

# Athena Swan renewal application form for departments

## Applicant information

Name of institution	Nottingham Trent University
Name of department	Department of Sport Science
Date of current application	November 2024
Level of previous award	Bronze
Date of previous award	October 2020 (submitted April 2020)
Contact name	David Hindley
Contact email	david.hindley@ntu.ac.uk
Contact telephone	0115 8483319

Section	Words used
An overview of the department and its approach to gender equality	2,371
An evaluation of the department's progress and issues	3,128
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	5,499

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

**Overall word limit: 5500 words**

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## **Section 1: An overview of the department and its approach to gender equality**

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

### **1. Letter of endorsement from the Head of the Department**

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.

Department of Sport Sciences,  
School of Science and technology

Professor Angus Hunter,  
Head of Sport Sciences,  
Nottingham Trent University,  
Clifton Campus,  
Nottingham,  
NG11 8NS

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

27<sup>th</sup> September 2024

Dear Sir/Madam,

**Re: Athena Swan application**

As Head of the Sport Science Department at Nottingham Trent University, I am pleased to endorse, support, and commit to the principles of the Athena SWAN Charter as outlined in our Bronze renewal submission. My dedication to gender equality is reflected in my research over the past eight years, which has focused on racial and gender health inequalities in post-Apartheid South Africa. This experience has strengthened my resolve to promote gender equality for both staff and students.

Our Department has over the years earned a national reputation for high student satisfaction and an excellent working environment. Our work emphasises high-quality teaching and research aimed at improving performance in elite sports and exploring the benefits of sport and exercise across the lifespan. We take great pride in the significant contributions of our female staff, which according to 2022-23 HR data comprise 44.4% of our academic team, especially in what is traditionally a male-dominated field.

We are committed to achieving gender parity in senior roles. While we currently have four male professors, we also have six male and four female associate professors, three of whom were recently promoted. Additionally, over the past eight years, we have maintained a 100% maternity return rate, and all eligible male staff have fully utilised our enhanced paternity and adoption leave during this time. Nevertheless, we recognise the need to continue improving gender equality and diversity within our Department and are working diligently toward this goal. We regularly celebrate the accomplishments of our female staff through weekly newsletters and annual Departmental awards.

To support the professional development of our research academics, we utilise the SMART (School of Science and Technology Mentoring & Academic Research Training) programme. SMART focuses on supporting early to mid-career researchers through better policy use and support systems. We also encourage our female staff to participate in the sector's Aurora programme and prioritise their nominations for the Vice-Chancellor's Future Research Leaders Programme.

We have identified that, compared to the national average, our Department has a lower percentage of female undergraduates. To address this, we are refining our marketing strategies, including increasing the representation of women in prospectuses and on our website.

Our commitment to the Athena SWAN principles has also highlighted the importance of addressing the intersectionality of gender and ethnicity. Moving forward, we will remain dedicated to our EDI (Equality, Diversity, and Inclusion) efforts, exploring innovative interventions to drive positive change.

I can confirm that the information provided in this application accurately reflects the Department's status in an open and honest manner.

Yours faithfully,



Prof. Angus Hunter  
[Angus.Hunter@ntu.ac.uk](mailto:Angus.Hunter@ntu.ac.uk)

## **2. Description of the department and its context**

### **Background**

With over 40,000 students and staff across eight academic schools, spanning three university sites and three specialist hub campuses, Nottingham Trent University (NTU) is one of the largest HEIs in the country. The University has a long history of breaking down barriers, ranked in the top five for widening participation (HESA 2021-22). NTU were the first university to sign up to the Government's social mobility pledge, demonstrating our commitment to develop appropriate routes to access and participation.

NTU works strategically to advance Equality, Diversity, and Inclusion (EDI), and to support a culture of engagement underpinned by respect. The Department of Sport Science (Department) achieved Athena SWAN (AS) Bronze in 2020, only the second NTU Department to do so.

### **Physical Environment**

The Department belongs to the School of Science and Technology (SST) and is located across two campuses – NTU's Clifton Campus and the specialist University Hub at Mansfield.

At Clifton, the Erasmus Darwin Building (ERD) is the main hub for our Sport Science facilities, housing dedicated laboratories, an environmental chamber which is approved by the British Olympic Association (BOA), and a research laboratory specifically designed to cater to the research needs of PhD students and Department studies. A more recent addition is the Sport and Wellbeing Academy (SAWA) which is fitted with state-of-the-art fitness equipment. Launched in September 2023, SAWA provides our students valuable practical experience, working on improving the health and wellbeing of the local community and schools, as well as supporting NTU's sports teams in reaching their potential.

ERD is an accessible building, equipped with ramps and lift access, as well as non-gendered accessible toilets. Free period products are available in two of these, and in other areas across campus. There is a dedicated space for nursing, expressing and rest on campus.

Space in ERD comprises a combination of shared and individual offices, as well as housing classrooms, lecture halls and study areas. There is a communal staff room, with food and drink preparation facilities, where staff network. Staff are encouraged to come together at fortnightly Department coffee morning, which helps to foster a collective and collegiate ethos.

Due to the growth in the size of the Department, staff offices can also be found in New Hall Block and ISTeC (Interdisciplinary Science and Technology Centre). There are future plans however, for all Sport Science staff to be accommodated in ERD.

The University Hub at Mansfield in comparison is much smaller but is modern and entirely accessible, with ramps, lifts, and a non-gendered accessible toilet. Sport Science at Mansfield recruits around 40 undergraduate students each year, many of

which are from non-traditional and socio-economically disadvantaged backgrounds, due to the campus location and the lower entry requirements. These smaller cohorts are well catered for with specialist facilities alongside smaller teaching spaces to accommodate Active Collaborative Learning (ACL), which is the typical Departmental mode of delivery.

In July 2020, in response to the Covid-19 pandemic, NTU introduced a working from home (WFH) policy, to support all staff with the option of flexible and hybrid working. Practices developed in the Department to keep connected with staff during the pandemic WFH period have now been embedded as good practice, for example the option to attend some staff meetings remotely, along with hybrid research seminars. However, most teaching is still on campus, providing a balance between in person and virtual interactions between and within staff and students.

## **Research**

The Department has garnered an international reputation for teaching and research. Our research takes a pluralistic and interdisciplinary approach and is oriented towards investigating the biological, physical, psychological, and societal impact of sport and exercise for health, well-being, and human performance across the lifespan. The quality of our research has been confirmed in the most recent Research Excellence Framework (REF) in 2021 which rated 100% of NTU's research environment in the Sport and Exercise Sciences, Leisure, and Tourism Unit of Assessment as world-leading or internationally excellent. The submission improved our national ranking from 75<sup>th</sup> to 44<sup>th</sup> percentile. The Department's growing academic reputation has been recognised in the QS World Rankings by Subject (2024), ranked for the first time in the sports related studies category (101-140 group).

Our Sport, Health, and Performance Enhancement (SHAPE) research centre functions across four research themes (Women in Sport; Children and Young People; Ageing Well through Adulthood; and High Performing Individuals, Teams, and Organisations) under which there are seven smaller, more subject specific research groups (Human Movement Analysis; Musculoskeletal Physiology; Nutrition for Health and Performance; Performance Physiology and Engineering; Physical Activity and Health Across the Lifespan; Sport, Health, and Society; and Sport and Performance Psychology).

Colleagues Jessica Piasecki and Anika Leslie-Walker serve as the EDI representatives for the SHAPE research committee. Their focus is on fostering an inclusive research environment and are jointly responsible for improving the research culture within our centre ahead of REF2029.

## **Education**

We offer four undergraduate courses as part of our Sport Science Cluster with BSc (Hons) Sport and Exercise Science, BSc (Hons) Sport Science, Health, and Nutrition, BSc (Hons) Sport Science and Management, and BSc (Hons) Sport Science and Coaching all taught at Clifton Campus. From September 2024, we shall be expanding our portfolio, offering all four of these courses at Clifton with an

integrated Foundation year. Additionally, we offer a FdSc Sport and Exercise Science, and BSc (Hons) Applied Sport Science at Mansfield.

Our teaching was rated as excellent as part of the NTU's Teaching Excellence Framework (TEF) Gold Award in 2023, and we are ranked in the top 20 for teaching quality in Sport Science (The Times and Sunday Times University Guide 2024). We are ranked 5<sup>th</sup> for the number of Sport Science students on year-long placements (HESA 2021/22).

Based on the opening head count for 2023-24, we have a UG community of 1,247 students (this is in comparison to 850 for 2018-19 in the previous submission). Whilst the total number of female students (329) has increased (up from 244 for 2018-19), the overall gender imbalance for our UG courses has continued during this period (27% females). Our UG community is diverse with regards to ethnicity, with 25% identifying as BAME.

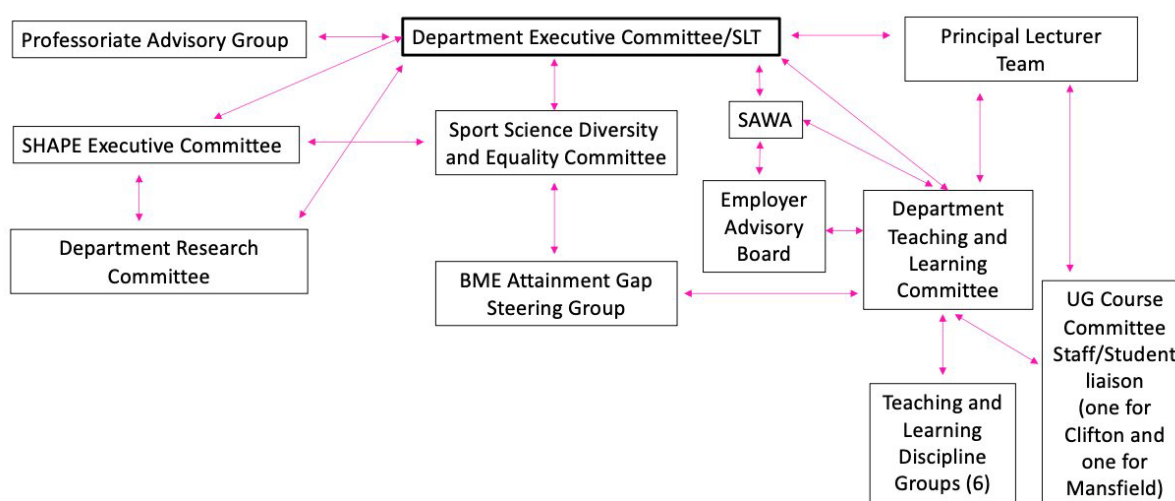
Our portfolio also includes two postgraduate taught courses, namely an Exercise Physiology MRes and Sport and Exercise Psychology MRes. This is an aspect of our provision which we are seeking to expand, with new PGT courses planned to start in 2025-26. Our existing PG community comprises 98 students: 32 PGT (40.6% females) and 68 PGR (58.8 females%) (the latter total features staff, including Academic Associates who combine a 0.5 teaching role with studying for a PhD part-time).

### **3. Governance and recognition of equality, diversity, and inclusion work**

The Department's governance and management structure reflect our commitment to EDI principles. The Sport Science Diversity and Equality Committee (SSDEC) which incorporates the Self-Assessment Team (SAT) is a core part of the Departmental architecture (see Figure 1). The overarching mission of the Committee, which has a broader focus than the original SAT which preceded it, is to *embed EDI, enabling the Department to excel in equality, dignity, and diversity practice, thus sustaining a highly effective learning and working environment characterised by fairness, equality of opportunity, and the valuing of diversity*. Reflecting this, EDI is a recurrent agenda item of the Department Executive Committee – which oversees the running of the Department - as well as the SHAPE Executive Committee, which has a specific EDI membership role.



**Figure 1. Diagram of the Department of Sport Science's Governance and Management Structure**



Since its formation, SSDEC has met termly, with typically half the agenda devoted to the implementation and monitoring of the AS action plan (see Appendix 1). The complex structural inequalities the SSDEC seeks to address can only be adequately tackled by ensuring gender remains at the forefront of its work. Relatedly, our commitment to EDI and the School's prioritising of Success for All, is echoed in the creation of a BME Attainment Gap Steering Group, responsible for developing strategies to develop culturally sensitive curricula and improve ethnically minoritised students' attainment.

To inform practice and engage the wider Department in EDI-related work, a number of initiatives have been developed. Departmental meetings (typically 2-3 per annum) provide a forum to discuss matters relevant to all staff and to disseminate information. A weekly staff newsletter regularly includes contributions relating to EDI and the work of SSDEC. Staff may also raise issues with a designated staff representative on the Department Executive Committee who is female.

In March 2024 an AS Culture Survey (CS) was undertaken, administered to all academic, technician and professional support staff within the Department. The survey elicited 46 responses (51% response rate). Additionally, a CS was circulated to all UG and PG students within the Department in July 2024.

In addition to the approaches to data collection and consultation outlined above, an ongoing body of work has been to conduct interviews with staff, as well as focus group interviews with students to enhance our knowledge and understanding. These qualitative insights, alongside the open comments in the CS have provided the SSDEC with a rich dataset of staff experiences and perceptions, which we have used to inform future actions.

## **4. Athena Swan self-assessment process**

### **Key contextual changes and developments**

Since the Department's Bronze application was submitted in April, NTU has undergone significant changes, led by the Vice Chancellor, Prof. Edward Peck and managed by the University Executive Team (UET). NTU's strategy, *University, reimagined*, comprises six strategic themes: creating opportunity, valuing ideas, enriching society, embracing sustainability, connecting globally and empowering people. Inclusive commitments include:

- Sustaining an inclusive learning and working environment which is enriched by diversity, values differences and promotes fairness, respect, and equality of opportunity.
- Encouraging widening access to study.
- Eliminate pay gaps across all protected characteristics.

This work is led by the University's EDI Team, including a new role of Executive Dean for EDI. Together they provide senior leadership in driving forward the institution's ambitions, which are due to be articulated in a new NTU EDI Plan (Summer 2024). Since 2018, the University has published an annual Gender Pay Gap Report. In 2020 NTU introduced the inclusion of the organisational ethnicity pay gap(s) data, which from 2021 has also included the monitoring and reporting of the organisational disability pay gap(s). Staff Networks have been established to provide safe spaces to discuss EDI: there are networks for LGBTQ+, Women's Staff, Parents and Carers, Disability, and Race, Ethnicity and Cultural Heritage (REACH).

Since our Bronze application, the Department has undergone a period of change, with aspirations to attain a top 10 UK status for Sport Science. Thanks to this strategic vision and the embedding of AS principles, we have become a larger and more diverse Department. We now employ 63 academic staff (from 44 in 2019/20), of which 28 are women (44.4%). Despite an increase in the percentage of women academic staff, there remains unevenness within the workforce. Relatively few women occupy the very senior level positions (Professor, Associate Professor and Principal Lecturer), although there has been an increase in the number of women at Senior Lecturer (54.1% compared with 25% in the last submission). As an addendum to the HR data contained within this appendices, it should be noted that three women were promoted to AP during the most recent round of promotions.

### **SAT and SSDEC Membership**

The SSDEC incorporates the SAT which comprises 14 members, 8 of whom are women (57%). Since our last application, its composition has altered – reflective of the length of time and the period of change within the Department. Nevertheless, we have continued to: secure leadership and senior buy-in including representation in the SSDEC; ensure representation of staff with gender expertise; and seek to maintain that SAT membership is broadly representative of the Department's composition, with a balance of stage of career, type of contract, gender, ethnicity, and other relevant protected characteristics.

Taught UG/PG students are not SAT members due to the sensitive data discussed, but their views have been sought via focus group interviews and surveys. To help inform the application for Athena SWAN Bronze Renewal, UG and PG students were recruited to form a student consultative group and asked to comment on relevant sections and to help identify priorities.

**Figure 2. SAT Composition in 2023/24**

Name	Sex	Staff role/SAT role	Employment Category			Employment Status				Personal Profile Descriptor
			Academic	Professional Services	Student	FT	PT	Permanent	Fixed term	
<b>Cleveland Barnett</b>	M	Associate Professor	✓			✓		✓		Employed at NTU since 2010. Married with two children.
<b>Ruby Butcher</b>	F	School Management Administrator		✓		✓		✓		No profile submitted.
<b>Hannah Divall</b>	F	Senior Sport Science Technician		✓		✓		✓		Employed at NTU since 2022.
<b>David Hindley</b>	M	Principal Lecturer – Teaching, Learning and Assessment Innovation  Athena SWAN Lead for Sport Science  SAT/SSDEC Chair	✓			✓		✓		Employed at NTU since 2002. Married with a daughter aged 9. Sport sociologist.
<b>Pete Holmes</b>	M	Senior Lecturer in Sport Coaching	✓			✓				Employed at NTU since 2020. Cohabiting. 13 year old daughter & 11 year old son.
<b>Angus Hunter</b>	M	Head of Sport Science  Professor of Neuromuscular Physiology	✓			✓		✓		Employed at NTU since 2021. Married with a boy aged 15 years and a girl aged 13 years.
<b>Ruth James</b>	F	Principal Lecturer – UG Courses Manager	✓			✓		✓		Employed at NTU since 2010. PDRA/PDRF for 2.5y, L/SL for 8y (including 3 periods of maternity leave), PL for 3y. Married with

										daughters (aged 9, 7 & 4 years).
<b>Anika Leslie-Walker</b>	F	Senior Lecturer Sociology of Sport  School of Science and Technology Athena SWAN Champion  NTU Race Equality Charter Self-Assessment Team member	✓			✓		✓		Employed at NTU since March 2022. Will be on maternity leave for first child in 2024/25 academic year.
<b>Helen Norris</b>	F	Senior Lecturer in Sport Science at Mansfield	✓			✓		✓		Employed at NTU since August 2020 following TUPE transfer from West Notts College. Current PhD student. Cohabiting with no children.
<b>Connor Parker</b>	M	Lecturer in Exercise Physiology & Nutrition	✓			✓		✓		Employed in current position at NTU since August 2023. Current PhD student and previously employed at NTU as Academic Associate for 5 years.
<b>Jessica Piasecki</b>	F	Associate Professor in Female Physiology  EDI representative - SHAPE	✓			✓		✓		Employed at NTU since June 2018. PT (0.6) since Jan 2020. FT since Sept 2024. EDI representative on the Department research committee. Balance academic career with elite athlete career.
<b>Molly Pocock</b>	F	Academic Associate	✓		✓		✓		✓	No profile submitted.
<b>Valeria Puddu</b>	F	Senior Lecturer in Inorganic Chemistry  School of Science and Technology Interim Athena Swan Champion (Maternity leave cover)	✓			✓		✓		Employed at NTU since 2009. PDRA for 2 years. Lecturer/Senior Lecturer since 2011. Married, one child (7 years old).

<b>Gavin Weedon</b>	M	Associate Professor	✓			✓		✓		Employed at NTU since 2016. L/SL 2016-2022, Associate Professor 2022-present. Member of SSDEC (and its equivalents) since 2018. Sociologist of sport, health, and the body. Married with a one year-old child.
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Academic involvement is recognised through NTU's MyAcademicPortfolio (MAP). Technical and professional support colleague involvement meanwhile is acknowledged and supported through line-management.

While the full SSDEC/SAT took responsibility for coordination and oversight, we relied on smaller task-and-finish groups for completion of specific undertakings, recruiting members according to expertise. Nevertheless, the writing and revision processes have been a shared endeavour – the whole SAT has editing rights - with input from all members in the identification of key priorities.

A Departmental MS Teams site has been created to enable sharing and dissemination of EDI policy and good practice. The AS Bronze submission and action plan, and EDI resources are also located in the Teams site. SSDEC-related activities and initiatives are communicated to staff and students through e-mail, newsletter, and social media, whilst the AS Lead presents regularly at Department meetings.

For the self-assessment process, we drew upon a variety of data: from quantitative HR data provided centrally, through staff surveys, interviews, and student focus groups. The Department and wider School has experienced significant change, as well as mounting workload and wellbeing challenges caused by the Covid pandemic. In response to this, we took the decision to suspend the formal application of staff surveys – which explains why the CS has been applied in the latter part of the assessment period.

Under the transformed AS Charter, the adoption of the new CS provides a foundation for longitudinal analysis, although on the flipside it has presented some challenges for comparison of survey data with the last submission. The next CS is scheduled for March 2026, and we will be applying it on a biennial basis.

Looking ahead, we plan to keep the SAT embedded in SSDEC to enable better coordination of decision-making and implementation of the AS action plan. However, attention will also be given to building capacity to support progress with the AS agenda. We will be creating an action log to capture and collate an audit trail of actions undertaken and sending each designated officer a summary of the specific activities under their responsibility. The AS Lead will have ultimate responsibility for ensuring that this action log is kept up to date by the officers responsible. Progress with the FAP will be shared annually to the Department's community via staff and student newsletters.

**Figure 3. Primary data collection in Department of Sport Science**

Date	Activity	Aim/description	Participants
January 2024	Staff EDI Survey	Initial survey to inform departmental priorities regarding ongoing EDI work, with an emphasis on SHAPE/research community.  Findings presented to SHAPE Research Committee.	All staff, N=41. 46% response rate.
April – June 2024	Semi-structured interviews with staff	Following staff EDI survey, interviews conducted with staff exploring the management and/or experience of maternity/paternity/adoption leave.	15 interviews were conducted in total: 7 females (maternity leave), 8 males (7 paternity leave, 1 adoption leave).
March 2024	Staff AS Culture Survey	AS Culture Survey with additional questions regarding ongoing EDI work.  Findings presented and discussed at SAT/SSDEC meeting.	All staff, N=46. 51% response rate.
June 2024	Mentimeter exercise with staff	Follow-up exercise from AS Culture Survey to help identify Departmental priorities regarding ongoing EDI work.  Responses presented and discussed at SAT/SSDEC meeting.	All staff present at departmental meeting, N=26.
July 2024	Student EDI Survey	Based on AS Culture Survey, revised and extended to capture taught student experiences.  Separate surveys devised for UG and PG student cohorts.	The survey elicited a low response rate – insufficient numbers to be included as part of this submission. We have identified this as an action in the FAP (see Section 3).

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

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

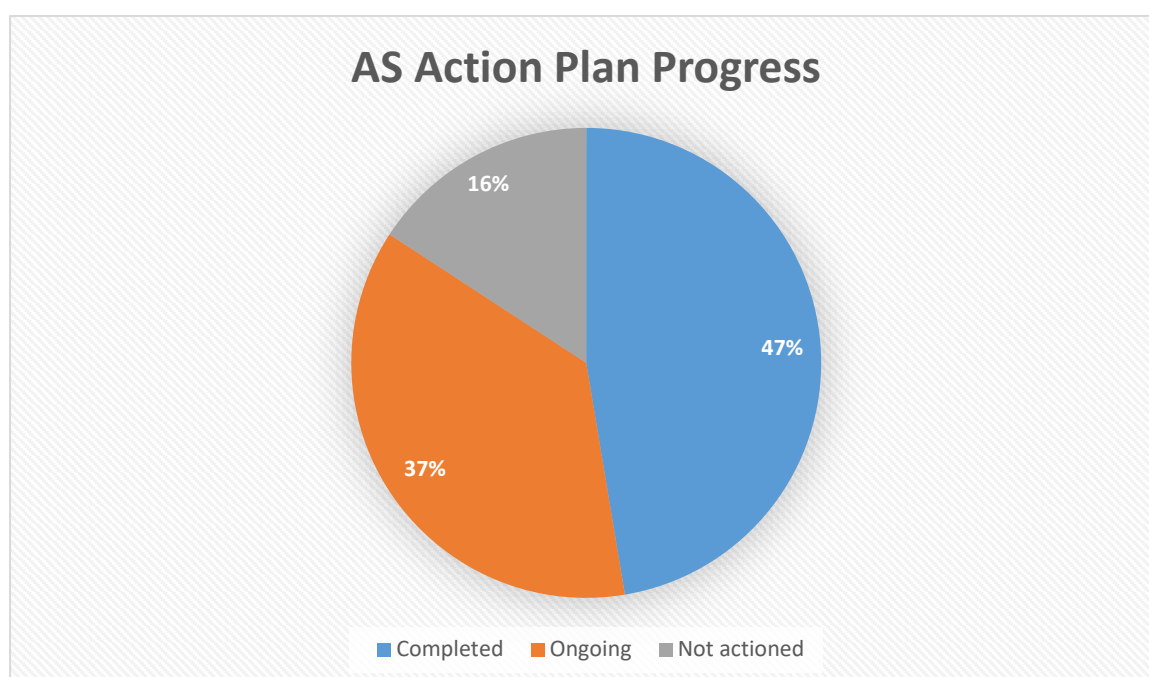
Recommended word count: 3000 words

### 1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

Incremental progress has been made towards enacting our 2020 action plan:

**Figure 4. 2020 Action Plan Progress**



The previous action plan was both ambitious and wide-ranging and has enabled us – to a degree - to successfully undertake tangible actions to address some of the identified priorities. Additionally, we have been able to make progress with a number of other objectives. At the same time however, we have identified some valuable lessons from its partial implementation, which include the following: a clearer prioritisation of areas for intervention (alongside developing a more robust rationale); avoidance of repetition and potential overlaps; stricter assignment of responsibilities and accountability for these would have aided the monitoring and implementation; some success criteria and outcomes were vague, resulting in some challenges with

demonstrating achievement; others were overly ambitious and therefore unrealistic within the timeframe to complete; dwindling SSDEC/SAT membership, alongside staff turnover and lack of human capacity, has made the action plan more difficult to execute in its entirety. Our FAP has been developed to mitigate against similar shortcomings.

It is worth recording that the AS Charter panel assessment shared similar feedback, stating that whilst the action plan comprised a good mix of admin, operational and strategic activities, the panel recommended a revision of timelines and responsibility.

### **RAG rating the AS Action Plan**

As part of the self-assessment process for this submission, the action plan was RAG rated using the ratings below:

<b>Green</b>	Indicates action is complete and, where applicable, met the desired outcome.
<b>Amber</b>	The action is ongoing, but yet to be fully completed and there has been a delay in implementing the action(s) in line with the original timescale. The majority of these have been carried through into the Future Action Plan (FAP).
<b>Red</b>	Denotes actions which were not started, will never be started, or that have been stopped after critical review.

The six red action points in our 2020 Action Plan refer to actions that weren't started, namely: monitoring current and future female undergraduate offers and acceptances data (ID12); monitoring current and future PGT and PGR applications, offers and acceptances data by gender, and undertaking student focus group interviews to better understand the gender imbalance of our postgraduate community (ID15, ID16 and ID19); and monitoring current and future PGT and PGR student intake by ethnicity, and undertaking student focus group interviews to help buttress our recruitment process against potential biases. Finally, data on outreach activities to be collected by gender and ethnicity (ID38) wasn't undertaken, mainly due to workload restrictions and the changing nature of outreach during the Covid-19 pandemic.

### **Reflections on progress achieved**

We distinguished eleven high priorities in our 2020 Athena SWAN application, each of which have been met:

- I. To establish an extended SAT which is reflective of the Department in its endeavours to understand and challenge gendered inequalities, as well as the intersectional experiences of our staff and students.
- II. To publish internally the final AS application and action plan for all staff to access to ensure continued transparency and accountability to the departmental community.



