



## **Department Application Bronze Award**

**Department of Sport Science**

**School of Science and Technology**

**Nottingham Trent University**

**Bronze Application**



## 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 Sport Science
<b>Word limit</b>	<b>10,500</b>	<b>9,203</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	511
Data information summary table		55
2. Description of the department	500	448
3. Self-assessment process	1,000	860
4. Picture of the department	2,000	2,215
5. Supporting and advancing women's careers	6,000	5,114
6. Case studies	n/a	n/a
7. Further information	500	0

<b>Name of institution</b>	Nottingham Trent University	
<b>Department</b>	Sport Science	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	April 2020	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: April 2020</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr David Hindley	
<b>Email</b>	<a href="mailto:David.Hindley@ntu.ac.uk">David.Hindley@ntu.ac.uk</a>	
<b>Telephone</b>	0115 848 3319	
<b>Departmental website</b>	<a href="https://www.ntu.ac.uk/course/sport">https://www.ntu.ac.uk/course/sport</a>	

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

### Word count 511

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

Dear Sir/Madam,

I am delighted, in my role as Head of Department of Sport Science at Nottingham Trent University, to endorse, support and commit to the Athena SWAN Charter principles and actions contained within our Athena SWAN Bronze submission. My commitment is best illustrated by being the Athena SWAN Champion, personally prioritising this application for two years, and ensuring that a dedicated 1fte resource was created to take the lead. As a previous lead on a School Silver Application it goes without saying that I am 100% committed to delivering gender equality for our staff and students.

The Department (formed in 2016) is gathering a national reputation for high student satisfaction and an excellent working environment. Our work is focused on high quality teaching and research examining the limitations to, and improving performance in, elite sport and on the benefits of sport and exercise for health across the lifespan. We are extremely proud that women make a substantive contribution (comprising ~40% of our academic staff) to the success of the Department, especially in a male dominated discipline.

We have achieved near parity in gender representation amongst our senior staff (one of two Professors and two of three Associate Professors), and we are proud of our 100% record of maternity returner rate for the last 5 years. Furthermore, we hold a 100% record for our male staff fully accessing and benefitting from our enhanced paternity and adoption leave during this period. However, we are aware that there is work still to be done to improve equality and diversity in our Department for both genders, as some challenging perceptions remain in relation to parenting/career breaks that as a Department we need to help dispel.

It is important that we celebrate the success of the women within our staff base, but we must guard against complacency, particularly as our pipeline data indicates that women at mid-career are underrepresented, therefore placing a focus upon our need to give attention to how we develop and progress those from early career to mid-career with better use of policy and systems of support. I have taken the decision to establish a dedicated fund to ensure annual sponsorship for a place upon the sector's Aurora programme.

Furthermore, through the work of the DSAT we have identified that compared to the national average, we have a lower proportion (by 5 percentage points) of undergraduate women in the Department, this is just one area where we will work to improve this over the course of our Action Plan.

Our commitment to the Athena SWAN principles has also helped us recognise that the next steps for advancement lie across EDI, specifically within the intersectionality of gender and ethnicity. This is why the DSAT will be expanded from September 2020 to keep a sustained focus upon our advancement within this exciting important equality work, that as HoD I feel strongly is required.

I can confirm that the information presented in this application is an open, honest and accurate representation of the Department.

Yours faithfully

Prof. Mary Nevill  
Head of Sport Science  
0115 8483918

## Useful Information

### Abbreviations and acronyms

<b>AA</b>	Academic Associate
<b>AMA</b>	Academic management and administration
<b>APA</b>	Academic Professional Apprenticeship
<b>AS</b>	Athena SWAN
<b>BASES</b>	British Association of Sport and Exercise Sciences
<b>BAME</b>	Black, Asian and Minority, Ethnic
<b>BSc</b>	Bachelor of Science
<b>BTEC</b>	Business and Technology Education Council
<b>CL</b>	Course Leader
<b>DELHE</b>	Destination of Leavers in Higher Education
<b>DSAT</b>	Departmental Self-Assessment Team
<b>ECR</b>	Early Career Researcher
<b>ECU</b>	Equality Challenge Unit
<b>EDI</b>	Equality, Diversity and Inclusion
<b>F</b>	Female
<b>FdSc</b>	Foundation Degree Science
<b>FE</b>	Further Education
<b>FT</b>	Full Time
<b>FTE</b>	Full Time Equivalent
<b>HE</b>	Higher Education
<b>HEFCE</b>	Higher Education Funding Council
<b>HESA</b>	Higher Education Statistics Agency
<b>HoD</b>	Head of Department
<b>HPL</b>	Hourly Paid Lecturer
<b>HR</b>	Human Resources
<b>ISAT</b>	Institutional Self-Assessment Team
<b>KAC</b>	Key Academic Contact
<b>KIT</b>	Keep in Touch days
<b>KPI</b>	Key Performance Indicator
<b>L</b>	Lecturer
<b>M</b>	Male
<b>MAW</b>	Managing Academic Workloads
<b>MRes</b>	Master of Research
<b>NOW</b>	NTU Online Workspace
<b>NSS</b>	National Student Survey
<b>NTU</b>	Nottingham Trent University
<b>OD</b>	Organisational Development
<b>PGCAP</b>	Post Graduate Certificate in Academic Practice
<b>PGR</b>	Post Graduate Researcher
<b>PGT</b>	Post Graduate Taught Student
<b>PhD</b>	Doctor of Philosophy
<b>PL</b>	Principal Lecturer
<b>PT</b>	Part Time
<b>PVCR</b>	Pro Vice Chancellor for Research
<b>RA</b>	Research Assistant
<b>RAE</b>	Research Assessment Exercise
<b>REACH</b>	Race, Ethnicity, and Cultural Heritage Staff Network
<b>REF</b>	Research Excellence Framework
<b>RF</b>	Research Fellow

<b>SHAPE</b>	Sport, Health and Performance Enhancement Research Centre
<b>SL</b>	Senior Lecturer
<b>SLT</b>	Sport Science Senior Leadership Team
<b>SSDEC</b>	Sport Science Diversity and Equality Committee
<b>SST</b>	School of Science and Technology
<b>STEMM</b>	Science, Technology, Engineering, Mathematics and Medicine
<b>SW</b>	Sandwich Course
<b>TEF</b>	Teaching Excellence Framework
<b>TILT</b>	Trent Institute for Teaching and Learning
<b>T&amp;L</b>	Teaching and Learning
<b>T&amp;P</b>	Teaching and Practice
<b>T&amp;R</b>	Teaching and Research
<b>T&amp;S</b>	Teaching and Scholarship
<b>UoA</b>	Unit of Assessment
<b>UCAS</b>	The Universities and Colleges Admissions Service
<b>UG</b>	Undergraduate
<b>VC</b>	Vice Chancellor

**Table 1:** Data information summary

Application section	NTU data and information
4.1	<ul style="list-style-type: none"> <li>• Snapshot data (31 December of each academic year) except for 4.2(iii) leavers which uses full-year data;</li> <li>• Staff reported by headcount;</li> <li>• Hourly paid lecturers excluded except for 4.2(ii) relating to zero-hour contracts;</li> <li>• Benchmarking: UK sector data sourced from HeidiPLUS using the Sport Science and Leisure Studies cost centre (108).</li> </ul>
5	<ul style="list-style-type: none"> <li>• Full-year data applied;</li> <li>• Staff reported by headcount;</li> </ul>

**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 <sup>1</sup>	✓		
		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		✓	

<sup>1</sup> For context, the job title of Associate Professor is equivalent to Reader



## 2. DESCRIPTION OF THE DEPARTMENT

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

### Word count 448

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.

The Sport Science Department was formed in 2016 and sits within the School of Science and Technology (SST). With circa 850 UG, 36 taught PG, 35 PhD students and 37 academic staff, supported by 3 administrative and 4 technical staff (Table 2.1).

Table 2.1: Staff and Student Departmental Profile by Gender (2018-19) Head of Department (F)					
Academic Staff		Technicians	Support Staff	Postgraduates	Undergraduates
Professors 1 (F), 1 (M)		Senior Technician 1 (F), 1 (M)	Administrators 3 (F)	PGR 14 (F) 21 (M)*	Third Years 53 (F) 134 (M)
Associate Professors and Principal Lecturers 2 (F), 3 (M)		Technicians 1 (F), 1 (M)		PGT 7 (F) 29 (M)	Second Years 87 (F) 205 (M)
Senior Lecturers 5 (F), 15 (M)					First Years 104 (F) 267 (M)
Lecturers 7 (F), 2 (M)					
Research Fellows 1 (F)					
Total = 37 (43.2% Female)		Total = 4 (50% Female)	Total = 3 (100% Female)	Total =71 (29.6% Female)	Total = 850 (28.5% Female)

\*Included in the data are 9 Academic Associates (3 F, 6 M); these are posts split 50/50 between teaching and a fully funded PhD

Our teaching was rated as excellent as part of the NTU TEF Gold Award and our NSS scores ranked us in the top 10 in the UK for student satisfaction in Sport (NSS 2019). We are in the top 20 universities in the UK for Sport Science (Guardian University Guide 2020 and Complete University Guide 2020) and our employability record is strong, with 85% graduate employability (2017 DELHE survey). We have four undergraduate programmes and offer six at postgraduate level (Table 2.2).

Table 2.2: Department Programmes

Undergraduate (BSc Hons)	Postgraduate (MRes)
Coaching & Sport Science	Biomechanics
Exercise, Nutrition & Health	Exercise Physiology
Sport & Exercise Science	Performance Analysis
Sport Science & Management	Sport Science
	Sport & Exercise Psychology
	Performance and Nutrition

Additionally, we have a **FdSc Sports Coaching: Community and Performance** course, which is run by Nottingham College and is delivered at Clifton Campus.

Sitting within the School, the Department fosters a collaborative and collegiate working culture, seeking ways to work beyond the borders of the Department e.g. numerous research collaborations between colleagues in Sport Science and Biological Sciences, in particular with colleagues in the John van Geest Cancer Research Centre.

We have a growing research culture, which is organised around the Sport, Health and Performance Enhancement (SHAPE) Research Centre. The latter comprises four established research groups: Musculoskeletal Physiology, Sport in Society, Exercise and Health, and Sports Performance. Staff can identify with multiple research groups and funding applications and publications are often collaborative.

We have a strong commitment to Athena SWAN, Equality, Diversity and Inclusion (EDI) principles for both staff and students and through initiatives as *Success for All*, we commit to ensuring all our students can achieve success regardless of their background, characteristics or prior educational history.

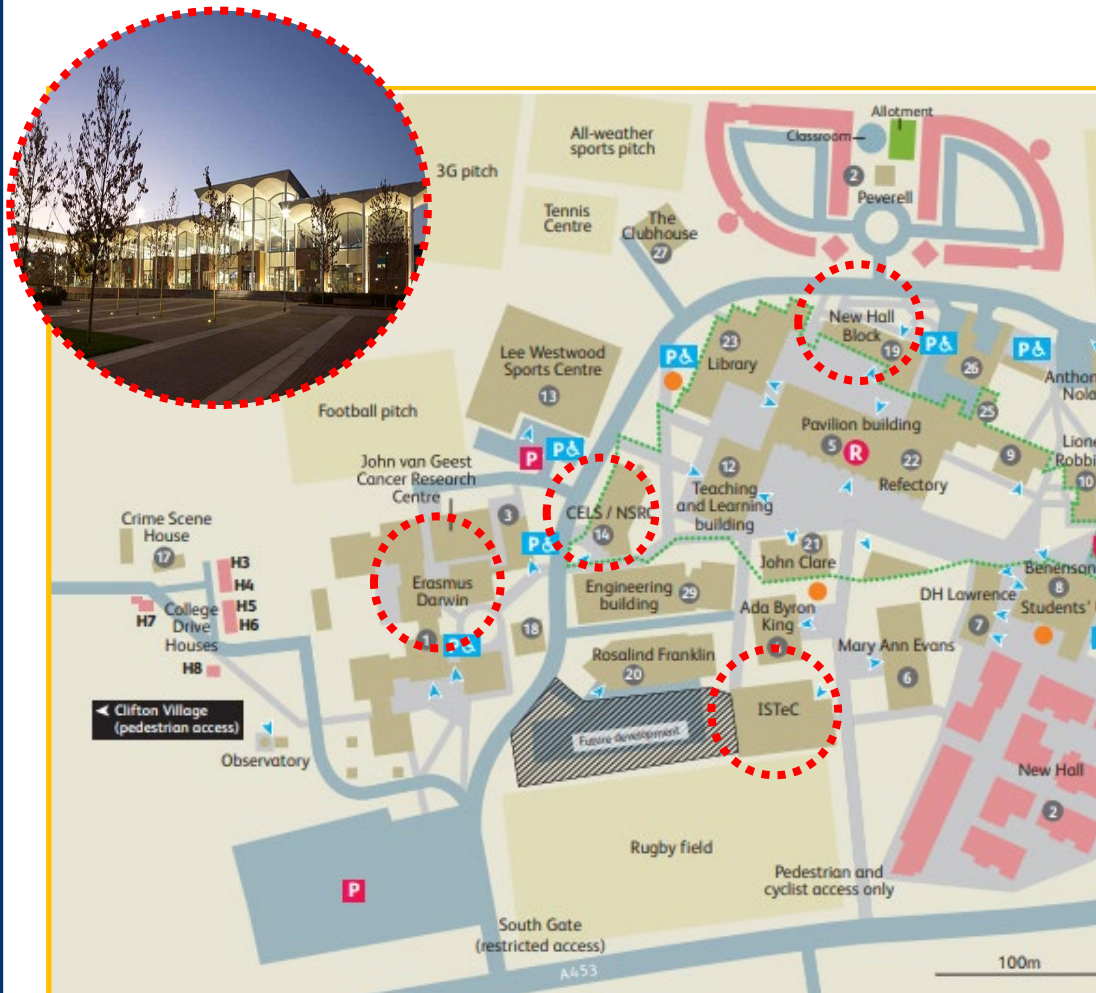
The Department is based at the Clifton Campus, approximately 6 miles south of our Nottingham City Campus (Figure 2.1) and located across four buildings (Figure 2.2).

**Figure 2.1: NTU Clifton Campus with Department of Sport Science buildings highlighted**



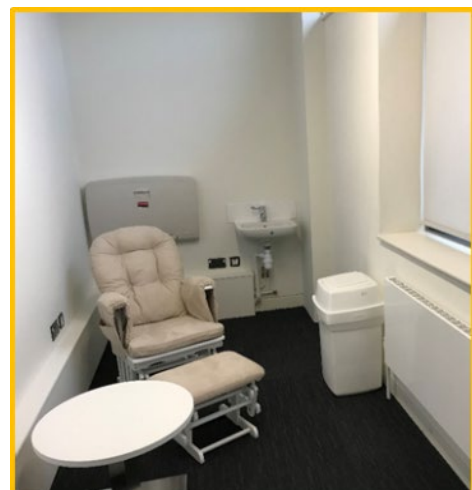
Space in the buildings comprises a combination of shared and individual offices, laboratory facilities, specialist teaching areas, dedicated computing facilities for sport science students, and social areas/kitchens. A very welcome addition has been the new Nursing facilities installed at the Clifton Campus for both staff and students to readily access (Figure 2.3). Staff are encouraged to come together at a weekly Departmental coffee meeting, this helps foster and maintain a collective and collegiate ethos.

**Figure 2.2: NTU Clifton Campus with Department of Sport Science building locations highlighted**



**Figure 2.3 Newly installed Nursing Room Facilities for Staff & Students**

A bronze Institutional Athena SWAN submission was made in November 2018. This was followed by a successful bronze submission by Psychology (April 2019). Sport Science is the second Department to make an application.



### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Word count 860

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

#### *(i) a description of the self-assessment team*

Members were appointed by open invitation to the whole Department. The DSAT includes academic, technician and support staff, and a postgraduate research student ( $N=15$ , 10 females 66%, 5 males 34%) and reflects; differing employment status, career levels, grades, those with and without caring responsibilities (children and other relatives), maternity and paternity leave experiences at NTU or another University, and those who are single, co-habiting or married. Over time there have been changes to the membership, although since 2016 a core group has remained (Table 3.1).

