Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	Liverpool John Moores University	LJMU
Department	School of Sport and Exercise Sciences	SES
Focus of department	**STEMM**	
Date of application	30TH April 2019	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date: 2018**	**Level: Bronze**
Contact for application Must be based in the department	Professor David Richardson	
Email	D.J.Richardson@ljmu.ac.uk	
Telephone	0151 904 6283	
Departmental website	https://www.ljmu.ac.uk/about-us/faculties/faculty-of-science/School-of-sport-and-exercise-sciences	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

29th April 2019

Dear Ruth Gilligan, Sarah Dickinson-Hyams and your team,

I am delighted to provide my fullest support for my School's application for the Athena SWAN Bronze Award. As the Head of School, I am committed to the advancement of gender equality, representation, progression and success for all. Specifically, I am committed to the advancement of careers for women in science, including our students, and our staff, by cultivating a supportive and progressive infrastructure that enables individuals to fulfil their potential. Furthermore, we are committed to promoting and embedding a culture of equality, diversity and inclusivity in which all staff enjoy being part of and have the opportunity to grow, progress and ultimately do the best that they can for our students, our colleagues and our partners.This application is evidence of my personal commitment, but also our collective commitment as a department.

Our Athena Swan journey began in 2015, but due to some changes in staffing the original Self-Assessment Team (SAT) was disbanded and another created in its wake in August 2018. This newly forged team continued with our self assessment process and generation of our application. The current team comprises an array of committed staff from across the School and demonstrates our pursuit of an equality, diversity and inclusivity agenda alongside the provision of a diverse and eclectic team to drive and realise our equality ambitions as a central part of our day-to-day business. I have led both teams and in doing so have witnessed the positive impact the self-assessment process has had upon all aspects of life within the department.

Our application reflects a great deal of hard work from our Athena SWAN SAT and the progress that we have already made. The process itself has stimulated lively and healthy debate and discussion amongst all members of the School. The ongoing feedback to staff related to progress with the application has provided an opportunity for reflection, check and challenge to our existing working practices and culture. The debate and discussion have also helped to provide a framework for future action as we strive to achieve greater equality, diversity and inclusivity within the School. The creation and collective agreement around our action plan identifies how we seek to change and/or enhance current practice. We have greatly benefitted from this collective self-assessment process,

and will only continue to do so with the implementation of our action plan, alongside continual monitoring.

The self assessment process has been invaluable in highlighting those areas where improvements in exisiting practices is required. To this end, the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department.

Yours faithfully,

Professor David Richardson
Head of School, Sport and Exercise Science

432 (500 words)

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6

ABBREVIATIONS

AP	Action Plan
ASP	Applied Sport Psychology
B&B	Brain and Behaviour
BIOMEX	Biomechanics
CHS	Cardiovascular Health Sciences
EDI	Equality, diversity & inclusivity
ECR	Early Career Researcher
EMARG	Exercise Metabolism and Adaptation Research Group
FeX	Football Exchange
HoR	Head of RISES
HoS	Head of School
L/SL	Lecturer/senior lecturer
PaD	Psychology and Development
PAEx	The Physical Activity Exchange
PDPR	Professional Development Practice Review
PGR	Post-graduate researcher
PGT	Taught post-graduate student
POD	People and Organisational Development Unit
PS	Professional Services
RISES	Research Institute of Sport and Exercise Sciences
RSO	Research Support Office
REF	Research Excellence Framework
S&F	Science and Football
SAT	Self-Assessment Team (Athena SWAN)
SES	Sport and Exercise Sciences
SMT	Senior Management Team
STEM	Science Technology Engineering and Maths
VC	Vice Chancellor

2. DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

The School of Sport and Exercise Sciences is one of three Schools based within the Faculty of Science at Liverpool John Moores University. Established in 1975, the School was the first to host a single honours degree programme in Sport Science, and over 40 years later continues to be at the forefront of innovation and development in teaching, research and applied practice. The School is recognised as 'world leading' and is currently ranked as the ninth best Sport and Exercise Science department in the world. The School employs seventy-one academic and research staff (F=14, M=57; Table 1), who are line managed within the department, and ten administrative/support staff (F=4, M=6), who are line managed at faculty level.

Table 1. Current composition of the School of Sport and Exercise Sciences 2018/2019.

	Male	Female	% Female	Total
Academic Staff	50	11	18	61
Research Staff	7	3	30	10
Professional and Support Staff	6	4	40	10
Foundation Students	15	7	23	22
Undergraduate Students	613	214	26	827
Postgraduate Taught Students	102	59	37	161
Postgraduate Research Students	103	52	33	157

At any given time, the School supports more than 1200 students across levels 3-8, with a current post honours degree research community of 157 students. The School offers three BSc Courses, five MSc Courses and two professional doctorates. The details of the courses we offer are in the student data section.

With the exception of one member of academic staff, all academic staff are on teaching and research contracts and are 'research active' with most staff generating both fundamental and applied research, together with knowledge exchange, consultancy and outreach. The Research Institute for Sport and Exercise Sciences (RISES) provides a core operational structure for research and is organised into five core discipline areas, and two themes exchanges (Table 2).

Figure 1. Staff and students from School of Sport and Exercise Sciences at a recent graduation ceremony.

Table 2. Research group overview and group leads.

| Research Group	Group Lead
Psychology and Development (PaD)	Dr David Tod
Exercise Metabolism and Adaptation Research Group (EMARG)	Professor Anton Wagenmakers
Biomechanics (BIOMEX)	Professor Constantinos Maganaris
Brain and Behaviour (B&B)	Professor Simon Bennett
Cardiovascular Health Sciences (CHS)	Professor Dick Thijssen

Education and training provision is underpinned by a research-informed philosophy and applied practice focus. World-class facilities and strong links with partners in the sports, fitness, exercise, health and medical sectors support staff and students in realising our ambition to challenge the *status quo* in research and teaching. The majority of the department staff are based in the Tom Reilly Building, a purpose-built facility which opened in 2010. Some EMARG staff are based in an adjacent purpose-built Life Sciences building with access to centralised wet labs and imaging facilities, and the majority of staff in the two Exchanges based in a purpose-built Teaching and Learning facility, all of which are located on the City Centre Byrom Street Campus, some 0.3miles apart (5 minute walk) (see Figure 2).
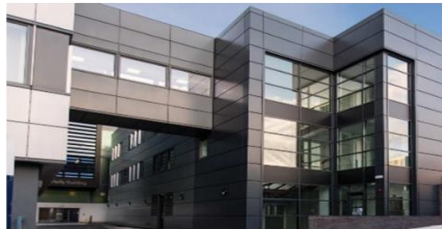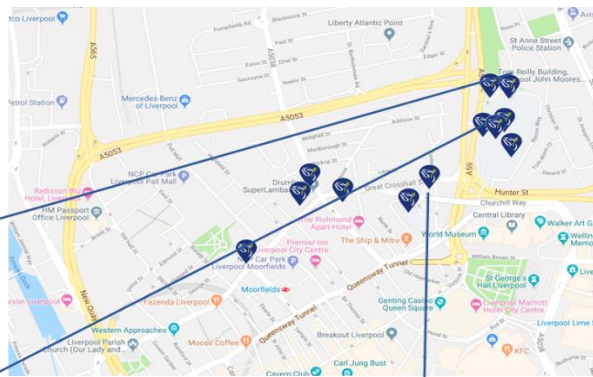
Figure 2. Geographical location of School of Sport and Exercise Sciences.

School operating structures are summarised below. Eight staff members comprise the Strategic Leadership team (F=2; M=6). Four Subject leaders have line management responsibility for academic and research staff within their discipline of expertise, (*n*=4; F=1, M=3). The HoS has line management responsibility for some staff. There are strategic leads for core Schools agendas (*n*=5; F=2; M=3), to demonstrate the schools commitment to the EDI agenda a Strategic Lead for EDI will be created (action F1). In addition, each taught programme has a programme leader (*n*=11; F=1; M=10), and each research or exchange group in RISES also has a lead (Table 2; *n*=7; F=1; M=6).

Figure 3. School of Sport and Exercise Science operating structure. *Line management responsibilities lie with the the subject leads, or 'Heads of..' Strategic leaders do not have any line management responsibilities.*

There is a robust consultation and feedback process that is inclusive of all staff and specific groups that is diarised and communicated via the School calendar at the onset of each academic year (Figure 4).
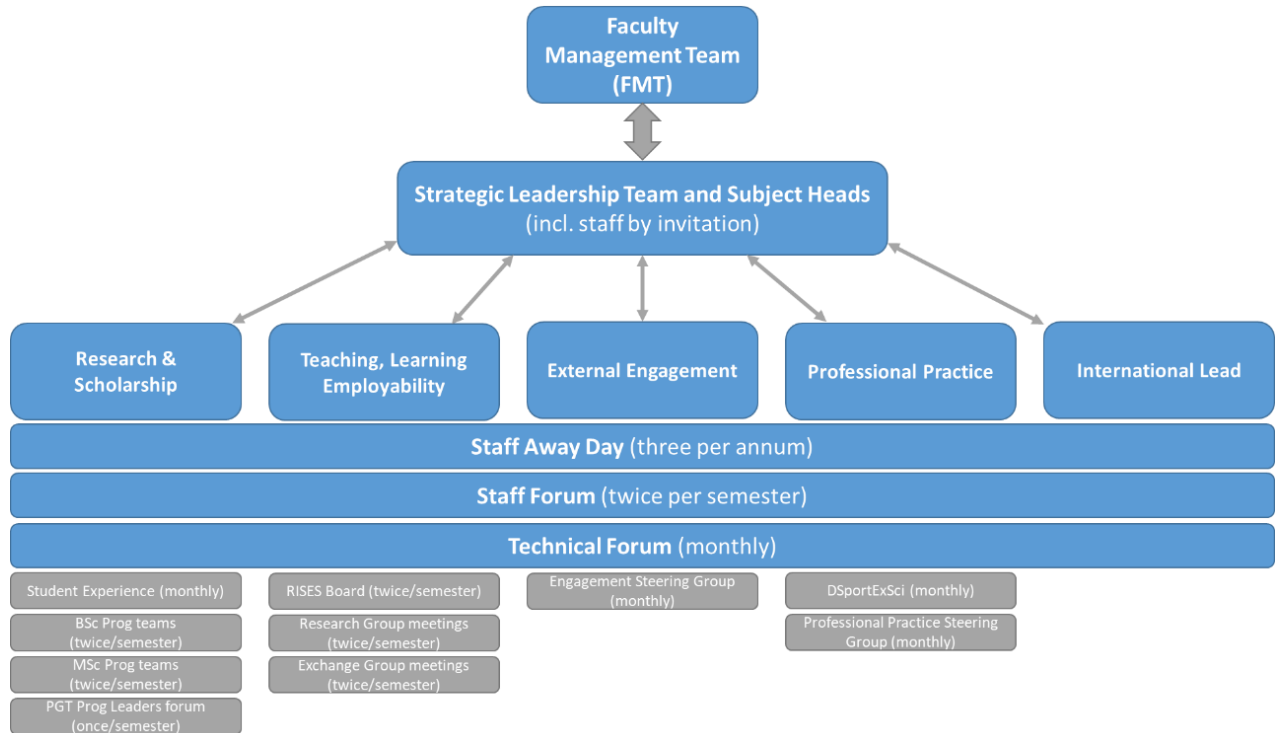

Figure 4. School consultation process that feeds into the Faculty Management Team.

499 (500 words)

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i)   description of the self-assessment team

Our Athena Swan journey began in 2015, however due to some changes in staffing the current Self-Assessment Team (SAT) was established in August 2018 and continued the self-assessment process. Our SAT is chaired by the HoS and comprises 21 staff and student members (F=10, M=11). The HoS is also a member of the University-wide Athena SWAN Working Group. Initially, departmental staff were invited to register their interest in membership. Subsequently, specific members of the department were invited to the SAT with a view to representing, as far as was possible, diversity in the school (with respect to gender, career stage/experience, departmental role, level of caring responsibility). The SAT was introduced to the whole department during the all staff away day in September 2018, when the intention to submit for Bronze Award in April 2019 was announced.

Table 3. SAT Membership
TABLE REMOVED FOR SHARING
Membership will be reviewed annually (action F7).
NB Prof Zoe Knowles joined the SAT in March 2019 due to changes in workload.
*Moni Akinsanya and Holly Nicholls, University Equality, Diversity and Inclusion Manager and Support Officer and advisors to SAT

(ii)   an account of the self-assessment process

Dr Rebecca Murphy, was appointed during summer 2018 and developed a timeline schedule document in preparation for submission with goals and milestones.

Monthly meetings were organised and diarised (September–March; agendas and minutes produced for all meetings). Engagement to gain wider staff perspectives, and awareness raising activities, were identified and agreed upon as a priority. These goals were approached in a number of ways that are represented below in chronological order to reflect the development of these activities. The narrative includes details of communication, internal consultation, development of the submission and action plan, and external consultation.

Staff consultation

All staff and PGRs in the School were invited, via email, to take part in focus groups facilitated by an independent consultant, to discuss experiences of working in the School. In particular, underrepresented groups/individuals were encouraged to take part in these focus' groups and thus the compositions are not wholly reflective of departmental population. In total fourteen staff and eight post graduate research students volunteered to take part. The focus groups ran as a standalone PG research student group (*n*=8 F=5, M=3) and two staff groups (*n*=6 F=4, M=3; n=7 F=3, M=4).

The external consultant who conducted the focus groups was invited to a staff forum in December 2018 to discuss her findings and to raise awareness of the importance of equality and diversity. An infographic (Figure 4) was developed and circulated to all staff,

PGRs and UG student representatives at the Board of Studies, which included key quantitative data. This infographic was developed in order to raise awareness and encourage involvement from the whole School in the self-assessment process. It also served as a primer for the feedback session in the staff forum. During this staff forum, preliminary quantitative data figures were also shared with staff.
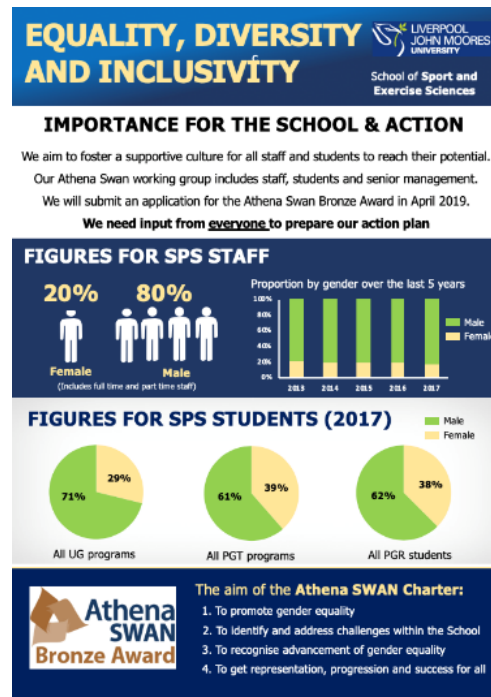

Figure 5. Awareness raising infographic featuring key quantitative data representing staff and student gender balance.

In February 2019 all SAT members were tasked to engage a small group of staff to determine staff and PGR student perspectives with respect to the School Athena SWAN Application and gender balance within the School and STEMM more broadly. Spcific questions were posed to staff and then responses were inserted into confidential documents and qualitatively analysed by appropriate SAT members.

On International Women's Day a staff and student (UG and PG) survey was launched by the Director of School. This was launched as a further effort to ensure that the self-assessment process represented the perspectives of the entire department, to continue to raise awareness, and encourage reflection on current working practices in the School.

Internal and external consultation
Between February to April 2019, Professor David Richardson, HoS, oversaw the application process. Sections of the form were allocated lead authors, who assigned sub-groups ensuring equal and representative contribution (Table 3). During the SAT meetings, issues and ideas were discussed and staff and student data that had been collected and analysed (qualitative and quantitative) were debated and interpreted, collectively. As the assessment process progressed, discussions informed the action plan.

Members of the SAT have been involved throughout data collation, action plan drafting and application process as a whole, as well as in awareness raising and promotion of our EDI agenda more widely within the School. The entire SAT was involved in the drafting of this application, and the LJMU EDI team and School SMT provided comments in detail on drafts. Following this, the application was sent out to external review and wider consultation (Ms Rachel Tobbell, *Focus Group Consultant*; Dr Sean McWhinnie, *Independent consultant*; Dr Sharon Dixon, *Critical friend*). Finally, the action plan was debated and signed off by the School SMT.

(iii)   plans for the future of the self-assessment team

SES is keen to further increase momentum and further cultivate the EDI remit to address other areas of inequality (intersectionality), in addition to gender. The group will continue to meet every other month (diarised into core School calendar), with sub-groups meeting in between feeding into the wider SAT. Importantly, membership will be reviewed annually. We seek to establish an annual cycle of business for the SAT which includes regular items such as monitoring the action plan, a cycle of reviewing updated datasets as new information becomes available, reviewing new reports and recommendations for action as they are produced, and a formal annual review of the action plan. In that action plan review, completed actions can be signed off, ongoing actions can be updated, and, as appropriate, new actions can be added. The new edition of the action plan can then be published and circulated.

SES plans to appoint a strategic lead for EDI. This individual will formulate a 'within School' EDI group that will be tasked with driving an EDI agenda, and will encompass the SAT. Key staff from the SAT have been identified to drive this agenda (RM, TS, NH) and have been encouraged, and supported, to attend equality and diversity workshops/courses (Table 4). Knowledge gained from these will be fed directly back into this new working group, and will inform the School's EDI agenda moving forward.

Table 4. Overview of attendance at institutional equality and diversity events.

Date	Event	Staff in attendance
November 2018	LJMU BAME Staff Network Launch Event	Dr Nicola Hopkins
February 2019	Intercultural Competence – Unconscious Bias	Dr Rebecca Murphy
December 2018	LJMU | International Day of Persons with Disabilities	Dr Nicola Hopkins and Dr Victoria Sprung
February 2019	LJMU LGBT History Month Event	Dr Nicola Hopkins and Dr Victoria Sprung
May 2019	Women in STEM conference 2019	Dr Victoria Sprung

950 (1000 words)

4. PICTURE OF A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

(i)   Numbers of men and women on access or foundation courses

The 2018/19 academic cycle was the first for the foundation courses in the Faculty of Science.

