

# Athena Swan Silver application form for departments

## Applicant information

Name of institution	University of Bath
Name of department	Department for Health
Date of current application	July 2025
Level of previous award	Bronze
Date of previous award	2019
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Section	Words used
An overview of the department and its approach to gender equality	2922
An evaluation of the department's progress and success	1941
An assessment of the department's gender equality context	2928
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Additional data	
Appendix 3: Glossary*	
<b>Overall word count</b>	7791

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

**Overall word limit: 8000 words**

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**NOTE FOR THE READER ON TERMINOLOGY:** In this document, we use the terms male and female for consistency when presenting outcomes data, even though the sources vary in how they categorise individuals. University staff data are recorded by sex, while University student data are categorised by gender. Similarly, the HESA data we accessed (queried under “Cost centre: Sport and Exercise Science” or “Health”) are recorded by sex. Despite these differences in data collection methods, we have adopted a uniform terminology to aid clarity and comparability across datasets.

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

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

Department for  
Health



Bath BA2 7AY · United Kingdom

**Dr Polly McGuigan**  
Head of Department

Email: [mpm21@bath.ac.uk](mailto:mpm21@bath.ac.uk)  
[www.bath.ac.uk/health](http://www.bath.ac.uk/health)

Dear Equality Charters Manager,

I am writing to express my strongest support for our department's application for a Silver Athena Swan award. I have been actively involved in the self-assessment process over the past year and have served as a committed member of the Department's Equality, Diversity and Inclusion (ED&I) Committee for 3 years as Head of Department (HoD) and 4 years prior to that as Deputy HoD. In addition, I have participated fully in all scheduled Action Plan meetings and as Chair of Department Executive, ensure that there is always a standing item for ED&I business.

Three years ago, I became the second consecutive female Head of Department in our 20-year history. In this privileged role, I am deeply committed to driving tangible, positive change in the opportunities and career progression of all colleagues across the department.

In the Department for Health, inclusivity is a core value. It underpins each of the three themes that guide our research: Lifelong Health and Wellbeing, Improving Human Function, and a Fair and Vibrant Society, and it has long been the ambition of the department to advance gender equality—not only because it is the right thing to do, but because it enhances the quality of our research and teaching, and helps foster a more inclusive and rewarding workplace for everyone. I am encouraged by the results of our most recent staff survey, which demonstrate growing awareness and appreciation of our ED&I work, and I share in the collective sense of empowerment that comes from advancing the careers of women, improving gender balance in our student body, and achieving other notable improvements across a range of metrics.

One of my proudest achievements as Head of Department has been leading a cultural shift within our Professorial cohort, encouraging them to use their seniority to mentor and elevate others through a series of Generous Leadership workshops. This initiative has helped increase transparency around the responsibilities of Professors

and highlighted how their experience can benefit the wider departmental community. Alongside this, I have led targeted promotion workshops tailored to specific career tracks - Education Specialists, Education & Research staff, Research staff and aspiring Professors across all of these pathways - to help improve promotion success rates.

We have now completed the majority of our Bronze Action Plan and have made significant strides in many areas, including increased awareness of ED&I initiatives, highlighting a significant cultural shift toward inclusion; significant progress in improving gender balance across various student cohorts; and strong progress in supporting female career advancement, with increased promotions at senior levels and meaningful gains for part-time female staff. At the same time, our self-assessment and staff feedback make it clear that challenges remain. For example, we recognise the need to improve collaboration and cohesion across our diverse disciplinary areas, as well as addressing how workload allocation is perceived. Staff confidence in how reports of unacceptable behaviour will be dealt with have improved, but we remain committed to ensuring that all staff are fully aware of how they should treat all colleagues and students with respect and dignity and that any instances where this is not the case will be investigated and action taken.

This submission outlines a focused and ambitious set of actions designed to address these challenges and position our department as a beacon of good practice. Both I and the department's executive team are fully committed to supporting and resourcing this work, ensuring that equality, equity, diversity and inclusion become embedded in every aspect of our research, teaching, leadership, and citizenship.

I confirm that this Silver application is a true and accurate representation of our department and I look forward to pursuing further progress with and for the Department for Health.

Sincerely,

A handwritten signature in black ink, reading 'Polly McGuigan'. The script is cursive and fluid, with the first name 'Polly' and last name 'McGuigan' clearly distinguishable.

Polly McGuigan

Head of Department

## 1.2. Description of the department

The Department for Health is one of six departments in the Faculty of Humanities and Social Sciences (Figure 1). The Department structure last changed in 2014 when all sport-related courses, which previously sat across the Departments of Education and Health, were brought together into one Department. We have now 1467 students and 114 members of staff.

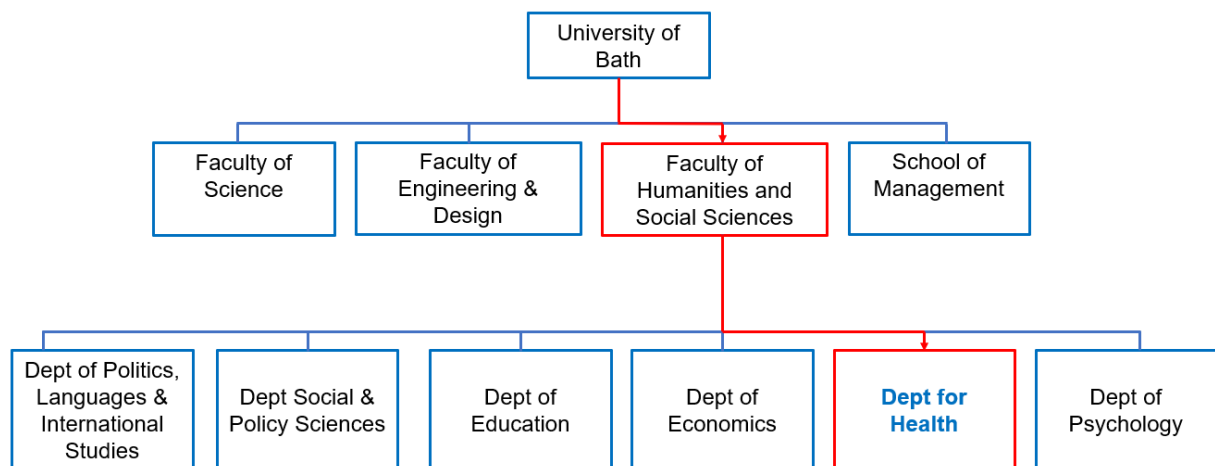


Figure 1: Position of the Department for Health within the University

Our department focuses on advancing knowledge and practice in health-related fields through research, teaching and partnerships with health professionals, sport organisations, and policy makers to ensure real-world impact. This is reflected in our 5 research centres and 3 research groups which span three overarching research themes and include a diverse mix of job families and students. 6 research laboratories are also available for our research staff and students (Figure 2). Most of them have recently been renamed after famous female physiologists (Cullis, Franklin, Cori, Widdowson and Åstrand).



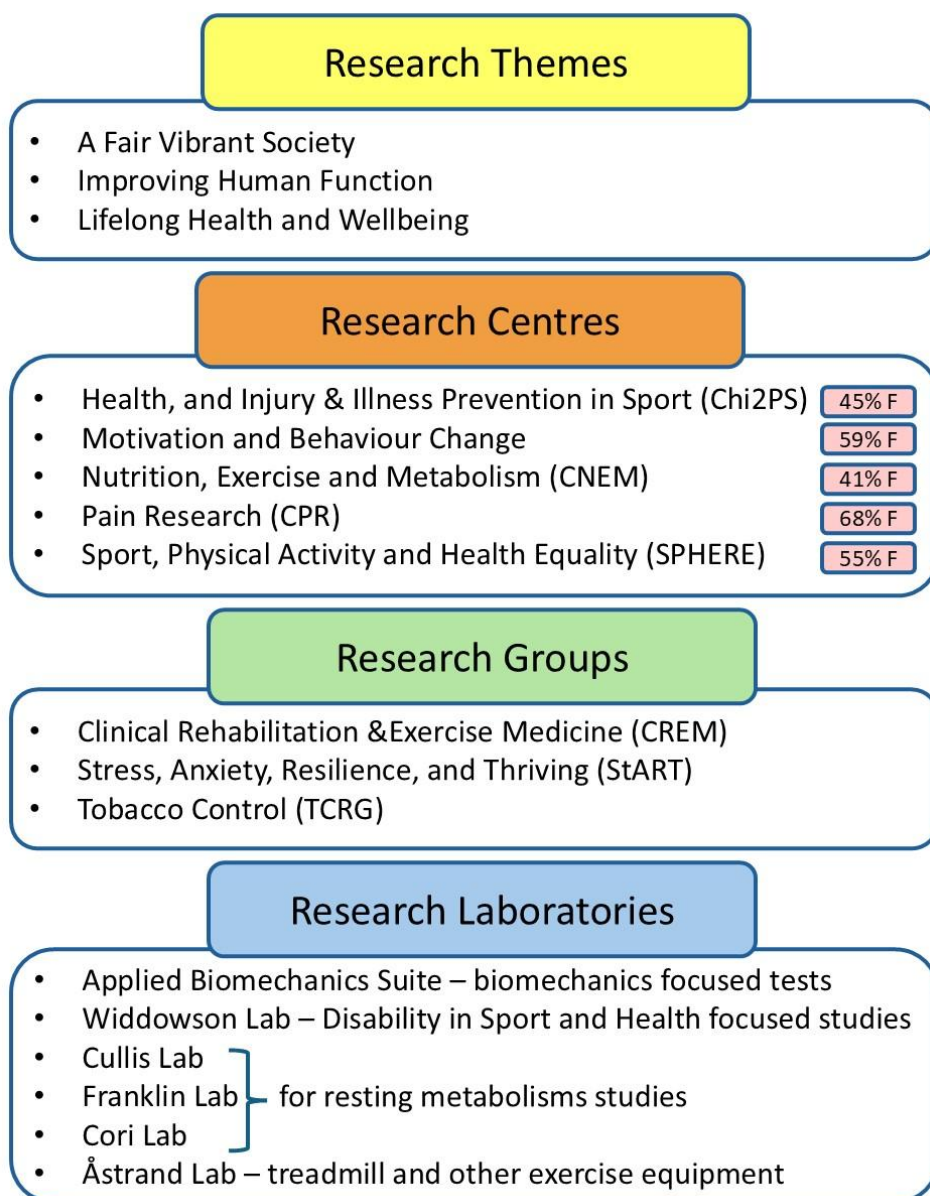


Figure 2: Research themes, groups, and interests of the Department for Health. The percentage of female staff in the research centres is indicated in the small pink boxes.

### 1.2.1 Departmental Governance

The Head of the Department (HoD) has ultimate responsibility for departmental work and operations, including staffing, supported by two Deputy Heads Department (DHoDs), whose roles are broadly divided between research-related and teaching-related areas, helping to distribute tasks and responsibilities across the department's committee structures described in Figure 3.

Different departmental structures and recurrent events support Equality Diversity and Inclusion (ED&I) work in the Department for Health:

- **Departmental Executive Committee (DEC).** The HoD/DHoDs meets monthly with the DEC to review departmental strategy and activities. The DEC comprises staff with key departmental responsibilities, including committee chairs/directors (e.g., ED&I, Research, Learning and Teaching). Updates from the ED&I Director are a standing item, to ensure ED&I consideration in strategic decision making.
- **Department Staff Meetings (DSMs).** Broader awareness and discussion of ED&I issues is enabled through biannual DSMs, chaired by the HoD. The DSMs have ED&I as a standing item, which enables the ED&I director to update staff and facilitate discussion.
- **A Department for Health Away Day** is organised at the beginning of every academic year to discuss the Department strategy, foster a positive Departmental culture, creating a space for open discussion and planning / co-design new initiatives of the Department.
- **Department Town Hall:** Every month the HoD communicates key updates via an online meeting. The updates regard recent departmental success, promotions, introductions of new members, training and development opportunities and leadership and management positions advertised for the Department.

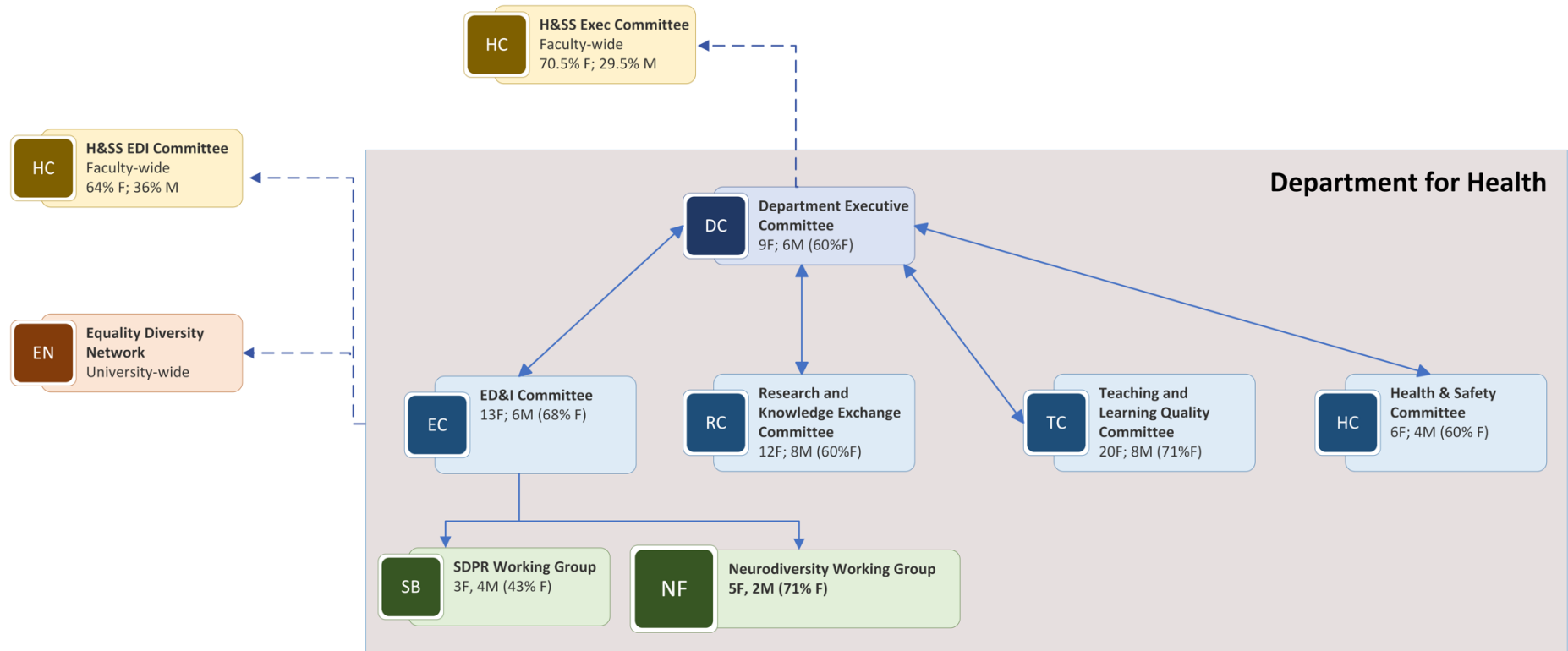


Figure 3: Department's management and committee structures 2024-25 and link with other faculty committees. Numbers of female (F) and male (M) members are presented together with proportions of female members in brackets.

### 1.2.2 Staff and student profile

The gender profile of the Department for Health in 2023-24 is shown in Table 1 and Appendix 2. Of 97 academic staff there are 43 female and 54 male members (43% are female).

Teaching and research staff are line managed by the Head of Department (HoD); teaching only academic staff by the DHoD, Director of Teaching and relevant Directors of Studies (DoS); research staff are line managed by project leads.

The department receives administrative support from 14 Professional Services administrative staff, managed by members of the Department and the faculty, and technical support from 3 technicians. The DHoD is line manager of the Grade 7 technician, who in turn is line manager of the two Grade 6 technicians. The HoD has overall responsibility for the Department, with leadership support from the committees (Figure 3).

Table 1: Numbers of female and male members of staff (Academic and Professional, Technical and Operational – PTO) and students, and proportion who are female (2023/24).

Staff/Students	Female	Male	Non-Binary	Total	% Female
<b>Staff</b>					
Academic Staff					
Research-only					56%
Teaching-only					33%
Teaching and Research					40%
Academic Staff Total					44%
PTO Staff					
Administrative					64%
Technical					0%
PTO Staff Total					47%
<b>Students</b>					
Undergraduate					44%
Postgraduate Taught					33%
Postgraduate Research					57%

There are 1468 students in total. While male students nationally constitute a majority in sport/health and exercise programs, female representation in our department has always been high compared with the national average across Sport and Exercise Science cost centres; on average our Undergraduate (UG) female representation has been 10% higher than the national figure (Figure A2.1.1).

A very small number of staff and students identify as non-binary .

We offer a wide range of UG and Post-graduate degrees that combine theory and practical experience, covering topics from exercise physiology and biomechanics to sport, health, and media. Ranked among the world's top 12 for sport-related

subjects, Bath is also 1st in the UK for Sport Science (Guardian University Guide 2025).

Postgraduate research is split between a PhD in Health - Part-time (PT) and full-time (FT), and Professional Doctorate in Health (PT).

Table 2: Undergraduate and taught postgraduate courses.

Level/Course	Qualification
<b>Undergraduate</b>	
Health and Exercise Science	BSc
Sport Performance	FdS/BSc
Sport Management and Coaching	BSc
Sport and Exercise Science (Batchelors and integrated masters)	BSc/MSc
<b>Postgraduate</b>	
Football Medicine in association with FIFA	MSc
Global Public Health and Policy	MSc
Health, Wellbeing and Society	MRes
Sport Management	MSc
Sport and Exercise Medicine	MSc
Sport Physiotherapy	MSc

### 1.2.3 Environment

The department is based in the 1 West building at the University of Bath, with some staff and students located near labs and the Sport Training Village (STV) to support practical activities (Figure 4 and 5).

There are shared social spaces in 1 West that provide an opportunity to build a strong and inclusive culture (equipped kitchens where staff can have coffee tea / lunch together). We pride ourselves on fostering a supportive environment where colleagues help and lift each other up. We often organise social and departmental events both on campus and at external venues (Figure 6).



Figure 4: practical activities happening in the different laboratories of the Department for Health



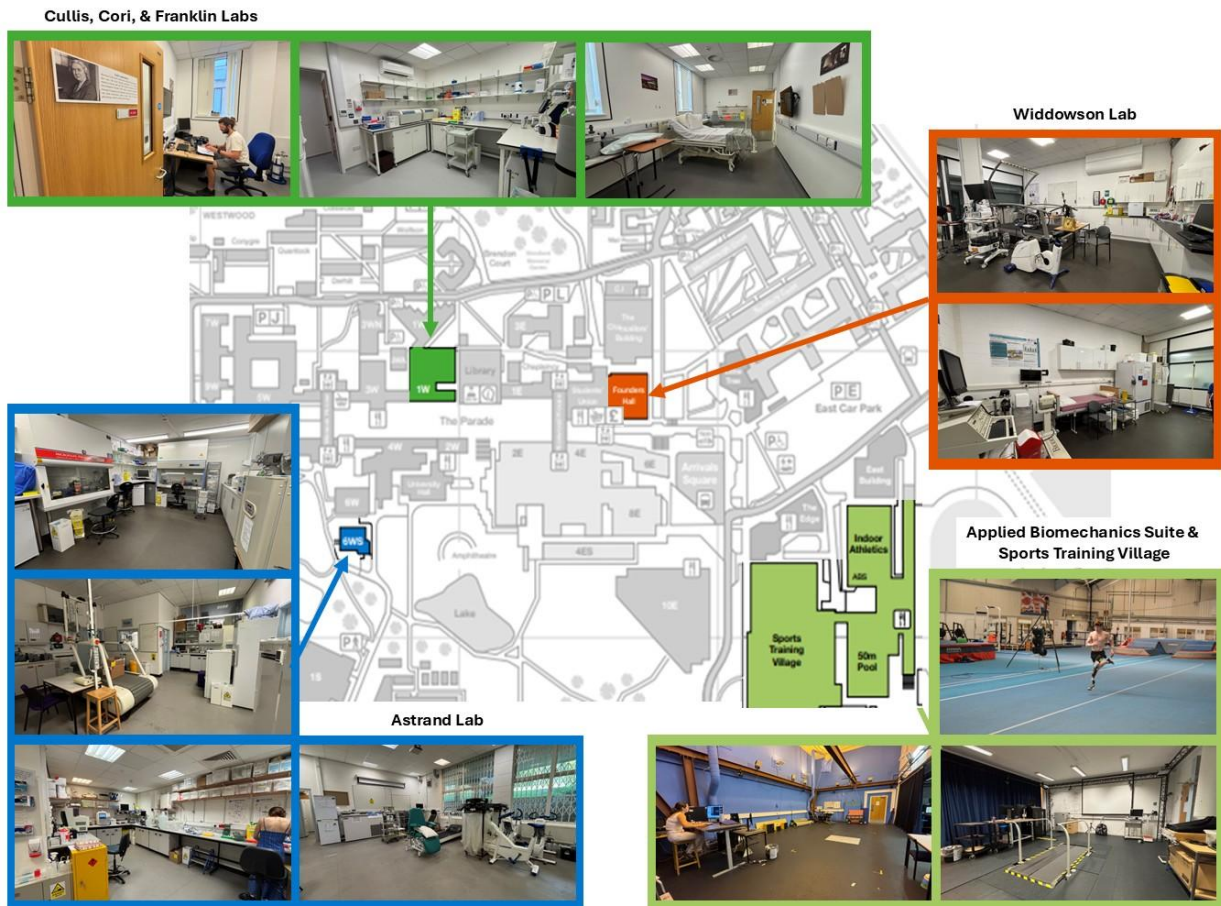


Figure 5: Buildings and labs locations mapped on the University of Bath campus map.



Figure 6: Department for Health Away Day 2024

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

### 1.3.1 ED&I structures and resources

The current Department ED&I Committee was established in 2019 and operates in line with the terms of reference agreed by the DEC, within a departmental structure which allows communication and cooperation with other entities of the University (Figure 7).