**Table 3.1: Department Self-Assessment Team (DSAT) Membership**

Name (gender)	Staff role/DSAT role	Employment Category			Employment Status			Personal Profile Descriptor	Dates on the Committee
		Academic	Professional Services	Student	FT	PT	Permanent		
<b>Beverley Armstrong (F)</b>	Technician (technical staff voice)		✓			✓	✓	Part-time, caring for a young daughter	2016-2020
<b>Dr Charlotte Apps (F)</b>	Lecturer in Biomechanics (probationer and early career staff voice)	✓			✓		✓	Newly appointed, passed probation while on SAT. Previously research associate, recently completed her PhD. Partner is a primary school teacher.	2017-2020
<b>Dr Cleveland Barnett (M)</b>	Senior Lecturer in Biomechanics (Figures and Tables, BAME voice, paternity returner voice)	✓			✓		✓	NTU 9 years. Has two young daughters. Mixed white British- BAME heritage.	2017-2020
<b>Dr Simon Cooper (M)</b>	Senior Lecturer, Exercise Physiology (admissions, statistics, tables)	✓			✓		✓	NTU 7 years. Departmental Admissions Tutor. University award	2017-2020

								Outstanding Early Career Researcher.	
<b>Mrs Kirsten Fasey (F)</b>	HPL and PhD Student (HPL and student voice)			✓		✓		PhD student, married, two teenage sons. 20 years' experience in the private sector.	2019-2020
<b>Dr David Hindley (M)</b>	Senior Lecturer (promoted to PL while on the DSAT), Sociology of Sport (Chair)	✓			✓		✓	NTU for over 17 years. Cohabiting. Five-year-old daughter. Sport sociologist.	2016-2020
<b>Dr Ruth James (F)</b>	Senior Lecturer in Physiology and Sport Nutrition (maternity returner voice)	✓				✓		NTU 7 years. Married to an academic at another university. Two maternity leaves whilst in post.	2016-2020
<b>Dr Julie Johnston (F)</b>	Senior Lecturer in Sport and Exercise Psychology (maternity returner voice, expert focus groups)	✓			✓		✓	NTU 3 years. Northern Irish married mother of two young boys. Recently returned to work after maternity leave.	2016-2020
<b>Mrs Harriet Lowe (F)</b>	Secretary to the SAT and administrator to HoD (Secretary for DSAT)		✓			✓	✓	Part-time. Married with two children. Recently joined NTU with over 8 years' experience in higher education.	2018-2020
<b>Dr Rachel Malcolm (F)</b>	Academic Associate, then Lecturer (Academic Associate Voice)	✓			✓		✓	Part-time PhD student and Lecturer, appointed to full-time, permanent lecturer while on SAT. Competes for Scotland at Rugby.	2016-2020
<b>Professor Mary Nevill (F)</b>	Head of Department Sport Science (Former DSAT Chair)	✓			✓		✓	NTU 6 years. Exercise Physiologist. Led a successful School Silver bid, contributed to national research on Athena SWAN.	2016-2020
<b>Emma Rixon (F)</b>	Principal Lecturer (SST Athena SWAN Champion)	✓			✓		✓	NTU 12 years. Started as part time staff progressed to full time and Principal Lecturer. 2 children.	2019-2020
<b>Dr Livia Santos (F)</b>	Independent Research Fellow (Research staff voice)	✓			✓		✓	Independent Research Fellow in Musculoskeletal Biology (joined 2016) Portuguese, married, two sons, maternity returner.	2016-2020
<b>Dr Mustafa Sarkar (M)</b>	Senior Lecturer, Sport and Exercise Psychology (BME voice, focus group lead)	✓			✓		✓	Progressed to Senior Lecturer in 2016. Married, Islamic faith, predominantly Indian culture. Top	2016-2020



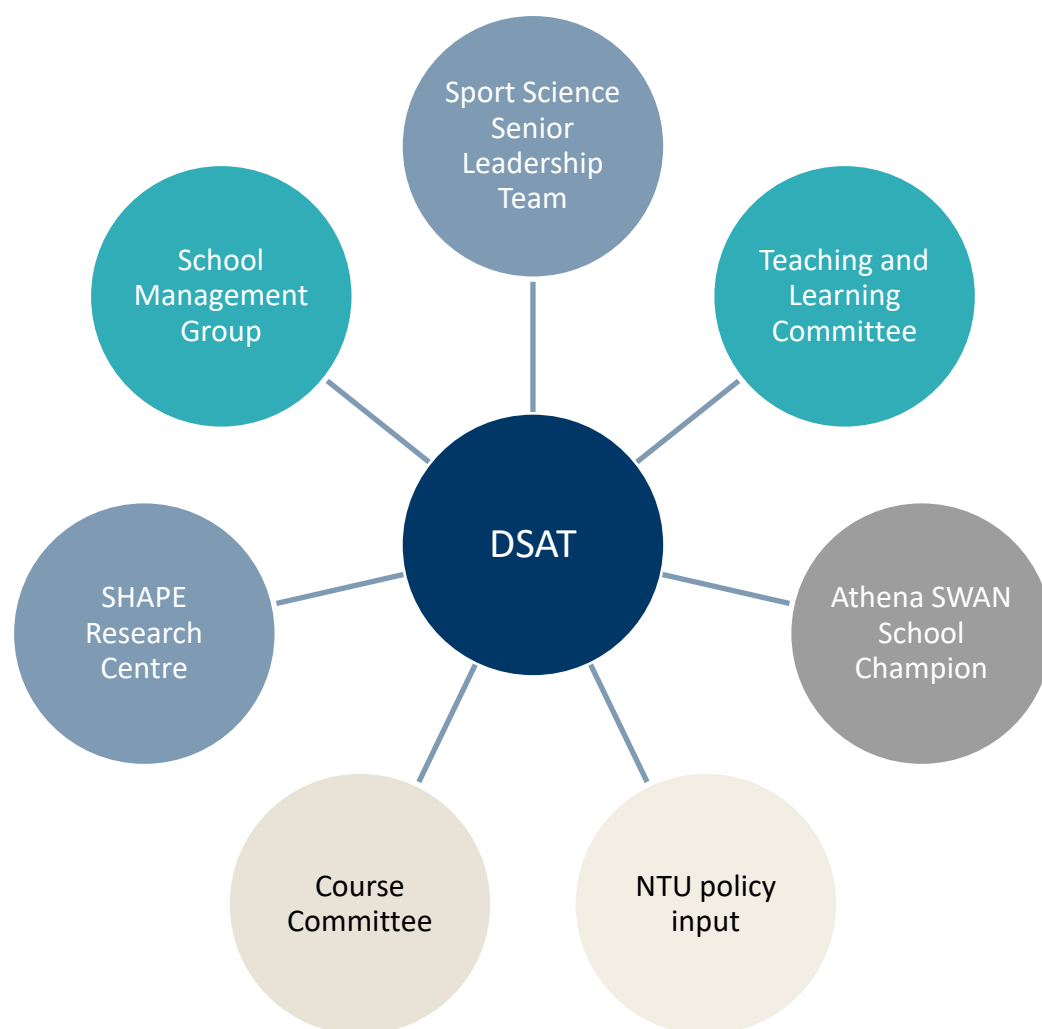
								doctoral thesis (American) Association Applied Sport Psychology.	
<b>Dr Gavin Weedon (M)</b>	Senior Lecturer, Sociology of Sport (expert in gender)	✓			✓		✓	Expert in sociology of sport, health the body. Joined in 2016 from Canada. European Young Researcher of the Year Sociology of Sport (2019).	2016-2020
<b>Past serving DSAT members</b>									
<b>Dr John Morris (M)</b>	Associate Professor in Paediatric Exercise Physiology (promoted staff voice, stats, figures and tables)	✓			✓		✓	Married, two children, Co-Champion previous silver submission, national research on Athena SWAN. Top Departmental research grant income when joined SAT.	2016-2018
<b>Dr Kirsty Elliott-Sale (F)</b>	Associate Professor, Exercise and Health, promoted to Associate Professor from Senior Lecturer while on the SAT (Part-time and promoted staff voice)	✓			✓		✓	NTU 6 years, two children. Husband is a professor at NTU. Part-time member of staff. £840,000 grant while on SAT.	2016-2018
<b>Ms Ann Currie (F)</b>	Administrator to Senior Management team and various committees (Professional staff voice)		✓			✓	✓	Separated. NTU 3 years. 35+ years in private sector, new to public service.	2016-2019
<b>Olivia Brown (F)</b>	Hourly Paid Lecturer / PhD Student, Sport Science (HPL and student voice)			✓		✓		PhD student in Biomechanics. Master's degree in engineering. Experience as a STEM ambassador.	2016 – 2018  Left NTU for employment 2018.
<b>Sarah Cockman-Stalvies (F)</b>	EDI Officer Athena SWAN, Equality Diversity and Inclusion (University Athena SWAN representation)	✓			✓		✓	Joined NTU 2010, Student Support Services. Appointed Athena SWAN Officer 2016. Established NTU's Women's Network.	2016-2018

Academic involvement is recognised through NTU's Managing Academic Workloads (MAW) framework, whereas technical and support colleague involvement is acknowledged and supported through line-management.

*(ii) an account of the self-assessment process*

Organisational structures have been developed to facilitate Athena SWAN (AS) work.

**Figure 3.1: A diagram showing how Athena SWAN principles are embedded within the Department, School and University**



Following the formation of the first Institutional SAT (ISAT) in 2015, the Sport Science Leadership Team put out an expression of interest to all academic, technician and support staff, including postgraduate research students, to join the DSAT, which was convened in October 2016, chaired by the HoD. Recognising the need for additional resource to lead the AS agenda Bronze award and the Department's future plans for the DSAT the HoD created a new PL role to lead an EDI portfolio. An appointment was successfully made in January 2019 and reports directly to the HoD.

The DSAT has typically met every 6 weeks, increasing to monthly in anticipation of making a submission.

AS is a standing agenda item for the weekly Sport Science Senior Leadership Team (SLT) meeting, as well as being discussed in other groups and committees (Figure 3.1). The University EDI and HR teams have provided Departmental and University data together with HESA data for benchmark comparison.

The DSAT Chair meets with the AS School Champion and with the HoD on a regular basis. The Department holds a formal staff meeting on a termly basis, with an AS update included as a standing item.

To inform practice and engage the wider Department in EDI work, a number of initiatives have been developed (Table 3.2).

**Table 3.2: Departmental consultation activities timeline**

Year	Title	Type	Information
2016	DSAT formation	Established Athena SWAN working group	Call-out to Departmental staff volunteers to convene Self-Assessment Team (DSAT).
2017 onwards	Athena SWAN updates	Face-to-face briefing	HoD termly updates on Athena SWAN at Staff Department meeting.
2019	Departmental Staff Survey	Online survey	Gather colleagues' experiences and perceptions data
2019	Staff Focus Group Interviews	Focus groups	Follow-up focus groups used to explore online survey findings.
2019	Student Focus Group Interviews	Focus groups	Focus groups undertaken to examine students' experiences & perceptions.

In January 2019 an Athena SWAN Sport Science online survey was conducted, and administered to all academic, technician and support staff within the Department. The survey elicited 26 responses (~50%). Following the questionnaire, a staff focus group with maternity and paternity returners ( $N=4$ , 2 female 2 male) was undertaken to explore issues the DSAT identified from the online survey as priorities for follow-up. For example, a number of respondents stated that they felt a career break was detrimental to their career (see section 5.5 (iii)).

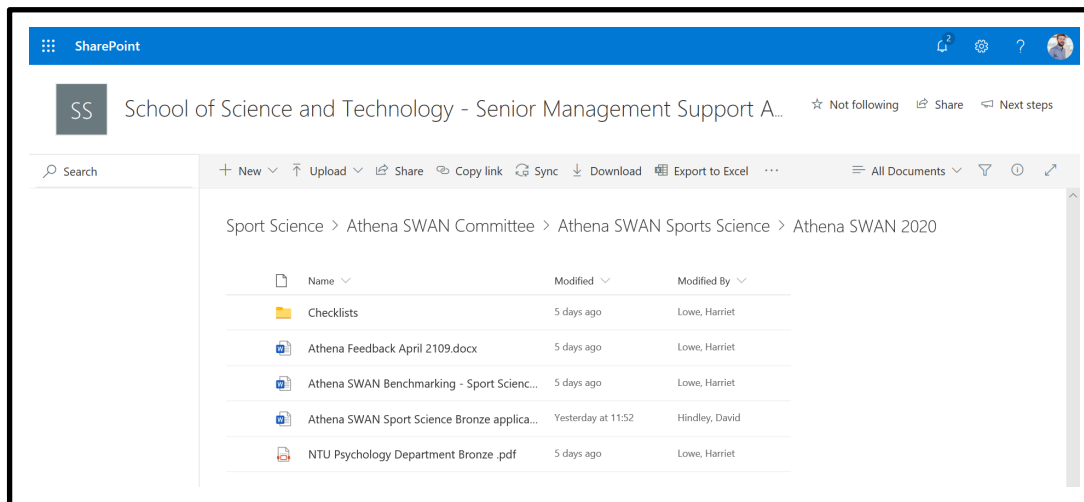
Prior to this, the first Institution-wide staff survey for thirteen years was carried out in the Autumn of 2016, and was repeated in 2018, with a 73% and 82% response respectively from Sport Science staff. The AS Departmental staff survey will be undertaken biennially and aligns with the institutional staff survey [AP 3.1].

#### **AP 3.1: Conduct Departmental staff survey biennially to monitor impact and inform future actions**

A Departmental SharePoint site has been created to enable sharing and dissemination of AS activities to staff. Additionally, once reviewed and approved, DSAT committee meeting minutes are shared via e-mail with colleagues across the Department.



**Figure 3.2: Screenshot of Sport Science Department's Athena SWAN SharePoint Site**



Since its formation in 2016, DSAT members have attended several Regional Athena SWAN meetings and shared a summary of the meeting discussions with the DSAT. The HoD contributed to the Institutional AS application. External oversight has been sought and Dr Fehmidah Munir (Loughborough University, School of Sport, Exercise and Health Sciences, Silver Award Champion) has provided feedback and support on this submission.

The Departmental application and supporting action plan were developed iteratively throughout the DSAT process, regularly reviewed at committee meetings, with feedback informing the final version.

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

Post-submission the remit of the DSAT will be extended from the new academic year (September 2020), to lead EDI at Department level more broadly. The DSAT will be renamed, Sport Science Diversity and Equality Committee (SSDEC), the membership will be revisited, while retaining the experience from the original DSAT [AP 3.3]. New members will be invited to join the SSDEC by an open invitation, with ongoing commitment by the HoD to recognise the work of the SSDEC through workload allocation and line-manager support.

SSDEC meetings will be termly to implement, monitor and develop the AS action plan. The SSDEC will be dedicated to strengthening links across the University e.g. interaction with other Committees, Departments and Schools and as part of its broader remit to explore the intersectional aspects of gender and race.

SSDEC will share best practice with other Departments in the School to develop policies and actions in support of their Departmental Athena SWAN submissions. AS will continue to be a standing item on the SLT agenda. Communications will be maintained through updates at termly Departmental staff meetings, and continued dissemination of committee meeting minutes [AP 3.4]. In addition, a SHAPE research seminar will formally 'launch' the SSDEC to introduce its

members [AP 3.6]. Critically personal and collective responsibility will be taken for AS actions because, where appropriate they will be incorporated as part of staff appraisals [AP 3.5].

**AP 3.2: Internally publish AS final submission for all Departmental staff to access**

**AP 3.3: Revise DSAT structure to support an extended EDI remit within the Department**

**AP 3.4: Disseminate approved SSDEC committee meeting minutes to all staff**

**AP 3.5: Embed AS action points into staff appraisals where appropriate for future appraisal cycle(s)**

**AP 3.6: Allocate a future SHAPE research seminar to formally launch the Sport Science Diversity and Equality Committee (SSDEC)**

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

Word count 2,215

### 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

The FdSc Sports Coaching: Community and Performance course, which is run by Nottingham College and is delivered at Clifton Campus. The provision is only offered on a full-time basis, therefore part-time data is not available.

FdSc students progress as direct entrants into year three of the NTU BSc (Hons) Coaching and Sport Science. The number and percentage of female students (Table 4.1) has remained relatively constant over the last four years and the percentage of female students is fairly consistent with our BSc (Hons) degree programmes (Table 4.2).

**Table 4.1: Number and percentage of foundation degree students by gender (full-time)**

Academic year	Women		Men	
	%	No	%	No
2018-19	39.1%	9	60.9%	14
2017-18	28.0%	7	72.0%	18
2016-17	22.6%	7	77.4%	24
2015-16	29.6%	8	70.4%	19

#### (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.

**Explanatory note 1:** no part-time students have enrolled on NTU UG Sport Science courses therefore only data for full-time students are included.

**Explanatory note 2:** national data is for students studying Sport and Exercise Science, as defined by HESA cost centre 108 Sport Science and Leisure Studies, whereas NTU data is for all students in the Department of Sport Science where we have four undergraduate courses, one with the title 'Sport and Exercise Science'.

All undergraduate students study full-time on one of four courses. Courses can be studied as a four-year sandwich (SW in tables), incorporating a one-year placement in an industry.

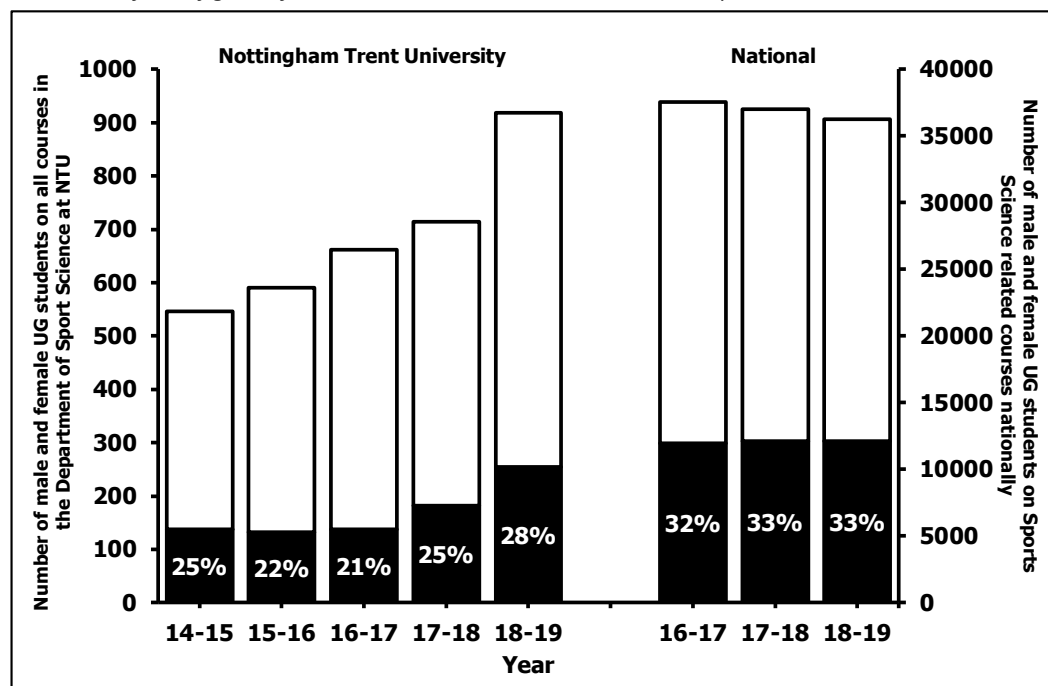
**Table 4.2: Number of Sport Science undergraduate students by gender (full-time)**

Course	Year	Women		Men	
		%	No	%	No
<i>Total for all courses</i>	2018-19	28.5%	242	71.5%	608
	2017-18	25.0%	188	75.0%	564
	2016-17	20.9%	136	79.1%	515
	2015-16	22.4%	131	77.6%	453
	2014-15	25.2%	135	74.8%	401
BSc Coaching and Sport Science	2018-19	22.3%	25	77.7%	87
	2017-18	19.5%	23	80.5%	95
	2016-17	17.3%	22	82.7%	105
	2015-16	20.7%	28	79.3%	107
	2014-15	23.3%	27	76.7%	89
BSc Exercise, Nutrition and Health	2018-19	58.8%	47	41.3%	33
	2017-18	48.6%	34	51.4%	36
	2016-17	46.6%	34	53.4%	39
	2015-16	44.0%	33	56.0%	42
	2014-15	45.2%	38	54.8%	46
BSc Sport and Exercise Science	2018-19	29.1%	102	70.9%	249
	2017-18	21.8%	67	78.2%	241
	2016-17	17.3%	45	82.7%	215
	2015-16	19.9%	42	80.1%	169
	2014-15	17.5%	32	82.5%	151
BSc Sport Science and Management	2018-19	19.2%	20	80.8%	84
	2017-18	19.0%	15	81.0%	64
	2016-17	11.3%	8	88.7%	63
	2015-16	17.6%	12	82.4%	56
	2014-15	25.9%	22	74.1%	63
BSc Coaching and Sport Science (SW)	2018-19	17.1%	7	82.9%	34
	2017-18	21.6%	8	78.4%	29
	2016-17	12.0%	3	88.0%	22
	2015-16	11.8%	2	88.2%	15
	2014-15	7.7%	1	92.3%	12
BSc Exercise, Nutrition and Health (SW)	2018-19	66.7%	12	33.3%	6
	2017-18	64.3%	18	35.7%	10
	2016-17	47.4%	9	52.6%	10
	2015-16	53.3%	8	46.7%	7
	2014-15	43.8%	7	56.3%	9
BSc Sport and Exercise Science (SW)	2018-19	19.3%	21	80.7%	88
	2017-18	22.5%	18	77.5%	62
	2016-17	20.4%	11	79.6%	43
	2015-16	2.7%	1	97.3%	36
	2014-15	23.8%	5	76.2%	16
BSc Sport Science and Management (SW)	2018-19	22.9%	8	77.1%	27
	2017-18	15.6%	5	84.4%	27
	2016-17	18.2%	4	81.8%	18
	2015-16	19.2%	5	80.8%	21
	2014-15	16.7%	3	83.3%	15

There has been considerable growth in the total number of undergraduate students in this reporting period (Table 4.2), rising from 536 in 2014-15→850 in 2018-19. This is in contrast to the sector where overall student numbers have been decreasing year-on-year (Figure 4.1). The aggregated number of female undergraduates has almost doubled, (+119) from 135 (2014-15) to 254 (2018-19). Although the percentage representation of female undergraduates over this same period has only seen a +2.4pp increase and remains 5pp lower than the national average of 33% (Figure 4.1).

