

## 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
<b>1: Key area to be addressed: Facilitating Career Development for Nursing &amp; Midwifery Staff</b>					
<b>1.1 Mentoring</b>	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 being mentored within the	<ul style="list-style-type: none"> <li>An annual update on the numbers going through all schemes</li> <li>Annual appraisal of all schemes with review of feedback and modifications if necessary</li> </ul>	<p>Scheme Leaders: Chair of TEG - UG, PG Tutor- 1<sup>st</sup> yr PhD, Chair of E&amp;D Committee-2<sup>nd</sup>/3<sup>rd</sup> yr PhD, SWAN Champion-staff, DR- QGI</p> <p>SWAN Champion with financial</p>	Annual monitoring with launch of schemes as detailed on School Calendar (Table 32, Pg 59)	<p>An annual increase in uptake of each scheme of 20%</p> <p>Positive feedback from mentors and mentees with demonstration of tangible benefits</p>

	QGI programme providing a mentor external to the School, which is not open to men.	<ul style="list-style-type: none"> <li>• Extension of Staff Scheme to include mentors external to the School and to the University if required for, or requested by, the staff member</li> <li>• Schemes promoted through blog posts, lectures (UG), School board (staff, QGI), emails</li> <li>• Case studies of those mentored have been produced and will be used to promote the benefits of mentorship</li> </ul>	<p>requests to support external mentor visits approved by SMB</p> <p>WG1, eLearning staff</p>	Advertising to coincide with scheme calls	<p>including milestones met</p> <p>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)</p>
<b>1.2 Support for</b>	Limited opportunity for Lecturers (Education) to produce outputs for	<ul style="list-style-type: none"> <li>• Evaluation survey of all staff involved in SAGs. Interim evaluation</li> </ul>	HoS WG1 SAG Chairs	Evaluation, Chairs reports and outputs	Aim to have 20% annual increase in SA outputs

<b>Scholarly Activity</b>	<p>scholarly activity due to teaching load and difficulty accessing external funding. 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>	<p>indicates SAG's are progressing with initiatives.</p> <ul style="list-style-type: none"> <li>• Focus group to get more in-depth views on perceived effectiveness</li> <li>• Report from Chair of each SAG pertaining to frequency of meetings and expected outputs</li> <li>• Annual report of outputs</li> <li>• 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</li> </ul>	<p>DR</p>	<p>completed March 2017</p> <p>Focus groups April 2017</p> <p>Report to SMB with suggested modifications to scheme if required by June 2017</p>	<p>with 100% of lecturers (education) represented by 2020</p>
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<b>1.3 Support for staff to undertake higher qualifications</b>	<p>Historically, N&amp;M lecturers did not require higher qualifications but in the long term this has limited their promotion opportunities. In 2011, 44% 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"> <li>• Review rates of temporary withdrawal and completion times for staff undertaking part time doctoral study</li> <li>• 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</li> <li>• Introduce support group of peers for staff currently undertaking part time doctoral study to include those staff recently completed</li> <li>• Focus group with current students to identify additional</li> </ul>	<p>WG1 with support from Line Managers and SMB</p> <p>Academic Lead for Practice</p>	<p>Support group established Feb 2017</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 100% staff to have MSc qualification or be registered on a programme by 2020</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% (n=2) by 2018</p> <p>Participation in support group (50% of staff registered on PT doctoral study)</p>
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		supportive actions to achieve completion			Sustained uptake of study leave by all staff
<b>1.4 Support for CRS</b>	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.	<ul style="list-style-type: none"> <li>• Use of the Vitae Researcher Development Framework will be piloted</li> <li>• 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</li> <li>• Negotiate, with central University, continued access to email account for 6 months beyond end of contract to</li> </ul>	WG2, Postdoc Advisor, CRS supervisors	<p>Pilot of Researcher Development Planner already negotiated and will be launched at an event on 6<sup>th</sup> February 2017 for 3 months</p> <p>Decision on Institutional Subscription July 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>