- III. To embed AS actions within formal staff appraisals where appropriate to ensure clear-cut lines of accountability and monitoring implementation of the action plan.
- IV. To improve the gender balance of our UG student population by narrowing the gap between female students nationally and at NTU in Sport Science.
- V. To interrogate the double issue of male and BAME intersectional impact on retention, progression, and attainment.
- VI. To systematically capture and record data on PGT and PGR applications, offers and acceptances by gender and ethnicity.
- VII. To continue to invest in and promote women's leadership training.
- VIII. To develop mechanisms to better support understanding of promotions across pathways (T&R, T&S, T&P) for academic staff.
- IX. Introduce a pilot mentoring scheme for staff.
- X. To formalise a Code of Practice which stipulates that core Departmental meetings should be held between 10am and 4pm.
- XI. To improve the diversity of marketing materials (including prospectus and department website) to recognise gender balance and intersectionality.

We are able to evidence advancement across a number of these priorities, as well as making progress in other areas, which also warrant highlighting:

- i. The number of women occupying senior positions has markedly increased. For example, considering the most recent round of promotions, the total number of female APs and PLs is now 6 (compared with 2 in 2018-19).
- ii. The percentage of female SLs in the Department has risen from 25% (2018-19) to 54.1% (2022-23).
- iii. The majority of UG Course Leaders are women (60%; 3 out of 5), all undertaking valuable leadership roles in the Department.
- iv. Since 2020-21, nine female staff from the Department have completed the Aurora leadership programme.
- v. The SAT/SSDEC is embedded in the organisational architecture of the Department, facilitating the sharing of best practice, and promoting collective ownership and collaborative working in advancing AS principles.
- vi. Annually, staff with line management responsibilities receive a Departmental briefing, identifying baseline items to be included as part of the appraisal process. Performance reviews are encouraged to discuss AS and EDI issues (this is in addition to undertaking the University's Equality and Diversity training).

- vii. The remit of the SAT/SSDEC has broadened, placing more emphasis on staff gender equality issues beyond the sex-based gender binary, as well as placing greater emphasis on intersectionality.
- viii. A BME Awarding Gap Steering Group has been established, chaired by the HoD, and with a specific emphasis on devising strategies designed to narrow gaps in progression and attainment between white and Black, and minority ethnic students.
- ix. A review of external visual and testimonial materials created by the University's central marketing team is now undertaken annually to maintain gender balance and diversity. Gender balance with regards staff representation at Open Days is also maintained.

Conversely, several actions are rated amber, where progress has been ongoing and/or a delay in the original timescale. In some circumstances, this may be attributed to workload capacity, as well as proving challenging due to the Covid-19 pandemic. In what follows we reflect on some of the actions rated amber, providing a brief commentary on what progress has been achieved to-date.

*Targeted analysis of student recruitment and progression from a gendered/intersectional perspective (ID6, ID17)*

Improving the gender balance of our student population at all levels (UG, PGT and PGR) was identified as a priority in our 2020 action plan. Likewise, improving BAME students' attainment at all levels, with an emphasis on narrowing the ethnicity awarding gap, is a critical issue for the Department. We have investigated potential contributing factors using the evidence we have collected and taken measures to address these challenges. However, progress has been gradual, and initiating change has not been as impactful as desired.

*More inclusive staff recruitment (ID20, ID25)*

In the previous AS application, the requirement to improve recruitment materials and selection processes was acknowledged. The Department has seen considerable growth in staff capacity since then, but more recently sector-wide challenges such as declining enrolment, increased competition, and rising costs, have placed HEIs under considerable pressure – challenges to which we are not immune. One of the consequences has been a freeze on staff recruitment, exacerbated by an institution-wide promotion of MARS (Mutually Agreed Resignation Scheme). Against this challenging backdrop, we have implemented some of the action points aimed at increasing the number of women recruited: for example, seeking to ensure diversity in the composition of shortlisting and interview panels, as well as striving for gender balance when shortlisting, whenever possible.

*Supporting career development for under-represented groups, particularly women, through progression and promotion (ID26, ID29)*

Previously, survey analysis highlighted career progression as a priority for female and other under-represented members of staff. The more recent CS and EDI staff consultation indicate that more needs to be done to devise actions targeting the

needs of staff on different contracts and at different stages of their career. As such, we will be reviewing our appraisal and mentoring processes for more effectively supporting staff – especially female and BAME staff – in working towards their objectives.

*Demystifying the promotions process, in particular for women staff (ID26, ID34)*

Whilst there have been some incremental improvements in the overall understanding of the promotions process and the annual review as part of the appraisal cycle affords a structured opportunity to discuss career progression, issues around promotions continues to be an area for concern, particularly for women. Relatedly, whilst there has been some success at promoting women to more senior roles, we need to continue to ensure that women are adequately mentored and supported throughout their career and do not hit the ceiling in middle grade positions. Monitoring gender differences in time between promotions is essential for this, as well as equitable work distribution ensuring that women are not overburdened with non-promotable roles or tasks.

*Maintaining and extending supportive and inclusive practices for all staff (ID23, ID30, ID31)*

Overall staff awareness of how institutional policies and practices were being implemented within the Department was identified as an area for development in the previous AS action plan. This included recognising and supporting flexible and part-time working and promoting this to academic staff. Moreover, maternity leave in particular was highlighted as a key area, reflected in mixed experiences – particularly of women staff - and limited awareness of what steps were being undertaken at Departmental level to mitigate against potential negative impacts of maternity leave on career development and progression.

*Addressing concerns about workload allocation and adequate recognition of teaching and administrative duties (ID27, ID28, ID33, ID34)*

Workload, understanding the workload model, and concerns regarding fair and equitable allocation of workload remain ongoing issues. Some progress has been made with the rollout and implementation of MAP with line managers tasked with accurately recording staff's teaching-related duties. Challenges with analysing this data across the Department, as well as potential discrepancies, and identifying any evidence of gender differences in workload allocation (as well as formally recording internal and external training, conference attendance etc.), make this a critical enduring area and therefore has been identified as a priority area (FAP 3.3).

## **2. Key Priorities for Future Action**

**Please describe the department's key issues relating to gender equality and explain the key priorities for action.**

For the past four years, our priorities have centred around improving equality and diversity in the Department in what remains a male dominated discipline across the HE sectors, and the professional workforce. There has been a focus on attracting a greater proportion of female students, as well as looking at how we can better develop and progress women within our staff base that are at early career to mid-career. Our commitment to the AS principles has also helped to focus attention on the intersectionality of gender and ethnicity, through implementing enhanced policies and initiatives, and initiating cultural and organisational change. The challenge, moving forwards, is to promote broad engagement and deeper embedding of these changes, while at the same time using the evidence the SAT have collected to identify new initiatives to enable both staff and students to thrive.

Building on and supplementing the ongoing areas for action, here we briefly specify the objectives which structure our Future Action Plan (FAP) (see Section 3).

### **FAP Priority 1: Improving inclusionary student recruitment, student experience, and support**

Despite increasing UG numbers between 2019-20 and 2021-22, the proportion of female students has remained relatively stagnant, and persists below the national average. Three specific objectives underpin our aspirations to address this:

*FAP1.1: Targeted analysis of student recruitment, progression, and attainment from an intersectional perspective, building on existing work*

There remains a need to better understand what motivates or discourages applicants from underrepresented groups from applying to, and accepting offers, to study within the Department. This was identified as a priority in our 2020 AP, and whilst work has been undertaken to investigate potential contributory factors, more needs to be done to support students of all genders, nationalities, ethnic and class backgrounds to feel included and to be able to succeed.

*FAP1.2: Work with student cohort to explore issues around belonging and inclusion*

Further data collection will explore concerns around belonging and inclusion to help enhance the student experience, student mental health and wellbeing, and foster a greater sense of community.

*FAP1.3: Embedding AS principles in all aspects of the student academic experience*

Over the duration of the FAP our goal is to develop a student EDI strategy aimed at improving student – especially female and BAME student's – experience from an EDI perspective. This will include improving students' awareness of Athena SWAN and our evidence-based knowledge of student EDI experience, so that we can identify new interventions to improve student wellbeing and advancement of EDI principles, specifically within the intersectionality of gender and ethnicity.

### **FAP Priority 2: More inclusive staff recruitment and retention**

The Bronze AS application highlighted the requirement to improve recruitment materials and selection processes. Whilst there has been some progress, analysis of

HR data suggests more needs to be done to successfully recruit high quality applicants from underrepresented groups, particularly women.

One of the aspects for consideration is the need to improve recruitment practices relating to shortlisting and interview panels, ensuring gender balance on panels where possible and exploring the provision of targeted job advertisements and targeted application support for underrepresented groups.

**FAP Priority 3: Provide more targeted support to career development, progression and promotion of academic staff, particularly women and other underrepresented members of staff**

As has been noted, CS analysis has shown perceptions of male bias in leadership roles, as well as certain roles being perceived as of greater status and value than others in relation to promotion and progression, that may be impacting on women's career progression. Relatedly, leadership roles may also affect promotion prospects given detrimental impact on research or scholarship time.

Work on addressing this is already underway and despite our success at promoting women to SL and more recently at AP level, staff consultation has identified that still more needs to be done to better support career development and progression. We will seek to address this, in a number of ways, including the following:

*FAP3.1: Build upon existing academic staff mentoring offer*

The SSDEC/SAT is currently exploring staff experiences and perceptions around Department mentoring to inform provision of differentiated support. In comparison with the T&R pathway, promotion of colleagues on scholarship or practice pathways is less developed, nor well understood. This suggests the need for mentoring with senior T&S and T&P staff, as well as establishing a clear pipeline of progression from probation onwards, setting out milestones at each stage and providing role models and examples. We will continue to ensure all staff – not just those academics in the early stages of their career - are aware of existing mentoring opportunities, such as SMART and Aurora. Relatedly, we will also be reinforcing skills training and staff development internally and reviewing our appraisal and mentoring processes for more effectively assisting staff – especially female staff – in working effectively towards their objectives.

*FAP3.2: More inclusive identification of promotion candidates*

Currently the Director of SHAPE and the HoD discuss promotions with staff who are at a suitable stage to apply, however it is recognised that more positive and proactive actions should be taken. Applications for promotion from groups who are underrepresented at higher grades will be supported to ensure that academic staff are going for promotion at the same career stage. Support for promotion will be embedded within the annual appraisal cycle, alongside mentoring from line managers to help identify the next stages of development and inform objective setting. Additionally, promotion will be systematically included in annual Departmental reviews, supported by discussion with HoD, to identify potential candidates.

### *FAP3.3 Address concerns with equitable and sustainable allocation of workload*

Internally we will be working towards a more comprehensive and transparent workload model, providing greater detail on the range of duties performed by staff and greater acknowledgement of leadership, teaching, and administrative activities both within the Department and at School/wider University level. As we pilot the new workload tariffs and communication of bandwidth to enable a degree of comparison, we will be monitoring the impacts of MARS and implementation of semesterisation (starting from 2025-26) on workloads.

### *FAP3.4 Achieve consistent gender balance (where possible) in allocations to committee and research theme/group roles*

The size of the Department means that committee/research group membership is typically shared between staff to ensure that the potential of committee overload is mitigated against. Analysis of committee membership will be undertaken annually, alongside the development of deputy roles in key committees to enable opportunities for leadership experience/career progression. Relatedly, committee chairs/group leads will be actively encouraged to reflect on issues of voice and recognition for women academics in their groups, and to take practical steps towards ameliorating areas of concern.

### *FAP3.5 Development of bespoke maternity leave guidance and policy*

In addition to the CS data, interviews with staff have been used to develop bespoke maternity policies to better support female staff through this time within their careers and ultimately improving the transition of more females into leadership roles. It is the intention to better support female staff by ensuring consistent and effective communication between the female on leave, line manager and relevant research teams whilst also reducing the administrative load upon return to work to allow re-engagement with research whilst balancing new childcare.

### *FAP3.6 Menopause support in the workplace*

There are a number of developments being made to better support working females going through the menopause. There have already been held a number of interactive knowledge exchange/workshops across the University to showcase research findings and detail how to support themselves and other colleagues who may be dealing within menopause symptoms in work. These actions will continue to evolve over the years and as the research continues.

## **FAP Priority 4: Deepen embedding and mainstreaming of Athena SWAN principles within Departmental culture and practice**

We are future-proofing the operations of the SSDEC/SAT and, in turn, seeking to develop its capacity to support impactful change aligned with the broadened equality agenda set out in the transformed AS Charter. A number of objectives have been identified which aim to better integrate the work of the SSDEC/SAT within the wider Department, some of which include:

### *FAP4.1 Addressing culture and communication*

Following the Bronze AS award, efforts have been made to develop awareness, culture and communication regarding gender equality and broader EDI-related issues. Alongside a designated MS Teams site, SSDEC-related activities and initiatives are communicated to staff and students through e-mail, and respective staff and student newsletters, whilst the SAT/SSDEC Chair presents regularly at whole Department meetings.

Findings from the CS however, draw attention to some staff dissatisfaction with regards to communications, with 46% of staff respondents disagreeing with the statement 'Departmental communications are clear and relevant to me and my role'.

We will monitor engagement with EDI-related agenda items in Departmental committees, to support implementing the FAP, and through quarterly reporting to SLT. We will also establish an annual EDI-dedicated staff forum to review progress.

*FAP4.2 Maintaining and extending supportive and inclusive practices for all staff*

The inclusive and collegiate environment within the Department will be maintained through recognising and supporting good practice and raising awareness and effective application of existing University policies.

*FAP4.7 Ongoing data collection in support of improved practice*

The CS will be undertaken every two years. On this basis, we will measure success in achieving FAP milestones and key outcomes, in support of applying for AS Silver in 2029.

### **Section 3: Future action plan**

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

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

#### **1. Action plan**

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



Priority/Area to be addressed	Rationale	Specific action(s) and key milestones	Person(s) responsible	Timeframe (start/end or revisit dates)	Success criteria and outcome
<b>Priority 1: Improving inclusionary student recruitment, student experience, and support</b>					
1.1 Targeted evaluation of Foundation, UG and PGT student recruitment from an intersectional perspective.	While it is a sector norm that more males apply and are enrolled on sport science courses, benchmark data shows the Department is below the national average in recruiting female students. Whilst this was previously identified as a priority in the 2020 AS Action Plan, it is acknowledged that more needs to be done to better understand what motivates or discourages both female applicants, and female students from underrepresented groups.	<p>Collate and analyse Open Day attendance data by gender. Use this data to establish baseline for attendance of females at Open Days.</p> <p>Coordinate with Marketing to undertake a review of Open Day recruitment materials re: accessibility and representation of diversity across the Department e.g., photographs, case studies, and staff/student profiles (and update where appropriate).</p> <p>Embed the practice that at least a third of student ambassadors and staff representatives at each recruitment event (such as Open Days) are female.</p>	PL – UG and PG Course Managers  Admissions Tutor  AS Lead  SST Marketing	Start: September 2025  End: September 2026	<p>Analysis of Open Day data is used to inform and embed positive changes to recruitment events, and to the way in which we communicate with applicants.</p> <p>Checks show that marketing materials evidence a gender balance in the use of photographs, case studies, profiles, etc.</p> <p>Checks show that at least a third of student ambassadors and staff representatives at each recruitment event are female.</p> <p>Increased applications (target &gt;1% per annum) by women to Foundation, UG and PGT courses where there is at present underrepresentation. Ensure increases in percentage of female applications is maintained thereafter.</p>
		<p>Review in-person Open Day presentation of courses for accessibility.</p> <p>Utilise in house accessibility teams to help and support and produce engaging presentations that remain accessible to all requirements.</p>		Start: September 2025  End: September 2026	<p>Checks show that in-person course presentations meet all accessibility requirements.</p>

		Review diversity representation on Department and Course(s) website and online/physical prospectus to ensure content adequately reflects the diversity of our student body and clearly signals our EDI commitments.	PL – UG and PG Course Managers AS Lead SST Marketing	Start: January 2026 End: December 2026	Checks show that the website/physical prospectus adequately reflects and champions the diversity of the Department.  Review of physical and online recruitment materials identifies the showcasing and championing of females that proactively markets Sport Science to potential female applicants.
		More actively recruit female students – including women of colour - in our marketing materials, emphasising cases of previous female students that have been successful in the academy or the professional world.  Utilise female leaders within the Department more actively to help showcase careers and advantages from undertaking such a degree.	Admissions Tutor Course Leaders AS Lead SST Marketing	Start: January 2026 End: December 2026	
		Monitor gender balance of students coming in through clearing (as this is where a notable number of students are incoming).	PL – Student Experience Admissions Tutor	Start: August 2025 End: December 2025 Review annually	Clearing data collated and examined on an annual basis. Analysis of data by gender used to a) provide year-on-year comparison and b) to inform approaches to proactively recruit female students during clearing.
1.2 Work with student cohort to explore issues around mental wellbeing,	Poor mental health amongst our student community is an increasing concern. Academic underperformance,	Develop an environment in which students feel able to request support with mental health issues.  Review Department policies in terms of capacity to engender	PL – Student Experience AS Lead Course Leaders	Start: September 2026 End: September 2027	Successful creation of enhanced student mental wellbeing support system and evidence of its use.  Checks indicate Department review completed, with

belonging and inclusion.	<p>reduced engagement, and increased risk of dropping out of university are amongst poor mental health's likely consequences. Loneliness and isolation due to loss of support networks pose serious mental health risks.</p>	<p>healthy and supportive learning and working environments for students, especially those that incentivise attendance.</p> <p>Work on improving students' mental health literacy by utilising existing online resources produced by the University e.g., Silvercloud, and more effective signposting of both online resources and on-campus activities.</p> <p>Ensure that students experiencing mental health issues have a named contact within the Department that allows for sympathetic consideration of these issues.</p> <p>Undertake student focus group interviews to examine perceptions of mental health support, and awareness of wellbeing resources promoting mental health and behaviours.</p> <p>Utilise data from student focus groups to co-produce guidance within the Department on how to better support mental health within student populations.</p>		<p>associated actions identified that positively impact on fostering a healthy and supportive learning environment for our student cohorts.</p> <p>Enhanced student awareness of support provided, as evidenced by student Culture Survey data with 60% (up from 50%) positively endorsing the statement 'there is a support network within the Department for students'.</p> <p>Checks indicate that there is a designated contact within the Department that has oversight of student wellbeing, and that anecdotal evidence demonstrates that this resource has positively impacted upon students' mental health.</p> <p>At least 85% of UG students (up from 81%) respond positively in the National Student Survey (NSS) to the question 'how well communicated was information about your university's mental wellbeing support services'.</p> <p>Student focus group interviews undertaken which indicate positive reception</p>
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					from student community re: increased student awareness of support provided, who to approach, and improvement of perception that the Department promotes a supportive and empathetic culture where mental health is taken seriously.
		Develop initiatives designed to help foster an enhanced sense of student community, belonging and wellbeing. This includes working in partnership with designated student communities e.g., Sport Science Student Voice Panel and SST Student Mentors, to develop extracurricular activities that are designed to enrich the wider sense of community within our ongoing provision, help to foster positive mental health, and explicitly working to ensure no gender-based indirect discrimination in choices of activity.	PL – Student Experience AS Lead Course Leaders	New initiatives disseminated to students from September 2026  End: September 2027	Extracurricular activities designed to enhance students' sense of community and belonging piloted during 2026-27.  Attendance at extracurricular activities has gender representation equivalent to student community ratio.  Enhanced student perceptions re: sense of community and belonging evidenced by student responses in the NSS and MySay module evaluations, as well as student feedback at course committee meetings.
		Collate and review existing data related to student drop-out, withdrawal and non-completion data, ensuring that gender and ethnicity data is incorporated into the analysis wherever possible.  Use data review to identify benchmarks and where	PL – Student Experience AS Lead BME Attainment Gap Steering Group	Start: September 2027  End: September 2028	Gender disparities identified in benchmark year are reduced by >1% annually until within an appropriate range of tolerance (to be determined within benchmarking process).  Agenda/minutes of SLT and SSDEC/SAT demonstrates

		<p>disparities exist. Relatedly, data analysis used to identify appropriate actions linked to addressing disparities.</p> <p>Undertake annual review and produce short report for SLT and SSDEC/SAT and disseminate for discussion at Department Meeting.</p> <p>Actively monitor future student drop-out, withdrawal and non-completion by gender and ethnicity.</p> <p>Produce an exit questionnaire for students to gain insight into the impact of any gender and/or ethnicity-led differences to the student experience.</p> <p>Use questionnaire data to inform and implement future actions.</p>		Review annually	<p>discussion and agreement of planned actions.</p> <p>Documented feedback utilising exit questionnaire on the student experience.</p> <p>Evidence of modification to EDI strategy based on student feedback and data review.</p>
1.3 Gather data about student EDI experience in the Department.	We currently know relatively little about students' lived experience of EDI in the Department, therefore lacking the knowledge necessary to develop new actions and adapt EDI policy to their needs.	<p>Organise annually a consultation with specific student cohorts e.g., Sport Science Student Voice Panel, course representatives, and SST Student Mentors, to better understand student experiences of the teaching and learning environment by reference to gender, ethnicity, and disability.</p> <p>Actively encourage recruitment of student representatives in consultative activities to provide</p>	<p>PL – UG and PG Course Managers</p> <p>AS Lead/EDI Lead to have oversight</p>	Student consultation event to have occurred within 18 months of AS award	<p>Student consultation completed and feedback used to inform and implement changes to EDI strategy.</p> <p>Gender ratio in student representation roles is at least equivalent to ratio in student community.</p> <p>Anecdotal evidence demonstrates how student consultation has positively impacted upon appropriate</p>

		voice to women and underrepresented groups.			processes within the Department.
		Develop student EDI strategy, to improve EDI culture from student perspective, explicitly working to ensure no gender-based discrimination.	AS Lead EDI Lead PL – Student Experience Course Leaders	Start: September 2026  End: September 2028	Successful implementation of a Student EDI strategy by 2027-28.  Student feedback indicates positive reception from student community.
1.4 Increased awareness of and engagement in AS amongst UG, PGT and PGR students.	Athena SWAN is designed to advance gender equality amongst staff <i>and</i> students. Exploratory evidence to date shows need to raise awareness about AS and what it means <i>for them</i> .	Introduce annual presentation to UG, PGT and PGR students about Athena SWAN and actions being taken to enhance gender equality and diversity in the student body and their impact(s).  Support Course Leaders in considering ways that positive messaging regarding gender equality, and opportunities for success in regard to gender identities can be promoted.  Update Student Culture Survey questions for the next iteration of the CS (2026) to monitor any changes.	AS Lead EDI Lead Course Leaders	Start: September 2025  End: November 2026	Online presentation disseminated to student representatives.  Student CS amended to monitor student awareness of the Department's EDI work. Use data to establish baseline, with an improvement in subsequent surveys.  Anecdotal evidence demonstrates how student awareness of Athena SWAN priorities within the Department has positively impacted on the student experience.

		Produce an article for the student newsletter about Athena SWAN and actions/achievements being undertaken within the Department.	AS Lead	Start: September 2025 End: January 2026	Improved student perception (>10%) of Department's approach to inclusivity and promoting gender equality evidenced through the student Culture Survey.
		Working in partnership with the Sport Science Student Voice Panel, organise at Departmental level public celebration events for (as examples) Black History Month, LGBT+ History, International Day of Women and Girls in Science, Neurodiversity Celebration Week, raising awareness about the intersection of gender with other protected characteristics.	AS Lead EDI Lead Student Voice Panel PL – Student Experience	Start: September 2025 End: July 2026 Review annually	A Departmental event organised for at least one of these public celebrations per year, on a rotating basis.  Event evaluation(s) demonstrates that uptake by gender is equivalent to ratio in student community (+/- 5%).
1.5 Embed AS principles in all aspects of the student experience.	As stated above, Athena SWAN is designed to advance gender equality amongst staff <i>and</i> students. Exploratory evidence to date shows need to raise awareness about AS and what it means <i>for them</i> .  Anecdotally, examples identified from within the Department suggest that studies commonly involve	Consult with the Departmental Communications Manager to ensure intersectional principles are embedded in outward communications that might reach students and wider publics.  Use existing student forums e.g., student newsletter and course committee meetings to disseminate Departmental AS principles and gender equality policies and practices.  Share updates amongst the UG and PG student communities and invite open feedback/drop	AS Lead EDI Lead AS School Champion	Start: January 2026 End: January 2027	Checks indicate that Department Communications Strategy adequately reflects gender equality principles.  Checks show that practice of regular student AS updates has been embedded.  Increase (>15%) student Culture Survey positive responses to perception of gender equality.

	samples from populations that are not diverse.	in sessions to enable ongoing development of ideas/policies.			
		<p>As we transition to semesterisation, and seek to decolonise and diversify our curriculum, ensure that our efforts consider the diverse backgrounds and lived experiences of our student community, notably female and BAME students.</p> <p>To support this endeavour, resources will be made available to staff which actively promote the principle that EDI reflections should be incorporated into practice for all.</p> <p>Encourage course and module teams to continue to promote diversity in their teaching and assessment, as well as drawing attention to the way diversity reflects our students' own diverse backgrounds and experiences.</p> <p>Increase our culture of direct consultation with a wider range of students, considering gender-based identities in the representation of these consultations.</p>	<p>PL – Teaching, Learning and Assessment Innovation</p> <p>PL – Student Experience</p> <p>AS Lead</p>	<p>Start: September 2025</p> <p>End: September 2026</p> <p>Review annually</p>	<p>Resources published on Departmental Sharepoint.</p> <p>Colleague feedback indicates that 10% of academic staff have utilised a resource in their professional practice over the previous year.</p> <p>Curriculum redesign documents demonstrate where our teaching offer has been reframed and reconstructed to make it more inclusive and the curricula more culturally sensitive.</p> <p>Evidence of implementation within appropriate modules as outlined in Module Leader reports.</p> <p>Positive impact on learning experience of female and BAME students assessed against feedback from UG student voice focus group.</p>



		<p>Continue to monitor potential bias (by gender and ethnicity) in our coursework, GBA design and presentation, assessment feedback, and moderation practices.</p> <p>Relatedly, continue to explore the use of anonymised feedback and grading to help mitigate against potential perceptions of bias.</p> <p>Work with student groups e.g., Sport Science Student Voice Panel, to assess existing UG provision and practices, with an explicit focus on ensuring that no gender-based indirect discrimination in assessment marking, moderation and feedback.</p>	<p>AS Lead PL – Academic Standards and Quality Course Leaders</p>	<p>Start: September 2026 End: July 2027</p>	<p>Evaluation of engagement with monitoring activities is reported with recommendations used to inform future changes.</p> <p>Exemplars available that demonstrate appropriate attempts to improve inclusive assessment, moderation and feedback processes.</p> <p>Student consultation indicates positive reception from student community.</p>
		<p>Line managers are proactive in encouraging colleagues to undertake relevant EDI training (that is additional to Essential Training that is mandated institutionally on an annual basis).</p>	<p>HoD/Deputy HoD EDI Lead Line managers</p>	<p>Start: September 2025 End: July 2026 Review annually</p>	<p>Content of line manager briefings includes positive messages re: signposting and encouragement to undertake EDI-related training for teaching and student-facing staff.</p> <p>Adaptation of annual staff development objectives to positively reflect inclusion of EDI-related activity (as confirmed by all appraisers to HoD).</p>

1.6 Targeted analysis of UG student progression and attainment from an intersectional perspective.	Reviewing our curriculum and assessment practices for potential gender and ethnicity biases, has highlighted a foregrounding of performance (male), team sports, as well as leaning heavily on Eurocentric examples.	Consistently review available data related to student non-continuation, degree progression, and outcomes, ensuring that gender and ethnicity data is incorporated into analysis wherever possible.  Implement strategies to better understand and address the specific issues underlying gaps in male attainment through consideration of qualitative data from our student community (e.g., focus group interviews) and engagement with quantitative data and sector evidence/related literature.  Implement strategies to reduce attainment gaps related to intersectional personal characteristics identified in data.	PL – UG Courses Manager AS Lead BME Attainment Gap Steering Group	Start: September 2026 End: June 2027	Gender and ethnicity disparities data scrutinised and reduced by >1% annually until within an appropriate range of tolerance.  Disparities in degree classifications and progression data reduced by >1% annually.  Checks indicate that disparities data is circulated across all course teams and where necessary scrutinised at module team level.  Greater clarity/understanding of the factors contributing to student non-continuation, degree progression, and outcomes by gender and ethnicity.
		Continue to offer BAME student mentoring initiative.  Evaluation of BAME student mentoring intervention undertaken, with recommendations made.	AS Lead AS School Champion BME Attainment Gap Steering Group	Start: September 2026 End: September 2027	Successful implementation and adoption of mentoring opportunities for BAME students.  Positive student feedback from beneficiaries (target 60% of respondents agreeing that their mentoring experience was positive by June 2027).
		Monitor student performance by type of assessment at UG and PGT level by gender and ethnicity.	PL – UG and PG Course Managers	Start: September 2027	Any gender/ethnicity disparities identified, with appropriate strategies implemented.

