



7. School of Health in Social Science Silver Action Plan

(Actions are prioritised within each sub-section, and objective; they do not feature chronologically)

ID	Objective	Rationale	Action Planned	Staff Responsible	Timescale	Success Measure
A. Embed an Athena SWAN and an Inclusive Organisational Culture within SHSS						
A1	Continue to ensure Athena SWAN remains central to all School business and strategic forward planning.	We have initiated a process of mainstreaming SWAN throughout the school, (eg as a standing item for all committees) and wish to ensure that engagement remains high, and that it remains central to the School's strategic planning and future directions.	<p>A. HoS to provide report to SMC on SWAN progress and engagement at end of each academic year.</p> <p>B. SWAN update included in School newsletter.</p> <p>C. ASSA to hold away half-day at conclusion of each academic year to reflect on AS action plan progress and review data trends. To be followed by report to School Board.</p>	<p>A. HoS, ASSA Coordinator</p> <p>B. ASSA Coordinator</p> <p>C. ASSA Coordinator</p>	August 2018 (ongoing)	<p>SWAN recognised as core part of school business (>80% of staff agree with this question in staff survey). (2018 staff survey).</p> <p>>80% staff to agree that they are aware of the progress with Athena SWAN (2018 Staff Survey).</p>

A2	Maintain staff engagement with SWAN	We have had good engagement from staff but wish to ensure that this continues and that involvement in SWAN principles is not isolated to particular groups or those involved directly in SAT.	A. Engagement with gender equality to be an objective included in appraisal discussions for all staff, enhancing engagement of men and ethnic minority staff with AS. B. Maintain PG student engagement with SWAN, especially male engagement.	A. HoSAs B. DoPG	2017 (annually) Feb. 2018	A. 100% appraisal reports to include reference to gender equality objective. B. Male PG rep. appointed.
A3	Gender equality to be part of promotion of research culture within school.	While seminars have balanced gender of speakers, visibility of 'success stories' needs to be increased and monitored for gender balance.	A. Schedule seminar series so that no more than 70% women or men annually. B. Add to School newsletter research 'success stories' including publications, successful research funding bids etc. Coverage by gender to be monitored and reported annually.	AB. ASSA Coordinator	A/B. 2017 (annually)	>30% Seminar speakers and newsletter representation for both genders. (Review 2018).
A4	Greater integration of different staff groups in School culture-particularly part-time research and professional and support staff.	Lack of integration between different groups of staff recognised by all staff during staff consultation, but noted particularly by research and professional and support staff.	A. Welcome coffees to be extended to all staff members. B. Embed monthly coffee and cake gatherings for all staff.	A. ASSA Coordinator; DoPS. B. ASSA Coordinator; DoPS.	A. June 2017 B. Sept 2017	A. Welcome coffees to be attended by over 20% of staff within school. B. Coffee and cake gatherings to be regularly attended by 10 or more staff members.
A5	Ensure training in unconscious bias	While we have an increased uptake of	A. Completion of on-line unconscious bias training to form component of appraisal.	A/B DoPD; HoSAs.	June 2017 onwards	>70% of all staff undertaking UB on-line training.

	completed by all staff in SHSS.	unconscious bias training, it still remains low. All staff undertaking staff interviews must have had unconscious bias training but we want to extend this to all staff undertaking UG Nursing interviews too.	B. Unconscious bias training to be advertised through the weekly School e-mail newsletter.			
A6	Enhance SHSS website and AS/E&D specific pages to include a broader range of SWAN information to enhance School culture and leadership opportunities.	Mentoring opportunities are currently discussed at induction and AR but require greater visibility in SHSS.	A. SHSS website and AS/E&D specific pages to include staff mentoring opportunities; committee membership opportunities; leadership training (public speaking; CV skills); case studies of AS success; links to UoE Student Association Womens Group and LGBT network.	A. ASSA Co-ordinator; School IT support.	A. Jan 2018	>75% PS and academic staff report support for mentoring opportunities in SHSS.
A7	Promote a Trans inclusive culture in SHSS.	Staff consultation has indicated some staff in the SHSS who identify as LGBT+ but visibility of LGBT+ issues could be improved.	A. Include a Trans issues awareness session in SHSS annual staff Learning and Teaching day in conjunction with the Scottish Trans Alliance. B. Audit of course content across school to gauge provision of teaching on LGBT+ issues. C. Hold LGBT+ focused school event.	A. DoL&T B. DoL&T	A. Dec. 2017 B. June 2019 C. Oct. 2018	A. Trans awareness session is included in SHSS annual Learning and Teaching day. B. Plan for incorporation LGBT+ issues into curriculum. C. >20 students and 10 staff to attend event.

