



Athena SWAN Silver Department Award Renewal Application

Name of institution: Queen's University Belfast

Date of application: November 2016

Department: School of Nursing and Midwifery

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Date of previous award: June 2012

Date of university Bronze and/or Silver SWAN award: April 2015 (Silver)

Level of award applied for: Silver renewal

Abbreviations

AHSS	Arts Humanities and Social Sciences
AP	Action plan
BEER	Biological Excellence Experimentation & Research (Faculty Society)
CNO	Chief Nursing Officer
CPD	Continued professional development
CRS	Contract research staff
DE	Director of Education
DfE	Department for Education
DHSSPSNI	Department of Health & Social Services & Personal Safety Northern Ireland
DMP	Doctorate of Midwifery Practice
DNP	Doctorate of Nursing Practice
DR	Director of Research

E&D	Equality & Diversity
EOU	Equal Opportunities Unit
FPE	Full person equivalent
FTE	Full time equivalent
HoS	Head of School
HR	Human resources
HSC	Health and Social Care Trust
IWD	International Women's Day
KCL	King's College London
L(Ed)	Lecturer in Education
L(Res)	Lecturer in Research
LME	Lead Midwife for Education
MMI	Multiple mini interviews
N&M	Nursing and Midwifery
PDS	Faculty Postdoc Society
PGCHET	Postgraduate Certificate in Higher Education Teaching
PGR	Postgraduate research
PGT	Postgraduate taught
PI	Principle Investigator
QGI	Queen's Gender Initiative
QUB	Queen's University Belfast
RAE	Research Assessment Exercise
RCN	Royal College of Nursing
REF	Research Excellence Framework
RIS	Research Internship Scheme
SA	Scholarly Activity
SAGs	Scholarly Activity Groups
SAT	Self-assessment team
SC	SWAN Champion(s)
SCC	SWAN Champions Committee (University)
SL	Senior Lecturer
SMB	Senior Management Board
SoNM	School of Nursing and Midwifery
SSG	SWAN Steering Group (University)
STDU	Staff Training and Development Unit (QUB)
UG	Undergraduate
VC	Vice Chancellor
WAM	Workload Allocation Model
WG	SAT working group

Data sources

Data on staff and student numbers within the School of Nursing and Midwifery were sourced directly from the University. The most recently available data has been included which in most instances is 2015-16 but on occasion e.g. admissions, 2016-17 data is available and sometimes 2015 is the most recent data e.g. degree classifications as the Nursing and Midwifery academic year is longer than other degrees and our main cohort graduates during the winter ceremony.

Baseline UK data were sourced from two data sources, the Higher Education Information Database for Institutions (HEIDI) and the Equality Challenge Unit (ECU). UK baseline data from HEIDI was available for the academic years up to 2014/15.

Data representation

Data in the report are shown as full person equivalent for both the UK and Queen's University Belfast.



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Dear Dr Gilligan

With great pleasure, I provide my whole-hearted endorsement for our School's application to renew our Silver Athena SWAN Award. As recently appointed HoS, Queen's Gender Initiative and Athena SWAN were explicit in all discussions and made a positive contribution to my decision to choose Queens.

I have been impressed by the range of activities undertaken by the SAT and the passion of the team as they drive the initiatives forward. I can honestly say that the data on which this application is based, represent what I see as a culture of diversity and collegiality that embeds the principles of Athena SWAN in everything we do.

The School has made huge progress on the previous action plan with significant impact such as:

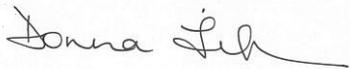
- Proportion of male undergraduate nursing admissions has risen from 6% in 2010-11 to 10% in 2016-17
- Investment in staff development with 74% enrolled for or achieving their Doctorate and 93% educated to Masters level
- Rise in scholarly activity outputs with 30% more papers published by Lecturers (Education)
- Comprehensive mentoring provision available to **all** staff
- Increased applications for senior academic positions in last two recruitment rounds

This type of activity invigorates staff and raises their expectations regarding professional development, and it is evident that SoNM is leading the way within the University, with for instance, the Graduate School replicating initiatives we have developed. It also contributes to our reputation as a good place to work and I am delighted that a recent recruitment exercise has generated 59 applications across all Nursing fields and Midwifery.

This application comes after a period of significant re-structuring within the University, and I recognise this has presented challenges as well as opportunities for staff. I recently attended a Women Transforming Leadership Course in Oxford and aim to provide strong and visible leadership within the School. Although it is early days of my tenure, I bring to this post a genuine pride in our profession and a commitment to live out the values of openness, honesty and equality which are reflected in this application. In that spirit I am currently seeking the views of every member of the team via an Active Listening Exercise and have planned a staff Away Day in January with expert external facilitation to begin Action Planning around areas for improvement.

It is our ambition that, by 2020, we will be in a position to apply for an Athena SWAN Gold Award and there is an associated budget. We have worked hard to address feedback from our last application and disseminate our learning with Beacon Activities. There are plans for SWAN Champions to sit on the Faculty Executive Board (rotating from each School) and Susan has recently been appointed Chair of the Swan Champions Committee. With our plans for an All-Ireland workshop in early 2017, dissemination activities are advanced to support our Institution's Gold submission.

I commend this application to you as a strong exemplar of good practice in equality and diversity and look forward to your feedback.



Prof Donna Fitzsimons
Head of School
School of Nursing and Midwifery, QUB

Total Word count: 496

2. The self-assessment process – maximum 1000 words

Describe the Self-Assessment Process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance, parental leave, flexible working etc;

The Self-Assessment Team (SAT) includes members with a range of perspectives (experience, knowledge, personal work-life balance, gender and career stage) across all levels of staff from HoS to UG student (Table 1). Male representation is important given the ratio (F:M 80:20), and although we are not aiming for parity of males and females on the SAT, proportionate representation is desired. The current gender balance is F: M 69:31%.

Table 1 Members of the SoNM SAT

<p>Jenny McNeill (Lecturer, SWAN co-champion, Chair WG1) SWAN Champion since 2009. [REDACTED]</p>	
<p>Susan Clarke (Lecturer, SWAN co-champion, Chair WG2) SWAN Champion since June 2014, Susan was on the SAT as a postdoc in the School of Biological Sciences and is Chair of the SWAN Champions Committee. [REDACTED]</p>	
<p>Matt Birch (E-Learning support, Chair WG3) SWAN SAT member since 2013. [REDACTED]</p>	
<p>Donna Fitzsimons (Head of School) Recently appointed as HoS (Sept 2016), her career is marked by a passion for nursing education and research as ways to ensure patients receive evidence based care. [REDACTED]</p>	
<p>Carolyn Crawford (PA to HoS) A member of the SWAN SAT since the beginning of the process through the achievement of bronze and silver awards, Carolyn is the HoS's secretary [REDACTED]</p>	

<p>Niall McKenna (Lecturer) Niall is delighted to have recently joined the SWAN SAT and has been involved in Nurse Education in QUB as Lecturer for 12 years. His clinical background is in Cardiology Nursing and he has varied input into both Undergraduate and Postgraduate Education. [REDACTED]</p>	
<p>Katie Gillespie (PhD student) Katie is a [REDACTED] PhD student [REDACTED] looking at Relationship and Sexuality Education for teenage boys in Ireland- challenging the stereotype that teenage pregnancy is the girl's problem and responsibility. [REDACTED]</p>	
<p>Dale Spence (Senior Lecturer) SWAN SAT member since 2015. Dale has worked in the SoNM for over 10 years [REDACTED]</p>	
<p>Aine Aventin (Research Fellow) Áine has been on the SWAN SAT since 2014. She joined the SoNM as a full-time PDRF in 2012 [REDACTED]</p>	
<p>Gillian Shannon (Administrator) SWAN SAT member since early 2016. Gillian has experience of working in several areas within QUB and from 2013 has been Education Administrator in the SoNM. [REDACTED]</p>	
<p>Tara McCollum (School Manager) Tara has been working at Queen's for over 20 years. Originally focusing on International partnerships and recruitment she moved on to a more 'home' based role taking up the post of School Manager [REDACTED] Tara has been a member of SWAN SAT teams in her previous and current role for over eight years.</p>	
<p>Lana (Undergraduate Student) [REDACTED]</p>	

<p>David Marshall (Senior Lecturer) David has worked in SoNM since 2002 and a SAT member since 2014. [REDACTED]</p>	
<p>Maria Lohan (Professor) [REDACTED] She is a member of the SAT since early 2016 and the Queen's Gender Initiative Management Group since 2010.</p>	
<p>Matt Carson (PhD student) Matt is a [REDACTED] PhD student in SoNM and has been a SWAN member since 2015. He particularly enjoys SWAN based staff/student socials, as well as promoting and participating in volunteer opportunities. [REDACTED]</p>	
<p>David Scott (Research Fellow) David has been a SWAN SAT member since 2015. He currently works on the development and evaluation of services for people receiving palliative care and their families. [REDACTED]</p>	

- b) an account of the self assessment process, with reference to year-on-year activities since the original Department award application, details of the self assessment team meetings, including any consultation with staff or individuals inside or outside of the university, and how these have fed into the submission;

Historically the SAT met every 6 weeks with our two SWAN Champions alternately chairing meetings and focusing the agenda on implementation of the silver action plan. In 2015 the SAT was restructured into smaller working groups (WGs) responsible for individual areas of the action plan primarily to facilitate additional engagement with non-SAT staff, ensuring that a SWAN culture becomes further embedded within the School and to enable implementation of initiatives beyond the SAT. The restructuring also sought to counter scheduling problems [REDACTED]

[REDACTED] and also to facilitate closer monitoring of the action plan. The working groups meet monthly, feeding into a quarterly meeting of the full SAT that includes an update on activities from each working group. Every member of the SAT now takes the lead for a specific action and reports on progress at the working group meetings

(Figure 1 shows Standard Meeting Agendas). The working group remit and memberships are shown in Table 2.

<p style="text-align: center;">SWAN Self-Assessment Team (SAT) Meeting</p> <p>Date: [REDACTED]</p> <p>Venue: [REDACTED]</p> <p style="text-align: center;">School of Nursing and Midwifery, MBC</p> <p style="text-align: center;">Agenda</p> <ol style="list-style-type: none"> 1. Apologies 2. Minutes 3. Update on new Members of SAT 4. Terms of reference 5. Update from SWAN Champions meeting 6. Update from working groups 7. Update from SWAN champions 8. Timetable to submission 9. Next meeting: 	<p style="text-align: center;">SWAN WG1 Meeting</p> <p>Date: [REDACTED]</p> <p>Venue: [REDACTED]</p> <p style="text-align: center;">School of Nursing and Midwifery, MBC</p> <p style="text-align: center;">Agenda</p> <ol style="list-style-type: none"> 1. Apologies 2. Minutes 3. Implementation of the new Silver Action Plan <ol style="list-style-type: none"> a. Update of actions and timelines 4. Attendance at Vitae Conference 5. New actions 6. Recruitment of additional members 7. AOB 8. Next meeting:
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Figure 1 Standard Agendas for SAT (quarterly) & Working Group (monthly) Meetings

Table 2 Membership and Remit of SAT Working Groups

(Names in *italics* are additional members with interest or expertise to lend and are not full SAT members)

	Working Group 1	Working Group 2	Working Group 3
Areas of responsibility	Staff: Mentoring Staff induction Career Support	CRS Support PhD Support CRS recruitment	UG/PGT Students Collegiality
Membership	Jenny McNeill (chair) Tara McCollum Lyn Crawford Donna Fitzsimons Dale Spence Susan Clarke <i>Claire Kerr</i> [REDACTED] [REDACTED]	Susan Clarke (chair) Matt Carson Aine Aventin David Scott Maria Lohan David Marshall <i>Sean Morrison</i> [REDACTED] <i>Olinda Santin</i> [REDACTED]	Matt Birch (chair) Katie Gillespie Lana Cook Niall McKenna Gillian Shannon Jenny McNeill <i>John Power</i> [REDACTED] [REDACTED] <i>Jessica Elder</i> [REDACTED] <i>Keith Mitchell</i> [REDACTED]

Governance of the SAT is shown in Figure 2. SWAN is a standing item on the Senior Management Board (SMB) fortnightly meetings. Four SAT members (School Manager, Director of Research and HoS) including the SWAN Champion are also members of the SMB. Besides updates as issues arise, a formal quarterly report is submitted following the quarterly SAT meeting and an update on relevant statistics is provided annually. Actions are approved/agreed and decisions are then passed down to the relevant working group.

SWAN is also a standing agenda item at School Board meetings, which occur bimonthly, and to which all staff and postgraduate students are invited. Champions present an update on action plan implementation and highlight initiatives, helping to engage all staff with the SWAN agenda. These opportunities can be used to effect specific actions from the 2016-2020 Action Plan for example, promotion of family friendly policies by EOU (action 3.1), presentation of results of the biannual School Survey (action 3.3) and in the forthcoming year they will also be used to deliver an introduction to unconscious bias training (action 4.4).

Both SoNM Champions are members of the University SWAN Champions Committee and Susan Clarke was recently appointed Chair of this Committee. These meetings ensure the sharing of good practice and support among champions from across the University. The Chair of the SWAN Champions committee sits on the University SWAN Steering Group so that information flows up to senior management level and down to School level along this chain. SWAN Champions and HoS also attend the SSG to discuss applications before submission.

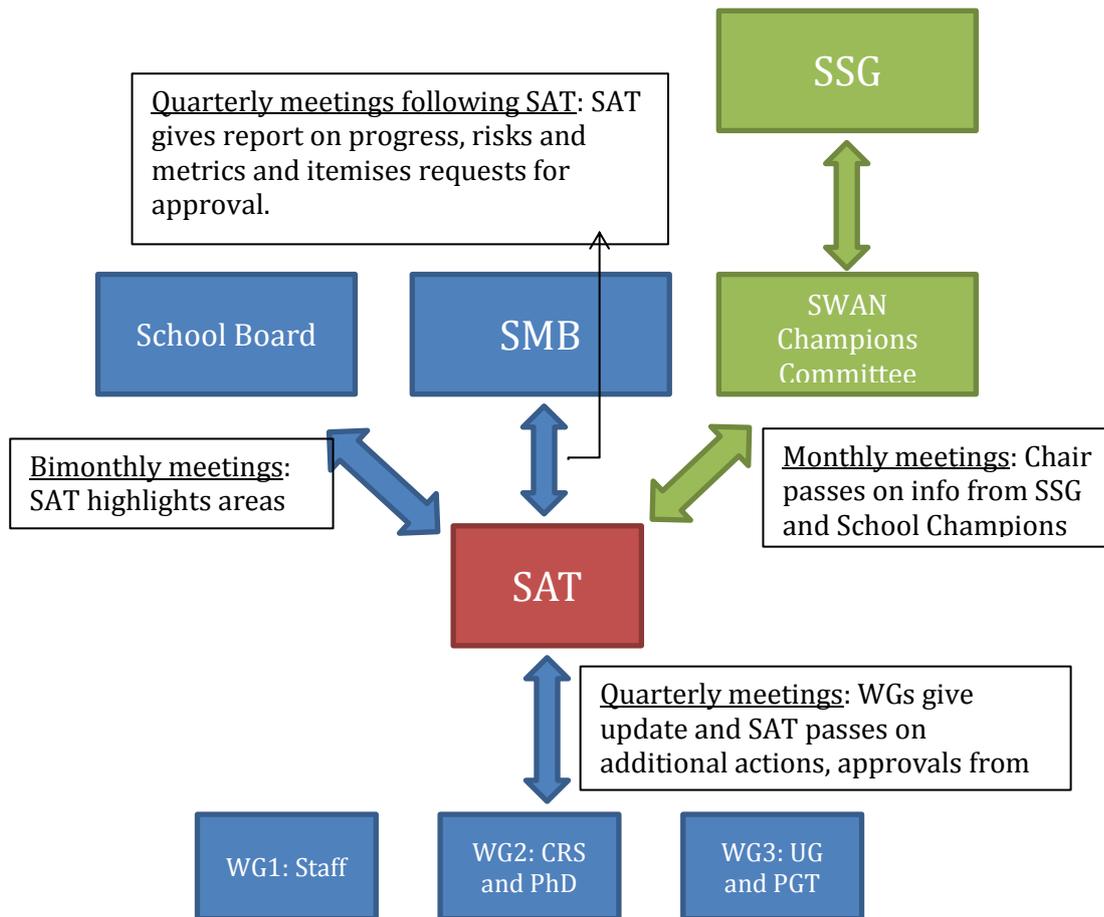


Figure 2 Governance and reporting structures for SWAN School SAT. Key: SMB: Senior Management Board, SSG: Institutional Swan Steering Group, WG: Working Group, blue represents internal to School and green is external

Dr [REDACTED] (postdoc) and SAT member assisted with data collation for this application. The application and action plan were reviewed by the SAT, SMB and SSG and made available on the school sharepoint site for all staff to comment on. Specific activities which have directly contributed to development of the new action plan have taken place both within and external to the School.

Internally

- Triennial Staff Survey of all academic, research staff and PhD students (2011 and repeated 2014)
- Focus group with staff recently returned from maternity leave in 2013
- Mentoring was explored with two focus groups in 2014
- Focus group with Principle Investigators recently recruiting to CRS positions in early 2016
- Workshop with key staff (Year Leads, Discipline Leads, PGT Lead etc) held August 2016 to gather information and identify areas requiring action

Externally

- With the addition of AHSS Schools, N&M has been paired with the School of Modern Languages (Modern Languages were subsequently one of the first AHSS Schools to be awarded a bronze Athena SWAN Award in the Nov 2015 rounds)
 - External consultants [REDACTED] (Oxford Research and Policy) gave feedback from a review of good practices and their impact in the School in 2014
 - [REDACTED] visited QUB to present the School of Medicine, Dentistry and Biomedical Sciences Gender Equality Annual Lecture. During the visit she met with SWAN champions.
 - The Faculty Postdoc Society performed a survey of postdocs in 2015 for which we received both the full report and the SoNM responses
 - SWAN Champions contributed to a Faculty wide SWAN consultation in 2016
 - SoNM Postdoc Advisor attended the annual Vitae Conference, September 2016
 - SWAN Champions and two SAT members attended the International Women and Leadership in a Changing World Conference, QUB, September 2016
 - Jenny McNeill, SWAN Champion attended the Women Deliver 2016 International Conference, Copenhagen which focused on investing in women
 - Jenny McNeill, SWAN Champion met with [REDACTED] from University of Oxford to share SWAN knowledge in 2015
2. Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT will continue as described and will operate as shown in Figure 2. This system has been in place for approximately a year and has been implemented successfully. During the next year, the chair of each working group will rotate every three months to allow everyone to take the lead role. The remit of each working group will be revised to align with the 2016-2020 action plan, to ensure equal allocation of workload and aligned responsibility for implementing and achieving proposed actions. It is anticipated that each working group will recruit additional members from within the School that can contribute to the achievement of the action plan. Membership is flexible to allow us to respond to the demands of the revised charter.

Total Word count: 972

3. A picture of the department – maximum 2000 words

1. Provide a pen-picture of the department to set the context for the application, outlining in particular any significant changes since the original award.

The SoNM is the foremost provider of pre and post-registration education in NI with approximately 2,100 students, 69 academic, 14 research and 33 support staff. The School provides courses at undergraduate (UG) and postgraduate (PG) level, preparing nurses and midwives for leadership roles in clinical care, education and research.

Historically, the SoNM evolved from a college system whereby nurses and midwives were taught in colleges affiliated to the University. In 1997, the colleges were fully integrated into QUB and the workforce was split between the University (Nurse Lecturers) and those who wished to remain in the NHS. In 2012, Nurse Lecturers were renamed Lecturers (Education) and continue to represent the majority of SoNM academic staff (74%). The remit of L(Ed) is predominantly to deliver teaching programmes, with some scholarly activity.

Therefore, SoNM is different in that not all academic staff have a PhD as this was not a requirement for the Nurse Lecturer post. It was a key goal of the previous action plan to support staff enrolment in further education and this commitment has resulted in an increase in the proportion of staff with a doctorate from 21% in 2011 to 52% currently, with a further 15 staff [REDACTED] enrolled on part-time doctoral programmes, bringing the total **graduated or registered at doctoral level to 74%**, exceeding our target.

While teaching remains a significant element of core business, there has been a commitment to developing a strong research portfolio. Lecturers (Research) consisting of 5 Professors, 1 Reader, 12 Lecturers and 14 contract research staff (CRS) are grouped into two research themes (Maternal & Child Health and Cancer and Palliative Care). Since 2012, ten research-active academics have been recruited: [REDACTED] (F:M;8:1). The SoNM returned for the first time in the 2008 RAE and has continued to demonstrate research excellence with 100% of research-active staff returned in REF2014, indicating the supportive and inclusive attitude of senior management. REF results show we are a leading centre for research with 100% of our research outputs classified as internationally excellent.

Currently 10% of nursing registrants and 0.3% of midwives in the UK are male; our male UG nursing population across all years is 6% **but this increased to 10% in the 2016-17 intake.** [REDACTED]

Since 2012, QUB has undergone significant restructuring, however the gender balance has remained consistent. Figure 3 shows the classic scissor diagram but the percentage of females remains broadly high at 80+% until professoriate level. Centrally produced staff figures available are to July 2016 and do not include a recent promotion of Lecturer to Reader by the retention committee nor our new female HoS who started on the 1st September 2016. With the HoS appointment, the current **gender balance of Professors in FPE is 60% female and 71% FTE** With the inclusion of this data, encouragingly, our scissors no longer cross (dashed line in Figure 3).

