

# Athena Swan Gold application form for departments

## Applicant information

Name of institution	Queen's University Belfast
Name of department	School of Pharmacy
Date of current application	29/11/2024
Level of previous award	Silver
Date of previous award	2019
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Section	Words used
An overview of the department and its approach to gender equality	2601
An evaluation of the department's progress and success	2564
An evaluation of the department's sector-leading activity	1629
An assessment of the department's gender equality context	3472
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	10 266

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

**Overall word limit: 10,000 words**



## School of Pharmacy

# Athena Swan Gold Application



**November 2024**

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## Section 1: An overview of the department and its approach to GE

### 1.1 Letter of endorsement from the head of the department



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29<sup>th</sup> November 2024

Dear Athena Swan Panel,

As Head of the School of Pharmacy, I am delighted to wholeheartedly endorse this application for a Gold Award. Equality, Diversity and Inclusion have been embedded in the working life of the SoP since our first Bronze application in 2010. As a recently appointed HoS, I intend to build on the legacy of my predecessors to ensure a sustainable, high-performing School that provides outstanding education and research. I firmly believe this is only achievable by providing a collegiate environment where staff and students are supported to thrive regardless of gender, ethnicity, caring responsibilities or any other protected characteristic.

Currently, the SoP is ranked 39<sup>th</sup> in the world (QS World Rankings by subject), having sustained an upward trajectory from 100-150<sup>th</sup>. We have grown in terms of both increased student numbers and research income. This progress has been achieved against the backdrop of COVID, and the transformation and accreditation of the MPharm degree, all of which have undoubtedly resulted in increased work pressure on staff. It has been, therefore, important to invest time and effort in a clear and transparent work-load allocation model that recognises the breadth of tasks undertaken by staff, thus ensuring that often gendered “academic housework” is transparently distributed.

Our increased holistic view of staff contribution to the School has underpinned our recent progression success. We have continued to improve gender balance in our academic roles with a significantly increased female application rate, resulting in an increased pool of women at senior academic grades, including those on an Education pathway. We aim to provide “acting-up” and training opportunities for PTO staff and have been able to support and encourage staff to successfully apply for higher grades. This progress has been underpinned by our family-friendly policies and a collegiate working environment, which supports and enables all staff.

Our undergraduate (UG) community is predominantly female. We continue to challenge the concept that Pharmacy is a female profession- we have appointed male clinical education leads and other student-facing roles. We have narrowed the male/female MPharm attainment gap and will continue to work to widen participation in the UG programme from under-represented groups. We recognise that leadership positions in the Pharmacy profession are still, however, male-dominated, so we aim to instill the principles of EDI in our UG population, which will remain with them as they enter the professional world.

As a School, we have been privileged to work with both the wider university and beyond. We deliver key and bespoke EDI training to our UG population and have disseminated this training across QUB and to healthcare and education colleagues externally. At School level, SoP EDI leadership has driven change at Faculty and University level, which has allowed us to disseminate best practices institutionally while at the same time remaining focused and up to date on developments within the sector. There is still work to do however: our Swan Champions have worked with staff and students to develop an ambitious action plan to build on this sector-leading work. We are committed as a School community to continue to make sustained and measurable improvements in gender equality.

Yours faithfully,



Prof. Gavin Andrews

**Head of School of Pharmacy, QUB.**

## 1.2. Description of the department

We are a medium sized School of Pharmacy (SoP), one of 4 departments in the Faculty of Medicine, Health and Life Sciences at Queen’s University Belfast (QUB).

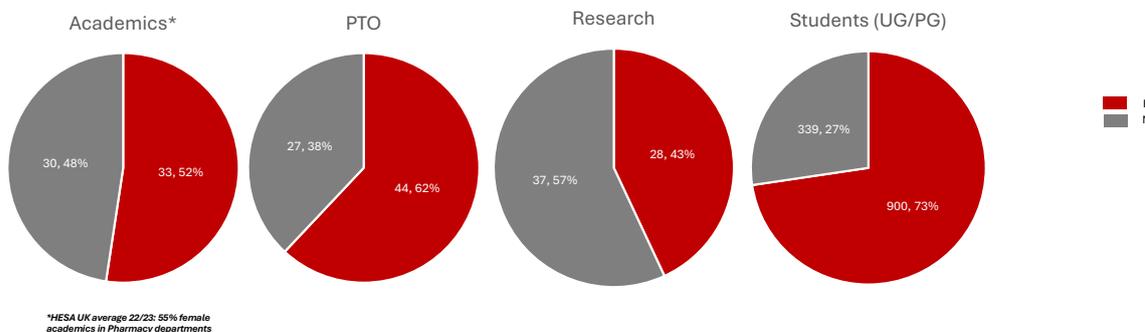
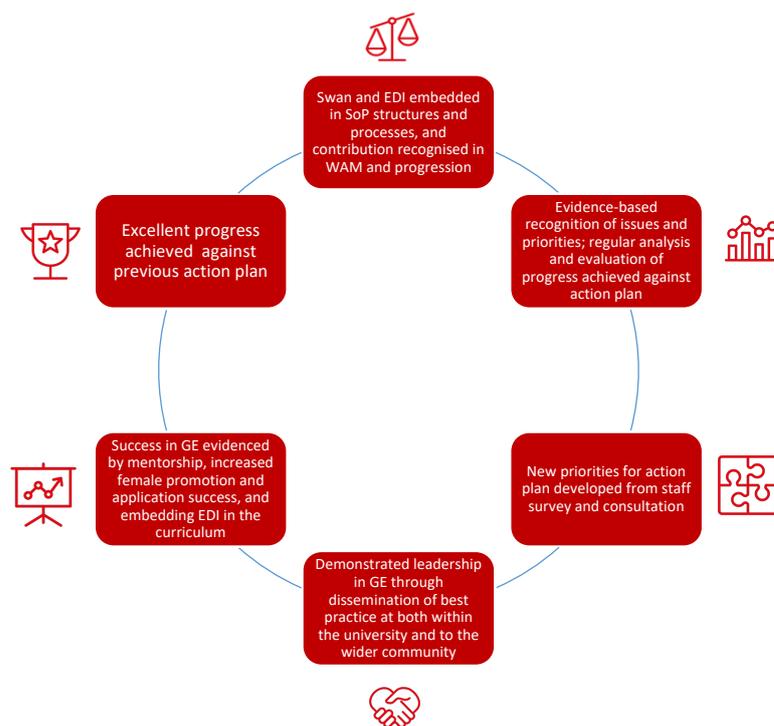


Fig 1.1: SoP staff and students AY 2022/23

The SoP was awarded Athena Swan Bronze Award in 2010, led by Swan Champion Prof Carmel Hughes (subsequently, HoS). We were the first SoP to be awarded Silver Swan in the UK and the only SoP in Ireland (2014). Our Silver awards was renewed in 2019. Gender equality (GE) is deeply integrated within the School, and our positions of leadership at Faculty and University level have allowed us to disseminate and develop this work outside the SoP.

The SoP has 2 Swan Co-Champions: Dr Deirdre Gilpin currently chairs the University Swan Champions Network (SCN), and sits on the institutional SAT, which recently delivered a Gold institutional award. Swan Co-Champions sit on School Management Committee (SMC), progression committees, and probation Review Panels.



*Fig 1.3: An introduction to the SoP and its Athena Swan Journey.*

Currently, the School occupies space across five sites: a key priority in the SoP strategic plan is to work toward unifying that space. Making communal spaces available to staff and students has therefore become a key focus. Since our last renewal, we have installed and gained access to:

- **Student Common Room** and **social spaces** for PGT and PhD students in the SoP
- **Nurturing Room** (for nursing mothers within the Faculty)
- **Student Quiet Room**

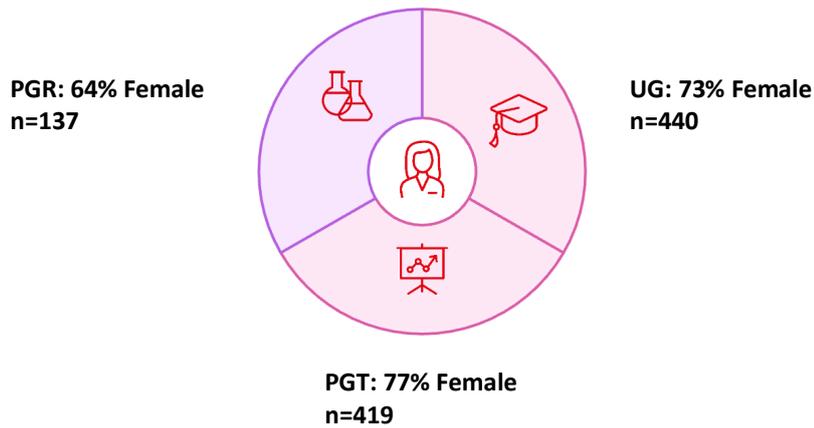
We have assigned all single occupancy toilets as **gender neutral** and **free period products are available in toilets across the School**.

## Education

The School offers a number of taught degree programmes:

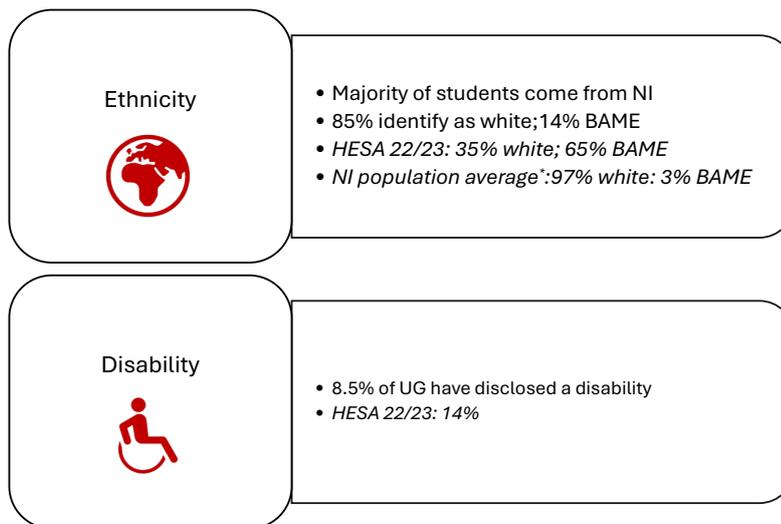
- MPharm degree (4-year +1 foundation training year leading to registration), accredited by the General Pharmaceutical Council.
- MSc in Pharmaceutical Industry (since 2019).
- BSc (Hons) in Pharmaceutical Sciences or Biotechnology (optional one-year industry placement).

We also provide postgraduate research opportunities (PhD, MPhil in Pharmaceutical Biotechnology) and MSc in Advanced Clinical Pharmacy Practice or Advanced Pharmacy Practice (MSc/PgDip) for distance learners.



*Fig 1.4: Proportion of females among Pharmacy students at QUB 22/23: the HESA average for pharmacy departments in the UK in 2022/23 is 69% female.*

QUB is committed to widening participation and ensuring students have opportunity to participate regardless of background, disability or ethnicity. Since 2021, the SoP has participated in the Pathway Opportunity Programme (POP): of 56 students who completed this course, 28 (50%) have subsequently taken up a place on the MPharm degree. Currently, 20% of our students come from a low SES background.

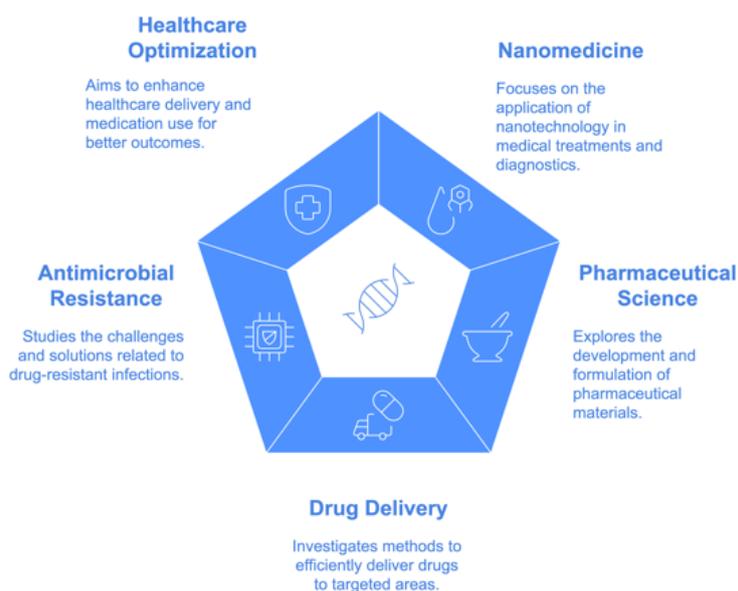


*Fig 1.5 Protected characteristics in the SoP. \*NISRA Census 2021*

MPharm and BSc programmes are each led by a Director of Education (DE). The Director of Student Engagement (DSE) supports students by signposting appropriate support and directing training for Tutors and Advisors of Studies. Both DEs and the DSE work closely with Student Voice committees on which members of Swan Equality, Diversity and Inclusion Committee (SEDIC) also sit, engaging with students and gaining feedback on course delivery and any student issues.

## Research

Research is led by our Director of Research (DR) and arranged across 5 themes (Fig 1.5).



*Fig 1.5: Research themes in the SoP.*

- Our Research Excellence Framework (REF) 2021 results showed that QUB Allied Health Professions, Dentistry, Nursing and Pharmacy were ranked 4<sup>th</sup>= in the UK according to Times Higher Education. Our REF2021 SoP staff submission was gender balanced (20 F, 18 M).
- We are home to 137 PhD students (64% women) and 65 PDRFs (43% women).
- Our PGR cohort has significantly increased (24%), predominantly due to increased international students, constituting 94% of MPhil programme and 71% of PhD students.

## Organizational structure

- SoP has two key decision-making committees: **School Staff Committee (SSC)** and **School Management Committee (SMC)**. All staff are members of the SSC and are invited to attend each meeting. The SMC consists of: HoS, DEs, DR, Director of Postgraduate study (DPGR) and Director of Internationalisation (DInt), Chief

Technician, School Manager (SM), academic staff representative, and Swan Co-Champions (Fig 1.6)

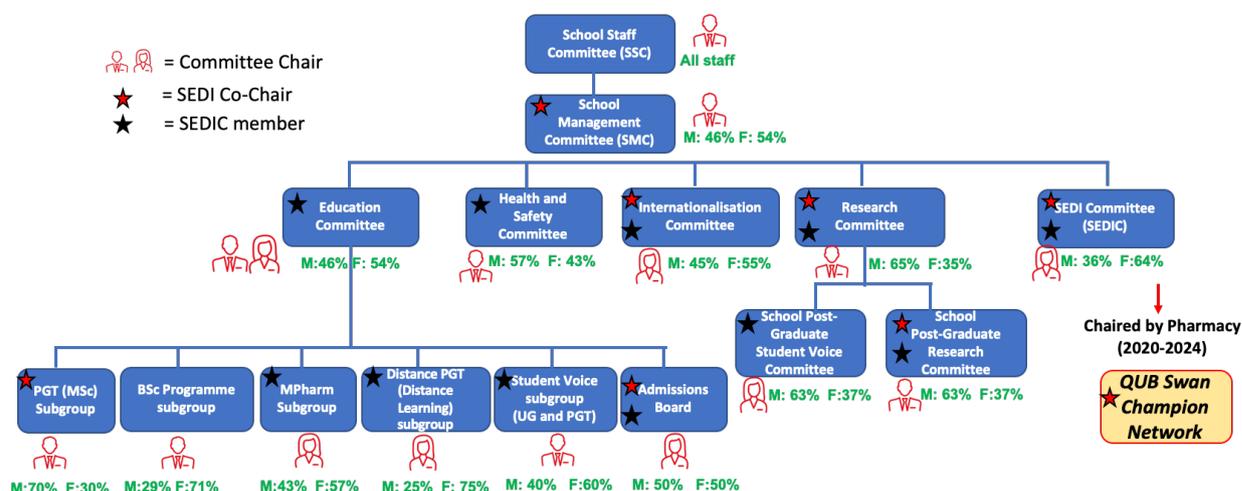


Fig 1.6: SoP organogram and gender breakdown of each committee. The Committee Chair and the female-to-male (F:M) ratio are displayed under each committee or subgroup.

## Current staffing profile

- Since our previous application (2019), our School has expanded from 189 to 223 overall staff (18%↑). The number of academic staff increased from 55 to 65 (18%↑), Professional, Technical and Operational (PTO) from 57 to 71 (25%↑), and research staff from 46 to 65 (39%↑).
- Gender balance has been maintained in academic [57% female (F)], PTO (62%F) and research (46% F) cohorts (Fig 1.1).
- Women represent between 50-67% of academic staff from Lecturer to Reader. However, they are under-represented at professorial level (29% F) (Appendix 2.3a).
- A change in University academic progression, coupled with extensive efforts in the School stemming from our last Action Plan (AP), has resulted in a **substantial increase in the number of promotion applications over the last Swan cycle**: applications for promotions to SL and above have increased by 450%, from 2 (2018) to 11 (2022). The number of women who applied increased from 2 to 9 (350%), and those successful increased from 2 to 7 (250%).
- We have increased the number of academic staff on educational contracts (AcEd), correlated to our increased number of students, with evidence of career progression, linked to actions at School level e.g. support for part-time working (3 AcEd staff have reduced their hours), and availability of start-up funding (£3000) to support

scholarship since 2021 (Fig 1.7). Previously this was only available to newly appointed research academics.

		
Lecturer	2	3
Senior Lecturer	9	2
Reader	0	1
Professor	2	1

*Fig 1.7: The number of Academic staff on Education Pathway, by gender.*

- In 2022/23, 5 AcEd staff were on fixed-term contracts [2F, 3 male (M)]. Two posts have subsequently been made permanent (1F, 1M), 2 were maternity cover and one was covering an academic secondment.
- Most PTO staff are on permanent contracts, but several fixed-term contracts are held mainly by females (predominantly research technicians funded by grants, 13F vs 3M).

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

- We have recognized the importance of reflecting the needs of our SoP community identifying with protected characteristics, including gender. In 2021, our Swan committee was broadened to become the SEDIC. Delivery of Swan actions remain a priority; but we benefit from a greater understanding of intersectionality by closely working with representatives from other protected characteristics (e.g.REC). SEDIC is co-chaired by the Swan Co-Champions and was restructured into 3 working groups: Staff Development, Culture and EDI, to allow workload to be shared more equally between members (Fig 1.8).
- The terms of reference of SEDIC require representation from all staff and student roles (roles are advertised and interested staff encouraged to apply), and includes our EDI and REC Champions.

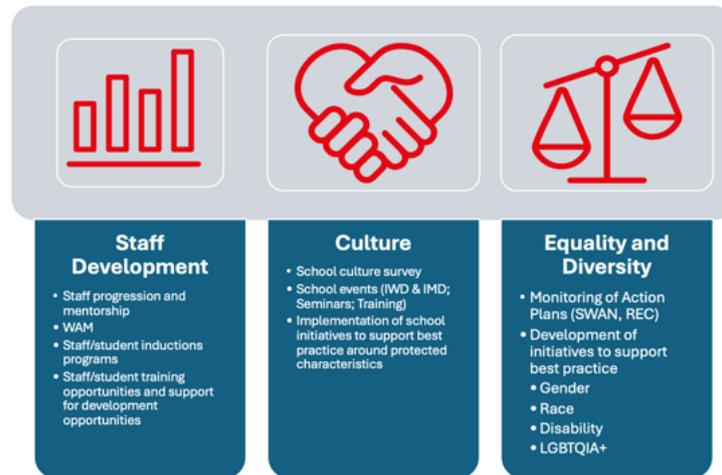


Fig. 1.8: Structure and function of the School SEDIC and its working groups.

- The SEDIC is responsible for **the implementation of QUB policies, and development and dissemination of new best practices to School and Faculty**. SEDIC members are embedded in other key decision-making committees (Fig 1.6) to apply the gender lens, and vigilantly monitor diversity and EDI-related issues against the current AP.
- **The SEDIC reports on and makes recommendations to the SMC and the HoS.** Swan/EDI is a standing item on the SMC and SSC. All committees engage in discussions on EDI matters (as a standing item on the agenda), and issues/actions relating to PGR/PGT/UG communities are effectively communicated through Year Advisors, Programme Directors & Student Voice Committee, as appropriate.
- Membership of each School committee is dictated by role, and following that **composition is monitored to ensure gender balance**. This has been achieved on all committees and sub-groups, except for the BSc and PGT Distance Learning sub-groups.
- **Membership of the SEDIC is recognised by the SoP work allocation model (WAM) and in Progression.** EDI work is included in Annual Personal Development Review (PDR), which is recognised and rewarded in promotion/progression applications. For academic progression, applications should evidence contributions across three areas: Research, Teaching & Learning, and Citizenship (including EDI and Swan activity, which are both considered core criteria for promotion).
- Engagement with University EDI structures aims to ensure compliance, drive improvement of best practices across QUB, and **support more inclusive policies across higher education and pharmacy sectors**. The SoP's REC Champion sits on the newly established Faculty EDI committee (2024) that will report to the Faculty Management Committee (FMC).
- **Since 2019, our Swan Co-Champions have been a strong voice on the SMC and School Academic Progression Committees**, ensuring that the gender lens is applied to all key decision-making processes, and that unconscious bias doesn't impact key decisions. More recently, they have extended their influence through membership of the Faculty Academic Progression Committee at which applications to higher academic grades are considered (May 2024). From 2020-24, Swan Co-Champion (Dr Gilpin) has chaired the

QUB Swan Champion Network (SCN). Chairing this committee has given our School a voice at institutional level and allowed us to support others, discuss challenges and share best practice.

#### **1.4. Development, evaluation and effectiveness of policies**

Staff consultation is integral to the development of new actions and evaluation of those in our existing plans. Although surveys represent a convenient way to gauge staff feelings, since COVID, the university has conducted several staff surveys, and we have aimed to time School surveys to be mindful of survey fatigue.

- Yearly staff surveys are held by QUB, School level results are fed back to each School and presented and discussed at SSC.
- The SoP COVID survey (2020): this discussed the impacts of COVID, and gauged staff concerns about return to work/remote working. The survey and its findings were replicated in other Schools in Faculty allowing us to report to Faculty Management Committee and helping inform key policy changes around agile and flexible working.
- Period product provision was gauged at both School and across faculty with the results being used to inform budget allocation and provision of period products at School and faculty level.
- In 2022, during the development of WAM and as part of an MBA, Prof Gavin Andrews carried out a School-level survey to measure staff opinion, gauge academic fatigue and opinion of departmental culture. These results were used to develop and refine the inputs for SoP WAM.
- Staff culture survey in 2024 (Questions and results: Appendix 1).

In addition, all SoP staff are encouraged to share and develop ideas for best practices, either in person, or via email or the SoP Swan website. For new policies and practices, SEDIC convenes any necessary staff/student consultation groups and identifies the appropriate method for monitoring impact and associated timescales before the recommended practice is proposed to the SMC, HoS, and/or Faculty e.g. SoP Pride event was initiated following suggestions by PG students and brought to HoS/SMC for approval. Feedback obtained following the event is being used in preparation for future events.

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

- The SEDIC structure is shown in Table 1.1 and all staff have a role to play in delivery of one or more aspects of the AP. All staff categories have representation, including academics, researchers, PTO staff of different grades, as well as PG and UG students.
- Membership of the committee is invited from all staff and student roles as per terms of reference (section 1.3 above).
- The SEDIC is composed of 10F (63%) and 6M(38%), where 33.3% of the team has caring responsibilities. Three members were on the 2019 submission team, ensuring knowledge transfer across time. Also, two members [School Manager (SM) and one Swan Co-Champion] sit on the SMC, facilitating consideration of the Swan agenda at management level and knowledge transfer across committees.

**Table 1.1 The SoP SEDIC structure.**

<b>SEDIC Member</b>	<b>Role on SAT</b>	<b>SAT Member</b>	<b>Role on SAT</b>
Dr Deirdre Gilpin	Swan Co-Champion/ EDI Co-Chair	Prof. Wafa Al-Jamal	Swan Co-Champion/ EDI Co-Chair
Dr Yingfen Hsia	Academic Staff Representative	Mr Conan O'Rourke	NICPLD Representative
Ms Tara Brown	School Manager	Ms Aine McGuckin	Technical Rep
Prof. Dimitrios Lamprou	Collegiality and success/ Racial Equity Co-Champions	Ms Melissa McAllister	Clerical/Admin Rep
Dr Carole Parsons	Racial Equity Co-Champions	Prof. Karl Malcolm	School Mentoring
Dr Louise Carson	Equality and Diversity	Dr Thomas Thompson	Research Fellow representative
Dr Anjali Pandya	Research Fellow representative	Jasmine Ross	PhD student representative
J. Hartley	UG Student representative	V. Wong	UG Student representative

- Following Silver renewal in 2019, an online shared folder was created (more recently transferred to Teams/SharePoint) containing the AP. Assessments of progress against targets were made following provision and analysis of university level data (e.g. career progression, staff recruitment).
- Other targets were identified by surveys (1.4 above), and feedback from the survey compared to actions.
- A School data report is prepared annually for discussion with QGI: at this meeting, feedback is provided on progress and delivery, together with any facilitators and barriers to delivery.
- Advance HE feedback for our last submission was overwhelmingly positive. Accordingly, we prioritised our planned actions for the current gold submission based on this, our 2020 COVID survey, the QUB Staff survey and the 2024 School culture survey (CS). Our new action plan (NAP) has been presented to SMC and shared with all staff. We held a Town Hall meeting to provide a forum for staff to comment and provide feedback on the NAP.
- Our future progress will continue to be monitored through survey, suggestion and the yearly staff listening exercises outlined in the NAP. Many of the actions are embedded into our normal processes and will be monitored through existing governance structures. We will provide updates to staff at the SSC and progress on the NAP will be regularly reported to SMC.

## Section 2: An evaluation of the department’s progress and success

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

#### 2.1: An overview of progress achieved in implementing previous action plan

Since our previous award, we have been successful in delivering actions around all our key priorities (Fig 2.1; Table 2.2).

- Table 2.1 below gives an overview of the School successes to date (Table 2.2: Action Plan 2019-2024).
  - Of the 62 actions, 51 (82%) reached or exceeded their targets (**Green**)
  - 11 (17%) have made progress towards target achieved but target still to be reached and will be included in NAP (**Amber**).

**Table 2.1: An overview of the SoP AP 2019-24. (Numbering refers to specific actions within the AP).**

Action	Target achieved or exceeded (Green)	Progress towards target achieved but target still to be reached (Amber)
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<p><b>1. Career progression</b></p> <p>⇒ <b>75% (22)</b> fully achieved</p> <p>⇒ <b>25% (7)</b> partially achieved</p>	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.1.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.1.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.1.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.1.5</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.2.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.2.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.2.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.2.5</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.2.6</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.3.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.3.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.3.5</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.3.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.3.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.3.6</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.4.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.5.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.5.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.6.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.6.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.7.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">1.7.2</div> </div>	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.1.1</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.2.2</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.4.2</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.4.3</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.5.2</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.5.3</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">1.6.1</div> </div>
<p><b>2. Return to work</b></p> <p>⇒ <b>66% (6)</b> fully achieved</p> <p>⇒ <b>33% (3)</b> partially achieved</p>	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">2.1.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">2.1.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">2.2.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">2.2.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">2.3.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">2.4.1</div> </div>	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">2.1.3</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">2.2.2</div> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">2.4.2</div> </div>
<p><b>3. Embedding of Swan charter</b></p> <p>⇒ <b>96%</b> fully achieved</p> <p>⇒ <b>4%</b> partially achieved</p>	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.1.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.1.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.2.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.2.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.1.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.1.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.3.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.3.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.4.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.4.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.4.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.4.5</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.4.6</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.5.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.5.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.6.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.6.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.6.3</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.6.4</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.6.5</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.7.1</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.7.2</div> <div style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 5px;">3.7.3</div> </div>	<div style="display: flex; flex-wrap: wrap; gap: 5px;"> <div style="background-color: #FF9800; color: white; padding: 5px; border-radius: 5px;">3.8.1</div> </div>

**Table 2.2: School of Pharmacy Action Plan 2019-2023.**

Action	Rationale	Planned action	Responsibility	Timescale	Measure of Success	2024 OUTCOME
<b>1.CAREER PROGRESSION</b>						
<b>1.1 Mentoring</b> <b>Increase support within School in relation to promotion process for all staff (Academic and Academic support staff).</b>	<i>Our staff survey indicated that only 26% of staff had participated in a mentorship programme, and overall 70% would be interested in participating in one if it were available.</i>	<p>All postgraduate, PDRF, PTO and academic staff will have the option of having a named mentor.</p> <ul style="list-style-type: none"> <li>Mentorship training will be provided.</li> </ul> <p>Mentorship programme will be designed to prepare staff for promotion and to ensure appropriate work-life balance.</p> <ul style="list-style-type: none"> <li>Mentoring schemes will be promoted through School Swan website, newsletter, School Board, School social media accounts and email l.</li> <li>Conduct annual SoP mentorship scheme assessment to evaluate benefits to staff, and implement change where required.</li> </ul> <p>Recognise role of mentor through WAM and appraisal.</p>	Scheme leaders: HoS; Mentoring lead; Swan Champions	Training completed and first phase of scheme rolled-out: Sept 2018	<p>1.1.1 Staff enrolled in formal mentorships increased from 26% to 62%.</p> <p>1.1.2. Uptake from all staff grades including Technical and Clerical, Academic-related, Lecturer, Senior Lecturer and Reader.</p>	<p>1.1.1 Our recent staff culture survey indicated that mentorship levels had now increased to 35%: this has not reached the 62% level anticipated, likely due to the significant overlap between the updated PDR process and mentorship schemes.</p> <p>1.1.2 In the SoP all staff, both academic and PTO, are now offered an opportunity to participate in informal mentoring, with more senior staff. Previously, formal mentorship was available to academic staff only. Staff from all roles have participated in these various schemes. Female academic staff continue to benefit from the QUB QGI academic mentoring programme, which has recently been expanded to include female PTO mentoring. This involves being paired with a colleague outside the School or directorate. All staff also take part in the PDR (performance development review) process, and are assigned a reviewer,</p>

					<p>1.1.3. Positive feedback of the new mentorship scheme and probation mentorship from all participants. New mentorship scheme effectiveness will be measured through annual scheme assessment. Probation mentorship scheme effectiveness measured through staff survey.</p> <p>1.1.4. Recognition of mentor role in annual appraisal meetings, and time required to effectively fill this role adopted in the Faculty WAM.</p> <p>1.1.5. Promotion success rate among female and male candidates is currently high: expect this to continue and potentially improve. Aiming to increase number of SL from 4 to 6, and number of female Profs from 3 to 4 over the next Swan cycle.</p>	<p>whose role includes discussion of career plans and development goals.</p> <p>1.1.3 93% of staff who participated in mentoring found it to be of benefit, 66% of staff received useful feedback from the PDR process. A further change from the previous application, is that mentorship and PDR review is positively recognised in the PDR process as being part of the citizenship domain, thereby forming part of the holistic evaluation.</p> <p>1.1.4 Mentor role is recognized in citizenship domain of new SoP WAM</p> <p>1.1.5 Currently increased number of female SLs from 5 to 15, number of readers from 2 to 4 and number of female Profs from 4 to 5. While this has met and exceeded our target, a comparison of female to male professorial level is more skewed 5F (29%) vs 12M (71%). This will be addressed in the new action plan.</p>
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<b>1.2 Undergraduate and Postgraduate career development</b>	<i>Currently most UG/PGR experience of research is through final year projects (UG) or contact with research group PDRFs. Therefore, increased awareness and promotion of School doctoral and postdoctoral training schemes at key career transition points is required. In addition, we welcome more applications from males to the undergraduate degree</i>	<ul style="list-style-type: none"> <li>In order to encourage more applications to the MPharm from males, we plan to conduct several School outreach activities, designed to increase awareness of pharmacy as a career choice for male students. <ul style="list-style-type: none"> <li>Recognising the physical limitations of directly disseminating information, outreach officer to produce a pharmacy career information booklet specifically highlighting the potential of Pharmacy as a career option for males. Disseminate to all NI based secondary level careers teachers.</li> <li>Academic delivery teams to facilitate mixed-sex groups and take efforts to avoid all male groups during group work sessions.</li> <li>Establishment of Level 3 &amp; 4 Education Attainment Working Group to identify barriers to male student attainment, developing actions supporting males specifically in pharmacy practice-related modules.</li> <li>UG: Annual informal career discussion session</li> </ul> </li> </ul>	Head of School; Director of Education; Outreach officer, Director of Research; Head of PGR	Scheme to be implemented 2019	<p>1.2.1. Increase the number of male MPharm undergraduates by approximately 8% to national average (37%).</p> <p>1.2.2. Increased representation from non-selecting secondary Schools at open days.</p>	<p>1.2.1 Since 2018/19, our female: male ratio has maintained at between 68-74% F vs 26-32% M. This is in-line with UK HESA MPharm UG enrolment (69%F vs 31% M). There are clearly issues around male recruitment to Pharmacy that are outwith the control of the QUB SoP: however, as we progress through to senior academic positions, the proportion of males increases. This appears reflected in the Pharmacy profession as a whole: although a greater number of women enter the profession, only 36% of senior pharmacy leaders are women. (Naylor et al, 2018).</p> <p>1.2.2. Unfortunately, the School lost funding for an outreach officer, and the pandemic drastically limited our capacity to directly interact with students in Schools. Instead, we used International Men’s Day events to draw attention to our male researchers working in a male-focused disease (prostate cancer), and developed a podcast, in which we interviewed researchers and patients about their SoP-based research in Prostate Cancer. This was</p>
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		with final year MPharm and BSc students by current PGR students			<p>1.2.3. Improved gender parity in MPharm degree class attainment.</p> <p>1.2.3 Data from previous years have shown that female UG students consistently outperform male students (a higher proportion were awarded 1<sup>st</sup>). During the degree programmes, academic delivery teams ensure that there are mixed-sex groups, and we have encouraged male students to take up a buddy role to support other male students. Our male colleagues are a large proportion of our personal tutors, and a recent appointment was male Lecturer (Ed) in clinical pharmacy. We therefore continue to ensure that our male colleagues are acting as role models for male MPharm students. As a result of these measures, the attainment gap between females and males has decreased from a high of 26% difference (2020/21) to 10% (2022/23). We continue to</p>	<p>promoted widely on SoP and QUB websites. Continue working with a range of School on Open Days. We have also continued to support widening participation through the Pathway opportunity Programme, and then to support POP students to successful graduate outcomes.</p>
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					<p>1.2.4. A short-term measure of success at all levels will be good attendance at each career session (50% BSc, 25% MPharm). MPharm lower due to defined career pathway.</p> <p>1.2.5. Long-term, evidenced through increased transition from UG to PGR, PGR to PDRF. Attain gender parity</p>	<p>ensure that male staff are represented in all student recruitment events.</p> <p>1.2.4 “Meet the PhD” student and “Meet the Post-doc” events have been held, over pizza lunch and were determined by attendees: at these meetings, UG and PG respectively have a chance to informally meet colleagues over pizza, to find out what’s involved in transition to the next step: attendees have found these to be helpful in getting a “real life” understanding about what’s involved in each role. A series of talks from researchers in the field of industrial pharmaceuticals is organised annually, with particular focus given to attendees having the opportunity to meet with experts following these events. We also regularly hold stake-holder engagement events, where leaders from industry can meet students and staff and discuss career opportunities and options outside academia.</p> <p>1.2.5 The School has received increased numbers of PGR students despite decreased</p>
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					<p>within the PDRF cohort, ensuring equal progression prospects to academic positions.</p> <p>1.2.6. As PGT courses are introduced, similar transition support will be introduced.</p>	<p>funding available and there are roughly equivalent proportion of F:M maintained through PG to Research to Lectureship. Gender parity in PDRF cohort attained, although we include actions to further address this in our NAP</p> <p>1.2.6. see point 1.2.4: similar support included for PGT</p>
<b>1.3. Academic Staff progression</b>	<i>To increase number of applications for promotion and the success rate through a programme of mentorship and supportive appraisal.</i>	<p>i.Ensure all appraisers continue to have recent appraisal training: Refresher training will be arranged every 3 years.</p> <p>ii.HoS will remind all appraisers by email and at School Board, prior to the annual appraisal meetings, to ensure that promotion eligibility requirements and discussion around work life balance are a mandatory feature of the</p>	Appraisers, mentors and Head of School.	September 2019 - onwards	<p>1.3.1 All staff are aware of eligibility requirements for promotion, and support measures are in place for those who are not considered eligible. This will include meeting with HoS. Assessed via survey.</p> <p>1.3.2. Current (2018) promotion application rate is</p>	<p>1.3.1 Since the last application, the progression process at QUB has substantially changed to one where a more holistic view of an applicant's contribution across the three domains of research, education and citizenship is determined. The PDR process encourages staff to review performance and engage in an active discussion about career aspirations and development needs. As part of the PDR process, staff are encouraged to view career progression as part of an ongoing "conversation". The HoS speaks with all staff who are eligible for promotion and who apply, as well as those who are eligible but do not apply.</p> <p>1.3.2 There has been an increase in application rate at all academic</p>

		<p>appraisal procedure.</p> <p>iii. Appraisers to promote use/uptake of mentorship scheme to facilitate promotion readiness.</p> <p>iv. Staff who have been unsuccessful in applying for promotion, will be invited to meet with HoS to discuss obstacles to progression and identify potential support structures.</p> <p>v. Following appraisal, all eligible staff, meeting the academic standard of the new grade and exceeding the standards for their current grade, will be encouraged to apply for promotion at next available round,</p>		<p>low (~10%) based on minimum eligibility criteria. Introduction of mentorship scheme, promotion discussions at appraisal and University re-evaluation of academic standards are expected to improve this rate. We aim to double application rate to ~20%.</p> <p>1.3.3. At least maintain current promotion success rate of 88%.</p> <p>1.3.4. Opportunities for career progression of staff on part-time contracts will be evidenced by improvement of part time staff responses on staff survey. 65% of staff felt satisfied with career development opportunities. We aim to increase this to 80%.</p> <p>1.3.5. Increase numbers of academic staff agreeing that the appraisal process supports career progression from 50% to 70%, monitored by staff survey.</p>	<p>staff levels, but most notably from 2018/19-2022/23 of 9-80% (F) and 50-80% (M) from L-SL. This likely reflects the change in progression process, to one which progression across a range of domains was encouraged. The application rate from SL-R was lower (reflecting lower numbers at SL grade), but again increased from 2018 at R-Prof.</p> <p>1.3.3 Success rates remain high (67-100%).</p> <p>1.3.4 In our recent survey, 78% of part-time staff were satisfied with career development opportunities</p> <p>1.3.5 54% of staff agreed that the PDR process was useful in supporting career development, an increase from 2018, and 87% agreed that their line manager supported their career progression. 74% of staff felt encouraged by the School to take part in career development</p>
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		<p>with support from HoS.</p> <p>vi.Promotion information (e.g. altered profiles) to be disseminated by HoS in advance of promotion rounds.</p> <p>vii.Provision of exemplar academic CVs, with CV-holder's permission, guiding applicants through the process.</p> <p>viii.Reasons for rejection of offered posts will be monitored by survey among all applicants</p> <p>ix.All job descriptions to include statement highlighting our commitment to Athena Swan Charter.</p>			<p>opportunities, and 68% of staff agreed that they received useful feedback on career development through the PDR process.</p> <p>1.3.6. Determine any gender specific reasons for rejection of posts once offered. Reduce male post-rejection rate from 60% to 40%.</p> <p>1.3.6 We have a high acceptance rate of posts offered to both males and females at academic level, and it was therefore not possible to determine reasons for post-rejection. 100% of females offered academic posts accepted the post, and 82% of males (3 posts). This meant that our male post rejection rate has decreased to 18%. Although we had only one rejection, and therefore cannot act on this, we will continue to monitor any post-rejection.</p> <p>In addition, we have contributed to and benefited from female specific academic progression workshops aimed at lecturers progressing to SL and SL-Readers, and Readers to Prof, standardisation of the academic CV, and centralised circulation of academic profiles in advance of promotion rounds.</p> <p>All our job applications include welcoming statements.</p>
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<b>1.4 Postdoctoral Research Fellow (PDRF) Career progression</b>	<i>The School acknowledges that due to the transient nature and temporary contracts of PDRA and PDRF positions, this cohort can feel disengaged and lack an obvious career pathway.</i>	<ul style="list-style-type: none"> <li>i. In consultation with PIs (principal investigators), PDRFs will be given the opportunity to teach on undergraduate courses, and will be encouraged to seek Associate membership of the Higher Education Academy.</li> <li>ii. Where funding is available, PIs to continue to support PDRF applications to PGCHET course</li> <li>iii. Formal recognition of PhD supervision role.</li> <li>iv. SAT PDRF contributing to postdoctoral forum chaired by interim Pro-Vice Chancellor; discussions are aimed more closely aligning appraisal process with</li> </ul>	Line manager, DE	September 2019- onwards	<p>1.4.1. Increased opportunities for PDRFs to gain experience in teaching at both post-graduate and undergraduate level. This is to prepare PDRF staff for applications to academic positions. Measured by increase in PDRFs undertaking teaching, and increased Associate Fellow of the higher Education Academy (from 14%) to 30% of the PDRF cohort.</p> <p>1.4.2. Increased number of PDRFs who feel that appraisal supports career progression, from 52% to 70%.</p> <p>1.4.3. Increased number of PDRFs availing of mentorship, from 35% to 50%</p>	<p>1.4.1 57% of Post-docs have obtained their AFHEA, with a number currently working towards this goal, and 4 post-docs are currently listed as assistant supervisors.</p> <p>1.4.2 Increase in number of PDRFs who agree that appraisal supports career progression to 60%, with 90% agreeing that their line manager supported career development. 70% agreed that they had receive useful feedback through the PDR process The SoP, and line managers, continue to offer support to PDRFs who wish to gain experience in teaching, and support PDRFs in their application for PGCHET when available</p> <p>1.4.3 40% of PDRA's took part in mentorship programmes, and all of those who participated found it to be beneficial.</p>
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		<p>developmental needs of the PDRF cohort</p> <p>v. Appraisers to promote use/uptake of mentorship to facilitate career development and progression.</p>				<p>PDRF contribution to the post-doc forum has led to a PDR process which more closely aligns with developmental needs of the PDRF cohort, and now post-doc supervision of PhD students is formally recorded and recognised at School and QUB level. However, in some areas we have not reached the targets set out in the plan, and we will continue these actions in the NAP.</p>
<p><b>1.5 Professional Technical and Operational staff (PTO) career progression</b></p>	<p><i>To support applications by, and progression readiness of, Professional and support staff to higher grade posts</i></p>	<p>i. Continue to voice PTO concerns around career progression at Faculty and University level, through discussion with the PTO forum and at FMC.</p> <p>ii. Evaluate current training courses on offer for professional and support staff, and identify areas which are considered important for employability through discussion</p>	<p>School Manager, Chief Technician and Head of School.</p>	<p>2019 onwards</p>	<p>1.5.1. Increased number of successful applications to higher-grade posts- however dependent on availability of posts.</p> <p>1.5.2. Increased satisfaction with career development pathways and appraisal among clerical and technical staff, as evidenced by staff survey; improve the value of appraisal to aid career development from 42% to 70%.</p> <p>1.5.3. Increase % of staff who felt that training courses enhanced employability from 70% to 80%.</p>	<p>1.5.1 Twenty PTO staff have moved to a higher post: this has been either within the SoP, outside the SoP but within QUB or outside the university.</p> <p>1.5.2 48% of PTO staff agreed that the PDR process supported career development, 64.5% agreed that they had received useful feedback from their line manager during PDR process, and 94% of staff agreed that their line manager supported their career development.</p> <p>1.5.3 66% of PTO staff felt that they were encouraged by the School to participate in training courses that enhance employability, and this action will be addressed further in the NAP.</p>

		<p>with the PTO forum.</p> <p>iii. Financial resource available to support technical and clerical staff to partake in training identified at appraisal and through mentorship (See also action point 1.1).</p> <p>iv. Contribution of research technicians to publications recognised.</p>			<p>1.5.4. Research contributions (e.g. authorships of on publications, conference abstracts etc.) will be monitored and successes highlighted in the SoP newsletter and social media.</p>	<p>However, since 2017, QUB have been a founding signatory of the Technician Commitment, and this has now been embedded as an institutional priority in QUB. SoP technicians play an active role in Faculty committees, which drive best practice across the University, identifying development needs and ensuring those are included in School academic plans. Since our last application, 20% of PTO staff have been involved in a mentorship training programme, and of those who had not taken part, 70% would have some interest in a mentorship programme.</p> <p>1.5.4 We continue to ensure that research contributions are recognized, and several technical research staff have been named in numerous publications. Successes are highlighted in SoP communications.</p>
<p><b>1.6 Work Load Application (WAM)</b></p>	<p><i>A SoP WAM was performed in 2018 to ensure fairness and transparency in the allocation of teaching and administrative duties. As a result of University restructuring, a</i></p>	<p>i. School of Pharmacy Swan Champions continue to input to Faculty WAM working group.</p> <p>ii. Continued feedback from Swan Champions to</p>	<p>Swan Champions, Head of School, Director of Education and School manager.</p>	<p>SoP WAM to be reviewed annually</p>	<p>1.6.1. Workload allocation is fair, transparent and gender balanced. Success will be measured as part of the staff culture survey, 70% staff satisfaction</p>	<p>1.6.1 57% of staff feel that workload allocation is fair. Currently teaching in the School of Pharmacy is allocated using a WAM developed in house, which focuses primarily on teaching activity. DE's meet with outliers identified in the WAM, in order to discuss teaching allocation.</p>

	<p><i>Faculty level WAM is currently under development, and is scheduled for roll out during 2019.</i></p>	<p>SMB and School Board on the current status of Faculty WAM development.</p> <p>iii.Consultation exercise with staff to discuss current workloads and mapping onto the new Faculty WAM. Exercise to be repeated after one year to provide further feedback.</p> <p>iv.Outliers from SoP WAM data to be analysed for gender imbalance.</p> <p>v.Opinion to be sought on the SoP WAM efficacy, transparency and fairness by survey, to more fully gauge impact.</p> <p>vi.Committee structures to be reviewed during the three-year cycle to ensure transparent</p>			<p>1.6.2. Analysis of outliers from SoP WAM data indicates no gender imbalance.</p>	<p>Work allocation has been a focus of several recent QUB level staff surveys, as the School and university strive to develop a model that accurately recognizes the breadth of work carried out by academic staff. As a result, the university established working groups, and subsequently invested in Simitive, a planning tool which allows Schools and departments to deliver and manage workloads in a fair and transparent manner. Swan Champions within our School and across the faculty, are key members of School level and university level working groups which are establishing the inputs for this model and ensuring that all decisions are made through a gender lens: this model has been introduced in AY 24/25. A key part of our NAP will be measuring and monitoring staff response to the new model and how this impacts their current work-life balance.</p> <p>1.6.2/1.6.3 Initial analysis of our new WAM indicates no gender bias in each area of the WAM measured (research, citizenship and teaching).</p>
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		membership and Chair rotation. Address committee specific gender imbalance e.g. research.			1.6.3. Maintain overall SoP committee balance at 50% female to male. No committee to exceed 60% representation by one gender.	School committees are generally structured based on requirement (e.g. Education committee will contain programme leads), but gender balance is monitored. Posts within the School are held for a fixed 3–5-year period, after which rotation is encouraged, and open expression of interest sought from all eligible staff. Currently all, apart from our Distance Learning Committee, are gender balanced.
<b>1.7 Recognising excellence</b>	<i>The University have recently introduced the new staff recognition award scheme. This offers a means to acknowledge good performance for all staff, particularly in relation to non-academic staff.</i>	<p>i. All individuals with line management responsibility should nominate staff with good or outstanding performance. Nominations can be submitted on a monthly basis.</p> <p>ii. Where appropriate, appraisers to encourage staff to apply for awards recognising achievements, e.g. QUB Staff Excellence Awards or Vice-Chancellor Research</p>	Appraisers, HOS and line managers	Ongoing	<p>1.7.1. Staff are nominated, and/or applying for awards schemes. Achieve high success rate for Staff Recognition award scheme.</p> <p>1.7.2. Continued advertising of successes from these Awards through School social media, email and newsletter.</p>	<p>1.7.1 &amp; 1.7.2 Success is recognised in several ways, via external awards, and through STAR (Staff recognition Awards). Since the introduction of these awards, many have been awarded to staff, and line managers are encouraged to nominate staff for these awards.</p> <p>Staff have also been recognised for their teaching excellence, and for contribution to community.</p> <p>These are celebrated and recognised by social media posts, email from HoS, and noted at SB and SMB.</p> <p>DG has also been asked to sit on Staff Excellence Awards panel,</p>

		Prizes/QUB Teaching Awards.				responsible for short-listing and selecting staff who win awards.
<b>Action</b> <b>2. Return to work</b>	<b>Rationale</b>	<b>Planned action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Measure of Success</b>	
<b>2.1 Returning to work post career break – Academic staff</b>	<i>Currently short-term recruitment of teaching staff is in place to cover teaching commitments during maternity leave and for 6 months post return to work for female academic and teaching only staff. We recognise that other factors may necessitate an extended period of leave.</i>	<p>i. We plan to extend this action to cover all academic staff who wish to share parental or other long-term leave (e.g. carer/sick leave). No staff have currently applied for shared parental leave: we will invite HR to give a presentation at SB to publicize the scheme and gauge interest by survey.</p> <p>ii. Extended leave policies to be transparent and are easily accessible via the Swan School website, and School newsletter.</p>	Head of School, School Manager, Extended Leave Champion, SAT School Policies Working Group.	Ongoing	<p>2.1.1. According to our staff survey, 88% of staff are aware of these policies, but future surveys will measure satisfaction with procedures in place.</p> <p>2.1.2. Maintain our current high level of staff who return to work post-parental leave (100%).</p> <p>2.1.3. Ensure parents who wish to take shared parental leave are given equivalent support. Gauge interest/awareness of the scheme by survey.</p>	<p>2.1.1 94% of staff are aware of university policies in relation to GE, and recently we have held workshops and discussion events that have highlighted new QUB policies around menopause, and fertility.</p> <p>2.1.2 Currently across all sections of staff, we have 100% return rate</p> <p>2.1.3 Since last application, we have had 1 male member of staff apply for shared parental leave. New QUB carers policies have been produced and workshops held centrally, which will be developed and promoted within the School as part of the new action plan. As a result, we have not been able to gauge interest or awareness but will carry this action forward to our NAP.</p>
<b>2.2 Returning to work post career break – PDRF staff</b>	<i>PDRF staff – At present an extended period of absence (e.g. maternity, paternity or carers leave) is lost from the</i>	i. PIs will be required to explore with funding bodies the possibility of putting grants into	Principal Investigators, SM, Extended Leave Champion, SAT School Policies	Jan 2018 – ongoing	2.2.1. Memorandum to PIs from HoS and Swan Champions to remind them that grants should be requested to be put into abeyance during the period of	2.2.1 & 2.2.2 Over this period, there has been no cases where it has been necessary to ask for a grant to be put into abeyance- however, we continue to explore