**Figure 4.1: Number and percentage of Sport Science undergraduate students (NTU compared to national average) by gender**

*Please note for all figures, females are the black bars and males the open bars.*



A priority action is to close this 5pp gap over the course of the action plan period [AP 4.1].

This will be achieved by a) undertaking focus groups with UG students to gain an understanding of the experiences of our current female undergraduates [AP 4.2]; and b) using this evidence-based feedback to inform a review of current marketing materials, as well as the Open Day experiences, and lever ways to attract more female applicants and where possible broader diversity and intersectional profiles [AP 4.3].

**AP 4.1: Close the 5pp gap between women UGs nationally and at NTU in Sport Science over the course of the AS Action Plan period**

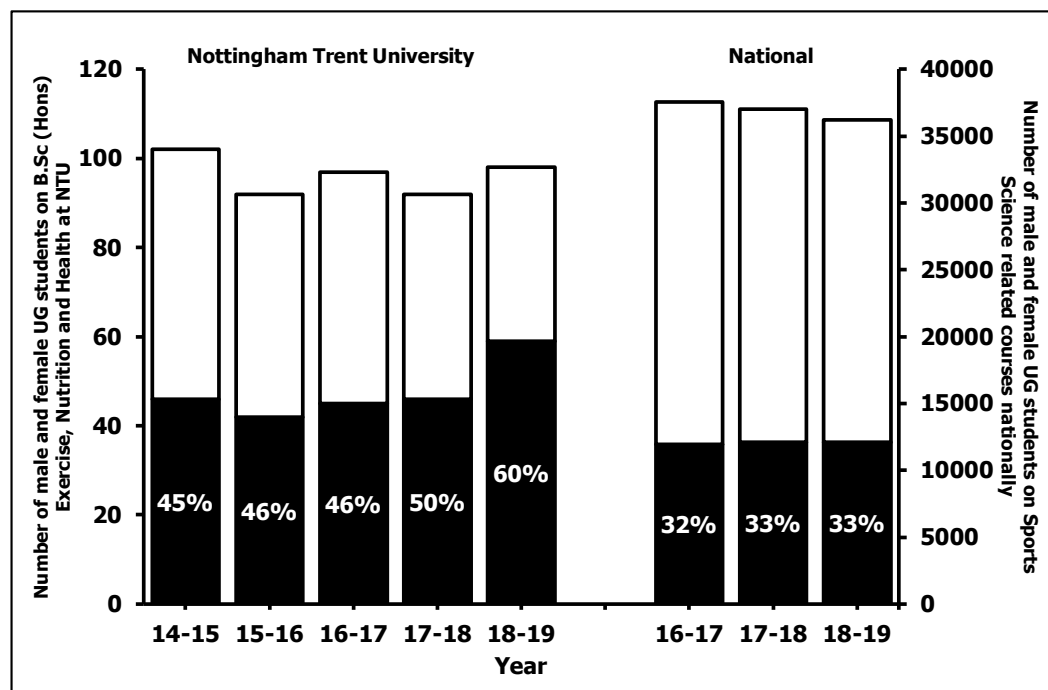
**AP 4.2: Conduct undergraduate student focus groups to explore student experience through the student lifecycle by gender using findings to inform AP 4.3**

**AP 4.3: Use the evidence-base provided by the student focus groups to undertake a review and action identified improvement to Departmental publicity materials**

BSc Sport and Exercise Science is the largest programme with the headcount reflecting 38.1% of the UG population. Over the reporting period (2014-15→2018-19) the programme has seen year-on-year increases for both male (151→249 = +98 or +64%) and female (32→102 = +70 or +218.7%) students.

The data indicates a shifting gender profile of students studying BSc Exercise, Nutrition & Health. The number of female students 2014-15→2018-19 = +23.6%, with an headcount increase +9, whereas there has been a year-on-year decline in number of males seeing the profile change from 54.7% (2014-15) male representation to 41.2% (2018-19). In terms of gender equality, this is an area of concern, and similarly to AP 4.2 we will conduct research amongst our male students to identify what may be the causes and possible solutions to curb the downward trend observed as this is out of kilter with the national benchmark data (Figure 4.1.1).

**Figure 4.1.1: Number and percentage of undergraduate students enrolled on BSc (Hons) Exercise, Nutrition and Health by gender**



**AP 4.4: To conduct undergraduate student focus groups to examine possible causes and possible solutions to curb the declining numbers of male students studying BSc Exercise, Nutrition and Health**

**AP 4.5: Analyse and review the evidence-base provided by student focus groups and action relevant findings in Departmental publicity materials**

The application, offer and acceptance data (Table 4.2.1, Figure 4.2) illustrates that female applications have increased (14-15 → 18-19 = +6.4pp), and the increased acceptance rate is creating the positive impact (14-15 → 18-19 = +6.6pp). The DSAT attribute some of this improvement to an early piece of work undertaken to improve female representation within programme advertising materials, intentionally increasing the prominence of female student

ambassadors and the presence of female staff at Open Days. These actions responded to feedback gathered from UG female students [AP 4.6 already implemented].

In addition, based upon student feedback, course modification been made to ensure an inclusive offering which benefits all students [AP 4.7].

#### **Evidence Example: Personal Trainer Qualification**

This included an element of practical weight training, that was identified through focus group activities, which enabled the DSAT to recognise that for female students this practical weight training element was perceived to be masculine and targeted at the male students. This qualification had featured in three of the four UG courses.

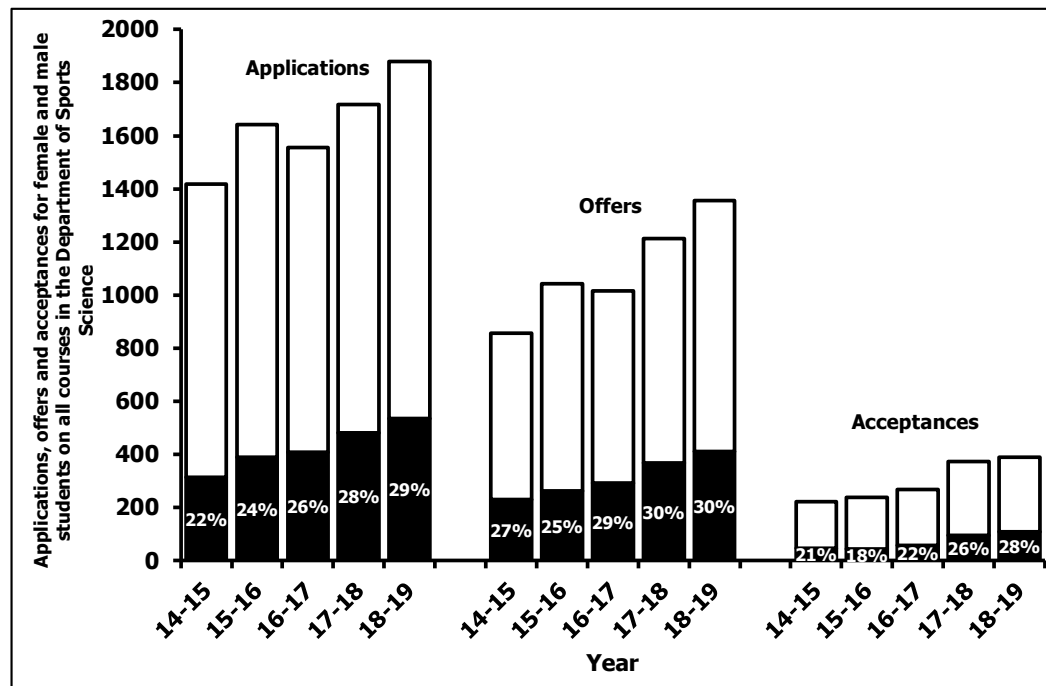
This has been modified to an optional extra-curricular qualification and replaced with modules which examine the role and impact of sport and sport science in society.

Although improvements have been made, the DSAT recognises that overall, the proportion of female acceptance (27.7%) compared to male (72.3%) remains disappointingly low and more work is required to understand the causes so actions to address the gap can be taken (Figure 4.2).

**Table 4.2.1: Undergraduate applications, offers and acceptances by gender**

		Applications	Offers	Acceptances	% of applicants made offers	% of offers accepted	% of applications converted to acceptances
2018-19	Women	536	411	108	76.7%	20.8%	16.8%
	Men	1343	944	282	70.3%	23.0%	17.4%
	% Women	28.5%	30.3%	27.7%			
2017-18	Women	482	367	96	76.1%	20.7%	16.6%
	Men	1236	846	276	68.4%	24.6%	18.3%
	% Women	28.1%	30.3%	25.8%			
2016-17	Women	409	291	58	71.1%	16.6%	12.4%
	Men	1146	725	211	63.3%	22.5%	15.5%
	% Women	26.3%	28.6%	21.6%			
2015-16	Women	389	262	44	67.4%	14.4%	10.2%
	Men	1253	782	195	62.4%	20.0%	13.5%
	% Women	23.7%	25.1%	18.4%			
2014-15	Women	314	229	47	72.9%	17.0%	13.0%
	Men	1104	628	176	56.9%	21.9%	13.8%
	% Women	22.1%	26.7%	21.1%			

**Figure 4.2: Undergraduate applications, offers and acceptances by gender**



<sup>1</sup> Offer rate calculated as the % of applicants who were made an offer

<sup>2</sup> Acceptance rate calculated as the % of applicants who accept their offer

**AP 4.6: To increase the number of female staff and student ambassadors present on Open Days**

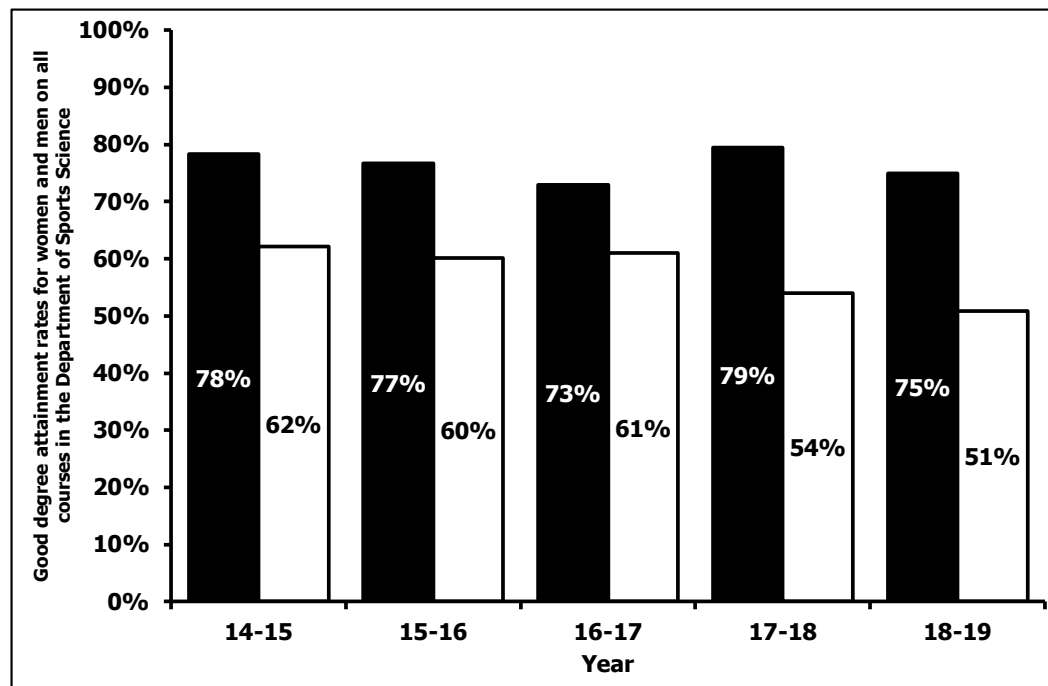
**AP 4.7: Review undergraduate curriculum and assessment with the aim of continuing to identify and removing potential gender barriers and making course content more inclusive**

**AP 4.8: To devise strategies for encouraging more females to apply and to accept their offers, based on focus group data analysis and Committee review**

Consistently during the reporting period females have a higher success rate than their male counterparts in achieving either a first or upper second classification (Figure 4.3). Over the reporting period female success rate has fluctuated between 73%-79% whereas for males there has been a concerning downward trend.



**Figure 4.3: Percentage of undergraduate students achieving (Good Degree) 2.1 or 1st by gender**



### **Sport Science Student BAME**

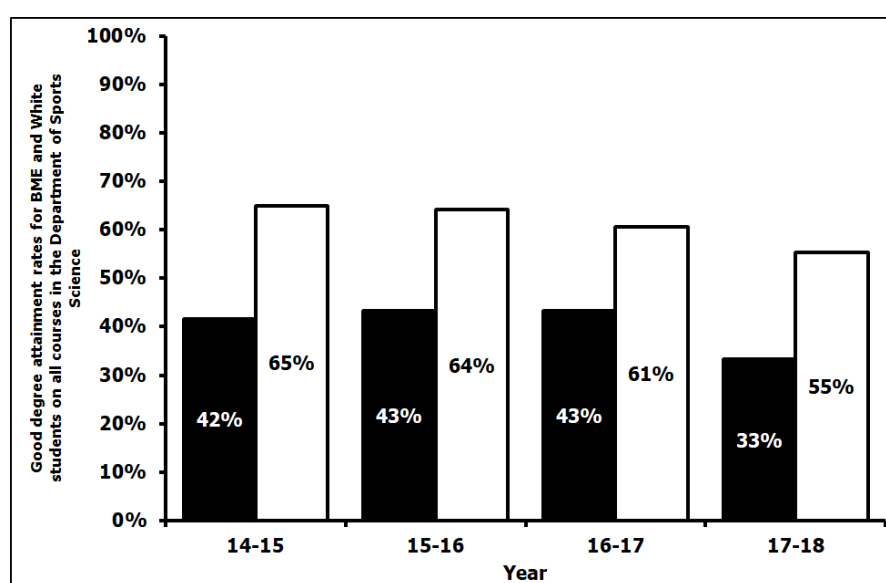
As indicated in section 3 (iii) the DSAT, as part of its Athena SWAN journey have started to explore BAME and intersectional issues. The data (Table B1 and Figure B1) has stimulated discussions, which will be areas of work to be progressed by the new SSDEC alongside the delivery and monitoring of the AS Action Plan.

- BAME student representation for the Department has of the period remained circa 19%.
- As with the gender observations BSc Sports & Exercise Science is the growth area and has seen positive growth in BAME representation too (16%→24%).
- However, the other three programmes indicate a downward trend in number and percentage representation which the SSDEC will explore as part of its student focus group work [AP 4.10].
- The proportion of BAME students achieving a 2:1 or 1<sup>st</sup> ('good degree') is significantly lower than White students, which is of concern. As with the gender observations (Figure 4.3), whereby male attainment is also low the new SSDEC intend to explore the double issue of possible male and BAME intersectional impact [AP 4.9].

**Table B1. UG BAME and White Student % and No. 2014-2018**

Course	Year	BAME		White	
		%	No	%	No
<i>Total for all courses</i>					
	2017-18	19%	133	81%	572
	2016-17	21%	140	78%	516
	2015-16	19%	112	81%	476
	2014-15	18%	98	82%	447
BSc Coaching and Sport Science					
	2017-18	12%	17	88%	119
	2016-17	18%	27	82%	125
	2015-16	16%	24	84%	131
	2014-15	18%	24	82%	107
BSc Exercise, Nutrition and Health					
	2017-18	8%	7	92%	83
	2016-17	12%	12	88%	83
	2015-16	11%	10	89%	81
	2014-15	15%	15	85%	87
BSc Sport and Exercise Science					
	2017-18	24%	90	76%	286
	2016-17	26%	83	74%	234
	2015-16	22%	54	78%	194
	2014-15	16%	33	84%	174
BSc Sport Science and Management					
	2017-18	18%	19	82%	84
	2016-17	19%	18	81%	74
	2015-16	26%	24	74%	70
	2014-15	25%	26	75%	79

**Figure B1. UG BAME and White Student 2:1 & 1<sup>st</sup> (Good Degree) attainment**



**Figure B1. Attainment of good degrees for BAME (■) and White (□) students.**

**AP 4.9: To evaluate the impact of *Success for All* Departmental strategy and explore the double issue of possible male and BAME intersectional impact on progression and attainment**

**AP 4.10: Conduct undergraduate student focus groups to explore student experience through the student lifecycle by ethnicity and to use this evidence-based feedback to inform future actions**

(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.