		<p>Analysis of student performance/assessment data to help identify potential disparities and inform recommendations.</p> <p>Explore the use of authentic assessments that empower and enable students to represent their own diversity, including gender-based identities if appropriate.</p> <p>This will include a review of existing assessment diet and exemplars of good practice in the use of authentic assessments developed.</p>	<p>AS Lead BME Attainment Gap Steering Group</p>	<p>End: June 2028</p>	<p>Disparities identified in benchmark year are reduced by &gt;1% annually.</p> <p>Review of existing assessments completed, with pilots developed in the use of authentic assessments.</p>
<p>1.7 Develop monitoring systems to record and report on Departmental outreach activities.</p>	<p>2020 Bronze application recognised that data collection by gender and ethnicity was not undertaken.</p> <p>Sport Science as a discipline area is unpopular amongst females in comparison to male counterparts so initiatives are required to foster their interest from an early age.</p>	<p>Consult with SST Outreach Coordinator, Sport Science Outreach Lead and others, and based on findings, develop outreach activities aimed at engaging with different age groups in local schools. The main purpose of the activities will be to engage girls with Sport Science.</p> <p>Pilot activities, collecting attendance data and participant feedback to assess effects on the attitudes of females towards Sport Science.</p> <p>Collect outreach activities data (staff and students) by gender and ethnicity, where possible.</p>	<p>Outreach Lead School Outreach Coordinator</p>	<p>Start: January 2026 End: July 2027 Review annually</p>	<p>Consultation completed and outreach activities designed as a result, aimed at KS1, KS2, KS3 and KS4 pupils.</p> <p>Initiatives piloted, with attendance data evaluation results used to modify engagement activities.</p> <p>Engagement shows that at least 1 in 10 of the female participants are actively considering undertaking Sport Science at university.</p> <p>Use monitoring data to review staff and student engagement in outreach activities, and to help inform future activities.</p>

<b>Priority 2: More inclusive staff recruitment and retention</b>					
2.1 Recruit high quality applicants from underrepresented groups, in particular women and minoritised ethnicities.	<p>In the Bronze application, the requirement to improve recruitment materials and selection processes was acknowledged. Whilst some changes have been implemented, more needs to be done to formalise and promote these and future actions.</p> <p>Given the focus in the Transformed Charter on Intersectionality, and the focus in our actions on inclusive recruitment, our targets extend to increasing participation by persons who are black or from minoritised ethnic groups.</p>	<p>Improve the Department website, particularly publicly accessible content, to better reflect the diversity of our staff, and our EDI commitments. This will entail a review of current image content and formulation of strategy to expand and diversify image content. Relatedly, review of Department website content relating to EDI governance and initiatives.</p> <p>Ensure flexible working, family-friendly policies/environment factors are visible/made explicit in recruitment material.</p> <p>Continue to review, update, and expand job advertisements and related information to ensure visibility of EDI information e.g., commitment to AS principles, and indicates encouragement of female applicants e.g., highlight in adverts that the Department seeks to recruit from underrepresented groups, and is encouraging of flexible working.</p>	<p>HoD/Deputy HoD</p> <p>HR Department representative</p> <p>SST Marketing</p> <p>EDI Lead/AS Lead to have oversight</p>	<p>Start: January 2027</p> <p>End: December 2027</p> <p>Biennial review thereafter</p>	<p>Checks indicate compliance with inclusive principles across &gt;90% recruitment material.</p> <p>10% Increase in the number of applications and enquiries to posts by women, and by persons who are Black or from minoritised ethnic groups.</p> <p>Gender equality in successful applications, subject to variation in application rates.</p> <p>Reviews will occur biennially, with comparisons to previous years on the number of applicants received across such populations. If limited change then undertake further focus groups/co-production to occur within the Department to help inform further changes and adaptations to practice.</p>

		<p>Actively disseminate job advertisements with submission deadlines to prospective female candidates, including current PGRs and ECRs (where appropriate).</p> <p>Offer mentoring and sponsorship for current PGRs and ECRs in application development and submission.</p> <p>Informal evaluation of changes and impact.</p>	<p>HoD/Deputy HoD</p> <p>HR Department representative</p> <p>EDI Lead</p> <p>Line managers</p>	<p>Start: January 2026</p> <p>End: June 2027</p>	<p>10% increase in number of applications from female candidates.</p> <p>Gender equality in successful applications, subject to variation in application rates.</p> <p>Evaluation indicates positive staff feedback to changes.</p>
		<p>Write and trial guidance document to diversifying staff recruitment within Department.</p>	<p>AS Lead</p> <p>EDI Lead</p> <p>AS School Champion</p>	<p>Start: September 2026</p> <p>End: September 2027</p>	<p>Guidance recruitment document produced and piloted, with feedback used to inform amendments.</p>
2.2 Address any potential gender bias in recruitment processes.	<p>In the Bronze application, the requirement to improve recruitment materials and selection processes was acknowledged. Whilst some changes have been implemented, more needs to be done to formalise and promote these and future actions.</p> <p>Monitor and enhance recruitment material to reduce gender bias in</p>	<p>Include and make highly visible reference to Department's AS principles, and gender equality policies and practices in recruitment materials.</p> <p>Promote professional success amongst female staff members and staff members of colour on the Department website.</p> <p>Check job specifications for unconscious bias and gender-coded language (for example, through the use of a gender decoder tool) to ensure no</p>	<p>HoD</p> <p>AS Lead</p> <p>SST Marketing</p> <p>HR Department representative</p>	<p>Immediately and ongoing from commencement of AS award</p> <p>Review annually</p>	<p>Annual review of recruitment materials, including job specifications, evidences &gt;95% compliance with inclusive principles.</p> <p>Checks indicate evaluation occurring annually. If minimal improvements (e.g., no change in diversity of appointments) upon review, then changes should be implemented and reviewed again after implementation.</p>

	the Department's recruitment process.	gender bias in wording of applications.			
		As much as possible ensure gender balanced shortlists. Provide ongoing education/drop in sessions within the Department to ensure full awareness of unconscious bias and provide support with developing inclusive recruitment practices.	HoD AS Lead	Start: January 2026 End: December 2026 Review annually	>90% compliance with inclusive principles across shortlisting.  Checks indicate that >95% staff have undertaken unconscious bias training.  100% of respondents to PG student survey in 2024 had undertaken training in understanding unconscious bias. Maintain this uptake in future student CS.
		Where possible, offer at least one female contact in adverts recruiting for posts.	HoD EDI Lead HR Department Representative	Start: January 2026 End: December 2026	Checks indicate that a female contact is included within the recruitment material for >80% posts that are advertised.
2.3 Improve recruitment practices relating to recruitment panels.	In the Bronze application, the requirement to improve recruitment materials and selection processes was acknowledged. Whilst	Monitor take-up of recruitment-related EDI and unconscious bias training for shortlisting and interview panels.	HoD/Deputy HoD HR Department Representative	Start: March 2026 End: March 2027 Review annually	Annual monitoring to achieve 100% compliance with EDI and unconscious bias training for recruitment panel members.

	some changes have been implemented, more needs to be done to formalise and promote these and future actions.	Identify measures to improve inclusivity of interview processes through engagement with sector exemplars.  HoD/Deputy HoD/an appropriate member of SLT has engaged with external training or similar and shared learning within SLT.	HoD/Deputy HoD (or an appropriate member of SLT)	Start: January 2026  End: January 2027	Adherence to inclusive guidance throughout selection process, including enhanced diversity of the composition of recruitment panels.  Overall positive conversion rates for female applicants, and by persons who are Black or from minoritised ethnic groups.
		Ensure diversity composition of recruitment panels, along lines of gender, ethnicity, grade etc. As much as possible, include female and BAME panel members, while mindful of risks of overburdening.	HoD/Deputy HoD  HR Department Representative  EDI Lead	Start: June 2026  End: June 2027  Review annually	Learning from external training is reflected in SLT minutes.
Priority 3: Supporting career development, progression, and promotion of academic staff, particularly women and other underrepresented members of staff					
3.1 Improve mentoring offer for all staff, tailored for staff on specific pathways, particularly those which are female dominated.	Despite our success at promoting women to SL and – more recently at AP level – staff consultative activities have helped to identify the need to still better support career development and progression of staff. CS and other staff consultation activities also shows need for mentoring support to be	Career development and potential future training becomes a core part of annual appraisal cycle.	HoD  SHAPE Director  Line Managers	Start: November 2025  End: July 2026  Review annually	>90% compliance with staff who request a mentor to be matched with one.  Improvement of staff perception of mentoring offer, measured in the CS. 32% of staff previously said they agree (19% of women and 42% of men) with the statement that “access to career development opportunities is fair and equal”. It is intended to improve this to at least 40%
		Better integrate T&S and T&P staff within Departmental research community. For example, the establishment of a Sport Science Scholarship Group.	PL – Teaching, Learning and Assessment Innovation	Start: September 2025  End: July 2026  Review annually	

	flexible and better tailored to the distinct pathways.	<p>Identify and promote opportunities which specifically target inclusive career development. For example, signposting to non-Departmental/University-wide mentoring and support, including SMART and Aurora.</p> <p>Evaluation of uptake of career development opportunities is undertaken.</p>	AS Lead PL – Teaching, Learning and Assessment Innovation	<p>Start: September 2025</p> <p>End: June 2026</p>	<p>agreeing with the statement with improvements by a minimum of 10% in both male and female staff.</p> <p>Evaluation of career development opportunities e.g., Aurora, demonstrates at least two separate opportunities have been identified with positive feedback received in colleague feedback.</p> <p>Checks indicate that increased average level of staff satisfaction with feedback from appraisal process and encouragement to take up career development opportunities.</p>
3.2 Inclusive identification of staff eligible for promotion, linked to targeted support for promotion candidates and mentoring.	<p>Over the period of the 2020 AP, we have proactively addressed the fact that some staff – especially women – may not put themselves forward for promotion even if they have a strong CV. Nevertheless, there remains a perception that female staff progress at a slower rate than their male counterparts. This is reflected in the AS</p>	<p>Mentors/line managers to signpost support for staff interested in applying for promotion via initial conversation with HoD/Director of SHAPE.</p> <p>Require all line managers to report on promotion readiness for staff members for whom they have responsibility.</p>	HoD SHAPE Director Line managers	<p>Start: September 2026</p> <p>End: September 2027</p> <p>Review annually</p>	<p>Increase in number of female staff applying for promotion to senior level roles.</p> <p>Evidence of successful promotion of mid-career women.</p> <p>At least one promotion of a woman to professorial level.</p> <p>90% of staff (up from 86% of women and up from 73% of men) agree that their line manager supports their career development.</p>
		Develop communication approach to create an atmosphere that encourages individual validation of academic practice across all pathways in a	EDI Lead Deputy HoD	<p>Start: September 2026</p>	



	<p>Culture Survey, with 22% of staff disagreeing with the statement that 'the rate people progress in my school/department is not affected by their gender'.</p> <p>Gender bias in performance reviews can reinforce the perception of an institutional glass ceiling.</p>	manner that recognises the gender ratios of staff within those pathways.		<p>End: September 2027</p> <p>Review annually</p>	An increase in the overall percentage of staff (from 68% to 75%) agreeing that they have received useful feedback on their career development through performance reviews.
		<p>Develop a clear pipeline for progression for all pathways (T&amp;R/T&amp;S/T&amp;P), and familiarisation of line managers with key milestones.</p> <p>To align staff with a line manager on the same pathway, where possible.</p>	<p>HoD</p> <p>SHAPE Director</p> <p>PL – Teaching, Learning and Assessment Innovation</p>	<p>Start: September 2026</p> <p>End: September 2027</p>	<p>22% of staff previously (28% of women and 15% of men) agreed that the rate people progress in the School/Department is not affected by their gender. It is intended to improve this to at least 30%</p> <p>Evidence of increasing number of eligible women engaging in the CV review process.</p>
		Include information on the promotions process for all pathways (T&R/T&S/T&P) in the Departmental staff handbook.	PL – UG Courses Manager	<p>Start: September 2026</p> <p>End: July 2027</p> <p>Review annually</p>	Improvement in positive staff CS response relating to career progression and career development. 35% of staff previously highlighted that they (33% of women and 35% of men) agree that decisions about promotion/progression are made fairly. It is intended to improve the overall percentage in agreement to a minimum of 45%.
		Training provided to all line managers to ensure consistent high quality feedback during end of year reviews, including guidance on how to identify and face potential gender biases.	<p>HoD/Deputy HoD</p> <p>EDI Lead</p>	<p>Start: September 2026</p> <p>End: July 2027</p> <p>Review annually</p>	
		Provide Departmental support for leadership/management training.	HoD/Deputy HoD	Start: September 2027	Additionally, improvements to the percentage of staff (>45%) positively endorsing the statement that "access to

				End: September 2028	career development opportunities is fair and equal". In the last staff CS, 37% of staff agreed with this statement (33% of women and 38% of men).
		Increase support for career development and progression for all existing BAME staff and especially female BAME staff e.g., through mentoring, appraisal, and support staff networks.	EDI Lead AS School Champion	Start: September 2027  End: September 2028	
		Ensure all mid-career women are encouraged to undertake leadership training e.g., Aurora, to support them in undertaking senior roles within the Department, to prepare them for the next stages of their careers.	EDI Lead AS School Champion	Start: January 2026  End: December 2026	
3.3 Address concerns with fair and manageable allocation of staff workload.	The CS revealed staff concerns with regards fairness of workload allocations, with 52% of staff disagreeing with the statement that 'workloads in my school/department are allocated fairly'. Interestingly, concerns about perceived unfairness with workload allocations was higher amongst male staff (60% of	Develop process for gathering and evaluating workload data according to EDI factors, identifying and working to address any gender inequities within workload allocations.  Monitor allocations of Departmental opportunities and resources (e.g., funding for professional development) according to pathway of colleagues.  Data evaluated and reported to SLT and SSDEC/SAT.	AS Lead Deputy HoD	Start: September 2025  End: September 2026	Workload dataset is extracted and managed appropriately.  SLT and SSDEC/SAT minutes reflect consideration of report and appropriate actions.  Staff CS indicates increased satisfaction with both level of workload experienced by staff and fair allocation across the Department. In the last staff survey 15% of staff (14% of women and 15% of men) agreed that workloads in the School/Department are

	<p>males, compared with 44% of females). Workload issues can impact on work-life balance, wellbeing, and job satisfaction. They are also likely to negatively impact the quality of work and capacity to engage with professional training.</p>	Introduce a Department specific hours-based workload allocation model, which ensures that workloads match the roles, responsibilities, and time tasks should take.	Deputy HoD Line managers	<p>Start: September 2025</p> <p>End: September 2026</p> <p>Review annually</p>	<p>allocated fairly. It is intended that at least 20% of staff positively endorse this statement.</p> <p>50% of staff overall (up from 47% of women and up from 38% of men) positively endorse the statement 'my current workload is manageable'.</p> <p>Gender inequities in workload allocation are reduced over time, so that gender allocation within categories of task is reflective of staff ratios.</p>
		Workload model discussed annually at Department meetings and refined with input from SLT.	Deputy HoD	<p>Start: September 2025</p> <p>End: September 2026</p> <p>Review annually</p>	
		Where there are perceived underestimates, gather data on realities of roles; where necessary, compare roles with other Departments.	Deputy HoD SLT Line managers	<p>Start: September 2026</p> <p>End: September 2027</p>	
		Line managers engage with staff on annual workload modelling; projected workload individually discussed with each member of staff in a timely manner.	Deputy HoD Line managers	<p>Start: September 2025</p> <p>End: September 2026</p>	

		In distribution of workload, ensure that female staff are not overburdened with roles and tasks with perceived lower 'promotion return'.	Deputy HoD EDI Lead AS Lead Line managers	Start: January 2026 End: January 2027	
		Workload model reviewed and audited annually to ensure recognition of traditional women's activities (such as teaching, pastoral care, and admin) in the workload model.	Deputy HoD EDI Lead AS Lead Line managers	Start: September 2027 End: September 2028	
3.4 Achieve consistent gender balance (where possible) in allocations to committee and research theme/group roles.	To identify any gender patterns or bias, including in appointment to Committee chairs/group leads.  Ensure appropriate gender balance in internal committees.	Reviewing committee membership annually; aiming for gender balance on committees for 2027-28.  Process of allocation/appointment of roles reflects Department's gender balance and facilitates an equitable allocation of workload and enables career progression. This includes actively encouraging women to go for committee roles via the appraisal process, and also via targeted meetings and improved mentoring of mid-career female staff.	Deputy HoD SHAPE Director EDI Lead	Start: November 2025 End: November 2026	Checks indicate gender balance in >80% of Departmental committees achieved, including of committee chairs/group leads in line with gender balance in Department.

		Encourage Committee chairs/group leads to critically reflect on issues of voice and recognition for women academics in their groups, and to take practical steps towards ameliorating areas of concern.  To develop guidance notes/principles for Committee chairs/group leads on inclusive meetings.		Start: September 2025  End: September 2026	Draft guidance notes for chairs/group leads to be disseminated, explaining the inclusion of this action item, setting out some practical steps chairs may wish to consider implementing in their group.  Increase the proportion of female academic staff who report feeling listened to in their committee/group.  It was reported in the 2024 Culture Survey that 66% of staff (71% of women and 62% of men) endorsed the statement that they felt comfortable speaking up and expressing their opinions. For the next staff Culture Survey the overall target is >75% agreement.
		Development of deputy roles in key committees in order to allow for more opportunities for career progression.		Start: September 2026  End: June 2027	
3.5 Development of bespoke maternity leave guidance and policy.	Our staff CS data, alongside other consultative work undertaken by the SAT has identified inconsistencies in the approaches adopted by line-managers, as well as aspects that could be strengthened with regards supporting	Development and trial of in-house guidance document for line-managers designed at providing better support for females during maternity leave and improving the return to work experience.  Ensure phased return plan to full workload where possible.	HoD EDI Lead AS Lead	Start: September 2025  End: September 2026	Checks indicate bespoke maternity guidance document disseminated to all line-managers.  Checks indicate line manager implementation of inclusive principles in supporting staff before, during and after maternity leave.

	female staff on their return to work.	Conduct follow-up staff focus group interviews to scrutinise bespoke maternity guidance for line-managers, as well as interviews with staff regarding their experiences of maternity leave post-changes in Departmental guidance.			<p>Improve positive staff CS responses relating to support for staff with caring leave. 75% of staff (up from 62% of women and up from 58% of men) agree that the School/Department provides staff with support around all types of caring leave.</p> <p>Follow-up interviews conducted with feedback used to evaluate changes and inform future action(s).</p>
3.6 Menopause support in the workplace.	<p>We are committed to creating an open and supportive culture for all colleagues. As part of that commitment, we seek to support colleagues who experience menopausal symptoms.</p> <p>The 2024 CS data, in conjunction with other consultation e.g., interviews with staff, identified a need for greater support for staff with managing menopausal symptoms, and awareness raising.</p>	<p>Increase awareness amongst staff of menopause and the impact of menopausal symptoms on working life.</p> <p>Use existing forums (for example, staff newsletter) to promote the Menopause Café Network, which is available to anyone experiencing menopause, supporting someone going through menopause, or anyone who just wants to learn more.</p> <p>Continue to build on existing knowledge exchange/workshops to showcase research findings and support.</p>	<p>HoD/Deputy HoD</p> <p>EDI Lead</p> <p>AS School Champion</p>	<p>Start: September 2025</p> <p>End: July 2026</p>	<p>65% of staff (up from 62% of women and up from 38% of men) agreed that the School/Department has a positive work environment.</p> <p>75% of staff (up from 71% of women and up from 38% of men) agree with the statement 'I feel that people really care about me in my School/Department'.</p> <p>Feedback from EDI-dedicated staff forum is positive and is mentioned in qualitative CS comments.</p>
<b>Priority 4: Deepen embedding and mainstreaming of Athena SWAN principles within Departmental culture and practice</b>					

4.1 Addressing culture and communication.	<p>The staff induction process has not previously been reviewed; no specific gender and diversity component has been formally integrated in the induction process.</p> <p>The CS highlighted staff dissatisfaction with existing communications. 46% of staff disagreed with the statement that 'Departmental communications are clear and relevant to me and my role'.</p>	<p>All new staff inductions to include a dedicated session on Department AS principles and gender equality policies and practices.</p> <p>Use existing forums (e.g., staff newsletter/Department meetings) to signpost EDI-related guidance and policy updates.</p>	<p>PL – Teaching, Learning and Assessment Innovation</p> <p>AS Lead</p> <p>EDI Lead</p>	<p>Start: September 2025</p> <p>End: September 2026</p>	<p>Annual monitoring and review of staff induction, with positive feedback from beneficiaries; results reported to SLT and SSDEC/SAT.</p> <p>Improve positive staff CS responses relating to Departmental communications. 40% of staff (up from 24% of women and up from 23% of men) agree that Departmental communications are clear and relevant to me and my role.</p>
4.2 Maintaining and extending supportive and inclusive practices for all staff (particularly those with caring responsibilities).	<p>Our staff CS data suggests a bundle of concerns regarding the implementation of flexible working policies, as well as providing support for staff with all types of caring leave. This was reinforced in staff interviews. In relation to caring responsibilities, these data suggest we are yet to offer sufficient support to those with caring responsibilities.</p>	<p>Include discussion of flexible working in line manager conversations with staff returning from maternity/paternity (and other forms of leave).</p>	<p>EDI Lead</p> <p>AS Lead</p> <p>Line managers</p>	<p>Start: September 2025</p> <p>End: September 2026</p>	<p>90% of staff (up from 71% of women and up from 85% of men) agree that the School/Department enables flexible working.</p> <p>Feedback from EDI-dedicated staff forum is positive and is mentioned in qualitative staff CS comments.</p> <p>Attendance data at Department meetings and events demonstrates an increase over time (based on benchmarking identified in review).</p>
		<p>Disseminate relevant EDI and AS policies and procedures via staff newsletter.</p>	<p>EDI Lead</p> <p>AS Lead</p>	<p>Start: September 2025</p> <p>End: June 2026</p>	
		<p>Utilise staff Departmental meetings to promote and discuss new and existing flexible working policies.</p>	<p>EDI Lead</p> <p>AS Lead</p>	<p>Start: September 2025</p> <p>End: July 2026</p>	

	Of particular concern, the CS revealed that 52% of staff felt that the work environment less positive than a few years ago.				Gender ratio of attendance is proportional to staff group ratio.
		Review and adapt scheduling of core Department meetings e.g., away days, SLT, SHAPE, and Department activity such as research seminars – including the benefits and expectations of attendance for all – to maximise inclusivity by considering core business hours (identified as between 10.00-4.00) and caring duties.  Review completed, with recommendations made.	AS Lead AS School Champion	Start: September 2025  End: July 2026	65% of staff (up from 52% of women and up from 62% of men) agree that the timing of School/Departmental meetings and events takes into consideration those with caring responsibilities.  55% of staff (up from 52% of women and up from 49% of men) agree that social and networking events in the School/Department are arranged at times when they can attend.
		Establish an annual EDI-dedicated staff forum.	EDI Lead AS School Champion SSDEC/SAT	Start: November 2026  End: November 2027	Evaluation process identifies that direct staff consultation has occurred through EDI-focused staff forums.
4.3 Increase the percentage of women feeling confident in seeking support for mental health at work.	During the pandemic, staff faced mounting challenges in terms of workload and wellbeing. This is reflected in the staff CS which shows a decline in satisfaction on a number of fronts.  The 2024 staff CS revealed that 24% disagreed with the	Develop a summary document for staff colleagues in relation to mental health and wellbeing at work.  Utilise the staff newsletter, staff handbook, and Departmental meetings to help promote and signpost existing University resources which encourage staff to look after themselves and their colleagues. To link information and links to the	HoD/Deputy HoD  EDI Lead/AS Lead to have oversight	Start: September 2026  End: September 2027	Increased confidence in staff CS responses with regards to seeking support for mental health and/or wellbeing at work. For example, 45% of staff (up from 38% of women and up from 30% of men) positively endorse the statement 'my mental health and/or well-being are supported in my School/Department'.



	statement 'my mental health and/or wellbeing are supported in my school/department'. Relatedly, 15% of staff respondents did not know where to seek support for mental health and/or wellbeing at work.	MyWellbeing website, Supporting Colleague Mental Health Programme, and the University's Occupational Health service.			<p>50% of staff (up from 38% of women and up from 38% of men) agree that they feel confident asking for mental health and/or wellbeing support at work.</p> <p>72% of staff (81% of women and 62% of men) agree that they know where to seek support for mental health and/or wellbeing at work. It is intended to increase overall agreement by &gt;5%.</p>
4.4 Increase engagement and awareness of EDI policies, including improved signposting of existing anti-bullying and harassment policies and reporting mechanisms.	The 2024 CS revealed that 28% of staff did not know how to report bullying and/or harassment. Relatedly, of concern, 13% of staff reported dissatisfaction with how bullying and harassment are addressed in the Department.	<p>Implement a sustained approach to processes and events for promoting awareness that supports an anti-bullying culture.</p> <p>Ensure that all colleagues are aware of the University policy and the procedures relating to bullying and harassment.</p> <p>Training provided for all line managers.</p> <p>Augment information on bullying and harassment in staff induction materials.</p> <p>Review provision of information to existing staff in the staff handbook and the staff newsletter.</p>	HoD/Deputy HoD EDI Lead AS School Champion	<p>Start: September 2026</p> <p>End: September 2027</p>	<p>Review is reported to SSDEC/SAT that demonstrates implementation of an appropriate process.</p> <p>80% of staff have engaged in at least one element of the approach by June 2027.</p> <p>Majority of line managers understand how to report instances of bullying and harassment and are able to explain the processes to their direct reports by 2026.</p> <p>40% of staff (up from 33% of women and up from 19% of men) agree that Departmental management is active in tackling bullying and harassment.</p> <p>Reduce the proportion of staff by at least 5% reporting that</p>

					they have experienced bullying and/or harassment in the School/Department comparatively to previous CS data (29% of women and 8% of men as measured in the 2024 Culture Survey) and reduce the proportion of staff reporting that they have witnessed bullying and/or harassment in the School/Department (23% of women and 7% of men as measured in the 2024 Culture Survey).
4.5 Broaden EDI agenda by placing a greater emphasis on intersectionality and on gender equality issues beyond the sex-based gender binary.	The Transformed AS Charter makes awareness of the compound inequalities resulting from the intersection of gender with other characteristics a central concern. Our SSDEC/SAT will continue to adopt an intersectional approach to its activities, in particular in relation to ethnicity, and gender equality beyond sex-based binary.  Our aim is to make it clear that non cis-	SSDEC/SAT regularly monitors staff and student data by gender and ethnicity and gender and disability.	AS Lead	Start: September 2026  End: September 2027	Data monitored annually; identify any trends in the data and revise FAP accordingly.
		SSDEC/SAT deepens understanding of how intersectional issues affect experiences of staff and career development by working closely with line managers and mentors.	AS Lead EDI Lead	Start: January 2026  End: January 2027	Identify at least two measures to address how intersectionality may affect career development and progression.
		SSDEC/SAT deepens understanding of how intersectional issues affect experiences of students by working with the Sport Science Student Voice Panel, which is	AS Lead	Start: January 2026  End: January 2027	Presentation to SSDEC/SAT on impact of intersectional inequalities on female student experience and attainment.

