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Appendix 2: Data tables*	
Appendix 3: Glossary*	
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Section 1: An overview of the department and its approach to gender equality

1.1 HEAD OF DEPARTMENT LETTER



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13 July 2025

Dear Athena Swan Committee,

It is with great pleasure and pride that I write to commit our department to the principles enshrined in the Athena Swan charter, and the action plan contained within our NTU Bioscience bronze award submission.

Biosciences commitment to Athena Swan principles has driven advancement of EDI and gender equality practices that now underpin high-quality teaching, knowledge exchange, and staff and student experience. This is coupled to transformative research in the areas of Biomedical science, pharmacology, biochemistry, microbiology, and ecological science.

Across the academic, administrative and professional services that embody the department of bioscience we have adopted a positive approach to recruitment, retention and development that has gender equality at its core. This is demonstrated through a conscious approach to inclusive representation across these staff domains. In recent years we have worked hard to develop actions and policies that create greater access to opportunities for professional development, particularly in areas where females are underrepresented, such that in the last three years positions of authority in our senior leadership teams, and professoriate, have approached parity of gender.

We have consulted extensively across the staff and student base in the preparation of the information, data and action plan that constitutes this application. I would like to take this opportunity to highlight the work of the D-SAT in identifying our priorities, which can be summarised as:

- the promotion of equitable career progression policies for all pathways
- improved support and recognition for equity and diversity amongst our student community
- quality of opportunity for personal and professional development irrespective of root to success.
- continued embedding our commitment to gender equality across all activities within the department of bioscience



We recognise the issues and challenges that have emerged from these consultations and surveys, and continue to embed Athena Swan values into our culture, such that staff and students are at ease with raising issues and having the confidence to do so in a positive manner.

I confirm that information presented in this application, including all qualitative and quantitative data, is an honest, accurate, and true representation of the department.

We take pride in where Biosciences currently finds itself, mindful of the routes we need to travel to realise the positive outcomes that can be achieved through application of the principles contained within the Athena Swan Charter.

Yours sincerely,

A handwritten signature in black ink that reads 'G. Lavery'.

Gareth Lavery PhD
Professor of Molecular Metabolism
Head of Department: Biosciences

1.2 DESCRIPTION OF THE DEPARTMENT

The Department of Bioscience (DoB) sits within the School of Science and Technology and is set on Nottingham Trent University's (NTU) Clifton Campus (**Figure A**). This campus also houses the Department of Mathematics, Computer Science, Engineering and Sports Science. Clifton campus contains research and teaching laboratories as well as lecture theatres, IT rooms and scale-up rooms suitable for group activities. The Department of Bioscience delivers full-time, part-time, sandwich and vocational STEM courses ranging from level 3 (Foundation Year) to level 8 (PhD candidates) and apprenticeships.



FIGURE A. INTERDISCIPLINARY SCIENCE AND TECHNOLOGY CENTRE TEACHING AND RESEARCH LABS, STUDENTS AT BIOSCIENCES DEGREE SHOWCASE, STUDENTS WORKING TOGETHER TO COMPLETE ESCAPE ROOM ACTIVITIES, AND A PRACTICAL LAB IN ERASMUS DARWIN BUILDING 237.

We currently have permanent academic and professional, technical and operational (PTO) posts (130 staff;113.1 FTE), of which 48.5% (2023_24) are held by women. This figure excludes externally funded fixed-term Research Fellows (**Table 2.23**). The current 48.5% female constituent on permanent posts sits just below the sector average of 54.6% for higher education institutions (Advance HE Staff Statistics Report, 2020) and below the Bioscience sector average of 56.6%. This will be monitored closely and assessed biannually. All academic staff are aligned to one of three pathways that highlight individuals' specific expertise in research (Teaching & Research: T&R), scholarship (Teaching & Scholarship: T&S) and practice (Teaching and Practice: T&P), with an emphasis of incorporating these knowledge bases into teaching. All staff sit within specific sections that include Biochemistry, Biological Sciences, Biomedical sciences, Microbiology and Pharmacology. The professional, technical and operational staff (**Tables 2.23 and 2.25**) are predominantly female (61.3%; 2023_24) and service all staff across pathways and represent 23.8% (2023_24) of total departmental headcount (**Tables 2.23 and 2.25**). There is a formal promotion process each year, with senior positions requiring an external review process. All staff are overseen by subject leads that report to the Deputy Head and Head of Department (DHoD, HoD), who are accountable to the School Deputy Dean and Dean. The DoB is linked to several research centres that include the Centre of Systems Health and Integrated Metabolic Research (SHiMR) and The John van Geest Cancer Research Centre (JvG) that host Antimicrobial Resistance, Omics and Microbiota (AROM), Metabolic Health and Neuroscience research themes, which reside within the department (**Figure B**). We also have strong collaborations with Centre for Computer Science and Informatics (CIRC), Imaging materials and Engineering Centre (IMEC), Sports Health and Performance Enhancement Research Centre (SHAPE), Centre for Public and Psychological Health, Centre for Research in Applied Cognition and Neuroscience, Design Research Centre, Product Innovations Centre, Centre for Finance, Technology and Society and Responsible and Sustainable Business Lab.

The Departmental Management Team (DMT, 4F/5M) oversees the running of the department and comprises Head of Department, Deputy Head of Department, five Subject Group Leads, UG Courses Manager and PG Courses Manager. The SHiMR Centre Director, Scholarship Centre Director and leadership of the technical team further support the running of the department through the attendance at extended Departmental meetings (**Figure B**) and EDI management structure overseen by school appointed DoB 0.4 FTE personnel (**Figure C; Section 1.3**).

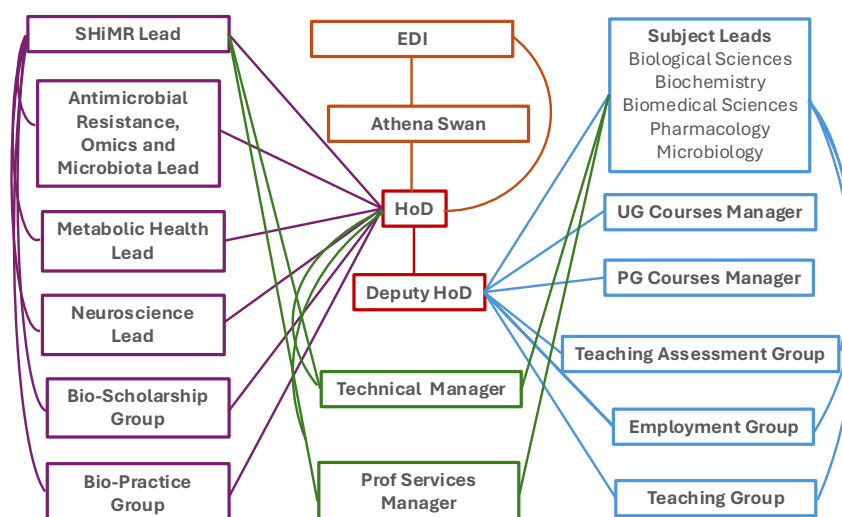


FIGURE B. DEPARTMENTAL MANAGEMENT MATRIX

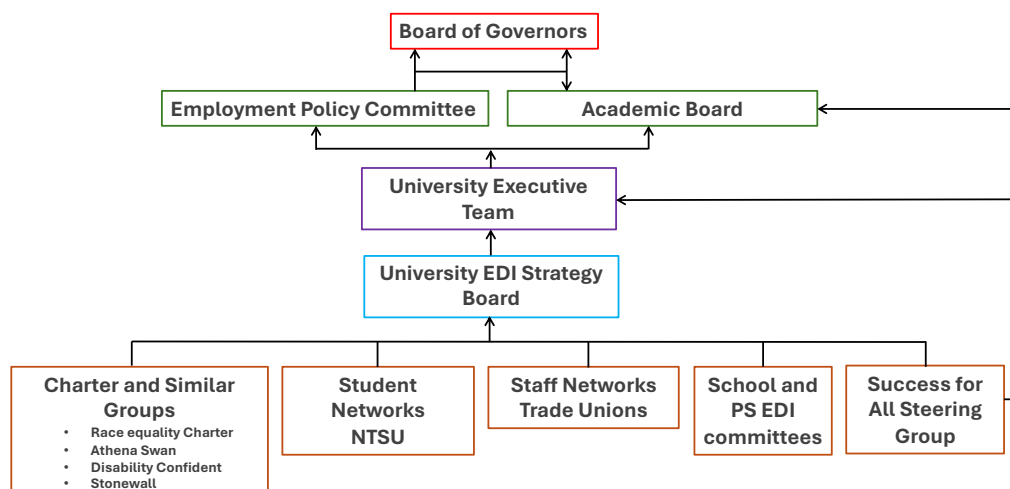


FIGURE C. NTU EDI GOVERNANCE STRUCTURE

There are three Biosciences departmental staff forums on campus per year which provide a forum for management to disseminate strategic visions and communicate updates. This also provides staff with the opportunity to raise questions and voice opinions. There is a weekly communication of significant events or achievements, which include EDI, disseminated through a School of Science and Technology (SST) Newsletter e-mail, with the HoD and DHoD running weekly drop-in sessions.

In the academic year 2022_23, 61.0% of enrolled UG students were female (763 females, 488 males; n=1,251; **Table 2.2**), broadly in line with the national average of 63% for Bioscience courses (HESA data). Analysis of the admissions pipeline reveals that 59.1% of applicants were female in 2023_24, of whom 60.1% received offers and 62.4% accepted (**Table 2.4**); the offer and acceptance rates are consistent with national Bioscience norms. However, the gap between the proportion of female applicants and the final enrolled female headcount requires continued monitoring, and actions to understand and reduce attrition at the offer-acceptance stage have been included in the action plan (Actions 2.1, 2.2, 6.4). When looking at our foundation year students we have

only the data for the first year, 2023_24 due to the course beginning in 2022_23 (**Figure and Table 2.1**). Out of the 96 students at Level 3, 90 progressed to Level 4. The 6 students that didn't progress, 3 were from Biomedical Science (representing 11.5% of females on that course) and 3 were from Pharmacology (representing 13% of females on that course). Careful monitoring will be undertaken over the next couple of years to assess any trends that emerge.

DoB hosted between 400 and 600 MSc postgraduate taught students (PGT) per year up to 2023. The numbers have greatly fluctuated from year to year, as majority of our students are from overseas, and are therefore sensitive to international pressures and government policy. Since 2020_21 academic year, the percentage of females enrolled on PGT courses has remained stable, representing on average a healthy 66% of total students (**Table 2.13**). This is approximately 5+% higher than the sector average for Bioscience courses.

When it comes to postgraduate research (PGR) provision, DoB had 27 students enrolled in 2020_21 with female representation at 59.3%, fluctuating to 22 students in 2023_24 with female representation at 72.7% (**Table 2.16**). At the broader School of Science and Technology PhD level (**Table 2.20**), female representation has remained stable at approximately 44–45% across the four-year period, indicating that the departmental PGR cohort, although small, is consistent. The reason for this reduction requires monitoring and investigating (Action 2.1, see section 2.2 for more detail). Whilst departmental-level PGR completion rate data are not available due to the way they are collected at institutional level, PGR withdrawal data are provided at School of Science and Technology (SST) level as a proxy for completion patterns (**Tables 2.20 and 2.21**). Withdrawal rates are calculated within each sex: male PGR withdrawal rates are consistently higher than female rates, averaging 1.9% compared with 1.0% over the four-year period (**Table 2.21**). The Department will monitor PGR progression and withdrawal by sex through the annual data review process (Action 2.1).

The proportion of female academic staff is broadly comparable to male. As of 2023_24, the Department has 130 permanent academic and PTO posts (113.1 FTE; **Table 2.23**), of which 48.5% are held by women, sitting just below the sector Bioscience average of 56.6%. (Including externally funded fixed-term Research Fellows, total headcount per **Table 2.23** was 130 staff with 48.5% female.) Numbers have grown steadily since 2020_21, when there were 93 permanent posts (88.7 FTE) with 46.2% women (**Table 2.23**). This indicates a balanced recruitment and retention profile with a stable and broadly equal M/F split. At Senior Lecturer level (the largest academic grade in the Department), women represented 45.1% of the role (23 of 51 staff) in 2023_24 (**Table 2.25**), up from earlier years. Female representation at Principal Lecturer, Associate Professor and Professor level is broadly equitable. The Lecturer grade (transitioning grade for trainee Fellowship of the Higher Education Academy) is essentially low (4-5 staff in 2022_23 and 2023_24, **Tables 2.26–2.28**), meaning the practical entry point into the academic pathway is the Senior Lecturer grade.

The DoB has a reasonably even split of males and females within our student population and staff at all levels. There are a few anomalies that require careful monitoring, which will be included in the action plan, and if gaps widen, will need to be looked at and action taken. There is a notable concentration of women among post-doctoral researchers (PDRs), where 68.1% are female, yet this is not reflected at the entry-level academic

grade. The practical first independent academic position in the Department is Senior Lecturer, where 45.1% of staff are female (**Table 2.26**). This disparity of approximately 23 percentage points between PDR and Senior Lecturer level represents a key point of attrition in the progression pipeline from research to independent academic career. The Department is committed to understanding and addressing the structural barriers contributing to this gap (Actions 3.4, 4.2, 4.5). However, for, senior lecturer, principal lecturer and professors in post there is an equal distribution between male and female staff.

Analysis of degree outcomes using within-sex rates provides a meaningful comparison, given that females constitute the larger share of the enrolled cohort. At UG level, female students achieved good degrees (First Class or 2:1) at equal or higher rates than males across all four years of the dataset. The female good degree rate ranged from 18.7% to 20.1% compared with a male rate of 15.2% to 17.7% between 2020_21 and 2022_23, narrowing to parity in 2023_24 (both 19.5%) (**Table 2.7**). The declining First-Class rate observed across both sexes is consistent with sector-wide post-COVID recalibration of assessment.

A similar pattern is observed at PGT level, where good degree rates (Pass with Distinction and Pass with Commendation combined) are calculated within each sex. Female PGT students achieved good degrees (commendation and distinction) at substantially higher rates than males in all four years, with the female rate rising from 20.0% in 2020_21 to 39.2% in 2022_23 before declining to 28.2% in 2023_24, compared with male rates of 11.3% to 19.5% over the same period (**Table 2.14**). Year-on-year fluctuations in both rates reflect the sensitivity of PGT cohorts to international recruitment pressures and variations in cohort composition. We will continue to monitor and annually review (Action 2.1).

Considering intersectionality between sex and ethnicity across the student body, female UG students have shown an increasing trend in ethnic minority representation, rising from 44.9% in 2020_21 to 59.6% in 2023_24 (**Table 2.6** - % data for females only). PGT female ethnic minority representation is consistently high (peaking at 83.9% in 2023_24; **Table 2.13**), reflecting the predominantly international PGT cohort. Male UG ethnic minority representation has also risen, from 39.7% in 2020_21 to 53.8% in 2023_24 (**Table 2.6** - % data for males only), with PGT and PGR male ethnic minority representation broadly comparable to female trends. Overall, UG ethnic minority representation has risen from approximately 43% in 2020_21 to approximately 58% in 2023_24 (both males and females, well above the Nottinghamshire postcode area baseline of 14.2% (2021 Census). The demographic of the staff shows a much lower levels of ethnic minority representation for both males and females but is higher than the data for the Nottinghamshire area where 85.8% are white and 14.2% have an ethnic minority background (Nottingham postcode area Census 2021). The percentage of ethnic minority is very low for Reader/PL and Professors, but so are the numbers of staff at this level making it difficult to draw any concrete conclusions.

1.3 GOVERNANCE AND RECOGNITION OF EQUALITY, DIVERSITY AND INCLUSION

Within DoB, the DMT are actively engaged in their commitment to Equality, Diversity and Inclusion (EDI), with all academic and PTO appointments, being scrutinised by the HoD, DMT and Human Resources (HR). The interview process depending on the role is chaired either by the School Dean or HoD or Research Centre Director or Scholarship Centre Director or Technical Team Head to ensure a fair process is adhered to. This aligns both with current HR policies and NTU Athena Swan commitments. We have EDI processes embedded within the BBSRC DTP, in collaboration with The University of Nottingham, and Magnify student recruitment processes.

The DoB employs the NTU workload management system (My Academic Portfolios – MAP) to ensure even assignment of academic tasks that recognise time assigned to a range of ongoing EDI projects. EDI positions are department-wide and advertised via open calls by the DMT. EDI and outreach activities are recognised within the department, and activities can be added to professional portfolio and receive appropriate workload allocation through MAP. Within the DoB there we have two dedicated EDI roles; one is Biosciences Scholarship Centre Theme Lead for Inclusive Practice (0.2% FTE) and School EDI Champion (0.2% FTE) that are held by two Senior Lecturers within the department and are integrated into the broader EDI process within NTU. Within the department, there EDI is recognised as part of the appraisal process. Also, University Thrive training on EDI initiatives such as unconscious bias, student safety, safeguarding and wellbeing, equality, inclusion and respect, responding to a student disclosure of sexual violence, anti-racism and white privilege are mandatory for all staff, with this training actively re-assessed annually.

1.4 DEVELOPMENT, EVALUATION AND EFFECTIVENESS OF POLICIES

University policies are reviewed by DMT and Teaching Assessment Group (TAG). These committees scrutinise university policies and directives for relevance and application at a departmental level. The Dean, Deputy Dean, HoD, DHoDs, Research Centre Directors and a PLs ensure that an EDI lens is applied at DMT and TAG. Concerns raised within these discussions can be fed back to the central university through our strong position and direct representation on the University Leadership Team.

Departmental policies and operating procedures are deployed within the bounds of university policies but ensure that the departmental implementation matches the core departmental values.

1.5 ATHENA SWAN SELF-ASSESSMENT PROCESS

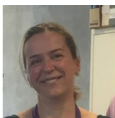
(i) a description of the self-assessment team

Our Athena Swan application is driven by a departmental Athena Swan self-assessment team (SAT) committee, with input from a School Athena Swan Champion that is part of the school EDI Team. The School Athena Swan Champion reports to the School Dean and a university wide Athena Swan Champion committee which is integrated into EDI. The SAT team is made up of representatives from PTO, T&S, T&R, T&P, school Athena Swan

Champion and HoD (**Table 1**). The committee is provided with admin support. Time spent on committee business is accounted for in the workload management system (MAP) for all staff. To start we were having one meeting per term, this has increased to 1 per month for the document delivery and progress reports. Members of the SAT are from a legacy group and have either requested to join the SAT or asked to join to make sure all job families within the department were represented. These members come from a diverse background and include members with protective characteristics, have dependants and alternative lifestyles. All meetings are recorded and transcripts with action points are available on the Athena Swan Bioscience Teams site and freely accessible by the SAT. This site forms part of a larger school Athena Swan Teams group and is managed centrally by the NTU Athena Swan committee, which is an integral part of the EDI management structure within the University. The SAT chair distributes the tasks evenly between its members to ensure even workload. This application is an evolving document that is shared on the Athena Swan Bioscience Teams site and is accessible and editable by the whole SAT.

Table 1. SAT members and NTU roles

Name	Picture	Role on SAT
Mark Paul-Clark (Senior lecturer) SAT Chair		T&S Representative, FT, M
Gareth Lavery (Professor) HoD		Dept Leadership and T&R, FT, M
Laura King (Senior Support Staff) Admin Support and PTO representative		PTO Representative, PT, F
Murrium Ahmad (Senior Support Staff)		PTO Representative, FT, F

Marion Hogg (Senior Lectuer)		T&R Representative, FT, M
Richard Hulse (Associate Professor)		T&R Representative, FT, M
Craig Doig (Associate Professor)		T&R Representative, FT, M
Jehan El-Jawhari (Senior lecturer)		T&R Representative, FT, F
Shaff Hussain (Technician)		PTO Representative, FT, M
Ben Dickins (Senior Lecturer)		T&R Representative, FT, M
Anastasios Stavrou (Senior Lecturer)		T&S Representative, FT, M
Aida Rajic (Senior Lecturer)		T&P Representative, FT, F

Iswinder Kaur (Senior Lecturer)		T&S Representative, FT, F
Glen Kirkham (Principal Lecturer)		T&S Representative, FT, M
Valeria Puddu Interim Athena Swan School Champion		Advisor, FT, F

This Athena Swan Bronze application has used data from Human Resources to inform on the past four years of staff data at DoB. DoB staff culture survey data was open for staff to complete for 3 weeks in June and again for 3 weeks in November 2024 (to increase participant numbers). There were 64 respondents to this survey, representing 28.5% from female and 20.7% from male staff as a percentage to total departmental head count (**Figure 1.1 (A)**).

Student data has been collected from NTU's central student database system. This is then extracted from the system and fed into the 'School Insights Power BI' report. Student opinion data was collected at the same time as staff, but completion rate was very low, only 6 from all cohorts. This will form part of the SAT Teams action plan for better student engagement with and in the Athena Swan process (Action 2.1 and 6.1).

(ii) future plans for self-assessment process

After submission of the application for bronze award, we intend to continue integrating Athena Swan and EDI principles into all our staff and student processes and employment. Firstly, we will take into consideration any comments provided by the Athena Swan committee to improve our processes to make sure that these are evolving in the correct direction. We will intend to

- (1) Add Athena Swan to all our management meeting agenda's (Action 1.2)
- (2) Integrating at least one member of the management team into the central NTU EDI team (Action 1.1)
- (3) That we continue to assess the impact of any decisions or initiatives presented in the action plan through monitoring by a biennial culture survey for students and staff (Action 2.1).

This will ensure that any decisions that are made at the departmental level affecting staff and students are made with EDI consideration. This will be in addition to course committee meeting that are scheduled once a term, where student voice is heard, and departmental survey, which is run once a year. Where issues arise, we will consult our School EDI Champion and Associate EDI Partner, who will be invited quarterly to SAT

committee meetings as ex-officio members, that are integrated into the central EDI Team for clarity and advice. The Biosciences SAT will continue to meet once a term going forward.

To ensure sustainability and continuity, the SAT has adopted a succession planning approach: membership will be refreshed on a rolling basis, with approximately one-third of members rotating off every two years while retaining experienced members to maintain institutional memory. New members will receive an induction covering the action plan, data analysis methods and Athena Swan principles. Additionally, the biennial culture survey will be conducted over a shorter period (4–6 weeks in Semester 1) to better capture a snapshot of staff experience and allow for more meaningful comparisons over time.

Section 2: An assessment of the department's gender equality context

2.1 CULTURE, INCLUSION AND BELONGING

This application forms part of a wider institutional drive to incorporate and implement policies that promote gender equality and to pinpoint and address roadblocks that exist to egalitarianism and fairness. This forms part of NTU's policy to provide an inclusive environment for all staff and students. At the School level, which the department oversees delivery of, there are several mentoring and leadership schemes. Of particular importance are schemes aimed to promote and guide female staff at early career stages such as the SMART (open to both females and males) and Daring to Dare (females only) Programmes. SMART is aimed at post-doctoral staff whereas Daring to Dare is focused on early-stage career researchers (ECRs). There are several EDI events that have been running in the past two years focusing primarily on ethnic minority, Menopause and Neurodiversity Cafes whose intention is to offer a safe place and connect colleagues. These forums are run at regular intervals and provide a supportive network. The University also offers a range of mentoring schemes, research leadership schemes, as well as central staff networks such as LGBTQ+ and Women's Network. Central staff training is also available and encouraged to help increase awareness and understanding of culture and inclusion.

The staff cultural survey that was completed in November 2024 highlighted that the DoB needs to be more forward facing and proactive in supporting gender equality, though there is an even split of men and women in management roles (**Table and Figure 2.25**), 60.9% of female and male respondents agreed that gender equality was recognised within the department. With a higher number of female respondents being 'neither agree or disagree' in their responses, 17.1% female and 7.8% male (**Table and Figure 1.4**). This highlights either a communication and/or transparency issue within the department and will form part of the Athena Swan action plan to tackle this discrepancy (Action 5.8). There was a poor response, and hence not included, from UG, PGT, PGR and research students, with only very few responders, 6 in total and therefore not representative. This is partially reflective of the time-period that the survey was run, falling over the Easter and exam period, and at a time where NSS and module surveys are run, clearly this was an issue. Taking this into consideration, surveys will be run in the first term, now semester post-semesterisation in academic year 2025_26, in conjunction with a roadshow for both staff and students to promote the culture survey's intention and relevance to improving culture (Action 2.1).

The DoB benefits from a good sense of community, with most staff that completed the culture survey feeling a sense of belonging and inclusion within the school. Again, there was a small difference between male and female respondents, with 61.0% females and 52.4% males giving positive responses to the questions posed in this section (**Table and Figure 1.2**). In general, 59.4% (agree and strongly agree) of respondents felt that their contributions were valued in the department, with 20.3% neutral. However, 20.3% disagreed (disagree and strongly disagree; **Table 1.2**). This is probably a consequence of many staff belonging to different subject teams and research themes, with these teams spread across differing physical locality across campus in multiuser offices. This may lead to individuals feeling isolated. This was picked-up in the comments from the culture survey: *“The department is physically separated with people across multiple buildings, departmental meetings are rare and poorly utilized, information flow is poor across the department and occurs mostly via informal channels”*. This academic year (2025/2026) a restructure of staff demographics was completed to tackle belonging and cohesiveness, with staff working in the same departments and groups, being housed in close vicinity to each other to address this problem. Most staff from DoB and Sport Science are now within the buildings that are physically linked. Additionally, there is a staff common room within ERD, which acts as a social space for academics from these departments. To assess these changes on staff belonging and inclusion, we intend to run the culture survey once every two years (Action 2.1). The gap of two years between survey, is two-fold, firstly to allow changes to embed and secondly to not overload staff and students with surveys. To add to that sense of community, during COVID-19 pandemic, a relatively informal weekly online group meeting was instigated within most groups within the DoB. This had the purpose of sharing essential operational information and as a supportive measure to keep staff in touch with their colleagues. As staff felt that these meetings worked well, these were maintained post-pandemic and have worked well since. In addition, once a term most groups meet face-to-face on campus to maintain collegiate interactions. This is further supported by Departmental meetings once a term, and run by the DMT on campus, where changes to delivery or strategic practices are shared. Staff are encouraged to voice their opinion and concerns within this forum. This forms part of the action plan (1.1) to record and minute these meetings, with anonymised questions being loaded prior to the meeting onto a school online form. In a wider school context, there is an SST monthly school forum where changes to university policies and important updates are aired. This is run centrally and online by the Vice Chancellor and the University Management Team. This is supported by 54.7% of respondents agreeing that departmental communications are clear and specific to their role, with 57.8% comfortable speaking up and voicing their opinion (**Table 1.2**). Although, some work is required on cementing community within DoB, as some respondents (28.1%) feel that the positivity in their works environment hasn’t changed within the past few years (**Table 1.2**).

To enhance the sense of belonging and inclusion, NTU has recently published (May 2023) new guidance to support the inclusion of trans, non-binary, and gender non-conforming colleagues with input from the LGBTQ+ Network, the Women's Staff Network and the Equality, Diversity, and Inclusion team. In consideration of this, some toilets and changing facilities on campus are non-gendered. In addition, the MyHR system can be used to update own gender and pronouns. Staff are also encouraged to include their pronouns in their email signatures, and some are provided with badges to wear on their identity lanyards. We also have LGBTQ+ lanyards as well as markings around the campus.

When looking at bullying and harassment 68.7% of staff hadn't experience bullying or harassment within the past 12 month with only 17.2% unsure of the process for reporting incidences (**Table 1.5**). However, 14.1% of responders had been subjected to bullying and harassment within the past 12 months. This is higher in males than females. This suggests that reporting needs to be highlighted and may require specific training and that the current system of reporting such incidents to you line manager may require reassessing (Action 5.10).

When considering work life balance 40.7% agree that workloads are distributed fairly, with 73.4% agree or strongly agree that the department enables flexible working (**Table 1.3**). The lack of fairness is probably due to poor communication and transparency issues. Since, the survey, workloads allocation has been removed from teams and is allocated via a departmental process to make workload distribution fairer. Furthermore, flexible working is monitored and regulated centrally via HR. This is made sure that reasonable consideration is given to flexible working requests so that academic activity is aligned with individuals' capability or commitments. Monitoring these changes would be essential to assess impact and will be measure through biennial cultural survey (Action 2.1).

The current EDI policy, at present, doesn't include core working hours for core meetings. This will be a major objective for Athena Swan SAT to get this put in place (Action 5.1). This change will allow for staff with caring responsibilities to still attend meetings, where department or area wide decisions are discussed or made. However, there is the option for staff to arrange flexible working hours with their line manager to also accommodate for the pressures of caring responsibilities. 73.4% of respondents to the Culture Survey agree or strongly agree that flexible working hours are available (**Table and Figure 1.3**). This is part of the University's commitment to staff and student wellbeing. In addition, there is the Employee Assistance Programme to provide support. In the Culture Survey, only 42.2% of respondents agreed or strongly agreed that their mental health and wellbeing are supported in the Department, and 67.2% agreed or strongly agreed that they knew where to seek support, with only 45.3% feeling confident asking for mental health and/or wellbeing support at work (**Table and Figure 1.7**). As this is an important driver of positive culture within the DoB, awareness and process for reporting mental health issue within staff requires looking at and will form an action point for the SAT committee (Action 5.9).

When considering ethnic intersectionality of staff (2023_4), 23.1% identify as ethnic minority (**Table 2.25 (B)**), with similar numbers of ethnic minority staff between female and male respondents. Additionally, there are marginally higher numbers of female ethnic minority staff in more senior positions, Principal Lecturer, Associate Professor and Professor. The percentage of staff in senior management positions (2023_24) is 18.5% of overall staff numbers, with ethnic minority representation accounting for 4.2% (**Table 2.25**). This is lower than the percentage of overall ethnic minority staff. However, all positions are subject to NTU's Equality, Diversity and Inclusion Policy (<https://www.ntu.ac.uk/media/documents/policies/equality-diversity-inclusion-policy.pdf>), that was updated in January 2024 (v3.0) and is publicly available and endorsed by HR when hiring staff at any level.

The percentage of staff, in relation to sex, on fixed term contracts (**Table 2.24**) was approximately even and reflected that of permanent staff (**Table 2.23**). In 2023_2024, females represent 49.1% and males 50.9% of fixed term contract posts (**Table 2.24**). This is lower than the sector average of women making up 65% of fixed term roles (Advance HE Statistics Report 2020). Females account for 48.5% of the entire workforce (including

all job groups) within DoB; this is higher than the average females in bioscience departments within the UK, which is estimated at 42% (Royal Society of Biology documentation on Evidence of females in STEM careers presented to WSC0074 UK parliament committee (September 2013)). There is a good proportion of men within the department with caring responsibilities: 46.9% of respondents overall have caring responsibilities for under 18s and 10.9% for elderly or vulnerable adults (**Figure 1.1**; additionally split data). It is important to remember here that this data is from 64 respondents in total and not from all the staff in the department.

