Departmental Restructuring
Bronze and Silver Interim Award Application
ATHENA SWAN INTERIM DEPARTMENT AWARDS

Recognise the work underway in departments to ensure that changes to the structure of the original award-holding department do not adversely impact on gender equality in the department or any gender equality initiatives or Athena SWAN activities in place. Interim awards recognise that the department has taken action to ensure gender equality is embedded in the new structure, and to ensure the continuation of its actions to address the key issues identified by the self-assessment process.

VALIDITY OF AWARDS AND ELIGIBILITY OF APPLICANTS

Interim awards will be valid for three years from the date of the application. Applicants for an interim award:

- must hold a valid Athena SWAN departmental award
- cannot apply for an interim award which is higher than the level of the departmental award they currently hold

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE PROVIDED GUIDANCE.

This form should be used for applications for Bronze or Silver Athena SWAN interim 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: 4.2, 4.4

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 5298 WORDS

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.
<table>
<thead>
<tr>
<th>Department application</th>
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<tr>
<td><strong>Word limit</strong></td>
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</table>

**Recommended word count**

1. Letter of endorsement | 500 |
2. Description of the changes arising from restructure | 1,000 |
3. Self-assessment process | 1,000 |
4. Supporting and advancing careers | 3,500 |
5. Further information | 500 |
<table>
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<tr>
<th><strong>Date of application</strong></th>
<th>October 2017</th>
</tr>
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<tr>
<td><strong>Name of institution</strong></td>
<td>University of Liverpool</td>
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<tr>
<td><strong>Name of department applying for award</strong></td>
<td>Institute of Clinical Sciences</td>
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<tr>
<td><strong>Interim Award Level</strong></td>
<td>Bronze</td>
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<td><strong>Focus of department(s)</strong></td>
<td>STEMM</td>
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<tr>
<td><strong>Name(s) of department(s) holding previous awards</strong></td>
<td>Institute of Learning and Teaching</td>
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<tr>
<td><strong>Details of previous award(s)</strong></td>
<td>Date: 30/09/2016  Level: Bronze</td>
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<tr>
<td><strong>Contact for application</strong></td>
<td>Dr Bethan Collins</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:Bethan.collins@liverpool.ac.uk">Bethan.collins@liverpool.ac.uk</a></td>
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<tr>
<td><strong>Telephone</strong></td>
<td>0151 7945650</td>
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Please note that three departmental restructuring applications from the University of Liverpool are being submitted simultaneously. This is because one larger unit has been divided into three. This occurred with no changes in the nature of the work undertaken and was to enable smaller, more subject-focused institutes to be formed. We have purposefully submitted all three applications at the same time, and there is substantial overlap in places across the applications. This is because many of the processes and actions covered in the original successful Bronze award application remain highly relevant to the three new smaller institutes. In addition, some processes operate at University level, and therefore remain common. The three SAT teams collaborated in writing the applications to reduce unnecessary duplication of work and focussed on tailoring text and actions to their new institutes as appropriate. We also hope that this consistent approach will make the review process easier for the panel.

153 words

1. **LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT**

Recommended word count: 500 words

An accompanying letter of endorsement from the head of department should be included.

Note: Please insert the endorsement letter **immediately after** this cover page.
Dear Athena SWAN Board,

I am writing to confirm my strong support for the Institute of Clinical Sciences (ICS) application for ‘interim award transfer (Bronze Award)’ and my personal commitment to facilitate the development of our Athena SWAN strategy and delivery of our Action Plan.

ICS is a teaching-focussed institute in the Faculty of Health and Life Sciences at the University of Liverpool. It encompasses three academic Schools: Dentistry, Health Sciences and Medicine, it provides both UG and PG teaching and our education focusses on developing future healthcare workers, providing students with the knowledge, skills and experience to be practitioners of tomorrow. There are currently circa 350 staff: 159 female academic staff and 102 male with 74 female professional services (PS) staff and 15 male colleagues. We offer a range of contracts for full-time and part time staff and recognise the value of diversity.

ICS’ vision is that it is seen as a fair, open and supportive environment in which to work, producing high quality evidence-based teaching. The pursuit of Athena SWAN principles will continue to support and underpin all our activities. In our previous structure (Institute of Learning and Teaching), we had made good progress in developing a teaching and scholarship career pathway for our staff and in gaining better recognition of teaching contribution more broadly. This work will continue and we will provide appropriate guidance and direction for all staff to achieve their potential. Similarly for PS colleagues the senior staff are working to enhance opportunities for development and support, identifying a range of activities that can provide enhanced job satisfaction, career development and opportunity.

Athena SWAN will remain a standing item on our Institute Management Committee and we will fund events and activities having already committed a budget to support new activity. Following a request for expression of interest and initial meeting, we identified a new academic lead, Dr Bethan Collins, and have extended the group membership so that academic and PS colleagues from each School are represented. We are increasing student involvement so students can be increasingly involved and can contribute to and benefit from our Action Plan.

The group have begun to network with other AS groups in the faculty in order to share and implement best practice quickly, with a view to submitting a new application for a Silver award within the next 2-3 years and, as an Institute, we aspire to submitting a Gold application in the future.
Allowing us to transfer the award at this time recognises that the constituent Schools in the Institute and the Senior Management support has not changed since the initial submission. Keeping our bronze charter status is important as it overtly demonstrates our continued commitment to these principles until we are ready to submit a revised application for a higher award.