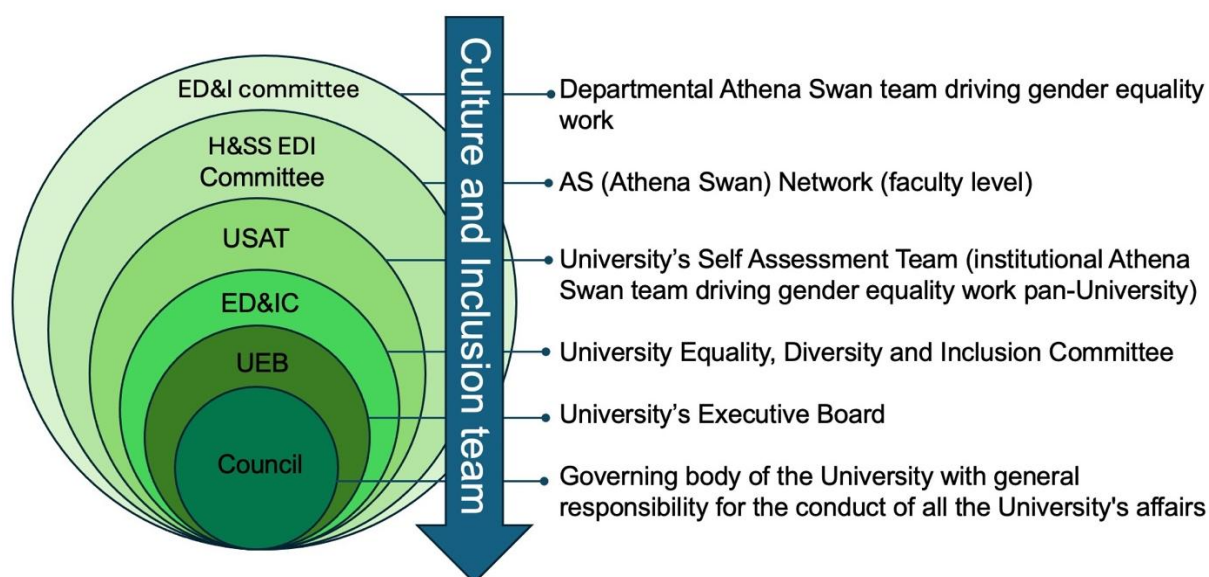


Figure 7: Organogram describing the role and connections of the different ED&I governance structures of the University.

In 2023 the Health ED&I committee expanded with additional members representing students at different levels, professional services and teaching only staff.

Our ED&I Committee operates under a Terms of Reference (ToR), that requires a representative membership reflecting diversity across gender, career stage, and job family. Membership (68% female; 13 female, 6 male) spans academic, professional services, research enablers (e.g., technicians), and students - UG, Post-Graduate Though (PGT) and Post-graduate (PGR) - and is reviewed annually. The Chair (Director of ED&I) is appointed via an open application process for a minimum three-year term.

As well as promoting ED&I, the ED&I committee oversees the implementation, monitoring, and evaluation of our Athena Swan (AS) action plan. The committee also appraises core data and staff/student surveys, leads new initiatives, and leads departmental workshops and focus groups (e.g., workload focus groups). Several committee members are part of the Neurodiversity Group that was established in 2024 to support staff in supervising students with neurodiversity. We have recently launched a dedicated working group focused on enhancing our SDPR process, with the aim of better career development support.

The ED&I committee meets every 6 weeks during the academic year with a break in August. Our meetings are hybrid to facilitate participation, however most members join in person. The committee has a dedicated secure space on Decision Time, which enables storage/access to agendas, meeting minutes and associated resources. Core data, and other material (e.g., action plans, surveys) are stored on a protected folder on the secured server of the University of Bath.

### **1.3.2 How ED&I/AS work is distributed, accounted for, recognised and rewarded**

Membership of the ED&I committee is voluntary, as stated in the ToR, with calls for expressions of interest announced through HoD emails to the department. Students can currently volunteer for the committee, and we will include formal elections for ED&I reps to boost engagement and representation (SAP 1.1.2).

We are sensitive to possible overload and there is no quota enforced for anyone to be part of the committee. The strong engagement from female members highlights the importance of incorporating lived experience into ED&I discussions, particularly on key equity issues.

Activities including ED&I/ Departmental Self-Assessment Team (DSAT) membership are reflected in workloads. Staff ED&I committee members receive the same allocation as for other core committees (40 hours per annum; 320 hours for the Chair/director). PTO staff and Post-Doctoral Research Associates (PDRAs)/ research only staff are encouraged to contribute within their allocated work hours and contribution to the committee is discussed and recorded at annual appraisals.



Table 3: ED&I Committee membership

Name	Gender		Career Pathway, Contract	ED&I Committee Role /DSAT role	Specific roles for AS preparation:			
					Writing / planning	Data	Review	Action Plan
			Senior Lecturer, full time	Director of the ED&I and chair of committee / Leading AS Silver Submission, Analysing Staff Survey, Action plan consultations.	✓	✓	✓	✓
			Departmental Manager, full time	Deputy director of the ED&I committee / Analysing Staff data, Action plan consultations.	✓	✓	✓	✓
			Head of the Department for Health, full time	Chair of Department Executive, provides Department overview, embeds ED&I as core business / contribute to action plan consultations.	✓		✓	✓
			Senior Lecturer, part time	Director of Research. Implementing actions & providing feedback on relevant research related initiatives / action plan consultation and planning & writing.	✓		✓	✓
			Senior Lecturer, full time	Director of the faculty ED&I. Organising annual culture survey for the Department. Faculty-Department dissemination of information /survey data analysis.		✓	✓	✓
			Research Fellow, full time	Implements actions & provides feedback supporting Research-only staff.			✓	✓
			Lecturer, part time	Director of Studies for MSc in Sport Physiotherapy. Support part time staff and facilitate dialogue between Teaching committee and ED&I committee / planning for action plan.			✓	✓
			Lecturer, full time	Wellbeing champion, also part of the Teaching committee of the Department facilitate dialogue between Teaching committee and ED&I committee /reviewer.			✓	
			Senior Technician, Full time	Implements actions, provides feedback & ensures good communication with the technical team / data collection and analysis.		✓	✓	✓
			Lecturer, full time	Director of teaching. Represent teaching staff for the Sport performance programme, feedback report and implementations of action in that specific programme / reviewer.		✓	✓	

			PGR student, full time	Represent and support PGR students, implementing actions & providing feedback / reviewer.			✓	
			Research fellow, full time	ED&I Officer represents Committee at University EDIN meetings /reviewer.			✓	
			PGR student, full time	Represent and support PGR students, implementing actions & providing feedback/ reviewer.			✓	
			Departmental coordinator, full time	Ensures good communication with professional services & support staff / reviewer.			✓	
			UG student	Represent and support UG students, implementing actions & providing feedback / action plan planning			✓	✓
			Research officer	Represent and support other researchers, implementing actions & providing feedback.			✓	
			PGT student	Represent and support PGT students, implementing actions & providing feedback.			✓	✓
			UG student	Represent and support UG students, implementing actions & providing feedback / reviewer.			✓	
			Lecturer, full time. Media Representative	Guarantee communication within and outside the department / revision of the data and action plan support.			✓	✓

## 1.4 Development, evaluation, and effectiveness of policies

Policies and initiatives are developed from input by individuals (students, staff), and from faculty, university, and departmental committees. New and revised policies are communicated to the HoD, senior management, and the wider community via email and the university news webpage.

New policies are developed through discussion within the ED&I Committee and/or relevant groups. Staff and student members are encouraged to propose agenda items to raise issues, identify needs, and suggest actions. These often align with priority areas such as teaching and learning or lead to new working groups (e.g., Neurodiversity, SDPR). Policy recommendations are reviewed by the DEC or relevant committees. Once approved, responsibility for implementation is assigned to a designated staff member.

Operational matters are typically handled by the HoD and DHoDs, while programme-level initiatives are managed by Directors of Studies (DoSs). Updates are shared through faculty committees and university networks.

Examples of university policies and initiatives that we actively supported as a Department include:

- Formation of two working groups: one on neurodiversity to support PhD supervisors and one on improving the SDPR process and participation (details in Figure 3).
- Anti-harassment training in person for all staff as part of the #NeverOk campaign - 42 female members (37%) and 46 male members (40%) of staff participated in 2024.
- Launch of a web-based tool enabling staff to compare workload data by category (e.g., gender, job role), following a dedicated focus group.
- Two diversity workshops to support inclusion and ensure all staff and students feel represented and valued.
- Two focus groups to discuss workload issues within the department (in total 11 male and 5 females took part across a range of part time/ full time jobs, including academics and PTO staff).

The ED&I committee, with oversight from the DEC and HoD/DHoDs, evaluates policy implementation. For instance, staff participation in ED&I training and SDPRs is monitored by the ED&I committee and led by the HoD.

Staff and student surveys are used to gather feedback on policy awareness and effectiveness. Progress on initiatives, recommendations and changes are reported for evaluation at the ED&I committee, which is responsible for an annual review of impacts and actions, including recommendations for improvement.

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

### **1.5.1 Who was involved in this application?**

The ED&I Committee acts as the DSAT. All members of ED&I Committee contributed to the AS self-assessment, with some taking on specific roles (e.g., writing drafts, data analysis, action plan development) (Table 3).

### **1.5.2 How we conducted the self-assessment process**

Work began in 2020 with an assessment of the feedback from the 2019 AS application. Although we submitted for a Silver award, the feedback was that there were still some areas needing improvements, but we were successful in renewing our bronze award.

We focused on making progress in key target areas from the action plan. Actions were organised around 5 core areas:

- Self-assessment and governance
- Supporting the student pipeline
- Supporting staff pipeline
- Staff recruitment
- Family leave, flexible working and managing career breaks

Each member of the ED&I committee team was allocated to different working groups, each tasked with delivering the respective Bronze Actions and during the implementation process, ED&I-related input was also received through interactions with other department leadership personnel, such as reports by the DoSs and Director of Research.

The Bronze Action Plan (BAP) itself has remained a dynamic and responsive document, evolving in line with departmental needs, sector initiatives, and emerging priorities. It is formally reviewed and updated each year by the DEC, using Red, Amber, Green (RAG) ratings to track progress, assess continued relevance, and guide prioritisation. Where specific actions became outdated or required modification, updates were made in consultation with the ED&I Committee, DEC, and the staff member responsible for delivery.

As part of our annual review, we assess the impact of our work through analyses of centrally provided staff and student ED&I indicators (e.g., gender ratio, recruitment, attainment), as well as feedback from our department's ED&I staff and student surveys. Over time, priorities and timelines shifted due to the Covid-19 pandemic and staff parental leave.

The ED&I committee work included assessing and consulting data coming from departmental cultural surveys (Table 5), focus groups, workshops, staff and students data provided annually by central university and Human Resources (HR).

Work started in earnest on preparing this submission in February 2024. Student input was included through their active participation and representation on the ED&I committee. Regular consultations with the HoD and the DHoDs took place throughout the application process, with meetings scheduled every two weeks starting in Spring 2025. Additional insights were gained through discussions with

ED&I Chairs from other departments and faculties who had successfully secured Silver awards.

Action plan documents, drafts of the application and additional attachments (e.g., Departmental data and survey results) were shared via Decision Time, emails and SharePoint and discussed/ approved by the ED&I committee and the DEC (Table 4).

Table 4: Consultation activities undertaken.

<b>Start Date</b>	<b>Activity</b>	<b>Participation</b>
June 2020	Implementation of BAP: discussion of the bronze confirmation award and implementation of the action plan.	All staff in the Department
Oct 2020	Department Cultural survey 2020/21	66 members of staff (Details in Table 5)
Feb 2021	COVID Action plan review and restructuring discussion panel with specific focus on SDPR and return to work.	ED&I committee and DEC
Sept 2021	Presentation of the revised action plan and new post COVID themes for SDPR + discussion of the last survey outcomes during Departmental meeting	All staff in the Department including PTO representation
April 2022	Department Cultural survey 2021/22	47 members of staff (Details in Table 5)
Sept 2022	Survey outcomes open discussion during Departmental away day.	All staff in the Department including PTO representation
April 2023	Department Cultural survey 2022/23	39 members of staff (Details in Table 5)
Sep 2023	Survey outcomes open discussion during Departmental away day.	All staff in the Department including PTO representation
Feb 2024	Consultations meeting with ED&I committee members and start of recurrent meeting in the calendar for AS Silver application preparation	ED&I committee chair, deputy, Social Media representative, HOD, DHODs, director of research
April 2024	Department Cultural survey 2023/24	46 members of staff (Details in Table 5)
May 2024	Workload focus groups - part of BAP implementation and preparation of Silver Action Plan (SAP)	18 members of staff (8F, 10M), including 3 PTO, (organised in 2 groups)
Sept 2024	Development of SAP – initial consultations during Departmental away day.	All staff in the Department including PTO representation
Feb 2025	Department Cultural survey 2024/25	45 members of staff (Details in Table 5)
April 2025	Consolidation of SAP: data analysis and identification of the priorities.	All members of ED&I committee and DEC
June 2025	SAP approval (from DEC and ED&I committee) and consultation with Faculty (H&SS EDI)	Faculty H&SS EDI members, DEC members and ED&I committee members for approval.
July 2025	Consultation with Equality, Diversity and Inclusion officer and submission.	ED&I committee members

Table 5: Responses to departmental cultural surveys each academic year.

	2020/21	2021/22	2022/23	2023/24	2024/25
Number of staff members					
Total number of staff who replied					
Woman					
Men					
Prefer not to say					
Non-binary					
General Response rate	66%	47%	39%	46%	45%
Female Response rate					
Male Response rate					

### 1.5.3 How will we support the department's future gender equality work?

In its role as DSAT, the ED&I committee will oversee the implementation of the new action plan, evaluate its impact, and develop new initiatives as the need arises. Membership will be reviewed annually, and succession plans will be put in place for the Director of the ED&I, from 2026 allowing for a handover period.

Two ED&I committee meetings per semester will be scheduled to ensure broad participation (including students) and allow sufficient time monitoring progress of actions and to monitor new and updated data.

The ED&I Director will assign each priority area to a committee member to lead its implementation and development. The committee will report progress to the DEC, and updates on initiatives and achievements will be shared with the department through staff meetings, away days, ED&I Director email updates, and staff inductions. We will continue our annual staff and student surveys.

To support accountability and continuous improvement, the ED&I Action Plan will undergo a formal annual review. Completed actions will be signed off, ongoing items updated with revised targets, and new actions added as needed. The updated plan will be published, while a working version with a progress log will be maintained for internal tracking.

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

### 2.1 Evaluating progress against the previous action plan

#### 2.1.1 Overview of progress made to date on Action Plan

Our BAP has been implemented successfully with significant progress in all five sections. Of 62 action points, 52 are complete, 10 partially complete and none were not implemented. These areas showcase our key achievements and the lessons we have learned:

- Awareness of ED&I initiatives increased from 52% in 2019 to 96% in 2025, highlighting a significant cultural shift toward inclusion, driven in part by the improved resourcing of the committee. **A key lesson learned is the need to maintain this level of resourcing and to revise the action plan annually to ensure continued progress.**
- We made significant progress in improving gender balance across various student cohorts (details in Section 2.2). **A key lesson learned was the value of appointing dedicated leaders / key facilitators within each area**, such as the Admissions Tutor for Sport Performance, the DoS for the MSc in Sport Physiotherapy, and the PGR DoS, to drive targeted actions and sustained change.
- Between 2019/20 and 2023/24, we made strong progress in supporting female career advancement, with increased promotions at senior levels and meaningful gains for part-time female staff. **A key lesson learned is the importance of setting achievable, measurable targets. Surpassing set goals demonstrates how a data-driven approach ensures accountability and maintains focus on progress.**

Successful actions included outreach activities that increased female applicants; engaging PGR students in the ED&I committee to boost completion rates; and targeted training that enhanced female staff career progression and promotion success.

**Because of COVID-19 and other challenges, some actions were less successful than planned.** The induction process impact was difficult to assess due to slowed recruitment and reduced in-person activities (e.g., planned interview with PGT students). Restrictions also limited engagement with other universities. **Leadership changes, such as ED&I Directors going on maternity leave, showed the need for well-documented and accessible action plans. This emphasized the importance of having a SMART, long-term plan with clear actions, responsibilities, and timelines that can be easily updated and implemented.**

Point-by-point evaluation of individual actions, together with rationale, timeline and responsibilities and indicators of success are included in Table 6. The department continuously monitored the progress of actions through review of the BAP at ED&I committee and DEC, and altered, merged, added or de-prioritised actions in response.

Table 6: Department of Health Athena SWAN Bronze Action Plan (BAP)

Ref	Objective	Rationale	Actions	Progress	Success Measures
1.1	Establish an inclusive and diverse ED&I committee that represents all department members and collaborates with departmental governance bodies	At the beginning of 2019/20: <ul style="list-style-type: none"> <li>there was a need to represent the different categories/job families in the Department.</li> <li><b>Only 1 of 15 members had a 'Teaching only' role.</b></li> <li><b>Only 1 of 15 members had a role in professional services.</b></li> </ul>	1. Establish streamlined diverse ED&IC embedded within the Department's committee structure to take forward actions and analysis.	<ul style="list-style-type: none"> <li>From 2020, ED&amp;I committee continued to meet every 6 weeks. Memberships were monitored by the Director.</li> </ul>	<p>→ <b>Success Measure: a diverse ED&amp;I committee that maintain a significant female representation (&gt;50%), including all the job families representative of the department. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <p>The current committee's membership (11 female, 6 male, 68%/32%) include the following staff members:</p> <ul style="list-style-type: none"> <li>Teaching only: 4 (2 male and 2 female)</li> <li>Research &amp; Teaching: 4 (1 male and 3 female)</li> <li>Research-only: 2 (1 male and 1 female)</li> <li>Professional service staff: 3 females</li> <li>Technician: 1 male</li> </ul> <p>A full description of the ED&amp;IC is available in Table 3 (Section 1).</p>
		At the beginning of 2019/20: <ul style="list-style-type: none"> <li>students were not represented in the ED&amp;I (at that time called DSAT).</li> </ul>	2. When membership changes continue to monitor gender balance and intersection with race, disability, career stage, working pattern to ensure parity – including student representatives.	<ul style="list-style-type: none"> <li>'A deputy director was assigned in 2020 to support maternity leave of the ED&amp;I director.</li> <li>Between 2023 and 2025, 3 new 'teaching only' members were appointed for the ED&amp;I committee.</li> </ul>	
			3. Increase and formalise student representatives as part of the ED&I committee, including female and male students' representatives.	<ul style="list-style-type: none"> <li>From 2020, 2 new PGR students joined the committee.</li> <li>In September 2024, a new PGT student joined the committee</li> <li>In January 2025 a new PGR student joined the ED&amp;I committee.</li> <li>In September 2023, 2 UG students' representatives joined the ED&amp;I committee.</li> </ul>	<p>→ <b>Success Measure: at least 1 UG and 2 PG students appointed to be members of the ED&amp;IC. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>2 undergraduate students (1 male and 1 female) are currently part of the ED&amp;I committee.</li> </ul>



			4. Advertise ED&I activities during inductions weeks / Open days activities via DOSs and admission tutors.	<ul style="list-style-type: none"> <li>• From 2021, unit convenors advertised ED&amp;I rep open positions for the ED&amp;I committee during lectures and induction activities.</li> <li>• Slides introduced in presentations from 2020, bi-annually during induction weeks (for semester 1&amp;2) and at all Open/Applicant Visit Days (from 2020) – see point 1.2.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 PGT female student and 2 female PGR students are currently part of the ED&amp;I committee.</li> </ul>
		<ul style="list-style-type: none"> <li>• ED&amp;I items discussion was limited within the ED&amp;I committee</li> </ul>	5. Invite Directors of Research, Learning and Teaching, when appropriate, as ED&I is a standing item on their existing committee agendas.	<ul style="list-style-type: none"> <li>• From 2020 ED&amp;I is a standing item in the agendas of the research and teaching committee.</li> <li>• In September 2024 the Director of Research joined the ED&amp;I committee.</li> <li>• In January 2025 two members of the Teaching committee joined the ED&amp;I committee.</li> </ul>	<p>→ <b>Success Measure: Committee directors/members are part of the ED&amp;I committee to ensure direct communication with the other governance structures of the Department. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• Currently the director of research is part of the ED&amp;I committee. 2 members (1F and 1M) of the DLTQC are also part of the committee to report issues and discussed items.</li> <li>• A technician is also part of the ED&amp;I committee to ensure communication with Health &amp; Safety committee.</li> </ul>
1.2	Promote the Athena Swan/ ED&I principles & activities within the Department	<p>Awareness of the ED&amp;I activities within the Department was low.</p> <ul style="list-style-type: none"> <li>• In <b>2018 only 39% of the staff was aware about the ED&amp;I issues/activities within the</b></li> </ul>	1. Equality and Diversity issues/updates being a standing item on Departmental Staff meeting agenda.	<ul style="list-style-type: none"> <li>• From September 2020 ED&amp;I issues/updates is a standing item on Departmental Staff meeting agenda.</li> <li>• A Departmental HUB (University Sharepoint) active from 2024.</li> <li>• From 2022/23 Town Hall organised every month where HOD gives updates.</li> </ul>	<p>→ <b>Success Measure: &gt;5% increase in the % of staff who are aware about the ED&amp;I activities. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• Survey outcomes: <b>% of staff in Health who are aware of the ED&amp;I activities of the Department (Table A.1.9)</b></li> </ul> <p><b>2020/21 (88%)</b> <b>2021/22 (79%)</b></p>

	<b>Department (52% in 2019) – from staff survey data.</b>	2. Disseminate cultural survey outcomes during departmental meeting and via a Poster campaign using infographics.	• Infographic showing results of the cultural survey were circulated in 2021.	2022/23 (83%) 2023/24 (92%) 2024/25 (96%)  • Survey outcomes: % of staff who are aware of where to find the results of the survey:  2023/24 (50%) 2024/25 (73%)
		3. Appoint a representative of ED&I responsible for Staff Survey.	• ED&I cultural survey responsible appointed in 2022.	
		4. Hold AS/ED&I events to showcase aims of ED&I commitments across the Department.	• ED&I activities organised for International Women Day (IWD) 2022 – interviews were conducted in the department and a podcast on Physical Activity was produced and disseminated.	→ <b>Success Measure: evidence of engagement with the organised activities to be reported (at least 10 female participants to create the video). COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> • High level of engagement with the IWD activities was recorded both in 2022 (podcast) and 2025 (14 women from the Department contributed to the video and 16 to the IWD cards, with over 140 views recorded on the video’s release day)
		5. Align events with National and International events e.g., International Women’s, Men’s Day.	• For 2025 IWD other new initiatives started (cards for female colleagues, Departmental video on ‘What does it mean to be a Woman in 2025 in Health’).	
		6. Update a blog disseminating ED&IC activities externally.	• Blog was updated during academic year 2019/2020 and reviewed by the ED&I committee, but no additional updates after that.	→ <b>Success Measure: Blog updated in November 2019 and reviewed annually. ON HOLD</b> <b>BARRIERS:</b> Due to COVID-19, this activity has been on hold for a few years, because other priorities.
		• No social media outcomes for the Department for Health were available in 2019.	7. Appoint a ‘Social Media’ rep as part of the ED&IC, to improve communication outside the department.	• A ‘Social Media’ representative as part of the ED&I committee was appointed in 2023.

