

**School of Psychology
SWAN Action Plan
Updated 2020**

Area to be addressed	Planned Action	Responsible (see Acronym Key for abbreviated terms)	Target/ Measureable Impact	Time scale/completion date
<p>1. Sustainability and embedding the influence of SWAN Charter Principles in School environment, activities, and culture at all levels.</p>	<p>1.1. We will formalise the structure, roles and reporting arrangements to Management Committee and School Board of the Self Assessment Team (SAT).</p> <ul style="list-style-type: none"> i. We will consider workload model analysis of SAT activity to determine sustainability. ii. We will specify arrangements for how people are selected into roles relating to categories of SAT actions. iii. We will identify a more formal mechanism for seeking representation from UG and PG students. 	<p>School Management Committee</p>	<p>We will agree a formal terms of reference for SAT within overall School structures.</p> <p>It will make explicit SAT activities, key roles and mechanisms for engaging PG and UG student representatives.</p>	<ul style="list-style-type: none"> i. Terms of reference will be developed by 30 September 2017. Composition of SAT finalised at October 2018 Management Committee meeting. ii. Workload model working group formed and met 2020, awaiting guidance from University, to finalise by January 2021 iii. DegreePlus approved for engaging students in SWAN work in a formal way

	<p>1.2 We will ensure SWAN is appropriately embedded across all levels of staff to include professional/support staff, academics associated with our professional doctorates as well as the new Lecturer (Teaching-only) positions.</p> <p>Particular focus will be around broadening maternity leave policies.</p> <p>This action is aligned with action 1.3 (see below).</p> <p>Specific plans include:</p> <ul style="list-style-type: none"> i. Introduction of a “major administration free” period for Lecturers on Teaching-only contracts, in which such lecturers are not asked to take on any major administrative roles, will be devised. This will allow them to develop the activities such as scholarship and educational leadership/innovation that are required for promotion 	<p>School Management Committee and SAT in consultation with the Programme Directors for the professional doctorates.</p>	<p>Impact determined by measurable targets in respect of (a) uptake of both the schemes in (i) and (ii), and (b) increased rate of agreement on repeated Staff Survey that the School’s policies around maternity leave are supportive (an increase on current already high level of 90%).</p>	<p>Management Committee will adapt “returners” policy and broaden application to table at School Board by 31 January 2018.</p> <p>A SAT representative will attend one of the 3 Tax Free Childcare Seminars scheduled for Summer/Autumn 2017 and all staff with childcare responsibilities will be encouraged to attend.</p> <p>The SAT representative will also circulate key information amongst staff.</p> <p>As far as I know, these were all done and current within the School policy.</p>
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	<p>and demonstrate parity with the current 6 month policy applied to only Lectures on Research and Teaching contracts.</p> <ul style="list-style-type: none"> ii. A buddying system for all taking maternity leave. A staff member (academic or professional/support) who has previously been on maternity leave will buddy and provide advice/support before, during, and after maternity leave. iii. A formal handover period for professional/support staff on return from maternity leave as well as before it (requested in staff survey). iv. We will promote awareness and encourage attendance at seminars and advice clinics on Tax Free Childcare in response to changes to Childcare support from April 2018. 			
		SAT to deliver a Carer's Workshop, subsequent	The measurable target will be a)	We will deliver the workshop by 31 May