	<i>overall duration of contract.</i>	<p>abeyance for the duration of leave.</p> <p>ii. Extended leave policies to be transparent and are easily accessible via the Swan School website.</p>	Working Group, HoS		<p>maternity leave, or to explore options with the funding body.</p> <p>2.2.2. Evidence of grants being placed in abeyance during the period of maternity leave- this may lead to consideration by funding bodies, where this is not usual, to facilitate this action.</p> <p>2.2.3. Maintain our current high level of staff who return to work post-parental leave (100%).</p>	<p>this option with funding bodies, where necessary.</p> <p>2.2.3 Currently across all sections of staff, we have 100% return rate</p>
<b>2.3 Returning to work post career break – Professional and Support Staff</b>	<i>At present there is no stated policy to provide cover for career breaks for PTO.</i>	<p>i. We intend to formalise cover for the duration of career break. This should include a formal two-week handover period both before and on return to work.</p> <p>ii. Extended leave policies to be transparent and are easily accessible via the Swan School website.</p>	School Manager, Chief Technician and Head of School, Extended Leave Champion	May 2019 – onwards	<p>2.3.1. Formalised policy publicised within the SOP to provide career break cover for all PTO. ACTION DELETED</p>	<p>2.3.1 Where possible, we aim to provide a hand-over period to allow suitable hand over between staff. However, due to the recruitment and appointment process, this has not always been in the SoP control as recruitment decisions happen at university level. These actions are outside the scope of the SoP and were perhaps over-ambitious about how much we could influence this policy at School level. However, the university has recently been working on a number of work-life balance initiatives, which have been open to consultation with staff, including Swan groups.</p>

						<p>These include parental leave policy, fertility treatment leave and menopause policy. We held a joint information session on IWD regarding menopause and updating staff on the new policy, and similarly held a fertility leave information session. Our NAP will also continue updating staff on these policies, and on the updated parental leave policies also.</p> <p>We therefore deleted this action, and where possible we aim to do a handover between staff.</p>
					2.3.2. Maintain our current high level of staff who return to work post-parental leave (100%).	2.3.2 Currently we have a 100% return to work post-parental leave.
<b>2.4 Extended leave Champion role</b>	<i>Taking parental or carer leave can be a challenging process: we want to ensure that staff are supported throughout the period prior to taking leave, during leave and on return. Practically, this Champion will provide up-to-date information about policies and</i>	i.Extended Leave Champion to continue to update factsheet and organise expert advice session from local charity organisations e.g. Carers NI, Parenting NI	Head of School and Extended Leave Champion; SAT School Policies Working Group	January 2018	2.4.1. Advice/information held within the School on issues relating to extended leave e.g. Tax-Free Childcare, etc.	2.4.1 Over the past few years, we have had low levels of staff who have taken parental leave. In addition, the increased level of resource that has been provided at central university level meant duplicating this at School level was not required. Instead, we promote family-friendly policies and ensure that staff have full access and support on QUB policies and that they are supported on return to work

	<i>procedures available through the SoP and the university.</i>					with reduced teaching load , options for agile working etc.
					2.4.2. Benefit of Extended Leave Champion role measure by staff survey.	2.4.2 No extended leave Champion role appointed.
<b>Action</b> <b>3. Embedding of Swan charter</b>	<b>Rationale</b>	<b>Planned action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Measure of Success</b>	
<b>3.1 Formal recognition of Swan principles across all levels of Faculty and School management.</b>	<i>To embed Swan principles at all levels of decision and policy making, at both the local level and across Faculty.</i>	<ul style="list-style-type: none"> <li>i.Swan Champions from all Schools to sit by rotation on Faculty Executive Board.</li> <li>ii.Faculty Swan Working Group to share examples of best practice across the faculty.</li> <li>iii.Each Faculty Working Group to include one Swan Champion from across the Faculty Schools.</li> <li>iv.Future Swan Champions will shadow existing Champions for a three month period to ensure smooth transition.</li> </ul>	Swan Champions; School Management committee and Faculty Executive Board	Ongoing	<p>3.1.1. Swan principles and guidance actively sought at Faculty level and School management and is a standing item on the agenda. SoP Swan Champions are key members of Faculty Working Groups developing e.g. the WAM, and together with other Schools within the Faculty, are working on developing a Faculty-wide Action Plan.</p> <p>3.1.2. Application of a “Swan filter” on policy making processes at School and Faculty level will ultimately contribute to:            -Increased female representation at Faculty committee level, where there is currently an over-representation of males.            -Increased numbers of female professors across the Faculty, where there is currently an</p>	<p>3.1.1 Swan Champions sit on SMC and Swan/EDI is a standing item on SMCand SSCagendas. As part of the Faculty Swan group, members of the Swan group sit by rotation on the FMC, at which Swan/EDI is also a standing item. This allows faculty decisions to be viewed through a gender/EDI lens. Specific time is given to Swan as requested.</p> <p>3.1.2 A Faculty Swan Action Plan was developed, which brought together the key points of the individual School action points. This has been delivered on, and work is now underway on development of a new action plan. This allows us to influence decision making, train new Swan Champions, and share best practice at a faculty level and ensures transparency and consistency across the faculty.</p>

					<p>over-representation of males.</p> <p>-Increased numbers of females in senior University management positions, where there is currently an over-representation of males.</p>	<p>The number of female professors in the faculty has increased from 27-52% over the course of this action plan.</p> <p>30% of females in senior management positions in QUB.</p>
<p><b>3.2 Ensure Swan is appropriately embedded across all levels of staff, including PTO.</b></p>	<p><i>To embed Swan principles at all levels of decision and policy making, at both the local level and across Faculty.</i></p>	<p>i.SAT composition to continue to include representatives of all grades of staff and post-graduate students.</p> <p>ii.QUB Diversity and Inclusion Unit to deliver a presentation to all staff during SB, to remind staff what constitutes bullying and inappropriate behaviour, and the appropriate reporting channels.</p> <p>iii.Ensure at least one SoP staff member is trained as an anti-harassment advisor, to act as a point of contact within the School</p>	<p>HOS, School Manager, Chief Technician and Swan Champions, DEs</p>	<p>Sept 2018 ongoing</p>	<p>3.2.1. Increased contribution from all staff to decision making processes. We aim for 60% of staff feeling that they have access to decision making processes through presence at SB.</p> <p>3.2.2. Delivery of Swan information session detailing key action plan points. June 2019.</p> <p>3.2.3. Increased recognition of Swan suggestion box (measured by staff survey). Increased use of suggestion box as a means of raising issues.</p> <p>3.2.4. Success of the contact-free half-term week; measured by staff survey. We anticipate that this will relieve some of the stress associated with</p>	<p><u>ALL ACTIONS:</u></p> <p>Our SAT consists of representatives from across the School, and this year includes undergraduate students also. We have re-structured the committee into informal working groups, in order to ensure that work is fairly distributed. Each of the group representatives is encouraged to bring issues related to that group to the SAT meeting.</p> <p>Our recent culture survey indicated that 81% of staff feel that their contributions are valued and 73% felt comfortable speaking up and expressing their opinion.</p> <p>Extensive resource is available at central university level to help staff recognise and respond to bullying. There are a number of anti-bullying advisors: ultimately, we decided that staff or students</p>

		<p>iv. We will deliver an information session for all staff to present the action plan and obtain feedback from all staff within the School.</p> <p>v. Raise awareness of Swan suggestion box within the homepage as an anonymous means for staff to raise relevant issues.</p> <p>vi. To monitor the continuing impact of the academic year restructure, allowing removal of direct student contact during half term School break, thereby facilitating child care arrangements.</p> <p>vii. Continued update of staff-specific induction handbooks (academic, clerical, technical) in</p>		<p>childcare issues around this time.</p> <p>3.2.5. Staff satisfaction with induction processes and handbook, measured by survey</p>	<p>who were subject to harassment might feel more comfortable, and indeed it would be more appropriate, to talk to someone outside the School and more likely to be viewed as independent. All staff take part in mandatory training about bullying and harassment. Many of our staff and students have also participated in Active Bystander training which supports staff and students in recognising and "calling out" unacceptable behaviour. In addition, all staff and students have access to 24/7 counselling. 92% of staff felt that staff made it clear that inappropriate/offensive language was not acceptable in the SoP and 85% of staff were confident that if they raised a complaint, it would be dealt with by their line manager. Only 4% and 9% had either experienced or witnessed bullying respectively. 82% of staff knew the reporting mechanisms for bullying.</p> <p>However, only 52% of staff felt that the School was active in addressing bullying and harassment, and 54% felt happy with how bullying and harassment were addressed.</p>
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		relation to changing policies.				<p>This suggests that although the framework for addressing complaints of bullying and harassment were well received, the outcomes still need work. This will be addressed in our NAP.</p> <p>Yearly staff surveys are held across the university and School level details disseminated to SMC and to all staff. Representatives from every School meet regularly to express their voice and feedback about workplace issues. The response to these surveys have resulted in the university working towards implementation of Simitive, an academic work planning system, improved opportunities for informal flexible working, and introduction of a Staff Charter.</p> <p>At a School level, we carried out a survey of all staff during COVID to understand the impact of remote working on staff wellbeing and concerns and barriers to returning to face to face. This allowed us to ensure that we introduced breaks in Teams meetings lasting longer than 1 hour, ensured that we did not hold central School meetings 12-2 (to ensure staff were able to</p>
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					<p>take a break: particularly important for those who were also caring for dependents).</p> <p>All staff are invited to SSC. During COVID, this meeting was held remotely, and then in hybrid form for a while, but more recently was moved to in-person. All staff have an opportunity to discuss key aspects of School policy at this meeting. Senior QUB management are also frequently invited to this meeting, where they are also available for staff questions.</p> <p>The academic restructure removing direct student contact during half term break has proven harder to measure, as since the last application with COVID, delivery of teaching has radically changed. During COVID, lectures were delivered remotely, and often pre-recorded, which allowed a greater degree of flexibility. Elements of this have remained; however, the teaching free half term has allowed staff to better balance work-life balance (89% of staff agree that the School enables flexible working) and this has now been firmly established in the School Calendar.</p>
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						<p>New staff undergo an induction process at University level: this includes a number of welcome events, which are held 3-4 times during the academic year. There are considerable resources available on the staff SharePoint site to guide staff on general university processes. On arrival at the SoP, there are further School specific induction materials available for all staff. In addition, they will also be assigned a PDR reviewer and it is intended that this person will be an unofficial point of contact for any issues or queries that may arise.</p>
<p><b>3.3 Tackling bias when making decisions</b></p>	<p><i>An action point from our previous Action Plan was to ensure that there was awareness of potential for unconscious gender-bias and diversity related issues in decision making processes e.g. at shortlisting</i></p>	<p>i.Mandatory training for all staff via Queen’s online training platform. Uptake will be monitored by School manager (SM). SM will personally meet with non-compliant staff to ensure completion.</p> <p>ii.Unconscious bias training was piloted with the Level 1 cohort in</p>	<p>HOS, School Manager, DE.</p>	<p>Ongoing</p>	<p>3.3.1. We seek to maintain our high level of Unconscious bias (UB) training (currently at 100%), similarly for our “Think Difference, Act Differently” diversity training.</p> <p>3.3.2. All Level 1 students receive unconscious bias training at the outset of professional training.</p>	<p>3.3.1 All staff have to participate in UB training as part of the mandatory staff training. Compliance is monitored by the SM/HoS and currently all staff have completed both training and refresher courses as required.</p> <p>3.3.2 As part of our core modules, all students take part in unconscious bias training in Level 1. However, we felt that many UB training programmes were found to be aimed at people in the workplace. We therefore</p>

		<p>October 2018. Based on positive feedback, this will be embedded within the Level 1 skills week training for all students. Unconscious bias principles to be reinforced later in the degree programme, ensuring continued impact. IAT reassessment to be conducted in Level 3 for all students.</p>				<p>commissioned a bespoke undergraduate focused UB training programme which is now delivered to all students as part of their skills training in first year.</p>
<p><b>3.4 Ensuring inclusivity for all, regardless of gender, including those who identify as transgender.</b></p>	<p><i>Currently there is a QUB Equality and Diversity Policy, and a QUB Trans GE policy. We plan to ensure that the School of Pharmacy continues to be a welcoming and respectful environment to all, and that staff are aware of all University policies and associated training events.</i></p>	<p>i. All School questionnaires to include more than binary options in respect of gender.</p> <p>ii. Reassignment of single occupancy toilet facilities as all gender</p> <p>iii. All SoP staff to be kept aware of policies and training events provided by QUB Diversity and Inclusion Unit, and</p>	<p>SAT team, Swan Champions, Head of School, DE</p>	<p>June 2018-ongoing</p>	<p>3.4.1. Memo to all staff undertaking survey work where gender demographics are required, to include more than binary options and informing them of the recommended wording. Ensure that gender is only required on School surveys where this is an outcome measure of the intended survey.</p> <p>3.4.2. All single occupancy toilets within the School to be reassigned as all gender facilities.</p>	<p>3.4.1 All staff are updated on currently best practice on recommended wording for gender and we regularly seek update from QGI and QUB People and Culture (P&amp;C) on the appropriate wording for such surveys.</p> <p>3.4.2 All single occupancy toilets within the School have now been reassigned as all gender facilities.</p>

		<p>by Queen's Gender Initiative.</p> <p>iv. All staff to be reminded to complete QUB mandatory Equality and Diversity training.</p> <p>v. All first year undergraduate students to receive equality and diversity lecture (MPharm and BSc)</p>			<p>3.4.3. Faculty Swan administrator to continue to notify SoP staff of training provided by both units.</p> <p>3.4.4. 100% uptake of Equality and Diversity training by all staff. Gauge impact by staff survey.</p> <p>3.4.5. Inclusion of equality and diversity training for all UG students</p>	<p>3.4.3 Staff continue to avail of training opportunities circulated by Faculty, Student Wellbeing, and the Pharmaceutical Society of Northern Ireland (PSNI).</p> <p>3.4.4 All staff have completed the mandatory EDI training and refresher courses. 68% stated that gender was not a consideration in School decision making; 94% were aware of QUB policies.</p> <p>3.4.5 Several staff participated in a training workshop on "Supporting Transgender people in healthcare" delivered by Transgender NI, and we plan to repeat and update this training for staff. Throughout their student career, student's complete modules and training to help them examine their own biases and that of others, and how to minimize these. Access to the Transgender NI training resources is provided, and in later stages of the MPharm, OSCE clinical scenarios include one involving a transgender patient. In addition, we developed Active Bystander training using student developed</p>
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						<p>scenarios. This is delivered to students in Level 4 currently, but going forward will be delivered earlier in the curriculum in response to student request. We aim to provide students with the resource to be able to safely call out unacceptable behaviour, safely.</p> <p>Specific modules have been established on Canvas (Virtual Learning Environment) which provide unconscious bias training, specifically tailored to UG. In addition, we developed Active Bystander (AB) training using student developed scenarios. This is delivered to students in Level 4 currently, but going forward will be delivered earlier in the curriculum in response to student request.</p>
<p><b>3.5 To foster a spirit of collegiality and celebrate success by running School social events.</b></p>	<p><i>To increase a sense of community within the School of Pharmacy, promoting integration between all staff in neutral, welcoming environment.</i></p>	<p>i. In recognising the importance of social interaction to create a positive working environment, we will endeavour to hold two all-staff social events per year. These will be held during core</p>	<p>HOS, School Manager, SAT Collegiality and Successes Working Group</p>	<p>June 2017 – onwards</p>	<p>3.5.1. Christmas lunch held annually to which all staff are invited. To be held in QUB: this is a neutral venue and will be held at lunch time to facilitate staff with childcare/caring responsibilities. It is also heavily subsidized by the SoP to encourage all staff to attend. Another event will be</p>	<p>3.5.1 We have held a number of staff events: Christmas lunches in the Great Hall at QUB, which are subsidized by the School, provision of tea and buns at SSC meetings. We have aimed to make space and take opportunities to provide staff with space to meet.</p> <p>However often attendance at these events can be low: during</p>

		<p>working hours in a neutral venue.</p> <p>ii.Provision of refreshments after each School Board (monthly) to encourage collegiality.</p> <p>iii.Maintain quarterly School newsletter to communicate success stories and general items of interest.</p>			<p>organised at the end of the academic year.</p> <p>3.5.2. Feedback from the staff survey indicates that these measures have been widely welcomed by staff as useful networking opportunities (62% of staff agreed that this was the case). We aim to increase this percentage to 75%.</p>	<p>COVID it wasn't possible to meet, and many people are now working flexibly. In addition, the growth of the School has resulted in staff being dispersed across several different buildings. We therefore in our NAP will include some novel plans to encourage opportunities for engagement.</p> <p>3.5.2 71% of staff agreed that the social events organised by the School have helped build relationships with colleagues, and 81% of staff agreed that events were equally welcoming to all, irrespective of gender.</p>
<p><b>3.6 Ensure that School events and out-reach programmes support Swan charter principles</b></p>	<p><i>To present an outward facing acknowledgment of the integration of fairness, equality and diversity issues with the School of Pharmacy</i></p>	<p>i.Seminar series: Ensure a gender balanced speaker list.</p> <p>ii.Annual undergraduate Prize giving: Continue to invite successful role models to inspire undergraduate students, ensuring gender balance.</p>	<p>HOS, School Manager, DE, DR, SAT School Events &amp; Outreach WG</p>	<p>Ongoing</p>	<p>3.6.1. A gender balanced speaker list has been achieved (4 Male, 5 Female). We will ensure balanced representation continues.</p> <p>3.6.2. Guests of honour at the three most recent prizegiving have been in significant leadership roles both inside and outside the University (Ms Colette Goldrick, Director Association of British Pharmaceutical Industries in</p>	<p>3.6.1 Where possible we aim to provide a gender balanced speaker list, and as part of wider QUB initiative, we ask all speakers to self- define, to ensure that across the university there is no gender imbalance.</p> <p>3.6.2 Guests of Honor: in the last 5 years, 4/5 speakers have been female, including Prof Cathy Harrison, Chief Pharmaceutical Officer for Northern Ireland. A number of honorary chairs have been awarded by the School in</p>

		<p>iii. Encourage all staff (research, PTO and academic) to participate in outreach activities such as STEM events, and to become STEM ambassadors.</p> <p>iv. Ensure staff are contributing to, but not over-burdened with School outreach activities. To be reviewed through WAM, and appropriately acknowledged through mentorship programme and appraisal.</p> <p>v. Continue to monitor gender representation on University recruitment literature and publicity. Intervene where disparity is noted.</p>		<p>Northern Ireland; Prof Su Taylor, Dean of Research, Civil Engineering, QUB; Dr Terry Maguire, a recognised pioneer in the development of pharmacy services in the UK and beyond).</p> <p>3.6.3. Successful STEM outreach activities have been held both internally and externally and led by senior academics and PTO staff - we plan to continue this. Recognition provided to all involved, irrespective of position or grade, and discussed at appraisal.</p> <p>3.6.4. Equal gender representation on University recruitment literature and publicity.</p> <p>3.6.5. In our staff survey, 72% of staff felt that their line</p>	<p>recent years: currently there are 5 female and 5 males.</p> <p>3.6.3 &amp; 3.6.4: A number of successful outreach events have been held both internally and externally and have included staff from all roles. These have ranged from careers days to participation in university open days and NI Science Festival events. Participation in these events is recognised under the citizenship domain in the PDR process. Males and females have been equally represented in these roles; however, there has recently been concern that female staff may not be able to participate outside School hours (e.g. at weekends) due to childcare responsibilities. We have therefore supported efforts at central university to gauge the need for provision of childcare to facilitate staff attendance at these events.</p>
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					manager valued their participation in non-research of activities, but only 52% of staff felt these were appropriately recognised at appraisal. We aim to increase this percentage to 75%, through formal recognition of these activities in the WAM.	3.6.5 80 % of staff felt that their line manager valued participation in outreach events, and 68% felt that these were valued in PDR, both increased from the previous application.
<b>3.7 Improving awareness of flexible working hours policy</b>	<i>Only 39% of staff agreed that staff working on part time basis had the same career development opportunities as full-time staff. Clearly the School has much work to do to improve this</i>	<p>i. Use of e.g. “Doodle poll” to schedule meetings that are mutually convenient for part time and full-time staff.</p> <p>ii. Ensure flexibility in part-time working hours so that staff can attend courses which may be beneficial for their career development but held outside their normal working pattern.</p> <p>iii. Ensure that part-time staff are assigned appropriate key</p>	HOS, DE, School Manager	September 2018 - onwards	<p>3.7.1. Support for part-time staff to alter working arrangements to allow them to attend necessary courses: evidenced by increased number of part-time staff attending these courses. Increase the % of PT staff who felt they were encouraged by the SoP to attend training courses from 58% to 70%.</p> <p>3.7.2. Reminders circulated to ensure that no meetings are held outside these core hours. All School meetings held between 10am and 4pm.</p>	<p>3.7.1 87% PT staff felt that they were encouraged to participate in training courses.</p> <p>3.7.2 At the start of each academic year, reminders on core hour policy, and how to schedule emails to send inside normal working hours, are circulated. All centrally organised School meetings are held between 10am-4pm, and where possible lectures are also scheduled within these core working hours.</p>

		<p>roles to ensures they can gain the required experience for career progression</p> <p>iv. Where feasible, staff requests for lectures to be held during core hours to facilitate child care/caring responsibilities will be facilitated.</p> <p>v. Circulate annual reminder that all School meetings should be held between core working hours (10 am – 4 pm).</p>			<p>During COVID, many staff appreciated the benefits of working remotely. Comments from our staff survey during this time pointed out that staff valued the flexibility of being able to work from home and felt that it had allowed them to develop a better work life balance. Core questions developed in the survey produced in the SoP were adopted across the Faculty and then the wider University. These responses helped form the University Agile Working policy. This policy recognises that meeting student need and achieving research priorities are central to what we do at QUB, but facilitating flexibility about where, when and what hours we work that reflects staff need.</p> <p>Our NAP will continue to promote and update on this policy, and engage with staff to gain feedback and inform future policy updates.</p> <p>3.7.3. Where staff have caring responsibilities, where feasible lectures are scheduled during core working hours.</p>	<p>3.7.3 During timetabling of lectures, staff have an opportunity to request alternative lecture slots should these impact caring</p>
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						responsibilities. Where possible, these are implemented. In addition, we continue to commence our academic year one week earlier to provide a teaching/student contact free week over the School half term period in semester 1.
<b>3.8 Beacon activities</b>	<i>To disseminate best practice between Schools of Pharmacy and adopt relevant strategies for future action plans.</i>	Establish an Irish Schools of Pharmacy Swan Champions network.	HoS, Swan Champions	Autumn 2019	3.8.1. Host the inaugural Irish Schools of Pharmacy Swan conference at QUB to discuss pertinent Swan issues relevant to Schools of Pharmacy in Ireland.	3.8.1. The last few years in the SoP have been challenging. Many staff worked remotely during COVID and for a period following this. In addition, we have been through an accreditation cycle from the GPhC and are currently in the process of radical transformation of the MPharm course, from a 4 year degree to a 5 year degree, with integrated foundation training year. These changes have placed considerable pressure on staff, and meant that our aim of holding an inaugural SoP Swan conference in Ireland has yet to be achieved.  We have however met with Swan colleagues from universities across Ireland, and this has resulted in sharing of our Active Bystander and unconscious bias training proposals with colleagues in other institutions.

						<p>DG has acted as a critical friend for colleagues submitting bronze and silver applications respectively in University College Maynooth and Liverpool John Moores University. In addition, I have been asked as a guest speaker at the University College Galway Swan Champions Network Launch.</p> <p>We have delivered online active bystander courses to healthcare staff from across NI.</p>
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### 2.1.2 Methodology of action implementation, evaluation and iteration

- The AP is monitored by the Swan Champions and the SEDIC which meets once per semester (more often in a submission year). Working groups meet more frequently to focus on specific tasks and AP delivery.
- Following Silver renewal in 2019, an online shared folder was created (more recently transferred to Teams/SharePoint) containing the AP.
- SEDIC structure is described in Section 1. Swan/EDI is a standing item at both SSC and SMC where targets and progress are discussed and updated. Assessments of progress against targets were made following provision and analysis of university level data (e.g. career progression, staff recruitment). Each year, Swan Champions provide an update on the current state of the AP to HoS/SMC and QGI. This provides an opportunity for an honest reflection on progress and oversight of key data. Other targets were identified by survey and feedback from the survey compared to actions. Some targets were delivered by specific working groups within the SEDIC (e.g. delivery of events).
- Swan Champions also sit on Faculty Swan Champions meetings and sit by rotation on FMC. DG also chairs the QUB SCN. This has given us an opportunity to influence and advise other departments and share best practice. For example, we developed a staff survey during COVID which was shared and distributed across the faculty, to gauge attitudes and feelings at both School and faculty around return-to-work post COVID. Findings from this study were used to inform development of agile and flexible working policies at university level.

### 2.1.3 Challenges to implementation of the AP

Over the past Swan cycle, staff have faced additional workload pressure and challenges associated with COVID, which have acted as a barrier to full delivery of some actions:

- **Increased student numbers:** Our total student numbers are higher than the national average [1,030 (HESA average: 584)], partly resulting from a 30% increase in undergraduate MPharm student numbers from 467 in 2018-2019 to 606 in 2022-2023. In response, additional staff have been recruited, with more planned (Academic and PTO), in line with the School's strategic plan (2024-26) and subject to successful business case adoption by central university.
- **Transformation of MPharm degree:** New standards for the training and education of pharmacists were introduced in 2021 by the GPhC and PSNI, meaning that students now have prescribing rights at point of qualification, and the foundation training year has now been incorporated into QUB. GPhC accreditation visits were successfully completed in 2021 and 2023 with a further visit scheduled in 2025.
- **COVID:** Like many institutions in the sector, we transitioned to online delivery from AY20/21 and 22/23 but have now returned to face-to-face delivery of lectures. To

understand the effect of this on staff working and well-being, we carried out a survey, findings from which were used to inform policies (e.g. flexible working) at local and QUB level.

#### **2.1.4 Amber actions and barriers/facilitators to completion.**

**Eleven actions** are rated as amber (17%). Although we saw good progress, we aim to complete these in our NAP.

**Action 1.1.1** and **1.4.3** aimed for 62% of staff and 50% of PDRF participation in mentorship schemes (currently, only 36% of staff and 40% of PDRFs identified as participating). A key facilitator in mentorship delivery has been the **increase in role-specific mentorship opportunities** now available across QUB, leaving SoP mentors available to address any “gaps” in central university provision. However, remote working during COVID and increased work-pressure may have been a barrier to increased mentorship uptake. Furthermore, staff progression policy has changed significantly: with the role of PDR reviewer, perhaps perceived to overlap with that of mentor. In our NAP, we plan to foster participation in mentorship schemes by engaging with staff to understand staff-group specific mentoring needs, wants and barriers to participation (NAP 1.7).

**Action 1.2.2** aimed to increase in representation from non-selecting secondary Schools at Open Days to widen participation. We have instead chosen to continue development of our Pathway Opportunity Programme (POP), and to develop learning support mechanisms to help maximize progression to successful outcomes (NAP 3.4).

**Action 1.4.2** aimed to increase PDRA approval with PDR/appraisal to 70%. Although we have increased this from 52-60%, we feel that more can be done (NAP 1.4). The QUB Post Doctoral Centre (PDC) has been key in helping post-docs develop their career and in giving a platform to PDRF issues across QUB. The SoP has encouraged supervisors of PDRFs interested in a career in academia, to record contribution to PhD supervision and work towards registration with AFHEA:

- 4 post-docs are currently registered as associate supervisors
- 4 post-docs (plus one in progress) are working towards AFHEA.

**Action 1.5.2** aimed to increase PTO approval of the PDR/appraisal process in supporting career development. Currently, 48% felt that was the case. Despite this, local support for career development is viewed as high (94% of PTO staff agreed that their line manager supported their career development). A barrier to increased approval in this regard, is the mechanism of PTO career progression dictated by P&C which oversees requests for substantial change review (SCR), where posts are increased in grade. PTO staff therefore need to apply for externally advertised posts to move to a higher grade. However, we have sought to provide training and acting-up opportunities for staff, so that they are ready to apply when opportunities arise (NAP 1.3)

**Action 1.5.3** aimed to increase participation in training courses to 80% in PTO. Although 66% of staff felt they were encouraged to participate, we aim to continue to encourage this

participation in our NAP and signpost the wealth of training opportunities available centrally (NAP 1.3.3, 1.3.6)

**Action 1.6.1** aimed for 70% of staff agreeing that workload was allocated fairly. Currently this is at 57% of staff, with approval levels lowest among academic staff (34%), although at point of survey, the current WAM was still in development. This low level of satisfaction reflects a lengthy period of extensive discussion and transition around development of a university-wide WAM, coinciding with MPharm transformation. Coupled with COVID, this has required re-definition of some roles within the School and requires specific actions to address staff wellbeing (NAP 2.1 & 2.2)

**Action 2.1.3** aimed to gauge staff interest among participants in shared parental leave. Since last application, one male has taken this leave (and at time of writing is on leave).

**Action 2.2.2** sought evidence that grants had been put into abeyance to cover maternity leave. However, due to a low level of maternity leave taken in our School, and availability of new policies at University level, we wish to continue these actions in the NAP (NAP 4.4.1 & 4.4.2).

**Action 3.8.1** aimed to hold an in person All-Ireland Pharmacy Swan Champions event. While we have demonstrated leadership and partnership in other ways, COVID and the challenges of degree accreditation and MPharm transformation meant that this was not held. This action will be built on in NAP (NAP 5.1- 5.4).

## 2.1.6 Key learnings

### Communication

- We need to find better means and modes of communication with staff to understand their pressures, needs and challenges (e.g. training needs for PTO staff, PDR appraisal, Mentorship)
- Better dialogue with central QUB to understand limits of SoP influence in relation to e.g. PTO progression, to better highlight centrally available opportunities and to prepare AP for the impact of further change

### Wellbeing and workload

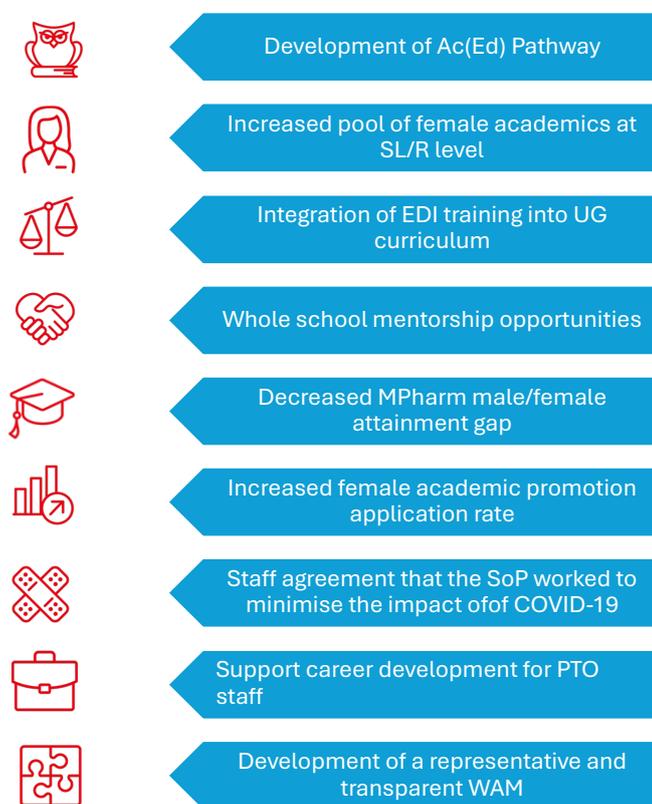
- COVID, MPharm accreditation and transformation have negatively impacted staff wellbeing. Bringing a greater wellbeing focus to the SoP and establishing and refining the WAM, are key actions to embed in the NAP.

### Engagement and collaboration

- We have established effective working relationships with other units in QUB, which has strengthened and complemented our current AP, and we want to foster this collaboration.

- In turn, our work has contributed to GE both within QUB, with other institutions and within the Pharmacy profession, and we intend to deliver more in this regard.

## 2.2 Evaluating success against department's key priorities



*Fig 2.1: SoP key successes in our action plan 2019-2023.*

We have demonstrated significant success since our first Bronze action plan (2010), Silver (2014 & 2019). Key priorities in which we were able to demonstrate this success over time have been:

- ⇒ Development of career progression pathways for women
- ⇒ Development of a transparent and agile workload allocation model, which reflects the breadth of School specific roles undertaken in the SoP
- ⇒ Embedding of Swan principles in the SoP
- ⇒ Establishing whole School mentoring opportunities.

### 2.2.1 Development of career progression pathways for women

SoP actions have resulted in a sustained increase in %F SL/R (Fig 2.2), and an increased F application rate to all academic grades from 11% (18/19) to 42% (22/23) (M application rates: 44% 18/19; 62% 22/23). The success rate was higher among females than males in 2022 (F:83% vs M: 23%), but this is based on small numbers and varied between years.

As a result of this increased promotion rate among females, our transition point at which % females < males, has shifted from L/SL to R/Prof (Appendix 2.10) and academic satisfaction in PDR process has increased from 48% (2018) to 55% (2024).

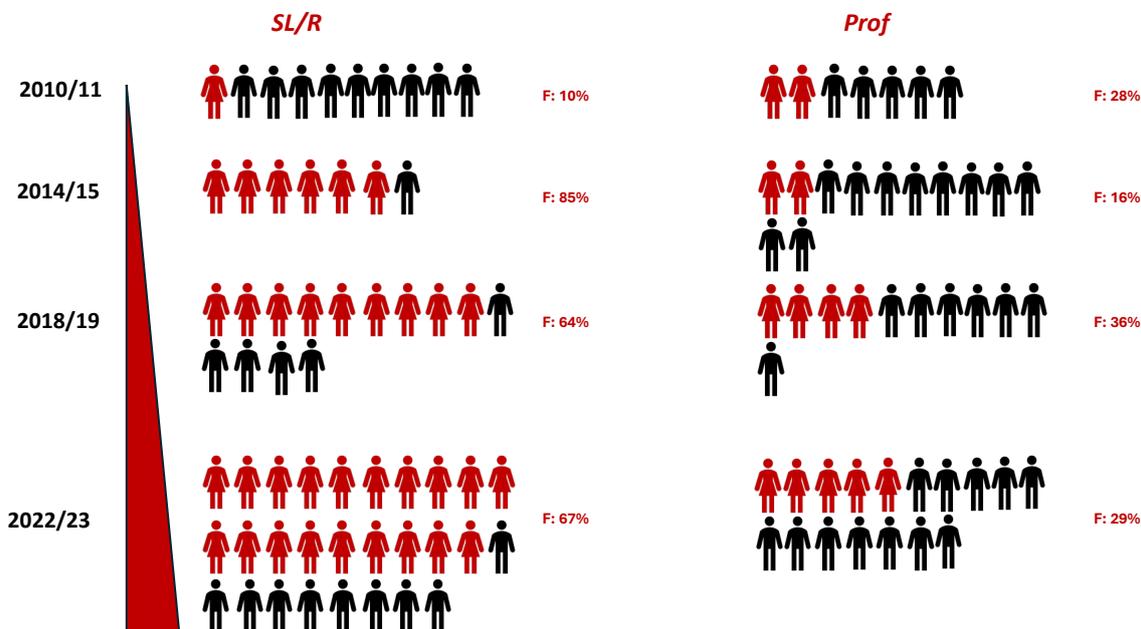
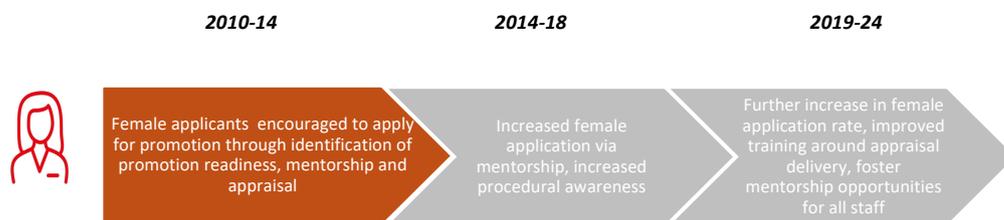


Fig 2.2: Increase in number of staff at SL/R and Prof in School of Pharmacy from 2010-23. Percentage (%) of female staff is also shown.

This increase has been supported by a series of actions over successive award periods, which recognised that to increase the number of academics in senior positions within the School, the eligible pools supporting those positions needed to be consolidated and increased. These actions aimed to maintain gender parity among researcher grades and ensure promotion readiness in eligible pools. Key enablers have included:

- ⇒ women’s Academic Progression workshops
- ⇒ mentorship (33% of women have participated in a mentorship scheme and almost all found it beneficial)
- ⇒ Review of PDR process to include a more holistic appraisal of staff contribution.

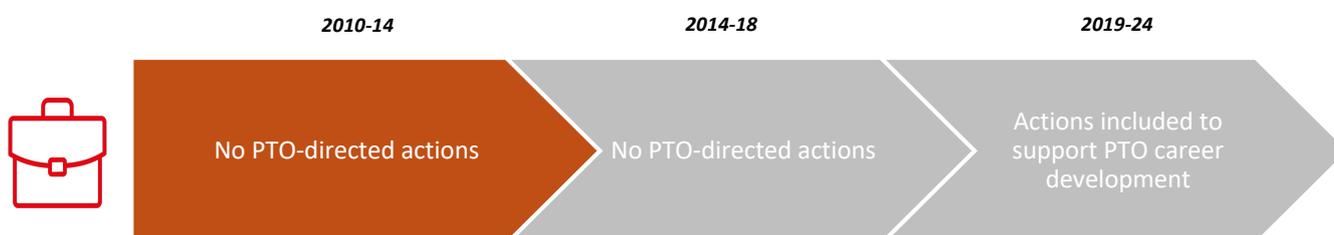


*“School mentoring scheme has been very beneficial to me. More beneficial than PDR”:  
Academic, F*

The **AcEd pathway has also developed** since 2015, from 10 (7F & 3M) to 17 (13F & 4M). In 2018 our first Prof (Ed-F) was appointed; currently there are 3 (2F, 1M). Key to this has been recognition of leadership and citizenship roles carried out by staff in PDR process, and mentorship.



The SoP has taken opportunities to support PTO career development through mentoring, acting-up opportunities and training: 94% of PTO staff agreed that their line manager supported their career development.



- 20 PTO staff have successfully applied for externally advertised positions at a higher grade: of these, 12 have remained in the SoP, and 7 within QUB.
- 6 positions were upgraded by SCR.
- QUB becoming a founding signatory of the Technician Commitment, now embedded as an institutional priority. We continue to ensure that research technician contributions to publications are recognized (via authorship).
- Leadership of our PTO has been recognized at University (via the QUB Technicians Awards) and nationally (Fig 2.4).

*In March 2020 I was given the opportunity to act up into the Grade 7 Education Administrator role, shortly after commencing this role the UK went into a national lockdown due to Covid. At what was an extremely stressful time both personally and due to the changes in our working environment, I was provided with excellent support and guidance from the senior management team. This period provided me with a desire to develop my career on a permanent basis, along with the experience of the 12 month acting up I was able to apply for and be successful in the permanent appointment of Education Administrator.*  
PTO, F

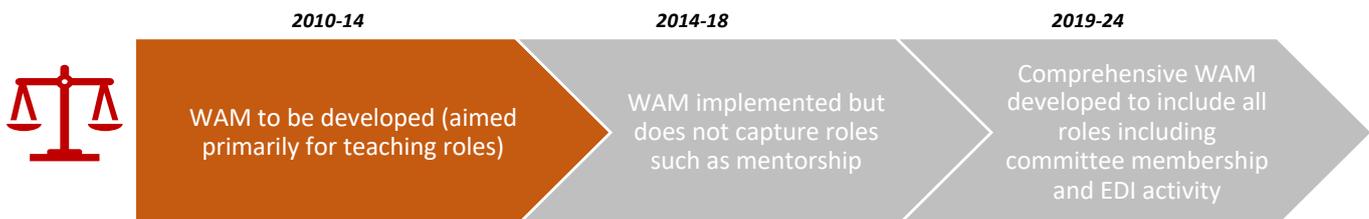
*“Key opportunities within the School of Pharmacy provided me with the necessary support to allow me to grow professionally ... Acting up into the role of School Manager for 6 months, affording increased autonomy and responsibility in a managerial setting, gave me the appetite to apply for and be successful in obtaining a promotion elsewhere in the University”*  
PTO, F

**Fig 2.3: Free text comments from SoP staff included in the SoP culture survey.**



Fig 2.4 Aine McGuckin (Technician) shortlisted for Outstanding Technician of the Year 2020.

### 2.2.2 Development of a transparent and agile workload allocation model, which reflects the breadth of School specific roles undertaken in the SoP.



The SoP identified the need for a clear and transparent WAM in its bronze application. Based on staff feedback and survey, it has worked to develop a broader WAM which adequately recognizes SoP-specific roles and weightings. It records activity across 3 domains of Research/Scholarship, Education and Citizenship and has been fully implemented in AY24/25. No difference in workload allocation by gender was evident (Fig 2.5).

In parallel, QUB has adopted Simitive<sup>®</sup>, an online workload allocation programme. Swan Champions and staff within the School have played key roles in university committees which establish the inputs for this new framework. The SoP WAM has so far played a key role in “educating” this model for use across QUB.

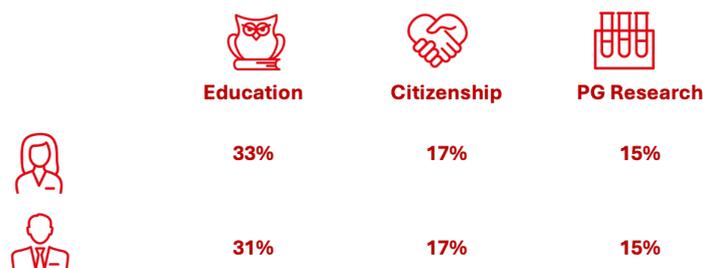
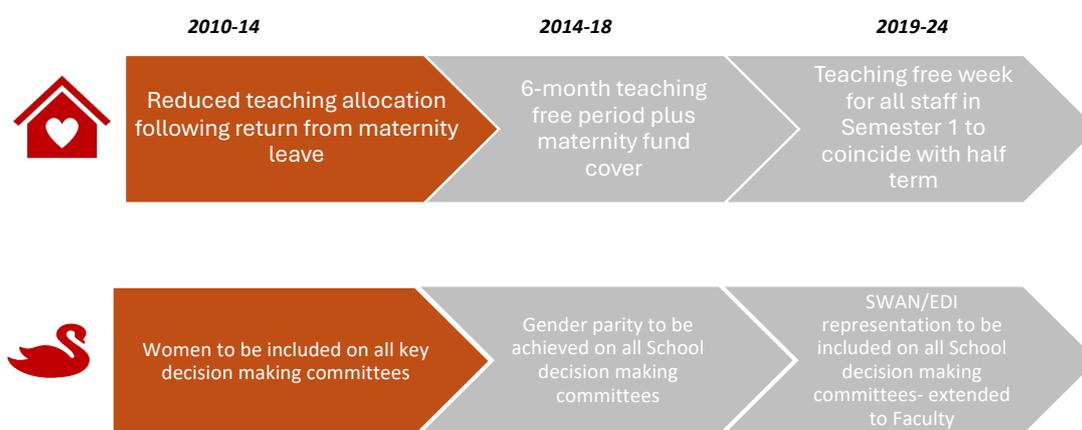


Fig. 2.5: SoP work allocation by gender. Percentages in each category are the proportion of total hours allocated to staff, and do not include research.

### 2.2.3 Embedding of Swan principles in the SoP



Gender parity has been achieved on all SoP committees where possible, and Swan Champions or SEDIC reps are included to ensure that a gender lens is applied to all key decisions. Swan Champions also meet at Faculty level and sit by rotation on FMC thus expanding our “reach” beyond the SoP.

- To minimize the potential for implicit bias in our decision-making processes, ensuring unconscious bias (UB) training for all staff has been key. Subsequent applications introduced mandatory UB training for all staff and monitoring of completion, in particular for those staff involved in progression and probation panels. UB training is further provided to all UG, along with Active Bystander (AB) training.
- 71% (n=53) of staff agree that the department provides support around all kinds of caring leave, and we have a 100% return rate following maternity leave, with one male member of staff currently availing of the shared parental leave scheme.
- Staff also agree that their manager is supportive of requests for flexible working in relations to caring responsibilities (80% in agreement in 2018 vs 85% in 2024). We continue to promote parental, carer’s leave and flexible/agile working policies developed at central university post-COVID and noted increased (although already high) awareness of these policies in 2024 vs 2017 (89% vs 95%).
  - 89% of staff agree that the department enables flexible working

- 85% said that their line manager was supportive of those requests



Fig 2.6: Free text comments from SoP staff included in the SoP culture survey.

#### 2.2.4. Establish whole School mentoring opportunities.

**Mentorship** is consistently identified as key to encouraging and supporting female career development and availability of mentorship opportunities has been a key facilitator in career development in all roles. Over successive applications we have expanded mentorship to all genders and roles within the School.



#### Key enablers to take forward to Gold:

- Mentorship
- Engagement with central university around promotion ready workshops, leadership and training opportunities

- Progressive, inclusive and modern culture recognizing the need for Work-life balance
- WAM development and refinement to ensure balanced allocation of tasks and as foundation for open discussions between staff and SoP leadership
- Embedding of Swan in all aspects of School life, but challenging complacency and “job-done” attitude

## Section 3: An evaluation of the department's sector-leading activity

### 3.1. Maintaining good practice and innovation

The SoP continues to demonstrate innovation in our GE work:

- We offer **whole-School mentorship opportunities** to all SoP staff (2.2.4). To facilitate these meetings and enhance participation and engagement, the SoP offers coffee vouchers to mentors and mentees. Staff from all roles participated (Section 1.2.3; Appendix 1).
- Mentoring has contributed to enabling female academics and staff to develop their careers and secure **leadership roles** across the School, faculty and the university. In addition, schemes such as Aurora (4 F staff: 3 academics, 1 PTO), and establishing gender parity in School committees, has given staff required committee experience that has equipped them in application to leadership positions.
- However, we also recognize the invaluable contribution made to the School from women at all levels and roles. In order **enhance the visibility of female role models**, (and to counter the predominantly male portraiture in the faculty) we commissioned photo portraits of 3 SoP staff-nominated female staff, to be displayed in the School and across faculty.
- Following our last application, **our Swan committee recognised the need to broaden our committee to ensure inclusion of staff and students identifying with other protected characteristics**. Our SEDIC now includes REC and EDI Champions and fosters closer working to ensure inclusivity and develop a harmonised and intersectional approach to developing EDI priorities.
- The SoP has prioritised inclusivity for students and staff of all genders and protected characteristics. We celebrate IMD, IWD and Belfast Pride and have hosted Swan-funded seminars on University policy regarding fertility leave. These events have included in-person seminars and workshops, together with podcasts.
- Although we have low numbers of staff who prefer not to gender identify, we recognize that this is a developing area and want to be proactive in creating and implementing policies which are inclusive for all. Aside from gender neutral toilets and encouraging staff to include pronouns on email signatures, we have held Transgender workshops (with Transgender NI). This has allowed us to embed a clinical scenario involving a Transgender patient in our UG teaching, and we plan further activities and staff-facing education in our NAP (NAP 4.5).
- The SoP International Society [chaired by D Int (F)], aims to foster a culture of internationalism among staff and students. Furthermore, the SoP has supported and funded peer-mentoring schemes for first-year international students (UG & PG). Five past MPharm peer mentors were recognized for their mentorship, winning or placing second in the university's 'Peer Mentor of the Year' awards from 2015 to 2022, and

receiving recognition from NI Healthcare Student Leadership (winner: 2016, finalist: 2018, 2<sup>nd</sup>: 2019, and finalist: 2021). The mentoring experience has proven invaluable for both international mentees and mentors, as reflected in their feedback.

*"Being part of this scheme has been awesome. As a mentee, I received great support that helped me tackle the tough parts of my studies and guided me when I was new to university. Now, as a mentor, I've grown so much in leadership and communication. It's been incredible to give back and be part of such a supportive community!"* **UG Peer Mentor Lead (Male)**

*"The international peer mentor scheme has been a very enjoyable and also a fruitful experience that has contributed to the overall success I have achieved in the first year in the School of Pharmacy.. It provides a setting for people to get together allowing for new friendship to flower, with mentees learning from the experiences and the skills mentors possess, and mentors also gaining through consulting them- a synergetic, mutually beneficial activity."* **Mentee (Female)**

A significant milestone for the SoP since our last Swan application has been the embedding of core EDI principles in the UG curriculum.

- Swan Co-Champions and our MPharm DE developed and commissioned bespoke mandatory online **unconscious bias** training, that is now a key component in both the MPharm and BSc degree programs (Level 1). All students complete this training within the first few weeks of starting their courses, marking a major step toward fostering a more respectful and understanding environment. The training has been highly successful, with students' understanding of unconscious bias increasing by 63%, and their awareness improving by 94%. Additionally, 93% of students expressed strong agreement with the institutional rollout of this training.
- In partnership with the School of Nursing and Midwifery, we have also developed Interprofessional Education **Active Bystander** (IPE AB) training using student co-developed filmed scenarios, which were originally delivered to our final students and now, following student feedback students, to 2<sup>nd</sup> year students prior to their first placement. This will equip them with the resources to safely call out unacceptable behaviour. Last year, four sessions were delivered over two days for 443 students, and the students' feedback from was overwhelmingly positive. Nursing students included students from all disciplines including adult, children's, intellectual disability, and mental health. Further, SoP staff, led by REC Champion, have been working on training our third-year MPharm students on how to report microaggressions, harassment, or discrimination during their pharmacy placements outside of QUB. The comprehensive EDI training that our students receive will be widely disseminated as they act as ambassadors for the SoP's commitment to GE and EDI.

#### UG students' quotes about UB training

*"understanding more about it [unconscious bias] and realising how much it impacts my perception of people."*

*"...will benefit me in the future...treating everyone equally in whatever field of pharmacy I work in after university."*

*"...it made me aware of my biases (particularly towards my own gender)."*

#### UG students' quotes about IPE AB training

*"This was a very well run and informative session, I think everyone should be provided with this training because no matter where you work there's always inappropriate behaviour"*

*"Very informative training which I feel will help me intervene in future as I am non confrontational and often struggle with this."*

### 3.2.Supporting others to improve

The SoP has actively shared our **sector-leading educational and training activities** in teaching pharmacy students and professionals with others.

