



**Nottingham Trent
University,
Psychology Department
Application
Bronze Award**



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

| Department application | Bronze | NTU Psychology |
|---|---------------|-------------------|
| Word limit | 10,500 | 10,636 |
| <i>Recommended word count</i> | | |
| 1. Letter of endorsement | 500 | 514 |
| 2. Description of the department | 500 | 471 |
| 3. Self-assessment process | 1,000 | 987 |
| 4. Picture of the department | 2,000 | 2514 |
| 5. Supporting and advancing women's careers | 6,000 | 6150 |
| 6. Case studies | n/a | n/a |
| 7. Further information | 500 | 0 |

| | | |
|--|---|---------------|
| Name of institution | Nottingham Trent University | |
| Department | Psychology | |
| Focus of department | AHSSBL | |
| Date of application | April 2019 | |
| Award Level | Bronze | |
| Institution Athena SWAN award | Date: April 2019 | Level: Bronze |
| Contact for application <small>Must be based in the department</small> | Dr. Gayle Dillon | |
| Email | Gayle.dillon@ntu.ac.uk | |
| Telephone | 0115 8485560 | |
| Departmental website | https://www4.ntu.ac.uk/soc/about/academic_departments/psychology.html | |

GLOSSARY OF ABBREVIATIONS

| | |
|----------------|---|
| ACL | Associate Course Leader |
| AMA | Academic management and administration |
| AS | Athena SWAN |
| BME | Black, Minority, Ethnic |
| CH | Combined Honours |
| CL | Course Leader |
| DSAT | Departmental Self-Assessment Team |
| ECR | Early Career Researcher |
| EDI | Equality, Diversity and Inclusion |
| F | Female |
| FT | Full Time |
| FTE | Full time equivalent |
| HoD | Head of Department |
| HPL | Hourly Paid Lecturer |
| HR | Human Resources |
| IAT | Implicit Association Task |
| ISAT | Institutional Self-Assessment Team |
| KAC | Key Academic Contact |
| KPI | Key Performance Indicator |
| L/SL | Lecturer/Senior Lecturer |
| M | Male |
| MAW | Managing Academic Workloads (online workloads system) |
| ML | Management Lead (Associate Head of Department) |
| NOW | NTU online workspace |
| PGR | Post graduate researcher |
| PGT | Post graduate taught student |
| PL | Principle Lecturer |
| PMG | Psychology Management Group |
| PT | Part Time |
| RAS | Research Assistants |
| REACH | Race, Ethnicity and Cultural Heritage Staff Network |
| SH | Single Honours |
| SW | Sandwich course |
| T&L | Teaching and Learning |
| VC | Vice Chancellor |

USEFUL INFORMATION

Table 1: Data information summary

| Application section | NTU data and information |
|---------------------|--|
| 4 | <ul style="list-style-type: none"> • Snapshot data (31 December of each academic year) except for 4.2(iii) leavers which uses full-year data; • Staff reported by headcount; • Hourly paid lecturers excluded except for 4.2(ii) relating to zero-hour contracts; • 2017.18 data is used where available; • Benchmarking: 2017.18 UK sector data sourced from HeidiPLUS using the Psychology cost centre. |
| 5 | <ul style="list-style-type: none"> • Full-year data applied; • Staff reported by headcount; • Where possible 2017.18 data is provided (e.g. promotions, committees). |

Table 2: NTU and HESA grade mapping

| HESA grade | NTU grade | Job title | Contract function | | |
|-------------------|--------------------|----------------------------------|-----------------------|---------------|---------------|
| | | | Teaching and research | Research only | Teaching only |
| UCEA level 5a | Professor band 1-3 | Professor | ✓ | | |
| XperthR level I | Grade J | Associate Professor ¹ | ✓ | | |
| | | Principal Lecturer | ✓ | | |
| XperthR level J | Grade I | Senior Lecturer | ✓ | | |
| | | Senior Research Fellow | | ✓ | |
| XperthR level K | Grade H | Lecturer | ✓ | | |
| | | Research Fellow | | ✓ | |
| | HPL | Hourly Paid Lecturer | | | ✓ |
| XperthR level M/L | Grades E-G | Research Assistant/Associate | | ✓ | |

¹ For context, the job title of Associate Professor is equivalent to Reader

Table 3: Departmental consultation activities timeline

| Year | Title | Type | Information |
|------|--|---|--|
| 2016 | DSAT formation | Established working group for Athena SWAN | Call put out to staff and students in the department to convene a departmental SAT (DSAT). |
| 2016 | Athena SWAN Briefing | Face to face briefing | HoD presented information about Athena SWAN to the department to raise awareness of AS work. |
| 2017 | Athena SWAN 'Town Hall' progress briefings | Face to face | 'Town Hall' open briefing sessions in staff away days increasing awareness of Athena SWAN and progress made. |
| 2018 | All-staff, and student survey, staff induction questionnaire | Online surveys | To gain an understanding of colleagues' experiences of the department. |
| 2018 | Staff and student focus groups | Focus group | Follow up focus groups were used to explore findings from the online surveys in more detail. |
| 2018 | Away day presentation of survey findings | Presentation | Sharing data with departmental staff. |

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Word count 514

Running word count 514

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Equality Charters Manager
Advance HE
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

25th April 2019

Dear Equalities Charters Manager,

As Head of the Department (HoD) of Psychology I am delighted to endorse our application for an Athena SWAN Bronze Award. Since becoming HoD in 2017 I have placed equality, diversity and inclusion at the centre of our work. The department is aware of the complexities of the issues, but also of the ways in which we can address them, through by example, making changes to staffing policies which have acknowledged intersectionality and the under-representation of female and male Black and Minority Ethnic staff, and through our outreach activities by including students from a wider range of backgrounds than previous activities.

I see my role as one which leads on creating a working environment in which all individuals can flourish and fulfil their potential, while at the same time maintaining a sensible work-life balance. Among the things we have made changes to is scheduling key meetings within the middle hours of the day, supporting colleagues to work from home when feasible and supporting requests for part-time working.

The department has a preponderance of women at undergraduate and postgraduate taught level but this balance changes for doctoral students and for academic staff (a pattern replicated across the sector). There is, therefore, work to be done to support the career ambitions of women at all levels, particularly in senior roles. To address this, I proactively encourage and champion applications for promoted posts such as Principal Lecturer (PL) and Associate Professor. In the last three years we have appointed two women (out of a total of four) as Associate Professors and four women (out of a total of six) as Principal Lecturers, which includes the creation/funding of a new PL (grade J) role with an EDI portfolio. We are committed to changing the gender and ethnicity balance of our management by providing training and development opportunities through, for example, seeking mentoring opportunities by senior female staff, such as with our Dean of School, and establishing an annual fund for the provision of three places on leadership programmes (circa £3,000 annually).

Values of diversity and inclusion are actively promoted to staff and students in public forums, in teaching, and in inclusive environment work. Since 2016 we have hosted celebratory events, open to staff and students from across NTU, for occasions such as International Women's and Men's Day and Black History Month.

We welcome the confidence that the Institution has shown in us by supporting us as the first department to apply for a Bronze Award. This has provided us with an excellent opportunity to reflect on current practice and to create a focus in the staff to enhance our working environment. The department has supported this process by committing circa 400 hours of workload resource per year since the formation of the Self-Assessment Team in 2016. The process has created a positive debate and the SAT has worked through the wealth of information and stimulated the development of initiatives that staff have embraced. I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely



Dr Phil Banyard, Head of Department

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words

Word count 471

Running word count 985

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Please present the total number of professional and support staff. Further analysis of the breakdown of this data is not required in the **Picture of the department** section of the application.

The department of Psychology sits within the School of Social Sciences, in the College of Business, Law and Social Sciences (BLSS). It is a large department, with circa 1800 UG, 320 taught PG, 60 PhD students and 120 staff (Table 2.1). Our teaching was rated as excellent as part of the NTU TEF Gold award, and our NSS scores ranked us in the top 20 Psychology Departments in 2018. We have a strong research culture, with 60% of our research outputs considered to be internationally excellent or world leading in REF 2014 and 73% of our research impact rated as world leading.

| Table 2.1 Breakdown of Staff and Students in the Department by Gender (2017.18) | | | | |
|---|--------------------------------------|----------------------------|--|---|
| Head of Department (M) | | | | |
| Associate Head of Department/Management Lead (M) | | | | |
| Academic Staff | | Support Staff | Postgraduates | Undergraduates |
| Professors 5 (M), 2 (F) | | Senior Technician 1 (M) | PGR 18 (M) 39 (F) | 1 st Years 147 (M), 657 (F) |
| Principal Lecturers 4 (M), 4 (F) | Associate Professors 5 (M), 4 (F) | Technicians 3 (M) 0 (F) | PGT 40 (M), 281 (F) | 2 nd Years 70 (M), 362 (F) |
| Lecturers/ Senior Lecturers 30 (M), 38 (F) | | | Professional Doctorate 5 (M), 15 (F) | 3 rd Years 87 (M), 467 (F) |
| Research Fellows 0 (M), 1 (F) | | | | |
| Research Assistants 6 (M), 9 (F) | | | | |
| Research Associates 2 (M), 1 (F) | | | | |
| Total 111 (53% female) | | Total 4 (0 % female) | Total 398 (84% female) | Total 1790 (83% female) |

Located across two adjacent buildings on the city campus (Figure 2.1), space in each building comprises a mix of shared and individual offices, laboratory facilities, specialist teaching areas, dedicated computing facilities for psychology students, and social areas/kitchens. Two lavatories

in the department have disabled access and one has baby changing facilities. Staff from both buildings are encouraged to come together through, for example, weekly departmental coffee meetings to maintain a collective departmental ethos.

Research laboratories and bookable lab cubicles support staff and student research from four research clusters, each contribute to the Strategic Research Plan and have their own leads. Many staff identify with more than one group and so grant applications and publications are frequently collaborative.

We have a collegiate research culture with consideration of equity of access. For example, we have an online self-service portal through which research spaces can be booked on a first come, first served basis. Requests are mediated by the technical team, who also deal with bookings for equipment. Any potential clashes or conflicting demand for facilities are resolved by the technical team to ensure that suitable access to resources is facilitated. Twice a year, the department's Resources Committee puts out a call for applications from staff for funding to buy equipment and resources for both teaching and research. All applications are considered by the committee based on the potential of the resource to enhance the work of the individual, the department and the Institution.

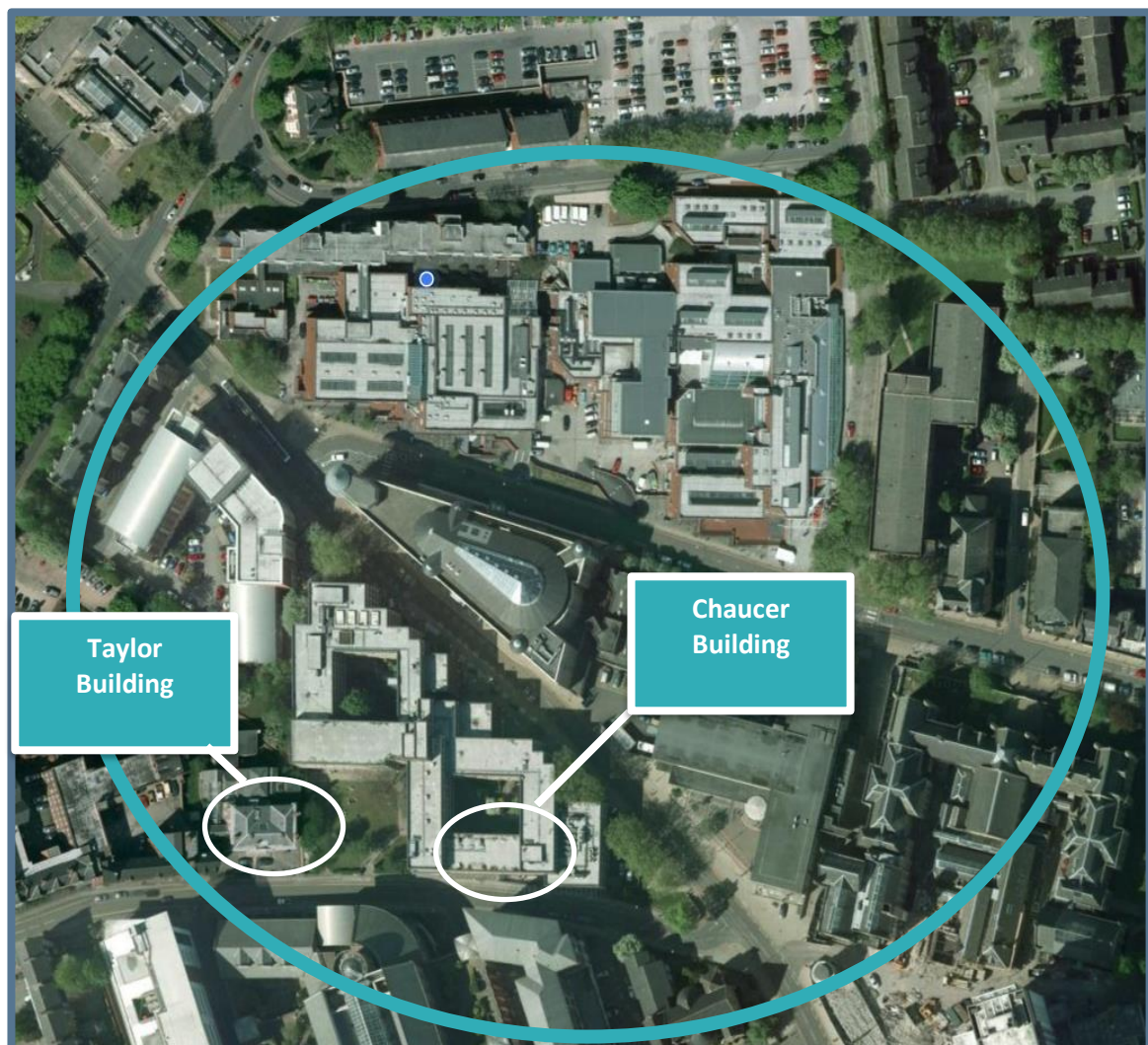


Figure 2.1 NTU City Campus with Psychology Department buildings highlighted

A bronze Institutional Athena SWAN submission was made in November 2018. Psychology is the first department to make an application following this. Given our strong commitment to EDI principles, the department leads at School, and at University level in supporting initiatives such as *Success for All*, which focuses on providing opportunities for all students to achieve a good degree. Psychology actively promotes NTU's RESPECT campaign to sustain an environment characterised by fairness, equality of opportunity, and the valuing of diversity. This ethos is promoted extensively through teaching and learning away days for staff, through our module staff who embed EDI principles into their teaching, and through events such as our induction for new students who complete an implicit association task as part of their introduction to research facilities.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words

Word count 987

Running word count 1972

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

Members are appointed by open invitation to the whole department. The DSAT includes academic staff, professional services staff, postgraduate students ($N = 18$; 9 females, 9 males) and an UG student (male) representing 6 nationalities (Table 3.1). This group is organised into a core working group ($N = 6$; 3 females, 3 males) who meet at least once a month (Inner DSAT), and a larger working group which meets twice a year, with individuals allocated to small teams to work on sections meeting on a regular basis (Wider DSAT).

Figure 3.1: Members of the Inner and Wider DSAT

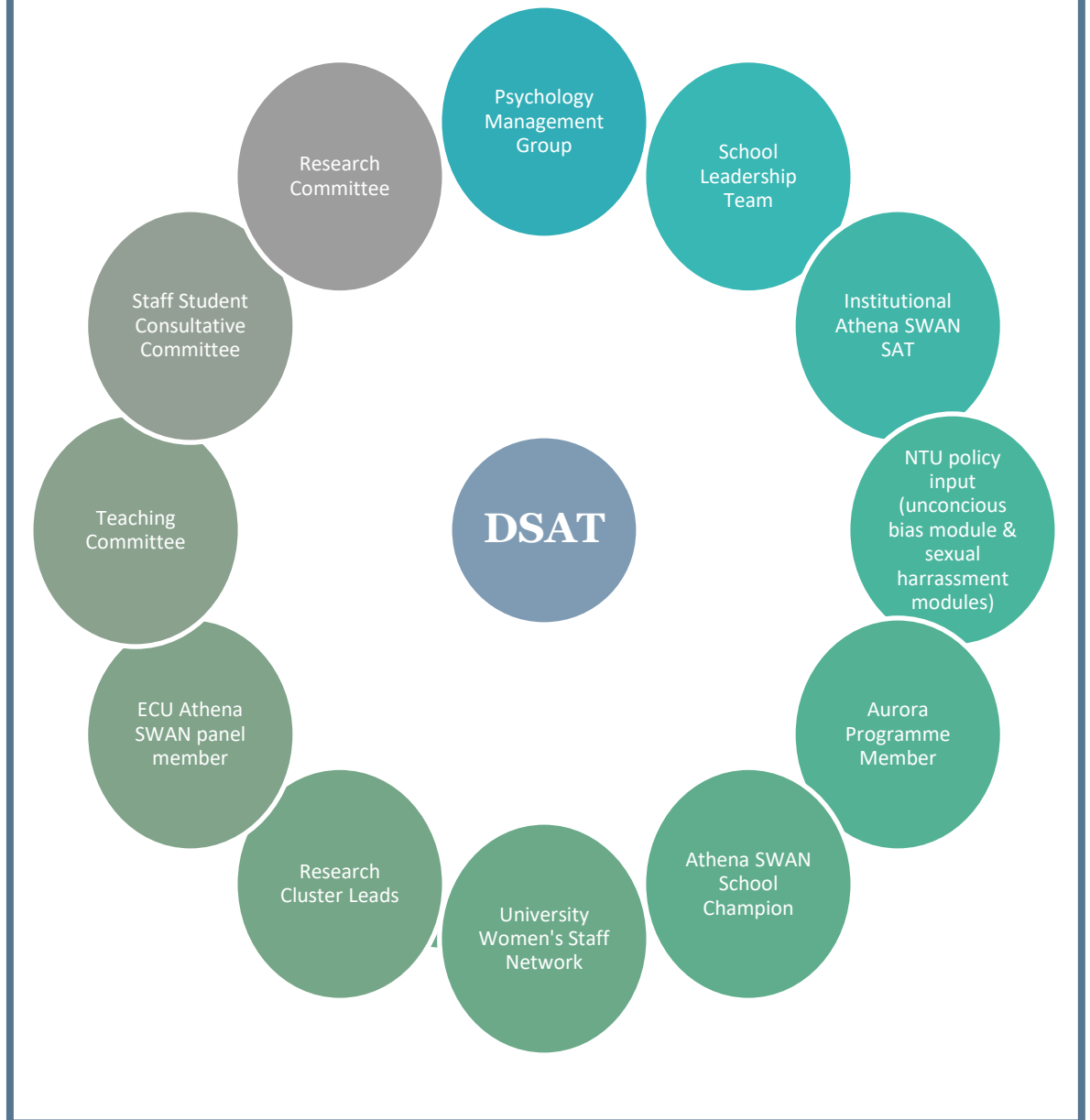


| Table 3.1: Self-Assessment Team Membership | | | | | | | | |
|--|---|---------------------|--------------------------|---------|-------------------|------------|-----------|-----------------------|
| Name Job Title (gender) | Other NTU responsibilities | Employment Category | | | Employment Status | | | SAT Role |
| | | Academic | Professional Services | Student | FT | PT | Permanent | |
| Christopher Atkin PhD Student (M) | HPL | | | ✓ | | | | Wider DSAT |
| Cathy Blackburn PhD Student (F) | HPL | | | ✓ | | | | Wider DSAT |
| Prof Thom Baguley Professor (M) | | ✓ | | | ✓ | | ✓ | Inner DSAT |
| Dr Philip Banyard, Associate Professor (M) | Head of Department | ✓ | | | ✓ | | ✓ | Inner DSAT |
| Dr Sebastiano Costa Research Associate (M) | | ✓ | | | ✓ | | | Wider DSAT |
| Dr Gayle Dillon PL (F) | EDI lead. School AS champion. | ✓ | | | | ✓ (0.7) | ✓ | Inner DSAT (Chair) |
| Dr Kate Ellis-Davies L/SL (F) | | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Dr Lucy Justice L/SL (F) | | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Dr Lydia Harkin L/SL (F) | | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Dr Nadja Heym L/SL (F) | Public engagement | ✓ | | | | ✓ (0.8) | ✓ | Inner DSAT |
| Dr Niamh McNamara L/SL (F) | Chair Learning & Teaching Committee | ✓ | | | ✓ | | ✓ | Inner DSAT |
| Rui Vitaliano Botelho Moniz De Sousa Moreira (M) | UG SH Psychology | | | ✓ | ✓ | | | Wider DSAT |
| Dr Preethi Premkumar L/SL (F) | Module lead | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Dr Mike Rennoldson L/SL (M) | ACL MSc Psychology in Clinical Practice | ✓ | | | ✓ | | ✓ | Inner DSAT |
| Dr Darren Rhodes L/SL (M) | | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Steve Scott (M) | Technical Team Leader | | ✓ | | ✓ | | ✓ | Wider DSAT |
| Dr Rebecca Stack L/SL (F) | | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Dr Alex Sumich Associate Professor (M) | | ✓ | | | ✓ | | ✓ | Wider DSAT |
| Dr Iain Wilson L/SL (M) | ACL for MSc/PGDip Psychology | ✓ | | | ✓ | | ✓ | Wider DSAT |

The DSAT chose to report characteristics collectively rather than individually. We have members representing many different situations, for example, members with and without caring responsibilities for children and other relatives, those with experience of parental or carers' leave, those who are single, co-habiting or married, and members with experience of physical disability and mental health challenges. We have had several UG students join the DSAT since its formation. Two of these graduated before submission of this application, one is a current final year student.

Organisational structures have been developed to facilitate Athena SWAN (AS) work. For academic colleagues, involvement is recognised through NTU's Managing Academic Workloads (MAW) framework (50 hours for the inner DSAT, 20 hours for the wider DSAT); professional services and research staff involvement is acknowledged and supported through line-management.

Figure 3.2 An organogram showing how Athena SWAN principles are embedded and championed via DSAT members to spheres of influence within the department, wider School, student liaison, University, and externally.



