



Athena SWAN Bronze department award application

Name of university: University of Stirling

Department: School of Health Sciences

Date of application: April 2015

Date of university Bronze Athena SWAN award: April 2013

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Glossary

- ASSAP: Athena SWAN Self-Assessment Panel
- Achieving Success: The annual appraisal system used within the University
- Clinical Academic Fellows: Full time School members who undertake a PhD (50%), teaching (25%) and a clinical role (25%)
- CNO: Chief Nursing Officer
- CPD: Continuing Professional Development
- MOU: Memorandum of Understanding
- Male/Female: For staff and student numbers, a gender binary is adopted and data is reported as male or female. For job applicants, people can also nominate 'other' or 'choose not to say'.
- NMAHP-RU: Nursing Midwifery and Allied Health Professional Research Unit
- NMC: Nursing and Midwifery Council (registering body for nurses and midwives)
- MRes: Masters in Research Methods
- RPG: Research Postgraduate
- SAT: Self-Assessment Team
- STEER: A University-wide Student Peer Support Scheme providing mentors or buddies
- TPG: Taught Postgraduate

JD/lmb

April 2015

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Dear Athena SWAN

Bronze Departmental Award Application

I am delighted to endorse the School of Health Sciences' application for a Bronze Departmental Award.

Our application aligns strongly with the University's strategies on equality and diversity that benefit students, staff, and our institution. Our application is fundamental to the University's strategic ambition of achieving academic excellence by creating an environment which enables all staff to achieve their potential. The University holds a Bronze Award and is committed to a new Gender Equality Initiative, which broadens its Athena SWAN activities across the University.

The ideas in our application reflect the embedded commitment to equality within the School. It is my belief that it is only through valuing diversity that we can achieve our goals within Health Sciences research and teaching. While nursing has a history of being a predominantly female career, this has not been reflected in the gender balance at the highest positions in either academia or clinical practice. One of my goals as Head of School is to ensure that all our students and staff understand that this historical pattern is one which we wish to actively challenge and change. Indeed, it is vital to the wellbeing of staff at all levels, and to the health professions, that women are supported and valued to achieve their maximum potential. Working toward the Athena SWAN Bronze Award has enabled the School to engage in issues that will help us achieve gender equality.

We are particularly proud of our diverse self-assessment team, with strong undergraduate representation, leading to the wide-ranging and far-reaching Action Plan. The plan was also developed in partnership with gender equality organisations: Close the Gap (focuses on the gender pay gap) and Engender (Scotland's feminist organisation focused on equal opportunities and equal access to resources and power). We hope that by reaching our targets detailed in the Action Plan, the School will be in a strong position to apply for a Silver award in the near future.

The staff survey identified some clear areas for urgent attention. Consequently, in the autumn of 2014, the School commenced making changes in policies and practices to address the deficits identified. Actions stemming from the work which are not included in our application

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include: purchasing a fridge for expressed breast-milk to support maternity returners, ensuring that job descriptions for new posts include details of support for gender equality, and conducting preliminary scoping conversations with our HR partners to expedite policy changes which are outlined in the Action Plan.

As Head of School, and as a member of the Departmental self-assessment team, I am firmly committed to supporting the Action Plan, through resource and leadership, and further embedding a culture that fosters successful academic careers for women in Health Sciences.

Yours faithfully

A handwritten signature in cursive script that reads "Jayne Donaldson".

PROF JAYNE DONALDSON
Head of School

(461/500 words)

1. The self-assessment process: maximum 1000 words

The team has 15 members (87% female). The panel is comprised of people not involved in the Aurora programme (a leadership development initiative for women academics) to ensure that equalities issues are not viewed as the remit of a small group of people. Rather, having different staff participating in equalities initiatives reflects our approach to gender mainstreaming in the culture and discourse of the School.

Table 1: Membership of the self-assessment team

Name	Role	Other information
Dr Liz Forbat	Reader in cancer and palliative care. Lead of the School's application, and member of the University Athena SWAN group.	She balances her full-time academic post with part-time clinical work and family responsibilities, having returned from maternity leave in January 2014. Promoted in 2011.
Dr Clare Carolan	Clinical Academic Fellow, providing feedback from doctoral student perspective.	Appointed in 2011, her full-time academic post entails PhD studies, teaching and clinical practice as a General Practitioner. She balances this with sessional work as a GP appraiser and family responsibilities.
Professor Helen Cheyne	Professor in Maternal and Child Health Research, providing insight into promotions and research groupings	She has balances the demands of developing a full time research career with those of being a single parent. Promoted in 2012.
Ms Fiona Dobbie	Research Fellow, representing contract research staff	Appointed in 2011, and leads several research projects. Also part-time PhD student.
Professor Sally Haw	Chair of Public and Population Health.	She holds a senior management role as Director of Research, having been appointed to the University in 2011.
Morag Hunter	School Manager, leading on policy and procedures for Athena SWAN	Appointed in 2011, she is responsible for managing the administrative support team and for providing professional support to the Head of School.
Professor Jayne Donaldson	Head of School	Appointed in September 2014, she balances her full-time leadership and research role with motherhood and caring for a close family friend.
Dr Nicola Ring	Senior Lecturer, providing insight to undergraduate and postgraduate curricula and promotions	Appointed 2002, promoted 2014. She has balanced her full time academic post with respite foster caring (2004-10) and PhD studies (2008-13).

Dr Rhona McInnes	Senior Lecturer, and liaises with University Athena SWAN Chair's group.	Commenced a fellowship in 2006 and was subsequently appointed as Senior Lecturer in 2008. As a widowed parent she has sole responsibility for two children alongside her academic career. In 2014 she changed to a part-time contract.
Sheryl McLellan	Administrative assistant providing clerical assistance with the application	Appointed to the School in February 2014, providing admin support to the Athena SWAN team.
Dr Annetta Smith	Associate Head of School and Senior Lecturer, provides a link with Highland and Island campuses.	Promoted to Senior Teaching Fellow in 2005 and changed contract to Senior Lecturer in 2014. Combines her teaching research contract with Associate Head of School role.
Ivor Smith	Teaching Fellow and lead for undergraduate student support and equalities.	Commenced part-time post in the University in 2009. Balances university job with a clinical role in the NHS.
Charlotte Ritson; Deanne Turner; Kyle West.	Undergraduate representatives offer student perspectives and were tasked with gaining feedback on the Action Plan from undergraduates. Having three representatives allows for attendance at meetings by rota, to fit around clinical placements.	Charlotte is a second year Adult Nursing student. Works part time as a nursing assistant. Deanne is a second year Mental Health Nursing student. Single parent and has three part-time jobs. Kyle is a third year Adult Nursing student. Class representative and active member of the Chief Nursing Officer's Student Advisory Group. Currently applying for postgraduate study.

Figure 1: Self Assessment team: Ivor Smith, Liz Forbat, Sheryl McLellan, Nicola Ring, Annetta Smith, Kyle West, Clare Carolan, Jayne Donaldson, Fiona Dobbie, Morag Hunter (l-r).



External advisors supported the design of the staff survey and helped develop the Action Plan:

- **Emma Ritch**, Engender (Engender is Scotland's feminist organisation. Engender has a vision for a Scotland in which women and men have equal opportunities in life, equal access to resources and power, and are equally safe and secure from harm).
- **Lindsey Millan**, Close the Gap (a Scottish organisation which works to encourage and enable action to address the gender pay gap).

a) an account of the self assessment process

The self-assessment team (SAT) have met monthly since February 2014 to analyse data and prepare the Action Plan. Meetings were teleconferenced or video-conferenced to enable staff at the Western Isles/Highland Campuses to participate.

Two members of the Departmental SAT (Dr Forbat and Dr McInnes) sit on the University SAT (a multidisciplinary strategic group, including both STEM and non-STEM subjects) and the University's Chair's group (enabling shared learning across the institution). These groups enable two-directional learning and ensuring the local processes mapped onto implementation of the Institution's Bronze Action plan. Further, members of the SAT are on the School's Executive Team enabling communication with the senior decision-making group in the School (Professor Donaldson, Professor Haw, Miss Hunter and Dr Smith).

As part of our preparation for this application, Dr Forbat and McInnes liaised with other departments with undergraduate nursing programmes holding Silver awards (Cardiff and Belfast) to ensure learning from those institutions. The application and action plan were circulated to the University SAT, the Equalities Steering Group and two members in the Policy and Planning Department for critical review.

We conducted a staff survey, to ascertain staff views on the workplace, including specific questions relating to gender equality, and other aspects of the School where responses could be analysed by gender (e.g. perceptions of workload allocation). The questions were developed from similar surveys for Athena SWAN applications, the SAT and our external consultants. The survey was circulated to staff for eight weeks in the summer of 2014, had a completion rate of 72% (n=97), of whom 86% identified as female (and a further 3% not specifying sex). The survey informed initial actions (implemented in 2014) and our on-going action plan (2015-2018).

The results of the staff survey have been used to develop the Action Plan. The action plan was circulated to staff for comment and an open forum meeting was held for input and discussion of the opportunities and challenges.

The SAT will continue to meet bi-monthly to maintain momentum and ensure the Action Plan is focused and remains on target. The action plan has been designed as a SMART document, enabling close monitoring of meeting goals and specific tasks to be achieved. Athena SWAN is a standing item on the School's Executive agenda, where progress will be discussed and monitored, and any obstacles managed. One member of the team links with the University committees which are focused on meeting the equalities duties under Scottish legislation. All Athena SWAN members with a departmental role will ensure that they continue to mainstream gender discussions in committees and decision-making.

(Word count: 566/1000)

2. A picture of the department: maximum 2000 words

The School of Health Sciences was placed top in Scotland for nursing in REF2014. Our core undergraduate teaching is nursing. The School has three campuses, with staff and students located in Highland (Inverness), Western Isles (Stornoway) and Stirling.

We have over 1900 students, of whom 87% are female (2014). The quality of our teaching provision has been recognised in recent years by various awards, including Education provider of the year at the GP practice Awards (2014), Student Nursing Times Pre-Registration Nursing Provider of the Year (2012), Student Nursing Times Teaching Innovation of the Year (2013), and the Enterprise and Employability Across Learning Award (Secondary) in the 2013 Scottish Education Awards.

Taught masters programmes, CPD, Clinical Doctorates and PhD programmes are offered full and part-time, using blended learning for local and distant students. Courses are aimed at practitioners, who are largely women, who wish to progress their careers and require flexible learning approaches.

Nursing is unlike many other STEM subjects: first it is a profession that is still in academic evolution and second it is staffed primarily by women. Many new staff enter higher education from clinical/practice backgrounds, and many do not have PhDs. However, this is changing and recent academic nursing appointees have, or are completing, PhDs. The School actively supports staff gaining doctorates while in post, for example provision of research leave to write theses.

As nursing is a profession predominantly staffed by women, this is reflected in our staffing profile (77% female, compared for 45% across all STEM departments in the University, in 2014). We are not complacent though, and recognise that while we have an important role in encouraging and supporting men to study at undergraduate level for nursing qualifications, our main focus for gender equality is removing structural inequalities and challenging prejudice and discrimination that prevent women from progressing their careers. This fits with our broader ethos in addressing inequality, relating to those with protected characteristics.