The staff survey question 'Action has been taken to mitigate the adverse gendered impact of the COVID-19 pandemic on staff' elicited a response of agree in 15.6% of respondents (7.8% in female respondents and 7.8% in male respondents), disagree is 23.5% and 'prefer not to say' is 46.9% (**Table and Figure 1.4**). During COVID, School Executive Team (SET) was sensitive about working practices, particularly the effect of home-schooling. In recognition of such challenges, NTU suspended the annual appraisal ratings system for two years, although appraisals, as a support mechanism, continued. Meetings were also moved online, and a hybrid system remains in place to support off-campus working. Post-pandemic, flexible working has been maintained on a more accessible basis, with a recommendation of three on-campus days per week, to maintain campus atmosphere and sense of community. This demonstrates that the mitigations put in place by the Department during the pandemic were successful for some staff members. 73.4% of staff agree that working hours are flexible, with little gender difference (74.1% of male respondents, 73.0% of female respondents; **Table and Figure 1.3**).

DoB recruitment uses gender decoding of recruitment materials and mixed gender recruitment panels, as per NTU HR policy. All staff, including those involved in recruitment, undertake unconscious bias training. Across all academic levels over the last four years, women constituted 46.9% of applicants (**Table 2.30**). Comparing application-to-offer conversion by sex shows that female applicants are not disadvantaged at the offer stage, although the lower female applicant share itself indicates a recruitment-pool issue addressed in Action 4.1.

Workloads are planned in collaboration with line managers ahead of the academic year; 40.7% of respondents agree that workloads are allocated fairly (26.6% of female respondents and 14.1% of male respondents; **Table and Figure 1.3**), with 10.9% of males and 7.8% of females remaining neutral. However, workload is liable to fluctuate with student numbers, staffing changes and unanticipated demands. Workload discrepancies; DoB has carried out an extensive review of workload in 2024_2025 to ensure even distribution. Each of the three academic pathways (T&P, T&R, T&S) are allocated workload hours for their speciality. Teaching allocations are constant (depending on role), with 200 hours allocated for Practice and Scholarship activities, and 400 hours are allocated for Research activities. Overall (2023_24), 8.5% of staff are on T&P, 42.3% T&R, and 25.4% T&S (**Table 2.23**). In the academic year 2024_2025, this has been recognised by SET, and encouragement for promotion has been invited by management in all pathways equally.

Creating a sense of belonging and inclusion for all students in Bioscience is critical for well-being and academic success. As part of the ongoing reflection with the department to promote gender equality, inclusivity and a sense of belonging we have monitored student satisfaction through the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) from 2023-24 to help address disparities and promote positive educational practices.

Overall, Bioscience performs well in NSS areas including Mental Wellbeing, Action, and Student Union representation, where scores are at or above the NTU average. The high satisfaction in mental wellbeing suggests students feel well supported emotionally and mentally, while positive scores in "Action" and "Student Union" reflect acknowledgment of belonging and contributions through student input and effective student representation. However, Biosciences falls short in categories such as Feedback (Course student feedback), Opinions (Expression of ideas/ opinions), and Student Voice (Opportunities to give course feedback), where satisfaction levels are behind the NTU average. These lower scores may indicate that students feel less heard or that their input is not meaningfully acted upon. Unfortunately, the Culture Survey was poorly received by UG and PG students with 6 out of 1726 students completing the form. This is addressed in the action plan (1.4).

PGT students in Biosciences show consistently high satisfaction across several categories in PTES, with scores either meeting or exceeding the university average. Areas such as support, resources, and health & wellbeing demonstrate a positive student experience. Although interaction among PGT students is slightly lower than other areas, it still aligns closely with the NTU benchmark.

In contrast, PGR students in Biosciences reported lower satisfaction scores in key areas such as community, belonging, and interaction, all falling below the university average. While satisfaction with support and resources was relatively higher among PGR students, the overall profile suggests that feelings of connection and inclusion are lacking within the research community. Importantly, PGR Health & Wellbeing also trails the university average, indicating room for targeted mental health support.

A range of initiatives have been introduced across the Biosciences courses during 2024–25 to strengthen student representation, inclusivity, academic support, and community building. with outcomes to form part of an evaluation, review and action process. These include:

- Student Voice
- Inclusive events and opportunities
- Academic & Career support
- Building Community
- Engagement
- Postgraduate Research (PGR) engagement

The progress and improvements to these initiatives will be regularly reviewed through a combination of qualitative and quantitative measures, including student performance data, course committee feedback, and departmental committees.

2.2 KEY PRIORITIES FOR FUTURE ACTION

Following the self-assessment process and review of all available data, we have identified six key priority themes, each directly addressing a specific gender equality issue. The priorities are listed below with the evidence base that underpins each.

1. Transparency of EDI and SAT

Gender equality issue: The 2024 staff culture survey found that only 60.9% of respondents agreed that gender equality is recognised within the Department (**Table and Figure 1.4**), despite active EDI structures and dedicated roles being in place. This represents a significant communication and visibility gap. If staff are not aware of the Department's gender equality work, they cannot engage with it, benefit from it, or hold the Department accountable for delivering on its commitments.

What the data tells us: 54.7% of respondents agreed that departmental communications are clear and relevant to their role (**Table and Figure 1.2**). Only 28.1% felt the work environment had improved in recent years (with a further 32.8% neutral). These findings indicate that while structures exist, their visibility and perceived impact need strengthening. Actions 1.1–1.7 address this through systematic embedding of EDI in departmental governance, improved communication of Athena Swan activities, and recruitment of student representatives to the SAT.

2. Data

Gender equality issue: The self-assessment process revealed gaps in mandatory data collection, inconsistencies in data labelling, and instances where data had been misinterpreted. Without accurate, comprehensive and correctly analysed data, the Department cannot identify its true gender equality challenges or measure progress against them.

What the data tells us: The self-assessment identified missing mandatory datasets (Foundation Year attainment, PGR completion rates, promotion application data by grade, PTO recruitment by grade), errors in table labelling (**Tables 2.26–2.28, Figures 2.26–2.28**), inconsistencies between tables (Research Fellow figures in **Tables 2.25 vs 2.26–2.28**), and misinterpretation of withdrawal and degree award data. All of these have been corrected or addressed in this application. Actions 2.1–2.3 ensure that robust, gender-disaggregated data collection becomes embedded in departmental practice, with biennial culture surveys achieving representative response rates and all mandatory datasets maintained on an ongoing basis.

3. Scholarly/Practice - specific development

Gender equality issue: *Gender equality issue:* The most significant structural finding from the self-assessment is the fixed term post-doctoral researcher (PDR)-to-Senior Lecturer pipeline gap. Female representation, average taken over 4 years, drops from 57% at PDR level to 45.1% at Senior Lecturer level, a gap of approximately 11.9 percentage points (**Table 2.26**), so progression from PDR runs directly to Senior Lecturer in practice. This is not a pipeline supply problem; the talent pool is predominantly female. The gap indicates that structural barriers at the transition from fixed term appointment to independent academic career disproportionately affect women.

What the data tells us: Women constitute most fixed term appointment positions (typically PDRs) but a minority of Lecturers. The T&R pathway, on which Lecturers and

Senior Lecturers predominantly sit, allocates 400 hours for research and development activities, compared with 200 hours on T&S and T&P pathways. Since women are more likely to be on T&S and T&P pathways (**Table 2.24**), they may have less access to the development time and funding opportunities that support career progression and promotion. Staff training and conference attendance are not currently recorded by gender, so the Department cannot assess whether development opportunities are being accessed equitably. Actions 3.1–3.4 address this through pathway-specific mentoring, monitoring of development opportunity uptake by gender, and increased visibility of funding opportunities for T&S and T&P staff.

4. Staff recruitment and personal development

Gender equality issue: While the Department’s overall female staff representation (48.5%) is close to the sector Bioscience average (56.6%), there are important structural imbalances (**Table 2.23**). Female staff make up 45.1% of Senior Lecturers (23 of 57; **Table 2.26**), meaning Senior Lecturer is the de facto first independent academic grade. Female representation at Associate Professor and Professor level has approached parity in recent years, but the pipeline from PDR to Lecturer remains the primary point of attrition. Additionally, the culture survey found that only 42.2% of respondents agreed that decisions about promotion/progression are made fairly (**Table and Figure 1.6**), and awareness of promotion processes and criteria was identified as a concern.

What the data tells us: Recruitment data (**Table 2.23**, revised) shows that female applicants convert from application to offer at comparable or better rates than male applicants in most years, suggesting that recruitment processes are not the primary barrier. Rather, the challenges are: (a) supporting female researchers through the PDR-to-Senior Lecturer transition; (b) ensuring promotion processes are transparent and equitable across all pathways; and (c) addressing the perception gap around fairness of progression decisions. Actions 4.1–4.8 address these through gender-decoded job advertising, continued investment in women’s leadership programmes (Aurora, WHEN), demystification of promotion processes, support for career break returners, and gender analysis of workload allocation.

5. Staff community

Gender equality issue: The 2024 culture survey revealed that only 42.2% of respondents agreed that their mental health and wellbeing are supported in the Department (**Table and Figure 1.7**), and only 45.3% felt confident asking for mental health support at work. 14.1% of respondents reported experiencing bullying or harassment in the past 12 months (**Table and Figure 1.5**), with rates higher among males. 26.6% of respondents disagreed that meetings and events take caring responsibilities into consideration (**Table and Figure 1.3**), creating a structural barrier for staff, disproportionately women, with caring responsibilities. The Department’s physical dispersal across campus was also identified as a barrier to community, though this has been partially addressed by the 2025/2026 restructure.

What the data tells us: The wellbeing and bullying data do not show large gender differences, suggesting these are Department-wide issues. However, the core hours and

caring responsibilities findings have a gendered dimension: 46.9% of respondents have caring responsibilities for children and 10.9% for elderly or vulnerable adults (**Table and Figure 1.1**). Ensuring key meetings are held between 10am and 4pm directly benefits staff with caring responsibilities, who are more likely to be women. Actions 5.1–5.10 address these through formalising core hours for meetings, community-building events, improved mental health reporting routes, transparency of Athena Swan work, and bullying/harassment reporting mechanisms.

6. Student community

Gender equality issue: Rate-based analysis of withdrawal data shows that male UG withdrawal rates consistently exceeds female rates (male: 1.0–1.3% vs female: 0.4–0.9%; **Table 2.8**). At PGT level, female withdrawal rates were higher only in 2020_21, likely reflecting COVID-19 disruption to the predominantly international cohort; male rates have exceeded female in subsequent years (**Tables 2.13, 2.15**). SST-level PGR data show a similar pattern (male 4-year average withdrawal: 1.9% vs female 1.0%; **Table 2.21**). PGR students in Biosciences report below-average scores for community, belonging and interaction in the Postgraduate Research Experience Survey (PRES), and female PGR withdrawals is female dominant, although these numbers are low (**Table 2.19**).

What the data tells us: While overall withdrawal rates are low for both sexes, the consistent male pattern at UG and females at PG level warrants monitoring and investigation. Student satisfaction data (NSS, PTES, PRES) indicate that Biosciences performs well on mental wellbeing and action/Student Union representation, but falls below NTU average on feedback, opinions and student voice, suggesting students feel less heard. Actions 6.1–6.5 address these through student representation on SAT and EDI committees, focus groups to explore the student experience by gender and ethnicity, review of publicity materials for intersectionality, student wellbeing initiatives, and systematic monitoring of withdrawal rates by sex.

Section 3: Action Plan

Narrative Overview

The Department of Bioscience’s action plan has been developed directly from the evidence gathered during the self-assessment process and revised in response to the panel’s feedback on the original submission. It is structured around six priority themes, each addressing a specific gender equality issue identified in Section 2.2. The plan covers a four-year award period (2025–2029) and has been reviewed in full to ensure that actions are SMART, that success criteria measure outcomes rather than outputs, and that rationale is explicitly linked to baseline evidence.

The Golden Thread: From Data to Priority to Action: Section 2.2 sets out the six gender equality challenges identified through the self-assessment and corrected data analysis. The action plan translates these directly into structured, measurable interventions. The table below summarises how each priority theme connects evidence to action:

Priority Theme	Gender Equality Challenge (see Section 2.2)	Primary Actions
1. Transparency of EDI and SAT	Low visibility of gender equality work despite active structures	Actions 1.1–1.7
2. Data	Gaps and errors in mandatory data collection revealed by panel feedback	Actions 2.1–2.3
3. Scholarly/Practice development	Fixed-term PDR-to-Senior Lecturer pipeline gap; the Department’s most significant structural barrier to female career progression	Actions 3.1–3.3
4. Staff recruitment and personal development	Maintenance of women representation at Senior Lecturer level; perceptions of promotion fairness	Actions 4.1–4.8
5. Staff community	Wellbeing, core hours and caring responsibilities as structural barriers	Actions 5.1–5.10
6. Student community	Declining female PGR enrolment; student belonging and withdrawal patterns	Actions 6.1–6.5

The rationale column within each action explicitly states the gender equality issue being addressed and cites the relevant baseline data. This ensures that every action can be traced back through the priority theme to the underlying evidence — the “golden thread” that the panel’s feedback emphasised.

Structure and Prioritisation: The plan contains 36 actions across the six priority themes. Each action is allocated a High, Medium or Low priority rating based on two criteria: the severity of the gender equality issue it addresses, and the Department’s capacity to achieve early, demonstrable

impact. High-priority actions — such as embedding EDI in governance (1.1, 1.2), establishing the biennial culture survey (2.1), and launching the PDR-to-Senior Lecturer mentoring programme (3.3), are designed for implementation within the first 12 months. Medium-priority actions typically require 1–2 years, often because they depend on baselines established by earlier actions. Low-priority actions address longer-term culture change over the full four-year period. Each action specifies: Named lead responsibility, a specific role (e.g., HoD, Department EDI Representatives, Subject Group Leads) rather than a generic committee; ensuring personal accountability; Defined timescales ; with short-term (6–12 months), medium-term (1–2 years) and long-term (3–4 years) milestones; Baseline data, drawn from the 2024 culture survey, HR records or student data, with a commitment to establish missing baselines in year 1; Outcome-focused success criteria; specifying the direction and, where possible, magnitude of change expected (e.g., “increase from 36% to 55% by 2027”).

Monitoring and Evaluation: Progress against the action plan will be monitored through five complementary mechanisms:

- **Biennial culture survey** (Action 2.1) — the primary instrument for tracking changes in staff and student experience over time, with all baselines established from the 2024 survey. The next survey is scheduled for Semester 1, 2027, with a maximum four-week window to improve response rates
- **Annual HR data review** — tracking staff headcount, promotion rates, recruitment pipeline and contract type disaggregated by sex, enabling year-on-year trend analysis
- **SAT committee action tracker** — the existing monitoring mechanism, updated with specific milestones and RAG (Red/Amber/Green) ratings for each action, reviewed at every SAT meeting
- **Annual report to DMT** — a formal written report ensuring senior leadership visibility of progress and enabling escalation of actions that are off-track
- **Student data review** — annual analysis of withdrawal rates, degree attainment and PGR enrolment disaggregated by sex, using the corrected rate-based methodology adopted in this resubmission

The Department will commission an **interim review** of the action plan at the two-year point (2027) to assess progress against milestones, identify any actions requiring revision, update baselines where new data are available, and begin preparation for a silver application. This review will be conducted with input from the critical friend engaged for this resubmission, ensuring external challenge and continuity.

Priority/Area	Rationale	Planned action (s) and key milestones/outcomes	Person (s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
Priority 1: Transparency of EDI and SAT					
1.1: Inclusion of EDI in quality assurance and department managerial level meetings Priority: High	The 2024 staff culture survey found that only 32.9% of respondents agreed that gender equality is recognised within the Department. Embedding EDI as a standing item in SET and School Academic Standards and Quality Committee (SASQC) meetings will ensure that policy and operational decisions are systematically reviewed through an EDI lens, directly addressing the transparency gap identified in the data.	EDI added as a standing agenda item at SET and SASQC meetings. Equality Impact Assessments (EIAs) conducted for all new or significantly changed policies.	Department EDI Representatives; HoD; Athena Swan SAT	Within 6 months of Bronze award; reviewed annually	EDI not currently a standing agenda item at SET or SASQC. 32.9% of staff agree gender equality is recognised (2024 culture survey). EDI standing item evidenced in meeting minutes within 6 months. Biennial culture survey shows increase in % staff agreeing gender equality is recognised, from 32.9% baseline to 55% by 2027 and 65% by 2029 Questions regarding changes in policy will be uploaded to a school repository with access by DMT and answered in the Departmental meeting by HoD or Deputy HoD.

					Minutes and recordings will be universally accessible to members of the Department via the school SharePoint.
1.2 Inclusion of Athena Swan in department managerial level meetings Priority: High	Athena Swan objectives must be embedded in the Department's decision-making processes to ensure the action plan is implemented systematically rather than as a separate parallel workstream. The HoD's membership of the SAT enables direct reporting between committees.	Athena Swan added as standing agenda item at DMT meetings. HoD reports directly between DMT and SAT.	HoD; Athena Swan SAT	Within 6 months of Bronze award; reviewed annually	Athena Swan not currently a standing agenda item at DMT. Athena Swan standing item evidenced in DMT minutes within 6 months. Action plan progress formally reviewed at DMT at least twice per year, evidenced in minutes.
1.3 Advertise ongoing and new EDI activities across the department Priority: High	The 2024 culture survey indicates a transparency and communication gap: only 32.9% of staff agreed gender equality is recognised in the Department, despite active EDI provision. Systematic advertising of EDI activities will increase awareness and participation, directly addressing this gap.	Termly EDI calendar created and displayed prominently on campus and circulated by email. Calendar invites issued for all EDI events. Termly email newsletter featuring upcoming events.	Department EDI Representatives; DMT; Athena Swan SAT	Within 6 months of Bronze award; reviewed annually	No systematic EDI calendar currently in place. Number of EDI events held and attendance figures were not systematically recorded prior to this application. The Department has committed to establishing these as baselines in year 1 of the award period,

					against which year-on-year progress will be measured. 32.9% of staff aware of gender equality work (2024 culture survey). Physical and digital EDI calendar in place within 6 months. Year-on-year increase in number of EDI events and attendance, tracked by sign-up data. Biennial culture survey shows increase in staff awareness of EDI activities from 32.9% to 55% by 2027 and 65% by 2029.
1.4 Encourage student membership and participation on SAT and EDI committees Priority: High	Student voice is currently absent from the SAT and EDI committees. Integration of student representatives will ensure gender equality actions are informed by the student perspective and are responsive to the student experience across UG, PGT and PGR levels. We have 6 out of 1726 students respond in the culture survey	Open call for student volunteers circulated through course representatives at start of each academic year. Investigate whether SAT contribution can be added to students' graduate profiles. This will also include the promotion of the Culture Survey within student communities	Athena Swan SAT Chair; Department EDI Representatives; HoD	Sanctioned at start of 2025/26 academic year; in place within 1–2 years of Bronze award	Zero student members currently on SAT or EDI committee. We have had two (PGR and PGT) prior to the application process. Minimum 2 student members on SAT (one UG, one PGR/PGT) within 2 years. Student

					perspective evidenced in SAT meeting minutes and action plan revisions. We had 6 out of 1726 students respond in the culture survey Culture survey participation will be encouraged by increased diverse forms of communication to raise awareness . Engagement will be monitored via survey results with an expectation to reach 30%.
1.5 Allocation of specific roles to SAT members to facilitate Athena Swan action plan Priority: High	Clear role allocation ensures the workload of implementing the action plan is distributed equitably across the SAT, gives ownership of specific actions to named individuals, and reduces the risk of actions stalling due to diffuse responsibility.	Tasks compiled and assigned to SAT members appropriate to skill sets. Updates given at each SAT meeting via existing committee action tracker.	Athena Swan SAT Chair; DMT	Within 6 months of Bronze award; monitored for full award period	Roles not formally assigned within current SAT. All action plan items have a named SAT lead within 6 months. Action tracker reviewed at every SAT meeting; no actions without a named lead or review date.

1.6 Integration of EDI into Athena Swan Priority: High	Two-way communication between the Athena Swan SAT and the Department's EDI structures is essential to ensure that EDI policy changes are reflected in the action plan and that Athena Swan activities feed into the broader EDI agenda.	EDI representatives from school and central EDI teams invited to attend Athena Swan SAT meetings.	Athena Swan SAT Chair; Department EDI Representatives; Associate EDI Partner; Executive School Dean; HoD	Immediately on receipt of Bronze award; ongoing	EDI representatives not currently attending SAT meetings. EDI representation at SAT meetings evidenced in attendance records within 3 months of award. Formal feedback loop between SAT and EDI committee established and documented.
1.7 Increased visibility of Athena Swan and EDI events Priority: High	The 2024 staff culture survey found that only 32.9% of respondents agreed that gender equality is recognised within the Department, and awareness of the Athena Swan process was not systematically captured in a way that allows precise reporting at this stage. Increased visibility of Athena Swan and EDI work through existing communications channels will directly address this awareness gap.	Athena Swan and EDI as featured items in the DoB Newsletter and at departmental meetings. Athena Swan presence at the annual Bioscience Degree Showcase (May 2026) and STAR Conference (July 2026).	DMT; Theme Leads; Student Committees; School Lead for Women; Communications and Events Administrator; HoD; Athena Swan SAT	Within 6 months of Bronze award; ongoing. May 2026 (Degree Showcase); July 2026 (STAR Conference)	32.9% of staff agree gender equality is recognised in the Department (2024 culture survey). Awareness of Athena Swan among staff was not captured as a standalone quantified baseline prior to this application; the 2027 biennial survey will establish this figure for tracking purposes. Athena Swan featured in at least 3

					newsletter issues per year and at each departmental meeting, evidenced in communications records. Biennial culture survey shows increase in staff awareness of Athena Swan to 55% by 2027 and 65% by 2029, with the 2027 biennial survey establishing the formal baseline.
Priority/Area	Rationale	Planned action (s) and key milestones/outcomes	Person (s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
Priority 2: Data					
2.1 Culture survey Priority: Medium	The 2024 culture survey was the Department's first structured data collection on staff and student experience of gender equality. A biennial survey will allow the Department to track the impact of Athena Swan actions over time and identify emerging issues. The 2024 survey response rate was 28.4% (female) and 20.7% (male); increasing response rates is essential for robust data.	Culture survey run biennially, beginning 2 years post-award. Survey released in Semester 1 to avoid exam/NSS period. SAT and DMT roadshow held two weeks before survey release. Student engagement promoted through student Athena Swan member and course representatives.	Athena Swan SAT; Athena Swan Champion; Department EDI Representatives; Associate EDI Partner; Executive School Dean; HoD	2 years post-award (2027); then 2029 in advance of Silver application	2024 survey response rate: 28.4% female staff, 20.7% male staff (64 respondents from 130 staff). Student response rate: 6 respondents (not representative). Key indicator baselines: 32.9% agree gender equality is recognised; 75% agree they belong; 42.2% agree mental health is supported.

					Response rate increases to at least 55% of all staff by 2027. At least 100 student respondents by 2027. Key outcome indicators tracked: % staff agreeing gender equality is recognised (baseline 32.9%, target 55% by 2027 and 65% by 2029); % staff feeling they belong (baseline 75%, maintained or improved); % staff agreeing mental health is supported (baseline 42.2%, target 55% by 2027). Any decline of >5 percentage points on key indicators triggers investigation and action
2.2 Further data analysis Priority: Medium/Low	The Fixed-Term PDR-to-Senior-Lecturer gender gap (57% to 45.1%) indicates that structural barriers exist at the transition from research to academic career. Qualitative investigation is needed to understand whether these barriers relate to promotion transparency, pathway awareness, confidence, caring responsibilities, or other factors specific to the Department.	Qualitative investigation (focus groups and/or interviews) with staff at PDR and early Senior Lecturer level. Analysis of promotion application data by sex and pathway (linked to Table 2.29). Findings reported to DMT. We will also factor in other fixed term appointments for parity.	Athena Swan Champion; HoD	Within 2 years of Bronze award; ongoing	PDR: 57% female. Senior Lecturer: 45.1% female. Gap: ~11.9 percentage points. Qualitative investigation completed and findings reported to DMT within 2 years. Identified barriers

					inform targeted revisions to Actions 3.3, 4.2 and 4.5. Reduction in PDR-to-Senior Lecturer gender gap measurable at Silver renewal.
2.3 To record and monitor participation by gender on external committees Priority: Low	Participation in external committees is a recognised marker of esteem and is increasingly referenced in promotion criteria across all pathways. Without gender-disaggregated data, the Department cannot assess whether women are equitably represented in these activities or whether there is a hidden disadvantage affecting promotion prospects.	Systematic monitoring of external activity participation introduced. Data collected annually and reported to DMT.	HoD; DMT; Theme Leads	Within 2 years of Bronze award	No systematic monitoring currently in place. 43.7% of staff agree career development opportunities are fair and equal (2024 culture survey). Gender-disaggregated participation data collected from year 1 and reported annually to SAT. Any gender disparity of >10 percentage points in external activity representation triggers investigation and targeted encouragement. Biennial culture survey shows increase in staff agreeing that career development

					opportunities are fair and equal, from current baseline of 43.7% towards 55% by 2029.
Priority/Area	Rationale	Planned action (s) and key milestones/outcomes	Person (s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
Priority 3: Scholarly/Practice - specific development					
3.1 Develop mechanisms to support understanding of promotions across pathways for academic staff Priority: High	The T&S and T&P pathways were introduced in 2019 and are relatively new. Staff on these pathways — who are more likely to be female — report less clarity about promotion criteria and processes than those on T&R. Parity of esteem and opportunity across pathways is essential to address the underrepresentation of women at senior levels.	Line-managers and mentors provided with pathway-specific development training. Annual evaluation of pathway promotion data by sex. Pilot mentoring programme implemented (see Action 3.3). Aurora and WHEN programmes promoted to female staff on all pathways.	HoD; DMT; Theme Leads	Within 2 years of Bronze award; ongoing	Gender-disaggregated promotion pathway awareness data by contract type were not captured in sufficient detail in the 2024 culture survey to provide a precise baseline. The Department will establish this baseline through the 2027 biennial survey and targeted follow-up questions. Female representation: Senior Lecturer 45.5% (Table 2.26); PL, Associate Professor and Professor broadly equitable (see Table

					2.28). Precise grade-level figures will be confirmed from HR data within year 1. Biennial culture survey shows increase in % staff (particularly female, T&S and T&P) reporting clear understanding of promotion criteria to 70% by 2027. We will set-up a monitoring process for external activity as part of staff annual review. Pathway-specific guidance available to all staff within 1 year. Measurable increase in female applications for promotion on T&S and T&P pathways by 2029.
3.2 Introduce a formal mentoring scheme for staff Priority: Medium	The data identify a gap of approximately 26 percentage points between female representation at PDR level (68.1%) and Senior Lecturer level (42.4%; Table 2.26). Evidence from the sector indicates that lack of structured career guidance and visibility of progression pathways is a key barrier for women at this transition point. The 2024 staff culture survey indicated demand for a formal mentoring	Pilot mentoring programme implemented in year 1, open to all staff with targeted promotion to female PDRs and early-career Senior Lecturers. Programme evaluated at end of year 1. Mentoring opportunities referenced in job advertisements.	HoD; DMT	Within 2 years of Bronze award; ongoing if evaluation positive	PDR: 68.1% female. Senior Lecturer: 42.4% female. Gap: ~26 percentage points. No formal departmental mentoring scheme currently in place.