(ii)   Numbers of undergraduate students by gender

The School offers three BSc courses; SES, ASP, and S&F.
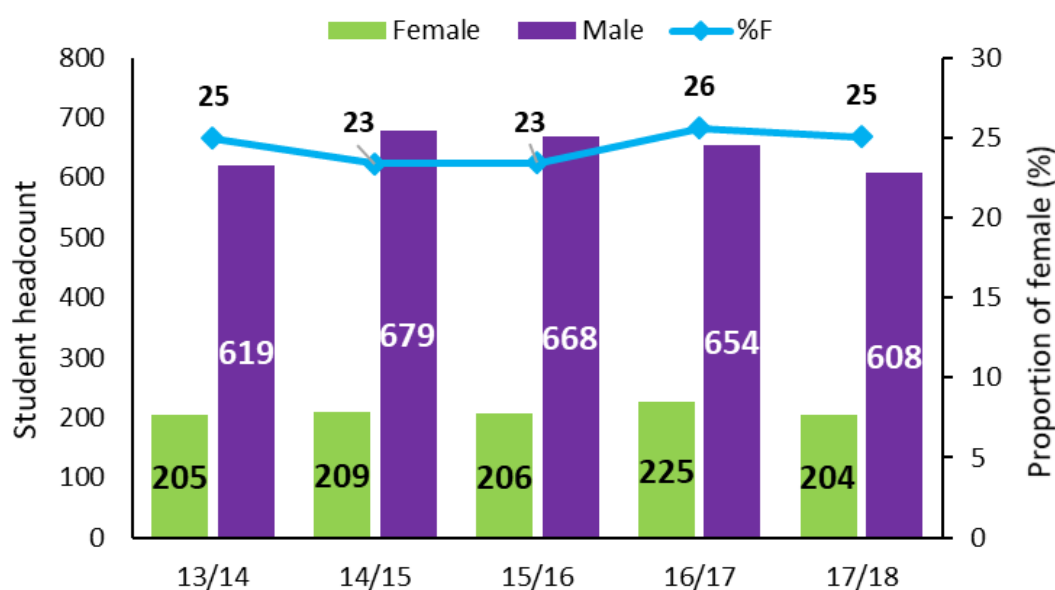
Figure 6. Full time undergraduate students and proportion of students who are female. *National benchmark for proportion of full time female UG students in sport sciences (HESA 2017-18)=32%.*

The proportion of females is ~24%, notably below the national benchmark. The number of undergraduate students studying part time between 2013-2018 was; SES- 14 male, 3 female; ASP- 2 male, 0 female; S&F- 0 female, 5 male. Examination of the data at programme level provides further insight.

- Most students are registered for the SES programme (~70%). Approximately 1 in 4 students are female.
- In 2017-18 15% of our students were registered for ASP, of whom 34% were female. The psychological focus of this course seems to be more attractive to females.
- In 2017-18, 14% of our UG students were registered on S&F of whom 9% were female.

There is clearly scope to increase the representation of females on all programme(actions A1, A2).

Figure 7. Fulltime student headcounts and proportion of students who are female on A) BSc SES, B) BSc Applied Sport Psychology and C) BSc Science and Football.
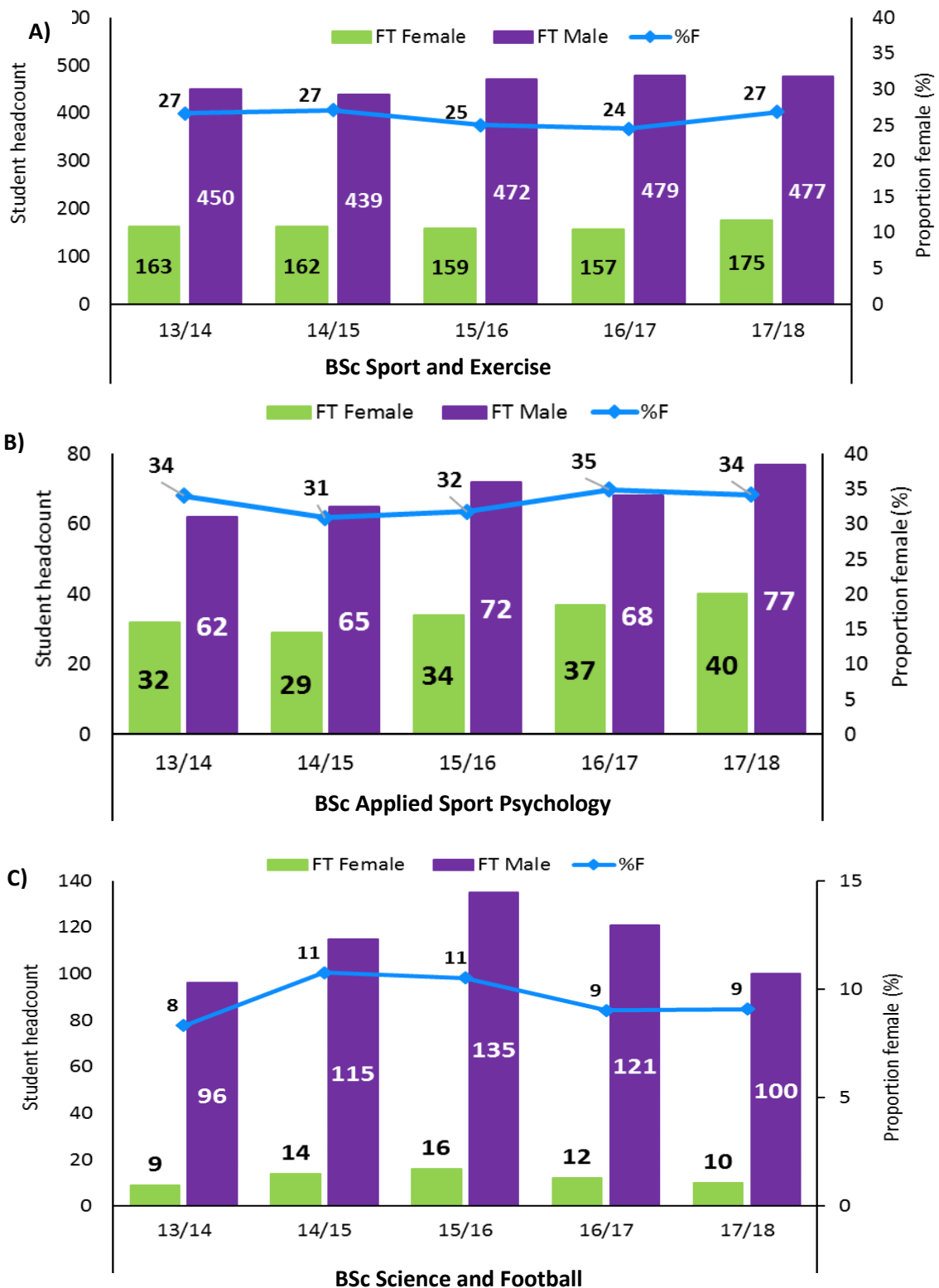
Table 5. Proportion of total student headcount on each course by year, gender and ethnicity

Course	Year	Gender	Proportion of students (%)						
			Arab	Asian	Black	Chinese	Mixed race	Other Ethnicity	White
ASP	14/15	F	0	0	0	0	3	0	97
		M	0	3	3	2	8	0	85
	15/16	F	0	0	3	0	9	0	88
		M	0	3	3	1	8	0	85
	16/17	F	0	3	3	0	11	0	84
		M	0	3	3	0	3	0	91
	17/18	F	0	5	3	0	8	0	85
		M	1	1	6	0	6	0	84
S&F	14/15	F	0	7	0	0	7	0	86
		M	0	4	2	1	8	1	84
	15/16	F	0	6	0	0	6	0	88
		M	0	1	4	1	4	1	88
	16/17	F	0	8	0	0	0	0	92
		M	0	2	3	1	4	2	88
	17/18	F	0	0	0	0	0	0	100
		M	0	4	2	0	3	1	90
SES	14/15	F	0	1	2	0	2	0	96
		M	0	4	2	1	3	0	89
	15/16	F	0	1	3	0	3	0	94
		M	0	3	3	0	5	1	88
	16/17	F	0	1	2	0	3	0	94
		M	0	3	2	0	5	0	89
	17/18	F	0	2	1	0	2	0	95
		M	0	2	3	0	5	0	89

Ninety percent of students enrolled are white, varying between 85-100% by gender, year and course. There are no clear trends over time. The current ethnic diversity of the course reflects the local population of Liverpool (White: 91%, Asian: 3%, Black: 1.9% Mixed race: 2%, Chinese: 1.1%, Other: 1.0%).

Table 6. Number of applications, offers, accepted, enrolled and conversion rates on BSc Sport and Exercise Sciences by year and sex.

		Applications (N)	Offered (N)	Accepted (N)	Enrolled (N)	Applications to offers conversion rate (%)	Offers to acceptance conversion rate (%)	Acceptance to enrolled conversion rates (%)	Applications to entries conversion rate (%)
	Female	300	284	64	62	95	23	97	21
2013	Male	958	863	194	183	90	22	94	19
	%F	24	25	25	25				
	Female	349	337	60	57	97	18	95	16
2014	Male	1029	934	210	199	91	22	95	19
	%F	25	27	22	22				
	Female	319	303	57	55	95	19	96	17
2015	Male	975	906	204	194	93	23	95	20
	%F	25	25	22	22				
	Female	291	276	62	59	95	22	95	20
2016	Male	835	765	187	179	92	24	96	21
	%F	26	27	25	25				
	Female	303	290	80	78	96	28	98	26
2017	Male	840	753	177	172	90	24	97	20
	%F	27	28	31	31				
	Female	1562	1490	323	311	95	22	96	20
Overall	Male	4637	4221	972	927	91	23	95	20
	%F	25	26	25	25				

Table 7. Number of applications, offers, accepted, enrolled and conversion rates on BSc Applied Sports Psychology by year and sex.

		Applications (N)	Offered (N)	Accepted (N)	Enrolled (N)	Applications to offers conversion rate (%)	Offers to acceptance conversion rate (%)	Acceptance to enrolled conversion rates (%)	Applications to entries conversion rate (%)
2013	**Female**	57	54	15	15	95	28	100	26
	Male	143	121	28	26	85	23	93	18
	%F	29	31	35	37				
2014	**Female**	49	45	8	7	92	18	88	14
	Male	138	121	27	26	88	22	96	19
	%F	26	27	23	21				
2015	**Female**	53	47	13	12	89	28	92	23
	Male	149	127	33	30	85	26	91	20
	%F	26	27	28	29				
2016	**Female**	72	64	16	16	89	25	100	22
	Male	145	135	31	29	93	23	94	20
	%F	33	32	34	36				
2017	**Female**	57	52	14	13	91	27	93	23
	Male	145	128	33	32	88	26	97	22
	%F	28	29	30	29				
Overall	**Female**	288	262	66	63	91	25	95	22
	Male	720	632	152	143	88	24	94	20
	%F	29	29	30	31				

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Table 8. Number of applications, offers, accepted, enrolled and conversion rates on BSc Science and Football by year and sex.

		Applications (N)	Offered (N)	Accepted (N)	Enrolled (N)	Applications to offers conversion rate (%)	Offers to acceptance conversion rate (%)	Acceptance to enrolled conversion rates (%)	Applications to entries conversion rate (%)
2013	**Female**	16	14	4	4	88	29	100	25
	Male	241	189	45	42	78	24	93	17
	%F	6	7	8	9				
2014	**Female**	25	24	6	6	96	25	100	24
	Male	280	233	56	50	83	24	89	18
	%F	8	9	10	11				
2015	**Female**	26	25	9	8	96	36	89	31
	Male	224	190	70	62	85	37	89	28
	%F	10	12	11	11				
2016	**Female**	13	13	3	3	100	23	100	23
	Male	190	152	40	37	80	26	93	19
	%F	6	8	7	8				
2017	**Female**	13	11	4	3	85	36	75	23
	Male	143	120	28	28	84	23	100	20
	%F	8	8	13	10				
Overall	**Female**	93	87	26	24	94	30	92	26
	Male	1078	884	239	219	82	27	92	20
	%F	8	9	10	10				

For SES and ASP, the overall proportions of applicants are 25% and 29% female, respectively. Females are more likely than males to receive offers, although the difference is not significant. Rates of offer, acceptance and enrolment vary but are similar by gender.

Females represent between 8% and 13% of applicants on S&F annually. Females seem more likely to receive offers than males, however small numbers likely skew this trend. There are no gender differences in acceptance or enrolment rate. Data from all courses suggest the best way to increase female representation is to increase female applications (action A1).

Admissions

All admissions staff undertake annual mandatory training on the University's policy. The School offers 7 Applicant days annually for potential students. Little consideration has previously been given to gender of staff and students supporting these events, recently highlighted by an attendee:*"It just confirmed to me LJMU is the university for men."*

Our Strategic Lead for External Engagement and associated committee are reviewing open day and marketing activity with a focus on attracting female attendees and improving their experience (actions A1, A2).

Table 9. Number and proportion of qualifications awarded by undergraduate degree, year and sex.

Course	Year	First			2.1			2.2			3rd			HND/DipHE			Other qualification			Pass - Fallback			Total %F obtaining a qualification
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	
SES	13/14	12	22	35	25	78	24	10	37	21	0	1	0	0	2	0	3	1	75	0	6	0	25
	14/15	13	12	52	21	40	34	12	36	25	0	4	0	1	1	50	1	16	6	2	2	50	31
	15/16	11	24	31	23	65	26	16	32	33	2	1	67	0	4	0	1	11	8	0	3	0	27
	16/17	11	21	34	30	64	32	9	37	20	0	3	0	0	6	0	2	6	25	0	0	0	28
	17/18	16	25	39	21	65	24	9	44	17	0	6	0	0	0	0	0	0	0	0	0	0	26
ASP	13/14	1	0	100	6	9	40	2	5	29	0	0	0	0	2	0	0	0	0	0	1	0	35
	14/15	2	2	50	3	7	30	1	3	25	0	0	0	0	1	0	0	1	0	1	1	50	32
	15/16	4	1	80	6	11	35	2	10	17	0	0	0	0	1	0	0	2	0	0	0	0	32
	16/17	2	4	33	4	5	44	3	7	30	0	0	0	0	0	0	0	1	0	0	0	0	35
	17/18	3	2	60	4	11	27	3	6	33	0	2	0	0	0	0	0	0	0	0	0	0	32
S&F	13/14	0	2	0	1	9	10	0	9	0	0	1	0	0	2	0	0	3	0	0	3	0	3
	14/15	0	3	0	2	10	17	1	10	9	0	0	0	0	0	0	0	3	0	1	0	100	10
	15/16	0	4	0	1	13	7	3	18	14	0	0	0	0	0	0	0	2	0	0	0	0	10
	16/17	0	2	0	0	25	0	3	7	30	0	0	0	0	1	0	0	1	0	0	0	0	7
	17/18	2	7	22	1	21	5	1	8	11	0	4	0	0	0	0	0	0	0	0	1	0	9

Bench marking data for percentage of females obtaining a qualification in sciences 2017/18 = 38%.
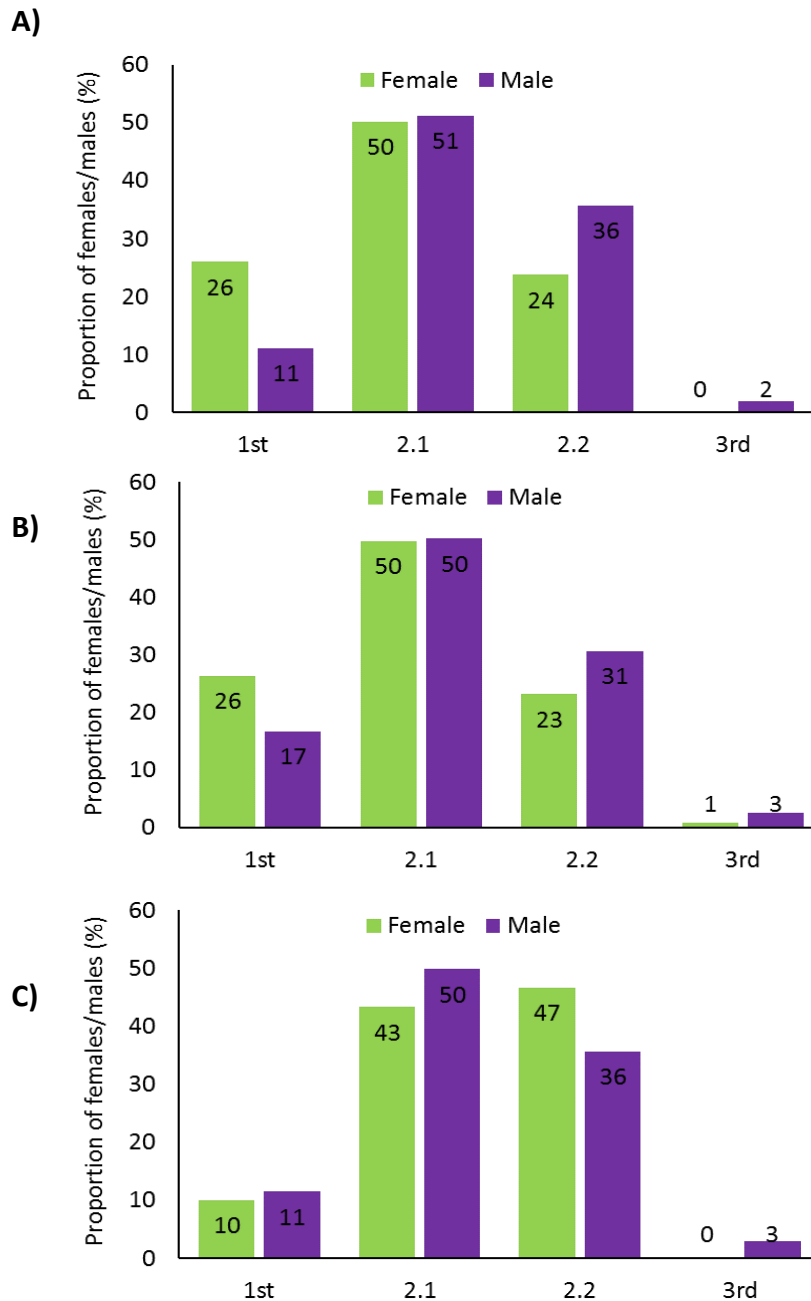
A)

B)

C)

Figure 8. Distribution of females and males across degree classes 2013-2018, A) Sport and Exercise Sciences, B) Applied Sports Psychology, C) Science and Football. *National benchmark for proportion of sports science students achieving a first or 2.1* female = 75%, male = 60%.