		<p>facilitate job applications</p> <ul style="list-style-type: none"> <li>• In line with Vitae recommendations, meeting with CRS supervisors to underline the importance of mentoring and career progression aspect of this role</li> <li>• Professoriate lunches to continue and expand to include Professors external to the School</li> <li>• Active encouragement of PI's to list CRS on grant applications as co-investigator or where appropriate as PI</li> <li>• Open access session with DR and CRS to facilitate update/awareness of</li> </ul>	<p>School Professoriate/ Externally relevant Professoriate</p> <p>DR</p> <p>DR</p>	<p>Supervisors meeting end September 2017</p> <p>Two per year</p> <p>Two sessions per year</p>	
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		opportunities/provision of support/networking			
<b>1.5 Promotions</b>	<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 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</p>	<ul style="list-style-type: none"> <li>Individual seminars planned for each staff grouping (research and education) to increase perceived relevance.</li> <li>All staff to be offered personal support from the Head of School for all promotion applications</li> <li>A short promotions presentation to be provided at School Board Meeting when annual promotions scheme opens as all staff are present</li> <li>Promotion support (seminars, QGI drop in clinic, mentoring schemes) highlighted on blog post to coincide with</li> </ul>	<p>HoS, DE and DR</p> <p>HoS</p> <p>HoS</p> <p>DR/eLearning staff</p>	<p>Annually Research- 9/12/2016 Education- 16/12/2016</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Increase in numbers attending promotion seminars</p> <p>Increase in staff responses in survey to 90+% awareness of promotions criteria and 90+% having specific advice re promotion.</p> <p>By 2020, double number of applications each year to 8% of staff (n=5-6) applying for promotion with success rates of over 60%</p>

	<p>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 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>promotions scheme opening</p> <ul style="list-style-type: none"> <li>• Focus group with appraisers to get views on promotions planning during appraisal meetings</li> <li>• Appraisers to promote use of mentoring schemes for staff thinking about promotion</li> <li>• HoS to meet with Faculty Promotions Panel to discuss success rates and criteria with particular reference to Lecturers (Educ)</li> <li>• Survey of staff to ask their own readiness and wish for promotion to better track our success in</li> </ul>	<p>WG1</p> <p>Appraisers</p> <p>HoS</p> <p>WG1</p> <p>HoS/DR/DE</p>	<p>Annually</p> <p>Autumn 2017 before next annual appraisal round</p> <p>Annually</p> <p>January 2017</p> <p>2017 survey then biannually</p>	
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		<p>supporting those who want it</p> <ul style="list-style-type: none"> <li>Review of all staff following appraisal and identification of potential applicants for promotion-in Nov 2016 several males have been identified for internal promotion</li> </ul>		Annually following appraisal round	
<b>1.6 Support for temporary teaching assistants</b>	<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 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>	<ul style="list-style-type: none"> <li>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. This will continue on an annual basis</li> <li>Base information has been gathered on all those who contribute teaching to the School and their ability to access training. These</li> </ul>	DE WG1	<p>March 2017</p> <p>Annual training programme with one session per quarter to begin</p>	<p>100% staff who contribute to teaching in the School to have received appropriate training modules on assessment and feedback, small group teaching and large group teaching by 2020 as measured by survey of this staff group and</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>staff will be surveyed about their requirements for training in 2018.</p> <ul style="list-style-type: none"> <li>• From this, a schedule of tailored courses will be offered</li> <li>• Identification of temporary teaching assistants who would be supported by School to undertake PG study at MSc or PhD level</li> </ul>	<p>HoS/DE/Discipline Leads</p>	<p>academic year 2017-18</p> <p>To commence academic year 18/19</p>	<p>attendance registers</p> <p>2 enrolments on higher degree programmes per year</p>
<b>1.7 Workload allocation</b>	<p>A WAM exercise was performed in 2015 to address imbalances in 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</p>	<ul style="list-style-type: none"> <li>• Distribution of faculty WAM information at earliest opportunity to all staff via email and School Board item</li> <li>• Transparent mapping exercise of current workloads onto new WAM with consultation of</li> </ul>	<p>HoS School Manager DE DR</p>	<p>Beginning academic year 2017-18 Reviewed in 2019</p>	<p>Fair and transparent allocation of workload with no gender imbalances identified by statistical analysis</p> <p>Measured by responses to</p>