Yours sincerely

Professor Callum Youngson
Head of Institute of Clinical Sciences

(475 words)
2. DESCRIPTION OF THE CHANGES ARISING FROM RESTRUCTURE

Recommended word count: 1000 words

Please provide a detailed description of the changes arising from the restructure – for example, redistribution of staff, change of location, changes to course delivery – including any relevant contextual information. An overview should be provided on high-level staffing changes including the total number of staff affected. Please provide a description of the department pre- and post-restructure, and an indication of how the restructure has impacted each of the previous departments/units.

The previous department - the Institute of Learning and Teaching (ILT) - comprised six teaching Schools, and was created to bring teaching-focused schools together into one institute, with the ability of staff to affiliate with and contribute to research institutes. Although the ILT was successful at a local level within each School, the administration and management of such a large and diverse institute proved challenging. At the time of our previous Athena SWAN (AS) submission in Spring 2016, ILT comprised 441 academic staff and 6630 students, across six diverse Schools. Each School faces different challenges and requirements locally, and management of such a complicated unit became untenable. Thus, in September 2016, the ILT was restructured into three smaller and more focussed units: the Institutes of Clinical Sciences (ICS), Veterinary Sciences (IVS), and Life and Human Sciences (ILHS) (figure 1).

This application is made to seek interim Bronze AS recognition for one of the three institutes, ICS. This application has been written alongside those for the other Institutes that formally constituted ILT, as there are many commonalities and we are working together to share experience.

Figure 1 The new structure of the Faculty of Health and Life Sciences

The three teaching institutes represent the same population of academic and professional support staff and students as the former ILT. There have been no changes
to the delivery of teaching or student experience as a result of the restructure. **There have been no changes in roles of academic staff, delivery of teaching or contractual arrangements as a consequence of the restructure.** The few physical relocations were within our main campus. The structural changes only directly affected five members of staff. Of these, four secured suitable alternate roles in the University. One staff member was not able to secure a suitable alternative role and was therefore made redundant.

The administration of the smaller institutes is more efficient and the newly appointed Institute Head and Institute Manager (appointed from existing ILT staff) are better placed to address local issues. As such our work on the Athena SWAN agenda and action plan will be enhanced and allow our preparation for a silver award to progress more effectively.

Our new Institute of Clinical Sciences comprises 350 individual staff (circa 247 whole time equivalents [wte]), 261 academic staff (159 female and 102 male), 89 professional services staff (74 female and 15 male) and circa 2687 students.

The institute comprises three separate Schools; the Schools of Dentistry (SD), Medicine (SM) and Health Sciences (SHS).

<table>
<thead>
<tr>
<th>Table 1. Staff numbers (wte) in ICS by job profile</th>
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<td>Dentistry</td>
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<td>Health Sciences</td>
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<td>Medicine</td>
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<th>Table 2. Student numbers (wte) in ICS</th>
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<tr>
<td>Student numbers (wte)</td>
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<td>Dentistry</td>
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<td>Health Sciences</td>
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The gender profile of ICS undergraduate students is broadly as follows:

<table>
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<th>Table 3. Gender profile of ICS undergraduate students</th>
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<tbody>
<tr>
<td>Dentistry</td>
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<tr>
<td>Male</td>
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<td>2016/17</td>
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3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

(i) details of how the self-assessment team has changed over the restructuring

There was one AS self-assessment team (SAT) for the previous ILT, which achieved the Bronze award in 2016. The main change to the SAT following the restructuring is that we have sub-divided into three separate teams, one for each new institute. Staff on the ILT SAT who wished to remain involved moved to the SAT for their new institute. We held joint meetings of anyone interested in AS in ILT in 2016 and early 2017 and expressions of interest to join the new institute SATs were invited.

Through the Head of Institute, ICS invited expressions of interest from across the institute for members of the SAT and an AS lead. We took the opportunity to undertake a targeted campaign to raise awareness of the AS programme within ICS alongside recruiting new members in the team. The ICS team comprises 19 members in total (1 male, 18 female), professional services staff, and academic staff at a variety of grades. Some members of our SAT have identified as carers, parents and disabled. The Institute Manager is an active member of the SAT. We are seeking student representation, further male representatives and are working to understand if there are any other groups that should be represented in the SAT. The SAT have begun to develop an ambitious plan to embed and develop AS principles throughout the institute. We have begun with revising the action plan (See Table 5 at the end of this document) which highlights our ambition to identify in detail specific areas of focus within the institute, to enable us to have most impact.

The three AS SAT leads work closely together to provide continuity from the previous award, hence our simultaneous submission of similar applications for transfer of the Bronze award to each institute. The previous SAT chair now chairs one of the Institute teams and there are some members on the current ICS SAT who were involved in the ILT SAT.

SAT Chairs – along with the other AS Leads within the FHLS – regularly meet with the Faculty AS Champion, Professor Sue Wray. Also, all AS Leads within the University meet three times a year as the UoL AS Steering Group, which oversees AS activities across the Institution, and is headed by an Executive PVC.