There were no gender differences in UCAS points by course between 2013-2018. On SES and ASP, female students are more likely to achieve a first than male students, consistent with national data. Our student survey suggests females may feel they must excel:

"…. it makes me wonder if I'll be one of the few females that stands out enough to have a successful career"

There are no gender differences in attainment on S&F, however females have lower attainment than SES, ASP and the national benchmark. The programme leader suggests females may feel isolated:

"….in L5 this year we have 2 females. When one went on leave of absence the other also did. Part of the reason cited was she felt her only friend had gone. It is possible that this has an impact."

It is important we understand the experience and attainment of females on this course (action A3). We identified a need to improve support offered to females (actions A4, F9).
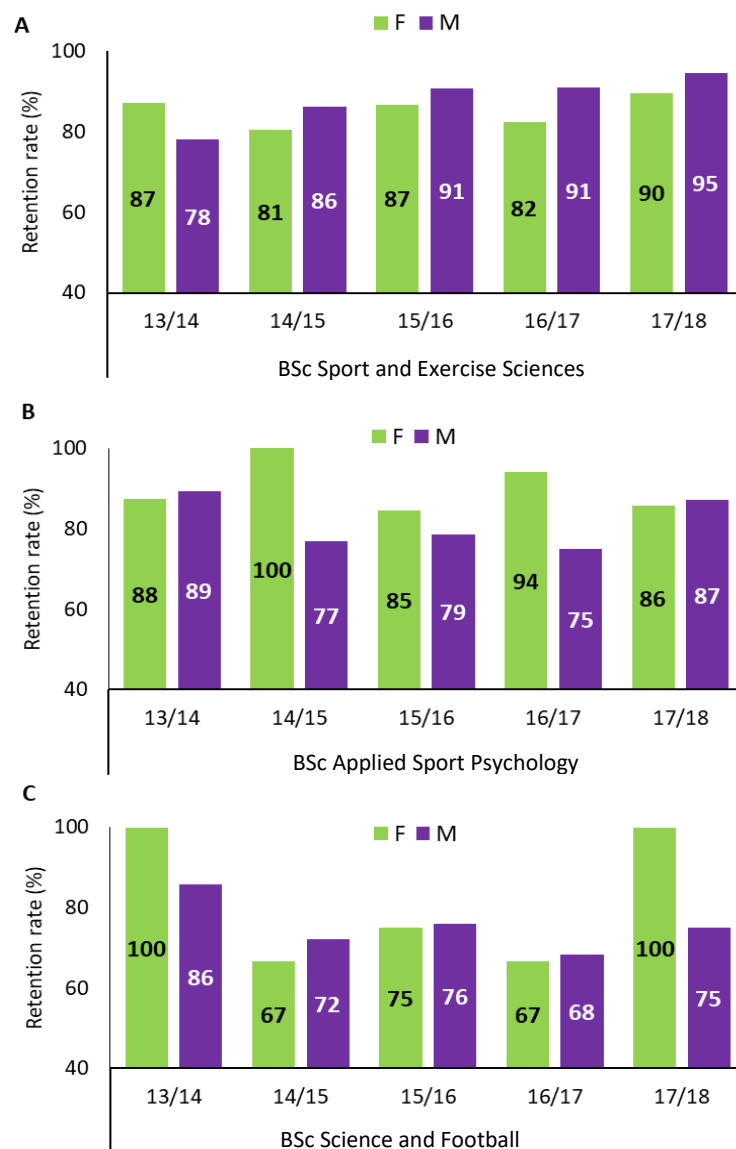
Figure 9. Retention rates of females and males between 2013-2018 on A) Sport and Exercise Sciences, B) Applied Sports Psychology, C) Science and Football.

Retention rates in SES have increased by 10%, in line with a University directive to improve retention rates. Individual course retention rates vary, there is no gendered pattern.

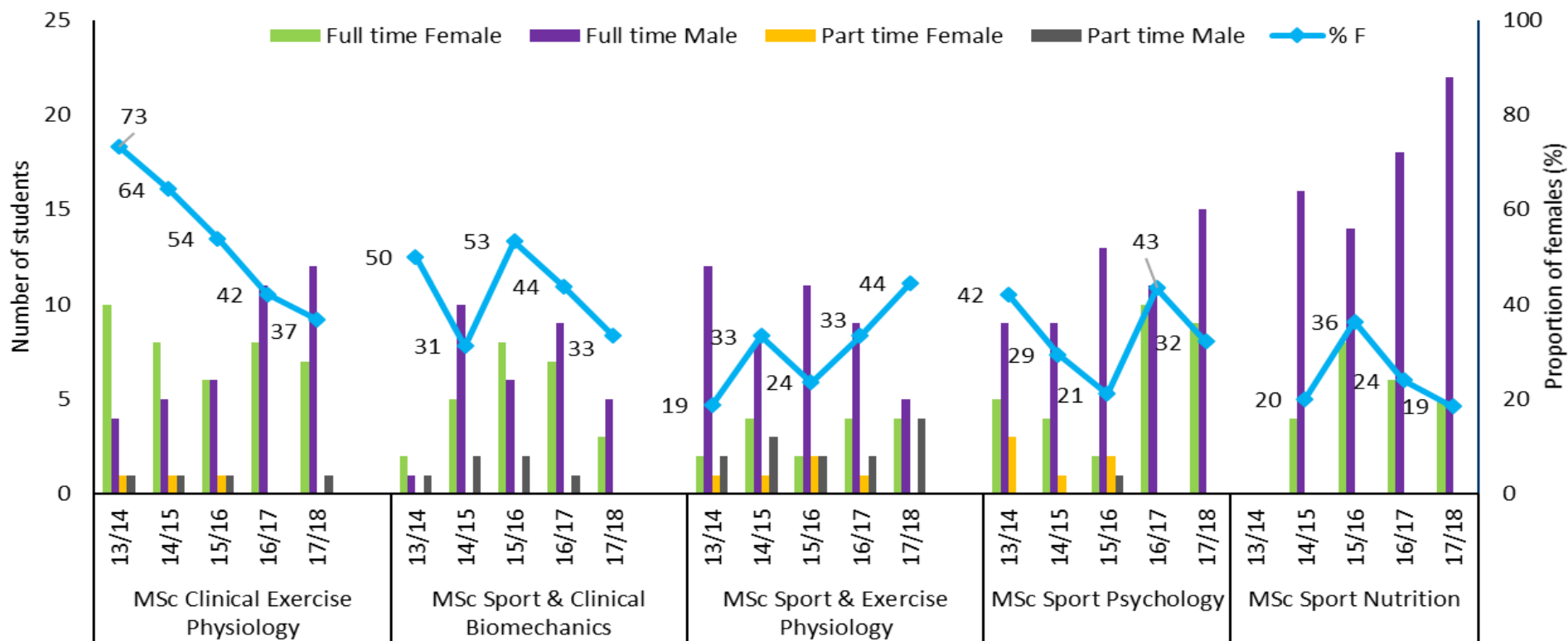(iii)   Numbers of men and women on postgraduate taught degrees

Figure 10. Number of students and proportion of females enrolled on taught postgraduate degrees by year, sex and mode of study. Bench marking data for percentage of females enrolling on a PG course (taught/research) in sciences for 2017/18 = 41%.

NB. The intake for Strength and Conditioning MSc (S&C) 2017/18 was 17 male, 0 female, 15 white, 1 mixed race, 1 information refused.

Table 10. Proportion of total student headcount on each course by gender and ethnicity between 2014-2018

MSc Course		White	Arab	Chinese	Asian	Black	Mixed race	Other Ethnicity
		Proportion of students (%)						
Clinical Exercise Physiology (CEP)	F	83	0	4	4	0	10	0
	M	100	0	0	0	0	0	0
Sport and Clinical Biomechanics (SCBiomech)	F	93	0	0	4	0	0	0
	M	89	0	0	5	0	6	0
Sport and Exercise Physiology (SEP)	F	89	0	5	6	0	0	0
	M	86	1	3	5	0	0	0
Sport Psychology (SPsych)	F	100	0	0	0	0	0	0
	M	94	1	0	0	0	3	0
Sport Nutrition (SN)	F	87	0	0	0	0	13	0
	M	100	0	0	0	0	0	0

PGT numbers have doubled, driven by the addition of SN in 14/15 and S&C in 17/18, and increased numbers on SPsych. 36% of PGTs are female, which is higher than at UG and may be related to the higher attainment of females at UG level (locally/nationally), as minimum entry requirement for an MSc is 2.1. The proportion of females has declined by 18% over 5 years, strongly influenced by the introduction of SN and S&C (Figure 11). Thus identifying a need to improve numbers of females on SN and S&C (action A5).

Males on CEP have increased, while female numbers have not. An increased intake from 15 to 20 and an effort to recruit LJMU students from SES are likely drivers. Additionally, the PG markerting materials are male dominated (promotional materials will be reviewed for gender balance for all courses (action A5iii)). Overall 90% of females and 94% male PGTs are white.
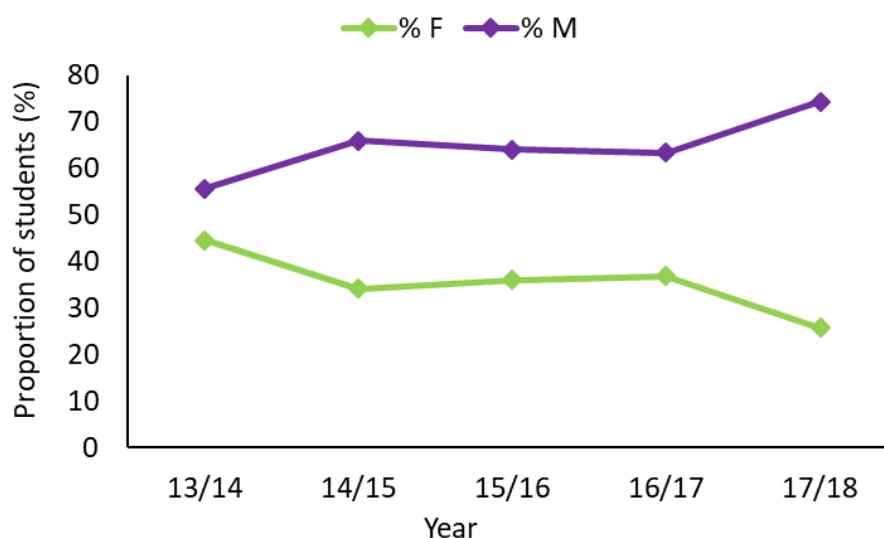

Figure 11. The proportion of females and males on all postgraduate taught courses.

Table 11. Number of applications, offers and accepted on postgraduate taught degrees.

Course (MSc)	Year	Applications		Offered		Accepted	
		F	M	F	M	F	M
Clinical Exercise Physiology	13/14	23	15	21	10	11	6
	14/15	18	16	18	12	11	6
	15/16	33	30	15	11	9	9
	16/17	25	32	17	24	10	13
	17/18	30	45	16	26	7	15
Sport & Clinical Biomechanics	13/14	7	7	6	4	2	2
	14/15	8	18	6	17	6	14
	15/16	18	17	13	12	8	9
	16/17	26	26	17	16	8	11
	17/18	14	24	9	11	4	6
Sport & Exercise Physiology	13/14	11	31	8	21	3	13
	14/15	18	54	11	23	10	6
	15/16	25	59	12	21	5	12
	16/17	30	40	11	17	6	11
	17/18	17	42	10	19	5	8
Sport Nutrition	13/14	NA	NA	NA	NA	NA	NA
	14/15	13	39	7	20	4	17
	15/16	48	61	19	26	8	14
	16/17	44	69	13	29	8	20
	17/18	36	62	15	33	5	21
Sport Psychology	13/14	12	37	10	17	5	10
	14/15	12	36	7	22	5	15
	15/16	35	35	14	20	6	15
	16/17	44	67	18	24	11	15
	17/18	62	60	28	28	18	21

Programme Leaders are responsible for application decisions but do not undertake unconscious bias training (action A6iii). 40% of PGT applicants are female. The proportion of females applying for SEP, SN and S&C is lower than other courses (Action A4). Female applicants for SN are least likely to receive and accept an offer. A better understanding of the reasons is needed (action A6). Otherwise there are no significant differences in the offer rate. There is no gender difference in the applications to acceptance rate. Females are more likely (5%) to complete on time than males. There are no differences in completion rates between courses.

Table 12. Number & proportion of applications, offers, accepted on PGT degrees (2013-2018).

Course (MSc)	Gender	Applications	Offers	Acceptances	Application: offers	Offers: acceptance	Applications: acceptance
Clinical Exercise Physiology	Female	129	87	48	67%	55%	37%
	Male	138	83	49	60%	59%	36%
	% F	48%	51%	50%			
Sport & Clinical Biomechanics	Female	73	51	28	70%	55%	38%
	Male	92	60	42	65%	70%	46%
	% F	44%	46%	40%			
Sport & Exercise Physiology	Female	101	52	29	52%	56%	29%
	Male	226	101	50	45%	50%	22%
	%	31%	34%	37%			
Sport Nutrition	Female	141	54	25	38%	46%	18%
	Male	231	108	72	47%	67%	31%
	% F	38%	33%	26%			
Sport Psychology	Female	165	77	45	47%	58%	27%
	Male	235	111	76	47%	69%	32%
	% F	41%	41%	37%			
Strength & Conditioning	Female	6	3	1	50%	67%	17%*
	Male	39	26	19	67%	73%	49%
	% F	13%	10%	10%			
Overall	Female	609	321	175	53%	55%	29%
	Male	922	463	289	50%	62%	31%
	% F	40%	41%	38%			

S&C data is for 2017/18 only and is not included in the *overall* calculation.

*Student withdrew early in semester 1.

Table 13. Number of student enrolments and completions, taught postgraduate degrees by year, sex and course.

		Enrolled		Completed on time (%)		F completions (%)
		F	**M**	**F**	**M**	
Clinical Exercise Physiology	13/14	10	4	100	100	71
	14/15	9	5	100	100	64
	15/16	6	6	100	100	50
	16/17	8	11	100	100	42
	17/18	7	12	71	100	26
Sport & Clinical Biomechanics	13/14	2	2	100	50	50
	14/15	5	11	100	91	31
	15/16	8	6	100	100	57
	16/17	7	9	100	100	44
	17/18	3	6	100	83	33
Sport & Exercise Physiology	13/14	2	12	100	100	14
	14/15	5	10	100	90	33
	15/16	3	12	100	83	20
	16/17	4	9	100	78	31
	17/18	4	5	100	100	44
Sport Nutrition	13/14	NA	NA	NA	NA	NA
	14/15	4	16	100	100	20
	15/16	8	14	88	93	32
	16/17	6	18	100	100	25
	17/18	5	22	80	86	15
Sport Psychology	13/14	5	9	100	89	36
	14/15	4	10	100	80	29
	15/16	3	13	100	100	19
	16/17	10	13	100	85	43
	17/18	9	17	89	94	31

Bench marking data for percentage of females obtaining a post graduate (taught) qualification in sport sciences 2017/18 = 31%.
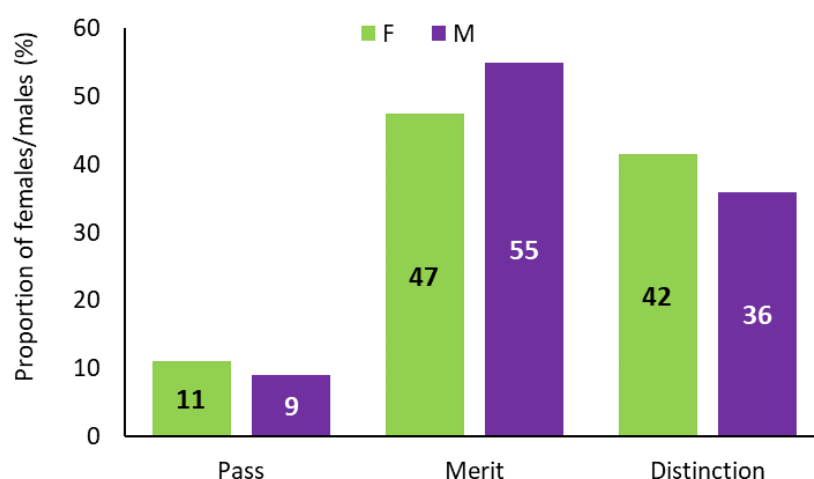
Figure 12. Distribution of females and males across MSc degree classifications between 2013-2018.

We observed no gender difference in attainment across MSc programmes, so data was combined. There is no clear gender difference in attainment at PGT level.

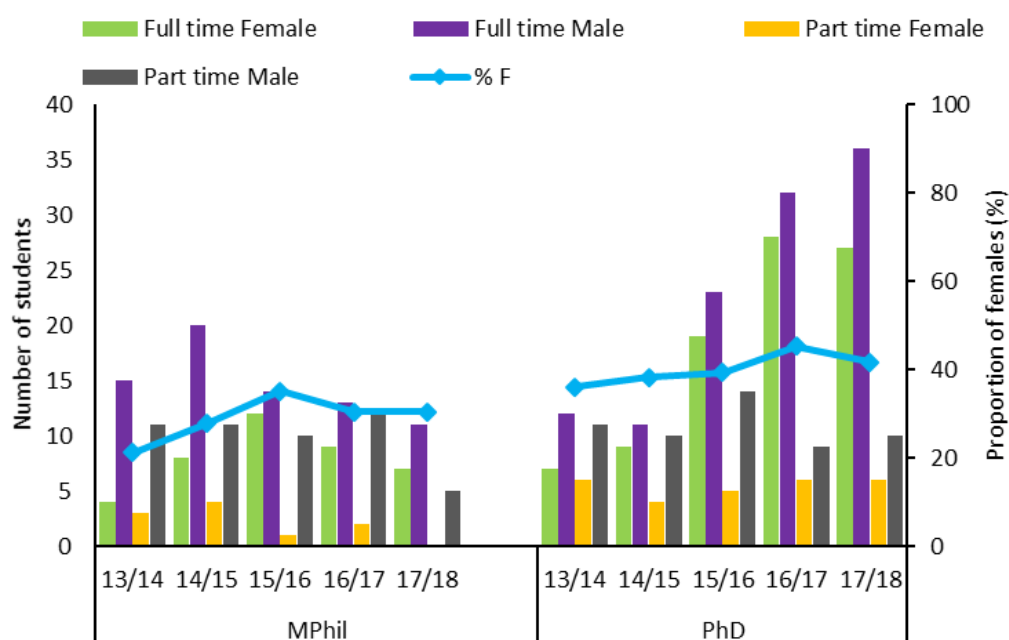(iv)   Numbers of men and women on postgraduate research degrees

Figure 13. Number of students and proportion of females enrolled on research post-graduate degrees by year, sex and mode of study.