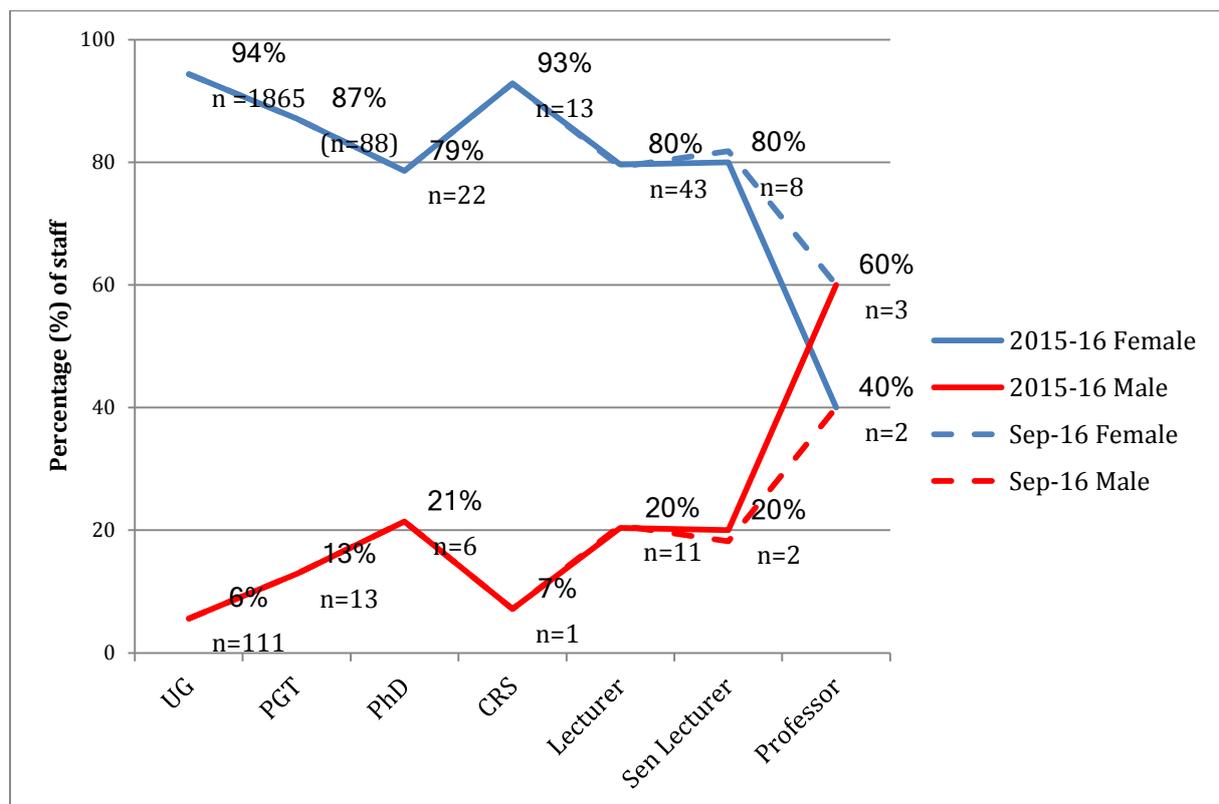


Figure 3 Percentage of males and females at all levels in the SoNM
 (Dashed lines show figures with inclusion of recent Reader and HoS appointment)

- a) Provide data and a short analysis for at least the last five years (where possible with clearly labelled graphical illustrations) on the following, commenting on changes and progress made against the original action plan and application, and initiatives intended for the action plan going forward.

Student data

- (i) **Access and foundation male and female numbers – full and part time.**

The SoNM does not currently provide access or foundation courses.

- (ii) **Undergraduate male and female numbers – full and part-time.**

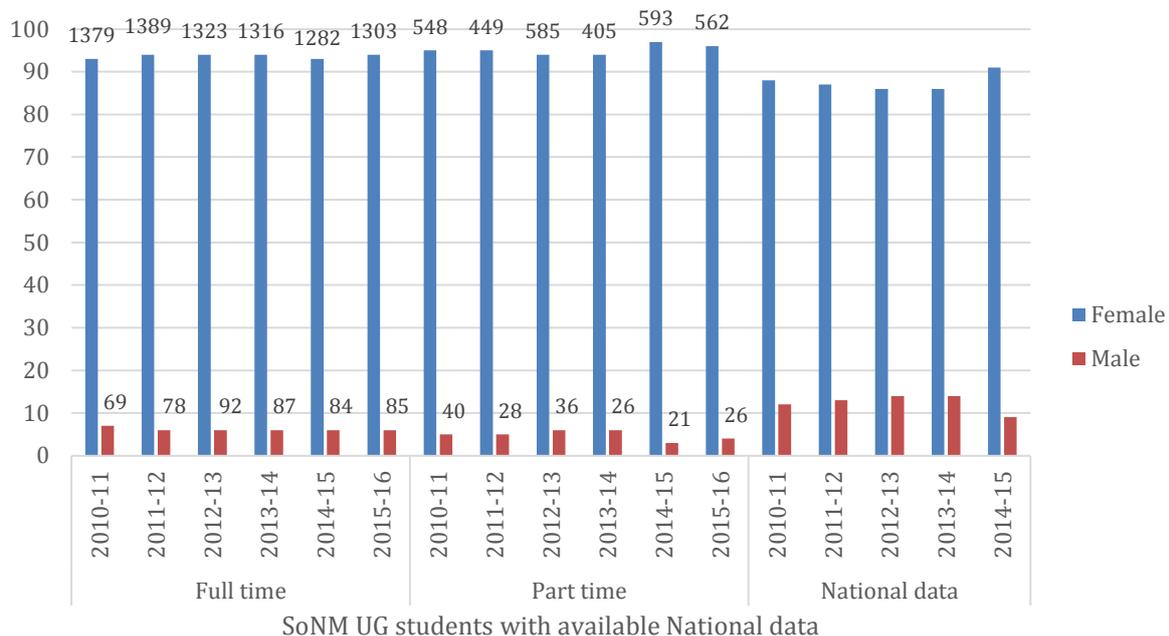
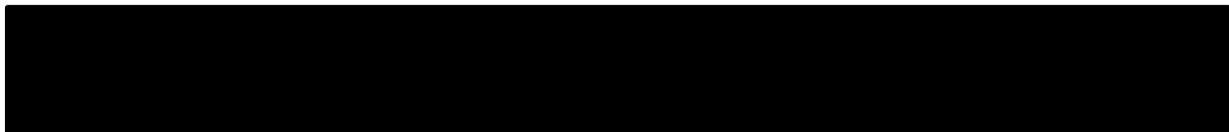
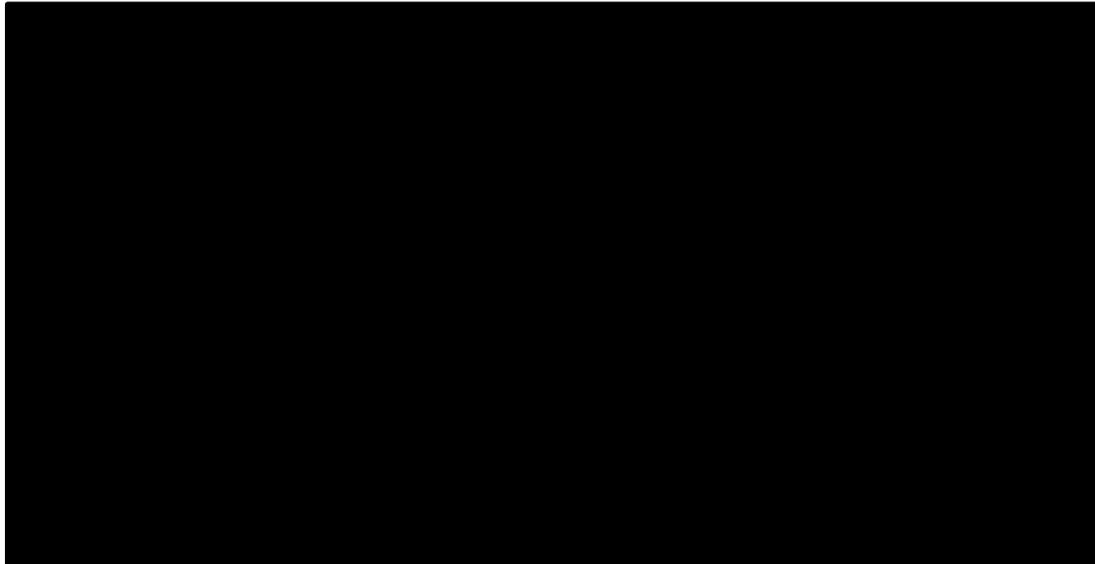


Figure 4 Percentage of full-time and part-time SoNM UG students by gender

The DHSSPSNI dictate annual UG pre-registration numbers. Reduced central funding over several years resulted in reduced UG numbers (approximately ↓18% from 08/09); however since 14/15 there has been an 8% increase in response to a predicted workforce crisis (Figure 4). The proportion of UG males (Figure 4) was static from 2011/12 to 2015/16 (average M:F; 6:94) and lower than national figures (9%). **However, our 2016-17 UG nursing data has shown an increase in proportion of UG males to 10%.** This increase demonstrates impact from a number of previous actions (action 3.1 2012-2016), to increase the visibility of, and promote, men in N&M e.g. representation of males during teaching, outreach events, school careers events, on recruitment leaflets and career profiles in regional media (Figure 5). Focus group data (conducted with male students in 2014) suggested that negative stereotypes still exist in the wider population and amongst their peers. This area will remain a priority and we have identified a number of actions, including targeting careers teachers, which will continue to build on recent impact (action 4.1 2016-2020).



The majority of part-time UG students are post-registration i.e. qualified nurses/midwives undertaking specialist courses. These courses are mostly delivered at level 3 (UG) with some level 7 (PG) provision with proportions similar to the UG full-time population. N&M degrees have been available since 2000 and compulsory for professional registration since 2012. With time the numbers of diploma students will reduce and post-registration courses will be accessed by students educated to degree level. It is important to track this change, ensuring that particular sectors of the workforce are not excluded from career development and courses are appropriately tailored. (action 2.2 2016-2020).

Degree classification remains relatively consistent and no major imbalance was noted (Figure 6).

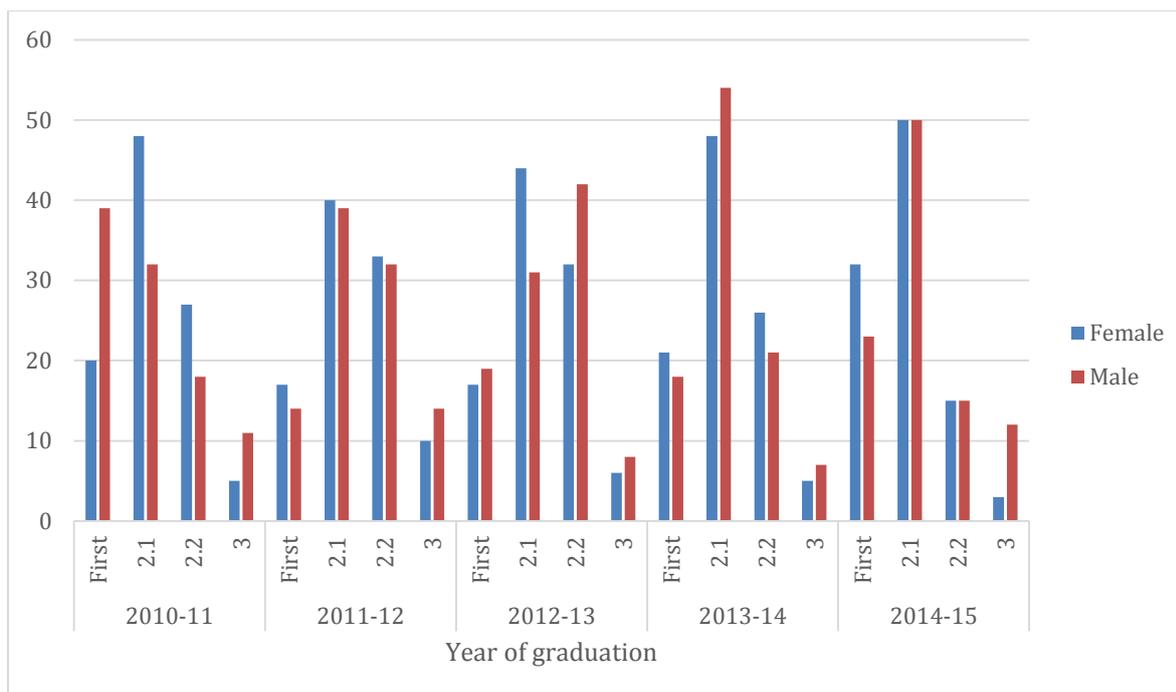


Figure 6 Degree Classification by Gender (percentage)

- (iii) **Postgraduate male and female numbers on and completing taught courses – full and part-time.**

Table 3 Percentage of PGT full-time and part-time students by gender

Academic year	Full time n(%)			Part time n(%)		
	Male	Female	Total	Male	Female	Total
2012/13	(0)	(100)		(9)	(91)	
2013/14	(20)	(80)		(10)	(90)	
2014/15	(0)	(100)		(9)	(91)	
2015/16	(14)	(86)		(10)	(90)	
2016/17	(13)	(87)		(12)	(88)	
National Data 14/15	(15)	(85)				

The SoNM offers taught courses at MSc and Doctoral level, with a female: male ratio of 87:13 in 16/17 (Table 3), similar to national data (85:15 in 14/15). While this ratio highlights the relative consistency in female proportions, it also demonstrates that in general, proportionately more males progress to study at PGT level than at UG level (13% v 9% in 16/17). Although the gap between female and male at PGT level has reduced with the increase in UG male figures in 16/17, it is necessary to monitor this trend. The percentage overall of full-time PGT has changed since 15/16, increasing

from approximately 9-10% to 35-36% highlighting a successful recruitment drive to attract international students who generally opt to study full-time. Prior to this the profile of N&M students from NI undertaking PGT study favoured a preference for part-time study (Table 3).

An innovative taught doctoral (N&M) programme was introduced to provide opportunity for senior individuals in clinical practice/education to study at doctoral level while remaining in employment. The programme is offered online and the success is now evident.

These are encouraging figures given the small number of midwives who progress to study at this level.

(iv) **Postgraduate male and female numbers on research degrees and completion times – full and part-time.**

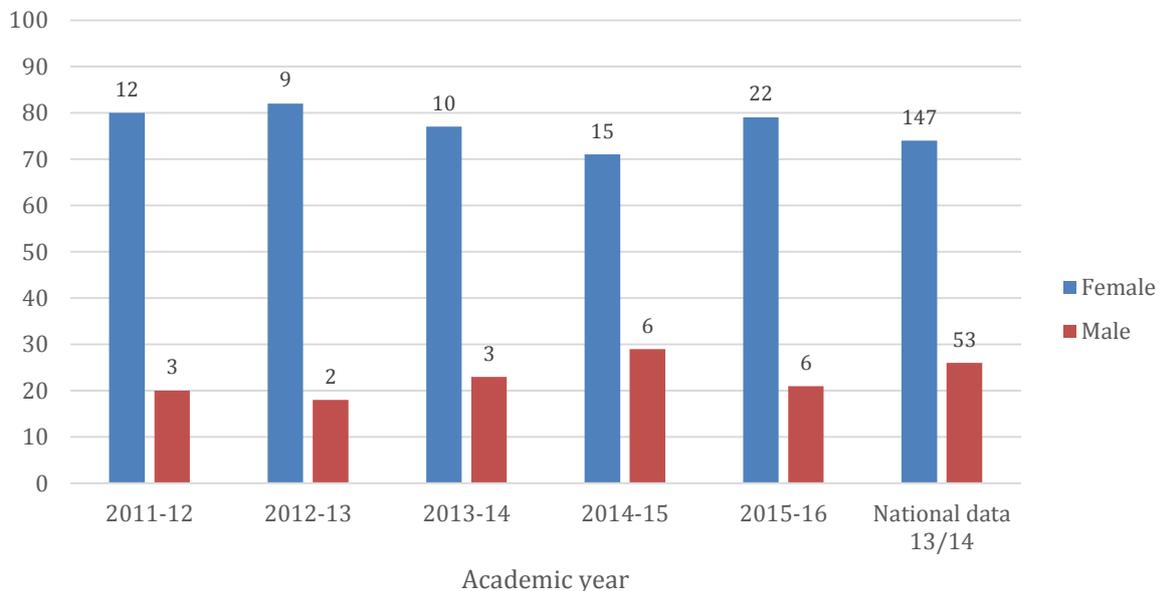


Figure 7 Percentage of SoNM PGR students by gender

PGR students in N&M are relatively few compared with other disciplines although proportions are comparative with national data (Figure 7). Currently 28 PhD students are registered, six of whom are male (F:M; 79:21) with a ratio of 14:86 part-time to full-time (Table 4). **The number of SoNM PGR students has almost doubled over the last 5 years (n=15 in 11/12 v n=28 in 15/16)** highlighting the impact of several initiatives aiming to increase PGR opportunities (action 2.2 2012-16). The total proportion of males undertaking research degrees still remains higher than at UG level (27% v 9%). In order to encourage more female PGR students and address the 'leaky pipeline', a number of future actions have been identified (actions 2.1 & 2.2 2016-2020).

Table 4 Number and percentage of postgraduate research students by gender

	Full-time PGR students			Part-time PGR students			Total N (%)
	Male n (%)	Female n (%)	Total n (%)	Male n (%)	Female n (%)	Total n (%)	
2009-10	(7)	(93)	(83)	--	(100)	(17)	(100)
2010-11	(7)	(93)	(94)	--	(100)	(6)	(100)
2011-12	(21)	(79)	(93)	--	(100)	(7)	(100)
2012-13	(18)	(82)	(100)	--	--	--	(100)
2013-14	(25)	(75)	(92)	--	(100)	(8)	(100)
2014-15	(26)	(74)	(90)	(50)	(50)	(10)	(100)
2015-16	(21)	(79)	(86)	(25)	(75)	(14)	(100)
National data 13-14 (%)	28	72	100	25	75	100	100

Table 5 demonstrates the majority of PGR students complete in 4-5 years. These figures include a combination of taught doctoral students (who at time of completion are considered under PGR statistics as they undertake a thesis and are usually part-time) and PhD students. Completions times have been identified as a concern for both male and females and actions have been included to address (action 2.3 2016-2020).

Table 5 Completion times of PGR Students 2012-16

Years to completion	Number of PGR graduating per year				
	2012	2013	2014	2015	2016
3					
4					
5					
6					
7					
Total					

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

Male UG nursing applications **have increased from 6% to 10%** from 11/12 and 16/17 (Figure 8). Male UG midwifery applications are negligible (usually <1%) and are in keeping with the midwifery profession generally but **have also increased in 2016**. In our 2012 application approximately 5% of all UG applicants were male which has now almost doubled (current combined intake 9%) highlighting the impact of several actions (action 3.1 2012-2016). A continued focus remains on specific actions to advance this progress (action 4.1 2016-2020).

The application timeframe represents a period of change in UG application and interview process; applications are managed through UCAS since 2012 and the 16/17 UG intake interviews were conducted using Multiple Mini Interviews (MMI). Monitoring has shown no obvious impact. Diligent planning in conducting the MMI's was employed to ensure men were appropriately represented on the implementation team, and across volunteers, interviewers and role-play participants. In addition, an online tutorial about participating in MMI's on the QUB YouTube channel is led by a male lecturer and features male candidates prominently.

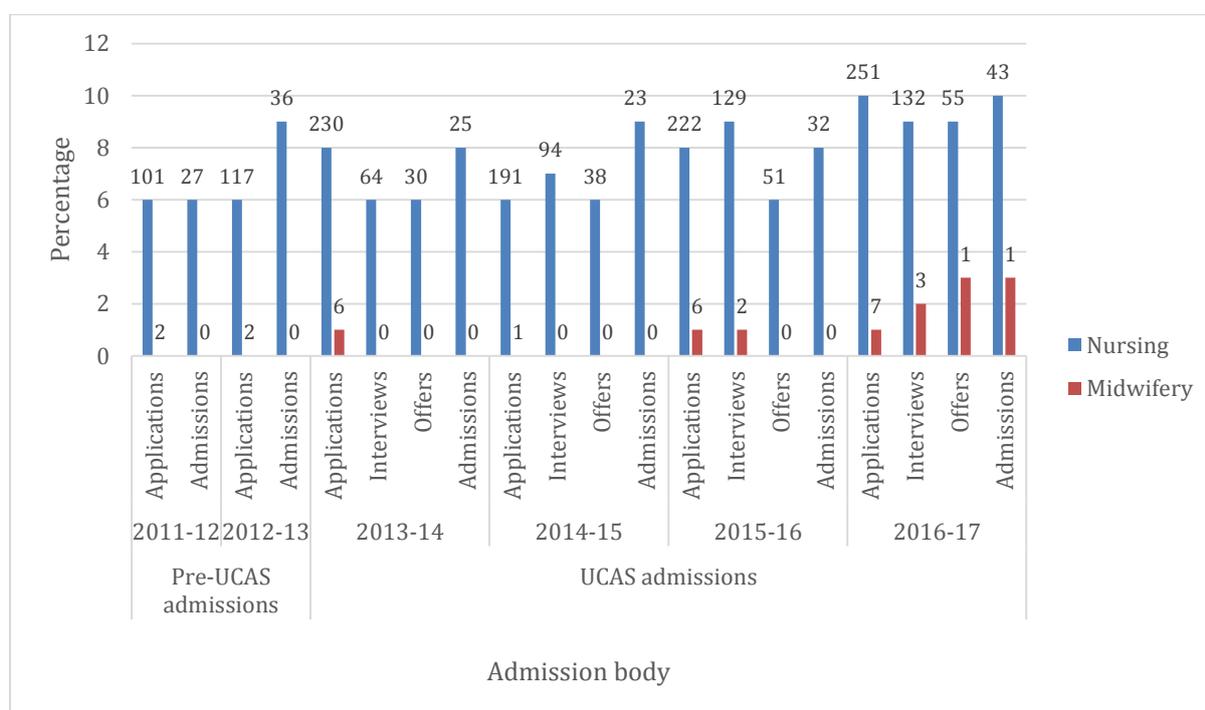


Figure 8 UG male Applications, Interviews, Offers and Admissions to Nursing (for clarity only males are shown).