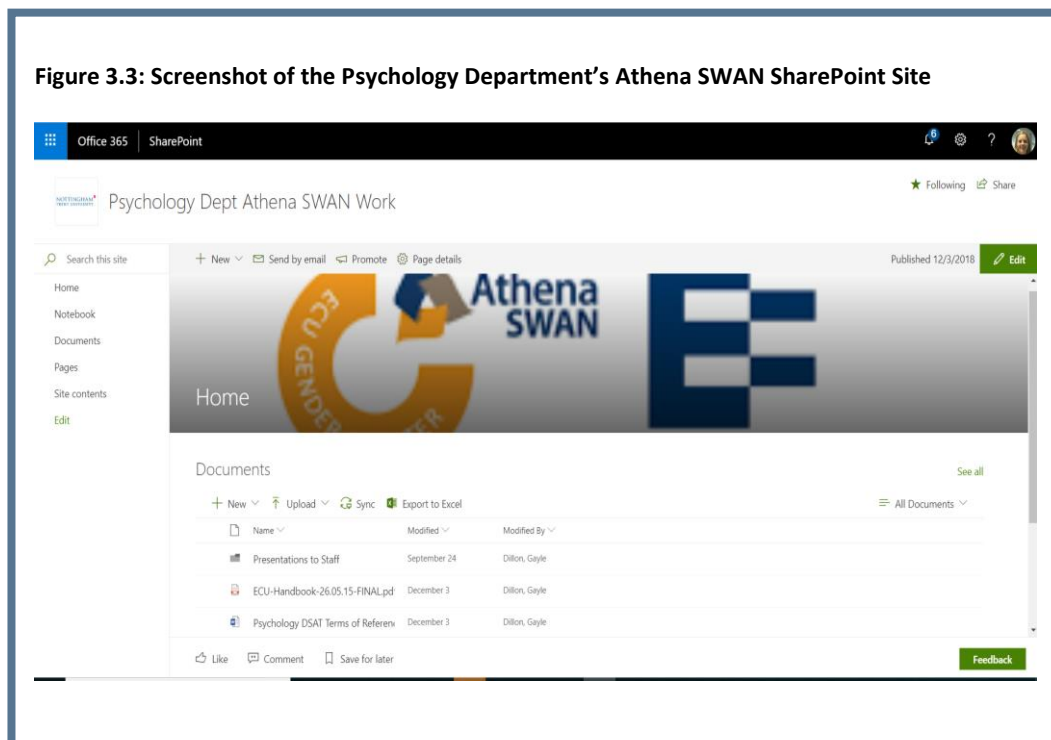
(ii) an account of the self-assessment process

Following the formation of the first Institutional SAT (ISAT) in 2015, the Psychology department put out an expression of interest to all academic, professional services staff, PhD and UG students for the formation of a DSAT. This convened mid-2016, chaired by the outgoing HoD. Subsequently, the department successfully secured funding for the creation of a PL role with an EDI portfolio and an appointment to this post made in January 2017. The lead for AS work was allocated to this role, and a Terms of Reference created for the DSAT.

AS is a standing item for the weekly Psychology Management Group (PMG) and monthly Teaching and Learning (T&L) committee. The DSAT is supporting the sharing of good practice, building links to other departments within the School and across NTU (the psychology departmental lead is funded centrally for one day a week to act as AS Champion for the School and has supported the other University AS champions ($N = 8$) by inviting them to psychology DSAT meetings, sharing resources and disseminating experiences at Champion meetings). The department receives input on AS related matters from NTU's EDI and HR teams. The DSAT chair meets with either the Dean of School, or Deputy Dean at least termly.

To inform practice and engage the wider department in EDI work several initiatives have been developed. Issues of concern, including EDI, can be raised anonymously by staff through the 'departmental ear' (an online form accessed by a PL with a staff wellbeing portfolio), or directly with the EDI PL who raises them with the HoD, PMG, or elsewhere as appropriate. In November 2018 poster and pin boards were installed to support EDI/Athena work, advertise CPD opportunities and promote invitations to internal and external working groups. The department also contributes to University level work e.g. piloting a sexual violence awareness online resource for staff and advocating for students on issues such as access to funding during maternity leave. A departmental SharePoint Site has been created enabling dissemination of AS activities to staff.

Figure 3.3: Screenshot of the Psychology Department's Athena SWAN SharePoint Site



AP 3.1: Ensure the sustainable and onward advancement of Athena SWAN (AS) work in the department e.g. Annual curation plan for departmental notice boards

The department holds four annual away days which include an AS progress report. The DSAT organised two online questionnaires in May 2018, one for staff, launched by the HoD at an away day and the other for PGRs. These will be conducted biennially and align with the institutional

staff survey. The response rate to the departmental questionnaires was high for staff ($N = 80$, 75% of staff on roll at the time) and moderate for students ($N = 35$, 61%). Following the questionnaires two focus groups (self-selected staff and PGR students) were conducted to explore issues the DSAT identified from the questionnaires as priorities for follow up (November 2018). Staff participants represented a range of roles/grades (6 females, 1 male), for PGRs there were a range of FT and PT from different year groups (2 females and 2 males).

AP 3.2: Conduct departmental staff and student questionnaires biennially to monitor impact and inform future actions

Since its formation, DSAT members have been funded to attend numerous AS related events. These include psychology AS meetings (Royal Holloway (2016) and Queens University Belfast (2017)), regional AS meetings (Lincoln University, 2018), national working groups on issues regarding shared parental leave and male carers, and invited speaker roles at Athena SWAN conferences (Warwick, 2019). Two DSAT members have contributed to the Institutional application and the Chair of the DSAT has provided feedback on another NTU departmental application which is in progress. External oversight has been sought and Dr Sarah Beck (School of Psychology, University of Birmingham) has provided feedback and support on this submission.

AP 3.3: Identify and resource relevant opportunities for staff engagement with EDI/AS and ensure that this feeds into career development plans, as appropriate

(iii) plans for the future of the self-assessment team

The current structure of the DSAT will be reviewed to consider an extended EDI remit and succession planning. Staff and PGR membership will continue to be by open invitation, with workload allocation for academic staff, and through line manager support for professional services staff. Recruitment processes for UG students will be reviewed to ensure continued representation. Meetings will continue bi-monthly to monitor progress against the action plan. The DSAT is committed to strengthening links across NTU i.e. interact with other committees, departments and Schools to continue to foster links. AS will continue to be a standing item on the PMG and T&L agendas. Communications will be maintained through use of AS notice boards, SharePoint site and updates at away days (in line with a staff consultation at the September 2018 away day) [AP 3.1]. Personal and collective responsibility will be taken for AS actions, with actions incorporated into senior staff appraisals [AP 3.6]. Staff in key roles will be invited to attend relevant DSAT meetings (e.g. Management Lead for workloads).

AP 3.4: Internally publish AS final submission for all departmental staff to access

AP 3.5: Revise DSAT structure to support an extended EDI remit within the Department

AP 3.6: Embed AS action points into senior staff appraisals for the incoming appraisal cycle 2019.20

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words

Word count 2514

Running word count 4486

A note on benchmarking data: student sector data is for 2017.18 and is taken from HESA via HeidiPLUS. It relates to the Psychology 'cost centre'

4.1 Student data

If courses in the categories below do not exist, please enter n/a.

- (i) Numbers of men and women on access or foundation courses

N/A

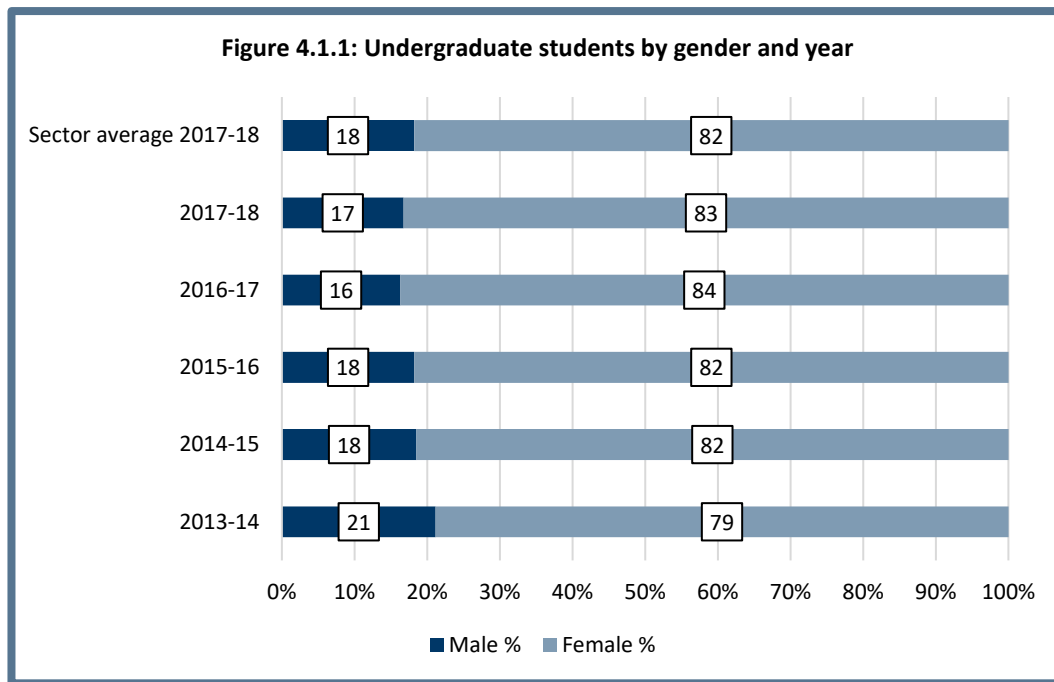
- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

All undergraduate students study full-time on one of three courses: BSc Psychology, BSc Psychology with Criminology, and BSc Psychology with Sociology. Courses can be studied as a four-year sandwich (SW in tables), with the third year taken as a work placement, or for study abroad (Table 4.1.1).

| Table 4.1.1: Number of psychology undergraduate students by gender and year (full-time) | | | | | | | | | | |
|---|------------------------|------------------------|------------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|------------------------|
| | 2013.14 | | 2014.15 | | 2015.16 | | 2016.17 | | 2017.18 | |
| | F | M | F | M | F | M | F | M | F | M |
| All Programme Total No. (%) | 647 (78.0%) | 183 (22.0%) | 803 (81.4%) | 183 (18.6%) | 1005 (81.8%) | 224 (18.2%) | 1187 (83.7%) | 231 (16.3%) | 1227 (83.2%) | 247 (16.8%) |
| BSc Psychology | 332 | 103 | 440 | 100 | 551 | 122 | 619 | 115 | 658 | 130 |
| BSc Psychology with Criminology | 205 | 37 | 246 | 55 | 297 | 66 | 358 | 72 | 357 | 65 |
| BSc Psychology with Sociology | 102 | 31 | 103 | 23 | 94 | 26 | 91 | 21 | 72 | 22 |
| BSc Psychology with Sports Science (2014.15 was the last cohort of this course) | 6 | 11 | 1 | 1 | - | - | - | - | - | - |
| BSc Psychology (SW) | 2 | 1 | 11 | 2 | 41 | 6 | 78 | 17 | 87 | 21 |
| BSc Psychology with Criminology (SW) | - | - | 1 | 2 | 18 | 3 | 34 | 4 | 46 | 5 |
| BSc Psychology with Sociology (SW) | - | - | 1 | 0 | 4 | 1 | 7 | 2 | 7 | 4 |

There has been considerable growth in the total number of undergraduate students in this reporting period. The proportion of female undergraduates has increased from 78% in 2013.14 to 83% in 2017.18 (Figure 4.1.1), reflecting changes in the two largest courses (BSc Psychology and BSc Psychology with Criminology). It is notable that the number of women studying BSc Psychology has doubled in this time, whilst the number of males has increased by a third. The proportion of female undergraduates studying BSc Psychology with Sociology is declining (numbers of female students have reduced whereas numbers of male students have remained relatively stable). There is no clear sustained trend in the proportion of female undergraduates on other sandwich course programmes.



The gradual increase of an already large proportion of women mirrors the sector, where the proportion of female undergraduates in psychology has similarly risen from 79.7% in 2014.15 to 81.8% in 2017.18. At present we do not have a strong understanding of the gender disparity, though the balance of evidence indicates that the discipline has a gendered appeal and that our present course offer reflects that. The CH course 'Psychology with Sport' was more gender balanced and the loss of this course from the portfolio (following a course review) had an impact on the overall gender balance. The British Psychological Society have commissioned research into public perceptions of psychology, including gender appeal, and the department will use this review once it is available to examine the portfolio on offer.

Figure 4.1.2 shows application, offer and acceptance rates, and makes clear that application rates underpin the high proportion of female undergraduates. Conversely, the proportion of male applicants declined between 2013-16, but has since started to recover. Offer rates are marginally higher for women, and rates of acceptances are very similar. More males applied through clearing in 2017.18 than in previous years (31% of clearing applicants were male), although it is not clear why this might be [AP 4.1].

AP 4.1: Commission review of student application process and outreach work to support applications from males. Evaluate course and discipline reviews

Figure 4.1.2: Undergraduate applications, offers and acceptances by gender

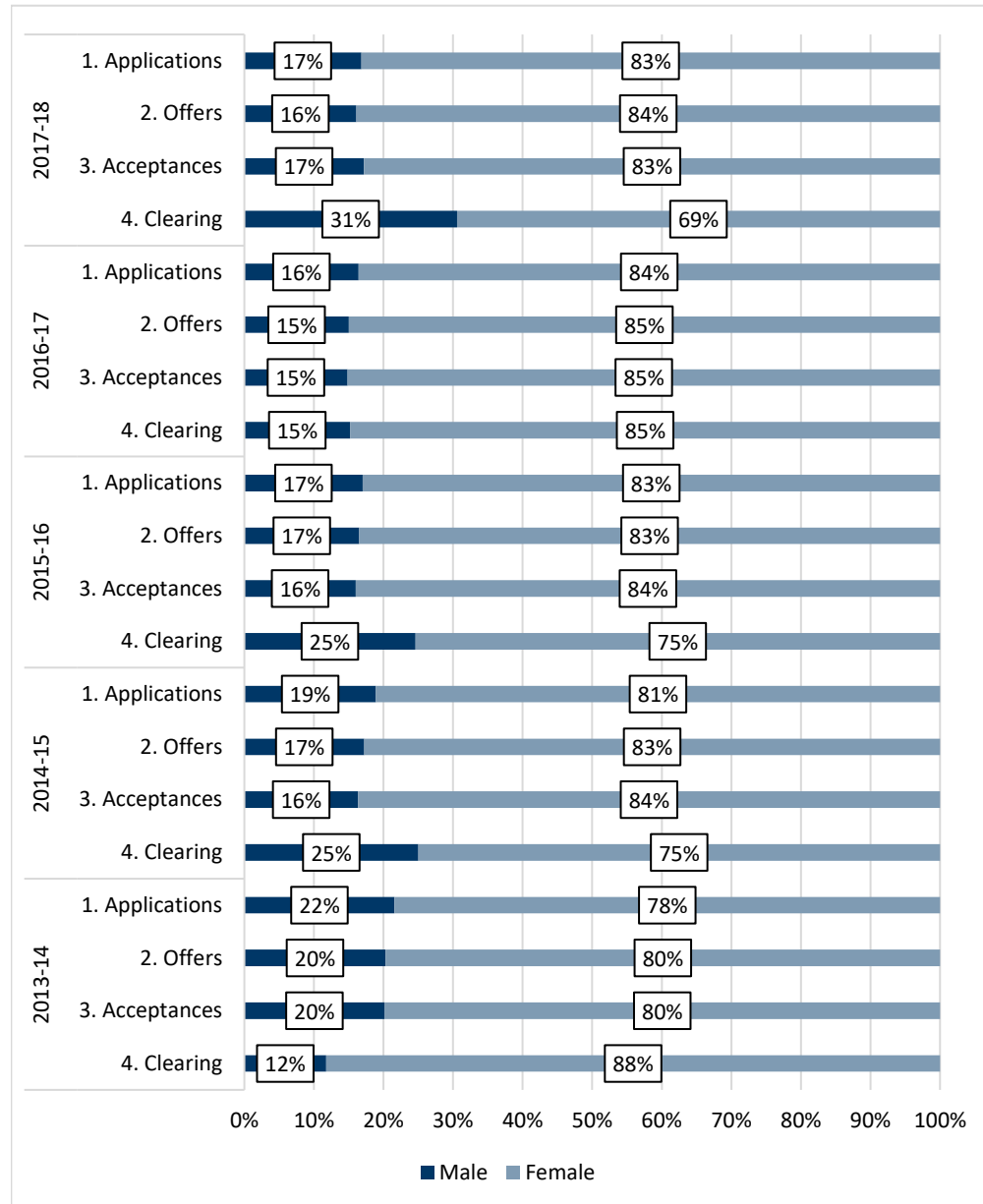
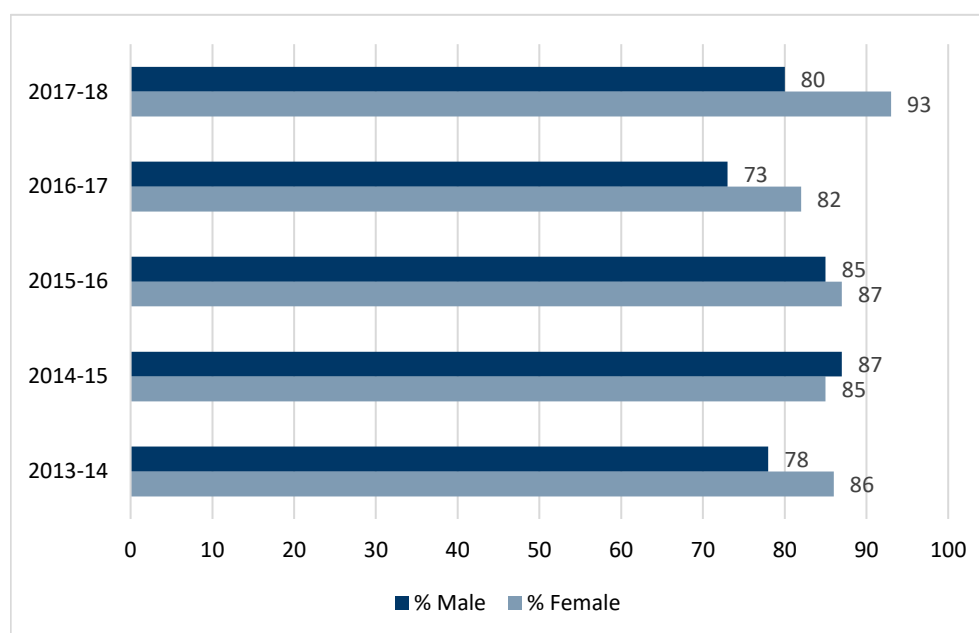


Figure 4.1.3: Percentage of undergraduate students achieving 'good degrees' (2.1 or above) by gender and year



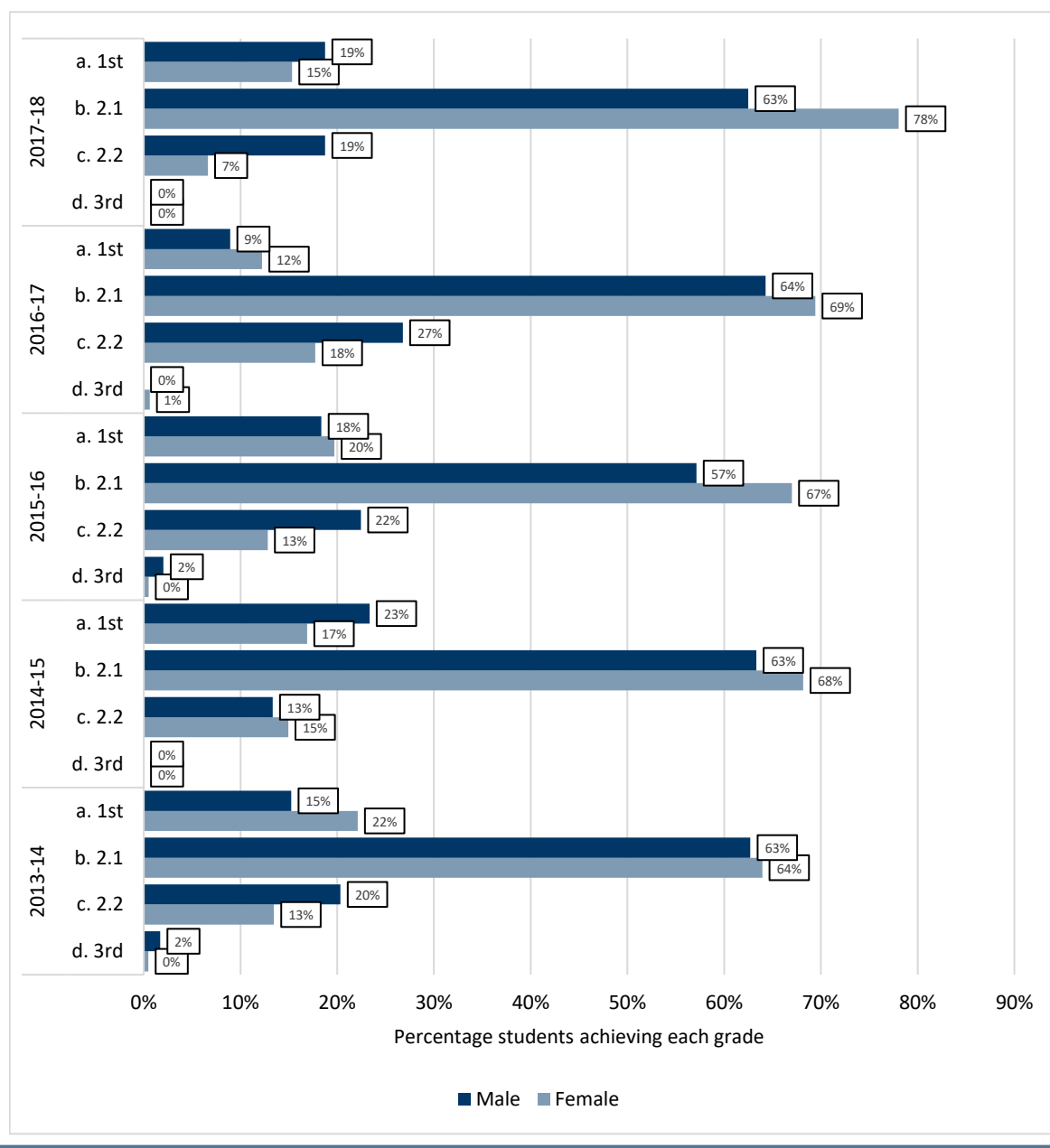
Since 2015.16 females have outperformed their male counterparts in achieving 'good degrees' (Figure 4.1.3). The attainment gap appears to be growing a pattern which is replicated in HESA data for all degree subjects. This is largely accounted for by males receiving proportionately more 2.2s, although this is not a year on year constant (Figure 4.1.4). Attainment by women has been largely consistent across years, showing an improvement spike from 2.2s to 2.1s in 2017.18. Attainment by males appears inconsistent (which is unsurprising given the small numbers) with 1st and 2.2 degrees varying by around 10 percentage points between years. There is no consistent pattern of differences in the proportion of males and women achieving 1st class degrees over the period reviewed.