Table 14. Proportion of total PGR student headcount by year, gender and ethnicity.

			Proportion of students (%)						
			White	Arab	Chinese	Asian	Black	Mixed race	Other Ethnicity
MPhil	14/15	F	91	0	0	9	0	0	0
		M	87	1	3	6	0	0	0
	15/16	F	69	0	8	15	0	8	0
		M	96	0	0	4	0	0	0
	16/17	F	82	0	0	18	0	0	0
		M	96	0	0	4	0	0	0
	17/18	F	86	0	0	14	0	0	0
		M	94	0	0	6	0	0	0
	Average	F	82	0	2	14	0	2	0
		M	93	0	1	5	0	0	0
PhD	14/15	F	77	0	8	15	0	0	0
		M	90	0	0	5	0	5	0
	15/16	F	88	0	4	8	0	0	0
		M	89	1	3	5	0	0	0
	16/17	F	82	0	3	12	3	0	0
		M	95	1	0	2	0	0	0
	17/18	F	85	0	3	9	3	0	0
		M	91	0	0	7	2	0	0
	Average	F	83	0	4	11	1	0	0
		M	92	1	1	5	1	1	0

Our PGRs population has increased over 5 years by 33 (7% increase in femlaes). More females undertake a PhD than an MPhil. There are very few females PGRs in FEx. Research groups that perform health-related work and have higher proportions of female staff have higher proportions of females (PAEx – 55%, CHS- 46%). Improved visibility of female staff/role models may encourage students to study in other reseach groups (action A3v). Disparity in gender balance between research groups is to be monitored and improved (action E1, E3).

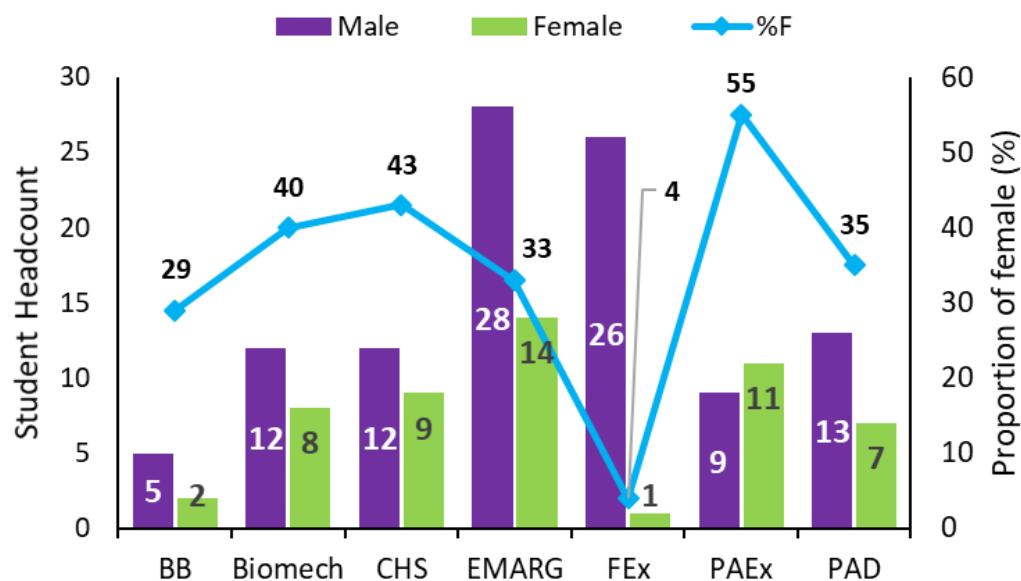Most PGR students are white (83% females and 92% males, Table 14).

Figure 14. Headcount of students and proportion of females enrolled on research post-graduate degrees by research group in 2017-18. *BB- Brain and Behaviour, Biomech – Biomechanics, CHS – Cardiovascular Health Sciences, EMARG - Exercise Metabolism and Adaptation Research Group, FEx – Football Exchange, PAEx – Physical Activity Exchange, PAD – Psychology and Development*

Table 15. Number of students applications, offers and accepted on postgraduate research degrees by year and sex

Year	Gender	Applications	Offers	Acceptances	Application: offers	Offers: acceptance	Applications : acceptance
2013/14	Female	9	7	5	78%	71%	56%
	Male	21	13	13	70%	100%	62%
	% Female	30%	35%	28%			
2014/15	Female	21	15	13	71%	87%	62%
	Male	38	27	25	71%	93%	66%
	% Female	36%	36%	34%			
2015/16	Female	35	18	17	51%	94%	49%
	Male	47	25	23	53%	92%	49%
	% Female	42%	42%	42%			
2016/17	Female	27	20	19	74%	95%	70%
	Male	51	23	23	45%	100%	45%
	% Female	35%	47%	45%			
2017/18	Female	10	9	8	90%	89%	80%
	Male	33	21	21	64%	100%	64%
	% Female	23%	30%	28%			
Overall	Female	102	69	74	68%	87%	63%
	Male	190	109	93	57%	97%	57%
	% Female	35%	39%	44%			

Overall 35% of applicants for PGR positions are female. Supervisory/research teams review applications and communicate their decision with the Postgraduate admissions and progression tutor who processes all applications (action A5iii).

Males are less likely to receive and more likely to accept an offer than females. The differences are not significant. There are no clear gender trends in application to acceptance rate. Application numbers and proportion of female applicants dropped in 2017/18. However, the application:offer and application:acceptance ratios were higher for females this year. There is no obvious explanation.

On-time completion has declined from 2012 (Table 16). There is little gender difference in on-time completion rate (6%). MPhil and part-time PhD data are not available from the University. We will monitor all PGR completions in the School annually (action E1).

Table 16. Number of full time PhD completions and ontime completions by gender and year.

Start Year	Gender	Completed	Completed on time	%
2010/11	F	4	3	75
	M	9	6	67
2011/12	F	5	4	80
	M	12	7	58
2012/13	F	3	1	33
	M	7	1	14
2013/14	F	3	1	33
	M	7	4	57

Table 17. Numbers of students on Professional Doctorate programmes by gender, year and mode of study.

Course	Year	Full time			Part time		
		F	M	%F	F	M	%F
Professional Doctorate Sport and Exercise Psychology	15/16	1	0	100	1	0	100
	16/17	2	5	29	1	0	100
	17/18	6	7	46	1	0	100
Professional Doctorate Applied SES	15/16	1	6	14	0	1	0
	16/17	1	6	14	2	6	25
	17/18	1	6	14	2	9	18

Students enrolled on professional doctorates have increased since 2015. Male and female students on Sport and Exercise Psychology have increased. Part-time males on Applied SES have increased, but not females. Students on this course work concurrently as practitioners in sport, which is generally male dominated. We will monitor the intake on these courses (action E1).
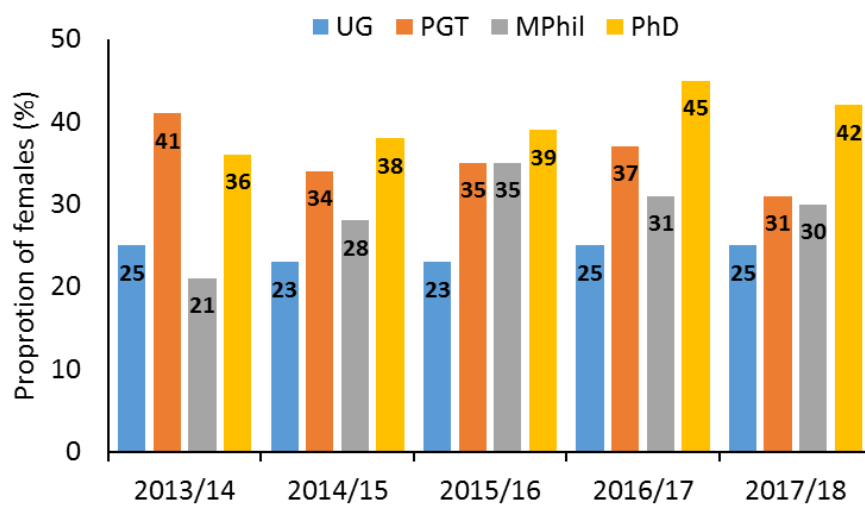
Figure 15. Progression of females from undergraduate to PhD by year.

Gender balance improves with study level, highlighting the need to increase female representation at UG. There is little gender difference in the proportions of eligible UG students from SES who continue to PG level at LJMU (Table 18). Female ASP students are most likely to enrol on a PGT course. There is no gender difference for PGR study. S&F students are least likely to progress to PG level, with males more likely to progress than females (~10%).

Table 18. Number and progression rates of students enrolling on a postgraduate course at LJMU from our undergraduate programmes.

BSc	Year	Gender	N enrolments		Proportion F (%)		Progression rate (%)	
			PGT	PGR	PGT	PGR	PGT	PGR
SES	2013-14	F	10	1	30	10	NA	NA
		M	23	9			NA	NA
	2014-15	F	9	5	31	36	26	15
		M	20	9			38	17
	2015-16	F	10	3	22	60	29	9
		M	35	2			39	2
	2016-17	F	17	3	38	33	41	7
		M	28	6			33	7
	2017-18	F	10	3	23	60	26	8
		M	34	2			38	2
	Average	F	11	3	29	40	31	10
		M	28	6			37	7
ASP	2013-14	F	0	0	0	0	NA	NA
		M	4	1			NA	NA
	2014-15	F	4	1	36	100	57	14
		M	7	0			78	0
	2015-16	F	5	0	38	0	100	0
		M	8	0			89	0
	2016-17	F	3	0	43	0	30	0
		M	4	2			33	17
	2017-18	F	5	0	63	0	83	0
		M	3	0			33	0
	Average	F	3	0	36	20	68	4
		M	5	1			58	4
S&F	2013-14	F	0	0	0	0	NA	NA
		M	3	3			NA	NA
	2014-15	F	0	0	0	0	0	0
		M	2	2			15	15
	2015-16	F	0	0	0	0	0	0
		M	5	1			29	6
	2016-17	F	1		10	0	0	0
		M	9	3			33	11
	2017-18	F	1		33	0	33	0
		M	2	2			7	7
	Average	F	1	0	9	0	8	0
		M	4	2			21	10

Progression rate is calculated from students eligible for MSc at LJMU (i.e. students achieving a >2.1).

4.2. Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

All but one HEFCE funded academic staff hold teaching and research contracts. All staff are research active and undertake research-led teaching. We have full (n=55) and part time staff (n=6); No academic staff are on zero hours contracts. Although staff represent a number of European cultures there is no black, asian or minority ethnic representation.

Our postgraduate and postdoctoral fellows are appointed to fixed-term research-only contracts (6 full time and 4 part time).

The staff grades have clear descriptors and generally represent classical role titles;

Grade 3-6- Postgraduate Research Fellow
Grade 7- Postdoctoral Research Fellow
Grade 8- Lecturer/Senior Lecturer
Grade 9- Reader
Grade 10- Professor and Subject Leads
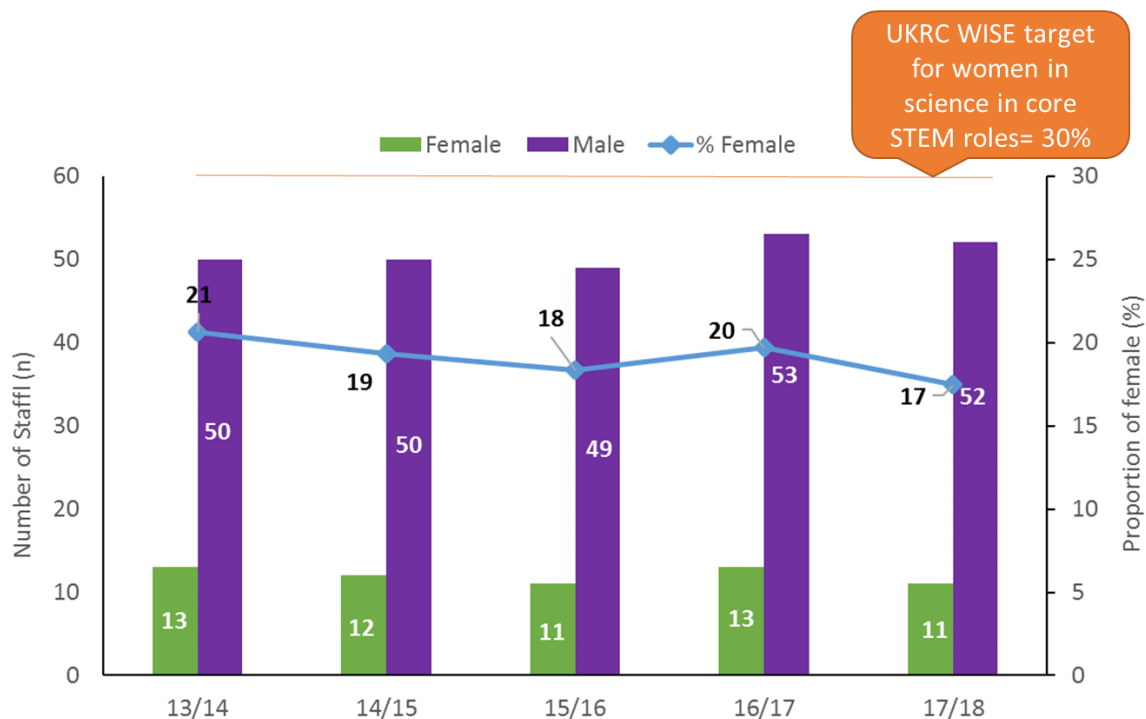
Figure 16. Number of male and female staff. *HESA benchmarking data for proportions of females employed by other Sports Science Departments are as follows; University of Birmingham F=44.4%, Cardiff Metropolitan F=41.6%, University of Exeter F=33.3%, University of Hull F=16.6%, Leeds Beckett University F=34.2%, Loughborough University F=43.4%, Manchester Metropolitan F=36.4%, Northumbria University F=40%, Sheffield Hallam University F=43.8%.*

Table 19. The gender distribution of academic staff, according to role and grade.

Year	Gender	Researcher (GR3-7)	L/SL (GRD8)	Reader (GRD9)	Professor (GRD10)	Subject Leader (GRD 10)	Director (GRD10)
13/14	Female	5	4	3	1	0	0
	Male	5	17	13	12	2	1
	% Female	50%	19%	19%	8%	0%	0%
14/15	Female	1	5	3	1	0	0
	Male	0	16	13	14	1	1
	% Female	100%	24%	19%	7%	0%	0%
15/16	Female	1	4	4	1	0	0
	Male	0	15	11	16	1	1
	% Female	100%	21%	27%	6%	0%	0%
16/17	Female	1	4	2	2	1	0
	Male	0	19	11	18	2	1
	% Female	100%	17%	18%	10%	33%	0%
17/18	Female	1	4	1	3	1	0
	Male	1	18	9	17	2	1
	% Female	50%	18%	10%	15%	33%	0%
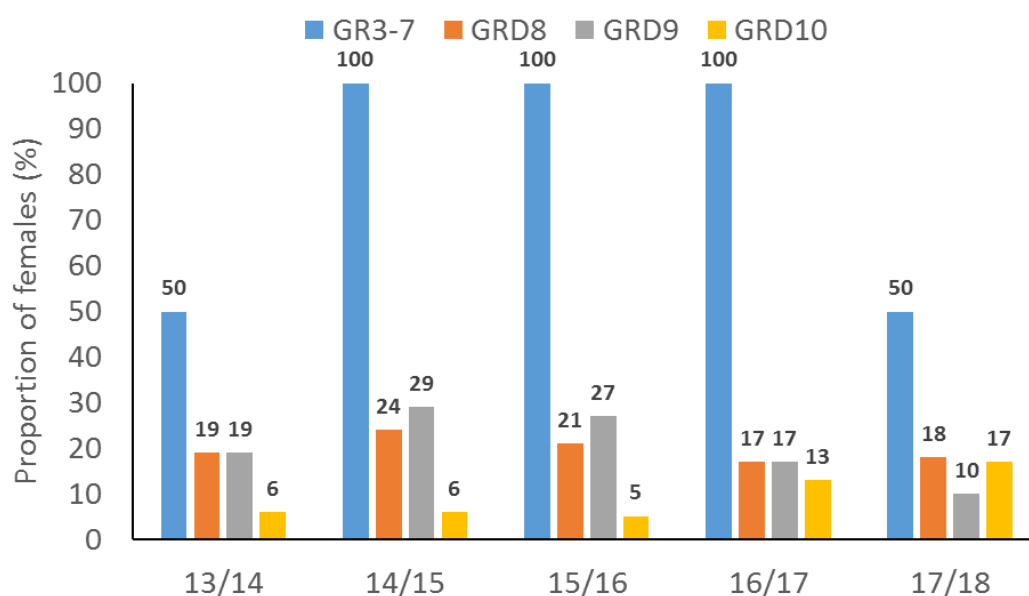
Figure 17. Proportion of female representation of acedmic staff across grades by year.