	<p>1.3 The SAT will deliver an all-staff workshop on caring responsibilities:</p> <ul style="list-style-type: none"> i. We will ensure that appropriate policies reflect inclusive language and make explicit caring roles that may currently be “hidden” (e.g., caring for an elderly parent or family member with mental health issues). ii. We will consider, through further consultation, how fathers and non-biological mothers or others with caring responsibilities can be further supported. iii. We will invite a local representative from a <i>Carers NI</i> or other charities to provide expert advice on supporting more “hidden” caring roles (e.g., children with disabilities / elderly parents in ill health / dementia caring roles). 	<p>policy delivered by School Management Committee.</p>	<p>strong attendance numbers at the workshop b) and an increase in those staff who staff feel supported following a period of leave associated with caring (increased above 73%).</p> <p>We will include in any future Staff Survey a specific assessment of support with regards to those with caring responsibilities.</p>	<p>2018 and we will devise more wide-ranging School policy on caring responsibilities by 30 September 2018.</p> <p>Ongoing work, with work planned to develop survey on caregiving responsibilities. Situation complicated by COVID-19 – we are currently collecting data on this issue and plan to develop situation-specific policies by October 2020 for the beginning of the academic year.</p>
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	<p>1.4 We will deliver a “<i>SWAN is for everyone</i>” information session for all staff to allow for informed and open discussion about SWAN and its purpose.</p>	SAT	<p>The measurable targets will be a) increase in the number of staff who consider (i) that SWAN has been beneficial to the School’s working environment (increase from 73%) and (ii) the proportion of staff who consider that being in a School with a SWAN award is important to them (increase from 73%).</p>	<p>Spring 2018 Delivered in February 2019, with good attendance and feedback.</p>
	<p>1.4 We will organise an informal discussion with the University’s Equality and Diversity Unit (EDU) for the HoS/Management Committee and SAT to ensure the School’s research and educational environment is supportive towards people who identify as transgender.</p> <p>In addition:</p>	HoS, School Management Committee, SAT, Head of the EDU.	<p>Session delivered successfully and measured by implementation of key recommendations for the School (e.g., ensuring that any research studies or questionnaires that require participants to identify their gender allow for</p>	<p>SAT attendance at the Trans Equality training and awareness-raising seminars will take place this summer (dates yet to be confirmed).</p> <p>TMcC to attend training session 23rd Nov 2017.</p>

	<p>i. We will ensure SAT representation at Trans Equality training and awareness-raising seminars to be delivered on campus by SAIL NI (a local Trans Support Network in Belfast).</p> <p>ii. We will liaise with the Students' Union to discuss how we can best support Trans Students in our School.</p>		<p>more than traditional binary options).</p>	<p>The discussion with the EDU will occur before 1 June 2018.</p> <p>We will table key recommendations to our School Board by 31 January 2019.</p> <p>We organised two Rainbow Project seminars on trans issues for staff (June 2019) and Level 1 students (October 2019), with good attendance and feedback</p> <p>We circulated the University trans policy at School Board (February 2019)</p>
	<p>1.5 We will ensure all staff have completed online <i>Unconscious Bias training</i>.</p> <p>Our School manager will monitor update of this training and remind staff in conjunction with HoS.</p>	<p>HoS and School Manager</p>	<p>The measurable target will be 100% uptake of training.</p>	<p>By 31 December 2017.</p> <p>Done, we will remind new staff as they join.</p>

	<p>1.6 We will continue to encourage best practice within the School surrounding its family friendly policies including those that the staff survey showed to be effective: flexible working arrangements, core hours meeting scheduling, 7-7 email policy, and teaching- and meeting-free Fridays.</p> <ul style="list-style-type: none"> i. We will continue to ensure that no key School meetings are scheduled outside of core hours when the timetable for such meetings is compiled at the start of each academic year (as is currently the case). ii. We will continue to try to facilitate where feasible staff requests for their lectures to be held at times that allow for staff to manage their childcare or caring responsibilities. iii. No teaching to be scheduled on Fridays when lectures are being timetabled. 	<p>HoS, School Manager, Director of Education, and Office Manager</p>	<p>i-iv Measurable target will be 100% of key School meetings held during core hours, and no teaching sessions on Fridays.</p>	<p>School meetings timetabled annually each September.</p> <p>Lecturing requests to be facilitated annually where possible during the summer when lectures are being timetabled.</p> <p>This all appears to be ongoing. Reminder about email policy sent by School Manager October 2018</p> <p>Ongoing, with regular reminders.</p> <p>This had to be changed during pandemic due to increased teaching delivery online. October 2020 the SWAN committee brought adapted suggestions to the Management</p>
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	<p>iv. We will remind staff of email policy if this becomes necessary. New students will be informed of this policy during their induction and it will feature in the student handbook.</p>			<p>committee which communicated them to the school (keep meetings to a minimum, schedule breaks, encouragement of research days when possible).</p>
	<p>1.7 We will continue to provide a programme of outreach and engagement events that support SWAN charter principles including:</p> <ul style="list-style-type: none"> i. Women's lunches termly. ii. Family Christmas party annually. iii. International Women's Day coffee morning in aid of women's charity. 	<p>SAT</p>	<p>The measurable target is programme of events all delivered and well-attended by both male and female members of staff. We will gather feedback about these events in a repeat of our staff survey.</p>	<p>Annually 2017 -First women's lunch date arranged. Date arranged for Christmas party</p> <p>These happened as planned, with some exceptions due to strike, pandemic, etc.</p>
	<p>1.8 We will raise awareness of gender-related issues amongst our undergraduate and postgraduate population by:</p> <ul style="list-style-type: none"> (i) introducing a new Psychology of Gender module in final year (ii) including this topic as part of a Level 1 module taken by all students. 	<p>Dr Ioana Latu/Dr Michele Kavanagh/EDU</p>	<p>The measurable target is good uptake of the final year course, but we cannot guarantee a specific number of students on this course because students are free to</p>	<p>The Psychology of Gender course is already slated to be introduced in the 2017-18 academic year. Course content for Level 1 students and PGT/PGR students will</p>