Historically more males have applied to PGT courses and the increase has continued (10%, n=7 in 12/13 to 21%, n=23 in 16/17) although numbers are small (Figure 9). The proportion of males progressing to PGT study remains consistently higher than UG level proportions (average from 12/13 to 16/17 =13%) highlighting a need to keep a continued focus in this area. In addition, the drop off from offer to admission needs further exploration (actions 2.1/2.2 2016-2020).

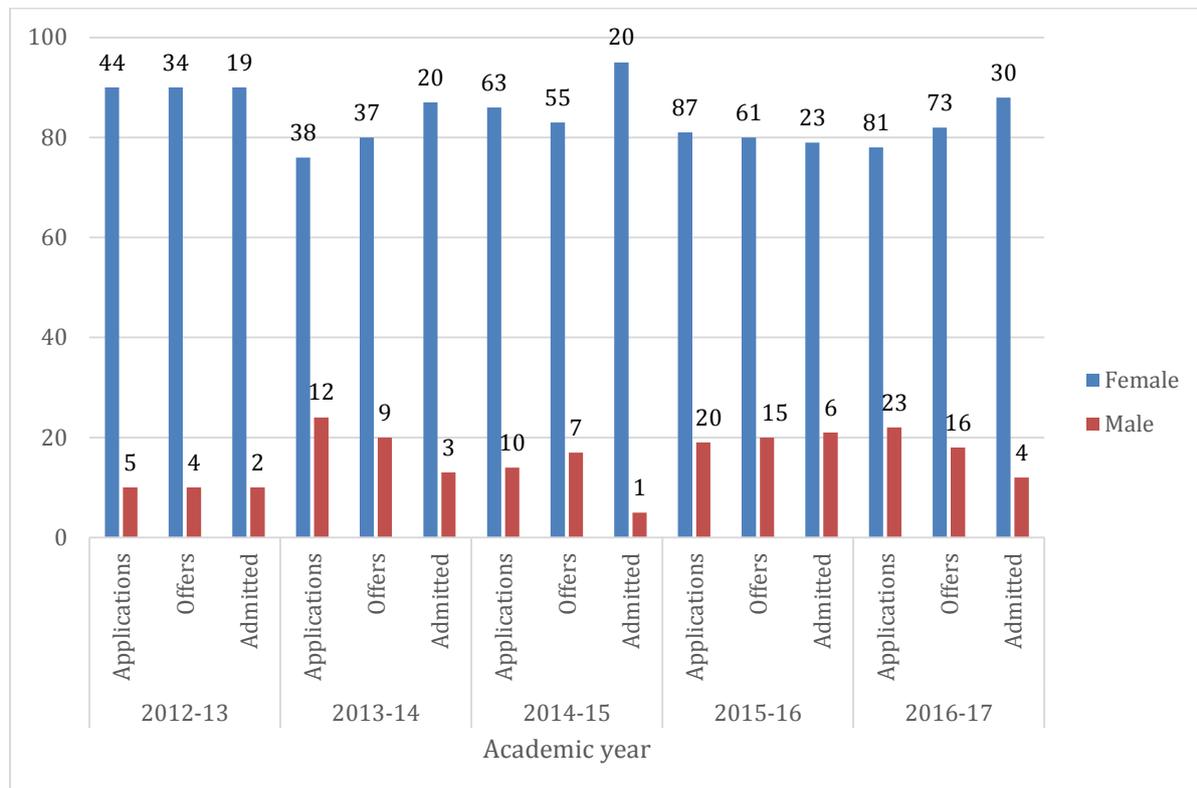


Figure 9 Percentage of applications and offers for PGT by gender

Male PGR applications are also disproportionately higher than at UG level averaging 26% between 13/14 and 16/17 (Figure 10). In the current year; 43% of applications in 16/17 were from males and it is unclear if this is an anomaly. More PGR's were recruited to the Cancer and Palliative Care research theme compared to the Maternal and Child Health theme therefore it may be that the subject matter was more attractive to male candidates. The data will continue to be monitored to establish if action is required. The translation of applications to accepted places has improved overall for females since 13/14 (17% v 21% in 16/17) and has been similar for males and females in the previous 2 years (M v F; 22% v 21% in 16/17 and 14% v 15% in 15/16).

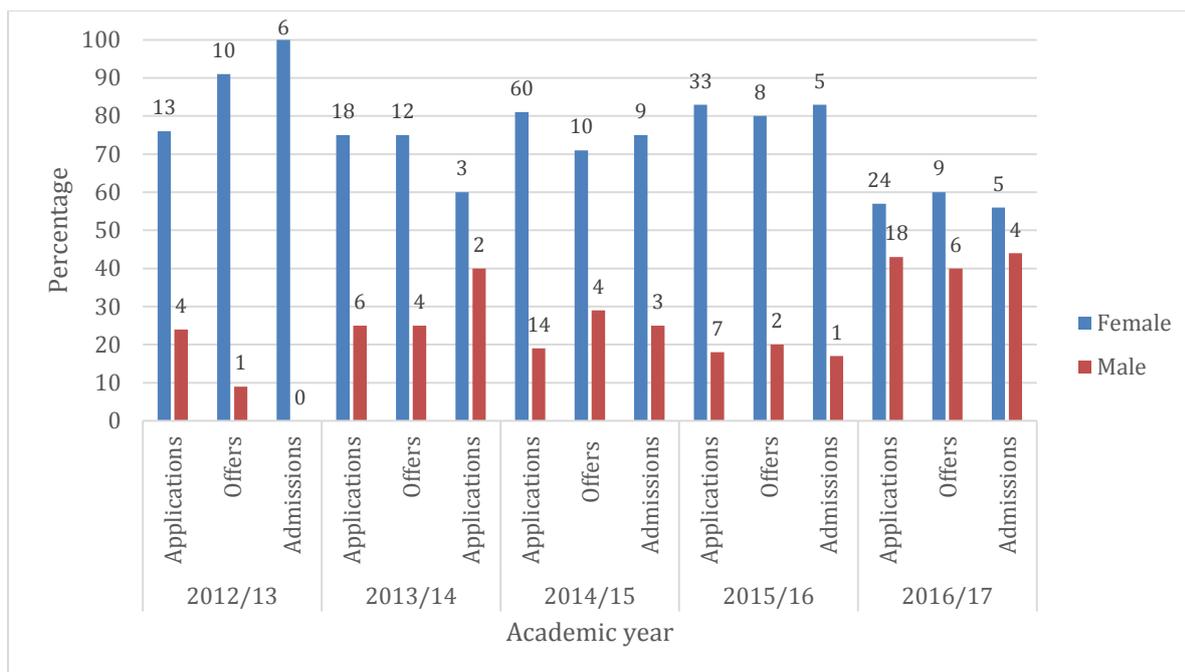


Figure 10 Applications, offers and acceptances for PGR by gender

Staff data

- (vi) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent).

The female:male ratio of all staff has remained static since 12/13 (80:20). At L/SL/Reader females consistently represent around 80%, similar to national data at Lecturer and better than national data at SL/Reader (Figure 11). The number of Professors is small, (5 to 7) with part-time appointments so caution is advocated with interpretation. The percentage of female Professors (40% to 77%) is not dissimilar nationally (average 64%). Currently the Professorial F:M FPE is 60:40 or 71% female by FTE which may change in the near future with the recent recruitment drive- at least 5 posts are available.

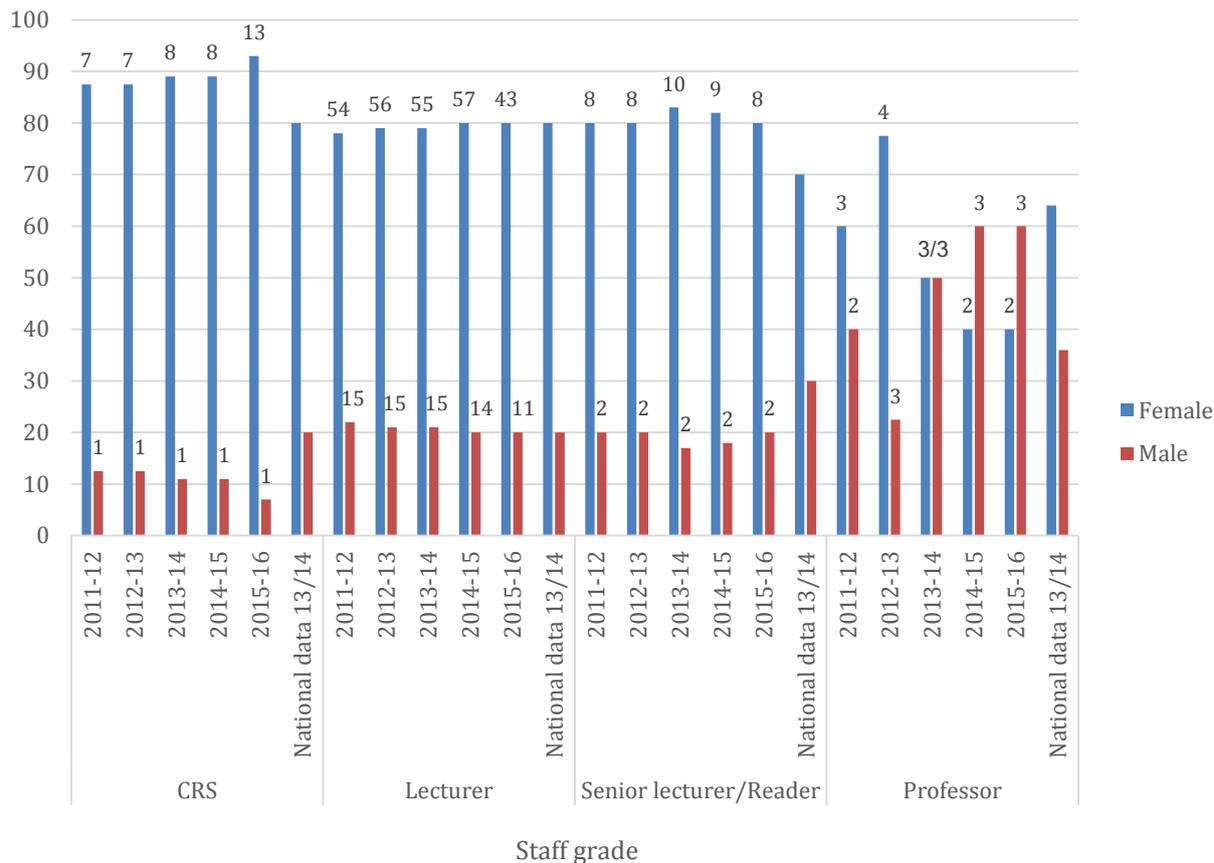


Figure 11 Percentage of Staff in SoNM by Grade and Gender

Research staff in the SoNM have increased in 15/16 (9 to 14, Figure 12) [redacted] Identified previously as a concern (action 1.4), progress can be noted as more men have been shortlisted (detailed analysis section 4(i)). The percentage of successful males applying for PhD positions has increased (6% in 2010-11 to 20% average annually since 2011-12), hopefully extending through to research staff gender balance with time (see action 4.2 2016-2020 for additional initiatives).

(vii) **Turnover by grade and gender** – where numbers are small, comment why individuals left

In the past 5 years, [redacted] CRS have come to the end of their contract (Table 6) but positively, **all have remained in research**. [redacted] obtained new posts within the SoNM as Lecturers and [redacted] left for other research positions externally. The remaining [redacted] researchers were employed elsewhere in the University [redacted]

The University offered voluntary severance/early retirement to eligible staff to meet funding pressures twice in the last 5 years, resulting in higher turnover rates in 2011-

12 and 2015-16 (central figures unavailable until 2017). Of the [redacted] staff who left in the past 3 years (Table 6), [redacted] retired and [redacted] took up senior positions elsewhere in the University [redacted] or at new institutions [redacted]. There is no evidence of any gender imbalance in the turnover rates and the female:male ratio of all lecturing staff has remained static over the period. It is very positive that over half our leavers have moved on to more senior positions, however it may indicate limited opportunities internally and planned actions supporting promotion are extremely important (action 1.5 2016-2020).

Table 6 Number of staff leaving the School by grade and gender (percentage of total in SoNM)

	2010-11		2011-12		2012-13		2013-14		2015-16	
	M n (%)	F n (%)								
Research	[redacted]									
Lecturer	[redacted]									
SL/ Reader	[redacted]									
Professor	[redacted]									
Total	[redacted]									

Word Count: 2000

Supporting and advancing women’s careers – maximum 5000 words

4. Key career transition points

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

Research Staff

[redacted] was appointed internally through redeployment. The lack of male appointments was noted previously (action 1.4 2012-2016) and remains a key issue. Some impact has been shown with more men invited for interview and no single sex shortlists since 2013-14 (Table 7). Focus group (2015) data suggested men were less likely to apply to research positions due to the N&M stereotype and because many research topics were not attractive. An annual event to coincide with International Men’s Day will focus on men’s health and highlight male-specific research e.g. father’s role in teenage pregnancy (action 4.2 2012-2016). We recognise that of course men may be interested in a range of topics that don’t

necessarily relate directly to them, but it will further highlight “men in N&M” building upon established activities to support Movember (Figure 12).

Table 7. Applicants and success rates for externally recruited research staff by year and gender

Year	Post title	Applications received		Shortlisted		Appointees		Success rate							
		Female	Male	Female	Male	Female	Male	Female	Male						
2015-16	Research Fellow	35 (84%)	6 (15%)	Data unavailable											
	Total	35 (84%)	6 (15%)												
2014-15	Research Fellow	20 (80%)	5 (20%)												
	Total	20 (80%)	5 (20%)												
2013-14	Research Fellow	15 (79%)	4 (21%)												
	Total	15 (79%)	4 (21%)												
2012-13	Research Assistant	13 (93%)	1 (7%)							Data unavailable					
	Research Fellow	30 (67%)	15 (33%)												
	Total	43 (73%)	16 (27%)												
2011-12	Research Fellow	30 (79%)	8 (21%)							Data unavailable					
	Total	30 (79%)	8 (21%)												

Shortlisting data is only available for years 2013-14 onward

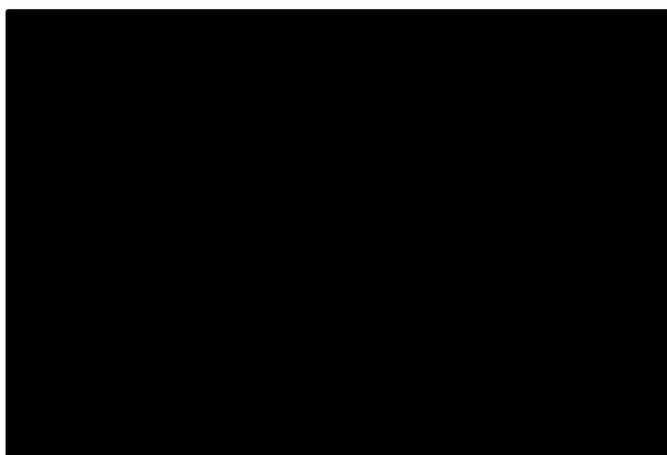


Figure 12 Movember promotional material with SoNM lecturers

Academic Staff

Previously, a key area was to improve recruitment at senior levels (action 4.2). Promotional material was developed, academic networks used, search committees established and SAT member included at all stages, demonstrating impact in mid-2016 recruitment exercise (101 applicants/8 posts). Female applicants ranged from 65%-75% (Table 8). Success rates by gender are similar except 2014-15 where rates for men were higher. [REDACTED]

[REDACTED] There is no evidence to suggest that either sex is disadvantaged during recruitment. In the data available for the last 3 years, there has only been 1 single sex shortlist.

We continued to build on this success in a recent open recruitment campaign; jobs were advertised as L/SL/Prof to facilitate appointment at any level. Structured search and networking arrangements were implemented and a SoNM brochure produced featuring a range of staff profiles, highlighting key strengths, such as Athena Swan Silver Award status (Action 4.3 2016-2020).

Table 8. Applicants and success rates of externally recruited academic staff*

Year	Post title	Applications		Shortlisted		Appointees		Success rate (%)							
		F	M	F	M	F	M	F	M						
2015 -16	Lecturer (research)	44 (83)	9 (17)												
	Lecturer (education)	28 (66.7)	14 (33.3)												
	Professor	4 (66.7)	2 (33.3)												
	Total	76 (75.2)	25 (24.8)												
2014 -15	Lecturer (research)	4 (66.6)	2 (33.3)												
	Lecturer (education)	3 (75)	1 (25)												
	Dean/Dir/HoS	0	1 (100)												
	Total	7 (63.6)	4 (36.4)												
2013 -14	Lecturer (research)	1 (100)	0												
	Lecturer (education)	9 (69.2)	4 (30.8)												
	Dean/Dir/HoS	5 (62.5)	3 (37.5)												
	Total	15 (68.2)	7 (31.8)												
2012 -13	Lecturer	24 (68.6)	11 (31.4)							Data unavailable					
	Professor	17 (94.4)	1 (5.6)												
	Teaching Fellow	5 (55.6)	4 (14.4)												
	Total	46 (74.2)	16 (25.8)												
2011 -12	Lecturer	13 (72.2)	5 (27.8)	Data unavailable											
	Total	13 (72.2)	5 (27.8)												
2010 -11	Lecturer	7 (87.5)	1 (12.5)	Data unavailable											
	Professor	22 (73)	7 (24.1)												
	Total	29 (76.3)	8 (21.6)												

*Shortlisting data is only available for years 2013-14 onward

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

Table 9 Application for promotion and success rates by gender

Year	Applications		Promoted		Success rate	
	Female	Male	Female	Male	Female	Male
2010-11						
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
Total						

Since 2011, [redacted] promoted to SL, [redacted] promoted to Reader [redacted] (Table 9). [redacted] women promoted took part in QGI mentoring scheme and [redacted] utilised the external mentor. [redacted]

The HoS held men-only promotion seminars in 2013/14 (action 4.1) but the number of men applying for promotion has not increased, [redacted] We also note a lack of applications in the 2015-16 round. A number of initiatives have been proactively implemented in response (detailed in section 5 (i)) [redacted]

Actions 1.1 to 1.6 (2016-2020 AP) focus on increasing support for career progression Support will be provided by two seminars focusing on the requirements for L(Ed) and L(Res) pathways. Staff will be surveyed about their readiness for promotion and the 6 recognised “personas” (action 1.5). Although impact on promotions is evident, we have set ambitious targets to double applications to 8% by 2020.

(iii) **Impact of activities to support the recruitment of staff** – how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

The Silver SWAN Award logo features on all literature and positions have a contact for informal enquiries. Information is given on relocation package/benefits and a

SoNM recruitment brochure was developed (2016) resulting in increased applications and successful 2015-16 recruitment.

Interview panels comprise both sexes with 3-5 members depending on grade of post, including HR staff (as appropriate) and SAT member. All panel members are required to complete mandatory “recruitment and selection training” and “Diversity Now” course¹. Training includes equal opportunities and elements of unconscious bias awareness.

- (iv) Impact of activities to **support staff at key career transition points** – interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training.

Mentoring

SoNM has comprehensive mentoring from UG to Professor. External mentoring for women and senior women through QGI is also available (Table 10). Lecturers on probation are assigned a probation panel and a mentor who meet regularly as part of the probation procedure. The SoNM mentoring scheme (launched early 2016) was very positively received; 28 mentors volunteered (40% of staff). The scheme incorporates peer support as well as traditional career mentoring by senior individuals. ■■■ staff applied (■ clerical/support staff and ■ lecturers) and, when evaluated at 6 months, reported positive impact from their participation.

Table 10 Mentoring Schemes available

Scheme Name	Eligibility	Mentors	Organisational level
Peer Mentoring	First yr UG	2 nd year UG	SoNM
Buddy Scheme	First yr PhD	2 nd /3 rd yr PhD	SoNM
PhD Mentoring	2 nd /3 rd yr PhD	Postdocs	SoNM
SoNM scheme	All staff*	All staff*	SoNM
QGI Academic Mentor programme	Female academic staff	Senior female academic staff	QGI
QGI Mentoring for Leadership Programme	Senior female academic staff	Senior (male and female) academic staff at university or faculty level	QGI
30% Club	Senior females	External	QGI
Aurora Leadership Programme	Senior female academic staff	External	SoNM

*includes clerical and support staff and researchers

¹ Both of these courses can be taken as refreshers for staff who have not been involved in selection interviewing for some time.



Female staff are encouraged to participate in the mentoring scheme available through QGI, both as mentors and mentees. In the past 6 years, 19 staff have participated (16 mentees/3 mentors) and ■ of the last ■ women promoted were mentored through the programme. Prof Lohan, has been a long-standing member of QGI management group, a QGI mentoring champion and developed the Mentorship for Leadership programme for all university staff, recruiting ■ women from SoNM to the scheme (action 1.1 2016-2020).