Female representation at Professor has improved by 7% due to internal promotions, however there has been a resultant reduction in female readers (*n*=1). This inconsistent pipeline is an area of concern which we aim to address by improving the recruitment of female staff (actions B1-B8) and improve our promotion processes. (actions C2 & C3).
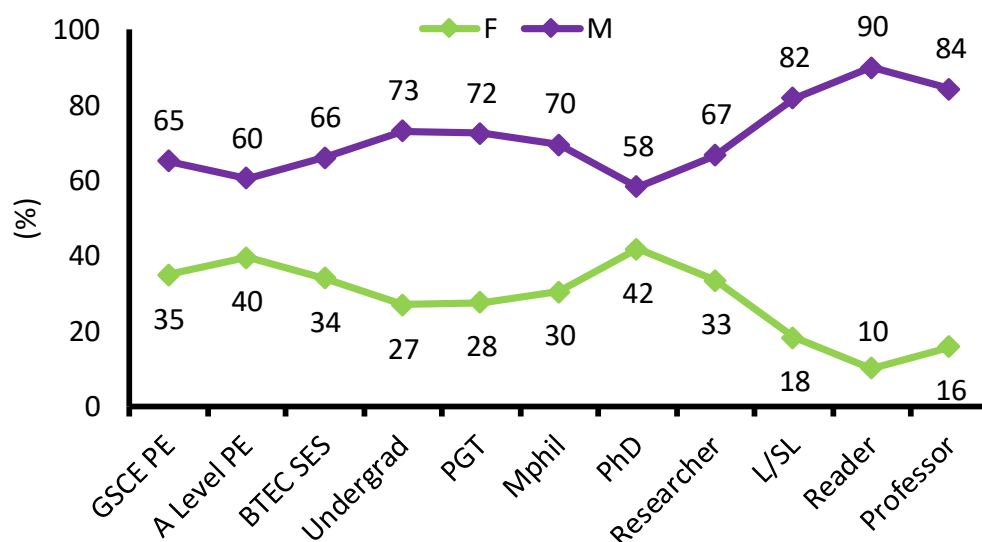
Figure 18. Progression pipeline in Sport Science related subjects by gender (2017/18). *GCSE and A Level data is national data from the Joint Council for Qualifications, BTEC data refers to students registered on BTEC SESs nationally (Pearson UK). All other data is departmental data. Undergraduate and postgraduate data is compiled from total headcounts across all courses in the School.*

Figure 18 identifies gender disparity across the whole progression pipeline. At PGR level the gender representation improves. However, there is a steady decline in the proportion of females after PGR. A significant number of actions (A1, A2, A4-6, B2, B3 & B6) address issues related to gender disparity within the progression pipeline.

Posts available for senior/lecturer are limited and highly competitive, creating a "bottle neck" in academic careers for PGR students and research fellows. A PGR career development training programme is therefore important to maximise employability (action B1). Currently our PGR students are able to complete a 3i's qualification resulting in *Associate Fellow status of the Higher Education Authority*, and going forward we aim to improve completion rates (action B1). Additionally, the School provides teaching support hours for PGR students allowing them to gain experience.

There are further pipeline issues from L/SL>reader>professor. With relatively low numbers of senior positions being advertised and recruited, our focus is on internal promotion, which has improved gender representation at Professorial level over recent years (Table 19). The LJMU EDI team will launch a mentoring scheme aimed at female staff seeking promotion in 2019/2020 (action C2).

Table 20. Number of staff according to research group and gender in 2018/2019.

Research Group	Female (*n*)	Male (*n*)	% Female
B&B	0	8	0%
Biomex	0	8	0%
CHS	4	6	45%
EMARG	3	26	10%
FEx	0	8	0%
PAEx	5	2	71%
PaD	1	7	13%

NB One female academic works across CHS and PAEx. All males in FEx belong to other research groups (EMARG n=4, PaD n=3, B&B n=1).

The trends identified across research groups in students appear more pronounced within academic staff. There is no female representation within the Football Exchange, Brain and Behaviour or Biomechanics groups, we will take action to improve female representation in these groups (E3).

In line with PGR data, groups that perform mostly health related work seem to have the highest proportions of female staff (PAEx – 71%, CHS- 45%). The visibility of female role models may encourage female students to pursue academic careers in these areas, and potentially that male students may not be encouraged to pursue these research areas. This is further supported by the PGR focus group data:

> *"I think more female staff will provide role models to students, attract more female undergraduate students and be a marker of success/role model for male students."*

Table 21. Academic and research staff on full and part-time contracts, by gender and grade.

Year	Grade	Female			Male		
		Full Time	Part Time	% Part-Time	Full Time	Part Time	% Part-Time
2013/14	Grade 3-7	4	1	20%	4	2	33%
	Grade 8	4		0%	16	1	6%
	Grade 9	2	1	33%	11	2	15%
	Grade 10	1		0%	10	5	33%
2014/15	Grade 3-7	1	2	67%	4		0%
	Grade 8	5		0%	16	1	6%
	Grade 9	2	1	33%	12	1	8%
	Grade 10	1		0%	10	6	38%
2015/16	Grade 3-7	1	1	50%	4		0%
	Grade 8	4		0%	14	2	13%
	Grade 9	3	1	25%	11		0%
	Grade 10	1		0%	11	7	39%
2016/17	Grade 3-7	2	2	50%	4		0%
	Grade 8	4		0%	17	2	11%
	Grade 9	1	1	50%	9		0%
	Grade 10	3		0%	14	7	33%
2017/18	Grade 3-7	1	1	50%	5		0%
	Grade 8	4		0%	16	2	11%
	Grade 9	1		0%	9		0%
	Grade 10	3	1	25%	14	6	30%

Approximately 1 in 5 academic staff are on part-time contracts, with negligible differences in the proportions for male and female staff (Table 21). Male Professors are the most likely to be part time: 14/15 and 15/16 almost 40% were part-time; this high proportion is mainly driven by members of staff working as practitioners/consultants to professional sport, or holding dual tenure with another institution/NHS trust. These data reflect the departments commitment to flexible working and professional development.

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Table 22. Academic and research staff on fixed term and permanent contracts, by gender and grade.

Year	Grade	Female			Male		
		Fixed	Permanent	% Fixed	Fixed	Permanent	% Fixed
2013/14	Grade 3-7	4	1	80%	4	1	80%
	Grade 8		4	0%	1	16	6%
	Grade 9		3	0%		13	0%
	Grade 10		1	0%	2	13	13%
2014/15	Grade 3-7	3	0	100%	3	1	75%
	Grade 8		5	0%	1	16	6%
	Grade 9		3	0%		13	0%
	Grade 10		1	0%	3	13	19%
2015/16	Grade 3-7	2		100%	4		100%
	Grade 8		4	0%	1	15	6%
	Grade 9		4	0%		11	0%
	Grade 10		1	0%	2	16	11%
2016/17	Grade 3-7	4		100%	4		100%
	Grade 8		4	0%		19	0%
	Grade 9		2	0%		9	0%
	Grade 10		3	0%	1	20	5%
2017/18	Grade 3-7	2	0	100%	4	1	80%
	Grade 8		4	0%		18	0%
	Grade 9		1	0%		16	0%
	Grade 10		4	0%	1	12	8%

In general, research staff are appointed on fixed-term contracts. Currently the only non-researcher on a fixed-term contract is a male at Grade 7 providing cover for a member of staff on secondment. The University policy is to consider staff with >four years' service or more, on successive FTC, for conversion to permanent status. If this is not possible, objective justification should be given for the decision not to convert. The University also automatically undertakes redployment.

(iii)   Academic leavers by grade and gender and full/part-time status

Table 23. Number of academic leavers and their reasons for leaving.

		Gender	Total Staff	Total Leavers	Leaving Rate (%)	End of Tenure	Resignation	Retirement
2013/ 14	**Full-time**	F	11	2	18	2		
		M	41	8	20	7	1	
		F%	21	20		22	0	
	Part-time	F	2	1	50	1		
		M	10	9	90	7	2	
		F%	17	10		13	0	
2013/2014 TOTAL			64	20	31%	17 (85%)	3 (15%)	0
2014/ 15	**Full-time**	F	9	0	0			
		M	42	4	10		3	1
		F%	18	0			0	0
	Part-time	F	3	0	0			
		M	8	1	13	1		
		F%	27	0		0		
2014/2015 TOTAL			62	5	8%	1 (20%)	3(60%)	1 (20%)
2015/ 16	**Full-time**	F	9	1	11		1	
		M	40	4	10	1	3	
		F%	18	20		0	25	
	Part-time	F	2	1	50	1		
		M	9	3	33	2		1
		F%	18	25		33		0
2015/2016 TOTAL			60	9	15%	4 (44%)	4 (44%)	1 (12%)
2016/ 17	**Full-time**	F	10	1	10	-	1	
		M	44	4	9	3	1	
		F%	19	20		0	50	
	Part-time	F	3	2	67		2	
		M	9	1	11		1	
		F%	25	67			67	
2016/2017 TOTAL			66	8	12%	3 (37.5%)	5 (62.5%)	0
2017/ 18	**Full-time**	F	9	1	11	1		
		M	44	2	5	1	1	
		F%	17	33		50	0	
	Part-time	F	2	0	0			
		M	8	2	25		2	
		F%	20	0			0	
2017/2018 TOTAL			63	5	8%	2 (40%)	3 (60%)	0
GRAND TOTAL				47		27 (57.5%)	18 (38.3%)	2 (4.3%)

Females make up ~20% of all leavers in line with current staff gender balance. Leaving rates for full-time female and male staff are similar. There are larger gender differences for part time staff, but this appears to be due to a large number of fixed term contracts coming to an end.

The majority of leavers are research staff (grades 3-7) on fixed term contracts (57.4% of leavers between 2013-2018), 38.3% of leavers resign and 4.3% of leavers retire. The are no gender differences in reasons for leaving.

Data capture of academic leavers is coordinated by POD. There is an 'Exit Questionnaire' that staff are asked to complete prior to leaving, data from which is communicated back to HoS. POD state that '*the uptake is low*' and no data is available. Currently there are no formal exit interviews. This process has been identified as suboptimal; the department will therefore conduct leaving interviews, as is considered best practice (action C8).

1990 (2000 words)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff
(i) Recruitment
Females are employed to 17% of academic and 7% of research positions. To address this, actions in Theme B are dedicatd to improving female staff recruitment.

Table 24. Proportion of posts filled by gender between 2015-2018.

	Job	N of posts	Gender	Proportion employed (%)
2015-16	L/SL	3	F	0
			M	100
			Unfilled	0
	Research	2	F	0
			M	50
			Unfilled	0
2016-17	L/SL	4	F	25
			M	75
			Unfilled	0
	Research	5	F	20
			M	80
			Unfilled	0
2017-18	L/SL	8	F	25
			M	37.5
			Unfilled	37.5
	Research	4	F	0
			M	75
			Unfilled	25
Overall	L/SL	15	F	17
			M	71
			Unfilled	13
	Research	11	F	7
			M	68
			Unfilled	25

No data was available from POD on the gender or number of applicants, those shortlisted, offered and accepted for positions over the last 3 years so we are unable to comment on trends in this data. We will locally record and monitor this data in the future (action B7).

Staff consultation indicated that only 36% of staff are satisfied that the recruitment process encourages applicants from under represented groups to apply. Recruitment of candidates is performed in accordance with university policies. Using a standard statement from POD, a person specification (PS) and job description (JD) are developed with input from staff members with relevant subject specific expertise. A final version is approved by the SES Executive Dean. POD are responsible for ensuring documentation contains all necessary information. Advertisements are set out in standard format on the LJMU vacancies website and should have a statement detailing LJMUs commitment to diversity and equality, however this is not applied consistently (action B3). Language in JDs and PS is not currently checked for gender bias (action B8).

The LJMU vacancies website is linked on the JD and includes a 'why join us' section which states LJMUs commitment to equality and diversity, and has details on childcare vouchers, flexible working and the relocation package. However, there is no information on the School webpages, and there are no specific departmental recruitment processes in place to encourage females to apply (actions B3, B6). All job adverts provide HoS and a subject specialist contact details for enquiries. This was raised in the staff consultation exercise:

"The School needs to offer other specific contacts to encourage enquiries from those in underrepresented groups…all contacts on adverts to date have been male."

Shortlisting panels are comprised of the HoS, HoR, a relevant subject head and 2 - 3 subject specialists. Interview panels for ≥ grade 8 must include the Executive Dean (male) and HoS (male). Institutional policy dictates that the HoR (male) must be on interview panels. These combined Institutional and School processes act as a barrier to gender balance on panels. This was reflected in the staff consultation:

"The make-up of the interview panel does not allow any diversity (Dean, director of School and head of research), all are white, middle aged males."

Nonetheless, interview panels must include a minimum of 1 female and male, and members must undertake recruitment and selection training and complete the diversity in the workplace online module. Recruitment training is not refreshed regularly and no unconscious bias training is undertaken (actions B4, B5). Involvement of all panel members in all aspects of the recruitment process is challenging, interview panel members can be invited having had no involvement in the development of the JD, PS or shortlisting activity. Feedback from the staff consultation exercise raised late female involvement as a point of contention which should be addressed (action B2).

"It's - we need a female. Could you sit on the panel? We need you to be here because we are complying and not for any other reason."

(ii)   Induction

Feedback from staff who have commenced employment in the School in the previous six months demonstrates the supportive and welcoming nature of staff in the School:
"Staff were really welcoming and supportive. A few members of staff really went out of their way to make sure that I had settled in ok, had access to everything that I needed, and gave advice from their own experiences of services/schemes that are useful"

All new academic staff appointed to the School complete an induction process to receive information relating to University, Faculty and School policy and procedures. The line manager is responsible for completion of university/faculty required paperwork/checklist. Compliance with this process is 100%, and is monitored by POD. New starters receive a formal email from the PA to the Director of School directing them to a Faculty Induction Sharepoint site, which provides detailed information about Institutional and Faculty policies and procedures. The new starter is responsible for completing mandatory online modules on GDPR and Equality and Diversity, and for signing and submitting a health and safety declaration, also monitored by PoD. Nonetheless there are no school specific induction procedures or paperwork, development of a consistent approach to school induction would enhance transition to the school for new staff (action F3).

Mutliple people within the School are expected to engage with the new staff member. This includes; HoS to discuss culture and philosophy of the School; HoR to discuss research and School technicians to facilitate technical skill development and provide laboratory specific inductions. The PA to HoS also circulates a welcome email to staff within the School with details of the new employee with a 'headshot' image. There is currently no (formal) process to monitor this additional inter-activity within the School. Given the complexity of School inter-activity with new starters it is possible that experience of induction may be inconsistent for new starters. A School specific guide/checklist, also monitored at School level may help all stakeholders in ensuring consistency in the induction process (action A3). This is also supported by staff feedback for suggestions at School level:
"The main thing that I feel is missing is perhaps a School booklet with policy and procedures detailed in it"

There is no clear local policy on allocating a mentor for new starters, the introduction of a formal school mentoring programme would benefit new starters (action C1).

(iii)   Promotion
Applications for Readership/Professorship conferment are advertised by PoD anually, for submission at the end of January. To assist in understanding the criteria University services provide support sessions for potential applicants. Promotion can be in one or more of the following areas; as academic leaders; as researchers and scholars; as teachers; as entrepreneurs. All staff are advised as to the opportunity and criteria via institutional email and encouraged to discuss this with their line managers. Support is provided   by   the   School   via   peer   support,   individual   research   group

mentoring/discussions (informal/non-documented), and the PDPR process (documented), although the PDPR form does not have specific content on promotion. There is no formal or consistent process for the School to identify and support eligible staff, a more proactive approach to identify suitable staff for promotion and support them through the process would benefit all staff (action C2). Staff consultation raised a perceived lack of support as specific issue for female academics (action C2):

"Women seem to have less chance to get [a] promotion or are encouraged less"
"Nobody talks to you about how you might navigate promotion - you really need to work this out for yourself."

Table 25. Applications and successful promotions by Gender, Role and year.

Year		Professor		Reader	
		Female	Male	Female	Male
2015	Eligible staff	3	13	5	16
	Applications	0	1	1	1
	Application rate (%)	0	8	20	6
	Shortlisted	0	1	1	1
	Conferred	0	1	1	1
	Applications to shortlist	NA	100%	100%	100%
	Shortlist to conferred	NA	100%	100%	100%
	Application to conferred	NA	100%	100%	100%
2016	Eligible staff	4	11	4	15
	Applications	1	1	1	1
	Application rate (%)	25	9	25	6
	Shortlisted	1	1	0	1
	Conferred	1	1	0	1
	Applications to shortlist	100%	100%	0%	100%
	Shortlist to conferred	100%	100%	0%	100%
	Application to conferred	100%	100%	0%	100%
2017	Eligible staff	2	9	4	19
	Applications	1	0	0	2
	Application rate (%)	50	0	0	11
	Shortlisted	1	0	0	2
	Conferred	1	0	0	1
	Applications to shortlist	100%	NA	NA	100%
	Shortlist to conferred	100%	NA	NA	50%
	Application to conferred	100%	NA	NA	50%
2018	Eligible staff	1	9	4	18
	Applications	0	1	0	4
	Application rate	0	11	0	22
	Shortlisted	0	1	0	4
	Conferred	0	1	0	4

Applications to shortlist	NA	100%	NA	100%
Shortlist to conferred	NA	100%	NA	100%
Application to conferred	NA	100%	NA	100%

Between 2015-2018, 4 female and 11 male applicants applied for promotion. The overall School success rate for applications was 87%, with a lower success rate for females (75%) than males (91%). Applications for Reader was lower for females, but represented 20% of the eligible female L/SLs in 2015. Success rate for female Readers is also lower than males (50% vs 87% respectively), but the numbers are too small to identify trends. The number of applicants and conferments for Professor were similar between males and females. With the exception of one Reader application, accepted across three promotional criteria, and one Professorship application accepted across two criteria, all applications in the School have been submitted under the category of research and scholarship. HoS provides feedback on all unsuccessful applications.

(iv)   Department submissions to the Research Excellence Framework (REF)

Table 26. Staff by gender submitted to the RAE2008 and REF2014

Exercise	Females			Males		
	Eligible Staff	Staff Submitted	Submission Rate	Eligible Staff	Staff Submitted	Submission Rate
RAE2008	4	2	50%	43	20	45%
REF2014	10	7	70%	45	32	71%

For RAE 2008 the School submitted 22 (2 female) staff members, from an eligible 47. This represents an overall submission rate of 47%. The submission rate for females was similar to that for males. For REF 2014 the School submitted 39 staff (7 female), from an eligible 55. The number of eligible females increased by 5 but the submission rates were again similar by gender. Both submissions were based on the HEFCE guidance to submit researchers demonstrating "excellence" as determine by the code of conduct of the institution. REF2021, rules stipulate that all research active staff in the School must be submitted, and therefore submission rates are expected to be 100%. The current staff base of 61 academics includes 11 female staff (17%).

The expectation of staff is to publish a minimum of 1 paper per year. The School support academic staff by discussions during PDPR and in ongoing facilitation from research leads and line managers. There is an annual departmental professional development call to support dissemination of research at conferences and events and opportunities for international research, collaborative and exchange opportunities.