The introduction of a KPI related to examining the attainment and progression rates for male students will provide for a nuanced assessment, furthering work on our inclusive environment and ensuring students' connectedness to the department (linked to *Success for All* work). This will include intersectionality and we are working with course leaders to develop strategies to close the attainment gaps for students who identify with other groups.

AP 4.2: Establish annual reporting cycle on application, offer and acceptance rates by gender and ethnicity on each of the UG programmes

AP 4.3: To evaluate the impact of the *Success for All* departmental strategy to reduce progression and attainment gaps for UG male students

Figure 4.1.4: Undergraduate degree attainment by gender and year



(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The department offers ten postgraduate taught degrees. Nine of these can be studied part-time or full-time. The MSc Psychology in Clinical Practice is a full-time course because of the inclusion of an NHS placement.

Table 4.1.2: Number of full-time postgraduate taught students by gender and year

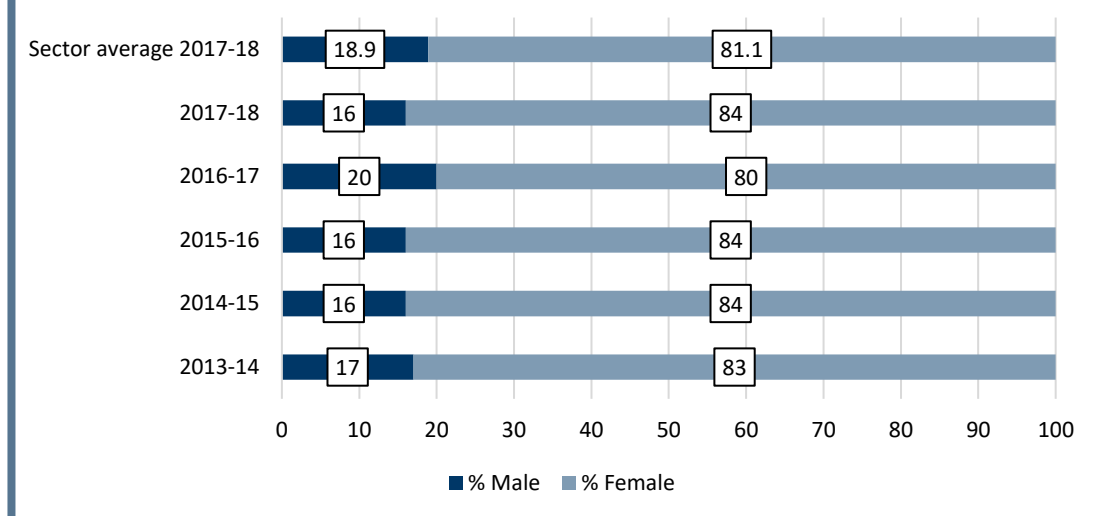
| | 2013.14 | | 2014.15 | | 2015.16 | | 2016.17 | | 2017.18 | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|
| | F | M | F | M | F | M | F | M | F | M |
| All Programmes Total No. (%) | 94 (82.5%) | 20 (17.5%) | 99 (83.2%) | 20 (16.8%) | 88 (83.8%) | 17 (16.2%) | 153 (86.4%) | 24 (13.6%) | 207 (87.0%) | 31 (13.0%) |
| MSc Psychology | 29 | 7 | 29 | 7 | 31 | 5 | 40 | 9 | 54 | 8 |
| PG Dip Psychology | 1 | - | - | - | - | - | 2 | - | - | - |
| MSc Psychological Research Methods | 6 | 3 | 3 | 0 | 1 | 1 | 3 | 1 | 5 | 1 |
| MRes Psychological Research Methods | - | - | - | - | - | - | 3 | - | 4 | 1 |
| MSc Applied Child Psychology | 20 | 2 | 24 | 3 | 15 | - | 21 | 1 | 41 | 3 |
| MSc Forensic Psychology | 15 | 3 | 16 | 7 | 13 | 2 | 23 | 3 | 26 | 4 |
| MSc Psychological Wellbeing & Mental Health | 15 | 3 | 12 | 1 | 14 | 5 | 29 | 8 | 35 | 5 |
| MSc Forensic Mental Health | 8 | 2 | 15 | 2 | 14 | 4 | 25 | 1 | 26 | 2 |
| MSc Psychology in Clinical Practice | - | - | - | - | - | - | 7 | 1 | 10 | 1 |
| MSc Cyberpsychology | - | - | - | - | - | - | - | - | 6 | 6 |

| Table 4.1.3: Number of part-time postgraduate taught students by gender and year | | | | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2013.14 | | 2014.15 | | 2015.16 | | 2016.17 | | 2017.18 | |
| | F | M | F | M | F | M | F | M | F | M |
| All Programmes | 51 | 9 | 59 | 11 | 54 | 11 | 50 | 17 | 58 | 18 |
| Total No. (%) | (85.0%) | (15.0%) | (84.3%) | (15.7%) | (83.1%) | (16.9%) | (74.6%) | (25.4%) | (76.3%) | (23.7%) |
| MSc Psychology | 11 | 3 | 18 | 3 | 18 | 4 | 20 | 6 | 22 | 5 |
| PG Dip Psychology | 1 | - | 1 | - | - | - | - | - | - | - |
| MSc Psychological Research Methods | 3 | 1 | 3 | 1 | 0 | 1 | - | - | 2 | 1 |
| MRes Psychological Research Methods | - | 2 | - | 2 | 0 | 1 | - | 1 | - | 1 |
| MSc Applied Child Psychology | 7 | 1 | 9 | 1 | 8 | - | 10 | - | 9 | - |
| MSc Forensic Psychology | 9 | 1 | 9 | - | 9 | 1 | 12 | 3 | 13 | 3 |
| MSc Psychological Wellbeing & Mental Health | 13 | 0 | 12 | 1 | 13 | 3 | 7 | 6 | 10 | 3 |
| MSc Forensic Mental Health | 7 | 1 | 7 | 3 | 6 | 1 | 1 | 1 | 2 | 4 |
| MSc Cyberpsychology (17.18 onwards) | - | - | - | - | - | - | - | - | 0 | 1 |

As with the undergraduate provision, there has been considerable growth in PGT student numbers in the 5-year reporting period. This growth has been boosted by increases in undergraduate students (discussed in section 4.1.ii) who are offered a 20% fee reduction to continue their studies. The proportion of women has stayed relatively stable, just above the sector average (Figure 4.1.5). However, this masks differences between full and part time courses.

The proportion of women studying FT postgraduate taught courses has increased incrementally to 87% in 2017.18, whilst the proportion of women studying PT has decreased to 76.3%, with a notable decline in 2016.17 (Tables 4.1.2 and 4.1.3). This coincides with the introduction of loans for postgraduate taught study, which may have enabled some female postgraduate students to study FT. HESA data show that across the sector, PT PGT student numbers nationally are decreasing (down by 4% for both females and males in England in 2017.18).

Figure 4.1.5: Postgraduate taught students by gender and year (FT & PT combined)



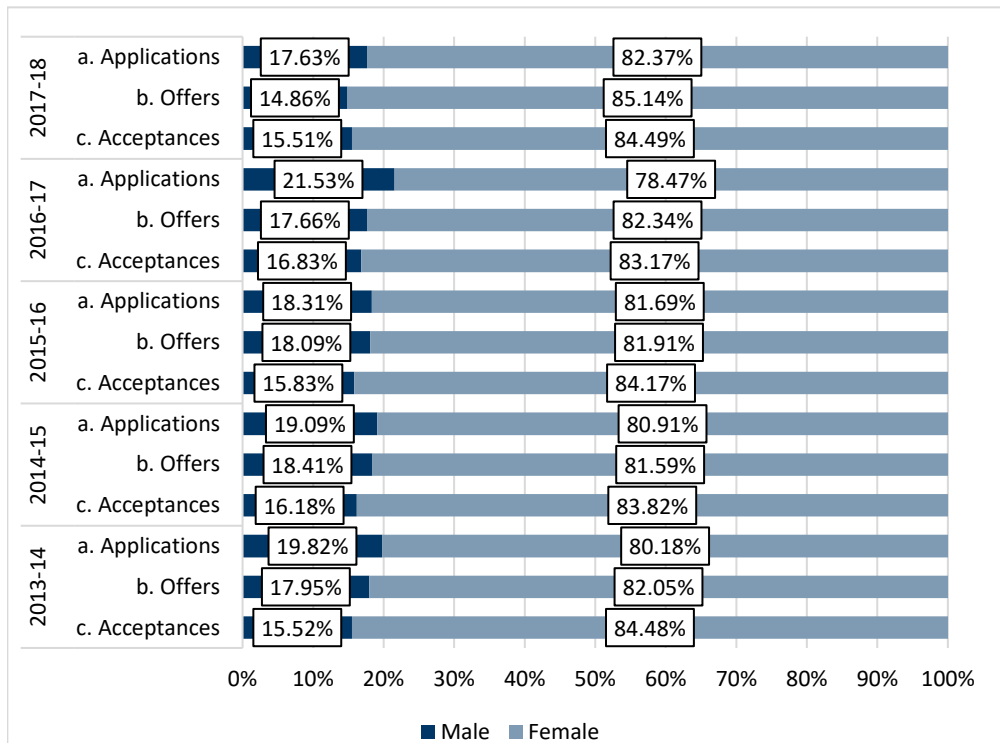
There are differences in proportions of women at course level (Table 4.1.4 presents 2017.18 data). Small numbers mean there are significant fluctuations in year by year cohorts, although it is apparent that aside from two courses most are female dominated. The MSc in Applied Child Psychology consistently has a higher proportion of female students, attracting students from professional backgrounds and qualifications in teaching, social work and nursing which are also female dominated professions.

Table 4.1.4: Postgraduate Taught students by gender and programme (FT&PT) 2017.18

| Course | Female | Male | Proportion Female |
|--|--------|------|-------------------|
| MSc Psychology FT | 54 | 8 | 87.1% |
| MSc Psychology PT | 22 | 5 | 81.5% |
| MSc Psychological Research Methods FT | 5 | 1 | 83.3% |
| MSc Psychological Research Methods PT | 2 | 1 | 66.7% |
| MRes Psychological Research Methods FT | 4 | 1 | 80.0% |
| MRes Psychological Research Methods PT | 0 | 1 | 0.0% |
| MSc Applied Child Psychology FT | 41 | 3 | 93.2% |
| MSc Applied Child Psychology PT | 9 | 0 | 100% |
| MSc Forensic Psychology FT | 26 | 4 | 86.7% |
| MSc Forensic Psychology PT | 13 | 3 | 81.3% |
| MSc Psychological Wellbeing & Mental Health FT | 35 | 5 | 87.5% |
| MSc Psychological Wellbeing & Mental Health PT | 10 | 3 | 76.9% |
| MSc Forensic Mental Health FT | 26 | 2 | 92.9% |
| MSc Forensic Mental Health PT | 2 | 4 | 33.3% |
| MSc Psychology in Clinical Practice | 10 | 1 | 90.9% |
| MSc Cyberpsychology FT | 6 | 6 | 50.0% |
| MSc Cyberpsychology PT | 0 | 1 | 0.0% |

A high proportion of women on the PGT courses is largely a product of the higher number of applicants received from women (Figure 4.1.6). There appears to be a small gender effect whereby the proportion of males offered a place is smaller (14.9% in 2017.18) than the proportion of males amongst applicants (17.6% in 2017.18). This appears to be a recent development and we will monitor whether this effect persists and what factors may underpin it (to include a review of marketing materials and the course offer) [AP 4.4].

Figure 4.1.6: Postgraduate taught applications, offers and acceptances by gender



AP 4.4: Commission annual review of application, offer and acceptance rates by gender and ethnicity for PGT programmes

Figure 4.1.7: Postgraduate Taught degree attainment by gender and year

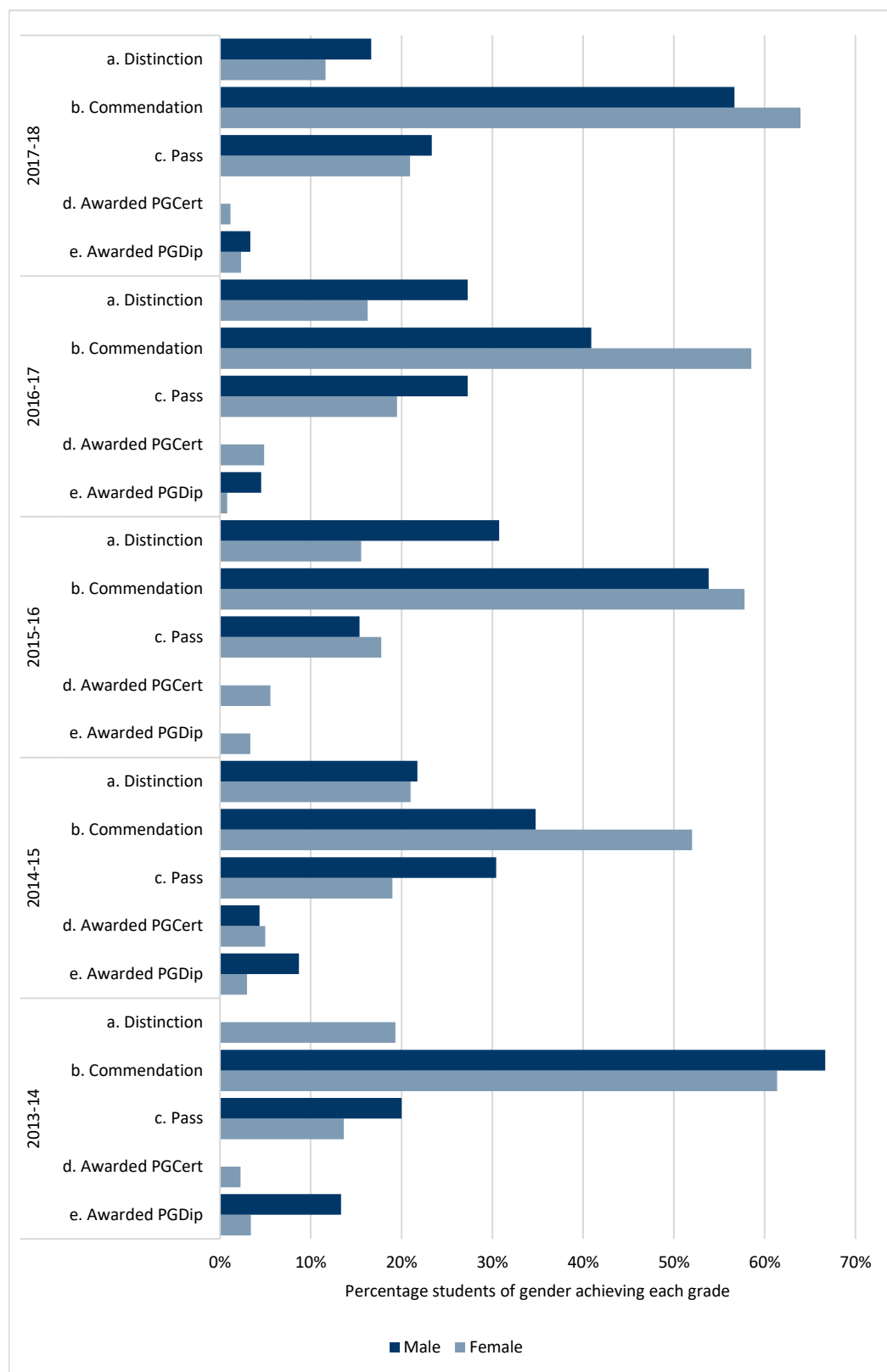


Figure 4.1.7 demonstrates a consistent pattern of attainment by females over a five-year period. Conversely, it also demonstrates an inconsistent pattern of attainment by males. However, as highlighted elsewhere, given the small numbers of males at PGT level, this fluctuation is unsurprising between cohorts and is not a robust finding. Collapsing the data over the last 5 years provides a more stable picture of attainment by both genders. This less granular approach revealed a slightly higher proportion of males than females have achieved both distinction (19.4% vs. 16.1%) and pass grades (24.2% vs. 18.7%) whilst females achieve proportionately more commendations (59.3% vs. 49.5%).

AP 4.5: Implement investigation of attainment gap in female achievement in PGT courses

(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The department supports PhD and, since 2015, Professional Doctorate (DPsych) research degrees. PhD students typically register for an MPhil and subsequently transfer to a PhD (all PhD pathways are listed as no MPhils have been conferred in this time).

| Table 4.1.5: Postgraduate Research students by gender and year | | | | | | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2013.14 | | 2014.15 | | 2015.16 | | 2016.17 | | 2017.18 | |
| | F | M | F | M | F | M | F | M | F | M |
| All Programmes | 34 | 18 | 31 | 20 | 34 | 23 | 43 | 27 | 53 | 31 |
| Total No. (%) | (65.4%) | (34.6%) | (60.8%) | (39.2%) | (59.6%) | (40.4%) | (61.4%) | (38.6%) | (63.1%) | (36.9%) |
| PhD FT | 19 | 11 | 17 | 13 | 18 | 17 | 22 | 21 | 27 | 24 |
| PhD PT | 15 | 7 | 14 | 7 | 12 | 5 | 13 | 4 | 12 | 4 |
| DPsych PT - Professional Doctorate | N/A | N/A | N/A | N/A | 4 | 1 | 8 | 2 | 14 | 3 |

Since 2016.17 there has been considerable growth in the number of PGRs in the department, with the introduction of the professional doctorate and the increased numbers of University funded PhD scholarships. The total proportion of female postgraduate research students is below the sector average; 63.1% in NTU, 74.1% sector average in 2017.18 (Table 4.1.5 and Figure 4.1.8). Whilst the more equitable NTU gender representation than sector average is welcome, it is also worth reflecting on the fact that at UG level, females form 83% of the student population. The gender split at PGR level, therefore, represents a decline in numbers of females in our student population. Females are more likely to study PT (Table 4.1.6).

Figure 4.1.8: Postgraduate Research students by gender and year (FT & PT combined)

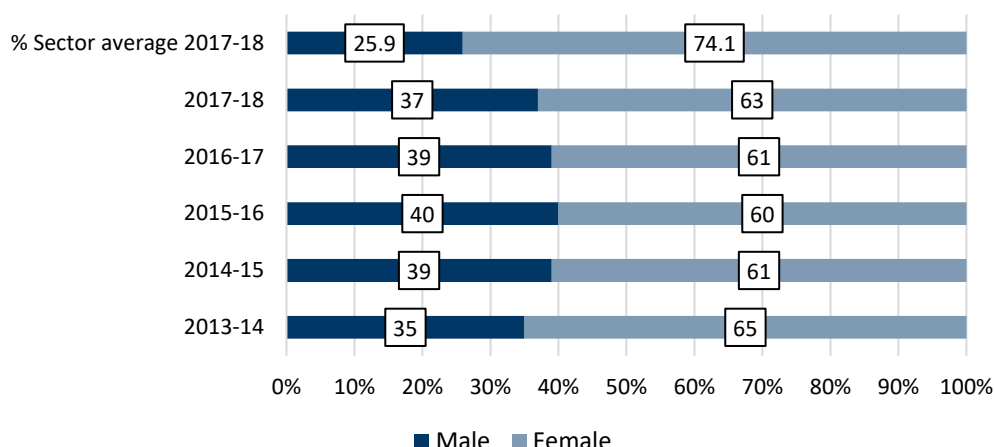
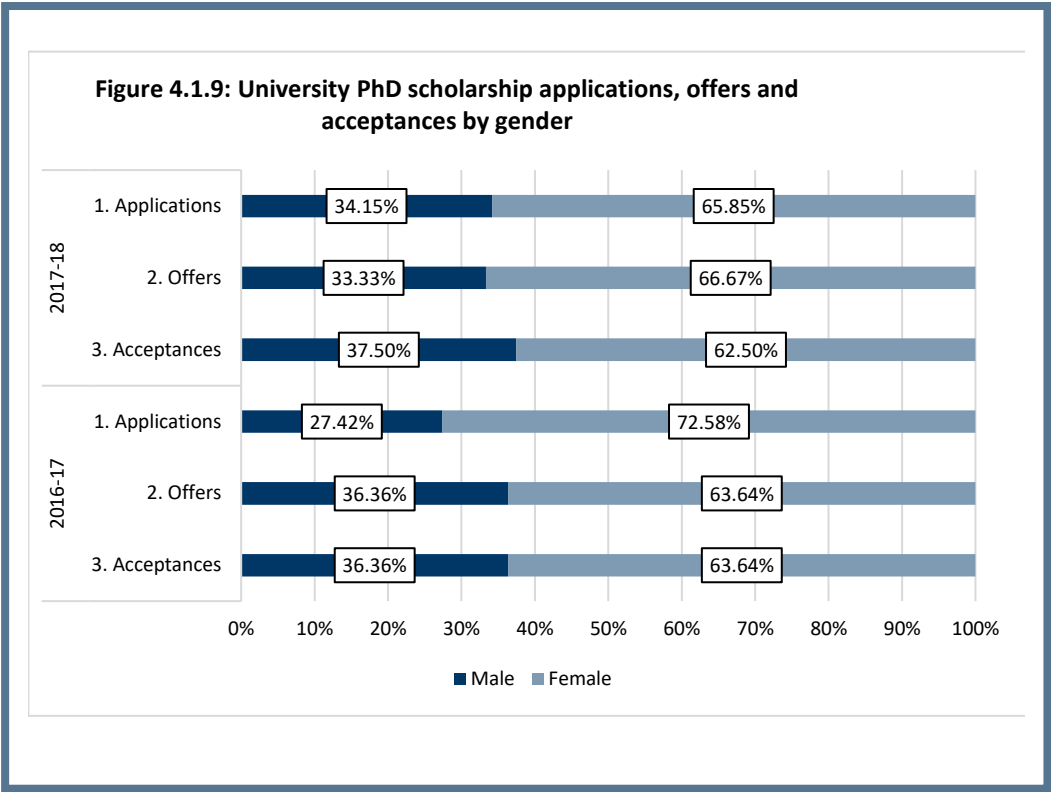


Table 4.1.6: Postgraduate research students by gender and programme in 2017.18

| Course | Female | Male | Proportion Female |
|-----------|--------|------|-------------------|
| PhD FT | 27 | 24 | 52.9% |
| PhD PT | 12 | 4 | 75.0% |
| DPsych PT | 14 | 3 | 82.4% |

NTU'S Doctoral School has not historically captured application, offer and acceptance rates, although there are plans to improve this and psychology are feeding into this University level request [AP 4.6]. Here we report available data on applications, offers and acceptances of Vice Chancellor (VC) bursary funded PhDs (fully funded PhD scholarships funded by central University) (Figure 4.1.9). The scholarships increased departmental PGRs by eleven in 2016.17 and eight in 2017.18. With only two years of data, and small numbers of scholarships, it is difficult to determine a trend over time. What is clear, however, is that there were proportionally fewer applications for PhD scholarships from females than might be expected from the proportion of females in our UG and PGT community [AP 4.7 related action point].