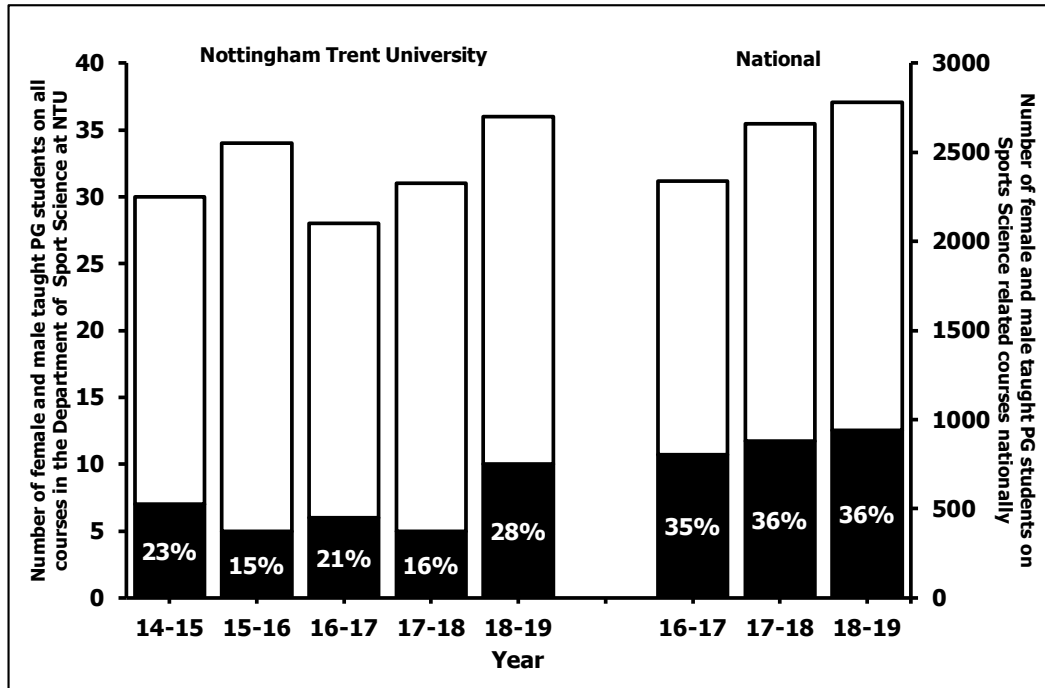
Six postgraduate (MRes) taught degrees are offered, studied as either part-time or full-time. The data shows a similar pattern to UG i.e. low representation of women; however, the absolute numbers are too small for statistical analysis (Table 4.3.1).

**Table 4.3.1: Number of postgraduate taught students by gender, year and full/part-time**

Course	Year	Full-time		Part-time		FT/PT combined	
		Women	Men	Women	Men	Women	Men
<i>Total for all courses</i>	2018-19	9	19	1	7	27.8%	72.2%
	2017-18	5	24	0	2	16.1%	83.9%
	2016-17	5	16	1	6	21.4%	78.6%
	2015-16	3	17	2	12	14.7%	85.3%
	2014-15	5	12	2	11	23.3%	76.7%
Biomechanics	2018-19	1	0	0	0	-	-
	2017-18	0	0	0	0	-	-
	2016-17	0	1	0	0	-	-
	2015-16	0	3	0	0	-	-
	2014-15	0	0	0	1	-	-
Exercise Physiology	2018-19	3	10	0	3	-	-
	2017-18	1	10	0	0	-	-
	2016-17	0	7	1	1	-	-
	2015-16	0	4	1	2	-	-
	2014-15	1	3	1	3	-	-
Performance Analysis	2018-19	0	5	0	2	-	-
	2017-18	0	3	0	1	-	-
	2016-17	1	2	0	2	-	-
	2015-16	1	1	0	3	-	-
	2014-15	0	2	0	3	-	-
Performance Nutrition	2018-19	0	0	0	0	-	-
	2017-18	0	3	0	0	-	-
	2016-17	2	0	0	1	-	-
	2015-16	1	1	0	2	-	-
	2014-15	0	2	0	1	-	-
Sport Science	2018-19	2	4	0	2	-	-
	2017-18	1	8	0	1	-	-
	2016-17	1	4	0	2	-	-
	2015-16	0	6	1	5	-	-
	2014-15	3	4	1	2	-	-
Sport and Exercise Psychology	2018-19	3	0	1	0	-	-
	2017-18	3	0	0	0	-	-
	2016-17	1	2	0	0	-	-
	2015-16	1	2	0	0	-	-
	2014-15	1	1	0	1	-	-

As with the undergraduate provision, the proportion of women studying postgraduate taught courses (MRes) is considerably lower than the national data (Figure 4.5).

**Figure 4.5: Number and percentage of postgraduate taught students (NTU and nationally) by gender (FT and PT combined)**



The relatively low number of postgraduate taught females is attributed in part to the low undergraduate female numbers making the UG→PG pipeline weak. Women make up approximately; a third of PG applications, a quarter of offers and less than 20% of acceptances. (Table 4.3.2). Consequently, there is a need to strengthen the pipeline and attract more females. [AP 4.11 and AP 4.12].

**AP 4.11: Undertake focus group interviews with UG students to identify what and where the barriers to their PG progression may be**

**AP 4.12: Focus group outcome to inform a review of application, offer and acceptance rates by gender PGT programmes, and wider intersectional issues**

**Figure 4.6: Postgraduate taught applications by gender (FT and PT combined)**

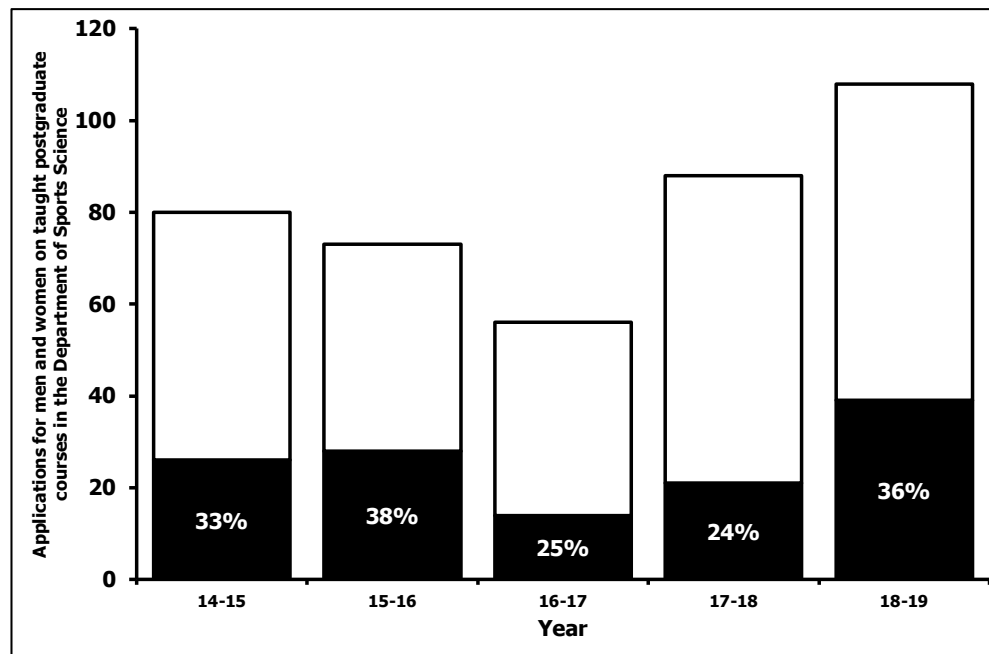


Figure 4.6 demonstrates an inconsistent pattern when it comes to the proportion of female applicants to the PGT courses.

**Table 4.3.2 Postgraduate taught applications, offers and acceptances by gender and year**

		Applications	Offers	Acceptances	% of applicants made offers	% of offers accepted	% of applications converted to acceptances
2018-19	Women	39	14	6	35.9%	42.9%	15.4%
	Men	69	37	29	53.6%	78.4%	42.0%
	% Women	36.1%	27.5%	17.1%			
2017-18	Women	21	15	4	71.4%	26.7%	19.0%
	Men	67	49	28	73.1%	57.1%	41.8%
	% Women	23.9%	23.4%	12.5%			
2016-17	Women	14	9	5	64.3%	55.6%	35.7%
	Men	42	28	11	66.7%	39.3%	26.2%
	% Women	25.0%	24.3%	31.3%			
2015-16	Women	28	12	4	42.9%	33.3%	14.3%
	Men	45	28	22	62.2%	78.6%	48.9%
	% Women	38.4%	30.0%	15.4%			
2014-15	Women	26	9	6	34.6%	66.7%	23.1%
	Men	54	25	17	46.3%	68.0%	31.5%
	% Women	32.5%	26.5%	26.1%			

**Table 4.3.3 Postgraduate taught completion rates by gender and year**

	Women	Men
2018-19	100.0%	72.4%
2017-18	75.0%	78.6%
2016-17	100.0%	100.0%
2015-16	75.0%	86.4%
2014-15	66.7%	88.2%

**(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.

Historically, NTU's Doctoral School has not recorded application, offer and acceptance rates. With limited data and small numbers of scholarships it is difficult to determine any meaningful patterns or trends. [AP 4.13]

**AP 4.13: Systematically capture and record data on applications, offers and acceptances by gender and ethnicity**

Students typically register for an MPhil and subsequently transfer to a PhD. Over the reporting period there has been a growth in the number of PGRs in the Department, with the expansion in research active staff and the introduction of University funded PhD scholarships. Over the reporting period the numbers have fluctuated, but proportional has hovered at F 40+/M -60 range.

**Table 4.3.4 Number of postgraduate research students by gender, year and full/part-time**

Year	Full-time		Part-time		FT/PT combined	
	Women	Men	Women	Men	Women	Men
2018-19	6	4	3	8	42.9%	57.1%
2017-18	5	4	3	8	40.0%	60.0%
2016-17	5	8	4	3	45.0%	55.0%
2015-16	4	8	4	1	47.1%	52.9%
2014-15	3	0	4	5	58.3%	41.7%

Ethnicity data cannot be provided due to low numbers, indicating that effort is required to improve the numbers of BAME PhD students. The new committee (SSEDC) will challenge the Department to explore ways to achieve improved representation to reflect the proportion of BAME students at undergraduate level, particularly BAME female students [AP 4.14].

**AP 4.14: Hold focus groups with UG students to explore ways to achieve improved, proportionate representation of BAME students at postgraduate level, particularly BAME female students**

(v) Progression pipeline between undergraduate and postgraduate student levels

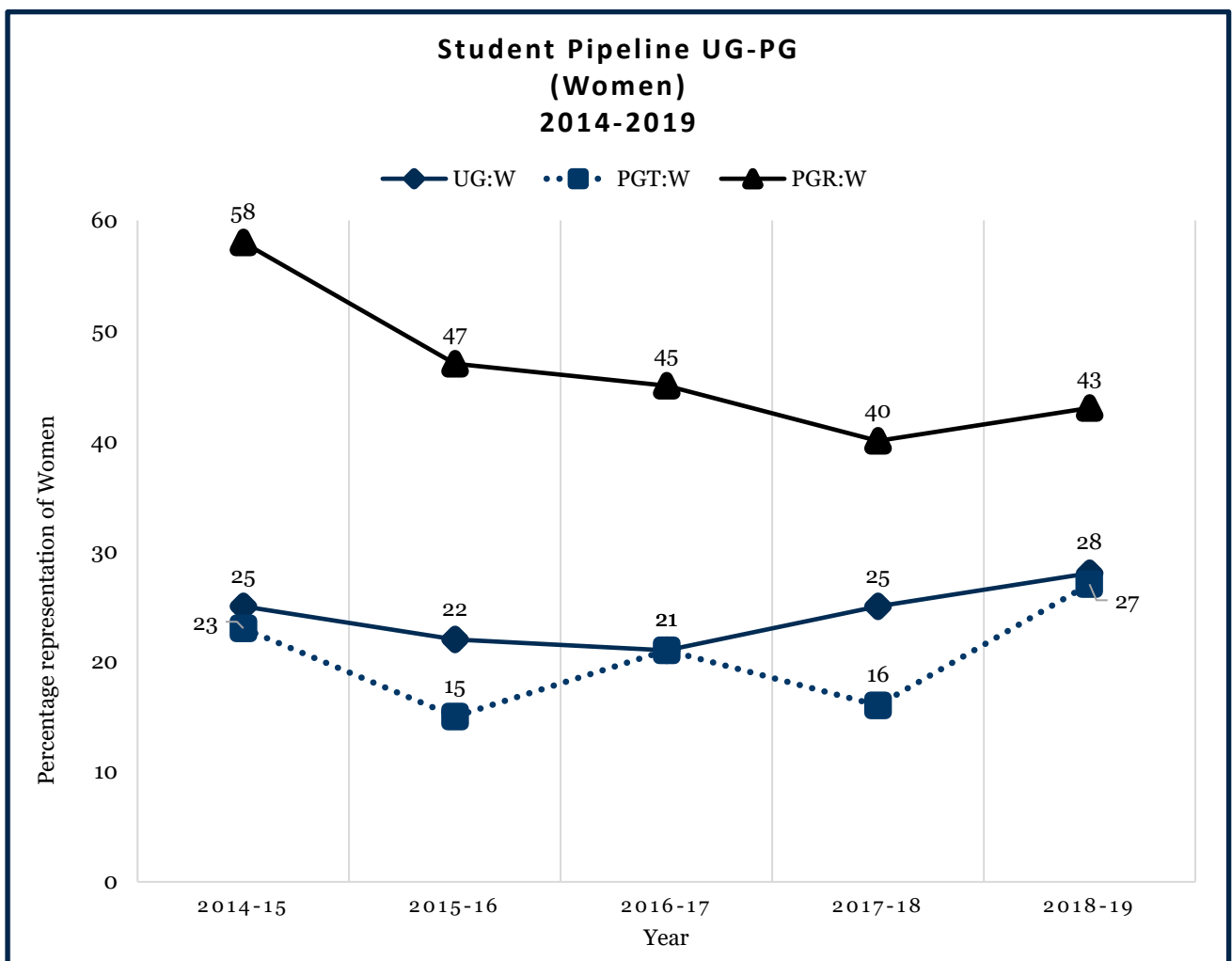
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The proportion of females on our undergraduate level has fluctuated but remained within 23-27pp range, the same pattern is observed PG Taught (21-28% range). Female representation at PG Research is higher but shows a downward trend, caution is exercised because the absolute number are small, nevertheless the downward trend needs to be curbed [AP 4.15]

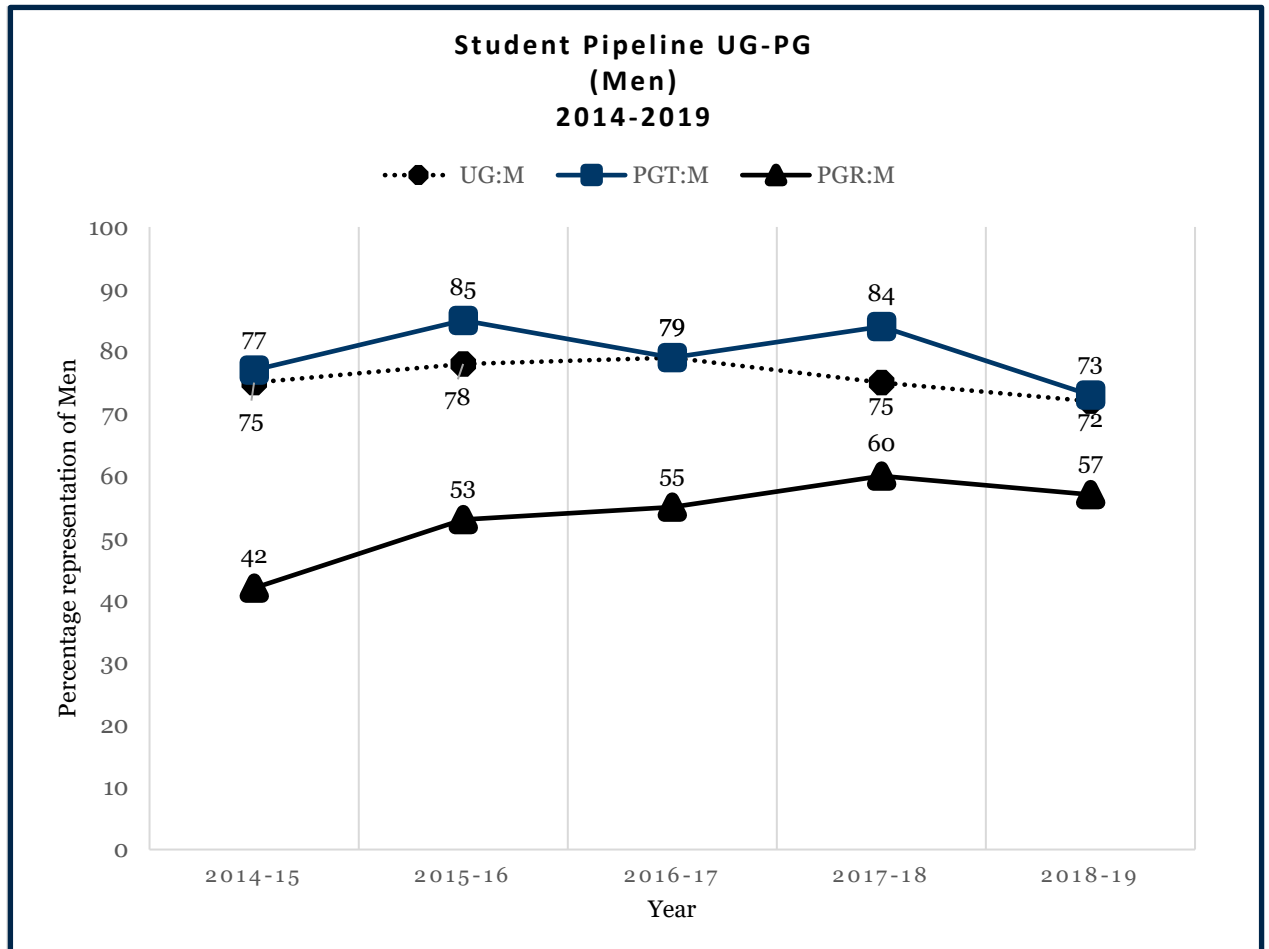
There is a strong pipeline from UG to both PG taught and research for our male students.