5.3.   Career development: academic staff
(i)   Training

Formal staff training and development, suitable for the emergent to experienced practitioner, are provided, mainly, via three distinct university departments; The Leadership and Development Foundation led by POD (a range of accredited training and development qualifications linked to leadership), The Teaching and Learning Academy (offers a varied portfolio of accredited Academic Practice programmes, leading to HE Fellowship); Research and Innovation services (to prepare for the Research Excellence Framework). All opportunities are open to both academic and research staff. New staff are made aware of opportunities during the induction process, and existing staff are made aware, predominantly, via emails circulated from university staff in working in each respective department. Details of opportunities are also available via the respective dedicated web pages. Mandatory modules (GDPR, equality and diversity, are completed on an annual basis and monitored during annual appraisal). School staff survey data 2018 suggests that 85% of staff agree that there are opportunities to develop their career. Opportunities to apply for staff development funding for training and development needs are offered on a yearly basis. ECRs can apply for faculty funding for training/development to enhance national and international collaboration.

Between 2014 and 2017 females made up 47% of attendance on all training courses (Table 27). Less than 20% of academic staff in the School are female, thus demonstrating that training uptake is heavily skewed towards females. Females undertake more training than males at all grades. Readers are most likely to undertake training than other grades in both genders. We currently do not understand the reasons for this (action C3).

Table 27. Training Uptake by all Staff between 2014-2017

Year	Job	Female	Male	Total	% Female
2014	Academic	9	14	23	39%
	Research	0	6	6	0%
	Technical	0	6	6	0%
	Total	**9**	**26**	35	26%
2015	Academic	16	21	37	43%
	Research	0	0	0	0%
	Technical	0	0	0	0%
	Total	**54**	**44**	98	55%
2016	Academic	24	18	42	57%
	Research	0	1	1	0%
	Technical	0	6	6	0%
	Total	**71**	**49**	120	59%
2017	Academic	23	55	78	29%
	Administrative	0	0	0	0%
	Technical	1	11	12	8%
	Total	**54**	**90**	144	38%
	Grand Total	**188**	**209**	**397**	**47%**

Female Senior Lecturers can apply to the Aurora personal development-training programme to enhance career development and promotion to Reader and Professor. This is an annual and competitive University led initiative. Application rates at faculty and School level are low, and no female staff in the School have been successful in the last 3 years (Table 28). Two members of the department have undertaken the training in the last 6 years however, and have found it beneficial, and one female Professor has mentored staff from other Schools. Given the perceived benefit of the training, the School should seek to actively promote this opportunity to eligible female staff (actionC5).

"I think it improved my confidence, helped me think about what I wanted to do and there were a few specific strategies of individual situations that I put into place. Another key thing it did was make you realise that the issues one tends to face are common across many individuals."

Table 28. Number of applications and success to the Aurora Training programme

	Number of applicants			Number of successful applicants		
	Faculty	School	School application rate	Faculty	School	School success rate
2016	4	0	0	1	0	0%
2017	5	1	25%	2	0	0%
2018	6	1	17%	3	0	0%

Table 29. Academic staff training uptake by grade and year.

		Female					Male					% Female				
		Director	L/SL	Prof	Reader	Sub lead	Director	L/SL	Prof	Reader	Sub lead	Director	L/SL	Prof	Reader	Sub lead
2014	Training occurrence (N)	0	7	1	1	0	0	3	3	8	0	0%	70%	25%	11%	0%
	Total staff (N)	0	5	1	3	0	1	16	14	13	1	0%	24%	7%	19%	0%
	Uptake rate	**0.00**	**1.40**	**1.00**	**0.33**	**0.00**	**0.00**	**0.19**	**0.21**	**0.62**	**0.00**					
2015	Training occurrence (N)	0	5	3	8	0	0	6	5	4	0	0%	45%	38%	67%	0%
	Total staff (N)	0	4	1	4	0	1	15	16	11	1	0%	21%	6%	27%	0%
	Uptake rate	**0.00**	**1.25**	**3.00**	**2.00**	**0.00**	**0.00**	**0.40**	**0.31**	**0.36**	**0.00**					
2016	Training occurrence (N)	0	7	6	11	0	0	2	5	11	0	0%	78%	55%	50%	0%
	Total staff (N)	0	4	2	2	0	1	19	18	9	1	0%	17%	10%	18%	0%
	Uptake rate	**0.00**	**1.75**	**3.00**	**5.50**	**0.00**	**0.00**	**0.11**	**0.28**	**1.22**	**0.00**					
2017	Training occurrence (N)	0	5	3	4	6	**0**	21	11	20	**2**	0%	19%	21%	17%	75%
	Total staff (N)	0	4	3	1	1	**1**	18	17	9	**2**	0%	18%	15%	10%	33%
	Uptake rate	**0.00**	**1.25**	**1.00**	**4.00**	**6.00**	**0.00**	**1.17**	**0.65**	**2.22**	**1.00**					
Total	**Uptake rate**	**0.00**	**1.41**	**2.00**	**2.96**	**1.50**	**0.00**	**0.46**	**0.36**	**1.11**	**0.25**	0%	37%	22%	27%	14%

(ii)   Appraisal/development review

The University has a personal development and personal review scheme to provide clarity for staff at least once a year, about what is expected of them through their job role, how their performance objectives are linked to the delivery of the University vision and strategic plan; and to plan, reflect and record performance achieved, including any personal training and development and career aspirations. The formal PDPR is carried out annually and is recorded on a standardised PDPR form. The form template dictates the process and consideration is given to the full range of contributions such as, teaching, research, administration, pastoral duties and outreach. For academic staff, readiness and preparation for promotion should be covered during appraisal in addition it is expected that consideration should be given of how personal circumstances might affect the individual, and whether duties can be adapted to suit. Informal mechanisms are in place to ensure that appraisers are covering the correct range of issues and to collate together and follow up the training needs of staff (action C2).

The PDPR process is co-ordinated by the School SMT, and the PA to the HoS and each Subject Head is responsible for organising and conducting the appraisal. It is encouraged that a lighter touch, informal, six month review should take place to monitor ongoing performance and development activity, however there is no formal monitoring process to determine the adoption of this (action C4). In addition it is expected that staff should have a continuous dialogue with their line managers in respect of work priorities, progress made and their personal development. Completed PDPR forms should be uploaded to the institution's online portal for all PODrelated actions (Staff infobase), once signed by the respective subject head, staff member and HoS. Compliance is reported during core SMT meetings, however monitoring of form upload is not completed (action C4). Informal monitoring of PDPR completions is conducted by the PA to the HoS as a generic tick box exercise to ensure all members of staff have completed a year's PDPR. Completion rates are reported to be 100% by line managers, although this is difficult to verify as there is no formal data capture process (action C4).

For newly appointed members of staff, an initial Personal Development and Performance Review (PDPR) is undertaken by the line manager to highlight short, medium- and longer-term development objectives and support required to achieve these goals. The PDPR is subsequently revisited annually. Research staff such as post-doctoral researchers and research assistants have PDPR's with academic line managers who have generally received no training and have limited knowledge of when and how this should be performed. No data are held on uptake of PDPR in research staff.

Table 30. Appraisal completion rates Academic and Research Staff.

Year	Staff Category	Female	Male
2014-15	Academic	12 (100%)	50 (100%)
	Administrative	5 (100%)	0
	Technical	No data	No data
2015-16	Academic	11 (100%)	49 (100%)
	Administrative	5 (100%)	0
	Technical	2 (100%)	3 (100%)
2016-17	Academic	13 (100%)	53 (100%)
	Administrative	3 (100%)	0
	Technical	1 (100%)	3 (100%)
2017-18	Academic	13 (100%)	53 (100%)
	Administrative	3 (100%)	0
	Technical	1 (100%)	3 (100%)

(iii)   Support given to academic staff for career progression

According to the 2018 staff survey, 85% of staff in the School agree that there are opportunities to develop their career. The University runs a programme of skills training workshops to support academics at all stages of their career, and for all research active staff, including postdoctoral researchers. The University also has an early career researcher development scheme that funds collaboration with researchers external to LJMU. Between 2015-2019, departmental staff submitted 12 applications and received 12 awards (25% female, which reflects our staff gender profile). ECRs can also apply for university Funded PhD studentships to support research and enhance research profile. All staff can apply for cross-faculty and university PhD studentships and a University matched funding scheme to support research and enhance research profile. Funds are also provided for conference attendance and all staff and PGR's are encouraged to disseminate their research in this way. PGR's are also encouraged to complete the university teaching certificate (3is programme) to be eligible to support teaching activity through paid opportunities.

Peer support and mentoring for aspiring Readers (existing L/SL staff) occurs with regular University meetings organised by PoD and chaired by the female Professors. A formal mentoring system in place for new starters at the University level. Staff uptake, or engagement of this is not promoted or monitored (action C1).

In alignment with the LJMU sabbatical policy, the School allow career transitions or sabbaticals to allow movement within elite sport, medical industry or international institutions. Two sabbaticals have been granted over the past 5 years. The School allow staff members reduce their LJMU contract to enable part-time roles within elite sport nationally and internationally. No females have reduced contracts to allow for other roles nor have taken a sabbatical over the past 5 years. Staff undertaking the institutional

PGCert in Learning and Teaching in Higher Education receive an allowance in their workload.

(iv)   Support given to students (at any level) for academic career progression

Undergraduate students receive career support from the outset to completion of their programme of study via a comprehensive career planning guide, credit bearing activity, for example a self-reflective activity at L4 and an optional work placement opportunity at L6 (available to all students) and through individual and group support tutorials with their personal tutor. As an example of good practice, undergraduate students are given opportunities to work with PGR student projects in order to gain work experience and data for their final year projects, this can give them opportunities for progression. The School has a designated careers advisor who contributes to the curricuclum and organises extra-curricular events. The Careers team have an extremely well developed and accessible microsite, which details all support available including online resources.
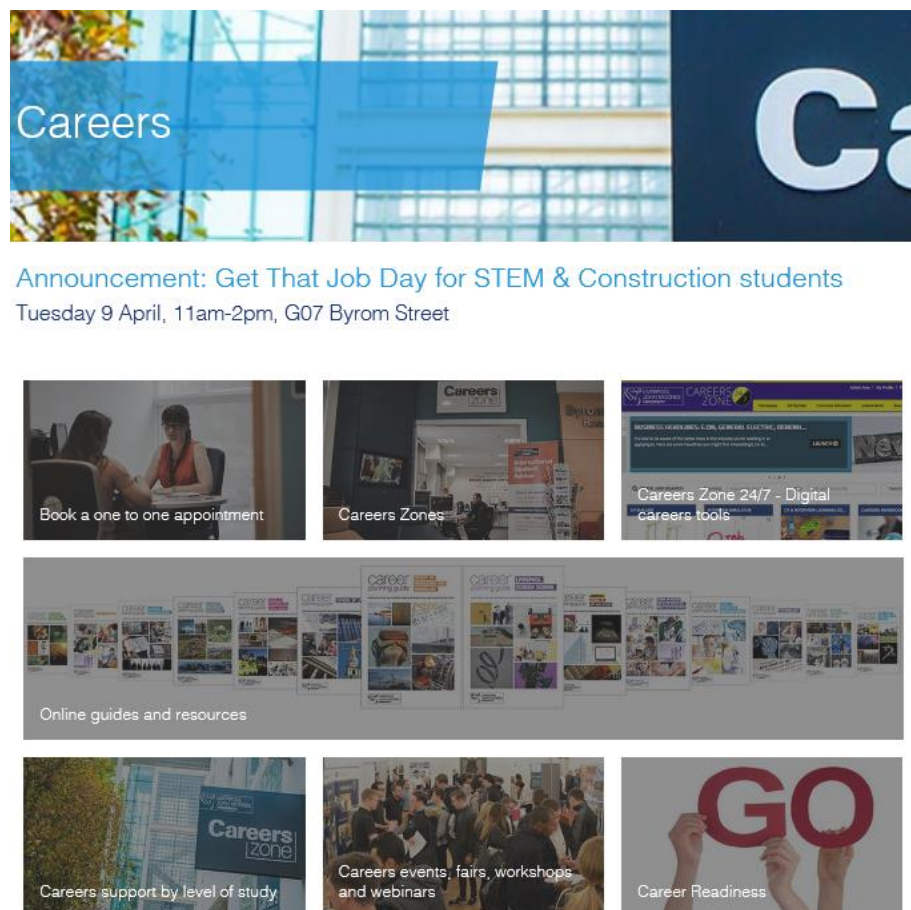
Figure 19. Screen shot of LJMU Careers Home page

In the previous 5 years 60 PhD graduates (female, 25%) provided immediate Career destination information. Sixteen (2 female (13%)) were employed as Sport and Exercise Scientists in Elite Sport or Health settings. Thirty three graduates (9 female (27%)) were employed in a post-doctoral or lectureship position, six of which (16%) were employed

by LJMU. LJMU Doctoral Academy offer a Researcher Development Programme, comprising workshops for study skills and job applications. There is a School lead to monitor PGR student progresss. Responsibility for PGR student development is with supervisory teams, and there is an expectation that PGR students have regular contact with their supervisory team. There is no formal School process for PGR career development (action B1). A School specific researcher development programme encourages attendance at a monthly research seminar series (internal and external speakers present a research talk). An example, of good practice within the department is the PGR student monthly training sessions organised by the PAEx team. There is no specific support in place for female postgraduate research students, or focused activities around women in science (action C5).

University-funded PGRs must complete the 3i's course (Information, Ideas and Insights), and achieving this gains a teaching qualification (Associate Fellow of the Higher Education Academy). Gender distribution for completion of the 3is is in line with the proportion of female PhD students. Uptake rate of the 3is course has declined from 33% of all PGR students in 2015-16 to 12% in 2017-18 (action B1).

Table 31. Number of post graduate students who have completed 3is training annually.

	N of F completed	N of M completed	% F	Total F eligible	Total M eligible	Completion rate F (%)	Completion rate M (%)
2015-16	10	12	45	37	58	27	21
2016-17	10	10	50	58	78	17	13
2017-18	7	11	39	67	85	10	13

(v)   Support offered to those applying for research grant applications

Since 2014, 87 grants have been submitted by staff from the School, 23 from female members of staff (26%). This is slightly higher than reflected in our gender profile. Of the 17 grants awarded 3 were to female members of staff (17%). This represents a success rate of 13% for females and 21% for males. Support for the identification and preparation for submission to funding opportunities is offered by RIS. RIS also organises specific events and invite key external speakers including individuals providing grant funding or who chair research funding committees. However, there is no School monitoring of attendance at these workshops (action C3). The Faculty Associate Dean for Research provides expert peer review on grant applications. At School level Bi-annual research away days, compulsory for all research active staff in the department, cover aspects of research excellence including specific training on grant submission. Peer review is also offered at School level within research groups. This process is inconsistent and not formally monitored but will be addressed with the introduction of an institutional Grants and Projects electronic system.

5.4.   Career development: professional and support staff

(i)   Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi)   Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(ii)   Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5.   Flexible working and managing career breaks

(i)   Cover and support for maternity and adoption leave: before leave

The University offers employees with more than one year's continuous service enhanced (occupational) maternity pay (16 weeks enhanced plus 21 weeks statutory). Staff are encouraged to let their Line Manager know as soon as possible if they are pregnant or considering going through the adoption process so that the School and PODcan provide support and can consider institutional policies, health and safety requirements and maternity leave planning. Employees have the right to take time off to accompany a pregnant woman with whom they are having a child or adopting a child to attend antenatal /adoption appointments.

In the past 5 years only one member of staff has been on maternity leave, with no individuals taking adoption leave. The member of staff was consulted to ensure a smooth handover of duties.

(ii)   Cover and support for maternity and adoption leave: during leave

Maternity cover is provided for the duration of the leave period. All benefits remain in place, for example, holiday entitlement will continue to accrue, and pensions scheme contributions continue during leave. Employees can remain on active email circulation lists during their period of leave, if requested, or can use KIT days (up to 10) to be briefed on matters arising relevant to their role/duties periodically. The staff member utilised these days and found this useful:

"My line manager was supportive of my phased return back to full-time work using accrued annual leave and my use of Keep in Touch days. This was really helpful as it allowed me and my daughter to adjust back to work/starting nursery gradually"

During shared parental leave an employee can use up to 20 Shared Parental Leave in touch (SPLIT) days. All staff on maternity/paternity/shared parental leave are invited to all School social events, meetings and Away Days.

(iii) Cover and support for maternity and adoption leave: returning to work

Prior to returning the staff meet with their Line Manager to discuss support measures and review working patterns. The staff member who took maternity leave completed a phased return to work using annual leave to shorten the working week. One member of staff member holds a term time only contract offered in 2009 and remains on this contract to date having first returned from maternity leave at 0.6 then 0.8, to 0.95 FTE. There are no formal policies to support return to work from maternity or adoption leave within the School. Designated breast feeding/express milk facilities are not currently available locally but can be provided under University PODpolicy. No formal relief from teaching or administrative duties are available - the one member of staff who has taken maternity leave in last 5 years returned to work over summer vacation therefore teaching cover was not relevant and administration time available, but a return would be substantially more challenging during teaching semesters, as detailed in the quote below (ation C7).

"I was lucky to phase my return back to work over the summer months. This allowed me to adjust prior to teaching. I think it would be very difficult to do this during term-time"

(iv) Maternity return rate

The single staff member was a member of academic staff on a full time, permanent contract and has subsequently returned on a full-time basis and is still in post 16 months after returning.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Three L/SL staff and one Reader/PL (100% M) have taken the opportunity of fully paid paternity leave immediately after the birth of their child between 2013-2018. None have taken the opportunity of additional unpaid leave (18 weeks), whilst two have taken additional annual leave after paternity leave. No staff have taken adoption leave.

(vi) Flexible working

The School locally supports flexible working hours and the ability to work flexibly was highlighted in the staff consultation exercise as a positive aspect of working in the School:

> *"Everyone works flexibly. It's one of the great strengths of this place."*

Formal flexible working contracts are also available to staff (negotiated via line managers, HoS and POD). The request may be for; a change to the number of hours that the

employee works; a change to the pattern of hours worked, staggered or compressed hours or move to job share/term time only hours. The teaching timetable operate 9am-6pm, those with Flexible Working Contracts are not timetabled after 5pm. One female member of staff holds a term time only contract (since 2009). Between 2013-2018, 2 academic (2 female) and 2 professional and support staff (2 male) have gained flexible working contracts. Nonetheless only 32% of staff stated that they were aware of the flexible working practice policy, further awareness rasing of this is therefore needed (action A6). Core meetings are typically scheduled between 10am and 4pm but this is not policy currently (action F5).