		<ul style="list-style-type: none"> <li>• Students not aware of the ED&amp;I principles and activities.</li> <li>• Visitors during Open days asking information about ED&amp;I consideration within the Department.</li> </ul>	<p>8. Enhance visibility of Athena Swan/ ED&amp;I Principals for UG and PG students, by including slides in the presentations during induction weeks and open days.</p> <p>9. Recruit UG students to be part of the ED&amp;I committee (see point 1.1.3-5).</p>	<ul style="list-style-type: none"> <li>• Slides introduced in presentations from 2020, bi-annually during induction weeks (for semester 1&amp;2) and at all Open/Applicant Visit Days (from 2020)</li> </ul>	<p>→ <b>Success Measure:</b></p> <ul style="list-style-type: none"> <li>• Include ED&amp;I items as part of the induction/admission process.</li> <li>• Observe a positive trend (&gt;40%) in % of female UG student recruitment.</li> </ul> <p><b>COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• At least one slide is now part of the induction/admission information delivered from DOS/Admission tutor, to include Charter Principals, Departmental commitment, SU Associations and societies that can offer activities and support for underrepresented groups.</li> <li>• <b>Students' recruitment data for UG:</b>  2021/22: % female= 42  2022/23: % female = 43  2023/24: % female= 44</li> <li>• <b>Students' recruitment data for PGR:</b>  2021/22: % female= 54  2022/23: % female = 55  2023/24: % female= 57</li> </ul>
1.3	Sharing with and learning from others	<ul style="list-style-type: none"> <li>• Benchmarking good practice and encourage inclusion.</li> </ul>	<p>1. Reappoint ED&amp;I rep on the University EDIN to attend meetings and feed into the Health ED&amp;IC.</p>	<ul style="list-style-type: none"> <li>• New ED&amp;I committee rep was appointed in Nov 2019 and annually reviewed.</li> <li>• Since 2019, at least one member of the ED&amp;I committee attends the EDIN meetings and report to the committee 3 times a year. When ED&amp;I Health rep not available, the Director or deputy director attends EDIN meetings.</li> </ul>	<p>→ <b>Success Measure: 100% EDIN meetings always attended by 1 member of the ED&amp;I committee of the Department.</b></p> <p><b>COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• All EDIN meetings (100%) have been attended by 1 member of the ED&amp;I committee of the Department, in the past 5 academic year.</li> </ul>

			2. Share ED&I activities outcomes and initiatives.	<ul style="list-style-type: none"><li>• From 2023/24 an International Women Day set of activities is organised at the faculty level</li><li>• Promotion workshops for professorships organised in June 2025</li></ul>	→ <b>Success Measure: identification of common issues across Departments followed by target activities. COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> <ul style="list-style-type: none"><li>• Common identified problems across department triggered shared activities:<ul style="list-style-type: none"><li>- Diversity workshop for students and staff in summer 2024</li><li>- Women discussion Panel in March 2025 for IWD</li><li>- Promotion workshops for professorships June 2025</li></ul></li></ul>
	• Need to identify common issues within Departments	3. Engage with the other ED&I committee directors in the faculty.	<ul style="list-style-type: none"><li>• In Nov 2023 a Faculty ED&amp;I committee started with the new faculty ED&amp;I director being an active member of the ED&amp;I committee of the Department for Health, which guarantee good communication between committees.</li><li>• Faculty ED&amp;I committees are organised 4 times in a year, and they are attended by the ED&amp;I departments directors.</li></ul>	→ <b>Success Measure: Establish formal representation from the Department for Health ED&amp;I committee at faculty-level. COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> <ul style="list-style-type: none"><li>• From Nov 2023 all the EDI faculty meetings have been attended by the Director of the ED&amp;I committee of the Department for Health.</li></ul>	
	• Inconsistencies in Departments' survey's outcomes made difficult to make comparisons.	4. Obtain consistency in data collection from cultural surveys across the faculty	<ul style="list-style-type: none"><li>• In 2023 all the departments in the faculty have adopted the Department for Health cultural survey format.</li></ul>	→ <b>Success Measure: A single survey template being available for all the departments at the faculty level. COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> <ul style="list-style-type: none"><li>• From 2023 Shared Cultural Survey format for all the Departments in the HSS allows consistent and aligned data collection across departments.</li></ul>	
	• Disseminate our outcomes, learn from other	5. Proactively seek opportunities to engage with other HEIs	<ul style="list-style-type: none"><li>• Conversations with other universities started in 2020 (Durham University), however, due</li></ul>	→ <b>Success Measure: Director of ED&amp;I met internally with other AS (silver/gold) Departments: PARTIALLY COMPLETED</b>	

		institutions and departments, potentially also in the same field.	<p>institutions, where Health /sport science is represented.</p> <p>6. Director of ED&amp;I/ ED&amp;I Rep to meet internally with other AS (silver/gold) Departments</p> <p>7. ED&amp;I to organise knowledge sharing workshops with existing communities: (E.g., Exeter, Durham)</p> <p>8. ED&amp;I rep to attend the Wales and Southwest Regional Network.</p>	<p>to the COVID pandemic other items had the priority in the action plan</p> <ul style="list-style-type: none"> <li>• In 2024 Director of ED&amp;I started conversation with AHEP (on-going).</li> <li>• In 2023 the Director of ED&amp;I met other AS (silver/gold) department: Psychology Department, Mechanical Engineering Department.</li> </ul>	<p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• From 2023 ED&amp;I director met with Mechanical Engineering and Psychology Department ED&amp;I directors. Plans are in place to meet the ED&amp;I director in the Department of Mathematics (Gold AS)</li> </ul> <p><b>→Success Measure:</b></p> <ul style="list-style-type: none"> <li>• <b>Create a list of ED&amp;I collaborators and a support network.</b></li> <li>• <b>Organise 1 workshop/event per year to share ED&amp;I knowledge/ topics / good practice. ON HOLD</b></li> </ul> <p><b>BARRIERS:</b></p> <p>Although conversations with potential collaborators began in 2020, progress was delayed due to shifting priorities during the COVID-19 pandemic. Event restrictions and limited capacity prevented sufficient time from being dedicated to this area.</p> <p>The ED&amp;I director, who had connections with Durham University and others, went on Maternity leave and left this activity on – hold.</p>
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Ref	Objective	Rationale	Actions	Timeframe	Output(s)
2.1	To increase gender equity on Foundation/ BSc Sport Performance Students	<ul style="list-style-type: none"> <li>• Data from 2014-19 showed that all Health courses/programm es enrolled at least 42% of female students, except for the <b>FdS/BSc degree in Sport</b></li> </ul>	1. ED&I representative to sit on ASSETS (working group between University's sports Development TEAM [STV] and Department for Health).	<ul style="list-style-type: none"> <li>• ED&amp;I representative to sit on ASSETS from 2020</li> </ul>	<p><b>→ Success Measure: one member of the ED&amp;I committee part of the ASSETS working group.</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <p>Admission tutor for the Sport performance Degree, also member of the ED&amp;I committee joined ASSETS in 2020.</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
		<b>Performance which reported:</b>  <b>24% of female students in 2014/15</b> <b>26% in 2015/16</b> <b>34% in 2016/17</b> <b>33% in 2017/18</b> <b>32% in 2018/19</b>	2. Appoint a Coach for the Women's Rugby Programme on admissions of females onto the course and considering athletic profiles.	<ul style="list-style-type: none"> <li>Female rugby coach appointed at the beginning of the academic year 2023/24.</li> </ul>	<b>→Success Measure: Female rugby coach appointed. COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> <ul style="list-style-type: none"> <li>Female rugby coach appointed at the beginning of the academic year 2023/24.</li> </ul>
			3. Prepare a marketing video for the University webpage for advertising the programme in schools/open days.	<ul style="list-style-type: none"> <li>Marketing video prepared by and available to be displayed at the beginning of the academic year 2022/23. Video revisited and modified for academic year 2024/25.</li> </ul>	<b>→Success Measure: Video prepared and disseminated. COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> The video was prepared and circulated for advertise the programme. It was effective and allowed to reach 48% of female recruited in the next academic year (see next point).  <b>→Success Measure: 10% increase in the % female students enrolled for the foundation Degree in Sport Performance in the next 4 years. COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> <ul style="list-style-type: none"> <li>% student who are female enrolled for the Foundation Degree in Sport Performance (Table A2.1.9):                2019/20 = 32%                2020/21 = 28%                2021/22 = 23 %                2022/23 = 30%                2023/24 = 48 %             </li> </ul>
			4. Admission tutor visit schools with different backgrounds.	<ul style="list-style-type: none"> <li>Visit in schools and summer schools (organised by the admission tutor) started in 2019/20</li> </ul>	<b>→Success Measure: 5 schools per year visited, feedback positive.</b> <b>INDICATORS OF SUCCESS:</b>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
				(online during COVID) and are currently on going.	<ul style="list-style-type: none"> <li>At least 5 visited schools per year from 2020 in the South of England. Positive feedback from students highlighted how nice is to hear from a university which is outside London.</li> </ul>
			5. Summer schools organised on campus (Discover Bath/Access Bath)	<ul style="list-style-type: none"> <li>Summer schools (Festival of Sport) annually organised from 2021.</li> </ul>	<p>→ <b>Success Measure: Summer schools annually organised and well attended.</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>30 students per year attended the summer school and the Festival of Sport. Feedback always positive and good comments on the facilities and the staff.</li> </ul>
2.2	Increase the numbers of applicants identifying as female applying for and completing PGT courses in the Department	<ul style="list-style-type: none"> <li>Data from 2014-18 showed that the number of students on PGT courses has remained steady over a 5-year period, with a <b>gender breakdown, averaging only 31% female PGT students</b>, as it follows:  30% in 2014/15 29% in 2015/16 34% in 2016/17 32% in 2017/18 33% in 2018/19</li> </ul>	1. Seek feedback from existing PGT female students on why they choose to study Department for Health courses at the University of Bath.	<ul style="list-style-type: none"> <li>Feedback collection started in 2020 in the form of interview with existing students in our PGT programme Mater in Sport and Physiotherapy</li> <li>New interview with PGT female students performed in spring 2025</li> </ul>	<p>→ <b>Success Measure: &gt;=5% increase in the average of % female students applying and completing PGT courses, in line with the benchmarking data in the sector.</b></p> <p><b>IN PROGRESS</b></p> <p><b>INDICATORS OF PARTIAL SUCCESS:</b></p> <p>% female students applying and completing PGT courses has increased on average by 5% as it follows:</p> <p>33% in 2019/20 37% in 2020/21 39% in 2021/22 37% in 2022/23 33% in 2023/24</p> <p>In the past 5 years, Average % of PGT female students in the sector: 33%</p>



Ref	Objective	Rationale	Actions	Timeframe	Output(s)
			2. Review the marketing materials (web and prospective) to increase the profiling of women and underrepresented groups.	<ul style="list-style-type: none"> <li>Review of the website completed by July 2020; Website updated by September 2020, in line with the new University of Bath Website.</li> </ul>	<p>Average % of PGT in the Department for Health: 36%</p> <p><b>BARRIERS:</b> Some programmes are relatively new (MSc Sport Management started in 2021/22, MSc Football Med. Started in 2022/23) or include very low (<math>\leq 5</math>) numbers of students (MSc in Public Health).</p>
			3. Running focus groups targeting female PGT students.	<ul style="list-style-type: none"> <li>In 2021, specific focus groups targeting the role of the female Physio in Sport were organised with in the Programme MSc in Sport Physiotherapy. (see section 3.1.2 for details)</li> </ul>	<p>→ <b>Success Measure:</b> <math>\geq 5\%</math> increase in the average of % female students applying and completing PGT courses.</p> <p><b>COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>Very positive trends in the established MSc programmes in Health: E.g., Ms in Sport Physiotherapy (SP) (Table A2.1.5)</li> </ul> <p>38% in 2019/20 41% in 2020/21 41% in 2021/22 47% in 2022/23 50% in 2023/24</p> <p>→ <b>Success Measure:</b> positive feedback indicated by PGT in MSc in SP students.</p> <p><b>INDICATORS OF SUCCESS:</b> Focus group feedback highlighted the effective support. Talking to the DOS: "I'm so grateful you were in the leadership role though and I genuinely believe that without your ability to empathise and totally understand where I was coming from and thereby provide me with the amazing support I needed, at the exact time I needed it, I wouldn't have finished the course."</p>



Ref	Objective	Rationale	Actions	Timeframe	Output(s)
2.3	Re-establish gender balance across the Department PGR courses and ensure appropriate support is in place to help them complete their studies on time.	<ul style="list-style-type: none"> <li>There was a reduction in % PGR female student from <b>56% in 2015/2016</b> to:  <b>47% in 2016/17</b> <b>46% in 2017/18</b> <b>47% in 2018/19</b></li> </ul>	1. Seek feedback from existing PGR female students on why they choose to study Department for Health courses at the University of Bath.	<ul style="list-style-type: none"> <li>From 2020 2 female PGR joined the ED&amp;I committee. There were actively involved in the committee and the identified the main issues and feedback from the PGR students in Health.</li> </ul>	<p>→ <b>Success Measure: increase the % of PGR students identified as female. Re-established gender balance as it was before 2016 (&gt;50%). COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS: % of identified PGR female students:</b>  <b>49% in 2019/20</b>  <b>53% in 2020/21</b>  <b>54% in 2021/22</b>  <b>55% in 2022/23</b>  <b>57% in 2023/24</b></p> <p>(although there might be a risk of female over representation, we are still below the National trend -73% female in the Health sector).</p> <p>→ <b>Success Measure: ED&amp;I committee always include PGR representatives. PGR female (and male) challenges identified. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS: % of identified PGR female students:</b>  From 2020 there was always at least 1 PGR representative in the ED&amp;I committee. We currently have 2 F PGR students in the committee.</p>
			2. Increase visibility of female PhD students, by inviting them to present at seminars and Departmental research rounds.	<ul style="list-style-type: none"> <li>From 2022, PGR female students invited to present at research round seminar for the Department for Health.</li> </ul>	<p>→ <b>Success Measure: at least 1 female PGR student present per year at Departmental research rounds. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS: (2 female PGR students per year present since then).</b></p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
		<ul style="list-style-type: none"> <li>There was a gap in the attainment between 2014 and 2019: <b>between 2013/14 and 2017/18, of the 5 students who did not submit in time, 4 were female.</b></li> </ul>	3. Support PGR students in the writing process, by organising dedicated sessions.	<ul style="list-style-type: none"> <li>In Summer 2024 a writing retreat, with a specific focus on female PGR, was organised for supporting PGR students in writing their thesis and their papers.</li> <li>Annually organised ECR (focusing on female PGR) workshops.</li> </ul>	<p>→ <b>Success Measure: increase the % of PGR students who completed/submitted their thesis. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b> while for the students who started in 2018/19, there was still a significant gap with only 17% of the female PGR students submitting their thesis, <b>the trend improved significantly in the next years with 67% and 71% of female PGR students submitting/completing their thesis respectively for the students who started in 2020/21 and 2021/22.</b></p> <p>→ <b>Success Measure: workshop organised aiming to support female PGR students.</b></p> <p><b>INDICATORS OF SUCCESS:</b> writing retreat organised with high participation of PhD students in person (90% of the PGR were female).</p>
			4. Conduct and record findings from exit interviews with those students who fail to complete PGR studies. Identify reasons to leave and put in place related actions to enhance these.	<ul style="list-style-type: none"> <li>Groups of students to interview identified in 2020, but because of COVID 19 and other priorities the interviews didn't take place.</li> </ul>	<p>→ <b>Success Measure: interview completed.</b></p> <p><b>ON HOLD</b></p> <p><b>BARRIERS:</b> Director of PGR supported to identify PGR to interview in person, but because of COVID restrictions the interviews didn't take place.</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
2.4	Improving our inclusive and diverse curriculum across all programmes.	<ul style="list-style-type: none"> <li>• Increase accessibility + initiate discussions around decolonisation of the curriculum.</li> <li>• Embracing intersectionality</li> <li>• Increased number of students with disabilities and DAPs, especially among female students with <b>proportion of students declaring disabilities:</b> <b>16% F / 12% M in 2020</b> <b>25% F / 15% M in 2024</b></li> </ul>	1. ED&I item added to all Teaching-related meetings	<ul style="list-style-type: none"> <li>• 'Diversity' Standing item added to teaching-related meetings as of January 2020</li> </ul>	<p>→ <b>Success Measure: 'Diversity' item part of the ED&amp;I committee agenda. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS: 'Diversity' item part of the ED&amp;I committee agenda from 2020.</b></p>
			2. Presentation across programmes to showcase what is being done and share best practice.	<ul style="list-style-type: none"> <li>• Decolonisation, Recommendations made by DLTQC &amp; EDI (April 2021)</li> <li>• For academic year 2021-22, it was proposed that UG/PGT DoS circulate 4 prompts for academics to reflect on as they prepare their unit for delivery:               <ol style="list-style-type: none"> <li>1. <i>What examples am I using in my unit/session?</i></li> <li>2. <i>What role-models am I using in my unit/session?</i></li> <li>3. <i>How diverse is my reading list?</i></li> <li>4. <i>Have I used the Moodle accessibility checker?</i></li> </ol> </li> <li>• Decolonising the curriculum launch event <b>14<sup>th</sup> Sept 2021</b>.</li> <li>• Unit Monitoring Reports capturing inclusive practice reviewed by DoS <b>June/July 2021</b>.</li> </ul>	<p>→ <b>Success Measure: Unit Monitoring Reports capture the actions taken by Unit Convenors in relation to inclusivity &amp; decolonisation. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b> Overviews captured by DoS and shared with EDI. Examples of best practice noted.</p> <p>→ <b>Success Measure: holding an event dedicated to the decolonisation of the curriculum and share resources with academics. COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• Decolonising the curriculum event held (<b>14<sup>th</sup> Sept 2021</b>), including sharing best practices, theoretical underpinnings and resources to support staff.</li> <li>• Decolonising the curriculum shared reading list created alongside subject Librarians and distributed amongst staff and students who teach to assist in planning for academic year. Resource still available (<b>Sept 2021</b>).</li> </ul>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
			3. Enhance Unit annual monitoring reports (UMRs) to include questions on how inclusivity is being considered in the unit. DoS to explore trends, share best practice and investigate any areas of concern.	<ul style="list-style-type: none"> <li>The reflection area in the Unit annual monitoring report has been introduced in 2020 and reviewed annually by DoSs and Director of Learning and Teaching</li> <li>When new programmes and courses are developed inclusivity and diversity are considered at all planning stages and reflected in paperwork.</li> </ul>	<p>→ <b>Success Measure:</b> Director of studies reported back to ED&amp;I committee annually based on information collated from UMRs. <b>COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b> DoS reported to ED&amp;I committee about the ED&amp;I elements considered in the units. All units have thoroughly considered how they are addressing equality and diversity in their teaching practice and materials.</p>
			4. Organise neurodiversity training for PhD supervisor and academic advisors.	<ul style="list-style-type: none"> <li>Training organised at the end of academic year 2024/25</li> </ul>	<p>→ <b>Success Measure:</b> Training organised and well attended (&gt;70% of academic staff). <b>COMPLETED.</b></p> <p><b>INDICATORS OF SUCCESS:</b> Training organised and led by the chair of our Neurodiversity Network. Training well attended by 80% of academic staff.</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
3.1	To provide mentoring /information opportunities to support career progression	<ul style="list-style-type: none"> <li>From 2016/17 to 2018/19 staff survey, only 30% of the staff of the Department reported to have a mentor, but there was a need to give the staff additional support from senior members of staff.</li> </ul>	<ol style="list-style-type: none"> <li>Increase the number of staff who could be potential mentors.</li> <li>Identify and promote existing mentoring provision for academic and professional services.</li> </ol>	<ul style="list-style-type: none"> <li>From 2024, honorary members of staff can be mentors.</li> <li>From 2024 the faculty has launched a new mentorship scheme for members of staff within the faculty.</li> </ul>	<p>→ <b>Success Measure:</b> Staff feel they are supported in career development (staff survey). <b>COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS: from staff survey's data: % of member of staff who have a mentor (Table A1.8):</b></p> <p>2020/21 (34%)  2021/22 (39%)  2022/23 (39%)  2023/24 (29%)  2024/25 (55%)</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
3.2	To support the career progress of staff in a timely and transparent manner.	<ul style="list-style-type: none"> <li>• Improve SDPR processes to address individual researchers' career progression alongside research project.</li> <li>• No system in place for career conversation before 2019.</li> <li>• Only 77% of the staff considered the SDPR a valuable experience in 2020.</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce revision meetings for staff on research only contracts discussions should focus on training opportunities to enhance their CV.</li> <li>2. Make sure that career discussion during each SDPR is collected and uploaded on iTrent.</li> <li>3. Introduce an automatic booking system online for SDPR.</li> </ol>	<ul style="list-style-type: none"> <li>• From 2020 SDPR is part of the annual review/ career conversation for all the members of staff.</li> <li>• In 2021 there was a revision of the SDPR processes (SDPR Covid Impact Assessment) and we did a bespoke Review of Reviewers where key themes from SDPR reviews.</li> <li>• As of 2024, staff can book SDPR meetings online and select a line manager or another approved staff member. Staff are requested to record the SDPR outcomes on iTrent.</li> </ul>	<p>→ <b>Success Measure: Increases in the completion rates of SDPRs by staff.</b> <b>COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> From staff survey's data:</p> <ul style="list-style-type: none"> <li>• increase in the % of staff who had an annual review (SDPR / Career Conversation) in the last 12 months. 2020/21: 67% 2021/22: 62% 2022/23: 61% 2023/24: 56% 2024/25: 69% (77% F– 70% M)</li> </ul> <p>→ <b>Success Measure: Ensure the SDPR process is a useful experience for staff, as evidenced by an increase in the number of staff who report finding it valuable.</b> <b>COMPLETED</b> <b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• increase in the % of staff who considered the SDPR / Career Conversation) a valuable experience: 2020/21: 77% 2021/22: 79% 2022/23: 85% 2023/24: 83% 2024/25: 91% (82% F – 100% M)</li> </ul> <p>→ <b>Success Measure: Increases in the awareness of career opportunities.</b> <b>COMPLETED</b> <b>INDICATORS OF SUCCESS:</b> From staff survey's data (Table A1.5): "I agree with the fact that the department is clear about development opportunities"</p>
			<ol style="list-style-type: none"> <li>4. Align the departmental guidelines for SDPR with the new faculty guidelines</li> </ol>	<ul style="list-style-type: none"> <li>• From 2024 faculty is going through a transformation and guidelines for SDPR, so that all the department can align with these guidelines.</li> </ul>	

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
					2021/22 (64%) 2022/23 (63%) 2023/24 (69%) 2024/25 (71%) <i>"I agree with the fact that I'm encouraged to take up career opportunities"</i> 2021/22 (58%) 2022/23 (61%) 2023/24 (69%) 2024/25 (71%), [73%F, 78%M]
		<ul style="list-style-type: none"> <li>No career progression for our technicians in the from 2020.</li> </ul>	5. Enhance opportunities for promotion by aligning professional development pathways with the career aspirations of staff in technician roles.	<ul style="list-style-type: none"> <li>Promotion process for all the technicians in the Department started in 2024.</li> </ul>	<b>→Success Measure: all technicians in Health re-graded. COMPLETED</b> <b>INDICATOR OF SUCCESS:</b> HR approved the regrade in October 2024 and the increase in grade was back dated to September 2024
		From staff survey comments). <ul style="list-style-type: none"> <li>Induction was only available for new staff members and not for people returning from leave, making the career progression difficult.</li> <li>Time on leave (e.g., maternity) impacted the career progression of academic members of staff.</li> </ul>	6. ED&I committee to prepare guidelines for Re-Induction process. 7. Advertise opportunities to facilitate people coming back from leave.	<ul style="list-style-type: none"> <li>From 2020 there is a Re-induction process for people coming back from leave.</li> <li>From 2022, staff coming back from parental leave can have access to a £5000 fund for support in career development after leave.</li> </ul>	<b>→Success Measure: re-induction completed for all the members of staff coming back from leave. COMPLETED</b> <b>INDICATOR OF SUCCESS:</b> All members of staff who came back from maternity leave from 2022 had a re-induction, done by HOD and directors of the different committees. <b>→Success Measure: 100% of success in members of staff applying for the maternity leave fund.</b> <b>INDICATOR OF SUCCESS:</b> From 2022 to 2025, 3 members of the academic staff applied and were successful in the £5000 award fund.