Student data

(i) Numbers of males and females on access or foundation courses

Women register for the School's access course more frequently than men; female students tell us that this reflects a wish to change career after raising children. Ratios range between 18:1 (2012/3) to 8:1 (2013/4). Increasing the number of males in undergraduate nursing programmes is important in addressing the current gender imbalance within the profession and is a focus for the University's Equalities Outcomes work; Table 2 indicates a need to encourage more men to gain the necessary skills/qualifications to apply to the undergraduate programme (Action 1.4).

Table 2: Access courses by gender

Programme	2012/3			2013/4			2014/5		
	Female (%)	Male (%)	Total	Female (%)	Male (%)	Total	Female (%)	Male (%)	Total
Access:	18	1	19	24	3	27	21	2	23
Nursing	(94.7)	(5.3)		(88.9)	(11.1)		(91.3)	(8.7)	

(ii) Undergraduate male and female numbers

Our undergraduate programme is comprised mainly of nursing studies, with a small number of midwifery graduates in 2011/12. Women account for the majority of the School's undergraduates; Table 3 and Figure 1 illustrate the gender make-up of our undergraduates. Data on horizontal segregation identifies a pattern of males being significantly more likely to be enrolled on mental health programmes than adult nursing, as illustrated in Table 4.

Table 3: Full and part-time undergraduates by gender

Mode of Attendance	2012/3			2013/4			2014/5		
	Female (%)	Male (%)	Total	Female (%)	Male (%)	Total	Female (%)	Male (%)	Total
UG Full-time	1105 (91)	111 (9)	1216 (100)	1080 (90)	117 (10)	1197 (100)	1306 (89)	170 (11)	1476 (100)
UG Part-time	423 (82)	95 (18)	518 (100)	448 (81)	106 (19)	554 (100)	221 (80)	54 (20)	275 (100)
UG Total	1528 (88)	206 (12)	1734 (100)	1528 (87)	224 (13)	1751 (100)	1527 (87)	224 (13)	1751 (100)

Figure 2: Full and part-time undergraduates by gender

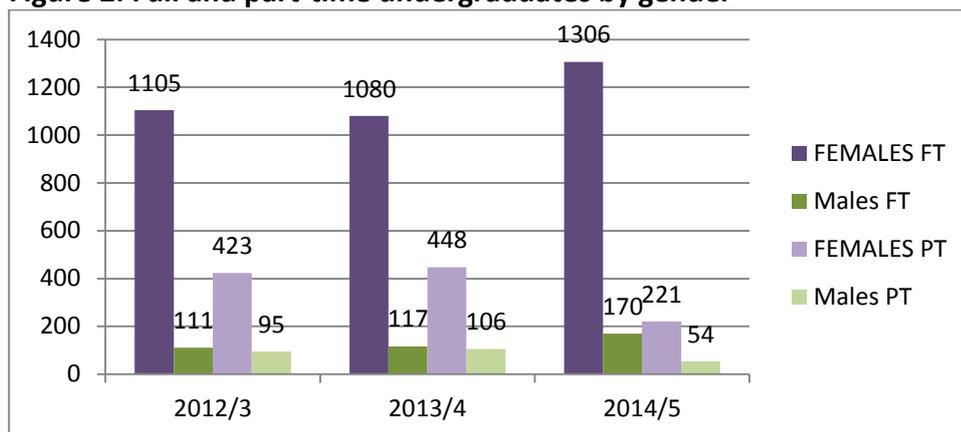


Figure 2 illustrates our maintenance of circa 88% female students overall year-on-year. The ratio of female:male students is lower in part-time than full-time study. Part-time students are often qualified nurses studying stand-alone modules, indicating an action point to facilitate female uptake of continuing education (Action 1.4).

Table 4: Undergraduate horizontal segregation by type of nursing

Programme	F:M ratio		
	2012/3	2013/4	2014/5
Adult nursing	15.7:1	12.7:1	11.5:1
Mental health nursing	4.2:1	4.2:1	5.6:1

Table 5: Gender ratio by mode of attendance

Mode of Attendance	F:M ratio		
	2012/3	2013/4	2014/5
UG full time	11:1	9.2:1	9.4:1
UG part time	4.5:1	4.2:1	4:1
UG Total	7.4:1	6.9:1	7.7:1

Our undergraduate profile is broadly comparable with the national norms for student nurses as demonstrated in Table 6, with slightly fewer males registered with University of Stirling than seen nationally.

Table 6: National discipline comparators by gender

	2010/11		2011/12		2012/13	
	Female	Male	Female	Male	Female	Male
University of Stirling	92.7%	7.3%	92.5%	7.5%	91.5%	8.5%
Overall	91.0%	9.0%	90.6%	9.4%	91.6%	8.4%

Current initiatives:

- Family-friendly timetabling (teaching 10am-4pm) is used to enable students and staff to attend to personal/care commitments. Feedback from students shows this is positively received; our action plan points to further ways of strengthening this, and collating data evidencing the impact of this initiative.
- The School’s marketing materials have been consciously designed to ensure that women are well-represented (in teaching/leading roles, rather than solely in student roles). To encourage male registration/participation in the undergraduate nursing programme, men are depicted in a higher proportion of student roles on relevant pages of the website.
- A programme to encourage high-school students to choose a career in nursing has been rolled out at our Highland and Western Isles campuses. The initiative won an SQA award in 2014 for Scottish Education Award for Employability and Enterprise. All high school recruitment drives include mixed gender staff teams.
- Flexible working is made available to students on placement, enabling them to manage their clinical experience alongside caregiving responsibilities. This is critical since our undergraduates tend to be older than undergraduate cohorts on other courses, and more likely to have dependents (compared our School has around 30% of students age >30, compared with the School of Natural Sciences which has around 5% in the same age bracket).

(iii) **Postgraduate male and female numbers completing taught courses**

The number of full-time taught postgraduate students is very small and allows limited analysis. Part-time study is a more popular option, and affords the opportunity to study while working and attending to care commitments. The data indicate a shift in gender ratios from undergraduate to postgraduate studies as illustrated in Figure 3 and Table 7.

Figure 3: Taught postgraduates by mode of study and gender

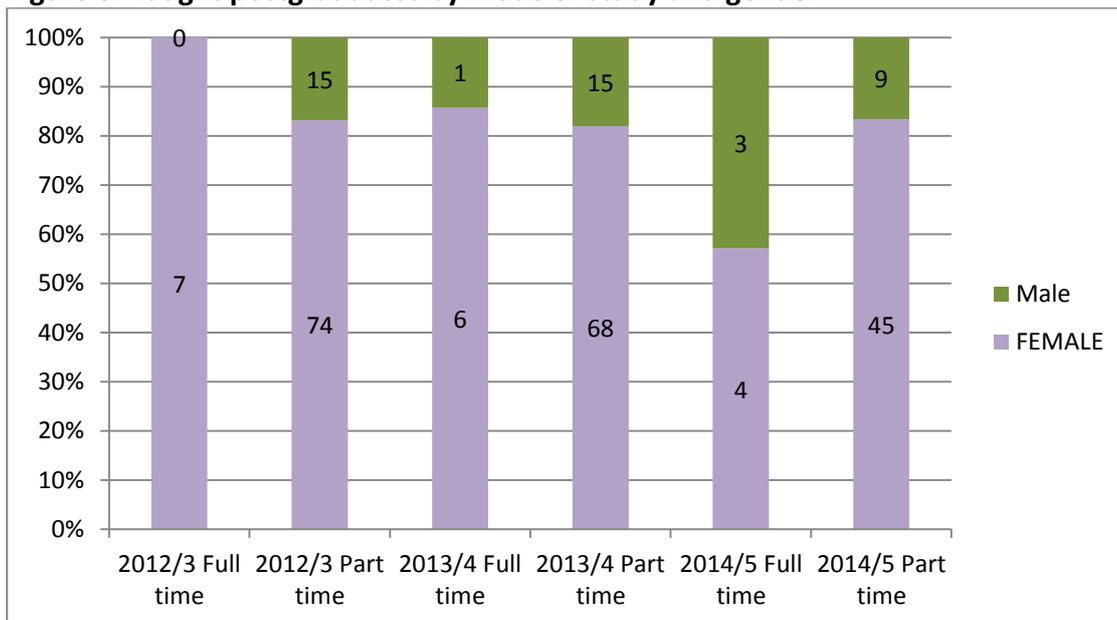


Table 7: Female:male ratio on taught postgraduate courses

Year	Mode of Attendance		
	TPG f/t	TPG p/t	TPG total
2012/13	-	4.9:1	5.4:1
2013/14	6:1	4.5:1	4.6:1
2014/15	1.3:1	5:1	4:1

Current initiatives:

- The School actively promotes flexible learning and part-time study to accommodate female students. For example, the Masters in Research (MRes) uses on-line learning which requires no campus attendance. Evening online classes are recorded so students are able to listen to the class at their convenience. Students can switch-off their webcams during the class so their picture is not broadcast; one woman reported being able to breastfeed during teaching sessions without being seen by peers, while still participating in the class and listening to the discussion. E-books or articles are used heavily so students do not need to physically visit a library to access learning resources.
- Research placements for the MRes are available via distance learning, to facilitate participation of women in employment or with care responsibilities. Research placements are delivered flexibly e.g. students can work part-time or compress into several full days. This programme was a finalist in the 2012 Nursing Times Student Awards for Teaching Innovation.
- Assessment hand-in dates are spread out across the semester, with assignment dates set a year in advance to support students plan their workload around caregiving and clinical responsibilities. A pragmatic approach to offering extensions has been adopted, that is, if students with caring commitments are struggling to get work submitted, extensions will be offered so they can remain on the programme rather than having to take leave of absence. We also support students who need to switch to variant routes. For example, one female international student with three children was struggling with full-time study and her other commitments. She acknowledges that she would have been unable to continue her studies without our support transferring her to part-time.
- International Rotary club funding has been secured to enable a practising midwife from Malawi to come to Scotland for a year and study the MRes full time on campus with a focus on improving maternal and infant health in Malawi. This will foster the development of midwifery practice in Malawi and give a female practitioner (selected from a mixed gender pool of >30 applicants) an opportunity to develop her clinical career. In addition we are working alongside the Royal College of Midwives to provide professional mentoring and leadership training to enable the midwife to undertake a professional lead role on return to Malawi.
- Our MSc in Health and Wellbeing of Older People includes a public showcase of student dissertations, with Health board partners and the next student cohort to celebrate their achievements and promote their research. With all students on this programme currently being women, the expectation is that the event will encourage subsequent female student cohorts to achieve in the programme. The programme was a finalist in the Postgraduate Programme category at the Nursing Times Award 2014.