	gender identities are welcome and celebrated so that trans, non-binary and intersex staff and students feel included and able to be their authentic selves.	involved in co-designing equality initiatives.			
		Promote University/School events during LGBT+ History Month to recognise and value diversity of gender identity, gender expression, and sex characteristics.	AS Lead EDI Lead AS School Champion	Start: September 2026 End: September 2027	Checks indicate positive promotion and championing of events to staff and students.
		Take active steps to ensure that trans, non-binary and intersex staff and students feel welcome in the Department, notably by drawing attention to University networks and specialist support available, including provision of unisex facilities.	EDI Lead AS School Champion	Start: June 2026 End: June 2027	Checks indicate that student induction includes discussion of student-focused EDI strategy, with an emphasis on seeking to advance gender equality issues beyond the sex-based gender binary.  Checks indicate that information on trans and non-binary staff and student support is made available from induction.  Improve student Culture Survey responses (>10%) which positively endorse the statement 'there is a support network within the department for students'.
4.6 Extend mainstreaming of EDI work through incorporating	In the 2024 CS, only 48% of staff felt their contributions were valued in the	EDI a standing item at all Departmental committee meetings (where appropriate).	EDI Lead AS Lead	Start: September 2025	AS actions embedded into Committee planning and agenda setting to underscore the importance and visibility of

relevant AS actions into each committees' EDI actions (where appropriate).	Department. The Department has been through a period of growth and change in recent years. In a large Department, where many members of staff are relatively new, it is harder to sustain a strong community where people feel cared for and recognised.			End: September 2026	EDI-related work which is core to the Department's ethos and aims.
		Encourage staff to get involved in promoting a culture of equality (e.g., via line managers), with activities that support the AS agenda linked to Departmental citizenship.	AS Lead EDI Lead HoD/Deputy HoD Line managers	Start: September 2025 End: September 2026	AS activity discussed during 100% of annual reviews (as confirmed by all appraisers to HoD).  74% of staff (68% of women and 73% of men) agree that they feel like they belong in the School/Department. It is intended to maintain or increase this satisfaction.
		Progress on and update of actions reviewed annually by SSDEC/SAT and discussed at Department staff meeting, to review findings/inform design of AS Culture Survey.  Ensure that the staff newsletter celebrates the full variety of staff's accomplishments and contributions to the Department (beyond publications and research grant awards).	AS Lead	Start: September 2025 End: October 2026	60% of staff (up from 52% of women and up from 46% of men) agree that their contributions are valued in the School/Department.  60% of staff (up from 52% of women and up from 42% of men) agree that the School/Departmental leadership actively supports gender equality.
4.7 Ongoing data collection is needed to monitor progress in support of improved practice.	Staff and student consultation is crucial. Staff and students will have their own views on the Department's gender equality priorities, and understanding their appetite for this work can be useful for	Creation and circulation of biennial staff AS Culture Survey, informed by FAP.	AS Lead EDI Lead AS School Champion	Next staff CS is due in 2026, then every two years	Staff CS response rate improvement to 60% from 2026. 2024 baseline: 51%.  Student CS response rate improvement by >30%.
		Creation and circulation of biennial student AS Culture Survey to track progress of FAP actions relating to students.	AS Lead EDI Lead	Next student CS is due in 2026, then every two years	FAP updated on the basis of the survey findings.

	<p>developing and communicating actions and priorities.</p> <p>Biennial staff Culture Survey will assess staff views of working culture, enabling the monitoring of the FAP and to ensure that this plan is updated in accordance with the changing environment.</p>	<p>Ensure that the student CS is always issued in term time. Liaise with student course representatives and the Student Voice Panel to raise awareness and encourage completion.</p> <p>Explore the possibility of incentives to help increase the student CS response rate.</p>	AS School Champion		
<b>Priority 5: Actions pertaining to SSDEC/SAT</b>					
5.1 Termly meetings of SSDEC/SAT dedicated to AS.	Ensures action points are followed up and enables additional action points to be identified to ensure continued progress.	<p>SSDEC/SAT meets termly, documenting whether action points are achieved, record any issues in achieving actions, and maintain an updated FAP.</p> <p>Annual update of FAP to SLT.</p>	AS Lead EDI Lead	Immediately and ongoing from the commencement of the AS award	Termly meetings of SSDEC/SAT meetings have occurred, with >70% actions being reviewed and >50% actions completed. Approved meeting minutes circulated to staff.
5.2 Regular review of SSDEC/SAT membership.	SSDEC/SAT membership to be representative of the wider Department for effective implementation of FAP. SSDEC/SAT work does not fall disproportionately on women or other underrepresented groups.	<p>Annual review of SSDEC/SAT membership to ensure representativeness.</p> <p>To introduce the principle that the SSDEC/SAT Chair should rotate every two years.</p> <p>To embed a process whereby the training needs of SSDEC/SAT members are evaluated annually, identifying desirable and essential.</p> <p>To establish a process for ensuring that SSDEC/SAT</p>	AS Lead EDI Lead	<p>Start: October 2025</p> <p>End: July 2026</p> <p>Review annually</p>	<p>The composition of the SSDEC/SAT is representative of the wider Department, including people from a variety of backgrounds, and with different experiences, with consideration of intersectionality.</p> <p>Checks indicate that the SSDEC/SAT Chair rotates every two years.</p> <p>Checks indicate that SSDEC/SAT has a process</p>

		members have completed EDI and other relevant training.			for identifying the training needs of its members.  100% of SSDEC/SAT members up to date with EDI and other relevant training.
5.3 Ensure AS activity is recognised in workload allocation and annual reviews.	Ensures that AS activity can be achieved and acknowledges the importance of the activity.	Inclusion of AS activity in workload planning and allocation.  Discussion of AS activity as part of annual review process.	AS Lead HoD/Deputy HoD  Line managers	Start: November 2025 End: November 2026  Review annually	Checks indicate that AS activity is included in workload allocation model.  Discussion of and support for AS activity at annual review (confirmed by all appraisers to HoD).  A minimum of 40% of staff (up from 24% of women and up from 15% of men) agree that equality, diversity and inclusion work is recognised when workload is allocated (as measured in the staff Culture Survey).
5.4 Annual recruitment of student representatives.	Improve representation on SSDEC/SAT to better reflect whole student body for effective implementation of student focused gender equality issues.	Recruit student representatives (UG/PGT/PGR) to SSDEC/SAT to better reflect gender and ethnicity of Department student cohorts.	AS Lead EDI Lead  Course Leaders	Start: October 2025 End: July 2026	Checks indicate that SSDEC/SAT membership better reflects gender and ethnicity of UG, PGT and PGR student population.
5.5 SSDEC/SAT subgroups established annually to oversee	Effective monitoring, review, and implementation of FAP.	SSDEC/SAT subgroups identified and established.  Subgroup leads to undertake annual evaluation of progress against relevant actions	AS Lead EDI Lead	Start: October 2025 End: October 2026	Checks indicate that Subgroup leads report on implementation of FAP to SSDEC/SAT at termly

substantive priority themes.		(minimum of 15% progression annually re: completion of FAP actions).		Review annually	meetings, including an annual summary.  Checks indicate a minimum of 15% progression annually towards completion of FAP.
5.6 Monitor and Support Action Owners in implementing FAP.	Effective monitoring, review, and implementation of FAP	Create a dynamic, accessible check system for each lead to monitor progress on their assigned objectives making it easier for each action owner to understand their responsibilities under the FAP.	AS Lead EDI Lead	Within the first six months of the AS award, with annual review thereafter	By 2028 80% of FAP actions green, 15% amber and 5% red.
		For each action owner to be provided with their own individualised task list to be completed for the academic year. List to be revised at start of each academic year and progress to be reviewed.	AS Lead EDI Lead	Start: October 2025 End: October 2026 Review annually	

## Appendix 1: April 2020 AS Action Plan

ID	Issue identified	Planned actions to address issue	Person responsible (include job title)	Success criteria and outcome	Start	End	Action taken since action plan created in 2020	RAG
<b>Section 3: The Self-Assessment Process</b>								
1	Historically, departmental surveys were not undertaken. There is a need to systematically consult with staff, and to track progress and impact of AS and EDI activities.	Conduct biennial departmental staff Culture Survey.	AS Lead, AS School Champion	Biennial schedule established.  >60% response rate for staff survey.  Survey results analysed and reported at SAT/SSDEC to inform future actions.  Topline survey results presented to staff e.g., newsletter and/or departmental meeting.	Autumn 2021	Survey conducted biennially	Survey put on hold between 2020 and 2022 due to Covid. Was then delayed due to SST staff survey but has been reinstated for 2023-24.  In March 2024 the AS Culture Survey was undertaken, administered to all academic, technician and professional support staff within the department. The survey elicited 46 responses (51% response rate).	
2	Ensure transparency and accountability for AS and EDI-related work by the departmental community.	Publish AS Bronze Application for all staff to access.  Mainstream AS and EDI work within our everyday teaching, research, and administration, by making AS a standing agenda item on all major committees.	AS Lead	AS application disseminated to staff and shared with new staff on request.  AS application uploaded to SST MS Teams for staff to access.	April 2020	April 2020	AS application e-mailed to department staff. The document is also available on request, and downloadable via SST MS Teams to ensure full transparency and accountability.  AS is a standard item on SLT meeting agendas.	
3	To revise the composition and focus of the SAT in order to support an extended EDI remit within the department.	Creation of a new EDI committee (Sport Science Diversity and Equality Committee).	AS Lead	EDI committee established, with its own terms of reference to mandate gender balanced	Autumn 2020	Termly meetings	SAT was disbanded, replaced by the new SSDEC. Staff across the department were asked to volunteer to participate.	



				membership, termly meetings, and oversight of the AS action plan.			Representation sought to reflect the diversity of the department.  Meeting attendance is monitored, and updates disseminated.  A mission statement/terms of reference agreed for SSDEC.	
4	Ensure both individual and collective responsibility and accountability for enacting the AS action plan.	Liaise with HoD and line managers with a view to embedding EDI-related objective setting into annual staff appraisals.  Mainstream AS and EDI work within our everyday teaching, research, and administration, by integrating within the annual appraisal cycle.	AS Lead, HoD, Line Managers	EDI-related objectives and specific AS action plan items successfully integrated within the annual appraisal cycle.  Review/audit of AS action plan on a termly basis via SAT/SSDEC.	September 2020	Annually	We have had some success in ensuring that EDI-related work is included in line manager briefings.  End of year performance reviews are encouraged to discuss AS and EDI issues.  Monitoring and evaluating the implantation and impact of this has proved challenging, however.  A review/audit of AS action plan is a standing agenda item on SAT/SSDEC meetings. Any delays in progress or unsuccessful measures were followed up.	
5	Raise the profile of our AS and EDI activities internally, using departmental forums to underscore the relevance and importance of the SAT/SSDEC to the wider department.	Devote a future SHAPE seminar to formerly launch the SSDEC.	AS Lead	SHAPE seminar presentation completed.  Presentation shared with staff.  Members of SAT/SSDEC enabled and encouraged to promote our activities	2020-21 Academic Year		SHAPE seminar series suspended due to COVID-19.  Since its resumption, it was concluded that this wasn't the most effective forum.  As an alternative solution, SSDEC updates have been shared at department	

				to the wider department.			events and via the staff newsletter.	
<b>Section 4: A Picture of the Department</b>								
<b>6</b>	Department has attracted a lower proportion of female undergraduates than the national/sector average.	<p>Annual monitoring of student recruitment data.</p> <p>Interrogate School Insights/Power-BI data relating to female undergraduate students e.g., applications, offers, acceptances, to identify foci for possible interventions.</p> <p>Design and implement interventions designed to boost active recruitment of female students e.g., more active recruitment of female students in our marketing materials and at Open Days.</p> <p>Learn from sector best practice in addressing gendered perceptions of Sport Science as a traditionally male-dominated discipline and industry.</p>	HoD, AS Lead, Course Leaders, Admissions Tutor	<p>Annual monitoring and analysis of School Insights/Power-BI data relating to female recruitment, with findings discussed at SAT/SSDEC.</p> <p>Interventions implemented, with evaluations ongoing/completed.</p> <p>By the end of the AS action plan cycle, evidence of a narrowing of the 5% gap between female undergraduates nationally and at NTU in Sport Science.</p>	November 2020	Annually	<p>According to School Insights/Power-BI data intake of female undergraduate students has remained relatively stagnant (between 28-26 per cent).</p> <p>The proposed actions appear therefore to have had little impact.</p> <p>We rolled over this action to FAP.</p>	
<b>7</b>	We currently lack any qualitatively informed understanding of the student academic experience by gender.	<p>Conduct focus group interviews with female undergraduates, to explore their student experience through the student lifecycle by gender.</p> <p>Use findings to help inform future actions.</p>	AS Lead	Thematic analysis of focus group interviews undertaken, to help develop a greater understanding and appreciation of student experience through the student lifecycle by gender.	November 2020	April 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p> <p>Focus group interviews conducted with female undergraduates studying BSc (Hons) Exercise, Nutrition and Health.</p>	

				Design and implement interventions shaped by the above, with the aim of addressing any identified challenges.			Focus group interviews conducted with L6 female undergraduates, focusing on perceptions of the curriculum and inclusive assessment.  Review of undergraduate course curriculum undertaken.	
8	A review of marketing materials for prospective students conducted by SAT concluded that there wasn't gender parity, as well as not being ethnically diverse.	Conduct focus group interviews with undergraduate students on their perceptions of the visual marketing materials used to recruit prospective students.	AS Lead, SSDEC, SST Marketing	Online and in-print marketing materials are reviewed and updated where appropriate to incorporate broader diversity and intersectionality.	February 2020	June 2024	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.  Review of visual materials for prospective students undertaken.  Following conversations with the marketing team there is now greater gender balance in online and visual materials for prospective students. Female staff and student testimonies are now more prominent.	
9	There has been a year-on-year decline in the number of male students enrolled on BSc (Hons) Exercise, Nutrition, and Health.	Research the causes of lower male uptake on the ENH course. For example, conduct a review of course marketing materials, as well as an analysis of data relating to applications, offers, and acceptances.  Student focus group interview with current ENH undergraduates.	AS Lead, Course Leader	Analysis of marketing materials and recruitment data undertaken.  Student focus group interview conducted.  Thematic analysis of qualitative data from focus group interview completed.  Proportion of male students studying ENH is improved.	October 2020	March 2021	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.  Analysis of course marketing materials and recruitment data has been completed, along with student consultation.  Review has led to a change in the course title: BSc (Hons) Sport Science, Health, and Nutrition.	

							Since the change in course title, there has been a small increase in male students (up from 36 in 2019-20 to 41 in 2023-24).	
10	We attract far fewer UCAS applications from prospective female undergraduates in comparison with the national/sector average.	<p>Ensure greater female staff and student ambassador representation at Open Days.</p> <p>More actively recruit female students in our marketing materials via the NTU website, and at Open Days.</p> <p>Emphasise cases of previous female students that have been successful in the academy or the professional world.</p>	HoD, Admissions Tutor	<p>Actively recruit – where possible – a balance of male and female departmental representatives at Open Days.</p> <p>Gender balance in UG student cohort is improved.</p>	Summer 2020	Summer 2024	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p> <p>Under the leadership of the Admissions Tutor, we now have greater gender parity at Open Days.</p> <p>Three of the five UG Course Leaders are now female (compared to one in the previous submission).</p> <p>However, the percentage of female students enrolled on our UG courses remains relatively stagnant (between 28-26%).</p>	
11	We attract far fewer UCAS applications from prospective female undergraduates in comparison with the national/sector average.	To conduct a review of the undergraduate curriculum and assessment, with the aim of making course content more inclusive.	Deputy HoD, PLs, Course Leaders	<p>Undergraduate course curriculum and assessment undertaken.</p> <p>Changes over time should help to make the undergraduate course offer more attractive to female students.</p> <p>Gender balance in UG student cohort is improved.</p>	Autumn 2020	Summer 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p> <p>Incremental changes to course curriculum being implemented. Relatedly, there have been some necessary changes to assessment due to COVID-19.</p> <p>Changes to the course curriculum have also been informed by findings from the Periodic Course Review, which instructed fewer</p>	

							option modules at L5 and L6.  However, we have carried out the proposed actions and their impact seems to have little effect on female applications.	
12	Over the reporting period, a relatively low proportion of female undergraduate applicants that are formally made an offer choose to accept.	Data analysis on female offers and acceptances to help identify actions.	Admissions Tutor, Course Leaders	Annual monitoring and reporting to SAT/SSDEC on applications-related data by gender.  To design and implement appropriate strategies to encourage more female undergraduates to apply and accept their offer.	October 2020	June 2022	Actions were put on hold between 2020 and 2022 due to COVID-19.  Applications data by gender has not been monitored and reported on. We rolled over this action to FAG.	
13	Over the reporting period, female undergraduates outperform their male counterparts.  Additionally, when comparing the award of good degrees BAME students are consistently less likely to succeed than white students (known as 'the awarding gap').	Monitor current and future progression by gender and ethnicity, to ensure that male and BAME student cohorts progress at the same pace as female students, as unsuccessful progression may hamper course outcomes.  To interrogate the double issue of male and BAME intersectional impact on progression and attainment.	HoD, AS Lead	Annual monitoring and reporting to SAT/SSDEC on progression by gender and ethnicity.  'Deep dive' analysis undertaken to help identify foci for interventions.  Design and implement interventions shaped by the above, with the aim of addressing any identified challenges.  A narrowing of the awarding gap	January 2021	June 2022	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.  SST Success for All student secondment, with a focus on BAME student success (July 2021-June 2022).  Curricula decolonisation pilot undertaken.  Analysis of outcomes by course and module undertaken annually.  BAME Awarding Gap Steering Group established.	

				between BAME and white students.				
14	We currently lack any qualitative data on the undergraduate student experience by gender and ethnicity.	Conduct undergraduate student focus group interviews to explore the student experience through the student lifecycle by gender and ethnicity.	AS Lead	Thematic analysis of qualitative data from student focus group interviews completed and used to identify and inform future actions.	November 2020	March 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p> <p>Focus group interview undertaken.</p> <p>BAME Awarding Gap Steering Group established.</p> <p>Sport Science Student Voice Panel conceived (due to commence August 2024).</p>	
15	<p>Over the reporting period, a relatively low proportion of female undergraduates progress to postgraduate study.</p> <p>Additionally, females are less likely to accept their PGT offer than males.</p>	<p>Monitor current and future applications by gender, to ensure that females do not drop off disproportionately to males, following offers being made.</p> <p>Research the causes of lower female uptake of PG courses. For example, undertake student focus group interviews with female undergraduate students to help identify what and where the barriers to their PG progression may be.</p> <p>Research on PG enrolment data from comparative departments to see if there are any concurrent patterns.</p>	PL, Course Leader	<p>Annual monitoring and reporting to SAT/SSDEC on PG applications by gender.</p> <p>Thematic analysis of qualitative data from student focus group interviews completed and used to identify and inform future actions.</p>	October 2020	February 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19.</p> <p>PG applications data by gender has not been monitored and reported on. Likewise, the student focus group interviews have not taken place. We rolled over this action to FAG.</p>	

16	<p>Over the reporting period, there has been a consistently low number of PGT female students.</p> <p>Females make up approximately a third of PGT applications, a quarter of offers and less than 20 per cent acceptances.</p> <p>Increasing understanding of intersectional patterns in our PGT student population is important if we are to effectively support students to achieve their potential.</p>	<p>Monitor current and future applications by gender.</p> <p>Undertake student focus group interviews, and School Insights/Power-BI data to help interrogate application, offer and acceptance rates by gender and wider intersectional issues.</p>	PL, Course Leader	<p>Annual monitoring and reporting to SAT/SSDEC on PG intake by gender.</p> <p>Thematic analysis of qualitative data from student focus group interviews completed.</p> <p>'Deep dive' analysis of School Insights/Power-BI data undertaken to help identify foci for interventions.</p> <p>Design and implement interventions shaped by the above, with the aim of addressing any identified challenges.</p> <p>By the end of the AS action plan cycle, to be able to evidence an increase in the proportion of female PGT students.</p>	September 2020	September 2021 – then annually	<p>Actions were put on hold between 2020 and 2022 due to COVID-19.</p> <p>PGT applications data by gender has not been monitored and reported on. Likewise, the student focus group interviews have not taken place. We rolled over this action to FAG.</p>	
17	<p>NTU's Doctoral School which is responsible for managing PGR admissions does not currently systematically record data by gender and ethnicity.</p>	<p>To make departmental representation to the Doctoral School to request data by gender and ethnicity to help inform future monitoring and reporting.</p>	HoD, AP	<p>Annual review of Doctoral School recruitment data by gender and ethnicity.</p> <p>Design and implement interventions shaped by the above, with</p>	June 2020	October 2020	<p>Actions were put on hold between 2020 and 2022 due to COVID-19.</p> <p>There remains no formal recording mechanism. However, we have been able to access PGR data on request.</p>	

				the aim of addressing any identified challenges.				
18	<p>Over the reporting period, a relatively low proportion of BAME undergraduates progress to postgraduate study, in particular female BAME students.</p> <p>Relatedly, at present ethnicity data cannot be provided due to low numbers – indicating that effort is required to increase the number of BAME PGT and PGR students.</p>	<p>Monitor current and future PGT and PGR intake by ethnicity and gender.</p> <p>Undertake student focus group interviews with BAME undergraduate students to help identify what and where the barriers to their PG progression may be.</p>	PL, Course Leader	<p>Annual monitoring and reporting to SAT/SSDEC on PG recruitment by ethnicity and gender.</p> <p>Thematic analysis of qualitative data from student focus group interviews completed and used to identify and inform future actions.</p>	October 2020	September 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19.</p> <p>PGT and PGR applications data by ethnicity and gender has not been monitored and reported on.</p> <p>Likewise, the student focus group interviews have not taken place. We rolled over this action to FAG.</p>	
19	<p>Our PGT and PGR student populations have tended to be male biased. Better mentoring and support may help to increase the proportion of female PG students.</p>	<p>Monitor current and future PGT and PGR intake by gender.</p> <p>Develop support interventions targeted at female UG students considering PGT and PGR study e.g., a research careers event.</p>	PL, Course Leader	<p>Increase in numbers of PGT and PGR female students in line with national/sector average.</p> <p>Develop an annual research careers event for prospective female PGT and PGR students which includes visible female research career role models, sessions aimed at demystifying the PhD applications process, and helping potential applicants connect with supervisors to assist with high</p>	September 2020	September 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19.</p>	



				quality PhD proposals.				
20	<p>Department has relatively few members of staff from BAME background. For the reporting period, the proportion of BAME staff within the department is circa 6-8 per cent, which is below the NTU academic measure of 13 per cent.</p> <p>Increasing the proportion of BAME candidates applying for academic positions will increase the likelihood of recruiting more BAME academic staff.</p>	<p>SAT/SSDEC to conduct review into low recruitment of BAME staff.</p> <p>Recommendations from review to be discussed at SSDEC and SLT.</p>	HoD, AS Lead	<p>Review of recruitment processes completed.</p> <p>Best practice document developed, informed by review findings.</p> <p>Outcoming action points acted on over the remaining AS action plan cycle.</p>	October 2020	October 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p> <p>The percentage of staff from BAME background has improved.</p>	
21	<p>The pipeline and leavers data suggest that females are underrepresented at mid-career level.</p> <p>Relatedly, whilst mentoring opportunities are currently available via a number of informal routes, this needs to be progressed to a more formalised mentoring programme, specifically targeting females, to help support a longer pipeline for progression.</p>	<p>Actively recruit, retain, and promote female staff to all levels of posts.</p> <p>To design and develop a more formalised mentoring programme to help support a longer pipeline for career progression.</p> <p>Mentoring opportunities provided for academic staff at all levels.</p>	HoD, PLs, AS Lead	<p>A number of indicators will be used to measure progress. These include:</p> <p>Increase percentage of females at AP level.</p> <p>Increase percentage of female SLs.</p> <p>Evaluation of pilot mentoring programme.</p>	Autumn 2020	Summer 2021	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p>	
22	<p>Relatively female staff occupy senior level positions within the department.</p>	<p>Continue to invest in and promote the Aurora programme to help support and develop women's leadership skills so that can advance within their careers.</p>	HoD, AS Lead, Line Managers	<p>Sustainable source of funding secured to enable annual recruitment of female staff to Aurora programme.</p> <p>Active promotion of the Aurora</p>	August 2020	September 2020	<p>Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.</p> <p>Allocated places on the Aurora programme have been secured and recruited to.</p>	

				<p>programme through line managers and AS Lead.</p> <p>Internal monitoring and evaluation of the impact of Aurora participation.</p> <p>Increase percentage of females in senior level positions.</p>			Targeted promotion of female colleagues at SL level via line managers and AS Lead.	
23	As a proportion, relatively few male staff within the department work part-time.	<p>Promote awareness of part-time working policies to male staff.</p> <p>Research why relatively few staff members work part-time. If findings reveal that more people would like to be part-time, but have elected not to do so, identify possible reasons for this and develop solutions e.g., encouraging part-time working, job-shares, supporting promotion for part-time staff.</p>	AS Lead	<p>If research reveals more people would like to be part-time, encourage part-time take-up via greater dissemination of information.</p> <p>SAT/SSDEC to explore how best to promote and raise awareness of flexible working for maximum impact.</p> <p>Promotion of policies to staff via internal communication e.g., staff newsletter.</p>	November 2020	February 2021	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.	
24	Need for greater support for maternity/paternity/adoption leave staff, especially with regards the experience of returning staff, as well as helping to retain female staff at mid-career points of the pipeline.	Undertake interviews with staff who have experience of maternity/paternity/adoption to help areas for improvement.	AS Lead, SAT/SSDEC	<p>Staff interviews completed.</p> <p>Thematic analysis of qualitative data from staff interviews completed and used to identify and inform future actions.</p>	November 2020	June 2021	Actions were put on hold between 2020 and 2022 due to COVID-19, but since significant progress has been made.	
Section 5: Supporting and Advancing Women's Careers								

25	An informal strategy among Senior Management has been to recruit female staff, but this strategy has not yet been formalised, or widely advertised in the department.	<p>Develop more inclusive strategies via this AS Bronze submission in order to actively recruit female staff e.g., to ensure female representation on interview panels.</p> <p>Review of recruitment materials to ensure consistency of approach and active promotion of messages regarding our commitment to AS and EDI. Inclusion of equality statement and Athena Swan logo on all recruitment material.</p>	HoD, Deputy HoD	Formalise gender equality strategy by advertising, implementing, and monitoring progress over the course of the AS action plan cycle.	September 2020	June 2021 – then annually	<p>Partial implementation and formalisation of mechanisms to recruit female staff.</p> <p>Athena Swan has been a standing agenda item at SLT meetings.</p>	
26	Lack of awareness among female staff regarding the promotions process identified in the staff survey. The latter revealed uncertainty about the promotions process and criteria.	<p>To determine at departmental level what support is needed for those wishing to apply for promotion.</p> <p>Embed career development discussions as part of the annual appraisal cycle.</p> <p>Ensure mentors and line managers are familiar with promotion processes and criteria.</p> <p>Holding annual promotions seminars in order to improve communication about requirements and opportunities for promotion.</p> <p>Ensure mid-career female staff undertake leadership training to support them in undertaking senior roles within the department, to</p>	HoD, Deputy HoD	<p>Culture Survey results to indicate a greater number of female staff feeling that they are positively encouraged to apply for promotion.</p> <p>Pathway-specific support developed for staff on T&amp;S and T&amp;P pathways.</p>	April 2020	June 2020	<p>Members of the Senior Leadership Team regularly review staff CVs to assess readiness for promotion and help plan towards it.</p> <p>Alignment of line managers to staff based on pathway e.g., APs to manage T&amp;R staff.</p> <p>Annual promotion seminars organised at School and University level.</p> <p>Active promotion of Aurora leadership programme to mid-career female staff.</p>	

		prepare them for the next stages of their careers.						
27	No mechanism to identify any trends and gender imbalances in the number of staff submitting to REF.	<p>Analysis of post REF21 data to review NTU submission in line with other HEIs.</p> <p>Enhanced REF21 data to provide an opportunity for benchmarking in line with national and discipline averages.</p>	HoD, SHAPE Lead	Comparison between NTU and similar HEIs completed, indicating strengths and areas for development.	September 2022	December 2022	Actions were put on hold due to COVID-19, but since progress has been made.	
28	No mechanism to record staff training and conference attendance by gender.	<p>To develop a formal mechanism to record staff training and conference attendance by gender.</p> <p>Identify collective training needs within the department, and, in particular, sessions which would advance the careers of female staff.</p>	HoD, Line Managers	<p>Create annual report on training and conference uptake to be shared with SAT/SSDEC.</p> <p>Formal recording and monitoring of staff engagement with training by line managers.</p> <p>Formal recording of staff attendance at conferences on an annual basis.</p>	September 2020	June 2021 – then annually	<p>Annual report has not been created.</p> <p>However, engagement with staff training (including essential training) is recorded and monitored annually by line managers.</p> <p>Informally, individual staff record conference attendance, but there is no means to analyse this at departmental level.</p>	
29	No formal mentoring scheme for staff. Staff survey responses indicated a need for a formal programme to help mentor staff.	Design and introduce a pilot mentoring programme.	HoD, PLs, AS Lead	<p>To develop a more formalised mentoring programme to help support a longer pipeline for career progression.</p> <p>Mentoring opportunities provided for academic staff at all levels, but in particular mid-career staff.</p>	Autumn 2020	Summer 2021	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.	