**Figure 4.9a & 4.9b: Percentage of Women and Men undergraduate, taught postgraduate and postgraduate research students**

**4.9a**



4.9b



**AP 4.15: Develop support for female UG students considering PGT and PGR study through to 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

**Table 4.4: Sport Science staff by grade and gender over the past five academic years**

Contract function	HESA grade	Academic year	Women		Men	
			%	No	%	No
Teaching & Research	Professor	2018-19	50.00%	1	50.00%	1
		2017-18	50.00%	1	50.00%	1
		2016-17	50.00%	1	50.00%	1
		2015-16	50.00%	1	50.00%	1
		2014-15		0		0
	Principal Lecturer / Associate Professor	2018-19	40.00%	2	60.00%	3
		2017-18	25.00%	1	75.00%	3
		2016-17	20.00%	1	80.00%	4
		2015-16	25.00%	1	75.00%	3
		2014-15	20.00%	1	80.00%	4
	Senior Lecturer	2018-19	25.00%	5	75.00%	15
		2017-18	33.33%	7	66.67%	14
		2016-17	37.50%	6	62.50%	10
		2015-16	42.86%	6	57.14%	8
		2014-15	54.55%	6	45.45%	5
	Lecturer	2018-19	77.78%	7	22.22%	2
		2017-18	83.33%	5	16.67%	1
		2016-17	50.00%	3	50.00%	3
		2015-16	42.86%	3	57.14%	4
		2014-15	12.50%	1	87.50%	7
Research Only	Research Assistant	2018-19	100.00%	1		0
		2017-18		0		0
		2016-17		0	100.00%	1
		2015-16		0		0
		2014-15		0		0

## BAME Staff

The number of individuals identifying as BAME is too small to report in table form. For the reporting period the proportion of BAME staff is circa 6-8%. This is below the NTU academic measure of 13%, and much lower than the representation of BAME within our NTU student population of 30%. Our Sport Science BAME student population is circa 19%. As a Department we aspire to improve the BAME representation within the Department to at least mirror our BAME sport science population [AP 4.16]. There are no BAME staff in senior positions (Prof. Associate Prof. Principal Lecturer), although two are in the Senior Lecturer category.

### AP 4.16: Increase proportion of BAME applications for academic positions

Absolute numbers are small, (Table 4.4) but the parity of gender representation amongst the Professoriate has been sustained over the five-year period, and parity has almost been achieved at Associate Professor and PL levels. This is a strength for the Department, and outperforms the national averages (26.3% F, 73.7% M, Table 4.5).

Women are notably underrepresented within the mid-career levels (Senior Lecturer), the representation and the headcount of women has over the latter three years reduced (-2), whereas the number of men has increased (+5). This has significantly altered the balance of representation to 25% (F) 75% (M). The converse has occurred at lecturer level with 77.78% (F) 22.22% (M).

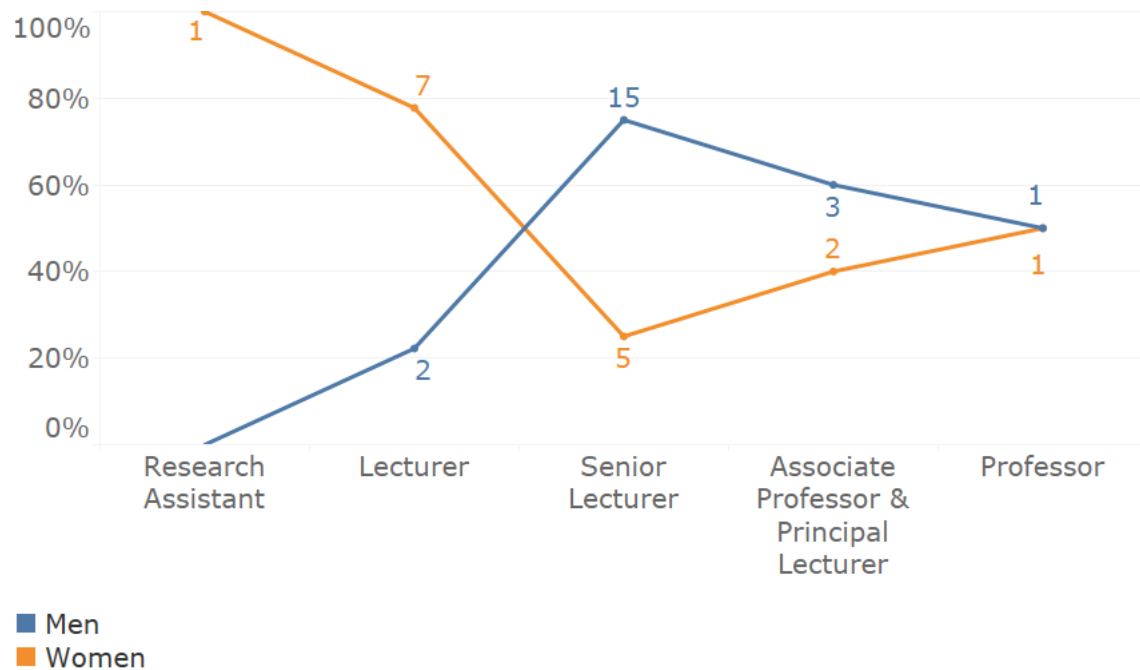
Due to limitations in the available benchmarking data, benchmarking is grouped as Professor, and all other academic grades (Table 4.5).

In comparison to the sector overall female representation amongst the Department academy is +8pp on the sector average (35%).

**Table 4.5: Sport Science sector (UK) by academic year**

	2018-19		2017-18		2016-17	
Contract level	Female	Male	Female	Male	Female	Male
Professor	26.3%	73.7%	22.7%	76.3%	22.3%	77.7%
All other academic staff below Prof.	36.0%	64.0%	35.8%	64.2%	36.4%	63.6%
<i>Combined total</i>	35%	65%	35%	65%	36%	64%

**Figure 4.10: Sport Science staff by grade and gender 2018-19**



Progression from L→SL is currently automatic, based on length of service. Therefore, the number of female SLs should incrementally increase over time, from 7 to 12, as long as women do not leave mid-career. This will apply equally to males, but the pool of female lecturers is greater than that of the males (Table 4.4), so potentially the representation gap will narrow by 16.3pp (41.3%).

A staff mentoring initiative has been informally introduced to support progression from SL → AP. This is currently via their line-manager and through the appraisal process. Mentoring is available via a number of informal routes either with the Head of Department, Department Director of Research, Deputy Director of Research or by other senior staff, including PLs in Sport Science or Professors in other Departments. As part of the DSAT work this informal practice is being progressed to a more formalised mentoring programme which is also expanded to Lecturers to help support a longer pipeline for progression and at a much earlier intervention stage [AP 4.17]. The pipeline and leavers (iii) data, illustrate that as women are underrepresented at the mid-career level therefore additional investment has been made by the HoD to support annual participation in the sector's Aurora programme [AP 4.18].

**AP 4.17: Develop a formal mentoring programme to help support a longer pipeline for progression**

**AP 4.18: Support annual participation in the Aurora programme**

The majority of academic staff are contracted to teach and conduct research, whereas RAs 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 of these has a job descriptor, and parity of esteem between each of the pathways, with clear promotion routes to Associate Professor and Professor.

Females form the majority of part-time staff although absolute numbers are small (Table 4.6). Staff wishing to reduce their contract are supported (males and females), with all requests for contract change (reduction), to date, approved. The numbers of males working part-time may increase in future as knowledge of relevant policies increase [AP 4.19].

**Table 4.6: Sport Science staff, full-time/part-time as a proportion of gender over the past five academic years**

			% of gender	No.
2018-19	Women	Full time	86.67%	13
		Part time	13.33%	2
	Men	Full time	95.24%	20
		Part time	4.76%	1
2017-18	Women	Full time	76.92%	10
		Part time	23.08%	3
	Men	Full time	94.74%	18
		Part time	5.26%	1
2016-17	Women	Full time	80.00%	8
		Part time	20.00%	2
	Men	Full time	94.74%	18
		Part time	5.26%	1
2015-16	Women	Full time	80.00%	8
		Part time	20.00%	2
	Men	Full time	93.75%	15
		Part time	6.25%	1
2014-15	Women	Full time	75.00%	6
		Part time	25.00%	2
	Men	Full time	93.75%	15
		Part time	6.25%	1

#### **AP 4.19: Promote awareness of part-time working policies to male academic staff**

The part-time male member of staff has been re-employed following retirement. The female members of staff became part-time due to PhD or/and family commitments, but one (an Associate Professor) has moved back to full-time.

(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 over the reporting period. At present there are no L/SL members of staff on a fixed-term contract. The fixed-term contracts within the Department are Academic Associates (50% teaching/50% PhD research, 5 year fixed-term contracts) and Research Assistants. Career progression is good in that all completing Academic Associates have been employed in lecturing positions (one at NTU) except one who was employed in sport science support. The other use of fixed-term contracts for academic staff is for parental leave cover. The data suggests that there are no observable gender overrepresentation issues in the issuing of fixed-term contracts, they are used at a minimal level and on a declining scale (Table 4.7).

**Table 4.7: Sport Science staff, full-time/part-time as a proportion of gender over the past five academic years (excluding Academic Associates)**

			% of gender	No.
2018-19	Women	Fixed term	6.67%	1
		Permanent	93.33%	14
	Men	Fixed term	4.76%	1
		Permanent	95.24%	20
2017-18	Women	Fixed term	7.69%	1
		Permanent	92.31%	12
	Men	Fixed term	5.26%	1
		Permanent	94.74%	18
2016-17	Women	Fixed term		0
		Permanent	100.00%	10
	Men	Fixed term	15.79%	3
		Permanent	84.21%	16
2015-16	Women	Fixed term		0
		Permanent	100.00%	10
	Men	Fixed term	12.50%	2
		Permanent	87.50%	14
2014-15	Women	Fixed term		0
		Permanent	100.00%	8
	Men	Fixed term	12.50%	2
		Permanent	87.50%	14

Hourly Paid Lecturers (HPLs), are the only staff on zero-hour contracts, and who supplement academic delivery e.g. specialist input, session cover. These are the only NTU contracts that are

‘teaching only’. Zero-hours contracts are to be phased out; new contracts are based on annualised hours.

HPLs are reported by headcount, but ‘hours worked’ vary considerably, with hour contracts up to a maximum permitted 100 hours per year. The majority of HPLs are completing a PhD at NTU and leave once their PhD is completed, providing valued additional income and career experience. Career progression is good (three HPLs appointed to L/SL positions in the Department and others appointed to lecturing and research posts elsewhere).

**Table 4.8: Sport Science staff, Hourly Paid Lecturers (HPL) by gender over the past five academic years**

		%	No.
2018-19	Women	23.08%	3
	Men	76.92%	10
2017-18	Women	31.25%	5
	Men	68.75%	11
2016-17	Women	55.00%	11
	Men	45.00%	9
2015-16	Women	46.15%	6
	Men	53.85%	7
2014-15	Women	37.50%	3
	Men	62.50%	5

(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 4.9).

**Table 4.9: Sport Science staff leavers by gender over the past five academic years**

	Women	Men
2018-19	1	2
2017-18	1	2
2016-17	1	1
2015-16	1	3
2014-15	0	3

Turnover is relatively small, and proportionately is lower for females over the reporting period. This could be recognised as a strength of the Department, which is reflected in the Departmental survey where 100% of staff disagreed with the statement ‘I will actively look for a job at another University or School/Department in the next year’.

Numbers are too small to report more granularly by academic year. Therefore, five years of data have been aggregated in order to report on reasons for leaving, grade, and full/part-time status (Table 4.10, 4.11 and 4.12).

**Table 4.10: Sport Science staff leavers by reason and gender, aggregated over the past five academic years**

Reason for Leaving	Women	Men
End of Temp Contract	0	4
Resigned	4	7
Total	4	11

**Table 4.11: Sport Science staff leavers by grade and gender, aggregated over the past five academic years**

HESA Contract Level	Women	Men
Senior Lecturer	2	1
Lecturer	2	8
Research Assistant	0	2

**Table 4.12 Sport Science staff leavers by full/part time and gender, aggregated over the past five academic years**

	Women	Men
Full time	3	11
Part time	1	0

Exit surveys (incorporating a free response comment box) are undertaken by central HR to encourage respondents to be open and honest about their reasons for leaving and to avoid any potential areas for conflict. That said, over the reporting period all staff have provided reasons voluntarily to the HoD.

Most leavers resigned from their posts (Table 4.10), with no marked differences between males and females in the reason category, although female staff tended to leave mid-career and males' early career (Table 4.11). The reasons provided to the HoD were that three female leavers left for family-related reasons (for example, difficulty in commuting, looking after young children and delivering in post). This is despite timetable reductions on return from maternity leave. It is important therefore, to establish what more could be done to support women returning from maternity leave [AP 4.20], especially as the pipeline data and observation at section 4.2 (i) highlight a mid-career gap in female representation.

Four recent male leavers left for higher salaries in other institutions. There is no discernible pattern of leavers by full-time/part-time status due to the very small number of part-time leavers.

**AP 4.20: Interview maternity/paternity leave returners to establish what more could be done to enhance the experience of returning staff and help retain female staff at mid-career points of the pipeline**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

Word count 5,114

### 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, inclusive of EDI, training.

As a Department we actively encourage applicants from a diverse pool by using positive statements e.g. '...committed to promoting equality and valuing diversity and we seek people who share these values' and 'we offer a friendly environment of excellence and invite you to join us'. Our next step is to introduce the use of the online tool which checks for gendered language bias with job adverts [AP 5.1].

100% of Sport Science staff who completed the institutional survey (May 2018 and 2016) agreed that NTU's recruitment process was fair.

		% Change from 2016
I feel the University acts fairly, regardless of protected characteristics regard to recruitment	<div><div>100%</div></div>	0

#### AP 5.1: The application of Gender Decoder screen tool for Departmental job advertisements

The interview process includes a tour of the Department and its facilities, with an opportunity to speak to staff to gain an insight to the workings of, and the culture of the Department. Skype interviews are offered, where appropriate. We exercise best practice and applicants are typically interviewed by a gender balanced panel.

Recruitment data aggregated over five years indicates that a third of applicants are female (Table 5.1).



**Table 5.1: Sport Science applications and success rates by gender, aggregated over the past five academic years**

Gender	Applications	Shortlisted	Offers	% of applications shortlisted	% of those shortlisted made offers	% of applicants made offers
Women	137	38	12	27.7%	31.6%	8.8%
Men	262	64	6	24.4%	9.4%	2.3%
% Women	34.3%	37.3%	66.7%			

However, through the stages of the recruitment process females are more successful at; shortlisting rate (27.7% F versus 24.4% M) and offer rate (8.8% F versus 2.3% M) (Table 5.1 and Figure 5.1).

**Figure 5.1: Sport Science application stages by gender, aggregated over the past five academic years**



The year-on-year data (Table 5.2) reflects the positive expansion of the Department, particularly from 2017. Increased numbers of both genders for vacancies can be observed, but it is positive to see female applications have proportionally increase by +15pp (2014/15 =21.9% vs 2018-19 = 36.9%).

**Table 5.2: Sport Science applications and success rates by gender and year**

Academic year	Gender	Applications	Shortlisted	Offers	% of applications shortlisted	% of those shortlisted made offers	% of applicants made offers
2018-19	Women	41	12	8	29.9%	66.7%	19.5%
	Men	70	10	2	14.3%	20.0%	2.9%
	% Women	36.9%	54.5%	80.0%			
2017-18	Women	59	10	0	16.9%	0%	0%
	Men	100	19	1	19.0%	5.3%	1.0%
	% Women	36.9%	34.5%	0%			
2016-17	Women	19	6	1	31.6%	16.7%	5.3%
	Men	36	9	0	25.0%	0%	0%
	% Women	34.5%	40.0%	100.0%			
2015-16	Women	5	4	1	80.0%	25.0%	20.0%
	Men	7	5	1	71.5%	20.0%	14.3%
	% Women	41.7%	44.4%	50.0%			
2014-15	Women	14	6	2	42.9%	33.3%	14.3%
	Men	50	21	2	42.0%	9.5%	4.0%
	% Women	21.9%	22.2%	50.0%			

By grade/role Table 5.3 indicates that despite having fewer applicants, females were more successful securing RA/RF.

Similarly, for L/SL the same cycle patterned is observed; i.e. fewer applications from women (29.9%), greater success conversion through the stages, but in contrast the proportion of offers was 50/50. Although a positive result, from a pipeline perspective it will not close the representational gap within the department. This is why the introduction of a formal mentoring programme is required to support this pipeline issue as SL level [AP 4.17].

**Table 5.3: Sport Science applications and success rates by gender and grade, aggregated over the past five academic years**

Grade	Gender	Applications	Shortlisted	Offers	% of applications shortlisted	% of those shortlisted made offers	% of applicants made offers
Lecturer / Senior Lecturer	Women	82	24	4	29.3%	16.7%	4.9%
	Men	199	53	4	26.6%	7.5%	2.0%
	% Women	29.9%	31.2%	50.0%			
Research Fellow	Women	2	2	2	100.0%	100.0%	100.0%
	Men	3	1		33.3%		
	% Women	40.0%	66.7%	100.0%			
Research Assistant / Associate	Women	53	12	6	22.6%	50.0%	11.3%
	Men	60	10	2	16.7%	20.0%	3.3%
	% Women	46.9%	54.4%	75.0%			

**(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. At an institutional level, Vice-Chancellor's Welcome events provide new staff with the opportunity to meet the VC, learn about NTU's strategic direction, successes, achievements and ask questions.

Prior to arrival new staff receive an induction handbook which includes:

- an induction schedule for their first few weeks in post (including names, job role, dates, times and rooms for meetings);
- information about all processes within the Department;
- Departmental 'Staff Survival Guide', that helps joiner see how the Department fits within the wider School and College.

Departmental induction is co-ordinated by the line-manager who personally meets and greets new staff on their first day, provides a campus tour and ensures all practical elements are completed

e.g. office key, staff card, and introductions to services IT and HR. This also includes a welcome session with the HoD as part of their induction into the Department.

Orientation meetings are held within the first few weeks with key colleagues i.e. Undergraduate Courses Manager, Director of Research and colleagues within their discipline, and research group.

Induction effectiveness is reviewed through regular, informal meetings with line-managers, and through two formal probation progress meetings (one at the start of the appointment, and one after six months), culminating in an annual appraisal meeting.

New staff are required to undertake a teaching qualification during their first three years if one is not already held.

Shared office space aids the integration of new colleagues into the culture and working practices of the Department, whereby established members of staff are on hand to assist.

### (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 a part of an individual's objective setting. Development is a central aspect of appraisal for all grades, regardless of intent to apply for promotion.

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

Applications for Associate Professor/Professor are invited on an annual basis from the Head of College. Applications can be made via three routes: Teaching and Research (T&R), Teaching and Scholarship (T&S), and Teaching and 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 colleagues found the process somewhat unclear, with 62% of women and 64% of men reporting being familiar with the criteria and processes for promotion. Moreover, 40% of women in comparison with 78% of men, felt they had been encouraged to apply for promotion, signalling an area for the DSAT to address [AP 5.2 & 5.3].