Further actions to enhance mentoring (based on the J Finer University of St Andrew's self-assessment tool) focus on growing participation, highlighting the benefits with case studies and extending the provision to include external mentors (action 1.1 2012-2016).

Leadership training

Senior staff are encouraged to undertake the Excellence in Leadership Programme; ■ females have participated including DR, DE and LME. For early career staff, the University runs a "Management and Leadership in Research" course. ■ lecturers have participated (■ females and ■ male). In 2016, QUB hosted "Women in Leadership in a Changing World" conference where ■ staff members were supported to attend. SoNM also supports all staff developing leadership within their role. All decision-making positions are advertised internally, inviting expressions of interest ensuring equal access to CV enhancing opportunities.

Networking Opportunities

An annual series lunchtime seminar series, with around 50% of externally invited speakers, promotes networking. SoNM also has partner Schools of N&M with Universities in Melbourne, Toronto, Hong Kong and Brazil and actively supports staff to establish collaborations by providing funding for international visits. Since 2012, 13 members of staff and PhD students have been supported in visits and these links

are producing effective collaborations evidenced by joint publications and grant applications.

100% of respondents in the 2014 survey agreed they were given the opportunity to network with senior colleagues within the School, 60% within the University and 80% at conferences. UG students are supported to attend conferences eg five UG students are facilitated to attend the CNO Conference annually and midwifery students can attend a 2-day conference whilst on clinical practice without having to make up the time.

All staff are eligible to apply for £500 towards conference costs from a central university fund (STDU) which can be augmented by the SoNM. In 2015/16 the gender balance for conference support was reflective of the staff ratio (Tables 11 and 12).

Table 11. Conference Support Applications to SoNM & STDU (2015/16)

	School		STDU	
	Female	Male	Female	Male
National conference	21	4	7	2
International conference	11	6	6	0
Total number applying	32	10	13	2
% of staff applying	76.2	23.8	86.7	13.3

(School gender ratio F:M 80:20)

Table 12. Financial Conference Support by Gender (2015/16)

Expenditure	Female	Male
Total School Expenditure	£10,193	£4,353
Total STDU Expenditure	£4,325	£727

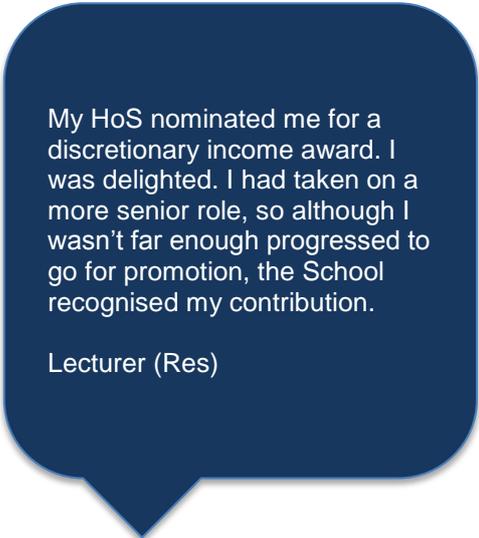
Research/Scholarly Activity Support

SoNM receives an annual allocation of DfE funded PhD studentships and these are prioritised for new L(Res). Recruitment in 2012 exceeded the number of studentships so 6 additional school-funded PhD studentships were provided (Figure 13). Furthermore, staff with a heavy administrative burden (DR, DE, Acting HoS, LME) were provided with a school-funded RA to support their research/scholarly activity.

standards (see sections following) which will facilitate at least ████ lecturers to apply this year.

Support for L(Res)

The academic profile for L(Res) requires excellence across teaching, research and administration. Staff are supported to attain these standards through peer reviewing of grant applications, weekly DR clinic hours, hot desking by central research support staff to hold weekly clinics and a weekly Research Newsletter. Impact is evidenced by tripling of research income, enabling staff to go for promotion. All L/SL(Res) were returned in the REF2014, a notable achievement, and we expect the same for REF2020.



Support for L(Ed)

The profile for L(Ed) is primarily teaching with 18% of workload allocated to SA e.g. conference attendance, teaching innovations and publications. L(Ed) have access to the support structures outlined above for L(Res), in addition to some bespoke initiatives.

To support SA, a writing group was formed (action 1.2, 2012-2016) but was ineffective. Instead, a number of innovative new actions were developed, the flagship of which are SA Groups (SAGs), established around 4 themes following staff consultation (2015). In the first year, SAGs were invited to apply for awards of £8000 to support innovations in education. Five applications were successful (Figure 14). SAGs will be evaluated to ensure they continue to deliver effective support. Success will be measured in staff feedback and evidence of SA outputs.

This focus on SA already impacted positively as evidenced by **an increase in the number of publications produced by L(Ed) each year** (Table 13). AP 2016-2020 builds on this success and includes a new scheme where L(Ed) will “shadow” a research project from inception to completion, supporting our ambitious targets for 2020 (action 1.2).

Table 13. Scholarly activity outputs by Lecturers (Education)

Year	No. publications	No. staff involved	% of L/SL (Ed)
2013	43	19	27.5
2014	59	28	40
2015	56	35	69

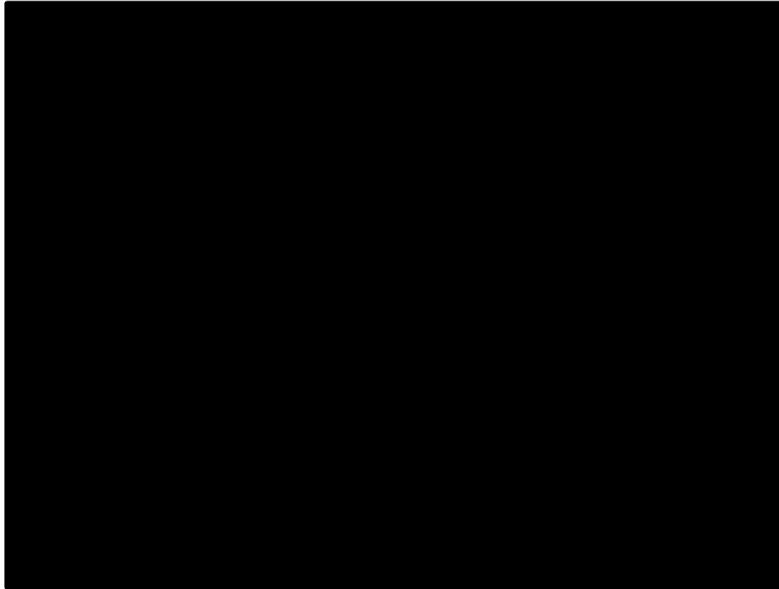


Figure 14 UG students learning about pharmacology through felt workshops- one of the innovative teaching projects that was supported by a Scholarly Activity Award.

Another key area was to support L(Ed) to attain higher degrees². This has been extremely successful; with staff enrolled on programmes increasing from 11 to 15 (Table 14). Staff educated to MSc level represent 93% (44% in 2011) and 52% are educated to doctoral level (21% in 2011). Overall, 74% of staff are enrolled for or awarded a doctorate, exceeding the target (action 1.3 2012-2016). The gender balance of the SoNM is reflected in these figures (72% of MSc and 78% of Doctorate staff are female). In 2016, L(Ed) were invited to present their doctoral research at our Annual Research Showcase Day promoting collegiality and feedback was very positive.

Last year I took a temporary withdrawal from my Ed. D. It was a difficult decision but we were especially short staffed because of the voluntary redundancy programme. I'm glad I did. It helped me to manage my workload and now I am back on track again.

Lecturer (Ed)

The need for pastoral support is also recognised; staff are entitled to one day's study leave per 20 cat module but feedback indicates utilisation is difficult due to teaching commitments. A survey of staff enrolled suggests that temporary withdrawal rates are also high; [redacted] respondents reported taking a temporary withdrawal in 2016. Actions have been identified to address this (action 1.3 2016-2020).

² This action is not limited to academic staff and clerical and support staff have also been supported in obtaining higher qualifications.

Table 14. Staff enrolled in degree programmes by year and gender

Year	Degree level	Degree	Female	Male	Total at level
2011-12	Masters	MSc			3
	Doctorate	EdD			8
DNP					
2012-13	Masters	MSc			5
		PGCHET			
	Doctorate	EdD			10
		DNP			
2013-14	Masters	MSc			3
		PGCHET			
	Doctorate	EdD			12
		DNP			
DMP					
2014-15	Masters	MSc			2
	Doctorate	EdD			13
		DNP			
		DMP			
		PhD			
2015-16	PG Cert	--			1
	Doctorate	EdD			15
		DNP			
		DMP			
		PhD			

Support for CRS

CRS play an active role within SoNM and are invited to Research, Cluster and School Board Meetings. Several additional actions to support CRS have been introduced; appointment of a Postdoc Advisor who meets regularly with CRS, acts as a mentor and was supported by SoNM to attend the annual Vitae³ conference in Sept 2016. The role incorporates co-ordination of support from SoNM, through Faculty to Institutional level to ensure a joined-up approach. The SoNM Research Showcase (09/2016) was initiated by the Postdoc Advisor and opened by the University VC with attendance from the CNO and HSCT colleagues providing an excellent networking opportunity for CRS and PhD students (Figure 15).

³ Vitae is a national non-profit organisation to support researcher development funded in part by the UK research councils.

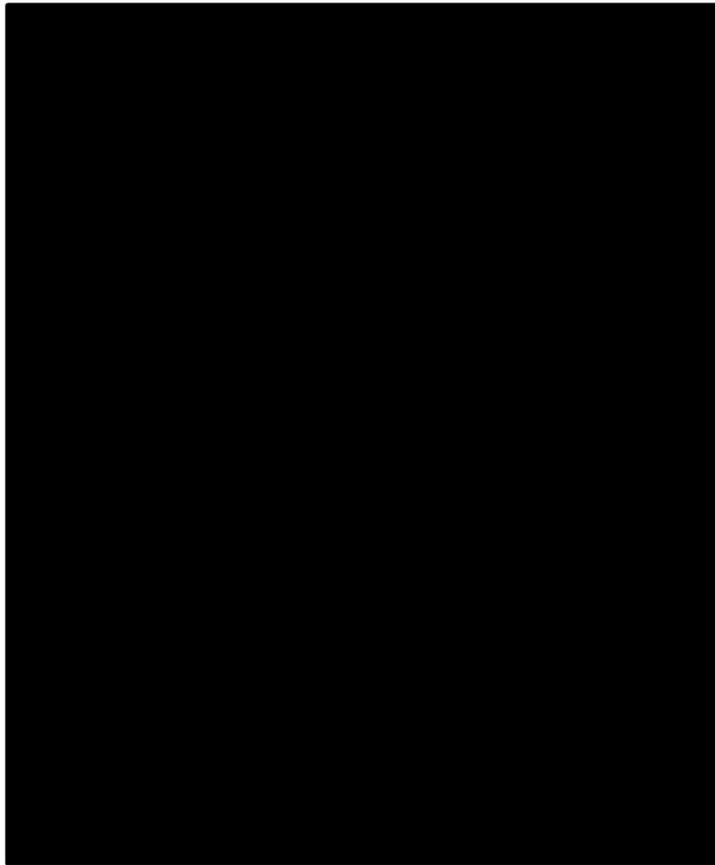


Figure 15 Research Showcase Event; top left- CRS presenting her research, top right- PhD student of the Year receiving his award from HoS, bottom- organising committee (Postdoc Advisor, PGR student rep, DE, Postgrad Tutor, DR) with Vice Chancellor, HoS and Chief Nursing Officer.

Support for CRS at University level includes a Postdoc Researcher Forum chaired by a Pro-Vice Chancellor (two SoNM CRS members) and training opportunities through STDU; 9 CRS attended 18 sessions in 2015/16. At faculty level, there is a Postdoc Society (PDS) with SoNM representation. The PDS conducted a CRS survey (2014) which highlighted a number of concerns (such as access to teaching opportunities and to training relevant for membership of the Higher Education Academy) to which we responded.

Feedback from initiatives such as teaching, mentoring and naming of CRS on grant applications as co-investigator/PI has been very positive. Impact is evidenced by 100% of leavers since 2011 continuing in research posts with three securing lecturer positions in SoNM⁴.

⁴ One appointed November 2016 and therefore not in table 6

An opportunity arose for a start-up grant and my research team encouraged me to act as PI with mentoring support in the role.

Post-doctoral research fellow

I really enjoyed the tutorials. It definitely helped my CV... [and] in terms of new skills, I learnt how to... provide a structure and meet the teaching aims.

CRS tutorial lead

Central to our new actions (action 1.4 2016-2020) is the use of Vitae's Researcher Development Planner- a framework to map CRS skills against a number of domains. Access to this requires individual/institutional subscription so, led by SoNM, STDU have agreed to undertake a pilot (guaranteed places for SoNM CRS). Following evaluation, if the University does not subscribe, SoNM will cover individual subscription costs.

- (ii) Impact of activities to support **induction and training** – support provided to new staff at all levels, and any gender equality training.

Induction

Previously the need for better induction and support on joining SoNM was identified. Now, a staff handbook, a formalised 5 day induction process and pairing of new staff with a “buddy” are provided and were introduced for five new staff starting Sept-Nov 2016. Induction involves a series of tours and meetings with key staff (including SC's). Early feedback is encouraging. An induction process for PhD students was established in 2013 and involves an intensive 2-day programme.

I feel that I know enough to function effectively and that anything else I will pick up as I go on.

New staff member Sept 2016

Training

SoNM delivers regular targeted training including Open Access, RCN Bullying and Harassment etc. The University also provides a varied CPD programme. In the past 5 years an average of 160 training courses were attended by staff annually with a reflective gender balance (Table 15). A number of training courses are compulsory including Equality and Diversity training “Diversity Now”, also a requirement for NMC registration (current completion rate is 95%⁵). Mandatory course completion is tracked by a traffic light system on the intranet (QoL).

⁵ Only new staff haven't completed

Table 15. Combined number of training courses attended by academic and research staff each year by gender (staff F:M ratio in SoNM is 80:20)

Year	Female		Male		Total
	N	%	N	%	
2015	136	83	28	17	164
2014	93	78	27	22	120
2013	161	83	33	17	194
2012	132	82	29	18	161
2011	144	86	24	14	168

A tailored training programme is provided for PhD students. Students are also encouraged to apply for STDU funding as part of student-led initiatives. In 2015-16, ■ students received funding to run workshops on “Differentiation⁶ Survival Guide” and “PhD Writing Workshop”. In 2017, students plan to apply for funds to provide a mindfulness course to see them through the stressful annual progress review in May.

25 people signed up for the workshop, with an additional 12 people on a waitlist. People found the session extremely useful, and motivating.

PhD student organiser

PhD students are also encouraged to take part in SoNM outreach activities and volunteering through the SU. All activities can be used to apply for a ReseacherPlus award in addition to their degree, which evidences transferable skills beyond subject knowledge. PhD students will be encouraged to obtain this award (one student applied this year) (action 2.3 2016-2020).

- (iii) Impact of activities that **support female students** – support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor.

Support for UGs

Students are assigned a personal tutor upon commencing their degree and may request a gender-specific tutor. At least three meetings take place annually to monitor progress and provide pastoral support.

⁶ Differentiation is the first annual progress review and confirms student on PhD pathway.

In 2014, a peer mentoring scheme was piloted and subsequently extended further (Table 16). Students are invited towards the end of first year to act as mentors the following year and are buddied with a group of first years during Welcome Week. Mentors receive training and SoNM supports the scheme e.g. by providing a pizza night. The scheme is evaluated very positively.

The creation of the mentorship scheme is an invaluable resource. ..being a mentor has been very rewarding.

2nd Yr UG mentor

Table 16 Number of mentors participating in UG peer mentor scheme

Cohort (n)	Mentors	Total
Sept 15 (approx. 300)	24F: 2M	26
Sept 16 (approx. 300)	17F: 4M	21
Feb 16* (approx. 80)	9F: 1M	10
*2 UG nursing intakes per year with 300 in Sept and 80 in Feb		

Students are encouraged to submit work for publication (several successful), and opportunities to take part in outreach activities and widening participation are provided (Figure 16). Students requiring maternity leave usually take a year out and have access to facilities for breastfeeding on their return. In the current cohorts, 17 students are on maternity leave and all have returned. Male students have been supported to take paternity leave.

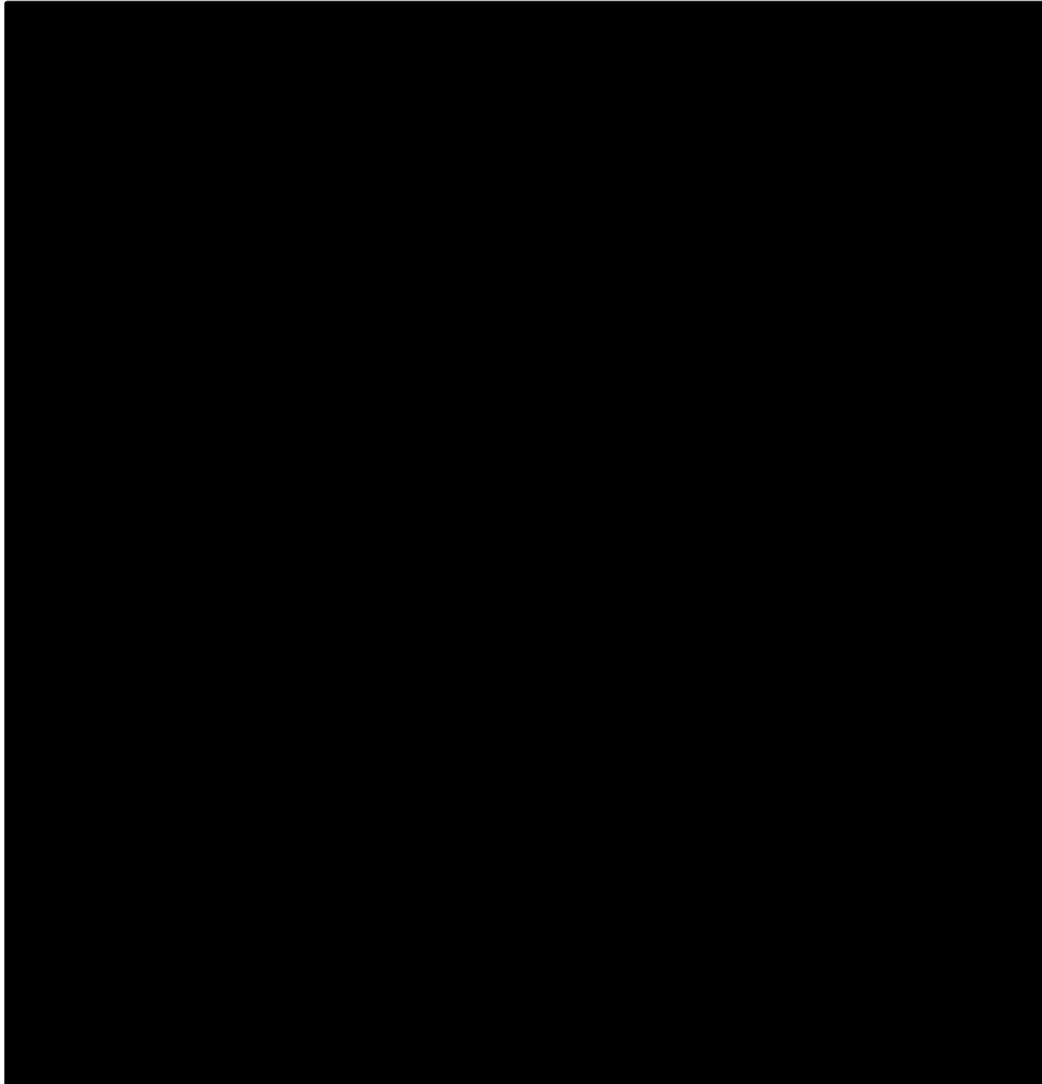


Figure 16 UG students taking part in outreach events with a learning disability group, getting involved in International Nurses Day and HSC Change Day and celebrating the election of UG Nursing Student to Student’s Union office of VP for Welfare.

The SoNM Research Internship Scheme (RIS), launched in 2011, offers UG students the opportunity to ‘shadow’ a researcher and in 2016 was trialled with one MSc student (Table 17).

Table 17 Number of participants in Research Internship Scheme

Year	No. of Interns
2011	2
2012	5
2013	1
2014	5
2015	5
2016	3 + 1 MSc

This has been a hugely successful initiative and something that we are very proud of. Twenty two students have taken part (F:M, 21:1) with impact evidenced by the number of outputs:

- Three progressed to PhD
- Two progressed to MSc
- One supported further for a 6 week studentship
- Seven publications
- One research nurse post

We are building on this success by introducing a School-funded 6 week research studentship (budget £5K). The first students will be recruited in 2017 (action 2.1 2016-2020). Other actions (2.1, 2.2 2016-2020) include the introduction of a work shadowing scheme for UG N&M to shadow a senior manager in the Trust, and an annual lecture given by a female N&M leader, named after our first HoS, Prof Jean Orr.

Support for PGR

Actions to support PhD students (action 2.3 2012-16) include a buddy scheme for 1st year students (introduced in 2012) and a mentoring scheme between 2nd/ 3rd year students and CRS (introduced 2013). The numbers have increased (1 mentor/mentee dyad in the 2012/2013, and 6 in 2015/16) and the scheme is positively evaluated. PhD students are supported by a well-structured induction and training programme. They have a voice on many committees and have regular meetings with the Postgraduate Tutor. Within the School and Faculty, various social events are held, many of which welcome children and PhD students comprise a close knit and supportive community (Figure 17).