	<p>(iii) including a session on equality and diversity issues to be considering in conducting research in module on research skills taken by all PGT and PGR students, with input from EDU.</p>		<p>select between optional modules. Another measurable target is positive evaluations of the other teaching.</p>	<p>be also be introduced in 2017-18.</p> <ul style="list-style-type: none"> • Psychology of gender module introduced in January 2018. Extended to full module for Spring 2019 and continuing in 2020 and beyond (with very high enrolment and evaluations) • EDU delivered session for the PhD/PGT students in Oct 2017 • Lesley Storey and Ioana Latu delivered diversity in research sessions at PGT level
	<p>1.9 We will seek to raise awareness of equality and diversity issues amongst our student population by introducing the newly-developed equality and diversity e-learning course "Think Difference, Act</p>	<p>Director of Education in conjunction with the EDU</p>	<p>The measurable outcome is good uptake of this e-learning course amongst our students.</p>	<p>This will be in 2018 when the e-learning is formally rolled out, but we do not yet know when that pilot will be completed.</p>

	<p>Differently” which is currently being piloted at graduate level.</p> <p>In response to pilot consider the School level mechanism of implementation.</p>		<p>Please note that what is considered a good uptake level will be informed by pilot.</p>	<p>Ongoing</p>
	<p>1.10 We will monitor gender parity of First Class Honours Degree awards.</p> <p>We will closely monitor the existing trend for a smaller percentage of females obtaining first class degrees, and in particular we will examine whether there are any forms of assessment more likely to show gender differences.</p> <p>Further actions will only be developed if necessary depending on trends.</p>	<p>Education Administrator with Director of Education</p>	<p>The measurable outcome is no gender difference in percentage of first class degrees obtained.</p>	<p>We will report to School annually at first School Board following the Exam Board.</p> <p>Ongoing</p>
<p>2. Sustainable career progression for PhD students and PDRAs/RAs</p>	<p>2.1 We will ensure PhD students continue to get support to progress into sustainable academic careers by:</p> <p>i. Delivering an annual session with female PhD students and PDRAs/RAs</p>	<p>PhD Tutor, along with senior School staff and PhD representatives on the SAT</p>	<p>The measurable target will be evidence of sustained progression of PhD students into academic careers.</p>	<p>All schemes will run annually.</p> <p>Ongoing should schedule for next academic year</p>

	<p>around careers hosted by female academic staff.</p> <ul style="list-style-type: none"> ii. Delivering a “Where to next?” session for PhD students approaching the end of their degree. iii. Providing Mentoring Programme for incoming PhD students by existing students, with the School to facilitate an initial welcome event for mentors and mentees. 		<p>The aim is to increase this above the current rate of 60-70%.</p>	
	<p>2.2 We will organise and host two lunches annually for female PhD students across the EPS Faculty. Funding for this has been promised by the Faculty Pro-Vice Chancellor. This will follow up on the initial lunch for such students hosted by our female PhD students, which was very successful. As with the first event, these lunches will serve as an opportunity for female students to provide peer discussion and support around career progression. This also functions as a “beacon” activity within the university led by the School.</p>	<p>PhD representatives on the SAT in conjunction with volunteers from the PhD community</p>	<p>The measurable target is strong attendance of these lunches by female students (> 20) from all Schools in the Faculty, and good evaluations of the effectiveness of these events.</p>	<p>The first lunch was held in March 2017; another one will be held November 2017 and then twice annually thereafter.</p> <p>Another lunch was organised 13 Nov 2019, good turnout</p>