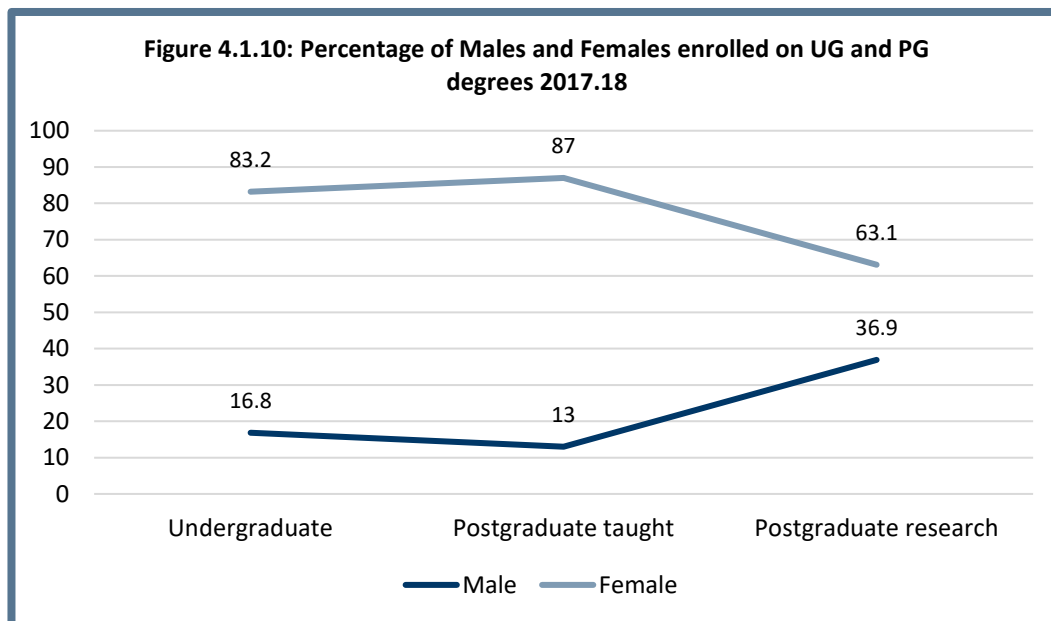


AP 4.6: Systematically capture and record data on applications, offers and acceptances by gender and ethnicity

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Figure 4.1.10 shows a significant change at the point of undertaking postgraduate research, with the proportion of female students dropping from 87% PGT to 63% PGR. HESA data for all PGR psychology degrees (includes Clinical Psychology Doctorates that NTU do not offer) indicate that 75% of psychology PGRs are female. Whilst these figures are not directly comparable, it does suggest that careful monitoring is required.



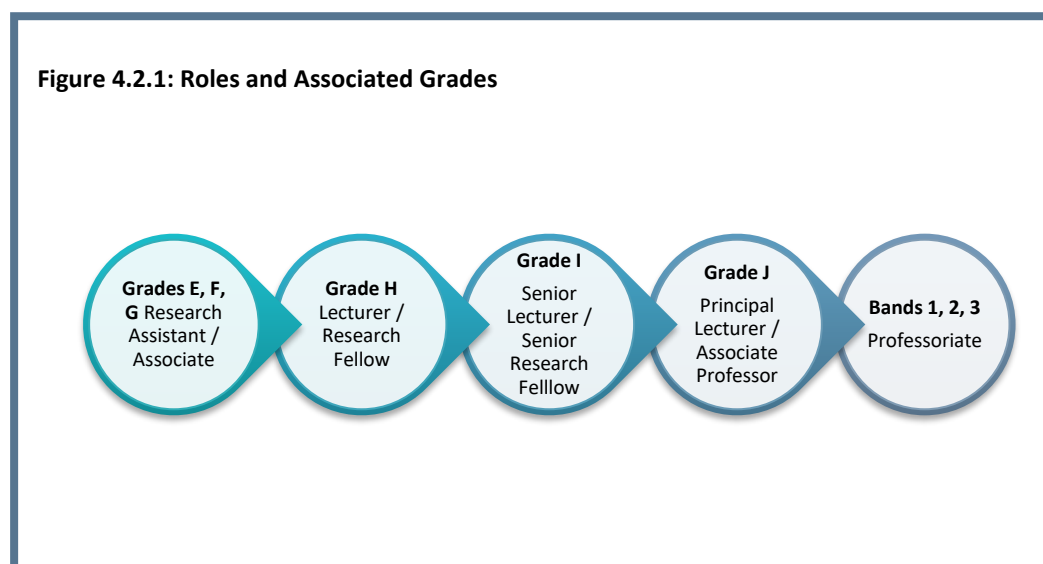
AP 4.7: Develop support for female PGT students considering PGR study and an academic career

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

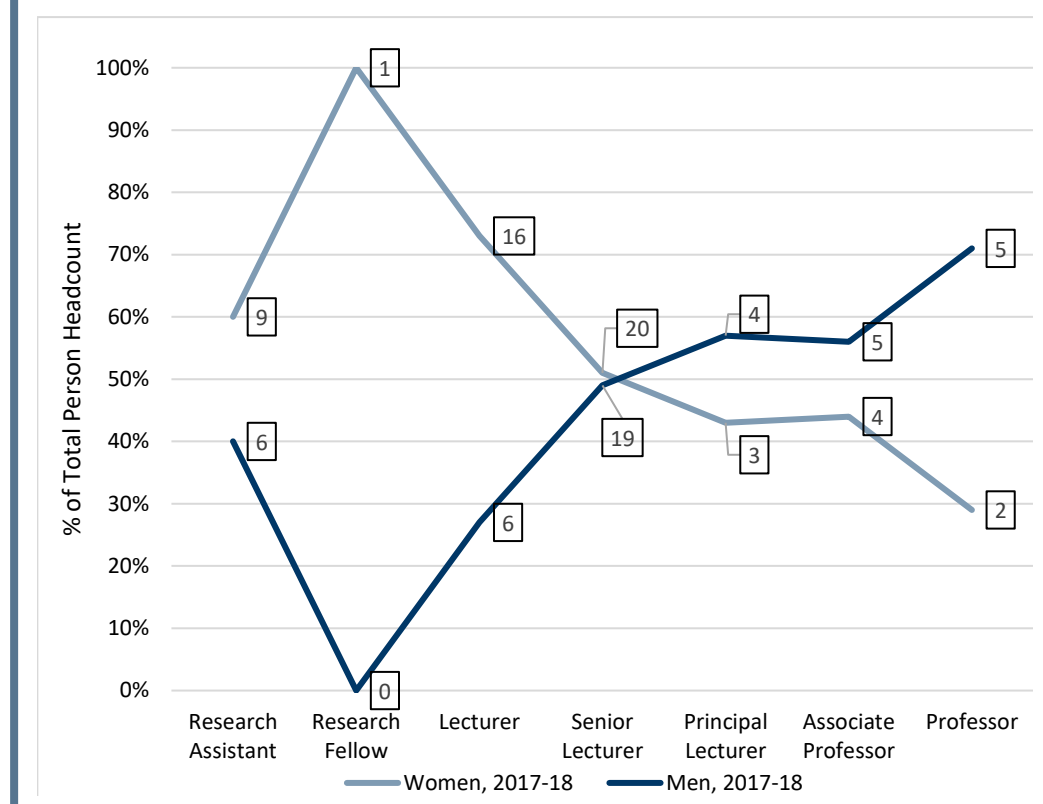
Grades associated with job roles are displayed in Figure 4.2.1.



The department has a high proportion of female lecturers (72.73%), notably higher (+ 9.63 percentage points) than our proportion of female postgraduate research students (63.1%), which suggests that efforts to reduce structural barriers to advancing female careers at a junior level, e.g. by ensuring diverse and gender balanced recruitment panels have had success (Figure 4.2.2, Tables 4.2.1 and 4.2.2). However, the proportion of females falls continuously at all career grades past lecturer to become 28.57% ($N = 2$ females, 5 males) at Professorial level in 2017.18, which is below the sector average for Psychology of 35.5%, a pattern which has remained constant for the last five years.

AP 4.8: Develop a Professor Potential Pipeline report, making strategic use of performance and appraisal data

Figure 4.2.2: Academic staff by gender and grade, 2017.18 (numbers in boxes represent number of staff at each grade)



One exception is at Associate Professor, where the proportion of female staff rose from 28.57% in 2013.14 to 44.44% in 2017.18 (in absolute terms this is a small change +2 female staff, whilst number of males is unchanged).

Progression from grade H to I is currently automatic, based on length of service. Therefore, the proportion of female Senior Lecturers is anticipated to incrementally increase over time. Supporting progression from grade I onwards will require additional actions (AP 4.8 and section 5 specify actions to address promotion to grade J and Professor roles).

RA numbers have increased rapidly since 2013, following expansion of research as the department has grown. These are heavily recruited from a mix of PGT and PGR applicants and the present proportion of female staff (60%) is consistent with drawing from this pool.

Most academic staff are contracted to teach and conduct research, whereas RAs and RFs are on research only contracts. At the start of 2019, all academic staff were allocated to one of three 'pathways': Teaching & Research, Teaching & Practice, and Teaching & Scholarship, each has a job descriptor, and parity of esteem between each of the pathways, with clear promotion routes to Associate Professor and Professor.

Table 4.2.1: Teaching and research staff by grade and gender over the past five academic years

| Contract function | HESA contract level | Academic year | Females | | Males | |
|---------------------|---------------------|---------------|---------|-----|---------|-----|
| | | | % | No. | % | No. |
| Teaching & Research | Professor | 2017.18 | 28.57% | 2 | 71.43% | 5 |
| | | 2016.17 | 20.00% | 1 | 80.00% | 4 |
| | | 2015.16 | 25.00% | 1 | 75.00% | 3 |
| | | 2014.15 | 0 | 0 | 100.00% | 4 |
| | | 2013.14 | 25.00% | 1 | 75.00% | 3 |
| | Associate Professor | 2017.18 | 44.44% | 4 | 55.56% | 5 |
| | | 2016.17 | 42.86% | 3 | 57.14% | 4 |
| | | 2015.16 | 37.50% | 3 | 62.50% | 5 |
| | | 2014.15 | 37.50% | 3 | 62.50% | 5 |
| | | 2013.14 | 28.57% | 2 | 71.43% | 5 |
| | Principal Lecturer | 2017.18 | 42.86% | 3 | 57.14% | 4 |
| | | 2016.17 | 25.00% | 1 | 75.00% | 3 |
| | | 2015.16 | 50.00% | 2 | 50.00% | 2 |
| | | 2014.15 | 50.00% | 2 | 50.00% | 2 |
| | | 2013.14 | 50.00% | 2 | 50.00% | 2 |
| | Senior Lecturer | 2017.18 | 51.28% | 20 | 48.72% | 19 |
| | | 2016.17 | 53.49% | 23 | 46.51% | 20 |
| | | 2015.16 | 53.33% | 16 | 46.67% | 14 |
| | | 2014.15 | 50.00% | 13 | 50.00% | 13 |
| | | 2013.14 | 55.17% | 16 | 44.83% | 13 |
| | Lecturer | 2017.18 | 72.73% | 16 | 27.27% | 6 |
| | | 2016.17 | 77.78% | 14 | 22.22% | 4 |
| | | 2015.16 | 82.35% | 14 | 17.65% | 3 |
| | | 2014.15 | 83.33% | 10 | 16.67% | 2 |
| | | 2013.14 | 62.50% | 5 | 37.50% | 3 |

| Table 4.2.2: Research staff by grade and gender over the past five academic years | | | | | | |
|---|---------------------|---------------|---------|-----|--------|-----|
| Contract function | HESA contract level | Academic year | Females | | Males | |
| | | | % | No. | % | No. |
| Research only | Research Fellow | 2017.18 | 100.00% | 1 | 0 | 0 |
| | | 2016.17 | 100.00% | 1 | 0 | 0 |
| | | 2015.16 | 100.00% | 1 | 0 | 0 |
| | | 2014.15 | 0 | 0 | 0 | 0 |
| | | 2013.14 | 0 | 0 | 0 | 0 |
| | Research Assistant | 2017.18 | 60.00% | 9 | 40.00% | 6 |
| | | 2016.17 | 54.55% | 6 | 45.45% | 5 |
| | | 2015.16 | 77.78% | 7 | 22.22% | 2 |
| | | 2014.15 | 0 | 0 | 0 | 0 |
| | | 2013.14 | 50.00% | 1 | 50.00% | 1 |

Benchmarking by grade was not possible due to limitations in the available data, therefore benchmarking is grouped as Professor, and all other academic grades (Table 4.2.3).

| Table 4.2.3: Psychology sector (UK) 2017.18 | | |
|---|--------|-------|
| Contract level | Female | Male |
| Professor | 35.5% | 64.5% |
| All other academic staff grades | 62.0% | 38.0% |

AP 4.9: Develop reporting mechanism to enable evaluation of allocation of academic staff to new pathways, including any differences in rates of promotion between pathways, by gender

Females form the majority of part-time staff (Table 4.2.4). In the past 2 years, 2 female SLs on proportional contracts have been promoted to PL (remaining on a proportional contract). Staff wishing to reduce their contract are supported (males and females), with all requests for contract change (reduction), to date, approved. The low number of males working on a proportional contract may, in part, be linked to the low uptake of shared parental leave and requests for flexible working from males (see sections 5.5v and 5.5vi). It is expected that the numbers of males working part-time will increase as knowledge of relevant policies increase, alongside an anticipated shift in the numbers of staff who work in practice-based roles alongside their academic role, such as in clinical psychologist roles in the NHS.

Table 4.2.4: Academic staff, full-time/part-time as a proportion of gender over the past five academic years

| | | | % of gender | No. |
|----------------|---------|-----------|-------------|-----|
| 2017.18 | Females | Full time | 78.18% | 43 |
| | | Part time | 21.82% | 12 |
| | Males | Full time | 100.00% | 45 |
| | | Part time | 0 | 0 |
| 2016.17 | Females | Full time | 77.55% | 38 |
| | | Part time | 22.45% | 11 |
| | Males | Full time | 97.50% | 39 |
| | | Part time | 2.50% | 1 |
| 2015.16 | Females | Full time | 77.27% | 34 |
| | | Part time | 22.73% | 10 |
| | Males | Full time | 100.00% | 29 |
| | | Part time | 0 | 0 |
| 2014.15 | Females | Full time | 71.43% | 20 |
| | | Part time | 28.57% | 8 |
| | Males | Full time | 92.31% | 24 |
| | | Part time | 7.69% | 2 |
| 2013.14 | Females | Full time | 70.37% | 19 |
| | | Part time | 29.63% | 8 |
| | Males | Full time | 92.59% | 25 |
| | | Part time | 7.41% | 2 |

Given the greater numbers of females working part-time, and the under-representation of females in some senior roles, understanding the career trajectory of staff on proportional contracts is a priority for the department [AP 4.10].

The number of individuals identifying as BME (black and minority ethnicities) was too small in 2013.14 and 2014.15 to report. However, numbers for the past three academic years have increased following efforts to make our teaching offer, and marketing of posts more inclusive and are reported in Table 4.2.5.

| Table 4.2.5: Academic staff by ethnicity group (BME/White, where known²) over the past three academic years | | | | |
|---|------------|------------|--------------|------------|
| Academic year | BME | | White | |
| | % | No. | % | No. |
| 2017.18 | 10.42% | 10 | 89.58% | 86 |
| 2016.17 | 11.49% | 10 | 88.51% | 77 |
| 2015.16 | 9.72% | 7 | 90.28% | 65 |

AP 4.10: Conduct analysis of data for staff on fractional contracts and career progression

AP 4.11: Promote awareness of part-time working policies to male academic staff

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Numbers of staff employed on fixed term contracts has risen since 2013.14, which is partly a result of an increase in RA numbers from 2 to 15 (Table 4.2.6). The use of fixed term contracts for academic staff is mainly for parental leave cover or as a response to short term changes in student numbers and is proportionate to the increase in overall staff numbers. The department has a policy of supporting staff to move to permanent contracts where possible. For example, the HoD speaks to all staff on fixed term contracts to encourage them to apply for current vacancies and to provide opportunities to build their skill set to achieve permanent contracts, either at NTU or elsewhere. For research staff, efforts are made to roll or extend contracts, or opportunities provided to apply for follow on work.

² Excludes 7 people for whom this data is not known

Table 4.2.6: Academic and research staff, contract type as a proportion of gender over the past five academic years

| | | | % of gender | No. |
|----------------|---------|------------|-------------|-----|
| 2017.18 | Females | Fixed term | 23.64% | 13 |
| | | Permanent | 76.36% | 42 |
| | Males | Fixed term | 20.00% | 9 |
| | | Permanent | 80.00% | 36 |
| 2016.17 | Females | Fixed term | 18.37% | 9 |
| | | Permanent | 81.63% | 40 |
| | Males | Fixed term | 15.00% | 6 |
| | | Permanent | 85.00% | 34 |
| 2015.16 | Females | Fixed term | 27.27% | 12 |
| | | Permanent | 72.73% | 32 |
| | Males | Fixed term | 10.34% | 3 |
| | | Permanent | 89.66% | 26 |
| 2014.15 | Females | Fixed term | 10.71% | 3 |
| | | Permanent | 89.29% | 25 |
| | Males | Fixed term | 0% | 0 |
| | | Permanent | 100.00% | 26 |
| 2013.14 | Females | Fixed term | 3.70% | 1 |
| | | Permanent | 96.30% | 26 |
| | Males | Fixed term | 11.11% | 3 |
| | | Permanent | 88.89% | 24 |

AP 4.12: Undertake a review of the use of fixed-term contracts and create researcher talent retainment strategy

Hourly Paid Lecturers (HPLs), are the only staff on zero-hour contracts, supplementing academic delivery e.g. specialist input, session cover. These are also the only NTU 'teaching only' contracts. HPLs are reported by headcount, but 'hours worked' vary considerably (Table 4.2.7). Zero-hour contracts are to be phased out; new contracts are based on annualised hours.

Table 4.2.7: Psychology Hourly Paid Lecturers by gender over the past five academic years

| | | % | No. |
|----------------|---------|---------|-----|
| 2017.18 | Females | 64.71% | 22 |
| | Males | 35.29% | 12 |
| 2016.17 | Females | 70.59% | 12 |
| | Males | 29.41% | 5 |
| 2015.16 | Females | 78.95% | 15 |
| | Males | 21.05% | 4 |
| 2014.15 | Females | 66.67% | 6 |
| | Males | 33.33% | 3 |
| 2013.14 | Females | 100.00% | 2 |
| | Males | 0% | 0 |

(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Leavers data is reported by headcount over the full academic year (Table 4.2.8).

| Table 4.2.8: Psychology staff leavers, as a proportion of all staff by gender, over the past five academic years | | | | |
|--|---------|--------------------|-------|------------------|
| | Females | % of total females | Males | % of total males |
| 2017.18 | 11 | 15.94% | 9 | 16.67% |
| 2016.17 | 8 | 13.33% | 5 | 10.20% |
| 2015.16 | 11 | 19.64% | 1 | 3.03% |
| 2014.15 | 0 | 0 | 3 | 10.00% |
| 2013.14 | 5 | 16.13% | 3 | 9.68% |

Turnover by gender is typically at, or lower than the sector average (17.7% females and 16.1% males³). Thirteen of the leavers in 2017.18 were on fixed term contracts, predominantly from RA roles. Numbers are too small to report more granularly by academic year; therefore, five years of data have been aggregated to report on reasons for leaving, grade, and full/part-time status (Tables 4.2.9, 4.2.10 and 4.2.11).

The proportions of male/female leavers are similar to the proportions of males and females at each grade, aside from the lecturer grade, where more females have left. The loss of staff at L/SL is something reflected upon in section 5.1.iii (exploring how staff are supported to go for promotion). 'Resignation' and 'End of a temporary contract' are the two most commonly recorded reasons for leaving. Full-time staff were also more likely to leave than part-time staff [AP 4.13].

| Table 4.2.9: Psychology staff leavers by reason and gender, aggregated over the past five academic years | | | | |
|--|---------|---------------------|-------|-------------------|
| Reason for Leaving | Females | % of female leavers | Males | % of male leavers |
| End of Temp Contract | 12 | 34.29% | 7 | 33.33% |
| Dismissed/Redundancy | 0 | 0.00% | 1 | 4.76% |
| Resigned | 23 | 65.71% | 11 | 52.38% |
| Retirement | 0 | 0.00% | 2 | 9.52% |

³ Advance HE Equality+ in Higher Education statistical report 2018, p. 236.

Table 4.2.10: Psychology staff leavers by grade and gender, aggregated over the past five academic years

| HESA contract level | Females | Males |
|---------------------|---------|-------|
| Professor | 1 | 0 |
| Principal Lecturer | 1 | 1 |
| Senior Lecturer | 9 | 7 |
| Lecturer | 6 | 0 |
| Research Fellow | 1 | 1 |
| Research Assistant | 17 | 12 |

Table 4.2.11: Psychology staff leavers by full/part time status and gender, aggregated over the past five academic years

| | Females | Males |
|-----------|---------|-------|
| Full time | 24 | 16 |
| Part time | 11 | 5 |

Exit surveys (incorporating a free response comment box) are carried out by central HR to encourage honest reflections on reasons for leaving and avoid any areas for conflict by asking staff to meet with, for example, the HoD. Uptake of returns is low, e.g. in 2017.18 across the whole institution, only 34 returns were made (18 females, 16 males). The DSAT recognises the value that exit survey data can provide and imminent changes to NTU's HR system will improve opportunities for these data to be collected.