Students felt that their mentors were approachable and quickly built trusting relationships with them. Students valued the experience-based knowledge provided by staff. In future, students felt the scheme should be more widely publicised.

Key findings from PhD mentoring focus group (2015)

Networking opportunities are provided by conference attendance and lunchtime seminar series.

Annual public lectures are also established as part of the School's SWAN promotion and IWD (Table 18, Figure 18) (action 6.1, 2012-16). In 2015, this was extended to include an interview with the speaker by a researcher/PhD student. Future actions

will combine these interviews with speakers giving the new Jean Orr lecture into a series entitled “Leading Women” (action 3.2). Other actions to support PhD students have been identified (action 2.3 2016-2020).

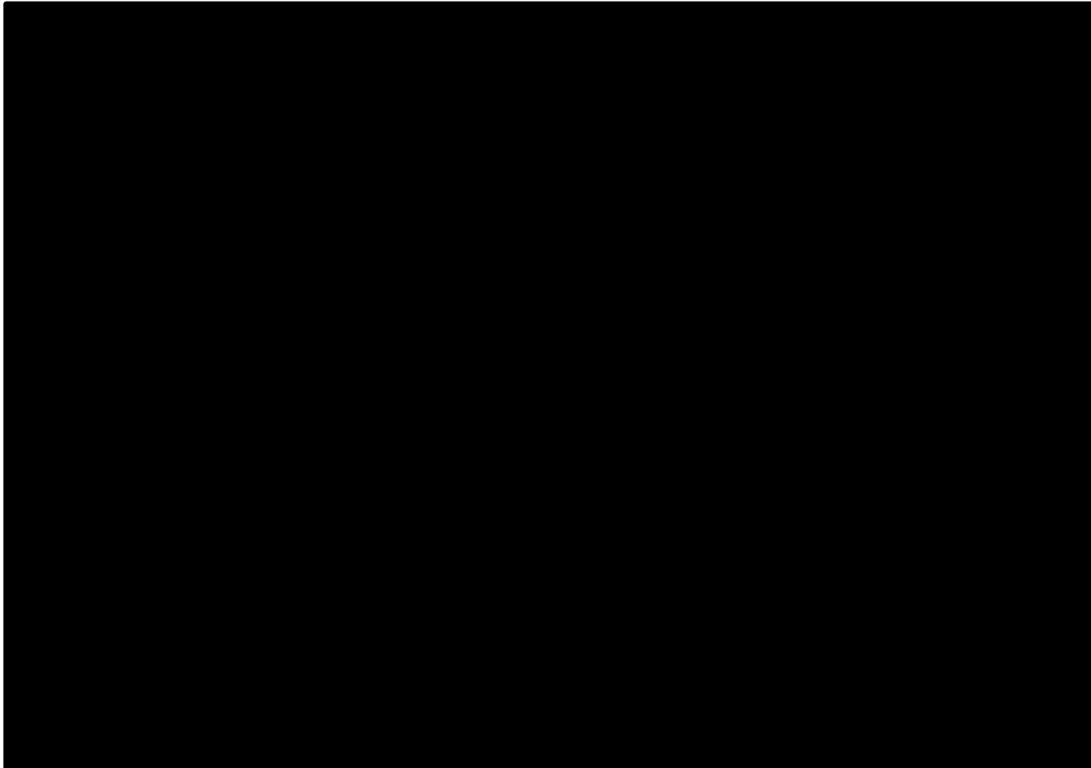


Figure 17 SoNM PhD students on Annual Outings, celebrating winning 1st prize for Best Group Entry at the Faculty B.E.E.R Society’s Hallowe’en event and at the Bellanoché Ball.

Table 18 SoNM hosted speakers for International Women’s Day

2013	Prof Cecily Begley <i>‘Transition in Nursing & Midwifery Education & Research: Successful Leadership Techniques’</i>
2014	Baroness May Blood <i>‘An Unbelievable Journey’</i>
2015	Prof Christine Maggs <i>‘Unconscious bias: what is it and does it exist?’</i>
2016	Judith Gillespie <i>“Gender Equality in Policing- Are we There Yet?”</i>



Figure 18 International Women's Day Annual Lecture from 2014, 2015 and 2016. Top left and bottom left- [redacted] with SWAN Champions and PhD students, top right- (then PhD student, now CRS in SoNM), [redacted] and bottom right- screenshot from interview with [redacted]

6. Organisation and culture

- (i) **Male and female representation on committees** – provide a breakdown by committee.

Currently 61% of academic staff sit on a committee within SoNM. Female representation on committees ranges from 50-78% (Table 19); note: some committees are small so percentages are misleading. 69% of committees are chaired by women and externally, there are 28 committee seats around the University filled by SoNM staff- 70% by women. The ratios broadly fit with the gender balance (F:M 80:20) and do not give cause for concern.

Table 19 Percentage of female members of internal School committees¹

Name of committee	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
School Management Board ³	78%	83%	83%	66%	83%	86%
School Board ³	Open to all staff members					
Education Committee ³	67%	69%	77%	78%	77%	73%
School Assessment Group	75%	67%	60%	--	--	--
School Scholarships & Awards Group ³	50%	80%	33%	33%	--	--
Research Ethics Committee	61%	64%	70%	73%	75%	75%
Postgraduate Research Committee ³	57%	78%	75%	75%	75%	67%
Internationalisation Group	50%	50%	--	--	--	--
SWAN SAT ³	69%	79%	79%	79%	79%	79%
Promotions Panel ³	67%	--	80%	75%	75%	--
Research Committee ³	67%	67%	--	--	--	--
Teaching Excellence & Student Support ³	69%	86%	--	--	--	--
Service Users and Carers Group	55%	55%	--	--	--	--
^{1.} A recent internal review has led to the establishment of new committees for which historical data are unavailable. ^{2.} 2014-15 panel not available as central promotions exercise was postponed while process was reviewed. ^{3.} Female Chair						

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

The number of academic staff on fixed-term contracts is small (1 or 2/year) so no trends can be identified (Table 20). Similarly, the number of research staff on permanent contracts is small (Table 21). The percentage of academic staff on permanent contracts and of research staff on fixed-term contracts is consistent with the gender balance in the school.

Table 20 Academic staff on fixed term and permanent contracts by gender

Year	Female				Male			
	Fixed		Permanent		Fixed		Permanent	
	n	%	n	%	n	%	n	%
2015-16	0	0	53	100	1	9	10	91
2014-15	1	2	67	98	1	5	18	95
2013-14	1	1	68	99	1	5	19	95
2012-13	1	1	68	99	1	5	19	95
2011-12	0	0	66	100	1	5	18	95

Table 21 Research staff on fixed term and permanent contracts by gender

Year	Female				Male			
	Fixed		Permanent		Fixed		Permanent	
	n	%	n	%	n	%	n	%
2015-16	12	92	1	8	1	100	0	0
2014-15	7	88	1	12	1	100	0	0
2013-14	7	88	1	12	1	100	0	0
2012-13	6	86	1	14	1	100	0	0
2011-12	6	86	1	14	1	100	0	0

- (iii) **Representation on decision-making committees** –evidence of gender equality in the mechanism for selecting representatives.

Committees were reviewed in 2014 to refresh membership. Expressions of interest were sought and an effort was made to ensure equity both of workload and opportunity. Further to this, there will be a defined tenure of most committees (action 1.7 2016-2020) where a proportion of members will be replaced every 3 years so that collective knowledge is retained but committee fatigue is avoided. Gender balance on all committees has not given cause for concern and is monitored annually by SMB.

- (iv) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.

The current Workload Allocation Model (WAM) was developed by SoNM, and consulted on with staff and Trade Unions. It took account of teaching, clinical, research/scholarly activity and administration workloads, was given to all staff on appointment and was freely available. Yet only 40% of staff in the 2014 survey felt there was fair workload allocation.

To address this, in 2014 data was gathered on actual workloads compared with expected workload and, although there was unequal distribution, there was no gender disparity. Staff total workload varied between 600 hours less than the model

to 700 hours over. Analysis showed that men had a higher teaching load⁷ and women had a higher admin load (Table 22) but similar percentages of each gender were likely to be over their allocation (Table 23). Clinical hours for all staff were low as clinical visits to students on placements were supplemented by email correspondence and telephone contact.

Table 22 Average number of hours above or below WAM for each gender

Gender	mean		
	Teaching	Clinical	Admin
Female	54.8	-197.2	32.2
Male	133.7	-157.8	9.8

Table 23 Percentage of each gender above or below WAM in each category in academic year 2014-15

Gender	Teaching		Clinical		Admin	
	%below	%above	%below	%above	%below	%above
Female	37.9	60.3	94.8	1.7	55.2	43.1
Male	26.3	68.4	78.9	5.3	36.8	57.9

Table 24 Percentage of each gender above or below WAM for teaching year 2015-16

Gender	Teaching		Clinical	
	%below	%above	%below	%above
Female	72.3	27.7	68	3
Male	75	25	73	0

In 2015/16, as a first step to equity, teaching was redistributed, facilitated through a number of meetings. Clinical visits were reviewed and staff were allocated to geographical areas to reduce journey time. This has been in place for a year and was reviewed in summer 2016. Analysis now shows that the majority of staff are below their allocated hours and there remains no gender disparity (Table 24).

It now remains to map research/scholarly activity and administration-scheduled for 2016. In the interim, however, with new faculty structures, the decision was made to have a faculty-wide WAM. Staff from all schools participated in early work to map roles and provide initial feedback. During 2016-17 a working group will be established with representation from Schools, Faculty, Trade Unions and Athena SWAN with implementation in academic year 2017-18. Through our engagement with this process we will ensure that the breadth of activities is captured including mentoring and SWAN activities. A number of actions have been identified in the

⁷ Of benefit for UG students to see men prominently in the timetable.

2016-2020 AP to ensure a fair, transparent process and that staff are consulted (action 1.7).

- (v) **Timing of departmental meetings and social gatherings** – evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Meetings are held during core hours (10am-4pm) and days rotated so part-time staff are not excluded. The success of this policy is reflected in the staff survey- 87% of academic staff, 100% of research and 80% of PGRs agreed that timing of meetings considers those with family/carer responsibilities.

The Christmas party is a longstanding social event but, this aside, social gatherings in the past were organised on an ad hoc basis. To address this, we have been increasing the number of events, making sure they are varied in nature e.g. summer picnic, Halloween movie, Macmillan coffee morning (Figure 19). An Events Committee has been established, representing all staff, who will produce a calendar of 6 events per year. As part of this, staff were surveyed about their willingness to attend a weekly light exercise/relaxation class; 87% said they would be interested. Further actions to support staff wellbeing are identified in the 2016-2020 AP (action 3.3).

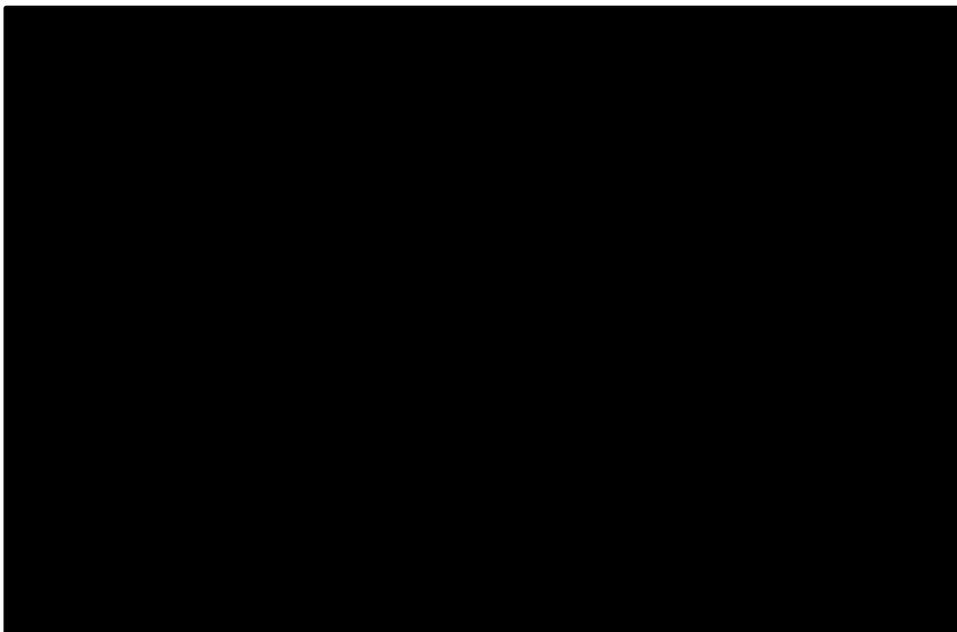


Figure 19 Events in the SoNM; ██████████ Charity Abseiling, Hallowe'en movie screening for staff and students and staff at the Macmillan Coffee Morning.

- (vi) **Culture** –demonstrate how the department is female-friendly and inclusive and ensures visibility of women, for example external speakers. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff (academic, technical and support) and students.

When asked in the 2014 Survey if they felt the school was female-friendly and inclusive, overwhelmingly respondents said yes (91% of academic staff, 100% of research staff and PGRs). In addition, 100% of staff and students were aware that SoNM has an Athena SWAN Silver Award and more than 90% named the SWAN Champions.

Our HoS and three senior management positions of DR, DE and Lead Midwife are female. At School Board meetings, 5 of the 6 regular presentations are given by women. Furthermore, over the past 4 years an average of 79% of invited speakers in our seminar series and 45% of external examiners for our PGRs were women. Senior women in leadership roles are very visible.

It is important for students to see men in the profession. There are eight leadership roles (five discipline leads for midwifery, mental health, learning disability, children’s and adult nursing and three year leads) held by three men and five women. The Postgraduate Tutor (Taught) is also male. With a slightly higher teaching load than women, men are highly visible to students (Figure 20).

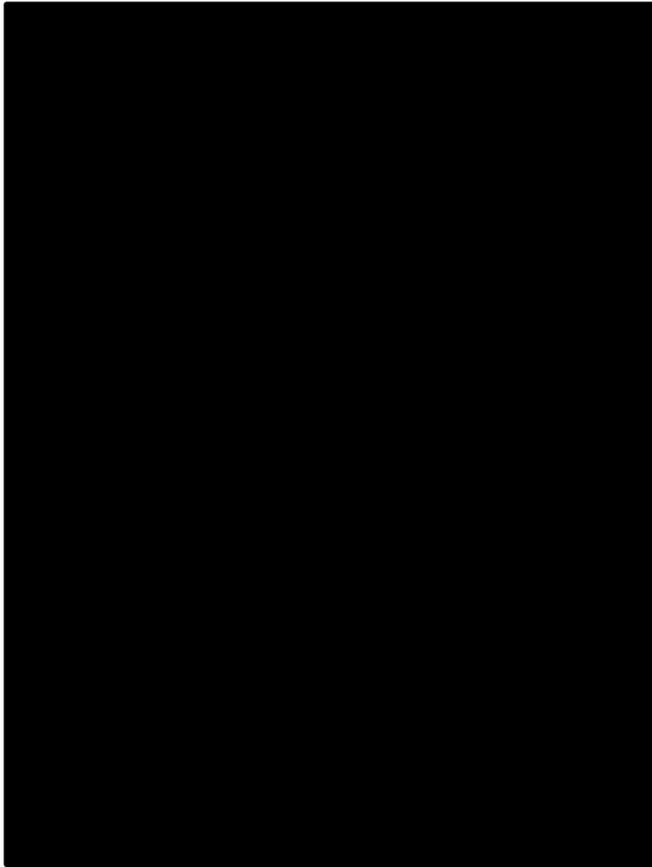


Figure 20 Staff and student organisers of the Student Panto, December 2015.

Achievements of staff are recognised in the School Ezine and Weekly Research round up. SoNM is family-friendly and regular email communications announcing births, marriages and close family bereavements are important and well received.

SoNM has firmly embedded the Athena SWAN principles and we will continue this with additional actions (actions 5.2 and 5.3, 2016-2020) including adding SWAN as a standing item to all committees, ensuring gender planning is performed during all programme reviews and asking staff during appraisal to detail one action they will take to support SWAN in the coming year. We have also revamped our SWAN suggestions box which is open to staff and students at all times (Figure 21).



Figure 21 SoNM suggestion box screen grab from website- open to all staff and students

- (vii) **Outreach activities** – level of participation by female and male staff in outreach activities with schools and colleges and other centres, and how the department ensures that this is recognised and rewarded (e.g. in appraisal and promotion).

Outreach activities include careers events at schools, open days for the SoNM/University and Jobs Fairs for current students. There are approximately 60 events per year and include staff at all levels and students. For example, [REDACTED] [REDACTED] CRS, took part in the Primary Food Science programme.

Gender Data shows the impact of our efforts to increase the visibility of men at these events (Table 25). Feedback from students and organisers has been excellent, with both indicating the value of participation. Outreach activity is a named activity in the WAM, is highlighted at appraisal and probation meetings and recognised in promotion criteria, so acknowledgement of staff involvement is embedded within the School.

The teacher was really impressed with your enthusiasm and preparations. Primary 7 were delighted with the whole day and extremely enthusiastic in their reporting of events.

Feedback to CRS involved in Primary Food Science project.

Table 25 Numbers of staff and students involved in outreach activities

Year	Staff		Students	
	Male n (%)	Female n (%)	Male n	Female n
2012	(5)	(20)	No data available	
2013	(25)	(30)		
2014	(21)	(46)		
2015*	(44)	(58)		
*Student numbers are higher than normal due to a single large event				

7. Flexibility and managing career breaks

(i) Maternity return rate

Several staff have availed of maternity leave each year and the return rate is 100% for academic staff and 80% for research staff (Table 26) reflecting the supportive policies of SoNM and QUB.

Table 26 Maternity Leave and Return to Work

Year	Number of staff on maternity leave		Number of staff returning to work		Return rate %	
	Academic	Research	Academic	Research	Academic	Research
2015-16					100	100
2014-15					100	0
2013-14					100	100
2012-13					100	--
2011-12					100	--
2010-11					100	--
2009-10					100	--
*coincided with end of contract for this research staff						

(ii) Paternity, adoption and parental leave uptake

Uptake of paternity leave is minimal () but a number of staff receive parental/dependants leave annually (Table 27). The uptake of family friendly policies represent on average 4.5% of staff. There was a dip in uptake in 2015, which cannot be explained but we will monitor for any future trends. The impact of these policies is highlighted through the 2014 staff survey where the majority of respondents who identified themselves as carers reported they felt supported in the role (96% academic staff; 100% CRS and PGRs).

Communication of University policies on entitlement to parental/dependant/paternity leave is provided to staff on commencement of contract. They are also available online, highlighted by annual presentations from the EOU at School Board and are included in the new School Handbook. A SoNM Equality and Diversity Officer was appointed in 2016 and the “Policy of the Month” feature on the School website has been extended where it is now supported by a blog, twitter and facebook posts. A half-day information seminar is scheduled with contributions from HR, E&D and Employers for Childcare to further increase awareness for staff (action 3.1 2016-2020).

Table 27 Uptake of family friendly policies by staff each year

Year	Policy	Academic		Research	
		Female	Male	Female	Male
2015	Parental leave				
	Dependent leave				
	Career break				
2014	Parental leave				
	Dependent leave				
	Career break				
2013	Parental leave				
	Dependent leave				
	Career break				
2012	Parental leave				
	Dependent leave				
	Career break				
2011	Parental leave				
	Dependent leave				
	Career break				
2010	Parental leave				
	Dependent leave				
	Career break				

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

Only women have applied for flexible working in the past 6 years; all applications were successful (Table 28). In the 2014 survey 34% of academic staff said they had considered reducing their hours and those who discussed this with their line manager all had their request met.

Table 28 Staff Requests for flexible working by grade and gender

Year	Academic				Research		Total
	AC1-2	AC3	AC4	Professor	AC1	AC2	
2015							
2014							
2013							
2012							
2011							
2010							

- (iv) **Flexible working** –numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Supporting staff to maintain a healthy work-life balance is important, particularly as 56% of staff in the 2014 survey identified themselves as having carer responsibilities. Encouragingly there was an increase between 2011 and 2014 of staff who said they felt supported, (69% v 96% of academic staff, and 75% v 100% of research staff) reflecting the culture, the willingness to accommodate staff requests and the impact of previous actions (action 5.1 2012-16).

Currently 13 members of academic and research staff work part-time and there are many others with short-term adjustments such as the pattern of their working hours in agreement with their line manager. It is not possible to capture statistics on this type of flexible working and given the nature of the job, many academic staff often work flexibly.

- (v) **Cover for maternity and adoption leave and support on return** – what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Staff meet with HoS and line manager to discuss their expected period of leave and arrangements for covering workload. SoNM makes full use of the University's Central Maternity Fund, which provides financial assistance to cover teaching and research duties. During leave, staff are included in emails but they are free to choose the level of engagement; 92% said they did not feel under pressure to stay in touch (2014 survey). Keeping in touch days are available (70% of respondents were aware

of these; 31% used them). Upon return to work, access to breastfeeding facilities are available [REDACTED]

A teaching free period on return to work from my maternity leave allowed me to submit a grant application within my first 6 months back which was subsequently funded.