	<p>2.3 We will ensure the standard of career pathway support is maintained for Postdoctoral Research Assistants, including:</p> <ul style="list-style-type: none"> I. PRDA Advisor will continue to hold regular meetings with PDRAs and ensure their interests are represented at School level. II. PDRA handbook will be updated annually as required. III. Female PDRAs will be invited to attend the career progression session annually with some of the School's female academics. IV. Welcome coffee mornings will continue to be held for new PDRAs/RAs. 	<p>PDRA Advisor</p>	<p>The measurable target is around career progression for PDRAs.</p> <p>We will aim for to achieve 100% of PDRAs to secure employment in research or teaching positions (not necessarily at QUB) at the end of their contracts.</p>	<p>One group meeting to be held each semester and 1 individual meeting per year. A separate Career Progression session will be held annually; and there will be annual monitoring of PDRA destinations. We will also deliver Welcome coffee mornings throughout the year as required.</p> <p>Ongoing Professional Development Review also extended to PDRAs who now have the opportunity to participate in development conversations with reviewers</p>
	<p>Additional PDRA actions from PDRA tutor: 1. Post doc rep on School Research Committee and also on</p>			

	<p>the central University Post doc Forum</p> <p>2.Lobbying for teaching opportunities for PDRAs</p> <p>3.Opportunities for mentoring PhD students</p>			
<p>3. Attracting males into UG Programme</p>	<p>3.1 We will produce new recruitment materials specifically targeting males for use at recruitment events.</p> <p>This action is based on evidence from our undergraduate survey initial findings which indicated a need to:</p> <ul style="list-style-type: none"> I. Include references to visible male role models. II. Emphasise the broad nature of psychology and associated careers beyond clinical/educational psychology. III. We will make it clear that psychology is a science and that the degree includes acquiring skills in statistics and research design. 	<p>Our School’s Marketing and Communications Administrator will lead on this with assistance from other School staff.</p>	<p>Our measurable target is an increase in the percentage of male students, but we recognise that this will take time. We are setting a “10 in 10” target, aiming for a 10% increase in 10 years.</p>	<p>Will produce a recruitment leaflet during the 2017-18 academic year and we will use this in our outreach, engagement and recruitment activities.</p> <p>We are currently working a range of new promotional materials to include points 1-3. Gary McKeown is writing a piece on Human computer interaction (HCI), an emerging career pathway for psychology students. We will get photos of VR and the work Gary is doing for flyers and the School webpage.</p>

				<p>5 Male students scheduled for interviews and photos in January 2018. This will be included in the school promotional video. We are also gathering testimonials from male students for the webpage. This is achieved and ongoing. New promotion materials (website, videos, brochures) include male students. Talks for open days and recruitment include Psychology as a Science.</p>
	<p>3.2 We will deliver targeted recruitment events at all-boys secondary schools in Northern Ireland. There are currently 16 such schools and we aim to visit at least 5 each year. Male staff will act as role models by delivering these events.</p>	<p>Our School's Marketing and Communications Administrator, in conjunction with male staff.</p>	<p>Our measurable target is an increase in the percentage of male students applying for undergraduate courses each year, but we recognise that this will take time.</p>	<p>These visits will begin in 2018 once we have the appropriate recruitment materials and thereafter occur annually.</p> <p>We have identified 3 all male schools to date who are happy</p>

			We are setting a “10 in 10” target, aiming for a 10% increase in 10 years.	to take part in these events. We are also targeting boys in the co-ed schools by using male staff and students in recruitment events.
	<p>3.3 We will begin to address an important intersectionality issue of how to attract applications from young males from low SES backgrounds. Please note there is a further intersectionality issue that is specific to Northern Ireland, specifically participation by Protestant males from low SES backgrounds.</p> <ul style="list-style-type: none"> i. We will organise an initial discussion session with the University’s Widening Participation Unit (WPU) to identify what existing outreach projects from STEM Schools that Psychology can co-participate in. i. We will collaborate with WPU in identifying key schools (particularly those from high numbers of students from low SES Protestant backgrounds) 	Our School’s Marketing and Communications Administrator, the Director of Education, and the SAT in conjunction with the Widening Participation Unit.	<p>Our measurable target is an increase in the percentage of male students from low SES backgrounds applying for undergraduate courses each year, but we recognise that this will take time.</p> <p>A more immediate target is to ensure fair participation of both male and female UG students (50/50) in these outreach and engagement activities.</p>	Initial discussion to be held by 31 st January 2018 and activities rolled out thereafter. Some activities already rolled out through Partnership Programme but also plans to continue this in our recruitment (to finalise strategy by June 2021)

