	9	4	7	7
Unsuccessful	0	3	6	2	5	3	7	6	10	10
Part time										
Successful	0	0	3	0	1	0	2	1	0	0
Unsuccessful	0	0	1	0	0	0	3	0	0	1
GD10										

Full time										
Successful	5	5	8	10	9	10	4	0	4	2
Unsuccessful	2	0	3	1	5	3	4	0	2	5
Part time										
Successful	0	0	0	0	0	0	0	1	0	0
Unsuccessful	1	0	0	0	1	0	0	0	0	0
GD11										
Full time										
Successful	2	3	0	0	6	12	0	1	0	3
Unsuccessful	0	0	1	0	4	3	2	0	1	2
Management										
Full time										
Successful	1	0	0	0	6	1	1	3	2	1
Unsuccessful	1	0	0	0	0	0	1	0	0	0
Professor										
Full time										
Successful	1	0	0	3	0	0	0	0	0	2
Grand Total	15	12	41	29	73	48	50	28	47	40

Table M9 Applications and success rates for PTO progression by grade (where there are formal routes for progression)

Outcome	01.08.18 - 31.07.19		01.08.19 - 31.07.20		01.08.20 - 31.07.21		01.08.21 - 31.07.22	
	F	M	F	M	F	M	F	M
GD02	0	2	0	1	0	0	0	0
GD03	2	2	2	1	2	0	2	1
GD04	7	2	5	1	6	1	8	1
GD05	6	2	4	1	9	4	13	3
GD06	2	5	7	1	4	1	3	3
GD07	1	5	1	1	6	5	12	1
GD08	4	3	1	0	3	1	4	6
GD09	4	2	0	1	6	2	4	5
GD10	1	0	2	1	2	1	3	2
Management	0	3	0	0	1	0	1	0
Grand Total	27	26	22	8	39	15	50	22

Additional Tables

Table A1 Aggregate data for promotion and progression (Grades 8-10) (adapted from mandatory table above)

Application for:	2018		2019		2020		2021		2022	
	F	M	F	M	F	M	F	M	F	M
Academic Progression										
Full time										
Successful	0	0	24	23	32	15	19	18	25	13
Unsuccessful	0	0	11	3	10	5	12	6	13	12
Part time										
Successful	0	0	3	0	1	0	3	1	3	0
Unsuccessful	0	0	1	0	1	0	4	0	0	1
Professor										
Full time										
Successful	3	4	0	3	1	4	0	0	0	5
Unsuccessful	1	0	2	0	3	2	3	0	1	2
Reader										
Full time										
Successful	8	5	0	0	15	17	3	1	2	1
Unsuccessful	2	3	0	0	4	3	4	1	1	5
Part time										
Successful	0	0	0	0	0	0	0	1	0	0
Unsuccessful	1	0	0	0	2	0	0	0	0	0
Senior External Engagement Fellow										
Full time										
Successful	0	0	0	0	0	0	0	0	1	0
Unsuccessful	0	0	0	0	2	0	0	0	0	1

Senior Learning and Teaching Fellow										
Full time										
Successful	0	0	0	0	1	2	0	0	0	0
Unsuccessful	0	0	0	0	1	0	2	0	1	0
Grand Total	15	12	41	29	73	48	50	28	47	40

L.& D gender split across each Faculty is shown below.

Academic Year	Faculty	Female	Male
01.08.19 - 31.07.20	Faculty of Arts & Sciences	62.79%	37.21%
	Faculty of Education	73.54%	26.46%
	Faculty of Health Social Care & Medicine	81.23%	18.77%
01.08.20 - 31.07.21	Faculty of Arts & Sciences	47.06%	52.94%
	Faculty of Education	75.00%	25.00%
	Faculty of Health Social Care & Medicine	80.35%	19.65%
01.08.21 - 31.07.22	Faculty of Arts & Sciences	64.34%	35.66%
	Faculty of Education	77.94%	22.06%
	Faculty of Health Social Care & Medicine	84.24%	15.76%