	programme. A structured scheme will provide targeted support for researchers — particularly women — navigating the transition from PDR to independent academic career, addressing the primary structural gender equality issue identified in the self-assessment.				Pilot scheme launched with at least 10 participants in year 1, at least 50% of whom are female PDRs or early-career Lecturers. End-of-year-1 evaluation indicates participants report increased confidence in career progression (measured by pre/post survey). Measurable reduction in PDR-to-Senior Lecturer gender gap evidenced at Silver renewal.
3.3 Additional support and enhanced information about internal and external funding opportunities for staff on T&S and T&P pathways Priority: Medium	Grant income is a criterion for promotion across all pathways, but visibility of funding opportunities is less systematic for T&S and T&P staff than for T&R. To ensure gender parity is maintained on T&S and T&P pathways, this creates a structural disadvantage in promotion prospects. Increasing access to funding information directly addresses this inequality.	Termly email to all staff advertising internal and external funding opportunities relevant to T&S and T&P pathways. Dedicated session on funding for T&S/T&P staff included in annual development programme.	HoD; DMT; Theme Leads	Within 2 years of Bronze award; ongoing	Gender-disaggregated funding submission data for T&S and T&P staff were not systematically recorded prior to this application. The Department has committed to extracting this baseline from NTU's grant monitoring system within year 1

					of the award period. Female proportion of T&S/T&P staff will be confirmed from HR data in year 1. Year-on-year increase in number of T&S and T&P staff submitting internal and external funding applications, monitored through NTU grant monitoring system and annual staff questionnaire. Gender breakdown of funding submissions for T&S and T&P staff reflects staff demographic on those pathways (within 5 percentage points) by end of award period.
Priority/Area	Rationale	Planned action (s) and key milestones/outcomes	Person (s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
Priority 4: Staff recruitment and personal development					
4.1 Develop more inclusive approaches to advertising of vacancies Priority: Medium	Applications for Academic posts have consistently been male dominated with an average of 39.6% being female (Table 2.30). Active steps to ensure recruitment materials are free of gendered language	Gender Decoder tool applied to all job advertisements. All recruitment materials reviewed for gendered	HoD; DMT; Theme Leads	Within 2 years of Bronze award; ongoing	Female applicants: 46.9% overall, 39.6% Academic-only (2020–2024; Table 2.30). Female

	bias and reflect the diversity of the Department will help sustain and strengthen this pipeline, particularly for Academic roles where female applications have declined.	language, imagery and EDI commitment statement. Effectiveness of recruitment channels monitored. Application data reviewed annually for female and ethnic minority applicant proportions.			Academic applicants: declining (125 in 2020_21 to 28 in 2023_24, noting 2023_24 affected by recruitment freeze). Ensure accessibility for all job advertisements from year 1, with careful attention paid to gender neutral wording. Female applicant proportion maintained at or above 50% overall. Academic female applicant proportion monitored; any sustained decline below 40% triggers review of advertising strategy.
4.2 Continue to invest in and promote women's leadership training Priority: High	Female representation drops from 57% at PDR Fixed-Term level to 45.1% at Senior Lecturer level, a gap of approximately 11.9 percentage points. At Associate Professor level the percentage of females compared with Senior Lecturer with only 8.7%, whereas for males it is 17.9% (Table 2.25). Evidence from the sector indicates that structural barriers including confidence, visibility and access to networks, rather	SLT buy-in secured for Aurora and WHEN uptake. Line-managers actively encouraged to support female staff in applying. Departmental commitment to funding Aurora places included in annual budget planning. Impact of participation on	HoD; DMT; Theme Leads	Immediately on receipt of Bronze award; ongoing	Aurora and WHEN participation was not systematically recorded by the Department prior to this application. The Department will establish these as baselines within year 1 from central HR and programme

	than pipeline supply, are primary drivers of underrepresentation at this transition. The Aurora programme (Advance HE) and WHEN career accelerator directly addresses these barriers by developing leadership skills and professional networks for women at early-career stages. Supporting female staff on all three pathways to access these programmes is therefore directly responsive to the Department's primary gender equality challenge.	career progression monitored.			records. Female Senior Lecturer representation: 42.4% (Table 2.26). Sustainable funding for at least 2 Aurora places per year secured within year 1. Year-on-year increase in Aurora and WHEN participation
4.3 Promote awareness of part-time working policies to male academic staff Priority: Medium	Proportionately very few male staff within the Department work part-time or use flexible working arrangements, despite 73.4% of survey respondents agreeing that flexible working is available. Where flexible working is perceived as a female-only option, it can inadvertently reinforce gendered assumptions about caring responsibilities and disadvantage women who use it. Promoting flexible working to male staff normalises its use across the workforce and supports a more equitable distribution of caring responsibilities.	Awareness campaign coordinated by DMT targeting male academic staff. Flexible working policies promoted through internal communications and departmental meetings.	DMT	Within 2 years of Bronze award; ongoing	73.4% of staff agree flexible working is available (2024 culture survey). Proportion of male academic staff currently using flexible or part-time working was not captured in a gender-disaggregated format prior to this application. The Department will extract this figure from HR data within year 1 to establish a formal baseline. Biennial culture survey shows increase in % male staff using or

					seriously considering flexible working arrangements, measured against the year 1 HR baseline, by 2027. HR data shows increase in male staff on part-time or flexible contracts. Culture survey score for flexible working availability maintained at or above 73.4%.
4.4 Interview maternity paternity leave returners to establish what more could be done to enhance the experience of returning staff and help retain female staff at mid-career points of the pipeline Priority: Medium	It is important to establish whether the current experience of returning from maternity or paternity leave meets the needs of staff, and to identify any improvements that could improve retention of female staff at mid-career pipeline points.	Focus group with maternity and paternity leave returners. Findings used to direct returning staff to Parent and Carer Network and maternity mentoring programme. Findings added to biennial culture survey for ongoing monitoring.	DMT; HoD	Within 2 years of Bronze award	Number of staff returning from maternity or paternity leave in 2023_24 was not captured in a way that is readily extractable at the time of submission. The Department will establish this figure

					from HR data within year 1. No systematic return interview process is currently in place. Focus group completed within 2 years. Findings reported to DMT. Biennial culture survey includes dedicated returner experience questions from 2027. Any specific issues identified lead to targeted actions within 6 months of focus group report.
4.5 Support for demystifying the promotion process for academic staff Encouraging more staff to apply for promotions Priority: Medium	Staff survey responses indicate that some staff are unclear or unaware of the promotion process and criteria, with this being more pronounced among staff on T&S and T&P pathways. Transparency of the promotion process is essential to ensuring women are not disadvantaged by informal or opaque systems.	School-level support for promotion applicants identified. Career development discussions embedded in appraisal framework. Mentors and line-managers trained on promotion processes and criteria across all pathways.	DMT; HoD; Line Managers; Theme Leads	Within 6 months of Bronze award; reviewed biennially	The 2024 culture survey found that only 56.3% of staff agreed that decisions about promotion and progression are made fairly (Table and Figure 1.6). Gender- and pathway-disaggregated promotion awareness data were not captured in sufficient granularity

					in the 2024 survey to provide a precise baseline at that level; the 2027 biennial survey will include targeted questions, and 2025_26 appraisal cycle data will be used as a proxy in the interim. Biennial culture survey shows increase in % staff agreeing that decisions about promotion and progression are made fairly, from 56.3% baseline (2024) to 60% by 2027 and 70% by 2029 (Table 1.6). Increase in % staff reporting that appraisals routinely include promotion discussions, to 85% by 2027 and 95% by 2029. To make sure that there is transparency and awareness of promotion criteria between pathways
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					for Female staff by 2029.
4.6 Introduce a buddy system for staff on maternity/paternity leave and formalise cover arrangements for paternity leavers. Identify best practice initiatives from other Departments/Universities Priority: Low	The 2024 staff culture survey found that a proportion of respondents felt career breaks had had a detrimental impact on their career (precise figure not captured in a standalone question in the 2024 survey; to be established in 2027 biennial survey). A focus group with staff who have taken maternity, paternity and adoption leave has been undertaken and findings will be used to inform this action. Since women are more likely to take career breaks and for longer periods, this disproportionately affects female staff and represents a retention risk at mid-career. A structured buddy system and formal cover arrangements will mitigate this impact.	Focus group findings used to inform recommendations for management of leave. Named 'buddy' identified for all career returners. Training and support programmes for returners identified and offered. Best practice report submitted to DMT.	DMT; HoD; Line Managers; Theme Leads	Within 3 years of Bronze award; ongoing if outcomes positive	The precise proportion of staff reporting career break detriment was not captured as a standalone question in the 2024 culture survey. This will be established as a baseline in the 2027 biennial survey. No formal buddy system currently in place. Buddy system in place for all career returners within 3 years. Biennial culture survey shows reduction in % staff reporting career breaks had a detrimental career impact, from the 2027 survey baseline to a measurably lower figure by 2029, with a specific target set once the baseline is established.
4.7 increased awareness and promote available provisions and support	Shared parental leave uptake within the Department is very low. Where staff, particularly men, are unaware of their entitlements, the burden of caring	Awareness campaign coordinated by DMT. Policies promoted through internal	DMT; HoD; Line Managers; Theme Leads	Within 3 years of Bronze award	Shared parental leave uptake and staff awareness of

for staff with caring responsibilities Priority: Low	responsibilities falls disproportionately on women, reinforcing gender inequality in career development and workload.	communications and departmental meetings. Special leave policy implemented and communicated			entitlements were not systematically recorded in a gender-disaggregated format prior to this application. The Department will extract these figures from HR data and the 2027 biennial survey to establish formal baselines within year 1 and year 2 respectively. Awareness campaign completed within 3 years. Culture survey shows increase in % staff aware of shared parental leave and caring responsibilities provisions to 80% by 2029, measured against the 2027 biennial survey baseline. Any increase in uptake of shared parental leave by male staff
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					monitored through HR data.
4.8 Introduce gender analysis reporting of MAP (workload) system Priority: Medium	Workload management through the MAP system is a key mechanism for equitable distribution of tasks across the Department. Without gender analysis, it is not possible to determine whether workload is being allocated equitably between male and female staff, or whether EDI and Athena Swan activities are disproportionately carried by any one group. The 2024 culture survey found that only 40.7% of respondents agreed workloads are allocated fairly.	Workload data from MAP system scrutinised by gender annually. Report produced for discussion at DMT.	DMT; HoD	Within 1 year of Bronze award	40.7% of respondents agree workloads are allocated fairly (2024 culture survey). No gender-disaggregated MAP analysis currently produced. Annual gender-disaggregated MAP report produced from year 1. Any significant gender disparity in workload allocation (>10 percentage points) triggers a review and corrective action within 6 months. Biennial culture survey shows increase in % staff agreeing workloads are fairly allocated, from 40.7% to 60% by 2027.
Priority/Area	Rationale	Planned action (s) and key milestones/outcomes	Person (s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
Priority 5: Staff community					

5.1 To formalise a Code of Practice which stipulates key decision-making meetings should be held between 10am and 4pm Priority: High	The 2024 staff culture survey found that 37.5% of respondents disagreed that key meetings are scheduled within core hours, representing a structural barrier for staff with caring responsibilities. Since caring responsibilities disproportionately affect women, this is a gender equality issue. A formal Code of Practice will remove this barrier and signal the Department's commitment to inclusive scheduling.	Department-wide commitment to scheduling all key decision-making meetings to be accessible and where possible to be held between 10am and 4pm, formalised in a Code of Practice.	HoD; DMT; Theme Leads	Within 1 year of Bronze award	46.9% of staff agree key meetings are scheduled within core hours, with 20.3% neutral and 37.5% disagree (Table 1.3, 2024 culture survey). Code of Practice implemented within 1 year. Biennial culture survey shows increase in % staff agreeing key meetings are scheduled within core hours, from 46.9% baseline to 65% by 2027 and 80% by 2029.
5.2 Implement scrutiny of SHiMR research seminar data annually Priority: Low	Gender parity in research seminar speakers is currently maintained. Systematic annual scrutiny will ensure this balance is preserved and extended to include ethnic minority representation, providing visible female and diverse role models for staff and students at all career stages.	Gender and ethnicity balance of SHiMR seminar speakers reviewed annually by Theme Leads.	Theme Leads	Within 2 years of Bronze award	Gender parity of speakers currently maintained (confirm from records). Ethnic minority speaker representation has not been systematically recorded; the Department will establish this figure within year 1 as a baseline for monitoring.

					Gender balance of seminar speakers maintained at ≥45% female annually. Ethnic minority speaker proportion increases year-on-year, with specific targets set following 2025_26 baseline review.
5.3 Improve diversity of publicity materials (including online and the Departmental website) to recognise intersectionality Priority: High	Publicity materials that do not reflect the diversity of the Department and student body can create a perception that the Department is unwelcoming to underrepresented groups, deterring applications from female and ethnic minority students and staff. A systematic review has not previously been conducted.	Review of all online and print publicity materials conducted. Materials updated to reflect diversity of Department and student population. Annual review thereafter.	HoD and DMT to liaise with central University marketing	Within 6 months of Bronze award; reviewed annually	No systematic diversity review of publicity materials previously conducted. No baseline perception data exists; the 2027 biennial survey will establish this. Updated publicity materials in place within 12 months, annually reviewed by SAT and DMT. Biennial culture survey includes a question on whether staff and students feel the Department's public image reflects its diversity. Student focus groups (Action 6.2) indicate

					improved perceptions of inclusivity in departmental communications. Application data (Table 2.4 / 2.11) monitored for any shifts in demographic profile of applicants following materials refresh.
5.4 Develop monitoring system to track University outreach activity record and report on outreach activities Priority: Medium	Outreach activity is currently fragmented and not coordinated by gender or ethnicity. Systematic monitoring will allow the Department to assess whether outreach is reaching a diverse demographic and whether female staff and students are equitably represented in outreach delivery.	Systematic monitoring of staff and student participation in outreach by gender and ethnicity. Data used to inform annual outreach programme planning.	HoD; Department EDI Representatives; Athena Swan SAT	Within 6 months of Bronze award; reviewed annually	No systematic outreach monitoring currently in place. Year 1 data will establish the baseline. Gender and ethnicity-disaggregated outreach participation data available from year 1. Annual report to SAT and DMT identifies any underrepresentation of female or ethnic minority participants among either staff delivering or pupils attending outreach. Outreach

					programme adjusted where data indicates underrepresentation. Staff participation in outreach reflects departmental gender profile (within 10 percentage points) by end of award period.
5.5 To keep an accurate record of pupil attendance at outreach activities by gender and ethnicity Priority: Low	Understanding the gender and ethnicity profile of pupils reached through outreach activities is essential to assessing whether the Department is successfully engaging with the broadest possible range of future students, including girls and young women from underrepresented backgrounds. Without this data, the Department cannot evaluate whether outreach activities are contributing to a more diverse future applicant pool or identify where additional effort is needed.	Pupil attendance data by gender and ethnicity collected for all outreach activities in line with SST guidelines. Data reviewed annually and used to shape future outreach targeting.	HoD; College; Widening Access and Outreach Team; Department EDI Representatives; Athena Swan SAT	Within 1 year of Bronze award; reviewed annually	Pupil gender and ethnicity data currently incomplete for outreach activities. Robust gender and ethnicity-disaggregated pupil attendance data available for all outreach activities from year 1. Annual report reviewed by SAT. Any underrepresentation of girls or ethnic minority pupils in outreach reach informs targeted campaign planning.
5.6 To increase the community sense among the staff	The 2024 culture survey found that 61.0% of female and 52.4% of male respondents gave positive responses to	Community-focused events run at least once per semester, explicitly	Department EDI Representatives; Athena	Within 6 months of Bronze award;	61.0% female, 52.4% male positive responses to

Priority: High	belonging and inclusion questions, with 23.5% of all respondents disagreeing that colleagues care about them. Physical dispersal of staff across multiple buildings has been identified as a key contributing factor. Community-building events badged as EDI and Athena Swan will celebrate the diversity of the Department and increase visibility of gender equality work simultaneously.	badged as EDI and Athena Swan events.	Swan Champion; Athena Swan SAT	reviewed annually	belonging and inclusion questions (2024 culture survey). Biennial culture survey shows increase in % staff responding positively to belonging and inclusion questions to 75% by 2027 and 85% by 2029.
5.7 Internally publish AS final submission for all staff to access Priority: High	Transparency and accountability are central to the Department's Athena Swan commitment. Making the application and action plan freely accessible to all staff ensures the community can hold the SAT accountable for delivery.	Athena Swan submission document published on departmental SharePoint page on receipt of Bronze award.	Athena Swan SAT Chair	Immediately on receipt of Bronze award	Application not currently publicly available to all staff. Application published on SharePoint within 1 month of award. Link circulated to all staff. Staff awareness of document availability tracked through biennial culture survey (link to Action 1.7 awareness targets). At least 50% of staff report awareness of the published document by 2027 biennial survey. Action plan progress updates published

					annually on same page.
5.8 Disseminate management meeting/SAT committee meeting minutes to staff within the Department Priority: Low	Publication of approved meeting summaries ensures all staff are kept informed of Athena Swan activities and management decisions affecting gender equality, reinforcing the transparency priority.	Approved summaries of DMT and SAT meeting minutes shared with all staff via SharePoint.	DMT; HoD; Athena Swan SAT	Within 1 year of Bronze award	Meeting minutes not currently shared with all staff. 54.7% of staff agree departmental communications are clear and relevant (2024 culture survey). Approved summary minutes disseminated via SharePoint within 2 weeks of each meeting. Biennial culture survey shows increase in % staff agreeing that departmental communications are clear and relevant to their role, from current baseline of 54.7% towards 65% by 2029. Staff awareness of SAT activities included in the 2027 survey as a specific question.
5.9 Reporting of stress and mental health issue in a more sympathetic forum	Only 44.2% of survey respondents agreed that mental health and wellbeing are supported in the Department, and only 45.3% felt confident asking for	Alternative reporting route developed in line with central NTU policy, via a dedicated	Athena Swan SAT; HoD; Executive School Dean; DMT; Occupational Health; HR	Within 2 years of Bronze award	44.2% of staff agree mental health and wellbeing are supported (2024

Priority: Medium	mental health support at work. Current policy requires reporting through line management, which may inhibit self-reporting. Providing an alternative, sympathetic reporting route will reduce barriers for all staff, with particular benefit for those who may feel unable to discuss wellbeing with a direct line manager.	workgroup and Sandpit discussion forum. NTU Inclusion Conversation Framework promoted to all staff and managers. Occupational Health and HR involved in design.			culture survey). 45.3% feel confident asking for mental health support at work. Alternative reporting route implemented within 2 years. Biennial culture survey shows increase in % staff agreeing mental health is supported from 44.2% to 60% by 2027 and 75% by 2029. Increase in % staff feeling confident asking for support from 45.3% to 65% by 2027.
5.10 Reporting bullying and harassment in a more sympathetic forum Priority: Medium	The 2024 culture survey found that 14.1% of respondents had experienced bullying or harassment in the past 12 months, with a higher proportion among male respondents. Current policy routes reporting through line management, which may inhibit self-reporting. An alternative route will lower the barrier to disclosure and enable the Department to respond more effectively.	Alternative reporting route developed in line with central NTU policy, via a dedicated workgroup and Sandpit discussion forum. NTU Inclusion Conversation Framework promoted to all staff and managers.	Athena Swan SAT; HoD; Executive School Dean; DMT; Occupational Health; HR	Within 2 years of Bronze award	14.1% of staff reported experiencing bullying or harassment in past 12 months (2024 culture survey). Alternative reporting route implemented within 2 years. Biennial culture survey shows reduction in % staff reporting bullying or

					harassment from 14.1% to below 10% by 2029. Increase in % staff reporting they know how to report incidents, from 89.7% to 95% by 2027.
Priority/Area	Rationale	Planned action (s) and key milestones/outcomes	Person (s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
Priority 6: Student community					
6.1 Recruit Athena Swan and EDI representatives for SAT and committees Priority: High	Student voice is currently absent from the SAT and EDI committees. The timing of the original application precluded recruitment of student representatives. Active recruitment at the start of each academic year will ensure UG, PGT and PGR perspectives are embedded in all Athena Swan and EDI actions from the outset of the award period.	Active recruitment through Course Leads and student committees at the start of 2025_26 academic year. Reviewed annually.	Athena Swan SAT Chair; Course and Subject Leads	Start of academic year 2025_26; reviewed annually	Zero student members currently on SAT or EDI committee. At least 3 student representatives (one UG, one PGT, one PGR) on SAT by end of 2025_26. Student voice evidenced in SAT meeting notes. Student representation sustained throughout award period with succession planning.
6.2 Conduct UG student focus groups to explore student experience through the student lifecycle by gender using	The Department currently lacks qualitative data on student experience by gender or ethnicity. With only 6 student survey respondents in 2024, quantitative data are insufficient to	Focus group interviews with UG, PGT and PGR students conducted. Thematic analysis undertaken. Findings	Athena Swan SAT; Athena Swan SAT Student Representatives; Course and Subject Leads	Within 2 years of Bronze award	No qualitative student experience data currently available. Student

findings to inform Action Point 6.3 and 6.4 Priority: Medium	identify student-specific gender equality issues. Focus group data will provide the evidence base for Actions 6.3 and 6.4 and inform future action plan iterations.	used to inform Actions 6.3 and 6.4 and future survey design.			survey response: 6 respondents (2024). Focus groups completed with at least 20 participants across all levels within 2 years. Thematic analysis reported to SAT. Identified issues incorporated into revised actions within 6 months of report. Student survey response rate increases to at least 100 participants by 2027.
6.3 Using the evidence base provided by the student focus groups undertake a review and action identified improvement to departmental publicity materials Priority: Medium	A review of marketing materials will be conducted using evidence from student focus groups (Action 6.2) to ensure materials reflect the diversity and lived experience of the student body, improving sense of belonging and potentially broadening the applicant pool.	Marketing materials reviewed and updated, incorporating student focus group findings. Guidelines produced for future materials production.	Athena Swan SAT and DMT, liaising with central University Marketing	Within 2 years of Bronze award (dependent on Action 6.2 focus group completion)	No student-informed review of marketing materials previously conducted. Updated guidelines in place within 12 months of focus group report. Materials reviewed and updated to ensure balanced representation of male, female, and ethnically diverse students and staff.

					Annual review evidenced.
6.4 Work with student cohort to explore issues around mental wellbeing, belonging and inclusion Priority: Medium	PGR students in Biosciences report below-average scores for community, belonging and interaction in the PRES survey, and PGR Health & Wellbeing also trails the university average. Poor mental health is associated with increased risk of withdrawal and academic underperformance. This disproportionately affects students who are already more isolated — including international students, who constitute a large proportion of the Department’s PGT and PGR cohorts.	Review of Department policies on supporting student mental health. Improved signposting of University wellbeing resources (SilverCloud, on-campus activities). Named contact identified for students experiencing mental health issues. Student focus groups on mental health support (linked to Action 6.2). Co-production of departmental guidance on supporting student mental health. Review of withdrawal, non-completion and gender/ethnicity data to identify benchmarks and disparities.	PL — Student Experience; Athena Swan SAT; Course Leads	Within 3 years of Bronze award	PGR PRES scores for community, belonging and interaction: below university average (2023_24). Student wellbeing culture survey: 50% positively endorse “there is a support network for students in the Department” (2024). Named student wellbeing contact identified within 1 year. Staff complete Thrive mental health training within 2 years. Biennial culture survey shows increase in % students positively endorsing departmental wellbeing support statement from 50% to 60% by 2027. PGR PRES community and belonging scores reach university average by 2029.

6.5 Work with student cohort to explore issues around differential dropout rates by gender Priority: Medium	Rate-based analysis of withdrawal data shows that male UG withdrawal rates is consistently higher than female rates across all four years of the dataset (male: 0.96–1.31% vs female: 0.67–0.89%). At PGT level, female withdrawal rates were higher only in 2020_21 (likely COVID-related); male rates were higher in subsequent years. <i>(The original claim of a higher female dropout rate was based on raw numbers rather than within-sex rates and has been corrected.)</i>	Exit interview students that have dropout of the course to understand reasons circumstance. Record responses and act upon evidence gathered and offer specific support for retention where appropriate Monitor withdrawal patterns by gender using within-sex rates. Investigate factors contributing to higher male withdrawal at UG level through exit interviews. Where PGT anomalies emerge, examine whether these reflect cohort-specific pressures (e.g. COVID, visa policy changes). Offer gender-specific retention support informed by the data.	Athena Swan SAT; Athena Swan SAT Student Representatives; Course and Subject Leads; HoD; Executive School Dean	Within 3 years of Bronze award	UG withdrawal rates (2023_24): Male 1.31%, Female 0.75%. PGT withdrawal rates (2023_24): Male 3.11%, Female 1.58%. SST-level PGR withdrawal rates (5-year average): Male 1.6%, Female 0.9%. Annual withdrawal rate data disaggregated by sex reviewed by SAT from year 1. Any divergence of >2 percentage points between sexes triggers a targeted qualitative investigation. Withdrawal rates for both sexes remain below 3% UG and below 5% PGT by end of award period. Exit interview programme in place within 3 years with findings reported to SAT annually.
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6.6 Monitor Foundation Year attainment and progression by gender Priority: Low	Foundation Year data has only been collected from 2023_24. Of 96 Level 3 students, 6 did not progress to Level 4, all female (3 Biomedical Science, 3 Pharmacology). With only one year of data, no trend can yet be established, but ongoing monitoring is needed to identify whether a gendered pattern emerges.	Annual review of Foundation Year attainment and progression rates disaggregated by sex and course. Results reported to SAT and included in annual data review.	UG Courses Manager; SAT Chair	Annually from 2025_26	2023_24: 6 non-progressors, all female, 9.1% of the 66 female Foundation Year students did not progress to Level 4, compared with 0% of the 30 male students (Table 2.1). Three consecutive years of Foundation Year data collected and analysed by sex. Any emerging gender disparity in progression rates identified and addressed through targeted intervention within one academic year of identification.
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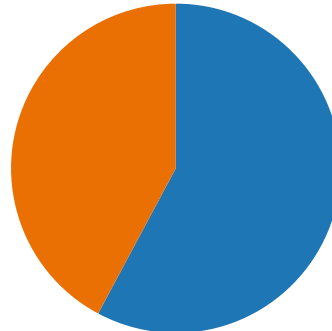
Appendix 1: Culture Survey Data

TABLE AND FIGURE 1.1. STAFF CULTURE SURVEY: DEMOGRAPHIC DATA OF PARTICIPANTS

(A) WHAT IS YOUR GENDER?

■ 57.8% 37 Woman
■ 42.2% 27 Man

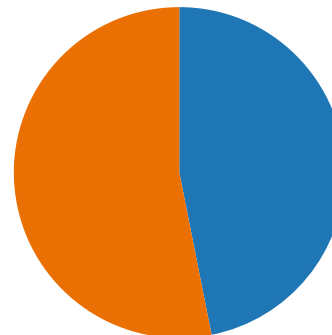
Total = 64



(B) DO YOU HAVE CARING RESPONSIBILITIES FOR ANY CHILDREN?

■ 46.9% 30 Yes
■ 53.1% 34 No

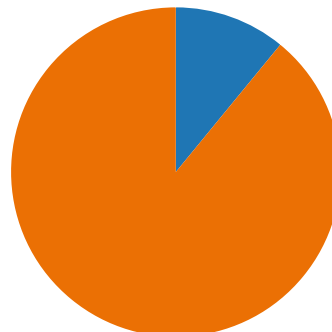
Total = 64



(C) DO YOU HAVE CARING RESPONSIBILITIES FOR ANY VULNERABLE OR ELDERLY ADULTS?

■ 10.9% 7 Yes
■ 89.1% 57 No

Total = 64



(D) PLEASE STATE YOUR CURRENT ROLE (TOTAL = 64)?

Research Assistant	4
Post-Doc	4
Lecturer	5
Senior Lecturer	24
Principle Lecturer	6
Associate Professor	6
Professor	2
Academic Management.	1
Professional Services.	2
Technician	7
Other	1
Prefer Not To say	2

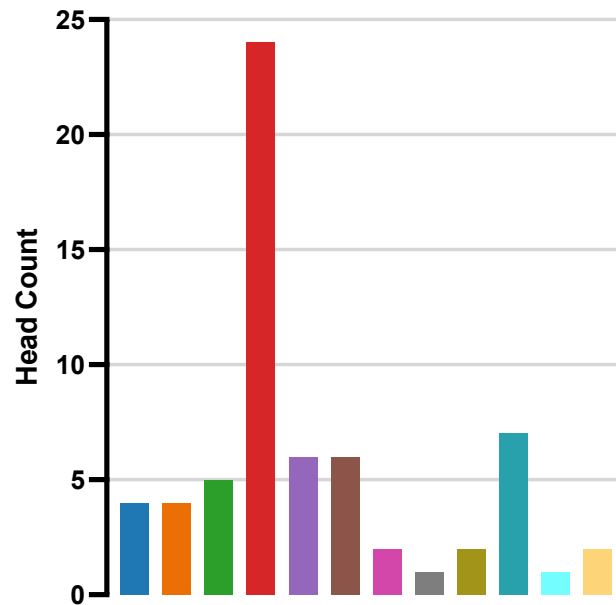
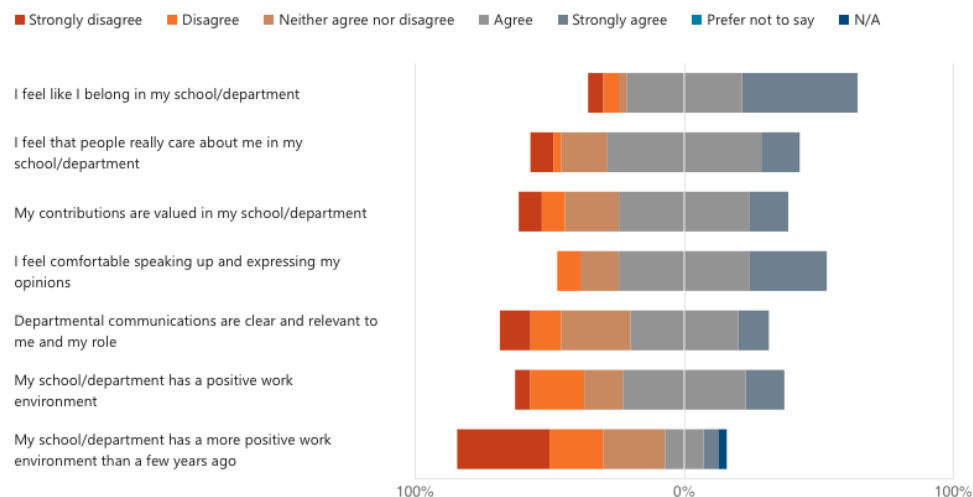


TABLE AND FIGURE 1.2. STAFF CULTURE SURVEY: BELONGING AND INCLUSION

(A) TOTAL

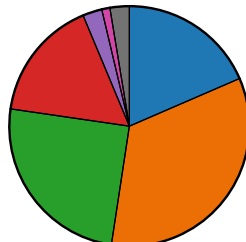
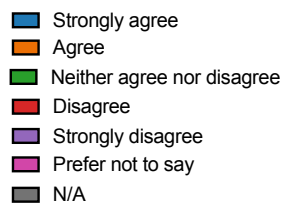
Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
I feel like I belong in my school/department	0	0.0	6	9.4	9	14.1	32	50.0	16	25.0	1	1.6	0	0.0	64	100.0
I feel that people really care about me in my school/department	3	4.7	9	14.1	17	26.6	21	32.8	14	21.9	0	0.0	0	0.0	64	100.0
My contributions are valued in my school/department	2	3.1	11	17.2	13	20.3	25	39.1	13	20.3	0	0.0	0	0.0	64	100.0
I feel comfortable speaking up and expressing my opinions	3	4.7	9	14.1	10	15.6	27	42.2	15	23.4	0	0.0	0	0.0	64	100.0
Departmental communications are clear and relevant to me and my role	5	7.8	10	15.6	14	21.9	25	39.1	10	15.6	0	0.0	0	0.0	64	100.0
My school/department has a positive work environment	2	3.1	10	15.6	17	26.6	19	29.7	15	23.4	1	1.6	0	0.0	64	100.0
My school/department has a more positive work environment than a few years ago	6	9.4	5	7.8	21	32.8	10	15.6	8	12.5	3	4.7	11	17.2	64	100.0



(B) FEMALE/MALE CUMULATIVE RESPONSES

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	%Total of Total
Belonging and Inclusion								
Male (n = 27)								
Strongly agree	8	5	4	5	4	5	4	18.5
Agree	11	9	12	10	9	9	4	33.9
Neither agree nor disagree	4	10	5	6	6	8	8	24.9
Disagree	3	3	5	5	7	5	3	16.4
Strongly disagree	0	0	1	1	1	0	2	2.6
Prefer not to say	1	0	0	0	0	0	1	1.1
N/A	0	0	0	0	0	0	5	2.6
Female (n = 37)								
Strongly agree	8	12	13	10	6	10	4	24.3
Agree	21	12	13	17	16	10	6	36.7
Neither agree nor disagree	5	7	8	4	8	9	13	20.8
Disagree	3	6	6	4	3	5	2	11.2
Strongly disagree	0	3	1	2	4	2	4	6.2
Prefer not to say	0	0	0	0	0	1	2	1.2
N/A	0	0	0	0	0	0	6	2.3