- The School incorporates principles of equality and diversity in the development and delivery of assessment, teaching, learning and research. This makes the curriculum accessible and representative, and raises awareness in our students of equality and diversity issues. The School has 227 students who have declared a disability (physical, mental health or learning disability) which is higher than the University norm, reflecting our outreach programmes and supportive learning environment. We have three disability contacts in the school, one based on our three sites. Our outstanding support to disabled students has been recognised nationally:
 - Winner of the UK Teaching Innovation of the Year category of the Student Nursing Times Awards 2013. We had planned, developed, implemented and evaluated a model that provided support for students with disabilities in clinical practice. The School was commended by the Scottish Parliament and Equality and Human Rights Commission for this work.
 - Finalist in the Times Higher Education Awards 2013 for “outstanding support for students”.
 - Highly commended-Innovation in Education for Outstanding support for students with Mental Health conditions 2014-Mental Health Nursing forum. This award recognised our work in planning, developing and implementing a model for supporting students in clinical practice experiencing mental health.

(iv) **Postgraduate male and female numbers on research degrees**

Table 8: Mode of attendance on research degrees by gender

Mode of Attendance	2012/3			2013/4			2014/5		
	FEMALE (%)	Male (%)	Total (%)	FEMALE (%)	Male (%)	Total (%)	FEMALE (%)	Male (%)	Total (%)
RPG Full-time	13 (81)	3 (19)	16 (100)	13 (87)	2 (13)	11 (100)	10 (100)	0 (0)	10 (100)
RPG Part-time	47 (86)	8 (14)	55 (100)	43 (81)	10 (19)	53 (100)	43 (81)	10 (19)	53 (100)
RPG Total	60 (84.5)	11 (15.5)	71 (100)	56 (82.4)	12 (17.6)	68 (100)	53 (84)	10 (16)	63 (100)

Table 9: Mode of attendance Female:Male ratio

Mode of attendance	2012/3	2013/4	2014/5
RPG Full-time	4.3:1	6.5:1	-
RPG Part-time	5.9:1	4.3:1	4.3:1

The gender ratio for RPGs shifts toward more men than our undergraduate cohort, pointing to actions to attract more women at postgraduate level (Actions 1.2, 1.4).

Current initiatives:

- All post-registration courses will continue to use blended teaching and learning approaches to promote maximum access and choice over study time.
- Our Clinical Academic Fellows (part-time postgraduates) are an initiative whereby clinicians are funded to pursue their doctorate, with time allocated: 50% PhD, 25% teaching, 25%

clinical activity, which allows them to remain clinically active while achieving their doctorate.

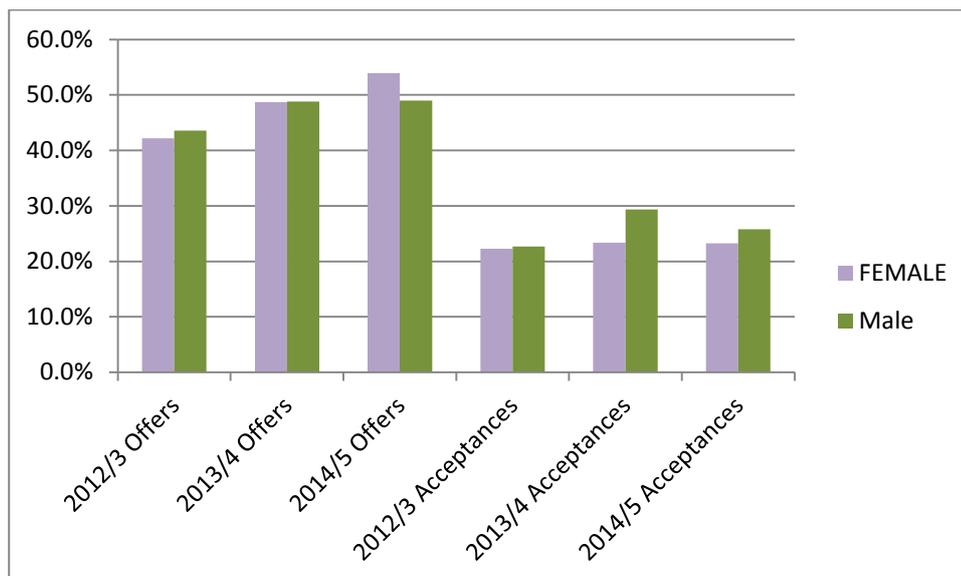
(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees**

As Table 10 indicates, there is a trend of women being more successful overall than men in converting from application to accepted places.

Table 10: Female: Male ratio of applications, offers and acceptance by course

		Female:Male Ratio		
		2012/3	2013/4	2014/5
UG	Applications	1654	1827	1976
	F:M	9:1	7.7:1	9:1
	Offers	700	890	1056
	F:M	8.9:1	7.6:1	10:1
	Firm acceptances	369	440	464
	F:M	9:1	6:1	8:1
TPG	Applications	93	98	90
	F:M	6.8:1	4.8:1	2.5:1
	Offers	66	72	57
	F:M	10:1	6:1	2.6:1
	Firm Acceptances	45	41	27
	F:M	8:1	7:1	3.5:1
RPG	Applications	36	45	26
	F:M	1.6:1	3.:1	2.7:1
	Offers	21	20	13
	F:M	2.5:1	4:1	3:1
	Firm Acceptances	15	15	9
	F:M	2.8:1	6.5:1	3.5:1
Total Applications		1783	1970	2092
F:M		8:1	7:1	8:1
Total Offers		787	982	1126
F:M		8.5:1	7.4:1	8.9:1
Total Firm Acceptances		429	496	500
F:M		8:1	6:1	7.6:1

Figure 4: Undergraduate offers and acceptances by gender



The School receives a high number of speculative applications from male overseas students to postgraduate courses. Offers are often made, but not always taken up as students apply to multiple institutions. Numbers fluctuate between years, but indicate two key patterns:

- Success at converting male applicants to acceptance at undergraduate level.
- Success in a high proportion of offers to women at postgraduate level.

(vi) **Degree classification by gender**

The undergraduate programme does not offer an honours route at present; few degrees are awarded with first or distinctions. Where these are awarded, female students were proportionally more successful. Table 11 indicates a substantial increase over three years in the award of Merits, illustrating a move toward greater transparency with students about marking threshold. Female students are more likely to gain degrees with a merit or distinction, though this is by a small margin.

Table 11: Bachelor’s degree classification by gender

AWARD	11/12		12/13		13/14	
	F	M	F	M	F	M
Firsts	0	0	0	0	0	0
Distinction	12	0	20	4	24	1
Merit	36	5	57	6	64	3
Ordinary degree	663	81	529	70	397	39
Whole cohort	711	86	606	80	485	43
%¹	6.8	5.8	12.7	8	18	9

Table 12 illustrates the small number of postgraduate awards, with distinctions/merits being awarded to females at a ratio of 3:1.

¹ Calculated as a % of annual cohort achieving 1st, distinction or merit by sex.

Table 12: Postgraduate degree classification by gender

AWARD	11/12		12/13		13/14	
	F	M	F	M	F	M
Taught PG						
Distinction	1		4	2	1	
Merit			3		3	2
No Classification	13	3	18	2	18	3
Research PG						
MPhil and PhD	3		5	4	3	

Action priorities:

- To identify and implement pedagogical and policy strategies of supporting students with caregiving responsibilities (Actions 1.1; 1.2; 1.3).
- To develop an employability strategy to support students to achieve academic and career excellence; and in line with University strategy, encourage males to register as undergraduates (Action 1.4).

Staff data

(vii) **Female:male ratio of academic staff and research staff**

Table 13 illustrates the number of academic and research staff by grade. These are presented as junior and senior staff groupings, with grades 6-8 indicating research assistant, research fellow, senior research fellow, teaching fellow and lecturer. Grades 9-10 include Senior Lecturer, Reader and Professor. Grade 8 is well-populated by women, indicating that women may become ‘stuck’ at lecturer grade. Figures 5-7 show the pipeline of junior and senior staff for three years. The data indicate that the ratio of female and male staff is broadly consistent across years, but indicates a lower female ratio in more senior roles, linked to a range of areas for change in our Action Plan (2.1-2.8; 3.1-3.2).

Table 13: Gender of staff by junior and senior grades

Grade	2012		%F	Ratio	2013		%F	Ratio	2014		%F	Ratio
	F	M			F	M			F	M		
6-8	38	7	84	6:1	47	5	90	6.4:1	51	11	82	5.9:1
9-10	17	10	63	1.5:1	18	10	64	1.8:1	23	11	66	2:1

Figure 5: Gender pipeline by grade 2012

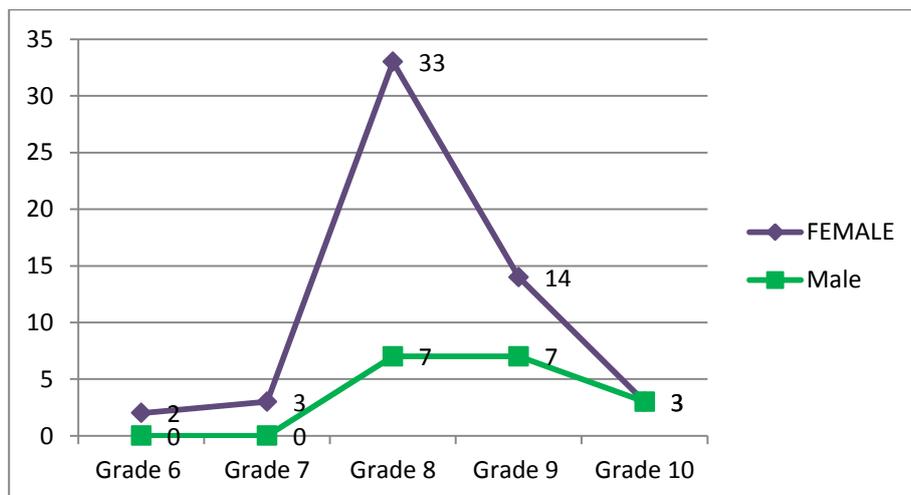


Figure 6: Gender pipeline by grade 2013

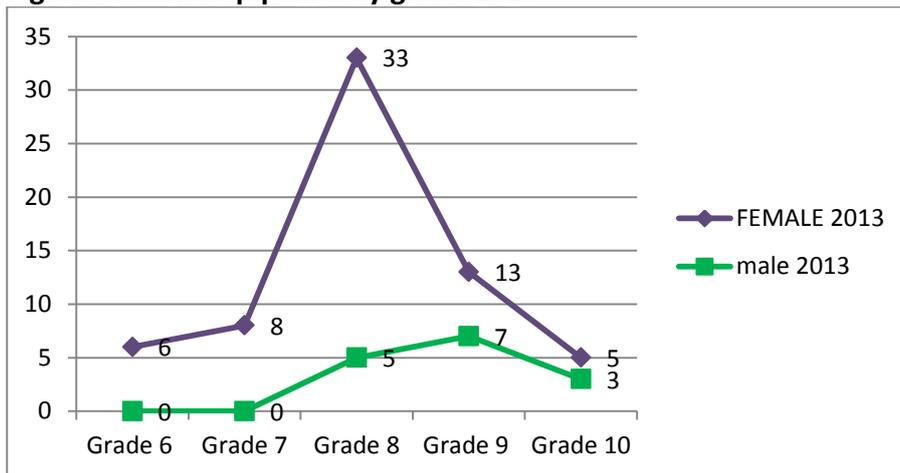
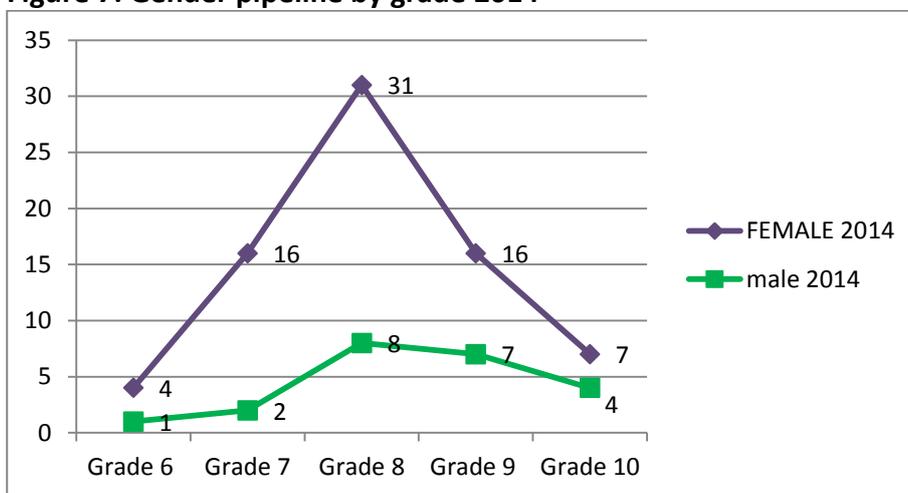