Applications

GD08	2018	2019	2020	2021	2022
Total applicant (F and M)	0	11	33	29	28
Total applicant successful	0	8	24	20	22
Total applicant unsuccessful	0	3	9	9	6
% total applicant = successful	0	73	73	69	79
% total applicant = F	0	73	73	59	75
% total applicant = M	0	27	27	41	25
% of successful = F	0	63	67	45	82

% of successful = M	0	38	33	55	18
% of unsuccessful = F	0	100	89	89	50
% of unsuccessful = M	0	0	11	11	50
% of total successful = F	0	45	48	31	64
% of total successful = M	0	27	24	38	14

GD09	2018	2019	2020	2021	2022
Total applicant (F and M)	6	33	28	32	35
Total applicant successful	3	24	20	16	14
Total applicant unsuccessful	3	9	8	16	21
% total applicant = successful	50	73	71	50	40
% total applicant = F	33	64	64	66	49
% total applicant = M	67	36	36	34	51
% of total successful = F	67	58	65	69	50
% of total successful = M	33	42	35	31	50
% of unsuccessful = F	0	78	63	63	48
% of unsuccessful = M	100	22	38	38	52
% of total successful = F	33	42	46	34	20
% of total successful = M	17	30	25	16	20

GD10	2018	2019	2020	2021	2022
Total applicant (F and M)	13	22	28	9	13
Total applicant successful	10	18	19	5	6
Total applicant unsuccessful	3	4	9	4	7
% total applicant = successful	77	82	68	56	46
% total applicant = F	62	50	54	89	46
% total applicant = M	38	50	46	11	54
% of total successful = F	50	44	47	80	67

% of total successful = M	50	56	53	20	33
% of unsuccessful = F	100	75	67	100	29
% of unsuccessful = M	0	25	33	0	71
% of total successful = F	38	36	32	44	31
% of total successful = M	38	45	36	11	15

GD11	2018	2019	2020	2021	2022
Total applicant (F and M)	7	1	32	8	9
Total applicant successful	6	0	25	5	6
Total applicant unsuccessful	1	1	7	3	3
% total applicant = successful	86	0	78	63	67
% total applicant = F	57	100	50	50	33
% total applicant = M	43	0	50	50	67
% of total successful = F	50	0	48	20	33
% of total successful = M	50	0	52	80	67
% of unsuccessful = F	100	100	57	100	33
% of unsuccessful = M	0	0	43	0	67
% of total successful = F	43	0	38	13	22
% of total successful = M	43	0	41	50	44

Appendix 2: Glossary

ACDIG - Academic Career Development Implementation Group

AT - Associate Tutor

AS - Athena Swan

BAME - Black, Asian and Minority Ethnic

DVC - Deputy Vice-Chancellor

EDISG - Equality, Diversity & Inclusion Steering Group

EHU - Edge Hill University

EDI - Equality, Diversity, and Inclusion

EqIA - Equality Impact assessment

ESF – European Union Social Fund

FAS - Faculty of Arts & Science

FTE – Full Time Equivalent

FOHSCM - Faculty of Health Social Care & Medicine

GTA – Graduate Teaching Assistant

HESA - Higher Education Statistics Agency

HE - Higher Education

HR - Human Resources

IT - Information Technology

IWD - International Women's Day

ISR - Institute for Social Responsibility

NW - North West

PDR – Performance Development Review

PG - Postgraduate

PGR - Post Graduate Research

PSS - Professional Support Staff

PSED - Public Sector Equality Duty

PTO - Professional, technical, and operational

PVC - Pro Vice-Chancellor

REF - Research Excellence Framework

RIF - Research Investment Fund

SAT - Self-Assessment Team

SLT - Senior Leadership Team

STEM - Science, Technology, Engineering, Mathematics

TRIM - Trauma Risk Informed Management

UG - Undergraduate

VC - Vice Chancellor

WAM – Workload Allocation Model

WIKI - Staff Intranet Page