- We have discussed our UB training with various schools across the University to help enhance their EDI strategies.
- Our success in increasing awareness of UB among our UG students for the 2023-2024 academic year was showcased at the Monash University Pharmacy Education Symposium in July 2024 (publication, in the Pharmacy Education journal by the end of 2024).
- IPE AB training, developed jointly with the School of Nursing and Midwifery, was presented at the Irish Network of Healthcare Educators (INHED) conference in 2023, (120 delegates). The session titled *"An Active Bystander Toolkit as Applied to Medicine, Health, and the Higher Education Workplace"* was offered to all healthcare professions to address inappropriate language and behavior in the workplace.
- Two online sessions were conducted at which healthcare staff (n=30) from QUB and Healthcare Trusts in NI were invited to attend. Feedback showed an increase in the number of staff who felt equipped to intervene if they witnessed negative behaviour. We plan to analyze and publish the IPE AB data collected to enable wider dissemination.
- The All-Ireland Interprofessional Healthcare Challenge (AIPEC) is a collaborative educational competition that enables students from all health disciplines to work together to tackle complex care challenges. The SoP hosted this event in 2024, welcoming over 90 delegates from all universities across Ireland.
- With budgetary support from our Faculty Swan Fund, the SoP selected a theme for IWD focused on enabling women's choices in health by addressing UB that can lead to healthcare inequities. This year's medical scenario revolved around a pregnant woman with a chronic condition (cystic fibrosis). Students were tasked with developing and presenting a management plan that considered the impact of their decisions on both the mother and baby's care, demonstrating how they would involve her in decisions about her care. Feedback from the event indicated that the theme encouraged UG students, as future pharmacists, to be advocates for tackling

gender inequalities in healthcare. The effective EDI strategies embedded in the SoP's curriculum enabled the Queen's University Belfast team to win a competition prize of £1000. Feedback from the organisers and participants underscored the vital importance of patient centred care, and addressing UB and gender inequity in the curriculum.

**A senior academic from another institution highlighted,** *"In 2024, Queen's University Belfast hosted AIPEC under the guidance of Paul McCague, who emphasized gender as a key aspect of healthcare equity. Women's health and the importance of tailoring specific aspects of care based on gender have been historically overlooked. Unconscious bias also plays a role in perpetuating healthcare inequities. Despite women representing a significant portion of the healthcare workforce, there can still be unrecognized biases among female providers toward other women, as healthcare curricula have traditionally not emphasized the need for gender-sensitive care. The Queen's AIPEC event has deepened my awareness of gaps in the healthcare system, highlighting the ongoing need to ensure that women's healthcare needs are fully addressed. Since participating in this event, I've integrated these insights into my teaching and incorporated them into a new module under development."*

**A past student participant, now in practice, remarked,** *"Since representing my university in this competition, I have found it invaluable in not only my current employment but also in my job applications post-graduation. During this project, I learned skills that have significantly benefitted my professional development."*

#### **The SoP has been advocating GE across the university:**

- Dr Gilpin chairs the SCN and is a member of the institutional SAT which helped deliver institutional Gold (2024).
- She also acted as a critical friend for colleagues submitting bronze and silver applications, where both applications were successful. Moreover, Dr Gilpin was a guest speaker at the University of Galway (UCG) SCN Launch, where her insights into the transformative experiences at Queens inspired UG us to adopt similar strategies.
- SoP academics participated in Swan workshops, QGI Academic Progression and REC & iRISE Academic Progression Workshops for Black, Asian and Minority Ethnic, and International staff members. The SoP's staff contribution to the university's academic progression was valued by the organiser and participants.

*“Deirdre Gilpin’s presentation on the Athena Swan initiatives at Queens University was pivotal in shaping the ethos and operations of our newly launched Athena Swan Champions Network. Her insights into the transformative experiences at Queens highlighted the tangible benefits of their commitment to gender equality, inspiring us to adopt similar strategies. This exchange not only raised awareness about the significance of the Athena Swan framework but also galvanized support for our own efforts at University of Galway, fostering a strong sense of community and momentum as we strive to enhance inclusivity and equity in our institution through our own Athena Swan Champions Network.”*  
EDI Programme Manager - Gender Equality, University of Galway.

In 2021, the SoP piloted a scheme to **make period products available to all staff and students in the School**. Following successful evaluation and feedback, this was expanded to all Schools in the Faculty. In parallel, a time-limited DfE funded project, provided period products in 3 locations to students only across QUB. This provided a platform for DG, as chair of SCN, and a member of the institutional SAT, to advocate for adoption and expansion of this scheme to staff and students in all locations. The Queen’s Period Dignity Initiative was launched in 2024 and is fully funded by the university. The university installed 43 free period product vending units in bathrooms, including all-access bathrooms, located across the main University campus and in key sites in the broader campus.

## **Section 4: An assessment of the department’s gender equality context**

### **4.1 Culture, inclusion and belonging**

#### **4.1.1 Understanding and influencing our culture.**

Over the years, School management structures have been designed to be inclusive (Fig 1.6). Membership of various committees and sub-groups, such as teaching, research, internationalisation, is diverse in terms of gender, job role, and grade, and rotates regularly (Fig 1.6). This gives all staff the opportunity to take on management and leadership roles and contribute to the decision-making process. EDI/Swan is a standing item on the SoP’s committee agendas.

Our culture has been shaped by EDI programmes. Staff have shown a strong awareness of GE and the SoP’s measures to tackle gender disparity: awareness increased from 52% (2017CS) to 68% (2024CS) (Section 1.3.6, Appendix 1). Regardless of gender or background, staff understand their roles in promoting GE (95%, 2024CS) (Sections 1.3.1-1.3.2, Appendix 1).

Besides our compulsory UB training for staff, bespoke UB and AB training for UG has been implemented in our UG courses (2019AP 3.31). Training around EDI, Wellbeing and understanding protected characteristics has been implemented in our PGR induction. Offering peer mentoring for international students has been a valuable addition for this student cohort, and this initiative and others are reflected in our NSS score of 84% (NSS 2024) and The Postgraduate Research Experience Survey (PRES) 2023, with overall satisfaction of 95%, which is the highest in the university.

According to our 2024CS, the SoP's has developed policies which are inclusive for all staff (89.5%) (Section 1.4.1; Appendix 1), including BAME staff (91.5%) (Section 1.4.2; Appendix 1). The number of BAME staff is relatively low; however, expanding under-represented staff will be addressed in Priority 3 (NAP 3.4.1-3.4.5).

Key to our inclusive culture, it has been evident to all staff that inappropriate and offensive language and behaviours are unacceptable (>92.5%) (Section 1.6.1, Appendix 1). Staff awareness has significantly increased since 2017CS (67% and 94%, respectively) (Section 1.6.6, Appendix 1). Despite this, a small number (8/78) of staff members (10%; 6%M vs 14%F) experienced or witnessed harassment in the last 12 months (2024CS) (Section 1.6.1, Appendix 1).

Since our last Swan application, our Athena Swan committee has been restructured and is now known as SEDIC (Fig 1.6). It has representation from all staff and student (PGR and UG) roles, including our EDI and REC Champions. This change allows us to focus on a broader range of protected characteristics beyond just GE, whilst at the same time maintaining delivery of Swan as a priority. This new structure allows us to apply an intersectional lens to equality.

Our 2024CS show that female staff (14% of 42) reported more instances of bullying and harassment compared to male staff (6% of 33 (Section 1.6.1; Appendix 1). Moreover, among staff from BAME backgrounds, 18.75% reported experiences of bullying, compared to 8.3% of white staff. When looking specifically at female staff, 20% of BAME females (2/ 10) reported experiencing bullying and harassment, while 12.5% of white females (4/32) did (Section 1.6.5; Appendix 1).

The data also reveals that a lower percentage of both genders are less satisfied with the SoP with SoP addressing bullying and harassment (56% agree; 58%M vs 45%F, 2024CS) (Section 1.6.1; Appendix 1). Similarly, many PGR students (58.6%, PRES 2023) are less aware of how to report bullying or access related support. Collectively, more efforts are needed to support female staff and students, especially those from BAME background, in reporting instances of bullying and harassment (NAP 4.6.1).

#### **4.1.2 Supporting colleagues and minimizing gender-specific impacts.**

The SoP has been promoting QUB's family and wellbeing policies and practices to minimise gender-specific impacts on career development and progression. According to our 2024CS, the SoP has been a great place for men (92%) and women (83%) to work (Section 1.8, Appendix 1). The majority of staff of all gender and background are aware of the University's policies that relate to GE (e.g. maternity leave, fertility treatment leave and menopause policies parental leave, flexible working) (94.5%, 2024CS) (Sections 1.3.1-1.3.2, Appendix 1). However, according to our 2024CS, staff of both genders have lower satisfaction with departmental support for caring leave (70%) (Sections 1.5.1, Appendix 1). As a priority, the SoP will continue promoting family-friendly policies within the SoP (NAP 4.4.1-4.4.3).

The School aims to minimise the impact of career breaks based on gender whenever possible. After maternity leave, a six-month period of teaching relief has been arranged. Specific needs are addressed individually through discussions with supervisors and the HoS. During the last

four years, 4 female academics (T&R or AcEd) have changed their working hours to part-time based on their caring responsibilities.

Similarly, the SoP has supported shared parental leave. The excellent School maternity and paternity support has resulted in a 100% return to work with significant career progression. Upon return, the support continues via internal and external support (e.g. QGI Carer's Research Fund (NAP 4.4.1-4.3)).

The SoP has a considerable number of male and female staff, as well as PGR students (23.6%), who have caring responsibilities. Since 2019, the School policy has been to schedule meetings between 10am and 4pm, and they are usually scheduled for Tuesdays to Thursdays whenever possible. The School also tries to avoid scheduling meetings during School holidays. No School or major meetings involving most staff have been scheduled outside of these core hours since 2019 (2019AP 3.7.2.). Most staff support this policy (7% expressed negativity) (Section 1.5.1, Appendix 1). Furthermore, all staff and PGR students are encouraged to schedule other meetings following the same guidelines, ensuring that the timing suits all attendees. A calendar of School holidays and staff availability is accessible to support this. Attendees in most meetings, where possible, are invited to propose online meetings if they cannot attend in person, with online arrangements being a post-COVID option. Lunchtime seminar series have been introduced post-COVID, and evening events are always scheduled early.

The SoP has been supporting agile/flexible/part-time working practices to support colleagues during specific circumstances (2019AP 3.71-3.7.3). This was further necessitated during the COVID pandemic. Our 2024CS shows that all staff are very satisfied with the SoP's support for flexible working (90%)(Section 1.5.1, Appendix 1), which has been maintained high as obtained in 2019CS) (Section 1.5.6, Appendix 1).

Female academics report lower usefulness of PDR to support their career progression (50%F, 73%M) (Section 1.2.3(i), Appendix 1), and express lower agreement on the fairness of the promotion process (44%F, 73%M) (Section 1.2.3(i), Appendix 1). Since 2019, a Swan Champion has sat on the SoP academic progression panel to challenge any bias in panel decision-making, which we will continue to support (NAP 1.1.3). To empower female academics and enhance their readiness for development and progression, it is vital to promote new opportunities, such as providing opportunities for citizenship roles, increasing awareness of the sabbatical policy, and promoting readiness workshops (NAP 1.1.1, 1.1.2, 1.1.4). Also, refresher training for PDR reviewers will be provided to support staff progression with effective feedback (NAP 1.6.1).

With increased workload, females find their workload less manageable than males (57%F, 67%M) with lower propensity to "Say No" to new tasks (36%F, 48%M) (Section 1.7.1, Appendix 1). Female academics in particular have less agreement that the SoP supports mental health and wellbeing, (50%F, 82%M), find it harder to "Say No" to newly assigned tasks (19%F, 36%M) (Section 1.7.3(i), Appendix 1), which may in turn be linked to decreased wellbeing (75%F, 55%M) (Section 1.7.3(i), Appendix 1). Improving staff wellbeing, particularly for female academics, is thus a key priority for the current application (NAP 2.2.1-2.2.5).

### **4.1.3 Ensuring that our culture, practices, and policies are inclusive for staff and students of all gender identities.**

The SoP is dedicated to fostering an inclusive culture for transgender and non-binary students and staff. For instance, we encourage the use of inclusive language and communication, normalise the use of pronouns on email signatures and maintain gender neutral bathrooms.

Currently, we have low numbers of transgender staff or students. However, we appreciate that our understanding of this area is continuously developing and will be addressed in Priority 4 (NAP 4.5.1). Inclusion of UB and AB training for staff and student, alongside active bystander training and transgender awareness workshops is key to increasing our awareness and understanding of all members of our School community (2019AP 3.3.1-3.3.2). We have also integrated transgender and non-binary LGBTQIA+ topics into our curriculum, evaluated through teaching activities, and revised our questionnaires to include gender options beyond the binary (2019AP 3.4.1-3.4.5). Additionally, our staff are continuously reminded to complete QUB's mandatory equality and diversity training and will keep them updated on best practices for inclusive language.

The SoP has converted all single-occupancy toilets to all-gender facilities (2019AP 3.4.2)The SoP has held, participated and promoted LGBTQ+, Transgender Awareness, and non-binary training sessions. Our School is committed to ensuring our space and culture is inclusive to trans and non-binary students and staff, so they are fully supported and have a sense of belonging within our community.. This application will continue to work towards full and equal inclusion (NAP 4.3.1-4.3.2 and 5.1.1).

## **4.2 Key priorities for future action**

### **Priority 1: Supporting career pathways and progression**

Significant progress has been made in achieving gender balance across academic grades, except at the professor level. Since 2018, both Lecturer and Senior Lecturer roles have reached a balance with 62%F and 61%F representation, respectively. The Reader position now stands at 54%F, while professors are at 32%F, impacted by an increase in male recruitment and progression (Fig 2.3a, Appendix 2).

Analysis of roles indicates that the Education pathway is more attractive to females, with female representation at 64% compared to 50% in Teaching & Research (Fig 2.3.1 & 2.3.2, Appendix 2). Over five years, the AcEd staff has grown from 15 (60%F) to 20 (65%F).

Key statistics since 2018 include:

- Lecturers (Ed): 5 recruited, maintaining 40%F.
- Senior Lecturers (Ed): Increased from 6 to 11, from 50% to 82%F.
- Professors (Ed): Increased from 1 to 33, achieving 67%F representation.

We analysed academic grades to discover the contributions of progression and recruitment to improving balance.

- **Lecturers (L)** are appointed through recruitment: over the last five years, 19 Lecturers (58%F, 42%M) were recruited through individual job advertisements and 3 Lecturers (33%F, 67%M) through campaigns (Fig. 2.7.1, 2.7.3, Appendix 2). This confirms that individual job applications and campaign recruitment are bringing gender balance.
- **Senior Lecturer (SL)** recruitment increased by 50% through individual advertising hired 2 (50%F, 50%M) (Fig. 2.7.1, Appendix 2). 22 (68%F and 32%M) progressed to Senior Lecturer (Fig. 2.9.1, 2.9.2, Appendix 2). This confirms that progression is the main enabler.
- **Reader (R)** is the smallest cohort. The number increased by 9 (44%F, 56%M) due to staff progression (Fig. 2.9.1, 2.9.2, Appendix 2).
- **Professor (Prof.)** recruitment increased by 41% through individual and campaign recruitment 2 (0%F, 100%M) and 7 (43%F, 57%M) progressed to professor (Fig. 2.9.1-2.9.2, Appendix 2). The female professors increased to 5. However, the ratio did not improve due to the increase in male professors (from 6 to 12).

Our priority is to support staff progression, particularly for all ECRs and female progression to Readers and Professors, via increasing awareness of the sabbatical scheme, promoting relevant workshops, mentorship and Leadership schemes (NAP 1.1.1-1.1.4, 1.2.1-1.2.3, 1.6.1, 1.7.1)

#### *Academic Progression and Recruitment Review*

There has been an increase in applications at all levels post-2018, with females now more likely to apply at the Lecturer level (44%F) and achieving a high success rate (73%F). However, applications for Reader (14%F) and Professor (12%F) remain lower compared to their male counterparts.

In total, 22 academics (54%F) were hired through **individual recruitment**. Although males apply more frequently, gender parity is observed at the Lecturer and Senior Lecturer levels. However, no female candidates were appointed to the professorial level (Fig 2.7.1, 2.7.2, Appendix 2). **Campaign** recruitment led to recruitment of 4 academics (25%F) which has gendered disparity (Fig. 2.7.3, Appendix 2), suggesting a need to attract more female applicants for senior roles in Priority 3 (NAP 3.5.1-3.5.2)

**PDRFs** maintain gender balance among Research Assistants (62.5%F) and PDRFs (44.8%F), with successful shortlisting practices in place. Our priority is to increase female applications by promoting the SoP as a welcoming environment for women and their career development (NAP 1.4.1-1.46). Typically, researchers have fixed-term contracts that reflect salaries from external grants. Currently, there are three male Senior Fellows (93.4%M) and no permanent researchers.

#### *PTO Recruitment and Progression*

**PTO** represent 35% of staff, overall 63%F, sustained >5 years. Here, we interrogated data by grade and job family to assess representation by sex. All PTO Grades 4-5 and 7-9 have higher

%F. Grades 7,8 and 9 are 63%, 100% and 100%F, respectively (Fig 2.5.1, Fig 2.5.2, Fig 2.5.3, Appendix 2). Job family analysis shows gender imbalance in academic-related at all grades (33-100%F), Clerical Grade 6 (100%F), technical roles at Grades 3 & 7(Fig. 2.5.1-2.5.2, Appendix 2).

There was gender balance at application, shortlisting, offering and appointment of candidates at PTO Grades 2-6. Grades 5 and 7-8 attracted more male and female applicants, respectively, from the application to recruitment stages (Fig. 2.8.1-2.8.2, Appendix 2). No campaign recruitment for PTO occurred.

There is no formal PTO progression process. Progression is achieved through applying for higher grade positions or infrequently via substantial change review. Although there is no career progression pathway for PTO staff, the SoP has taken opportunities to support career development through mentoring, acting-up opportunities and training (see Section 2.2.1). 28% of our PTO staff have moved to a higher post within the SoP, outside the SoP but within QUB or outside the university.

According to the latest 2024CS, PTO staff collectively agree that the support of their line manager is needed for their career development (94%) (Section 1.2.3(ii), Appendix 1). 64.5% of PTO staff felt that they were encouraged by the School to participate in training courses that enhance employability (Section 1.2.3(II), Appendix 1). We will continue providing training and acting-up opportunities for PTO so that they are ready to apply when opportunities arise (NAP 1.3).

## **Priority 2: Improving workload and wellbeing for all categories of staff**

The fairness and transparency of WAM has been crucial. Since 2018, the SoP has employed a WAM developed in-house, focusing primarily on teaching activities. According to our surveys, 61% of all staff agree that their current workload is manageable (Section 1.7.1, Appendix 1). However, this percentage drops significantly among academics, with only 27% expressing that their workload is manageable (Section 1.7.3 (i), Appendix 1).

As discussed in section 2.1.3, various challenges, including increased student numbers, the transformation of the MPharm degree, and the shift to online delivery due to COVID, have placed additional workload pressure on staff, particularly academics. This is corroborated by findings from our COVID survey and the 2024CS (Section 1.5.1-1.5.2, Appendix 1).

WAM has been a focus of several recent staff surveys at QUB, as the School and university aim to develop a model that accurately reflects the diverse work performed by academic staff. As a result, the university established working groups and subsequently invested in 'Simitive', a planning tool designed to help Schools and departments manage workloads equitably and transparently. The SoP WAM has so far played a key role in "educating" this model for use across QUB. Our priority is to ensure transparency in WAM by publishing time allocations for all School roles, enabling staff to discuss their workloads during their PDR. We will also monitor the new School WAM for any evidence of gender inequity (NAP 2.1.1-2.1.4).

Addressing wellbeing is essential, as 48% of staff (both M and F) reported that their job has affected their wellbeing in the last 12 months (2024CS) (Section 1.7.1, Appendix 1). This figure is notably higher among academic staff, with 65% (20/29) indicating such concerns, especially among female academics (75%F, 55%M). Although 57% of staff believe that WAM is fair (Section 1.7.3(i), Appendix 1), only 37% of academic staff (10/27) agreed (38%F, and 37%M) (Section 1.5.3(i), Appendix 1), although the updated WAM was not available at point of survey. Additionally, only 41% of staff reported being able to "Say No" to certain tasks, while 35.5% felt they could not. The results indicate that females are less likely to engage in meaningful dialogues about their workload compared to males (36%F, 48.5%M, Section 1.7.1, Appendix 1).

The SoP has hosted one assertiveness training session to support staff wellbeing, with 85% of participants being female. They found the session valuable in helping them become more assertive. Moving forward, a key priority is to enhance staff wellbeing by offering annual assertiveness training and establishing a Wellbeing Working Group and a peer support network (NAP 2.2.1-2.2.5). Additionally, we will keep reminding staff about our core hours and agile/flexible policies (NAP 2.3.1-2.3.2).

*" I learned valuable techniques when having challenging conversations for effectively saying no. As a young female academic, where being assertive does not always come naturally."*  
F, Lecturer

### **Priority 3: Promoting School GE and diversity among the SoP staff and students**

The SoP has been actively maintaining a good gender balance in staff recruitment and promoting female staff progression (Section 2.1) (Fig. 2.3a, Appendix 2). Pharmacy is predominantly a female profession, and since 2018/19, our female-to-male ratio has consistently been between 68-74%F and 26-32%M. This aligns with the UK HESA MPharm UG enrollment figures (69%F/31%M) (Fig. 2.1.1, Appendix 2).

For PGT and PGR courses, the gender ratio is 75% and 65%F, respectively, reflecting the average for the discipline at both the School and sector levels (Fig. 2.1.2, 2.1.3, Appendix 2).

To promote inclusivity, we have reviewed the promotional materials for the SoP to ensure that the language used is inclusive of all gender identities. Additionally, we have worked to increase the visibility of male role models during UG open days and podcasts. Ongoing action (NAP 3.3.1) will continue to support these initiatives.

The SoP has made significant effort to promote GE and EDI. Awareness has increased from 52% (2017CS) to 68% (2024CS) (Section 1.3.6, Appendix 1). Our Athena Swan committee has been restructured into the SEDIC, which includes representatives from various staff grades as well as PGR and UG students (Figure 1.6). We also conduct EDI, UB, AT Bias training sessions as part of the curriculum and through initiatives led by designated Champions (DEs/Swan/REC/EDI) (Section 3).

Despite these efforts, staff of both genders reported low levels of recognition regarding EDI in work allocation (52.5%) and career progression (56.5%) (2024CS) (Section 1.3.1, Appendix 1). Moreover, further work is needed to promote GE in leadership roles, as only 73% of staff feel that the SoP supports equality in these positions (Section 1.3.1, Appendix 1). NAP 3.1.1-3.1.3 and NAP 3.2.1-3.2.6 will focus on enhancing EDI recognition among students and staff.

The SoP population predominantly comprises of a white student community, with only 14% identifying as BAME. However, the School has experienced a 24% increase in PGR students, particularly among international students, rising from 90 in 2019 to 138 in 2021 and 2022. International students represented 94% of MPhil and 71% of PhD entrants for the 2022-23 academic year. To support this expanding group, an International Society has been established within the SoP, and an annual town hall meeting with the PGR Director is held to address their needs. In response to student feedback, we have appointed an International Forum Lead to coordinate School events and foster engagement among the international cohort. Given that 25% of all international PGR students at Queen's University Belfast are enrolled in the SoP, there has been a high demand for in-session English support.

To further enhance the SoP diversity, our NAP will focus on increasing BAME applications, promoting our BAME staff, and creating targeted groups for BAME staff to boost engagement within the iRISE network (3.3.1-3.3.5).

#### **Priority 4: Embedding the culture of inclusion and belonging**

SoP is dedicated to fostering an inclusive and welcoming atmosphere for all staff with a strong sense of belonging (90%) (Section 1.4.1, Appendix 1), including BAME staff (Section 1.4.2, Appendix 1).

New staff members receive an induction pack and are invited to SoP social events, where we share news about our students and staff and celebrate their successes. This includes recognizing staff promotions and honouring occasions like IWD, IMD, LGBT events, and the various international societies within the SoP.

Establishing the International Society and promoting peer mentoring for international students have significantly enhanced their sense of belonging. Our social events are thoughtfully planned to facilitate interaction between staff and PGR students (82%, 2024CS) (Section 1.4.1 Appendix 1),

*"I have joined nearly a year back, and have developed a good relations with my colleagues. Everyone has been cooperative and gave me a helping hand physically and emotionally during this tenure. We discuss, and attend various events together which gives us a feeling of association with each other and the department."*

A newly appointed (F) academic

The SoP expansion has resulted in staff and students being distributed across multiple sites due to expansion and flexible working arrangements, which have affected networking opportunities, particularly for newly appointed staff and PGR students, with only 71% reporting positive experiences regarding networking (Section 1.4.1, Appendix 1). The

pandemic further reduced networking opportunities. Our priority is to continue fostering staff inclusivity and belonging by promoting inclusive practices across all genders and ethnicities and implementing family-friendly policies and social events (NAP 4.2.1-4.2.3).

As discussed in Section 4.1.1, it is crucial to demonstrate positive behaviours consistently and to address any poor behaviours when they arise. Despite a generally positive awareness of SoP's attitudes toward bullying and harassment, a small number of staff members (10%, 8/78) reported experiencing or witnessing harassment in the past 12 months (Section 1.5.1, Appendix 1). Therefore, addressing inappropriate behaviour and ensuring effective mechanisms for reporting bullying and harassment remain priorities (NAP 4.6.1).

#### **Priority 5: Expand sector-leading activities**

The School of Pharmacy will partner with other Pharmacy Schools to enhance GE and EDI practices. We will continue to expand our influence in higher education and other sectors by:

- 5.1. Establishing a UK-Ireland SoP network, sharing best practices and develop a network of senior female leaders in Pharmacy (NAP 5.1.1-5.1.4).
- 5.2. Continue development of EDI resources for sharing with the wider professional community (NAP 5.2.1).
- 5.3. Develop a research portfolio for EDI in the UG SoP curriculum (NAP 5.3.1).
- 5.4. Establish an annual School of Pharmacy EDI Guest lecture (NAP 5.4.1).

## **Section 5: Future action plan**

In Section 5, applicants should evidence how they meet Criterion C:

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

### **1. Action plan**

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

**School of Pharmacy Swan Action Plan 2024-2029**

<b>Priority 1: Supporting career pathways and progression</b>						
	<b>Objective</b>	<b>Action to date/Rationale for objective</b>	<b>Planned actions</b>	<b>Person/group responsible</b>	<b>Timeframe</b>	<b>Measure of success</b> <i>(These measures below are relevant for a number of following actions in this section)</i>
1.1	<b>Increase support within the School in relation to promotion process for all academic staff</b>	According to 2024CS, only 50% of academic staff agree that the PDR process supports career progression: we aim to increase this level.	1.1.1 School-specific promotion readiness workshops for all levels of staff, particularly ECR or those undertaking first round of promotion. Academic CVs can be discussed, development needs assessed to ensure staff are on the correct career trajectory and have a manageable workload.	SEDIC PDR reviewers DE/DR HoS	AY 24/25	Improve satisfaction of academic staff with PDR process to 60%  Maintain the current high application rate (80%) and success rate of over 80% in applying for higher academic grade  Promotion readiness events held and promotion resources uploaded to EDI-Swan SharePoint site
			1.1.2 Increase awareness of sabbatical scheme, where academic staff may have more time to develop research ideas and collaborate with other institutions by holding a workshop on sabbatical with all staff	SEDIC DR	AY 24/25 and annually	1 staff application to Faculty sabbatical scheme over next 5 years
			1.1.3 Prepare a training document for Swan reps on promotion panels: include suggestions to raise in panel discussions, how to effectively identify implicit bias in panel decision making	Swan Champions P&C HoS	AY 24/25	Training Documents for Swan Champions sitting on these committees, to be uploaded to EDI-Swan SharePoint site

			1.1.4 Ensure rotation of School roles and on committee membership to give equal opportunity of all staff to gain valuable experience which will enhance their citizenship domains, required for progression	SM HoS	AY 24/25	Composition of committees assessed at start of each academic year: gender balance is maintained
1.2	<b>Increase the percentage of female professors in the SoP</b>	<p>This is additional support, targeted at female SL/R staff eligible for promotion to Prof.</p> <p>Currently we have a bottom-heavy School with only 29% F (n=5) professors, but with an increasing pool of eligible females at SL/R level</p> <p>Increasing the proportion of female professors will drive change in all areas of leadership of the SoP including the research environment</p>	1.2.1 HoS to meet to remind all eligible females who are eligible to apply to Prof to discuss readiness and criteria for promotion; PDR reviewers reminded to include promotion readiness discussion during annual PDR	HoS PDR reviewers	AY24/25 and annually in promotion application window	Increase proportion of female professors from 5 to 7 (31%)
			1.2.2 Ensure QGI and central university workshops and mentorship opportunities around SL/R promotion are fully advertised to all female staff	HoS SEDIC Mentors PDR reviewers	Commence annually AY24/25 and as and when specific schemes are advertised	Equal application rates from eligible male and female staff to Prof.
			1.2.3 Increase number of female staff taking part in Leadership schemes (e.g. Aurora) by holding a Leadership Scheme information session	SEDIC QGI P&C	Annually, when schemes are opened for application	Event held; 2 successful applications to leadership schemes
1.3	<b>Support PTO staff career progression</b>	<p>44/71(62%) PTO staff are female</p> <p>From the 2024CS, there was no difference by gender in those who</p>	1.3.1 Hold PTO-focused career development workshops: include interview skills and CV writing to ensure PTO staff are ready to apply for higher grades when the opportunity arises	Chief Technician P&C SM	AY 24/25: by June 2025  Gauge success and utility with staff and repeat annually	<i>(These measures are relevant for a number of actions in this section)</i>

		disagreed that the PDR process supported career development. However, levels of female agreement that the PDR process supported career development was lower than among males. [42% (7/17) females vs 64% (9/14) males]	1.3.2 Formulate clear statement from the SoP about inclusion of research technicians in research publications	HoS DR SEDIC	By June 2025	Attendance and positive feedback from promotion workshops  Increased satisfaction regarding career development pathways among PTO staff from 48% to 55%
		According to the 2024CS, 47% (15/32) of PTO staff feel encouraged to represent the School externally	1.3.3 Develop an online resource of training opportunities (Teams channel) which will enhance employability, and which will notify group members when opportunities arise	SEDIC P&C Chief Technician SM	AY25/26  updated annually	Increase the number of PTO staff who feel encouraged to represent the School externally to 55%
		Although there is no PTO progression pathway in the University, we want to ensure that PTO staff have opportunity to access development opportunities that enhance their career and ensure application readiness when opportunity arises	1.3.4 Ensure PTO staff are visible on all School outreach events, particularly external events	SM Chief Technician	Ongoing	Evidence of technician inclusion on research publications
			1.3.5 Ensure recognition of teaching input of technicians via e.g. teaching awards, or AFHEA membership	DE Chief Technician	Ongoing	Evidence of teaching recognition e.g. teaching awards, successful application to AFHEA
			1.3.6 Ensure line managers allow staff time to engage in training opportunities e.g. leadership training and ensure adequate School budget allocated to resource these opportunities	SMC HoS SM PDR reviewers	AY 24/25 and ongoing in School budget	Collation and upload of online training programmes and evidence of uptake from PTO staff: budgetary support from School  Evidence that application rate to higher grade from

			1.3.7 Promote female PTO participation in QGI workshops and mentorship opportunities	Swan Champions QGI PDR reviewer	September 2025	eligible pool is maintained or increased from current level of 28% (dependent on availability of posts)
			1.3.8 Work to improve substantial change review, to allow staff to “upgrade in post” The SoP will be working to achieve a change at the university level.	SEDIC SM HoS Chief Technician P&C	AY25/26	Increased PTO taking part in training courses  Provision of a report in School on challenges of substantial change review across the School and faculty
1.4	Supporting Research staff career development	Increase the percentage of Research staff who felt that PDR supported progression: currently 60%, feel that this is the case, with no difference observed by gender (2024CS)  However, only 10/65 (15%) PDRFs responded to the culture survey. Despite this low response, we want to continue to work towards better engagement with this cohort to maintain gender balance in the academic career pipeline.  Currently 28/65 (43%) of PDRFs are female and	1.4.1 Focus group with PDRFs to more fully understand low level of staff survey culture engagement, and issues which affect the PDRF community	SEDIC DR	AY 24/25 and gauge success: repeat with modification if noted	Increased level of participation in the next culture survey
			1.4.2. Promote engagement with the PDC and hold information session around New Researcher PDR programme	SEDIC DR PDC reps	AY 24/25 and gauge success: repeat with modification if noted	Increase % of PDRFs who feel PDR supports progression to 70%
			1.4.3 Fellowship workshops, aimed at providing information and promoting fellowship opportunities which will enhance career progression	PDC R&E DR	September 2025: gauge success: repeat with modification if noted	Increased number of fellowship applications
			1.4.4 Increased opportunities for teaching and PhD supervision- encourage formal recognition through AFHEA and via the Queen’s Merit Award scheme (QMA) which enables QUB staff to gain HEA status.	DE DR PGR Director	September 2025: gauge success: repeat with modification if noted	Establishment and population of database of PDRF careers

		therefore under-represented in this role	1.4.5 Encourage external industrial seminar speakers to stay before or after to chat about career options in their field with Research staff	SM DR	AY 25/26, dependent on when seminars are scheduled to occur, speaker availability	Evidence of successful transition of Research staff to Academic and industrial posts
			1.4.6 Establish and maintain a database of within the School to determine career destinations of post-doc staff at end of contract, and so understand how best to support and promote PDR career options	SM PDC DR	September 2025: and ongoing as staff contract ends	
1.5	<b>UG and PG career development</b>	Maintain GE in the pipeline in transition from UG-PGT/PGR -currently at PGR, we have 64% female, which drops to 43% at researcher level.  Action 1.5.1- 1.5.3 are aimed at increasing applications from our pool of PGR/PGT cohort.  Action 1.5.4 aims to increase our visibility to female researchers and to promote SoP as a supportive environment for female researchers	1.5.1 Hold informal networking events between UG and PG to help students explore and understand transition from UG to PG and PG to PDRFs: include at “day in the life of a researcher” podcast, featuring a female PDRF.  1.5.2 A series of “Meet the researcher” events: host a networking lunch for PG and PDRFs with industrial and clinical partners (to develop an understanding of roles outside academia)  1.5.3 Hold an informal career meeting where research staff can chat with ECRs to gain an insight into an academic career. this would also be of a useful mentoring opportunity for PDRFs	PG Director SEDIC PD committee DR	AY 25/26 : gauge success and repeat with modifications if necessary  AY 25/26 : gauge success and repeat with modifications if necessary  AY 25/26 : gauge success and repeat with modifications if necessary	(These measures are relevant for a number of actions in this section)  Attendance at networking events and UG/PG satisfaction monitored by post-engagement survey: format can be adapted following feedback
			1.5.4 Ensure visibility of female research staff in university publications and at	SM SEDIC	AY/26/27	Increase the proportion of female researchers to 50%

			events; preparation of a document describing family-friendly policies at QUB and expanding the welcoming statement for post-docs to recognise that woman are under-represented in this area	DR		
1.6	Personal Development review	Satisfaction with PDR process across all grades of staff needs to be improved (54% 2024CS)	1.6.1 Advertise PDR reviewer training opportunities, and ensure all reviewers undergo refresher training every 3 years. Provide updates to all staff on any changes or updated to PDR process and policies.	SM HoS P&C	AY 24/25	Increase staff satisfaction with PDR process to 65%
1.7	Fostering mentoring opportunities within the SoP	<p>The SoP operates an all-staff mentorship policy, with mentorship open to all grades and roles. Staff participation in mentorship programme has increased to 35% (2024CS): however, in the culture survey, some staff noted they had not participated, but would be interested</p> <p>Participation of PG students in mentoring is low (23%) but all indicated they would be interested in participation if mentoring were available</p> <p>Although numbers of BAME staff in the SoP are small, our survey indicated only 20% of BAME staff had participated in a mentorship scheme</p>	1.7.1 Mentorship workshops to be held for all staff, where previous mentors and mentees from various mentor programmes at QUB can discuss benefits with interested staff	HoS Mentors SEDIC QGI	AY 25/26: gauge success and repeat with modifications if necessary	(These measures are relevant for a number of actions in this section)
			1.7.2 Ensure that the role of mentorship, either inside or outside the School is adequately reflected in WAM	HoS SM WAM WG	AY 25/26	Good attendance at mentorship workshops
			1.7.3 Explore the requirement for targeted mentorship among particular staff groups e.g. BAME, international staff and students (UG/PG).	HoS Mentors SEDIC QGI D of Intern.	AY 24/25 with a view to having a scheme established by January 2026. Review annually	Increase number of mentees from 35% to 40%
						Inclusion of School agreed hours in WAM for staff engaged in mentorship and Personal Development Reviewer roles
						Increase BAME and PG participation in mentorship schemes to 50%

Priority 2: Improving workload and wellbeing for all categories of staff						
	Objective	Action to date/Rationale for objective	Planned actions	Person/group responsible	Timeframe	Measure of success <i>(These measures below are relevant for a number of following actions in this section)</i>
2.1	Workload allocation	Fairness and transparency of workload allocation is key. 37% (10/27) academic staff agree that workload is allocated fairly [6/16 females (38%) and 4/11 males (37%)] (2024CS).	2.1.1 Monitor the current new School WAM for any evidence of gender inequity, particularly to ensure that females aren't taking on excessive "academic housework"	DEs DR HoS SMC	AY24/25 and annually thereafter	Increase percentage of academic staff who agree that workload is allocated fairly to 60%  Ensure time allocation equally distributed across genders in accordance with their contract type  Feedback obtained from listening exercise and staff survey to inform WAM and WAM implementation
			2.1.2 Ensure clear allocation of time is developed for new tasks before being assigned	HoS DEs DR	AY24/25 and annually thereafter	
			2.1.3 Ensure transparency and visibility of WAM by publishing time allocations for all School roles, and the average % time allocated to each WAM domain, so that staff can discuss at PDR where they sit on that continuum	DR DEs HoS WAM WG	AY24/25 and annually thereafter	
			2.1.4 Hold a yearly WAM listening exercise as part of SSC where SMC can update on any new roles and allocation of time, and staff can discuss and feedback	HoS DEs/DR WAM WG	AY24/25 and annually thereafter	

2.2	Wellbeing	<p>55 % of staff feel that their work has affected their wellbeing (2024CS). This was higher among academic staff where 20/29 (69%), and particularly high with among female academics compared to male. [F: 75% (12/16); M: 54% (6/11)]</p> <p>61% of all staff agreed that their current workload is manageable; however, this was lower among academics where only 27% agreed that this was the case (2024CS)</p> <p>41% of staff felt that they could say no to newly assigned tasks (2024CS)</p>	2.2.1 Establish a School Wellbeing Working Group (with WAM time allocation) to produce a SoP Wellbeing plan, to disseminate university activities, and plan SoP wellbeing events (with allocated annual budget)	HoS SEDIC SMC	AY25/26 and ongoing.	<p>Aim for 30% of staff feeling that their work has negatively affected their wellbeing</p> <p>Currently 48% of staff feel that their job has adversely affected their mental health and wellbeing (2024CS)- aim to decrease that number to 20%</p>
			2.2.2 Explore the possibility of one Wednesday per month as a “Wellbeing Wednesday”: staff meet for lunch and perhaps demonstration of a hobby, discussion of mindfulness techniques or other events based on staff preference	SEDIC Wellbeing WG	AY26/27	<p>Increase the percentage of academic staff who feel that their workload is manageable from 27% to 50%</p> <p>Increase in % of all staff who feel that their workload is manageable to 70%</p>
			2.2.3 Remind PDR reviewers to ensure wellbeing considerations, particularly in relation to WAM are discussed	HoS SM PDR reviewers	Prior to PDR meetings being held annually	<p>Increase % of staff who feel that they can say “no” to 50%. This will allow staff to regain control of their workload, improve efficiency, and reduce stress</p>
			2.2.4 Conduct assertiveness training to help staff have difficult conversations around workload allocation	SEDIC	AY24/25 and annually ongoing	<p>Currently 48% of staff feel that their job has adversely affected their mental health and wellbeing (2024CS)- aim</p>
			2.2.5 Establish informal peer-support networks by staff role, to allow staff to come together, share experiences, exchange tips and advice, and connect	SEDIC	AY24/25	

			with each other. Can be either online, or in person, depending on staff preference.			to decrease that number to 20%
2.3	Ensure understanding and implementation of existing SoP and QUB policies	2024CS indicated most people (89%) were aware of School core hours policies	2.3.1 Schedule email reminder regarding core hour policy at commencement of each semester. Provide IT assistance with email scheduling where required.	HoS SMC	IT leads AY25/26 and ongoing	Maintain or increase awareness of core hour policies to 100%
			2.3.2 Provide updates around university flexible/agile working policies	Wellbeing WG SEDIC	Bi-monthly	Maintain agreement that the department provides flexible working above 90% (currently 93%)

Priority 3: Promoting School GE and diversity among the SoP staff and students						
	Objective	Action to date/Rationale for objective	Planned actions	Responsible	Timeframe	Measure of success <i>(These measures below are relevant for a number of following actions in this section)</i>
3.1	Embed Swan and EDI principles across all areas of School management- challenge the “job done” mentality with respect to GE  Ensure that a “gender lens” is applied to decision-making within the School and at the faculty level, and	Swan is currently well established and embedded in the SoP through the members of the SEDIC team sitting on all key School decision-making committees  However, we aim to increase visibility and accountability for delivering outlined priorities to ensure	3.1.1 Establish an online resource or dashboard, where staff can view the action plan and review and comment on progress	Swan Champions SEDIC	AY 25/16 with monthly updates	Dashboard/ online resource established – utility measured by School survey
			3.1.2(a) Build PG and UG sub-committee EDIC chaired by PG/UG SAT members 3.1.2(b) Develop PG/UG EDI member job descriptions 3.1.2.(c) Encourage members to use this activity to obtain “Future ready” award qualification <i>(which will also help with UG/PG career development- Section 1.5: formal recognition of extracurricular contribution and 3.2)</i>	SEDIC	AY25/26	(a) Establishment of committee with once semester meetings which reports back to School EDIC (b) Job descriptions produced and stored on School dashboard (c) At least one student per year (UG or PG) to

	<p><b>ensure that Swan is appropriately embedded across all levels of staff, including PTO, PG and UG students</b></p> <p><b>Create a positive environment where staff and students are encouraged to flourish and reach their full potential</b></p>	<p>progress is maintained and kept on track</p>				<p>obtain Future Ready Award</p>
			<p>3.1.3 Arrange yearly town hall meetings at which all (i) SoP staff (ii) SoP PG and (iii) SoP UG students can attend to update on progress of action plan and use as a forum for staff to engage with the action plan, and feedback to senior School staff</p>	<p>SEDIC HoS SMC</p>	<p>AY25/26 annually thereafter</p>	<p>One meeting to be held annually and new actions and priorities developed following feedback</p> <p>Meetings are viewed as increasing visibility and engagement with Swan, by 70% of staff: determined by post-event feedback questionnaire</p>
3.2	<p><b>Improve awareness of EDI among both staff and students to further embed principles of equity and fairness among both our staff and student population, with improved implementation and monitoring</b></p>	<p><b>Unconscious Bias (UB)</b> can have unfair and negative consequences, and this can include both unfair treatment in the workplace and poorer health-related outcomes in the clinical setting. UB training is mandatory for all staff at the university level and is required for MPharm experiential learning. We have developed a bespoke student-focused UB training programme, which we deliver to L1 students.</p>	<p>3.2.1 Continue to develop EDI Canvas module for UG with key EDI tools and resources (e.g. UB training and AB training) aimed specifically at UG students</p>	<p>DEs SEDIC EDI UG committee</p>	<p>AY 25/26 and annually thereafter</p>	<p>Increased engagement with EDI from UG, evidenced through membership and application to the UG committee</p> <p>EDI Module evaluation from students (aim to achieve 4/5 in teaching evaluation questionnaires)</p> <p>Maintain, or increase high level of student satisfaction with UB training (91%)</p>
		<p><b>Active bystander (AB)</b> training for UG: this</p>	<p>3.2.2 Ensure availability of EDI training resources to staff in all areas of the School. Use feedback from town hall</p>	<p>SEDIC</p>	<p>AY25/26 and ongoing</p>	<p>Publication of results at external conferences Identification of new areas</p>

		training is key to helping students and future pharmacists recognise, respond to and challenge discrimination and harassment: student feedback indicated that 21% of students had no or little understanding of the term	meetings to determine any other areas of training requirement from staff			for EDI staff training and ensure resource available from SoP or lobby for their inclusion from P&C and QGI
		<p>QUB have developed a number of new policies around carers leave, fertility leave, and menopause policy. As these are relatively new, we want to provide updates to staff, and gauge feedback</p> <p>According to 2024CS, awareness among staff regarding GE policies is currently high (94%). We want to maintain this already high level and encourage staff to engage in and contribute to the development of new practices and policies</p>	3.2.3 Ensure Swan is embedded into PTO culture, by continuing to have PTO staff represented on EDIC	SEDIC SM Chief Technician	AY24/25 and ongoing	Ensure ToR for SAT team include requirement for PTO staff representation
			3.2.4 Hold an EDI Fair at the start of each academic year, highlighting centrally available resources and policies to staff and students	SEDIC EDI-UG Wellbeing WG Staff/Student Wellbeing	AY25/26 and annually thereafter	Maintain current high level of awareness of QUB policies on EDI (94%)
			3.2.5 According to 2024CS, 10% and 20% of white and BAME staff had experienced or witnessed bullying or harassment (further action detailed below). We want to develop a community of active bystanders who feels confident to challenge unacceptable behaviour	SEDIC	AY25/26 and annually thereafter	Maintain high level of UG students who felt empowered to address any negative behaviours following training (96%) and felt that they had a role to play in stopping negative or unacceptable behaviour (86%)
			3.2.6 Deliver Active Bystander training to all SoP staff	SEDIC	AY25/26 and annually thereafter	75% of staff to feel empowered to address negative behaviour (determined by post-event survey)

<b>3.3</b>	<b>Represent Pharmacy as a good career option for males</b>	At UG level, average only 30% male: this has implications for the Pharmacy workforce	3.3.1 Include -male focused sessions at each recruitment event and podcasts around International Men’s Day, that highlight male contribution to the profession and challenge concept that Pharmacy is a female profession	SEDIC DEs DR Student recruitment officers.	AY 25/26: gauge success and hold annually with modifications if noted.	Increase the number of males entering MPharm and BSc cohorts in line with national average – target 5% in 5 years
			3.3.2 Increase visibility of male role models in external advertising	Student recruitment officers SEDIC	AY24/25 and ongoing	
<b>3.4</b>	<b>Encourage more applications from under-represented groups (e.g. BAME, International students, or students eligible to join the Pathway Opportunity Programme (POP))</b>	Currently SoP is predominantly white. While we currently have a gender-balanced workforce, we wish to improve the ethnic diversity of our workforce and widen participation to students who might be less likely to participate in higher education (e.g. parents did not attend university, care experienced, low income households, refugee/asylum seekers)	3.4.1 Analyse annual recruitment and progression data by gender, ethnicity and grade and report outcomes to SMC	School REC SEDIC D Intern.	AY 2025/26	Produce a report by Sept 2025 outlining realistic recruitment goals which can be implemented by SMC and discussed with P&C
			3.4.2 Ensure visibility of BAME colleagues in School promotional material	School REC SEDIC D Intern.	Ongoing	
			3.4.3 Hold focus groups with international /BAME staff to better understand their lived experience of working in the SoP which can inform the report and develop further actions	School REC SEDIC D Intern.	June 2025	Maintain gender balance within School and improve ethnic balance  Reps from iRISE included in the EDI fair.
			3.4.4 Foster engagement with iRISE network- include in the EDI fair	iRISE reps REC Champions	AY24/25 and annually	Reps from iRISE invited and included in the EDI fair
			3.4.5 Continue access and provision of teaching and support to students in the POP programme	POP manager SM DEs	June 2025 and annually	Maintain transition of students from the POP programme to MPharm pathway at 20% or above

3.5	<b>Attracting more female professors to apply, be shortlisted, and ultimately be appointed at the SoP.</b>	No females recruited at Professor grade within the last 5 years, either through individual or campaign recruitment (Fig. 2.7.1-2.7.3, Appendix 2). Of the 2 professorial positions advertised, 1 was via individual recruitment: 36% (5) of applications were female, but no females were shortlisted.	3.5.1 Analyse annual application shortlisting and recruitment data by gender, ethnicity and grade and report outcomes to SMC	HoS SM SEDIC P&C	Ongoing during individual and campaign recruitment	Recruitment to Chair is dependent on School strategy presentation of a business case to create the post, in line with University budget.
			3.5.2 Ensure external visibility of the female professors in School promotional material	HoS SM SEDIC		Report delivered to SMC and P&C on recruitment process  All professorial shortlisting criteria to be reviewed by Swan Champions, working with P&C and QGI to ensure no gender bias prior to shortlisting meeting.  See also Action 1.2.