AP 4.13: Improve the quality and standard of data availability to inform the development of policy and practice in relation to retaining talent

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words

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5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

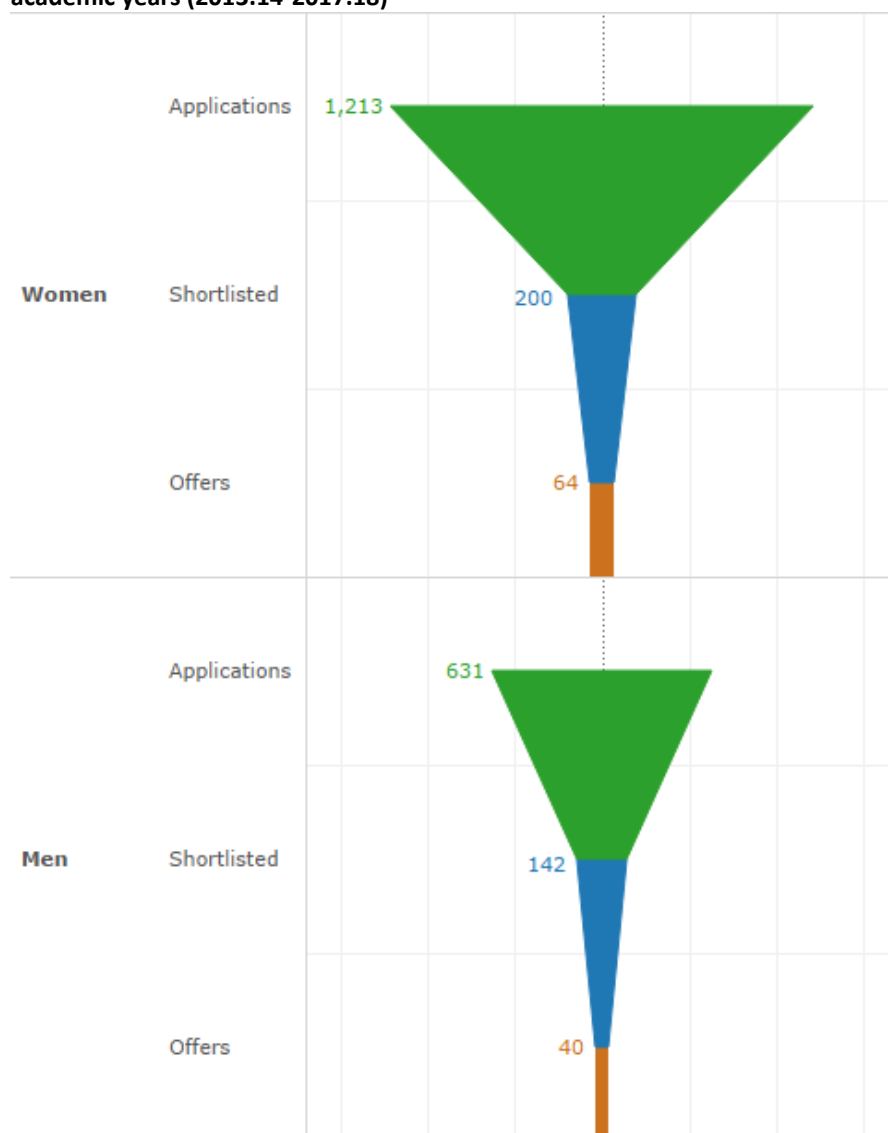
The department follows University recruitment policies and procedures. Recruitment panel Chairs complete mandatory recruitment and selection training, including EDI training. Job adverts are screened by an online tool which checks for gendered language, and explicitly state departmental support for equality and diversity, noting contributions toward the Institutional Athena SWAN work and encouraging applications from under-represented groups. Those wishing to work flexibly are encouraged to apply. Two points of contact per position are provided to encourage potential applicants to make contact, typically a male and female staff member to be representative. Part of the interview process includes a tour of the department and its facilities, with an opportunity to have lunch with staff to gain an insight into the workings of the department. Skype interviews are offered, if appropriate. 85% of staff who completed the departmental survey (May 2018) agreed that NTU's recruitment process was fair.

Recruitment data aggregated over five academic years show females form most applicants 65.8% (Table 5.1.1). However, this figure may be inflated by the large number of females who applied for Research Associate/Assistant posts in 2017.18. Sixteen posts at this grade attracted 466 applications from females and 172 from males. There are different internal processes for staff moving from temporary to permanent positions, which includes liaising with HR to discuss support for those on the 'at risk of redundancy' register and mentoring from line managers/HoD for staff to support applications for permanent positions.

Table 5.1.1: Psychology applications and success rates by gender, aggregated over the past five academic years (2013.14 – 2017.18)

| Gender | Applications | Shortlisted | Offers | % of applications shortlisted | % of those shortlisted made offers | % of applicants made offers |
|-----------|--------------|-------------|--------|-------------------------------|------------------------------------|-----------------------------|
| Females | 1,213 | 200 | 64 | 16.5% | 32.0% | 5.3% |
| Males | 631 | 142 | 40 | 22.5% | 28.2% | 6.3% |
| % Females | 65.8% | 58.5% | 62.5% | | | |

Figure 5.1.1: Psychology applications stages by gender, aggregated over the past five academic years (2013.14-2017.18)



In all years, except 2014.15, male applicants were more successful than females across the majority of recruitment stages. A consistently higher percentage of male applicants were shortlisted than female applicants in those five years leading to a slightly higher proportion of male applicants receiving offers, even though males were consistently the minority of applicants and females were slightly more likely to receive offers (Figure 5.1.1). Data in Table 5.1.2 suggests that this pattern is not consistent across grades and is largely driven by appointments at RA level (where male applicants are twice as likely to be shortlisted).

AP 5.1: Review shortlisting gender balance

Table 5.1.2: Psychology applications and success rates by gender and year (2013.14-2017.18)

| Academic year | Gender | Applications | Shortlisted | Offers | % of applications shortlisted | % of those shortlisted made offers | % of applicants made offers |
|----------------|-----------|--------------|-------------|--------|-------------------------------|------------------------------------|-----------------------------|
| 2017.18 | Females | 501 | 64 | 18 | 12.8% | 28.1% | 3.6% |
| | Males | 195 | 38 | 10 | 19.5% | 26.3% | 5.1% |
| | % Females | 72.0% | 62.7% | 64.3% | | | |
| 2016.17 | Females | 238 | 46 | 15 | 19.3% | 32.6% | 6.3% |
| | Males | 148 | 45 | 10 | 30.4% | 22.2% | 6.8% |
| | % Females | 61.7% | 50.5% | 60.0% | | | |
| 2015.16 | Females | 185 | 34 | 12 | 18.4% | 35.3% | 6.5% |
| | Males | 116 | 25 | 10 | 21.6% | 40.0% | 8.6% |
| | % Females | 61.5% | 57.6% | 54.5% | | | |
| 2014.15 | Females | 251 | 49 | 17 | 19.5% | 34.7% | 6.8% |
| | Males | 151 | 28 | 7 | 18.5% | 25.0% | 4.6% |
| | % Females | 62.4% | 63.6% | 70.8% | | | |
| 2013.14 | Females | 38 | 7 | 2 | 18.4% | 28.6% | 5.3% |
| | Males | 21 | 6 | 3 | 28.6% | 50.0% | 14.3% |
| | % Females | 64.4% | 53.8% | 40.4% | | | |

Table 5.1.3: Psychology applications and success rates for advertised posts by gender and grade, aggregated over the past five academic years (2013.14 – 2017.18)

| Grade | Gender | Applications | Shortlisted | Offers | % of applications shortlisted | % of those shortlisted made offers | % of applicants made offers |
|---------------------------------------|-----------|--------------|-------------|--------|-------------------------------|------------------------------------|-----------------------------|
| Professor | Females | 3 | 2 | 1 | 66.7% | 50.0% | 33.3% |
| | Males | 10 | 7 | 2 | 70.0% | 28.6% | 20.0% |
| | % Females | 23.1% | 22.2% | 33.3% | | | |
| Principal Lecturer | Females | 13 | 6 | 3 | 46.2% | 50.0% | 23.1% |
| | Males | 18 | 7 | 2 | 38.9% | 28.6% | 11.1% |
| | % Females | 41.9% | 46.2% | 60.0% | | | |
| Lecturer / Senior Lecturer | Females | 339 | 94 | 37 | 27.7% | 39.4% | 10.9% |
| | Males | 218 | 50 | 18 | 22.9% | 36.0% | 8.3% |
| | % Females | 60.9% | 65.3% | 67.3% | | | |
| Research Fellow | Females | 15 | 8 | 2 | 53.3% | 25.0% | 13.3% |
| | Males | 10 | 4 | 0 | 40.0% | 0% | 0% |
| | % Females | 60.0% | 66.7% | 100.0% | | | |
| Research Assistant / Associate | Females | 843 | 90 | 21 | 10.7% | 23.3% | 2.5% |
| | Males | 375 | 74 | 18 | 19.7% | 24.3% | 4.8% |
| | % Females | 69.2% | 54.9% | 53.8% | | | |

Table 5.1.3 presents data by gender and grade. Due to low numbers data are aggregated over the past five academic years. The Professor appointments in this period are from externally advertised posts and are not related to the internal Awards & Titles procedure.

Roles for L/SL form the largest group recruited (60.9% applicants are female) and the majority of offers were to women. Females also form the majority of applicants at RA/RF but move to the minority at PL and Professor. However, at all grades (with the exception of RA), females were more successful when looking at the conversion of application to offer as compared to males. There is little evidence of bias at appointment but a difference at shortlisting is clear (noted previously) [AP 5.1]. Identifying reasons for differences at shortlisting is not straightforward, although one factor could be that there are inherent differences in the breadth and depth of experience of the female applicants. This is an important factor for consideration and the support on offer for staff to develop their careers should be reviewed.

AP 5.2: Review support for females before applying for senior roles, including resource commitment for leadership training

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All newly appointed staff take part in institutional induction events and training. This is provided by HR as well as via NTU's online learning environment, NOW. All new staff complete mandatory EDI, Health & Safety, and Prevent training. Those with line management responsibility also complete appraisal training.

Departmental induction is co-ordinated by a PL who meets with staff on their first day, provides a tour, office key, and accompanies staff to IT services, staff card services, and HR. All new staff meet with their line manager and are allocated a workload contact (who might also be their line manager). They are also allocated a research mentor (to support paper and grant writing with inclusion in a future REF submission as a founding principle), which 69% of staff reported to be useful. Academic staff are also assigned to 'quality circles' led by a senior staff member (PL or above). These are arenas for conducting staff teaching observations and supporting all staff with their teaching practice.

Induction effectiveness is reviewed through regular, informal meetings with line managers, and through two formal individual probation progress meetings (one at the start of the appointment, and one after six months), culminating in an annual appraisal meeting. In November 2018, a department-wide review of the induction process was conducted by surveying staff who had joined the Department since 2014 ($N = 30$ responses). Qualitative feedback indicated that staff members felt colleagues were friendly and approachable. There were some concerns about not wanting to overload colleagues with too many requests for support. 'Information overload' was identified when combining the internal Department induction handbook with other documentation provided at institutional level. Internal candidates moving to a new role reported feeling there was an underestimation of their needs which hindered their adjustment to their new role. Finally, there were instances where information provided in the Department induction handbook was found to be out-of-date [AP 5.3].

AP 5.3: Revise departmental induction processes to ensure currency, action to include the introduction of an 'Induction Buddy'

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotions are discussed as part of the appraisal process and can form part of an individual's objective setting. Development is a central aspect of appraisal for all grades, regardless of intent to apply for promotion, including RAs (although RAs do not currently have access to a mentor).

Lecturers/Senior Lecturers progress through annual increments to the top of the SL scale, thus 'promotion' to SL is an automatic progression process. The PL role at NTU is specifically defined with its own role description, portfolio of activity, and defined recruitment procedure⁴. PLs are typically recruited to a particular managerial function and this grade does not form part of the internal awards and titles promotion procedures. Posts are advertised both internally and externally.

Applications for Associate Professor/Professor⁵ are invited on a yearly basis from the Head of College. Applications can be made via three routes: Teaching & Research (T&R); Teaching & Scholarship (T&S); Teaching & Practice (T&P). Applicants must provide evidence against set criteria and are encouraged to discuss their applications with their HoD and the Dean of School.

The application process relies on self-selection. The staff survey highlighted that 63% of staff felt the department was supportive of applications for promotion. However, only 46% felt that the process was transparent and fair, with few staff reporting that they understood the process and criteria (44%). Barriers to promotion included: (1) being unlikely to be successful (males = 60%, females = 13%) with female staff also citing a lack of support (9%), being advised not to apply (4%), and not wanting to apply (30%). Focus group discussions highlighted the gender imbalance of senior leaders, a feeling that promotion equated to a poor work/life balance, current workload constraints (under-work loading of hours required to complete tasks; and a lack of time to attend courses or events due to 'fire-fighting' during busy periods). Further exploration of these issues in focus groups highlighted points relating to a lack of clarity in relation to the T&S and T&P pathways and the quality of mentoring related to these pathways [AP 5.4 and AP 5.5].

AP 5.4: Support for demystifying the promotion process, and encouraging applications for promotion by academic staff

AP 5.5: Develop mechanisms to support understanding of pathways for academic staff

Overall, there appear to be few promotions relative to the size of the department. Although applications for promotion are generally for full-time roles, two part-time female staff were successfully promoted from SL to PL in this time-frame. This represented a significant step

⁴ Historically, a Grade H/J could apply to be re-graded as Grade J (Principal Lecturer). The university phased this route out in 2015.2016.

⁵ In 2017.2018 Associate Professorship replaced Readership at NTU.

change in the way senior roles in the department were appointed and is unusual across the Institution/sector.

Table 5.1.4 shows aggregated data for applications for promotion. In the last five years, the majority of applications were made by females, with the rate of successful applications for both males and females at 50% (10 females applied for promotion to Reader/AP/Professor and 5 were successful, whilst 2 males applied for AP and 1 was successful).

Taken in the context of the recruitment data, the challenge for the department is to encourage staff to apply for promotion, particularly to Professor. Since 2013, staff have been externally appointed to the Professoriate rather than being promoted internally. While not part of the titles and awards process, it should be noted that since 2013, five female staff and two male staff have been promoted to PL.

| Table 5.1.4: Applications for promotion to Associate Professor and Professor grades aggregated over five academic years (2013.14-2017.18) | | | | | | | |
|---|-----------|--------------|----|----------------------------------|----|------------------------------|----|
| | | Applications | | Applications Approved by College | | Applications approved by NTU | |
| Application Type | Gender | FT | PT | FT | PT | FT | PT |
| Professor | Females | 1 | 0 | 1 | 0 | 1 | 0 |
| | Males | 0 | 0 | 0 | 0 | 0 | 0 |
| | % Females | 100% | 0 | 100% | 0 | 100% | 0 |
| Associate Professor (Reader) | Females | 9 | 0 | 4 | 0 | 4 | 0 |
| | Males | 2 | 0 | 1 | 0 | 1 | 0 |
| | % Females | 82% | 0 | 80% | 0 | 80% | 0 |

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In the 2008 RAE, a similar proportion of eligible females and males were returned (Table 5.1.5). In REF 2014, against a background of greater selectivity, the proportion of eligible females returned remained static with a smaller proportion of eligible males returned. This difference may be accounted for by REF 2014 processes for individual staff circumstances. Of the staff returned in 2014, eleven (79%) female staff were eligible for a reduction in outputs (7 ECRs, 2 for maternity leave and 2 who were part-time) relative to three (33%) male staff (all ECRs). The

department intends to review the upcoming REF 2021 data post submission, in line with other departments and HEI's.

Table 5.1.5: RAE 2008 and REF 2014 Returns, by Gender and Eligibility

| | | Gender | |
|-----------------|-------------------------------|--------|------|
| | | Female | Male |
| RAE 2008 | Eligible | 19 | 30 |
| | Submitted | 10 | 17 |
| | % of Eligible Staff Submitted | 53 | 57 |
| | | | |
| REF 2014 | Eligible | 27 | 28 |
| | Submitted | 14 | 9 |
| | % of Eligible Staff Submitted | 52 | 32 |
| | | | |

AP 5.6: Review REF2021 submission and eligibility data in line with discipline and national benchmarks where available

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

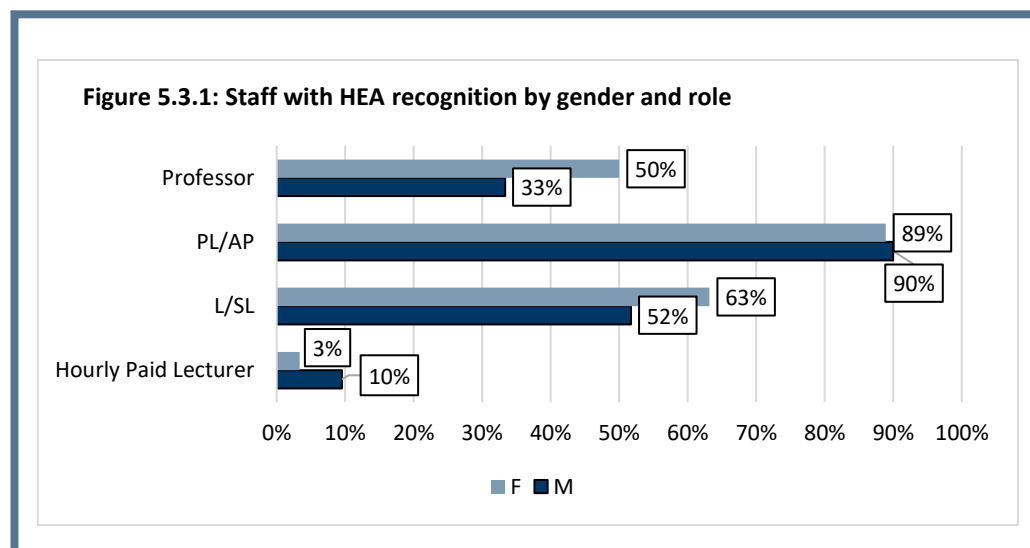
5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training opportunities include in-house training delivered by Organisational Development (based in HR), specialist training at School and department level (e.g., for research methods) and external courses funded by the departmental staff development budget (open to all staff). Training needs related to career development are identified through appraisals, with core training mandated centrally for staff (EDI for all staff, appraisal training for line managers and specialist EDI for those chairing interview panels). Courses are promoted via NTU eNews and a searchable online database/booking system. PGR's are assigned a budget for conferences etc. of £750 per academic year and attend courses throughout their studies which are organised by the Doctoral School. NTU introduced funding for the Aurora female only leadership programme and psychology was successful in securing a place for 2018.19. The department is exploring ways to increase involvement in leadership programmes for all staff, and in April 2019 (at the time of submission) committed annual funding for three departmental Aurora places [linked to AP 5.2].

HPLs are encouraged to complete 'The Essential Teaching Toolkit Course in HE'. New academic staff, without an existing teaching qualification, are required to obtain a HEA professional teaching recognition (see Figure 5.3.1 for HEA recognition by gender and role). NTU supports completion of this within three years of joining by organising central workshops and in-house mentoring and workload allocation is given to this undertaking (75 hours). HEA recognition forms part of some promotional routes and is a criterion for sabbaticals.



Uptake of training is tracked centrally and forms part of a yearly academic data activity report that is discussed with line managers at the end of year appraisal meeting (Table 5.3.1). Feedback is gathered on in-house training to inform planning of future training events. It is not clear from these data which staff are eligible for the training courses included in these figures, and comparisons between years is made difficult by changing offers of courses available. The

increase in Leadership and Management course completions in 2017.18 partly reflects the mandatory training that staff at Grade J, and above, received in relation to the introduction of the three new academic pathways. In 2018.19, NTU introduced a KPI from the institutional Athena SWAN action plan to mandate EDI and unconscious bias training. This is directly linked to appraisals and it is anticipated that this will increase the numbers of staff who complete this training.

| Table 5.3.1: Psychology departmental uptake of training by gender and year | | | | | | Total # |
|--|-------------------------|---------|-----|-------|-----|---------|
| Academic year | Course Category | Females | | Males | | |
| | | % | No. | % | No. | |
| 2017.18 | Career Progression* | 52.0% | 13 | 48.0% | 12 | 25 |
| | Leadership & Management | 35.7% | 5 | 64.3% | 9 | 14 |
| | Equality & Diversity | 63.6% | 7 | 36.4% | 4 | 11 |
| 2016.17 | Career Progression | 76.0% | 19 | 24.0% | 6 | 25 |
| | Leadership & Management | 100.0% | 3 | 0% | 0 | 3 |
| | Equality & Diversity | 60.9% | 14 | 39.1% | 9 | 23 |
| 2015.16 | Career Progression | 68.4% | 13 | 31.6% | 6 | 19 |
| | Leadership & Management | 50.0% | 2 | 50.0% | 2 | 4 |
| | Equality & Diversity | 58.8% | 10 | 41.2% | 7 | 17 |
| 2014.15 | Career Progression | 66.7% | 2 | 33.3% | 1 | 3 |
| | Leadership & Management | 66.7% | 4 | 33.3% | 2 | 6 |
| | Equality & Diversity | 75.0% | 3 | 25.0% | 1 | 4 |
| 2013.14 | Career Progression | 36.4% | 4 | 63.6% | 7 | 11 |
| | Equality & Diversity | 41.4% | 12 | 58.6% | 17 | 29 |

* The career progression heading includes courses on HEA and PGCAP support, and other skills such as presentational skills and developing a publication strategy.

The total reported here is the sum total of psychology staff completing training in a category in a given year.

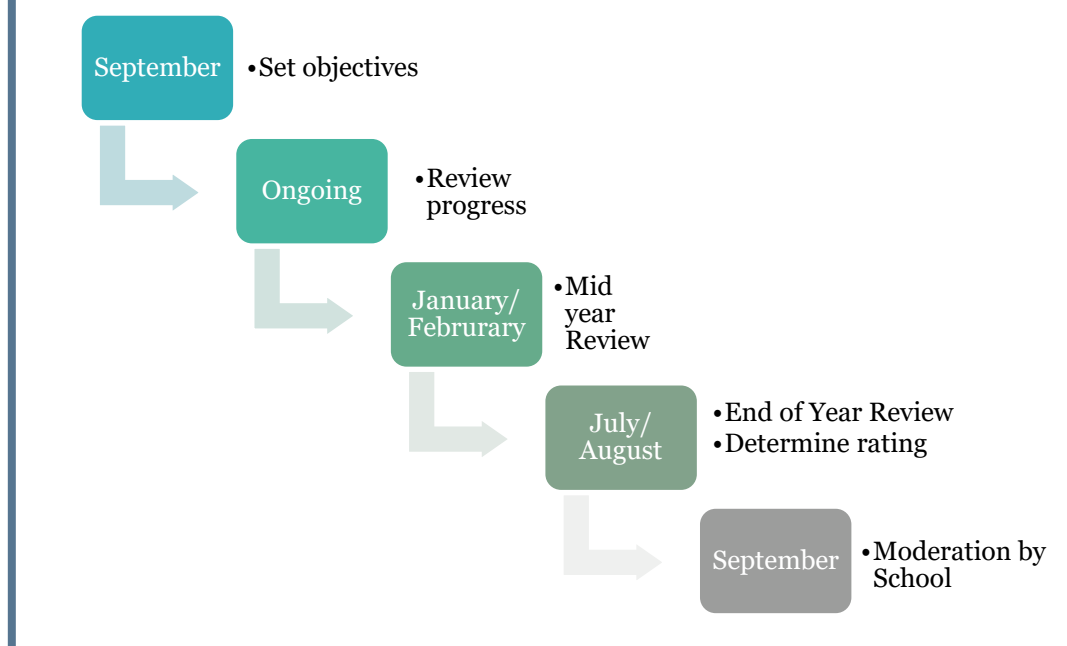
(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

All staff, including research, HPLs, support and technical staff, participate in an annual appraisal cycle with their line manager which includes 3 formal meetings per year and ongoing informal catch ups (Figure 5.3.2). Staff with line management responsibility meet annually in the summer term to review appraisal data and to identify opportunities to support staff who are or should be considering making a promotion application in the following year.