Figure 7: Gender pipeline by grade 2014



(viii) Turnover by grade and gender

Staff turnover by resignation (excluding retirement and illness) is small, n=0 in 2011/12, n=3 in 2012/13 and n=5 in 2013/14. Five of the eight resignations were by female staff (proportionate to the gender mix of the School and all members left to pursue promotion/career development opportunities). Actions 2.1-2.3 seek to support women in promotion applications and career development.

Current initiatives: The NMAHP-research unit has a very pro-active policy for retention of staff, where appropriate contract staff are named researchers on forthcoming grant applications. Though this policy is not gender-specific, it is applied in a unit of 16 women and 3 men.

(word count: 1992/2000)

3. Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

(i) Job application and success rates by gender and grade

Table 14 indicates the application and success rate by gender. Due to the small number of posts advertised, it is hard to draw conclusions from the data. Further, some anomalies are present as hires may occur in a different year to the posts being advertised.

The data indicate that there were no male hires from 2011-13, and in the past year, three of 31 appointments have been male. We hypothesise that the requirement for Grade 7+ staff to hold PhDs may be adversely affecting the recruitment of experienced female clinicians (Action 2.8), but this is in the context of an overall positive picture of women being proportionately more successful at being appointed.

Table 14: Applicants and appointees by gender

Academic Year /Grade	All Applicants as % of applicants for grade								Successful Applicants as % of successful applicants for grade					
	Female		Male		prefer not to say		Grand Total		Female		Male		Total	
2011/12	11	85%	1	8%	1	8%	13	100%	6	100%		0%	6	100%
Grade6	2	67%		0%	1	33%	3	100%	1	100%		0%	1	100%
Grade7	6	86%	1	14%		0%	7	100%	3	100%		0%	3	100%
Grade8	3	100%		0%		0%	3	100%	2	100%		0%	2	100%
2012/13	27	75%	9	25%		0%	36	100%	10	100%		0%	10	100%
Grade6	3	100%		0%		0%	3	100%	2	100%		0%	2	100%
Grade7	21	72%	8	28%		0%	29	100%	6	100%		0%	6	100%
Grade8	1	50%	1	50%		0%	2	100%	1	100%		0%	1	100%
Grade10	2	100%		0%		0%	2	100%	1	100%		0%	1	100%
2013/14	77	60%	41	32%	10	8%	128	100%	12	80%	3	20%	15	100%
Grade6	56	59%	30	32%	9	9%	95	100%	4	80%	1	20%	5	100%
Grade7	16	57%	11	39%	1	4%	28	100%	6	75%	2	25%	8	100%
Grade8	5	100%		0%		0%	5	100%	2	100%		0%	2	100%
Grand Total	115	65%	51	29%	11	6%	177	100%	28	90%	3	10%	31	100%

(ii) Applications for promotion and success rates by gender and grade

Staff are encouraged to put themselves forward for promotion, via an annual invitation from the Head of School. The annual appraisal system “Achieving Success” should provide a mechanism for reviewing promotion prospects, but this requires strengthening and a specific action to ensure the uniformity of its application. The promotion procedure is that staff must apply first to the School (panel currently consists of 4 female and 1 male staff), and if successful, a supporting letter from Head of School is sent with the application paperwork to the University committee.

Promotions by gender indicate that, overall, women tend to be more successful than men, as illustrated in Figure 6, where over three years eight women and two men were successful. Overall success therefore is at a female to male ratio of 4:1, with applications to the School being 3:1, and

applications which progress to the university being 3:1. Consequently, female applicants are more likely to be awarded promotion; however the ratios do not compare favourably when considered in the context of a department with an overall gender ratio of 3:1. Further, over three years we have only small numbers to analyse and therefore some caution is warranted in interpreting the data.

However, despite the proportionally high success rate of women, the survey data suggests that 54% of staff are not optimistic of promotion and 34% do not perceive promotions as fair and equitable (with a further 45% stating they are unsure). Analysis of the survey data by gender and role (that is, excluding respondents who do not specify role along with administrative staff) highlights that women are more pessimistic about promotion than men, by a ratio of 3.6:1.

This indicates an action point around supporting staff to apply for promotion and greater clarity about the processes of shortlisting candidates at School level, and criteria for success at University level (Action 2.3). The survey results led to a new annual promotions workshop which commenced in Autumn 2014, to: (i) clarify the application and shortlisting process, (ii) provide training on writing strong applications, and (iii) feedback on the proposed new systems for supporting staff detailed in our Action Plan. Specific targets for increased promotions are not described in the Action Plan; as Figure 8 indicates, success numbers vary considerably by year and do need to reflect the career stage and readiness of staff. Table 15 provides the promotion data split by gender and grade.

Figure 8: Promotion Data: Gender split for candidates considered by School panel and university panel



Table 15: Promotion Data: Gender split by grade

	Application to promote to	Female applicants (successful)	Male applicants (successful)	Total (successful)
2012	Grade 8	3 (3)		3 (3)
2013	Grade 9	7 (2)	2 (0)	9 (2)
2014	Grade 7	1 (1)		1 (1)
	Grade 9	2 (2)	2(2)	4 (4)
Total (successful)		13 (8)	4 (2)	17 (10)

To aid the internal assessment of applications, Action 2.3 stipulates that all School staff sitting on the assessment panel must have undertaken unconscious bias training.

(i) Recruitment of staff

All staff involved in recruitment complete mandatory training in equality and diversity prior to sitting on a selection panel. As per University policy, all interview panels are required to have a gender balance. All panels of lecturer and above are chaired by a Deputy Principal to help ensure consistency of policy application across the institution. However, the need for a PhD for Grade 7+ appointments may be inequitable for those coming from senior clinical roles. Action 2.8 outlines a proposal to conduct an audit of the applications/appointment process.

(ii) Support for staff at key career transition points

The School has a mentor system in place (called ‘senior colleagues’) which can be used to support staff at key career transition points. The School has supported women staff and their development through several initiatives including the Aurora (commenced 2013) and Stepping Stones Development (commenced 2014) Programmes. However, these initiatives are too recent to reflect on their impact.

Unlike most other academic units, this School operates on a three-semester year, with no summer break. Consequently staff within the School may be at an overall disadvantage in meeting the requirements of probation, promotion, and REF inclusion, due to overall workload throughout the year. The School will therefore work with the University to take account of difficulties in (for example) international networking during conference season and that outputs should be tailored to the three-semester year, when considering promotions. The School will also re-assess its fit with the University Research leave policy. Other academic departments allow for application for research leaving having worked six semesters (every three years). However, since our staff work three semesters/year, staff will have worked nine semesters before being eligible for research leave. This is a University policy however and will be pursued with the University ASSAP. A current piece of work is being undertaken by the School to understand how other nurse education providers are working across three-semester years, with the aim of benchmarking and reviewing our practice.

Support for all staff to have equitable opportunity to undertake international networking (necessary for career progression) will be advanced by a new system of accessing the departmental staff development fund, followed by a gender budget analysis.

The staff survey identified that greater support is required for staff to apply for research leave. Of academic/research staff 10% agreed that they felt supported, with 51% taking a neutral position and the remaining 39% disagreeing or strongly disagreeing that they felt supported. Research leave/sabbatical would provide staff with tangible outcomes to progress their career and professional development. The Action Plan (2.5) describes how we will support staff, by producing a model application, with FAQs, will be saved in the School's shared area to be accessed by all staff wishing to apply for research leave. Further, the School will develop procedures which allow for forward planning of capacity to enable increased use of research leave.

Formal feedback from the school promotion committee will be mainstreamed to ensure that all applicants not progressed to the University panel are provided with robust and constructive comments.

Consequently the Action plan outlines a range of activities which will support women at transitional career points, including recruitment, promotions, leadership opportunities, mentoring (both internally and externally), research leave and staff development funding (Actions: 2.3-2.8).

Career development

(i) Promotion and career development

All staff participate in an annual review which seeks to identify SMART objectives providing an opportunity to discuss personal development aims and requirements. Staff were prompted in the survey to reflect on whether the annual appraisal was helpful. 49% agreed, strongly agreed or were neither in agreement nor disagreement that the appraisal was helpful, indicating that many staff see potential for improvement.

The promotion process and criteria are provided on the university website, whereby each application is considered based on the appropriate academic role profile. Roles such as Professorial Fellow allow for promotion on the basis of scholarship, teaching and pedagogy. This provides a promotion route for staff who have progressed through Teaching Fellow, and Senior Teaching Fellow posts.

Modification of the appraisal system and a new approach to promotions are outlined in the Action plan 2.1-2.2.

Career development is supported by opportunities for staff to attend external courses, funded both centrally and departmentally. For example the School currently has two staff members as Aurora delegates (leadership in academia for women), and a further two female academics on the "Stepping Stones" programme. This programme aims to enhance gender equality across the University by equipping women with the skills necessary to enable them to fulfil their personal and career potential and to maximise their contribution to the strategic goals of their team and the University. This programme commenced in 2014 is part of The University of Stirling Gender Equality Initiative.

Career progression may be impaired by the tension between clinical profession and academic roles. The Nursing Midwifery Council (NMC) requires lecturers to hold a PG Cert in Teaching. The School has supported a number of staff to complete an NMC recognised teaching PG Cert at other institutions to support career development. Embedding support for this further addresses a potential career development setback (Action 2.7).

The new workload model (being trialled early in 2015) includes pastoral activities such as mentoring or being mentored as legitimate activities, and more accurately reflects the administrative load on teaching staff meaning that these can be better monitored and allocated. The new workload model will allow for assessing staff workload prospectively and retrospectively, to facilitate better planning and refinements of the model itself.

(ii) Induction and training

New staff attend the University induction, which includes discussion of equalities. In one of the research groups new members of staff are routinely provided with details of staff support (which includes: regular access to their line manager, frequent team meetings, and free, confidential access to counselling, accessed via the local NHS). Staff are encouraged to set their own working hours to enable them to meet caregiving responsibilities. An annual appraisal is undertaken, with the first meeting occurring just after the contract starts to set personal and professional development targets.