(ii) details of any equality impact assessment undertaken

An equality impact assessment was undertaken, which was led by the Pro Vice Chancellor for the Faculty. This process was managed by the Faculty with support from HR. No negative impact was found for any staff or students with protected equality characteristics. The restructure was undertaken in line with University change management policy and staff were consulted and kept informed throughout. During the impact assessment process, the Faculty confirmed their commitment to “promote equality and diversity in the restructuring exercise and going forward.”
(iii) details of how the principles of the Athena SWAN Charter have been considered and embedded during the restructuring process

A previous challenge to embedding AS charter principles in the larger institute was the complexity of the structures and size of the institute. A major part of the reasoning for the restructure was to simplify structures and was linked to AS Charter principles. The restructure into smaller institutes has enabled the new management teams to consider AS issues more specifically as related to their school or department / directorate within the school.

We know that students tend to identify most strongly with their School. Thus, when queried about the restructure, students had not noticed any impact on their studies as a result of the process.

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

The ICS AS SAT have planned to meet on a monthly basis and have sub-divided into groups to address issues such as the student experience, staff transition points, staff experience and promoting a positive culture. Monthly meetings are booked for the whole academic year on alternating days to facilitate as many people to attend as possible. An on-line file sharing system has been established and other electronic forms of communication are being trialled to facilitate optimal participation, including for those for whom attending face-to-face meetings can be difficult. We are also making it possible for colleagues to join the meeting by Skype. This is particularly important as there are staff who also have clinical roles and undertake clinical work which limits availability for meetings.

Members of the SAT are part of all key decision-making groups in the Institute and the three Schools, including the management teams. AS is included as a standing item on the agendas of the Institute Management Team (IMT) meetings and School Management Team (SMT) meetings. The AS SAT lead will attend IMT and SMT meetings as required throughout the year to raise awareness of the work of the SAT and to influence decision-making. Regular meetings are also arranged for the SAT chair and secretary with the Institute Manager (who is also very actively involved in the SAT) and Head of Institute.

We produce a monthly e-mail newsletter, reporting the work of the SAT and other news about AS initiatives across the University to the whole of the institute, to raise awareness of AS issues and to embed an equality perspective into the work of the institute.

The ILT original AS action plan has been adapted to provide a sense of continuity (see Table 4 at the end of this application) and additional actions are being developed to meet the current and future needs of ICS. This includes actions which support the AS principles. New actions, based on our review to date have also been added and are included in Table 5 at the end of this application.

We will continue to conduct an AS staff survey. This will include equality monitoring data so that staff intersectionality and any variance in experience can be identified and actions added as and when required to address these. The SAT will use this survey and
the University staff survey to identify and address any issues that arise and to pre-empt issues and make progress to achieve targets.

(v) plans for future Athena SWAN award applications

We aim to reach the required standard to apply for a Silver AS award in two years’ time. The ICS SAT has begun to assess data, identify areas of concern/good practice and update our action plan with a view to being ready to submit the new application in 2019. Our Head of Institute is particularly keen for us to actively strive for a Gold Award in the future, so our review of the current situation and future action plan will be framed in the context of striving for excellence and best practice in our institute.

1122 words

4. SUPPORTING AND ADVANCING WOMEN’S CAREERS
Recommended word count: Bronze: 3500 words

4.1. Key career transition points: academic staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Recruitment

There have been no substantive changes to recruitment policy or process since the restructure. Recruitment documentation has been updated to explain the new structure but this does not influence gender or other equality issues. We continue to follow University procedures for advertising, shortlisting and appointing to posts which promote gender equality. Positive action statements remain on job advertisements and recruitment material continues to include information on flexible working. As new recruitment material is developed, we continue to promote AS principles and use gender-neutral images.

(ii) Induction

There have been no substantive changes to induction policy or process since the restructure. The split into three smaller institutes has enabled each institute to produce updated induction information that is more specific to the smaller, more focused institutes. It is anticipated that this will facilitate smoother induction processes for new staff and the restructuring has enabled the induction materials to be reviewed from an equality perspective. In particular, it is hoped that the new institute will facilitate positive and clearer induction for professional services staff as the complexity of the structures and organisation have been reduced.
(iii) Promotion

There have been no changes to promotion opportunities, processes or policy with the restructure. However, a new Head of Institute was sought. In ICS expressions of interest were sought from across the academic community within the three clinical Schools. An interview process took place although there was only one candidate who expressed an interest in becoming Head of Institute.

A challenge highlighted in our previous AS application was that many of the academic staff in the three institutes are on Teaching and Scholarship (T&S) contracts, which historically lacked clarity in promotion criteria (there are clearer metrics available to judge research than teaching excellence). Work begun in ILT and at university level continues, with specific support for staff to apply for promotion. Some sessions are designed for women only and on-line material has been enhanced, including, for example, video interviews with successful staff, one of whom leads the ICS SAT. This work continues to clarify expectations and processes, to enable equitable promotion criteria to be applied. Similarly, work continues to support successful promotion to Reader and Professor levels in the Institutes.

Another area of continued work is the need to enhance the clarity of role expectations and promotion criteria for those who have clinical roles and joint appointments with the NHS and UoL. While these have not changed since the restructure, clinical staff are largely concentrated in ICS, leading to the ability to develop better institute policies that specifically meet the needs of this staff group.