#### **AP 5.2: Support for demystifying the promotion process, and encouraging applications for promotion by academic staff**

### AP 5.3: Develop mechanisms to support understanding of pathways for academic staff

#### Aggregated data due to small numbers: Promotions data January 2014 to April 2019

- Applications 5 → 2xF 3xM = F40:M60
- Successful 4 → 2xF 2xM = F50:M50
- Professorship 2 → 1xF 1xM = F50:M50
- Associate Prof 2 → 1Xf 1Xm = F50\*:M50  
\*part-time

A member of the technical staff (male) and an academic associate (female) have been appointed to lecturing posts.

#### (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, an equal number of females and males were returned ( $N=8$ , 4 female, 4 male). In REF 2014, thirteen staff from the Department submitted: five females (55.5% of those eligible) and eight males (50% eligibility). This suggests that process is free of any apparent or measurable gender bias (Table 5.4).

**Table 5.4: RAE 2008 and REF 2014 Returns, by Gender and Eligibility**

		Gender	
		Female	Male
RAE 2008	Eligible	NK	NK
	Submitted	4	4
	% of Eligible Staff Submitted	NK	NK
REF 2014	Eligible	9	16
	Submitted	5	8
	% of Eligible Staff Submitted	55.5	50

When available the Department will review the REF2021 data post-submission and compare with other Departments/HEIs [AP 5.4]. For REF2021 staff on T&R pathway will be returned ( $N=33$ , 14 female, 19 male) a significant increase in the headcount (+11F & +11M) of both males and females returned in REF2014.

All academic staff on T&R pathways are supported in research development through the appraisal process, mentoring, as well as through the Research Office. A similar process is in place for staff whose work is associated with impact case studies.

**AP 5.4: 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?

Development opportunities include in-house training delivered by Organisational Development (based in HR), specialist training at School and Departmental level e.g. training in: phlebotomy, statistical package 'R', grant writing workshops, and sharing good practice in teaching. External courses funded via Departmental budget are open to all. Training needs related to career development are identified through appraisals.

In 2018-19 NTU introduced a KPI from the institutional Athena SWAN action plan to mandate EDI and Unconscious Bias and Cultural Awareness training. This is directly linked to appraisals and has resulted in an increased number of staff (new and existing) who have undertaken this training (Table 5.5). Training opportunities are promoted through HR's staff intranet pages and direct communications.

New academic staff without an existing teaching qualification, are required to obtain a HEA professional teaching recognition. Completion is expected within three years of joining and is both centrally and departmentally supported via workshops and peer mentoring with workload allocation provided to support this (from 130-210 hours depending upon the undertaking i.e. PGCAP or Academic Professional Apprenticeship). Postgraduate students develop learning and teaching skills through OD's 'Essential Teaching Toolkit' and 'Readiness to Teach' certificate.

Weekly development sessions for T&L are organised and led by the School, supplemented by Departmental workshops and seminars where a need is identified.

Department development funds support attendance at various discipline specific workshops/national conferences (e.g. advances within three-dimensional motion capture), and international conference attendance for ~one-third of staff annually is also supported. Over a five-year period, 4 research sabbaticals (1 female, 3 males) have been made.

NTU has recently updated the HR system, and improved OD recording now means notifications to staff for programme renewal. Feedback is gathered on in-house training to inform planning of future training events. Attendance at conferences and external training opportunities is not currently recorded (nor monitored by gender) [AP 5.5].

**Table 5.5: Sport Science uptake of training by gender and year**

Academic year	Course Category	Women		Men	
		%	No.	%	No.
2018-19	Career Progression	53.8%	7	46.2%	6
	Leadership & Management	40.0%	4	60.0%	6
	Equality & Diversity	51.6%	16	48.4%	15
2017-18	Career Progression	83.3%	10	16.7%	2
	Leadership & Management		0		0
	Equality & Diversity	57.1%	4	42.9%	3
2016-17	Career Progression	66.7%	4	33.3%	2
	Leadership & Management	100.0%	1	0%	0
	Equality & Diversity	0%	0	100.0%	2
2015-16	Career Progression	40.0%	2	60.0%	3
	Leadership & Management		0		0
	Equality & Diversity	60.0%	3	40.0%	2
2014-15	Career Progression	60.0%	3	40.0%	2
	Leadership & Management	100.0%	1	0%	0
	Equality & Diversity	66.7%	2	33.3%	1

*Note: number increase for E&D training uptake in 18-19 attributable to mandatory Unconscious Bias training.*

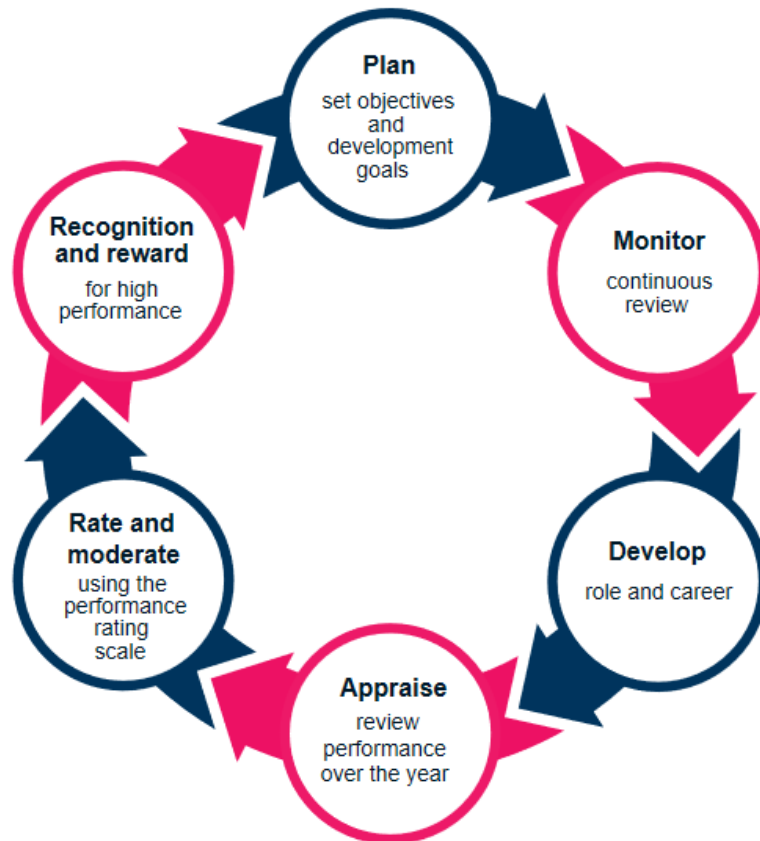
**AP 5.5: To record at departmental level staff training and conference attendance by gender. Monitor take up and act upon any observed gender imbalances**

**(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 academic staff, including research staff, participate in an annual appraisal cycle (Figure 5.2) with their line manager, which includes formal meetings and ongoing informal catch-ups.

**Figure 5.2: Diagram of NTU Annual Appraisal Cycle**



The Department achieves a 100% completion 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. These are moderated at School level.

Embedded, mandatory staff development for both appraiser and appraisee is required. This includes online resources and study guides through NTU's **Online Workspace, NOW**.

The Departmental staff survey (January 2019) indicated that 79% of staff were satisfied with their appraisal.

**(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.

Through the appraisal system, staff are supported through formal promotional processes, i.e. for Associate/Professorships. Pathway descriptors help clarify what is required in order to progress. Additionally, line-managers assist appraisees to identify activities e.g. Committee memberships, Editorial Board opportunities, and grant applications, as well as aiding the pursuit of objectives



where appropriate. Approximately 50% of appraisal conversation is spent on career progression, and the design of objectives should contribute directly to career progression.

Active preparation is a strong feature within the Department. Staff are encouraged to complete relevant forms for promotion to Associate Professor/Professor roles circa two years ahead of the intended submission. This then enables, through the appraisal process, the identification of gaps in experience or achievements and opportunities to close the gaps way ahead of the actual application. The HoD reads though and comments on all applications.

86.4% of staff survey respondents agreed with the statement 'my Department encourages me to undertake further training and pursue personal development opportunities relevant to my career'.

NTU's Trent Institute for Learning and Teaching (TILT) supports staff to extend their career through learning and teaching distinction linked to practice and research; TILT offer sabbatical and funding opportunities for academic, including early-career, and professional service/support staff, this includes an annual Festival of Learning, to which the Department contributes both delegates and presenters. Staff are encouraged and supported to attend grant writing and funding workshops (e.g. local NHS research design services) to further research careers. Annually SST run a Research Conference which staff attend.

As previously reported (Section 4.2 (ii)) mentoring features strongly within the Department staff survey data indicates that 89% of women and 70% of men would value a formal mentoring scheme. In consultation with the Loughborough University Athena SWAN Champion (Sport, Exercise and Health Sciences) a formal mentoring process and scheme will be adopted and fully implemented [AP 5.6].

#### **AP 5.6: Introduce a formal mentoring scheme**

##### **(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).

The Employability Department at NTU offer an extensive range of career opportunities for students when they graduate, or students who are searching for a one-year sandwich course placement. The strong relationship and collaboration between Employability and the Department benefits students to gain support with; CV writing, interview techniques and awareness of careers within the Sport and Leisure industry, UK and globally.

The Department has a Work Placement Officer, managed by the BSc (Hons) Sport Science and Management Course Leader. The main objective is to increase the number of sandwich course students and to support students who are on placement.

The Placement Officer also promotes and disseminates Employability events or new job opportunities. Since 2019 the placement officer meets all 2<sup>nd</sup> year students highlighting the importance of work experience. A new event *Explore Sport*, is an employability fair specifically for sport science students, inviting sport and leisure organisations across the UK to promote employment opportunities, providing a networking event giving students direct access to potential employers.

These interventions have led to a significant growth in sandwich course numbers over the last three years (Section 4, Table 4.2) 15 placements in 2016-17 to 38 in 2019-20, and a forecast for ≥50 students completing a placement in 2020-21. In addition, 1 in 3 students who complete a placement are re-employed by the same organisation post-graduation.

Modules within the Sport Science undergraduate courses are wholly driven by an 'employment learning' philosophy. *Professional Practice* provides the opportunity for 2<sup>nd</sup> year students to complete a 36-hour (one week) placement, and students must evaluate their strengths and mismatches. These are then explored through academic research, to investigate methods and techniques to improve identified areas. Relationships between the Department and local sports and leisure businesses/industry enabled module leaders to incorporate real life work experience within assessments, e.g. *Marketing in Sport*, where Nottingham Forest FC and Notts County FC require students to strategically market an innovative product or service to their fanbase. The student's research is then presented to the Head of Commercialisation and other directors of the respective football club.

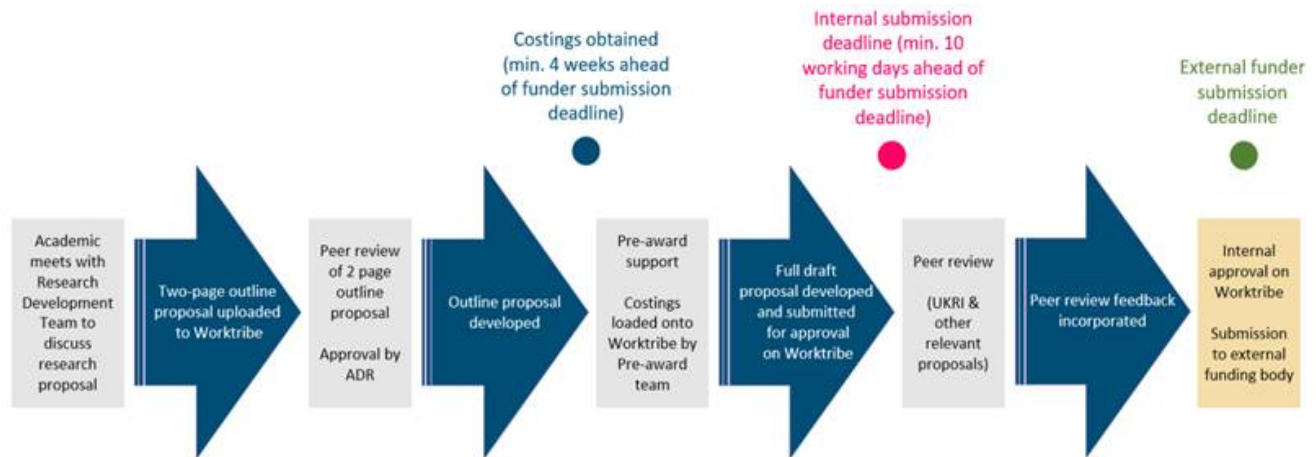
All PGRs are required to attend the weekly Departmental research seminars and invited to seminars across the School (e.g. Biosciences). PGRs attend Doctoral School training. PhD students (Exercise Physiology) benefit from additional (external) Doctoral Alliance training programmes which expand their skill set. Nine part-time PhD students (2018-2019) are 'Academic Associates' (50% teaching or 50% impact case study work), providing opportunity for career progression to lectureship. PhD students are employed as HPLs and are able to gain HEA Fellow qualifications and invited to staff meetings, enhancing their understanding of the working practices within 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.

Academic staff are offered support throughout the entire process of applying for research grant applications (Figure 5.3).

**Figure 5.3: Grant application support and approval process.**



Through the grant support process, sStaff are actively supported to engage in workshops for key funding bodies, supports visits from funders are encouraged and, and provides central support for bids is provided including grant writing. Experienced staff within the Department, including the research groups, provide informal support to colleagues. Further support is provided by; Research Development Team, Associate Dean for Research (ADR) and finance staff with costings. Support is offered through the UoA Co-ordinator and the HoD. A variety of events are held to enable those applying for research grant applications (e.g. grant review process presentation by the UoA coordinator, ECR grant-writing workshop, sessions on grant-writing and the FATS system). Unsuccessful grant applications are discussed with the line-manager, UoA co-ordinator and HoD to retain strengths, modify and submit elsewhere.

Departmental and institutional funding is made available via 'seed corn' funding 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

Note: Present professional and support staff and academic staff data separately

(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.

NTU's policies relating to maternity, parental and adoption leave are implemented, all are available via the intranet. Staff on fixed-term contracts receive the same entitlements as those on permanent or 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 confidentiality is assured.

Planning is designed to ensure staff can start, any associated parental leave, with the confidence that their duties are covered. On notification of intended leave, an individual's workload is reviewed, and staff are asked to identify any additional duties/roles that need covering. The Department recruits to the vacant role as required, using temporary/fixed-term contracts allowing for as much handover as possible. Flexible working and/or time off is given to attend antenatal appointments, as well as to accommodate pregnancy related illness. Similarly, adopters can take time off to attend pre-adoption meetings; five paid appointments by the primary adopter, extended up to ten at line-management discretion; two unpaid appointments for secondary adopters. Risk assessments are completed and working practises adjusted where required.

Salary breakdown from the University for the months of proposed maternity leave allows those on maternity and adoption leave to plan their finances during a time of fluctuating personal expenditure. 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.

## (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 maternity and adoption leave and vice versa. Members of staff can access up to ten paid 'Keeping in Touch' (KIT) days.

Over the reporting period six staff used KIT days during their maternity leave. Examples of their use; to deliver specialist teaching, attend research meetings or provide PGR supervision. Each use was requested by the staff member and reflects the varied flexible and individualised approach.

Staff continue to receive Departmental updates via e-mail and invitations to social events, although there is no expectation to contribute to Departmental business.

This support is also applicable to adoption leave.

## (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, this provides for the use of accrued annual leave and phased returns. Part-time, flexible working times and phased returns can be negotiated with the HoD or line-manager. Funding is included in the Departmental budget to support a reduction in teaching load by ~50% during the first year of maternity leave return. Flexible work schedules are encouraged to accommodate, e.g. childcare issues when children are unwell, and supervision before and/or after school. Timetabling requests can be made in relation to teaching commitments to ensure childcare arrangements can be managed.

33.3% of staff survey respondents disagreed with the statement 'my career break/maternity leave/paternity leave was not detrimental to my career'. This indicates that a significant number circa 75% of respondents did agree with this statement. This red flag led the DSAT to conduct a focus group with maternity and paternity returners to understand how improvements could be made.

This revealed that returners would value being paired-up with a buddy (staff member of their choosing) to act as the advocate for that staff member throughout their period of leave (e.g. keeps them in the loop about research funding and staff changes). Male members of staff also requested that their cover should be formalised (as for women staff), so they are not relying on close colleagues to cover informally for them. In this way they would have greater confidence that the leave would not have a detrimental impact upon their career (whether real or perceived) [AP 5.7].

### **AP 5.7: Introduce a buddy system for staff on maternity/paternity leave and formalise cover arrangements for paternity 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 2014/15 and 2018/19, six academic staff took maternity leave (no technical or professional staff have taken leave). All returned (100% return rate over five years). The numbers are too small to report by grade.

#### **SILVER APPLICATIONS ONLY**

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.

NTU provide a block of up to three weeks' full pay paternity leave; this is above statutory provisions. Paternity provisions apply equally to adoptions and biological fathers through surrogacy arrangements. Partners (inclusive of same sex), husbands or fathers of an expected child are eligible to take time off to accompany the birth mother to two antenatal appointments. Staff who take up paternity leave and pay are still able to take up their right to request unpaid parental leave.

In the period between 2014/15 and 2018/19, paternity leave was taken by six academic staff, with one member of staff taking adoption leave. The numbers are too small to report by grade.

Shared parental leave has not been taken up within the Department as yet [AP 5.8]

#### **AP 5.8: Increase awareness and promote available provisions and support for staff with caring responsibilities**

#### **(vi) Flexible working**

Provide information on the flexible working arrangements available.

NTU's policies relating to flexible working arrangements are applicable to both academic and professional services/support staff. They are accessible via the staff intranet. The policy covers formal e.g. part-time contracts, as well as informal arrangements e.g. working from home. PGRs can also make use of flexible working to fit around caring responsibilities whilst studying.

Flexible working can be agreed with line managers informally. Many staff feel able to work flexibly on an informal basis, as agreed with the HoD or line-manager. Informal flexible working is part of the Departmental culture, with collegiate staff who are willing, wherever possible, to make ad hoc changes to accommodate one another's needs, e.g. swapping or covering sessions, meeting during core hours and so on.

Additionally, for example, staff with international sporting commitments can compete, utilising a combination of annual leave with working from alternative locations. This is of benefit for both parties, allowing the member of staff to fulfil their sporting ambitions whilst still performing optimally in a work context by not having to use all of their annual leave. In the Departmental staff survey 96.2% of respondents stated that they made use of flexible working hours.