Priority 4: Embedding the culture of inclusion and belonging						
	Objective	Action to date/Rationale for objective	Planned actions	Responsible	Timeframe	Measure of success <i>(These measures below are relevant for a number of following actions in this section)</i>
4.1	<b>Improve the School induction process to ensure that staff in all areas feel connected and have the opportunity to</b>	A School induction process has been instigated but comments from the 2024CS indicated that as staff work at various	4.1.1 Update School induction pack to include e.g. a visual organogram depicting the roles of staff, and direction to SharePoint site, and glossary of terms and abbreviations used in the School	SEDIC SMC SM DR DE D of Intern	June 25 to be ready for AY25/26: updates	Gauge success of induction process by

	<b>network and build relationships with colleagues</b>	different locations, it can be hard to develop relationships and networks in other physical locations	4.1.2 Hold introductory coffee mornings for new staff on a biannual basis	HoS	Commence AY 25/26	annual survey of new staff
			4.1.3 Set up a “buddy system” for new members of staff following hiring, to help them adjust to the new country/culture, department / institution	HoS SSC SEDIC	AY25/26 and ongoing	
			4.1.4 Introduce an induction follow up: 3 months following appointment, staff to be emailed to discuss how they are settling in, and whether all induction is completed	SM PDR reviewers Mentors	AY25/26 as required	
<b>4.2</b>	<b>Foster a spirit of collegiality by running School social events</b>	<p>2024CS indicates that “social events have helped me build relationships with colleagues” (71%) and 81.5% agreed that they were welcoming</p> <p>2024CS comments indicated more social events in the School would be valued, particularly since some staff are not always on campus due to flexible working arrangements and the location of the School at different sites on campus</p> <p>Continue to acknowledge good performance for all staff, particularly the</p>	4.2.1 Lobby SMC to resource more social and cultural events (e.g. national days) within the School: this could have a dual effect of providing a social opportunity while at the same time celebrating our international staff and students	HoS D of Intern. REC SMC	AY25/26	<p>Maintain or increase the percentage of staff who feel like they belong in the department to 95% (currently 88%, 2024CS)</p> <p>71% of staff agree social events held by the School have helped build relationships with colleagues (2024CS): we aim to increase this to 80%</p> <p>100% of BAME staff agreed that social activities were welcoming and helped them build relationships and we aim to maintain this high level (2024CS)</p>

		contribution made by non-academic staff. Currently, 81% of staff feel their contribution is valued (2024CS).				Increase to 90% of staff feel their contribution is valued (2024CS)
			4.2.2 School newsletter or update email to be provided monthly. Involve our existing social media and digital communications lead to disseminate news on an <i>ad hoc</i> basis Creation of a specific “News” WG for this role, with time allocated in WAM – ensure this role is recognised as citizenship during the PDR process. The SoP already has a successful podcast series; encourage sharing of important research grants, educational awards via this channel	HoS Social Media + News WG	AY25/26	School newsletter and podcasts produced (at least 2 per annum) Successful events held and feedback obtained from staff
			4.2.3 School social events: continue subsidised School Christmas lunch; hold a “bring your family to work” afternoon; inaugural lectures and coffee pre-SSC meetings	HoS SEDIC SM D of Intern.	Christmas annually  Family event in Semester 2 each year	
4.3	Adopt inclusive language and communication	Overuse of jargon can impede communication and lead to alienation of international staff	4.3.1 Ensure all School level communications explain jargon or abbreviations used on first use, and remind all staff to, where possible, use abbreviation free language	Office staff to send out an email to remind staff of this; maintain a glossary on the School EDI resource site	AY 24/25 and at start of new academic year	List of commonly used abbreviations and terms uploaded to Swan SharePoint, and signposted at induction
			4.3.2 Normalise use of pronouns on email signature	HoS SMC SEDIC	AY 24/25 and at start of each academic year	

4.4	<b>Continue promoting family-friendly policies within the SoP</b>	We wish to maintain our high rate of return to work following parental leave (currently 100%)	4.4.1 Include details of all family/carer relevant policies that are regularly updated both at SSC and on School EDI SharePoint.	SEDIC	AY 25/26 and annually	Maintain 100% return rate following parental leave: discuss further potential plans following feedback from town hall meetings
			4.4.2 Our previous action plan suggested a parental leave Champion: this was not required, and hence here we propose a less formal “Buddy system”	SEDIC HoS	AY 25/26 and annually	Buddy system implemented: measure feedback from staff returning from parental leave
			4.4.3 Increase awareness and uptake of carers’ research support fund, to contribute to the additional costs associated with caring responsibilities, when attending conferences	SEDIC QUB QGI	AY 25/26 and annually	Evidenced by the application of staff to the carers’ support fund
4.5	<b>Ensuring inclusivity for all beyond the gender binary</b>	Currently, we have low numbers of transgender staff or students. However, we appreciate that our understanding of this area is continuously developing	4.5.1 Hold a workshop with QUB P&C and relevant charities to discuss institutional Trans equality policy: make this specific to SoP by developing a SoP Transgender manifesto outlining key support Trans people can expect to receive in the School, appropriate terminology to be used in research, teaching and everyday School life, inclusion of staff pronouns on email signatures	Estates SMC DEs HoS SEDIC Rainbow project	April 2025	Development of SoP Transgender/ non-binary LGBTQIA+ manifesto
			4.5.2 Maintain gender neutral bathrooms			No decrease in number of gender neutral bathrooms

4.6	<b>Increase awareness around Bullying and Harassment policies at School and QUB level</b>	<p>A very small percentage of staff (~10%) have either experienced or witnessed bullying (&lt;10% of white (1M, 4F) and &lt; 20% of BAME (1M, 2F) (2024CS).</p> <p>Although the numbers are small, 48% of staff do not agree that the department is active in tackling bullying or harassment. Also, only 55% of staff were happy with how bullying and harassment were addressed within the School.</p>	4.6.1 Address perceived complacency by including bullying and harassment policy in School SharePoint file, and inviting P&C to SSC to highlight current policies and procedures	QUB P&C HoS SEDIC	AY 25/26 and ongoing	<p>Increase the percentage of staff who agree that the department is active in tackling bullying and harassment to 70%.</p> <p>Decrease the percentage of BAME staff who had been bullied or harassed, or who had witnessed this, from 20 to 5 %. However, this does not suggest that there is an “acceptable level” of bullying and harassment and School communications will emphasise that there is a zero-tolerance approach to bullying</p> <p>Develop a community of Active Bystanders (see 3.2.6) who will address negative behaviours.</p>
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Priority 5: Continue sector-leading activities						
	Objective	Action to date/Rationale for objective	Planned actions	Person/group responsible	Timeframe	Measure of success <i>(These measures below are relevant for a number of following actions in this section)</i>
5.1	<b>Establish a UK-Ireland SoP network: PLEDGE - Pharmacy Leadership for Equity, Diversity, and GE</b>	An opportunity to share best practice, data and network with colleagues	5.1.1 Develop an email list of Athena Swan Champions in SOP in the UK and Ireland; establish a working group from all institutions to identify key areas which interest across all institutions	SEDIC Swan Champions REC Champions	AY 24/25: establish connections AY26/27: event held AY27/28: apply for funding	Hold in-person day-long event at QUB AY 26/27 Participation in events from all pharmacy Schools in Ireland and the UK  Development and sharing of online resources
		Developing the network of best practice	5.1.2 Develop an online resource, available for wider dissemination outside the SoP or QUB, or EDI in the curriculum and promoting best practice in equitable inclusive research methodology. This may include podcasts, which the SoP already has track record in developing and promoting	DEs DR SEDIC Swan Champions REC Champions	AY 25/26	Application to funding stream to support the network
		Embedding diversity in research design	5.1.3 Identify and apply for funding streams to support this network	SEDIC Swan Champions REC Champions	AY27/28	
		Develop a network of senior female leaders in Pharmacy	5.1.4 Identify and develop a network of senior female leaders in Pharmacy and Pharmaceutical Sciences in Ireland from across industry, academia and clinical fields, in order to provide a voice and create resource for aspiring female leaders.	SEDIC Swan Champions	AY28/29	Hold one Senior female leader in Pharmacy event (to tie in with EDI lecture)
5.2	<b>Continue development of EDI</b>	Active Bystander training delivered to	5.2.1 Establish an EDI skills working group, made up of UG,	Swan Champions	Ongoing: aim for delivery to	Adoption and use of training resources outside the SoP,

	<b>resources for sharing with the wider professional community</b>	UG students, based on co-developed scenarios. Some of these scenarios have been filmed and provide the basis of UG training delivered inter-professionally to nursing and midwifery students, and Pharmacy students. We aim to continue influencing practice by expanding this programme to co-developed scenarios, designed with colleagues in professional practice. Work with professional training bodies to deliver to staff (NICPLD)	PG, staff and external stakeholders (e.g. Pharmacy Forum NI, NICPLD) to identify, develop and co-create training scenarios for use in UG and professional clinical training. Promotion and sharing of podcasts developed in 4.1	REC Champions DEs	professional colleagues by AY24/25	continued student satisfaction measured by survey feedback; podcasts released
<b>5.3</b>	<b>Develop a research portfolio for EDI in the UG SoP curriculum</b>	Providing fair and equitable healthcare is a key pillar in the training of Pharmacists, and inclusion of EDI in the curriculum is a requirement for accreditation  We aim to provide an evidence-based approach to methods	5.3.1 Enhance and build on our already published work in embedding EDI in the MPharm curriculum: Sop to provide a budget for UG summer projects in the EDI area to develop further evidence base for EDI in the curriculum	DEs DR SEDIC Swan Champions REC Champions	AY25/26: gauge success, continue with modifications if needed.	Publication of work and data in the field (e.g. around Active Bystander training, UB training) resulting in dissemination in the field

		and best-practice methodologies for inclusion in undergraduate teaching				
<b>5.4</b>	<b>Establish an annual School of Pharmacy EDI Guest lecture, to coordinate with events held by PLEDGE (4.1)</b>	We plan to hold an annual “EDI in Pharmacy/Pharmaceutical Sciences” lecture presented by key thought leaders in the field. This will provide an opportunity to showcase and celebrate our GE achievements to QUB and the wider professional community, reflect on successes and challenges and learn and share best practices with others	5.4.1 Annual lecture to be advertised and held. SoP to provide a budget to host speakers and lectures.	HoS SM SEDIC	AY25/26: gauge success, continue	Event held with positive feedback obtained from attendees

## Appendix 1. Athena Swan Culture Survey.

Questions:

1. I identify myself as:
  - Male
  - Female
  - Prefer not to self-describe
  
2. I am currently working:
  - Full time
  - Part time
  
3. On which campus are you mostly based?
  - Queen’s University Belfast
  - NICPLD
  - China Queen’s College
  
4. Please select you current job title/role: NB recently promoted staff should select the role they will move to on 1<sup>st</sup> August 2024
  - Postgraduate research
  - Postgraduate taught
  - Post doctoral
  - Academic related
  - Clerical
  - Technical
  - Academic: Lecturer (research or education)
  - Academic: Senior Lecturer (research or education)
  - Academic: Reader
  - Academic: Professor

All answers on a Likert scale: SA, A N, D, SD, Not applicable, Don’t know, prefer not to say

In appendix 1, the CS responses are grouped into agree, neither agree nor disagree, and disagree

Participants are grouped as follows.

Role	Role Group	Role	Role Group
Professor (T&R)	Academic	Postgraduate research	Postgraduate
Lecturer (T&R)	Academic	Postgraduate taught	Postgraduate
Senior Lecturer (T&R)	Academic	Academic-related	PTO
Lecturer (Education)	Academic	Technical staff	PTO
Senior Lecturer (Education)	Academic	Clerical staff	PTO
Reader (T&R)	Academic	Post-doctoral researcher	Research
Professor (Education)	Academic		

## **Belonging and Inclusion**

1. I feel like I belong in my department.
2. I feel that people really care about me in my department.
3. My contributions are valued in my department.
4. I feel comfortable speaking up and expressing my opinions.
5. Departmental communications are clear and relevant to me and my role.
6. My line manager values my participation in non-research related activities (e.g. teaching, outreach work, mentoring)
7. Non-research related activities are given appropriate recognition during the appraisal process.
8. I am encouraged to represent the School externally (e.g. at national/international competitions, conferences etc)
9. Work-related social activities, such as staff parties, team building or networking events are equally welcoming to all, irrespective of gender (e.g. they avoid venues that may favour one gender)
10. The social events held by the School have helped me to build relationships with colleagues

## **Gender Equality**

11. Gender is not a consideration when appointments are being made to decision making committees in the School of Pharmacy
12. Staff are treated equally in terms of their career progression (e.g. the best person is given a job or a role, regardless of gender)
13. Opportunities to gain experience and skills are equally available to all irrespective of gender.
14. I am aware of the University's policies that relate to gender equality (e.g. discrimination, parental leave, flexible working)
15. I am informed by the School about gender equality matters that may affect me (e.g. changes to employment and equality legislation)
16. I am aware that where there is disparity in gender representation, the School has taken measures to address this (through job advertisements, or promoting family-friendly policies)
17. I understand the School's reasons for promoting gender equality.
18. I understand why positive action may be required to promote gender equality.
19. Male and female staff are used equally as role models in School promotional material and activities.
20. Departmental leadership actively supports gender equality
21. Equality, Diversity and Inclusion work is recognised when workload is allocated.
22. Equality, diversity and inclusion work is recognised in applications for promotion/progression.
23. My department has taken action to mitigate the impact if the COVID pandemic on staff.

## **Work-life balance**

24. Staff working on a part-time basis are afforded the same career development opportunities as those working on a full-time basis.
25. Meetings with the School are routinely scheduled to occur during core hours (10am-4pm).
26. My line managers are supportive of requests for flexible working hours (e.g. in relation to childcare or other carer responsibilities).
27. The department enables flexible working
28. Workloads in my department are allocated fairly.
29. The timing of departmental meetings takes into consideration those with caring responsibilities (see q25 above).
30. My department provides staff with support around all types of caring leave.

## **Bullying and Harassment**

31. The School makes it clear that inappropriate/offensive language or behaviour is not acceptable (e.g. condescending language, jokes/banter that stereotype men or women or focus on their appearance).
32. If I raised concerns or complaints about harassment, bullying or offensive behaviour, I am confident that my line manager would deal with these effectively.
33. I have experienced bullying and/or harassment in my department in the past 12 months.
34. I have witnessed bullying and/or harassment in my department in the past 12 months.
35. I know how to report bullying and/or harassment.
36. Departmental management is active in tackling bullying and harassment.
37. I am happy with how bullying and harassment are addressed in my department

## **Career Development**

38. I am encouraged by the School to participate in career development opportunities (e.g. training courses that enhance my employability).
39. Many people have found mentoring to be useful in terms of career development and establishing and maintaining work/life balance. Have you participated in a mentorship programme?
40. Did you find it beneficial?
41. Would you be interested in participating if one was available?
42. The PDR process is useful for supporting career progression.
43. My line manager supports my career development
44. Decisions about recruitment are made fairly.
45. Decisions about promotion/progression are made fairly.
46. I receive useful feedback in my career development through performance reviews.

## **Wellbeing**

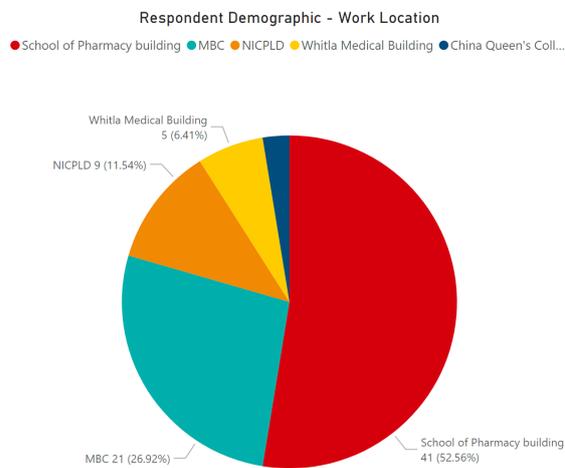
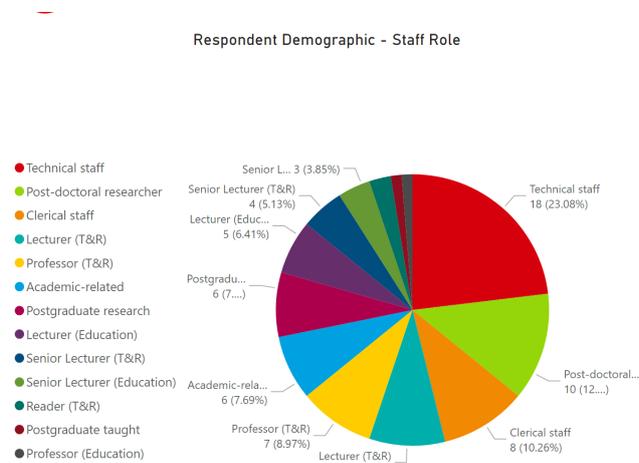
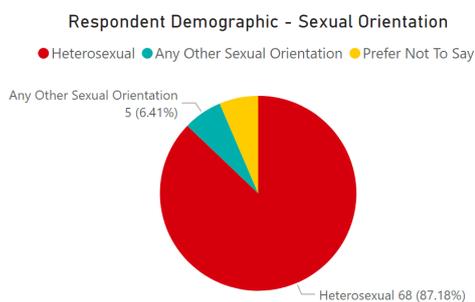
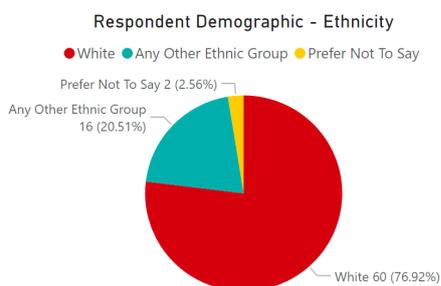
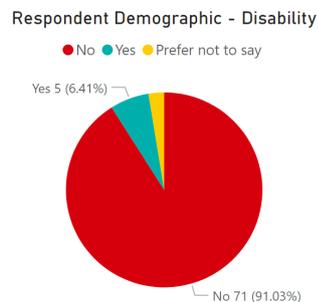
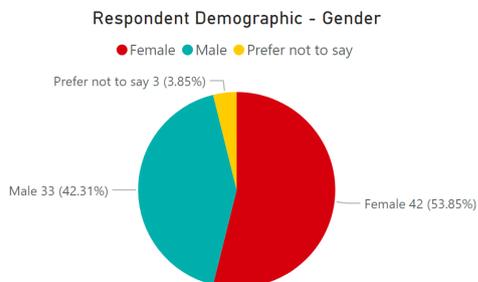
- 47. My current workload is manageable.
- 48. My mental health and/or wellbeing are supported in my department
- 49. I know where to seek support for mental health and/or wellbeing at work.
- 50. I feel confident asking for mental health and/or wellbeing support at work.
- 51. In the last 12 months my job has adversely affected my mental health and wellbeing.

## **Additional questions**

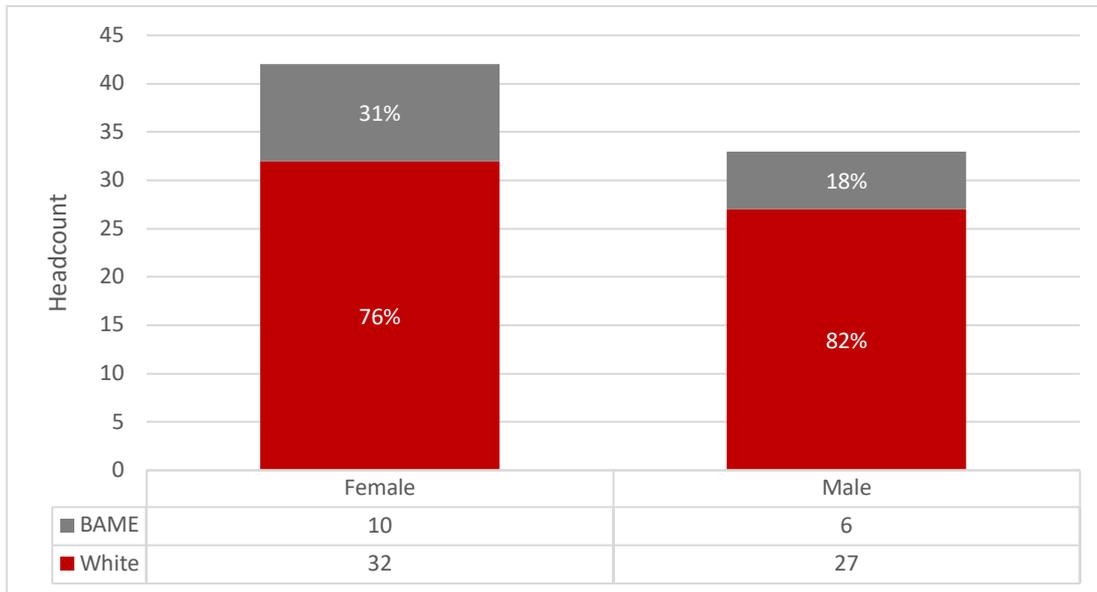
- 52. The School is a great place for women to work.
- 53. The School is a great place for men to work.

## 1.1 Respondent demographics

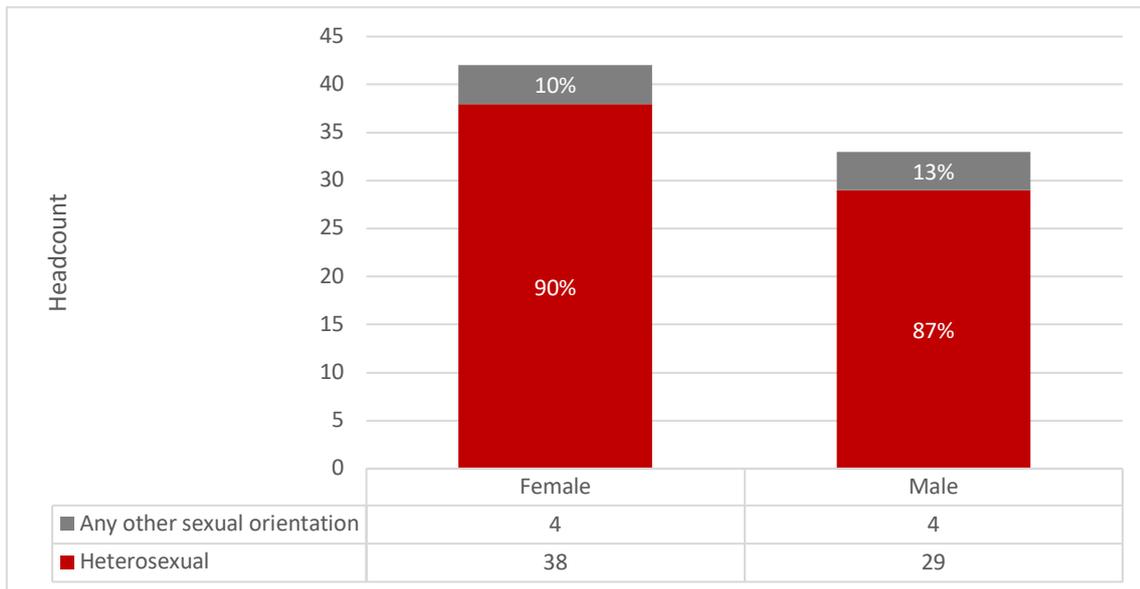
(\* 3 respondents preferred not to state their gender. To avoid the potential of identification, we removed them from the analysis)



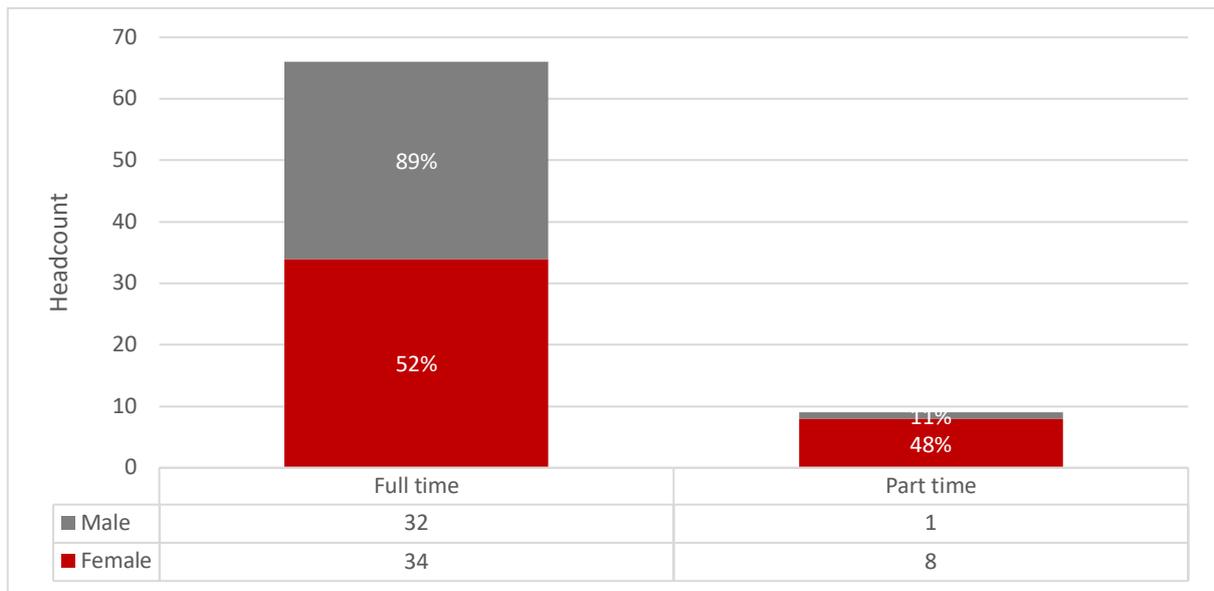
### 1.1.1 Respondents by gender and ethnicity



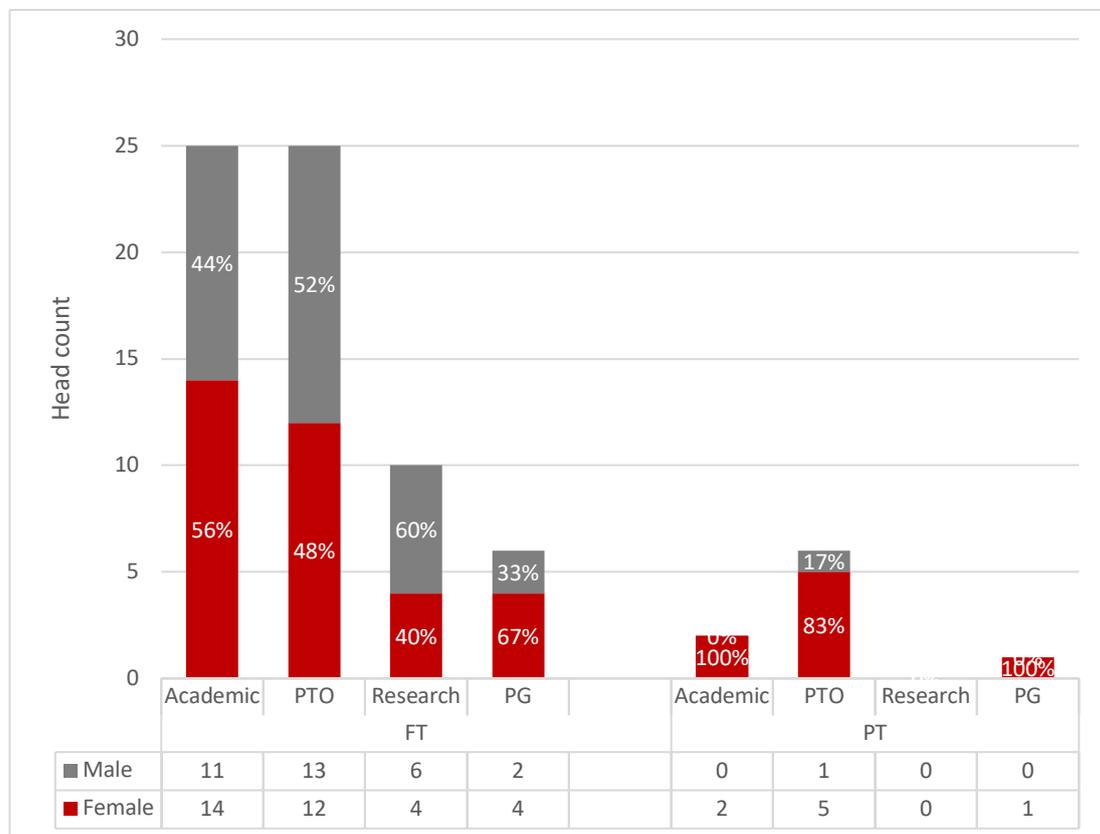
### 1.1.2 Respondents by gender and sexual orientation



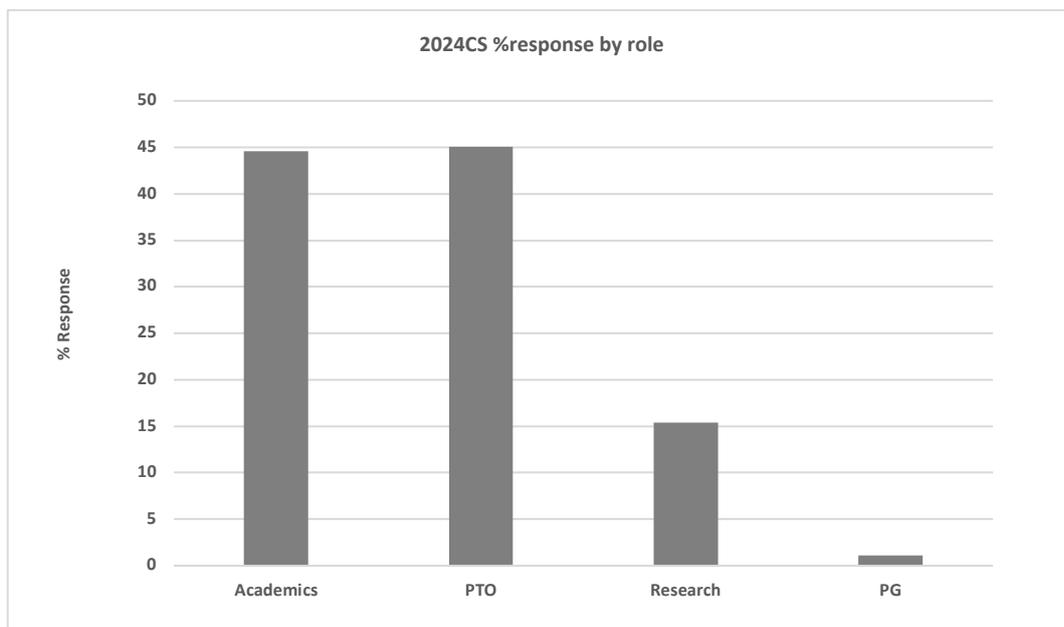
### 1.1.3 Respondents by contract type



### 1.1.3 Respondents by staff role and contract type (FT= full-time, PT = part-time)



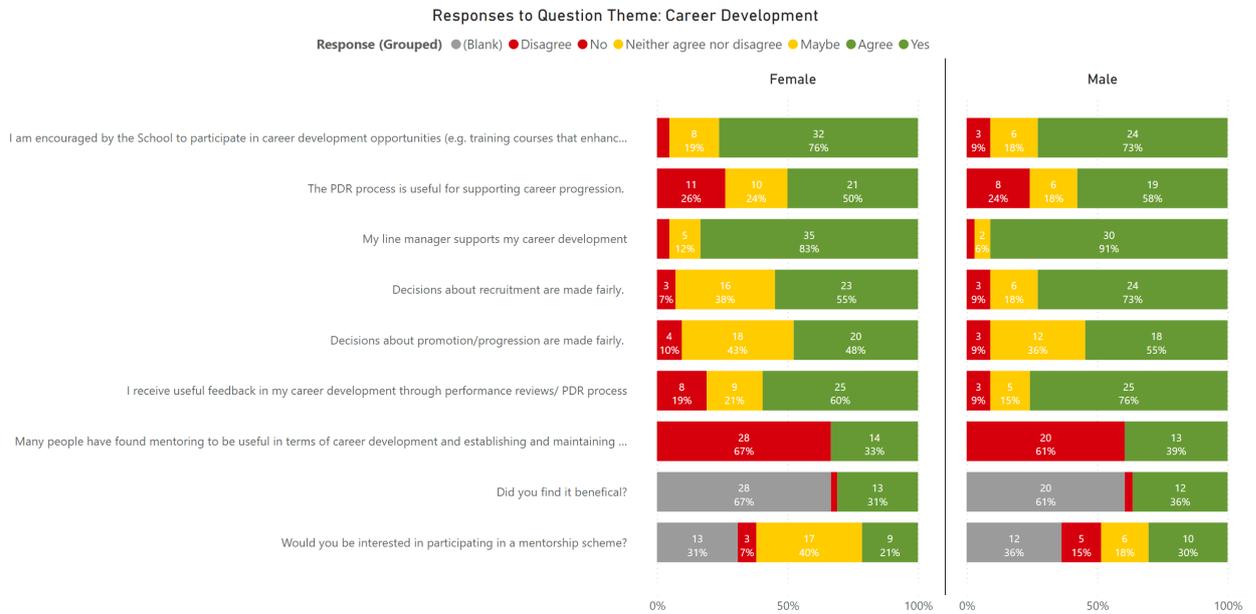
### 1.1.5 Culture survey response rate by role



Our Culture Survey was analysed based on gender and ethnicity. Due to the low number of respondents with disability or other sexual orientation, we are only presenting the intersectionality results for role and gender, gender and contract type and gender and ethnicity.

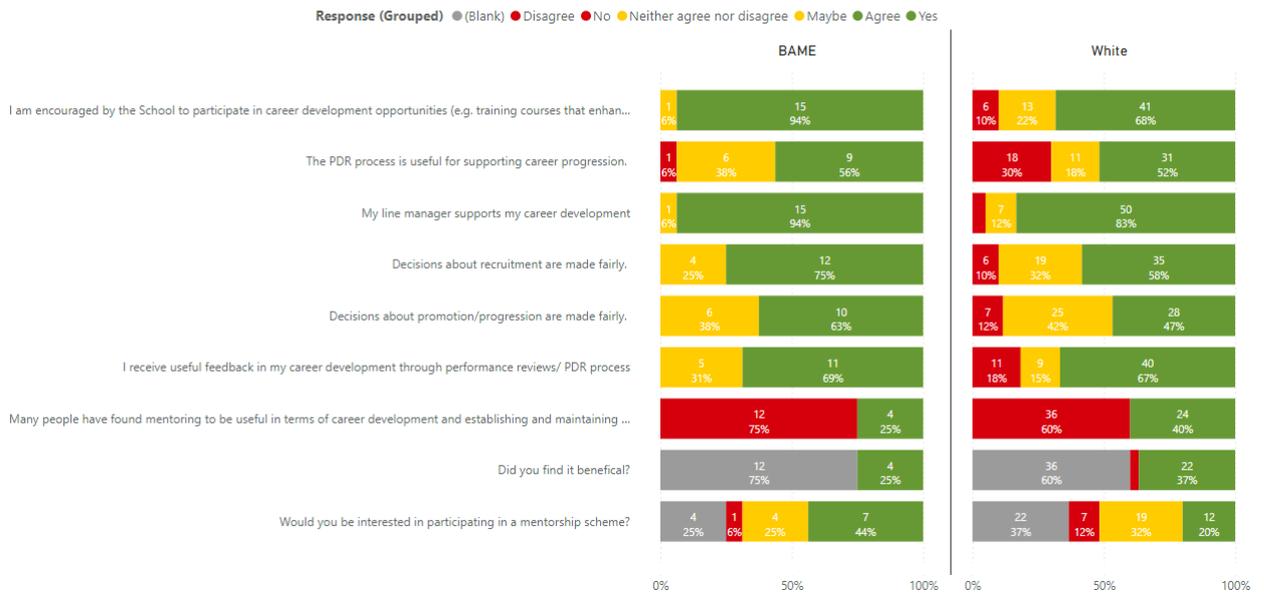
## 1.2 Career Development

### 1.2.1 Career development responses by gender



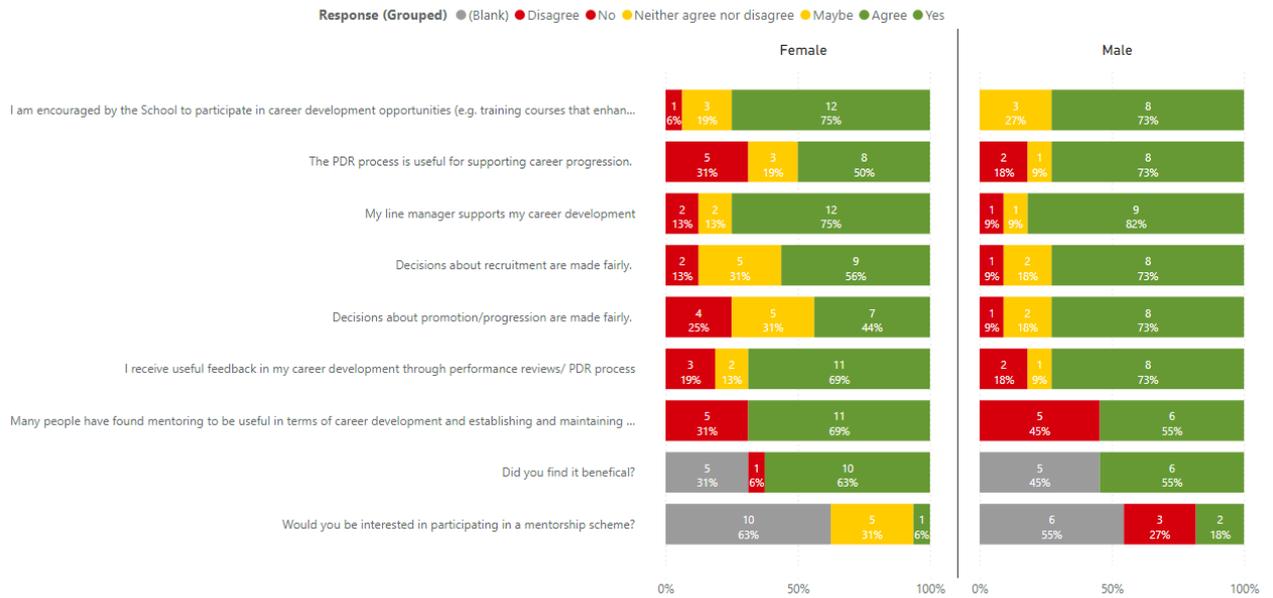
### 1.2.2 Career development responses by ethnicity

Responses to Question Theme: Career Development



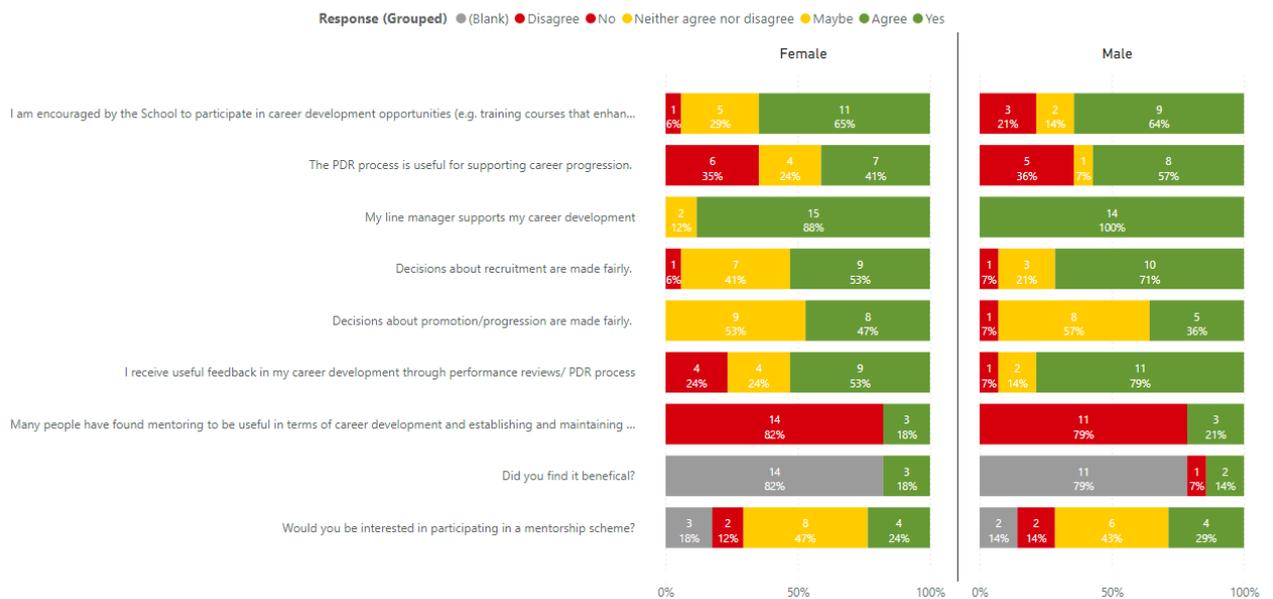
### 1.2.3 Career development by role and gender (i) Academic staff

Responses to Question Theme: Career Development



### (ii) PTO staff

Responses to Question Theme: Career Development



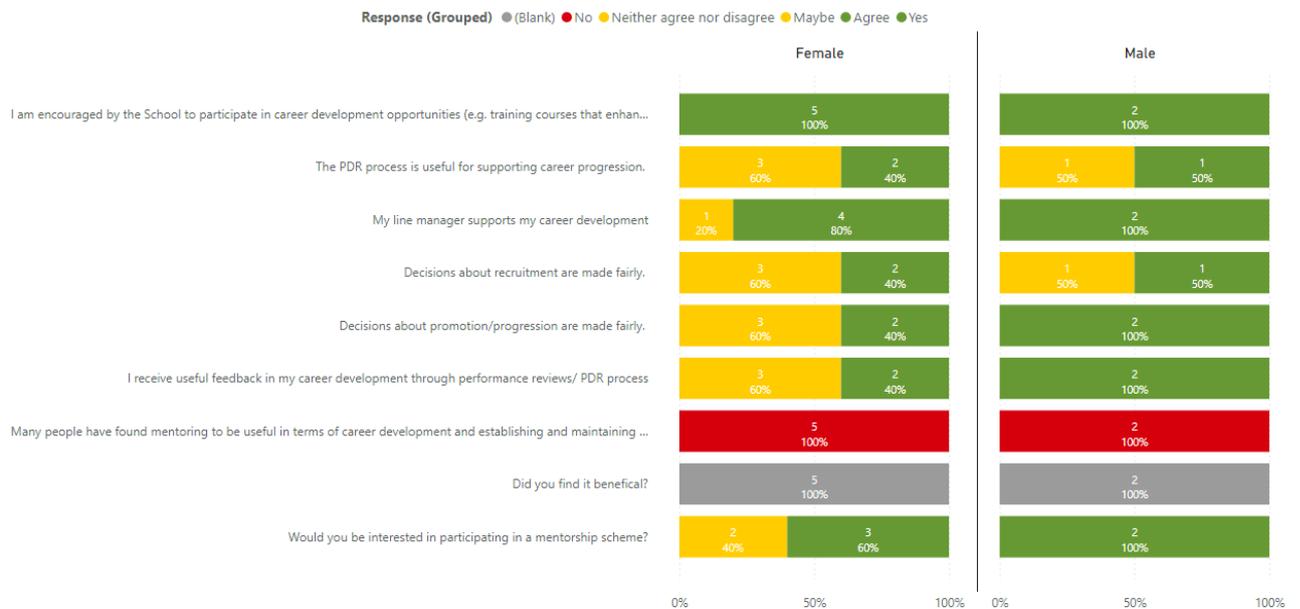
### (iii) Research staff

Responses to Question Theme: Career Development

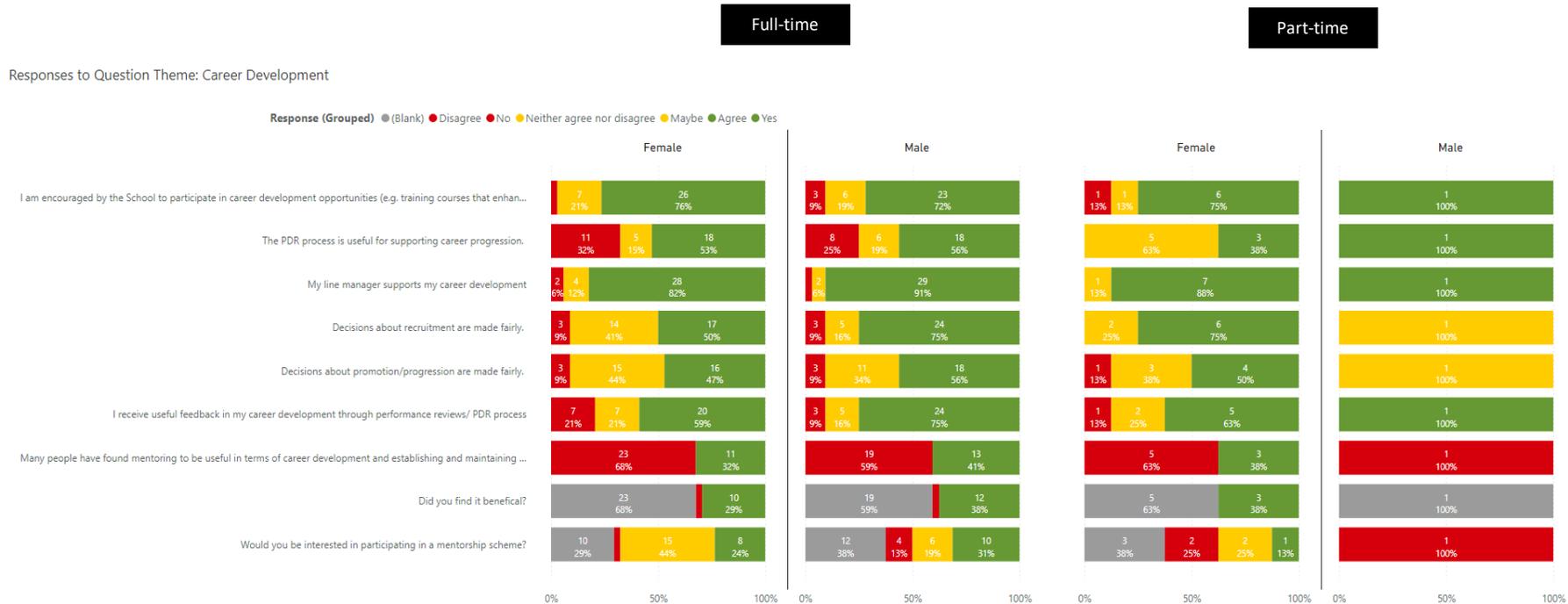


### (iv) Postgraduate

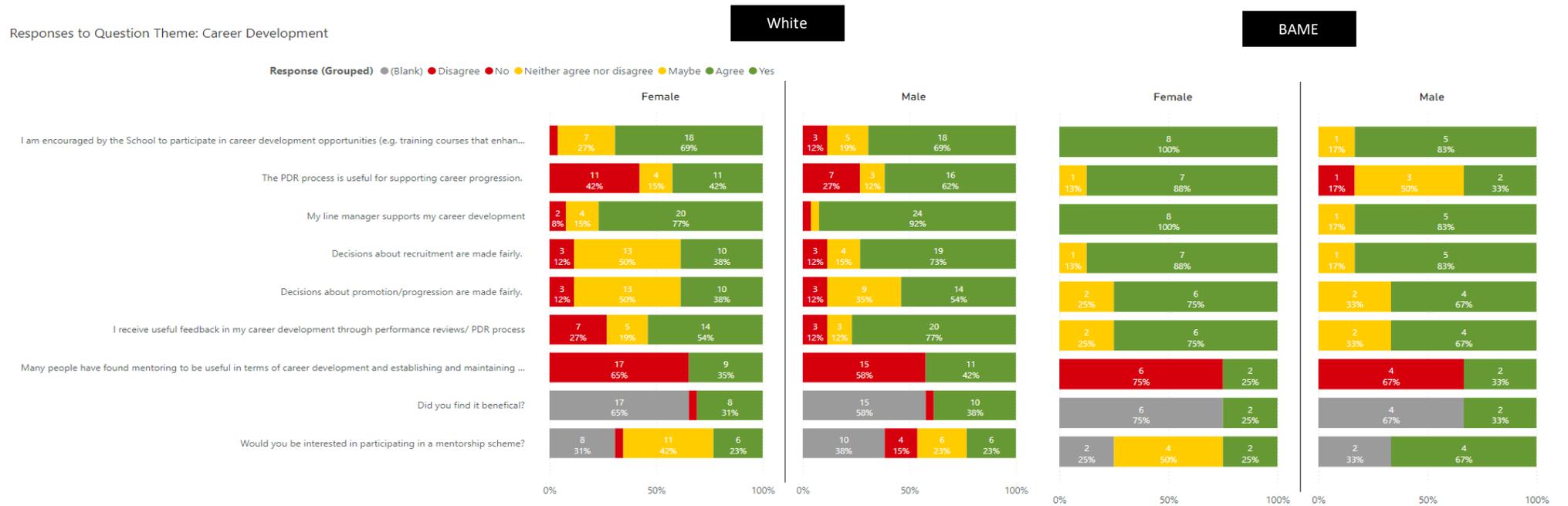
Responses to Question Theme: Career Development



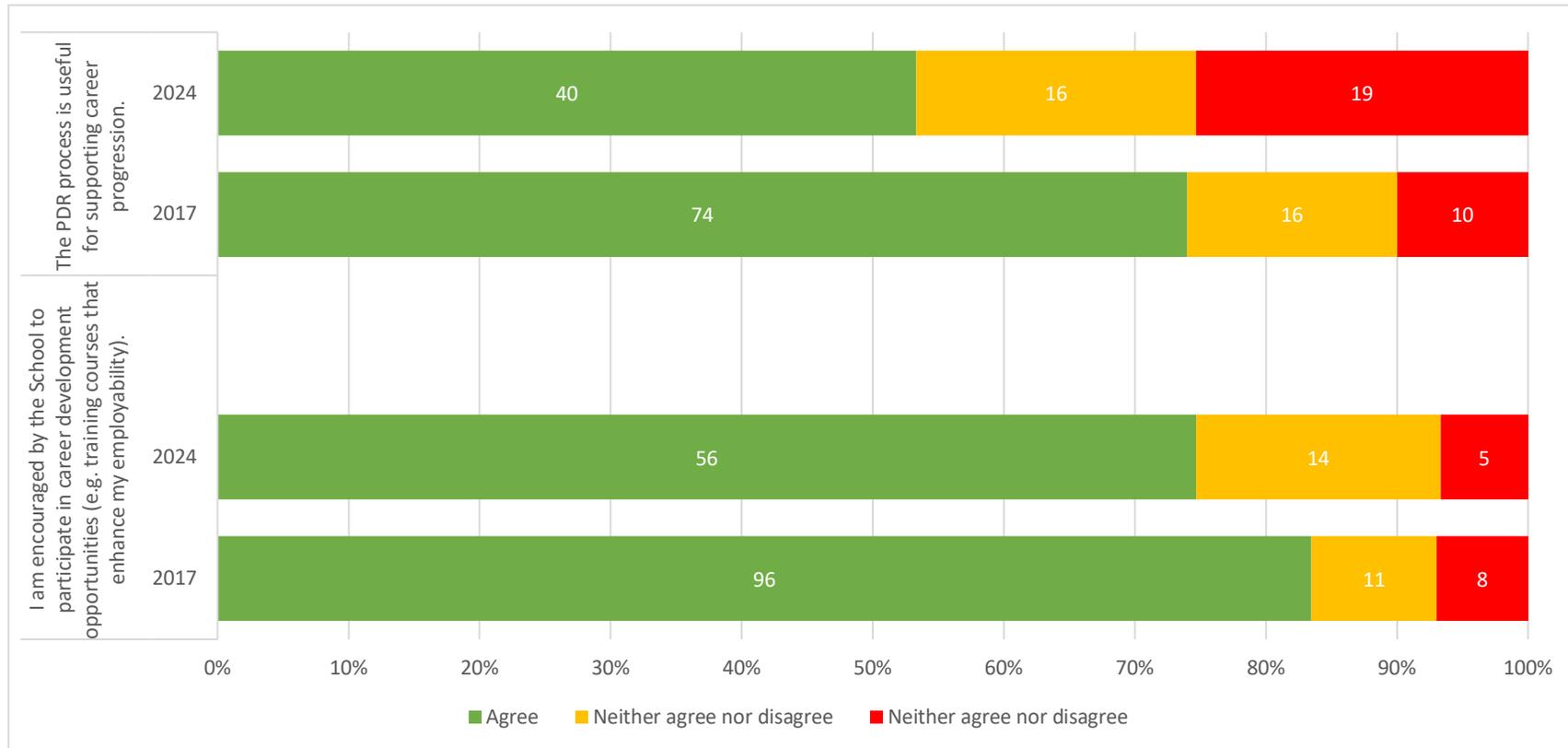
## 1.2.4 Career development by gender and contract type