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
3.3	To support female promotions and career progression.	<ul style="list-style-type: none"> <li>• Increase the number of female member of staff at higher grades (e.g., senior lecturer /grade 9).</li> <li>• In 2017/18 the % of female members of staff at grade 9 was only 23%</li> <li>• There were no promotions for part time staff up to 2018/19.</li> <li>• No applications/ promotions to reader or professor from female applicants since 2018/19.</li> </ul>	<ol style="list-style-type: none"> <li>1. Hold annual promotion workshops targeting different categories in the staff.</li> <li>2. Organise seminars and research disseminations event to represent women in the Department.</li> <li>3. Increase female attendance on training programmes that support career development.</li> </ol>	<ul style="list-style-type: none"> <li>• From 2021, research rounds and seminars organised every month to represent different researchers in the department at different level from different genders.</li> <li>• Promotions workshops organised for different categories and different levels (teaching only, teaching and research, professorship) – Annually from 2019/20 (at time that coincides with one of the submission points for promotion).</li> <li>• 2 female applicants were promoted to professor in 2021/2022.</li> <li>• 1 part time female applicant promoted to grade 8 (teaching only) in 2021/22.</li> <li>• 1 part time female applicant promoted to grade 8 (teaching only) in 2022/23.</li> <li>• 2 Full time female applicants promoted to reader in 2023/24.</li> <li>• 2 ECR female members of staff per year accepted for AURORA HE leadership programme from 2021.</li> </ul>	<p>→<b>Success Measure:</b></p> <ul style="list-style-type: none"> <li>• <b>Workshops organised per grade level and category – teaching /research annually and well attended.</b></li> <li>• <b>10% Increased number of female promotions female staff grade 9.</b></li> <li>• <b>Balanced number of female members of staff presenting in research seminars/ training.</b></li> <li>• <b>100% of success rate for female promotions applications. COMPLETED (Table A2.9.1)</b></li> </ul> <p>• <b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>• Workshops organised and recorded annually coinciding with 1 of the submission points for promotion (attendance always &gt; 15 people)</li> <li>• <b>% of grade 9 members of staff who are female:</b> 2019/20: 27 % 2020/21: 24 % 2021/22: 27 % 2022/23: 37% 2023/24: 39%</li> <li>• <b>% of female members of staff who applied for promotion:</b> 2019/20: 40 % 2020/21: 43 % 2021/22: 44 % 2022/23: 38% 2023/24: 40% <b>All were successful.</b></li> </ul>



Ref	Objective	Rationale	Actions	Timeframe	Output(s)
					<ul style="list-style-type: none"> <li>• <b>From staff survey's data:</b> "I agree with the fact that women are well represented in research seminars"  2020/21 (77%)  2022/22 (75%)  2023/23 (71%)  2024/24 (94%)  2025/25 (98%)</li> <li>• <b>% of female representation in research rounds/seminars from 2020 to 2025 = 52%</b></li> </ul>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
4.1	Ensure the criteria for selecting applicants for vacant posts is consistent to reduce/ stop any unconscious bias	<ul style="list-style-type: none"> <li>• HR requested it to reduce the bias of the shortlisting and interviewing process.</li> </ul>	1. Implement gender inclusion on all interview panels, even when Head of Department/Dean of Faculty is not chairing.  2. HR to email request to complete the "unconscious bias" training every time that there is a shortlisting process.	<ul style="list-style-type: none"> <li>• From 2020 onwards, an email with the link to the unconscious bias training /video is sent from HR every time there is a selection process (shortlisting or interview).</li> <li>• From January 2020 a female member of staff is requested to be part of the interview panel for every new role.</li> </ul>	<b>Success Measure:</b> → <b>100% of interview panels to include a female representative.</b> → <b>100% of the interview /shortlisting members receive the video link to watch before the shortlisting / interview.</b> <b>INDICATORS OF SUCCESS:</b> → Gender inclusive interview panels for all appointments have been implemented (without overburdening female staff); 100% of the interview panel make-up and effect on gender balance of new hires reviewed by ED&IC every 12 Months.  → 100% of the interview /shortlisting members receive the video link to watch before the shortlisting / interview.



Ref	Objective	Rationale	Actions	Timeframe	Output(s)
			3. Reminder email sent from Departmental coordinator to Department members of staff to complete the “unconscious bias” training online.	<ul style="list-style-type: none"> <li>From beginning of 2020/2021, recurrent email every year by the Department coordinator.</li> </ul>	<p>→ <b>Success Measure:</b> 100% of panels members to be trained and a target of 90% of all the staff within the Department to have also completed this training.</p> <p><b>PARTIAL SUCCESS:</b> 100% of panels members completed the training, but only 71% of the staff completed the unconscious bias training.</p> <p>POTENTIAL BARRIERS: absence of Departmental coordinator for a few months created gaps and delay in communication.</p>
4.2	Attract more candidates from different minority ethnicities to apply for jobs in the department.	<ul style="list-style-type: none"> <li><b>Data from 2017/18 academic year reported a 15% of staff members identified from different minority ethnicities among academics at University of Bath.</b> However, for the <b>Department for Health the percentage was only 2% on average from 2015/16 to 2017/18.</b></li> </ul>	<ol style="list-style-type: none"> <li>Revise existing material to ensure recruitment strategies are inclusive and maximise applications across all under-represented groups, including as gender intersects with race, ethnicity, and disability.</li> <li>Use the updates of Departmental webpages to ensure representations of staff and students reflect diverse identities and inclusive language is utilised in all marketing materials.</li> </ol>	<ul style="list-style-type: none"> <li>From 2020 onwards annual review of exiting material online and for recruitment and make necessary changes to ensure diversity across all under-represented groups.</li> <li>From 2021 shortlisting stage is anonymous and the cv of the candidates is available after the shortlisting stage.</li> <li>Webpage has changed in 2021 in line with the University website changes.</li> </ul>	<p>→ <b>Success Measure:</b> Increase the % of staff from minority backgrounds in the Department to match the average of the University</p> <p><b>INDICATORS OF PARTIAL SUCCESS:</b></p> <p>→ from staff survey 2023/24: 2% of staff identified as Arabic, 2% as Asian, 2% mixed background, 8% prefer not to say, 87% white.</p> <p>→ from staff survey 2024/25: 2% of staff identified as mixed background, 10% prefer not to say, 88% white.</p> <p><b>BARRIERS:</b> Website changes not effective. Socioeconomic barriers in the Bath areas (cost of living and housing).</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
4.3	Evaluate effectiveness of staff induction across all job families	<ul style="list-style-type: none"> <li>The results of the past surveys (before 2020) didn't allow to analyse the effect of the induction organised by years of working at Bath.</li> </ul> <p>The only question that was there was: <i>"Did you receive an induction when you joined the Department?"</i> and <i>"Was it useful?"</i></p>	1. Add specific questions to the annual Survey about the induction process (making it clear that these questions are only applicable for new starters within the academic year).	<ul style="list-style-type: none"> <li>In May 2020 collect baseline data from the staff survey on the effectiveness of the induction process.</li> <li>From May 2022 the question related to the induction was asked only to 'new starters' (staff who has been in the department for less than 2 years).</li> </ul>	<p>→ <b>Success Measure:</b> New questions added in the cultural survey. <b>COMPLETED</b></p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li>New question included from 2022, only targeting 'New starters'</li> </ul>
			2. New starters to be asked about induction and how they have settled into work as part of their first SDPR	<ul style="list-style-type: none"> <li>Feedback has been asked to new starters from 2022 to 2025, but feedback indicates that induction experiences vary, with some finding it smooth and others encountering difficulties (see section 3.1.5)</li> </ul>	<p>→ <b>Success Measure:</b> feedback asked to new starters.</p> <p>Increase staff satisfaction with induction process annually with aim to be 100% satisfaction from respondents.</p> <p><b>INDICATORS OF PARTIAL SUCCESS:</b></p> <p>Staff satisfaction with induction process always positive over the past 5 years, 2020-2025, (&gt;83% of the staff who completed the induction considered it a valuable experience) – from staff survey.</p> <p><b>BARRIERS:</b></p> <p>Because of COVID 19 the recruitment process slowed down, and many typical activities of the induction were reduced (e.g., in person tour of the labs, in person Departmental seminars presentations...) Also, from May 2022 the question related to the induction was asked only to 'new starters' (&lt; years in the Department). However, in some cases the number of members of staff who replied to those questions was too low (n=2) to be reliable and it was not possible to analyse differences in job families' experiences.</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
5.1	Increase awareness of maternity/ paternity/ adoption leave entitlements process	<ul style="list-style-type: none"> <li>From survey and conversations in the Department, there was a request to have more clarity around options for parental leave.</li> <li>In 2019 the staff Handbook linked to central University of Bath webpages (HR) for this information. 1.1.</li> </ul>	<ol style="list-style-type: none"> <li>Future additions to be made to the Handbook to incorporate this information directly.</li> <li>Questions about support when preparing for and returning from career breaks is incorporated as part of SDPR where applicable. 1.2.</li> <li>Increase uptake of paternity leave and promote work life balance.</li> </ol>	<ul style="list-style-type: none"> <li>Departmental HUB is active from 2024, where staff members can find information about leave.</li> <li>From 2022 information about different types of leave is delivered to all the new members in the induction process.</li> <li>From 2022, information about different type of leave reminded during SDPR process.</li> </ul>	<p>→ <b>Success Measure: from staff survey, more than 90% of members of staff aware about where to find information about leave.</b></p> <p><b>INDICATORS OF SUCCESS: from staff survey's data:</b>  <i>"% of staff who know where to find information about leave (e.g., paternity, etc...)"</i>  <b>2020/21 (78%)</b>  <b>2022/22 (90%)</b>  <b>2023/23 (83%)</b>  <b>2024/24 (79%)</b>  <b>2025/25 (94%)</b></p> <p>→ <b>Success Measure: Increase number of people taking paternity leave.</b></p> <p><b>INDICATORS OF SUCCESS: 100% of the staff who were entitled for paternity leave took 2 weeks of paternity leave from 2020-2025.</b></p> <p><b>From 2020 to 2025, 100% of the staff who was entitled maternity leave took at least 6 months of maternity leave</b> (1 research fellow, 3 senior research fellow, 6 senior lecturer, 5 research associate, 5 lecturers and 1 reader)</p>

Ref	Objective	Rationale	Actions	Timeframe	Output(s)
5.2	Increase flexibility at work (timing and location)	<ul style="list-style-type: none"> <li>More than 50% our staff have parents' responsibilities</li> </ul>	1. Enable flexible working (remote working and flexible hours)	<ul style="list-style-type: none"> <li>From 2022 Departmental meetings are held between 10:00am and 3:00pm to accommodate staff with caring responsibilities.</li> <li>After 2021 Departmental meetings are hold in a hybrid way allowing people to attend from home.</li> </ul>	<p>→ <b>Success Measure:</b> Improvement in satisfaction score for the cultural survey questions about work life balance.</p> <p><b>INDICATORS OF SUCCESS: from staff survey's data (Table A1.10):</b></p> <p>% of staff who think that "In our department, a work-life balance is valued and promoted"</p> <p><b>2021/22 (58%)</b>  <b>2022/23 (59%)</b>  <b>2023/24 (63%)</b>  <b>2024/25 (71%)</b></p> <p>% of staff who think that "their workload is manageable"</p> <p><b>2021/22 (58%)</b>  <b>2022/23 (63%)</b>  <b>2023/24 (73%)</b>  <b>2024/25 (82%)</b></p>
5.3	Embedding gender equality targets into REF (Research Excellence Framework) and institutional KPIs.	<ul style="list-style-type: none"> <li>Director of research flagged out differences in the H index and impact measures related to female members of staff</li> </ul>	1. Conduct a gender analysis of publication and outputs from all eligible staff within the Department, with the long-term goal to design and implement mechanisms to support staff within the department who identify as female to develop their REF readiness.	<ul style="list-style-type: none"> <li>In 2024/25, an analysis of gender distribution in publications (peer-reviewed papers), citations, and highly cited works, was conducted using SciVal. <b>Results for our academic staff (43 F and 54 M):</b> <ul style="list-style-type: none"> <li>- 40 publications more per year for male compared to female staff</li> <li>- More than 10K citations count for male compared with female.</li> <li>- H-index &gt;25 for male compared to female academic staff.</li> </ul> </li> <li>Outcomes discussed in spring 2024 during the ED&amp;I committee and DEC. Actions have been discussed and proposed for <b>SAP (5.1)</b></li> </ul>	<p>→ <b>Success Measure:</b> outputs analysed in terms of H-index, impact, citation count and number of publications.</p> <p><b>INDICATORS OF SUCCESS:</b></p> <ul style="list-style-type: none"> <li><b>Analyses carried out via SciVal.</b></li> <li><b>Results discussed with the ED&amp;I committee and the DEC.</b> <ul style="list-style-type: none"> <li>→ the outcomes of the discussion highlighted the need for new metrics for assessing female and male members of staff research performance, moving away from the old metrics.</li> </ul> </li> </ul>

## 2.2 Evaluating success against department's key priorities.

This section describes success against three key department priorities:

- **Strengthen and diversify ED&I Structures**
- **Improve Gender Balance in Students and Diversify the curriculum.**
- **Advance Female Career Progression**

### 2.2.1 Objective: Strengthen and diversify ED&I Structures

#### **Goals:**

- Establish streamlined diverse ED&I committee embedded within the Department's committee structure, including female and male students' representatives.
- Increase awareness within the Department of the AS/ ED&I principles & activities within the Department.
- Sharing and learning from others. Promote AS charter principles within the Department.

#### **Key actions**

- Advertise ED&I activities by including slides in Open day presentations and at the beginning of the semester during induction weeks. **(BAP 1.1.3, 4).**
- Hold AS/ED&I events to showcase aims of ED&I commitments across the Department aligned with international events (e.g., IWD) **(BAP 1.2.4, 5).**
- Appoint a 'Social Media' rep for the Department **(BAP 1.2.7).**
- Appoint a representative of ED&I responsible for staff cultural survey **(BAP 1.2.3).**
- Engage with the other ED&I committee directors in the faculty **(BAP 1.3.1-4).**

#### **Progress and Evaluation:**

- Between 2020 and 2025 there was a big contribution of new students' representatives joining the ED&I committee, with currently at different levels, as showed in the following diagram:

<2019	2020	2021	2022	2023	2024	2025
<b>No students' representatives where part of the ED&amp;IC</b>	2 new PGR female students joined the committee			2 UG students' representatives (1 male and 1 female) joined the ED&I committee	a new PGT female student joined the committee	a new PGR student joined the ED&I committee

- Since 2020, the Department has improved communication through monthly online Town Hall meetings with follow-up summaries and a new Department Hub providing key resources (ED&I, leave policies, staff survey results).

These initiatives, prompted by Covid-19, have significantly increased staff feeling well-informed—from **39% in 2018 to nearly 100% by 2025**. Notably, **96% (95% F, 100% M)** now understand the department's approach to gender equality.

- Significant collaboration and engagement with other ED&I committee leads have led to successful initiatives that have strengthened cross-departmental synergy at the faculty level. One notable example is the cultural survey template developed by the Department of Health, which was adopted by all five other departments in the faculty starting in 2023.
- ED&I principles are now embedded across all levels of governance, with increased visibility through targeted campaigns (infographics, and adverts during open days and induction weeks) and a new LinkedIn page attracting over 800 followers.

### ***New Action Plan***

- Reduce the number of annual ED&I committee meetings and extend them to 2 hours to better accommodate part-time staff and student reps, allowing time to complete and report on actions (**SAP 1.1.1**).
- Re-establish the blog with 2 blogs published every year to give visibility of the activities of the Department of Health also externally. Increase women representation in social media through our LinkedIn page (**SAP 1.2.1-5**).
- Proactively engage with other HE institutions to share and sustain ED&I and Athena Swan principles, collaborate effectively, learn from others, and benchmark our progress, with a particular attention to REF related activities (**SAP 1.2.1-3**).

## **2.2.2 Objective: Enhance Gender Balance in Students and Diversify the curriculum**

### ***Goals***

- To increase gender equity on Foundation/BSc Sport Performance Students
- Re-establish gender balance across the Department PGR courses and ensure appropriate support is in place to help them complete their studies on time.
- Improving our inclusive and diverse curriculum across all programmes.

### ***Key actions***

- A video showcasing female athletes and students participating in the programme was produced for the University website and it has been also presented during school visits and open days (**BAP 2.1.3**).
- Starting from 2020 the admissions Tutor for Sport Performance has been visiting schools (5 per year), particularly those with diverse backgrounds.

Summer schools were held on campus to showcase our facilities and staff **(BAP 2.1.4, 5)**.

- Female PhD students' visibility is being increased by inviting them to present at departmental seminars and research roundtables **(BAP 2.3.2)**.
- A writing retreat specifically focused on supporting female PGR students was organised by the PGR DoS, helping with thesis and academic paper writing. A ECR (Early career researchers) dedicated workshop has been organised to cover topics like workload, promotion, and mental health **(BAP 2.3.3)**.
- A "Decolonising the Curriculum" launch event was held on 14<sup>th</sup> September 2021. Since 2020, a reflective section has been included in the Unit Annual Monitoring Report (reviewed annually) to encourage staff to consider inclusivity, representation, and accessibility in their teaching practices **(BAP 2.4.2, 3)**.

### ***Progress and Evaluation***

- Between 2019/20 and 2023/24, female recruitment improved by over 10%, surpassing the target both in students enrolled and offer holders (Table A2.1.8). Although female representation in the programme declined during the early stages of the Action Plan implementation, the Admissions Tutor for Sport Performance played a pivotal role in reversing this trend, with notable recent improvements, in line with a key objective of the Bronze Action Plan (BAP 2.1).
- **Targeted Support for Female PGR Students**
  - Workshops, writing retreats, tailored support, and PGR involvement in the ED&I Committee (since 2020) enabled early issue resolution. One participant reflected that '...it was a highly productive retreat that made PGRs feel supported and valued. Great for sharing progress, accountability, and a change of scenery'.
  - Thesis submission rates improved: 17% (2018/19 starters) → 67% (2020/21) → 71% (2021/22) **(BAP 2.3.3)**.
  - Workshops, writing retreats, tailored support, and PGR involvement in the ED&I Committee (since 2020) enabled early issue resolution.
- **Decolonising the Curriculum and Diversity initiatives:**
  - 14 Sept 2021: Event shared best practices, theoretical frameworks, and an inclusive reading list (developed with librarians).
  - Best practice summaries shared with ED&I; resources remain available.
  - Faculty-wide diversity workshop followed; 'diversity' is now a standing ED&I agenda item.
  - Feedback: practical resources valued; calls for more frequent discussions, broader representation, and student involvement in curriculum development.



### ***New Action Plan***

- Increase female representation in target PGT Programmes, where there is a high proportion of male students **(SAP 2.1.1-5)**.
- Enhance support for PGR students by showcasing their research through a dedicated conference and awards, promoting work–life balance through peer support networks, and delivering targeted workshops on workload and supervisory expectations **(SAP 2.2.1-5)**.
- Reduce attainment gap for UG students related to gender and minority groups (non-White and low socioeconomic background) **(SAP 2.3.1-6)**.

### **2.2.3 Objective: Advance Female Career Progression**

#### ***Goals***

- Provide mentoring /information opportunities to support career progression.
- Support the career progress of staff in a timely and transparent manner, raising awareness of career development and progression opportunities.
- Support female promotions and career progression in different job categories.

#### ***Key actions***

- Promotion workshops organised for different categories and different levels (teaching only, teaching and research, professorship) – Annually from 2020 (at time that coincides with one of the submission points for promotion) **(BAP 3.3.1)**.
- Organisation of seminars and research disseminations event to represent women in the Department (some of them focused on specific research centres) **(BAP 3.3.2)**.
- Introduced an online booking system for SDPR career conversations, alongside collaboration with the faculty to develop clear guidelines for conducting these discussions. Efforts were also made to raise awareness of the mentorship scheme **(BAP 3.2.1-4, BAP 3.1.1, 2)**.

#### ***Progress and Evaluation***

- Between 2019/20 and 2023/24, the proportion of staff who are female at Grade 9 rose from 27% to 39%, surpassing our 10% growth target. Notably, 40% of female staff applied for promotion during this period, achieving a 100% success rate **(BAP 3.3)**. In addition, we saw meaningful progress in the promotion of part-time (PT) female staff (with 4 PT female academics promoted to Grade 8 between 2021/22 and 2023/24 – up from zero in 2018/19), and full time (FT) (6 female promotions from grade 8 to 9 and 3 female members of staff promoted to professors as indicated in the diagram below).