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

The three new Institutes are primarily focused on teaching rather than research. There have been no changes to the processes or policy associated with submissions to the REF associated with the restructure. Staff who are research active and wish to be considered for submission to the REF affiliate with one of the research institutes in the Faculty. Research institutes in the Faculty already have Silver AS awards and so have processes to support gender equality in place.
4.2. **Key career transition points: professional and support staff**

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Induction

(ii) Promotion

4.3. **Career development: academic staff**

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) **Training**

There have been no changes to staff training. ICS continues to promote the UoL policy that all teaching staff should seek HEA fellowship and is supportive of staff who wish to undertake programmes in teaching and learning and/or engage in the University’s in-house programme (ULTRA) for HEA Fellowship, Senior Fellowship and Principal Fellowship.

As previously, an obligatory training framework is available (and is continually updated) to meet legal compliance and role-specific responsibilities, and there is a suite of online training modules to support this. Mandatory training includes diversity and equality training. In addition to this, within ICS each School has a process for supporting ongoing staff development or conference attendance, whilst these may differ slightly in approach, depending on funding sources available, equality of opportunity is an underlying principle.

A wide range of CPD opportunities remain available across the university, and these are widely advertised. All new staff are allocated a mentor, and there is also a UoL Mentoring Scheme. This gives staff the opportunity to identify mentors. This scheme is available to both academic and professional services staff.

(ii) **Appraisal/development review**

There has been no change in appraisal processes or policy following the restructure. All staff have an annual personal development review (PDR), which involves review of a portfolio of activity. Reviewers must complete training prior to undertaking reviews. As the restructure had minimal impact on the day-to-day work of the vast majority of staff, it is unlikely that this formed a major part of PDR discussions.
(iii) Support given to academic staff for career progression

There has been no change in the support given for career progression following the restructure. The process remains as follows:

- An annual workshop is run by the University for staff who are considering applying for promotion. In the workshop staff are introduced to the promotion criteria and process.
- All staff have an annual PDR with their line manager, and where appropriate, staff are encouraged to apply for promotion.
- Staff are advised to raise such matters as career breaks, flexible working, or absence from work, so they are not disadvantaged.
- Staff applying for promotion can request a mentor to support them during the process.
- Staff applying for promotion attend a second workshop which works through the specifics of the process, and provides advice to applicants.

Staff then submit a draft application to their Head of School, and will receive feedback from both the Head of School and Head of Institute, prior to their final submission to Human Resources. Staff may also apply for promotion directly to the University committee. Mentoring is also available.

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

There have been no changes to the support offered to those applying for research grant applications as a result of the restructure. Staff who are research active and seek research funding typically affiliate with one of the research institutes. It is through this affiliation that support for grant applications is offered.

SILVER APPLICATIONS ONLY

4.4. Career development: professional and support staff

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(i) Training
(ii) Appraisal/development review
(iii) Support given to professional and support staff for career progression
4.5. Flexible working and managing career breaks

(i) How has the restructure been communicated to those on a career break and what support will be available to them on return.

Comment on how the following processes have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

Staff on career breaks have a return to work interview when they re-join following a break. During the break, there are up to 10 non-compulsory ‘Keeping in Touch’ days where staff are supported to come into work and familiarise themselves with current workplace practices, policies and any changes that have arisen.

As part of the restructure no person who was on a break had a significant change to their role and, as mentioned earlier, the streamlining of structure has enhanced the local support for all members of the Institute.

Open consultation was undertaken in the form of Faculty open meetings and all staff emails, however University policy means that formal face-to-face consultation is targeted at those directly affected by the restructure. As very few staff had any change to role and the majority of staff remained aligned to their existing department, formal consultation was only undertaken with 5 staff, none of whom were on a career break. Support provided to staff returning from a career break remained the same as described below.

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

The policies for maternity and adoption leave are centrally determined, so there is no change at institute level. Previously, there have been local ad hoc arrangements with line managers regarding flexible working. This has now been formalised in both academic and professional services. Team leads are responsible for assessing impact on the department and once flexible working arrangements with an individual are agreed they are forwarded to HR. There is a locally arranged discussion upon notification of maternity/paternity status, aimed at ensuring staff are supported prior to and returning from leave. Cover for staff taking maternity leave is provided through recruitment of external and internal advertisements and recruitment procedures. Staff commonly utilise the maximum of ten paid ‘Keeping in Touch’ days to maintain contact with their departments during maternity leave. Staff attend a ‘return to work’ interview, where the options for flexible working and phased return are highlighted. Staff are made aware of the University Parents Network via Heads of Departments’ and the ICS newsletter. Breast feeding rooms are available on campus in a suitable location for staff. The University has recently introduced a Shared Leave Policy following consultation with the University AS Steering Group.
University policy states that eligible staff are entitled to take two weeks paid paternity leave after the birth or adoption of a child. In practice, parental leave is often taken for short periods of time, and due to the flexibility that academic members of staff have in managing their time, few formal requests for parental leave are received by HR. In addition, for all staff, 18 weeks of unpaid leave per child, and special leave of 1 or 2 days per year, are available in case of emergencies. Much of this leave is arranged locally.

(iii) Flexible working

Flexible working arrangements are unchanged by the restructure.