## 1.2.5 Career development responses by gender and ethnicity



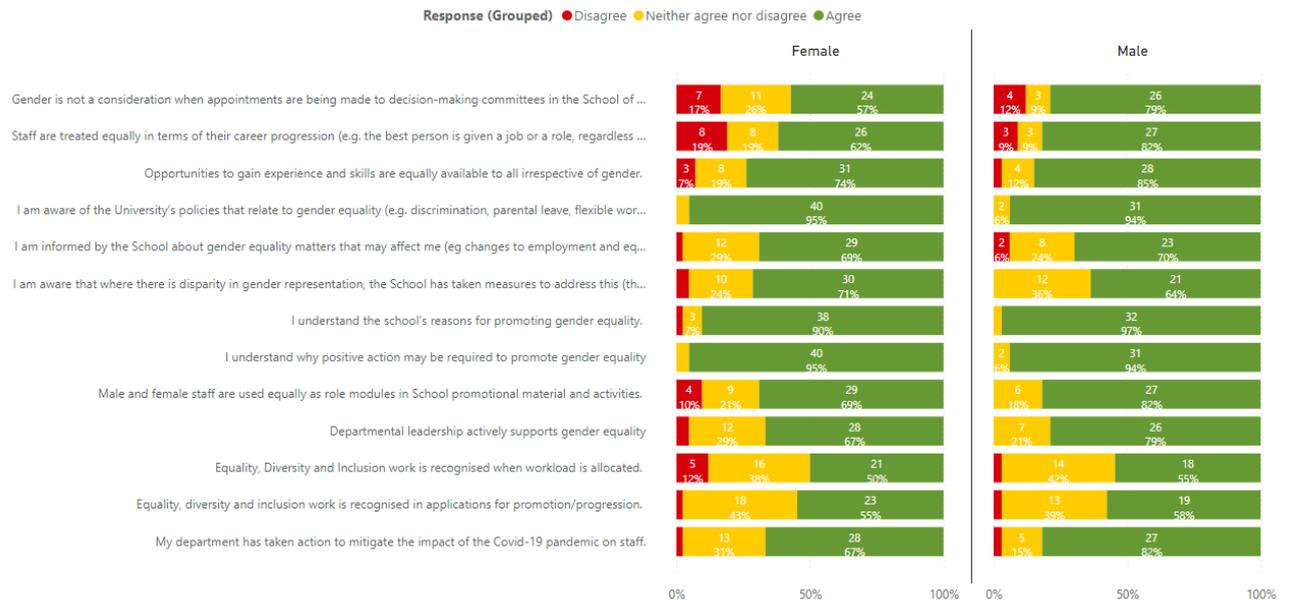
1.2.6 Comparison of responses career development responses between 2017-2024 expressed as a % of staff (numbers labelled on bars)



## 1.3 Gender Equality

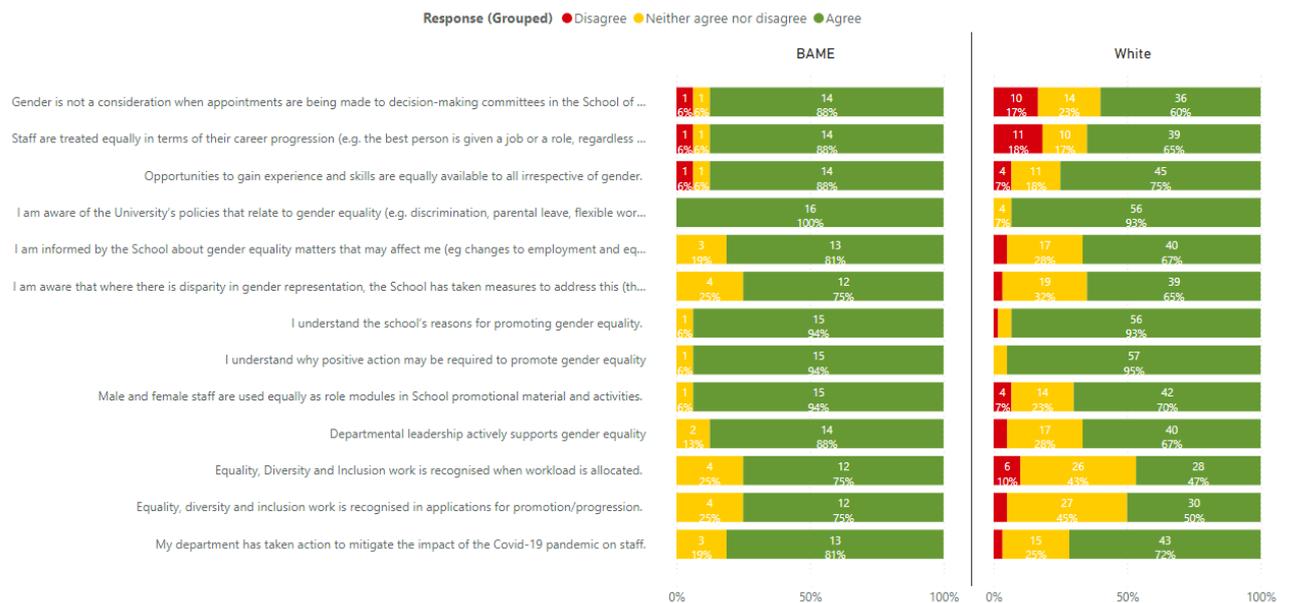
### 1.3.1 Gender Equality responses by gender

Responses to Question Theme: Gender Equality



### 1.3.2 Gender Equality responses by ethnicity

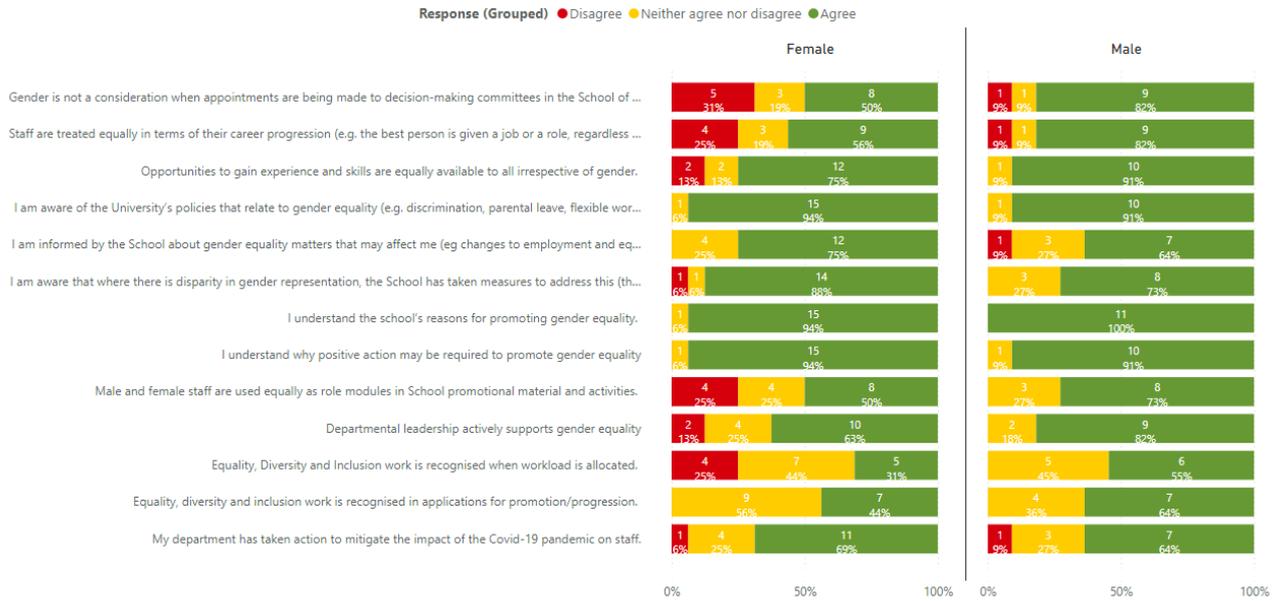
Responses to Question Theme: Gender Equality



### 1.3.3 Gender Equality responses by role and gender

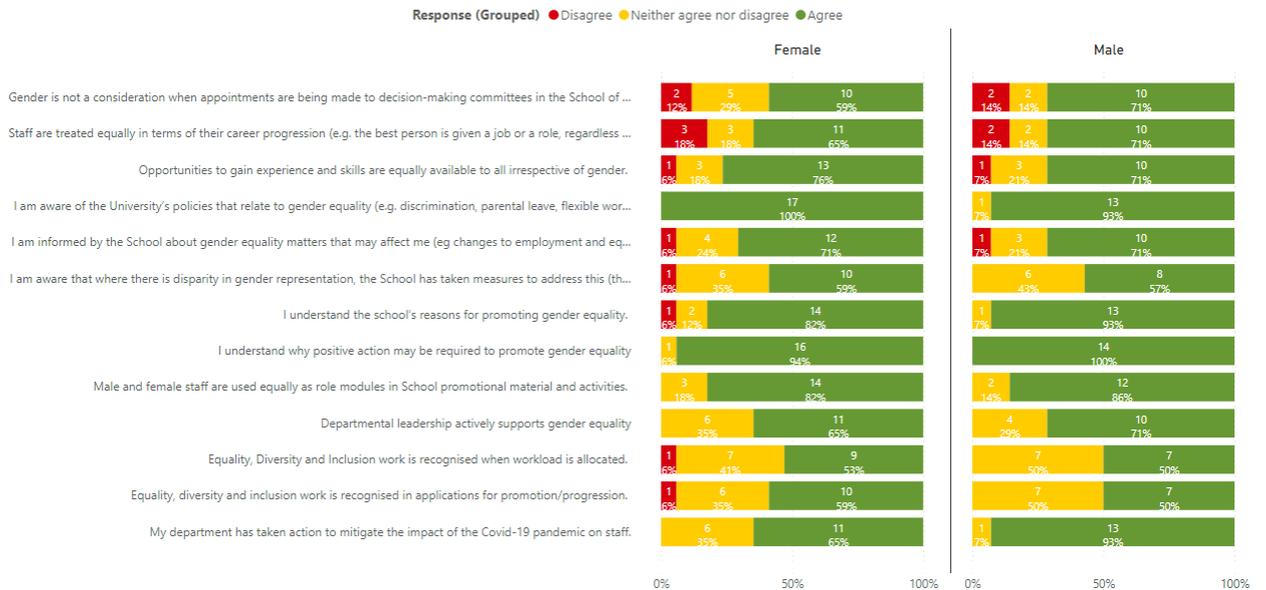
(i) Academic

Responses to Question Theme: Gender Equality



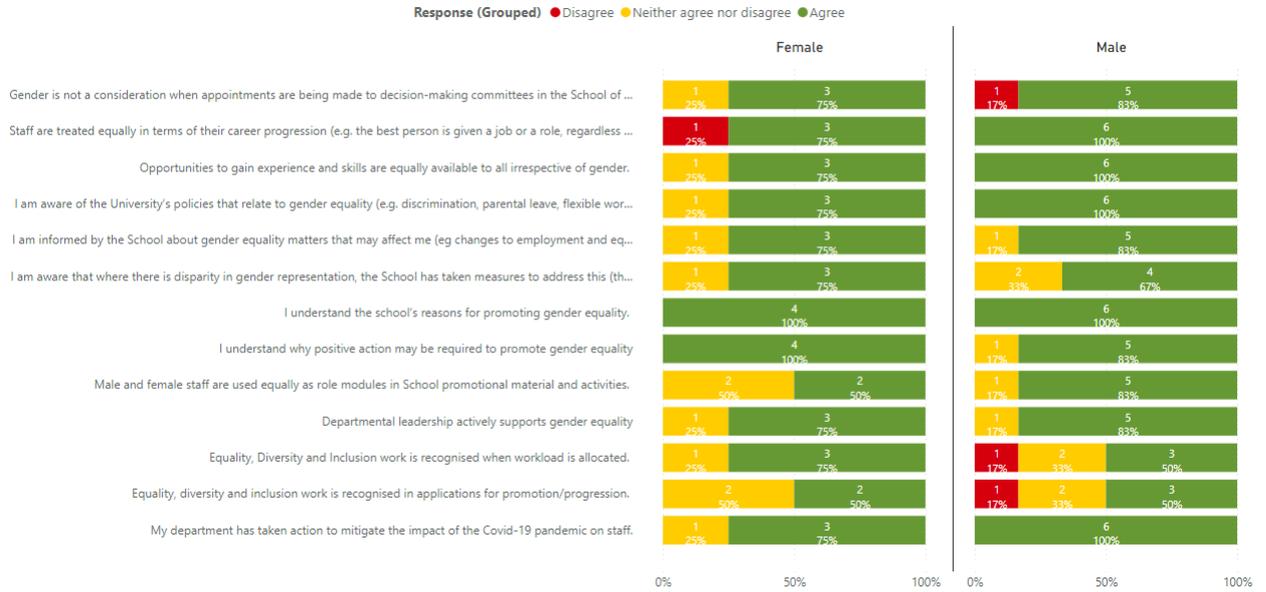
(ii) PTO

Responses to Question Theme: Gender Equality



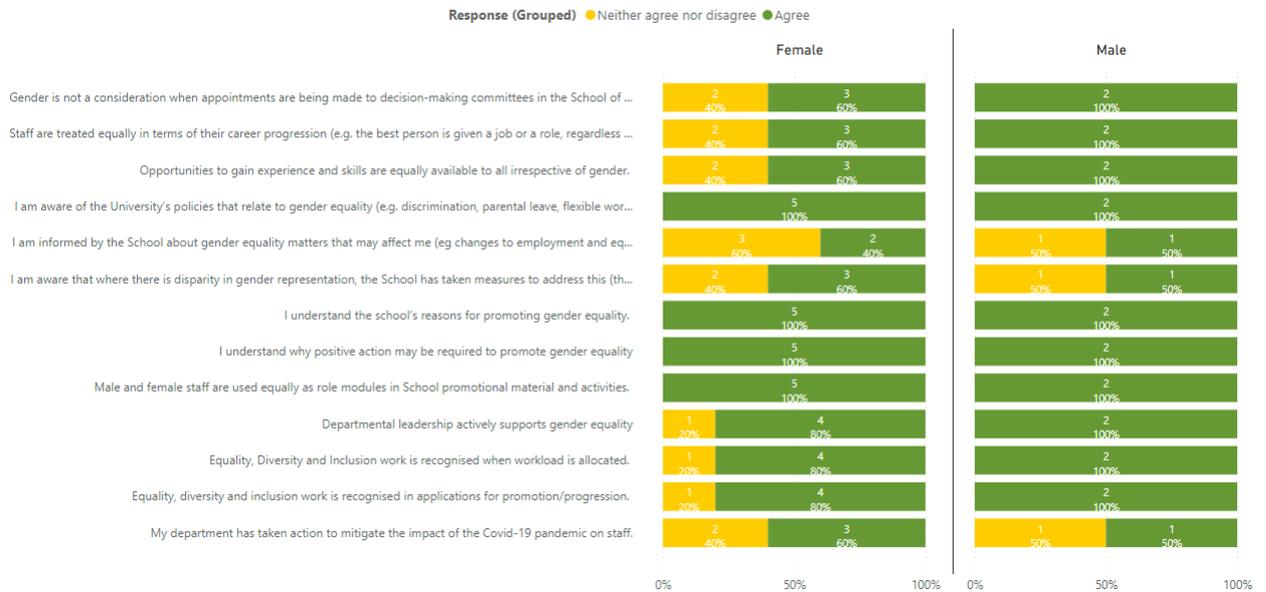
**(iii) Research**

Responses to Question Theme: Gender Equality



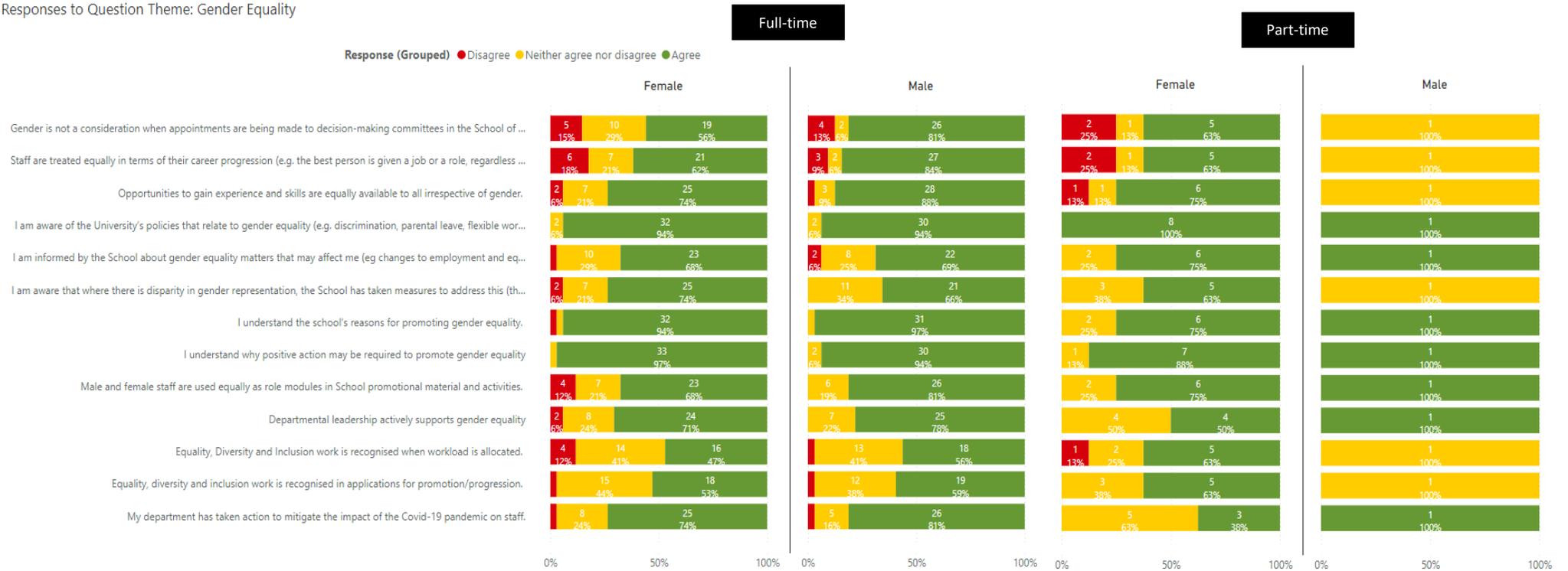
**(iv) Postgraduate**

Responses to Question Theme: Gender Equality



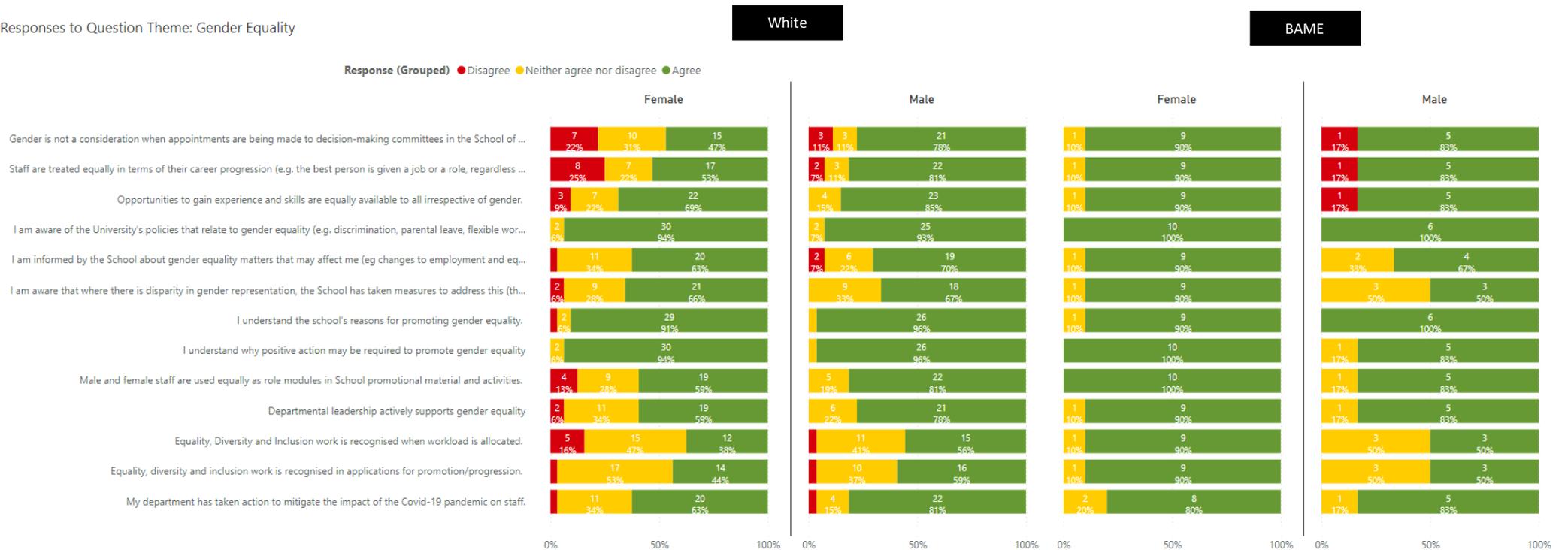
### 1.3.4 Gender Equality responses by gender and contract type

Responses to Question Theme: Gender Equality

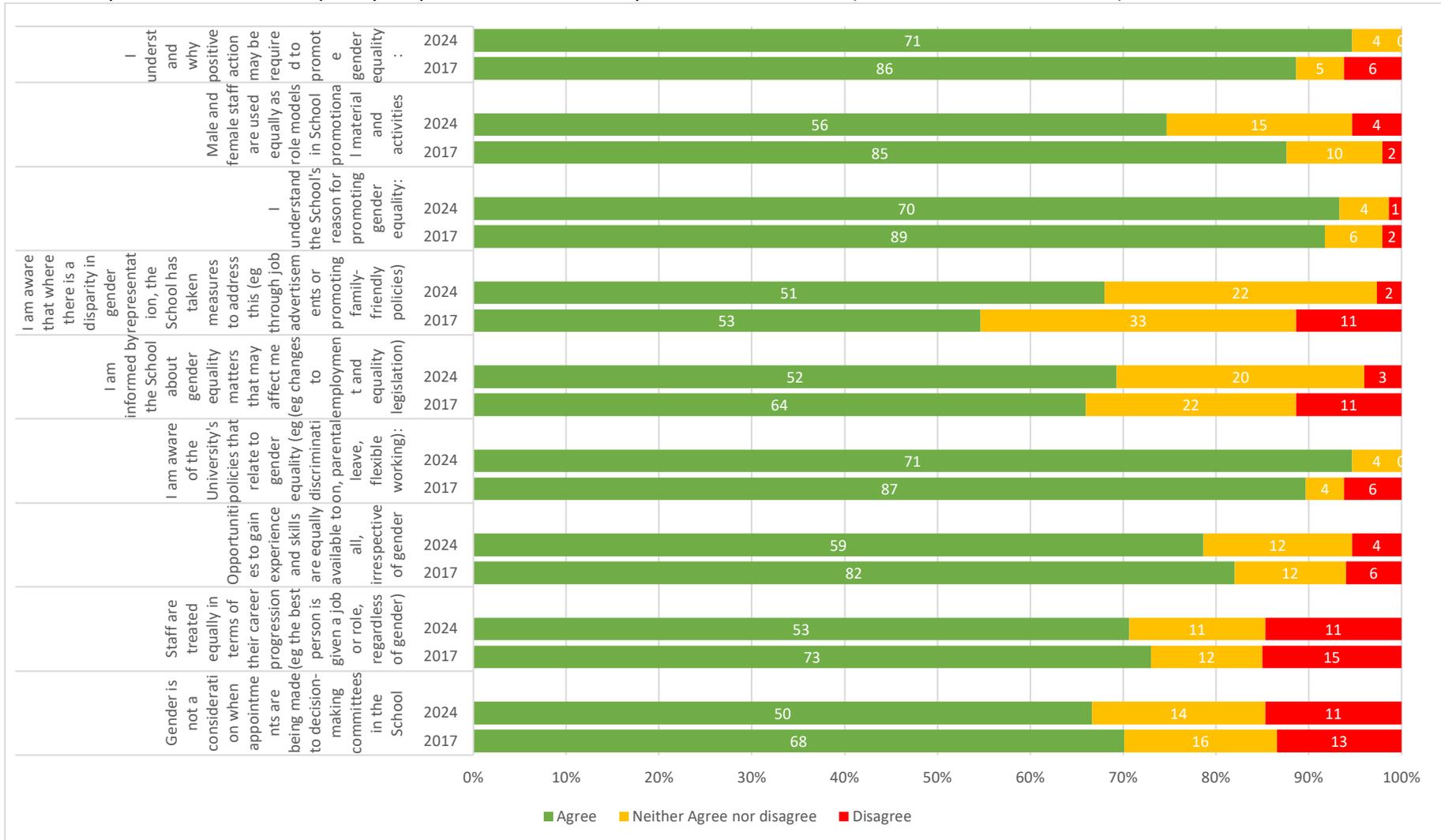


### 1.3.5 Gender Equality responses by gender and ethnicity

Responses to Question Theme: Gender Equality



1.3.6 Comparison of Gender Equality responses 2017-2024 expressed as % of staff (numbers labelled on bars)



## 1.4 Belonging and Inclusion

### 1.4.1 Belonging and Inclusion by gender

Responses to Question Theme: Belonging and Inclusion



### 1.4.2 Belonging and Inclusion by ethnicity

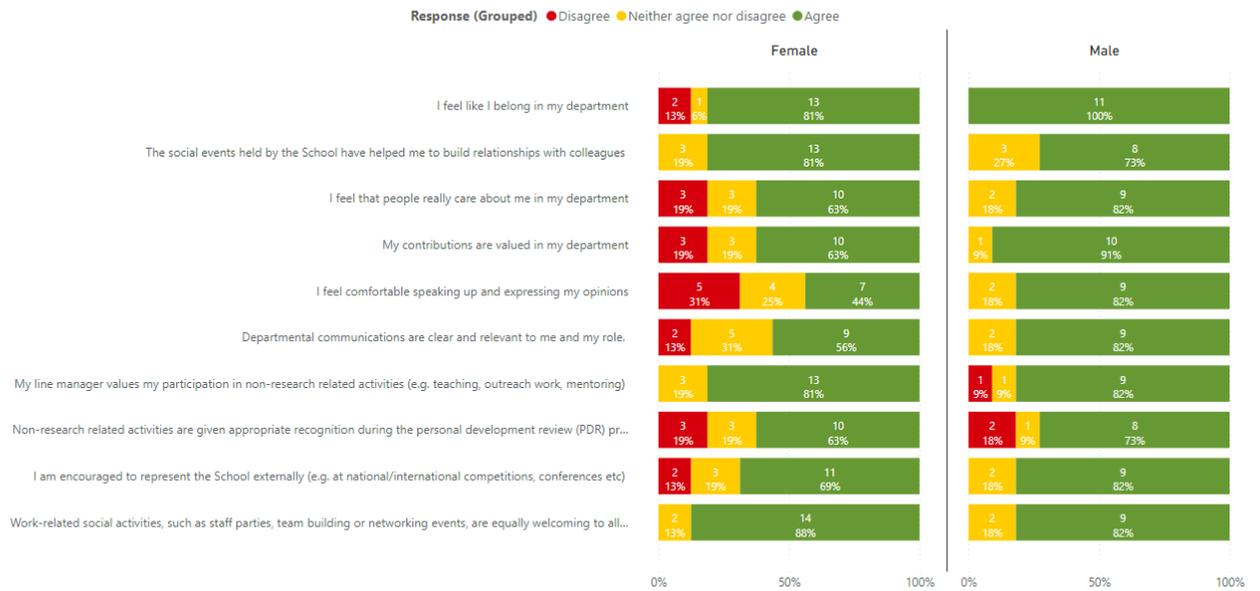
Responses to Question Theme: Belonging and Inclusion



### 1.4.3 Belonging and Inclusion by role and gender

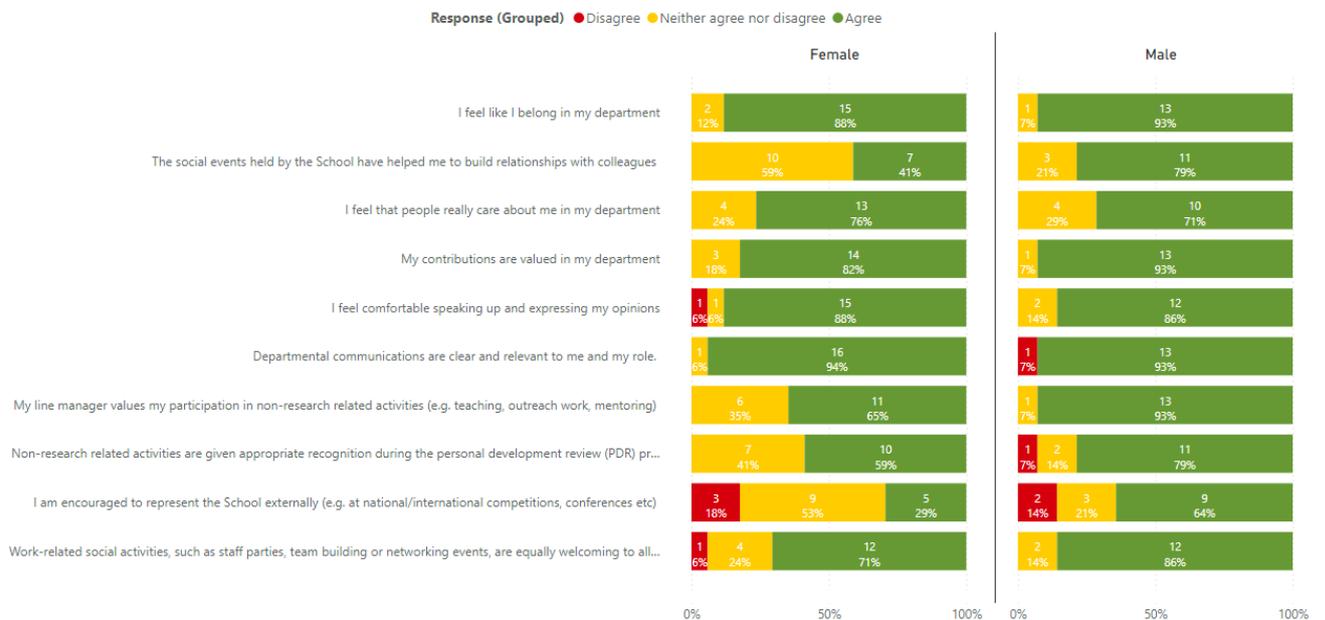
#### (i) Academic

Responses to Question Theme: Belonging and Inclusion



#### (ii) PTO

Responses to Question Theme: Belonging and Inclusion



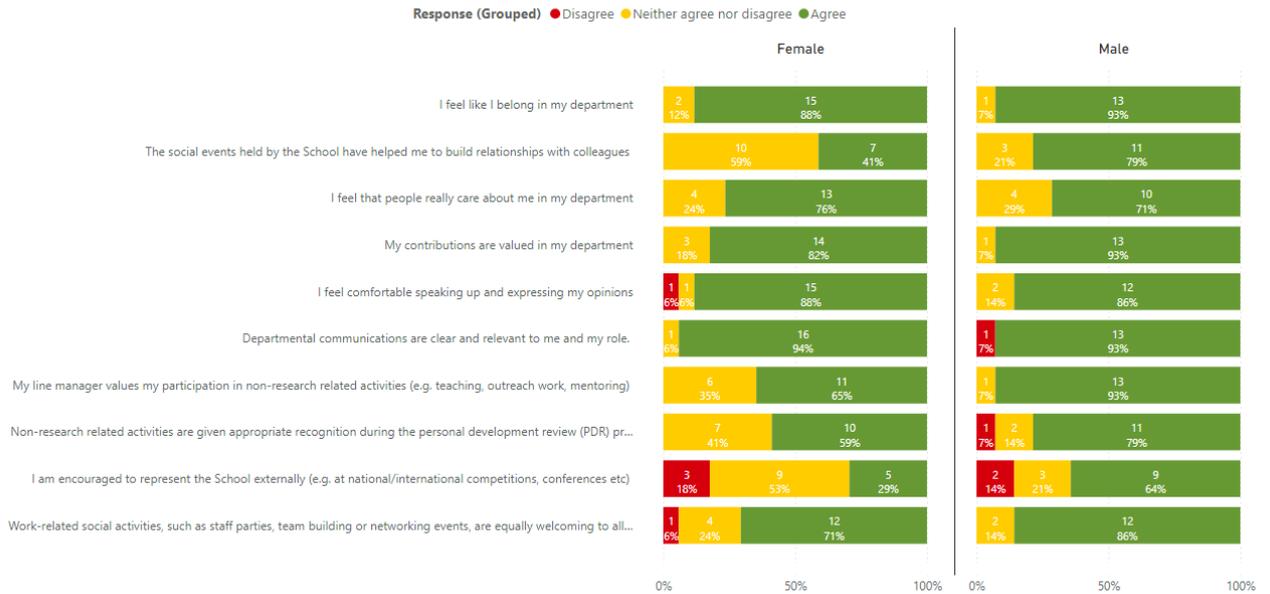
**(iii) Research**

Responses to Question Theme: Belonging and Inclusion



**(iv) Postgraduate**

Responses to Question Theme: Belonging and Inclusion



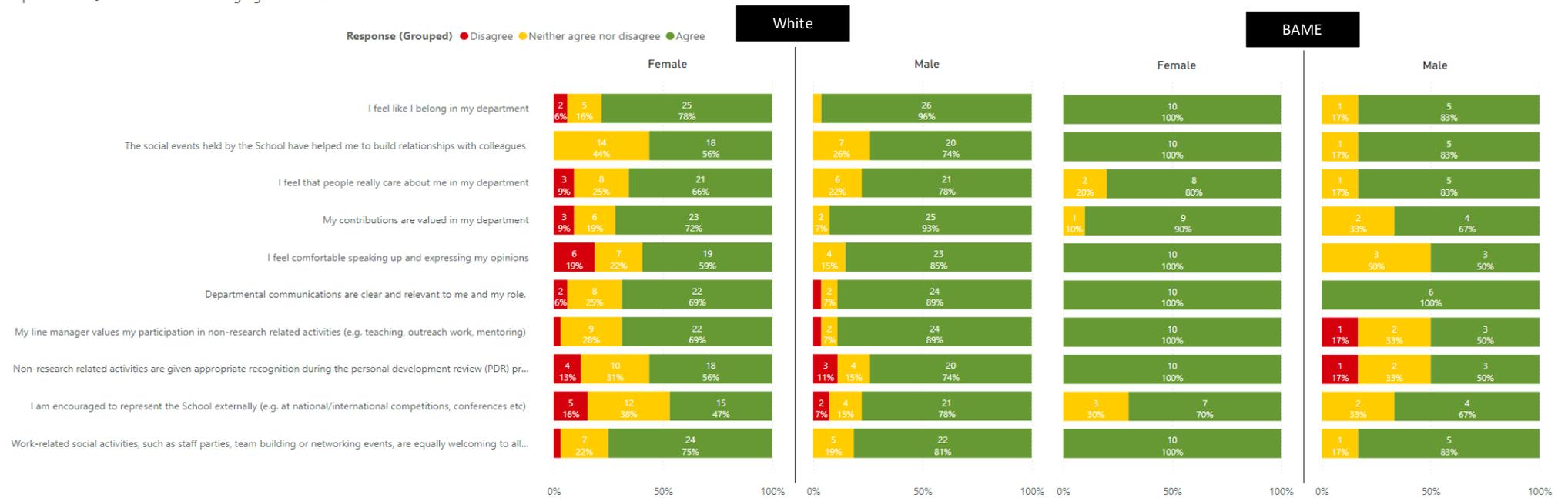
### 1.4.4 Belonging and Inclusion by gender and contract type

Responses to Question Theme: Belonging and Inclusion

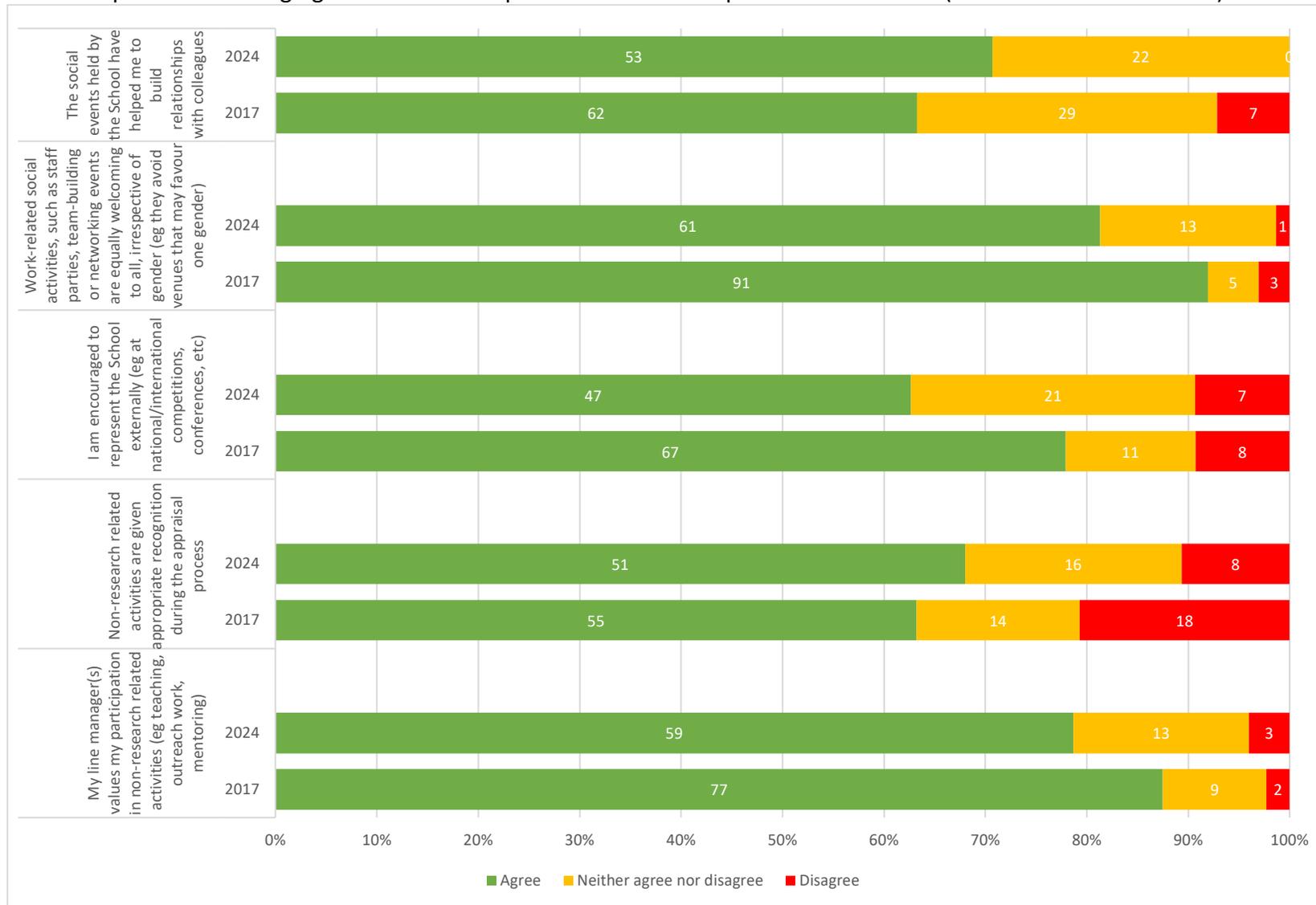


## 1.4.5 Belonging and Inclusion by gender and ethnicity

Responses to Question Theme: Belonging and Inclusion



### 1.4.6 Comparison in Belonging and inclusion responses 2017-2024 expressed as % of staff (numbers labelled on bars)



## 1.5 Work life balance

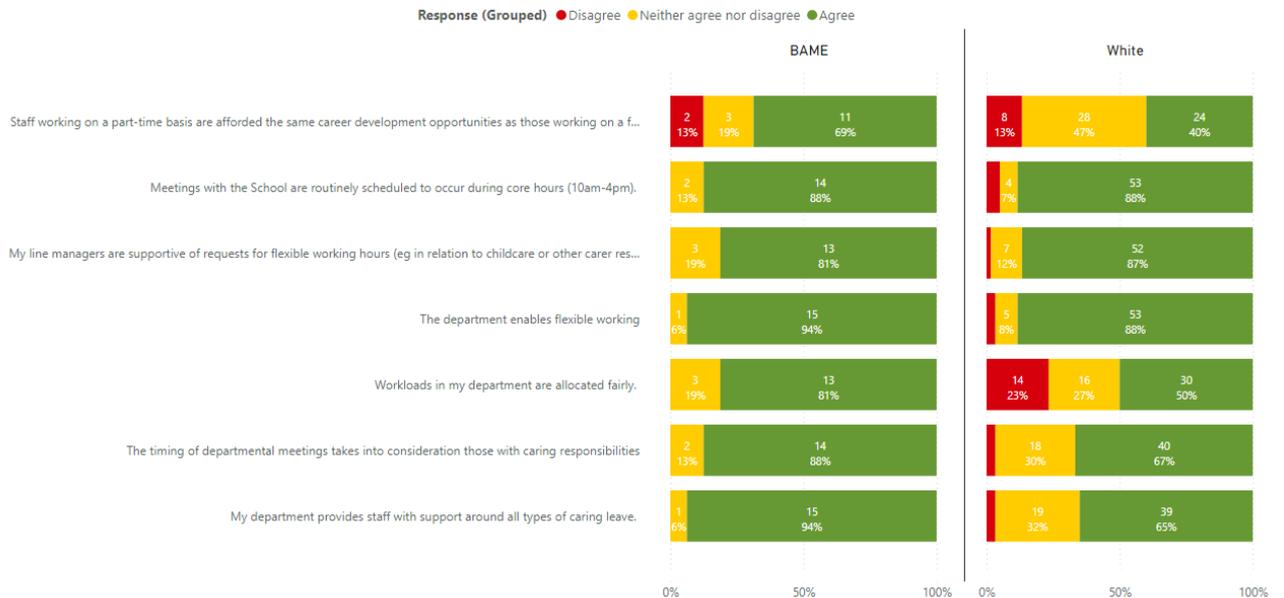
### 1.5.1 Work life balance by gender

Responses to Question Theme: Work-life Balance



### 1.5.2 Work-life balance by ethnicity

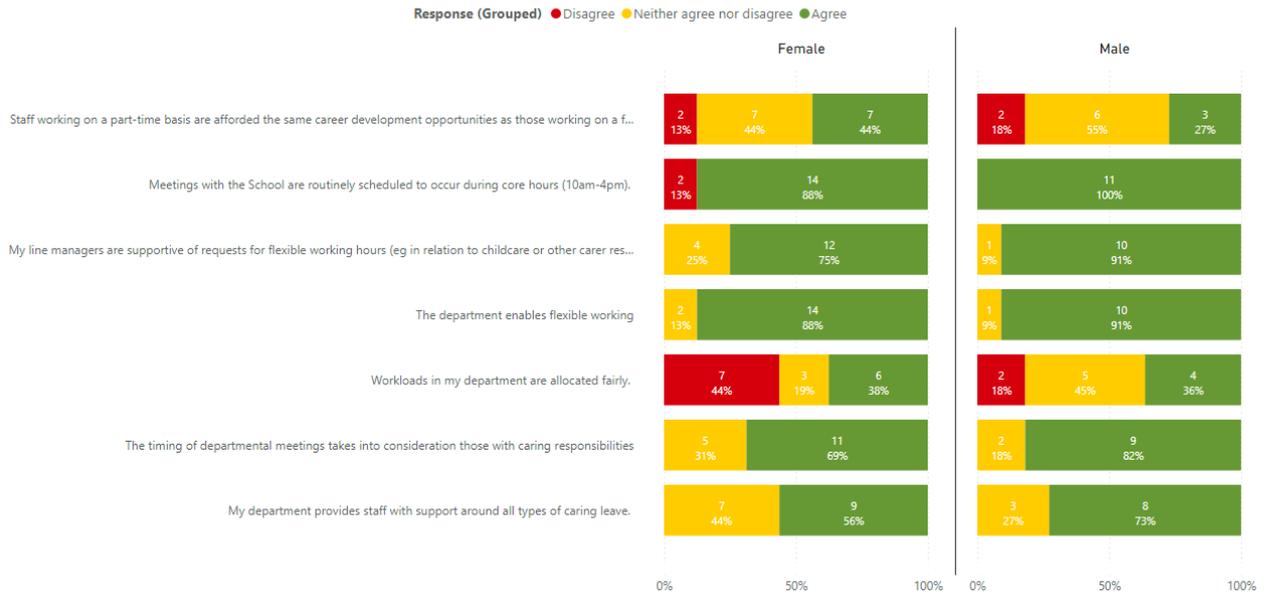
Responses to Question Theme: Work-life Balance



### 1.5.3 Work life balance by role and gender

#### (i) Academic

Responses to Question Theme: Work-life Balance



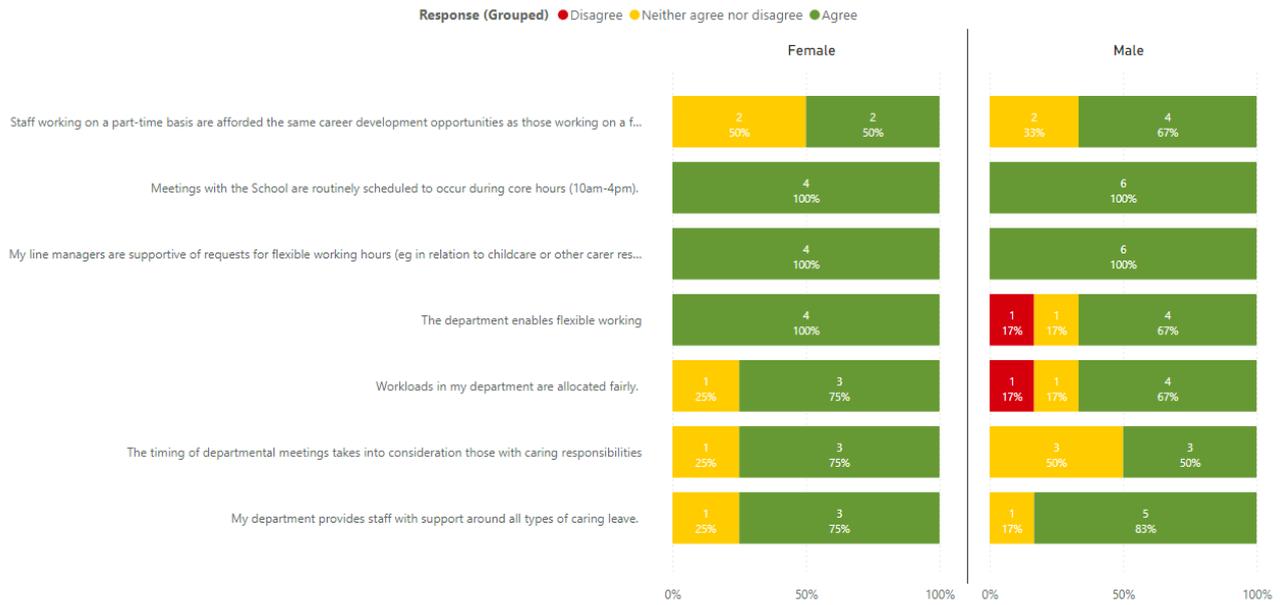
#### (ii) PTO

Responses to Question Theme: Work-life Balance



*(iii) Research*

Responses to Question Theme: Work-life Balance



*(iv) Postgraduate*

Responses to Question Theme: Work-life Balance



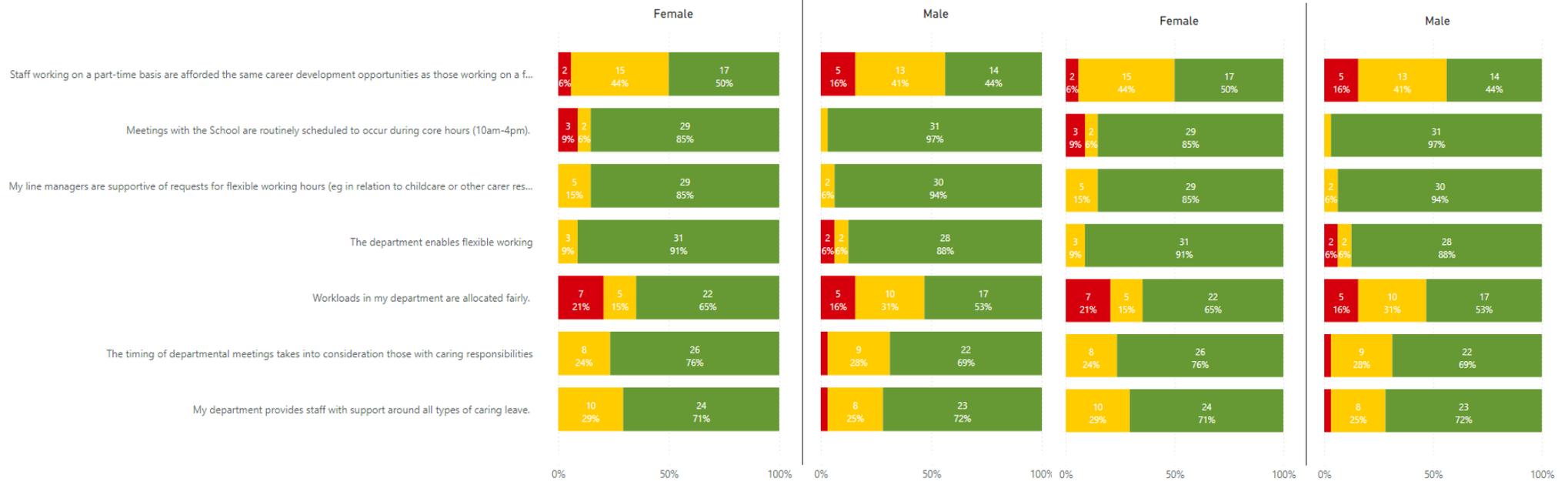
### 1.5.4 Work-life balance by gender and contract type