	<p>and engage UG students (males in particular) in any ongoing outreach projects.</p> <p>ii. We will engage resources such as Professor Fluffy and devise a social media campaign with Social Media lead Steven Baxter Crawford targeting key audiences.</p>			
	<p>3.4 To support male UG students, we will ensure all tutorials have at least two male students in their complement to ensure male students do not feel isolated.</p>	<p>Module Co-ordinators with School Manager and Office manager</p>	<p>Measurable target is for all tutorials to have at least two male students.</p>	<p>Audit tutorial listing annually. Ongoing</p>
	<p>3.5 We will develop and host a “Welcoming Statement” on our School’s website and in our recruitment materials to appeal to male students and specifically males from low participating groups.</p> <p>In addition, we will alter the ratio of males to females on our existing webpages aimed at potential students.</p>	<p>Our School’s Marketing and Communications Administrator, with input from Equality and Diversity Unit on how any such Welcoming Statement should be worded.</p>	<p>Our measurable target is an increase in the percentage of male students, but we recognise that this will take time. We are setting a “10 in 10” target, aiming for a 10% increase in 10 years.</p>	<p>During 2017-18 academic year. Short statement on Study page (check when it was put there) check numbers Done and ongoing on website (welcome statement on teaching pages, photos are gender balanced)</p>

	<p>3.6 We will conduct “<i>motivation to study psychology</i>” research with UGs (questionnaire and focus groups), following up on our short preliminary study that gauged UG perceptions of their choice of UG course.</p> <p>We will use the findings to inform the development of our recruitment materials and strategy.</p>	SAT / UG Rep	The measurable outcome will be strong participation (> 100 students) in this research by our undergraduate population.	Report on initial findings from our preliminary study to School Board by November 2017. Prepare proposal for larger information gathering exercise by May 2018 and conduct study in autumn 2018. To be completed by September 2021. Initial plans discussed between Swan champions and Paul Wilson, UG Course Director
4. Recruiting males to Professional Doctorate Programmes	<p>4.1 We will ensure there is a representation of male images on our website and recruitment materials relating to our Professional Doctorate Programmes.</p> <p>4.2 We will provide testimonials from male</p>	Our School’s Marketing and Communications Administrator in conjunction with Professional Doctorate Staff and in consultation with Programme Directors.	To measure the success of this, we will include questions in selection and recruitment surveys for both Programmes. Measurable target will be high	Implement for 2018 / 2019 application round. Marketing and communications administrator will arrange meeting with Dclin and DECAP

	<p>trainees and male early career Qualified Professional Psychology Practitioners. These enhancements will provide visibility for males in these workforces and ensure that this representation supports practice in much needed areas of a hard to reach Psychology Service users across the life span.</p>		<p>awareness of these efforts.</p> <p>Our longer-term target is 10% increase in the number of male students to Professional Doctorates.</p>	<p>course directors to progress this</p> <p>To finalise by January 2021</p>
	<p>4.2 We will organise an annual informal career discussion session for male UG with male Doctorate Programme Staff and male Doctorate trainees. This session will be designed to offer guidance on prerequisite training experience and opportunities.</p>	<p>Director of Education and Doctorate Programme staff, students, and Directors.</p>	<p>The more immediate target is good attendance at the session, equivalent to 25% of our male cohort.</p> <p>The long-term target is a 10% increase in the number of male applicants.</p>	<p>We will deliver session by 31st December 2017 and then deliver it annually thereafter.</p>
	<p>4.3 We will ensure that professional training courses websites and recruitment literature have a <i>Welcoming Statement</i> promoting the inclusion of males.</p>	<p>Course directors, liaising with the Equality and Diversity Unit to ensure appropriate wording.</p>	<p>The longer-term 10-year target is a 10% increase in the number of male students to Professional Doctorates.</p>	<p>For 2018-19 intake onwards.</p>