Lecturer (Res)

In 2013, the HoS held a focus group with maternity leave returners. Other schools in the University advocate a teaching-free period, however given the proportion of L(Ed) in the SoNM, this would not always be appropriate. Data from the focus group suggested a teaching-free period or the provision of RA support for 6 months would be useful for L(Res) and, for L(Ed) a reduced marking load. The School was willing to support staff with whatever options best suited their needs. Furthermore, some adjustments to workload are automatically made e.g. reduced number of personal students (also applies to returners from adoption leave/long-term absence). The policy has been in place for two years and the 2016-2020 AP focuses on evaluation (action 3.1).

Word Count- 5000

8. Any other comments – maximum 500 words

It is our intention that a full programme of initiatives and support underpinned by Athena SWAN Principles will be available to everyone in the SoNM and to evidence this a Calendar of Events has been developed (Table 29). This calendar is currently being developed into a web resource and will be available for staff to populate with their own events.

Given our extensive experience in working towards full implementation of an Athena SWAN agenda and a gender neutral working environment, we are ideally placed to share the benefits of this experience and knowledge by participating in Beacon activities and our SC's take an active role within the University and externally. Through the SCC, good practice is disseminated and has led to one of SoNM initiatives being taken up by the Graduate School and implemented across the University (1st year PhD Buddy Scheme). The SCC also utilises a buddy system, pairing STEMM Schools with AHSS Schools new to Athena SWAN. This was established in 2014 and our partner AHSS School, Modern Languages, was one of the first AHSS Schools to be awarded a bronze award in November 2015.

Examples of beacon events includes engagement with other UK SoNM; in 2014, a delegation from KCL visited to benefit from knowledge and ideas of the SoNM QUB SAT as they prepared their first silver application (subsequently awarded), a delegation from Royal College of Surgeons Ireland will visit in Dec 2016, [REDACTED] [REDACTED] (SoNM SC) met with a representative from NPEU, University of Oxford in

2015 and SC's have attended conferences such as "Women Deliver 2016", an International Conference in Copenhagen which focused on investing in women and "Women and Leadership in a Changing World" hosted at QUB.

██████████ (SoNM SC), presented as an invited speaker at *Signalling Cygnets-Athena SWAN Sharing Knowledge* hosted by the Institute of Child Health, UCL, October 2016. We plan to build on this in the coming period by establishing an academic network of SoNM across the UK and Ireland (action 5.4 2016-2020). There are currently 71 providers of N&M degrees registered with UCAS and only 10 of these have an Athena SWAN award. Ourselves, University of Cardiff, King's and Keele University have silver and six other N&M Schools have a bronze award, highlighting the potential beneficial impact of developing a network to share good practice, experience and learning with those who have or would like to obtain Athena SWAN recognition awards. To increase activity in this area, we are hosting an All-Ireland Athena SWAN Workshop for N&M Schools in March 2017. With the recent expansion of Athena SWAN to include Irish Institutions, we are ideally placed to advise new applicants in this area given the similarities of our populations. There are 13 providers of N&M education in Ireland and there was a positive response to holding a workshop from the Athena SWAN Ireland Committee when the SWAN Champions attended February 2016. Delegates will be invited across the UK and Ireland.

Word Count- 493

Table 29 Example Table of Events (2017)

	Students	PhD	Postdoc	Staff	School
January	Student internship School Survey	Mentoring Scheme open		Promotions Seminar	
February		Marcia Mackie Travel Award	Mentoring Scheme	Staff Awayday	
March	Research Studentship open	Professoriate Lunch		Mentoring Scheme open	International Women's Day Lecture & interview
April	Peer Mentors recruited	Career Seminar (Biannual) Fellowship Writing Course (Biannual)		Florence Elliott Travel Award	
May	International Midwives Day International Nurses Day Events	Exit interviews		QGI Mentoring Scheme	
June					School Picnic
July					
August					
September	Mentees assigned Inaugural Jean Orr Lecture: Women in Leadership. 26 th September	Research Symposium		Appraisal	EOU presentation School Board
October	BioBakes	Student Volunteering Seminar			Social Event
November					Movember Events & International Men's Day
December	Student-led Panto	Professoriate Lunch		QGI Promotions Workshop	Christmas Party

9. Action plan

Provide a new action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The Plan should cover current initiatives and your aspirations for the next three years.

10. Case study: impacting on individuals – maximum 1000 words

Describe how the department's SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self-assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Case study – SWAN Silver Application

Dr [REDACTED], Lecturer

I commenced my role at the SoNM in [REDACTED] as a Lecturer (Education). In the first five years of my post, I was supported to complete my Masters in Nursing and PGCHET.

In [REDACTED] the HoS supported my application to reduce my hours to

80% to facilitate the increasing demands of caring [REDACTED]

This continued until [REDACTED] when I was successful in applying for a three year externally funded Doctoral Fellowship at my place of work. The HoS was very supportive in my application for a [REDACTED] career break to facilitate completing the PhD at the School. This also involved the allocation of staff to cover my responsibilities throughout my period of absence.

[REDACTED] I accessed the mentoring scheme provided by the School introduced as part of Athena SWAN work. This involved mentorship by a Research Fellow who had recently completed a PhD with the aim of providing support at key milestones in the final year. The crucial value of this support system was that it provided a personalised approach that was dictated by my needs and was delivered by a member of staff who had been on the journey in recent years. I found this scheme very

valuable in terms of providing clarity on the processes involved in completing the PhD, such as preparation for the viva examination.

I returned to work from the three year career break, with my PhD, [REDACTED] a supportive dialogue with the HoS and subsequent application to work 60% of full time hours, was approved prior to returning to work. The days of work were negotiated with the Director of Education to ensure the School's needs were also met.

From my return to work [REDACTED] I have also been supported by the HoS, DE and Year Lead for time off from my teaching responsibilities and financial support to attend conferences in Argentina and in Montreal. This has contributed to me being able to meet the academic standards associated with my role but also provided me with the opportunity to maximise the impact of my PhD research and develop important collaborations for future work.

The various supports provided from a range of personnel over the years at the SoNM have been very much valued as it has facilitated me achieving and maintaining a satisfactory work/life balance as my needs have changed. This has contributed to me feeling equipped to successfully apply for awards such as the Marcia Mackie Scholarship at the SoNM [REDACTED] which involved developing an international research collaboration, securing the national Florence Nightingale Foundation Travel Scholarship [REDACTED] and achieving runner up in the Royal College of Nursing, Northern Ireland Nurse Researcher of the Year award, [REDACTED]. In completing my PhD, developing international collaborations and achieving these awards, my confidence has grown and I have an increasing sense of professional and personal achievement with a vision and plan to maximise the impact of my research and teaching.

Professor [REDACTED]

[REDACTED] I joined the SoNM [REDACTED] when I took a position as Lecturer in Health Sciences. [REDACTED]
[REDACTED] In my experience, the School has been a supportive place to work and this is especially the case in the last four years. Improvements in supportive structures are in part due to the leadership of the Heads of School and in part due to the increased awareness of the need to encourage and mentor staff as a means of fostering our discipline.

I can share some examples from my own career. When I joined the School [REDACTED]
[REDACTED] my HoS and managers were very supportive. [REDACTED]

[REDACTED] On this occasion I had a post-doc employed and a colleague stepped into a leadership role on the study, while teaching was reallocated. [REDACTED] What stands out for us both is having the flexibility to work at home if one of the children is sick, as well as the flexibility to bring the children into our School. Children coming and going along our work corridors, in nappies or in uniforms, never raises an eyebrow and only evokes compliments. Also, the fact that much of our teaching at graduate level in our School is delivered through e-learning has meant I have been afforded greater flexibility to travel abroad for conferences and study visits – for example a [REDACTED] visiting professorship at [REDACTED]

In recent years with the appointment of the previous acting HoS and new HoS I have found my career progression most clearly supported. I have been encouraged to take on leadership positions while being asked to encourage others. For example, when my HoS asked me to become Postgraduate Tutor, I was very unsure [REDACTED]
[REDACTED] and I needed to have flexibility [REDACTED]
My HoS suggested that we also appoint a vice PG Tutor. This worked great because then there were two of us 'stepping up' and I could do the job with greater confidence. The vice PG Tutor is now the Tutor and I am [REDACTED]
[REDACTED] I have also been asked to replace the HoS at senior university management meetings with opportunities to learn and I, in turn, ask others when necessary. Overall, there is much greater sharing of responsibility and decision-making and a sense that any of us could step up to the mark.

Word Count 989

ACTION PLAN: APRIL 2012 – APRIL 2015*

School of Nursing & Midwifery, Queen’s University Belfast*with extension to 2016 following additional year granted from Athena SWAN

Green Actions = completed and successful, Amber Actions = actions in place and not yet completed

Issue 1: Promoting an Academic Career Trajectory for Nursing & Midwifery: Staff				
Action	Action Items	Accountability	Progress and Outcomes	Status
1.1 Mentoring	Promote QGI mentoring scheme and facilitate staff participation The Head of School will support any member of staff going forward as a mentor to the scheme	SWAN Champions	Every year a number of staff engage in the scheme both as mentees and mentors. One mentor, [REDACTED] [REDACTED] from The School of N&M is now co-convenor of the academic mentoring programme and the new QGI Mentorship for Leadership Scheme - aimed at senior women in the university. [REDACTED] now shares responsibility with SWAN Champions in promoting the scheme and facilitating staff participation The Head of School has supported all staff going forward for the scheme. The scheme is promoted in the School e-zine and at School Board, discussed at appraisal and probation meetings.	Achieved Since 2011, 16 mentees and 2 mentors have participated in the scheme. Of the [REDACTED] staff who have been promoted since 2010/11, [REDACTED] took part in the QGI programme [REDACTED]
	Conduct focus groups and further exploratory work with staff to explore findings from	SWAN Champions and designated SAT Member,	Focus groups conducted with 15 members of academic staff in attendance. This led to a review of	Achieved, developed and continued actions identified

	the Staff online survey which highlighted a desire for mentoring		mentoring provision available to identify gaps. In 2016, a new School-led mentoring programme for all staff has been launched. Twenty eight members of staff volunteered to be mentors and 5 pairs are taking part in this inaugural session.	As a new programme, it will be important to monitor and encourage participation. Further actions to enhance mentoring provision are identified in 2016-2020 action plan (action 1.1).
1.2 Publication of papers (as research or scholarly activity)	Teaching fellows, not traditionally research active, will be facilitated to write and publish paper (s) relevant to their scholarly activity, research activity or teaching Staff to be facilitated to attend writing skill courses	Line managers	A recent External Review of Staff Workload Allocation recommended a number of actions to provide increased time for development of scholarly activity for those staff with a teaching focus. A staff writing group was initiated with the aim of supporting staff to publish. Low attendance with the writing group resulted in a revision of this action item. Instead, four Scholarly Activity Working Groups were established in 2015 (see pg 34 of application) with opportunity to apply for an award (<£8K). Five awards were given to successful candidates. As a new scheme, these groups will require review and feedback from	Modified, achieved and continued actions identified Limited uptake of initial idea quickly led to a change of approach. The impact of this focus and other actions such as staff appraisal, is seen in an increase in the number of scholarly outputs year on year and an increase in the number of staff generating those outputs (see pg 34 of application). Continued development with new actions have been identified for the 2016-2020 action plan (action 1.2)

			participants to ensure they are meeting the needs of staff and resulting in scholarly activity outputs.	
1.3 Staff Qualifications	<p>Monitor achievement of academic staff qualifications i.e. MSc/Doctoral</p> <p>Establish baseline statistics on staff qualifications (number of MSc/PhD/Taught Doctorate)</p> <p>Aim for all staff to have MSc qualification or be registered on a programme</p> <p>Aim for 50% of staff to have achieved or be registered on either PhD or taught doctorate</p>	<p>SWAN Champions and designated SAT Member, with support from Line Managers and SMB</p>	<p>In 2011, 44% of staff had a Masters qualification and 21% were educated to doctoral level. Since then there has been an increase in the total number of staff enrolled in postgraduate degree courses with a year on year increase in the number enrolled in doctoral programmes (p35 application).</p> <p>Currently 93% of staff have a Masters qualification and 52% have a doctorate. With a further 14 staff currently enrolled on doctorate programmes, we are on course to increase this figure to 74%, well exceeding our target of 50%.</p> <p>The procedures to financially support staff towards further study are now well established but in monitoring the success rates and in discussion with staff, we noted that the rates of temporary withdrawal in this group were higher than normal [REDACTED] [REDACTED] [REDACTED] as they struggled to juggle further study with full time</p>	<p>Achieved with future development identified</p> <p>This action will now be further developed by a programme of pastoral and practical support (action 1.3 2016-2020 action plan)</p>

			employment. This has led to a series of new actions for 2016-2020 action plan.	
	Emphasise and celebrate achievements of staff who have completed/are completing course of studies- insert 'my experience' article in the School ezine	Line Managers, SWAN Champions	<p>Publication of information piece in the School Ezine as individuals complete programme.</p> <p>Achievements of 2 members of staff are highlighted in the School ezine per year. Furthermore, a session devoted to presentations from staff taking their doctoral qualifications has been included in the Sept 2016 Research Showcase Day. This will occur annually from now on.</p>	Achieved and developed further
	Additional support for early career researchers (research fellows & lecturers on probation)	Professorial Staff, HoS	<p>Professoriate lunches are held twice yearly and are well received by staff and students.</p> <p>To enhance this action point, School-funded PhD studentships were awarded to lecturers on probation. Seven PhD studentships were awarded to new lecturers, with most studentships commencing in October 2014. Furthermore, preference is given to new lecturers when allocating the annual centrally funded PhD studentships every year.</p>	Achieved and developed further

	Celebrate achievements of successful female academics in N&M	HoS, SWAN Champions	<p>An annual seminar within the research seminar series dedicated to promoting successful women specifically.</p> <p>The seminars are held to coincide with International Woman’s Day each year. Previous speakers have included</p> <div style="background-color: black; width: 200px; height: 30px; margin: 5px 0;"></div> <p>In 2015 and 2016, this action was enhanced by the inclusion of an interview on gender and career issues with the invited speaker conducted by a junior member of staff and promoted on the School’s website.</p>	<p>Achieved, developed further and future actions identified</p> <p>To continue to celebrate the achievements of successful women we have identified developments of these actions for 2016-2020 (See action 3.2).</p>
1.4 Male Research Appointments	Monitor male research appointments	School Manager, HR Department	<p>The aim of this action was to identify potential reasons as to why male applicants are not successful and develop action plan as appropriate.</p> <p>There has been an improvement in the percentage of males successful when applying for PhD positions in the School (increased from 6% in 2010-11 to an average of 20% every year since 2011-12) but male success in research position recruitment remains elusive</p>	<p>Achieved and developed further</p> <p>see section 4.2 of 2016-2020 action plan</p>

			<p style="background-color: black; color: black;">[REDACTED]</p> <p>A focus group was held with those recruiting to postdoctoral positions and actions have been identified from this for the 2016-2020 actionplan.</p>	
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Issue 2. Promoting an Academic Career Trajectory for Nursing & Midwifery: Students

Action	Action Items	Accountability	Progress and Outcomes	Status/Timeline
2.1 Early exposure of UG students to research and the possibility of an academic career trajectory	Review research teaching on UG curriculum	Curriculum Review Group, HoS, Director of Education, Lead Midwife for Education	<p>A research active member of staff was appointed to the curriculum review group for Nursing and has been involved in the design of a new curriculum implemented from Sept 2012.</p> <p>The Midwifery UG curriculum was reviewed in 2012/13 and a research sub group consisting of research active staff formed from the curriculum review group to oversee the design and delivery of research teaching.</p> <p>A curriculum review is planned for 2017 and research teaching will continue to feature.</p>	Achieved

	<p>Promote and provide a Research Internship Scheme to expose high achieving students to research (as N&M unable to benefit from summer studentships due to academic year continuing over the summer)</p>	<p>Leads for Research Internship Scheme</p>	<p>Research Internship Scheme was implemented Feb 2011. 21 UG students have participated in the scheme with a number of measurable successes (progression to PhD study, publications and conference presentations, see page 43 of application). The scheme is promoted to UG student cohorts on an annual basis and guidance for staff involved in scheme has been developed</p> <p>In 2016, it was extended to MSc students as a trial, [REDACTED] and already this has resulted in outputs with a co-authored paper submitted.</p>	<p>Established and developed further</p> <p>This is a well-established scheme which will continue to be promoted and monitored but requires no further actions in the new action plan.</p>
<p>2.2 Promote PhD/Taught Doctoral study within Nursing & Midwifery</p>	<p>Maintain high achievers annual reception and update database regularly</p>	<p>SWAN Champions, HoS with clerical support</p>	<p>Database has been developed and is updated regularly</p> <p>A celebratory reception is held for high achievers to coincide with Graduation ceremonies, with attendance by prize winners and their families. The event has been promoted on the School website and e-zine.</p>	<p>Achieved, future development identified</p> <p>See action 2.1 of 2016-2020 action plan</p>

			<p>The effectiveness of the scheme was difficult to quantify and in 2015 the action was reviewed to identify modifications which would maximise promotion of research degree to this cohort e.g. timing of reception. This has led to a renaming and extension of the event and is detailed in the new 2016-2020 action plan.</p>	
	<p>Monitor numbers of female students progressing from UG to PG study</p>	<p>Swan Champions</p>	<p>Review statistics and identify trends. This occurs on an annual basis and analysis showed that there was an increase in females taking postgraduate study during the reporting period (figure ? pg ?). This demonstrates impact of some of the actions designed to address the sharp fall in percentage of women from UG to PGT.</p> <p>From 2016-17 onwards this monitoring will feature as a standing item on all Annual Programme and Pathway Review Meetings which take place every summer and responsibility for monitoring and analysis will move from SWAN Champions to Pathway leads.</p>	<p>Achieved and further development identified</p> <p>(See action 2.1 and 2.2 of 2016-2020 action plan)</p>

			Further actions to promote PG study have been identified to increase numbers within the new action plan.	
	Review and revise School website to ensure female doctoral students are visible	School Manager, IT Support Officer, SWAN Champions	Website revised and reviewed twice yearly. A new, institution wide website was launched in 2016 and an image audit by the School of Nursing and Midwifery ensured continued visibility of all staff groups.	Achieved
	Provide testimonials from female PhD/taught doctoral students about their experience on school website and QOL	School Manager, SAT Post graduate Tutor, PhD Supervisors	Student testimonials were collected and uploaded to website and QOL postgraduate portal. To further improve visibility of PhD students in the School, teaching opportunities were identified. Since 2015/16 academic year, UG students have direct contact with PhD students in a learning environment. PhD students are also invited to give presentations on their research in relevant post-registration courses.	Achieved and developed further
	Identify barriers from clinical perspectives which may impact on progression of nurses from UG to PG study	HoS, Postgraduate tutor	Newly registered nurses and midwives are required to undertake a period of preceptorship following initial registration –this issue, which	Discontinued and revised Limited success. Actions will be developed for the new action plan to promote a

			prevents newly qualified nurses and midwives from proceeding directly to PhD study, was explored with education leads in local Health & Social Care Trusts and with the other provider of nursing education in NI (University of Ulster). However, the preceptorship is a vital component for completion of professional registration.	career pathway for students to return to academia following preceptorship. The high-achievers database will be extended to include PGT cohorts and recent alumni (see action 2.1 and 2.2 of 2026-20 action plan).
	Increase awareness of the value of further study with senior NHS N&M Management Staff	HoS, Postgraduate Tutor	Host an annual event to showcase current PG study opportunities and success of recent PG graduates. In recent years CPD teaching staff have, with the agreement of each Trust, undertaken a roadshow with stands on-site in the Trusts to advertise Postgraduate Postregistration programmes with some success. Annually all Trusts are provided with details of Postregistration , Postgraduate Taught opportunities that could be included in commissioned activities. In 2016, Trust staff were invited to our Research Showcase promoting research activity in the School and the feedback was extremely positive to the extent that attendees	Achieved, developed further with future development identified Further actions for promotion of CPD opportunities are identified (action 2.1 and 2.2 of 2016-2020 action plan)

			requested that in future years it is held as a “roadshow” taking place onsite in the Trust to facilitate more trust staff to attend	
	Identify potential students suitable or interested in postgraduate study and engage in personal recruitment	SAT Member, Personal Tutors	<p>In the past period of action plan, Personal Tutors were encouraged to identify appropriate students and encourage them to consider further study, adding their names to the High Achievers database in the event of future opportunities.</p> <p>In addition, from the outset of each student’s Undergraduate/Pre registration programme of study the school promotes an ethos of the need for lifelong learning which aligns with annual validation; maintenance on the NMC Live Register and competence to practice. During the third year of study students are invited to attend a career awareness forum where prospective employers provide potential employment opportunities for all students: the School presents at this event and encourages students to consider further study (PGT & PGR) particularly here at QUB. Final year students are</p>	<p>Achieved Established</p> <p>See future plans for development of the High Achievers Database (action 2.1 of 2016-2020 action plan)</p>

			provided with a taught session including contact details of key school staff to discuss opportunities.	
2.3. Support for PhD students / career development	Annual Career Seminar for current PhD students	SWAN Champions, HoS	Career seminars were held in 2012 and 2013 and then developed into part of an annual programme to support PhD career development for PhD students which included a Research Showcase Day on a Biannual basis and specific workshops on training such as fellowship writing (see application p44).	Achieved and developed further Continued actions to support PhD career development identified in the 2016-2020 action plan (action 2.3)
	Facilitate PhD students with outreach opportunities to enhance CV Highlight benefit of outreach activities to PhD students via career seminar and mentoring	School Manager SWAN Champions, PhD supervisors	PhD students are included in relevant School Outreach events but these are often limited therefore proportion of students partaking in outreach activities has not increased (reported in staff survey as 21% in 2011 and 20% in 2014). However, their inclusion is considered to be invaluable by organisers and the students participating reported a positive worthwhile experience. This action was enhanced by the provision of teaching opportunities in the undergraduate curriculum for	Achieved and developed further

			<p>PhD students which began in 2015/16 academic year and has been very successful. And also promotion of volunteering opportunities through the Student's Union which can be used towards the achievement of DegreePlus (see pg 40-41 of application)</p>	
	<p>Provide 'Buddy' mentoring scheme for all PhD students</p>	<p>SWAN Champions, Postgraduate tutor</p>	<p>A successful pilot of 1st year PhD students buddied with 3rd year PhD students led to roll out for all 1st year students in the School in 2012. This good practice was shared and led to the adoption of a compulsory University wide buddy scheme for all first year PhD students.</p> <p>We then ran a pilot in 2011 of 2nd & 3rd year PhD students partnered with research fellows or early career lecturers [REDACTED] and, following positive evaluation, this was rolled out to all, with an uptake of 30% in 2014/15 and 34% in 2015/16.</p>	<p>Achieved and led to Institutional wide implementation</p>

Issue 3: Promoting Men in Undergraduate Nursing
 Data supporting this application suggest that the UG male numbers are significantly lower than the national average (approximately half). This issue was identified in the previous BRONZE action plan and successful actions have been implemented, however as this was within an 18 month timeframe, limited change was evident. UG male numbers have remained consistent in the previous 5 years suggesting this may be a wider cultural issue.