Heads of Departments are required to undertake the Leadership and Management Development Programme, which covers maternity, family-friendly, and flexible working, policies and arrangements. Staff are well supported by access to shared drives and software, allowing staff to work effectively from home. Much of the flexible working is agreed in-house and not formally arranged with HR. The majority of applications in the past three years were granted. For some staff in teaching focused positions, where there are constraints in terms of timetabling, this has meant changing their hours between semester one and two to fit in with the teaching timetable, but still maintaining compression of hours from five days to four, for example. The variety of forms of flexible working used across the institute reflects the broad range of job roles. Staff are also supported when needing flexibility on an ad hoc basis, but this is informally arranged with line managers, and it was not possible to gain accurate data about these arrangements.

4.6. Organisation and culture

(i) Culture

Comment on how the culture of the department has been affected by the restructure and how the Athena SWAN Charter principles will continue to be embedded into the culture and operation of the department.

As the day-to-day work of the vast majority of the staff in the former ILT was managed at School level, the restructure has had very little effect on the culture of the Schools in each of the new Institutes. However, there is potential for this restructure to support improved communication at local level and to implement changes as required that are far more specific to the three schools within ICS.

The Institute is committed to considering the intersection of gender and other factors. Staff have access to networks which are promoted via School newsletters, email, staff induction, and PDR. For example, Institute staff are actively engaged in the UoL mentoring, parents’, LGBT, disabled and BME Staff networks.
In accordance with AS principles to remove barriers to career progression, initiatives are in place to support staff development and promotion (outlined in sections 4.3 I and iii). The restructure of ILT has resulted in the creation of 3 new head of Institute roles; one of these roles is held by a female member of staff. Within ICS itself, two (of the three) recently appointed Heads of School (Medicine and Health Sciences) are female.

The ICS is proactive in promoting a positive student experience, and acts to ensure that the principles of equality and diversity are embedded throughout all aspects of student life. There is a university nursery on the main campus for children of staff and students, students have access to equality networks, societies and groups and there is psychological and medical support available if required by students.

The opportunities available to the AS SAT following the restructure include the ability to engage with management teams and key decision-making groups at all levels and throughout the Institute. The simplified, less diverse and smaller structure will enable better embedding of AS principles throughout the institute. A previous challenge to ILT was the sheer size of the Institute, which meant that, practically, organising events for a large number of staff members was challenging. The ICS SAT plan to hold a number of events to raise awareness of AS principles and provide support to staff. The SAT also plan to produce a monthly newsletter for all Institute staff. The smaller distribution list and similar experiences of staff in each of the three Schools will enable us to foster a greater sense of community and support in the Institute.

(ii) HR policies

How have changes to policies and procedures been communicated to staff, how will the department ensure that staff are able to locate and understand these policy changes. How will the department ensure HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes are consistently applied and monitored during the restructure.

There has been no change to HR policies following the restructure, which continue to be administrated at University and Faculty level. Communication about policies, such as bullying and harassment and diversity and equality continue to be circulated centrally and are available on the University intranet. In addition, policy changes are communicated within ICS through our monthly e-mail newsletter.

(iii) If applicable, how was gender equality considered in any redundancies

Only one individual was made redundant as a result of the re-structure. Despite being offered preferential interviews for all relevant posts arising from the restructure, including lower graded roles, and being placed on the University-wide redeployment register in line with normal policy, this individual was unfortunately not able to secure a suitable alternative role in the University. Gender equality was not relevant to this decision.

Comment on how the following have been affected by the restructuring of the department(s). Provide details on how gender equality has been considered in the
restructuring and how the department has ensured and will continue to ensure that changes do not adversely impact on gender equality.

(iv) Representation of men and women on committees

There has been no change to policy or process of representation of men and women on committees following the restructure. However, the restructure has necessarily involved the creation of new Institute management teams, which comprise of individuals based on their role rather than any other characteristic. As with the ILT, open expressions of interest are sought for all new roles or change of roles.

(v) Workload model

There has been no change in workload models resulting from the restructure.

Within ICS, the three Schools have different models for workload management, given their discipline-related activity and diverse teaching practice. The University is currently working on a University workload model and representation from each School is currently feeding into the development of this project to ensure that complex clinical workload factors are considered.

(vi) Timing of departmental meetings and social gatherings

There is consensus within ICS to continue family-friendly timings of meetings and social gatherings. Following our previous AS application, it was agreed across the ILT that key meetings would only be held between 10am and 4pm. Where possible, key meetings continue to be arranged for the whole academic year at the beginning of the year.

The restructuring of the Institute will enable ICS to plan meetings and social gatherings in recognition of specific requirements of certain staff (e.g. clinical staff). There is a commitment to supplement face-to-face meetings with electronic information so staff who are unable to attend meetings have the opportunity to remain updated.

(vii) Visibility of role models

Restructuring has not altered the visibility of role models. There is potential for the ICS AS SAT to consider developing a network or furthering the visibility of role models in its future work. The smaller, more coherent Institute structure will better enable role models to be identified that are easier for staff in ICS to identify with.

(viii) Outreach activities

There has been no change in ICS outreach activities resulting from the restructure. The UoL continues to be high in the Russell group for widening participation (WP).

2937 words
5. FURTHER INFORMATION
Recommended word count: 500 words

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

As noted previously, the AS Leads of the three new Institutes continue to work closely to promote effectiveness, and disseminate good practice. Indeed, this application was written in collaboration with the other two Leads for the purposes of efficiency. In addition, this exercise has served as a useful induction into AS processes for the two new Leads working alongside the previous SAT. We are confident that the restructure will provide us with the opportunity to engage more people with AS work and enable us to strive for best practice in our more focused institute.