<p>5. Key transition points for both academic and professional/support staff and support for career development.</p>	<p>5.1 Continue to ensure high levels of female recruitment into permanent academic posts.</p> <ul style="list-style-type: none"> i. We will devise a new recruitment brochure for use in the School's pending recruitment exercises that emphasises the School's strong track record in SWAN and its family-friendly atmosphere. ii. We will continue to ensure strong female representation on appointments panels. iii. We will ensure that any Search Committees convened to approach at least 50% women. 	<p>HoS with School Marketing and Communications Administrator and Management Committee.</p>	<p>To ensure that women are appointed in equal numbers to men to permanent academic posts in accordance with the merit principle.</p>	<p>Recruitment exercises from the 2017-18 academic year onwards. IL included SWAN info in school recruitment video October 2018. Ongoing gender representation monitored</p>
	<p>5.2 We will improve processes around induction in response to our staff survey.</p> <ul style="list-style-type: none"> i. We will produce a "School Structures at a Glance" resource for all new staff, and update this as necessary. ii. We will ensure that mentors for new academic staff are 	<p>HoS with School Manager and Management Committee.</p>	<p>The measurable target will be an increase in satisfaction ratings in items related to induction in a repeat of our staff survey. Overall, we aim for a 20% increase in these ratings amongst academic</p>	<p>Include in School level induction protocol by 30 September 2018. New staff induction checklist developed 2020 Mentors ongoing Buddy system ongoing (initiated by cohorts coming in)</p>

	<p>appointed before the staff arrive and contact the new staff member on arrival.</p> <p>iii. We will establish a system of “same level” buddies for all new academic and professional/support staff during induction.</p> <p>iv. The HoS will encourage all staff to attend university induction events.</p>		staff (this was the category for which these ratings were low).	School Structures at a Glance to be finalised and shared by September 2020
	<p>5.3 We will introduce a School fund that Lecturers with Teaching-Only contracts can apply to in order to support activities to enhance career progression and promotion (e.g., attendance at relevant teaching conferences or training events). Previous funds were only open to Lecturers with Research and Teaching contracts.</p>	HoS, School Management Committee	Successful funding of applications from this group, facilitating their progression towards promotion.	<p>Consult with staff about parameters of fund and application procedure in 2017.</p> <p>Roll out fund in 2017-18 academic year.</p> <p>ongoing.</p>
	<p>5.4 We will lobby for greater clarity surrounding academic standards and promotions criteria for Lecturers with</p>	SWAN champions will bring to SWAN steering group; Director of Education and	Measurable outcomes would be >80% Lecturers in this category	Lobbying to occur in 2017-18 academic year.

	<p>Teaching-only contracts. This is in response to staff survey comments around lack of clarity around this role.</p>	<p>HoS to highlight within wider University.</p>	<p>agreeing that these standards are transparent, which we will assess in a repeated staff survey, and progression towards promotion applications in this group.</p>	<p>Has been done as part of the new Promotion regulations. Several applied for promotion (success rate to be updated yearly)</p> <p>Roll out survey about transparency of standards after next promotion round 2021.</p>
	<p>5.5 We will more develop a more detailed record of training requirements for professional and support staff and evaluate the success of such training.</p> <p>Our staff survey yielded examples in this group of good practice in relation to appraisals but an area of need was identified as translating goals into required training.</p>	<p>School Manager/School Management Committee</p>	<p>Measurable output in the form of an annually collated list of training requirements for professional services staff.</p>	<p>List collated during 2017 / 2018 commencing with appraisals in October 2017. Monitored annually. Ongoing</p>
	<p>5.6 We will develop a <i>Partnership in Promotion Programme</i> for all staff emerging from probation and seeking promotion to Senior Lecturer or Reader.</p> <p>i. This initiative will be led by Professors and Senior</p>	<p>HoS, Senior Academic Staff, and SWAN Champions</p>	<p>Uptake of the Programme and in the longer term a greater number of promotion applications, and specifically</p>	<p>Focus group session by 31 November 2017 for delivery from January 2018</p> <p>Started in August 2019. Collecting data</p>