C. ASSA
Coordinator

B: Improve Opportunities for Career Development and Progression within SHSS for Female and Male Staff.

B1	Increase school support for academic staff around promotion.	<p>While understanding of the promotion process has increased in SHSS, we want to increase the success rates for all staff (male and female) who receive HoS support.</p> <p>Success rates for promotion for PT staff are particularly low.</p>	<p>A. Annual Review of promotion application and success rates by gender. HoS to present to SMC as part of SWAN end-of-year review. If no improvements after 3 years SMC to review current procedures and canvas new potential measures to be added to the action plan.</p> <p>B. Introduce bespoke promotions workshops for PT staff.</p> <p>C. Bi-annual 'aspirational talks' by women and men who have worked PT and progressed their careers.</p> <p>D. Staff applying for promotion given opportunity for feedback on application from Appraiser before submission and review session with HoS if unsuccessful.</p>	<p>A. SMC: HoA.</p> <p>B. HoS; Director of Research; ASSA Co-ordinator.</p> <p>C. ASSA Co-ordinator.</p> <p>D. DoT&L; HoSAs.</p>	<p>A. Sept. 2018 (ongoing)</p> <p>B. 2017/18 promotion round (annually)</p> <p>C. During 2017/18 academic year.</p> <p>D. Spring semester 2018.</p>	<p>A/B Increase in rates of eligible female and male staff applying for promotion to x% (University average) over four year period. (Review 2019).</p> <p>Increase in success rates for all staff to >x% (University average over four year period). (Review 2019).</p> <p>C. One 'aspirational talk' taking place during 2017/18.</p> <p>D. 100% staff who are unsuccessful in applying for promotion are given a review by HoS.</p>
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			<p>E. Newly promoted female and male staff to act as 'Champions for Promotions'.</p> <p>F. Profile PT male and female staff on SHSS website to increase visibility of study alongside clinical roles.</p>	<p>E. HoS; HoSAs.</p> <p>F. ASSA Coordinator</p>	<p>E. Following 2017/18 promotion round.</p> <p>F. Sept. 2017</p>	E/F. . As A/B above.
B2	<p>Ensure all academic and PS staff have access to an annual review (AR) to discuss key issues.</p>	<p>SHSS recognises that AR is a key mechanism for promoting career development and effective communication with staff.</p> <p>100% of OEC academic staff had AR in 2015/16 but AR would benefit all staff in the School to progress their careers.</p> <p>Only 54% of female academic and PS staff agree 'SHSS provides me with useful mentoring opportunities' (2016 survey).</p>	<p>A. SHSS will extend compulsory AR to fixed term staff and GHC staff working > 300 hours. GHC staff < 300 hours will be offered optional AR.</p> <p>B. SHSS will introduce an 'AR Discussion Mandate'; to ensue key issues (career development/promotion/training; committee membership/key responsibilities; family leave; flexible working; outreach; mentoring scheme are always addressed, as quality assurance.</p> <p>C. Discuss external role models and mentoring opportunities at AR.</p> <p>D. Circulate voluntary College exit survey in an e-mail to all exiting staff.</p>	<p>A. DoPS; HoS.</p> <p>B. DoPS.</p> <p>C. HoSAs</p> <p>D. HR administrator</p>	<p>A. June 2018</p> <p>B. June 2018</p> <p>C. June 2018</p> <p>D. May 2017</p>	<p>A. ≥ 85% of academic and PS staff agree 'SHSS provides a helpful AR' (for all genders).</p> <p>B. 100% of ARs follow 'Discussion Mandate', as recorded in Staff AR Record.</p> <p>C. ≥ 75% of academic and PS staff agree 'SHSS provides me with useful mentoring opportunities' (for all genders).</p> <p>D. 100% exiting staff complete survey.</p>
B3	<p>Enhance quality of AR for reviewers and reviewees.</p>	<p>While AR has been positively received by staff, we want to ensure that ARs are of the</p>	<p>A. Provide opportunities for all reviewers to have undertaken IAD 'Annual Review Skills' training (Staff Handbook/website/e-mail)</p>	<p>A. HoSAs; DoPS.</p>	<p>A. Sept 2017</p>	<p>A. Uptake of 100% of IAD 'Annual Review Skills' training.</p>