				Evaluation of pilot mentoring programme.				
30	There are currently no departmental level programmes aimed at supporting staff returning from a career break.	Introduce a pilot buddy system for staff on maternity/paternity/adoption leave.	HoD, AS Lead	Point of contact ('buddy') identified for all staff returning from a career break.  Relevant training and support programmes offered and/or taken up.	Autumn 2020	Summer 2021	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.	
31	Lack of overall staff awareness and understanding about how the department implements University policies relating to staff with caring responsibilities and shared parental leave, in practice.	Senior staff (HoD, AS Lead) to follow up with University EDI team for advice regarding further processes that should be in place in the department.  Promotion of University policies through internal staff communications e.g., staff newsletter and departmental staff meetings.	HoD, AS Lead	Evaluate staff awareness and understanding of policies via the next Culture Survey.  Interviews undertaken with staff regarding their experiences of policies in practice.  Thematic analysis of qualitative data from staff interviews completed and used to identify and inform future actions.	November 2020	April 2021	Actions were put on hold between 2020 and 2022 due to COVID-19, but since progress has been made.	
32	During the reporting period, most committee members and committee chairs have been majority male.	Review committee membership annually.  Aiming for gender balance on committees where possible for 2023-24.  Aiming for gender balance among committee chairs for 2023-24.  Open calls for self-nomination/expressions of	HoD, Deputy HoD	Gender balance among committee chairs by 2023-24.  Gender balance among committee members by 2023-24.	October 2020	August 2021 – then reviewed annually	Review of organisational committees undertaken with a new governance and management structure implemented.  Open calls for self-nomination/expressions of interest have become the norm.  Greater gender balance among committee chairs	

		interest to committee chair on a rolling basis.					and committee members reached (for note, 50/50 would impose an excessive burden on female staff given that 44% of our academic staff are women).	
33	No formal recording mechanism for monitoring participation by gender on external committees.	Formal records of external committee membership by gender kept in the department.	AS Lead	Records of external committee membership monitored by gender.	June 2021	October 2021 – then reviewed annually	No formal records of external committee involvement have been kept.  However, efforts have been made at School and departmental level to capture this (staff encouraged to self-report e.g., external examiner positions held).	
34	The department does not monitor and review academic workloads by gender, for example potential disparities that may exist between male and female staff.	Staff with line management responsibilities to receive training on the use of the new MAP (My Academic Portfolio) to record workloads for all staff.  Senior Management to monitor and review MAP data, share with AS Lead, who will share with relevant committees e.g., SAT/SSDEC.	HoD, Deputy HoD	Create annual report on MAP data by gender to be shared with SAT/SSDEC.  Ensure that workload applications do not reflect any gender bias.	September 2021	June 2022 - annually	Annual report has not been created.  However, line managers record MAP data annually.  However, MAP records only teaching-related duties.  Annual report has not been created, but staff workloads reviewed by HoD annually, helping to identify staff who are under or over their expected hours.	
35	Need for wider support for staff on MAP, especially regarding workload allocations, and perceived lack of transparency.	Identify collective training needs within the department with regards how MAP is implemented.	HoD, Deputy HoD	Opportunities for staff training on how to use MAP circulated on an annual basis.	September 2021	June 2022 – then annually	School guidance on workload allocations published and disseminated to staff.  Line manager briefings to agree departmental conventions on allocations.	

36	Core departmental staff meetings are scheduled during core hours (between 10am – 4pm). However, staff survey respondents reported some discrepancies (19.2 per cent disagreed) as well as anecdotal staff feedback to AS Lead.	Ensure all core departmental staff meetings are scheduled during core hours.  Ensure all major annual departmental social events are held during core hours.	HoD, AS Lead	All core meetings and social events held during core hours.	September 2020	Reviewed annually	Nearly all core staff meetings and departmental social events are held during core hours.  However, some social events are scheduled outside of core hours.	
37	No formal records kept in the department around SHAPE seminar presenters by gender.	Formal records of SHAPE seminar presenters by gender kept in the department.  Consideration given to intersectionality and the importance of encouraging speakers from diverse backgrounds.	SHAPE Lead, xx	Records of SHAPE seminar presenters monitored by gender and ethnicity.  Annual review undertaken to inform recruitment of SHAPE presenters, and topics so that intersectionality is considered more systematically.	November 2020	July 2021 – then annually	Actions were put on hold between 2020 and 2022 due to COVID-19. Consequently, SHAPE seminar series has also been impacted.	
38	No formal records kept in the department around external outreach activities by gender and ethnicity.	Formal records of outreach activities by gender and ethnicity kept in the department.	HoD, xx	Records of outreach activities monitored by gender and ethnicity.	Autumn 2020	Summer 2021 – then reviewed annually	Actions were put on hold between 2020 and 2022 due to COVID-19. Consequently, outreach activities also impacted.  No formal records of outreach activity have been kept.	

## Appendix 2a: Culture Survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

In March 2024 an Athena SWAN Culture Survey was conducted, administered to all academic, technician and support staff within the Department. The survey elicited 46 responses, which represents a 51% response rate. This is in comparison to the previous CS that informed the previous AS Bronze submission, which obtained 26 responses (~50%). Whilst this is a good return for an online survey, especially following other EDI-related staff surveys, it is lower than we would have wished, and did necessitate numerous reminders and prompts to staff to respond.

In the CS, we used a 1 to 5 rating scale (with 1 meaning 'strongly disagree' and 5 'strongly agree') as a simple and effective way to rate staff satisfaction with specific dimensions of the department's EDI action. Additionally, respondents could indicate 'prefer not to say' or 'N/A'. The responses were disaggregated and analysed according to gender, staff role, academic contract type, and child/caring responsibilities.

A question index has been provided below:

1	I feel like I belong in my school/department
2	I feel that people really care about me in my school/department
3	My contributions are valued in my school/department
4	I feel comfortable speaking up and expressing my opinions
5	Departmental communications are clear and relevant to me and my role
6	My school/department has a positive work environment
7	My school/department has a more positive work environment than a few years ago
8	School/departmental leadership actively supports gender equality
9	My school/department is committed to achieving gender balance in leadership positions
10	The rate people progress in my school/department is not affected by their gender
11	Equality, diversity and inclusion work is recognised when workload is allocated



12	Equality, diversity and inclusion work is recognised in applications for promotion/progression
13	My school/department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff
14	My school/department enables flexible working
15	Workloads in my school/department are allocated fairly
16	The timing of school/departmental meetings and events takes into consideration those with caring responsibilities
17	Social and networking events in my school/department are arranged at times when I can attend
18	My school/department provides staff with support around all types of caring leave
19	I have experienced bullying and/or harassment in my school/department in the past 12 months
20	I have witnessed bullying and/or harassment in my school/department in the past 12 months
21	I know how to report bullying and/or harassment
22	Departmental management is active in tackling bullying and harassment
23	I am satisfied with how bullying and harassment are addressed in my school/department
24	My line manager supports my career development
25	Decisions about appointments are made fairly
26	Decisions about promotion/progression are made fairly
27	"Access to career development opportunities is fair and equal"
28	I receive useful feedback on my career development through performance reviews
29	My current workload is manageable
30	My mental health and/or well-being are supported in my school/department
31	I know where to seek support for mental health and/or well-being at work

32	I feel confident asking for mental health and/or wellbeing support at work
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Table 1: Respondent Characteristics

Female (n=21)	n	Percentage (%)	Male (n=25)	n	Percentage (%)
Professor	0			1	4
Lecturer/Senior Lecturer	15	71.4		11	44
Associate Professor	1	4.8		6	24
Principal Lecturer	1	4.8		5	20
Research Assistant	1	4.8		0	0
Hourly Paid Lecturer	1	4.8		0	0
Academic Management	0	0		1	4
Prefer Not to say	1	4.8		1	4
Other	1	4.8		0	0
Children caring responsibilities					
Yes	7	33.3		16	64
No	14	66.7		9	36

Table 2a: All Participant culture survey responses (data shown is the number of responses)

All	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Sagree	6	5	6	12	4	7	1	6	6	6	1	3	0	23	1	5	5	9	1	0	2	2	2	24	7	3	4	10	3	3	8	7
Agree	28	20	16	19	11	16	1	17	13	10	8	6	3	15	7	22	18	20	7	7	20	10	8	14	15	14	14	22	20	13	25	14
N	8	13	11	5	10	12	20	19	20	20	30	27	29	6	14	11	13	14	2	4	11	28	30	3	15	15	15	7	9	19	6	12
Disagree	4	4	10	8	16	9	12	4	7	9	3	7	11	1	13	7	8	2	5	8	12	5	5	3	9	11	10	3	11	9	6	11
Sdisagree	0	4	3	2	5	2	12	0	0	1	4	3	3	1	11	1	2	1	31	27	1	1	1	2	0	3	3	4	3	2	1	2

Sagree ; Strongly agree, N ; neither agree nor disagree, SDisagree; strongly disagree

Table 2b: Female culture survey responses (data shown is the number of responses)

Sagree ; Strongly agree, N ; neither agree nor disagree, SDisagree; strongly disagree

Female	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Sagree	5	4	5	9	2	5	1	4	4	2	1	1	0	11	0	1	3	3	1	0	0	2	1	10	4	2	3	5	1	1	4	3
Agree	10	11	6	6	7	8	0	7	4	4	4	3	2	5	3	10	8	10	5	5	7	5	4	8	7	5	4	9	10	7	13	7
N	3	5	6	4	2	4	10	6	7	8	10	11	12	4	6	5	4	6	1	2	6	12	14	2	7	8	5	4	4	10	1	6
Disagree	3	0	2	2	8	3	5	4	6	7	3	4	5	1	8	5	5	1	2	3	8	1	1	0	3	5	7	2	4	3	3	4
Sdisagree	0	1	2	0	2	1	4	0	0	0	2	2	2	0	4	0	1	1	12	11	0	1	1	1	0	1	2	1	2	0	0	1

Table 2c: Female culture survey responses (data shown is the number of responses)

Male	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Sagree	1	1	1	3	2	2	0	2	2	4	0	2	0	12	1	4	2	6	0	0	2	0	1	14	3	1	1	5	2	2	4	4
Agree	18	9	10	13	4	8	1	10	9	6	4	3	1	10	4	12	10	10	2	2	13	5	4	6	8	9	10	13	10	6	12	7
N	5	8	5	1	8	8	9	13	13	12	20	16	17	2	8	6	9	8	1	2	5	16	16	1	8	7	10	3	5	9	5	6
Disagree	1	4	8	6	8	6	7	0	1	2	0	3	6	0	5	2	3	1	3	5	4	4	4	3	6	6	3	1	7	6	3	7
Sdisagree	0	3	1	2	3	1	8	0	0	1	1	1	1	1	7	1	1	0	19	16	1	0	0	1	0	2	1	3	1	2	1	1

Table 3a: Response categorised to job role and identified gender: Female

*Values represent average response across the scale of 1-5 (5 being strongly disagree, 1 being strongly agree)*

Female	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Associate Professor	2.0	5.0	4.0	4.0	5.0	4.0	5.0	4.0	4.0	3.0	5.0	4.0	5.0	3.0	5.0	4.0	5.0	4.0	2.0	2.0	2.0	4.0	3.0	1.0	4.0	3.0	4.0	1.0	2.0	3.0	1.0	1.0
Hourly Paid Lecturer (HPL)	3.0	2.0	4.0	1.0	4.0	3.0	3.0	3.0	2.0	3.0	4.0	3.0	3.0	3.0	2.0	4.0	4.0	2.0	5.0	5.0	4.0	3.0	2.0	5.0	3.0	3.0	3.0	5.0	2.0	3.0	3.0	3.0
Other/Prefer not to say	2.0	2.0	2.5	2.5	2.0	2.5	3.5	2.0	2.0	2.5	2.5	2.5	2.5	2.5	2.5	2.5	3.0	2.5	4.5	3.5	3.5	2.5	3.5	2.0	2.5	3.5	3.5	3.5	2.5	2.5	2.0	3.5
Principal Lecturer	1.0	2.0	1.0	1.0	3.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0	5.0	2.0	2.0	1.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	5.0	2.0	2.0	2.0	
Research Assistant/Fellow	4.0	1.0	1.0	1.0	4.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	1.0	3.0	3.0	4.0	3.0	5.0	4.0	2.0	2.0	3.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	1.0	1.0
Senior lecturer	2.1	2.1	2.5	1.9	2.9	2.3	3.6	2.4	2.8	3.0	3.0	3.3	3.4	1.6	3.7	2.5	2.3	2.3	3.9	4.1	3.1	2.7	2.9	1.6	2.4	3.0	3.1	2.1	2.9	2.7	2.3	2.8

Table 3b: Response categorised to job role and identified gender: Male

Male	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
Professor	2.0	2.0	2.0	2.0	2.0	2.0	4.0	2.0	3.0	1.0	2.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	5.0	5.0	2.0	3.0	3.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0
Associate Professor	2.5	3.7	2.8	2.7	3.8	3.0	4.0	2.8	2.7	2.7	2.8	3.2	3.5	2.0	3.2	3.0	3.0	2.8	4.5	4.2	2.8	3.0	3.0	1.7	2.5	2.2	2.3	2.5	3.0	3.3	3.2	2.8
Principal Lecturer	2.0	3.0	3.2	2.0	3.0	3.2	4.4	2.4	2.4	2.6	3.2	3.4	3.4	1.6	4.0	2.8	2.8	2.2	4.4	4.6	2.4	2.8	3.0	2.8	2.6	3.2	2.8	3.2	3.4	3.6	2.2	2.8
Lecturer/Senior Lecturer	2.2	2.5	3.0	2.9	3.2	2.5	3.5	2.3	2.5	2.8	3.0	2.6	3.3	1.4	3.6	2.0	2.5	1.8	4.8	4.5	2.6	2.9	2.6	1.5	2.9	3.4	2.9	2.1	2.5	2.6	2.1	2.6
Prefer not to say	3.0	3.0	3.0	2.0	3.0	4.0	5.0	3.0	3.0	2.0	3.0	3.0	3.0	5.0	5.0	2.0	2.0	2.0	5.0	5.0	2.0	3.0	4.0	1.0	4.0	4.0	4.0	1.0	4.0	4.0	2.0	4.0

Female: Culture Survey Data

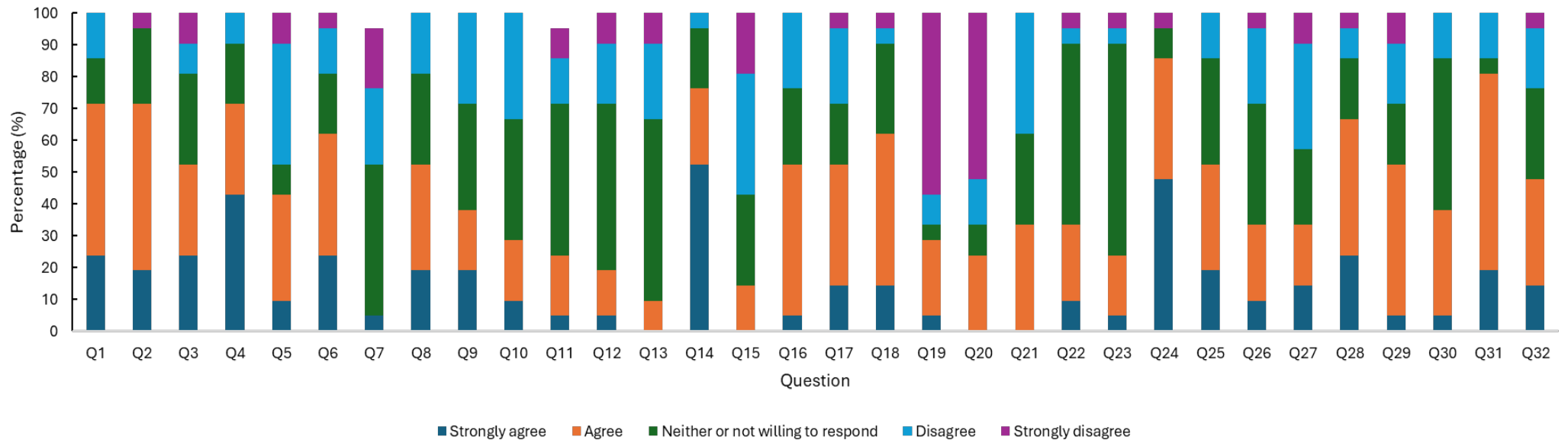


Figure 1a: Female culture survey data presented as percentage (%) in responses

Male: Culture Survey Data

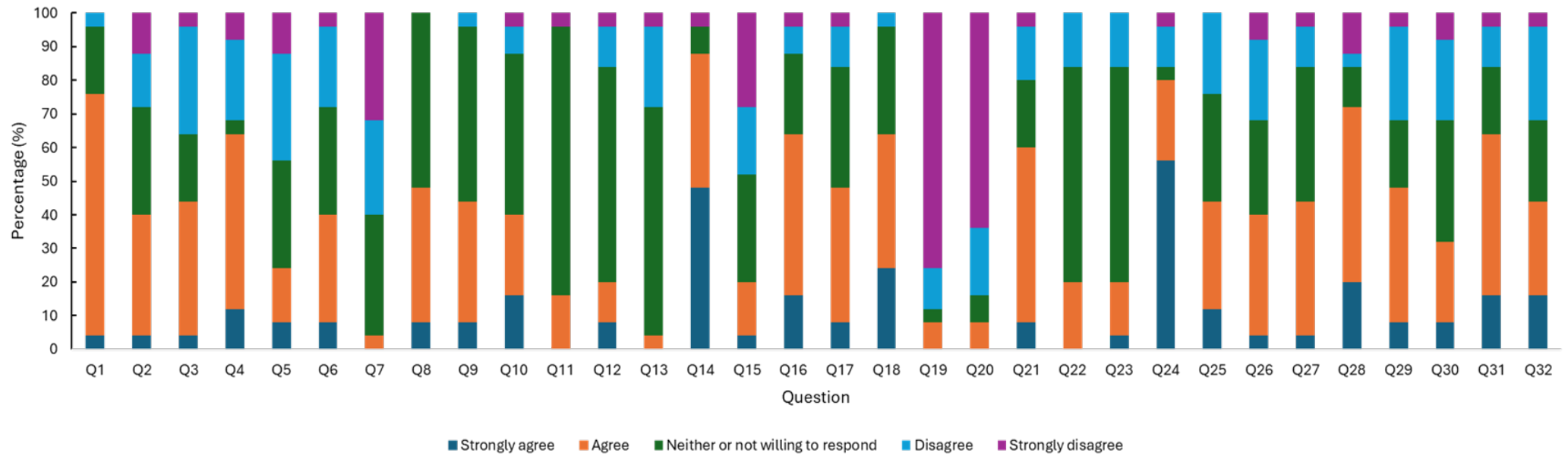
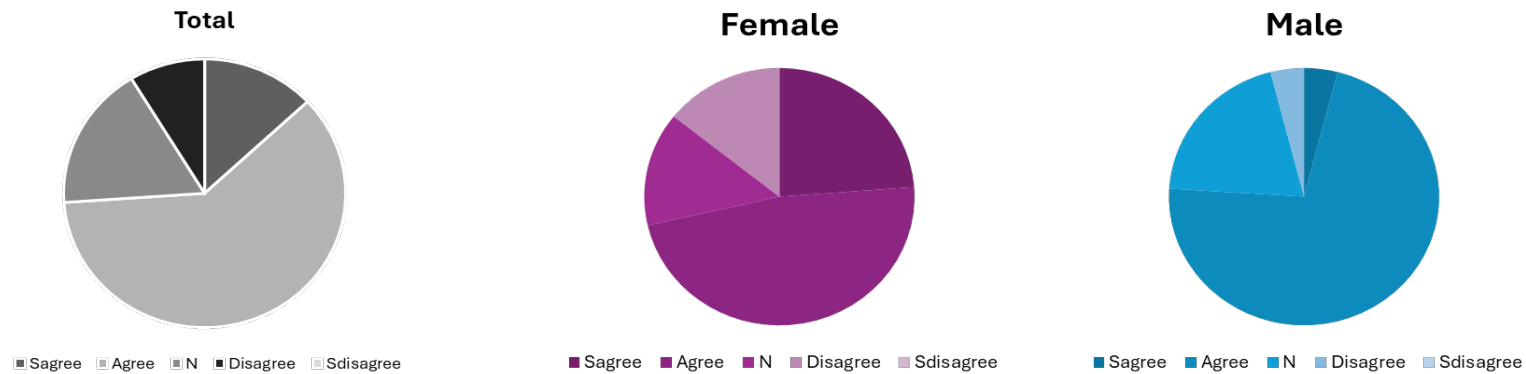


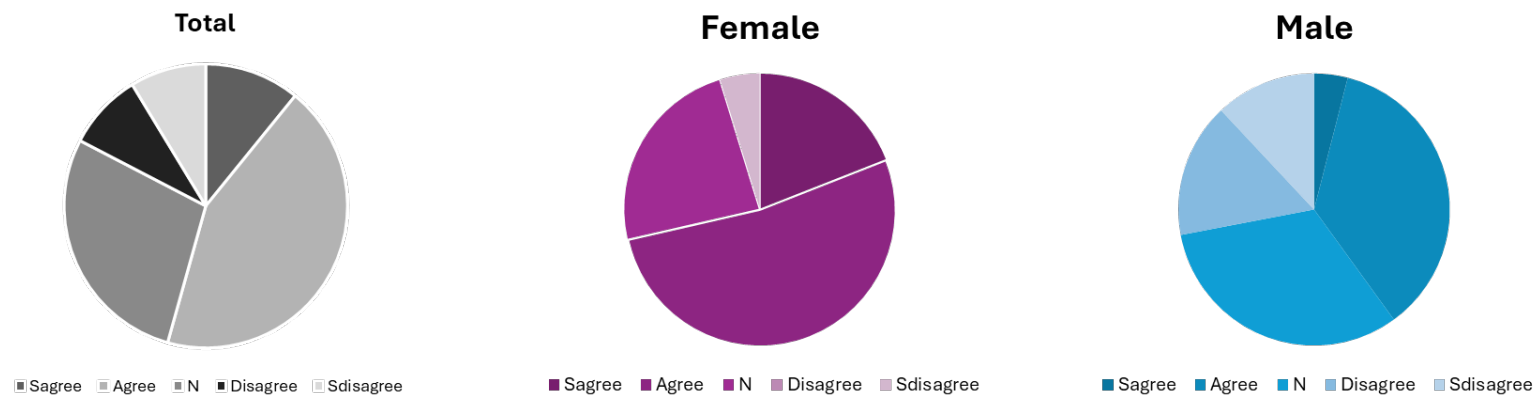
Figure 1b: Male culture survey data presented as percentage (%) in response

The following data represents the percentage in responses of the collective staff and then divided into responses between males and females. With responses categorised as: Sagree ; Strongly agree, Agree, N ; neither agree nor disagree, Disagree and SDisagree; strongly disagree. For the raw values and percentages please see above Tables and Figures within this appendix.