94 words
6. ACTION PLAN

Please provide an updated action plan for the restructured department.

The action plan should present prioritised actions to address the issues identified by the previous self-assessment process(es) and any issues identified during restructuring.

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 three 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.

Below is the action plan for the previous Bronze award for the ILT. This has been reviewed and changes/updates are noted in Table 4. The ICS have also identified and prioritised some new actions, which appear in table 5 below.

<table>
<thead>
<tr>
<th>Table 4 Previous Action Plan with Updates (NOTE: This relates to sections in previous application form.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Reference</strong></td>
</tr>
<tr>
<td><strong>Section 3: A picture of the department</strong></td>
</tr>
<tr>
<td><strong>3.1</strong></td>
</tr>
<tr>
<td>3.2</td>
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<tr>
<td>3.3</td>
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<tr>
<td>3.4</td>
</tr>
</tbody>
</table>

Progress on this target to date has been to review the admission process, for example in Dentistry it was found that female students perform better at interview, so this is taken into account when compiling scores, resulting in 45% males in 2016 and 2017 intakes. All staff involved in admissions have undertaken unconscious bias training.

In addition to the action for more male staff to be involved in outreach and the further roll-out of unconscious bias training, the following action is added: Review processes in all three Schools to monitor the gender split between applicants and enrolled students.

The measure of success will be changed to: the gender split in enrolled students will reflect that of applicants. Following review of the data, specific gender targets will be created for each School.
<table>
<thead>
<tr>
<th>22</th>
<th>points/ survey male students regarding academic support.</th>
<th>found and actions taken. Attainment of male students increases by 20%.</th>
<th>Experience Leads.</th>
<th>September 2018.</th>
<th>If attainment does differ by gender in ICS, action to identify (and rectify) the cause of this will be undertaken.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>Reasons for leaving with regard to gender and grade not available.</td>
<td>A co-ordinated approach by HR and ILT to collate and include reasons for leaving by grade and gender so actions can be taken to address career progression.</td>
<td>Understanding why, and addressing, higher female turnover rate.</td>
<td>Human Resources, Institute SMT, SAT.</td>
<td>December 2016.</td>
</tr>
</tbody>
</table>

### Section 4: Supporting and advancing women’s careers

| 4.1 | Few staff applying for promotion at Reader and Chair level. | Continue to monitor applications and success rates. Encourage our increased number of Senior Lecturers to apply for promotion via career planning conversations and attending UoL promotion workshops. Request feedback from staff attending workshops. | Increase in numbers of staff applying for promotion at higher grades. At least five women apply for Chair. Positive feedback from workshops. | Hol, HoSs and SMT, AS SAT. | From when the next promotion round opens in 2016. 2019 promotion round. | Action ongoing. While there has been good progress supporting career progression, the ICS SAT and Hol have identified further action required to work with HR and other institutes to seek the creation of a Reader level in the T&S route. This is a longer-term action. In addition, it is proposed that an action be added to develop internal (ICS) support. The target of five women applying for Chair was across a much larger institute: targets for ICS are to be developed. |
| 4.2 | Promotion for and advertising success | Line managers will recommend working 100% of ILT teaching staff to | Institute SMT, School | To continue this annually. | Action ongoing. |
| 4.3 | Historically few opportunities for staff networking across the ILT. | Continuously networking AS networking event. Organise a North West regional AS event | Increased networking events and positive feedback from staff attending events. | AS SAT. | Events to be held each November. | Action modified. Networking events for ICS staff will be organised twice per year. The AS leads will also meet regularly 4 times per year. The three SATs will also arrange at least one combined meeting. The focus of events and measures of success will be identified by the ICS SAT by December 2017. |

### Section 5: Career development

| 5.1 | Some staff not aware of the promotion process. | Proactive dissemination of relevant information via the Induction and PDR processes, and inclusion on the staff AS intranet pages. | Increased positive response rate in next AS survey from 61% of females in 2013 to 90% in 2019. | HoI, HoSs, technical support team. | By end of action plan 2018/19. | Action ongoing. The range of materials and supports available for staff applying to promotion in the T&S route has increased substantially. Much of this has been centrally created and there are specific resources for women. The possibility of Institute-specific support and mentoring is being examined by the new ICS SAT. There is a new action (see Table 5 below) specifically referring to clinical career progression and promotion. There is also a new action about career progression for PSS staff, which will be a priority as we work towards the next application. |
| 5.2 | Staff engagement with Diversity and Equality training. | Follow up request to UoL AS Steering Group that completion of training a requirement under PDR process. | 100% completion rate. | AS SAT, UoL Steering Group, HR. | Before the next promotion round opens in July 2016. | Action ongoing. There has been good progress with staff undertaking training. This action will be slightly modified and will be raised at School SMTs. |
| 5.3 | Further develop student engagement with the AS agenda. | Organise an AS student campaign with the Guild. | Increased student awareness and involvement in the AS agenda. | UoL Guild, AS SAT. | December 2016. | Action ongoing. The restructure resulted in the creation of three SATs from the larger Institute. The ICS action is to have student representation on the SAT by December 2017. Another action is to have Athena SWAN included in the School Staff-Student Liaison groups agendas by July 2018, with a clear communication channel to the SAT. See also new actions in Table 5 below. |
| 5.4 | Ad hoc collation and promotion of cases of students’ publishing and presenting their work. | Database and promotion of all student achievements. | 100% of successes promoted. | School SMT and AS SAT. | December 2016. | Action ongoing. This action may be modified as the work of the ICS SAT progresses. However, at School level, student achievements are now captured in quarterly newsletters. |