		highest quality and value for academic and PS staff.	B. Provide opportunities for engagement with IAD 'Understanding Annual Review' training (Staff Handbook/website/e-mail) to help reviewees get the most out of AR.	B. HoSAs; DoPS.	B. Sept 2017 onwards	B. Uptake of 60% of IAD 'Understanding Annual Review' training.
B4	Increase accuracy of WAM	Staff consultation demonstrated satisfaction with WAM but outreach is not included	<p>A. To work with College to review WAM with a view to improve key aspects, including outreach.</p> <p>B. Following initial review, workload to be reviewed annually by gender.</p> <p>C. SHSS to promote training (Staff Handbook/website/e-mails) with workload allocation and management 'Allocating, Mentoring and Supporting Work' and 'Developing Your People'.</p> <p>D. WAM to include an adjustment for returnees from parental leave.</p>	<p>A/B. ASSA; SMC.</p> <p>C. DoL&T; HoSAs.</p> <p>D. HR Administrator</p>	<p>A. 2017/18.</p> <p>B. 2017/18 (annually).</p> <p>C. Sept 2017 onwards.</p> <p>D. Sept. 2017</p>	<p>A. New WAM developed which more accurately distinguishes between different types of work.</p> <p>>80% staff to report satisfaction with WAM (Staff survey 2018).</p> <p>B. Average WAM at every UE grade to be the equal by gender. (Review 2019)</p> <p>C. Uptake of 20% of 'Allocating, Mentoring and Supporting Work' and 'Developing Your People' training.</p> <p>D. WAM adjustment included for returnees from parental leave.</p>

B5	Increased School support for staff undertaking maternity/adoption leave.	<p>While we have an excellent record of maternity leavers returning, staff highlighted the need for more support to enable the process to be as stress-free as possible.</p> <p>In particular, staff stated that more certainty about the period immediately following leave would reduce their stress and aid their reintegration into work.</p>	<p>A. Family leave buddy/peer support system to be set up for staff members planning maternity/adoption leave where they will be paired with a recent returner who will provide them with support and guidance before, during and after their period of leave.</p> <p>B. Use of UoE 'Maternity Check List for Managers' and 'Work Planning Template' made compulsory to support planning.</p> <p>C. Introduce mandatory Maternity Risk Assessment – carried out by SHSS Health and Safety Officer and necessary adjustments made.</p> <p>D. The UoE crèche and other nurseries, plus details of the UoE Childcare Voucher Scheme, will be included in the Staff Handbook and SHSS E&D/AS webpages.</p>	<p>A. DoPS</p> <p>B. HoSAs; DoPS.</p> <p>C. Health and Safety Officer.</p> <p>D. DoPS; School IT support.</p>	<p>A. Summer 2017 (ongoing).</p> <p>B. Summer 2017 (ongoing).</p> <p>C. November 2015 (ongoing).</p> <p>D. Dec. 2017</p>	<p>A. Retain 100% maternity return rate</p> <p>>80% maternity returners to indicated high satisfaction with school support (Review 2018).</p> <p>B. 100% use of 'Maternity Check List for Managers' and 'Work Planning Template'.</p> <p>C. 100% pregnant staff have a mandatory Maternity Risk Assessment.</p> <p>D. As (A) above.</p>
B6	Increase support for staff transferring from PT to FT after child-care responsibilities stop or reduce.	SHSS has a culture of flexible working but we want to enhance this to ensure PT staff are encouraged to move to FT	Phased increase in workload and/or working pattern following an increase from FT from PT work.	HoSAs; DoPS.	June 2017 ongoing.	All staff have the opportunity to indicate their preferred hours at AR

		work if the business case allows for this.				
B7	Promote and encourage uptake of paternity leave and shared parental leave.	58% staff reported 'I am kept informed about gender equality matters that affect me (changes to maternity/paternity leave entitlements, legislation and institutional practices (Culture Working survey 2016).	SHSS to run a biennial Family Leave workshop presented by College HR.	College HR.	During 2017/18 academic year.	>90% staff to report 'I am kept informed about gender equality matters that affect me (changes to maternity/paternity leave entitlements, legislation and institutional practices (Staff survey 2018).

C : Improve Recruitment, Induction, Mentoring, and Research Support for Female and Male Staff.