Currently 5 staff (3 academic, 2 professional) work part-time (3 female, 2 male) in the Department but all staff work flexibly to maximise work output and quality.

(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 and the HoD. 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.

## **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, diversity and inclusion underpins the ethos of the Department. This is encouraged and promoted in a number of ways, including: celebrating key events such as Black History Month and International Women's Day, including Athena SWAN as a standing agenda item at weekly Senior Leadership Team (SLT) meetings and regular AS updates at Departmental Staff meetings, supporting requests for flexible working arrangements, and embedding notions of equality, equity and inclusion into the first year UG curriculum. The HoD and other senior staff role model behaviours of respect, valuing staff, whatever their role, and by celebrating the successes of all staff in work (e.g. excellent teaching, successful grant applications) and family life (such as the arrival of a new baby). 96% of staff survey respondents agreed with the statement 'there is a real commitment in my Department/School to promote equality and diversity'.

The first-year compulsory module, *Sport, Culture and Society* has a strand of work that concentrates explicitly on sport and inequality, with a clear focus on gender. Students across all four UG courses are introduced to thinking about and understanding the nuances of equality, equity and inclusion. Learners are introduced to the notion of gender ideology and are encouraged to think critically about the role gender has played in people's experiences of sport. This focuses not only on problems in sports participation, but on the under-representation of women in sports leadership and governance. Furthermore, the module considers sexuality and homophobia, and wider sociocultural and political issues around women's involvement in sport, such as funding, sponsorship and media coverage. In the second and third year, elective modules *Sociology of Sport*,

*Health and the Body, and Contemporary Issues in Sociology of Sport* scrutinise the experiences of transgender athletes in competitive and recreational sport, gender testing in elite sport, racism and discrimination in sport, as well as critically examining notions of intersectionality, social exclusion (from a global perspective) and white privilege.

Staff survey data suggests that all (100%) male and female staff feel the Department has a positive work environment, and that male and female staff were equally listened to by other colleagues and by chairs of meetings. Nearly all staff felt that neither males nor females received preferential treatment within the Department. Staff (males and females) also perceived the work environment to be more positive now than a few years ago and that the AS process had been valuable in enhancing awareness and understanding of gender, ethnicity, career progression, workload and work-life balance in the Department.

Support and understanding for mental health and wellbeing is a key focus of the Department. We have an increasing number of staff whose research considers mental health and wellbeing. Examples of current research projects include a national peer-support initiative with a mental health charity focusing on utilising physical activity for those with severe mental illness, and a PhD programme of research investigating student health, including student mental health. Furthermore, two staff members who have joined the Department in recent years are trained in Mental Health First Aid. Staff in the Department are also involved in School-wide initiatives to support student wellbeing including 27 CERT student mentors (2019-2020) in the Department to help support first and second year students throughout the academic year, and a peer support resilience and wellbeing programme (called #Me) to provide a space for second and third year students to connect, share experiences, and build supportive networks.

#### (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 are accessible through the staff intranet. Staff with line-management responsibility, mandatory EDI and dignity training contextualises NTU's policy framework, ensuring staff understand their legal and institutional responsibilities. Changes made to these policies are communicated centrally via emails to staff by HR. The HoD and Sport Science SLT are not aware of any instances where there has been a discrepancy between policy and practice within 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 shared between staff and is recorded on workloads to ensure that committee overload is generally avoided. The majority of committee roles are associated with job grade, and allocation to those roles is done in consultation with staff. Consideration to the gender balance of a committee is achieved through workload planning and where possible, committees are not represented by a single gender, with the aspiration of achieving a representative balance. Staff survey data indicates that 100% of respondents agreed that there is an appropriate representation of women on major committees within the School/Department. However, on closer inspection of the committee make-up across the Department (Table 5.6) it is notable that some committees are-male biased [AP 5.9].

**Table 5.6: Representation on Departmental Committees by gender**

	2017-18	2018-19	2019-20
Committee	Gender	Gender	Gender
Senior Leadership Team	4 (2 F, 2 M)	5 (2 F, 3 M)	7 (3 F, 4 M)
Teaching and Learning	10 (4 F, 6 M)	8 (3 F, 5 M)	10 (2 F, 8 M)
UG Course Committee	All staff teaching on relevant courses are invited to these committees		
PG Course Committee			
Athena SWAN DSAT	18 (12 F, 6 M)	20 (14 F, 6 M)	15 (10 F, 5 M)
Laboratory Committee	-	-	7 (4 F, 3 M)
SHAPE Research Committee	5 (2 F, 3 M)	5 (2 F, 3 M)	5 (2 F, 3 M)

Other committees operate at a School, College and University level (for example, the School Research Committee and the College Internationalisation Committee). Committee overload is not perceived to be an issue for any staff, and generally staff are keen to serve on committees as a way of contributing positively to the Department.

#### AP 5.9: More transparent and balanced selection of individuals for Departmental committees

##### (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 external appointments that are relative to their role and career stage through appraisal discussions and are allocated workload hours for such commitments. Correspondence from the HoD and other senior staff alert colleagues to opportunities. External

committee membership is recognised on the role descriptors for all academic staff and is used as evidence of activity in appraisals and in promotion criteria. There are a number of staff in the Department who currently serve on influential external committees. The HoD (female) has chaired the UK Sport Science Committee and served as Deputy Chair on the British Association of Sport and Exercise Sciences (BASES) Board. Another female staff member currently serves on a Parliamentary Select Committee. Most senior staff members (female and male) serve on editorial boards. A male early-career member of staff serves on an accreditation committee for BASES, while an early-career female member of staff serves on the Physiological Society Affiliate Committee. Staff are counselled by their line-managers about maintaining an appropriate work-life balance so that staff do not leave the field early. There is currently no systematic monitoring of participation by gender on external committees [AP 5.10].

#### **AP 5.10: To record and monitor participation by gender on external committees**

##### **(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 grades below Professor and HoD is overseen by the HoD, Undergraduate and Postgraduate Courses Managers, supported by the Senior Leadership Team (SLT). Professorial and HoD workloads are overseen by their line managers which is University policy. The Department uses Managing Academic Workloads (MAW) 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 balance between the activities of work commensurate with their role, experience in role and pathway allocation. It also ensures that workloads of PT staff are proportionately allocated. Systematic monitoring of MAW for gender bias is not currently embedded into Departmental practices [AP 5.11].

All staff are invited to meet with the HoD to discuss their workload, when their MAW data is examined for accuracy, balance and manageability. Adjustments are often made to account for family circumstances, health, the demands of designing and delivering new modules, and considering the challenges faced by newly appointed staff. All staff receive a copy of their personal workload allocation as held on MAW.

Staff survey data regarding workload allocation:

- 30.8% stated that they didn't feel the allocation of workload in the Department is fair.
- 53.8% disagreed with the statement 'the Department's allocation of workload is transparent'.

#### **AP 5.11: To introduce gender analysis reporting of MAW system**

#### **AP 5.12: Provide training for staff on workload model and 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.

Departmental meetings are scheduled on the days where all staff, including those on fractional contracts or those with flexible working arrangements are typically available. The majority of decision-making and committee meetings within the Department are held between 10am and 4pm. The SHAPE research seminar series takes place on Wednesdays between 1-2pm to encourage staff to attend. Groups/committees work to accommodate individual needs.

Informal social gatherings, usually among smaller groups, also follow these principles. The annual Christmas staff meal is scheduled at lunchtime to encourage more staff with caring responsibilities to attend.

The Department holds a weekly, informal coffee morning where staff socialise and informally discuss teaching and research and develop collaborations.

Nevertheless, 19.2% disagreed with the statement 'meetings and events are seldom scheduled outside of 10am and 4pm' which suggests that more needs to be done to enact these principles [AP 5.13].

#### **AP 5.13: To formalise a Code of Practice which stipulates key decision-making meetings should be held between 10am and 4pm**

##### **(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.

The Department hosts weekly SHAPE seminars delivered by internal and external speakers during term-time. Sessions are chaired by the research seminar coordinator or the proposer of the seminar speaker. Between 2016-2020, 37% of speakers were women. Reviewing this annually is not currently part of Departmental practice [AP 5.14].

**Figure 5.4: Gender balance for the SHAPE research seminar series since 2016-17**

2016-17	2017-18	2018-19	2019-20
<ul style="list-style-type: none"><li>• 7 males</li><li>• 2 females</li></ul>	<ul style="list-style-type: none"><li>• 9 males</li><li>• 10 females</li></ul>	<ul style="list-style-type: none"><li>• 13 males</li><li>• 9 females</li></ul>	<ul style="list-style-type: none"><li>• 9 males</li><li>• 9 females</li></ul>

Key celebration dates have been embedded into Departmental planning, e.g. October 2019 as part of Black History Month the Department took part in a student poll to select an Inspirational BAME scientist. This was designed to showcase the contributions that BAME scientists make to the wider community. International Women's Day (IWD) 2019 was marked through a series of events designed to celebrate the academic and sporting achievements of staff within the Department.


**AP 5.14: Implement scrutiny of research seminar data to ensure gender balance is maintained and increase diversity in speaker profiles (consideration of intersectionality)**

The online presence of the Department on the University website, which uses images of the facilities, staff and student profiles fails to adequately capture the diversity of the academic team and student population. For example, supporting images for BSc (Hons) Sport Science and Management features seven white male academics (no females) [AP 5.15].

**AP 5.15: Improve diversity of publicity materials to recognise intersectionality**

**Figure 5.5: Sport Science poster promoting International Women's Day**

Clifton Campus Celebration  
for International Women's  
Day





International Women's Day

Come join us for a celebration of International Women's Day

Our events are aimed at everyone across the University male or female.

Please come along and join in the fun

Any queries regarding the events please contact Dr Jessica Piasecki;  
[Jessica.Piasecki@ntu.ac.uk](mailto:Jessica.Piasecki@ntu.ac.uk)

**Monday 4<sup>th</sup> March;** Cross Fit taster session  
*Lee Westwood Sportshall 11.30am-12.30pm (all abilities welcome)*


**Tuesday 5<sup>th</sup> March;** Run with international athlete and lecturer Jess Piasecki (again all abilities welcome)  
*Meet outside Lee Westwood Sportshall 11.30am for a short run, we will be back around 12noon.*

**Thursday 7<sup>th</sup> March**  
 Female Physiology; the rise through the ranks  
 Come and hear how Associate Professor Kirsty Elliott-Sale has risen through the academic ranks and gain an insight to her research of all things female. You don't have to be an academic, open to all!  
 1-2pm ERD282

**Monday 11<sup>th</sup> March**  
 Q and A session with our very own international sportswoman Rachel Malcolm  
 ABK015 12-1pm.

Rachel currently plays in Scotland's Women's Rugby team, come hear how she has found rising through the ranks in a mainly male dominated sport. All questions welcome!

**HAPPY  
INTERNATIONAL  
WOMEN'S  
DAY**



**#BalanceforBetter**

**#IWD2019**

#### (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. Activities include visits to primary and secondary schools, school visits to the University (year 5-13) and school residential stays for two nights over the summer period, while undertaking science-based activities. The programme names include 'Active8' and 'High5'. Additionally, members of staff

undertaking research involving school children and teachers as participants bring those school children to the University at the end of the study to inspire participation in HE.

*'It was fantastic for our BTEC Sport and A Level PE students to visit Nottingham Trent University ... They were amazed at the quality of the facilities and equipment on offer and thoroughly enjoyed taking part in tasks and activities ... A number of students who had never previously considered University as their next pathway came away considering whether that should now become an option'*

School Teacher

In addition to our Departmental outreach activities, some of our students have volunteered for Sport Science events run by the University outreach team.

**Table 5.7: Staff and student involvement in Outreach activities by gender and year**

	Female	Male	Total	% Female
2014-15	4	2	6	66.6
2015-16	7	3	10	70
2016-17	10	5	15	66.6
2017-18	8	12	20	40
2018-19	4	9	13	30.7

The data indicates that on average females are overrepresented amongst those that engage in outreach activities (Table 5.7) [AP 5.16].

#### **2018-2019 'Experience Sport Science Day'**

Led by two female and two male academic members, assisted by 7 student ambassadors (2 female, 5 male, including 4 BAME students).

65 yr12 & yr13 pupils from across the UK visited NTU to experience a psychology laboratory experiment, data collection in biomechanics using Qualysis software and indirect calorimetry in a nutrition /physiology laboratory session.

Visiting pupil gender and ethnicity information for outreach sessions in 2018-2019 to date is: males 95, females 48, BAME at least 38 (NB some students declined information). It is recognised that the recording of numbers, activities, gender and ethnicity needs to be improved [AP 5.17].

**AP 5.16: Create a Departmental data repository to record, monitor and report on outreach activities and to increase male staff engagement levels**

**AP 5.17: To keep an accurate record of pupil attendance at outreach activities by gender and ethnicity**

## SILVER APPLICATIONS ONLY

### 6. 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 | Silver: 500 words

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

## 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.



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: [pubs@ecu.ac.uk](mailto:pubs@ecu.ac.uk)



## LANDSCAPE PAGE



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.

Application reference and priority level	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Timeframe (start/end date)	Area/person responsible (include job title)	Success criteria and outcome
<b>Section 3: The Self-Assessment Process</b>						
3 (ii) AP 3.1 Low	Conduct Departmental staff survey 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 the survey will be instrumental in tracking progress and impact of AS activities. To avoid questionnaire overload, departmental surveys will take place every two years, in the years between the institutional questionnaire.	Establish an annual schedule to review results and amend questions accordingly.  Findings reported to HoD and SLT to inform Departmental strategy.  Establish means to present survey trends to wider staff.	First Departmental Survey conducted [Achieved]. 2019 – next survey [Achieved] 2021, biennially	Chair of DSAT and HoD	Biennial survey rerun and annual schedule established.  Target 90% survey participation by 2021.  Results reported back to SSDEC (formally DSAT) to inform AS activities going forward.  Survey results presented to staff at Departmental staff meeting.
3 (iii) AP 3.2 High	Internally publish AS final submission for all staff to access.	Ensure continued transparency and accountability for EDI work by the departmental community.	Athena SWAN submission document published via SharePoint page.	April 2020	Chair of DSAT	Athena SWAN application document published internally by 30 <sup>th</sup> April 2020.
3 (iii) AP 3.3	Revise DSAT structure to support an extended EDI	The DSAT structure was established for this	Creation of EDI committee, inclusion	Autumn term 2020 – Spring term 2021	Chair of DSAT and HoD	EDI committee is formed with Terms of

High	remit within the Department.	initial application. However, the size of the current DSAT is not considered to be optimal in terms of staff engagement. For future work, a new 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.	of student voice and succession planning embedded.  Draft a mission statement for SSDEC.			Reference to mandate gender balanced membership, a regular timetable of meetings, and a programme of work.  Attendance at meetings monitored.  Mission statement produced and agreed by SSDEC.
3 (iii) AP 3.4 Low	Disseminate DSAT/SSDEC committee meeting minutes to staff within the Department.	Ensure continued transparency and accountability for EDI work by the departmental community.  Publication of minutes will ensure all staff within the Department are kept abreast of AS activities.	Approved DSAT/SSDEC committee meeting minutes shared via e-mail.	March 2020 - ongoing	Chair of DSAT	All committee meeting minutes shared with staff via e-mail once approved.
3 (iii) AP 3.5 High	Embed AS action points into staff appraisals where appropriate for future appraisal cycle(s).	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 and HoD, but to include other roles as necessary/relevant) to monitor individual milestones.	2020-21 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.
3 (iii) AP 3.6 Low	Devote a future SHAPE research seminar to formerly launch the Sport Science Diversity and Equality Committee.	Increased visibility and accountability for AS going forward is a priority.  Seminar presentation will help keep staff abreast of the aims of SSDEC and AS related activities within the Department.	SSDEC representatives present aims of the committee in a SHAPE research seminar.	2020-21 academic year – completed by end of Autumn term	Chair of DSAT	SHAPE Seminar presentation completed.  Presentation shared with all Departmental staff via e-mail.
<b>Section 4: A Picture of the Department</b>						
4.1 (ii) AP 4.1 High	Close the 5pp gap between women UGs nationally and at NTU in Sport Science over the course of the AS action plan period.	Whilst there has been considerable growth in UG student numbers during the period of reporting, the percentage representation of females has seen only a small increase and remains lower than the national increase.	Regular monitoring programme of student data.  Interrogate data annually on female students (applications, offers, acceptances) in depth to identify foci for interventions.  Develop and implement interventions in these areas. Evaluate effectiveness.  Learn from sector best practice in addressing gendered perceptions of Sport Science as a traditionally male discipline.	Autumn 2020 – Annually, ongoing	HoD, SSDEC, Course Leaders, Admissions Tutor	Reporting, monitoring and analysis occurs annually, and reports discussed by SSDEC.  Interventions identified and implemented, and evaluations ongoing/completed.  By the end of the action plan cycle, evidence of an increased percentage of female UG student enrolments.

4.1 (ii) AP 4.2 Medium	Conduct UG student focus groups to explore student experience through the student lifecycle by gender using findings to inform AP 4.3.	We currently lack any qualitative data on student experience by gender.	Focus group interviews undertaken to understand better students' views and experiences. Use findings to inform future actions.	Autumn 2020 – Spring Term 2021	SSDEC	Thematic analysis of qualitative data from focus groups undertaken.  Greater understanding of student experience through the student lifecycle by gender.  Actions in place to help address any identified issues.
4.1 (ii) AP 4.3 Medium	Using the evidence base provided by the student focus groups undertake a review and action identified improvement to Departmental publicity materials.	A DSAT review of our marketing materials concluded that there wasn't gender parity, as well as the materials not being ethnically diverse.	Marketing materials are renewed and where possible incorporate broader diversity and intersectional profiles.	Summer 2020 – Summer 2024	SSDEC with liaising with central University marketing	Publicity materials amended and reflect greater diversity and intersectionality.
4.1 (ii) AP 4.4 Medium	Conduct UG student focus groups to examine possible causes and solutions to inform AP 4.5.	There has been a year-on-year decline in the numbers of male students studying Exercise, Nutrition and Health, seeing a profile change from 54.7% to 41.2%.	Student focus group interviews undertaken.	Autumn 2020 – Spring Term 2021	SSDEC	Thematic analysis of qualitative data from focus groups undertaken and used to inform future actions. [output Committee report]
4.1 (ii) AP 4.5 Medium	Analyse and review the evidence-base provided by student focus groups and action relevant findings in Departmental publicity materials.	There is an identified need to conduct research amongst our male UG students to identify possible causes and possible solutions to curb the downward trend, which is out of kilter with national benchmark data.	Set guidelines for proportions of men and women in publicity materials.  Audit all Departmental publicity materials annually.	Summer 2020 – Summer 2024	SSDEC with liaising with central University marketing	Guidelines in place.  Publicity materials amended to ensure balanced representation of male and female staff, and male and female student profiles on external materials.