Figure 5.3.2: NTU Annual Appraisal Cycle



The department achieves a 100% compliance rate for appraisals, with completed appraisal forming part of NTU's performance and reward system. Staff are evaluated on a 5-point scale, the highest two ratings attract nonconsolidated salary awards or accelerated progression and are moderated at School level.

All line management staff received a half day training session with two follow-up workshops in 2018 as the new appraisal system was rolled out. There is an online module and study guides for staff being appraised. Staff feedback suggests that offers of training and uptake of support for appraisals was low (44% females and 52% males answering the staff questionnaire said they had not been offered training, with a further 20% females and 20% males stating that where support/training had been offered, they had not made use of it). It is important to note that the timing of the staff questionnaire (May 2018) may reflect the limited opportunities timewise for staff to have undertaken appraisee training since it had only recently been made available for the new appraisal system. The DSAT anticipate improvement scores when the survey is re-run [AP 3.2].

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

All staff below Professorial level are assigned a research mentor in addition to formal support received through line management. The mentor and mentee develop a research plan which identifies short term goals that feed into appraisal objectives and longer-term goals in relation to career progression. A *Promotions Roadshow* event is run at College level to explain the promotion process and criteria for the separate pathways.

NTU also provides sabbatical opportunities for both teaching and research. Departmental sabbaticals are managed internally within Psychology, with up to four half year sabbaticals awarded each year since 2016.17. These are eligible to staff with a minimum of three years tenure who have successfully completed a HEA fellowship application. As the early careers staff who joined the department several years ago become eligible for the sabbaticals, it is encouraging to note that the number of applications is steadily increasing, a trend which is expected to continue over the coming years. In the latest round 50% of female applicants were successful in securing a sabbatical (Table 5.3.2). NTU also award teaching and learning sabbaticals through The Trent Institute for Learning and Teaching (TILT). Three psychology staff have been successful since 2016.17 (includes one male who applied for a departmental sabbatical but was subsequently awarded a TILT University teaching sabbatical instead).

Table 5.3.2: Application and success rates for departmental sabbaticals

| Year | Applications | | Successful | |
|---------|--------------|---|------------|---|
| | F | M | F | M |
| 2017.18 | 4 | 2 | 2 | 2 |
| 2018.19 | 1 | 3 | 1 | 3 |
| 2019.20 | 8 | 1 | 4 | 0 |

Departmental funding is granted for a 'Scholarship Projects for Undergraduate Researchers scheme' (SPUR), where an academic team works with an UG student (paid) to conduct research during the summer break. Table 5.3.3 shows a gender split which is broadly representative of the department for this scheme. Since 2015.16, all projects applied for have been funded by the department.

Table 5.3.3: SPUR Project funding

| Year | Academic Team | | Student | | Number of Projects ⁶ |
|---------|---------------|----|---------|---|---------------------------------|
| | F | M | F | M | |
| 2014.15 | 8 | 10 | 10 | 3 | 10 |
| 2015.16 | 16 | 15 | 12 | 2 | 13 |
| 2016.17 | 28 | 20 | 20 | 2 | 22 |
| 2017.18 | 17 | 12 | 12 | 4 | 16 |

Responses to support for career progression in appraisals suggest that additional discussion of this would be welcomed by staff (73% of females and 57% of males agreed that career progression was usefully discussed).

AP 5.7: Embed career development discussions in appraisal framework

⁶ Multiple staff supervise a project, and more than one student may be allocated to it, meaning the total of number of projects may not match the staff and student figures.

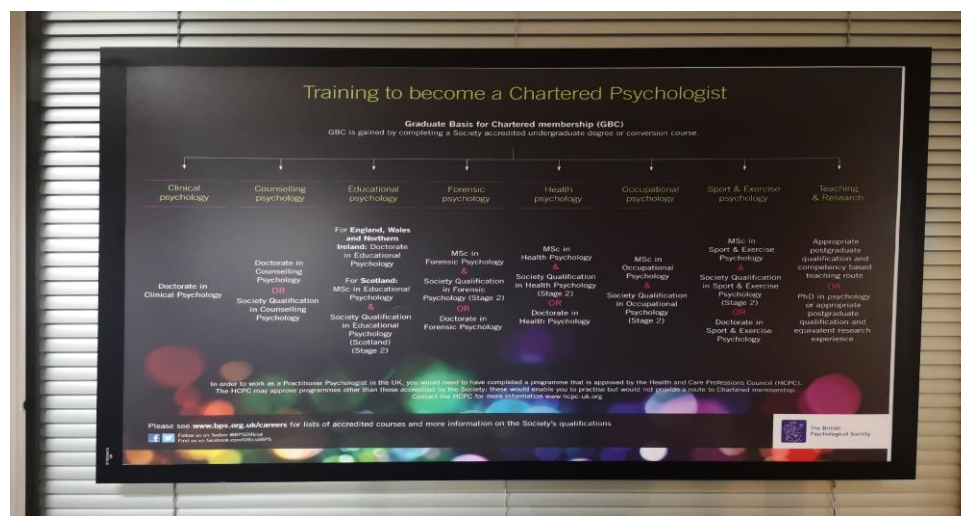
(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

NTU supports both centralised and School-based employability teams which offer a wide range of resources, including weekly e-newsletters that students can subscribe to, one-to-one advisory appointments, and participation in mock interviews. There are strong links between Psychology, the employability and volunteering teams, where events organised by these teams are circulated and advertised within the department.

The department also has an employability portfolio which is managed by a PL. This PL oversees and feeds into the UG and PG curriculum to ensure that opportunities for employability skills are developed. Students, at all levels, are given extensive support with events organised throughout the year to assist with making choices for further study and/or in creating a plan for a career that they would like to pursue. Poster boards around the department highlight important employability skills (Figure 5.3.3).

Figure 5.3.3: One of the departmental employability boards



Employability is embedded in UG and PG psychology curricula with modules that are wholly driven by a work-integrated learning ethos. One of our flagship, and sector leading initiatives, in UG provision is a move to train students to be able to analyse data with 'R' (a free to download statistical and graphical environment) to enhance portability of data management skills. A programme of staff training is currently underway, with a rollout to first year UGs in 2019.20. Additionally, students are supported to access 'PebblePad', a portable portfolio used to build and record their evidence of their skills and experiences.

All final year UGs take part in one of two modules: (1) 'Professional Practice in Psychology', which involves working as a team in a consultancy capacity to apply psychological knowledge

and expertise to problems that have been set by strategic partners located in a range of work sectors, or (2) 'Work-Based Psychology Practice', which requires students to source a placement of a minimum of 30 hours to develop a personal and professional portfolio of their experiences in applying psychology to the workplace. Both modules are assessed with a synoptic assessment that prompts students to reflect on their experiences over the entire course and how they have developed their employability attributes and skills. First and second year UG students also take part in activities focusing on career pathways in weekly small group tutorials. Postgraduate students are similarly supported during weekly tutorials, which also include the development of a coherent and marketable CV.

Another important feature of employability in psychology is the direct-entry undergraduate 4-year sandwich course, which involves a yearlong work placement in the 3rd year of the course. Students have engaged in these placements in a range of settings and work sectors across the UK and, occasionally, overseas.

STUDENT REFLECTION (MALE UG): *"The extensive support given to students in terms of employability is made apparent in many ways, in my experience. Among these are: every week day availability for Employability Support (drop-in sessions). Various flyers and posters pointing to existing resources (e.g. FutureYou), and course specific materials and aid."*

All PGRs are contacted at the start of their studies, and at the start of each academic year, to outline teaching opportunities within the department throughout their PhD. The PG student survey showed that 68% of students felt their experience in the department had encouraged them to pursue a career in academia, with a high number (86%) stating that they had been encouraged to attend career or personal development training, and that this training/advice had been useful. It will be useful to continue this survey, and extend it to undergraduates, to monitor and respond to employability needs and initiatives.

AP 5.8: Establish/increase PGR and researcher support for career development

AP 5.9: Conduct annual UG and PG survey about career aspirations and experience in the department

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Departmental research mentors read and support the development of research grant applications, including support for unsuccessful bids. NTU runs workshops for key funding bodies, supports visits from funders, and provides central support for bids including grant writing and staff are supported to attend. Experienced staff within the department/research groups provide informal support to colleagues and research funding is made available within the department and at University level (via seed corn funding and under strategic themes).

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

The department implements NTU maternity and adoption leave policies which are available through the staff intranet, following best practice and legal compliance. The staff survey indicated that 47 staff (69.1%) were aware of these policies. Staff on fixed-term contracts receive the same entitlements as staff on permanent/open-ended contracts. Staff are encouraged to notify line-managers and HR as soon as possible so that appropriate support can be put in place and are assured of confidentiality. The staff survey highlighted that 2 (20%) staff in a line manager/mentoring role were not aware of any of NTU's policies.

AP 5.10: Inform staff with line managing responsibilities about key NTU policies, and ensure all staff are aware of the EDI PL role

Planning is designed to ensure staff can start leave assured that their duties are covered. On notification of intended leave, an individual's workload is reviewed and staff are asked to list additional duties/roles that need covering. The ML and line manager work together to notify relevant staff. The department recruits to the vacant role as required, using temporary/fixed-term contracts allowing for as much handover as possible. Staff also consult formally, and informally, with the EDI PL around issues such as career breaks and flexible working as part of this. Between 2013.14 and 2017.18, eight academic staff took maternity leave whilst no staff took adoption leave. No support staff based in the department took leave of this type.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

The line manager stays in contact with members of staff during such leave and vice versa. Members of staff can agree up to ten non-compulsory paid 'Keeping in Touch' (KIT) days (at normal rate of pay, in addition to maternity pay) with their line-manager, for example, to deliver specialised teaching, attend research meetings or provide PGR supervision (although PGR students have two additional co-supervisors to provide adequate support during their primary supervisor's leave). This allows for an individualised approach enabling staff to choose the level of contact they wish to maintain during this time, working within the requirements of their contract. Staff continue to receive departmental updates via email and invites to social events, but there is no expectation to contribute to departmental business. Between 2013.14 and 2017.18, 48 KIT days were taken by eight staff during their maternity leave (range: 2 to 10 days). This support is also applicable to adoption leave.

STAFF REFLECTION (PT FEMALE): *"On reflection, I took only half my KIT days as I believed I had to engage actively in scheduled teaching activities during those in order to get them approved and did therefore not apply for KIT days for several days I came into work to take part in research meetings and activities. This was down to misperception or lack of awareness for what exactly I could use them for."*

AP 5.11: Ensure staff are fully aware of KIT day arrangements and their purpose

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Cover allows for a handover period following return to work to accommodate the use of accrued annual leave and phased return. Part-time, flexible working times and phased return can be negotiated with the ML or line manager. Staff can arrange flexible part-time hours for the first 12 months before deciding to return to their original contract or make their new arrangements permanent. Between 2013.14 and 2017.18, permanent reductions in working hours were made for all academic staff members returning from maternity leave ($N = 8$). There is appropriate support and facilities for members of staff to rest or have privacy (e.g., who wish to breastfeed). A non-taxable childcare vouchers scheme is available through the University and details are promoted through HR, which is also applicable to staff taking adoption leave.

Aside from the adjustment of workload in-line with the contractual hours, there is currently no reduced teaching load or protected time to catch up on pathway progression as is offered for new starters. There are also no tailored programs available for career break returners to facilitate their progression development (e.g., Women returning to STEM programme).

AP 5.12: Review workload allocation model for return to work from maternity and adoption leave

AP 5.13: Review support, and identify best practice initiatives for staff returning from maternity or adoption leave

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Between 2013.14 to 2017.18, there was a 100% return rate from maternity leave.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

In the period 2013-2018, there was no uptake of adoption, shared parental, or parental leave. Paternity leave was taken by six academic and one support staff. In addition to statutory provisions, paid paternity leave increased to three weeks in January 2019 in response to feedback from the institutional survey. Line managers encourage staff to take this leave as part of their discussions when a member of staff notifies them.

STAFF REFLECTION (FT MALE): *"Yes I knew about it, and got my paternity leave changed to three weeks. The whole process was relatively painless and straight forward. The only minor thing (which is a general HR issue) is that there is no direct HR person you can call/contact if you have questions – all they have is a mailbox. I got a letter sent to my home address with a name on it confirming paternity leave, but that was the only contact I had with a named person (if you can call it that). And once you misplace the letter, that's it – name gone. I also get a feeling that for mothers (due to longer leave) there might be a more structured process, whereas the three-week leave was a bit more ad hoc. Once I notified HR of my planned paternity leave, that was it – no further guidance or planning. It would have been nice to be proactively made aware and guided through the shared parental leave option, but nothing. Just felt like I took 3 weeks annual leave."*

AP 5.14: Provide an 'options mapping' service for parents to be/new parents to enable informed decision making in relation to NTU policy and provision

(vi) Flexible working

Provide information on the flexible working arrangements available.

NTU's flexible working policy is applicable to both academic and professional services staff and is accessible online. The policy covers formal, i.e. part-time contracts, staggered hours etc., as well as informal, i.e. working from home arrangements. Between 2013.14 and 2017.18, ten formal flexible working requests were made and approved for 8 female (following maternity leave) and 2 male academic staff at L/SL level. No formal requests have been received from professional services staff. PGRs also make use of flexible working to fit around caring responsibilities whilst studying.

PGR REFLECTION (FT FEMALE): *"I completed my PhD on a full-time basis whilst having caring responsibilities. I was able to successfully manage to do this as I had support from my supervisory team and NTU to manage my own working hours. I was also able to arrange any training and meetings around my caring responsibilities."*

Flexible working can be agreed with managers informally. Many staff feel able to work flexibly on an informal basis, as agreed with the HoD or line manager (82% staff agree that flexible working is supported by the department). Informal flexible working is part of departmental culture, with collegiate staff who are willing, wherever possible, to make ad hoc changes to accommodate one another's needs, such as swapping/covering sessions, meeting during core hours or via online conferencing etc. In addition, most departmental information, documentation etc. is accessible remotely.

Most teaching modules are provisioned by multiple academic staff, which facilitates a flexible environment. In other modules, staff arrange their own contact time (e.g., project supervision). Where possible, timetabling requests take account of staff preferences and efforts are made to ensure staff have at least one day per week free of teaching. In the staff survey, 51.5% indicated they work flexibly (e.g., part-time, flexitime, Work from Home, compressed hours) without any substantive differences for gender or grade.

The staff focus group reported positive experiences of departmental responses to these requests although some noted central timetabling constraints needed to be requested formally to ensure individuals can fulfil caring responsibilities (e.g., school runs). Focus group members also noted that academic work as currently constituted did not lend itself to part-time work in particular (e.g., collaboration is more difficult if you are present only part of the time, and colleagues who worked part-time were noted to respond to issues on their non-working days).

It is possible that the low number of formal applications for flexible working is due to staff not being aware how to apply for it. Of those who completed the staff survey, only 22 Lecturer/Senior Lecturers (45.5%), one Hourly Paid Lecturer (20%), four Associate Professors (66.7%), two Professors (50%) and six staff who categorised their role as 'other' (66.7%) were aware of the flexible working policy. A greater proportion of female staff ($N = 22$; 53.7%) were aware of the flexible working policy, compared to male staff ($N = 10$; 40%).

AP 5.15: Ensure staff are aware of the formal flexible working procedures

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

For staff who have temporarily reduced their contract after a career break, their original full-time contract is held for one year following the initial reduction. If the individual wishes, they can resume the full-time contract after this period. Similarly, staff may wish to increase to a full-time contract after a longer period of part-time work. In both instances, staff discuss this with their line-manager, which include bespoke discussions around career and personal development, mentoring and coaching. Staffing requests are reviewed by the HoD and supported/approved where possible. Workload models are adjusted accordingly, pro rata, where the increase is agreed mid academic year. In the past five years, two female academic staff have increased from part-time to full-time following a career break. Both were supported in line with their individual circumstances, including increasing gradually from a 0.6, to 0.8, to 1FTE.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

A culture of equality and diversity underpins the departmental ethos and is encouraged through inclusive environment work, ensuring the gender balance of seminar speakers, celebrating key events such as Black History Month and International Women's and Men's Day (Figures 5.6.1 and 5.6.2), ensuring our commitment to equality and diversity is included on all job advertisements, including Athena as a standing agenda item for staff away days, supporting requests for flexible working arrangements and installing AS noticeboards in prominent areas in the department. The department has also embedded an IAT task into the induction process to engage students with implicit biases, in all whole cohort student addresses CLs embed EDI principles and in our first-year tutorial programme we have an anti-bullying week which focuses on reinforcing the NTU RESPECT campaign. Staff networks such as the Women's network are promoted to staff within the department. In 2018.19, for the first time in its history, the department successfully supported a student in bringing her baby (following maternity leave) into taught sessions to enable her to continue with her degree. Staff approach the EDI lead to discuss issues freely, (examples: discussion of departmental research database providing only binary gender choices and support for access to leadership programmes).

Responses to the staff survey questions 'have you, or someone else, ever been treated unfairly because of your gender' was 52% and 43% respectively for the response 'never'. However, 13% indicated that this had happened once. A further 66% stated that they had never been treated unfavourably because of other protected characteristics. Staff were also asked questions around culture. The department was characterised as being supportive (79% agreed with this), welcoming (65%) and inclusive (62%).

Figure 5.6.1 The addition of poster boards in the department has contributed to our inclusive environment work. Posters are designed by both staff and students.

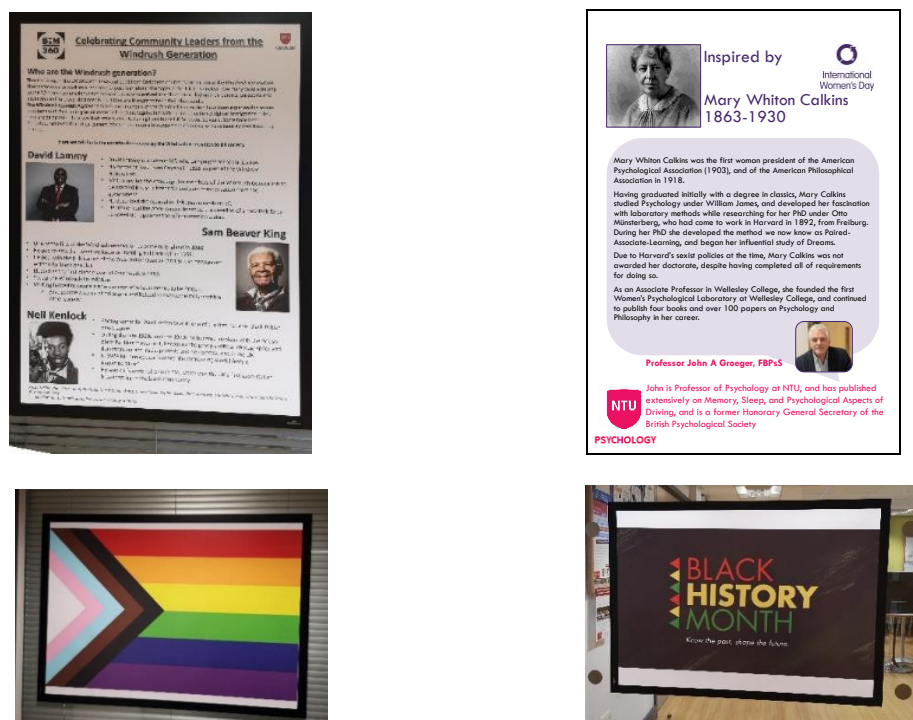


Figure 5.6.2 Research Seminars to celebrate International Women's Day and Black History Month 2018



STUDENT REFLECTION (MALE UG): *"The atmosphere...is welcoming, tolerant and protective of all social minorities be they ethnic, gender or sexual, and this shines through in staff and notices".*

Support and understanding for wellbeing, particularly mental health, is a key focus of the department. There is a PL portfolio overseeing staff wellbeing with a large number of staff whose research focuses on wellbeing and mental health. Three clinical psychologists have joined the department in recent years and their expertise in mental health is being used to develop initiatives to support staff wellbeing. The most recent of these is a pilot scheme to support well-

being and combat work stress by creating buddy groups in the department which will meet monthly. The meetings are anticipated to follow an open, self-directed agenda, where any issues of concern around academic life can be considered and discussed in a mutually supportive way. The anticipated outcome is through the restorative effect of being able to share dilemmas openly and provide a formative opportunity for developing our practices based on others' thoughts.