(vii)   Transition from part-time back to full-time work after career breaks

Staff can make requests for flexible working for fixed periods of time to support them in maintaining an effective work life balance; at the end of the fixed period they may return to their previous working pattern or make a further flexible working request at that point. The University also allows additional annual leave to be purchased. This enables employees to plan their leave without having to move onto part-time contracts. The line manager can agree flexible working for short-term periods utilising annual leave (or in some cases, unpaid leave). Whilst there is some awareness of such arrangements within the School, the staff data indicate that further awareness raising is needed (action C6).

5.6.   Organisation and culture

(i)   Culture

The staff survey 2018 shows that 98% of staff are enthusiastic about what they do, and that 100% of staff are proud of the work that they do. The culture of the School and RISES is underpinned by the principles of collegiality and collaboration amongst colleagues. Equality and diversity training is mandatory for all staff via completion of an institutionally administered online module. Compliance with this is monitored at annual PDPR meetings.

In relation to Athena SWAN principles, focus group and survey specific data has suggested that extensive awareness raising is required amongst all staff to promote gender diversity. Indeed, only 50% of staff felt that LJMU acts fairly in regard to career promotion and recruitment regardless of ethnic, gender, religion, sexual orientation, disability or age. It was generally felt that there was an under representation of women at all levels (and some comments were directed specifically at SMT) across the department, and that gender diversity has historically been an issue. For example staff and PGR focus group comments highlighted that the external perception of the School is one of a "boys club," with a "lads culture." This perception was illustrated in the staff and PGR consultation exercises and will be addressed specifically with actions F2 and F8:

> *"Our department has a reputation for being male-dominated and having a 'lad' culture to some extent"*

In the 2018 Institutional Staff Survey, School responses demonstrated that 75% of staff reported they are treated with fairness and respect whilst 70% recommend the department as a place to work. Standards of behaviour are implicitly communicated

during induction, the working environment is welcoming friendly and inclusive. Moving forward the School is committed to ensuring that new staff if they have concerns about the behaviour of others, or the way they or others are treated will be able to discuss such concerns with a designated staff member appointed to this role (action F2; A3iv).

The increasing remit to deliver on metrics related to research, teaching, applied practice and external engagement means that staff report more pressure to perform than ever before. Only 42.5% of staff reported they are happy with their work-life balance (action F4). The staff work across three buildings and two campus sites. Although there is no dedicated staff social space, some staff make use of a staff/student social zone on the main campus and of a small area with tables and chairs located in the main Tom Reilly Building.

(ii) HR policies

POD policies around equality, dignity at work, bullying, harassment and grievances and disciplinary process are provided by PoD. The School has a designated contact in PoD who provides support to staff and line managers. Changing processes and procedures are communicated to line managers from PoD. Most POD issues are dealt with outside of the department, but the largest discrepancy between policy and practices appears to be that the time taken by POD to address issues raised is longer than policy dictates. The university ensures consistent application of POD policies.

The School does not currently monitor occurrences of bullying/harassment/inequality etc so there are no instances recorded locally. It is important that the School gain a better understanding of the instances of this among staff and students. The School does not have a designated staff contact whom staff and students can contact to report occurences of bullying and harassment (action F9).

(iii)   Representation of men and women on committees

The committees operating within the School are detailed in table 32, with the gender breakdown as indicated.

Table 32. Absolute number of male and females on each committee with (percentage of women on the committee).

Committee	Gender of chair	N Male members	N Female members
School Management team	Male	8	2 (25%)
External Engagement	Female	3	1 (25%)
Undergraduate student working experience group (SEWG)	Female	9	2 (22%)
Postgraduate student student working experience group (SEWG)	Male	5	1 (20%)
Departmental ethics	Male	3	0 (0%)
RISES Board	Male	8	2 (25%)
Technical Forum	Male	17	4 (24%)

All committees and chairs to reflect gender balance in department (currently ≥25% F).

RISES Board and School Management team membership is defined by position of seniority in the School. Other groups are defined by positions held and therefore comprise a broader staffing base in terms of experience in the School. Membership of School committees is largely in line with the proportion of female: male staff membership, in this respect there is a reasonable female representation on departmental committees. Two committees have female chairs (28% of all committee chairs); this is representative of current departmental gender balance. There is limited rotation of committee membership in the department, largely as a consequence of limited rotation of leadership positions. Some staff members have a higher number of committees to attend (actionD1).

(iv) Participation on influential external committees

Some positions on institutional committees are decided by virtue of the role held in the department. Representation generally requires only on staff member and contribution would seem to involve a higher proportion of female staff members. An exception is the ethics committee which has no female members. Staff are supported in membership of external committees, should they so wish. There are currently no departmental procedures in place to promote such opportunities, to encourage women or men to participate in external committees or to monitor participation as a matter of routine. Whilst the School encourages participation in external committees, there is no routine School level monitoring of data on staff participation in external committees, or checking for any gendered patterns (actionC4).

Table 33. Number and proportion of staff from SES who sit on external University committees.

Committee.	N Males from SES	N Females from SES
Faculty Quality Assurance and Enhancement Committee	1	1 (50%)
Multiple Ethics Committees (including human tissue act)	8	0 (0%)
Faculty Education Committee	2	1 (33%)
Faculty Management Team	2	0 (%)
Faculty and University Research Degrees Committees	1	1 (50%)
Social and economic engagement committee	0	1 (100%)
Sustainability Vision group	0	1 (100%)

(v) Workload model

The School utilises a workload allocation model (WAM) as directed by the University. For academic staff this is based around the post-92 national contract that sets an annual maximum of 550 hours for 'formal scheduled teaching'. This is managed at School and Faculty level through the annual appraisal and development process. Allowances are made for research, teaching, teaching related administration, scholarly activity, research and management. Enhanced research allowances are available to established researchers and development allowances are available to early and mid-career researchers. These allowances assist researchers develop their research portfolio and support individual developing towards Readership. Line managers, can access and evaluate workloads, but there is currently no monitoring by gender and as a consequence we cannot comment on gendered patterns in task allocation (action C4). Line managers meet with HoS annually to discuss equitable workload distribution of all academic staff. The workload allocation is signed off by the HoS. Currently the WAM does not account for outreach activity (action A2).

The staff consultation exercise described some discontent with current workload models used in the department, these will be addressed through numerous actions (A2, C4, F2, F4):

> "The workload model does not work currently based on the fact that SMT [strategic management team] do not outline the key priories for different staff members.
> [P23_FTAcademic_F]"

(vi) Timing of departmental meetings and social gatherings

The University's core working hours are 0900-1700. Staff Forums are scheduled between 1300-1600 on Wednesdays when there is no teaching scheduled in the School. School Committees and other meetings are scheduled during University core hours. The timing of all committees and meetings are set at the start of the academic year and shared on an online calendar which is visible to all staff and students. All School committees and working groups meet within the core hours, and requests for early departure/late arrival are always considered sympathetically, for example, in relation to caring responsibilities.

Social events are usually scheduled in the evening, although this year there was a poll to find a consensus for when the Christmas Social should take place. There have also been various afternoon socials around World Cup matches which have been well received but do not appeal to all staff. Frequently social activity occurs in a pub environment. A more varied social programme at various times including core hours may encourage attendance (action F6).

(vii)   Visibility of role models

The School does not currently have a policy on gender balance of role models but is in the process of taking action to address a number of issues. Traditionally there has often been little consideration of the need for female role models when planning events/directives. More recently these considerations have been discussed during senior management team meetings ands staff meetings with a view to creating a balanced approach to visibility of role models. Across the RISES webpages there are some excellent examples of female role models and positive images of females, however there are numerous pages and research groups with very little imagery of females included. The department has excellent female staff and students who could act as role models but they are not currently made visible. Over the last 5 years 25% (13% internal and 12% externally invited) of the total speakers to a our research seminar series were female. A recent campaign advertising careers in Sport within the department highlighted 12 graduate success stories, of which only one third were female, highlighting the need for a policy on EDI for all promotional material. The School is committed to improving and celebrating more diverse role models (action A3v;A2). Promotional material is currently being reviewed and updated by the School Lead for External Engagement and the Outreach Co-ordinator, this includes consideration of female role models.

(viii)   Outreach activities

We organise outreach and public engagement activities through a female Strategic Lead for External Engagement supported by a Public Engagement Lead (pending appointment), Outreach Co-ordinator (male) and a committee (2 female 5 male from research groups). Over the last 5 years, between 13% and 33% of staff delivering outreach activity were women and from 2016 to present, 25% of staff supporting pre-applicant recruitment days were female. This reflects our current undergraduate intake ~27% annually, and is slightly higher than our current staff gender profile. Across 2014-2018 between 25% and 42% delivery recorded for public engagement monitoring by the Higher Education Business and Community Interaction Survey (HEBCIS) was undertaken by female staff.

Our programme includes large events in partnerships with museums, community groups, science and discovery centres, some funded by Royal Society and the Welcome Trust. Some events are specifically aimed at females, for example a targeted female pre applicant event called 'Girls Go Gold' in June 2019. Data are not currently kept of females and males attending pre applicant events (actionA2). This activity is not included

in the current workload model, inclusion would likely improve staff engagement with these events (action A2).

Table 34. Annual total number and proportion of staff supporting open day events by gender and grade.

Year	*n* open day events	Female Staff		Male staff		% female		
		L/SL	Reader/ Prof	L/SL	Reader/ Prof	Total	L/SL	Reader / Prof
2015-16	6	10	12	47	31	23	13	11
2016-17	7	13	7	51	35	19	13	6
2017-18	7	21	11	38	33	34	23	11

5615 (6000 words)

6.   FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

The self-assessment process has highlighted six key areas of concern for our department, around which we have based our SMART action plan.

- A. Recruitment of students at undergraduate and postgraduate level.
- B. Recruitment of staff.
- C. Promotion and professional development.
- D. Representation in decision making.
- E. Respresentation/role models in research groups.
- F. Awareness and engagement in gender equality and diversity.

Table 35. SES Action Plan (2019-2023).

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
Theme A. RECRUITMENT OF STUDENTS AT UNDERGRADUATE AND POSTGRADUATE LEVEL						
A1 (4.1ii, 4.2i)	To improve gender balance across all undergraduate programmes via increased female applications.	The proportion of Female UG students is lower than that of A-level PE/BTC sport and the national bench mark for sports sciences. Applicant data reveals lower numbers of females applying to study compared with males.	i. Complete a full review of the language and imagery used in school promotional and marketing material, and with particular emphasis on material targeted at UG applicants.	Review starts September 2019. Materials updated by September 2021.	Outreach Lead, with support from Strategic Lead for External Engagement and UG programme leaders.	Equal gender balance in imagery, and gender neutral language used in all UG promotional material.
			ii. Deliver targeted initiatives to encourage female applicants to UG courses. We have established a partnership with 'The Girls Network' to develop STEM outreach for disadvantaged female School students within Liverpool and have applied for funding to further develop outreach with this partner.	September 2019.	LJMU lead for partnership with The Girls' Network Public Engagement Lead, and Strategic Lead for External Engagement and Outreach Lead.	5% increase in undergraduate applications from females by 2023/2024. Reporting in SMT minutes of increased outreach intiatives to target female applicants.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			Host a 'Girls go Gold' pre applicant events targeting girls who wish to study sport at HE. Include specific event on football given Science and Football numbers.			
			iii. Provide a recommendation for Schools attending outreach events to target of 30% of total attendees as female.	September 2019.	Outreach Lead.	Information to be provided to 100% of Schools attending events. 30% female attendees.
			iv. Establish a regular agenda point on "Gender Balance in Student Recruitment & Progression" to be discussed at monthly Student Experience group (see School consultancy process' on page 11). The item will include review of gender balance of: Open day attendees, applications by course, acceptance and enrolment rates, retention rates. Generate an annual report to be delivered to EDI working group and SMT.	Septmber 2019.	Chair of Student Experience group.	Annual report delivered to EDI group and SMT.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
A2 (4.2, 5.6viii)	Monitor and review gender balance of attendees and staff supporting open day, outreach and engagement activity.	Imbalance in gender representation of delivery across these events; this would increase visibility of female role models.	i. Establish a formal recording and reporting mechanism of the number of staff and students delivering each event to be reported to SMT	September 2019.	Data recorded by Outreach Lead and reported to Engagement Steering Group. Strategic Lead for External Engagement to report to SMT. Respective line managers to address imbalance issues with staff.	Annual data on staff attendance at open day reported at SMT. Thirty percent of staff and students supporting each event are female.
			ii. Include outreach activity in workload model. All annual activity would be described at PDPR.	September 2020.	Line Managers.	All outreach activity is accounted for in workload model and signed off by staff members.
A3 (4.2, 5.1i, 5.6 i, ii, vii)	To monitor and understand the gender differences in UG degree award classifications.	Males have lower attainment than females on SES and ASP. Females on S&F have significantly lower attainment than the national benchmark.	i. Annual monitoring and report of trends in attainment by gender at the Board of Examiners meeting.	June 2020.	School office staff to generate module reports by gender. Programme leaders to review data and deliver	Annual data compiled, agenda item in student experience group and reported at Board and student experience group.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			Following the Board the data is to be discussed as annual agena item on Student Experience group.		report at meeting. Chair of student experience group and programme leaders.	
			ii. Undertake focus groups with S&F female students to understand the perceived reasons, barriers and facilitators to attainment.	May 2021.	External facilitator to perform focus group and analysis.	Focus groups completed, qualitative analysis undertaken and reported.
			Report to be discussed and actions determined at programme team level with chair of student experience and HoS	July 2021	S&F programme team and student experience chair, HoS.	Meeting completed and actions and timeline agreed.
			iii. Low female student numbers on S&F and lack of specific support for female students generally are thought to contribute so actions to increase female students numbers and improve support are especially relevant for this programme (see A1 and A4)	September 2019	All in A1 and A4	All in A1 and A4

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
A4 (4.1ii)	To enhance support for female students at all levels.	Currently no consideration given to the support of females as a minority group on courses, including arrangements for pastoral care.	i. Allocate females to gender balanced personal tutor groups. (Due to gender imbalance on course, some groups will be male only).	September 2019.	Level 4 year tutor and UG programme leaders	Year tutors to report gender balance of UG personal tutor groups during SEWG in September.
			ii. Ensure gender balance in student representatives on all courses.	September 2019.	Undergraduate and postgraduate programme leaders.	Course representatives reported at Board of Studies. 100% compliance on courses.
			iii. Establish a departmental Womens Officer, available to support students who have male personal tutors on all programmes.	September 2020.	New EDI lead (see F1) and SMT to recruit Womens Officer.	Officer in place by September 2020.
			iv. Increase female staff and PGR speakers in research seminar series and departmental talks.	September 2019.	HoR and research group leads.	BB to report on gender balance of seminar delivery.
A5 (4.1iii)	Increase the number female of applications and enrolments to MSc Strength and Conditioning, Sports Nutrition and Sport	There are a lower proportion of female applicants on S&C (13%) and SEP (31%) in comparision to	i. Formally record and report the number of female and male attendees at open day events.	January 2020.	Post Graduate student experience group chair to record.	Annual report presented to SMT.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
	& Exercise Physiology programmes.	other MSc programmes 40%).	ii. Review and adjust promotional material used for all marketing activity, including full review of the language and imagery used.	September 2019.	Outreach lead and Strategic Lead for External Engagement. MSc programme leaders.	Equal gender balance in imagery, and gender neutral language used in all promotional material.
			iii. Establish a process to collect feedback from students attending open days to understand and improve the experience for female attendees.	January 2020	Post Graduate student experience group chair.	Findings collated and presented to MSc programme leaders and Engagement Steering Group.
A6 (4.1iii)	Increase female admission rates on MSc Sports Nutrition.	Female applicants are ≥10% less likely to receive an offer than any other MSc programme.	i. Review the admissions process for MSc Sports Nutrition.	September 2019.	Programme Leader.	Proportion of female applicants enrolling on the course increased to 28% (10% increase and inline with other MSc rates) by 2023.
			ii. Record and analyse qualification data of applicants and analyse gender difference of accepted vs not accepted.	May 2020 (Close of admissions process).	Programme Leader.	
			iii. Ensure all MSc Programme Leaders and PGR admissions and progression tutor have complete relevant admissions training module and unconscious bias training.	September 2020.	Post Graduate student experience group chair.	