A new activity, outlined in the Action plan (2.2) involves an appraisal shortly after commencing the post for all new recruits.

(iii) Support for female students

The School invites nominees for the annual Bomont Award, recognising excellence in students' clinical practice. Three year data indicates 48 female nominees and one male nominee (98% female), with all female winners since the award's first presentation in 2004/5. Since females account for 87% of all undergraduates, the award illustrates a trend of supporting female students' careers.

The School has an MSc in Advanced Practice, a Master's in Research, and MSc in Health and Wellbeing of the Older Adult, and a Professional Doctorate which meet the continuing educational needs of qualified nurses, midwives and allied health professionals (such as paramedics) and enables the identification and support of individuals to pursue an academic or clinical academic career. Each of these three programmes are led by female members of staff.

Clinical Academic Fellowships have also been designed to promote the careers of students, and all appointees have been women, though we declare that this gendered-hiring has not been a strategic decision. Five posts have been funded, whereby post-holders spend 50% of their time working on their PhD; 25% of their time developing teaching expertise and 25% of their time in a related clinical area supported by our NHS stakeholders (e.g. three nurses, one GP, one health psychologist). One Clinical Academic Fellow has already progressed to a lecturer post.

The School has 10 honorary professorships with a gender ratio of 1:5 (f:m) indicating a need to ensure that such prestigious roles are more evenly distributed to women, acting as role models for female students and members of staff. This is addressed in the Action Plan (Action 3.1).

Female students across undergraduate and postgraduate courses have been offered mentorship and have subsequently advanced their careers. For example one honours student went on to study part-time for a PhD, funded by our school and is now working as a lecturer. Another mental health nursing undergraduate was mentored by female staff and gained experience of analysis software and as a result of this support has registered on the MRes part-time.

We also provide support at undergraduate level for our male students, recognising their minoritised position at that level. One student, age 16, joined the access course and was offered support via a risk assessment process, to help and encourage a safe and dynamic practice learning environment which help enabled him to further his clinical skills and work alongside colleagues who were aware of his young worker status. Subsequently he has become class-representative, attended conferences and sits on University and Chief Nursing Officer (CNO) committees. He says “I feel very privileged to be a student at the School at UoStirling (sic) and I know they will continue to fully support and encourage my development throughout the rest of my time as a student nurse.” Subsequently, a female undergraduate has joined this CNO committee.

All undergraduates have a personal tutor. New students can also gain support through ‘STEER’, a University-wide Student Peer Support Scheme providing Mentors or Buddies for any undergraduate or taught postgraduate student, respectively, in their first year at the University of Stirling. The scheme aims to help students make the most of their time at the university and enable them to settle in as quickly as possible.

Female postgraduate students who request a female-only supervisory team to meet cultural needs are accommodated (e.g. female PhD graduate in 2013 from Egypt).

Students will be supported through a range of activities which will sustainable academic careers, such as opportunities for additional learning, leadership opportunities (e.g. Class Representative) and details on how to achieve distinctions/merits in coursework. This is described in Action 1.4.

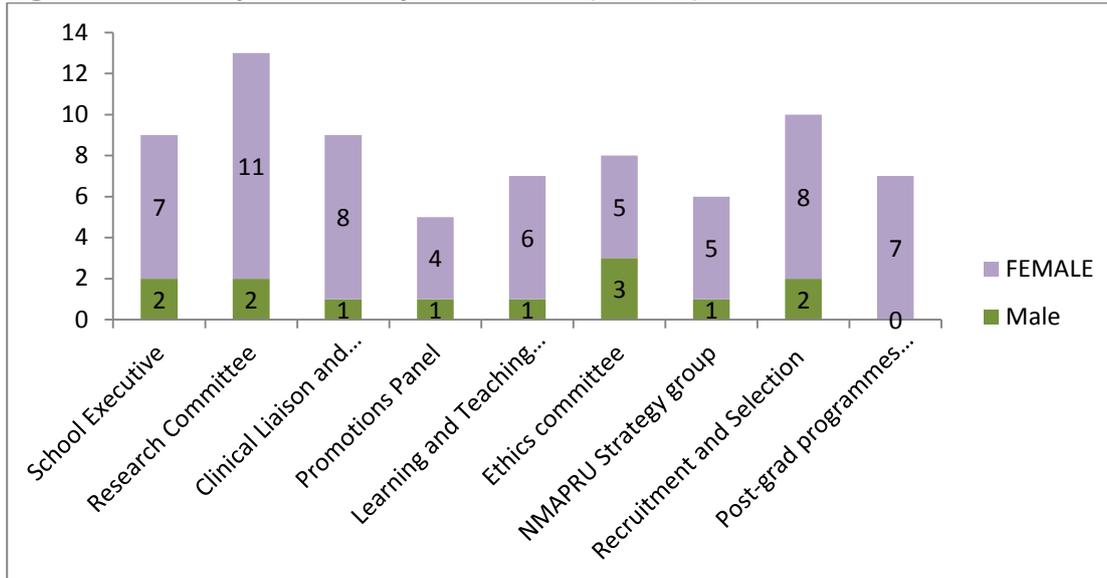
Organisation and culture

(i) Male and female representation on committees

From March 2014 the School adopted a new committee structure. Figure 7 illustrates the gender make-up of these groups. Most groups consist of ex-officio members by virtue of other posts held, for example, the Research Committee membership consists of Direct of Research (F), Deputy Head of School (F), Deputy Director of Research (F), Director of NMAHP-RU (M), School Ethics Committee Chair (F), Postgraduate tutor and Postgraduate committee chair (F), Director of Learning and Teaching (F), Research programme leads (1xM, 1xF), School Manager (F), Research Development Manager (F) and 2x professors (2xF).

Prior to 2014, membership of committees was not well-understood within the School and record-keeping was suboptimal. Some membership was based on ex-officio roles, while others were volunteer roles or positions which were filled by open-competition votes. The 2014 structure reflects the need for a more strategic and clear rationale for committee membership, and reducing the number of committees to shrink the amount of time spent in meetings (a common complaint identified through the workload allocation process). The ex-officio nature of the committee membership leads to an action of ensuring that posts are subject to open-competition and fixed periods of tenure, in order that these posts (which function as career enhancing opportunities) are available for a range of staff to apply for (Action 3.2).

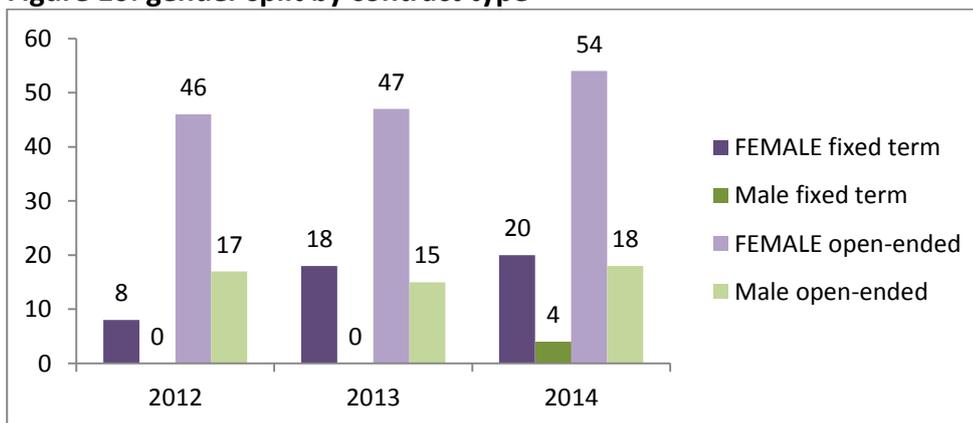
Figure 9: Gender profile of key committees (2014/5)



(ii) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

The f:m ratio of fixed contracts is 12:1, with open-ended contracts being 3:1, indicating that women are more likely than male colleagues to be on fixed term contracts, and less likely, proportionately, to be employed on open-ended contracts. The predominance of women on fixed contracts is likely to be research posts, which is a reflection of externally funded research being a significant component of the School's work.

Figure 10: gender split by contract type



(i) Representation on decision-making committees

Membership of decision-making committees is largely determined by ex-officio roles. Consequently, where women are role-holders in one domain (e.g. Director of Research) they are likely to sit on related decision-making committees. Due to the relative preponderance of women in the School, they are well-represented on decision-making committees. All committees are deemed decision-making.

The Staff survey identified that most staff (68%) perceive positions of influence in the School to be proportionate by gender.

Staff were asked about their perceptions of being given opportunities to represent the School externally and/or internally (e.g. on committees/boards, or as Chair or speaker at conferences). 71% reported strongly agreeing, agreeing or being in neither agreement or disagreement about such support. 79% felt that they had been encouraged to join such committees.

Staff are supported to sit on university committees, including one female member of our School who contributed to academic Council and Court for a six-year period.

Action 3.2 is focused on ensuring that committee membership is rotated.

Workload model

The School's workload allocation model is currently being revised, with input from the Athena SWAN team. The system in place for the previous three years includes provision for pastoral, administration and recruitment activities. Athena SWAN work at both School and University level is recognised in the workload model.

Some key roles in the School are advertised, with open competition, and allocated for fixed periods, for example Director of Research. Other roles are rotated and allocated by senior management, for example Programme Directors for the MSc programmes and cohort leads for the undergraduate programme. The gender balance currently sits at a f:m ratio of 3.2:1, indicating an improvement from previous years of 1.3:1, where men disproportionately held such roles. The recent re-organisation of committee structure is directly responsible for this.

Timing of departmental meetings and social gatherings

School policy is that meetings occur during core-hours, with meetings generally starting after 9:30 and ending by 4:30. Research group meetings in some specialities are held on rotating days (Mondays or Fridays) to accommodate part-time workers.

Until 2013 nearly all School meetings were held in Pitlochry – midway between all campus sites – thereby requiring a full day away and considerable travel. The School has since moved away from this model and School Board meetings are now held via video-conference rather than requiring any travel from the three campuses.

The staff survey identified that social events were on the whole welcoming to all (65%). School meetings were very positively framed as held within times that allow staff to meet out of work commitments (90%).

Culture

The staff survey identified that there is a supportive environment for female employees. The vast majority of staff (89%) had not witnessed gender-related inappropriate behaviour or behaviour that made someone uncomfortable in the School, and had not recently experienced or witnessed gender-based harassment in the School (94%). In terms of leadership, the majority (84%) reported feeling adequately supported by the Acting Head of School/Line Manager in dealing with issues of gender-based harassment or inappropriate behaviour. Staff reported that the recent change in leadership and committee structure of the School had been positive for gender equality and

fostering a positive culture. We anticipate further progress on this in our annual staff survey (Action 6.4)

Outreach activities

A considerable amount of outreach activity takes place internationally, much of which is led by female colleagues. For example, the School has a MOU with the University of Florida (including exchange of students), and ongoing collaborations with academics and practitioners in India, Israel and Australia.

Staff at the Stornoway campus are involved in outreach within Schools. All full-time staff have 18hrs per annum for recruitment, allocated within their workload model, but this is not linked with promotion or appraisal processes. Events are held at a range of times, to enable prospective students with caring responsibilities to attend.