C1	Increase male recruitment rates for UE06-UE08 academic and PSS posts.	Men are under-represented in these positions, and women continue to be recruited at higher rates.	<p>A.All posts to have male and female contact points on recruitment materials.</p> <p>B.SHSS publicity materials and website to profile male staff members during recruitment periods.</p> <p>C.Welcoming statement in job advertisements to male candidates for these posts.</p> <p>D. Extend training to include 'Recruiting for Excellence' (for Chairs) and 'Recruitment,</p>	<p>A.HoSA; HR.</p> <p>B. HoSA; School IT support.</p> <p>C.HoSA; HoS.</p> <p>D. HoS; DoPS</p>	<p>A/B/C/D June 2017</p> <p>(ongoing)</p>	<p>A/B/C/D.Increase male application rates to 30% for new posts. (Review 2019).</p> <p>Success rates for male candidates to equal females. (Review 2020).</p> <p>>20% appointments to Chancellor's fellow to be male. (Review 2019).</p>
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			Selection and the Law' for all interview panellists.			
C2	Extend our comprehensive staff induction scheme to ensure new academic and PS staff on GHC contracts are aware of policies and opportunities within SHSS and the UoE; including teaching opportunities for academic staff.	Staff consultation indicated that GHC staff were not aware of policies and opportunities within SHSS.	A. SHSS will launch a 'Tutor's Handbook', which will include information on induction, training opportunities, teaching opportunities, career development for GHC staff. Ongoing training needs will be identified through AR.	A. DoPS	A. Jan. 2018	A. More than 80% of GHC staff agree 'I am kept informed by SHSS about career development and work-life balance matters (for all genders).
C3	Extend existing mentoring support to all academic and PS staff (including FTC/GHC >300 hours) for career development.	In our culture survey, only 50% PSS women and 0% men agreed that a mentor is provided for them. Career development needs of this group distinct to other staff. Promotion success rates are consistent with College but we want to encourage both male and female academic staff to succeed.	A. Extend access to existing mentoring support for all PS and academic staff (including FTC/GHC >300 hours). B. Develop an 'Induction Buddy' scheme for academic and PS staff. 'Buddies' will act as a first point of contact for general queries and concerns in the first 4-6 weeks of employment. C. Develop writing mentors for academic staff. D. Create shadowing and deputising opportunities to develop careers.	A. DoPS ; HoS; HoSAs; ASSA Coordinator B. DoPS ; HoS; HoSAs. C. Director of Research D. HoSAs E. HoS.	A. Sept 2017 onwards B. Sept 2017 C. Sept 2017 Jan 2018	A. >50% professional and support staff make use of mentoring/workshop opportunities. (Review 2020). B. >75% PS and academic staff reporting satisfaction with induction processes. (Review2019). C/D/E >75% PS and academic staff report support for mentoring opportunities in SHSS.

			E. Appoint a male mentoring champion.		Jan. 2018	
C4	Increase opportunities for all staff (male and female) to develop research grant applications.	Good practice exists in SHSS but enhancing these opportunities would particularly benefit early-career Academic/Research staff.	A. Workshop on including early-career researchers on grants, researchers on FTCs and developing early-career grant success. B. Following this, Director of Research to investigate methods for increasing this practice through-out the school and report the SMC. C. Work with IAD to adapt their bespoke training package to inform the development of an on-line resource aimed at helping new and existing researchers to develop a vision of their research and how to manage this as a PI. D. Enhance support for research staff with unsuccessful applications.	A. Director of Research. B. Director of Research. C. Director of Research; School IT support. D. Director of Research;	A. During 2017/18 academic year. B. End 2017/18 academic year. C. Sept 2018 D. June 2017	A. Increase by 10% lecturing staff being Co-I on grants of over £50k (Review 2019). B. Annual report on research activity to SMC. C. Increase by 10% of staff being PIs on grant applications. D. 100% of staff invited to have a discussion following research application decision.