Action	Action Items	Accountability	Progress and Outcomes	Status/Timeline
3.1 Encourage male applications to UG N&M	Inclusion of men (as appropriate) on interview panels	School Manager	Interview panels include male members of staff/clinical colleagues. In 2016 a new method of UG recruitment was introduced (Multiple Mini Interviews). The administrator who organised the schedule was cognisant of the need for gender and diversity balance and ensured candidates were exposed to a range of staff and role players in each circuit.	Achieved With the implementation of a new recruitment method, actions have been identified to monitor applications/interview/offer success rates for male and female candidates. (See action 4.1 in 2016-2020 action plan)
	Ensure outreach events are attended by male staff/students	School Manager	The number of male staff involved in outreach events has been increasing (See Table 28 in application) such that in 2015 the staff were represented approximating the proportions in the school (18% male, 82% female). Since 2013, male students have participated in outreach in greater proportions than they account for in the UG population (12% in outreach	Achieved

			compared to 6% of UG population) as we continue to try to promote a career in nursing and midwifery to men.	
	Develop 'Frequently Asked Questions' on career information for men in nursing Develop specific recruitment leaflet targeted at men in nursing	SAT Members, SWAN Champions, School Manager	Relevant leaflets were developed prior to recruitment drives for 2013/14 and are used at all outreach events. This action was enhanced by attendance at Open Days and Career Days in All-boys schools for the first time and this now continues annually.	Achieved and developed further
	Develop promotional material with visual representation of men included eg photographs / testimonials	School Manager, SAT Member, Course Directors	Promotional material has been developed with coverage in local media promoting men in nursing careers (see page 16 in application). To enhance this action, podcasts are being developed with male UG students for addition to the School website.	Achieved and future development identified Future actions detailed in section 4.1 of 2016-2020 action plan
	Monitor statistics re: 1. applications and success rate 2. number of successful	SWAN Champions, School Manager	In 2013 responsibility for recruitment to the UG degree programmes moved from the School to UCAS. Therefore, statistics have	Achieved See actions in 2016-20 action plan designed to improve

	males from access courses		<p>been monitored to identify any effects this may have had on the gender balance of applications/offers/acceptances.</p> <p>The figures show impact from the actions detailed above as there was an increase in male applicants to the programmes (5% in 2012 to 9% 2016/17), increase in men invited for interview (5% in 2013/14 to 8% 2016/17) and in men enrolled in the courses (5% in 2012 to 9% in 2016/17). [REDACTED] (fig 9, pg 21).</p>	<p>monitoring of annual statistics/data collected (sections 4.1 and 5.2).</p>
<p>3.2 Explore the issue of men in nursing and identify potential barriers to applications</p>	<p>Conduct group discussions with current male students, key stakeholders, school students attending outreach events</p>	<p>SAT Member, Marketing & Communications Committee</p>	<p>Findings highlighted that peer pressure poses a huge barrier to young males entering the nursing programme. Further actions will continue to be explored to address this through working group 3 which has both male and female UG student representation. Some ideas have already been identified and include a TED Talk event entitled “Men in Nursing” to which school boys and careers teachers will be invited.</p>	<p>Achieved and further development identified</p> <p>Further actions identified in action 4.1 of 2016-2020 action plan</p>

Issue 4 : Ensuring uptake / increasing number of Senior Appointments/positions in the School				
Action	Action Items	Accountability	Progress and Outcomes	Status/Timeline
4.1 Raise staff awareness of criteria and procedures for promotion and probation	Provide promotions seminars annually for all staff and upload PowerPoint presentation to the staff intranet	HoS, SWAN Champions	<p>Promotions seminars have been provided annually.</p> <p>From 2017, these will be modified and seminars specific for each staff grouping (research and education) will be delivered to ensure relevant and targeted information is being provided. See action 1.5</p>	Achieved and further development identified
	Appointment of senior individual from another school to offer support and advice regarding promotion applications	HoS	Professor ██████████ School of Education has been appointed to act as external source of support and has been utilised by ████████ women who were successfully promoted	Achieved
	Staff to be offered personal support from the Head of School for all promotion applications	HoS	<p>Support is now offered on an ongoing basis for staff going forward for promotion.</p> <p>This action has been further developed by inclusion of promotion planning at annual appraisal. This was introduced in 2015 and 2016 but the success and relevance of it requires monitoring.</p> <p>████████████████████</p>	<p>Achieved, developed further and continued developments identified</p> <p>See 2016-2020 action plan (action 1.5)</p>

			██████ during the last 5 years with an internal promotion success rate of 54%. No males applied for promotion during this time-see action plan 2016-2020 for new actions	
	Raise awareness of the Queen's Gender Initiative: "drop in" mentoring facility which is highly utilised around promotion time.	SWAN Champions	email alerts sent in advance of promotions deadline and information provided about scheme at School Board Meetings.	Achieved
4.2 External Appointments	Explore and identify why successful candidates declined to accept appointment	HoS	Candidates cited personal reasons for declining position so nothing that we could identify further actions from.	Achieved and developed further
	Raise awareness about relocation information (schools, housing etc) for use when recruiting to senior positions	SWAN Champions School Manager	An information pack is provided to applicants which references support packages available to new starts. An external recruitment consultancy firm was used when recruiting to senior management positions. Early indications suggested this had limited success in terms of improving the candidate pool. Therefore this was developed further by the addition of a search committee and the use of personal	

			<p>networks when recruiting for the position of HoS in summer 2016 resulting in [REDACTED] candidates invited for interview.</p> <p>A major open recruitment drive is currently running in the School. Posts have been advertised at all levels from lecturer to professor and successful candidates can be appointed at any grade. Search committees have been established for these posts and a brochure for the SNAM has been developed to enhance the applicant pool. Actions are outlined in section 5.3 of 2016-20 action plan</p>	
Issue 5: Promoting a family friendly culture in the School				
Action	Action Items	Accountability	Progress and Outcomes	Status/Timeline
5.1 Disseminate current available family friendly/work life balance policies	Provide regular update via School Ezine and School Board meetings	SWAN Champions	The quarterly School Ezine includes a 'policy of the month' feature. This has been developed further and for 2016/17 a monthly blog post will be released highlighting a SWAN related action at appropriate times (e.g. January's blog post will be on School promotions workshops and QGI drop in clinic to coincide with the annual promotions exercise)	Achieved and developed further action 3.1 in 2016-2020 action plan

			<p>Athena SWAN has been added to the School Board Agenda as a standing item for many years and the SWAN champions take it in turns to produce and deliver a report to the School</p>		
	EOU staff will be invited to School Board meeting to update staff on available family friendly policies. (all staff attend the school board)	EO Unit	<p>A representative from Equal Opportunities Unit, QUB presents regularly at School Board</p>		Achieved
	Monitor applications to EOU for family-friendly leave	EO Unit / School Manager	<p>Data is received from EOU on an annual basis detailing applications for family-friendly leave.</p>		Achieved
	Monitor completion of online QUB Equality and Diversity Training	EO Unit / School Manager	<p>Data is received from EOU on an annual basis detailing completion rates of "Diversity Now", the online equality and diversity training. Completion rate >99% currently. HoS follows up on staff who have not successfully completed the training</p> <p>The impact of this is reflected in an</p>		

			increase in the percentage of staff who said they felt supported by the School (96% academic staff in 2014, 69% in 2011; 100% research staff in 2014, 75% in 2011).	
5.2 Additional support for women returning to work after maternity leave	<p>Facilitation of meeting with Line Manager and HoS prior to going on maternity leave</p> <p>Utilisation of workload model to plan for return from maternity leave, alleviating anxiety during and after return</p> <p>The opportunity to have regular meetings with line manager and HoS to reassess workload in first 6 months of returning to work.</p> <p>Facilitation of flexible working for staff returning from maternity leave</p>	HoS/Line Manager	<p>All women going on maternity leave have a meeting with HoS and Line Manager.</p> <p>Assessment of workload using workload model and readjustment as necessary for all women during first six months following return from maternity leave. (see pg 56 in application)</p> <p>Meetings with HoS/Line Manager about workload facilitated with all staff returning from maternity leave</p> <p>All women returning from leave who request flexible working will have request granted</p>	Achieved
Issue 6: Promoting SWAN Activities within the School				
Action	Action Items	Accountability	Progress and Outcomes	Status/Timeline
6.1 Emphasise and maintain	Add SWAN SILVER Award Logo to School website	School Manager, School IT Officer,	Logo has been added to website. We also developed a standardised email	Achieved and developed further

SWAN Athena presence in School	Review and revise School website to ensure female staff and their achievements are highlighted	SWAN Champions	<p>signature for all staff to use which includes the SWAN logo.</p> <p>Website has been reviewed and updated as necessary with promotion of female staff (and indeed all staff) achievements highlighted through the website, School e-zine and our weekly "Research Update" email which was initiated by our new Director of Research in 2015.</p> <p>Results from the staff culture survey have indicated an increase in awareness of SWAN and SWAN-related activities within the School (affirmative response to question on awareness of SWAN rose to 100% in 2014 from 78% in 2011).</p>	For new actions to continue to promote SWAN agenda see section 5.3 of 2016-2020 action plan
	Promote School as a SWAN Award Recipient	SWAN Champions School Manager	SWAN Athena SILVER Award logo placed on School website and standardised email signature. The School's silver award is also promoted through the beacon activities undertaken by the SWAN champions (see pg 57 of application)	Achieved and developed further

	Place SWAN logo on all recruitment and promotional documentation	School Manager School IT Officer Personnel Officer	Review and revision of documentation. SWAN logo has been placed on recruitment and promotional documentation, for example it featured prominently in the School of Nursing and Midwifery brochure produced for recent recruitment exercise and is on the front page of the School's website.	Achieved
	Conduct monthly SAT meetings Provide Agenda in advance Keep minutes of all meetings	SWAN Champions SAT Members	Regular minuted meetings held. In 2015 this was revised by developing 3 working groups focusing on specific areas and reporting to quarterly SAT meetings. (see governance diagram figure 2 in application) Continued innovations in assisting communication and action plan monitoring have been identified.	Achieved, developed further and future actions identified See action 5.1 of 2016-2020 action plan
	Increase male representation on SWAN SAT	SWAN Champions/HoS	Additional male member to be appointed to SAT The current gender balance of the SAT is 69% female; 31% male. (gender balance of School is 80% female; 20% male)	Achieved

	Update of SWAN Activities at School Board Meetings	SWAN Champions	<p>SWAN Activities Update has been added to the School Board Agenda as a standing item.</p> <p>This action has been further developed by the inclusion of SWAN Champions on the Senior Management Board from beginning of 2016.</p>	Achieved and developed further
	<p>Complete Royal Society of Chemistry 'Planning for Success' Checklist</p> <p>Discuss and review findings at SAT meeting</p> <p>Repeat completion of RSC Checklist for comparison purposes</p>	HoS SAT Members	<p>Checklist completed by HoS up to 2014; included on SAT meeting agenda and discussed.</p> <p>This has been replaced with an annual statistics review and increased frequency of Staff Survey (See actions 5.2 and 3.3)</p>	Achieved, discontinued and modified
6.2 Evaluation of SWAN activities over previous 5 years	Conduct online staff survey based on survey conducted in 2011	SWAN Champions SAT Member	<p>Staff and PhD student survey was conducted in 2011 and 2014 and is scheduled for 2017. Frequency of staff survey will increase to every 2 years from 2017 (action 3.3 of 2016-2020 action plan).</p> <p>The results from each survey are presented at School Board.</p> <p>The survey will be reviewed for 2017</p>	Achieved and developed further

			to reflect the extension of the Athena SWAN charter and in Autumn 2016, a student survey was performed to inform the development of new actions.	
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School of Nursing & Midwifery, Queen's University Belfast – SILVER Action Plan 2016-2020

Abbreviations		
APR-Annual Programme Review CRS- contract research staff DE-Director of Education DR-Director of Research ECR- early career researchers HoS- Head of School	PG- postgraduate PGT- postgraduate taught QGI- Queen's Gender Initiative SAGs- Scholarly Activity Groups SAT- SWAN Self-Assessment Team SMB- Senior Management Board of School	STDU- staff training and development unit TEG-Teaching Excellence Group UG- undergraduate WAM- workload allocation model WG- SAT working group (1, 2, 3)

Action	Rationale	Key Milestones	Responsibility	Timescale	Success Measure
1: Key area to be addressed: Facilitating Career Development for Nursing & Midwifery Staff					
1.1 Mentoring	Annual mentoring programmes are now in place for everyone in the School from UG to professoriate. Some of these schemes are in their infancy so they require promotion to increase uptake and monitoring for effectiveness. In addition, women have the option of	<ul style="list-style-type: none"> An annual update on the numbers going through all schemes Annual appraisal of all schemes with review of feedback and modifications if necessary Extension of Staff Scheme 	Scheme Leaders: Chair of TEG - UG, PG Tutor- 1 st yr PhD, Chair of E&D Committee-2 nd /3 rd yr PhD, SWAN Champion- staff, DR- QGI SWAN Champion	Annual monitoring with launch of schemes as detailed on School Calendar (Table 32, Pg 59)	An annual increase in uptake of each scheme of 20% Positive feedback from mentors and mentees with demonstration of tangible benefits including milestones met

	being mentored within the QGI programme providing a mentor external to the School, which is not open to men.	<p>to include mentors external to the School and to the University if required for, or requested by, the staff member</p> <ul style="list-style-type: none"> • Schemes promoted through blog posts, lectures (UG), School board (staff, QGI), emails • Case studies of those mentored have been produced and will be used to promote the benefits of mentorship 	<p>with financial requests to support external mentor visits approved by SMB</p> <p>WG1, eLearning staff</p>	Advertising to coincide with scheme calls	An increase in positive responses to mentoring questions in the staff survey (currently 51% of respondents reported having a mentor but only 61% thought a mentor would be helpful- aim to increase both responses to 80% by 2019)
1.2 Support for Scholarly Activity	Limited opportunity for Lecturers (Education) to produce outputs for scholarly activity due to teaching load and difficulty accessing external funding.	<ul style="list-style-type: none"> • Evaluation survey of all staff involved in SAGs. Interim evaluation indicates SAG's are progressing with initiatives. 	HoS WG1 SAG Chairs	Evaluation, Chairs reports and outputs completed March 2017	Aim to have 20% annual increase in SA outputs with 100% of lecturers (education) represented by

	<p>Scholarly Activity Working Groups (SAGs) were established in 2015 with five awards of £8k provided to successful applicants. As this is a new initiative monitoring is required to ensure it meets the needs of staff.</p> <p>In 2015 there were 56 scholarly outputs by 35 staff which represents 69% of lecturers in education.</p>	<ul style="list-style-type: none"> • Focus group to get more in-depth views on perceived effectiveness • Report from Chair of each SAG pertaining to frequency of meetings and expected outputs • Annual report of outputs • Introduction of specific initiatives for Lecturers (Ed) such as access to DR Clinic hours, inclusion in research seminars, observation role in on-going research projects and the inclusion of scholarly activity in the DR Weekly update to raise the profile of on-going work 	DR	<p>Focus groups April 2017</p> <p>Report to SMB with suggested modifications to scheme if required by June 2017</p>	2020
1.3 Support for staff to undertake higher qualifications	Historically, N&M lecturers did not require higher qualifications but in the long term this has limited their promotion opportunities. In 2011, 44%	<ul style="list-style-type: none"> • Review rates of temporary withdrawal and completion times for staff undertaking part time doctoral study 	WG1 with support from Line Managers and SMB	Support group established Feb 2017	Aim for 100% staff to have MSc qualification or be registered on a programme by 2020

	<p>of all staff had a Masters qualification and 21% were educated to doctoral level. By 2016 this was increased to 93% and 52% respectively.</p> <p>While this is excellent progress, continued support is required. Staff are supported financially and are allocated one study day per 20 cat module. Group discussions identified that staff find it difficult to take this protected time due to teaching commitments and reported that temporary withdrawal rates are high. A system for pastoral support for these staff is required.</p>	<ul style="list-style-type: none"> • Staff undertaking part time study are now eligible to 1 day of leave per 20 CAT points- monitor uptake of study leave and identify actions to support staff access to this if required • Introduce support group of peers for staff currently undertaking part time doctoral study to include those staff recently completed • Focus group with current students to identify additional supportive actions to achieve completion 	<p>██████</p> <p>Academic Lead for Practice</p>	<p>Report on rates of temporary withdrawal and uptake of study leave by August 2017 with annual review of statistics thereafter</p>	<p>Aim for 90% of staff to have achieved or be registered on either PhD or taught doctorate by 2020</p> <p>Reduce number of staff taking temporary withdrawals from study by 50% ██████ by 2018</p> <p>Participation in support group (50% of staff registered on PT doctoral study)</p> <p>Sustained uptake of study leave by all staff</p>
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<p>1.4 Support for CRS</p>	<p>CRS can be an overlooked population due to the transient nature of their positions. The School provides support with training, access to the staff mentoring programme, experience gained as mentees to PhD students, teaching opportunities offered to enhance CV and in 2015 we appointed a Postdoc Advisor- a member of academic staff who will act as point of contact for CRS and provide continuity. Further actions to support this staff group are identified.</p>	<ul style="list-style-type: none"> • Use of the Vitae Researcher Development Framework will be piloted • If University decide not to take an Institutional subscription, the School will pay the annual fees for all CRS with review of effectiveness after one year • Negotiate, with central University, continued access to email account for 6 months beyond end of contract to facilitate job applications • In line with Vitae recommendations, meeting with CRS supervisors to underline the importance of mentoring and career progression aspect of this role 	<p>WG2, Postdoc Advisor, CRS supervisors</p>	<p>Pilot of Researcher Development Planner already negotiated and will be launched at an event on 6th February 2017 for 3 months</p> <p>Decision on Institutional Subscription July 2017</p> <p>Supervisors meeting end September 2017</p>	<p>Impact will be established by positive evaluations from CRS involved in the programmes</p> <p>We will also keep track of where alumni move on to next to capture impact on career development</p>
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		<ul style="list-style-type: none"> • Professoriate lunches to continue and expand to include Professors external to the School • Active encouragement of PI's to list CRS on grant applications as co-investigator or where appropriate as PI • Open access session with DR and CRS to facilitate update/awareness of opportunities/provision of support/networking 	<p>School Professoriate/ Externally relevant Professoriate</p> <p>DR</p> <p>DR</p>	<p>Two per year</p> <p>Two sessions per year</p>	
1.5 Promotions	<p>Rates of staff applying for promotion remain low with a particular concern about male staff not applying.</p> <p>Success rates of those who do apply are average (54% for all applications from 2010-2015).</p> <p>Staff survey suggests that</p>	<ul style="list-style-type: none"> • Individual seminars planned for each staff grouping (research and education) to increase perceived relevance. • All staff to be offered personal support from the Head of School for all promotion applications 	<p>HoS, DE and DR</p> <p>HoS</p>	<p>Annually Research- 9/12/2016 Education- 16/12/2016</p> <p>Annually</p>	<p>Increase in numbers attending promotion seminars</p> <p>Increase in staff responses in survey to 90+% awareness of promotions</p>