Male



Female

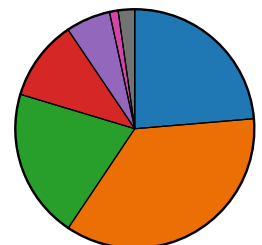
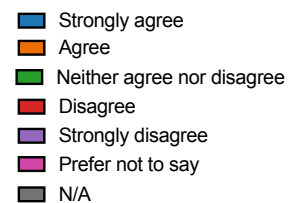
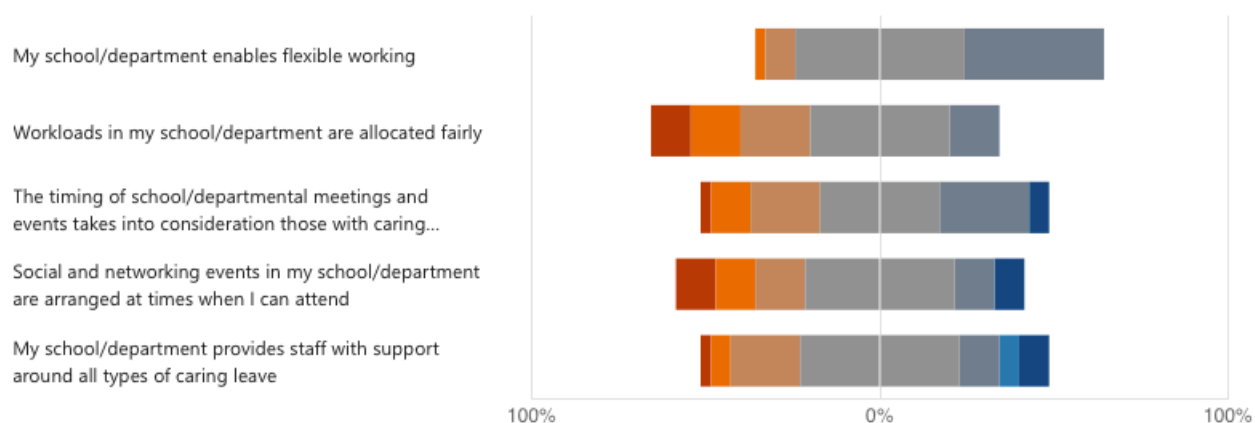


TABLE AND FIGURE 1.3. STAFF CULTURE SURVEY: WORK LIFE BALANCE

(A) TOTAL

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
My school/department enables flexible working	3	4.7	4	6.3	10	15.6	31	48.4	16	25.0	0	0.0	0	0.0	64	100.0
Workloads in my school/department are allocated fairly	10	15.6	16	25.0	12	18.8	20	31.3	6	9.4	0	0.0	0	0.0	64	100.0
The timing of school/departmental meetings and events takes into consideration those with caring	6	9.4	11	17.2	13	20.3	21	32.8	9	14.1	1	1.6	3	4.7	64	100.0
Social and networking events in my school/department are arranged at times when I can attend	5	7.8	18	28.1	10	15.6	21	32.8	8	12.5	0	0.0	2	3.1	64	100.0
My school/department provides staff with support around all types of caring leave	4	6.3	7	10.9	21	32.8	16	25.0	8	12.5	1	1.6	7	10.9	64	100.0

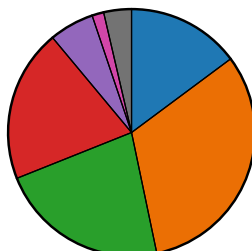
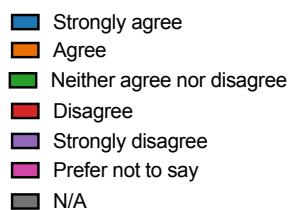
■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree
 ■ Prefer not to say
 ■ N/A



(B) FEMALE/MALE CUMULATIVE RESPONSES

Work Life Balance	Q1	Q2	Q3	Q4	Q5	%Total of Total
Male (n = 27)						
Strongly agree	6	3	4	3	4	10.6
Agree	14	6	6	7	10	22.8
Neither agree nor disagree	4	7	8	5	6	15.9
Disagree	2	8	6	9	2	14.3
Strongly disagree	1	3	1	2	1	4.2
Prefer not to say	0	0	1	0	1	1.1
N/A	0	0	1	1	3	2.6
Female (n = 37)						
Strongly agree	10	3	5	5	4	10.4
Agree	17	14	15	14	6	25.5
Neither agree nor disagree	6	5	5	5	17	14.7
Disagree	2	8	5	9	5	11.2
Strongly disagree	2	7	5	3	3	7.7
Prefer not to say	0	0	0	0	0	0.0
N/A	0	0	2	1	4	2.7

Male



Female

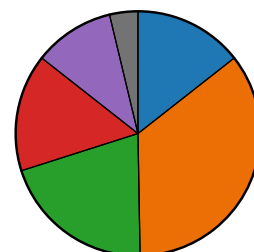
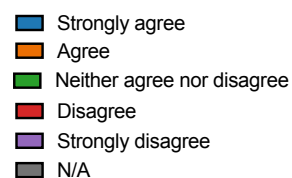
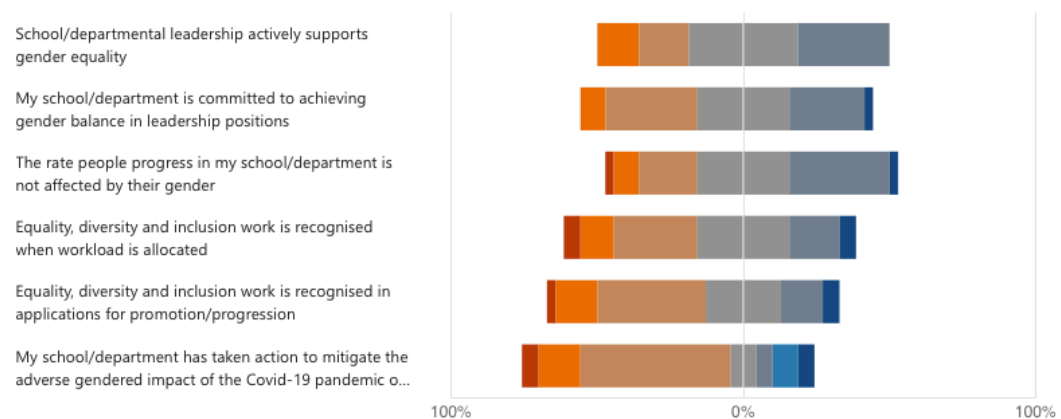


TABLE AND FIGURE 1.4. STAFF CULTURE SURVEY: GENDER EQUALITY

(A) TOTAL

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
School/departmental leadership actively supports gender equality	1	1.6	6	9.4	16	25.0	23	35.9	16	25.0	0	0.0	2	3.1	64	100.0
My school/department is committed to achieving gender balance in leadership	1	1.6	7	10.9	18	28.1	22	34.4	15	23.4	0	0.0	1	1.6	64	100.0
The rate people progress in my school/department is not affected by their gender	2	3.1	9	14.1	15	23.4	20	31.3	16	25.0	0	0.0	2	3.1	64	100.0
Equality, diversity and inclusion work is recognised when workload is allocated	5	7.8	15	23.4	22	34.4	17	26.6	4	6.3	0	0.0	1	1.6	64	100.0
Equality, diversity and inclusion work is recognised in applications for	2	3.1	15	23.4	23	35.9	14	21.9	6	9.4	0	0.0	4	6.3	64	100.0
My school/department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	4	6.3	11	17.2	30	46.9	7	10.9	3	4.7	1	1.6	8	12.5	64	100.0

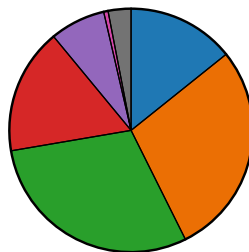
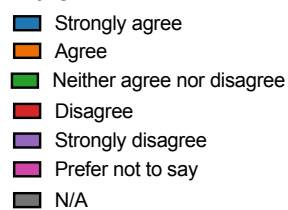
Strongly disagree Disagree Neither agree nor disagree Agree Strongly Agree Prefer not to answer N/A



(B) FEMALE/MALE CUMULATIVE RESPONSES

Gender Equality	Q1	Q2	Q3	Q4	Q5	Q6	%Total of Total
Male (n = 27)							
Strongly agree	6	6	6	1	2	2	12.2
Agree	12	10	9	6	6	3	24.3
Neither agree nor disagree	5	5	6	11	10	11	25.4
Disagree	3	5	4	5	5	5	14.3
Strongly disagree	1	1	2	4	2	2	6.3
Prefer not to say	0	0		0	0	1	0.5
N/A	0	0	0	0	2	3	2.6
Female (n = 37)							
Strongly agree	10	9	10	3	4	1	14.3
Agree	11	12	11	11	8	4	22.0
Neither agree nor disagree	11	13	9	11	13	19	29.3
Disagree	3	2	5	10	10	6	13.9
Strongly disagree	0	0	0	1	0	2	1.2
Prefer not to say	0	0	0	0	0	0	0.0
N/A	2	1	2	1	2	5	5.0

Male



Female

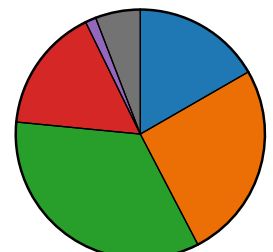
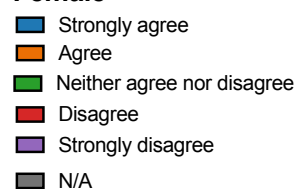


TABLE AND FIGURE 1.5. STAFF CULTURE SURVEY: BULLYING AND HARASSMENT

(A) TOTAL

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
I have experienced bullying and/or harassment in my school/department in the past 12 months	31	48.4	13	20.3	10	15.6	3	4.7	6	9.4	1	1.6	0	0.0	64	100.0
I have witnessed bullying and/or harassment in my school/department in the past 12 months	27	42.2	11	17.2	13	20.3	5	7.8	7	10.9	1	1.6	0	0.0	64	100.0
I know how to report bullying and/or harassment	1	1.6	5	7.8	16	25.0	28	43.8	13	20.3	1	1.6	0	0.0	64	100.0
Departmental management is active in tackling bullying and harassment	2	3.1	9	14.1	24	37.5	16	25.0	7	10.9	1	1.6	5	7.8	64	100.0
I am satisfied with how bullying and harassment are addressed in my school/department	3	4.7	6	9.4	24	37.5	17	26.6	5	7.8	3	4.7	6	9.4	64	100.0

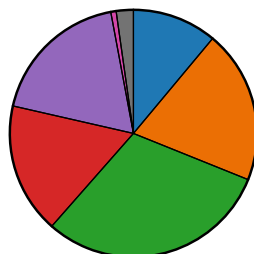
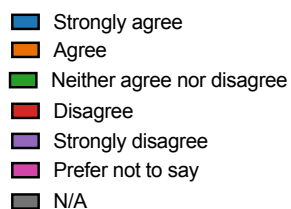
■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree
 ■ Prefer not to say
 ■ N/A



(B) FEMALE/MALE CUMULATIVE RESPONSES

	Q1	Q2	Q3	Q4	Q5	%Total of Total
Bullying and Harassment						
Male (n = 27)						
Strongly agree	2	3	6	3	1	7.9
Agree	2	3	10	6	6	14.3
Neither agree nor disagree	4	8	7	11	11	21.7
Disagree	7	5	3	4	4	12.2
Strongly disagree	12	8	1	2	2	13.2
Prefer not to say	0	0	0	0	1	0.5
N/A	0	0	0	1	2	1.6
Female (n = 37)						
Strongly agree	4	4	7	4	4	8.9
Agree	1	2	18	10	11	16.2
Neither agree nor disagree	6	5	9	13	13	17.8
Disagree	6	6	2	5	2	8.1
Strongly disagree	19	19	0	0	1	15.1
Prefer not to say	1	1	1	1	2	2.3
N/A	0	0	0	4	4	3.1

Male



Female

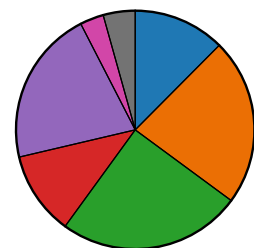
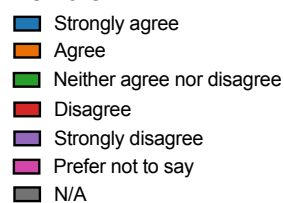
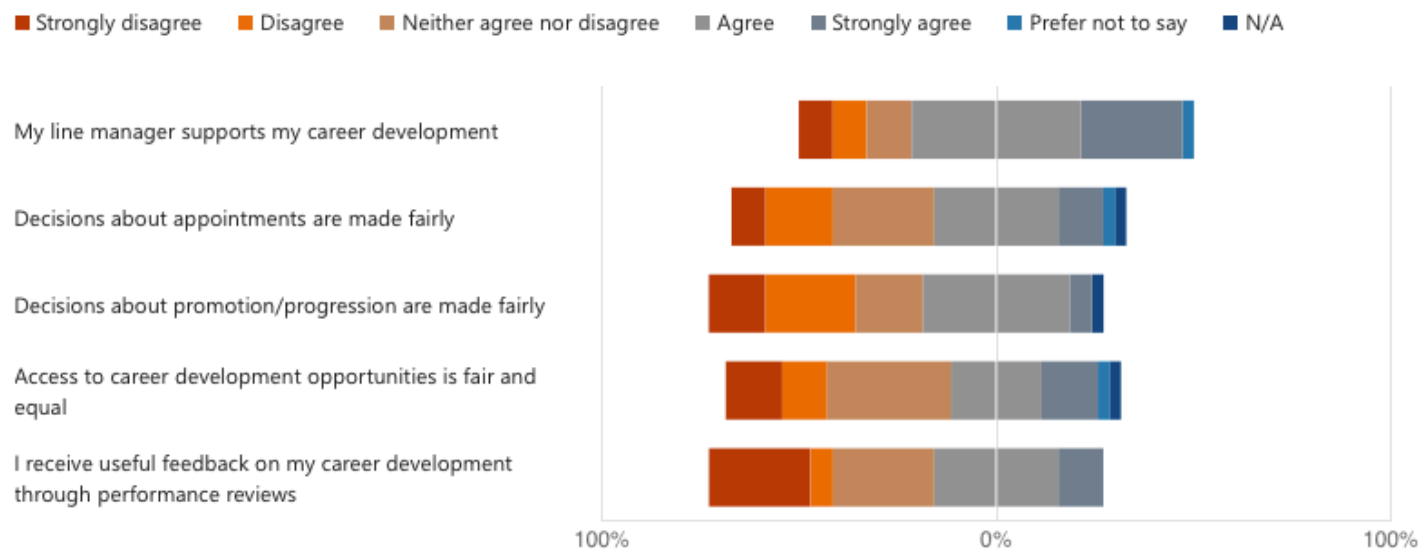


TABLE AND FIGURE 1.6. STAFF CULTURE SURVEY: CARRER DEVELOPMENT

(A) TOTAL

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
My line manager supports my career development	2	3.1	4	6.3	9	14.1	19	29.7	29	45.3	1	1.6	0	0.0	64	100.0
Decisions about appointments are made fairly	5	7.8	12	18.8	9	14.1	22	34.4	14	21.9	2	3.1	0	0.0	64	100.0
Decisions about promotion/progression are made fairly	8	12.5	10	15.6	16	25.0	17	26.6	10	15.6	3	4.7	0	0.0	64	100.0
Access to career development opportunities is fair and equal	6	9.4	13	20.3	16	25.0	18	28.1	10	15.6	1	1.6	0	0.0	64	100.0
I receive useful feedback on my career development through performance	6	9.4	9	14.1	13	20.3	22	34.4	13	20.3	1	1.6	0	0.0	64	100.0

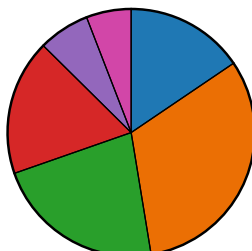


(B) FEMALE/MALE CUMULATIVE RESPONSES

	Q1	Q2	Q3	Q4	Q5	%Total of Total
Carrer Development						
Male (n = 27)						
Strongly agree	7	4	3	3	4	11.1
Agree	11	10	7	6	9	22.8
Neither agree nor disagree	6	5	7	7	5	15.9
Disagree	2	5	4	7	6	12.7
Strongly disagree	0	1	3	3	2	4.8
Prefer not to say	1	2	3	1	1	4.2
N/A	0	0	0	0	0	0.0
Female (n = 37)						
Strongly agree	22	10	7	7	9	21.2
Agree	8	12	10	12	13	21.2
Neither agree nor disagree	3	4	9	9	8	12.7
Disagree	2	7	6	6	3	9.3
Strongly disagree	2	4	5	3	4	6.9
Prefer not to say	0	0	0	0	0	0.0
N/A	0	0	0	0	0	0.0

Male

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Prefer not to say



Female

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

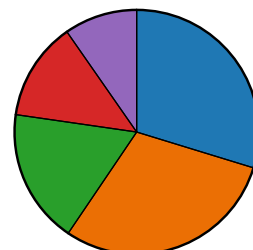
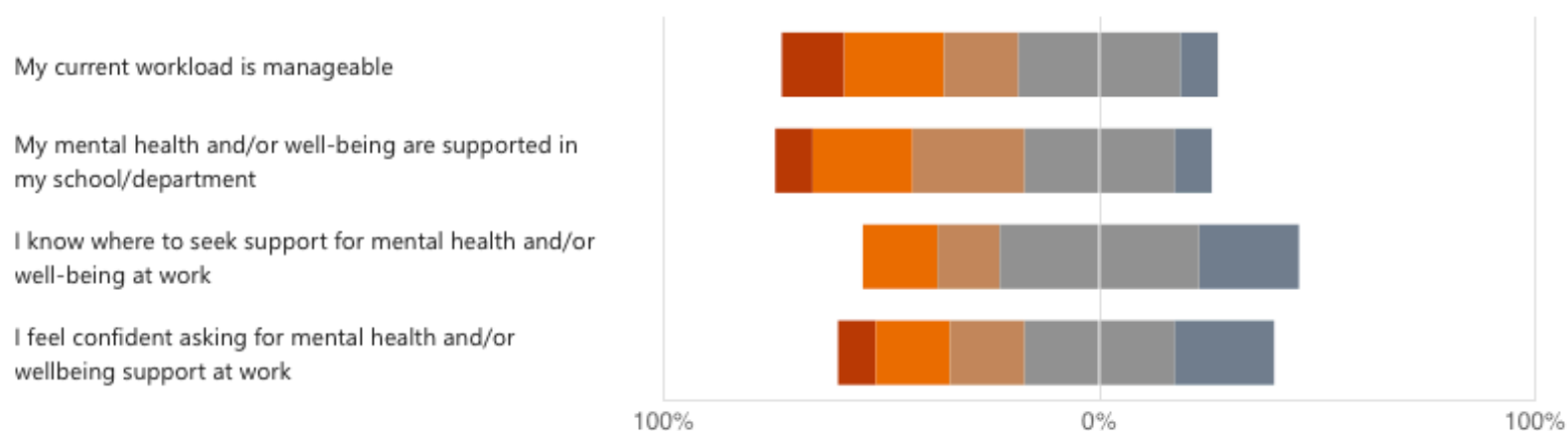


TABLE AND FIGURE 1.7. STAFF CULTURE SURVEY: WELLBEING

(A) TOTAL

Question	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
My current workload is manageable	7	10.9	17	26.6	10	15.6	20	31.3	9	14.1	1	1.6	0	0.0	64	100.0
My mental health and/or well-being are supported in my school/department	8	12.5	12	18.8	15	23.4	19	29.7	8	12.5	2	3.1	0	0.0	64	100.0
I know where to seek support for mental health and/or well-being at work	1	1.6	8	12.5	11	17.2	28	43.8	15	23.4	0	0.0	1	1.6	64	100.0
I feel confident asking for mental health and/or wellbeing support at work	5	7.8	14	21.9	15	23.4	16	25.0	13	20.3	1	1.6	0	0.0	64	100.0

■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree
 ■ Prefer not to say
 ■ N/A

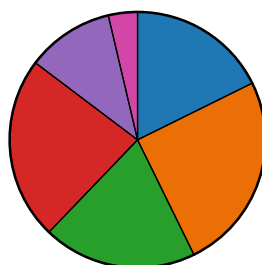


(B) FEMALE/MALE CUMULATIVE RESPONSES

Wellbeing	Q1	Q2	Q3	Q4	%Total of Total
Male (n = 27)					
Strongly agree	5	4	6	4	10.1
Agree	5	6	11	5	14.3
Neither agree nor disagree	5	5	4	7	11.1
Disagree	8	6	5	6	13.2
Strongly disagree	3	4	1	4	6.3
Prefer not to say	1	2	0	1	2.1
N/A	0	0	0	0	0.0
Female (n = 37)					
Strongly agree	4	4	0	1	3.5
Agree	15	11	17	11	20.8
Neither agree nor disagree	5	10	7	8	11.6
Disagree	10	6	3	8	10.4
Strongly disagree	4	4	0	1	3.5
Prefer not to say	0	0	0	0	0.0
N/A	0	0	1	0	0.4

Male

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Prefer not to say



Female

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- N/A

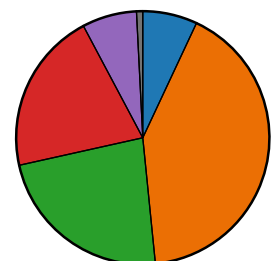
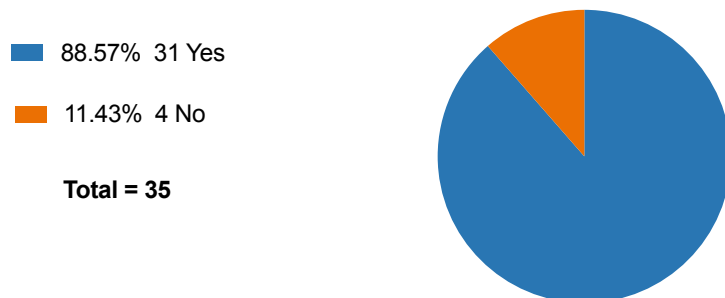
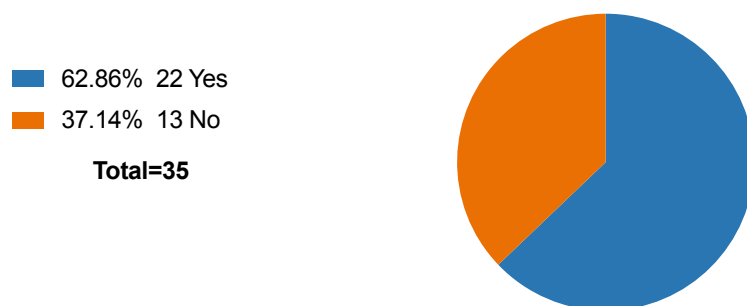


TABLE AND FIGURE 1.8. STAFF CULTURE SURVEY: ATHENA SWAN AWARENESS

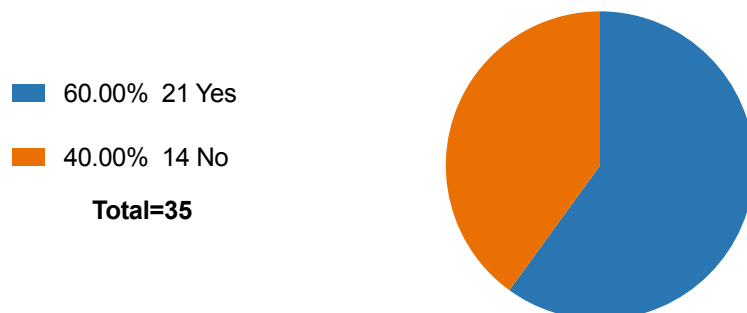
(A) WERE YOU AWARE OF ATHENA SWAN BEFORE COMPLETING THE SURVEY?



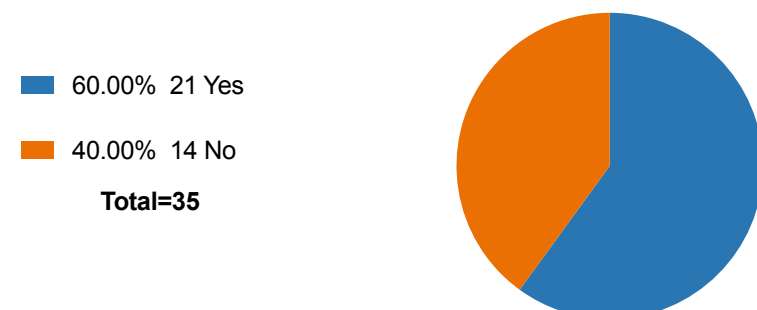
(B) ARE YOU AWARE OF WHERE THE DEPARTMENT IS IN ITS ATHENA SWAN JOURNEY (E.G. APPLYING FOR AN AWARD, IN RECEIPT OF AN AWARD, RENEWING AN AWARD, ETC)?



(C) DO YOU KNOW WHO THE ATHENA SWAN CHAMPION IS?



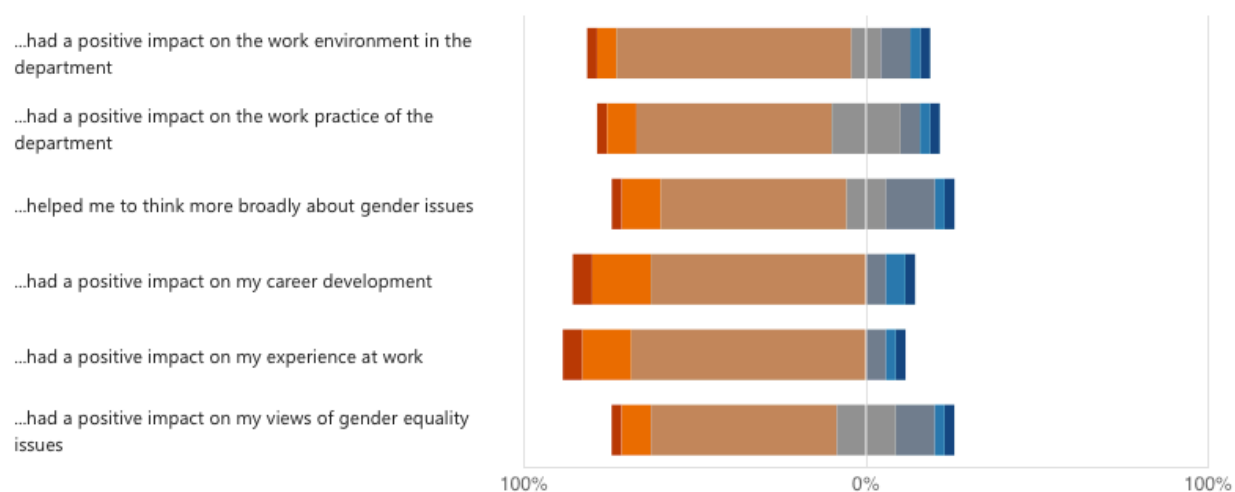
(D) HAVE YOU HAD THE OPPORTUNITY TO CONTRIBUTE AND/OR BE INVOLVED WITH THE ATHENA SWAN PROCESS IN YOUR DEPARTMENT?



(E) HAVE YOU HAD THE OPPORTUNITY TO CONTRIBUTE AND/OR BE INVOLVED WITH THE ATHENA SWAN PROCESS IN YOUR DEPARTMENT?