Such outreach activities are integrated into the workload allocation model.

Flexibility and managing career breaks

(i) Maternity return rate

Seven staff took maternity leave between 2011-14 with a return rate of 100%. With such small numbers, it is difficult to describe a pattern, but the data indicates the School is supporting female staff to return after such leave. The staff survey identified only 42% of female staff feeling comfortable or very comfortable requesting maternity leave. The action plan contains a range of activities to support transition into and out of maternity and adoption leave, including use of Keeping In Touch days (Actions 4.1-4.3).

(ii) Paternity, adoption and parental leave uptake

As Table 16 indicates, there was low take up of maternity and paternity leave in the last three years. No staff member took carer leave over the period. No staff made use of sharing the 12month statutory parental leave period.

The staff survey indicated a perception that such leave is supported by the School, with staff agreeing, strongly agreeing or being neutral that they felt comfortable asking for carers (n=86; 89% respondents) and parental leave (n=86; 89% respondents).

To better understand the use of such leave, the staff survey will henceforth disaggregate caring for children from caring for adults (Action 4.4).

Table 16: Maternity, Paternity and Parental leave uptake

	2011/12	2012/13	2013/14
Maternity	3	1	1
Paternity		2	
Total	3	3	1

(iii) Numbers of applications and success rates for flexible working by gender and grade

HR do not record applications or success rates for flexible working. Applications are often managed at a departmental level, where again this data is not recorded. The numbers of staff are thought to be small, however, including those who have requested to reduce their formal working hours to accommodate care responsibilities and those who work compressed hours (e.g. 22 hours over 4 days) to allow school drop-off/pick-ups.

(i) Flexible working

Informal flexible working is offered to staff, for example, home-working.

Formal arrangements to cover staff wishing for more than a one-off change to working hours are available following the University procedures, for example compressed, stretched or annualised hours. However, there is no formal data on the number and uptake of applications by gender/grade. Currently, only those requesting a reduced-hours contract under the flexible working policy are logged with HR. However, such contractual changes cannot be disaggregated from other contractual changes such as increased hours to meet the School's business plan.

Many informal arrangements exist, and have done so for many years, whereby staff may start/end their day earlier/later to facilitate care responsibilities. Without formal data we are unable to provide an equalities analysis of this.

The survey data suggests that only 23% of staff believe, or strongly believe, that flexible working policies are implemented in a way that facilitate staff to work part time hours (for example, reducing hours relating to a proportionate drop in workload).

In order to understand better the issues around flexible working, an audit of applications/uptake will be conducted (Action 5.1).

(ii) Cover for maternity and adoption leave and support on return

The staff survey reveals that female staff agree or strongly agree that they would feel comfortable asking for maternity leave (n=42, 51% of female respondents), with a further 33 (39%) taking a neutral position, and 8 disagreeing that they felt supported (10% of female respondents).

The School has a positive and facilitative approach to supporting staff who provide foster care. As part of the application process to be foster parents an employer reference is required. One member of staff has reported feeling supported in applying, and to work flexibly to enable attendance at multi-disciplinary case conferences which were held in work time.

Support for staff taking maternity leave will involve pre and post maternity meetings with Head of School, to discuss workload issues and flexible working. These activities are described in the Action Plan (Actions 4.1-4.4).

(Word count: 3636/5000)

4. Any other comments: maximum 500 words

The School intends to identify good practice in the incorporation of equality and diversity issues into the development and delivery of assessment, teaching/learning and research. Adopting this approach aims to make the curriculum accessible and representative and to raise awareness in our students of equality and diversity issues. We are committed to embedding the process of equality impact assessments into all proposed policies and practices, and changes to our existing policies and practices, to promote an ethos of inclusivity and diversity. This will safeguard the wellbeing of those with a protected characteristic.

The staff survey points to a number of areas where the School can improve its support of women and strive for gender equality. These have been integrated into our Action Plan. While undertaking our equality monitoring and work associated with our University Athena SWAN Bronze Award, we became aware of the need to support female progression and leadership in both academic and professional roles at the University of Stirling. As such, the Gender Equality Initiative (GEI) was devised in 2012/13.

The GEI is composed of key strands to comprehensively enhance women's leadership and personal development. To facilitate long-term change, the initiative has two main objectives: to provide development opportunities for individuals, and to address potential cultural barriers to progression. It is envisaged to be a five year professional development project and has been implemented throughout 2013/14. Its strands are:

1. Stepping Stones – a two-day, internally devised professional development programme for 20 female staff to develop their personal and professional skills and career paths.
2. LFHE Aurora delegates – 20 delegates were sponsored to undertake the Leadership Foundation for HE's Aurora women's leadership programme in 2013/14, with a further 24 in 2014/5. The intention is to build a critical mass of female leaders within the University of Stirling.
3. Interventions to challenge potential cultural barriers to women's progression have been put in place - For example unconscious bias training for staff at all levels and a 'Challenging Everyday Sexism' event for staff and students to explore culturally embedded sexism and identify positive actions which can be taken to promote gender equality.
4. Gender equality forum (Stirling Women) – every leader needs a supportive network. Stirling Women is a new gender equality forum designed to bring women together from across the University to share experiences and ideas, tackle barriers and stimulate change

The success of the GEI will be evidenced in the long term, but short term results are encouraging, with the University being shortlisted for the Times Higher Educational Awards 2014 in the Outstanding Contribution to Leadership Development Category for our Gender Equality Initiative. The University has recently appointed a Dean for Equality and Diversity to provide leadership at a high level in this area.

(454/500 words)

Executive summary

Each action is accompanied by the rationale, timeline, success measures and identifies an individual or committee responsible for implementation. The School's Athena SWAN self-assessment team will retain oversight and ownership of overall progress including any difficulties encountered.

- Student support will be bolstered by: Developing greater flexibility for off-campus learning; Ensuring that all processes involving students are sensitive to caring responsibilities (e.g. 'away' placements; maternity leave policy); Reviewing whether, and in what ways, the current three semester year impacts adversely on students; Developing an employability strategy for undergraduates and postgraduates.
- Support for staff at key transitions will be addressed by: Adapting the appraisal paperwork and process to prompt discussion of promotion and research leave; Clarifying the promotions process through provision of training and model applications; Identifying and addressing inequities arising from the three-semester year; Supporting applications for research leave by providing FAQs and model applications; Revising and prospectively assessing the staff development fund using a gender budget analysis tool; Supporting staff with significant teaching load to undertake an NMC-recognised teaching qualification.
- Ensuring uptake / increasing number of senior appointments/positions in the School will be enhanced by: Identifying and nominating senior female clinicians for honorary Chairs; Ensuring that the timing of key school meetings/events do not heighten gender inequalities.
- Maternity, adoption and carers leave for staff will be enhanced by: Monitoring the use of Keeping in Touch days; Assessing the effectiveness of a new initiative of the Head of School meeting with staff pre-maternity leave to outline flexible working arrangements, and workload; Adapt the staff survey to collect separate data on care for children and care for adults.
- Monitoring and equality impact assessments will be conducted by: Understanding the use of flexible working policies; Understanding how flexible working can fit for staff with full-time appointments.
- Promoting gender equality in the School will be achieved by: Conducting monthly Athena SWAN meetings; Ensuring male representation on the panel; Routinely update Athena SWAN Activities at School Executive Meetings; Conduct a staff survey to monitor progress and problems; Formalise the procedures for dealing with inappropriate behaviour in the department; Review progress annually; Apply for a Silver award.

Glossary of terms:

- Achieving Success: The annual appraisal system within the University, conducted annually with all staff.
- 'Away placements': Clinical placements required for NMC registration, but which are not in the vicinity of the student's place of study.
- CPD: Continuing Professional Development
- EQIA: Equality impact Assessment
- HoS: Head of School
- KIT: Keeping in Touch
- NMC: Nursing and Midwifery Council (regulator for nurses and midwives)
- RCN: Royal College of Nursing
- TLC: Teaching and Learning Committee (provides strategic direction to all teaching activities, overseeing and monitoring quality assurance)

1. Student support				
Action	Rationale	Responsibility	Timeline	Measure of success
1.1 Develop a range of curriculum delivery options to enable on-line learning over the summer, within NMC requirements. For example, where possible, have the option to complete learning in July/August using podcasts/lecture capture rather than real-time lectures.	<p>To support students with care responsibilities to undertake studies off campus whenever possible.</p> <p>This will support those with school-aged children to maintain studies and care responsibilities throughout the School holiday period.</p> <p>This also reduces the need for staff with child care responsibilities to be on campus during school holidays, since on-line learning can be developed and delivered in an asynchronous fashion facilitating flexible working.</p>	Teaching and Learning Committee (for undergraduate programme)	<p>October 2015</p> <p>Spring 2016</p> <p>Summer 2016</p>	Teaching and Learning Committee will explore delivery options in 2015. Committee make a proposal for consideration by the School Executive by Spring 2016. Proposal put to School Executive by Summer 2016, aiming to integrate into the 2016 curriculum.
<p>PRIORITY</p> <p>1.2 Ensure that all processes involving students are sensitive to caring responsibilities. For example:</p> <p>> Develop 'exemption criteria' for undergraduate students required to undertake 'away' placements.</p> <p>> In consultation with students, develop a policy for undergraduate and postgraduate</p>	<p>To support students who have caregiving responsibilities, for example: are breastfeeding, have very young families, or other caring commitments.</p> <p>A written policy for UG and PG students will clarify their rights and the processes they need to follow. At present, only students on research council or 'Impact' (university and industry co-funded) scholarships are entitled to paid stipend for maternity</p>	Deputy Head of School	<p>Winter 2015</p>	<p>Develop exemption process and criteria, along with case-studies, to be included in the student handbook.</p> <p>Staff involved in placement planning and personal tutors to be notified of criteria, processes and eligible candidates.</p> <p>A policy is developed and stored in the student portal,</p>

University of Stirling, School of Health Sciences Action Plan

<p>routes forward. For example, whether under-graduate practice learning can be accredited and/or if it is possible for students over the summer to complete online learning packages rather than attend timetabled classes (as per action 1.1).</p> <p>An equality impact assessment will be conducted.</p>				
<p>PRIORITY</p> <p>1.4 Develop a School employability strategy, which links with the University's strategy, for undergraduates and postgraduates. This will connect with the Scottish Government's Careers, Information and Advice Strategy, including actions such as:</p> <p>A. Enhancing skills and experiences to improve employability. E.g.:</p> <ul style="list-style-type: none"> > Rotate Class Representative roles annually (this role was previously held for duration of studies) to allow leadership skill development > Providing merit and distinction guidance. For example: Providing undergraduate students with clear 	<p>We wish to ensure that female students are supported to develop their skills and experiences so that they have the best possible opportunities for managing their career after graduation, through securing a high class degree and participating in extra-curricular learning opportunities.</p> <p>The aim is to build capacity in women in clinical practice to undertake Masters/PhD study, and to support undergraduates to advance their careers following graduation.</p> <p>Students are often unaware that they are close to merit/distinction so greater transparency will help them gauge their studies and achieve more merits/distinctions. Enabling students to achieve high standards as</p>	<p>Lead for Professional Practice with the Director of Teaching and Learning</p>	<p>Class Rep rotation to commence in Autumn 2016</p> <p>Guidance on achieving merit/distinction devised and shared by December 2015.</p> <p>Commence annual CV workshop November 2015</p> <p>CPD Open Days in 2016/7 academic year, to coincide with UG open days.</p>	<p>Class rep rotated</p> <p>Clear guidance uploaded onto the student portal outlining standards for merit/distinctions. Letters of recognition of high level achievement sent by Head of School to all students achieving a distinction.</p> <p>Annual CV workshop hosted for PhD students</p> <p>At least two CPD Open Days, with at least 15 attendees at each.</p>