	<p>most staff are aware of annual promotions seminars (93%) and promotion criteria (80%) but only 43% of staff attended the seminars and only 49% of staff have ever been specifically advised about promotion during their career</p> <p>Since 2015, appraisers have been reminded to specifically discuss promotion planning at annual appraisal for all staff</p> <p>In 2014, <i>Business in the Community</i> commissioned a report on barriers to gender-balanced workforces entitled Project 28-40. In it they recognised that priorities for everyone change with time and circumstances. They identified 6 “personas” ranging from “nervous</p>	<ul style="list-style-type: none"> • A short promotions presentation to be provided at School Board Meeting when annual promotions scheme opens as all staff are present • Promotion support (seminars, QGI drop in clinic, mentoring schemes) highlighted on blog post to coincide with promotions scheme opening • Focus group with appraisers to get views on promotions planning during appraisal meetings • Appraisers to promote use of mentoring schemes for staff thinking about promotion • HoS to meet with Faculty Promotions Panel to 	<p>HoS</p> <p>DR/eLearning staff</p> <p>WG1</p> <p>Appraisers</p> <p>HoS</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Autumn 2017 before next</p>	<p>criteria and 90+% having specific advice re promotion.</p> <p>By 2020, double number of applications each year to 8% of staff [REDACTED] applying for promotion with success rates of over 60%</p>
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	<p>returner” through “career on hold” to “career fulfilled”. We plan to add a question on this (neutralised for gender as it applies to our male staff too) to our 2017 staff survey asking which grouping staff most identify with. This will allow us to better tailor our actions to support the different stages.</p>	<p>discuss success rates and criteria with particular reference to Lecturers (Educ)</p> <ul style="list-style-type: none"> • Survey of staff to ask their own readiness and wish for promotion to better track our success in supporting those who want it • Review of all staff following appraisal and identification of potential applicants for promotion- in Nov 2016 several males have been identified for internal promotion 	<p>WG1</p> <p>HoS/DR/DE</p>	<p>annual appraisal round</p> <p>Annually</p> <p>January 2017</p> <p>2017 survey then biannually</p> <p>Annually following appraisal round</p>	
<p>1.6 Support for temporary teaching assistants</p>	<p>The School holds a register of temporary teaching assistants consisting of Trust staff with specialist knowledge, CRS and PhD students who undertake small amounts of teaching</p>	<ul style="list-style-type: none"> • In Autumn 2016, a session on Assessment and Feedback was provided by DE to staff on teaching register, new starts and those returning from long term leave. 	<p>DE</p> <p>WG1</p>	<p>March 2017</p>	<p>100% staff who contribute to teaching in the School to have received appropriate training modules</p>

	<p>throughout the year. Focus groups held in 2014 identified that staff on this register and those on joint appointments felt their access to CPD training on teaching methodology was limited.</p> <p>In addition it has been difficult to recruit qualified staff to positions in the smaller fields of nursing such as learning Disability. To build capacity, staff on the temporary teaching register will be offered support for PG study.</p>	<p>This will continue on an annual basis</p> <ul style="list-style-type: none"> • Base information has been gathered on all those who contribute teaching to the School and their ability to access training. These staff will be surveyed about their requirements for training in 2018. • From this, a schedule of tailored courses will be offered • Identification of temporary teaching assistants who would be supported by School to undertake PG study at MSc or PhD level 		<p>Annual training programme with one session per quarter to begin academic year 2017-18</p> <p>To commence academic year 18/19</p>	<p>on assessment and feedback, small group teaching and large group teaching by 2020 as measured by survey of this staff group and attendance registers</p> <p>2 enrolments on higher degree programmes per year</p>
1.7 Workload allocation	A WAM exercise was performed in 2015 to address imbalances in	<ul style="list-style-type: none"> • Distribution of faculty WAM information at earliest opportunity to all 	HoS School Manager DE	Beginning academic year 2017-18	Fair and transparent allocation of

	<p>teaching loads. This was to be extended to include all aspects of workload such as administration and research in 2016 but in the interim, University restructuring led to increased decision making at Faculty level and the decision to move to a faculty wide WAM which will be available for Sept 2017/18 academic year.</p>	<p>staff via email and School Board item</p> <ul style="list-style-type: none"> • Transparent mapping exercise of current workloads onto new WAM with consultation of individual staff on their workload • Once established and agreed, WAM details for all staff will be made available on the School sharepoint • After one year embedding period, staff will be consulted for feedback at dedicated meetings • WAM data for all staff will be analysed for gender imbalances • In particular, committee membership will be 	DR	Reviewed in 2019	<p>workload with no gender imbalances identified by statistical analysis</p> <p>Measured by responses to WAM questions in biannual school survey with >80% agreeing that workload allocation is fair</p>
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		<p>Boundaries: Advancing Your Career Through Continued Professional Development” and will be used to promote all PGT and PGR opportunities in the School, timed to coincide with recruitment for available PhD positions every January</p> <ul style="list-style-type: none"> • Liaise with Heads of Nursing/Midwifery across 5 HSCT’s to identify potential scope for jointly funded PhD study for HSCT staff and create working group • Identify other schemes which have been successful e.g. in Bournemouth University and collaborate with colleagues to learn from their experience 		<p>Benchmarking with other Schools scheduled for July 2017 with establishment of HSCT working group in September 2017 and potentially first studentship in place for 2018-19 academic year</p>	<p>applying for PhD positions –at least 5 per year with the aim of achieving 60% of the PhD cohort by 2020</p> <p>Development of innovative co-funded PhD scheme</p>
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		<ul style="list-style-type: none"> UG survey of experiences in the SoNM, interest in academic career and caring responsibilities and how they are supported by the School 		<p>Survey timetabled for phase 2/5 of the teaching timetable (Jan 2017). It has been developed and will be piloted with a small number of students in Dec 16 before distribution</p>	
<p>2.2 Increasing female attainment in Nursing and Midwifery Careers</p>	<p>Not only is there a leaky pipeline in academic nursing and midwifery careers, but also in other areas of nursing and midwifery where, despite a predominantly female workforce, men still make up the majority of the senior positions- for example, nurses on the register are 90% female but within the Nursing and Midwifery Council, senior decision making panels can</p>	<ul style="list-style-type: none"> Launch of a programme entitled “Moving Up in Nursing and Midwifery career” to include opportunities to undertake shadowing scheme with senior leaders/managers in the NHS Create working group with representation from HSCT’s to develop scheme 	<p>WG3 DE Postgraduate lead Academic lead for practice</p>	<p>HSCT working group established by June-2017 with launch of shadowing scheme October 2017</p>	<p>Provision of opportunity for at least 1 student from each field of nursing & midwifery to participate in the shadowing scheme annually</p>

	<p>be as low as 60% female. Therefore it is important to promote career advancement to all our students regardless of the path they choose to take.</p> <p>Before 2012 it was not compulsory to hold a degree in nursing or midwifery therefore much of our post-registration provision of courses commissioned by the Trusts are at level 3 (UG). This makes them accessible to pre-degree nurses/midwives but are less attractive to degree qualified staff who may wish to module build towards a postgraduate qualification. We need to ensure that the modules we offer are relevant and that they maximise participation for all staff but we do not yet have the evidence to</p>	<ul style="list-style-type: none"> • Annual invited talk to 3rd Year students from a leading female nurse/midwife on gender issues (see action 3.2 below) • Lobby commissioners of education and local Trusts to highlight the importance of career development provision starting at MSc level • Promote PG study opportunities at professional conferences such as at Royal College of Midwives/Irish Nurses Organisation conference in 2016 a stand was provided with representation from the School • Conduct focus group with female applicants to explore why following application and offer of 	<p>SWAN Champions to co-ordinate</p> <p>HoS, DE, Discipline leads</p> <p>All School Staff</p> <p>SWAN Champions</p>	<p>Annually in September from 2017 (see school calendar fig 32)</p> <p>Review of statistics in N&M APR</p> <p>Reports annually beginning with 2016-17 cohort in June 2017</p> <p>2017 following next</p>	<p>Gradual increase in commissioning by 10% per year and in the academic level of post-registration</p> <p>Increase in applications for PGT courses by 10% per year.</p>
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	base future changes on	PG/post registration study place they do not take up the offer		recruitment round for 17/18 academic intake	
2.3 Support for current PhD students	PhD students are supported in many ways by the School, the faculty and the central university through the graduate school. Mentoring provision and training support will continue, offering students a formative programme and assessment process that will expose their studies to peer review and build skills in presentation and defence. New actions will address poor completion times and focus on CV enhancement with the development of transferable skills.	<ul style="list-style-type: none"> • A working group has been established by postgraduate tutor and Faculty DE to address completion times by a raft of measures including introducing earlier checkpoints • Career seminar with representation from academic, education and clinical areas • Promotion of opportunities which contributes towards ResearchPlus (volunteering, outreach etc) • Following the pilot of the Vitae Researcher Development Planner, extending access to PhD 	PG Tutor WG2 PG Tutor	<p>New measures to be in place for annual progress review period in May 2017</p> <p>April Annually</p> <p>Annually (first seminar held in Sept 2016)</p> <p>Reviewed in January 2018</p>	<p>Average completion time to be reduced to 3-4 years by 2020 with less than 5% of FT students taking longer than 5 years</p> <p>Impact will be measured by the percentage of PhD students applying for ResearchPlus (aim for 50% of students to have this in 2017 increasing to 90% by 2020)</p> <p>At least 2 students to apply for student-led initiatives every</p>

		<p>students will be reviewed</p> <ul style="list-style-type: none"> • Opportunities to participate in outreach events, teaching and supervision will all be provided • Students are encouraged to apply for University funds for student-led initiatives given current success (see application p40) 		<p>Throughout the year</p> <p>Throughout the year</p>	<p>academic year</p> <p>All PhD students to participate in at least one of the programmes as captured in the biannual School Survey</p>
3. Key area to be addressed: School Culture					
3.1 promoting family friendly policies	Some staff reported in 2014 culture survey that they had considered flexible working but not approached line manager, and rates of some types of leave (e.g. paternity) are low despite staff eligibility. Improved awareness of policies should increase take up of	<ul style="list-style-type: none"> • Communicate the School policies on support for returning from maternity/adoption leave or other long-term absence and flexible working to all staff via the school handbook, monthly blog posts and short infograms 	HoS/School Manager/ line managers	Was implemented upon production of the school handbook in 2016	<p>A 20% increase of FF policies by staff each year.</p> <p>Feedback from the culture survey indicating at least 80% of staff aware of the policies.</p>

	flexible working opportunities, facilitate a smoother transition for staff returning from long term leave and give a better work-life balance.	<ul style="list-style-type: none"> • Hold ½ day information event with contribution from HR, E&D and Employers for Childcare to raise awareness for staff • Annual EOU presentation at School board • Evaluate policies for return from maternity leave and other extended leave by a focus group with affected staff, with modifications to policy identified if indicated 	<p>SWAN Champions</p> <p>E&D Business Partner, QUB</p> <p>SWAN Champions/HoS</p>	<p>Jan 2017</p> <p>Jan 2017</p> <p>Summer 2017</p>	
3.2 Celebrating women	Similar to academia, the professions of nursing and midwifery have a greater percentage of men in senior positions, despite being female dominated. Providing visible role models will help to inspire women to succeed in their	<ul style="list-style-type: none"> • Annual speaker for International Women’s Day- to be a prominent female from any walk of life on the subject of women in leadership • Annual “Jean Orr Lecture” to be given by 	<p>HoS/SWAN Champions</p> <p>Discipline leads</p>	<p>Inaugural Jean Orr Lecture 26th Sept 2017 by RCN Nurse of the Year.</p> <p>Leading Women series launched</p>	Impact will be measured by attendance figures at lectures, feedback in culture survey and footfall accessing online videos.

	chosen profession, be it in academia, nursing or midwifery.	<p>eminent nurse or midwife and scheduled during class time to facilitate UG attendance</p> <ul style="list-style-type: none"> • Speakers to be interviewed on gender-related issues by junior member of staff (IWD) or UG student (JOL) with interview available on website • Interviews will form part of our “Leading Women” series which will include interviews with other role models and those interested in gender issues e.g. our own HoS, ECU representative, Lead Midwife/Nurse for NI etc. 	E-learning technician and organisers listed above	with currently available content from previous IWD interviews in February 2017. Additional content scheduled throughout 2017 and with every annual lecture thereafter	
3.3 Staff Wellbeing	The School has been through a period of sustained change and there is a need to increase communication and	<ul style="list-style-type: none"> • Establish social events committee to introduce a calendar of at least 6 events per year. Committee will include a 	SAT working group 3	Social Events committee has been appointed with first event Spring 2017	Measures will be attendance rates at events, feedback from staff attending

	<p>informal networking amongst staff to promote staff well-being and team cohesiveness. Some specific issues which have come to light include under-utilisation of the staff common room and a lack of appropriate fora to raise issues</p>	<p>representative from all staff groupings</p> <ul style="list-style-type: none"> • Introduce a monthly coffee morning • Establish weekly exercise activity • Investigate the possibility of alternative staff communal spaces • Review of school meeting provision to establish open forums for discussion • Increase frequency of staff survey to every 2 years 	<p>Identified member of staff/Events Committee</p> <p>Events committee</p> <p>School Manager</p> <p>HoS</p> <p>Nominated SAT member</p>	<p>January 2017</p> <p>March 2017</p> <p>June 2017</p> <p>April 2016</p> <p>School survey to be repeated in 2017.</p>	<p>events, and feedback in biannual staff survey.</p>

4. Key area to be addressed: Promoting Gender Balance within the School of N&M

<p>4.1 Promoting gender balance in student population</p>	<p>Impact from previous actions has enabled us to increase male UG intake to near national levels (9% compared to 10% in 2016-17). We wish to continue to build on this momentum. In addition a new recruitment method to UG programmes has been introduced in 2016 (MMIs) and the effect of this requires monitoring. All those interviewed through MMI in 2016 completed an evaluative questionnaire and analysis showed there was no difference in responses between genders but this requires continued monitoring.</p>	<ul style="list-style-type: none"> • Annual statistics of applications, offers and acceptances will be tracked closely for any changes since MMIs • Member of staff to undertake review of literature on MMIs in relation to imbalances in performances by gender to relate to and evidence SoNM statistics • Personal statements submitted with UCAS application are used to select candidates for interview. These will be anonymised. • All staff undertaking UG recruitment to receive unconscious bias training • In addition to outreach 	<p>SAT</p> <p>Staff member</p> <p>Admissions office/ DE</p> <p>DE</p> <p>PGT Tutor</p>	<p>Annually in September</p> <p>July 2017</p> <p>From 2017 intake</p> <p>February 2017</p> <p>September 2017</p>	<p>An increase in percentage of male UG students to 12% by 2020.</p>
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		<p>events at All Boys Schools, we will hold a TED style breakfast talk entitled “Men in Nursing & Midwifery” given by a male member of staff and targeted towards Boy’s Schools and careers teachers. It will also be streamed online</p> <ul style="list-style-type: none"> • This will be extended and reinforced by further seminars/events with careers teachers across the Province • Development of a “Nurses/Midwives in Schools” programme where UG students will perform a programme of outreach activities with the combined aims of supporting health promotion, enhanced learning for the students and increasing male 	<p>WG3 Recruitment Administrator</p> <p>DE WG3</p>	<p>Early 2018</p> <p>Planning 2018 to begin 2019</p>	
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		<p>profile of profession</p> <ul style="list-style-type: none"> Benchmark with UK and European SoNM to share good practice and gain new ideas 	DE WG3	Beginning with All-Ireland Event in March 2017 and sustained engagement through to 2020	
4.2 CRS recruitment	<p>The number of male CRS in the school remain low (7%) with few males applying and fewer making it to interview. A focus group with staff recruiting to these positions highlighted the difficulties of attracting men to the topics of some research (e.g. in the maternal and child health research cluster) but there are male researchers in the School and also research that is focused on male-specific</p>	<ul style="list-style-type: none"> Wherever possible, if both genders apply, no single sex shortlists for interview will be accepted School Promotional Material for recruitment includes images of men and women in SoNM. This will be utilised during CRS recruitment. To coincide with International Men's Day in November each year, a Men's Health public 	<p>DR Supervisors</p> <p>School Manager DR</p> <p>DR member of Movember team WG2</p>	<p>Immediately</p> <p>November 2017 then annually</p>	<p>At least one man interviewed for every position.</p> <p>Target of 20% male CRS staff to reflect School staff ratio by 2020.</p>

	issues.	event will take place showcasing research in the School relevant to men's health.			
4.3 Senior staff recruitment	Recent successful recruitment exercises and internal promotions have led to an increase in our female professoriate (3 of 5 or 71% FTE). We need to maintain this momentum.	<ul style="list-style-type: none"> Establish a search committee when recruiting for senior positions which will use existing networks such as partner universities, links with ex-senior staff, international and national collaborators and external advisor/recruitment company as appropriate Single gender shortlists will be questioned/reviewed 	HoS SMB monitored by SAT	Immediately	Increased applicant pool with more successful recruitment and an increase in the percentage of female professors to reflect staff gender balance (i.e. 80% FPE) by 2020
4.4 Addressing unconscious bias	The University has delivered unconscious bias training to senior management and will roll this out to all staff via an online training programme however, it would be useful to highlight	<ul style="list-style-type: none"> unconscious bias presentation given to all staff during a School Board meeting unconscious bias training incorporated into UG 	HoS/ SWAN Champions Year 1 leads N&M	February 2017 Beginning with 2016/17 intake	Feedback from those involved in the processes will be sought once action is established and scores from UB

	the importance of unconscious bias to staff within the School setting.	<p>programme in line with their professional nursing values curriculum</p> <ul style="list-style-type: none"> • Develop a speakers policy document to be used for both internal seminar series and also any staff involved in organising local, national or international meetings based on guidelines published in PLOS Computational Biology (www.ploscompbiol.org 1 November 2014 Volume 10 Issue 11) 	SWAN Champions	August 2017	<p>tests before and after training will be collected.</p> <p>To monitor the impact of a speakers policy, gender balance of external speakers and at all SoNM organised events will be collected.</p>
5. Key area to be addressed: SWAN promotion within the School of N&M					
5.1 Monitoring implementation of the action plan	Regular monitoring will allow faster identification of risks that could prevent implementation of the action plan and allow better resource planning	<ul style="list-style-type: none"> • Quarterly report to SMB • Annual report on updated action plan to SMB and School Board 	SWAN Champions SMB	From Sept 2015 onwards	Increased adaptability of action plan and increased impact identified

5.2 Review of School statistics and identification of problems	Regular analysis is required both for measuring impact of implemented actions and also for identifying areas that require new actions	<ul style="list-style-type: none"> • Annual review of School stats performed by SAT and reported to SMB • SWAN item on agenda of annual programme and pathway reviews to monitor student statistics 	SWAN champions and SMB Pathway and programme leads	Annually in Jan (began Jan 2016) Annually in May/June (to begin 2017)	
5.3 Promoting SWAN	The latest staff survey shows good awareness of SWAN award (100%) and SWAN champions (93%) and there has been progress on disseminating many of the initiatives and responsibilities to staff outside the SAT but not everyone could articulate how they have personally benefited or are aware of how they do/can contribute. This work needs to continue to ensure that the SWAN principles are fully embedded.	<ul style="list-style-type: none"> • SWAN suggestion box has just been added to School website. Every few months a call for suggestions on specific topics will be circulated around the school to both staff and students. • Production of an eLearning resource describing SWAN and its actions within the school • SWAN will become a standing item for discussion on all committees. This will be 	SWAN Champions/ e-learning technician Committee chairs SWAN champions	Sept 2016 December 2017 Focus group to be held Dec 2016 with	Measures will be number of suggestions submitted and traffic to elearning resource will be monitored. Minutes will be kept from all committee meetings and

	<p>It is also important for us to engage with Institutional SWAN initiatives. To this end, a SoNM SWAN Champion chairs the SWAN Champions Committee and we are committed to influencing Faculty and Institutional-wide policies and supporting QUB in their Institutional Gold application.</p>	<p>facilitated by a focus group with committee chairs led by SWAN champions</p> <ul style="list-style-type: none"> • During appraisal, all staff will be requested to detail what contribution they will make to SWAN agenda in the coming year • In line with other committees, SAT membership will rotate every three years • Chairing responsibilities within working groups will rotate • Engage with Faculty and Institutional SWAN committees 	<p>Line managers</p> <p>HoS</p> <p>Working Groups</p> <p>SWAN Champions</p>	<p>introduction of item beginning 2017</p> <p>Beginning Sept 2016 appraisals</p> <p>From 2018</p> <p>From 2017</p> <p>Nov 2016</p>	<p>there will be a 6 month report to SAT on issues raised and addressed.</p> <p>Feedback from line managers on types of contributions made</p> <p>Ultimately impact will be measured by continued 100% SWAN awareness as evidenced by biannual school survey</p> <p>SWAN Champions to sit on Faculty Executive Board</p> <p>QUB to apply for Institutional Gold Award</p>
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5.4 Beacon activities	<p>A number of external activities have been undertaken by the SWAN champions including presenting at a UCL SWAN workshop and participating in Athena SWAN review panels for the April 2016 round of applications. Continuing to build these external links will help disseminate good practice and provide fresh ideas for our own action plan.</p>	<ul style="list-style-type: none"> • Establish network of contacts from UK and Ireland Schools of Nursing and Midwifery • Host an All Ireland Workshop for Nursing and Midwifery Schools with invited speakers from UK Schools of Nursing and Midwifery who hold awards • Engage in established SWAN “support groups” through social media • SAT members and Champions to volunteer to sit on ECU panels 	SWAN Champions	<p>Early 2018</p> <p>March 2017</p> <p>Immediately</p> <p>Annually</p>	<p>At least 4 members of SAT to volunteer for ECU panels annually.</p> <p>Attend/host at least one external event per year</p>
5.5 Move to new Athena SWAN Charter	<p>With the expansion of the charter, the focus moves to gender equality and diversity in the workforce, and expands to include support staff. Baseline statistics and an action plan</p>	<ul style="list-style-type: none"> • Gather baseline statistics for clerical and support staff • Update terms of reference and establish remit with E&D Officer 	WG1 SWAN SAT	Statistics available by January 2018	Target is to have analysis for clerical and support staff by June 2018 with actions specific to this group implemented

	<p>will be drawn up for support staff.</p> <p>We already have an E&D Officer who sits on WG2 and a recent survey of UGs showed that less than 3% were bothered by homophobic, racist or sexist language by staff in SoNM and less than 5% were bothered by such language from fellow students. We need to build on this knowledge.</p>				2019-2020
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