AP 5.16: Evaluate pilot scheme for staff wellbeing buddy groups

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

NTU publishes all its policies relating to employment, equality and dignity at work online which is accessible through the 'staffnet' portal. Changes made to these policies are communicated centrally via emails to all staff by HR. The HoD, ML, and EDI PL are not aware of any instances where there has been a discrepancy between policy and practice in the department.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

The size of the department means that committee membership is spread between staff and is recorded on workloads, so committee overload is generally avoided (Table 5.6.1). Decision making committees are marked with a * and show that committee membership is evenly represented across genders. The exceptions to this show a slight male bias in research committees. The majority of committee roles are associated with a job grade, and allocation to those roles is done in consultation with staff at those grades. Consideration to the gender balance of a committee is done through the workloads team and where possible, committees are not represented by a single gender, with the aim of achieving a representative balance. The staff survey results showed that 42% of females and 40% males had been directly encouraged to sit on a departmental or external committee as part of their career development. Only 1% of females, and 8% of males indicated that they had not been directly encouraged to undertake some form of career development opportunities such as committee membership, which may be reflective of being new to the department.

| Table 5.6.1 Representation on department committees by gender and staff type | | | |
|--|--|-------------|--------------|
| | 2016.17 | 2017.18 | 2018.19 |
| Committee | Gender | Gender | Gender |
| Psychology Management Group * | 6 (1F, 5M) | 9 (3F, 6M) | 10 (5F, 5M) |
| Student Staff Consultative Group UG | Open to all staff | | |
| Teaching Committee * | Open to all staff | | |
| REF steering group * | - | - | 5 (1F, 4M) |
| Psychology Research Committee | Open to all staff | | |
| Finance and Resources* | - | - | 7 (3F, 4M) |
| Reputation and Partnerships | - | - | 7 (4F, 3M) |
| Research Management Team * | 11 (4F, 7M) | 11 (4F, 7M) | 18 (8F, 10M) |
| Research Staffing * | - | - | 6 (2F, 4M) |
| Research Structure * | - | - | 12 (6F, 6M) |
| UG Course Committees* | All staff teaching on relevant degrees are invited to these committees | | |
| PG Course Committees* | | | |
| Psychology Success for All* | 3 (2F, 1M) | 3 (3F) | 4 (4F) |
| Athena SWAN DSAT* | 6 (3F, 3M) | 18 (9F, 9M) | 18 (9F, 9M) |

AP 5.17: Insert positive action statements within committee Terms of Reference

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

All staff are encouraged to take up outside appointments through appraisal discussions. Correspondence from the HoD and other senior staff alert staff to opportunities. This activity is captured in workloads as staff notify line managers of their involvement. External committee membership is recognised on the role descriptors for all academic staff and is used as evidence of activity for appraisals and in promotion criteria. There are many staff who serve as, for example, journal editors, Chair of discipline committees, trustees of charities and conference organisers. There is currently no systematic monitoring of participation by gender on external committees from the workloads [AP 5.18 associated action point].

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload allocation for all grades below Professor and HoD is overseen by the Management Lead, supported by 3 PLs who each liaise directly with staff. Professorial and HoD workloads are overseen by their line-managers which is University policy. The department uses the Managing Academic Workloads (MAW) software, NTU's online workload system. University workload principles are followed, with guides on the tariffs for teaching related duties, academic management and administration and research followed. This ensures staff have the appropriate split between the activities of work commensurate with their role, experience in role and pathway allocation. It also ensures PT staff are work loaded proportionally.

Systematic monitoring of MAW for gender bias is not currently embedded into our practices, although discussions around this issue do take place in planning meetings. Analysis of the 2017.18 departmental workloads for gender bias revealed no statistically significant differences between workloads for male and female staff across roles and allocated duties.

In the spring term staff submit preferences on their teaching and academic management roles for the coming academic year, with workloads aligning to the new staff pathways. As far as possible these preferences are accommodated. Course leader and year tutor roles are rotated on a three-yearly cycle. Of those that responded, 58% agreed or strongly agreed (20 females, 16 males) in the staff survey that workloads were allocated transparently and fairly. Focus group data, however, suggested that there were some misconceptions and misunderstandings of tariffs and principles used in work loading.

AP 5.18: Introduce gender analysis report of Managing Academic Workload (MAW) system

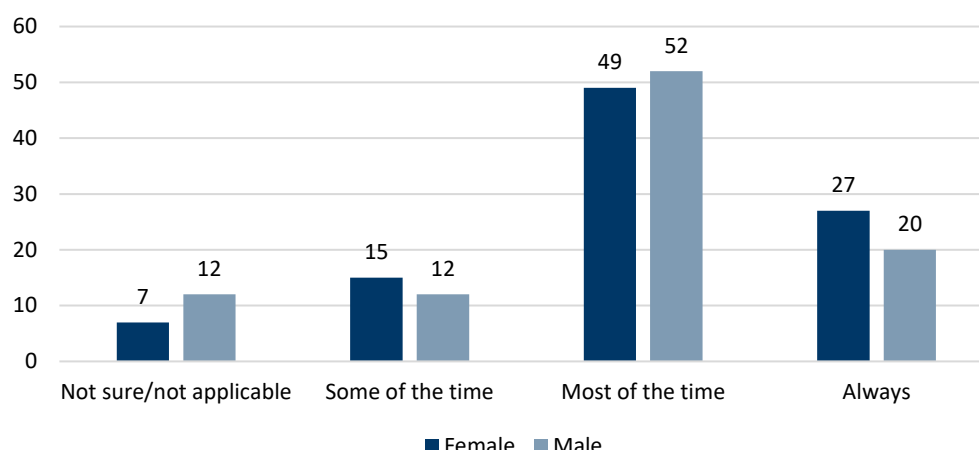
AP 5.19: Provide training for staff on workload model, principles and tariff allocations

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

In November 2018, PMG ratified a policy for Code of Practice (CoP) hours, which stipulates key decision-making meetings should be held between 10am and 4pm. There is a 100% compliance rate for this stipulation in the current academic year. Figure 5.6.3 indicates that when asked about *all* meetings in the department, most also fall between these hours.

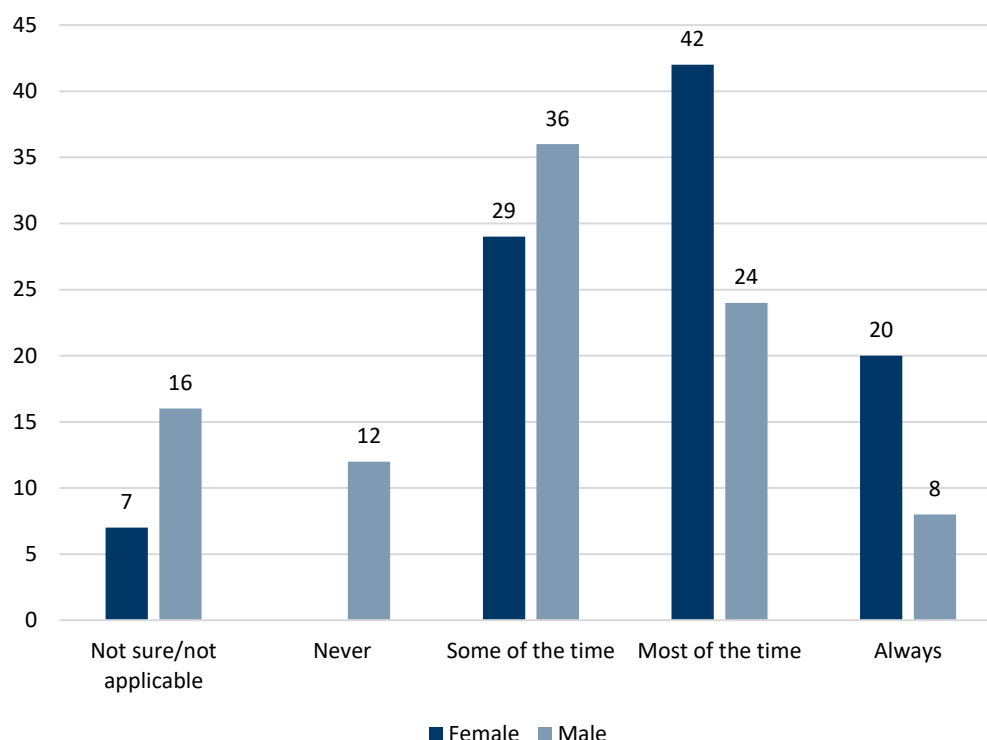
Figure 5.6.3 Responses to the statement ' Meetings in my department are scheduled to be within the hours of 10-4pm' (%)



The four departmental away days fall outside the CoP hours, being held 9.30am to 4pm, although the staff survey suggested 94% of female and 80% male staff with caring responsibilities did not usually find these events difficult to attend. Departmental meetings form part of these away days to allow the HoD to update staff on key issues. Given the size of the department, this is considered the best fit to allow participation in departmental meetings. The departmental research seminar series are held on Wednesdays, and for 2018.19 the timing has been brought forward to 3-4pm to encourage more staff with caring responsibilities to attend. This change will be reviewed at the end of the academic year. Meetings are frequently held on Wednesday afternoons, both to avoid main teaching periods, and because the majority of part-time staff work a Wednesday.

Informal social gatherings happen spontaneously among smaller groups, either as part of research groups, or on an *ad hoc* basis. The department hosts an opt in 'randomised coffee trial' twice a term where staff are randomly paired and invited to arrange to meet for a coffee during work time to facilitate relationship building. There is a monthly book club, meeting times are determined by its members on an annual basis. These groups work well based on accommodating individual needs and are attended by both males and females (Figure 5.6.4).

Figure 5.6.4 Responses to the question 'Do you feel that informal gatherings, such as coffee mornings and book clubs, are inclusive and held at suitable times for you?' (%)



AP 5.20: Evaluate the trial of research seminar series in Code of Practice hours

AP 5.21: Annual compliance check of core meetings operating within code of practice hours

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Between October and May, the department hosts weekly seminars delivered by internal and external speakers. Between 2014-2017, 48% of speakers were women. Sessions are chaired by the research seminar co-ordinator, or the proposer of the seminar speaker, which is also represented equally by gender (Figure 5.6.5). Reviewing this annually is not currently part of our practice [AP 5.22].

Figure 5.6.5 Gender balance for the research seminar series since academic year 2014.15

| 2014.15 | 2015.16 | 2016.17 | 2017.18 |
|--|--|--|--|
| <ul style="list-style-type: none"> •13 males •12 females | <ul style="list-style-type: none"> •15 males •10 females | <ul style="list-style-type: none"> •11 males •14 females | <ul style="list-style-type: none"> •13 males •13 females |

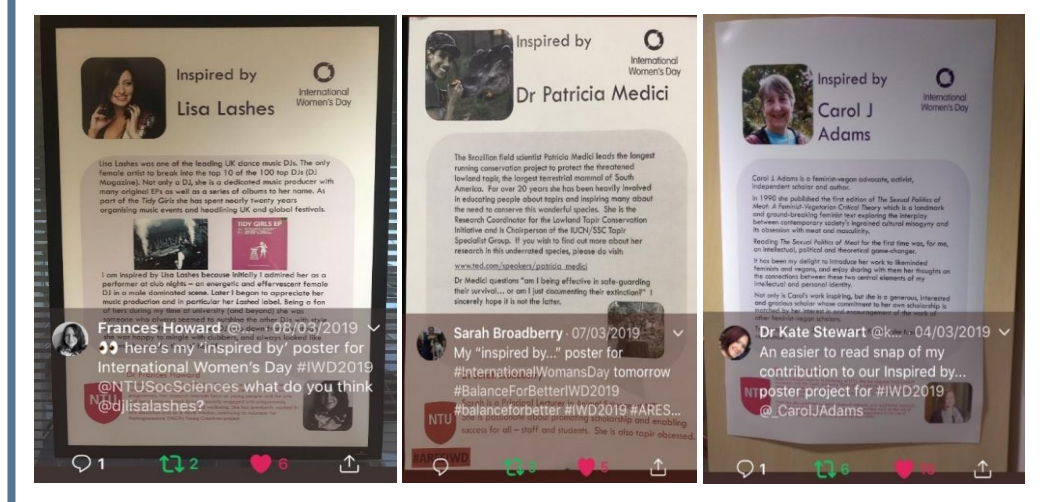
Since 2017, key celebration dates have been embedded into departmental planning (e.g. Black History Month and International Women's and Men's Day). The dates are used to highlight role models to staff and students in the department. The department posts highlights of its research activities on poster boards, which include cultural diversity and research carried out by members from different cultural backgrounds.

International Women's Day (IWD) 2018 was celebrated by displaying posters celebrating female academics, which included our two female professors, and an invited external speaker which was publicised across Nottingham in conjunction with Nottingham Women's Centre. In 2019 the department created posters showcasing women who have inspired staff, an idea that was then cascaded across NTU. One of our female Professors is regularly used in publicity materials in conjunction with her research and she contributes to external speaker series which are targeted at female academics. The EDI PL is a part time female academic.

Figure 5.6.6 Professor Belinda Winder featured on promotional material highlighting her work on one of the buildings on the city site.



Figure 5.6.7 Examples of 'Women Who Have Inspired' 2019 poster series that was adopted across NTU.



In 2018 the department secured funding to appoint three Cultural psychologists (2 female, 1 male) to lecturer roles. These are role models for other staff and for students, are driving work on decolonising our curriculum, one at School level and developing option modules for third year students which explore diversity and equality. One of the new cultural psychology modules will be made available in 2019.20. Our publicity materials represent gender equally, although they are not diverse in terms of ethnicity [AP 5.24].

AP 5.22: Implement scrutiny of research seminar data to ensure gender balance is maintained and increase diversity in speaker profiles (consideration of intersectionality)

AP 5.23: Expedite growth of cultural psychologists role, including allocation of PhD studentships

AP 5.24: Improve diversity of publicity materials to recognise intersectionality

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised?
Comment on the participant uptake of these activities by gender.

The department recognises targeted outreach activity in workload allocations. There are seven staff engaged in outreach activity, which is overseen by a PL with an outreach and partnerships portfolio. Table 5.6.2 shows the breakdown by gender and grade.

Table 5.6.2: Staff with workload allocations for outreach work by gender and grade

| Grade | Male | Female |
|---------------------|------|--------|
| Technician | 1 | 0 |
| Lecturer | 1 | 3 |
| Associate Professor | 1 | 0 |
| Principal Lecturer | 0 | 1 |

Outreach work carried out in the context of research is not routinely monitored, although the appraisal system asks staff to record their Academic Leadership and Administration activity, which includes outreach work. Developing this work also forms part of the L/SL career pathways so that this strand of activity can be used towards promotion.

AP 5.25: Create a departmental data repository to record, monitor and report on academic (research focused) outreach activities

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4 CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words

Please comment here on any other elements that are relevant to the application. N/A

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Action points have been embedded throughout the application in relevant sections. They are presented in the following section in the order they appear in the application and have been assigned a priority level to indicate when they will be actioned.



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| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
|--|---|--|---|-----------------------------|---------|---|---|
| SECTION 3 – The Self-Assessment Process | | | | | | | |
| 3 (ii) AP 3.1 Medium | Ensure the sustainable and onward advancement of Athena SWAN (AS) work in the department. | Localised investment is required to continue to advance the AS agenda in the department. | AS included in departmental strategic planning, including resource commitment. | 18.19 academic year | Ongoing | HoD, Chair of DSAT | KPI for ongoing AS commitment embedded into departmental strategic plan. |
| | | Maintaining visibility and accountability for AS going forward is a key priority. Lack of pre-existing, permanent mechanisms to pursue EDI work has been overcome with activities related to AS since formation of the DSAT in 2016. Relevant departmental mechanisms to support AS work need maintaining. | Annual curation plan for departmental boards to include AS and relevant EDI work. Initiatives, events and policy changes displayed. | | | | Visibility of AS work maintained through departmental structures such as dedicated poster boards and online spaces such as Share Point. |
| | | | | | | | Representation on EDI committee [see AP 3.5] from staff in diverse roles, including representatives from research management. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
|---|---|--|--|-----------------------------|---|---|--|
| 3 (ii) AP 3.2 Low | Conduct departmental questionnaires biennially. | Departmental staff and student surveys were not historically conducted. Surveys previously only conducted at Institutional level. There is a need to continue to engage staff for feedback and measure progress and impact of Athena SWAN activities. To avoid questionnaire overload, departmental surveys will take place every two years, in the years between the institutional questionnaire. | Biennial surveys established. Findings reported to HoD and Management Lead to inform departmental strategy. | May 2018 | Ongoing – biennially . Next surveys 2020 | Chair of DSAT and HoD | Surveys conducted, commencing May 2020. Response rate of >80% staff and >70% PGR students achieved. Results reported back to DSAT/EDI Committee to inform onward Athena activities. |
| 3 (ii) AP 3.3 High | To identify and resource relevant opportunities for staff engagement with EDI/AS, and fund as appropriate from a dedicated AS funding stream as part of Staff Development Funds. These opportunities should support career development plans. | Staff involvement in activities such as the ISAT, national working groups and conference presentations support staff research interests, form appraisal objectives and support the advancement of EDI work in the department through dissemination/identification of good practice. | Contribution rates to relevant initiatives are sustained. Appraisal objectives set around EDI principles, where appropriate. | 18.19 academic year | Ongoing | HoD and Line Managers | Attendance at relevant events/staff engagement is funded or supported through workload allocations. Funding applications for AS-related opportunities are supported through Staff Development Form submissions. Appraisals embed EDI/AS objectives as appropriate. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
|--|--|---|---|-----------------------------|------------------|--|---|
| 3 (iii) AP 3.4 High | Internally publish AS final submission for all departmental staff to access. | Ensure continued transparency and accountability for EDI work by the departmental community. | Athena SWAN submission document published via SharePoint page. | April 2019 | | Chair of DSAT | Athena SWAN application document published internally by 30 th April 2019. |
| 3 (iii) AP 3.5 High | Revise DSAT structure, broaden remit to become an EDI committee. | The inner and wider DSAT structure was established for this initial application. However, the size of the current DSAT is not considered to be optimal in terms of staff engagement. For future work, a streamlined EDI committee, which incorporates AS is considered to be a priority in order to ensure a sustained, permanent, and broad focus on EDI work. This is to include UG and PG students and embed succession planning into its structure. | Creation of EDI committee, inclusion of student voice and succession planning embedded. | Summer term 2019 | Summer term 2019 | Chair of DSAT and Psychology Management Lead | EDI committee is formed with Terms of Reference to mandate gender balanced membership, a regular timetable of meetings, and a programme of work. Attendance at meetings monitored. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
|--|--|--|---|-----------------------------|------------------|---|---|
| 3 (iii) AP 3.6 High | AS action points incorporated into senior staff appraisals (staff with line management responsibility, and the management team). | Ensure both individual and collective responsibility for EDI, including executing AS action plan by senior staff in the department. | Relevant management appraisals (primarily PL EDI role, HoD and management lead, but to include other roles as necessary/relevant). | 2019.20 appraisal cycle | Ongoing | All line managers with a responsibility for conducting appraisals | EDI and AS action plan points embedded into a range of relevant staff (senior) appraisals as SMART objectives. To include, but not limited to, senior staff on EDI committee, management lead and HoD. |
| SECTION 4 – A Picture of the Department | | | | | | | |
| 4.1 (ii) AP 4.1 Medium | Commission review of student application and outreach work to support applications from males. | The proportion of males on our UG courses is slowly declining (from 22% in 2013.14 to 16.8% in 2017.18), in line with sector averages. This appears to stem from low numbers of applications from males. The challenge is to sustain female recruitment and increase male recruitment to our UG courses. | Review of application process as part of annual course reviews. Increase open day appeal to men, for example by ensuring male student ambassadors are present at open days and outreach events, and course literature includes males. Review 'state of the discipline' report (from British Psychological Society) when available to inform strategy. | January 2020 – August 2021 | Ongoing annually | Admissions tutor, Course Leaders, Open day organisers and outreach PL | Record of activities taken to encourage male applications. Proportion of applications to UG courses from men holds stable or increases above sector averages (18% in 2017.18). State of the discipline reviews incorporated into departmental strategy plans. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
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| 4.1 (ii) AP 4.2 Medium | Establish annual reporting cycle on application, offer and acceptance rates by gender and ethnicity on each of our UG programmes. - To increase understanding of intersectional trends in the UG student population. | Our UG portfolio has grown rapidly during the five year reporting period ($N = 830$ for 2013.14, $N = 1474$ for 2017.18). Monitoring and understanding trends in application, offer and acceptance rates at individual course level is an important way for us to understand our course offer and to reflect on opportunities to support intersectionality. | Annual monitoring programme of student data (application, offer and acceptance rates). Reports used to inform course development and the identification of support structures. | Annually 2019.20 | Ongoing Annually | EDI committee, Course Leaders, Success for All committee, UG PL. | Reporting occurs annually, and reports discussed by EDI committee. Where trends are identified, actions are agreed and implemented. Minutes show evidence of increased discussion and understanding of intersectionality. |
| 4.1 (ii) AP 4.3 High | Evaluate the impact of the Success for All departmental strategy to reduce progression and attainment gaps for UG male students. | Female students have outperformed male students in achieving 'good degrees' since 2015.16, and the attainment gap appears to be growing. In 2017.18 93% of females achieved a 2.1 or above, with 80% of males doing the same. | Interrogate data on male attainment in depth to identify foci for interventions, using for example, NTU student dashboard and a review of assessment strategy across the courses. Develop and implement interventions in these areas. Evaluate effectiveness. | January 2020 Autumn term 2020.21 | Completed by Autumn term 2020.21 Spring term 2020.21 | Psychology Department Success for All committee, Course Leaders, PL for UG provision. | Investigation on male attainment completed. Report submitted to Success for All committee. Interventions identified and implemented, and evaluations ongoing/completed. |