	2019	2020	2021	2022	2023	2024	2025
Professor							
Grade 9				2 female FT		1 female FT	
Grade 8			1 female FT		4 female FT		1 female FT
Grade 7	1 female PT	2 female PT		1 female PT			

- Between 2020 and 2025, women made up 52% of presenters in the Department Research Rounds, demonstrating strong female visibility in research dissemination. Female presenters were drawn from a variety of roles, with the highest numbers among Lecturers (6), followed by Postdoctoral Researchers (2), Professors (2), and PhD Students (2). This positive representation aligns with staff perceptions: agreement with the statement “*women are well represented in research seminars*” increased steadily in staff surveys, rising from 77% in 2020 to 98% in 2025.
- In 2021, a Covid Impact Assessment revision and a ‘Review of Reviewers’ highlighted areas for improvement. By 2024, enhancements included an online booking system, updated faculty-wide guidelines, and a dedicated promotion process for technicians. Career development support expanded with a re-induction process (2020) and, from 2022, a £5,000 fund for staff returning from parental leave. These initiatives improved staff engagement: 69% had an SDPR in 2024 (77% female, 70% male), with 91% finding it valuable. Agreement on development clarity and encouragement to pursue opportunities rose to 71% by 2025, reflecting stronger career progression support.

### ***New Action Plan***

- Ensure SDPRs are consistently recorded and valued by increasing awareness of the process, requiring career discussions to be uploaded to iTrent, providing training for line managers, and linking access to departmental teaching and research funding to completion of an SDPR within the past 12 months (**SAP 3.2.1-3**).
- Organise specific workshop with current female professors (within and outside the department) to talk about their journey and their challenges, particularly those who were promoted for their research recognition. (**SAP 3.1.1**).

## Section 3: An assessment of the department's gender equality context

### 3.1 Culture, inclusion and belonging

#### 3.1.1 Gender profile

In the Department for Health, female academic staff make up 43% (very close to the sector 40% - HESA Cost Centre Sport Science) and female student representation is notably strong, especially in research programmes, and exceeds the national trend (44% vs. 34%).

As shown in Figure 8, gender balance varies across programmes due to their diverse disciplinary focus. The department's emphasis on clinically oriented research aligns with national patterns, with 57% of PGR students being female, (compared to 73% national average – HESA cost centre Health).

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Figure 8: Department of Health Pipelines: female representation by level and grade

#### 3.1.2 Student numbers and attainment

**Recruitment / headcount:** Female student representation varies by level and is particularly high among research students. At UG level, overall female representation students have consistently exceeded the national average in Sport Science (45% vs. 34%), but there is variation by course with Health and Exercise Science and Sport and Exercise Science having better female representation than Sport Performance and Sport management and Coaching.

Female representation in the MSc in Sport Physiotherapy has increased recently. We offer flexible study plans and programme suspensions for those on maternity leave or with caring responsibilities. Focus group feedback highlighted the effective support (**BAP 2.2.3**). A key priority will be to support PGT students by adopting this successful approach (**SAP 2.1.1-6**).

Growth in PGR female representation may be attributed to the strong clinical orientation of our research projects and centres, which may particularly appeal to female researchers. As a result, more PGR students now have childcare responsibilities (9% in 2023, Table A1.11c) and targeted support and networks will be put in place to assist them (**SAP 2.2.1-5**).

89% of our UG students are White. Among UK students in 2023/24, 4% of females and 11% of males identify as belonging to an ethnic minority group. Only 5% of our students come from lower socioeconomic backgrounds (all male) prompting the introduction of adjusted lower entry requirements.

A key focus will be the re-establishment of professional support from the university to help these students before and after being recruited (e.g., free podcasts delivered by

female students about studying at Bath) for students who can't travel to the university for Open days/applicants visits days). **(SAP 2.3.1-5)**

We are also expanding outreach to more diverse networks and recognise the need for sustained academic and pastoral support to improve attainment and create future pathways into staff roles, helping to drive more inclusive student recruitment.

We actively support staff and students with neurodiversity and disabilities, reflecting a rise in students declaring disabilities, especially among female students (16% F / 12% M in 2020, 25% F / 15% M in 2024). We recently delivered neurodiversity training for PhD supervisors, attended by 80% of academic staff, and led by the chair of our Neurodiversity Network, with a personal story from a female PhD student about managing her studies while being neurodiverse. To further enhance support, we plan to improve group allocations in assessments by using student survey feedback to develop guidelines for unit convenors **(SAP 2.3.6)**.

**Attainment:** At the undergraduate level, there is a trend of female students achieving a higher proportion of top degrees (Table A2.2.1).

Among PGT students, over the past 5 years it seems that female have been more likely to gain distinctions and merit than male (Table A2.2.3); however, PGT cohorts are notably smaller than UG. These trends warrant continued monitoring, and additional efforts may be needed to enhance awareness and uptake of existing student support services (e.g., peer mentoring personal tutors) to ensure all students can benefit equally.

Although numbers are small, over the past five years, Black students and Asian students were significantly less likely to gain 1<sup>st</sup> or 2:1 degrees than White students (Table A2.2.2). Numbers are not large enough to assess intersectional issues, but the data underscore the need for targeted interventions to address degree awarding gaps **(SAP 2.3.1, 2, 4, 6)**.

PhD completion rates have significantly improved in recent years, with over 50% of female postgraduate research (PGR) students submitting or completing their theses on time, and 71% of the full-time PGR students who started in 2020/21 successfully completing their PhDs (Table A2.2.4).

### 3.1.3 Staff profile

**Academic Staff:** The academic staff profile is shown in Figures A2.3.1, A2.3.2, A2.3.3 and A2.3.4.

While we have had success in appointing female staff at lecturer level and promoting them to Grade 9 positions (both full-time and part-time), there remains a “leaky pipeline” in respect of women among academic staff: only 2 out of 11 professors are women. Addressing this issue remains a key focus for future action **(SAP 3.1.1-4)**.

Recruitment data shows that over the past five years women made up an average of 53% of applicants, 51% of shortlisted candidates, and 52% of appointments (Table A2.7.1), but there are clear patterns when data are examined by contract function (Table A2.7.2) with female applicants for research positions predominating and male candidates predominating for teaching and research positions. While this may reflect the clinical focus of our research centres and projects (note the high representation

of females among the PGR) cohort, this does suggest work is needed to attract more female candidates for teaching and teaching and research posts.

Our department has low ethnic diversity among academic staff. Only 2% identify as being of mixed background, 10% prefer not to say, and 88% identify as White (92% of females and 100% of males identify as White. For comparison, 15% of staff across the university identify as being from minority ethnic groups.

**Professional Services:** Administrative roles are predominantly held by women and the three technical positions male, suggesting a need for greater gender diversity in those areas.

### 3.1.4 Belonging and inclusion

Our department prides itself on a collegiate and welcoming atmosphere. In 2024/25 84% of staff and 72% of PGR students agreed that they felt welcome in the department.

A variety of activities and social events are organized for staff, postdocs, and PhD students. At the departmental level, seminar series and research rounds are held every few months, while individual research groups and centres run weekly or biweekly reading groups and meetups. During COVID-19, weekly “*Virtual Coffee and Tea*” meetings were introduced to help ensure that no one felt isolated. Since then, the Department has adopted a flexible approach to social interaction, promoting in-person events, such as the recent “*Bagel Brunch by the Lake*” hosted by the Department for Health, while also allowing flexibility for students and staff, using online methods of communication (e.g., monthly *Virtual Town Hall*). Informal gatherings are especially valuable given the department’s dispersed buildings and labs.

Responses to surveys regarding belonging and inclusion were generally positive amongst staff (84% feel they belong to the department). To note, nobody of the 4 ‘prefer not to say’ disagreed on ‘*My contributions are valued in my department*’. 1 of 4 ‘prefer not to say’ in 2025 disagreed with ‘I feel like I belong in my department’. 1 of 22 women disagreed and 1 of 23 male disagreed. Among PhD students, 72% feel a sense of belonging within the University (Table A.1.11a).

We have plans to strengthen community inclusion and belonging, embedding ED&I firmly in our culture. **(SAP 1.1, 1.2, 1.3).**

### 3.1.5 Induction training and mentoring:

The departmental induction programme, which includes meetings with key Directors, has been well-received over the past five years, with over 83% of surveyed staff finding it valuable despite disruptions during COVID-19. Since May 2022, feedback has only been gathered from new starters, though small response numbers affect reliability. A re-induction process has been introduced for staff returning from extended leave, and there’s recognition of the need for more tailored induction for specific groups like Early-Stage Researchers, who face unique challenges **(SAP 4.3.1-3).**

To better support Early Career Researchers (ECRs), a new role of Research staff Lead will be advertised and appointed in the department (**SAP 4.3.2, 3**) and ECRs will be included in a mandatory mentorship programme. More widely, mentorship is a clear priority with 45% of staff surveyed expressed interest in having a mentor. We will offer training and promote wider university and faculty target schemes (by gender and job category) to ensure all staff, including technicians, have access (**SAP 3.1.1, 2**).

### 3.1.6 Supporting Staff Career and progression

73% female, 78% male members of staff agreed they are encouraged to pursue career opportunities, and a similar percentage felt the department is clear about available development pathways.

We organise annual promotion workshops tailored to staff categories and grades, consistently well attended. The department strongly supports women's career development through seminars, research events, and encouragement to join programmes like AURORA. Since 2021, two early-career female staff have completed AURORA annually, with eligibility communicated by the ED&I director.

To further strengthen this support, we are redesigning the SDPR booking and recording process to better align individual career goals with departmental priorities. While 69% of staff completed an SDPR in 2024/25, and 91% found it valuable, only 45% formally recorded it (**SAP 3.2.1-3**).

There remain areas where further support is needed, particularly for PTO staff and PDRAs. While PTO staff often express concerns about limited pathways for advancement, PDRAs have highlighted the lack of clarity in academic progression. We are prioritising tailored support for PDRAs via the appointment of the new Research staff Lead (**SAP 4.3.3**). We aim to recognise the valuable contributions of PTO staff by offering leadership opportunities, such as our departmental manager serving as Deputy Director of the ED&I Committee, and by introducing awards like the Recognising Excellence Award to celebrate outstanding impact. (**SAP 1.1.4**).

Although female staff are successfully securing research funding, often at levels equal to or exceeding those of their male colleagues (Table 7), metrics used in promotion assessments, such as scholarly publications, citations, and H-index (see Figure 9), do not fully reflect their research impact.

Table 7: Sum of Awarded amount/ grants and number of awarded grants for female and male members of staff are presented together with relative proportions. NB: Grant considered for PI members of staff.

Year	Sum of awarded amount/grants (£)		Number of awarded grants		Proportion of female academic staff applying for grants		Proportion of funding awarded by females
	M	F	M	F	M	F	
2020/21							
2021/22							

2022/23							
2023/24							

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Figure 9: Scholarly Output for the Department for Health Academic staff organised by gender vs H-index. The size of the circle indicates the numbers of view of the outputs.

Given that the H-index is influenced by factors such as discipline and career breaks, we would like to enhance the Department research culture, by adopting broader metrics and qualitative indicators to ensure fair assessment of research contributions for promotion and career development (**SAP 5.1.1-3**). The University's recent endorsement of DORA (Declaration on Research Assessment) reflects our commitment to embedding its principles in departmental evaluation processes."

### 3.1.7 Work life balance

Staff generally view work-life balance positively (Figure 10), with 82% of our staff finding workloads manageable (Figure 11); however, concerns about fairness in workload allocation remain, (Figure 12), Table A.1.10.

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Figure 10: Proportion of staff who answered 'Yes' from staff surveys (2020-2025). Numbers on top of columns indicate the actual numbers of 'Yes' for the question: *'In our department work-life balance is valued and promoted'*

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Figure 11: Proportion of staff who answered 'Yes' from staff surveys (2020-2025). Numbers on top of columns indicate the actual numbers of 'Yes' for the question: *'My current workload is manageable'*.

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Figure 12: Proportion of staff who answered 'Yes' from staff surveys (2020-2025). Numbers on top of columns indicate the actual numbers of 'Yes' for the question: *'Workloads in my department are allocated fairly'*.

Workload concerns were raised in the 2022 and 2024 staff surveys, prompted the department to organise focus groups in 2024. Staff face unclear role expectations that can expand unexpectedly, increasing their workload. Part-time employees struggle with time management, scheduling, and limited access to leadership or career growth.



A call for greater transparency, clearer role definitions, and stronger workload regulation emerged as key recommendations to ensure sustainable and fair working practices (**SAP 6.1.1-6**). Recognising and addressing hidden contributions is a key priority for future action. The new SDPR process will include discussion of ‘*good citizenship*’ contributions, such as committee work and outreach, to ensure these are recognised in development and promotion.

Many academic and PTO staff work flexibly, and flexible working is fully supported by the department. For example, meetings are held between 10:00am and 3:00pm to accommodate staff with caring responsibilities and we support part-time staff and those with disabilities through flexible workload planning, such as extending marking periods (**SAP 6.1.6**).

69% of staff report having childcare responsibilities. Nonetheless, only 26% access the campus nursery (29% female, 28% male) and 56% overall are on a waiting list, an issue we continue to monitor.

Most of our staff are well informed about maternity, adoption, and Shared Parental Leave (SPL) opportunities. Additionally, all eligible returning staff have benefited from the University’s Returning Parents Support Fund, which has been available to academic staff since 2022/23 and was extended to PTO staff in 2024.

### 3.1.8 Bullying and Harassment

The Department is strongly committed to tackling bullying and harassment, supporting initiatives such as #NeverOK and #BeTheChange. A recent in-person #NeverOK session, led by DHODs and the ED&I director, had 75% staff attendance and clear impact: 90% now feel confident reporting misconduct (up from 54%) – Table A1.4b – and 65% believe the University responds appropriately (52% in 2024). Incidents remain low (2% in 2025, down from 4% in 2024), but we aim for a zero-tolerance culture, with clear reporting pathways, expected behaviour standards, and confidential reporting via the University’s Support and Report tool.

Planned actions include a new #NeverOK campaign for PGRs (online and in-person), a follow-up session for staff who missed training, and circulation of a faculty-level reporting flowchart. Our priority remains a safe, respectful, and inclusive environment for all (**SAP 6.2.1-3**).





Figure 10: example of flowchart that will be circulated

### 3.1.9 Wellbeing

We prioritize staff and student wellbeing through a trained Wellbeing Champion who promotes a healthy culture, raises awareness, and directs individuals to support. A dedicated wellbeing page on the Departmental Hub provides easy access to resources.

Results from staff surveys between 2022 and 2025 show a significant improvement in perceptions of mental health and wellbeing support within the department. The percentage of staff who feel their mental health and wellbeing are supported increased from 68% in 2022 to 71% in 2025. More notably, the percentage of staff who know where to seek support from 41% in 2022 to 84% in 2025, and 61% of staff now feel confident in seeking support.

### 3.1.10 Support for non-binary and trans staff and students

The department supports non-binary individuals, reflecting our inclusive approach to gender identity. The Department for Health enrolled its first non-binary student in the PGT group during this period. Our department took part in Bath Pride, and we have been distributing rainbow lanyards to colleagues at the start of Pride month to celebrate and support our LGBTQ+ community. In the current challenging environment for trans and LGBTQ community, we think it is particularly important to show up for them and show support.

From the staff survey, we know that a very small number of staff identify as non-binary .

We plan to engage with the university's Kaleidoscope (LGBT+) group to identify proactive support for LGBT+ staff and students. Inclusivity is also a growing focus in our research. We are committed to including transgender and non-binary individuals in studies, ensuring proper data collection and reporting to improve representation

### 3.2 Key priorities for future action

Please describe the department's key priorities for future action.

We have identified 6 core priority areas over the next five years to promote gender quality and inclusion, as well as diversify our staff and student profile. These areas were directly informed by the analysis undertaken in sections 2 and 3.1. Key priorities are mapped against the core sources of evidence that informed their selection in the following tables/boxes.

#### **Key Priorities for Area 1: Self-Assessment and Governance: Identify and correct further gaps in good practice for gender equality.**

- Improving the Effectiveness and Inclusivity of the ED&I Committee
- Rebuilding Visibility and Collaboration in ED&I Activities

#### *Evidence*

- ED&I committee analysis (Section 2 and Section 3)
- BAP (Table 6, Section 1.2.6)
- Staff survey data (Workload, Table A1.10), Figure 10, 11 and 12.

#### *Identification of problem/issue*

ED&I committee meetings are too frequent and poorly timed for student participation. Members lack sufficient time to complete actions. Student involvement in ED&I activities is growing but remains under-recognised. COVID-19 disrupted engagement and training, limiting collaboration, (departmental blog inactive since 2019). These gaps might hinder the implementation of the 2025–2030 action plan and the broader promotion of gender equality.

#### *Proposed solutions*

- Streamline committee operations by holding fewer, more focused meetings, clearly defining member roles (including students), and recognising contributions through awards or incentive (**SAP 1.1.1-4**).
- Enhance the visibility of ED&I initiatives by relaunching and maintaining the Athena Swan blog and aligning events with national campaigns beyond the International Women's Day (e.g., Men's Day, Black history month) (**SAP 1.2.1, 4**).
- Promote collaboration with external HE institutes, but also across Departments and faculties, through networks, knowledge-sharing workshops, and funding for ED&I initiatives (**SAP 1.3.1-3**).

#### *Goals*

- Reduce ED&I meetings from 8 to 5 annually

- Revise, update and store the SAP to make sure that all actions are completed.
- Ensure diverse representation in the ED&IC (intersectional monitoring).
- Publish 1 blog post per semester and re-establish online presence by 2025/26.
- Apply for targeted funding to support and scale successful ED&I initiatives (knowledge-sharing workshop) to engage with other Departments and HE institutions.

### **Key Priorities for Area 2: Improve student experience and recruitment:**

- Increase female representation in target PGT Programmes
- Support Students with Caring Responsibilities
- Close Attainment Gaps for Minority UG Students

#### *Evidence*

- Core student data – Post Graduate Taught profile by gender (Table A2.1.4)
- Core student data – UG Minority groups (Table A2.2.2)
- PRES results 2023 for PhD students (Appendix 1)

#### *Identification of problem/issue*

Female representation in specific PGT programmes (Football Medicine, Sport Management, and Sport and Exercise Medicine), remains low.

PGR students with parental or carer responsibilities report difficulty managing workload. Students from different minority groups are predominantly male (ethnicity and lower socioeconomic backgrounds) and continue to experience attainment gaps).

#### *Proposed solutions*

- Engage students to understand barriers (focus groups/ interviews), using positive examples (e.g., MSc in Sport Physiotherapy). **(SAP 2.1.1-2)**
- Improve visibility of our PGT programmes, via events, advert slides / induction material & using social networks. **(SAP 2.1.3-5)**
- Foster inclusive and supporting learning environment (targeting underrepresented UG minority ethnicity groups and PGR female students). **(SAP 2.2.1, 2, 4-5.) (SAP 2.3.1-3)**

#### *Goals*

- 10% Increase female representation in PGT target courses (Football Medicine, Sport Management, and Sport and Exercise Medicine)
- Enhance support for PGR students with a special focus on those students with caring responsibilities.
- 5% Reduction attainment gap for UG in minority groups for non-White and low socioeconomic background students.

### **Key Priorities for Area 3: Supporting the Staff Pipeline:**

- Support female staff throughout the academic pipeline within the department, with a focus on menopause related issues.
- Enable transparent career progression through mentorship at all levels.
- Ensure SDPR supports career development and is properly recorded.

#### *Evidence*

- Staff survey data, Table A1.8a
- BAP (Table 6, Section 3.2)
- Core Staff Promotion data, Figure 8. Appendix 2

#### *Identification of problem/issue*

The path to professorship is especially challenging for women, with no promotions since 2023, and menopause impacts female academic staff.

Mentorship is not yet consistently accessible, particularly for Early Career Researchers, and although most staff find SDPRs useful, documentation and follow-through remain inconsistent.

#### *Proposed solutions*

- Organise promotion workshops featuring female professors sharing their career experiences and career focus groups (**SAP 3.1.1, 4**)
- Redesign and promote the SDPR process to support career development, ensure proper documentation, clear gender related guidelines, and train line managers. (**SAP 3.2.1, 2**)
- Formalise the mentorship programme offering tailored mentor training and making mentorship mandatory for Early Career Researchers (including Postdocs). (**SAP 3.1.1, 2**)

#### *Goals*

- Improve the SDPR effectiveness, documentation, and impact of performance on target female groups (menopause affected).
- Support female staff to be promoted to professor.
- Enhance career development support through improved mentorship.

### **Key Priorities for Area 4: Staff Recruitment & induction**

- Establish a working group to analyse applicant diversity data by gender, ethnicity, and subject area
- Develop inclusive recruitment strategies that address intersectional under-representation.
- Appoint a Research Staff Representative to support Research staff, and review induction processes.

### *Evidence*

- Core staff data training recording
- Staff survey data 2024/25 – open comments
- BAP (Table 6, Section 4.2)
- BAP (Table 6, Section 4.3)

### *Identification of problem/issue*

There is a lack of ethnic diversity among staff, with very low representation from minority backgrounds and 100% of our current male staff being white. Once staff is recruited a proper induction process is needed. While overall induction satisfaction is high, feedback is inconsistent and not systematically collected and Early Career Researchers (ECRs), including Research staff only, lack tailored support.

### *Proposed solutions*

- Implement inclusive recruitment strategies by advertising through diverse networks, considering intersectionality, and updating departmental materials to reflect and promote diversity. **(SAP 4.1.1-3)**
- Increase uptake of unconscious bias training (in-person) through regular reminders, integration into the SDPR process. **(SAP 4.2.1, 2)**
- Review and improve the induction process by gathering feedback through focus groups with specific focus on ECR. **(SAP 4.3.1-3)**

### *Goals*

- Produce new guidelines for recruitment to achieve better ethnic diversity and inclusive recruitment practices by 2026/27.
- Ensure at least 90% staff complete unconscious bias training, with 100% of recruitment panels trained.
- Improve induction satisfaction to 100% through better feedback, tailored support, and appointed a Research Staff Lead.

## **Keys Priorities for Area 5: Research quality and gender balance, equality in research**

- Promote equitable research productivity and visibility across genders and enhance the Department's research culture.
- Increase gender balance and equity in research recruitment and publication.

### *Evidence*

- Scival reported data (Figure 9)
- ED&I committee analysis (Section 2 and Section 3)
- Staff core data from PURE\* (Table 7)

- Workload per FTE. Figure A2.12.1

*\*Current Research Information System used by the University of Bath for recording and managing research information*

#### *Identification of problem/issue*

Promotion metrics like publications, citations, and H-index undervalue female research impact. Broader metrics are needed for fairer assessment. Inconsistent inclusion of transgender and non-binary individuals in research leads to underrepresentation and missed opportunities.

#### *Proposed solutions*

- Implement detailed, disaggregated research reporting, monitor participation and funding applications with a focus on equity (**SAP 5.1.1, 2, 4**).
- Ensure transparent and justified gender inclusion criteria in research grants, and partner with university organizations (LGBTQ+) to address underrepresentation of minority groups in research participants. (**SAP 5.2.1-3**)

#### *Goals*

- Annually track and report gender-disaggregated research metrics
- Implement and train 100% of staff on inclusive research guidelines.
- Appoint REF leader to include ED&I principles into REF 2029 preparations.