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Prefer not to say		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
...had a positive impact on the work environment in the department	5	7.8	11	17.2	25	39.1	8	12.5	4	6.3	0	0.0	11	17.2	64	100.0
...had a positive impact on the work practice of the department	5	7.8	11	17.2	26	40.6	7	10.9	4	6.3	0	0.0	11	17.2	64	100.0
...helped me to think more broadly about gender issues	4	6.3	11	17.2	21	32.8	14	21.9	5	7.8	0	0.0	9	14.1	64	100.0
...had a positive impact on my career development	6	9.4	14	21.9	27	42.2	6	9.4	2	3.1	0	0.0	9	14.1	64	100.0
...had a positive impact on my experience at work	6	9.4	16	25.0	22	34.4	9	14.1	2	3.1	0	0.0	9	14.1	64	100.0
...had a positive impact on my views of gender equality issues	4	6.3	11	17.2	25	39.1	10	15.6	5	7.8	0	0.0	9	14.1	64	100.0

■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree
 ■ Prefer not to answer
 ■ N/A



Appendix 2: Data tables

UG Data

TABLE 2.1. OVERALL FOUNDATION STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE 2023_24 SPLIT BY COURSE AND PROGRESSION TO LEVEL 4

	Biomedical Sciences		Biological Sciences		Microbiology		Pharmacology		Biochemistry		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Female	26	70.3	11	84.6	4	80.0	23	67.6	2	28.6	66	68.8
Progression to L4	23	67.6	11	84.6	4	80.0	20	64.5	2	28.6	60	66.7
Male	11	29.7	2	15.4	1	20.0	11	32.4	5	71.4	30	31.3
Progression to L4	11	32.4	2	15.4	1	20.0	11	35.5	5	71.4	30	33.3

FIGURE 2.1. OVERALL FOUNDATION STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE 2023_24 SPLIT BY COURSE

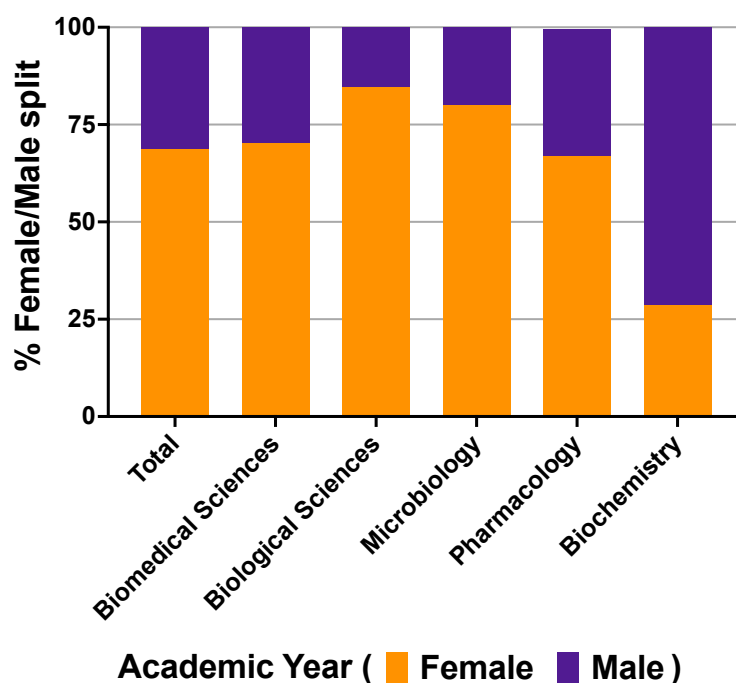


TABLE 2.2. OVERALL UG STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

	2020_21	2021_22	2022_23	2023_24
Female	746	785	763	798
%Female	58.9%	59.3%	61.0%	63.6%
Male	521	539	488	457
%Male	41.1%	40.7%	39.0%	36.4%

FIGURE 2.2. OVERALL UG STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

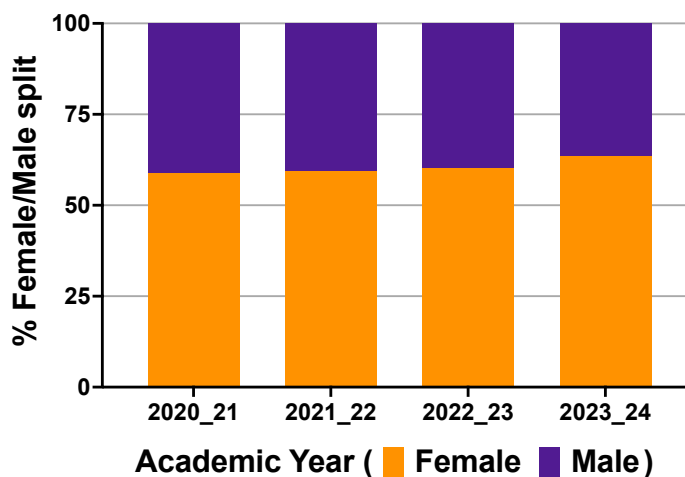


TABLE 2.3. OVERALL UG STUDENT HEADCOUNT BASE ON HEIDI + HE PROVIDERS FPE DATA FOR BIOSCIENCE COURSES BETWEEN 2020_21 AND 2022_23

	2020_21	2021_22	2022_23
Female	6,295	6,430	7,390
%Female	61.0%	60.9%	63.1%
Male	4,025	4,120	4,330
%Male	39.0%	39.1%	36.9%

FIGURE 2.3. OVERALL UG STUDENT HEADCOUNT BASE ON HEIDI + HE PROVIDERS FPE DATA FOR BIOSCIENCE COURSES BETWEEN 2020_21 AND 2022_23

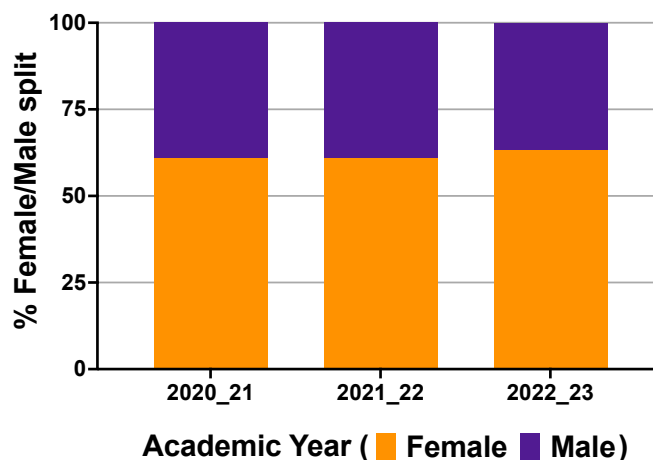


TABLE 2.4. OVERALL UG STUDENT APPLICATIONS, OFFERS AND ACCEPTS IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Applications	1338	61.4	1129	59.8	935	59.9	1039	59.1
	Offers	1037	61.7	979	60.6	755	61.5	853	60.1
	Accepts	300	59.3	270	57.8	250	62.2	344	62.4
Male	Applications	842	38.6	760	40.2	625	40.1	719	40.9
	Offers	644	38.3	637	39.4	472	38.5	566	39.9
	Accepts	206	40.7	197	42.2	152	37.8	207	37.6

FIGURE 2.4. OVERALL UG STUDENT APPLICATIONS, OFFERS AND ACCEPTS IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

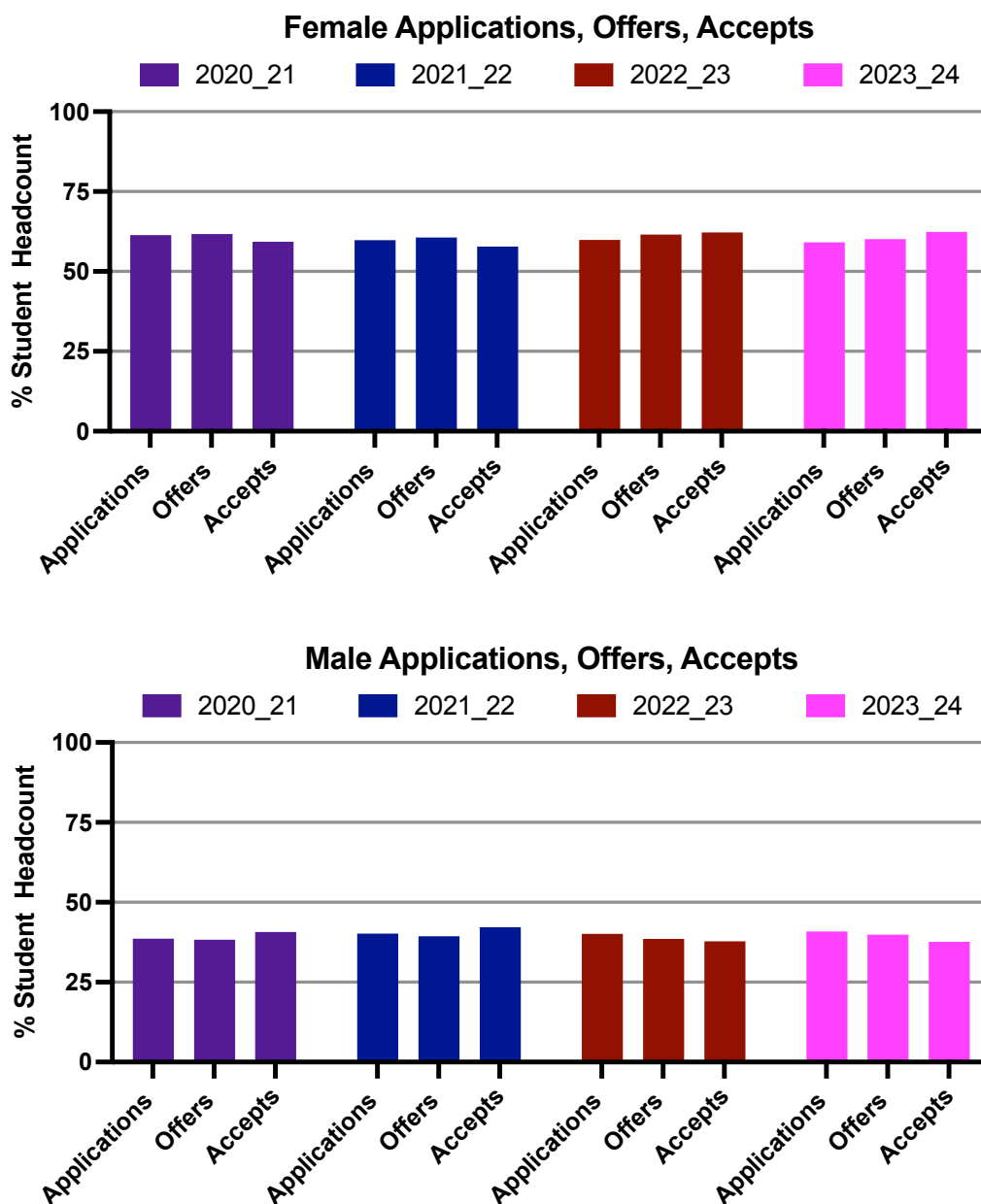


TABLE 2.5. UG STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO COURSES

Biomedical Science FT					Biomedical Science SW					Biomedical Science PT					Biomedical Science Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	269	308	325	303	150	136	114	143		0	0	0	0		419	444	439	446	
% Female	62.7	65.5	69.0	69.5	72.1	70.5	70.8	73.0		0.0	0.0	0.0	0.0		65.8	67.0	69.5	70.6	
Male	160	162	146	133	58	57	47	53		0	0	0	0		218	219	193	186	
% Male	37.3	34.5	31.0	30.5	27.9	29.5	29.2	27.0		0.0	0.0	0.0	0.0		34.2	33.0	30.5	29.4	

Biological Sciences (Mixed) FT					Biological Sciences (Mixed) SW					Biological Sciences (Mixed) PT					Biological Sciences (Mixed) Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	71	72	62	58	17	24	15	4		0	0	0	0		88	96	77	62	
% Female	51.1	48.6	49.6	53.2	51.5	55.8	48.4	44.4		0.0	0.0	0.0	0.0		50.9	50.3	49.4	52.1	
Male	68	76	63	51	16	19	16	5		1	0	0	0		85	95	79	57	
% Male	48.9	51.4	50.4	46.8	48.5	44.2	51.6	55.6		100.0	0.0	0.0	100.0		49.1	49.7	50.6	47.9	

Biological Sciences (Environ Biol) FT					Biological Sciences (Environ Biol) SW					Biological Sciences (Environ Biol) PT					Biological Sciences (Environ Biol) Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	12	15	15	9	6	6	5	1		0	0	0	0		18	21	20	10	
% Female	46.2	44.1	41.7	37.5	60.0	50.0	45.5	50.0		0.0	0.0	0.0	0.0		48.6	45.7	42.6	37.0	
Male	14	19	21	15	4	6	6	1		1	0	0	1		19	25	27	17	
% Male	53.8	55.9	58.3	62.5	40.0	50.0	54.5	50.0		100.0	0.0	0.0	100.0		51.4	54.3	57.4	63.0	

Microbiology FT					Microbiology SW					Microbiology PT					Microbiology Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	21	22	20	28	7	7	5	4		0	0	0	0		28	29	25	32	
% Female	53.8	48.9	44.4	62.2	35.0	53.8	62.5	44.4		0.0	0.0	0.0	0.0		47.5	50.0	47.2	59.3	
Male	18	23	25	17	13	6	3	5		0	0	0	0		31	29	28	22	
% Male	46.2	51.1	55.6	37.8	65.0	46.2	37.5	55.6		0.0	0.0	0.0	0.0		52.5	50.0	52.8	40.7	

Pharmacology FT					Pharmacology SW					Pharmacology PT					Pharmacology Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	44	40	57	93	23	21	18	21		0	0	0	0		67	61	75	114	
% Female	53.7	47.6	57.6	60.8	69.7	67.7	58.1	65.6		0.0	0.0	0.0	0.0		57.8	53.0	57.3	61.6	
Male	38	44	42	60	10	10	13	11		1	0	1	0		49	54	56	71	
% Male	46.3	52.4	42.4	39.2	30.3	32.3	41.9	34.4		100.0	0.0	100.0	0.0		42.2	47.0	42.7	38.4	

Biochemistry FT					Biochemistry SW					Biochemistry PT					Biochemistry Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	44	45	46	40	14	8	7	8		0	0	0	0		58	53	53	48	
% Female	44.9	45.9	48.4	47.1	60.9	44.4	50.0	53.3		0.0	0.0	0.0	0.0		47.9	45.7	48.6	48.0	
Male	54	53	49	45	9	10	7	7		0	0	0	0		63	63	56	52	
% Male	55.1	54.1	51.6	52.9	39.1	55.6	50.0	46.7		0.0	0.0	0.0	0.0		52.1	54.3	51.4	52.0	

Applied Biomedical Sciences FT					Applied Biomedical Sciences SW					Applied Biomedical Sciences PT					Applied Biomedical Sciences Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	39	47	53	60	0	0	0	0		0	0	0	0		39	47	53	60	
% Female	60.9	60.3	63.9	70.6	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		60.9	60.3	63.9	70.6	
Male	25	31	30	25	0	0	0	0		0	0	0	0		25	31	30	25	
% Male	39.1	39.7	36.1	29.4	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0		39.1	39.7	36.1	29.4	

MBiol (Mixed) FT					MBiol (Mixed) SW					MBiol (Mixed) PT					MBiol (Mixed) Total				
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24		2020_21	2021_22	2022_23	2023_24	
Female	15	21	14	12	3	6	3	0		0	0	0	0		18	27	17	12	
% Female	38.5	58.3	53.8	48.0	50.0	60.0	37.5	0.0		0.0	0.0	0.0	0.0		40.0	58.7	50.0	44.4	
Male	24	15	12	13	3	4	5	2		0	0	0	0		27	19	17	15	
% Male	61.5	41.7	46.2	52.0	50.0	40.0	62.5	100.0		0.0	0.0	0.0	0.0		60.0	41.3	50.0	55.6	

FIGURE 2.5. UG STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO COURSES (TOTAL)

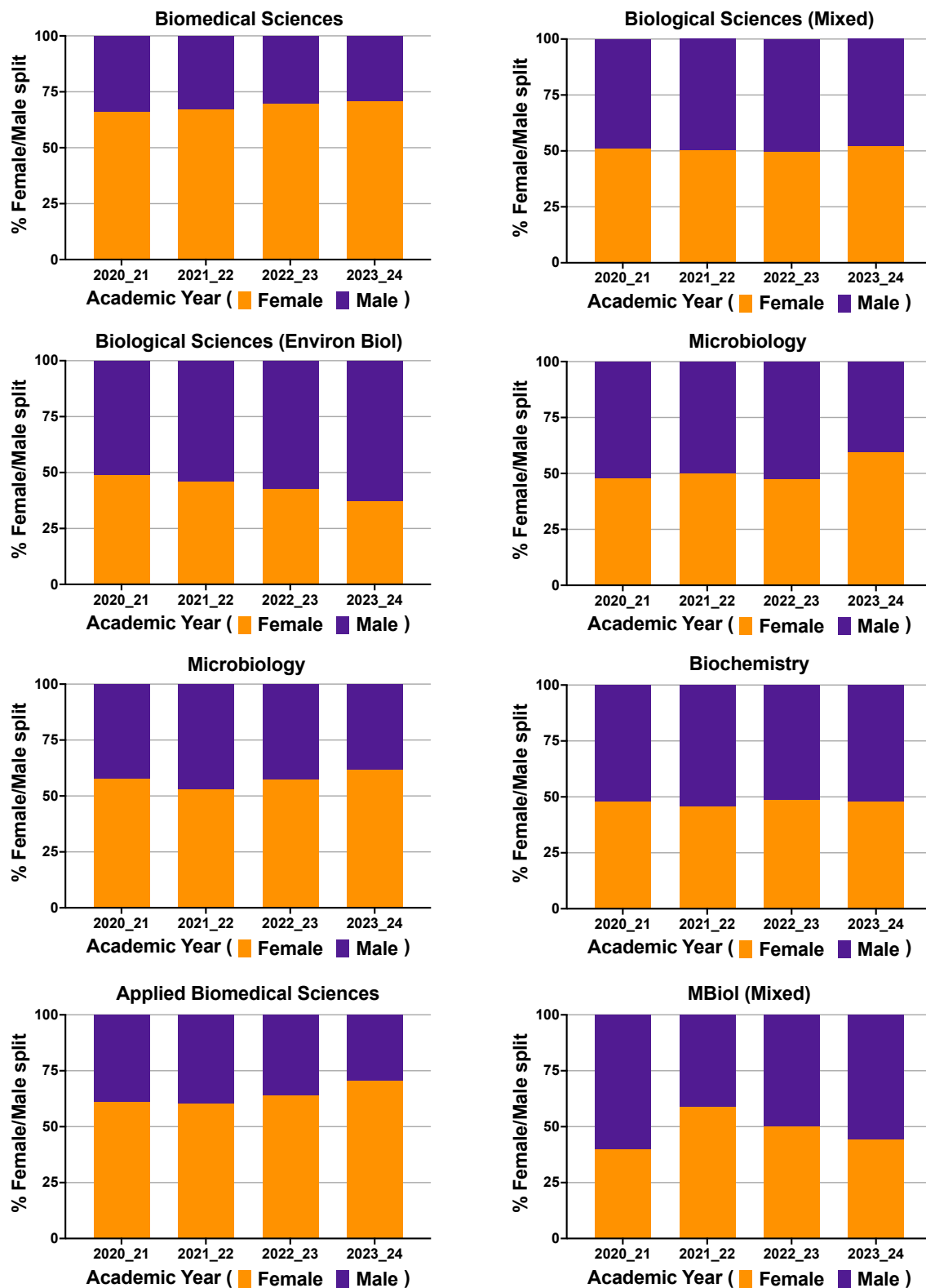
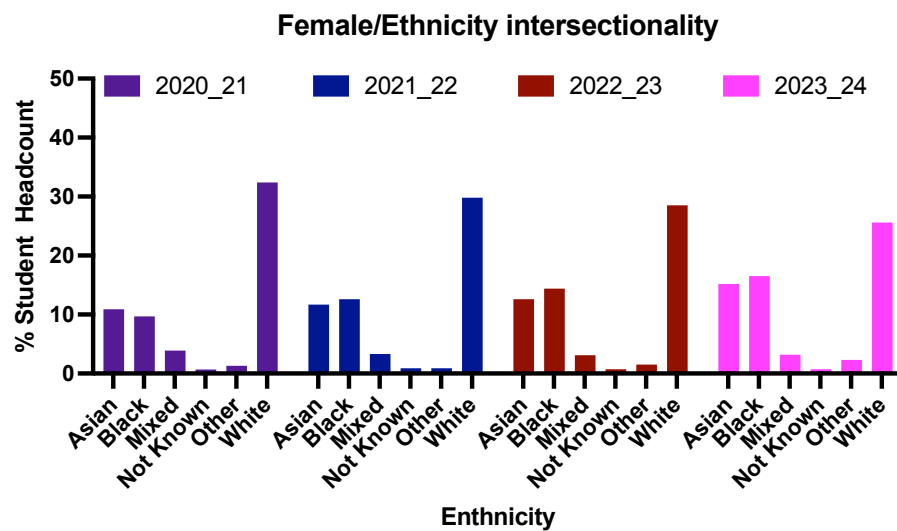


TABLE 2.6. UG STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO ETHNICITY

	Ethnicity	2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Total	746	58.7%	785	59.2%	763	60.8%	798	63.5%
	Asian	139	10.9%	155	11.7%	158	12.6%	191	15.2%
	Black	123	9.7%	167	12.6%	180	14.4%	207	16.5%
	Mixed	49	3.9%	44	3.3%	39	3.1%	40	3.2%
	Not Known	8	0.6%	12	0.9%	9	0.7%	9	0.7%
	Other	16	1.3%	12	0.9%	19	1.5%	29	2.3%
	White	411	32.4%	395	29.8%	358	28.5%	322	25.6%
Male	Total	521	41.0%	539	40.7%	488	38.9%	457	36.4%
	Asian	91	7.2%	105	7.9%	105	8.4%	122	9.7%
	Black	68	5.4%	82	6.2%	75	6.0%	75	6.0%
	Mixed	21	1.7%	27	2.0%	25	2.0%	25	2.0%
	Not Known	11	0.9%	8	0.6%	7	0.6%	4	0.3%
	Other	16	1.3%	16	1.2%	16	1.3%	20	1.6%
	White	314	24.7%	301	22.7%	260	20.7%	211	16.8%
Total		1,267	100.0%	1,324	100.0%	1,251	100.0%	1,255	100.0%

FIGURE 2.6. UG STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO ETHNICITY



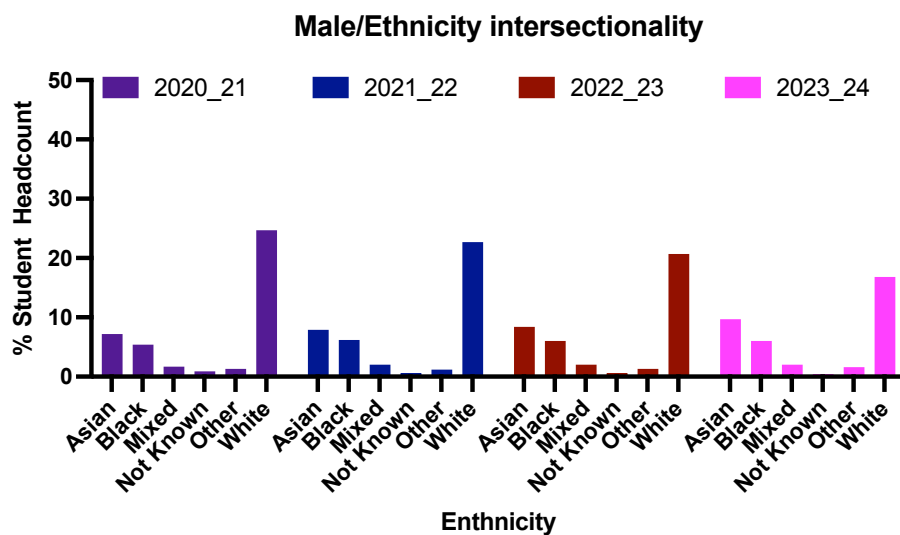


TABLE 2.7. UG GOOD DEGREES AWARDED IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Enrolled	746	100.0	785	100.0	763	100.0	798	100.0
	1st Class	38	5.1	45	5.7	33	4.3	23	2.9
	2:1	112	15.0	106	13.2	110	14.4	133	16.7
	Good Degree Rate	150	20.1	151	19.2	143	18.7	156	19.5
Male	Enrolled	521	100.0	539	100.0	488	100.0	457	100.0
	1st Class	25	4.8	13	2.7	13	2.7	17	3.7
	2:1	67	12.9	61	12.5	61	12.5	72	15.8
	Good Degree Rate	92	17.7	74	15.2	74	15.2	89	19.5
Gap (F-M, Percentage Points)		+2.4		+5.1		+3.5		0	

FIGURE 2.7. UG GOOD DEGREES AWARDED IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

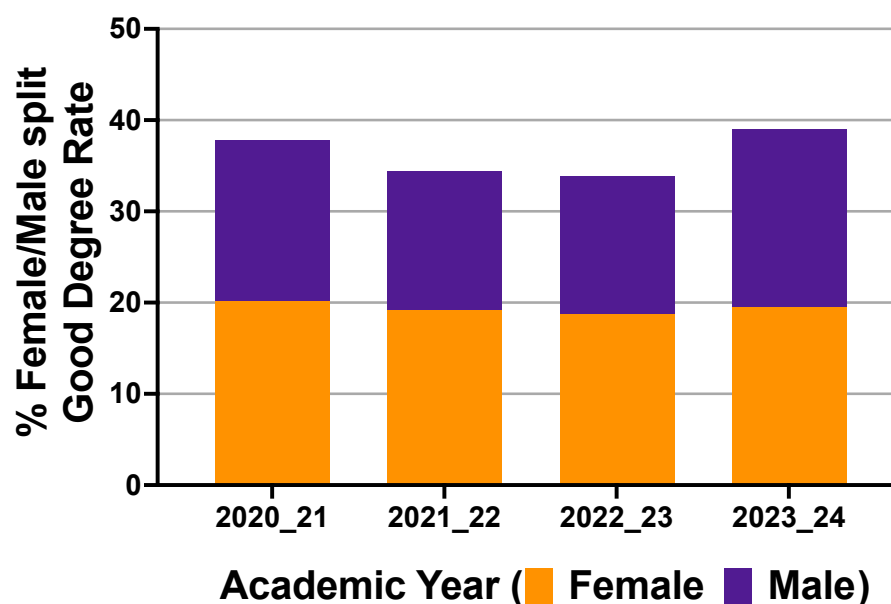
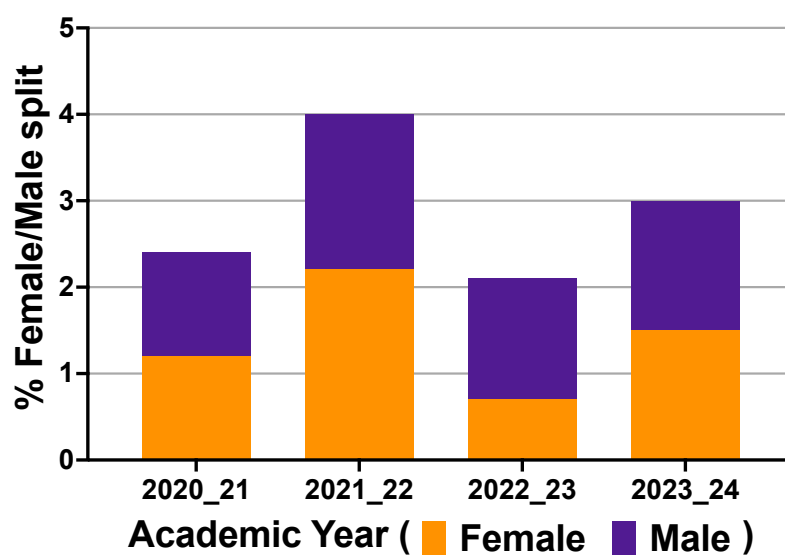


TABLE 2.8. OVERALL UG WITHDRAWAL STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Enrolled	746	100.0	785	100.0	763	100.0	798	100.0
	Withdrawals	5	0.7	7	0.9	3	0.4	6	0.8
Male	Enrolled	521	100.0	539	100.0	488	100.0	457	100.0
	Withdrawals	5	1.0	6	1.1	6	1.2	6	1.3

FIGURE 2.8. OVERALL UG WITHDRAWAL STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24



PGT Data

TABLE 2.9. OVERALL PGT STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

	2020_21	2021_22	2022_23	2023_24
Female	254	365	410	317
%Female	63.7%	67.2%	67.3%	66.3%
Male	145	178	199	161
%Male	36.3%	32.8%	32.7%	33.7%

FIGURE 2.9. OVERALL PGT STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

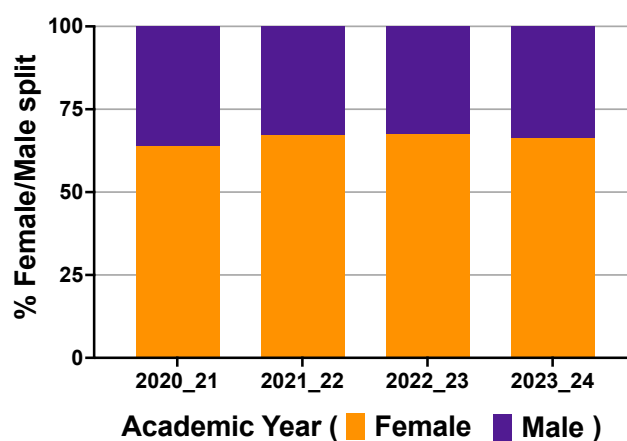


TABLE 2.10. OVERALL PGT STUDENT HEADCOUNT BASE ON HEIDI + HE PROVIDERS FPE DATA FOR BIOSCIENCE COURSES BETWEEN 2020_21 AND 2022_23

	2020_21	2021_22	2022_23
Female	1,795	1,425	1,605
%Female	62.1%	58.9%	60.1%
Male	1,095	995	1,065
%Male	38.9%	41.1%	39.9%

FIGURE 2.10. OVERALL PGT STUDENT HEADCOUNT BASE ON HEIDI + HE PROVIDERS FPE DATA FOR BIOSCIENCE COURSES BETWEEN 2020_21 AND 2022_23

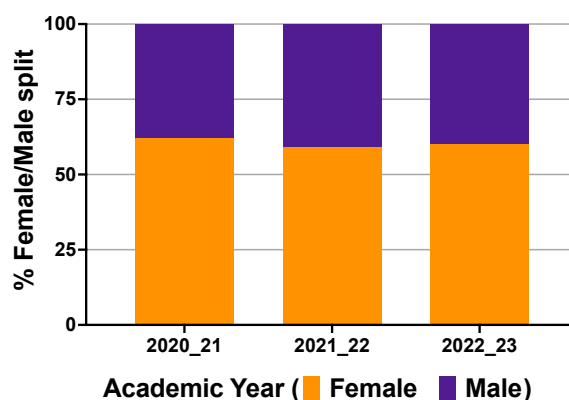


TABLE 2.11. OVERALL PGT STUDENT APPLICATIONS, OFFERS AND ACCEPTS IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Applications	866	58.0	1378	62.1	4529	63.1	3222	57.7
	Offers	377	63.7	566	63.5	388	66.0	1136	59.4
	Accepts	310	62.9	495	63.5	327	67.1	833	58.4
Male	Applications	627	42.0	840	37.9	2652	36.9	2360	42.3
	Offers	215	36.3	325	36.5	200	34.0	776	40.6
	Accepts	183	37.1	285	36.5	160	32.9	593	41.6

FIGURE 2.11. OVERALL PGT STUDENT APPLICATIONS, OFFERS AND ACCEPTS IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

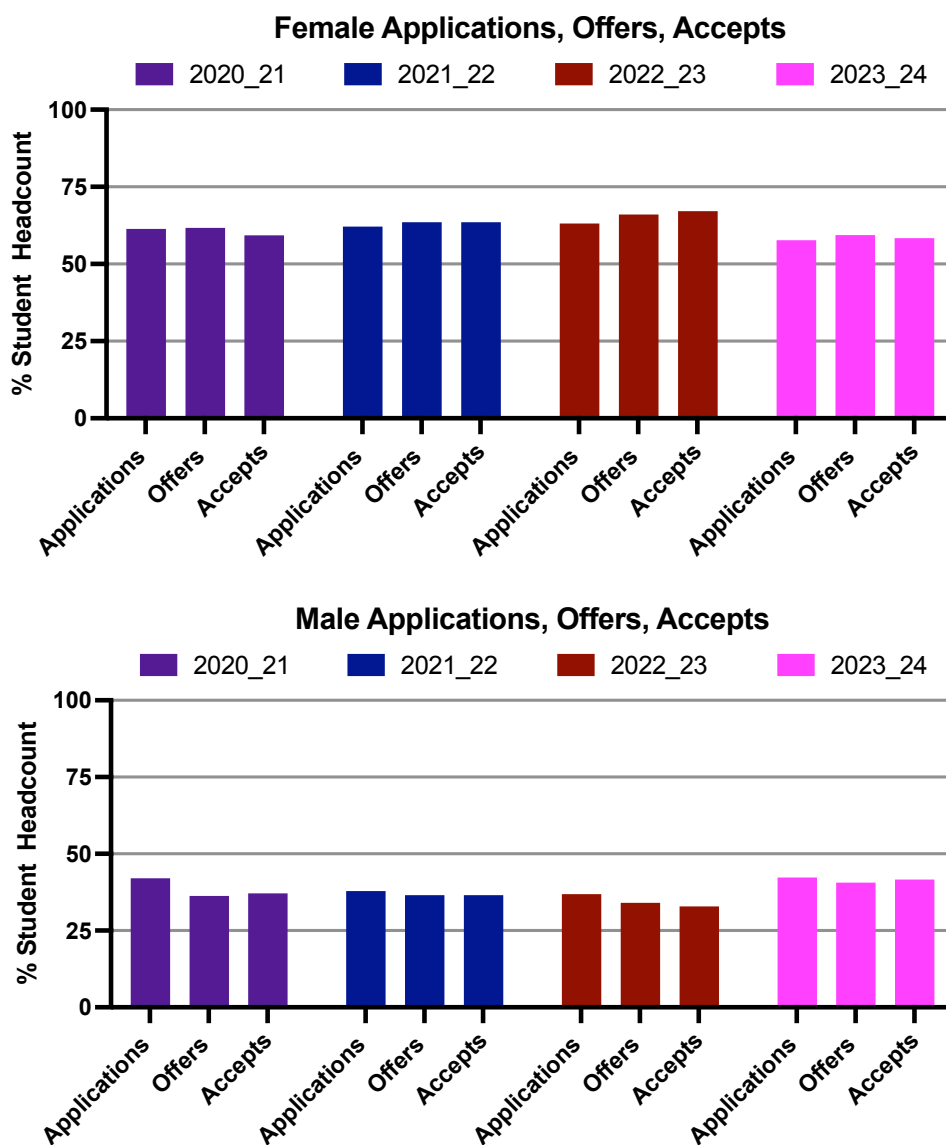


TABLE 2.12. PGT STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO COURSES

Biomedical Sciences FT					Biomedical Sciences SW				Biomedical Sciences PT				Biomedical Sciences Flexi DL				Biomedical Sciences Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	38	79	119	64	26	18	7	6	34	34	52	52	31	25	1	0	129	156	179	122
% Female	69.1	69.9	68.8	68.1	60.5	56.3	63.6	75.0	68.0	58.6	70.3	66.7	73.8	96.2	100.0	0.0	67.9	68.1	69.1	67.8
Male	17	34	54	30	17	14	4	2	16	24	22	26	11	1		0	61	73	80	58
%Male	30.9	30.1	31.2	31.9	39.5	43.8	36.4	25.0	32.0	41.4	29.7	33.3	26.2	3.8	0.0	0.0	32.1	31.9	30.9	32.2