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| 4.1 (iii) AP 4.4 Low | Commission annual review of application, offer and acceptance rates by gender and ethnicity for PGT programmes. - To increase understanding of intersectional trends in the PGT student population. | Male applicants to PG taught courses are in the minority and are slightly less likely to receive an offer of a place than female applicants (in 2017.18, 18% of applicants were male, with 15% offered a place). Increasing understanding of intersectional trends in our PGT student population is important if we are to effectively support students to achieve their potential. | Regular monitoring programme of student data. | Annually | Ongoing | EDI committee | Male applications to PGT courses are sustained or increased in line with the sector average (18.9% male sector average for 2017.18). Monitoring occurs annually, and reports discussed by EDI committee annually. Where trends are identified, actions are agreed and implemented. |
| 4.1 (iii) AP 4.5 Low | Implement investigation of attainment gap in female achievement in PGT courses to inform our understanding of pipeline issues restricting women from progressing to postgraduate research. | In the last 3 years an attainment gap between male and female PGT students has appeared at the distinction / commendation borderline. Overall in the last 5 years the proportion of men obtaining distinctions is higher (19.4%) than women (16.1%). This may contribute to a lower proportion of women in our PGR student population than in our PGT population. | Investigate attainment data to identify foci for intervention. Learn from sector best practice in addressing any structural barriers to female attainment at PGT. | September 2020 | September 2024 | EDI committee, PG PL | Investigation exploring PGT attainment data by gender completed and discussed by EDI committee. Initiatives to reduce attainment gap identified and implemented as appropriate. By the end of the action plan cycle, attainment gap to show evidence of being closed. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
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| 4.1 (iv) AP 4.6 High | Lobby doctoral school to systematically record data on PGR applications, offers and acceptances by gender and ethnicity. | The university doctoral school which manages PGR admissions does not currently systematically record this data. | Make representations to the doctoral school to ensure these data are recorded to enable future monitoring/reporting. | April 2019 | September 2020 | HoD | Membership of Doctoral School reviews admissions procedures. Regular and enhanced data collection. |
| 4.1 (v) AP 4.7 High | Develop support for female PGT students considering PGR study and an academic career. | A review of the data indicated that NTU psychology has proportionately fewer female postgraduate research students (63%) than the sector benchmark (75%) and our postgraduate taught student cohort (87%). Current PhD students report that personal encouragement from academic staff was crucial in supporting them to apply for a PhD. | Develop a research careers event targeted at female psychology UG and PG students at NTU. Use this event as a 'hook' to coincide with PGT tutorial discussions around research careers, and discussions between PGT research supervisors and their students about research careers. Evaluate and run annually. | September 2019 Autumn term, annually | September 2020 Ongoing | EDI committee, Psychology Employability team, PGR lead | Increase in female PGRs in line with sector average (> or equal to 75%). Develop a research careers event for female PGT students that includes visible female research career role models; and sessions de-mystifying the PhD process, and helping potential applicants connect with potential supervisors to assist with high quality PhD proposals. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
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| 4.2 (i) AP 4.8 Medium | Develop a Professor Potential Pipeline report, making strategic use of performance and appraisal data. Departmental KPI to increase number of female Professors by 100% ($N = 2$) | Five year data sets highlight that women are underrepresented in Professorial roles, and are below the Sector benchmark (29% females at NTU psychology, 36% sector benchmark). | Develop a Professor Potential Pipeline (PPP) report: through the strategic use and application of performance and appraisal data – individual female Associate Professors performing at good (3) and above on appraisals identified for PPP support via departmental appraisal plan cycle. | Autumn 2019 | Autumn 2024 | HoD and Management Lead | PPP report produced for discussion in Management Group and by Research leads. Percentage of applications received through academic promotion (Associate Professor to full Professorial roles) increased. KPI achieved by 2024 |
| 4.2 (i) AP 4.9 Medium | Develop reporting mechanism to enable evaluation of, and responses to, differences between men and women in the allocation of academic staff to pathways, including any differences in rates of promotion between pathways. To consider intersectionality. | Allocations to the new pathways were confirmed to staff in early 2019 and, to date, no evaluation of these allocations has taken place. The department is committed to parity of esteem between pathways and we need to monitor and ensure this is the case. Ensuring equal opportunities for career progression across pathways is important. | Annual evaluation of staff pathway data with regards to gender and intersectionality. | September 2019 | Ongoing annually | HoD, EDI committee, workloads committee | Annual evaluation established, and reports discussed by department senior leadership team. Where trends are identified, actions are agreed and implemented. At the time of submission, pathway allocation is too new to establish appropriate measurable outcomes. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
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| 4.2 (i) AP 4.10 Low | Analysis of data for staff on fractional contracts and career progression. | Women form most part-time staff (22% of current staff on fractional contracts are female. There are no males on fractional contracts). Women are under-represented at senior grades in the department, with fewer females at Grade J or above). The impact of working fractionally on career progression has not been systematically explored. | Existing data on fractional contracts in relation to career progression interrogated and findings presented to management group and EDI committee. Additional research commissioned if necessary to form a deeper understanding. | September 2020 | September 2021 | EDI committee | Investigation completed, and report discussed by Equalities Committee and management group. Action plan developed, implemented and evaluated. |
| 4.2 (i) AP 4.11 Medium | Promote awareness of part-time working policies to male academic staff. | Proportionately very few men work part-time. | Flexible working awareness campaign. EDI committee to discuss timing of awareness raising activities for maximum impact, such as through International Men's day celebrations. | September 2019 | December 2019 | PL with staff well-being portfolio | Campaign completed. Evaluated using staff questionnaire through responses to Flexible Working section. Responses to awareness of flexible/part-time working question by males to increase from 40% to >70% in line with responses from females. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
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| 4.2 (ii) AP 4.12 Low | Undertake a review of the use of fixed-term contracts and create researcher talent retention strategy. | The number of staff in the department on fixed term contracts has increased steadily in the reporting period ($N = 4$ in 2013.14, $N = 22$ in 2017.18) as a result of an increase in research staff. It is important to ensure that career development for these staff is supported appropriately and they can move to permanent contracts if appropriate. | Establish a review of staff on fixed term contracts. Report findings to management group and relevant research leads. Implement recommendations for support for career planning/development as appropriate. | September 2020 | September 2021 | EDI committee | Investigation completed, and report discussed by management group and research leads. Development of appropriate support actions. Creation of transition support and greater researcher security as evidenced in staff surveys. |
| 4.2 (iii) AP 4.13 Low | Improve the quality and standard of data availability to inform the development of policy and practice in relation to retaining talent. | The DSAT identified a missed opportunity within the currently available leavers data. However, with the implementation of a new HR system, the quality and standard of data availability can be improved. | Use functionality of new HR system to automate leaver's survey as an embedded part of the leavers process, gathering data to strategically inform why staff are leaving the department. Annual leavers data report to be produced and made available to the DSAT. | September 2020 | September 2021 | EDI committee HoD85 | Implementation of automated leavers survey. First annual data set made available to DSAT. Data to inform departmental policy and practice in relation to gender equality and retaining talent. Improve the current return rate of exit survey responses. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | Area/Person responsible (include job title) | Success criteria and outcome |
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| SECTION 5 – Supporting and Advancing Women’s Careers | | | | | | |
| 5.1 (i) AP 5.1 High | Review shortlisting gender imbalance. | A consistently higher proportion of male applicants are shortlisted for advertised posts than female applicants (17% females shortlisted over 5 year reporting period versus 23% males). | Review conducted. Reasons for gender imbalance at shortlisting stage identified and remedial action taken/planned. | 2019.20 academic year | On-going | HoD |
| | | | | | | Greater understanding of mechanism underpinning shortlisting outcomes. Shortlisting procedures reviewed, and appropriate remedial actions implemented. Over lifecycle of the action plan, more equitable shortlisting rates in evidence. |

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| 5.1 (i) AP 5.2 Medium | Supporting females to apply for senior roles. Increase in number of applications from females for advertised academic roles. | <p>Women are the minority of applicants for advertised Principal Lecturer (42% female) and Professor posts (23% female).</p> <p>Staff focus groups revealed need for a more personalised focus on progression and support for those wishing to apply for promotion. Staff felt there was a disjointed approach to supporting promotion/progression.</p> | <p>Ensuring from induction through appraisals for all staff have conversations about mid-term careers. Identifying staff likely to be interested in progression and supporting leadership development.</p> <p>Identify ways to support involvement in leadership programmes for all staff, including funding places for male and female only leadership programmes.</p> <p>Include Athena Swan logo on job advertisements.</p> | 2020.21 academic year | On-going | HoD, Management Lead, Line Managers | <p>A more equitable gender balance evident in applications for advertised senior roles (especially PL posts which are likely to be of interest to internal candidates). Increase applications to 50% female for PLs and 40% for Professor).</p> <p>Departmental funding for leadership training secured. 3 x Aurora leadership course places funding secured per year @ £1000 per place. Total investment per annum = £3000</p> |

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| 5.1. (ii) AP 5.3 High | Revise induction processes. Introduction of an 'Induction Buddy' scheme. | Staff induction survey responses indicated that staff were concerned about asking for help and felt overwhelmed by the volume of written information provided. It was identified that some information in the Department handbook requires updating. There were incorrect assumptions made regarding the knowledge of internal candidates transitioning to a new role in the Department. | Implement year-long induction programme for new staff. Allocate a named staff member to act as an 'induction buddy'/point of contact to all new staff (including those who are existing NTU staff transitioning to a new role in the Department). This should not be someone involved in appraisal. Revise induction handbook. | 2019.2020 academic year | Ongoing | HoD; ML, PL for staff wellbeing, Line Managers, Research Cluster Leads/Mentors | A revised induction handbook produced. Point of contact ('induction buddy') identified for all new staff (100% compliance rate). Induction activities spread across the academic year with information delivered at key points. Evaluation of induction process using an end of induction survey. |
| 5.1 (iii) AP 5.4 Medium | Support for demystifying the promotion process for academic staff. Encouraging more staff to apply for promotions. | Only 44% of staff responding to the staff survey reported that they understood the promotion process and promotion criteria. Focus groups highlighted some of the reasons why staff do not put themselves forward for a promotion, including perceived workload and work/life balance issues. | Embed career development discussions in appraisal framework. Ensure mentors and line managers are familiar with promotion processes and criteria and can advise accordingly. Mentors to be provided with staff development training. Staff in leadership positions to support accurate perceptions of their roles. | 2019.2020 academic year | Ongoing | HoD; line managers; research mentors (T&R pathway) | Biennial staff surveys to indicate: Greater number of staff indicating appraisals routinely include discussions on promotion (>50%). Greater understanding of promotion process/criteria amongst staff (>50%). |

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| 5.1 (iii) AP 5.5 High | Develop mechanisms to support understanding of promotions across pathways for academic staff. | Staff focus groups revealed lack of clarity around the new Teaching & Scholarship and Teaching & Practice pathways as well as a perceived lack of support for those intending to progress on these pathways. Only 44% of academic staff reported in the 2018 departmental survey that they understood the promotional process and criteria. | Determine and advocate at School level support needed for those on T&S and T&P pathways wishing to apply for promotion. Develop mentoring scheme for those on T&S and T&P pathways in line with mentor scheme for T&R pathways. | 2020.2021 academic year | Ongoing | HoD; Line managers | Biennial survey to indicate greater awareness amongst staff of progression routes (>50%). Comparative analysis to be conducted between pathways. Pathway-specific support available to staff on T&S and T&P pathways. |
| 5.1 (iv) AP 5.6 Low | Review REF2021 submission and eligibility data in line with discipline and national benchmarks. | Post REF2021 data will be used to review NTU submission in line with other HEIs. REF2021 will provide improved data on equality and diversity which will provide us with an opportunity for benchmarking. | Support those staff with potential to be allocated to T&R pathway. | 2022 | Ongoing | HoD; Research Management Group / REF group | Comparison between NTU and similar institutions completed indicating strengths and areas to target. |

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| 5.3 (iii) AP 5.7 Medium | Embed career development discussions in appraisal framework. | Responses to support for career progression in appraisals suggest that additional discussion of this would be welcomed by staff, particularly male staff (73% of females and 57% of males agreed that career progression was usefully discussed in appraisals). | Appraisal documents show evidence of career planning discussions through objectives and narratives. | Autumn term 2019 | Ongoing | All line managers | Responses to staff survey show increase in positive responses to questions on support for career progression in appraisals (>80% agreement for both females and males). Appraisal documents show evidence of discussions of career development. |
| 5.3 (iii) AP 5.8 Medium | Establish/increase PGR and researcher support for career development. | Qualitative feedback from the PGR and staff questionnaires suggested that researchers and PGRs did not always feel part of | PGR forum established, areas for support identified and action plan created. | Spring term 2020 | Ongoing | Psychology lead for PGRs, Research lead for research only staff. | Qualitative feedback from staff and PGR questionnaire demonstrates |

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| | Allocate mentors for research assistants for career planning. Allocate mentors for research assistants for career planning. | the department, which limited their opportunities for discussions about their careers. Accessing mentor support was highlighted in the surveys as being useful for career planning. All other academic staff grades are supported by mentors and to ensure equity across the department, it is considered important to extend this support. | Establish annual appraisal cycle for PGRs engaged in HPL work to develop appropriate objectives to support development. Staff in grades E, F & G are allocated mentors. | Autumn term 2019.20 | Ongoing support | Departmental Research Co-ordinator | improvement in this area. Increase in positive responses to relevant quantitative questions in PGR and staff questionnaires, such as career development being incorporated into appraisals (all responses >70% agreement). Annual appraisal cycle established for HPLs. Each member of research staff has access to a mentor (100% compliance rate). Career planning section of the departmental staff questionnaire demonstrates an increase in positive responses for this group of staff. |

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| 5.3 (iv) AP 5.9 Medium | Conduct annual UG and PG survey about career aspirations and experience in the department. | Feedback from the PG student survey indicated that 68% of students felt their experience in the department had encouraged them to pursue a career in academia, with a high number (86%) stating that they had been encouraged to career or personal development training, and that this training/advice had been useful. This knowledge can be used to inform employability support for PGRs. There is currently no existing mechanism to evaluate and understand the impact of employability initiatives in the department for UGs. | UG and PG student surveys conducted. Findings used to inform initiatives. | Spring term 2019.20 | Annually | Employability PL, EDI committee | Improved understanding of the aspirations of our student population by key staff in the department. Development of targeted interventions to support career planning. |

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| 5.5 (i) AP 5.10 Medium | Inform staff with line managing responsibilities about key NTU policies on flexible working, maternity/paternity leave, and career breaks. | Staff Survey suggests lack of awareness of key policies for some line managers (20% of those responding to the departmental staff survey). | All staff with line managing responsibility are aware of NTU policies, and where to access them, for flexible working, maternity/paternity leave and career breaks. | Autumn term 2019.20 | Ongoing as changes to policy occur | EDI Committee | Improved awareness of flexible working and career break policy across the department as assessed by the biennial staff survey (100% of all line managers to indicate awareness of key policies). Increased usage of underused policies by end of action plan. |
| | Ensure all staff are aware of the EDI PL role. | The expansion of the department in recent years can make it difficult for new staff to familiarise themselves with existing staff and roles and responsibilities. | Opportunities to discuss maternity, paternity and adoption leave issues directly with the EDI PL if staff wish to. Opportunities to support line managers around these issues. | Summer term 2018.19 | Ongoing (through inductions) | EDI Committee, EDI PL | Improved awareness of EDI PL role across the department. Increase in contact made with EDI PL to provide advice/support in relevant areas. Improved awareness of maternity/paternity and adoption leave issues across the department as evidenced in the staff survey (>80%). |
| 5.5 (ii) AP 5.11 Low | Ensure staff are aware of KIT days arrangements and their purpose. | Departmental data show that the number of KIT days taken is between 2 and 10 per staff member. Individual reflections suggest staff may misconceive the purpose of KIT days. | Ensure mentors and line managers are aware of KIT day purpose and can advise on the same. | Autumn term 2019.20 | Autumn term 2019.20 | EDI Committee and HoD | Improved awareness of KIT days and their uses across the department as evidenced in individual reflections following leave. Training session for line managers on KIT day policy. |

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| 5.5 (iii) AP 5.12 Medium | Review workload allocation model for return to work from maternity and adoption leave. Identify best practice examples for other HEI's. | At present, staff returning from a career break are supported through amendments to workloads in line with contractual obligations. Identifying examples of best practice in this area will enable a more tailored package of support to be actioned. | Review of workload allocations for career break returners. Best practice examples identified and reviewed. | Academic year 2019.20 | Academic year 2019.20 | HoD, EDI committee, workloads committee. | Report produced on workload review undertaken which focuses on workloads for those returning from maternity/adoption leave. Models for support offered to returners considered and a support offer implemented. |
| 5.5 (iii) AP 5.13 Medium | Review support for staff returning from maternity or adoption leave. Identify best practice initiatives from other departments/Universities. | There are currently no departmental level supporting programs available for career break returners to facilitate their development. Issues encountered related to timetabling constraints. | Identify and offer opportunities for training and other support programs for career break returners. Identification of best practice external to the department, i.e. a Returners' Research Fund that provides the opportunity for female staff to apply for additional staff development funding to help sustain research activity during and/or after maternity leave or a maternity buddy scheme where women can share experiences and support. | Spring Term 2019.20 | Summer Term 2019.20 | Workload committee, PMG, research committee. | Relevant training and support programs offered and/or taken up. Report on best practice in this area submitted to EDI committee for consideration in NTU psychology context. |

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| 5.3 (v) AP 5.14 Medium | Provide an 'options mapping' service for parents to be/new parents to enable informed decision making in relation to NTU policy and provision. | Feedback from staff who have recently taken parental leave indicated that there was not a good understanding/support of the process for paternity leave or for shared parental leave. | Communication cascade to promote relevant information to be shared widely and information added to existing employee and line manager guidance materials. | Summer 2019 | Ongoing | EDI committee | Increased understanding of, and feeling supported, by staff eligible for paternity leave as reported in the departmental staff survey and in line manager meetings. |

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| 5.3 (v) AP 5.15 Medium | <p>Ensure staff are aware of the formal flexible working procedures / improve awareness of flexible working policy across the department.</p> <p>Establish departmental contact to advise staff and line managers on flexible working, maternity/paternity leave, and career breaks.</p> | <p>Low numbers in formal flexible working requests ($N = 10$) over 5 year reporting period, despite more than half of staff indicating working flexibly in the staff survey.</p> <p>Issues encountered re timetabling constraints. Staff Survey suggests some lack of awareness of key policies, including in line managers and those in mentoring roles.</p> | <p>Add quick links to key policies to staff SharePoint site.</p> <p>Provide update to line managers in PMG and departmental meetings.</p> | Autumn term 2019 | Annually at the start of an academic year | EDI Committee | Improved awareness of flexible working and career break policy across the department as assessed by the biennial staff survey (>50% staff indicating awareness of flexible working policy). |
| 5.6 (i) AP 5.16 High | Evaluate pilot scheme for buddy groups for staff well-being. | <p>Staff wellbeing is a key focus of the department. Staff focus groups and questionnaires have reported some issues around work/life balance. We have staff with expertise in these areas and can utilise this develop initiatives to support staff.</p> | Pilot group evaluation is undertaken. Findings used to inform future best practice. | Autumn term 2019.20 | December 2019 | PL for staff wellbeing | Report produced on impact and used to develop future initiatives if appropriate. |

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| 5.6 (v) AP 5.17 High | Insert positive action statements within committee Terms of Reference. | Ensuring diverse representation on departmental committees ensures that different voices are heard, and alternative perspectives considered. Committee representation is also a route to progression and this application identified a need to support females into senior roles. Committee membership currently shows a slight male bias in our research focussed committees. | Decision making committees are gender balanced. | Autumn term 2019 | Reviewed annually as part of workloads cycle | Departmental Management Lead and workload team. Committee chairs as appropriate | Gender parity across committees across the lifecycle of this action plan 2019.2023. |
| 5.6 (v) AP 5.18 Medium | Introduce gender analysis report of Managing Academic Workload (MAW) system. | Advance understanding of how gender and workload planning are operating within the department. Analysis used to inform future workload planning. | Workload data scrutinised by gender. | Autumn term 2019 | Annually, each autumn term | Departmental Management Lead and workload team | Report produced for discussion at Psychology Management Group. Workload planning team informed of findings. |
| 5.6 (v) AP 5.19 Medium | Provide training for staff on workload model and allocations. | 60% of staff who completed the staff survey agreed or strongly agreed in the staff survey that workloads were allocated transparently and fairly. Focus group data confirmed that workloads are not well understood across the department, particularly amongst newer staff. | Training event takes place where work loading principles and tariffs for tasks communicated. | Spring term 2020. | One off event | ML and Workloads team | Training event occurs. Subsequent staff surveys to show an increase in % staff responding positively to the work loading question (10% increase or above). |

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| 5.6 (vi) AP 5.20 High | Evaluate trial of research seminar series in Code of Practice hours. | Attendance at research seminars is encouraged by the department as a means of broadening knowledge, fostering staff cohesion and being at the forefront of the discipline. Historically, research seminars have been scheduled beyond 4pm, making it difficult for those with caring responsibilities to attend. | The seminar series times were changed in the current academic year to 3-4pm. Evaluation on the impact on attendance will establish if this has been successful in boosting attendance for those with caring responsibilities. | Autumn 2018 | Summer 2019 | EDI and Outreach PLs in the department | Evaluation conducted. Paper presented to EDI committee for consideration. |
| 5.6 (vi) AP 5.21 Low | Annual monitoring of core decision making meetings to ensure compliance with Code of Practice hours. | Historically meeting times in the department have been scheduled on an <i>ad hoc</i> basis. A formal arrangement enables more staff to be involved in decision making. | CoP implemented across key meetings. | Autumn 2108 | Ongoing | HoD | All meetings to be scheduled for forthcoming academic years using CoP hours. 100% compliance rate. |
| 5.6 (vii) AP 5.22 Low | Implement scrutiny of research seminar data annually (including rejected invitations). | Gender parity for research seminar speakers is currently evident. Maintaining this balance is an important way of showcasing female role models at supporting their careers. Consideration given to intersectionality and the importance of encouraging speakers from diverse backgrounds. | A balanced gender profile of speakers in each academic year. | Autumn 2019 | Annually – ongoing | EDI committee | EDI committee produce report and feed back to PL with the outreach and partnerships profile. Gender balance of speakers maintained. BME and intersectionality considered more systematically, with an associated increase in speakers from diverse backgrounds. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
|--|--|--|---|-----------------------------|---------|---|---|
| 5.6 (vii) AP 5.23 High | Expedite the growth of the role of cultural psychologists, including allocation of PhD studentships. | The approval of, and subsequent appointment to, the cultural psychology posts was an exciting development in the department during 2018.19. The role of the staff appointed to these roles has been set out, although the final appointment only started in March 2019. Their contribution to both departmental and School level work needs to be embedded into workload planning and connections with existing staff facilitated. | Clearly defined portfolios of activity, including the rollout of the new third year module, an action plan for decolonising the curriculum work, sitting on the Success for All committee and PhD funding secured for relevant staff. | Autumn term 2019 | Ongoing | HoD, ML, Chair of Success for All committee | Cultural psychology module provisioned in 2019.20, applications for at least 1 PhD studentship submitted, action plan for decolonising the curriculum submitted at School and departmental level. |
| 5.6 (vii) AP 5.24 Medium | Improve diversity of publicity materials to recognise intersectionality. | A review of our publicity materials concluded that although there was gender parity, materials were not ethnically diverse. Intersectionality of ethnicity and gender is well reported, with females from a BME background particularly reported to be under-represented in academic staff in HEIs. | Publicity materials are renewed, maintaining the gender balance, whilst increasing BME representation. | 2019.20 | 2023.24 | EDI committee to liaise with central University marketing | Publicity materials amended and reflect greater diversity. |

| Application Reference and Priority Level | Planned action/objective | Rationale (i.e. what evidence is there that prompted this action/objective?) | Key output and milestones | Time frame (start/end date) | | Area/Person responsible (include job title) | Success criteria and outcome |
|--|--|---|--|-----------------------------|-------------|---|--|
| 5.6 (viii) AP 5.25 Medium | Create a departmental data repository to record, monitor and report on academic (research and practitioner focused) outreach activities. | Capturing outreach work that has a research or practitioner focus is not currently part of the workloads framework. | Data collated for outreach activities. | Autumn 2019 | Autumn 2020 | Workloads team | Robust and meaningful data available to the department for review by workloads team. |