	<p>decision to move to a faculty wide WAM which will be available for Sept 2017/18 academic year.</p>	<p>individual staff on their workload</p> <ul style="list-style-type: none"> <li>• Once established and agreed, WAM details for all staff will be made available on the School sharepoint</li> <li>• After one year embedding period, staff will be consulted for feedback at dedicated meetings</li> <li>• WAM data for all staff will be analysed for gender imbalances</li> <li>• In particular, committee membership will be reviewed during the 3 year cycle to ensure that all members of staff contribute to committee activities and that chairing</li> </ul>			<p>WAM questions in biannual school survey with &gt;80% agreeing that workload allocation is fair</p>
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		opportunities are rotated			
<b>2: Key area to be addressed: Promoting Career Development for Nursing &amp; Midwifery Students</b>					
<b>2.1 Promoting academic career to UG</b>	To address the future pool of students interested in further academic study at MSc & PhD level and to promote an academic career, it is important that UG students have early exposure to research.	<ul style="list-style-type: none"> <li>Provide a School-funded 6-week research studentship scheme</li> <li>The already established high achievers database will be expanded to include all UG and PGT students from the last 2 years as students generally work their preceptorship before returning to PG study</li> <li>High Achievers event will be renamed "Breaking Boundaries: Advancing Your Career Through Continued Professional</li> </ul>	School Manager PG Tutor DE DR WG3	<p>Launched April 2017</p> <p>Annually in January</p>	<p>Availability of paid internship scheme 2017 with successful applicant</p> <p>Increase in BSc N&amp;M students applying for PhD positions –at least 5 per year with the aim of achieving 60% of</p>

		<p>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"> <li>• 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</li> <li>• Identify other schemes which have been successful e.g. in Bournemouth University and collaborate with colleagues to learn from their experience</li> </ul>		<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>Survey timetabled for phase 2/5 of the teaching timetable (Jan 2017). It has been developed and will be</p>	<p>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"> <li>UG survey of experiences in the SoNM, interest in academic career and caring responsibilities and how they are supported by the School</li> </ul>		piloted with a small number of students in Dec 16 before distribution	
<b>2.2 Increasing female attainment in Nursing and Midwifery Careers</b>	<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 be as low as 60% female. Therefore it is important to promote career advancement to all our</p>	<ul style="list-style-type: none"> <li>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</li> <li>Create working group with representation from HSCT's to develop scheme</li> <li>Annual invited talk to 3<sup>rd</sup> Year students from a leading female nurse/midwife on</li> </ul>	<p>WG3 DE Postgraduate lead Academic lead for practice</p> <p>SWAN Champions to co-ordinate</p>	<p>HSCT working group established by June-2017 with launch of shadowing scheme October 2017</p> <p>Annually in September from 2017 (see school calendar fig 32)</p>	<p>Provision of opportunity for at least 1 student from each field of nursing &amp; midwifery to participate in the shadowing scheme annually</p>

	<p>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 base future changes on</p>	<p>gender issues (see action 3.2 below)</p> <ul style="list-style-type: none"> <li>• Lobby commissioners of education and local Trusts to highlight the importance of career development provision starting at MSc level</li> <li>• 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</li> <li>• Conduct focus group with female applicants to explore why following application and offer of PG/post registration study place they do not take up the offer</li> </ul>	<p>HoS, DE, Discipline leads</p> <p>All School Staff</p> <p>SWAN Champions</p>	<p>Review of statistics in N&amp;M APR</p> <p>Reports annually beginning with 2016-17 cohort in June 2017</p> <p>2017 following next recruitment round for 17/18 academic intake</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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<b>2.3 Support for current PhD students</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Career seminar with representation from academic, education and clinical areas</li> <li>• Promotion of opportunities which contributes towards ResearchPlus (volunteering, outreach etc)</li> <li>• Following the pilot of the Vitae Researcher Development Planner, extending access to PhD students will be reviewed</li> </ul>	<p>PG Tutor</p> <p>WG2 PG Tutor</p>	<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 academic year</p>
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		<ul style="list-style-type: none"> <li>• Opportunities to participate in outreach events, teaching and supervision will all be provided</li> <li>• Students are encouraged to apply for University funds for student-led initiatives given current success (see application p40)</li> </ul>		<p>Throughout the year</p> <p>Throughout the year</p>	All PhD students to participate in at least one of the programmes as captured in the biannual School Survey
<b>3. Key area to be addressed: School Culture</b>					
<b>3.1 promoting family friendly policies</b>	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 flexible working opportunities, facilitate a smoother transition for staff returning from long	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>HoS/School Manager/ line managers</p> <p>SWAN Champions</p>	<p>Was implemented upon production of the school handbook in 2016</p> <p>Jan 2017</p>	<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>