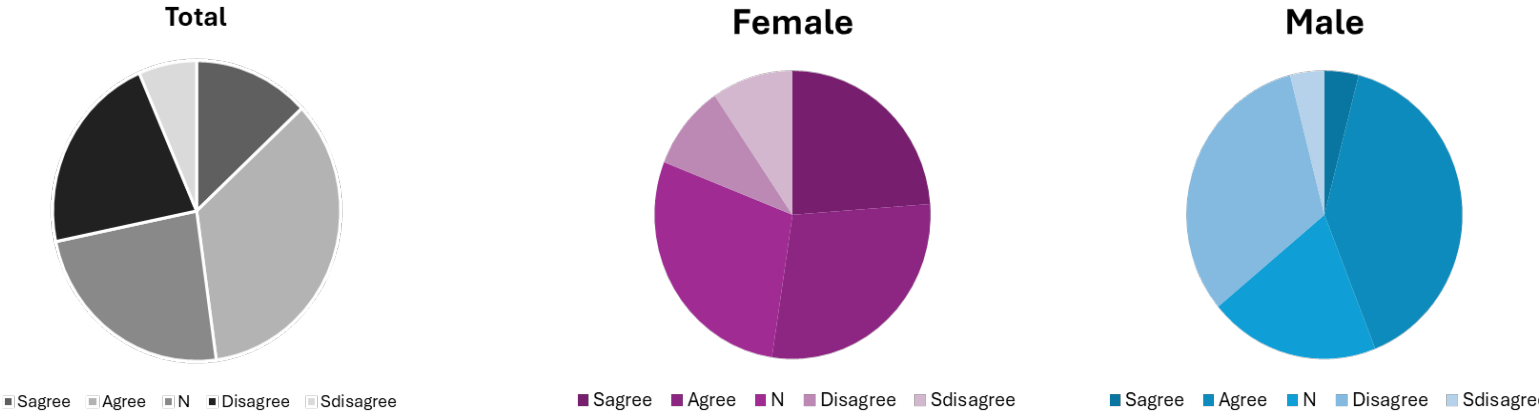
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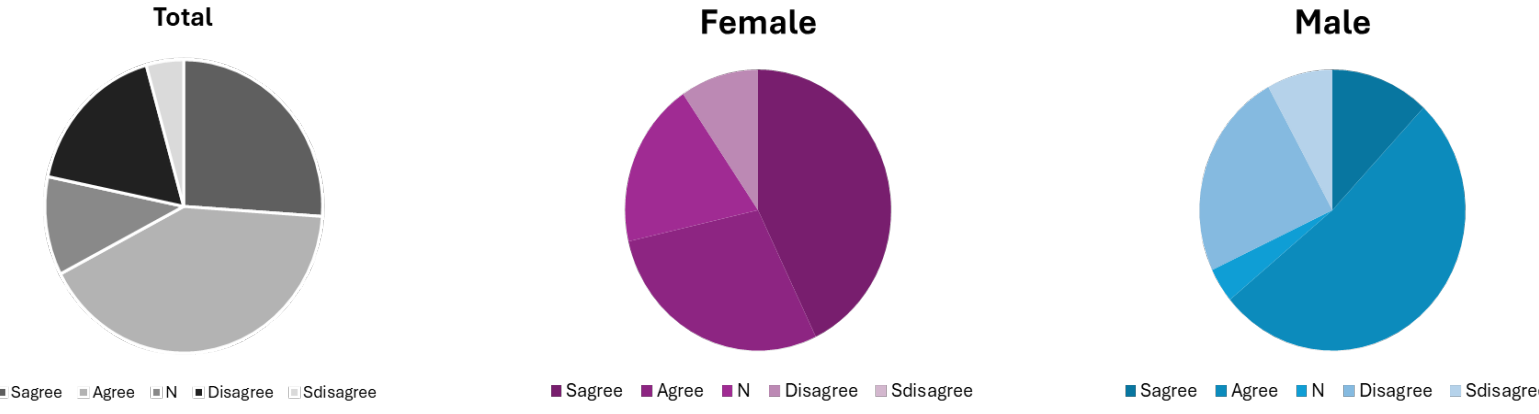
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Q3

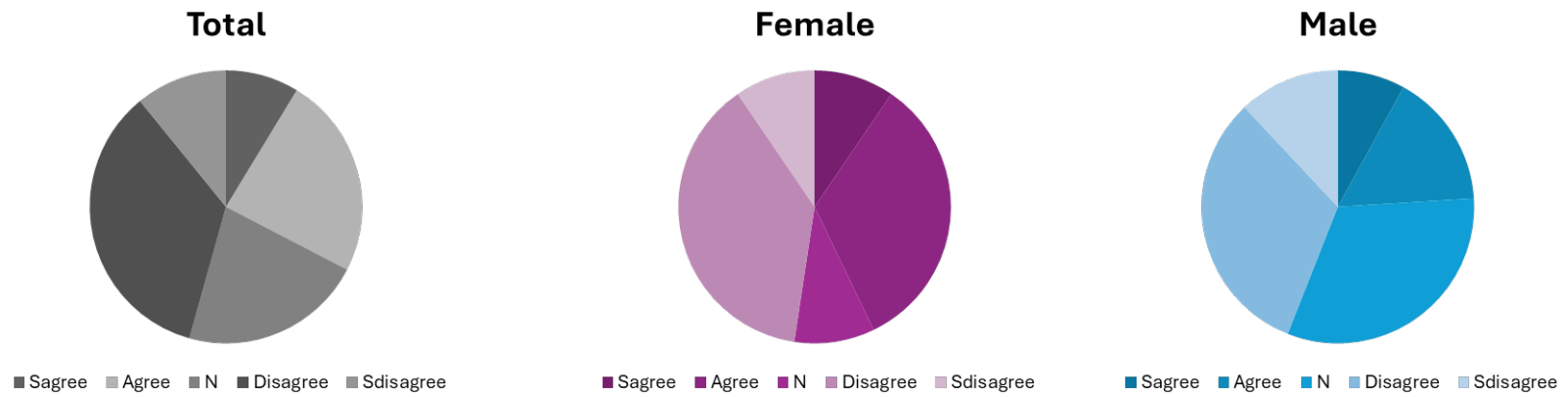


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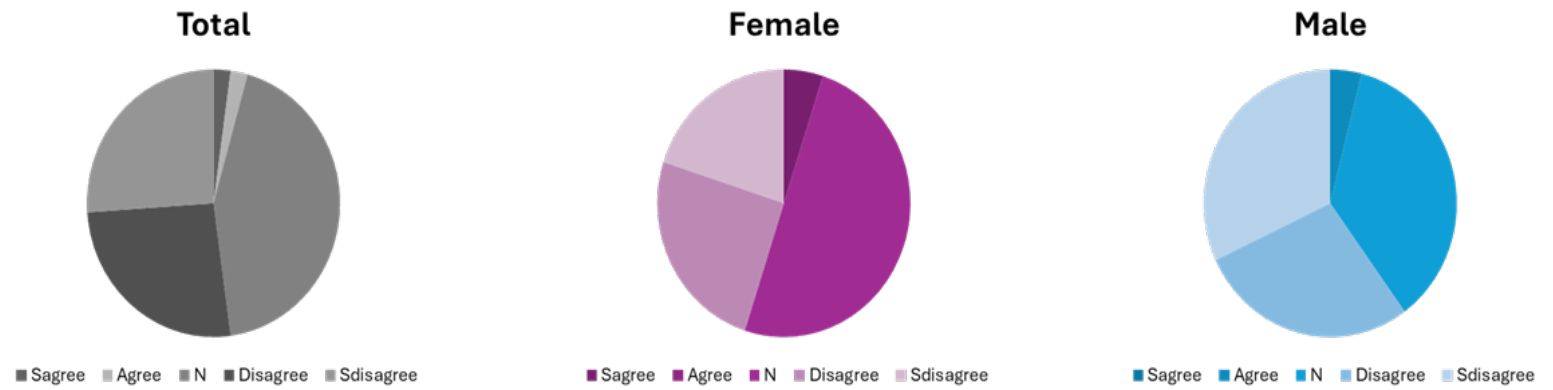




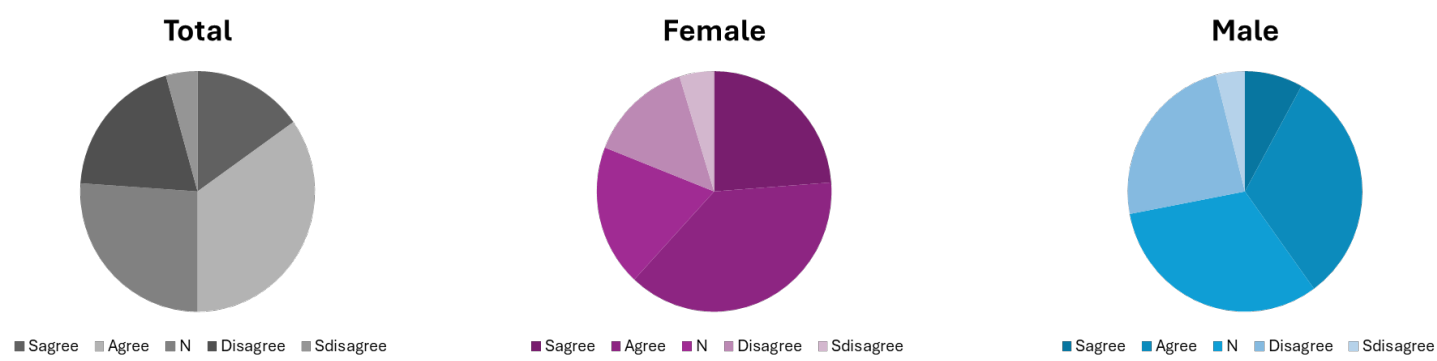
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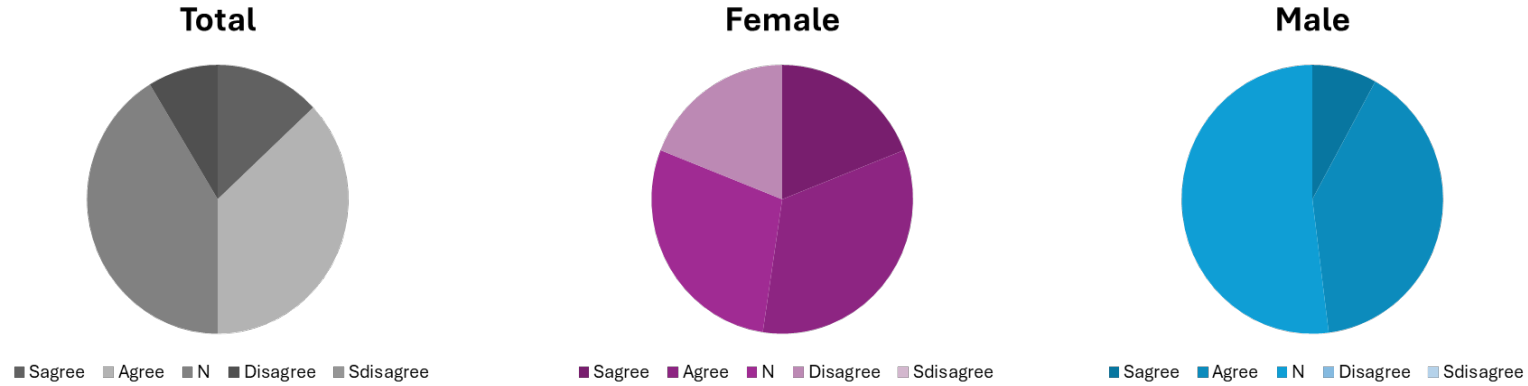
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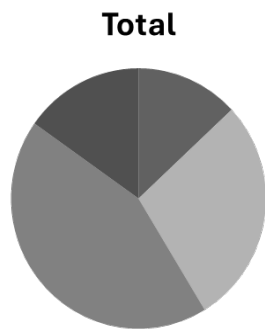
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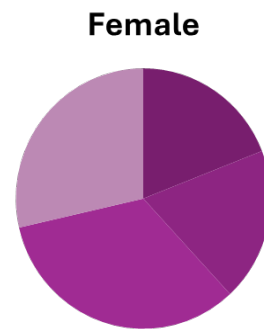
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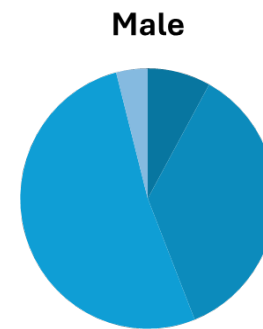
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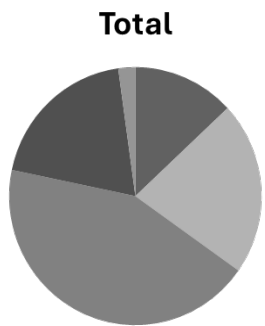


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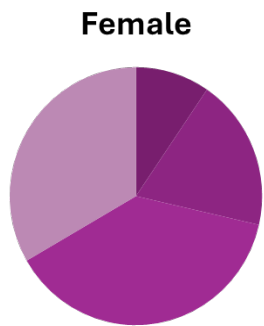


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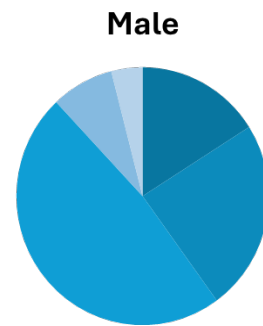
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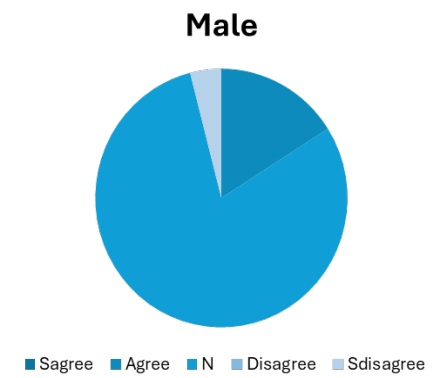
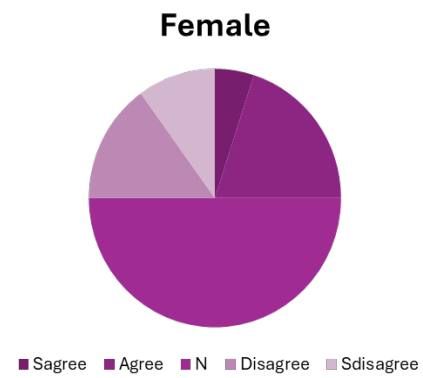
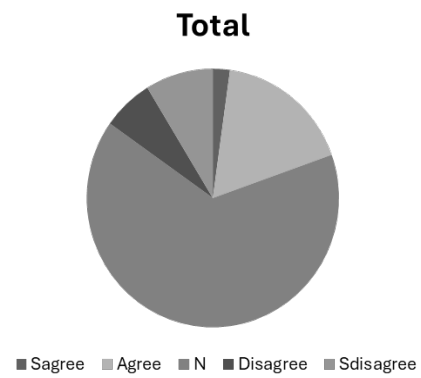


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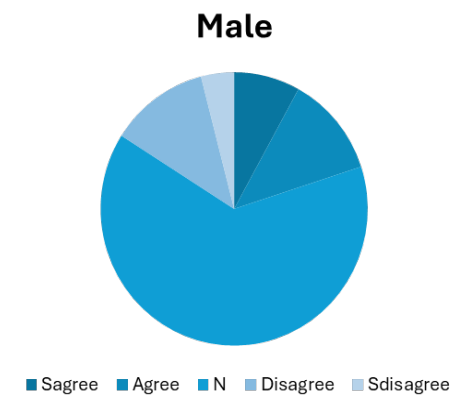
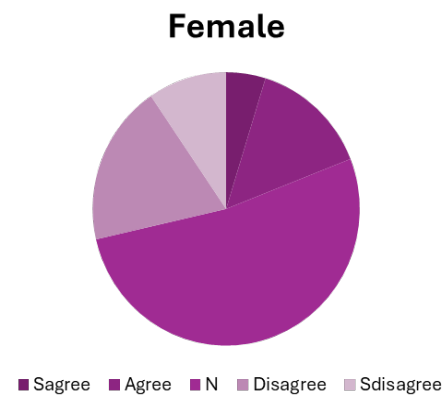
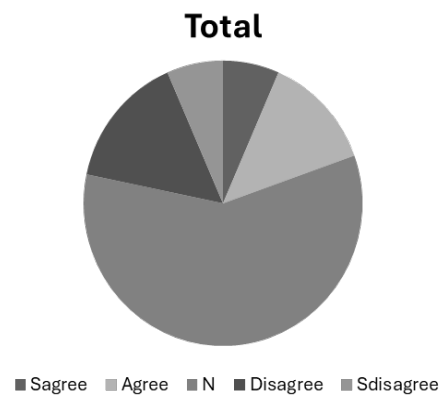


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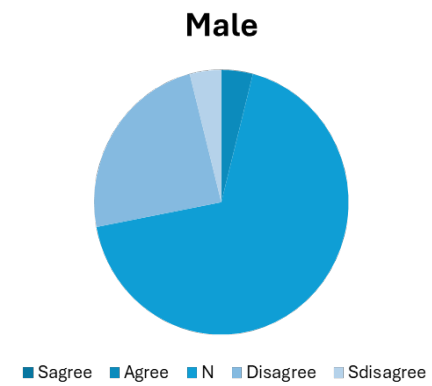
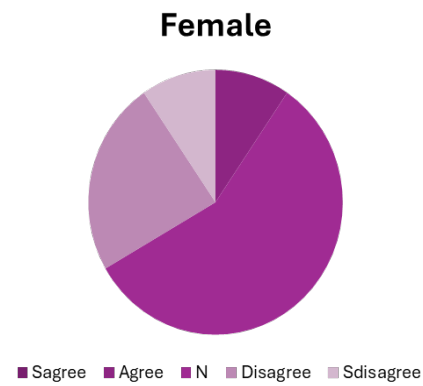
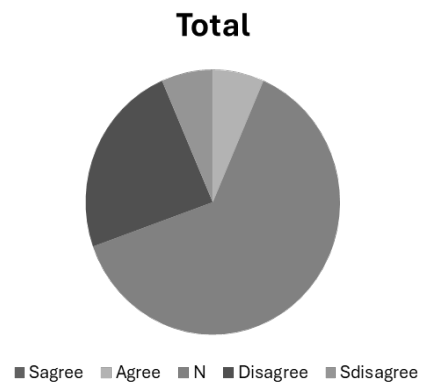
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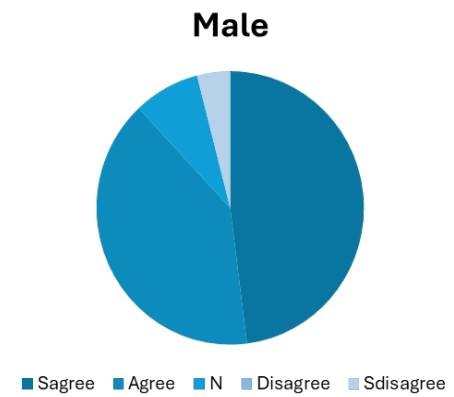
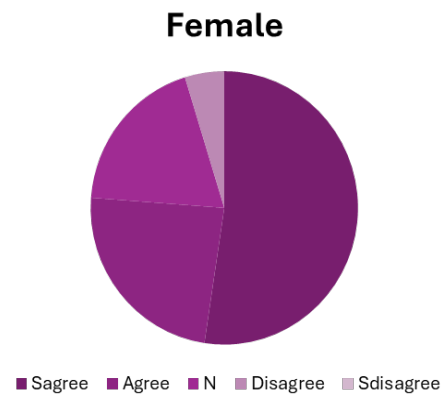
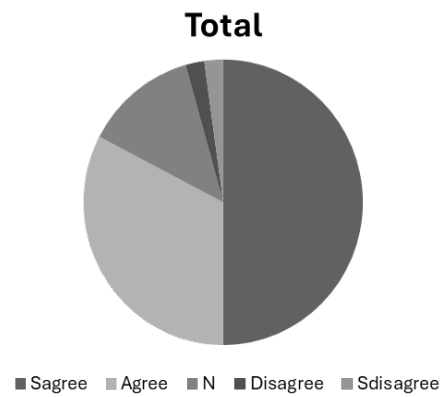
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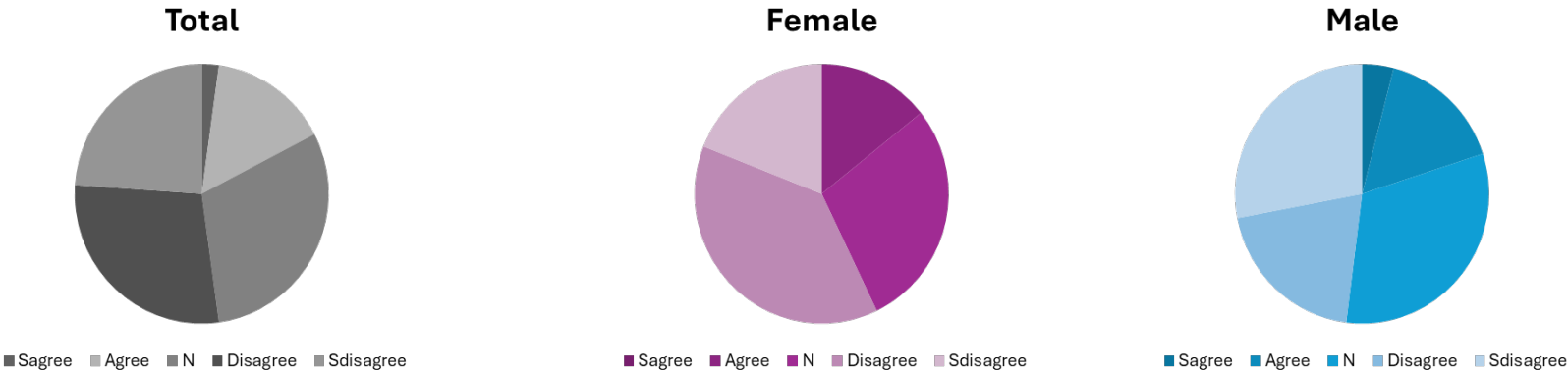
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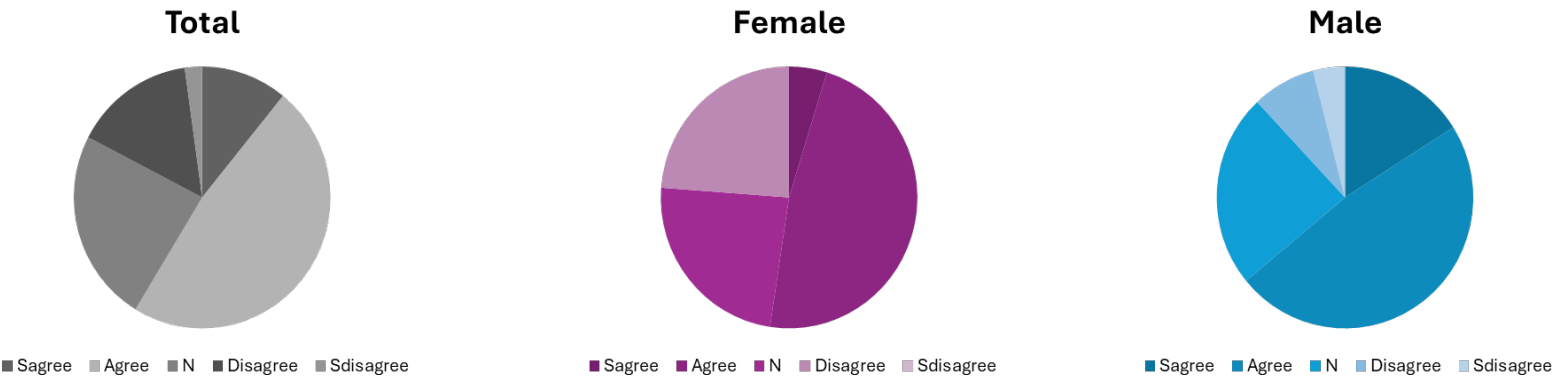
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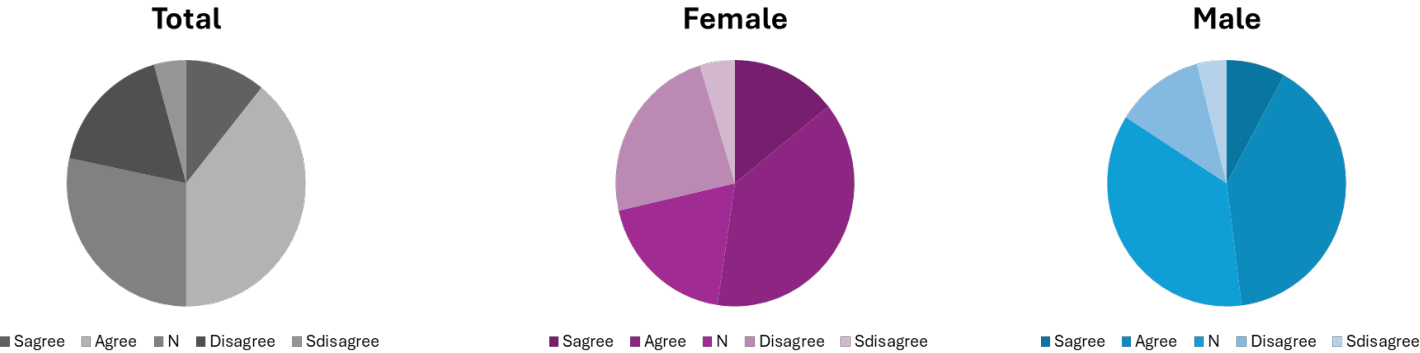
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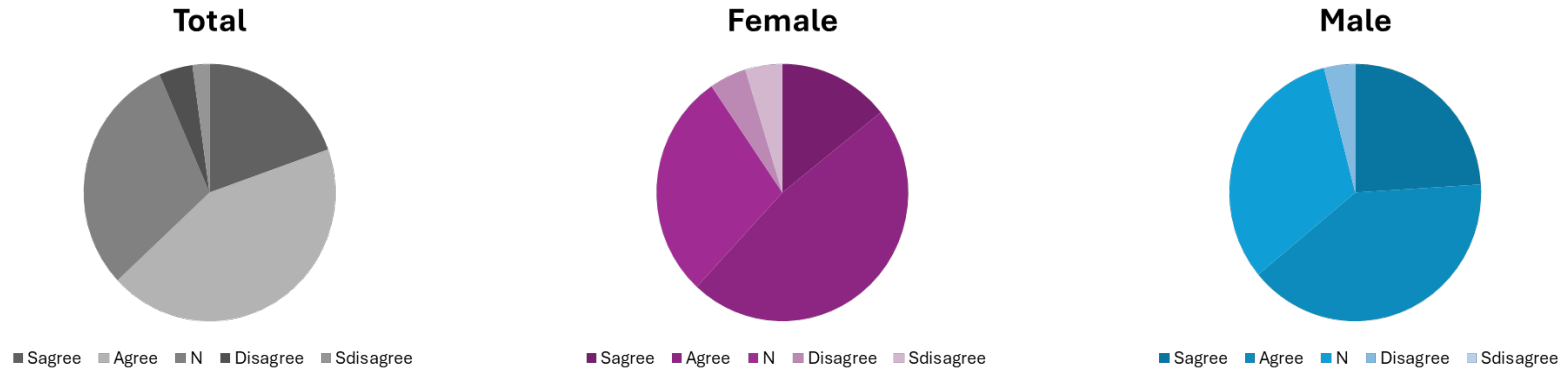
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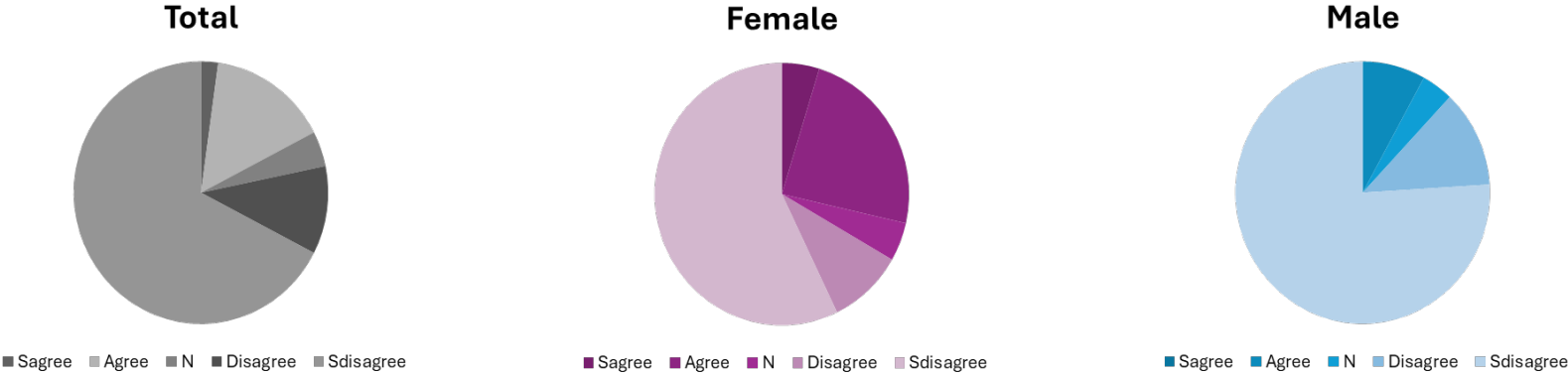
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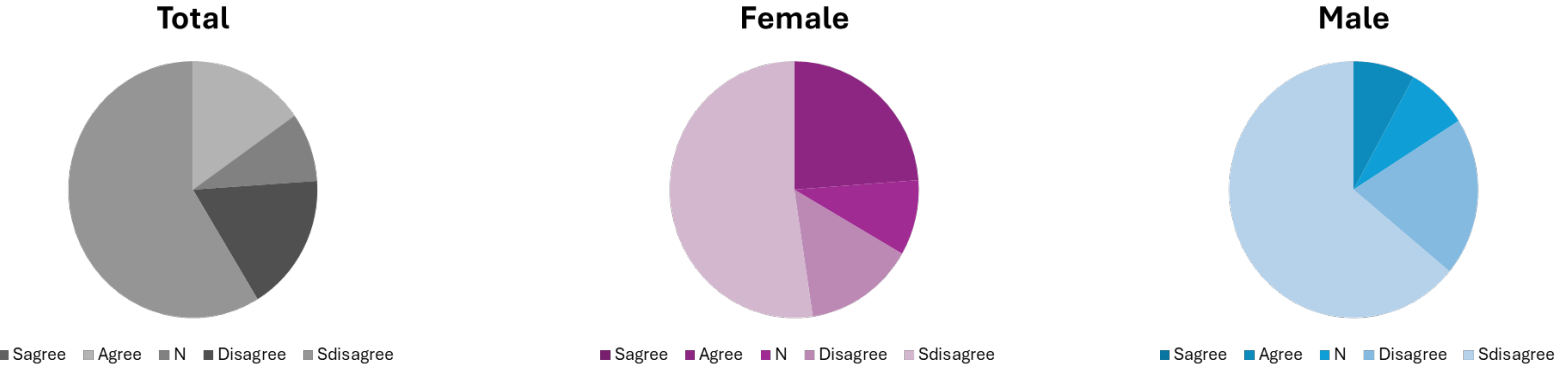
Q18