	<p>staff who have experience of Promotions and it will adopt an action learning approach.</p> <p>ii. An initial facilitated focus group will be run with these staff to identify the sort of support they require, and staff attending will be matched along gender.</p> <p>iii. This will be a pilot run over 18 months.</p> <p>This action is required in response to the generally low levels of promotion applications and more specifically the continued limited numbers of female staff at Senior Lecturer or Reader level.</p>		<p>successful promotions of females to Senior Lecturer or Reader level. We aim for at least two females to be promoted to SL or Reader within the next assessment period.</p>	<p>regarding feedback and planning to continue in 2020/2021 promotions round.</p> <p>One woman promoted to SL in 2019 round (before PiP). Success rates to be updated annually.</p> <p>2020 outcome</p> <ul style="list-style-type: none"> •1 male staff member to Professor •2 female staff members to Reader •3 male and 1 female staff member to Senior Lecturer •Overall 7 were promoted, 3 female and 4 male <p>Feedback available from survey</p>
	<p>5.7 We will brief academic appraisers annually on the need to ensure appraisals are supportive and explicitly discuss progress towards promotion. This action is in response to comments in the staff survey about the need for appraisal to</p>	<p>HoS</p>	<p>Increased number of staff stating that appraisal is helpful for career development (currently 68%).</p>	<p>From the 2017-18 appraisal round onwards. PDR system in place of appraisals since 2019/2020. Feedback to be collated about</p>

	have a strong development as well as evaluative component.			helpfulness (September 2020)
	<p>5.8 We will improve support for grant writing by:</p> <ul style="list-style-type: none"> i. Making the existing internal peer review system more formal to ensure those using the system do not have to find their own reviewers. ii. Including work done in internal peer review as part of the workload model. iii. Running a further internal workshop on securing RCUK funding. iv. Blocking staff teaching into a single semester if feasible to free up blocks of time for writing grants. 	HoS, Director of Research, along with Director of Education in order to block teaching.	A measurable target will be a 15% increase in the value of grant applications and grants awarded.	<p>Peer review system to be modified in 2017-18 academic year and included in workload from then onwards. Grant writing workshop to be held in February 2018. Blocking of staff teaching is already being attempted for the next academic year, but will take longer to roll out fully. One week writing retreats and Friday retreats organised since 2018. These included workshop elements with people from Finance & Research & Enterprise.</p> <p>Blocked teaching ongoing (discussed at Curriculum Review day September 2018) but challenged by COVID-19 situation</p>

				<p>Internal peer review system ongoing, should be formalised and finalised by September 2020.</p> <p>HoS sending reminders of grant application process to all staff.</p>
	<p>5.9 The School will roll out a new enhanced workload model.</p> <ul style="list-style-type: none"> i. This will include a broader range of activities including outreach and “good citizenship”. ii. The model will be transparent (although anonymous). iii. We will use the model to continue to monitor for any gender imbalances in workload. 	HoS/Management committee	<p>A measurable target will be the majority (> 80%) of staff judging the workload model to be fair and transparent. No gender imbalances in workload.</p>	<p>The model is currently under development, and will be rolled out at the end of the current academic year to capture activity over the year. It will be monitored annually for gender balance in workload.</p> <p>Teaching workload model developed and in use. Working group to include all work (admin, teaching, research) initiated in 2019/2020 and awaiting University guidelines to finalise</p>

6. Beacon activities beyond QUB	<p>6. 1 Follow through to publication the article currently accepted for publication by one of the SAT chairs to The Psychologist professional magazine about psychology departments and SWAN. This article summarises the issues facing psychology departments and discusses common approaches to them, based on the two workshops we have already held. Dissemination of this magazine amongst all professional psychologists and a large number of psychology academics will ensure very high awareness of the SWAN initiative nationally.</p>	Professor McCormack	Publication of the article in the Psychologist.	<p>The editor has stated that he is aiming for publication with 6 months but cannot guarantee this.</p> <p>Article published in Social Psychological Review in 2019.</p> <p>The Psychologist article is in preparation, to be submitted by September 2020</p>

	<p>6.2 Allocate one of Faculty's funded studentships specifically to a research project on gender equality designed to support our high-profile work in this area. This PhD project will be supervised by two members of School staff and the findings of the research will be widely publicised through publication and conference attendance. Funding for this has already been committed by the Faculty.</p>	HoS, Postgraduate tutor	Studentship awarded, PhD completed successful and its findings disseminated.	<p>Funding for this has been secured for a September 2018-19 start date.</p> <p>Vasilena Stefanova started September 2018, with IL and TMC as supervisors. Research ongoing and focusing on parenting stereotypes and effects on female career progression in academia</p>
	<p>6.2 Continue to work in a buddying role with Royal Holloway Psychology, supporting their department in its efforts to secure a gold award. SAT chairs will remain in regular contact with their equivalent in Royal Holloway, and will again read a draft of any future application by that department.</p>	SAT chairs	We will aim to have a least one further face-face visit with Royal Holloway colleagues	<p>Ongoing over the next 3 years.</p> <p>TMC? to chase with Royal Holloway.</p> <p>TM provided advice to Durham psychology department</p>
	<p>6.3 Accept further invitations to deliver talks or participate in workshops both in QUB and other institutions, following up our existing strong track record in this area.</p>	SAT chairs or HoS, depending on who is invited.	Successful delivery of such sessions, good attendance and positive feedback.	<p>As required.</p> <p>Talk delivered to AHPD October 2017 Meeting scheduled with Newcastle senior</p>