### **Key priorities for Area 6. Fostering a Positive Work Culture: Addressing Workload and Behaviour**

- Improve awareness of workload distribution within the department.
- Ensure and promote a gender-inclusive, safe and respectful environment.

#### *Evidence*

- Staff survey data (Workload, Table A1.10), Figure 10, 11 and 12.
- Focus groups outcomes
- Core Staff Training data
- ED&I committee analysis (Section 2 and Section 3)

#### *Identification of problem/issue*

Many staff feel that workload is not fairly distributed, with perceived disparities across gender. Additionally, there are ongoing concerns about unclear role expectations and a need for greater transparency in how work is assigned. On the behavioural side, not all staff feel the department is sufficiently proactive in addressing inappropriate behaviour or promoting inclusion, and key training programs like #NeverOK have not yet reached full participation.

#### *Proposed solutions*

- Redesign the SDPR process, including good citizenship discussion, to align individual career goals with departmental objectives. (**SAP 6.1.1 & 3.2.2**)

- Add a new survey question to understand why staff perceive workload as unfairly allocated and monitor answer by gender. **(SAP 6.1.2, 3)**.
- Create guidelines and clear job descriptions when advertising new roles in the department and allow marking time flexibility. **(SAP 6.1.5, 6)**
- Deliver regular #NeverOK training for staff and PGRs and provide clear guidance on reporting inappropriate behaviour. **(SAP 6.2.1-3)**

#### *Goals*

- New role description guidelines in place; positive staff feedback on clarity of roles in future surveys.
- Improved cultural survey score on workload fairness (target 20% increase), annual workload reports presented at away days, and rollout of transparency tools by 2027.
- 100% #NeverOK training completion for staff and PGR students.



## Section 4: Future action plan

Together we have created our Department's Future Action Plan, following a diverse range of consultation and interaction opportunities for staff and students (refer to Section 1, Table 4) and a deep ED&I committee analysis (Section 2 and 3).

Our identified priorities are organised in 6 areas, as it follows:

### **1) Self-Assessment and Governance: Identify and correct further gaps in good practice for gender equality.**

- Improving the Effectiveness and Inclusivity of the ED&I Committee
- Rebuilding Visibility and Collaboration in ED&I Activities

### **2) Improve student experience and recruitment:**

- Increase female representation in target PGT Programmes
- Support Students with Caring Responsibilities
- Close Attainment Gaps for Minority UG Students

### **3) Supporting the Staff Pipeline:**

- Support female staff throughout the academic pipeline within the department, with a focus on menopause related issues.
- Enable transparent career progression through mentorship at all levels.
- Ensure SDPR supports career development and is properly recorded.

### **4) Staff Recruitment & induction**

- Establish a working group to analyse applicant diversity data by gender, ethnicity, and subject area
- Develop inclusive recruitment strategies that address intersectional under-representation.
- Appoint a Research Staff Representative to support ECRs, and review induction processes.

### **5) Research quality and gender balance, equality in research**

- Promote equitable research productivity and visibility across genders and enhance the Department's research culture.
- Increase gender balance and equity in research recruitment and publication.

### **6) Fostering a Positive Work Culture: Addressing Workload and Behaviour**

- Improve awareness of workload distribution within the department.
- Ensure and promote a gender-inclusive, safe and respectful environment.

#### 4.1 Department of Health Athena SWAN Silver Action plan (SAP)

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Success Measures/Output(s)
1. Self-Assessment and Governance: Identify and correct further gaps in good practice for gender equality						
1.1	Improve the efficiency & management of the ED&IC with specific assigned roles.	<ul style="list-style-type: none"> <li>Meetings are too often; they sometime are in the summertime and students can't attend.</li> <li>There is not enough time for the members of the ED&amp;I committee to complete the requested actions.</li> <li>Action plan 2025-30 needs to be implemented.</li> <li>Students are now part of the committee, but they would like to be more engaged with the ED&amp;I activities and they should be recognised for the work they do.</li> </ul>	1. Reduce the number of ED&I committees to 5 a year and increase the length of each meeting to around 2 hours. Ensure meeting dates are agreed at least three months in advance.	Director of ED&I, Department Coordinator	Sep 2025 to Sep 2027	Five ED&I meetings held each academic year. Each meeting scheduled for 2 hours
			2. Assign students in the ED&I committee roles and responsibilities included in the action plans and students led activities and enrol students via formal elections.	Director of ED&I	Sep 2025 to Sep 2027	Student members of ED&I committee assigned roles and student led activities clearly identified.
			3. Every six months formally monitor the gender balance and intersection with race, disability, career stage, working pattern to ensure parity and representation in ED&IC – including student representatives. Take action to address any membership gaps/imbances.	Director of ED&I	Sep 2025 to Sep 2027	Formal monitoring of ED&I committee membership in place. Prompt action taken to address membership gaps.
			4. Recognise the work of the students and the professional services members, assigning them academic prizes or actual compensation.	ED&I committee director, HOD	Sep 2025 to Sep 2027	<ul style="list-style-type: none"> <li>Processes in place to recognise the contributions of professional services staff involved in ED&amp;I committee.</li> <li>Processes in place to recognise the contributions of students involved in ED&amp;I committee.</li> </ul>
			5. Complete an annual revision of the Action plan.	ED&I committee	Sep 2025 to Sep 2029	<ul style="list-style-type: none"> <li>Action Plan revised, stored and approved annually.</li> </ul>

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Success Measures/Output(s)
1.2	Promote the Charter Principals within and outside the Department	<ul style="list-style-type: none"> <li>To make visible the ED&amp;IC activities within and outside the department.</li> <li>Blog updated in November 2019 and reviewed annually (due to COVID, this activity has been on hold for a few years).</li> </ul>	1. Athena Swan Health blog maintained and enhanced online visibilities of the Department activities. Invite members of the ED&I committee to take turns writing the blog.	Director of ED&I, Social Media Representative. Departmental Manager.	Sep 2025 to Sep 2028	One Athena Swan Health blog published every semester.
			2. Circulate blog via JiscMail to show other Swan departments and seek their input into future blog topics.	Departmental Manager	Sep 2025 to Sep 2027	Athena Swan Health blog circulated via Jiscmail.
			3. Ensure that the Athena Swan Action Plan is published each year on the Departmental Hub following revision and that it is formally presented at the Departmental away day.	Director of ED&I	Sep 2025 to Sep 2027	Athena Swan Action Plan published on the Departmental Hub annually and presented to the Department away day in September each year.
			4. Organise AS/ED&I events held to showcase aims and objectives of ED&I commitments across the Department. Align events with National and International events e.g., International Women's, Men's Day, Black history month. <ul style="list-style-type: none"> <li>Apply for target funding (within and outside the university) (**see point 1.3)</li> <li>Organise a movie event for the IWD month in March 2026</li> </ul>	Director of ED&I, Social Media Representative. Departmental Manager.	Sep 2025 to Sep 2027	At least two AS/ED&I events held each year aligned with National and International ED&I related events. <ul style="list-style-type: none"> <li>At least two applications made for funding to support events each year</li> <li>Movie night organised and well attended with a balanced representation of female and male participants.</li> </ul>
			5. Use the annual staff/student surveys to assess awareness of Athena Swan activities	Director of Teaching and Learning.	Jan 2028 to Mar 2028	Extra question added about Athena Swan Awareness in the student survey.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Success Measures/Output(s)
						<ul style="list-style-type: none"> <li>At least 80% of staff agree that they are aware of the department's AS work.</li> <li>At least 70% of student agree that they are aware of the department's AS work.</li> </ul>
1.3	Sharing with and learning from others	<ul style="list-style-type: none"> <li>Benchmarking good practice</li> <li>Provide training for ED&amp;I committee members.</li> <li>Because of COVID19 and other priorities, most of the engagement activities planned for 2020-25 action plan were not completed.</li> </ul>	1. Invite other ED&IC directors to share their experiences about similar challenges and their goals for Athena Swan. Organise an event to discuss outcomes of Athena Swan application with other Departments.	Director of ED&I, ED&I Committee representative	Sep 2025 to Sept 2026	Discussion event organised at the level of the faculty first and then at the University level (two events organised).
			2. ED&I to organise knowledge-sharing workshops with existing community.	Director of ED&I, ED&I Committee representative	Sep 2026 to Sep 2028	Workshop organised and well attended (at least >40% male). <ul style="list-style-type: none"> <li>Representatives of ED&amp;I to attend the Wales and Southwest Regional Network.</li> <li>Representative of ED&amp;I to contact Association of high Education Professionals (<a href="#">AHEP</a>) and join their community.</li> </ul>
			3. Apply for specific funding for specific project that can be useful to promote engagement (funding of the faculty). See point 1.2.4	Director of ED&I, ED&I Committee representative	Sep 2025 to Sep 2027	See point 1.2.4

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
2. Improving students experience and recruitment						
2.1	Increase the numbers of applicants identifying as female applying for and completing PGT courses.	<ul style="list-style-type: none"> <li>% female students applying and completing PGT: 33% in 2019/20 37% in 2020/21 39% in 2021/22 37% in 2022/23 33% in 2023/24</li> <li>Although improvements from 2020-25 and aligned with benchmarking, gender balance still not achieved.</li> <li>Some programmes are relatively new (MSc Sport Management started in 2021/22, MSc Football Med. Started in 2022/23) or include very low (<math>\leq 5</math>) numbers of students (MSc in Public Health), but there was a high male prevalence.</li> </ul> <p>→ <i>MSc in Football Med.</i>: 2022/23 100% male (n=5)</p>	<ol style="list-style-type: none"> <li>1. Conduct focus groups/interviews with current female PGT students to understand their course choices and use the insights to inform actions, including programme enhancements or adjustments.</li> <li>2. Advertise results of the interviews on university webpage and Department for Health LinkedIn profile.</li> <li>3. Include advert slides as part of (re)induction information (Sept/Feb) for UG students about master's options.</li> <li>4. Support PGT employability, particularly in distance learning courses, by organising events where previous PGT female students can showcase their leadership and professional skills.</li> </ol>	<p>Member of ED&amp;I and DOS of specific PGT courses</p> <p>Media representative</p> <p>DOSs of specific PGT programmes</p> <p>Member of ED&amp;I and DOS of specific PGT courses</p>	<p>Sep 2025 to Sep 2028</p> <p>Sep 2026 to Sep 2029</p> <p>Sep 2025 to Sept 2029</p> <p>Sept 2027 to Sept 2029</p>	<ul style="list-style-type: none"> <li>Interview conducted with at least 2 PGT students per years per target programme</li> <li>1 focus group per target programme conducted per year.</li> </ul> <p>Examples of significant interviews quotations advertised on the University Website &amp; LinkedIn profile.</p> <p>Slides included in presentations of induction weeks.</p> <p>1 event hold online per year targeting existing Football manager graduated female students who have a job in the area and can describe their experience, leadership characteristics and how they found their current job.</p> <p>Event well attended by &gt;80% of the current Football Medicine PGT students.</p>

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		2023/24 100% male(n=15) 2024/25 75% male (n=20) → <i>Msc Sport Manag.:</i> 2022/23 60% male (n=15) 2023/24 60% male (n=15) 2024/25 63% male (n=25) → <i>Msc Sport &amp; Exer Med</i> 2022/23 73% male (n=40) 2023/24 79% male (n=55) 2024/25 76% male (n=65)	5. Monitor football and sport management programme (making sure we have a female representation in the programme).	Member of ED&I and DOS of specific PGT courses	Sep 2025 to Sept 2029	Annually prepared report for MSc Football Medicine, MSc Sport Management and MSc in Sport and Exercise Medicine.  Increase in 10% in the number of PGT female students applying and completing a PGT course, with specific target for <ul style="list-style-type: none"> <li>• MSc Football Medicine increased 25% female participation.</li> <li>• 10% for Sport management and for Sport and Exercise Medicine.</li> </ul>
2.2	Support PGR students who have parents/ carer responsibilities	<ul style="list-style-type: none"> <li>• Increased number of PGR students who have carers / children's responsibilities (9% of the PGR in 2023), struggling with workload/carers responsibilities.</li> <li>• Outcomes from the diversity student workshop showed a need for connecting PGR students with childcare responsibilities.</li> </ul>	1. Seek feedback from existing PGR mums in Health and ask what is currently working well for them.	DoS PGR and Director of ED&I	March 2026 to Sept 2028	Identified priorities for PhD students who are mums.
			2. Conduct and record findings from focus groups also joining other PGR in the faculty and create/promote participation in a faculty PhD student parents' network	DoS PGR and Director of ED&I, Faculty ED&I chair	March 2026 to Sept 2028	100% of PhD student with childcare responsibility in the Department for Health join the PhD parents Network.
			3. Starting conversation with nursery on campus and HR.	Director ED&I committee	March 2026 to Sept 2028	A presentation delivered to the nursery and HR teams highlighting improvements and increased accessibility for children of female PGR students.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		<ul style="list-style-type: none"> <li>In 2023 25% of the PGR students said they were considering leaving because of not enough support (TableA1.11b)</li> </ul>	4. Identify and promote existing mentoring provision for PGR students.	Director PGR, Director ED&I committee	Sep 2025 to Sept 2026	Monitor the number of PGR students who have a mentor. PRES survey results indicate that PGR students feel supported.
			5. Organise a PGR specific 'Workload management' workshop and monitor attendance.	Director PGR, Director ED&I committee	Sep 2025 to Sept 2026	100% of PhD student participate to the Workload workshop.
2.3	Ensure inclusive, diverse curricula across programmes, supporting students from different minority groups.	<ul style="list-style-type: none"> <li>Increase accessibility for students from different minority backgrounds.</li> <li>There is a clear attainments gap related to ethnicity and sociodemographic areas (see Figure 9 in Section 3).</li> <li>Recently our conditional offers have changed to allow participation from students with minority backgrounds, however, we need to make sure that they have enough support to make sure that we are not going to increase the gap.</li> </ul>	1. Ensure students receive appropriate support by signposting them to relevant tutorials and exploring early formative assessments to identify and address learning needs.	DOSs	Sep 2025 to Sep 2028	'Practical assessment' introduced in the first semester of the first academic year.
			2. Ensure academic advisors can identify students who may need extra support by introducing specific meeting guidelines for working with students from minority backgrounds.	Academic advisors HOD ED&I committee members	Sep 2025 to Sep 2026	Guidelines prepared and circulated to all academic advisors.
			3. Promote outreach events like "Access Bath" for students with minority background and collaborate with schools.	ED&I committee members, admission tutors.	Sep 2025 to Sep 2026	Outreach events advertised via social networks.
			4. Produce an attainment gap report at the end of every academic year with outcomes organised by gender and minority group.	Director of teaching and learning.	Sept 2025 to Sept 2029	Attainment gap report produced at the end of every academic year. Improvements (>5%) observed for ethnicity group, low- socioeconomic background.



Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		<ul style="list-style-type: none"> <li>There is a need to support students with neurodiversity at different levels since the recent increase of students with disabilities, in particularly female students (16% F /12% M in 2020, 25% F, 15% M in 2024).</li> <li>From UG students' reps, the group allocation for the assessment is considered not fair.</li> </ul>	5. Produce a set of free online resources (e.g., podcasts), to support prospective students who are unable to travel to Bath for open days. Podcast to target different genders and minority groups students.	Admission tutors	Sept 2025 to Sept 2027	Podcasts produced and made available before Opendays happen.
			6. Provide guidelines (based on students' feedback) for groups allocation for group-assessment.	Admission tutors, ED&I committee members	Sept 2025 to Sept 2026	Group's allocation guidelines prepared and distributed via DOSs to unit convenors.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
<b>3. Supporting the Staff Pipeline</b>						
3.1	Enhance the representation and progression of female staff throughout the academic pipeline within	<ul style="list-style-type: none"> <li>Since 2023 no female members of staff promoted to professorship.</li> <li>Academic Pipeline shows a high proportion of PGR and female</li> </ul>	1. Organise specific workshop with current female professors (within and outside the department) to talk about their journey and their challenges, particularly those who were promoted for their research recognition, for anyone.	ED&I director, HOD	Sept 2025 to Sept 2029	1 workshop (on professorship-promotions) per year organised and well attended within the Department (>80% female staff participation).

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
	the department.	research staff, but after grade 8 the proportion of female staff drops significantly (Figure 8).	2. Increase female representation in the female speakers during research round.	ED&I director, Research seminar round organiser.	Sep 2025 to Sep 2029	At least 2 female professors from the Department presenting every year in our monthly Departmental research rounds.
			3. Support female academic staff with target training (E.g., I'm remarkable).	ED&I director, HOD, Departmental Manager	Sept 2025 to Sept 2026	increase (from 0) in the % of female members of staff promoted to professorship.
		<ul style="list-style-type: none"> <li>From staff survey 2024/25, 42% of female members of staff are experiencing menopause and 36% agree that menopause has affected their work (from level 7 and above).</li> </ul>	4. Advertise the University of Bath Menopause Hub (website) and their activities and organise dedicated focus groups on 'career and menopause' in Health to identify common issues.	ED&I director.	Sept 2025 to Sept 2026	<p>Hub Activities advertised on the Departmental hub website and signpost by the Departmental Wellbeing champion via emails.</p> <p>Focus groups organised and report produced to be discussed with the ED&amp;I committee.</p> <p>From staff survey, % of female reporting that menopause is affecting their work decreases from 36% by 10%.</p>

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
3.2	Ensure SDPR supports career development and is properly recorded.	<ul style="list-style-type: none"> <li>In 2024/25 69% of the staff reported to have completed an SDPR in the past 12 months.</li> <li>91% reported SDPR to be a valuable experience. <b>However, only 45% of the staff did complete the SDPR registration.</b></li> </ul>	1. Redesign the SDPR process and form to better integrate individual researchers' career development with research project goals – Create a review SPDR checklist gender focused (including elements of menopause, leave options etc...). The updated process should facilitate meaningful conversations, provide structured support, and ensure effective documentation and submission of outcome.	SDPR work group of the Department for Health, HOD	Sept 2025 to Sept 2026	<p>SPDR Checklist available for reviewers.</p> <p>100% of line managers of academic and research staff undertaken SPDR reviewer training.</p> <p>All line managers conduct annual SPDR with their staff (6-9 months for those &lt;12-month contracts).</p> <p>100% of the staff completed and recorded the SDPR in the last 12 months.</p>
			2. Promote awareness of the SDPR registration process and its significance, ensure that career development discussions are consistently documented and uploaded to iTrent, and provide targeted SDPR training for line managers to support effective and meaningful reviews.	SDPR work group of the Department for Health, HOD	Sept 2025 to Sept 2026	
			3. Implement policy for accessing Departmental teaching/research funding only for staff who have completed an SDPR in the past 12 months.	HOD	Sept 2025 to Sept 2026	

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
3.3	Enable transparent career progression through mentorship at all levels.	<ul style="list-style-type: none"> <li>From cultural survey 2024/25: → Only 55% of the staff declared that they have a mentor  → 45% declared they would like to have a mentor.</li> <li>From cultural survey 2024//25 one PDRA noted: <i>"At the moment I find academic career progression is very opaque, which is stressful."</i></li> </ul>	1. Promote the role of the mentor and organise training for being a mentor, at different levels, targeting female staff and specific job categories (e.g., technicians).	ED&I committee team	Sept 2025 to Sept 2026	<p>Mentoring training (for mentors) organised in 2025/26 and every year for new members of staff who want to be mentors.</p> <p>Staff feel they are supported in career development (staff survey) – Improved results in the culture survey.</p> <p>Increased number of % of staff declaring to have a mentor by 10%.</p> <p>Increased number of % of staff identified as ECR declaring to have a mentor (100% target for PDRA).</p>
			2. Put in place mentorship compulsory for ECR (including Post Docs)	ED&I committee team, Research staff Lead.	Sept 2025 to Sept 2026	

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
4. Staff Recruitment & induction						
4.1	Attract more candidates from different minority ethnicities to apply for jobs in the department.	<ul style="list-style-type: none"> <li><b>% of staff from minority backgrounds in the Department to match the average of the University:</b> → from staff survey <b>2023/24:</b></li> </ul>	1. Create a working group to <ul style="list-style-type: none"> <li>conduct a detailed analysis counting the number of female and male applicants from ethnic minority backgrounds in relation to relevant subject areas and create report to facilitate creation of new target job descriptions.</li> </ul>	ED&I director, and University ED&I committee	Sept 2026 to Sept 2028	<p>ED&amp;I working group created</p> <p>Report and guidelines prepared together with an annual report according with the guidelines of the <a href="#">race equality charter</a>.</p>

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		<p><b>2% of staff identified as Arabic, 2% as Asian, 2% mixed background, 8% prefer not to say, 87% white.</b></p> <p>→from staff survey <b>2024/25: 2% of staff identified as mixed background, 10% prefer not to say, 88% white, with 100% of male staff being white.</b></p>	<ul style="list-style-type: none"> <li>Ensure recruitment strategies are inclusive and maximise applications across all under-represented groups, including as gender intersects with race, ethnicity, and disability.</li> </ul>			
			2. Start to strategically place job adverts across networks and associations for under-represented groups in Higher Education.	ED&I director, and University ED&I committee, HR	Sept 2028 to Sept 2029	New target job description produced and approved by HR.
			3. Monitor Departmental webpages, facing for open days to ensure representations of staff and students reflect diverse identities and inclusive language is utilised in all marketing materials.	ED&I director, media representative	Sept 2025 to Sept 2026	Material to be updated on the website reviewed and updated annually.
4.2	Ensure the criteria for selecting applicants for vacant posts is consistent to stop any unconscious bias	<ul style="list-style-type: none"> <li>Only 71% of the staff completed the unconscious bias training (data checked in May 2024)</li> </ul>	1. Reminder email sent from Departmental coordinator to Department members of staff to complete the “unconscious bias” training online. Additional reminders provided during the SDPR process.	Departmental coordinator, SDPR reviewers	Sept 2025 to Sept 2026	→ 100% of panels to be trained and a target of 90% of all the staff within the Department to have also completed this training.
			2. Offer in-person sessions inspired by the success of the NeverOK campaign.	Departmental coordinator, ED&I rep	Sept 2025 to Sept 2026	