D. Improve Gender Equality and Increase Diversity at Student Level; Improving Academic progression for all Students.

D1	Redress gender imbalance in UG, PGT and PGR student populations, through effective gender balanced communications and marketing strategy.	Male students and staff are underrepresented in all student groups in the School.	A. SHSS will develop annual targeted marketing on-line campaigns at UG and PG level; specifically profiling UG male students, including current m/f students voices in 'Nutshell' videos.	A. School WP Officer.	A. Begin Sept. 2017	A. ≥1 targeted UG recruitment campaign featuring male students.
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		Our current on-line and hard copy marketing material has disproportionately represented females.	<p>B. SHSS to project a diverse, inclusive and accurate visual representation of School's student body in webpage and all recruitment materials; including male and ethnic minority representation.</p> <p>C. Complete a formal annual review of online and hardcopy promotional materials (including prospectus; SHSS webpages; and PG funding leaflets) to ensure images and content represent all genders.</p> <p>D. Annual feedback report to SHSS SMC.</p>	<p>B. School Widening Participation Officer.</p> <p>C. School WP Officer; School IT support.</p> <p>D. ASSA Coordinator</p>	<p>B. Sept. 2017</p> <p>C. Sept. 2018 then annually.</p> <p>D. Sept 2018.</p>	<p>≥1 targeted PG recruitment campaign featuring male students.</p> <p>B. 10% improvement in gender parity within UG, PGT student populations.</p> <p>C. All School online promotional and hardcopy material has gender balanced and ethnicity balanced content.</p> <p>D. ≥1 annual marketing and communications update to SMC.</p>
D2	Increase numbers of male students, particularly in the two UG programmes.	<p>Male students are under-represented in our UG programmes, especially the UG adult nursing programme.</p> <p>Longstanding societal issues mean that nursing is still predominantly perceived as a female profession.</p>	<p>A. Extend existing work with WP, to work with the NHS and other two Universities in Edinburgh to run co-ordinated and targeted recruitment workshops in schools and colleges aimed at promoting UG Nursing study to males aged 14-16.</p> <p>B. Articulation Agreement with FE Colleges to enable students with an HNC or HND to access the MA (one of the first agreements in the University). This will also increase the number of males in the programmes.</p>	<p>A. School Marketing Administrator.</p> <p>B: Programme Director (MA HSS)</p>	<p>A. Begin June 2017 onwards.</p> <p>B. Sept. 2017</p>	<p>A.1 ≥2 targeted workshops for prospective males (14-16) in Nursing.</p> <p>B. Articulation agreement in place.</p>

		Gender balance has not previously been considered at outreach events, UG Open Days or Applicant Days.	<p>C. Dedicated outreach by both male and female staff at outreach events, Kickstart Summer school, UG Open Days and Applicant Days.</p> <p>D. Record number of academic staff participating in outreach activity by SHSS outreach database to ensure outreach by all staff does not put an undue burden on the few male staff and students in the department; likewise, the same willing female staff.</p>	<p>C. Programme Directors (Nursing and MA HSS)</p> <p>D. HoSAs; DoPS.</p>	<p>C. June 2017 onwards.</p> <p>D. June 2018</p>	<p>C. 10% improvement in gender parity on target UG programmes.</p> <p>D. 100% of academic staff have an outreach profile updated (minimum) annually.</p>
D3	Increase in numbers of male PGR students.	Low intake of male students-due both to low numbers of applications and low acceptance rates.	<p>A. Postgraduate committee to review applications by gender and develop strategy for attracting high quality male PhD students.</p> <p>B. Male students who do not accept an offered place to be telephoned to ask about reasons.</p> <p>C. Development of recruitment campaign profiling male students and staff members. (see A2 above)</p> <p>D. Extend International Ambassador Scheme.</p>	A/B/C/D. PG Director; SHSS PG Admissions	<p>A. Begin April 2017 ongoing</p> <p>B. April 2017</p> <p>C/D/E. Sept. 2017</p>	Increase male PhD applicants and places by >5% over 5 year period (Review 2020).