**Section 6: Organisation and culture**

<p>| 6.1 | Under representation of females on some decision-making committees. | Every short list for committee and management roles includes women. | Women present on every shortlist for committee and management roles. | Hol and HoSs. | From immediate effect and year on increase in female representation to meet targets 2018/19 | Action ongoing. For all roles within the School and Institute expressions of interest are now sought. Currently, there is at least 50% women on the major decision-making committees. The ICS SAT are reviewing data to decide whether further action is required in this area. |
| 6.2 | Under-representation of women in key roles. | Survey Grade 8 and Grade 9 female staff regarding potential barriers to taking on senior leadership roles. Query any shortlists for senior roles must include women, and interview panels must be gender-balanced. External role opportunities to be advertised across HoI, HoSs, AS SAT. | An increase in the number of females in key roles to be more representative of the demographic of the Institute Target 50% female. | HoI, HoSs, AS SAT. | December 2016. | September 2017. | Action ongoing. Survey will now form part of the planned AS survey for all staff, not only women at particular grades. Females are now in many key roles, the SAT will review this systematically to find out if there is gender-representativeness throughout the new Institute committees/roles. |</p>
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<tbody>
<tr>
<td><strong>6.3</strong></td>
<td><strong>The WLM still requires improvement.</strong></td>
<td>Continue to consult with staff on their views of the WLM.</td>
<td>An increase in positive responses from 49% of staff saying workload concerns are listened to, to 75% in the next AS survey.</td>
<td>HoSs to forward feedback to Head of Institute and AS SAT and implement changes.</td>
</tr>
<tr>
<td><strong>6.4</strong></td>
<td><strong>Social events held during ‘family-friendly’ hours.</strong></td>
<td>Organise at least one ‘family-friendly’ social annually.</td>
<td>An increase in positive responses in the next AS survey.</td>
<td>AS SAT.</td>
</tr>
<tr>
<td><strong>6.5</strong></td>
<td><strong>Outreach not included in WLM and Portfolio of Activity.</strong></td>
<td>Outreach to be included.</td>
<td>Outreach included in WLM and Portfolio of Activity.</td>
<td>HoSs and Hol.</td>
</tr>
<tr>
<td><strong>6.6</strong></td>
<td><strong>Fewer males engaging in outreach.</strong></td>
<td>Outreach opportunities to be promoted to male staff and students.</td>
<td>Increase male participation in proportion to numbers of male staff and students.</td>
<td>School Admissions Leads and School Widening Participation Leads.</td>
</tr>
</tbody>
</table>

**Institution-wide work has been undertaken on the workload allocation model and some challenges in identifying workload of teaching-oriented staff has been acknowledged. This is work in progress.**

**Action ongoing.**

**Institution-wide work has been undertaken on the workload allocation model and some challenges in identifying workload of teaching-oriented staff has been acknowledged. This is work in progress.**

**Action ongoing.**

**Event was organised in 2016, one is planned for 2017 and two for future years. There is an Institute budget allocation for events. There is firm commitment to holding these in family-friendly hours.**