	term leave and give a better work-life balance.	<ul style="list-style-type: none"> <li>• Hold ½ day information event with contribution from HR, E&amp;D and Employers for Childcare to raise awareness for staff</li> <li>• Annual EOU presentation at School board</li> <li>• 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</li> </ul>	<p>E&amp;D Business Partner, QUB</p> <p>SWAN Champions/HoS</p>	<p>Jan 2017</p> <p>Summer 2017</p>	
<b>3.2 Celebrating women</b>	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"> <li>• Annual speaker for International Women's Day- to be a prominent female from any walk of life on the subject of women in leadership</li> <li>• Annual "Jean Orr Lecture" to be given by</li> </ul>	<p>HoS/SWAN Champions</p> <p>Discipline leads</p>	<p>Inaugural Jean Orr Lecture 26<sup>th</sup> 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

	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"> <li>• Speakers to be interviewed on gender-related issues by junior member of staff (IWD) or UG student (JOL) with interview available on website</li> <li>• 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.</li> </ul>	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	accessing online videos.
<b>3.3 Staff Wellbeing</b>	The School has been through a period of	<ul style="list-style-type: none"> <li>• Establish social events committee to</li> </ul>	SAT working group 3	Social Events committee has	Measures will be attendance rates

	<p>sustained change and there is a need to increase communication and 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>introduce a calendar of at least 6 events per year. Committee will include a representative from all staff groupings</p> <ul style="list-style-type: none"> <li>• Introduce a monthly coffee morning</li> <li>• Establish weekly exercise activity</li> <li>• Investigate the possibility of alternative staff communal spaces</li> <li>• Review of school meeting provision to establish open forums for discussion</li> <li>• Increase frequency of staff survey to every 2 years</li> </ul>	<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>been appointed with first event Spring 2017</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>at events, feedback from staff attending events, and feedback in biannual staff survey.</p>
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<b>4. Key area to be addressed: Promoting Gender Balance within the School of N&amp;M</b>					
<b>4.1 Promoting gender balance in student population</b>	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.	<ul style="list-style-type: none"> <li>Annual statistics of applications, offers and acceptances will be tracked closely for any changes since MMIs</li> <li>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</li> <li>Personal statements submitted with UCAS application are used to select candidates for interview. These will be anonymised.</li> <li>All staff undertaking UG recruitment to</li> </ul>	SAT  Staff member  Admissions office/ DE  DE  PGT Tutor	Annually in September  July 2017  From 2017 intake  February 2017  September 2017	An increase in percentage of male UG students to 12% by 2020.