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
4.3	Evaluate effectiveness of staff induction across all job families	<ul style="list-style-type: none"> <li>Between 2020/21 and 2024/25, new questions about the induction process were added to the cultural survey, but due to the low number of new recruits during COVID19, the reliability of the responses was limited, and feedback was not consistent.</li> </ul> <p>From survey 2024/25:  <i>"It was unclear as to who was supposed to lead the induction...No one took responsibility for it, and I ended up just being told to read the staff handbook. The person giving the induction needs to be trained and supported in what giving an effective induction looks like."</i></p> <ul style="list-style-type: none"> <li>Staff satisfaction with induction process always positive over the past 5 years, 2020-2025, (&gt;83% of the staff who completed the induction considered it a valuable experience).</li> </ul>	1. Focus group organised with new starters to be asked about induction and how they have settled into work as part of their first SDPR in survey – organise answers by job category.	Director ED&I committee, SDPR group	Sept 2025 to Sept 2027	<p>1 Focus group with new starters organised (at least 5 participants from different job categories) and answers summarised.</p> <p>From staff survey, increased staff satisfaction (100% of the staff who completed the induction considered it a valuable experience).</p>

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		<ul style="list-style-type: none"> <li>Research staff only report to their supervisors, but sometimes they are not on campus, so specific induction and support dedicated to Research Staff is needed.</li> </ul>	<ol style="list-style-type: none"> <li>Appoint a new role in the department: Research Staff Lead to guide specifically Research staff only (PDRAs), making sure that induction and mentoring is in place.</li> <li>Conduct a review of the induction process for Research Staff only. To include: (1) examining current practice (2) examining of outcomes of focus groups.</li> </ol>	ED&I committee director, HOD	Sept 2025 to Sept 2027	<p>New role of Research Staff Lead member of staff appointed.</p> <p>New guidelines for Research staff induction prepared and circulated.</p>

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
<b>5. Research quality and gender balance, equality in research</b>						
5.1	Promote equitable research productivity and visibility across genders and enhance Department's research culture	<ul style="list-style-type: none"> <li>Metrics used in promotion assessments, such as scholarly publications, citations, and H-index (see Figures 9, Table 7), do not reflect female research impact.</li> </ul>	<ol style="list-style-type: none"> <li>Create visual reports that give a detailed, contextualised view of research outputs.</li> <li>Monitor participation in research activities and use target data such as publications by gender, job category/ level, including returners, part-time staff, and those exiting leadership roles.</li> </ol>	<p>Director of research, ED&amp;I director</p> <p>Director of research, ED&amp;I director</p>	<p>Sept 2025 to Sept 2027</p> <p>Sept 2025 to Sept 2027</p>	<p>Adopt new broader metrics that keep in consideration qualitative indicators, as reported in the DORA statement.</p> <p>Visual report produced annually including:</p> <ul style="list-style-type: none"> <li>Disaggregate outputs by job level, contract type (e.g., part-time), research area, and gender.</li> <li>Normalised publication data by FTE, career stage, and research intensity (e.g., teaching load, parental leave).</li> </ul>



Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
			3. New REF lead in place who can make sure ED&I principles are respected.	Director of research, HOD	Sept 2025 to Sept 2026	New REF lead in place.
		<ul style="list-style-type: none"> <li>On average from 2020 to 2025 only 22% of our female academic staff was awarded a research grant vs 36% of our male academic staff.</li> </ul>	4. Organise workshops and training to increase publication skills, grant writing, and strategic dissemination.	Director of research	Sept 2025 to Sept 2027	3 workshops per year organised and well attended (>70% of F and M staff).
		<ul style="list-style-type: none"> <li>In 2024/25 only 7 of the 19 applications to the Research Enabling Fund were submitted by female staff members.</li> </ul>	5. Monitor who is applying for the Research Enabling funding and encourage female staff to apply via mentors, and SDPR and research director reminders.	Director of research	Sept 2025 to Sept 2027	50% of the Enabling Research funding submitted by female research staff.
5.2	Increase gender balance and equity in research recruitment and in publication	<ul style="list-style-type: none"> <li>Clear inclusion and reporting of transgender and non-binary participants in research is essential for benchmarking, including funding applications and REF. Historically, inconsistent data collection has led to gaps in representation and understanding, highlighting the need for improved clarity in feedback and reporting</li> </ul>	1. Check research grant applications to make sure that gender inclusion/exclusion criteria are clearly justified. Departmental research Hub manager include information on sampling and inclusion / exclusion criteria (where relevant), in their summary statement for DOR approval. (E.g., In studies where biological sex is scientifically relevant, eligibility may be based on sex assigned at birth, and such criteria will be communicated transparently and respectfully.)	Research Hub manager, director of research	Sept 2026 to Sept 2028	Research Hub revision/ summary processes for research grants submission created and aligned with guidelines.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		(including debriefing materials).				
		<ul style="list-style-type: none"> <li>We aim to include participants of all gender identities, including transgender and non-binary individuals, in our research to ensure it is inclusive and representative.</li> </ul>	2. Partner with LGBTQ+ organizations (Kaleidoscope) and working with ethics committees within the University to investigate solutions or guidelines for designing research studies aiming to collect a diverse sample size.  3. Partner with other organisation in the university also target underrepresented research participants (for ethnicity and socioeconomic background)	ED&I committee director, director of Research	Sept 2026 to Sept 2028	Guidelines created for including/ excluding specific gender and allow participation / reports when possible.  All staff involved in research trained about the new guidelines.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
<b>6. Fostering a Positive Work Culture: Addressing Workload and Behaviour</b>						
6.1	Improve awareness of workload distribution	<ul style="list-style-type: none"> <li>Although most staff say that workload is manageable (82% in</li> </ul>	1. Redesign the SDPR process, including good citizenship activities (see point 3.2.2).	Director ED&I SDPR group	Sept 2025 to Sept 2026	New SDPR check list available and new process in place.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
	within the department.	2024/25) and work life balance is recognised in the department (71% in 2024/25) <b>only 43% (average) of the staff said that workload is fairly allocated from 2023/24 and 2024/25: 50% M, 39% F, 25% prefer not to say</b>	2. Include a new question in the survey to understand “ <i>why staff believe that Workload is not fairly allocated?</i> ”.	ED&I director	Sept 2025 to Sept 2026	New question included in cultural survey.
			3. Monitor workload allocation by gender (including prefer not to say), and other characteristics (e.g., disability) and produce a report to be presented at Departmental away days.	ED&I director	Sept 2025 to Sept 2026	Data report available to be presented annually at the Departmental away day. Improvement in satisfaction score by 20% for the cultural survey questions about work life balance.
			4. Improve transparency by: <ul style="list-style-type: none"> <li>• Allow Opt-In Visibility (people who want to make their workload visible can).</li> <li>• Create a confidential workload self-assessment form where staff can log their activities. Only HOD (or a small, trusted team) see the full data, that can be used to identify imbalances, adjust allocations, report anonymized trends back to the department.</li> </ul>	ED&I director, HOD, Departmental manager	Sept 2025 to Sept 2027	New workload allocation outcomes / visualisation tools created and available for staff.
		<ul style="list-style-type: none"> <li>• <b>Staff have expressed concerns</b>—via surveys and workload focus groups—that <b>role expectations are unclear and often expand significantly after acceptance.</b></li> </ul>	5. Create guidelines and clear job descriptions when advertising new positions for the department roles.	HOD, Departmental manager	Sept 2025 to Sept 2027	Job descriptions / guidelines created and made available on Departmental Hub/ website.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		<ul style="list-style-type: none"> <li>Staff working part time or with disabilities are penalised when deadlines are the same for everyone (e.g. marking in 3 weeks).</li> </ul>	6. Create guidelines for Marking deadlines for staff with disabilities / working part time to allow more flexibility.	DOSs, ED&I committee director	Sept 2025 to Sept 2026	Guidelines created and circulated to Unit convenors.
6.2	Ensure and promote a gender-inclusive, safe and respectful environment	<ul style="list-style-type: none"> <li>From cultural survey: <b><i>“I have experienced a situation(s) where I have felt uncomfortable because of my gender or other protected characteristics”</i></b> <b>77% disagreed in 2024</b> <b>84% disagreed in 2025</b></li> <li><b>In 2025, 53% (32% F, 70% M) of staff (40% in 2024, 32% F, 54% M) thinks that the department is active about it. (Table A.1.4b)</b></li> </ul>	1. #NEVEROK campaign training organised twice a year in person for staff.	EDIN, DOH, DDOHs, ED&I director	Sept 2025 to Sept 2027	<p>100% of staff completed the #NeverOK training.</p> <p>From cultural survey: <i>“I have experienced a situation(s) where I have felt uncomfortable because of my gender or other protected characteristics”</i></p> <p>100% of staff disagree.</p>
			2. #NEVEROK campaign organised in person and online for PGR students.	PGR director, ED&I committee director	Sept 2025 to Sept 2027	100% of PGR completed the #NeverOK training.

Ref	Objective	Rationale	Actions	Responsibility	Timeframe	Output(s)
		<ul style="list-style-type: none"> <li>In 2024/25 75% of all the staff completed the #NeverOK course in person. We would like to make sure that 100% of staff have completed.</li> <li>A formal PGR #NeverOK training hasn't been organised yet.</li> </ul>	3. A flow chart is circulating to explain how to report/ what happens next (university level)	ED&I committee director, faculty director of ED&I	Sept 2025 to Sept 2027	Flow charts circulated in the Department buildings to show how to report.

## Appendix 1: Culture survey data

For the purpose of this report, we identified a few items from our annual staff survey that can be mapped onto each of the new Athena Swan core culture items (see Table A1.1). We can not only evaluate attitudes towards culture and policy, but importantly can reflect on at least 5 different reports of annual data. We also include our survey questions relating to experiences across Covid-19 lockdowns. The number of staff respondents ranges from 46 (in 2022/23 academic year) to 72 (in 2020/21 academic year), see details in Table 5, section 1.

**NOTE:** In some Tables, data is missing (highlighted empty cells) for specific questions, since they were developed later.

Table A1.1: AS Culture Questions mapped to Bath Health Staff Survey items

Table A1.2: Staff survey items mapped to AS Culture questions 1-2 (overall and by gender)

Table A1.3: Staff survey items mapped to AS Culture questions 3 (overall and by gender)

Table A1.4a: Staff survey items mapped to AS Culture question 4 (overall and by gender)

Table A1.4b: Staff survey items mapped to AS Culture question 4 (additional questions) (overall and by gender)

Table A1.5: Staff survey items mapped to AS Culture question 5 (overall and by gender)

Table A1.6: Staff survey items mapped to AS Culture question 6 (overall and by gender)

Table A1.7: Staff survey items mapped to AS Culture question 7 (overall and by gender)

Table A1.8a: Staff survey – Additional Careers-related items (SDPR) (overall and by gender)

Table A1.9: Staff survey – Awareness (overall and by gender)

Table A1.10: Staff survey – Work-life balance data (overall and by gender)

Table A1.11a: Postgraduate Research Experience Survey (PRES) data – community and belonging (overall and by gender)

Table A1.11b: Postgraduate Research Experience Survey (PRES) data – leaving (overall and by gender)

Table A1.11c: Postgraduate Research Experience Survey (PRES) data – responsibilities (overall and by gender)

**Table A1.1: AS Culture Questions mapped to Bath Health Staff Survey items**

<b>AS item</b>	<b>AS Culture Questions</b>	<b>Survey Questions (mapped for equivalence)</b>
<b>1</b>	My contributions are valued in my department	My contributions are valued in my department.
<b>2</b>	Department leadership actively supports gender equality	<p>Department leadership actively supports gender equality.</p> <p>My department is committed to achieving gender balance in leadership positions.</p>
<b>3</b>	The department enables flexible working	<p>My department enables flexible working.</p> <p>My department has provided clear information about policies and guidance relevant to Equality, Diversity, and Inclusion (e.g., flexible working, carer's leave).</p> <p>I know where to find the information I need to request flexible working (e.g., Part-time working, flexitime, flexible retirement, home working, job sharing, <a href="https://www.bath.ac.uk/guides/flexible-working/">https://www.bath.ac.uk/guides/flexible-working/</a>).</p>
<b>4</b>	I am satisfied with how bullying and harassment are addressed in my department	<p>I am satisfied with how bullying and harassment are addressed in my department.</p> <p>In our workplace, bullying, harassment, abuse, discrimination and victimisation (e.g., inappropriate images, banter or overly familiar behaviour, which may be unwanted or degrading, microaggressions, etc) are considered unacceptable behaviour.</p> <p>Departmental management is active in tackling bullying and harassment.</p>



		I know how to report – and access support for – instances of discrimination, misconduct, bullying, harassment or assault (e.g. the Report and Support tool; <a href="https://www.bath.ac.uk/campaigns/support-and-report">https://www.bath.ac.uk/campaigns/support-and-report</a> ).
<b>5</b>	My line manager supports my career development	<p>My line manager supports my career development.</p> <p>I am encouraged to take up career development opportunities.</p> <p>I agree with the fact that the department is clear about development opportunities.</p>
<b>6</b>	My mental health and wellbeing are supported in my department	My mental health and/or wellbeing are supported in my department.
<b>7</b>	My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	<p>Are you concerned about the impact of COVID-19 on Equality and Diversity within the Department?</p> <p>Are you concerned about the impact of COVID-19 on your career progression?</p> <p>My department has taken action to mitigate the impact of the Covid-19 pandemic on staff.</p>

**Table A1.2: Staff survey items mapped to AS Culture questions 1-2 (overall and by gender)**

AS Item	Bath Question	Year	Gender	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	N
1	My contributions are valued in my department	2020/21	Female						
			Male						
			All						
		2021/22	Female						
			Male						
			All						
		2022/23	Female						
			Male						
			All						
		2023/24	Female						
			Male						
			All						
		2024/25	Female						
			Male						
			All						
2	Department leadership actively supports gender equality.	2020/21	Female						
			Male						
			All						
		2021/22	Female						
			Male						
			All						
		2022/23	Female						
			Male						
			All						

		2023/24	Female						
			Male						
			All						
		2024/25	Female						
			Male						
			All						
2	My department is committed to achieving gender balance in leadership positions.	2020/21	Female						
			Male						
			All						
		2021/22	Female						
			Male						
			All						
		2022/23	Female						
			Male						
			All						
		2023/24	Female						
			Male						
			All						
		2024/25	Female						
			Male						
			All						

Note: highlighted empty cells are related to questions developed later in time.

**Table A1.3: Staff survey items mapped to AS Culture questions 3 (overall and by gender)**

AS Item	Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	N
3	My department enables flexible working.	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				
3	My department has provided clear information about policies and guidance relevant to Equality, Diversity, and Inclusion (e.g., flexible working, carer's leave).	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				

			Male				
			All				
3	I know where to find the information I need to request flexible working (e.g., Part-time working, flexitime, flexible retirement, home working, job sharing, <a href="https://www.bath.ac.uk/guides/flexible-working/">https://www.bath.ac.uk/guides/flexible-working/</a> ).	2024/25	Female				
			Male				
			All				
		2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				
		2024/25	Female				
			Male				
			All				

Note: highlighted empty cells are related to questions developed later in time.

**Table A1.4a: Staff survey items mapped to AS Culture question 4 (overall and by gender)**

AS Item	Bath Question	Year	Gender	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	N
4	I am satisfied with how bullying and harassment are addressed in my department	2020/21	Female						
			Male						
			All						
		2021/22	Female						
			Male						
			All						
		2022/23	Female						
			Male						
			All						
		2023/24	Female						
			Male						
			All						
		2024/25	Female						
			Male						
			All						
4	In our workplace, bullying, harassment, abuse, discrimination and victimisation (e.g., inappropriate images, banter or overly familiar behaviour, which may be unwanted or	2020/21	Female						
			Male						
			All						
		2021/22	Female						
			Male						
			All						
		2022/23	Female						
			Male						
			All						

	degrading, microaggressions, etc) are considered unacceptable behaviour.	2023/24	Female						
			Male						
			All						
		2024/25	Female						
			Male						
			All						

Note: highlighted empty cells are related to questions developed later in time.



**Table A1.4b: Staff survey items mapped to AS Culture question 4 (additional questions) (overall and by gender)**

AS Item	Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	N
4	Departmental management is active in tackling bullying and harassment.	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				
		2024/25	Female				
			Male				
			All				
4	I know how to report – and access support for – instances of discrimination, misconduct, bullying, harassment or assault (e.g. the Report and Support tool; <a href="https://www.bath.ac.uk/campaigns/support-and-report">https://www.bath.ac.uk/campaigns/support-and-report</a> ).	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				

		2024/25	Female				
			Male				
			All				

Note: highlighted empty cells are related to questions developed later in time.

**Table A1.5: Staff survey items mapped to AS Culture question 5 (overall and by gender)**

AS Item	Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	N
5	My line manager supports my career development.	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				
		2024/25	Female				
			Male				
			All				
5	I am encouraged to take up career development opportunities.	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				

		2024/25	All				
			Female				
			Male				
			All				
5	I agree with the fact that the department is clear about development opportunities.	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				
		2024/25	Female				
			Male				
			All				

Note: highlighted empty cells are related to questions developed later in time.

**Table A1.6: Staff survey items mapped to AS Culture question 6 (overall and by gender)**

AS Item	Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	Prefer not to say (%)	N
6	My mental health and/or wellbeing are supported in my department.	2020/21	Female					
			Male					
			All					
		2021/22	Female					
			Male					
			All					
		2022/23	Female					
			Male					
			All					
		2023/24	Female					
			Male					
			All					
		2024/25	Female					
			Male					
			All					

Note: highlighted empty cells are related to questions developed later in time.

\* It was not an option for that academic year.

**Table A1.7: Staff survey items mapped to AS Culture question 7 (overall and by gender)**

AS Item	Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	N
7	Are you concerned about the impact of COVID-19 on Equality and Diversity within the Department?	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				
			All				
7	Are you concerned about the impact of COVID-19 on your career progression?	2020/21	Female				
			Male				
			All				
		2021/22	Female				
			Male				
			All				
		2022/23	Female				
			Male				
			All				
		2023/24	Female				
			Male				

7	My department has taken action to mitigate the impact of the Covid-19 pandemic on staff.	2024/25	All				
			Female				
			Male				
		2020/21	All				
			Female				
			Male				
		2021/22	All				
			Female				
			Male				
		2022/23	All				
			Female				
			Male				
		2023/24	All				
			Female				
			Male				
		2024/25	All				
			Female				
			Male				

Note: highlighted empty cells are related to questions developed later in time.



**Table A1.8a: Staff survey – Additional Careers-related items (SDPR) (overall and by gender)**

Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	Not applicable (%)	N
Have you had an annual review (SDPR) in the last 12 months?	2020/21	Female					
		Male					
		All					
	2021/22	Female					
		Male					
		All					
	2022/23	Female					
		Male					
		All					
	2023/24	Female					
		Male					
		All					
	2024/25	Female					
		Male					
		All					
My recent annual review (SDPR) was a valuable experience.	2020/21	Female					
		Male					
		All					
	2021/22	Female					
		Male					
		All					
	2022/23	Female					
		Male					
		All					
	2023/24	Female					
		Male					
		All					

	2024/25	Female					
		Male					
		All					

Note: highlighted empty cells are related to questions developed later in time.

\* Not an option

**Table A1.8b: Staff survey – Additional Careers-related items (mentorship)  
(overall and by gender)**

Bath Question	Year	Gender	Yes (%)	No (%)	Unsure (%)	N
I have a mentor at the University.	2020/21	Female				
		Male				
		All				
	2021/22	Female				
		Male				
		All				
	2022/23	Female				
		Male				
		All				
	2023/24	Female				
		Male				
		All				
	2024/25	Female				
		Male				
		All				
I would like to have a mentor.	2020/21	Female				
		Male				
		All				
	2021/22	Female				
		Male				
		All				
	2022/23	Female				
		Male				
		All				
	2023/24	Female				
		Male				
		All				
	2024/25	Female				
		Male				
		All				

Note: highlighted empty cells are related to questions developed later in time.

**Table A1.9: Staff survey – Awareness (overall and by gender)**

Bath Question	Year	Gender	Yes(%)	No(%)	Unsure(%)	N
I'm aware of the ED&I activities of the Department.	2020/21					
	2021/22					
	2022/23					
	2023/24					
	2024/25					
I am aware of the results of the previous Culture Survey.	2020/21					
	2021/22					
	2022/23					
	2023/24					
	2024/25					
I know where to find the information that I need to request leave (e.g. maternity leave, paternity leave, parental leave, adoption/surrogacy leave, compassionate leave, dependent care leave, <a href="https://www.bath.ac.uk/guides/leave/">https://www.bath.ac.uk/guides/leave/</a> )	2020/21					
	2021/22					
	2022/23					
	2023/24					
	2024/25					

**Table A1.10: Staff survey – Work-life balance data (overall and by gender)**

Bath Question	Year	Gender	Yes(%)	No(%)	Unsure(%)	N
In our department work-life balance is valued and promoted.	2020/21	Female				
		Male				
		All				
	2021/22	Female				
		Male				
		All				
	2022/23	Female				
		Male				
		All				
	2023/24	Female				
		Male				
		All				
	2024/25	Female				
		Male				
		All				
My current workload is manageable.	2020/21	Female				
		Male				
		All				
	2021/22	Female				
		Male				
		All				
	2022/23	Female				
		Male				
		All				
	2023/24	Female				
		Male				
		All				
	2024/25	Female				
		Male				
		All				
Workloads in my department are allocated fairly.	2020/21	Female				
		Male				
		All				
	2021/22	Female				
		Male				
		All				
	2022/23	Female				
		Male				
		All				
	2023/24	Female				
		Male				
		All				
	2024/25	Female				
		Male				
		All				

**Table A1.11a: Postgraduate Research Experience Survey (PRES) data – community and belonging (overall and by gender)**

<b>PRES QUESTION</b>	<b>Year</b>	<b>Gender</b>	<b>Definitely Agree (%)</b>	<b>Mostly Agree (%)</b>	<b>Neither agree nor disagree (%)</b>	<b>Mostly Disagree (%)</b>	<b>Definitely disagree (%)</b>	<b>N</b>
I feel a sense of belonging at my institution.	2023	Female						
		Male						
		All						
I feel part of a community of postgraduate research students.	2023	Female						
		Male						
		All						

**Table A1.11b: Postgraduate Research Experience Survey (PRES) data – leaving (overall and by gender)**

PRES QUESTION	Year	Gender	Yes (%)	No (%)	Prefer not to say (%)	N
Have you considered, for any reason, leaving your postgraduate research degree?	2023	Female				
		Male				
		All				
If yes, what was the main (or most recent) reason that led you to consider leaving?	2023	Female	<ul style="list-style-type: none"><li>• My mental/emotional Health (14%)</li><li>• There is not enough support for my research (29%)</li><li>• Difficulty balancing research and other commitments (14%)</li><li>• Financial difficulties (14%)</li><li>• Family or personal problems (14%)</li><li>• Other (14%)</li></ul>			
		Male	<ul style="list-style-type: none"><li>• My mental/emotional Health (100%)</li></ul>			

**Table A1.11c: Postgraduate Research Experience Survey (PRES) data – responsibilities (overall and by gender)**

PRES QUESTION	Year	Gender	Yes, a parent (%)	Yes, a carer (%)	Yes, a carer and a parent (%)	No (%)	Prefer not to say (%)	N
Are you a parent or a carer?	2023	Female						
		Male						
		All						

## Appendix 2: Data tables

**NOTES ABOUT APPROACH TO DATA SETS:** For this application the data presented spans the review period from 2019/20 when we were confirmed the Bronze level award to August 2024 (2023/24). It reflects the data provided by the university at the time of writing. The core data (e.g., staff student profile, recruitment, attainment) reflects August 1<sup>st</sup>-July 31<sup>st</sup> each year.