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<p>guidance of what is required to gain a merit/distinction. All students identified as being close to merit/distinction have had individual conversations with their personal tutor.</p> <ul style="list-style-type: none"> > CV and job application workshops for PhD students > Discuss employability at time of annual report with PhD students <p>B. Encouraging further study, and building capacity to enter Master's and PhD study. E.g.:</p> <ul style="list-style-type: none"> > Host an Open Day focused on undergraduates and NHS clinicians, targeted at women, to promote CPD opportunities, and discuss career planning skills. > Promote undergraduate nursing to male enquirers, focusing on addressing the horizontal segregation of males in mental health (rather than adult) nursing. > Engage with clinicians and students to promote CPD opportunities. > Gain feedback from clinicians at national conferences for each discipline (e.g. RCN annual conference). > Develop and distribute a brief survey to ascertain views of 	<p>undergraduates will encourage their return to Higher Education for CPD. Devising this approach for all students will have a gendered impact due to the high proportion of female students.</p> <p>PhD students should be supported in their job applications, to ensure that they are enabled to commence their academic careers.</p> <p>Opportunities will be tailored to practitioners' needs. This will have a gendered impact, given the propensity of women in nursing and Allied Health Professional practice.</p>		<p>Commence survey in Autumn term of 2016.</p> <p>New and existing modules addressing expressed needs by Autumn 2017.</p>	<p>Survey with clinicians who completed CPD modules is conducted, with the findings fed into the School Plan to inform the development of CPD modules and refining the employability strategy.</p> <p>New Modules in development will document how they address clinician/undergraduate/NHS expressed needs. Existing modules reviewed for ongoing relevance and fit by Teaching and Learning Committee.</p>
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<p>clinicians who have completed CPD modules in the last two years, and all final year students.</p>				
2. Support of staff at key transition points				
Action	Rationale	Responsibility	Timeline	Measure of success
<p>PRIORITY</p> <p>2.1 The appraisal paperwork and process “Achieving Success” will be adapted to better support staff. Adaptations will include:</p> <ul style="list-style-type: none"> > Training in conducting appraisal meetings will be provided. Training will include an equalities element to ensure managers reflect on inequities. > prompts to discuss and document in a personal development plan: promotion, developing career paths and research leave (sabbaticals). For staff who wish to develop/progress, their manager will work with them to develop a two-way action plan, with actions for both staff 	<p>Feedback from the staff survey indicates a lack of transparency and a sense of unfairness in how the School’s promotion process operates. This action will ensure that all staff are encouraged to consider promotion and to work toward future progression. When staff come off probation they should discuss, at appraisal, a strategy for promotion/development. For lecturers and above, the annual appraisal can be used to foster discussion about promotion to Senior Lecturer/Reader or education management positions.</p> <p>The action will also ensure that all staff with responsibility for appraisal meetings are supported to raise promotions and career development activities with staff. This will fit with the broader School-wide re-working of the appraisal system.</p>	<p>Head of School</p>	<p>June 2015 for the change in paperwork.</p> <p>February 2016 for training.</p>	<p>Achieving Success paperwork is revised to prompt discussion of promotion. Achieving Success paperwork documents the outcome of promotion discussions.</p> <p>All staff leading Achieving Success meetings have attended training.</p> <p>The Athena SWAN staff survey identifies a statistically significant increase in positivity toward transparency and fairness in promotion processes.</p>

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<p>member and manager, regular progress meetings, agreed jointly. >Prompts to discuss leadership opportunities, at all levels.</p>				
<p>2.2 All new appointees will have an Achieving Success meeting, within 6 weeks of starting. Subsequent reviews will move to the annual Spring timetable when all staff reviews are conducted.</p>	<p>Induction and training of staff should be refined to ensure promotion and career development are an on-going part of the annual appraisal process.</p>	<p>Leads for Appraisal (Achieving Success) meetings</p>	<p>October 2015</p>	<p>All new appointees have an Achieving Success meeting within 6 weeks of starting employment, involving designing a personal development plan.</p>
<p>PRIORITY</p> <p>2.3 The promotions process will be enhanced. It will be clarified and training/support provided, using the following actions:</p> <p>> an annual promotions workshop, clarifying the promotions processes and thresholds for promotions. The workshop will also include application writing, and the range of promotional opportunities which exist for both teaching and research staff.</p> <p>> Formal, written feedback from the school promotion committee will be offered in a</p>	<p>The staff survey identified a lack of clarity and transparency in the promotions process.</p> <p>Historically, there has been under-representation of females applying for promotion, specifically in STEM disciplines. Giving clear guidance regarding expectations and offering specific help with actions to improve the application will support more/ stronger applications.</p> <p>Clear written feedback to unsuccessful applications will ensure that staff are provided with robust and constructive comments.</p> <p>Structural inequalities, detailed elsewhere in the action plan will be</p>	<p>Athena SWAN team will conduct the survey</p> <p>Athena SWAN team will host the workshop</p> <p>Head of School (Chair of School promotions Committee) will provide written</p>	<p>Staff survey conducted at least once more (summer 2016) prior to Silver award submission</p> <p>November annually for the workshop</p> <p>Summer 2016</p>	<p>Improvement in the staff survey results. The target is to have over 50% staff understanding the processes and 50% perceiving the processes as transparent by 2016.</p> <p>Conduct annual workshop, and have a positive impact on staff perceptions of transparency as measured by the staff survey.</p> <p>Increase in number of successful promotions across the School.</p>

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<p>timely manner to unsuccessful applicants. The letter will include an invitation to meet with the Head of School/Deputy and appraisal lead for further discussion.</p> <p>> Staff on the School panel will be required to undertake Unconscious Bias training</p> <p>> Staff will be encouraged to take-up formal and informal mentoring opportunities, and this will be recognised in the new workload allocation model.</p>	<p>addressed to further bolster the likelihood of career progression for female staff.</p>	<p>feedback.</p> <p>Head of Promotions Panel</p> <p>Head of Promotions Panel</p>	<p>Spring 2015</p> <p>Spring 2016</p>	<p>100% of applicants not progressing to university promotions panel receive a letter with constructive feedback and an invitation to a face-to-face meeting, in order to evaluate the current personal development plan.</p> <p>100% of staff on the School promotions panel completed Unconscious Bias training prior to assessing applications.</p>
<p>PRIORITY</p> <p>2.4 Identifying and addressing inequities arising from the three-semester year. This will involve a range of actions including:</p> <p>> Conducting focus groups at each campus to identify staff views on how the current three semester year impacts staff adversely</p> <p>> Discuss with the University ways in which the three-semester pattern can be taken into account when applying for</p>	<p>Unlike all other academic units, this School operates on a three-semester year, with a 48 week teaching year.</p> <p>Consequently staff within the School may be at an overall disadvantage, due to structural inequalities, at key career transition points, e.g. impacting on ability to attend summer conferences to develop international networks, and concentrate on research in the summer term.</p> <p>Research active staff who coordinate modules, teach and assess over the summer have expressed feelings of being disadvantaged in comparison to</p>	<p>Associate Head of Department with HR partner</p>	<p>Commence Summer 2015, conclude within 12months</p>	<p>Identify whether/how the 3-semester system adversely impacts staff. Develop an action plan, drawing on staff views to suggest ways to minimise this impact. Information is then incorporated into an action plan by the School Executive and integrated into the School Plan by 2016.</p> <p>Meeting between School and HR conducted with clear outcome regarding the range of possibilities for</p>

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<p>research leave > Develop an action plan to address any inequalities.</p>	<p>other schools or Universities which consider the summer term to be research time.</p> <p>Research leave can be applied for when staff have completed six full semesters of teaching. However, the University policy does not take into account the School's year-round teaching requirements, stating that: "For the purposes of this scheme a semester is defined as Autumn (Jul-Dec) and Spring (Jan-Jun)." Staff therefore would have to work an additional two or three semesters in order to qualify.</p> <p>This is a gendered action due to the high proportion of women in the School.</p>			<p>changing practice.</p>
<p>PRIORITY</p> <p>2.5 Staff will be supported to apply for research leave (sabbaticals) via a range of actions including:</p> <p>> A model application will be saved in the School's shared area to be accessed by all staff wishing to apply for research</p> <p>> An FAQ will be developed addressing areas identified by senior managers as weaknesses in previous applications leave</p>	<p>The staff survey identified that greater support is required for staff to apply for research leave. Of academic/research staff 10% agreed that they felt supported, with 51% taking a neutral position and the remaining 39% disagreeing or strongly disagreeing that they felt supported.</p> <p>Research leave provides staff with tangible outcomes which would progress their career and professional development.</p> <p>Research leave applications sometimes</p>	<p>Associate Head of Department</p>	<p>Autumn 2015</p> <p>Autumn 2015</p> <p>Spring 2017</p>	<p>Model application saved in shared area and emailed to all staff indicating its whereabouts and timeline for research leave application process.</p> <p>A list of FAQs developed and uploaded to the shared area for staff to see</p> <p>Two staff will successfully apply for research leave.</p>

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<p>> Obtain feedback from research leave applicants, and senior managers</p> <p>> Develop procedures which allow for forward planning of capacity to enable increased use of research leave.</p>	<p>fall foul of inadequate planning, preparation regarding expected outputs from the sabbatical, and would benefit from greater insight into framing applications in terms of workload. Senior managers identify a number of recurring themes which would benefit staff from being aware of in order to plan.</p>		<p>Summer 2018</p>	<p>The staff survey results show that >20% of staff feel supported in research leave applications (from current level of 9.3%).</p>
<p>2.6 The staff development fund (which is used to support attendance at conferences/ training) will be revised, including the following actions:</p> <p>>The new School development fund will be transparent e.g. stating at the year-end who went, where, and why. Individual budgets will be considered.</p> <p>> The new system will prioritise staff who have never had School funding.</p> <p>> An equalities analysis of the staff development budget will be conducted prospectively, by gender and role/grade. This will use <i>Close the Gap's</i> Gender Budget Analysis Tool.</p>	<p>The staff survey identified a perception of inequality in access to the staff development budget.</p> <p>This will enable us to monitor whether staff have equitable opportunity to undertake international networking (necessary for career progression). This will add to current assessments regarding evidence of presenting a return on the investment.</p>	<p>Deputy Head of School with School Manager</p>	<p>Commence August 2015, with review at July 2017</p>	<p>An increase in satisfaction of equity in allocation of staff development fund reported in the School SWAN survey.</p> <p>Final report with equalities analysis submitted to School Executive and findings circulated to staff, enabling appropriate action and greater awareness respectively.</p>