Q19

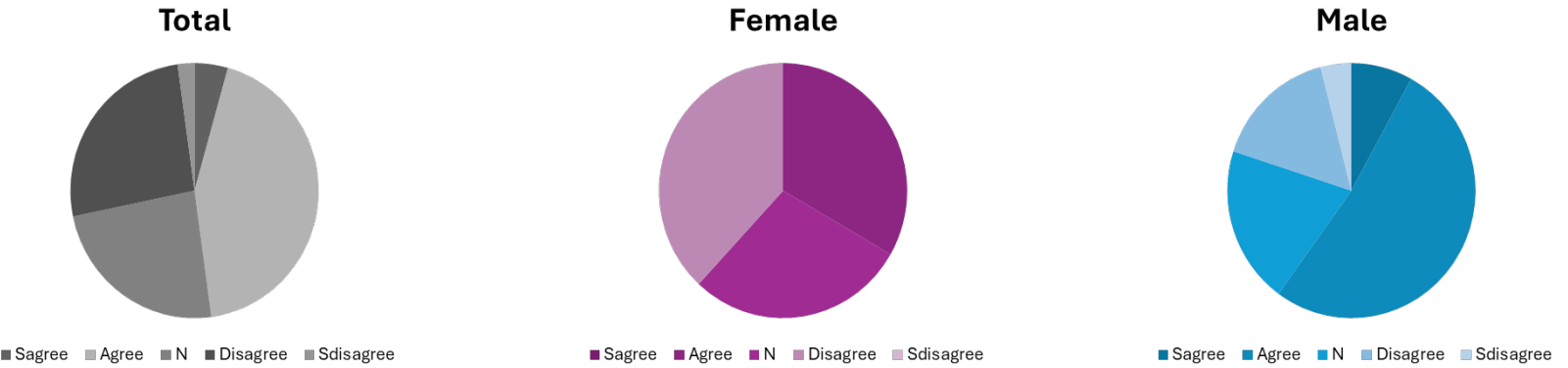


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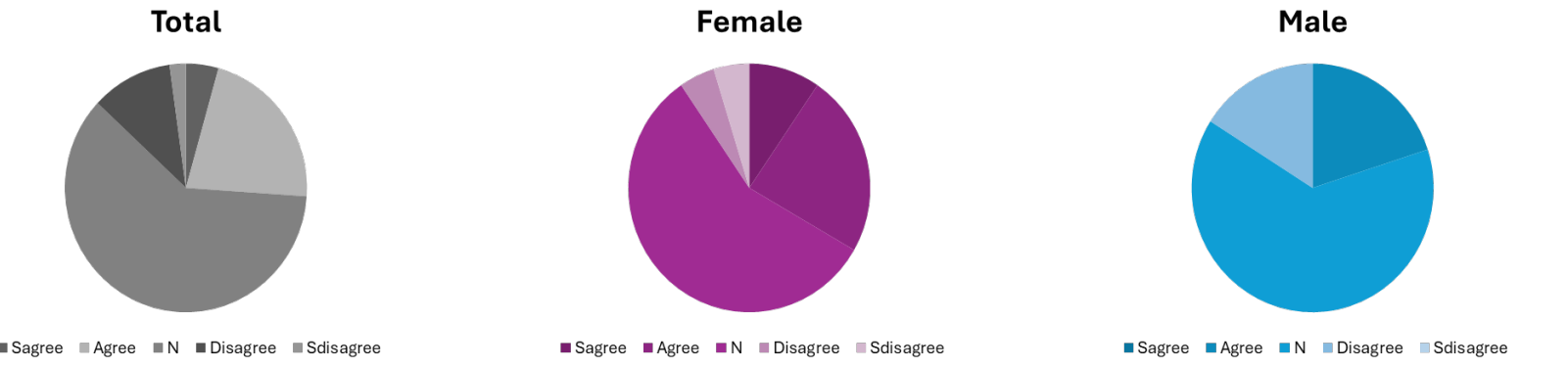




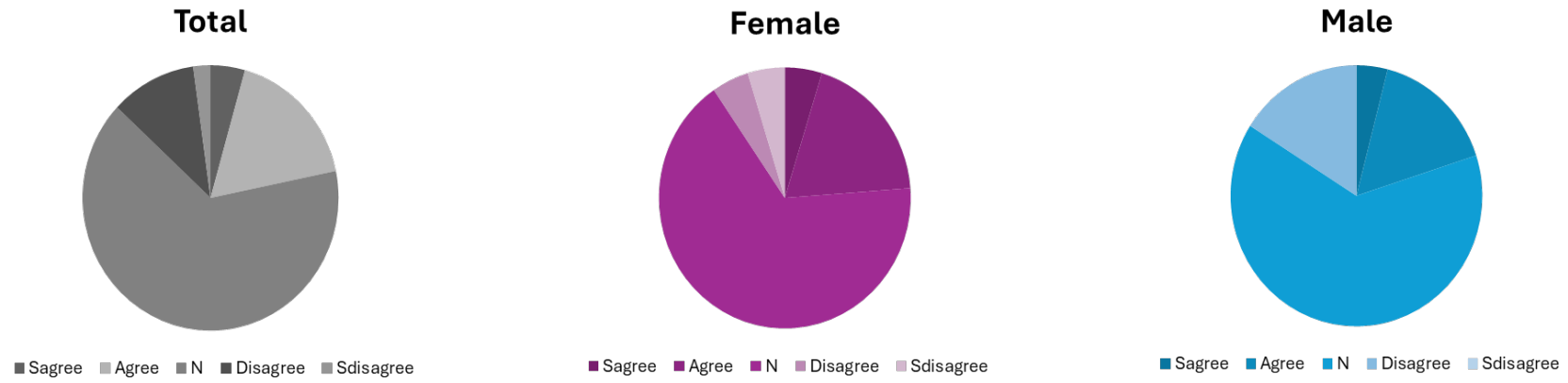
Q21



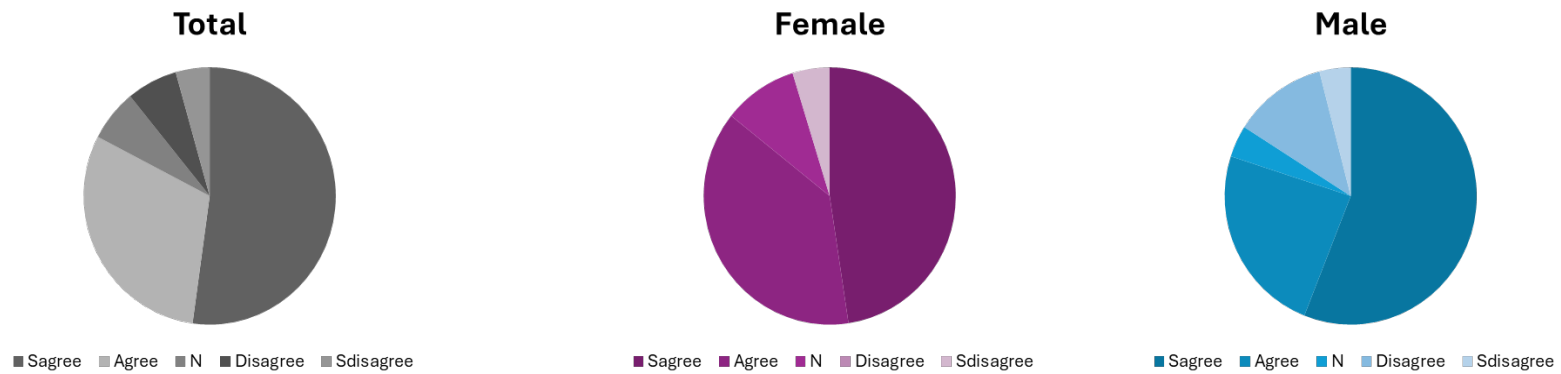
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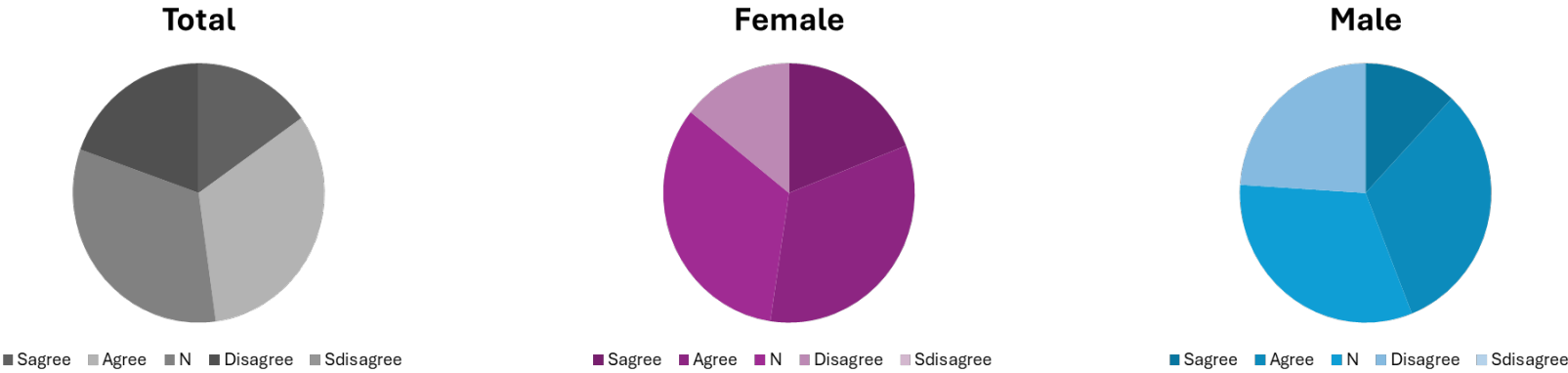
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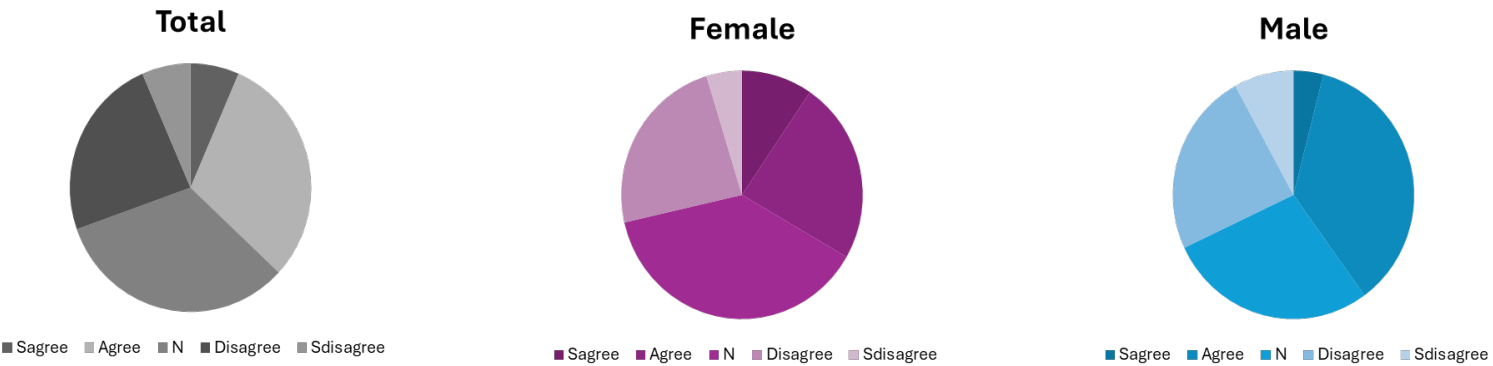
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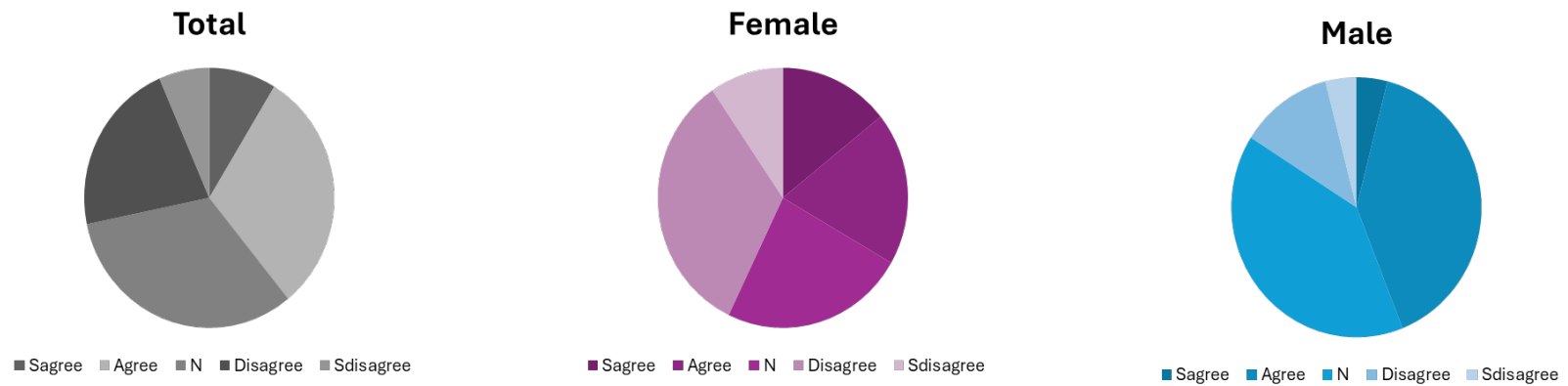
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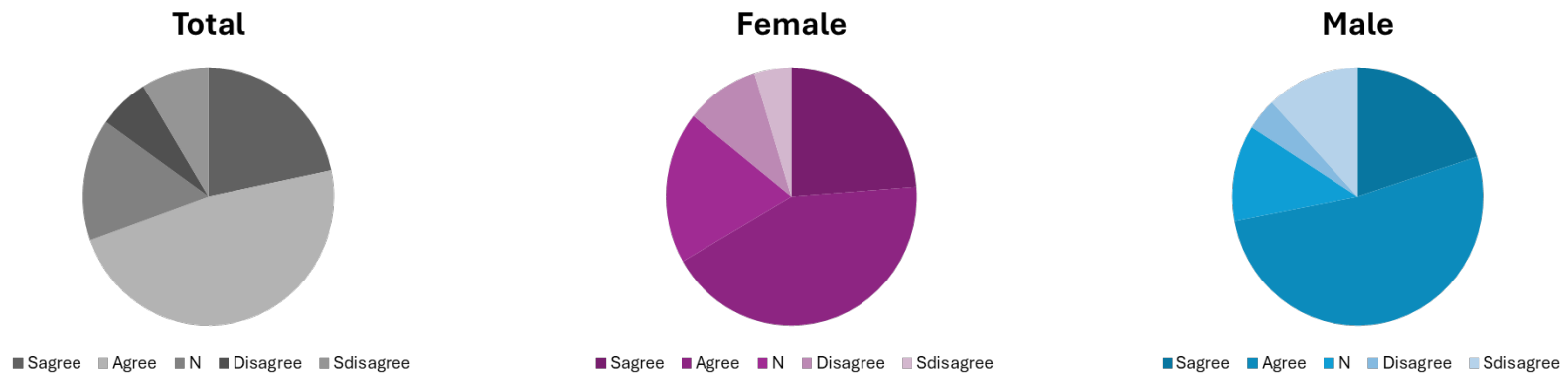
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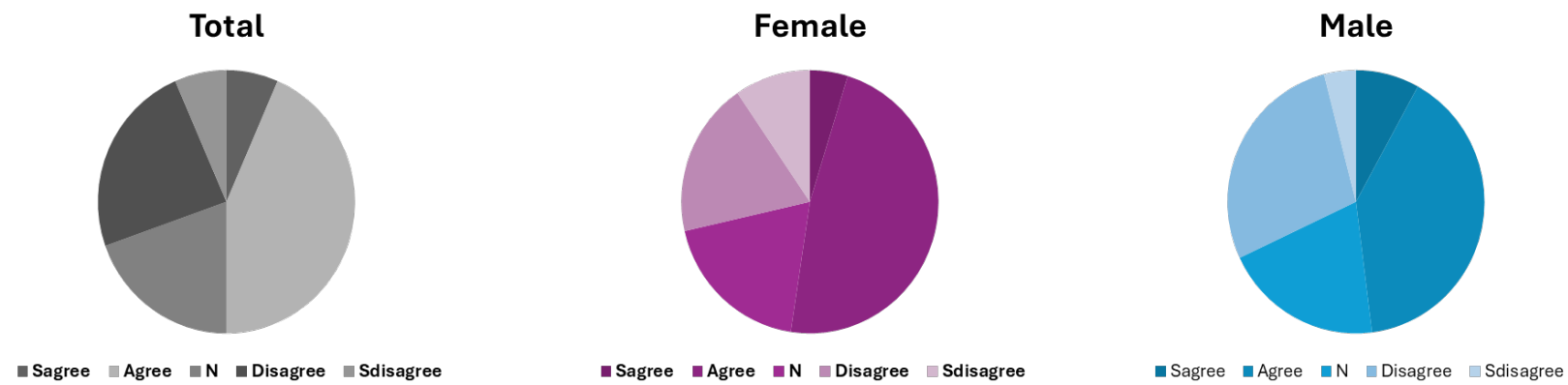
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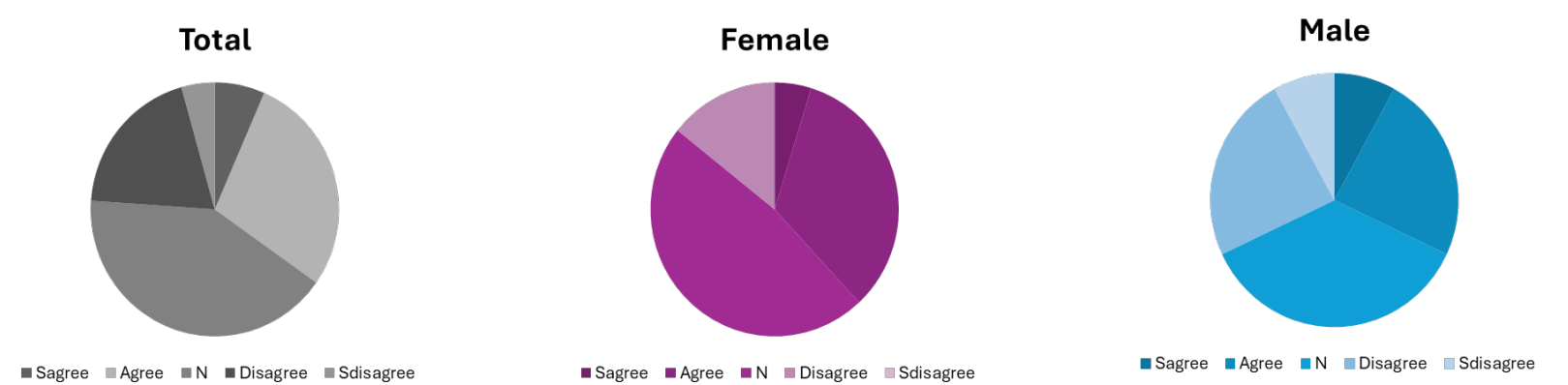
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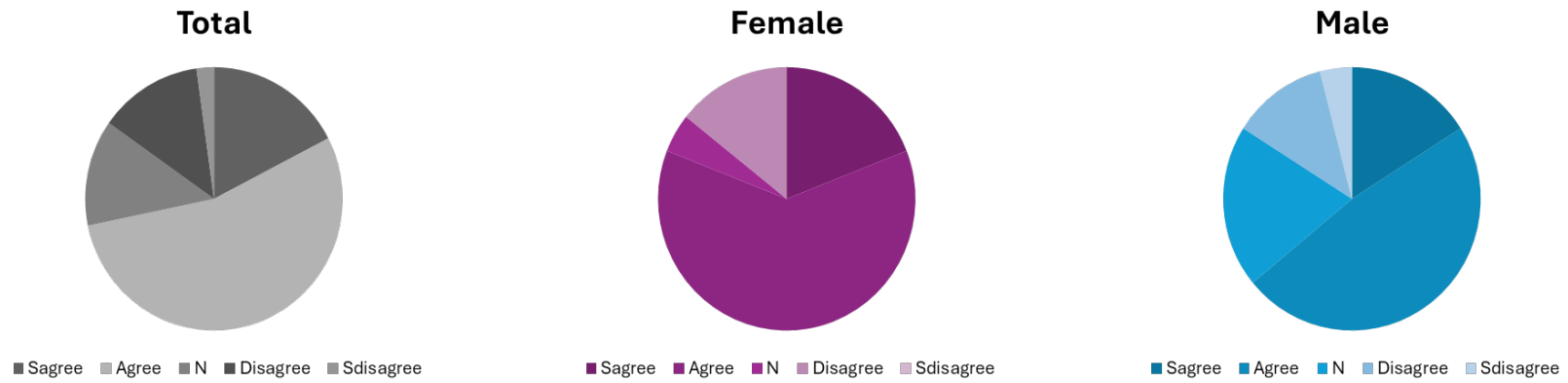
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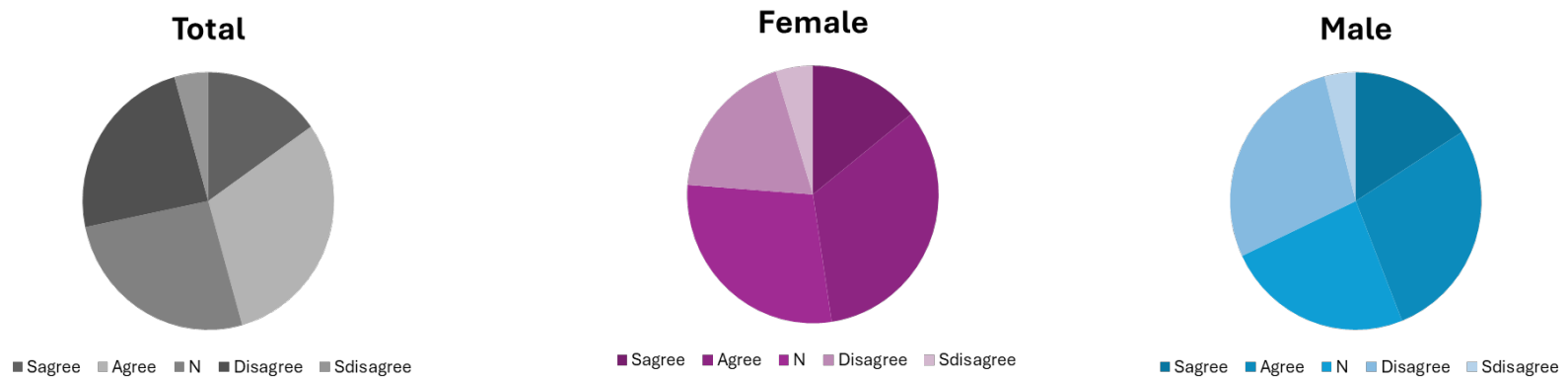
Q30



Q31



Q32



## Appendix 2b: Additional Staff Consultation

As noted, Anika Leslie-Walker and Jessica Piasecki are EDI leads for the SHAPE research centre. Their role is to continually foster an inclusive research environment across all its members, ensuring EDI is embedded within research and other Departmental activities. It is also prudent that they are able to support staff and the involvement of the centre as a whole to ensure it is representative across a number of EDI characteristics. Herein we present some of the data collected as part of these activities which have helped to shape and inform our future actions going forward.

We had a total of 41 respondents across male and female academic and technician staff, including PhD students. We held a series of questions and asked if they had been positively, negatively, or not impacted by areas related to EDI. The areas that were questions are detailed below, with further anonymised comments provided, categorised according to themes.