Molecular Cell Biology FT					Molecular Cell Biology SW				Molecular Cell Biology PT				Molecular Cell Biology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	13	2	21	21	6	18	0	0	0	1	1	0	19	21	22	21
% Female	76.5	66.7	65.6	84.0	60.0	78.3	0.0	0.0	0.0	100.0	100.0	0.0	70.4	77.8	66.7	84.0
Male	4	1	11	4	4	5	0	0	0	0	0	0	8	6	11	4
%Male	23.5	33.3	34.4	16.0	40.0	21.7	0.0	0.0	0.0	0.0	0.0	0.0	29.6	22.2	33.3	16.0

Biotechnology FT					Biotechnology SW				Biotechnology PT				Biotechnology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	15	49	67	49	22	18	13	13	0	1	0	1	37	68	80	63
% Female	68.2	94.2	67.7	64.5	62.9	56.3	65.0	59.1	0.0	100.0	0.0	100.0	64.9	80.0	67.2	63.6
Male	7	3	32	27	13	14	7	9	0	0	0	0	20	17	39	36
%Male	31.8	5.8	32.3	35.5	37.1	43.8	35.0	40.9	0.0	0.0	0.0	0.0	35.1	20.0	32.8	36.4

Pharmacology FT					Pharmacology SW				Pharmacology PT				Pharmacology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	9	23	41	33	16	23	19	10	0	1	0	1	25	47	60	44
% Female	64.3	65.7	67.2	50.8	45.7	48.9	54.3	47.6	0.0	100.0	0.0	100.0	51.0	56.6	62.5	50.6
Male	5	12	20	32	19	24	16	11	0	0	0	0	24	36	36	43
%Male	35.7	34.3	32.8	49.2	54.3	51.1	100.0	100.0	0.0	0.0	0.0	0.0	49.0	43.4	37.5	49.4

Neuropharmacology FT					Neuropharmacology SW				Neuropharmacology PT				Neuropharmacology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	7	12	11	14	3	4	2	1	0	3	3		10	19	16	15
% Female	63.6	70.6	64.7	60.9	30.0	44.4	100.0	100.0	0.0	100.0	100.0	#DIV/0!	47.6	65.5	72.7	62.5
Male	4	5	6	9	7	5	0	0	0	0	0		11	10	6	9
%Male	36.4	29.4	35.3	39.1	70.0	55.6	0.0	0.0	0.0	0.0	0.0	#DIV/0!	52.4	34.5	27.3	37.5

Molecular Microbiology FT					Molecular Microbiology SW				Molecular Microbiology PT				Molecular Microbiology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	7	25	27	28	8	7	5	7	1	2	2	1	16	34	34	36
% Female	58.3	73.5	69.2	73.7	61.5	70.0	71.4	77.8	100.0	100.0	100.0	100.0	61.5	73.9	70.8	75.0
Male	5	9	12	10	5	3	2	2	0	0	0	0	10	12	14	12
%Male	41.7	26.5	30.8	26.3	38.5	30.0	28.6	22.2	0.0	0.0	0.0	0.0	38.5	26.1	29.2	25.0

FIGURE 2.12. PGT STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO COURSES (TOTAL)

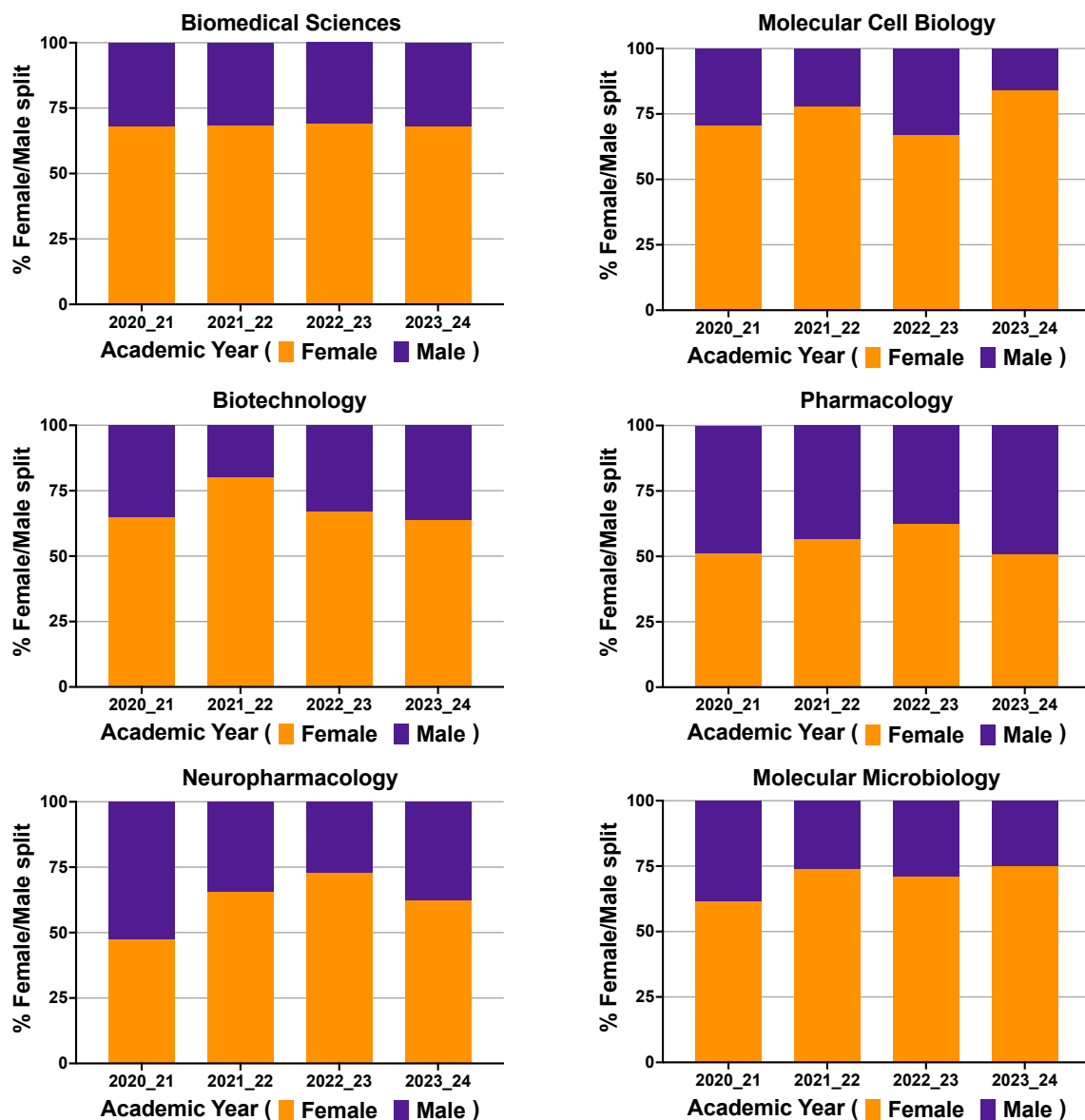


TABLE 2.13. PGT STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO ETHNICITY

	Ethnicity	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	254	63.5%	365	67.2%	410	67.2%	317	66.2%
	Asian	116	29.0%	217	40.0%	250	41.0%	202	42.2%
	Black	53	13.3%	55	10.1%	87	14.3%	54	11.3%
	Mixed	8	2.0%	7	1.3%	6	1.0%	5	1.0%
	Not Known	1	0.3%	2	0.4%	4	0.7%		
	Other	8	2.0%	13	2.4%	8	1.3%	5	1.0%
	White	68	17.0%	71	13.1%	55	9.0%	51	10.6%
Male	Total	145	36.3%	178	32.8%	199	32.6%	161	33.6%
	Asian	71	17.8%	95	17.5%	96	15.7%	80	16.7%
	Black	17	4.3%	31	5.7%	59	9.7%	40	8.4%
	Mixed	6	1.5%	6	1.1%	4	0.7%	5	1.0%
	Not Known	1	0.3%	3	0.6%	7	1.1%	1	0.2%
	Other	10	2.5%	4	0.7%	2	0.3%	5	1.0%
	White	40	10.0%	39	7.2%	31	5.1%	30	6.3%
Total		400	100.0%	543	100.0%	610	100.0%	479	100.0%

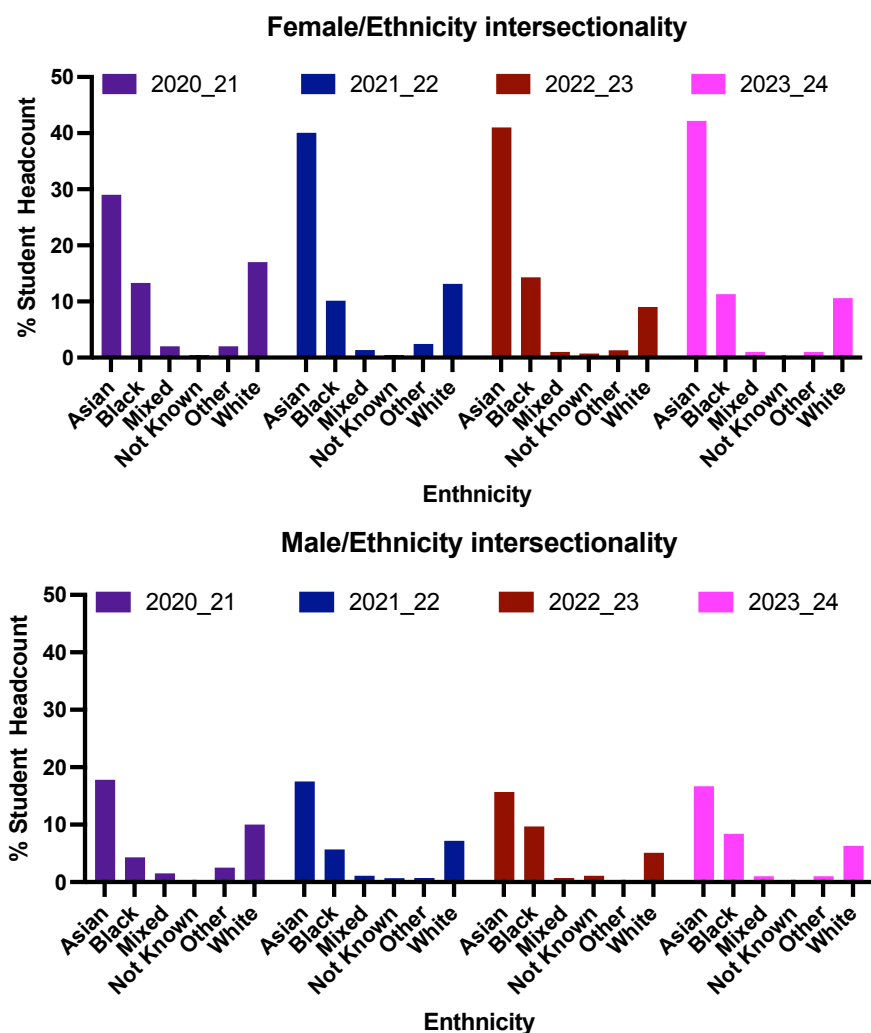
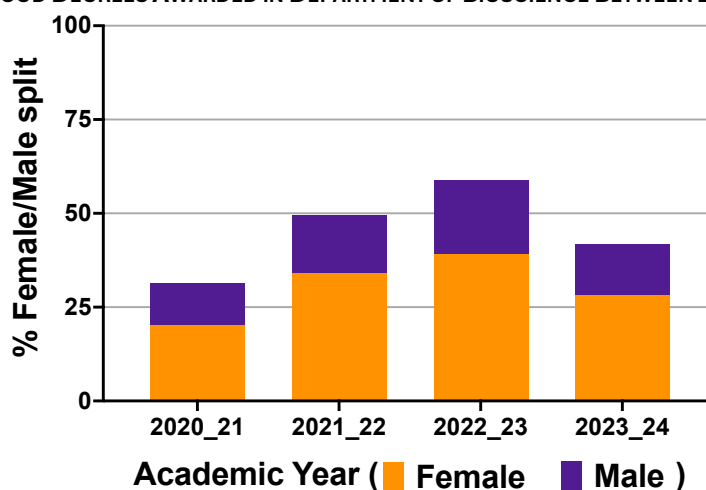
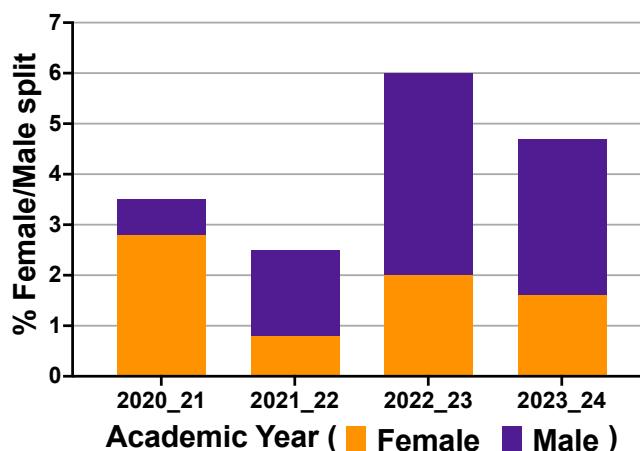
FIGURE 2.13. PGT STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO ETHNICITY

TABLE 2.14. PGT GOOD DEGREES AWARDED IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21	2021_22	2022_23	2023_24
Pass with Distinction	Female	32	49	77	50
	% Female of total student headcount	8.0	9.0	12.6	10.5
	Male	14	28	27	19
	% Male of total student headcount	3.5	5.2	4.4	4.0
Pass with Commendation	Female	48	135	162	84
	% Female of total student headcount	12.0	24.9	26.6	17.7
	Male	31	56	92	45
	% Male of total student headcount	7.8	10.3	15.1	9.5

FIGURE 2.14. PGT GOOD DEGREES AWARDED IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

TABLE 2.15. OVERALL PGT WITHDRAWAL STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Enrolled	254	100.0	365	100.0	410	100.0	317	100.0
	Withdrawals	7	2.8	3	0.8	8	2.0	5	1.6
Male	Enrolled	145	100.0	178	100.0	199	100.0	161	100.0
	Withdrawals	1	0.7	3	1.7	8	4.0	5	3.1

FIGURE 2.15. OVERALL PGT WITHDRAWAL STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24


PGR Data

TABLE 2.16. OVERALL PGR STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

	2020_21	2021_22	2022_23	2023_24
Female	16	21	18	16
%Female	59.3%	77.7%	60.0%	72.7%
Male	11	6	12	6
%Male	40.7%	22.3%	40.0%	27.3%

FIGURE 2.16. OVERALL PGR STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

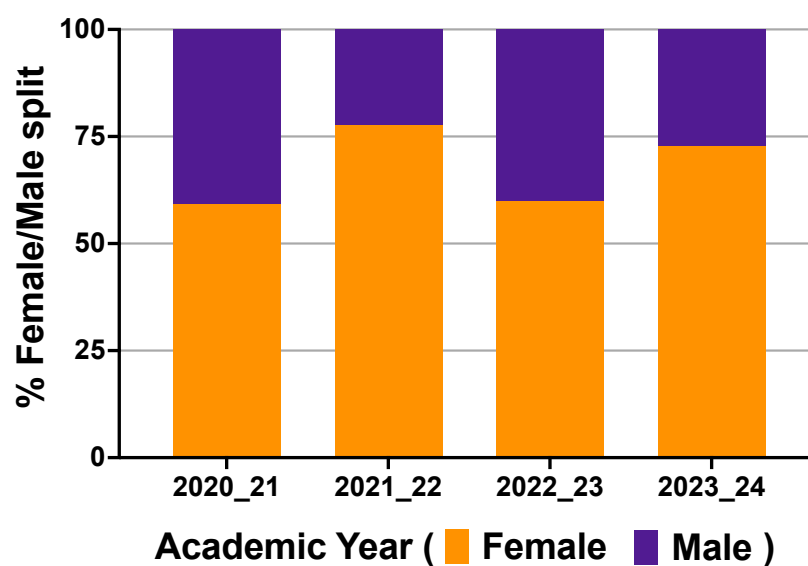


TABLE 2.17. PGR STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO COURSES (TOTAL)

Environmental Mangement FT					Environmental Mangement PT				Environmental Management Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	0	0	0	0	1	1	1	1	1	1	1	1
% Female	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	0	0	0	0	0	0	0	0	0	0	0	0
%Male	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Cancer Biology FT					Cancer Biology PT				Cancer Biology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	4	10	6	6	1	0	0	0	5	10	6	6
% Female	40.0	90.9	66.7	85.7	50.0	0.0	0.0	0.0	41.7	90.9	66.7	85.7
Male	6	1	3	1	1	0	0	0	7	1	3	1
%Male	60.0	9.1	33.3	14.3	50.0	0.0	0.0	0.0	58.3	9.1	33.3	14.3

Cell Biology FT					Cell Biology PT				Cell Biology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	2	2	1	1	0	0	0	0	2	2	1	1
% Female	100.0	100.0	100.0	100.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0
Male	0	0	0	0	0	0	0	0	0	0	0	0
%Male	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Pharmacology FT					Pharmacology PT				Pharmacology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	2	2	2	1	0	0	0	1	2	2	2	2
% Female	50.0	50.0	28.6	25.0	0.0	0.0	0.0	100.0	50.0	50.0	28.6	40.0
Male	2	2	5	3	0	0	0	0	2	2	5	3
%Male	50.0	50.0	71.4	75.0	0.0	0.0	0.0	0.0	50.0	50.0	71.4	60.0

Biotechnology FT					Biotechnology PT				Biotechnology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	4	2	4	2	0	0	1	1	4	2	5	3
% Female	80.0	100.0	57.1	50.0	0.0	0.0	100.0	100.0	80.0	100.0	71.4	60.0
Male	1	0	3	2	0	0	0	0	1	0	2	2
%Male	20.0	0.0	42.9	50.0	0.0	0.0	0.0	0.0	20.0	0.0	28.6	40.0

Molecular Microbiology FT					Molecular Microbiology PT				Molecular Microbiology Total			
	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24	2020_21	2021_22	2022_23	2023_24
Female	2	4	3	4	0	0	0	0	2	4	3	4
% Female	66.7	57.1	60.0	100.0	0.0	0.0	0.0	0.0	66.7	57.1	60.0	100.0
Male	1	3	2	0	0	0	0	0	1	3	2	0
%Male	33.3	42.9	40.0	0.0	0.0	0.0	0.0	0.0	33.3	42.9	40.0	0.0

**FIGURE 2.17. PGR STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24
BROKEN-DOWN INTO COURSES (TOTAL)**

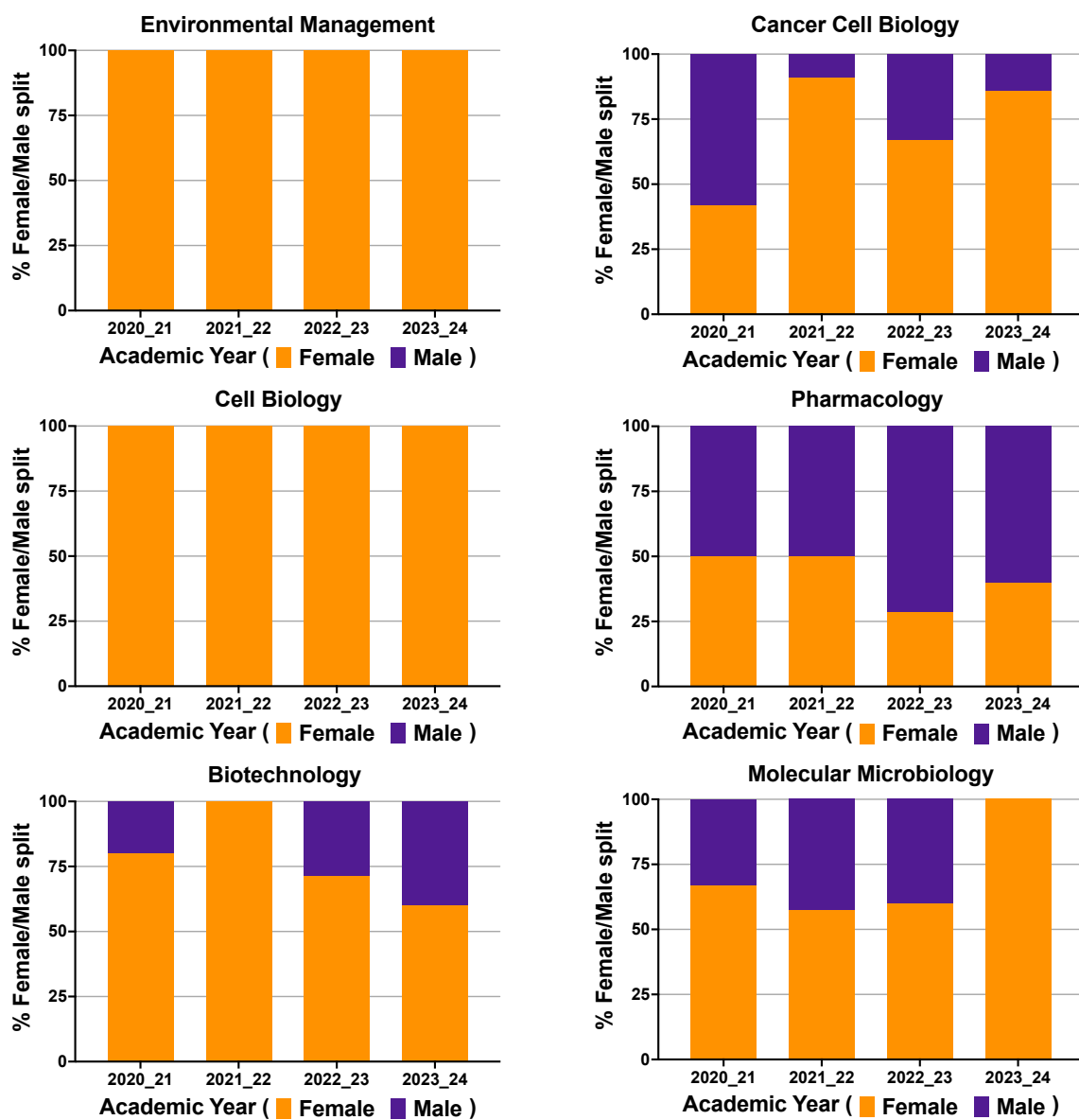


TABLE 2.18. PGR GOOD DEGREES AWARDED IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21	2021_22	2022_23	2023_24
Pass with Distinction	Female	3	9	11	6
	% Female of total student headcount	18.8	42.9	61.1	37.5
	Male	1	2	3	1
	% Male of total student headcount	9.1	33.3	25.0	16.7
Pass with Commendation	Female	5	10	5	7
	% Female of total student headcount	31.3	47.6	27.8	43.8
	Male	4	1	6	2
	% Male of total student headcount	36.4	16.7	50.0	33.3

FIGURE 2.18. PGR GOOD DEGREES AWARDED IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

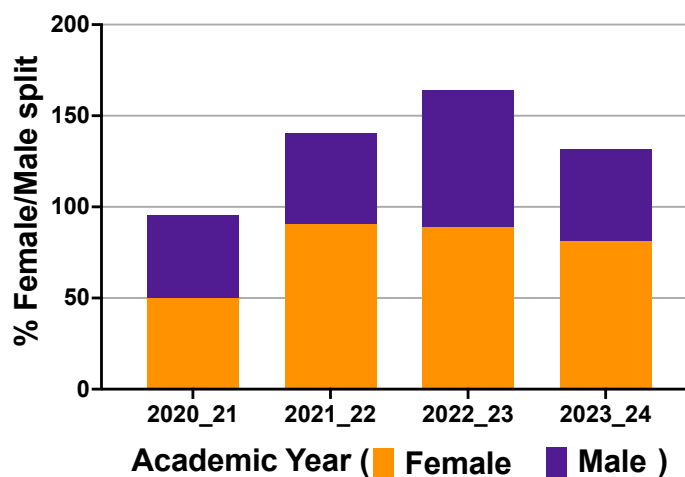
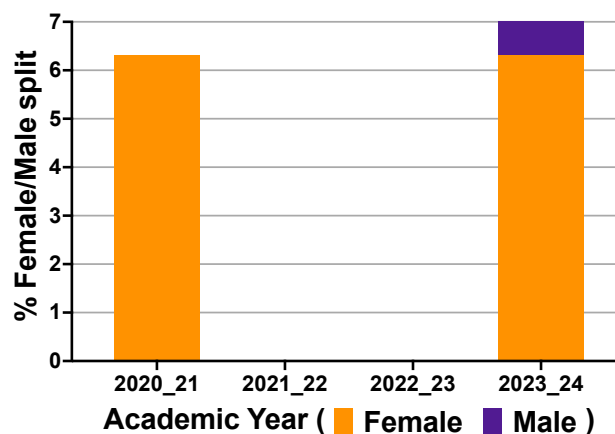


TABLE 2.19. OVERALL PGR WITHDRAWAL STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

		2020_21		2021_22		2022_23		2023_24	
		Number	%	Number	%	Number	%	Number	%
Female	Enrolled	16	100.0	21	100.0	18	100.0	16	100.0
	Withdrawals	1	6.3	0	0.0	0	0.0	1	6.3
Male	Enrolled	11	100.0	6	100.0	12	100.0	6	100.0
	Withdrawals	0	0.0	0	0.0	0	0.0	1	16.7

TABLE 2.19. OVERALL PGR WITHDRAWAL STUDENT HEADCOUNT IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

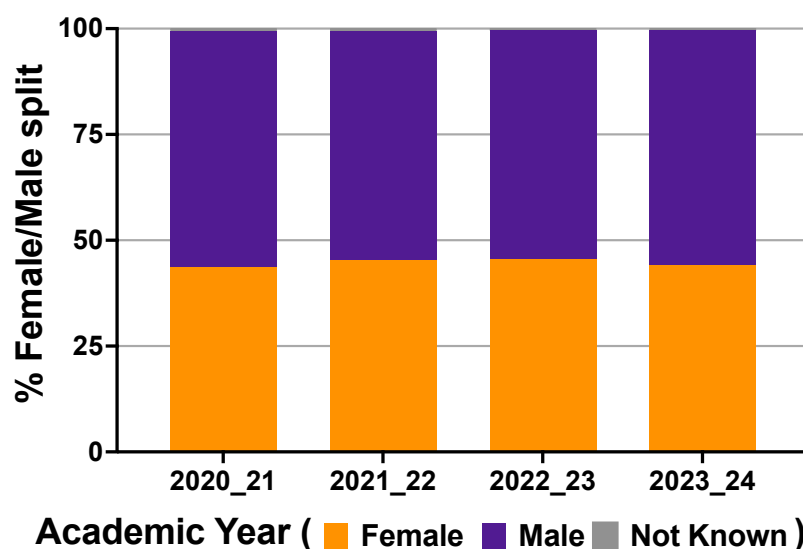


PhD Data

TABLE 2.20. OVERALL PHD STUDENT HEADCOUNT IN SCHOOL OF SCIENCE AND TECHNOLOGY BETWEEN 2020_21 AND 2023_24

	2020_21		2021_22		2022_23		2023_24	
	Value	%	Value	%	Value	%	Value	%
Female	89	43.6	99	45.2	104	45.4	115	44.2
Male	114	55.9	119	54.3	124	54.1	144	55.4
Not Known	1	0.5	1	0.5	1	0.4	1	0.4
Total	204	100.0	219	100.0	229	100.0	260	100.0

Note: Data is aggregated for all 6 Departments in the School of Science and Technology

FIGURE 2.20. OVERALL PHD STUDENT HEADCOUNT IN SCHOOL OF SCIENCE AND TECHNOLOGY 2020_21 AND 2023_24**TABLE 2.21. OVERALL PHD STUDENT WITHDRAWALS IN SCHOOL OF SCIENCE AND TECHNOLOGY BETWEEN 2020_21 AND 2023_24**

	2020_21		2021_22		2022_23		2023_24	
	Value	%	Value	%	Value	%	Value	%
Female	1	1.1	0	0.0	2	1.9	1	0.9
Male	2	1.8	3	2.5	4	3.2	0	0.0
Total	3	1.5	3	1.4	6	2.6	1	0.4

Note: Data is aggregated for all 6 Departments in the School of Science and Technology