		Our Departmental and Course websites currently feature more male than female staff, as well as greater representation of male student profiles.	Departmental publicity materials are renewed.			
4.1 (ii) AP 4.6 Medium	To increase the number of female staff and female student ambassadors present at Open Days.	We receive significantly fewer numbers of UCAS applications from females, compared with males. Females are less likely to accept their offer in comparison to males.	Increase Open Day appeal to females, for example by ensuring female staff and student ambassadors are present at events, and course literature includes females.	Autumn 2020 – Summer 2021	Admissions tutor, Course Leaders	Gender parity with regards to staff and student ambassadors present at Open Days.  Proportion of applications to UG courses from females increases.
4.1 (ii) AP 4.7 Low	Review undergraduate curriculum and assessment with the aim of making course content more inclusive.	We receive significantly fewer numbers of UCAS applications from females, compared with males.	UG course curriculum and assessment reviewed.	Autumn 2020 – Summer 2021	Course Leaders, PL for UG provision	Implement changes to the UG course curriculum and assessment where appropriate.  Proportion of applications to UG courses from females increases.
4.1 (ii) AP 4.8 Medium	To devise strategies for encouraging more females to apply and to accept their offers, based on focus group data analysis and Committee review.	Over the reporting period a relatively low percentage of female applicants that are formally made an offer choose to accept.	Examine data on female acceptances to identify actions.	Autumn 2020 – Summer 2022	Admissions Tutor, Course Leaders	Proportion of acceptances from female applicants increases +10-15% by 2024.
4.1 (ii) AP 4.9 High	To explore the double issue of possible male and BAME intersectional impact on progression and attainment.	Consistently over the reporting period females have a higher success rate than their male counterparts. For males there has been a	Interrogate data on male and BAME progression and attainment in depth to identify foci for interventions, using	January 2021 – Completed by Summer term 2021	Success for All committee, Course Leaders, PL for UG provision.	Investigation on male attainment completed. Report submitted to <i>Success for All</i> committee.

		<p>concerning downward trend, with 51% (18/19) achieving a good degree (62% in 14/15).</p> <p>When comparing the award of good degrees BAME students are consistently less likely to perform as well as their white counterparts.</p>	<p>for example, NTU student dashboard, employing male and BAME role models as CERT mentors, and a review of the curriculum and assessment strategy across the courses.</p> <p>Develop and implement interventions in these areas. Evaluate effectiveness.</p>			<p>Interventions identified and implemented, and evaluations ongoing/completed.</p> <p>Stepped measures of success to see year-on-year reduction in the gap over the course of lifespan of the action plan – goal by 2024-25 the gap is closed.</p>
4.1 (ii) AP 4.10 Medium	Conduct UG student focus groups to explore student experience through the student lifecycle by ethnicity and to use this evidence-based feedback to inform future actions.	We currently lack any qualitative data on student experience by gender and by ethnicity.	Student focus group interviews undertaken.	Autumn 2020 – Spring Term 2021	SSDEC	Thematic analysis of qualitative data from focus groups undertaken and used to inform future actions. [output Committee report]
4.1 (iii) AP 4.11 Medium	Undertake focus group interviews with UG students to identify what and where the barriers to their PG progression may be.	Over the reporting period there has been a relatively low number of PGT females. Women make up approximately a third of postgraduate applications, a quarter of offers and less than 20% acceptances.	Student focus group interviews undertaken.	Autumn 2020 – Spring Term 2021	SSDEC	Thematic analysis of qualitative data from focus groups undertaken and used to inform future actions. [output Committee report]
4.1 (iii) AP 4.12 Medium	Focus group outcome to inform a review of application, offer and acceptance rates by gender PGT programmes, and wider intersectional issues.	Over the reporting period there has consistently been a low number of PGT females. Women make up approximately a third of postgraduate applications, a quarter	<p>Interrogation of qualitative data from focus groups.</p> <p>Regular monitoring programme of student data.</p>	<p>September 2020 – September 2021</p> <p>Annually</p>	SSDEC	<p>Investigation on female PGT application, offer and acceptance rates completed.</p> <p>Interventions identified and implemented, and</p>

		<p>of offers and less than 20% acceptances.</p> <p>Increasing understanding of intersectional trends in our PGT student population is important if we are to effectively support students to achieve their potential.</p>				<p>evaluations ongoing/completed.</p> <p>By the end of the action plan cycle, evidence of an increase in number of female PGT students by at least 10% at each stage of the recruitment cycle.</p>
4.2 (i) AP 4.13 High	Systematically capture and record data on applications, offers and acceptances by gender and ethnicity.	The University's Doctoral School which manages PGR admissions does not at present systematically record this data.	Make representation to the Doctoral School to ensure these data are recorded to ensure future monitoring/reporting.	June 2020 – October 2020	HoD	Membership of Doctoral School reviews admissions procedures. Regular and enhanced data collection.
4.1 (iv) AP 4.14 Medium	Hold focus groups with UG students to explore ways to achieve improved, proportionate representation of BAME students at postgraduate level, particularly female BAME students.	Ethnicity data cannot be provided due to low numbers indicating that effort is required to improve the numbers of PGR and PGT students.	Student focus group interviews undertaken, and data interrogated.	October 2020 – October 2021	SSDEC, Course Leaders	Thematic analysis of qualitative data from focus groups undertaken and used to inform future actions. [output Committee report
4.1 (iv) AP 4.15 Medium	Develop support for female UG students considering PGT and PGR study through to an academic career.	Our PGT and PGR populations are male biased. Better mentoring and support may help to address this.	Develop a research careers event targeted at female 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	<p>September 2020 – September 2021</p> <p>Autumn term, annually</p>	SSDEC, Course Leaders, PGR Lead	<p>Increase in female PGT and PGR in line with sector average.</p> <p>Develop a research careers event for female PGT students that includes visible female research career role models; and sessions demystifying the PhD process, and helping potential applicants</p>

			students about research careers.  Evaluate and run annually.			connect with potential supervisors to assist with high quality PhD proposals.
4.2 (i) AP 4.16 Medium	Increase proportion of BAME applications for academic positions.	For the reporting period the proportion of BAME staff is circa 6-8%, which is below the NTU academic measure of 13%.  Increasing the proportion of BAME candidates applying for academic positions will increase the likelihood of recruiting more BAME academic staff.	Review recruitment processes.  Recommendations from review discussed at SSDEC.	2020/21 academic year - ongoing	HoD, SLT	Review completed.  Best practice document developed, drawing on findings of review.  Target: Application pool to reflect BAME representation of Sports Science Student population currently 19%.
4.2 (i) AP 4.17 Medium	To develop a more formalised mentoring programme to help support a longer pipeline for progression.	The pipeline and leavers data illustrate that women are underrepresented at mid-career level.  Furthermore, it is recognised that whilst mentoring is currently available via a number of informal routes, this needs to be progressed to a more formalised mentoring programme to help support a longer pipeline for progression.	Implement pilot mentoring program.	2020/21 academic year - ongoing	HoD, SLT, Line Managers	Mentoring opportunities provided for academic staff.  Evaluation of mentoring programme at the end of the first year.  Indicate mentoring programme in job advertisements.
4.2 (i) AP 4.18 High	Continue to invest in and promote women's leadership training.	The Aurora programme is run by Advance HE in partnership with educational institutions to help develop	Secure SLT buy-in to support the progression of women to both	Summer 2020 – reviewed annually	HoD, SSDEC, Line Managers	Sustainable source of funds secured.



		women's leadership skills so they can advance within their careers.	academic and leadership roles.  Encourage female take-up and line-manager encouragement of the Aurora programme.  Increased Departmental commitment to Aurora uptake.			Monitor and evaluate impact of Aurora programme.  Helps to support pipeline for progression, with an increase in number of female SLs, PLs and APs.  Support the leaking pipeline at SL.
4.2 (i) AP 4.19 Medium	Promote awareness of part-time working policies to male academic staff.	Proportionately very few men within the Department work part-time.	SSDEC to discuss how best to coordinate flexible working awareness campaign for maximum impact.  Promotion of policies to staff through internal communication channels and Departmental staff meetings.	Autumn Term 2020 - Spring Term 2021	SSDEC	Campaign completed. Evaluated using staff survey responses to flexible working section.  Increased levels of uptake of flexible working policies.
4.2 (iii) AP 4.20 Medium	Interview maternity/paternity leave returners to establish what more could be done to enhance the experience of returning staff and help retain female staff at mid-career points of the pipeline.	It is important to establish what more could be done to support women and men returning from maternity and paternity leave.	Focus group with maternity and paternity leave returners undertaken.	Autumn 2020 – Summer 2021	SSDEC	Focus group interview completed. Analysis of qualitative data used to identify actions.
<b>Section 5: Supporting and Advancing Women's Careers</b>						

5.1 (i) AP 5.1 Medium	Develop more inclusive approaches to advertising of vacancies.	Whilst as a Department we actively encourage applicants from a diverse pool, it was felt that more could be done. One such step is to introduce the use of an online tool which checks for gendered language bias in job advertisements.	<p>Application of Gender Decoder screen tool for Departmental job advertisements.</p> <p>All recruitment materials are reviewed to ensure consistency of approach and messages regarding our commitment to EDI, free from gender biased phrasing and imagery.</p> <p>Evaluate effectiveness of recruitment channels in encouraging a diverse applicant pool.</p> <p>Monitor applications data for increased female and BAME applicants.</p> <p>Annual review of progress with this action, linked to staff demographic.</p>	Autumn term 2020 – Spring term 2021, ongoing	HoD, SLT, HR	<p>Materials used and experience gained to be used to develop best-practice guidelines and template job descriptions and person specifications for academic roles.</p> <p>Continuous improvement in recruitment materials e.g. use of positive imagery, absence of gender-biased phrasing, inclusion of equality statement and Athena SWAN logo.</p> <p>Continue to monitor impact and address any issues identified.</p> <p>Increased % of female and BAME applications for advertised posts</p>
5.1 (iii) AP 5.2 Medium	<p>Support for demystifying the promotion process for academic staff.</p> <p>Encouraging more staff to apply for promotions.</p>	Responses from the Staff Survey indicate that some staff are unclear or unaware of the promotion process and promotion criteria.	Determine at School level support needed for those wishing to apply for promotion.	2020/21 academic year - ongoing	HoD, Line-managers	Biennial staff survey to indicate greater number of staff indicating appraisals routinely include discussions on

			<p>Embed career development discussions in appraisal framework.</p> <p>Ensure mentors and line-managers are familiar with promotion processes and criteria and can advise accordingly.</p> <p>Mentors to be provided with staff development training.</p>			<p>promotion; greater awareness and understanding of promotion process/criteria amongst academic staff.</p> <p>From low 60% to 95%</p> <p>Pathway-specific support available to staff on T&amp;S and T&amp;P pathways.</p>
5.1 (iii) AP 5.3 High	Develop mechanisms to support understanding of promotions across pathways for academic staff.	<p>Allocations to the new pathways were introduced in 2019, and so are a relatively recent development. The Department is committed to parity of esteem between and across pathway. We need to monitor and ensure this is the case.</p> <p>Ensuring equal opportunities for career progression (and a shared understanding of the processes) is important.</p>	<p>Ensure line-managers and mentors are familiar with the pathways and can provide guidance accordingly.</p> <p>Mentors and line-managers to be provided with staff development training.</p> <p>Annual evaluation of pathway data.</p>	Autumn 2020 – ongoing annually	HoD, SLT, Line-managers	<p>Biennial staff survey to indicate greater number of staff indicating greater awareness and understanding of promotion pathways.</p> <p>Pathway-specific support available to staff on T&amp;S and T&amp;P pathways.</p> <p>Improve survey scores of women to match those of men who have been encouraged to application for promotion.</p>
5.1 (iv) AP 5.4 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	Support those staff with potential to be allocated to T&R pathway.	2022 - ongoing	HoD, SHAPE Research Committee	Comparison between NTU and similar institutions completed indicating

		provide improved data on equality and diversity which will provide us with an opportunity for benchmarking.				strengths and areas to target.
5.3 (i) AP 5.5 Low	To record staff training and conference attendance by gender.	Attendance at conference and external staff training opportunities are not currently recorded and monitored by gender.	Develop a monitoring system to record attendance by gender.	Autumn 2020 – Summer 2021	HoD, Line-managers	Attendance recording and monitoring occurs annually.
5.3 (iii) AP 5.6 High	Introduce a formal mentoring scheme for staff.	Departmental Staff Survey responses indicated a need for a formal mentoring program.	Implement pilot mentoring program.	2020/21 academic year - ongoing	HoD, SLT, Line-managers	Mentoring opportunities provided for all academic staff. Evaluation of mentoring programme at the end of the first year. Indicate mentoring programme in job advertisements.
5.5 (iii) AP 5.7 Medium	Introduce a buddy system for staff on maternity/paternity leave and formalise cover arrangements for paternity leavers. Identify best practice initiatives from other Departments/Universities.	There are currently no departmental level supporting programmes available for career break returners to facilitate their development. Staff survey shows that some respondents felt that career breaks have had a detrimental impact on their career.  Focus group with staff who have taken maternity, paternity and adoption leave has been undertaken to better	Findings from focus group interview to inform recommendations for improvements for management of leave.  Identify and offer opportunities for training and other support programmes for career break returners.	Autumn 2020 – Summer 2021	HoD, SLT, SSDEC	Point of contact ('buddy') identified for all career returners.  Relevant training and support programmes offered and/or taken up.  Report on best practice in this area submitted to SSDEC for consideration.

		understand their experiences of the management of leave.				
5.5 (v) AP 5.8 Low	Increase awareness and promote available provisions and support for staff with caring responsibilities.	Shared parental leave has not yet been taken up by any staff within the Department.	SSDEC to discuss how best to coordinate awareness campaign for maximum impact.  Promotion of policies to staff through internal communication channels and Departmental staff meetings.	September 2020 – December 2020	HoD	Awareness campaign completed. Evaluated using staff questionnaire through responses to section on types of leave, including shared parental leave. Responses to awareness of leave arrangements to increase.
5.6 AP 5.9 Low	More transparent and balanced selection of individuals for Departmental committees.	Some Sport Science committees are male-biased. Although this reflects our wider population of staff, we want to ensure females have every opportunity to participate.  Ensuring a diverse voice is heard in the decision-making process facilitates better, more informed decisions which in turn can shape the culture of the workplace.	Open calls for nomination and self-nomination sent to staff annually.  Annual review of membership on all Sport Science committees.	October 2020 – annual	HoD, SSDEC,	Increased representation of women in influential Departmental committees to achieve parity levels.
5.6 (v) AP 5.10 Low	To record and monitor participation by gender on external committees.	At present there is no systematic monitoring of participation by gender of external committees.	Committee participation data scrutinised by gender.	Summer term 2020/21 - annually	HoD, Line-managers	Report produced for discussion by SSDEC.
5.6 (v) AP 5.11 Medium	Introduce gender analysis reporting of Managing	Advance understanding of how gender and workload planning are	Workload data scrutinised by gender.	Autumn term 2020/21 – annually, each Autumn term	HoD, SLT	Report produced for discussion at SLT.

	Academic Workloads (MAW) system.	operating within the Department. Analysis used to inform future workload planning.				
5.6 (v) AP 5.12 Medium	Provide training for staff on workload model and allocations.	Data from the staff survey suggests that how the MAW model is enacted and whether this is done in a fair and transparent manner could be improved.	Training event takes place where work loading principles and tariffs for tasks communicated.	Spring Term 2021 – one-off event	HoD	Training event occurs. Subsequent staff surveys to show an increase in % staff responding positively to questions regarding work loading and allocation.
5.6 (vi) AP 5.13 High	To formalise a Code of Practice which stipulates key decision-making meetings should be held between 10am and 4pm.	Data from Departmental staff survey suggests that not all key meetings and events are scheduled between 10am and 4pm (19.2% of respondents disagreed).	A Department-wide commitment to ensuring that all key decision-making meetings are scheduled between 10am and 4pm.	September 2020 – October 2020	HoD	Subsequent staff surveys to show an increase in % staff responding positively to the scheduling of meetings question from 80.8% to 95%.
5.6 (vii) AP 5.14 Low	Implement scrutiny of SHAPE research seminar data annually.	Ensuring that females features prominently in an academic context is an important part of creating visibility and wider access for others to identify their own role models who can positively impact on their career aspirations.  Gender parity for SHAPE research seminar speakers is currently evident. Maintaining this balance is an important way of showcasing female role models at supporting their careers.	Continue to monitor gender balance of seminar series and ensure balance is maintained.	Autumn 2020 – annually (ongoing)	SSDEC, SHAPE Research Committee	Gender balance of speakers maintained. BME and intersectionality considered more systematically, with an associated increase in speakers from diverse backgrounds.  Ensure promotion of seminars is prominent and equitable.

		Consideration given to intersectionality and the importance of encouraging speakers from diverse backgrounds.				
5.6 (vii) AP 5.15 High	Improve diversity of publicity materials (including online and the Departmental website) to recognise intersectionality.	A review of our online and print publicity materials demonstrates male bias, as well as the materials not being ethnically diverse.	Marketing materials are updated, more adequately representing the diversity of the Department and the student population.	Summer 2020 – Summer 2021	SSDEC with liaising with central University marketing	Publicity materials amended to reflect greater diversity.
5.6 (viii) AP 5.16 Medium	Develop monitoring system to track University outreach activity record and report on outreach activities.  To increase male staff and student engagement.	Capturing outreach work at present is fragmented and not coordinated.	To systematically monitor staff and student participation in University outreach activities.  To gain an understanding of participation in outreach activities by gender and ethnicity.  Data on outreach activities collected and used to inform annual outreach programme.	Autumn 2020 – Autumn 2021	HoD	Annual review of staff and student engagement in outreach activities.
5.6 (viii) AP 5.17 Low	To keep an accurate record of pupil attendance at outreach activities by gender and ethnicity.	Visiting pupil gender and ethnicity data at present is incomplete. It is recognised that the recording of numbers, activities, gender and	Pupil attendance data by gender and ethnicity is collected for all outreach activities.	Autumn 2020 – Autumn 2021	HoD	Robust and meaningful pupil attendance data available for review and to inform future outreach activities.

		ethnicity needs to be improved.	To gain an understanding of pupil participation in outreach activities by gender and ethnicity.			
--	--	---------------------------------	---	--	--	--