	Negative	Positive	Not	%Neg	%Pos	%Not
<b>LGBTQ+</b>	0	3	38	0	7	93
Disability	3	1	37	7	2	90
Childcare	7	8	26	17	20	63
<b>Maternity Leave</b>	6	1	34	15	2	83
<b>Paternity Leave</b>	1	4	36	2	10	88
<b>Part Time Work</b>	5	2	34	12	5	83
Menstrual Symptoms	2	1	38	5	2	93
Menopause	1	0	40	2	0	98
Career Progression	10	7	24	24	17	59
<b>Leadership roles</b>	6	7	28	15	17	68
<b>Gender inequality</b>	8	2	31	20	5	76
Socio economic background	3	3	35	7	7	85
Ethnicity	1	3	37	2	7	90

Table 1. Data from the EDI SHAPE centre questionnaire. Red font highlights most prominent themes

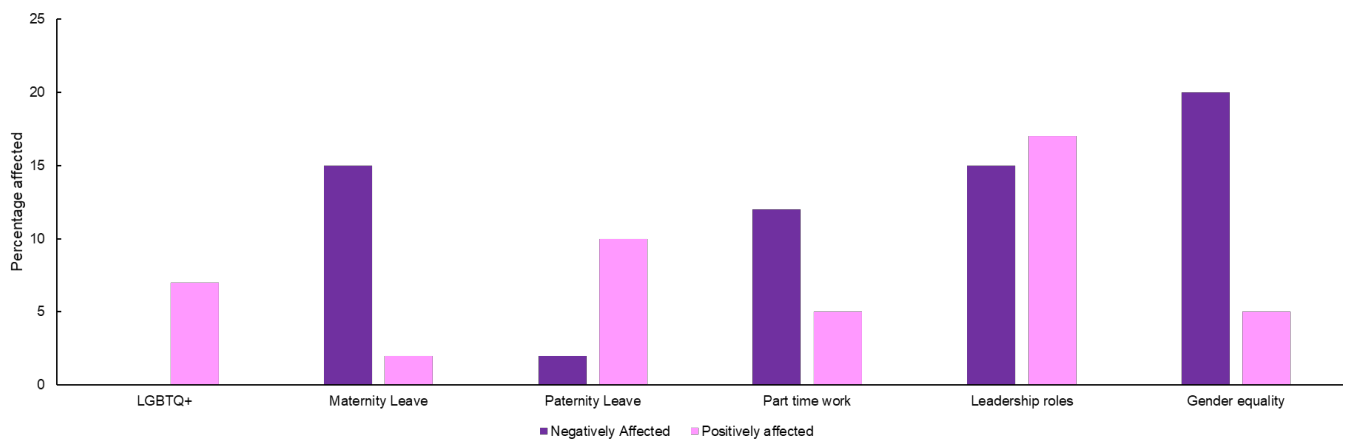


Figure 1. EDI SHAPE Questionnaire data showcasing most prominent themes only as a percentage of those who had been positively and negatively affected.

Some quotes have been taken directly from this survey and categorised according to the themes identified.

### *Inclusivity*

"Lack of visibility for LGBT+ staff, not aware of any LGBT+ staff groups etc. Lack of visibility sometimes makes you wary of whether people will react negatively if you mention a same-sex partner etc"

"I do think it is a bit concerning that women are not being promoted within the department. I think it is important that senior staff examine why this is the case - are they applying but not being successful? Or do they need more encouragement and support to apply? There might not be an issue at all but unless this is being explored we don't know whether that is the case."

"I've put 'not affected' by ethnicity but I do think we need to be careful that making positive steps with regards to ethnic diversity doesn't just increase workload/responsibility for those from non-white ethnic backgrounds"

### *Gender*



"To be honest, I don't review it to a great degree. On reflection, I would say that I don't know the basic sex split or race profile of all our Department staff and that if this split is 50/50 then it is unusual that many of the management team are white males"

"There is a real imbalance in leadership positions by gender (male dominated environment)"

"Limited number of women in senior roles / majority of staff are white"

Being a female I do also think that I may have been given roles preferentially as well. I therefore appreciate it is 'chicken and egg'.

"To be honest, I don't review it to a great degree. On reflection, I would say that I don't know the basic sex split or race profile of all our Department staff and that if this split is 50/50 then it is unusual that many of the management team are white males"

"I do think it is a bit concerning that women are not being promoted within the department. I think it is important that senior staff examine why this is the case - are they applying but not being successful? Or do they need more encouragement and support to apply? There might not be an issue at all but unless this is being explored we don't know whether that is the case."

## Maternity Leave

**\*Anonymised comment\***  
To ensure staff are able to access leadership opportunities that were available to them, prior to maternity/paternity

"It is really really hard to "put work down" on maternity leave without negatively impacting your career progression, and our work cannot easily be fit into KIT days. Equally, senior members of the department have emailed me regarding doing work while on maternity leave which doesn't always seem appropriate. You have to rely on sometimes the goodwill of colleagues to keep you involved in things or develop things while on maternity leave which I don't think gets reflected in their own workloads."

"But it is certainly challenging being on maternity leave and trying to get back into work routines, catching up on a year of change, a year out of research a year away from grant funding etc. Childcare is challenging - I teach until 5 so I'm only just doing nursery pick up in time. All of these contribute to feeling challenged in terms of career progression. AP criteria is primarily how much you can demonstrate you have done for yourself (PI bids/papers/leadership) which if you have contributed in other ways are not always recognised."

"I've not personally been impacted by maternity leave but I'm aware of a colleague that has as I was involved from a line management perspective. I personally think maternity leave needs to be better managed by senior leadership."

### *Part Time Contracts*

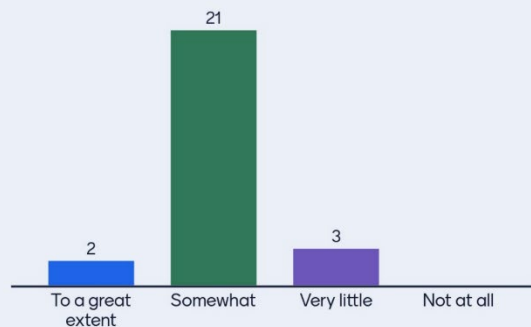
"I think particularly there is no appreciation for part time staff with regards to deadlines. For example the recent VC studentship initial deadlines for ranking. There is an expectation that people will work beyond their normal working hours. This is not 'normal' and whilst academia does seem to be a work environment in which this occurs it can not be expected"

"I am not sure that part-time workload truly reflects a part time workload re: no altered expectations for response and marking turnaround etc"

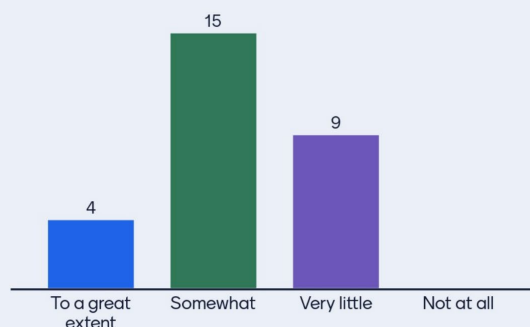
Resulting from these outcomes Anika and Jessica have already begun focused actions, as detailed in FAP3.5 and FAP3.6.

A further short survey which was undertaken at a Departmental meeting reaffirms that the actions embedded herein are aligned with the thoughts and/or requirements from staff members. The data from this survey is showcased below. These results have helped to inform the actions contained in the Future Action Plan (see Section 2).

## To what extent do you consider EDI in your pedagogy?



## To what extent do you consider EDI in your research/scholarship/practice?



What should we include for our vision for an inclusive research department?

- Transparency
- Diversity in leadership
- Voices from across the department being heard
- Gender equality in senior management roles
- Equal opportunities
- Effective work life balance

What actions should we take to advance our EDI goals in the next academic year?

- Mentorship for women
- Key actions to support diverse student progression, achievement and recruitment
- Transparency in goals and activities
- Ensure goals link with teaching and research activities
- More time dedicated to EDI in meetings
- Greater awareness in all inequalities

How can we create a culture of continuous improvement in EDI?

- Transparency in appointments

- Continuous updates on progress
- EDI training for staff
- Continuous monitoring and feedback of EDI activities

## Appendix 3: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Department data requirements	Location	Notes
Students at foundation, UG, PGT and PGR level	Table DT1, Table DT2, Table DT3, Table DT4, Table DT5, Table DT6, Table DT7	Table DT1 includes students by gender on access or foundation courses, with our Mansfield provision commencing 2020-21.  Tables DT6 and DT7 include sector average data for 2020-21 and 2021-22. Data was requested for 2022-23 but not yet available.
Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level	Table DT5, Table DT8	Data for UG attainment and PG completion is currently available only up to the academic year 2022-23.
Sport science staff, full-time/part-time as a proportion of gender	Table DT9	HR data is currently available only up to the academic year 2022-23.
Sport science staff by grade, contract function, and pathway	Table DT10	
Professional, technical and support staff by job family	Table DT11	HR data is currently available only at School level and not by Department.
Professional, technical and support staff by contract type	Table DT12	HR data is currently available only at School level and not by Department.
Applications, shortlists, and appointments made in recruitment to academic posts	Table DT13	
Applications, shortlists, and appointments, made in recruitment to academic posts by job group	Table DT14	
Applications and success rates for academic promotion	Table DT15	Applications for promotion are not currently held by HR. As an alternative, data on grade changes is presented.

**Table DT1: Number and percentage of students on access or foundation courses by gender and year**

Year	19-20		20-21		21-22		22-23		23-24	
Gender	M	F	M	F	M	F	M	F	M	F
Mansfield Opening Head Count (n)	N/A	N/A	26	12 (32%)	51	11 (18%)	48	7 (13%)	58	6 (9%)
Ethnicity	BAME	White	White	BAME	White	BAME	White	BAME	White	BAME
Mansfield Opening Head Count (n)	N/A	N/A	33	4 (11%)	44	18 (29%)	28	27 (49%)	36	28 (44%)

**Table DT2: Number and percentage of undergraduate and postgraduate taught students by gender and year**

Year	19-20		20-21		21-22		22-23		23-24	
Gender	M	F	M	F	M	F	M	F	M	F
UG Opening Head Count (n)	783	292	941	338	1018	356	959	356	918	329
PGT Opening Head Count (n)	24	17	26	8	20	17	30	8	19	13
Total (n)	807	309	967	346	1038	373	989	364	937	342
UG proportion (%)	96		97		97		97		97	
Female proportion (%)	28		26		26		27		27	

**Table DT3: 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
2019-20	4	0	2	0	100%	0%
2020-21	5	2	7	7	57.1%	42.9
2021-22	7	4	9	9	55.1%	44.9
2022-23	2	2	0	2	33.3	66.7
2023-24	4	1	0	1	66.6	33.4

**Table DT4: Number and percentage of undergraduate students (full-time) by course and by gender and ethnicity**

Year	19-20		20-21		21-22		22-23		23-24	
SPES 001/007 (Sport and Exercise Science)	M	F	M	F	M	F	M	F	M	F
	412	143 (26%)	508	174 (26%)	531	181 (25%)	508	197 (28%)	449	183 (29%)
	W	BAME	W	BAME	W	BAME	W	BAME	W	BAME
	448	107 (19%)	528	154 (23%)	549	163 (23%)	528	178 (25%)	478	155 (24%)
SPES 002/004/008/009 (Sport Science and Coaching)	M	F	M	F	M	F	M	F	M	F
	132	40 (23%)	140	49 (26%)	163	49 (23%)	170	52 (23%)	169	54 (24%)
	W	BAME	W	BAME	W	BAME	W	BAME	W	BAME
	138	34 (20%)	150	39 (21%)	165	47 (22%)	176	46 (21%)	171	52 (23%)
SPOR 005/034 (Sport Science and Management)	M	F	M	F	M	F	M	F	M	F
	155	39 (20%)	187	43 (19%)	204	47 (19%)	185	48 (21%)	172	41 (19%)
	W	BAME	W	BAME	W	BAME	W	BAME	W	BAME
	152	42 (22%)	173	57 (25%)	180	71 (28%)	168	65 (28%)	153	60 (28%)
SPES 003/005/010/011 (Sport Science Health and Nutrition)	M	F	M	F	M	F	M	F	M	F
	36	61 (63%)	34	55 (62%)	35	59 (63%)	33	46 (58%)	41	43 (51%)
	W	BAME	W	BAME	W	BAME	W	BAME	W	BAME
	81	16 (16%)	73	16 (18%)	77	17 (18%)	59	20 (25%)	63	21 (25%)

**Table DT5: Undergraduate applications, offers and acceptances by gender; Number of undergraduate students by gender; Percentage of undergraduate students achieving a 'good degree' (defined as First or 2:1) by gender**

Year	19-20		20-21		21-22		22-23		23-24	
Gender	M	F	M	F	M	F	M	F	M	F
UG apps (n)	1493	583 (28%)	1607	669 (29%)	1776	672 (27%)	1672	701 (30%)	1709	639 (27%)
UG offers (n)	1017	413 (29%)	1186	514 (30%)	1399	544 (28%)	1215	554 (31%)	1396	539 (28%)
UG accept (n)	359	128 (26%)	447	165 (27%)	451	162 (26%)	395	146 (27%)	395	122 (24%)
Opening Head Count (n)	783	292 (27%)	941	338 (26%)	1018	356 (26%)	959	356 (27%)	918	329 (26%)
Good Degree (%)	62.8	82.9	66.8	85.2	66.1	88.3	53.2	74.7	N/A	N/A

**Table DT6: Number and percentage of undergraduate students (full-time) compared to national average by gender**

	NTU		Sector Avg		NTU		Sector Avg	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Academic Year	2020-2021				2021-2022			
Female	269	28.4	142	32.8	269	25.6	142	32.8
Male	678	71.6	290	67.2	783	74.4	291	67.2
<b>Total</b>	<b>947</b>	<b>100.0</b>	<b>432</b>	<b>100.0</b>	<b>1,052</b>	<b>100.0</b>	<b>433</b>	<b>100.0</b>

**Table DT7: Number and percentage of postgraduate students (full-time and part-time combined) compared to national average by gender**

	NTU		Sector Avg		NTU		Sector Avg	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Academic Year	2020-2021				2021-2022			
Female	8	23.5	24	32.7	17	45.9	24	33.5
Male	26	76.5	49	67.1	20	54.1	48	66.5
<b>Total</b>	<b>34</b>	<b>100.0</b>	<b>73</b>	<b>100.0</b>	<b>37</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>

**Table DT8: Postgraduate taught applications, offers and acceptances by gender; Number of postgraduate taught students by gender; postgraduate taught completion rates by gender**

Year	19-20		20-21		21-22		22-23		23-24	
Gender	M	F	M	F	M	F	M	F	M	F
PGT apps (n)	64	48 (43%)	66	40 (38%)	72	50 (41%)	110	54 (33%)	108	77 (42%)
PGT offers (n)	28	20 (42%)	36	17 (32%)	34	34 (50%)	45	26 (37%)	51	46 (47%)
PGT accept (n)	22	16 (42%)	27	13 (33%)	29	24 (45%)	39	19 (33%)	39	24 (38%)
Opening Head Count (n)	24	17 (41%)	26	8 (24%)	20	17 (46%)	30	8 (21%)	19	13 (41%)
Distinction (%)	23.5	20.0	31.8	50.0	31.3	37.5	28.0	28.6	NA	NA



**Table DT9: Sport Science staff by gender and contract type**

<b>Academic year</b>	<b>Sex</b>	<b>Contract type</b>	<b>% of Sex</b>	<b>Headcount</b>
<b>2019/2020</b>	<b>Female</b>	Fixed-term	20.00%	4
	<b>Female</b>	Permanent	80.00%	16
	<b>Male</b>	Fixed-term	4.17%	1
	<b>Male</b>	Permanent	95.83%	23
<b>2020/2021</b>	<b>Female</b>	Fixed-term	18.18%	4
	<b>Female</b>	Permanent	81.82%	18
	<b>Male</b>	Fixed-term	7.14%	2
	<b>Male</b>	Permanent	92.86%	26
<b>2021/2022</b>	<b>Female</b>	Fixed-term	24.00%	6
	<b>Female</b>	Permanent	76.00%	19
	<b>Male</b>	Fixed-term	6.06%	2
	<b>Male</b>	Permanent	93.94%	31
<b>2022/2023</b>	<b>Female</b>	Fixed-term	21.43%	6
	<b>Female</b>	Permanent	78.57%	22
	<b>Male</b>	Fixed-term	11.43%	4
	<b>Male</b>	Permanent	88.57%	31

**Table DT10: Sport Science staff by grade, contract function, and pathway**

Career pathway	Job group	Academic year	Female		Male	
			%	No.	%	No.
Teaching and Practice	Lecturer	2019/2020	60.00%	3	40.00%	2
		2020/2021	66.67%	2	33.33%	1
		2021/2022	42.86%	3	57.14%	4
		2022/2023	42.86%	3	57.14%	4
	Senior Lecturer	2020/2021	50.00%	2	50.00%	2
		2021/2022	50.00%	2	50.00%	2
		2022/2023	66.67%	4	33.33%	2
	Support Grade G	2019/2020	50.00%	1	50.00%	1
		2020/2021	50.00%	1	50.00%	1
		2021/2022	50.00%	1	50.00%	1
		2022/2023	50.00%	1	50.00%	1
Teaching and Research	Academic & Research Senior	2022/2023	0.00%		100.00%	1
	Associate Professor	2019/2020	33.33%	1	66.67%	2
		2020/2021	25.00%	1	75.00%	3
		2021/2022	20.00%	1	80.00%	4
		2022/2023	14.29%	1	85.71%	6
	Lecturer	2019/2020	40.91%	9	59.09%	13
		2020/2021	80.00%	4	20.00%	1
		2021/2022	75.00%	3	25.00%	1
		2022/2023	60.00%	3	40.00%	2
	Principal Lecturer	2019/2020	0.00%		100.00%	1
		2020/2021	0.00%		100.00%	1
		2021/2022	33.33%	1	66.67%	2
		2022/2023	50.00%	1	50.00%	1
	Professor	2021/2022	0.00%		100.00%	1
		2022/2023	0.00%		100.00%	1
	Research Fellow	2019/2020	100.00%	1	0.00%	
		2020/2021	100.00%	1	0.00%	
	Senior Lecturer	2019/2020	0.00%		100.00%	1
		2020/2021	33.33%	6	66.67%	12
		2021/2022	38.89%	7	61.11%	11
		2022/2023	50.00%	9	50.00%	9
Teaching and Scholarship	Principal Lecturer	2019/2020	0.00%		100.00%	2
		2020/2021	0.00%		100.00%	3
		2021/2022	0.00%		100.00%	3
		2022/2023	0.00%		100.00%	3

**Table DT11: Professional, technical, and operational (PTO) staff by job family (NB HR data is available only at School level and not differentiated by Department).**

		Female		Male	
Grade	Academic year	%	No.	%	No.
Support Grade A	2019/2020	60.00%	3	40.00%	2
	2020/2021	66.67%	2	33.33%	1
	2021/2022	50.00%	1	50.00%	1
	2022/2023	100.00%	1	0.00%	
Support Grade C	2019/2020	80.00%	4	20.00%	1
	2020/2021	60.00%	3	40.00%	2
	2021/2022	20.00%	1	80.00%	4
	2022/2023	0.00%		100.00%	5
Support Grade D	2019/2020	60.00%	6	40.00%	4
	2020/2021	57.14%	8	42.86%	6
	2021/2022	77.78%	7	22.22%	2
	2022/2023		3	50.00%	3
Support Grade E	2019/2020	70.59%	24	29.41%	10
	2020/2021	70.73%	29	29.27%	12
	2021/2022	82.35%	28	17.65%	6
	2022/2023	72.73%	32	27.27%	12
Support Grade F	2019/2020	80.00%	8	20.00%	2
	2020/2021	56.25%	9	43.75%	7
	2021/2022	54.17%	13	45.83%	11
	2022/2023	65.63%	21	34.38%	11
Support Grade G	2019/2020	31.25%	10	68.75%	22
	2020/2021	37.21%	16	62.79%	27
	2021/2022	30.19%	16	69.81%	37
	2022/2023	35.71%	20	64.29%	36
Support Grade H	2019/2020	18.18%	2	81.82%	9
	2020/2021	18.18%	2	81.82%	9
	2021/2022	16.67%	2	83.33%	10
	2022/2023	18.18%	2	81.82%	9
Support Grade I	2019/2020	20.00%	1	80.00%	4
	2020/2021	16.67%	1	83.33%	5
	2021/2022	20.00%	1	80.00%	4
	2022/2023	20.00%	1	80.00%	4

**Table DT12: Professional, technical, and operational (PTO) staff by contract type (NB HR data is available only at School level and not differentiated by Department).**

<b>Academic year</b>	<b>Sex</b>	<b>Contract type</b>	<b>% of Sex</b>	<b>No.</b>
<b>2019/2020</b>	<b>Female</b>	Fixed-term	25.00%	38
	<b>Female</b>	Permanent	75.00%	114
	<b>Male</b>	Fixed-term	17.74%	44
	<b>Male</b>	Permanent	82.26%	204
<b>2020/2021</b>	<b>Female</b>	Fixed-term	22.49%	38
	<b>Female</b>	Permanent	77.51%	131
	<b>Male</b>	Fixed-term	17.58%	48
	<b>Male</b>	Permanent	82.42%	225
<b>2021/2022</b>	<b>Female</b>	Fixed-term	23.12%	40
	<b>Female</b>	Permanent	76.88%	133
	<b>Male</b>	Fixed-term	18.60%	56
	<b>Male</b>	Permanent	81.40%	245
<b>2022/2023</b>	<b>Female</b>	Fixed-term	23.12%	46
	<b>Female</b>	Permanent	76.88%	153
	<b>Male</b>	Fixed-term	18.83%	61
	<b>Male</b>	Permanent	81.17%	263

**Table DT13: Applications, shortlist, and appointments made in recruitment to academic posts**

Academic year	End stage	Female		Male		Other	
19/20	Application submitted	33.93%	38	65.18%	73	0.89%	1
	Offers	57.14%	4	42.86%	3	0.00%	0
	Shortlisted	38.89%	7	61.11%	11	0.00%	0
20/21	Application submitted	28.00%	28	72.00%	72	0.00%	0
	Offers	16.67%	1	83.33%	5	0.00%	0
	Shortlisted	27.27%	6	72.73%	16	0.00%	0
21/22	Application submitted	30.00%	30	70.00%	70	0.00%	0
	Offers	66.67%	4	33.33%	2	0.00%	0
	Shortlisted	45.00%	9	55.00%	11	0.00%	0
22/23	Application submitted	30.51%	72	68.64%	162	0.85%	2
	Offers	35.29%	6	64.71%	11	0.00%	0
	Shortlisted	32.00%	24	68.00%	51	0.00%	0

**Table DT14: Applications, shortlist, and appointments made in recruitment to academic posts by job group**

Job group	End stage	Female		Male		Other	
Lecturer	Application submitted	29.56%	120	69.95%	284	0.49%	2
Lecturer	Offers	47.37%	9	52.63%	10	0.00%	0
Lecturer	Shortlisted	37.08%	33	62.92%	56	0.00%	0
Principal Lecturer	Application submitted	36.36%	4	63.64%	7	0.00%	0
Principal Lecturer	Offers	50.00%	1	50.00%	1	0.00%	0
Principal Lecturer	Shortlisted	50.00%	3	50.00%	3	0.00%	0
Professor	Application submitted	16.00%	4	84.00%	21	0.00%	0
Professor	Offers	0.00%	0	100.00%	1	0.00%	0
Professor	Shortlisted	12.50%	1	87.50%	7	0.00%	0
Research Assistant/Associate	Application submitted	31.48%	17	66.67%	36	1.85%	1
Research Assistant/Associate	Offers	22.22%	2	77.78%	7	0.00%	0
Research Assistant/Associate	Shortlisted	16.67%	3	83.33%	15	0.00%	0
Research Fellow	Application submitted	44.68%	21	55.32%	26	0.00%	0
Research Fellow	Offers	60.00%	3	40.00%	2	0.00%	0
Research Fellow	Shortlisted	42.86%	6	57.14%	8	0.00%	0

**Table DT15: Applications and success rates for academic promotion**

**Academic**

Transfer to Position		Sex	
Academic year	Transfer to unit	Female	Male
2019/2020	Sports Science	1	1
2020/2021	Sports Science	1	2
2021/2022	Sports Science	4	4
2022/2023	Sports Science	1	3
2023/2024	Sports Science	3	3

**Professional Services**

Transfer to Position		Sex	
Academic year	Transfer to unit	Female	Male
2019/2020	Sports Science	1	1
2020/2021	Sports Science	1	2
2021/2022	Sports Science	4	4
2022/2023	Sports Science	1	3
2023/2024	Sports Science	3	3
2021/2022	SST School Office	4	2
2021/2022	Academic Admin - School SST	3	
2021/2022	Sports Science	2	1
2022/2023	SST School Office	2	1
2022/2023	Academic Admin - School SST	2	3
2023/2024	Sports Science	1	

*NB Applications for promotion are not currently held on the HR system. When requested, HR were able to provide data on grade changes, with SST included as a comparison.*

## Appendix 4: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

The following abbreviations and acronyms are used in this application:

<b>AA</b>	Academic Associate
<b>ACL</b>	Active Collaborative Learning
<b>AMA</b>	Academic Management and Administration
<b>AP</b>	Associate Professor
<b>AS</b>	Athena SWAN
<b>BAME</b>	Black, Asian, and Minority Ethnic
<b>BASES</b>	British Association of Sport and Exercise Sciences
<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>ECR</b>	Early Career Researcher
<b>EDI</b>	Equality, Diversity, and Inclusion
<b>ERD</b>	Erasmus Darwin Building
<b>F</b>	Female
<b>FAP</b>	Future Action Plan
<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>HEI</b>	Higher Education Institution
<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>ISTeC</b>	Interdisciplinary Science and Technology Centre
<b>KIT</b>	Keep in Touch days
<b>L</b>	Lecturer
<b>LGBT+</b>	LGBT+ is defined broadly to include individuals who self-identify as Lesbian, Gay, Bisexual, Transgender, Non-Binary,

	Undecided/Questioning, Queer, Intersex or those who self-define as any other marginalised non-normative romantic/sexual orientation or gender identity
<b>M</b>	Male
<b>MAP</b>	My Academic Portfolio
<b>MARS</b>	Mutually Agreed Resignation Scheme
<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>PDRA/PDRF</b>	Post Doc Research Assistant/Post Doc Research Fellow
<b>PG</b>	Post-Graduate
<b>PGR</b>	Post-Graduate Researcher
<b>PGT</b>	Post-Graduate Taught
<b>PhD</b>	Doctor of Philosophy
<b>PL</b>	Principal Lecturer
<b>PS</b>	Professional Services
<b>PT</b>	Part Time
<b>RAISE</b>	Researching, Advancing and Inspiring Student Engagement
<b>REACH</b>	Race, Ethnicity, and Cultural Heritage Staff Network
<b>REF</b>	Research Excellence Framework
<b>SAWA</b>	Sport and Wellbeing Academy
<b>SHAPE</b>	Sport, Health, and Performance Enhancement Research Centre
<b>SL</b>	Senior Lecturer
<b>SSDEC</b>	Sport Science Diversity and Equality Committee
<b>SST</b>	School of Science and Technology
<b>STEM</b>	Science, Technology, Engineering, Maths
<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>UET</b>	University Executive Team



<b>UG</b>	Undergraduate
<b>VC</b>	Vice Chancellor
<b>WFH</b>	Working From Home