			E. All PGR Directors to have E&D and UB training.	E. HoSAs		
D4	To build on our WP work to increase diversity in our student cohort, especially at UG level.	Our UG student cohort is predominantly young (18-21yrs), white and female.	<p>A. Develop a partnership with the University of the People to allow articulation into year 2 of the MA for applicants with refugee status who have an Associate degree from the on-line University of the People (the first such agreement with the University of the People in Europe).</p> <p>B. Work with Inclusion Scotland, a consortium of organisations of disabled people and disabled individuals in Scotland, to take up the offer to SHSS of a fully funded place to support one work experience placement for a person with disabilities for the equivalent of 13 weeks (455 hours).</p>	<p>A. HoS</p> <p>B. HoS</p>	<p>A. March 2017 onwards</p> <p>B. Sept 2018</p>	<p>A. Partnership agreement developed between UoE and SHSS with admittance of ≥1student(s).</p> <p>B. One person with disabilities takes up the placement in SHSS for 13 weeks.</p>
D5	Improve academic progression pipeline for UG and PGT students to take up PGR study.	<p>SHSS had agreed to guarantee the offer of a PGR place to those graduating from SHSS with a first class honours degree or merit in a PGT degree.</p> <p>We want to build on this to ensure that all students, male and female, are able to take up the PG opportunities available to them.</p>	<p>A. Hold annual information workshop within SHSS for UG students to discuss PG options. Invite 3rd and 4th year students.</p> <p>B. At completion academic year programme directors to contact 2nd year students with a predicted award of a 1st or high 2:1 encouraging them to consider PG study and inviting them to contact a member of staff to discuss options.</p>	<p>A.DoT&L; Programme Directors</p> <p>B.Programme directors.</p>	<p>A. June 2018 onwards</p> <p>B. June 2018 (annually)</p>	<p>A. Attendance of 10 - 20 students at these workshops.</p> <p>B. All students with a predicted 2:1 or above to be contacted. Programme directors to meet with >25% of these students.</p>

D6	Improve part-time PGT and PGR experience and integration into SHSS.	<p>We have a very small number of part-time students (male and female) in both PGT and PGR degrees. We have not previously considered the needs of these students separately from FT students and there is a danger their needs are not recognised nor met.</p> <p>Some of these students also have parenting/caring responsibilities and may require different strategies for engagement.</p>	<p>A. Part-time PGT/PGR students to be consulted through focus group about their needs and expectations for support.</p> <p>B. Work with IAD to develop programmes targeted to the needs of part-time PG students.</p>	<p>A. PG Director.</p> <p>B. PG Director.</p>	<p>A. Begin Sept. 2017</p> <p>B. Sept. 2017</p>	<p>A. Specific action plan developed for PT students (review 2018).</p> <p>A/B. Part-time PG students to report satisfaction with SHSS (Review 2018).</p>
D7	Expand online-distance learning portfolio to promote flexible learning and support students with caring or other responsibilities.	Our online programmes have had a low uptake in the past (with the exception of Clinical Psychology MOOC) and online learning facilitates studying for a qualification without needing to attend classes on campus.	A. SHSS will expand PDL/blended learning provision by 25% by 2020	A. HoS; School IT support	A. 2018 onwards	25% increase in ODL/blended learning by 2020.
D8	Increase involvement UG and PGT students in Athena SWAN process, especially male students.	We have focused to date on our PGR students, but would like to progress further with this, and	A. SSLC to act as liaison point between ASSA and student body:	A. SSLC Convenor; ASSA Coordinator.	A. Sept. 2017 onwards.	A. Recorded discussion of SWAN at every SSLC.

		<p>consult with students around what issues of gender equality are most pressing for them.</p> <p>We already have a well-functioning Staff Student Liaison Committee (SSLC), and feel this is the most effective way to involve students.</p> <p>Gender equality is a core component of our teaching and is a resource for promoting a culture of gender equality in the School while also recognising student success.</p>	<p>- ASSA Coordinator to attend SSLC and provide report.</p> <p>-SWAN to become standing item on SSLC</p> <p>- Where specific issues arise, SSLC to contact ASSA Coordinator to raise issues.</p> <p>B.Produce and distribute modified culture survey for UG and PGT students.</p>	B. ASSA Coordinator	B. Dec. 2018	B.>50% UG and PGT students to complete survey.
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E. Improve Data Monitoring and Comparative Analysis

E1	Statistically monitor gender balance across areas previously not recorded in SHSS.	Annual AS statistical analysis did not previously address the post-2015 AS remit.	<p>In addition to existing annual AS statistical analysis:</p> <p>A. Monitor uptake of AR skills training by staff.</p> <p>B. Monitor uptake of training opportunities by PSS.</p>	A/B/C/D DoPS	Academic semester 2017/18 onwards.	A/B/C/D All new data is collected and analysed. Analysis will contribute to next Action Planning process.
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			<p>C. Monitor UE grade and staff group on all committees.</p> <p>D. Monitor gender for all speakers for seminars and workshops in SHSS; publish an annual report on the School intranet and reporting annually to SMC in AS progress report.</p>			
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Key to new abbreviations (see also page 5):

ASSA Coordinator Athena SWAN Self-Assessment Team Coordinator

DoL&T Director of Learning and Teaching

School IT Support School Information Technology Support

School WP Officer School Widening Participation Officer