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<p>2.7 All staff with significant teaching load (teaching fellows; senior teaching fellows; lecturers; senior lecturers) will be supported to undertake an NMC-recognised teaching qualification. Staff who are not nurses but hold similar probationary roles will be supported to undertake equivalent qualifications.</p>	<p>Career progression may be impaired by lack of appropriate teaching qualification. The NMC requires lecturers and programme leads to hold a PG Cert in Teaching. The University supported courses/modules are not recognised by NMC, meaning that there are limited numbers of staff who can undertake senior teaching/leadership roles.</p>	<p>Deputy Head of School</p>	<p>January 2018</p>	<p>Audit of new probationers. Aiming for 75% enrolled on relevant teaching qualification by 2016 and 100% by 2018.</p>
<p>2.8 Conduct an audit of applications/appointments at Grade 7 and above, for the period of 2012-14.</p> <p>Conduct a survey of staff conducting or recently completed part-time PhDs.</p>	<p>The University requirement that lecturers (and above) hold a PhD may disadvantage female clinicians who wish move into a teaching career. An audit of applications/appointments will identify those who had PhDs and those without in order to identify if the criteria for appointment require modification.</p> <p>Teaching Fellows often do not have PhDs. This may represent a barrier to career advancement. Understanding the barriers/facilitators will enable career support and address our leaky pipeline in females in senior positions.</p>	<p>School manager</p> <p>Athena SWAN lead</p>	<p>July 2016</p> <p>July 2016</p>	<p>A report detailing the proportion of applicants/appointees for Grade 7, 8,& 9 posts who hold PhDs, by gender.</p> <p>A report detailing barriers/facilitators to completing PhDs for current staff. This will be presented to the School Executive.</p>

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3 Ensuring uptake / increasing number of senior appointments/positions in the School				
<p>PRIORITY</p> <p>3.1 Identify and nominate senior female clinicians for honorary Chairs</p>	<p>To work toward a more equitable balance of gender in honorary chairs (80% male in 2014) to explicitly support women achieving senior positions in the School</p>	<p>School Executive</p>	<p>July 2017</p>	<p>Annual application for honorary Chairs completed. Achieve four successes by 2017.</p>
<p>3.2 Ensure that key school meetings/events that might enable promotion and/or recognition within the School do not heighten gender inequalities.</p> <p>Actions will include: > away days planned to enable staff to return home, without forfeiting networking opportunities in the evening. > Key School leadership roles being fixed-periods of tenure, appointed through open competition.</p>	<p>Some activities may require overnight stay, thereby excluding staff with care responsibilities. These meetings can often be where key School decisions are made, support networking and increase visibility of staff members.</p>	<p>Head of School</p>	<p>October 2017</p>	<p>Ensure important school business is conducted within core School hours in accessible locations.</p> <p>Ensure all staff are able to attend (should they wish) such meetings, either in person or via teleconference, by observed increase in satisfaction in the staff survey.</p> <p>Revise policies on key leadership positions in the school, clarifying duration of tenure and advertising procedure for new role holders.</p>

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4. Maternity, adoption and carers leave for staff				
Action	Rationale	Responsibility	Timeline	Measure of Success
4.1 Monitor use of KIT days (number of days used and satisfaction with use of days)	To identify how KIT days are used and whether changes are required in supporting staff to use them.	School Manager	March 2016	Return-to-work conversations with 100% maternity returners (circa n=3) documenting views of KIT days and usage. Compare with University use of KIT days, collected by the university as part of its Athena SWAN action plan.
4.2 Assess the helpfulness of meeting with HoS/deputy prior to going on maternity leave and after return. This will be done by conducting 1:1 informal interviews with returners. (The pre-Mat leave meeting is a new process commenced in 2014). The meeting should cover, inter alia: > Flexible working options on return > Workload planning Staff returning from maternity/adoption leave will be invited to provide confidential feedback to the Athena SWAN team on the utility of the meeting.	To ensure workload planning during maternity absence was managed and HoS/deputy were aware of all responsibilities which required delegation or pausing. To understand the impact of raising awareness among staff of the range of flexible working opportunities. To facilitate future planning for workload allocation.	Head of School with the Athena SWAN team	December 2015	100% staff returning from maternity leave (circa n=3) provide feedback on the new process.

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<p>Feedback will be used to inform ongoing refinements of the 1:1 meetings.</p>				
<p>4.3 The opportunity to have bi-monthly meetings with HoS/deputy to reassess workload in first six months of returning to work from maternity, adoption or carer's leave.</p>	<p>To allow on-going discussion and transparency of workload allocation in initial return to work. For example, grant applications/publications to prevent significant gaps and teaching duties.</p>	<p>Head of School</p>	<p>June 2015</p>	<p>100% staff returning from maternity, adoption, or carer's leave (circa n=3) have bi-monthly meeting with HoS/deputy for the first year.</p>
<p>PRIORITY</p> <p>4.4 Adapt the School Athena SWAN survey to include a question that disaggregates the number of staff caring for children and adults.</p>	<p>To understand the proportion of staff with care responsibilities for children versus caring for elderly parents, in order to understand the demographic profile. This information may lead to the need for future action plans to focus more on caregiving for adults than on maternity support.</p>	<p>Athena SWAN team</p>	<p>Summer 2016</p>	<p>The new version of the staff survey will contain two questions, one of which collects data on care for dependent aged children, and another asking about care of adults.</p>

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5. Monitoring and equality impact assessments				
Action	Rationale	Responsibility	Timeline	Measure of Success
<p>PRIORITY</p> <p>5.1 To better understand the use of Flexible Working policies. This will be addressed through:</p> <ul style="list-style-type: none"> > routinely recording flexible working applications, by gender, type of caring responsibility and outcome. These applications are currently held by Human Resources (HR), and cannot be routinely audited. School Manager will liaise with HR in order to identify ways of capturing this data. > Monitor annually, and conduct a formal bi-annual audit of flexible working applications/outcomes and tailor advice and support of staff accordingly. 	<p>To monitor uptake of flexible working and undertake equalities analysis, by gender and grade of staff.</p>	<p>School Manager with the Athena SWAN team</p>	<p>August 2018</p>	<p>An audit process will be put in place, allowing annual review of applications and outcomes.</p> <p>Annual report of audit findings.</p> <p>Flexible working policy developed with equality impact analysis and updated to reflect findings of the audit.</p>
<p>5.2 To work with the University Athena SWAN Self-Assessment Panel to gain further clarity on the set hours for full-time staff, so that flexible working can be applied to this group of staff.</p>	<p>Currently the contract for fulltime staff stipulates the hours are 'until the job is complete' thereby rendering flexible working/compressed hours difficult to manage.</p>	<p>Athena SWAN lead</p>	<p>October 2015</p> <p>Spring 2017</p>	<p>Produce clear guidelines around full time hours and link this to the workload model.</p> <p>An increased perception that line managers are supportive</p>

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				of flexible working, as measured in the staff survey.
6. Promoting gender equality activities within the School				
Action	Rationale	Responsibility	Timeline	Measure of Success
<p>PRIORITY</p> <p>6.1 Conduct bi-monthly Athena SWAN meetings. Provide the Agenda in advance Keep minutes of all meetings and make these available to School staff.</p>	To ensure the School's gender equality work is regularly reviewed.	Chair of Athena SWAN team	Ongoing	Audit identifies that meetings happen ≥ 5 /year (allowing for summer and winter break)
6.2 Ensure male representation on Athena SWAN team.	To ensure that the panel has a mix of gender, opening up possibility for new ideas through a diverse membership.	Chair of Athena SWAN team	Review annually in April	Panel includes ≥ 2 males.
<p>PRIORITY</p> <p>6.3 Routinely update Athena SWAN Activities at School Executive Meetings to ensure the mainstreaming of gender equality issues, particularly in regard to major School or programme changes.</p> <p>Bi-annual email updates will also be circulated to staff and students on progress.</p>	<p>To ensure the School's gender equality work is regularly scrutinised and integrated into strategic planning.</p> <p>Updating the staff team will ensure that awareness of equalities issues are regularly prompted.</p>	<p>Head of School</p> <p>Chair of Athena SWAN team</p>	Ongoing	<p>Athena SWAN to be added as a standing item on the School Executive agenda.</p> <p>Bi-Annual email updates are circulated to all staff and students.</p>

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<p>PRIORITY</p> <p>6.4 Conduct online survey, based on the survey conducted in 2014</p>	<p>To collect prospective data on staff perceptions and experiences of gender equality in order to inform on-going actions and further Athena SWAN applications. This will also act as annual feedback on progress of the Athena SWAN action plan.</p>	<p>Chair of Athena SWAN team</p>	<p>Summer 2016</p>	<p>Survey conducted and analysed. Findings discussed at Athena SWAN meetings for action.</p>
<p>6.5 Clarify the procedures for dealing with inappropriate behaviour in the department.</p>	<p>The way inappropriate behaviour is dealt with should be formalised. Eight staff reported experiencing or witnessing gender-based harassment in the School, and 15 staff stated that they did not feel adequately supported by senior management in relation to gender-based harassment. At present there is no School policy to manage such behaviour.</p>	<p>Chair of Athena SWAN team, working with HR partner.</p>	<p>May 2015</p>	<p>Relevant policies are circulated to all colleagues with a link to their location on the intranet.</p>
<p>6.6 Upon receipt of Athena SWAN data we will review relevant actions and progress measures</p>	<p>On-going evaluation of progress is essential in order that our actions and outcomes remain audited throughout the process.</p>	<p>Chair of Athena SWAN team</p>	<p>Annually in the summer</p>	<p>Annual brief report submitted to the School's executive committee updating on progress</p>
<p>PRIORITY</p> <p>6.7 Review the action plan and apply for a Silver award.</p>	<p>We are highly committed to further gender equality and look forward to reporting our achievements resulting from this Action Plan, and subsequently applying for a Silver Award.</p>	<p>Chair of Athena SWAN team</p>	<p>ASAP</p>	<p>Silver Application is submitted to Athena SWAN in due course.</p>

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Timeline of Action Plan (Not all tasks are of equal weighting, therefore burden in some quarters should not be assumed by the number of activities.).

Dark shading indicates the priority areas.

Action/Time	Summer 2015	Autumn 2015	Winter 2015	Spring 2016	Summer 2016	Autumn 2016	Winter 2016	Spring 2017	Summer 2017	Autumn 2017	Winter 2017	Spring 2018	Summer 2018
1.1		X		X	X								
1.2			X										
1.3				X									
1.4			X	X	X	X	X			X			
2.1	X			X									
2.2		X		X									
2.3		X		X	X	X				X			
2.4	X	X	X	X									
2.5		X						X					X
2.6	X								X				
2.7												X	
2.8					X								
3.1									X				
3.2										X			
4.1				X									
4.2			X										
4.3	X												
4.4					X								
5.1													X
5.2			X						X				
6.1	X	X	X	X	X	X	X	X	X	X	X	X	X
6.2				X				X				X	
6.3	X	X	X	X	X	X	X	X	X	X	X	X	X
6.4					X								
6.5	X												
6.6					X				X				X
6.7												X	