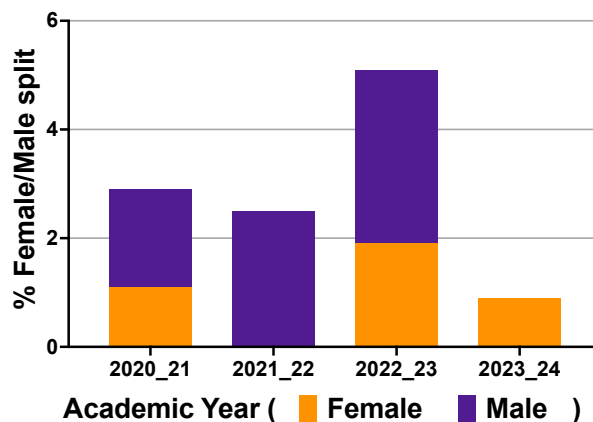
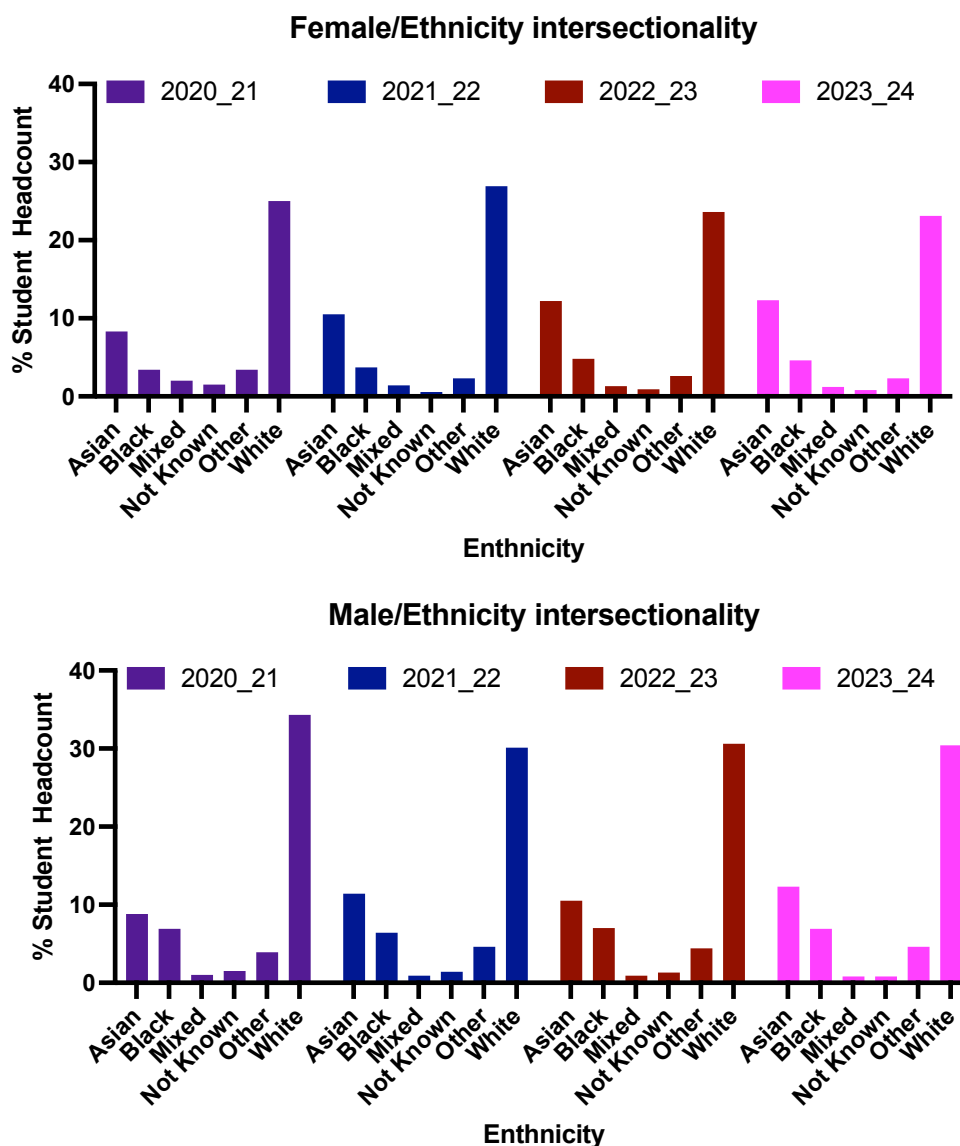
FIGURE 2.21. OVERALL PHD STUDENT WITHDRAWALS IN SCHOOL OF SCIENCE AND TECHNOLOGY 2020_21 AND 2023_24

TABLE 2.22. PHD STUDENT HEADCOUNT IN SCHOOL OF SCIENCE AND TECHNOLOGY 2020_21 AND 2023_24 BROKEN-DOWN INTO ETHNICITY

	Ethnicity	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	89	43.6	99	45.2	104	45.4	115	44.2
	Asian	17	8.3	23	10.5	28	12.2	32	12.3
	Black	7	3.4	8	3.7	11	4.8	12	4.6
	Mixed	4	2.0	3	1.4	3	1.3	3	1.2
	Not Known	3	1.5	1	0.5	2	0.9	2	0.8
	Other	7	3.4	5	2.3	6	2.6	6	2.3
	White	51	25.0	59	26.9	54	23.6	60	23.1
Male	Total	115	56.4	120	54.8	125	54.6	145	55.8
	Asian	18	8.8	25	11.4	24	10.5	32	12.3
	Black	14	6.9	14	6.4	16	7.0	18	6.9
	Mixed	2	1.0	2	0.9	2	0.9	2	0.8
	Not Known	3	1.5	3	1.4	3	1.3	2	0.8
	Other	8	3.9	10	4.6	10	4.4	12	4.6
	White	70	34.3	66	30.1	70	30.6	79	30.4
Total		204	100.0	219	100.0	229	100.0	260	100.0

Note: Data is aggregated for all 6 Departments in the School of Science and Technology

FIGURE 2.22. PHD STUDENT HEADCOUNT IN SCHOOL OF SCIENCE AND TECHNOLOGY BETWEEN 2020_21 AND 2023_24 BROKEN-DOWN INTO ETHNICITY

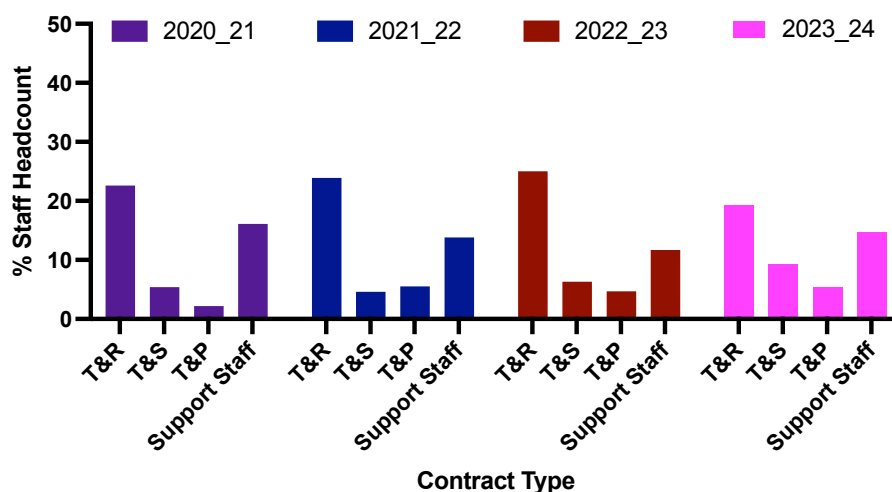
Staff Data

TABLE 2.23. STAFF BENCHMARKING BY CONTRACT TYPE (T&R/T&S/T&P/SUPPORT STAFF)

	Career Pathway	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	43	46.2	52	47.7	61	47.7	63	48.5
	T&R	21	22.6	26	23.9	32	25.0	25	19.2
	T&S	5	5.4	5	4.6	8	6.3	12	9.2
	T&P	2	2.2	6	5.5	6	4.7	7	5.4
	Support Staff	15	16.1	15	13.8	15	11.7	19	14.6
Male	Total	50	53.8	57	52.3	67	52.3	67	51.5
	T&R	28	30.1	33	30.3	40	31.3	30	23.1
	T&S	13	14.0	15	13.8	15	11.7	21	16.2
	T&P	1	1.1	1	0.9	1	0.8	4	3.1
	Support Staff	8	8.6	8	7.3	11	8.6	12	9.2
Total		93	100.0	109	100.0	128	100.0	130	100.0

FIGURE 2.23. STAFF BENCHMARKING BY CONTRACT TYPE (T&R/T&S/T&P/SUPPORT STAFF)

(A) FEMALES



(B) MALES

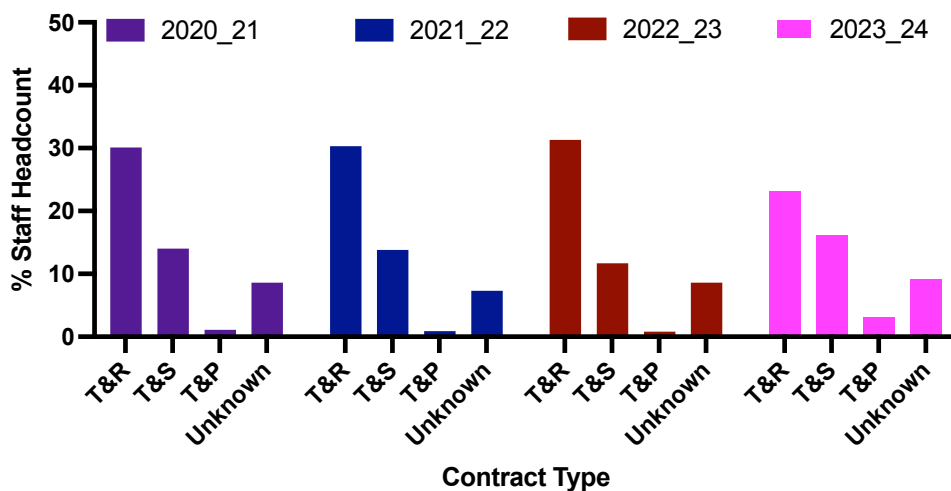
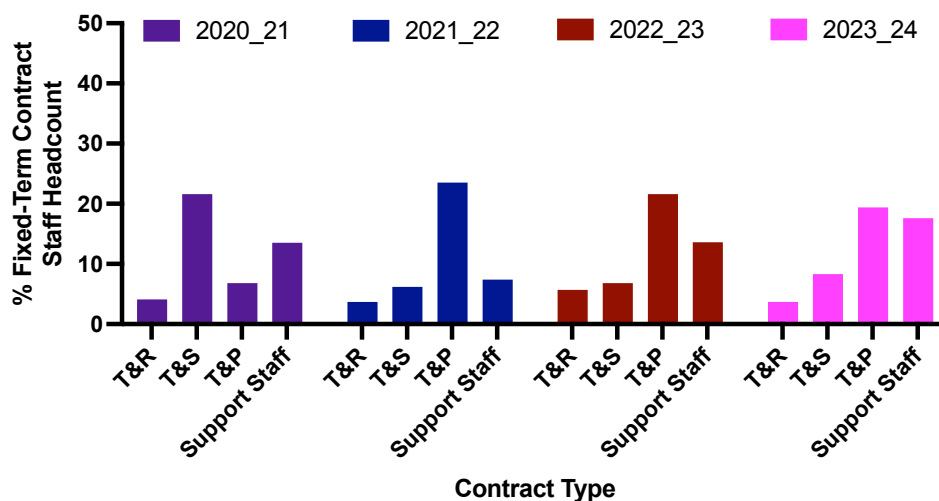


TABLE 2.24. FIXED TERM CONTRACT STAFF BENCHMARKING BY CONTRACT TYPE (T&R/T&S/T&P/SUPPORT STAFF)

	Career Pathway	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	34	45.9	33	40.7	42	47.7	53	49.1
	T&R	3	4.1	3	3.7	5	5.7	4	3.7
	T&S	16	21.6	5	6.2	6	6.8	9	8.3
	T&P	5	6.8	19	23.5	19	21.6	21	19.4
	Support Staff	10	13.5	6	7.4	12	13.6	19	17.6
Male	Total	40	54.1	48	59.3	46	52.3	55	50.9
	T&R	1	1.4	1	1.2	1	1.1	1	0.9
	T&S	13	17.6	13	16.0	15	17.0	16	14.8
	T&P	12	16.2	17	21.0	15	17.0	18	16.7
	Support Staff	14	18.9	17	21.0	15	17.0	20	18.5
Total		74	100.0	81	100.0	88	100.0	108	100.0

FIGURE 2.24. FIXED TERM CONTRACT STAFF BENCHMARKING BY CONTRACT TYPE (T&R/T&S/T&P /UNKNOWN)

(A) FEMALES



(B) MALES

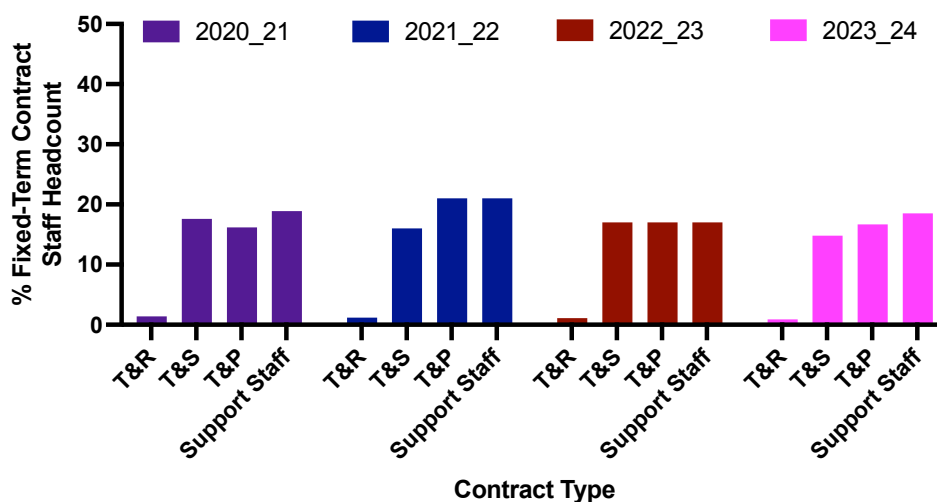


TABLE 2.25. STAFF SPLIT BY ETHNICITY

(A) WHITE

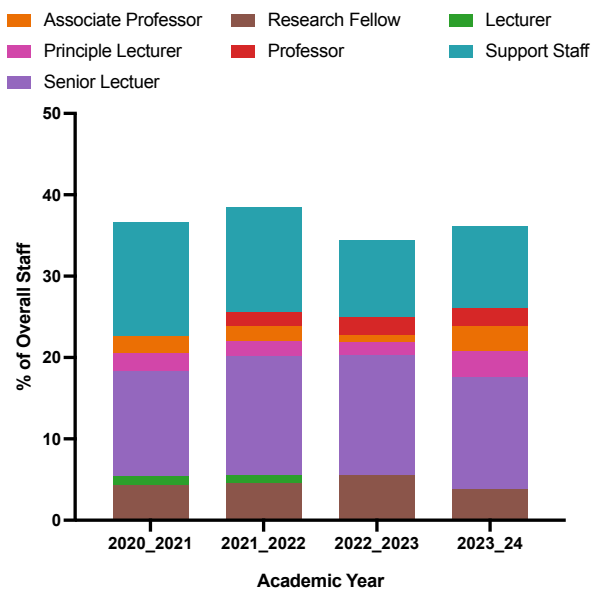
	Contract Type	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	34	36.6	42	38.5	44	34.4	47	36.2
	Research Fellow	4	4.3	5	4.6	7	5.5	5	3.8
	Lecturer	2	2.2	3	2.8	5	3.9	4	3.1
	Senior Lecturer	9	9.7	11	10.1	11	8.6	16	12.3
	Principal Lecturer	3	3.2	4	3.7	4	3.1	5	3.8
	Associate Professor	1	1.1	2	1.8	2	1.6	1	0.8
	Professor	2	2.2	3	2.8	3	2.3	3	2.3
	Support staff	13	14.0	14	12.8	12	9.4	13	10.0
Male	Total	39	41.9	45	41.3	52	40.6	53	40.8
	Research Fellow	1	1.1	4	3.7	7	5.5	8	6.2
	Lecturer	1	1.1	4	3.7	5	3.9	5	3.8
	Senior Lecturer	22	23.7	19	17.4	18	14.1	16	12.3
	Principal Lecturer	5	5.4	5	4.6	5	3.9	6	4.6
	Associate Professor	3	3.2	4	3.7	5	3.9	5	3.8
	Professor	1	1.1	2	1.8	2	1.6	3	2.3
	Support staff	6	6.5	7	6.4	10	7.8	10	7.7
Total		73	78.5	87	79.8	96	75.0	100	76.9

(B) ETHNIC MINORITY

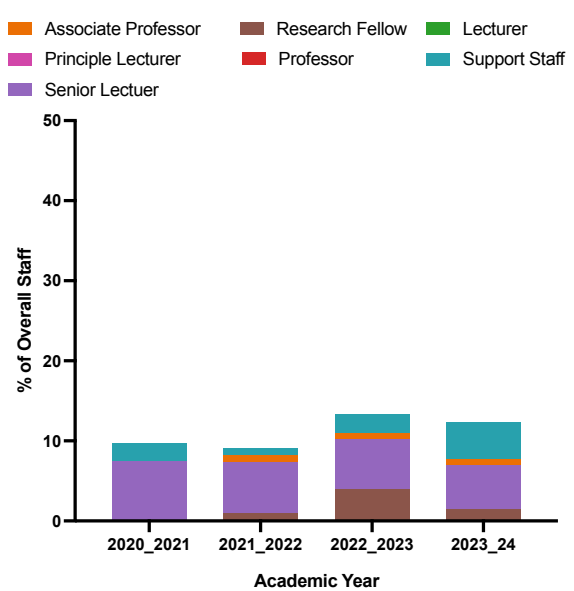
	Contract Type	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	9	9.7	10	9.2	17	13.3	16	12.3
	Research Fellow	0	0.0	1	0.9	5	3.9	2	1.5
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	7	7.5	7	6.4	8	6.3	7	5.4
	Principal Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Associate Professor	0	0.0	1	0.9	1	0.8	1	0.8
	Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Support staff	2	2.2	1	0.9	3	2.3	6	4.6
Male	Total	11	11.8	12	11.0	15	11.7	14	10.8
	Research Fellow	1	1.1	1	0.9	1	0.8	0	0.0
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	8	8.6	10	9.2	13	10.2	12	9.2
	Principal Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Associate Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Support staff	2	2.2	1	0.9	1	0.8	2	1.5
Total		20	21.5	22	20.2	32	25.0	30	23.1

FIGURE 2.25. STAFF SPLIT BY ETHNICITY

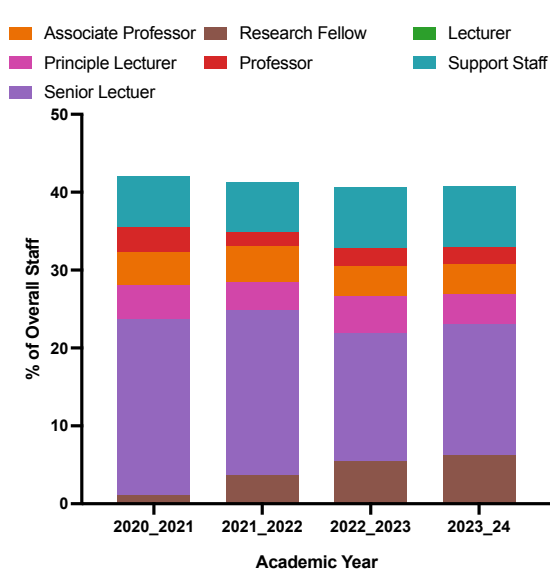
(A) FEMALE WHITE



(B) FEMALE ETHNIC MINORITY



(C) MALE WHITE



(D) MALE ETHNIC MINORITY

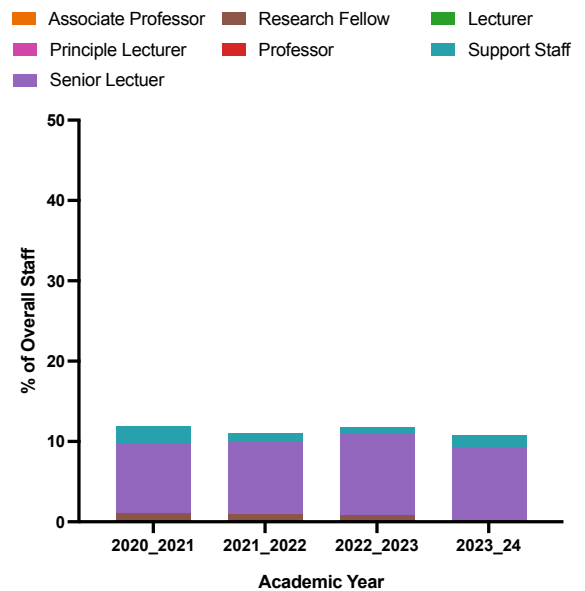
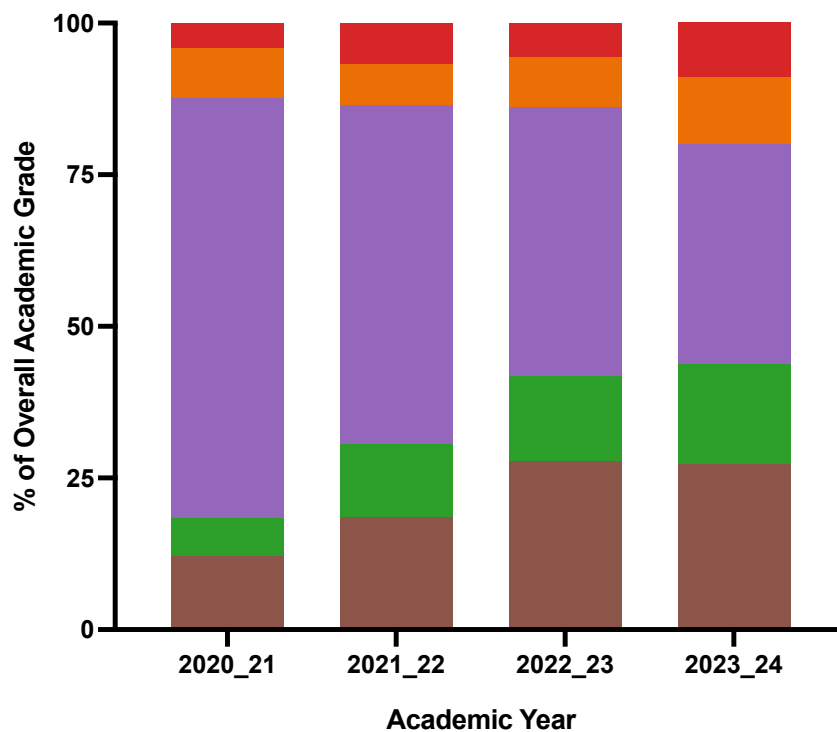


TABLE 2.26. STAFF DATA FOR T&R BROKEN DOWN BY CONTRACT TYPE

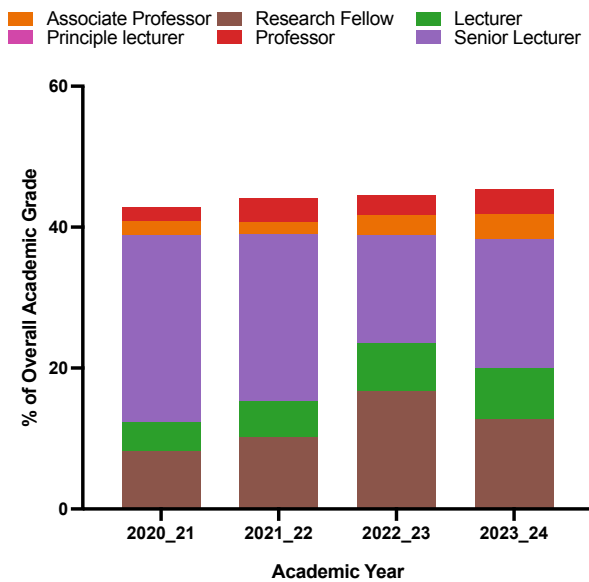
	Contract Type	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	21	42.9	26	44.1	32	44.4	25	45.5
	Research Fellow	4	8.2	6	10.2	12	16.7	7	12.7
	Lecturer	2	4.1	3	5.1	5	6.9	4	7.3
	Senior Lecturer	13	26.5	14	23.7	11	15.3	10	18.2
	Principal Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Associate Professor	1	2.0	1	1.7	2	2.8	2	3.6
	Professor	1	2.0	2	3.4	2	2.8	2	3.6
	Support Staff	0	0.0	0	0.0	0	0.0	0	0.0
Male	Total	28	57.1	33	55.9	40	55.6	30	54.5
	Research Fellow	2	4.1	5	8.5	8	11.1	8	14.5
	Lecturer	1	2.0	4	6.8	5	6.9	5	9.1
	Senior Lecturer	21	42.9	19	32.2	21	29.2	10	18.2
	Principal Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Associate Professor	3	6.1	3	5.1	4	5.6	4	7.3
	Professor	1	2.0	2	3.4	2	2.8	3	5.5
	Support Staff	0	0.0	0	0.0	0	0.0	0	0.0
Total		49	100.0	59	100.0	72	100.0	55	100.0

FIGURE 2.26. STAFF DATA FOR T&R BROKEN DOWN BY CONTRACT TYPE**(A) OVERALL**

■ Associate Professor ■ Research Fellow ■ Lecturer
■ Principle lecturer ■ Professor ■ Senior Lecturer



(B) FEMALE



(C) MALE

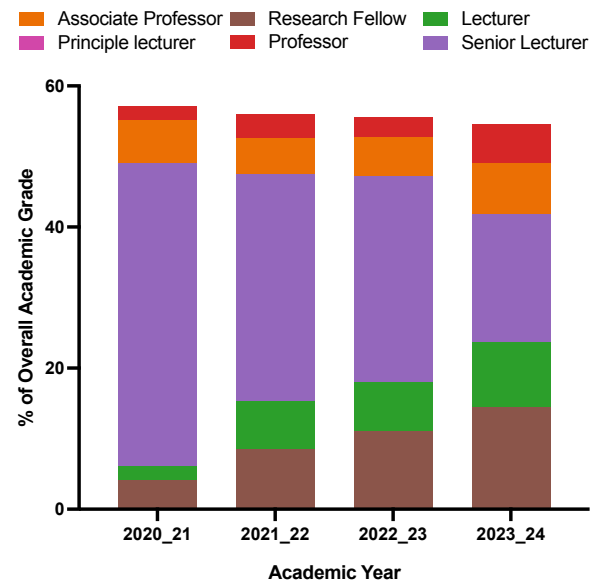
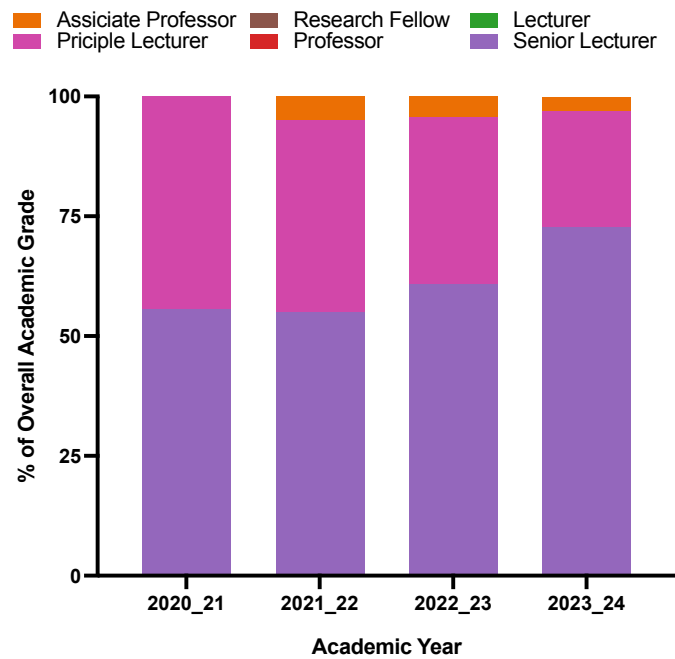


TABLE 2.27. STAFF DATA FOR T&S BROKEN DOWN BY CONTRACT TYPE

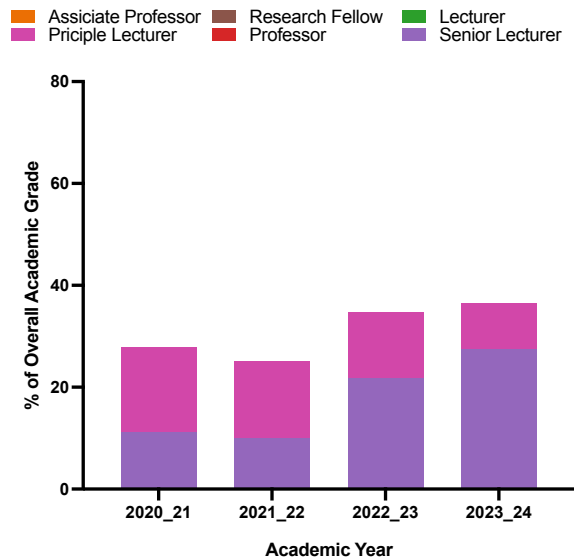
	Contract Type	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	5	27.8	5	25.0	8	34.8	12	36.4
	Research Fellow	0	0.0	0	0.0	0	0.0	0	0.0
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	2	11.1	2	10.0	5	21.7	9	27.3
	Principal Lecturer	3	16.7	3	15.0	3	13.0	3	9.1
	Associate Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Support Staff	0	0.0	0	0.0		0.0	0	0.0
Male	Total	13	72.2	15	75.0	15	65.2	21	63.6
	Research Fellow	0	0.0	0	0.0	0	0.0	0	0.0
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	8	44.4	9	45.0	9	39.1	15	45.5
	Principal Lecturer	5	27.8	5	25.0	5	21.7	5	15.2
	Associate Professor	0	0.0	1	5.0	1	4.3	1	3.0
	Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Support Staff	0	0.0	0	0.0	0	0.0	0	0.0
Total		18	100.0	20	100.0	23	100.0	33	100.0