Full-time

Part-time

Responses to Question Theme: Work-life Balance

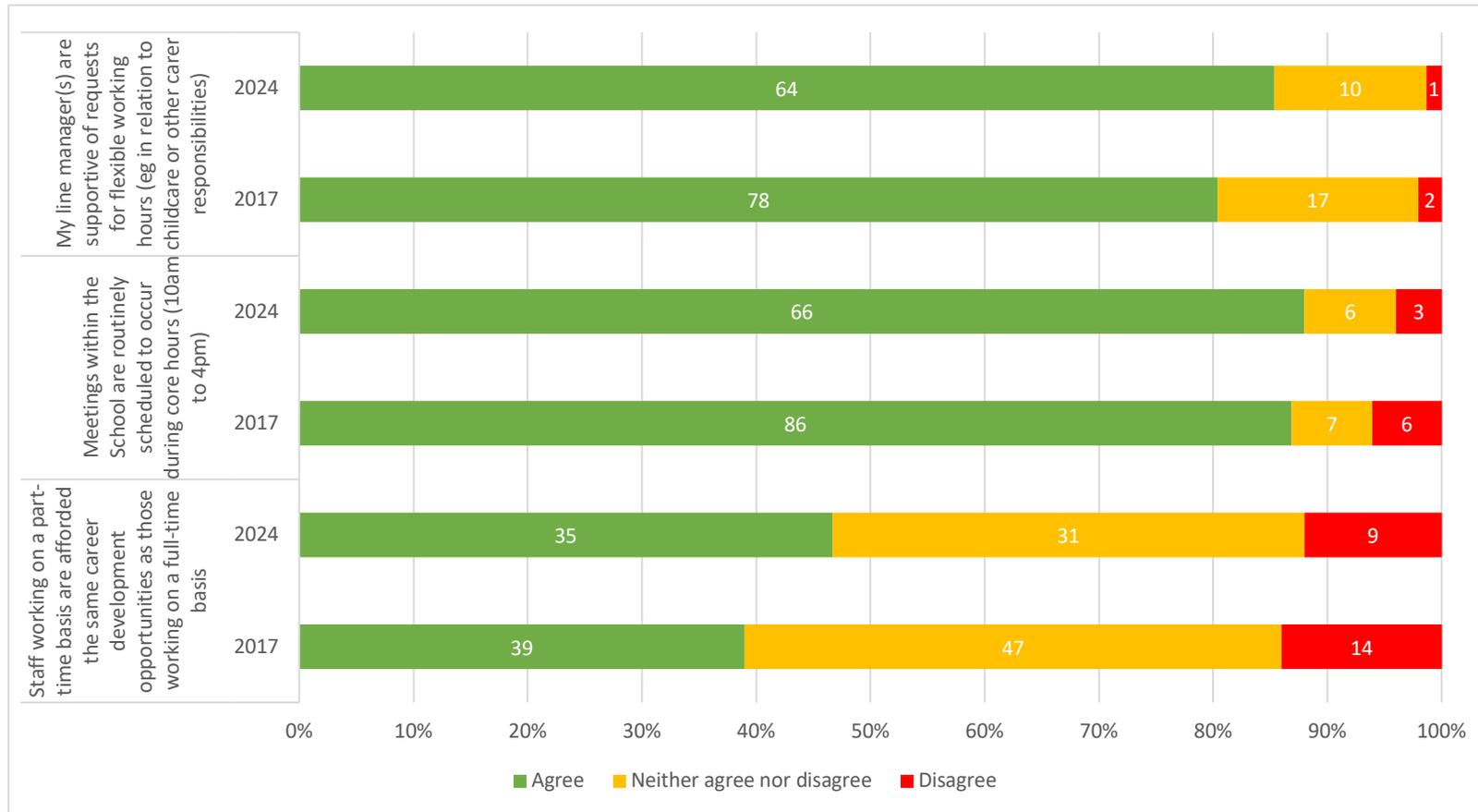
Response (Grouped) ● Disagree ● Neither agree nor disagree ● Agree



### 1.5.5 Work-life balance by gender and ethnicity



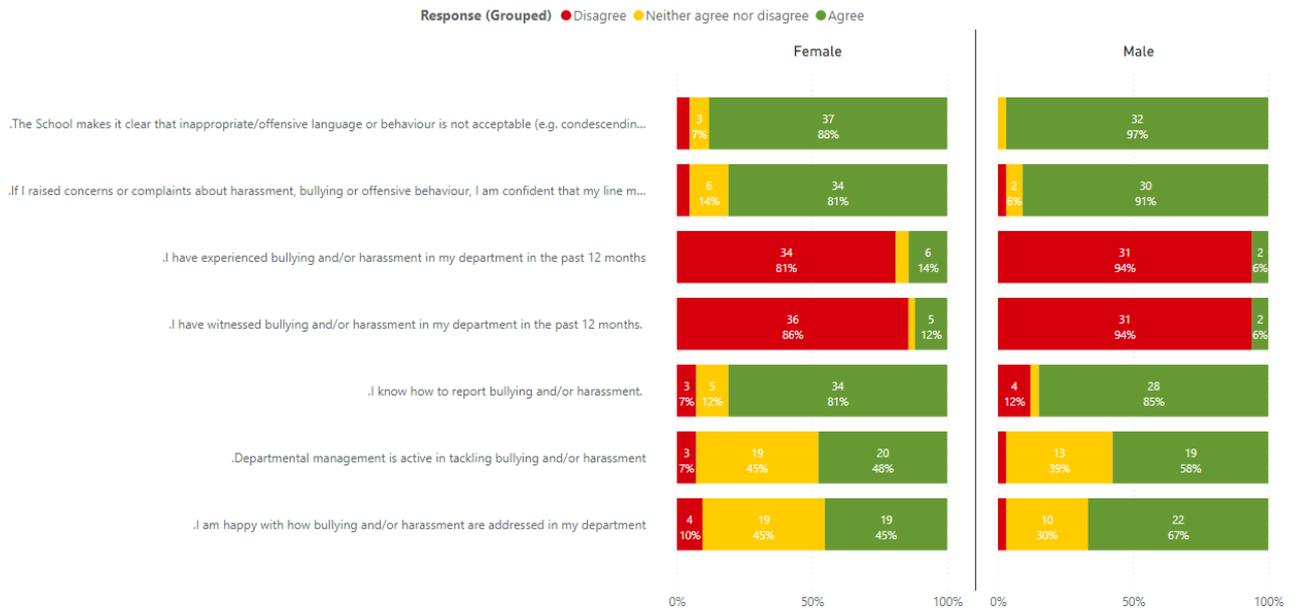
1.5.6 Comparison of work life balance 2017-2024 expressed as % of staff (numbers labelled on bars)



## 1.6 Bullying and Harassment

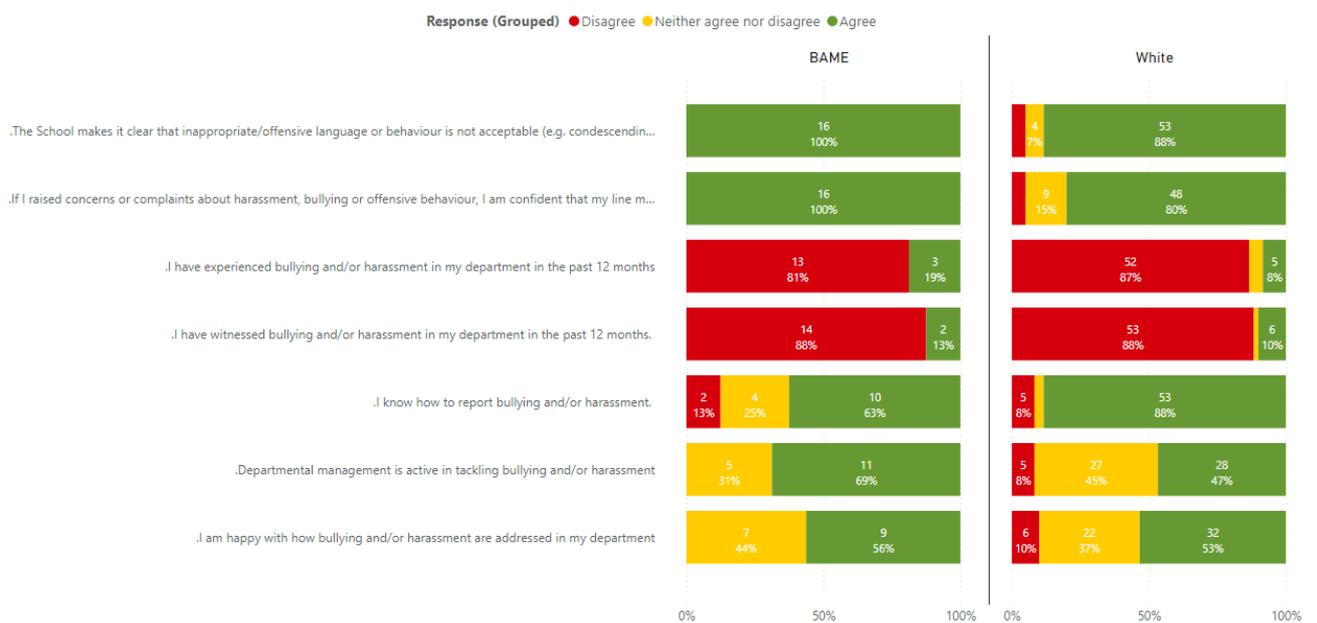
### 1.6.1 Bullying and Harassment by gender

Responses to Question Theme: Bullying and Harassment



### 1.6.2 Bullying and Harassment by ethnicity

Responses to Question Theme: Bullying and Harassment



### 1.6.3 Bullying and Harassment by role and gender

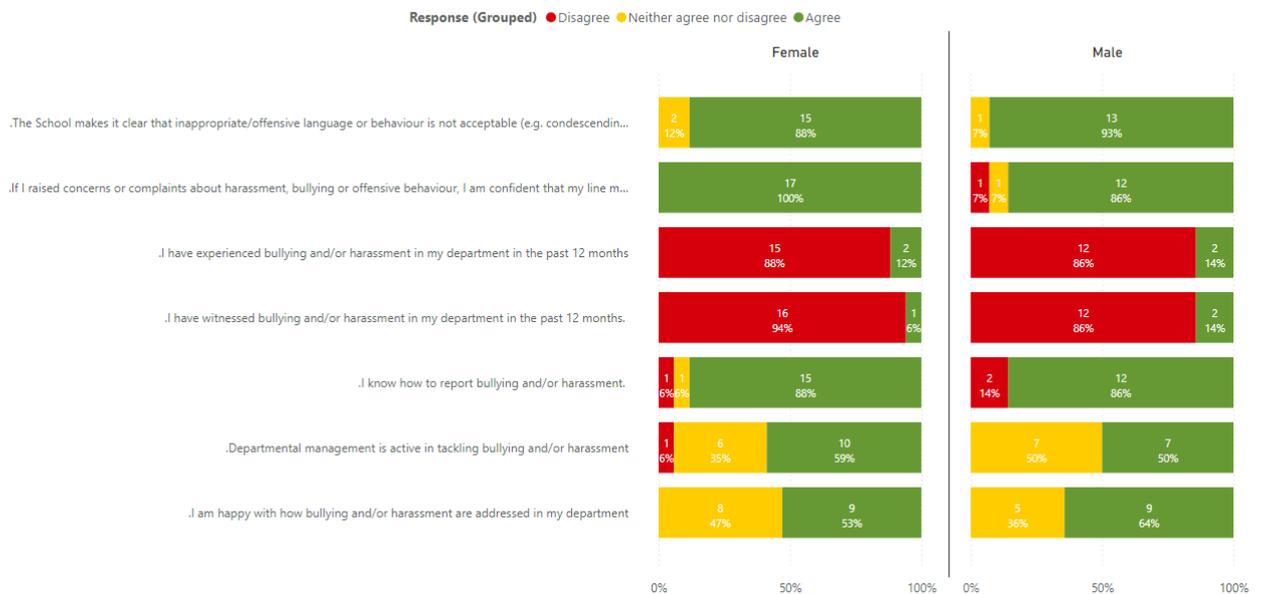
#### (i) Academic

Responses to Question Theme: Bullying and Harassment



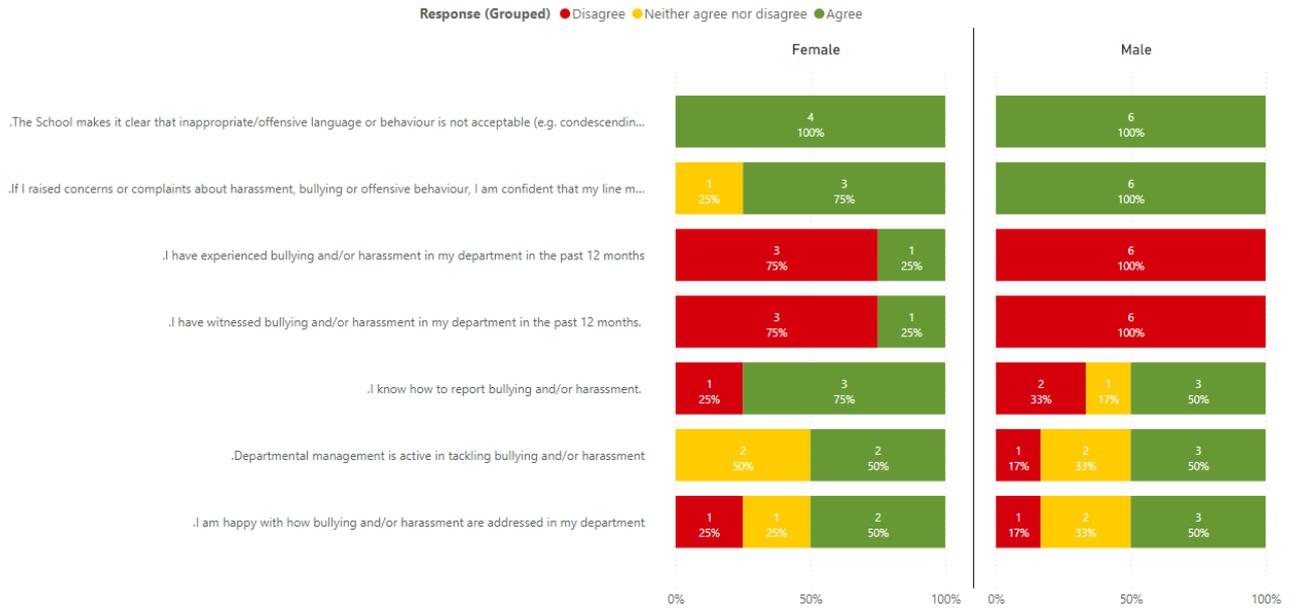
#### (ii) PTO

Responses to Question Theme: Bullying and Harassment



**(iii) Research**

Responses to Question Theme: Bullying and Harassment



**(iv) Postgraduate**

Responses to Question Theme: Bullying and Harassment



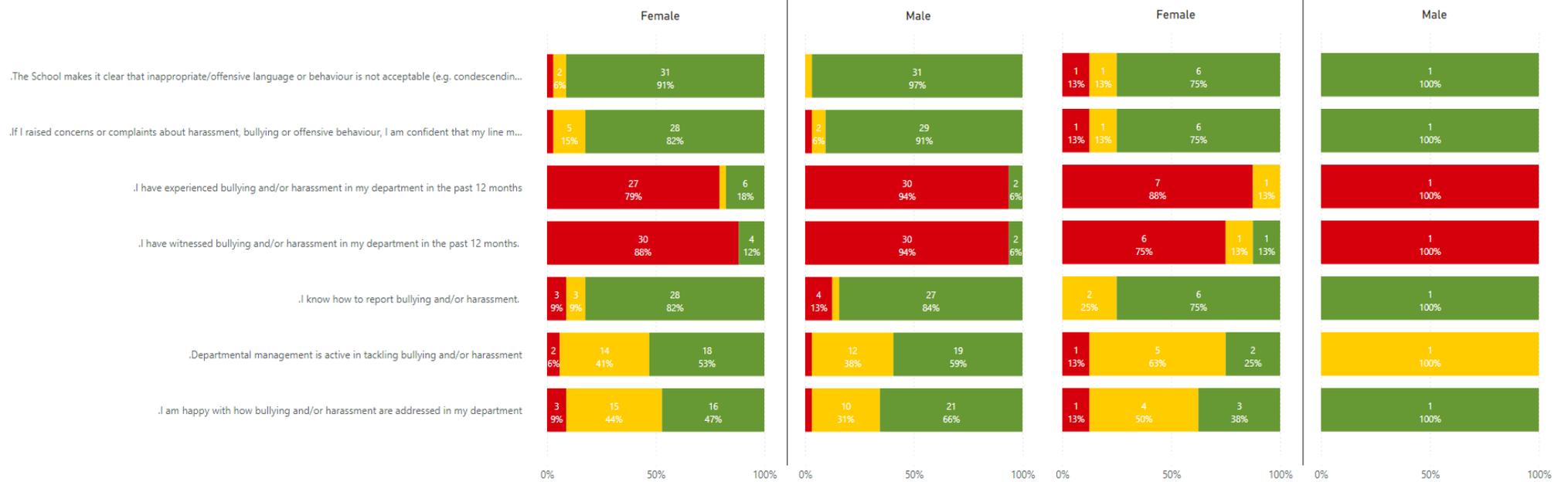
### 1.6.4 Bullying and Harassment by gender and contract type

Responses to Question Theme: Bullying and Harassment

Full-time

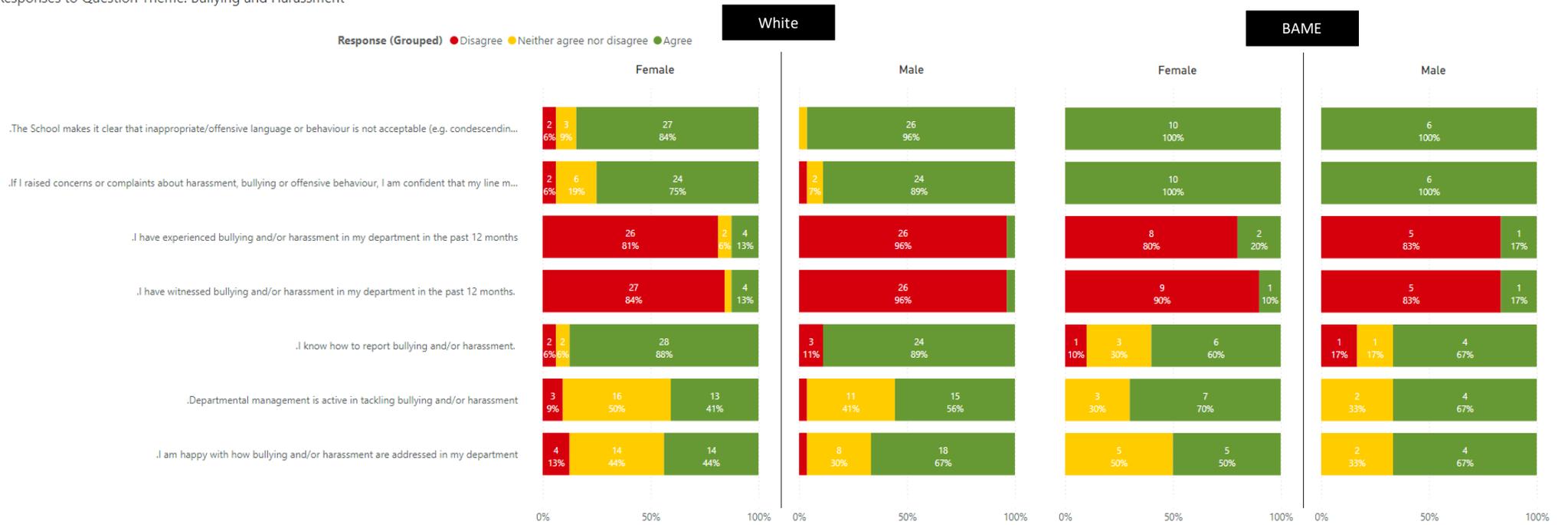
Part-time

Response (Grouped) ● Disagree ● Neither agree nor disagree ● Agree

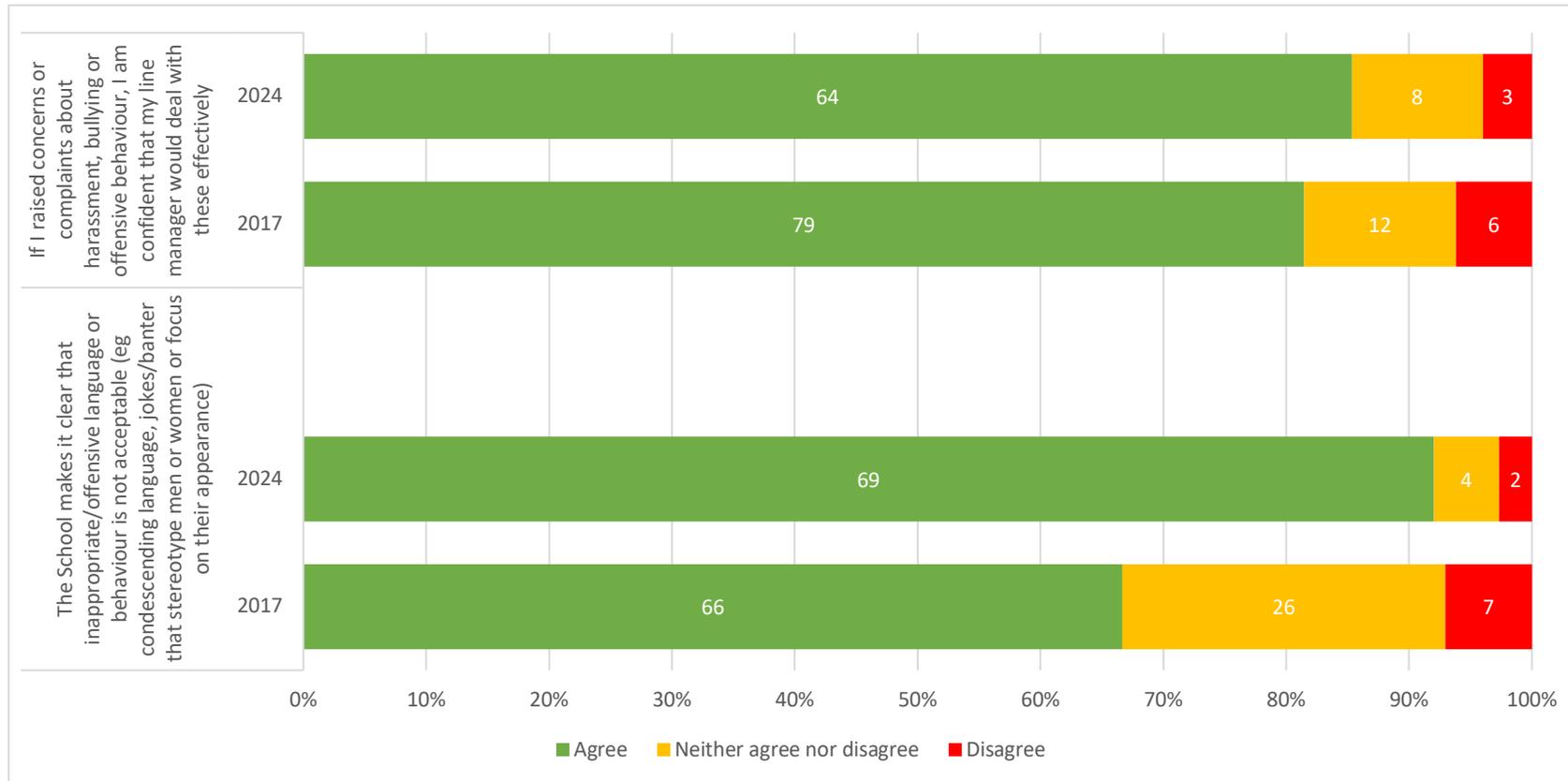


## 1.6.5 Bullying and Harassment by gender and ethnicity

Responses to Question Theme: Bullying and Harassment



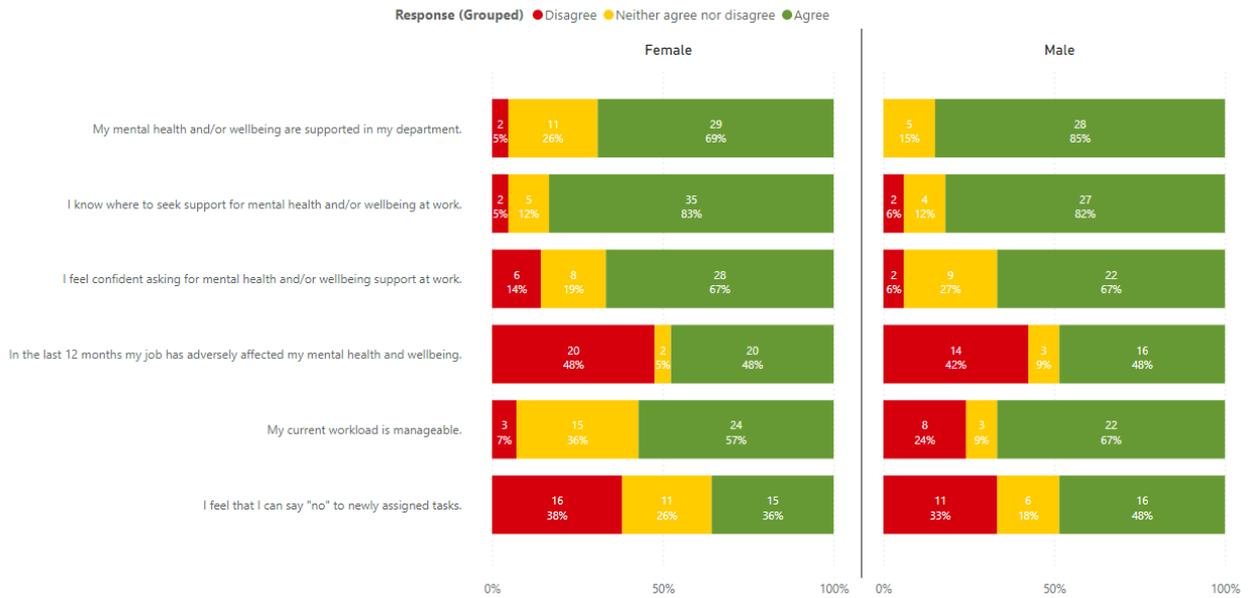
1.6.6 Comparison of Bullying and Harassment responses 2017 vs 2024 expressed as % of staff (numbers labelled on bars)



## 1.7 Wellbeing

### 1.7.1 Wellbeing by gender

Responses to Question Theme: Wellbeing



### 1.7.2 Wellbeing by ethnicity

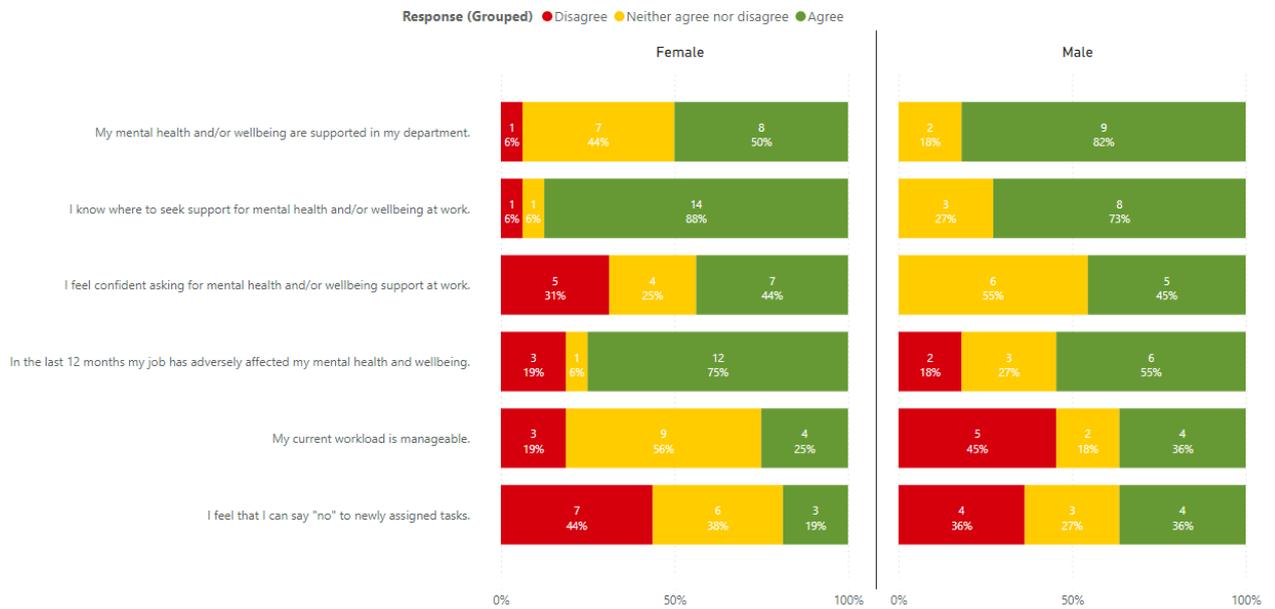
Responses to Question Theme: Wellbeing



### 1.7.3 Wellbeing by role and gender

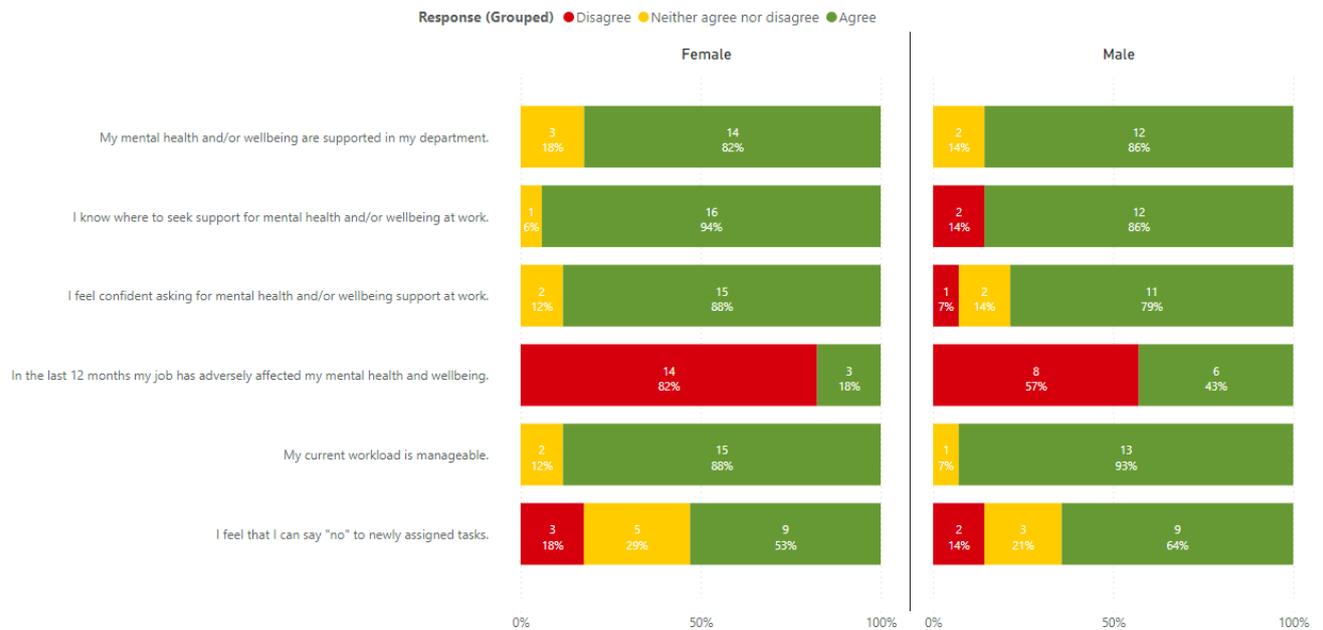
#### (i) Academic

Responses to Question Theme: Wellbeing



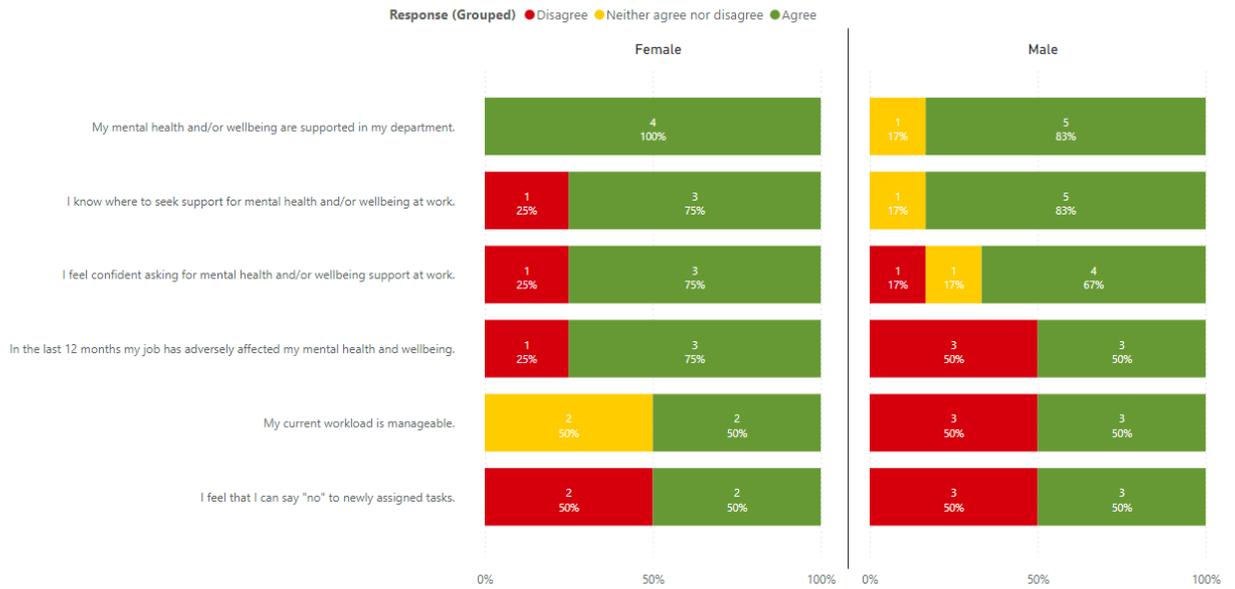
#### (ii) PTO

Responses to Question Theme: Wellbeing



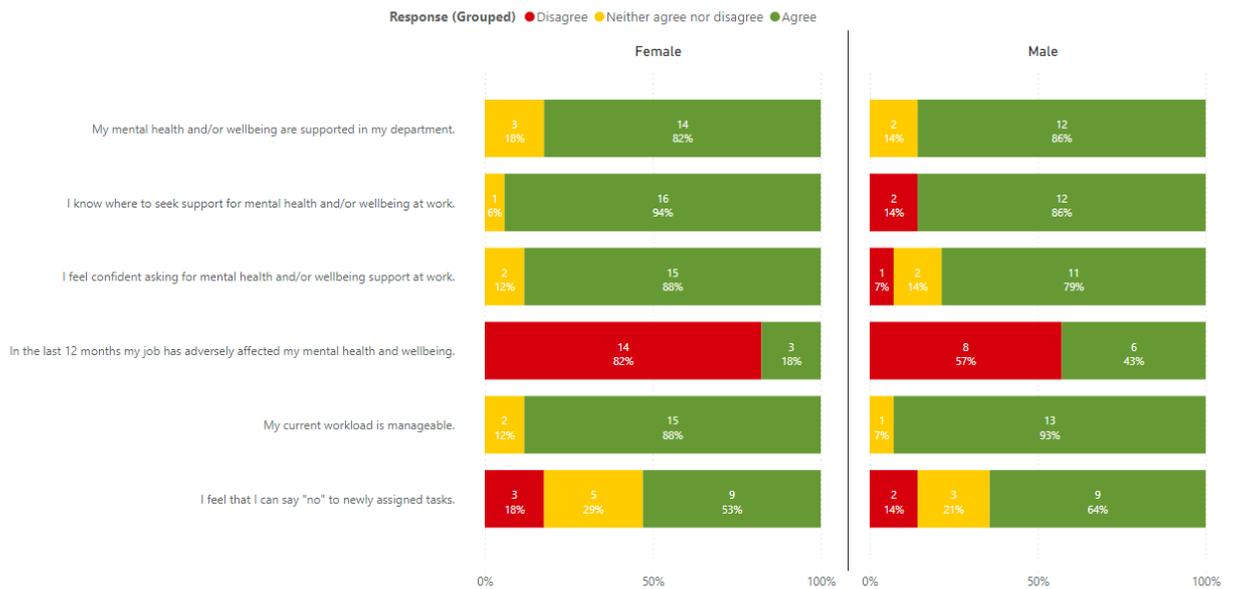
**(iii) Research**

Responses to Question Theme: Wellbeing



**(iv) Postgraduate**

Responses to Question Theme: Wellbeing



### 1.7.4 Wellbeing by gender and contract type

Responses to Question Theme: Wellbeing

Full-time

Part-time

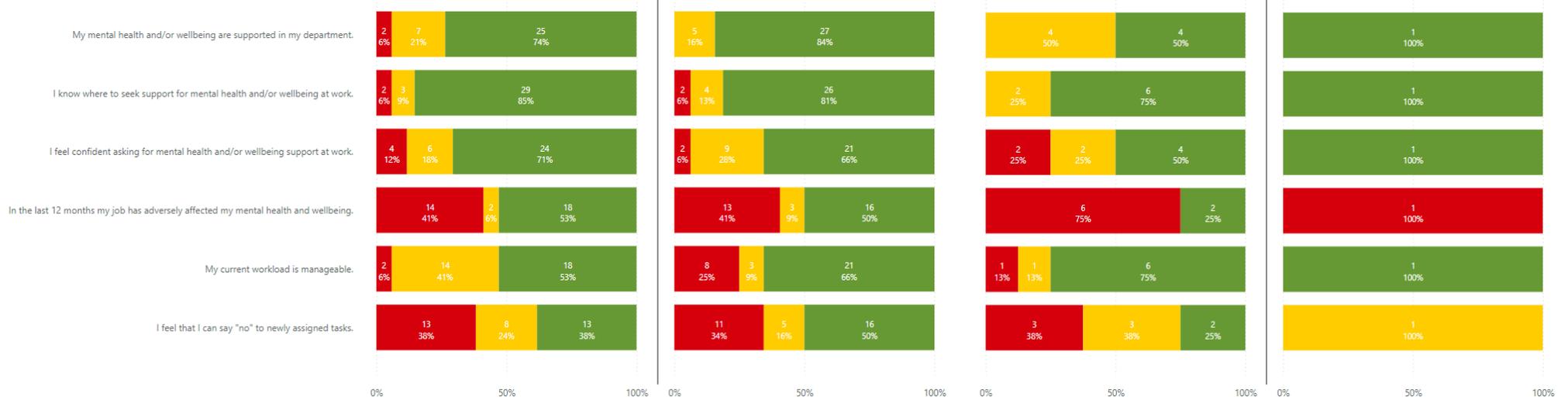
Response (Grouped) ● Disagree ● Neither agree nor disagree ● Agree

Female

Male

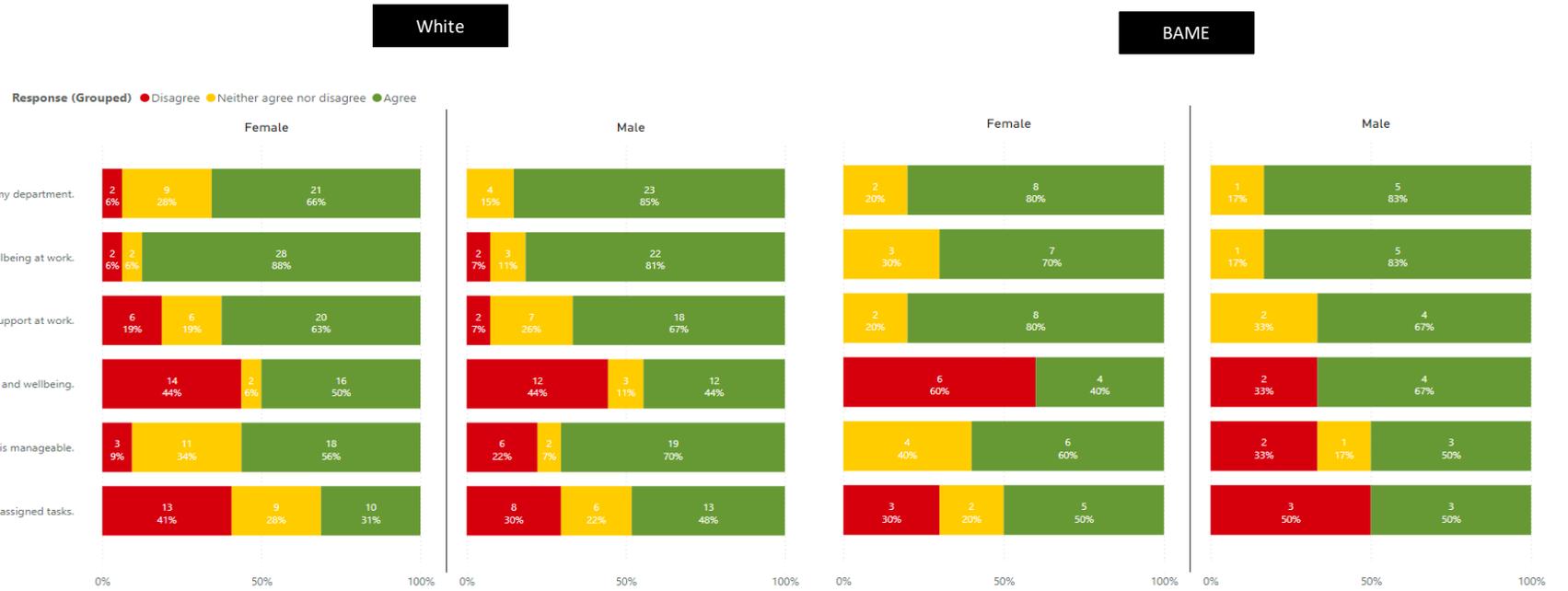
Female

Male



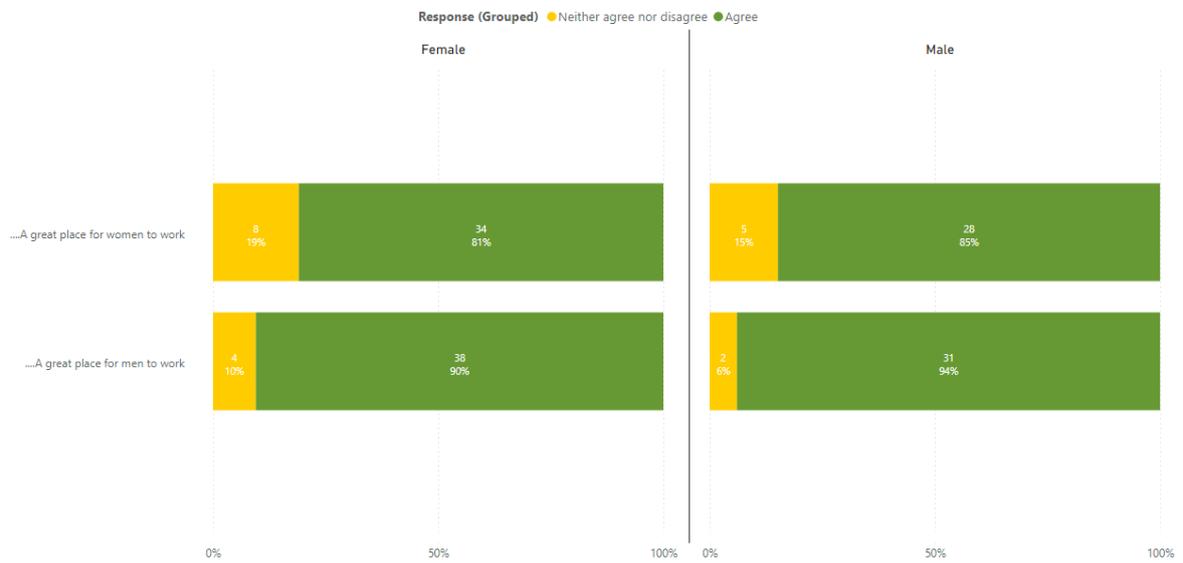
## 1.7.5 Wellbeing by gender and ethnicity

Responses to Question Theme: Wellbeing



## 1.8 The School is a great place for women and men to work.

Responses to Question Theme: The School of Pharmacy is



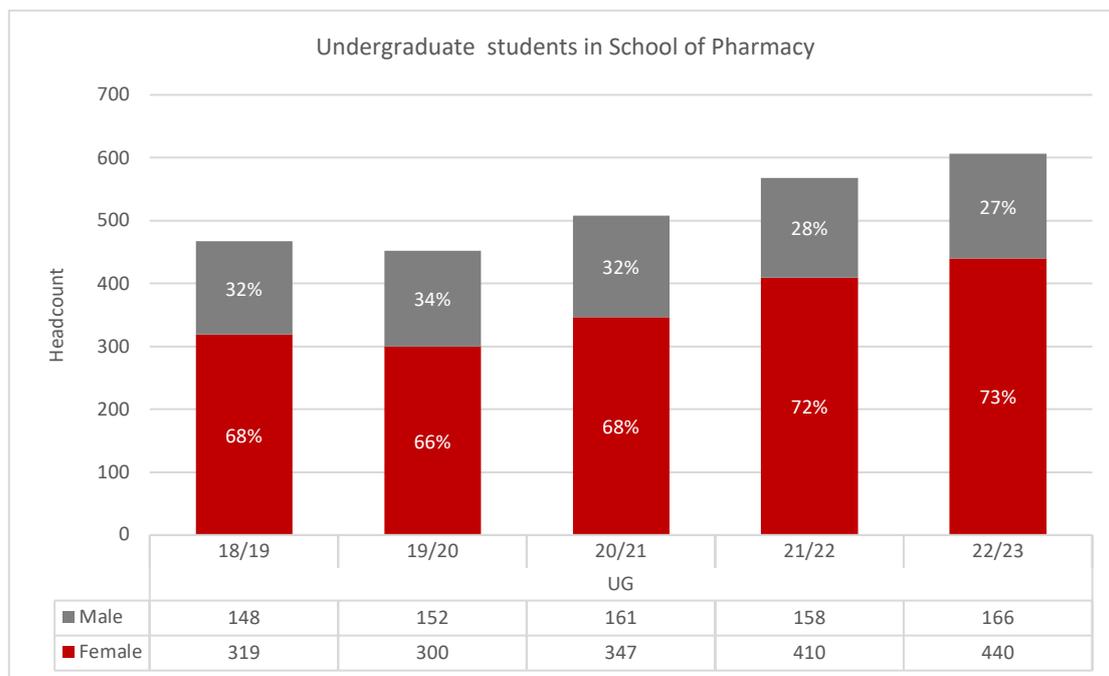
**Appendix 2: Data are presented as follows:**

<b>Appendix</b>	<b>Department Data requirements</b>
<b>2.1</b>	Students at foundation, UG, PGT and PGR level
<b>2.2</b>	Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level
<b>2.3a</b>	Overall Academic staff by grade
<b>2.3b</b>	Overall Academic staff by contract function
<b>2.3</b>	Academic staff by grade and contract function
<b>2.4</b>	Academic staff by grade and contract type
<b>2.5</b>	Professional, technical and operational (PTO) staff by grade and job family
<b>2.6</b>	PTO staff by grade and contract type
<b>2.7</b>	Applications, shortlist and appointments made in recruitment to academic posts by grade
<b>2.8</b>	Applications, shortlist and appointments made in recruitment to PTO posts by grade
<b>2.9</b>	Applications and success rates for academic promotion by grade
<b>2.10</b>	<i>Applications and success rates for PTO progression by grade (where there are formal routes for progression)(NO FORMAL ROUTES IN QUB)</i>

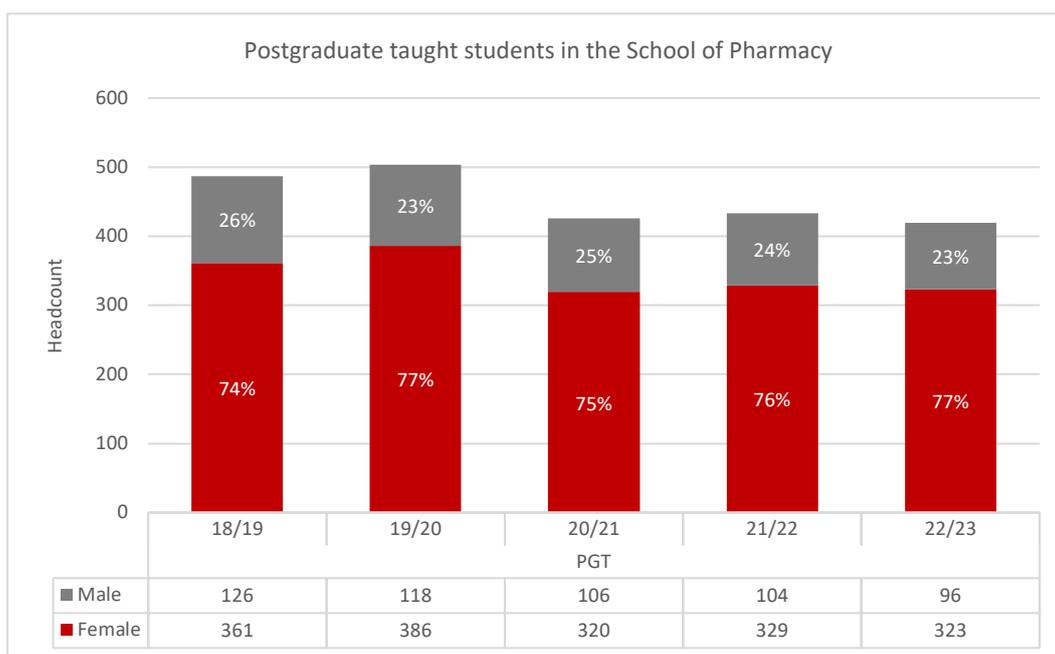
**NB: The centrally collected data in Appendix 2 is categorized by sex, using the terms male and female. Throughout the application, we use these terms to describe this data.**