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
Theme B. RECRUITMENT OF STAFF						
B1 (4.2i, 5.3iv)	Develop formal personal development training in post graduate students.	Proportion of female staff members is low compared to proportion of female PGRs, implying female PGs may be lacking employability skills. There is limited formal School specific PGR training and no monitoring of any *ad hoc* PGR specific career advice to students.	i. The PAEx research group have developed a code of conduct and hold PGR monthly training sessions with PGR students, rotated amongst staff. Utilise this approach as gold standard and formally roll out to all PGR students delivered by each research group. PAEx to hold a training event for other reseaech group leads.	September 2021. May 2021.	Postgraduate admissions and progression tutor, HoR. Research group leaders. PAEx staff.	Attendance monitoring of PGRs at these training sessions. Attendance targets: 2020 – 50% increasing to 70% by 2023.
		No equity in training offered to PGRs. Uptake rate of the 3i's teaching course has declined to 12% of all PGRs in 2017-18.	ii. All PGRs to receive information of importance of 3is during induction, as part of formal PGR training. Director of Studies to promote course to PGRs and check compliance.	September 2020.	Postgraduate admissions and progression tutor and Director of Studies.	Annually momitor 3iiis registration and completion rates from SES PGRs. Completion targets: 2020 – 50% increasing to 70% by 2023.
B2 (5.1i)	Develop School recruitment policy and best practice guidance.	No clear local policy on recruitment process from development of post to recruitment. With	Develop School working group on recruitment made up of volunteers across a broad range of staff grade, role and genders, including members of SAT.	February 2020.	Newly appointed EDI strategic lead (see F1) to develop and lead group.	Working group formed.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
		inconsistency in approach. No explicit consideration of minorities when approaching recruitment. School interview panels are both male dominated and homogeneous (Dean of Faculty, HoS and HoR).	Undertake full review of current process and perform needs analysis.	February 2020.	EDI lead and Recruitment working group.	Report on strengths and weaknesses of current practice generated.
			Develop School guidelines and paperwork for recruitment and gain SMT approval.	July 2020	EDI lead and Recruitment working group. SMT to approve policy.	Policy drafted and approved.
			Make school specific recruitment policy available to all staff. Deliver compulsory briefing and training sessions on the policy to all staff with recruitment responsibility.	September 2020.	EDI lead and HoS to deliver training and check paperwork completion.	Policy available in school shared drive (douments and policy hub) and linked to via school webpages. 100% relevant staff trained.
			Policy launch and roll out	January 2021	HoS to review paperwork completion following recruitment exercise	100% compliance with guidance for recruitment exercises by September 2022
B3 (5.1i, 5.5i)	Include information on all job descriptions and adverts for posts within the School of Sport and Exercise Sciences that may encourage minority applicants.	Low numbers of female employed.. No representation of BAME within staff base.	Include information about flexible working options on all job descriptions and adverts. Include text specifically welcoming applications	September 2019.	Head of School and SAT to draft and agree information template to be added to each	100% SES job descriptions to include reference to flexible working and welcoming applicants from

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			from minorities (positive action).		job description/ advert. Central LJMU EDI team to approve template. People, organisation and development (POD) to be briefed on agreed template to be included in all future ses job descritions.	minority groups by September 2021. Monitor female and BAME applicant numbers.
B4 (5.1i)	Interview panel members to undertake unconscious bias training.	School interview panels are both male dominated and homogeneous. No unconscious bias training is currently undertaken.	HoD has secured 30 places at unconscious bias training for May 2019. Priority will be given to all staff with interview responsibility (or a role in admissions). Staff development funding for training made available annually. Policy to be detailed in recruitment best practice guidance.	Initial training 29th May 2019.	Head of School and co-chair SAT.	Annual reports on compliance generated by EDI lead and reported to SMT 100% adherence by September 2022.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			Annually monitor number of staff on interview panels who have completed unconscious bias training via new paperwork developed in B2			
B5 (5.1i)	Departmental interview panel members undertake refresher interview training every 2 years.	Currently staff only have to do this training once, and so are not up to date with the latest POD or employment regulations.	Training to status to be reviewed at PDPR. Staff to attend University training sessions held by POD. Policy to be detailed in recruitment best practice guidance.	June 2020.	Line managers.	100% adherence to departmental best practice guidelines by September 2022.
B6 (5.1i)	Review website to encourage female applicants and those from minority groups.	There is currently no information on the School website related to working in the School.	The development of a section on EDI initiatives and departmental culture (ie. *what it is like to work in the department*). Include representative case studies from current staff on areas such as research, promotion, mentorship and family friendly/flexible contracts.	September 2020.	HoS and EDI lead.	Web pages updated and live by September 2021.
B7 (5.1i)	Monitor gender of applicants, shortlisted, offered and accepted for all posts.	No accurate data is currently collected so we cannot determine	A record of the number and gender of all applicants, shortlisted, offered and accepted to be kept by the	January 2020.	Specific recruiting manager, SAT	Annual report produced and resorted to SMT.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
		any gender differences.	recruiting manager specific to each application. This data will be send in standard format to the SAT Chair to be collated and reviewed annually by SAT and reported to SMT to determine trends over time.		chair and group.	
B8 (4.2i, 5.1i)	Ensure recruitment materials are attractive to females and males.	Language used in recruitment materials are not checked for gendered language and may put off applicants.	All job descriptions and person specifications to be checked using gender decoding software by the recruitment manager. Non gender neutral text adjusted before approval by SES Executive Dean.	January 2020.	Specific recruiting manager & SES Executive Dean.	100% of JDs and PSs checked.
Theme C. PROMOTION AND PROFESSIONAL DEVELOPMENT						
C1 (5.1ii)	Improve new staff transition and support by allocating a mentor for all new staff.	New starters should be offered a mentor as part of the induction process. The line manager and new starter should identify and approach	i. Training workshop, delivered by POD , for line managers as a reminder/update of mentorship opportunities available to new starters (and exsiting staff).	January 2020.	Strategic lead for teaching and learning.	100% Line managers trained.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
		a suitable mentor. There is currently no School record of mentor/mentees or monitoring of uptake, compliance and effectiveness. Encourage cross-gender mentoring as men who have women mentors are more aware of gender bias than men who only had men mentors.	ii. Establish a monitoring and feedback/reporting mechanism to monitor uptake, compliance and effectiveness of the mentorship opportunity. Establish a process for annual reporting of new starters and associated mentors at SMT meetings.	October 2020.	SMT lead by HoS	100% of new starters have a mentor by September 2021. Annual reports delivered at SMT meetings. Summary document uploaded to a password protected SMT sharepoint site.
C2 (5.1iii)	Establish a School/RISES promotion group to discuss the promotion process and review staff CV's and action plans for promotion.	Whilst all staff have opportunity for dedicated discussions about promotion as part of PDPR process with line managers. There is currently no internal School targeted promotion strategy.	i. Initiate annual departmental promotion workshops, to be led by males and female staff from the SES Readers and Professors group.	June 2020.	Deputy HoR.	Improved staff awareness of promotion pathway- assessed via annual staff survey. Increased number of female applications and success rates for promotion by 2023 (limited by female staff numbers).

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			ii. Line managers and research group leaders to consider and discuss staff eligible for promotion annually following PDPR (see C4).

Outcomes about readiness for promotion to be communicated to relvant staff.

Research group leaders to support staff wot promotion plans. | October 2020 (Post PDPR). | Line Managers and research group leads. | Reporting document of all staff who will be positively targeted and supported for promotional opportunities uploaded to password protected SMT sharepoint site. Research group leaders to approach all eligible staff to develop plan for promotion. |
| C3

(5.3i) | Monitor uptake of staff training by type of training and gender. | More females undertake training than males. It is unclear why. We also do not have data on the type of training being undertaken. | Develop reporting mechanism for attendance at training courses via sharepoint site.

Staff training and roll out.

Extract and report on data annually to identify trends. | January 2022.

July 2022

July 2023 | Local research officers to develop data collection tool.

Research officers

SAT to collect and review data annually and report to HoS. | Sharepoint tool implemented.

100% staff trained.

Report generated |

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
C4 (5.3 ii)	Establish a formal reporting mechanisms for PDPR completion rates and outcomes.	Inconsistent monitoring of completion across the department and no formal follow up of important issues raised (eg performance, support needs, promotion readiness).	i. Develop formal and consisten reporting mechanism of PDPR completion. All paperwork to be completed and uploaded to staff info base within 1 month of PDPR cycle. Compliance with upload monitored and reported to SMT.	September 2020.	Line managers to upload paperwork. HoS to report compliance.	100% completion of spreadsheet and paperwork upload to staff info base. Completion rates for each line manager reported at SMT.
			ii. Line managers to summarise PDPR outcomes for staff within their line management group. Detail to include: training; promotion; key teaching indicators; REF readiness; workload issues; other relevant issues.	October 2020.	Line Managers.	Line manager group summaries to be uploaded to to a password protected SMT sharepoint site.
			iii. Line managers to analyse gendered patterns in allocation of tasks and workload. Report to be provided to SMT and SAT for discussion and action review.	January 2021.	Line managers. SMT and SAT	Anlysis complete and reported by 100% of line managers.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
C5 (5.3 v)	Establish further support for female researchers within the department.	Lower success rate for female grant applications.	i. Establish quarterly female grant writing support (staff and PGR students) meetings.	April 2020.	Deputy Head of RISES.	20% increase in number of female staff submitting grant applications as PI by September 2023.
		Low applications to Aurora training in recent years despite positive feedback from female staff members who have undertaken the training.	ii. Develop guidance for line managers of female staff to discuss the opportunity to apply for Aurora training during PDPR meetings.	October 2020.	Line Managers.	200% increase in number of applications for Aurora training by 2023.
C6 (5.5vii)	Raise awareness of flexible and term-time contract working options, and maternity/paternity/ parental leave and other relevant POD policies among staff.	There is a lack of awareness of the possibility of and the logistics of flexible working hours among staff identified by our annual staff survey.	POD to run information session policies at staff forum. Include information in staff handbook (see F3).	January 2020.	HoS to invite POD representative to staff forum annually. Strategic leads for professional practice and teaching and learning (F3).	Information session performed and information added to handbook. Awareness of family friendly working options increased; assessed via annual staff survey.
C7 (5.5 iv)	Initiate and operate a policy of protection of staff time after returning to work post maternity leave.	Feedback from staff members that have taken maternity/paternity	Draft and approve a departmental policy document and supporting paperwork to be completed	February 2021.	Athena SWAN SAT and EDI strategic lead	By July 2021 new policy in place.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
		leave revealed that this transition is difficult if the staff member is expected to immediately resume the same teaching and research load upon return to work	for maternity/paternity and adoption leave, with a focus on protecting staff time on return to work.

Policy signed off by SMT.

Line manager and staff education and roll out.

Paperwork to be completed and monitored by HoS. | July 2021.

Training: July – August 2021. Implementation: September 2021 | SMT

Line managers, HoS.

Line managers, HoS. | 100% compliance with process and paperwork. |
| C8

(4.2iii) | Understand the reasons for staff leaving the department. | Currently exit interviews are not undertaken. | Develop local exit interview agreed by SMT.

Line managers to offer all leavers an exit interview. | January 2021.

June 2021. | SAT

Line managers | 50% of all leavers have completed exit interview by 2023. |
| Theme D. REPRESENTATION IN DECISION MAKING | | | | | | |
| D1

(5.5 ii) | Ensure all departmental committees and chairs to reflect gender balance in department. | Ensure representative female input in all decision making processes. | Annually monitor and review membership and chairing of committee membership. Being mindful of ensuring representation of women, but they are not over-burdened. | May 2020. | EDI strategic lead. | 100% of committees and chairs to reflect gender balance annually.. |
| Theme E. REPRESENTATION/ROLE MODELS IN RESEARCH GROUPS | | | | | | |

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
E1 (4.2iv)	Establish a data collection approach to research group subscription (staff, and PGR numbers, completion rates and gender make up of supervisory team).	No formal method of collating data relating to research group membership is currently applied making trends in gender over time difficult to determine. Data collected by the university on completion rates of PGR students is sub optimal.	Develop a tool to record research group subscription abd PGR completions. Annual data to be reported to SAT for review.	April 2020.	Postgraduate admissions and progression tutor and SAT.	Accurate and formal data capture of research group subscription for staff and PGR students 2019-2023.
E2 (5.1iv)	Increase female PGR membership of identified research groups; PaD, B&B, EMARG and FEx.	PaD, B&B, EMARG and FEx in particular demonstrate very low, or none existent, female PGR representation.	i. Develop a policy of positive action approach to PGR recruitment in groups with low number of females. Train all staff in positive action approaches which can be applied.	April 2020.	HoR and Postgraduate admissions and progression tutor.	Increase enrolment numbers by 5% over 4 years.
			ii. Staff funding will be provided annually for staff to undertake unconcious bias training. All staff are research active and recruit and supervise PGR students so should undertake this training.	May 2019 (see B4)	HoS, EDI strategic lead. Postgraduate admissions and progression tutor.	100% staff have completed unconscious bias training by May 2023.
E3	Increase female membership of staff in PaD, B&B, EMARG and FEx.	PaD, B&B, EMARG and FEx in particular demonstrate very	Encourage inter departmental collaboration and/or multi disciplinary	April 2020.	HoR and deputy HoR	All research groups to have at least 1 female

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
(4.1iv, 4.2i)		low, or none exitent, female representation among staff.	approach, whereby dual memberships of research groups is promoted. Improved recruitment methods may also facilitate increases in females via new members of staff (Actions B1-8)			member of staff by 2023.
Theme F. AWARENESS AND ENGAGEMENT IN GENDER EQUALITY AND DIVERSITY						
F1 (2)	Appoint a departmental strategic lead for equality, diversity and inclusivity to the senior management team I order to develop an EDI remit within SES.	Currently, there is no EDI specific agenda within the School, or staff responsible for overseeing/promoting EDI activity. The EDI lead will address all areas of inequality, including gender, and will monitor and report on key Athna SWAN action points to SMT.	A call for applications and interview with director of School, HoR and SMT. This appointment will cause a change to the operating structure of the School, with an additional strategic lead who will form part of the departmental SMT.	Call for applictions: September 2019, appointment by January 2020.	HoS, HoR and SMT.	Appointment of EDI strategic lead and update to operational structure of the School.
F2 (5.6 i)	Establishment of a School shared values and code of conduct document.	Focus groups disclosed unrest at culture surrounding workload allocation, values, transparency and 'banter/casual sexism'.	EDI strategic lead to form an EDI working group (to include representative range of grades and gender and SAT) to meet monthly. Following staff consultation on values (online survey), working group to draft SES	September 2020. January 2021.	EDI strategic lead. EDI working group.	Creation of a collective School Shared Vision and Values document that is endorsed and upheld by all staff.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			specific core values and code of conduct document.			Increased staff collegiality and awareness of shared vaues-assessed via annual staff survey.
			Policy to be reviewed and feedback provided by all staff.	April 2021.	All staff	
			Document updated to incorporate feedback.	June 2021.	EDI working group	
			Approval by SAT and SMT.	August 2021.	SAT and SMT	
			Launch of document Away day	September 2021	HoS, EDI strategic lead.	
			Senior leaders to endorse and launch the code.	October 2021	SMT	
F3 (5.1ii)	Ensure a consistent approach to the new starter induction experience.	There is currently no formal school process or paperwork for the induction of new staff. Formalising this process would provides equity in quality and content of information given to all new starters.	Develop a formal School induction checklist for line managers and new staff which covers all aspects of the role, including teaching, research and external engagement. This will compliment exsiting faculty and institutional induction processes.	Development: May 2020.	Strategic lead for professional practice to work with SAT.	Production and publication of School based induction checklist. 100% compliance to new process. Staff satisfaction with induction process increased by 2022-23: assessed via biennial staff survey and
			Checklist to be approved by SMT.	November 2020	SMT	
			Line managers to engage in pilot phase.	January 2021	Line managers	

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			Gather feedback from line managers and update checklist. Full implementation. Checklists completed and uploaded to SMT sharepoint for HoS review	February 2021 Implementation: September 2021	Strategic lead for professional practice Line managers. HoS	induction surver (see F3ii).
			Develop and implement a short induction feedback questionnaire that is completed as a matter of routine by new starters following induction. Feedback to be used to inform induction processes and quantify satisfaction at induction process.	May 2020	Strategic lead for professional practice to work with SAT.	Induction questionnaire completed by all new staff after June 2020.
			Develop a School Handbook focusing on key elements of School practise.	January 2021	Programme leaders, HoR, Strategic leads.	Production and publication of a School handbook.
F4 (5.6 v)	Raise awareness of and promote the importance of work life balance.	High reports of high workload in staff consultation exercise, this is a risk factor for mental health issues.	Incorporate mental health first aid sessions at School away day. Offer provision of a worklife balance workshop to all staff.	June 2020. December 2020	HoS and EDI strategic lead to invite LJMU representatives to deliver training .	80% staff attendance at mental health training. 40% staff uptake to worklife balance workshop
F5 (5.6 vi)	Organise all core School meetings to take place between 10am-4pm.	There is an expectation that all school meetings and committees are at	Contact meeting/committee chairs to determine current meeting times. Adjust meeting times to occur	July 2019	PA to HoS.	All meetings occur between 10am – 4pm.

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
		times that suit all staff, however this is not monitored of enforced.	between 10-4pm where necessary. All meetings times and dates to be included in the academic calendar prior to the start of semester.	September 2019.		
F6 (5.6vi)	Increase number of social events during core hours.	Staff enjoy events as they promote cohesion, but often socials occur in evenings which limit some staff attendance.	Arrange staff socials during core hours and include on the School Calendar.	January 2020	EDI strategic lead	Data capture: team cohesion and appropriateness of staff social time to be assessed bia annual staff and PGR survey.
F7 (3)	Review SAT membership.	Establish an annual review of SAT membership to ensure that the SAT comprises a range of engaged individuals across grades with defined roles, including representation of professional services. Also include representation from the UG, PGT, PGR and post doctoral populations.	Membership will be recruited via advertisement across the School, and specific individuals will also be targeted to ensure equitable representation.	January 2020.	AS chair	First review held and annual review incorporated into Department SWAN planning cycle.
F8	Encourage all staff, inparticular male staff, to	The department is 77% male staff	We will help all staff recognize that gender bias	May 2019	HoS, EDI strategic lead.	100% staff trained by May 2023

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
(5.6i)	become champions of gender equality.	members. There is recognition that men may be more easily influenced by male peers. Making equality a whole departmental issue rather than a womens will increase the likiehood of success.	exists by providing training opportunities on unconscious bias (action E2).			
			We will promote attendance at in house EDI events and equality conferences/ events via monthly equality update email. Attendance will be monitored and stored locally by EDI strategic lead.	September 2019	EDI strategic lead	Monthly emails sent. Increased uptake at events.
			Provide men with opportunities to have facilitated discussions about issues of gender in the exclusive company of other men. Delivered by external male facilitator. All male staff invited.	January 2021	EDI strategic lead to invite facilitator	Session completed with 30% male staff in attendance.
			Encourage cross-gender mentoring of PGR students and new staff (link to C1).	October 2020	Line managers	Increase in the number of cross gender PGR supervisory teams (monitored via mechanism in action E1) and staff mentors (monitored in action C1) by 2023

No (Section ref)	Objective	Rationale	Specific Actions and Implementation	Timescale (start dates)	Responsible	Success Measure
			Have a regular agenda item on gender equality at staff forums. The item will describe ongoing action points, their relevance and importance to staff, and more generally will facilitate discussion of equality from the whole staff base.	September 2019	AS chair	Item added to agenda.
F9 (4.1ii, 5.6ii)	Establish a clear reporting mechanism for bullying/harassment for all staff and students.	There is currently no local reporting mechanism for inappropriate behaviour	Develop a clear reporting mechanism for bullying/harassment for all staff and students. Process to be detailed in staff induction checklist and handbook (F3), and student induction booklet and programme handbook. Policy to be linked on school staff and student web pages	June 2020. January 2021	SAT	Process developed, published and described to staff.