				<p>academics 22 Nov 2017 TMcC and IL. Read and commented on draft of SWAN application for UU biomedical sciences TMcC.</p> <p>Brief talk at SWAN awards ceremony 4th Dec 2017 TMcC.</p> <p>IL will give talks at SWAN awards ceremony (10 Dec 2018) University of Surrey (11 Dec 2018) Also Ireland SWAN awards in October 2019, FELIA Doctoral Training in China. And over time six internal talks at Schools within QUB (EPS, Medicine)</p>
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	<p>6.4 ASPON (Athena SWAN Psychology National Forum) Continue to run the national ASPON with colleagues from Royal Holloway and UCL, including:</p> <ul style="list-style-type: none"> i. Organise a third workshop. ii. Report on progress of the existing Working Groups in ASPON. iii. Ensure the results of the Working Groups are disseminated across the network in terms of the resources developed. Resources currently being developed include materials on implicit bias and a staff survey specifically for psychology staff that can be used in all departments nationally to allow benchmarking. 	SAT chairs	<p>Measurable target is continued high level of involvement of representatives from psychology departments across the UK; good evaluation of the third workshop is also a measurable target.</p> <p>A further measurable target is a high level of uptake of the resources developed by the working groups.</p>	<p>Ongoing, with next workshop in 2018.</p> <p>The Working Groups will report back at the next workshop.</p> <p>Workshop was held February 2018. TMcC organised, IL gave a talk on research. IL also attended ASPON in November 2019 at UCL and gave a talk.</p>
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	<p>6.5 Conduct a national survey with our colleagues through ASPON to follow up on Caffrey et al.'s (2016) study in the discipline of Medicine that suggests that Athena SWAN work falls disproportionately on women, potentially to the detriment of their careers. Circulate a report of the findings to the Association of Heads of Psychology Departments.</p>	<p>SAT chairs with our ASPON partners.</p>	<p>Measurable outcome is participation of 50% of those we approach in this study.</p>	<p>2018-19 academic year Incorporated into EPSRC Inclusion Matters grant that started January 2019 for 2 years, focusing on understanding and improving attitudes towards SWAN. Two full time post-docs working on this, interdisciplinary collaboration with other EPS schools, University of Warwick and Glasgow.</p>
	<p>6.6. (NEW) secured EPSRC funding for two year project on attitudes towards Gender Equality Initiatives</p>	<p>SWAN champion (IL), HoS (TMcC), EPS Faculty</p>	<p>See Impact Measures from Grant Application</p>	<p>Project ongoing</p>
<p>7. COVID-19 response actions (NEW)</p>	<p>7.1. Maintain communication in response to new working situations as they affect those with caregiving responsibilities</p>	<p>SWAN champions, HoS</p>		<p>Ongoing</p>
	<p>7.2. SWAN champions recommended inclusion of questions about impact of COVID-19 on work during PDR process</p>	<p>SWAN champions, HoS during PDR reviewer training session</p>		<p>June 2020</p>

	7.2.SWAN champions to collect anonymous data on impact of COVID-19 on work during PDR process	SWAN champions		June – July 2020
	A Parenting Group was organised online on Teams to discuss issues specific to Parents in our School	SWAN champion (IL)		Ongoing starting April 2020
	PhD student rep to organise monthly meetings to address any ongoing issues related to PhD student progress and increase connectivity	PhD student rep		Ongoing starting April 2020
	IL commissioned by the QGI to create a survey about the impact on the pandemic/lockdown on academic productivity and other psychological factors involved (work-family conflict, burnout, career self-efficacy, career aspirations, etc). This is the data that would feed into People and Culture and be used to adjust things like probation, promotion, etc. in the next few years.	SWAN champion (IL)		September 2020
	IL participated in Advance HE Advancing practice event about the effects of the pandemic on gender equality in higher education. (November 2020)			