## 2.1: Students at foundation, UG, PGT and PGR level

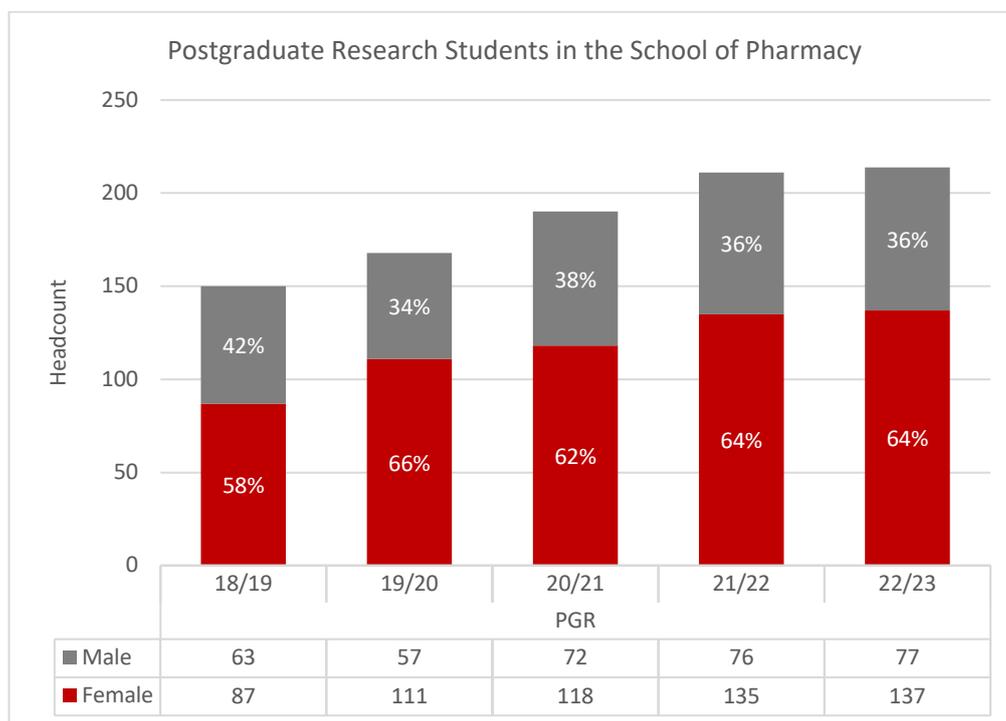
### 2.1.1 UG students



### 2.1.2 PGT students



### 2.1.3 PGR students

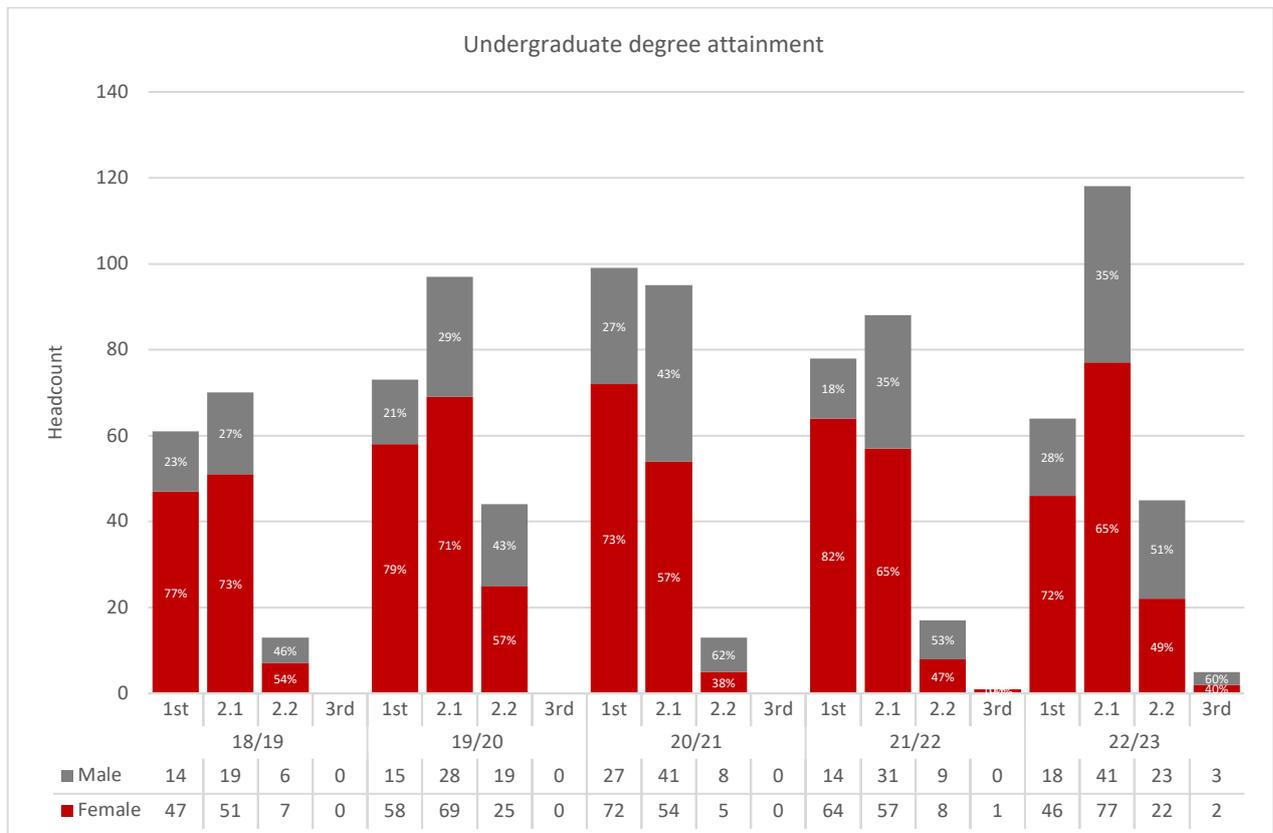


Level of Study	Year	Headcount		Percentage	
		Female	Male	Female	Male
UG	18/19	319	148	68%	32%
	19/20	300	152	66%	34%

	20/21	347	161	68%	32%
	21/22	410	158	72%	28%
	22/23	440	166	73%	27%
PGT	18/19	361	126	74%	26%
	19/20	386	118	77%	23%
	20/21	320	106	75%	25%
	21/22	329	104	76%	24%
PGR	22/23	323	96	77%	23%
	18/19	87	63	58%	42%
	19/20	111	57	66%	34%
	20/21	118	72	62%	38%
	21/22	135	76	64%	36%
	22/23	137	77	64%	36%

## 2.2: Degree attainment and/or completion rates for students at UG, PGT and PGR level.

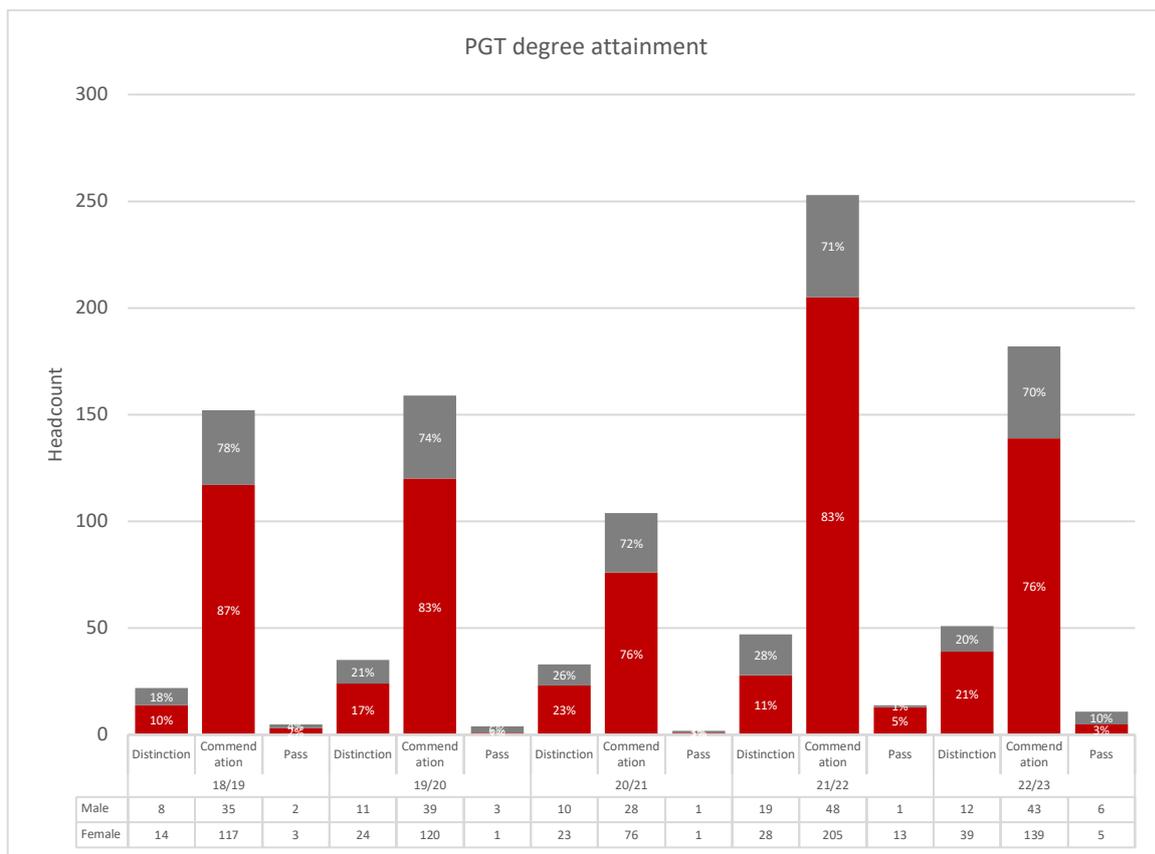
### 2.2.1 UG degree attainment



Year	Sex	Headcount	Percentage of Sex and Year
------	-----	-----------	----------------------------

		1st	2.1	2.2	3rd	1st	2.1	2.2	3rd
<b>18/19</b>	<b>Female</b>	47	51	7	0	45%	49%	7%	0%
	<b>Male</b>	14	19	6	0	36%	49%	15%	0%
<b>19/20</b>	<b>Female</b>	58	69	25	0	38%	45%	16%	0%
	<b>Male</b>	15	28	19	0	24%	45%	31%	0%
<b>20/21</b>	<b>Female</b>	72	54	5	0	55%	41%	4%	0%
	<b>Male</b>	27	41	8	0	36%	54%	11%	0%
<b>21/22</b>	<b>Female</b>	64	57	8	1	49%	44%	6%	1%
	<b>Male</b>	14	31	9	0	26%	57%	17%	0%
<b>22/23</b>	<b>Female</b>	46	77	22	2	31%	52%	15%	1%
	<b>Male</b>	18	41	23	3	21%	48%	27%	4%

### 2.2.2 PGT degree attainment

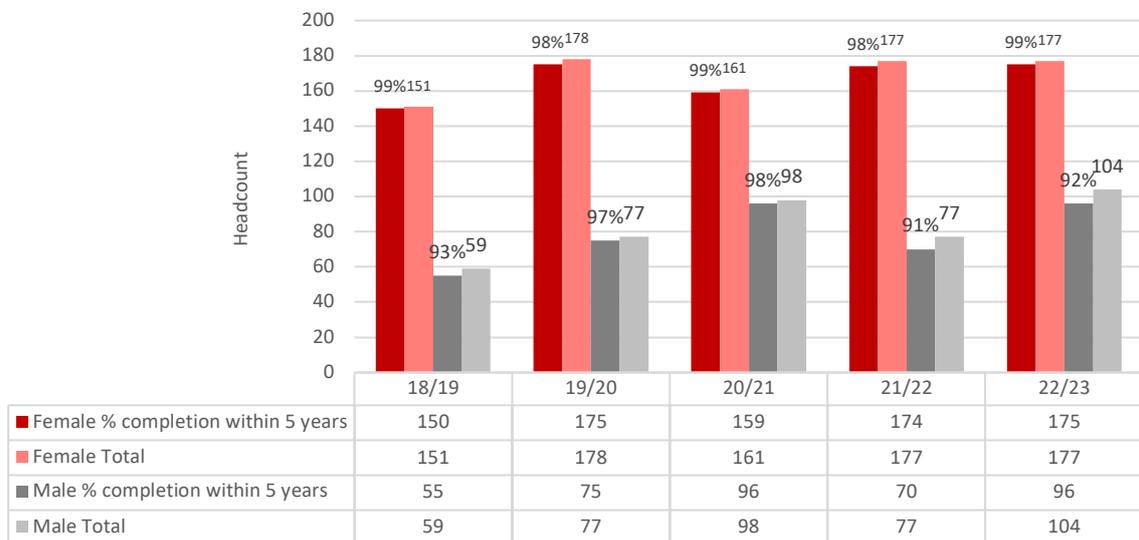


Year	Sex	Headcount			Percentage of Sex and Year		
		Distinction	Commendation	Pass	Distinction	Commendation	Pass

<b>18/19</b>	Female	14	117	3	10%	87%	2%
	Male	8	35	2	18%	78%	4%
<b>19/20</b>	Female	24	120	1	17%	83%	1%
	Male	11	39	3	21%	74%	6%
<b>20/21</b>	Female	23	76	1	23%	76%	1%
	Male	10	28	1	26%	72%	3%
<b>21/22</b>	Female	28	205	13	11%	83%	5%
	Male	19	48	1	28%	71%	1%
<b>22/23</b>	Female	39	139	5	21%	76%	3%
	Male	12	43	6	20%	70%	10%

### 2.2.3 PGR degree completion rates

PGR attainment (with % F and M completion rates)

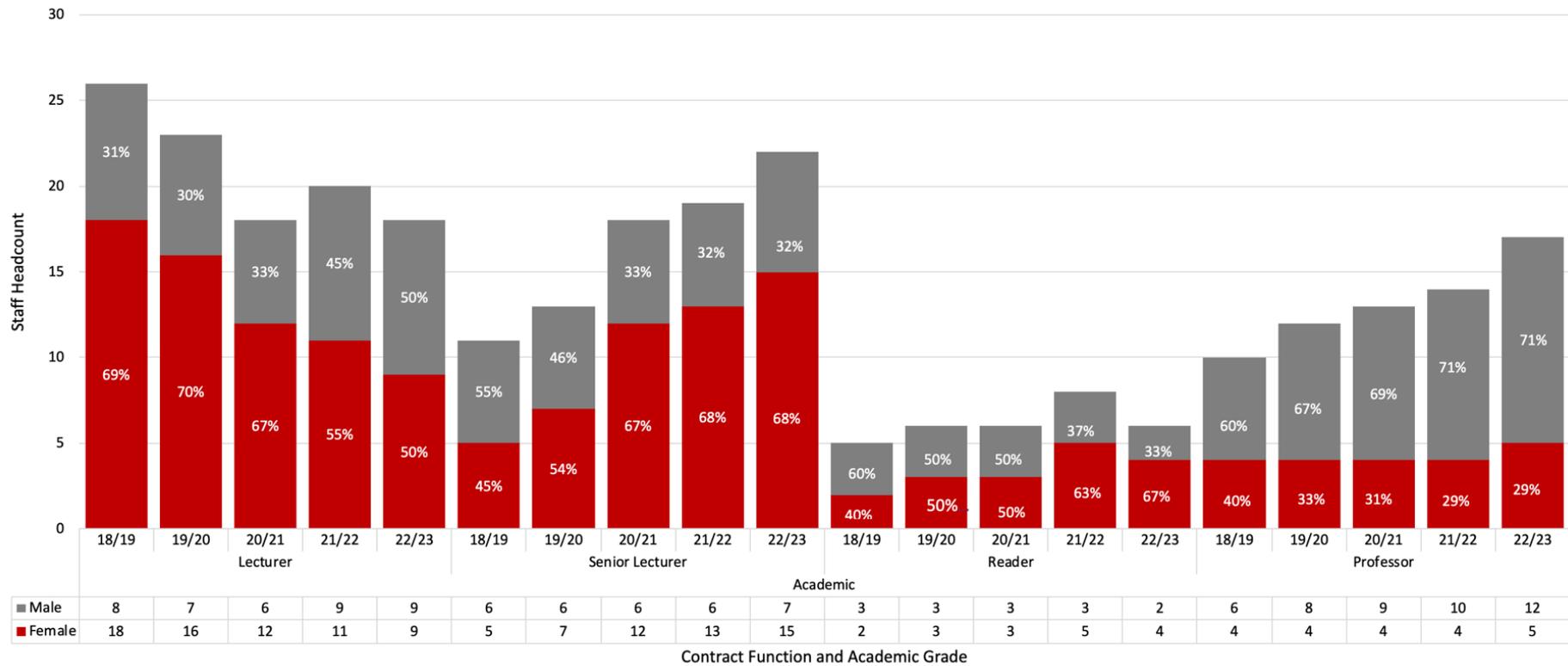


Year	Female		Male		PGR Completion Rates	
	Within 5 Years	Total	Within 5 Years	Total	Female	Male
<b>18/19</b>	150	151	55	59	99%	93%
<b>19/20</b>	175	178	75	77	98%	97%
<b>20/21</b>	159	161	96	98	99%	98%
<b>21/22</b>	174	177	70	77	98%	91%
<b>22/23</b>	175	177	96	104	99%	92%

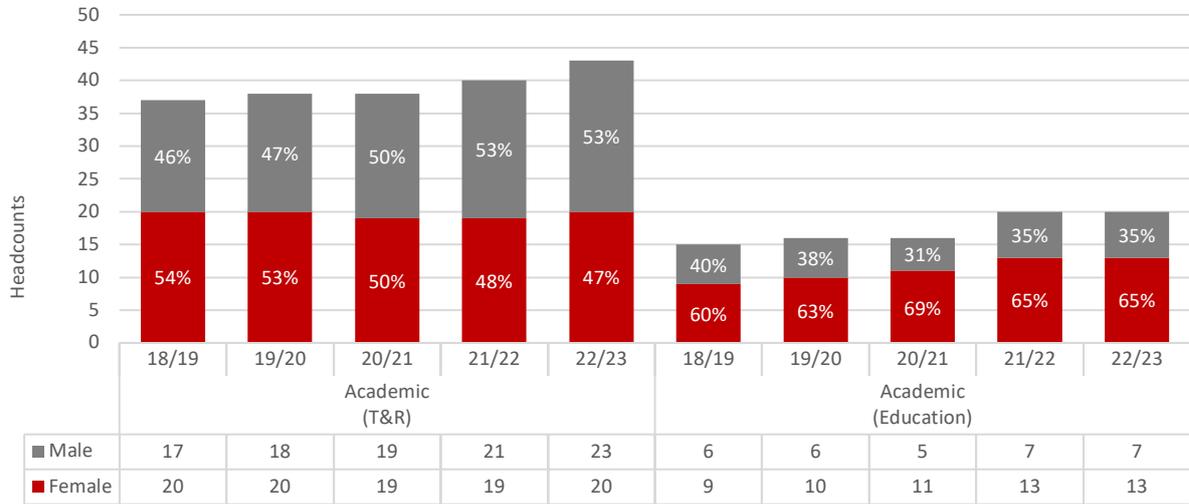


## 2.3 Academic staff by grade and contract function

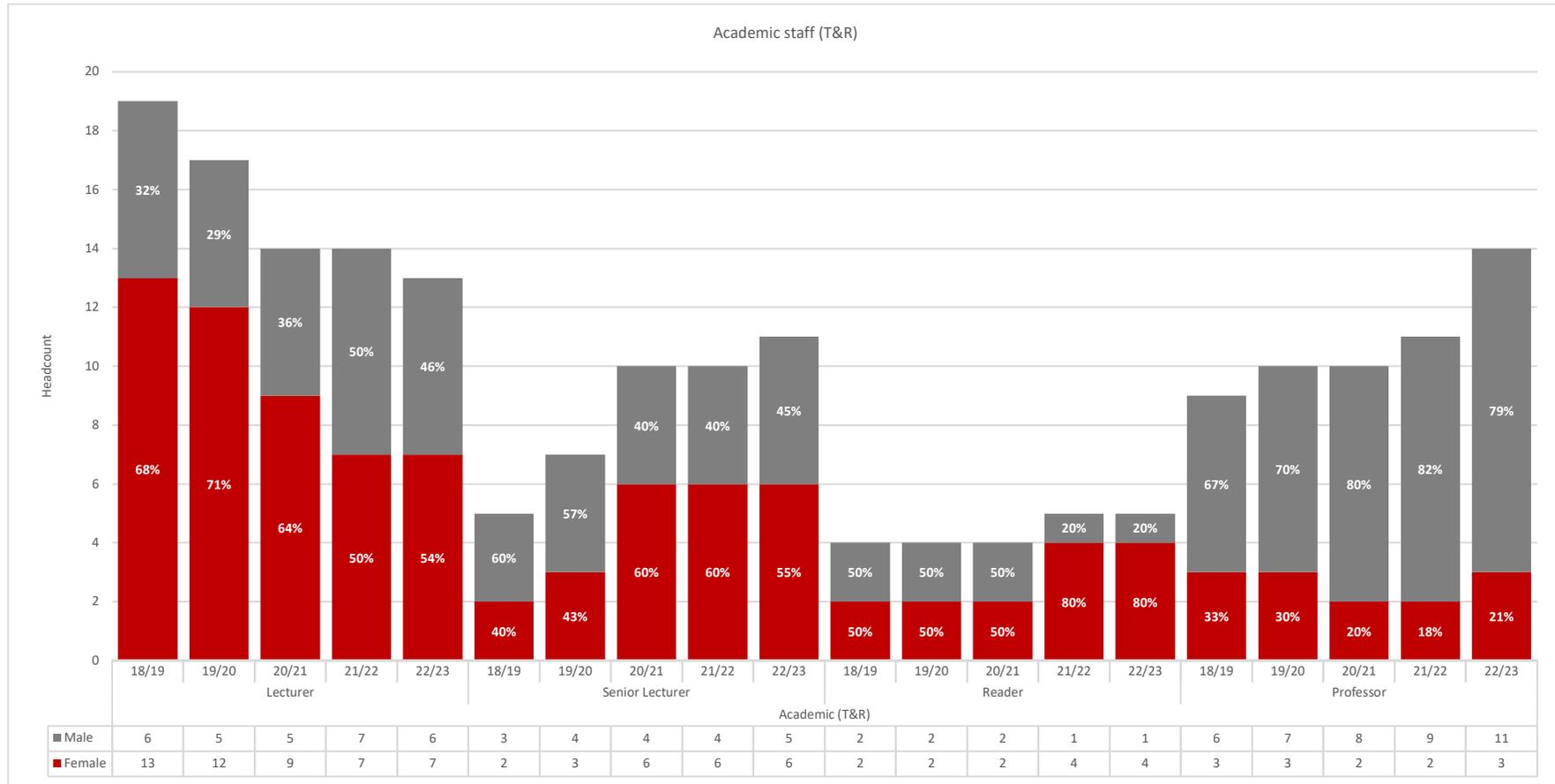
### 2.3a Academic staff by grade



### 2.3b Academic staff by contract function

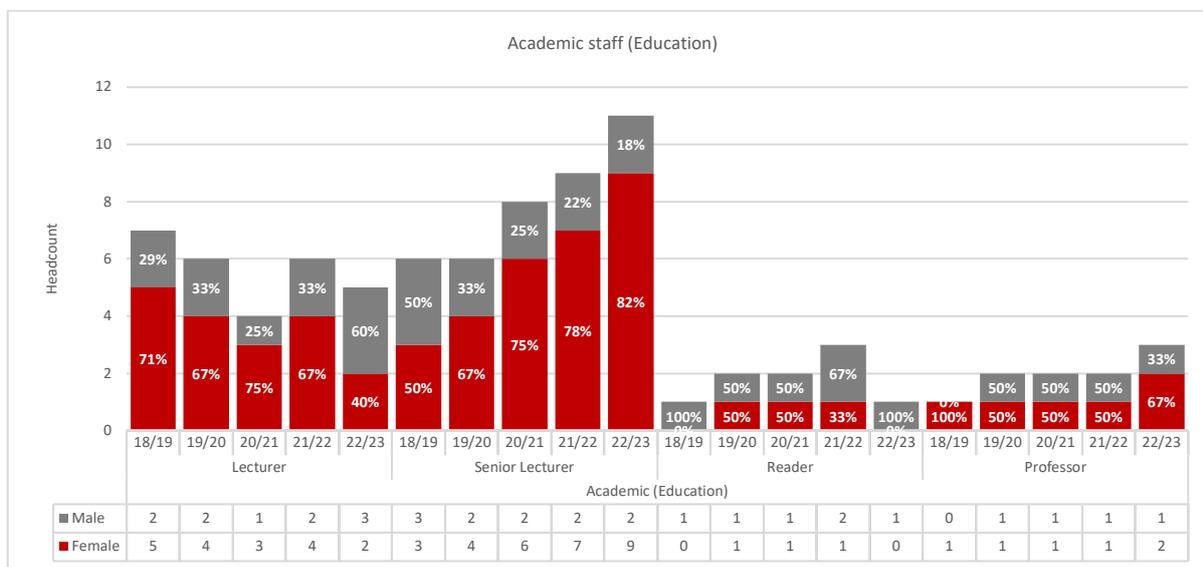


### 2.3.1 Academic staff (Teaching and Research)



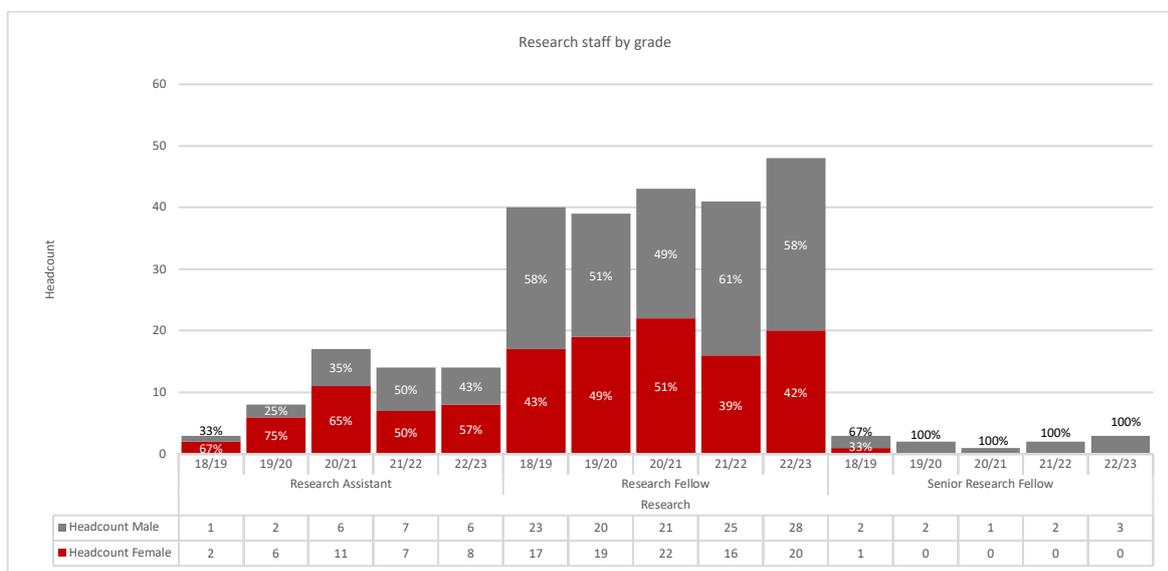
Contract Function	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Academic (T&R)	Lecturer	18/19	13	6	68%	32%
		19/20	12	5	71%	29%
		20/21	9	5	64%	36%
		21/22	7	7	50%	50%
		22/23	7	6	54%	46%
	Senior Lecturer	18/19	2	3	40%	60%
		19/20	3	4	43%	57%
		20/21	6	4	60%	40%
		21/22	6	4	60%	40%
		22/23	6	5	55%	45%
	Reader	18/19	2	2	50%	50%
		19/20	2	2	50%	50%
		20/21	2	2	50%	50%
		21/22	4	1	80%	20%
		22/23	4	1	80%	20%
	Professor	18/19	3	6	33%	67%
		19/20	3	7	30%	70%
		20/21	2	8	20%	80%
		21/22	2	9	18%	82%
		22/23	3	11	21%	79%

### 2.3.2 Academic staff (Education) by grade



Contract Function	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Academic (Education)	Lecturer	18/19	5	2	71%	29%
		19/20	4	2	67%	33%
		20/21	3	1	75%	25%
		21/22	4	2	67%	33%
		22/23	2	3	40%	60%
	Senior Lecturer	18/19	3	3	50%	50%
		19/20	4	2	67%	33%
		20/21	6	2	75%	25%
		21/22	7	2	78%	22%
		22/23	9	2	82%	18%
	Reader	18/19	0	1	0%	100%
		19/20	1	1	50%	50%
		20/21	1	1	50%	50%
		21/22	1	2	33%	67%
		22/23	0	1	0%	100%
	Professor	18/19	1	0	100%	0%
		19/20	1	1	50%	50%
		20/21	1	1	50%	50%
		21/22	1	1	50%	50%
		22/23	2	1	67%	33%

### 2.3.3 Research staff by grade

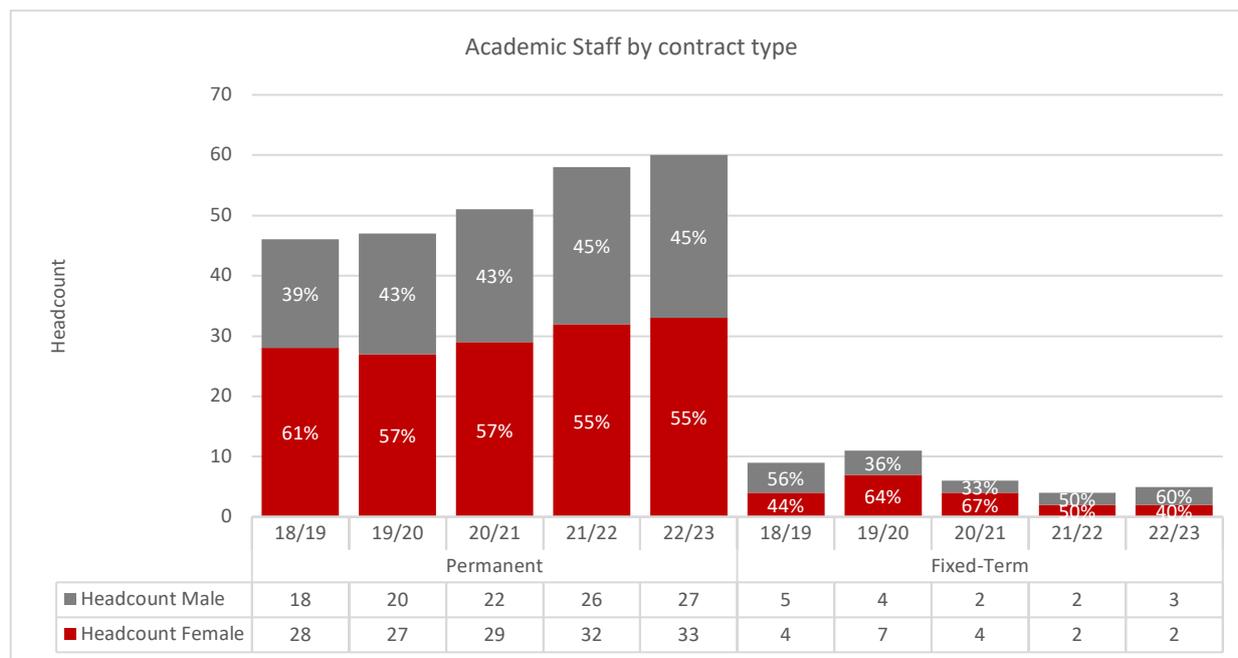


Contract Function	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Research	Research Assistant	18/19	2	1	67%	33%
		19/20	6	2	75%	25%
		20/21	11	6	65%	35%
		21/22	7	7	50%	50%
		22/23	8	6	57%	43%
	Research Fellow	18/19	17	23	43%	58%
		19/20	19	20	49%	51%
		20/21	22	21	51%	49%
		21/22	16	25	39%	61%
		22/23	20	28	42%	58%
	Senior Research Fellow	18/19	1	2	33%	67%
		19/20	0	2	0%	100%
		20/21	0	1	0%	100%
		21/22	0	2	0%	100%
		22/23	0	3	0%	100%

## 2.4 Academic staff by contract type

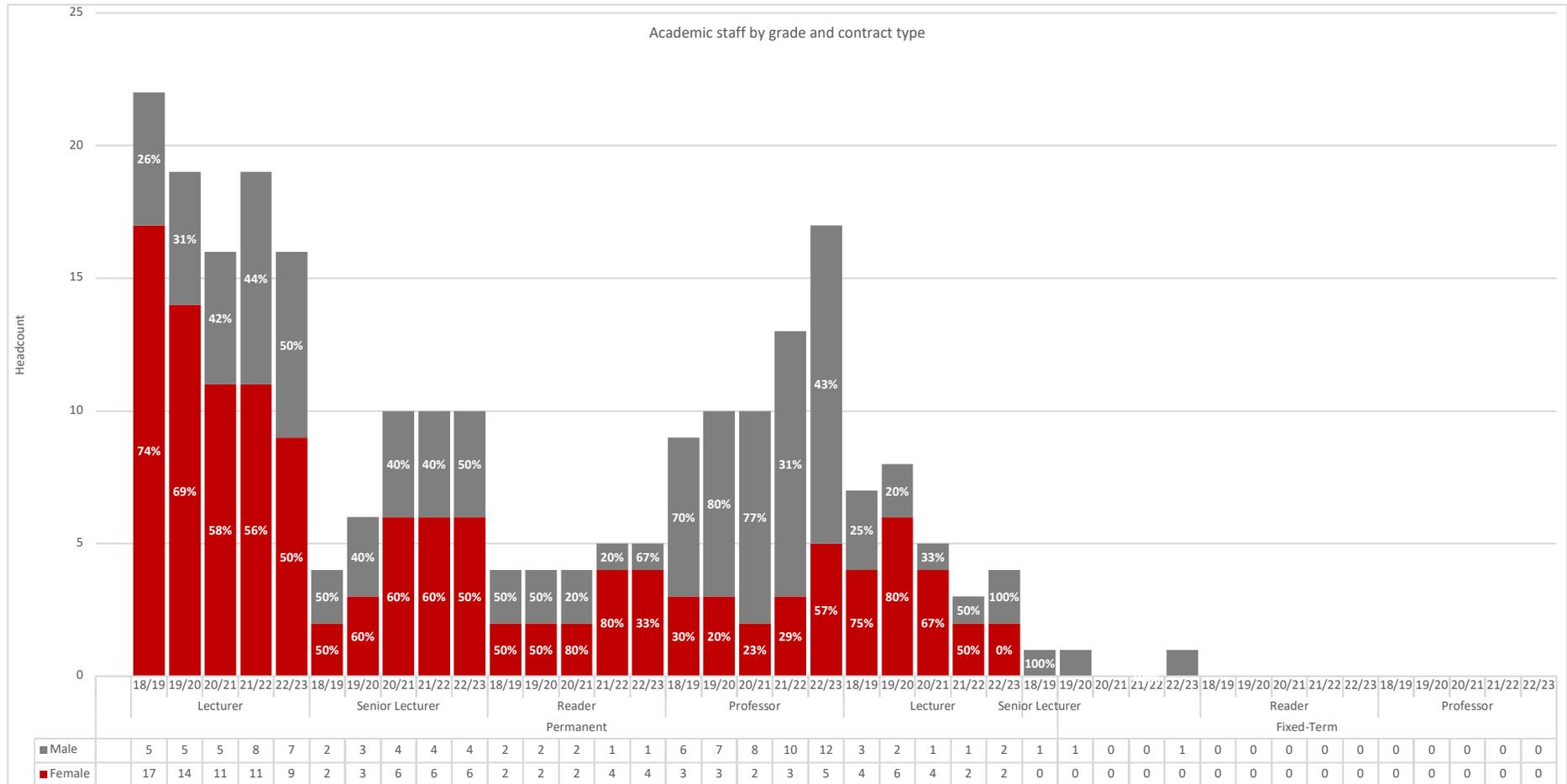
(The SoP has no research staff on a permanent contract, all are on fixed term contracts)

### 2.4.1 Academic staff by contract type



Contract Type	Year	Headcount		Percentage	
		Female	Male	Female	Male
Permanent	18/19	28	18	61%	39%
	19/20	27	20	57%	43%
	20/21	29	22	57%	43%
	21/22	32	26	55%	45%
	22/23	33	27	55%	45%
Fixed-Term	18/19	4	5	44%	56%
	19/20	7	4	64%	36%
	20/21	4	2	67%	33%
	21/22	2	2	50%	50%
	22/23	2	3	40%	60%

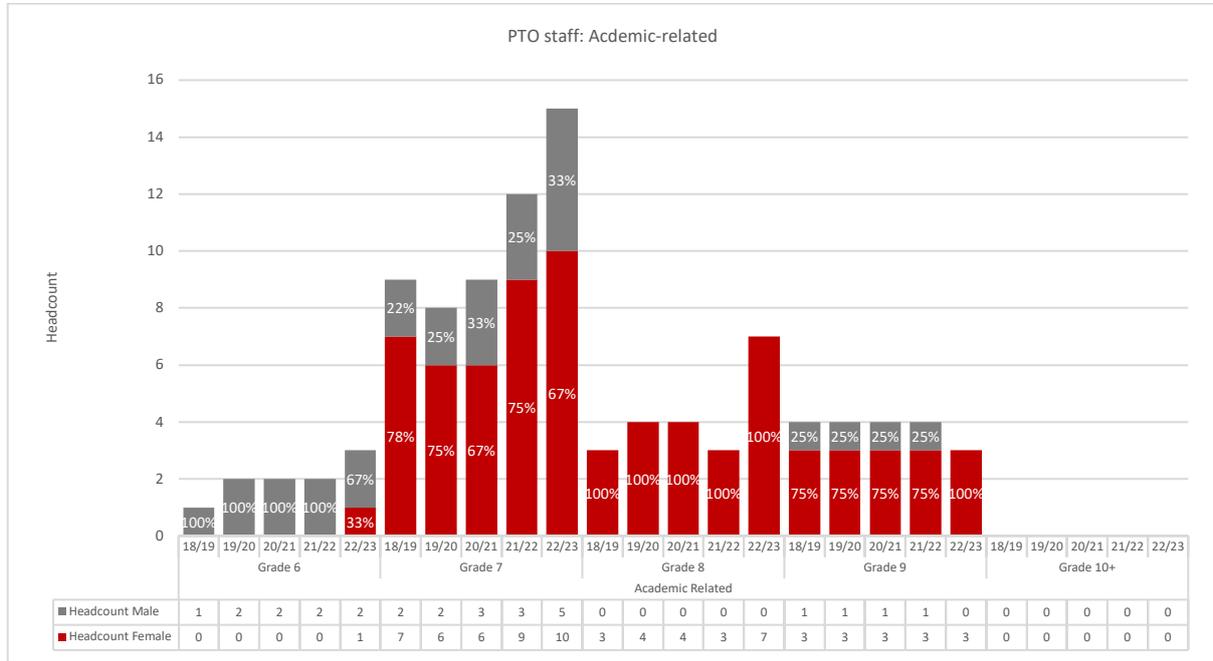
### 2.4.2 Academic staff by grade and contract type



Contract Type	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Permanent	Lecturer	18/19	17	5	77%	23%
		19/20	14	5	74%	26%
		20/21	11	5	69%	31%
		21/22	11	8	58%	42%
		22/23	9	7	56%	44%
	Senior Lecturer	18/19	2	2	50%	50%
		19/20	3	3	50%	50%
		20/21	6	4	60%	40%
		21/22	6	4	60%	40%
		22/23	6	4	60%	40%
	Reader	18/19	2	2	50%	50%
		19/20	2	2	50%	50%
		20/21	2	2	50%	50%
		21/22	4	1	80%	20%
		22/23	4	1	80%	20%
	Professor	18/19	3	6	33%	67%
		19/20	3	7	30%	70%
		20/21	2	8	20%	80%
		21/22	3	10	23%	77%
		22/23	5	12	29%	71%
Fixed-Term	Lecturer	18/19	4	3	57%	43%
		19/20	6	2	75%	25%
		20/21	4	1	80%	20%
		21/22	2	1	67%	33%
		22/23	2	2	50%	50%
	Senior Lecturer	18/19	0	1	0%	100%
		19/20	0	1	0%	100%
		20/21	0	0		
		21/22	0	0		
		22/23	0	1	0%	100%
	Reader	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		
	Professor	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		

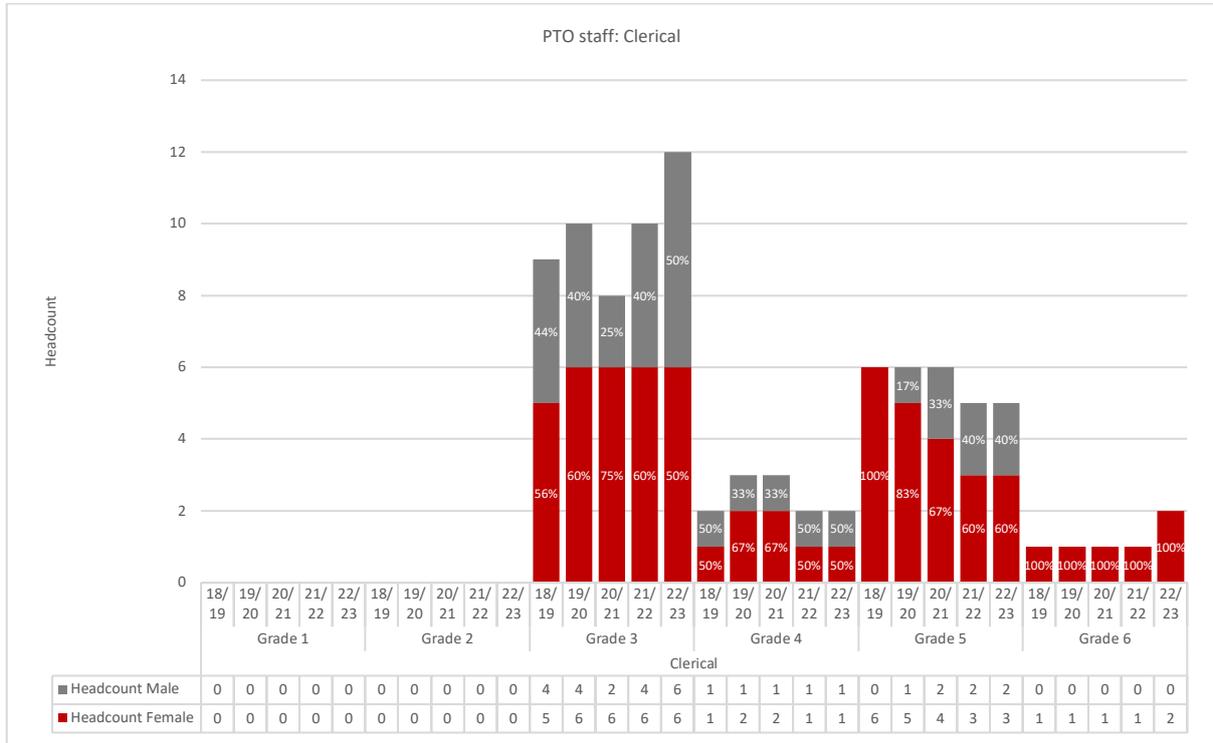
## 2.5 Professional, technical and operational staff by grade and job family

### 2.5.1 Academic-related staff by grade



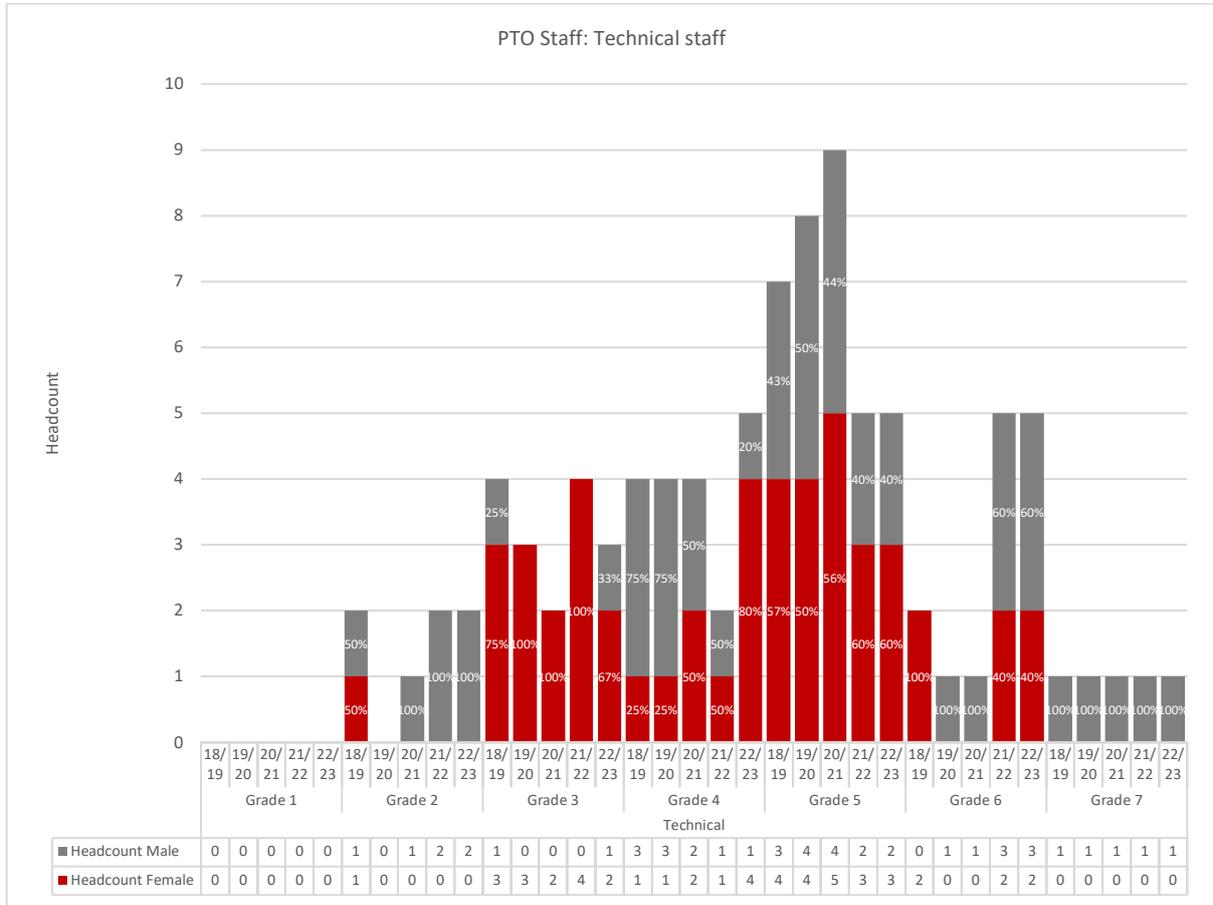
Job Family	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Academic Related	Grade 6	18/19	0	1	0%	100%
		19/20	0	2	0%	100%
		20/21	0	2	0%	100%
		21/22	0	2	0%	100%
		22/23	1	2	33%	67%
	Grade 7	18/19	7	2	78%	22%
		19/20	6	2	75%	25%
		20/21	6	3	67%	33%
		21/22	9	3	75%	25%
		22/23	10	5	67%	33%
	Grade 8	18/19	3	0	100%	0%
		19/20	4	0	100%	0%
		20/21	4	0	100%	0%
		21/22	3	0	100%	0%
		22/23	7	0	100%	0%
	Grade 9	18/19	3	1	75%	25%
		19/20	3	1	75%	25%
		20/21	3	1	75%	25%
		21/22	3	1	75%	25%
		22/23	3	0	100%	0%
Grade 10+	18/19	0	0			
	19/20	0	0			
	20/21	0	0			
	21/22	0	0			
	22/23	0	0			

## 2.5.2 Clerical staff by grade



Job Family	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Clerical	Grade 1	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		
	Grade 2	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		
	Grade 3	18/19	5	4	56%	44%
		19/20	6	4	60%	40%
		20/21	6	2	75%	25%
		21/22	6	4	60%	40%
		22/23	6	6	50%	50%
	Grade 4	18/19	1	1	50%	50%
		19/20	2	1	67%	33%
		20/21	2	1	67%	33%
		21/22	1	1	50%	50%
		22/23	1	1	50%	50%
	Grade 5	18/19	6	0	100%	0%
		19/20	5	1	83%	17%
		20/21	4	2	67%	33%
		21/22	3	2	60%	40%
		22/23	3	2	60%	40%
	Grade 6	18/19	1	0	100%	0%
		19/20	1	0	100%	0%
		20/21	1	0	100%	0%
		21/22	1	0	100%	0%
		22/23	2	0	100%	0%

### 2.5.3 Technical staff by grade



Job Family	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Technical	Grade 1	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		
	Grade 2	18/19	1	1	50%	50%
		19/20	0	0		
		20/21	0	1	0%	100%
		21/22	0	2	0%	100%
		22/23	0	2	0%	100%
	Grade 3	18/19	3	1	75%	25%
		19/20	3	0	100%	0%
		20/21	2	0	100%	0%
		21/22	4	0	100%	0%
		22/23	2	1	67%	33%
	Grade 4	18/19	1	3	25%	75%
		19/20	1	3	25%	75%
		20/21	2	2	50%	50%
		21/22	1	1	50%	50%
		22/23	4	1	80%	20%
	Grade 5	18/19	4	3	57%	43%
		19/20	4	4	50%	50%
		20/21	5	4	56%	44%
		21/22	3	2	60%	40%
		22/23	3	2	60%	40%
	Grade 6	18/19	2	0	100%	0%
		19/20	0	1	0%	100%
		20/21	0	1	0%	100%
		21/22	2	3	40%	60%
		22/23	2	3	40%	60%
	Grade 7	18/19	0	1	0%	100%
		19/20	0	1	0%	100%
		20/21	0	1	0%	100%
		21/22	0	1	0%	100%
		22/23	0	1	0%	100%