		<p>receive unconscious bias training</p> <ul style="list-style-type: none"> <li>• In addition to outreach events at All Boys Schools, we will hold a TED style breakfast talk entitled “Men in Nursing &amp; Midwifery” given by a male member of staff and targeted towards Boy’s Schools and careers teachers. It will also be streamed online</li> <li>• This will be extended and reinforced by further seminars/events with careers teachers across the Province</li> <li>• Development of a “Nurses/Midwives in Schools” programme where UG students will perform a programme of outreach activities</li> </ul>	<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>with the combined aims of supporting health promotion, enhanced learning for the students and increasing male profile of profession</p> <ul style="list-style-type: none"> <li>Benchmark with UK and European SoNM to share good practice and gain new ideas</li> </ul>	DE WG3	Beginning with All-Ireland Event in March 2017 and sustained engagement through to 2020	
<b>4.2 CRS recruitment</b>	<p>The number of male CRS in the school remain low (n=1 or 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 issues.</p>	<ul style="list-style-type: none"> <li>Wherever possible, if both genders apply, no single sex shortlists for interview will be accepted</li> <li>School Promotional Material for recruitment includes images of men and women in SoNM. This will be utilised during CRS recruitment.</li> <li>To coincide with International Men's Day in November each</li> </ul>	<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 (2 further staff at current levels) to reflect School staff ratio by 2020.</p>

		year, a Men's Health public event will take place showcasing research in the School relevant to men's health.			
<b>4.3 Senior staff recruitment</b>	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"> <li>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</li> <li>Single gender shortlists will be questioned/reviewed</li> </ul>	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
<b>4.4 Addressing unconscious bias</b>	The University has delivered unconscious bias training to senior management and will roll	<ul style="list-style-type: none"> <li>unconscious bias presentation given to all staff during a School Board meeting</li> </ul>	HoS/ SWAN Champions	February 2017	Feedback from those involved in the processes will be sought



	<p>this out to all staff via an online training programme however, it would be useful to highlight the importance of unconscious bias to staff within the School setting.</p>	<ul style="list-style-type: none"> <li>unconscious bias training incorporated into UG programme in line with their professional nursing values curriculum</li> <li>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)</li> </ul>	<p>Year 1 leads N&amp;M</p> <p>SWAN Champions</p>	<p>Beginning with 2016/17 intake</p> <p>August 2017</p>	<p>once action is established and scores from UB 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>
<p><b>5. Key area to be addressed: SWAN promotion within the School of N&amp;M</b></p>					
<p><b>5.1 Monitoring</b></p>	<p>Regular monitoring will allow faster identification of</p>	<ul style="list-style-type: none"> <li>Quarterly report to SMB</li> </ul>	<p>SWAN Champions SMB</p>	<p>From Sept 2015 onwards</p>	<p>Increased adaptability of</p>



	<p>contribute. This work needs to continue to ensure that the SWAN principles are fully embedded.</p> <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>its actions within the school</p> <ul style="list-style-type: none"> <li>• SWAN will become a standing item for discussion on all committees. This will be facilitated by a focus group with committee chairs led by SWAN champions</li> <li>• During appraisal, all staff will be requested to detail what contribution they will make to SWAN agenda in the coming year</li> <li>• In line with other committees, SAT membership will rotate every three years</li> <li>• Chairing responsibilities within working groups will rotate</li> </ul>	<p>Committee chairs SWAN champions</p> <p>Line managers</p> <p>HoS</p> <p>Working Groups</p> <p>SWAN Champions</p>	<p>Focus group to be held Dec 2016 with 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>Minutes will be kept from all committee meetings and 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>
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		<ul style="list-style-type: none"> <li>Engage with Faculty and Institutional SWAN committees</li> </ul>			<p>SWAN Champions to sit on Faculty Executive Board</p> <p>QUB to apply for Institutional Gold Award</p>
<b>5.4 Beacon activities</b>	<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"> <li>Establish network of contacts from UK and Ireland Schools of Nursing and Midwifery</li> <li>Host an All Ireland Workshop for Nursing and Midwifery Schools with invited speakers from UK Schools of Nursing and Midwifery who hold awards</li> <li>Engage in established SWAN “support groups” through social media</li> <li>SAT members and Champions to</li> </ul>	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>

		volunteer to sit on ECU panels			
<b>5.5 Move to new Athena SWAN Charter</b>	<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 will be drawn up for support staff.</p> <p>We already have an E&amp;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>	<ul style="list-style-type: none"> <li>• Gather baseline statistics for clerical and support staff</li> <li>• Update terms of reference and establish remit with E&amp;D Officer</li> </ul>	<p>WG1</p> <p>SWAN SAT</p>	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 2019-2020