**Action ongoing.**

**This action needs to be addressed more centrally rather than just in ICS.**

**Action ongoing, however it is no longer clear that fewer males participate in outreach. ICS SAT to investigate whether this is still an issue.**
<p>| 6.7 | Informal arrangements for flexible working not recorded. | Include in the next staff survey. | SAT aware of uptake and barriers Measures agreed were necessary. | AS SAT HoSs. | May 2018. | Action ongoing. | HoS to record this activity. | September 2017. |</p>
<table>
<thead>
<tr>
<th>Action Reference (relates to this interim application)</th>
<th>Description of Issue</th>
<th>Actions to be taken</th>
<th>Success measure</th>
<th>Person(s) responsible</th>
<th>Timescale for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.iv / 4.6.i</td>
<td>Athena SWAN charter principles need to be consistently and continually embedded throughout the new ICS structure.</td>
<td>AS to be included as a standing item in School and Institute Senior Management Team (SMT) meetings. AS SAT representative will attend Institute and School SMT meetings at least once per year to discuss embedding of AS principles.</td>
<td>All members of SMTs will be aware of AS priorities. Agendas and minutes of Institute and School SMTs will evidence AS issues being considered and discussed. Minutes of Institute and School SMTs will evidence AS charter principles being considered in decision-making.</td>
<td>Heads of School / Institute and School / Institute Managers, AS lead.</td>
<td>AS items added to agendas from September 2017. All SMT to be aware of AS by December 2017.</td>
</tr>
<tr>
<td>3iv / 4.6.i</td>
<td>The ICS community – staff and students - may not be fully aware of AS principles and our work to create an inclusive, equal culture.</td>
<td>Send monthly news mails to all ICS staff, with news, events and AS</td>
<td>A record of monthly mails will be present</td>
<td>AS lead / Institute manager / PA to HoI</td>
<td>Begun in August 2017</td>
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<td></td>
<td></td>
<td>Arrange two informal AS events for ICS staff each year.</td>
<td>Events will be advertised and organised.</td>
<td>AS lead / SAT</td>
<td>Review annually.</td>
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<td></td>
<td></td>
<td>Create and update promotional material (e.g. banners) for prominent display in student areas.</td>
<td>Key student areas will have AS information on permanent display</td>
<td>AS lead / SAT / Institute manager</td>
<td>December 2018</td>
</tr>
<tr>
<td></td>
<td>AS principles to be included for discussion on staff-student liaison committees and communicate information from this to SAT.</td>
<td>Minutes of staff-student liaison committees will demonstrate discussion of AS. Student representatives will be aware of AS.</td>
<td>Student reps in AS SAT/ AS SAT and Staff-Student Liaison Committee chairs.</td>
<td>July 2018</td>
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<tr>
<td>3iv</td>
<td>There is currently limited student representation on the SAT.</td>
<td>Recruit student representatives to AS SAT.</td>
<td>Students will be on the SAT.</td>
<td>AS lead</td>
<td>December 2017</td>
</tr>
<tr>
<td>3i</td>
<td>Following the restructure, the specific priorities of ICS need to be redefined (in addition to relevant actions from previous award) for the focus of the ICS AS SAT, to ensure that our work addresses the most pertinent areas.</td>
<td>Establish sub-groups within SAT to identify challenges and areas of good practice within ICS.</td>
<td>A clear list of areas for focus for the work of the SAT will be created The list of areas will be discussed at SMTs and actions agreed.</td>
<td>AS SAT</td>
<td>July 2018</td>
</tr>
<tr>
<td></td>
<td>Deploy AS survey, review results and add to future action plans</td>
<td>Survey will be deployed and results summarised. Results will be communicated to SMTs and other relevant groups</td>
<td>AS SAT</td>
<td>July 2018</td>
<td></td>
</tr>
<tr>
<td>4.1.iii</td>
<td>Further clarity is needed in criteria for promotion for staff who have both academic and clinical responsibilities.</td>
<td>Run promotion workshops and mentoring opportunities to clarify criteria. Institute leadership to liaise with HR, comparator institutes and other relevant groups to seek further clarity, where required.</td>
<td>If required, the criteria will be clarified and summarised. Information, workshops, mentoring and on-line resources will be available about promotion for staff with</td>
<td>Hol / Heads of Schools (SM &amp; SD)</td>
<td>October 2018</td>
</tr>
<tr>
<td>4.1.iii / 4.2.ii</td>
<td><strong>Access to role models and peer support through the promotion process needs to be made more visible.</strong></td>
<td>Raise the profile and make resources available about people who have been successful in promotion.</td>
<td>Provide internal workshops, mentoring opportunities and increase the visibility of role models who have been successful in promotion in the T&amp;S pathway in ICS.</td>
<td>In addition to the central resources created by HR, there will be specific information online and workshops for ICS staff.</td>
<td>HR, AS SAT, SMTs</td>
</tr>
<tr>
<td>4.2.ii</td>
<td><strong>PS Career progression is usually achieved through movement to new higher graded roles. To facilitate progression, further development opportunities should be made available.</strong></td>
<td>Raise awareness of the opportunities to engage in professional development activities for PS staff. Ensure that PDR reviewers are aware of role models and mentoring network opportunities for staff wishing to apply for higher grade roles. Monitor the extent to which PS staff progress through different roles, including those who apply for promotion outside of ICS.</td>
<td>Resources will be specifically available to support PS staff continuing professional development. A briefing will be available for all PDR reviewers (and reviewees) about progression. A track of staff who have progressed in their careers will be available.</td>
<td>ICS SAT. SMTs, School managers and Institute manager</td>
<td>October 2019</td>
</tr>
<tr>
<td></td>
<td><strong>Induction material needs to be streamlined to make it easier for new staff to familiarise themselves with the new structure</strong></td>
<td>Create a comprehensive induction for staff (academic and PS) about ICS and the component schools.</td>
<td>Induction material will be available and used in the schools.</td>
<td>Institute Manager / School Managers / Heads of departments or directorate</td>
<td>December 2018</td>
</tr>
<tr>
<td>4.1.iv / 4.3.iv</td>
<td>The process whereby staff affiliate with research institutes and the support available, once affiliated, is not consistent.</td>
<td>Clarify the process and criteria for affiliation to research institutes and communicate this throughout ICS. The support for ICS staff affiliated with research institutes will be clarified and made consistent across institutes. Research activity will be clearly included in staff PDRs.</td>
<td>There will be clear communication of the affiliation process and the criteria for staff to affiliate with a research institute. There will be an agreed level of support / involvement for staff. Research activity will be more consistently documented in PDRs.</td>
<td>HoI, Heads of Schools and Heads of Departments / research institutes.</td>
<td>July 2018</td>
</tr>
<tr>
<td>4.5.iii</td>
<td>There is a perception that there is a lack of clarity about processes to include part-time staff and to ensure parity with development opportunities.</td>
<td>Identify any specific challenges encountered by part-time staff. Create a policy to promote parity of opportunities for part-time staff to enable equitable engagement in developmental activities.</td>
<td>A summary of issues and required actions to support part-time staff will be created. A policy for equitable access to development activities will be available in each School.</td>
<td>AS SAT / Heads of School / Institute SMT</td>
<td>July 2018</td>
</tr>
</tbody>
</table>