Appendix 2 includes relevant national benchmarking data, which is not made available until Spring the following year (e.g., all core data from 2024/25 is not made available to departments until Spring 2026). Similarly, our staff survey is collected over the summer period, and the data are not available until later in the following academic year. Where we are aware of, and have early sight into any relevant information from 2024/25, we have included this in the supporting text of the report.

### A2.1. Students at UG, PGT and PGR level

Table A2.1.1: Undergraduate Student profile by gender

Table A2.1.2: Undergraduate Students by course, gender and year

Table A2.1.3: Undergraduate Students by domicile, gender, ethnicity and year

Table A2.1.4: Postgraduate Student Taught profile by gender

Table A2.1.5: Postgraduate Taught Students by course, gender and year

Table A2.1.6: PGT Students by domicile, gender, ethnicity and year

Table A2.1.7: Postgraduate Student doctoral profile by gender and PT/FT status

Table A2.1.8: Postgraduate Research Students by programme, gender and year

Table A2.1.9: Foundation students' profile by gender: numbers and percentage (%) of female (F) and male (M) students enrolled and holding an offer from in the Foundation Degree in Sport Performance.

### A2.2. Degree attainment and/or completion rates for students at UG, PGT and PGR level

Table A2.2.1: Undergraduate Student attainment by gender

Table A2.2.2: Undergraduate Student achieving an upper degree (1<sup>st</sup> or 2:1) by ethnicity

Table A2.2.3: Postgraduate Student Taught attainment by gender

Table A2.2.4: Postgraduate Research Student completion rates by gender (FULL TIME ONLY)

### A2.3. Academic Staff Profile by grade and contract function

Table A2.3.1: All Academic Staff by Contract Function, Gender and Year



Table A2.3.2: All Academic Staff by Grade, Gender and Year, 2019/20 to 2023/24

Table A2.3.3: Teaching and Research Staff by Role/Grade, Gender and Year, 2017/18 to 2022/23

Table A2.3.4: Teaching Staff by Grade, Gender and Year, 2017/18 to 2022/23

Table A2.3.5: Research Staff by Grade, Gender and Year, 2017/18 to 2022/23

## **A2.4 Academic Staff Profile by grade and contract type**

Table A2.4.1: Academic staff by Grade, Contract Type, Gender and Year

## **A2.5 Professional, technical and operational (PTO) staff by job family**

Table A2.5.1: PTO Staff by Job Family, Gender and Year, 2017/18 to 2022/23

## **A2.6 PTO staff by contract type (FTC/Open)**

Table A2.6.1: PTO Staff by Job Family, Gender, Contract Type and Year, 2017/18 to 2022/23

## **A2.7 Applications, shortlist and appointments made in recruitment to academic posts**

Table A2.7.1: Applicants, shortlisted candidates and new starters for Academic Posts by Gender and Year, 2019/20 to 2023/24

Table A2.7.2: Applicants, shortlisted candidates and new starters for Academic Posts by Contract Function and Gender, 2019/20 to 2023/24 combined

Table A2.7.3: Applicants, shortlisted candidates and new starters for Teaching and Research Posts by Role and Gender, 2019/20 to 2023/24 combined

## **A2.8 Applications, shortlist and appointments made in recruitment to PTO posts**

Table A2.8.1: Applicants, shortlisted candidates and new starters for PTO Posts by Gender and Year, 2018/19 to 2022/23

## **A2.9 Applications and success rates for academic promotion**

Table A2.9.1: Academic staff promotion applications and promotions by Gender and Year, 2019/20 to 2023/24

## **A2.10 Applications and success rates for PTO promotion**

Table A2.10.1: PTO progression\* rates by gender

## A2.1. Students at UG, PGT and PGR level

**Table A2.1.1: Undergraduate Student profile by gender**

Year	Gender	Total	FT	PT
2019/20	Female			
	Male			
	% Female			
2020/21	Female			
	Male			
	% Female			
2021/22	Female			
	Male			
	% Female			
2022/23	Female			
	Male			
	% Female			
2023/24	Female			
	Male			
	% Female			

**REDACTED**

**Figure A2.1.1:** Students at UG level. (Benchmarking data from National HESA data by cost centre Sport and Exercise Science)

**Table A2.1.2: Undergraduate Students by course, gender and year**

Course	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
BSc Health and Exercise Science	Female					
	Male					
	% Female					
BSc Sport (Sports Performance)	Female					
	Male					
	% Female					
BSc Sport and Exercise Science	Female					
	Male					
	% Female					
BSc Sport Management and Coaching	Female					
	Male					
	% Female					

**Figure A2.1.2:** Proportion of students who are female at UG level by course

**Table A2.1.3: Undergraduate Students by domicile, gender, ethnicity and year**

Domicile	Gender	White/ Ethnic Minority*	2019/20	2020/21	2021/22	2022/23	2023/24
United Kingdom	Female	White					
		Ethnic Minority					
		% Ethnic Minority					
	Male	White					
		Ethnic Minority					
		% Ethnic Minority					
Overseas	Female	White					
		Ethnic Minority					
		% Ethnic Minority					
	Male	White					
		Ethnic Minority					
		% Ethnic Minority					
All	Female	White					
		Ethnic Minority					
		% Ethnic Minority					
	Male	White					
		Ethnic Minority					
		% Ethnic Minority					

\* Asian, Black, Mixed or Other ethnic groups. Note that due to small numbers, we have not broken-down headcounts further by ethnic group. More details are reported in table A2.2.2.

**Table A2.1.4: Postgraduate Student Taught profile by gender**

Year	Gender	Total	FT	PT	Proportion PT
2019/20	Female				
	Male				
	% Female				
2020/21	Female				
	Male				
	% Female				
2021/22	Female				
	Male				
	% Female				
2022/23	Female				
	Male				
	% Female				
2023/24	Female				
	Male				
	Nonbinary				
	% Female				

**REDACTED**

**Figure A2.1.2:** Students at PGT level. (Benchmarking data from National from HESA data by cost centre Sport and Exercise Science).

**Table A2.1.5: Postgraduate Taught Students by course, gender and year**

Course	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Mres Health & Wellbeing	Female					
	Male					
	% Female					
MSc Football Medicine in Association with FIFA	Female					
	Male					
	% Female					
MSc Global Public Health and Policy	Female					
	Male					
	% Female					
MSc Sport and Exercise Medicine	Female					
	Male					
	% Female					
	Female					

MSc Sport Management	Male					
	% Female					
MSc Sports Physiotherapy	Female					
	Male					
	% Female					

**Table A2.1.6: PGT Students by domicile, gender, ethnicity and year**

Domicile	Gender	White/ Ethnic Minority	2019/20	2020/21	2021/22	2022/23	2023/24
United Kingdom	Female	White					
		Ethnic Minority					
		% Ethnic Minority					
	Male	White					
		Ethnic Minority					
		% Ethnic Minority					
Overseas	Female	White					
		Ethnic Minority					
		% Ethnic Minority					
	Male	White					
		Ethnic Minority					
		% Ethnic Minority					

**Table A2.1.7: Postgraduate Student doctoral profile by gender and PT/FT status**

Year	Gender	Total	Full Time	Part Time	Proportion PT
2019/20	Female				
	Male				
	% Female				
2020/21	Female				
	Male				
	% Female				
2021/22	Female				
	Male				
	% Female				
2022/23	Female				
	Male				
	% Female				
2023/24	Female				
	Male				
	% Female				

**REDACTED**

**Figure A2.1.3:** Students at PG level. (Benchmarking data from National from HESA data by cost centre Health)

**Table A2.1.8: Postgraduate Research Students by programme, gender and year**

Programme	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Dhealth Professional Doctorate in Health	Female					
	Male					
	% Female					
MD Medicine	Female					
	Male					
	% Female					
PhD Research Programme in Health	Female					
	Male					
	% Female					



**Table A2.1.9: Foundation students' profile by gender: numbers and percentage (%) of female (F) and male (M) students enrolled and holding an offer from in the Foundation Degree in Sport Performance.**

	2019/20	2020/21	2021/22	2022/23	2023/24
	Students enrolled in the programme				
F					
M					
%F					
	Offer holders				
F					
M					
%F					

## A2.2. Degree attainment and/or completion rates for students at UG, PGT and PGR level

**Table A2.2.1: Undergraduate Student attainment by gender**

Year	Gender	1 <sup>st</sup>	2.1	2.2	3 <sup>rd</sup>	Unclassified	Total
2019/20	Female						
	Male						
	Total						
	%F						
	%M						
2020/21	Female						
	Male						
	Total						
	%F						
	%M						
2021/22	Female						
	Male						
	Total						
	%F						
	%M						
2022/23	Female						
	Male						
	Total						
	%F						
	%M						
2023/24	Female						
	Male						
	Total						
	%F						
	%M						
Overall	Female						
	Male						
	Total						
	%F						
	%M						

REDACTED

**Figure A2.2.1:** Degree classification of undergraduate student by gender, 2019/20 to 2023/24 combined

**Table A2.2.2: Undergraduate Student achieving an upper degree (1<sup>st</sup> or 2:1) by ethnicity**

Year	Number/ Proportion	Ethnic Minority Groups*					White
		Asian	Black	Mixed	Other	All	
2019/20	Number						
	%						
2020/21	Number						
	%						
2021/22	Number						
	%						
2022/23	Number						
	%						
2023/24	Number						
	%						
Overall	Number						
	%						

\* Chi squared analysis shows that there are statistically significant differences in the likelihood of Asian and Black student gaining upper degrees compared to White students. Asian students: P=0.002; Black Students: P=0.005

**Table A2.2.3: Postgraduate Student Taught attainment by gender**

Year	Gender	Distinction	Merit	Pass	Not complete	Total
2019/20	Female					
	Male					
	Total					
	% Female					
2020/21	Female					
	Male					
	Total					
	% Female					
2021/22	Female					
	Male					
	Total					
	% Female					
2022/23	Female					
	Male					
	Total					
	% Female					
2023/24	Female					
	Male					
	Total					
	% Female					
Overall	Female					
	Male					
	Total					
	% Female					

**REDACTED**

**Figure A2.2.2:** Degree classification of postgraduate taught students by gender, 2019/20 to 2023/24 combined

**Table A2.2.4: Postgraduate Research Student completion rates by gender  
(FULL TIME ONLY)**

Year*	Gender	Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2016/17	Female						
	Male						
	All						
	% Female						
2017/18	Female						
	Male						
	All						
	% Female						
2018/19	Female						
	Male						
	All						
	% Female						
2019/20	Female						
	Male						
	All						
	% Female						
2020/21	Female						
	Male						
	All						
	% Female						

\* Full Time only

**Notes:**

1. This is a Cohort analysis which looks at the entry year, and not the year the PGR degree was completed.
2. Submission rates look at the proportion of research students that submit their thesis within the maximum period of registration. For full-time PhD students this is 4 years and full time Professional Doctorates 5 years. The time taken has been adjusted to take account of any period of agreed suspension. In cases where the student has not yet submitted their thesis, but periods of suspension mean that they potentially could still submit within the maximum period of registration, these have been recorded in the column "Not submitted (in time)". Re-registrations have been specifically excluded as the new registrations tend to skew the submission rate figures.

### A2.3. Academic Staff Profile by grade and contract function

**Table A2.3.1: All Academic Staff by Contract Function, Gender and Year**

Contract Function	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Teaching and Research	Female					
	Male					
	% Female					
Teaching Only	Female					
	Male					
	% Female					
Research Only	Female					
	Male					
	% Female					
Other (KTP, non-scale grade)	Female					
	Male					
	% Female					
Total Academic Staff	Female					
	Male					
	% Female					

**REDACTED**

**Figure A2.3.1:** Total number of academic staff by Gender, Proportion who are Female and Year, 2019/20 to 2023/24

**REDACTED**

**Figure A2.3.2:** Teaching and Research staff by Gender, Proportion who are Female and Year, 2019/20 to 2023/24

**REDACTED**

**Figure A2.3.3:** Teaching staff by Gender, Proportion who are Female and Year, 2019/20 to 2023/24

**REDACTED**

**Figure A2.3.4:** Research staff by Gender, Proportion who are Female and Year, 2019/20 to 2023/24

**REDACTED**

**Figure A2.3.5:** Distribution of staff between contract functions by gender and year, 2019/20 to 2023/24

**Table A2.3.2: All Academic Staff by Grade, Gender and Year, 2019/20 to 2023/24**

Grade	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Grade 6	Female					
	Male					
	% Female					
Grade 7	Female					
	Male					
	% Female					
Grade 8	Female					
	Male					
	% Female					
Grade 9	Female					
	Male					
	% Female					
Professor	Female					
	Male					
	% Female					
Other (KTP, non-scale grade)	Female					
	Male					
	% Female					
Total	Female					
	Male					
	% Female					

**REDACTED**

**Figure A2.3.6:** Proportion of Academic staff who are Female by Grade and Year, 2019/20 to 2023/24



**Table A2.3.3: Teaching and Research Staff by Role/Grade, Gender and Year, 2017/18 to 2022/23**

Grade	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Lecturer (Grade 8)	Female					
	Male					
	% Female					
Senior Lecturer (Grade 9)	Female					
	Male					
	% Female					
Reader (Grade 9)	Female					
	Male					
	% Female					
Professor	Female					
	Male					
	% Female					
Total	Female					
	Male					
	% Female					

**REDACTED**

**Figure A2.3.7:** Proportion of Teaching and Research staff who are Female by Role/Grade and Year, 2017/18 to 2022/23

**Table A2.3.4: Teaching Staff by Grade, Gender and Year, 2017/18 to 2022/23**

Grade	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Grade 6	Female					
	Male					
	% Female					
Grade 7	Female					
	Male					
	% Female					
Grade 8	Female					
	Male					
	% Female					
Grade 9	Female					
	Male					
	% Female					
Total	Female					
	Male					
	% Female					

**REDACTED**

**Figure A2.3.8: Proportion of Teaching staff who are Female by Grade and Year, 2017/18 to 2022/23**

**Table A2.3.5: Research Staff by Grade, Gender and Year, 2017/18 to 2022/23**

Grade	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
Grade 6	Female					
	Male					
	% Female					
Grade 7	Female					
	Male					
	% Female					
Grade 8	Female					
	Male					
	% Female					
Grade 9	Female					
	Male					
	% Female					
Total	Female					
	Male					
	% Female					

**REDACTED**

**Figure A2.3.9:** Proportion of Research staff who are Female by Grade and Year, 2017/18 to 2022/23

## A2.4 Academic Staff Profile by grade and contract type

**Table A2.4.1: Academic staff by Grade, Contract Type, Gender and Year**

Contract Function	Gender	Open Ended / Fixed Term Contract	2019/20	2020/21	2021/22	2022/23	2023/24
Grade 6	Female	Open Ended					
		Fixed Term					
		% Fixed Term					
	Male	Open Ended					
		Fixed Term					
		% Fixed Term					
Grade 7	Female	Open Ended					
		Fixed Term					
		% Fixed Term					
	Male	Open Ended					
		Fixed Term					
		% Fixed Term					
Grade 8	Female	Open Ended					
		Fixed Term					
		% Fixed Term					
	Male	Open Ended					
		Fixed Term					
		% Fixed Term					
Grade 9	Female	Open Ended					
		Fixed Term					
		% Fixed Term					
	Male	Open Ended					
		Fixed Term					
		% Fixed Term					
Professor	Female	Open Ended					
		Fixed Term					
		% Fixed Term					
	Male	Open Ended					
		Fixed Term					
		% Fixed Term					
Other	Female	Open Ended					
		Fixed Term					
		% Fixed Term					
	Male	Open Ended					
		Fixed Term					
		% Fixed Term					

## A2.5 Professional, technical and operational (PTO) staff by job family

**Table A2.5.1: PTO Staff by Job Family, Gender and Year, 2017/18 to 2022/23**

Job Family	Gender	2019/20	2020/21	2021/22	2022/23	2023/24
MSA	Female					
	Male					
	% Female					
T&E	Female					
	Male					
	% Female					

## A2.6 PTO staff by contract type (FTC/Open)

**Table A2.6.1: PTO Staff by Job Family, Gender, Contract Type and Year, 2017/18 to 2022/23**

Job Family	Gender	Open-ended/ Fixed-term	2019/20	2020/21	2021/22	2022/23	2023/24
MSA	Female	Open-ended					
		Fixed-term					
		% Fixed-term					
	Male	Open-ended					
		Fixed-term					
		% Fixed-term					
T&E	Female	Open-ended					
		Fixed-term					
		% Fixed-term					
	Male	Open-ended					
		Fixed-term					
		% Fixed-term					

## A2.7 Applications, shortlist and appointments made in recruitment to academic posts

### Academic Staff Recruitment

Applicants/Shortlisted data have been collected from the applications database and shows the number of applicants, and those who were shortlisted for each academic year between 1<sup>st</sup> August and 31<sup>st</sup> July. Academic new starters data has been collected from HR database and shows the number of new appointments who started between 1<sup>st</sup> August and 31<sup>st</sup> July of the same academic year. New starters for a particular year, may have been through the recruitment process in the previous academic year and so the new starter figures are not directly comparable with the applicant/shortlisted candidate numbers.

**Table A2.7.1: Applicants, shortlisted candidates and new starters for Academic Posts by Gender and Year, 2019/20 to 2023/24**

Grade	Gender*	Applied	Short-listed	New Starters	Shortlisted: Applied	New Starters: Shortlisted	New Starters: Applied
2019/20	Female						
	Male						
	% Female						
2020/21	Female						
	Male						
	% Female						
2021/22	Female						
	Male						
	% Female						
2022/23	Female						
	Male						
	% Female						
2023/24	Female						
	Male						
	% Female						
Overall	Female						
	Male						
	% Female						

\* There were a very small number of non-binary candidates, but numbers are too small for meaningful analysis

Overall, women and men are equally likely to be shortlisted and, for shortlisted candidates, women and men are equally likely to be appointed.

**Table A2.7.2: Applicants, shortlisted candidates and new starters for Academic Posts by Contract Function and Gender, 2019/20 to 2023/24 combined**

Grade	Gender*	Applied	Short-listed	New Starters	Shortlisted: Applied	New Starters: Shortlisted	New Starters: Applied
Research	Female						
	Male						
	% Female						
Teaching	Female						
	Male						
	% Female						
Teaching and Research	Female						
	Male						
	% Female						
Other	Female						
	Male						
	% Female						

\* There were a very small number of non-binary candidates, but numbers are too small for meaningful analysis

Recruitment data shows that women are better represented among applicants for research roles than teaching roles and then in turn better represented than among applicants for teaching and research roles.

- For teaching and research posts women are slightly more likely to be shortlisted than men, but when shortlisted are more likely to be appointed.
- For teaching roles, women are more likely to be shortlisted, but among shortlisted candidates, men are much more likely to be appointed.
- For research roles men are slightly more likely to be shortlisted than women but women are more likely to be appointed among shortlisted candidates.



**Table A2.7.3: Applicants, shortlisted candidates and new starters for Teaching and Research Posts by Role and Gender, 2019/20 to 2023/24 combined**

Contract Function	Gender*	Applied	Short-listed	New Starters	Shortlist ed: Applied	New Starters: Shortlist ed	New Starters: Applied
Lecturer	Female						
	Male						
	% Female						
Senior Lecturer	Female						
	Male						
	% Female						
Professor	Female						
	Male						
	% Female						

\* There were a very small number of non-binary candidates, but numbers are too small for meaningful analysis

## A2.8 Applications, shortlist and appointments made in recruitment to PTO posts

**Table A2.8.1: Applicants, shortlisted candidates and new starters for PTO Posts by Gender and Year, 2018/19 to 2022/23**

Grade	Gender	Applied	Short-listed	New Starters	Shortlisted: Applied	New Starters: Shortlisted	New Starters: Applied
2019/20	Female						
	Male						
	% Female						
2020/21	Female						
	Male						
	% Female						
2021/22	Female						
	Male						
	% Female						
2022/23	Female						
	Male						
	% Female						
2023/24	Female						
	Male						
	% Female						
Overall	Female						
	Male						
	% Female						

## A2.9 Applications and success rates for academic promotion

**Table A2.9.1: Academic staff promotion applications and promotions by Gender and Year, 2019/20 to 2023/24**

Year	Gender	Eligible Staff*	Promotion Applications	Application Rate	Successful Promotion	Success Rate	Overall Promotion rate
2019/20	Female						
	Male						
2020/21	Female						
	Male						
2021/22	Female						
	Male						
2022/23	Female						
	Male						
2023/24	Female						
	Male						
Average	Female						
	Male						

\* Eligible staff are calculated as the number of academic staff who are not at professorial level, excluding other staff.

## A2.10 Applications and success rates for PTO promotion

**Table A2.10.1: PTO progression\* rates by gender**

Year	Female	Male
2021/22		
2022/23		
2023/24		

NB: University defines PTO progression\* as a movement up by a grade either via re-grading route or moving up by a grade within the same Department/School. University started collecting this data in 2021 to respond to new AS Transformation requirements.

In 2024/25 all the 3 technicians of the Department were regraded (see BAP section 2.3).

## A2.11 Workload per FTE

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**Figure A2.12.1:** Top panel: Proportion of allocated hours by role and sex. Bottom panel: proportion of allocated hours by categories (academic year 2024/25).

### Appendix 3: Glossary

Abbreviation / Acronym	Full Description
AHEP	Association of higher Education Professionals
AS	Athena Swan
BAP	Bronze Action Plan
DEC	Departmental Executive committee
DHoD	Deputy Head of Department
DoS	Director of Studies
DSAT	Departmental Self-Assessment Team
DSM	Department Staff Meeting
ECR	Early Career Researcher
ED&I	Equality, Diversity, and Inclusion
FT	Full-Time
FTE	Full-Time equivalent
HoD	Head of Department
HR	Human Resources
IWD	International Women Day
PG	Post-graduate
PDRA	Post-Doctoral Research Associate
PGR	Post-graduate research
PGT	Post-graduate thought
PT	Part-time
PTO	Professional, Technical and Operational Staff
PRES	Postgraduate Research Experience Survey
RAG	Red, Amber, Green
REF	Research Excellence Framework
SAP	Silver Action Plan
SDPR	Staff Development and Performance Review
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
STV	Sport Training Village
ToR	Term of Reference
UG	Undergraduate
UMR	Unit annual Monitoring Report