## 2.6 PTO staff by grade and contract type

### 2.6.1 PTO staff: Permanent





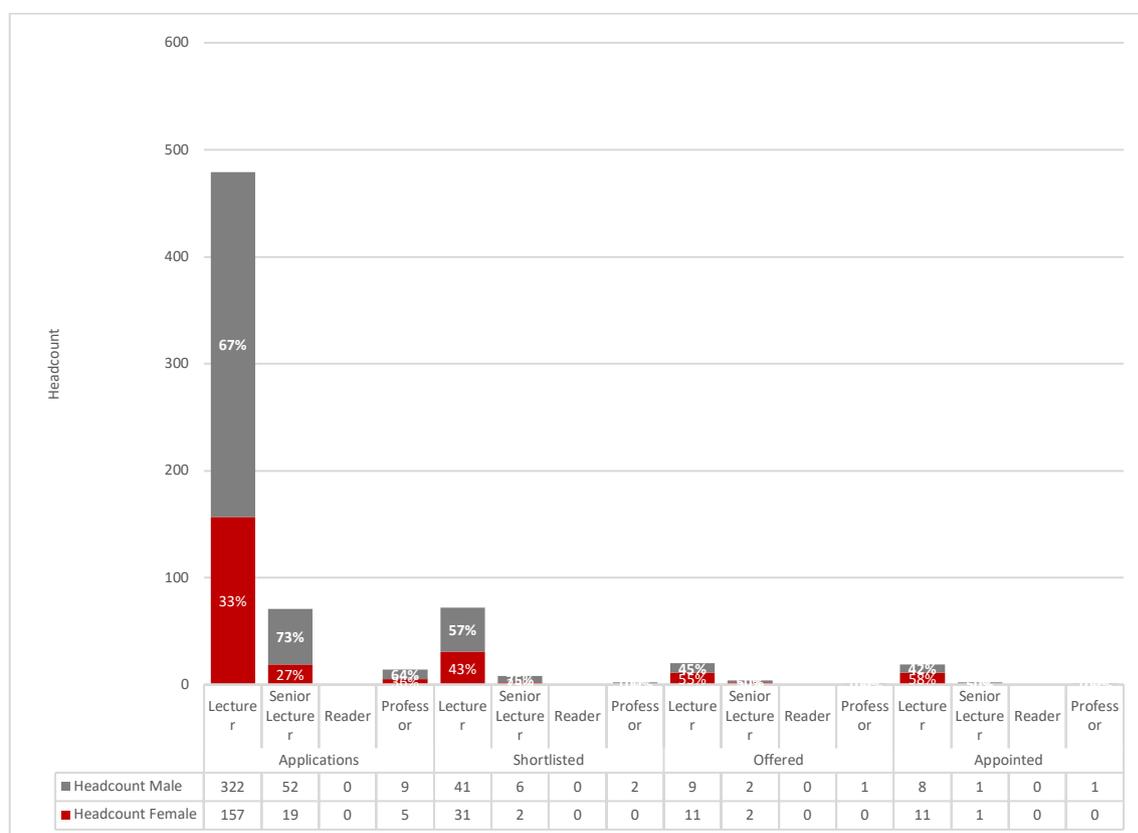
Job Family	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Permanent	Grade 1	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		
	Grade 2	18/19	1	1	50%	50%
		19/20	0	0		
		20/21	0	1	0%	100%
		21/22	0	2	0%	100%
		22/23	0	1	0%	100%
	Grade 3	18/19	6	3	67%	33%
		19/20	7	3	70%	30%
		20/21	5	2	71%	29%
		21/22	9	4	69%	31%
		22/23	6	7	46%	54%
	Grade 4	18/19	2	3	40%	60%
		19/20	3	3	50%	50%
		20/21	4	2	67%	33%
		21/22	2	2	50%	50%
		22/23	4	2	67%	33%
	Grade 5	18/19	10	3	77%	23%
		19/20	9	3	75%	25%
		20/21	8	4	67%	33%
		21/22	6	3	67%	33%
		22/23	4	3	57%	43%
	Grade 6	18/19	2	0	100%	0%
		19/20	0	1	0%	100%
		20/21	0	1	0%	100%
		21/22	3	5	38%	63%
		22/23	4	5	44%	56%
	Grade 7	18/19	2	2	50%	50%
		19/20	2	2	50%	50%
		20/21	1	2	33%	67%
		21/22	8	4	67%	33%
		22/23	7	4	64%	36%
	Grade 8	18/19	2	0	100%	0%
		19/20	3	0	100%	0%
		20/21	2	0	100%	0%
		21/22	3	0	100%	0%
		22/23	3	0	100%	0%
	Grade 9	18/19	2	1	67%	33%
		19/20	2	1	67%	33%
		20/21	2	1	67%	33%
		21/22	3	1	75%	25%
		22/23	3	0	100%	0%
	Grade 10+	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		

Job Family	Grade	Year	Headcount		Percentage	
			Female	Male	Female	Male
Fixed	Grade 1	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		
	Grade 2	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	1	0%	100%
	Grade 3	18/19	2	2	50%	50%
		19/20	2	1	67%	33%
		20/21	3	0	100%	0%
		21/22	1	0	100%	0%
		22/23	2	0	100%	0%
	Grade 4	18/19	0	1	0%	100%
		19/20	0	1	0%	100%
		20/21	0	1	0%	100%
		21/22	0	0		
		22/23	1	0	100%	0%
	Grade 5	18/19	0	0		
		19/20	0	2	0%	100%
		20/21	1	2	33%	67%
		21/22	0	1	0%	100%
		22/23	2	1	67%	33%
	Grade 6	18/19	1	1	50%	50%
		19/20	1	2	33%	67%
		20/21	1	2	33%	67%
		21/22	0	0		
		22/23	1	0	100%	0%
	Grade 7	18/19	5	1	83%	17%
		19/20	4	1	80%	20%
		20/21	5	2	71%	29%
		21/22	1	0	100%	0%
		22/23	3	2	60%	40%
	Grade 8	18/19	1	0	100%	0%
		19/20	1	0	100%	0%
		20/21	2	0	100%	0%
		21/22	0	0		
		22/23	4	0	100%	0%
	Grade 9	18/19	1	0	100%	0%

		19/20	1	0	100%	0%
		20/21	1	0	100%	0%
		21/22	0	0		
		22/23	0	0		
	Grade 10+	18/19	0	0		
		19/20	0	0		
		20/21	0	0		
		21/22	0	0		
		22/23	0	0		

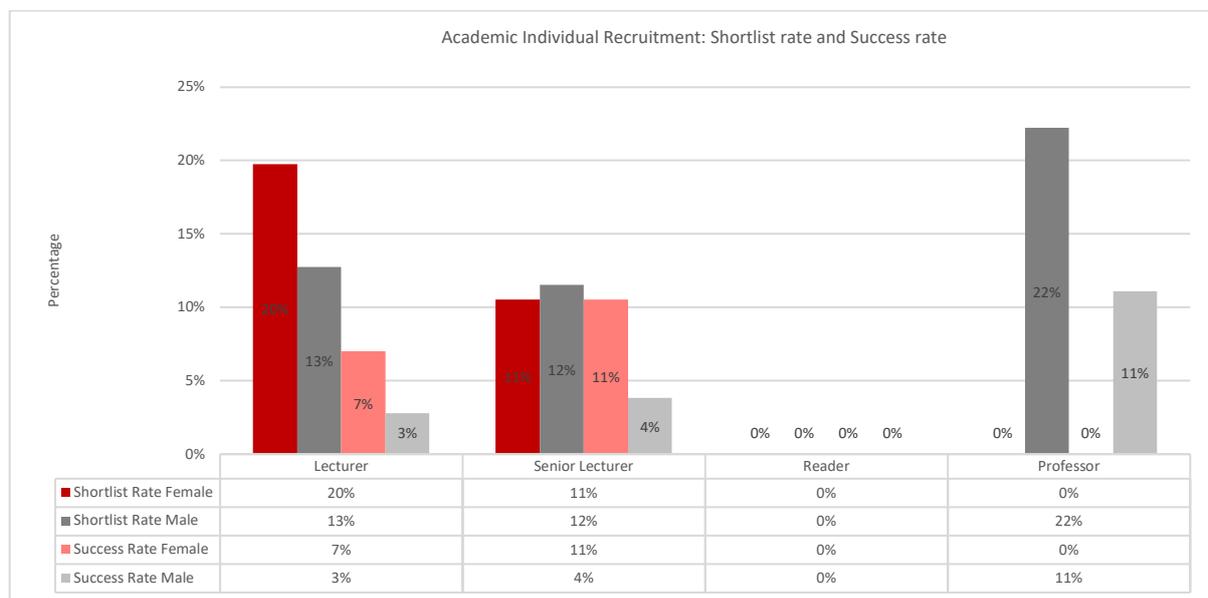
## 2.7 Applications, shortlist and appointments made in recruitment to academic posts by grade

### 2.7.1 Applications, shortlist and appointments: academic individual recruitment (2018-22)



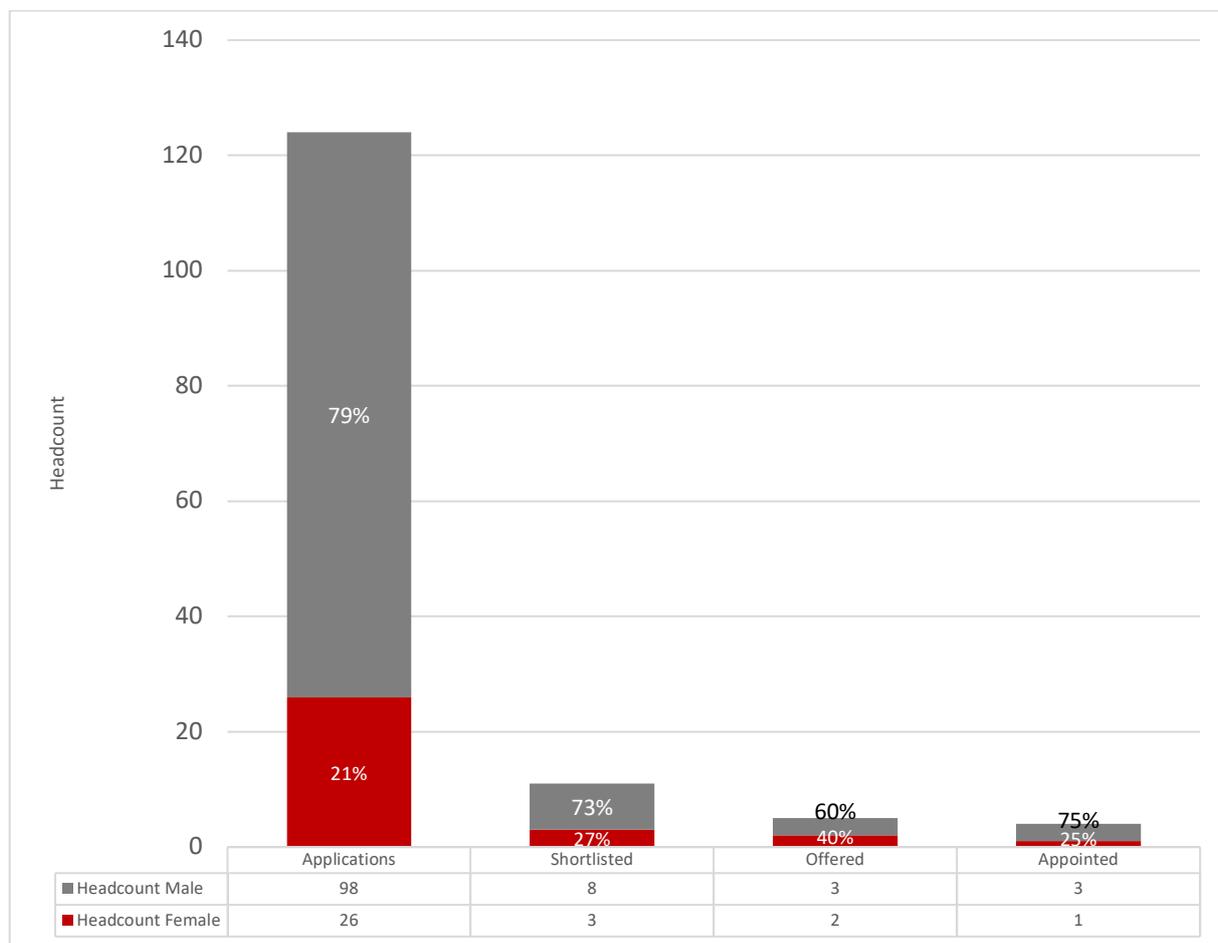
Recruitment Stage	Grade	Headcount		Percentage	
		Female	Male	Female	Male
Applications	Lecturer	157	322	33%	67%
	Senior Lecturer	19	52	27%	73%
	Reader	0	0		
	Professor	5	9	36%	64%
Shortlisted	Lecturer	31	41	43%	57%
	Senior Lecturer	2	6	25%	75%
	Reader	0	0		
	Professor	0	2	0%	100%
Offered	Lecturer	11	9	55%	45%
	Senior Lecturer	2	2	50%	50%
	Reader	0	0		
	Professor	0	1	0%	100%
Appointed	Lecturer	11	8	58%	42%
	Senior Lecturer	1	1	50%	50%
	Reader	0	0		
	Professor	0	1	0%	100%

## 2.7.2 Academic Individual recruitment: shortlist rate and success rate 2018-22



Grade	Shortlist Rate		Success Rate	
	Female	Male	Female	Male
Lecturer	20%	13%	7%	3%
Senior Lecturer	11%	12%	11%	4%
Reader	0%	0%	0%	0%
Professor	0%	22%	0%	11%

### 2.7.3 Applications, shortlist and appointments: academic campaign recruitment (2018-22)

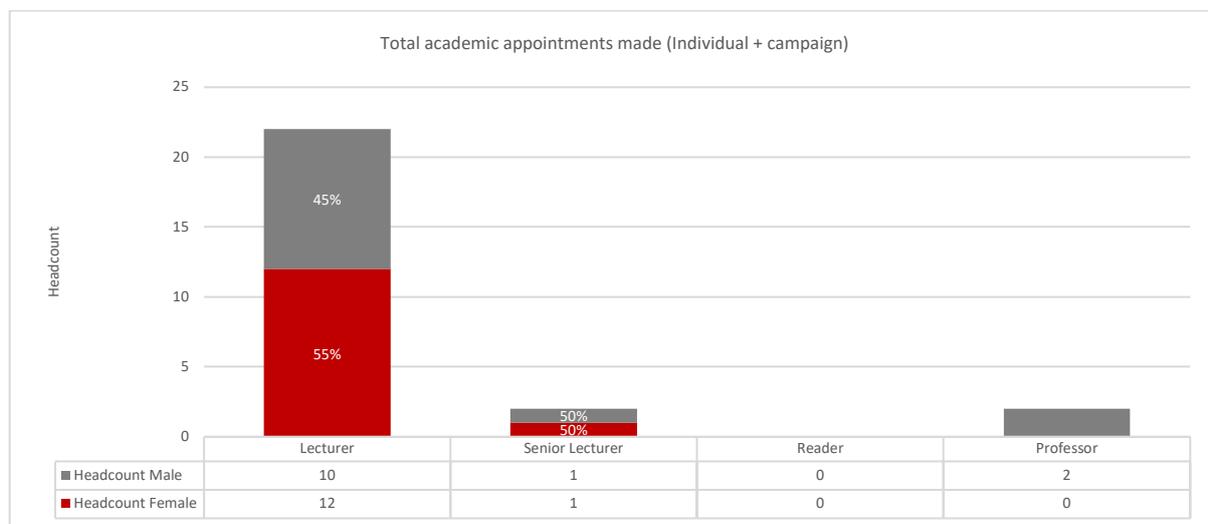


Recruitment Stage	Headcount		Percentage	
	Female	Male	Female	Male
<b>Applications</b>	26	98	21%	79%
<b>Shortlisted</b>	3	8	27%	73%
<b>Offered</b>	2	3	40%	60%
<b>Appointed</b>	1	3	25%	75%

### 2.7.4 Grade appointed to by campaign

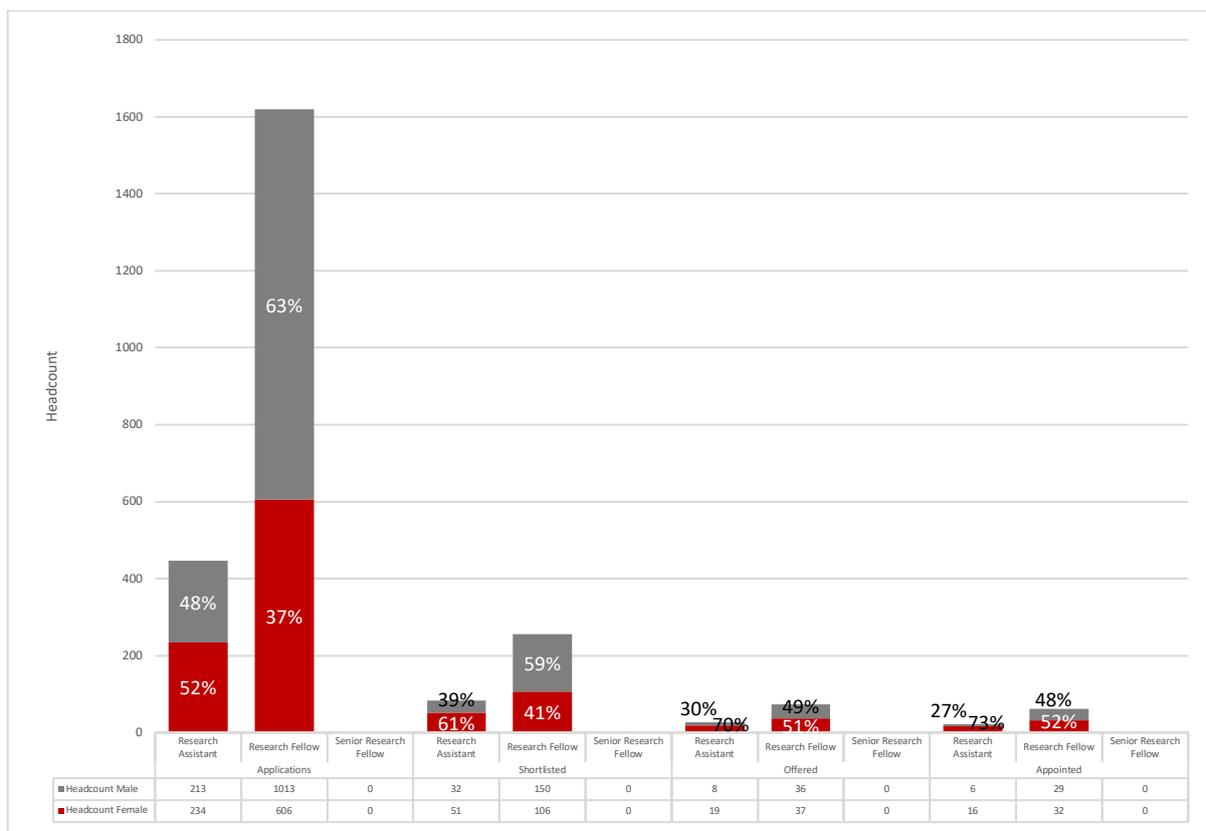
Grade	Headcount		Percentage	
	Female	Male	Female	Male
<b>Lecturer</b>	1	2	33%	67%
<b>Senior Lecturer</b>	0	0		
<b>Reader</b>	0	0		
<b>Professor</b>	0	1	0%	100%

## 2.7.5 Total academic appointments (individual + campaign) 2018-22



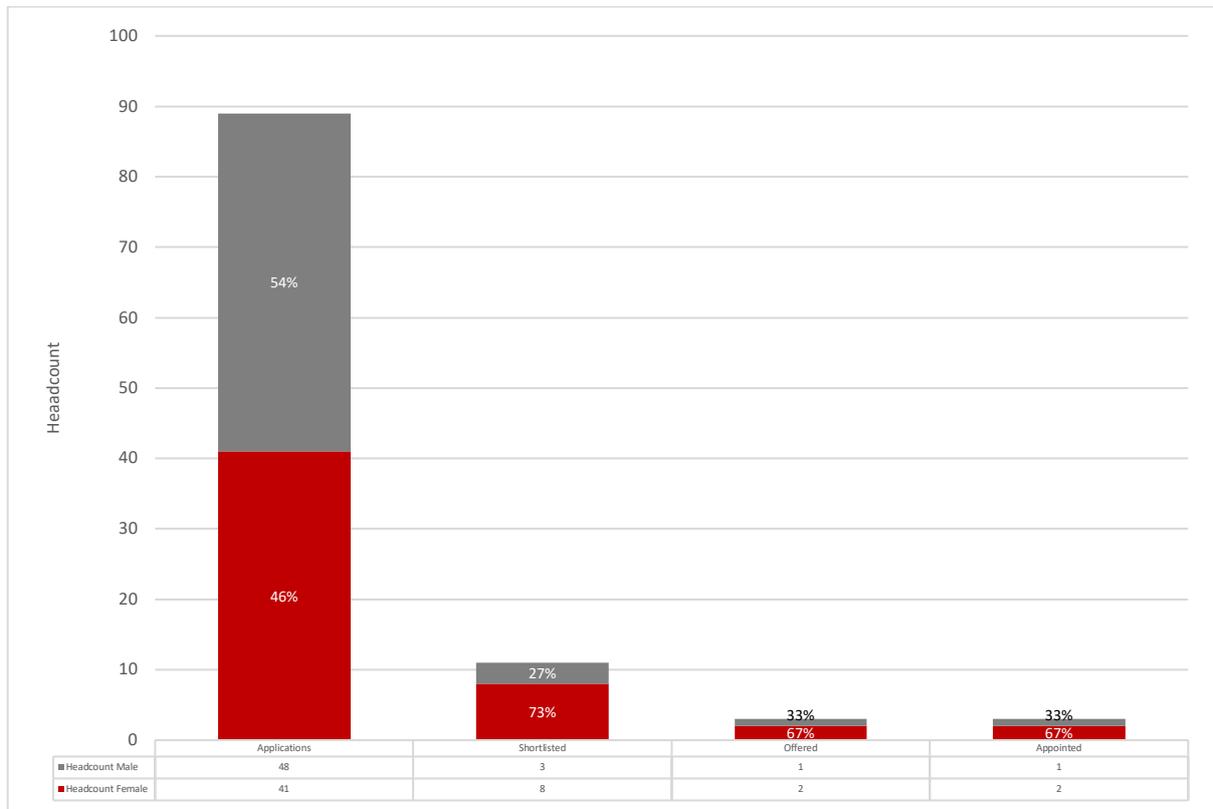
Grade	Headcount		Percentage	
	Female	Male	Female	Male
Lecturer	12	10	55%	45%
Senior Lecturer	1	1	50%	50%
Reader	0	0		
Professor	0	2	0%	100%

## 2.7.6 Research staff Individual recruitment (2018-22)



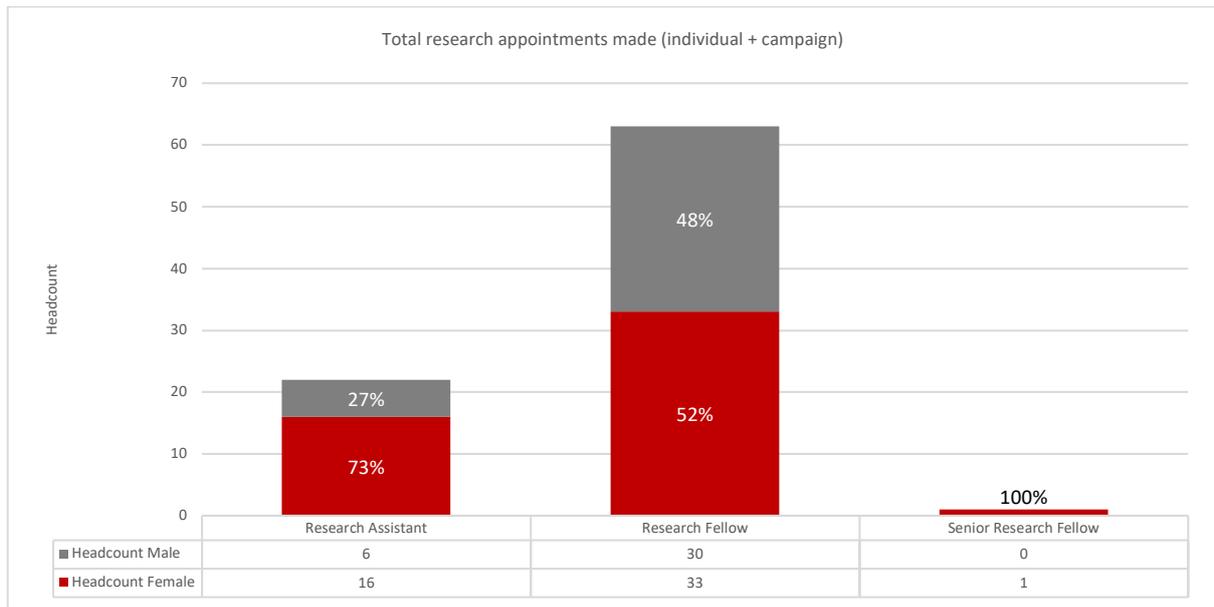
Recruitment Stage	Grade	Headcount		Percentage	
		Female	Male	Female	Male
Applications	Research Assistant	234	213	52%	48%
	Research Fellow	606	1013	37%	63%
	Senior Research Fellow	0	0		
Shortlisted	Research Assistant	51	32	61%	39%
	Research Fellow	106	150	41%	59%
	Senior Research Fellow	0	0		
Offered	Research Assistant	19	8	70%	30%
	Research Fellow	37	36	51%	49%
	Senior Research Fellow	0	0		
Appointed	Research Assistant	16	6	73%	27%
	Research Fellow	32	29	52%	48%
	Senior Research Fellow	0	0		

### 2.7.7 Research staff campaign recruitment (2018-22)



Recruitment Stage	Headcount		Percentage	
	Female	Male	Female	Male
<b>Applications</b>	41	48	46%	54%
<b>Shortlisted</b>	8	3	73%	27%
<b>Offered</b>	2	1	67%	33%
<b>Appointed</b>	2	1	67%	33%

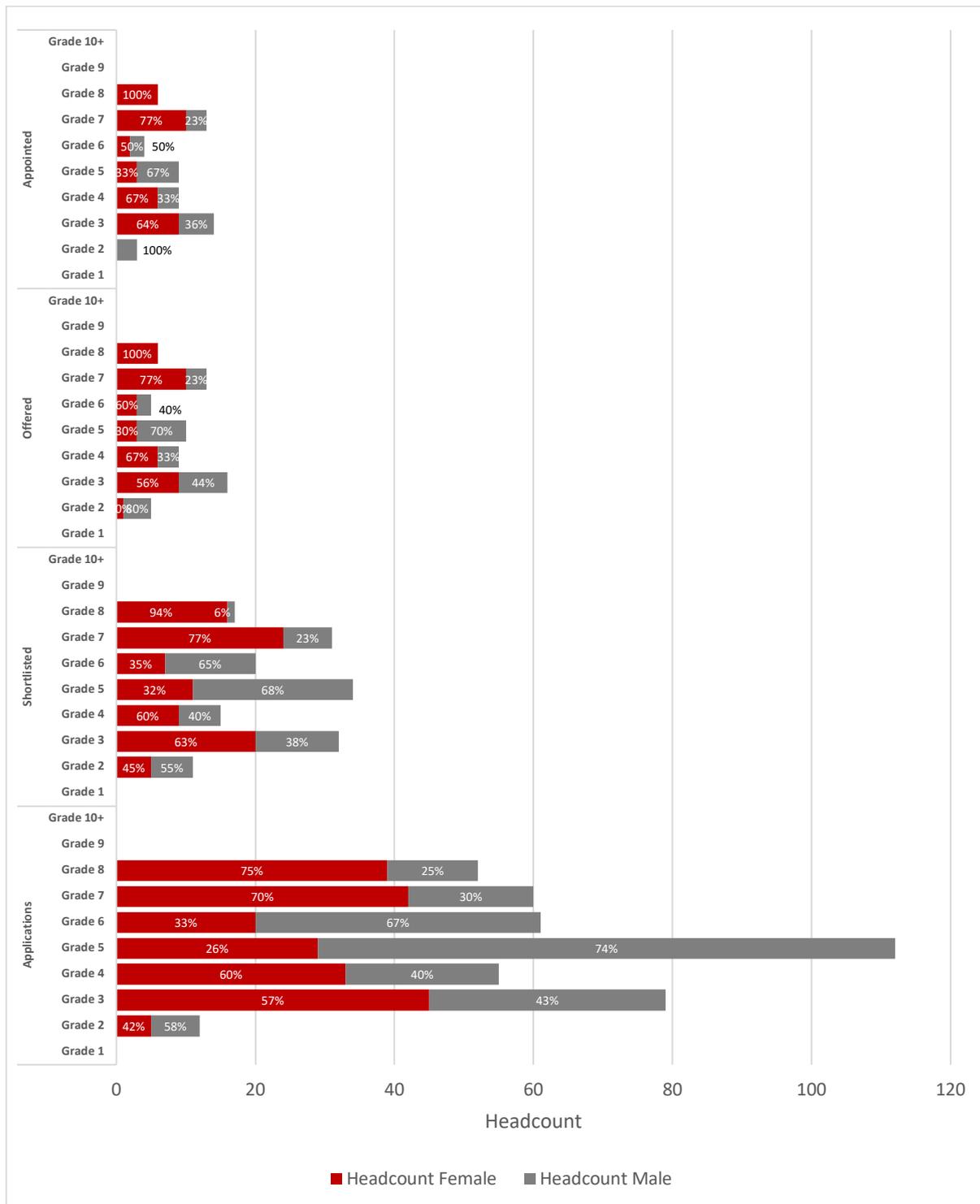
## 2.7.8 Total research staff appointments made: Individual + Campaign 2018-22



Grade	Headcount		Percentage	
	Female	Male	Female	Male
Research Assistant	16	6	73%	27%
Research Fellow	33	30	52%	48%
Senior Research Fellow	1	0	100%	0%

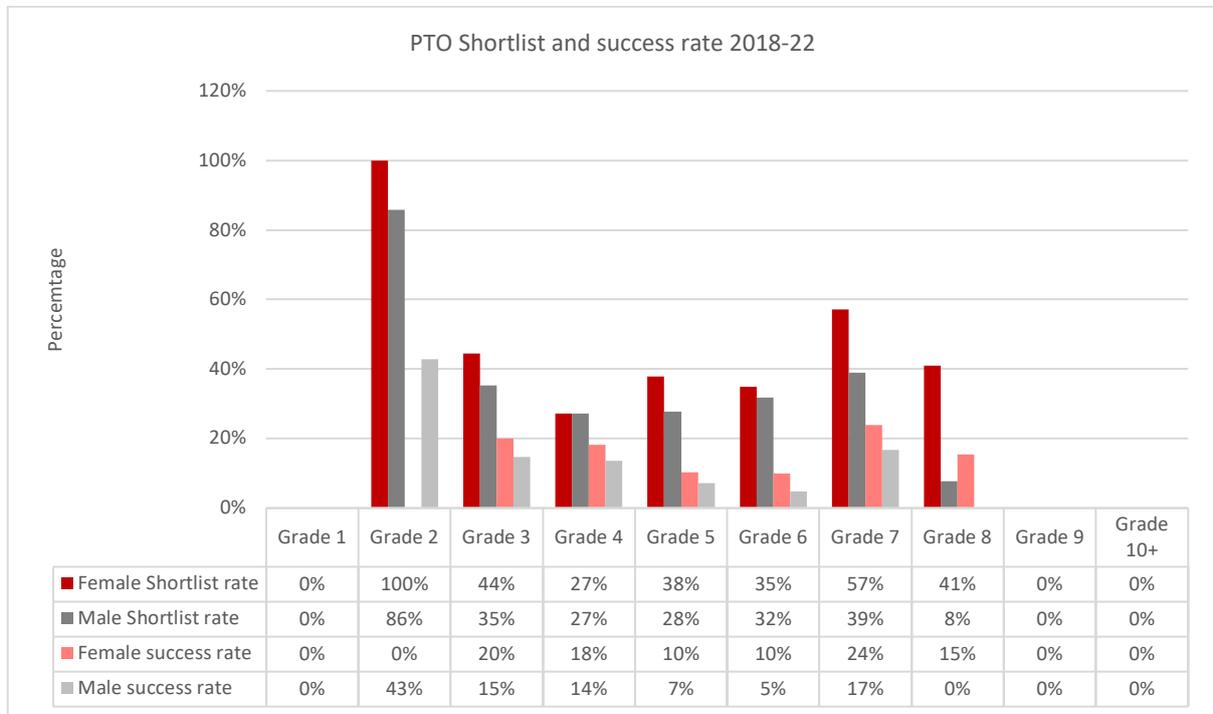
## 2.8 Applications, shortlist and appointments made in recruitment to PTO posts by grade (no PTO campaign recruitment)

### 2.8.1 PTO appointment by grade 2018-22



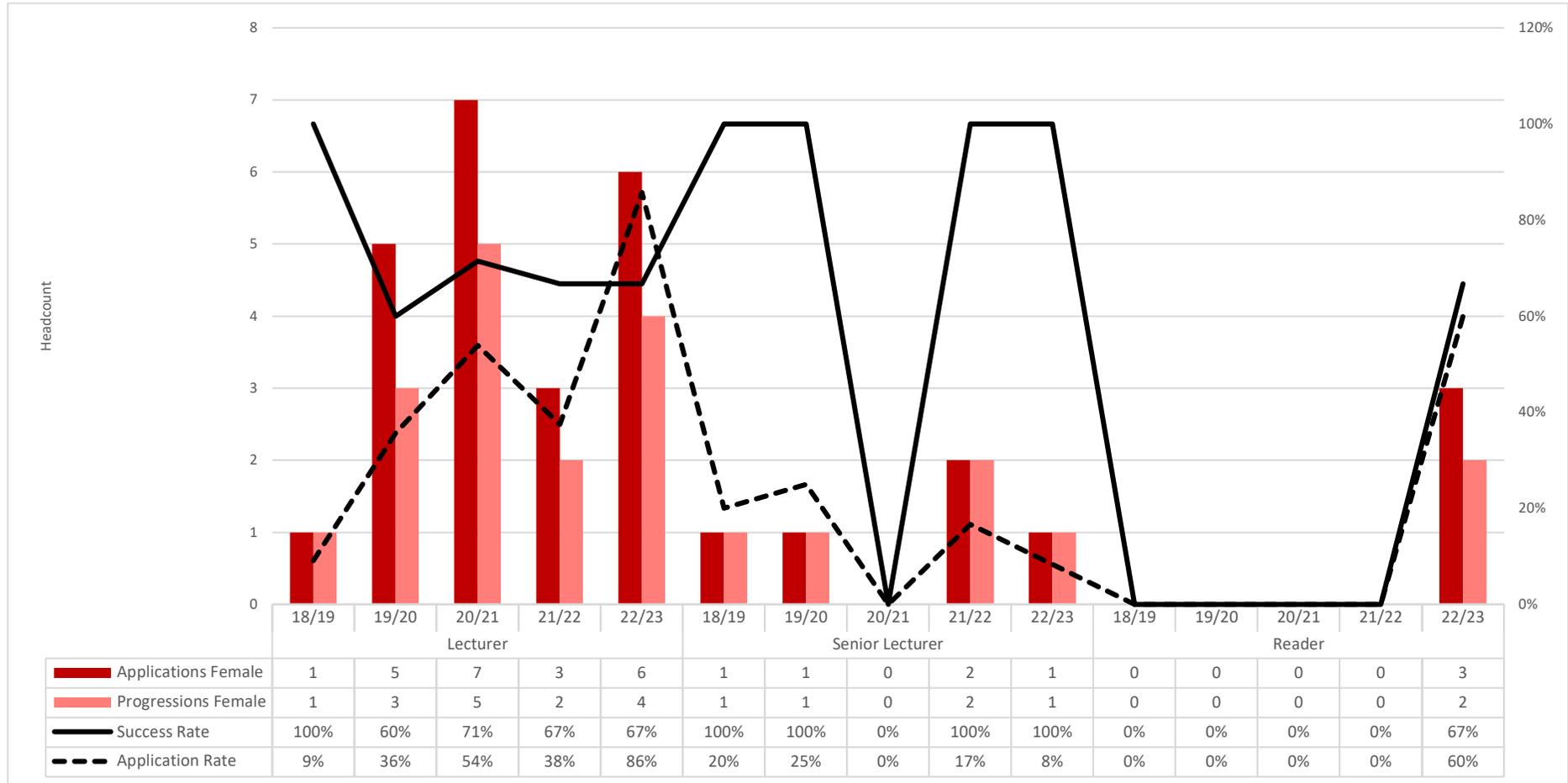
Recruitment Stage	Grade	Headcount		Percentage	
		Female	Male	Female	Male
<b>Applications</b>	Grade 1	0	0		
	Grade 2	5	7	42%	58%
	Grade 3	45	34	57%	43%
	Grade 4	33	22	60%	40%
	Grade 5	29	83	26%	74%
	Grade 6	20	41	33%	67%
	Grade 7	42	18	70%	30%
	Grade 8	39	13	75%	25%
	Grade 9	0	0		
	Grade 10+	0	0		
<b>Shortlisted</b>	Grade 1	0	0		
	Grade 2	5	6	45%	55%
	Grade 3	20	12	63%	38%
	Grade 4	9	6	60%	40%
	Grade 5	11	23	32%	68%
	Grade 6	7	13	35%	65%
	Grade 7	24	7	77%	23%
	Grade 8	16	1	94%	6%
	Grade 9	0	0		
	Grade 10+	0	0		
<b>Offered</b>	Grade 1	0	0		
	Grade 2	1	4	20%	80%
	Grade 3	9	7	56%	44%
	Grade 4	6	3	67%	33%
	Grade 5	3	7	30%	70%
	Grade 6	3	2	60%	40%
	Grade 7	10	3	77%	23%
	Grade 8	6	0	100%	0%
	Grade 9	0	0		
	Grade 10+	0	0		
<b>Appointed</b>	Grade 1	0	0		
	Grade 2	0	3	0%	100%
	Grade 3	9	5	64%	36%
	Grade 4	6	3	67%	33%
	Grade 5	3	6	33%	67%
	Grade 6	2	2	50%	50%
	Grade 7	10	3	77%	23%
	Grade 8	6	0	100%	0%
	Grade 9	0	0		
	Grade 10+	0	0		

## 2.8.2 PTO shortlist and success rate by gender

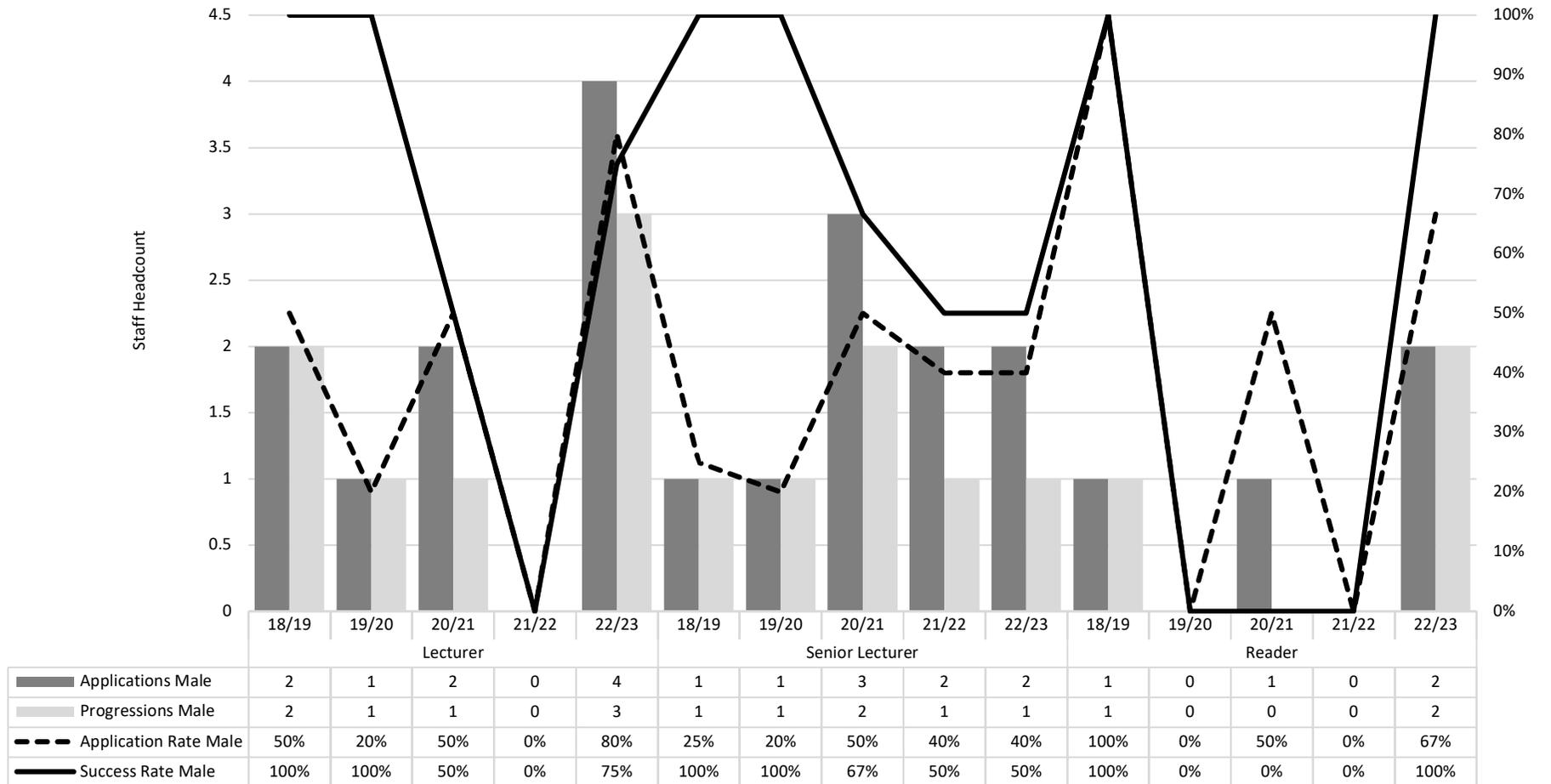


## 2.9 Applications and success rated for academic promotion by grade

### 2.9.1 Female application and success rate by grade (excluding Professor)



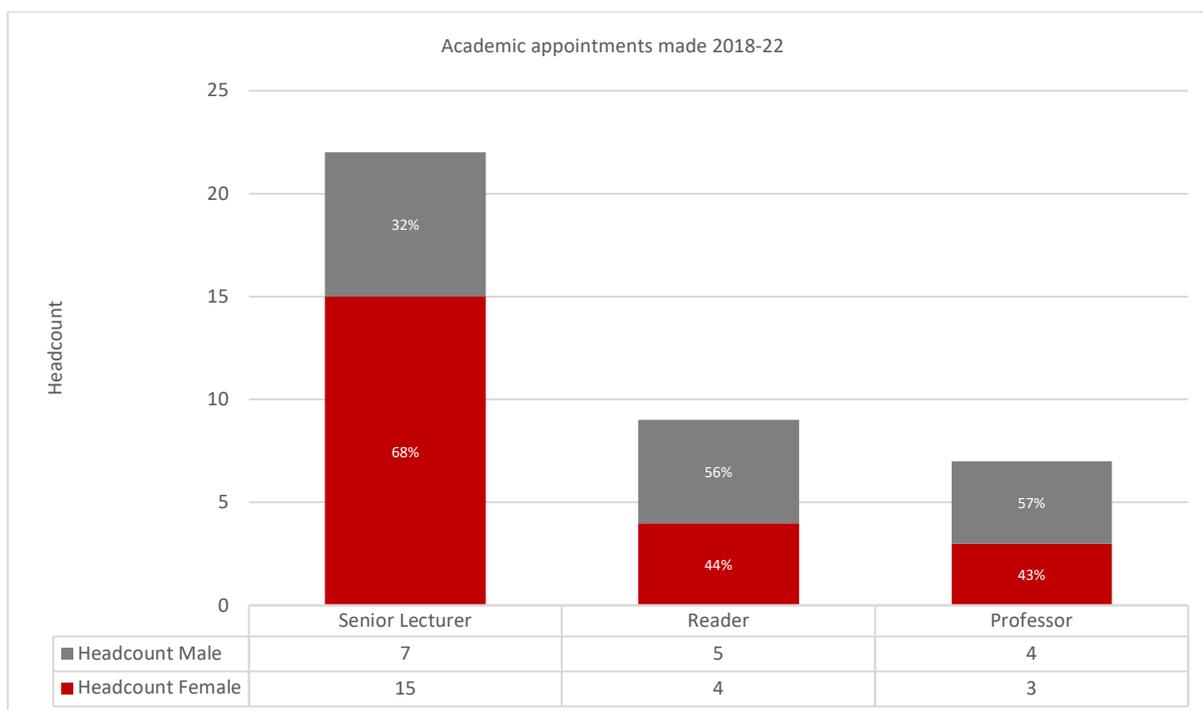
### 2.9.2 Male application and success rate by grade (excluding Professor)



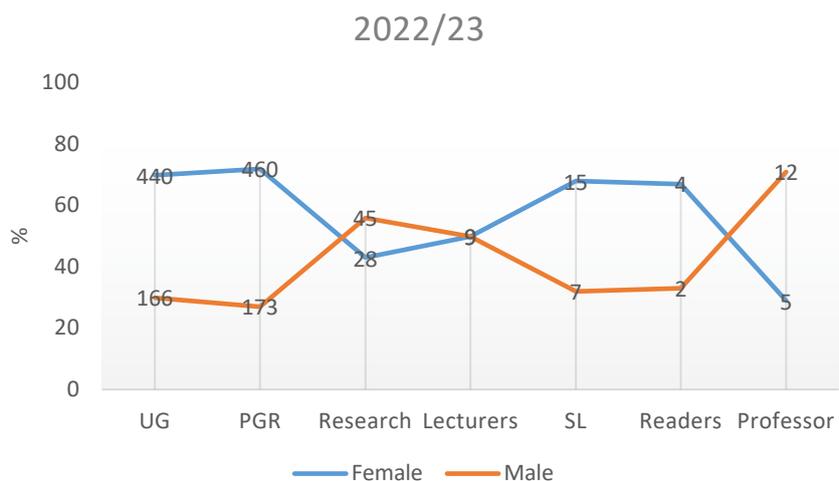
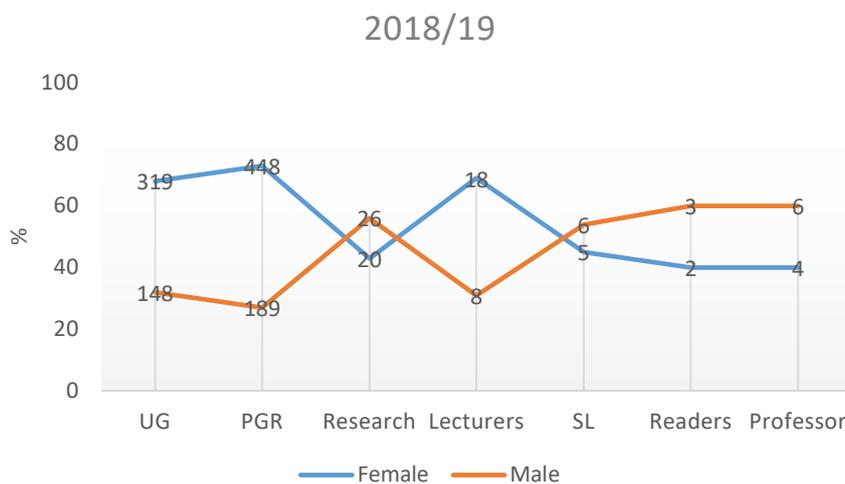
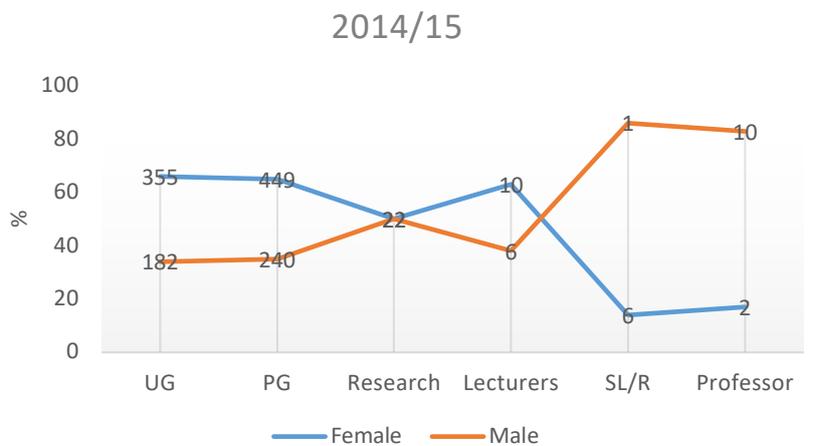
### 2.9.3 Applications for progression within Professoriate

Academic Grade Applied From	Year	Eligible		Applications		Progressions		Application Rate		Success Rate	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Professor	20/21	4	8	0	3	0	3	0%	38%		100%
	21/22	3	9	1	3	1	1	33%	33%	100%	33%
	22/23	3	10	1	6	0	0	33%	60%	0%	0%

### 2.9.4 Academic appointments made 2018-22



**2.10 Scissor plot of SoP % Female v % Male from UG to Prof, in 2014/15, 2018/19 and 2022/23.**



## Appendix 3: Glossary

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

Abbreviation	Definition
SoP	The School of Pharmacy
HoS	Head of School
EDI	Equality, diversity and inclusion
SEDI	Swan/EDI committee
REC	Race Equality Champions
UG	Undergraduate
PGR	Postgraduate research
PGT	Postgraduate taught
NSS	National Student Survey
PRES	Postgraduate Research Experience Survey
2024CS	2024 Culture Survey
2019AP	2019 Action Plan
PDRFs	Postdoctoral research fellowships
WAM	Work allocation model
BAME	Black, Asian and minority ethnic
GE	Gender equality
SMC	School Management Committee
SSC	School Staff Committee
PDR	Personal Development Review
AP	Action Plan
AcEd	Educational contracts
QUB	Queen's University Belfast
POP	Pathway Opportunity Programme
SES	Socioeconomic status
HESA	Higher Education Statistics Agency
NISRA	Northern Ireland Statistics and Research Agency
DE	Director of Education
DSE	Student Engagement
DR	Director of Research
REF	Research Excellence Framework
DPGR	Director of Postgraduate study
DInt	Director of Internationalisation
SM	School Manager
PTO	Professional, technical and operational
L	Lecturer
SL	Senior Lecturer

R	Reader
Prof	Professor
IMD	International Men's Day
IWD	International Women's Day
LGBTQ	lesbian, gay, bisexual, transgender and queer
SCN	Swan Champion Network
MBA	Master of Business Administration
NICPLD	The Northern Ireland Centre for Pharmacy Learning and Development
QGI	Queen's Gender Initiative
NAP	New action plan
PGCHET	Postgraduate Certificate in Higher Education Teaching
SAT	Self-Assessment Team
STEM	science, technology, engineering and mathematics
NI	Northern Ireland
UB	Unconscious bias
AB	Active Bystander
GPhC	General Pharmaceutical Council
FMC	Faculty Management Committee
PSNI	Pharmaceutical Society of Northern Ireland
P&C	People and Culture
SCR	substantial change review
AY24/25	Academic Year 2024/25
HE	Higher Education
IPE AB	Interprofessional Education Active Bystander
INHED	Irish Network of Healthcare Educators
AIPEC	All-Ireland Interprofessional Healthcare Challenge
DfE	Department for Education
M	Male
F	Female
DG	Deirdre Gilpin
R&E	Research and Enterprise
WG	Working Group
ToR	Terms of Reference