FIGURE 2.27. STAFF DATA FOR T&S BROKEN DOWN BY CONTRACT TYPE

(A) OVERALL



(B) FEMALE



(C) MALE

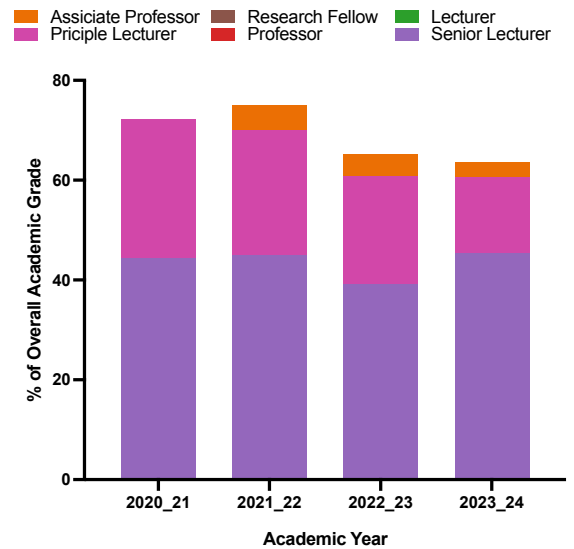
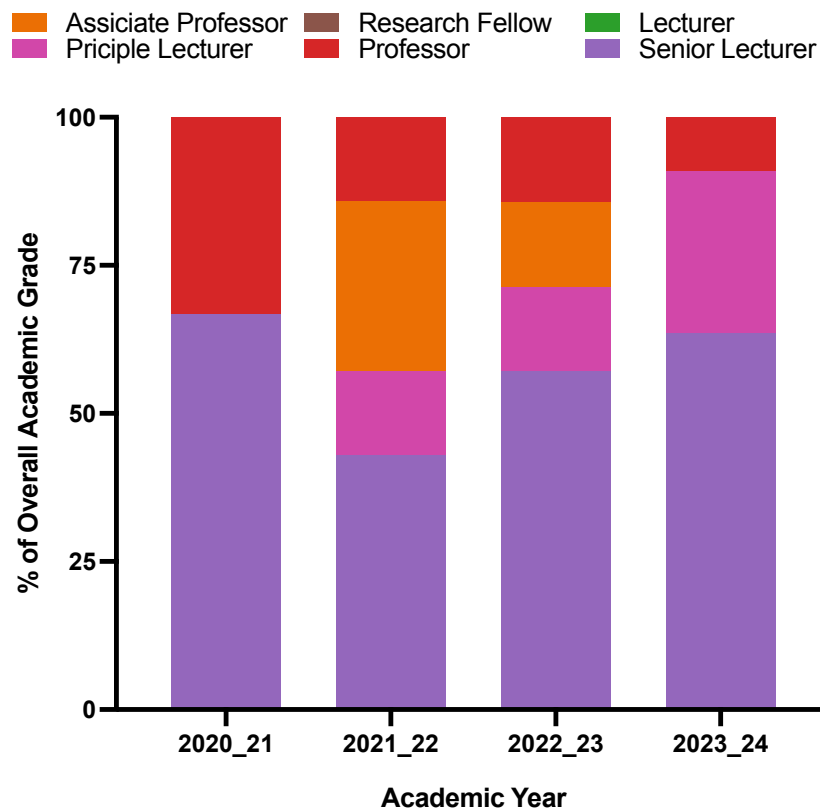
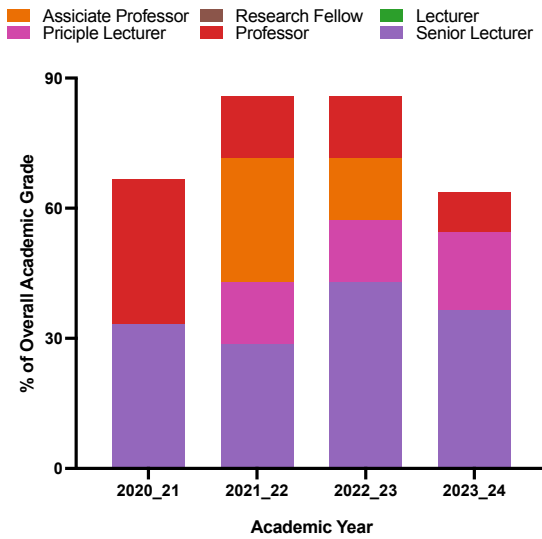


TABLE 2.28. STAFF DATA FOR T&P BROKEN DOWN BY CONTRACT TYPE

	Contract Type	2020_21		2021_22		2022_23		2023_24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	2	66.7	6	85.7	6	85.7	7	63.6
	Research Fellow	0	0.0	0	0.0	0	0.0	0	0.0
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	1	33.3	2	28.6	3	42.9	4	36.4
	Principal Lecturer	0	0.0	1	14.3	1	14.3	2	18.2
	Associate Professor	0	0.0	2	28.6	1	14.3	0	0.0
	Professor	1	33.3	1	14.3	1	14.3	1	9.1
	Support Staff	0	0.0	0	0.0	0	0.0	0	0.0
Male	Total	1	33.3	1	14.3	1	14.3	4	36.4
	Research Fellow	0	0.0	0	0.0	0	0.0	0	0.0
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	1	33.3	1	14.3	1	14.3	3	27.3
	Principal Lecturer	0	0.0	0	0.0	0	0.0	1	9.1
	Associate Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Support Staff	0	0.0	0	0.0	0	0.0	0	0.0
Total		3	100.0	7	100.0	7	100.0	11	100.0

FIGURE 2.28. STAFF DATA FOR T&P BROKEN DOWN BY CONTRACT TYPE**(A) OVERALL**

(B) FEMALE



(C) MALE

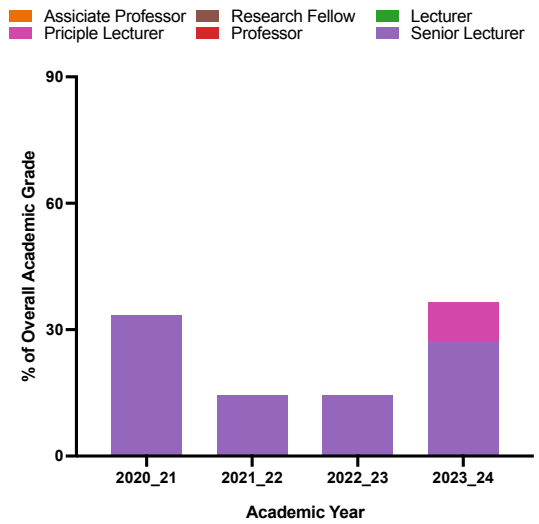
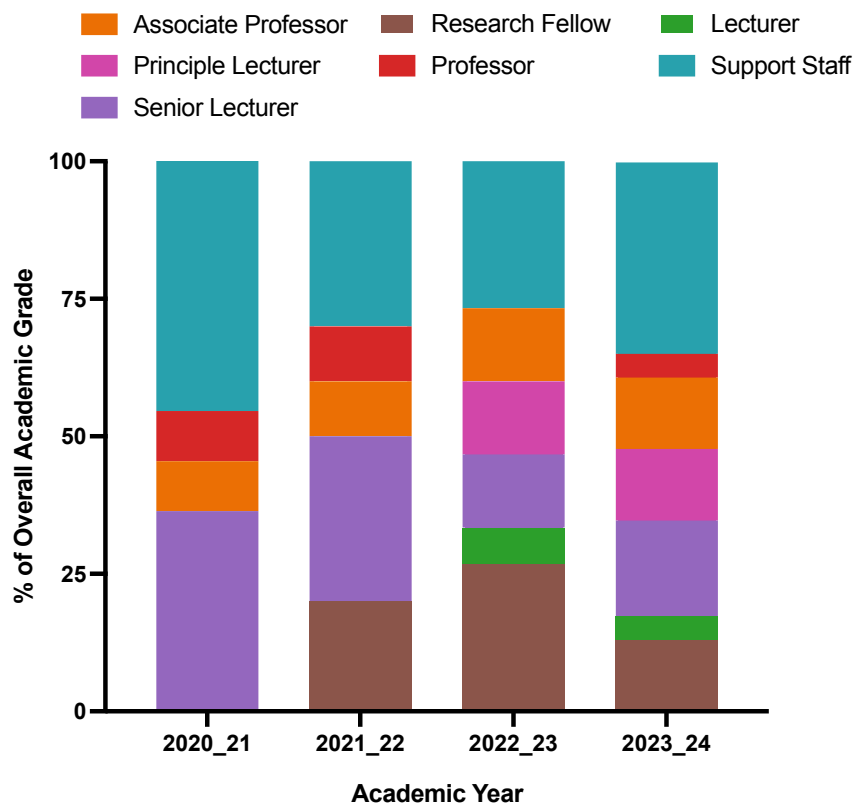


TABLE 2.29. STAFF DATA FOR PROMOTIONS BROKEN DOWN BY GRADE (ALL PATHWAYS COMBINED)

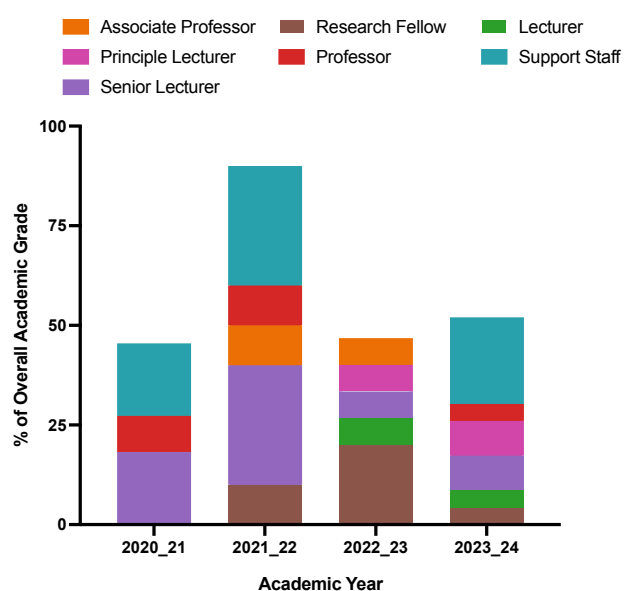
	Promoted to Grade	2020/21		2021/22		2022/23		2023/24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	5	45.5	9	90.0	7	46.7	12	52.2
	Research Fellow	0	0.0	1	10.0	3	20.0	1	4.3
	Lecturer	0	0.0	0	0.0	1	6.7	1	4.3
	Senior Lecturer	2	18.2	3	30.0	1	6.7	2	8.7
	Principal Lecturer	0	0.0	0	0.0	1	6.7	2	8.7
	Associate Professor	0	0.0	1	10.0	1	6.7	0	0.0
	Professor	1	9.1	1	10.0	0	0.0	1	4.3
	Support Staff	2	18.2	3	30.0	0	0.0	5	21.7
Male	Total	6	54.5	1	10.0	8	53.3	11	47.8
	Research Fellow	0	0.0	1	10.0	1	6.7	2	8.7
	Lecturer	0	0.0	0	0.0	0	0.0	0	0.0
	Senior Lecturer	2	18.2	0	0.0	1	6.7	2	8.7
	Associate Professor	0	0.0	0	0.0	1	6.7	1	4.3
	Principal Lecturer	1	9.1	0	0.0	1	6.7	3	13.0
	Professor	0	0.0	0	0.0	0	0.0	0	0.0
	Support Staff	3	27.3	0	0.0	4	26.7	3	13.0
Total		11	100.0	10	100.0	15	100.0	23	100.0

FIGURE 2.29. STAFF DATA FOR PROMOTIONS BROKEN DOWN BY CONTRACT TYPE AND SEX

(A) OVERALL



(B) FEMALE



(C) MALE

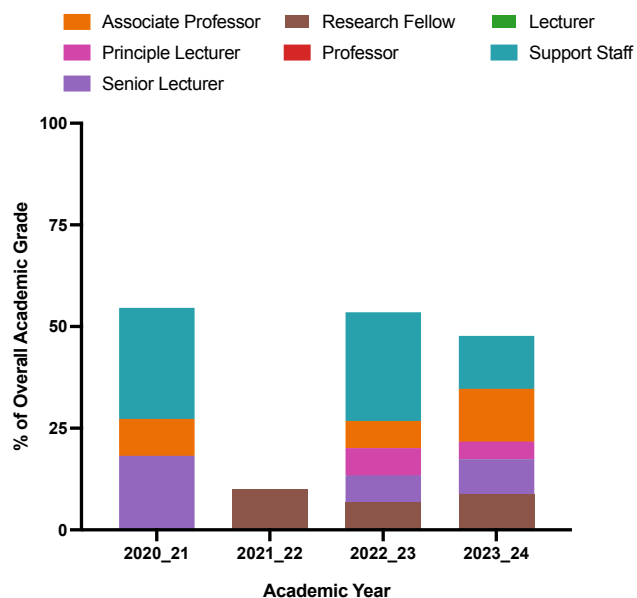


TABLE 2.30. OVERALL STAFF APPLICATIONS, SHORTLISTS AND OFFERS IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

(A) APPLICATIONS

	Job Category	2020/21		2021/22		2022/23		2023/24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	146	35.7	141	40.6	540	49.0	587	62.2
	Academic	125	30.6	74	21.3	180	16.3	28	3.0
	Research	8	2.0	50	14.4	256	23.2	432	45.8
	Professional Services	3	0.7	6	1.7	58	5.3	31	3.3
	Technician	10	2.4	11	3.2	46	4.2	96	10.2
Male	Total	263	64.3	206	59.4	562	2.0	356	37.8
	Academic	234	57.2	141	40.6	263	23.9	29	3.1
	Research	18	4.4	52	15.0	201	18.2	257	27.3
	Professional Services	6	1.5	6	1.7	49	4.4	14	1.5
	Technician	5	1.2	7	2.0	49	4.4	56	5.9
Total		409	100.0	347	100.0	1102	51.0	943	100.0

(B) SHORTLISTS

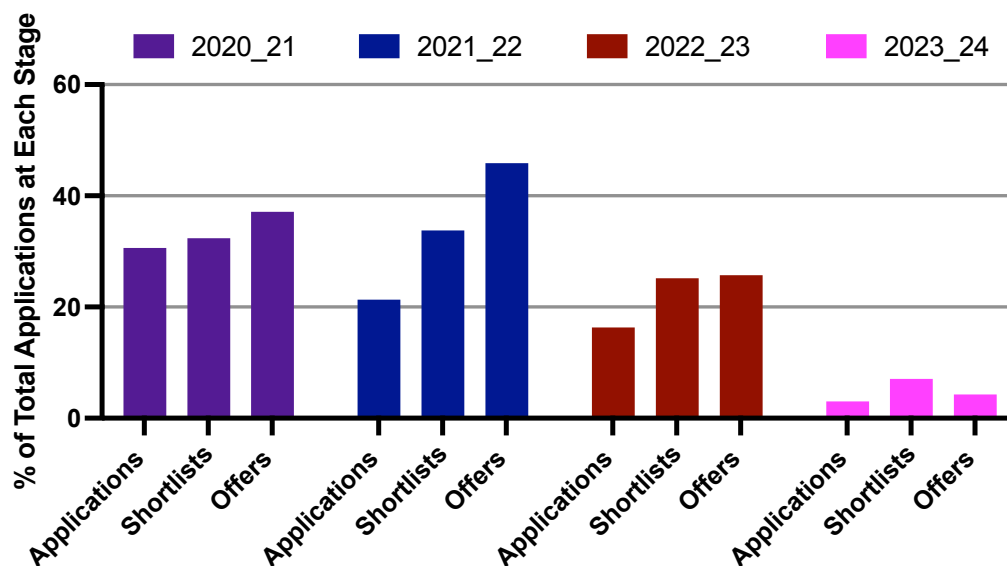
	Job Category	2020/21		2021/22		2022/23		2023/24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	30	44.1	42	56.8	83	55.0	22	52.4
	Academic	22	32.4	25	33.8	38	25.2	3	7.1
	Research	1	1.5	8	10.8	24	15.9	9	21.4
	Professional Services	2	2.9	3	4.1	8	5.3	10	23.8
	Technician	5	7.4	6	8.1	13	8.6	0	0.0
Male	Total	38	55.9	32	43.2	68	45.0	20	47.6
	Academic	27	39.7	16	21.6	37	24.5	10	23.8
	Research	8	11.8	10	13.5	15	9.9	4	9.5
	Professional Services	3	4.4	3	4.1	6	4.0	6	14.3
	Technician	0	0.0	3	4.1	10	6.6	0	0.0
Total		68	100.0	74	100.0	151	100.0	42	100.0

(C) OFFERS

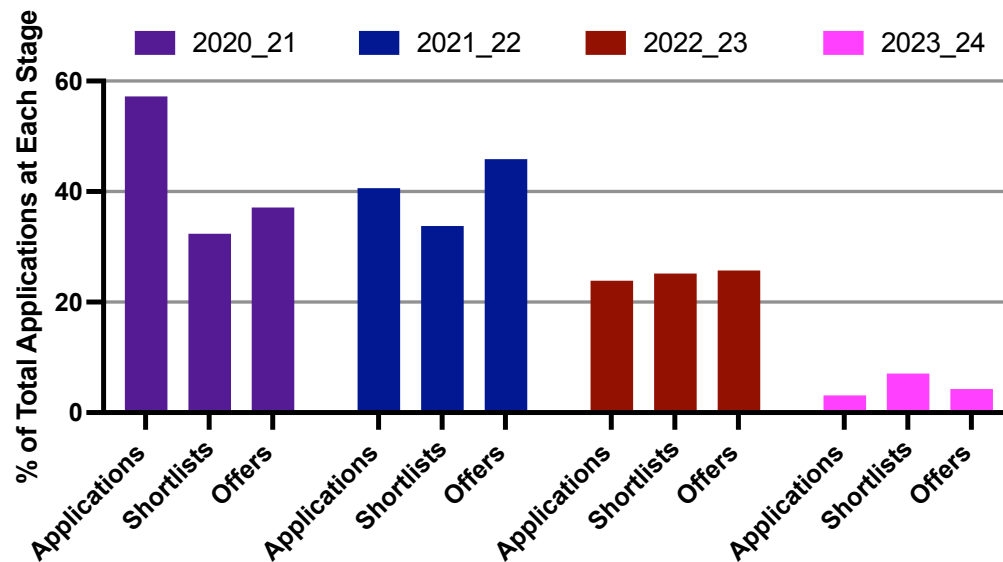
	Job Category	2020/21		2021/22		2022/23		2023/24	
		Value	%	Value	%	Value	%	Value	%
Female	Total	16	45.7	26	70.3	36	51.4	11	47.8
	Academic	13	37.1	17	45.9	18	25.7	1	4.3
	Research	1	2.9	4	10.8	9	12.9	1	4.3
	Professional Services	1	2.9	3	8.1	6	8.6	9	39.1
	Technician	1	2.9	2	5.4	3	4.3	0	0.0
Male	Total	19	54.3	11	29.7	34	48.6	12	52.2
	Academic	16	45.7	5	13.5	21	30.0	6	26.1
	Research	1	2.9	3	8.1	7	10.0	1	4.3
	Professional Services	2	5.7	3	8.1	3	4.3	5	21.7
	Technician	0	0.0	0	0.0	3	4.3	0	0.0
Total		35	100.0	37	100.0	70	100.0	23	100.0

FIGURE 2.30. OVERALL STAFF APPLICATIONS, SHORTLISTS AND OFFERS IN DEPARTMENT OF BIOSCIENCE BETWEEN 2020_21 AND 2023_24

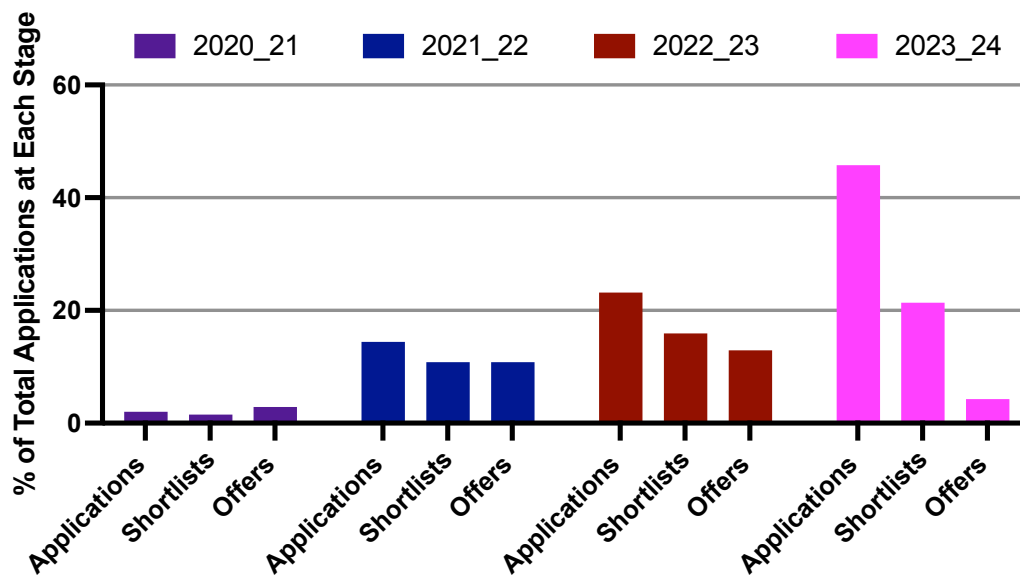
(A) ACADEMIC (FEMALE)



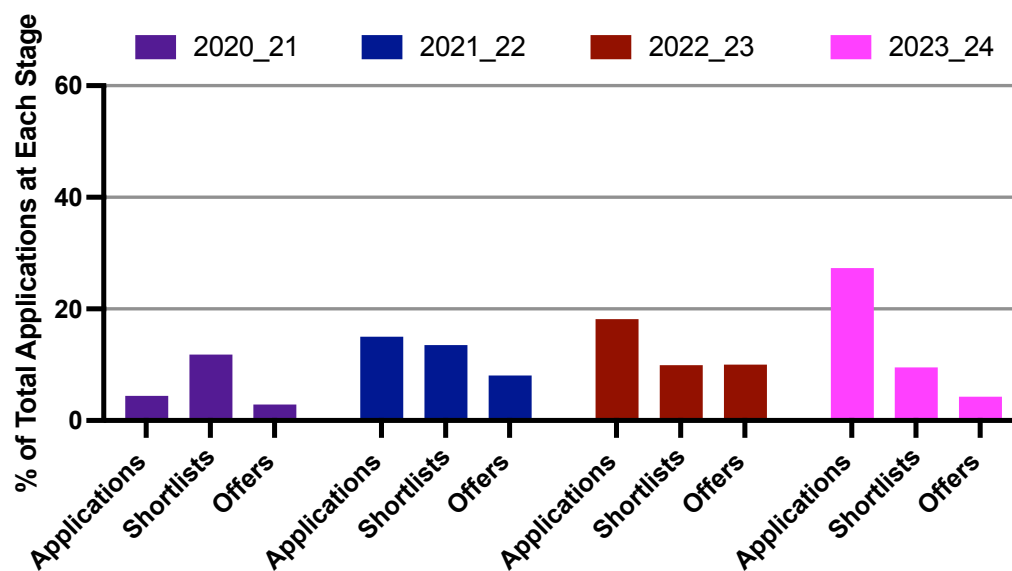
(B) ACADEMIC (MALE)



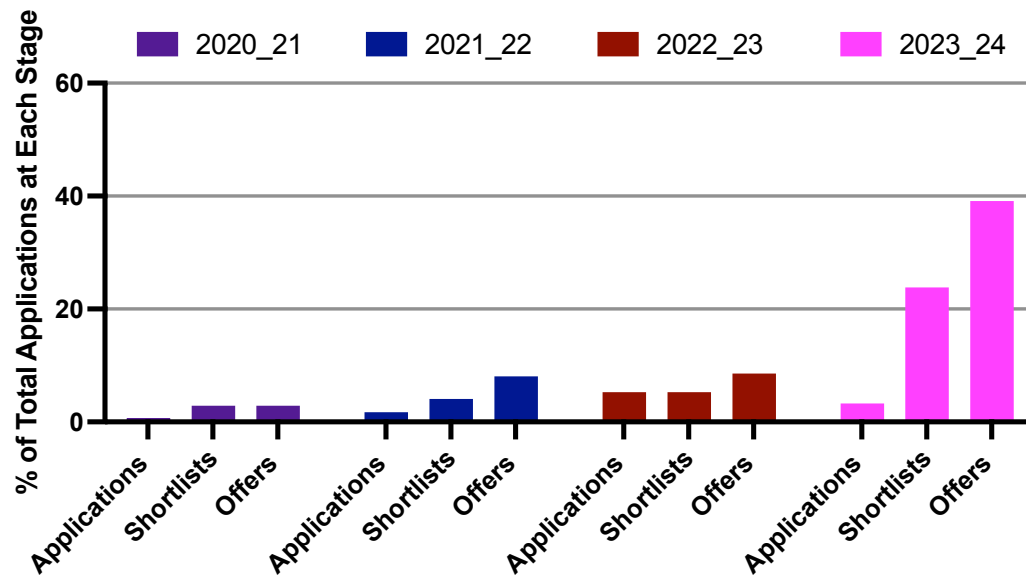
(C) RESEARCH (FEMALE)



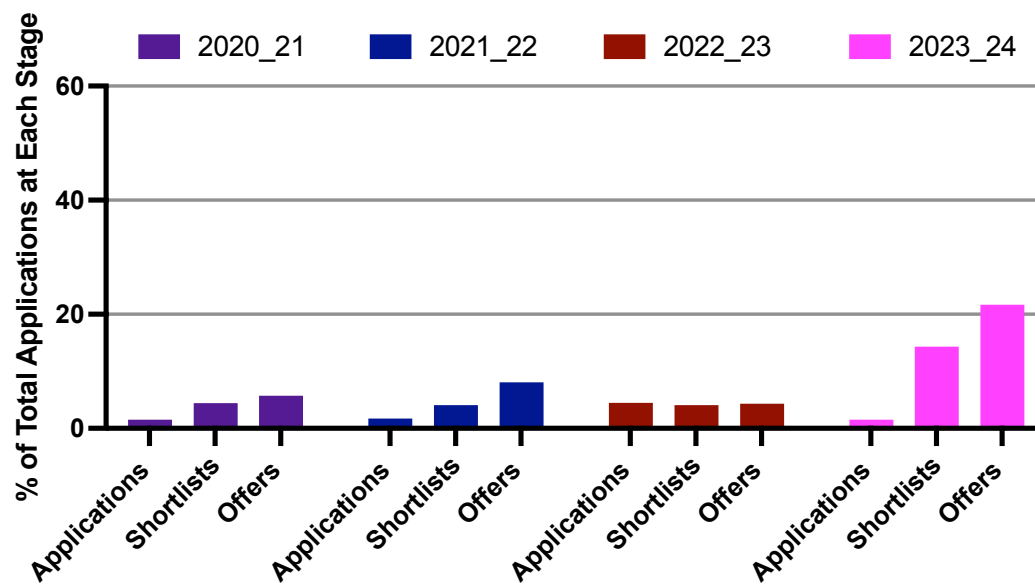
(D) RESEARCH (MALE)



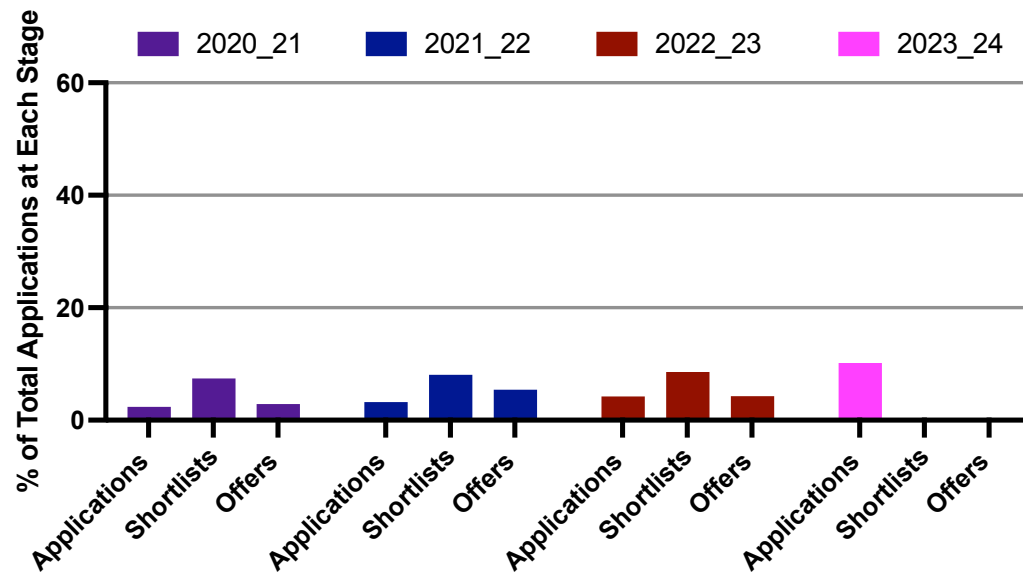
(E) PROFESSIONAL SERVICES (FEMALE)



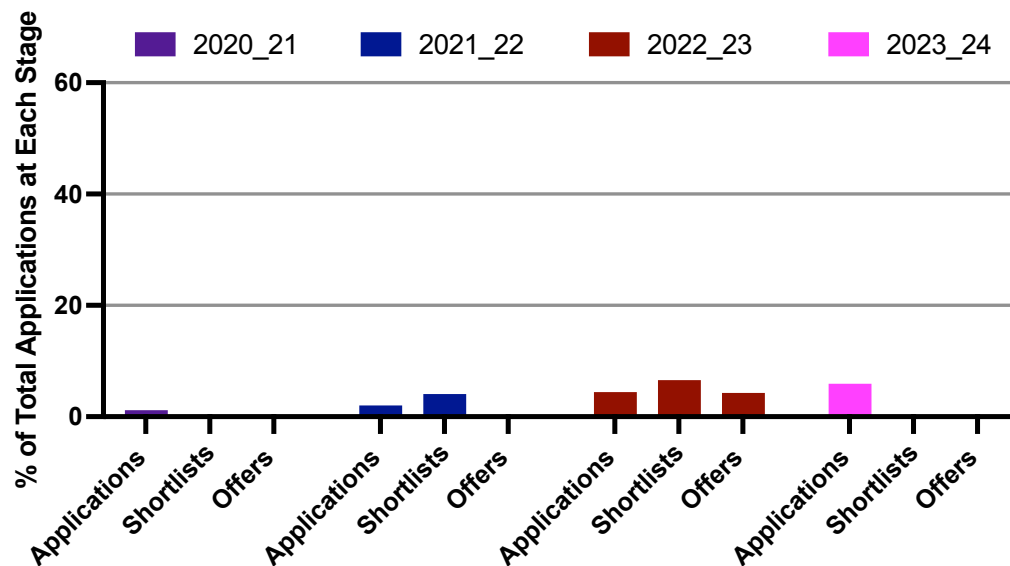
(F) PROFESSIONAL SERVICES (MALE)



(G) TECHNICIAN (FEMALE)



(H) TECHNICIAN (MALE)



Appendix 3: Glossary

AROM	Antimicrobial Resistance, Omics and Microbiota
AS	Athena Swan
Aurora	Advance HE leadership development programme for women
CIRC	Centre for Computer Science and Informatics
DAP	Departmental Action Plan
DHoD	Deputy Head of Department
DMT	The Departmental Management Team
DoB	The Department of Bioscience
ECRs	Early-stage Career Researchers
EDI	Equality, Diversity and Inclusion
FTE	Full Time Equivalent
HESA	Higher Education Statistic Agency
HoD	Head of Department
IMEC	Imagining materials and Engineering Centre
JACS	Joint Academic Coding System
JvG	The John van Geest Cancer Research Centre
MAP	My Academic Portfolios
NSS	National Student Survey
NTU	Nottingham Trent University
PDRs	Post-Doctoral Researchers
PGR	Postgraduate Research Students
PGT	Postgraduate Taught Students
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
PTO	Professional, Technical and Operational (staff)
REF	Research Excellence Framework
SAT	Self-Assessment Team
SASQC	School Academic Standards and Quality Committee
SET	School Executive Team
SHAPE	Sports Health and Performance Enhancement Research Centre
ShiMR	Centre of Systems Health and Integrated Metabolic Research
SST	School of Science and Technology

T&P	Teaching and Practice
T&R	Teaching & Research
T&S	Teaching & Scholarship
TAG	Teaching Assessment Group
UG	Undergraduate Students